# Teaching and Learning in a Texas Pathways Framework

North Central Texas College

# 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

**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

# Texas Success Center Team

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# Texas Success Center Coaches
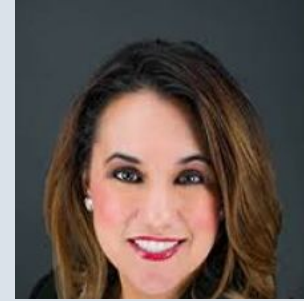
Ed Bowling

Dr. Eileen Baccus

Dr. Martha Ellis

Dr. Jo-Carol Fabianke

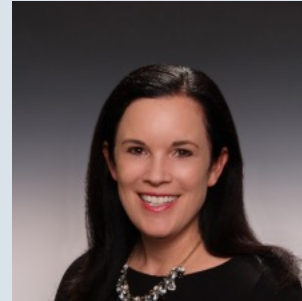Dr. Linda Garcia

Dr. Angeline Godwin

Dr. Maria Harper-Marinick

Dr. Tina Hart

Krista O'Neill

Dr. Mary Rittling

Laura Rittner

Dr. Linda Watkins

Dr. Linda Welsh

Dr. Ted Wright

# 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

# 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**.

Grayson College

**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.

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# 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

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# 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**

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# 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

Grayson College

Agenda-at-a-Glance

# Featured Speakers

**Texas Success Center** | **Texas Pathways**

**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

# Pre-Institutes

## Math Pathways & Corequisite Instruction: Next Steps

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

## Ability-to-Benefit Workshop

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

**Texas Success Center**

| Monday, November 14, 2022 | |
|---|---|
| **10:00 - 1:30** | **Pre-Institute #1: Math Pathways and Corequisite Instruction: Next Steps for Equitable Student Access and Success**<br>• Dr. Shelly LeDoux, Director of Professional Learning, Charles A. Dana Center<br>• Dr. Connie Richardson, Manager of Higher Education Course Services, Charles A. Dana Center<br>• Frank Savina, Course Program Specialist, Postsecondary Mathematics, Charles A. Dana Center<br>• Aanand Vasudevan, Policy and Implementation Specialist, Charles A. Dana Center |
| | **Pre-Institute #2:  Ability-to-Benefit Workshop: Developing a Toolkit for Texas**<br>• Dr. Tamara Clunis, Vice President of Academic Affairs, Amarillo College<br>• Michelle Lamons, Adult Education Director, Amarillo College |
| | **Pre-Institute #3: Implementing & Scaling 8-Week Courses for Pathway Transformation**<br>• Dr. Greg Williams, Chief Executive Officer, and the Odessa College Team<br>• Dr. Brenda Kays, Chief Executive Officer, and the Kilgore College Team<br>• Dr. Jeremy McMillen, Chief Executive Officer, and the Grayson College Team |
| **2:00 - 3:15** | **Opening Plenary**<br>• 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&U) |
| **3:30 - 4:45** | **Team Strategy Time 1** |
| **5:00 - 7:00** | **Reception & Texas Celebration** |

# 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**

KICK OFF YOUR BOOTS & CELEBRATE

EST. 2016

TEXAS PATHWAYS

# Agenda-at-a-Glance

Texas Success Center

| Tuesday, November 15, 2022 | |
|---|---|
| 7:30 - 9:00 | **Breakfast** |
| 9:00 – 9:55 | **Concurrent Sessions** |
| 10:10 - 11:30 | **Team Strategy Time 2** |
| 11:30 – 1:15 | **Awards Luncheon** |
| 1:30 – 4:00 | **Leadership Roundtable (CEOs Only)**<br>• 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

Texas Success Center

| Wednesday, November 16, 2022 | |
|---|---|
| 7:30 - 9:00 | **Breakfast** |
| 9:00 - 10:00 | **Team Strategy Time 4 (Action Planning)** |
| 10:15 – 11:30 | **Closing Plenary**<br>• Dr. Luis Ponjuán, Associate Professor, Higher Education Administration, College of Education and Human Development, Texas A&M University |

# 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.

South Texas College

**Advance Work**

# Advance Work

**Pre-Readings:**

- Flores, K., Ybarra, S., & Fabianke, J. (2022). Progress Scaling Texas Pathways: Ensuring Students Are Learning. Austin, TX: Texas Association of Community Colleges, Texas Success Center.

- Association of American Colleges and Universities (2021). *Paths to Success: How Community Colleges Are Strengthening Guided Pathways to Ensure Students Are Learning*. Edited by Tia Brown McNair and Lucie Bonneville.

- Jenkins, D., Lahr, H., Mazzariello, A. (September 2021). *How to Achieve More Equitable Community College Student Outcomes: Lessons From Six Years of CCRC Research on Guided Pathways*. Columbia University, Teachers College, Community College Research Center.

- 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.



Texas Success Center

**Progress Scaling Texas Pathways**
Pillar 4 – Ensuring Students are Learning

### Overview

The fourth pillar of the Texas Pathways strategy outlines the essential practices that support student learning in coursework and across program plans. Upon program completion, students should be equipped with the knowledge and skills required for success in employment and further education in a given field. To ensure students are learning, Texas community colleges are defining program learning outcomes and supporting teaching strategies to create engaging courses across programs. In this brief, we report the scale of implementation of the Pillar 4 practices, examples of college practices, and recommendations for continued progress.
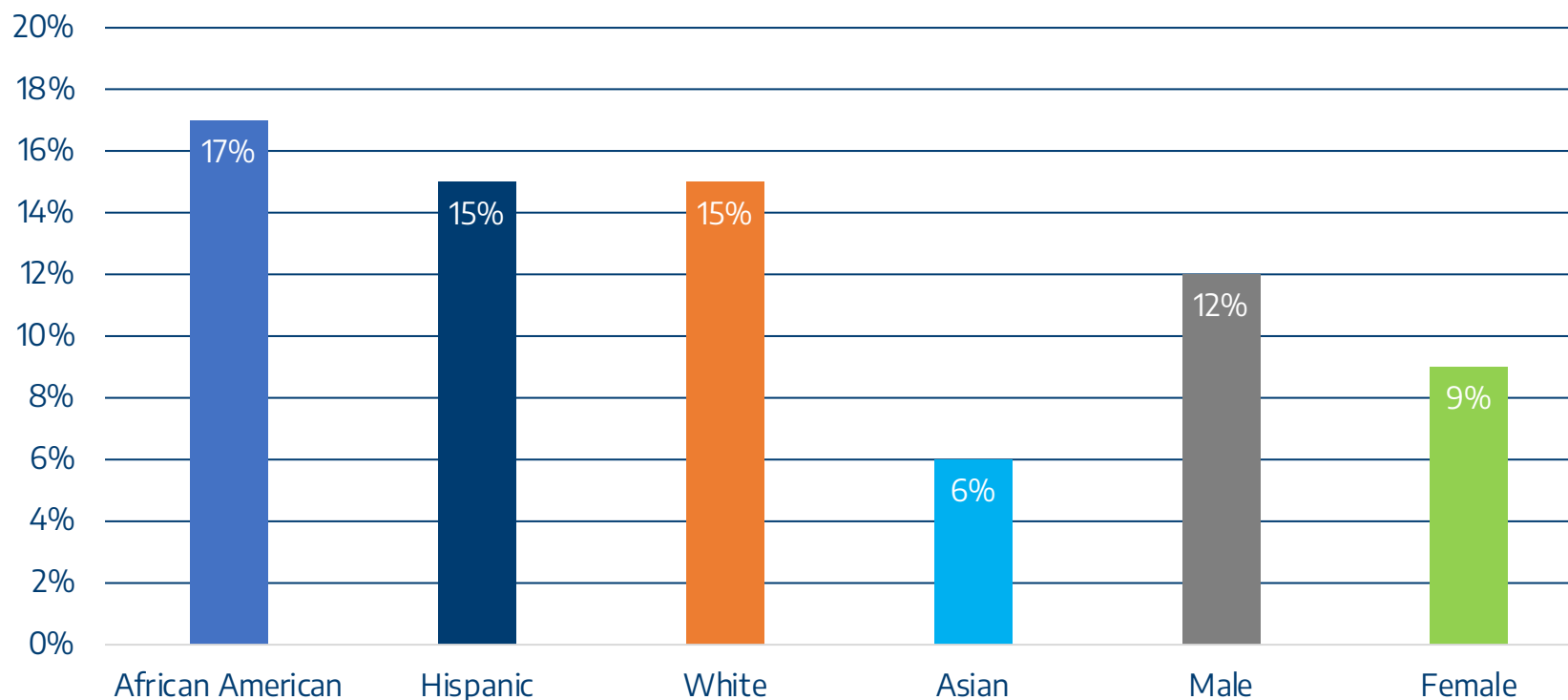
July 2022

# Advance Work

**Texas Success Center**

## 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

| Category | Percentage |
|---|---|
| African American | 17% |
| Hispanic | 15% |
| White | 15% |
| Asian | 6% |
| Male | 12% |
| Female | 9% |

# Focus Group Discussion Guides

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## 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.

# Focus Groups

## Student

**Target Audience:**
- Mix of students enrolled in academic transfer programs & workforce programs
- Purposeful sample of students from multiple instructors
- Demographically diverse sample

**Required for all cadres.**

## Faculty

**Target Audience:**
- Mix of instructors in academic transfer programs and workforce programs
- Mix of full-time and adjunct instructors
- Demographically diverse sample

**Required for all cadres.**

## Faculty

**Target Audience:**
- Corequisite instructors
- Mix of math and English faculty
- Mix of full-time and adjunct instructors
- Demographically diverse sample

**Recommended: 1+ & 1.
Optional: Cadres 2 & 3.**

# Advance Work: Focus Group Package

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| What you will receive for Student Focus Group | |
|---|---|
| **Student Focus Group Discussion Guide** | All information relating to the expectations of the student focus group is discussed |
| **Student Focus Group Report Template** | Synthesize findings to prepare for Team Strategy Time |
| **Student Consent Form** | Determine IR requirements for your institution |
| **Profile Sheet for Students** | Collect data on characteristics of participants |
| **What you will receive for Faculty Focus Group(s)** | |
| **Faculty Focus Group Discussion Guide** | All information relating to the expectations of faculty focus groups are discussed |
| **Faculty Focus Group Report Templates** | Synthesize findings to prepare for Team Strategy Time |
| **Faculty Consent Form** | Determine IR requirements for your institution |

# Focus Group Discussion Guides

## Document 1: Texas Pathways Institute #6

**Texas Pathways Institute #6**

**Teaching and Learning in a Texas Pathways Framework**

**Student Focus Group Discussion Guide**

**Outcomes for the Student Focus Group Discussion:**

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

**Customized Questions for Ty...**

Each college is asked to include...
Learning, and Student Recomm...
in blue). A demographically div...
and workforce programs shoul...
experiences of students served...

Leadership teams will share the...
and use the information to info...
Institute in November 14-16 in...

**Selecting Students for the St...**

All Colleges: Cadres 1+, 1, 2, an...
- Each college should recruit...
  transfer programs, and 2) s...
- Recruit a diverse group of...
- Recruit students to captur...
- Conduct one focus groups...
- Synthesize what you hear...

**Timeline for Advance...**

September 2: Pathways Leads...
Texas Pathways Institute #6...

September 7: Pathways Leads...
Focus Group Guides, (b) Stud...
Profile Sheet for Students, an...

September 7 – October 31: Re...
you learned from the students...
created and submitted for stu...

Adapted from the Center for Commun...
at Austin ©2017. Permission granted...

### Student Focus Group Questions

| Required Topics | Questions |
|---|---|
| Educational Goals | • Please introduce yourself and share why you decided to attend this college.<br>• What is your educational goal? (e.g., Upgrade skills for a promotion? Learn new skills to prepare for career change? Certification? Degree? Transfer?)<br>• Describe how or when this college provided you with a plan to achieve your educational goal?<br>• What does this college do well that enables you to learn new skills and/or the knowledge you need to make progress toward your educational goal? |
| Learning Experiences | • How would you describe your best courses? What happens in them?<br>• Thinking about your courses at this college, describe an experience where you were totally engaged in the class. Did you notice a difference in your learning of the material compared to other classes where you did not have this type of experience?<br>• How do you typically try to reach/communicate with faculty when you need to contact them?<br>• In your experience at this college, how do faculty take steps to meet the learning needs of students? |
| Faculty and Peer Relationships | • In what ways have relationships with faculty assisted you in learning the course materials?<br>• What things do faculty do that helps you feel like an important member of the college's learning community? What steps would you recommend faculty take to build a relationship with you?<br>• How do you form relationships with other students in your courses? How important are peer relationships in assisting you in learning the course material? What steps could faculty take that would enable you to better learn from your peers?<br>• Have you ever participated in a study group at the college?<br>  o If yes, was it helpful? Why or why not?<br>  o If no, why not? |
| Academic Support Services | • Have you ever participated in academic support services at this college such as tutoring, supplemental instruction, writing or math labs, etc.?<br>  o If yes, who suggested it? Was it helpful? Why or why not?<br>  o If no, why not?<br>• What steps could faculty or the college take to help you understand what types of academic support services are available?<br>• How could faculty or the college make it easier for you to utilize the academic support services available at this college? |
| Student Recommendations | • What is one thing you would improve at this college to help students succeed in their classes?<br>• What advice would you give a friend or family member planning to attend college on how to be successful in college?<br>• Is there anything else you would like to share with us about your experiences learning at this college? |

## Document 2: Faculty Focus Group Questions: Workforce and Academic Faculty

**Faculty Focus Group Questions:**
**Workforce and Academic Faculty**

| Topics | Workforce and Academic Faculty Questions |
|---|---|
| General Information About Participants | • Please introduce yourself, how long have you taught in your career and at our college, and your teaching field.<br>• What inspired you to become a community college faculty member?<br>• What is your favorite course to teach and why? |
| Teaching Strategies | • What are the qualities of an effective faculty member (e.g., knowledge/experience, good teaching skills, caring about students, etc.)?<br>• How would you describe the culture at your college as it pertains to teaching and learning?<br>• Think about the courses you teach. To what extent have you integrated active learning practices into your courses?<br>  o How are your activities structured so that all students are engaged?<br>  o What strategies do you use if you notice a student is not engaged?<br>• Paint a picture of what collaborative learning looks like in your courses. How do your students respond to it?<br>• How do you incorporate cultural awareness and inclusivity into your classes?<br>• What is the biggest challenge to implementing engaging teaching strategies? How have you overcome this challenge?<br>• How do you build relationships with students during the semester?<br>• How do you encourage students to build peer relationships during the semester?<br>• What professional development opportunities have the college provided to faculty to develop strategies such as active teaching, culturally relevant and inclusive teaching, faculty-student communication, and assessment?<br>• What kinds of PD would you like to engage in to develop your teaching craft? |
| Learning Outcomes | • As you are designing and teaching a course, describe how you know that learning is going on and what you want to be able to observe when learning is happening.<br>• How do you assess if your teaching practices result in student learning in your classroom?<br>• How does the college provide you with the data you need to ensure that students from different backgrounds (i.e., ages, race/ethnicity, and income |
| | • While content mastery is important, what other learning skills do you think are important for students to master?<br>• How does the college engage you in the development of student learning outcomes at the course level? At the program level?<br>• How do you incorporate course-level student learning outcomes into your learning assessment process?<br>• How aware are you of the program learning outcomes associated with what students need to know and be able to do upon completion of a program? How do you incorporate program learning outcomes into your learning assessment process for your courses?<br>• How has your department or college integrated feedback from employers or transfer institutions to improve program learning outcomes for graduates/transfer students? |
| Faculty Recommendations | • What would you recommend as the most important things faculty can do to help students succeed inside the classroom? To help student achieve their educational goals?<br>• What would you recommend the college do to support the teaching and learning efforts of faculty?<br>• Is there anything else you would like to share with us? |

## Document 3: Faculty Focus Group Questions: Corequisite Math and English Faculty

**Faculty Focus Group Questions:**
**Corequisite Math and English Faculty**

| Topics | Corequisite Faculty Questions |
|---|---|
| General Information About Participants | • Please introduce yourself, including how long have you taught in your career and at our college, and what your teaching field is.<br>• What inspired you to become a community college faculty member?<br>• What is your favorite course to teach and why? |
| Corequisite Teaching Strategies | • What are the qualities of an effective faculty member (e.g., knowledge/experience, good teaching skills, caring about students, etc.)?<br>• How would you describe the culture at your college as it pertains to teaching and learning?<br>• How would you describe the design of the corequisite course you teach?<br>• Which features of your corequisite course matter most for students' learning? How do you know?<br>• Math faculty, how does the corequisite course design vary for different courses such as college algebra, statistics, math for business, and contemporary mathematics?<br>  o Why do you think this matters for student success?<br>• Think about your corequisite/gateway course. To what extent have you integrated active learning practices into your courses?<br>  o How are your activities structured so that all students are engaged?<br>  o What strategies do you use if you notice a student is not engaged?<br>• Paint a picture of what collaborative learning looks like in your courses. How do your students respond to it?<br>• How do you incorporate cultural awareness and inclusivity into your classes?<br>• What is the biggest challenge to implementing engaging teaching strategies? How have you overcome this challenge?<br>• How do you build relationships with students during the semester?<br>• How do you encourage students to build peer relationships during the semester?<br>• What professional development opportunities have the college provided to faculty to develop strategies such as active teaching, inclusive teaching, faculty-student communication, and assessment?<br>• What kinds of PD would you like to engage in to develop your teaching craft? |
| Learning Outcomes | • As you are designing and teaching a course, describe how you know that learning is going on and what you want to be able to observe when learning is happening.<br>• How do you assess if your teaching practices result in student learning in your classroom?<br>• Will you share a favorite moment when you knew students were learning?<br>• How does the college engage you in the development of student learning outcomes for corequisite courses?<br>• How do you incorporate course-level student learning outcomes into your learning assessment process?<br>• How does the college provide you with the data you need to ensure that students from different backgrounds (i.e., ages, race/ethnicity, and income levels) are learning in your classroom?<br>  o [If the respondents answer they do not receive any data] What student performance data would you like to receive to assist you in better serving students from various backgrounds?<br>• While content mastery is important, what other learning skills do you think are important for students to master in a corequisite course? |
| Faculty Recommendations | • What would you recommend as the most important things faculty can do to help students succeed inside the classroom? To help student achieve their educational goals?<br>• What would you recommend the college do to support the teaching and learning efforts of faculty?<br>• Is there anything else you would like to share with us? |

# Focus Group Timeline

## Timeline for Advance Work

| | 9/2 | 9/5-9/9 | 9/12-9/16 | 9/19-9/23 | 9/26-9/30 | 10/3-10/7 | 10/10-10/14 | 10/17-10/21 | 10/24-10/28 | 10/31-11/4 | 11/7 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Orientation Webinar | ▪ | | | | | | | | | | |
| Receive Advance Packet & Logistical Planning w/IR | | ▪ | | | | | | | | | |
| Recruit Students | | | | | | | | | | | |
| Recruit Faculty | | | | | | | | | | | |
| Conduct Focus Groups | | | | | | | | | | | |
| Synthesis of Student Reponses => Complete Report Template | | | | | | | | | ▪ | ▪ | |
| Synthesis of Faculty Responses => Complete Report Template(s) | | | | | | | | | ▪ | ▪ | |
| Upload Focus Group Reports to Document Center | | | | | | | | | | ▪ | ▪ |

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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?

# Student Form

## Profile Sheet for Students

- Individual sheets will be
  - Collected; not turned into TSC

- Report <u>aggregate</u> data
  - Regarding who participated (sub-pops)
  - Include in Student 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 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

## Secure Consent for all Focus Groups
- 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**

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# Feedback & Questions?

Texas Pathways | Texas Success Center

# Hold the Dates

**Texas Success Center**

## 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