Texas Playbook for Scaling Eight-Week Terms for Pathways Transformation Playbook to Guide College Implementation Teams







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Playbook to Guide College Implementation Teams

Introduction

The role of community colleges as a driver of community prosperity and socioeconomic mobility has never been so valued—and so crucial. Yet data from the National Student Clearinghouse indicates just 42% of students enrolled in community colleges complete a credential within six years. Part-time students, who are more likely to be juggling multiple competing priorities, are half as likely to complete a credential—only 19% of part-time students earn a credential within six years (Complete College America, December 2022).

As a result of the recent pandemic, researchers and practitioners have started paying better attention to the needs of adult learners wanting to reskill or upskill independently or through a postsecondary institution. Researchers at Complete College America estimate that adult learners, ages 25 and older, make up 37% of the student body at community colleges. Moreover, they calculate that 64% of college students are working while enrolled at community colleges, with approximately 40% working full time. Researchers have also become much more aware of the types of supports—and the comprehensive approach to offering supports—that learners of all ages need in order to promote inclusive access to higher education. The study cites that Latinx and Black students are attending community colleges as part-time students at rates that exceed their peers (83% and 79%, respectively), thereby highlighting the need for community colleges to develop a strategic approach to address enrollment and retention concerns.

In Texas, several colleges, which had implemented 8-week courses prior to the onset of the pandemic, noted that their institutions were less affected by the steep enrollment declines that other community colleges and universities across the nation faced (The Washington Post, 2022). On average, student enrollment in Texas community colleges dropped 14% during the pandemic, with student enrollment at community colleges declining from 748,478 students in Fall 2019 to 639,549 students in Fall 2021 (THECB, 2023). Leaders at these colleges began to informally collect outcomes data and share how 8-week terms provided greater flexibility and additional on-ramps back into college for students struggling during the crisis. Over the past two years, the Texas Success Center (i.e., the Center) has facilitated coordinating efforts to enable colleges to learn from each other and develop a structured mentorship approach for supporting additional colleges wanting to transition to 8-week terms. The Texas Playbook for Scaling 8-Week Terms for Pathways Transformation organizes our shared learning to date, provides a structured approach which can be utilized as a guidepost for colleges to promote and encourage further cross-systems conversations—which are needed to institutionalize the changes underway within the context of existing Pathways reform efforts—and serves as a primary resource to capture the wide array of artifacts and professional development tools that have been created to date to support this work. With gratitude, the Center acknowledges three Leader Colleges that have been instrumental in building and supporting Texas' 8-week terms learning community and the development of the *Texas Playbook*: Grayson College, Kilgore College, and Odessa College.

Talent Strong Texas Pathways Strategy

The Center, with financial support provided by the Trellis Foundation, has been working alongside Texas community colleges since 2021 to implement, scale, and institutionalize 8-week terms within the context of the Center's comprehensive Talent Strong Texas Pathways strategy. The Center supports college leaders in achieving their goals to build new systems that are more responsive to students' needs. Learn more about the statewide strategy in the Preface, "Talent Strong Texas Pathways Strategy" (pages 6-8).

The Texas Pathways theory of change posits that efforts to scale guided pathways practices result in growth in student success metrics. As colleges redesign systems to implement and scale 8-week terms, the Center anticipates improvements in the following early momentum metrics: (a) percentage of students earning six or more credits in Term 1, (b) percentage of students persisting from Term 1 to Term 2, and (c) percentage of students completing college-level courses (mathematics, reading, writing, all three subjects) in Year 1. Research shows that growth in these metrics is correlated with improved long-term outcomes like credential completion and transfer to a four-year institution (Belfield, Jenkins, & Fink, 2019).

Overview of Statewide Efforts to Implement and Scale 8-Week Terms

Leader Colleges Grayson College, Kilgore College, and Odessa College have mentored two cohorts of colleges in 2022 and 2023 who have made a commitment to launch and scale 8-week terms (see Appendix E for a list of the 15 colleges which were members of these cohorts). Presidents and chancellors at these colleges committed to a fall semester launch of new 8-week courses for the year following recruitment into the cohort. This provided a planning year, which included CEO-to-CEO executive coaching focused on institutional vision, scale, success metrics, and lessons learned. The chief academic officers organized professional development opportunities, which included topic-based webinars with in-depth conversations facilitated by topical experts (e.g., administrators, staff, and faculty), and site visits to provide customized technical assistance to the Implementation Teams of participating colleges. The community of practice provided an invaluable networking opportunity and enabled cross-institutional collaboration and the sharing of lessons learned. Each college participating in the 2022 cohort provided capstone presentations to their peers and determined next steps for their institution, including data collection to evaluate the impact of their activities. Their priority to focus on the sustainability of institutional change efforts led to the development of the *Texas Playbook*.

It is important to clearly articulate that launching programs as 8-week terms is not a stand-alone strategy or pilot program intending to support a limited group of students in a haphazard way. Rather, Texas community colleges are implementing and scaling 8-week terms with an intentional focus on improving program design and learning outcomes as an agent for whole-college redesign and to accelerate the scaling of the essential practices associated with the Talent Strong Texas Pathways strategy.

Using the Texas Playbook

Creating a Vision. Colleges that are newly starting the work of launching and scaling 8-week terms should first create a vision for how redesigning curricular programs into 8-week terms is aligned with fulfilling the mission of the institution, the college's commitment to Talent Strong Texas Pathways, and the role of staff, faculty, and administrators in transformative change efforts to address long-standing institutional barriers to access and success.



Developing an Implementation Team. College presidents and chancellors should identify a team lead for this work and create a cross-systems Implementation Team whose members will be responsible for coordinating change management practices, including building buy-in from faculty and staff. The Implementation Team should determine a set of action-oriented goals and activities

that focus on reaching scale for 8-week terms. Implementing a reform at scale means 80% or more first-time-in-college students benefit from the practice or 80% of programs have been transformed. See the Glossary of Terms for detailed definition of "scale" (page 5). Initial key decisions include: (a) identifying which programs (career and technical, academic, or both) will utilize 8-week terms, (b) selecting a target "launch" date that allows a sufficient planning period (in general, participating Texas colleges have selected the following fall semester to enable a full year of planning and coordination of systems change), and (c) identifying student outcomes metrics to evaluate the impact of changes on student learning.

Getting to Work. The Implementation Team should determine a timeline of meetings to work through Chapters 1-4 of this playbook. Then, the team should determine the appropriate stakeholders to convene for each meeting to discuss specific changes in Policy, Practice, *Process*, and *People* that need to be made to reach their goals. See the Glossary of Terms to learn more about the "Four P's of Transformative Change" (page 3). To fully explore the questions provided in each chapter. the Center recommends scheduling four separate 90-minute meetings early in the first semester of the planning year to build momentum for the changes across the institution that are required to support new 8-week terms.

Continually Improving. Colleges that have already implemented 8-week terms and are now shifting the focus to

Four P's of Transformative Change:

Adapted from research on transformative change from the Community College Research Center (CCRC) regarding the components of change that must occur across multiple dimensions of an institution (CCRC, 2017), the Center recommends that Implementation Teams evaluate each essential practice in terms of the following types of institutional changes (which are likely needed):

Policy – Changes in the design of systems or to organizational policies developed to guide actions that result in structural changes (e.g., new policies may include enrollment policies or financial aid policies to increase access and continuous enrollment in 8-week courses).

Process – Changes to rules and procedures that influence a set of human interactions with systems and business practices (e.g., new business processes may enable a student to enroll in a year's worth of coursework that is aligned with a specific credential in order to mitigate historical barriers).

Practice – Activities or essential practices adopted by the college intended to serve a broad population of students (e.g., co-requisite courses are organized in 8-week terms with contextualized supports provided to help students placed into developmental courses to succeed in the first college-level math course in their first semester).

People – Changes in the underlying attitudes, beliefs, or values of individuals that result in new behaviors (e.g., data collection and data-sharing practices enable faculty to understand the positive impact of 8-week terms on institutional achievement gaps and thus build buy-in to scale and institutionalize 8-week terms). institutionalization may use the *Texas Playbook* similarly, with the goal of institutionalizing the changes underway with new or broader changes to *Policy, Practice, Process*, and *People*. Conversations should focus on (a) addressing emerging challenges in implementation, (b) reflecting on the successes/challenges of scaling and institutionalizing 8-week terms, and (c) identifying next steps for aligning reform efforts within their Talent Strong Texas Pathways College Action Plans. The Center recommends that Implementation Teams convene appropriate stakeholders regularly (at least annually) to revisit Chapters 1–4 of the *Texas Playbook* and discuss improvements in outcomes data to establish a cycle of ongoing continuous improvement. Presentations regarding student impact and next steps should be provided to the CEO and trustees regularly.

Table of Contents

The chapters of the *Texas Playbook* are organized to align with existing efforts underway at Texas community colleges to scale the essential practices associated with the four pillars of the Talent Strong Texas Pathways strategy. The appendix includes resources developed by the Texas Leader Colleges. It includes professional development materials created by the Leader Colleges to support Texas community colleges in launching new 8-week terms, as well as example products associated with the types of policy changes and system changes that have been developed as the work has shifted from implementing to scaling and institutionalizing 8-week terms.

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More Information

Please contact the Texas Success Center for more information regarding ongoing efforts to scale 8-week courses in Texas:

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Talent Strong Texas Pathways Strategy

Preface

The Texas Success Center (i.e., the Center), launched in 2013 and housed at the Texas Association of Community Colleges, is dedicated to enabling social and economic mobility of Texans—focusing on learners as early as high school—who are served by Texas community colleges. The Center serves as a hub for Texas community colleges and leads the state's community college reform efforts through Talent Strong Texas Pathways—a comprehensive statewide strategy for whole-college transformation aimed at dramatically improving the student experience so that all learners may succeed in achieving their post-completion goals.

Talent Strong Texas Pathways Strategy

The Talent Strong Texas Pathways strategy is fundamentally grounded in addressing systemic educational problems impeding student success and economic mobility caused by incoherent and misaligned structures that have resulted in far too few Texans being prepared for meaningful careers. Between 2016 and 2022, Texas community colleges scaled the dramatically successful set of core practices outlined by the research-based Guided Pathways strategy. Their efforts have resulted in unprecedented positive impact since the Pathways strategy first launched five years ago. In fact, Texas has made great strides in the growth of early momentum key performance indicators associated with future credential completion in college, transfer to four-year institutions, and eventual baccalaureate completion. Upon this solid foundation, Texas community colleges continue to innovate with the goal of dismantling barriers to student access and success. Looking ahead, the Center's new five-year Talent Strong Texas Pathways strategy will: (a) build workforce ecosystems that create accessible and inclusive talent pipelines leading students from multiple entry points to high-demand careers with living wages and on-going employment success, and (b) develop cultural conditions necessary for colleges to create new patterns of social mobility and economic empowerment for all students.

Talent Strong Texas Pathways supports community college reform aimed at redesigning institutional systems to reduce disparities and empower Texans to rise out of poverty and achieve their highest potential. Accordingly, and in alignment with <u>House Bill 8</u> recently passed by the 88th Texas Legislature, the goal of the Center's strategy is to increase credentials and skills of Texans, with an intentional focus on adults and students from educationally and economically disadvantaged backgrounds, to ensure their success along clear workforce and education paths to social and economic strength. The Center seeks to increase credential and degree completion rates by improving the disproportionality of postsecondary completion between such student subgroups.

Talent Strong Texas Pathways Framework

The Talent Strong Texas Pathways framework considers students' multiple points of entry and re-entry into career-focused talent pathways leading to the achievement of their end goals with ongoing trajectories into meaningful careers with living wages and opportunities for lifelong learning within the education-workforce cycle (see Figure 1). This asset-based framework recognizes the attributes that each learner brings with them and builds upon throughout their educational journey. Importantly, it understands that all kinds of learners contribute to the larger

regional and state economic engine and emerging and evolving career opportunities in Texas. It intentionally centers the student experience so that institutional reform efforts are dedicated to identifying and removing systemic barriers that impede various types of learners.

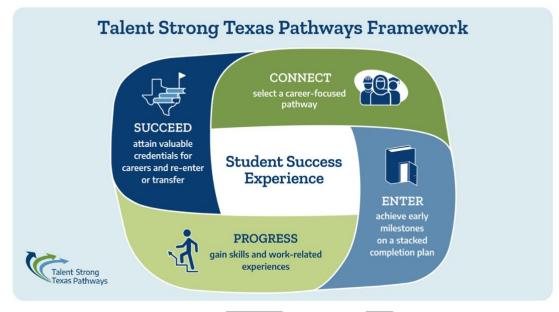


Figure 1. The Student Success Experience Life Cycle Within Texas Community Colleges

The essential practices of the Talent Strong Texas Pathways guide the community colleges in operationalizing and scaling whole-college transformation (see Figure 2). Essential practices are grouped into four key pillars of change: (1) map pathways to student end goals, (2) help students choose and enter pathways, (3) keep students on their pathways, and (4) ensure students are learning.

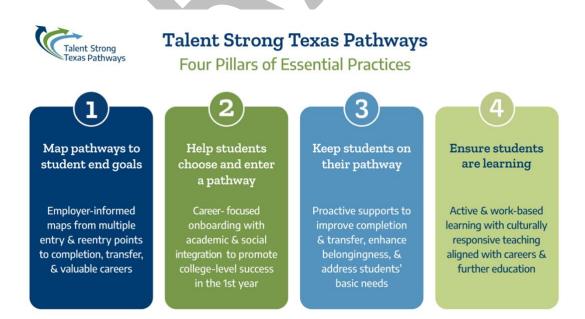


Figure 2. The Four Pillars of Essential Practices



The Center strives to build institutional capacity to accelerate and institutionalize the essential practices to grow student success in enrollment, persistence, credential completion, career entry, and further education. Over the past five years, Texas community colleges have made significant progress in scaling the essential practices associated with the strategy. During this time, the Center has been able to utilize a robust external evaluation process to link college engagement with this strategy to improved student outcomes.

The Center believes that colleges working to scale and institutionalize 8-week terms will accelerate the scaling of these essential practices, and as such, advance institutional systems change efforts and realize growth in student success outcomes. The implementation of 8-week terms should not be viewed by college leadership as a pilot program or disjointed project intended to serve a select population; it should be embedded within the college's broader Pathways strategy to support the college's strategic plan.

In recognition of the inherent hierarchy of fundamental needs of all humans, the Talent Strong Texas Pathways strategy will address issues of student wellness, belongingness, and success (see Figure 3), with the goal of cultivating an inclusive campus culture. Recognizing the need to provide holistic supports for the various needs of all students to learn and complete programs, the Talent Strong Texas Pathways strategy is also built on the scholarly theories describing the hierarchy of human needs, with the understanding that once the more basic needs are fulfilled, it is easier to fulfill higher-order needs. The Center has designed the Talent Strong Texas Pathways strategy to holistically support the needs of a diverse population of students, including high school students, adults, and economically and educationally disadvantaged students. By addressing wellness and belongingness (e.g., food, housing, mental health, a sense of campus safety and inclusion), which are requisite to learning and thriving, colleges will create a learning experience that builds momentum toward self-actualization, furthers success, and cultivates meaningful workforce connections to advance new patterns of economic empowerment.



Figure 3. Social and Economic Mobility Strategy

The *Texas Playbook* is designed to support new cross-systems conversations that will, in turn, lead to a culture of change and a culture of student success.

Map Pathways to Student End Goals

Chapter 1

The table below reflects the essential practices associated with Pillar 1 of the Texas Pathways strategy. The Implementation Team, along other invited key shareholders related to Pillar 1, should set aside enough time to reflect on each practice as they relate to the implementation and scaling of 8-week terms. The discussion should be solutions-oriented and focus on the changes needed in Policy, Process, Practice, and People across all systems and levels within the college to scale 8-week terms to a broader group of students and to improve student outcomes, including early momentum metrics and credential completion. Refer to the <u>Glossary of Terms</u> as needed for questions related to the definition of words used in the essential practices.

Essential				
Practice	Policy	Process	Practice	People
1A. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors."	Which meta-majors should be considered for transformation to 8- week structures? Which programs in these meta-majors will be changed to the 8-week format? Which programs will not? How will these decisions be made?	What waiver process will the college develop to determine which meta majors and/or courses will be able to opt out of 8- week format? How will the waiver process be improved?	How will change management be handled to ensure a smooth transition?	How will leadership communicate changes underway to build early buy-in of faculty. Who will implement the waiver process?
1B. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	How will the implementation and scaling of 8-week terms be evaluated? What data elements will be used to measure success?	Will students be able to complete all courses within their selected program of study in courses designed for the 8- week format? In what ways will the college improve the transfer and applicability of college credits to the student's major at 4-year institutions?	In what ways does changing to 8-week terms impact the guidance and preparation for students aiming for transfer? For students aiming to enter the workforce?	What feedback from workforce partners and universities should be collected as the college considers transforming programs to the 8- week format?
1C. Detailed information is provided on the college's website	What percentage of your academic and career technical programs have	What information will students need in order to make decisions about their	What changes to student communications will need to occur for	How will the college communicate to the community and families about

on the	detailed information	future? How will	programs and meta-	programs organized
	about <u>employment</u>	this be		in 8-week terms?
employment and further education	, ,		majors transforming	III 8-Week terms?
	opportunities on the	communicated on	to the 8-week	
opportunities	college website	the website?	structure?	
targeted by each	targeted for each			
program.	program?	Will students be		
		able to enroll in a		
	What percentage of	year's worth of		
	your academic and	coursework aligned		
	career technical	with a specific		
	programs have	credential?		
	detailed information			
	about opportunities			
	for <u>further</u>			
	<u>education</u> (including			
	transfer)			
	opportunities			
	targeted for each			
	program?			
1D. Programs are	How will program	On the college's	What considerations	What feedback from
clearly mapped out	leaders determine	website (or other	do we need to take	students should be
with clear	the sequencing of	public facing	for developmental	collected to inform
guidance for	courses for	material), what	and corequisite	continuous
students on which	programs	programs are clearly	support courses that	improvement
courses to take	transformed to 8-	mapped out with	prepare students for	efforts?
and in what	week courses?	clear guidance for	programs organized	
sequence. Critical		students on which	in 8-week terms?	How will students
courses for	Will dual credit	course to take and in		needing corequisite
program success	pathways be	what sequence?	What considerations	courses be advised
and other key	impacted by		do we need to make	and supported?
progress	changes in programs	How will program	for hybrid, online,	
milestones are	to 8-week terms?	maps and credential	and hy-flex courses	
clearly		maps need to evolve	offered in 8-week	
identified. All info		to communicate the	models?	
is easily accessible		transformation to 8-		
on the college's		week terms to key		
website.		stakeholders?		
		Do program maps		
		and credential maps		
		include the critical		
		courses for student		
		success in the		
		program?		
		,		
		Are other key		
		progress milestones		
		clearly identified		
		(examples include,		
		(champies include,		

		occupational skills awards or certificates earned while pursuing associate program) on program maps and credential maps?		
1E. Required math courses are appropriately aligned with the student's meta- major/pathway or field of study.	For each program that requires a math course, has the college appropriately aligned with the student's meta major/pathway or field of study? What is the optimal placement for math courses in the sequence of 8-week programs?	How will math pathway courses align in 8-week models?	What considerations do we need to make for high-credit and high-contact-hour corequisite math courses required for entry into programs?	How does the college utilize business partnerships to validate which math course(s) should be required for each career technical program?



Help Students Choose and Enter a Pathways

Chapter 2

The table below reflects the essential practices associated with Pillar 2 of the Texas Pathways strategy. The Implementation Team, along other invited key shareholders related to Pillar 2, should set aside enough time to reflect on each practice as they relate to the implementation and scaling of 8-week terms. The discussion should be solutions-oriented and focus on the changes needed in Policy, Process, Practice, and People across all systems and levels within the college to scale 8-week terms to a broader group of students and to improve student outcomes, including early momentum metrics and credential completion. Refer to the <u>Glossary of Terms</u> as needed for questions related to the definition of words used in the essential practices.

Essential				
	Policy	Process	Practice	People
Practice				
1A. Every new	Is it standard policy	Where/when do	Does every student	What information
student is helped	at the college to	each of the three	have the	do students need in
to explore	provide every new	occur at your	opportunity to enroll	order to believe that
career/college	student the	college? During	in 8-week terms? If	they can be
options, choose a	following: (a)	orientation? During	not, why?	academically
program of study,	explore	"Zero Week"?		successful in
and develop a full-	career/college		What activities are	accelerated course
program plan as	options, (b) choose a	Does the	required to support	work?
soon as possible.	program of student,	onboarding process	a broader group of	
	and (c) and develop	look different for	students being	
	a full program as	students opting to	served in 8-week	
	soon as possible?	enter a program	terms?	
		organized in 8-week		
		terms? Why?		
2B. Contextualized	Is it standard policy	What are the	Are there	How does the
supports are	at the college to	college's methods of	standardized and	college cultivate a
provided to help	offer contextualized	providing	contextualized	sense of belonging
all students to	supports to help ALL	contextualized	supports embedded	in the first week(s)
succeed in the	students to succeed	supports? How are	within gateway	of an accelerated
"gateway" courses	in the 'gateway'	these communicated	courses across all	course?
for the college's	courses for your	to students?	programs?	
major program	institution's major			
areas.	program areas?	What kinds of	What steps has the	
		changes would	college taken to	
		provide the supports	make supports less	
		in a way that makes	optional? Less	
		them less optional,	stigmatized? What	
		or less stygmatized?	still needs to occur?	
		What process has		
		been set up as an		
		early alert to help		
		early alert to help		

		ctudante who may		
		students who may		
		be struggling? Is it		
		effective?		
2C. Contextualized	Is it standard policy	What are your	What activities are	How will the college
supports are	at the college to	methods of	required to support	communicate
provided to help	provide every new	supporting students	a broader group of	student success
students placed	student the	in developmental	students being	with math faculty
into	following:	mathematics?	served in	for students enrolled
developmental	contextualized		developmental/co-	in 8-week math
math to succeed in	supports to help	Which continuous	requisite math	courses?
the first college-	students placed into	improvement efforts	courses organized in	
level math course	developmental/co-	have been most	8-week terms?	Does the college
by the end of their	req math to succeed	impactful at		share key
first year.	in their first college-	improving student		, performance
	level math course by	completion rates in		, indicator data
	the end of their first	college-level		relating to the
	year?	mathematics? Are		percentage of
	Í	some specifically		students
		effective for		successfully
		students enrolled in		completion college
		8-week terms?		level math in Year 1?
				To whom (e.g.,
				board, cabinet, dean,
				faculty)? How
				often?
2D. Contextualized	Is it standard policy	What are your	What activities are	How will the college
supports are	at the college to	methods of	required to support	communicate
provided to help	provide every new	supporting students	a broader group of	student success
students placed	student the	in developmental	students being	with English faculty
into	following:	reading and writing?	served in	for students enrolled
	contextualized	reading and writing?		
developmental		Which continuous	developmental/co-	in 8-week reading
reading or writing	supports to help		requisite reading	or writing courses?
to succeed in the	students placed into	improvement efforts	and writing courses	
first college-level	developmental/co-	have been most	organized in 8-week	Does the college
English course by	req English to	impactful at	terms?	share key
the end of their	succeed in their first	improving student		performance
first year.	college-level English	completion rates in		indicator data
	course by the end of	college-level reading		relating to the
	their first year?	and writing? Are		percentage of
		some specifically		students
	_	effective for		successfully
		students enrolled in		completion college
		8-week terms?		level reading and
				writing in Year 1? To
				whom (e.g., board,
				cabinet, dean,
				faculty)? How
	1	1	1	often?

2E. Intensive	What types of	Which continuous	What specific	What steps will be
support is	intensive supports	improvement efforts	challenges might	taken to change the
provided to help	are provided to help	have been most	ABE students have	college culture to
students placed	students placed into	impactful at	in the accelerated 8-	encourage more
into adult basic	adult basic	improving student	week format? How	individuals to seek
	education to both	transition into		
education (ABE) to enter and succeed	enter and succeed in		will these challenges	opportunities to break down
in college-level		college-level	be mitigated?	institutional barriers
-	college level courses	courses?		for ABE students?
courses as soon as	as soon as possible?			TOT ADE SLUUETILS?
possible.	How does the	11/hat are your	How does the	14/bich activities
2F. The college		What are your		Which activities
works with high	college work with	<i>methods for</i>	college evaluate the	promote a college-
schools and other	feeder high schools	improving	success of college	going identity for
feeders to	(public, private, and	collaboration and	and career readiness	key student
motivate and	<i>charter) to motivate</i>	alignment across the	efforts?	populations?
prepare students	and prepare	K-12 and college		
to enter college-	students to enter	systems?	What changes to	
level coursework	college-level		the dual credit	
in a program of	coursework in a	What changes to	offerings provided	
study when they	program of study	dual credit MOUs	by the college will	
enroll in college.	when they enroll in	are still needed?	best prepare	
	college?		potential students	
		What processes or	for a successful	
	How does policy	cross-systems	transition into	
	differ among K-12	structures have	programs organized	
	partners <u>within</u> the	been developed that	as 8 week-terms?	
	college district's	improve		
	service area, versus	collaboration with	What specific events	
	K-12 partners	district partners?	(e.g., advising, 8 th	
	outside of the		grade career fair,	
	college district's	What are the	college signing day,	
	service area? Why?	college's next steps	etc.) are most	
		for building a	effective?	
	What kinds of policy	regional		
	changes would likely		What efforts are	
	promote growth in	can be leveraged to	underway to grow a	
	the percentage of	grow Talent	culture of	
	high school	Pathways?	belongingness at the	
	graduations directly		college?	
	enrolling at the			
	college who are			
	ready for college-			
	level course work.?			

Keep Students on Their Pathway

Chapter 3

The table below reflects the essential practices associated with Pillar 3 of the Texas Pathways strategy. The Implementation Team, along other invited key shareholders related to Pillar 3, should set aside enough time to reflect on each practice as they relate to the implementation and scaling of 8-week terms. The discussion should be solutions-oriented and focus on the changes needed in Policy, Process, Practice, and People across all systems and levels within the college to scale 8-week terms to a broader group of students and to improve student outcomes, including early momentum metrics and credential completion. Refer to the <u>Glossary of Terms</u> as needed for questions related to the definition of words used in the essential practices.

Essential	Delicy	Process	Practice	Deeple
Practice	Policy	PIOLESS	Practice	People
3A. The college's	How does the	What advising	How will existing	What training does
advisors have	college ensure that	checkpoints need to	student advising	the college need to
accurate	advisors have	be adjusted to case	requirements adjust	provide to advisors
information to	accurate information	manage students in	for students in	to case manage
monitor which	to monitor which	8-week term	programs organized	students in
program every	program every	programs?	in 8-week terms?	programs organized
student is in and	student is in and the			in 8-week terms?
how far along the	student's progress		Does the college	
student is toward	toward completing		need to create new	
completing the	the program		advising guidelines	
program	requirements?		to better support	
requirements.			students enrolled in	
	What types of policy		programs organized	
	changes should be		in 8-week terms?	
	considered in order			
	to best serve			
	students opting into			
	programs organized			
	in 8-week terms?			
3B. The college	How does the	What types of IT	How will faculty and	How will the college
provides students	college ensure that	integration are	advisors guide	ensure IT staff fully
with accurate	students are	needed to help	students on the use	understand the
information so	provided with	students stay on	of their online	implications of the
students can easily	accurate information	track to accomplish	program completion	adjustment to 8-
see the progress	so they can easily	their long-term	information?	week terms, in order
they are making	see the progress	goals?		to make appropriate
towards their	they are making		How will the	changes in program
program, life, and	towards their	Does the college	Learning	software?
career goals.	program, life, and	need to reprogram	Frameworks	
	career goals?	online program	curriculum be	What training do
		completion software	updated to support	faculty and advisors
		(e.g., Degree Works)	students in	need to guide

	11/bich turnes of	to reflect programs	neograms areanized	students through
	Which types of	to reflect programs	programs organized	students through
	policy changes are	organized into 8-	in 8-week terms?	program progress?
	needed to improve	week terms?		
	communications			
	specifically for			
	students enrolled in			
	8-week terms?			
3C. The college has	What policies and	How will the college	What professional	Has the college
policies and	practices are utilized	adjust advising case	development is	identified a set of
practices in place	at the college so	management	necessary for	core values that
so that advisors,	advisors, faculty,	practices to connect	faculty, advisors,	guide individual and
faculty, and staff	and staff have the	with students in 8-	and learning support	communal behavior?
intervene in ways	ability to intervene	week terms	staff to understand	
, that help students	in ways that help	effectively?	how to effectively	Do the values of the
continue to build	students continue to		serve students in	college refect a
momentum to	build momentum to	If there is not a case	programs organized	student-centered
program	their program	management	in 8-week terms?	approach for serving
completion.	completion?	system in place for	and week terms:	students? Do they
compiction.		advising, how will	In what ways will	support a culture of
		the college	stakeholders	student success
		-	throughout the	where all students
		systematically		
		identify when	college community	have equal
		students need	(e.g., advisors,	opportunity to
		support in programs	faculty, staff, etc.)	achieve their
		organized in 8-week	ensure that students	academic goals?
		terms?	taking 8-week	
			courses will	
			experience a	
			meaningful	
			connection early in	
			the term (i.e., within	
			the first 2 weeks)?	
3D. The college	How does the	What processes	How will advising	What do faculty
provides early and	college provide early	need to be in place	materials and	advisors and
accurate advising	and accurate	to provide students	processes outlining	academic advisors
to students	advising to students	interested in limited	alternative program	need to know about
selecting into	selecting into	access programs	options be	programs organized
limited-access	limited-access	organized in 8-week	redesigned to	in multiple semester
programs, such as	programs (e.g.,	terms to learn about	include key	formats to
nursing or culinary	nursing) to engage	other programs	information and	communicate
arts, to engage	them with available	(possibly in different	entry dates for	options to students?
them with	options for	semester formats)?	, programs in multiple	
available options	' credentials that	· · · · · · · · · · · · · · · · · · ·	semester formats?	
for credentials that	align with their			
align with their	goals?			
goals.	<u> </u>			
3E. The college	How does the	What new business	How will scheduling	What do registrars
schedules courses	college provide	processes are	practices evolve to	and schedulers need
based on student	year-long course	needed to enable	manage programs	to understand about
Daseu on student	year-iony course		manage programs	

a duranti a na luda se a	a de a de la a da cara ser	atu dan ta in O	energia dinte C		
educational plans	schedules to ensure	students in 8-week	organized into 8-	programs organized	
to ensure students	students can take	programs to enroll in	week terms?	in 8-week terms?	
can take the	the courses they	all courses within a			
courses they need	need when they	semester at the	How will online	What training for	
when they need	need them (e.g.,	same time? To enroll	scheduling tools be	add/drop periods	
them, can plan	students are able to	in all courses across	updated to reflect	and census date	
their lives around	plan their lives	multiple semesters	programs organized	data collection do	
school from one	around school from	at the same time?	into 8-week terms?	faculty and advisors	
term to the next,	one term to the next			need to manage	
and can efficiently	and can efficiently	What data will be	Will a flag or	students in	
complete their	complete their	collected to	indicator be added	programs organized	
programs.	program)?	understand	to scheduling	in 8-week terms?	
		enrollment and	systems to ensure		
	What kinds of new	completion patterns	only students	What information	
	enrollment policies	for students in	enrolled in programs	do program faculty	
	are needed to	programs in 8-week	organized in 8-week	need to ensure they	
	increase access and	terms? How will this	terms have access to	are offering and	
	continuous	data be shared to	the 8-week courses	staffing courses	
	enrollment in	improve processes	they need to	when students need	
	programs organized	and policy?	progress?	them for programs	
	in 8-week terms?			organized in 8-week	
		When will data be	What practices need	terms?	
	What kinds of new	collected and	to be created to		
	financial aid policies	analyzed to	manage student	How will faculty	
	are needed to	understand student	selection into	loads need to adjust	
	increase access and	scheduling needs?	programs organized	to accommodate	
	continuous	How will this data	into 8-week terms	programs organized	
	enrollment in	be shared to	to ensure the correct	in 8-week terms?	
	programs organized	improve processes	students are		
	in 8-week terms?	and policy?	enrolled and other		
			students are		
			effectively moved		
			into appropriate		
			courses?		

Ensure Students are Learning

Chapter 4

The table below reflects the essential practices associated with Pillar 4 of the Texas Pathways strategy. The Implementation Team, along other invited key shareholders related to Pillar 4, should set aside enough time to reflect on each practice as they relate to the implementation and scaling of 8-week terms. The discussion should be solutions-oriented and focus on the changes needed in Policy, Process, Practice, and People across all systems and levels within the college to scale 8-week terms to a broader group of students and to improve student outcomes, including early momentum metrics and credential completion. Refer to the <u>Glossary of Terms</u> as needed for questions related to the definition of words used in the essential practices.

Essential Practice	Policy	Process	Practice	People
4A. Program	Does the college	How might the	How are program	How will the college
learning outcomes	have an effective	process of	learning outcomes	guide faculty in
(PLOs) are aligned	strategy for securing	converting a	aligned with the	programs organized
with the	the engagement and	program to 8-week	requirements	in 8-week terms to
requirements for	input of key	terms assist the	targeted by each	review and revise
success in the	stakeholders in the	college in	program (e.g., to	PLOs?
further education	development/	identifying/revising	pursue a BAAS or to	
and employment	revision of PLOs?	program learning	secure employment	How will students
outcomes targeted		outcomes to ensure	in the field of	understand where
by each program.	Which programs will	students are	interest)?	and when they will
	be the first to be	successful in post-		meet PLO
	converted to 8-	completion	What activities	milestones during
	week terms? How	outcomes?	should be planned	programs organized
	can the strategy of		for in the coming	into 8-week terms?
	program conversion	How will the college	year to ensure that	
	and the policies	better communicate	program learning	How will the college
	adopted to scale 8-	with transfer	outcomes are better	support faculty to
	week courses assist	university partners	aligned with	strengthen
	the college in better	to ensure learning	corresponding	connections
	aligning program	outcomes are	programs at transfer	between Student
	learning outcomes	aligned with future	university partners?	Learning Outcomes
	with postsecondary	education?		at the course level
	success?		What activities	and PLOs at the
		How will the college	should be planned	program level?
	What skills,	better communicate	for in the coming	
	knowledge, and	with workforce	year to better utilize	How does the
	abilities will be	partners to ensure	business advisory	college partner with
	gained in each	learning outcomes	councils in the co-	employers to
	program that are	are aligned with	creation and	validate the skills
	relevant to the	employer needs?	validation of	and credentials that
	workplace and or		program learning	a student gains
	transfer institution?		outcomes?	

48. Faculty provide instruction across programsWhat kind of polices has the evaluation processes need to be created to learn program across programsWhat construction evaluation processes need to be created to learn that (a) engages that (b) encourages them introductory courses) that active and applied learning in the active and applied learning the active and applied learning in the active and applied learning the to think critically, borderated course format? What borderated course to think critically, borderates to think critically, borderates continue to promote active and applied learning in the active and applied learning in the active and applied learning the to think critically, borderated course format? What borderated course format? What borderated course to think critically, borderated course format? What borderated course format? What borderated course format? What borderated course format? What borderated course format? What borderated course format? What borderated course are commended to support student's academic success in academic success in academic success in academic success in academic success in are embedded in embeddedHow does the college improve and across 3 week and affer consistent, across 3 week and affer consistent, academic success in across 3 week and across 3 week					through their
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	learning, study	opportunities?		college collaborate	learning in
abroad and otherwith universityaccelerated courses?					accelerated courses?
active learning transfer partners to	active learning				
activities. <i>expand academic</i>	activities.			-	
experiential learning				experiential learning	
opportunities				opportunities	

			aligned with	
			-	
			university study?	
4D. Faculty/	How will the	How will the college	What practices exist	What training for
programs assess	college's established	assess whether	for faculty and	faculty is necessary
whether students	policy to assess	students are	program leads to	to understand how
are mastering	whether students	mastering PLOs in	assess PLOs in	8-week terms
program learning	are mastering PLOs	programs organized	programs organized	impact PLO data
outcomes (PLOs)	for all programs	in 8-week terms?	into 8-week terms?	collection, timeline,
and building skills	need to adjust for		Will the practice of	and analysis
across each	programs organized	In what ways will	PLO assessment	processes?
program, in both	into 8-week terms?	, PLO assessment	need to vary for	'
academic and		policy need to adjust	programs organized	How will the college
workforce		to accommodate	in 8-week terms?	increase faculty
programs.		programs organized	Why?	engagement in data
programs.		into 8-week terms?	vviiy:	collection and data
		IIILU O-WEEK LEIIIIS!		
				sharing to ensure
		What types of		that students
		changes to program		achieve PLOs which
		design are most		are aligned with
		likely to positively		their future
		impact student		aspirations?
		growth in mastering		
		PLOs?		How will the college
				increase buy-in from
				faculty most
				resistant to program
				re-design work ?
4E. Results of	How is the priority	How will PLO	How will the college	How will the college
learning outcomes	to provide high	assessment data be	set expectations	better communicate
assessments are	quality learning	used to support an	that all programs	the value of college
used to improve	experiences	increasingly diverse	organized into 8-	and the completion
teaching and	portrayed in the	body of students?	week terms develop	of a specific program
learning through	college's mission? In	body of stadents:	program review	to all students?
program review,	the 5-year strategic	What changes to	processes that	
professional	plan?	the assessment	include timebound	Mbat strategies for
development, and	piarr			What strategies for
other intentional		process are needed	action steps for	data sharing would
		to make timely	improvement?	increase trust
campus efforts.		improvements to		among staff and
		support students	How will the college	faculty to promote
		enrolled in 8-week	support all programs	the use of data
	-	terms?	to use the results of	sharing and
			learning outcomes	assessment as
		What capacity-	assessments to	beneficial tools for
		building efforts	improve teaching	continuous
		need to occur to	and learning	improvement?
		support identified	through professional	
		changes needed	development?	
		from the PLO		
1			1	

		accoccmont	Are there other	
		assessment		
		process?	intentional campus	
			efforts that support	
			the college's	
			continuous	
			improvement	
			efforts?	
4F. The college	How would the	Has the college	At what level does	How do students
helps students	process of	created a process	your institution help	use various tools
document their	developing	for documenting the	students document	intended to
learning for	credential maps	skills gained through	their learning for	document their
employers and	assist the college in	a program (e.g.,	employers or	learning?
universities	developing new	badging)?	universities through	
through portfolios,	policies to support		(a) portfolios (what	Which forms of
badging, sharing	the documentation	Has the college	programs?), (b)	documented
of micro-	of learning?	created a process	badging (what	learning most
credentials, and		for documenting the	courses/programs?),	successfully
other means	Has the college	skills already	(c) sharing of micro-	communicate the
beyond	developed student-	acquired (e.g., credit	credentials (what	knowledge, abilities,
transcripts.	facing credential	for prior learning)?	courses/programs?)	and skills of a
	maps for the	,, p	, , , , , , , , , , , , , , , , , , ,	student to a
	programs organized	What are the next	What additional	potential employer?
	in 8-week terms?	steps the college	opportunities need	potential employer.
	in o week termo.	should take in	to be developed for	
		recognizing and	specific programs	
		assessment what	organized as 8-week	
		students already	terms?	
		know, and to	cerms:	
		expand the		
		credentialing of		
		prior learning?		
4G. The college	Has the college	How is data	How does the	What kind of data
collects	established a policy	collected and	college ensure that	collections are
quantitative and	regarding the	utilized such that it	the voices of all	needed "closer to
qualitative data to	5 5	cultivates a culture	types of students	the learner" that
assess the	strategic and routine administrations of	of student success?	are included in	
effectiveness of	national	A culture of caring	are included in quantitative data? In	would provide high
		5		quality learning
educational	assessments?	and belongingness?	qualitative data?	experiences and the
practice (e.g.,	Dear the callege			supports needed to be successful in
using CCSSE or	Does the college			
SENSE, etc.) and	analyze			rigorous college-
uses the results to	disaggregated data			level courses?
create targeted	to identify			
professional	institutional barriers			What kinds of data
development for	to access and			collections are
faculty and	success (e.g., low-			needed "closer to
program leads.	income,			the learner" that
	academically			would support
	underprepared,			

adult learners, first	students enrolled in
generation,	8-week courses?
race/ethnicity,	
enrollment in 8-	
weeks and 16-week	
courses)?	



Appendix A: Professional Development and Presentations

Professional Development for Texas Community College Implementation Teams

- Pre-Institute Workshop: Transforming Culture and Adopting 8-Week Terms to Improve Student Success (presentation slides), Odessa College, November 2021
- Pre-Institute Workshop: Implementing and Scaling 8-Week Terms (presentation slides), Odessa College, Kilgore College, and Grayson College, April 2022
- Scaling 8-Week Terms (presentation slides), Odessa College, April 2022
- Focus to Finish: Implementing 8-Week Course Scheduling (presentation slides), Kilgore College, April 2022
- Webinar: Financial Aid (presentation slides & recording), July 2022
- Webinar: Faculty Buy-In (presentation slides & recording), September 2022
- Webinar: Dual Credit/Early College Programs (presentation slides & recording), October 2022
- 8-Week Courses: Student Success Data (presentation slides), Kilgore College, Date???

State and National Presentations & Recognition

- Texas Higher Education Coordinating Board: Odessa College Receives Star Award for 8-Week Courses (video), Odessa College, December 2017
- American Association of Community Colleges 2022 Annual: <u>Scaling 8-Week Terms to</u> <u>Increase Enrollment and Retention</u> (presentation slides), Odessa College, April 2022
- American Association of Community Colleges 2023 Annual: Scaling 8-Week Terms to Increase Enrollment and Retention (presentation slides), Odessa College, April 2023
- American Association of Community Colleges 2023 Annual, <u>Scaling 8-Week Terms for</u> Institutional Transformation (presentation slides), Grayson College and Kilgore College, April 2023
- Wrangler Waves Podcast: Lessons Learned 10 Years of 8-Week Courses, Odessa College, Date???



Appendix B: Resources and Samples

Transitioning Steps

- National Junior College Athletic Association: Letter of Notification Change to 8-Week Terms and Academic Calendar Revisions (document), Odessa College, April 2014
- Institutional Commitments for Students, Employees, and Faculty (presentation), Odessa College, date??
- Request for Exception to 8-Week Course Format (document), Kilgore College, March 2022
- 8-Week Course Waiver Form (document), Grayson College, date???

Course Syllabi Samples

- History 1301: 16-Weeks in Face-to-Face Format (document), Grayson College, Fall 2023
- College Algebra 1314: 16-Weeks in Face-to-Face Format (document), Grayson College, Fall 2023
- College Algebra 1314: 8-Weeks in Face-to-Face Format (document), Grayson College, Fall 2023

Faculty Buy-in

- Drop Rate Improvement Program: What's Your Superpower? (presentation), Odessa College, January 2022
- Faculty Data Summit Questions (document), Grayson College, Spring 2023



Appendix C: Helpful URLs

Career & Academic Advising

- <u>Career Center | Grayson College</u>
- Pathways | Grayson College
- New Student Advising | Grayson College
- 2022-2023 Advising Guide | Del Mar College

Financial Assistance

- <u>Promise Programs | Grayson College</u>
- <u>Scholarships | Grayson College</u>
- Office of Financial Aid | Grayson College

Academic Calendars and Course Enrollment

- 8-Week Classes at ACC | Austin Community College
- Fall 2023 Schedule for the 1st 8-Week Session | Austin Community College
- Fall 2023 Schedule for the 2nd 8-Week Session | Austin Community College
- 2023-2024 Academic Calendar | El Paso Community College
- Fall 2023 Academic Calendar | Grayson College
- Spring 2024 Academic Calendar | Grayson College
- 2023-2024 Official College Calendar | Kilgore College
- Registration Guide: Summer and Fall 2023 | Laredo College
- 2023-2024 Academic Calendar | Odessa College

Student Recruitment into 8-Week Programs

- <u>8-Week College at the Mission del Paso Campus | El Paso Community College</u>
- Homepage: New 8-Week Classes | Alvin Community College
- 8-Week Courses: FAQ | Alvin Community College
- <u>8-Week Terms: FAQ | Del Mar College</u>
- <u>8-Week Sessions: Put Completing Studies on the Fast Track | Del Mar College</u>
- <u>Cre8 Your Future | Howard College</u>
- <u>8-Week FAQ | Paris Junior College</u>
- <u>PJC's 8-Week Courses | Paris Junior College</u>
- PJC Empowers Students With Move to 8-Week Classes | Paris Junior College
- <u>8-Week Classes | Texarkana College</u>

External Communications for Community

 Texarkana College Trustees Approve 8-Week Format for Academic Courses Beginning Fall 2023 | Texarkana College



Appendix D: Research and Articles on 8-Week Model

Implementing 8-Week Terms

- Achieving the Dream: Preparing for Shortened Academic Terms: A Guide (document), May 2021
- Achieving the Dream: Preparing for Shortened Academic Terms: Workbook (document), May 2021

Case Studies

- Achieving the Dream: Preparing for Shortened Academic Terms College Spotlight: Amarillo College: Big Goals for Student Success (document), May 2021
- Achieving the Dream: Preparing for Shortened Academic Terms College Spotlight: <u>Northeast Wisconsin Technical College: Big Jump to Close Equity Gaps</u> (document), May 2021
- Achieving the Dream: Preparing for Shortened Academic Terms College Spotlight: <u>Odessa College: An Overnight Success Several Years in the Making</u> (document), May 2021
- Achieving the Dream: Preparing for Shortened Academic Terms College Spotlight: <u>Trident Technical College: Bold Strategy for Student Success</u> (document), May 2021
- Achieving the Dream: Preparing for Shortened Academic Terms College Spotlight: <u>Waukesha County Technical College: More Students Complete a Credential in a</u> <u>Timely Manner</u> (document), May 2021

Research

- Bragg, D., Harmon, T., Napiontek, T., Wasserman, E., Kersenbrock, A. (June 2022). <u>20</u>
 Promising Practices to Advance Quality, Equity, and Success in Community
 College Baccalaureate (CCB) Degree Programs. Community College Baccalareate
 Association.
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Appendix E: Leader College Pairings with Mentee Colleges

Cohort 2022 and Cohort 2023

Odessa College	Kilgore College	Grayson College
Austin Community College	Alvin Community College	Howard College
Cohort 2022	Cohort 2022	Cohort 2022
(Scaled Implementation in Fall 2023)	(Scaled Implementation in Fall 2023)	(Scaled Implementation in Fall 2023)
El Paso Community College	Del Mar College	Paris Junior College
Cohort 2022	Cohort 2022	Cohort 2022
(Scaled Implementation in Fall 2023)	(Scaled Implementation in Fall 2023)	(Implementation in Fall 2022)
Alamo Colleges	Laredo College	Texarkana College
Cohort 2023	Cohort 2022	Cohort 2022
(Scaled Implementation in Fall 2024)	(Scaled Implementation in Fall 2023)	(Scaled Implementation in Fall 2023)
Angelina College	College of the Mainland	Trinity Valley Community College
Cohort 2023	Cohort 2023	Cohort 2022
(Scaled Implementation in Fall 2024)	(Scaled Implementation in Fall 2024)	(Transition through Fall 2024)
	San Jacinto College	Ranger College
	Cohort 2023	Cohort 2023
	(Scaled Implementation in Fall 2024)	(Scaled Implementation in Fall 2024)
		Temple College
		Cohort 2023
		(Scaled Implementation in Fall 2024)

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