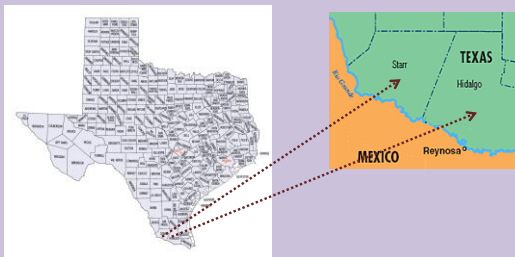




Lessons Learned from Achieving the Dream

Lonestar Workshop
Austin, Texas
April 29, 2009

Location ...



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."

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



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



Vision Statement

*A better
quality of life
for our
communities*



In Fifteen Years . . .

- From 1,000 to over 22,000 students
- From a \$3.9 million to a \$104 million budget
- From 267 to 1,784 faculty and staff
- From 1 to 5 campuses
- Over 100 degree and certificate program options
- 2 Bachelors of Applied Technology



Since STC's creation in 1993,
unemployment has dropped

Hidalgo County 24.1% to 9.1%

Starr County 40.3% to 15.2%

Source: Texas Workforce Commission, December 2008
(December 2007 – Hidalgo 6.6% and Starr 11.7%)

Leading Change ...

- Presidential Leadership & Commitment
 - Build Culture of Evidence
 - Listen to the “Voices”
 - Identify Barriers to Student Success
 - Broad Based Engagement

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

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



Asset Models

Vs

Defici X Models



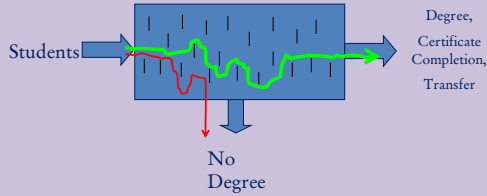
The Role of Quantitative Data:
Identifying Gaps in Student Success

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



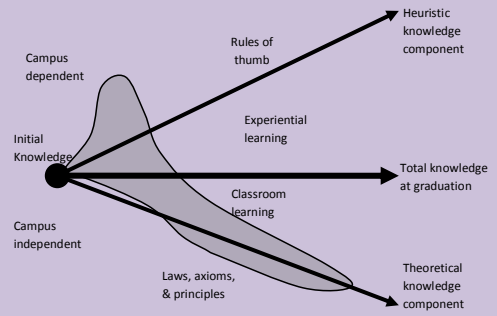
Developing Local Models of Minority Student Success

- 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, Gonzalez, and Trevino (1997).

The Role of Knowledge



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

Barriers	Freq.	Knowledge	Actions	Changes

Fall 2005 Barrier Study

- 25 focus groups
- 387 student essays



Spring 2007 Follow-up Barrier Study

- 22 focus groups



2005 Barrier Study

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



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."



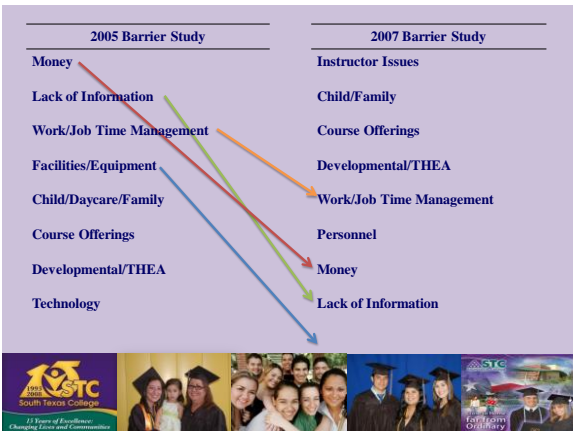
Responding to the Data ...

- Comprehensive Advising
 - FTIC Case Management
 - Beacon Mentoring
 - Retention Specialist
 - Faculty Advising
 - Probation/Suspension
- Counselors in the Classroom
- Welcome Centers
- Financial Literacy

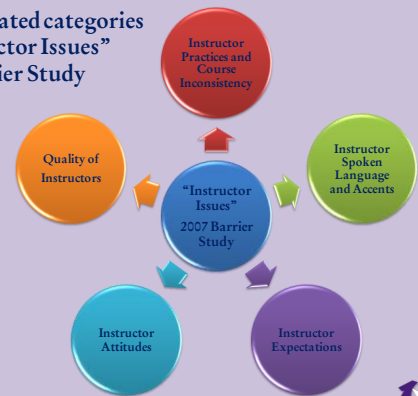


Responding to the Data ...

- Plasma Screens/KIOSKS
- Summer Leadership Institute
- College Success Curriculum
- Staff Development
- Priority Registration
- Cross-divisional Taskforces



Disaggregated categories of "Instructor Issues" from Barrier Study

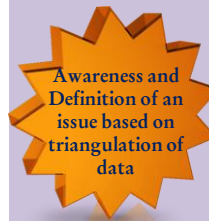


Culture of Evidence: 5 Phases to Institutionalize an Intervention



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It Starts with Understanding the Issue

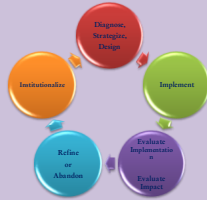


- Define the Issue Using Data
- Broad Based Discussion
- Determine Additional Data Needs
- Establish Consensus on Issue
- Taskforce Charge
- Taskforce Leadership
- Taskforce Membership
- Clear Deadlines

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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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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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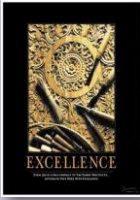
Recap Steps ...

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

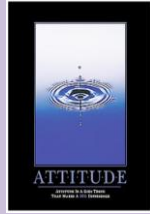


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Strategic Direction Six Champion Excellence



STC champions a culture of excellence based on evidence.



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

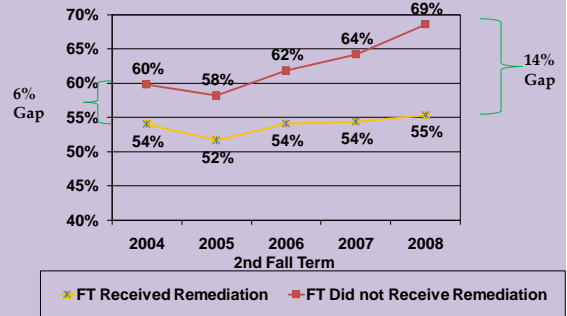
- Research and Analytical Services
- Institutional Effectiveness & Assessment
- Student Learning Outcomes & Assessment
- Data and Reporting Management



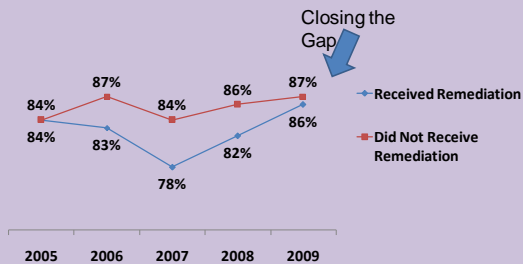
Closing the Gaps in Student Retention



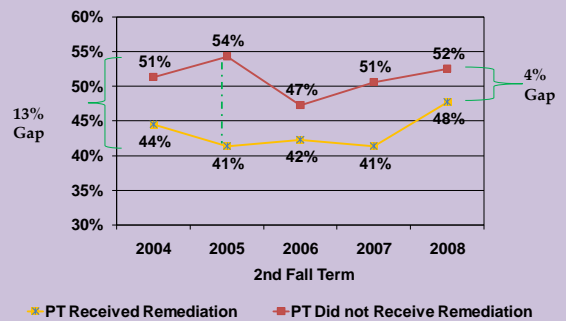
Percent of STC Full-Time-First-Time-In-College Students Who Re-enroll from Fall to Fall by College Ready Status



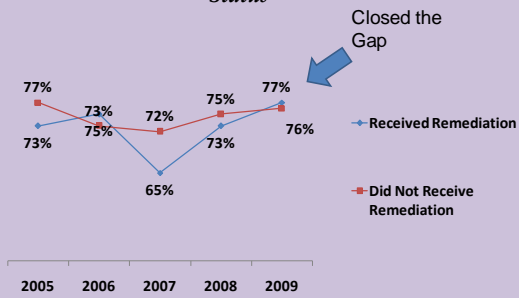
Percent of STC Full-Time-First-Time-in-College Students Who Re-enroll from Fall to Spring by College Ready Status



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



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



Evidence of Our Success...



Luzelma G. Canales
Interim Associate Dean,
Community Engagement & Corporate Training
luzelma@southtexascollege.edu

Jose Cruz
Vice President for Information Services & Planning
jcruz@southtexascollege.edu

