Texas Success Center

**TALENT STRONG TEXAS PATHWAYS INSTITUTE #5**

# Institute Orientation Webinar

Friday, January 31, 2025

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Vice President, TACC

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# Meeting Agenda

## Welcome
Talent Strong Texas Pathways Strategy Overview & Preview of Pillar 4 Essential Practices

## Pathways Institute Overview
Event Purpose, Registration, & Logistics

## Agenda-at-a-Glance
Featured Speakers, Pre-Institutes, Daily Agenda, Call for Proposals

## Advance Work
Student Engagement Data, Inventory of Teaching and Learning Strategies, Problem of Practice, & Pre-Readings

## Question & Answer

**Texas Success Center**

Dedicated to social and economic mobility, we support community college reform strategies that will empower Texans to rise out of poverty and achieve better life outcomes.

# TEXAS SUCCESS CENTER TEAM

**Dr. Kimberly Lowry**
Vice President & Executive Director

**Dr. Christine Bailie**
Senior Director of Institutional Strategy

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Graphic Designer

**Sway Youngston**
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TEXAS SUCCESS CENTER
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Dr. Stephanie Sutton
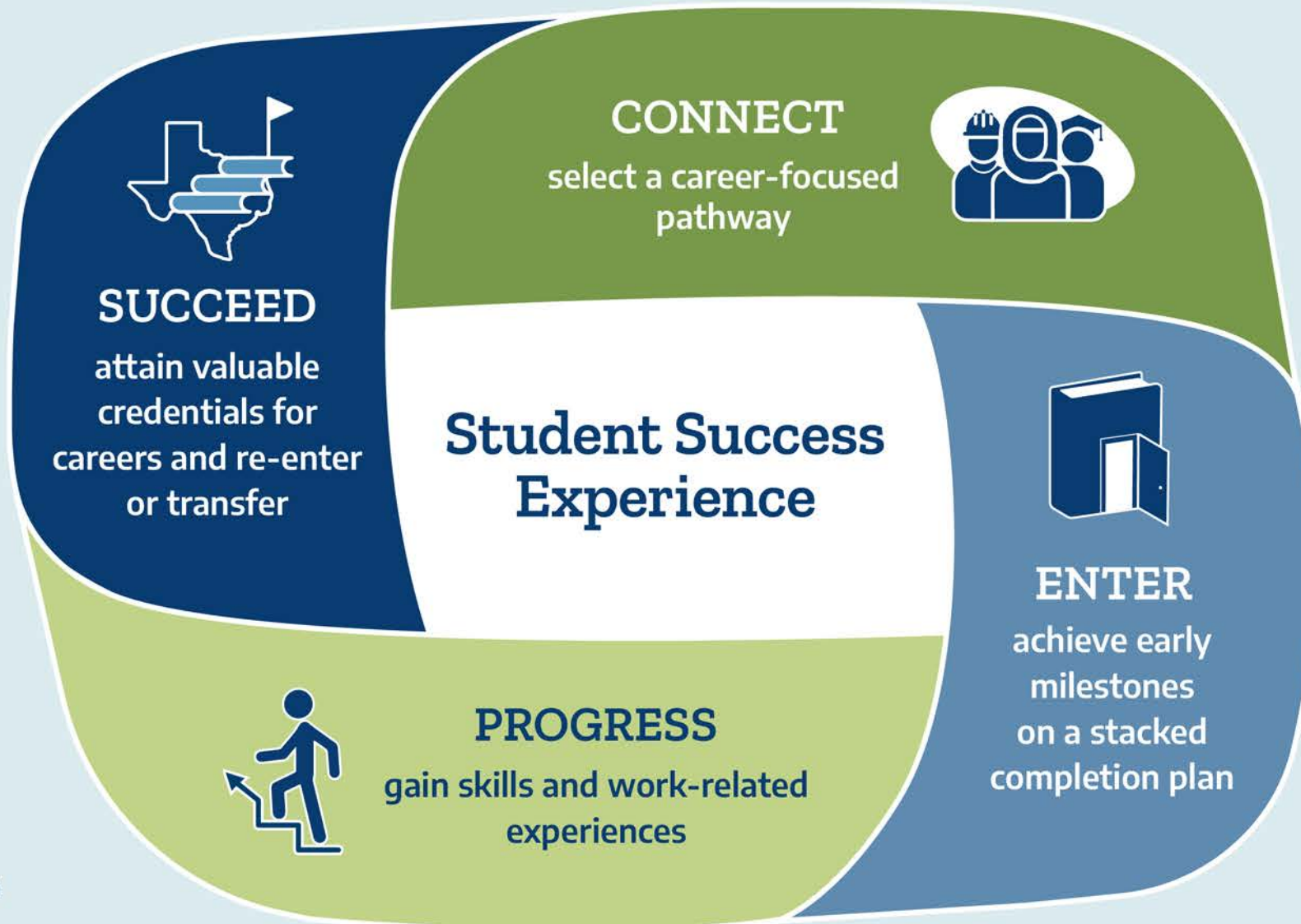
Dr. Linda Watkins

Dr. Linda Welsh

Dr. Ted Wright

# Talent Strong Texas Pathways Framework

**CONNECT**
select a career-focused pathway

**SUCCEED**
attain valuable credentials for careers and re-enter or transfer

**Student Success Experience**

**ENTER**
achieve early milestones on a stacked completion plan

**PROGRESS**
gain skills and work-related experiences

Talent Strong Texas Pathways

# Talent Strong Texas Pathways
## Four Pillars of Essential Practices

**1**

### Map pathways to student end goals

Employer-informed maps from multiple entry & reentry points to completion, transfer, & valuable careers

**2**

### Help students choose and enter a pathway

Career- focused onboarding with academic & social integration to promote college-level success in the 1st year

**3**

### Keep students on their pathway

Proactive supports to improve completion & transfer, enhance belongingness, & address students' basic needs

**4**

### Ensure students are learning

Active & work-based learning with culturally responsive teaching aligned with careers & further education

# Ensure Students are Learning

**4A. Program Learning Outcomes**

- Program Learning Outcomes (PLOs) are aligned with student end goals AND
- PLOs are assessed for program improvement

**4B. Effective Corequisite Instruction and Supports**

- ALL eligible students are placed into applicable corequisite courses AND
- Support is aligned with the subject content

**4C. Mandatory and Systematic Interventions**

- Strategic course, program, and basic needs supports are embedded throughout each student's chosen program

**4D. Effective Teaching College Wide**

- Formal college-wide efforts aim to improve active and applied learning in all courses AND
- Formal college-wide efforts aim to improve active and applied learning in all meta-major or program-related foundation courses

**4E. Professional Development to Support Student Wellness**

- All faculty, advisors, staff, and administrators receive training to recognize student basic needs insecurities AND
- All faculty, advisors, staff, and administrators direct students to appropriate personnel and services

**4F. Professional Development to Support Sense of Belonging**

- The college has an annual professional development plan AND
- All faculty, advisors, staff, and administrators receive training to grow a culture of belonging

# Institute Purposes

As a result of actively engaging in this institute, college leadership teams will:

**1** Consider **findings and reflections** from national experts and successful Texas colleges to inform and accelerate instructional redesign efforts, focused on the learner's connection in the classroom and building systems to support the continuous improvement of instruction to ensure credential completion.

**2** Engage with fellow Texas community college leaders in a **peer learning network** designed to implement the essential practices of Pillar 4 of Talent Strong Texas Pathways, associated with Ensuring Students are Learning.

**3** Analyze data to **gain insights into the student experience** by analyzing the effectiveness of scaled instructional practices at the college, students' perception of classroom experiences, and KPI data relating to the successful completion of the first college-level courses in mathematics, reading, and writing.

**4** Develop detailed **action plans for scaling the Talent Strong Texas Pathways** strategy to promote improved student outcomes.

# Who Should You Bring?

- **President/Chancellor/Chief Executive Officer**

- **Chief Academic Officer**

- **Pathways Lead (if different from CAO)**

- **Director of Teaching and Learning Center**

- **Faculty Leader(s)**

- **Others:**
  - Institutional Research Director
  - Chief Student Affairs Officer
  - Adult Basic Education Lead
  - Chief Continuing Education Officer
  - Chief Career and Technical Education Officer
  - Student Wellness and Belonging Champion
  - Minding College Minds Learning Community Lead

# Registration Information

**Registration Information:**

Pathways leads will receive email on **Monday, February 3**

- Your college discount code will cover expenses for 7 team members, including: institute fee, pre-institute, and hotel on 4/2 & 4/3

- College may choose to cover
  - Hotel room for additional night on 4/1 for those attending pre-institutes
  - Additional team members ($575/pp registration + $199/room hotel costs)

**Registration Deadline: Friday, March 7**

Hotel reservations will be made through the registration process

**Hotel:**

**Hyatt Regency Houston Downtown**

**1200 Louisiana Street**

**Houston, Texas 77002**

**Dr. Paul Hernandez**

Nationally-Recognized Author
and Consultant

**Dr. Andrew Koch**

Chief Executive Officer,
John N. Gardner Institute for
Excellence in Higher Education

## Redesigning Dual Credit as a Purposeful Pathway to College and Career Opportunity

**Interactive Data Dive**

- Examine dual credit (DC) dashboards to understand access, course taking, and post-secondary outcomes at college & HS levels
- Assessment of effectiveness of institutional practices through DC Student Success SOAA
- Strategies for closing gaps in access to DC and increasing post-secondary enrollment
- Identify priority areas for program improvement and development of casemaking/communications materials

**Presenters:**

- Community College Research Center
- University of Texas at Austin
- Texas Dual Credit Alliance

**Recommended:** College team (2-3 members) may include: DC program lead, CEO and/or cabinet-level leaders, Pathways Lead, and/or directors of institutional research

**Advance Work Required:** Completion of CCRC's DC Student Success SOAA Instrument

## AI in Action: Transforming Teaching, Learning, and Student Success

**Practical Teaching Strategies**

- Enhance student learning, improve assessment and foster belonging and wellness
- Actionable insights, hands-on practice
- Design active and applied learning experiences
- Leverage general AI tools (e.g., ChatGPT & Claude) for formative and summative assessments
- Create a 3-month action plan for integrating AI into your teaching strategy

**Presenter:**

- Zia Hassan, education professor, Montgomery College; and doctoral student at Johns Hopkins University

**Recommended:** Directors of teaching and learning centers, deans, faculty

**Required:** Bring laptop; participants will download AI application onto device

## Minding College Minds: Collaborative Action Plan Showcase

**Collaborative Planning Session**

- Connect with peers and share experiences
- Showcase your college's MCM action plan
- Share key progress, challenges, and insights gained in the Learning Community
- Engage in peer feedback and collaborative problem-solving
- Identify important messages and strategies for continuing efforts to embed mental health as a success strategy under TSTP

**Presenter:**

- Meadows Mental Health Policy Institute

**Required for 13 Colleges in Cohort 1 of Minding College Minds Learning Community:** Pathways Lead & MCM Implementation Team Lead

# Agenda-at-a-Glance

## WEDNESDAY, APRIL 2, 2025

| | |
|---|---|
| 10:00 AM – 1:30 PM | **Pre-Institute Workshops** (lunch provided)<br>• Redesigning Dual Credit as a Purposeful Pathway to College and Career Opportunity<br>• AI in Action: Transforming Teaching, Learning, and Student Success<br>• Minding College Minds: Collaborative Action Plan Showcase |
| 2:00 PM - 3:15 PM | **Opening Plenary**<br>• Keynote: Dr. Paul Hernandez, Nationally-Recognized Author and Consultant |
| 3:30 PM - 4:45 PM | **Team Strategy Time 1: Scaling Effective Classroom Practices** |
| 5:00 PM – 6:30 PM | **Reception**<br>• Lee College Navigator Ensemble |

# Agenda-at-a-Glance

| | |
|---|---|
| 7:00 AM - 8:50 AM | **Breakfast** |
| 9:00 AM – 10:00 AM | **Concurrent Session 1** |
| 10:15 AM – 11:30 AM | **Team Strategy Time 2: What Does the Data Tell Us?** |
| 11:45 AM – 1:00 PM | **Lunch** (Networking) |
| 11:45 AM – 3:30 PM | **CEO Roundtable** with Josh Wyner, JD |
| 1:15 PM – 2:15 PM | **Concurrent Session 2** |
| 2:30 PM - 3:30 PM | **Problem of Practice** |
| 3:45 PM - 5:00 PM | **Team Strategy Time 3: Connecting the Dots to Move Toward Action** |
| 5:00 PM | **Adjourn** - Dinner on Your Own |

# Agenda-at-a-Glance

## FRIDAY, APRIL 4, 2025

| | |
|---|---|
| 7:30 AM – 8:40 AM | **Breakfast** |
| 8:45 AM – 10:15 AM | **Closing Plenary**<br><br>• TACC Legislative Update with Ray Martinez, JD<br>• Pathways Award Ceremony<br>• Keynote: Dr. Andrew Koch, CEO, John N. Gardner Institute for Excellence in Higher Education |
| 10:30 AM – 11:30 AM | **Team Strategy Time 4: Action Planning for Transformational Change** |
| 11:30 AM | **Adjourn** |

# Call for Concurrent Sessions Proposals

## Topics

- Program Learning Outcomes
- Effective Corequisite Instruction and Supports
- Mandatory and Systematic Interventions
- Effective Teaching College Wide
- Professional Development to Support Wellness & Belonging
- Innovations and Scaling Impact in Teaching and Learning

**Due February 28, 2025:**

**www.surveymonkey.com/r/TSTPI5**

**Scan here!**

Ensuring Teaching and Learning: Instructional Strategies for Connection and Completion

# Advance Work

Texas Success Center | Talent Strong Texas Pathways

# Student Engagement Data

## College Expectations

- Each college will identify a validated data set that provides insights from their students regarding their experiences in the classroom.

- We will utilize CCCSE's student voice data:

    - **1st Choice:** Community College Survey of Student Engagement (CCSSE)

    - **2nd Choice:** Survey of Entering Student Engagement (SENSE)

- State aggregate data will be provided to all colleges for comparison and analysis

## Preparing Your Team (Guidelines provided in Advance Work Package)

- Pre-populate Team Strategy Time 1 worksheet for your team *prior* to the institute

- Share CCSSE/SENSE report with all members of the college leadership team who will attend the TSTP Institute.

- Consider opportunities to facilitate dialog identify insights and reflect on. What is your team most proud of? What questions arise? Are there challenges that you might want to explore through your Problem of Practice?

## Reflection Topics

- Student sense of belonging

- Student engagement in their learning

- Mental activities and applied learning

- Knowledge, skills, and development

- Mandatory interventions

- Satisfaction in educational experience

Note: The Appendix provides selected CCSSE/SENSE questions for focused reflection.

# Inventory of College-Wide Teaching and Learning Improvement Strategies

Develop an **inventory of college-wide teaching and learning improvement strategies** including 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.

## College Expectations

- Develop an inventory of college-wide strategies for improving teaching and learning

- Systematically identify, evaluate and organize evidence-based practices that address diverse student needs

- Each strategy should address improving a specific learning outcome

- Determine if each strategy is at scale

- Identify student outcome metric(s) used to assess the effectiveness of the strategy/practice

## Guidelines for Submission (Sample Inventory Provided in Advance Work Package)

- Create a table of specific strategies and practices that the college utilizes across disciplines and departments (see sample).

- Consider differences in professional development opportunities across programs and disciplines to accurately document practices in the inventory and to understand the degree to which each practice has been scaled throughout the college.

# Pillar 4 Problem of Practice

> A **Problem of Practice** is a dilemma that you face in your work that you cannot easily solve. The dilemmas that work best are those that can be adequately described in 5 minutes or less, but are sufficiently complex to generate meaningful conversations for productive problem solving.

## College Expectations

- Pathways Leads will consult with their guided pathways team and CEO to identify a Problem of Practice associated with Pillar 4.

- Pathways Leads will consult with their Pathways coach to refine the problem statement and supporting details.

## Guidelines for Submission (Template Provided in Advance Work Package)

- Utilize Pillar 4 essential practices and select a specific challenge associated with supporting learners in building momentum through to credential completion and successful transition to further education and/or employment.

- Consider key actions or strategies that 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 the Problem at the Institute?

# Optional: DEEP SOAA

The **Dual Enrollment Student Success Scale of Adoption Assessment** for Colleges (i.e., **DC Student Success SOAA**) provides a framework for strengthening dual credit as an on-ramp to college degree programs that prepare underserved students for well-paying, career path employment.

## College Expectations

- Each college with participants attending CCRC's workshop must submit ONE (1) DC Student Success SOAA

- Pathways Leads will facilitate the completion of the DC Student Success SOAA by their college.

    - DC Student Success SOAA is designed to be completed by college staff and administrators involved in providing DC offerings.

    - Recommend the team attending CCRC's workshop collaboratively complete survey instrument.

- Assessment should include ALL dual credit students served by the college.

- Enables benchmarking of practices in current year with goal to devise ways to improve DC outcomes.

## Guidelines for Submission (Survey Provided in Advance Work Package)

- Utilize CCRC's Qualtrics link to upload your completed survey instrument (editable PDF document).

- Pathways Leads to ensure that all attendees of CCRC's pre-Institute receive a copy of the survey instrument.

## Dual Enrollment Student Success SOAA

**Assessment Instrument:**

- Designed to support efforts to SCALE evidence-based practice across the college
- Designed to reduce gaps in access and success, particularly for underservice student populations
- Informed by Texas context and what is working at exemplar Texas community colleges

**Evidence-Based Components**

- Outreach: DC outreach activities and the criteria your college uses to determine students' eligibility
- Alignment: Alignment of DC offerings to college degree programs and building DC coursework into high school curricula
- College Advising Practices: College and career advising and planning for DC students
- Instructional/Academic Support: Providing instructional and academic support for DC students
- Emerging practices: FAST and House Bill 8

**Completion of Survey**

- Pathways Lead + college staff and administrators involved in providing DC offerings
- Benchmarking and evaluation of progress every year
- Analysis by CCRC + College/Coaches Playbook with Resources

## Talent Strong Texas Pathways SOAA

**Assessment Instrument:**

- Designed to support efforts to SCALE evidence-based practice across the college
- Designed to reduce gaps in access and success, particularly for underservice student populations
- Informed by Texas context and what is working at exemplar Texas community colleges

**Evidence-Based Components**

- Leadership Enabling Conditions
- Mapping Pathways to Student Post-Completion Goals
- Helping Students Choose and Enter a Pathway
- Keeping Students on Their Pathway
- Ensuring Students are Learning

**Completion of Survey**

- Pathways Lead + Pathways Team
- Validation Interviews
- Benchmarking and evaluation of progress every 18 months
- Analysis by TSC + Pillar Briefs + Curriculum at Pathways Institutes + Learning Communities

# Pre-Readings

**Systemic Approach to Continuous Improvement**

- [The New Learning Compact: A Framework for Professional Learning & Educational Change](#) (Every Learner Everywhere, 2019)

**Student Belonging in the Classroom**

- [The Pedagogy of Real Talk: Engaging, Teaching, and Connecting With Students at Risk](#) (Paul Hernandez, 2021)

**What Faculty Are Saying About the Implementation of Pillar 4**

- [Teaching and Learning Within a Guided Pathways Framework: A Playbook](#) (CCCSE, 2020)

# Prepare for the Institute with Your **Pathways Coach**

**Set up 1-hour Zoom prep meeting**

**Review College Action Plan from November 2024**

**Identify priority discussion topics for your college:**

- Leadership & new priorities

- Identify student engagement data set and discuss reflections

- Inventory of College-Wide Teaching and Learning Improvement Strategies

- Problem of Practice

- Determine if/how the DC Student Success SOAA can be used to support the college in achieving instructional goals

# Feedback & Questions?

# Visit the TSTP Institute #5 Event Page

## Hub for Institute Information

- **TSTP Institute #5 Event Page**
- Advance Work
- Pre-Readings
- Team Strategy Time Documents
- Digital Notebook
- Use the Document Center to upload your advance work and concurrent session presentation slides
- Real-time access to presentations for plenaries, pre-institute workshops, and concurrent sessions

Explore materials from November 2024 archived on our **TSTP Institute #4 Event Page**.

# Spring 2025 Timeline

## Event Logistics

**Friday, January 31:** Orientation webinar (see recording on [TSTP Institute #5 Event Page](#))

**Monday, February 3:** Registration opens; all presenters/attendees attending Institute & Pre-Institute must register

**Friday, March 7:** Registration portal closes; hotel block released

**February-March:** Conduct institute prep meeting with your Pathways coach

**Friday, March 14 (by noon):** Problem of Practice and Inventory of Teaching and Learning Improvement Strategies due (submit to DOCUMENT CENTER [TSTP Institute #5 Event Page](#))

**Friday, March 21:** DC Student Success SOAA due for colleges joining CCRC's workshop (submit to Qualtrics link provided in the instrument)

**Monday, March 24:** Pathways leads and coaches receive Team Strategy Time documents

## Call for Proposals for Concurrent Sessions

**Friday, January 31:** Call for proposals open [https://www.surveymonkey.com/r/TSTPI5](https://www.surveymonkey.com/r/TSTPI5)

**Friday, February 28:** Proposal submission deadline

**Wednesday, March 5:** Selections announced

**Friday, March 7:** All presenters must be registered

**Wednesday, March 26:** Session materials to share at Institute due (submit to DOCUMENT CENTER [TSTP Institute #5 Event Page](#))

# Translating Opportunity Texas

## Interested in building Pathways for Multilingual learners? We are too!

- **Cohort 1:** Amarillo College, Brazosport College, El Paso Community College, Houston Community College

- **Applications for Cohort 2 in April**

- **Implementation partners:** WestEd, Student-Ready Strategies, and the Center for Community College Student Engagement

- **The structure and activities:** Based on findings from the paper "Translating Opportunity: Improving Postsecondary Pathways for Multilingual Learners of English"

  - Institutional leadership for MLE-focused reform

  - Provide clear and accessible credential pathways from ESL to completion and career success

  - Prepare faculty and staff to help students navigate pathways

  - Implement student-centered holistic supports inside and outside of the classroom

  - Utilize evidence-based pedagogy and course design

**Join our informational webinar on February 14, 2025.**