**Institution Name:** **Date:**

As a Cadre 4 college, you have elected to strategically focus your Texas Pathways work on broadening your college’s understanding of and engagement in 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 Key Performance Indicator (KPI) Data to Understand and Monitor Student Progress**

*Instructions: Review the Pathways data provided. 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**

|  |  |
| --- | --- |
| **Advance Work Questions** |  |
| 1. EARLY MOMENTUM KPI –   DEVELOPMENTAL EDUCATION  According to the 2016 Almanac, how many new students were not college ready in math and did not complete a college-level course within 3 years? In Reading? In Writing? What do the data indicate about your developmental education students' experiences? |  |
| 1. PROGRESS KPI –   TRANSFER STUDENTS  According to the Center for Community College Student Engagement data, 80% of community college students enter with the intention of transferring. What do the Transfer Rate data tell you about your students’ educational experiences? |  |
| 1. COMPLETION KPI –   COMPLETION MEASURES  If a full-time student took no "excessive" credits outside of a chosen program leading toward an associates degree, it should take 2 years and 60 credits. Consider the average time and semester credit hours it takes your college’s associate degree earners. What do the time and SCH to degree data indicate about you students' experiences navigating the path toward an associates degree? |  |

**Part I-b: Texas Pathways Model**

*Instructions: Review the Essential Practices of the Guided Pathways model. Reflect on your current practices and record, as a team, your progress toward implementing each—this may include early momentum we as a college have made that will help us as we launch into our next phase of transformational change, opportunities for capacity-building that will enable broad engagement, or identified barriers to implementation at scale. Then record any questions your team has concerning essential practices or about how your college might broaden and strengthen guided pathways discussions and support for implementation.*

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

| **Guided Pathways Essential Practices** | **Current practice** | **We have questions about** |
| --- | --- | --- |
| 1. MAPPING Pathways to student end goals   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.  Detailed information is easily accessible on the college’s website providing employment and further education opportunities targeted by each program.  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.  Programs are aligned with 4-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. |  |  |

| **Guided Pathways Essential Practices** | **Current practice** | **we have questions about** |
| --- | --- | --- |
| 1. HELPING STUDENTS ENTER A PATHWAY 2. 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. 3. 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.   Required math courses are appropriately aligned with the student’s field of study.   1. Intensive support is provided to help very poorly prepared students and adult basic learners to succeed in college-level courses as soon as possible.   The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in ta program of study when they enroll in college. |  |  |

| **Guided Pathways Essential Practices** | **Current practice** | **we have questions about** |
| --- | --- | --- |
| 1. KEEPING STUDENTS ON THE PATH 2. The college monitors which program every student is in and how far along he/she is toward completing their program plan.   Students can easily see how far they have come and what they need to do to complete their program.  The college is able to identify when students are at risk of falling off their program plans and has policies and supports in place to intervene in ways that help students get back on track.   1. Assistance is provided to students who are unlikely to be accepted into limited access programs such as nursing to redirect to another more viable path to credentials and a career. 2. 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. 3. 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. |  |  |

| **Guided Pathways Essential Practices** | **Current practice** | **we have questions about** |
| --- | --- | --- |
| 1. ENSURING THAT STUDENTS ARE LEARNING 2. Learning outcomes are clearly defined for each of our programs (not just courses). 3. Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.   Faculty assess whether students are mastering learning outcomes and building skills across each program.   1. Faculty use the results of learning outcomes assessment to improve the effectiveness of instruction in their programs. 2. The college tracks mastery of learning outcomes by individual students and that information is easily accessible to students and faculty.   The college assesses effectiveness of educational practice (e.g., using *CCSSE* or *SENSE*, etc.) and uses results to create targeted professional development and implementation action plans. |  |  |

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

*Instructions: Considering your Key Performance Indicator data and Guided Pathways Essential Practices, 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 Question** | **College Responses to Guiding Questions** |
| --- | --- |
| 1. What successes have we achieved that we can celebrate to help build momentum for sustained institutional change? |  |
| 1. Targeted Capacities: Which 1-3 priorities are we in greatest need to focus on for building urgency and buy-in to support capacity-building for guided pathways reform over the next one-to-two years? Who are the most critical audiences/stakeholders? |  |

**Part II: Institutional Case Statement for Broadening Understanding of and Engagement in Guided Pathways.**

***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 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 completed and augmented with other college personnel following the Institute.**

| **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. |  |
| 2. |  |
| 3. |  |
| 4. 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? |  |
| 5. 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 Guided Pathways Essential Practices 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** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**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. |  |  |  |  | |  |  |  |