

Student Success

Trustees

Equity

Pathways

Knowledge

Data Economic Mobility

Careers

Improvement

Transformation

Achievement

Hope & Urgency

Credentials

Completion

Commitment Strategic Planning

Focus

Results

Faculty

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Policy

2017

BOARD OF TRUSTEES INSTITUTE

Enabling Student Pathways to Successful Careers

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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 community colleges and other community colleges to share and elevate knowledge of how effective governance contributes to student equity, success, and completion;
- Gain knowledge about assessing institutional readiness, improving outcomes, cultivating public awareness and political commitment, and developing institutional capacity to introduce, foster, and sustain a comprehensive student equity, success, 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 equity, success, and completion agenda and performance indicators into policies and operations; and
- Contribute to a community of Board members and CEOs as life-long learners and advocates for improving student equity, success, and completion.

THEME

The Role of the Board in Enabling Student Pathways to Successful Careers

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 2017 Board of Trustees Institute is made possible by funding from
Houston Endowment Inc. and the Greater Texas Foundation.*

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PROGRAM AGENDA

THURSDAY, MARCH 30, 2017

Noon–2:00

REGISTRATION (*Concourse*)

2:00–3:50

PLENARY (*Anazasi Ballroom*)

Welcome to the 11th Annual Board of Trustees Institute

Cynthia Ferrell, Executive Director, Texas Success Center, Texas Association of Community Colleges

Board Leadership for Transformational Change at Scale: What We Have Learned
Presenter: Byron McClenney, Member, CO State Board and Consultant, ACCT Governance Institute for Student Success [TAB 1]

What the Data is Telling Us About Pathways
Presenter: Martha Ellis, Interim Director, Higher Education Services, The Charles A. Dana Center, The University of Texas at Austin

Overview of Breakout #1 [Tab 2]

3:50–4:00

BREAK

Proceed to assigned locations for Group Breakout #1

4:00–5:00

GROUP BREAKOUT #1

What We're Learning from the Evidence [Tab 2]

Complete Daily Feedback and Reflections for Thursday sessions
[Evaluation Forms Tab]

Homework: If you have not read the case study, “The Roads Best Traveled: Pathways to Improve the Student Experience,” please do so prior to our discussions on Friday.
[Tab 4]

5:00–6:00

RECEPTION (*Concourse*)

Heavy Hor's Doeuvres

Music Performed by Karina Wilson

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6:00–7:30

DINNER AND PLENARY (*Partners/Guests Invited*)

AACC Pathways and Aspen Finalists Discuss Pathways to Success

Moderator: Kay McClenney, Special Advisor to the President, American Association of Community Colleges

Panelists: Brenda Hellyer and Dan Mims, San Jacinto College
William Serrata and Art Fierro, El Paso Community College

7:30

ADJOURN FOR THE DAY

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FRIDAY, MARCH 31, 2017

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

9:00–10:50

PLENARY

Opening Remarks and Overview of the Day's Events

Cynthia Ferrell, Executive Director, Texas Success Center,
Texas Association of Community Colleges

Armchair Chat About Pathways with:

Kay McClenney, Special Advisor to the President, American Association of
Community Colleges

Dan Phelan, President, Jackson College, and Chair, American Association of
Community Colleges Board of Directors

Sam Barnes, Board Chair, Jackson College

Change, Innovation, Pathways and ROI [Tab 3]

Dan Phelan and Sam Barnes

Response from Texas CEOs

Betty McCrohan, President, Wharton County Junior College

James Henry Russell, President, Texarkana College

Overview of Group Breakout #2 [Tab 4]

10:50–11:00

BREAK

Proceed to assigned locations for Group Breakout #2

11:00–Noon

GROUP BREAKOUT #2

Delegates and resident faculty convene to discuss the case study,
“The Roads Best Traveled: Pathways to Improve the Student
Experience”

[Tab 4]

Noon–1:20

NETWORKING LUNCHEON AND PLENARY

Texas Pathways Policies and Practices [Tab 5]

Cynthia Ferrell, Executive Director, Texas Success Center,
Texas Association of Community Colleges

Overview of Breakout #3 [Tab 6]

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1:20-1:30

BREAK

Proceed to Group Breakout #3 Locations

1:30-3:00

GROUP BREAKOUT #3

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

***Complete Daily Feedback and Reflections for Friday sessions
[Evaluations Tab]***

3:00

ADJOURN

Enjoy your evening in Santa Fe!

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SATURDAY, APRIL 1, 2017

7:00–9:00

BREAKFAST *(Partners/Guests Invited)*

9:00–10:20

PLENARY

Opening Remarks and Overview of the Day's Events
Cynthia Ferrell, Executive Director, Texas Success Center,
Texas Association of Community Colleges

Armchair Chat with Belle Wheelan, President, Southern Association of Colleges
and Schools Commission on Colleges
and Byron McClenney, Member, CO State Board and Consultant,
ACCT Governance Institute for Student Success

Leading Transformational Change
Kay McClenney, Special Advisor to the President, American Association of
Community Colleges

Overview of Breakout #4 [Commitment to Action Tab]

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

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 Daily Feedback and Reflections for Saturday sessions and Evaluation for 2017 Board of Trustees Institute [Evaluation Forms Tab]

ADJOURN

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Board Member

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SPEAKER AND RESIDENT FACULTY BIOS**MARTHA ELLIS**

As interim director of the Higher Education Services team, Dr. Ellis spearheads the Center's strategic planning for the Dana Center Mathematics Pathways (formerly the New

Mathways Project), an initiative to modernize entry-level college mathematics programs through working with states and colleges. The DCMP continues to enjoy unprecedented growth and rises to the challenge of meeting the increasing demands within Texas and across the nation.

As a collaborative effort to increase student success rates, the DCMP involves the efforts of many across all levels of the system. The initiative is ambitious and requires long-term commitment to continuous improvement in pursuit of an excellent and equitable mathematics education for all students. Martha's experience as a former college president and leadership coach for Achieving the Dream is serving the Center well in designing the next phase of work.

In this role, Martha works with external and internal stakeholders to advance the project's mission and vision. She establishes and sustains collaboration with higher education, governmental, and philanthropic partners.

Martha is on loan to the Dana Center from the Roueche Graduate Center at the National American University, where she is vice president/dean of graduate faculty and professor. She provides leadership for graduate faculty in course development, professional development, teaching, and dissertation committee assignments. In addition, Martha teaches doctoral courses, oversees practicums, and chairs dissertation committees in the

Community College Leadership program.

Before joining National American University, Martha was associate vice chancellor for community college partnerships for the University of Texas System, providing leadership for academic affairs issues for 9 universities and 225,000 students. In this role, she addressed state policy issues negatively impacting seamless transfer for students and institutions of higher education and developed and implemented new models for student completion.

Martha has also served as president of Lee College (Baytown, Texas) and Texas State Technical College (Waco, Texas).

**CYNTHIA FERRELL**

Dr. Ferrell is Executive Director of the Texas Success Center, which is housed at the Texas Association of Community Colleges (TACC) and supports the scaling of

student success strategies and policies for the 50 Texas community college districts. She is also the National Director of Leadership Coaching for Achieving the Dream, the Director of the Board of Trustees Institute and the Principle Investigator for the Careers Pathways Project, a Texas Workforce Commission strategy supporting low-income students in dual credit courses leading toward targeted occupations.

Prior to serving at the Texas Success Center, Cynthia was the Director of Student Success Initiatives at The University of Texas at Austin, which included serving as the 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 was responsible for multiple national, state and regional initiatives that 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.

Cynthia formerly served as TACC's Director of the Texas Developmental Education State Policy Initiative, in support of the TACC-Texas Higher Education Coordinating Board (THECB) joint strategies for statewide scaling of successful innovations and for establishing the state and institutional policy supports needed to improve developmental student success. She supported community college state policy and the development of the Texas Developmental Education Accountability System while serving at the THECB. She has 25 years of experience in higher education, including service at the state and institutional level, as college faculty, faculty advisor, and as the District Director for Developmental Studies and the Lone Star College District.

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



BYRON MCCLENNEY

Byron McClenney has completed 55 years as an educator, including almost 33 years as a community college CEO. He served for 10 years as Director of Student Success Initiatives at The University of Texas at Austin, which included the role of National Director of Leadership Coaching for Achieving the Dream. He has served as a consultant to institutions, state higher education systems, state

governments, and professional associations in 47 states and internationally.

McClenney received the 2011 AACC Leadership Award, the 2002 PBS O'Banion Prize, the 2000 TIAA-CREF Hesburgh Award for the Community College of Denver, and the 1996 NISOD International Leadership Award among many recognitions over the years.

McClenney's numerous publications and speaking engagements have focused on student success, institutional effectiveness, leadership, strategic planning, and organizational transformation. He led a UT partnership with ACCT to develop the Governance Institute for Student Success which continues in 2017. He was active in accreditation work for four decades. Current service includes membership on the Colorado State Board for Community Colleges and Occupational Education and the Colorado Opportunity Scholarship Initiative.

His three degrees were awarded by The University of Texas at Austin (1961, 1963, and 1969) from which he received the College of Education Distinguished Graduate Award in 1983.



KAY MCCLENNEY

Dr. McClenney is an independent consultant and co-CEO of Mc² Consultants. She serves as Senior Advisor to the American Association of Community Colleges and as Senior Associate for the Center for Community College Student Engagement at The University of Texas at Austin. She was founding Director of the Center from 2001 through April 2014, and also served during that period as a faculty member in the Program in Higher Education Leadership (PHEL) at The University of Texas at Austin.

Also at the University, Kay served as senior

consultant to the Student Success Initiatives' work on the national Achieving the Dream initiative. In addition, she was co-director of Student Success BY THE NUMBERS; CLASS — the California Leadership Alliance for Student Success; and the national Bridges to Opportunity initiative. She previously served for 10 years as Vice President and chief operating officer of the Education Commission of the States.

Kay continues to serve as a leadership coach for Achieving the Dream. She has been a consultant to education institutions, state higher education systems, state government, and professional associations in 47 states and internationally. In addition, she served for a number of years as a community college educator, during which she was a faculty member, program director, system administrator, and interim CEO.

A frequent keynote speaker, Kay also has authored numerous publications on education issues, strategic planning, accountability, student success, and leadership. She earned her Ph.D. in educational administration from the Community College Leadership Program at The University of Texas at Austin. Her previous degrees are a B.A. from Trinity University and an M.A. in Psychology from Texas Christian University.

Kay has served as a member of the Board of Directors of the American Association of Community Colleges (AACC) and the Executive Board of the American Association of Women in Community Colleges (AAWCC). She received the 2002 PBS O'Banion Prize for contributions to teaching and learning in America, the 2009 Mildred Bulpitt Woman of the Year Award from the American Association of Women in Community Colleges, the 2009 International Leadership Award from NISOD, and the 2011 National Leadership Award from the American Association of Community Colleges. She was co-chair of the 21st Century Commission on the Future of Community Colleges. And in 2014,

Phi Theta Kappa honored her with the Alliance for Educational Excellence Award, presented in recognition of the body of work undertaken to improve student success in community colleges.



BELLE WHEELAN

Dr. Wheelan currently 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. Her career spans over 40 years and includes the roles of faculty member, chief student services officer, campus provost, college president and Secretary of Education. In several of those roles she was the first African American and/or woman to serve in those capacities.

Dr. Wheelan received her Bachelor's degree from Trinity University in Texas (1972) with a double major in Psychology and Sociology; her Master's from Louisiana State University (1974) in Developmental Educational Psychology; and her Doctorate from the University of Texas at Austin (1984) in Educational Administration with a special concentration in community college leadership.

She has received numerous awards and recognition including six honorary degrees; the Distinguished Graduate Award from Trinity University (2002), and from the College of Education at The University of Texas at Austin (1992); Washingtonian Magazine's 100 Most Powerful Women in Washington, DC (2001); the AAUW Woman of Distinction Award (2002); the Suanne Davis Roueche National Institute for Staff and Organizational Development's Distinguished Lecturer Award (2007); the John E. Roueche National Institute for Staff and Organizational Development's

International Leadership Award (2010); and the AACC Leadership Award (2011); the John Hope Franklin Award from *Diverse Issues in Higher Education* for outstanding leadership in higher education; and the Educational Testing Service (ETS) Terry O'Banion Prize in Education from the League for Innovation in Community Colleges.

She holds and has held membership in numerous local, state and national organizations including Rotary International; Alpha Kappa Alpha Sorority, Inc.; the American College Testing, Inc., Board of Directors; American Association of Community Colleges, Board of Directors; the Lumina Foundation for Education, Board of Directors; the President's Round Table of the National Council on Black American Affairs; the National Black College Alumni Hall of Fame, Board of Directors; Excelencia in Education, Board of Directors; National Society of Collegiate Scholars, Community College Honorary Board; Next Generation Learning Challenges, Advisory Panel; Project GOALS (Gaining Online Accessible Learning Through Self-Study); and the National Student Clearinghouse, Board of Directors.

Dr. Wheelan attributes her success to hard work, endurance, tenacity, and being in the right place at the right time. She recognizes that prayer and support from family and friends make anything possible.

Dr. Wheelan is the mother of an adult son named Reginald.



TED WRIGHT

Ted Wright currently serves as a Data Coach for a variety of colleges and universities participating in *Achieving the Dream*. Dr. Wright began his work with *Achieving the Dream* in 2004 as the Data Team and Core Team Leader while at Broward Community College, a Round One institution. Beginning in 2006, Dr. Wright was invited to consult as a Data Coach for the University of Houston–Downtown and Prairie View A&M University in Texas. Additional coaching assignments have since included community colleges in Massachusetts, Connecticut, Louisiana, Kansas, and Florida.

Dr. Wright brings 35 years of higher education experience to this role having served as an institutional researcher, administrator, and adjunct faculty member prior to retiring from his position as special assistant to the president for Broward Community College in Ft. Lauderdale, Florida in 2007. In addition to his current work with *Achieving the Dream*, Dr. Wright serves as a resident faculty for the Board of Trustees Institute through The University of Texas at Austin.

Prior to his role with *Achieving the Dream*, Dr. Wright held the position of director of research and planning at Broward for almost twenty years following his work as a senior research associate at Miami–Dade Community College in the Office of Institutional Research. While working at Broward, Dr. Wright also taught educational research methods in the College of Education at Florida International University in Miami.

Educational Background: Dr. Wright holds a Bachelor's degree in experimental psychology and a Master's degree in educational research, both from Florida Atlantic University; and a Doctorate in higher education leadership from Florida International University.

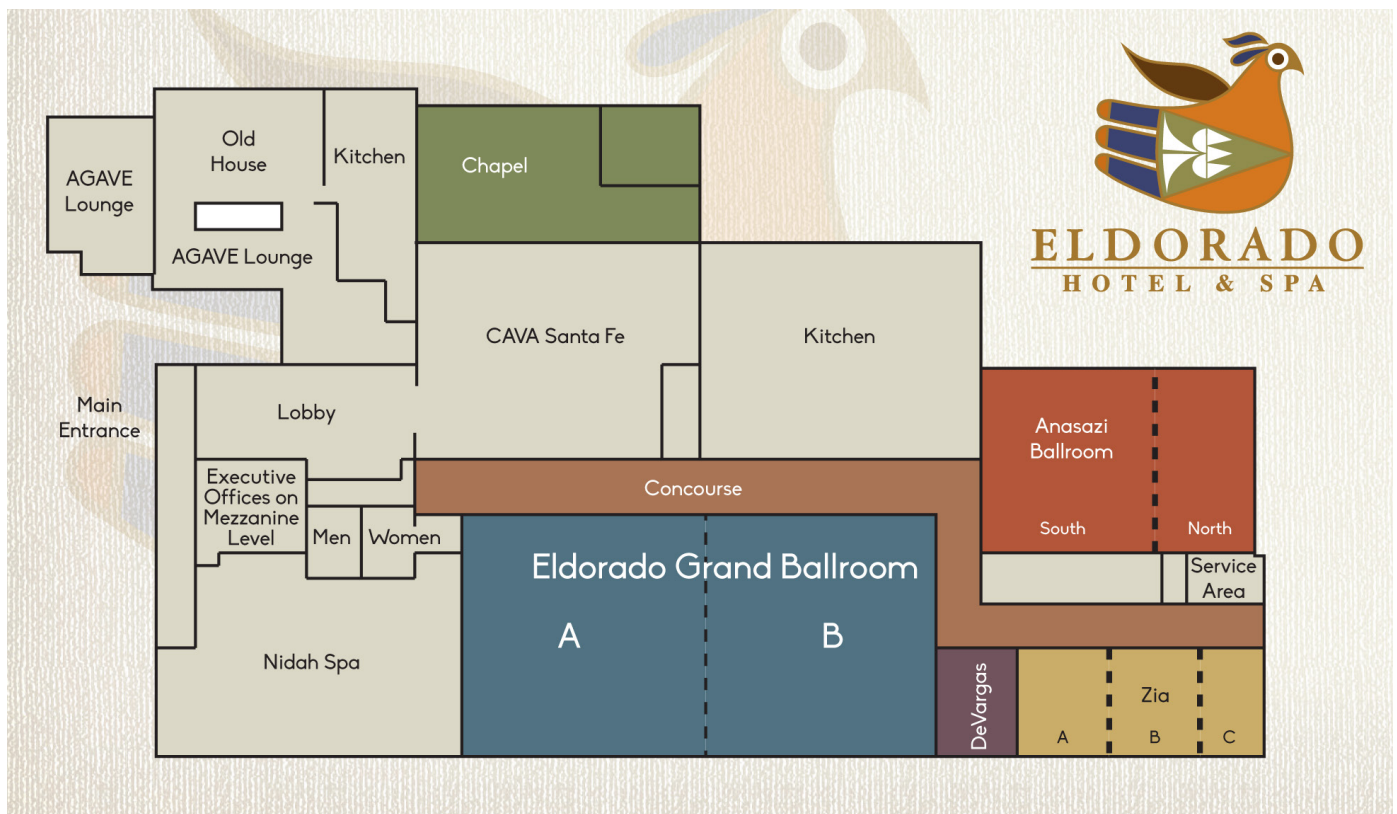
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MAP OF ELDORADO MEETING SPACES



GROUP BREAKOUT ASSIGNMENTS AND LOCATIONS

GROUP A

Location: DeVargas

Resident Faculty: Byron McClenney

Colleges: El Paso Community College
Houston Community College
San Jacinto College
Tarrant County College
South Texas College

GROUP B

Location: Zia A (March 30 only)

Anasazi North

Resident Faculty: Kay McClenney

Colleges: Alamo Community College
Austin Community College
Lone Star College System
Amarillo Community College
Midland College

GROUP C

Location: Zia B (March 30 only)
Zia A/B

Resident Faculty: Martha Ellis

Colleges: Coastal Bend College
College of the Mainland
Grayson College
Kilgore College
McLennan Community College
Texarkana College

GROUP D

Location: Zia C

Resident Faculty: Ted Wright

Colleges: Galveston College
Lee College
Paris Junior College
Temple College
Wharton County Junior College

Tab 1

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MONITOR WHAT MATTERS

QUESTIONS

- 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 the census date actually earn no credits in the semester?
- What percent of FTIC students participate in orientation?
- What percent of FTIC students enroll in a student success course in the first term?
- What percent of FTIC students have an educational plan/action plan by the end of the first term?
- What percent of FTIC students successfully complete English Composition and the appropriate credit math course in the first year?
- What happened to Development Education/Remediation?
- What is the Semester Course Completion Rate (C or better) for the term?
- What percent of FTIC students have an assigned adviser or were assigned to an advising group by chosen major in the first year?
- What number of credits, on average, are earned by F-T and P-T FTIC students in the first year?

BYRON MCCLENNY
MARCH 30, 2017

AACC REDESIGN TEAM KEY ELEMENTS MATCHED TO PRINCIPLES

PRINCIPLE I: INTAKE PROCESS

- Accelerated Refresher Before Assessment
- Multiple Measures for Assessment
- Mandatory Orientation
- Intrusive Advising
- Education/Action Plan for All

PRINCIPLE 2: ENROLLMENT IN COLLEGE-LEVEL MATH AND ENGLISH OR COURSE SEQUENCE ALIGNED WITH STUDENT'S PROGRAM OF STUDY.

- Enrollment in Defined Pathway
- Alternative Math Pathway
- Direct enrollment in gateway courses with co-requisite support
- Student Success course in first term (mindset, productive persistence, etc.)
- Redesigned Gateway courses by Pathway

PRINCIPLE 3: ACADEMIC AND NON ACADEMIC SUPPORT IN CONJUNCTION WITH GATEWAY COURSES

- Co-requisite support/Other models
- Supplemental Instruction
- Learning Communities
- Mandatory Learning Labs
- Mandatory Tutoring
- Study Groups (Syllabi)

PRINCIPLE 4: STREAMLINED REMEDIATION MODELS

- Summer Bridge
- Integration of Dev. Reading and Writing
- Early Alert Process
- Fast Track/Flex/Accelerated Models
- Curricular Modules
- LMS Analytics

Tab 2

GROUP BREAKOUT #1 INSTRUCTIONS AND GUIDING QUESTIONS

LEARNING FROM THE EVIDENCE

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 each student effectively and efficiently from the selection of their high school degree program to her/his point of postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.

During this first group breakout, delegates and resident faculty convene to review data and begin making the case for the actions that the board will take that will enable their CEO and set the climate and expectation for institutional change leading toward a more comprehensive student success strategy. Using the Texas Higher Education Coordinating Board's Higher Education Almanac and the Federal Reserve Bank of Dallas Heart of Texas document, <https://www.dallasfed.org/research/heart/overview> delegates will reflect on students' experiences and consider the impact of potentially fragmented, isolated, or smaller scale approaches to improving student success.

Linking business and industry and career pathways document Regional Talent Pipelines from Federal Reserve Bank of Dallas

<https://www.dallasfed.org/-/media/Documents/cd/pubs/pipelines.pdf>

INSTRUCTIONS

Delegates and resident faculty:

- Make self introductions.
- Discuss data, addressing the guiding questions.
- Reflect on the data's message about students' educational experiences within the institution's current strategies to improve student success.
- Identify strengths and possible "leakage points" to student success, taking notes on the Commitment to Action Form.
- Anticipate possible actions the college might engage in to improve (1) developmental education students' success in college level courses; (2) time to complete an associates degree; (3) credits earned in pursuit of an associates degree; and (4) graduation rates of developmental education students and non-developmental education students.
- Record the delegates' impressions of the impact of the college's current strategies on student success.
- Complete Daily Feedback and Reflections form and submit to resident faculty.

Refer to:

Texas Higher Education Almanac:

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

Earnings profile (page 12)

Transfer rate (page 15)

Institutional Profiles: Texas Two-Year Public Institutions

Statewide Profile (page 49)

Institutional Profiles (pages 50-89)

1. Developmental Education students' completion of college-level courses
2. Completion Measure: Average time and credits taken on the path to an associates degree
3. Graduation Rates: Developmental v. non-developmental education students and full-time v. part-time enrollment
4. Graduate success: Academic programs and technical programs

In addition to the printed copy, the Almanac can be accessed online by selecting 2016 Texas Public Higher Education Almanac: A Profile of State and Institutional Performance and Characteristics (pdf) found at: <http://www.thecb.state.tx.us/index.cfm?objectid=A44B548A-E50C-8417-E09BF83FC11EA1EF>

Federal Reserve Bank of Dallas Heart of Texas <https://www.dallasfed.org/research/heart/overview>

Commitment to Action:

Commitment to Action: Policies, Strategies, and Indicators

Evaluation Tab:

Daily Feedback and Reflection Form

GUIDING QUESTIONS:

1. If a full-time student took no “excessive” credits outside of a chosen program leading to an associates degree, it should take 2 years and 60 credits. Allowing a modest amount of additional time and credits for academic exploration, what do the Completion Measures data indicate about your students’ experiences navigating the path toward credentials?
2. If in any given year about 80% of first-time students are degree seeking (see page 10 on the 2008 cohort), then what do the graduation rates indicate about your students’ experiences? What do the data indicate about your developmental education students’ experiences? What does the data indicate for part time students?
3. What issues suggested by the data should the institution further explore to better understand various student populations and additional success milestone along the continuum of students’ educational experiences?
4. What does this data reveal about the pathway to local industry workforce needs?
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 it’s use of student success data?
7. What is the biggest take-away message from the data that might inform board action?

Beginning with the end in mind: At the conclusion of this first group breakout, record your group’s take away 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 enable your CEO and set the climate and expectation for institutional change guided by a comprehensive student success strategy.

Tab 3

ROI Handout Forthcoming

Tab 4

THE ROAD BEST TRAVELED: PATHWAYS TO IMPROVE THE STUDENT EXPERIENCE

In most community colleges, students are left to navigate a complex and often confusing array of programs, courses and support services mostly on their own. Many students do not see a clear path to their end goals, become frustrated, and drop out.

—Davis Jenkins, Community College Research Center

Note: The following case study is fictional. Any resemblance to your institution, staff, or students is purely coincidental.

INTRODUCTION

By now, many community college trustees have heard that the “pathways” model is a promising, comprehensive reform strategy for improving the student experience. Advocates argue that the so-called “cafeteria” model popular in the past has given students too much freedom to wander around and dabble in courses and programs, with no end (or credential) in sight.

The pathways model, on the other hand, is designed to shorten the time to completion, while optimizing the experience of being a community college student. It brings together and aligns the most promising practices to emerge from years of exploration and research into student success. As such, it has caught the attention of college leaders and policymakers around the country. Quite simply, it just makes sense.

A CASE STUDY CLOSE TO HOME

This case study compares the student experience at one college to that of another with similar demographic characteristics. The case is the result of a college-sanctioned sabbatical project conducted by RACHEL, an administrator at one of the colleges. The purpose of the project was to identify the institutional practices that, when intentionally aligned to form “pathways,” most likely contribute to a successful student experience.

RACHEL’s college president generally supported innovative projects, so when she approached him about exploring pathways as a reform model for student improvement, he was supportive. Together, they identified a peer institution for comparison purposes, and that college’s president agreed to participate.

Both colleges were medium-sized and similarly diverse, although one was more urban than the other. At one time, both had been Achieving the Dream (ATD) institutions, but one had dropped out because it had not been able to scale more than a couple of promising practices due to cost. Its college leaders also felt confident that they could “go it alone,” after the initial three-year ATD commitment. In this case study, the colleges are identified as College A and College B.

PRELIMINARY WORK—GETTING DOWN TO BUSINESS

Upon receiving the necessary approvals, RACHEL created several research questions to guide her exploration into the nature of the “pathways” model as a promising reform effort.

- *What characterizes a pathways-focused institution?*

- *How does such a college differ from other community colleges?*
- *What does the student experience look like in a “pathways” institution?*
- *How do students benefit?*
- *What conditions are necessary for colleges to implement pathways (e.g., leadership, engagement, capacity)?*

Next, RACHEL reviewed both college websites, putting herself in the place of a prospective, first-time student. One website seemed more user-friendly and was organized to help the student “connect” and “get started” quickly, with easy-to-follow steps. Programs were clustered into broad focus areas and even color-coded. The other website was more traditional in design, with programs separated into liberal arts and career education with links to long lists of degrees and certificates. RACHEL thought that this website would be more difficult for first-time students to navigate, especially those uncertain about their educational plans.

RACHEL also compared trend data on both colleges, using state-level accountability files. She looked at five years of student outcomes, time to completion, and number of hours taken to earn a credential or to transfer. She noted that students who attended one of the colleges generally made better progress and completed their programs in less time than those who attended the other college.

THE COLLEGES—A QUICK COMPARISON

Following her review of college websites and comparative student success data, RACHEL interviewed several administrators, faculty, and staff at both colleges to identify institutional characteristics that might explain why students at one college seemed to be on a straighter, shorter pathway to completion. She noted the following:

- **College A.** Leaders believed that their long history of stability had served them well. There was little mention of change. When asked why they pulled out of Achieving the Dream, leaders said that, while they had found it helpful, they believed they could move ahead on their own. Faculty contended that their programs were already outlined for students and reviewing them again would take time away from their teaching. They were content with the class schedule and didn't see a reason to analyze it. Most of the faculty interviewed said that they did not believe in limiting students' choices and supported their exploring multiple options. They agreed that advising needed “fixing,” but they did not see this as their problem. Several also implied that students needed to take more responsibility for their own success.
- **College B.** Leaders said that they regularly used data to analyze and close gaps across student populations. They had invested in student tracking technology and routinely evaluated the success of improvement strategies. As an Achieving the Dream college for several years, this college had tackled developmental education, advising issues, and poor completion rates. Importantly, they had begun to align their most successful strategies into a more coherent, cost-effective, holistic student experience. Faculty engagement became a hallmark of pathways reform at this college. Although some faculty had struggled to limit student choices, once they saw the data on the number of extraneous hours students accumulated by “wandering around,” they came together to create default programs, align courses, and improve scheduling. They worked as department teams that included advisors, and they developed a model that aligned high school, college, and four-year institutions. It didn't happen overnight, but they did see this work as an important faculty role.

THE STUDENTS – OFF TO A SPUTTERING START

Once she had completed her preliminary review of the colleges, RACHEL selected four students who met certain criteria for more in-depth study. Two of the students attended her college, and two attended the other institution. All four entered college during the same fall semester, about a year before RACHEL started her project. Three planned to transfer to a four-year institution, and one was not sure. With their permission, RACHEL reviewed their specific enrollment patterns, course success, and persistence data. She then followed up with in-depth interviews, “mapping” progress along the way for each of the students. These are their “back” stories:

- *ETHAN* grew up in the inner city, the product of a broken home. Despite this, his mother often told him that he would “be somebody one day.” However, no one counseled ETHAN about college while he was in high school, and he didn’t think to reach out for help. Easily side-tracked by the distractions of friends and after-school work, ETHAN’s grades suffered and he failed to graduate high school. His mother gave him such a hard time about it that he soon left home and joined the Army. In the structured military environment, ETHAN thrived. He was exposed to various career fields and was drawn to technology-based work. After his discharge at 23, he returned to the city and moved back home. His mother continued to pressure him to go to college, and this time he was ready.
- *OLIVIA*, a 29-year old, single mother of two, wanted to improve her life. She had worked in the service industry since high school but barely earned enough to pay her rent and put food on the table. She was a hard worker, however, and had long believed that she had the care-giving nature required to become a nurse. Furthermore, she was sure that nursing would provide a better living for her family and give her more control over her life. A friend from work suggested that she contact the area community college about “taking nursing courses.” No one in OLIVIA’s family had ever gone to college, and she had no idea how to get started.
- *JAKE*, at 18, was a recent high school graduate. He was an above-average student, but he cared more about football and hanging out with his friends than his studies. JAKE and his parents assumed that he would go to college on a football scholarship, but he lost out. Since the cost of attending a university without a scholarship was too much for his family to bear, JAKE “settled” on the local community college to save money. The new plan was for him to find a part-time job while in school and then transfer after his first year. JAKE hadn’t really thought about his future beyond football, anyway, so he didn’t care much one way or the other.
- *EMILY* was a 22-year old, single woman who had done well in high school but was undecided about what she “wanted to do with her life.” Her parents had often told her that she could be anything she wanted to be, but the idea of making such a decision right out of high school was paralyzing. So, Emily decided to work for a year to save money while she was making up her mind. That year stretched to four. EMILY moved into an apartment at the end of her first year of work, which meant that every cent she earned went to supporting herself. Another year passed, during which time her mother became ill, and she moved back home to care for her, which required cutting back her work hours. The following year, she went back to work full-time but planned to start college part-time to get started on her “basics.” At the end of the four years, EMILY still had no specific career goals.

SUBSEQUENT INTERVIEWS—THE DEEPER DIVE

Based upon what she learned about both colleges and what she found out in preliminary interviews with the four students, RACHEL conducted additional individual and group interviews with the students to pinpoint significant first-year challenges, as well as institutional characteristics that might have impeded or promoted progress. The purpose of these interviews was to compare and contrast experiences across the two colleges. All of the students had persisted through their first year, although not with the same degree of success or at the same pace.

- *ETHAN struggled to find his footing in his first semester, even though he was older and more ready for college. His initial advisor (he had several) knew very little about technology programs and wasn't much help. Besides, most of the courses that sounded interesting had prerequisites. Since he had placed into two developmental courses, he decided to start with those and an elective. In the spring semester, having completed his developmental courses, ETHAN was eligible to take a couple of introductory technology-related courses, but the ones he wanted weren't offered. Fortunately, he was persistent and found someone in the Applied Sciences and Technology Department who helped him put together a 12-credit schedule for the spring semester that did include a related introductory technology course. By the end of his second semester, ETHAN had completed 21 hours, only 15 of which carried college credit, and he was off-track to graduate in two years. He also had not yet created an educational plan or been assigned a permanent advisor.*
- *OLIVIA had contacted the college several months before the fall semester but learned that the nursing classes were already full due to "selective admissions." An advisor in the Nursing Department suggested that she take her required developmental reading and math courses, along with a 100-contact hour nurse aide course to become more competitive for the next nursing "class," which she did. Even though she had not completed a single college-credit course by the end of her first semester, she did have a certification in hand. OLIVIA took her first college-level English and math courses in the spring, along with a psychology course, which she dropped because of her erratic work schedule as a home health aide. By the end of the spring semester, OLIVIA had completed a Nurse Aide certification and six credit hours. Unfortunately, this was not enough to earn her acceptance into the nursing program for the following year.*
- *JAKE, whose dreams of an athletic scholarship had been dashed, reached out to the local community college due to its lower cost. He was connected to a career advisor, who helped him identify areas of interest (beyond athletics). JAKE liked the idea of a career in a business-related field, but he wasn't ready to narrow his options. The advisor explained that programs were clustered into areas of interest, called "meta-majors," to encourage limited exploration. "Business" was one of these meta-majors. JAKE was assigned an advisor in the Business meta-major, who he would see at least twice each semester. He was not college-ready in math or English (surprise!), but he was allowed to enroll in certain lab-supported and business-appropriate math and English courses for credit, as well as an introductory business course. He also signed up for a student success course, taught by an advisor in the Business meta-major. In this course, he interacted with other students who had similar interests and learned more about various business professions through guest speakers. By the end of the first semester, JAKE had declared a major in Business Administration and filed an educational plan. By the end of the spring semester, JAKE had completed 21 college credits. He had to work full-time during the summer and couldn't take classes, so he decided to stay another semester at the community college to earn his associate's degree instead of transferring.*
- *EMILY had been plagued for several years by the interruptions of life, but she was determined*

to go to college. Her high school GPA, work experience, and career interests helped her decide on a STEM meta-major. According to her advisor, such a non-traditional choice would make her very marketable to prospective employers. Her advisor also explained that most associate degree programs required an average of 15 hours per semester to complete in two years. With this advice, EMILY decided to take 12 hours each semester and six in the summer with less than full-time work. Fortunately, EMILY worked for an employer who agreed to modify her work schedule. By the end of the first semester, EMILY had narrowed her choice to Engineering. The default pathway for this program was clearly outlined for her associate's degree, as well as its transferability to several universities. At the end of the spring semester, EMILY had completed 24 credit hours and, with summer classes, was on-track to finish an associate's degree in two years. However, her mother became very ill again and needed EMILY'S help.

By the end of the first two semesters, when students should have completed 30 semester-credit hours to graduate in two years, none of the students in this study was on track to finish on time. Only two could conceivably catch up in their second year, but even that was unlikely.

COMPARING THE COLLEGE ROADS TRAVELED

Following all the interviews, RACHEL tried to identify the distinctions between the institutions that likely contributed to the varying degrees of student success. The most significant difference seemed to be the alignment of practices into well-designed, coherent institutional pathways that put students on track and kept them there. One college appeared to have experienced a paradigm shift in values from open access to intentional success. It seemed to focus more on the entire student experience taken holistically, mapping and linking practices to create easy-to-follow pathways for students. The other had continued to chase grant money with pilot programs that helped some students but could not be scaled.

RACHEL shared the results of her study with leadership teams at both institutions. To simplify her presentation, she created a chart of the pathways characteristics that seemed to contribute most to student success and compared the two colleges on each measure. She did not identify the colleges by name. Impressed, her president then asked her to make a presentation at an upcoming Board retreat and invite the students to participate.

A REVEALING RETREAT

RACHEL introduced her project at the Board retreat with a brief overview of purpose and methodology and explained why the students were present. She then posed two questions to each student, asking them not to disclose which college they attended.

- Q1: What was your biggest challenge during your first year?
 - ◇ ETHAN said that he expected college to be more structured, like the Army. His biggest challenge was figuring out what courses he needed to take, and in what order, so he could “get on track and stay there.” He also had a hard time deciding on a major because the distinctions between various technology programs weren't very clear.
 - ◇ OLIVIA explained that she almost quit before she started because she wasn't admitted right into the nursing program and had to “earn points” first. She was also frustrated by the need to take developmental courses before ever starting on credit classes.

- ◇ *JAKE said that he had never thought he would go to a community college, so it took him a while to declare a specific major and focus on courses that would transfer. Since he hadn't given much thought to a career beyond football, he struggled to "find himself."*
- ◇ *EMILY doubted that she would ever be able to give enough attention to college, although she wanted to. She had experienced so many life distractions that she was always waiting for the next shoe to drop. Her biggest challenge was finding the confidence that she could be successful.*
- Q2: *What was the most helpful to you in your first year?*
 - ◇ *ETHAN mentioned finally connecting with an advisor who helped him get started on a technology program that matched his skills and interests.*
 - ◇ *OLIVIA said that getting her nurse aide certification helped her develop the confidence to keep going. Also, the certification enabled her to get a short-term job that gave her some practice with some nurse-related, caregiving skills.*
 - ◇ *JAKE explained that he felt like the meta-major and related success course helped him focus and brought him in contact with students like himself, as well as career professionals. He also liked being able to satisfy remediation needs while taking credit courses aligned with his meta-major.*
 - ◇ *EMILY appreciated getting good advice in the beginning about how to schedule her classes to finish her degree on time. She also discussed how her program advisor helped her create a personal educational plan that laid out exactly what she needed to take and in what sequence so she wouldn't "waste" her time and money.*

A GAME OF "TO TELL THE TRUTH"

Following the student panel presentation, RACHEL asked the Board members to privately write down the names of the student or students that they thought attended their college. She then asked them to explain their choices based upon what they believed to be true about their institution. Not surprisingly, most of the Board members wrote down the names of the students who appeared to be most successful in their first year. They were mostly wrong.

RACHEL then described the distinguishing features of a college focused on clarifying and smoothing pathways for students in their first year of college. She revised the comparative chart used in her earlier presentations, turning it into a checklist (see page XX), and asked the Board members to identify the practices they believed to be in place at their college. They could ask the students questions about their experiences as they marked the checklist. Then, RACHEL again asked the Board members to identify the student or students they believed most likely attended their college. Even with a better understanding of what characterized a student-focused, pathways-oriented institution, several trustees still identified the wrong students as theirs.

The student panel and the subsequent exercises helped focus Board members' attention. If the most successful students did not attend their college, they had a problem. Moreover, the Board had a critical role to play -- if they were to become the college they already thought they were.

THE BOARD GETS ON BOARD

With a richer understanding of the potential of pathways, Board members next discussed their role as college leaders and policymakers committed to reforming the student experience. By the end of the retreat, they had put several of these commitments in writing:

- *Pay more attention to data and student outcomes.*
- *Insist on a re-design of the current student experience, clarifying student pathways to meaningful credentials.*
- *Engage more with key college leaders to plan and budget around student success and to question policy recommendations in light of their impact on students.*
- *Promote broad engagement in both planning and implementation, ensuring that student voices are included.*
- *Foster better connections with secondary schools, area universities, and employers to improve transfer and career pathways.*
- *Expect the college to help students identify career goals early, accelerate entrance into credit courses, and allocate resources for more intrusive advising.*
- *Upgrade technology to support pathways work.*
- *Support professional development and evaluation plans designed to improve teaching and learning.*

Part of the work ahead was to monitor college progress with more attention than in the past. Board members were pleased to learn that much of what needed to be done was not as costly as expected. Rather, implementation was more a matter of re-thinking, re-organizing, and re-allocating.

EPILOGUE

RACHEL's project not only shifted the focus of her college's Board and its key leaders, but it also brought attention to the importance of student voices in reform efforts. Board members were so motivated by the student panel that they regularly asked for updates on their progress. In addition, student presentations at Board meetings and retreats became a common practice.

Eventually, all four of the students in RACHEL's study completed either a degree or a certificate. Two of them did so in less than three years, and both of these transferred to area universities with almost no loss of credit. Not surprisingly, these two students had attended the pathways-oriented college. The other two students eventually completed their educational goals at RACHEL's institution under her personal guidance and mentorship. They continued to be invited to Board meetings for updates on their progress.

PATHWAYS CHARACTERISTICS CHECKLIST			
	Yes	No	In Progress
High school and basic education curricula are aligned with those of the college for a smoother, more coherent transition into a program of study.			
On-ramps to college include dual credit, early college, and/or contextualized basic education or remediation.			
Program pathways are mapped and structured to align with those of primary transfer institutions.			
Career and technical education pathways have been reviewed for labor market value and student outcomes data.			
Program outcomes are aligned from course to course and are clearly outlined for students.			
Courses have been sequenced; milestone courses designated; and credentials stacked.			
Assessment and placement policies include the use of multiple measures (e.g., high school GPA) to accelerate entry into credit courses and programs.			
Remediation has been redesigned (e.g., contextualized, co-requisite) to accelerate entry into college-level work.			
Class schedules are predictable and based on ongoing, data-driven analysis of student needs.			
Support services (e.g., advising, orientation, college success courses) have been redesigned and integrated into communities of interest (aka "meta-majors") and programs of study.			
Advising is comprehensive, intrusive, and designed to help students at various stages of their education (e.g., professional advisors, program advisors, faculty).			
Resources have been allocated to support the use of advanced technology as key to program alignment, student planning, tracking, and alerts.			
Professional development is valued, and resources are allocated to engage faculty in program reform, high impact and engaging teaching strategies, and classroom leadership.			
Broad engagement of stakeholders, including students among others, is ongoing and purposeful.			

GROUP BREAKOUT #2 INSTRUCTIONS AND GUIDING QUESTIONS

DESCRIPTION

The Roads Best Traveled: Pathways to Improve the Student Experience

INSTRUCTIONS

Delegates and resident faculty are to discuss:

- The case study: The Roads Best Traveled: Pathways to Improve the Student Experience Questions (see the previous section)
- How Board members can become more engaged in student success beyond monitoring data.
- Implications for action when delegates return home (take notes on Commitment to Action form)

A flipchart and markers will be available in each breakout location.

REFER TO:

- Tab 4: Case Study: "The Roads Best Traveled: Pathways to Improve the Student Experience"
- Commitment to Action Tab: "Commitment to Action: Policies, Strategies, and Indicators"

2017 CASE STUDY

GUIDING QUESTIONS

1. Which institution in the case study do you think is more “pathways-focused”– College A or College B? Why?
2. Is your own institution more like College A or College B? Why did you choose one college over the other?
3. Do the students in this case study remind you of the students in your college? If so, in what ways?
4. Of the four students, which two do you think finished first, and why? What do you think worked in their favor?
5. Why do you think the Board members at RACHEL’s college repeatedly identified the wrong students as attending their college? What does this say about their attention to the student experience?
6. What did you like about the Board retreat? What did you dislike?
7. Can you see your Board holding a retreat that would include students? If so, what topics would you like to see covered?
8. What, if anything, should be added to the Board’s list of commitments (see the section entitled “The Board Gets on Board”)? Is this a list that you can see your Board committing to?
9. As a college team, discuss the Pathways Characteristics Checklist included in this case study and indicate whether you think your college has implemented a certain practice (yes), not implemented it (no), or is in the process of implementing it (in progress).

Tab 5

Reportout Notes from 2016 BOTI

Brazosport College

1. Dig into detail around students who have excessive hours at graduation—currently 92 to 94 hours is our average; we are interested in understanding over 70 hours and specifically look at degrees, sources of excess, etc.
2. Focus on AACC Pathways—internally we know that advisers and the front door to completion reorganization will need to be addressed and training will be critical
3. Budget reallocation to meet the needs of the Pathways work
4. Conduct workshop with the Board on Pathways and current status plus conduct additional workshops as we continue with this work and the institutes.

Galveston College

We're beginning our new strategic plan. Our commitment to student success is front and center as we develop this plan. It's been a while since we evaluated completely student services. We also made a commitment to several things last year, we're still developing those and moving forward. KPIs and high level, now at depart college level courses, New Mathways, commitment to grow universal outreach in service area.

San Jacinto College

We already began our work on Pathways: we're addressing the need for advisors, which requires investment. We're working with our budget to find funds to bring in and train new people. The next part is to check out graduates who have over 70 hours and determine why. The big thing is the budget, and then 70 hours and getting trained so we're prepared for the Pathways projects.

Austin Community College

We are also in midst of new strategic plan. Fits in nicely, focusing on very limited goals: enrollment access, persistence equity and completion. With regards to the "25 Best Practices..." We're going to have board retreat in August, to prepare a review on where we are: we're implementing them, but we're not there; we need to provide an update.

Lone Star College System

We looked at everything from a board standpoint: we know our chancellor is going to bring the Pathways plan this Thursday. We'd love to lay out all of the challenges at Lone Star and see opportunities and what actions we can take. Our role is to work with, and establish what our priorities should be and provide resources and moral support to be successful. We want regular reports so we can see where we are, and go in right direction. We already know advising is a problem, and we provided resources to hire, and new full-time instructors.

Reportout Notes from 2016 BOTI (Continued)

College of the Mainland

What we discovered is we need to pull our heads up, because we're so focused internally, we're so focused on data, a Student Success focus, but we've not shared it with the community. We've not gone outside our walls to talk to the community to show what means to them—employers, etc.—what we're doing in calculated way to broaden the definition of “stakeholders.” We know that 77 percent of our students are part-time, we need to look at the tuition structure, and give a break for more hours, rather than fewer. We continue to look at that.

Wharton County Junior College

We recommit to something we had committed to before: have a student success committee of the board, which had been named, but is not active. At our next meeting in April, this will be an agenda item and we will schedule meetings to review data and key performance indicators to look at items we were shown. We've been doing a lot of great things, but we don't know about it. We want to give regular reports to the board so that they know.

Paris Junior College

We are very flattered and privileged to be chosen to be involved in the AACC Pathways program. With that in mind, we want to go back to broad and educate them so that they can be conversant on the Pathways program. Reallocate. Resource. Partner with k-12 with pathways and reevaluate the front-door, on-route process.

Houston Community College

We currently have a strategic plan delivered to us, I'm going to make sure that if we need to add anything we do—there's a lot of input to get in place, we've solicited information from all groups so we reflect our community. We're definitely committed to guided Pathways: the cafeteria plan is so 20th century; we're going to move forward. We need to implement a strategy/plan to address our graduation rate, and look at different ideas. We think it's prudent to pursue big bets on Pathways and student orientation. We need to get front end right. We need to retool and address quality control, we really need to make that's key. The disaggregated data was very striking: what do we need to do to close the gaps? We're showing up pretty excited at next board meeting.

Reportout Notes from 2016 BOTI (Continued)

El Paso Community College

We are going to continue on the 5 strategies that we defined last year at BOTI as we are seeing tremendous potential and preliminary results.

Those 5 were as follows:

I. Enhancing and expanding Dual Credit.

II. New Student Orientation & Front Door Operations.

III. Education 1300 - ensuring that all students take the course.

IV. Early Alert expansion to all campuses

V. Data - Continue to expand Dashboards and implementation of Predictive Analytics (Civitas Learning)

We are full in on implementation of Pathways at EPCC including the retraining of our 50 FTEs in Counseling & Advising and faculty mapping pathways for all programs by May 2017. We will also implement the Four Disciplines of Execution (4DX) - WIGs 25% increase on number of degrees & certificates awarded annually and a 3% increase in enrollment for Fall 2016.

Grayson College

The board last year talked about committing to focus on Student Success over time, we're recommitting to that road map. We've made big bets, some are on pause; we're road-mapping what others will be, getting the foundations set, and learning frameworks has really helped our class attendance. We've had the highest course success rate in a decade using the work we borrowed from Alamo, their 40x model. Our chairs are working with faculty with data; our board invited them to present this year. We want to expand to bring it to faculty, and invite the community in to be part of that, and to advise our board. Our commitment is to remain focused on what we can carry out as a small college on a limited budget.

Amarillo College

We also have a new strategic plan. One of the big takeaways for my team and I is that we've had secret shoppers to help us understand the student experience. We're going to connect that with the "25 Steps" so we have a real understanding of what is happening with our students. We want to connect the dots fully from advising on.

Lee College

Our focus was on action steps for enrollment and course completion. The GCPASS was the most significant initiative I've been involved in, as it focused on our approach with high school seniors. Our enrollment has gone up due to the work we've done with the school districts. We're continuing to tweak that. The work will not be done for a long time. Persistence is key. We're working with Civitas, and finally seeing an early alert system and we're working on the solutions-based advising piece. We're still working on what we can control, and what we can't control. We're working on the link in Texas House Bill 5 with certifications and degrees so it's seamless for students.

Reportout Notes from 2016 BOTI (Continued)

Tarrant County College

Student success has always been a priority for us, from completion measures, to lowering the number of credit hours to earn degree, to implementing tools when students are off track, to alert us to that. We plan to engage our board members, student success councils, and we plan to have board retreats on a biannual basis and make sure we establish goals for our chancellor and ourselves. When updating the strategic plan, we will make sure we incorporate pathways, and supporting students through strong advising process.

Temple College

Our first objective is an aspiration goal: to commit to engage all college employees (faculty, staff, administration, every single one), our ISDS, four-yr college partners, our business partners, to understand the student success effort; we have to start. We have to share this knowledge. It's going to be our responsibility to ensure students complete in a timely manner. Our second goal is to transform the initial college experience to be student-focused, and engage students a lot earlier and get them on the right path. Our third commitment is that we've been coming to BOTI for several years, and we want to look back at our previous commitments and see how well we did.

South Texas College

Our first order of business is to schedule a meeting to discuss the “25 Practices” to see where we are. In our board retreats, we must include more instructional data, and create more opportunities to look at student data and see how we're doing. I also want us to compare campus data, and see how many hours it's taking students to complete.

Alamo Community College

One of things we realize is that all of student success starts with faculty. We realize not delivering to business and industry leaders exactly what they want. We want to bring in leaders and have them help identify qualities in faculty and set as standard in hiring process. We will end up putting that in policy. We have EDU 1300, which is a success course, but we didn't realize it wasn't mandatory. We found out thanks to our student trustee. Which is very important—we need to create a dialogue between students and faculty to find out what helps motivate, retain, and graduate students. It's a difficult process, but we are going to start. We're going to work with Kay in Fall 2018 for the final stage of implementation to scale in 2018 for Alamo Institutes/Alamo Advise.

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

BOTI Impact Statement:

“BOTI made a huge impact. BOTI was the tipping point following participation in Achieving the Dream since 2004. The Board went to BOTI in 2009 and things have not stopped changing--everything has changed.”

—Dr. Jo-Carol Fabianke, Vice Chancellor for Academic Success

Board Policy Excerpts:

Student Success Policy 6.1:

- The success of the Alamo Colleges will be measured by the success of its students. The Alamo Colleges will consistently focus on student success, on learning outcomes and on creating a “Culture of Evidence.” Regular reports on progress in achieving student success will be presented to the Board of Trustees on a semester and annual basis. Our mission, values, strategic plan, policies and budget decisions will reflect convictions about the importance of success and equity for all students.
- The Alamo Colleges are instituting long-term, institution-wide procedures that support and promote student engagement and commitment to learning while requiring strategies that are proven to increase student success.

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> • Policy 6.1 made provision for college procedures to be improved/created for the following: Admissions and Registration, Preparation for Entering College, Selection of a Certificate/Degree Plan, College Preparatory Requirements, Comprehensive Monitoring/ Advising System • Data: Every month a data subcommittee meets based on measures in policy 6.1. Trustees use monthly reports on SS measures to inform policy-making. • Fully endorsed comprehensive DE improvement plan in August 2009 	<p>Since the Board started BOTI:</p> <ul style="list-style-type: none"> • My Map • Revamp of DE plan and SS procedures • Smart Start • Cross College Early Alert at 3/8/12 weeks and midterm grades to all students from instructors • PASS (Prep for Accuplacer Student Success) • Require mandatory enrollment in student dev course by FTIC and transfers with 15 or fewer credit hours • The Alamo Colleges revised its Strategic Plan to echo the same three focus areas as the Board’s Alamo Way policy. Hence, Student Success is a focus area in the institution’s Strategic Plan. • Initiated AlamoENGAGE by inviting faculty to assist in program development. 	<p>Pre-BOTI data has started to trend up since 2009.</p> <p>August 2011 Analysis of PASS:</p> <ul style="list-style-type: none"> • 63% of students completing a PASS session advanced at least one course • 29% advanced two or more courses • 76% of students were successful in 1st attempt of following math course • 91% retention rate for students enrolling in follow-up course

Alamo Colleges, Cont.



Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> The Board made a decision that there be no more pilots, but that existing successful interventions be scaled up. Since 2012, a \$2 million line item has been set aside for student success annually. The Board approved the Educational Philosophy - The Alamo Way: Always Inspire, Always Improve, which consists of three pillars of the Board's policy. One of the three pillars is Student Success. Student Success is embedded in Board policy. 	<ul style="list-style-type: none"> Two outcomes of AlamoENGAGE: <ol style="list-style-type: none"> Development of Office of Experiential Learning; and Entrepreneurship partnership with The University of Texas at Austin. Engaged student leadership to recommend specific strategies to help "Ensure students are ready the first day of class". Recommendations included: 1. Required financial literacy for all students; 2. Training for faculty to ensure the syllabus is clear and current; 3. A web site with photos and information of each faculty member. Implemented 4DX to focus on highest priority (Wildly Important Goal or WIG: increasing student degrees and certificates earned. The 4DX and 6 Key strategies are an aspect of our Board's Baldrige Policy under The Alamo Way to create a high performance organization, which bridges student success with organizational performance. In support of this WIG, we created 6 Key Strategies: 1. AlamoENROLL: to ensure students are ready the first day of class; 2. AlamoADVISE: to ensure a case management support system throughout student's journey, to select desired career and academic pathway; 3. AlamoINSTITUTES: to create 6 major pathways to successful degree, transfer and employment; 4. 4DX: everyone supporting our WIG; 5. Dual Credit: increase student success through expanded dual credit in high schools, increasing number of Early College High school from 9 to 15 and expanding the Alamo Academies; and 6. Accreditation: achieving accreditation for Northeast Lakeview College and reaffirmation for San Antoni College, St. Phillip's College and Northwest Vista College. 	<p>Student Development Courses Cohorts of students earning A, B, or C in SDEV0370, increased productive grade rates:</p> <ul style="list-style-type: none"> Fall 2007: 71% in all courses Fall 2009: 76% in all courses Fall 2011: 82% in all courses <p>For SDEV0170:</p> <ul style="list-style-type: none"> Fall 2007: 72% in all courses Fall 2009: 76% in all courses Fall 2011: 85% in all courses

*ATD Leader College

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2012, 2013, 2014, 2016, 2017

BOTI Impact Statements:

Student Success because the priority for the college, with data as the basis for decision-making.

Board Policy Excerpts:

New values focused on service and engagement with students and each other.

New mission: enriching the lives of our students and community by helping learners identify and achieve their educational goals.

New vision: we will ensure a 70% completion rate by 2020.

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> Hired new president focused on student success Committed to reorganizations in fundraising, HR, IT and IR to advance employee focused on student success Committed to merit pay focusing on student success. Committed to two-year hiatus (in year 2 at 2016 BOTI meeting) on tuition and tax increases Cut \$35 million and 70 positions from budget, eliminating 28% of administration without cutting front-line services or faculty. Rewrote mission focused on clear pathways and vision committed to completion. 	<ul style="list-style-type: none"> All employees completed Student Success Certification No excuses commitments integrated in all job descriptions Reorganized and reimagined Dev Ed focused on acceleration Technical programs acceleration of 9 Moved 30% of courses to 8-week terms Expanded social service interventions for completion Ready to implement pathways in Fall Used secret shoppers to identify barriers 	<ul style="list-style-type: none"> Increased performances in evaluations Merit pay for performances 18% increase in Dev Ed success 22% increase in credit earned in first semester Or: 6 welding completers in 3 years; now 27 completers in 1 year. 10% increase in full-time students; 9% increased success rate in gateway courses Changed enrollment processes.

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

BOTI Impact Statements:

“The Board of Trustees, having participated in BOTI, has accomplished a thorough review of board policies and made a number of changes aimed at supporting the student success agenda. Most importantly, the board held knowledgeable leadership for student success as a high and explicit priority in its search for a new college president. The Board is demonstrating a significant level of visible commitment to student success.”

—ATD Leadership Coach

“The board has enhanced and made explicit policies to support effective, research-based practices to support student success.”

—ATD Annual Reflection Narrative

Board Policy Excerpts:

- ACC will implement student success strategies based on research-based best practices, to facilitate equity of success among specific student categories.
- The President shall provide a comprehensive annual report to the Board on the extent and results of College student success strategies.
- Faculty are expected to analyze student success data and to design and deliver effective curriculum and instruction which meets the needs of a diverse student body.

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> • Mandatory pre-assessment prep • Mandatory advising • Mandatory orientation • Mandatory immediate enrollment in developmental courses • Mandatory continuous enrollment in developmental sequence • Mandatory goal declaration • Mandatory core curriculum completion for degree seekers 	<p>Since the Board started BOTI:</p> <ul style="list-style-type: none"> • Enhanced First-Year Experience • Scaling alternative Math Curriculum Pathways (MATD 0385) • Expanding Adult Education College Prep • Institutionalized Faculty Coach Program (departmental data analysis) • Improved institution-wide access to data • Focus on performance-based funding • Math Emporium implementation 	<ul style="list-style-type: none"> • First Fall semester successful course completions increased from 59% (2009) to 64% (2013). • First Fall semester gateway successful course completion rates increased from 55% (2009) to 62% (2013). • First Fall semester successful completion rates for a gateway college math course increased for white students in Fall 2013 to 60%. However, the rate for black students was 31%, and the rate for Hispanic students was 40%. • The percentage of white students referred to developmental math decreased from 37% to 24% (fall 2009 to fall 2013). The percentage of Hispanic students referred to developmental math decreased from 50% to 33% (fall 2009 to fall 2013). The percentage of black students referred to developmental math decreased from 59% to 52% (fall 2009 to fall 2013).

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

BOTI Impact Statement:

CBC Board has had consistent participation and commitment to BOTI initiatives over the years. The information shared and focus of the program has triggered discussions and assured that CBC has one prevailing agenda - student success. CBC has been dedicated to this change agenda for over a decade beginning as an inaugural member of Achieving the Dream in 2004 and continuing as a Leader College since 2009. Staying focused on this agenda has reaped excellent benefits for CBC students.

Board Actions (After Training)	College Actions	Student Success Data
<p>In 2008 the board adopted a strategic plan with 4 goals that support student success in every aspect of college business -Vision 2020 Keeping Student Success in Sight. 2009 CBC received a DEI grant to focus on increasing success for students in developmental courses. 2011 the Board supported CBC in preparing for and applying for Leader College. 2012 the board adopted a new board agenda that included having a monthly program presentation with a focus on students and student success. 2013 the Board approved the College's QEP - CBC Smart Start. 2014 the Board approved the college's KPIs with annual targets with measures of success tied to increased effectiveness and efficiencies for student success.</p>	<p>Every college department is responsible for having annual activities and targets to increase student success; some examples include: a QEP with mandatory orientation, dedicated faculty advising, a learning frameworks course; participation in New Mathways Project; intrusive interventions for students in Dev Ed; renovation of the Student Success Centers at all 4 CBC campuses; adding programs that support high demand, high wage occupations; and students attending state and national conferences.</p>	<p>Successful completion of students in the Dev Ed sequence increased from 49% to 74% in 4 years (2009-2012); in College Algebra success in a 4 year period went from 51% to 82% of Dev Ed students as compared to 53% to 76% of college-ready students; students that completed all 3 of the QEP initiatives have a 90% success rate, completion of 2 initiatives was 81% success rate; students in nursing participating in NCBO increased course completion success by 90% (2014-2015).</p>

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

BOTI Impact Statement:

“We are finally moving in the right direction at College of the Mainland because our administration and board have the same priorities. We are clear about our plans to get our expenses under control, to improve employee accountability, and rebuild the reputation of the College, all with the goal of being able to focus on our true mission, student success. Our community and our students deserve nothing less.”

—Dr. Beth Lewis, President

Board Policy Excerpts:

- Planning: The Student Success Council is charged with developing and implementing specific strategies to support the annual priorities.
- College of the Mainland Mission Statement: College of the Mainland is a learning-centered, comprehensive community college dedicated to student success and the intellectual and economic enrichment of the diverse communities we serve.
- The first listing under College of the Mainland Values: Student Success and Academic Excellence.

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> • Include a report on student success data at every Board Meeting • Made the following annual priorities: implement proactive advising; identify and eliminate financial obstacles for students; increase opportunities for part-time, evening, and weekend students to access College services and activities; Provide professional development for faculty and staff to support a culture of engagement; 	<ul style="list-style-type: none"> • Present data on student success points at every Fall and Spring convocation • Implemented a year-long First-Year Faculty Experience focusing on learning styles, pedagogy, and student support outside the classroom as well as a one day Adjunct Academy • Created an annual “Family Day” to be held during the first month of the Fall semester to invite current students and potential students and their families to experience mini-lectures, workshops, and college activities • Made PSYC 1300, Learning Frameworks, a required class for core completion at COM • Created a Veteran’s Center on campus to serve the unique needs of this population • Shortening of the developmental sequence to include Integrated Reading and Writing (IRW) and implementation of New Mathways 	<ul style="list-style-type: none"> • According to data from the Survey of Entering Student Engagement (SENSE), COM has improved in High Expectations and Aspirations, raising the average benchmark score from 51.5 in 2012 to 56.1 in 2014, outperforming the 2014 SENSE cohort average of 50 • From FY2000-FY2014, COM’s 3 year graduation rate has increased by 6.8% and by 10.8% in COM’s 6-year graduation rate • In Fall of 2013 75.5% of students enrolled in developmental English passed with a C or higher compared to 81.6% of students who successfully passed IRW in Fall of 2014

College of the Mainland, cont.



Board Actions (After Training)	College Actions	Student Success Data
<p>develop a campus facility master plan; improve COM's image in the community</p>	<ul style="list-style-type: none"> • Provision of a One-Stop Model of Enrollment, where there is no late registration and advising and orientation are mandatory. • Expanded the GC PASS activities to partner with local ISD's to improve college readiness and transitions 	<ul style="list-style-type: none"> • 77.7% of COM students agreed or strongly agreed that "an advisor helped me to select a course of study, program, or major" compared to 63% of students in the 2014 SENSE cohort

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

BOTI Impact Statements:

“The El Paso Community College Board of Trustees now regularly places student success as a regularly recurring board agenda item.” –Dr. William Serrata, President

Board Policy Excerpts:

Under EPCC Core Values:

Student Success: We value a learning environment that enables students to succeed.

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> El Paso board trustees committed to conducting a full board retreat to review strategic master plan focused on student success including a data plan, budget, and facilities planning. 2012: Committed to move student success discussion to monthly board agenda, reallocate funds to student success, and add a student to Board. 	<p>Since the Board started BOTI:</p> <ul style="list-style-type: none"> Math Emporium model (students self-accelerate and are supported by 3 class hrs/wk with instructor and tutors). Scaled at all 5 campuses. Mentoring Program (to assist most at-risk students). Mentors serve as resource persons to facilitate students’ progress in any way. Requested to meet at least three times per semester by email, phone, or in-person. PREP Program (assess and refresh students’ skills as they prepare to take placement tests so students do not have to start at lower levels of DE courses) Project Dream (Summer Bridge) College Readiness Initiative Implemented numerous Data Dashboards to expand data usage institution-wide. 	<p>Student Success Rates:</p> <ul style="list-style-type: none"> Fewer FTIC students required placements in all three DE areas More FTIC students needed just one DE course Fewer entering students placing into DE English and math Greater percentage of students completed developmental math 66% of Math Emporium students successfully complete DE math 9% of Math Emporium students dropped their math course compared to 13% from traditional courses <p>Term to Term Persistence</p> <ul style="list-style-type: none"> Fall to Spring Retention for FTIC improved from 79% (2004-05) to 82% (2011-12) For African American students: 58% (2004-05) to 69% (2011-12) <p>Completion Rates</p> <ul style="list-style-type: none"> For FTIC, the Three Year Graduation rate increased from 5% in 2001-02 to 8% in 2009-10.

*ATD Leader College

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2007, 2008, 2009, 2010, 2011, 2012, 2014, 2015, 2016, 2017

BOTI Impact Statement:

“Galveston College’s leadership continues to commit to continuous improvement of its programs and services to enhance the success of its students. This commitment goes pretty deep within the organization. The President engages his Board regularly in student success issues at their Board meetings and with his Board, regularly attends the state Board trainings in Santa Fe. Though not specifically focused on equity in outcomes, their strategies of improvement are beginning to show success in closing achievement gaps they have identified.”

—Dr. Frank Renz, ATD Leadership Coach

Board Policy Excerpts:

Strategic Goal: Provide comprehensive student support services that enhance student success

Board Actions (After Training)	College Actions	Student Success Data
<p>Designed 2012-2017 Strategic Plan with charges to the college to:</p> <ul style="list-style-type: none"> • Work to implement teaching and learning strategies and practices that are proven to close achievement gaps • Develop an institutional dashboard (report card) that is focused on student success • Develop and implement a plan to improve student success and student completion with specific goals for increasing the number of milestone completers, retention and persistence, and certificate and degree completion • Develop and implement a comprehensive student success plan that lays out strategies to eliminate leakage points along the pathway from high school to college and to transfer or career pathways 	<ul style="list-style-type: none"> • GC PASS activities partnering with ISD to improve college readiness and transitions, including dual credit Learning Frameworks Student Success Seminar • Developmental Education Multi-Modal Labs: Non-course-based remediation for students who test “on the bubble” in placement testing • MyMathLab and MyWritingLab Technology with dedicated DE Faculty • Professional development and training opportunities for faculty and staff • Design and maintain class schedules to promote accelerated progress to certificate or degree completion • Mandatory orientation (available online as well) • No late registration • Continuous DE Enrollment 	<ul style="list-style-type: none"> • The percentage of Galveston College students meeting TSI obligations has shown marked improvement over the course of the interventions. TSI Numbers from 2010-2012: Math: 41% to 77%, Reading: 54% to 88%, Writing: 47% to 83% • Of the 2011 GC new underprepared students, 53% completed developmental Reading within one year, up 11% over the previous year’s cohort • Dual credit as a percentage of enrollment grew from 10% in 2011 to 12% in 2012. • 100% of the dual credit Learning Frameworks SS Seminar students completed their college level courses with a C or better in English 1301, English 1302, Government 2305, College Algebra, Math 1324, Math 1325, and Sociology 1301.

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> Redesign Developmental Education program in order to improve student success 	<ul style="list-style-type: none"> Intensive advising and mentoring, including monitoring grades every three weeks DE Multi-Modal Lab New advising model Math and English course base remediation Tutoring hours expanded to early morning and late afternoons 	<ul style="list-style-type: none"> On 2014 CCCSSE 80.2% of students indicated they had participated in a campus-based or online orientation. On 2014 CCSSE 93.7% of students indicated they had registered for all of their classes before the first class session. 368 of 2048 Fall 2014 enrollment were Dev. Ed. Students

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2015, 2016, 2017

BOTI Impact Statement:

The Grayson College trustees first attended the BOTI in 2015. Each year has provided an opportunity for us to reflect on our success, check our progress, rise to a more strategic level, and then recalibrate our plans, the issues coming from BOTI reinforce at a different level, the importance of this work to our students, communities, and democracy.

Board Policy Excerpts:

- Mission, Vision, and values
- Committees and Task Forces
- Student Trustee (in development)
- Presidential Evaluation

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> • Adoption of a focused strategic plan (2020X2020) • Developed presidential evaluation focused on the college's priorities (Pathways, Course Completion, online quality, and communication) • Supported the adoption of a new computer system (ERP) • Maintain focus on scale and our priorities • Request disaggregated data (by ethnicity). • Hosted presentations by department chairs of their work on course completion. • Established a clear expectation that we will focus on improving loan default rates • Established an expectation of a multi-year look at the budget 	<ul style="list-style-type: none"> • Commitment to 2020x2020 (Grayson's strategic plan)– overarching goal 2020 completers by 2020 • Lenses for 2015-2017 focus on: <ol style="list-style-type: none"> 1. Course Completions 2. Enhancing Online Experience 3. Pathways 4. Communication (4DX) • Distributed responsibility to Division Chairs, providing an expectation they would focus on course completions using communication methods described in Four Disciplines of Execution (4DX) 	<ul style="list-style-type: none"> • Fall 2015: highest course completion rates (A, B, Cs) in a decade • More movement in the workforce area • Fall 2015-Spring 2016: highest fall-to-spring retention in 16 years. • New students gaps in course completion were significantly reduced after implementation of the learning frameworks course (25% difference in African American students to 65% difference) • Dramatic Increase in course completion (A, B, Cs) for African American students who are first-time students (56% to 85% as of Fall 2015) • Auto-awarded degrees to 200+ students who had not previously applied for graduation.

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> Establish a desire to “set aside” funds for student success work Supported funding for student success agendas (unfortunately much of this has been through tuition increases, yet we are still below the state averages) Supported the development of a master plan that incorporates facilities for student success (potential one-stop-shop for student services, potential expanded math hub, potential new spaces for advanced manufacturing) 	<ul style="list-style-type: none"> Implementing a new ERP with (a) an eye toward increasing efficiencies so staff can spend more time with students; (b) developing a communication system that allows for the effective deployment of early alerts; (c) developing a lock-step degree approach where students cannot enroll in classes that are not in their pathway; (d) automatically award degrees; (e) support pathways. Budget development includes a 10-year look Budget discussions propose a \$150k set aside for student success increasing \$100k per year. Request faculty to be involved in: <ol style="list-style-type: none"> Dialogue about Pathways and their revision Course completion data summit Online course enhancements Convert to Canvas LMS Reorganized college committees to task forces focused on implementation Reorganization of the college, giving chairs more time to work on student success Added Dean’s role for Allied Health 	

Board Actions (After Training)	College Actions	Student Success Data
	<ul style="list-style-type: none"> • Added Chair for Advanced Manufacturing and clustered other programs (chairs) to be coherent with each other • Provided training for new and reorganized leaders • Developed expectations of stackable credentials across credit and non-credit • Strengthened required learning frameworks course • Rolled out 4DX methodology • Requested attendance reporting in all classes • Created the Texoma Middle Skills project focused on healthcare and manufacturing—a partnership of ISDs, economic development corps, industry and the local Workforce board • Mandatory Learning Frameworks course for all AA or AS students • Organized offerings from dozens of majors to metamajors. 	

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

BOTI Impact Statement:

“As a result of our participation in the 2014 BOT institute, we have become better equipped to make data-driven decisions for student success. The BOT institute certainly was beneficial for new trustees and provided an orientation in policy-making and data analysis. The BOT institute also provided innovative techniques to measure institutional progress. We returned from BOT institute highly committed to achieve greater successes for our students and faculty.”

—Neeta Sane, Board Chair

Board Policy Excerpts:

2012 Strategic Plan: Seven initiatives provide the framework of the new Strategic Plan. Although these are all important to moving the institution to the next level, the focus is on student success and is HCC’s #1 priority.

Board Actions (After Training)	College Actions	Student Success Data
2012-15 Strategic Plan charged college to: <ul style="list-style-type: none"> Improve student preparation for higher education and transition to careers 	College Connections (HB5 – Texas): Alignment of the high school curriculum to promote college readiness in English, reading and math. MOUs signed with all 6 local school districts.	First year of implementation, Data not available
<ul style="list-style-type: none"> Improve academic success of students in their first semester 	Pre-enrollment sessions	
<ul style="list-style-type: none"> Revamp developmental education to ensure greater success with more efficient delivery 	Texas Success Initiative (TSI): Pre-Assessment website was established starting in the Fall 2013 semester to better prepare students for the TSI Assessment placement test	Since Fall 2013, the HCC TSI web site has received over 900,000 hits from 380,521 individuals.
<ul style="list-style-type: none"> Improve students’ persistence from one semester to the next 	Intrusive Advising: A case management system for new students was implemented in fall 2013. Advisors are assigned to reach out to provide assistance across milestones that promote student retention and completion. This has been expanded to a full year for new fall 2014 students.	Initial analysis indicates that students who complete at least 2 advising sessions are more likely to return in the next semester.

Houston Community College, Cont.*



Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> Ensure students complete their program of study and transition successfully to jobs/careers or further education 	EDUC 1300: Freshman Success course is required for all students who enroll without having successfully completed at least twelve hours of college-level work.	For First Time in College students in Fall 2013 who passed EDUC 1300 , 77% were retained in fall 2014. Of those who did not take EDUC 1300, only 36% attended in Fall 2014.
2012-15 Strategic Plan charged college to: <ul style="list-style-type: none"> Create new platforms and methodologies to teach and support students using effective methods of course delivery, teaching practices, and support services 	INRW: Starting in Fall 2014, students whose test scores demonstrate proficiency in reading and writing, but do not meet state requirements for placement into college-level course work, take INRW (Intensive Reading and Writing) courses. INRW courses replace the developmental English and reading courses previously taught at HCC.	In Fall 2014, 2,881 students were enrolled in INRW courses instead of separate reading and writing courses. Since Fall 2014 was the first semester of college-wide implementation, success data are not yet available.
<ul style="list-style-type: none"> Develop a system-wide strategy for provision of professional and leadership development for HCC personnel at all levels 	Mathways: Re-design of Developmental Math to support completion of the Developmental Math sequence and successful completion of first year college math courses.	A comparison of College Algebra success from Spring 2013 and Spring 2014 indicates that the number of College Algebra students increased by 21.4%, the in-term retention rate increased by 1.6% and the C or better rate increased by 0.1%.

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2011, 2012, 2015, 2016, 2017

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> Faculty contracts—clear expectations of participation Strategic Plan with focus on student success All employee evaluations and annual planning must relate back to the strategic plan. Customize the Student Success Course for our institution Reorganize to better facilitate student learning and success Repurpose Assets Create 2 new Board Committees including one for student success Board Retreat with concentration on student success 	<p>Since the Board started BOTI:</p> <ul style="list-style-type: none"> Board support for presidential efforts to require students to experience orientation Institution of “Go Week” Elimination of late registration Mentoring program for all first-time students with developmental needs Require all DE taken at one time Codevelopment partner for New Mathways Project Restructuring of mathematics courses Moving learning labs to actual classrooms Mandatory Student Success Course Membership in Texas Completes Instituted a Student Success Council to serve as an umbrella group to oversee all student success initiatives 	<p>Fall- Spring Retention of COLS 0100 Students (lower level SS course): Fall 2011: 98.6% (<i>baseline</i>) Fall 2012: 98.6% Fall 2013: 67.5%</p> <p>% of FTIC Black Male Students Completing All Courses with C or Better: Fall 2011: 16.7% Fall 2012: 20.0% (14% baseline 2010, Fall 2013: N/A)</p> <p>3-Yr Dev ENGL Completion Rate: 2009-2012: 38.2% 2010-2013: 39.3% 2011-2014: 57.6% (35% baseline 2007-2009)</p> <p>3-Yr Dev READ Completion Rate: 2009-2012: 39.7% 2010-2013: 46.6% 2011-2014: 56.6% (30% baseline 2007-2009)</p> <p>3-Yr Dev ENGL Completion Rate for Black Males 2009-2012: 26.4% 2010-2013: 29.3% 2011-2014: 42.9% (34% baseline 2007-2009)</p>

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

BOTI Impact Statement:

“The Board of Trustees Institute has raised the level of energy and has been an incredible experience for the College Board of Regents and myself to learn, brainstorm, and plan on effective practices that support student success. We look forward to the experience and new professional development opportunities year after year.”

—Dr. Dennis Brown, President

Board Policy Excerpts:

2012-2016 Strategic Directions. Educational Plan Goals and Outcomes:

1. Learner Success: Enable success among all learners.
 - 1.1 Improve persistence of all students to completion of their educational intent

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> • Board Action 7.14 approved funding and approval to hire a Vice President of Student Success, Workforce and Resource Development to ensure that there is an area focused on student success priorities. • Board Action 6.14 approved funding and approval to hire an Executive Director of Institutional Research, Effectiveness, and Planning to enhance data capacity at the College. • The Regents supported ATD Leader College Activities focused on accelerating dev ed, reconstructing the dev ed sequence, and providing bridge programs for students. 	<ul style="list-style-type: none"> • Lee College has made student success a priority college-wide and has hired a Vice President for Student Success, Workforce, and Resource Development to support all enrollment, retention and graduation initiatives. • The College also hired an Executive Director for Institutional Effectiveness and Planning and launched a new data dashboard for instant access to data. • The Student Success Center provides career exploration, enrollment support, and guidance throughout a student’s college journey. The Center is staffed qualified with cross trained student success personnel proactively helping students complete their college degree. 	<p><i>Developmental education (D.E.) Math for “First Time at Lee College” students:</i></p> <ul style="list-style-type: none"> • Overall (3 year) Successful completion: 22% (2008-2009 cohort) to 33% (2011-2012 cohort) • African American student D.E. successful completion: 16% (2008-2009 cohort) to 26% (2011-2012 cohort) • Hispanic students D.E. successful completion: 22% (2008-2009 cohort) to 40% (2011-2012 cohort) eliminating the achievement gap. <p><i>College Level Gateway English Course Completion for “First Time at Lee College” students:</i></p> <ul style="list-style-type: none"> • English 1301 English Composition 32% (2008-2009 cohort) to 36% (2011-2012 cohort) • Hispanic students ENGL 1301 completion: 31% (2008-2009 cohort) to 36% (2011-2012 cohort)

*ATD Leader College

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> The Regents approved a generous grant funded from the Houston Endowment and endorsed activities for the College to partner with Goose Creek ISD for GC PASS. A Student Success presentation will be presented at each Board of Regents monthly meeting. Lee College will implement a Student Success Division. 		<p>2014 College Transitions Success Model (GC PASS):</p> <ul style="list-style-type: none"> 9% increase in college applications from 2013 to 2014 26% more students took placement tests from 2013 to 2014

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

BOTI Impact Statement

“The attendance and participation of the Lone Star College System Board of Trustees has given them a much broader understanding and awareness of student success, led them to strengthen their role in assuring that student success is the number one priority and assisted with the allocation of resources across the LSC System. The BOTI has been instrumental in helping shape the role and mission of the board.”

—Dr. Steve Head, Chancellor, Lone Star College

Board Policy Excerpts

Strategic Goal 1: Increase completion and achievement of all students

Vision: Lone Star College System is recognized globally as the premier community college for student success, innovation, and partnerships.

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> Performance Indicators Civic Engagement Lone Star Promise Employee Scholarship Updated Policies/procedures Board Updates 	<ul style="list-style-type: none"> Guided Pathways Hired additional tutors Honors College/Program Improved Financial Aid Engaged Faculty Senate Handled Salary Compression Combined Academics/Student Services Hired additional full-time faculty Hired additional advisors Accelerated Math Learning Communities Accelerated English Learning Communities Curriculum alignment between High School/Dev Ed/College level courses GCPASS activities to partner with ISDs to improve college readiness and transitions in the Gulf Coast region Established an Office of Completion to advance deep student success reform Required Student Success Class 	<p>Persistence Rates</p> <ul style="list-style-type: none"> Increased student Fall to Spring persistence rates by 3% Increased student Fall to Fall persistence rates by 2% <p>Course Completion</p> <ul style="list-style-type: none"> Have continued to increase successful course completion rates every year since 2011 <p>Success</p> <ul style="list-style-type: none"> Maintain more than 95% compliance rate for students completing the mandatory orientation and student success course Increased transfer rates to university partners by 1%

*ATD Leader College

Lone Star College, cont.*



Board Actions (After Training)	College Actions	Student Success Data
	<ul style="list-style-type: none">• Implement Student tracking and intrusive case management advising• Define and track success for students who transfer without a credential• Develop and expand reverse transfer with university partners• Required test preparation prior to placement testing• "Care College" –Introduction to Lone Star College• Lone Star College and Spring ISD partnered for a summer boot camp	

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2015, 2016, 2017

BOTI Impact Statement:

The McLennan College board of Trustees were early adopters of the focus on student success with the entire Board attending the Government Institute for Success in 2009. Since that time, the college has participated in Student Success by the Numbers, and more recently, Achieving the Dream. Combined with leadership from a committed faculty, the college adopted the Learning Environmental Adaptability Project which focused on emotional intelligence embedded into gateway courses as well as the addition of required orientation which is the Learning Frameworks Course. The Board also supported mandatory advising and success/coaching. This focus on student success has changed the college's culture and moved the college toward guided pathways for completion.

Board Policy Excerpts:

New mission, vision and core values statements went into policy' reduced tuition for dual credit courses.

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> Revised mission, vision and core values with student success as focus Trustees have attended training in student success Approved annual priorities that focused on limited student success initiatives Supported reallocation of resources to support student success initiatives Reduced dual credit tuition to allow more students to participate. Approved resources for facilities for the new completion center Allocated resources --> 	<ul style="list-style-type: none"> Implemented mandatory advising for each semester that a student is enrolled. Developed guided collaboration pathways with K-12 Implemented learning framework courses. Integrated emotional intelligence into gateway courses Implemented the completion center including social workers and advisors Implemented free face-to-face and online tutoring for all students Implemented success coaches Student planning module to enable students to stay in pathways 	

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

BOTI Impact Statements:

"The biggest impact is having my Board understand why we are doing all of this and why we are looking at student success data."

"This has completely changed how they think. Before they didn't really get into it and what we were doing (except athletics and activities)."

"Before you could hand out data and nothing. No discussion. No board action. Now, they get it!"

"Every year after going to BOTI, the ones who went come back and report to the others. It's kind of a big deal for them. They prepare presentations and try to outdo each other."

—Dr. Pam Anglin, President

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> • Increase completion rates in developmental education course sequence through the first college-level course • Increase certificates and degree completion rates • Increase retention rates from fall to spring and fall to fall • Increase successful completion of gatekeeper courses • Increase transfer rates • Recruit and maintain a student population that mirrors the ethnicity of the services area • Complete degree plans for high school dual credit students • Promote student success through expanded student services 	<p>Since the Board started BOTI:</p> <ul style="list-style-type: none"> • Mandatory Advising • Mandatory Orientation • Learning Frameworks Course for all new students (one hr credit course during first 12 college hrs) • Fast Track courses for DE • Student Success Course • Tutoring (especially for DE math) • Bought software to collect more student information to begin making data-informed evaluations in a culture of evidence • Participating in the New Mathways Project • Opened a Math Center in the new Math and Sciences Building • Evaluate our onboarding/ front-door process • Restructure orientation 	<p>For students participating in the Learning Frameworks Course:</p> <ul style="list-style-type: none"> • Fall-to-spring retention rates increased • Grades in developmental English increased <p>For students participating in Tutoring:</p> <ul style="list-style-type: none"> • 82% of students in the lowest developmental math course who participated in tutoring successfully completed those courses compared to 73% of those who did not participate in tutoring • 78% of students in the highest developmental math course who participated in tutoring successfully completed those courses compared to 64% of those who did not participate in tutoring

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> • Educate the whole board so that all are conversant about Pathways • Attend a convocation with all employees to show support • Consider reallocation of budgetary resources for Pathways needs • Partner with K-12 on Pathways 	<ul style="list-style-type: none"> • Continue transparency and accountability efforts. • Put renewed emphasis on developmental education and student engagement. • Drop the teaching of courses that are not required for transfer. 	<ul style="list-style-type: none"> • Increase course completion in gatekeeper courses • Increase retention Fall to Spring and Fall to Fall.

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

BOTI Impact Statement

“Our Board has had 100% participation in BOTI. Each member has come back from BOTI more passionate about and more committed to our student success agenda. Each year the agenda and discussions at BOTI have us digging deeper into the data and promising practices. BOTI and our involvement with Achieving the Dream have been the driver behind San Jacinto College’s focus on student success. We are seeing progress and we are committed to this agenda!”

—Dan Mims, Board Chair

Board Policy Excerpts

Student Success is clearly visible as a priority for San Jacinto College. On the wall behind where the Board sits, there is the following statement: “Achieving Students’ Dreams.” The College’s eight values include a separate value on student success (Student Success: Our Ultimate Measure. “We enable students to achieve their goals.”)

Vision: San Jacinto College will be the leader in educational excellence and in the achievement of equity among diverse populations. We will empower students to achieve their goals, redefine their expectations, and encourage their exploration of new opportunities. Our passions are people, learning, innovation, and continuous improvement.

Mission: Our mission is to ensure student success, create seamless transitions, and enrich the quality of life in the communities we serve. San Jacinto College is instituting long-term, college-wide procedures, and cultural change that promote and support student engagement and student success.

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> The College’s strategic plan was developed in 2009 and the Board of Trustees re-committed to the four strategic goals in November 2014. The four strategic goals are: Student Success, P-16 Pipeline, Workforce and Economic Development, and Our People. The College’s vision, mission, and strategic plan direct our annual priorities and budget allocation process. 	<p>Since the Board started BOTI:</p> <ul style="list-style-type: none"> Shared educational planners/ counselors into each of the feeder high schools Elimination of late registration Enforcement of prerequisites Instituted Pay As You Go (two weeks before classes begin) Mandatory Student Orientation Reading first--students who test into college preparatory reading must take that course first Advising triage and faculty advising 	<ul style="list-style-type: none"> FTIC Fall to Spring Persistence increased from Fall 2009 at 75% to Fall 2014 at 79%, Fall 2015 at 77% FTIC Fall to Fall Persistence has increased from Fall 2009 52% to Fall 2013 53.5% (this measures the students from fall 2013 that returned in fall 2014), Fall 2014 to 54.8%

San Jacinto College, Cont.*



Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> • At each monthly board meeting, the agenda includes a Student Success item and the Board publicly engages in discussions around data, strategies, and initiatives. • After the BOTI in 2014, the Board publicly recommitted to the Student Success Agenda. • After BOTI 2007, the Board approved an extra \$1 per semester credit hour tuition increase to support student success initiatives. • Following BOTI 2010, the board eliminated late registration. 	<ul style="list-style-type: none"> • Developed a dashboard for key performance indicators with specific time frames for updating • Developed metamajors • Developed "First 5" to begin mandating first courses for students to take • Scaled Intentional Connections Program, which is for low-scoring developmental students. Program places them in learning communities with developmental English and Reading, student success course, and structured career exploration. Fall 2015: 600 students enrolled—100% eligibility • Mandated reading first for dev ed students • Implemented full scale comprehensive general education 	<ul style="list-style-type: none"> • Fall 2009 Retention for all enrollees 88% with A-C Success at 66%; Fall 2014 Retention for all enrollees 90% with A-C Success at 70% Fall 2015 retention 91% and A-C Success 73%. • 3-year graduation rates have increased from 11 % to 14% and 6-year graduation rates have increased from 19% to 24% • For academic year 2006-2007, the number of graduates both degrees and certificates awarded were 2,682 compared to 5,190 graduates for academic year 2013-2014 and for 2014-2015 6,144 credentials awarded. Certificates went from 2,148 to 2,388 for 2014-2015, and degrees went from 3,042 to 3,756 for 2014-2015. • FTIC graduate rates 3 years from Fall 2003 was 10.1% for Fall 2012 to 15.7%. 6 years from 18.1% for Fall 2005 to 25.9% for Fall 2009.

*ATD Leader College

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2011, 2012, 2013, 2014, 2015, 2016, 2017

Board Policy Excerpts:

Strategic Plan: All efforts, whether they be in instruction, support services, or facilities will be focused on student access and success.

Goal 1: Support student learning and success through excellence in teaching and learning, support services, flexible instructional delivery systems, student engagement, learning outcomes assessment, and dynamic curricula.

Measures: The success of our Vision 2015 Strategic Plan will be based upon critical measures of student participation and student success.

Statement of Values: Tarrant County College is committed to: Student Success-Belief in providing quality instruction, resources, and support services to assist our students in achieving their lifelong goals.

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> Ensure that all TCC leaders, including board members, faculty and staff are engaged in and pay continuous attention to progress on the student success agenda Support a structure where planning and budgeting (including the reallocation of resources) are aligned with the vision, priorities, and strategies of a student success agenda Foster an environment where a culture of evidence (including longitudinal data and cohort tracking of disaggregated data) and inquiry is pervasive in the institution with strong support from institutional research Established student success as a standing board agenda item Expects periodic, and consistent reporting of longitudinal cohort data to identify gaps and discuss policy implications 	<p>Since the Board started BOTI:</p> <ul style="list-style-type: none"> Increased effective delivery of support services by implementing a consistent advising by appointment model at all 5 campuses (2014-2015) Increased access to support services by implementing an online advising model during the 3 week winter break (over 1,000 students advised) (2014-2015) Reallocated funds to support bringing to scale a district wide Supplemental Instruction Program (2014-2015) Reallocated funds to support the hiring of 15 success coaches to support increased student retention and completion (2013-2014) 	<p>The number of credentials awarded: 2010-2011 (4,311); 2011-2012 (4,624); 2012-2013 (5,908); 2013-2014 (6,927)</p> <p>The percentage of credentials awarded to African American and Hispanic/Latino students has steadily increased: <i>African American</i> 2011-2012 (13.2%); 2013-2013 (14.1%); 2013-2014 (16.2%) <i>Hispanic/Latino</i> 2011-2012 (19.6%); 2012-2013 (21.0%); 2013-2014 (22.4%)</p> <p>Percentage of students receiving advising: 2010-2011 (22.5%); 2011-2012 (22.6%); 2012-2013 (256.5%); 2013-2014 (42.8%)</p> <p>Number of students self-reporting completion of developmental math courses: 2010 (40.2%); 2011 (45.4%); 2012 (50.8%); 2013 (49.6%)</p>

Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> • Conducts annual board retreat focusing on student success • Established a mandatory attendance policy • Established mandatory annual professional development for full time faculty and staff and adjunct faculty • Committed to the development of a comprehensive student success, retention, and completion agenda in line with Texas Community College Success Points. • Committed to a faculty retirement incentive and use of the funds to support student success initiatives 	<ul style="list-style-type: none"> • Established Academic Curriculum Teams with faculty representation from each campus and discipline to support the selection of common course learning materials, curricular development and faculty engagement (2013-2014) • Mandatory Remediation (finishing developmental requirements) (2010) • Discontinuation of late registration (2011) • Established attendance requirement (2011-2012) • Created a consistent mandatory new student orientation (2012-2013) • Established Math Emporiums (2012-2013) • Created an Academic Enrichment Program (refresher to decrease/eliminate need for developmental education) (2012-2013) • Developed an Appreciative Advising Model (2011-2012) • Increased tutoring resources (2010-2011) • Developed a staffing model (2011-2012) 	<p>Percentage of students completing developmental education requirements in a 2 year timeframe: <i>Math:</i> 2007 Cohort (16.6%); 2008 Cohort (21.5%); 2009 Cohort (22.1%); 2010 Cohort (28.3%) <i>Reading:</i> 2007 Cohort (39.9%); 2008 Cohort (42.7%); 2009 Cohort (41.8%); 2010 Cohort (52.7%)</p> <p>Successful completion of developmental education requirements by Hispanic students within a 2 year year timeframe: <i>Reading:</i> 2009 Cohort (53.4%); 2010 Cohort (52.5%); 2011 Cohort (57.1%); 2012 Cohort (59.2%) <i>Math:</i> 2009 Cohort (29.9%); 2010 Cohort (31.0%); 2011 Cohort (32.3%); 2012 Cohort (32.4%)</p>

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2010, 2011, 2012, 2013, 2015, 2016

BOTI Impact Statements:

The BOTI has intensified the board’s commitment to student success for all students.

The board emphasized that Student Success be the primary focus of the new Strategic Plan (2016-2021).

Recognition of need for better data analysis leading to Board approving a revenue Bond to support purchasing Zogotech and to build a new facility for testing and tutoring (all support to better serve all students).

Board Approved budgeting to hire four success coaches to assist all at-risk students get the assistance they need.

BOTI Chair Message:

- The Board feels strongly in an ‘improving student success’ mission for Temple College. This means success for ALL.
- Everyone in this room has a role in ensuring that students have a real opportunity to be successful.
- The TC Board appreciates all you do to help students succeed. Let’s see our success numbers continue to improve.

—Talking points from the Board Chair’s message at All College Day, August 19, 2013

Board Actions (After Training)	College Actions	Student Success Data
<p>Temple College Strategic Plan 2012-2015 (Excepts): <i>Ensure Quality Learning Opportunities</i></p> <ul style="list-style-type: none"> • Provide appropriate educational resources to support the delivery of learning • Improve course level placement to optimize learning • Provide appropriate academic rigor for students to be successful at the next level <p><i>Foster Student Success</i></p> <ul style="list-style-type: none"> • Increase course completion with an earned grade of a C or better • Increase student engagement 	<p>Since the Board started BOTI:</p> <ul style="list-style-type: none"> • Required SS course for all DE • Fast Track programs • Requiring interventions before a student may repeat a course • Co-development Partner in New Mathways project 	<ul style="list-style-type: none"> • Course completion rates of all developmental students increased from 54% (2007-2008) to 59% (2013-2014) • Course completion rates of developmental African American male students increased from 38% (2007-2008) to 44% (2011-2012) but dropped to 42% (2013-14)

Temple College, Cont.*



Board Actions (After Training)	College Actions	Student Success Data
<ul style="list-style-type: none"> Increase the attainment of credential seeking students from term to term and year to year <p><i>Other Recent Actions</i></p> <ul style="list-style-type: none"> Membership in Achieving the Dream to support student success Board participation in the BOTI each year. Intense data-driven discussions about student success Elimination of late registration Mandatory orientation from new students Working to limit repeating courses 	<ul style="list-style-type: none"> Zero Week: A week (following registration and prior to first day of class each fall) without classes that provides faculty and students time to prepare for the year. Continuous Student Orientation: Provides ongoing exposure to services throughout semester, particularly targets DE English students Purchased ZogoTech analytic software to improve data availability and analysis 	<ul style="list-style-type: none"> Course completion rates of developmental Hispanic male students increased from 54% (2007-2008) to 63% (2013-2014)

BOARD OF TRUSTEES INSTITUTE (BOTI) IMPACT REPORT

Attendance at BOTI: 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

BOTI Impact Statement:

“Perhaps the most significant impact of WCJC’s participation in BOTI training over the years has been the building of a culture of evidence and institutional change both at the Board level and among the administrative staff and faculty. This is evident in our latest strategic plan, in which student success strategies and actions items are prominent. The 2014 High Impact Practices Principles Survey indicated a high level of commitment on the part of WCJC’s leadership to institution-wide engagement in our student success agenda. As a result of the training they have received at the BOTI, Board members are committed to implementing evidence-based practices and to the data analysis so critical to their evaluation and improvement.”

—Dr. Betty McCrohan, President

Board Policy Excerpts:

Number One Strategic Plan Goal from QEP: *Student Success*: WCJC views student success as our top priority. To achieve this, we will encourage innovative instructional strategies and conduct on-going program evaluations and student learning assessments to ensure our students have the necessary skills to succeed in the classroom and to attain their academic goals. We will strive to provide quality support services to meet the needs of a diverse student body.

Board Actions (After Training)	College Actions	Student Success Data
<p>Action Plan Items 2013-2015</p> <ul style="list-style-type: none"> Establish a <i>Student Success BOT Committee</i> to review student success data Conduct regularly scheduled <i>BOT retreats</i> focused on student success data, evaluation of strategies, and goal setting Review current policies and practices to remove barriers to success Implement mandatory orientation for all FTIC students Eliminate late registration Mandate PSY1300 for all development students 	<ul style="list-style-type: none"> Mandatory new student orientation Elimination of late registration Mandatory academic advising and student success course for all DE students Accelerated DE options, including summer boot camps and NCBOs Opening of STEM Center, providing career counseling, supplemental instruction and project learning summer bridge activities Expansion of Learning Assistance Centers (tutoring) Creation of an online virtual campus, providing academic advising and FA assistance to online students 	<ul style="list-style-type: none"> As a result of our QEP initiative, the two-year completion rate for developmental reading students is now in the 80-90% range. Students exiting developmental English and attempting gateway English within three years show a completion rate around 70%. Students exiting developmental math and attempting gateway math within three years show the same 80-84% rate as do college-ready students.

Wharton County Junior College, Cont.



Board Actions (After Training)	College Actions	Student Success Data
<p>Action Plan Items 2013-2015</p> <ul style="list-style-type: none"> • Establish a <i>Student Success Council</i> to review data, coordinate initiatives and resolve problems • Expand availability of student services both online and face-to-face • Mandate probationary student participate in academic intervention (Reg. 638) 	<ul style="list-style-type: none"> • Student success Learning Frameworks course • College transition planning and readiness testing with area ISDs • Vertical alignment of math and English curriculum with ISDs • Data dashboard linked to student success strategies and action items in the WCJC Strategic Plan 	<ul style="list-style-type: none"> • Excluding those entering students either graduating or transferring after the fall term, fall-spring retention rates now range between 81 and 83%. • WCJC's six-year graduation and transfer rate is consistently over 40%, which is among the highest in the nation and has resulted in WCJC being selected to apply for both the 2013 and the 2015 Aspen Prize.

Tab 6

2017

BOARD OF TRUSTEES INSTITUTE

Enabling Student Pathways to Successful Careers

GROUP BREAKOUT #3 INSTRUCTIONS AND GUIDING QUESTIONS

POLICIES & PRACTICES

We know that small pilots and isolated actions have little impact on moving the needle of student success. For full scale and institutionalization to take place, the college will need reforms that are supported by effective policy, procedure and practice change. This requires examining the institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

DISCUSSION QUESTIONS: FOR EACH OF THE AREAS BELOW, WORK IN GROUPS TO IDENTIFY 2-3 STRENGTHS AND 2-3 AREAS FOR IMPROVEMENT FOR EACH QUESTION.

1. Does the college regularly review its policies to determine if they pose barriers for students or are in line with creating clear and effective processes to support better outcomes? What are the college's strengths in making sure decisions are clearly articulated in college policy (e.g. requirements for student orientation, student success course or placement are clearly stated in the catalog and documented in policies)? What gaps do you see or need for improvement in this area?
2. Has the college developed entry processes for new students that reflect research on effective practices that improve retention? This might include mandatory assessment and placement, required advising, new student orientation, student success course, etc. What are some of the requirements that reflect progress or strengths in this area? Does the college lack clear requirements for new students or are they loosely enforced? What are the gaps or improvements you can suggest to improve new student retention?
3. While we often place strong focus on the "front door," many students struggle to maintain momentum and continue toward graduation. What academic policies (e.g. withdrawal, attendance, grading, academic progress) are in place that assist students in making progress and receiving intervention if there are problems? Are there policies or procedures that may pose barriers? What areas for improvement can you suggest in academic and student progression policy?

INSTITUTIONAL CAPACITY ASSESSMENT TOOL: POLICIES & PRACTICES

VERSION 1.0 – UPDATED AUGUST 22, 2016

POLICIES AND PRACTICES

The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

CIRCLE THE SENTENCE THAT BEST DESCRIBES THE POLICIES AND PRACTICES AT YOUR COLLEGE

1. Do policies and practices support student connection to the institution during the pre-enrollment period?

1. Few college policies or practices directly support the student connection to the college during the start of their first class (e.g., application, placement testing, FAFSA completion, initial advising and high school outreach).
2. Some college policies and practices support students during the pre-enrollment period, but they are designed primarily for limited student populations, such as students from feeder high schools.
3. A number of policies and practices support students during the pre-enrollment period, but they are not consistently applied or enforced.
Example: The placement test is the only measure of assessment; students are encouraged, but not required, to meet with an advisor prior to registering for their first semester of classes.
4. The college has policies and practices that support students during the pre-enrollment period, and they are consistently applied and enforced.
Example: Teaching FAFSA completion workshops; early placement testing of high school students so they can take a summer bridge course; use of multiple measures of assessment to place students; requiring new students to meet with an advisor prior to registering for their first semester of classes.
5. I don't know

2. Do policies and practices support the student during the first-year experience?

1. Few college policies or practices directly support student entry into the institution and first year experience.
2. Some college policies and practices support student entry into the institution, but they are not designed to extend during the first-year experience.
3. A number of policies and practices support student entry into the institution and first-year experience, but they are not consistently applied or enforced.

Example: New student orientation is voluntary or only offered online; advising is not mandated and not all students have degree plans; the student success course is optional or is only required for certain student populations.

4. The college has policies and practices that support student entry into the institution and first-year experience, and they are consistently applied and enforced.

Example: A mandatory, in-person new student orientation; a required student success course; required development of a degree plan through proactive advising; and accelerated developmental education options such as a co-requisite model.

5. I don't know

3. Do policies and practices support student progression and momentum towards completion?

1. Few college policies or practices directly support student progression and momentum through the institution.
2. Some college policies and practices support student progression and momentum through the institution, but they are designed primarily for a subpopulation of students such as full-time students.
3. A number of policies and practices support student progression and momentum through the institution, but they are not consistently applied or enforced.

Example: The use of stand-alone versus embedded support; inconsistencies in faculty who take attendance or post mid-term grades due to a lack of a college-wide policy.

4. The college has policies and practices that support student progression and momentum through the institution, and they are consistently applied and enforced.

Example: Access to structured programs and pathways; predictable schedules; integrated early alert and academic intervention mechanisms; proactive academic advising; financial aid policies that support student progression; attendance policies; and strong connections between credit and noncredit programs.

5. I don't know

4. Do policies and practices support student completion of a certificate or degree?

1. Few policies and practices directly support student completion to graduation.
2. Some policies and practices support student completion to graduation, but they are designed primarily for certain student subpopulations such as those enrolled in career programs of study.
3. A number of policies and practices support student completion to graduation, but they are not consistently applied or enforced.
Example: Proactive advising is available, but not mandatory; technology tools are not fully integrated to flag if student goes off track.
4. The college has policies and practices that support student completion to graduation, and they are consistently applied and enforced.
Example: Development of graduation plans; an intentional and comprehensive graduation application process; credentials/degrees automatically awarded; credit recovery policies; and incentives to return to college to complete a degree/credential.
5. I don't know

5. Do policies and practices support student transfer to four-year institutions?

1. Few policies and practices directly support student transfer to four-year institutions.
2. Some college policies and practices support student transfer to four-year institutions, but there is variation by transfer program of study.
Example: Some departments, like nursing and pre-engineering, have aligned their curricula with that of partner four-year institutions.
3. A number of policies and practices support student transfer to four-year institutions, but they are not consistently applied or enforced.
Example: Advising is not mandatory and students are free to select courses without regard to existing transfer agreements.
4. The college has policies and practices that support student transfer to four-year institutions, and they are consistently applied and enforced.
Example: Clear, articulated pathways into programs at four- year institutions; available admissions information and deadlines for transfer institutions; recruiting and outreach opportunities with transfer institutions; access to advisors at transfer institutions.
5. I don't know

6. Do policies and practices support student transition to the workforce?

1. Few college policies and practices directly support student transition to the workforce.
2. Some college policies and practices support student transition to the workforce, but they are designed primarily for limited departments such as nursing.
Example: Business internships and health sciences clinical experiences.
3. A number of college policies and practices support student transition to the workforce, but they are not consistently applied or enforced.
Example: Advising is not mandatory and students are free to select course without regard to clearly available course maps.
4. The college has policies and practices that support student transition to the workforce, and they are consistently applied and enforced.
Example: Tracking and using program-level job placement information in advising; opportunity to participate in internships and work-based experiences with local employers; collection of graduate wage information to inform programs and job placement activities; Learn and Earn programs.
5. I don't know

7. Does the college effectively involve internal stakeholders in implementing and improving student success policies and practices?

1. The college makes or refines policies and practices that impact student success with little involvement of faculty, staff or students.
Example: One representative from each stakeholder group may serve on a policy committee.
2. The college makes or refines policies and practices that impact student success with some involvement of faculty, staff or students.
3. The college makes or refines policies and practices that impact student success with input from a variety of internal stakeholders (e.g., full-time faculty, adjunct faculty, staff and students) but there is no systematic process in place to gather input.
4. The college makes or refines policies and practices that impact student success with significant involvement of faculty, staff and students.
Example: A systematic process is in place to gather feedback through use of surveys, focus groups, all-college forums; faculty and staff are empowered to initiate policy refinements and to question, "Is this in the best interest of student success?"
5. I don't know

8. Does the college effectively involve external stakeholders in implementing and improving student success policies and practices?

1. The college makes or refines policies and practices that impact student success with little involvement of external stakeholders (e.g., community based organizations, employers, accreditors, partner institutions, graduates, state policy makers).
2. The college makes or refines policies and practices that impact student success with some involvement of external stakeholders.
3. The college makes or refines policies and practices that impact student success with input from a variety of external stakeholders, but there is no systematic process in place to gather input.
4. The college makes or refines policies and practices that impact student success with significant involvement of external stakeholders.

Example: A systematic process is in place to gather feedback such as use of surveys, focus groups, community conversations, and joint meetings with high school counselors.

5. I don't know

9. Does the college evaluate the effectiveness of policies and practices and revise as appropriate?

1. The college rarely reviews the effect of policies and practices on promoting a successful student experience.
2. The college occasionally reviews the effect of policies and practices on promoting a successful student experience.
3. The college has a process in place to regularly review the effect of policies and practices on promoting a successful student experience.
4. The college has a comprehensive review process to continuously improve its policies and practices. Policies and practices are routinely evaluated based on their effectiveness and ability to promote a successful student experience.

Example: Regular policy audits and inventory of best practices.

5. I don't know

INSTITUTIONAL CAPACITY ASSESSMENT TOOL: POLICIES & PRACTICES

VERSION 1.0 – UPDATED AUGUST 22, 2016

POLICIES AND PRACTICES

The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

ANSWER SHEET

For each question decide which sentence best describes the policies and practices at your college. If you do not know, please select the fifth option.

Put an X in the column of the number that corresponds to your answer to each of the questions.

Question	1	2	3	4	5
1					
2					
3					
4					
5					
6					
7					
8					
9					
TOTAL					

Commitment to Action

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
<p>The college is committed to and consistently focuses on student success and completion of students' educational goals.</p>	<p>Board and CEO commit to:</p> <ul style="list-style-type: none"> • Ensure that 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. <p>Board commits to:</p> <ul style="list-style-type: none"> • Focus on strategic directions, "on-track" indicators, and long-term impacts. <p>CEO commits to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Supports alternative pathways (e.g., concurrent enrollment, 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.

DISTRIBUTIVE LEADERSHIP (continued)

Policies	Strategies	Indicators
<p>College equity goals address differences in student readiness, educational objectives, and outcomes across subgroups (e.g., low income students and students of color).</p>	<p>Board and CEO commit to:</p> <ul style="list-style-type: none"> • Promote cultural sensitivity and equity for all students/employees, and ensure that goals address gaps for different sub-groups. <p>Board commits to:</p> <ul style="list-style-type: none"> • Ensure that equity goals are addressed in planning and funding. • Monitor progress on disaggregated student outcomes, such as completion rates. <p>CEO commits to:</p> <ul style="list-style-type: none"> • Communicate often with college and community about cultural sensitivity and competence. • Implement employment and training practices that demonstrate a value for diversity. 	<ul style="list-style-type: none"> • 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.

USE OF DATA

Policies	Strategies	Indicators
<p>The college uses evidence about student progress and completion rates to set policy, make strategic decisions, and allocate resources.</p>	<p>Board and CEO commit to:</p> <ul style="list-style-type: none"> • 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. <p>Board commits to:</p> <ul style="list-style-type: none"> • 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. <p>CEO commits to:</p> <ul style="list-style-type: none"> • 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 that 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. 	<ul style="list-style-type: none"> • 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.

STAKEHOLDER ENGAGEMENT & COMMITMENT

Policies	Strategies	Indicators
<p>The college encourages collaboration across the institution to enhance student success and completion.</p> <p>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.</p>	<p>Board and CEO commit to:</p> <ul style="list-style-type: none"> • 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). <p>Board commits to:</p> <ul style="list-style-type: none"> • 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. <p>CEO commits to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 ABE/GED 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.

INSTITUTIONAL TRANSFORMATION

Policies	Strategies	Indicators
<p>The college engages in comprehensive strategic planning to establish and monitor student success goals, measures, and strategies.</p> <p>Work integrates and aligns environmental scanning, planning, budgeting, and evaluation.</p>	<p>Board and CEO commit to:</p> <ul style="list-style-type: none"> • 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. <p>Board commits to:</p> <ul style="list-style-type: none"> • Prioritize certificate/graduation completion in policy development and budget approval. • Monitor the impact of policy and practice on timely progress-to-completion rates. <p>CEO commits to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

INSTITUTIONAL TRANSFORMATION (continued)

Policies	Strategies	Indicators
<p>Organizational structures, policies, and practices support student success values and priorities such as course completion, retention, persistence, and attainment.</p>	<p>Board and CEO commit to:</p> <ul style="list-style-type: none"> • Ensure that 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. <p>Board commits to:</p> <ul style="list-style-type: none"> • Monitor the impact of organizational changes to promote equity and reduce barriers to success. <p>CEO commits to:</p> <ul style="list-style-type: none"> • 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 that students receive the services and instruction they need. • Evaluate impact of revised policies and practices; take successful ones to scale. 	<ul style="list-style-type: none"> • 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.

INSTITUTIONAL TRANSFORMATION (continued)

Policies	Strategies	Indicators
<p>Instructional practice incorporates sound principles of teaching/ learning theory to enhance learning outcomes.</p>	<p>Board and CEO commit to:</p> <ul style="list-style-type: none"> • Address issues associated with college readiness and the transition from high school to college to career. • Ensure that 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. <p>Board commits to:</p> <ul style="list-style-type: none"> • 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. <p>CEO commits to:</p> <ul style="list-style-type: none"> • 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. • Re-design 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. 	<ul style="list-style-type: none"> • 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.

INSTITUTIONAL TRANSFORMATION (continued)

<p>The college is a learning organization that values professional development, incorporates student success measures into faculty evaluations, and reviews curricula on a regular basis.</p>	<p>Board and CEO commit to:</p> <ul style="list-style-type: none"> Plan and budget for continuous institutional learning. Require comprehensive and developmental performance evaluations. <p>Board commits to:</p> <ul style="list-style-type: none"> 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. <p>CEO commits to:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
<p><i>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.</i></p>
Use of Data
<p><i>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.</i></p>

COMMITMENT TO ACTION (CONTINUED)

Stakeholder Engagement & Commitment
<p><i>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.</i></p>
Institutional Transformation
<p><i>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.</i></p>

Resources



Prosperity Requires Being Bold: Integrating Education and the Workforce for a Bright Texas Future

The Tri-Agency Report to the Office of the Governor from the

Texas Education Agency

Texas Higher Education Coordinating Board

Texas Workforce Commission

November 2016



Executive Summary

Prosperity and innovation in Texas depend on extensive and meaningful collaboration among the prekindergarten through 12th grade (P-12) school system, institutions of higher education, and industry. In March 2016, Governor Greg Abbott established the Tri-Agency Workforce Initiative and tasked the Commissioners of the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), and the Texas Workforce Commission (TWC) to work together on five charges centered on developing strong links between education and industry, with the goal of helping Texas grow in economic prosperity. Specifically, the governor laid out these charges:

- **Charge 1.** *Commissioners should identify and advance public and higher education initiatives that make college more affordable for families and help students enter the workforce more quickly with marketable skills.*
- **Charge 2.** *Commissioners should work with industry and local stakeholders to assess local workforce needs and identify innovative workforce development models that directly coordinate with industry partners and promote postsecondary success. The Commissioners should include career and technical education (CTE) and science, technology, engineering, and mathematics (STEM) education models in their assessment.*
- **Charge 3.** *Commissioners should evaluate current agency efforts, as well as state and local web-based education and career awareness systems in an effort to better link students, parents, and educators to the broad array of high-demand jobs in this state and the educational requirements to secure those opportunities.*
- **Charge 4.** *Commissioners should identify gaps in services to Texas veterans, advance strategies to enhance their education and employment opportunities, and develop solutions to ensure a seamless and accelerated transition back into the Texas workforce.*
- **Charge 5.** *Commissioners should make recommendations that build the skills of the Texas workforce and advance regional economic expansion, job creation, and the goals of 60x30TX.*

To begin addressing the charges, the commissioners of the three agencies held regional meetings across Texas in Midland, San Antonio, Houston, Dallas, El Paso, McAllen, Tyler, and Austin from April through June 2016. The commissioners met with regional leaders from education, industry, government, and nonprofits to understand the state's workforce needs at a regional level.

Regional leaders suggested placing greater emphasis on critical STEM fields in P-12, creating more access to higher education for economically disadvantaged and underrepresented students, creating more public/private partnerships, and increasing paid internships, apprenticeships, and mentorships. They also proposed expanding and improving student advising, training and hiring people with disabilities, mentoring and guiding foster youth into higher education, helping students in rural areas gain the skills to support their families, encouraging entrepreneurship programs (including in rural areas), and better transitioning veterans into the workforce. The commissioners learned more about exemplary regional models among high schools, colleges, universities, and industry for educating and training students in high-demand fields. They heard concerns about unfilled jobs in high-demand fields and about closing the gaps in the educational pipeline needed to fill those jobs.



Based on the conversations at regional meetings and conversations with community leaders, the commissioners addressed the governor's charges by developing several comprehensive statewide prime recommendations to help Texas achieve pre-eminence in our global economy. The recommendations hinge on aligning current P-16 education to workforce development and encouraging the state and each region to envision how to build local economies, industries, and jobs of the future. Building tomorrow's industries begins with developing a vision, then strengthening the P-16 education pipeline to support those industries.

Fifteen years ago, graduates did not seek careers as information security analysts, cloud computing specialists, or social media managers. Those careers did not exist then. Developing and acting on strategic programs that meet current workforce needs while focusing on building the economy of the future will help regions create the educational pipelines and private/public partnerships to meet future needs. As part of moving in this new direction, P-16 educators will need to ingrain in students the expectation of several careers in one lifetime and the need for lifelong learning.

The state's new higher education plan, *60x30TX*,¹ will play a key role in linking education and the workforce while supporting efforts to help more Texans achieve a higher education and boost Texas in the global economy. The overarching goal of the plan is for 60 percent of 25-34 year olds in the state to hold a certificate or degree by 2030. When *60x30TX* was written, only 38 percent of Texans in this age group had met this goal, and only 35 percent had an associate degree or higher.

During the recovery period from January 2010 to January 2016, the U.S. economy added 11.6 million jobs. Of those jobs, 11.5 million went to workers with some college education. Of the 7.2 million jobs lost during the recession, workers with only a high school education or less lost 5.6 million and recovered only about 1 percent of the 11.6 million new jobs.² These sobering numbers make reaching the overarching goal of *60x30TX* vitally important if Texas is to enhance its prosperity and achieve pre-eminence in a global economy.

To address the governor's charges and reap benefits for all Texans, the commissioners developed the following four prime recommendations to ensure the future economic competitiveness of Texas:

- ▲ Identify statewide initiatives for the next generation that will make Texas the clear leader in targeted fields and position the state for economic pre-eminence.
- ▲ Strengthen prekindergarten through high school academic instruction to establish students' foundational skills in math, science, language arts, and social studies so that students graduate high school career or college ready and are prepared for lifetime learning.
- ▲ Build a proactive, ongoing partnership among the TEA, THECB, TWC, and other stakeholders to align the educational goals of Texas with the state's higher education plan of *60x30TX*, which aims for 60 percent of 25- to 34-year-olds to hold either a certificate or degree by 2030, with the goal of growing the state's workforce, industry, and the economy.
- ▲ Identify services for Texas veterans and advance strategies to enhance their education and employment opportunities, while developing solutions to ensure a seamless and accelerated transition back into the Texas workforce.

¹ A PDF of [60x30TX](#) is available here

² From [America's divided recovery: College haves and have nots](#).



Texas faces a significant challenge in helping all students in P-12 schools become career and college ready in areas that address both current and future workforce needs. The state also must help workers quickly retool their skills when their jobs are affected by ever-changing technology. This report addresses the governor's charges with an eye toward meeting those challenges and preparing Texans for future careers and industries.

This report discusses new models for integrating P-12 education and higher education's academic goals with technical workforce needs and for meeting the goals of *60x30TX*. The common thread among the report's recommendations and initiatives is the commitment of the TEA, THECB, and TWC to enter into an ongoing and long-term partnership for the purpose of making Texas the best place to learn, work, and do business.

[Click to view the entire report.](#)

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The Texas Pathways Model is an integrated, system-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from the selection of their high school degree program to her/his point of postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.

Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable high schools, colleges, and universities to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by teachers and faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

GUIDED PATHWAYS ESSENTIAL PRACTICES

I. CLARIFY PATHS TO STUDENT END GOALS

- a) Simplify students' choices with default program maps developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.
- b) Establish transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.
- c) Align high school pathways (endorsements), including dual credit courses and student learning outcomes with community college academic or career and technology certificates and degree programs.

2. HELP STUDENTS CHOOSE AND ENTER A PATHWAY

- a) Bridge K12 to higher education by assuring early remediation in the final year of high school, including a College Prep Course, jointly designed by high school and community college instructors, that accelerates remediation of basic prerequisite skills of community college pathways.
- b) Redesign traditional remediation as an "on-ramp" to a program of study, which helps students explore academic and career options from eighth grade through the beginning

of their college experience, aligns math and other foundation skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and non-academic foundation skills throughout the high school and college-level curriculum, particularly in program "gateway" courses.

- c) Provide accelerated remediation to help very poorly prepared students succeed in college-level courses as soon as possible.

3. HELP STUDENTS STAY ON PATH

- a) Support students through a strong advising process, embedded and ongoing in the high school-to-college-to-career pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.
- b) Embed academic and non-academic supports throughout students' programs to promote student learning and persistence.

4. ENSURE THAT STUDENTS ARE LEARNING

- a) Establish program-level learning outcomes aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across high school, community college, and university programs.
- b) Integrate group projects, internships, and other applied learning experiences to enhance instruction and student success in courses across programs of study.
- c) Ensure incorporation of effective teaching practice, especially practice that promotes student engagement, throughout the pathways.

ESSENTIAL CAPACITIES FOR GUIDED PATHWAYS REFORMS

Research and experience in the field indicate that the following capacities are essential for motivating and supporting higher education institutions and systems to undertake the broad-scale institutional reforms involved in implementing guided pathways effectively and at scale.

- **LEADERSHIP** demonstrating skills for managing and sustaining large-scale transformational change.
- Broad and authentic **ENGAGEMENT** of college faculty and staff—particularly advisors—in the design, implementation, evaluation, and ongoing improvement of pathways for students.

- **INSTITUTIONAL WILL AND CAPACITY TO USE DATA AND EVIDENCE** to design academic and career pathways, monitor student progress, and implement needed improvements over time.
- **TECHNOLOGICAL TOOLS AND INFRASTRUCTURE** appropriate to support student progress through guided pathways.
- Commitment to the level of **STRATEGICALLY TARGETED PROFESSIONAL DEVELOPMENT** that will be required to design and implement pathways at scale.
- **POLICY CONDITIONS** established at the state, governing board, system, and institutional level that provide incentives, structures and supports for pathway design and implementation at scale while removing barriers.
- A **CONTINUING ACTION RESEARCH AGENDA** that examines the efficacy of guided pathways and develops practical knowledge and tools to support effective implementation.

Increasing levels of postsecondary educational attainment among Texas young people has become an ever more salient imperative. The opportunity for quality employment and a rewarding adult life largely depends upon completing an academic credential. While the state's Higher Education Strategic Plan calls for 60% of 25- to 34-year-old Texans to hold a quality certificate or degree by 2030, unfortunately, only 38% of young Texans have a postsecondary credential. Only one in five 8th grade students in Texas achieves this goal within six years of finishing high school. Worse yet, there are alarming disparities across racial and gender subgroups. White students' rates of earning a college credential are two to two and one-half times higher than those of Hispanics and blacks. And less than 9% of Hispanic and black 8th grade males earn any postsecondary credential within 11 years. Given the growing Hispanic population, inequitable achievement gaps in Texas are likely to widen absent a large-scale strategy to dramatically improve students' paths toward completion.

Building Capacity for Reform at Scale in Texas Community Colleges

A decade of intensive focus on improving student success in community colleges, both nationally and in Texas, has produced notable effects: a dramatic increase in awareness of the challenges and in commitment to college completion as a critical goal; a sea change in the use of data to assess and monitor student success and institutional performance; a growing body of evidence regarding effective educational practice in community colleges; and increasing numbers of institutions that are putting that knowledge into practice and demonstrating encouraging results. These promising developments can be attributed to the unprecedented efforts of a collection of philanthropies, national organizations, state systems, and institutions that have worked both collectively and individually to investigate practice, implement change, and produce results.

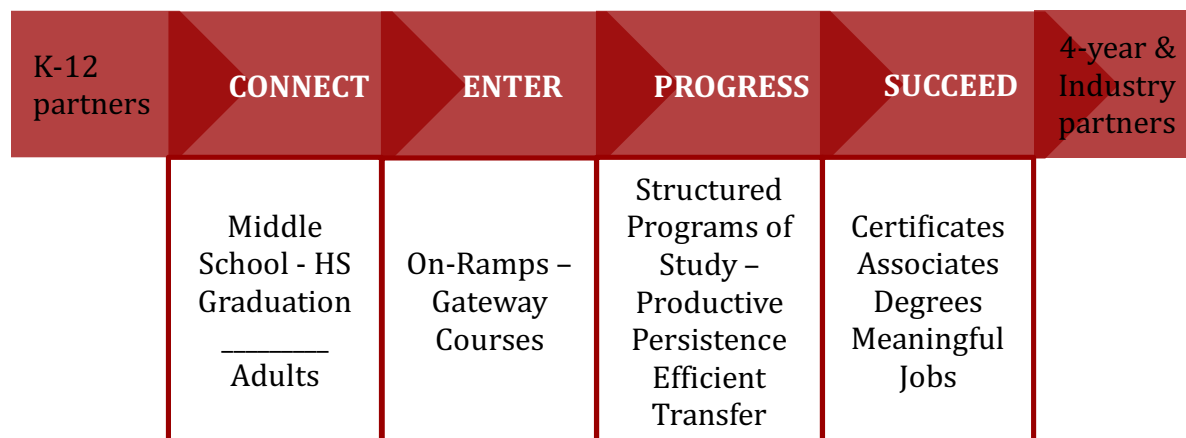
Now, there is a striking convergence of research and lessons of experience, as these people and their organizations have come to the shared understanding that progress, while evident in some places, is too slow; that the favored solutions of the past decade, while often necessary components of change, do not adequately address the magnitude of the challenges community colleges and their students face; and that typically, the changes thus far achieved have not been fundamental enough—and certainly not scaled

enough—to achieve the improvements in completion of college credentials with strong labor market value, especially among low-income students and students of color, that are necessary to reclaim the American Dream.

Recognizing these realities—and affirming the critical role of Texas’ community colleges, the Texas Success Center has taken steps to support a major statewide strategy focused on building capacity for community colleges to design and implement structured academic and career pathways for all of their students. Building on emerging research and experience in the field, the Texas Pathways reflects the Success Center’s commitment to support all 50 Texas community colleges districts’ student success efforts through a major coherent and comprehensive strategy, including building regional Pathways leadership and support.

The Texas Pathways Model

Based on the American Association of Community College (AACC) Pathways Model, the Texas Pathways Model is an integrated, system-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from the selection of their high school degree program (HB5 endorsements in five academic/career areas) to postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.



The Texas Pathways Institute Series

During the initial phase, the Texas Success Center is building a series of institutes, based on the AACC Pathways Institutes, each 2.5 days in length, designed to engage college teams of varying composition. All Texas Pathways Institutes will support committed community colleges in work to design and implement clear, structured student pathways to high-quality credentials that are aligned to high school endorsements, to

university transfer and to jobs with value in the labor market.

Each Texas Pathways Institute will focus on a critical aspect of institutional change and pathway design and implementation; each will require advance work by the colleges, and each will result in products developed by the participating college teams, including action plans. The institute format will combine discussions with experts, technical assistance, and facilitated discussion and planning sessions for college teams.

Institute 1—Leadership for Transformational Change: Implementing Pathways at Scale

Date/Location: November 2-4, 2016 – Bastrop, Texas Hyatt Lost Pines

Potential College Team Members: CEO, chief academic and student services officers, Institutional Researcher or Pathways Data lead, and faculty leader.

Institute 2—Pathway Design I – Mapping Pathways through the Institution

Date/Location: March 5-7, 2017 – Dallas, Texas Hotel-InterContinental

Potential College Team Members: CEO, deans and/or department chairs representing meta-majors, and head of advising.

Institute 3—Pathway Design II: Pathways to Transfer and Employment

Date/Location: November 2017 – Location TBD

Potential College Team Members: CEO, chief academic officer and key pathway leader(s); potentially, high-level leaders from major transfer institution and employer community.

Institute 4—Redesigning Developmental, High School, and Adult On-Ramps:

Date/Location: March/April 2018– Location TBD

Potential College Team Members: CEO; chief academic officer; chief student services officer; faculty representative(s) (e.g., pathway/meta-major leaders; faculty leaders from developmental education and gateway English, Math, or reading-intensive gateway courses); Adult Education leader, advising leader.

Institute 5—Redesigning Student Intake Systems and Ongoing Academic and Non-Academic Supports

Date/Location: November 2018 – Location TBD

Potential College Team Members: CEO; chief academic officer; chief student services officer; faculty representative(s), and advising leader.

Institute 6 – Ensuring Students Are Learning and Progressing along the Pathway

Date/Location: March/April 2019 – Location TBD

Potential College Team Members: chief academic officer; leader of professional development (center for teaching & learning, etc.); two faculty leaders; one student support services leader (academic support, advising, etc.).

A second round of these six Institutes will be hosted as follows:

Institute #1: November 2019

Institute #2: March 2020

Institute #3: November 2020

Institute #4: March 2021

Institute #5: November 2021

Institute #6: March 2022

College Participation

The full-scale multiple year Texas Pathways work is designed to involve all 50 Texas community colleges through a multi-tiered strategy dividing colleges into cadres (listed below) with tailored services to meet their readiness and commitment to implement Pathways reforms at scale. In the first months of initiation, 38 colleges have committed to Texas Pathways strategies. Colleges participating in the first two cadres (AACC Colleges and the Texas Pathways Cadre 1) have been selected through a rigorous and competitive process. Participation in Texas Pathways Project Cadres 2, 3, and 4 is determined by the college based on their unique needs and goals.

AACC Cadre – Implementing Guided Pathways at Scale

Texas Cadre 1 – Implementing Guided Pathways at Scale

Texas Cadre 2 - Building Pathways Readiness Capacities

Texas Cadre 3 - Building Pathways Data Capacities

Texas Cadre 4 - Exploring Pathways and Building the Case

AACC Cadre

Four Texas community colleges were selected through the national rigorously competitive application process for the Pathways Project directed by AACC and multiple national partners. These AACC Pathways colleges have committed to implementing Guided Pathways at scale and have participated in the first three AACC Institutes, as of the time of the Texas Pathways first Institute. They are also participating in Texas Pathways, including Advance Work and participation in the Texas Institute to broaden institutional engagement, especially with vice presidents, chairs, deans and faculty not

able to attend the AACC Institutes. The following four Texas colleges participate in the AACC Cadre:

- Alamo Colleges
- El Paso Community College
- Paris Junior College
- San Jacinto College

Cadre 1

Texas Pathways Cadre 1 colleges have been selected through a statewide competitive application process, using the AACC Readiness Assessment adapted for Texas. These colleges demonstrated serious commitment to, and greatest capacity for, transformational work at scale; as well as strong partnerships with public schools and 4-year institutions. The Texas Success Center will support the following colleges of Texas Pathways 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

Cadre 2

Colleges of Cadre 2 have begun implementing pathways practices and will focus their Texas Pathways strategies on identifying and targeting essential components and executing strategic capacity-building actions leading toward implementing Guided Pathways at scale. The Texas Success Center will support the following colleges that have committed to Cadre 2, as of the first Institute:

- Hill College
- Kilgore College
- Lee College
- North Central Texas College
- Odessa College
- Texarkana College

Wharton County Junior College

Cadre 3

Colleges of Cadre 3 are committed to building data-related capacities that support readiness and capacity for pathways reforms. These colleges are targeting institutional capacity building (1) to collect, analyze and use data related to their students' pathways experiences, (2) to create broad engagement of faculty and staff in discussion about those data, and (3) to support baseline work on the case for Pathways and rigorous readiness assessment. The Texas Success Center will support the following colleges that have committed to Cadre 3, as of the first Institute:

- Alvin College
- Blinn College
- Central Texas College
- Del Mar College
- Ranger College

Cadre 4

Cadre 4 college committed to investigating the key elements of Guided Pathways and building a case for implementing guided pathways. Cadre 4 strategies are designed to cover the essential practices for implementing guided pathways at scale and support for building the data-informed case for implementing. The Texas Success Center will support the following colleges committed to Cadre 4, as of the first Institute:

- Angelina College
- Coastal Bend College
- Collin County Community College
- Galveston College
- Howard College
- Laredo Community College
- Northeast Texas Community College
- South Plains College
- Trinity Valley Community College
- Tyler Junior College

Evaluations

DAILY FEEDBACK AND REFLECTION

FRIDAY, MARCH 31, 2017

Sessions	No Value	Little Value	Average Value	Valuable	Extremely Valuable
Armchair Chat About Pathways (K. McClenney, D. Phelan, S. Barnes)					
Change, Innovation, Pathways and ROI (D. Phelan and S. Barnes)					
Response from Texas CEOs (B. McCrohan and J. H. Russell)					
Group Breakout #2 (Resident Faculty)					
Group Breakout #3 (Resident Faculty)					

1. What, for you, is the most important learning from today?

2. What actions, if any, did today's sessions help you consider for yourself or your institution?

3. What challenges might be anticipated?

2017 BOARD OF TRUSTEES INSTITUTE EVALUATION

1. How would you rate the overall effectiveness of the institute?

Ineffective 1 2 3 4 5 Very Effective

2. Did the institute serve the purposes described in the program agenda?

Did Not Serve
Purposes 1 2 3 4 5 Served Purposes

3. Did the institute meet your expectations?

Did Not Meet
Expectations 1 2 3 4 5 Met Expectations

4. Did the meeting strike a balance between presentations and interaction?

No, Not Balanced 1 2 3 4 5 Yes, Well Balanced

5. How would you rate the effectiveness of the materials provided?

Ineffective 1 2 3 4 5 Very Effective

6. Were you pleased with the logistics and location of the meeting? ___ Yes ___ No

7. Recommendations for the improvement of future learning events:

8. What did you learn at the institute that you would like to use or implement in your work to foster and sustain a student success agenda at your institution?