

“Steering” Students to Success: Keeping Students on Their Right Pathway

Advance Work

#1 Problems of Practice

At the November Pathways Institute, each college will participate in a problem of practice session that will allow each college to get feedback from other colleges to address a challenge/dilemma faced by the college in scaling the essential practices associated with Pillar 3, “Keeping Students on Their Pathway.”

A problem of practice is a dilemma that you face in your work that you cannot easily solve. The dilemmas that work well in this context can be adequately described in 5 minutes or less, but are sufficiently complex to generate meaningful conversation.

Reflect on your college’s progress in implementing and scaling Pillar 3 essential practices below. Consult with your larger guided pathways team and CEO to identify a problem of practice to share with your colleagues around one of these essential practices.

Essential practices for Pillar 3 include the following:

3A. Effective Caseload Advising: Caseload advising AND professional or faculty advisors are assigned to students in specific programs or meta-majors

3B. Mandatory Advising: All students receive inescapable advising every semester or at program milestones

3C. Systematic Checkpoint Communications: All students receive early alerts OR registration alerts OR other systematic progress communications every semester OR at program milestones

3D. Programs Structured/Scheduled to Promote Completion: Program courses are scheduled based on data from student educational plans AND college provides class schedules for one or more full year(s)

3E. Basic Needs Supports Systematically Communicated: All students receive regular systematized communications directing them to basic needs supports AND College retains student-level records on basic needs supports use

3F. Planned Belonging Intervention(s) & Evaluation: The college has planned interventions and experiences throughout each student’s pathway to promote sense of belonging AND college uses a tool to measure each student’s sense of belonging at least annually AND college has system to use information about each student’s sense of belonging to improve college practices and policies



College Name: _____

Which essential practice will your team focus on for the Problem of Practice session?
(Select one).

- 3A: Effective Caseload Advising
- 3B: Mandatory Advising
- 3C: Systematic Checkpoint Communications
- 3D: Programs Structured/Scheduled to Promote Completion
- 3E: Basic Needs Support Systematically Communicated
- 3F: Planned Belonging Intervention(s) and Evaluation

What specific challenge is your college facing with regard to supporting learners in building momentum to credential completion and successful transition to further education and/or employment?

What key actions or strategies have already been tried at the college? What was the extent of progress made? What data elements have already been collected relating to this problem?

Who will be responsible for sharing out this Problem of Practice at the November Pathways Institute? _____

Advance Work: Student Touchpoints Map

#2 Documenting Intentional Touchpoints to Keep Students on Their Pathway

“Steering” Students to Success: Strategies for Keeping Students on Their Right Pathway will pay particular attention to mandatory and systemized holistic supports, including the use of data for continuous improvement and decision-making. Strategic investments in advising and support services are critical for achieving the college’s student success goals.

During Talent Strong Texas Pathways Institute #3 in April 2024, each college mapped the student onboarding experience for diverse student populations. In this advance work, you will focus on the college’s intentional outreach to students to keep them on their pathways to completing a credential of value and/or transfer to a university. We are referring to this outreach as “touchpoints” by the college to the learner. These touchpoints are intentional, systematic opportunities for the institution to engage with students, provide support, and ensure that they stay on track toward credential completion.

Student Touchpoints Map: College Expectations

- Conduct an audit of all the touchpoints your college has implemented and map them along the different steps of the student’s learning journey after the initial onboarding process.
- Pick a specific student population or persona. For example, transfer students, CTE students, adult learners, first generation students, parenting students, or another priority population for your institution.
- Pay particular attention to touchpoints after the first semester along the credential pathway.
- Color code the touchpoints for those that are inescapable/mandatory and those that are suggested. For example, red for mandatory and green for suggested: **meet with an advisor** or **meet with an advisor**; **We are here for your success! Based on your recent test score please proceed to in-person or online tutoring for assistance** or **Tutoring is available to help you with your classes.**
- Touchpoints may come from advisors, faculty, financial aid, special programs, or other department personnel who intentionally reach out to students. It can include such things as check-in at milestones (e.g., at the completion of 15, 30, and 45 SCH), time to register reminders, required meetings with an advisor, peer mentors, and early alerts with student response. These may be technology-delivered communications utilizing AI, text software, LMS, or other technology systems.
- Determine if each touchpoint is at scale with the student population/persona (80% or more of returning population/persona experience this touchpoint). Are you reaching your goal for the number of students receiving the touchpoint? How do you know? Is this touchpoint effective? How do you know?



Student Touchpoints Map

Picture a highway map with landmarks and mile markers indicating important progress to your destination. Similarly, your Student Touchpoints Map identifies intentional touchpoints between the student and the college at important points in their journey.

Visually diagram intentional outreach throughout the student experience from entry through credential completion. Samples of possible graphic representations are provided in the Appendix.

Please consider the following questions as you are developing your Student Touchpoints Map:

- What is the handoff between the recruitment and intake staff/experience to the on-going advising?
- Which touchpoints are mandatory and why?
 - How do you enforce mandatory?
- How are students case-managed? (1st semester and beyond)
 - What happens when a student changes their program?
 - What happens when a student does not re-enroll the following semester?
 - What happens if an early alert is submitted on a student?
 - What happens if a student ends up on academic probation?
 - What happens if a student is academically suspended?
- How is information about class scheduling incorporated?
 - What does an advisor do if classes are full?
 - What happens if there is a group of continuing students who can't find the classes they need at the time that they need them?
 - How are students notified that they can register for multiple semesters at a time?
- How do academic programs (faculty and administrators) and student services collaborate when it comes to advising? What resources are available (and when) that keep students on their pathways?
- How are transfer-intending students advised after the first semester?

Your college team explored these questions during the April Pathways Institute. You may want to refer back to your work during Team Strategy Time #1 to reflect on this information.

- How/when is career specific information included?
- How/when is cost of attendance and financial commitment as well as trajectory included?

- Consider recruitment, onboarding, connecting with people and programs in programs of interest, first-term learning experience on topics of interest, and a preliminary full-program education plan.
- Are there any differences in how students enrolled in workforce vs. transfer programs are advised?
 - If so, what are the differences and why?
- Are there any differences in how students enrolled in dual enrollment vs. transfer programs are advised?
 - If so, what are the differences and why?

Use of the Student Touchpoints Map at the Pathways Institute

- Each college attending the Talent Strong Texas Pathways Institute on November 13-15, 2024, will be asked to reflect on their Student Touchpoints Map during Team Strategy Time.
- College teams will engage with their map to examine gaps in outreach during the student journey, reflect on the scale of each touchpoint activity, and prioritize opportunities for routine and systematized communications that will lead to momentum and milestone achievement.
- College teams will discuss similarities in student touchpoints for other personas at the college.
- College leadership teams will generate goal(s) to include in their college action plan which enable the college to help students stay on their pathways to credential completion.

Please upload your completed **Problem of Practice** and **Student Touchpoints Map** to the Texas Success Center's [Document Center](#) by Wednesday, October 23, 2024. Use the file name: [College Name]_Problem of Practice and Map_TSTPI#4.doc



Scan here!



Texas Success Center

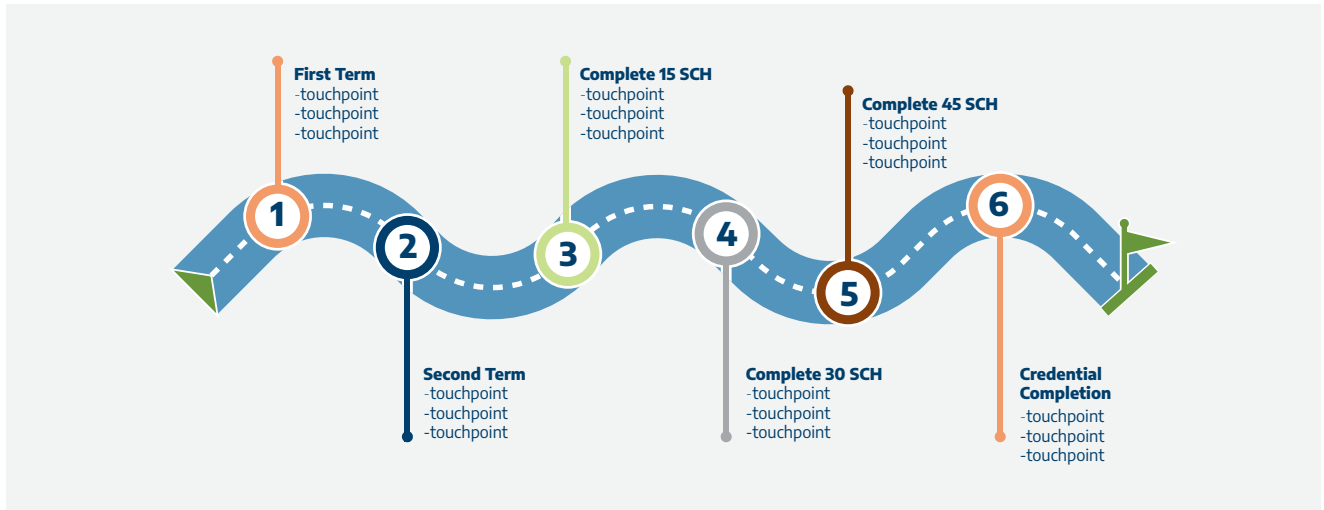


Appendix: Samples of Student Touchpoints Maps

Throughout the samples the generic work “touchpoint” is used. On your map, describe the touchpoint rather than utilizing the generic term. For example, meet with an advisor, confirm a pathway, select transfer institution, registration reminder, etc.

Pathway map with entry to completion with touchpoints on the pathway

Persona represented _____



Activity chart map with student journey and departments or processes

Persona Represented _____

| Student Journey | First Term | Complete 6+ hours | Second Term | Complete 15 SCH | Complete 30 SCH | Third Term | Complete 45 SCH |
|--------------------------|--|--|--|--|--|--|--|
| Advisor | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint |
| Student Support Services | Touchpoint Touchpoint | Touchpoint Touchpoint | Touchpoint Touchpoint | Touchpoint Touchpoint | Touchpoint Touchpoint | Touchpoint Touchpoint | Touchpoint Touchpoint |
| Technology | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint |
| Faculty | Touchpoint Touchpoint | Touchpoint Touchpoint | Touchpoint Touchpoint | Touchpoint Touchpoint | Touchpoint Touchpoint | Touchpoint Touchpoint | Touchpoint Touchpoint |
| Academic Support Service | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint | Touchpoint Touchpoint Touchpoint |

Persona Represented _____

