



Building Student Success Bridges
By Sharing Data in a
Big Way:

Houston Pathways Initiative

(Generously funded by Houston Endowment)

Presenters:

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Community College

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University of Houston-Downtown


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University of Houston-Downtown



STUDENT SUCCESS SUMMIT
UNIVERSITY OF HOUSTON
SEPTEMBER 2011




Partners

- TEXAS HIGHER EDUCATION COORDINATING BOARD (THECB):
 - **Kristen Kramer**, Director, Success Initiatives
 - **Julie Aklund**,
 - SAN JACINTO COMMUNITY COLLEGE DISTRICT (SJCD):
 - Catherine O'Brien, Associate Vice-Chancellor Student Learning
 - **Pamela Campbell**, Assistant Vice Chancellor Educational Partnerships
 - HOUSTON COMMUNITY COLLEGE DISTRICT (HCCS):
 - **Juan Carlos Reina**, Director,
 - Academic Resource Development
- 



HOW DOES THE TEXAS PATHWAYS PROJECT WORKS?


- TEXAS HIGHER EDUCATION COORDINATING BOARD:
 - Regions:
 - 1) San Antonio: Alamo CC
 - 2 and 3) 2 Regions in Houston: Houston CC and San Jacinto CC
 - 4) El Paso
 - 5) Rio Grande
 -
- 




Goal 1: Closing the Gaps in Participation

By 2015, close the gaps in participation rates across Texas to add 500,000 more students.

- College Preparatory Curriculum
 - Well-qualified Educators
- 



How is this implemented through P16?


- 4X4
 - College and Career Readiness Standards
 - End-of-Course Assessment
 - Vertical Curriculum Teams
 - CCRS Integrated into Educator Prep Programs
 - Faculty Collaboratives (Educ. and Content Faculty)
- 




Goal 2: Closing the Gaps in Success

By 2015, increase by 50 percent the number of degrees, certificates and other identifiable student successes from high quality programs.

- Improved graduation rates
 - Demographic parity in enrollment and graduation
 - Seamless student transitions
- 




How is this implemented through P16?

- Alignment of EOC and Graduation Plans to College Readiness Assessment & Placement
 - Alignment of Secondary and Postsecondary Expectations
 - Alignment of Rigorous Instruction with Support
 - Secondary and Postsecondary Collaborations in Regions with Target Populations
- 




Leveraging P16 Initiatives

- Regional College Readiness Special Advisors
 - Public Agenda's *Student Voices* Project
 - CCRI Faculty Collaboratives
 - College Readiness Assignments Field Test (CRAFT)
 - Vertical Alignment Training
 - Regional P16 Councils
 - Developmental Education Demos
- 



Goals

- Improve access to, analysis of, and use of data to inform decision-making at secondary and postsecondary levels
 - Improve coordination between secondary and postsecondary sectors through face-to-face collaborative learning teams
 - Improve successful transitions from secondary through postsecondary.
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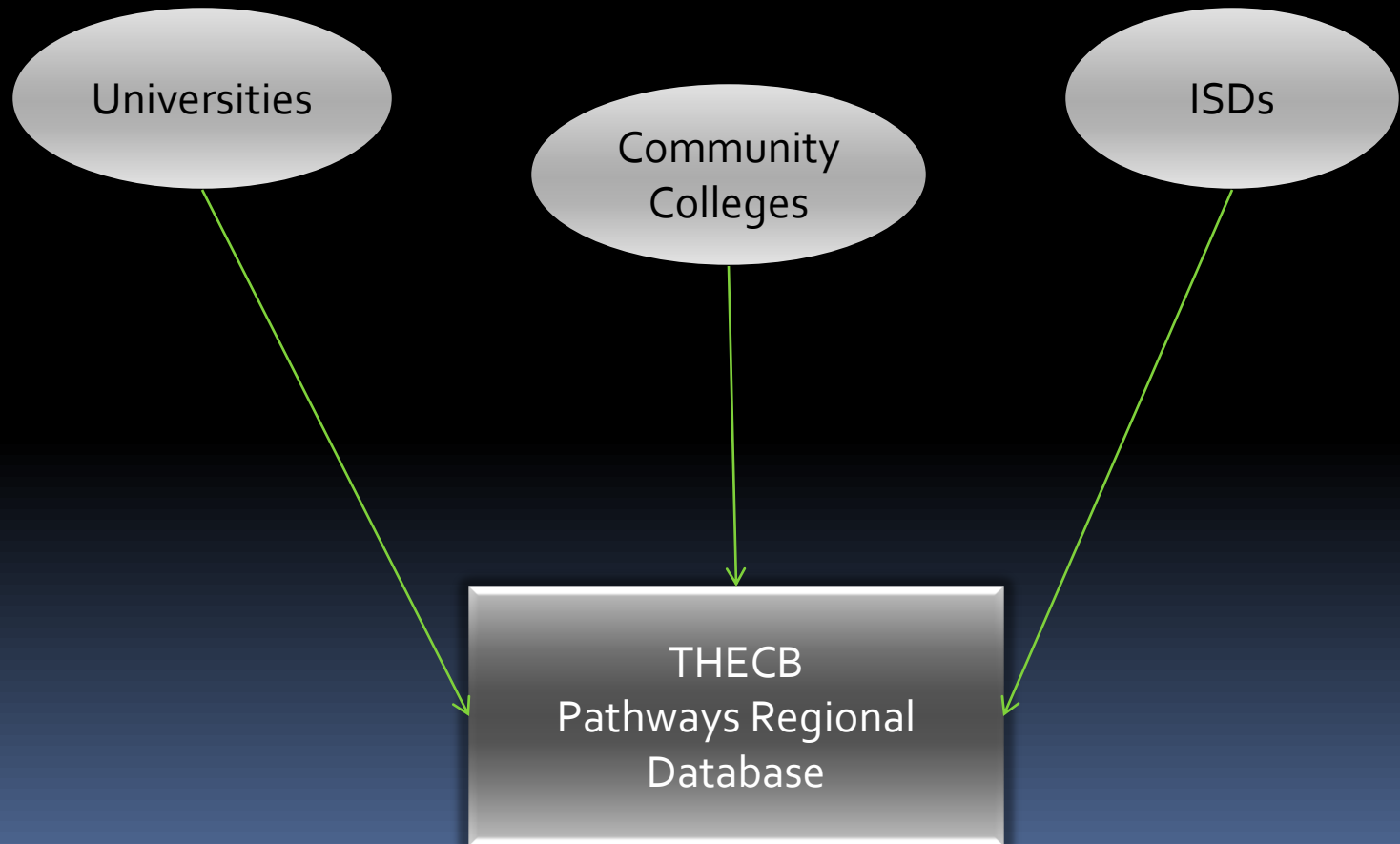


Pathway Project Overview

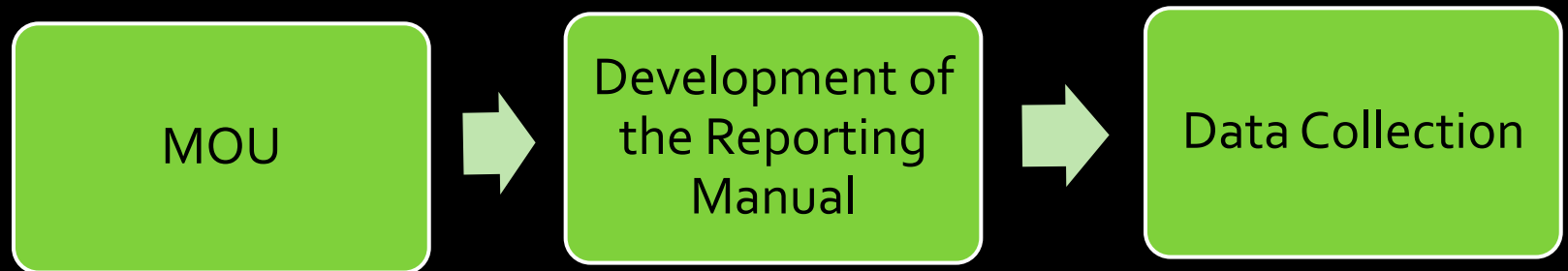
- Secondary and postsecondary education partners agree to share student level data
- Partners assign faculty members to meet on a monthly basis
- The data is used to generate reports for faculty teams
- The faculty teams use the data to fuel interventions designed to increase student success

Data Collection

- Raw Data



Data Collection Process





Data Collected

- Enrollment
- Course (grades included)
- Graduation Data
- Five to Seven Years of Data
- Reporting Manuals

<http://www.txhighereddata.org/ReportingManuals.cfm>


Faculty Reports



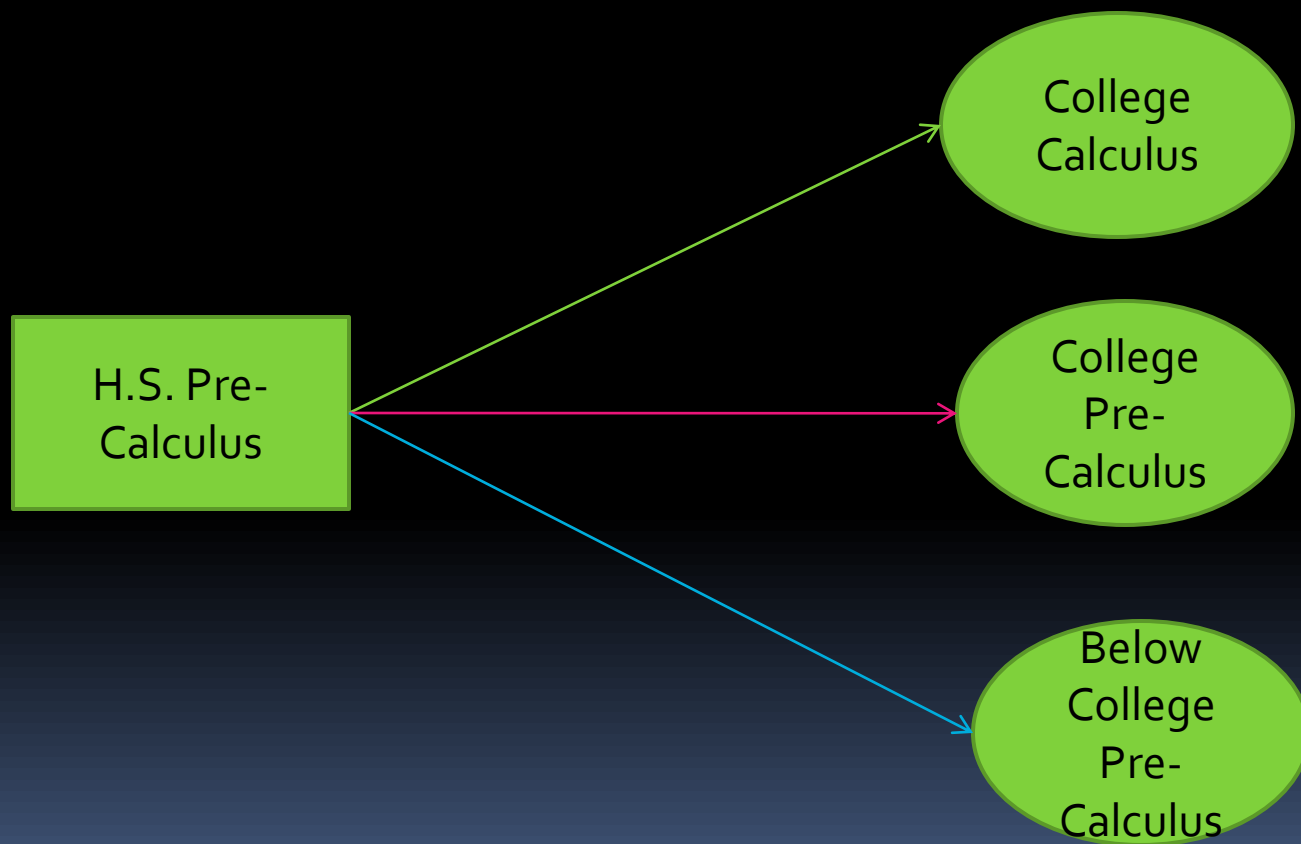


Faculty Reports Alignment Reports

Alignment reports are designed to illustrate possible gaps in secondary/ post-secondary alignment




Faculty Reports Alignment Reports

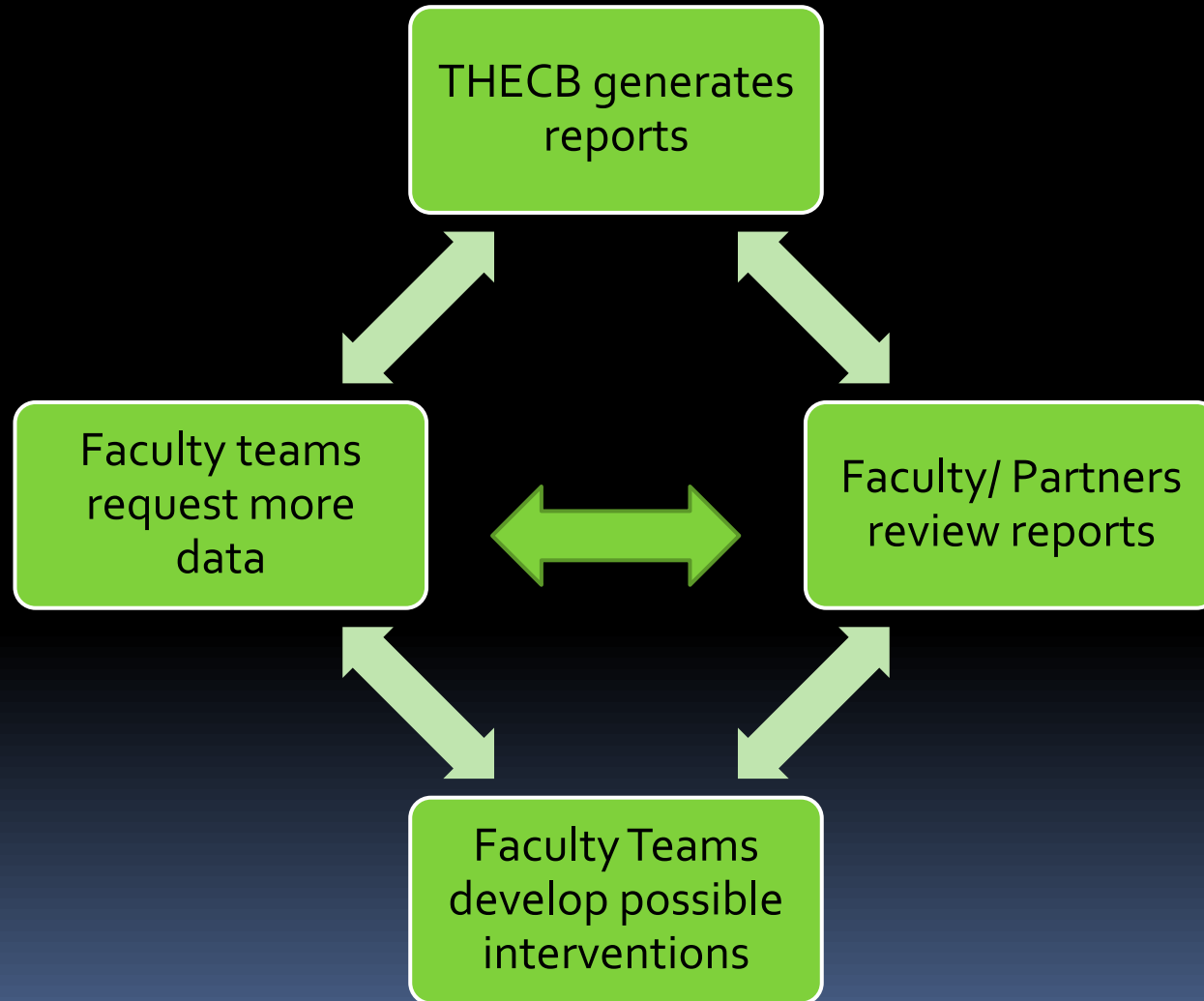




Faculty Reports


- Cohort Studies
 - Predictive modeling
 - Special Topic Reports
 - Study Skills
 - Dual Credit
 - Developmental Education
 - Researching possible interventions
 - Evaluation reports
 - Survey results
 - Using all data at the THECB
- 

Faculty Report Cycle






Faculty Reports

- Giving faculty reports at the institutional level is important to the Pathways process
 - Understanding how different student populations affect alignment
 - Understanding how successful institutional projects affect current alignment
 - Safe place environment
 - Pathways only evaluates Pathways' interventions
- 



Data Ownership

- Data ownership is important in the Pathway's process.
 - The faculty teams should have the feeling the data (reports) were being generated due to their will.
 - The original math alignment report had only 5 tables. The math team reviewed these reports. They requested 25 additional tables.
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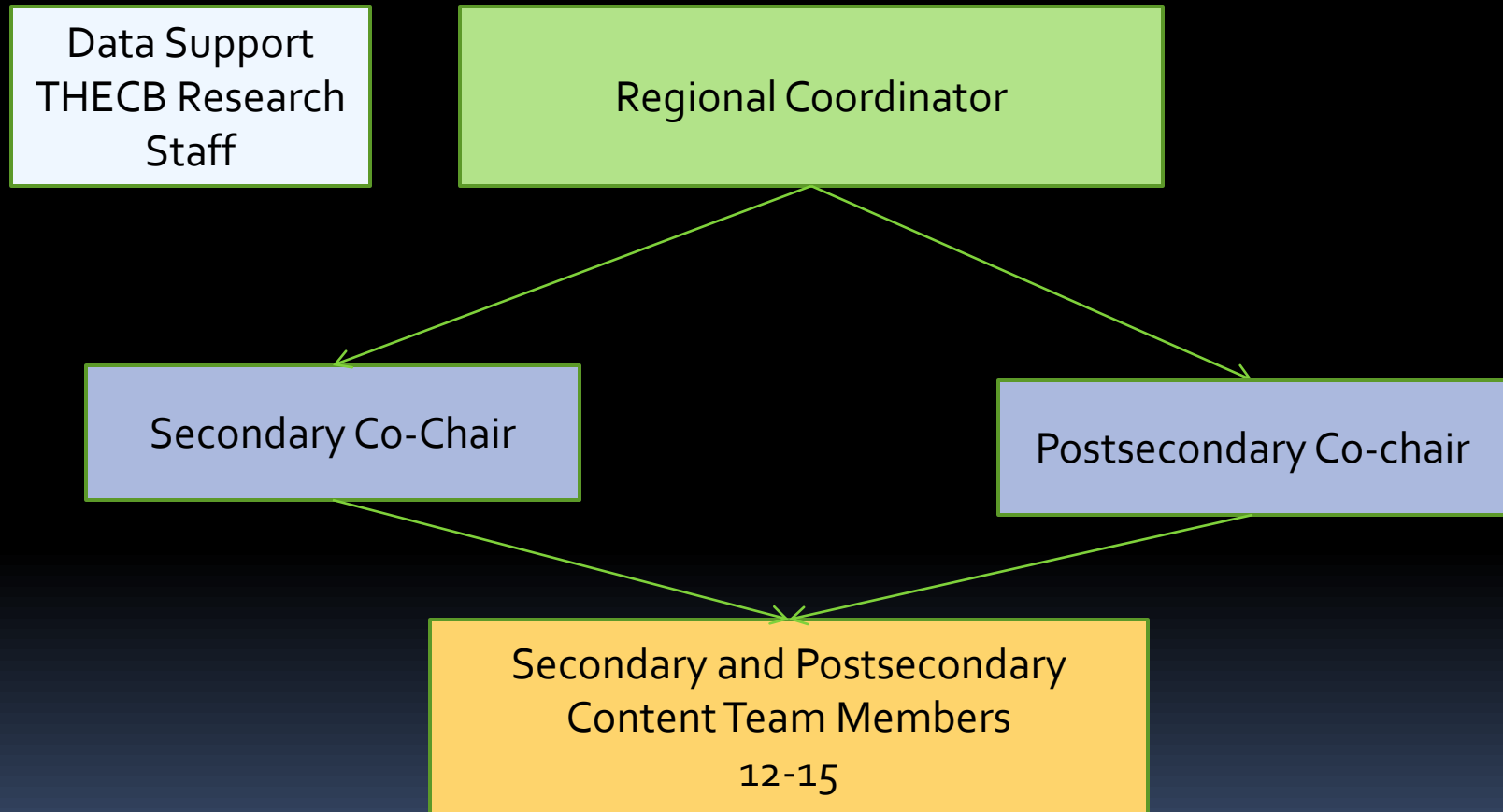
Faculty Teams

- Faculty Teams are the core of the Pathways project
- Faculty Teams identify possible local road blocks to successful transition from secondary to post-secondary
- Faculty teams are often encouraged to focus on local vertical alignment issues
- San Antonio and Houston Faculty Teams
 - Mathematics
 - English
 - U.S. History (Social Sciences)
 - Biology/ Chemistry (Sciences)

Faculty Teams

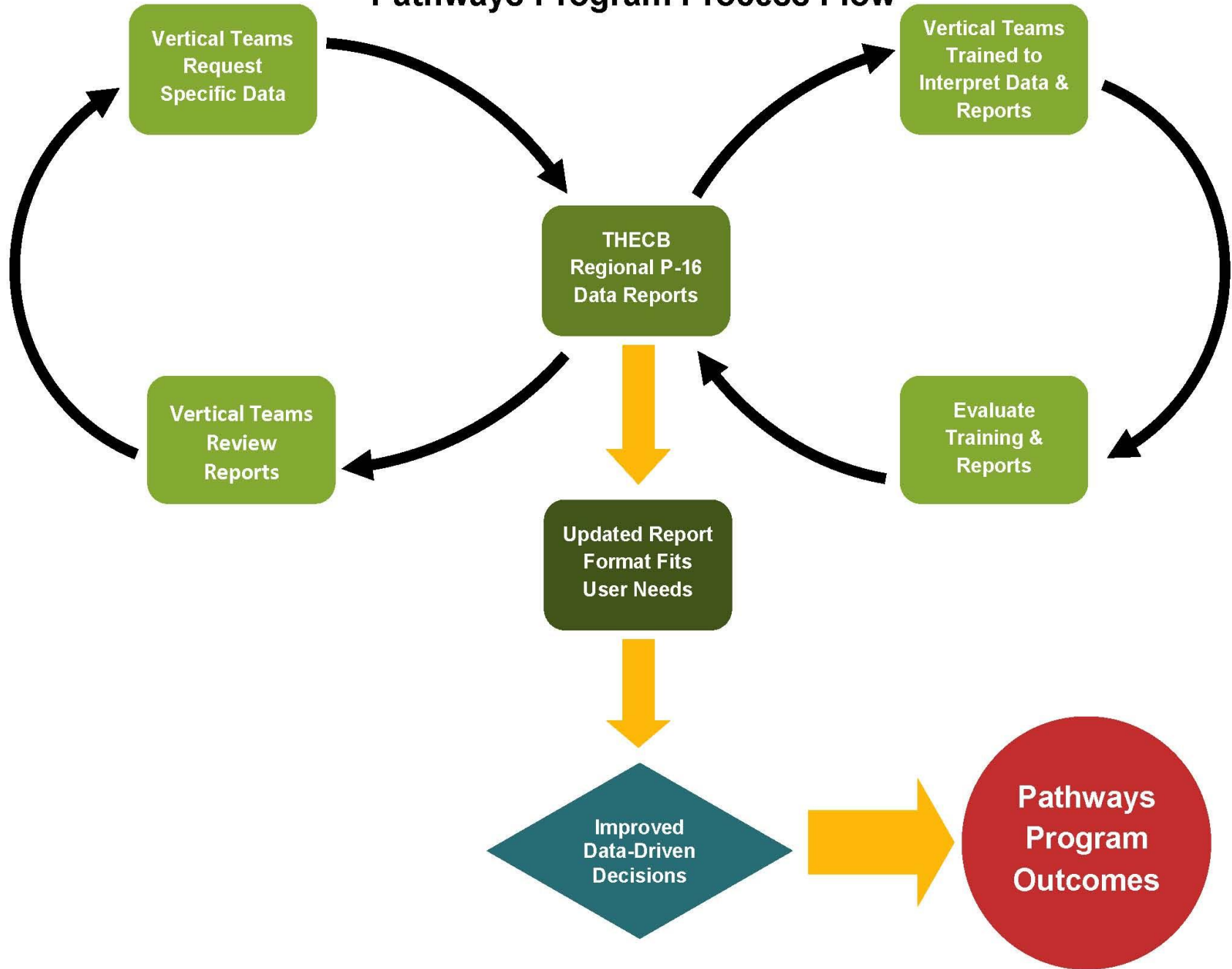
- Faculty teams are supported by a regional coordinator, the THECB, and always by local leadership, stakeholders, and overall statewide project.
- Faculty teams meet once a month.
- Initially, faculty team meetings center around team organization and faculty reports.
- Then, faculty teams are charged with development of interventions/systemic policy change for all education levels to better align secondary and post-secondary.

Team Organization



Each Region has at least four content area teams.

Pathways Program Process Flow



WHAT IS THE HOUSTON PATHWAYS INITIATIVE (HPI)?

Two Regions:

1. San Jacinto Community College
2. University of Houston-Clear Lake
3. Pasadena ISD
4. Deer Park ISD
5. Galena Park ISD


1. Houston Community College
2. University of Houston-Central
3. University of Houston- Downtown
4. Spring Branch ISD
5. Houston ISD

WHAT IMPACT HAS THE TEXAS PATHWAYS HAD IN HOUSTON?

- HOUSTON COMMUNITY COLLEGE DISTRICT
- (HCCS):
 - **Juan Carlos Reina**, Director,
 - Academic Resource Development



Texas Pathways Project-Houston For all Faculty Vertical Alignment Teams (FVAT):

- Data Reports Obtained For All ISDs, HISD, SBISD with HCC, UH, UH-D:
 1. Full alignment reports
 2. TAKS Alignment reports
 3. Full Developmental Ed reports
 4. Full Alignment Reports on Ethnicity, Gender, Pell grants, Social economic status, etc...
- 



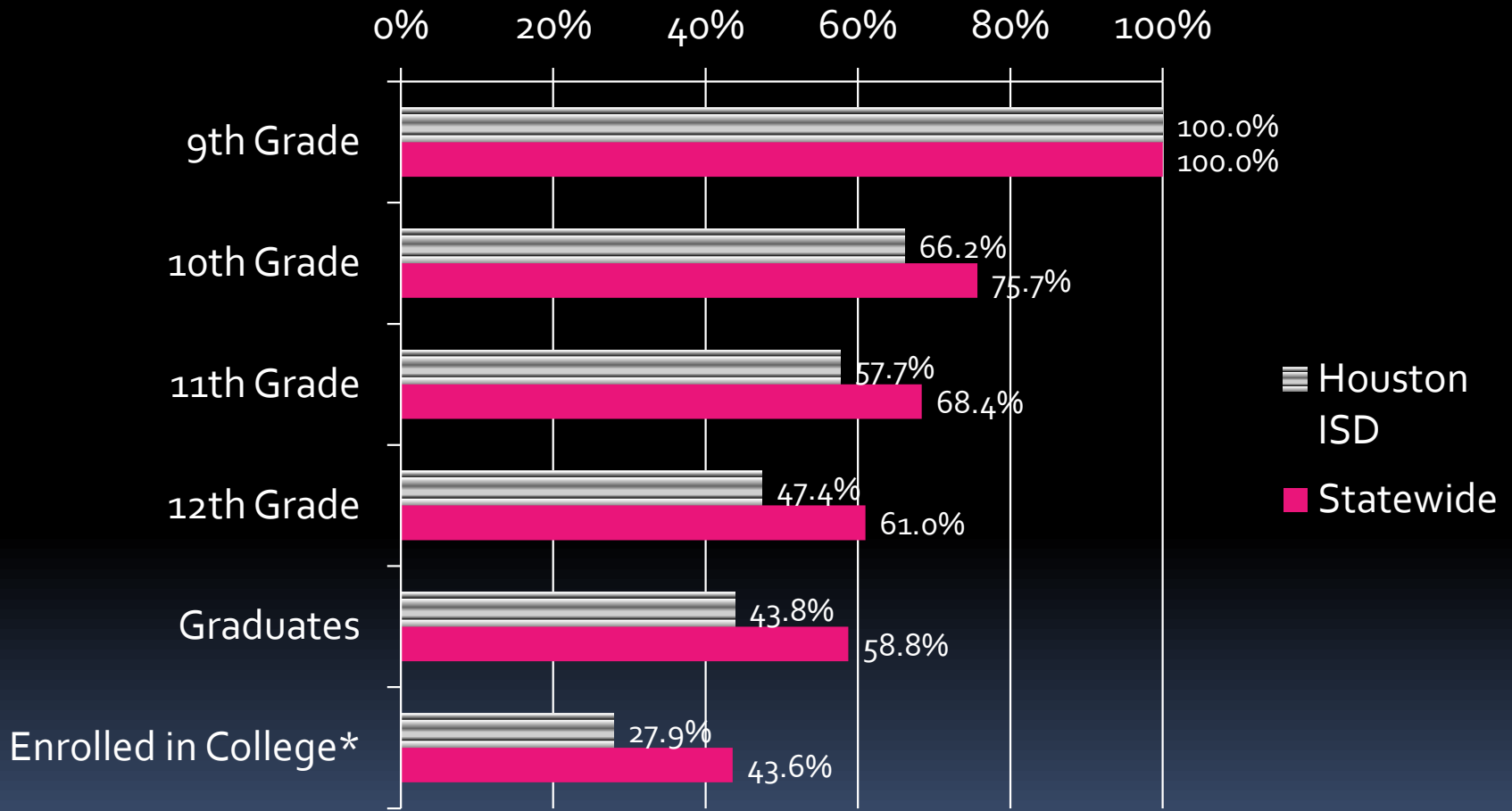
Pathways

9th Grade to College Report
AY2003-2004 9th Grade Cohort
Expected H.S. Graduation FY 2007



HOUSTON ISD REPORT

Student Flow from 9th Grade to College

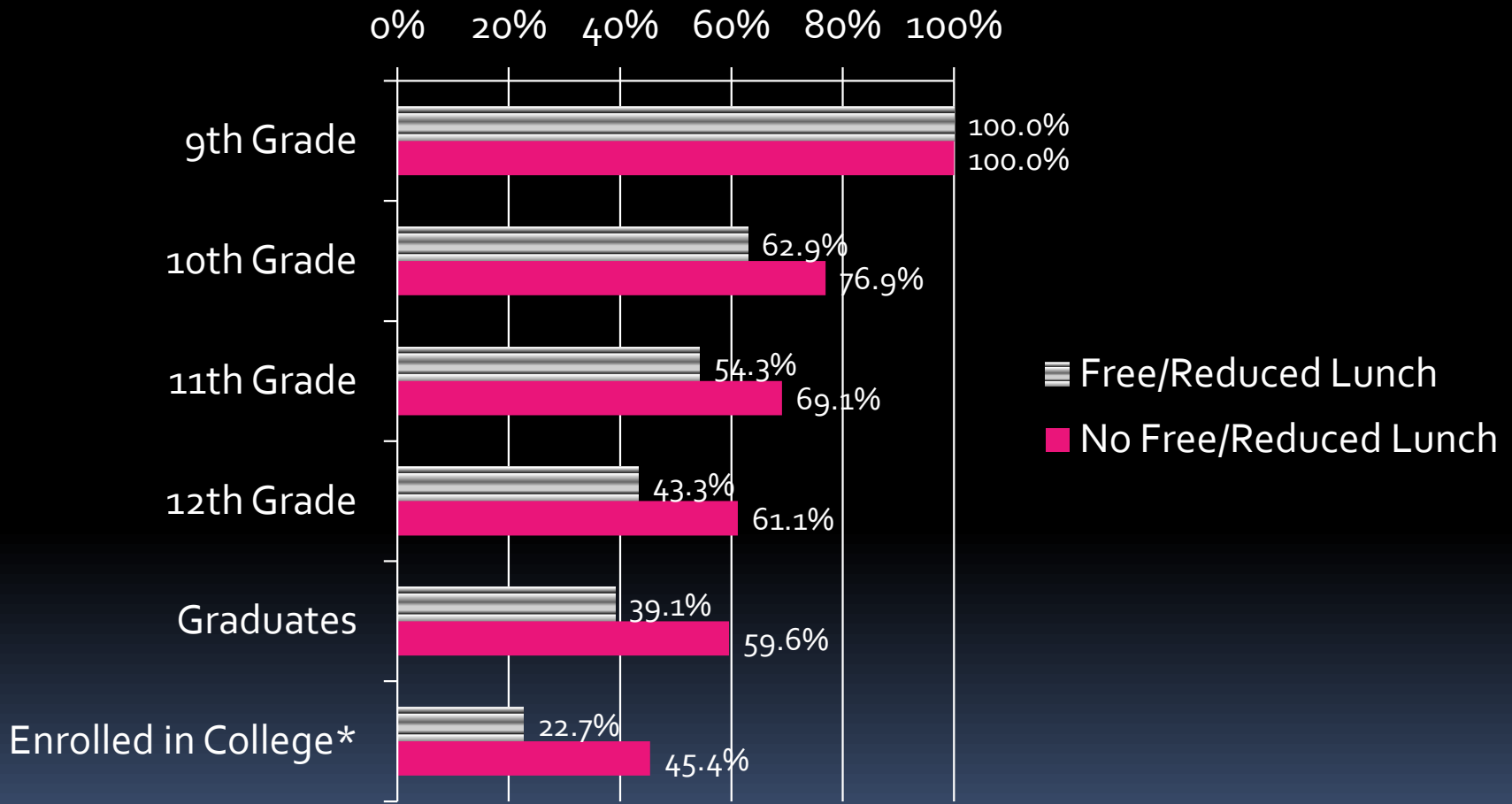


Total 9th grade cohort at Houston ISD= 17,971 students

Total 9th grade cohort statewide = 375,183 students

* Enrolled in Texas public or private higher education institutions.

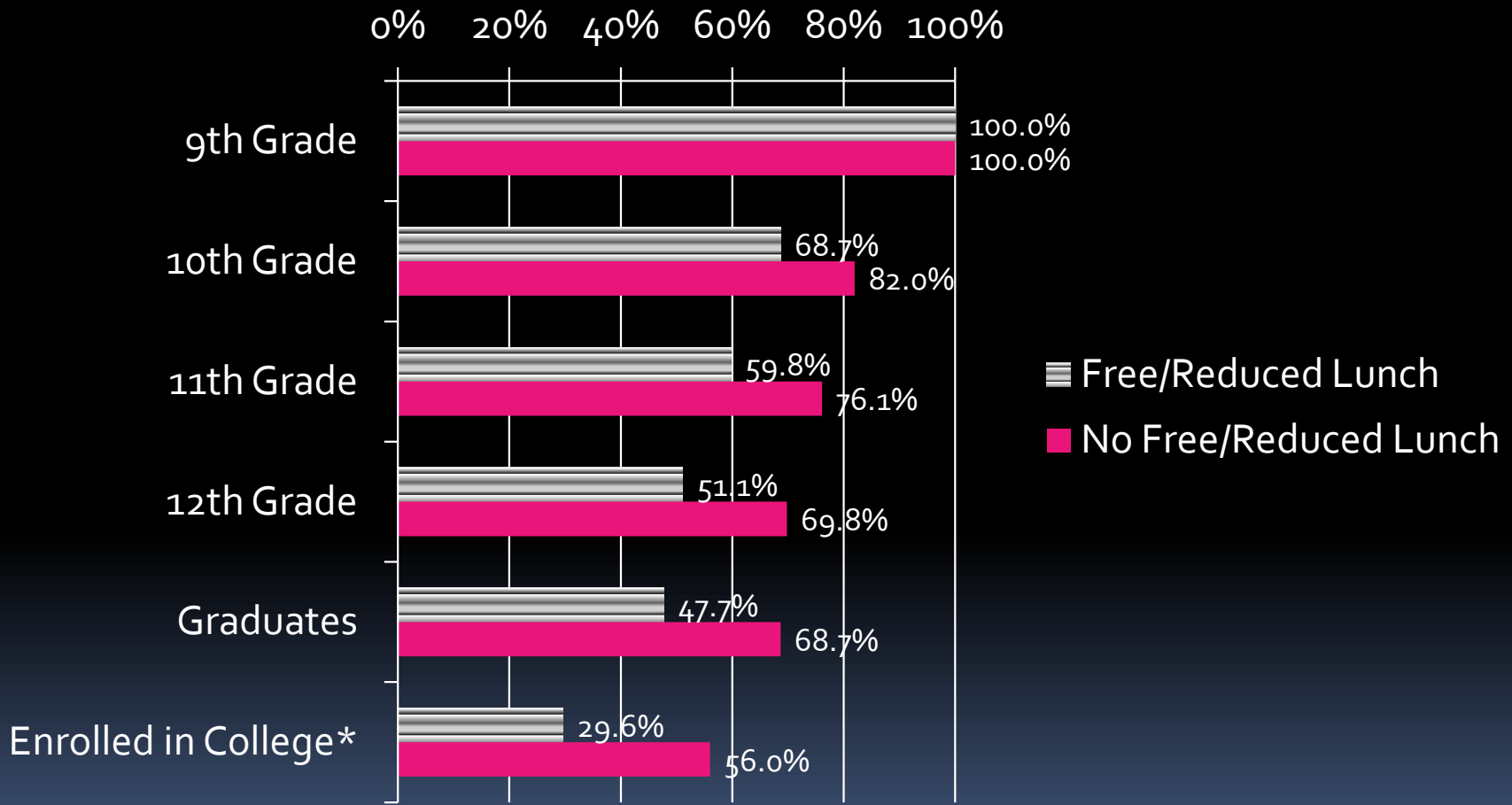
Student Flow from 9th Grade to College Free/Reduced Lunch at Houston ISD



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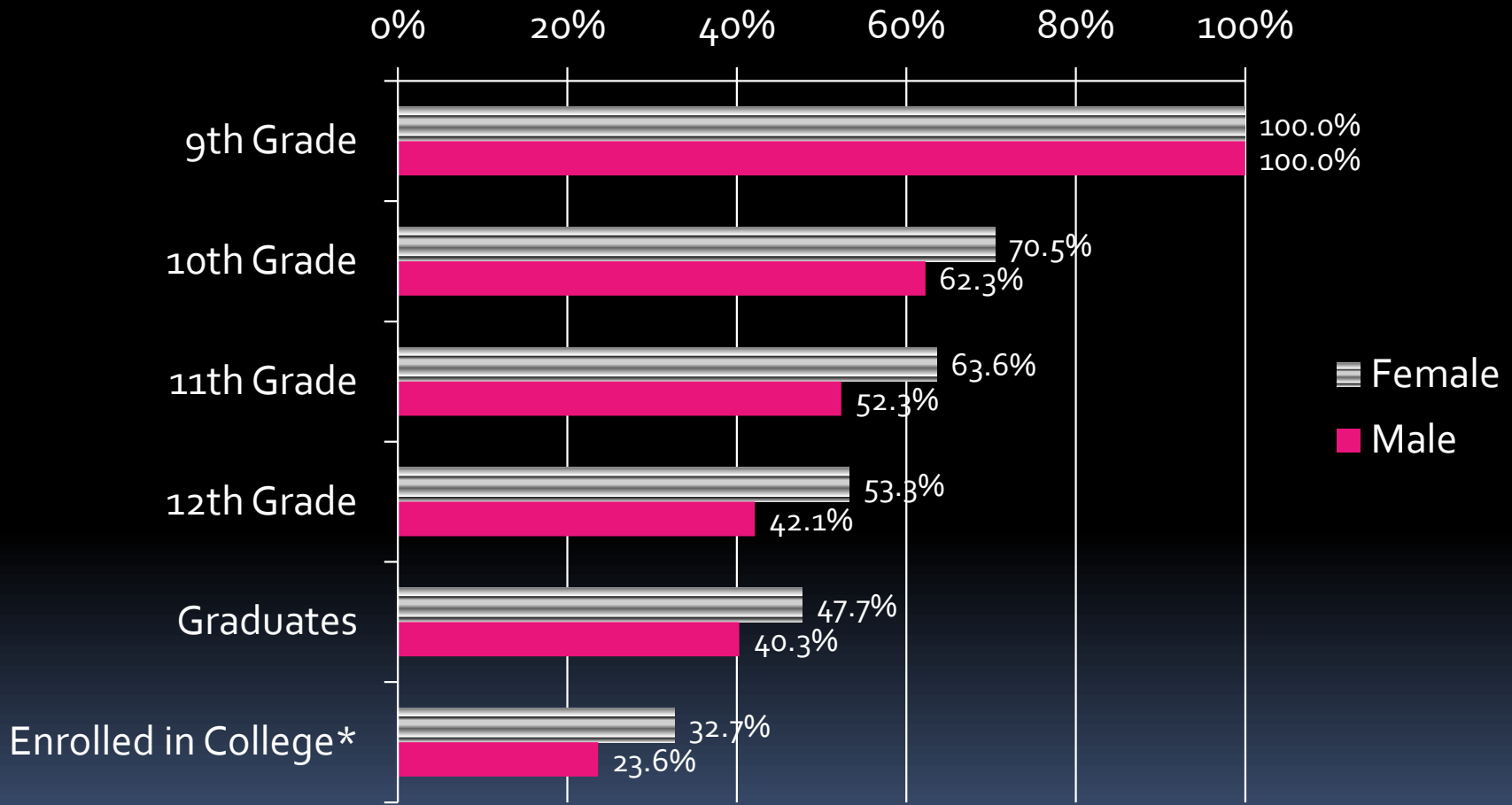
Student Flow from 9th Grade to College Free/Reduced Lunch Statewide



Total 9th grade cohort statewide = 375,183 students

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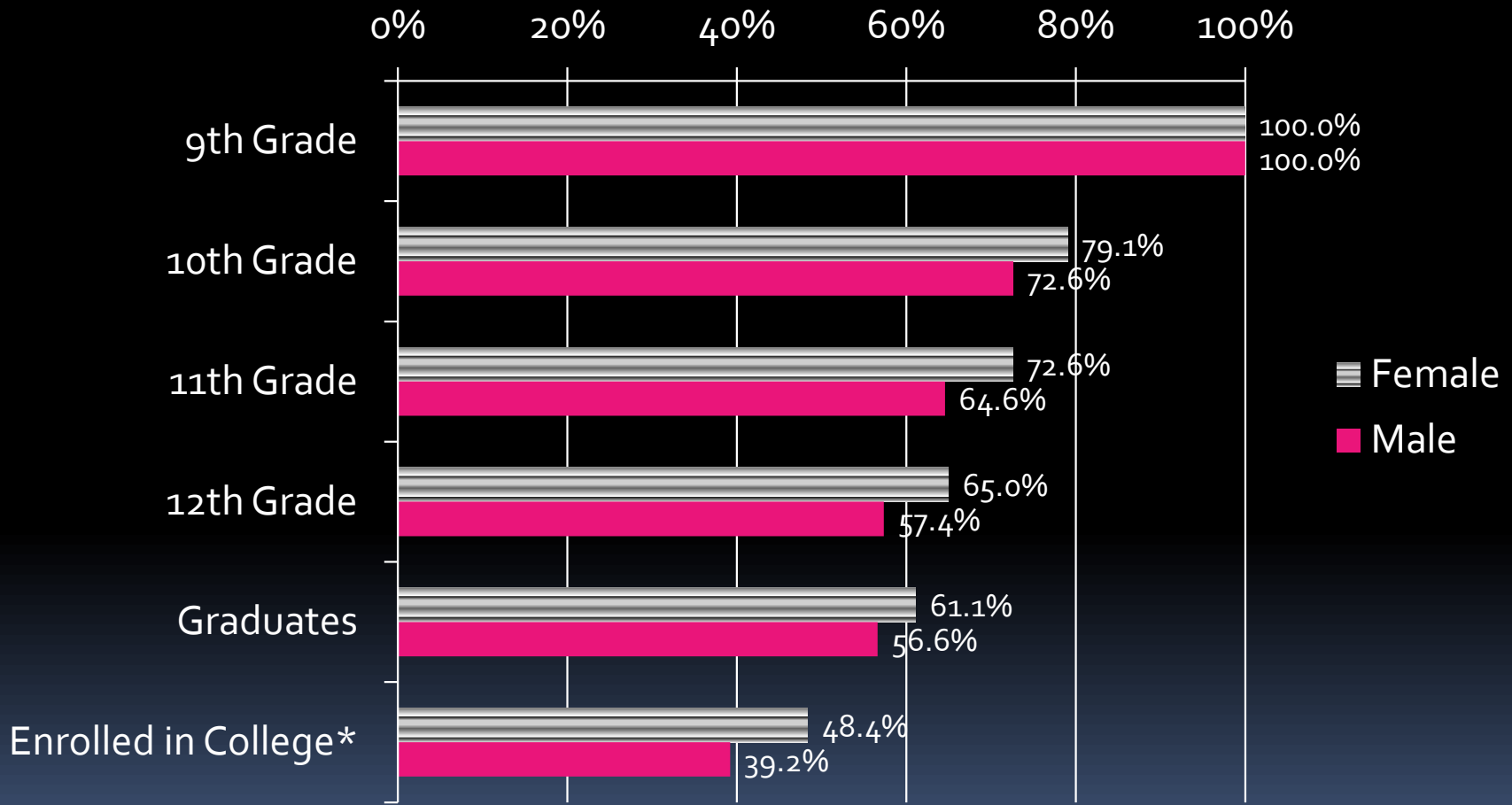
Student Flow from 9th Grade to College by Gender at Houston ISD



Total 9th grade cohort at Houston ISD= 17,971 students

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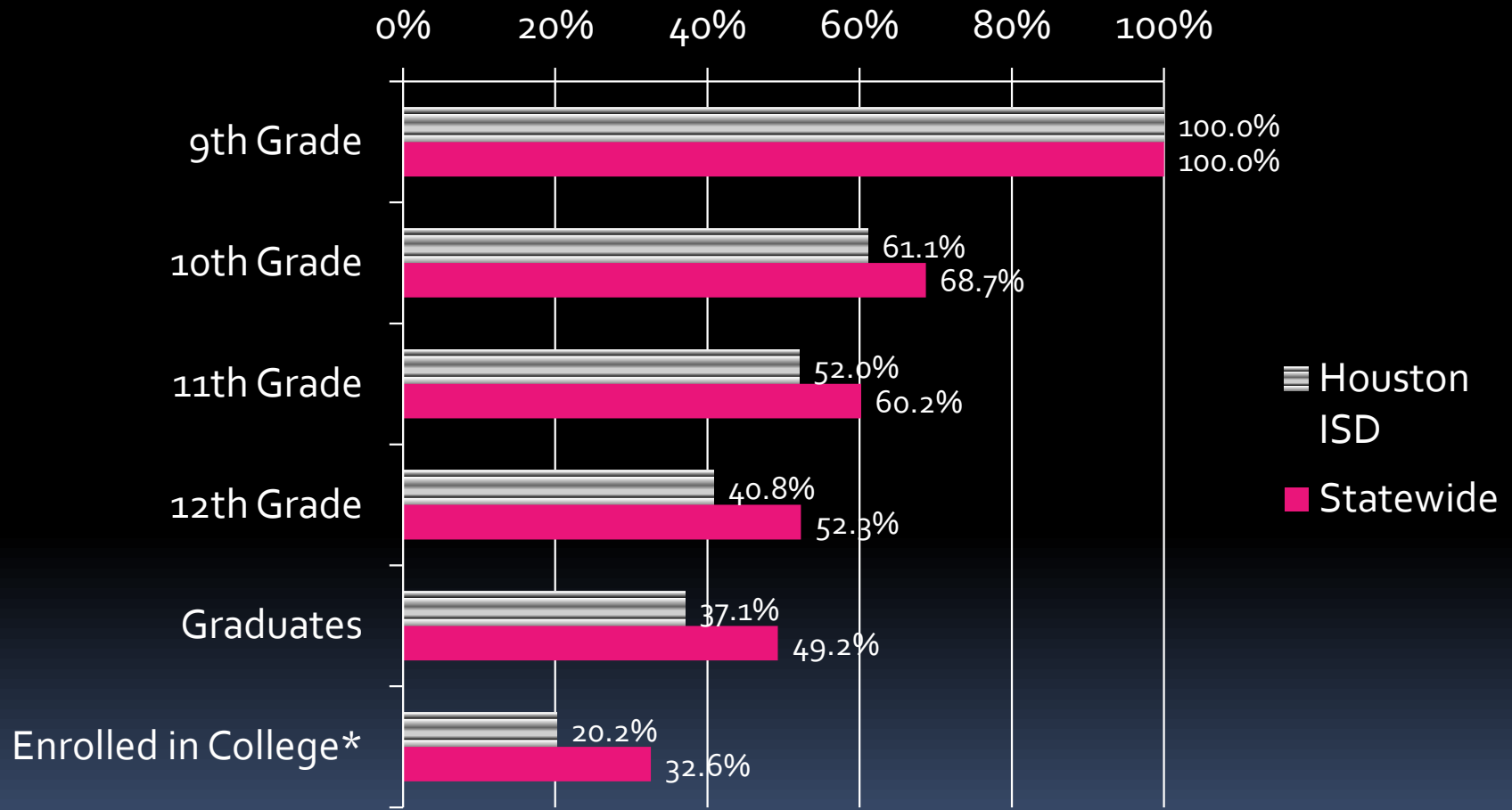
Student Flow from 9th Grade to College by Gender Statewide



Total 9th grade cohort statewide = 375,183 students

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Student Flow for Hispanics from 9th Grade to College

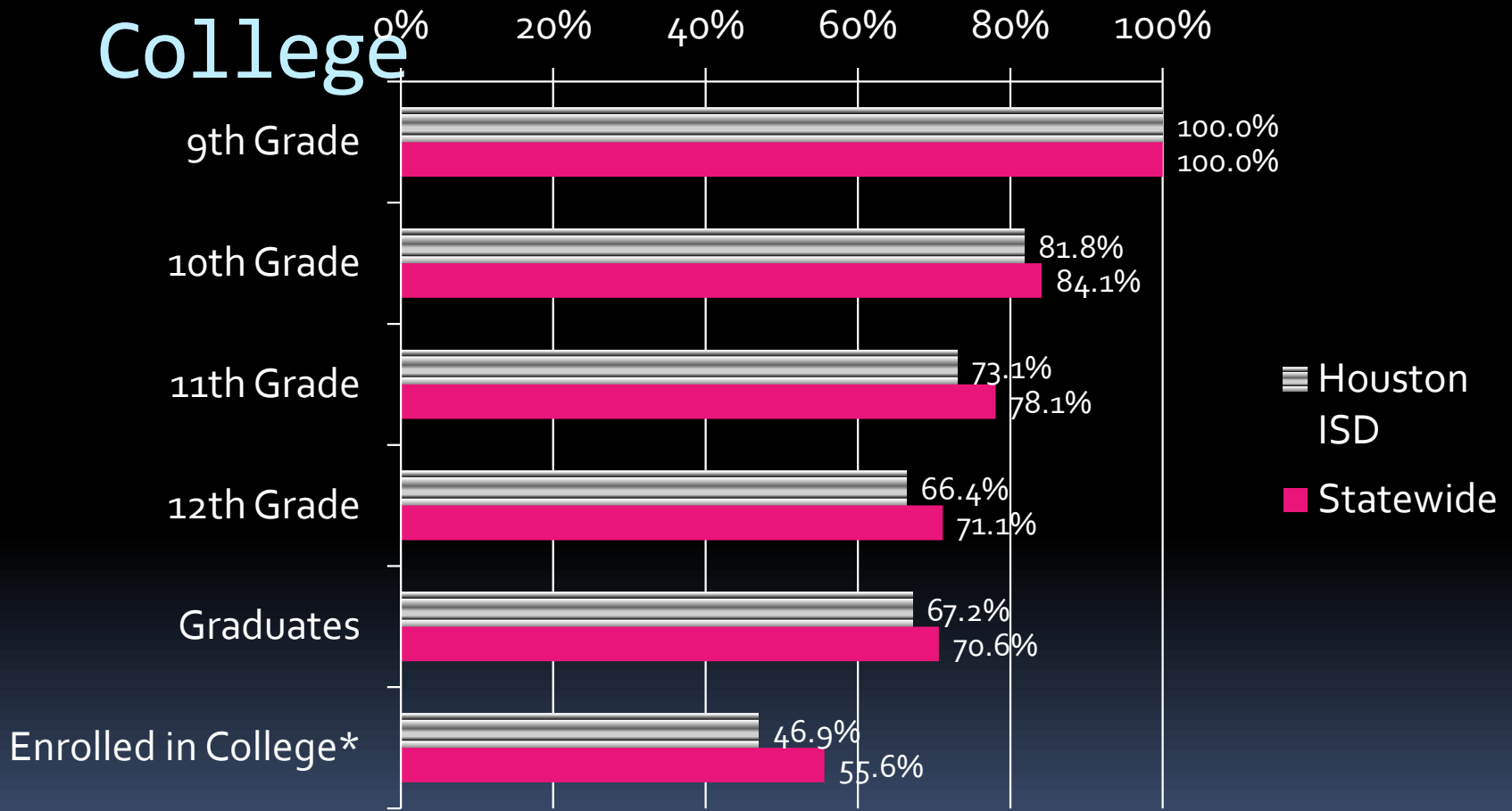


Total 9th grade cohort at Houston ISD= 10,163 students

Total 9th grade cohort statewide = 159,971

* Enrolled in Texas public or private higher education institutions.

Student Flow for European-Americans from 9th Grade to College

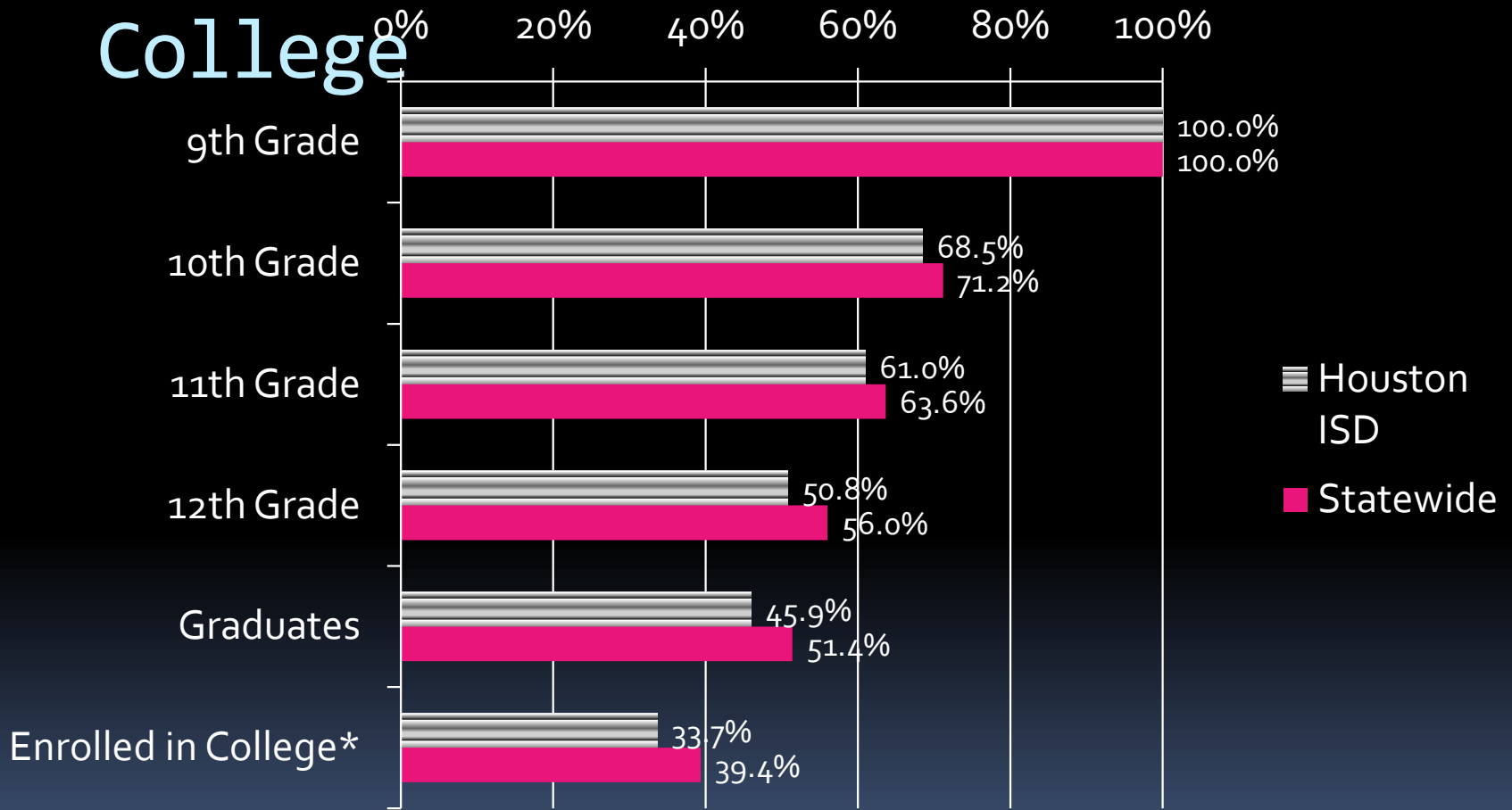


Total 9th grade cohort at Houston ISD = 1,717 students

Total 9th grade cohort statewide = 147,483

* Enrolled in Texas public or private higher education institutions.

Student Flow for African-Americans from 9th Grade to College

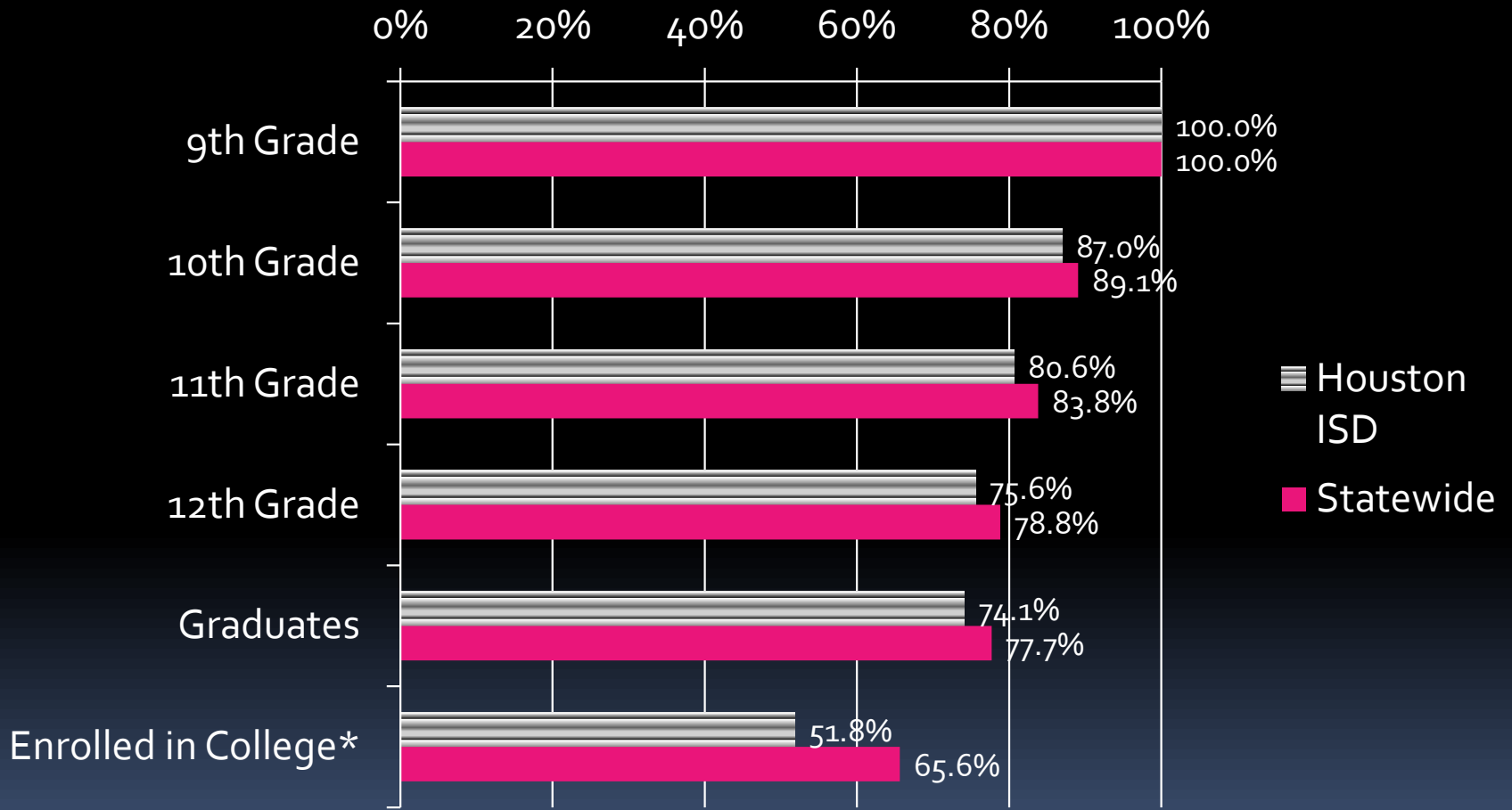


Total 9th grade cohort at Houston ISD = 5,544 students

Total 9th grade cohort statewide = 56,477

* Enrolled in Texas public or private higher education institutions.

Student Flow for Asians from 9th Grade to College

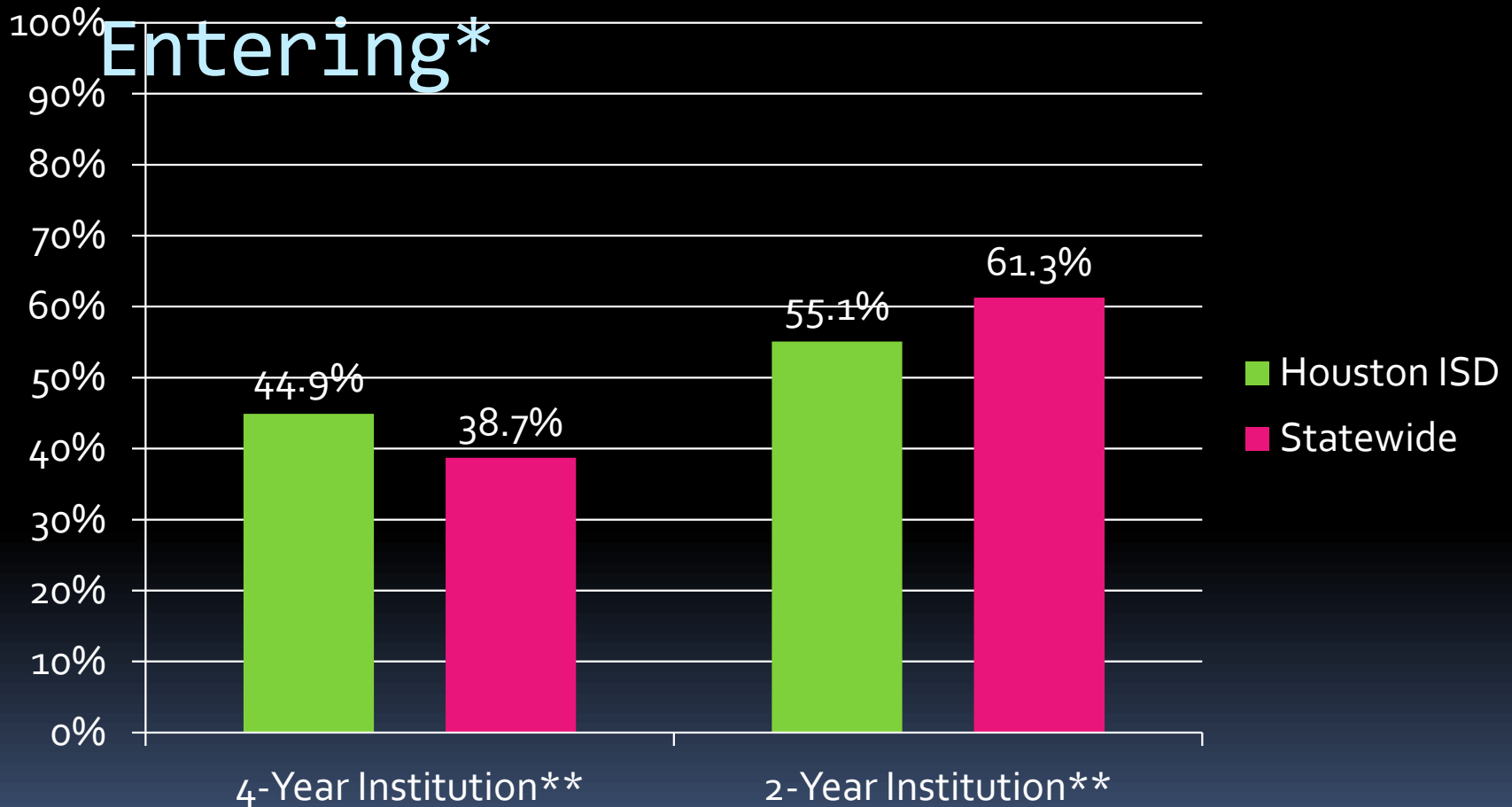


Total 9th grade cohort at Houston ISD= 537 students

Total 9th grade cohort statewide = 10,083

* Enrolled in Texas public or private higher education institutions.

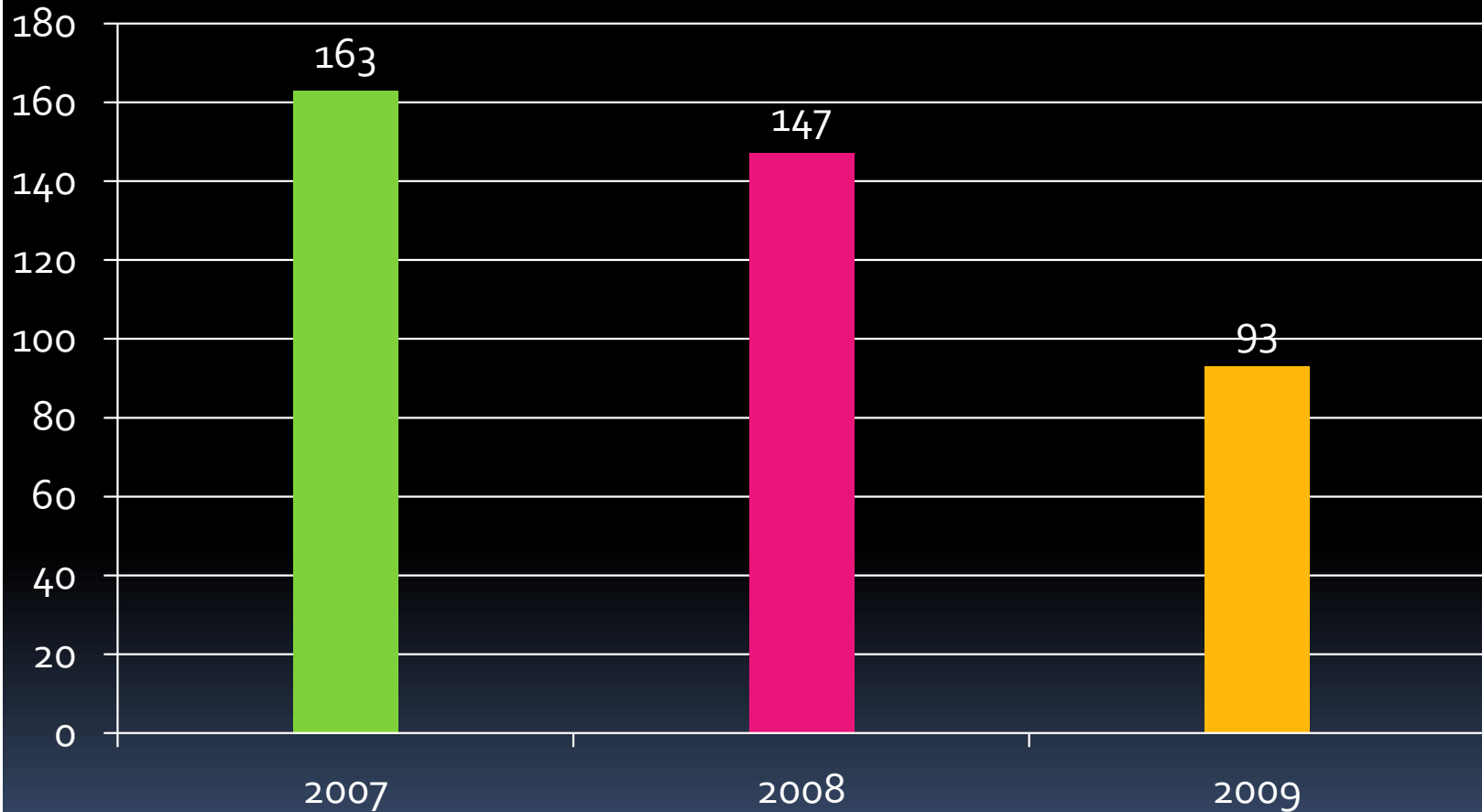
The Type of Postsecondary Institutions Students are



*Only Includes students who enrolled in Texas Higher Education (Houston ISD N= 5,015 and Statewide N= 163,381)

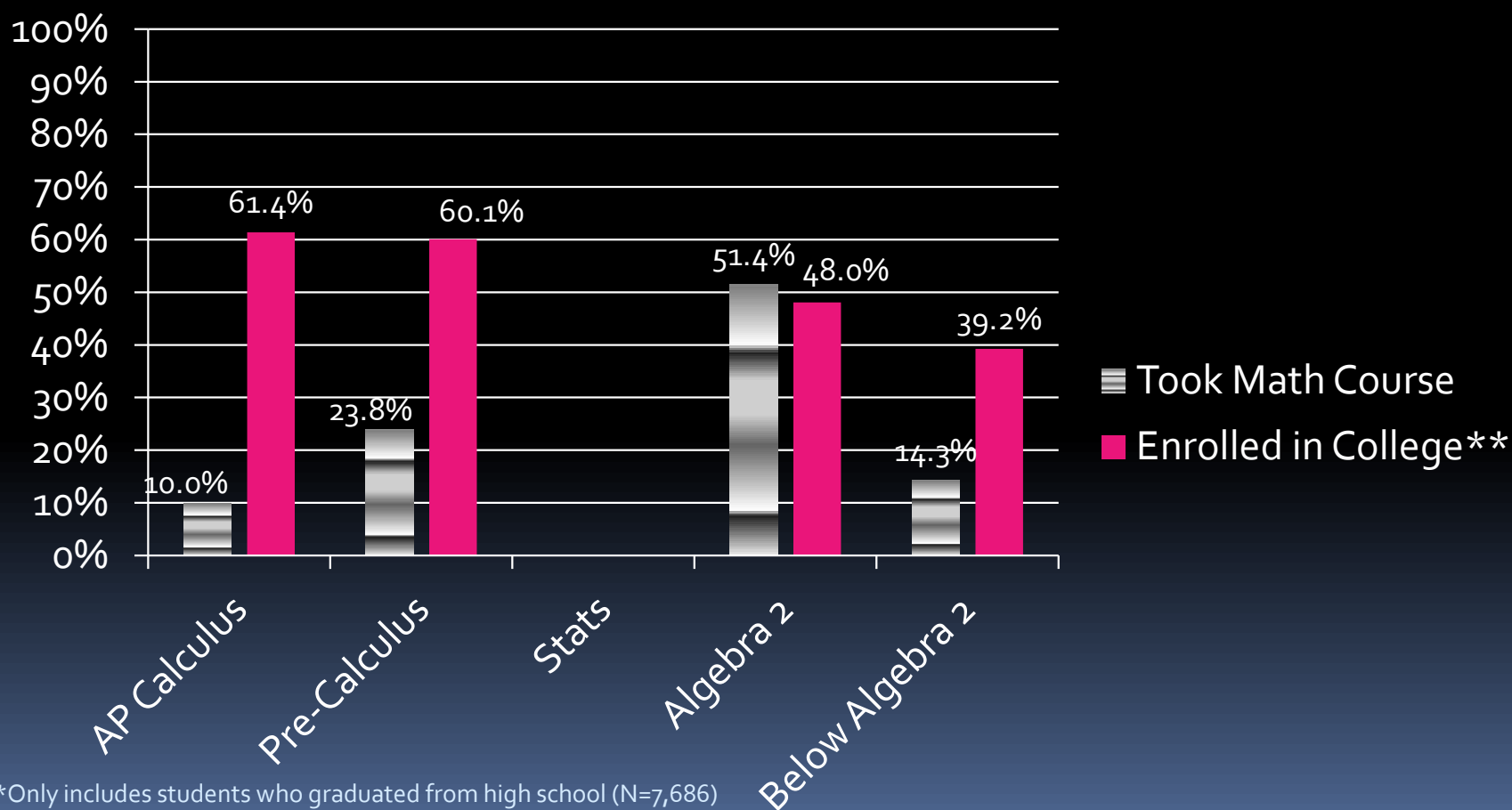
** Includes both public and private higher education institutions

GED Students from Houston ISD*



* Total number of students who received GED.

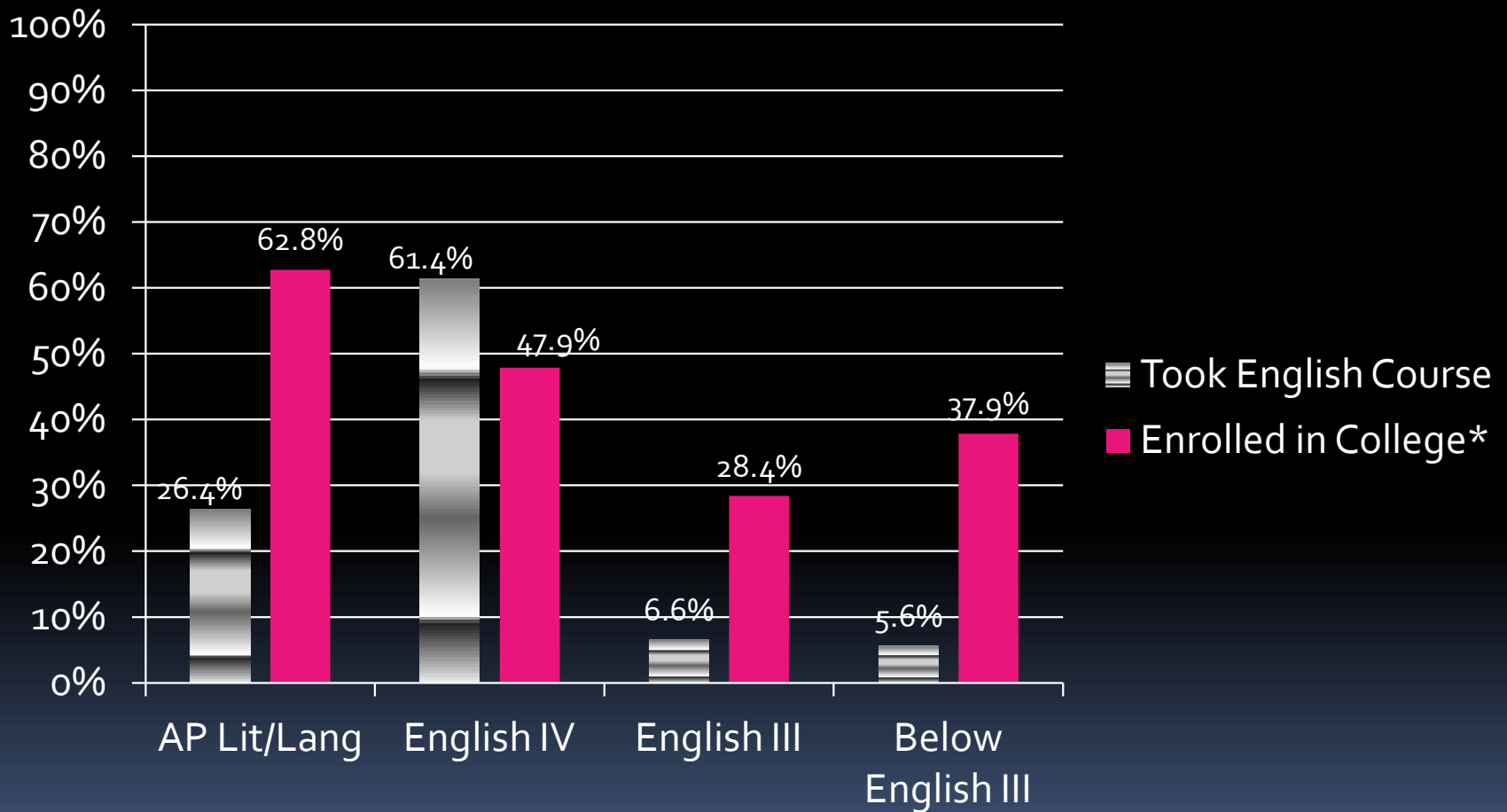
Highest Math Course Taken in High School at Houston ISD by College Enrollment*



*Only includes students who graduated from high school (N=7,686)

** Enrolled in Texas public or private higher education institutions.

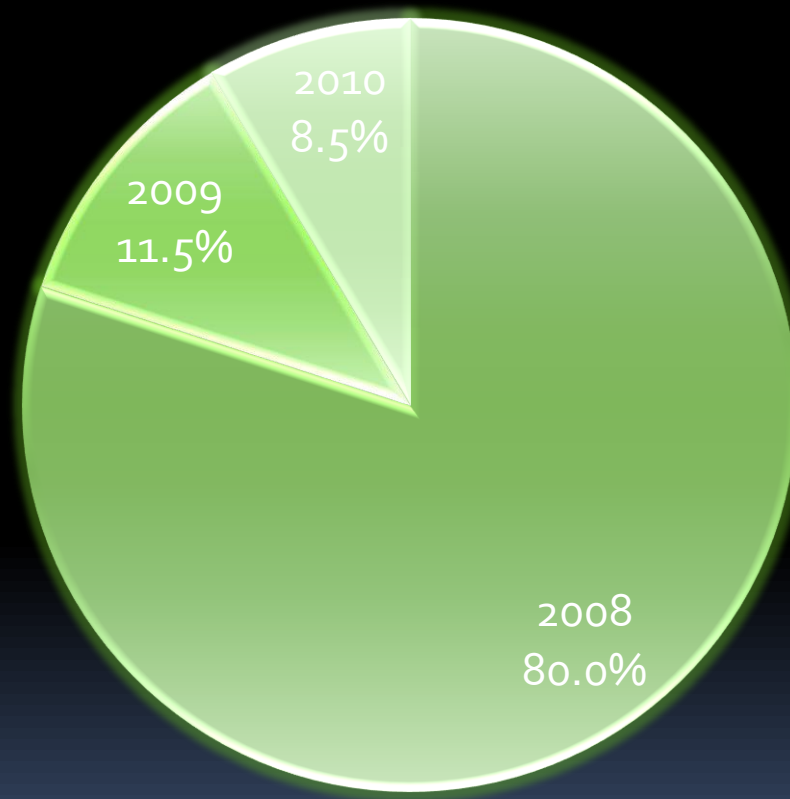
Highest English Course Taken in High School by College Enrollment*



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Year Entering College Houston ISD *



* Only students who enrolled in Texas higher education (N=5,015)

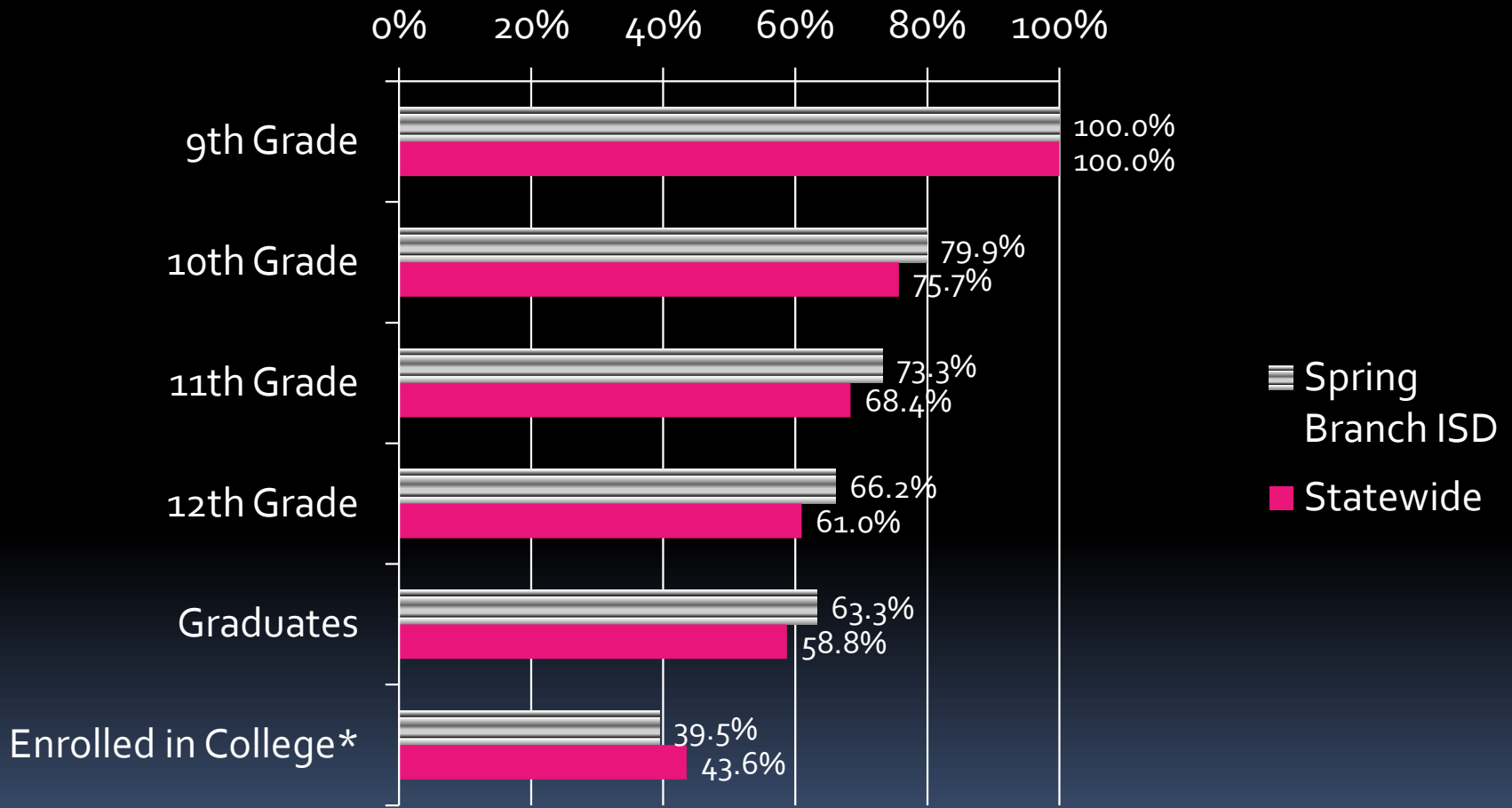


Pathways 9th Grade to College Report
AY2003-2004 9th Grade Cohort
Expected H.S. Graduation FY 2007



SPRING BRANCH ISD REPORT

Student Flow from 9th Grade to College

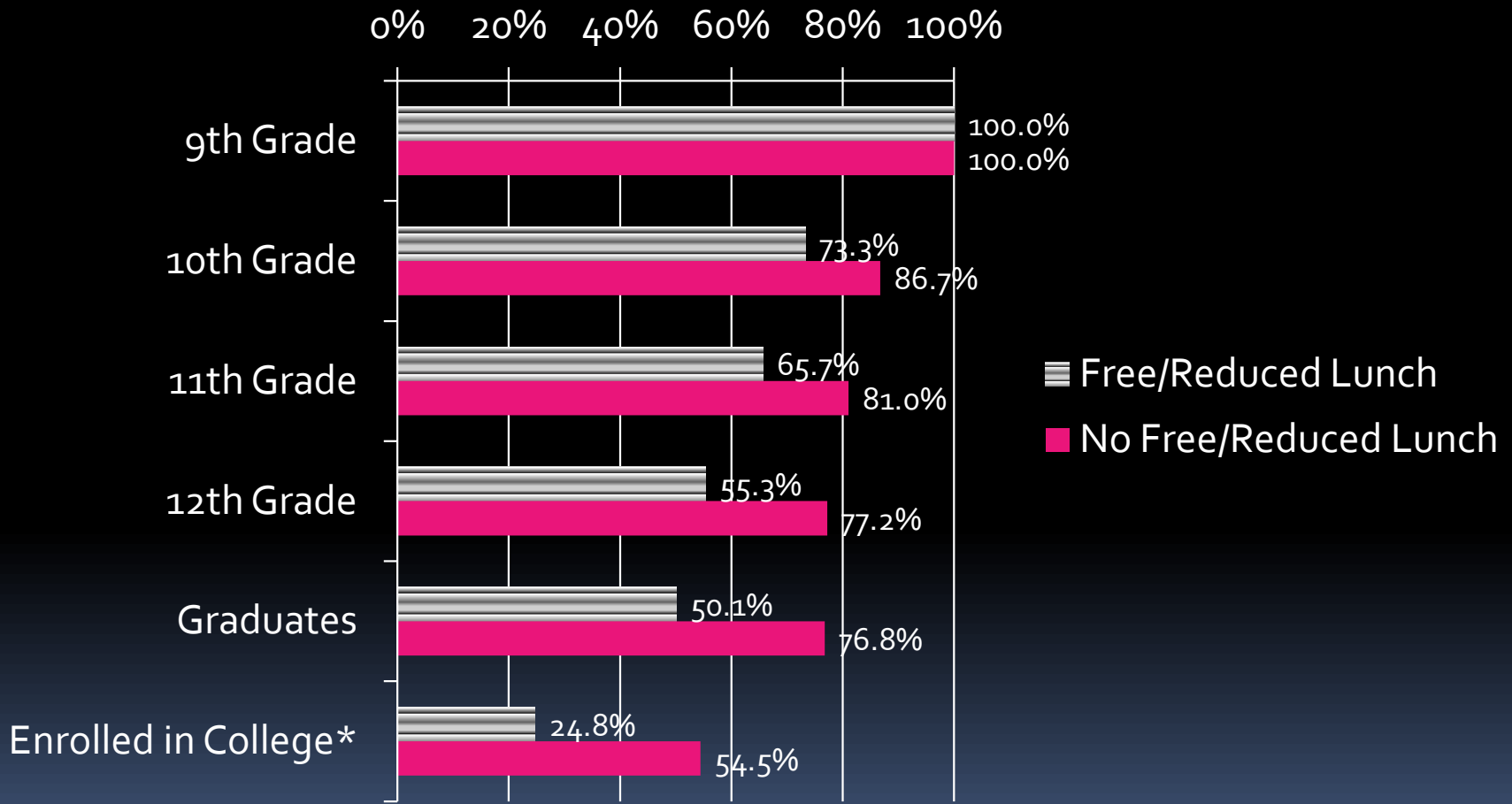


Total 9th grade cohort at Spring Branch ISD = 2,736 students

Total 9th grade cohort statewide = 375,183 students

* Enrolled in Texas public or private higher education institutions.

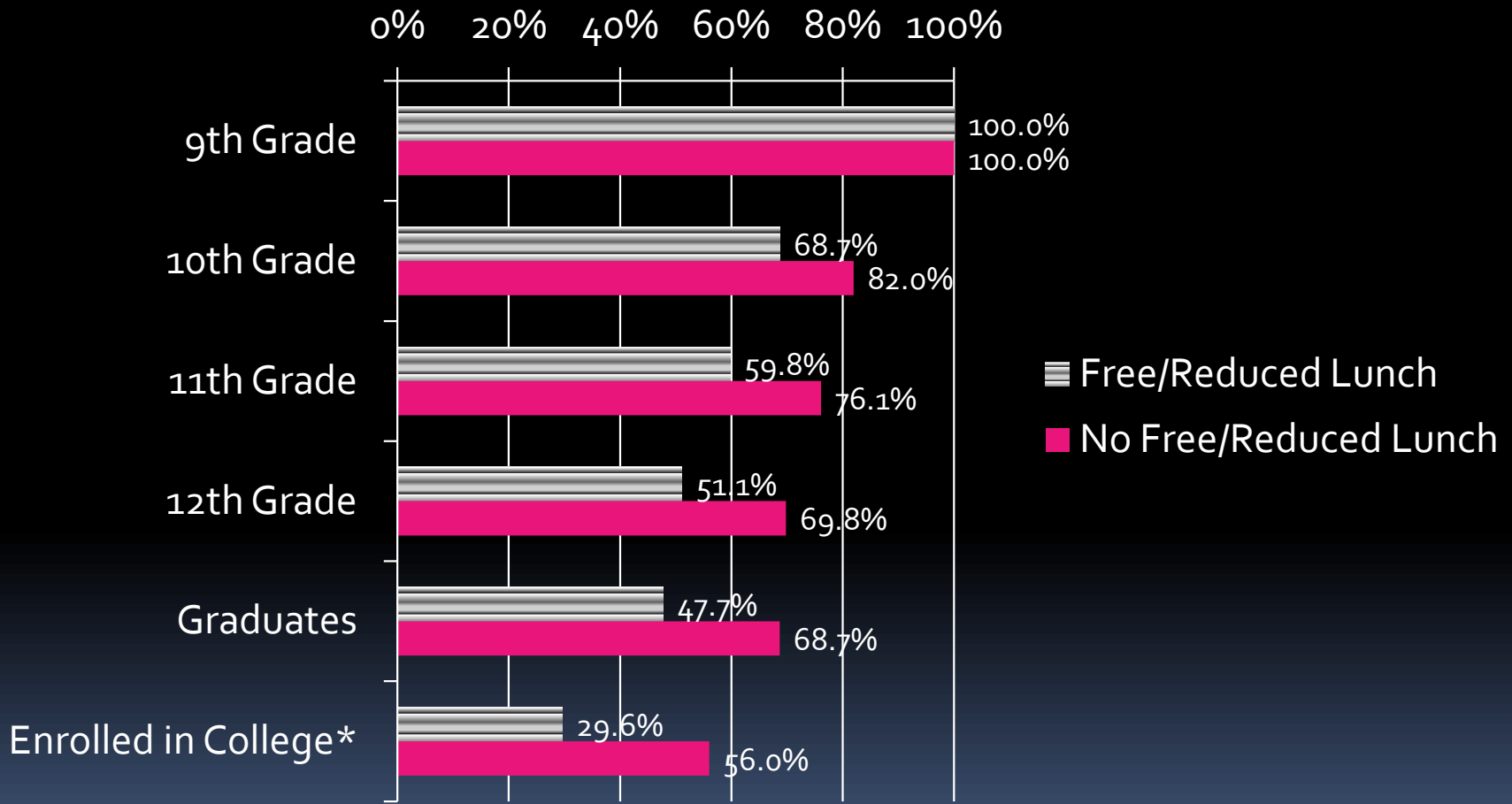
Student Flow from 9th Grade to College Free/Reduced Lunch at Spring Branch ISD



Total 9th grade cohort at Spring Branch ISD= 2,736 students

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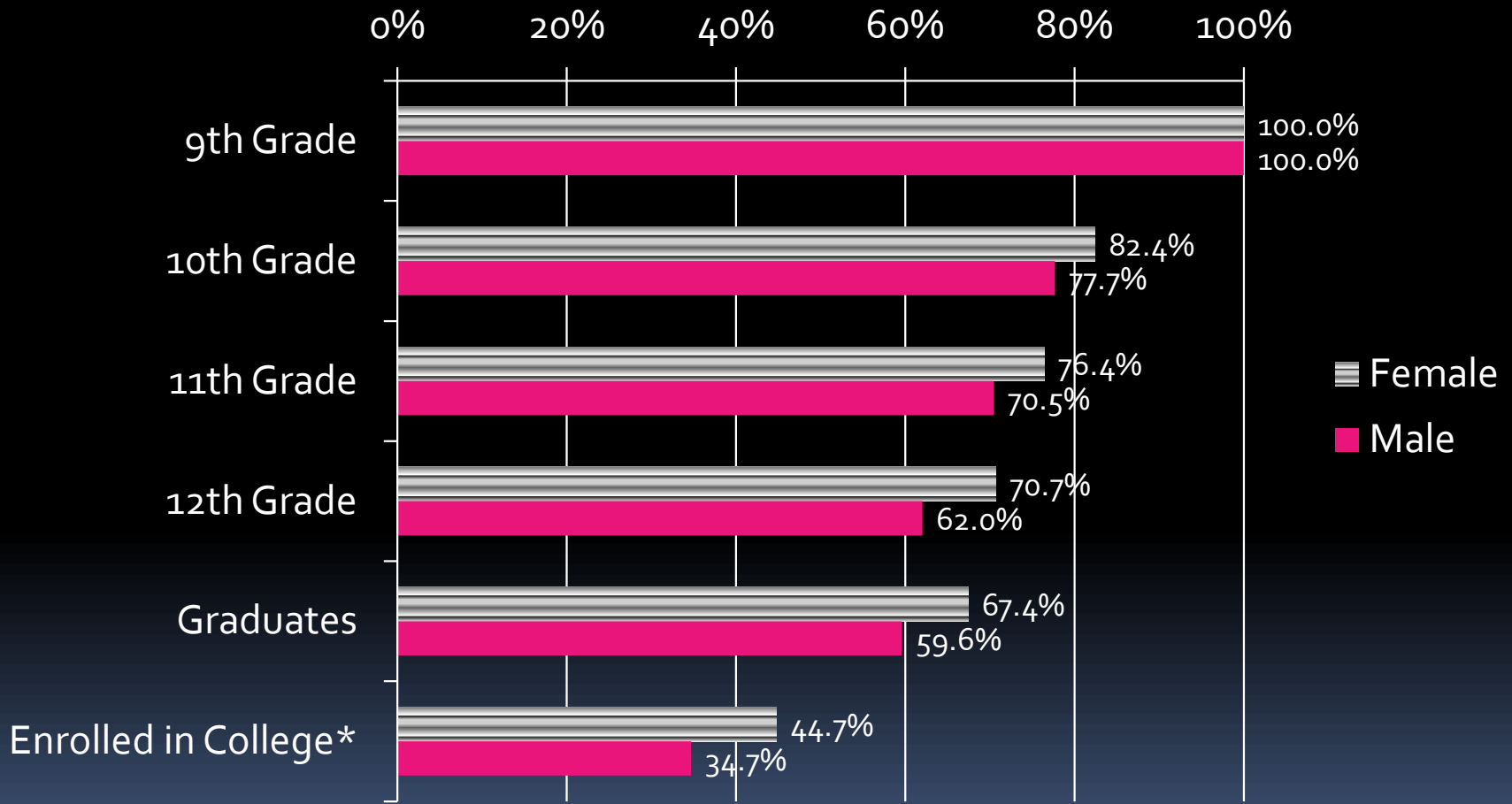
Student Flow from 9th Grade to College Free/Reduced Lunch Statewide



Total 9th grade cohort statewide = 375,183 students

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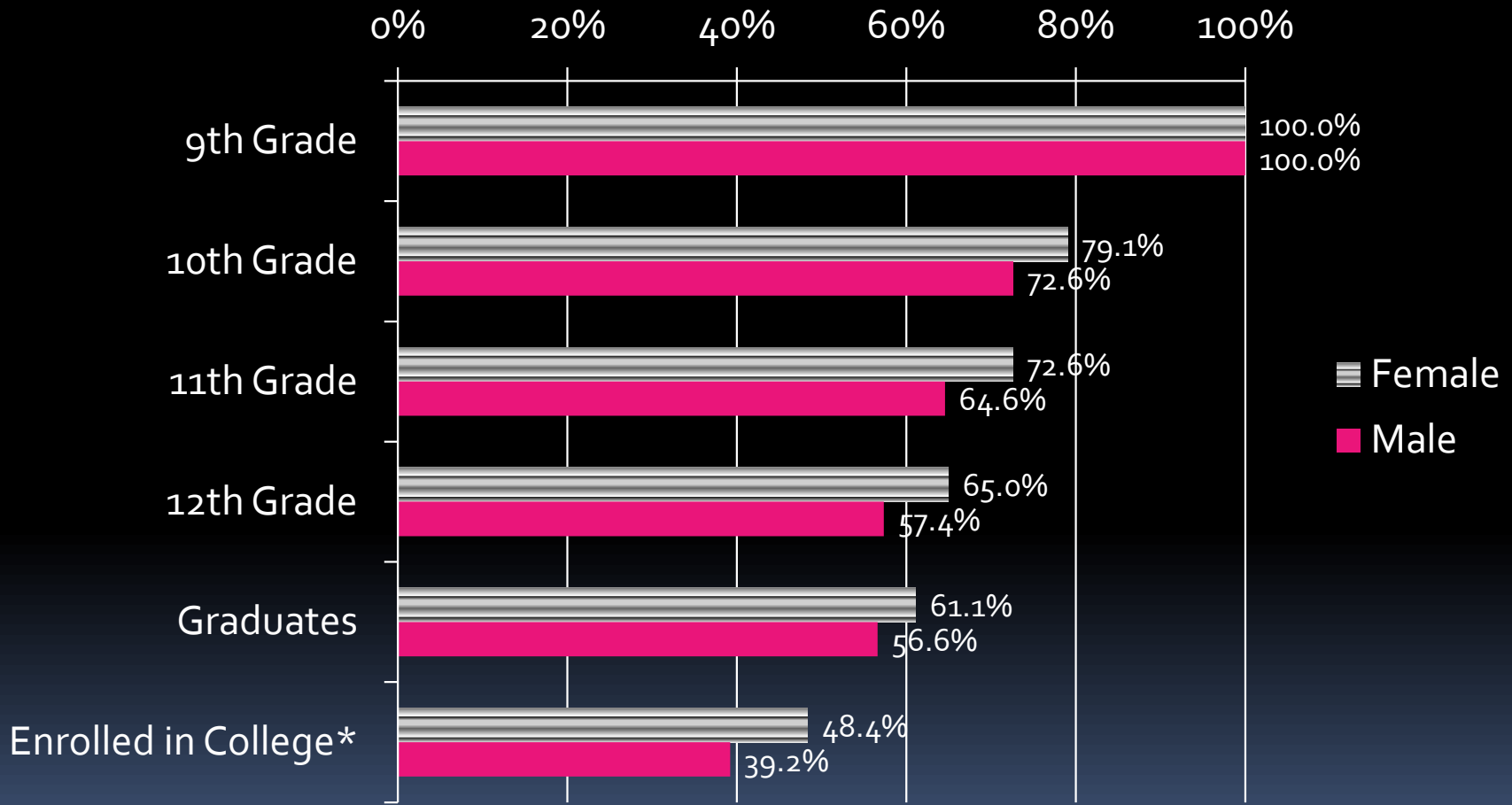
Student Flow from 9th Grade to College by Gender at Spring Branch ISD



Total 9th grade cohort at Spring Branch ISD= 2,736 students

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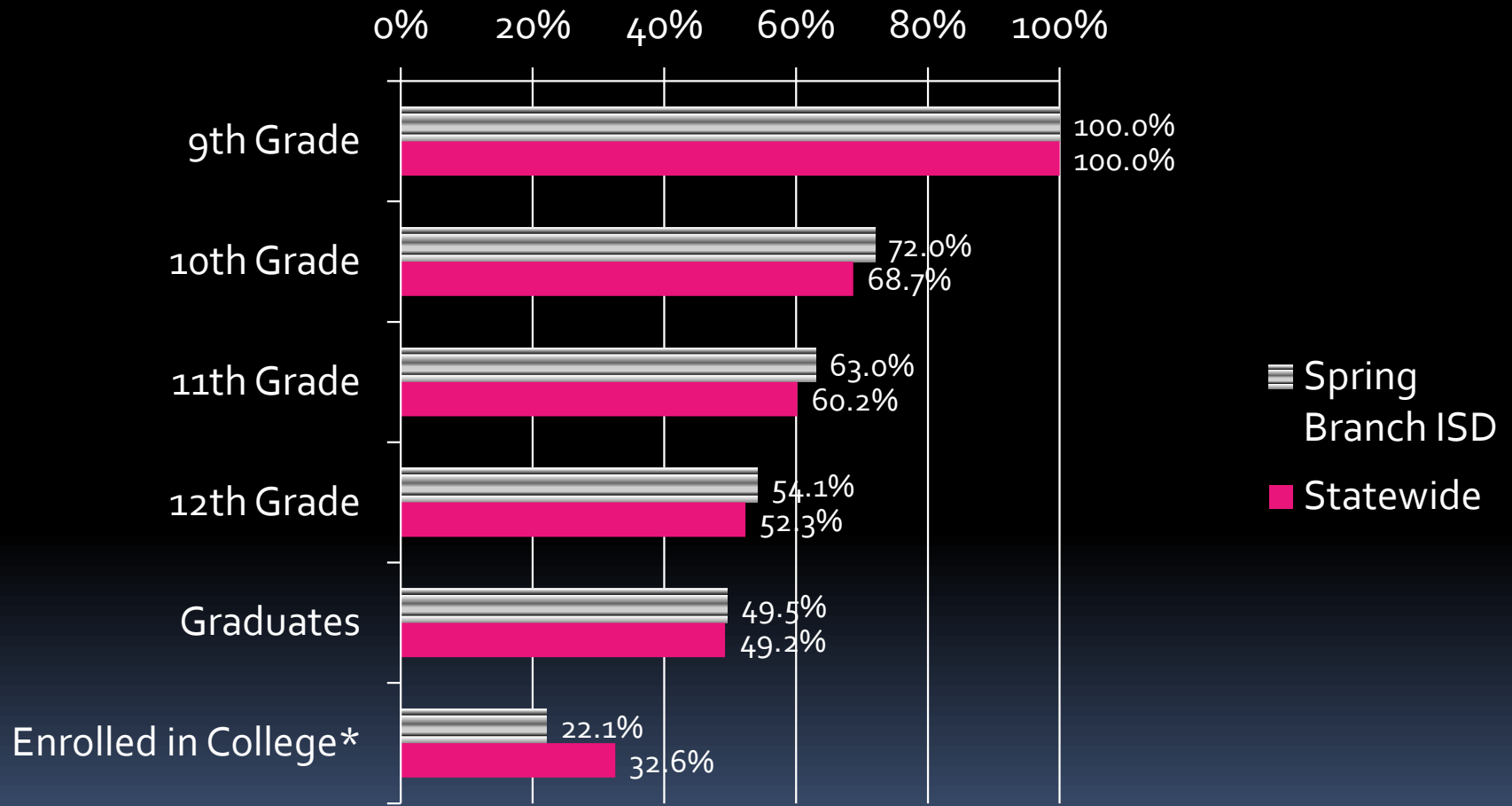
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Student Flow for Hispanics from 9th Grade to College

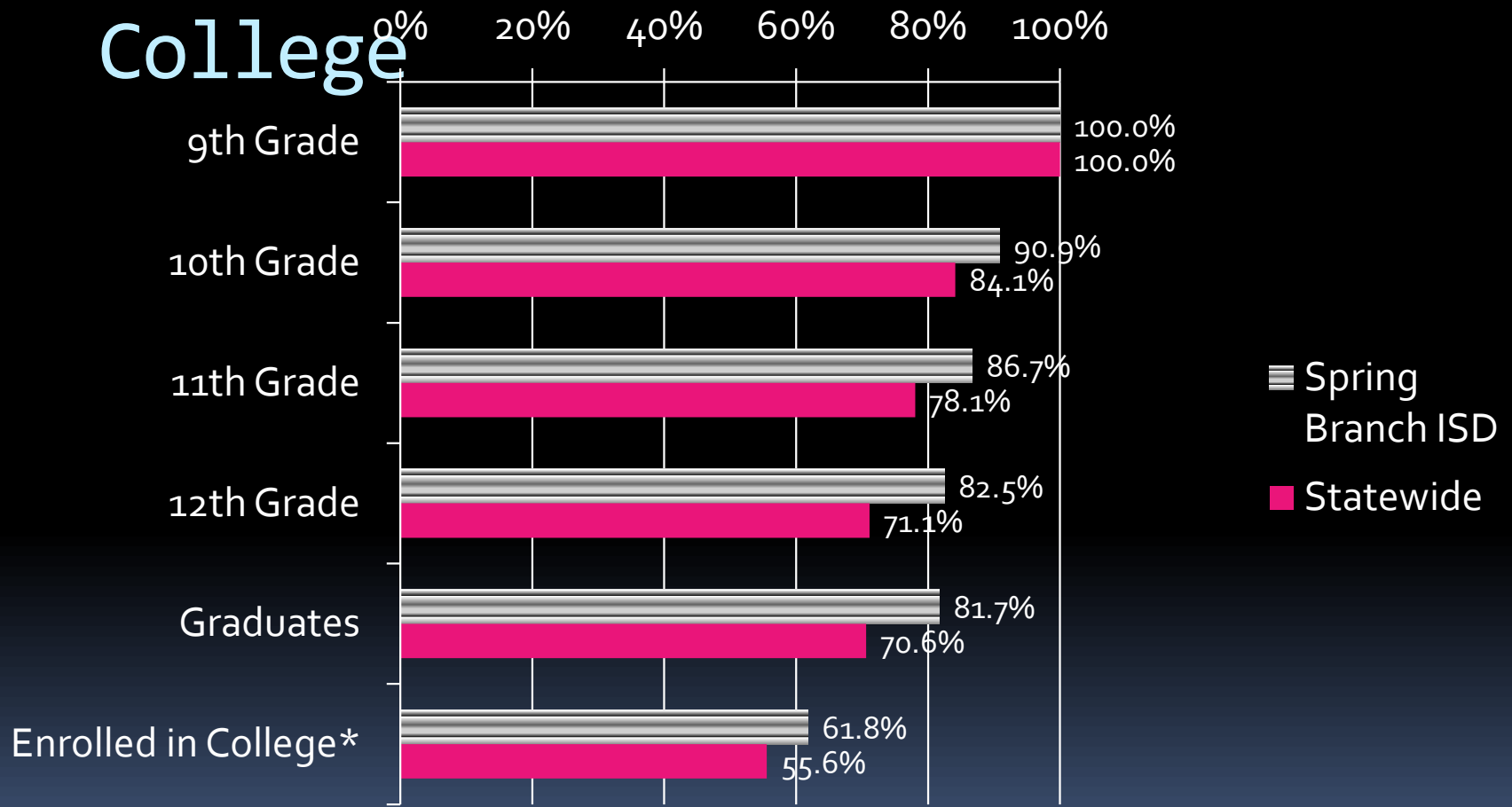


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Student Flow for European-Americans from 9th Grade to College

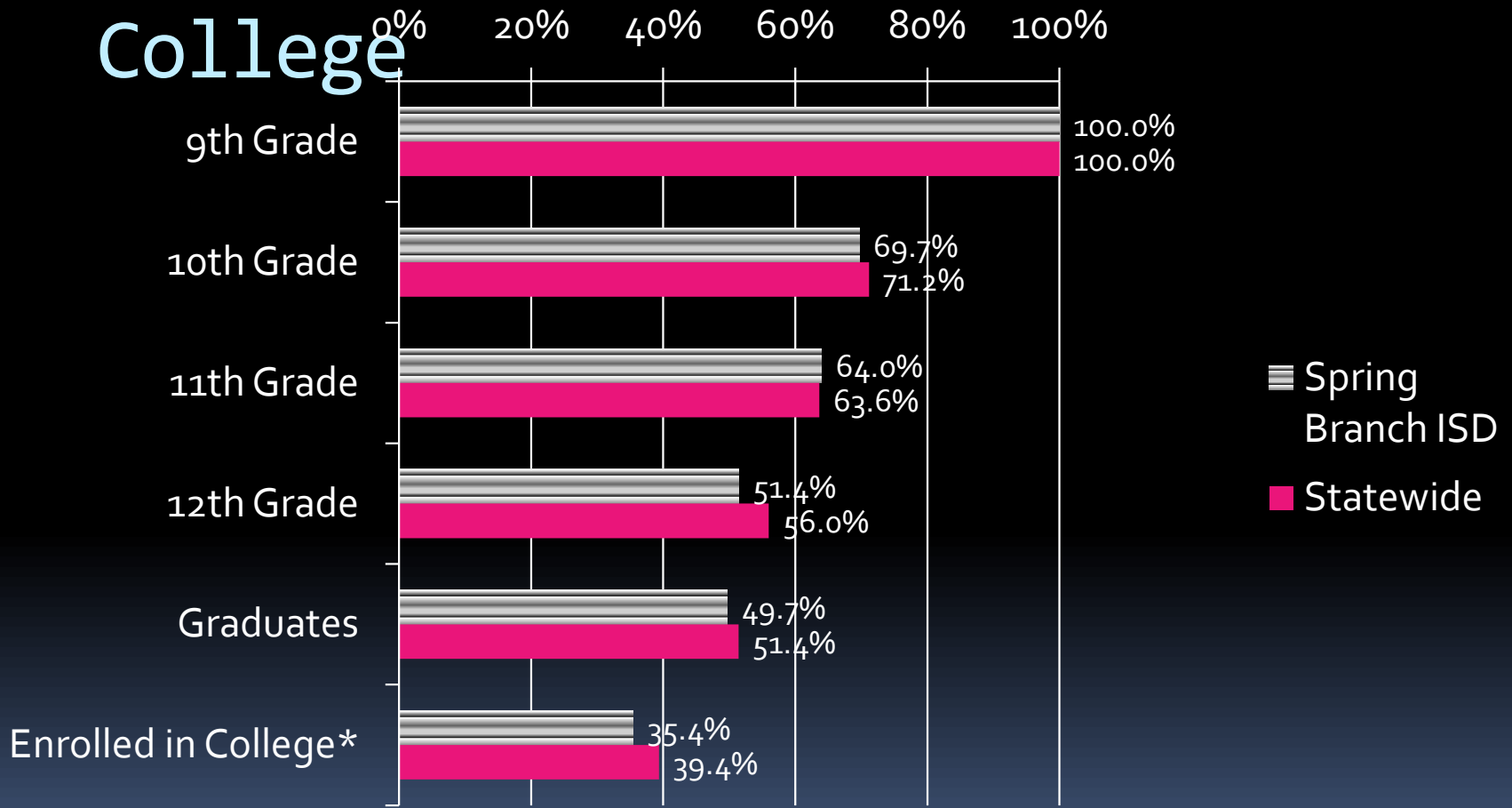


Total 9th grade cohort at Spring Branch ISD= 1,029 students

Total 9th grade cohort statewide = 147,483

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Student Flow for African-Americans from 9th Grade to College

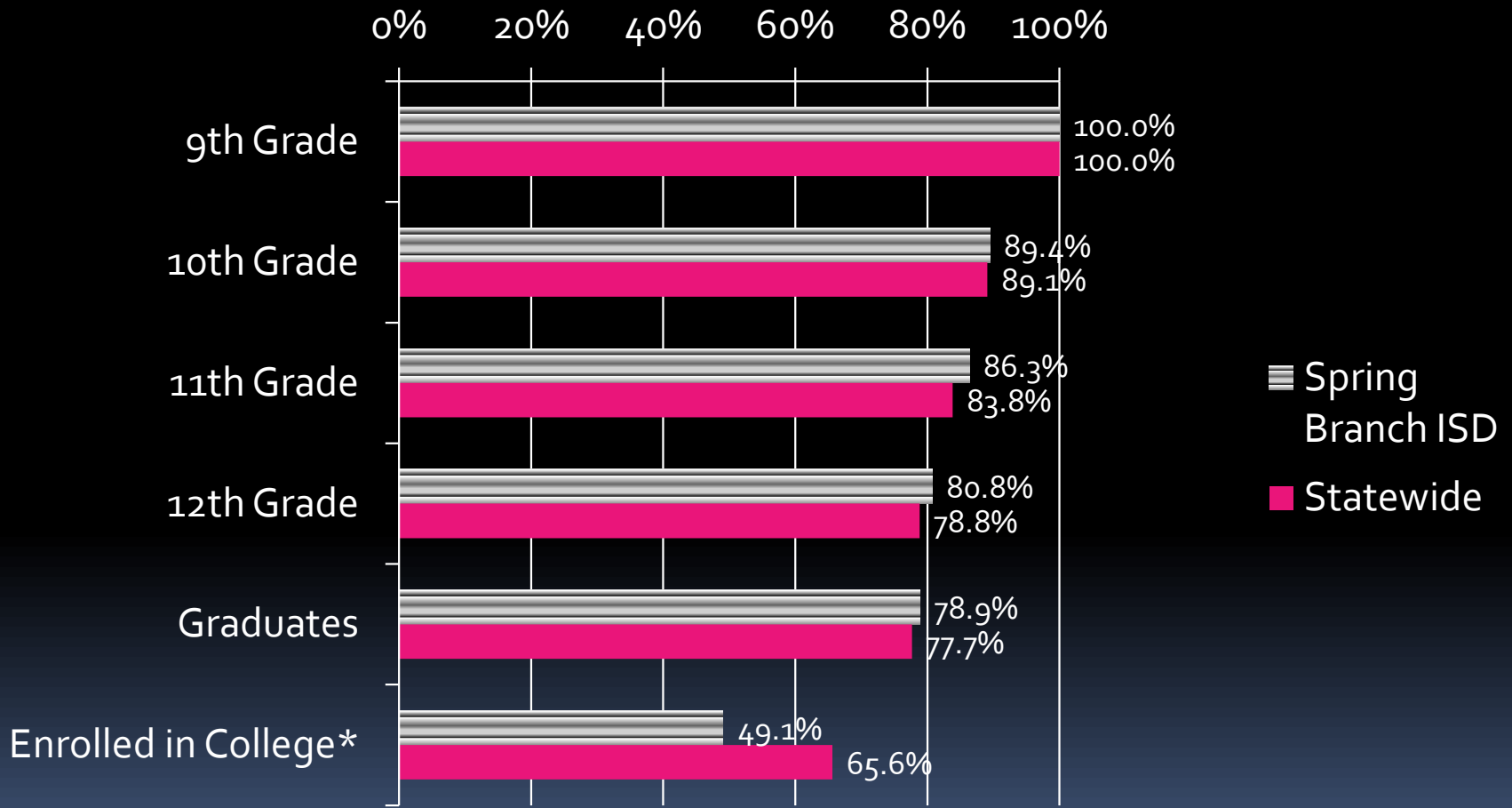


Total 9th grade cohort at Spring Branch ISD= 175 students

Total 9th grade cohort statewide = 56,477

* Enrolled in Texas public or private higher education institutions.

Student Flow for Asians from 9th Grade to College

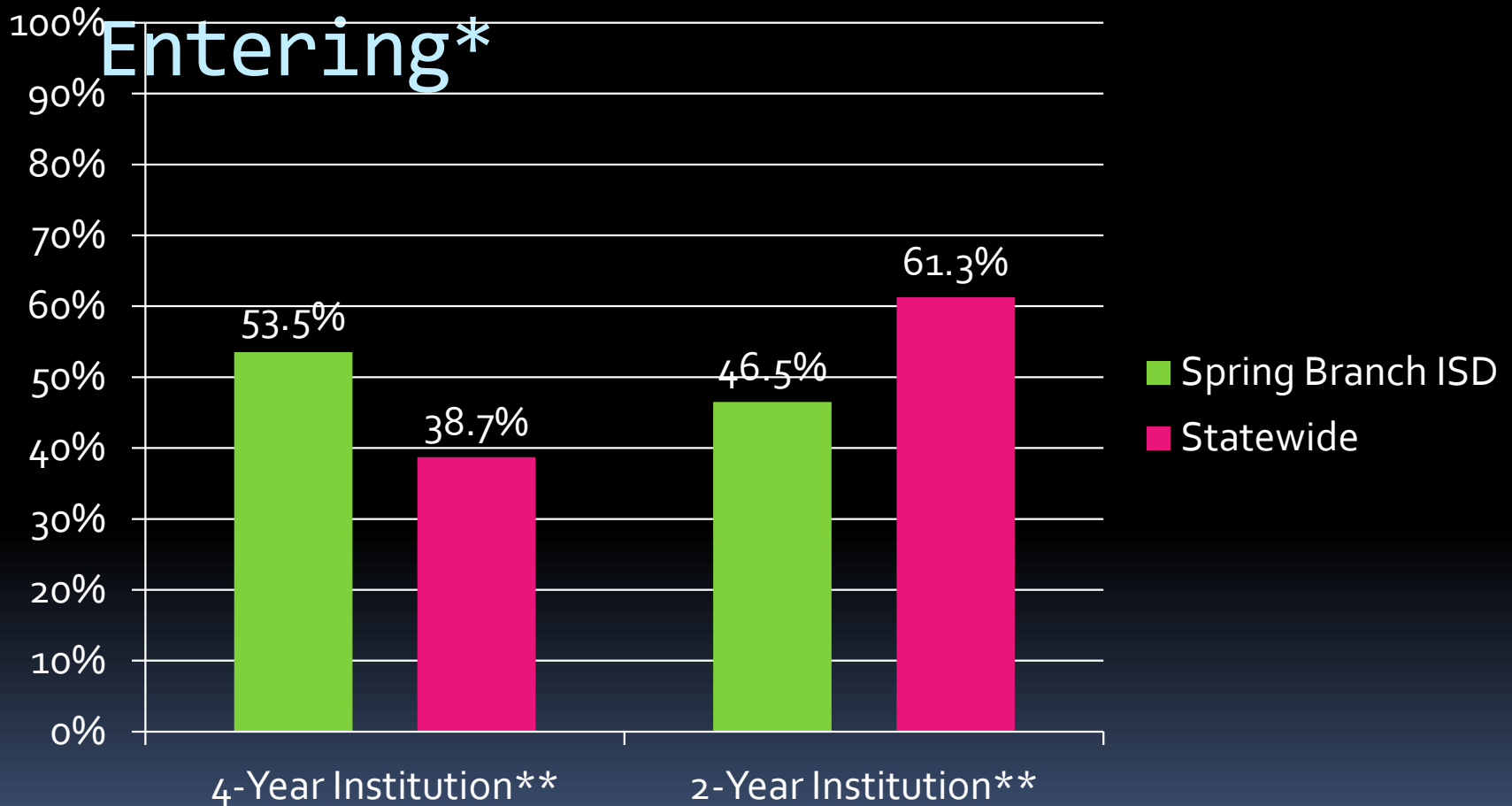


Total 9th grade cohort at Spring Branch ISD= 161 students

Total 9th grade cohort statewide = 10,083

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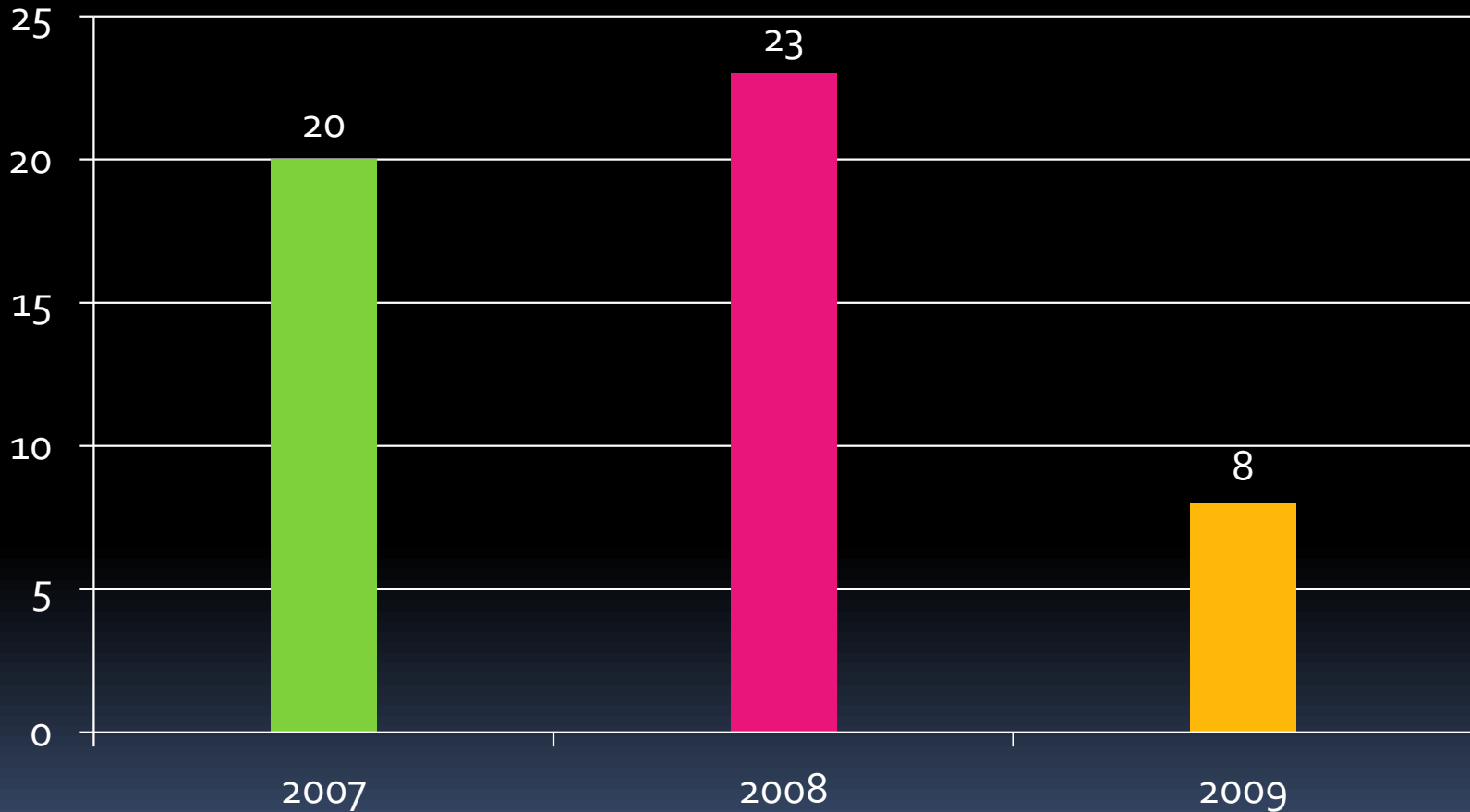
The Type of Postsecondary Institutions Students are



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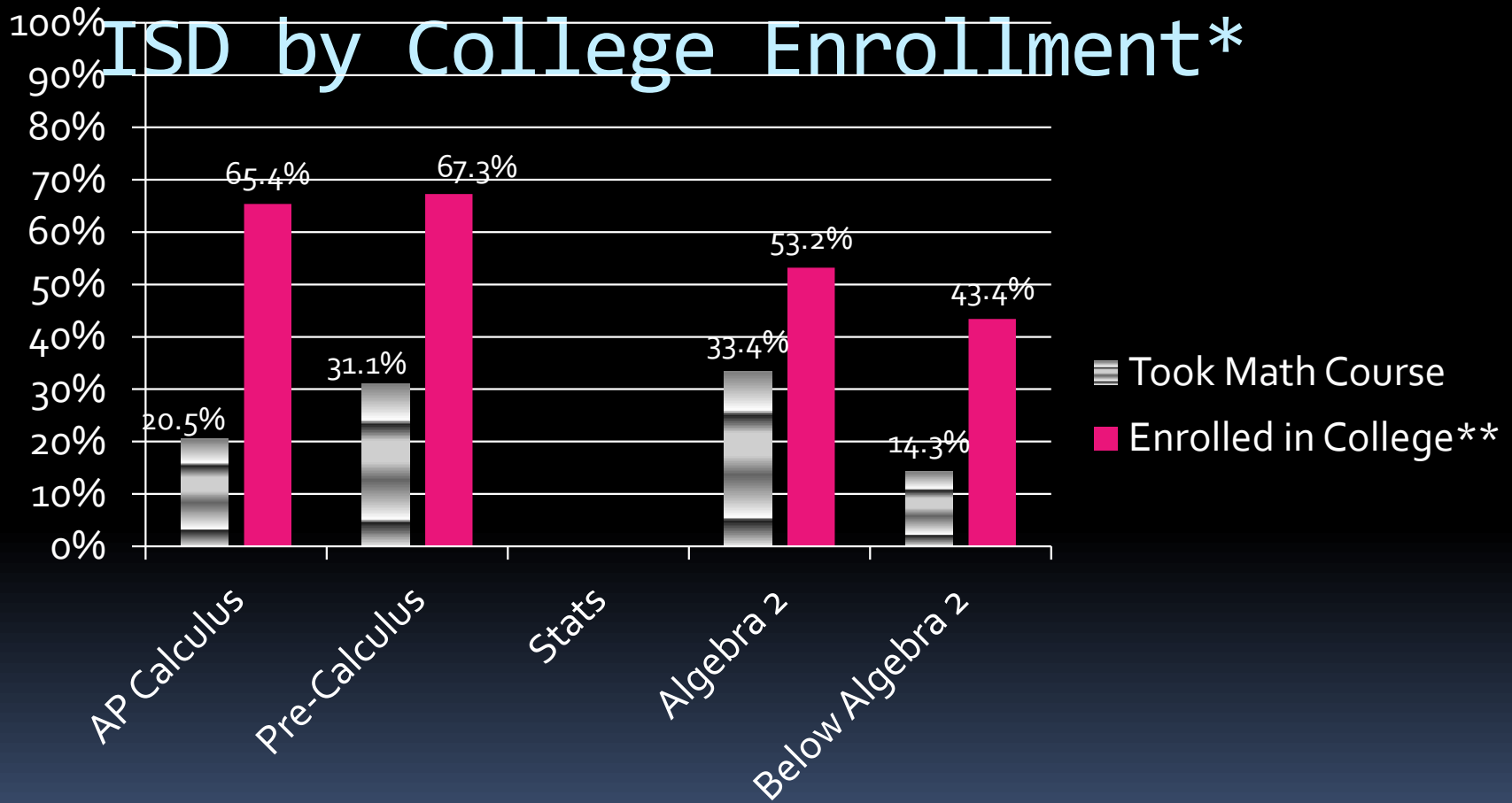
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GED Students from Spring Branch ISD*



* Total number of students who received GED.

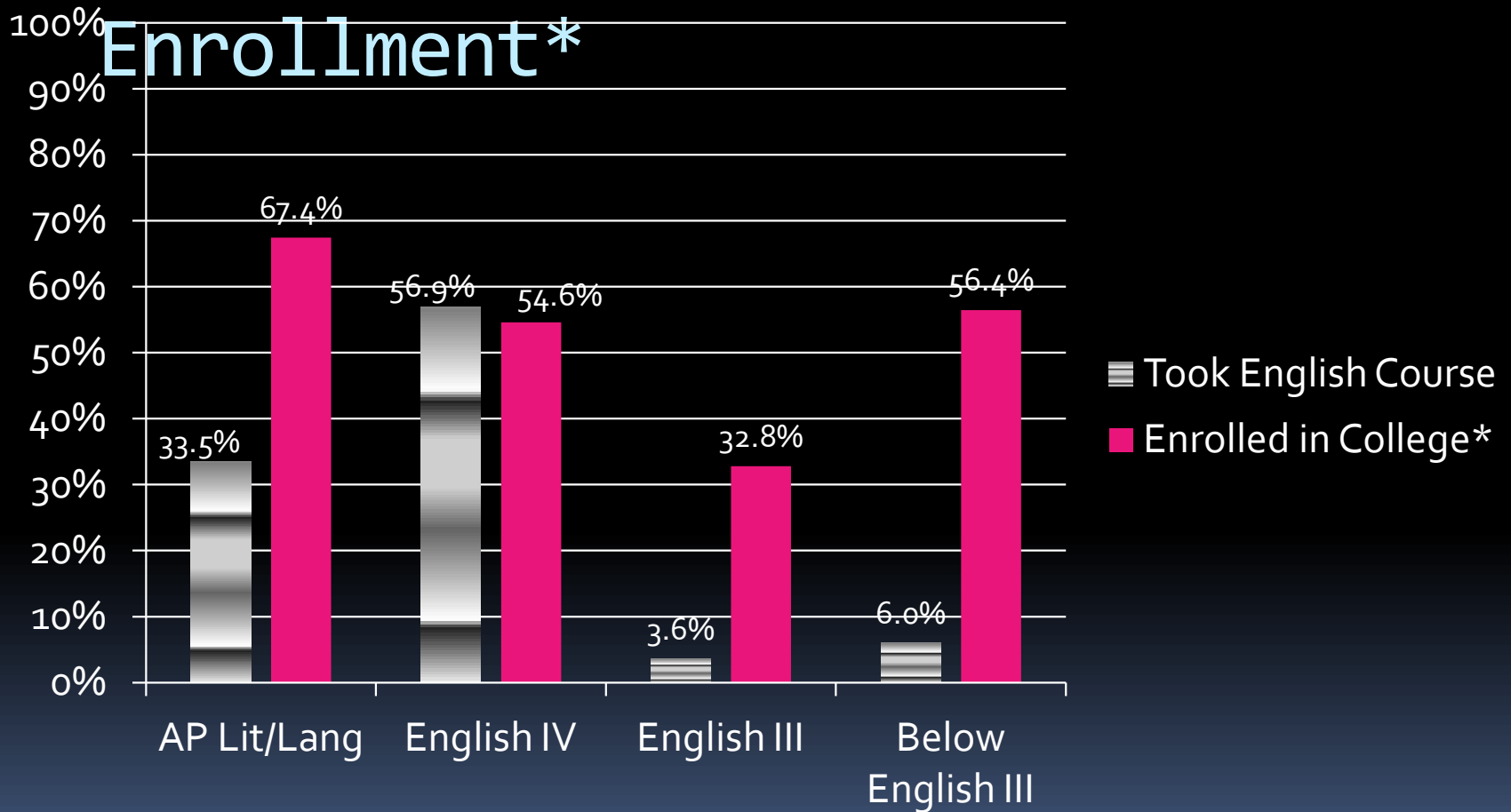
Highest Math Course Taken in High School at Spring Branch



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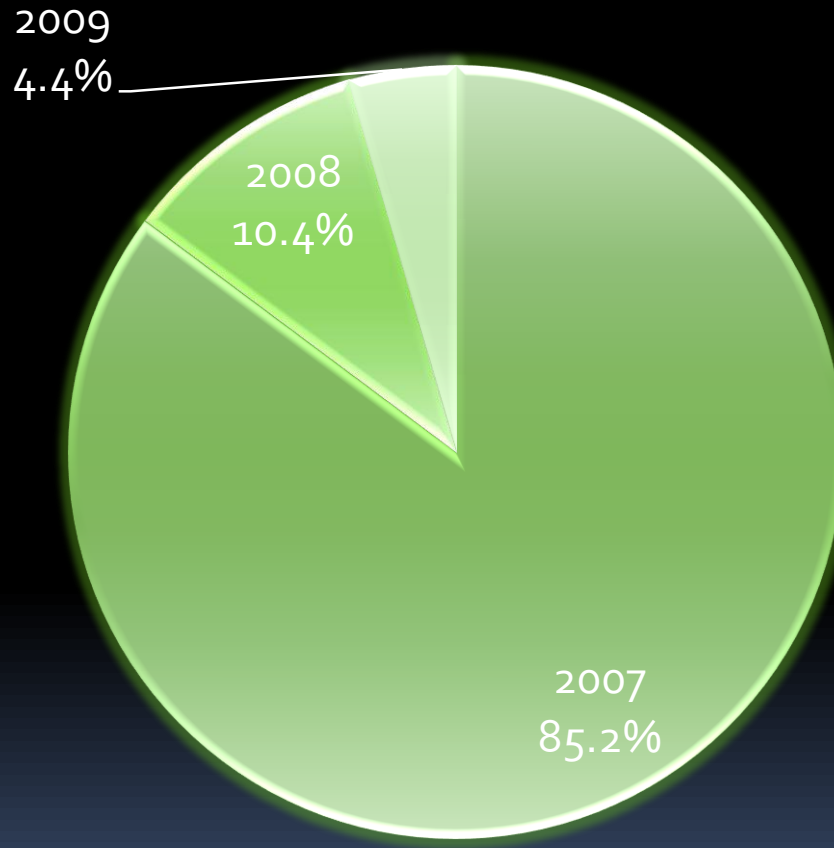
Highest English Course Taken in High School by College Enrollment*



*Only includes students who graduated from high school (N=1732)

** Enrolled in Texas public or private higher education institutions.

Year Entering College Spring Branch ISD *



* Only students who enrolled in Texas higher education (N=1080)

First Mathematics College Course (HCC)

H.S. Graduate FY2006-FY2008

HCC Math Category	Secondary Institution					
	Houston ISD		Spring Branch ISD			
	Total	%	Total	%	Total	%
Developmental Math	1,464	54.9	166	34.3	1,630	51.73
Intermediate Algebra	482	18.1	101	20.9	583	18.50
Algebra	582	21.8	151	31.2	733	23.26
Pre- Calculus	25	0.9	11	2.3	36	1.14
Calculus	93	3.5	40	8.3	133	4.22
Other	21	0.8	15	3.1	36	1.14
Total	2,667	100.0	484	100.0	3,151	100

Success Rates

First Mathematics College Course (HCC)

H.S. Graduate FY2006-FY2008

HCC Math Category	Secondary Institution												
	Houston ISD						Spring Branch ISD						
	Course Success Rates						Course Success Rates						
	Pass		Failed		W		Pass		Failed		W		
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	N
	979	66.9	327	22.3	158	10.8	115	69.3	43	25.9	8	4.8	1,630
	329	68.3	92	19.1	61	12.7	60	59.4	30	29.7	11	10.9	583
Algebra	433	74.4	91	15.6	58	10.0	123	81.5	16	10.6	12	7.9	733
Pre- Calculus	16	64.0	*	*	5	20.0	11	100.0	*	*	*	*	36
Calculus	73	78.5	6	6.5	14	15.1	33	82.5	*	*	*	*	133
Other	19	90.5	*	*	*	*	13	86.7	*	*	*	*	36

* denote cell sizes less than 5

First Mathematics College Course (UH-Central)

H.S. Graduate FY2006-FY2008

UH-Central Math Category	Secondary Institution					
	Houston ISD		Spring Branch ISD		Total	
	Total	%	Total	%	Total	%
UH-Central Math Course						
Intermediate Algebra	228	14.6	26	8.8	254	13.69
Algebra	841	54.0	168	56.6	1,009	54.39
Pre-Calculus	142	9.1	43	14.5	185	9.97
Stats	34	2.2	11	3.7	45	2.43
Calculus	308	19.8	47	15.8	355	19.14
Other	5	0.3	*	*	7	0.38
Total	1,558	100.0	297	100.0	1,855	100

Success Rates

First Mathematics College Course (UH-Central)

H.S. Graduate FY2006-FY2008

UH-Central Math Category	Secondary Institution												Total
	Houston ISD						Spring Branch ISD						
	College Success Rates						College Success Rates						
	Pass		Failed		W		Pass		Failed		W		
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	
Math Course													
Intermediate Algebra	144	63.2	70	30.7	14	6.1	16	61.5	8	30.8	*	*	254
Algebra	580	69.0	226	26.9	35	4.2	132	78.6	22	13.1	14	8.3	1,009
Pre-Calculus	86	60.6	46	32.4	10	7.0	31	72.1	11	25.6	*	*	185
Stats	32	94.1	*	*	*	*	10	90.9	*	*	*	*	45
Calculus	220	71.4	56	18.2	32	10.4	33	70.2	9	19.1	5	10.6	355
Other	*	*	*	*	*	*	*	*	*	*	*	*	7

* denote cell sizes less than 5

First Mathematics College Course (UH-Downtown)

H.S. Graduate FY2006-FY2008

UH-Downtown Math Category	Secondary Institution					
	Houston ISD		Spring Branch ISD		Total	
	Total	%	Total	%	Total	%
UH-Downtown Math Course						
Developmental Math	459	44.7	34	27.6	493	42.91
Intermediate Algebra	253	24.7	30	24.4	283	24.63
Algebra	304	29.6	59	48.0	363	31.59
Pre-Calculus	*	*	*	*	*	*
Calculus	6	0.6	*	*	6	0.52
Total	1,026	100.0	123	100.0	1,149	100

Success Rates

First Mathematics College Course (UH-Downtown)

H.S. Graduate FY2006-FY2008

UH-Downtown Math Category	Secondary Institution												
	Houston ISD						Spring Branch ISD						
	College Success Rates						College Success Rates						
	Pass		Failed		W		Pass		Failed		W		
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	N
Math Course													
Developmental Math	190	41.4	105	22.9	164	35.7	25	73.5	*	*	7	20.6	493
Intermediate Algebra	152	60.1	32	12.6	69	27.3	18	60.0	5	16.7	7	23.3	283
Algebra	223	73.4	81	26.6	*	*	41	69.5	18	30.5	*	*	363
Pre-Calculus	*	*	*	*	*	*	*	*	*	*	*	*	*
Calculus	5	83.3	*	*	*	*	*	*	*	*	*	*	6


* denote cell sizes less than 5




FACULTY VERTICAL ALIGNMENT

TEAM: Mathematics

Activities:


1. Research Correlation between TEKS, CCRS with College Entrance Exams: COMPASS & ACCUPLACER.
 2. Study horizontal alignment of college level math courses at HCC and UH
 3. Team took COMPASS as a group:
 - ▣ Surprises: Structure of test, adaptive test, language issues...
- 



Houston Pathways:

FVAT: MATH

Intervention:

1. Create Workbook to Prep for Placement Testing
 2. Partner with 8 high schools (HISD 5, SBISD 3)
 3. 4 HS form control group, 4 HS engage in intervention
 4. 749 seniors take Pretest early in Spring 2011
 5. 4 teachers work with seniors
 6. 250 students take COMPASS test
 7. Data is being collected and analyzed.
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HPI FVAT MATH: Outcomes

- Study of placement cut-off scores for three levels of developmental math courses at HCC, two at UH-D, 1 at UH.
- Reinforcing continuous remediation at HCC
- Coupled with Dev. Ed. Initiative (Gates) create different formats for dev. Math courses: 4-week bridge courses, 8-week regular courses
- Through THECB Comprehensive Student Success Program, increase student support in College Algebra courses.

Texas Pathways Houston


FVAT HISTORY

- Data Reports Obtained For All ISDs, HISD, SBISD with HCC, UH, UH-D:
 1. Full alignment reports
 2. TAKS Alignment reports
 3. Full Developmental Ed reports
 4. Full Alignment Reports on Ethnicity, Gender, Pell grants, Social economic status, etc...



Texas Pathways Houston FVAT HISTORY

Activities:

1. Analysis of alignment of CCRS and horizontal alignment of History I&II for HCC, UH, UH-D
 2. Emphasis on critical thinking skills, reading and writing
- 

Texas Pathways Houston


FVAT ENGLISH

- Intervention:
 1. FVAT created survey for teachers and professors in English throughout Houston area.
 2. Emphasis on expectations, methodologies, pedagogies, resources in the English classroom.
 3. 190 faculty responded in Spring 2011
 4. Analysis of data underway.



Texas Pathways Houston

FVAT BIOLOGY

- Intervention:
 1. FVAT with most extensive data requests and reports
 2. Finding: Hispanic students do not enroll in majors Biology, perform poorly.
 3. Subgroup creates research agenda to study in greater detail
 4. Subgroup creates survey and focus groups to research attitudes and expectations from secondary and post-secondary students
- 



Questions?

- Juan.reina@hccs.edu
 - Watersw@uhd.edu
 - Preussg@uhd.edu
 -
 - Thank you!
- 