

TEXAS PATHWAYS INSTITUTE

**Leadership for Institutional Change
Implementing Guided Pathways at Scale**

Taking Student Success by the Horns

November 2-4, 2016

Hyatt Lost Pines

Bastrop, Texas

Texas Pathways Institute

Leadership for Institutional Change: Implementing Pathways at Scale

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Resident Faculty, Staff Contact Information and
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EVALUATIONS

Texas Pathways Institute

Leadership for Institutional Change: Implementing Pathways at Scale

INSTITUTE OBJECTIVES

- Ensure clarity about Texas Pathways goals, expectations of colleges, and supports for participants.
- Establish a common definition for guided pathways and essential elements, as defined for the Texas Pathways, and initiate use of aligned tools that Pathways colleges will use for planning and monitoring progress.
- Reinforce change leadership strategies for implementing pathways at scale.
- Delineate how guided pathways reforms can build on and help to integrate student success strategies already in place in the institution.
- Build a “case statement” for pathways, tailored to individual institution context and current status, that will help build broad understanding, urgency and momentum for transformational change.
- Produce draft action plans that delineate next steps in pathways reform, specifically incorporating strategies for broad campus engagement and needs for professional development and technical assistance.
- Begin to build an engaged learning network among Texas Pathways Colleges.

Texas Pathways Institute

Leadership for Institutional Change: Implementing Pathways at Scale

PROGRAM AGENDA

WEDNESDAY NOVEMBER 2, 2016

10:00-1:00

Lost Pines
Ballroom I & 2

NEW MATHWAYS PRE-INSTITUTE WORK SESSION (OPEN INVITATION)

*Implementing a Co-Requisite Model: Recommendations from the Field,
The University of Texas at Austin Charles A. Dana Center*

Strong evidence is emerging on effective practices in the design of co-requisite supports for underprepared students placed into college-level mathematics courses. Come join the conversation about structures, staffing, content, pedagogy, and placement.

NOON-1:00

Austin Colony

TEXAS PATHWAYS COHORT 1 COLLEGE TEAM LEADS PRE-INSTITUTE MEETING

NOON-2:00

Lost Pines
Ballroom Foyer

REGISTRATION

2:00-3:50

Lost Pines
Ballroom

OPENING PLENARY

*Welcome to The Texas Pathways Institute: Leadership for Institutional Change
[Plenary Tab]*

Cynthia Ferrell, Executive Director, Texas Success Center, Texas Association of Community Colleges

Jacob Fraire, President and CEO, Texas Association of Community Colleges

OPENING KEYNOTE

Why Pathways: Building Texas Style Pathways to Completion and Equity

Kay McClenney, Senior Advisor, American Association of Community Colleges

Lessons from Colleagues: Panel Discussion with the Texas AACC Pathways Project Cohort

Moderator: Martha Ellis, Interim Director, Higher Education Services, The Charles A. Dana Center, The University of Texas at Austin

Panelists: Pam Anglin, President Paris Junior College
Jo-Carol Fabianke, Vice Chancellor for Academic Success, Alamo Colleges
Christina Potts, Distinguished Faculty and Department Chair, San Jacinto College
Steve Smith, Vice President of Instruction, El Paso Community College

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3:50–4:00

BREAK

4:00–5:00

See Strategy
Tab for Room
Assignments

TEAM STRATEGY TIME #1 - FOUNDATIONS FOR PATHWAYS WORK

Facilitators: Pathways Coaches and Resident Faculty

5:00–6:00

Lost Pines
Foyer

RECEPTION

Cash bar

6:00–8:00

Lost Pines
Ballroom

AWARD DINNER AND PLENARY

Student Voices: What Students Are Saying that Informs Our Pathways Strategies

Kay McClenney, Senior Advisor, American Association of Community
Colleges

Exemplary College Awards: Mathematics Pathways Principles

Uri Treisman, Mathematics and Public Affairs Professor and Executive
Director, The Charles A. Dana Center, The University of Texas at Austin

David Hinds, President, Victoria College and the Victoria College Mathways
Team–2015 Overall Exemplary College Award Winner

COMPLETE DAILY FEEDBACK AND REFLECTION [EVALUATIONS TAB]

8:00 ADJOURN FOR THE DAY

Texas Pathways Institute

Leadership for Institutional Change: Implementing Pathways at Scale

THURSDAY, NOVEMBER 3, 2016

8:00–9:00

Lost Pines
Foyer

BREAKFAST

Continue work from Team Strategy Session #1, or network with other colleges.
If desired, schedule time with your Pathways coach, resident faculty, or speaker.

9:00–10:20

Lost Pines
Ballroom

PLENARY

Taking Institutional Change by the Horns

Cynthia Ferrell, Executive Director, Texas Success Center, Texas Association
of Community College

Leadership for Guided Pathways [Plenary Tab]

Davis Jenkins, Senior Research Associate, Community College Research
Center

Note: Seating for this session is arranged by roles (president/chancellor, chief academic officer, etc.), and designated by table signage.

10:20–10:30

BREAK

10:30–NOON

See Strategy
Tab for Room
Assignments

TEAM STRATEGY TIME #2 – ASSESS THE STATUS OF PATHWAYS REFORMS: PRE-MORTEM PLANNING

Facilitators: Pathways Coaches and Resident Faculty

Note: At the end of this session, decide among the team who will attend each of the afternoon concurrent sessions.

NOON –1:15

Lost Pines
Ballroom

LUNCH PLENARY

Why We Invest in Texas Pathways

Kristen Boyer, Director of Philanthropy, TG Engagement Strategies for
Pathways

Engagement Strategies for Pathways

Rob Johnstone, President, National Center for Inquiry & Improvement

1:15–1:30

BREAK

Texas Pathways Institute

Leadership for Institutional Change: Implementing Pathways at Scale

1:30–2:30

CONCURRENT SESSION I – CORE COMPONENTS OF A COMPREHENSIVE STUDENT SUCCESS STRATEGY

Lost Pines
Ballroom 1

1. Mapping Out the Pathway: Mapping to Universities and Careers

Moderator: Gretchen Schmidt, Executive Director, Pathways Project,
American Association of Community Colleges

Panelists: Pam Anglin, President Paris Junior College
Jo-Carol Fabianke, Vice Chancellor for Academic Success,
Alamo Colleges
Steve Smith, Vice President of Instruction, El Paso
Community College
Laurel Williamson, Deputy Chancellor and President,
San Jacinto College

Dig deeper into Guided Pathways program mapping with leaders from the AAC Pathway Project. Critically examine existing programs and learn how to map programs in a way that makes pathways to further education and careers clearer to students (pre-cursor to Texas Pathways Institute #2 on pathways mapping).

Lost Pines
Ballroom 2

2. Getting Students on the Pathway: Dana Center Mathematics Pathways—Principles and Implications for Guided Pathways

Nancy Stano, Charles A. Dana Center, The University of Texas at Austin

Dana Center Mathematics Pathways (DCMP) work seeks to provide equitable access to and opportunity for success in rigorous mathematics pathways as a normative practice for all students. In this session we will analyze the evidence-based principles that guide DCMP work and demonstrate ways to leverage this work within a guided pathways structure.

Lost Pines
Ballroom 3

3. Helping Students Stay on the Pathway: Transfer Success

Jenna Cullinane Hege, Deputy Associate Commissioner, Planning and
Accountability, Texas Higher Education Coordinating Board

Davis Jenkins, Senior Research Associate, Community College Research
Center

Learn about the practices of colleges and universities nationally that are highly effective in enabling students who start at a community college to earn a bachelor's degree and how your college can rethink its approach to serving students intending to transfer in ways that will substantially improve student outcomes.

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1:30–2:30

CONCURRENT SESSION I – CORE COMPONENTS OF A COMPREHENSIVE STUDENT SUCCESS STRATEGY, CONT.

Robertson
& Leftwich
Colony

4. Pathways 101 - Making the Case and Building Urgency

Rob Johnstone, President, National Center for Inquiry & Improvement

Learn strategies for building urgency and sustaining momentum to implement reform at scale, including defining the problem clearly, creating a disciplined approach to asking key questions, and using data as a tool for change.

Little
Colony B

5. What three CEOs Learned about Building Data Capacity That Prepared Their College to Implement Pathways at Scale: From SSBTN to Texas Pathways Cadre 1

Moderator: Kay McClenney, Senior Advisor, American Association of Community Colleges

Panelists: Johnette McKown, President, McLennan Community College
Jeremy McMillen, President, Grayson College
Steve Thomas, President, Midland College

Student Success BY THE NUMBERS (SSBTN) was a Greater Texas Foundation funded project aimed at supporting colleges' efforts to improve collection, analysis and broad use of data on student success to inform institutional decisions. Three of these colleges have made significant advances and are now among those of Texas Pathways Cadre 1, implementing Guided Pathways at scale.

Navarro y
Bangs A&B

6. Ensuring Students Are Learning: Using Behavioral and Cognitive Psychology in the Design of Guided Pathways

Ben Ferrell, Executive Vice President, Austin Community College
Missi Patterson, Psychology Professor, Austin Community College

Discuss how the design principles behind the guided pathways model are supported by research in organizational, behavioral, and cognitive science.

Austin Colony
A&B

7. Faculty Leadership and Systems Thinking

Richard Moore, Director, Texas Community College Teachers Association
Matt Lewis, Professor of Mathematics, San Jacinto College
Paula Talley, Mathematics Instructor and Division Director of Student Success, Temple College

Building effective processes and communication channels — within our institutions and across our partnering institutions — is essential to successful implementation of Pathways. In this session, we will explore strategies for developing these structures and consider the value of a “systems thinking” approach to faculty leadership for improving student success.

2:30–2:45

BREAK

Texas Pathways Institute

Leadership for Institutional Change: Implementing Pathways at Scale

2:45–3:45

CONCURRENT SESSION II – CORE COMPONENTS OF A COMPREHENSIVE STUDENT SUCCESS STRATEGY

Lost Pines
Ballroom 1

1. Mapping out the Pathway: Math Transitions

Lindsay Fitzpatrick, Policy Specialist, K-12, The Charles A. Dana Center,
The University of Texas at Austin
Jeremy Martin, Policy Specialist, Higher Education, The Charles A. Dana
Center, The University of Texas at Austin
Mark Smith, Vice President, Temple College

Design mathematics pathways to support student transitions from high school to community college and to university.

Lost Pines
Ballroom 2

2. Getting Students on the Pathway: Dual Credit Should Not Be Their First Excessive Credit

Davis Jenkins, Senior Research Associate, Community College Research
Center

Learn how to increase the rate at which dual credit students matriculate to your college after high school and improve their success rates at both your college and universities.

Lost Pines
Ballroom 3

3. Helping Students Stay on the Pathway: Improving Advising with Technology

Moderator: Julia Lawton, Assistant Director of Integrated Advising and
Student Supports, Achieving the Dream

Panelists: Wade Bradfute, Dean, Student Services, Austin Community
College

Virginia Fraire, Vice President of Student Services,
Austin Community College

Learn how to monitor students' progress providing frequent feedback and timely and effective support when students fall off-path with a college engaged in the Achieving the Dream's Integrated Planning and Advising for Student Success (IPASS) project.

Robertson &
Leftwich Colony

4. Ensuring Students Are Learning: High Impact Practices

Evelyn Waiwairole, Director, Center for Community College Student
Engagement

As colleges begin to undertake redesigning for pathways, learn what items from the Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE) are aligned with important dimensions of the Pathways Model.

Texas Pathways Institute

Leadership for Institutional Change: Implementing Pathways at Scale

2:45–3:45

CONCURRENT SESSION II – CORE COMPONENTS OF A COMPREHENSIVE STUDENT SUCCESS STRATEGY, CONT.

Little Colony B

5. Pathways 101: Essential Practices of an Integrated Systemic Approach to Institutional Change

Gretchen Schmidt, Executive Director, Pathways Project, American Association of Community Colleges

Discuss the essential practices and strategies of Guided Pathways, what it takes to implement at scale, and how colleges are changing their students' educational experiences.

Navarro y
Bangs A&B

6. Using State Data to Lead Pathways Reform

Jenna Cullinane Hege, Deputy Associate Commissioner, Planning and Accountability, Texas Higher Education Coordinating Board

From student entry to completion and transfer, state higher education resources can inform your pathways planning. Dig in to the Texas Higher Education Coordinating Board's Almanac, revised accountability system, and regional data portal and learn how to connect institutional data to pathways reforms. Attendees are encouraged to bring their computers.

Austin Colony
A&B

7. Leadership for Pathways Reforms – The Critical Role of Chairs and Deans

Rob Johnstone, President, National Center for Inquiry & Improvement

Deep institutional change needed to implement Guided Pathways at scale requires leadership from the middle. Learn how effective colleges are empowering and supporting these leaders.

3:45–4:00

BREAK

4:00–5:00

See Strategy
Tab for Room
Assignments

TEAM STRATEGY TIME #3 – MAKING SENSE AND MOVING FORWARD

Facilitators: Pathways Coaches and Resident Faculty

COMPLETE DAILY FEEDBACK AND REFLECTION [EVALUATIONS TAB]

5:00–5:30

BREAK

5:30–7:00

DINNER ON YOUR OWN OR AUSTIN FOOD TRUCKS AVAILABLE ON THE RIVERSONG LAWN OF HYATT LOST PINES

Featuring Live Music by Scooter Pearce

Texas Pathways Institute

Leadership for Institutional Change: Implementing Pathways at Scale

FRIDAY, NOVEMBER 4, 2016

7:30–8:30

Lost Pines
Ballroom

BREAKFAST

8:30–9:30

See Strategy
Tab for Room
Assignments

TEAM STRATEGY TIME #4 – ENGAGEMENT AND ACTION

Facilitators: Pathways Coaches and Resident Faculty

9:30–9:45

Lost Pines
Ballroom

BREAK

9:45 – 11:00

Lost Pines
Ballroom

PLENARY

Pathways and State Policy: What's Coming up in the 85th Legislative Session that Supports Colleges' Reform Efforts?

Moderator: Jacob Fraire, President and CEO, Texas Association of Community Colleges

Panelists: Johanna Sheffield, Director, Texas Senate Higher Education Committee

Nelda Hunter, Chief of Staff, Office of Texas Representative John Zerwas

Marian K. Wallace, Education Policy Advisor, Office of Lt. Governor Dan Patrick

Learn from legislative insiders' unique insights on key policy issues expected during the 85th Texas Legislature, especially those related to Guided Pathways reform.

COMPLETE DAILY FEEDBACK AND REFLECTION AND OVERALL INSTITUTE EVALUATION [EVALUATIONS TAB]

11:00-11:15

BREAK

11:15–12:00

CLOSING PLENARY

Texas Pathways Institute

Leadership for Institutional Change: Implementing Pathways at Scale

The Texas Pathway Institute is based on the American Association of Community Colleges' Pathways Project augmented for Texas community colleges to include the current higher educational policy and practice state context and to expand support for Pathways strategies in all 50 Texas community college districts. The Texas Success Center's institutes are made possible through gracious funding from:



GREATER TEXAS FOUNDATION



THE KRESGE FOUNDATION

Additional event support provided by:



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ED BOWLING

Ed Bowling is the Executive Director for Completion and Performance at Guilford Technical Community College (GTCC), and the Managing Partner Director for Completion by Design in North Carolina. Ed held a senior management position at a large bank before joining GTCC in 2006. He was an adjunct and instructor at GTCC, where he co-developed two developmental education learning communities and piloted web-enhanced developmental reading courses. He received GTCC's Claire Hunter Award for Excellence in Developmental Education in 2007. In 2010, he became the Developmental Education Initiative grant director, overseeing the scaling of three core programs and two smaller projects under that grant.

In his current role, Ed provides initiative leadership and support for North Carolina's five community colleges engaged in Completion by Design, a multi-state, higher education reform initiative funded by the Bill & Melinda Gates Foundation. That work provided the framework for planning and implementing guided pathways at over 45 additional colleges through North Carolina's Student Success Learning Institute. He promotes the work of Completion by Design at many state and national conferences, including American Association of Community Colleges, Southern Association of Colleges and Schools-Commission on Colleges, Jobs for the Future, UNCF, and Achieving the Dream. Ed is a pathways coach for four colleges in Texas involved in the AACC Pathways Project, another national initiative to improve community college completion rates. He was awarded the BB&T Staff of the Year Award for the North Carolina Community College System in 2014.

Ed is the father to three, the husband to one, and the human to a dog named Lucy.

LUZELMA G. CANALES

Luzelma Canales was born and raised in La Grulla, TX in Starr County. She and her family migrated to the states of Washington and Oregon to work in

the fields during the 1960s and 1970s. As such, Dr. Canales' lived experience includes participating in the integration of schools, which included busing students to ensure diversity within the schools. She and her family participated and were witness to the efforts of the United Farm Workers to bring to light concerns over working conditions of migrant farm workers. These and other experiences formed the commitment to work with organizations to identify and eliminate barriers that are faced by Latino students as they navigate the high school and college experience

Dr. Canales is executive director for RGV FOCUS, a collaboration with Educate Texas. In this capacity, she is providing leadership for a large-scale collective impact initiative launched to transform college readiness, access, and success across a four-county region in the Rio Grande Valley of South Texas. The collaborative is comprised of over forty partners including five postsecondary institutions, eleven school districts, two workforce boards, private funders, and numerous community based organizations and nonprofits. In this role, she is responsible for working with cross-sector partners to build a common agenda, adopt progress measures, and leverage existing assets to build mutually reinforcing activities to increase postsecondary success. Prior to joining Educate Texas, Dr. Canales served as a community college and university administrator for over twenty-five years. During her time in higher education she provided oversight for resource development, compliance, organizational development, community engagement, continuing education, workforce development, corporate training, and adult basic education. Dr. Canales also served as the lead for numerous national reform initiatives including Achieving the Dream (ATD), Breaking Through, and several Excelencia in Education initiatives from 2004 to 2011. She has also served as an ATD Data Coach since 2009 and currently works with colleges in Illinois, California, and a tribal college in Arizona/New Mexico. She also worked with UT-Austin and Texas community colleges to on the Success by the Numbers initiative to assist colleges in enhancing their decision making processes to include strong uses of data to improve student

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outcomes. Dr. Canales currently serves as the lead for the Ford Corridors and the Lumina Community Partnerships initiatives

Luzelma holds a Bachelor of Business Administration from Pan American University, a Master of Business Administration from the University of Texas – Pan American, and Doctorate of Philosophy in Human Resource Development from Texas A&M University – College Station

MARTHA ELLIS

Martha Ellis currently serves as Interim Director, Higher Education Services, at The Charles A. Dana Center at the The University of Texas at Austin. She is also senior advisor to the Texas Success Center's Texas Pathways Project; and is currently on leave from her position as Vice President of Graduate faculty and Professor in the Community College Leadership Program at the Roueche Graduate Center (RGC) in Austin, Texas. Martha is a facilitator for the High Performance Teams, Future Leaders Institute and Presidents Academy Summer Institute for the American Association of Community Colleges. She is a Leadership Coach for Achieving the Dream, and recently served as Interim President and CEO of the Texas Association of Community Colleges.

Prior to the RGC position, Martha was Associate Vice Chancellor for Community College Partnerships, Distance Learning and Leadership Institute at University of Texas System.

Martha has 28 years of experience in community colleges in Texas including two presidencies, provost, chief information officer and faculty member. She has won numerous teaching awards, has scholarly publications, and is an invited presenter at national conferences. She was recognized by the Texas House of Representatives and U. S. Congress for her leadership in community colleges.

Martha is a member of the New York Academy of Sciences and the American Psychological Association. She served on the Board of the American Association of Community Colleges, Board of Educational Affairs for the American Psychological Association, Commission on

Women of the American Council on Education and Executive Committee of Texas Association of Community Colleges. She was president of the Association of Texas Colleges and Universities.

In addition to her PhD from the University of North Texas, she completed post graduate work at Columbia University in New York, an internship at the Albert Ellis Institute at State University of New York, and the President's Institute at Harvard University.

CYNTHIA FERRELL

Cynthia Ferrell is Executive Director of the Texas Success Center, which is housed at the Texas Association of Community Colleges (TACC) and supports the scaling of student success strategies and policies for the 50 Texas community college districts. She is also a Leadership Coach for Achieving the Dream, the Director of the Board of Trustees Institute and the Principle Investigator for the Careers Pathways Project, a Texas Workforce Commission strategy supporting low-income students in dual credit courses leading toward targeted occupations.

Prior to serving at the Texas Success Center, Cynthia was the Director of Student Success Initiatives at The University of Texas at Austin, which included serving as the National Director of Leadership Coaching for Achieving the Dream, Director of the Board of Trustees Institute, Director of Gulf Coast Partners Achieving Student Success, and UT Director of the Governance Institute for Student Success. In these roles, she was responsible for multiple national, state and regional initiatives that provided training and ongoing support for community college trustees, chancellors, presidents and leadership teams to implement data informed policies and practices to improve the success of all students.

Cynthia formerly served as TACC's Director of the Texas Developmental Education State Policy Initiative, in support of the TACC-Texas Higher Education Coordinating Board (THECB) joint strategies for statewide scaling of successful innovations and for establishing the state and institutional policy supports needed to improve developmental student success. She

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supported community college state policy and the development of the Texas Developmental Education Accountability System while serving at the THECB. She has 25 years of experience in higher education, including service at the state and institutional level, as college faculty, faculty advisor, and as the District Director for Developmental Studies and the Lone Star College District.

She earned her Ph.D. in higher educational administration from the Community College Leadership Program at The University of Texas at Austin.

MIKE FLORES

Mike Flores became Palo Alto College's sixth president on September 19, 2012. Dr. Flores came to Palo Alto College – one of the Alamo Colleges – in 1999 and has held all three Vice President positions (Academic Success, College Services, and Student Services) during his tenure.

Dr. Flores currently serves as an Achieving the Dream Data Coach and has served as a fellow with the American Council on Education, the Hispanic Association of Colleges & Universities, and conducted postgraduate study at the Harvard University Institute for Educational Management. In 2013, he was named the Northside Independent School District (NISD) "Pillar of Responsibility", one of the six annual Pillars of Character awarded to outstanding NISD graduates. In 2015, Dr. Flores received the Education Award at the annual La Prensa Foundation's annual Diamond Award Gala.

Dr. Flores has also worked with numerous community-based organizations in San Antonio, Houston, and Chicago, and presented nationally at numerous higher education conferences regarding student engagement, evaluation and performance excellence. Dr. Flores currently serves as a board member for the Hispanic Association of Colleges & Universities, Communities in Schools San Antonio, the San Antonio Education Partnership, Hot Wells Park Conservancy, and San Antonio Youth Yes (SAY Sí) Leadership Council.

Born in Del Rio, Dr. Flores is a 1987 graduate

of Holmes High School in Northside ISD in San Antonio. He holds a Ph.D. in Educational Administration from the University of Texas at Austin, a Master of Science in Political Science from Illinois State University and a Bachelor of Arts in Political Science from the University of Texas at San Antonio.

DAVIS JENKINS

Davis Jenkins is a senior research associate at the Community College Research Center at Columbia University's Teachers College. He works with colleges and states across the country to find ways to improve educational and employment outcomes for students, particularly those from disadvantaged backgrounds.

Davis's research and thinking have informed the development and spread of innovative approaches to improving student success, including career pathways, adult technical bridge programs (such as Washington State's I-BEST), and guided pathways to success (GPS). Together with Thomas Bailey and Shanna Jaggars, he is the author of *Redesigning America's Community Colleges: A Clearer Path to Student Success* (Harvard University Press, 2015), which is based on CCRC's research on strategies for improving student completion and learning.

He is currently leading research projects aimed at improving the effectiveness of 2- and 4-year institutions in enabling community college transfer students to earn college degrees and on identifying strategies for helping students enter a program of study suited to their interests and aspirations. He earned a Ph.D. in public policy analysis from Carnegie Mellon University and a bachelor's in religion from Princeton University.

ROB JOHNSTONE

Rob Johnstone works to help 2-year and 4-year colleges create structures and processes that increase student completion, learning and labor market outcomes. His unique & engaging approach to inquiry & improvement fuses the world of foundations, initiatives, and system-level policy changes with the ground-level work of college practitioners & college senior leaders.

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He has worked on the ground with over 300 colleges around the country both directly and on initiatives such as the AACC Pathways Institutes, Lumina's Beyond Financial Aid, The Aspen Prize for Community College Excellence, Gates' Completion by Design, Lumina's Guided Pathways for Success, Kresge's and Gates' Pathways projects in Arkansas, Michigan and the Seattle area colleges, Texas Completes, and Carnegie's Statway / Quantway. He served as a Director, Dean and Provost in the California community college system for over a decade, and worked as a strategic consultant in industry prior to shifting to higher education.

He brings a unique dual perspective with over 20 years of consulting experience in industry and higher education, and brings an energy and passion for authentic change to improve outcomes.

KAY MCCLENNY

Kay McClenney is an independent consultant and co-CEO of Mc2 Consultants. She serves as Senior Advisor to the American Association of Community Colleges and as Senior Associate for the Center for Community College Student Engagement at The University of Texas at Austin. She was founding Director of the Center from 2001 through April 2014, and also served during that period as a faculty member in the Program in Higher Education Leadership (PHEL) at The University of Texas at Austin.

Also at the University, Kay served as senior consultant to the Student Success Initiatives' work on the national Achieving the Dream initiative. In addition, she was co-director of Student Success BY THE NUMBERS; CLASS — the California Leadership Alliance for Student Success; and the national Bridges to Opportunity initiative. She previously served for 10 years as Vice President and chief operating officer of the Education Commission of the States.

Kay continues to serve as a leadership coach for Achieving the Dream. She has been a consultant to education institutions, state higher education systems, state government, and professional associations in 47 states and internationally. In

addition, she served for a number of years as a community college educator, during which she was a faculty member, program director, system administrator, and interim CEO.

A frequent keynote speaker, Kay also has authored numerous publications on education issues, strategic planning, accountability, student success, and leadership. She earned her Ph.D. in educational administration from the Community College Leadership Program at The University of Texas at Austin. Her previous degrees are a B.A. from Trinity University and an M.A. in Psychology from Texas Christian University.

Kay has served as a member of the Board of Directors of the American Association of Community Colleges (AACC) and the Executive Board of the American Association of Women in Community Colleges (AAWCC). She received the 2002 PBS O'Banion Prize for contributions to teaching and learning in America, the 2009 Mildred Bulpitt Woman of the Year Award from the American Association of Women in Community Colleges, the 2009 International Leadership Award from NISOD, and the 2011 National Leadership Award from the American Association of Community Colleges. She was co-chair of the 21st Century Commission on the Future of Community Colleges. And in 2014, Phi Theta Kappa honored her with the Alliance for Educational Excellence Award, presented in recognition of the body of work undertaken to improve student success in community colleges.

GRETCHEN SCHMIDT

Gretchen Schmidt serves as the Executive Director of the American Association of Community Colleges Pathways Project, a three-year grant initiative funded by the Bill and Melinda Gates Foundation designed to create a national model for scaling structured pathways reforms.

Dr. Schmidt will work alongside eight partner organizations to create the curriculum and materials for six Pathways Institutes for 30 selected colleges. She will also lead a cadre of 12 Pathways coaches and develop a coaching guide which will be available to the field at the conclusion of the grant. Prior to her time at

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AACC, she was a program director for Jobs for the Future's Postsecondary State Policy team. In that role, she provided technical assistance to states to implement policies that support student completion agendas to ensure that more students enter into community college programs and complete credentials with labor market value.

Dr. Schmidt has more than 15 years' experience in higher education. Before JFF, she spent five years in the Virginia Community College System—first as educational policy director, then as assistant vice chancellor for academic and student services. One of the projects she oversaw as vice chancellor was VCCS' developmental education redesign initiative, which included policy management, professional development programming for faculty, enhancing student support services and working with high schools to improve Virginia high school students' college readiness. She also served on the staff of state college boards in Arizona, and taught graduate higher education courses in Virginia and Arizona.

LINDA WATKINS

Linda Watkins began community college work after receiving degrees from The University of Texas at Arlington and Texas A&M-Commerce. She has taught at the high school, community college, and university levels. She began her work with community colleges as a faculty member in Sociology, with an emphasis on organizational behavior. Her doctorate degree provided her an opportunity to focus on leadership and organizational management. Linda moved into administration and served as a Dean at Tyler Junior College then as a Vice President of Instruction and as a President with the San Jacinto College District in Houston, Texas. After retiring as a President, Linda became a consultant with the Company of Experts in Palm Springs California. She is now a coach with Achieving the Dream and works with colleges in Illinois, Michigan, Texas, and Washington. Linda is committed to the vision of the community college and to improving the success of community college students across the nation.

Texas Pathways Institute

Leadership for Institutional Change: Implementing Pathways at Scale

MAP OF THE HYATT LOST PINES MEETING SPACES



Texas Pathways Institute

Leadership for Institutional Change: Implementing Pathways at Scale

GROUP BREAKOUT ASSIGNMENTS AND MEETING LOCATIONS

AACC CADRE

Location: Robertson & Leftwich Colony
Resident Faculty: Gretchen Schmidt
Colleges: Alamo Community College District
El Paso Community College
Paris Junior College
San Jacinto Community College District

CADRE ONE

Location: Lost Pines Ballroom 3
Resident Faculty: Luzelma Canales
Colleges: Austin Community College
Dallas County Community College
District
Southwest Texas Junior College

Location: Milam Colony B
Resident Faculty: Martha Ellis
Colleges: Houston Community College System
McLennan Community College
Temple College

Location: Dewitt Colony
Resident Faculty: Mike Flores
Colleges: Brazosport College
South Texas College

Location: Little Colony A
Resident Faculty: Linda Watkins
Colleges: Amarillo College
Grayson College
Midland College

Location: Austin Colony A & B
Resident Faculty: Kay McClenney
Colleges: Lone Star College System

CADRE TWO

Location: Navarro y Bangs A & B
Resident Faculty: Ed Bowling
Colleges: Hill College
Kilgore College
Lee College
North Central Texas College
Texarkana College
Wharton County Junior College

CADRE THREE

Location: Little Colony B
Resident Faculty: Jenna Cullinane Hege
Davis Jenkins
Colleges: Alvin Community College
Blinn College
Central Texas College
Ranger College

CADRE FOUR

Location: Lost Pines Ballroom 1 & 2
Resident Faculty: Chris Baldwin
Rob Johnstone
Colleges: Angelina College
Coastal Bend College
Collin County Community College
Del Mar College
Galveston College
Howard College
Laredo Community College
Northeast Texas Community College
Odessa College
South Plains College
Trinity Valley Community College
Tyler Junior College

The Texas Pathways Model is an *integrated, system-wide* approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from the selection of their high school degree program to her/his point of postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.

Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable high schools, colleges, and universities to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by teachers and faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

GUIDED PATHWAYS ESSENTIAL PRACTICES

1. CLARIFY PATHS TO STUDENT END GOALS

- a) 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.
- b) 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.
- c) 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.

2. HELP STUDENTS CHOOSE AND ENTER A PATHWAY

- a) Bridge **K12 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.
- b) Redesign traditional remediation as an **"on-ramp" to a program of study**, which helps students explore academic and career options from eighth 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.
- c) Provide **accelerated remediation** to help *very poorly prepared* students succeed in college-level courses as soon as possible.

3. HELP STUDENTS STAY ON PATH

- a) 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.
- b) Embed **academic and non-academic supports** throughout students' programs to promote student learning and persistence.

4. ENSURE THAT STUDENTS ARE LEARNING

- a) 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.
- b) Integrate group projects, internships, and other **applied learning experiences** to enhance instruction and student success in courses across programs of study.
- c) Ensure incorporation of **effective teaching practice**, especially practice that promotes student engagement, throughout the pathways.

ESSENTIAL CAPACITIES FOR GUIDED PATHWAYS REFORMS

Research and experience in the field indicate that the following capacities are essential for motivating and supporting higher education institutions and systems to undertake the broad-scale institutional reforms involved in implementing guided pathways effectively and at scale.

- **LEADERSHIP** demonstrating skills for managing and sustaining large-scale transformational change.
- Broad and authentic **ENGAGEMENT** of college faculty and staff—particularly advisors—in the design, implementation, evaluation, and ongoing improvement of pathways for students.
- **INSTITUTIONAL WILL AND CAPACITY TO USE DATA AND EVIDENCE** to design academic and career pathways, monitor student progress, and implement needed improvements over time.
- **TECHNOLOGICAL TOOLS AND INFRASTRUCTURE** appropriate to support student progress through guided pathways.
- Commitment to the level of **STRATEGICALLY TARGETED PROFESSIONAL DEVELOPMENT** that will be required to design and implement pathways at scale.
- **POLICY CONDITIONS** established at the state, governing board, system, and institutional level that provide incentives, structures and supports for pathway design and implementation at scale while removing barriers.
- A **CONTINUING ACTION RESEARCH AGENDA** that examines the efficacy of guided pathways and develops practical knowledge and tools to support effective implementation.

Increasing levels of postsecondary educational attainment among Texas young people has become an ever more salient imperative. The opportunity for quality employment and a rewarding adult life largely depends upon completing an academic credential. While the state's Higher Education Strategic Plan calls for 60% of 25- to 34-year-old Texans to hold a quality certificate or degree by 2030, unfortunately, only 38% of young Texans have a postsecondary credential. Only one in five 8th grade students in Texas achieves this goal within six years of finishing high school. Worse yet, there are alarming disparities across racial and gender subgroups. White students' rates of earning a college credential are two to two and one-half times higher than those of Hispanics and blacks. And less than 9% of Hispanic and black 8th grade males earn any postsecondary credential within 11 years. Given the growing Hispanic population, inequitable achievement gaps in Texas are likely to widen absent a large-scale strategy to dramatically improve students' paths toward completion.

Building Capacity for Reform at Scale in Texas Community Colleges

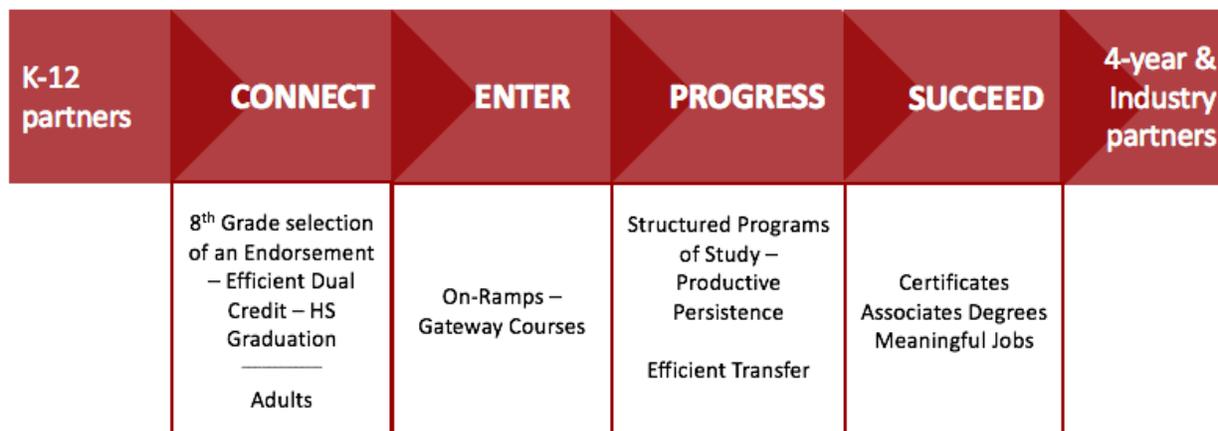
A decade of intensive focus on improving student success in community colleges, both nationally and in Texas, has produced notable effects: a dramatic increase in awareness of the challenges and in commitment to college completion as a critical goal; a sea change in the use of data to assess and monitor student success and institutional performance; a growing body of evidence regarding effective educational practice in community colleges; and increasing numbers of institutions that are putting that knowledge into practice and demonstrating encouraging results. These promising developments can be attributed to the unprecedented efforts of a collection of philanthropies, national organizations, state systems, and institutions that have worked both collectively and individually to investigate practice, implement change, and produce results.

Now, there is a striking convergence of research and lessons of experience, as these people and their organizations have come to the shared understanding that progress, while evident in some places, is too slow; that the favored solutions of the past decade, while often necessary components of change, do not adequately address the magnitude of the challenges community colleges and their students face; and that typically, the changes thus far achieved have not been fundamental enough—and certainly not scaled enough—to achieve the improvements in completion of college credentials with strong labor market value, especially among low-income students and students of color, that are necessary to *reclaim the American Dream*.

Recognizing these realities—and affirming the critical role of Texas' community colleges, the Texas Success Center has taken steps to support a major statewide strategy focused on building capacity for community colleges to design and implement *structured academic and career pathways* for all of their students. Building on emerging research and experience in the field, the Texas Pathways reflects the Success Center's commitment to support all 50 Texas community colleges districts' student success efforts through a major coherent and comprehensive strategy, including building regional Pathways leadership and support.

The Texas Pathways Model

Based on the American Association of Community College (AACC) Pathways Model, the Texas Pathways Model is an integrated, system-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from the selection of their high school degree program (HB5 endorsements in five academic/career areas) to postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.



The Texas Pathways Institute Series

During the initial phase, the Texas Success Center is building a series of institutes, based on the AACC Pathways Institutes, each 2.5 days in length, designed to engage college teams of varying composition. All Texas Pathways Institutes will support committed community colleges in work to design and implement clear, structured student pathways to high-quality credentials that are aligned to high school endorsements, to university transfer and to jobs with value in the labor market.

Each Texas Pathways Institute will focus on a critical aspect of institutional change and pathway design and implementation; each will require advance work by the colleges, and each will result in products developed by the participating college teams, including action plans. The institute format will combine discussions with experts, technical assistance, and facilitated discussion and planning sessions for college teams.

Institute 1—Leadership for Transformational Change: Implementing Pathways at Scale

Institute 2—Pathway Design I – Mapping Pathways through the Institution

Institute 3—Redesigning Student Intake Systems and Ongoing Academic and Non-Academic Supports

Institute 4 – Ensuring Students are Learning and Progressing along the Pathway

Institute 5—Pathway Design II: Pathways to Transfer and Employment

Institute 6—Policy Meets Pathways: Governing Board Roles and Policy Change

College Participation

The full-scale multiple year Texas Pathways work is designed to involve all 50 Texas community colleges through a multi-tiered strategy dividing colleges into cadres (listed below) with tailored services to meet their readiness and commitment to implement Pathways reforms at scale. Colleges participating in the first two cadres (AACC Colleges and the Texas Pathways Cadre 1) have been selected through a rigorous and competitive process. Participation in Texas Pathways Project Cadres 2, 3, and 4 is determined by the college based on and their unique needs and goals.

AACC Cadre – Implementing Guided Pathways at Scale

Texas Cadre 1 – Implementing Guided Pathways at Scale

Texas Cadre 2 - Building Pathways Readiness Capacities

Texas Cadre 3 - Building Pathways Data Capacities

Texas Cadre 4 - Exploring Pathways and Building the Case

AACC Cadre

Four Texas community colleges were selected through the national rigorously competitive application process for the Pathways Project directed by AACC and multiple national partners. These AACC Pathways colleges have committed to implementing Guided Pathways at scale and have participated in the first three AACC Institutes, as of the time of the Texas Pathways first Institute. The following four Texas colleges participate in the AACC Cadre:

- Alamo Colleges
- El Paso Community College
- Paris Junior College
- San Jacinto College

Cadre 1

Texas Pathways Cadre 1 colleges have been selected through a statewide competitive application process, using the AACC Readiness Assessment adapted for Texas. These colleges demonstrated serious commitment to, and greatest capacity for, transformational work at scale; as well as strong partnerships with public schools and 4-year institutions. The Texas Success Center will support the following colleges of Texas Pathways Cadre 1:

- Amarillo College
- Austin Community College
- Brazosport College
- Dallas County Community College
- Grayson College
- Houston Community College
- Lone Star College
- McLennan Community College
- Midland College
- South Texas College
- Southwest Texas Junior College
- Temple College

Cadre 2

Colleges of Cadre 2 have begun implementing pathways practices and will focus their Texas Pathways strategies on identifying and targeting essential components and executing strategic capacity-building actions leading toward implementing Guided Pathways at scale. The Texas Success Center will support the following colleges that have committed to Cadre 2, as of the first Institute:

- Hill College
- Kilgore College
- Lee College
- North Central Texas College
- Texarkana College
- Wharton County Junior College

Cadre 3

Colleges of Cadre 3 are committed to building data-related capacities that support readiness and capacity for pathways reforms. These colleges are targeting institutional capacity building (1) to collect, analyze and use data related to their students' pathways experiences, (2) to create broad engagement of faculty and staff in discussion about those data, and (3) to support baseline work on the case for Pathways and rigorous readiness assessment. The Texas Success Center will support the following colleges that have committed to Cadre 3, as of the first Institute:

- Alvin College
- Blinn College
- Central Texas College
- Ranger College

Cadre 4

Cadre 4 college committed to investigating the key elements of Guided Pathways and building a case for implementing guided pathways. Cadre 4 strategies are designed to cover the essential practices for implementing guided pathways at scale and support for building the data-informed case for implementing. The Texas Success Center will support the following colleges committed to Cadre 4, as of the first Institute:

- Angelina College
- Coastal Bend College
- Collin County Community College
- Del Mar College
- Galveston College
- Northeast Texas Community College
- Odessa College
- South Plains College
- Trinity Valley Community College
- Tyler Junior College

Overview of the Sixteen Texas Community Colleges Implementing Guided Pathways at Scale

On July 1, 2016, twelve Texas community colleges were selected via a rigorous competitive process, to participate in the Texas Pathways Cadre 1. These committed colleges join four Texas community college previously selected by a similar process conducted by AACC, totaling 16 Texas community colleges implementing guided pathways at scale.

The table below shows that the 16 colleges represent all six regions of the state including very large, large, and medium colleges, enrolling over 60% of all community colleges in Texas. They are situated in urban, suburban and rural communities. And most (81%) are designated as Hispanic Serving Institutions and/or Minority Serving Institutions.

College	Region	Enrollment	Classification	Setting	HSI/MSI
Austin Community College	Central	41,574	Very Large	Urban	HSI
McLennan Community College	Central	8,305	Medium	Urban	HSI
Temple College	Central	5,048	Medium	Suburban	x
Paris Junior College (AACC)	East	5,000	Medium	Rural	x
Dallas County Community College	North	72,004	Very Large	Urban	HSI/MSI
Grayson County College	North	4,453	Medium	Rural	x
Alamo Colleges (AACC)	South	51,633	Very Large	Urban	HSI
South Texas College	South	33,994	Very Large	Rural	HSI/MSI
Southwest Texas Junior College	South	5,608	Medium	Urban	HSI/MSI
Brazosport College	Southeast	4,221	Medium	Suburban	HSI
Houston Community College	Southeast	56,561	Very Large	Urban	HSI
Lone Star College	Southeast	65,316	Very Large	Urban	HSI/MSI
San Jacinto College (AACC)	Southeast	28,326	Very Large	Urban	HSI/MSI
Amarillo College	West	9,936	Large	Urban	HSI
El Paso Community College	West	27,782	Very Large	Urban	HSI
Midland College	West	5,413	Medium	Suburban	HSI
	All Regions	425,174 (61% of TX)	XL, L & M (no S applied)	All	13/16 (81%)

These sixteen pathways colleges have actively engaged in a variety of student success initiatives, building pathways readiness capacities.

OF 16, # PARTICIPATING	STUDENT SUCCESS INITIATIVE
15	ACHIEVING THE DREAM
15	BOARD OF TRUSTEES INSTITUTE (BOTI)
13	ACHIEVING THE DREAM LEADER COLLEGE
1	LEAH MEYER AUSTIN WINNER
5	ASPEN PRIZE FINALIST NETWORK
3	GULF COAST PASS
16	NEW MATHWAYS (NMP)
5	NEW MATHWAYS PRINCIPLES EXEMPLAR AWARD WINNER
3	STUDENT SUCCESS BY THE NUMBERS
7	TEXAS COMPLETES

The following are initial example practices of the 16 colleges implementing Guided Pathways at scale presented, according to the Texas Pathway model's continuum of student momentum: Connect, Enter, Progress and Succeed.

CONNECT

Austin - All new students must now complete First Step, an online video that introduces them to Guided Pathways/Areas of Study before they can apply. The video covers enrollment steps, financial aid, ACC's areas of study, and student rights and responsibilities. After viewing the module, prospective students complete a streamlined application. After hitting "submit," they receive a message about attending an Area of Study Information Session and completing enrollment steps. At Area of Study Information Sessions that launched June 6, 2016, students learn about the academic areas, programs under Areas of Study, jobs and careers related to their chosen Area of Study, transfer opportunities, campus resources, online registration and more.

ACC has mapped its certificate and degree offerings to all HB5 Endorsements to assist parents and school personnel with advising students on a degree pathway. ACC also discusses pathways alignment during trainings/meetings with high school faculty who are preparing to teach College Prep Courses for high school seniors who are not college-ready. In addition, ACC is participating in a San Antonio/Austin regional collaborative that is in the final stages of completing an articulation agreement titled, "Guided Pathways to Success for San Antonio/Austin Area College Students." This document outlines how ACC, University of Texas at Austin, Texas State University, Concordia University, Huston-Tillotson University, and St. Edward's University (Austin region) will collaborate on curriculum maps that provide alignment between ACC and the four-year degree options in our region.

El Paso - To improve the pipeline of Adult Basic Education to Certificates and Associates Degrees, EPCC is collaborating with the Texas Higher Education Coordinating Board and the Rand Corporation to find ways to better connect Adult Basic Education processes (basic skills, workplace literacy, ESL, GED and TSI preparation, remediation, and re-testing) with college academics along with counseling and student services in order to place students in academic and technical pathways for certificate and degree completion.

Grayson - Currently, Grayson College is working with area partners such as the local economic development entities, local manufacturing companies, and independent school district administration who have collectively set the following vision that "Grayson County is the economic hub of the Texoma region with an integrated and competitive workforce system that cultivates a strong pipeline of middle skills talent." One of the strategies is to develop a high school academy as a partnership between Grayson College and any of the Texoma ISDs who wish to participate, using the Alamo Academies as a blueprint. ACTIONS:

1. Offer high school dual credit courses leading to one or more Level 1 College Certificates, which then articulate into Associate Degrees in advanced manufacturing by the fall of 2016 and healthcare by the fall of 2017.
2. Incorporate nationally recognized industry certifications that are portable and stackable into the curriculum, and encourage employers to give preference to these in their hiring practices.

3. Develop summer internships for students for starting in the 2017.
4. Apply for federal, state, and/or private foundation resources to expand educational capacity in advanced manufacturing and healthcare occupations. (Manufacturing Innovation Institute, Investing in Manufacturing Communities Partnership, National Science Foundation ATE, STEM Innovation Networks, STEM Master Teacher Corps, STEM Teachers Pathways)
5. Define and quantify all costs associated with providing high school students a tuition free career path. Identify and quantify all funding sources currently available to support this goal.

Houston - One priority is a total review and redesign of the HCC student experience. Drawing from the state of Texas 60x30 strategic plan, the redesign includes all services needed to assist students in connecting with and subsequently entering the institution. To achieve this goal, Chancellor Maldonado assigned a project to each president, the research, design, and implementation of which entail a reimagining of student services. The presidents were charged with developing:

- Streamlined processes for application and enrollment
- New student orientations bridged to pathways
- Rapid response early alert tools
- Systems for ensuring quality and consistency of service delivery

Lone Star - Supporting student completion has led to several changes at LSC. Standardized business processes across all 6 campuses has been one development. Transitioning to this way of thinking allowed for the implementation of a system-wide admissions checklist and communication plan that communicates to students from the time they become prospective students throughout their admissions process and beyond. Since the communication plan's implementation in April 2014, over 112,000 acceptance letters have been mailed and over 75,000 emails sent reminding students to complete their admissions checklist. Students can log in any time to see their admission status and next steps to enroll.

McLennan - Our dual credit program has developed four pathways to align with the K-12 endorsement pathways. These include general academic, STEM, Health Careers and Business tracks. These include course sequencing, timing and special advising to guide students through their dual credit work and maximize the transferability of their coursework, both at MCC and other institutions of higher education to which they might transfer. The College is now working to include articulation and workforce dual credit paths to support other pathways starting with information systems. These four pathways align with the work we are now embarked on in structuring our academic pathways.

Paris - The college has identified Pathways that are linked to the area high schools' endorsements. As of Fall 2016, the Pathways program maps are available to area high schools. The college is working with high school councilors and curriculum directors on college prep courses. The college has HB5 related MOUs with 29 school districts.

STC - South Texas College is currently involved in a collaborative effort with the Region One Education Service Center and SureScore to implement a platform that gathers and

analyzes data, including labor market information, which is supports students' 8th grade selection of an endorsement. This platform is called *MyRegionOne.org*, which enables school districts to collaborate more effectively with students, parents, and higher education partners by providing online student graduation plans processes, portable profiles, personalized pathways and integrated plans ultimately leading toward a career.

Currently, approximately 20,000 secondary students served by the Region One Education Service Center use the *MyRegionOne.org* to:

- Generate and monitor graduation plans
 - Generate virtual resumes and e-portfolios
 - Guide students to complete interest and skills inventories
 - Enable students to research occupations, colleges, and career paths
 - Facilitate student application for internships, jobs, and to connect with mentors
- Each student profile includes an e-portfolio and virtual resume to apply for internships, jobs, and other opportunities. Additionally, students have access to a career interest inventory with over 1,200 occupations, pathways, and career clusters, and has the ability to plan beyond a 4-year high school graduation plan into a 6 to 8 year plan.

ENTER

Amarillo- AC is currently implementing a block scheduling project. All last-level developmental education students are required to enroll in contextualized blocks related to the endorsement areas specified in HB 5. The blocks carry academic credit and provide an accelerated pathway through developmental education. Data reveals that a substantial percentage of transfer students declare general studies as their “major.” We designed four tracks for the general studies students’ degree that align with HB 5 endorsement areas and the highest enrolled majors at AC. Block schedules combining eight-week and sixteen-week courses were designed so that part-time students in effect take two-eight week blocks of six credits each and have the option to also enroll for one or two 16 week courses. Block scheduling provides a year of common courses related to endorsement areas before students will chose more specific majors.

Brazosport - All degree seeking students are required to take the College’s student success course, Learning Frameworks, which includes career exploration, including the use of Career Coach, a comprehensive software tool that provides local data on job demand, expected salary, and required education. Since 2007, 10,752 students (100% of all first-time-in-college degree-seeking students) directly benefitted from the course. This strategy led to an increase in Fall-to-Spring retention from 66% to 80% and significantly reduced achievement gaps between Latinos and Whites. Based upon three academic years, the success rate for Latinos enrolled in Learning Frameworks and in developmental English courses was 10% higher than students who did not complete Learning Frameworks. More noteworthy, achievement gaps between Whites and Latinos not only narrowed, but with the help of this course, Latinos now *outpace* the success of their Caucasian counterparts. With the support of this course, Hispanic completion rates have increased 388% between 2008 and 2014 (the overall graduation rate during the same time increased by 98%).

Dallas - Advising & Career Pathways: In consultation with NACADA (National Academic

Advising Association), academic advising at the colleges across the District was analyzed and a common academic advising syllabus was developed, including a definition of academic advising, common goals, expectations for advisors and greater self-efficacy for students. Online advising tools were created to ensure consistency of information and clear pathways to certificate and degree completion, including a student web-based, self-service advising tool for student management of their academic program of study, Student eAdvising.

Career Planning and Financial Literacy: To ensure that each student selects a program of study that minimizes excess credit hours, career planning information was integrated into EDUC 1300, Learning Framework. So that students avoid unnecessary loan debt and make good financial decisions regarding higher education, an online financial literacy module was created. DCCCD has also partnered with Consumer Credit Counseling Service (CCCS) of Greater Dallas and the Dallas Women's Foundation to provide free, confidential one-on-one financial counseling and money management classes to DCCCD students through CZ: SAFE Through the support of the Citi Foundation, DCCCD has converted the YWCA of Dallas's well-regarded financial empowerment curriculum from an 85-page workbook to a learning platform designed for the 21st century learner. This online platform, named Smart Decisions: Investing in My Future, includes topics such as money management, understanding credit, and saving. The DCCCD team has also introduced topics that today's students often struggle with such as how to best utilize financial aid, the dangers of payday loans, and the value of a college degree. Alpha and beta versions of Smart Decisions have been piloted in a number of sections of Human Development courses.

Paris – The college has re-imagined developmental math as an on-ramp to appropriate college level math courses. New Mathways has been fully implemented, including an articulation agreement with Texas A&M University-Commerce on Mathways.

San Jacinto - The College has been involved in the New Mathways Project (NMP) through the Dana Center at the University of Texas and math course re-design for four years. Recently added to the NMP agenda is the meta-major concept, which sorts majors by the new math pathways of college algebra, statistics, and quantitative literacy. In alignment with mathematics reform in Texas, the College has revised all advising regarding math and the meta-majors. New options will allow students to enroll in courses better aligned to intended transfer pathways and majors. We began the re-design with AIM (Acceleration in Mathematics), college algebra paired with developmental math courses, which students complete in one semester. The scaffolded just-in-time instruction shows nearly a 19% improvement in the success rates for students (64.7% in AIM; 46% in stand-alone algebra). Fall 2015 we began the same model for statistics (ASAP: Accelerated Statistics and Probability); the model for quantitative literacy is in the design phase.

Based on the new math pathways, the meta-majors, and state and national emphasis on shortening the time to completion, the College has delineated all certificates and degree pathways in sequential order and reduced all degrees to 60 credit hours. A “First Five” initiative began this year which directs all entering students into the first five needed courses, which may include developmental courses. All advisors and faculty members have the mapped certificates and degrees, and course schedules are being adapted to accommodate projected shifts in enrollment, much as we did when the student success course was mandated. Perkins funds allowed the hiring of a degree auditor who will now

run certificate/degree checks on all students and contact will be made at specific credit hour points along the pathways: 30 credits and 45 credits. Required advising will occur at both these points.

Temple - To improve the success rates of our students in developmental and entry-level freshman mathematics courses, one of the interventions identified in the QEP was to participate in an additional mathematics gateway option that follows a statistical methodology. When the New Mathways Project (NMP) was announced, Temple College faculty, staff, and leadership committed to adopting this model to help improve student success rates in mathematics courses. TC, as an initial co-development partner, has since implemented to full scale the NMP Foundations of Mathematics course designed to prepare students for the non-algebraic pathway courses of Statistical Reasoning and Quantitative Reasoning. Mathematics faculty are currently piloting Reasoning with Functions and Reasoning with Functions II NMP courses, which are designed to prepare students for an algebraic STEM focused pathway in mathematics.

To keep students on the pathway to success once they enroll at Temple College Trustees made a financial commitment to fund, develop, and implement a Student Success Coach model. Success coaches differ from advisors in that they use data extracted from our Retention Alert early warning system. Some of the primary duties of the student success coaches are 1) identifying, contacting, and supporting students close to completion, 2) providing early intervention counseling to first time on academic probation students, 3) contacting students on academic probation at least three times throughout the semester, and 4) providing early intervention contact to students close to probation status based on semester GPA. Additionally, they use other tools such as ZogoTech to work with students identified as at-risk and educationally disadvantaged to help keep the students on the pathway to attain their established educational goals. The coaches have been trained in the use of the Student Navigator portion of the ZogoTech data analytics tool, which will enable them to more easily identify students with needs that can be served through focused interventions. Temple College currently employs two full-time and two part-time success coaches. While all coaches are able to assist any student in need, each of our coaches has a primary student population that he/she serves.

PROGRESS

Alamo - The Alamo Colleges are majority minority colleges with 28% white, 8% African-American, and 58% Hispanic in Fall 2014. Three years ago, the Alamo Colleges determined we had an advisor to student ratio around 1,000 to 1. Through a three year-long process, the AlamoADVISE case-management model was developed. Advisors were organized into teams of 10 with an advising lead, each college has a Director of Advising and a person dedicated to provide information and student data to the advisors. Advisors were hired during 13-14 to begin reducing the ratio to 350 to 1. During Fall 2014, all students in the Alamo Colleges were assigned an advisor. Touch points have been identified, such as contact with each student when 15 hours are earned. The monitoring of each student's progress and the intentional contact with each individual on a systematic basis increases the student's relationship with the college. A second phase of AlamoADVISE is implementing both faculty and student peer mentoring based on connecting students with

a faculty member in a discipline aligned with the student's career interest. While this focused relationship-building advising initiative has only been in place a year, the feedback from students across the colleges indicate students are very satisfied with the program. As of April, 2015, 6,100 hours of training (varying across the three tiers) have been completed by advisors across the colleges. In addition to about \$3 million in direct funds, through several years of employee retirements, overall employment was reduced but about 50 positions were reallocated to AlamoADVISE.

The AlamoINSTITUTES consist of six career pathways with clusters of related programs with stackable maps of curriculum sequences: the AA, AS, AAT, and AAS degrees and certificates. Through a series of advising points during admissions, the Institutes ensure each student has a clear, stackable guided pathway to achieve her/his career and academic goals. The intent is to build the student's academic experience around their selected career pathway. The AlamoINSTITUTES, the academic pathway for the student, and ongoing, consistent advising through the AlamoADVISE model, are the two primary components, supported within a larger model of the student's experience of a systematic student journey we call (MyMAP-Monitoring Academic Progress).

In 2013, a cross-college team developed the six pathways, combining the 16 career clusters, and vetted them with faculty, industry partners and students. The clusters are Creative & Communication Arts, Business & Entrepreneurship, Health & Biosciences, Advanced Manufacturing & Logistics, Public Service, and Science & Technology.

Austin - ACC has established two co-enrollment programs with the universities that receive the most ACC transfers – the Path to Admission through Co-Enrollment (PACE) partnership with UT Austin and the PATHWAYS Program with Texas State University. Co-enrollment guides and supports students as they transfer from ACC to the four-year institution. To date, 825 students have participated in one of the two programs. Persistence rates are promising. In fall 2013, 84% of co-enrolled students persisted from fall to spring, compared with 72% of FTICs overall. While persistence rates for both groups increased in 2014, the co-enrolled students have persisted at a higher rate — 92% for co-enrolled FTICs compared with 77% for FTICs overall.

Dallas - In 2015-16, DCCCD participated in multiple meetings facilitated by the North Texas Community College Consortium with four-year universities focused on the development of common regional pathways that encompass the academic programs (Associate in Arts and Associate in Sciences) and further allow for scaffolding of development of student skills in the Core Objectives. This early work is expected to continue during the coming year with objectives for development of two-by-two pathways among the major community college and four-year institutions represented in North Texas. The CEO's of the regional universities, DCCCD, an Dallas Regional Chamber of Commerce have committed institutional support for the development of better procedures, data sharing and visibility and marketing of student-friendly transfer processes and guides.

Midland - Students with financial difficulties are the other group identified by the college for special intervention. The college's application for admission does not require the student to indicate family income, so internal data is scarce. However, using data from the Census Bureau and the local ISDs, the college was able to estimate that a large number of our students struggle financially. An information session was held for all college faculty and

staff that increased awareness of the problems faced by these students. Led by a nationally-known speaker, the session began a new dialog among college employees. This dialog led to the creation of the Serving Our Students (SOS) group.

The SOS group was created to link students with local social services and private organizations that can provide assistance with food, housing, and more. The group meets at least quarterly to discuss changes in the community, and update the resource book they created for the student services staff. In fall 2015, SOS applied for a grant from the Midland College Foundation that would allow them to provide students with monetary assistance. In February 2016, \$2000 was granted to SOS. Since that time, 27 students have received monetary assistance with rent/utilities, food, books, and other needs. SOS is currently planning how to scale their program to assist more students.

Paris – The college has reviewed the comprehensive intake process and is restructuring with designated student advisors based on their identified Pathway. Milestones have been identified and are being tracked by assigned advisors.

San Jacinto - Two years ago SJC added an online advising tool (MySanJacGPS) which allows students to enter their academic plans (created in the mandated student success course during their first semester) with a proposed major relative to the transfer institution. The student can then change the major or the transfer institution, and the degree plan will change according to transfer requirements and suggested electives. The program saves all versions of the degree plans, so students can revise multiple times and not lose information. In addition, the College maintains articulation agreements for certain majors and fields of study, such as engineering and music, with regional universities that map specific requirements for transfer. For music, this has resulted in an upside-down degree, where students take music courses at San Jacinto and only part of the general education core requirements; students complete the core at the transfer institution, but still receive an associate degree before transfer.

SUCCEED

Alamo - Colleges' efforts to increase the number and rate of completions began a decade ago. Each college had initiatives to reach out to students who had completed program requirements to encourage them to apply for graduation; however, it was up to the student to initiate the process. In Fall 2010, the Alamo Colleges implemented a single student database that enables students to apply to the Alamo Colleges and to be accepted to all five colleges. Students have a single student record and a single transcript.

The AlamoADVISE model also enhances these achievements where each student is now regularly contacted and guided in achieving specific milestones at the completion of 15 and 30 hours. Transfer students are awarded the core curriculum certificate at 42-hours, assisted in completing the degree and required to identify their preferred transfer institution and baccalaureate major. Both certificates and the AAS degree students are similarly actively advised. In other words, the colleges are now proactively advising students and guiding them to completion. Over the last five years the Alamo Colleges has increased the number of certificates and degrees awarded to students by 106%

The District adopted a Wildly Important Goal (WIG) for the past two years and engaged all faculty and staff in this effort. The WIG has been to increase the number of degrees

conferred with sub-WIGS of improving our productive grade and course completion rates. Over 300 teams identified their own unit-specific WIG in support of the larger institutional WIG. Each team tracked and reported on their efforts on a weekly basis. Team "huddles," scoreboards, and regular report-outs are a requirement to insure accountability and a continued focus on this effort. The results have been remarkable! In the year prior to the adoption of the WIG, the number of degrees conferred increased by 1.5% (from 6,271 to 6,371). In year one post the adoption of the WIG and 4DX efforts, the percentage of degrees conferred increased by over 12% (from 6,371 to 7,150). In year two, the percentage of degrees conferred increased by over 35% (from 7,150 to 9,700). This is a 106% increase in six years.

Brazosport - BC gathers regional labor market information from the Texas Workforce Commission's (TWC) TRACER program, High Skill-High Growth report and Labor Market information (LMI) program, the Texas Higher Education Coordinating Board's (THECB) Automated Student Adult Learner Follow-up System (ASALFS), local advisory boards and Economic Modeling Systems Inc. (EMSI). The ASALFS consists of tracking students after leaving a Texas public community college. Typically, 75% of students who leave BC can be found in the databases. This data is reported annually because of the lag in unemployment insurance wage reporting. Additionally, BC surveys local employers that hire BC graduates to ensure that new employees have the necessary knowledge, skills, and abilities to be successful. Survey data is shared with faculty and administrators through the institutional effectiveness process. Results are used to improve curriculum, inform budgetary decisions, and support regional economic workforce demands. At the program level, the data these organizations provide informs BC's decision to provide degrees and credentials.

Dallas - Through Texas Completes, Dallas County Community College District responded to the state challenges posed by emerging performance-based funding by focusing on attainment of success points, including completion rates of students earning credit hour milestones, certificates and associate degrees leading to employment. Existing college budgets and personnel were used to accomplish these outcomes, improving the institutional efficiency and effectiveness of "Graduation": A new automatic graduation policy and process allows each DCCCD college to graduate current and former students who have met graduation requirements, with or without the student's permission. Colleges' degree audit staffs are using lists of Core Curriculum completers and queries to identify potential graduates as well as reverse transfer credit processes with large universities. Import of electronic transcripts via SPEEDE into Colleague is a current priority, with the use of SPEEDE or additional programming to sort/categorize the transcripts for the individual colleges by the most hours (at least 25%) taken at a college. All DCCCD students, faculty and staff promote completion of certificates and degrees through annual Commit2Completion Week events that involve Phi Theta Kappa Honor Society.

El Paso - EPCC has completion rates are higher than the national average, awarding 34 credentials per 100 FTE students, while the national average is 30. While enrollment has grown 25% in the past decade, graduation rates have outpaced enrollment growth, increasing 211%. Credential completion within 4 years has increased annually and is up from 11.2% in 2007-08 to 14.2% in 201-11. To make this possible, EPCC has cleared roadblocks to graduation, removing the requirement that students eligible for a degree

meet with a counselor to apply for graduation.

Transfer outcomes are increasing and 41% of students who transfer complete their Bachelor's. Completion at EPCC has increased by improving smooth articulation from EPCC to UTEP which assures students that a bachelor's degree is possible. EPCC and UTEP have aligned degree plans, admissions and enrollments systems, and courses as a result nearly two thirds of UTEP's transfer students are from EPCC. Additionally, on average nearly 74% of UTEP Graduates have transfer credit from EPCC. The Reverse Transfer Program has allowed students to have credits sent back to the community college so they can fulfill the balance of their Associate Degree requirements representing more than 2,750 degrees since 2007.

Lone Star - Starting November 2015, students now have a "My Completion Progress" tab within the student portal. From this tab, all LSC students are able to view their current academic summary, milestone status for TSI and Core Complete, current academic plan which includes a progress bar displaying their percentage towards completion, and remaining requirements to be completed. Second, a process was also created to identify students who are less than 14 credit hours from completion. This "almost grad ready" group now receives advising to ensure they are in the right classes to complete. Auto Pop will assist LSC in increasing the number of certificate completers as it populates a student's record with stackable milestones along the way to their terminal degree choice. In AY14, LSC had over 2,200 certificate completers, making up approximately 32% of the total number of awards for that AY.

Midland - Each career program at the college has an advisory committee made of up of local employers in the field. These committees meet annually with college program leaders to provide feedback and advice on program curriculum. The committees also provide a forecast of local demand for specific occupations. The college is careful to ensure that career and technical completers are able to find gainful employment in the region, and that the cost of education does not exceed possible earnings. In some cases, programs that do not meet these criteria have been closed.

Paris - The college has identified six Pathways and has developed program maps for all programs offered at the college. Beginning with the end in mind, program maps include program learning outcomes, marketable skills and career opportunities for program completers. The college is working with Texas A&M University-Commerce to complete program maps through the baccalaureate.

Temple - Law enforcement is listed on the Central Texas Target Occupation list. Temple College implemented a partnership with the Temple Police Academy in January 2008 to offer the Basic Peace Officer License in conjunction with Temple Police Department's training academy license. Recently, this program held its 15th academy graduation. This partnership has prepared 199 students for their law enforcement career and continues to maintain a 100% pass rate on the Texas commission on law enforcement basic police officer certification examination. One of the best practices that help to sustain this program focuses on requiring all cadets to pass each block of basic peace officer instruction with 80% or better on each assessment. If students struggle with a block exam, they are given a re-test after they receive intrusive and individualized tutoring. Additionally, local experts provide instruction within the academy, which provides the

education, background, and information needed for understanding the lesson objectives. Through the use of Perkins dollars and other collaborative partnerships, the police cadets are trained using technical skills and equipment that meet industry standards and expectations. Finally, combining the technical environment with the academic environment helps the academic students to set goals for career attainment in addition to encouraging the technical students to return and complete their AAS and transfer for BAAS completion through strong pathways and articulation.



**Mathematics Pathways
Exemplar College Awards**

In 2015, the Texas Success Center launched the New Mathways Success Survey to start a statewide data collection process to document, learn from, and celebrate the work Texas colleges are doing to improve student success through mathematics pathways. The New Mathways Project strategy was based on four fundamental principles developed by The Charles A. Dana Center, at the University of Texas at Austin.

This year, 38 surveys were submitted from Texas community colleges. The 2016 Overall Exemplar College honor will go to the college with the highest demonstrated excellence average for all principles. The colleges receiving Principle Awards have been designated as 2016 Exemplars for each corresponding principle.

2016 OVERALL MATHEMATICS PATHWAYS EXEMPLAR COLLEGE

Award Winner: _____

PRINCIPLE 1

Colleges with demonstrated excellence in implementing and scaling multiple math pathways with relevant and challenging content aligned to specific programs of study.

Award Winner: _____

Award Winner: _____

PRINCIPLE 2

Colleges with demonstrated excellence in acceleration that allows students to complete a college-level math course more quickly than in the traditional math sequence.

Award Winner: _____

Award Winner: _____

PRINCIPLE 3

Colleges with demonstrated excellence in the intentional use of strategies to help students develop skills as learners.

Award Winner: _____

Award Winner: _____

PRINCIPLE 4

Colleges with demonstrated excellence in curriculum design and pedagogy based on proven practice.

Award Winner: _____

Award Winner: _____

Making the Case for Guided Pathways

Davis Jenkins, Community College Research Center

Revised October 2016

A confluence of economic, demographic, and political forces is causing individual two- and four-year institutions and entire state higher education systems across the United States to transform their programs in ways that create clearer, more educationally coherent pathways to credentials that lead to careers and further education in fields of economic importance to regions and states.

These “guided pathways” reforms involve more clearly mapping programs to specify course sequences, progress milestones, and program learning outcomes to ensure that students know what they need to do and learn to prepare for employment and further education in their field of interest. Students are helped from the start to explore career and academic options, choose a program of study, and develop a plan based on the program maps. With every student on a plan, colleges are better able to provide predictable course schedules, frequent feedback, and targeted support to help students stay on track and complete their programs more efficiently. They also facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

The following developments are pushing leaders in different roles in the colleges and universities to implement pathways reforms at their institutions.

Business case:

- *Growing accountability for program outcomes.* State policy makers are increasingly holding colleges accountable for outcomes with performance funding and other policies, forcing colleges to shift focus from course enrollments to program completion.
- *Students spending more, want ROI.* State funding cuts have led to tuition increases in many states. At the same time, per student financial aid is declining. The more students pay out-of-pocket, the more they will want programs that lead quickly and affordably to degrees that prepare for labor market advancement and further education.
- *Financial aid tied to making progress in a program.* Federal financial aid requirements are putting increasing pressure on colleges to ensure that students take courses in their program of study and make satisfactory academic progress.
- *Growing competition.* Colleges are facing growing competition from public 4-years, privates, and on-line providers due to declining high school graduating classes in many regions and the economic recovery, which has led many prospective students to choose work over school. Colleges can continue to compete primarily on cost or focus on program cost-effectiveness and ROI.

Academic case:

- *Developmental diversion.* Developmental education tends to divert and discourage students rather than build their skills and motivation to succeed in college-level coursework. Academic support for program gatekeeper courses other than College Algebra and English Composition—such as Anatomy and Physiology, Biology 101, Economics 101, Psychology Research Methods, etc.—is often limited.
- *Misaligned math.* Students are often required to take algebra even though many undergraduate majors require statistics or other mathematics.
- *Lack of curricular coherence.* Giving students flexibility to design their programs can lead to curricular incoherence—particularly in general education—which in turn can limit learning across a program.
- *2 + 2 ≠ 4.* Community college associate of arts curricula are often not well aligned with lower division requirements for university majors in many fields. Rather than keeping their options open, encouraging students seeking to transfer to “get their general education courses out of the way” before choosing a field of interest can lock students out of many university majors or force them to take additional pre-major courses.
- *Lacking evidence of learning.* Colleges generally do not assess program learning outcomes and therefore can’t document whether students are building essential skills across their programs. One result is that faculty lack good data with which to assess and improve instruction in programs.

Student services case:

- *Little support for college/career planning.* Although many students arrive without clear goals for college and careers, college/career exploration and planning supports are often limited and offered on a self-serve basis. Many students do not visit career or transfer centers until they are ready to graduate. Information on college websites on career options and the connection between college programs and job and transfer opportunities is often hard to access and difficult to interpret.
- *Limited intake advising.* Intake advising is often focused on scheduling first-term classes. Many colleges do not require first-time college students to take a college success course.
- *Unpredictable schedules.* Class scheduling is often not done with a view to offering the courses students need when they need them. As a result sections are cancelled and students have difficulty taking the courses they need to complete their programs. The lack of predictability from one term to the next makes it difficult for students to plan and

readily organize their work and family obligations around school and complete their programs in a timely manner.

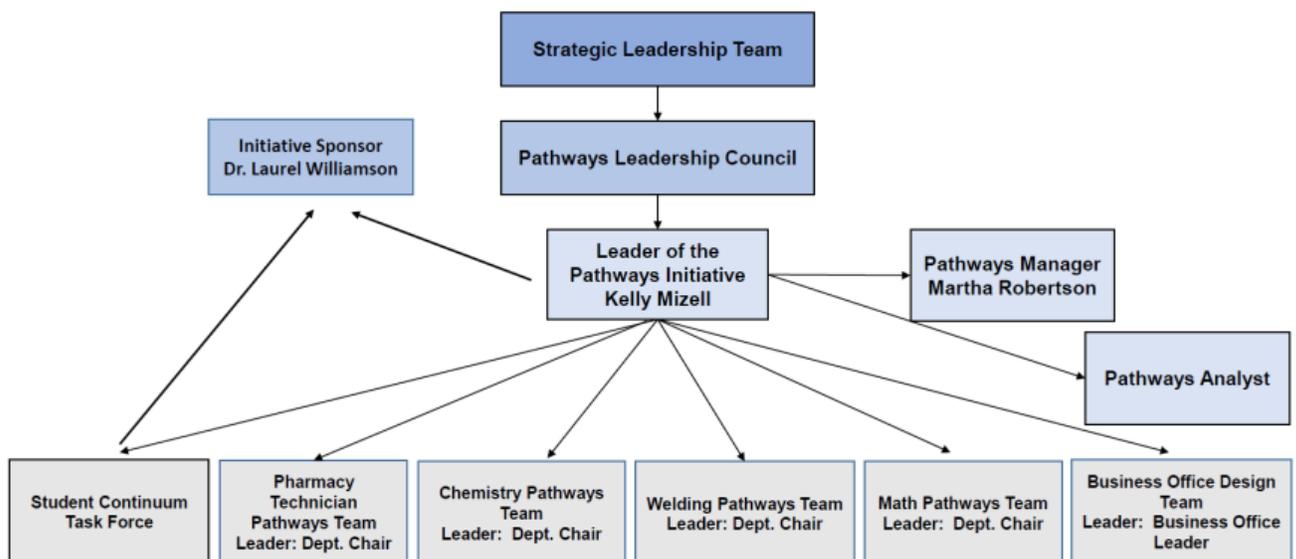
- *Student's progress not monitored.* Many colleges don't require students to develop and follow an academic plan. Students' progress is not monitored, nor are they required to meet with advisor to register for classes. As a result many students take courses "off plan," adding time, cost and frustration.
- *Transfer pathway morass.* Students are especially confused about transfer paths and requirements—information is hard to access and often inaccurate. As a result, an estimated 40% of students can't transfer most of their credits. Most students who transfer do so without earning an associate degree.
- *Students want a clear path.* When asked, many students say they would benefit from clearer program pathways.

AACC and Texas Pathways at San Jacinto College

As part of the continuing efforts to improve student success, San Jacinto College joined the American Association of Community Colleges (AACC) Pathways Initiative to create a student-ready college that promotes completion of student educational goals through well-defined pathways and customer-service focused support. The Pathways goal for the College is that **“A student should never fail because of a barrier we overlooked or created.”** Data reveal that students take an average of 95 hours to complete a 60-hour associate degree, which means additional tuition expenses, delays in pursuing the next steps in their educational goals, and lost time in their chosen professions. We realize that students need an educational environment that supports them along the continuum of student experience, facilitates good decision-making, and provides clear, defined pathways to careers and transfer. Through Pathways, the College will design student support systems and processes that are easy for students to use and provide clear and timely information for both the student and the College. San Jacinto College is committed to the successful implementation of Pathways for all of our students.

For the initiative to be successful, dedicated leadership and support were established by appointing a full-time Pathways Program Leader, selected from faculty leadership, and assigning the Director of the Center for Excellence in Teaching and Learning the role of Pathways Manager. Once data are collected, an analyst will be added to the Pathways Team. Additional expertise and support have been provided by Human Resources and Information Technology in the form of program development, process mapping, and communication planning. The Council ensures that decisions are data-informed and resolves strategic and policy issues for Pathways that clear the way for development and implementation of this critical initiative.

Structure of the Pathways Initiative



Examples only

The Leadership Council articulated the goal of removing barriers, but the Council also wanted to create a statement about how we accomplish this work. The following is our statement of purpose and focus: **“We work together to create a *student-centered* college that promotes completion of student educational goals through well-defined pathways and customer-service focused support.”**

Below are the Guiding Principles for Pathways work.

Pathways Guiding Principles

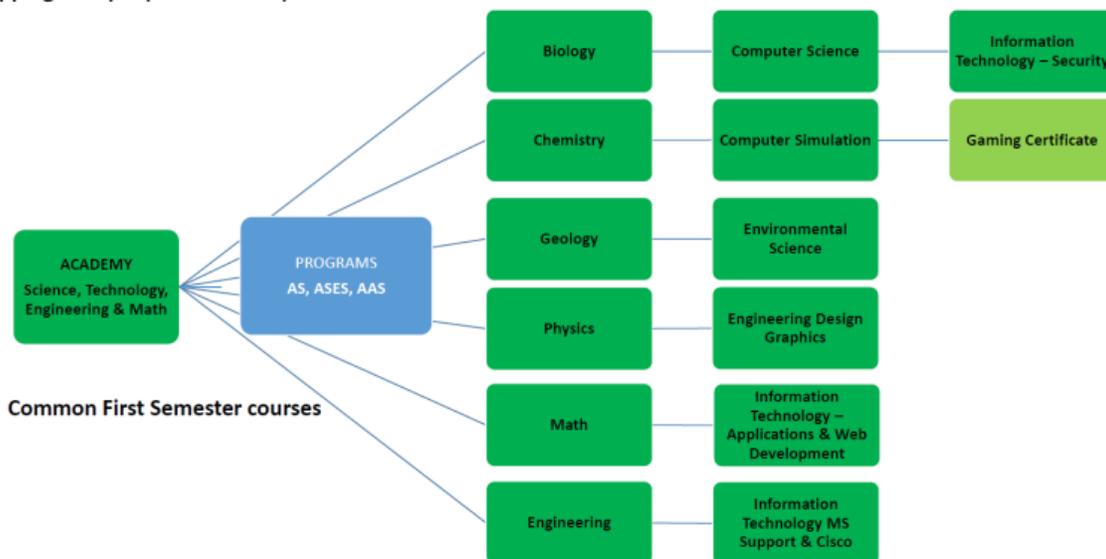
Guiding Principle	Description
Aligned with the College Values	Focus on making decisions that benefit students and demonstrate the Values of the College.
Clear and Aligned Purpose	Align the entire college, including people, processes, programs, and systems, to realize the Pathways vision.
Student Centered	Focus activities and decisions that remove barriers to student success, completion, and successful transition.
Cost Efficient	Make education accessible and affordable for a diverse population.
Open Communication	Promote transparent communication and information sharing and create a climate of trust and openness.
Adaptability and Flexibility	Be bold and seek to quickly identify and remove barriers to student success.
Data Informed	Utilize quantitative and qualitative data that guide decisions for student success.

AACC and Texas Pathways Mapping Teams

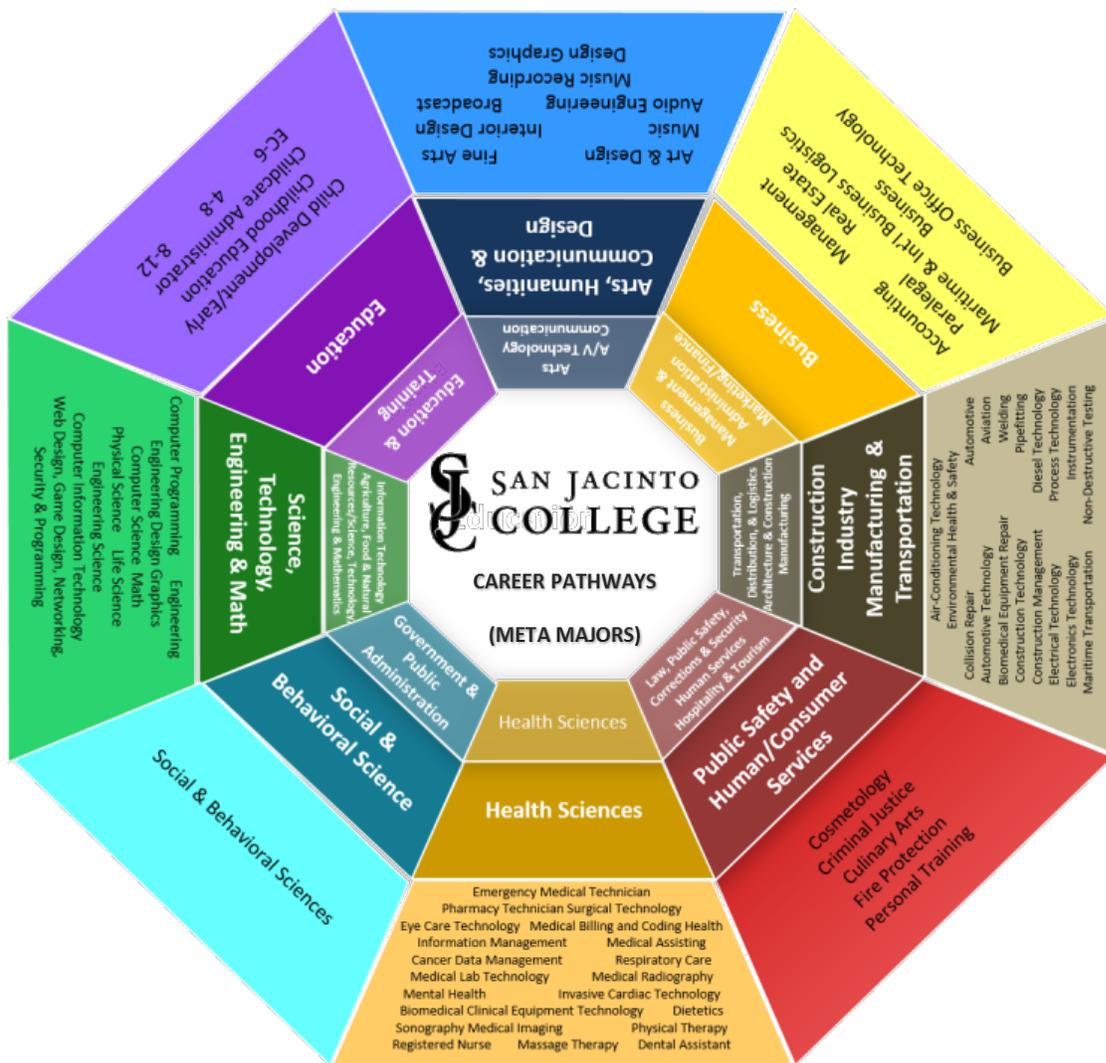
An important part of the AACC and Texas Pathways Initiatives is the development of well-designed pathways. Program mapping teams will develop course sequences for all certificates and degrees that reduce the average number of credit hours that students take to the minimum required by the degree and result in students transferring to universities with junior standing in their chosen pathways or transitioning successfully into their chosen careers. Each mapping team consists of a faculty or administrative leader, a small group of faculty who have demonstrated a dedication to student success, and advising staff with a knowledge of career objectives and transfer requirements.

The first group of Pathways Mapping Teams will develop pathways in the Science, Technology, Engineering, and Math Academies and will begin their work October 2016. To assemble each pathway, faculty will select and sequence courses that teach and reinforce the knowledge and skills that students will need to be successful. A resource team, consisting of faculty familiar with courses within each component area of a degree, will advise mapping groups in their course selections for general education core courses and elective courses. The Pathways Resource Team has representatives from Developmental Education, Dual Credit, Technology, and Continuing Professional Development. The expertise of the resource team will assist the Pathways Mapping Teams in the design of course sequences that reinforce knowledge and skills required for success on that Pathway.

Mapping Group 1 (10-28 to 2-17)



A second group of mapping teams will begin spring 2017 and will include other academies shown on the inside of the ring in the following diagram, with the aligned pathways on the outside of the ring.



Inner Circle: 16 State Career Clusters **Middle Circle:** 8 SJC Meta Majors/Career Pathways **Outer Circle:** SJC Programs of Study

Mapping teams within each Academy will work to develop different pathways for each of the following first-time-in-college students: a college-ready student, a student not college ready in math, a student not college ready in reading and writing, and a student not college ready in both math and Reading and Writing. Pathways will be designed to prepare students to successfully transfer to one of the top five transfer Institutions: University of Houston – Clear Lake, University of Houston – Downtown, University of Houston – Main Campus, Texas A&M University, and University of Texas.

Once developed, teams of faculty teaching courses within the pathways determine in which classes the critical concepts and skills will be introduced and in which classes activities will be embedded to reinforce and practice these concepts and skills. This sequenced introduction and reinforcement of knowledge and practices will better prepare students for upper-level class work and future career experiences.

AACC and Texas Pathways Student Continuum Task Force

To meet the AACC and Texas Pathways Initiative goals of removing barriers to student progress and success, administration, faculty, and staff must identify and understand the barriers that students encounter. To accomplish this work, a Student Continuum Task Force was formed September 2016. Faculty representatives were chosen from developmental education, fine arts, English, health sciences, mathematics, physical and life sciences, and technical programs; staff representatives were selected from educational planning/counseling/completion, enrollment services, financial aid, orientation and campus tours, student development, and library services. Administrators and educational technical design leaders joined the faculty and staff representatives so that the task force could garner the expertise needed to examine all aspects of this complex redesign.

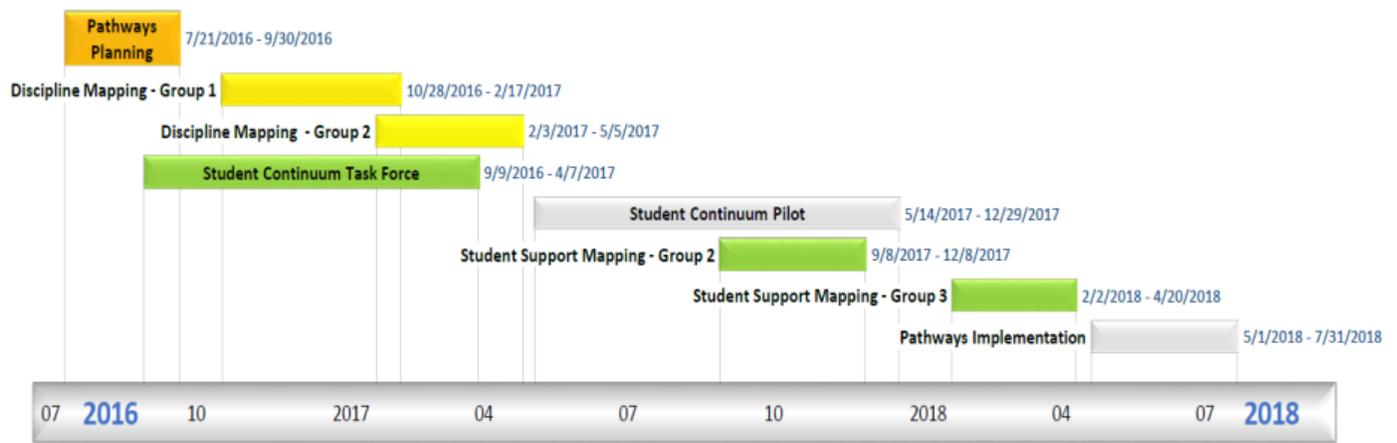
The Student Continuum Task Force is led by a full-time mathematics faculty member, Matt Lewis, who attended the first AACC Pathways Institute, is very supportive of the philosophy of Pathways, and has experience in mapping and curriculum development. Mr. Lewis has been a state and national leader in mathematics re-design for new math pathways. The task force began by mapping the application, admission, and registration processes that currently exist. Task force members were instructed to re-imagine the entire continuum of student experience, with a focus on the student entry processes through the completion of the first semester. They were encouraged to “think outside of the box” and told that there were no “sacred” programs or processes. All areas and processes in the College were open to examination and modification.

In the redesigned student intake and first semester process, students will be required to take career interests and aptitude testing during the admissions process. Prior to any course registration, students will discuss their test results with an Advising Staff member and will select an Academy from eight multi-discipline degree areas.

At the beginning of the first semester, students will enroll in a 2-4 week, intense student success course that is contextualized for their chosen Academy. As part of this course, students will investigate careers, salaries, and jobs available in the pathways they are interested in pursuing. They will be exposed to the skills and requirements of these careers to help them decide which pathway in their chosen Academy leads to their desired careers. Academies will offer an Open House during these first weeks so that each student’s family can ask questions and understand the pathway selection process and become involved in their student’s educational path. Once students have selected a Pathway, they will be assigned a Faculty Advisor who is very familiar with the pathway and who will support them while at San Jacinto College. At the conclusion of the Student Success course, full-time students will begin their first semester with 5-12 week courses chosen for their pathways. Within each Academy, faculty and advisors will monitor student progress to reveal additional barriers and provide the support students need to overcome barriers and remain on their pathways.

The Pathways timeline below shows that a pilot of the intake and first semester experience designed by the Student Continuum Task Force begins fall 2017. The goal is to move approximately 350 students from each campus through the revised processes, for a total of 1,000 students college-wide. Students will be surveyed for feedback during the following semester.

Pathways Timeline



Another aspect of the redesign of the student experience will address the technology needed for an early alert and monitoring system to follow students on their pathways. Faculty advisors and embedded advising staff within the Academies will need this diagnostic tool to track students during and between semesters to determine if students need additional support in their classes and to ensure that students remain engaged and are making progress toward completion.

Pathways Communication and Professional Development

The AACC and Texas Pathways Initiatives are supported throughout San Jacinto College. The Chancellor, Dr. Brenda Hellyer, and the Deputy Chancellor and President, Dr. Laurel Williamson, made presentations to the Board of Trustees and staff and faculty groups explaining the need for Pathways and how it will change students' lives for the better. Instructional Deans and the Pathways Program Leader have re-enforced the message with additional presentations to faculty and staff groups. A site on the internal website has been established for the sharing of Pathways information and for asking and answering questions. The Pathways Program Leader provides monthly reports for college Leadership, for the Pathways Leadership Council, and for posts on the Pathways site.

College Leadership purchased *Redesigning America's Community Colleges* for all employees who want to know more about Pathways. Dr. Rob Johnstone, author of "Guided Pathways Demystified," was keynote speaker at the General Assembly during fall 2016 College Community Week. After speaking to the entire faculty, Dr. Johnstone held more intimate Q&A sessions with each of the three campuses' faculty. The General Assembly session was recorded and placed on the Pathways site so that any employee could view the engaging and informative presentation.

The Center for Excellence in Teaching and Learning (CETL) at San Jacinto College coordinates professional development opportunities for all faculty, and the emphasis for the next 2-3 years is on Pathways work. Through coordination with CETL, Bill Wolfe, a full-time English faculty member who attended the first Pathways Institute and supports the philosophy of Pathways, developed a book discussion program for employees. He divided the book into three sections and developed guiding questions. He then trained 30 faculty and staff who volunteered to lead book discussions beginning September 2016. Interest in the topic is strong across the College. We have approximately 1,300 employees, and we have distributed over 600 books. The first discussion group session covered the following: "Introduction"; Chapter I, "Redesigning College Programs"; and Chapter II, "Guiding Students." The first sessions offered in September were attended by 351 faculty and staff participating in small discussion groups across the College. Feedback from session leaders was very positive with reports of engaging and forward-thinking discussions. The second round of book discussions will take place in October and will cover Chapter III, "Rethinking Student Instruction," and Chapter IV, "Helping Underprepared Students." Book discussions will be concluded in November with discussions on Chapter V, "Engaging Faculty and Staff"; Chapter VI, "The Economics of College Redesign"; and "Conclusion." Additional book discussions will be offered spring 2017 for those who were not able to participate in the fall and for those who want to hold discussions around other informative Pathways books and articles.

Barriers to student success must first be identified before they can be removed. A very important part of removing barriers and developing student pathways is to listen to students share their experiences. Pathways will work with the *Student Voices Project*, which is an established, volunteer faculty discussion and informal study group that gathers comments and survey responses from students in classroom settings about their learning experiences and connects these self-observations with observations of student behaviors in class and progress in course activities. After describing these findings, faculty then begin to collaborate to identify areas of student confusion about understanding language and terms used in classes, scheduling work time, preparing for exams, and becoming confident learners. These reflective conversations often lead to identification of learning and student behavioral barriers in the classroom. Faculty, in collaboration with student services, create action plans in response to the findings of the *Project* members. Currently, there are 60 faculty actively assessing their students and implementing best practices based on assessment findings. Pathways leadership is working with this group of engaged faculty to survey students about their experiences with processes outside of the classroom and what barriers that they have encountered at College.

The Pathways Initiative has generated great interest and enthusiasm at San Jacinto College with leadership, administrators, faculty, and staff. Faculty are eager to begin pathway mapping, while administrators and staff are turning a critical eye to the processes in their areas. We believe this work will generate the following results.

- Increased Completion Rates
- Enhanced Reputation of Excellence
- Enrollment Growth
- Enhanced Academic Freedom – Student Learning Outcomes drive class content, NOT textbooks
- More efficient, effective systems and processes
- Student Success in all aspects of the College

San Jacinto College is eager to develop the pathways and processes needed to provide students a clear path to completion and the support to keep them on their pathways through their educational experiences to a brighter future.

Paris Junior College—Internal Program Mapping Document

NAME OF PROGRAM OF STUDY: English

EXPECTED CERTIFICATE/DEGREE (Total Number of Units): Associate of Science = 60 Hours

PROGRAM DESCRIPTION: The associate’s degree program in English develops skills that employers value and prepares students for transfer to the four-year institution and for careers in communication and other related fields.

PROGRAM REQUIREMENTS:

FIRST SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
ENGL 1301*	Composition I	3	<ul style="list-style-type: none"> • Complete College Level English* (gatekeeper course) • Complete financial aid documents within the first month, if applicable (FAFSA, October submission) • Advising for next term in last month of semester • Complete computer course to add/strengthen technological skills needed across disciplines** 	-Student performance available to student in Bb -Faculty review of student progress monthly -Advisor review of student completion and success for next term scheduling
HIST 1301	US History I	3		
MATH 1342	Elem Statistics	3		
EDUC/PSYC 1300	Learning Framework	3		
COSC 1301**	Intro to Computing	3		
Total		15		

Paris Junior College—Internal Program Mapping Document

SECOND SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
ENGL 1302*	Composition II	3	<ul style="list-style-type: none"> • Complete ENGL 1302 with research methodology needed for subsequent English courses • Transfer application preparation • Financial aid activities 	-Student performance available to student in Bb -Faculty review of student progress monthly -Advisor review of student completion and success for next term scheduling
HIST 1302	US History II	3		
PSYC 2301 (S&B S)	General Psychology	3		
DRAM 1310 (CA)	Theater Appreciation	3		
SPCH 1315 (Comp A)	Public Speaking	3		
Total		15		

THIRD SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
ENGL 2322* (Comp B)	British Literature	3	<ul style="list-style-type: none"> • Complete ENGL2322/2327 to expand literary/cultural knowledge and research methodology and to develop lifelong learning • Transfer application preparation • Financial aid activities (FAFSA, October submission) 	-Student performance available to student in Bb -Faculty review of student progress monthly -Advisor review of student completion and success for next term scheduling (assesses graduation track)
GOVT 2305	Federal Government	3		
BIOL 1322 (L/P S)	Nutrition & Diet Therapy	3		
ENGL 2327*	American Literature I	3		
SPAN 2311	Intermediate Spanish I	3		
Total		15		

Paris Junior College—Internal Program Mapping Document

FOURTH SEMESTER

Code	Course Name	Units	Milestones	Policies/structures needed to support student progression
ENGL 2323* (L,P & C)	British Literature II	3	<ul style="list-style-type: none"> • Complete ENGL2323/2328 to further expand literary/cultural knowledge and research methodology and to enhance lifelong learning skills • Transfer application preparation • Financial aid activities 	-Student performance available to student in Bb -Faculty review of student progress monthly -Advisor review of student completion and success for next term scheduling (finalize graduation requirements)
GOVT 2306	Texas Government	3		
PHYS 1303 (L/P S)	Stars & Galaxies	3		
ENGL 2328*	American Literature II	3		
SPAN 2312	Intermediate Spanish II			
Total		15		

Marketable Skills: (developed in the associate’s degree program in English)

First Semester:

- communicating effectively
- presenting clear and logical arguments

Second Semester:

- researching, evaluating, and synthesizing information
- thinking critically
- demonstrating ethical judgment and integrity

Third Semester:

- developing team building skills
- developing the ability to innovate
- analyzing ideas and solving complex problems

Fourth Semester:

- demonstrating intercultural skills
- understanding the need for continued new learning

Paris Junior College—Internal Program Mapping Document

CAREER OPPORTUNITIES:

Four-year Degreed Careers (Bachelor's)	Avg. TX Salary:
Editor/Publisher	\$49,000
Teacher	\$53,000
Social Media Manager	\$59,000
Corporate Blogger	\$50,000
Public Relations	\$50,000
Technical Writer	\$59,000
News Reporter	\$47,000
Copywriter	\$55,000
Search Engine Marketing Specialist	\$57,000
Author	\$68,000

Two-year Degreed Careers (Associate's)	Avg. TX Salary:
Administrative Assistant	\$28,000
Teacher's Aide	\$23,000
Media Assistant	\$34,000
Bank Teller	\$23,000
Human Relations Assistant	\$38,000
Desktop Publisher	\$42,000
Journalist Assistant	\$31,000
Interpreter/Translator	\$41,000
Legal Assistant	\$22,000
Retail Manager	\$43,000

TRANSFER PATHS AND REQUIREMENTS

- Transfer program options
- Common requirements; university and program-specific requirements
- Sample junior and senior course sequence

Networking AAS	
First Semester - 15 SCH	Second Semester - 15 SCH
COSC 1301 - Intro. to Computing	IMED 1316 - Web Design I
ENGL 1301 - Composition I	ITNW 1325 - Fund. of Networking Technologies
ITSC 1305 - Intro. to PC Operating Systems	ITSW 1307 - Intro. to Database
ITSC 1325 - Personal Computer Hardware	ITSW 2334 - Advanced Spreadsheets
ITSW 1304 - Intro. to Spreadsheets	MATH 1332 - Contemporary Mathematics

Third Semester - 15 SCH	Fourth Semester - 15 SCH
ECON 2302 - Princ. of Microeconomics	DRAM 1310 - Theater Appreciation
ITNW 1351 - Fund. of Wireless LAN's	ITNW 2305 - Network Administration
ITNW 1354 - Implementing & Supporting Servers	ITNW 2313 - Networking Hardware
ITSC 1321 - Inter. PC Operating Systems	ITSC 1364 - Practicum
ITSY 1342 - Information Technology Security	ITSC 2339 - Personal Computer Help Desk Support

Marketable Skills	Program Outcomes
Computer Skills	Demonstrate techniques to design a secure network
Critical Thinking	
Communication	Ability to evaluate resources and make relevant recommendation for purchase or upgrade of a system
Problem Solving	
Teamwork	Identify tools, diagnostic procedures and troubleshooting techniques for networks and personal computer components
Technical Proficiency	
Personal Responsibility	Recognize the interaction of stand-alone and network devices, operating systems, and applications.
Social Responsibility	
Decision Making	

High School Endorsements	Additional Education Opportunities
B&I - Computer Science	Students may continue their education through a BAAS degree.

Career Opportunities	
Network Administrator Network Infrastructure Support Help Desk/Technical Support Specialist Network Technician	Information Technology Support Specialists Personal Computer Technician Information Security Specialist Computer Support Specialist

Reshaping Our Work from the New Mathways Project to Dana Center Mathematics Pathways

In 2012, the Charles A. Dana Center launched the New Mathways Project (NMP). Early implementation of the NMP in Texas and the continued expansion to support mathematics pathways across more than 13 states have created many opportunities for further engagement and yielded a rich trove of lessons from which to learn.

After reflecting on our past work and looking ahead, the Dana Center has strategically reshaped the NMP and adopted a new name for our work: **Dana Center Mathematics Pathways (DCMP)**.

Changing our name reflects the necessary shift and progression of our work. The “New Mathways Project” is not new and is not a project. This work is transformative change for equitable access to and opportunity for success in rigorous mathematics pathways as a normative practice for all students.

Vision

All students have equitable access to and the opportunity for success in rigorous mathematics pathways that are aligned and relevant to their future aspirations, propelling them to upward economic and social mobility.

The DCMP seeks to ensure that ALL students in higher education will be:

- **Prepared** to use mathematical and quantitative reasoning skills in their careers and personal lives,
- **Enabled** to make timely progress towards completion of a certificate or degree, and
- **Empowered** as mathematical learners.

Four Principles

Structural Change

1. All students, regardless of college readiness, enter directly into mathematics pathways aligned to their programs of study.
2. Students complete their first college-level math requirement in their first year of college.

Continuous Improvement

3. Strategies to support students as learners are integrated into courses and are aligned across institutions.
4. Instruction incorporates evidence-based curriculum and pedagogy.

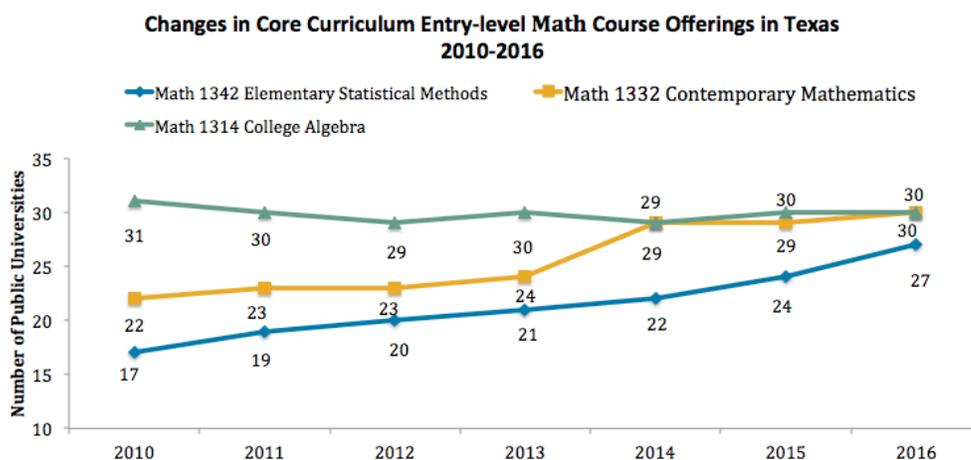
DCMP is not just . . .	DCMP includes . . .
a specific curriculum	The right mathematics aligned with chosen program of study and career
developmental mathematics	gateway math, transfer, and degree completion,
mathematics	partner with all disciplines and a guided pathways catalyst
community colleges	universities and K-12
Texas	13 other states
Dana Center	collaboration with multiple entities such as Texas Success Center and TACC including integration with Texas Pathways Project

Community Colleges

Forty-one of the fifty community college districts have implemented elements of Dana Center Mathematics Pathways. One hundred percent of Texas two-year colleges are offering 3 or more math pathways moving toward normative practice of alignment to program of study for ALL students.

University Implementation of Mathematics Pathways in Texas

One hundred percent of Texas four-year universities are offering 2 or more pathways as part of the core curriculum and 79% are offering 3 or more pathways.



Transfer and Applicability

The Dana Center has successfully worked with universities and community colleges across the state to align mathematics requirements to programs of study between transfer institutions using the following strategies:

- Supporting articulation agreements between transfer institutions and identifying university Transfer Champions. The Dana Center has engaged more than 20

universities in regional convenings to increase inter-institutional course-alignment between transfer partners. These convenings have resulted in more than 20 MOUs that articulate math course requirements for programs of study.

- Creating tools and resources to support inter-institutional program alignment
- Encouraging state-wide use of entry-level mathematics courses aligned to ACGM

Regional Coordinators

DCMP is positioning 1 regional coordinator to each of the 6 regions of Texas. Each community college and university will have a coordinator to support implementation between institutions and assist in coordination of student success efforts in the region.

Contacts for DCMP

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