# Implementing & Scaling 8-Week Terms:
# 2023 Cohort Capstone

Texas Success Center | Talent Strong Texas Pathways

# Good Morning!

**Kim McKay**

Vice President for Student Services & Enrollment Management, Odessa College

**Dr. Tracy Skopek**

Vice President of Instruction and Chief Academic Officer, Kilgore College

**Dr. Dava Washburn**

Chief Academic Officer, Grayson College

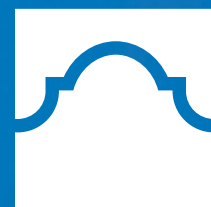Texas Success Center | Talent Strong Texas Pathways

# Morning Agenda

| TIME | ACTIVITY |
| --- | --- |
| 10:00 AM – 10:15 AM | Welcome & Overview<br>**Odessa College,**<br>**Kilgore College, and**<br>**Grayson College** |
| | Capstone Presentations |
| 10:15 AM – 10:25 AM | **Alamo Colleges** |
| 10:25 AM – 10:35 AM | **Angelina College** |
| 10:35 AM – 10:45 AM | **College of the Mainland** |
| 10:45 AM – 10:55 AM | **Ranger College** |
| 10:55 AM – 11:05 AM | **San Jacinto College** |
| 11:05 AM – 11:15 AM | **Temple College** |
| 11:15 AM – 11:30 AM | Team Reflection<br>What did you hear that was promising that might be able to be adapted to your local context?<br>Did anything presented challenge your assumptions about what could be changed? Or let go of?<br>Was there something presented that you would like to learn more about? |
| 11:30 AM – 12:00 PM | Lunch |

# THE ALAMO COLLEGES DISTRICT FAMILY

- 5 Alamo Colleges
  - **Northeast Lakeview College**
  - **Northwest Vista College**
  - **Palo Alto College**
  - **St. Philip's College**
  - **San Antonio College**

- 9 Regional & Neighborhood Centers

- 2 Education & Training Centers

- 23 Early College High Schools

- 13 P-TECHS

- 72 Dual Credit Partners

- 5 Alamo Academies



**Alamo Colleges District Service Area Map**

Atascosa, Bandera, Bexar, Comal, Guadalupe, Kendall, Kerr and Wilson
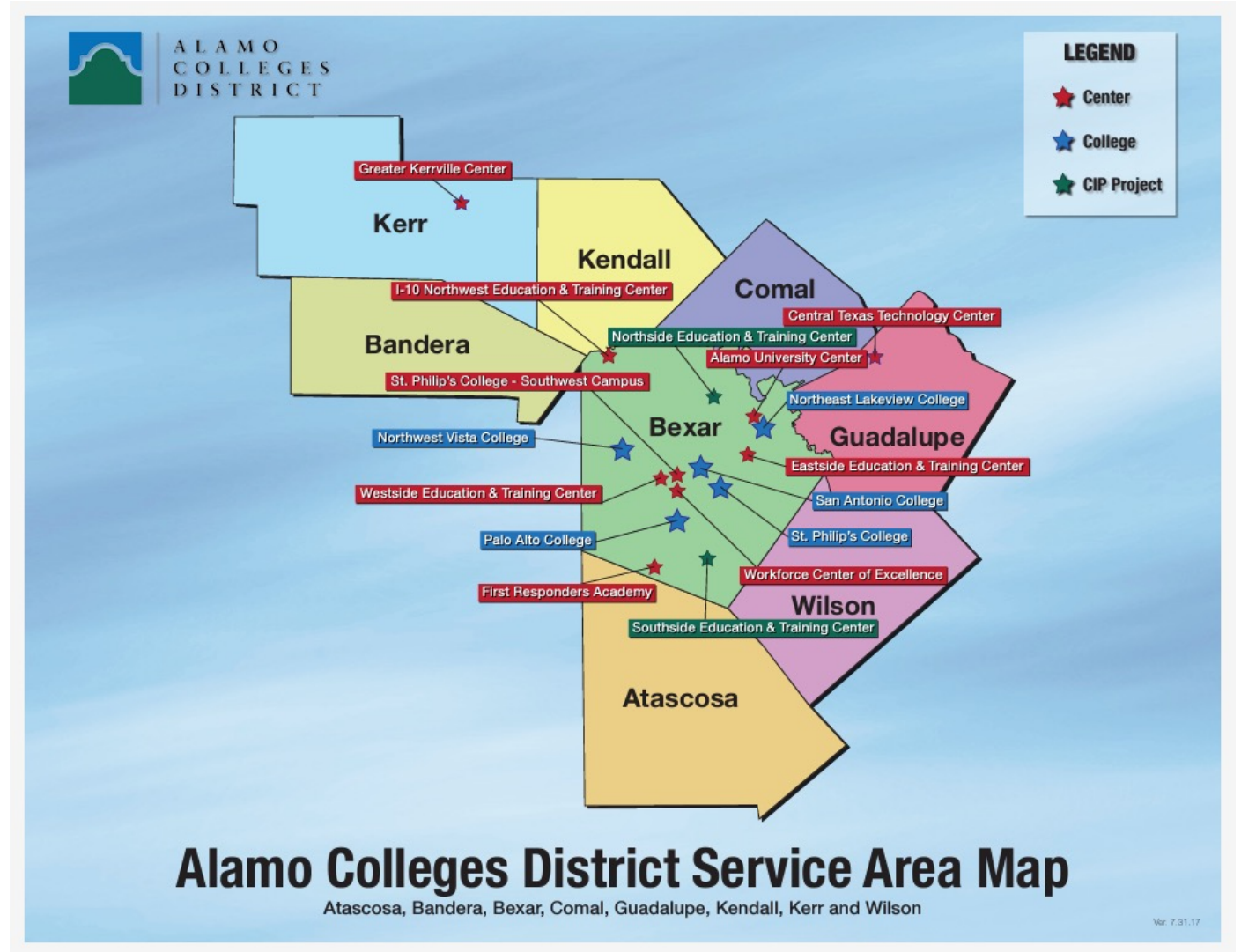
# QUICK STATS

**100,000+**
Students across
8 counties

**9**
Neighborhood & Regional
Centers

**350+**
Degree & Certificate
Programs

**#1**
Largest Provider of
Workforce Training
in the area

**DIVERSITY**

HISTORICALLY BLACK COLLEGES & UNIVERSITIES
H.B.C.U

HSI
HISPANIC
SERVING
INSTITUTION

ALAMO COLLEGES DISTRICT

Malcolm Baldrige
National Quality Award
2018 Award Recipient

LEADER COLLEGE
OF DISTINCTION

3

# Shortened Terms Pre-Work

- Strategic Research on Workforce Programs
- Creation of Full Academic Year Schedule
- Creation of six 8-week terms
- Systemwide adoption of AdAstra with Analytics
- Analysis of Course-taking patterns
- Analysis of Success Rates in Shortened Terms

# Shortened Terms  Next Steps

- Develop Overarching Goals

- Determine which Metrics to target

- Survey Students

- Determine Courses and/or Programs

- Create Project Management Plan

# Angelina College
## Pathways Capstone Presentation

Tim Ditoro, Ed.D.
Vice President, Academic Affairs

Andrea Barrett, Ph.D.
Dean, eLearning

Esther Campbell, Ph.D.
Assistant Vice President, Academic Affairs

Angelina
College

# Pathways Initiative Goals

**01** Investing in Student Success

**02** Redesigning for Student Success

8-week Course Delivery

# What was Angelina College's Ultimate goal for launching 8-week courses at Scale?

Angelina College

✓ Increase student retention

✓ Increase student completion of degree and certificate programs

# Will new courses be launched in vocational and/or academic programs in Fall 2024?

Academic Programs

Arts & Education - 46%

Business & Technology - 90%

Health Careers - 22%

Science and Mathematics - 26%

Workforce and Continuing Education Programs

Non-Credit Programs

Angelina College

# What systems, processes, policies, or practices has Angelina College put in place to support 8-week courses?

Faculty Professional Development

Launching Center for Teaching and Learning

Hiring an Instructional Designer

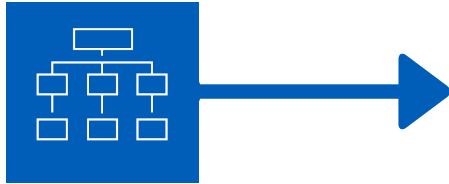Exception Approval Process

Arts & Education

Business & Technology

Health Careers
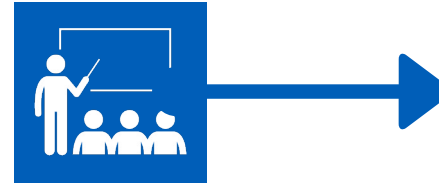
Science and Mathematics

Workforce and Continuing Edcuation

# Challenges & Barriers

## ADMINISTRATION

- Communicating 8-week term benefits

- Providing appropriate technology and learning resources

- Building college course schedules in 8-week terms with staggered adoption

## FACULTY

- Faculty buy-In

- Faculty workload

- Curriculum adaptation for compressed courses

- Determining appropriate modality and course structure

## STUDENT

- Student Course Schedules with combined 8- and 16-week courses

- Ensuring student engagement in the fast-paced 8-week course

- Accommodating diverse learners

- First-day access to course materials

# Which metrics will Angelina College evaluate to determine if the desired goals are achieved?

✓ Course Success Rates

✓ Retention Rates

✓ Program Completion Rates

# What key accomplishments did Angelina College achieve in 2023?

## Key Accomplishments

- Full-year registration (Apr 2022)
- 8-week FAQ to our website (Oct 2023)
- 46% 8-week courses campus-wide (Fall 2023)
- Improved oversight and review of online/hybrid course modality (Fall 2023)
- Launch of the Center for Teaching and Learning
  - Hired an Instructional Designer (Oct 2023)
  - Faculty PD on 8-week, hybrid modality, flipped classrooms, and instructional pedagogy

# 8-Week Advantage

Implementing and Scaling 8-Week Terms: 2023 Cohort Capstone

Dr. Helen Castellanos Brewer
Vice President for Student Services

# COM Ultimate Goals

**Background:** Majority of College of the Mainland students are enrolled in classes part-time (68% in fall 2024) and retention and completion rates among all students have not increased significantly. Completion rates for students of color have improved among Hispanic/Latino students, however African American/Black students are not being retained at the same pace. Thus their graduation rates are considerably lower.

**Goal:** To provide students with greater flexibility in scheduling and better outcomes for completion.

**Target Launch:** Fall 2024

COM | College of the Mainland.

# Course Offerings

- Culinary Arts

- Barbering and Cosmetology

- Radiological Technician

- Nursing (BSN)

- *Dual Credit courses will remain in 8 week for fall 2024, further conversations are pending.*

# Processes, Policies, or Practices

**Initial Processes**

- Increase maximum number of credits

- Additional payment plans per session

- Financial aid dispersement schedule

**Challenges and Barriers**

- Lack of initial buy-in is hindering the ability to offer more 8-week courses

- Students are not supportive of the transition

- Best approach to schedule not been determined

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# Key Accomplishments

**Key Accomplishments**

- Cross-disciplinary implementation team has been formed

- Developed website and informational video

- FAQ's have been drafted

- Participation in 8-week Implementation Cohort

**Next Steps**

- Online visit with Kilgore College on November 8

- Collaborate with other colleges to learn more about:
  - scheduling
  - co-requisite offerings
  - strategies to increase the number of courses in 8-week session

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# Questions?

Dr. Helen Castellanos Brewer, Vice President for Student Services
hbrewer1@com.edu

# Ranger College

8-Week Implementation Update

**Original Ultimate Goal:**
Implement 8-week courses at scale by Fall 2024

**Current Ultimate Goal**
To have 8-week courses at scale for all but dual credit by the Fall of 2025

**New courses will be launched in vocational and/or academic programs in Fall 2024.**

- Currently we have a small number of courses from both vocational and academic programs
- Hope to increase the number of courses to offer in each program area

**Students do not have the opportunity to complete a program of study via 8-week courses.**

- By Fall of 2025 this should be an option

**High school students in dual credit and/or Early College programs do not benefit from 8-week courses.**

- At this time none of our High School Partners are ready to tackle this challenge.
- Light discussions have been taking place.

**Systems, processes, policies, and practices RC has put in place to support 8-week courses include:**

- **Meetings**
- **Deadlines (Stricter roster certification process)**
- **Success Coaches/Check-ins**

**Challenges and barriers Ranger College has had to overcome in launching and scaling**
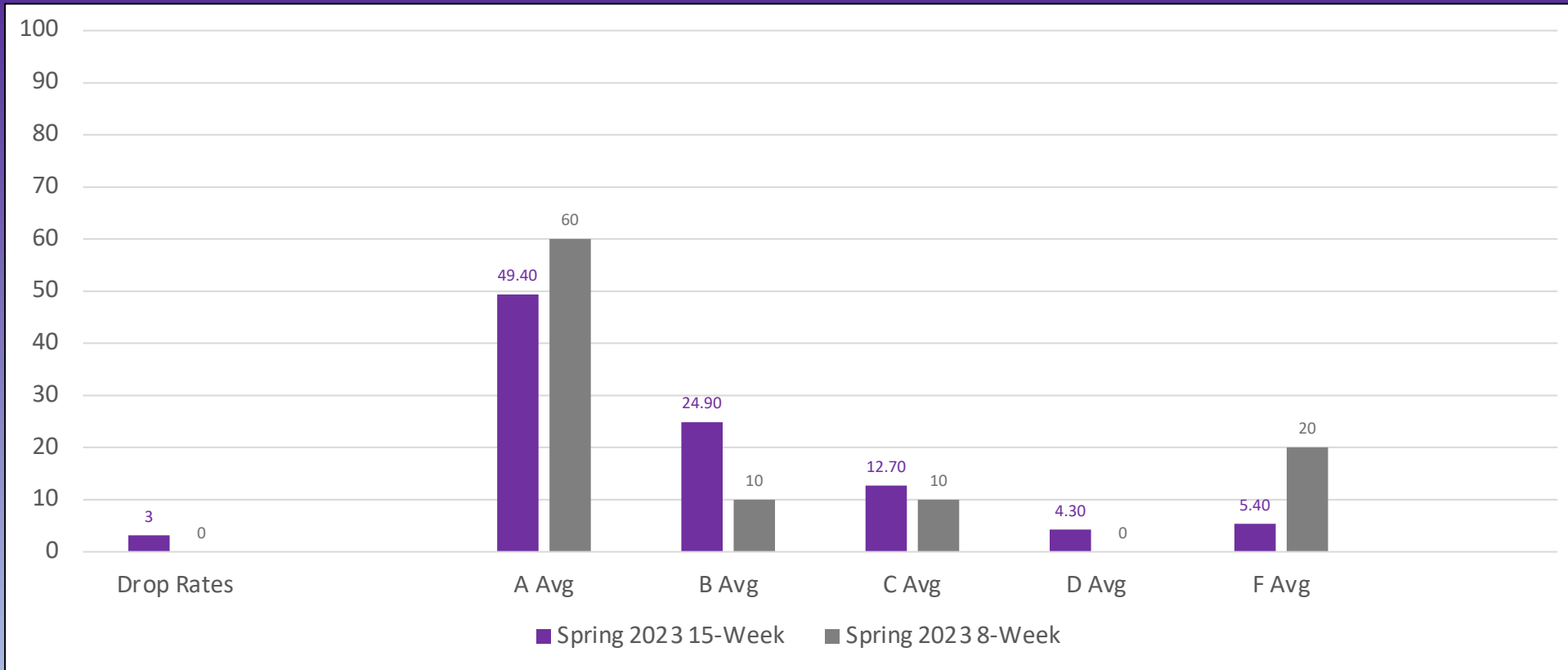**8-week courses.**

- **Advising**
- **Target marketing with the current system**
- **Communication**
- **Scheduling**
- **Staffing**
- **J1 Implementation**

**Metrics the college will use to evaluate and determine if the desired goals are achieved:**

- Academic performance
- 8-week course persistence/retention rates

# Baseline metrics



Chart showing Spring 2023 15-Week (purple) vs Spring 2023 8-Week (gray):
- Drop Rates: 3, 0
- A Avg: 49.40, 60
- B Avg: 24.90, 10
- C Avg: 12.70, 10
- D Avg: 4.30, 0
- F Avg: 5.40, 20

Legend: ■ Spring 2023 15-Week    ■ Spring 2023 8-Week

**Goals for Improvement:**
- **Decrease % of F grades in 8-week courses**

**Key accomplishments achieved in 2023:**

- Gathered input from essential constituents
- Implemented pilot online 8-week courses

**Next steps:**

- Adding additional courses to the 8-week offerings
- Additional advising training/eligibility requirement
- Completing the move to Jenzabar

**RC expects to achieve our current ultimate goal by Fall of 2025.**

# Questions or Comments?

# SAN JACINTO COLLEGE

Rachel Garcia, Ph.D. & DeRhonda McWaine, Ph.D.

# San JACINTO COLLEG AT A GLANCE

**31,196** **STUDENTS COLLEGE-WIDE***

*Unduplicated College-wide: Cross-campus enrolled students are counted only once for College-wide purposes. Fall 2023 data is preliminary as of Sept. 15, 2023.

## FALL 2023 HEADCOUNT BY INTENT

**21,015** (67.4%)
Earn Associate Degree

**1,233** (4.0%)
Improve Job Skills

**2,157** (6.9%)
Earn Certificate

**436** (1.4%)
Seek Personal Enrichment

**5,777** (18.5%)
Earn Credits for Transfer

**665** (2.1%)
Did Not Respond

## FALL 2023 STUDENT ATTENDANCE

**10,827** (34.7%)
Full-time

**20,369** (65.3%)
Part-time

*(Includes Dual Credit students)*

**9,662** (40.1%)
Full-time

**14,449** (59.9%)
Part-time

*(excludes Dual Credit students)*

**8,114** **CREDENTIALS AWARDED**

## GRADUATES BY CREDENTIALS *(Fall 2021 - Summer 2022)*

**1,373** (16.9%)
Associate of Applied Science

**1,082** (13.3%)
Certificate of Technology

**3,068** (37.8%)
Associate of Arts

**700** (8.6%)
Level 2 Certificate of Technology

**281** (3.5%)
Associate of Arts in Teaching

**636** (7.9%)
Occupational Certificate

**951** (11.7%)
Associate of Science

**23** (0.3%)
Bachelor of Science in Nursing

**2,964** **TRANSFERS TO FOUR-YEAR INSTITUTIONS** *(Fall 2022 certified data)*

## FALL 2023 STUDENT CHARACTERISTICS

### ETHNICITY

**20,188** (64.7%)
Hispanic or Latino Origin

**972** (3.1%)
Unknown

**4,958** (15.9%)
White or Caucasian

**149** (0.5%)
International

**2,934** (9.4%)
Black

**148** (0.5%)
Native American or Alaskan Native

**1,808** (5.8%)
Asian

**39** (0.1%)
Native Hawaiian or Other Pacific Islander

### AGE

**7,069** (22.7%)
17 & Under

**4,147** (13.3%)
25-34

**14,428** (46.2%)
18-21

**1,614** (5.2%)
35-49

**3,616** (11.6%)
22-24

**322** (1.0%)
50+

» **AVERAGE AGE: 21.8***
*Unduplicated College-wide

### GENDER

**18,300** (58.7%)
Female

**12,859** (41.2%)
Male

**37** (0.1%)
Unknown

## FACULTY AND PERSONNEL*

*(2022-2023 Academic Year)*

**122** Administrators**
**1,522** Faculty***
**724** Full-time Support Staff

**2,368 TOTAL**

*Faculty duplicated College-wide (includes maritime)
**Includes deans and directors
***Full-time and part-time (part-time numbers based on having worked the last nine months)

**20:9**
AVERAGE CLASS SIZE*

**27:1**
STUDENT/ FACULTY RATIO**

*Average class size is computed by summing all enrollments in all courses and dividing by the total number of courses
**Full-time and part-time faculty (student-to-faculty ratio is computed by dividing total unduplicated student headcount by total unduplicated faculty who taught a course in the fall semester)

| Part of Term | Sp19-Su19 | | Sp20-Su20 | | Sp21-Su21 | | Sp22-Su22 | | Sp23-Su23 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Success | Completer Success | Success | Completer Success | Success | Completer Success | Success | Completer Success | Success | Completer Success |
| **First 8-Week** | | | | | | | | | | |
| **College-wide (Biology)** | 75.0% | 93.3% | 75.6% | 87.0% | 83.9% | 94.1% | 75.9% | 85.7% | 80.7% | 91.4% |
| **Full Semester** | | | | | | | | | | |
| **College-wide (Biology)** | 67.6% | 82.0% | 80.7% | 90.2% | 72.4% | 85.9% | 69.5% | 82.7% | 73.7% | 84.6% |
| **Second 8-Week** | | | | | | | | | | |
| **College-wide (Biology)** | 67.8% | 88.2% | 83.0% | 92.1% | 73.2% | 87.7% | 70.8% | 88.7% | 76.3% | 90.5% |

San JACINTO COLLEG AT A GLANCE

| Part of Term | Sp19-Su19 | | Sp20-Su20 | | Sp21-Su21 | | Sp22-Su22 | | Sp23-Su23 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Success | Completer Success | Success | Completer Success | Success | Completer Success | Success | Completer Success | Success | Completer Success |
| **First 8-Week** | | | | | | | | | | |
| **College-wide (English)** | 72.4% | 85.6% | 70.5% | 81.0% | 72.0% | 86.7% | 69.6% | 79.6% | 72.6% | 85.0% |
| **Full Semester** | | | | | | | | | | |
| **College-wide (English)** | 74.0% | 86.1% | 72.6% | 87.9% | 71.1% | 84.4% | 72.5% | 85.5% | 72.5% | 85.6% |
| **Second 8-Week** | | | | | | | | | | |
| **College-wide (English)** | 56.5% | 78.9% | 71.8% | 86.3% | 64.3% | 81.2% | 62.2% | 83.2% | 59.9% | 76.2% |

# San JACINTO COLLEG AT A GLANCE

| Part of Term | Sp19-Su19 | | Sp20-Su20 | | Sp21-Su21 | | Sp22-Su22 | | Sp23-Su23 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Success | Completer Success | Success | Completer Success | Success | Completer Success | Success | Completer Success | Success | Completer Success |
| **First 8-Week** | | | | | | | | | | |
| **College-wide (Math)** | 70.7% | 92.1% | 79.8% | 92.4% | 70.1% | 86.8% | 65.1% | 82.0% | 64.3% | 81.1% |
| **Full Semester** | | | | | | | | | | |
| **College-wide (Math)** | 56.8% | 75.8% | 65.4% | 82.5% | 64.5% | 80.5% | 56.7% | 76.1% | 61.2% | 80.5% |
| **Second 8-Week** | | | | | | | | | | |
| **College-wide (Math)** | 61.0% | 89.3% | 66.7% | 75.7% | 64.6% | 78.3% | 56.4% | 77.3% | 65.9% | 81.2% |

| Fall 2022 | |
|---|---|
| Number Sections | |
| First 8-week | 166 |
| Second 8-week | 194 |
| Total | 360 |
| Spring 2023 | |
| Number Sections | |
| First 8-week | 172 |
| Second 8-week | 184 |
| Total | 356 |

San JACINTO COLLEG AT A GLANCE

San JACINTO COLLEG AT A GLANCE

| Part of Term | UNDUPLICATED HEADCOUNT College-wide | | | |
| | Headcount | | Difference | |
| | Fall 2022 | Fall 2023 | N | % |
|---|---|---|---|---|
| All Parts of Term | 30,696 | 31,538 | 842 | 2.7% |
| 1 - Full Semester | 26,582 | 27,724 | 1,142 | 4.3% |
| 10 - 10-Week | 54 | 43 | -11 | -20.4% |
| 12A - First 12-Week | 229 | 287 | 58 | 25.3% |
| 12B - Second 12-Week | 1,964 | 1,558 | -406 | -20.7% |
| 13 - 13-Week | 710 | 616 | -94 | -13.2% |
| 14 - 14-Week | 262 | 133 | -129 | -49.2% |
| 14S - 14-Week Weekend | | 54 | | |
| 15S - 15-Week Weekend | 80 | | | |
| 1W - Weekend Semester | 173 | 179 | 6 | 3.5% |
| 4A - First 4-Week | 114 | 137 | 23 | 20.2% |
| 4B - Second 4-Week | 141 | 148 | 7 | 5.0% |
| 4C - Third 4-Week | 126 | 106 | -20 | -15.9% |
| 4D - Fourth 4-Week | 175 | 160 | -15 | -8.6% |
| 5A - First 5-Week | 99 | 89 | -10 | -10.1% |
| 5B - Second 5-Week | 101 | 93 | -8 | -7.9% |
| 5C - Third 5-Week | 125 | 129 | 4 | 3.2% |
| 6A - 6-Week | | 17 | | |
| 6AS - First 6-Week Weekend | 20 | 21 | 1 | 5.0% |
| 7B - Second 7-Week Weekend | 19 | 20 | 1 | 5.3% |
| 8A - First 8-Week | 7,325 | 7,573 | 248 | 3.4% |
| 8B - Second 8-Week | 6,558 | 7,585 | 1,027 | 15.7% |
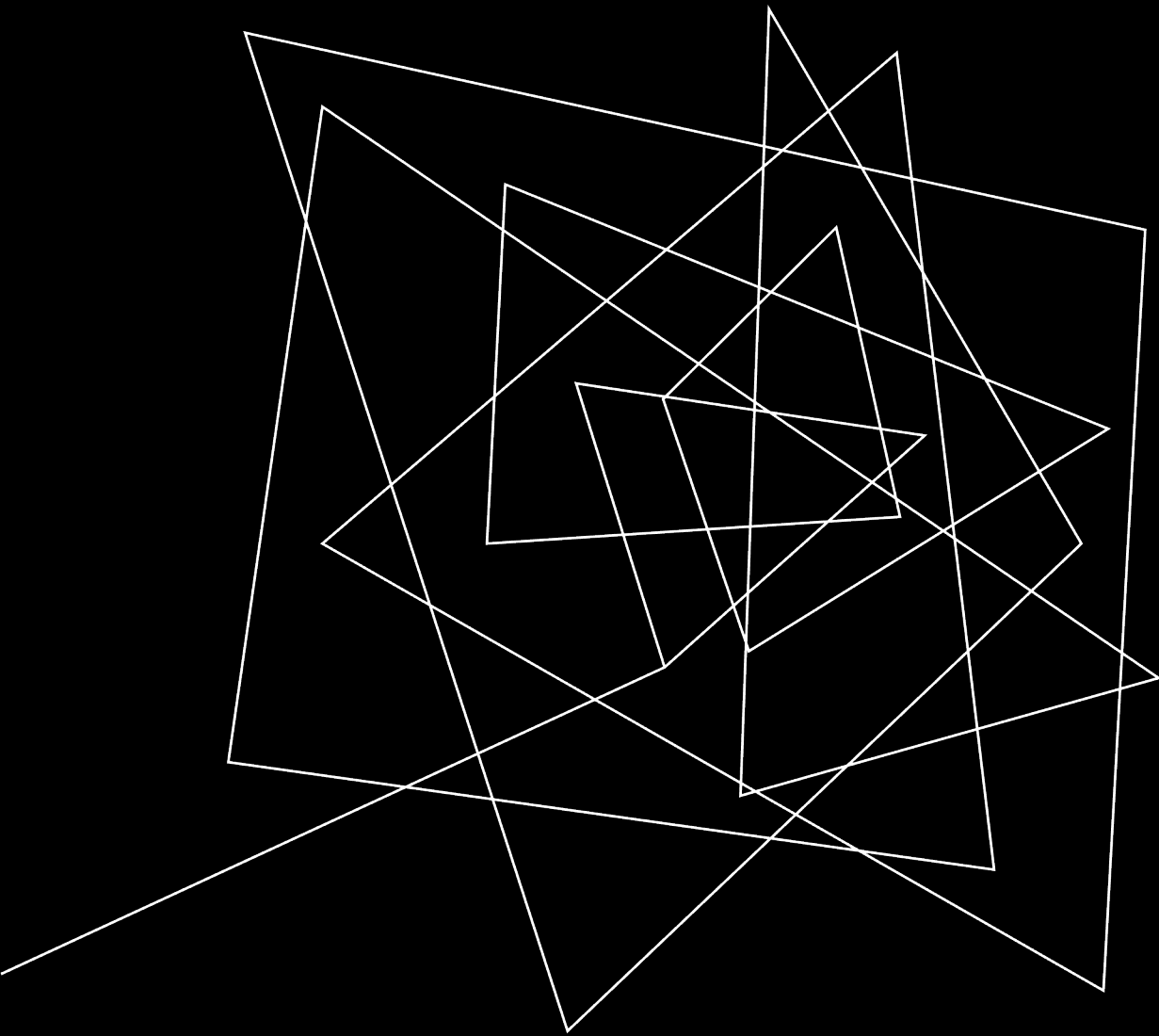
PRIMARY GOALS

Focus on Gateway English and Math

# 8-week Co-Requisite TEAM LEADERS



Daintee
Jones-Clark
Chair, LA

Cindy
Rivas
Faculty

Mary
Orlando
Faculty

DeRhonda
McWaine
Dean, LA

# Timeline

| | |
|---|---|
| **November** | Kilgore Visit |
| **Spring** | 8-week Meeting:<br>Interdisciplinary gathering to pair 8-week offerings (student services)<br>Faculty feedback on fall experience<br>Encourage spring enrollment |
| **Summer** | Evaluate corequisite data from fall and spring<br>Present at Department Chair and Dean Academy |

# THANK YOU

Rachel.Garcia@sjcd.edu

DeRhonda.McWaine@sjcd.edu

# Accelerated Learning with Collaborative, Yearlong Scheduling



Dr. Becky Musil, Director, Special Projects

Dr. Susan Guzmán-Treviño, Provost

https://www.templejc.edu/focus/

# Goal: Increase student success and degree completion by implementation of accelerated learning combined with collaborative, yearlong scheduling.



- Temple College team attended Amarillo College's Poverty Summit, 2018
- QEP topic selected Fall 2018
- QEP topic presented at All College Day January 2019
- Student Focus Groups
- Surveys (students and faculty)
- Fall 2019 – course redesign PD for academic leadership and faculty
- January 2020 – PD for faculty and staff
- March 2020 --  pandemic and pivot to virtual classes
- Summer 2020 – Creation of Center for Teaching & Learning
- Academic Year 2020-2021: despite pandemic and move to virtual classes, Temple College launches 8-week Courses

Colleges we learned from:

Grayson, Amarillo, and Odessa

# **Measurable Outcomes (by Spring 2026)**

➢ Convert 10% of part-time students to full-time status

➢ Increase course success rates by 10%

➢ Decrease course withdrawal rates to below 10%

➢ Increase two-year graduation rates by 5%

➢ Increase three-year graduation rates by 10%

➢ Increase semester-to-semester retention rates by 10%.

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# On the Horizon: New 8-Week Courses

- Fall 2024-new 8-week academic and workforce courses are being created

  ➤ social work

  ➤ sciences

- Dual Credit

  ➤ challenges

  ➤ opportunities

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TEMPLE HUTTO TAYLOR

# 8-Week Systems, Processes, Practices

- Systems, Processes, Policies, Practices

  ➢ Overload in the 8-week model (administrative regulation)

  ➢ Fall Break

➢ Success Materials

➢ Professional Development


- Challenges

  ➢ Pandemic

  ➢ ISD reactions to 8-week schedule

  ➢ Faculty loads with 16 and 8-weeks

# Goal 1: Convert 10% of part-time students to full-time status.

**Credit Hour Enrollment - Full and Part Time**



Chart values (Full Time, blue):
- 2018 Fall: 18,587
- 2019 Fall: 18,726
- 2020 Fall: 21,178
- 2021 Fall: 20,235
- 2022 Fall: 23,049

Chart values (Part Time, gray):
- 2018 Fall: 26,864
- 2019 Fall: 26,098
- 2020 Fall: 24,137
- 2021 Fall: 20,079
- 2022 Fall: 20,789
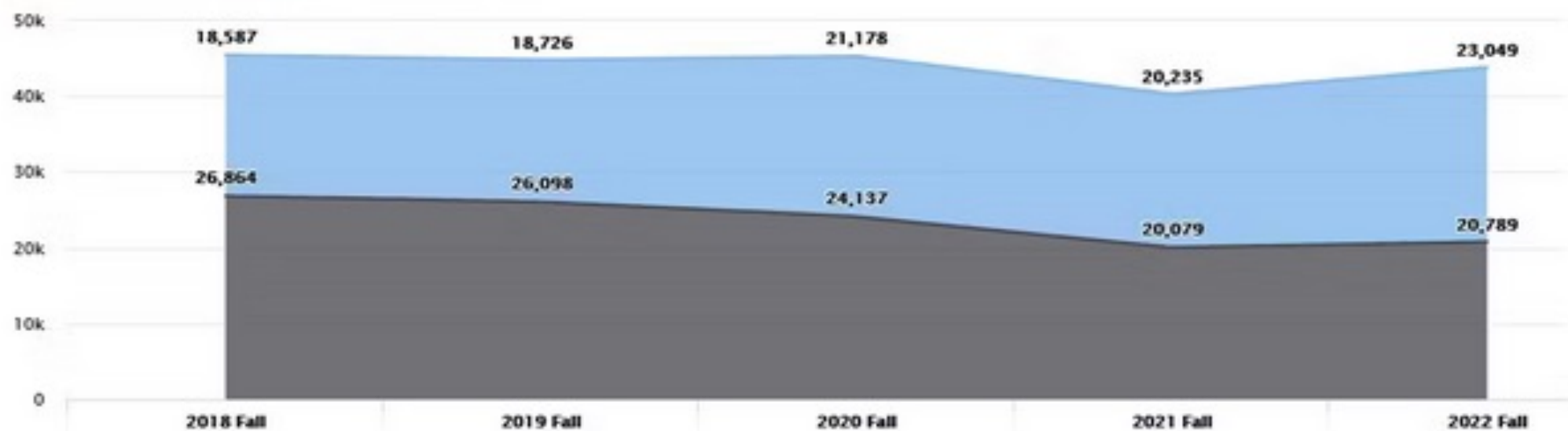
### 2018
Full Time: 18587 (40.9%)
Part Time: 26864 (59.1%)

### 2022
Full Time: 23049 (52.6%)
Part Time: 20789 (47.4%)

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# Goal 2: Increase course success rates by 10%

**Success Rate By Term**

Change the filter to see pass rates by division, department, course or faculty member



Line chart showing Success Rate By Term:
- 2018 Fall, 75.72
- 2019 Spring, 76.36
- 2019 Fall, 76.15
- 2020 Spring, 80.37
- 2020 Fall, 74.83
- 2021 Spring, 77.76
- 2021 Fall, 76.11
- 2022 Spring, 78.18
- 2022 Fall, 76.05
- 2023 Spring, 76.44

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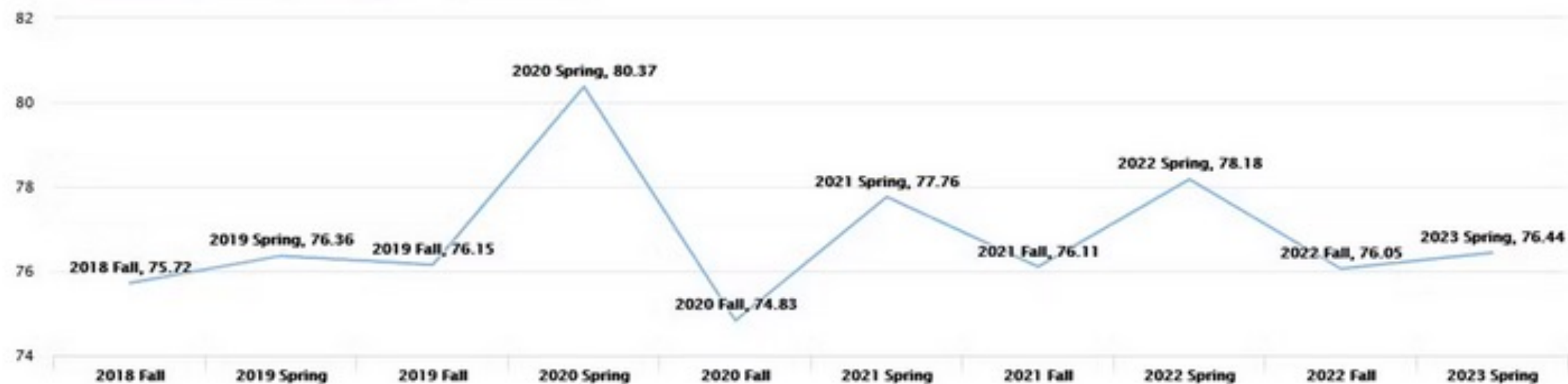
# Goal 3: Decrease course withdrawal rates to below 10%

## 2018-19

**Withdrawal Rate**
Average Withdrawal Rate

| Division | 8 | 16 |
|---|---|---|
| Liberal Arts | 10.01 | 9.73 |
| Natural Sciences | 16.61 | 15.75 |
| Fine Arts | 12.33 | 5.95 |
| Health Professions | 0.71 | 3.33 |
| Business and Career Professions | 9.12 | 10.29 |
| Temple College | 11.78 | 10.40 |

## 2022-23

| Division | 8 | 16 |
|---|---|---|
| Liberal Arts | 9.10 ↓ | 4.33 ↓ |
| Natural Sciences | 15.96 ↓ | 17.02 ↑ |
| Fine Arts | 5.32 ↓ | 3.26 ↓ |
| Health Professions | 3.39 ↑ | 2.50 ↓ |
| Business and Career Professions | 8.29 ↓ | 3.43 ↓ |
| Temple College | 9.18 ↓ | 8.52 ↓ |

# Goal 6: Increase semester-to-semester retention by 10%



Students that did not return from Fall 49%

Students that returned from Fall 51%

Spring 2019

Students that did not return from Fall 49%

Students that returned from Fall 51%
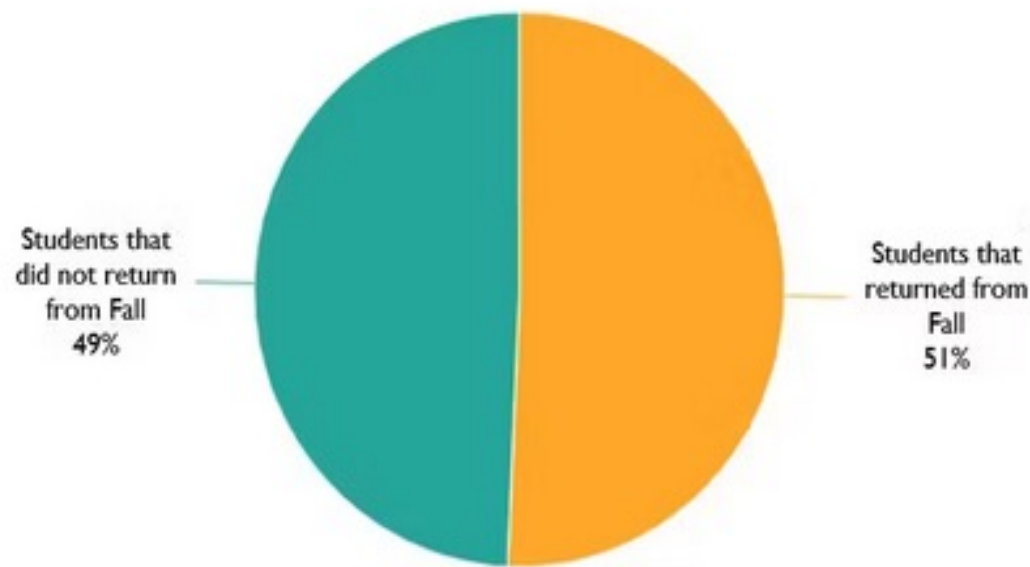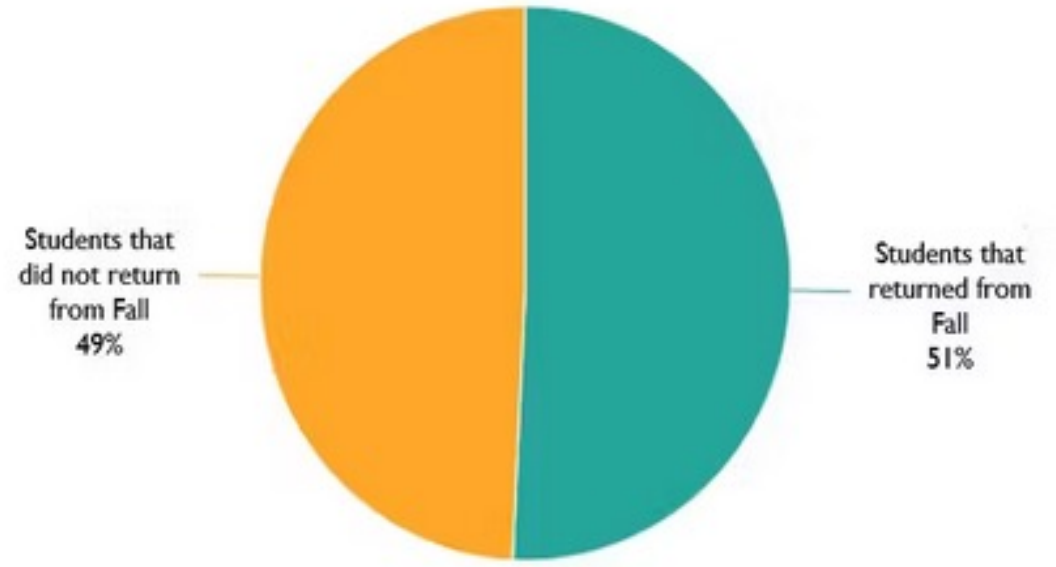
Spring 2023

# Mentor: Grayson College

# Grayson College: Implementing 8-Week Courses at Scale

## What "wowed" you?

The transition of 90% of core classes to open access, innovative "long" math lectures with active learning and writable desks.

Advisors & faculty committed to conveying the "real load" of 8-wk classes to students (e.g. if a student is taking three 8-wk courses, that's the equivalent of taking 18+ hrs)

The culture of growth, including making mistake and learning from them. Faculty were willing to give 8-week courses a try.

Common course shell format. Students have the same navigation experience in each course.

spa day, cocoa bar for staff/faculty

Stress relief for students - painting, making stress balls, bracelets

The importance of having at least one day when students are not added to classes so other processes like pre-req checks for schedule changes can be done

Higher class capacities in liberal arts/online sections helps since they register all year.

Many of their workforce courses transitioned to 8-week courses using a flipped classroom model.

The Retention dashboard!

The discussion around outcomes-based learning and how it should drive instruction. This helped faculty work together to create common course shells.

Tracking of attendance for non-punitive purposes and discussion of creating an atmosphere where attendance and participation is just expected.

There was a consistent theme of support and patience for faculty making the 8-week transition.

Attention to mental health needs - safe space and decompression room

How much tracking they had for their students regarding attendance and progress.

Materials for new/adjunct faculty especially for co-requisite models

## Takeaways to bring back to TC

If instructors feel the curriculum of their class it too much, we should revisit how that curriculum was made and what could be changed.

Creating a "working" calendar of back end processes

We have to be honest with ourselves about our student base, what they can handle, and what puts them in the best place to succeed LONG TERM (e.g. after TC).

Still not sure about PD provided. It sounded like some time was spent having faculty explore content taught--agreement on content (not necessarily method).

We need to do things the TC way. Whats good for other colleges may not be best for TC and its students.

Faculty had help with course re-design (iDesign).

separate faculty/staff handbook

There is no one-size-fits all. We can (and have to) be honest with students about the different time commitments for different course lengths.

Scheduling out for a year helps students stay on track because they can plan around the terms required courses are offered.

Need a way to send text messages to students.

Science instructors had a lab facilitator to set up labs.

Revise attendance policy to help foster a culture of attendance/participation: See pg 91 https://www.grayson.edu/current-students/Docs/student-handbook-23-24.pdf

The college has to be willing to invest in PD for faculty when large changes are made.

# Next Steps

➢ Additional education/outreach to clarify jargon and change our language to be student-centered

➢ Faculty Advisors – Faculty advisors would be trained and have monthly meetings with Advising

➢ Data – More awareness of where we are as a college

➢ Professional development seminar where faculty can share lessons learned

➢ Multimedia Production training and capacity to make high-quality creative materials

➢ Wish list: An instructional designer

TEMPLE COLLEGE
TEMPLE HUTTO TAYLOR

# Team Reflection

What did you hear that was promising that might be able to be adapted to your local context?

Did anything presented challenge your assumptions about what could be changed? Or let go of?

Was there something presented that you would like to learn more about?

# Afternoon Agenda

| TIME | ACTIVITY |
|---|---|
| 12:00 PM – 12:45 PM | Panel Presentation: 2022 Mentee Colleges' Lessons Learned<br>**Alvin Community College**<br>**El Paso Community College**<br>**Paris Junior College** |
| 12:45 PM – 1:15 PM | Team Reflection<br>What did you hear that was promising that might be able to be adapted to your local context?<br>Did anything presented challenge your assumptions about what could be changed? Or let go of?<br>Was there something presented that you would like to learn more about? |
| 1:15 PM - 1:30 PM | Moving to Action Planning<br>What key take-aways should inform your action planning during Team Strategy Time 4?<br>What specific actions should be taken in the next 6-9 months to prepare for Fall 2023 enrollment?<br>What do you hope to learn in the concurrent sessions that may inform your action planning? |

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# Panel Presentation:
# 2022 Mentee College's Lessons Learned

**Joshua Villalobos**

Campus Dean, Mission del Paso Campus, El Paso Community College

**Dr. Robert Exley**

President and CEO, Alvin Community College College

**Dr. Pam Anglin**

President and CEO, Paris Junior College

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# Team Reflection

What did you hear that was promising that might be able to be adapted to your local context?

Did anything presented challenge your assumptions about what could be changed? Or let go of?

Was there something presented that you would like to learn more about?

# Moving to Action Planning

What key take-aways should inform your action planning during Team Strategy Time 4?

What specific goal (and actions) should be achieved within the next 6-9 months to prepare for Fall 2023 enrollment?

What do you hope to learn in the concurrent sessions that may inform your action planning?

# Feedback & Questions?

# Thank you.

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Talent Strong Texas Pathways Institute #2

# Mapping Pathways to Student Post-Completion Goals

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