Quantitative Goals & Strategic Program and Advising Reforms

Summary and Submission Document

Due in your institution's Unlocking Opportunity folder by September 15, 2023

Quick Links

ALAMO COLLEGES DISTRICT

San Antonio College

1. Overview

The Unlocking Opportunity network (UO) is a research and action group with one overarching goal: thousands more community college students—including students of color and low-income students—entering and completing programs that have high post-completion value. High-value programs enable graduates to secure jobs that pay living wages or to transfer efficiently and effectively to a bachelor's degree program in the student's major field of interest.

Setting clear and attainable institutional goals now is an essential step if each college in the Unlocking Opportunity network is to use this collaborative opportunity to improve the value they provide to students and the community. Based on an understanding of their college's unique contexts and capacity for change, leaders must identify both the quantitative goals they have for student enrollments by program value and the programmatic and advising reforms they will pursue to meet those specific quantitative goals.

This summary document provides a space for Unlocking Opportunity network colleges to address both quantitative and qualitative goals by:

1) Documenting specific quantitative goals (to be achieved by fall 2025) aligned to each of UO's primary objectives
2) Documenting intermediate quantitative goals (to be achieved by fall 2024) aligned to the overall goals
3) Defining strategic goals and action steps in two strategic reform areas: (a) strengthening the college's program portfolio and (b) strengthening the college's student advising and support
4) Identifying college strengths and needs related to practice improvement, in order to facilitate practice sharing between colleges

When completed, this document will provide a record of intended goals, strengths, and needs to the Aspen and CCRC teams and coaches, allowing us to better align colleges with valuable resources, such as established research and/or in-network partnerships that will address areas of need. It will also help CCRC and Aspen document the specific program and student-advising reforms colleges enact. Combined with an assessment of institutional progress on

quantitative goals, this information will be used to develop an evidence base on effective practices to share broadly across the community college field.

NOTE: The matrices included in this summary document must be completed and returned to your college's Unlocking Opportunity folder no later than September 15, 2023. This is meant to be a living document that colleges can add to and refine throughout the duration of the college's participation in the Unlocking Opportunity network. However, submission of these goals by mid-September is critical for CCRC and Aspen to plan for coaching, network activities, and other supports we will provide to colleges for the following year. 2. Quantitative Goals

The quantitative goals documented in the matrix below represent each college's commitment to the primary mission of the Unlocking Opportunity network: thousands more community college students — including students of color and low-income students — entering and completing programs that have high post-completion value across the 10 participating colleges. Alongside this objective, colleges will work to decrease enrollment in low-value pathways.

As part of this effort, colleges will set both fall 2025 quantitative goals and intermediate quantitative goals to be met by fall 2024. The intermediate goals should account for each college's anticipated pace of change. Ultimately, both sets of quantitative goals will serve as guideposts to be regularly revisited and potentially refined during the project.

Before finalizing quantitative goals, college leaders should review all of the materials produced before, during, and after the May collaborative sessions in Pittsburgh. These include practice assessments, early momentum metrics, and program data, as well as notes taken in the Collaborative Participant Guide from coaching and team sessions. College leaders should be well acquainted with which programs fall into high-value, medium-value, and low-value categories, and should be aware of institutional weaknesses and strengths in the mix of enrollments among these categories as well as disparities by student group. These goals should be developed and informed by conversations with UO coaches and experts, as well as leaders and team members from other UO colleges.[1]

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[1] **Note**: An important consideration regarding estimating capacity and enrollment numbers: A student may be enrolled in a program or have declared their program of study — even a high-value one — but leaders should determine whether those students have personalized academic plans aligned to

Place the college's quantitative goals below:

High-Level Goal Category	Major estimated impacts by fall 2025	Intermediate estimated impacts by fall 2024
Estimated increase in enrollment in high-value pathways. (Overall)	2,500	1,500
Estimated increase in enrollment in high-value pathways. (Underserved students)	Minority Female Students 1,500	Minority Female Students 900
Estimated decrease in enrollment in low-value pathways. (Overall)	2,500	1,500
Estimated decrease in enrollment in low-value pathways. (Underserved students)	Minority Female Students 1,500	Minority Female Students 900

completion and post-graduation success. If not, the student may struggle to make timely progress toward their goals.

3. Two Strategic Reform Areas

3.1. Strategic Reform Goals: Strengthening the Program Portfolio

In the matrices here and in Section 3.2, colleges will outline their intended strategic reform plans and action steps to strengthen their program portfolio (3.1) and student advising and support (3.2) that, together, are expected to achieve their quantitative Unlocking Opportunity goals. For each, colleges will identify challenges and opportunities, propose an intended strategy to address them, explain why the strategy was chosen, and identify barriers they may face in implementing the strategy. Finally, colleges should include a reasonable estimate of how many students the college thinks the change will impact.

Note: As discussed during the May collaborative and during subsequent meetings, we have included a detailed list of potential program portfolio strategies after the matrix.

Challenge / Opportunity	Intended strategy	Rationale	Change management considerations	Estimated impacts
Describe a challenge the college is facing, or an identified opportunity for improvement. ***Challenge/Description***: *SAC shows a decline in 3-year completion of AA, AS, AAS since AY 2020. SAC will align offerings to regional workforce needs and provide short-term stackable high-value*	*Which strategy or action will the college take?* • ***Accelerate high-value credential attainment.*** *Systematically develop credentials of high value that can be completed through short-term offerings.* • ***Increase SI sections***. *The*	Why choose this action? • ***Low PGR rate.*** *Students need short-term courses and programs to ensure retention and successful pass rate.* • ***Academic success.*** *Increased SI support and revamped advising and coaching/mentoring*	Identify strategic barriers that could slow or stop this action (e.g., financial, communications, etc.). • *Budget planning must include increased Embedded Tutors (SI model). Working with the foundation (district-based office) and grants development (SAC-*	Estimated impact by fall 2025 • *A positive impact of 660 students per semester as an improvement of 4% in Productive Grade Rate among the faculty participating in Learning Excellence Institute (LEI).* • *About 300 of the students will be*

credentials that lead to associates and transfer to high-value programs.	number of courses with embedded tutors will be increased in high-challenge courses (passing rates less than 70%). • **Revamp advising structure to include transfer agreements.** Include closely monitored check-points and intrusive coaching/mentoring to ensure clarity of transfer opportunity and successful course completion rate. • **Revamp Program Advisory Boards**	will lead to on-time student support. • **Workforce alignment.** Partnerships with business and industry will lead to the creation of relevant high-demand high-wage programs and to the potential sunsetting of programs not meeting workforce demands. A partnership aligned Candidates' Database could help accelerate job placement.	based office) will be instrumental. • External factors outside the college's control might impact students' ability to persist. • Availability of workforce and university partners to meet might be impacted by competing priorities. We must consult partners through a high-level annual summit and/or high-level updates every 6-12 months.	underserved students.

	and work closely with District's Economic and Workforce Development. Several advisory boards have been in place for over 15 years and some programs might not be in alignment with regional workforce needs nor lead to family sustaining wages.		
Challenge/Description: *Lack of clarity and transparency on programs that lead to transfer, job opportunities, and*	• **Revamp advising website.** Develop system-wide clarity through our website by following award winning models	• **Increase transparency and clarity through advising.** This will reduce multiple program changes	• Website management is centralized at the district level, which may impact task	• Overall, a positive impact on all students at the college (19,000 in Fall 2023).

| family-sustaining wages. | (UNG and GSU) and academic advising to include easy-to-connect transfer information, expected job outlook and family sustaining salary (see UNG's link to BLS outlook and projected salary). Develop a one-stop resources website.

• **Train College Enrollment Coaches** on program specific information and outcomes to share with prospective students during outreach. Create | and reduced use of financial aid funds in courses that are not needed. | completion due to competing priorities. | • Combined with other goals, and estimated increase in enrollment in high-value pathways by Fall 2024 is 1,500 and by Fall 2025 is 2,500. (1,500 and 900 underserved students, respectively).

• An estimated decrease in enrollment in low-value pathways by Fall 2024 is 1,500 and by Fall 2025 is 2,500. (1,500 and 900 underserved students, respectively). |

	marketing materials with program outcomes including time to completion, salary, and total investment.			

Challenge/Description: Students are entering college not meeting the minimum TSI requirements for college-level semester credit hours.	• **TSI Boot Camps.** Implementation of TSI Boot Camps will accelerate gateway course entry for all first time in college students. Boot Camps will be expanded throughout the academic year (beyond summer), including evening and weekends.	• *Over a 1/3 of the students who attend SAC are 25 or older with more than 7 years since the last time English or Math courses were taken in high school.*	• *Budget considerations might limit the hiring of additional TSI Boot Camp facilitators. Alternate sources of funding (i.e., grants and foundation) may be needed.*	• *600 students by Fall 2024.* • *700 students by Fall 2025.* • *600 students will be underserved for both, FA '24 and FA '25.*

Challenge/Description: The healthcare industry in the San Antonio region is facing a shortage in nursing personnel. *In 2023, the Registered Nurses shortage in Texas is at 33,340, reaching 57,012 in about 10 years. SAC needs to expand its AAS nursing program and accelerate RN-to-BSN attainment. Efforts to address Nursing facility shortages and limited number of clinical sites.*	• **Implement a Center of Excellence (COE) in Nursing Education.** The COE, modelled after Pima Community College's COE model, enhances alignment with regional workforce needs in the Nursing sector. Ensure preceptor models are included in COE. • **Implement accelerated RN-to-BSN program in 8 to 10 months.** This requires virtual modality and an Academic Coaching	• COEs streamline stackable nursing credentials through credit and non-credit course completion, creates on-ramps from any ACD institution into the nursing profession, decreases duplicating efforts, maximizes the use of facilities and elevates the level of competition across the county for all ACD institutions as the leading provider of healthcare personnel across the county.	• *Engagement of non-nursing faculty will be critical to ensure the value of supplemental programs to the COE is visible and understood— (i.e., Clinical social work, healthcare management/business operations, etc.). Ensure inclusion of other programs to support the concept of a COE will be important.*	• *600 students by FA '24 in AAS in Nursing.* • *990 students by FA '25 in AAS in Nursing.* • *1,500 will be underserved.* • *140 RN-to-BSN students by FA '24.* • *200 RN-to-BSN students by FA '25.* • *200 students will be underserved.*

	model where academic coaches report to a Lead Instructor. • **Expand clinical sites to surrounding areas.** This requires developing partnerships with clinical sites (i.e., nursing homes) outside of Bexar County. • **Create on-ramps to Nursing programs from other health professions.**			

***Challenge/Description:** The San Antonio region is facing a shortage of first-responders. In 2022, SB8 was signed into law to address the EMS shortage crisis in Texas.* *Texas has 25,080 fire personnel vacancies with expected demand growth by 4% in the next 10 years.* *Texas has 59,290 law enforcement vacancies with expected demand growth by 3% in the next 10 years.* *Texas has 8,390 EMT vacancies with expected demand*	• **Implement a state-of-the-art First Responders Academy and expand student cohorts.** The FRA will be the region's hub for training current and future first-responders.	• Shortage of first-responders will directly impact the safety, security and well-being of communities served in the San Antonio region, including South of San Antonio.	• *SB8 opens the door to alternate sources of funding in the state of Texas. This will require grant development and ongoing lobbying at the state level.* • *Expansion will require evening and weekend cohorts and 2 FT and 3 PT additional faculty for Fire Technology and Law Enforcement. EMS expansion will require 3 new FTE faculty by Fall '24 and 3 additional faculty by FA '25.* • *Grant development will be required for Fire Technology*	• *85 by Fall '24 (Fire Technology)* • *110 by Fall '25* • *100 by Fall '24 (Law Enforcement)* • *200 by Fall '25* • *120 by Fall '24 (EMS) (EMT)* • *180 by Fall '25*

growth by 5% in the next 10 years.			*expansion: $300K for fire-fighting gear; 2 Fire Trucks at $750K each; and $400K for EMS expansion due to EMS gear and equipment.*	

The following four strategies are centered on strengthening program offerings to achieve UO objectives:

1) **Improving existing program quality and value** – Efforts that increase program value from low value to either middle value or high value, which may include aligning curriculum with post-graduation success, based on analyses of transfer outcomes, job skills, and job quality/wages; ensuring liberal arts programs are aligned to transfer; implementing well-designed annual

program review processes; implementing annual reviews of transfer programs with major transfer partners; scaling high-quality experiential and applied learning; and ensuring high-quality instruction and faculty interaction (in-person, hybrid, and online).

2) **Launching new high-value programs** – By assessing current and future local/regional workforce needs, colleges may be able to identify unmet good-job demand and define the required credentials for these jobs; establish or grow partnerships with local employers to define specific needs and create pathways to, and curriculum for, programs aligned to good jobs; and build new transfer pathways in high-opportunity fields with current and new university partners, aiming for guarantees and/or inevitability.

3) **Expanding and diversifying enrollment in existing high-value programs** – These efforts may entail collaborating with employers to: (a) set goals around the number of graduates needed over a specific period of time, (b) revamp curriculum to align with needed employer skills, and (c) fund additional instructors, equipment, and experiential learning. Colleges may also collaborate with universities to (a) set goals around the number of transfer students, (b) substantially expand the transfer pipeline, (c) help advise students before they complete their associate degree, and (d) ensure strong instruction in high-demand fields. Additional efforts may include funding new positions and strategically hiring staff to accommodate additional enrollment in high value programs; investing more in recruitment into high value programs, especially to underserved populations; and aligning budgets with program value and demand in order to fund new capacity and signal priority of high value programs.

4) **Shrinking or sunsetting low-value programs** – Colleges may choose to sunset and phase out low-value programs where students are unlikely to find economic opportunity or transfer/bachelor's success upon completion. Strategies to achieve this include developing/refining a process for evaluating all programs on an annual basis based not only on enrollments but whether they deliver strong graduation rates and post-graduation value; setting processes for closing low-value programs that makes clear that freed up funds will be used for mission; basing budget decisions on program success and post-graduation value plus enrollment; building schedules to ensure student access—in frequency, times offered, and

modalities—to courses in high-value programs; and freezing hiring when faculty retire or depart in low-value programs or related courses.

3.2. Strategic Reform Goals: Strengthening Advising and Supports Connected to High-Value Programs

Note: As discussed during the May Collaborative and during subsequent meetings, we have included a detailed list of potential advising and support strategies after the matrix.

Problem / Opportunity	Intended strategy	Rationale	Change management considerations	Estimated impacts
Describe a challenge the college is facing, or an identified opportunity for improvement. ***Opportunity:*** *Increase the number of dual credit and ECHS students.*	*Which strategy or action will the college take?* • ***Early Parent Education***. *Develop a framework of engagement and education of families of 7ᵗʰ and 8ᵗʰ graders about value of Dual Credit vs. AP credits. Demonstrate*	*Why choose this action?* • *Early preview of pathways provides early-decision making opportunity for parents before child enters high school.*	*Identify strategic barriers that could slow or stop this action (e.g., financial, communications, etc.).* • *The State of Texas has recently changed its funding model for higher institutions that create a competitive market for dual credit and early*	*Estimated impact by fall 2025* • *2,000 students by Fall 2025.* • *1,300 students will be underserved.*

	stackable credential pathway progression for dual credit and ECHS students. • ***Develop intentional marketing materials**. Intentional marking materials will include videos and handouts (flyers) that show a degree-attainment-to-career timeline and money-savings perspective for dual credit and ECHA pathways.* • ***Develop institutional certificates that***		*college high school programs (school districts can choose the higher education provider). This requires proactive relationships with school districts.*	

	include 15 hours or more of meta-major-specific core courses.			
Opportunity: *The AA in liberal arts has become a "catch all" degree for students that do not have a clear path. Similarly, AS in Biology/Pre-Nursing and Biology/Pre-Professional are selected as general fields of studies.*	• **Clarify Advising of Liberal Arts Program.** *Explain Institutes early on at Orientation and throughout the advising check-points identified in the section above. Students in low-paying programs that are of high-value to the community (i.e. early childhood)*	• *By creating a first-year Liberal Arts pathway orientation students can be monitored while ensuring they're informed of their program's job and salary projection, and transfer opportunities that lead to family-sustaining wages.*	• *SAC must secure additional Certified Advisors dedicated to Liberal Arts Program and first-year experience participants.*	• *Currently about 900 students have declared their major as 'Liberal Arts'. Through intrusive advising the impact will be about 200 students per year for the next three years.* • *About 300 will be underserved students* • *Currently about 2,500 students have*

	don't see a clear path to stackable credentials to secure family sustaining wages. Create pathways for family sustaining wages (i.e., early childhood certificate with business entrepreneurship program).			*declared their major as 'Biology/Pre-Nursing'.* • *1,500 Biology/Pre-Nursing students will be underserved.*

The following four strategies are centered on improving interactions that can guide students into high-value programs:

1) **Expanding and increasing equity in recruitment to high-value programs** – Colleges may consider reaching new student populations, including adult learners, through community and K-12 partnerships; aligning dual enrollment offerings and advising with career path programs; recruiting students enrolled in adult basic skills and non-credit workforce programs into high-value credential programs and supporting them through the program enrollment process; expanding marketing and advertising of high-value programs alongside employers to attract adult learners; and tailoring messaging to attract historically underserved populations and communities, including through trusted intermediaries.

2) **Redesigning program onboarding** – Options to redesign program onboarding include establishing structures to ask every student about their interests, strengths, and aspirations to help them explore high-value programs and careers aligned to their interests; connecting students with faculty, peers, alumni, and employers in the fields of interest; connecting students with needed college and community resources; inspiring students by ensuring they can take at least one well-taught college-level course on a topic that interests them in their first-term; and helping every student develop a preliminary educational plan aligned to their post-graduation goals (and a good job).

3) **Building student-centric schedules and modalities** - Colleges may consider actions including developing course and program schedules that are based on students' educational plans; ensuring that course schedules align with student needs and non-academic responsibilities; providing supplemental support for students in online or hybrid programs to ensure rigorous learning; and providing training for faculty on how to develop strong online and hybrid teaching skills.

4) **Reforming advising and student supports** – Potential actions may include adopting a caseload management advising model to ensure tailored academic and non-academic supports; determining specific milestones for student decisions and progress; aligning advisors' expectations and training to specific milestones; ensuring advisors help students update their educational plans as they progress; and making engagement with quality career services and career placement inevitable.

4. Strength and Need Assessments

Through participation in the network, college leaders should identify areas of strength — where the college's existing practices have already contributed to enrollment and completion of higher-value programs — and record them in the Practice-Sharing Strength table below. These strengths will be used by Aspen and CCRC to create opportunities for Unlocking Opportunity colleges to share strategies and ideas in areas of strength with other colleges that may be facing challenges in those areas.

Similarly, in the Practice-Sharing Needs table, college teams should identify and list areas where they are not as strong and may need support. Identifying and sharing these needs will enable Aspen and CCRC to connect the college to other network colleges that have identified that area as a strength, and to additional resources and expertise.

Practice-Sharing - Strengths

Strategic Focus Area - Keywords	Practice-Sharing Description
Accountability	(1) *All activities are aligned to the Chancellor/Organizational Strategic Goals assigned by the Board of Trustees.* (2) *SAC utilizes the 4 Disciplines of Execution Model or 4DX. 4DX proposes that most organizations exist within a complex whirlwind of activities, priorities, to-dos, and other work that makes up "the day job." 4DX aims to help leaders and employees cut through this whirlwind and focus on achieving goals. The four disciplines are: focus on the WIG (wildly important goal), act on lead measures, keep a compelling scoreboard, and create a cadence of accountability.* (3) *SAC Scores –SAC SCORES is a comprehensive internal evaluation of where the college is in regards to integrated strategic planning efforts and KPIs. All faculty, staff, chairs, department directors, and administrators participate in this interactive activity.*
Collaboration	(1) *Guardian helps the Student Success and the Academic Success Divisions to collaborate through digital case management.*

	(2) *Various functions that are centralized through the district office while others are campus-based driven, collaborate seamlessly through the one-stop shop in the areas of registration, orientation, financial aid and the cashier's office.*
Caring	(1) *Results from the PACE and the Great Places to Work surveys demonstrate that many employees agree the staff and faculty's focus is on the students, thus supporting the district-wide value of "Students First".* (2) *Community impact is demonstrated through the return of employees who were students at the college, reflected through their longevity at SAC (average of 24 years).* (3) *The district-wide focus on implementing The Caring Campus Initiative, developed by the Institute for Evidence-Based Change (IEBC) is designed to create a college environment that increases students' sense of connectedness and belonging and, in turn, completion of each student's education goals. The Caring Campus Initiative engages SAC employees to create a Caring Campus that ensures they are deeply involved in student success initiatives.* (4) *San Antonio College - Early Childhood Center supports the participation of low-income parents in post-secondary education through the provision of campus-based childcare services. Funds are used to support or establish campus-based childcare programs primarily serving the needs of low-income students enrolled in Institutions of Higher Education (IHE)s. In addition, grants*

	may be used to serve the childcare needs of the community served by the institution. This is referred to as the CCAMPIS Grant.

Practice-Sharing - Needs

Strategic Focus Area - Keywords	Practice-Sharing Description
High-value Programs	*(1) SAC is revamping its program advisory boards, creating sequential dual credit semester credit hours (to align with House Bill 8) at the high schools, and partnering with the City of San Antonio through Ready to Work and the district-based office of Economic and Workforce Development.* *(2) Academic Success Division chairs are hosting sessions with faculty and department coordinators to address low-graduation rates in certain programs that are not in alignment with regional workforce needs, thus leading to the re-evaluation of programs for potential sunsetting.*
High-challenge Courses	*(1) Embedded tutoring, TSI refreshers/bootcamps, supplemental instruction - The Texas Success Initiative (TSI) assessment is a program that measures a student's readiness for college-level courses in math, reading, and writing. Math and English have traditionally been high-challenge courses at SAC. The initiatives mentioned above will secure faster entry into gateway courses and successful completion and pass rates.*

5. Conclusion

Strategic goal setting will serve as a foundation for all that will be built through the remainder of the Unlocking Opportunity network. These set goals will guide each college's strategic choices for the coming years and provide benchmarks against which we can measure progress. While CEP and CCRC recognize that these goals may need to be adjusted, we encourage all colleges to make the effort now to set ambitious quantitative and practice reform goals. These goals should be within reach, but also challenging enough that they require people to undertake the difficult and meaningful work that will benefit students, the community, and your college for years to come.

SAC will pursue the following institution-wide reforms.

Category: High-Value Credential.

- *Accelerate high-value credential attainment through short-term courses and stackable programs.*
- *Establish a Center of Excellence in Nursing Education.*
- *Revamp Program Advisory Boards.*
- *Expand Fire Technology, EMS, and Law Enforcement programs through establishment of state-of-the-art First Responders Academy.*

Category: Early On-Ramps.

- *Establish Early Parent Education Programs (7th and 8th grades).*
- *Develop sequential 15 semester credit hours through dual credit.*

Category: Student/Academic Success.

- *Increase Supplemental Instruction in more sections of high-challenge courses.*
- *Revamp overall advising structure.*
- *Revamp district-wide advising website.*
- *Streamline clear transfer agreements and strengthen university partnerships.*
- *Revamp Liberal Arts program first-year advising.*

Wildly Important Goal: *Over 2,500 students will have attained high-value credentials by Fall 2025; furthermore, nursing and healthcare industry partners will consider SAC as the hub of the Alamo Colleges District training center for accelerated state-of-the-art nursing education, healthcare workforce and innovation producing 990 graduates with an AAS in Nursing and 200 RN-to-BSN by Fall 2025. SAC will also be recognized as a state-of-the-art Academy for First Responders producing 110 (Fire Technology), 200 (Law Enforcement), and 180 (EMS) by Fall 2025.*