Texas Success Center

Texas Pathways — Texas Success Center

Strengths from Corequisite Visioning Worksheets
Spring 2018

CONTENTS

ADVISING

Collaboration and communication	• **COM**: Seeing students longer, working collaboratively with advising and instruction • **DCCCD**: Willingness to communicate, flexibility and collaboration in working with changes as presented by faculty/administration • **Tarrant**: Change practices to be more collaborative and inclusive. • **Hill**: Including our DE advisor in division meetings and Co-req meetings – collaboration • **Tyler**: Meeting with advisors to inform them of changes. • **Victoria**: MATH: We have excellent communication with Director of Advising; INRW: Communicating those changes to advising/counseling (and anyone that advises like Gonzales center, Faculty Advising under Pathways, Key Center, etc." • **Alamo**: DE Math and English Chairs meet regularly with Advising; schedules built by departments • **Amarillo**: Effective communication between Dev Ed Advising and Dev Ed Faculty involved in co-req* • **TVCC**: Advising team is involved in planning, scheduling and communication with all other departments. • **Lee**: Informing, educating, and working with Advising/Counseling, and Registrar's offices on corequisites objectives. • **McLennan**: Listening to our professional advising team and addressing their concerns directly, engaging our Registrar to ensure that they are apprised of these changes from an early period
Enrollment/ registration	• **SWTJC**: Corequisite enrollment of students in INRW and credit courses
Placement	• **Alamo**: developing placement chart for varying TSI levels • **Grayson**: Math checks for placement now, even in gateway courses (INRW is just now learning this approach) • **Lone Star**: Developing placement charts • **DCCCD**: Evaluating TSI in detail for better student placement
Other	• **ACC**: Assigning advisors to FTICs by Area of Study. • **Alvin**: advising • **Blinn**: Course sequence mapped in catalog moving forward. • **Brazosport**: The College's QEP, ACE it, has already transformed advising practices. • **Central Texas**: Dev Ed Department advises their students once they enter Dev Ed Presents program to counselors semi-annually

	• **DCCCD**: Dedicated advisors for specific needs, DE • **Del Mar**: Mandatory advising is in place for students up until they complete 24 hours; faculty are required to offer advising services; coaches are available to help students. • **Galveston**: Implemented holistic advising • **Grayson**: One on one advising with our students; We have been doing advising for such a long period of time in math that this should not be a major issue • **Panola**: Keeping advising focused on student needs • **Paris**: We have been good at meeting the needs of student. • **South Texas**: Offering / Promoting new initiatives; Preparing faculty advisors and their schedules to take on advising, continuing students in their programs • **SWTJC**: Providing students with one-to-one advising opportunities. Getting students to use the online planning module Student Planning. • **Texarkana**: Changing advising & scheduling practices. • **Amarillo**: Moved in 2018 to Centralized Dev Ed Advising Model • **Ranger**: Streamlining the advising procedures and systems. • **Hill**: Working on implementing pathways into advising and course scheduling • **SJC**: Advising has been redesigned as part of Pathways; MAP (My Academic Plan) has been developed for all Pathways with the right Math. • **Amarillo**: Centralized Dev Ed Advising

CHANGING INSTITUTIONAL POLICY

Administrative support	• **Galveston**: Administration that is aware of needed institutional policy changes. • **Howard**: Great administrative support • **Kilgore**: Extremely cooperative and supportive administration, and a streamlined process through which necessary policy changes can be made • **Victoria**: MATH: VC Administration is completely supportive
Change processes	• **Navarro**: Changing policy and procedures to benefit students and student success. • **Alvin**: Developing Ideas/Policies • **McLennan**: Following a process of policy change that ensures all who need to review it have had a chance to do so • **South Texas**: Introducing policy changes, providing evidence, and supporting change; being willing to revisit and discuss policy • **Ranger**: Getting institutional policy actually changed through proper channels, added to catalog, etc. • **Tyler**: We can determine what policy needs to be in place • **SWTJC**: Creating/changing policy upon seeing the need. • **Tarrant**: Dev. Ed. Policy reviewed and recommitment districtwide. • **Wharton**: Discussing necessary/required changes • **El Paso**: Creating opportunities for faculty and staff participation and bottom up initiatives. • **Alamo**: Revisiting board policies and updating to fit current strategic planning
Plans on place	• **Amarillo**: Have effective Dev Ed Plan in place • **Del Mar**: Structured processes are in place with opportunities for multiple councils to participate and provide feedback on proposed changes (Shared governance). • **Victoria**: INRW: Following processes that are in place (CIC, etc.). • **Lone Star**: Curriculum Teams

COLLABORATION

Faculty coordination	• **Galveston**: Pairing of instructors in Dev Math
	• **McLennan**: Working within departments to determine how best to execute our plan
	• **Hill**: faculty working and planning together to meet learning objectives of developmental and gateway courses
Collaboration across colleges	• **South Texas**: Intercollege flexible collaboration
	• **Tarrant**: District collaboration
Within-college collaboration	• **Del Mar**: DEC (Developmental Education Council) meets regularly and brings together stakeholders from throughout the college. Information is also shared at Dean's meetings. Informational sessions are held during PD day. The Dev. Ed. Coordinator (Tammy) also serves as the Chair of DEC.
	• **Texas Southmost**: TSC has a fairly clear pathway to make changes; faculty and administrators work together fairly well to make changes.
	• **TVCC**: Our policies are changed in a timely manner. The policies have been changed based on collaboration and input from all stakeholders –it is not a top-down change in policy
	• **Weatherford**: Getting collaboration with our board of trustees and administration
	• **Victoria**: INRW: Collaborating with colleagues across disciplines

COMMUNICATION

- **Galveston**: Good at breaking down complex concepts into layman terms.
- **Weatherford**: Our mechanical change process is effective. We are improving success in communication about changes, critical to advising and scheduling.
- **Panola**: Communicating across depts.
- **ACC**: Consultation and conversation. We can talk and debate and discuss with the best of them.
- **McLennan**: Communicating with full-time faculty re. our plans, although we can still do more
- **Panola**: Communication in English dept

DATA

Accessing/obtaining data	• **Galveston**: We have a lot of data on the campus. We're trying...
	• **Kilgore**: Academic data is readily available through effective office of institutional research.
	• **COM**: Data is more accessible via data warehouse. Building better reports for end users.
	• **Howard**: Data is readily available
	• **Texas Southmost**: We know that there is a lot of data available to us at the 60X30 website and the THECB Accountability website.
	• **Hill**: Ability to pull our own data because of size of classes and number of students in DE
	• **Alvin**: Extracting data
	• **Tarrant**: Acquire data from pilots.
	• **Grayson**: Good data on math hub usage, need good data on INRW"
	• **Weatherford**: The data provided through state mandated reports.
	• **Central Texas**: Dev Ed runs much of their own data
Data collection	• **Houston**: Collecting data

	• **McLennan**: Gathering and disseminating data for administrative use (we have a capable and collaborative IR department); Working with the IR team to make sure we get the right information • **Hill**: Data is collected at a division level because of size of classes and resources available. • **SWTJC**: Collecting and collating data; producing reports • **Texas Southmost**: Collecting data to see effectiveness as a group • **Navarro**: Gathering/keeping data on new dev ed initiatives. We will have data on math after the Spring 2018 pilot. • **Panola**: Collaborating to compile data/reports • **Navarro**: We need to gather and review data sets to guide change • **Central Texas**: Dev Ed can gather their own data • **South Texas**: Collecting data • **Midland**: Data Collection and tracking
Evaluation	• **Laredo**: a closer evaluation of student persistence rates need to be reviewed. also the evaluation of the impact of adaptive, digital learning needs to be reviewed
Software	• **Del Mar**: Purchase and implementation of IE and assessment software (Improve), which will provide easier access to student learning outcome data. • **El Paso**: Bringing in new software (AdAstra, Drop Guard, Power BI Dashboards, DegreeWorks, Degree Maps-Civitas, CRM) • **TVCC**: Utilization of Canvas Outcomes for data collection at the department level. • **Ranger**: Implementing new data collection software, practices, etc, (e.g., EAR).
Using data	• **El Paso**: Student Success Core team using data • **Amarillo**: *AC is a data-driven institution • **Lone Star**: Using data to make decisions • **Paris**: Analyzing strengths and weaknesses through the data. • **Ranger**: Gaining information from institutional research to guide decision-making. • **SJC**: We use data to make our decisions. • **Temple**: We want to use data. • **South Texas**: Using the data to make informed decisions and changes • **Texarkana**: Using Data for Decision-Making • **TVCC**: All of our decisions are data driven as lead by our VPI. • **Weatherford**: Understanding we have to change our data use practices. • **SJC**: We are good at using data • **Angelina**: Administrative support for accessing and using available data, receptive attitude to reviewing data and making decisions on data • **Victoria**: INRW: Making data-influenced decisions • **Amarillo**: Data-driven institution; Acquiring, analyzing, and fine-tuning programs through data analysis • **Brazosport**: Administration already uses data to inform decisions and practices
TSI	• **El Paso**: TSI scores for incoming students; Developmental student populations in English, Reading, and Math. • **Ranger**: Demographic information, TSI information, • **Victoria**: MATH: We used data for all students who took the TSI assessment in the past few years to determine where to set TSI cut scores. For TSI scores

	from 0-350, the 3rd quartile for VC students was a score of 343. We hope to use that score to hit the first goal of 25% of students in dev math co-enrolled in credit-level math. We will allow students with a score of 343-349 to enroll in introductory credit-level courses and a ""just-in-time"" NCBO. We also will offer several sections of MATH 0303 paired with 1314 and 0302 paired with 1342 as 8-week co-enrolled classes. This would be available to students with scores of 336-342.We will use information from Fall 2018-Spring 2019 and more TSI data to determine how to set TSI score ranges in the following years to hit the subsequent goals of 50% and 75%.
Reviewing/analyzing data	• **Galveston**: We need to finish our pilot and review our own data. • **Tyler**: Disaggregating the data. We can pick out the data we need.
Distributing data	• **ACC**: We have some, we are working on developing a list of standard reports. Pathways institute homework can be helpful in this regard but we really need to institutionalize the delivery of key data sets to key people.
Compliance	• **DCCCD**: Identify corequisites as unique courses; Allows for ease in disaggregating data, reviewing results; Getting to 25%, 50%, 75% benchmarks; Formula provided by state; EFC: replacing all 310 with coreq courses for STEM pathway (305 remains) • **Del Mar**: We currently have data regarding the 25% coreq requirement. • **Tarrant**: other institutions are yielding positive results from coreq model; ESL & ABE students expected to be in the 25% along with exemptions
Success rates in coreqs	• **Blinn**: Have some baseline data. Tracking grade and course success rate. • **Alvin**: We know our success rates for math and English with our current coreq model • **Central Texas**: Pass rates/# of students in courses • **DCCCD**: Success percentages from individual campuses w/corequisite model - data depot • **Laredo**: We are good at reviewing student success rates. • **El Paso**: Success rates for previous co-requisite models. • **Houston**: Success rates in dev-ed/rand study results/co-req outcomes TN & elsewhere • **Kilgore**: We are using success data from corequisite pilot and first year of scale to guide future plans • **McLennan**: % of students in dev ed prior to this change and success rates - • **Ranger**: Success/persistence data • **SWTJC**: Comparative success rates in classes; • **Angelina**: Current and previous pass rates • **Panola**: Passing/completion rates in dev ed courses • **Alamo**: We have aggregated data sets on DE students in persistence and completion • **SWTJC**: withdrawals from one or both corequisite classes
Success rates beyond coreqs	• **SWTJC**: success rates in subsequent courses in the relevant disciplines • **Texarkana**: Success rates in college level courses & persistence

Enrollment/projections	• **Lone Star**: Fall 2017 Enrollment, Spring 2018 Enrollment • **Panola**: Enrollment in dev ed classes • **SWTJC**: Enrollments • **Tyler**: We are looking at enrollment in each MATH course and are determining how many sections of co-requisites to offer. • **Brazosport**: Current transitional math and English enrollment current college level math enrollment" • **TVCC**: TVCC uses data in order to guide our decisions. Data is being used to determine the projected number of sections needed in the co-requisite model as well as the number of faculty in each discipline. • **Midland**: Developmental math numbers from fall 2016/2017 • **South Texas**: Number of students this will impact; roughly how many students will be affected; strong research department

DESIGN

Technology	• **Del Mar**: Math–integrating use of technology into the curriculum, giving students just in-time support using technology for students of all levels.
Pathways	• **Hill**: Work on pathways is on-going and a college-wide effort • **El Paso**: Website has been created to support Pathways Maps. • **Laredo**: We have changed the structure of DE courses, especially in the math areas. Algebraic vs non-algebraic pathways have been created. • **DCCCD**: Implementing Pathways
Alignment	• **DCCCD**: Linking courses • **DCCCD**: District committees working toward alignment • **Blinn**: Course sequence mapped in catalog moving forward. • **Alvin**: Alignment • **Alamo**: Linking courses • **Hill**: Knowledge of aligning curriculum to meet co-requisite objectives • **Paris**: COURSE PAIRING. • **Tyler**: We know what programs require a MATH. We know we can pair INRW with other courses such as HIST/SOCI/PSYC or other Reading/Writing intensive courses.
Content	• **ACC**: Experience with Comp 4.0 (paired DEVW with ENGL 1301). Lowered cut scores led us to create Comp 5.0. • **Alamo**: Designing Curriculum • **Central Texas**: Creating NCBOs and Co-Reqs in Math and English • **Lee**: We will be using a Just in time model. We are integrating remedial Math and English with credit Math and English to better prepare underprepared students for success through college graduation and onto their various career paths. We will continue to offer bridges as an option because they seem to work well especially in English. • **Lone Star**: Understanding student needs and content delivery; Learning Outcomes, Curriculum Development and Course Design • **Navarro**: Creating well organized courses. In math, creating great curriculum that supports the credit-based course. Hands-on activities in math. • **Panola**: Converting current materials/methodologies to fit the new concept in math dept; Flexibility in materials/instruction in English dept • **DCCCD**: Retaining rigor of courses in transition • **Temple**: We are really good at creating class structures to serve student needs • **Texarkana**: Delivery, structure and curriculum in Paired English 1301 & English 0042 and NCBO and in STEM & Non-STEM Mathways

	• **Victoria**: MATH: We have excellent instructors who have taught these courses for a long time. The instructors have an insight for what is working and what concepts are more challenging for students. INRW: Curriculum development and planning; creating a holistic model that prepares students for any credit-level course with TSI complete as a requirement. Considering students' scheduling needs/options. Choices, but not overwhelming them with options. • **Grayson**: College Algebra lab found that lab prior to their college level was extremely beneficial • **SJC**: Faculty worked to design co-requisite classes for English and Math. We have faculty-driven R&D teams to develop these courses. • **McLennan**: Trying different things (e.g., various mathematics pilots)
Sequences	• **Laredo**: We have developed DE sequences with the recommendations from the Student Success Center. • **Blinn**: Course sequence mapped in catalog moving forward.
Using best practices	• **Amarillo**: Already have developed some effective co-req offerings using the ALP model; Using active learning and high impact practices in classrooms; Offering an abundance of tutoring resources free to students • **Brazosport**: Gathering information about best practices from other places • **DCCCD**: 16 x 16 week at RLC, BHC; Rolling out 1342, 1332, 1314; Cohort of DE students; Curriculum design using best practices from similar models (e.g. Roane State)" • **El Paso**: Involved in pilot projects and studies (Mathways, Math Emporiums, Puente, RAND, NCBO, English ALP Model, TSI Academy) • **Ranger**: Making changes to entire DE program, redesigning it for ALP-esque corequisite model. Doing it swiftly, with alacrity. Not being in a rut.
Shortening DE sequence	• **Midland**: Math Pathways delivery. Beginning Fall 2015 we went from a 3 DE course model to transfer to a 1 DE course to transfer model, 1 STEM and 1 non-STEM. • **DCCCD**: Moving from 3 to 2 levels of DE • **Laredo**: We have modified the 27 to 18 hours decrease of credit hours in our policies.
Caps	• **Alvin**: Capping the sections at 18. • **Temple**: We are adapting such as with cap requirements.

IMPLEMENTATION, TIME, AND SCALING

Implementation	• **Angelina**: Faculty-led changes, proactive planning beginning summer 2017, piloting coreqs for ENGL in spring 2018, implemented math pathways in developmental education • **DCCCD**: Allowing for diversity in implementation to account for colleges' unique situations • **Weatherford**: Agreeing to and implementing new designs once we have gone through the process of collaborative creation • **Central Texas**: Implemented new Dev Ed plan
Time	• **Blinn**: Piloting ahead of state mandates • **Paris**: Taking the initiative and moving forward quickly
Scaling	• **Blinn**: Have a good plan to move to 100% co-requisite by 2019 • **College of the Mainland**: Implemented at scale • **El Paso**: Expanding early alert program

SCHEDULING

• **El Paso**: Process in creating FTIC Block schedules
• **TVCC**: Using data and existing positions and faculty members to look at needs prior to schedule building.
• **ACC**: We are rolling out Ad Astra which will (eventually) help us schedule with a clear focus on student need and student progress toward completion
• **Grayson**: We are very student focused on our deliver/scheduling
• **Kilgore**: Strategic scheduling allows the most students to take advantage of sections
• **Central Texas**: Scheduling NCBOs and Co-Reqs in Math and English
• **Temple**: We are good at the departmental level at changing schedules for the needs of new classes
• **Panola**: Working together on scheduling
• **Tyler**: Scheduling the courses
• **Wharton**: Changing and adapting course schedules
• **Alamo**: scheduling

STAFFING AND TRAINING

Staffing	Personnel	• **SWTJC**: Recruiting faculty to teach in various dev. ed areas, such as INRW and College Success Skills
	Faculty/instructors	• **McLennan**: Number of faculty qualified to teach in various areas (most importantly in INRW courses) • **Panola**: Instructor availability
Training/professional development	**Faculty/all staff**	• **Panola**: Providing opportunities for professional development to investigate requirements/innovations • **Laredo**: We also will be training all educational program leads as well as the leads for the services areas • **El Paso**: Workshops and training • **South Texas**: Attend professional development to stay abreast of policy changes
	Advisors	• **Ranger**: Providing advisor training • **Kilgore**: Fully trained advisors in dynamics of the corequisite model • **Texarkana**: Advising training, PD and Resources • **Tarrant**: Training • **Amarillo**: Regular advising trainings • **Navarro**: Providing detailed information to advisors of information about new dev ed initiatives • **SJC**: Advisors have been trained to use the MAPs • **Midland**: Math Pathways advising and scheduling and adviser training

SUPPORT AND CULTURE

Faculty/instructors	**Angelina**: Flexible faculty willing to modify as needed **Del Mar**: Faculty care about student success; English and Reading faculty are open and willing to adapt to change. **Hill**: Faculty are mostly open to implementing change **Houston**: Embracing innovative pedagogy **Kilgore**: Innovative in changing content delivery **Lone Star**: Innovative faculty **Tyler**: Being flexible and changing the curriculum/delivery to best fit the needs of the students **Texas Southmost**: Faculty are motivated to make changes. Staff and faculty are flexible with schedules. Faculty are willing to teach during non-traditional times/days **ACC**: dedicated and experienced faculty and departmental leadership who support innovation along with assessment of innovations.
Culture	**Brazosport**: There is a culture of truly caring about our students **Brazosport**: Innovators willing to try new things **Midland**: Change has become the status quo! You practice change enough, it becomes easy! **South Texas**: Being willing to change and adapt new curriculum and procedures **Howard**: Open to change and willing to experiment with different types of models until we find what works best for our students **Houston**: Embracing best practices **Houston**: Keeping the best interests of students in mind; **Temple**: We have a willingness to attempt to understand new philosophies and methodologies. **Galveston**: Good at adapting. **Grayson**: Solving problems and adapting to what we need at our campus. We can almost adapt to small groups/individuals; **Tarrant**: Dev. Ed. dept. thinking outside of the box **Temple**: Being adaptable and flexible, the TC faculty and staff are accepting of change.
Students	**Galveston**: Building student rapport
Advisors	**Angelina**: advisors open to meeting with curriculum specialists
Everyone	**SJC**: Board of Trustees, Administration, and Faculty are already invested in Pathways and Co-req model. **Paris**: Everyone is on board with the changes that have to be made. If something isn't working, there is a willingness to fix it. **Texas Southmost**: Faculty and administrators understand the importance [of data]
Administration	**McLennan:** Getting support and buy-in from senior administrators re. policy change **ACC**: provost and other senior leaders who believe in shortening students' time to completion and who support thoughtful innovation. **Brazosport**: Strong administrative and board support for changes that will benefit students **Angelina**: Administration is open to reviewing and changing policies **Texas Southmost**: administrators are motivated to make changes