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**The Texas Pathways Project**

**Readiness Assessment and Participation Agreement**

**CADRE 2**

**Overview & Submission Guidelines**

The Texas Success Center invites Texas Association of Community College member institutions to participate in the Texas Pathways Project Cadre 2. The Pathways Project Readiness Assessment is designed to enable both the college and the Texas Success Center to ascertain the institution’s readiness for work on institutional change, with primary focus on the work of designing and implementing academic and career pathways at scale — for all students. If your college has not previously submitted this assessment to the Center as part of the Pathways Project application materials, please complete College Readiness Assessment and the Participation Agreement, signed and dated by the president/chancellor by **October 1, 2016**. Email completed College Readiness Assessment and College Participation Agreement as an attachment to Raquel Garza at rgarza@tacc.org

For information regarding the Readiness Assessment and Participation Agreement, please email Raquel Garza at rgarza@tacc.org . For further information about project activities and goals, contact Cynthia Ferrell, Executive Director of Texas Success Center (cferrell@tacc.org ), or Martha Ellis, Senior Advisor of the Texas Pathways Project (mellis@austin.utexas.edu)

This document was adapted for Texas by the Texas Success Center based on the American Association of Community Colleges’ Pathways Project Readiness Assessment and Application.

**Section 1: Institutional Information**

INSTITUTION NAME:

DESIGNATED CONTACT PERSON/TITLE:

CONTACT TELEPHONE:

CONTACT EMAIL:

INSTITUTION ADDRESS:

CITY, STATE, ZIP:

WEBSITE URL:

PRESIDENT/CHANCELLOR’S NAME:

PRESIDENT/CHANCELLOR’S EMAIL:

PRESIDENT/CHANCELLOR’S PHONE:

NUMBER OF YEARS CURRENT PRESIDENT/CHANCELLOR HAS HELD THE POSITION:

PRESIDENT’S ASSISTANT:

ASSISTANT’S EMAIL:

ASSISTANT’S PHONE:

CADRE PARTICIPATION WILL BE BY:

SINGLE COLLEGE

MULTI-CAMPUS COLLEGE (ALL CAMPUSES)

MULTI-COLLEGE DISTRICT (ALL COLLEGES)

SINGLE COLLEGE IN MULTI-COLLEGE DISTRICT

ENROLLMENT – (THECB CBM 001 - FALL 2015 UNDUPLICATED HEADCOUNT CREDIT STUDENTS):

CHOOSE ONE PRIMARY LOCATION:

RURAL-SERVING

SUBURBAN-SERVING

URBAN-SERVING

CHOOSE ALL THAT APPLY:

HISPANIC-SERVING INSTITUTION

MINORITY-SERVING INSTITUTION (OVER 50% OF STUDENT HEADCOUNT IS ETHNIC MINORITY)

CHOOSE ALL CREDENTIALS CONFERRED BY YOUR INSTITUTION:

<30-CREDIT-HOUR CERTIFICATES

>30-CREDIT-HOUR CERTIFICATES

 ASSOCIATE DEGREES

BACHELOR’S DEGREES

ACCREDITATION STATUS BY SACSCOC

CHOOSE ONE:

CURRENTLY AFFIRMED

PROBATION

WARNING

NEXT ACCREDITATION VISIT (YEAR):

STUDENT SUCCESS INITIATIVE AFFILIATION/PARTICIPATION

CHOOSE ALL THAT APPLY:

AACC PATHWAYS PROJECT

ACHIEVING THE DREAM

ACHIEVING THE DREAM LEADER COLLEGE

ASPEN PRIZE FINALIST NETWORK

BOARD OF TRUSTEES INSTITUTE (BOTI)

 COMPLETE COLLEGE AMERICA ALLIANCE

CREDENTIALS TO DEGREES

GULF COAST PASS

IPASS

LEAH MEYER AUSTIN WINNER

NEW MATHWAYS (NMP)

NEW MATHWAYS PRINCIPLES EXEMPLAR AWARD WINNER

STEM ACCELERATOR

STUDENT SUCCESS BY THE NUMBERS

TEXAS COMPLETES

TEXAS PEER COACHING

TWC CAREER PATHWAYS PROJECT (Dual Credit within Pathways)

OTHER (PLEASE PROVIDE NAME):

*IN THE FOLLOWING SECTION #2, RESPOND TO EACH ITEM IN TERMS OF THE AGREEMENT SCALE PROVIDED.*

*AS POSSIBLE, THIS SECTION SHOULD BE COMPLETED AND DISCUSSED BY MEMBERS OF THE COLLEGE LEADERSHIP TEAM, WORKING AS A GROUP.*

REMARKS ARE NOT REQUIRED FOR EVERY ITEM AND SHOULD BE BRIEF NOTES (1-3 BULLETS OR SENTENCES) ABOUT PARTICULAR STRENGTHS OR CHALLENGES THE INSTITUTION MAY BRING TO THE PATHWAYS WORK.

PLEASE NOTE THE SCALE PROVIDED FOR SECTION 3 RESPONSES IS INTENDED ONLY AS A PROMPT FOR COLLEGE DISCUSSION AND SELF-ASSESSMENT. THIS IS **NOT** A QUANTITATIVE MEASUREMENT INSTRUMENT AND SHOULD NOT BE USED AS SUCH. DO **NOT** AVERAGE RESULTS ACROSS INDIVIDUAL RESPONDENTS OR ACROSS ITEMS.

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION

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| **Section 2: Pathways Readiness Criteria** |
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| 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:  |
| College leadership is committed to a reform process that will likely take 4-5 years for full implementation. | 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:  |
| Leaders have the strategic capacity to organize the college around a broad institutional reform strategy and have the vision, flexibility, and confidence to make substantial midcourse corrections as needed.  | Check one: 1 2 3 4 5 Remarks:  |
| Governing board is formally committed to supporting leadership through a long-term reform process that will involve substantial and sometimes difficult change.  | 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:  |

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| Readiness for Pathways Design & Implementation**MAGNITUDE OF INSTITUTIONAL CHANGE** |
| Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree |
| Capacity and Commitment | Assessment and Remarks |
| 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.  | Check one: 1 2 3 4 5 Remarks:  |
| College is committed to strengthening functions that may be under-developed (e.g., career advising) and scaling experiences important to student progress and success.  | Check one: 1 2 3 4 5 Remarks:  |
| College leaders understand that pathway design work will involve streamlining curriculum, including potential elimination of courses and programs.  | Check one: 1 2 3 4 5 Remarks:  |
| College is committed to integrating essential and effective supports into student pathways as the alternative to typically disconnected and optional services.  | Check one: 1 2 3 4 5 Remarks:  |
| College leaders understand that pathways reforms will involve more structure and more prescription for students.  | Check one: 1 2 3 4 5 Remarks:  |
| College leaders have the will and the capacity to eliminate or substantially curtail initiatives or programs in order to dedicate resources to more coherent and effective student experiences.  | Check one: 1 2 3 4 5 Remarks:  |
| College leaders have the will and capacity to reallocate resources at a substantial scale. | Check one: 1 2 3 4 5 Remarks:  |

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| Readiness for Pathways Design & Implementation**FACULTY ENGAGEMENT** |
| Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree |
| Capacity and Commitment | Assessment and Remarks |
| College leaders, including faculty and student services leaders, are committed to designing and executing a comprehensive plan for broad and deep faculty and staff engagement to design and implement pathways for students.  | Check one: 1 2 3 4 5 Remarks:  |
| There is commitment from the faculty organization (e.g., senate, association, council) to support the Texas Pathway Project work.  | Check one: 1 2 3 4 5 Remarks:  |
| At least one faculty representative is on the project leadership team. | Check one: 1 2 3 4 5 Remarks:  |
| College academic leaders (deans, department heads, division chairs) 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.  | Check one: 1 2 3 4 5 Remarks:  |

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| 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:  |
| College leaders are committed to report on selected metrics to establish baseline performance and progress, from the beginning of the project until three years after the Texas Pathways project ends.  | Check one: 1 2 3 4 5 Remarks:  |

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| Readiness for Pathways Design & Implementation**TECHNOLOGY** |
| Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree |
| Capacity and Commitment | Assessment and Remarks |
| The college has implemented technology tools to support academic planning and advising.  | Check one: 1 2 3 4 5 Remarks:  |
| The college has implemented technology tools that enable students, advisors, and faculty to track student progress through a defined pathway.  | Check one: 1 2 3 4 5 Remarks:  |
| The college has implemented technology tools to support career advising, including employment and salary information and transfer and bachelor’s degree attainment data.  | Check one: 1 2 3 4 5 Remarks:  |
| The college has implemented technology to support learning analytics. (through ERP, LMS or other software)  | Check one: 1 2 3 4 5 Remarks:  |

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| Readiness for Pathways Design & Implementation**PARTNERSHIPS** |
| Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree |
| Capacity and Commitment | Assessment and Remarks |
| The college has strong partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.  | Check one: 1 2 3 4 5 Remarks:  |
| There is a pattern of trust between the college and the four-year colleges/universities at which most of the college’s transfer students enroll evidenced through data sharing about student transitions and performance.  | Check one: 1 2 3 4 5 Remarks:  |
| The college has strong partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.  | Check one: 1 2 3 4 5 Remarks:  |
| The college has strong partnerships with the K-12 schools and systems from which their largest numbers of recent high school graduates come for college enrollment as witnessed through MOUs to addressing HB5 and sharing of data on student transitions and performance.  | Check one: 1 2 3 4 5 Remarks:  |

**Section 3: Statement of Institutional Aspiration and Commitment (OPTIONAL)**

If you elect to complete this section, please briefly describe why your institution wishes to participate in the Texas Pathways Project and the activities and supports particular to Cadre 2. How this is the best next strategic step for the institution?