

# Increasing Student Completion with Pathways Analysis

Presented by Brazosport College & ZogoTech

# **Brazosport College** **The College of Choice<sup>®</sup>**

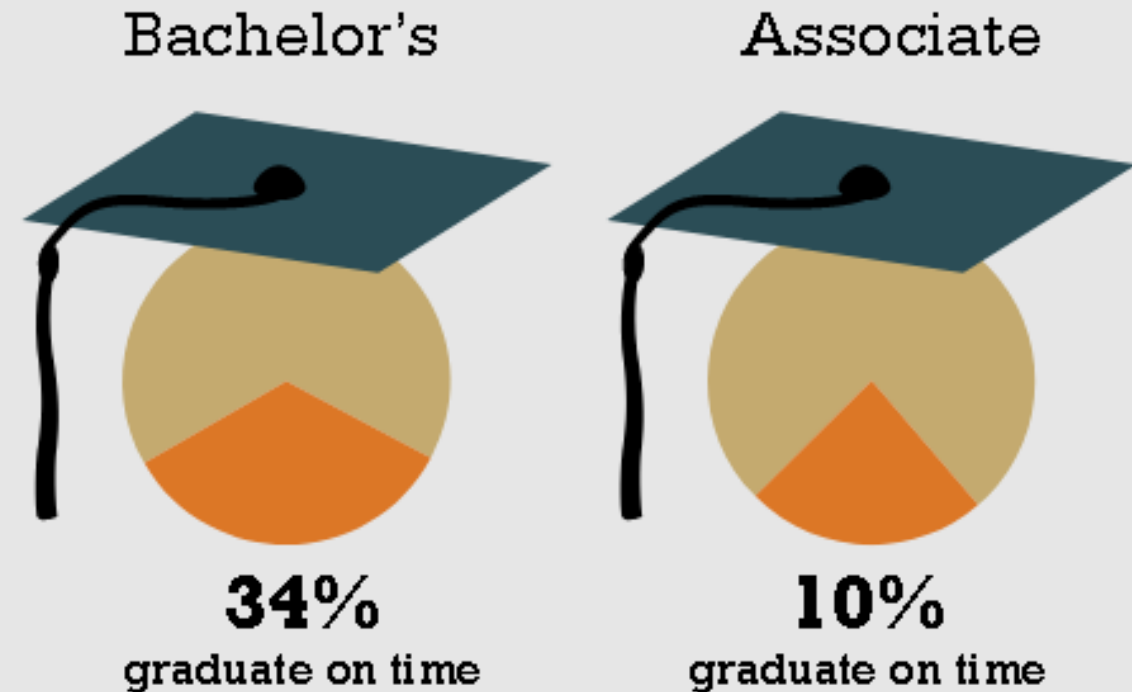


- Aspen Top 10 finalist
- 2 BAT programs
- 4,300~ fall students
- 80% part-time students
- 25% Dual Credit
- 3 yr FT Grad Rate 41%
- 4 yr FT Grad Rate 48%
- 80% working within one year after award
- 17.9% graduate with debt
- Data Warehouse: ZogoTech

Are students  
graduating on time and  
efficiently (few excess credits)?

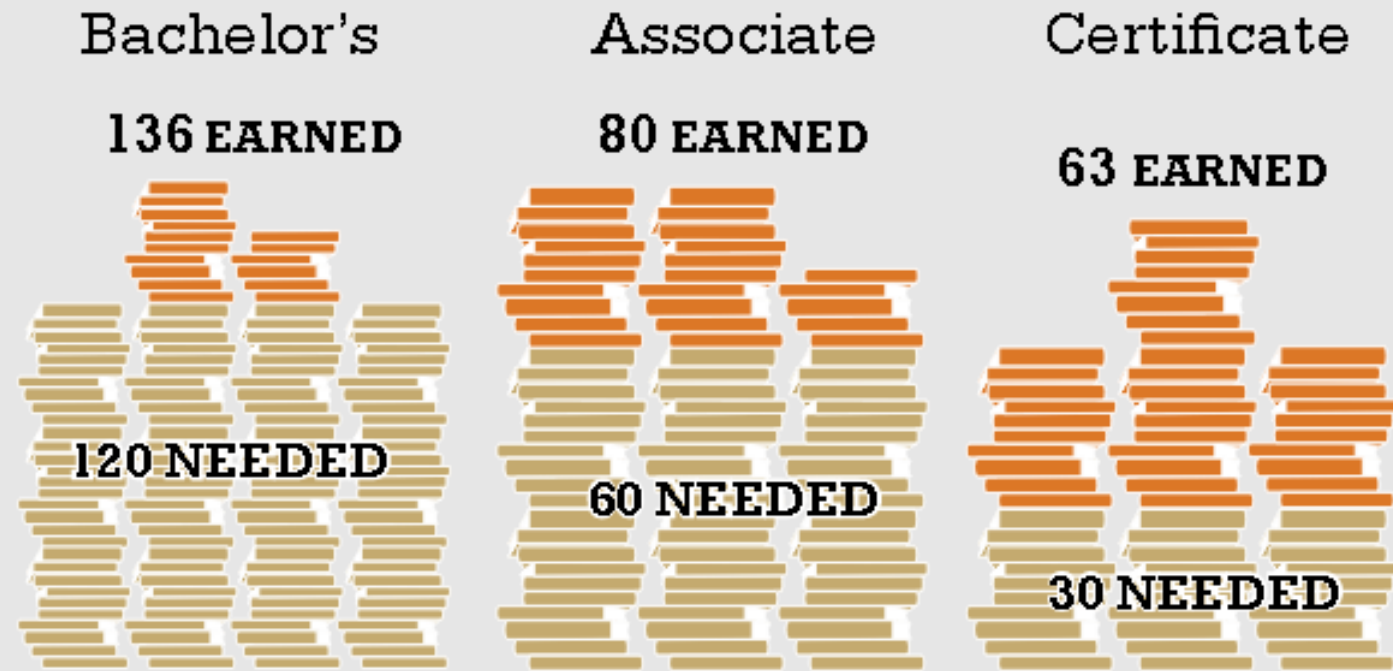
# Too few students ever graduate — even fewer on time.

Nationally, only about half of full-time students pursuing a four-year degree graduate — in six years. Only about 35 percent graduate with bachelor's degrees on time. Not even 25 percent of full-time associate degree candidates graduate in three years — and only about 10 percent do so in two years. The numbers are worse for part-time students.



# Students earn unnecessary credits.

The average bachelor's degree graduate in the United States earned more than 136 credits when 120 credits is usually enough. Associate degree holders earned nearly 80 credits instead of the expected 60. Worse, certificate earners graduated with more than double the ordinary number of credits expected: More than 63 credits were achieved instead of the 30 normally needed for programs designed to be accomplished in one year.



Source: Complete College America: [http://www.collegechangeseverything.org/events/scalingup-media/Guided\\_Pathways\\_to\\_Success\\_Summary-Complete\\_College\\_America.pdf](http://www.collegechangeseverything.org/events/scalingup-media/Guided_Pathways_to_Success_Summary-Complete_College_America.pdf)

# Billions of dollars and millions of hours are wasted on unnecessary courses.

Excess credits are estimated to cost more than \$19 billion each year. Of that amount, nearly \$8 billion is paid by students — and more than \$11 billion is the unnecessary burden of taxpayers who subsidize public higher education.

**\$19 billion spent on excess credits**

**\$8 billion**



students

**\$11 billion**



taxpayers

# 24 excess credit hours

Tx Community College Student Average

# \$137,426,472 in tuition

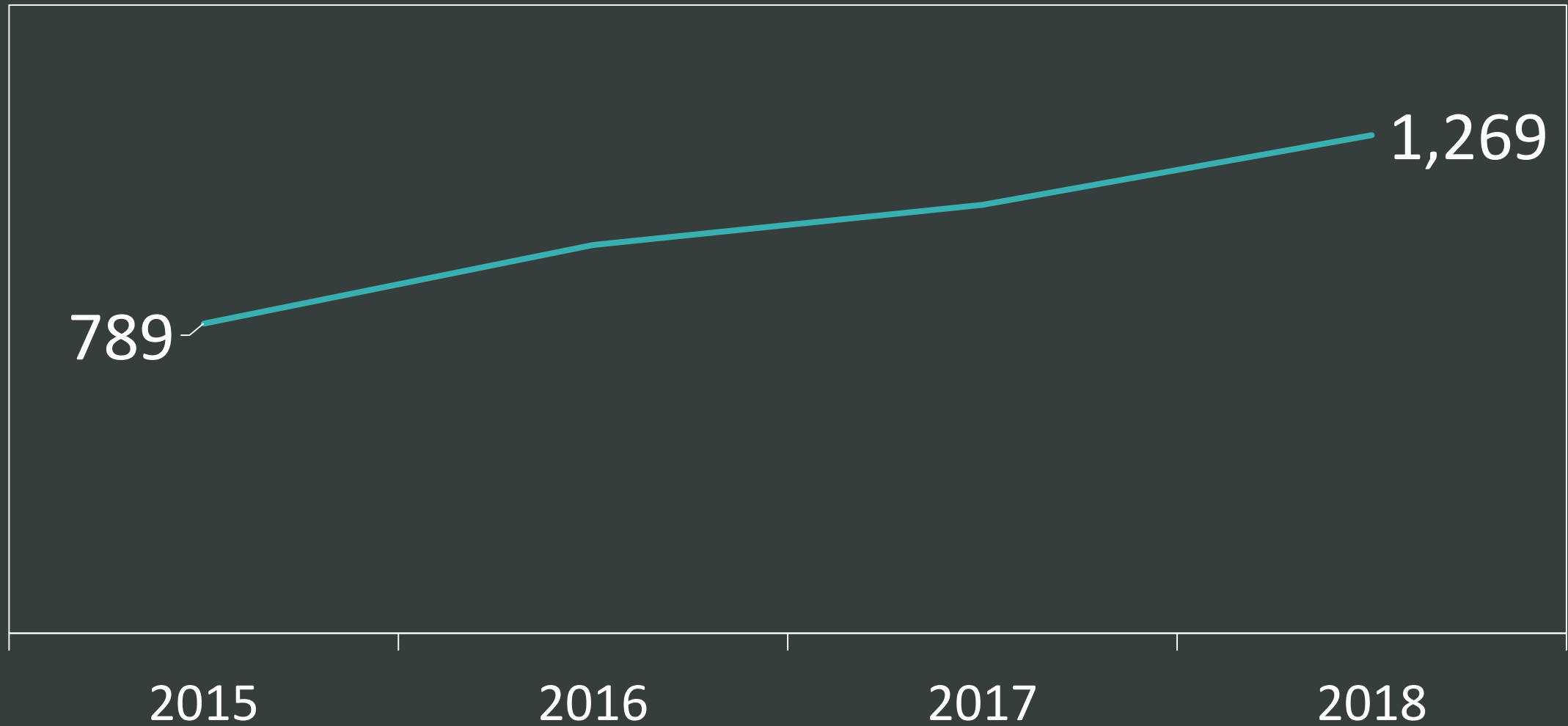
Tx Community College Associate Degree Graduates

# Brazosport College Awards





# Brazosport College Total Awards Increased 61%



**Create  
coherent  
pathways  
for  
students**

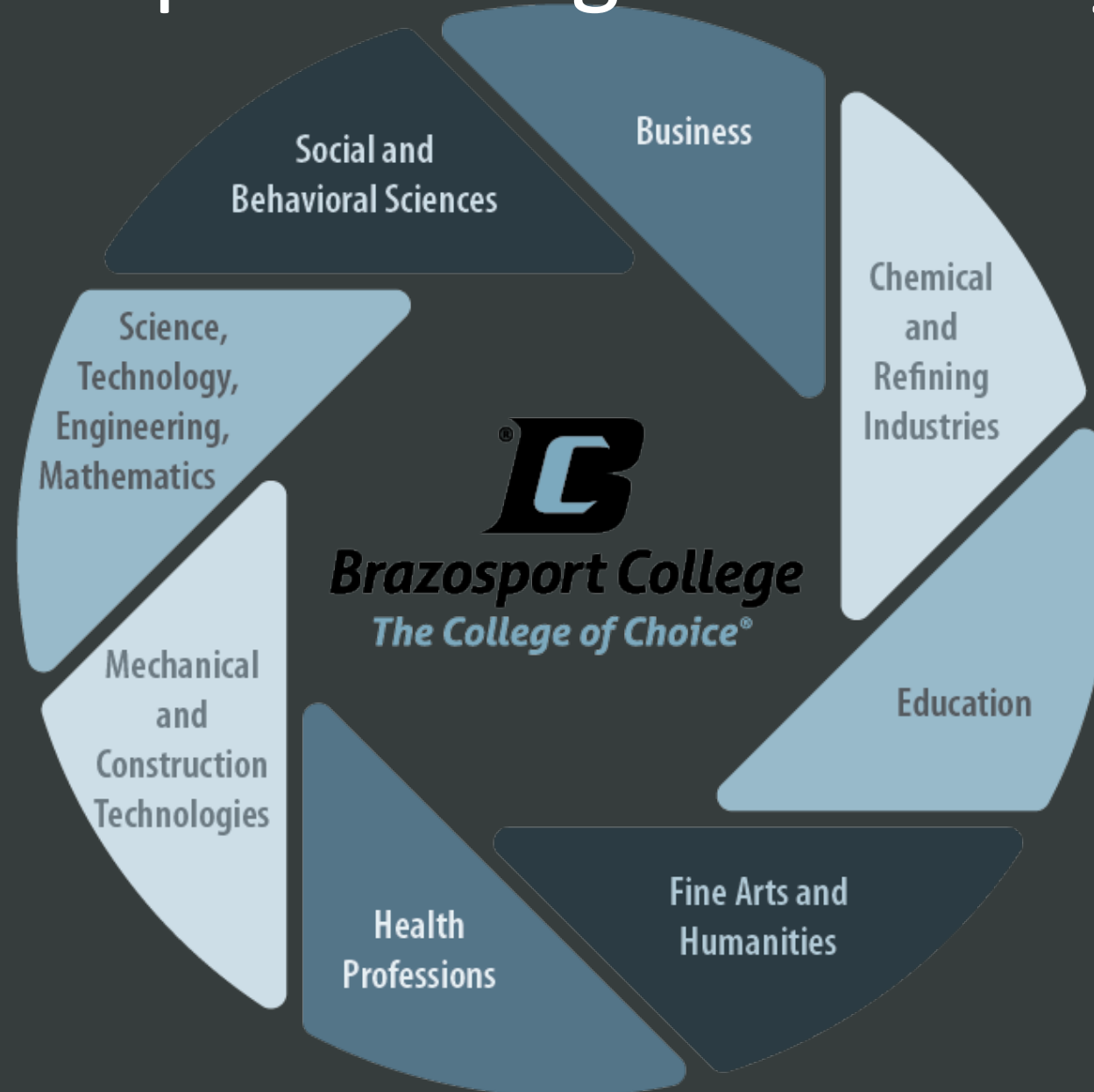
**Get  
students  
onto  
pathways**

**Keep  
students on  
their  
pathway**

**Ensure  
students  
are  
learning on  
their  
pathway**

**STUDENT SUCCESS**

# Brazosport College Meta-Majors



# Started with High Reward & Low Risk

- Student completed but NOT awarded
- Student close to completion (1-2 classes away)
- Core Completers

# Automotive Program

## Basic Certificate: 16 Credit Hours

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- [AUMT 1405 - Introduction to Automotive Technology](#) **Credit Hours: 4**
- [AUMT 1407 - Automotive Electrical Systems](#) **Credit Hours: 4**
- [AUMT 1410 - Automotive Brake Systems](#) **Credit Hours: 4**
- [AUMT 1416 - Automotive Suspension and Steering Systems](#) **Credit Hours: 4**

## Advanced Certificate: 32 Credit Hours

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In addition to the Basic Certificate, complete the following:

- [AUMT 1345 - Automotive Heating and Air Conditioning](#) **Credit Hours: 3**
- [AUMT 1380 - Cooperative Education I- Automotive Technician](#) **Credit Hours: 3**
- [AUMT 1381 - Cooperative Education II- Automotive Technician](#) **Credit Hours: 3**
- [AUMT 2317 - Automotive Engine Performance Analysis I](#) **Credit Hours: 3**
- [AUMT 2434 - Automotive Engine Performance Analysis II](#) **Credit Hours: 4**

# Automotive Basic Certificate Wage?

## Wages & Employment Trends

Median wages (2017) \$29.25 hourly, \$60,840 annual

State wages



Employment (2016) 14,000 employees

Projected growth (2016-2026) ■■■ Slower than average (2% to 4%)

Projected job openings (2016-2026) 1,300

State trends



Top industries (2016) [Transportation and Warehousing](#)  
[Government](#)

# Where to start?

- **Make getting started as easy as possible.** There were many approaches to getting started, all of which depended on the specific circumstance of each college. Suggestions included:
  - » Narrow the focus. After thinking broadly, select a few areas to focus on.
  - » Start small. For example, redesign a few pathways in the beginning rather than all of them at once.
  - » Give time-limited tasks to specific groups of people to fulfill specific purposes.
- **Build on existing organizational structures and practices.** Many colleges had existing practices and cultural norms they were able to build on. These included participative visioning and planning processes, student roundtables, inter-department meetings, shared governance structures, strong R&D, adaptable software and technology infrastructure, and an existing strong completion culture.
- **Build coalitions of the willing.** It's important to engage people, especially champions, who are likely to have conversations about the work in ways that engage others. Champions are often easy to identify by 1) past efforts at the college, 2) relationships with leaders, and 3) their emergence at meetings where the work is being done. One college participant said it was important to explore who should or wanted to be involved and make sure that there's a place for anyone who wants to engage with the work. Others noted that it was important to include skeptics in those coalitions (discussed more below).

# Where to start?

- **Start with high-reward/low-risk actions.** Starting with low hanging fruit that can lead to quick success and momentum was common, but what constituted low hanging fruit was different across institutions. Examples include focusing on students who already have 60-80 credit hours, starting with programs that require 75+ credits and need to be cut back to around 60 credits, and making a more flexible math schedule for greater access to classes.
  - **Don't wait for data to be perfect to get started.** It takes time to build good data, pick indicators, and learn how to use the data. Also many colleges couldn't afford or adapt existing data processing to match what they wanted to do or know. On the whole, colleges did not wait around until the data systems were perfect before starting to use data. However, one college representative stated that they should have brought in the IT people much earlier.
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## Resources:

1. Complete College America <https://completecollege.org>

2. Guided Pathways

<https://www.aacu.org/strengthening-guided-pathways>

<https://www.austincc.edu/offices/provost/programs-and-initiatives/guided-pathways/texas-pathways-project>

3. CCRC <https://ccrc.tc.columbia.edu>

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What *one thing* can your institution  
do to keep students on their  
Pathway and Complete?

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<https://www.facebook.com/BrazosportCollege/videos/vb.44721755134/10156298445600135/?type=2&theater>

# Thank You for Attending!

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Scroll down to the "Forms" section where there is a link to the evaluation.