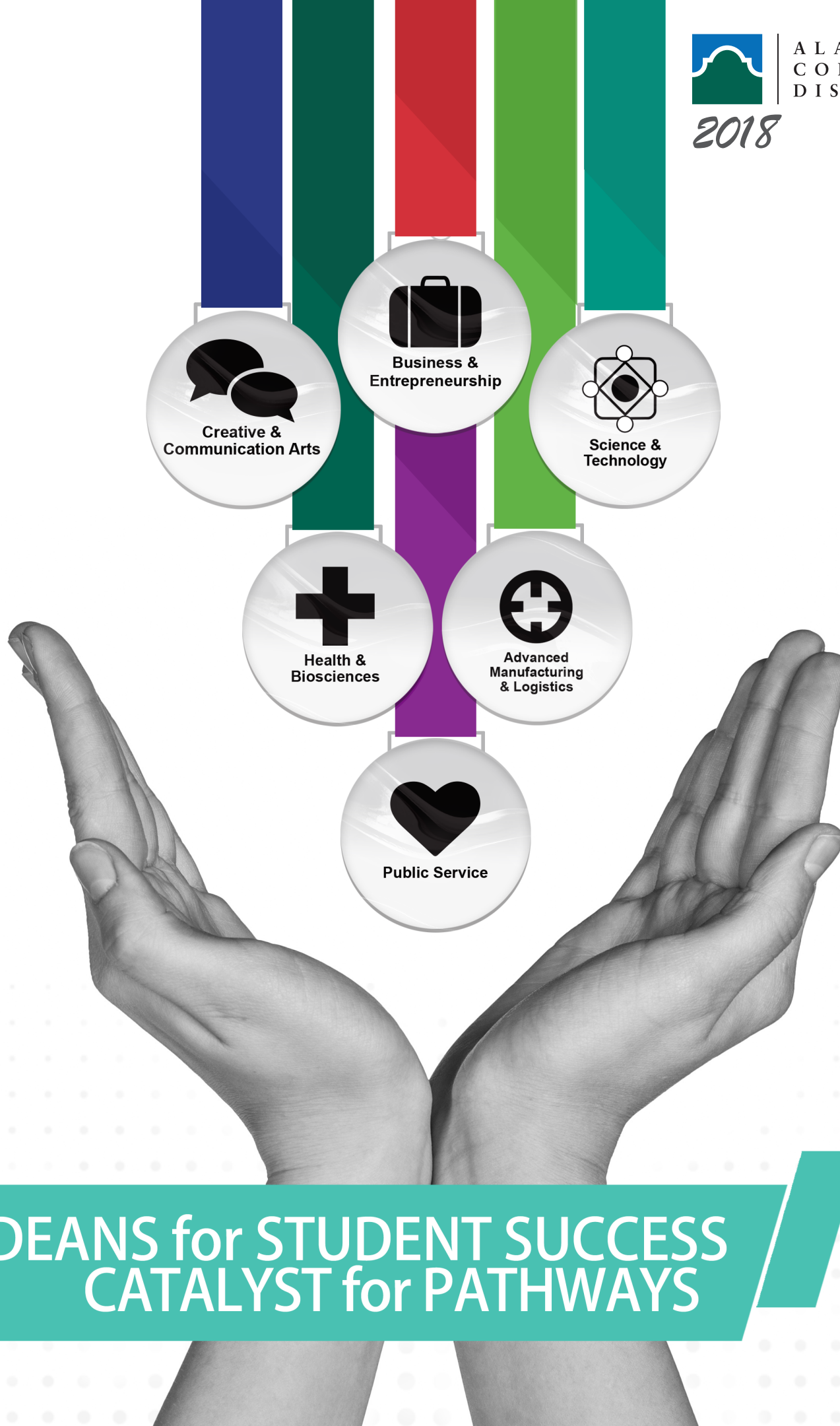




ALAMO
COLLEGES
DISTRICT

2018



DEANS for STUDENT SUCCESS
CATALYST for PATHWAYS



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Deans for Student Success as Catalysts for Pathways

The following proposal outlines the need for a two-dean model at each of the colleges of the Alamo Colleges District. The model will be self-funded by each College; will require no new Full Time Employees (FTEs); will allow each Vice President for Student Success to focus on the strategic work of the college; and will provide leadership from the Deans to implement the vision of collaborative work of the AlamoINSTITUTES across Student Success and Academic Success divisions.

The transformational integration of the guided pathways model into all aspects of Student Success requires leadership and a shared vision to improve student outcomes and success through significant and continuous improvements to our policies, structures, programs, services, and resources.

Over the past decade, large scale initiatives like Achieving the Dream and Completion by Design have led the Alamo Colleges district to adopt MyMAP, including AlamoINSTITUTES. We are committed to full implementation of these initiatives and have set up an infrastructure to fulfill them. In order to take these items to scale, we need to stand up the infrastructure we have created with the leadership and oversight to fully implement and sustain the model.

The current organizational structure has the Vice President for Student Success (VPSS) role actively engaged in both the strategic work (district and college level) as well as oversight of operational units. As we have progressed into full implementation of the MyMAP model, the organizational structure of student success has remained relatively flat. In an effort to ensure the VPSS's have the time to lead the strategic functions of the college and support the operational work, it was time to reassess the organizational structure of Student Success. The addition of a second Dean for Student Success will enhance support for both the strategic and operational work of the college. This position will bridge the day to day operational duties with strategic elements while ensuring alignment with our mission, vision, and values.

The work that is required to fully implement the AlamoINSTITUTES, taking initiatives from boutique to full scale, requires a strong collaboration and strategic vision between the departments of Student Success and Academic Success. A two-dean model will allow the Dean(s) for Student Success to provide oversight and visionary direction to the operational units.

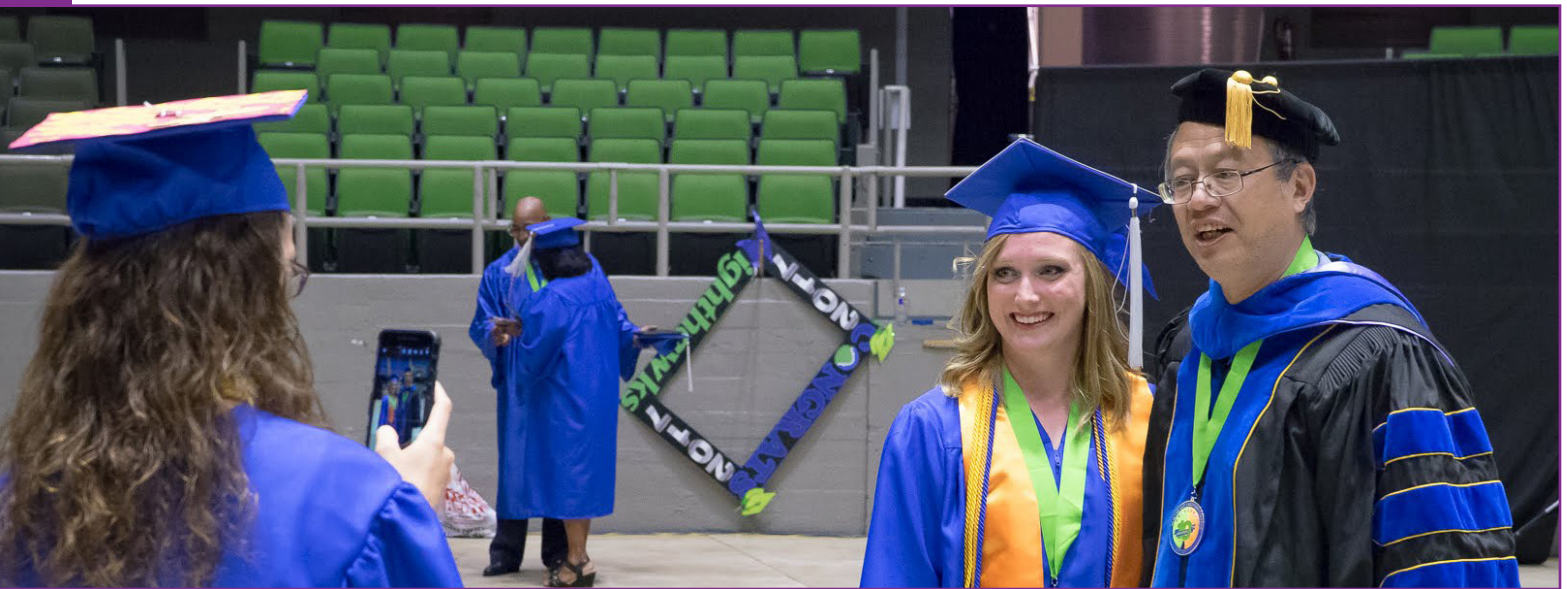
The Dean for Student Success will provide dynamic leadership for the integration of pathways in the areas of Onboarding and Recruitment, Enrollment, Advisement, Assessment, Disability Support Services, Transfer and Career Services, Veterans Support Services, The Dean of Student Success will provide dynamic leadership for the integration of pathways in the areas of Onboarding and Recruitment, Enrollment, Advisement, Assessment, Disability Support Services, Transfer and Career Services, Veterans Support Services, contextualized co-curricular activities, and Student Leadership and Engagement Functions. and Student Leadership and Engagement Functions.

Student Success leadership is critical for implementing, guiding, and sustaining the pathways model. Leadership will ensure responsibility for, but not limited to, the following:

- Provide transformational leadership in operationalizing MyMAP (My Monitoring Academic Progress) in all components of the Student Success Division to support the student experience through connection, entry, progress, completion, and transition.
- Work collaboratively with Student Success staff, academic chairs, Institute leads and community partners, to include local education agencies and industry partners, to ensure alignment.
- Provide dynamic, forward thinking systems approach to AlamoENROLL, AlamoADVISE, and AlamoINSTITUTES that cultivates the leadership potential within each of our student success partners.
- Provide opportunities for students and employees to develop as principle-centered leaders by incorporating personal and social responsibility, global citizenship, critical thinking, and life-long learning into the culture and curriculum.
- Promote data-informed innovation, intelligent risk taking, and entrepreneurship with a focus on action, value, and the future.
- Build and foster a system that allows us to model two-way internal communication with students and employees to improve collaboration, teamwork, and build trust to promote leadership

The Deans for Student Success, in collaboration with the Vice Presidents for Student Success and the Vice Chancellor for Student Success, will play a key role providing leadership within the colleges to provide principle-centered leadership of the MyMAP pathways model, including, AlamoENROLL, AlamoADVISE and AlamoINSTITUTES. The Alamo Colleges District's long-term, institution-wide procedures support and promote student engagement and commitment to learning while requiring strategies in the pathways model that are proven to increase student success.

Guiding Principles



The Deans for Student Success are committed to:

The Alamo Way that defines the priorities of Student Success, Principle-Centered Leadership, and Performance Excellence.

The AlamoCONFIDENCE initiative which establishes the belief that students who are supported and deeply engaged with employers from the beginning of their post-secondary journey are more successful and likely to be employed and promoted.

A system of holistic support to ensure student persistence and completion.

Processes and practices that improve student outcomes through the student experience of connection, entry, progress, completion, and transition.

A culture of data-informed continuous improvement within MyMAP which includes AlamoENROLL, AlamoADVISE, and AlamoINSTITUTES.

A collaborative model among colleges and district to ensure alignment of transfer, career pathways and communication with AlamoENROLL, AlamoADVISE, and Alamo INSTITUTES.

Redesign of the Student Experience

The Alamo Colleges District (ACD) adopted a guided pathways model, MyMAP, in fall 2010, derived from the Loss and Momentum Framework from national research. The continued implementation and sustainability of the MyMAP framework has led to the need for additional leadership and support.

MyMAP integrates people, processes, and technology across the colleges to re-tool, re-energize and transform the student success system to proactively engage students with deliberate activities at designated touch-points to insure a consistent experience for students as they connect, enter, progress, complete, and transition. MyMAP is researched based and integrates academic and student services initiatives into a seamless support system tailored to the individual student's needs.



At the completion of the MyMAP framework, the AlamoINSTITUTES and AlamoADVISE were identified as key components to the guided pathways approach that provides intentionally designed, clear, coherent, and structured educational experiences.

Each student's progress is intrusively monitored and supported from point of entry through attainment of high-quality credentials and careers with value in the labor market.

The adoption of the guided pathways model provides an opportunity to transform leadership expectations and responsibilities for the Deans for Student Success. Deans will continue to ensure that the organizational structures, policies, and practices that support student success values and priorities support and promote student engagement and commitment to learning, while requiring strategies in the pathways model that are proven to increase student success. The Deans for Student Success manage the systematic approach of the student experience, comprised of MyMAP and AlamoINSTITUTES, through well-defined strategies beginning with early outreach and engagement through completion of student goals.

- Connection through Entry: These components are operationalized through: Outreach and Recruitment, Enrollment Services, Advising, Assessment and Testing, New Student Orientation, and First Year Experience.
- Progress through Completion and Transition: These components are operationalized through: Advising, Career and Transfer Services, Job Readiness and Internships,
- Special Populations: These components serve students with unique complexities such as Veterans Affairs, Disability Services, International Students Services, online students, dual credit, Early College High Schools, developmental education students.

To further the work of leading and sustaining the MyMAP model the Deans for Student Success will provide oversight of comprehensive and intentional strategies to support students by utilizing the Guided Pathways Essential Practices and the Essential Capacities for Guided Pathways Reform developed by the CCRC and AACC, in alignment with national practices.

Guided Pathways Essential Practices



1 UTILIZE PATHWAYS CENTRIC ADVISING TO CLARIFY PATHS TO STUDENT END GOALS

Serve as a catalyst to support MyMAP framework, which consists of Connection, Entry, Progress, Completion, and Transition.

In collaboration with Academic Success, coordinate and implement student pathways by participating in the design, implementation, and sustainability of the AlamoINSTITUTES.

Coordinate with Academic Success to minimize loss of time to completion by using collaborative Institute Teams to create clear paths to student completion of certificates, core curriculum, associates degrees, and transfer.

Ensure coherence and clarity of Career Pathways, Transfer Advising Guides (TAGs), and pre-major maps.

2 HELP STUDENTS CHOOSE AND ENTER A PATHWAY

Ensure MyMAP strategies are aligned with AlamoINSTITUTES from connection through entry.

Coordinate and collaborate with all stakeholders to affirm student pathway choice as they correspond to the AlamoINSTITUTES.

Operationalize the AlamoENROLL model to help students develop or clarify both college and career goals prior to registration. Develop student support structure to ensure appropriate selection of “on ramps” to a college-level program of study.

Provide a comprehensive approach to college readiness through New Student Orientation in order to orient students to the responsibilities, behaviors, expectations, and benefits associated with a successful college student. Collaborate with Learning Framework faculty to continue successful integration of advising, career, and pathways into the academic classroom.

3 HELP STUDENTS STAY ON PATH

Utilize AlamoADVISE, a proactive academic and career advising model, to ensure intentional and required touch points and academic milestones for each student from entry to completion and/or transfer.

Collaborate with Academic Success to develop student support through AlamoADVISE, Early Alert, Individual Success Plans, and career readiness and planning.

Ensure robust student support services are developed with community partners to include transfer, job placement, internships, and study abroad.

Leverage the benefits of student engagement opportunities to facilitate persistence and completion. Engagement activities may consist of leadership opportunities, student clubs, student organizations, extra-curricular, and co-curricular experiences.



4 ENSURE THAT STUDENTS ARE LEARNING

Advance the concept of teaching and learning in student support services.

Integrate learning outcomes, utilize data and assessment methods, and engage in cycles of improvement to ensure learning is occurring across all aspects of student support services

Deploy advising as teaching across all Institutes.

Support a collaborative environment that focuses on student leadership and applied learning experiences such as robust co-curricular activities, service learning, experiential learning, and internships within the AlamoINSTITUTES framework.

Foster a culture and environment that supports the holistic needs of the student to include emotional and physical safety and well-being.

Guided Pathways Essential Capacities

1 LEADERSHIP

Provide transformational leadership-centered methodology on communication, collaboration and innovation within each college in the Alamo Colleges District.

Lead the alignment of MyMAP, which includes AlamoENROLL, AlamoADVISE, and AlamoINSTITUTES to the strategic plan to meet student's educational goals. Alignment to the strategic planning process allows for cycles of learning and continuous improvement.

Serve as a member of the Pathways Leadership Council to facilitate cross-college communication, collaboration, and strengthen MyMAP, AlamoADVISE model and integration of AlamoINSTITUTES into student support services.

2 INSTITUTIONAL CAPACITY TO USE DATA

Use data and evidence to continuously monitor and improve those areas that support pathways.

Utilize tools such as CCSSE, Noel Levitz, Satisfaction Surveys, NACADA Evaluation, and Civitas to inform a comprehensive assessment process.

Identify, assess, and interpret key data benchmarks tied to AlamoINSTITUTES success and build a culture of sustained process improvement. Ensure that a "culture of evidence" permeates all facets of MyMAP, from connections to transitions with a commitment to transparency, communication, and understanding of data across all levels of student success. Ensure alignment of outcomes with institutional priorities, state mandates, and local, state, and national metrics.

3 PROFESSIONAL DEVELOPMENT

Identify professional development opportunities that will enhance MyMAP, AlamoADVISE, and AlamoINSTITUTES. These opportunities may include job placement/career readiness and internships for students, staff training through state and national organizations, and partnerships with our 4-year institutions. Champion and encourage staff to foster innovation and a "next-practice" systems approach across the colleges.



4 POLICY

Clarify and provide oversight for district policies, procedures and processes related to each facet of MyMAP that includes, AlamoENROLL, AlamoADVISE, and AlamoINSTITUTES, while providing direction for continuous improvement. Interpret and implement district policies in a “students first” mindset in order to pave the way for sustainability, accountability, and student success.

5 CAPACITY FOR ACTION RESEARCH

Champion engagement and an ongoing action research agenda, where stakeholders participate in problem-solving and strategic planning to improve the knowledge and practices related to each facet of MyMAP.



I. SCOPE

The Pathways Leadership Council (PLC) is an integrated, systematized leadership collective that will ensure the AlamoINSTITUTES is integrated into the culture as a robust, sustainable model. Its purpose is to ensure the Deans, Vice Presidents, and Vice Chancellors of Academic and Student Success are leaders in the communication, planning and alignment across the Colleges, while bringing AlamoINSTITUTES to scale.

The Pathways Leadership Council (PLC) serves to facilitate cross-college communication about alignment, reviews progress towards the completion of goals, coordinates planning between the Alamo Colleges District and sister Colleges, and ensures that the colleges' work aligns to the Board of Trustee's vision for the development, implementation, and assessment of the AlamoINSTITUTES.

II. DUTIES AND FUNCTIONS

- 1 Serve as a communication venue for leaders from Academic and Student Success to discuss best practices and goals.
- 2 Coordinate with the colleges to ensure consistency and alignment, while ensuring flexibility that reflects the unique dynamics of individual colleges.
- 3 Provide oversight of short-and long-term planning and ensure a continuous improvement process in related areas for Academic and Student Success.
- 4 Serve in an advisory role to PVC on the pathways as well as related initiatives.
- 5 Lead the planning for signature events and serve as the Steering Committee for the six district-wide Institute Advisory Committees.
- 6 Recommend District-wide goals in the development, planning, implementation and assessment of the pathways.



III. REPRESENTATION AND MEMBERSHIP

The Pathways Leadership Council (PLC) is composed of the following members:

Deans for Academic Success	14
Deans for Student Success	6
Vice Presidents for Academic Success	6
Vice Presidents for Student Success	5
Ex-Officio Vice Chancellor for Academic Success	1
Ex-Officio Vice Chancellor for Student Success	1
Ex-Officio Chief Online Learning Officer	1
Total:	34

IV. TERMS OF MEMBERSHIP

- 1 Additional PLC members can be added if there is a need to expand the membership.
- 2 Members are expected to attend meetings regularly.
- 3 Representatives are responsible for reporting PLC actions to their Presidents, Chairs, Faculty, Advisors and other stakeholders.
- 4 Each member of the PLC will come to meetings prepared to discuss topics.



V. MANAGEMENT

- 1 The Vice Chancellors for Academic Success and Student Success will serve as leaders in an advisory role to the Council and provide direction.
- 2 The Council will allow for the creation of ad hoc committees to address issues requiring external Subject Matter Experts (SME's).
- 3 The Council will allow for additional resource experts to provide information and input as needed in committee meetings by invitation.
- 4 The Co-Chairs will be selected by the Presidents and should include a VP and a Dean. The Co-Chairs shall serve for one year, and may serve longer at the discretion of the Presidents. A Project Facilitator should be assigned to support the Council under the direction of the Co-Chairs.
- 5 The duties and responsibilities of the Co-Chairs shall include:
 - Call meetings to order
 - Type and post the agenda
 - Prepare and distribute minutes
 - Develop and post agendas at least 72 hours in advance of a meeting.
 - Facilitate meetings
 - Report Council recommendations to PVC
- 6 Meetings will be conducted a minimum of once a month during the academic year.
- 7 The meeting calendar of the incoming academic year will be set in advance.
- 8 The Council uses a consensus decision-making model.
- 9 A quorum is a majority of the membership.
- 10 An archive for the PLC will be established and maintained online and will contain all agendas, meeting minutes, and correspondence pertaining to PLC business.
- 11 The Council will evaluate PLC's scope and duties on an annual basis.

Dean for Student Success

Revised Job Description

JOB TITLE: DEAN FOR STUDENT SUCCESS

Job Summary:

Collaborate with the Vice President and Vice Chancellor for Student Success, and other college and district administrators, to provide principle-centered leadership of the MyMAP pathways model. Provide oversight of comprehensive and intentional strategies to support students along their chosen pathways, including AlamoENROLL, AlamoADVISE and AlamoINSTITUTES.

Work collaboratively with faculty, staff, administrators, and community partners to plan, develop, implement, and assess processes and practices that improve student performance and completion outcomes through the student experience of connection, entry, progress, completion, and transition. Promote a culture of collaboration, mutual respect, innovation, and continuous improvement throughout the College and Alamo Colleges District. Foster an organizational culture of equity and access, ethical decision-making, customer service, and quality service.

Essential Job Functions:

- Provide transformational leadership in operationalizing MyMAP, to include AlamoENROLL, AlamoADVISE and AlamoINSTITUTES in all components of the Student Success Division to support the student experience through connection, entry, progress, completion, and transition.
- Work collaboratively with student success staff, academic chairs, Institute Leads and community partners, to include local education agencies and industry partners, to ensure alignment.
- Provides dynamic, forward thinking systems approach to AlamoADVISE and AlamoINSTITUTES that cultivates the leadership potential within each of our student success partners.
- Lead data-informed innovation

Clarify paths to meet student goals

- In collaboration with Academic Success, coordinate and implement student pathways by participating in the design, implementation, and sustainability of AlamoADVISE and AlamoINSTITUTES. Ensure coherence and clarity of Career Pathways, Transfer Advising Guides (TAGs), and pre-major maps.
- Coordinate with Academic Success to minimize loss of time to completion by using collaborative Institute Teams to create clear paths to student completion of certificates, core curriculum, associates degrees, and transfer.
- Lead the use of the Alamo Colleges MyMAP framework, which consists of Connection, Entry, Progress, Completion, and Transition.
- Serve as a catalyst to provide student resources to support AlamoADVISE and AlamoINSTITUTES.

Help students choose and enter a guided pathway

- Ensure that student success partners, internal and external, at all levels are engaged in affirming student pathway choice.
- Work collaboratively with all stakeholders to inform students about individualized pathways as they correspond to the AlamoINSTITUTES.
- Ensure connection and entry strategies align with AlamoENROLL, AlamoADVISE and AlamoINSTITUTES, which includes outreach and recruitment, application assistance, and enrollment step completion. This focus may include oversight of Welcome Advising/Admissions Centers, Early College/Academies, Dual Credit Advising, College Connection, Outreach and Recruitment Efforts, and Military Education Centers.
- Operationalize the AlamoENROLL model to help students develop or clarify both college and career goals prior to registration.
- Develop student support structure through AlamoADVISE to ensure appropriate selection of "on ramps" to a college-level program of study.
- Integrate AlamoINSTITUTES in the onboarding process, including Pre- and Post- Assessment Advising, Career Advising, and Financial Literacy.
- Collaborate with Academic Success to provide a comprehensive approach to college readiness to provide a robust First Year Experience in order to orient students to the responsibilities, behaviors, expectations, and benefits associated with a successful college student.

Support student persistence (Help Students Stay on Path)

- Utilize AlamoADVISE, the proactive academic and career advising model, to ensure intentional, proactive, and required touch points and academic milestones for each student from entry to completion and/or transfer.
- Collaborate with Academic Success to develop academic and non-academic supports through AlamoADVISE, Early Alert, Individual Success Plans, and career readiness and planning.
- Create and sustain a holistic system of robust student support services across the college, developed with faculty and community partnerships. These student support services may include personal counseling, emergency resources, and unique programming for diverse student populations.
- Leverage the benefits of student engagement opportunities to facilitate persistence and completion. Engagement activities may consist of leadership opportunities, student clubs, student organizations, extra-curricular, and co-curricular experiences.

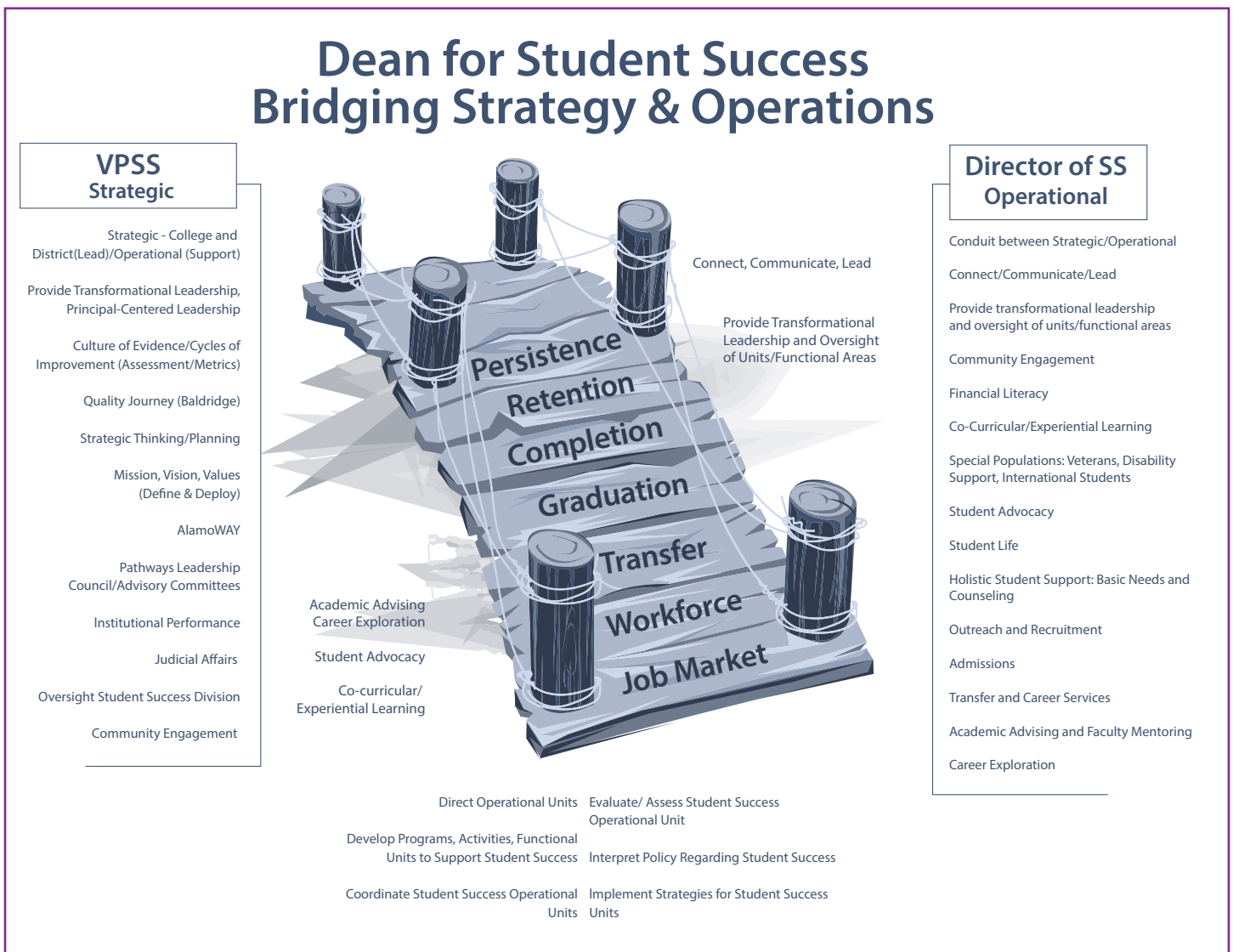
Additional duties include, but are not limited to:

- Leads the planning, budget development, budget management, and personnel evaluation for the Student Success unit.
- May facilitate some aspects of judicial affairs and behavioral intervention teams.
- Hires, trains/develops, supervises, and evaluates Student Success staff.
- Empowers employees and fosters an atmosphere that is open to creative ideas for action and improvement.
- Performs other duties as assigned.

Minimum Qualifications

Master's degree in a job-related area is required.

Five years' progressive experience in similar positions to include previous supervisory responsibilities.



Narrative of Alignment for Deans for Academic Success

Northeast Lakeview College

The Northeast Lakeview College proposes an organizational restructure to align academic and student support services to facilitate full implementation of the AlamoINSTITUTES, a guided pathway approach to student success. The reorganization emphasizes the Dean's role in leading the College's commitment to integrating institutes into the work of the College. The two dean model will allow each dean to assume leadership of selected student success functions within their purview. One Dean will lead AlamoADVISE, transfer and career services, job placement, internships, and SDEV, to ensure seamless service as students select their pathway, engage and complete prior to moving into the workforce or transfer to a 4 year institution. The second Dean will focus on connection, onboarding, high school programs, dual credit, ECHS, admissions, records, and graduation, to integrate the AlamoINSTITUTES early in the student experience. Both of the deans will be accountable for metrics that align to the Alamo Strategy Map, KPI's, BOTI's and THECB 60X30 Initiatives. Furthermore, the two Deans for Student Success will work collaboratively with the three Deans for Academic Success, Department Chairs, and faculty to develop and implement academic support, experiential learning, and co-curricular activities to help students chart and navigate their path to completion.



Since the adoption of AlamoINSTITUTES in Fall 2016, the student success division has worked to create, implement and align student success strategies to the AlamoINSTITUTES. The proposed model will help fully implement and ensure that AlamoINSTITUTES is integrated into the culture as a robust, sustainable model. In addition, the new model will align the Deans for Student Success more equitably to the responsibilities for the administrative leadership and oversight of supporting student success within the AlamoINSTITUTE model, while continuing the work of fully implementing the key components of MyMAP and AlamoADVISE.

The Deans for Student Success will serve with the Deans for Academic Success, Vice Presidents for Academic and Student Success as members of the Pathways Leadership Council to align the goals of the AlamoINSTITUTES to meet labor market demands and provide the best possible academic and student support experience for students.

Northwest Vista College

Northwest Vista College (NVC) is proposing a restructuring of our academic and student support services to provide more clearly planned and educationally articulated program pathways with intrusive monitoring and support.

The two NVC Deans for Student Success, in collaboration with the three Deans for Academic Success, will implement AlamoINSTITUTES, a guided pathways model that clarifies student's path, helps students choose and enter a path, helps students stay on the path, and ensures that students are learning.

The Vice President for Student Success and two Deans for Student Success will fully develop and deploy the MyMAP framework for student completion that includes AlamoENROLL, AlamoADVISE, and AlamoINSTITUTES.

The proposed structure for the Deans for Student Success is to distribute the workload supporting MyMap and to fully integrate AlamoINSTITUTES, providing the optimal experience for NVC students. One NVC Dean for Student Success will collaborate with the Deans for Academic Success to focus on integrating a comprehensive and strategic guided pathways model that creates a seamless experience for students as they connect, enroll, progress, complete and transition to a university or workforce. The Directors of Advising and Enrollment Services will report to this Dean. The second Dean for Student Success will focus on collaborative work between Student Success and Academic Success in the creation of co-curricular activities that support AlamoINSTITUTES and guided pathways. This Dean will also work with NVC faculty that teach in our Student Development discipline to guide the work of contextualizing the Learning Framework (EDUC 1300) and Student Development (SDEV 0370) courses to our AlamoINSTITUTES. The Director of Student Development and Director of Student Life will report to this Dean. Additionally, this Dean will oversee our Counseling Services, Veterans Services, and Disability Services and will support the Vice President for Student Success with student behavior intervention to include student conduct, Title IX, and civil rights.

As members of the Pathways Leadership Council, the Deans for Student Success will serve with the Deans for Academic Success, Vice-Presidents for Student Success, and Vice-Presidents for Academic Success to align the goals of the AlamoINSTITUTES to meet labor market demands and provide the best possible academic and student support experience for our students.



Palo Alto College



Palo Alto College has one Dean of Student Success who with the Vice President for Student Success ensures that all students have the opportunity to be successful through an intentionally designed college experience utilizing the Completion by Design MyMAP Student Success framework in support of the AlamoInstitutes. Palo Alto College also has a Dean of High School Pre-College Programs who provides support and oversight for Early College High School, Dual Credit, and Department of Education TRIO Programs. At the intersection of the MyMAP Student Success framework and the AlamoINSTITUTES Pathways Model is the Dean of Student Success who provides leadership and support from entry to completion for enrollment, advising, co-curricular activities, and

out of classroom support systems. Student program of study is affirmed upon enrollment as part of the territory management structure of enrollment staff, student program and career exploration occurs again at a required New Student Orientation, and as part of the student's advising touchpoints. The AlamoADVISE Model at Palo Alto College is aligned with the AlamoINSTITUTES with each advising center aligning to two Institutes and provides career, academic, and transfer advising for all students. Finally, all co-curricular and extra curricular experiences have been aligned with the AlamoINSTITUTES as of this Spring 2018 term. Working collaboratively, the Deans of Academic and Student Success have developed expanded programming focused on three critical areas that will encompass experiential learning, service learning, and financial wellness proposed for the Fall 2018 term to ensure a robust and versatile offering of co-curricular experiences as part of the AlamoINSTITUTES.

St. Philip's College

The expanded St. Philip's College (SPC) Dean of Student Success organizational structure will provide comprehensive administrative oversight of all student service functions required for implementing, guiding, and sustaining the pathways model. A two (2) dean of student success model at SPC assures the appropriate balance of administrative leadership for supporting all aspects of the pathway model and ensuring operational optimization of the AlamoADVISE model, to include key components of MyMAP. Additionally, effective collaboration among the Deans of Student Success and Deans of Academic Success will facilitate the critical daily collaboration required between Academic Success Chairpersons, Program Directors, and Student Success functional area leaders. The AlamoINSTITUTES were established in the spirit of the AlamoWAY: Always Inspire, Always Improve. The Pathways Leadership Council (PLC) will provide continued review of the AlamoINSTITUTES promoting student success, leadership and performance excellence. St. Philip's College Deans of Academic Success and Student Success, as members of the PLC, communicate the direction of the institutes to faculty and staff, use strategic planning and institute alignment goals to provide academic and student support, and meet labor market demands and career pathways.



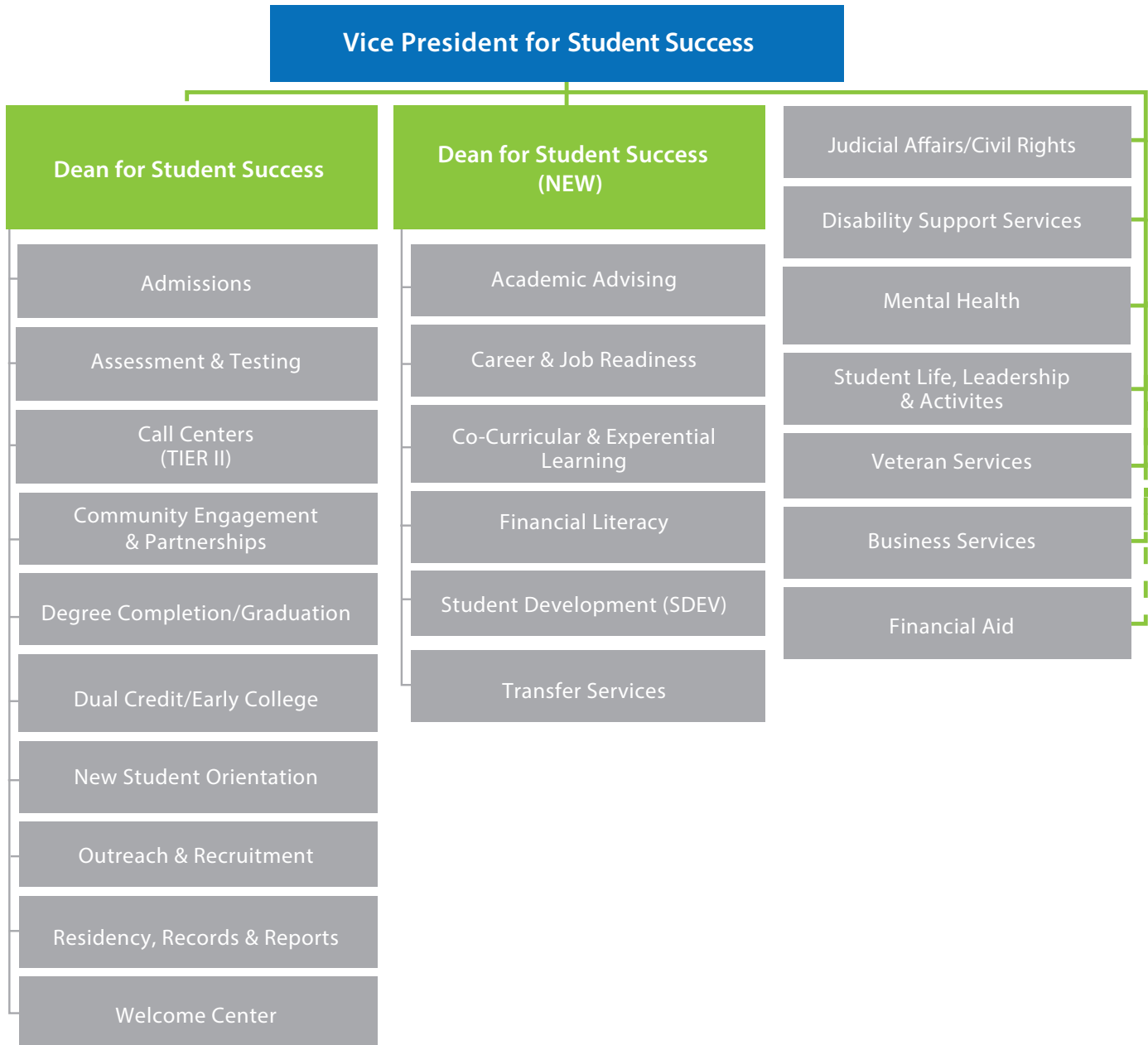


San Antonio College

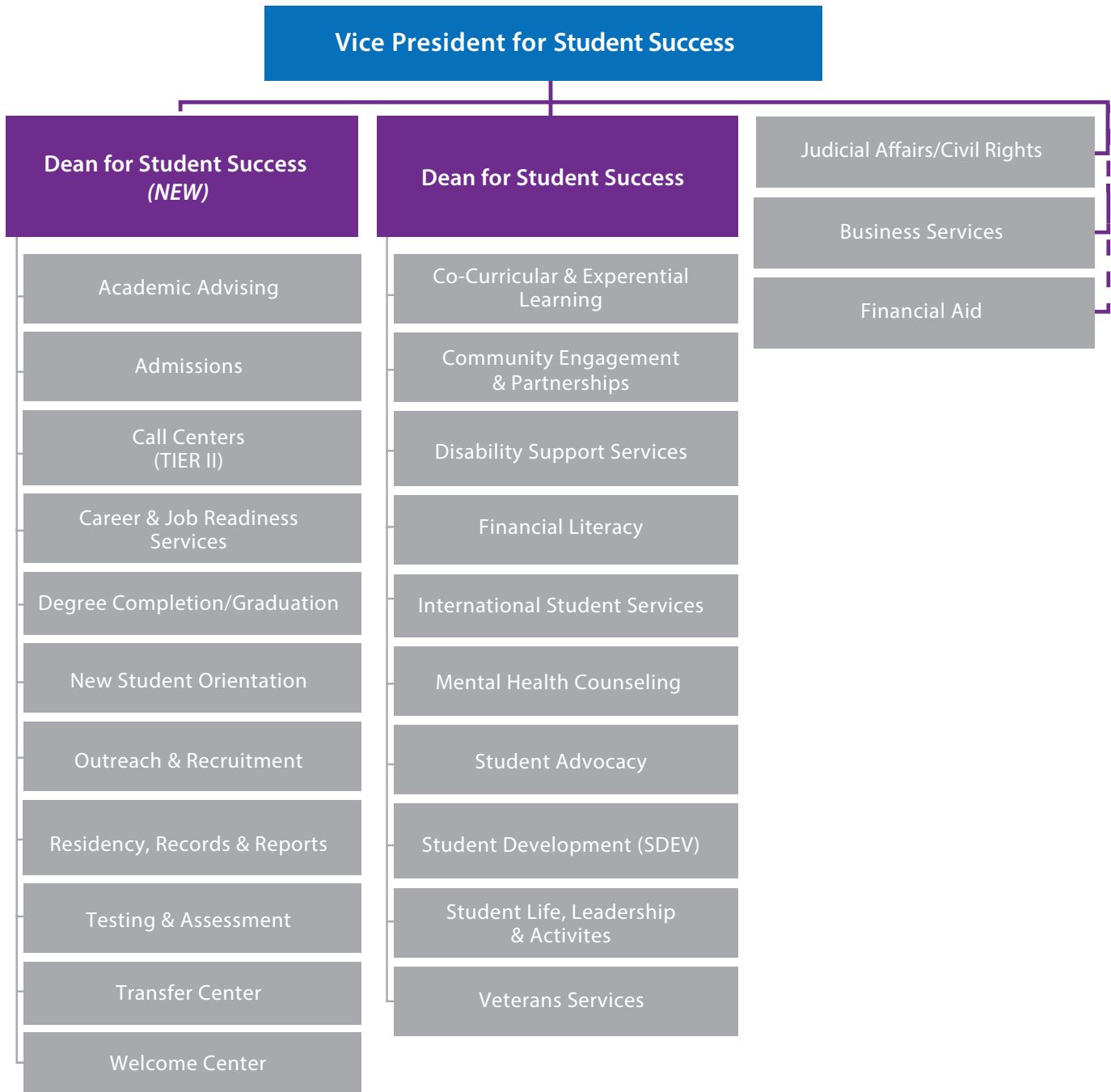
The Student Success Division of San Antonio College has been fully engaged in implementing the MyMAPmodel, to include AlamoINSTITUTES and AlamoADVISE. As academic programs were aligned within the AlamoINSTITUTES model in Fall 2016, the Student Success division continued to create and align student success strategies to the Institutes at connection, entry, progress, completion, and transition. The depth and breadth of this expanding work, in addition to providing support for the Institute Advisory Committees and the Pathways Leadership Council, has resulted in the need for a more innovative approach to administrative leadership in the Division. A two (2) Dean for Student Success model will provide direct leadership and management for the work of supporting student success within the AlamoINSTITUTES model, while continuing the work of fully implementing the key components of MyMAP.

San Antonio College's new Dean for Student Success model equitably assigns responsibility for the administrative leadership and oversight of the many student success components that support each Institute. One Dean will be responsible for overseeing the connection and entry components to include outreach and recruiting, admissions and records, assessment and testing, and advising. This Dean will also lead components ensuring progress and transfer, such as the transfer and career advising and support for special populations such as veterans. The second Dean will be responsible for leading progress and completion components such as the Office of Student Life, support for special populations such as Disability Support Services and International Student Services, and support for unique programs such as the Empowerment Center and the Student Advocacy Center. Together, the two Deans of Student Success at San Antonio College will work collaboratively to support, innovate, and continuously improve the student experience within the MyMAP and ensuring the key components of AlamoENROLL, AlamoADVISE and AlamoINSTITUTES are met.

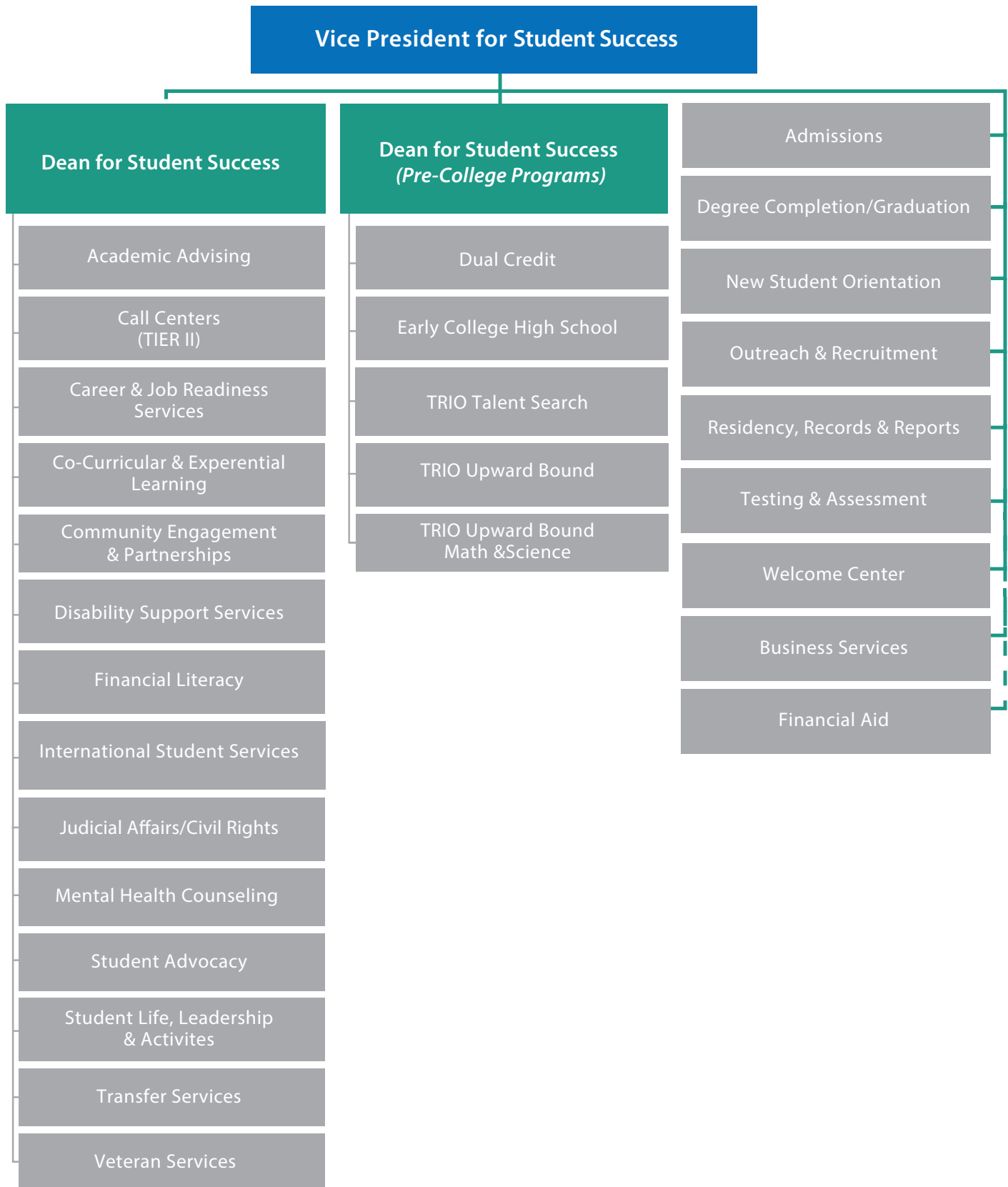
Proposed NLC Dean of Student Success Pathways Organization Chart



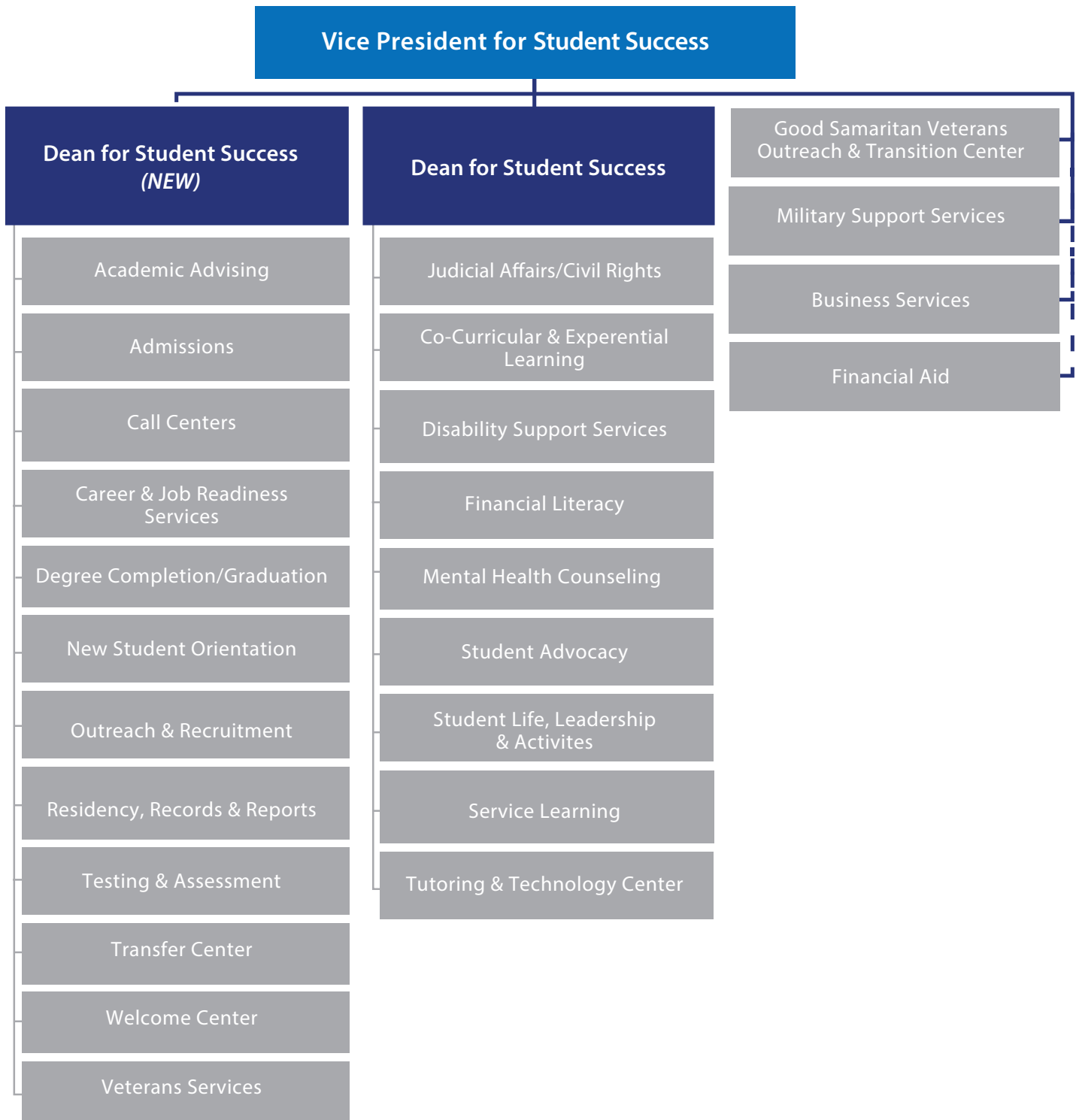
Proposed NVC Dean of Student Success Pathways Organization Chart



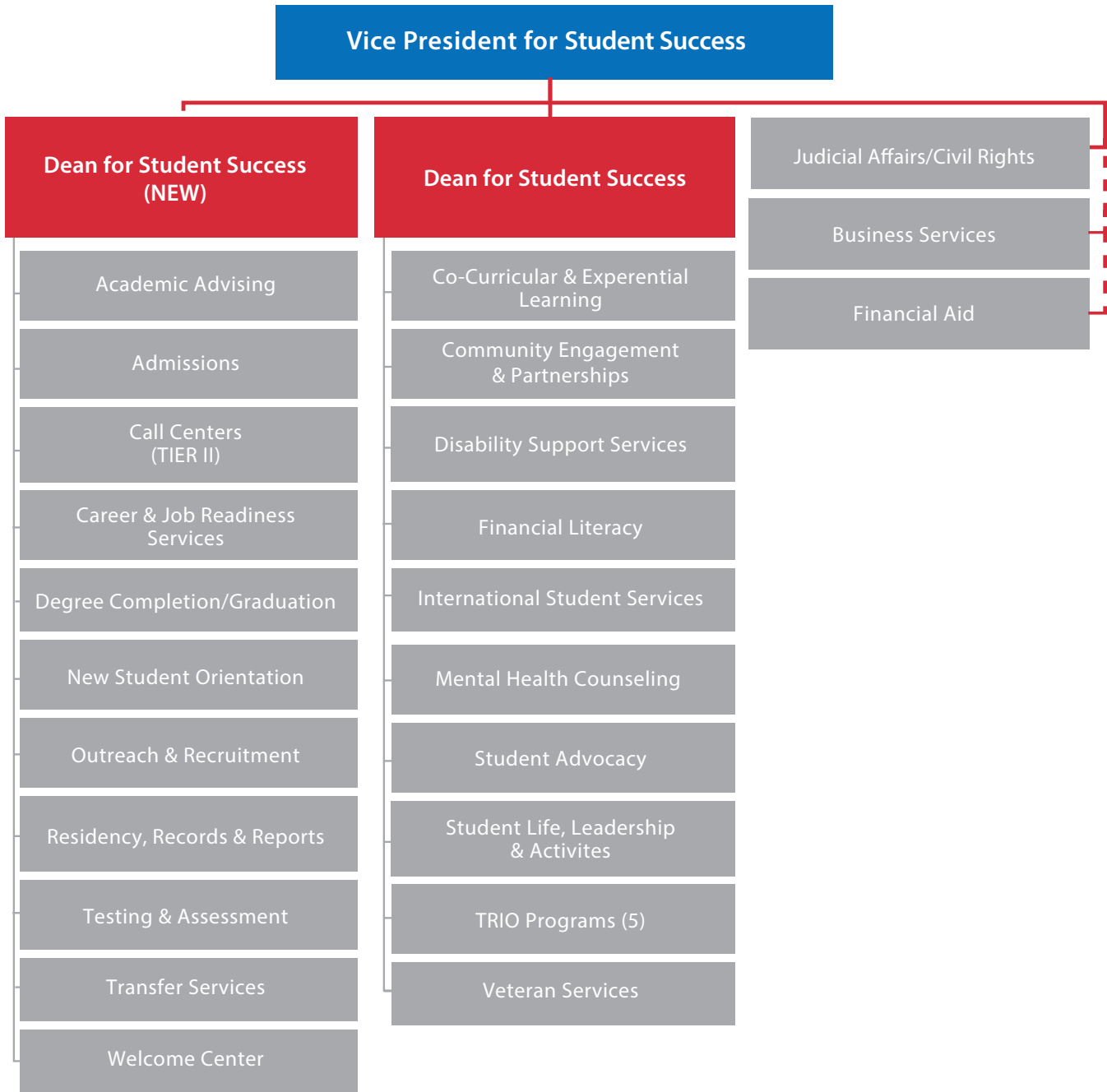
Proposed PAC Dean of Student Success Pathways Organization Chart



Proposed SPC Dean of Student Success Pathways Organization Chart



Proposed SAC Dean of Student Success Pathways Organization Chart





What is the “Pathways Model?”

The Pathways Model is an integrated, institution-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 her/his point of entry through to attainment of high-quality postsecondary 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 colleges 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 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

The four dimensions of the Pathways Model, together with essential practices under each, are the following:

1. Clarify paths to student end goals
 - a.) Simplify students' choice 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.
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 through the application of courseware technology in strong K12/higher ed partnerships, such as the TN SAILS model.
 - b.) Redesign traditional remediation as an “on-ramp” to a program of study, which helps students explore academic and career options from 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 college-level curriculum, particularly in program “gateway” courses.
 - c.) Provide accelerated remediation to help very poorly prepared students succeed in college-level courses as soon as possible.

3. Help students stay on path

- a.) Support students through a strong advising process, embedded and ongoing in the 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 math, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.
- b.) Embed academic and non-academic supports throughout students' programs to promote student learning and persistence.

4. Ensure that students are learning

- a.) 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 programs
- b.) Integrate digital and projects, internships and other applied learning experiences to enhance instruction and student success in courses across programs of study.
- c.) Ensure incorporation of effective teaching practice throughout the pathways.

Essential Capacities for Guided Pathways Reforms

Research and experience in the field indicate that the following capacities are essential for motivating and supporting higher education institutions and systems to undertake the broad scale 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.

This overview is excerpted from a longer unpublished document developed by the Community College Research Center (CCRC) and the AACC Pathways Project.

Alamo College District Board Policy

F.6.1 (Policy) Student Success

Responsible Department: Vice Chancellor for Student Success, Vice Chancellor for Academic Success

Board Adoption: 10-26-10

Last Board Action: 12-12-17

The success of the Alamo Colleges District will be measured by the success of its students. The Alamo Colleges District will consistently focus on student success, on learning outcomes and on creating a “Culture of Evidence.” The intent is for all student cohorts to achieve equity in academic performance and completion. Regular reports on progress in achieving student success will be presented to the Board of Trustees on a semester and annual basis. Our mission, values, strategic plan, policies and budget decisions will reflect convictions about the importance of success and equity for all students.

The Alamo Colleges District has adopted a guided pathways model, MyMAP (Monitoring Academic Progress) with two components, AlamoINSTITUTES and AlamoADVISE. The AlamoINSTITUTES pathways approach to student success, based on research evidence and informed by AACC Pathways Program, provides intentionally designed, clear, coherent and structured educational experiences that guide each student effectively and efficiently from point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market. Programs, support services, and instructional approaches shall help students clarify their goals, choose and enter pathways that will achieve those goals, stay on pathways, and master knowledge and skills that will enable them to advance in the labor market and successfully pursue further education.

The Alamo Colleges District will rely upon evidence about student progress to make strategic decisions and allocate resources. The Alamo Colleges District will promote collaboration across the organization and among various groups, by achieving consensus on the measures of student success, and by stressing that student success is everyone’s business. Institutional change affects the culture and strategic operation of an institution and goes beyond programmatic interventions. It is to be driven by a shared vision to improve student outcomes and success through significant and continuous improvements to our policies, structures, programs, curriculum, services, and resources, and to create opportunities for a more successful overall college experience.

Principles and Measures of Student Success:

PRINCIPLES:

- Comprehensive strategic planning sets success goals and measures for improving student outcomes;
- Organizational structures, policies and practices support student success values and priorities to ensure a student-ready college focused on student’s experience;
- Commitment to eliminating achievement gaps among all student groups with a student-centered vision that addresses diversity of preparedness and needs.
- Student success goals, including targets for student cohorts (e.g., male/female, ethnicity), describe expectations and progress toward these goals are monitored on a regular, on-going basis;
- Focus on gaps reflected in the data and determine and employ modifications of our key strategies to improve equity outcomes.
- Planning and budgeting processes are aligned and reflect student success goals and priorities and adhere to the dashboard measures;
- Broad engagement of multiple stakeholders, including Education, business and community partnerships, are designed to improve transitions from high school to college and the workplace and fosters a common understanding and deeper commitment to student success improvement goals;
- Instructional practices incorporate sound principles of teaching/learning theory to enhance learning outcomes;

- Program-level learning outcomes are aligned with the requirements for success in employment and further education in a given field and the results of learning outcomes assessment are applied to improve the effectiveness of instruction across programs.
- The Alamo Colleges District is a learning organization, and all college employees are expected to grow in their professional roles in support of the student success agenda;
- The Alamo Colleges District's performance evaluation process will ensure that all college employees have a clear understanding of their role in helping students succeed and be held accountable for improvements.

MEASURES:

- Diversity goals address gaps in student outcomes across populations particularly among low-income students, students of color, and their peers;
- Course completion
- Productive grade rates
- Retention
- Persistence
- Transfer
- Employment
- Licensure
- Graduation
- Overall success rates in accelerated developmental math, reading and writing, transition to college courses and overall success rates of both developmental and non-developmental courses are continuously monitored.
- Annually assess equity issues, including disaggregating measures listed above, and use the data to improve results

ACTIONS:

The organizational structures, policies, and practices that support student success values and priorities include the following set of actions. The policies and practices are based on research from the Achieving the Dream initiative and Alamo Colleges District Pathways Model (F.6.1.1) and other educational strategies identified as promoting increased success for all students. The Alamo Colleges District's long-term, institution-wide procedures support and promote student engagement and commitment to learning while requiring strategies in the pathways model that are proven to increase student success. Procedures will be developed for the following:

- The Student Experience – MyMAP (Monitoring Academic Progress) – Consistent, on-going and well-defined actions for the colleges and students beginning with information available to prospective students through completion of student goals.
- The Student Experience - Connection through Entry – Timely and efficient processes to maximize students' admission, engagement in making an informed choice of career field and program goal, development of a plan to meet their desired goal, and enrollment in classes leading to their goal.
- The Student Experience - Progress to and through Completion – Processes through AlamoADVISE, faculty engagement with students, and students' active involvement in learning to progress to completion.

Notes

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