**Texas Pathways Institute #1 Action Plan  
  
Team Strategy Time #1**

**Reflections on Culture**

Reflecting on the opening plenary session about institutional culture, which two or three messages stood out for you? Text boxes will expand as you type.

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**Key Performance Indicators (KPIs)**

1. How do your students’ experiences differ between student groups?

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1. Which data are most concerning to you?

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1. Which data indicate your college is making progress improving student outcomes?

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1. Which changes at the college may be reflected in these data about students’ experiences?

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1. How are data shared across the institution?

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1. What strengths can your college leverage to better understand, share, and act on data about student success?

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**Team Strategy Time #2**

**WHAT WE’RE LEARNING FROM RESEARCH ON GUIDED PATHWAYS**

**Reflections on Lessons Learned**

Which of the lessons below shared by Davis Jenkins is most significant for your college? Describe how you connect this lesson to what is happening in your college’s implementation and improvement of guided pathways.

* Redesigning colleges on a guided pathways model is a big technical challenge, but an even bigger cultural one.
* Effective leaders lay the groundwork:
  + engage stakeholders across the college in examining barriers the college creates to student success
  + develop a vision and goals for improving the experience for all students
  + empower teams to plan and design innovations at scale.
* Well-managed cross-functional teams are critically important.
* Broad engagement in program and student experience mapping (status quo and desired) is critically important to redesign.
* Colleges must create time and resources for reflection, design, planning, professional development, and evaluation.
* Colleges must find ways to sustain and institutionalize innovation in face of turnover, an uncertain policy/fiscal environment, and exhaustion.

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**Changing the Student Experience**

1. Identify two or three ways that, thanks to reforms you have implemented under guided pathways, the experience of new students in fall 2019 was different than those who entered in fall 2017. How have you celebrated those changes? To what degree do people campus wide know about them?

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1. How does the college ensure that every entering student has a “light the fire” learning experience in a field of interest in term 1?

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1. To what extent has your college developed affordable, well-taught programs leading to degrees, skills, experience, and contacts needed for livable wage, career-path employment?

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1. What more does your college need to do to cultivate academic and career communities for students?

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**Team Strategy Time #3**

**Synthesizing Learnings**

1. What did you learn from concurrent sessions that you can apply to your guided pathways implementation and improvement?

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**Long-Term Planning**

**Texas Pathways Round Two Institute Schedule**

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| **Fall  2019** | **Spring 2020** | **Fall  2020** | **Spring 2021** | **Fall  2021** | **Spring 2022** |
| Institutional Transformation for Student Success | Mapping Pathways to Students’ End Goals I – Employment & Internships | Mapping Pathways to Students’ End Goals II – Program Learning Outcomes & Transfer | Helping Students Choose & Enter a Program Pathway | Keeping Students on Path | Ensuring Students are Learning |

**Texas Pathways Round Two Plans**

Please use the planning template and appendix of capacities, conditions, essential practices, and equity considerations to complete this planning process.

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|  | **2019-2020** | **2020-2021** | **2021-2022** |
| Essential Capacities & Conditions |  |  |  |
| Mapping Pathways to Student End Goals |  |  |  |
| Helping Students Choose & Enter a Program Pathway |  |  |  |
| Keeping Students on the Path |  |  |  |
| Ensuring Students are Learning |  |  |  |

**Team Strategy Time #4**

**ACTION PLANNING**

How will you ensure that the experience of students entering in fall 2021 will be markedly better from those who entered this fall (2019)?

The following action planning template is designed as a plan-do-study-act (PDSA) continuous improvement process to give structure to the execution and evaluation of the effectiveness of your pathways strategy as it is being implemented, scaled, and refined. You will use this rapid-cycle evaluation to understand whether a particular process or practice is effective and to determine if that process or practice will be adopted, scaled, modified, or eliminated.

Determine one to three priorities related to improving students’ experiences at your college. Consider how these priorities fit within the college’s broad framework for institutional improvement over the next three years and how they impact the dominant or emerging traits of the college’s culture. Complete a PDSA action plan for each priority. Define the activities of the PDSA cycle that can be reasonably accomplished within a short period (ideally 90 days, a semester or less per PDSA cycle) and will lead toward the next related PDSA cycle of continuous improvement.

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| ACTION PLANNING: PRIORITY 1 | | | |
| Priority 1: Identify one characteristic of the desired future state of students’ experiences. | |  | |
| Areas of Improvement/Problems of Practice/Barriers to Achieving Priority | |  | |
| SMART Goal: Briefly state the specific, measurable, achievable, relevant, and time-based goal for this year. | |  | |
| PLAN | | | |
| 1. Describe key deliverable(s) |  | | |
| 1. Draft a list of tactical action steps to be taken this year. Plan how and when you will conduct the *Do*, *Study*, and *Act* stages, described below. | Steps | | Timeline |
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| 1. Identify related equity considerations to ensure support for the students who need it most. |  | | |
| 1. Describe the communications plan that ensures a critical mass of faculty and staff understands this priority as a component of a broader framework of change, not a single initiative, aligned with institutional goals to improve students’ experiences. |  | | |
| 1. List resources (time, people, facilities, funds, and professional development) that may be needed to execute this improvement. |  | | |
| 1. List elements of a data plan that will help determine if these actions were successful. Consider needs for improving capacity to use data to maintain or expand the sense of urgency, inform collaboration, and guide decision-making. | Describe the formative evaluation that will inform next steps to scaling or altering implementation. | | List disaggregated quantitative and qualitative data that may be used to study the results. |
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| 1. Identify anticipated challenges and what in the current incentive or workflow structures will make this work difficult. |  | | |
| DO | | | |
| 1. Implement the improved process, policy, or program. | | Notes: | |
| 1. Collect data. Test the theory of change. | |
| STUDY | | | |
| 1. Analyze the data. | | Notes: | |
| 1. Reflect on findings with a broad group of stakeholders. | |
| 1. Document what was learned. | |
| ACT | | | |
| 1. Determine changes to be made or scaled. | | Notes: | |
| 1. Share findings and improvement plans broadly. | |
| 1. Identify questions that require additional study and inform the next PDSA cycle. | |

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| ACTION PLANNING: PRIORITY 2 | | | |
| Priority 1: Identify one characteristic of the desired future state of students’ experiences. | |  | |
| Areas of Improvement/Problems of Practice/Barriers to Achieving Priority | |  | |
| SMART Goal: Briefly state the specific, measurable, achievable, relevant, and time-based goal for this year. | |  | |
| PLAN | | | |
| 1. Describe key deliverable(s) |  | | |
| 1. Draft a list of tactical action steps to be taken this year. Plan how and when you will conduct the *Do*, *Study*, and *Act* stages, described below. | Steps | | Timeline |
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| 1. List elements of a data plan that will help determine if these actions were successful. Consider needs for improving capacity to use data to maintain or expand the sense of urgency, inform collaboration, and guide decision-making. | Describe the formative evaluation that will inform next steps to scaling or altering implementation. | | List disaggregated quantitative and qualitative data that may be used to study the results. |
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| 1. Identify anticipated challenges and what in the current incentive or workflow structures will make this work difficult. |  | | |
| DO | | | |
| 1. Implement the improved process, policy, or program. | | Notes: | |
| 1. Collect data. Test the theory of change. | |
| STUDY | | | |
| 1. Analyze the data. | | Notes: | |
| 1. Reflect on findings with a broad group of stakeholders. | |
| 1. Document what was learned. | |
| ACT | | | |
| 1. Determine changes to be made or scaled. | | Notes: | |
| 1. Share findings and improvement plans broadly. | |
| 1. Identify questions that require additional study and inform the next PDSA cycle. | |

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| ACTION PLANNING: PRIORITY 3 | | | |
| Priority 1: Identify one characteristic of the desired future state of students’ experiences. | |  | |
| Areas of Improvement/Problems of Practice/Barriers to Achieving Priority | |  | |
| SMART Goal: Briefly state the specific, measurable, achievable, relevant, and time-based goal for this year. | |  | |
| PLAN | | | |
| 1. Describe key deliverable(s) |  | | |
| 1. Draft a list of tactical action steps to be taken this year. Plan how and when you will conduct the *Do*, *Study*, and *Act* stages, described below. | Steps | | Timeline |
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| 1. Identify related equity considerations to ensure support for the students who need it most. |  | | |
| 1. Describe the communications plan that ensures a critical mass of faculty and staff understands this priority as a component of a broader framework of change, not a single initiative, aligned with institutional goals to improve students’ experiences. |  | | |
| 1. List resources (time, people, facilities, funds, and professional development) that may be needed to execute this improvement. |  | | |
| 1. List elements of a data plan that will help determine if these actions were successful. Consider needs for improving capacity to use data to maintain or expand the sense of urgency, inform collaboration, and guide decision-making. | Describe the formative evaluation that will inform next steps to scaling or altering implementation. | | List disaggregated quantitative and qualitative data that may be used to study the results. |
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| 1. Identify anticipated challenges and what in the current incentive or workflow structures will make this work difficult. |  | | |
| DO | | | |
| 1. Implement the improved process, policy, or program. | | Notes: | |
| 1. Collect data. Test the theory of change. | |
| STUDY | | | |
| 1. Analyze the data. | | Notes: | |
| 1. Reflect on findings with a broad group of stakeholders. | |
| 1. Document what was learned. | |
| ACT | | | |
| 1. Determine changes to be made or scaled. | | Notes: | |
| 1. Share findings and improvement plans broadly. | |
| 1. Identify questions that require additional study and inform the next PDSA cycle. | |

**Appendix: Capacities & Conditions, Essential Practices, & Equity Considerations**

**CAPACITIES & CONDITIONS**

* Change leadership throughout the institution
* Faculty & staff engagement
* Student engagement
* External stakeholder engagement
* Commitment & capacity to use data
* Professional development & technical assistance
* Commitment to student success & equity
* Key performance indicators
* Implementation plan with roles and deadlines
* Continual case making
* Technology
* Allocation of resources

**PILLAR 1: MAPPING PATHWAYS TO STUDENT END GOALS**

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 provided on the college’s website on the employment and further education opportunities targeted by each program.
3. Programs are clearly mapped out for students and include connections to high school endorsements and dual credit courses. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.

**Pillar 1 Equity Considerations**

* Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?
* How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?
* How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?

**PILLAR 2: HELPING STUDENTS CHOOSE & ENTER A PROGRAM PATHWAY**

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.

**Pillar 2 Equity Considerations**

* Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?
* For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?
* Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?

**PILLAR 3: KEEPING STUDENTS ON THE PATH**

1. Advisors monitor 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.

**Pillar 3 Equity Considerations**

* How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students’ success in their programs?
* How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? \
* How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?
* How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?

**PILLAR 4: ENSURING STUDENTS ARE LEARNING**

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/programs 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 campus 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 the results to create targeted professional development.

**Pillar 4 Equity Considerations**

* How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?
* As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?
* What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?
* Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?