Texas Success Center

MARCH 26-28, 2018
El Dorado Hotel and Spa, Santa Fe, NM

Enabling Front Door Pathways to Student Success

2018 BOARD OF TRUSTEES INSTITUTE

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TEXAS PATHWAYS RESOURCE LIBRARY

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PURPOSES

The Board of Trustees Institute provides an opportunity to:

- Communicate background, commitments, purposes, and vision that guide the Board of Trustees Institute
- Convene board and CEO delegates from Achieving the Dream colleges and Texas Pathways cadre 1 colleges to share and elevate knowledge of how effective governance contributes to student success, equity, and completion, leading to transfer and/or a career with labor market value
- Learn about assessing institutional readiness, improving outcomes, cultivating public awareness and political commitment, and developing institutional capacity to introduce, foster, and sustain a comprehensive student success, equity, and completion agenda
- Enhance understanding of board/CEO roles and responsibilities in establishing policies
- Acquire resources and build a common body of knowledge about integrating a student success, equity, and completion agenda and performance indicators into policies and operations
- Contribute to a community of board members and CEOs as life-long learners and advocates for improving student success, equity, and completion

THEME

The Role of the Board in Enabling Front Door Pathways to Student Success

GOAL

Every participating board will leave the Institute having made, or reaffirmed, commitments to action that will empower their CEO and set the climate and expectation for institutional change leading toward a comprehensive student success strategy.

The 2018 Board of Trustees Institute is made possible by funding from Houston Endowment Inc. and the Greater Texas Foundation.

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PROGRAM AGENDA

MONDAY, MARCH 26, 2018

10:00–1:00 **RESIDENT FACULTY MEETING & LUNCHEON** (*By invitation only*)

Noon–2:00 **REGISTRATION** (Concourse)

2:00–3:35 **PLENARY** (Anasazi Ballroom)

Welcome to the 12th Annual Board of Trustees Institute

The Bookends of the Texas Pathways Model
Cynthia Ferrell, Vice President, Texas Success Center, Texas Association of Community Colleges [Tab 1]

Board Leadership for Front Door Transformational Change at Scale
Byron McClenney, Member, Colorado State Board for Community Colleges and Occupational Education; Consultant, Association of Community College Trustees Governance Institute for Student Success [Tab 1]

Understanding Students' Early Experiences Using Pathways Data
Cynthia Ferrell [Texas Higher Education Almanac] and [Tab 2]

Overview of Group Breakout #1

3:35–3:45 **BREAK**

Proceed to assigned locations for Group Breakout #1 [Breakouts Tab]

3:45–4:45 **GROUP BREAKOUT #1**

Guided Discussion and Preliminary Action Planning: Understanding Students' Early Experiences Using Pathways Data [Tab 2]

HOMEWORK: If you have not read the case study, *Do the Right Thing: Board Engagement in Community College Pathways Work*, please do so prior to our discussions on Tuesday. [Tab 4]

4:45–5:00 **BREAK**

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5:00–6:00 **RECEPTION**

Presidential Suite Patio, 5th Floor, Room 546; Inclement weather: Anasazi Ballroom
Hors d'oeuvre and Cash Bar
Music Performed by Miriam Shilling, Harpist

6:00–7:30 **DINNER AND PLENARY** (Partners & Guests Invited)

CCATT Summer Conference: Save the Date June 1-2, 2018

Ray Lewis, Trustee, Galveston College; Chair, Community College Association of Texas Trustees

Texas Math Pathways Award Recipients Discuss Trustee-Enabled Change

Moderator: Martha Ellis, Director, Higher Education Strategy, Policy, and Services, The Charles A. Dana Center, The University of Texas at Austin [Tab 3]

Panelists:
Glenda Barron, President, Temple College
Bob Browder, Vice Chair, Temple College Board of Trustees
William Serrata, President, El Paso Community College
Art Fierro, Board Chair, El Paso Community College

7:30 **ADJOURN FOR THE DAY**

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TUESDAY, MARCH 27, 2018

7:00–9:00 **BREAKFAST** (Partners & Guests Invited)

9:00–10:50 **PLENARY**

Opening Remarks and Overview of the Day's Events

Policy and Pathways
Kay McClenney, Special Advisor to the President, American Association of Community Colleges [Tab 3]

What's this Going to Cost?: Thinking about Pathways Budget Planning and Return on Investment
Rob Johnstone, Founder & President, National Center for Inquiry & Improvement [Tab3]

Discussion and Q&A with Kay and Rob

Overview of Group Breakout #2

10:50–11:00 **BREAK**

Proceed to assigned locations for Group Breakout #2
[Breakouts Tab]

11:00–Noon **GROUP BREAKOUT #2**

Case Study Guided Discussion
Do the Right Thing: Board Engagement in Community College Pathways Work [Tab 4]

Noon–12:45 **NETWORKING LUNCHEON**

12:45–1:20 **PLENARY**

The Least Trustees Need to Know About Developmental Education
Martha Ellis [Tab 3]

Texas Pathways Policies and Practices: A Summary of Findings from BOTI Impact Reports [Tab 5]
Cynthia Ferrell

Overview of Group Breakout #3

1:20–1:30 **PROCEED TO GROUP BREAKOUT #3 LOCATIONS**
[Breakouts Tab]

1:30-3:00 **GROUP BREAKOUT #3**

Implementing Policies and Practices to Increase Student Success [Tab 6]

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3:00 **ADJOURN FOR THE DAY**

Enjoy your evening in Santa Fe!

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WEDNESDAY, MARCH 28, 2018

7:00–9:00 **BREAKFAST** (Partners & Guests Invited)

9:00–10:20 **PLENARY**

Opening Remarks and Overview of the Day's Events
Cynthia Ferrell

Armchair Chat with Byron McClenney and Belle Wheelan, President, Southern Association of Colleges and Schools Commission on Colleges

Overview of Group Breakout #4

10:20–10:30 **BREAK**

Proceed to assigned locations for Group Breakout #4
Hearty Mid-Morning Snacks will be Provided In Lieu of a Boxed Lunch
[Breakouts Tab]

10:30–11:30 **GROUP BREAKOUT #4**

Commitment to Action [Commitment to Action Tab]

Delegates and resident faculty convene to discuss:

- Key learnings from this institute
- Policy and operational implications for increasing student equity, success, and completion
- Major action steps that delegates commit to take when they return to their home institutions as a result of institute learnings [Commitment to Action Tab]

Turn in Commitments to Action

Complete Evaluation for 2018 Board of Trustees Institute [Evaluation Forms Tab]

ADJOURN

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ATTENDEES

ALAMO COLLEGES DISTRICT

Mike Flores
President, Palo Alto College

Yvonne Katz
Board Chair

Alicia Moreno
Student Trustee

George Railey
Vice Chancellor for Academic Success

Joe Jesse Sanchez
Board Member

ALVIN COMMUNITY COLLEGE

Crystal Albrecht
President

Cheryl Knape
Board Member

Bel Sanchez
Board Member

AUSTIN COMMUNITY COLLEGE DISTRICT

Charles Cook
Provost & Executive Vice President, Academic Affairs

Julie Nitsch
Board Member

Molly Beth Malcolm
Executive Vice President, Campus Operations & Public Affairs

BRAZOSPORT COLLEGE

Jason Cordoba
Board Member

Robert Perryman
Board Member

Millicent Valek
President

COASTAL BEND COLLEGE

Beatriz Espinoza
President

Laura Fisher
Board Chair

Martha Warner
Board Member

COLLEGE OF THE MAINLAND

Don Gartman
Board Member

Warren Nichols
President

Alan Waters
Board Vice Chair

EL PASO COMMUNITY COLLEGE

Art Fierro
Board Chair

William Serrata
President

Bonnie Soria Najera
Board Member

GALVESTON COLLEGE

Mike Hughes
Board Member

Raymond Lewis, Jr.
Board Chair

Myles Shelton
President

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GRAYSON COLLEGE

Mack Broiles
Board Member

Ronnie Cole
Board Chair

Jeremy McMillan
President

HOUSTON COMMUNITY COLLEGE

Cesar Maldonado
President

Pretta VanDible Stallworth
Board Vice Chair

KILGORE COLLEGE

Lon Ford
Board Member

Brenda Kays
President

Cecelia Sanders
Board Member

LEE COLLEGE

Pete Alfaro
Board Chair

Dennis Brown
President

Gilbert Santana
Board Member

MCLENNAN COMMUNITY COLLEGE

K. Paul Holt
Board Chair

Doug McDurham
Board Secretary

Johnette McKown
President

MIDLAND COLLEGE

Steve Castle
Board Member

Charlene McBride
Board Member

Steve Thomas
President

PARIS JUNIOR COLLEGE

Pam Anglin
President

Berdie Gibson
Board Secretary

Carolyn Lockett
Board Member

SAN JACINTO COLLEGE

Erica Rouse
Board Assistant Secretary

Brenda Hellyer
Chancellor

John Moon, Jr.
Board Member

SOUTH TEXAS COLLEGE

Graciela Farias
Board Vice Chair

Paul Rodriguez
Board Member

TEMPLE COLLEGE

Glenda Barron
President

Bob Browder
Board Vice Chair

Susan Guzman-Treviño
Interim Vice President, Educational Services

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WHARTON COUNTY JUNIOR COLLEGE

Scott Glass
Board Member

Betty McCrohan
President

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SPEAKER AND RESIDENT FACULTY BIOS

MARTHA ELLIS, PH.D.

As director of higher education strategy, policy, and services at the Charles A. Dana Center at the University of Texas at Austin, Martha Ellis spearheads strategic planning for Dana Center Mathematics Pathways (DCMP), an initiative to modernize entry-level college mathematics programs. A former college president and leadership coach for Achieving the Dream, Martha works to advance the DCMP mission and vision in collaboration with higher education, governmental, and philanthropic partners.

In addition to her role at the Dana Center, Martha serves as vice president/dean of graduate faculty and professor at the Roueche Graduate Center at National American University. In this capacity, Martha leads graduate faculty, teaches doctoral courses, oversees practicums, and chairs dissertation committees in the Community College Leadership program.

Before joining National American University, Martha served as associate vice chancellor for community college partnerships for the University of Texas System, where she addressed state policy issues related to transfer and developed and implemented new models for student completion.

Previously, Martha served as president of Lee College (Baytown, Texas) and Texas State Technical College (Waco, Texas). She earned a Ph.D. in higher education administration and research from the University of North Texas.

CYNTHIA FERRELL, PH.D.

As vice president of the Texas Success Center, housed at the Texas Association of Community Colleges (TACC), Cynthia Ferrell supports the implementation and scaling of student success strategies and policies for the 50 community college districts in Texas.

Prior to joining the Texas Success Center, Cynthia served as director of Student Success Initiatives at the University of Texas at Austin, as well as national director of leadership coaching for Achieving the Dream, director of the Board of Trustees Institute, director of Gulf Coast Partners Achieving Student Success, and UT director of the Governance Institute for Student Success. In these roles, she provided training and ongoing support for community college trustees, chancellors, presidents, and leadership teams to implement data-informed policies and practices to improve the success of all students.

Formerly the director of the Texas Developmental Education State Policy Initiative, Cynthia supported strategies jointly developed by TACC and the Texas Higher Education Coordinating Board (THECB) to scale successful innovations statewide and establish policy supports to improve developmental student success.

She earned a Ph.D. in higher educational administration from the Community College Leadership Program at The University of Texas at Austin.

ROB JOHNSTONE, PH.D.

Rob Johnstone is founder and president of the National Center for Inquiry & Improvement (NCII), an organization established to help two-year and four-year colleges create structures and processes that increase student completion, learning, and labor market outcomes. Through NCII, Rob collaborates with college practitioners and senior leaders to implement reforms associated with system-level policy changes, foundation programs, and other initiatives. He leads the center's Attitude, Agency, and Intensive Implementation (A2I2) program, which engages a cohort of community colleges in intensive work implementing guided pathway and student financial stability reforms.

Rob has supported the work of over 300 colleges nationwide both directly and through initiatives such as the American Association of Community Colleges' Pathways Project, Jobs for the Future's

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national Student Success Center Network, the Lumina Foundation's Beyond Financial Aid, the Bill & Melinda Gates Foundation's Completion by Design, the California Guided Pathways Initiative, and the Aspen Prize for Community College Excellence.

For over a decade Rob served as a director, dean and provost in the California community college system. Prior to transitioning to higher education, Rob worked as a strategic consultant in industry. He earned a Ph.D. in Social Psychology from the University of Oregon.

BYRON MCCLENNEY, ED.D.

Byron McClenney has served 56 years in higher education, with nearly 33 years as a community college CEO, including 14 years at the Community College of Denver. During his 10-year tenure as director of Student Success Initiatives at the University of Texas at Austin, he acted as national director of leadership coaching for Achieving the Dream. In 48 years as a consultant, Byron has advised institutions, state higher education systems, state governments, and professional associations in 47 states and internationally.

Among numerous honors received throughout his career, Byron was awarded the 2011 AACC Leadership Award, the 2002 PBS O'Banion Prize, the 2000 TIAA-CREF Hesburgh Award, and the 1996 NISOD International Leadership Award.

Byron's publications and presentations have focused on student success, institutional effectiveness, leadership, strategic planning, and organizational transformation. In partnership with the Association of Community College Trustees, he developed the Governance Institute for Student Success. Currently vice chair of the Colorado State Board for Community Colleges and Occupational Education and member of the Colorado Opportunity Scholarship Initiative, Byron remains active in higher education.

Byron received an Ed.D. from the University of Texas at Austin and was awarded the College of Education Distinguished Graduate Award in 1983.

KAY MCCLENNEY, PH.D.

Special advisor to the president of the American Association of Community Colleges, Kay McClenney also serves as senior associate for the Center for Community College Student Engagement (CCCSE) at the University of Texas at Austin. Founding director of CCCSE, Kay also taught in the Program in Higher Education Leadership and served as senior consultant on the national Achieving the Dream initiative.

Kay co-directed Student Success BY THE NUMBERS, the California Leadership Alliance for Student Success, and the national Bridges to Opportunity initiative. For over 10 years, she served as vice president and chief operating officer of the Education Commission of the States. She has consulted with education institutions, state higher education systems, state government, and professional associations in 47 states and internationally. Furthermore, she served as a community college faculty member, program director, system administrator, and interim CEO.

A frequent keynote speaker, Kay has authored numerous publications on education issues, strategic planning, accountability, student success, and leadership, and has been recognized with numerous honors, including the 2011 National Leadership Award from the American Association of Community Colleges. She earned a Ph.D. in educational administration from the Community College Leadership Program at The University of Texas at Austin.

BELLE WHEELAN, PH.D.

Belle Wheelan serves as president of the Southern Association of Colleges and Schools Commission on Colleges and is the first African American and the first woman to serve in this capacity. In a career spanning over 40 years, Belle has served as a faculty member, chief student services officer, campus provost, college president, and secretary of education for Virginia.

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The recipient of six honorary degrees, Belle has been recognized with numerous awards, including the American Association of Community Colleges Leadership Award, the John E. Roueche National Institute for Staff and Organizational Development International Leadership Award, the John Hope Franklin Award for outstanding leadership in higher education presented by Diverse Issues in Higher Education, and the Educational Testing Service Terry O'Banion Prize in Education from the League for Innovation in Community Colleges. She has also been presented with Distinguished Graduate Awards from Trinity University and the University of Texas at Austin, and was recognized by Washingtonian Magazine as one of the 100 most powerful women in Washington, DC.

Belle earned a Ph.D. from the University of Texas at Austin in educational administration with a concentration in community college leadership.

TED WRIGHT, ED.D.

With 35 years of experience in higher education, Ted Wright currently serves as a data coach for multiple colleges and universities participating in the Achieving the Dream National Reform Network. As a data coach, Ted guides colleges in the development, analysis, and use of student outcomes data to inform improvement efforts. In over a decade of coaching Achieving the Dream institutions, Ted has helped community colleges in Texas, Massachusetts, Connecticut, Louisiana, Kansas, and Florida build capacity to incorporate evidence in planning, implementing, and evaluating reform initiatives.

Prior to his data coaching role, Ted served as director of research and planning at Broward Community College in Ft. Lauderdale, Florida for over 20 years, followed by a tenure as special assistant to the president of Broward. Previously, Ted served as a senior research associate at Miami-Dade Community College, now known as Miami Dade College. Ted also taught educational research methods in the College of Education at Florida International University in Miami.

Ted earned an Ed.D. in higher education leadership from Florida International University.

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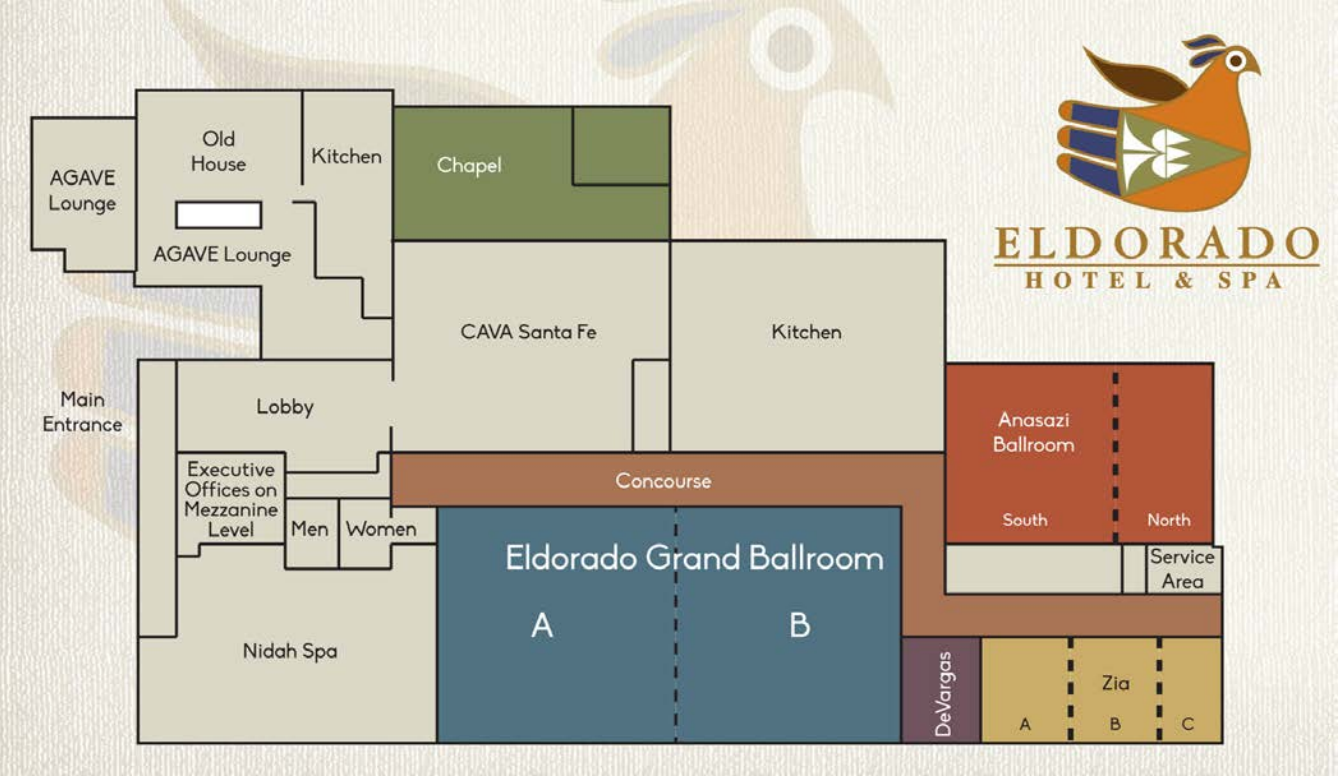
MAP OF ELDORADO MEETING SPACES



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GROUP BREAKOUT ASSIGNMENTS AND LOCATIONS

GROUP A

Location: Zia C
Resident Faculty: Byron McClenney
Colleges: Brazosport College
El Paso Community College
Houston Community College
San Jacinto College
South Texas College

GROUP B

Location: Zia A
Resident Faculty: Kay McClenney
Colleges: Alamo Colleges
Alvin Community College
Austin Community College
Midland College

GROUP C

Location: Zia B
Resident Faculty: Martha Ellis
Colleges: Coastal Bend College
College of the Mainland
Grayson College
Kilgore College
McLennan Community College

GROUP D

Location: DeVargas
Resident Faculty: Ted Wright
Colleges: Galveston College
Lee College
Paris Junior College
Temple College
Wharton County Junior College

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Welcome to the 12th Annual Board of Trustees Institute

Dr. Cynthia Ferrell

Vice President,
Texas Success Center,
Texas Association of Community Colleges

Texas Success Center

A Strong Legacy of

Trustee Leadership in Texas

- 2007 – BOTI began as a complement to the ATD work of 9 Texas community colleges in the Houston area—specifically intended to focus on the role of boards in improving student success.
- 2009 – All other Texas ATD colleges' trustees joined in.
- Since its inception, Houston Endowment and the Greater Texas Foundation supported the BOTI with about $1,480,000 in awards
- 2017 – Merging with the Texas Pathways Strategy, all Texas Pathways Cadre 1 colleges began participating.
- Bill & Melinda Gates has awarded $900,000

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TODAY, THE BOTI INCLUDES

27 OF THE 50 TEXAS COMMUNITY COLLEGE DISTRICTS

SERVING **73%** OF TEXAS COMMUNITY COLLEGE STUDENTS

= nearly 535K students

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BOTI Trustees Are Committed to:

- effective governance that contributes to student success, equity, and completion, leading to transfer and/or a career with labor market value
- Data-informed governance
- Closing achievement gaps, particularly for low-income students and students of color
- Institutional policy, strategic planning and budgeting that targets student success
- CEO/Board collaboration

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GOAL of the 2018 BOTI

Every participating board will leave the Institute having made a

commitment to actions that will

ENABLE their CEO and set the

climate and expectation

for institutional change leading toward a **COMPREHENSIVE STUDENT SUCCESS STRATEGY**

Texas Success Center

RECLAIMING THE AMERICAN DREAM

Calling for the Redesign of Students' Educational Experiences

Completion | College Readiness | Skills Gap: Focus on Future Jobs

60 X 30TX

Planning for Student Success

By 2030, at least 60% of Texans 25-34 will have a certificate or degree

Completion | Marketable Skills | Student Debt

STUDENT SUCCESS POINTS

Measuring and Funding Student Success

College Ready → 1ST College Level Math → 1ST College Level Reading/ Writing → 15 Credits → 30 Credits → Core, Cert, or Degree → Certificate or Degree in Critical Field → Transfer with 15 Hours

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Dedicated to the socio-economic mobility of all Texas CC students

The Texas Pathways Strategy-2022

Built on what we know:

- The Needs of Texans
  - About 40% of young Texans have any post secondary credential
  - One in five 8th graders earn any credential 6 years after HS
    - About one in 10 of Hispanic, black and low income students do so
- Our Past "Student Success" Strategies
  - Leadership mattered
  - Data informed action
  - Lacked systemic view
  - Hard to scale to all students who need it

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Dedicated to the socio-economic mobility of all Texas CC students

The Texas Pathways Strategy-2022

Four Components of The First Phase of Our 60x30TX Plan

1. Board of Trustees Institutes
   - Same commitment to supporting student success
   - Trustees from all 50 college districts
2. Pathways Institutes
   - Round 1: Six institutes, coaches, structured year-round curriculum

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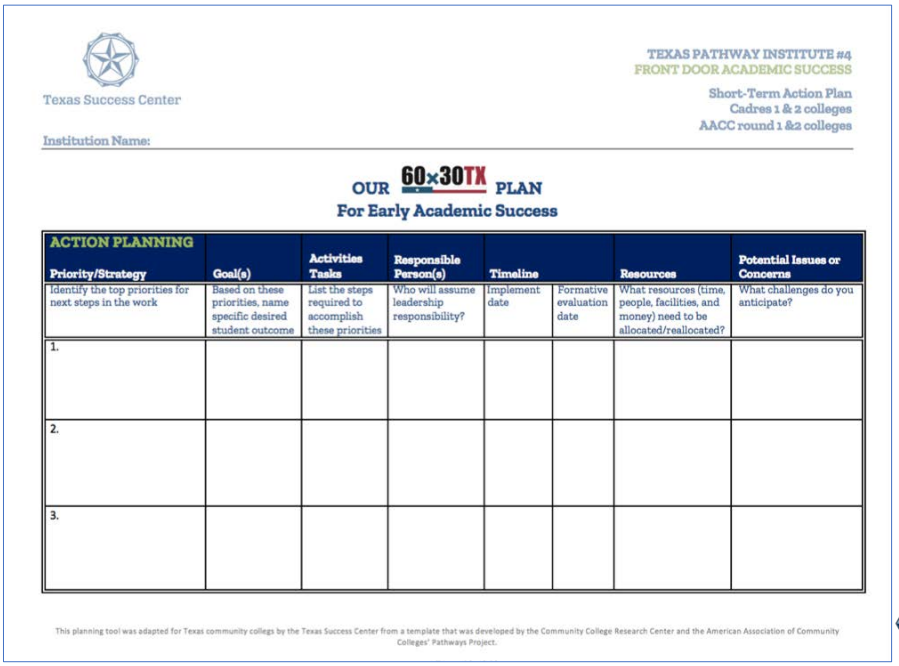

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TEXAS PATHWAY INSTITUTE #4
FRONT DOOR ACADEMIC SUCCESS
Short-Term Action Plan
Cadres 1 & 2 colleges
AACC round 1 &2 colleges

Institution Name:

OUR 60x30TX PLAN
For Early Academic Success

ACTION PLANNING Priority/Strategy	Goal(s)	Activities Tasks	Responsible Person(s)	Timeline		Resources	Potential Issues or Concerns
Identify the top priorities for next steps in the work	Based on these priorities, name specific desired student outcome	List the steps required to accomplish these priorities	Who will assume leadership responsibility?	Implement date	Formative evaluation date	What resources (time, people, facilities, and money) need to be allocated/reallocated?	What challenges do you anticipate?
1.							
2.							
3.							

This planning tool was adapted for Texas community colleges by the Texas Success Center from a template that was developed by the Community College Research Center and the American Association of Community Colleges' Pathways Project.

Texas Success Center

Dedicated to the socio-economic mobility of all Texas CC students

The Texas Pathways Strategy-2022

Four Components of The First Phase of Our 60x30TX Plan

1. Board of Trustees Institutes
   - Same commitment to supporting student success
   - Trustees from all 50 college districts
2. Pathways Institutes
   - Round 1: Six institutes, coaches, structured year-round curriculum, (2017-2019)
   - Round 2: Six institutes, coaches, structured year-round curriculum (2020-2022)
3. Regional Meetings
4. Research/Knowledge Development

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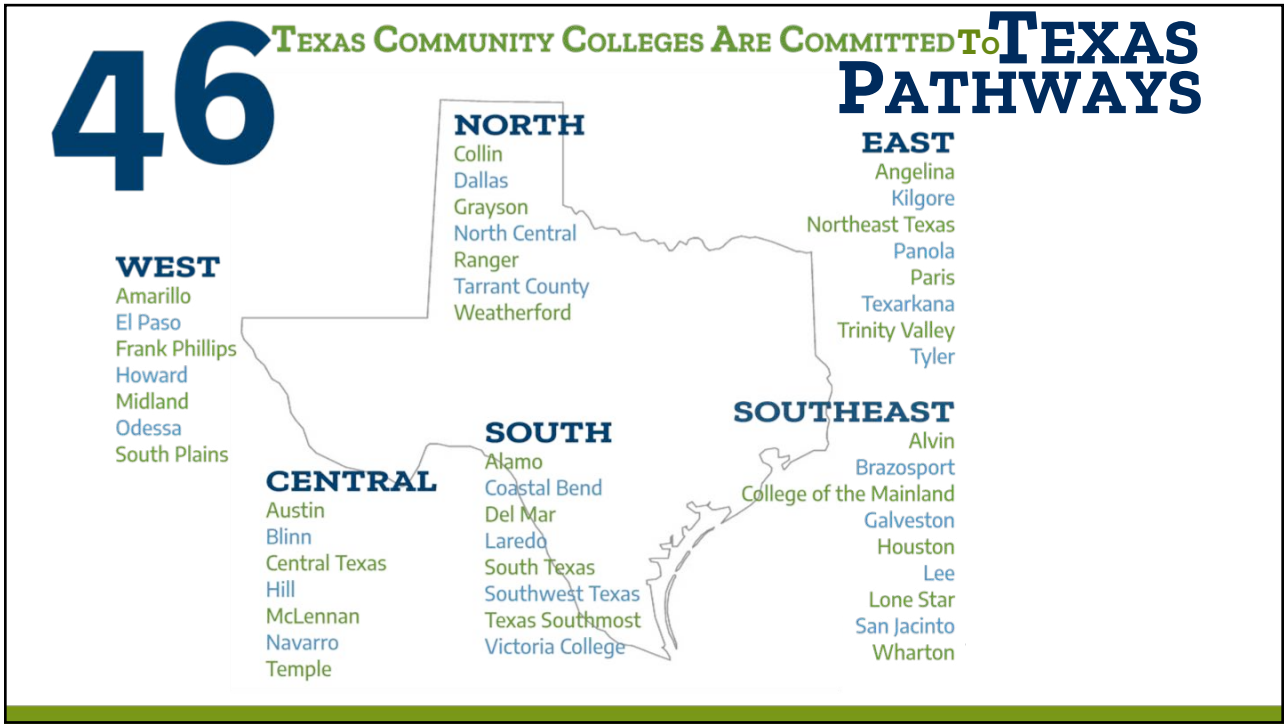

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Texas Pathways

Redesigning Students' Educational Experience Across the Educational System

K-12 & AEL partners	CONNECT	ENTER	PROGRESS	SUCCEED	4-year & Industry partners
	CLARIFY PATHS TO STUDENTS END GOALS	HELP STUDENTS CHOOSE AND ENTER A PATH	HELP STUDENTS STAY ON A PATH	ENSURE STUDENTS ARE LEARNING	
	Maps for All, 8th Grade - HS Graduation & Adults	Under Prepared Student Support & Gateway Courses	Structured Programs & Support and Embedded Services	Learning Outcomes, High Impact Practices & Effective Teaching	

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Texas Pathways—The Bookends

K-12 & AEL partners	CONNECT	ENTER	PROGRESS	SUCCEED	4-year & Industry partners
Beginning: HB5, Endorsements, Dual Credit, Adult Education & Developmental Education	CLARIFY PATHS TO STUDENTS END GOALS	HELP STUDENTS CHOOSE AND ENTER A PATH	HELP STUDENTS STAY ON A PATH	ENSURE STUDENTS ARE LEARNING	**End:** Certificates, Associate Degrees, Efficient Transfer & Meaningful Jobs
	Maps for All, 8th Grade - HS Graduation & Adults	Under Prepared Student Support & Gateway Courses	Structured Programs & Support and Embedded Services	Learning Outcomes, Teaching Practices, Engaged Learners	

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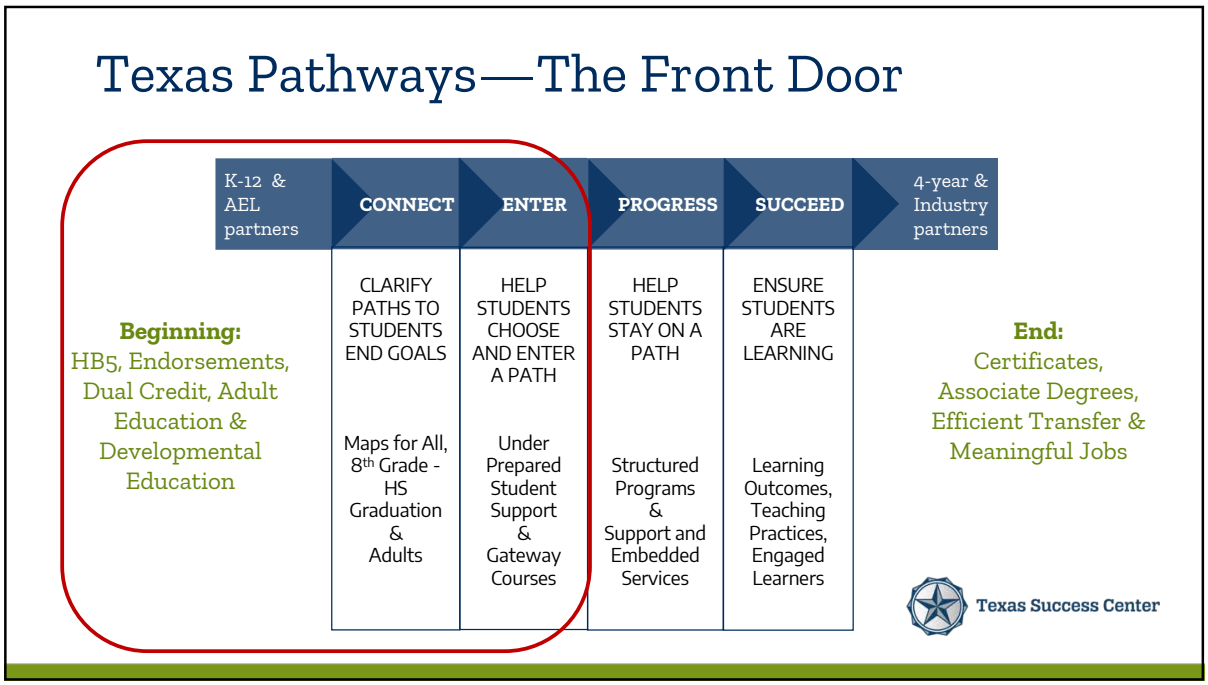

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Board Leadership for Front Door Transformational Change at Scale

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Dr. Byron McClenney

Member, Colorado State Board for Community Colleges and Occupational Education; Consultant, Association of Community College Trustees Governance Institute for Student Success

Monitor What Matters

- What percent of potential FTIC students who take initial steps to enroll are actually enrolled on the census date?
- What percent of those enrolled on census date actually earn no credits in the semester?
- What percent of FTIC students participate in a high quality orientation?
- What percent of FTIC students enroll in a student success course (Freshman Seminar) in the first term?

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Monitor What Matters

- What percent of FTIC students have an educational plan by the end of the first term? First year?
- What percent of FTIC students have an assigned adviser or were assigned to an advising group by chosen major or pathway in the first year?
- What is the semester course completion rate (C or better) for the term? What is the Fall-to-Spring persistence rate for FTIC students?

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Monitor What Matters

- What is the Fall-to-Spring persistence rate for FTIC students?
- What percent of FTIC students successfully complete (C or better) English Composition and the appropriate credit math course (Algebra, Statistics, or Quantitative Reasoning) in the first year?
- What percent of FTIC students successfully complete credits in a chosen major in the first year?

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Monitor What Matters

What number of credits, on average, are earned by F-T and P-T students in the first year?

F-T	P-T
12	6
24	12
30	15

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Monitor What Matters

- What is the Fall-to-Fall persistence rate for FTIC students?
- What is the graduation rate (by entering cohort) after two years for certificate programs and after four years for associate programs?
- What percent of an entering cohort successfully transfers to a university after completing 24 credit hours? 30 credit hours? General Education Core? AA/AS/AAS?

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Imperatives to Promote Student Success

- Diagnosis of College Culture
- Integration of Multiple Initiatives
- Engagement of Faculty and Staff in Collaborative Work
- Culture of Inquiry, Evidence, and Accountability
- Planning to Link Vision, Priorities, and Resource Allocation
- Transformation of Remediation/Developmental Education

Imperatives to Promote Student Success

- Understanding of High-Impact Practices (Front Door and Classroom)
- Cultural Competency/Inclusiveness/Equity
- Development of Guided Pathways for Students
- Assessment of Learning Outcomes
- Focused Professional Development
- Evaluation of Interventions and Practices

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Understanding Students' Early Experiences Using Pathways Data

Dr. Cynthia Ferrell

Vice President,
Texas Success Center,
Texas Association of Community Colleges

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Texas Pathways—The Data

K-12 & AEL partners	CONNECT	ENTER	PROGRESS	SUCCEED	4-year & Industry partners
	CLARIFY PATHS TO STUDENTS END GOALS	HELP STUDENTS CHOOSE AND ENRTER A PATH	HELP STUDENTS STAY ON A PATH	ENSURE STUDENTS ARE LEARNING	
	Maps for All, 8th Grade - HS Graduation & Adults	Under Prepared Student Support & Gateway Courses	Structured Programs & Support and Embedded Services	Learning Outcomes, High Impact Practices & Effective Teaching	

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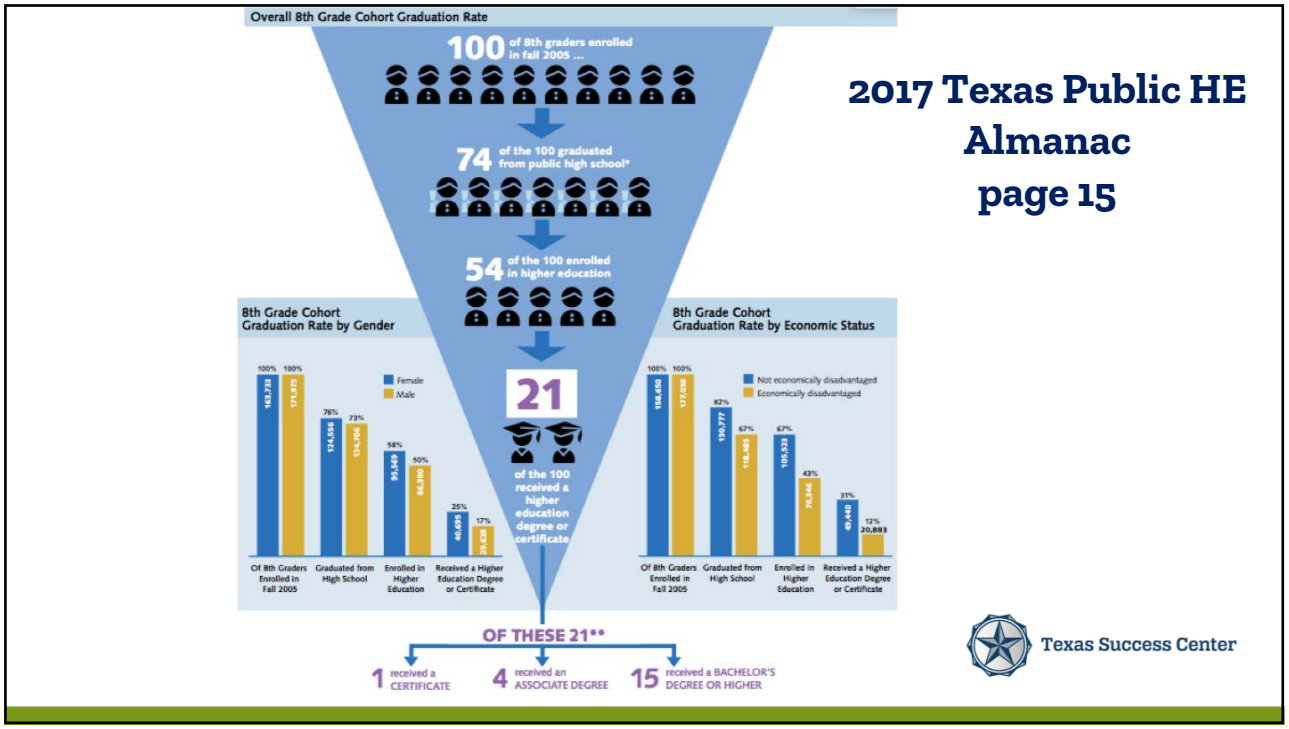

2017 Texas Public HE Almanac page 15

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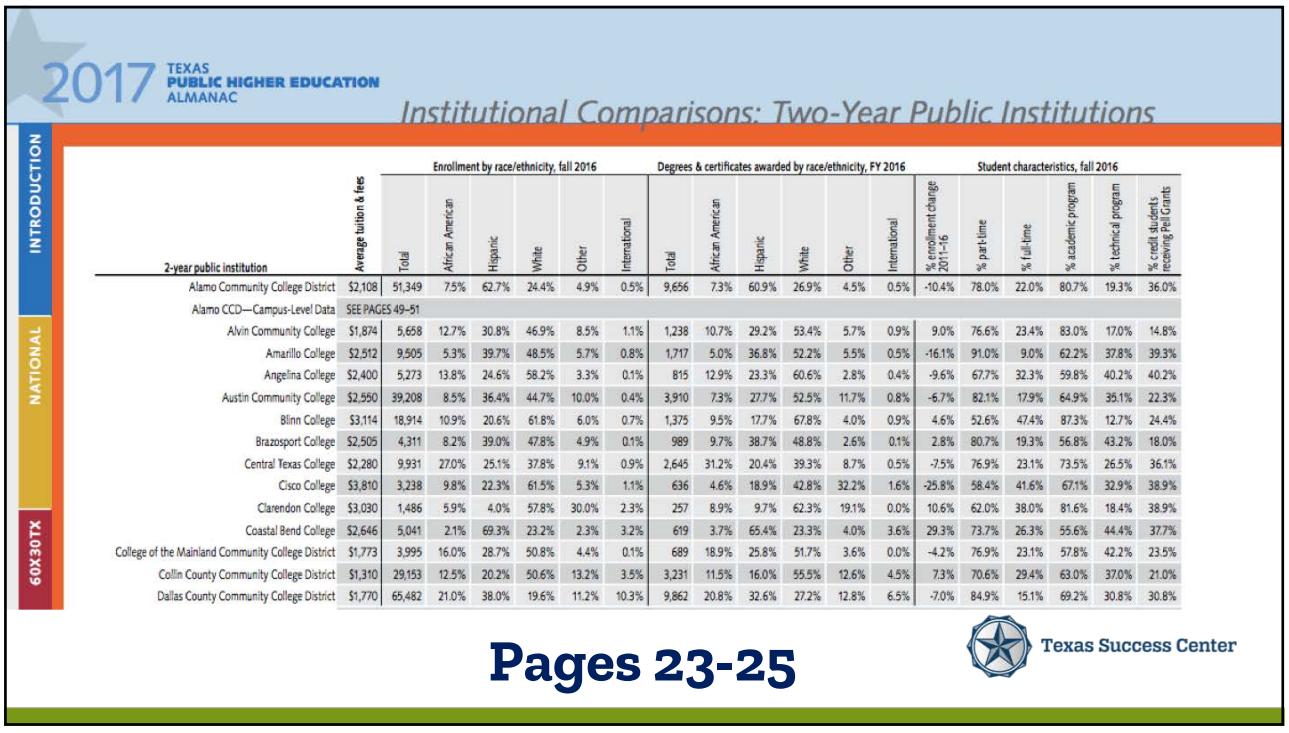

2-year public institution	Average tuition & fees	Enrollment by race/ethnicity, fall 2016						Degrees & certificates awarded by race/ethnicity, FY 2016						Student characteristics, fall 2016					
		Total	African American	Hispanic	White	Other	International	Total	African American	Hispanic	White	Other	International	% enrollment change 2011–16	% part-time	% full-time	% academic program	% technical program	% credit students receiving Pell Grants
Alamo Community College District	$2,108	51,349	7.5%	62.7%	24.4%	4.9%	0.5%	9,656	7.3%	60.9%	26.9%	4.5%	0.5%	-10.4%	78.0%	22.0%	80.7%	19.3%	36.0%
Alamo CCD—Campus-Level Data	SEE PAGES 49–51																		
Alvin Community College	$1,874	5,658	12.7%	30.8%	46.9%	8.5%	1.1%	1,238	10.7%	29.2%	53.4%	5.7%	0.9%	9.0%	76.6%	23.4%	83.0%	17.0%	14.8%
Amarillo College	$2,512	9,505	5.3%	39.7%	48.5%	5.7%	0.8%	1,717	5.0%	36.8%	52.2%	5.5%	0.5%	-16.1%	91.0%	9.0%	62.2%	37.8%	39.3%
Angelina College	$2,400	5,273	13.8%	24.6%	58.2%	3.3%	0.1%	815	12.9%	23.3%	60.6%	2.8%	0.4%	-9.6%	67.7%	32.3%	59.8%	40.2%	40.2%
Austin Community College	$2,550	39,208	8.5%	36.4%	44.7%	10.0%	0.4%	3,910	7.3%	27.7%	52.5%	11.7%	0.8%	-6.7%	82.1%	17.9%	64.9%	35.1%	22.3%
Blinn College	$3,114	18,914	10.9%	20.6%	61.8%	6.0%	0.7%	1,375	9.5%	17.7%	67.8%	4.0%	0.9%	4.6%	52.6%	47.4%	87.3%	12.7%	24.4%
Brazosport College	$2,505	4,311	8.2%	39.0%	47.8%	4.9%	0.1%	989	9.7%	38.7%	48.8%	2.6%	0.1%	2.8%	80.7%	19.3%	56.8%	43.2%	18.0%
Central Texas College	$2,280	9,931	27.0%	25.1%	37.8%	9.1%	0.9%	2,645	31.2%	20.4%	39.3%	8.7%	0.5%	-7.5%	76.9%	23.1%	73.5%	26.5%	36.1%
Cisco College	$3,810	3,238	9.8%	22.3%	61.5%	5.3%	1.1%	636	4.6%	18.9%	42.8%	32.2%	1.6%	-25.8%	58.4%	41.6%	67.1%	32.9%	38.9%
Clarendon College	$3,030	1,486	5.9%	4.0%	57.8%	30.0%	2.3%	257	8.9%	9.7%	62.3%	19.1%	0.0%	10.6%	62.0%	38.0%	81.6%	18.4%	38.9%
Coastal Bend College	$2,646	5,041	2.1%	69.3%	23.2%	2.3%	3.2%	619	3.7%	65.4%	23.3%	4.0%	3.6%	29.3%	73.7%	26.3%	55.6%	44.4%	37.7%
College of the Mainland Community College District	$1,773	3,995	16.0%	28.7%	50.8%	4.4%	0.1%	689	18.9%	25.8%	51.7%	3.6%	0.0%	-4.2%	76.9%	23.1%	57.8%	42.2%	23.5%
Collin County Community College District	$1,310	29,153	12.5%	20.2%	50.6%	13.2%	3.5%	3,231	11.5%	16.0%	55.5%	12.6%	4.5%	7.3%	70.6%	29.4%	63.0%	37.0%	21.0%
Dallas County Community College District	$1,770	65,482	21.0%	38.0%	19.6%	11.2%	10.3%	9,862	20.8%	32.6%	27.2%	12.8%	6.5%	-7.0%	84.9%	15.1%	69.2%	30.8%	30.8%

Pages 23-25

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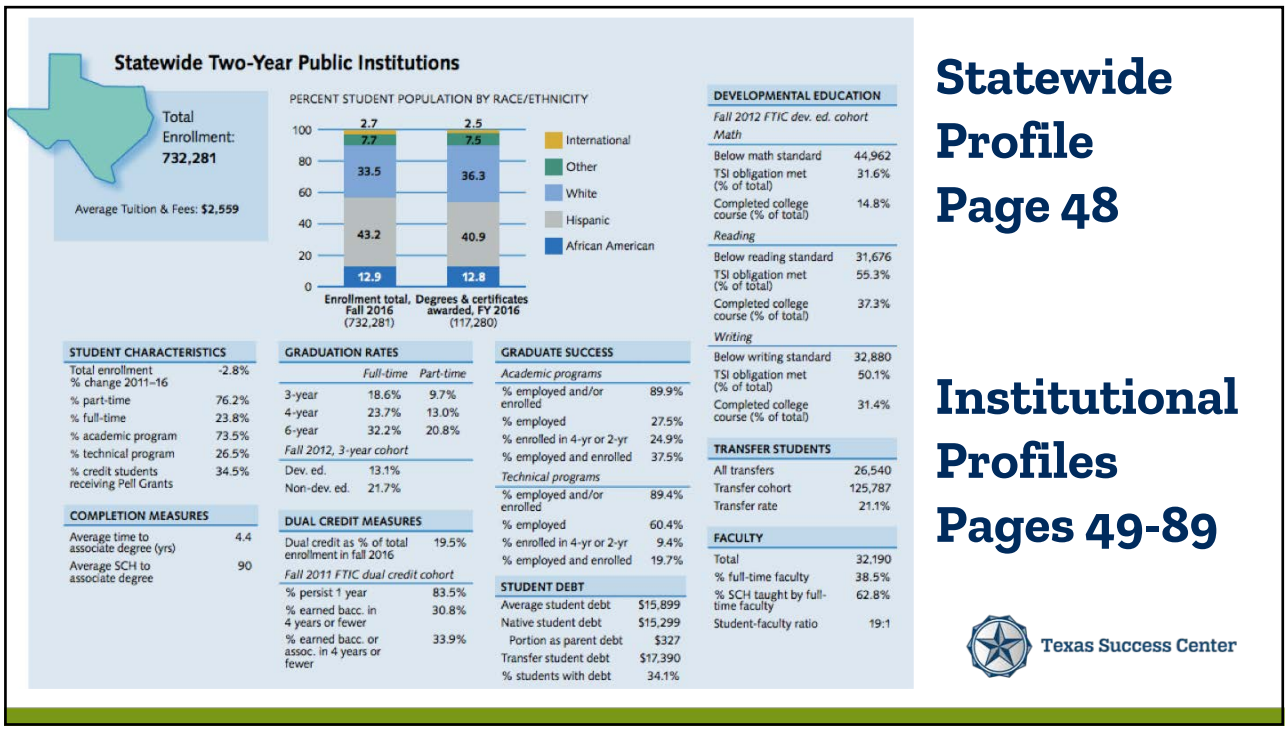

Statewide Profile Page 48

Institutional Profiles Pages 49-89

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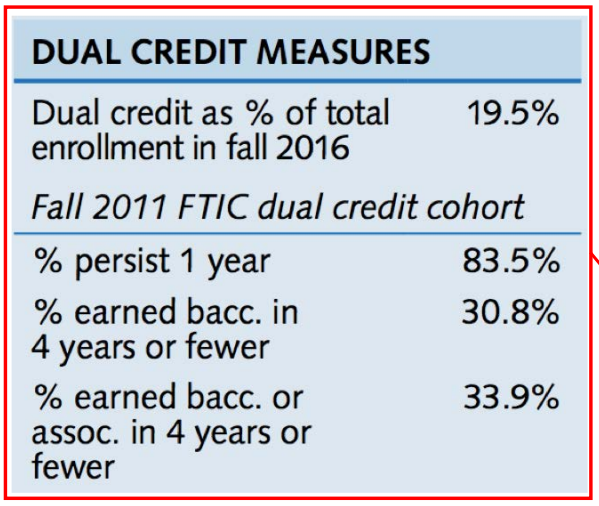

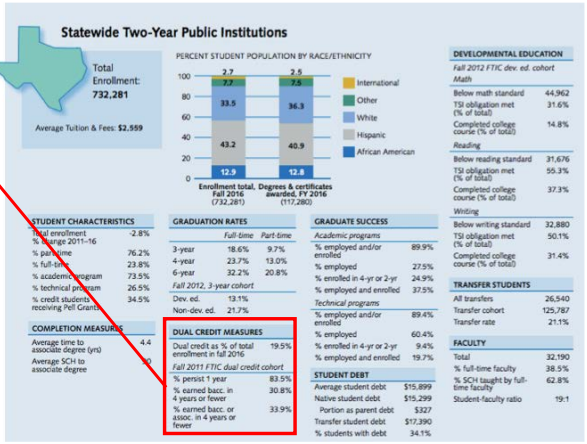

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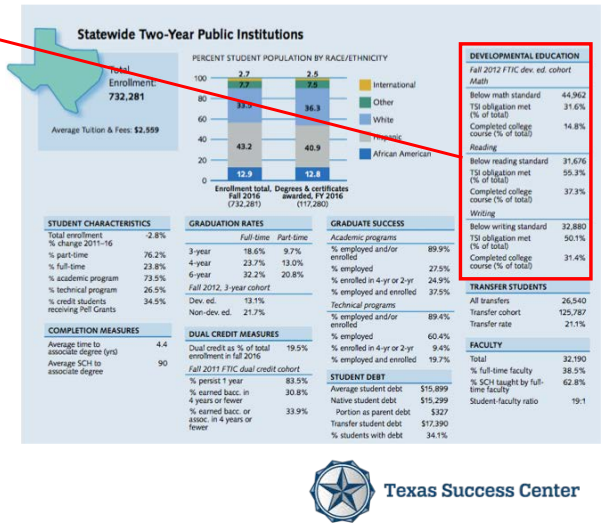
DEVELOPMENTAL EDUCATION	
Fall 2012 FTIC dev. ed. cohort	
Math	
Below math standard	44,962
TSI obligation met (% of total)	31.6%
Completed college course (% of total)	14.8%
Reading	
Below reading standard	31,676
TSI obligation met (% of total)	55.3%
Completed college course (% of total)	37.3%
Writing	
Below writing standard	32,880
TSI obligation met (% of total)	50.1%
Completed college course (% of total)	31.4%



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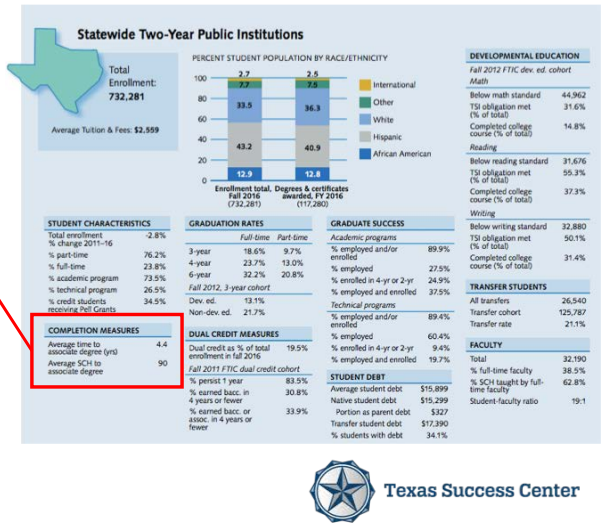
COMPLETION MEASURES	
Average time to associate degree (yrs)	4.4
Average SCH to associate degree	90



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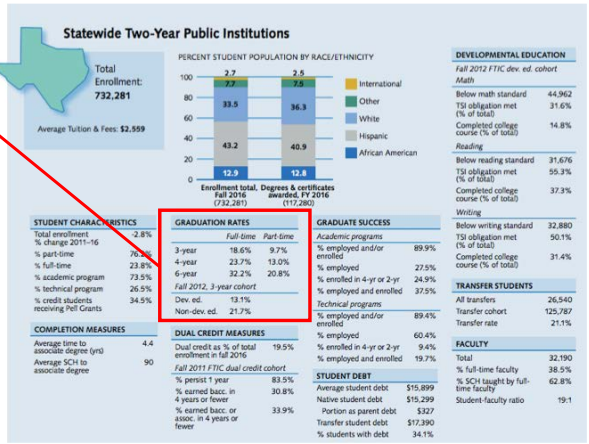
GRADUATION RATES

	Full-time	*Part-time*
3-year	18.6%	9.7%
4-year	23.7%	13.0%
6-year	32.2%	20.8%
Fall 2012, 3-year cohort		
Dev. ed.	13.1%	
Non-dev. ed.	21.7%	



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GROUP BREAKOUT #1
INSTRUCTIONS AND GUIDING QUESTIONS

UNDERSTANDING STUDENTS' EARLY EXPERIENCES USING PATHWAYS DATA

DESCRIPTION

The Texas Pathways model calls for decisive and strategic board action to enable an integrated, system-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide students effectively and efficiently from the selection of their high school degree program to postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.

During this first group breakout session, delegates and resident faculty convene to review data and begin making the case for actions the board will take to empower their CEO and set the climate and expectation for institutional change leading toward a comprehensive student success strategy. Using the Texas Higher Education Coordinating Board's Higher Education Almanac, delegates will reflect on students' experiences and consider the impact of potentially fragmented, isolated, or smaller scale approaches to improving student success.

INSTRUCTIONS

Delegates and resident faculty:

- Make self introductions
- Discuss data, addressing the guiding questions
- Reflect on what the data indicate regarding students' educational experiences within the institution's current strategies to improve student success
- Identify institutional strengths and areas for improvement that may impact student success, taking notes on the Commitment to Action form
- Anticipate possible actions the college may take to improve (1) high school and dual credit students' postsecondary completion, (2) developmental education students' success in college level courses, (3) time spent and credits earned in pursuit of an associate degree, and (4) graduation rates of prepared/underprepared and full-time/part-time students
- Record delegates' impressions of the impact of the college's current strategies to improve student success

REFER TO:

Texas Higher Education Almanac

Definitions, Data Years, Data Sources (pages 4-5)

Postsecondary Graduation Rate of 8th Grade Cohort (p. 15)

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Institutional Comparisons: Two-Year Public Institutions (pp. 23-25, includes district-level data)

Statewide Two-Year Public Institutions Profile (p. 48)

Institutional Profiles (pp. 49-89)

1. Dual Credit Measures: Persistence and postsecondary graduation rates
2. Developmental Education: Completion of college-level courses by subject area
3. Completion Measures: Average time and credit hours to an associate degree
4. Graduation Rates: Developmental v. non-developmental education students and full-time v. part–time enrollment

In addition to the printed copy, the Almanac can be accessed online here.

Go to the Commitment to Action tab for the Commitment to Action form

GUIDING QUESTIONS

1. According to p. 15 of the almanac, only one in four 8th graders earns a postsecondary credential of any kind and the prospects are worse for males and economically disadvantaged students. What do these data and the dual credit measures reveal about the pathway from high school to your college?

2. If a full-time student took no excessive credits outside an associate degree program, the attainment of the degree should take two years and 60 credits. Allowing a modest amount of additional time and credits for academic exploration, what do completion measures data indicate about your students' experiences navigating the path toward credentials?

3. If in any given year about 75-80% of first-time students are degree-seeking (see p. 14 on the 2010 cohort), what do the data on graduation rates indicate about your students' experiences? What do the developmental education data indicate about your developmental education students' experiences? What do the data indicate for part-time students?

4. What issues suggested by the data should the institution further explore to better understand various student populations and additional success milestones along the continuum of students' educational experiences?

5. How can disaggregated longitudinal cohort data be used in board discussions and decision making as a basis for closing identified student success gaps and sustaining systemic institutional improvements?

6. What commitments will your board make concerning its use of student success data?

7. What is the biggest takeaway message from your data that might inform board action?

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BOTI MOMENTUM BUILDING

At the conclusion of this first group breakout, record your group's takeaway message(s) from the data discussion. Your recorded comments will help inform your conversations over the next two days leading toward a commitment to action that will empower your CEO and set the climate and expectation for institutional change guided by a comprehensive student success strategy.

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Change Leadership Success: Mathematics Pathways

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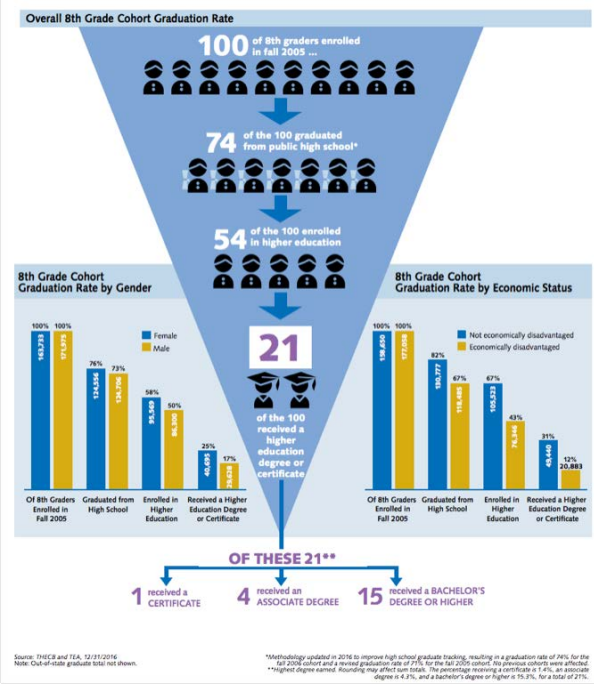
Dr. Martha Ellis, Panel Moderator

Director, Higher Education Strategy, Policy, and Services, The Charles A. Dana Center, The University of Texas

Dana Center Mathematics PATHWAYS dcmathpathways.org



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Behind The Data

- https://www.youtube.com/watch?v=SdjbqLENinM&feature=youtu.be&t=58s

Dana Center Mathematics Pathways: Right Math, Right Program, For All Students

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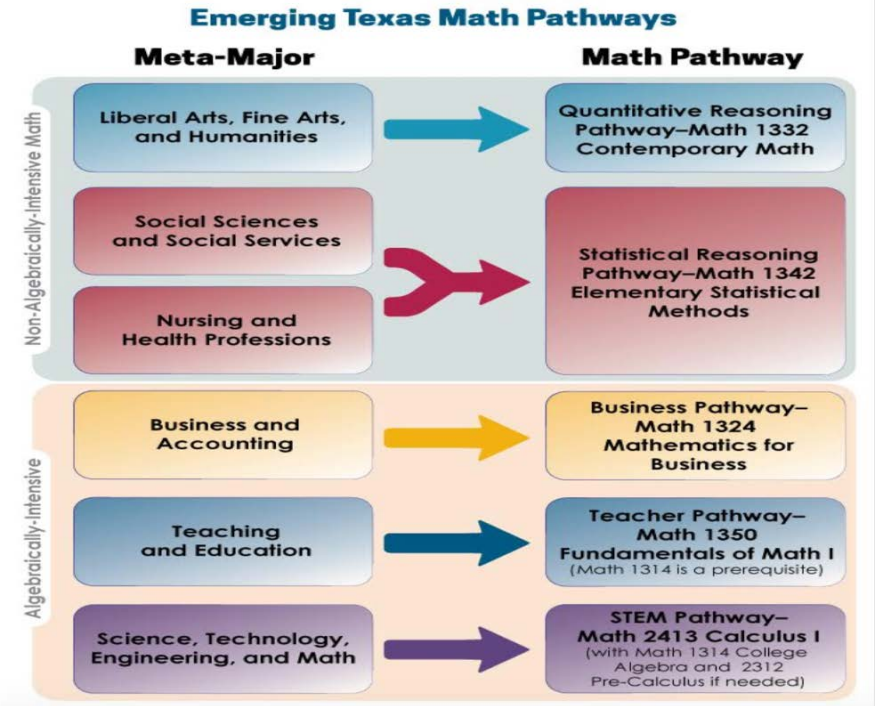

DCMP Principles

- Structural Change
  - All students, regardless of college readiness, enter directly into mathematics pathways aligned with program of study
  - Students complete their first college level mathematics requirement in their first year of college
- Continuous Improvement
  - Strategies to support students as learners are integrated directly into courses and aligned across the institution
  - Evidence-based curriculum and pedagogy

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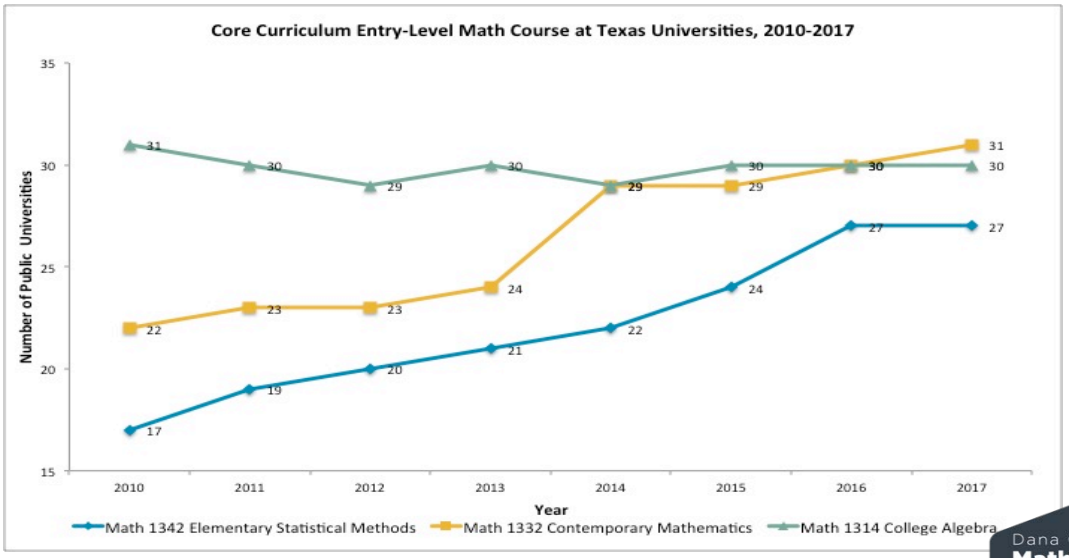
Core Curriculum at Texas Universities



Dana Center Mathematics PATHWAYS dcmathpathways.org

Completion of College Level Math Course in Their First Year at Texas Community Colleges

- From 2012 to 2016, **7000 more** FTIC students completed a college level mathematics course in their first year (THEBC, 2017)

Increase of 35% at Texas Community Colleges

Dana Center Mathematics PATHWAYS dcmathpathways.org

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Complex systems change can be successful, even in small resource-challenged colleges, with focused leadership and intentional strategies.

Our Panel

- El Paso Community College
  - Art Fierro, Chair, Board of Trustees
  - Dr. William Serrata, President
- Temple College
  - Bob Browder, Vice Chair, Board of Trustees
  - Dr. Glenda Barron, President

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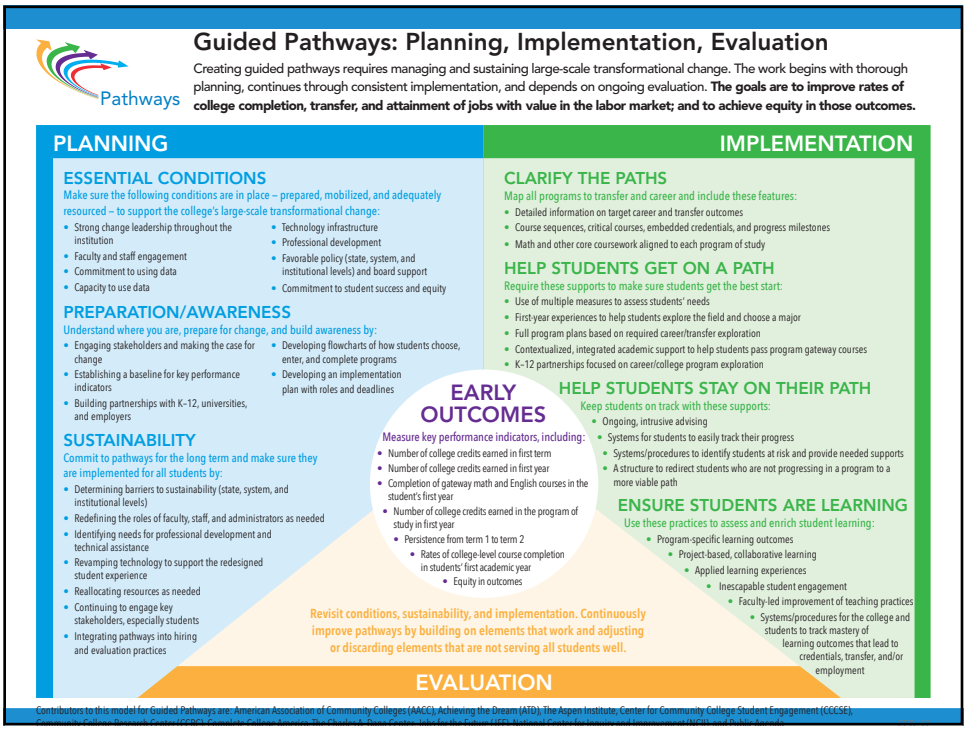

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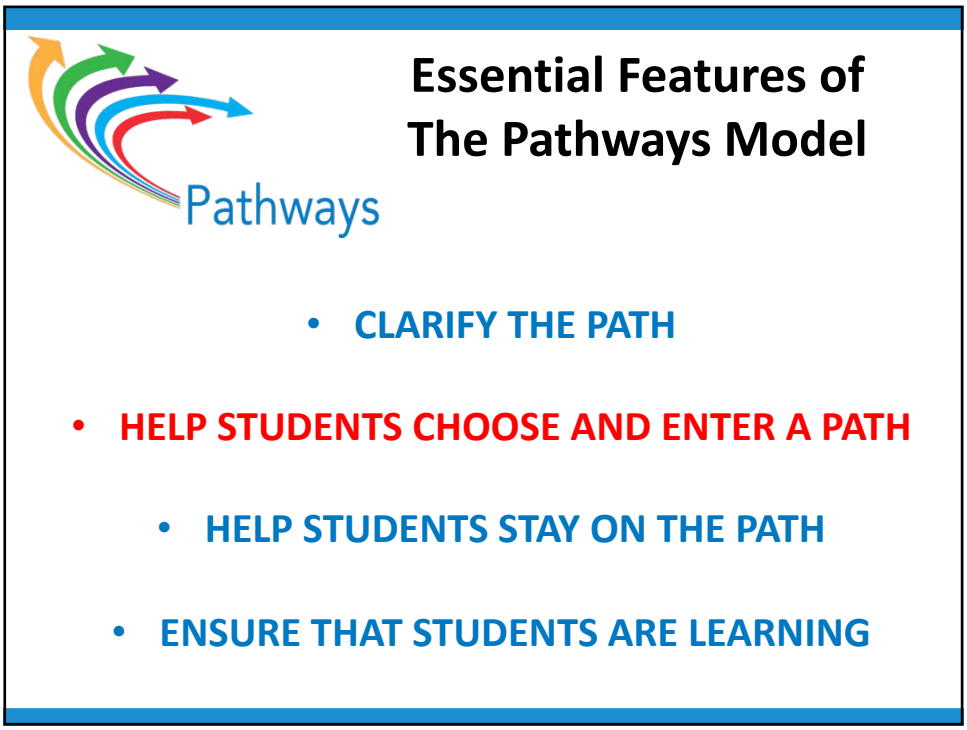

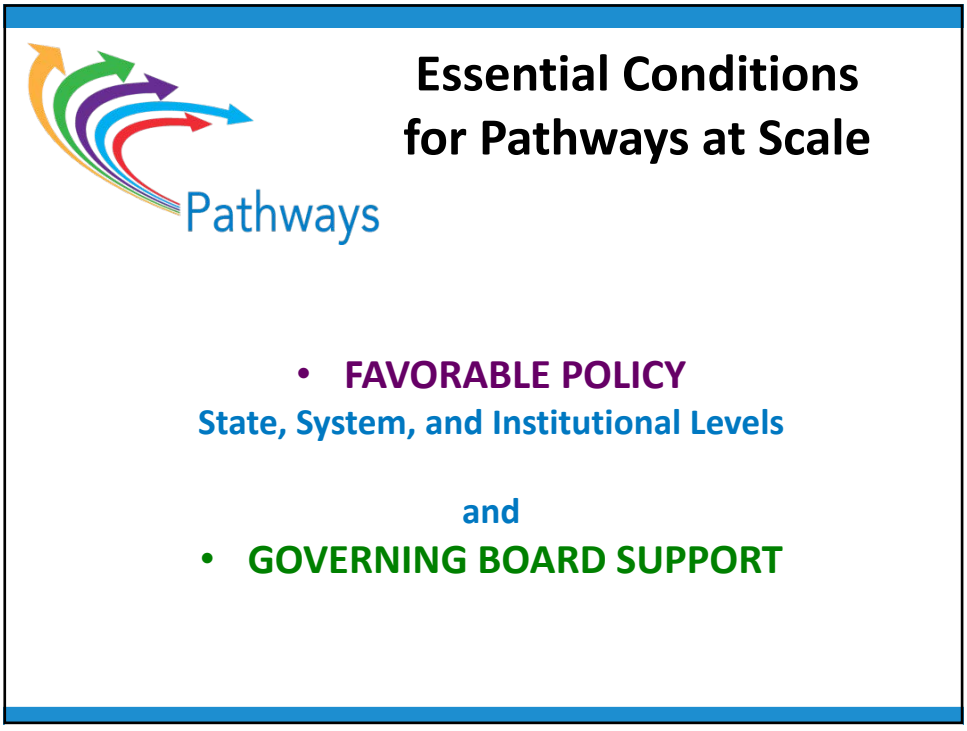

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"Well, then, if 'commandments' seems too harsh to me, and 'guidelines' seems too wishy-washy to you, how about **'The 10 Policy Statements**?'"

Pathways

What Policy?

Does the Governing Board…

- Establish explicit, public goal statements regarding college completion and equity in outcomes across student groups?
- Ensure that the strategic plan centers on student completion and equity?
- Officially endorse the institution's work to develop and implement guided pathways *at scale– for all students?*
- Explicitly support institutional partnerships with K-12, transfer institutions, and regional employers to ensure alignment of pathways across sectors?

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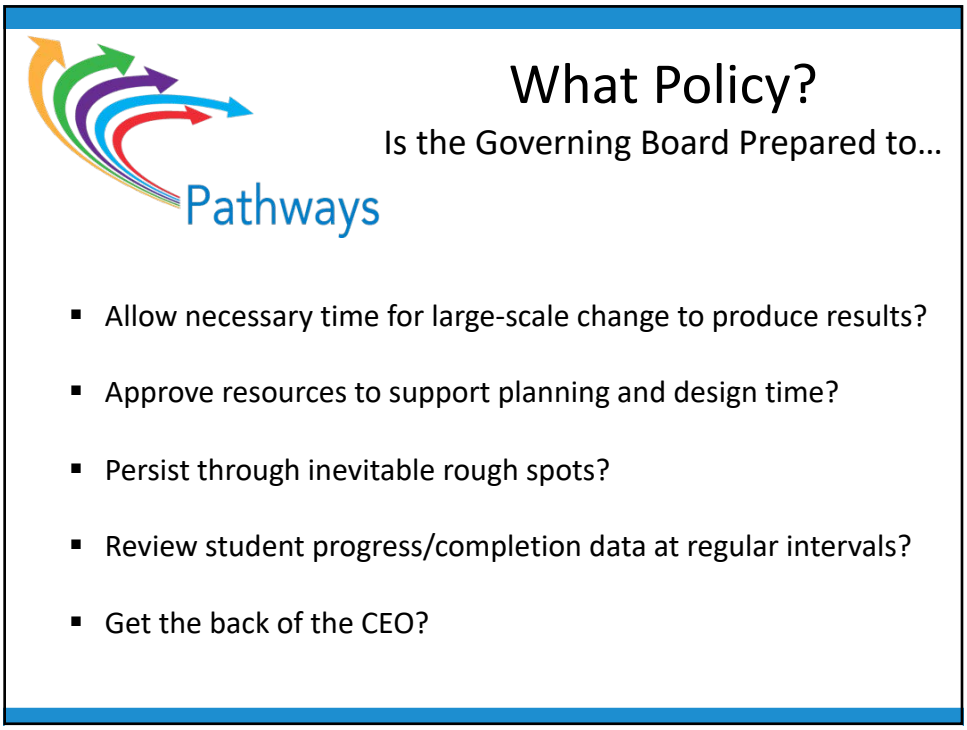

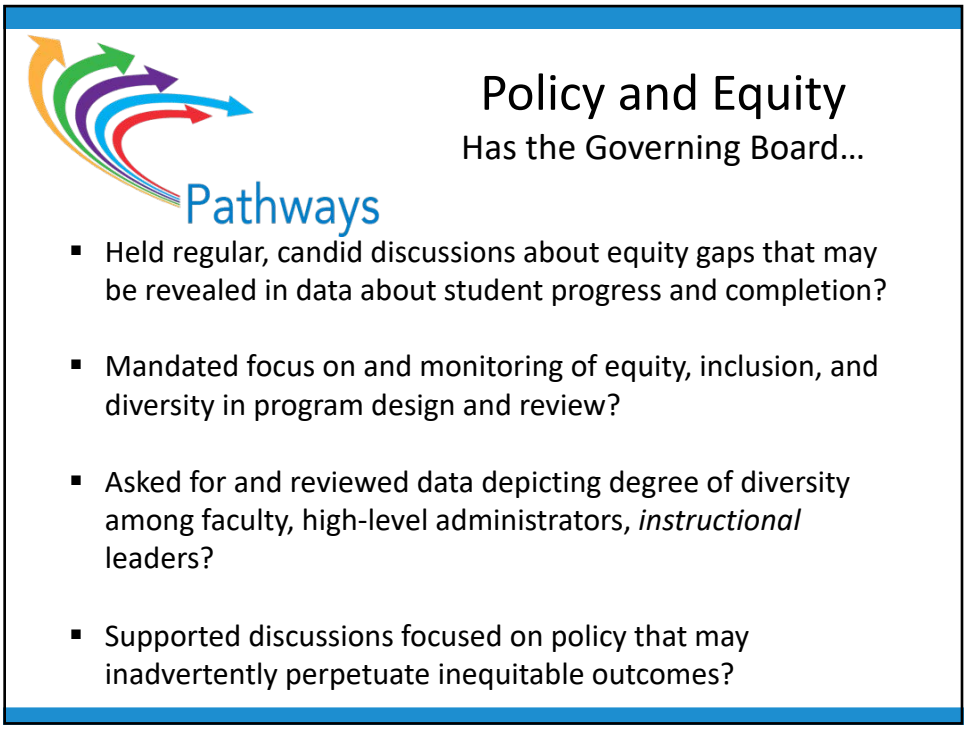

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Questions?

Comments?

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The Least Trustees Need to Know about Developmental Education

Dr. Martha Ellis

Director, Higher Education Strategy, Policy, and Services, The Charles A. Dana Center, The University of Texas

[Tab 3]

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Data Questions to Ask

- % students not college ready?
- % students becoming college ready?
- % students completing college level gateway course?
- % students completing at least 9 hours?

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Legislative Mandates

- HB1244 – TSIA
- SB162-NCBOs
- INRW
- HB5 – transition course
- HB2223 - corequisite model

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What We Know: Developmental Education Reform Matters

- Pilots do not work
- Work at scale rather than scaling up
- Acceleration improves student outcomes
- Structure matters – pathways
- Pedagogy matters – active learning and growth mindset
- Ownership rather than buy-in

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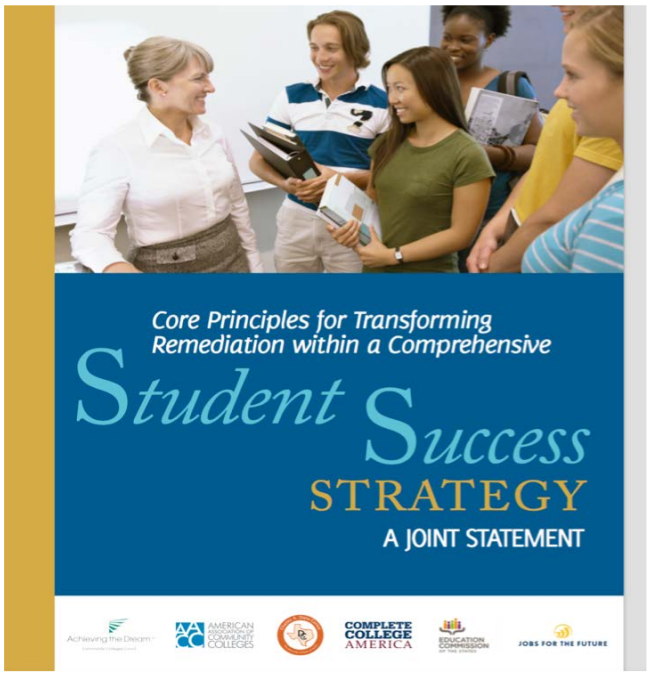

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What we focused on: Dev ed reforms within institutions

Compression	Placement	Pathways	Pedagogy
• Shortening the dev ed sequence or offering co-req remediation[1] to reduce the number of remediation requirements	• Shifting entering student placement toward college-level courses, often by adding multiple measures to assessment	• Aligning developmental curricula with programs of study (e.g., STEM vs. non-STEM)	• Redesigning curricula to increase course success rates, such as with adaptive courseware

Boston Consulting Group, 2018

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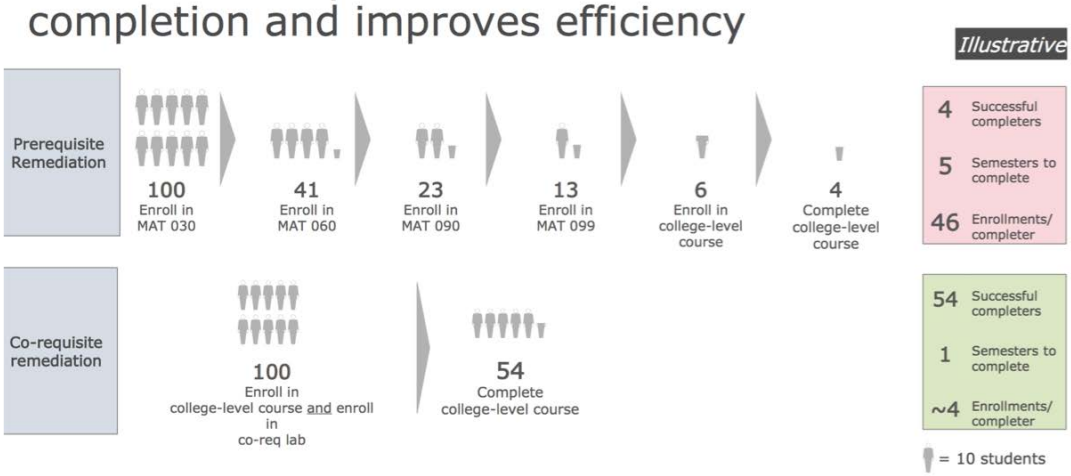
Why does developmental education reform matter? Co-requisite remediation increases completion and improves efficiency



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Boston Consulting Group, 2018

Successful implementation of reform includes several key components

- **Use co-requisite models** whenever possible based on institution context, adjusting pedagogy to amplify success of reform
- **Implement at scale**, with minimal piloting, leveraging external supports (e.g., Complete College America, Dana Center) to inform design choices
- **Engage and support a broad-set of stakeholders** in reform to shift entrenched mindsets (e.g. perception that remedial students are "deficient") and train in new ways of working
- **Make data-informed decisions** in reform design and monitor outcomes continuously to improve reform throughout implementation (e.g., adjusting how adaptive courses are graded when pacing is slow)

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Boston Consulting Group, 2018

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Ownership

- Faculty led
- Administratively supported
- Culturally reinforced
- Trustee enabled

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Texas Pathways Policies and Practices

A Summary of Findings from BOTI Impact Reports

Texas Success Center

Dr. Cynthia Ferrell

Vice President,
Texas Success Center,
Texas Association of Community Colleges

[Tab 5]

The Texas Pathways Strategy—Cadre 1

- Demonstrated serious commitment and capacity for transformational work at scale
- Demonstrated strong partnerships with public schools and 4-year institutions.
- Implementing clear coherent guided pathways at scale for all students

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The Texas Pathways Strategy—Cadre 1

Amarillo College
Austin Community College
Brazosport College
Dallas County Community College
Grayson College
Houston Community College
Lone Star College
McLennan Community College
Midland College
South Texas College
Southwest Texas Junior College
Temple College

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BOTI Impact Report Summary–Cadre 1
(as of July 2017)

Board involvement in the enabling Texas Pathways work fell under these main categories:

- Fiscal Support
- Strategic Planning& Policy
- Data Monitoring

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BOTI Impact Report Summary–Cadre 1

Fiscal Support

At least two thirds of Cadre 1 boards have approved fiscal changes in the past two years related to pathways and student success.

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BOTI Impact Report Summary–Cadre 1

Fiscal Support

The Amarillo board approved budget changes over $1 million is support for student success and faculty development.

The Brazosport College's board was in the process of approving a separate budget account solely for the pathways work estimated at nearly $1 million primarily for new advising system, ACE it Program, which necessitates additional full-time and part-time staff.

The Temple College board approved funding for two additional academic advisors and three full-time student success coaches.

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BOTI Impact Report Summary–Cadre 1

Fiscal Support

- The Lone Star College board approved core metrics for student success and allocates budgets based on campuses individual performance.
- The McLennan College board approved a reallocation of funds within the existing budget to fund additional advisors and student success coaches.
- The South Texas College board approved funding for additional advisors and technology resources to assist students with guided pathways including an early alert system and an online degree audit and advising tool.

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BOTI Impact Report Summary–Cadre 1

Strategic Planning & Policy

Seven out of twelve (58%) boards updated their strategic plans within the last three years to reflect student success work and guided pathways.

In the past four years, the same number of boards implemented pathways-related policy changes in areas of advising, student success courses, orientation or dual credit.

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Austin Community College

Student Success through Guided Pathways:
The ACC Strategic Plan, 2017–2021

A. Goal One. Access and Enrollment: Improve connection and entry processes to increase students' access to and enrollment in guided pathways.

Objectives

1. Develop and implement a comprehensive **enrollment management system**.
2. Ensure all ACC **high school partnership programs** (dual credit, ECHS, Career Academies, etc.) connect to ACC pathways.
3. Strengthen **college readiness initiatives** for students to take college credit programs.
4. Integrate **adult education, developmental education**, and **continuing education** as **"on ramps"** to ACC pathways.
5. Create a **collaborative partnership between academic and student services** to enhance advising and student engagement (student life).
6. Emphasize use of **student support services** (tutoring, supplemental instruction, etc.) to promote student completion of developmental education and gateway courses in college Areas of Study.
7. Develop and provide **professional development** for faculty and staff that supports improved student connection/entry processes.
8. Redesign the **ACC website and marketing materials** to support students' connection/entry into Areas of Study

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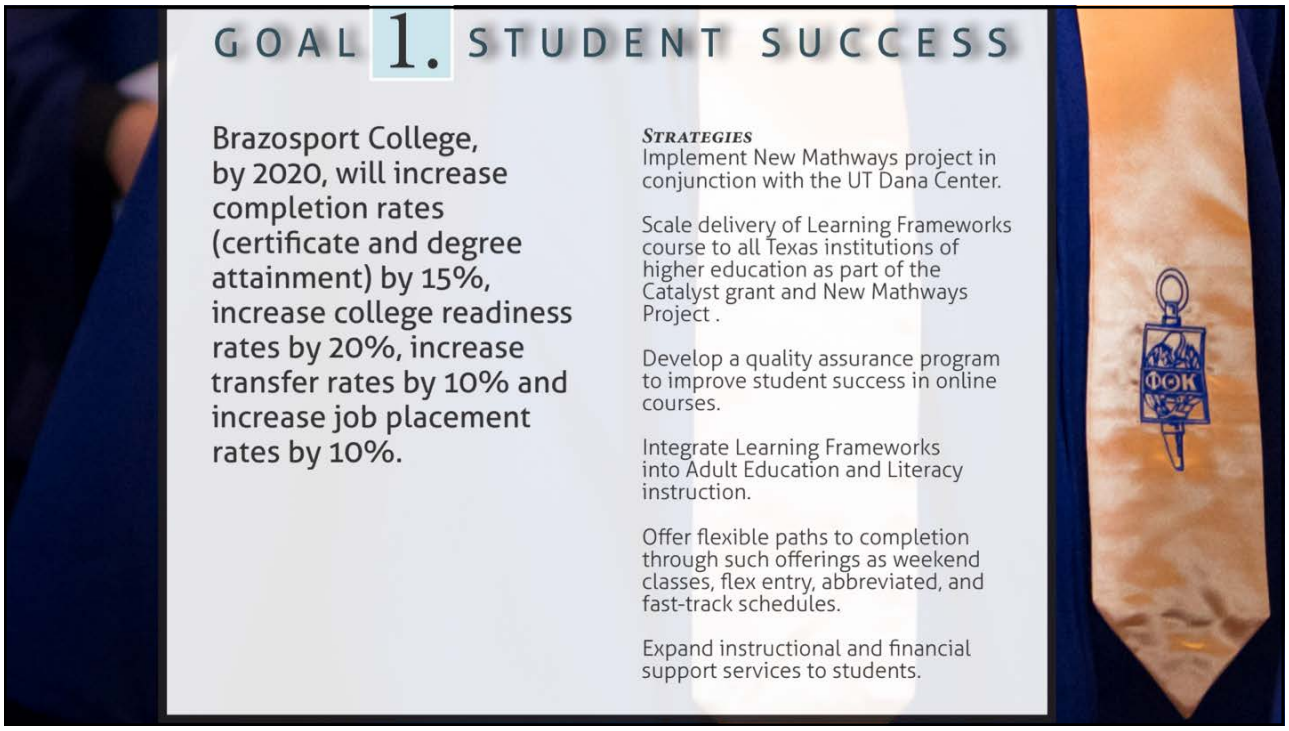

Midland College Strategic Objective 2.1: "Increase the rate and number of students reaching educational milestones by implementing a guided Pathways approach"

GUIDED PATHWAYS TO SUCCESS— A "GAME CHANGER" FOR MIDLAND COLLEGE

OCTOBER 24, 2017

Graduation - 2017

#StartStriveSucceed

For the past three years, Midland College (MC) has been designing and implementing "Guided Pathways to Success"—a new comprehensive educational model with coherent maps that are aligned for program completion, quality credentials, workforce skills and transferability for baccalaureate and graduate degrees.

In 2014, MC recognized the need to find innovative ways to increase levels of postsecondary educational attainment for its students. The longer it takes students to graduate, the more it costs students and the taxpayers who subsidize them.

An extra semester of college costs Midland College students approximately $1,500!

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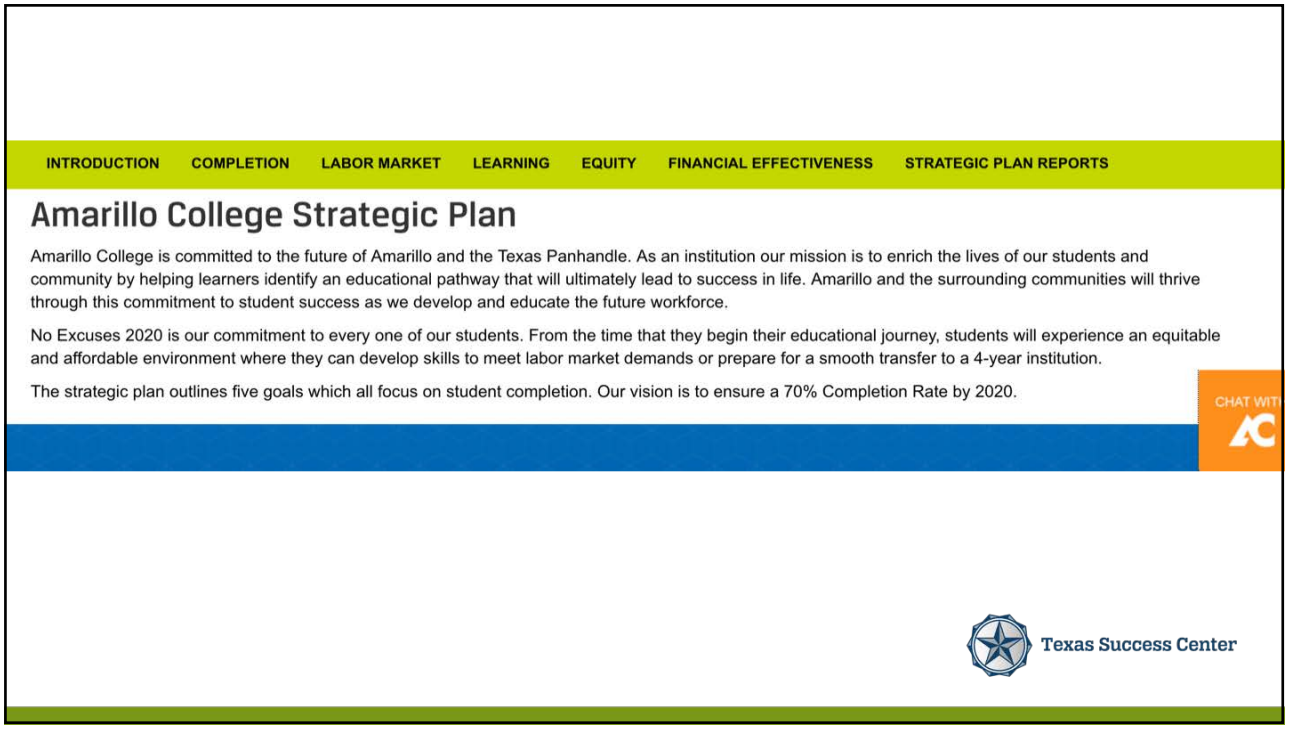

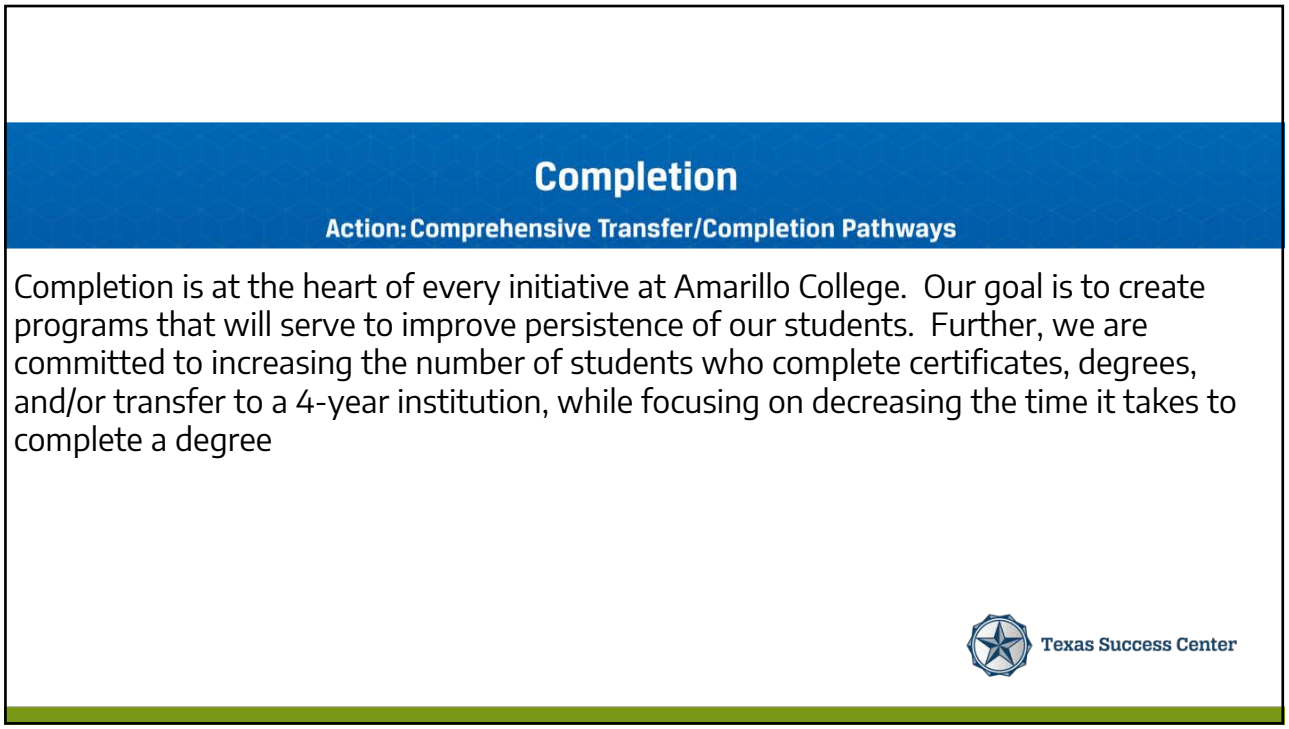

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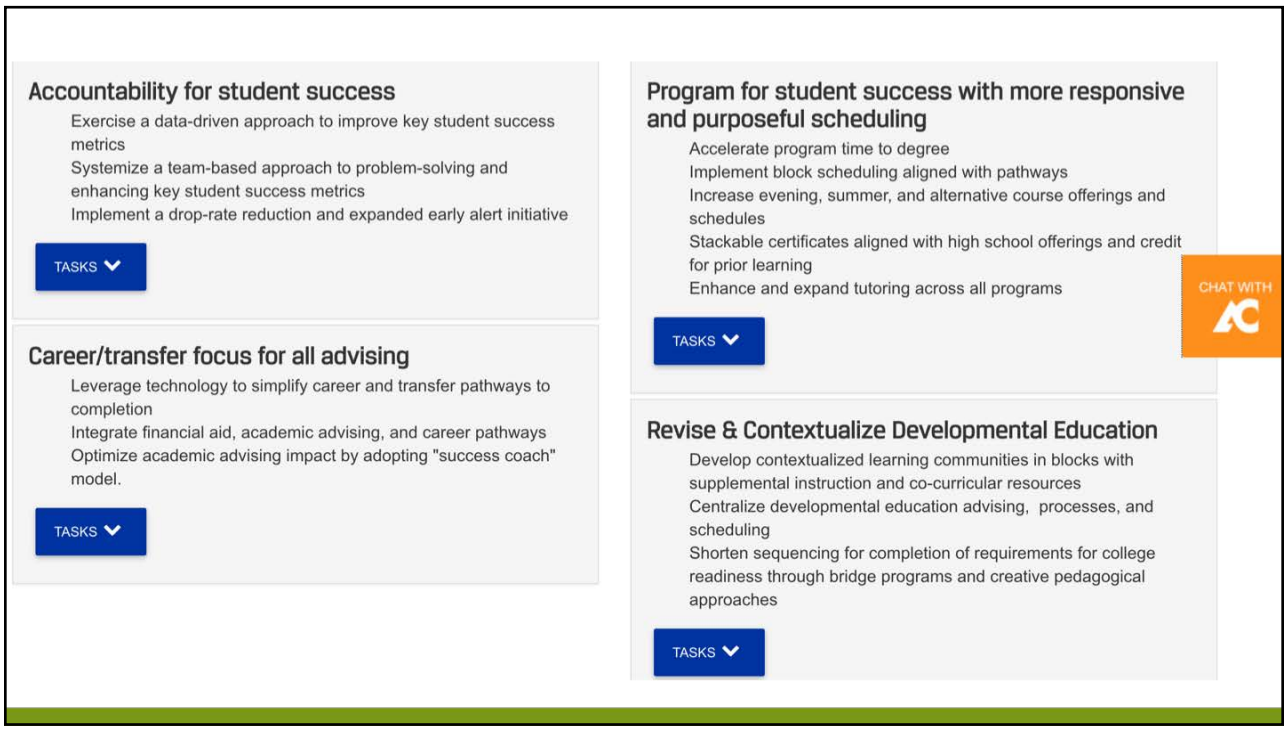

BOTI Impact Report Summary–Cadre 1

Data Monitoring

100% of Cadre 1 colleges reported that their board received formal pathways student success data and pathways-related presentations.

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Leopard Dreams

Volume 7, Issue 4 October-November 2016

Temple College

Strategy Team Leaders

Continuous Orientation
Paula Talley

Retention Alert
Adrian Sora
Jimmy Roberts

Zero-Week
Carey Rose
Adrian Sora

Data Team
Rebecca Richter

Leopard Success Project
Paula Talley

OER Coordinator

Leadership For Institutional Change

Temple College is one of 12 community colleges in Texas that has been selected to participate in a new student success initiative called the Texas Pathways Project. The inaugural activity, titled Leadership for Institutional Change: Implementing Guided Pathways at Scale, will take place on November 2-4, 2016 in Bastrop, Texas. Representing Temple College at the institute will be President—Dr. Glenda O. Barron, Vice President of Educational Services and Chief Academic Officer—Dr. Mark A. Smith, Division Director of Student and Enrollment Services—Carey Rose, Division Director, Liberal Arts—Dr. Susan Guzman-Trevino, and Director of Institutional Effectiveness, Research, and Planning—Dr. Rebecca Richter.

Supported by the Greater Texas Foundation, the Kresge Foundation, the Meadow Foundation, and TG, the *Texas Pathways Institute* is based on the American Association of Community College's *Pathways Project*. Augmented for Texas, the Institute will include Texas higher educational policy and practices and is designed to be expanded to support Pathways strategies in all 50 Texas community college districts

The published objectives of the Institute are:

- Ensure clarity about Texas Pathways Project goals, expectations of colleges, and support for participants.
- Establish a common definition for guided pathways and their essential elements, as defined for the Texas Pathways Project, and initiate use of aligned tools that

TEMPLE COLLEGE

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Temple, TX 76504

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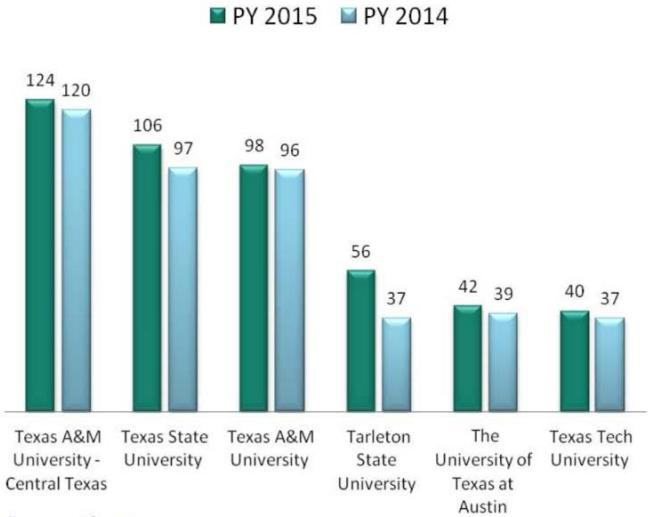
E-mail: jdr@templejc.edu

http://www.templejc.edu/academic/AtD/AtD.htm

Data Snapshot: Temple College Transfers to Texas 4-Year Universities



Strategic Plan Measure
Goal 1: Foster Student Success
Objective E: Increase the Number of Transfers to Baccalaureate-Granting Institutions

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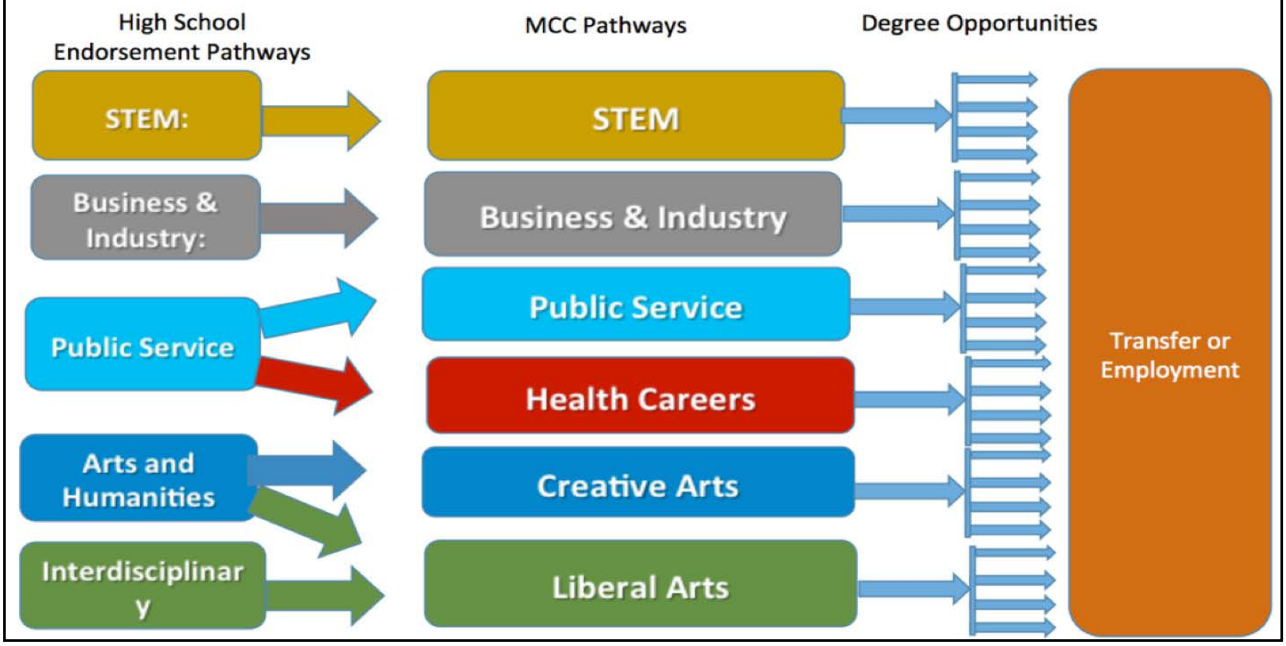
McLennan CC Board Meeting Slides on Guided Pathways



What does your Board do with the BOTI lessons after returning home?

"The board appreciated the opportunity for peer-to-peer engagement with other board members at the BOTI. And the presentations to the Board have influenced strategic goals for the District"

--Anna Mays, associate vice chancellor for educational policy and student success Dallas County Community College

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"After returning from the BOTI a few years ago, board members were eager to approve a change that made new student orientation mandatory. Our Board is committed, engaged, enthusiastic—they are very aware of our work with pathways, and our student success agenda as a whole. They get regular updates, they have regular input, and they're very excited to provide support through resources and by way of policy. The Board is asking the right questions and making sure that the information they know is important becomes a part of our strategic plan."

–Dr. Lynda Villanueva, Brazosport College, vice president for academic and student affairs

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At Lone Star, board members return from the BOTI armed with specific data questions and that they now request quarterly updates on related to pathways and student success.

"The secret to our ability to get things done and gain momentum with pathways here is the commitment of the chancellor and the interest of the board"

–Jamie Posey, associate vice chancellor in the office of completion at Lone Star College

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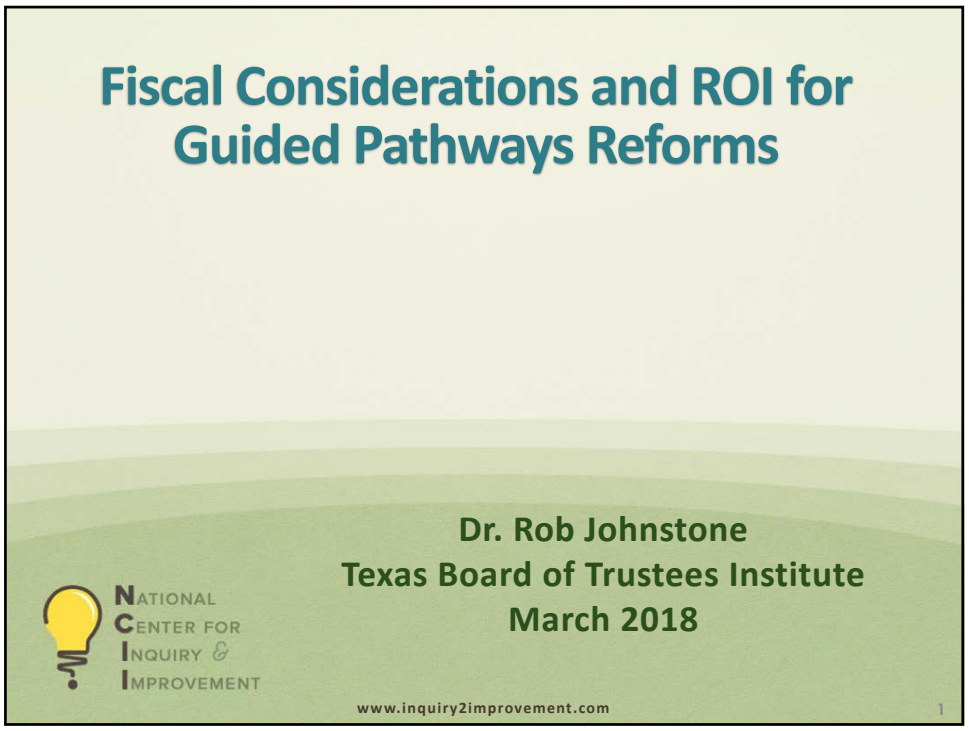

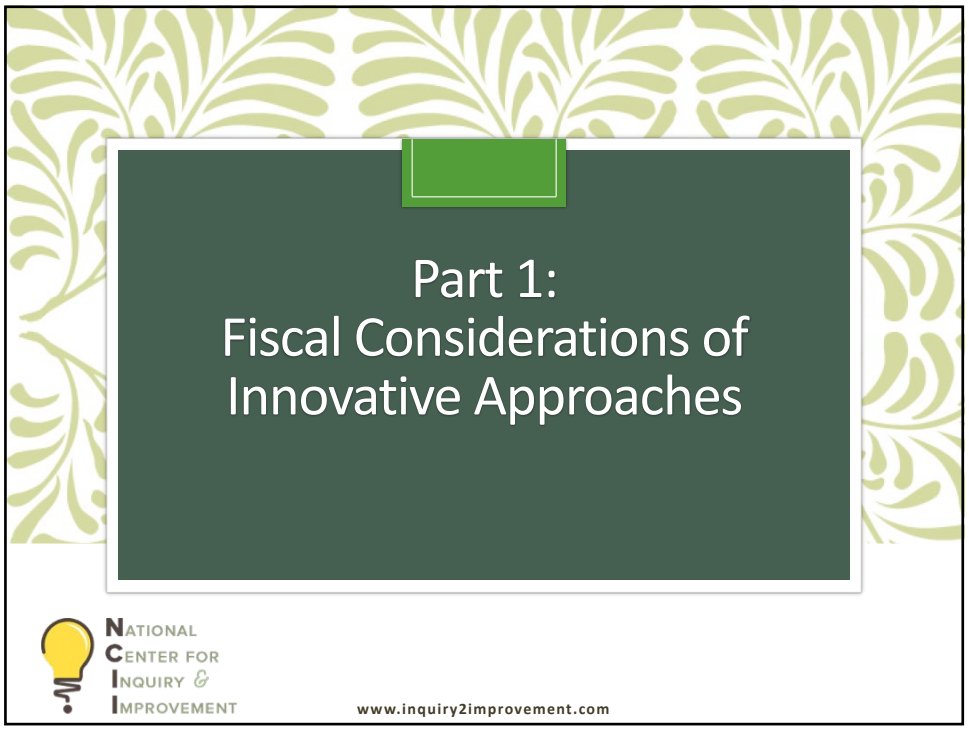

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Fiscal Approaches to Consider

1. Cost analysis
2. Cost effectiveness / ROI
3. Cost efficiency / Cost per Completer
4. Cost reductions per student
5. Wage gains per student
6. Economic impact for communities

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1. Cost Analysis Approaches

- An analysis of what it costs to "do things differently" vs. the traditional model
- Can include costs such as:
  - incremental salaries
  - release time for faculty
  - stipends
  - IR support
  - tutors
  - travel
  - supplies
  - facilities*
- Note: colleges are often good at identifying incremental costs…

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2. Cost Effectiveness / ROI Approaches

- An investigation of not only the incremental costs to the college but also the potential for incremental revenue that may be generated at the college to offset costs
- Also referred to as return-on-investment or ROI analyses
- Fairly uncommon in higher ed until recently
- Challenges of differential costs / returns by programs, interdependency with level of efficiency of college / departments, enrollment caps, state funding questions

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3. Cost Efficiency Approaches

- An analysis of the effect of the program and its incremental costs on key outcomes such as completion, transfer or graduation
- Also called “cost per graduate”, “cost per transfer”, “cost per completer”, etc.
- Good when accountability calls for improvement in key outcomes – or determines incremental funding by them
- Challenge that incremental costs still may go up, even when cost per completer goes down

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4. Cost Savings Per Student

- As colleges become more efficient at creating structures that enable students to finish their degrees more quickly, there are direct cost savings for the student, including:
  - Tuition savings
  - Books cost per semester

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5. Wage Gains for Students

- As more students finish degrees, the college's net return on wage gains for their students will increase
  - As this is starting to be emphasized / measured, colleges are very likely to have key performance indicators / accountability measures based on such outcomes
- Also, as an individual student finishes more quickly, she will experience the increased wages that a completion grants them earlier, producing a net wage gain for the student.

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6. Economic Impact to Community

- With more students getting credentials / degrees / completions, the local, state, and national economies are catalyzed
- Challenge is that this often hard to estimate, but important to call out as a fiscal impact of innovative programs that produce higher completion rates

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Summary

- Numerous ways to estimate the fiscal impact of innovative programs on colleges and students
- ROI analyses best for estimating net revenue impact to colleges
- NCII has developed ROI models focused on developmental education reform, student financial stability reform, accelerating opportunity and the just released guided pathways version

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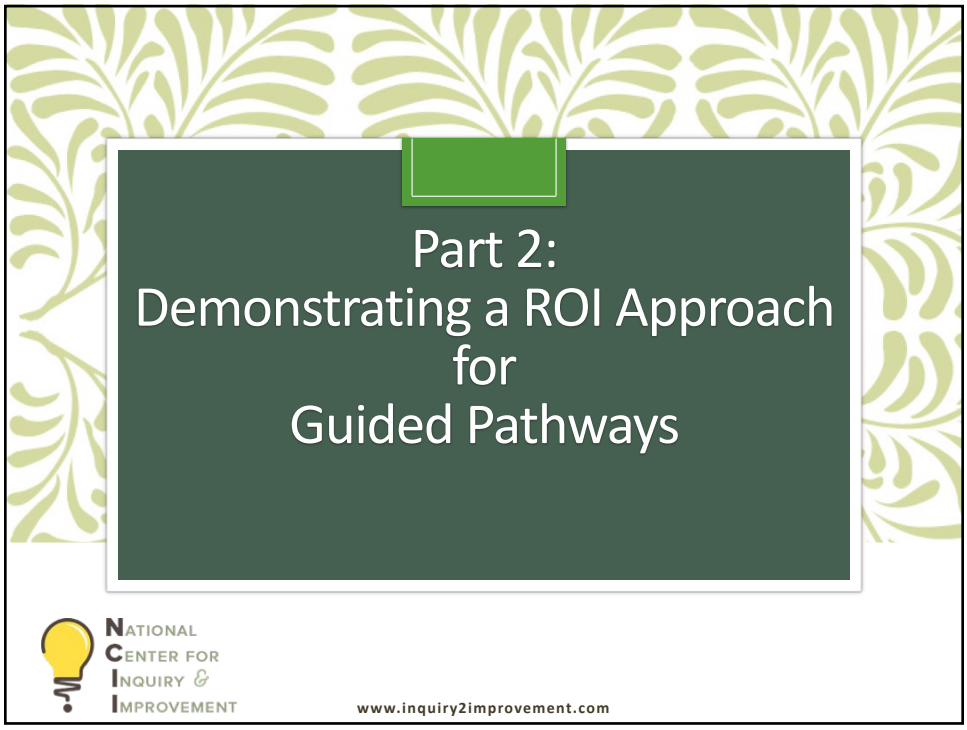

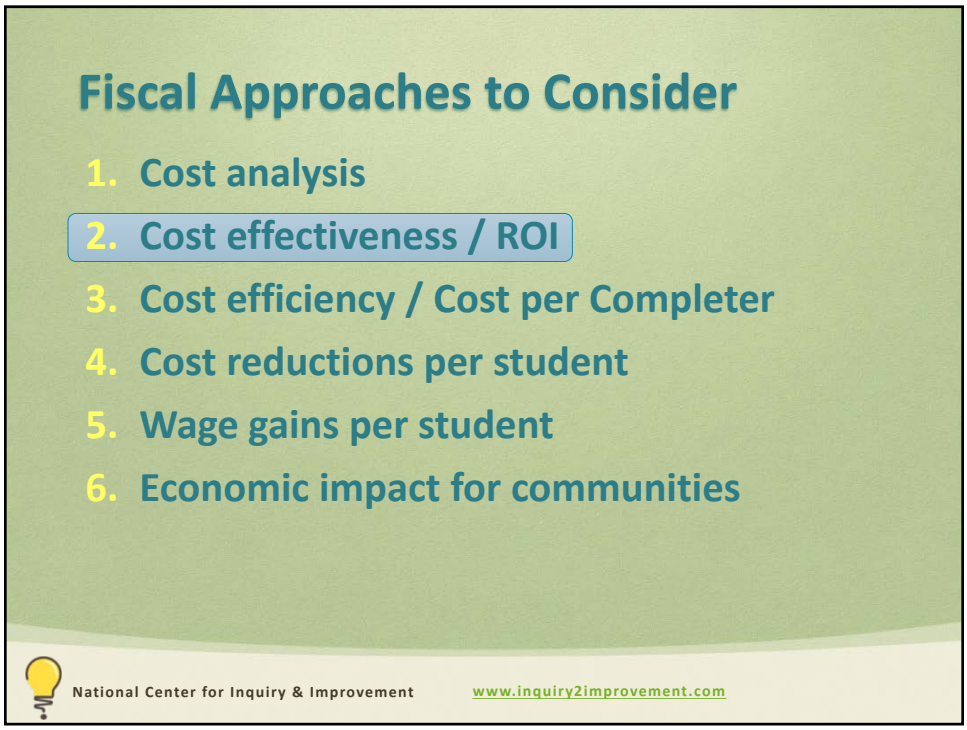

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Traditional CC Economic Reality

- Community Colleges and Four-Year Colleges are set up to think in terms of fiscal periods (usually fiscal years)
- Simplistically, this year's salaries, fixed costs, & variable costs seemingly need to be offset by this year's revenues from tuition, FTES apportionment, and other sources of revenue

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A Different (?) Way of Thinking

- As has become common in industry, we could think about deviating from our "traditional" model toward a return-on-investment (ROI) approach
- Under this approach, we use our "traditional" model as the baseline for costs and revenue

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Incremental Costs

- We first account for the additional costs associated with guided pathways-related reforms. Examples could include:
  - Incremental salaried personnel such as advisors, completion coaches, or career coaches
  - Incremental hourly personnel costs such as supplemental instruction or tutoring
  - Technology fees / services
  - Professional development
- Note: We are quite good at assigning incremental costs and referring to something as "too expensive"!

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The Flip Side – Incremental Revenue

- Successful approaches – if they "work" - have the following outcomes:
  - Increased course retention
  - Increased course success rates
  - Increased persistence
  - Increased progression to college-level work
  - Increase in overall units attempted / earned

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What is the coin of the realm?

- FTSE = Tuition & Apportionment
- In TX, we have estimated that an FTSE generates $2,640 in tuition revenue and $1,620 in contact hour apportionment revenue*
  - * See model for notes on these estimates; both are conservative and likely underestimate the revenue
- The incremental FTES apportionment and/or tuition generated in successful guided pathways approaches can, in many cases, offset the incremental costs or create a financial net benefit to the college

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Incremental FTES $$$ Not Without Costs

- Instructional costs for students who are retained and progress – may require adding additional sections
  - ✓ May fill non-full classrooms especially in large GE courses
- Overhead / infrastructure costs – establishing exact figures is very complex; in discussions with CBOs and CEOs we estimate a range of 40%-70% "profit" from incremental FTES
- Model allows you to adjust the "profit margin" on incremental FTES
  - ✓ We set it at 55% after discussions with those familiar with the economics of community colleges

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What the Model Doesn't Do

- This is not a sophisticated economic model
- It doesn't take into account economics concepts such as net present value (NPV), economic rates of return (IRR), discounting, etc.
- Ultimately, it is designed to be an order of magnitude demonstration and to start conversations on your campus (not end them)!

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Fiscal Considerations Summary

- Numerous ways to estimate the fiscal impact of innovative programs on colleges and students
- ROI analyses best for estimating net revenue impact to colleges
- The ROI model developed for this project will be released shortly and available for you to use
  - Accompanying the ROI model in Excel will be a 3-page Model Overview document and a 2-page Model Instructions document

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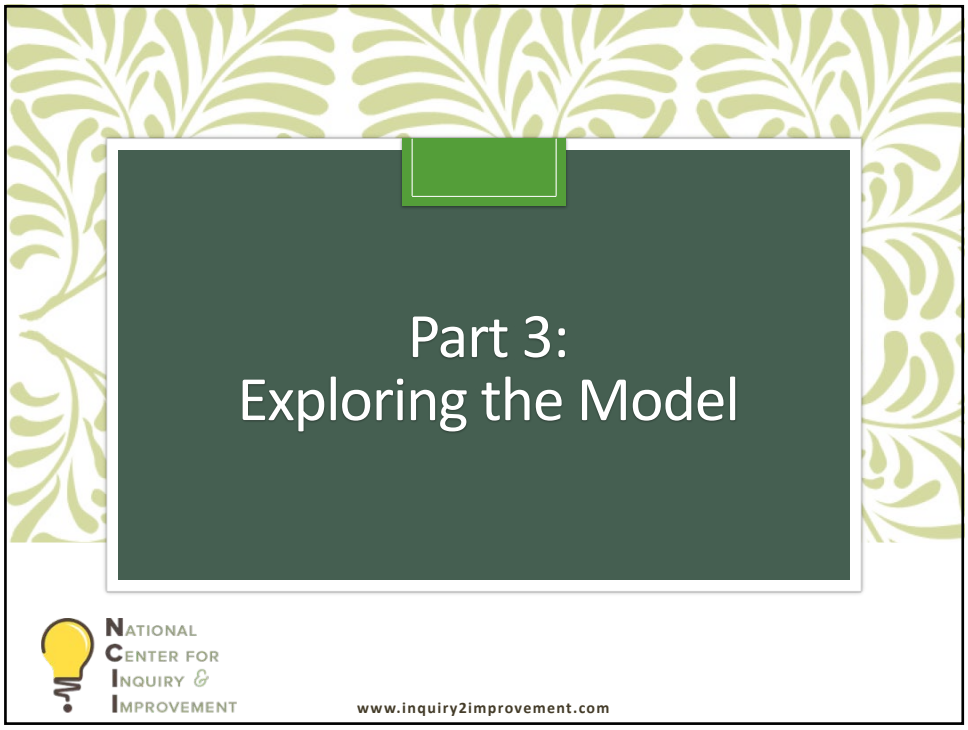

Section 1: Cohort Size

Section 1: Entering New Student Cohort at the College (Fall / Spring)		
	A. Description	B. Students Served
1.	New FTEIC Students in Entering Cohort in a Given Academic Year	3,500

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Section 2: Incremental Staffing Costs (You Can't Read This)

Section 2: Staffing of Guided Pathways Related Efforts

	A. Position Title	B. No. of Hourly Employees	C. Hourly Rate	D. Annual Hours Per Employee	E. FTE for Work	F. Annual Salary	G. Annual Benefits Cost	H. Fixed Annual Budget for Support Type	I. Total Cost for Support Type
	Example - Hourly	*6*	*$10.00*	*80*					*$4,800*
	Example - FTE				*0.5*	*$66,000*	*$26,400*		*$46,200*
	Example - Annual Budget							*$18,400*	*$18,400*
1.	New or expanded advisors	0	$0.00	0	3	$55,000	$15,000	$0	$210,000
2.	New or expanded completion coaches or retention specialists	8	$15.00	240	0	$0	$0	$0	$28,800
3.	New or expanded career counseling staff	0	$0.00	0	0	$0	$0	$0	$0
4.	New or expanded IR staff	0	$0.00	0	0	$0	$0	$0	$0
5.	Coordination time (e.g. assigned Dean or staff member)	0	$0.00	0	0	$0	$0	$0	$0
6.	Other Faculty / Staff Release time / Stipends to support work	0	$0.00	0	0	$0	$0	$35,000	$35,000
								Total Guided Pathways-Related Incremental Staffing Costs:	**$273,800**

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Section 2: Incremental Staffing Costs (1 of 2)

Section 2: Staffing of Guided Pathways Related Efforts

	A. Position Title	B. No. of Hourly Employees	C. Hourly Rate	D. Annual Hours Per Employee
	Example - Hourly	*6*	*$10.00*	*80*
	Example - FTE			
	Example - Annual Budget			
1.	New or expanded advisors	0	$0.00	0
2.	New or expanded completion coaches or retention specialists	8	$15.00	240
3.	New or expanded career counseling staff	0	$0.00	0
4.	New or expanded IR staff	0	$0.00	0
5.	Coordination time (e.g. assigned Dean or staff member)	0	$0.00	0
6.	Other Faculty / Staff Release time / Stipends to support work	0	$0.00	0

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Section 2: Incremental Staffing Costs (2 of 2)

Section 2: Staffing of Guided Pathways Related Efforts

	A. Position Title	E. FTE for Work	F. Annual Salary	G. Annual Benefits Cost	H. Fixed Annual Budget for Support Type	I. Total Cost for Support Type
	Example - Hourly					*$4,800*
	Example - FTE	*0.5*	*$66,000*	*$26,400*		*$46,200*
	Example - Annual Budget				*$18,400*	*$18,400*
1.	New or expanded advisors	3	$55,000	$15,000	$0	$210,000
2.	New or expanded completion coaches or retention specialists	0	$0	$0	$0	$28,800
3.	New or expanded career counseling staff	0	$0	$0	$0	$0
4.	New or expanded IR staff	0	$0	$0	$0	$0
5.	Coordination time (e.g. assigned Dean or staff member)	0	$0	$0	$0	$0
6.	Other Faculty / Staff Release time / Stipends to support work	0	$0	$0	$35,000	$35,000
	Total Guided Pathways-Related Incremental Staffing Costs:					**$273,800**

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Section 3: Incremental Fixed Costs

Section 3: Incremental Fixed Costs on Guided Pathways

	A. Item	B. Annual Cost/Budget
	Example	*$5,000*
1.	Technology Fees - Software, licenses, etc.	$120,000
2.	Technology Services - Costs to Implement / Support	$40,000
3.	Guided Pathways Related Travel (including conference fees)	$20,000
4.	Professional Dev. Costs for External Speakers / Content Experts	$30,000
5.	Subscription Fees for Guided Pathways Projects / Consultant Fees	$0
6.	Training for Advisors / Faculty / Staff on Guided Pathways	$0
7.	External Evaluator Costs to Assess Guided Pathways Impact	$0
8.	Other Fixed Cost #1	$0
9.	Other Fixed Cost #2	$0
	Total for Incremental Fixed Costs:	**$210,000**

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Section 4: Incremental Cost Summary

Section 4: Incremental Cost Summary		
	A. Item	**B. Annual Cost/Budget**
1.	Staffing of Guided Pathways Efforts	$273,800
2.	Incremental Fixed Costs	$210,000
	Total Incremental Guided Pathways Related Costs:	**$483,800**
	Incremental Costs Per Student:	**$138**

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Section 5: Incremental Cost Summary

Section 5: Funding Assumptions per FTE & Unit		
	A. Description	**B. Value**
1.	Tuition + Fees Revenue* for 30 incremental semester units	$2,640
2.	Apportionment per FTE**	$1,620
	Total Funding per FTE:	**$4,260**
	Funding per Unit:	**$178**

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Section 6: Incremental Unit Estimate After Guided Pathways Reforms

Section 6: Incremental Units from Cohorts After Guided Pathways Reforms

	A. Description	B. Value
1.	Number of Students in New Student Cohort (from Section 1 above)	3,500
2.	Average Number of Total Semester Units Attempted Per Entering New Student Over 3-Year Period (for the last entering cohort for whom three years of data is available	24.0
3.	Improvement Goal - Enter a Percentage Increase in 3-year Average Total Attempted Units You Hope to Achieve due to Guided Pathways reforms	10.0%
4.	Average Number of Total Units Attempted Per Entering New Student Over 3-Year Period If Improvement Goal from #3 is hit (calculated automatically)	26.4
5.	Modeled Incremental Total Units Generated from New Students After Improvement Goal is Hit	8,400.0
6.	Potential Revenue from Incremental FTE	$1,491,000

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Section 7: Incremental Unit Estimate After Guided Pathways Reforms

Section 7: Cost / Benefit of Guided Pathways Reforms and ROI Estimate

	A. Description	B. Value
1.	Annualized Cost of Program from Section 5	**$483,800**
2.	Potential Revenue from Section 8	**$1,491,000**
3.	Profit Margin on Potential Revenue*	**55%**
4.	Net Revenue after Profit Margin Calculation	**$820,050**
5.	Net Profit = Net Revenue - Annualized Cost	**$336,250**
6.	Estimate of Return on Investment (ROI)	**70%**

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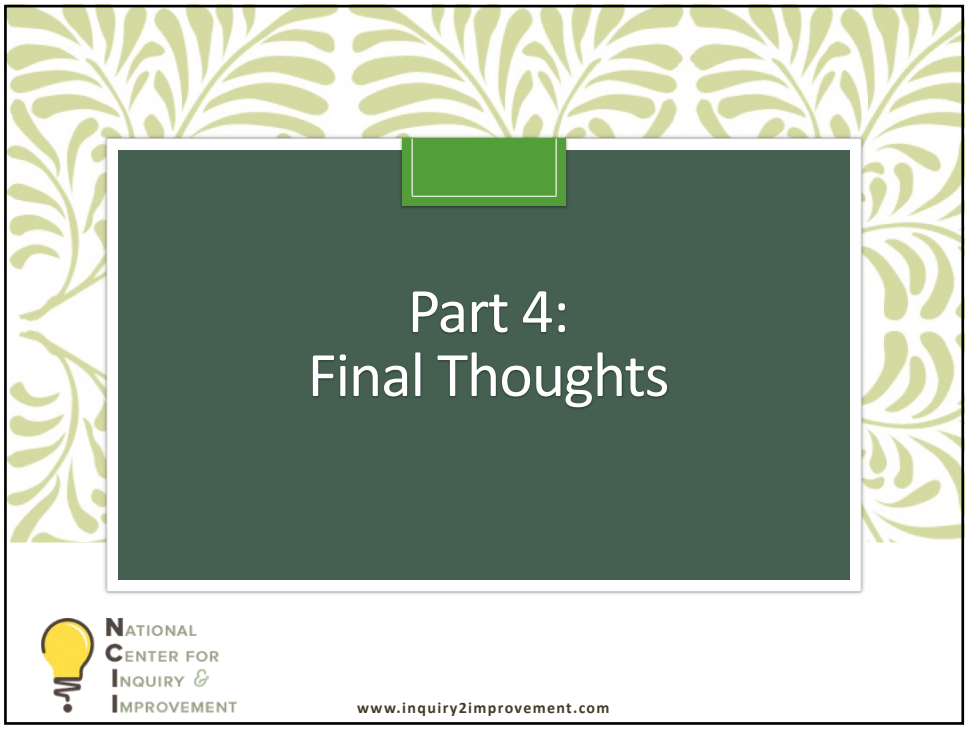

Summary

- Numerous ways to estimate the fiscal impact of innovative programs on colleges and students
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DO THE RIGHT THING: BOARD ENGAGEMENT IN COMMUNITY COLLEGE PATHWAYS WORK

Leaders are people who do the right thing; managers are people who do things right.

— Warren Bennis

In August 2017, the Texas Association of Community Colleges announced its intent to expand the Texas Pathways initiative to include all 50 Texas community colleges. With funding assistance from the Greater Texas Foundation, T. L. L. Temple Foundation, and Teagle Foundation, Texas Pathways is now engaging nearly every Texas community college in a statewide effort to restructure academic and career pathways at scale.

Texas Pathways, patterned after the American Association of Community College's national Pathways Project model, incorporates three fundamental design principles:

1. College redesign must address the entire student experience, not just a few isolated elements.

2. Pathways is a framework designed to unify multiple reform elements to help students choose, enter, and complete a program of study aligned with their goals.

3. Pathways "maps" the student experience backward from student end goals of transfer and/or career.

These principles imply the student experience, when fully mapped, starts before students enter college and extends beyond it. In a best-case experience, students begin career exploration in high school; take appropriate, program-aligned dual credit courses; continue in their chosen program at the community college; and receive strong advising and support services throughout their college experience – all so they can complete an educational program with the knowledge, skills, and confidence to transfer to a four-year institution or enter the workforce with a valued credential in hand.

To be effective, this requires the commitment and engagement of multiple stakeholders, including board members. Trustees are strongly advised to learn all they can about what is working in other colleges to better ensure their own institutions keep pace. They should also make certain that policy and resources support desired changes to beliefs, attitudes, and practice.

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THE VALLEY GROVE STORY CONTINUES

Three years ago, Valley Grove Community College made an institutional commitment to improve the student experience. As the subject of two previous case studies (*Too Many Choices* and *It Takes a Village*), Valley Grove is a fictional college that has adopted a pathways approach to student success.

The two case studies mentioned above described the impact of committed leadership on changes to policy, practice, structure, and systems and how these changes can improve completion, shorten time to degree, and otherwise enhance student success. To briefly recap:

- *Too Many Choices* (2015) was the story of how Valley Grove attempted to "reinvent" itself as more student-focused. The college had seen little change in student outcome data over several years, despite multiple interventions, and knew things needed to change. The case study focused on helping students make better choices by limiting their options. It also described the redesign of services, supports (especially advising), and curriculum to create a more integrated and streamlined student experience. Pathways is a framework designed to unify multiple reform elements to help students choose, enter, and complete a program of study aligned with their goals.

- *It Takes a Village* (2016) described how a funder, who had learned about Valley Grove's innovative pathways efforts, proposed to support continued work, provided the college explore pathways beyond its own walls. More specifically, the funder believed board members could and should play a larger role in pathways work, suggesting they use their community influence to smooth the K-12 connection, enhance the transfer function, and forge stronger ties with area business.

The current case study, *Do the Right Thing*, picks up the story of Valley Grove Community College two years after an infusion of external funding to help with ongoing pathways work. In this case study, the funder sends a small team back to the college for a progress assessment. In order to learn more about board member engagement, two members of the review team interview the board chair and three other trustees to identify best practices that could be shared with other community colleges. The following is an abridged version of these interviews.

UNDERSTANDING AND COMMITTING TO A PATHWAYS APPROACH

Interviewer #1: *This question is for each of you. What contributed to your interest in "pathways" as a strategy for improving student success? What was your initial response?*

Board Chair: Maybe a little history will help clarify... I've been on the Valley Grove board for 12 years, and we've been trying to improve student outcomes the entire time. This is largely due to Achieving the Dream, which first called our attention to the importance of student outcome data. Once we quit making excuses for our poor data, our board understood we had work to do. In those early years, the college tried a lot of different things — improving assessment and placement, redesigning orientation and developmental education, and adding student success courses, to name a few. However, our assumptions were flawed — we thought

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such interventions would improve student outcomes over time, but results were generally disappointing. In hindsight, we hadn't been systemic enough in our approach; the interventions were often disconnected from one another, and we couldn't scale some of the most promising ones due to high cost.

However, after a few years, we did begin to feel a culture shift in the engagement of faculty and staff around student success and their role in it. I think this happened because of our unrelenting focus. Also, we put our money where our mouth was, funding professional development in support of innovation. We didn't know it then, but all our attempts to innovate were in preparation for pathways. The cost of supporting innovation was a small price to pay for broad understanding and engagement.

Then, about four years ago, several board members attended a national conference, where we learned about the American Association of Community Colleges' national Pathways Project. We were excited when we found out our state planned a similar initiative, and we wanted in. The idea of "backward mapping" the student experience from end goals made good sense to us, and some of the pieces were already in place and showing promise. Also, we understood one very important thing: We had to commit to pathways as a board; we couldn't just endorse the concept.

Board Member A: There were several other things that fueled our interest in pathways. First, state funding had become partly based upon student success, and we wanted to be competitive. Second, a new law limited community college programs to 60 credit hours. This focused faculty on student success faster than anything I can recall since I've been on the board. They had to work together to review and redesign programs for better curricular alignment, while reducing the number of program hours required. Some faculty even had to give up teaching their favorite courses in order to accommodate student needs. The third thing that happened was the change in developmental education over several years. Today, instead of placing students into various levels of developmental English or math, we start most of them in credit courses with the supports necessary to move them to completion more quickly. This motivates students and saves them money. Also, recently we have begun contextualizing English and math courses within meta-majors so students relate better to the content. We're doing something similar with orientation, advising, and student success courses. I think these big changes — performance funding, limiting credits, revising remediation, and clustering support services — have contributed substantially to our vision of how "pathways" can help students while improving efficiencies.

Board Member B: I've been on the Valley Grove board for nearly a decade, and there is no doubt in my mind the pathways approach has galvanized our college as a primary strategy to address our completion woes, much more so than the discrete interventions of the past. I see this as an outcome of a changing culture. It has taken a long time, but I think most of our faculty now realize that student success is everyone's business, and they have begun to find a role for themselves — like working more systematically with high school and university colleagues, as well as area employers. I believe our faculty are key to the ultimate success of pathways.

Board Member C: I haven't been on the board all that long, but my interest in pathways as a success strategy was piqued when I saw it as a solution for students with little or no career direction. I see pathways as a means to reach students before they start college, so they don't waste time and money making unwise choices. I want to ensure our pathways approach includes

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good career counseling up-front. Students who don't have this benefit could end up with excess credits and not enough money or financial aid to complete a program of study. I want to be sure we help them identify the best pathway to begin with and stay on it. As board members, we have a responsibility to get this right!

I'd also like to mention another factor that I think contributed to our commitment to improving student success using pathways as a prime strategy. For years, Valley Grove has had a Student Success Council that coordinates everything related to student success. It consists of key administrators, as well as representative faculty, staff, and students. The Success Council reviews data, discusses issues, engages colleagues, and recommends changes to policy and practice, so this was the logical group to begin pathways discussions and coordinate the work. The Council makes regular progress reports at our monthly board meetings, and we've held several joint retreats with the group to ensure our work with K-12, university transfer, and area employers is aligned with their goals and action plans. We've had this important structure in place for several years, and it has been quite effective.

ENGAGING INTERNALLY

Interviewer #2: *We can see all of you believe the pathways approach to student success holds a lot of promise. What can you tell us about your own involvement as a board member?*

Board Chair: Much of what we have done as a board to support pathways and student success has been in three areas: strategic planning, budget, and policy revision. However, we are more informed, intentional, systematic, and involved than in the past. We now have an overarching, strategic goal of improving student success, and we are committed to redesigning the student experience via pathways. We want to help students find an academic pathway early, keep them moving forward on it, and make sure they are learning along the way. We now require pathways for all degree programs with aligned support services. This intense focus on pathways has helped us make several key policy and resource decisions. For example, a couple of years ago, as part of our pathways work, the Student Success Council, mentioned earlier, took on advising as a major issue in need of a "big fix." After researching best practices, the council proposed hiring additional advisors. It was expensive, but because the board had committed to the pathways approach and had been involved in early discussions, we found the money. Now, our model assigns professional advisors to clusters of programs called "meta-majors." These advisors work with students in a variety of ways — meeting with them one-on-one, conducting orientations, and teaching program-related success courses. Meta-major advisors get to know the programs, faculty, and students well. Our program faculty also advise, particularly once students have completed 30 hours. As a board, we have helped identify community leaders and business professionals willing to speak during orientations and success courses, and several of them have provided internships and scholarships within meta-major areas. It's all very collaborative now.

Board Member B: In addition to moving resources around to support changes in policy and practice, we earmarked money to upgrade our student information system so we could better analyze student data. The system helps with advising and enables us to monitor student progress. For the most part, we had to find the money in the institutional budget, but thinking outside the box, we were able to re-purpose funds from vacant positions to make the path

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smoother for students.

Board Member A: Professional development was mentioned earlier as an engagement strategy. As a board, we supported finding some funds to compensate faculty for program redesign work and similar efforts. I think this has helped them get on board. Small stipends and even release time, strategically used, can work wonders for morale. In fact, I understand our college programs were reviewed and redesigned in record time! We're doing something similar to support our faculty and advisors in their work with area high schools and universities to better ensure curriculum is appropriately aligned across sectors.

ENGAGING EXTERNALLY

Interviewer #1: *During our site visit two years ago, we suggested the college do more on the front and back ends of student pathways — to ease the K-12 transition, to improve the transfer function, and to enhance the workforce connection. Our review team felt the board might have influence in these areas, specifically. Can you discuss what you have done as a board, or as a board member, to advance your work in these three areas?*

Board Chair: We've actually made progress in all three areas — K-12, university transfer, and workforce. One of the first things we did after your visit two years ago was to hold a joint meeting with the Student Success Council to discuss your charge and identify issues and needs in each area. Then, we created three board subcommittees, one for each area. The chair of each subcommittee became a liaison to the Student Success Council to be sure our work aligned with theirs. By the way, we continue to meet with the Student Success Council in a retreat format a couple of times per year, or as needed, to ensure our external work supports institutional goals. This kind of interaction is new for us, but it's working!

Board Member B: Initially, I had a bit of trouble with this level of engagement because I wasn't accustomed to working with the college outside the board room. I learned years ago there was a pretty clear distinction between my role as a board member and the responsibilities of administrators. It took me a while to see I could engage externally and actually help the college. I could see myself interacting with area business and industry, since I've always been active in the community, but I couldn't see myself reaching out to our public schools and regional universities. However, once we began discussing how we could do this, I felt like I could contribute in a new, non-intrusive, and more valuable way.

Board Member C: I was on board quickly, but I needed information on the issues and how the college felt the board might be able to help. I have kids in public school, and I want the pathway to and through college to make sense for each of them. I've always believed college faculty and staff should think beyond their department, their discipline, or their classroom, and they should be active around bigger goals, like alignment with high school curriculum and university transfer expectations. I think pathways work is an excellent way to engage them and broaden their vision.

Interviewer #2: *So, can you give me some specific examples of what you and maybe other board members have done to engage others? How did you get started?*

Board Chair: One of the first things we had to do was to better understand what it meant to

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"improve the student experience." Our first retreat after your visit two years ago was spent looking beyond our own college parameters to an integrated, structured system of educational experiences — from high school, into and through Valley Grove, to university transfer and/or a career with labor market value. Once we had done this, we were better able to establish priorities from a student perspective rather than an institutional one. We had to re-frame our thinking to ensure students actually benefitted from what we provided. For example, if we continued to offer a career program that no longer led to jobs in our community, we were doing our students a disservice. In such cases, we agreed to reallocate those resources in more relevant ways. This was a different way of looking at our work and put more responsibility on the board and college leaders to re-think institutional goals and resource allocation. In short, we committed to doing what was needed to significantly improve the efficiency and effectiveness of the total college experience to better serve our students.

Board Member A: Another thing we did at that first retreat was to agree we needed to learn more about effective practices in the three areas of connection — K-12, university transfer, and workforce. To do this, we created a subcommittee for each area and asked each of our nine board members to research best practices for their assigned area. Then, at our second retreat, each board member led a discussion on a topic related to one of the three areas. The retreat was a little like a book club, but we also discussed policy issues, like making transfer success a higher priority. This led to learning more about transfer requirements and how our students were doing, so we could also improve advising. It's all connected, and I'm not sure we ever thought about aligning the pieces before pathways.

Board Member C: One of our board subcommittees researched the "front-end" of the pathway. For example, we knew the college was offering more dual credit courses, but we didn't realize we were only serving a select population of students. This became an equity issue for us, so we brought it to the attention of the president who handed it off to the Student Success Council for review. As a result, we now have new policies and practices in place that do several things: build a stronger college-going culture in our schools, align high school endorsements with college programs, target communications to different high school student groups, ensure career counseling to help students identify a program pathway early, and bring together public school teachers and counselors with our faculty and advisors.

Also, I think one of the most important challenges we've taken on is working with our statewide trustee association to influence change at the state level. For example, I'm on a statewide committee to improve supports for students as they transition from high school into college. In your packets, you'll find a list of ways we think boards can become more engaged in pathways work. It covers all three areas you asked us to address. (*NOTE: See chart at the end of this case study.*)

Board Member B: I'm on the board subcommittee to build better partnerships with business and industry. Our primary goal was to engage business leaders in preparation of the workers they need while ensuring our students have accessible pathways into jobs and careers. In the past, we've had an annual dinner meeting of workforce advisory committees, followed by short meetings with departments. However, when we looked carefully at that practice, we realized it was more a habit than a systematic, purposeful interaction between college and workforce partners. Our board subcommittee recommended a more externally driven strategy, led by

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business leaders who know what is needed to produce a talent pipeline. Faculty and staff now serve in a more supportive role, which was somewhat uncomfortable for them at first. However, this flip in perspective has resulted in more reciprocal partnerships and an updated, more relevant curriculum. In addition, we now have more access to state-of-the-art training facilities, internships, apprenticeships, professional speakers, and scholarships than ever before because business is more invested. In short, our connection with the workforce community is much more intentional, systematic, and productive than it has been in the past. One final comment... instead of a large annual workforce appreciation meeting, we now convene our business partners more frequently and within meta-majors. The conversation is more meaningful, and action plans guide discussion. It's very strategic and proactive. I've attended several of these meetings, and the interaction is very productive.

FINAL COMMENTS

Interviewer #1: *It does appear you're doing a lot. We have just a couple of additional questions. First, how is this level of engagement different from that of the past? And, second, how have you changed as a board member as a result of your more strategic involvement?*

Board Chair: I think the biggest difference is that we are much more systematic about our work and more engaged. Frankly, I think we were too passive in the past, expecting the administration to keep us informed while they did all the work. Even our planning and budgeting activity was quite rote and often resembled that of the year before. We have evolved as a board and are much more likely to analyze data and plan strategically, with the bigger picture in mind. I believe, also, that our joint retreats with the Student Success Council have been very helpful. I hope the council feels the same.

As for how this has changed me as a board member... I'm much more informed, engaged, and committed. When I'm approached in the community, I can talk about the college with confidence, knowledge, and enthusiasm. I know we're doing the right thing for the future of both the college and the community.

Board Member A: I agree that our board has come together around some significant work. I may be over-simplifying, but I think the board sees pathways as a key strategy to help students "connect the dots." We've systematically reduced duplication, cut down on paperwork, and clarified processes. Most important... students tell us the college experience makes more sense to them, and they can see their way to completion. In fact, we routinely rely on student input as we plan, implement, and improve.

The past two years on the board have made a difference to me, personally. I feel much more excited about being a board member. I feel a sense of personal satisfaction at how far we have come as an institution. The pathways approach makes such good sense to me, and I'm delighted that we have been able to do so much so quickly.

Board Member C: Again, I don't have the history on the board that others do, but I believe we are doing the right thing for our students by considering their entire experience and enacting policy to support them throughout. As a former community college student, myself, I remember how hard it was to navigate the complexities of college. I was frustrated by too many options,

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poor advising, and losing hard-earned credits when I transferred. We have created a smoother educational experience with many decisions pre-determined, and our students and their families will save money over the long haul.

I take great pride in what we are doing. I feel like all our board subcommittees have been very productive and have facilitated continuous improvement. I appreciate the courage of the Student Success Council to propose change because it's the right thing to do. So, as a board member, I feel included and valued as a participant in the life of this college, its students, and our community.

Board Member B: I don't have much to add, except to say that I've been on several boards of different types, and I've never felt more energized and involved than I do on the Valley Grove board. My work doesn't start and stop with our monthly meetings. Our subcommittees are building important alliances with public schools, area universities, and community employers. I feel more knowledgeable about our college and can speak with assurance about needs and accomplishments. I like knowing we are giving our students a well-designed roadmap that helps them enter and move through college more easily, with confidence about their career choice and the preparation needed to be successful.

THE EXIT REPORT

The review team members were impressed! The board members they interviewed seemed engaged and knowledgeable about Valley Grove's pathways work. Furthermore, something about the interviews led them to believe the rest of the board likely felt the same way.

During the exit meeting with the board chair and the college president, the review team praised the work that had been accomplished in the two years since their previous visit. While the college continued to refine its internal pathways, the board had taken up the charge to build better external connections. Importantly, board members had described their engagement in transforming the student experience. They had advanced K-12 collaboration, had provided leadership in the transfer process, and had cultivated innovative partnerships with the business community.

Was this a true culture change? Had the board managed to become involved without crossing the line into management? Or had the line moved? Most important, could this level of board engagement become a model for other colleges?

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EFFECTIVE STRATEGIES FOR BOARD ENGAGEMENT IN PATHWAYS

(*Suggested by the Valley Grove Community College Board*)

GENERAL

- Ensure board work aligns with college strategy.
- Keep the president informed.
- Be a champion for the pathways approach to student success.

PROMOTING THE K-12 CONNECTION

- Help formalize partnerships with area high schools to align goals, share completion data, and enhance college-going behavior.
- Promote alignment of high school endorsements, college readiness expectations, career advisement, and instructional quality.
- Ensure dual credit is fully implemented in area schools and the needs of traditionally underserved students are addressed.
- Ensure placement practices honor college-ready achievement and provide students who are not college-ready with remediation appropriate to their readiness level.
- Promote the creation of conditions and incentives that engage college faculty and high school teachers in joint professional development and curriculum alignment.
- Monitor and discuss progress on K-12 interaction to inform continuous improvement.
- Work with community leaders and policymakers to adopt local and statewide policies that support these practices.

IMPROVING THE TRANSFER FUNCTION

- Prioritize successful university transfer in planning, budgeting, and communication.
- Communicate the importance of transfer in presentations to external publics (e.g., lawmakers, university leaders, community organizers, and workforce developers).
- Help facilitate strong transfer partnerships with regional universities, and promote collaboration on instruction, use of resources, and development of program pathways.
- Ensure tailored advising for transfer students that includes career exploration, early creation of an educational plan, and information on financing a four-year college education. Ensure advisors monitor student progress and intervene when necessary.
- Ensure rigor and high-quality instruction within the community college.
- Track performance and completion rates of transfer students and share data among institutions to improve practice.

ENGAGING THE WORKFORCE COMMUNITY

- Help create strategic partnerships with industry that are led by business leaders and supported by college faculty and staff. Target senior decision-makers who can make commitments.
- Ensure the college focuses on broad community development and addresses comprehensive workforce needs rather than the needs of specific programs.
- Help convene multiple businesses from single industry sectors to aggregate sector needs.
- Ensure coordination of the workforce connection to reduce duplication and outreach efforts from multiple college units. This makes it easier for business leaders to assist with instruction, career advisement, resources, integrated work-based learning, guest instructors, etc.

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GROUP BREAKOUT #2
INSTRUCTIONS AND GUIDING QUESTIONS

DO THE RIGHT THING: BOARD ENGAGEMENT IN COMMUNITY COLLEGE PATHWAYS WORK

INSTRUCTIONS

Delegates and resident faculty convene to discuss:

- The case study, *Do the Right Thing: Board Engagement in Community College Pathways Work* (See Guiding Questions on the following page)
- How board members can become more engaged in pathways development
- Implications for action when delegates return home (take notes on Commitment to Action form)

REFER TO:

Tab 4: Case Study: *Do the Right Thing: Board Engagement in Community College Pathways Work*

Commitment to Action Tab: Commitment to Action: Policies, Strategies, and Indicators

CASE STUDY GUIDING QUESTIONS AND GROUP DISCUSSION:

1. What do you think of how Valley Grove board members approached their pathways work? By interacting with the Student Success Council, do you think they over-stepped their role Why? Or why not?

2. What do you think is the greatest benefit to the college of such an engaged board?

3. Can you see your board trying some of the "Promoting the K-12 Connection" strategies the Valley Grove Board used? (NOTE: Refer to the chart at the end of the case study.) Can you think of other strategies that might work? What has your board done that is similar?

4. Do you think the experience of the Valley Grove board represents a true cultural change? Can you see your board doing something similar to engage in pathways work?

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TEAM DISCUSSION

The Role of the Board in Enabling Front Door Pathways to Student Success

1. Has your board officially endorsed the institution's work to develop and implement guided pathways? How has your board enabled the CEO in courageously leading large-scale institutional change?

2. Does your board regularly use disaggregated cohort tracking data about student progress and completion to inform board decisions? What data do you have/need to inform board action in enabling student success at the front door?

3. How does your board allocate/reallocate resources to ensure they align with the institution's pathways strategies? Does the budget reflect the colleges' commitment to students' success at their earliest encounters with the college?

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GROUP BREAKOUT #3
INSTRUCTIONS AND GUIDING QUESTIONS

IMPLEMENTING POLICIES AND PRACTICES TO INCREASE STUDENT SUCCESS

DESCRIPTION

Delegates and resident faculty convene to explore opportunities for action by reflecting on governance and leadership roles that accelerate student progression to college readiness, increase retention, and improve student success and completion, while retaining open access and quality education for all students.

INSTRUCTIONS

Delegates and resident faculty are to reflect on the lessons of the institute to this point with an eye toward tomorrow's commitment to action session. Refer to the guiding questions to discuss:

- How to address strategic priorities
- How to balance competing demands
- Policy and operational implications for action when delegates return home (take notes on Commitment to Action form)

REFER TO:

Tab 3: Institutional data from Group Breakout #1

Tab 4: Case study from Group Breakout #2

Commitment to Action Tab: Commitment to Action: Policies, Strategies, and Indicators

GUIDING QUESTIONS

1. What is the biggest takeaway message from your data that might inform board action?
2. In what ways did the case study surface implications for your board action?
3. What core themes surfaced during your breakout sessions that may inform action planning?
4. What might your board and administration do to ensure your institution is well-positioned to make changes needed to improve student success, including front door success? What can be done to increase urgency?
5. What barriers have impeded this work in the past? How can your board and administration work together to tenaciously persevere in your commitment to institutional change in the face of an abundance of competing priorities?

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COMMITMENT TO ACTION: POLICIES, STRATEGIES, AND INDICATORS

The role of the board is to develop policy, and the role of the CEO is to ensure that it is operationalized. The matrix below provides examples of policies in four areas critical to improving student success: committed leadership, use of evidence, broad engagement, and systemic improvement. Each policy is accompanied by examples of strategies and indicators of success. Space is provided at the end of the document for each team to make notes on its own commitment to action.

DISTRIBUTIVE LEADERSHIP

Policies	Strategies	Indicators

The college is committed to and consistently focuses on student success and completion of students' educational goals.	**Board and CEO commit to:**
	• Ensure mission, values, and policies promote success and completion goals.
	• Clearly state that achievement of degrees and certificates with labor market value is a high institutional priority and support this priority with adequate funding.
	• Interpret the student success agenda to external stakeholders, involving them in discussions of college priorities and completion/transfer issues.
	• Monitor state/national success and completion conversations for potential impact on local success initiatives.
	Board commits to:
	• Focus on strategic directions, "on-track" indicators, and long-term impacts.
	CEO commits to:
	• Examine current policies and practices for barriers to persistence and degree/certificate completion or transfer, and create a plan to address problems.
	• Promote faculty leadership and engagement in transformation efforts.
	• Support change initiatives that promote acceleration and completion/transfer efforts.
	• Identify expected impacts of improvement efforts; present plans for board approval.
		• The importance of student success and completion is reflected in board minutes, in college documents (e.g., strategic plan, quality improvement plan, class schedules), and on the college website.
		• The board approves a reallocation of funding to scale effective educational practices to include college-credit students.
		• Faculty leaders set an example for others by routinely discussing student outcomes and participating on committees that review policies and practices that may be barriers to timely graduation or transfer.
		• The college creates a plan to increase completion that:
		  • Supports alternative pathways (e.g., dual credit, credit for prior learning, re-enrollment of students who left college without a credential).
		  • Addresses majors and degree plans (e.g., early filing, extraneous credit requirements).
		  • Requires students to take certain courses (e.g., math/English) early.

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DISTRIBUTIVE LEADERSHIP (continued)

Policies	Strategies	Indicators
College equity goals address differences in student readiness, educational objectives, and outcomes across subgroups (e.g., low income students and students of color).	**Board and CEO commit to:** • Promote cultural sensitivity and equity for all students/employees, and ensure goals address gaps for different sub-groups. **Board commits to:** • Ensure equity goals are addressed in planning and funding. • Monitor progress on disaggregated student outcomes, such as completion rates. **CEO commits to:** • Communicate often with college and community about cultural sensitivity and competence. • Implement employment and training practices that demonstrate a value for diversity.	• Board minutes reflect frequent discussions about equity gaps. • The board approves funding for interventions that enhance equity. • Board review of equity goals reveals that faculty/staff are becoming more diverse in race, ethnicity, gender, and age. • The college uses data to identify gaps and elicit conversations about equity. Funds are earmarked for training to deepen understanding of equity issues.

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USE OF DATA

Policies	Strategies	Indicators
The college uses evidence about student progress and completion rates to set policy, make strategic decisions, and allocate resources.	**Board and CEO commit to:** • Maintain a comprehensive institutional research function with the capacity to collect, analyze, interpret, and communicate student outcome data. • Use multiple sources of data to inform policy decisions, strategic planning, and resource allocation. • Focus on disaggregated, longitudinal cohort data for continuous improvement. • Share data widely and publicly report progress on performance indicators such as graduation rates. **Board commits to:** • Routinely request and discuss data on student performance and attainment. Identify gaps and discuss policy implications. • Review and discuss disaggregated data on student progress and outcomes, as well as reports of surveys and focus groups, to make strategic and budget decisions. **CEO commits to:** • Ensure capacity to track, analyze, and communicate disaggregated trend and cohort data. Ensure data integrity. • Develop performance goals and regularly report progress on outcomes and indicators, including persistence and attainment rates, to identify leakage points and close achievement gaps. • Monitor the impact of interventions on timely progress to completion. Use this information to inform future planning and resource allocations. • Insist departments use data to identify major leakage points and improve practices (e.g., curricula, assessments, placement, advising). • Provide professional development on analyzing, interpreting, and presenting data.	• Technology (IT) and research (IR) staff work together to collect, analyze, and support college data needs. • IR staff present data in a user-friendly format and work with faculty and staff to analyze and interpret data. • IR staff regularly produce an institutional "report card" of disaggregated data on referrals, persistence, completion, and other measures. They share these data with key policy- and decision-makers, including the board. • The board receives regular data reports on the impact of success strategies, such as early remediation, early enrollment in gatekeeper courses (e.g., math, English), and timely credit accumulation. • Trustees monitor student milestone achievements, cohort graduation/transfer data, and alignment with workforce needs. • Cohort tracking, analysis, and broad conversation about student progress inform improvements in policy, practice, and budget. • Discussions about completion and transfer data are common in department planning sessions and lead to improvements in curriculum alignment, assessment, placement, advising, and other student success initiatives.

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STAKEHOLDER ENGAGEMENT & COMMITMENT

Policies	Strategies	Indicators
The college encourages collaboration across the institution to enhance student success and completion. The college promotes a commitment to shared responsibility through partnerships with all levels of education, within the community, and with the workforce to enhance student success and smooth transitions from education to work.	**Board and CEO commit to:** • Develop a shared vision for student success and completion through collaboration with multiple stakeholders. • Build understanding of student success issues and create coalitions (e.g., public schools, community organizations, area businesses) committed to improving college and career readiness. • Create a climate in which faculty, staff, and students work together to address student success challenges (e.g., under-prepared students, support services, pedagogy, and student learning). **Board commits to:** • Become more knowledgeable about practical steps for building public awareness of student success issues and creating political will for transformational change. • Encourage transparency and communication about college priorities and challenges. **CEO commits to:** • Engage multiple stakeholders (faculty, staff, students, community) in strategic planning to improve graduation and transfer rates. Hold community conversations and focus groups to gather input, and follow up with information on progress. • Develop coalitions with high schools, technical institutes, workforce centers, local business, etc. to improve college/career readiness and enhance labor market value. • Promote collaboration across the institution on improvement efforts (e.g., assessment and curricular alignment, accelerated developmental education, contextual learning, and support services). • Share data on graduation and completion rates in ways that are meaningful and useful to different groups of stakeholders. • Involve adjunct faculty in conversations and improvement efforts.	• Individuals and groups demonstrate a collective responsibility for planning, implementing, and evaluating the student success agenda. • Community conversations about college and career readiness occur frequently and lead to productive partnerships across sectors. • The college shares graduation and other completion data openly with internal and external stakeholders (e.g., faculty, high schools, education agencies, and workforce/business). • Developmental, credit, and workforce faculty work together to align curriculum, implement success strategies (e.g., success courses, learning communities, tutoring, culturally responsive pedagogy, mentoring), embed basic skills into career courses, and accelerate student progress. • Adjunct faculty actively participate in faculty meetings and on college committees to address institutional challenges and priorities. • Collaboration with AEL providers and high schools improves curricular alignment, creates bridge programs that reduce the number of high school students in developmental courses, and enhances academic/career/financial aid counseling across institutions. • Courses offered on the job improve relevance, promote persistence, and accelerate program completion. • Collaboration with workforce partners results in teaching/learning models that integrate college and career education to increase completion rates and improve labor market value.

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INSTITUTIONAL TRANSFORMATION

Policies	Strategies	Indicators
The college engages in comprehensive strategic planning to establish and monitor student success goals, measures, and strategies. Work integrates and aligns environmental scanning, planning, budgeting, and evaluation.	**Board and CEO commit to:** • Use data and stakeholder input to inform planning and budget decisions. • Focus on improving student success and completion rates in planning and budgeting. • Perform comprehensive, ongoing evaluation of student outcomes and program impacts. **Board commits to:** • Prioritize certificate/graduation completion in policy development and budget approval. • Monitor the impact of policy and practice on timely progress-to-completion rates. **CEO commits to:** • Integrate the student success agenda systemically into core institutional work, such as strategic planning and accreditation activity. • Clearly define and communicate student success goals and indicators of progress. Align practices and change efforts with goals and indicators. • Align the student success agenda with state funding patterns (milestones), as appropriate. • Prepare budgets that support promising student success initiatives and completion goals.	• Discussion of student success goals and related resources are central to planning and budgeting. • The budget aligns with the strategic plan and provides support for change efforts based on goals and indicators. • The strategic plan clearly identifies goals for certificate/degree completion. Disaggregated outcomes are monitored routinely. • The college creates a comprehensive improvement plan that lays out strategies to eliminate leakage points along the pathway from high school to college to career. • Evaluation of student success initiatives is ongoing, systematic, and comprehensive. Results inform future planning and budgeting. • Successful interventions are taken to scale as early as possible.

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INSTITUTIONAL TRANSFORMATION (continued)

Policies	Strategies	Indicators
Organizational structures, policies, and practices support student success values and priorities such as course completion, retention, persistence, and attainment.	**Board and CEO commit to:** • Ensure the college organizational structure integrates support services with academic and career programs. • Expand the use of effective practices and make them mandatory for at-risk students. **Board commits to:** • Monitor the impact of organizational changes to promote equity and reduce barriers to success. **CEO commits to:** • Integrate support services and academics for improved effectiveness and efficiency. • Streamline the pathway from high school to college to completion for transfer. • Review course offerings, faculty workloads, and teaching credentials to ensure students receive the services and instruction they need. • Evaluate impact of revised policies and practices; take successful ones to scale.	• The educational pathway from intake (assessment, placement, advisement, financial aid) to completion/transfer to career is seamless and efficient. • Support services are comprehensive, collaborative, and intrusive. Surveys reveal high levels of student and faculty satisfaction with integrated processes. • Major meetings, organizational units, and work teams routinely focus on the student success agenda. • Practices are amended or eliminated when evidence indicates that they do not promote student success. Resources are re-allocated to more promising practices, based on successful pilot efforts. • Class schedules are designed for the convenience of students rather than faculty to promote full-time enrollment and accelerated progress to degree.

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INSTITUTIONAL TRANSFORMATION (continued)

Policies	Strategies	Indicators
Instructional practice incorporates sound principles of teaching/ learning theory to enhance learning outcomes.	**Board and CEO commit to:** • Address issues associated with college readiness and the transition from high school to college to career. • Ensure instructional practice targets the academic, technical, and affective needs of students with different learning styles. • Support the use of technology to increase access to learning options, intensify faculty/student interaction, and improve flexibility for students. **Board commits to:** • Support promising innovations and pilot programs designed to accelerate progress and improve learning outcomes. • Approve funding based upon evidence of effectiveness in order to take promising innovations to scale. **CEO commits to:** • Encourage faculty to incorporate a variety of instructional methods to accommodate multiple learning styles. • Implement learning assistance programs and instructional models of varied intensity to meet the needs of students with different skill levels. • Redesign courses that have consistently low completion rates. • Align developmental and college-level courses and assessments. • Promote collaboration between developmental and credit faculty (including adjunct faculty). • Routinely evaluate teaching practice and provide professional development in promising teaching strategies and course redesign. • Regularly review teaching assignments to improve the balance of full-time and adjunct faculty who teach developmental courses.	• Faculty and staff collaborate to expand use of promising practices in developmental and college-credit courses (e.g., supplemental instruction, peer tutoring, minority male mentoring, contextualized learning, math alternatives, and modularized instruction). • Educational pathways are defined and shared with students to encourage timely credit accumulation. Advising is intrusive and mandatory, and students file educational plans. • Remediation needs are addressed early, and at-risk students are encouraged to complete developmental courses quickly, followed immediately by enrollment in gatekeeper courses (e.g., math, English). • Developmental education faculty are well-integrated into the institutional fabric and are valued for their experience with at-risk students. • College-credit and developmental faculty, including adjuncts, routinely collaborate on innovative teaching techniques (e.g., learning communities, success courses, compressed learning). • Learning assistance programs are well coordinated with academic and career programs. Developmental and college-credit faculty meet frequently to discuss alignment of curriculum and assessments, shared resources, and student outcomes. • Faculty routinely collaborate on developing, implementing, and evaluating online courses to ensure that the curriculum is rigorous and that students are learning the material.

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INSTITUTIONAL TRANSFORMATION (continued)

The college is a learning organization that values professional development, incorporates student success measures into faculty evaluations, and reviews curricula on a regular basis.	**Board and CEO commit to:** • Plan and budget for continuous institutional learning. • Require comprehensive and developmental performance evaluations. **Board commits to:** • Promote and fund faculty/staff professional development focused on student learning and success. • Participate in professional development programs that support student success issues (including training on how to use data to evaluate and improve programs and services). • Monitor the performance evaluation process. **CEO commits to:** • Create a strategic professional development plan for all employees (including adjuncts) that focuses on student learning and improvement. Allocate funds, time, and incentives. Incorporate participation into employee evaluation. • Encourage faculty and staff to engage in ongoing curriculum review and promising practices research. • Provide professional development (board, faculty, staff) on interpreting and using student learning and outcome data to improve practice and pedagogy. • Improve the quality of faculty recruitment and orientation. Require faculty candidates to demonstrate knowledge of effective pedagogy and strategies to enhance learning outcomes for at-risk students. Orient all new and existing faculty to the needs of developmental students and ensure commitment to the success of all students.	• A college-wide professional development plan clearly supports student success and learning goals. Funds, time, and incentives are allocated, and faculty and staff demonstrate new learning in the classroom and in work assignments. • Both full-time and adjunct faculty participate often in professional development focused on at-risk students. • Employee evaluation includes a review of professional development activity related to student success and learning (e.g., participation in relevant conferences, workshops, and courses; piloting and evaluating promising practices). • New and long-term faculty (including adjuncts) are required to attend training on at-risk students, alternative teaching/learning strategies, support services, and monitoring progress. • Staff and faculty review curricula and assessments, examine course completion/retention data, and research promising practices. • Professional development includes training on how to analyze, interpret, and use quantitative and qualitative data and evaluations to improve programs and services. • Faculty are regularly evaluated by peers, students, and supervisors for their commitment and contributions to student success. Improvement plans address future student performance goals and are monitored for progress.

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COMMITMENT TO ACTION

Distributive Leadership
Use the space below to make a list of priority policies and actions for your institution in this area. You may draw from the policies, actions, and indicators listed above for ideas, but you are not limited to these. Be as specific as possible, and indicate who will be responsible for each: B (Board), C (CEO), B/C (both Board and CEO). Identify approximate timelines for execution, if possible.

Use of Data
Use the space below to make a list of priority policies and actions for your institution in this area. You may draw from the policies, actions, and indicators listed above for ideas, but you are not limited to these. Be as specific as possible, and indicate who will be responsible for each: B (Board), C (CEO), B/C (both Board and CEO). Identify approximate timelines for execution, if possible.

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COMMITMENT TO ACTION (CONTINUED)

Stakeholder Engagement & Commitment
Use the space below to make a list of priority policies and actions for your institution in this area. You may draw from the policies, actions, and indicators listed above for ideas, but you are not limited to these. Be as specific as possible, and indicate who will be responsible for each: B (Board), C (CEO), B/C (both Board and CEO). Identify approximate timelines for execution, if possible.

Institutional Transformation
Use the space below to make a list of priority policies and actions for your institution in this area. You may draw from the policies, actions, and indicators listed above for ideas, but you are not limited to these. Be as specific as possible, and indicate who will be responsible for each: B (Board), C (CEO), B/C (both Board and CEO). Identify approximate timelines for execution, if possible.

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