



Texas Pathways Institute #5

Keeping Students on Their Pathway

April 6-8, 2022
Houston, TX



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Join the conversation online

 @TXSuccessCenter
#TPI5, #TexasSuccess or
#TexasPathways

WIFI

Network: Hyatt Meeting

PW: txpathways5

OBJECTIVES & OUTCOMES

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

Institute Outcomes

As a result of attending **Texas Pathways Institute #5: Keeping Students on Their Pathway**, participants will be able to:

- Examine where students gain and lose momentum as they progress through their program pathway
- Analyze strengths, challenges, and opportunities associated with existing student support models and processes
- 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
- 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
- Produce an action plan to scale systematic supports for students on pathways from AEL, continuing education, dual credit, academic, and workforce programs through completion

8:00 AM - 2:00 PM

Registration

10:00 AM - 1:00 PM

Coach Orientation

Coach Orientation to the Institute, by invitation only

10:00 AM - 1:30 PM

PRE-INSTITUTE WORKSHOPS

(LUNCH PROVIDED - Pre-Institute registrants and coaches only – Pre-purchased ticket required)

Window Box

Transforming Campus Communities for Student Parents

(LUNCH PROVIDED: Arboretum Foyer @ 12:15PM)

Approximately 26% of all undergraduates in the state of Texas are parents. How might we create a more inclusive environment for the nearly 5 million parenting college students across the United States? During this interactive workshop, you will hear from the team at Generation Hope as they guide you through “A Walk in a Student Parents’ Shoes” and provide actionable, evidence-based strategies for student parent engagement and support. You will also learn about one of their newest programs, designed to build your institution’s capacity to serve this deserving population of students.

Reginald Grant

COO, Generation Hope

Nicole Lynn Lewis

CEO and Founder,
Generation Hope

Portia Polk

Director of Learning and
Advocacy, Generation
Hope

Caroline Kassas

Learning and Advocacy
Coordinator, Generation
Hope

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

(LUNCH PROVIDED: Arboretum Foyer @ 11:45AM)

This workshop will provide an overview of holistic advising with practical applications using an Appreciative Advising/Relational framework to truly connect with students in a way that supports students academically, career-wise, financially, and personally. Krista O'Neill, who serves as a Texas Pathways Coach will lead this engaging session. Krista led the academic advising redesign at Lorain County Community College in Ohio which moved to a case management/holistic advising model. This session will showcase the best practices in holistic advising with representation from colleges in Texas, including Temple College and the Alamo Colleges.

Suzanna Bachman

Director of Advising,
Temple College

Krista O'Neill

Ohio Association of
Community Colleges &
Pathways Coach

Blanca Balle Villegas

Director of District-Wide
Advising, Alamo Colleges
District

Dr. Susan Guzmán-Treviño

Provost/Vice President,
Academic Affairs and
Student Services, Temple
College

Dr. Adelina S. Silva

Vice Chancellor for Student
Success, Alamo Colleges
District

Implementing 8-Week Courses with Leader Colleges

(LUNCH PROVIDED: Regency Foyer @ 11:45AM)

This session is open to colleges committing to working with one of TSC's Leader Colleges through embedded executive coaching and technical assistance to launch and scale 8-week courses as a catalyst for institutional transformation. This session provides specialized professional development and helps a college assess their readiness for implementation and is the first step for all participating colleges to join the 2022 cohort. Leader Colleges will assist participating colleges in including essential practices related to implementing 8-week courses in their Action and Assessment Plans.

Dr. Tramaine Anderson

Vice President for
Instruction, Odessa College

Dr. Jeremy McMillen

Chief Executive Officer,
Grayson College

Dr. Dava Washburn

Chief Academic Officer,
Grayson College

Dr. Staci Martin

Vice President of Student
Services, Kilgore College

Robert Rivas

Chief of Staff, Odessa
College

Kim McKay

Vice President for Student
Services and Enrollment
Management, Odessa
College

Dr. Tracy Skopek

Chief Academic Officer,
Kilgore College

2:00 - 3:15 PM

OPENING PLENARY

Imperial West
& Center

Welcome

Dr. Cynthia Ferrell
Vice President, Texas
Success Center, TACC

Dr. Christy Ponce
President,
Temple College

Students Are Humans First: Supporting Texans with the Pandemic Recovery

How can Texas community colleges effectively and efficiently help students return and succeed on the path to postsecondary credentials— particularly in light of widespread financial, basic needs, and mental health challenges? How can they do that critical work in ways that enhance equity, especially for students who are parenting children? Sara Goldrick-Rab will draw on several new studies in Texas, as well as her team's experience supporting Texas colleges during the pandemic, to shed light on these pressing questions and stimulate new conversations.

Dr. Sara Goldrick-Rab
Founding Director, The
Hope Center for College,
Community, and Justice

Speaker Introduction:
Dr. Russell Lowery-Hart
President, Amarillo College

Understanding Data for Student Success in Pillar 3

Kristina Flores
Director, Research &
Evaluation, Texas Success
Center

3:30 - 4:45 PM

TEAM STRATEGY TIME 1

Please refer to your
Team Strategy Time
Room Assignment

What Does the Data Tell Us?

5:00 - 7:00 PM

RECEPTION

Imperial East
& Foyer

Join us for a cashless bar, heavy hors d'oeuvres, and live music provided by the **Blinn College Woodwind Ensemble.**

7:30 - 9:00 AM

Imperial Foyer & Ballroom

Breakfast

Buffet in Imperial Foyer, Dine in Imperial Ballroom
Individual teams may meet with coaches.

9:00 - 10:15 AM

PLENARY SESSION

Imperial Ballroom

Opening

Dr. Cynthia Ferrell
Vice President, Texas
Success Center, TACC

Dr. Cesar Maldonado
Chancellor, Houston
Community College System

Turning Points Along the Path: How AHA Moments About the Student Experience Guide the Way

To illustrate the “why” behind the “what” of the student engagement data, CCCSE has conducted focus groups with countless students, faculty, and staff over the last two decades. Across myriad hours of focus group footage, participants at colleges across the country have consistently spoken to several themes—AHA moments—that support the student experience and strengthen success. Join us as we tune in to students’ stories and unpack these AHA moments to better understand how to help students navigate turning points along their path.

Dr. Linda L. García
Executive Director, Center
for Community College
Student Engagement

Dr. Marisol Garza
Institutional Support
Consultant, Trellis Company

Speaker Introduction:
Dr. Martha Ellis
Senior Pathways Lead,
Texas Success Center

Overview of Team Strategy Times 2 & 3, Birds of a Feather, and Concurrent Sessions

Dr. Cynthia Ferrell
Vice President, Texas
Success Center, TACC

10:30 - 11:45 AM

TEAM STRATEGY TIME 2

Please refer to your
Team Strategy Time
Room Assignment

The Student Voice

12:00 - 12:50 PM

LUNCH

Imperial Ballroom

Teams Networking Lunch

12:00 - 3:00 PM

LEADERSHIP ROUNDTABLE (CEOs only)

Live Oak

Keeping Students on Their Pathway: Building Common Purpose with the Executive Team

The CEO roundtable will be led by Josh Wyner, Vice President, The Aspen Institute and Founder and Executive Director of the College Excellence Program (CEP). In this session, CEOs will use CEP's Framework for Leading the Senior Team to explore how the president can build common purpose around guided pathways reform, specifically in the area of keeping students on the path. CEOs will also consider how to work with their executive team to use communications plans to drive common purpose through the institution. The session will include discussion, take-home materials, and collaborative activities.

Josh Wyner, J.D.

Executive Director, College
Excellence Program Aspen
Institute

1:00 - 1:40 PM

BIRDS OF A FEATHER

Please refer to your
Birds of a Feather
Room Assignment

Join colleagues from around the state who share similar professional positions to discuss keeping students on their pathway. Learn how your colleagues are assessing and redesigning student support strategies from multiple starting points to increase the likelihood that students will persist and complete a credential.

1:00 - 1:40 PM

RESEARCH FELLOWS

Live Oak

Community College Research Fellows Meeting (by invitation only)

Kristina Flores

Director, Research &
Evaluation, Texas Success
Center

1:50 - 2:45 PM

CONCURRENT SESSION 1

Arboretum I

T-I-O-N: Using Your Shuns to Help Students Shine!

NCTC overhauled their enrollment, advising, and class scheduling processes to create a culture of inclusion (not confusion), communication (not frustration), and collaboration (not stagnation) for students, faculty, and staff. From application through registration, to intervention and retention, all aspects of the student experience were revamped to create clear academic, technical, and AEL pathways leading to successful goal completion. Let's talk about how to move from transaction to transformation and create a truly student-ready environment at your campus!

Jessica Carlile

Dean of Adult and
Continuing Education,
North Central Texas College

Tracey Fleniken

Director of Counseling and
Advising, North Central
Texas College

Sara Flusche

Dean of eLearning, Science,
Agriculture, and Teacher
Education, North Central
Texas College

Window Box

Getting to Know Our Students: Using Personas to Support Student Needs

Community colleges serve a diverse set of learners and it can be challenging to meet the needs of all learners. Personas capture similarities in backgrounds, goals, challenges, and assets that students share, highlighting the similarities and differences across student populations. This presentation demonstrates how personas can be used to humanize data, facilitate discussion of student success within the contexts of individual students, and used as a reflection tool to improve service delivery.

Dr. Andrea Burrige

Associate Vice Chancellor,
Research, Analytics and
Decision Support, Houston
Community College System

Dr. Betty Fortune

Interim Associate Vice
Chancellor Enrollment
Management and Success,
Houston Community College
System

Dr. Misha Turner

Director, Student Success
Decision Support, Houston
Community College System

Dr. Kurt Ewen

Vice Chancellor for Strategy,
Planning & Institutional
Effectiveness & Chief of Staff,
Houston Community College
System

Dr. Melissa Miller-Waters

Faculty Director of
Educational Policy, Houston
Community College System

Development of a District-Wide Community College Clinical Counseling Unit and Behavioral Intervention Team

This session will provide an overview of the development and implementation of a District Clinical Counseling Unit and CARES (Campus Assessment Response Evaluation and Support) program working together to coordinate a collaborative network of institutional and community resources that promote and maintain student well-being.

Dr. Ruth Reinhart

Associate Vice Chancellor,
Student Support Services,
Austin Community College

Rosa Rodriguez-Alvarez

Dean, Counseling, Austin
Community College

Supporting Students Using a Collaborative and Comprehensive Set of Financial Aid Services

This session will discuss the various methods utilized by the Houston Community College Financial Aid operation to support the many needs of community college students. Strategies and programs include emergency aid programs, financial coaching services, interactive online tools, structured outreach services, strong communication and social media plans, and caring employees.

Tricia Berish

Financial Aid Coordinator
of Communications &
Social Media, Houston
Community College

JoEllen Price

Executive Director of
Financial Aid, Houston
Community College

Holistic Supports for Students at the Institution, Department, and Classroom Levels

Institutions are expending considerable resources to support student success – especially students who have been designated as underprepared. In this session, we will explore evidence-based strategies in which the institution, the academic departments, and individual faculty can optimize math pathways and corequisite supports, make resources coherent and visible to students, and normalize help-seeking. Participants will be invited to contribute their recent improvements to student supports.

Dr. Connie Richardson

Manager, Higher Education
Course Services, The
Charles A. Dana Center at
The University of Texas at
Austin

Leveraging Community-Based Organizations to Develop Holistic Supports for Adult Learners

This session introduces national best practices from the field centered on equitable outreach, access, and retention for adult learners. JFF will present the critical role community-based organizations (CBOs) play highlighting practices and lessons learned in partnership with Kresge's Boosting Opportunities for Social and Economic Mobility for Families (BOOST) project. BOOST demonstrates on-ramps and effective holistic support for students designed with CBOs.

Ashley Bliss-Lima

Associate Director of
Community College
Success, Jobs for the Future

Brianne McDonough

Associate Director, Career
and Learning Pathways,
Jobs for the Future

ASCENDER: Achieving-Student-Confidence-Encouraging-New-Dreams-Equity-Realized

The Catch the Next ASCENDER program is a holistic approach to student, faculty, and institutional advancement. It is a program created to engage faculty and staff in culturally-responsive professional development. At the same time, they work with cohorts of underserved students at their home campuses to ensure their academic success. Students are intentionally recruited into the program by designated advisors who support students until transfer or graduation.

Dr. Anna Alaniz

Faculty/Coordinator, South
Texas College

Juan Higa

Advisor, Senior Advisor,
Alamo Colleges District

Karen Quiroz

English Instructor,
Southwest Texas Junior
College

Dr. Maria Chavez Brumell

Chief Executive Officer,
Catch the Next

Mario Morin

Math Chair, South Texas
College

Texas College Student Wellness: Fall 2021 Survey Results

Join us as we share results from Trellis' Fall 2021 Student Financial Wellness Survey and share research to practice ideas. Trellis will present survey findings across all participating Texas community colleges on topics such as financial security, basic needs and mental health, and perceptions of institutional support. We will then hear from two participating Texas community colleges about how they put their survey data into practice on their campuses.

Dr. Michelle Cantú-Wilson

Director of Teaching, Learning
Initiatives, and Special
Projects, San Jacinto College
District

Barbara Malone

Director of Counseling and
Social Services, Grayson
College

Dr. Debbie Smarr

Dean of Strategic Enrollment
Management & Analytics,
Grayson College

Carla Fletcher

Senior Research Analyst,
Trellis Company

Karen Serna

Director of the Student
Money Management Office,
Austin Community College

Scaling 8-Week Terms to Increase Enrollment and Retention

Pioneered by Odessa College with support from Achieving the Dream, 8-week courses is a modality of instruction intended to serve students with quality instruction and simultaneously respond to students' need for flexible time for work and family demands. Odessa College has leveraged 8-week courses to increase enrollment consistently since 2014, especially during the COVID-19 pandemic resulting in record enrollment increases in fall 2020 and fall 2021, 3% and 14% respectively. Students enrolled in 8-week courses have higher than average course completion and program persistence rates.

Dr. Tramaine Anderson

Vice President of
Instruction, Odessa College

Kim McKay

Vice President of Student
Services and Enrollment
Management, Odessa
College

Robert Rivas

Chief of Staff, Odessa
College

#RealCollegeTexas—Addressing Students' Basic Needs

The #RealCollegeTexas initiative is a partnership between The Hope Center and Texas institutions and students to identify solutions that better meet the needs of students. Three colleges participating in the Hope Center's #RealCollegeTexas collaboration will provide an overview of their strategy. Houston Community College (HCC) will share how they are building sustainable practices to address the students' basic needs insecurity at HCC. Dallas College will discuss their integrated student care network and basic needs model. McLennan Community College will share how they have utilized creativity and collaboration to enhance their advising practices. Join us to learn more about how this partnership has led to student-centered practice.

Dr. Carlos Cruz

Dean of Student Care
Network, Dallas College

Dr. Mahnaz Kolaini

Director of Counseling &
Ability Services, Houston
Community College

Dr. Paul Hoffman

Director of Student
Engagement, McLennan
Community College

Dr. Tracy Johnson

Associate Vice Chancellor,
Student Wellness and
Support, Dallas College

Tina Lyles

Associate Director of
Advising & Career Services,
McLennan Community
College

Moderator:

Dr. Maria Harper-Marinick
Texas Pathways Coach

Appreciative Advising Model

Many colleges recognize the need for specialized supports for student populations. As a result, colleges developed systems to provide targeted support. Texarkana College shares essential practices associated with Pillar 3 relating to their use of the appreciative advising model. The six-phases of the model include: Disarm, Dream, Discover, Design, Deliver, and Don't Settle. At Texarkana College, all advisors use the six-step process for advising based on what the students share with them. All advisors are trained on this process and have access to resources to connect students with based on student needs.

Dr. Dixon Boyles
Chief Instructional Officer,
Texarkana College

Dr. Donna McDaniel
Vice President of
Instruction and Chief
Academic Officer,
Texarkana College

2:55 - 3:50 PM

CONCURRENT SESSION 2

Maximizing the Effectiveness of Corequisite Supports Through Care in the Classroom

How do highly effective faculty members structure their classes? This session will discuss findings from a joint University of Houston/Houston Community College project addressing the following questions: How do effective math and English faculty design and structure their corequisite courses to increase students' likelihood for success? What pedagogical strategies and behavioral practices can faculty use to raise the success rates in their corequisite courses? More generally, the design principles and practices highlighted will illustrate strategies to enhance a culture of belongingness and understanding in the classroom.

Dr. Andrea Burridge
Associate Vice Chancellor,
Research, Analytics,
Decision Support, Houston
Community College System

Dr. Lyle McKinney
Associate Professor
of Higher Education,
University of Houston

Dr. Amy Tan
Dean, English &
Communication, Houston
Community College System

Dr. Susana H. Hernández
Postdoctoral Research
Fellow, University of
Houston

Using a Differentiated Coaching Approach to Increase Retention Rates for Community College Students

Institutions of higher education are consistently searching for methods to increase student retention rates ultimately leading to increased degree completion. In this session, participants will learn about an innovative approach to retention called differentiated coaching. The research presented in this study suggests a need for retention reform, focusing on sophomore students. By including experiences beyond the classroom resulting from enrollment in courses, this study used differentiated coaching as an approach to accomplish academic integration in and out of the classroom. This session will provide a framework for which student success administrators can use across programming to meet the individual needs of their students.

Criquett Chapman

Student Success Pathway
Director, Vernon College

Kelly Peterson

Student Success Specialist,
Vernon College

Guaranteed Student Income: The Journey of Proof of Concept to Program Implementation

This session will provide an overview of partnerships Austin Community College (ACC) used to move from a stipend-based incentive program used to encourage student parents to successfully complete their courses of study to a proof-of-concept 'guaranteed student income' model that more fully supports low-income student parents who are enrolled at ACC.

Steven Christopher

Associate Vice Chancellor,
Student Accessibility and
Social Support Resources,
Austin Community College

Making Pathways Real - Mentorship Experiences at Alvin Community College

This session will explore the Pathways Mentorship Experiences at Alvin Community College and how they are engaging students with their career pathways, faculty, and future opportunities through a pathways mentorship experience.

Dr. Alexander Marriott

Faculty Liaison for the QEP,
History Department Chair,
Alvin Community College

Focus to Finish: Kilgore College's Journey in Implementing 8-Week Course Scheduling

Kilgore College transitioned to 8-week terms for most of its course offerings in 2019 to create a student-focused learning environment that leads to student success. Since implementation, student retention, success rates/grades, and completion have increased, along with persistence rates. Learn about KC's successes and lessons learned during the lead up to and implementation of 8-week course schedules. We will explore impacts on students, faculty, and staff and discuss whether the desired outcomes were achieved.

Jason Graves

Department Chair,
Language Development,
Kilgore College

Dr. Tracy Skopek

Vice President of
Instruction & CAO, Kilgore
College

Brandon Walker

Associate Dean, Arts and
Sciences, Kilgore College

Advising with Care: Supporting Latinx/a/o Students on Their Pathway to Success

This session builds on the foundation of holistic advising to engage practitioners in a values-centered exploration of Latinx/a/o students lived experiences to understand how culturally responsive approaches can impact the advising relationship and nurture student success. Participants will learn how to center equity in academic advising and engage strategies that honor and amplify students' strengths as they navigate educational pathways.

Dr. Marisol Garza

Institutional Support
Consultant, Trellis Company

Creating Caring Campuses: A National View

Students want and need to feel connected to their college. Feeling welcomed and a sense of belonging is correlated with increased student achievement and completion. This session will introduce the national Caring Campus movement that supports the transition from a transaction-based environment to a relationship-rich student experience. The panel will present an orientation to Caring Campus, San Antonio College's experience with Caring Campus, and discuss NISOD's resources available to engaged colleges.

Dr. Edward J Leach

Executive Director,
National Institute for
Staff and Organizational
Development (NISOD)

Dr. Brad C Phillips

President/CEO, Institute for
Evidence-Based Change

Dr. Robert Vela Jr.

President, San Antonio
College

Capacity Building Made Easy with Digital Advising Resources that Increase Student Engagement

Becoming a rockstar advisor just got easier. COVID-19 has had a huge impact on students and their dreams of attaining a college education. However, with the right information and support, we believe students can maintain their journey and stay focused on achieving their goals. Future Focused Texas (FFTX) provides a free “one-stop-shop” of turn-key, digital content packages to advisors as they help their students matriculate and persist in college. FFTX communicates through a variety of digital platforms to increase student and advisor engagement.

Tanya Darnell

College and Career
Readiness Manager, United
For College Success

Yvonne Eype

Executive Director, United
For College Success

Ease on Down the Road! Campus Collaboration: Building Your Campus-Wide Online Advising Certification Course

Del Mar College shares their “yellow brick road” story of faculty/staff collaboration for high impact advising practices! As our population continues to evolve, so must the roles of academic advisors to meet the needs of our students. Del Mar College’s online advising certification course is currently in its fifth cohort of implementation. Introduction to advising, advising theory to practice, financial aid implications, diversity and inclusivity, and online advising are only some of the modules that were built into the Level I and Level II courses, which also earns 2.5 Continuing Education Units. Presenters will showcase the online advising course and how it was built using the campus Learning Management System (LMS), how faculty and staff from all areas of the college were able to collaborate for student success, how the modules were designed to fit the need of the college advising community, and much more.

Leticia Wilson

Director of Advising
Initiatives, Del Mar College

Fear Not! Debunking the Myth that Compliance Risks Outweigh the Advantages of Implementing an Ability to Benefit Financial Aid Program for Adult Learners

The Ability to Benefit (AtB) program provides adult learners in GED and ESL programs with access to Pell Grant funds for college CTE certificate and AAS programs. Colleges that have implemented the AtB program at their institution agree that it is a game-changer in providing the resources students need to transition to college training programs. However, misleading or inaccurate information about compliance risks is keeping many community colleges from embracing the AtB program, which provides access to essential financial aid dollars for adult learners most in need of funding. This concurrent session provides attendees with the opportunity to engage in a conversation about AtB with financial aid directors from Amarillo College and Austin Community College. Attendees will learn about the compliance risks associated with AtB and the proven practices both institutions utilize to ensure compliance with federal regulations.

Dr. Tamara Clunis

Vice President Academic Affairs, Amarillo College

Jason Edens

Associate Director, Financial Aid & Compliance, Austin Community College

Kelly Steelman

Financial Aid Director, Amarillo College

Kathy Dowdy

Executive Director, Division of Adult Education, Austin Community College

Michelle Lamons

Director of Adult Education, Amarillo College

Modernizing Targeted Student Outreach

Three colleges share essential practices associated with Pillar 3: “Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.” El Paso College created First-Year Experience Centers across the district to assist with providing supports identified by the existing Early Alert system. Lee College added a section to their Alert System that allows faculty to identify additional support needs for students beyond academics.

Sandra Lujan

Project Director, Early Alert First-Year Experience, El Paso Community College

Sarah Tidwell

Director, Advising/ Counseling Center, Lee College

Moderator:

Dr. Eileen Baccus

Texas Pathways Coach

3:50 - 4:00 PM

BREAK

4:00 - 5:00 PM

TEAM STRATEGY TIME 3

Please refer to your
Team Strategy Time
Room Assignment

Aligning KPIs and Focus Group Data

5:00 PM

ADJOURN - DINNER ON YOUR OWN

7:30 - 9:00 AM

Imperial Foyer &
Ballroom

Breakfast

Buffet in Imperial Foyer, Dine in Imperial Ballroom

Individual teams may meet with coaches.

9:00 - 10:15 AM

PLENARY SESSION

Imperial Ballroom

Opening

Dr. Cynthia Ferrell

Vice President, Texas
Success Center, TACC

How Mentorship Matters in 2022: Developmental Relationships From an Asset-Based Perspective

One of the most ubiquitous solutions in creating the conditions for student success is mentoring. But are all mentoring approaches created equal? Drawing from research and experiences as a first-generation, low-income student of color, Dr. Reddick's talk will center developmental relationships - role modeling, coaching, advising, and mentoring - and discuss how approaches that validate and recognize the assets that students and their families bring to our campuses can result in reciprocal, respectful, and resilient relationships that are inclusive and equity-driven.

Dr. Richard Reddick

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

Speaker Introduction:

Dr. Christine Bailie

Director of Institutional
Strategy, Texas Success
Center

Overview of Final Team Strategy Time

Dr. Cynthia Ferrell

Vice President, Texas
Success Center, TACC

10:30 AM - 12:00 PM

TEAM STRATEGY TIME 4

Please refer to your
Team Strategy Time
Room Assignment

Action Planning for Transformational Change

Noon

ADJOURN

TEAM STRATEGY TIME ROOM ASSIGNMENTS

Eileen Baccus

Arboretum V

- Alamo Colleges
- El Paso Community College
- Paris Junior College
- San Jacinto College District

Linda Garcia

Arboretum I

- Laredo College
- Lee College
- Weatherford College

Ed Bowling

Arboretum II

- Clarendon College
- Galveston College
- Hill College

Maria Harper-Marinick

Regency Ballroom

- Austin Community College
- Dallas College
- Southwest Texas Junior College

Martha Ellis

Cedar (HCC only) and
Sandalwood AB

- Houston Community College
- Kilgore College
- McLennan Community College
- Tarrant College
- Temple College
- Texarkana College

Tina Hart

Dogwood

- Angelina College
- Northeast Texas Community College
- Odessa College
- Vernon College
- Western Texas College

Jo-Carol Fabianke

Live Oak and
Willow

- Blinn College (Willow)
- Tyler Junior College (Willow)
- Victoria College (Live Oak)
- Wharton County Junior College
(Live Oak)

Krista O'Neill

Cottonwood

- Cisco College
- Coastal Bend College
- College of the Mainland
- Howard College
- Trinity Valley Community College

TEAM STRATEGY TIME ROOM ASSIGNMENTS

Mary Rittling

Mesquite

- Del Mar College
- Navarro College
- Texas Southmost College

Linda Watkins

Raintree
Ebony
Pecan

- Amarillo College (Raintree)
- Grayson College (Ebony)
- Midland College (Pecan)

Laura Rittner/
Linda Welsh

Arboretum IV and
Arboretum III

- Brazosport College (Arboretum IV)
- Lamar State College Orange
(Arboretum III)
- North Central Texas College
(Arboretum IV)
- South Texas College (Arboretum III)

Ted Wright

Window Box

- Alvin Community College
- Central Texas College
- Panola College
- Ranger College

BIRDS OF A FEATHER ROOM ASSIGNMENTS

Join colleagues from around the state who share similar professional positions to discuss keeping students on their pathway. Learn how your colleagues are assessing and redesigning student support strategies from multiple starting points to increase the likelihood that students will persist and complete a credential.

Arboretum V	Chief Academic Officers	Tina Hart, Ph.D.
Sandalwood	Chief Student Services/ Success Officers	Krista O'Neill
Redbud	Advisors & Advising Directors	Jo-Carol Fabianke, Ed.D
Mesquite	Student Success Directors	Mary Rittling, Ed.D.
Window Box	CTE/CE/AEL, VPs, Deans, Directors, Support Services	Eileen Baccus, Ph.D.
Ebony	Chief Financial Aid Officers	Linda Garcia, Ph.D.
Arboretum IV	Institutional Research VPs and Directors	Ted Wright, Ed.D.
Arboretum III	Dual Credit/School Partnership Leads	Ed Bowling
Arboretum II	Chief Diversity & Inclusion Officers; Admissions/ Recruitment/Enrollment Management/Marketing & Communications	Maria Harper-Marinick, Ph.D.
Cottonwood	Liberal Arts Deans & Department Chairs/Transfer Programs/Library	Linda Watkins, Ed.D.
Arboretum I	Faculty/Teaching & Learning & Advocacy/Instructional Innovation	Linda Welsh, Ph.D.

BIRDS OF A FEATHER SESSION

Keeping Students on Their Pathway Birds of a Feather Session

The third pillar of the Texas Pathways strategy outlines the essential practices necessary to keep students progressing on their program pathways.

Pillar 3: Essential Practices

3A. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

3B. Students can easily see how far they have come and what they need to do to complete their program.

3C. Advisors and students are alerted when students are at risk of falling off their program plans and the college has policies and supports in place to intervene in ways that help students get back on track.

3D. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

3E. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Discussion Questions

Community colleges support students from many different college entry points —such as high school, adult education and literacy programs, continuing education, dual credit, and returning adults—to continue on their pathway to workforce credentials, academic credentials, and/or transfer.

From your position at the college, reflect on the experience students have as they progress on their pathway toward completing a certification, certificate, degree, and/or transfer to a four-year partner.

- What works well on your campus to keep students on their pathway?
 - How does the college differentiate support for students coming from different college entry points?
- What systemic challenges exist on your campus to keeping students on their pathway?
 - Are there unique challenges facing students today that were not as prevalent 5 years ago?
- What is the responsibility/opportunity of your position to address these challenges?

PLENARY SPEAKERS



Christine Bailie, Ed.D.

As the Director of Institutional Strategy, Christine Bailie supports the Texas Success Center mission and the Texas Pathways strategy for the 50 community college districts in Texas.

Prior to joining the Texas Success Center, Christine has worked in the field of education for 20+ years and brings expertise in the nexus of practice, research, and policy. Christine has served as a high school educator, led state and regional initiatives to redesign institutional systems, conducted policy analysis, designed research studies, created professional development to promote capacity-building and knowledge development, and facilitated cross-sector regional partnerships to strengthen and align P-16 pathways.

Christine holds a baccalaureate degree in Economics from Texas A&M University and a Master of Public Affairs from the Lyndon B. Johnson School of Public Affairs at The University of Texas at Austin. She also earned an Ed.D. in Higher Education Leadership and Policy from the University of Texas at Austin.



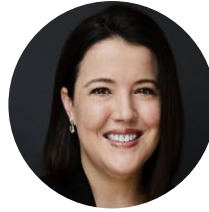
Cynthia Ferrell, Ph.D.

As vice president of the Texas Success Center, housed at the Texas Association of Community Colleges (TACC), Cynthia Ferrell supports the implementation and scaling of student success strategies and policies for the 50 community college districts in Texas.

Prior to joining the Texas Success Center, Cynthia served as director of Student Success Initiatives at the University of Texas at Austin, as well as national director of leadership coaching for Achieving the Dream, director of the Board of Trustees Institute, director of Gulf Coast Partners Achieving Student Success, and UT director of the Governance Institute for Student Success. In these roles, she provided training and ongoing support for community college trustees, chancellors, presidents, and leadership teams to implement data-informed policies and practices to improve the success of all students.

Formerly the director of the Texas Developmental Education State Policy Initiative, Cynthia supported strategies jointly developed by TACC and the Texas Higher Education Coordinating Board (THECB) to scale successful innovations statewide and establish policy supports to improve developmental student success.

She earned a Ph.D. in higher education administration from the Community College Leadership Program at The University of Texas at Austin.



Kristina Flores

As the Director of Research and Evaluation, Kristina supports the mission of the Texas Success Center by implementing all research and evaluation processes. She manages internal and external collaborations to ensure projects are high quality, action-oriented,

equity-focused and aligned with the Texas Pathways Knowledge Development Agenda.

Additionally, Kristina manages Center databases and performs and supervises quantitative and qualitative analyses. She composes reports and other research deliverables, communicates findings with stakeholders, and informs the creation of training, technical assistance, and professional development for Texas Pathways colleges.

Prior to her roles at the Texas Success Center, Kristina taught mathematics for 15 years in high school and community college classrooms. During her 11 years at Austin Community College, she served as assistant dean of academic courses, developmental math advisor, and campus math contact to support improvements in the student experience. Kristina holds a baccalaureate degree in Mathematics from Georgetown University and a master's degree in Mathematics from New York University. She is a Ph.D. candidate in STEM Education at the University of Texas at Austin.



Linda Garcia, Ph.D.

As executive director at the Center for Community College Student Engagement, Linda oversees the Center's research and outreach.

Linda previously served as the assistant director of college relations at CCCSE and the vice president of community college relations at the Roueche Graduate Center at National American University. She has also worked at Lone Star College, Maricopa Community Colleges, Texas Southmost College, and the University of Texas at Brownsville. Linda's experience includes student development, instructional support, and teaching. She served as a coach for the American Association of Community Colleges Pathways 2.0 and continues in this same role for the Texas Pathways Project.

Linda earned a Ph.D. in Higher Education Administration with a specialization in Community College Leadership from the University of Texas at Austin.



Marisol Garza, Ph.D.

Marisol Garza currently serves as Institutional Support Consultant for Trellis. In this role she helps minority serving institutions implement strategies to maximize student support. As a first-generation Latina student and community college graduate, her work

is driven by her personal experience and centers on examining educational systems, practices, and process to advance equity, strengthen transfer pathways, and facilitate educational attainment for minoritized students.

As a long-time community college professional, Marisol began her service as a work-study student at Lone Star College-Tomball, then held several positions in financial aid and student services at Lone Star College-CyFair, Austin Community College, University of Houston-Downtown, and Houston Community College respectively. During her graduate studies, Marisol was selected as a Community College Research Fellow for the Texas Success Center and served as a graduate research assistant for the Texas Transfer Project and the Center for Community College Student Engagement.

Marisol earned an A.A. from Lone Star College, a B.S. in psychology from the University of Houston, and an M.Ed. in counseling and guidance from Texas State University. She also earned a Ph.D. in Educational Leadership and Policy from the University of Texas at Austin. Her doctoral research examined academic advising strategies for Latinx community college students.



Sara Goldrick-Rab, Ph.D.

Sara Goldrick-Rab is Professor of Sociology & Medicine at Temple University, and President and Founder of the Hope Center for College, Community, and Justice in Philadelphia. She is also the Chief Strategy Officer for Emergency Aid at Edquity, a student financial success

and emergency aid company, and founded Believe in Students, a nonprofit distributing emergency aid.

Sara's innovative research on college students' basic needs sparked the national #RealCollege movement and legislation to address food and housing insecurity. Ranked in the Top 10 among education scholars according to Education Week, she is also a Carnegie Fellow. In 2016, POLITICO magazine named her one of the top 50 people shaping American politics. Sara's book, *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*, was featured on The Daily Show with Trevor Noah and awarded the \$100,000 Grawemeyer prize, which she donated to student emergency aid.



Richard J. Reddick, Ed.D.

Richard Reddick is the inaugural associate dean for equity, community engagement, and outreach and professor in educational leadership and policy and professor in educational leadership and policy for the College of Education at The University of Texas

at Austin. He is also faculty co-chair of the Institute for Educational Management (IEM) and Bravely Confronting Racism in Higher Education at the Harvard University Graduate School of Education. Most recently, he has served on the Advisory Council of UNESCO's Countering Racism in Textbooks and Learning Materials Committee.

Richard conducts ethnographic research on the experiences of faculty of color in predominantly White university settings, mentoring relationships in higher education, Black families in American society, and work-family balance in junior faculty fathers. He is a first generation collegian and Pell Grant recipient, and a proud graduate of Department of Defense and East Austin public schools. Dr. Reddick earned his undergraduate degree at The University of Texas at Austin, and his masters and doctoral degrees at Harvard University. A dad to two, husband, son, and brother, Dr. Reddick is also the co-host of the new NPR podcast, *Black Austin Matters*, and he is currently working on a book, *Restorative Resistance in Higher Education: Leading in an Era of Racial Awakening and Reckoning*.



Christina Ponce, Ph.D.

Dr. Christina Ponce became Temple College's 11th president in January 2019.

Prior to becoming president of Temple College, Dr. Ponce held positions with Austin Community College, El Paso Community

College, Lee College, and the Texas Higher Education Coordinating Board.

Dr. Ponce received her Ph.D. in educational administration from the Community College Leadership Program at The University of Texas at Austin. She also holds a bachelor's degree in education from UT and a master's degree in political science from Texas State University.



Josh Wyner, J.D.

Joshua Wyner is founder and Executive Director of the College Excellence Program at the Aspen Institute, where he also serves as a Vice President. The Program aims to advance higher education practices, policies, and leadership that significantly improve student

outcomes. Josh has spent the past two decades initiating organizations aimed at improving and equalizing educational outcomes. He has authored numerous publications about education, including a book, *What Excellent Community Colleges Do: Preparing All Students for Success* (Harvard Education Press, 2014). He has a B.A. from Vassar College, a MPA from Syracuse University, and a J.D. from New York University School of Law.

COACHES



Eileen Baccus, Ph.D.

Eileen Baccus serves as a consultant to institutions of higher education and continues coaching a significant number of Achieving the Dream colleges in their efforts to improve the retention and graduation rates of low-income students

and students of color since the initiative's inception.

Previously, Eileen was the president of Northwestern Connecticut Community College and the former Thames Valley State Technical College. She also held administrative positions at the University of Connecticut. Having served on numerous Boards, Commissions, and Advisory Committees for AACC, ACE, and the College Board, she is currently in her second term on the Board of the National Student Clearinghouse and NSC's Research Center Board of Directors.



Ed Bowling

Ed Bowling is the executive director for completion and performance at Guilford Technical Community College in North Carolina, and served as the managing partner director for Completion by Design in North Carolina from 2011-2018. Before

joining GTCC as a developmental education adjunct instructor in 2006, Ed held a senior management position at a large bank. In 2010, he became the Developmental Education Initiative grant director, overseeing the scaling of three core programs and two smaller projects under the DEI grant.

Ed has engaged in state and national guided pathways work since 2011. In addition to his leadership with Completion by Design, an initiative of the Bill & Melinda Gates Foundation, Ed has provided coaching and consulting to institutions in seven states through the North Carolina Student Success Learning Institute, AACC Pathways Project and Pathways 2.0, Texas Pathways, and the National Center for Inquiry and Improvement. Furthermore, he shares the work and outcomes of Completion by Design and guided pathways at state and national conferences. Ed received the BB&T Staff of the Year Award for the North Carolina Community College System in 2014. Ed earned a Master of Arts in Liberal Studies from the University of North Carolina at Greensboro.



Martha Ellis, Ph.D.

Martha Ellis is the senior pathways lead for the Texas Success Center, Achieving the Dream Leadership Coach, leadership development consultant and professor in residence at the University of Texas at Austin bringing deep experience,

substantive knowledge, and research-based innovation to leaders as they confront the challenges and opportunities facing higher education today and in the future.

Martha has 35 years of experience in a variety of leadership positions at universities and community colleges in Texas, New Mexico, and Oklahoma. Martha was Managing Director for the Charles A. Dana Center at the University of Texas at Austin and Associate Vice Chancellor of Academic Affairs for the University of Texas System. She was president of Lee College and Texas State Technical College. Ellis has won numerous teaching awards, has scholarly publications, served on national boards, and is an invited presenter at national conferences. Ellis was recognized by the U. S. Congress and Texas House of Representatives for her leadership in community colleges.



Jo-Carol Fabianke, Ed.D.

Jo-Carol Fabianke retired from Alamo Colleges after five years as vice chancellor for academic success. In this role, she led district-wide academic and instructional efforts and provided

leadership in implementing board policy and cross-college operational procedures for academic success. Additionally, Jo-Carol guided the development and implementation of cross-college programs and services to accomplish the district's strategic goals, and led efforts to achieve academic targets, benchmarks, and outcomes. Previously, Jo-Carol served as executive assistant to the chancellor, vice president of academics at Northwest Vista College, associate vice chancellor for academic partnerships and initiatives, and professor at San Antonio College, all in the Alamo Colleges district.

Jo-Carol contributed to local, state, and national guided pathways reform strategies as the Alamo Colleges district's lead for Texas Completes and the American Association of Community Colleges Pathways Project. As a coach for AACC Pathways 2.0, Jo-Carol supports colleges that are committed to transformational work at scale to improve college completion and equity in student outcomes. Furthermore, Jo-Carol works as a coach with the Institute for Evidence-Based Change's Caring Campus Program.



Maria Harper-Marinick, Ph.D.

Maria Harper-Marinick served the Maricopa Community College District in Arizona for almost 30 years in a variety of leadership roles, including nearly four years as chancellor. Maria has served on the boards of the American Council of Education, American Association of Community Colleges, Excelencia in Education, Hispanic Association of Colleges and Universities, and many other organizations. She chaired the Federal Advisory Committee on Student Financial Assistance and is an Aspen Institute Ascend fellow and a distinguished fellow of the Arizona State University Morrison Institute for Public Policy.

Diverse: Issues in Higher Education named Maria one of 25 exceptional women leaders who have made a difference in higher education.

Maria is originally from the Dominican Republic and came to the U.S. as a Fulbright Scholar.



Tina Hart, Ph.D.

Dr. Tina Hart's career in higher education spans service in a variety of roles including Student Activities/Development; Athletics; Employee Development; Grants; Accreditation; Institutional Effectiveness and Student Services. Most recently she served as the Indian River State College, Vice President of Enrollment and Student Services 2016-2021, leading a division which included student services on all five campuses. While serving as the vice president of institutional effectiveness at IRSC, Tina was responsible for leading federal and state grants and contracts, accreditation, planning and assessment, institutional research, and employee development and served as the federal liaison for legislative/funding issues and opportunities.

An educational consultant Dr. Hart currently serves as a Pathways Coach with the Texas Pathways initiative and is a member of the Achieving the Dream cadre of coaches. She works with colleges, higher education organizations, and student success centers when her assistance, expertise and involvement is requested. Tina holds a Ph.D. in Higher Education Leadership from Florida Atlantic University.



Krista O'Neill

Krista O'Neill recently retired as the coordinator of advising and counseling services at Lorain County Community College (LCCC), a position she held since 2010. In addition to managing enrollment services and advising, Krista advised students for 32 years, working primarily with dismissal students returning to LCCC.

In 1995, Krista was nominated by LCCC and honored by the National Academic Advising Association as one of thirteen Outstanding Advisors nationally. A certified college alliance Bridges Out of Poverty trainer, Krista was a key contributor to LCCC's Completion by Design and Achieving the Dream initiatives. Krista provided leadership for LCCC's redesign effort whereby all students are assigned to an advisor and advisors work in specialty advising teams. Using a case management model infused with predictive analytics and early identification of students at risk, the advising redesign has contributed to the 79% increase in LCCC's graduation rate since 2011. Krista currently serves as an advising redesign coach for the Ohio Association of Community Colleges.

Krista graduated with a Bachelor of Arts degree in English from Hiram College in 1985 and is a member of Phi Beta Kappa honor society.



Mary Rittling

Mary Rittling served as president of Davidson County Community College (DCCC) from 2003 to 2018, and was named North Carolina Community College President of the Year in 2012. During her tenure, DCCC was recognized as a leader in the guided pathways movement through its work with Completion by Design and Achieving the Dream.

Prior to joining DCCC, Mary served four years as regional vice president of West Virginia University, where she also was president of Potomac State College of West Virginia University. In addition, Mary spent seven years as a senior administrator at the State University of New York at Delhi, where she served as interim president of the College of Technology and vice president for academic programs and services, among other roles. Mary's teaching experience includes eight years as a professor and associate professor of nursing at the State University of New York College of Technology at Delhi.

Mary completed the Harvard University Institute for New Presidents in 1999 and earned a Doctor of Education degree in Higher and Adult Education from Columbia University.



Laura Rittner

Laura Rittner serves as executive director of the Ohio Association of Community Colleges' Student Success Center in Columbus, Ohio. In this role she oversees the OACC's student success initiatives including Ohio's guided pathways project

for community colleges, the Student Success Leadership Institute, Completion by Design statewide policy and scaling work, and the AmeriCorps College Completion Coaches program. The Student Success Center's portfolio of grants has grown to include over \$8 million in state, federal, and private foundation investments under Laura's leadership. She has engaged many national partners in the OACC's student success efforts and served as an inaugural coach for the American Association of Community College's Pathways Project from 2016-2017.

Laura has 13 years of experience in community college leadership. After serving as as Director for Institutional Research for 7 years at Lakeland Community College in Kirtland, OH, Laura joined the OACC in 2013 as Director of Research and Data Analysis. Laura holds a Bachelor of Arts in Political Science and Psychology from Miami University in Oxford, OH, and a Master of Public Policy from The George Washington University in Washington, DC.



Linda Watkins, Ed.D.

Linda Watkins began community college work after receiving degrees from The University of Texas at Arlington and Texas A&M-Commerce. She has taught at the high school, community college, and university levels. She began

her work with community colleges as a faculty member in Sociology, with an emphasis on organizational behavior. Her doctorate degree provided her an opportunity to focus on leadership and organizational management in secondary and higher education. Linda moved into administration, serving as a Dean at Tyler Junior College and then as a Vice President and President with the San Jacinto College District in Houston, Texas.

After retiring as a President, Linda continues to work as a Texas Pathways Coach and as a Leadership Coach with Achieving the Dream. She has worked with many colleges across the nation, including colleges in Illinois, Michigan, Texas, Washington, Oregon and New Mexico. She continues to stay abreast with current research and to make presentations at National and International conferences. Linda is committed to building economic vitality through a skilled workforce and to the success of community college students.



Linda Welsh, Ph.D.

Linda is a consultant in early childhood and higher education. She recently served as the Houston/Southeast Texas Regional Coordinator for Scaling Mathematics Pathways and Transfer initiatives for the Charles A. Dana Center at the University

of Texas at Austin, where she also was a Math Pathways to Completion consultant with the state of Missouri.

Previously, Linda was the Dean of Graduate Students and Academic Support for the Roueche Graduate Center's Community College Leadership Program at National American University. As Child Development Chair at the Austin Community College District, she led the department through national accreditation and served a term as President for the Faculty Senate. Prior to that Linda was the Early Childhood Coordinator for the City of Austin, Texas where she facilitated community-wide planning and program development for the early childhood system of Austin.



Ted Wright, Ph.D.

Ted Wright currently serves as a Data Coach for a variety of colleges and universities participating in Achieving the Dream. Dr. Wright began his work with Achieving the Dream in 2004 as the Data Team and Core Team Leader while

at Broward Community College, a Round One institution. Beginning in 2006, Dr. Wright was invited to consult as a Data Coach for the University of Houston-Downtown and Prairie View A&M University in Texas.

Dr. Wright brings 35 years of higher education experience to this role having served as an institutional researcher, administrator, and adjunct faculty member prior to retiring from his position as special assistant to the president for Broward Community College in Ft. Lauderdale, Florida in 2007. In addition to his current work with Achieving the Dream, Dr. Wright serves as a resident faculty for the Board of Trustees Institute.

RECEPTION MUSIC

Blinn College District Woodwind Ensemble



Directors: Jill Stewart and Brian Klekar

Students (by row and left to right)

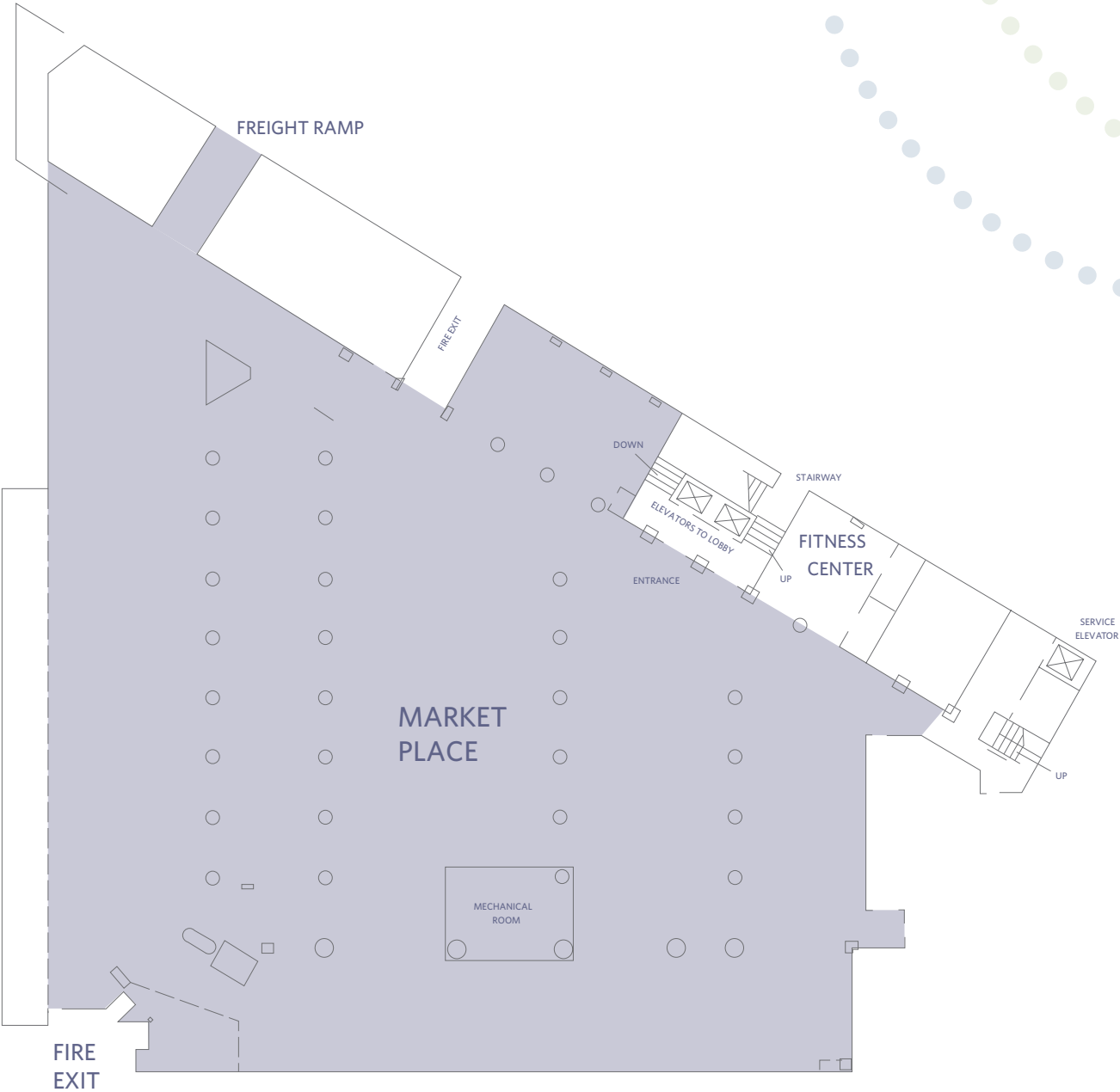
Front row: Sarah Fairman and Rosario Cardoso

Middle row: Kali Crist and Rosie Mendoza

Back row: Kayla Cabrera, Nate Gandara, Ray Martinez, and Ohany Acosta

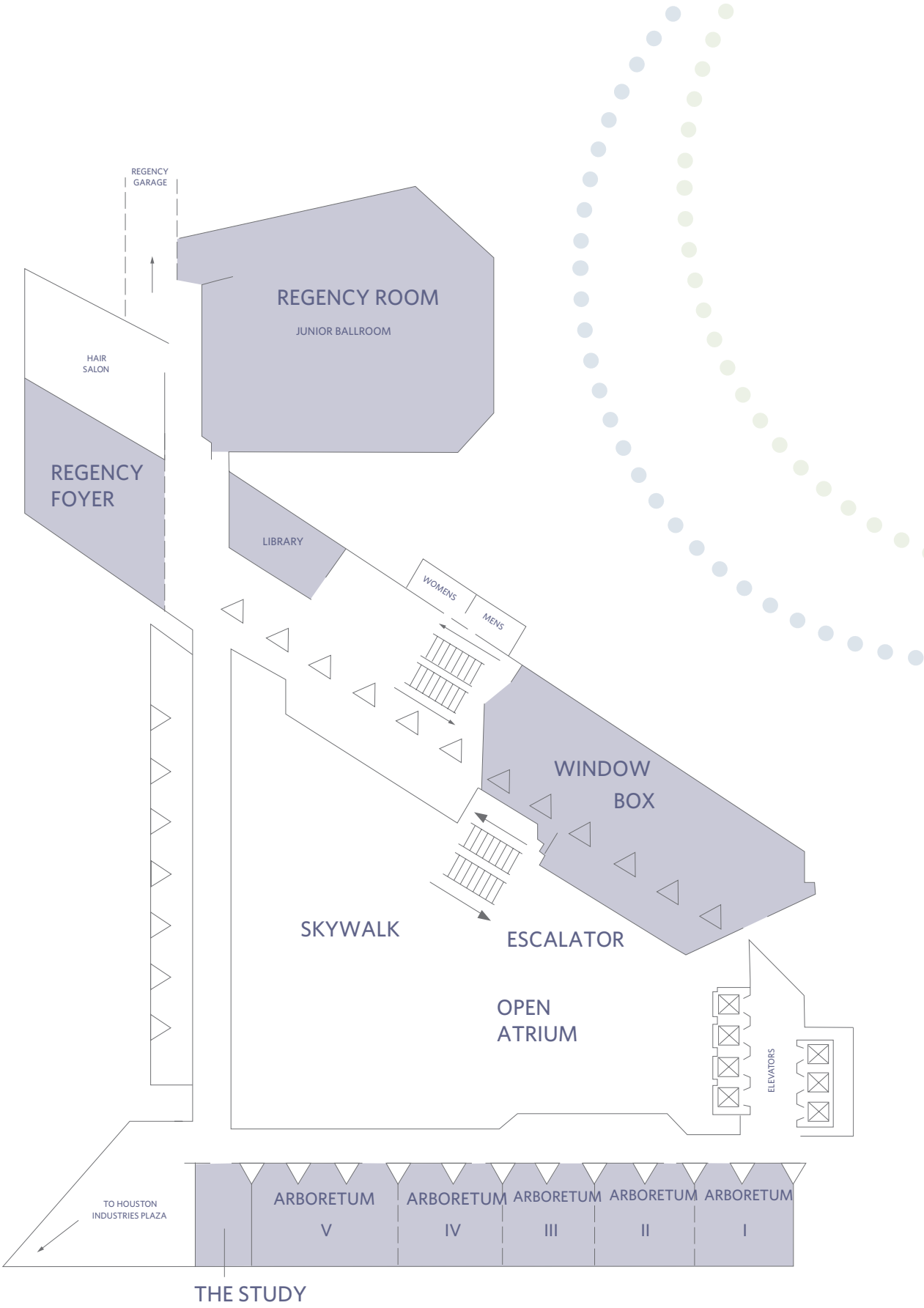
HOTEL MAPS

FLOOR PLAN
Exhibit Hall —
Market Place
First Level



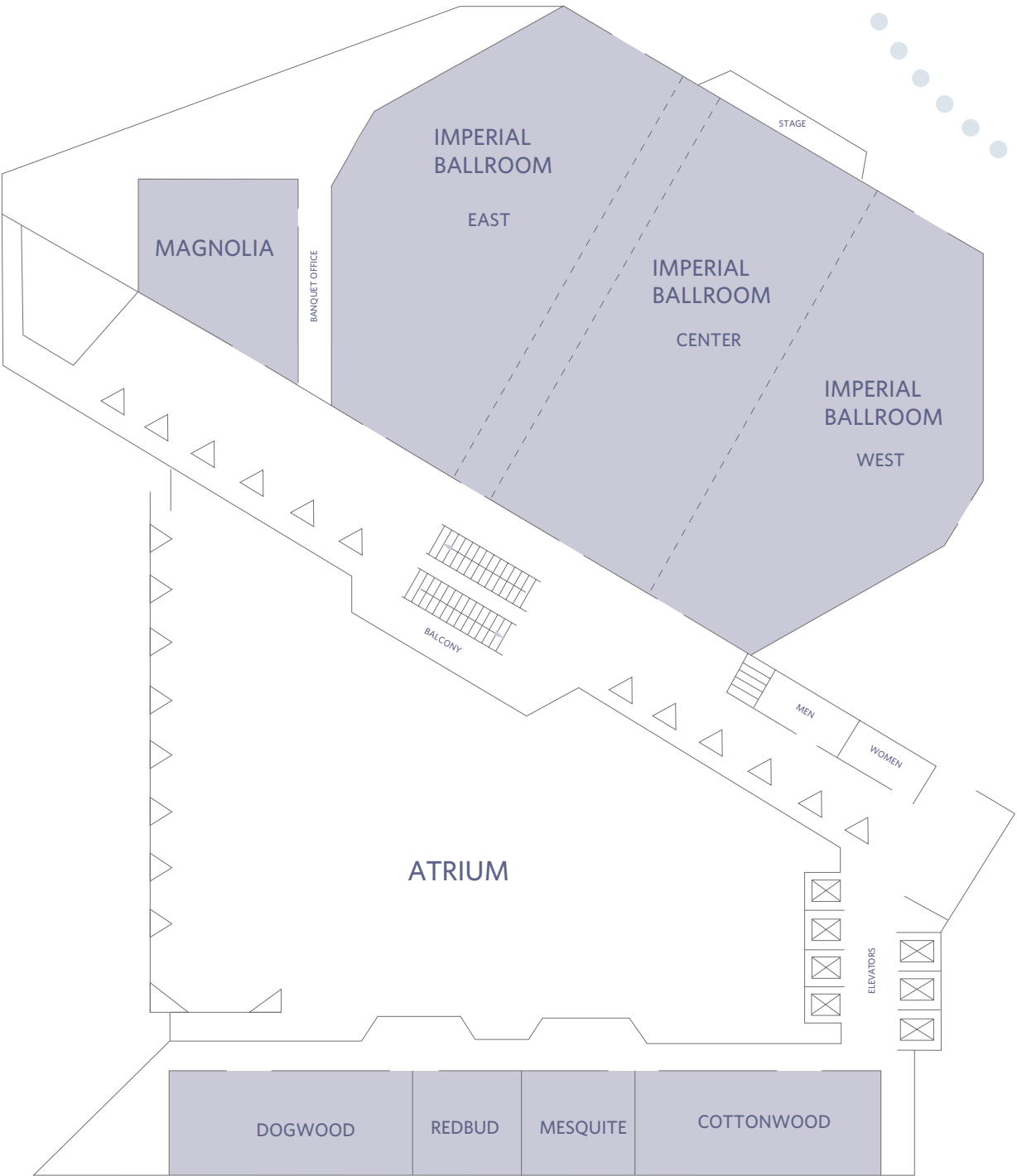
FLOOR PLAN

Second Level



FLOOR PLAN

Third Level



FLOOR PLAN

Fourth Level

