South Texas College!

Achieving the Dream

Priorities,

Interventions,

Share-ables

Questions to Consider

Approaching 4th and final year of ATD implementation:

1. Have we improved institutional performance in ATD priority areas?

2. Have we increased our understanding about student barriers or performance issues in these priority areas?

3. Have we responded effectively to the identified barriers or issues?

4. Have we institutionalized data-based decision-making (culture of evidence) at all levels?

5. What must we do in Year 4 to further embed, institutionalize, and sustain this culture of evidence?

Questions to Consider

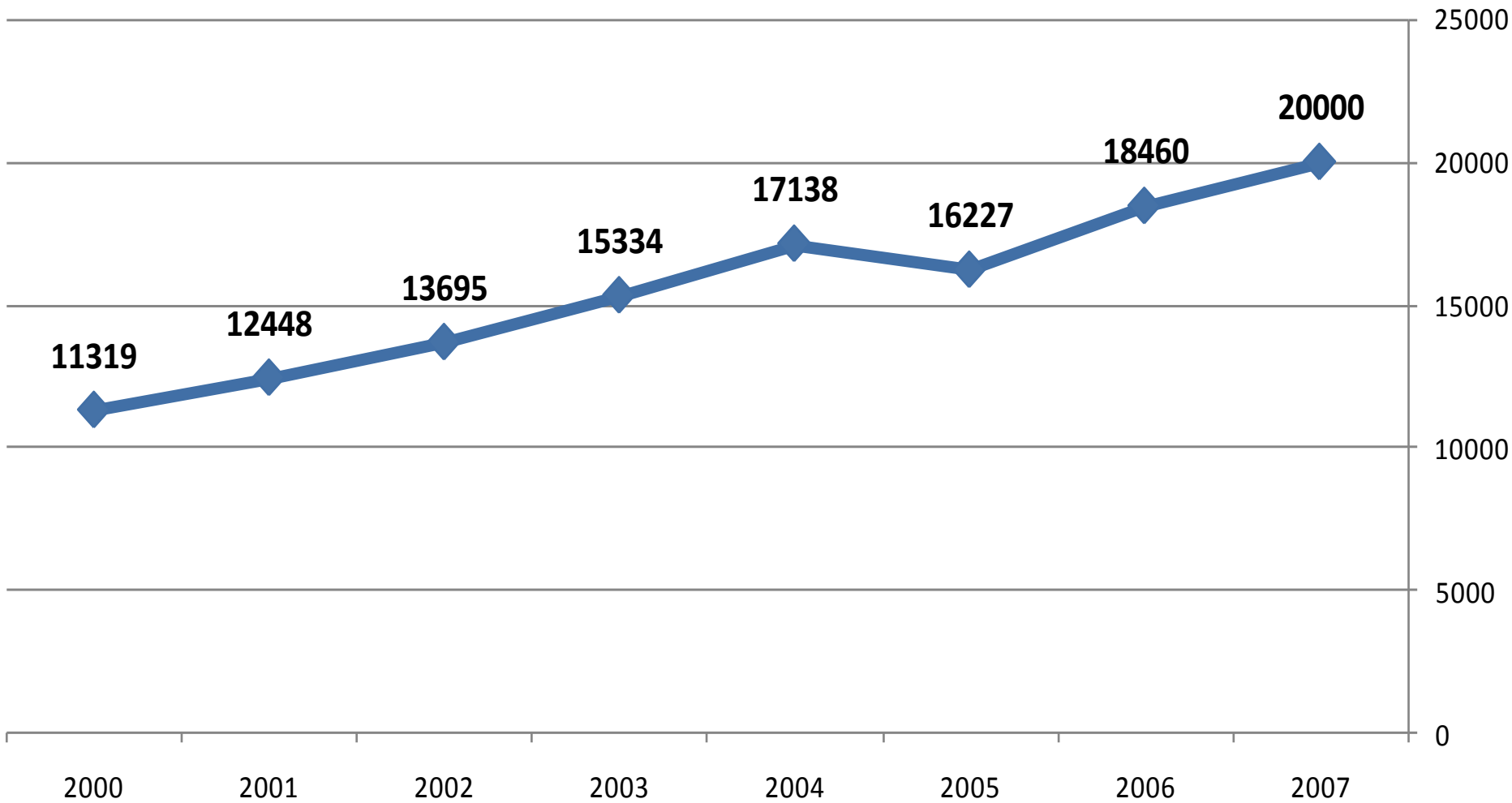**Approaching 4th and final year of ATD implementation:**

1. Have we improved institutional performance in ATD priority areas?

STC - Achieving the Dream Priorities

1. **Access/Participation (STC Added)**

2. **Retention**

3. **Progression from Developmental Studies to Credit Courses**

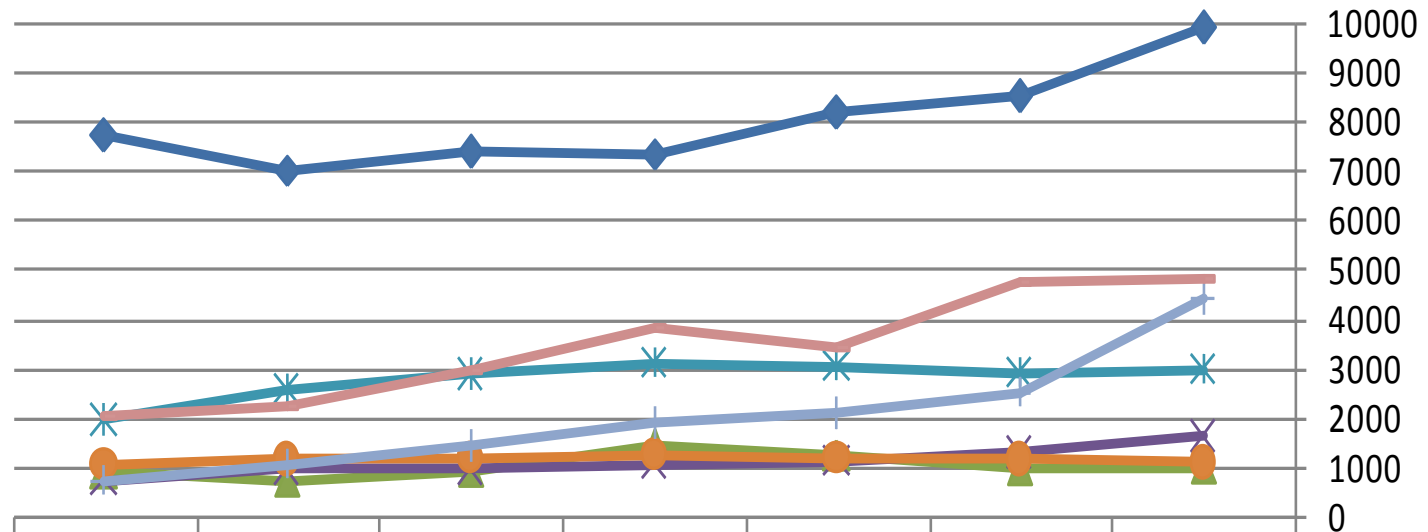4. **Gatekeeper Course Completion**

5. **Degree Completion**

South Texas College District Fall Headcount

Year	Headcount
2000	11319
2001	12448
2002	13695
2003	15334
2004	17138
2005	16227
2006	18460
2007	20000

Priority 1: Access/Participation by Campus

Fall Headcount by Campus

	2001	2002	2003	2004	2005	2006	2007
Pecan	7,692	7,012	7,373	7,337	8172	8486	9875
Technology Center	867	711	916	1,393	1244	943	992
Nursing/Allied Health	726	939	948	1,059	1092	1275	1605
Mid-Valley	1,936	2,568	2,862	3,108	3013	2910	2953
Starr County	1,037	1,143	1,155	1,245	1187	1145	1083
E-STC	713	1,041	1,403	1,863	2074	2513	4395
Dual HS	2034	2221	2960	3808	3404	4715	4800

Percent of All Students Retained or Graduated Fall to Fall
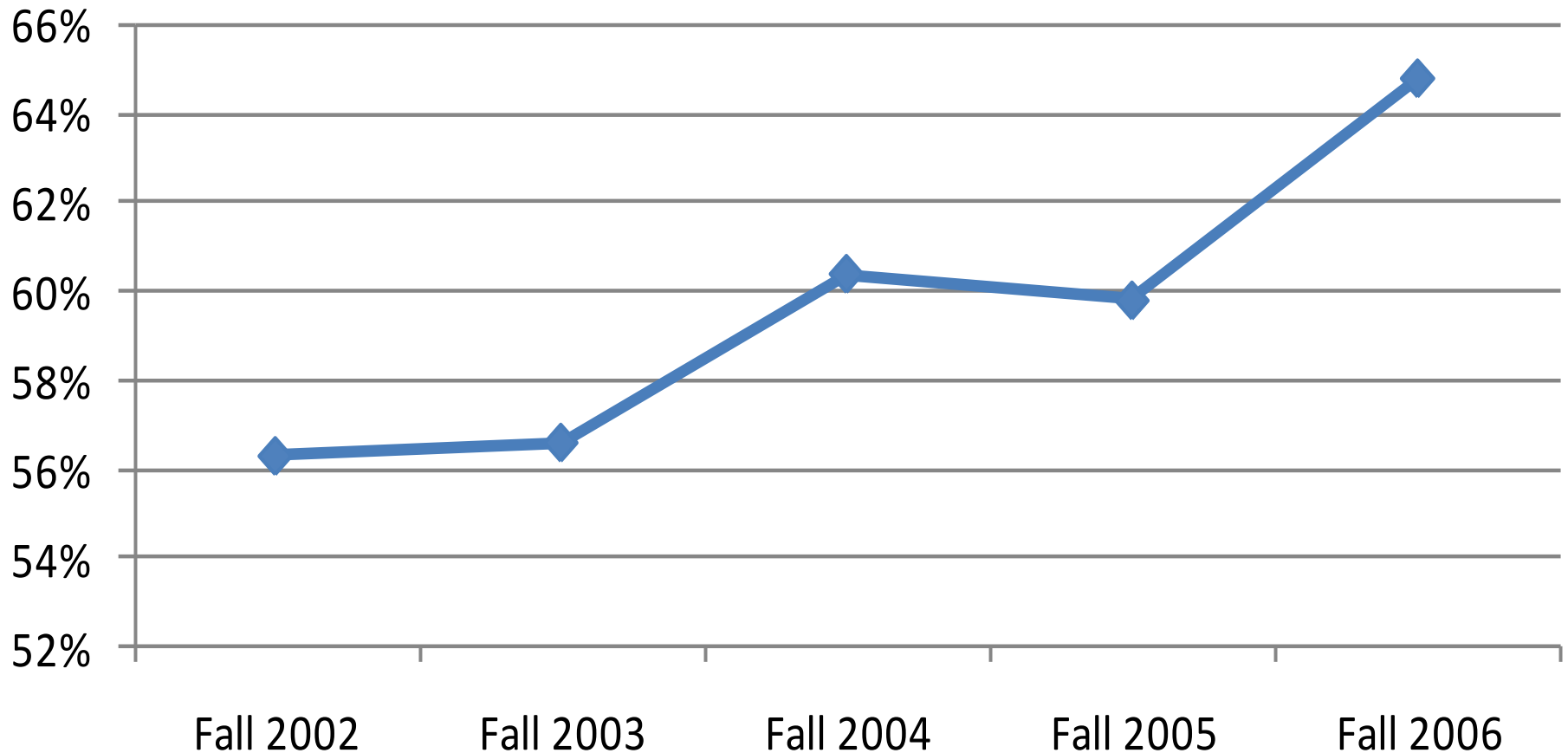
Priority 3. Progression from Developmental to Credit Courses

Percent of Cohort Completing a Sequence

	1998-2000	1999-2001	2000-2002	2001-2003	2002-2004	2003-2005	2004-2006
Any Sequence	13%	14%	19%	21%	21%	28%	31%
Reading	24%	23%	32%	33%	34%	48%	49%
English	12%	10%	12%	12%	17%	26%	37%
Math	10%	13%	17%	19%	16%	14%	16%
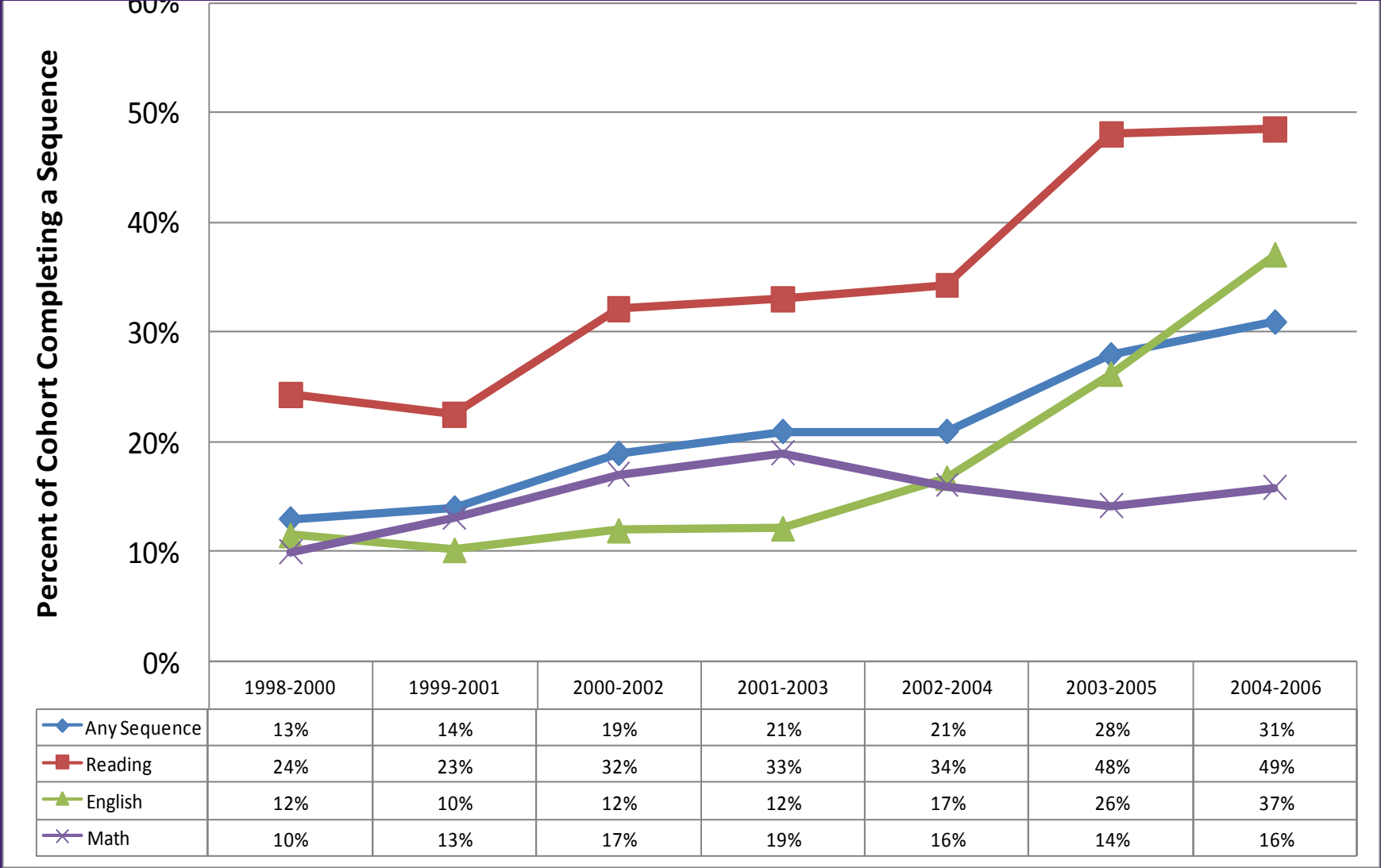
Priority 4: Gatekeeper (Core) Course Completion

Core Gatekeepers - Pecan
Percent Completing with C or Better
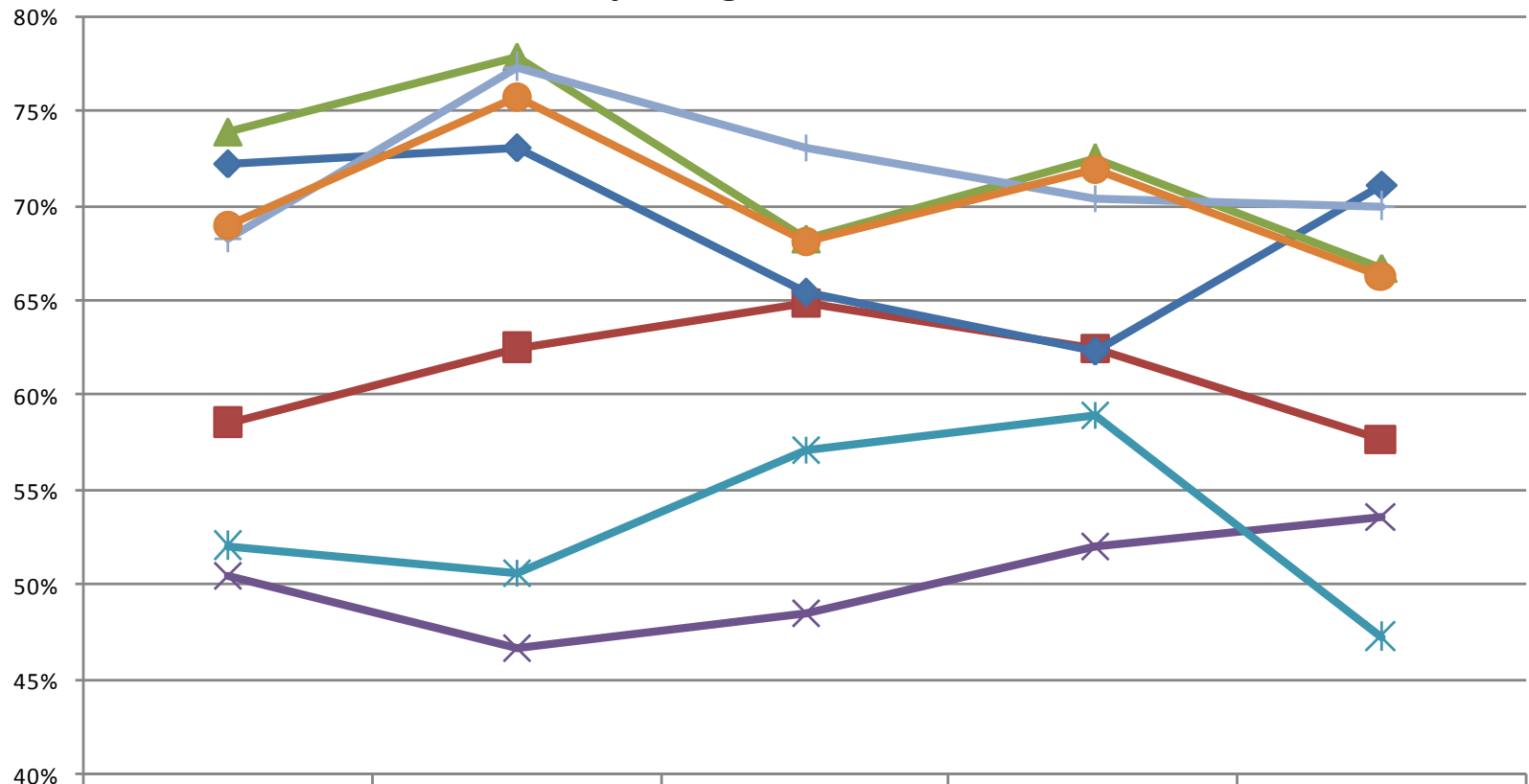
	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06
ENGL1301	59%	62%	65%	63%	58%
HIST1301	51%	47%	49%	52%	54%
MATH1414	52%	51%	57%	59%	47%
COSC1301	72%	73%	66%	62%	71%
GOVT2301	74%	78%	68%	73%	67%
SPCH1311	68%	77%	73%	70%	70%
PSYC2301	69%	76%	68%	72%	66%

Priority 4: Gatekeeper (Non-Credit) Course Completion

Non-Credit Bearing Gatekeepers - Pecan
Percent Completing with C or Better
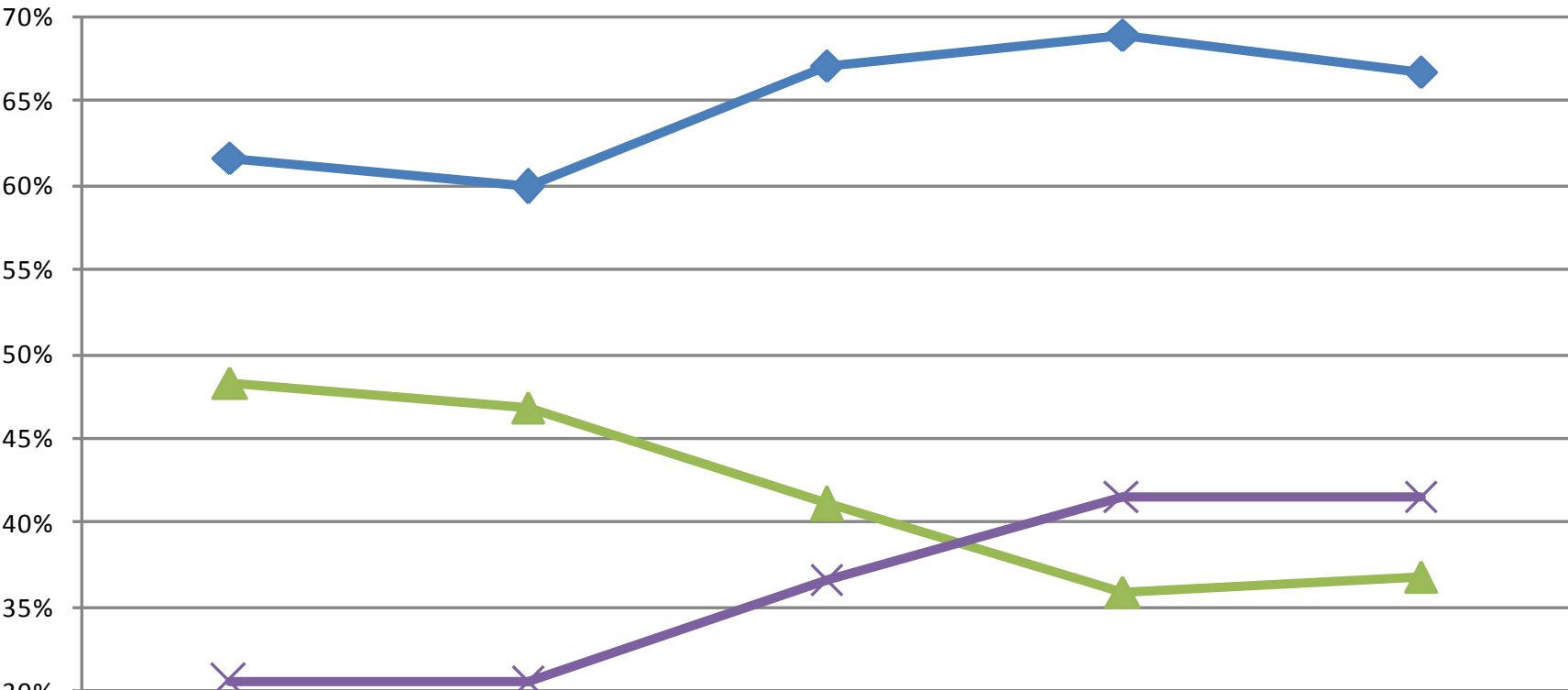
	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06
ORIN0101	62%	60%	67%	69%	67%
MATH0080	48%	47%	41%	36%	37%
MATH0085	30%	31%	37%	41%	41%

Degrees and Certificates Awarded
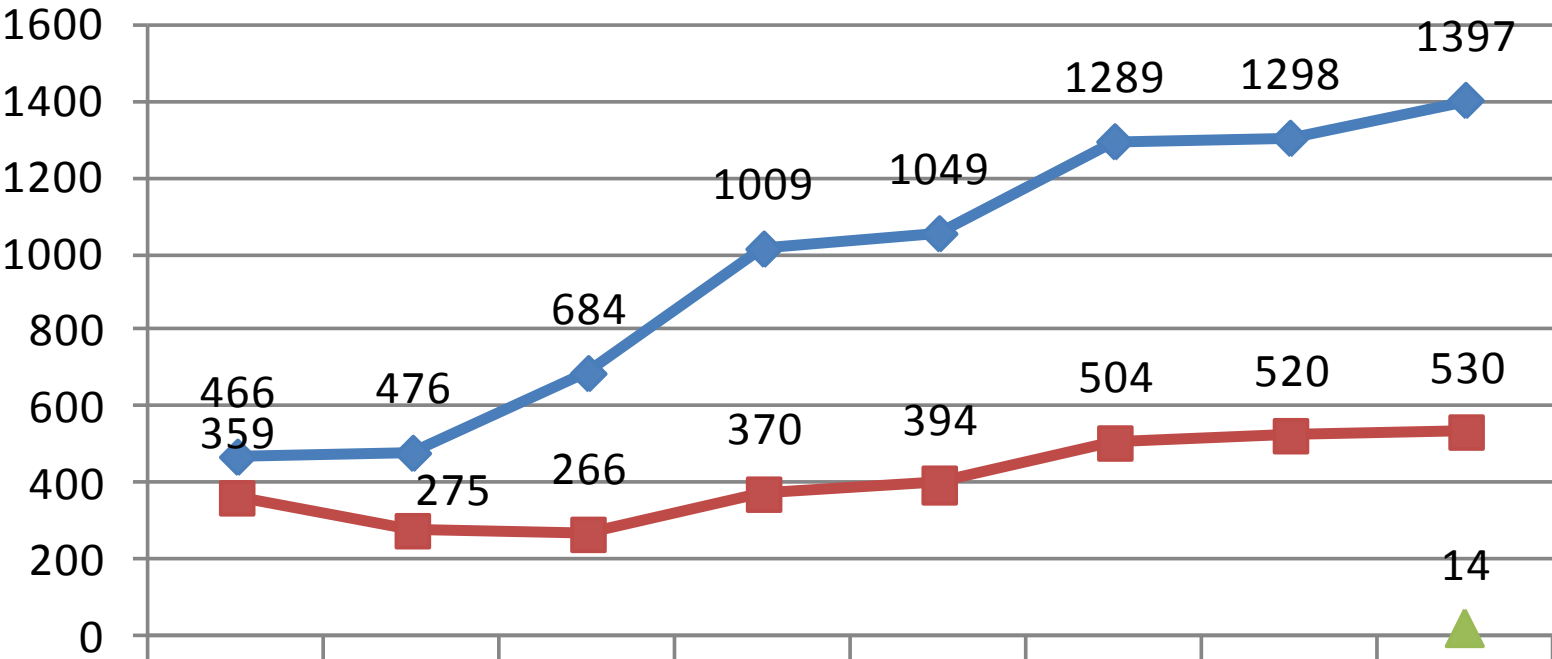
	AY2000	AY2001	AY2002	AY2003	AY2004	AY2005	AY2006	AY2007
◆ Associate	466	476	684	1009	1049	1289	1298	1397
■ Certificate	359	275	266	370	394	504	520	530
▲ Bachelor								14

Questions to Consider

Approaching 4th and final year of ATD implementation:

1. Have we improved institutional performance in ATD priority areas?

2. Have we increased our understanding about student barriers or performance issues in these areas?

3. Have we responded effectively to the identified barriers or issues?

Priority 1: Access/Participation – Data-Based Responses

Barriers to Participation and Success:

- **Money issues – FAFSA , Payment deadlines, Order of registration procedures, TPEG,**

- **Lack of information – plasma screens, published deadlines, College Readiness Summit, Operation College Bound**

- **Work/Job Time Management – student workers are more successful, try to promote use of student workers**

- **Facilities/Equipment – New facilities, 16 buildings/16 months, all campuses**

- **Child/Daycare Family –SWOT top 10, MV Child Care Center with CCAMPIS grant**

- **Course Offerings – Daily Enrollment Reports, Red Flag Reports, Enrollment Targets Taskforce, Unpaid List Report**

Priority 1 Results: shifting barriers

2005 Barriers Study

Money

Lack of Information

Work/Job Time Management

Facilities / Equipment

Child / Daycare / Family

Course Offerings

Developmental THEA

Technology

2007 Barriers Study Replication
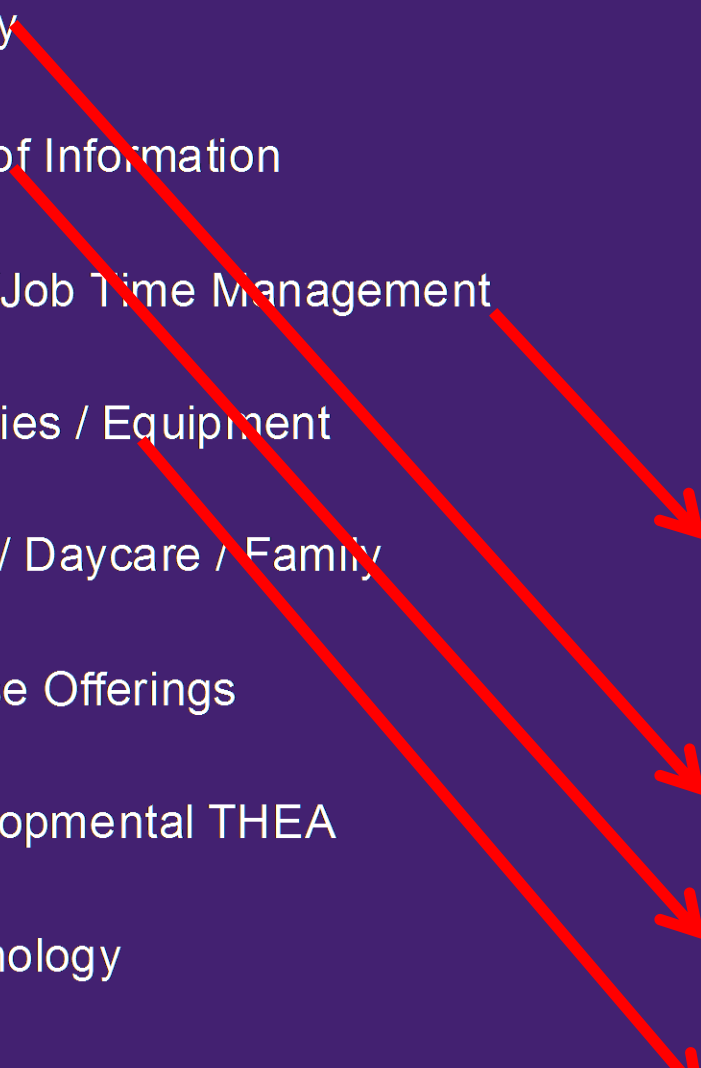
Instructor Issues

Child / Family

Course Offerings

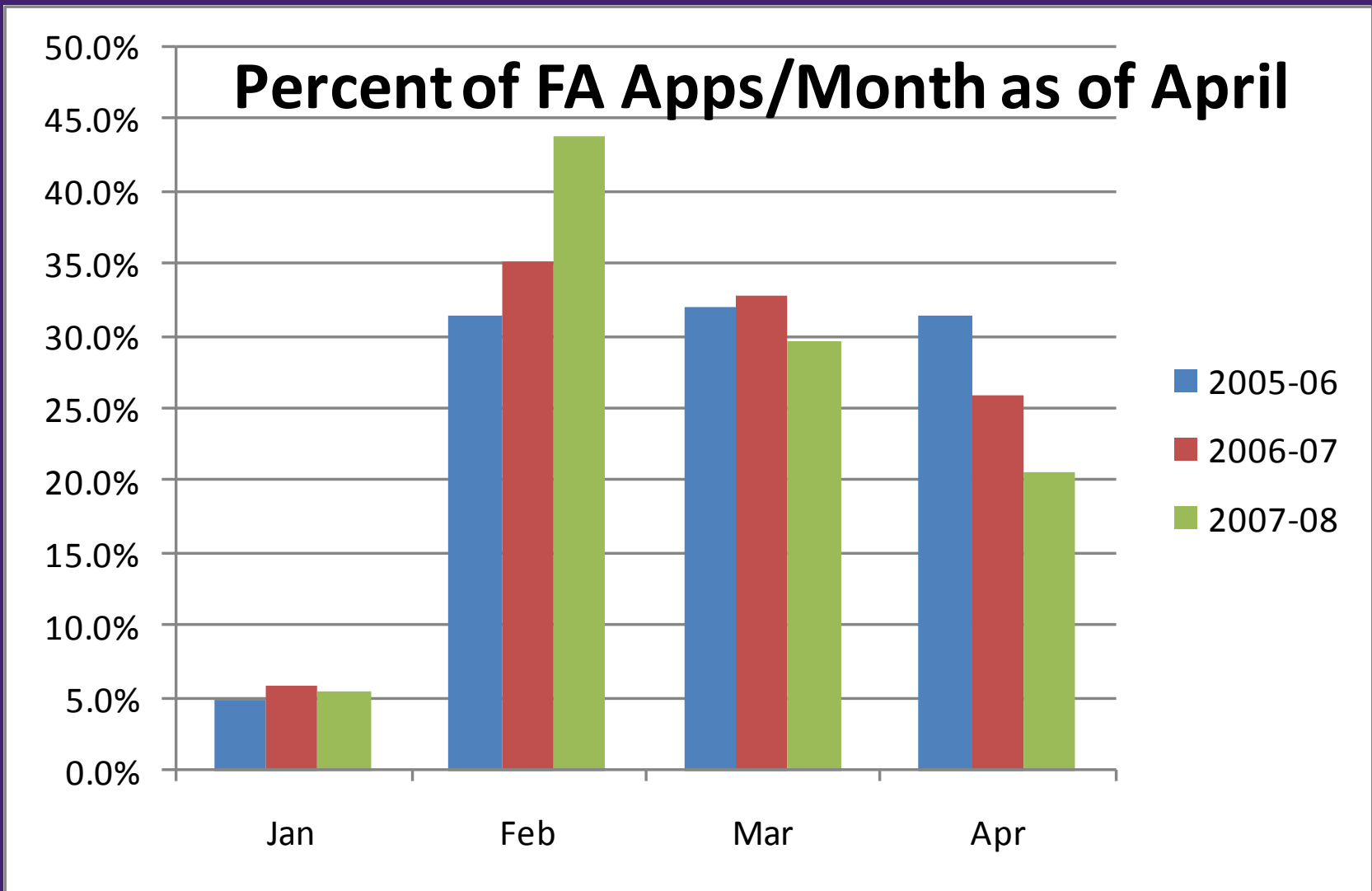Developmental / THEA

Work / Job Time Management

Personnel

Money

Lack of Information

Priority 1 Results: earlier FAFSA Applications

Increased to 50% from 36% filed through February

Percent of FA Apps/Month as of April

Legend:
- 2005-06 (blue)
- 2006-07 (red)
- 2007-08 (green)

Month	2005-06	2006-07	2007-08
Jan	5.0%	5.9%	5.5%
Feb	31.5%	35.2%	43.8%
Mar	32.0%	32.8%	29.7%
Apr	31.5%	25.9%	20.5%

Priority 1 Results: higher college readiness and college going rates over 2 year period

College Readiness Rates (TAKS)

    9% increase in English Language Arts

    10% increase in Mathematics

College Going Rates of Hidalgo and Starr Counties' HS Seniors

    4% increase in high school seniors going on immediately to Texas higher ed

Marked improvement in sense of collaboration observed at the College Readiness Summit from Year 1 to Year 2

Operation College Bound: innovative collaborations between STC, UTPA, and ISD's

Priority 1 Results: higher applicant yields from Operation College Bound high schools

Percent Increase in HS Applicant Yield by Operation College Bound High Schools
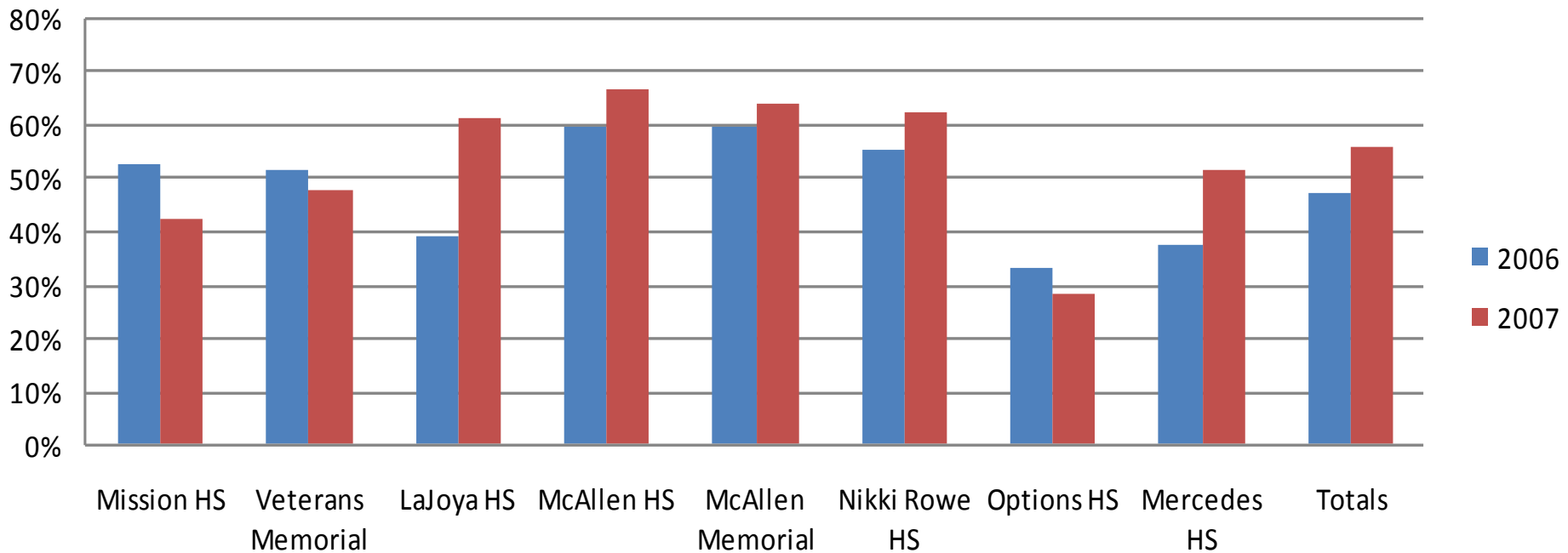
Priority 2: Retention –Data-based Responses

- **Implement Comprehensive Advisement Program**

  - **FTIC Case Management – Mandatory Orientation and Assigned Advisor**

  - **Faculty Advising – for program majors**

  - **Beacon Mentors – for at-risk populations**

  - **Financial Advising – Credit Smart**

- **Retention Specialists, on-campus and online**

- **Priority registration for students in College Success**

- **Online student center and online student advocates**

- **Learning Communities and Supplemental Instruction**

Priority 2: Retention –Data-based Responses

- **Integration of CCSSE data elements for promoting student engagement into Faculty pay plan evaluation matrix**

- **Integration of Orientation into College Success courses**

- **New Faculty Training Academy**

- **Disaggregation of retention data by year, campus, age, ethnicity, gender, and TSI status to identify potential areas for intervention**

- **TSI Policy Reviews**

Priority 2 Results: Identified sub-population at high-risk for drop-out

Fall to Fall Retention of 6-11 Hour Part-Time Students by Remediation Status

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06

Legend: ◆ Remediation — No Remediation
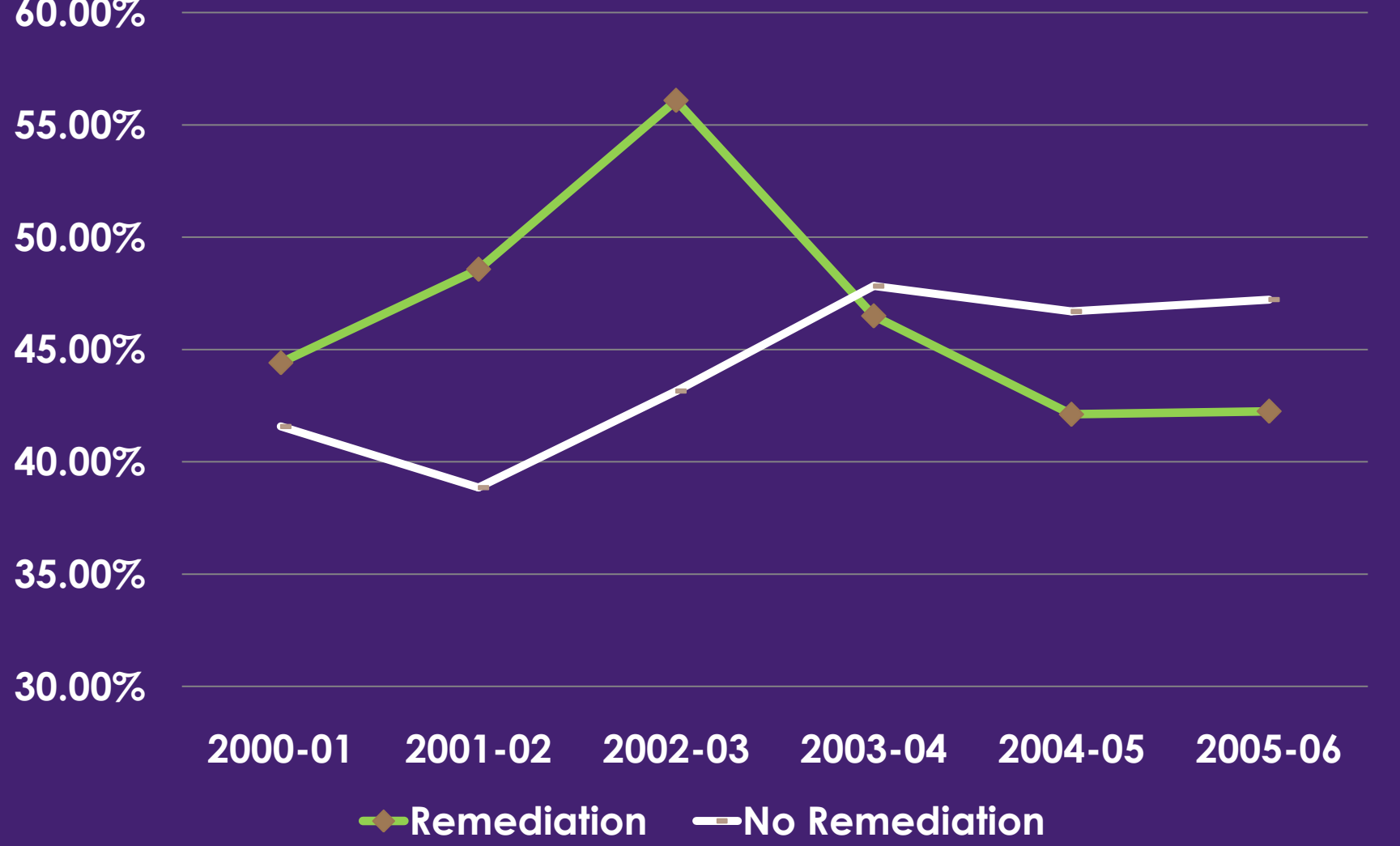
Priority 2: Results

TSI Policy Reviews and Board Approved Changes:

- Part-time students not required to take Developmental Studies

- Authority given to Chief Academic Officer latitude for pilot and innovative strategies for student success

FTIC's – statistically significant improvements

- 7% improvement in Fall to Spring

- 10% improvement in Fall to Fall Retention

Surpassed goal in number of faculty volunteering to participate in advising training

- 300 faculty

- 100 staff

13% improvement over 5 years in percent passing College Success with C or Better

Significant improvement in Math0085 pass-rates with Supplemental Instruction

Priority 3: Progress to Credit Courses –Data-Based Responses

- **Revision of Developmental Plan**

- **Evaluation of Placement Instruments and Readiness Scores**

- **Require assessment scores prior to registration**

- **Incorporate "P" grade to indicate testing out of a course**

- **Expansion of NADE certification**

- **Evaluate and revise College Success**

- **Expanded use of Retention Specialists**

- **Distance learning use of online referral to advisor**

- **Developmental Faculty Professional Development**

Priority 3 Results: improved 2-year developmental sequence completion rates

	1998-2000	1999-2001	2000-2002	2001-2003	2002-2004	2003-2005	2004-2006
◆ Any Sequence	13%	14%	19%	21%	21%	28%	31%
■ Reading	24%	23%	32%	33%	34%	48%	49%
▲ English	12%	10%	12%	12%	17%	26%	37%
✕ Math	10%	13%	17%	19%	16%	14%	16%

Percent of Cohort Completing a Sequence
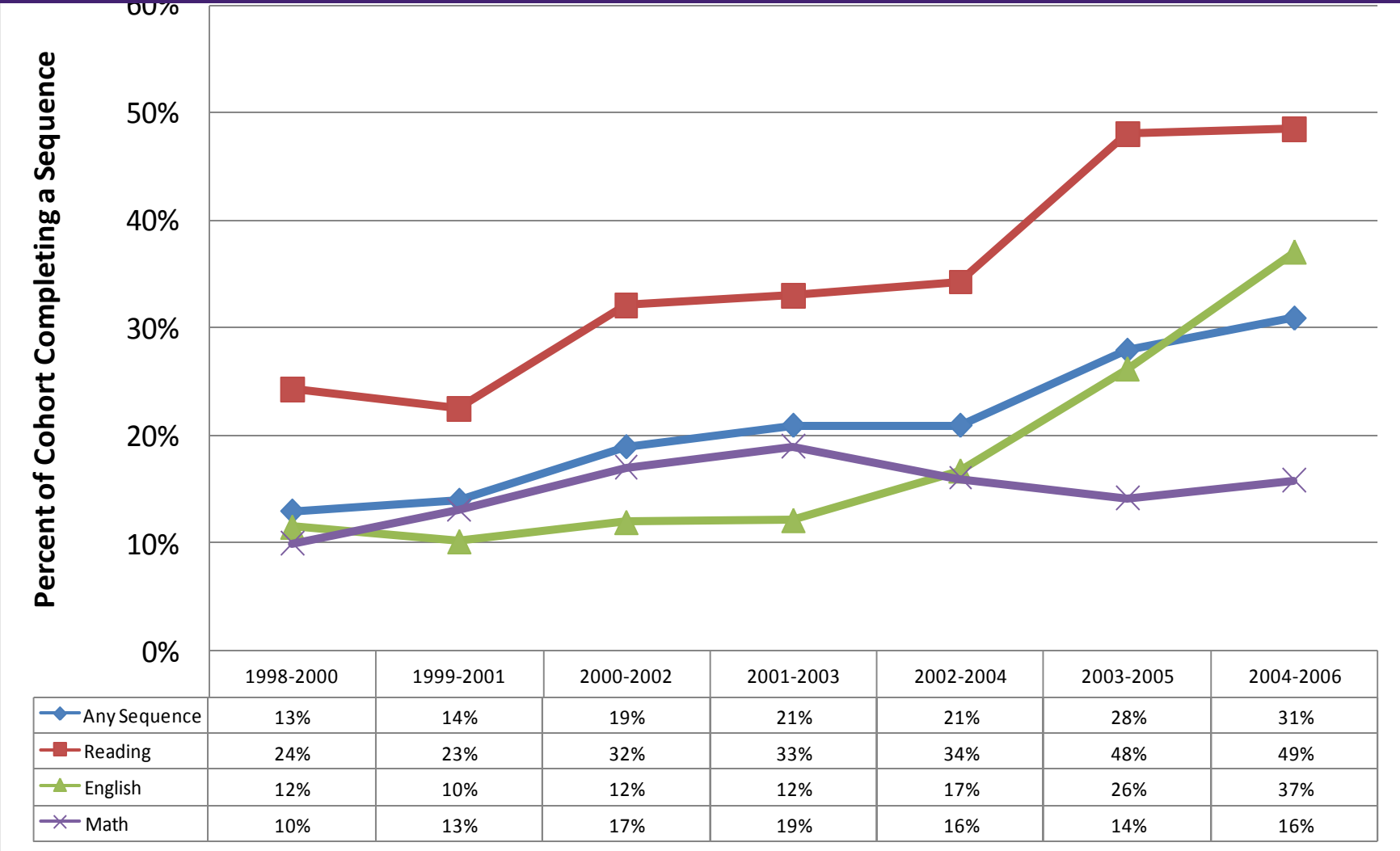
1st round of policy changes

First-Time Developmental Student Recalculated GPAs to include Developmental Courses
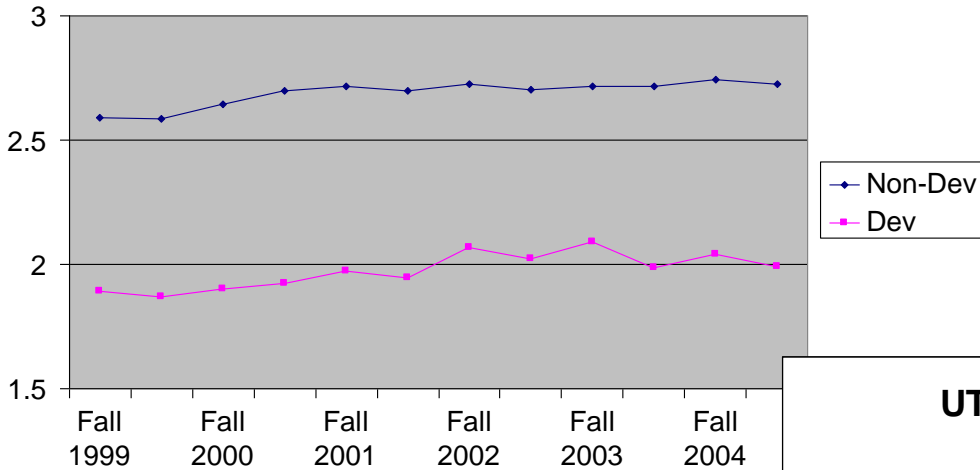
UTPA GPA's of STC Students by Dev History
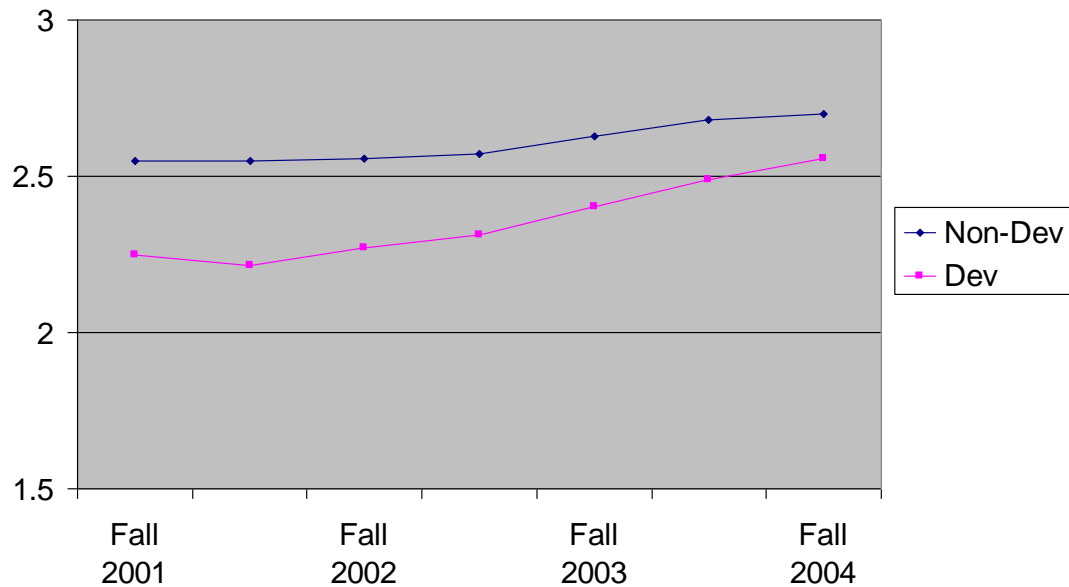
Supplemental Instruction – Math0085

Section GPA by Supplemental Instruction
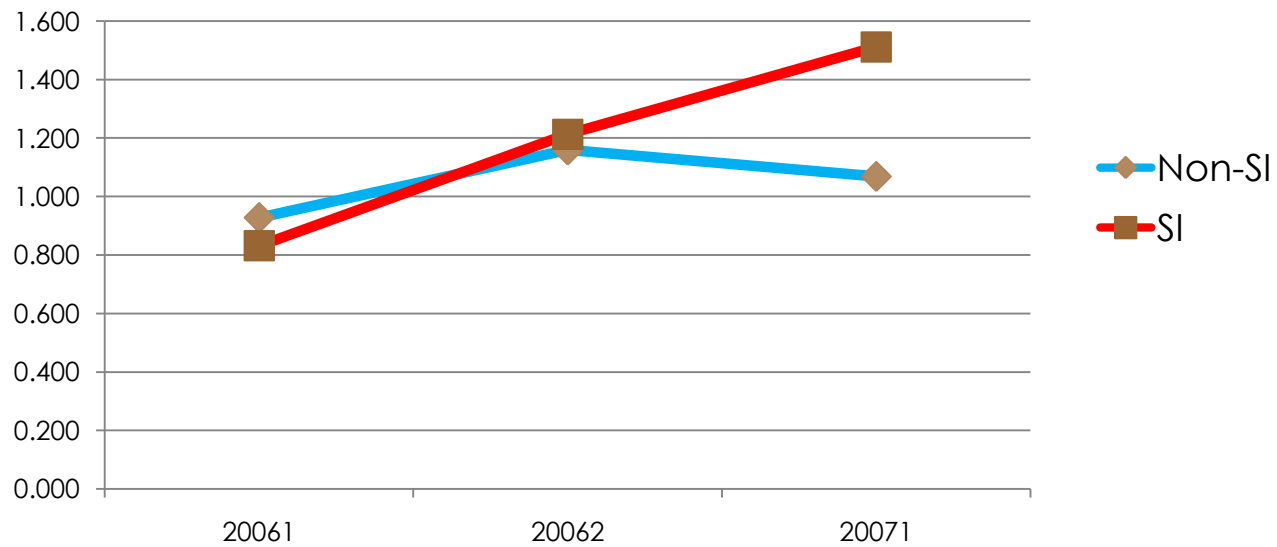
Priority 4: Gatekeeper Course Completion –Data-Based Responses

CCSSE – Community College Survey of Student Engagement

CCFSSE – Community College Faculty Survey of Student Engagement

Top 10 Gatekeeper Course Data Review and Presentation at Professional Development

Faculty Pay-Plan Subcommittee Recommendation to conduct a faculty campaign to encourage faculty to improve in CCSSE items related to student/faculty interaction, academic challenge, and active learning

Require exemplary educational outcomes for all core curriculum courses and the use of assessment data to promote improvements in successful completion of core courses

Reading pre-requisite added to Computer course COSC1301

Priority 4: Gatekeeper Course Completion –Data-Based Responses

- Curriculum Alignment between Developmental and College Level English and Math

- Review of placement instruments and cut-off scores for pass rate improvement

- No late registration

- Increased number of 2+2 with UTPA

- Increased numbers of transfers – course work that previously was not accepted now is being accepted

- 10% improvement in pass-rate for COSC1301 with new reading pre-requisite

Priority 4: Results

- 11% increase in percent of late registrants passing courses with a C or Better when they were no longer allowed to register late

- No significant difference between the college level performance of students with or without developmental history

- Faculty reviewed pass-rate data and identified core courses for piloting Beacon Mentor assignments and collaborative effort toward better pass rates

- Planning connection of Student Center database to Banner for assistance in early alert interventions

- Course Repeaters report developed in Argos to provide faculty better information for assisting at risk students

- Increased numbers of History and English faculty participating in tutor training workshops

Student Learning Outcomes – EEO's and SLO's

Priority 5: Degree Completion –Data-Based Responses

Graduation Taskforce discovered process changes needed in graduation procedures

CAAP – Banner degree audit program in development stages – for use in more readily identifying potential graduates

Faculty Advising Training – Faculty noted as most important person for source of information for student

Faculty recommending campaign for student/faculty interaction including minimum of 1 meeting with every student per semester

Extraordinary partnerships with neighboring universities

Priority 5: Results

Continued increase in numbers of graduates

Continued improvement in graduation rates (1.5 x program length)

Accelerated programs for early college graduation – DEMSA

Increased numbers of transfers to other Texas Higher Ed Institutions

Over 50% of UTPA students have STC History – continuously increasing

Some interventions impacting student's choice for higher level programs

DEMSA Performance Measures

1. 17 Admitted into 1st Cohort Fall 2005

2. 94% Graduation Rate May 2007 (16 of 17)

3. 100% of Graduates Transferring to 4-Year:

- 7-Texas A&M University-College Station

- 3-Univerisity of Texas at Pan American

- 2-Texas A&M International University

- 2-Unversity of Texas at San Antonio

- 1-Texas A&M University-Kingsville

- 1-Baylor University
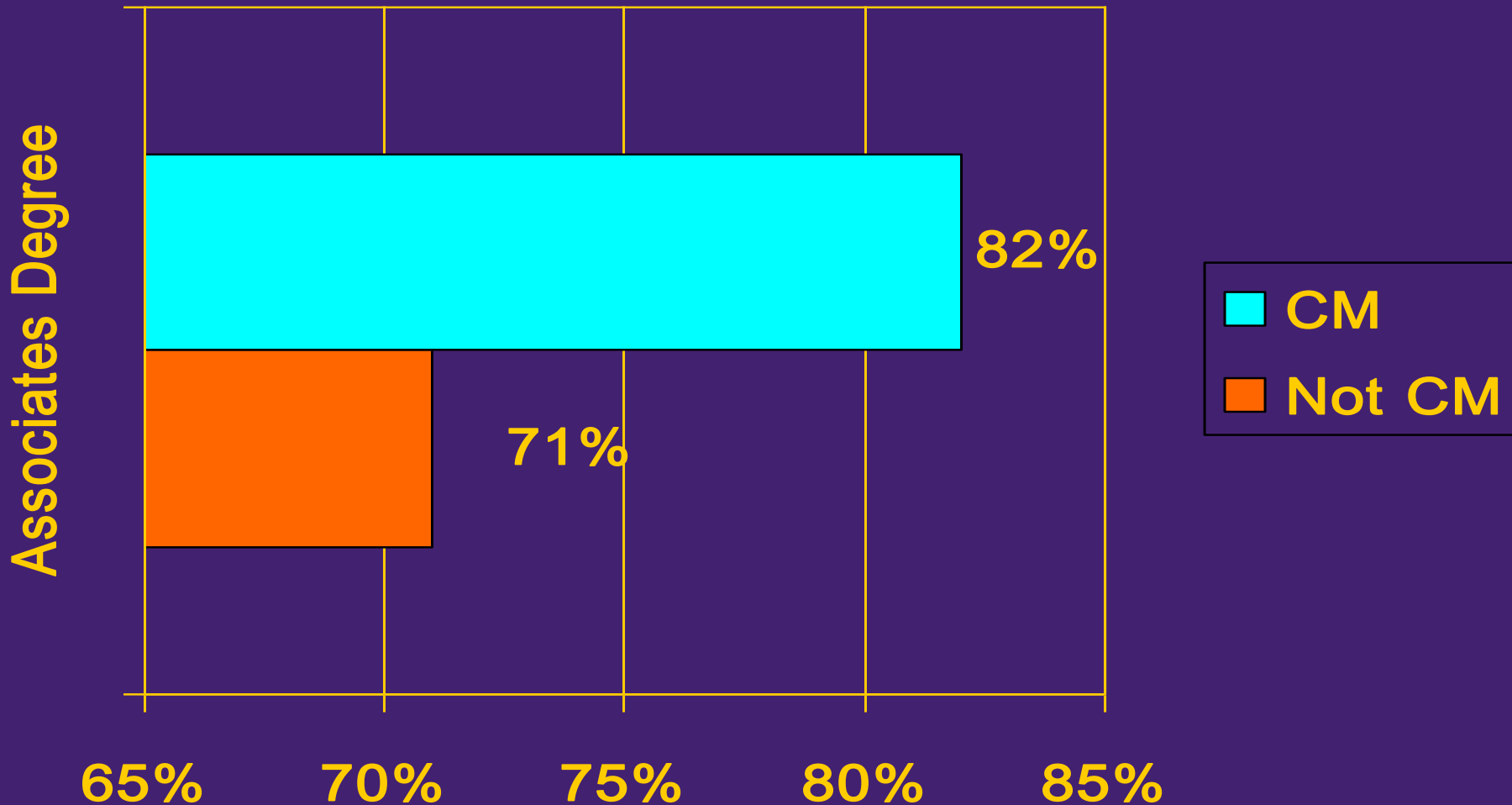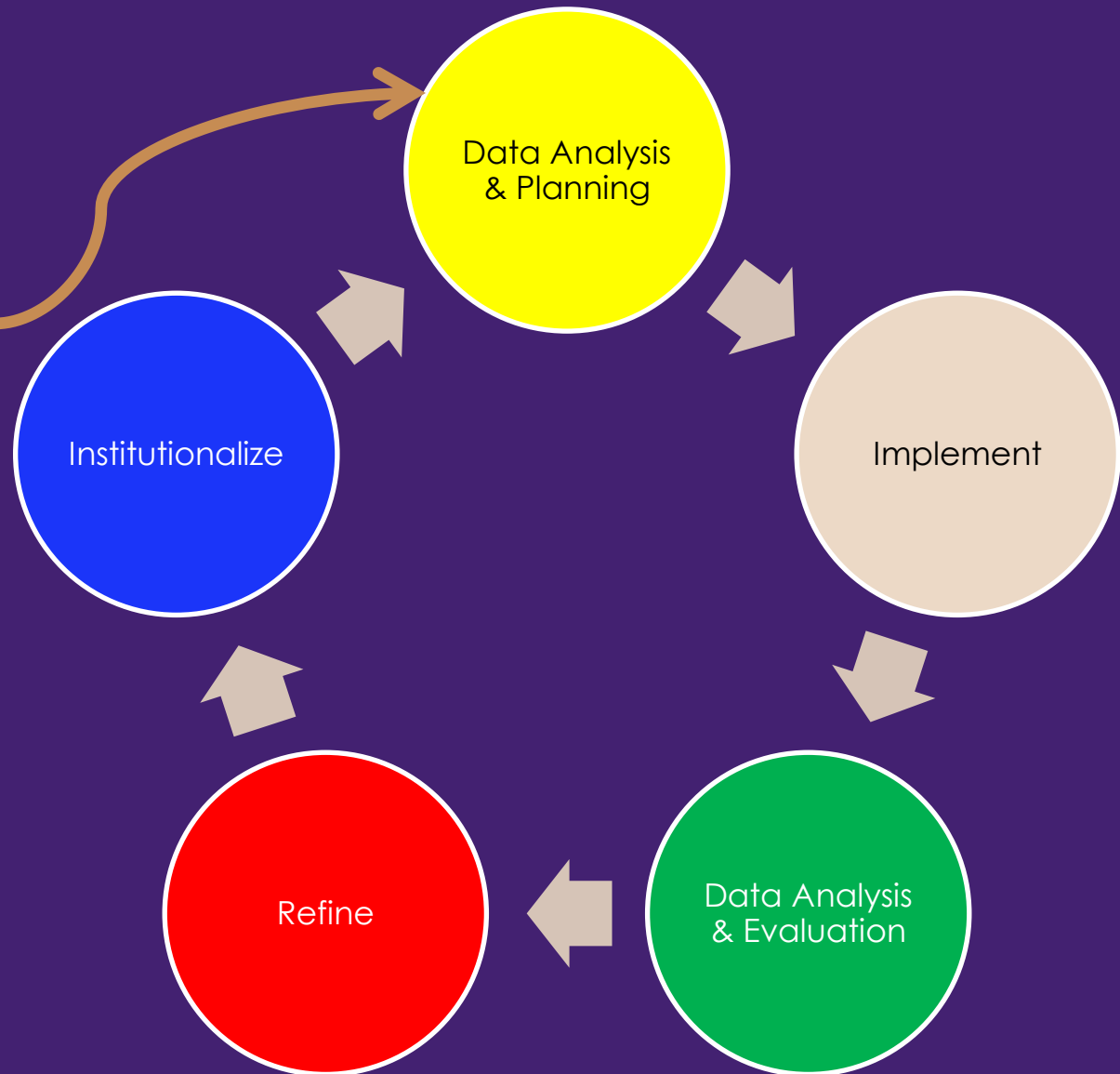
Questions to Consider

Approaching 4th and final year of ATD implementation:

1. Have we improved institutional performance in priority areas?

2. Have we increased our understanding about student barriers or performance issues in these areas?

3. How have we responded to the identified barriers or issues?

4. Have we institutionalized data-based decision-making (culture of evidence) at all levels?

Culture of Evidence: 5 Phases to Institutionalize an Intervention

Become aware & define an issue based on triangulation of data

Determine appropriate group to address the issue

Data Analysis & Planning

Implement

Data Analysis & Evaluation

Refine
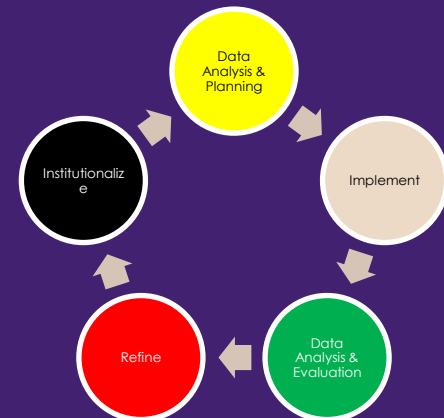
Institutionalize

1. Access –What did we learn?

- Promote Policy Changes at State and Federal level: TPEG Funds, FAFSA Revision

- Operation College Bound

- Dual Enrollment Medical Science Academy

Data Analysis & Planning

Implement

Data Analysis & Evaluation

Refine

Institutionalize

Questions to Consider

Approaching 4th and final year of ATD implementation:

1. Have we improved institutional performance in priority areas?

2. Have we increased our understanding about student barriers or performance issues in these areas?

3. How have we responded to the identified barriers or issues?

4. Have we institutionalized data-based decision-making (culture of evidence) at all levels?

5. What must we do in Year 4 to further embed, institutionalize, and sustain this culture of evidence?

What have we learned about adopting a culture of evidence?

- Taskforces must be led by a person with authority in the area to be addressed

- Taskforce must include all areas affected by the intervention

- Obtaining buy-in to taskforce recommendations is critical to successful implementation

- Institutionalizing an intervention requires high levels of leadership throughout all phases

- Evaluation and use of data is a skill that must obtained by administrators throughout the institution

- Refine and improve ability to provide data for increasing numbers of data requests

- Publish in Intervention Library for public sharing

What have we learned about the necessary organizational structure to support a culture of evidence?

- President must believe in this culture and require that decisions be supported by data

- President and all leadership must listen to and be inclusive of all stakeholders

- Core Team membership and meeting frequency changes

- Data Team structure and process

- Capacity building throughout organization for effective evaluating

- Evaluations of changes in organization and processes