All parts of the Short-Term Action Plan document will be drafted during the institute. Following the institute, team leads will engage key college stakeholders to complete a final version of the plan and submit a copy of this complete document to the Texas Success Center through the Document Center on the <https://tacc.org/tsc/events> page by December 7.

**TEAM STRATEGY SESSION #1: WEDNESDAY, NOVEMBER 14, 4:00 PM.-5:30 PM**

**UNDERSTANDING STUDENTS’ EXPERIENCES**

* **Community College Survey Of Student Engagement**
* **Student Enrollment Flowchart**

Collecting data directly from students is the best way to learn how students understand their experiences. The Community College Survey of Student Engagement (CCSSE) is a widely-used instrument that asks students about institutional practices and student behaviors highly correlated with student learning and retention.  The Center for Community College Student Engagement, which administers the survey, provides “breakout reports” of disaggregated data so colleges can examine the experiences of students by enrollment status (FT/PT), preparedness, age, first generation status, race/ethnicity, gender identity, and credit hours earned. Data about the experiences of specific student groups help colleges identify which groups may benefit from changes in institutional practices and/or targeted support.

1. If your college participated in the CCSSE and your team analyzed your institution’s results, what themes emerged from the disaggregated data? How do certain student groups experience the college differently from other groups, according to their CCSSE responses? How could you learn more about experiences of different student groups and possible ways to address disparities?

\*If you analyzed statewide CCSSE results rather than those from your own institution, you did not have access to disaggregated results. What questions arose that you were not able to answer with aggregated statewide data?

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1. What confirmations and contradictions do you see between the CCSSE data and your college’s enrollment flowchart? Where does the student experience align with your processes, and where does it seem to conflict with your college’s intentions? *Record your responses in the table below. The table will expand as you enter text. Add rows as necessary.*

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| **Confirmation** | **Contradiction** |
| *Example*: No students reported they were unaware of or unable to participate in orientation. Our orientation is mandatory, and it looks like our processes ensure students attend. | *Example*: Almost half of students report they never used academic advising/planning. Academic advising is a component of our orientation and all students attend orientation. |
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\*If your college did not administer the CCSSE, assume the experiences of some of your students are similar to those represented in the statewide results as you complete the chart above. Note areas in which you think the statewide results do not represent your student body and why you believe your students’ experiences differ.

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1. What data do you currently use to examine the efficacy of the enrollment process? What data could you incorporate in the future?

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**TEAM STRATEGY SESSION #2: THURSDAY, NOVEMBER 15, 10:40 AM-11:45 AM**

**STUDENT FINANCIAL SUPPORTS**

* **Financial Stability and Financial Aid Survey**
* **Student Financial Wellness Survey**
* **Community College Survey of Student Engagement**

When asked why students leave a community college prior to completing a program of study, many staff, faculty, and administrators respond that students leave for reasons outside of college. Understanding that issues often considered “non-academic challenges” contribute to academic challenges, many colleges are helping students address these “life challenges” to retain them and support them to completion.

Review your college’s responses on the Financial Stability and Financial Aid Survey. If you would like to compare your institution to all Texas community colleges, statewide results are on the Texas Success Center website. Additionally, review responses on the CCSSE worksheet for the following categories: Academic and Non-Academic Support, Out-Of-Class Responsibilities, and Student Finances. If your college completed the Trellis Student Financial Wellness Survey, review those results as well.

1. Alignment of Financial Services – *Record your responses in the table below. The table will expand as you enter text. Add rows as necessary.*
   1. How do the financial services offered at your college align with student needs, as indicated on the Student Financial Wellness Survey and/or CCSSE?

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| **Financial Services Our College Provides** | **Financial Needs of Students** |
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\*If your college has not administered the Student Financial Wellness Survey or the CCSSE, how will you learn more about students’ financial circumstances?

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* 1. What gaps do you see in the financial services you provide to students?

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1. What plans, if any, do you have to expand services to address student basic needs? What ideas would you like to incorporate in future planning processes?

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1. What data do you collect on the use of student financial stability services? How do you use those data to improve equity at your college?

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1. How do you assess the services you offer to ensure they meet the needs of students?

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1. What opportunities are there to engage other campus constituencies in financial stability and financial aid services?

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**TEAM STRATEGY TIME #3: THURSDAY, NOVEMBER 15, 4:00 PM-5:00 PM**

**MAKING SENSE AND MOVING FORWARD**

Your team’s discussions should now turn from information gathering toward action planning by synthesizing the work to this point. Consider highlights from your notes on CCSSE results, the enrollment process, Financial Aid and Financial Stability Survey, Student Financial Wellness Survey (as applicable), and plenary and concurrent sessions at this institute.

1. Which issues/approaches/strategies discussed in the day’s sessions are potentially of greatest interest to the college?

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1. What existing knowledge and/or college work has been reinforced?

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1. Discuss insights the team has gained from these conversations. As a team, determine three to five key insights.

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1. What do you need to learn about these issues/approaches? How will you obtain that information? What technical assistance and/or professional development will the college require?

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**TEXAS PATHWAYS ROUND 2**

The Texas Success Center, with generous funding from the Bill & Melinda Gates Foundation, Greater Texas Foundation, Houston Endowment, Meadows Foundation, Michael & Susan Dell Foundation, T. L. L. Temple Foundation, Teagle Foundation, and Trellis Foundation, will kick off Texas Pathways round 2, the final three years of the five-year strategy, in fall 2019. This ongoing statewide strategy will continue to focus on building capacity for community colleges to design and implement structured academic and career pathways at scale and will provide additional support for colleges as they implement, evaluate, and improve scaled pathways for all students.

Texas Pathways colleges that demonstrate (a) significant progress toward scaling during Texas Pathways round 1 and (b) the readiness capacity to evaluate the quality and effectiveness of newly implemented changes and commit to making strategically targeted improvements will be selected to participate in cadre 1+. Likewise, the Center will release a rigorous application for cadre 1.2 support, open to any current cadre 2-4 college. Texas Pathways colleges able to demonstrate the readiness capacity and the commitment to implement pathways at scale will be selected to participate in cadre 1.2. All other Texas community colleges will be expected to move into cadres 2.2 or 3.2, as determined by the need and readiness capacity for these targeted supports.

Review the competencies for each cadre (see Appendix) for the next round of supports in implementing guided pathways at scale. Using your college’s short-term action plan from Texas Pathways Institute #4, team strategy session #3, review your initial thinking and then edit and/or expand on your plan to advance cadres.

As your team reflects on your accomplishments so far in Texas Pathways round 1 and looks ahead to round 2, note areas to include in your strategic planning, such as (1) leadership for institutional change, (2) mapping through the institution, (3) pathways to transfer and employment, (4) front door academic success (K-12, adult and developmental education), (5) supporting students on the path, and (6) ensuring student are learning.

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As you refine your strategy, you may wish to access your previous advance work and short-term action plans, as well as resources available through the Texas Success Center, including materials associated with [events](https://tacc.org/tsc/events) and reports in the [Texas Pathways Resource Library](https://tacc.org/tsc/resources). You can find [podcasts](http://tccta.libsyn.com/) related to guided pathways at the Texas Community College Teachers Association website.

**TEAM STRATEGY TIME #4: FRIDAY, NOVEMBER 16, 10:30 AM-NOON**

**IDENTIFYING PRIORITIES AND ACTION PLANNING**

At this point, your team has reviewed and discussed (a) your college’s process for enrolling students, including when students engage in critical onboarding activities, (b) how students experience onboarding and support services, (c) financial challenges students face, (d) financial supports your college provides, and (e) how to improve equity at your institution. This session is an opportunity for the team to reflect on its learning, think through options for the college’s strategic approach to designing and implementing guided pathways at scale, and establish new or refined priorities for the work on campus. The college team should discuss next steps: whom to involve, how to communicate findings and broaden engagement on campus, and how, when, and by whom follow-up steps will be taken.

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

Our 60X30TX Plan to Support Students on their Pathway

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| **PRIORITIES** |  |  |
| **Next Steps** | **By Whom** | **By When** |
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| **ACTION PLANNING** | |  |  |  |  |  |  |
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| **Priority/Strategy** | **Goals** | **Activities/Tasks** | **Responsible Persons** | **Timeline** |  | **Resources** | **Potential Issues or Concerns** |
| Identify top priorities for next steps in the work | Based on these priorities, name specific desired student outcome | List steps required to accomplish these priorities | Who will assume leadership responsibility? | Implementation date | Formative evaluation date | What resources (time, people, facilities, and money) need to be allocated/reallocated? | What challenges do you anticipate? |
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**APPENDIX: CADRE COMPETENCIES**

Knowledge, skills, and accomplishmentsneeded to advance in round 2

**CADRE 1+**

By the conclusion of round 1, colleges eligible to participate in cadre 1+ in round 2 will have completed laying the groundwork, building urgency, mapping programs, redesigning intake and advising, implementing scaled or nearly scaled guided pathways, and are ready to move to ongoing improvement of fully scaled institutional change. To advance, these college should be ready to demonstrate progress implementing the Texas Pathways essential practices.

1. **Essential practices that help students map to their end goals are being implemented at or nearly at scale**
   1. Every program is well-designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.
   2. Detailed information is easily accessible on the college’s website providing employment and further education opportunities targeted by each program.
   3. Programs are aligned with high school endorsements and are clearly mapped across the two sectors. High school students know which high school courses, including dual credit courses, they should take to be prepared to seamlessly matriculate into college programs.
   4. Programs are aligned with four-year institutions where the majority of students transfer and are clearly mapped across the two sectors. Transfer students know which college courses they should take to be prepared to seamlessly transfer into baccalaureate programs without loss of credit leading toward the targeted degree.
2. **Essential practices that help students enter a pathways are being implemented at or nearly at scale**
   1. Every new college student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible.
   2. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English—as soon as possible.
   3. Required math courses are appropriately aligned with the student’s field of study.
   4. Intensive support is provided to help very poorly prepared students and adult basic learners to succeed in college-level courses as soon as possible.
   5. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.
3. **Essential practices that help students keep on a pathway are being implemented at or nearly at scale**
   1. The college monitors which program every student is in and how far along the student is toward completing the program requirements.
   2. Students can easily see how far they have come and what they need to do to complete their program.
   3. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
   4. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.
   5. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
   6. The college works with partner 4-year institutions to provide seamless transfer programs that are well-designed to continue to guide students’ pursuits of employment in fields of importance to the college’s service area and complete further education without loss of applicable credit.
4. **Essential practices that help students keep on a pathways are being implemented at or nearly at scale**
   1. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
   2. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.
   3. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
   4. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional college efforts.
   5. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
   6. The college assesses effectiveness of educational practice (e.g., using *CCSSE* or *SENSE*, etc.) and uses results to create targeted professional development.

**CADRE 1.2**

By the conclusion of round 1, colleges eligible to participate in cadre 1 in round 2 will have completed laying the groundwork and building urgency. They will have begun mapping programs, redesigning intake and advising, and implementing initial scaling. They should be ready to move toward implementing at scale in round 2. To advance, these college should be ready to demonstrate progress implementing the Texas Pathways essential practices.

1. **Essential practices that help students map to their end goals are being implemented at or nearly at scale**
   1. Every program is well-designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.
   2. Detailed information is easily accessible on the college’s website providing employment and further education opportunities targeted by each program.
   3. Programs are aligned with high school endorsements and are clearly mapped across the two sectors. High school students know which high school courses, including dual credit courses, they should take to be prepared to seamlessly matriculate into college programs.
   4. Programs are aligned with four-year institutions where the majority of students transfer and are clearly mapped across the two sectors. Transfer students know which college courses they should take to be prepared to seamlessly transfer into baccalaureate programs without loss of credit leading toward the targeted degree.
2. **Essential practices that help students enter a pathways are being implemented at or nearly at scale**
   1. Every new college student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible.
   2. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English—as soon as possible.
   3. Required math courses are appropriately aligned with the student’s field of study.
   4. Intensive support is provided to help very poorly prepared students and adult basic learners to succeed in college-level courses as soon as possible.
   5. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.
3. **Essential practices that help students keep on a pathway are being implemented at or nearly at scale**
   1. The college monitors which program every student is in and how far along the student is toward completing the program requirements.
   2. Students can easily see how far they have come and what they need to do to complete their program.
   3. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
   4. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.
   5. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
   6. The college works with partner 4-year institutions to provide seamless transfer programs that are well-designed to continue to guide students’ pursuits of employment in fields of importance to the college’s service area and complete further education without loss of applicable credit.
4. **Essential practices that help students keep on a pathways are being implemented at or nearly at scale**
   1. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
   2. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.
   3. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
   4. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional college efforts.
   5. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
   6. The college assesses effectiveness of educational practice (e.g., using *CCSSE* or *SENSE*, etc.) and uses results to create targeted professional development.
   7. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
   8. The college assesses effectiveness of educational practice (e.g., using *CCSSE* or *SENSE*, etc.) and uses results to create targeted professional development.

**CADRE 2.2**

By the conclusion of round 1, colleges eligible to participate in cadre 2 in round 2 will have laid groundwork for broader understanding, engagement and commitment; gained momentum toward a sense of urgency; and used key performance data to inform change. To advance, these colleges should be ready to demonstrate evidence of the following readiness capacities.

1. **College leadership is committed to implementing essential practices that advance student success goals.** 
   1. President/chancellor understands that active leadership is essential to implementing transformational pathways reforms. Senior administrators understand that implementing transformational pathways reforms will be difficult, and they understand specific associated challenges.
   2. College leadership, which could include administrators, faculty, pathways leads or others, is committed to substantial redesign of academic programs, instruction, and student supports, starting with a critical review of the extent to which the college’s academic programs provide a clear and educationally coherent pathway for students to further education or directly to good jobs in fields of economic importance to the college’s service area.
   3. College leadership has laid the groundwork for major reform, including engagement of faculty and staff in discussions about student success data and strategies for improving student outcomes.
   4. College leadership is committed to a reform process that will likely take four to five or more years for full implementation.
2. **Leadership across the college community understand and are committed to the magnitude of change needed to redesign numerous systems institution-wide.**
3. Leaders in the campus community understand that numerous systems and processes may need to be redesigned and are committed to making substantial changes in multiple areas including student intake (assessment, advising, orientation, registration, class scheduling), curriculum, and instruction.
4. College leaders understand that pathways design work will involve streamlining curriculum, including potential elimination of courses and programs.
5. The college is committed to integrating essential and effective supports into student pathways as the alternative to typically disconnected and optional services.
6. College leaders understand that pathways reforms will involve more structure and more prescription for students.
7. **College leaders, including faculty and student services leaders, are engaged and committed to executing a comprehensive pathways strategy.**
8. The college has built a data-informed case for implementing essential practices of Texas Pathways.
9. College leaders, including faculty and student services leaders, are committed to executing a comprehensive plan for broad and deep faculty and staff engagement in the design and implementation of pathways strategies.
10. Faculty are represented in college planning. There is commitment, or concrete plans for how to secure commitment, from the faculty organization (e.g., senate, association, council) to support the college’s pathways strategy.
11. College leaders guiding change recognize that some changes in faculty roles and responsibilities will likely be part of the institutional change needed to support guided pathways for all students.

1. **The college has the data capacity to monitor student progress and success.**
2. The college longitudinally tracks student cohorts to increase the broad use of regular and transparent reporting on student progress and completion metrics.
3. Pathways leaders have collaborated with institutional research to improve the collection and accuracy of key performance indicators.
4. The college has improved the use of data to inform institutional practice and change.
5. The college has begun to expand the use of longitudinal cohort data and labor market data for advising and for program improvement.
6. **The college is improving equity planning through the disaggregation of student progress and completion data by student characteristics.**
7. College leadership is committed to developing plans to reduce the gaps in outcomes by student groups.
8. The college has improved the collection and accuracy of disaggregated longitudinal data on student progress and success.
9. The college regularly examines disaggregated data to understand the equity issues of all student groups and clearly delineate the differences in outcomes for underserved populations.
10. **The college has partnerships with key stakeholders.**
11. The college has and is expanding partnerships with the K-12 schools and systems from which large numbers of recent high school graduates come for college enrollment.
12. The college has and is expanding partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.
13. The college has and is expanding partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.

**CADRE 3.2**

By the conclusion of round 1, colleges of cadre 3 in round 2 will have made progress laying the groundwork for broader understanding, engagement and commitment; created a case for change to bolster a sense of urgency; and planned for increased data capacities necessary to implement guided pathways. To advance, these colleges should be ready to demonstrate progress on the following readiness capacities.

1. **College leadership is committed to implementing essential practices that advance student success goals.**
2. President/chancellor understands that active leadership is essential to implementing transformational pathways reforms.
3. College leaders, who could be administrators, faculty, pathways leads or others, are committed to substantial capacity building strategies toward redesign of academic programs, instruction, and student supports.
4. College leaders have worked on laying the groundwork for major capacity building.
5. College leaders are committed to designing and building capacities for a reform process that will likely take six or more years for full implementation.
6. **College leaders understand the magnitude of change needed to build readiness to redesign numerous systems institution-wide.**
7. Leaders in the campus community understand that numerous systems and processes may need to be redesigned and have created data-informed plans for substantial capacity building.
8. College leaders understand that pathways design work will involve streamlining curriculum, including potential elimination of courses and programs.
9. College leaders are committed to planning the integration of essential and effective supports into student pathways as the alternative to typically disconnected and optional services.
10. College leaders understand that pathways reforms will involve more structure and more prescription for students.
11. **College leaders are engaged and committed to executing a comprehensive pathways strategy.**
    1. The college has built a case for implementing essential practices of Texas Pathways.
    2. College leaders are committed to building a comprehensive plan for expanded engagement in essential capacity building.
    3. Faculty are represented in college planning. There is commitment or a concrete plan for securing commitment from the faculty organization (e.g., senate, association, council) to support the college’s pathways strategy.
    4. College leaders guiding change recognize that some changes in faculty roles and responsibilities will likely be part of the institutional change needed to support guided pathways for all students.
12. **The college is in the process of building data capacity to monitor student progress and success.**
13. The college is identifying barriers and building capacity for longitudinal tracking of student cohorts to increase the broad use of regular and transparent reporting on student progress and completion metrics.
14. Pathways leaders have collaborated with institutional research to improve the collection and accuracy of key performance indicators.
15. The college has improved the use of data to inform institutional practice and change.
16. The college has begun to expand the use of longitudinal cohort data and labor market data.
17. **The college is improving equity planning through the disaggregation of student progress and completion data by student characteristics.**
18. College leadership is committed to developing plans to reduce the gaps in outcomes by student groups.
19. The college has made progress to improve, or plan to improve, the collection and accuracy of disaggregated longitudinal data on student progress and success.
20. The college regularly examines disaggregated data to understand the equity issues of all student groups and clearly delineate the differences in outcomes for underserved groups.
21. **The college has partnerships with key stakeholders.**
22. The college has and is expanding partnerships with the K-12 schools and systems from which large numbers of recent high school graduates come for college enrollment.
23. The college has and is expanding partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.
24. The college has and is expanding partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.