Gulf Coast Regional Overview

Prepared for:

February 2011
Executive Summary – Gulf Coast

- The Gulf Coast contains nearly one quarter of the state population, largely concentrated in Harris county, and mirrors the state’s ethnic diversity. However, in the next 20 years, the Hispanic college-age population will grow by 70% and make up the majority (55%) of the 18-24 year old population.
- The region has benefited from strong economic growth, though there is a large disparity in income between white and Hispanic households.
- Despite its relative wealth, the Gulf Coast has been struggling to produce graduates. Graduation rates are low across the board, with the rapidly growing Hispanic population having the lowest graduation rate – of the most recently tracked 7th grade cohort, only 8% of Hispanics completed a postsecondary credential.
- One major hurdle in the Gulf Coast is the huge disconnect between the high school preparation and curriculum and postsecondary readiness: out of 100 students who pass Algebra 2 in high school -- i.e., on paper, qualified to take college-level math -- 88 must enroll in developmental education math courses in college.
- Community colleges are critical to the region’s success, with two-thirds of postsecondary enrollment and performance generally above the state average. However developmental education is a challenge: 59% of two-year entering students require in developmental education, but this group has only a 24% graduation rate (versus 42% for entering students who do not need developmental education).
- Working in its favor, the Gulf Coast has a cohesive sense of regional identity, a high level of philanthropic activity and support, numerous innovative pilot programs showing promising results, large college systems that can help support smaller regional institutions, and growing coordination among K12 and postsecondary institutions.
The Gulf Coast Population Is Concentrated in and around Harris County and Has a Similar Ethnic Composition to Texas

Population Concentrated in Harris County

Gulf Coast Demographic Composition Reflects Texas Average

The region also represents a sizable portion of the state population: ~23%

Notes: (1) Median Household Income by Ethnicity calculated using the median household income per county and weighting by 2008 county population
Source: Left chart, Texas Data Center, 2008 Population Projections, Migration Scenario 0.5; Right chart, 2008 American Community Survey, Texas Data Center; FSG analysis
Future Growth in the College-Age Population Will Be Driven by the Hispanic Population, Which Will Become the Majority

The Composition of College-Age Population Will Shift to Majority Hispanic

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Population, Ages 18-24 by Ethnicity (in thousands)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>37%</td>
<td>39%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19%</td>
<td>55%</td>
</tr>
<tr>
<td>African-American</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Hispanic Population Will Fuel Growth of College-age Residents

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth in Number of Gulf Coast Residents Ages 18-24, 2010-30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>-39,363</td>
<td>-6,692</td>
</tr>
<tr>
<td>Hispanic</td>
<td>158,762</td>
<td>12,327</td>
</tr>
</tbody>
</table>

Source: Texas Data Center, 2008 Population Projections, Migration Scenario 0.5; FSG analysis
Households Have Enjoyed Higher than Average Median Incomes, But There Is a Large Gap Between White and Minority Households

2008 Gulf Coast
Median Household Income (in $’000s)¹,²

Gulfcoast
Texas

$74
$61

$41
$39
$37
$35

$0
$10
$20
$30
$40
$50
$60
$70
$80

$18

White
Hispanic
African-American

“*We’re already starting to see pockets of ‘have’ and ‘have not’ communities. The key to helping this is education and if we can’t cycle education and learning in the ‘have not’ population, we are in dire straits as an urban center.*”
– Houston Education Leader

The gap in incomes reflects the gap in educational attainment

Notes: (1) Median Household Income by Ethnicity calculated using the median household income per county and weighting by 2008 county population, (2) Federal poverty level for a 3 person household was $17,600 for 2008
Source: 2008 American Community Survey; FSG analysis
Strong Economic Growth Across Many Sectors Has Contributed to Higher than Average Incomes

Gulf Coast Region Industrial Employment Indices Show Strong Growth Across Sectors

Note: Data after September 2009 are projected.
Sources: Economic Modeling Specialists Inc. and Texas Comptroller of Public Accounts.
Economic Growth Is Also Spurring Job Creation for Fields
Requiring a Higher Education Degree or Credential

Occupations Adding the Most New Jobs or Growing the Fastest, 2006-2016, Gulf Coast (in thousands)

The ability of the region to meet the demand for labor will depend on the education system’s ability to produce qualified graduates

Source: Texas Workforce Commission as reported in the THECB’s 2010 Regional Plan for Texas Higher Education
Low Graduation Rates Across All Student Demographics Pose a Challenge to an Economy Demanding More Graduates

Total Gulf Coast Cohort Achievement
Slightly Below State for HS Graduation, but Average for Enrollment and HE Graduation

Graduation Rates Above Average for Whites, Average for African-Americans, and Below Average for Hispanics

While Gulf Coast graduation rates approximate Texas averages, the averages are extremely low, particularly for Hispanic students

Note: (1) \( n \) indicates the size of the 7th grade cohort for each ethnicity, (2) HE enrollment includes 5.7% of the 7th grade cohort that did not graduate from public HS. Source: Texas Higher Education Data, Regional Data for Seventh Grade Cohort and High School to College
Graduation Rates Are Low for Both 2-year and 4-year Institutions, with Only Two Having Graduation Rates Greater Than 50% 

<table>
<thead>
<tr>
<th>Four-year Institutions (6-year Graduation Rates)</th>
<th>Fall '09 Total UG Enroll.</th>
<th>% Hispanic or African-American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M Univ At Galveston</td>
<td>1,707</td>
<td>93%</td>
</tr>
<tr>
<td>Texas Average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam Houston State University</td>
<td>14,555</td>
<td>30%</td>
</tr>
<tr>
<td>University of Houston</td>
<td>28,074</td>
<td>16%</td>
</tr>
<tr>
<td>Regional Average</td>
<td>6,617</td>
<td>93%</td>
</tr>
<tr>
<td>Prairie View A&amp;M University</td>
<td>12,742</td>
<td>39%</td>
</tr>
<tr>
<td>U. of Houston-Downtown</td>
<td>7,258</td>
<td>34%</td>
</tr>
<tr>
<td>Texas Southern University</td>
<td>3,970</td>
<td>66%</td>
</tr>
<tr>
<td>U. of Houston-Clear Lake</td>
<td>74,253</td>
<td>51%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two-year Institutions (6-year Graduation Rates)</th>
<th>Fall '09 Total UG Enroll.</th>
<th>% Hispanic or African-American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wharton County Junior College</td>
<td>6,622</td>
<td>37%</td>
</tr>
<tr>
<td>Alvin Community College</td>
<td>5,189</td>
<td>35%</td>
</tr>
<tr>
<td>Brazosport College</td>
<td>3,866</td>
<td>35%</td>
</tr>
<tr>
<td>Lee College</td>
<td>6,542</td>
<td>46%</td>
</tr>
<tr>
<td>San Jacinto College System¹</td>
<td>30,449</td>
<td>49%</td>
</tr>
<tr>
<td>Galveston College</td>
<td>2,167</td>
<td>47%</td>
</tr>
<tr>
<td>Regional Average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Average</td>
<td>55,491</td>
<td>38%</td>
</tr>
<tr>
<td>Lone Star College System²</td>
<td>42,104</td>
<td>55%</td>
</tr>
<tr>
<td>Houston Community College</td>
<td>3,916</td>
<td>38%</td>
</tr>
<tr>
<td>College of The Mainland Community</td>
<td>156,346³</td>
<td>44%</td>
</tr>
</tbody>
</table>

Notes: (1) San Jacinto College System includes four campuses: Central, North, Main, and South, (2) Lone Star College System includes six campuses: Cy-Fair, Kingwood, Main, Montgomery, North Harris, and Tomball, (3) Data from THECB for Fall enrollment – credit students

Source: THECB, FSG analysis
Community Colleges Are the Preferred Option for Postsecondary in the Gulf Coast, More So Than the Rest of Texas

Two-thirds of enrolled students access postsecondary education through the region’s numerous community colleges

Notes: (1) Total enrollment provided for public institutions only, (2) Number includes the individual campuses of three large community college systems: Houston Community College (6), San Jacinto College (3), and Lone Star College (5). Source: THECB; FSG analysis
Community Colleges Have Grown Twice As Fast As Four-Year Universities, Mainly Due to Burgeoning Hispanic Enrollment…

Two-Year College Enrollment by Ethnicity

Years: 2000, 2009

- White: 96, 56
- Hispanic: 20, 45
- African-American: 15, 26
- Other: 6, 18

CAGR: 5%

Four-Year College Enrollment by Ethnicity

Years: 2000, 2009

- White: 95, 53
- Hispanic: 13, 23
- African-American: 18, 27
- Other: 12, 17

CAGR: 3%

Note: Fall enrollment for Gulf Coast residents
Source: THECB and Institutional Data
...And the Accessibility of Community Colleges for Many Students Who Prefer to Stay Closer to Home

% of Students Attending PSE Who Stay Within Their Home County

- Walker: 36%
- Montgomery: 31%
- Liberty: 34%
- Austin: 33%
- Brazoria: 41%
- Wharton: 69%
- Matagorda: 12%
- Fort Bend: 31%
- Galveston: 34%
- Harris: 53%
- Chambers: 33%
- Waller: 12%
- Montgomery: 31%
- Liberty: 34%
- Austin: 33%
- Brazoria: 41%
- Wharton: 69%
- Matagorda: 12%
- Fort Bend: 31%
- Galveston: 34%
- Harris: 53%
- Chambers: 33%
- Waller: 12%

Most institutions are concentrated in Harris county, which has:
- 8 community college campuses
- 3 four-year public institutions
- 5 independent institutions

59% of Gulf Coast high school graduates who continue with college stay in the region; 40% of those continuing students also stay within their county

Source: Texas Higher Education Data; FSG analysis
Though Students Have Many Options, 45% of High School Graduates Choose Not to Enroll in College Immediately, Drastically Lowering Their Probability of Graduating PSE

Status of Postsecondary Enrollment After Graduating High School

- Did Not Enroll Immediately (n=82,826): 45%
- Enrolled Immediately (n=84,220): 55%

Probability of Completing Higher Education in 6 Years

- 3%
- 45%

Students enrolling in postsecondary education immediately after graduating high school are 15 times more likely to complete a degree than those who did not

Note: (1) ‘n’ refers to total number of students for that status of enrollment after graduating from high school
Source: THECB data on public high school graduates who earned a degree or certificate in a two-year or four-year institution within six years of high school graduation, for FY 2001, 2002, & 2003
45% of Students Who Do Enroll Are Not Prepared Academically and Must Enroll in Dev Ed, which Correlates with Lower Achievement

**Two-Year Institutions**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003 Cohort</th>
<th>Probability of achieving a postsecondary degree within 6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Dev Ed</td>
<td>59%</td>
<td>24%</td>
</tr>
<tr>
<td>No Dev Ed</td>
<td>41%</td>
<td>42%</td>
</tr>
</tbody>
</table>

**Four-Year Institutions**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003 Cohort</th>
<th>Probability of achieving a postsecondary degree within 6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Dev Ed</td>
<td>29%</td>
<td>27%</td>
</tr>
<tr>
<td>No Dev Ed</td>
<td>71%</td>
<td>52%</td>
</tr>
</tbody>
</table>

- Graduation rate for African-Americans taking dev ed is especially low – 17%, while for others it is 25%

“Once students get into dev ed, it’s a long term process. They are taking more than one dev ed class. They just give up. They just are not successful.” – IHE Stakeholder

Source: THECB and Institutional Data, FSG interviews and analysis
For Example, Many Students Who Pass Algebra 2 in High School Believe They Are Ready for College Coursework, But End Up Placing in Developmental Math

First College Math Course at a 2-year Institution Taken by Students who Passed Algebra 2 in High School, H.S. Graduates 2005-2007¹

<table>
<thead>
<tr>
<th>HS Graduates Passed Algebra 2</th>
<th>Basic Math</th>
<th>Intermediate Algebra</th>
<th>College Algebra</th>
<th>Pre-Calculus</th>
<th>Calculus</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>77</td>
<td>11</td>
<td>11</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Out of 100 students who passed Algebra 2 in High School, 88 of them enroll in dev ed math courses in college.

“Tests in public high schools don’t indicate whether students are college-ready. Even the best students at the top of class come in and they are so underprepared.” – Gulf Coast Education Leader

Note: (1) Some students take more than one math class at a time, which is why percentages add to slightly over 100
Source: Houston Pathways Project, Houston Community College Data
All Students, Particularly Hispanic and First-Generation Students, Face Many Challenges to Completion

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick growth of Hispanic students</td>
<td>• 70% growth in Hispanic students in next 20 years, with a 20 point graduation gap vs. Whites</td>
</tr>
</tbody>
</table>
| Low graduation rates            | • In 2009, 55% of college-going residents enrolled in community colleges  
• Low graduation rates for 2-years (31%) and 4-years (36%) | |
| Misalignment between K-12 and PSE | • CC: 59% take dev ed → only 24% of them graduate  
• 4-years: 29% take dev ed → only 27% graduate  
• Alignment difficult with multiple actors: 81 ISDs, 56 charter schools, 9 CC districts, 7 four-year institutions |
| Students not going directly into college | • 45% HS graduates do not attend college immediately → 3% of them graduate from PSE  
• 55% HS graduates attend college immediately → 32% grad rate for 2-year, 60% grate rate for 4-year |
| “Shopping of classes”           | • In Greater Houston, students often take courses at different institutions to fit work schedules, but decreases student engagement |
| Environment of limited resources | • Lack of funding and prioritization for student support services and implementing student success best practices especially in a budget constrained environment  
  – Defer investment in support technologies  
  – Reduce wrap-around services such as tutoring  
  – Cut shared counselors with ISDs and CCs  
• Lack of funding & prioritization by legislators |

Source: THECB and Institutional Data, FSG analysis and interviews
But the Gulf Coast Has Developed Unique Assets That Can Be Built Upon to Improve Outcomes

**Key Regional Assets**

- Numerous programs showing promising results
  - Piloting numerous initiatives (e.g., Achieving the Dream, Pathways) designed to improve student success through the pipeline
  - Pilots showing promising results (e.g., student success course) have spread quickly across institutions in the region

- High level of philanthropic activity and support
  - Able to attract large private funding grants from Gates, Lumina, and Houston Endowment
  - Over the past 5 years, these foundations have contributed over $15M to higher education reform efforts

- Large college systems supporting smaller regional institutions
  - Large institutions (e.g., SJC, LSC, HCC, and U of H) taking a leadership role to collaborate and bring new initiatives to the region
  - Also beginning to think about ways to support smaller colleges who lack similar resources

- Growing coordination among IHEs, ISDs, ESCs, and P-16
  - Increasing trend towards regional collaboration and thinking about regional solutions (e.g., All Kids Alliance and Pathways project involve multiple players across sectors thinking strategically about how to improve education across the region)

Source: FSG analysis and interviews
## There Are a Number of Specific Solutions Being Implemented Across the Region (1 of 2)

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
<th>Organizer/ Funder</th>
<th>Parties Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving the Dream</td>
<td>Nationally funded effort to build a strong database to inform decision-making improving community college student success rates</td>
<td>Achieving the Dream, Lumina, Houston Endowment</td>
<td>All community colleges in Gulf Coast, University of Houston</td>
</tr>
<tr>
<td>Developmental Education Initiative</td>
<td>3-year effort to identify and develop programs that increase the number of community college students who complete dev ed classes and successfully move on to college-level studies</td>
<td>Gates, Lumina</td>
<td>Houston Community College (HCC)</td>
</tr>
<tr>
<td>Completion by Design</td>
<td>5-year community college reform effort focused on increasing the proportion of and pace by which low-income young adults progress to postsecondary credential and degree completion</td>
<td>Gates</td>
<td>Final Round Applicants: Lone Star College System</td>
</tr>
<tr>
<td>Pathways</td>
<td>Local partnership between secondary and post-secondary institutions that is designed to improve curriculum alignment between high school and post-secondary institutions</td>
<td>THECB, Houston Endowment</td>
<td>Deer Park ISD, Galena Park ISD, Houston ISD, Pasadena ISD, Spring Branch, ISD; HCC, SJC, U of H, Cal-PASS</td>
</tr>
<tr>
<td>College Success Course</td>
<td>Freshman course covering topics such as setting goals, commitment, motivation, career planning, networking, utilizing campus resources, exam preparation and more (mandatory for some colleges)</td>
<td>OnCourse (SJC), HCC</td>
<td>SJC, HCC</td>
</tr>
<tr>
<td>Early College High School</td>
<td>Blend of high school and college courses that are meant to compress the time it takes for students to complete postsecondary</td>
<td>THSP, National Council of La Raza, TEA, Middle College National Consortium</td>
<td>HCC, SJC, LSC</td>
</tr>
<tr>
<td>Charter School</td>
<td>Independently run public schools such as YES Prep and KIPP often incorporate college preparation in the curriculum</td>
<td>Receives public funds and grants &amp; donations from multiple funders</td>
<td>YES Prep, KIPP</td>
</tr>
</tbody>
</table>

Source: Lumina website; Gates Website; Houston Endowment website; Early College High School Initiative [http://www.earlycolleges.org/schools.html#Texas]; FSG interviews
There Are a Number of Specific Solutions Being Implemented Across the Region (2 of 2)

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
<th>Organizer/ Funder</th>
<th>Parties Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P-16 Councils</strong></td>
<td>P-16 Councils gather and analyze data across the pipeline to bring greater alignment of education systems in support of student success; All Kids Alliance is serving as the hub for a network of regional councils</td>
<td>University of Houston, THECB, Living Cities Foundation</td>
<td>All Kids Alliance, Eastern Houston P-16 Council, Western Houston P-16 Council, University of Houston, Harris County Department of Education</td>
</tr>
<tr>
<td><strong>Project Grad Houston</strong></td>
<td>Provides scholarships for students (in 2009, provided $2.8 Million in scholarships); college institutes provide on-campus experiences such as career-planning and academic preparation</td>
<td>Business community, local philanthropies, TEA, HISD</td>
<td>HISD, 13 campuses across Houston</td>
</tr>
<tr>
<td><strong>Preparing to Dream</strong></td>
<td>4-year initiative to improve PSE access and success. Elements include: more students completing college-prep courses, fewer students requiring dev ed, more students completing financial aid forms, etc.</td>
<td>A+ Challenge, National College Access Network, Houston Endowment, TG</td>
<td>HISD (5 schools)</td>
</tr>
<tr>
<td><strong>College Connection</strong></td>
<td>College preparatory learning program geared towards assisting and supporting students to transition from high school to college by motivating and accelerating students academically, broadening career path opportunities, promoting career mobility, and preparing students for college success</td>
<td>THECB</td>
<td>HCC, Lee College</td>
</tr>
<tr>
<td><strong>Investment from Oil &amp; Gas and Health industries</strong></td>
<td>Internship programs, investments for active-learning courses and simulation equipment</td>
<td>Varies by locality</td>
<td>Businesses, health organizations across the region, colleges across the region</td>
</tr>
</tbody>
</table>

Source: Lumina website; Gates Website; Houston Endowment website; Early College High School Initiative <http://www.earlycolleges.org/schools.html#Texas>; FSG interviews
Lumina, Gates, and the Houston Endowment Have Provided Support Through Significant Investments

**Signature Funding Initiatives** | **Investment Since 2005**
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**Houston Endowment**
- Achieving the Dream
- Preparing to Dream
- Pathways
  - $9.5M
  - $3.5M
  - $1.6M

**Gates Foundation**
- Developmental Education Initiative (to HCC)
- Completion by Design
  - $743,000
  - TBD

**Lumina Foundation**
- Achieving the Dream (HCC and Galveston College original grantees)
- Developmental Education Initiative
  - $100,000
  - $743,000

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**Over the past 5 years, these foundations have committed over $15.4M to reform postsecondary education in the Gulf Coast**

Notes: (1) Investments include total grant awards, (2) Investment jointly funded by Gates and Lumina Foundations
Source: Lumina website; Gates Website; Houston Endowment website; FSG analysis
As one of the original recipients of Lumina’s Achieving the Dream grant, HCC collected data confirming the achievement gap across all subjects and found that students across ethnicity were underprepared in reading, English, and especially math.

A 14% to 22% achievement gap existed across all subjects, with the majority of all ethnicities identified as not college ready for math.

Source: HCC Academic History Files for ATD Cohorts 2002 through 2007
## Initiatives Piloted by Houston Community College Have Shown Progress in Closing the Achievement Gap and Increasing Readiness

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Program Details</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Success Course</td>
<td>• Required for all entering students&lt;br&gt;• Helps students decide college goals&lt;br&gt;• Courses separated between students who have and have not chosen majors&lt;br&gt;• For those without a major, course focuses on career exploration. By end of course they must choose major</td>
<td>• Gaps have been closed in developmental education between Hispanics and Anglos in reading, math and writing.&lt;br&gt;• From 2003 to 2005 rates increased in reading 9%. While in Math and Reading there was no overall change, the gap was closed</td>
</tr>
<tr>
<td>Learning Communities</td>
<td>• Learning communities included two classes of different disciplines linked at registration, one class is a student success class, another is a core subject class, most of the time math&lt;br&gt;• Focused on dev ed students</td>
<td>• From 2007 results minority students who participate in learning communities are 6% more likely to complete developmental courses than students not enrolled in a learning community</td>
</tr>
<tr>
<td>Early College High Schools</td>
<td>• Five HCC Early High Schools have been opened by 2009, serving over 1500 students</td>
<td>• All five schools earned an exemplary rating in the 2010 ratings by TEA&lt;br&gt;• In 2010 enrollment at HCC ECHS was over 1500 students</td>
</tr>
<tr>
<td>HCC – UT Houston Transfer Program</td>
<td>• HCC encourages students to sign up for the ‘Transfer to U of H’ program by assisting in completion of application and counseling for making sure student is on right track</td>
<td>• Using e-blast text, HCC was able to market the program and increase interest from 17 to 3300 students. 1200 successfully completed a U of H application</td>
</tr>
</tbody>
</table>

Source: Achieving the Dream: Houston Community College profile [here](http://www.achievingthedream.org/Portal/Modules/b3897e58-02d4-473f-914d-95f8561ee538.asset)
Further Initiatives Are Being Pursued with the Help of Additional Foundation Grants

**Developmental Education Initiative (2009-2012)**
- Will focus on improved coordination of developmental education, by retesting all students and placing continuous remediation of all students in all courses
- Realignment of math with high school courses, creation of bridge courses
- Require all HCC students to take Freshman Success Course, form new learning communities

**Pathways Project (2010 – Present)**
- Partners assign faculty members from all levels to meet on a monthly basis
- The data is then used to generate reports for faculty teams
- The faculty teams use the data to fuel interventions designed to increase student success

**Completion by Design (TBA)**
HCC has applied to receive funding through the Gates’ Completion by design program which will do the following:
- Five-year effort will focus on increasing the proportion of and pace by which low-income young adults progress to degree completion
- Will use findings from previous initiatives, such as Achieving the Dream, to assist community colleges with interventions at key loss points within the student’s experience

*Learnings and resources developed from these initiatives have positioned HCC at the forefront of community colleges, and underscore opportunities to help colleges with fewer resources*

Source: HOUSTON Pathways Project & Developmental Education Initiatives, Juan Carlos Reina, Catherine O’Brien HCC, San Jacinto Community Colleges
Key to Tackling Challenges on a Regional Level Is Collaboration, which the Gulf Coast Is Already Moving Towards in Many Ways

**University and CC Partnerships**
- Easing the transfer process for students by establishing **articulation agreements and 2+2 transfer programs** (e.g., between U of H and HCC and WCJC)
- UH–Victoria and Wharton **sharing lab space and partnering on grant applications** to meet nursing demands of the region
- Encouraging stronger transfer partnerships with **reverse transfer agreements** (e.g., between U of H, UH-Clear Lake, and SJC)

**Gulf Coast Health Care Partnership Project**
- Partnership between SJC, Brazosport College, Lee College, College of the Mainland, and health care industry partners
- Awarded $4.7M from DOL to **increase the number of trained health care professionals to meet the increasing demands of local employers** within a five-county area

**Leadership of Large College Systems**
- Recognition of larger college systems (SJC, HCC, LSC, U of H) that smaller colleges lack resources, which they can provide or share
- “As you think about expanding and having greater impact, you need data and infrastructure. HCC and SJC have more resources than the smaller schools to do this. These schools can be leaders supporting smaller colleges.” – IHE Stakeholder

**Achieving the Dream**
- The **University of Houston** is one of only 4 universities to join Achieving the Dream; it did so in order to **smooth the transfer process with local community colleges**
  - Conducted **more outreach to CCs** – in one year, went from 400 students to 4,000 students participating in transfer orientation class
  - Developed You Select software to let students know in advance if courses will transfer
- **Regular communication** between Gulf Coast colleges and what Institutional Research offices are learning from ATD

**Houston Pathways Initiative**
- Partnership between four-year institutions, community colleges, ISDs, educational service center
- Purpose is to **develop and share a database** that tracks students’ academic progress across institutional levels, from pre-kindergarten through elementary, middle and high school, and on through college
- Will provide the **basis for developing aligned curriculum** and ensuring that students graduating from high school are prepared to succeed in postsecondary education

While Many Larger Initiatives Target Academic Challenges, Greater Coordination Is Needed to Ensure the Right Set of Solutions Is Mobilized

**K-12**
- Preparing to Dream

**PSE**
- Achieving the Dream
- Completion by Design
- Trustee Institute
- Dev Ed Initiative
- Pathways
- Early College HS
- P-16 Council

**Workforce**
- Investments from Oil & Gas, Health Industries

**Opportunities exist in connecting and scaling current solutions and in piloting solutions where gaps exist**
A Public Private Partnership Could Help the Gulf Coast Build On Existing Efforts And Address Critical Gaps

_Preliminary Opportunities for the Region_

**Student Engagement**

- **Increase student engagement** and keep students on campus
  - Increase student awareness on benefits of being full-time at one institution (e.g., disseminate information on increased probability of graduating with higher future income)
  - Increase accessibility of work-study opportunities
  - Encourage students to participate in activities on-campus (e.g., clubs, tutoring)

- Encourage **regional policy collaboration** encouraging students to take most classes at one institution and efficiently progress towards a degree

**Student Success Culture**

- **Incentivize institutions to adopt a culture oriented towards student success**
  - Need to educate the entire staff and faculty to address student and their environment (e.g., offer faculty professional development, provide incentives to students for graduating on time)

- **Incorporate wrap-around services into the infrastructure of the institutions** (e.g., mandatory student success course)

- **Invest in data infrastructure and research projects** that allow institutions to provide students with the right direction to efficiently and effectively navigate the college system and graduate on time
  - Facilitate the sharing of resources and knowledge among institutions

**K-12 and PSE Alignment**

- **Foster greater academic alignment between K-12 and PSE**
  - Dedicate resources for redesigning gateway and dev ed courses by paying for release time
  - Continue efforts to align courses between high schools and colleges

Source: FSG analysis and interviews
FSG Interviewed 16 Stakeholders in the Gulf Coast Region

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Organization</th>
<th>Category</th>
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<tbody>
<tr>
<td>Elaine Charleson</td>
<td>Executive Associate Vice Chancellor for Academic Affairs, UH System</td>
<td>University of Houston</td>
<td>4-year institution</td>
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<td></td>
<td>Executive Associate Vice President for Academic and Faculty Affairs, UH</td>
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<tr>
<td>Elizabeth A Barlow, Ed.D.</td>
<td>Executive Director, Academic and Institutional Information</td>
<td>University of Houston</td>
<td>Institutional researcher (4-year institution)</td>
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<td>Richard Carpenter</td>
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<td>Lone Star College System</td>
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<td>Brenda Hellyer</td>
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<td>San Jacinto College System</td>
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<td>Betty McCrohan</td>
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<td>Michael Murphy</td>
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<td>Mary Spangler</td>
<td>Chancellor</td>
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<td>Dr. Zachary R. Hodges</td>
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<tr>
<td>Dr. Martha Oburn</td>
<td>Executive Director, Institutional Research</td>
<td>Houston Community College</td>
<td>Institutional researcher (2-year institution)</td>
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<td>Dr. Robert Wimpelberg</td>
<td>Professor and Dean</td>
<td>University of Houston</td>
<td>P-16 Council</td>
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<td>Scott Van Beck</td>
<td>Executive Director</td>
<td>Houston A+ Challenge / Houston ISD</td>
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<td>Ann Stiles</td>
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<td>Dr. Doris Delaney</td>
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<td>Jonathan Day</td>
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<td>Marina Walne</td>
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