All parts of the Short-Term Action Plan document will be drafted during the institute. Following the institute, team leads will engage key college stakeholders to complete a final version of the plan and **return this complete document to the Texas Success Center at** [**success@tacc.org**](mailto:success@tacc.org) **by May 9, 2018.**

Complete Part I-A & I-B During Team Strategy Session #1

Notes will be used in subsequent team conversations as you move toward action planning.

**Part I-A: The Texas Pathway Model**

| **ASSESSing essential practices** | |
| --- | --- |
| **Guiding Questions** | **College Responses** |
| 1. **Clarify Paths to Students End Goals** 2. Simplify students’ choices with default **program maps** developed by faculty and advisors that show students a clear pathway to completion, further education, and employment in fields of importance to the region. 3. Establish **transfer pathways** through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors. 4. Align **high school pathways** (endorsements), including dual credit courses and student learning outcomes with community college academic or career and technology certificates and degree programs. | Where we are:  a)  b)  c)  We need to know more:  a)  b)  c) |
| 1. **Help Students Choose and Enter Path** 2. Bridge **K-12 to higher education** by assuring early remediation in the final year of high school, including a college prep course, jointly designed by high school and community college instructors, that accelerates remediation of basic prerequisite skills of community college pathways. 3. Redesign traditional remediation as an **“on-ramp” to a program of study**, which helps students explore academic and career options from 8th grade through the beginning of their college experience, aligns math and other foundation skills coursework with a student’s program of study, and integrates and contextualizes instruction to build academic and non-academic foundation skills throughout the high school and college-level curriculum, particularly in program “gateway” courses. 4. Provide **accelerated remediation** to help very poorly prepared students succeed in college-level courses as soon as possible. | Where we are:  a)  b)  c)  We need to know more:  a)  b)  c) |
| **3. Help Students Stay on a Path**   1. Support students through a strong **advising** process, embedded and ongoing in the high school-to-college-to-career pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track. 2. Embed **academic and non-academic supports** throughout students’ programs to promote student learning and persistence. | Where we are:  a)  b)  c)  We need to know more:  a)  b)  c) |
| **4. Ensure Students Are Learning**   1. Establish program-level **learning outcomes** aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across high school, community college, and university programs. 2. Integrate **group projects, internships, and other applied learning experiences** to enhance instruction and student success in courses across programs of study. 3. Ensure incorporation of **effective teaching practice,** especially practice that promotes student engagement, throughout the pathways. | Where we are:  a)  b)  c)  We need to know more:  a)  b)  c) |

**Part I-B: What Do Your Key Performance Indicators Indicate About Your Students’ Early Experiences?**

The key performance indicators (KPI) template completed as advance work asked colleges to track first-time-in-college students across milestones of academic progress toward success. It also asked colleges to disaggregate this cohort into sub-cohorts by college readiness, sex, race/ethnicity, and dual credit. Review and reflect on findings from your advance work on key performance indicators. Discuss and record notes on the following questions.

| **Key Performance Indicators** | |
| --- | --- |
| **Guiding Questions** | **College Responses** |
| What do the data indicate about your students’ experiences, especially their earliest experiences with the college? | * *Connect* data: * *Enter* data: * *Progress* data: * *Success* data: * *Adult Ed.* data (optional): |
| What do the disaggregated student population data indicate about the equity of their experiences? |  |

Complete Part II-A, Part II-B & Part II-C During Team Strategy Session #2

Notes here will be used in subsequent team conversations as you move toward action planning.

**Part II-A: Back Mapping to Endorsements and the Right Dual Credit**

The Texas Pathways model is based on a long view of students’ experiences and calls for strategies that make students’ academic decision-making easier and more informed. The model’s “front door” relies on strong K-12 partnerships and clear paths from endorsements and dual credit into the college’s meta-majors or programs of study. Providing clear, coherent pathway maps including endorsements and dual credit helps students navigate their academic way. Information gathered for this endorsement map can be used to augment current K-12 partnerships, inform 8th grade students’ selection of an endorsement, and improve transparency about the applicability of dual credit courses to specific degrees.

Review the following examples of Texas community colleges’ visual representations of maps including endorsements and dual credit. Discuss and record notes on the questions below.

* San Jacinto College’s Pathway Wheel: <http://www.sanjac.edu/sites/default/files/Pathways-at-San-Jac-4-13-17.pdf>
* South Texas College’s HB5 Career Pathways Framework: <https://academicaffairs.southtexascollege.edu/highschool/pdf/D2D%20-%20Booklet%20-%20HB5%20Career%20Pathway%20Framework.pdf>
* Alamo Colleges’ Pathway Example (slide 21) https://www.alamo.edu/uploadedFiles/District/About\_Us/Chancellor/AACC-Presentation-2015.pdf

| **ENDOSEMENT AND DUAL CREDIT MAPPING** | |
| --- | --- |
| **Guiding Questions** | **College Responses** |
| 1. How much information on mapping high school endorsements to meta-majors already exists for students and advisors? |  |
| 1. Have faculty in the meta-majors/program areas collaborated with K-12 colleagues on the alignment of endorsements? If not, how will you engage faculty in that work? |  |
| 1. Have faculty in meta-majors identified the right dual credit including the right math (e.g., statistics, quantitative reasoning, college algebra/calculus) aligned to programs in that area? If not, how will you engage faculty in that work? |  |

**Part II-B: Planning for Successful Corequisite Scaling**

Using the Corequisite Visioning Worksheet completed as advance work, your team 1) identified established capacities for change that will support the successful and sustainable scaling of corequisite models, 2) anticipated areas that will need specific strategic attention, and 3) surfaced outstanding issues for consideration. Now, review your visioning worksheet responses, discuss and record notes on the following questions.

| **Corequisite Visioning**  **Guiding Questions** | **College Responses to Guiding Questions** |
| --- | --- |
| 1. Early and broad engagement will be key to successful implementation. In addition to faculty, who is currently engaged in planning and building corequisite offerings? Who else should be included? |  |
| 1. What supports/resources do faculty need to encourage adequate collaboration in designing and implementing effective corequisite supports? |  |
| 1. Once implemented, what early indicators will identify students who need additional support? What will that support look like? |  |
| 1. Knowing many underprepared students do not regularly seek assistance from tutoring and writing centers, what mandatory, embedded, or other academic support might your scaling strategy include? |  |

**Part II-C: Ensuring Low Skill Students are Included in Your Comprehensive Student Success Strategy**

In recognition of the wide variety of service providers and academic offerings for the most underprepared students, the following questions are designed to guide your team in reviewing the current state of services in your community and your institution, determining the need for redesigned or enhanced offerings, and assessing how these supports are embedded in the college’s pathways reform. For the purposes of this discussion, any student exempted from developmental/corequisite offerings—students assessed and reported at levels 1-4 on the ABE diagnostic of the TSI Assessment, students enrolled in a BASE NCBO, and students enrolled in Adult Education programs—are identified here as low skill students.

| **ALigning Adult Education**  **Guiding Questions** | **College Responses to Guiding Questions** |
| --- | --- |
| 1. Who currently provides academic services and support to low skill students in your institution? In your community? What other key stakeholders should collaborate with each other? |  |
| 1. What shared visioning has been/could be made to strengthen the alignment of services for adult students within the college’s pathways strategy? |  |
| 1. Have faculty in the meta-majors/program areas collaborated with low skill student or AEL instructors to ensure the alignment of courses and student learning outcomes? |  |
| 1. Do low skill students have clear maps from their current supports into meta-majors? Do these maps include credential, transfer, and employment information? |  |

Complete During Team Strategy Session #3

**Part III: Making Sense and Moving Forward**

Your team’s discussions should now turn from information gathering toward action planning by synthesizing the work to this point. Consider highlights from your notes on key performance indicators, endorsement and dual credit mapping, corequisite visioning, regional meeting discussions, plenary sessions, and concurrent sessions at this institute. To ensure all appropriate voices are included, consult the Engagement Scan your team completed as part of your advance work. Use the following questions to guide discussion.Facilitated discussion will highlight divergent and convergent perceptions, leading toward team consensus.

| **Pre-Planning Synthesis**  **Guiding Questions** | **College Responses to Guiding Questions** |
| --- | --- |
| Which issues/approaches/strategies discussed in the day’s sessions are potentially of greatest interest to the college? |  |
| What existing knowledge and/or college work has been reinforced? |  |
| Discuss insights the team has gained from these conversations. As a team, determine three to five key insights. |  |
| What do you need to learn about these issues/approaches? How will you obtain that information? What technical assistance and/or professional development will the college require? |  |
| Institute #3 Action Plan, Part III: Strategies for Closing the Gaps that Still Exist:  Review your college’s planning from Institute #3 and note progress and any revisions your team would make now that you are further into the work. | Action Steps:  Timeline:  Responsible Parties:  Anticipated Challenges: |

Planning Ahead for Texas Pathways Round 2: The Texas Success Center, with generous funding from the Greater Texas Foundation, T.L.L. Temple Foundation, Teagle Foundation, Houston Endowment, and the Bill & Melinda Gates Foundation, will kick off Texas Pathways Round 2, the final three years of the five-year strategy, beginning fall 2019. This ongoing statewide strategy will continue to focus on building capacity for community colleges to design and implement structured academic and career pathways at scale, while also including new and challenging supports for colleges as they implement, evaluate, and improve scaled pathways for all students. This team strategy session provides time for your team to discuss what you have left to accomplish during the last year of Texas Pathways Round 1, the 2018-2019 academic year, to be ready to apply for Texas Pathways Round 2 support.

In the summer of 2019, the Texas Success Center will make available an advanced rigorous application process to provide all Texas community colleges the opportunity to advance into the next round of supports in implementing guided pathways at scale. Texas Pathways colleges that demonstrate (1) significant progress toward scaling during Texas Pathways Round 1 and (2) the readiness capacity to evaluate the quality and effectiveness of newly implemented changes and commit to making strategically targeted improvements will be selected to participate in cadre 1.1. Likewise, the Center will re-release the original rigorous application for cadre 1 support, open to any cadre 2-4 college. Texas Pathways colleges able to demonstrate the readiness capacity and the commitment to implement pathways at scale will be selected to participate in a new set of colleges of cadre 1.2.

All Texas community colleges will also have the option to move into cadres 2-4, determined by the need and readiness capacity for these targeted supports. Below is a list of institutes planned for the final year of Texas Pathways Round 1 and the three years of Texas Pathways Round 2’s structured support strategies. As a team, use the guiding questions below to facilitate a discussion about what your college will need to accomplish next year to be prepared for the second round of guided pathways support.

Round 1 Round 2

Institute #5: November 2018 Institute #1: November 2019

Institute #6: April 2019 Institute #2: April 2020

Institute #3: November 2020

Application Process: Summer 2019 Institute #4: April 2021

Awards Announced: July 2019 Institute #5: November 2021

Institute #6: April 2022

| **Pathways planning**  As your team reflects on all you have accomplished so far in Texas Pathways Round 1 and looks ahead to Round 2, note areas to include in your 2018-19 strategic planning, such as ( (1) building capacity for further data collection, analysis and broad use, (2) growing leadership for institutional change, and (3) mapping through the institution. |
| --- |
|  |

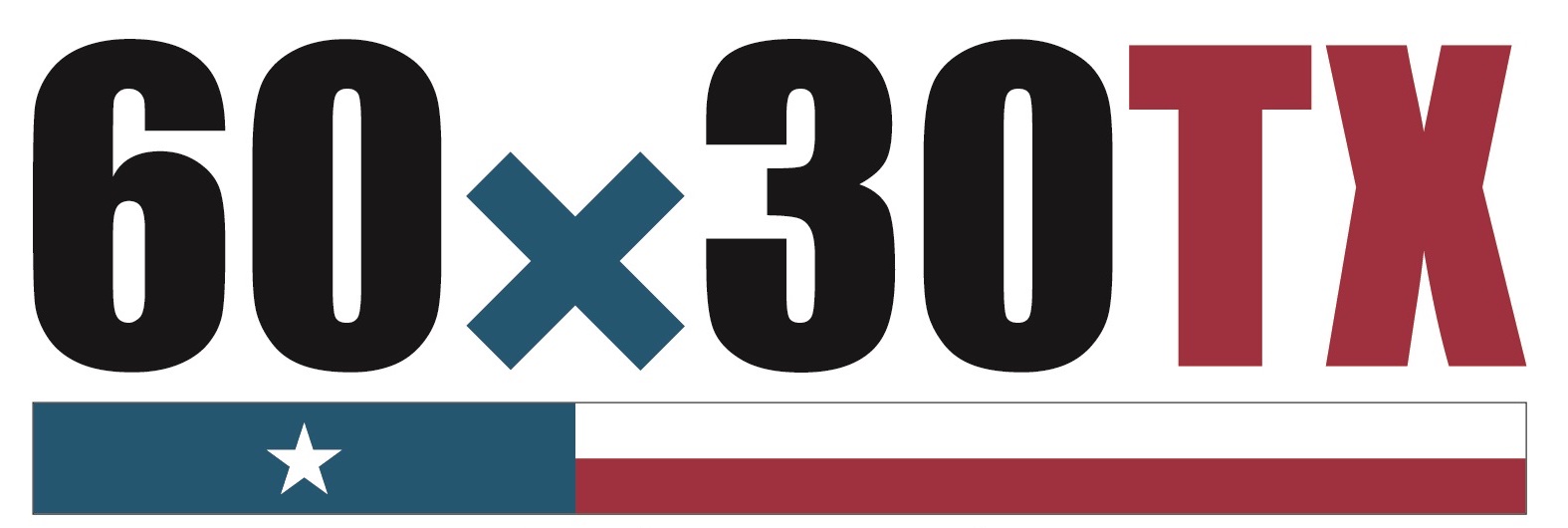
Begin During Team Strategy Session #4 and Complete With Other College Stakeholders

**Part IV: Identifying Priorities and Action Planning**

At this point, your team has reviewed and discussed (1) implementing and advancing programs aligned with high school endorsements and the right dual credit courses, (2) the best strategies for implementing corequisites for underprepared students, (3) how to close gaps between adult education and college level courses, and (4) how to improve equity at your institution. Now comes an opportunity for the team to reflect on its learning, think through options for the college’s strategic approach to designing and implementing guided pathways at scale, and establish new or refined priorities for the work on campus. The college team should discuss next steps: whom to involve, how to communicate findings and broaden engagement on campus, and how, when, and by whom follow-up steps will be taken.

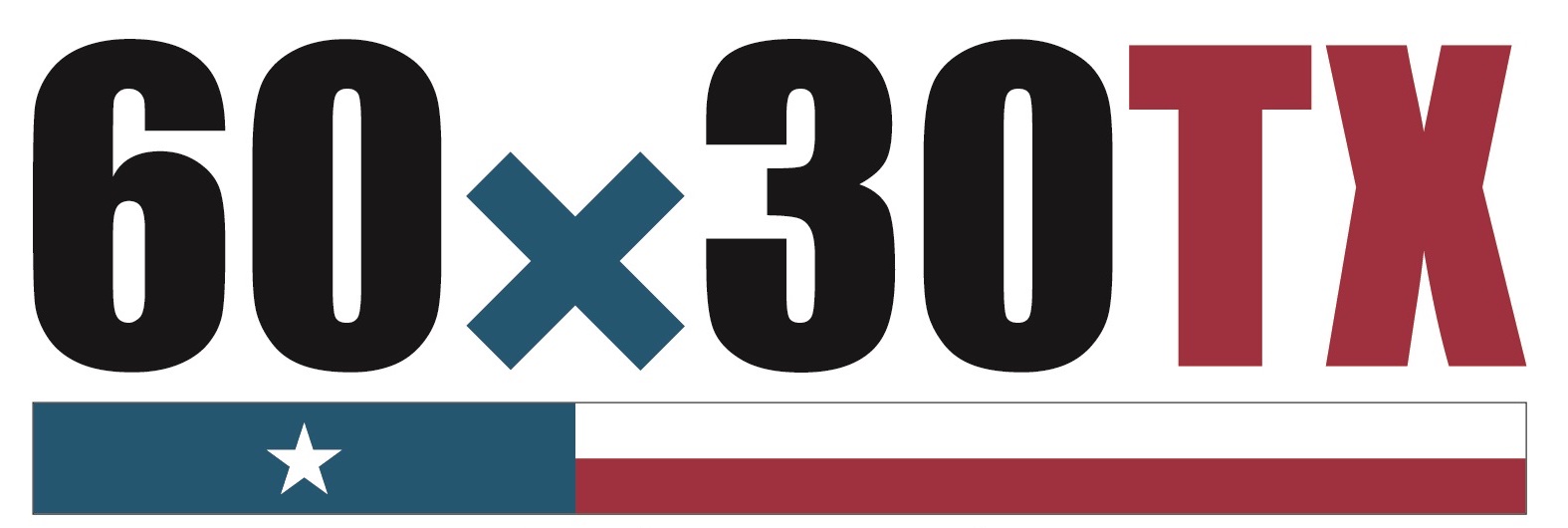
The action planning template is provided for more detailed planning that will identify priorities/strategies/goals, activities, key personnel, timelines, resources, and potential issues for designing and implementing guided pathways at scale. Add rows as necessary.

Following the institute, and once you’ve engaged key college constituencies in discussion of data, issues and strategies, **please return a copy of this entire document to the Center (success@tacc.org) by May 9, 2018.**

**OUR**  **PLAN**

**For Early Academic Success**

| **Priorities**  **NEXT STEPS** | **BY WHOM** | **BY WHEN** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**OUR**  **PLAN**

**For Early Academic Success**

| **ACTION PLANNING**  **Priority/Strategy** | **Goal(s)** | **Activities**  **Tasks** | **Responsible Person(s)** | **Timeline** | | **Resources** | **Potential Issues or Concerns** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Identify top priorities for next steps in the work | Based on these priorities, name specific desired student outcomes | List steps required to accomplish these priorities | Who will assume leadership responsibility? | Implementation date | Formative evaluation date | What resources (time, people, facilities, and money) need to be allocated/reallocated? | What challenges do you anticipate? |
| 1. |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |  |