**Inventory of College-Wide Teaching and Learning Improvement Strategies**

Developing an inventory of college-wide strategies for improving teaching and learning involves systematically identifying, evaluating, and organizing effective approaches that address diverse student needs and enhance instructional outcomes. Each strategy should address improving a specific student learning outcome.

This inventory should include evidence-based practices, innovative teaching/learning techniques, and adaptable methods suitable for various subjects. Examples of systemic strategies might include high-impact practices, active learning, technology integration, caring campus in the classroom, 21st-century skills (soft skills) development, or work-based learning. Regular reflection and feedback mechanisms are crucial for refining these strategies over time. Your institution’s Quality Enhancement Plan may be a learning improvement strategy,

By maintaining a dynamic and accessible inventory of scaled strategies, faculty can make informed decisions, foster a culture of continuous improvement, and ultimately create more meaningful and impactful learning experiences for all students.

**Inventory**

Your college will create an inventory of strategies. This advance work will be utilized during Team Strategy Time at the upcoming Talent Strong Texas Pathways Institute in April 2025. A sample is provided in the blue highlighted section of the table.

**Strategy:** The overall category of learning improvement

**Specific practices:** What practices the college has chosen within this strategy

**Percentage of faculty engaged with the strategy:** Provide a percentage for each practice and a total percentage of faculty involved in the strategy. A faculty member may participate in more than one practice, so the total percentage of faculty engaged in practices may exceed 100%. Provide the total unduplicated percentage for the strategy.

**Learning Outcomes:** List the key student learning outcomes for each practice

**Student Outcome Metrics:** Provide the one or two student key performance indicators (or early momentum metrics) the college is using to assess the effectiveness of the practices and strategy.

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| Strategy | Specific  Practices | Disciplines/  Departments  participating  in the strategy | Percentage  of faculty  engaged with practice and strategy | Learning Outcomes | Student outcome metrics to assess effectiveness of the practice/strategy |
| High impact practices | 1. First year  experience   2. Collaborative learning  3.Community and work-based learning | 1. All AA, AS programs  2. Social and behavioral sciences, natural sciences, humanities  3. All CTE programs and social and behavioral sciences | 1.42%  2. 54%  3. 38%  Total 84% | 1. \*Cultivate a sense of academic and social belonging \*Develop an educational plan  \*Enhance self-awareness and personal responsibility through goal-setting, self-reflection, and engagement  2. \*Develop ability to work diverse in teams  \*Enhance problem-solving and critical thinking skills through group discussions and collaborative tasks.  \*Strengthen interpersonal skills, including conflict resolution, negotiation, and consensus-building.  3. \*Practical application of knowledge and skills in the workplace making connections between academic concepts and real-world tasks.  \*Develop professional competencies, including time management, work ethic, and communication within a workplace environment  \*Enhance problem-solving abilities by addressing authentic challenges faced in the workplace.  \*Gain insights into career development opportunities,including networking, professional growth, and the application of industry standards and practices. | 1. Retention from fall to spring  2. Course completion  with A, B, C  3. Completion of  certification, certificate,  degree |
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Please submit the inventory by March 17, 2025.