As a Cadre 3 college, you have elected to strategically focus your Texas Pathways work on building key data capacities related to implementing guided pathways. To ensure that the time spent at the Institutes is as productive as possible, you will be guided through the completion of this short-term action plan that can be used by your institution following the Institute.

**Part I-a: Using Texas KPI Data to Understand and Monitor Student Progress**

*Instructions: Review KPIs. Then discuss the following questions as a team and enter your team responses.*

**To be completed during College Team Session #1 at the Texas Pathways Institute**

| **Guiding Questions** | **College Responses to Guiding Questions** |
| --- | --- |
| 1. After examining our data, what one or two specific student outcomes surprises or concern the team the most?  Why? |  |
| 1. What does the data indicate about your students’ educational experiences? |  |

**Part I-b: Texas Pathways Readiness Assessment: Leadership and Data**

*Instructions: As a team, complete the Pathways Readiness Assessment on Leadership and Data Collection, Analysis, and Use.*

**To be completed during College Team Session #1 at the Texas Pathways Institute**

|  |  |
| --- | --- |
| **Pathways Readiness Criteria**  **LEADERSHIP & DATA** | |
|  | |
| **Readiness for Pathways Design & Implementation:**  **LEADERSHIP** | |
| Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree | |
| Capacity and Commitment | Assessment and Remarks |
| College leadership 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. | Check one: 1 2 3 4 5  Remarks: |
| College leadership has spent at least three years laying the groundwork for major reform, including engagement of faculty and staff across divisions and departments in discussions about student success data and strategies for improving student outcomes. | Check one: 1 2 3 4 5  Remarks: |
| President/chancellor and senior administrators understand that implementing transformational pathways reforms will be hard, and they understand specific associated challenges. | Check one: 1 2 3 4 5  Remarks: |
| Governing board is committed to spending regular time in work sessions, retreats, and/or regular meetings in discussion and review of data on student progress and completion and the policy work of pathways design and implementation. | Check one: 1 2 3 4 5  Remarks: |

|  |  |
| --- | --- |
| Readiness for Pathways Design & Implementation:  **DATA COLLECTION, ANALYSIS AND USE** | |
| Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree | |
| Capacity and Commitment | Assessment and Remarks |
| At multiple levels within the college, disaggregated longitudinal data on student progress and success are regularly examined and plans are developed to improve outcomes where weaknesses are identified. | Check one: 1 2 3 4 5  Remarks: |
| The college IR and IT functions regularly track student participation in support services. | Check one: 1 2 3 4 5  Remarks: |
| The college governing board regularly sees, reviews and discusses data on student progress and success. | Check one: 1 2 3 4 5  Remarks: |
| Faculty and student services professionals regularly see, review, and discuss data on student progress and success and determine action steps. | Check one: 1 2 3 4 5  Remarks: |

**Part I-c: Leadership for Change: Team Assessment of Challenges and Sense of Urgency**

*Instructions: Considering your KPI data and Readiness Assessment, discuss the following question as a team and enter your team responses.*

**To be completed during College Team Session #1 at the Texas Pathways Institute**

| **Guiding Questions** | **College Responses to Guiding Questions** |
| --- | --- |
| Targeted Capacities: Which 1-3 readiness capacities are we in greatest need to focus on building urgency and buy-in to support guided pathways reform over the next one-to-two years? |  |

**Part II: Institutional Case Statement for Building Capacity for Guided Pathways at Scale**

***Instructions:*** *With your college team, develop a “case statement,” answering the question, “What is the evidence and the experience that convince us it is both urgent and important to commit to work as challenging and transformational as building key data-readiness capacities to implementing guided pathways for all of our students?* **Suggested length: Two to three concise sentences. *Return this completed Case Statement to Raquel Garza (rgarza@tacc.org) by November 22, 2017.***

**To be drafted during College Team Session #1 at the Texas Pathways Institute and augmented with other college personnel following the Institute.**

| **BUILDING DATA CAPACITY FOR GUIDED PATHWAYS AT SCALE: CASE STATEMENT FOR [INSTITUTION]** |
| --- |

**Part III-a: BUILDING READINESS CAPACITIES FOR GUIDED PATHWAYS – PRE-MORTEM ANALYSIS**

***Instructions:*** *Assume that your institutional goal is to build key readiness capacities to implement guided pathways at scale. Now assume that you fail to achieve that goal. Identify below the major causes of that mortality. Then, for each cause, delineate the specific leadership strategies you will employ to anticipate and avert or address the challenges. Add more rows as needed.*

**To be completed during College Team Session #2 at the Texas Pathways Institute**

| **“Why We Failed to BUILD PATHWAYS READINESS CAPACITIES”** | **Leadership Strategies to Anticipate and Avert Failure** |
| --- | --- |
|  |  |
|  |  |
|  |  |
| 1. What do you not know now that you need to know about this work? How will you obtain that additional data/information? What are the implications for needed technical assistance and/or professional development for the college? |  |
| 1. What other individuals/ groups need to be engaged in this discussion? What strategies will the team use to accomplish that engagement? |  |

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

***Instructions:*** *Use the following questions to guide team discussion.**Identify divergent and convergent perceptions within your team, as you seek team consensus.*

**To be completed during College Team Session #3 at the Texas Pathways Institute**

| **Guiding Questions** | **Response** |
| --- | --- |
| 1. Which issues/approaches/strategies discussed in the day’s sessions are potentially of greatest interest and relevance to the college’s efforts to build capacity for implementing guided pathways? |  |
| 2. What existing knowledge or college work has been reinforced? Are there any ways we would consider modifying our approaches to strengthen or add momentum to our pathways work? |  |
| 3. What insights the team has gained from the institute sessions and team conversations? List 3–5 as a team. |  |

**Part IV-a: Action Planning and Next Steps**

**To be initiated during College Team Strategy Session #4 and finalized with other college personnel.**

***Instructions:*** *At this point, your team has reviewed and discussed a) data depicting student progress; b) your assessment of readiness capacities in place and needing targeted actions; c) the case statement tailored to your institution for building additional guided pathways readiness; and d) what you have learned and can act upon based on experience at the institute. Now comes an opportunity for the team to reflect on its learning, think through options for the college’s strategic approach to specific concrete actions for building readiness for 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 (see part IV-b), and how, when, and by whom follow-up steps will be taken. Once you’ve engaged key college constituencies in discussion of the action plan components,* ***return the completed action plan to Raquel Garza (rgarza@tacc.org) by November 22, 2017.***

| **PRIORITIES: NEXT STEPS** | **BY WHOM** | **BY WHEN** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Part IV-b: Action Planning – Engagement Strategy**

**To be initiated during College Team Strategy Session #4 and finalized with other college personnel.**

***Instructions:*** *In this section, delineate specific strategies for intentional engagement of college stakeholder groups as follow-up to this institute and preparation for Institute #1.* ***Return this completed action plan to Raquel Garza (rgarza@tacc.org) by November 22, 2017.***

| **ENGAGEMENT STRATEGIES: NEXT STEPS** | **BY WHOM** | **BY WHEN** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Part IV-c: Action Planning – Professional Development and Technical Assistance**

**To be initiated during College Team Strategy Session #4 and finalized with other college personnel.**

***Instructions:*** *In this section, delineate your institution’s needs for targeted professional development and/or technical assistance at this stage in your work on building readiness capacity for implementing guided pathways at scale.* ***Return this completed action plan to Raquel Garza (rgarza@tacc.org) by November 22, 2017.***

| **PROFESSIONAL DEVELOPMENT OR TECHNICAL ASSISTANCE PRIORITIES** | **TIMEFRAME** | **PERSON(S) RESPONSIBLE FOR FOLLOW-UP** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
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**Part IV-d: Action Planning and Next Steps (cont.) — Working the Plan**

**To be initiated during College Team Strategy Session #4 and finalized with other college personnel.**

***Next Steps****:* *This template is provided for more detailed planning in regard to identified priorities/strategies for building readiness capacities for implementing guided pathways at scale. Once you’ve identified and collaborated with key people on your campus,* ***return this completed action plan to Raquel Garza (rgarza@tacc.org) by November 22, 2017.*** *Add rows as necessary.*

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