

Keeping Students on Their Pathway

Texas Pathways
Institute #5
Orientation
Webinar
2.4.22



Welcome



Texas Success Center

Dr. Cynthia Ferrell

Vice President, Texas Success
Center

Christine Bailie

Director of Institutional
Strategy, Texas Success
Center

Dr. Martha Ellis

Pathways Lead, Texas
Success Center



Welcome

Texas Pathways Team & Strategy

Pathways Institute Overview

Featured Speakers & Agenda at a Glance

Advance Work

Review of Focus Group Protocol

Question & Answer

Feedback & Questions on Focus Groups Expectations



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Texas Success Center Team



Dr. Cynthia Ferrell, Ph.D.
Vice President
cferrell@tacc.org



Christine Bailie, M.P.Aff.
Director of Institutional Strategy
cbailie@tacc.org



Kristina Flores, M.S.
Director of Research & Evaluation
kflores@tacc.org



Cody Poage
Grants Accountant
cpoage@tacc.org



Sway Youngston
Senior Administrative Associate
syoungston@tacc.org



Nour Hammoudeh
Events Planner
nhammoudeh@tacc.org

Texas Success Center Consultants



Martha Ellis, Ph.D.
Senior Pathways Lead
mellis@tacc.org



Andres Alcantar, M.P.A.
Senior Workforce Lead
Andres.Alcantar@yahoo.com



Tamara Clunis, Ph.D.
Senior Adult and Developmental Education Lead
ttclunis@actx.edu



Dr. Stacy Ybarra, Ed.D.
Research Assistant
sybarra@tacc.org

Texas Success Center Coaches



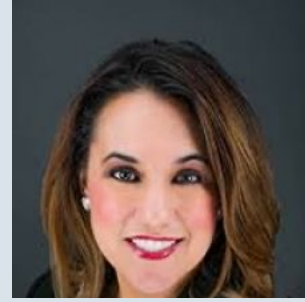
Ed Bowling



Dr. Martha Ellis



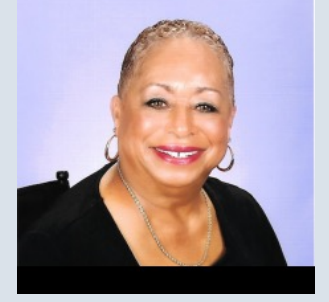
Dr. Jo-Carol Fabianke



Dr. Linda Garcia



**Dr. Maria Harper-
Marinick**



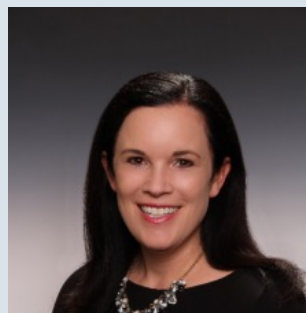
Dr. Eileen Baccus



Krista O'Neill



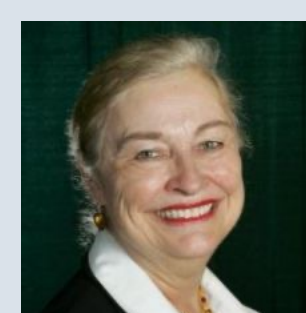
Dr. Mary Rittling



Laura Rittner



Dr. Tina Hart



Dr. Linda Watkins



Dr. Ted Wright

PATHWAYS FRAMEWORK

Systemic whole-college reform helping students reach their goals



Learners From
Multiple Entry Points

Connect

Enter

Progress

Succeed

Keeping Students on Their Pathway



Enter Careers, Earn
More Credentials, &
Transfer to 4-Year
Institutions

1. Mapping Pathways to Student End Goals

- Multiple entry points
- Default program maps
- Completion, further education, employment
- Guides through transition and transfer

2. Helping Students Choose and Enter a Program Pathway

- College readiness in 1st year
- Career exploration
- Early contextualization
- Accelerated remediation for most poorly prepared

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Four Pillars of Essential Practices

3. Keeping Students on Path

- Strong, inescapable advising
- Clarity for education and career choices
- Predictable schedules
- Early intervention
- Academic and non-academic support

4. Ensuring that Students are Learning

- Program learning outcomes aligned with careers and further education
- Internships and apprenticeships
- Active culturally competent teaching practices

Overview of Texas Pathways Institute #5

**Keeping Students
on Their Pathway**



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Keeping Students on Their Pathway



Institute Objectives:

- To help more students make progress in a program of study aligned with their interests, strengths, and aspirations, by reimagining and scaling student supports
- To support student progress in a program of study through AEL, micro-credentials, certificates, degrees, and further education, without loss of time and credit
- To develop and scale supports and processes to enable students to make progress in a program pathway leading to a high-demand occupation with family-sustaining wages



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Institute Outcomes

As a result of attending Texas Pathways Institute #5, participants will be able to:

1. Examine where students gain and lose momentum as they progress through their program pathway.
2. Analyze strengths, challenges and opportunities associated with existing student support models and processes.
3. Initiate or advance conversations about how institutional practices have differential impacts on historically minoritized groups and how the college can leverage pathways work to close equity gaps.
4. Design or refine student support models and processes to help students from multiple entry points progress along their pathway to their educational and career goals.
5. Produce an action plan to scale systematic supports for students on pathways from AEL, continuing education, dual credit, academic, and workforce programs through completion.



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Who Should You Bring?

Institute Team – 7 from roles below

1. President/Chancellor/CEO
2. Chief Academic Officer
3. Pathways Lead (if different than CAO)
4. Chief Student Affairs Officer
5. Career and Technical Education/Continuing Education Support Services Lead
6. Advising Lead
7. Optional
 - a. Chief Financial Aid Officer
 - b. Adult Education Lead
 - c. Institutional Research Lead
 - d. Dual Credit/CCRSM Lead
 - e. Chief Marketing and Communications Officer
 - f. Chief Diversity and Inclusion Officer



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Registration

[Link to registration](#); emailed **February 7, 2022**

Discount code for your 7 covered team members

Registration deadline: March 7, 2022 (for institute and hotel)

Late registration is for institute only. Open through **March 25, 2022**.

Hotel: ***Hyatt Regency Houston,
1200 Louisiana St, Houston, 77002***



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Keeping Students on Their Pathway



Connecting with your Pathways Coach:

- Dedicated time for college team to meet 1-1 with coach
- Reserve your time slot by 3/30
- 1-hour meeting
- Identify discussion topics
 - Getting to know the team
 - Leadership & new priorities
 - QEP as related to pathways
 - Progress on November's Commitment to Action Plan
 - Pillar 3 practices
 - Equity
 - Data
 - Student Voices



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Agenda At a Glance



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Featured Presenters



Dr. Sara Goldrick-Rab

Founding Director,
The Hope Center for College,
Community, and Justice



Dr. Linda L. García

Executive Director, Center for
Community College Student
Engagement



Dr. Marisol Garza

Institutional Support Consultant,
Trellis Company



Dr. Richard J. Reddick

Associate Dean for Equity, Community
Engagement, and Outreach, College of Education,
The University of Texas at Austin



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Pre-Institute Sessions

Transforming Campus Communities for Student Parents

- Generation Hope

Holistic Advising: Moving from a Transactional to a Transformational Model to Better Support Students

- Ms. Krista O'Neill, Ohio Association of Community Colleges
- Temple College

Implementing 8-Week Courses with Leader Colleges

- Odessa College
- Grayson College
- Kilgore College



Agenda at a Glance

Wednesday, April 6, 2022	
10:00 - 1:30	Pre-Institute #1: Transforming Campus Communities for Student Parents <ul style="list-style-type: none">• Nicole Lynn Lewis, CEO and Founder, Generation Hope• Reginald Grant, COO, Generation Hope• Portia Polk, Director of Learning and Advocacy, Generation Hope• Caroline Griswold-Short, Director of Programming, Generation Hope
	Pre-Institute #2: Holistic Advising: Moving from a Transactional to a Transformational Model to Better Support Students <ul style="list-style-type: none">• Ms. Krista O'Neill, Ohio Association of Community Colleges & Texas Pathways Coach• Dr. Susan Guzmán-Treviño, Provost/Vice President, Academic Affairs and Student Services, Temple College• Ms. Suzanna Bachman, Director of Advising, Temple College
	Pre-Institute #3: Implementing 8-Week Courses with Leader Colleges <ul style="list-style-type: none">• Odessa College team• Grayson College team• Kilgore College team
2:00 - 3:15	Opening Plenary <ul style="list-style-type: none">• Dr. Sara Goldrick-Rab, Founding Director, The Hope Center for College, Community, and Justice
3:30 - 4:45	Team Time 1
5:00 - 7:00	Reception with the Blinn College Band

Agenda at a Glance

Thursday, April 7, 2022	
7:30 - 9:00	Breakfast
9:00 - 10:15	Plenary <ul style="list-style-type: none">• Dr. Linda L. García, Executive Director, Center for Community College Student Engagement• Dr. Marisol Garza, Institutional Support Consultant, Trellis Company
10:30 - 11:45	Team Time 2
12:00 - 2:45	Leadership Roundtable (CEOs Only) <ul style="list-style-type: none">• Josh Wyner, Executive Director, College Excellence Program Aspen Institute
12:00 - 12:50	Teams Networking Lunch
1:00 - 1:40	Birds of a Feather
1:50 - 2:45	Concurrent Sessions
2:55 - 3:50	Concurrent Sessions
4:00 - 5:00	Team Time 3
5:00	Dinner on Your Own



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Agenda at a Glance

Friday, April 8, 2022	
7:30 - 9:00	Breakfast
9:00 - 10:15	Plenary <ul style="list-style-type: none">• Dr. Richard Reddick, Associate Dean for Equity, Community Engagement, and Outreach, College of Education, The University of Texas at Austin
10:30 - 12:00	Team Time 4 (Action Planning)



Call for Proposals

<https://www.surveymonkey.com/r/TPI5PATHWAY>

Due March 4th

- ❖ Advising Practices
- ❖ Student Support Systems
- ❖ TRUE Texas Pathways Supports
- ❖ Early Interventions
- ❖ Culture



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Hold the Dates!

Event Registration

February 7: Registration opens

March 25: Registration closes

Call for Proposals for Institute Sessions

February 7: Call for proposals

March 4: Proposal submission deadline

March 10: Selections announced

March 30: Deadline to submit session materials to share



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Advance Work: Student Focus Group(s)



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Advance Work: Pre-Readings

Pre-Readings:

- Center for Community College Student Engagement. (2018). *Show me the way: The power of advising in community colleges*. Austin, TX: The University of Texas at Austin, College of Education, Department of Educational Leadership and Policy, Program in Higher Education Leadership.
- Center for Community College Student Engagement. (2021). *The continued impact of COVID-19 on community college students*. Austin, TX: The University of Texas at Austin, College of Education, Department of Educational Leadership and Policy, Program in Higher Education Leadership.
- The Hope Center for Community, College, and Justice. (2021). *#RealCollege 2021: Basic needs insecurity among Texas college students during the ongoing pandemic*. Philadelphia, PA: Temple University.

Recommended:

- Kalamkarian, H. S., Karp, M. M., & Ganga, E. (2017). *Creating the conditions for advising redesign*. New York, NY: Columbia University, Teachers College, Community College Research Center.



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Advance Work: Focus Group Package

What you will receive	
Focus Group Discussion Guide	All information relating to the expectations of focus groups are discussed
Student Consent Form	Determine IR requirements for your institution
Profile Sheets for Students	Collect data on characteristics of participants
Focus Group Report Template	Synthesis Findings to prepare for Team Time



Focus Group Discussion Guide

Objectives for the Keeping Students on a Pathway Focus Group Discussion:

- To understand what motivates students to persist higher education
- To understand how students perceive the college's effectiveness in meeting their needs
- To understand what the college needs to improve to help students succeed

Pick 2 *optional* objectives:

- To understand the importance financial services in helping students meet their goals
- To understand the importance of advising services in helping students meet their goals
- To understand the importance of basic needs support services in helping students meet their goals
- To understand the importance of mental health services in helping students meet their goals
- To understand the significance of relationships in student persistence and success



Focus Group Question Bank

Select 2 Topics

- ❖ Financial Support
- ❖ Advising Support
- ❖ Basic Student Needs
- ❖ Mental Health Services
- ❖ Students' Relationships

What Student Voice Do You Need?

- Consult with Leadership Team
- Align study with institutional priorities
- Leverage existing data to better understand your students' experience
- Anticipate your institution's next steps
- What data will help you make progress on your Commitment to Action plan?



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Focus Group Question Bank

Required Topics	Objective	Questions
Educational Goals	To understand what motivates students to persist in higher education	<ul style="list-style-type: none"> What is your educational goal? (e.g., Upgrade skills for a promotion? Learn new skills to prepare for career change? Certification? Degree? Transfer?)
General Support Services	To understand how students perceive the college's effectiveness in meeting their needs	<ul style="list-style-type: none"> In your opinion, what does the college do well? What aspects of college cause you the most worry or stress?
Select 2 Optional Topics	Objective	Questions
Financial Support	To understand the importance of financial services in helping students meet their goals	<ul style="list-style-type: none"> Describe how the cost of college influences or affects your decision to stay in college. Which financial support services offered by the college are most helpful? (e.g., emergency aid as well as Pell and scholarship?) What additional financial support services would the college provide?
Advising Support	To understand the importance of advising services in helping students meet their goals	<ul style="list-style-type: none"> What was the nature of your conversation with the advisor you met with? (e.g., Academic and career planning? Goal-setting? Discussion of your academic strengths and challenges? Choosing a program or major? Course selection? Other?) Have you laid out a plan for your time at school? Do you have a plan for earning your degree or certificate? How would you describe advising at this college? Well, and what are areas for improvement?
Basic Needs Support	To understand the importance of basic needs support services in helping students meet their goals	<ul style="list-style-type: none"> What transportation do you rely on to come to school? Is the transportation you are using convenient, reliable, and available when you need it? Do any of you rely on childcare services either at school or elsewhere to attend classes? Can you share any challenges surrounding childcare (cost, location, hours, other)? Does the college provide or coordinate services for students who need food or housing? How do you know about the availability of these services?
Mental Health Services	To understand the importance of mental health services in helping students meet their goals	<ul style="list-style-type: none"> Do you have reliable computer/internet access? Does the college provide computers or hot spots to students? COVID-19 has helped many people realize that mental health and wellness are critically important. Are you aware of any mental health services or resources that your college makes available to help students? Do you know how to find and access these services if you wanted to? In your opinion, does student mental health and wellness seem to matter to your teachers, advisors, and college leadership? How do you know? Based on what you've seen and heard, does your college seem to be adequately finding and providing the right resources to help address the mental and emotional health needs of your campus? What, if anything, sticks out as going really well? Do you have any ideas of mental health and wellness supports or services that you wish were offered, but to your knowledge, are not currently available at your school?
Students' Relationships	To understand the significance of relationships in student persistence and success	<ul style="list-style-type: none"> When you think about your experience at this college outside of the time you spend in class, are there particular relationships you have developed here that come to mind? Who are these relationships with? (e.g., Other students? Instructors? Counselors? Academic advisors? Other staff members? Others?) How important would you say these relationships are to your success here? Which ones in particular? How are they important to you? Describe what impact they have on your success here (positive and negative).
Required Topic	Objective	Questions
Completion & Retention	To understand what the college needs to improve to help students succeed	<ul style="list-style-type: none"> In your opinion, what is one thing you would improve at the college to help students succeed? What is the single most important factor that keeps you coming back to this college? What advice would you give to a friend or sibling planning to attend this College on how to be successful at this college?



Focus Group Discussion Guide

Selecting Students for the Focus Group

Cadre 1+ and Cadre 1 Colleges

- Each college should recruit **two unique populations**: 1) academic and 2) continuing education (may include AEL as appropriate).
- Representative of **diversity** of student population (age, race, program of study)
- Conduct **two focus** groups (7-12 students), one for each group of students.
- Synthesize what you heard from these students on the Focus Group Report.

Cadre 2 and Cadre 3 Colleges

- Each college should recruit a **diverse group** of students (academic, continuing education, AEL, dual credit, etc.).
- Conduct **one or more** focus groups (7-12 students).
- Synthesize what you heard from these students on the Focus Group Report.



Things to Consider

Logistical Planning

- Consult with IR to inform them of this study and seek guidance
- Student Recruitment
- Room Reservations
- Will you want to record the focus group?
- Who will serve as facilitator? notetaker?
- Who will write up the report?





Consent Form for Students

Participation in this focus group is entirely voluntary. You are free to refuse to be in the project at any time, and your refusal will not influence current or future relationships with [Name of College].

The faculty and staff of [Name of College] are committed to doing all we can to help students be successful. The purpose of conducting student focus groups is to learn about your experiences at this college and to hear your thoughts about what we are doing well and what we need to improve to help you and other students be successful and achieve your goals.

The information gathered in this focus group will be summarized by the focus group staff, and the college administration will receive a summary of the discussion. Information derived from this focus group discussion may be used in publications and presentations to further the educational goals of this community college. All written publications and reports will exclude any information that will make it possible to identify individual participants as project participants.

Students who participate in the project will be interviewed in a 60 to 90-minute focus group and will be asked to complete a short student response sheet.

[Name of College] needs a signed consent form for every student participating in this focus group project.

By signing this consent form, you agree to participate in the project.

The records from this project will be stored securely and kept confidential. Individual participant responses will be kept confidential; however, in the event that a participant indicates a clear, serious, and direct harm to self or others, confidentiality will be broken, and necessary information will be reported to a college counselor. Authorized persons from the college have the right to review focus group records and will protect the confidentiality of those records to the extent permitted by law.

If you have any questions about this project, please contact us [Focus Group Coordinator] at [e-mail]. You will be given a copy of this information to keep for your records.

Consent

I, _____, a student at [Name of College] understand that:

1. This interview/focus group may be audio recorded for the purpose of maintaining an accurate record of the discussion that will be a reference for any reports derived from the discussion; **Only use this sentence if recording the session**
2. The information gathered in this focus group will be summarized by the focus group staff, and the college administration will receive a summary of the discussion; and
3. Information derived from this focus group discussion may be used in publications and presentations to further the educational goals of this community college.

I have read and understand this consent form and agree to voluntarily participate in this project.

Participant's Signature _____

Date _____

Student Forms

Student Consent Form


- Consent form required for all students
 - college or TSC
- Inform your IR of this study
- Individual sheets collected for college's records (not turned into TSC)
- Student receive copy of blank form for their records





Student Forms

Profile Sheet for Students

- Individual sheets will be
 - Collected; not turned into TSC
- Report aggregate data
 - Regarding who participated (sub-pops)
 - Include in Focus Group Report



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Profile Sheet for Credit Students

What are you studying at the college?

Is this your first term at this college?

☐ Yes
☐ No

What is your enrollment status?

☐ Full-time
☐ Part-time

Is this the first college you have attended, or did you attend elsewhere?



☐ Started here
☐ Started elsewhere

How many TOTAL credit hours are you enrolled in this term?

☐ 3 or fewer
☐ 4-6
☐ 7-14
☐ 15 or more

What is the highest academic credential you have earned?

☐ None
☐ High School Diploma or GED Associate Degree
☐ Vocational/Technical certificate
☐ Associates Degree
☐ Bachelor's Degree
☐ Master's Degree
☐ Doctoral/Professional Degree

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Profile Sheet for Continuing Education and AEL Students

What are you studying at the college?

Is this your first term at this college?

☐ Yes
☐ No

Is this the first college you have attended, or did you attend a college elsewhere?

☐ Started here
☐ Started elsewhere

How many TOTAL classes are you taking this spring at the college?

What is the highest academic credential you have earned?

☐ None
☐ High School Diploma or GED Associate Degree
☐ Vocational/Technical certificate
☐ Associates Degree
☐ Bachelor's Degree
☐ Master's Degree
☐ Doctoral/Professional Degree

What is your gender identity?

☐ She/Her
☐ He/Him
☐ They/Them
☐ I prefer not to answer

Analyzing the Data

Focus Group Report Template

- Customize template for your college (name/logo)
- Aggregate student data
- Select the 2 topics (and remove the rest)
- Synthesize data
- Select quotes that best represent student experience
- Pathways lead to share final report with CEO, attendees of Pathways Institute, and Pathways coach

Don't Forget to Submit to TSC's Document Center by 3/30



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Focus Group Discussion Guide

Timeline for Advance Work

February 4: Pathways Leads Orientation Webinar

February 7: Pathways Leads receive advance work package, including: (a) Focus Group Guide, (b) Focus Group Question Bank, (c) Consent Form for Students, (d) Profile Sheet for Students, and (e) Focus Group Report Template.

February 7- March 25: Recruit students, conduct focus groups, and synthesize what you learned from the students in the focus groups on the Focus Group report Template.

March 30: LAST DAY TO SUBMIT FOCUS GROUP REPORT. Upload Focus Group Report Template to the Document Center on the [Texas Pathways Institute #5 event page](#)



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Focus Group Discussion Guide

Timeline for Advance Work

	2/4	2/7-2/11	2/15-2/18	2/21-2/25	2/28-3/4	3/7-3/11	3/14-3/18	3/21-3/25	3/28-3/30
Orientation Webinar									
Receive Advance Packet & Select Topics and Logistical Planning									
Recruit Students									
Conduct Focus Groups									
Synthesis Student Responses									
Upload Focus Group Report to Document Center									



Feedback & Questions?



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Hold the Dates

Event Logistics

- **February 7:** Registration opens
- **March 25:** Registration closes
- **March 30:** Pathways Leads receive Team Time documents; 1-1 meetings scheduled with your coach

RFP for Institute Sessions

- **February 7:** Call for proposals
- **March 4:** Proposal submission deadline
- **March 10:** Selections announced
- **March 30:** Deadline to submit session materials to share

Focus Group

- **February 2:** Pathways Leads Orientation Webinar (recording on event page)
- **February 7:** Pathways Leads Receive Advance Work
- **March 30:** Deadline to Submit Focus Group Report



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Thank You!

Please reach out to us with questions

Christine Bailie

cbailie@tacc.org

