**Texas Pathways Institute #6: Ensuring Students are Learning**

**Short-Term Action Plan**

All parts of the Short-Term Action Plan document will be drafted during the institute. Following the institute, team leads will engage key college stakeholders to complete a final version of the plan and submit a copy of this complete document to the Texas Success Center through the Document Center on the <https://tacc.org/tsc/events> page by May 17.

**Institution Name: Date:**

**TEAM STRATEGY SESSION #1: WEDNESDAY, APRIL 24, 4:45 PM.-5:45 PM**

**Beginning with the End in Mind to Improve Teaching and Learning**

To establish each college’s priority outcomes for improving teaching and learning, discuss the institute’s first five purpose statements and consider the college’s current status on each. Discussions will lead to fulfilling the sixth institute purpose of producing a draft action plan for continuing work to align all academic and career pathways with transfer and employment goals. Purpose statements are closely related to identified items on the Scale of Adoption Assessment (SOAA). Consult the college’s recent responses to these SOAA items as they relate to the college’s progress and potential institute learning opportunities.

This review of your college’s progress on key objectives and the identification of topics your team needs to know more about should set the stage for team learning throughout the institute. Focus on your college’s intended outcomes that will inform action planning in Team Strategy Sessions #3-4. After reviewing the purpose statements below and related SOAA responses, record the team consensus about the college’s current status and additional information needed. The table will expand as you enter text.

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| **Institute Purposes and SOAA Considerations**(review existing college status, success and challenges) | **College Responses** |
| 1. **Analyze challenges and opportunities associated with existing teaching and learning models and processes**
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| In addition to a review of existing practices, also consider your college responses to:SOAA 4a“Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.”SOAA 4c“Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.” | Where we are:  |
| We need to know more: |
| 1. **Begin to refine models and processes to ensure students learn skills critical to further education and employment**
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| In addition to a review of existing practices, also consider your college responses to:SOAA 4b“Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.”SOAA 4e “The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.” | Where we are:  |
| We need to know more: |
| 1. **Discuss how instructional reforms integrate with other pathways redesign efforts**
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| In addition to a review of existing practices, also consider your college responses to:SOAA External Partnership, Successes and Challenges of all four dimensions of guided pathways | Where we are:  |
| We need to know more:  |
| 1. **Consider how to better support the professional development of faculty and other stakeholders including instructional staff and administrators and program advisors**
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| In addition to a review of existing practices, also consider your college responses to:SOAA 4d “Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.”SOAA 4f “The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.” | Where we are:  |
| We need to know more: |
| 1. **Initiate or advance conversations about whether and how institutional policies and practices have differential impact on historically underserved groups and how the college can leverage pathways work to close equity gaps**
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| In addition to a review of existing practices, also consider your college responses to:SOAA Equity Considerations of Area 4: Ensuring Students are Learning * “How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?”
* “As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?”
* “What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?”
* “Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?”
 | Where we are:  |
| We need to know more: |

**Equity in Action**

What particularly stood out to your team from Dr. Rendón’s message on an asset-based framework and high-impact practices as it relates to the priority outcomes the team just identified? What validation practices could be implemented and scaled across the institution? How might the college encourage these types of changes?

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**TEAM STRATEGY SESSION #2: THURSDAY, APRIL 25, 10:30 AM-11:30 AM**

**Responding to What Students are Saying**

Review the findings from your recent student interviews and focus groups concerning:

1. students’ experiences with pathways changes
2. comparison of students’ experiences to the college design
3. college assumptions of the student experience that were confirmed and contradicted by students
4. student experiences that speak to the need for pathways reforms
5. implemented reforms that seem to make a difference to students
6. aspects of the student experience that merit further investigation

List three to five messages from students about the most important ways the college is supporting their academic aspirations and ensuring they are gaining knowledge and skills leading toward further education and careers. Also list three to five most common challenges students shared about what they may still need from the college. Note potential college responses that may expand support to more students or could mitigate students’ challenges. These lists should inform your college’s action planning tomorrow.

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| **Students say…****Most important ways the college/faculty supports my goals** | **College Response** |
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| **Students say…****Challenges the college/faculty could help to resolve** | **College Response** |
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**Core Characteristics of a Coherent Curriculum**

Texas Pathways colleges are committed to improving student learning and the quality of students’ experiences on their way to achieving their goals of further education and careers. The primary vehicle for accomplishing this will be through college’s deep dive into curricular structures including the identification of fragmented, misaligned or incoherent components and processes. Pathways colleges are intentionally mapping and offering well-aligned default pathways for each program—a coherent curriculum.

Review your college’s advance work on mapping programs. Reflect on the process of building new curricular structures and note the ideal or aspirational core characteristics of the redesigned curriculum. Core characteristics of your curriculum may be described in statements such as:

1. Our curriculum is based on what we know about students’ experiences and successes at our college.
2. Our curriculum makes clear to students what they can expect to learn and how the curriculum’s program-level architecture scaffolds this learning.
3. Our program sequencing provides the best opportunity for student success in progressively aligned and paired courses.
4. Our program courses are scheduled in consideration of students’ best opportunities for success and timely completion.
5. Our curriculum is supported by faculty development and collaboration and targets scaling high-impact student engagement practices.

Using the table below, identify the core characteristics of your ideal approach to the curriculum, and note evidence of these characteristics in the current curriculum and additional components that would improve curricular coherence.

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| **Statements about core characteristics of our redesigned curriculum** | **Components of our current curriculum** | **Potential new components to our coherent curriculum**  |
| [*Replace the following example with the team’s ideas about your curriculum*]1. Our curriculum is based on what we know about students’ experiences and successes at our college.
 | * Faculty review student success data when considering changes to the curriculum.
* CCSSE data is informally considered in some course curriculum changes.
*
 | * Identified key performance indicators on student success in courses and in programs are embedded in the curriculum review process.
* Regular use of CCSSE data and student interviews/focus groups are embedded in the curriculum review process.
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**TEAM STRATEGY TIME #3: THURSDAY, APRIL 25, 3:30 PM-5:00 PM**

**MAKING SENSE AND MOVING FORWARD**

Your team’s discussions should now turn from information gathering toward action planning by synthesizing the work to this point. Consider highlights from your previous team strategy times, your SOAA results, program mapping summary, student interviews or focus group findings, and plenary and concurrent sessions at this institute.

1. Which issues/approaches/strategies discussed in institute sessions are potentially of greatest interest to the college?

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1. What existing knowledge and/or college work has been reinforced?

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1. Discuss insights the team has gained from these conversations. As a team, determine three to five key insights.

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1. What do you need to learn about these issues/approaches? How will you obtain that information? What technical assistance and/or professional development will the college require?

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**TEAM STRATEGY TIME #4: FRIDAY, APRIL 26, 10:30 AM-NOON**

**IDENTIFYING PRIORITIES AND ACTION PLANNING**

At this point, your team has reviewed and discussed (a) your college’s priority objectives for improving teaching and learning, including equity considerations and leading from an asset-based framework; (b) progress in mapping to students’ end goals and means for ensuring students are learning, (c) your students’ related successes and challenges, and (d) how to improve equity at your institution. This session is an opportunity for the team to reflect on its learning, think through options for the college’s strategic approach to designing and implementing guided pathways at scale, and establish new or refined priorities for the work on campus. The college team should discuss next steps: whom to involve, how to communicate findings and broaden engagement on campus, and how, when, and by whom follow-up steps will be taken.

The action planning template is provided for more detailed planning that will identify priorities/strategies/goals, activities, key personnel, timelines, resources, and potential issues for designing and implementing guided pathways at scale. Add rows as necessary.

**Our 60X30TX Plan to Ensure Students are Learning**

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| **PRIORITIES** |  |  |
| **Next Steps** | **By Whom** | **By When** |
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| **ACTION PLANNING** |  |  |  |  |  |  |
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| **Priority/Strategy** | **Goals** | **Activities/Tasks** | **Responsible Persons** | **Timeline** |  | **Resources** | **Potential Issues or Concerns** |
| Identify top priorities for next steps in the work | Based on these priorities, name specific desired student outcome | List steps required to accomplish these priorities | Who will assume leadership responsibility? | Implementation date | Formative evaluation date | What resources (time, people, facilities, and money) need to be allocated/reallocated? | What challenges do you anticipate? |
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