Teaching and Learning in a Texas Pathways Framework
Howdy!

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Vice President, Texas Success Center

Dr. Christine Bailie
Director of Institutional Strategy, Texas Success Center

Dr. Martha Ellis
Senior Pathways Lead, Texas Success Center
Welcome
Texas Pathways Team & Strategy

Pathways Institute Overview
Featured Speakers & Agenda-at-a-Glance

Advance Work
Review of Pre-Readings, Data, & Focus Group Protocols

Question & Answer
Feedback & Questions on Focus Groups Expectations
Funding Partners

Bill & Melinda Gates Foundation
Lumina Foundation
Trellis Foundation
Michael & Susan Dell Foundation
Houston Endowment
World Education
Texas Success Center Team

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Vice President

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Dr. Angeline Godwin
Dr. Maria Harper-Marinick

Dr. Tina Hart
Krista O’Neill
Dr. Mary Ritting
Laura Rittner
Dr. Linda Watkins
Dr. Linda Welsh
Dr. Ted Wright
PATHWAYS FRAMEWORK
Systemic whole-college reform helping students reach their goals

Connect
Enter
Progress
Succeed

Ensuring Students Are Learning

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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Texas Pathways
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
Ensuring Students are Learning

Pillar 4 Essential Practices

4(a). Program learning outcomes are aligned with the requirement for success in further education and employment outcomes targeted by each program.

4(b). 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.

4(c). Faculty programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

4(d). Results of learning outcomes assessment are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

4(e). The college helps students document their learning for employers and universities through portfolio and other means beyond transcript.

4(f). The college assesses effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.
Overview of Pathways Institute #6: Teaching and Learning in a Texas Pathways Framework
Institute Purposes

As a result of actively engaging in this Institute, participating teams will:

- **Analyze quantitative and qualitative data** to gain insights into existing teaching and learning practices and their differential impact on student outcomes.

- Consider **findings and reflections from national experts** to inform the improvement of instructional programs within the whole-college pathways redesign efforts.

- Engage with fellow Texas community college colleagues in a peer learning network designed for **sharing and learning from the successful scaling of essential teaching and learning practices**.

- Develop detailed **action plans for improving teaching and learning practices** targeting improved student outcomes, especially for Black students, Latino students, and students from low-income backgrounds.
Who Should You Bring?

Institute Team – 7 from roles below

1. President/Chancellor/Chief Executive Officer
2. Chief Academic Officer
3. Pathways Lead (if different from CAO)
4. Core Academic Chair (representing top-enrolled programs, English, and/or math)/Transfer Lead
5. Career and Technical Education Lead/Adult & Continuing Education Lead
6. Instructional Innovation Lead/Academic Technology Lead
7. Optional:
   • Chief Student Services Officer
   • Dual Credit/CCRSM Lead
   • Chief Diversity and Inclusion Officer
   • Chief Professional Development Officer
   • Director of Learning Resources/Tutoring Lab/Library
   • Faculty Senate Representative
   • Institutional Research Lead
Registration

Link to registration; email on **September 7, 2022**
Discount code for your 7 covered team members

**Registration deadline:** **October 13, 2022**
- Hotel reservations made directly with hotel
- Room block will be released on October 13

Late registration is **for institute only.** Open through **November 4, 2022.**

**Hotel:**  **Sheraton Dallas**
400 North Olive Street
Connecting with your Pathways Coach

• Dedicated time for college team to meet 1-1 with coach
• Reserve your preferred time slot by 11/7
• 1-hour meeting
• Identify priority discussion topics
  • Getting to know the team
  • Leadership & new priorities
  • Progress made toward fulfilling April’s Action Plan
  • Pillar 4 Essential Practices
  • QEP as related to high-quality instruction & student learning
  • Equity in student learning outcomes
  • Use of disaggregated student data for decision-making
  • Reflection on insights garnered from faculty & student voices
Agenda-at-a-Glance
Featured Speakers

Dr. Tia Brown McNair
Vice President in the Office of Diversity, Equity, & Student Success
Association of American Colleges and Universities (AAC&U)

Dr. Luis Ponjuán
Associate Professor, Higher Education Administration, College of Education and Human Development
Texas A&M University

Josh Wyner, J.D.
Founder & Executive Director of the College Excellence Program
Aspen Institute
Continuous improvement of corequisite courses
- Leveraging students’ assets
- Cultural & experiential lenses
- Developing belongingness
- Implementing corequisites with fidelity
- Faculty capacity to implement effective pedagogy

**Presenters:**
- Charles A. Dana Center

**Math Pathways & Corequisite Instruction: Next Steps**

Active Workshop
- Research findings
- Launch of new community of practice
- Development of statewide toolkit

**Presenters:**
- Dr. Tamara Clunis, Amarillo College
- Michelle Lamons, Amarillo College

**Implementing & Scaling 8-Week Courses**

Continuation of summer learning series (By invitation only)
- Capstone presentations of lessons learned and innovations underway
- Next steps => action planning

**Presenters:**
- Odessa College team
- Kilgore College team
- Grayson College team
# Agenda-at-a-Glance

## Monday, November 14, 2022

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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>10:00 - 1:30</td>
<td><strong>Pre-Institute #1: Math Pathways and Corequisite Instruction: Next Steps for Equitable Student Access and Success</strong></td>
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<tr>
<td></td>
<td>• Dr. Shelly LeDoux, Director of Professional Learning, Charles A. Dana Center</td>
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<td>• Dr. Connie Richardson, Manager of Higher Education Course Services, Charles A. Dana Center</td>
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<td>• Frank Savina, Course Program Specialist, Postsecondary Mathematics, Charles A. Dana Center</td>
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<td></td>
<td>• Aanand Vasudevan, Policy and Implementation Specialist, Charles A. Dana Center</td>
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<td>10:00 - 1:30</td>
<td><strong>Pre-Institute #2: Ability-to-Benefit Workshop: Developing a Toolkit for Texas</strong></td>
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<td></td>
<td>• Dr. Tamara Clunis, Vice President of Academic Affairs, Amarillo College</td>
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<td>• Michelle Lamons, Adult Education Director, Amarillo College</td>
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<tr>
<td>10:00 - 1:30</td>
<td><strong>Pre-Institute #3: Implementing &amp; Scaling 8-Week Courses for Pathway Transformation</strong></td>
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<td>• Dr. Greg Williams, Chief Executive Officer, and the Odessa College Team</td>
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<td>• Dr. Brenda Kays, Chief Executive Officer, and the Kilgore College Team</td>
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<td></td>
<td>• Dr. Jeremy McMillen, Chief Executive Officer, and the Grayson College Team</td>
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<tr>
<td>2:00 - 3:15</td>
<td><strong>Opening Plenary</strong></td>
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<td></td>
<td>• Dr. Tia Brown McNair, Vice President, Office of Diversity, Equity, and Student Success and Executive Director for the Truth, Racial Healing, and Transformation (TRHT) Campus Centers at the American Association of Colleges and Universities (AAC&amp;U)</td>
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<tr>
<td>3:30 - 4:45</td>
<td><strong>Team Strategy Time 1</strong></td>
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<td>5:00 - 7:00</td>
<td><strong>Reception &amp; Texas Celebration</strong></td>
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Let’s Celebrate, Y’all

5th Anniversary of Texas Pathways

All Texas colleges committed to institutional transformation

Improving equity gaps in student success for 7 Early Momentum milestones

Effective peer learning network

Boots and hats are highly encouraged for the reception party
# Agenda-at-a-Glance

**Tuesday, November 15, 2022**

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:30 - 9:00</td>
<td>Breakfast</td>
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<tr>
<td>9:00 – 9:55</td>
<td>Concurrent Sessions</td>
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<tr>
<td>10:10 - 11:30</td>
<td>Team Strategy Time 2</td>
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<tr>
<td>11:30 – 1:15</td>
<td>Awards Luncheon</td>
</tr>
</tbody>
</table>
| 1:30 – 4:00| Leadership Roundtable (CEOs Only)  
  • Josh Wyner, Executive Director, College Excellence Program Aspen Institute |
| 1:30 – 2:30| Birds of a Feather        |
| 2:45 - 3:40| Concurrent Sessions       |
| 4:00 - 5:00| Team Strategy Time 3      |
| 5:00       | Dinner on Your Own         |
### Agenda-at-a-Glance

**Wednesday, November 16, 2022**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 - 9:00</td>
<td>Breakfast</td>
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<tr>
<td>9:00 - 10:00</td>
<td><strong>Team Strategy Time 4 (Action Planning)</strong></td>
</tr>
<tr>
<td>10:15 – 11:30</td>
<td><strong>Closing Plenary</strong>&lt;br&gt;• Dr. Luis Ponjuán, Associate Professor, Higher Education Administration, College of Education and Human Development, Texas A&amp;M University</td>
</tr>
</tbody>
</table>
Call for Proposals

Topics

- Equitable Teaching and Learning Practices
- Experiential Learning
- Alignment and Assessment of Program Learning Outcomes
- Systems for Institutional Improvement
- College Readiness

Due September 26, 2022: https://www.surveymonkey.com/r/NV6TH2Y

TPI is switching to low-tech, high-engagement presentations.

TSC will not provide A/V. However, wi-fi will be available in concurrent session rooms. Slides and handouts may be shared virtually if submitted to TSC’s Document Center by November 7th.
Pre-Readings:


• Center for Community Colleges Student Engagement (2020). Teaching and Learning Within a Guided Pathways Framework: A Playbook. Austin, TX: The University of Texas at Austin, College of Education, Department of Educational Leadership and Policy.
Data Collection:
- Completion of 0 credit hours in Fall 2021, by percentage (#/total enrolled)
- Disaggregated by race/ethnicity and gender
- Simple document is fine; recommend PPT slide
- Submit in TSC’s DOCUMENT CENTER to share with your coach and bring copies to use during Team Strategy Time

### Students Completing Zero Credits, Fall 2021 Semester

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>African American</td>
<td>17%</td>
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<tr>
<td>Hispanic</td>
<td>15%</td>
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<tr>
<td>White</td>
<td>15%</td>
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<tr>
<td>Asian</td>
<td>6%</td>
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<tr>
<td>Male</td>
<td>12%</td>
</tr>
<tr>
<td>Female</td>
<td>9%</td>
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</table>
Focus Group Discussion Guides

Objectives for Student Focus Group:

- To understand the learning experiences of students.
- To understand what motivates students to engage in their learning.
- To understand how faculty and peer relationships impact student learning.
- To understand what motivates students to engage in academic support services, and what types of barriers hinder access to these services.

Objectives for Faculty Focus Group(s):

- To learn what practices, systems, and classroom strategies promote effective teaching and learning.
- To understand the innovative practices that faculty are utilizing in their classes to promote learning.
<table>
<thead>
<tr>
<th><strong>Focus Groups</strong></th>
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<tbody>
<tr>
<td><strong>Student</strong></td>
</tr>
<tr>
<td><strong>Target Audience:</strong></td>
</tr>
<tr>
<td>• Mix of students enrolled in academic transfer programs &amp; workforce programs</td>
</tr>
<tr>
<td>• Purposeful sample of students from multiple instructors</td>
</tr>
<tr>
<td>• Demographically diverse sample</td>
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<tr>
<td><strong>Required for all cadres.</strong></td>
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<tr>
<td><strong>Faculty</strong></td>
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<tr>
<td><strong>Target Audience:</strong></td>
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<tr>
<td>• Mix of instructors in academic transfer programs and workforce programs</td>
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<td>• Mix of full-time and adjunct instructors</td>
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<td><strong>Required for all cadres.</strong></td>
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<td><strong>Faculty</strong></td>
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<tr>
<td><strong>Target Audience:</strong></td>
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<tr>
<td>• Corequisite instructors</td>
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<tr>
<td>• Mix of math and English faculty</td>
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<tr>
<td>• Mix of full-time and adjunct instructors</td>
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<td>• Demographically diverse sample</td>
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<tr>
<td><strong>Recommended: 1+ &amp; 1. Optional: Cadres 2 &amp; 3.</strong></td>
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# Advance Work: Focus Group Package

## What you will receive for Student Focus Group

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
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<tbody>
<tr>
<td>Student Focus Group Discussion Guide</td>
<td>All information relating to the expectations of the student focus group is discussed</td>
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<tr>
<td>Student Focus Group Report Template</td>
<td>Synthesize findings to prepare for Team Strategy Time</td>
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<tr>
<td>Student Consent Form</td>
<td>Determine IR requirements for your institution</td>
</tr>
<tr>
<td>Profile Sheet for Students</td>
<td>Collect data on characteristics of participants</td>
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## What you will receive for Faculty Focus Group(s)

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</tbody>
</table>
Focus Group Discussion Guides

Student Focus Group Questions

- Please introduce yourself and share why you decided to attend this college.
- How do you describe your educational background (e.g., previous coursework, skills and experiences) and what are some of your goals for attending this college?
- How often do you communicate with your academic advisor?
- How has your college experience differed from what you expected prior to attending?
- Describe the differences between the culture of your college as it pertains to teaching and learning.

Faculty Focus Group Questions

- Please introduce yourself, including how long you have taught in your career and at this college.
- What type of courses do you teach and why?
- What faculty development activities have you participated in or attended, and what is the impact of those activities on your teaching/learning practices?
- What is your typical procedure for preparing your courses to engage your students in teaching and learning?
- What are some of the ways in which you engage your students in the development of student learning outcomes in your course?

Teaching Strategies

- What are some of the ways in which you engage your students in the development of student learning outcomes in your course?
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Follow-up Questions

- What are some of the ways in which you engage your students in the development of student learning outcomes in your course?
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Additional Objectives

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# Focus Group Timeline

## Timeline for Advance Work

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<td>Recruit Students</td>
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<td>Conduct Focus Groups</td>
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<td>Synthesis of Student Responses =&gt; Complete Report Template</td>
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<td>Upload Focus Group Reports to Document Center</td>
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Things to Consider

Logistical Planning

- Consult with IR to inform them of this study and seek guidance
- Student recruitment
- Faculty recruitment
- Room Reservations
- Will you want to record the focus groups?
- Who will serve as facilitator for each focus group?
- Who will serve as the notetaker for each focus group?
- Who will write up the report?
Profile Sheet for Students

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

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 a college 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
**Consent Forms**

- Consent form required for all students and faculty
  - college or TSC templates
  - inform your IR of this study
  - Individual sheets collected for college’s records (not turned into TSC)
  - Participants receive copy of blank form for their records
Analyzing the Data

Focus Group Report Templates

• Customize templates for your college (name/logo)
• Synthesize data for students => 1 Report
  • Aggregate student data
  • Select quotes that best represent student experience
• Synthesize data for faculty => 1-2 Reports
  • Use customized templates (general & corequisite)
  • Aggregate faculty data
  • Select quotes that best represent faculty insights
• Pathways lead to share final report with CEO, attendees of Pathways Institute, and Pathways coach

Submit Focus Group Reports to TSC’s Document Center by 11/7
Feedback & Questions?
Hold the Dates

Event Logistics
- **September 7:** Registration opens; All presenters and attendees attending Pre-Institutes must register
- **October 13:** Registration deadline; hotel block released
- **November 4:** Pathways leads and coaches receive Team Strategy Time documents; 1-1 meetings should be scheduled with your coach

Advance Work/Focus Groups
- **September 2:** Pathways leads orientation webinar (recording on Texas Pathways #6 event page)
- **September 7:** Pathways leads receive advance work package, including: (a) focus group discussion guides (x2) with focus group questions, (b) consent forms (x2) for faculty and students, (c) profile sheet for students, (d) focus group report templates (x3), and (e) link to registration portal and college discount codes
- **November 7:** LAST DAY TO SUBMIT FOCUS GROUP REPORT. Upload faculty/student focus group reports and Data to the Document Center on the Texas Pathways #6 event page

Call for Proposals for Concurrent Sessions
- **September 2:** Call for proposals open
- **September 26:** Proposal submission deadline
- **October 4:** Selections announced
- **October 13:** All presenters must be registered
- **November 7:** Deadline to submit session materials to share at Institute
Thank You!

Dr. Christine Bailie
cbailie@tacc.org

Sway Youngston
institutes@tacc.org