Houston Guided Pathways to Success
Biannual Implementation Progress Assessment

Step 1: Institutional Action Step Checklist

Institution: University of Houston

The following institutional checklist is based on the institutional implementation plan completed as part of the Houston GPS planning process. Please complete the checklist by changing bullets in the "Institutional Action Steps and Responsible Unit(s)/Position(s)" column from squares to checks for action steps accomplished to date. Include any information that may be helpful in describing implementation progress and/or challenges in the "Notes" column.

TECHNOLOGY		
Task Force Implementation Steps and Timeline	**Institutional Action Steps and Responsible Unit(s)/Position(s)**	**Notes**
1. Refine/finalize technology requirements for consortium institutions. 2. Refine/finalize institutional gaps in meeting the requirements. Develop and release a Request for Information (RFI) for vendors to propose a technology solution, including general information about project design, timelines for implementation, and cost. 3. Develop a technology implementation plan based on vendor responses to the RFI. 4. Once funding is secured, develop and release a Request for Proposals (RFP) to implement the technology plan.	☐ The Technology Task Force, chaired by the UH Associate Provost for Institutional Planning and Analysis is responsible for overseeing the development of an RFI , technology implementation plan, RFP, and UH Technology Implementation Work Group. ☐ A UH Technology Implementation Work Group that includes representatives from units needed to put technology into place will be formed in Summer-Fall 2016.	

COREQUISITE REMEDIATION		
Task Force Implementation Steps and Timeline	**Institutional Action Steps and Responsible Unit(s)/Position(s)**	**Notes**
1. Assess remediation models currently in place at consortium institutions in terms of student enrollment and success outcomes. 2. Utilize assessment results to (a) scale successful models, (b) revise existing remediation models and/or (c) develop new models as needed to increase student enrollment and success through co-requisite remediation in which academic and nonacademic support is provided in conjunction with gateway courses. 3. Utilize assessment results to (a) scale successful models, (b) revise existing remediation models and/or (c) develop new models as needed to provide accelerated remediation for students for whom co-requisite remediation models are not appropriate. 4. Review and revise remediation content as needed to ensure alignment with students' programs of study. 5. Conduct predictive analysis within the next six months. 6. Advisor/co-requisite/math alignment task forces need to meet to validate the placement model. 7. Colleges will increasingly implement. This will increase the number of students that are selecting the acceleration pathways within the next year. 8. Review and revise the student intake process as needed to include identification of support needed for success in gateway courses. 9. Review and revise student tracking systems as needed to provide proactive support that includes early alerts for students in all remediation models offered. 10. Develop an assessment plan to evaluate the impact of revised or newly developed remediation models going forward in terms of student enrollment and success outcomes. 11. This task force will give input to the technology task force to apprise them of the needs of creating a system of registration that will be more readily available to students and help in	<u>Remediation Model Assessment</u> ☐ A UH Corequisite Remediation Work Group will be formed to oversee the collection of enrollment and success data for developmental math and English courses (MATH 1100, MATH 1300, ENGL 1300, and IRW 1100) taught from Fall 2010-Spring 2016. The work group will consist of faculty and staff from the following units: Department of Math, Department of English, Writing Center, Undergraduate Student Success Center, Institutional Research, Undergraduate Committee, and Institutional Effectiveness, Assessment, and Accreditation. Completion of this assessment is targeted for Summer-Fall 2016. ☐ The following success outcomes will be assessed: ▪ Completion of MATH 1310 or its equivalent with a grade of D or higher, number of attempts ▪ Completion of ENGL 1303 and 1304 or their equivalents with a grade of D or higher, number of attempts ▪ Successful completion of courses requiring MATH 1310 as a prerequisite ▪ Completion of Writing in the Disciplines courses ▪ Student retention ▪ Student graduation <u>Assessment Results Utilization</u> ☐ The Corequisite Remediation Work Group will analyze assessment results and make recommendations to the Office of the Provost regarding revisions to existing models, development of new models, and scaling existing models. Recommendations are targeted for completion by Fall 2016-Spring 2017. Approved recommendations will be implemented by Fall 2017.	

increasing enrollment. This may take up to two years and will be on going. 12. Within the next six months, two professional learning communities will occur. 13. The first will be for developmental education instructors, university professors, mid-level administrators and staff for the entire Houston area to help facilitate an understanding of the co-requisite, acceleration models and strategies for improving instruction. 14. The second learning community will include both developmental educators, academic faculty (community college and university), mid-level administrators and advisors to work toward increasing communication, awareness of issues and developing strategies to break down any silos that exist. 15. The task force has learned much from the other members. It is important that we continue this collaboration to share the effects of co—requisite acceleration across our institutions to include sharing of data, resources and perhaps visiting each campus to see the implementation of the models.	<u>Predictive Analysis</u> ☐ The Corequisite Remediation Work Group will work with Institutional Research to conduct predictive analysis and make recommendations regarding student placement. Completion is targeted for Fall 2016. <u>Student Intake Process</u> ☐ The Corequisite Remediation Work Group will work with Admissions to review the student intake process and identify revisions needed for gateway course support by Fall 2016. Recommendations approved by the Office of the Provost will be implemented in the student intake process starting in Summer 2017. <u>Student Tracking</u> ☐ The Corequisite Remediation Work Group will work with Undergraduate Student Success and the Undergraduate Advising Committee to develop a student tracking protocol through the Student Success Collaborative advising platform. Completion is targeted for Spring 2017. <u>Assessment Plan</u> ☐ The Corequisite Remediation Work Group will work with Undergraduate Student Success and Institutional Planning and Analysis to develop an assessment plan. Completion is targeted for Spring 2017.	

MATH ALIGNMENT TO MAJORS		
Task Force Implementation Steps and Timeline	**Institutional Action Steps and Responsible Unit(s)/Position(s)**	**Notes**
1. Update catalogs and websites as needed at each consortium institution with completion targeted for Fall 2016. 2. Make the following prerequisite changes at UH consistent with agreed upon Math Pathways. (Completion of the institutional approval process through the Undergraduate Committee is targeted for Fall 2017. In the meantime, departments will approve individual items to ensure that prerequisite changes are in place for the Fall 2016 semester.) • **Math 1310 and Math 1311** (College Algebra and Quantitative Reasoning) - NO prerequisite other than College Ready • **Math 1313** (Finite Math) - NO prerequisite other than College Ready • **Math 1314** (Business and Social Science Calculus) – takes one of Math 1310, Math 1311 or Math 1313 as a prerequisite (the inclusion of Math 1311 and Math 1313 is a change) • **Math 2311** (Elementary Statistical Methods) - NO prerequisite other than College Ready • **Note:** Previously, the prerequisites for Math 1313, Math 1314 and Math 2311 were all College Algebra. Two of these will be changed to College Ready, and the third will change to allow Quantitative Reasoning or Finite Mathematics. 2. Compile a spreadsheet of all majors at UH, UHD and UHCL, along with the Math Pathways that have been agreed upon. Communicate this information with advising and administration at all participating 2 and 4 year schools.	☐ The Department of Mathematics will update websites and submit proposals for updates and changes to the Undergraduate Committee in advance of the deadline for the FY 2017 catalog changes.	

META-MAJORS, DEFAULT DEGREE MAPS WITH CRITICAL PATH COURSES		
Task Force Implementation Steps and Timeline	**Institutional Action Steps and Responsible Unit(s)/Position(s)**	**Notes**
1. Identify meta-majors 2. Identify transfer pathways 3. Convert revised Degree Plan Maps to sequenced list of courses 4. Identify/embed Critical Path courses 5. Clarify with two-year and four-year institutions through individual curriculum approval processes 6. Accept or change discrepancies between institutions 7. Recommend the use of Lower Division Academic Course Guide Manual (ACGM) common course numbers and course names for first and second year courses. 8. Implementation of initial Meta-Major Taskforce recommendations is targeted to begin in April 2016 with an initial agreement to incorporate the Business Degree Map in all consortium institutions.	<u>Identification of Meta-Majors</u> • Following the identification of an agreed upon a set of meta- majors, groupings of majors will be used to identify the most appropriate courses for students who are unsure of their academic and career goals during their first 15-30 semester credit hours of college level work. <u>Seamless Transfer Process</u> • Creating and maintaining seamless transfer processes will be overseen by a Coordinating Committee consisting of 7 "permanent members" (one from each member institution), and transitional members who are program/degree experts from each institution. The transitional members will vary depending on the program/degree being discussed. • Through the Coordinating Committee, UH will work with community colleges to develop common transfer pathways for all majors. Merging degree maps across institutions will include comparing Degree Plan Maps, identifying commonalities and conflicts, and developing an integration plan that includes sequenced lists of courses and minimizes unnecessary coursework. • Proposed merged degree plan maps with be vetted through the appropriate curriculum approval process which will also identify Critical Path courses. ▪ At UH, the merged degree plan maps will be reviewed by the appropriate unit (department and/or College). The reviewing unit will also recommend Critical Path courses for each degree map. ▪ In cases where agreement cannot be reached about transferability of courses between the community college and the specific major, discussions will occur around specific course content in an effort to resolve issues. • The Coordinating Committee will review all of the institutions' recommendations and work to reconcile discrepancies and revise the common degree map plans to accommodate needed changes.	

PROACTIVE ADVISING AND INFORMED CHOICE		
Task Force Implementation Steps and Timeline	**Institutional Action Steps and Responsible Unit(s)/Position(s)**	**Notes**
<u>Data Analytics and Early Alert Advising Technology</u> 1. Work with the Technology Task Force to develop an RFI and RFP providing information regarding technology specifications, data inputs, and data that will be shared/transferred across consortium institutions. 2. Collaborate with the Technology Task force in selecting a vendor and product. 3. Facilitate the technical implementation of the selected product. 4. Establish a communication plan to build support and technology awareness within and across institutions. 5. Provide advisors with training focused on utilizing the selected product in their daily advising activities. <u>Interventions</u> 6. Identify risk indicators and communicate student risk to advisors. 7. Identify interventions that match student needs risk levels. 8. Provide advisors with training that supports the delivery and facilitation of appropriate interventions. 9. Establish a communication network that promotes cross functional engagement in support of timely and effective referrals. <u>Infrastructure</u> 10. Review and revise advisor job descriptions as needed to reflect duties, qualifications, and necessary knowledge, skills and abilities to consistent with proactive advising. 11. Review and revise selection criteria and processes as needed to support the staffing of proactive advisors. 12. Review and revise advisor reporting structures as needed to support the effective delivery of proactive advising. 13. Review and revise advisor performance management systems as needed to motivate and assess proactive advising activities and outcomes. 14. Design advisor training and professional development programs within and across consortium institutions to provide knowledge and skills needed to deliver proactive advising. An Advising	<u>Data Analytics and Early Alert Advising Technology</u> ☐ UH purchased Education Advisory Board's Student Success Collaborative (SSC) as our data analytics and early alert advising technology prior to receiving the Student Success Planning Grant and steps independent of the planning grant have been taken to implement this technology. ☐ The Vice Provost and Dean for Undergraduate Student Success and the Associate Provost for Institutional Planning and Analysis oversee the SSC leadership team. <u>Interventions</u> ☐ College-level interventions based on SSC data are targeted for implementation by Fall 2016-Spring 2017. ☐ The Vice Provost and Dean for Undergraduate Student Success and Assistant Vice Provost for Undergraduate Student Success are working with Associate Deans who oversee advising in each college to identify risk indicators, develop outreach campaigns, and design interventions. The Assistant Vice Provost for Undergraduate Student Success is working with the Undergraduate Advising Committee to deliver advisor training. <u>Infrastructure</u> ☐ Advising infrastructure changes consistent with Task Force implementation steps are being put into place as part of our Foundations of Excellence initiative which began prior to receiving the Student Success Planning Grant. The Vice Provost for Undergraduate Student Success will oversee these changes. <u>Assessment and Accountability</u> ☐ Comprehensive advisor assessments that include SSC utilization information and student performance/progress outcomes, and student experience survey results are targeted for implementation in Fall 2016-Spring 2017. The Vice Provost and Dean for Undergraduate Student Success will oversee this process in collaboration with Undergraduate Associate Deans, the Undergraduate	

Symposium for advising staff across institutions will be held annually. 15. Define the role of faculty in providing students with proactive advising. 16. Review and revise faculty job duties as well as staffing, training, and performance management systems consistent with faculty advising roles. 17. Establish an electronic one-stop shop for the advising community that facilitates the collection and communication of advising tools, policies, procedures, updates, and other relevant advising information. <u>Assessment and Accountability</u> 18. Identify student academic performance and progress outcomes that will be tracked to assess proactive advising impact. Establish baselines for comparison. 19. Design student experience feedback assessment tools. 20. Identify advisor activity assessment metrics and design a system for data collection and analysis. 21. Develop an internal communication plan to build support and awareness of the advising assessment and accountability system. 22. Determine the role of assessments in advisor performance management systems. 23. Establish a process for utilizing assessment results to implement advising improvements. <u>Informed Choice</u> 24. Include career, labor market, and major exploration tools in early alert advising technology specifications and other aspects of technology implementation steps outlined above. 25. Provide advisors with training and professional development focused on integrating career, labor market, and major exploration with proactive advising. 26. Establish ongoing collaborative communication networks in support of major and career exploration that include: academic advising, career services, student organizations, faculty, alumni, admissions, orientation, and special populations units. 27. Identify or develop student success courses in which to integrate major and career exploration.	Advising Committee, and the Faculty Senate's Undergraduate Committee. ☐ Electronic student advising experience surveys have been in place since Fall 2014 and are emailed to students following each advising appointment. results are compiled and shared with colleges on a monthly basis. ☐ An internal communication plan for advising assessments will be developed with input from Undergraduate Associate Deans, the Undergraduate Advising Committee, and the Faculty Senate's Undergraduate Committee. These groups will also provide input in determining the role of assessments in performance evaluations and the process for utilizing assessment results to implement improvements. Human Resources will help facilitate revisions needed to advisors' performance evaluation documents. <u>Informed Choice</u> ☐ Career, labor market, and major exploration tools are included in the SSC advising technology already in place at UH. ☐ Initial training regarding the utilization of career, labor market, and major exploration tools in SSC has been provided as part of the tool's initial implementation. Led by the Assistance Vice Provost for Undergraduate Student Success, a subcommittee of the Undergraduate Advising Committee is developing a revised advisor training program that will also include these topics. The new training framework is due for completion by Summer 2016 and is part of our Foundations of Excellence initiative that began prior to the Student Success Planning Grant. ☐ The Assistant Vice Provost for Undergraduate Student Success will oversee the establishment of a collaborative communication network focused on major and career exploration by Summer-Fall 2016 and will work with the Undergraduate Committee and college Associate Deans to identify additional courses in which to integrate major and career exploration by Fall 2017.	

STRUCTURED SCHEDULES		
Task Force Implementation Steps and Timeline	**Institutional Action Steps and Responsible Unit(s)/Position(s)**	**Notes**
<u>Phase I: 2016-2017</u> 1. Implement pilot Fall 2016 2. 5 CTE programs for CC (HB 1583) 3. Formative assessment plan 4. Focus groups 5. Expand by program or population (CC- workforce) 6. Plan to expand program (CC – academic degree programs and 4 year) 7. Explore incentive funding 8. Create schedule models for part-time students 9. Create schedule models for part-time student to enroll full-time 10. Create academic support blocks <u>Phase II: 2017-2018</u> 11. Expand to a larger population and begin to move to scale. 12. Develop a formal assessment plan and report. 13. Evaluate student impact. 14. Review results and make adjustments as needed. 15. Pilot incentive funding. 16. Initiate “aim to scale” planning considering human resources, sustainability, and institutional challenges and success. <u>Phase III: 2018-2019</u> 17. Put “aim to scale” plan into place.	<u>Coordination</u> ☐ Implementation of structured scheduling will be coordinated by a Structured Schedules Work Group that includes the UH Institutional Team representative on the Structured Schedules Task Force as well as representatives from the following: academic colleges, Exploratory Studies Undergraduate Student Success, Office of the University Registrar, Undergraduate Committee, Undergraduate Advising Committee, Institutional Effectiveness, Assessment and Accreditation <u>Fall 2016 Pilot and Assessment</u> ☐ The College of Education and Exploratory Studies have been identified as structured scheduling pilots that will build on current scheduling practices in each unit. ☐ The UH Structured Schedules Work Group will develop an assessment plan for Fall 2016 pilots to help guide expansion to additional programs and populations. Completion of the assessment plan is targeted for Summer-Fall 2016. Assessment of the Fall 2016 pilots will occur in Spring 2017. <u>2017-2018 Expansion</u> ☐ The Structured Schedules Work Group will engage in discussions with the following additional populations targeted for potential expansion: Engineering, CLASSMates, and NSM Freshman Interest Groups. ☐ Based on assessment results of the Fall 2016 pilots and discussions with administrators who oversee targeted additional populations, the Structured Schedules Work Group will make expansion recommendations to the Office of the Provost by the end of Spring 2017. ☐ Approved recommendations for expanding pilots to larger populations will be implemented in 2017-2018. Assessments of ongoing structured scheduling and expanded populations will occur in Spring 2018. <u>2018-2019 Expansion</u> ☐ Based on assessment results of the ongoing structured scheduling and expanded populations, the Structured Schedules Work Group will make recommendations regarding broader implementation of structured schedules by Spring 2018. ☐ Approved recommendations for further expansion will be implemented during the 2017-2018 academic year with assessment occurring in Spring 2018-Summer 2018.	

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Step 2: Task Force Implementation Step Ratings

Institution: University of Houston

Utilizing the following implementation progress indicators, rate the extent to which your institution has implemented steps recommended by Task Force Groups as part of the Houston GPS planning process. Technology and Math Alignment to Majors have been completed based on progress to date as overseen by Task Forces.

- Completed
- In progress and on schedule
- In progress and behind schedule
- At risk of noncompletion
- Progress pending completion of prior/other task(s)

TECHNOLOGY				
Critical Components	**Task Force Implementation Steps**	**Timeline**	**Progress**	**Notes**
➢ Student course and degree planning ➢ Proactive advising and informed choice ➢ Course and classroom scheduling ➢ Cross institutional data	1. Refine/finalize technology requirements for consortium institutions. **Task Force**	February 2016		
	2. Develop and release a Request for Information (RFI) for vendors to propose a Houston GPS technology solution, including general information about project design, timelines for implementation, and cost. **Task Force**	June 2016		
	3. Develop a technology implementation plan based on vendor responses to the RFI. **Task Force**	July-August 2016		Progress pending completion of prior steps.
	4. Once funding is secured, develop and release a Request for Proposals (RFP) to implement the technology plan. **Task Force**	TBD		Progress pending completion of prior steps.
	5. Select a vendor and purchase technology solution. **Task Force**	TBD		Progress pending completion of prior steps.
	6. Implement technology at each Houston GPS institution.	TBD		Progress pending completion of prior steps.

MATH ALIGNMENT TO MAJORS				
Critical Components	**Task Force Implementation Steps**	**Timeline**	**Progress**	**Notes**
➢ The 2 and 4 year schools have agreed to alignment components, with a new pathway that includes the mathematics for liberal arts majors (Math 1332) and elementary statistical methods (Math 1342). ➢ In addition, the 4 year schools have obtained agreements from all departments concerning the mathematics requirements, and nearly all non STEM areas are either encouraging or accepting the new pathway courses, both at the institution or	1. Update catalogs and websites as needed at each consortium institution.	Fall 2016		
	2. Make the following prerequisite changes at UH consistent with agreed upon Math Pathways. (Completion of the institutional approval process through the Undergraduate Committee is targeted for Fall 2017. In the meantime, departments will approve individual items to ensure that prerequisite changes are in place for the Fall 2016 semester.) ▪ **Math 1310 and Math 1311** (College Algebra and Quantitative Reasoning) - NO prerequisite other than College Ready ▪ **Math 1313** (Finite Math) - NO prerequisite other than College Ready ▪ **Math 1314** (Business and Social Science Calculus) – takes one of Math 1310, Math 1311 or Math 1313 as a prerequisite (the inclusion of Math 1311 and Math 1313 is a change) ▪ **Math 2311** (Elementary Statistical Methods) - NO prerequisite other than College Ready **Note:** Previously, the prerequisites for Math 1313, Math 1314 and Math 2311 were all College Algebra. Two of these will be changed to College Ready, and the third will change to allow Quantitative Reasoning or Finite Mathematics.	Fall 2016		
	3. Compile a spreadsheet of all majors at UH, UHD and UHCL, along with the Math Pathways that have been agreed upon. Communicate this information with advising and administration at all participating 2 and 4 year schools.	Fall 2016		

for transfer.				

COREQUISITE REMEDIATION				
Critical Components	**Task Force Implementation Steps**	**Timeline**	**Progress**	**Notes**
➢ Enrollment in college-level courses is the default for a majority of students. ➢ A placement range rather than a single cut score is used to place students in remediation. ➢ Needed support is integrated into college-level gateway courses through a variety of models including single-semester corequisite, one-course pathways, and parallel remediation.	1. Assess remediation models currently in place at consortium institutions in terms of student enrollment and success outcomes.	Fall 2016-Spring 2017		
	2. Utilize assessment results to (a) scale successful models, (b) revise existing remediation models and/or (c) develop new models as needed to increase student enrollment and success through co-requisite remediation in which academic and nonacademic support is provided in conjunction with gateway courses.	Summer 2017		
	3. Utilize assessment results to (a) scale successful models, (b) revise existing remediation models and/or (c) develop new models as needed to provide accelerated remediation for students for whom co-requisite remediation models are not appropriate.	Summer 2017		
	4. Review and revise remediation content as needed to ensure alignment with students' programs of study.	Summer 2017		
	5. Conduct predictive analysis.	Fall 2016		
	6. Advisor/co-requisite/math alignment task forces need to meet to validate the placement model.	Spring 2017		
	7. Colleges will increasingly implement. This will increase the number of students that are selecting the acceleration pathways within the next year.	Fall 2017		
	8. Review and revise the student intake process as needed to include identification of support needed for success in gateway courses.	Fall 2016-Spring 2017		
	9. Review and revise student tracking systems as needed to provide proactive support that includes early alerts for students in all remediation models offered.	TBD		
	10. Develop an assessment plan to evaluate the impact of revised or newly developed remediation models going forward in terms of student enrollment and success outcomes.	Spring 2017		

	11. This task force will give input to the technology task force to apprise them of the needs of creating a system of registration that will be more readily available to students and help in increasing enrollment. **Task Force**	Spring 2016-Summer 2016		
	12. Establish a learning community for developmental education instructors, university professors, mid-level administrators and staff for the entire Houston area to help facilitate an understanding of the corequisite, acceleration models and strategies for improving instruction. **Task Force**	Spring 2016		
	13. Establish a learning community for developmental educators, academic faculty (community college and university), mid-level administrators and advisors to work toward increasing communication, awareness of issues and developing strategies to break down any silos that exist. **Task Force**	Fall 2016-Spring 2017		
	14. Develop a continued collaboration plan for Houston GPS institutions that includes sharing resources, data regarding the effects of corequisite acceleration, and visits to each campus to observe implementation of corequisite models. **Task Force**	Fall 2016-Spring 2017		

META-MAJORS, DEFAULT DEGREE MAPS WITH CRITICAL PATH COURSES				
Critical Components	**Task Force Implementation Steps**	**Timeline**	**Progress**	**Notes**
➢ Meta-majors are for undeclared students who have not settled on a major/degree pathway. ➢ Students can change meta-majors and can build skills to be able to qualify for other (more-competitive) programs. ➢ Default degree maps will reflect the appropriate math course for each major. ➢ Default degree maps will reflect the appropriate transfer path courses for each major. ➢ Field of Study curriculum will be used to construct the appropriate transfer courses to ensure seamless transition from two- to four-year institutions. ➢ Critical path course identification will require engagement of appropriate faculty to verify courses in each major. ➢ Institutional research offices will be utilized to validate critical path courses as accurate predictors of successful completion of credentials.	1. Identify meta-majors			
	2. Identify transfer pathways			
	3. Convert revised Degree Plan Maps to sequenced list of courses			
	4. Identify/embed Critical Path courses			
	5. Clarify with two-year and four-year institutions through individual curriculum approval processes			
	6. Accept or change discrepancies between institutions			
	7. Recommend the use of Lower Division Academic Course Guide Manual (ACGM) common course numbers and course names for first and second year courses.			
	8. Implementation of initial Meta-Major Taskforce recommendations is targeted to begin in April 2016 with an initial agreement to incorporate the Business Degree Map in all consortium institutions.			

PROACTIVE ADVISING AND INFORMED CHOICE				
Critical Components	**Task Force Implementation Steps**	**Timeline**	**Progress**	**Notes**
➢ Data analytics and predictive modeling aimed at detecting student risk factors and barriers to degree completion. ➢ Early alert advising technology that proactively identifies students at risk for noncompletion, supports efficient student progress monitoring, facilitates timely student outreach, and provides guidance regarding majors. ➢ Timely and effective interventions that are tailored to students' needs and levels of risk. ➢ Infrastructure that includes advising structures, policies, and procedures that support staffing and training necessary for the delivery of proactive advising services. ➢ Assessment and accountability systems based on advising activities, student experience, and student success metrics. ➢ Integrate career assessment and counseling early and continuously into academic advising. ➢ Incorporate economic and	**Data Analytics and Early Alert Advising Technology**			
	1. Work with the Technology Task Force to develop an RFI and RFP providing information regarding technology specifications, data inputs, and data that will be shared/transferred across consortium institutions. **Task Force**	February-August 2016		
	2. Collaborate with the Technology Task force in selecting a vendor and product. **Task Force**	TBD		
	3. Facilitate the technical implementation of the selected product.	TBD		
	4. Establish a communication plan to build support and technology awareness within and across institutions. **Task Force**	TBD		
	5. Provide advisors with training focused on utilizing the selected product in their daily advising activities.	TBD		
	Interventions			
	6. Identify risk indicators and communicate student risk to advisors.	TBD		

noneconomic ROI data into advising tools and practices. ➢ Provide students with real-time labor market information. ➢ Infuse career exploration and career development skills into student success courses.	7. Identify interventions that match student needs risk levels.	TBD		
	8. Provide advisors with training that supports the delivery and facilitation of appropriate interventions.	Fall 2017		
	9. Establish a communication network that promotes cross functional engagement in support of timely and effective referrals.	Fall 2017		
	Infrastructure			
	10. Review and revise advisor job descriptions as needed to reflect duties, qualifications, and necessary knowledge, skills and abilities to consistent with proactive advising.	Fall 2017		
	11. Review and revise selection criteria and processes as needed to support the staffing of proactive advisors.	Fall 2017		
	12. Review and revise advisor reporting structures as needed to support the effective delivery of proactive advising.	Fall 2017		
	13. Review and revise advisor performance management systems as needed to motivate and assess proactive advising activities and outcomes.	Fall 2017		

	14. Design advisor training and professional development programs within and across consortium institutions to provide knowledge and skills needed to deliver proactive advising. An Advising Symposium for advising staff across institutions will be held annually. **Task Force**	Fall 2017	○	A Proactive Advising and Informed Choice Symposium was held on April 1, 2016.
	15. Define the role of faculty in providing students with proactive advising.	Fall 2017		
	16. Review and revise faculty job duties as well as staffing, training, and performance management systems consistent with faculty advising roles.			
	17. Establish an electronic one-stop shop for the advising community that facilitates the collection and communication of advising tools, policies, procedures, updates, and other relevant advising information.	Fall 2017		
	Assessment and Accountability			
	18. Identify student academic performance and progress outcomes that will be tracked to assess proactive advising impact. Establish baselines for comparison.	Fall 2017		
	19. Design student experience feedback assessment tools.	Fall 2017		
	20. Identify advisor activity assessment metrics and design a system for data collection and analysis.	Fall 2017		
	21. Develop an internal communication plan to build support and awareness of the advising assessment and accountability system.	Fall 2017		

	22. Determine the role of assessments in advisor performance management systems.	Fall 2017		
	23. Establish a process for utilizing assessment results to implement advising improvements.	Fall 2017		
	Informed Choice			
	24. Include career, labor market, and major exploration tools in early alert advising technology specifications and other aspects of technology implementation steps outlined above.	TBD		
	25. Provide advisors with training and professional development focused on integrating career, labor market, and major exploration with proactive advising.	Fall 2017		
	26. Establish ongoing collaborative communication networks in support of major and career exploration that include: academic advising, career services, student organizations, faculty, alumni, admissions, orientation, and special populations units.	Fall 2017		
	27. Identify or develop student success courses in which to integrate major and career exploration.	Fall 2017		

STRUCTURED SCHEDULES				
Critical Components	**Task Force Implementation Steps**	**Timeline**	**Progress**	**Notes**
➢ Offering predictable schedules (e.g., morning, afternoon, evenings – when students are likely to come) based upon an academic degree map ➢ Multiple options of structured schedules (serve part-time and full-time students) ➢ Guaranteed course offerings ➢ Defined group of courses that students take ➢ Define length of time for offering (e.g., first two years, upper division, etc.) ➢ Creating cohort of students that take courses together – creating organic or structure cohorts ➢ Champion in each program ➢ Standard course start times ➢ Common course numbering	**Phase I**			
	• Implement pilot Fall 2016.	Fall 2016		
	• 5 CTE programs for CC (HB 1583).	Fall 2016-Spring 2017	N/A	
	• Formative assessment plan.	Fall 2016-Spring 2017		
	• Focus groups.	Fall 2016-Spring 2017		
	• Expand by program or population (CC-workforce).	Fall 2016-Spring 2017	N/A	
	• Plan to expand program (CC – academic degree programs and 4 year).	Fall 2016-Spring 2017	N/A	
	• Explore incentive funding.	Fall 2016-Spring 2017		
	• Create schedule models for part-time students.	Fall 2016-Spring 2017		
	• Create schedule models for part-time student to enroll full-time.	Fall 2016-Spring 2017		
	• Create academic support blocks.	Fall 2016-Spring 2017		
	Phase II			
	• Expand to a larger population and begin to move to scale.	Fall 2017-Spring 2018		
	• Develop a formal assessment plan and report.	Fall 2017-Spring 2018		
	• Evaluate student impact.	Fall 2017-Spring 2018		

	• Review results and make adjustments as needed.	Fall 2017-Spring 2018		
	• Pilot incentive funding.	Fall 2017-Spring 2018		
	• Initiate “aim to scale” planning considering human resources, sustainability, and institutional challenges and success.	Fall 2017-Spring 2018		
	Phase III			
	• Put “aim to scale” plan into place.	Fall 2018-Spring 2019		

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Step 3: Institutional Dashboard Ratings

Institution: University of Houston

Utilizing the following implementation progress indicators, rate the extent to which your institution has implemented steps recommended by Task Force Groups as part of the Houston GPS planning process. Technology and Math Alignment to Majors have been completed based on progress to date as overseen by Task Forces.

- Completed
- In progress and on schedule
- In progress and behind schedule
- At risk of noncompletion
- Progress pending completion of prior/other task(s)

	Technology	Math Alignment to Majors	Corequisite Remediation	Meta-majors and Default Degree Maps with Critical Path Courses	Proactive Advising and Informed Choice	Structured Schedules
Implementation Progress Indicator	○	●				