

# Overview

- **Funding & The Legislative Session** (TACC: “The” Funding Ask; TACC Dual Credit; TACC Workforce Development; GC BSN; GC Vit & Enology)
- **Facilities Discussion**
- **Lenses** (Course Completions | Pathways | Online Quality | Communication)
- **Pillars** (Balance | Clarity | Teamwork | Trust | Service | Gratitude)
- **Reorganization**

# Funding

- **Budget Challenges**

- State's share of funding is decreasing (lost \$225k per year last session, could be upwards of \$750k this session)
- Cost of benefits is increasing
- Cost of programs is approximately the same, but per course cost is more.
- Local revenues increasing due to tax base.

# Community College Funding Ask



tccta | texas community college teachers' association



## Texas Community Colleges Funding Request for 2018-19 Biennium

### Impact

**State:** Texas Community Colleges are vital to the economic well-being and in aggregate, Texas Community Colleges will play a central role in the new Texas Strategic Plan for Higher Education, 69X330TX.

**Regional and Local:** Each of the 50 Community College Districts, districts, universities, business, and industry to build successful postsecondary education to workforce for their respective communities.

### Funding

In order for the State of Texas to meet its higher education goals, community colleges will be asked to do much of the heavy lifting. A point for the overwhelming majority of Texans entering higher education. Because of this vital role, increasing the state's investment in the upcoming Legislative Session. With this in mind, the Texas High Formula Advisory Committee recommended \$1.94 billion in General Fund for the next biennium. However, given slowdowns in some sectors of the state, it will have to be made to balance the state's budget and maintain the state strong. Accordingly, Texas Community Colleges respectfully request to fund Core Operations, Student Success, and Instruction across the amounts:

**Core Operations: \$75,000,000 (\$25 million increase)**  
All 50 college districts have basic operating costs. The \$500,000 per district established by the 83<sup>rd</sup> Legislature. Increasing the core by \$250,000 per institution, especially small and rural institutions.

**Student Success: \$186,881,648 (\$18 million increase)**  
Texas Community Colleges continue to advance programs and strategies that improve student success on multiple metrics. In order for the Student Success Points system to effectively reward institutions for improvements in student success, the points need to be funded at a minimum of \$185 per point.

**Instruction: \$1,566,866,566 (\$44 million increase)**  
The largest portion of state revenue provides community colleges with funds to meet workforce skills demands, increase dual credit opportunities for all students is directly tied to instructional funding appropriated by the Legislature.

<b>Summary of Request for 2018-19</b>
<b>TOTAL Core, Student Success, &amp; Instruction</b>
<b>TOTAL Core, Student Success, &amp; Instruction</b>
<b>Additional General Revenue Request of Texas Community Colleges</b>

<p><b>Core Operations: \$75,000,000 (\$25 million increase from 2016-17)</b> All 50 college districts have basic operating costs. The \$500,000 per district per year level of funding was established by the 83<sup>rd</sup> Legislature. Increasing the core by \$250,000 per district per year will help support all institutions, especially small and rural institutions.</p>
<p><b>Student Success: \$186,881,648 (\$18 million increase from 2016-17)</b> Texas Community Colleges continue to advance programs and strategies that improve student success on multiple metrics. In order for the Student Success Points system to effectively reward institutions for improvements in student success, the points need to be funded at a minimum of \$185 per point.</p>
<p><b>Instruction: \$1,566,866,566 (\$44 million increase from 2016-17)</b> The largest portion of state revenue provides community colleges with funds for instruction. The ability of community colleges to meet workforce skills demands, increase dual credit courses, and expand educational opportunities for all students is directly tied to instructional funding appropriated by the Legislature.</p>

## Summary of Request for 2018-19 Biennium

<b>TOTAL Core, Student Success, &amp; Instruction, 2018-19</b>	<b>\$1,828,768,214</b>
<b>TOTAL Core, Student Success, &amp; Instruction, 2016-17</b>	<b>\$1,741,684,013</b>
<b>Additional General Revenue Request of Texas Community Colleges</b>	<b>\$87,084,201</b>



# Legislative: Workforce Development

- Community Colleges Enroll 95% of Students in Workforce Programs, producing 91% of the graduates.
- Programs like the JET Grant (for equipment), and the Skills Development Fund (for training employees in companies) are vital!
- We are perfectly positioned to help with the expansion of HB5, which requires technical programs in high schools (Texoma Middle-Skills Program)

# Legislative: Dual Credit

- **Asking Legislature to Pause!**
- 9% of Eligible HS Students are in Dual Credit
- Only segment of Higher Ed that Represents the diversity of the State
- Successful Outcomes
- Necessary if we are to meet the 60X30TX Goals

# BSN @ Grayson



## Providing a Local Option Makes Cents

Grayson College knows that providing a local option for an RN to BSN program is a more efficient way for students, healthcare agencies and patients to thrive in Texoma.



## Grayson College's Top 10 RN to BSN

- 1** Grayson County is one of only two counties in the state with more than 3,000 patient beds and no local access to a BSN or RN to BSN program.
- 2** Only 31 percent of the registered nurses in Grayson County and 32 percent in Fannin County hold a BSN, compared to the statewide average of 44 percent.
- 3** Upon graduation, 95 percent of Grayson College nursing graduates intend to pursue their BSN; however, after 5 years, only 1 in 20 have done so through existing programs.
- 4** Nearest RN to BSN program is at Texas A&M Commerce (60.1 miles away).
- 5** Grayson College has tried partnering with existing programs to offer onsite training, but as those programs move to online only, our students do not enroll; they deserve a better solution.
- 6** Having a local option allows students to start and finish at the same institution and will provide a continuity of learning that has been shown to have higher success rates.
- 7** Our community needs more BSN trained nurses, and our stakeholders and local employers support the efforts of the college to pursue the RN to BSN option.
- 8** Our community is committed to helping the college succeed. Local grantmaking foundations who already support faculty salaries at Grayson College have agreed to help the college fund additional expenses related to implementing an RN to BSN program.
- 9** A recent Institute of Medicine Report calls for 80% of RNs to have a BSN by 2020, which means that **Grayson County alone needs to add 1,000 more BSNs in the next three years.**
- 10** Grayson College's existing nursing program holds national accreditation and program graduates consistently score higher on the NCLEX exam than many other BSN programs.

## Impact of more educated nurses

### State of Texas

According to data from the Center for Medicare/Medicaid Services, Grayson County is ranked 31st among 252 Texas counties in Medicare/Medicaid spending per capita. Additionally, it is ranked 81st among all 3,130 counties in the United States in Medicare/Medicaid spending per capita. High costs can be contained by providing better services through highly trained healthcare professionals like nurses.

### Local Healthcare

There is an increased need and demand for BSNs in the Texoma region that can be eased by offering the program at Grayson College. Today more and more health care services are being moved to sites beyond the hospital and BSN nurses are in greater demand in a wide range of other settings, including private practices, health maintenance organizations, public health agencies, primary care clinics, home health care, nursing homes, outpatient surgery centers, insurance and managed care companies, schools, mental health agencies, hospice agencies, the military, industry, nursing education, and health care research.

### Patient Population

Many vulnerable populations (elderly, impoverished, veterans) and numerous other patients will benefit from having highly trained registered nurses with advanced degrees. Numerous studies have shown that education influences nursing care, and a more educated nursing workforce translates into better patient outcomes. According to the Robert Wood Johnson Foundation, studies have been conducted using large data sets that support an association between BSN hospital staffing and lower incidence of pressure ulcers, post-operative deep vein thrombosis, hospital acquired infections and post-surgical mortality.

### Students

By offering an RN to BSN option at Grayson College, students will have access to local professors and advisors to assist in earning advanced nursing degree. To meet the more complex demands of today's healthcare environment 80% of the basic nurse workforce should hold baccalaureate or higher degrees in nursing by 2020. Aware of the need, RNs are seeking the BSN degrees in increasing numbers for a variety of reasons, including additional job options and opportunities for promotions.

# Viticulture & Enology

- \$350k in funding for the program.
- Texas Wine Industry is \$2 Billion industry
- GC has trained ~65% of those in the industry
- Funding comes from wine tax.



# Facilities

- **Advanced Manufacturing Expansion**
- **Viticulture and Enology Lab** (distillery)
- **Multi-Purpose Expansion** (Classroom/Office Space)
- **Residence Hall** (58-100 beds)
- **South Campus** (future projects as demand grows)



# Advanced Manufacturing Expansion

- **Viticulture and Enology Lab** (distillery)
- **Multi-Purpose Expansion** (Classroom/Office Space)
- **Residence Hall** (58-100 beds)
- **South Campus** (future projects as demand grows)

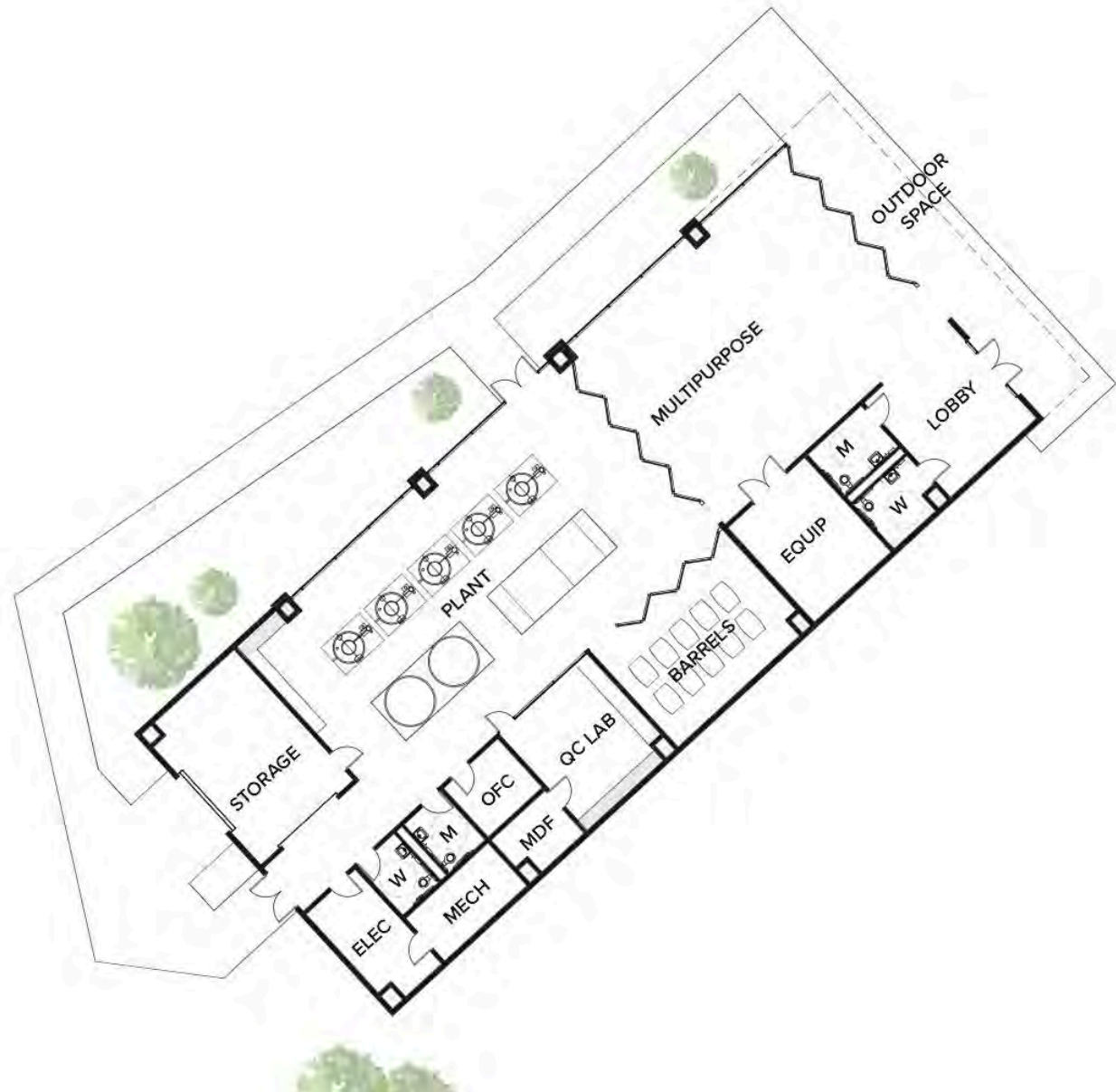
# Advanced Manufacturing Expansion



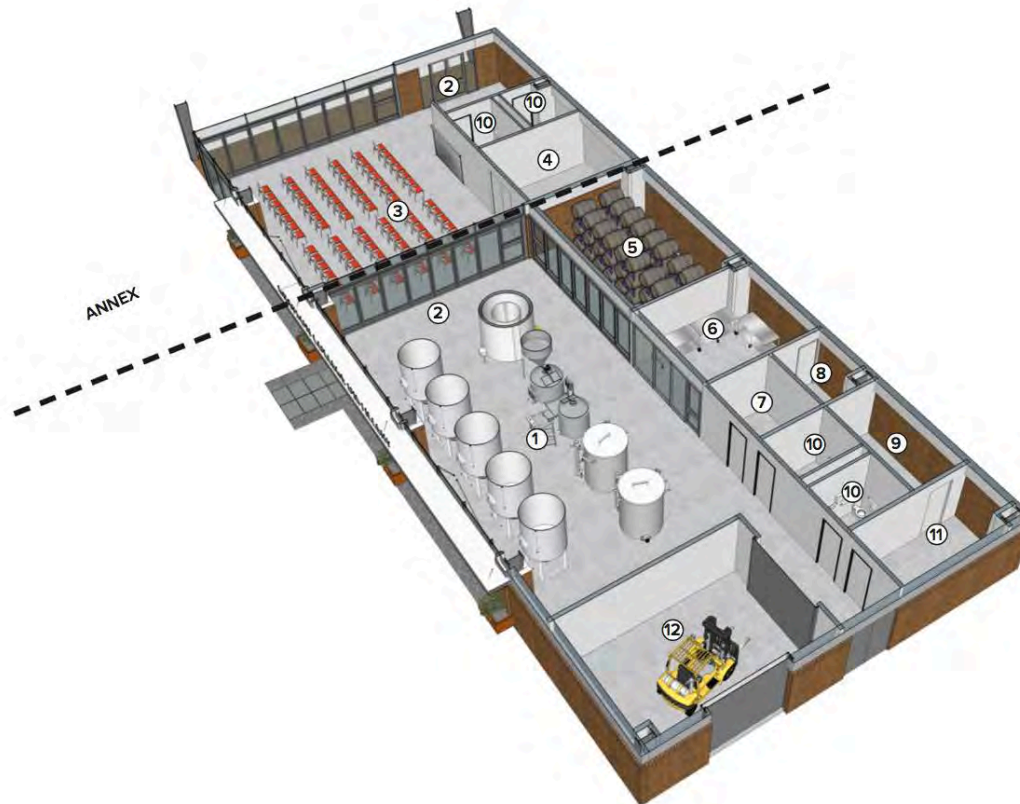
# Viticulture and Enology Lab (distillery)



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## PROGRAMMATIC SPACES

1. PLANT
2. LOBBY
3. MULTIPURPOSE ROOM
4. EQUIPMENT STORAGE
5. BARREL STORAGE
6. LABORATORY
7. OFFICE
8. MDF ROOM
9. MECHANICAL/BOILER ROOM
10. RESTROOM
11. ELECTRICAL/CUSTODIAL
12. STORAGE

# Viticulture and Enology Lab (distillery)



# Multi-Purpose Expansion

(12k-15k sq. ft. Classroom/Office Space)

- **Potential:**

- Free up space for math-hub expansion.
- Move some of the offices that have been placed in instructional spaces out so that those can be returned to their original use (i.e. library study rooms)
- Restructure existing space to move all of student services together; including testing (perhaps in the Admin. Building)
- Add flexible spaces for instruction/meetings

# Residence Hall (58-100 beds)





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# Residence Hall (58-100 beds)



2ND AND 3RD TYPICAL FLOOR

2020X2020

5050X5050

- **Strategic Planning Goals**

- ACCESS – SUCCESSS – ENGAGEMENT - EXCELLENCE

- **Lenses (or our *Wildly Important Goals*)**

- Pathways

- Course Completion

- Expansion of Quality  
Online Offerings

- Communication

# Guided Pathways

- Grayson College is a Texas Pathways College.
- Team of 14 attended workshop in Bastrop; another workshop is coming to Dallas in the spring (planning to take another two teams).
- Achieving the Dream conference in February (8 attendees).

# Guided Pathways

- **Clarify Paths** to Student End Goals
- Help Students **Choose** and **Enter a Pathway**
- Help Students **Stay On Path**
- **Ensure Students are Learning**

# Guided Pathways



## What is the "Texas Pathways" Model?

The Texas Pathways Model is an *integrated, system-wide* approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from the selection of their high school degree program to her/his point of postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.

Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable high schools, colleges, and universities to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by teachers and faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

### Guided Pathways Essential Practices

#### 1. Clarify paths to student end goals

- a) Simplify students' choices with **default program maps** developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.
- b) Establish **transfer pathways** through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.
- c) Align **high school pathways** (endorsements), including dual credit courses and student learning outcomes with community college academic or career and technology certificates and degree programs.

#### 2. Help students choose and enter a pathway

- a) Bridge **K12 to higher education** by assuring early remediation in the final year of high school, including a College Prep Course, jointly designed by high school and community college instructors, that accelerates remediation of basic prerequisite skills of community college pathways.
- b) Redesign traditional remediation as an **"on-ramp" to a program of study**, which helps students explore academic and career options from eighth grade through the beginning of their college experience, aligns math and other foundation skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and non-academic foundation skills throughout the high school and college-level curriculum, particularly in program "gateway" courses.

This overview was adapted for Texas by the Texas Success Center from an excerpt of a longer unpublished document developed by the Community College Research Center and the American Association of Community Colleges' Pathways Project.

- 3) Provide **accelerated remediation** to help *very poorly prepared* students succeed in college-level courses as soon as possible.

#### Help students stay on path

- 1) Support students through a strong **advising** process, embedded and ongoing in the high school-to-college-to-career pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.
- 3) Embed **academic and non-academic supports** throughout students' programs to promote student learning and persistence.

#### Ensure that students are learning

- 3) Establish program-level **learning outcomes** aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across high school, community college, and university programs.
- 3) Integrate **group projects, internships, and other applied learning experiences** to enhance instruction and student success in courses across programs of study.
- 1) Ensure incorporation of **effective teaching practice**, especially practice that promotes student engagement, throughout the pathways.

### Essential Capacities for Guided Pathways Reforms

Research and experience in the field indicate that the following capacities are essential for evaluating and supporting higher education institutions and systems to undertake the broad institutional reforms involved in implementing guided pathways effectively and at scale.

- **Leadership** demonstrating skills for managing and sustaining large-scale transformational change.
- Broad and authentic **engagement** of college faculty and staff—particularly advisors—in the design, implementation, evaluation, and ongoing improvement of pathways for students.
- **Institutional will and capacity to use data and evidence** to design academic and career pathways, monitor student progress, and implement needed improvements over time.
- **Technological tools and infrastructure** appropriate to support student progress through guided pathways.
- Commitment to the level of **strategically targeted professional development** that will be required to design and implement pathways at scale.
- **Policy conditions** established at the state, governing board, system, and institutional level that provide incentives, structures and supports for pathway design and implementation at scale while removing barriers.
- A **continuing action research agenda** that examines the efficacy of guided pathways and develops practical knowledge and tools to support effective implementation at scale.

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<http://www.iff.org/sites/default/files/Pathways%20Model%20Description-Texas.pdf>

2020X2020  
5050X5050

- **Guided Pathways**

- Revised pathways (or degree programs) to ensure students don't lose credit.
- Advising processes that help students to automatically graduate when they reach their hours (still a manual process in CAMS, but working on it).
- New CAMS Success: Students cannot register online for courses that are not in their degree plan.



# Course Completions

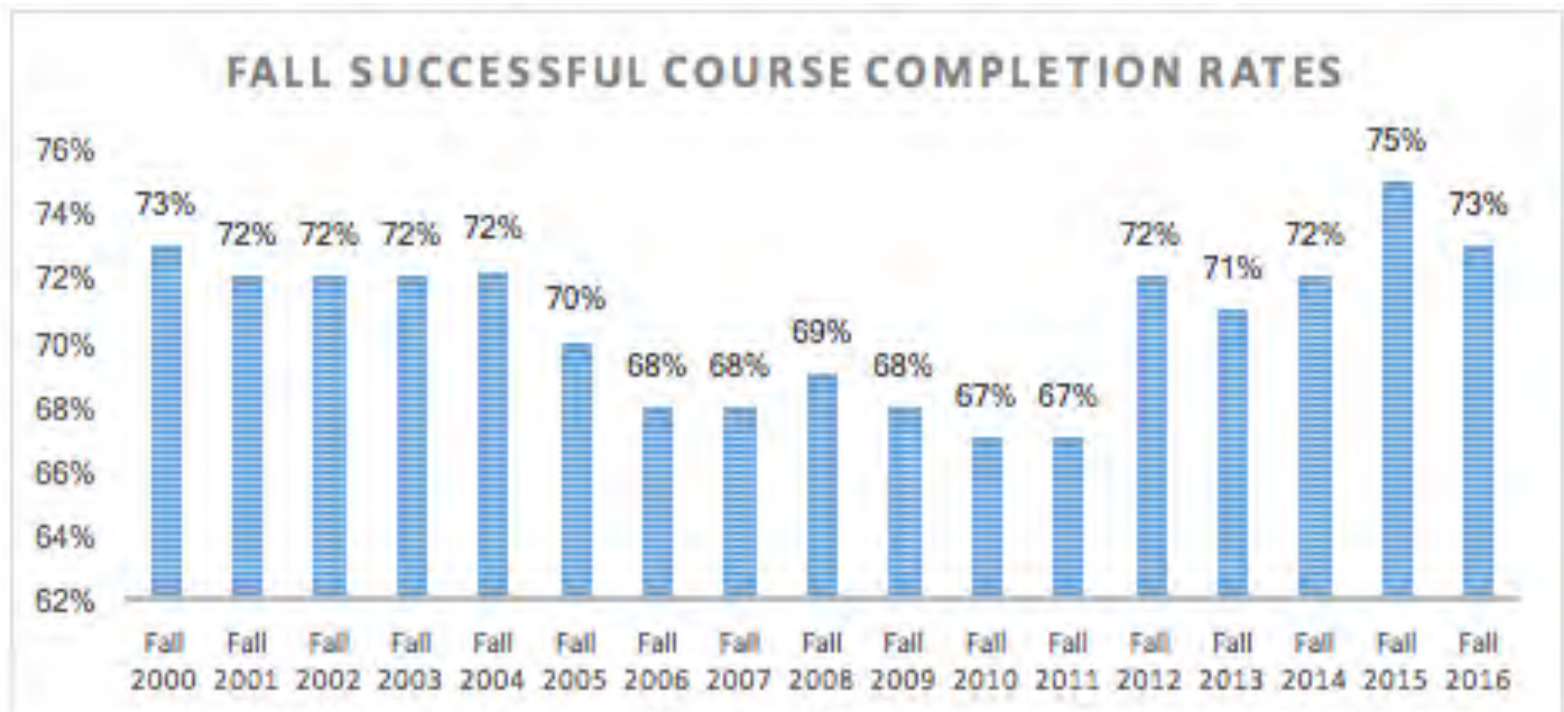
## – Assumptions:

- Students must be successful in courses to complete programs.
- Course completion builds momentum toward completion of a pathway.
- Attendance matters!

– Wildly important goal, especially for instructional divisions.

– Division Chairs report results, by Division, to Board of Trustees in Spring

# Course Completions



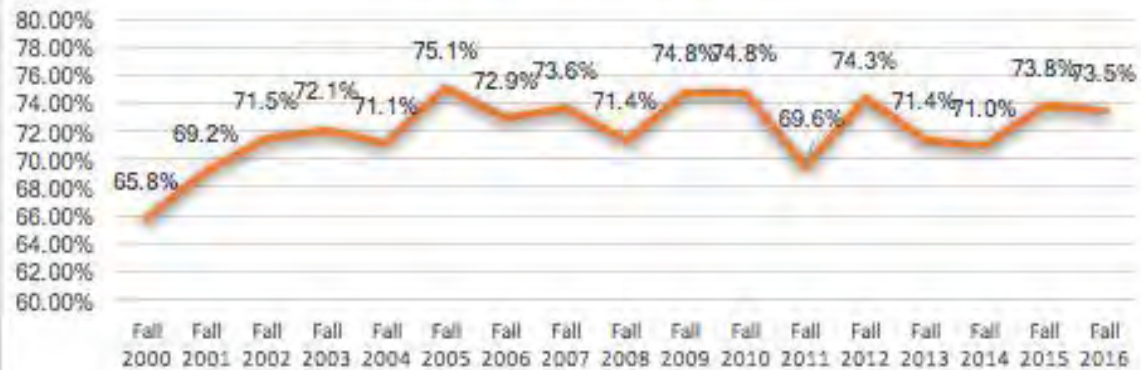
Office of Planning, Research, Assessment and Accreditation

Dr. Debbie Smarr, Dean

As of January 11, 2017 @ 5:00 p.m.

# Course Completions

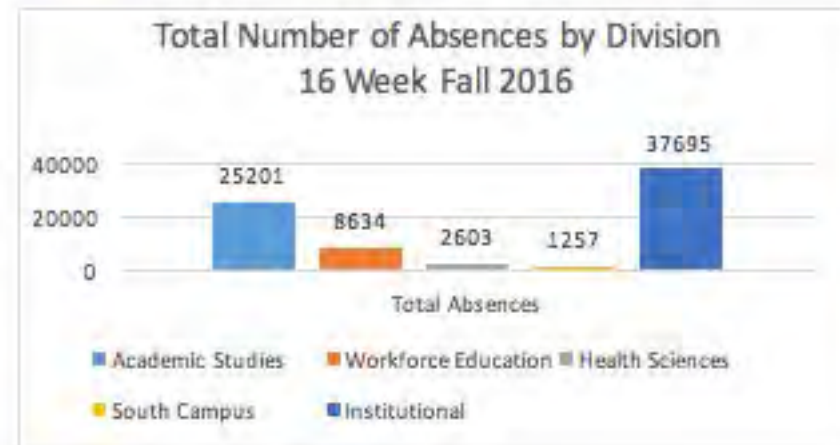
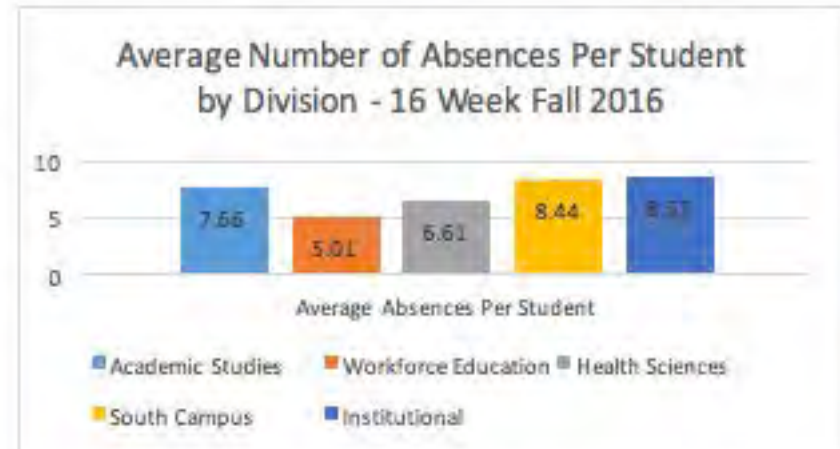
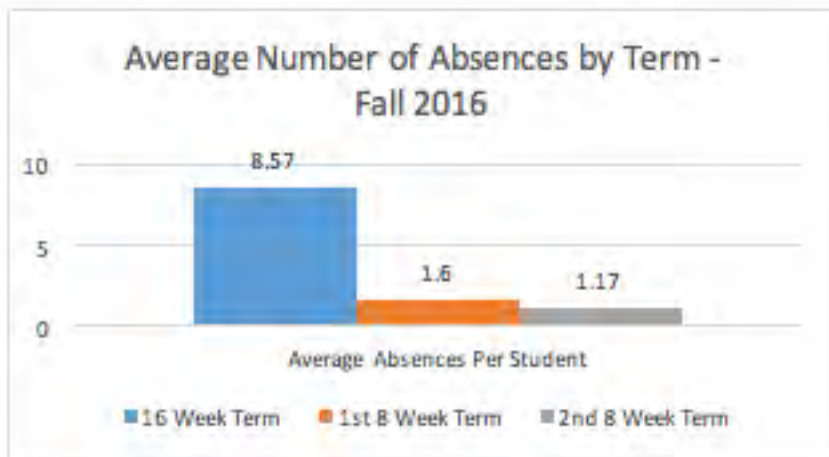
### Historical Fall to Spring Retention Rate (Starting Cohort)



### Historical Fall-to-Spring Retention All Students



# Course Completions & Absences



# Online Quality Enhancement & Expansion

- Exploring Dropout Detective (or like tool).
- Expansion of training.
- Clarification of expectations.

# Communication

- President's Notes
- Great Colleges Survey Results
- Focus on Mid-Level Leadership Training
- Added pillar of CLARITY – Communication it is everyone's responsibility.

# Pillars

- Balance
- Clarity
- Teamwork
- Gratitude
- Service
- Trust

# REORGANIZATION

- **VP for Instruction / VP for Student Affairs**
  - Great work done while Instructional and Student Affairs were merged.
  - VPI – Instructional Deans report to VPI (Workforce, Academic, Health Sciences, South Campus, Teaching and Learning)
  - CWL and SBDC now report to the VPI
  - Offices have moved (swapped Dr. Organ and Dr. Washburn)