

Problem of Practice – Topics & Room Assignments

Join your fellow peers from around the state to discuss an institutional problem of practice in the context of the Talent Strong Texas Pathways strategy.

Presenter & Notetaker: Make sure that your presenter & notetaker for college's Problem of Practice knows which room to go to. They will report back what they learned during Team Strategy Time #3.

All Others: Select a topic/college to join to explore a specific institutional challenge or dilemma associated with Pillar 3. Team members should split up and join as many different conversations as possible to maximize their learnings and their contributions to our community of practice.

Coaches	Room	Topic	College Assignments							
Krista O'Neill	Sundance 2	3A: Effective Caseload Advising	Austin Community College Systematic Processes for Structured Guidance	Del Mar College Structure and Mechanics for Effective Caseload Advising	Laredo College Relational Caseload Advising Strategies	South Texas College Coherent and Comprehensive Workflow for Case Management	Trinity Valley Community College Effective Caseload Advising Model for Multiple Campuses			
Adelina Silva & Mary Rittling	Fort Worth Ballroom 1-2	3B: Mandatory Advising	Central Texas College Systems for Mandatory Advising for Completion	Paris Junior College Mandatory Milestone Check-Ins	Texarkana College Best Program Milestones for Persistence & Completion	College of the Mainland Expanding Mandatory Advising Checkpoints	Coastal Bend College Challenges in Scaling Mandatory Advising	Western Texas College Mandatory Advising for Dual Credit Students		
Eileen Baccus & Ed Bowling	Stockyard 1	3C: Systematic Checkpoint Communications	Alamo Colleges Strategies for Retention	Angelina College Overcoming challenges That Get Students Off-Track	Blinn College Systematic Communications That Serves All Students	Dallas College Targeted Messaging at Milestones for Completion	Frank Phillips College Developing Cohorts for Checkpoint Communications	Kilgore College Systematic Student-Friendly Communications		
Stephanie Sutton & Ted Wright	Fort Worth Ballroom 5	3D: Programs Structured/Scheduled to Promote Completion	Alvin Community College For Building Momentum for Part-Time Students	Brazosport College For Building Momentum for Diverse Populations	Hill College Course Scheduling Sequence and Timing to Reduce Time to Completion	Tyler Junior College Moving to Year-Long Course Scheduling	McLennan Community College Centralizing Schedule Development Processes	Ranger College Scheduling Based on Student Education Plans	Amarillo College Challenges in Health Sciences Program	
Tina Hart	Sundance 5	3E: Basic Needs Supports Systematically Communicated	Howard College Increasing Consistency in Basic Needs Supports Across Campuses	Grayson College Technology, Personnel, Fundings, & Services Needs	Southwest Texas College Basic Needs Resources and Funding	Clarendon College Basic Needs Resources and Communications	Tarrant County College Basic Needs Resources and Communications	North Central Texas College Basic Needs Communication & Follow-Up	Cisco College Time Poverty and Usage of Student Supports	
Linda Watkins	Texas Ballroom B	3F: Planned Belonging Intervention(s) & Evaluation	Texas Southmost College Belonging Interventions & Evaluation for Retention	Galveston College Belonging Interventions for Diverse Identities	Panola College Belonging Interventions & Evaluation for Online Students					
Maria Harper-Marinick & Laura Rittner	Fort Worth Ballroom 4	Pillar 3: Innovation & Technology Solutions	Odessa College Tech Tools for Shared Caseload Advising	Northeast Texas Community College Tech Tools for Systematic Checkpoints	San Jacinto College Tech Tools for Course Scheduling	Houston Community College Tech Tools and Relational Advising	Vernon College Effective Early Alert Processes	Midland College Effective Early Alert System	Victoria College Database Challenges in Building Pathways for Adult Education Learners	
Teresa Leyba Ruiz	Texas Ballroom C	Pillar 3: Student-Centered Advising Practices & Policies	Lee College Student Engagement in Advising & Support Services	Lamar State College Orange Probation Policies that Re-Engage Students in Advising	El Paso Community College Counseling System for Online Students	Temple College Advising for Student Offboarding	Cisco College			
Linda Welsch	Texas Ballroom D	Pillar 3: Engaging Faculty	Weatherford College Scaling Up Faculty Mentoring at Checkpoints	Wharton County Junior College Faculty Engagement in Early Alert System						

Problem of Practice – Protocol for Peer Consultancy

The goal of this session is to surface new and unique ways of looking at a complex challenge and to help your peers from other institutions explore new approaches to address issues presented that may inform their strategic action planning during Team Strategy Time. This session provides the opportunity to participate within a trustworthy learning environment, to be vulnerable, and question existing assumptions.

Step 1: Grouping (2 minutes)

- **Move to a Problem of Practice:** Presenter & Notetaker find their college table (via tabletop signage) to host the consultancy. Attendees move to an open table with a problem of practice to explore.

Step 2: Understand Roles in a Consultancy (3 minutes)

- **Facilitator:** The Pathways Coach will explain the roles, keep time, and move consultancy forward.
- **Presenter:** Each college has selected one Presenter from their college to describe a challenge/dilemma for their group to consider.
- **Notetaker:** Each college has selected one Notetaker to join the Presenter to capture the breadth of suggestions provided by the peer Consultants.
- **Consultants:** All members of the group (except the designated Presenter & Notetaker) will serve as a Consultant. Their role is to ask questions of the presenter, and to make suggestions.

Step 3: Consultancy (55 minutes)

- **Facilitator:** Invite each member of the group to introduce their name, college, & title.
- **Presenter:** Provide an overview of the problem of practice. Include a brief summary of the challenge/dilemma, present data to further explain the challenge, how your college has already responded to this challenge, and frame a question for the consultancy group to consider.
- **Consultancy Group:** Ask *clarifying* questions of the Presenter to better understand the challenge/dilemma.
- **Consultancy Group:** Ask *probing* questions of the Presenter to prepare to “take on” the challenge/dilemma.
- **Consultancy Group:** Discuss the challenge/dilemma to recommend potential solutions. (Presenter remains silent and actively listens, while notetaker documents the arc of the consultancy conversation.)

Step 4: Debrief (15 minutes)

- **Presenter:** Summarize what you learned from the conversation, how your thinking has evolved through the consultancy process, and the recommendations you will take back to your college.
- **Presenter/Notetaker:** As time permits, share with the large group a high-level takeaway of your problem of practice conversation and next steps.

Note: This protocol is adapted from Robert Kegan’s original handout (January 2002) and the [Consultancy Protocol: Framing Consultancy Dilemmas](#) (January 2021) published by the School Reform Initiative at the Center for Leadership and Educational Equity.

Pillar 3 Practices

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. Student’s Sense of Belonging

- The college has planned interventions and experiences through pathway to promote student’s sense of belonging, AND
- The college uses a tool to measure each student’s sense of belonging at least annually, AND
- The college has a system to use information about each student’s sense of belonging to improve college practices and policies