

Latino Student Success & Completion: Evidence Based Strategies that Work

Innovative Educators
June 13, 2011

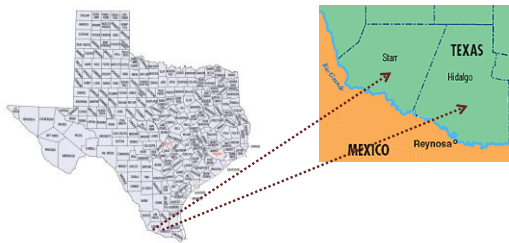
Seventeen Years of Excellence: Changing Lives & Communities



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(South Texas College, 2011)

Location ...



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50th Community College in Texas

- Legislatively created September 1993
- Serve over 678,000 people previously without access to a community college
- \$28 million campus donated by the City of McAllen
- High Unemployment: Hidalgo 24.1% & Starr 40.3%



"I signed the Bill to create STCC porque es justo."

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Our Service Area ...

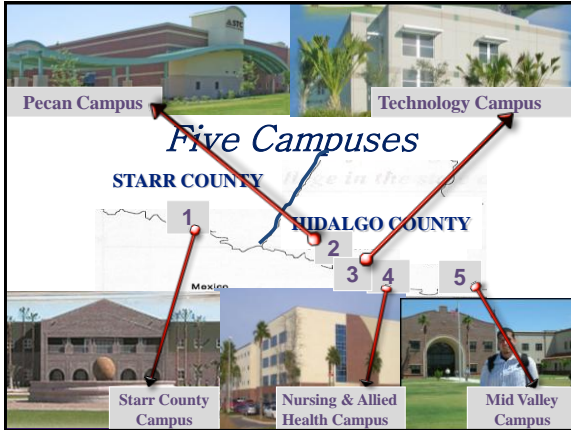
- 95% Hispanic Enrollment
- Majority First Generation – Low Income College Students
- Nearly 88% on Financial Aid (State/Federal)
- McAllen MSA Fastest Growing in the Nation

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Our Service Area ...

- Almost one-half the population lives below the poverty level
- One-half Adults over age of 25 have Less than ninth grade education
- One-fourth Adults over age of 25 have less than fifth grade education
- Approximately 49% of Hispanic Students in Texas do not complete High School

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Defined STC by . . .

- Access
- Equity
- Opportunity
- Success
- Completion

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In Seventeen Years...

- From 1,000 to over 29,000 students
- From a \$3.9 million to over \$133 million budget
- From 267 to 2,300 faculty and staff
- From 1 to 5 campuses, 2 sites, e-STC
- Over 100 degree and certificate program options
 - 2 Bachelors of Applied Technology
- Almost 20,000 Graduates

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Not all went Perfect...

- Many initiatives did not produce the results and gains anticipated
- Institutional performance benchmarks were flat
- Local public image of academic quality was disappointing
- Lack of responsibility and accountability for student success

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Developmental Studies Did the Right Things ...

The “best practices” had disappointing results

“Tough love” was equally disappointing


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Each fall thousands of students were not returning to STC ... when they should have been...

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South Texas College, one of 27 community colleges, selected nationally in Round One to build a culture of evidence to improve student success (2004)

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*Achieving the Dream
Leader College Status in 2009*

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2010

*One of Three Colleges
Recognized for Excellence*

Leah Meyer Austin
Institutional Student Success Leadership
Award

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*How did we establish
institutional commitment for
student success & completion?*

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Presidential Leadership & Commitment

- ☞ Setting a Vision and Goals
- ☞ Eliminating Silos
- ☞ Broad Based Engagement
- ☞ Build Culture of Evidence
- ☞ Listen to the “Voices”
- ☞ Identify Barriers to Student Success

“We are making a transformational systematic change to our beloved STC.”

Dr. Shirley A. Reed, President August 15, 2005

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Vision Statement

*A better
quality of life
for our
communities*



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Regional Goals

- ↑ Increase College-Going Rates
- ↑ Increase College & Career Readiness
- ↑ Increase Degree/Credential Attainment



The Vision, Purpose, Core Values, Guiding Principles, and Strategic Directions Constitute the Comprehensive Mission for South Texas College

VISION: A better quality of life for our communities.

PURPOSE: South Texas College is a world-class comprehensive institution of higher learning providing premier educational and workforce programs and services in response to the needs of the region.

CORE VALUES: Student Success • Learning • Excellence • Integrity • Community • Opportunity

GUIDING PRINCIPLES:

- Be a premier learning-centered higher education institution where student and community success are paramount.
- Serve the communities for the economic vitality of South Texas.
- Foster an environment for the student and community to share a better quality of life.
- Nurture a culture where collaboration is valued and achievement is recognized.

STRATEGIC DIRECTIONS:

- South Texas College commits to student learning as the foundation of student success through excellence in teaching and service, faculty and staff empowerment, professional development, and accountability.
- South Texas College proudly provides opportunities to all students with high expectations for their success.
- South Texas College seeks the transformation of the region to a college-going culture through attending and completing higher education opportunities for all.
- South Texas College serves as the catalyst for regional economic prosperity and social mobility.
- South Texas College models professionalism through integrity, mutual respect, civility, trust, and collaboration.
- South Texas College champions a culture of excellence based on evidence.



New Strategic Directions Developed Through Issue-Based Planning

Approved by the Board of Trustees, September 13, 2007

Strategic Direction One

Student Learning

South Texas College commits to student learning as the foundation of student success through excellence in teaching and service, faculty and staff empowerment, professional development, and accountability.



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Strategic Direction Two

Accessibility & Success

South Texas College proudly provides opportunities to all students with high expectations for their success.



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Strategic Direction Three

A College-Going Culture

South Texas College leads the transformation of the region to a “college-going” culture whereby attending and completing higher education is expected for all.



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Strategic Direction Five

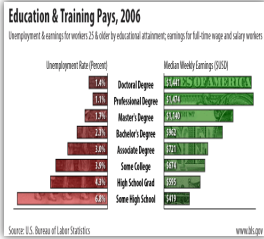
Model Professionalism

South Texas College models professionalism through integrity, mutual respect, civility, trust, and collaboration.



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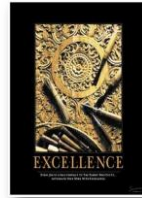
Strategic Direction Four Regional Prosperity



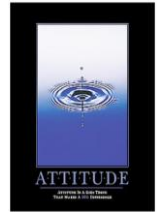
South Texas College serves as the catalyst for regional economic prosperity and social mobility.

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Strategic Direction Six Champion Excellence

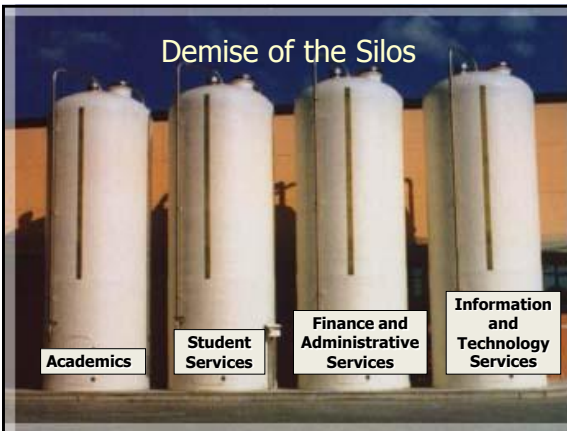


STC champions a culture of excellence based on evidence.



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Demise of the Silos



Silo-Busting Principles

- New leadership and organization provides new opportunities and produces new results
- Data we review and discuss improves
- Constant attention to direction, supervision, and follow-up helps realize institutional goals



Evidence Based Strategies & Building Consensus/Buy-in

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Work Plan to Create a Culture of Evidence

- Establish Core Team & Data Team
- Develop Action Plan
- Collect Data
- Analyze Data
- Conduct Core and Data Team Retreat
- Identify Strategies for Implementation

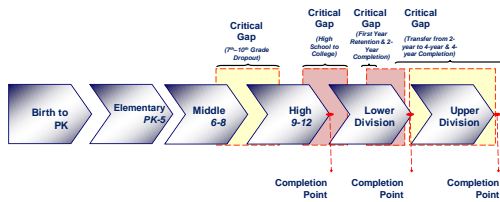
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Data Driven ... Student Focused

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Critical Gaps ...



(Adapted from THECB, 2007)

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Asset Models

Vs
Deficit Models

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The Role of Quantitative Data:
Identifying Gaps in Student Success

The Role of Qualitative Data:
Understanding the Underlying Factors of
Gaps in Student Success

A Theory and a Method of
Conducting Focus Groups

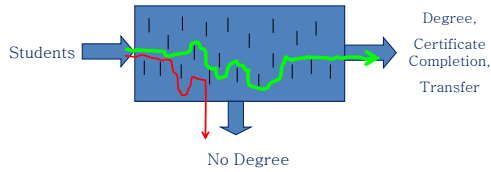
Understanding Knowledge, Actions,
Attitudes in
Overcoming Barriers to Student Success

Adapted from *Developing local Models of minority student success*. Padilla, Trevino, Gonzales, and Trevino (1997).

Developing Local Models of Minority Student Success

Three Assumptions of Framework:

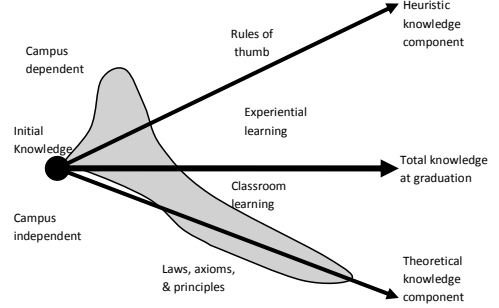
- 1) Campus is a Black Box
- 2) Barriers are contextually dependent
- 3) Students viewed as experts



Adapted from *Developing local Models of minority student success*. Padilla, Trevino, Gonzales, and Trevino (1997).

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The Role of Knowledge



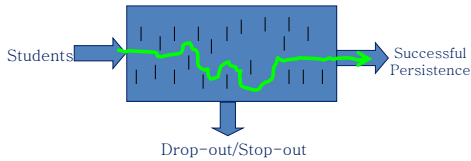
Source: Student Success Model as adapted from Padilla, Gonzalez, & Trevino, 1996

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Applying the Framework to Different Contexts

First Year in College

What barriers do students experience during their first year in college? What knowledge, actions, and attitudes do successful students employ to successfully persist?



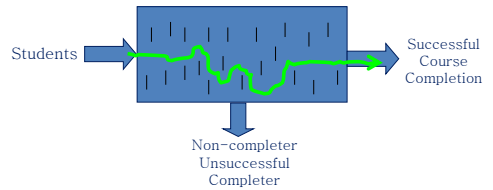
Adapted from *Developing local Models of minority student success*. Padilla, Trevino, Gonzales, and Trevino (1997).

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Applying the Framework to Different Contexts

A Course

What barriers do students experience as they attempt to complete a specific course? What knowledge, actions, and attitudes do successful students employ to successfully complete the course?



Adapted from *Developing local Models of minority student success*. Padilla, Trevino, Gonzales, and Trevino (1997).

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Barriers	Freq.	Knowledge	Actions	Changes

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Fall 2005 Barrier Study

- 25 focus groups



Spring 2007 Follow-up Barrier Study



- 22 focus groups
- Over 300 student Essays



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2005 Barrier Study

- Money
- Lack of Information
- Work/Job Time Management
- Facilities/Equipment
- Child/Daycare/Family
- Course Offerings
- Developmental/THEA
- Technology

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Student Voices...

"I can afford to start but not to finish. Problems happen later in the semester."

"Financial aid is not enough for my family, and I get pressured to work."

"Work piles up too quickly! I can't find time to do homework or study. Tests and papers are always due together...for all my classes."

"I don't know what to expect, like what to do to get into college, and how the college works."

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Faculty & Staff Voices ...

22 representative groups of faculty, staff, and students met with two consultants

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Community Voices ...

Over 170 community members participate in Community Conversations



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Community Conversations ...

Communication/Information

- Engage parents/families early in the process
- Communicate process of enrolling in college and expectations

Partnerships

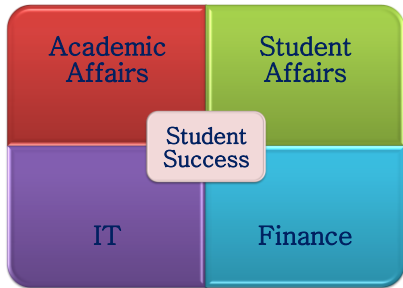
- Create more partnerships with businesses
- Join efforts with K-12 and existing organizations

Access to Existing Programs

- Create programs like Gear-up for all students
- Offer dual enrollment to all students
- Schedule college tours for all students (elementary, middle, high school)

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Inventory of Policies/Practices



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Financial Aid Study

- Three Phases
- Findings
- Immediate Actions
- Future Actions



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Graduation Studies

- Graduation Study I
 - Findings
 - Actions
- Graduation Study II
 - Findings
 - Actions





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Education & Business Voices...

Summit on College Readiness

- 2006 – Closing the Gaps on College Readiness
- 2007 – Closing the Gap on College and Career Readiness
- 2008 – The Journey to College Success
- 2009 – Accelerating Student Success
- 2010 – Success by Design
- 2011 – The Power of One

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Have we, as an institution, properly balanced our commitments to open access and student success?

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Are the barriers different for successful students as compared to unsuccessful students?

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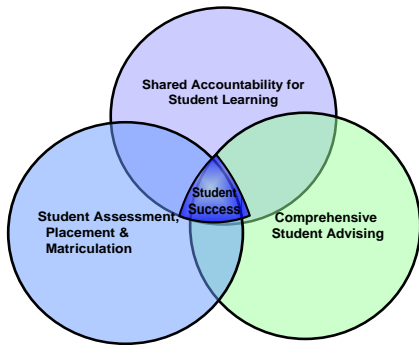
Data Suggests ...

... successful students navigate barriers

... unsuccessful students do not

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STC Model for Student Success



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STC Model for Student Success

- Shared Accountability for Student Learning – Establishes shared responsibility among faculty, staff, and students to set and achieve high expectations for student learning.
- Student Assessment, Placement and Matriculation – Promotes college readiness for all students and provides seamless systems and processes from prospective student through successful matriculation into college-level courses.
- Comprehensive Student Advising – Promotes a personalized, student-centered environment that provides an integrated system of quality educational information and planning services for addressing students' needs from initial contact through graduation, transfer and/or job placement.

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Rethinking Late Registration

- Define Late Registrants
 - Register on or after the 1st Class Day of a term
- Fall 2004 – 800 students
 - 4.5% of Total Enrollment
 - 674 (84%) Paid & remained enrolled
 - 126 (16%) Dropped for non-payment
 - Student body drops is less than 4% each semester

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How did they do in the Fall 2004?

- 335 (49.7%) earned a GPA of 2.0 or greater
- 339 (50.3%) earned less than a 2.0
 - 147 earned a GPA between 0.1 and 1.86
 - 192 earned a GPA of 0

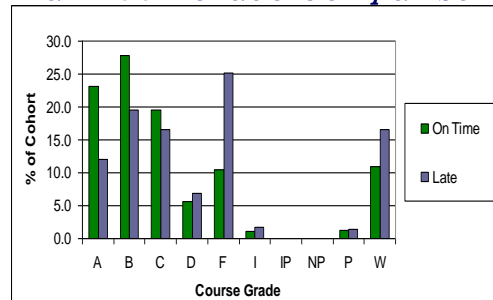
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How do they compare?

Grade	On-Time Registrants	Late Registrants
A	23%	12%
B	28%	20%
C	20%	17%
D	6%	7%
F	11%	25%
W	11%	17%
I	1%	2%

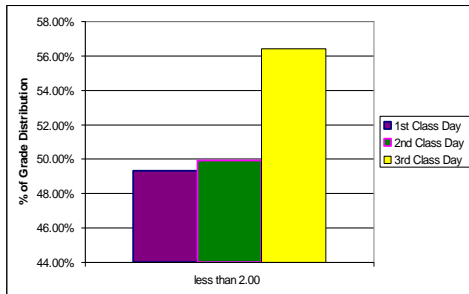
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Fall 2004 Grade Comparison



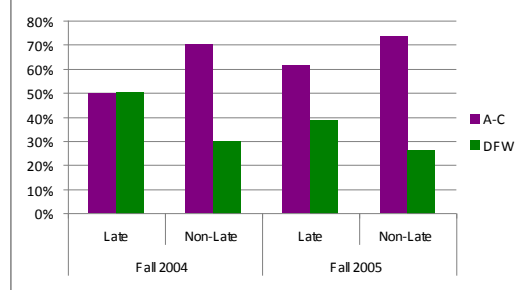
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Late Registration Date Success Rates



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Late Registration & Grades



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Eliminate Late Registration?

- Data is Key
 - Drill Down Deeper
- Broad Based Participation
 - Planning & Development Council
- Proposed Plan
 - Be ready to shift
 - Communication Plan
- Recovery Plan
 - Access is Mission Critical

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Mandatory Orientation



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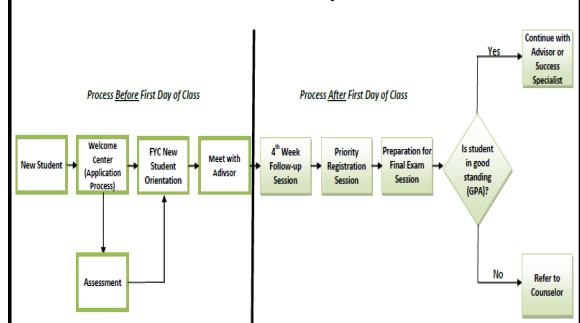
Comprehensive Advising

- FTIC Case Management
- Student Success Specialists (formally Retention Specialist)
- Faculty Advising
- Probation/Suspension Counseling
- Beacon Mentoring



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FTIC New Student Advising Model



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Building Knowledge

- Welcome Centers
- Financial Literacy
- College Success Curriculum
- Counselors in the Classroom
- Plasmas Screens/Kiosks
- Priority Registration

FINANCIAL AID (Information)

ACT FIRST! Complete the Academic Preparation for Federal Student Aid (ARPA) every year.

FILE EARLY! South Texas College Federal Code is 000044.

FILE ONLINE! You may file electronically at www.fafsa.gov, or you may file a paper form at the STC Financial Aid Office in person.

MEET WITH A COUNSELOR! Meet with a counselor to discuss your financial aid application and to answer any questions. They can help you understand the process and ensure you meet all requirements for the FAFSA.

OTHER DOCUMENTS MAY BE REQUIRED:

- High School Diploma or GED
- Current Income Tax Return (single or joint)
- Social Security Card (or Proof of Citizenship)
- Proof of Texas Residency
- Proof of State of Origin (for students from other states)
- Proof of U.S. Citizenship
- Other documents may be required

STC CONTACT INFORMATION:

- Financial Aid Office
- 1000 University Blvd., Suite 1000
- South Texas College
- Houston, TX 77060
- Phone: 281-443-1243
- Fax: 281-443-1244

OVER 80% OF ALL STUDENTS RECEIVE SOME TYPE OF AID!

FAFSA
www.fafsa.ed.gov

Summer Leadership Institute

Introduction/History of South Texas College	3hrs	Dual Enrollment, DEMSA & DEEA Gear-Up Math and Science Program	3hrs
Tours of STC Campuses and Facilities	8hrs	STC Early College High School	2hrs
Academic Advising Certification (NACADA)	8hrs	BAT Program, Articulation and Student Panel	4hrs
Student Activities, Placement, Wellness Ctr.	4hrs	President's Cabinet	2hrs
Academic & Personal Counseling, Career		New Student Orientation/On-line Orientation	
Cruising Assessment, Transfer Track	4hrs	Information Centers/ KIOSK	3hrs
Special Programs, PASS, ADA Services	4hrs	Center of Learning Excellence, SI + Video Presentation	
Student Assessment Center		Emotional Intelligence Workshop	4hrs
- Minimum Passing Standards	4hrs	Total Practicum Experience	40hrs

Professional Development

Teaching & Learning Academy

AMBASSADORS CROSS-TRAINING ACADEMY

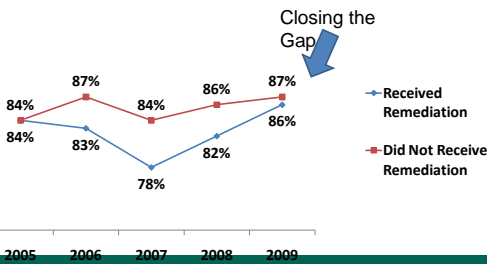
PART-TIME FACULTY ACADEMY (PTFA)

Teaching Circles Academy

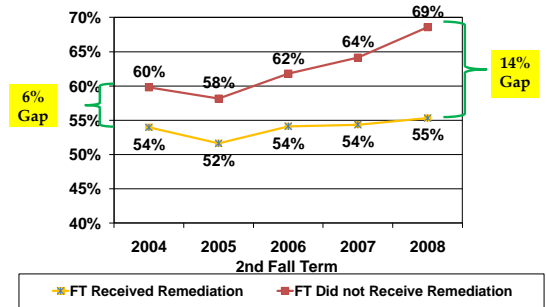
Did it make a difference?

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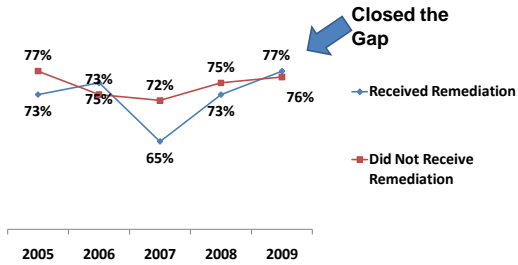
Percent of STC Full-Time-First-Time-in-College Students Who Re-enroll from Fall to Spring by College Ready Status



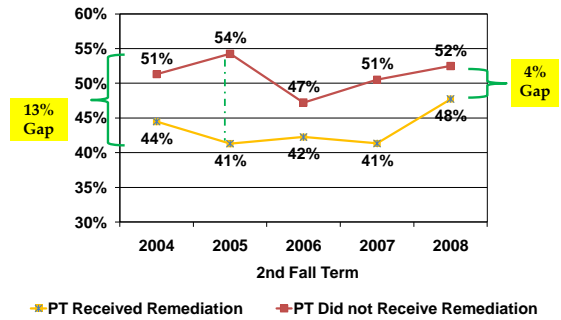
Percent of STC Full-Time-First-Time-in-College Students Who Re-enroll from Fall to Fall by College Ready Status



Percent of STC Part-Time-First-Time-in-College Students Who Re-enroll from Fall to Spring by College Ready Status



Percent of STC Part-Time-First-Time-in-College Students Who Re-enroll from Fall to Fall by College Ready Status



Results

	Course Sequence Completion Rate			College Readiness (TSI completion) Rate		
	Fall 2006 FTIC Cohort	Fall 2007 FTIC Cohort	% Increase	Fall 2006 FTIC Cohort	Fall 2007 FTIC Cohort	% Increase
Dev English	42%	48%	6%	58%	71%	13%
Dev Reading	49%	57%	8%	62%	63%	1%
Dev Math	19%	29%	10%	33%	48%	15%

Data Source: STC Fact Book 2009-2010

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Results

	Fall 2006		Fall 2008		Fall 2009	
	Case Management FTIC's	Non Case Management FTIC's	Case Management FTIC's	Non Case Management FTIC's	Case Management FTIC's	Non Case Management FTIC's
Term GPA	2.17	2.18	2.50 ***	2.16	2.35 ***	2.00
Fall-to-Fall Retention Rate	55.7% ***	48.2%	68.5% ***	51.3%	NA	NA
N	618	618	880	880	1,797	1,797

*** The Case Management FTIC group's value is significantly greater than the Non Case Management group (p < .01)

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FALL TO FALL RETENTION (Full-time Students)

2004: 58%

2005: 62%

Right Direction...but Slow...

2006: 64%

2007: 69%

2005 Barrier Study

Money

Lack of Information

Work/Job Time Management

Facilities/Equipment

Child/Daycare/Family

Course Offerings

Developmental/THEA

Technology

2007 Barrier Study

Instructor Issues

Child/Family

Course Offerings

Developmental/THEA

Work/Job Time Management

Personnel

Money

Lack of Information

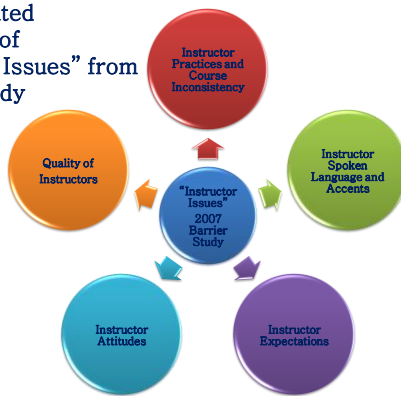
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What do we know about instructor issues?

Faculty Research Group

- Disaggregate “instructor issues” data
- Triangulate to other sources of data
 - CCSSE student responses (2006, 2007)
 - CCFSE faculty responses (2006, 2007)
 - HERI fulltime faculty responses (2004, 2007)
 - Student evaluations of faculty (2004-2007)
 - Student issued complaints (2006, 2007)

Disaggregated categories of “Instructor Issues” from Barrier Study



What did we learn?

- Faculty and student perceptions differ
- Multiple sets of data help tell a more complete story
- Faculty engagement leads to ownership and innovation

What did we do?

- Revision of student evaluation of faculty
- Division based recommendations and strategies
- Assessment of strategies for impact

A Comprehensive Approach to College Readiness



Building a Common Language and Raising Expectations

Outreach Services

“Creating a College Going Culture”




K-12 Partnerships

- Testing in High School
- College Success in High School
- Curriculum Alignment
- Dual Enrollment
- Early College High Schools
- High Dropout Recovery Programs

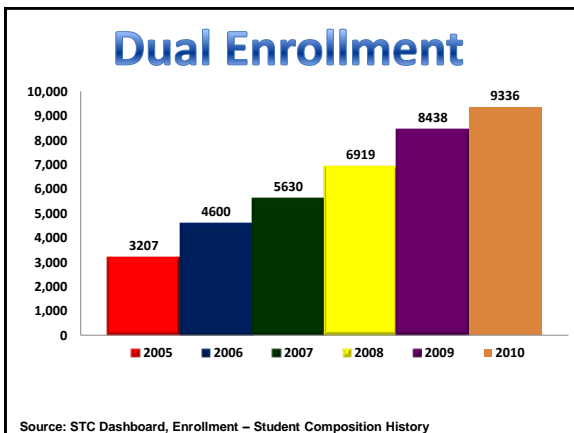
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Dual Enrollment Partners

- Hidalgo & Starr Counties
 - Districts – 18
 - High Schools – 42
 - Course Sections – 734
- Enrollment History
 - 1997 – 98 students
 - 2010 – 9,336 students




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Early College High Schools

- McAllen Achieve ECH – Year 4
- Mercedes ECH – Year 4
- PSJA T-STEM ECHS – Year 4
- PSJA North ECHS – Year 1
- Progreso ECHS – Year 5
- Valley View T-STEM ECHS – Year 3
- Hidalgo ECHS – Year 6



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Dual Enrollment STEM Academies



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(South Texas College, 2010)

High School Dropout Recovery

- PSJA ISD high school students not meeting graduation requirements
 - 18-25 year olds
 - 3 or less high school credits
 - 1 or more of the TAKS exit exams
- Structure
 - High school provides credit recovery and TAKS remediation
 - STC provides College Success and dual enrollment courses



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(South Texas College, 2010)

High Impact

- Over 1,000 Graduates in three years
 - High school diploma
 - 50% with six college credits
 - 88 over the age of 21
- Awarded Texas Higher Education Coordinating Board Star Award
- Replicated by other school districts
 - La Joya
 - Mercedes
 - McAllen

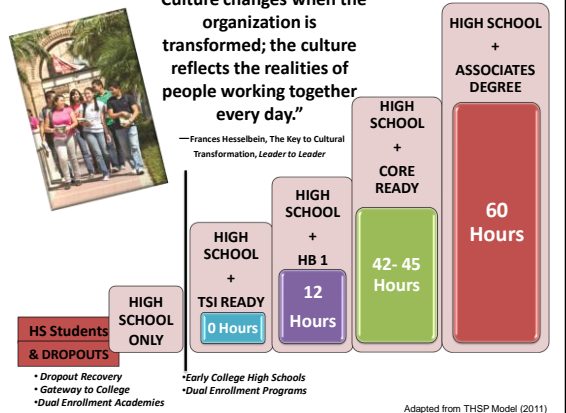


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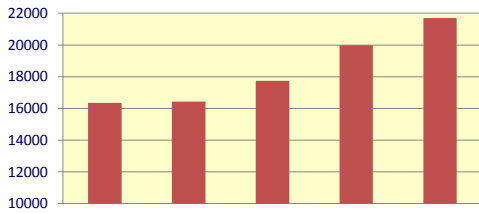
(South Texas College, 2010)

“Culture changes when the organization is transformed; the culture reflects the realities of people working together every day.”

— Frances Hesselbein, The Key to Cultural Transformation, Leader to Leader



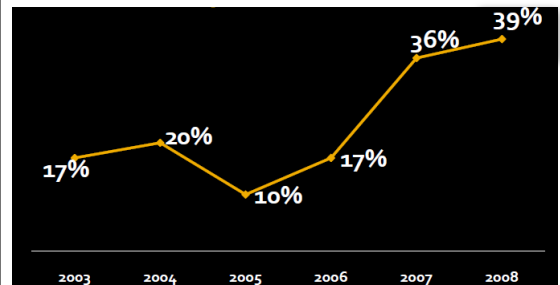
Rio South Texas Public Schools Award More High School Diplomas



Source: PEIMS Region 1

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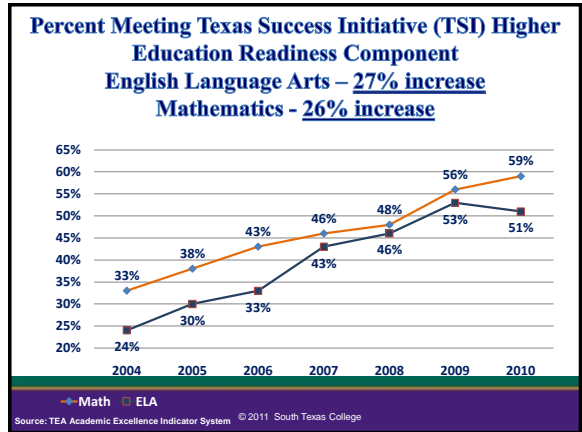
Percent of HS Graduates Enrolling at STC Who Were College Ready at Time of Entry



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9% Increase in Percent of HS Graduates Pursuing Texas Higher Education the Fall After High School Graduation

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Making Dreams Happen!

The Ramirez Family

"We talk about college all of the time, I tell him that school doesn't end in the 12th grade, and that he has to keep going in order to be someone in life. I always remind him that college is very important, no matter what he wants to be when he grows up, and that STC is an option for him. I'm glad that Dr. Reed and her staff came out today to talk to the kids about college, because it just enforces all that we as parents tell our children."

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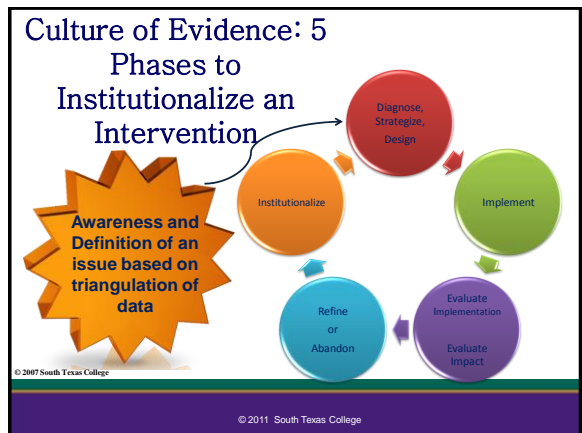
Evaluation Methods & Procedure

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Research, Reporting, Assessment, and Planning Team (RRAPT)

- *Research and Analytical Services*
- *Institutional Effectiveness & Assessment*
- *Student Learning Outcomes & Assessment*
- *Data and Reporting Management*

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Diagnose, Strategize, Design

- Multiple Data Sources
- Quantitative/Qualitative
- Written Report of Findings and Recommendations/Strategies
- Conduct Consensus Building and Implementation Dialogue Sessions
- Written Implementation Plan
- Present and Discuss with Leadership Teams



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Implement

- Establish Accountability for Implementation
 - Division – Vice-President
 - Department – Director/Dean
- Fiscal, Physical, and Human Resource Needs and Allocations
- Reporting Progress to Leadership Team



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Evaluate Implementation Evaluate Impact

- Coordinate Evaluation Development with Institutional Research
- Written Evaluation Plan to Address Institutional Priorities
 - Outcomes and Measures
 - Learning, Process, Impact
- Establish Ownership for Evaluation Process



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It Starts with Understanding the Issue

- Define the Issue Using Data
- Broad Based Discussion
- Determine Additional Data Needs
- Establish Consensus on Issue
- Taskforce Charge
- Taskforce Leadership
- Taskforce Membership
- Clear Deadlines



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Refine or Abandon

- Study Results
- Refine Strategies
- Recommendation for Institutionalization and Resources Required
- Present to Leadership Team



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Institutionalize

- Incorporate into Divisional Budget Planning
 - Staffing
 - Operating
 - Capital/Equipment
- Ongoing Evaluation
 - Impact on Institutional Priorities

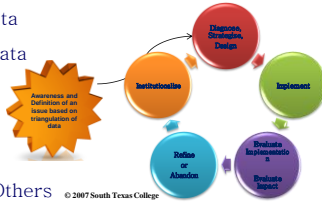


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Recap Steps ...

1. Identify a Student Success Issue
2. Form a Cross-functional Team
3. Analyze Existing Data
4. Collect Additional Data
5. Triangulate Data
6. Develop Strategy
7. Evaluate Results
8. Present Results to Others



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Institutional Focus on Completion



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Task Force on Improving the Graduation Rate at South Texas College

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Cohort Success Initiative (Fall 2008)

- ❖ Faculty Initiative Team Projects
- ❖ Graduate on Time Program
- ❖ Division Based Initiatives



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Graduation Taskforce Charge (Fall 2008)

Develop a comprehensive plan to improve the graduation rate at STC including a review of current policies, procedures and institutional practices that may be barriers to graduation.



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Graduate on Time Recommendations

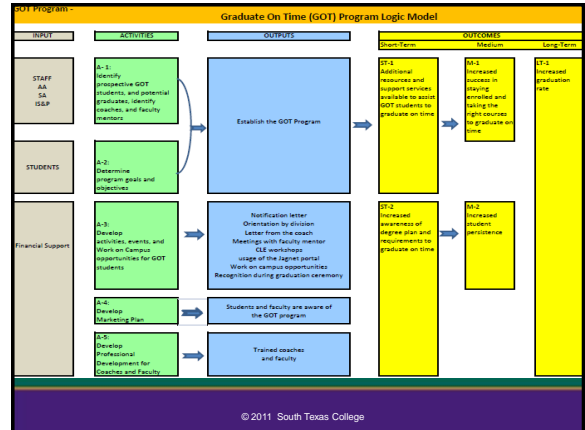
1. Establish a Stop-out/Transfer Student Recovery Program
2. Assign a Beacon Mentor to Gatekeeper Courses
3. Implement Mandatory Orientation Program
4. Utilize and Provide Training for Online Audit
5. Establish Uniform Faculty Advising Guidelines

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Graduate on Time Recommendations

6. Provide More Faculty Professional Development
7. Provide Innovative Instructional Programs
8. Implement a Single Platform for Access to all Information
9. Promote the Awareness of the Value of Graduation

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Evaluation Plan for Innovative Strategies or Intervention Programs or Projects South Texas College							
Title of the Strategy/Program/Project: GOT Program							
Team Leader: Dr. Anahid Petrosian							
Evaluation Questions	Expected Outcomes	Assessment Method	Tasks	Personnel	Timing	Data Sources	Reporting
1 To what extent are GOT students aware of the GOT Program?	90% of the students will acknowledge receipt of at least one letter informing them about the program and its benefits.	Calculate the % of students responding to the survey item on receiving the GOT cohort notification letter.	Create the survey and administer it at the end of semester	RAS researcher and Project leader who is in charge of sending the notification letter	one month prior to the end of the semester; administer the survey at the end of the semester	Survey created by RAS	GOT Project Leader
2 To what extent will GOT students interact with GOT program Coaches?	90% of the students will have at least one contact with the GOT Program Coaches each semester.	Calculate the % of students contact from the record kept by the GOT Program Coaches.	GOT program Coaches documenting each contact.	GOT Project Leader	Throughout the semester by the GOT coaches	Record kept by the GOT coaches	GOT Project Leader
3 To what extent do GOT students utilize the customized Jagnet Portal support services	70% of the students will use the Jagnet Portal	Calculate number of use of the Jagnet Portal	Track number of use of the Jagnet Portal	ISSP	At the end of each semester	Jagnet Portal	GOT Project Leader

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South Texas College Institutional Effectiveness & Assessment

Navigation: Future Students | Current Students | Parents | Visitors | Faculty / Staff

South Texas College > ISSP Division > Institutional Effectiveness & Assessment >

I'm Looking For... [Dropdown]

About us

- Home
- Staff
- Submit Feedback Form

Institutional Effectiveness

- WEAVE Online Login
- E Plans and Reports
- E Success Stories
- Student Learning Outcomes and Assessments
- E Help Tools
- E Team, Tools, and History
- E Calendar / E Timeline
- Other E Presentations
- E Data Entry (2005 - 2008 Final E Report)

Assessment / Evaluation of Interventions

- Intervention Assessment Briefs

Evaluation Plans and Reports

Interventions

- CSI Intervention - Faculty Initiative Team Projects
 - Intervention Description
 - Evaluation Plan
- CSI Intervention - Graduate on Time Program
 - Intervention Description
 - Evaluation Plan
- CSI Intervention - Business & Technology

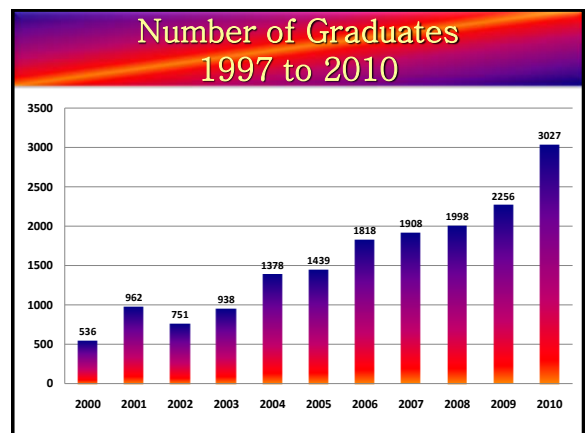
http://isp.southtexascollege.edu/ea/evaluation_plans/index.html

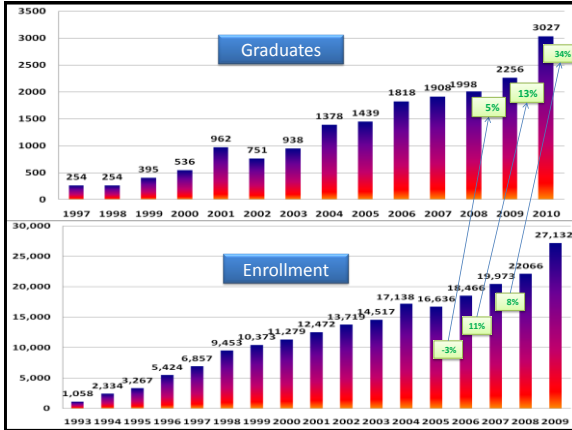
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Aggressive but Realistic Goals

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Talent Dividend Prize Setting a Vision for Success

South Texas College & The University of Texas-Pan American
Current and Projected Graduates Factsheet

Degree	Year	AY2005	AY2006	AY2007	AY2008	AY2009	AY2010	AY2011	AY2012	AY2013	New Awards	Points
Certificate		502	520	463	518	574	993	1,170	1,344	1,534	N/A	N/A
Associate		1,291	1,298	1,345	1,441	1,596	1,938	2,349	2,508	2,811	9,506	9,506
Baccalaureate				14	39	86	95	132	148	169	544	1,088
TOTAL STC*		1,793	1,818	1,822	1,998	2,256	3,026	3,551	4,000	4,814	10,650	10,594
Baccalaureate		1,987	2,287	2,409	2,420	2,703	2,630	2,751	2,889	3,033	11,293	22,586
Masters		325	580	608	654	743	643	675	709	745	2,792	5,344
Doctoral		12	4	10	24	21	9	18	18	10	55	110
TOTAL UTPA*		2,524	2,871	3,027	3,099	3,468	3,272	3,444	3,616	3,788	14,120	28,240
GRAND TOTAL											38,834	

Sources: STC Office of Institutional Research & Analytical Services & Office of the Vice President for Student Affairs & Enrollment Management

* STC Projections based on Graduation Targets Taskforce Committee enrollment data disaggregated by Degree, Division, & Program level. Data is subject to revision based on annual progression (December & May certifications) towards target.

*UTPA Projections based on trend analysis and 5% annual increase for Baccalaureate & Masters degrees. Doctoral degree Projections based on trend analysis.

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Completion by Design

★ TEXAS ★
COMPLETION
BY DESIGN

ALAMO
COLLEGES

Dallas County
Community College District

LONE STAR
COLLEGE

STC
South Texas College

Supporting Student Success: PREVENTING LOSS, CREATING MOMENTUM

a system designed for student completion

LOSS POINTS

- Do not apply to PS
- Delayed entry to PS
- First college experience leads to either withdrawal, poor standing and failure to enter the second year or which they qualify

STUDENT PROGRESSION

CONNECTION

Interest to Application

ENTRY

Enrollment to Completion of Gateway Courses

PROGRESS

Entry into Course of Study to 75% Requirements Completed

COMPLETION

Complete Course of Study to Credential with Labor Market Value

MOMENTUM STRATEGIES

- Consistent college and career ready transitions
- Enter college programs supported by peers and trained adults
- Increase understanding of college requirements, application and financial aid processes
- Develop and enhance self-advocacy skills
- Use college placement services high school
- Enrollment directly from high school
- Peer academic preparation
- In community colleges, 40% referred to developmental education, only 25% saw the following college level courses
- Fail to complete Gateway courses (i.e. entry level math and English)
- Four academic preparation
- 75% of low-income students need to complete work and school work more than 20 hours/week, including 10 hours
- Part-time enrollment more due program, loss of momentum
- Life happens/other life means many disruptions stop out or drop out
- Limited advising leads to credit limit accumulation not matched to degree attainment
- Loses with credits needed for degree needed for college level work
- Transfer without credential
- Careerless search/peer family supporting wage job or isn't "marketable" to career field work
- Innovative programs to meet optimal (e.g. high intensity, continuous) attendance
- Leverage technology to make course levels to increase advising, credential, books, and financial literacy learning tools available
- Individualized, accelerated, competency-based programs of study leading to credential to high demand fields like STEM and health care
- Provide emergency aid to deal with unexpected life events
- Mandatory "return" advising
- Transfer with credentials incentives
- Review letters to graduation (e.g. fees, fees)
- Learn and Earn programs that combine academic engagement and work experience in field of study toward career pathway

STUDENT DATA SYSTEM (from Day 1 to Completion)

STUDENT ENGAGEMENT

LEADERSHIP FOCUSED ON COMPLETION (Faculty, Administration, Trustees)

Economic future of South Texas, to a great extent, will be influenced by our ability to increase the educational level and competitive workforce skills of all residents of Hidalgo and Starr Counties.

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Evidence of Our Success...

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