The Secret Sauce

District-wide Governance of Guided Pathways and Employer Engagement

Dr. Jothany Blackwood, Vice President of Academic Success at San Antonio College

Dr. Robert Vela, President of San Antonio College

Dr. George Railey, Vice Chancellor of Academic Success at Alamo Colleges District

George Johnson, Dean of Academic Success at St. Philip's College





Recipe Card for the Secret Sauce

- Collaborative leadership is the secret sauce that accomplished the following key goals:
 - District-wide Strategic Redesign of Deans
 - Pathways Leadership Council
 - District-wide Institute Advisory Committees.
 - This work was highlighted in the Fall 2019 CCRC full-length report, Redesigning Your College Through Guided Pathways: Lessons on Managing Whole-College Reform From the AACC Pathways Project.



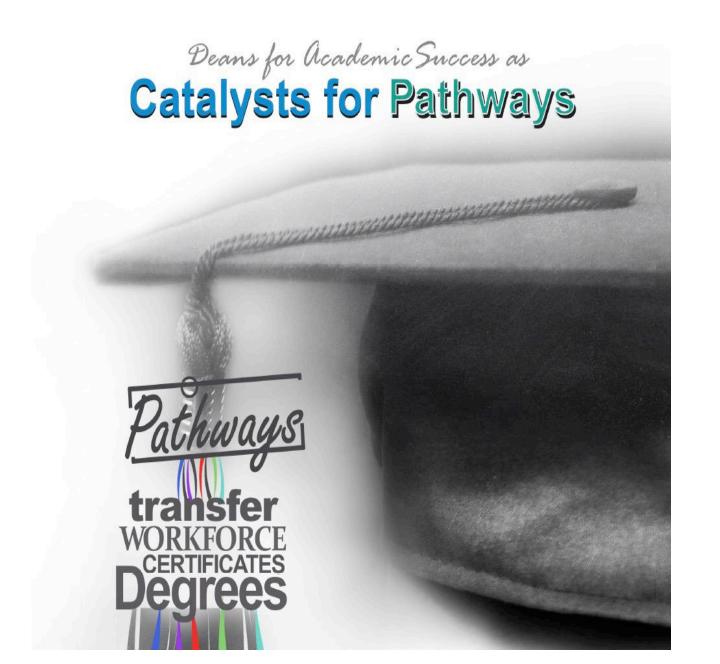


Reimagining Academic Chairs & Programs Around Pathways at SAC

- Presidential vision for restructure around Pathways.
- SAC aligned Chairs and programs to pathways.
- Criteria for the realignment of Academics.
- Deans Vernell Walker and Dr. Conrad Krueger with VP restructured the academic division at San Antonio College.
- Presidential Champion of Pathways.







Redesign of Deans as Catalysts of Pathways

District-wide strategic redesign of academic deans.

National Framework for Leadership Reform

- What is the "Pathways Model?" developed by the Community College Research Center (CCRC) and the American Association of Community Colleges (AACC) Pathways Project.
- Student success aligned to model with the Completion by Design framework.





Guiding Principles



The Deans for Academic Success are committed to:

A culture of continuous improvement within the AlamoINSTITUTES.

A commitment to The Alamo Way that defines the priorities of Student Success, Principle-Centered Leadership, and Performance Excellence.

Alignment of academic programs with a seamless transfer process to the baccalaureate and employment with enhanced employer engagement.

A responsive, flexible model that responds to workforce changes.

Interdependence in working in a collaborative model with sister Colleges and the Alamo Colleges District to ensure alignment and communication with the AlamoINSTITUTES.

The creation of a sustainable Pathways Model that contextualizes academic support, applied and experiential learning, and co-curricular activities.

Guided Pathways Essential Practices

1 CLARIFY PATHS TO STUDENT END GOALS

Coordinate the design, implementation, and sustainability of the AlamolNSTITUTES by working collaboratively to ensure coherence and clarity of Transfer Advising Guides (TAGs), pre-major maps and Institute default maps, thereby optimizing credits in transfer and minimizing loss of time to completion. Focus on career pathways and employer engagement. Integrate AlamoCONFIDENCE as a quality framework for student success.



2 HELP STUDENTS CHOOSE AND ENTER A PATHWAY

Ensure focus on student success through the collaboration of Deans, Vice Presidents and the Vice Chancellor for Student Success on AlamoENROLL (recruitment, enrollment, and advising) to assist students in choosing the appropriate Institute and pathway. Ensure faculty engagement with employers. Work collaboratively with our K-12 partners, emphasizing Dual Credit and Early College High Schools to strengthen academic oversight and support. In addition, work with faculty to create innovative remediation options to "on-ramp" entering college students into their program of study.



4 HELP STUDENTS STAY ON PATH

Collaborate with faculty mentors, certified advisors, and employers to support students to stay on the path through advising with key touch-points and to identify students need for early intervention and support.

Provide a robust menu of embedded academic and non-academic support to include applied and experiential learning and co-curricular activities.

Contextualize coursework and the connection to graduation, transfer and employment.

3 ENSURE THAT STUDENTS ARE LEARNING

Work closely with faculty to ensure educational coherence for students through the development, alignment, and assessment of student learning outcomes, effective teaching practices, and professional development opportunities.

Provide oversight of pedagogy, ensuring faculty have appropriate resources to deliver effective instruction. Focus on students' progression, completion and essential skills for success in employment.

Guided Pathways Essential Capacities

LEADERSHIP

Provide transformational leadershipcentered methodology on communication, collaboration and innovation within each college in the Alamo Colleges District.

Lead strategic planning to ensure AlamoINSTITUTES meet students' educational goals. This allows for future redesign and alignment as the model becomes institutionalized and integral to the culture of the colleges.

Guide conversations and collaborations with the Institute Advisory Committees. This will develop stronger employer engagement, integrate feedback from advisory committees for specialized workforce programs, and ensure relevant academic alignment. Ensure opportunities for engagement with all stakeholders through development, implementation, and

2 INSTITUTIONAL CAPACITY TO USE DATA

Assess, analyze and ensure a cycle of improvement in the AlamolNSTITUTES to ensure the model is flexible in responding to internal and external influences.

Work with faculty to use data and evidence to continuously monitor and improve pathways. implementation and assessment within each college in Alamo Colleges District.

3 PROFESSIONAL DEVELOPMENT

Identify professional development opportunities for faculty and staff that will support the design, implementation, and improvement of the AlamolNSTITUTES.





POLICY

Clarify and provide oversight for existing District policies, procedures and processes related to AlamolNSTITUTES, while providing direction for continuous improvement.

ACTION RESEARCH

Champion engagement and an ongoing action research agenda, where stakeholders participate in problemsolving and strategic planning to improve the knowledge and practices around the AlamoINSTITUTES.

for Academic Success' role as leaders in bringing the AlamoINSTITUTES to scale.

Leadership was also engaged in weekly, collaborative cross-college discussions and participated in the Texas Pathways Institute #2, which provided opportunities for additional dialogue in collaboration with the Vice Chancellor for Academic Success.

Academic Leadership was engaged in discussing national and state research, participated in relevant workshops. and had strategic conversations, which informed their redesign of leadership.

Leadership recognized the need for ongoing dialogue and planning to bring the model to scale within the Alamo Colleges District. To ensure this leadership model is robust and sustainable, the recommendation is to implement the newly designed Pathways Leadership Council (PLC) to ensure ongoing, strategic and collaborative discussions.



Pathways Leadership Council



Dr. Jothany Blackwood



George Johnson, III

Co-Chairs

Pathways Leadership Council for Governance

- Pathways Leadership Council (PLC) served as an integrated, systematized leadership collective for the five colleges of the Alamo Colleges District.
- The scope and goals of PLC.



- Membership structure and meeting schedule.
- Alignment of the five college's pathways committees.







I. SCOPE

The Pathways Leadership Council (PLC) is an integrated, systematized leadership collective that will ensure the AlamoINSTITUTES is integrated into the culture as a robust, sustainable model. Its purpose is to ensure the Deans, Vice Presidents, and Vice Chancellors of Academic and Student Success are leaders in the communication, planning and alignment across the Colleges, while bringing AlamoINSTITUTES to scale.

The Pathways Leadership Council (PLC) serves to facilitate cross-college communication about alignment, reviews progress towards the completion of goals, coordinates planning between the Alamo Colleges District and sister Colleges, and ensures that the colleges' work aligns to the Board of Trustee's vision for the development, implementation, and assessment of the AlamoINSTITUTES.

II. DUTIES AND FUNCTIONS

- Serve as a communication venue for leaders from Academic and Student Success to discuss best practices and goals.
- Coordinate with the colleges to ensure consistency and alignment, while ensuring flexibility that reflects the unique dynamics of individual colleges.
- 3 Provide oversight of short-and long-term planning and ensure a continuous improvement process in related areas for Academic and Student Success.
- Serve in an advisory role to PVC on the pathways as well as related initiatives.
- 5 Lead the planning for signature events and serve as the Steering Committee for the six district-wide Institute Advisory Committees.
- 6 Recommend District-wide goals in the development, planning, implementation and assessment of the pathways.

Chancellor's Charge #5 Workforce Needs of the City/County/Service Area

- Spring Signature Event had 93% Approval Rating by employers!
- Two Signature Events with employers in Fall 2018/ Spring 2019.

Created the Alamo Colleges
 District Institutes Advisory Model.

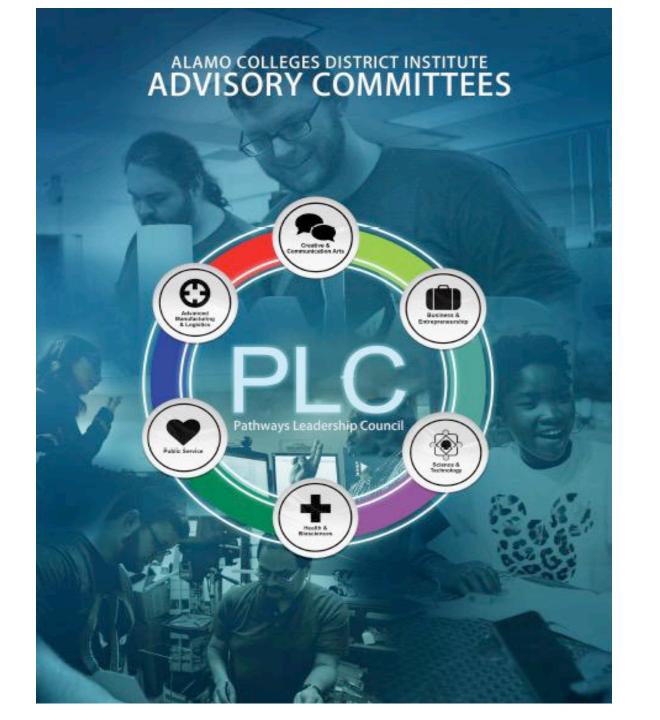
- Presented to Board of Trustees booklet as communication strategy on the ACD Institutes Advisory Model.
- Informative booklet as communication strategy to internal and external stakeholders on Signature Events.
- Presented to various Chambers of Commerce.

Chancellor's Charge #9 Implement the Alamoinstitutes

- RIP for Baldrige.
- Shared PLC framework and accomplishments with Achieving the Dream Coaches to great affirmation.
- SAC also received campus visits from Scottsdale Community College from Maricopa CCCD and Eastfield College from Dallas CCCD.
- SAC & PAC received positive acknowledgment from CCRC Site Visit on Pathways.
- Developed framework for Assessment model.
- Realignment of Departments around Institutes per College.
- Revised the Institute Program Committees per College.
- Developed letters and surveys for feedback from employers as part of communication strategy.

Chancellor's Charge #14 Improve Collaboration

- Realignment of Deans for Academic Success as Catalysts in Pathways.
- Realignment of Deans for Student Success as innovative model. *
- Presented to Board of Trustees a booklet as communication strategy on Realignment of Deans for Academic & Student Success.
- Developed a District-wide Cross Readiness Team.
- Led 6 hours of District-wide professional development workshops for faculty and advisors on Pathways during Convocation week.



Engaging Employers in Strategic Conversations

- The model for District Institute Advisory Committees.
- The role of Signature Events in engaging employers.
- Internal and external stakeholders participated in strategic conversations.
- Integrating employer recommendations for strengthening career pathways.



Guiding Principles



The AlamoWAY that defines the priorities of Student Success, Principle-Centered Leadership, and Performance Excellence.

The AlamoCONFIDENCE initiative which establishes the belief that students who are supported and deeply engaged with employers from the beginning of their post-secondary journey are more successful and likely to be employed and promoted.

The creation of a sustainable Pathways Model that contextualizes academic support, applied and experiential learning, and co-curricular activities.

A responsive, flexible Pathways model that responds to career needs.

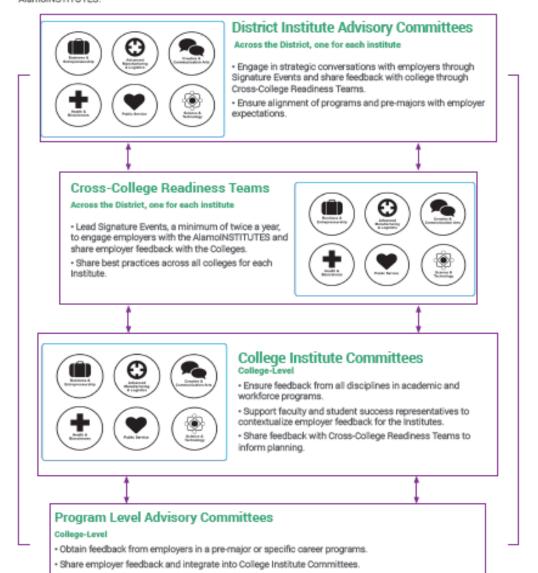
Alignment of academic programs with a seamless transfer process and employment with enhanced employer engagement.

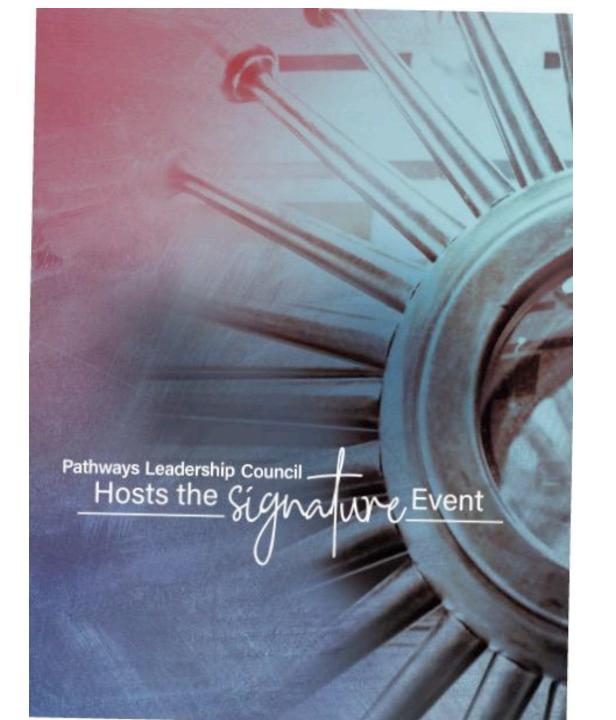
A culture of continuous improvement within the AlamoINSTITUTES.

A collaborative model among the Colleges and District to ensure alignment of career pathways and communication with the AlamoINSTITUTES.

Advisory Committees Model Flowchart

A tiered Advisory Committees structure will enable Districtwide communication and collaboration at each College and the District to: (1) Better understand the needs of employers and (2) Implement strategies to meet employer needs within the AlamoiNSTITUTES.





Institute Discussions

Health and Bio Sciences

What is the future of your industry?

According to the San Antonio Economic Development Foundation, jobs are projected to increase by 13,094, which is higher than the national projected growth rate of 10.4%. Employers are looking for multitaskers that can adapt to future needs and are prepared to start day one with essential skills to meet the needs of the organization.

Employers also shared they need to cross train employees who are capable of performing multiple duties as organizations are having to do more with less and they need responsive employees who can work in that environment.

Employers also indicated the desire to work with the Alamo Colleges District so that their future employees are not burdened with high amounts of debt after graduation.



What does a graduate of the Alamo Colleges District need to be ready "Day1"?

The San Antonio Economic Development Foundation's 2018 Jobs Report highlighted the the top 5 marketable skills as management, leadership, coordinating, communications, and teaching. Employers also shared that, in addition to their technical abilities, future employees need to have a mastery of what had been traditionally referred to as soft skills. Employers identified those soft skills as essential skills because the ability to communicate and to be a critical thinker are a necessity to being successful in the job. Employees also need students to be able to transition from theory in the classroom to practice in the industry. It was also emphasized that employees need to be able to anticipate, communicate, and act upon knowledge learned in a variety of settings.

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What will put a graduate from the Alamo Colleges District at the top of your applicant pool?



Healthcare industry employer needs are diverse and changing daily. Employers are looking for a diverse workforce that reflects those dynamics and can deliver unique skills, follow policies and procedures, and work both independently and within a team.

Future employees need to be integrated as team members that are able to understand and follow rules, think critically, perform basic math, and have strong communication abilities. Employees must have a strong ability to multi-task, a drive to be creative, and a willingness to be flexible.

A key path to employment in the healthcare industry is through an internship or preceptorship. These are very helpful in allowing an employer to identify a talent for hiring. Employees must exhibit a willingness to perform multiple tasks and an enthusiasm to do what it takes to get the job done.

What is an effective process for communicating chantges in your industry to the Alamo Colleges?

Employers would like to continue to be included in the Advisory Committees and to meet more frequently. The need for consistent and ongoing communication with the Alamo Colleges District was clear. They would also like to include more education and industry partners on the advisory board.

Employers feel that a deeper study and a needs assessment should be performed to include market projections.

Employers also recommended engaging with human resources departments to identify essential skills or competencies aligned with industry needs that faculty can incorporate into curriculum.





The Spring Signature Event

- 57 Employers and university partners signed up to partner with District Institute Advisory Committees.
- 77 stakeholders (34 external partners & 43 internal employees) participated in the Charrette at the Signature Event.
- 32 out of 34 Employers ranked The Signature Event as EXCELLENT with a 93% Approval Rate.
- At presentation to SA Chamber, 10 more employers joined. Total of 67 employers have indicated an interest in being a partner with the Institute Advisory Committees.

The Signature Event - Charrette



Resources- Booklets on Processes

- https://www.alamo.edu/sac/about-sac/leadership/college-executive-team/vice-president-for-academic-success/
- Catalysts for Pathways Academic Success (PDF)
- Catalyst for Pathways Student Success (PDF)
- PLC Framework (PDF)
- Advisory Committees
- 1st Signature Event Booklet Fall 2018 (PDF)

Questions?

Thank you.





THE SECRET SAUCE

DISTRICT-WIDE GOVERNANCE OF GUIDED PATHWAYS AND EMPLOYER ENGAGEMENT

RECIPE CARD

MASTER CHEF



DR. JOTHANY BLACKWOOD VICE PRESIDENT FOR ACADEMIC SUCCESS

"While heavy lifting, pathways reform has been such rewarding work as an educator!"

Collaborative leadership is the secret sauce that accomplished the strategic redesign of deans, the Pathways Leadership Council, and District-wide Advisory Committees that engage employers.

MASTER CHEF

Fulltime Faculty

Staff

Buildings

Blended

Adjunct Faculty

Transfer & Workforce

Special Programs

Offsite Locations Coordinators

Chairs went from 9 - 12 month contracts

MASTER CHEF



DR. CONRAD KRUEGER **DEAN FOR ACADEMIC SUCCESS**

"It is all about building a collaborative team."

"Institute alignment correlated well with our student success initiative."

DR. VERNELL WALKER

DEAN FOR ACADEMIC SUCCESS

ALIGNED TO NATIONAL FRAMEWORK BY CCRC AND AACC

DEVELOP **NEW JOB** DESCRIPTIONS FOR DEANS

ALL 5 COLLEGES PARTICIPATED IN REDESIGN OF **ACADEMIC &** STUDENT SUCCESS DEANS

NEW DEAN'S POSITIONS CREATED **ACROSS** DISTRICT

CREATION PATHWAYS LEADERSHIP COUNCIL

MASTER CHEF



DR. LISA ALCORTA VICE PRESIDENT FOR STUDENT SUCCESS

"It's always comes back to what is best for students!"





DR. SOBIA KHAN
DEAN FOR ACADEMIC SUCCESS

"Academic support services provide equitable opportunities for all our students to succeed!"

NEW DEAN'S ACADEMIC SUPPORT



PLANNING









DEAN GEORGE JOHNSON, III.
DEAN FOR ACADEMIC SUCCESS

"Industry and college leaders engaged in strategic conversations to create PLC Gumbo - pathways that nourish the souls of our students."

PATHWAYS LEADERSHIP COUNCIL

STEERING COMMITTE
FOR SIGNATURE EVENTS

ADVISORY TO LEADERSHIP

MASTER CHEF



DR. GEORGE RAILEY
VICE CHANCELLOR FOR ACADEMIC SUCCESS

PATHWAYS CHAMPION Alamo Colleges District

"The key ingredient to our alchemy is our commitment to student success."

EMPLOYER ENGAGEMENT

STRATEGIC CONVERSATION

FACULTY VOICE

LEADERSHIP

STUDENT SUCCESS

CAREER PATHWAYS

SIGNATURE EVENT

MASTER CHEF



DR. ROBERT VELA
PRESIDENT

PATHWAYS CHAMPION SAN ANTONIO COLLEGE

"We must reach students in our own backyards as they have great potential!"



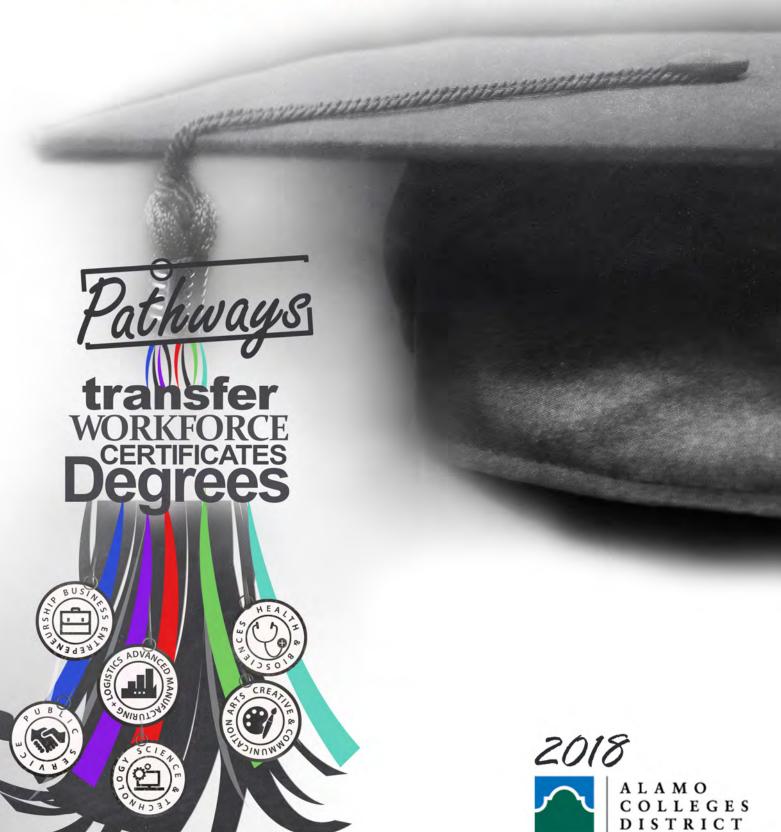




The Pathways Leadership Council has documented our Pathways processes in booklets so below is the title and summary for each attachment in the order it should be reviewed. For questions, contact Dr. Jothany Blackwood, Vice President for Academic Success at San Antonio College at jblackwood3@alamo.edu and (210) 486-0950 or George Johnson, III., Dean for Academic Success at St. Philip's College at gjohnson@alamo.edu and (210) 486-2597.

- Catalysts for Pathways Academic Success- The booklet highlights the academic redesign of academic leadership to ensure the development of a robust and sustainable model for leaders. The academic redesign of the role and the scope of work for the Deans for Academic Success at the Alamo Colleges District is aligned to the national framework for Guided Pathways Essential Practices and the Essential Capacities for Guided Pathways Reform developed by the Community College Research Center (CCRC) and the American Association of Community Colleges (AACC). This is critical to ensure ongoing, continuous improvement of the pathways within the AlamoINSTITUTES Model.
- ♣ Catalysts for Pathways Student Success- The booklet highlights the redesign of leadership in student success to ensure the development of a robust and sustainable model for leaders. The redesign of the role and the scope of work for the Deans for Student Success at the Alamo Colleges District is aligned to the national framework for Guided Pathways Essential Practices and the Essential Capacities for Guided Pathways Reform developed by the Community College Research Center (CCRC) and the American Association of Community Colleges (AACC). This is critical to ensure ongoing, continuous improvement of the pathways within the AlamoINSTITUTES Model.
- ♣ Pathways Leadership Council (PLC) Framework- The Pathways Leadership Council (PLC) was developed as part of the redesign for leaders as outlined in the Catalysts for Pathways Academic Success booklet. PLC is an integrated, systematized leadership collective that will ensure the AlamolNSTITUTES is integrated into the culture as a robust, sustainable model. Its purpose is to ensure the Deans, Vice Presidents, and Vice Chancellors of Academic and Student Success are leaders in the communication, planning, alignment, assessment and oversight of Institute Advisory Committees across the Colleges, while bringing AlamolNSTITUTES to scale.
- ♣ District Institute Advisory Committees- The integration of District Institute Advisory Committees will provide the opportunity to Align with the AlamoINSTITUTES design; collaborate across the District in order to allow all the Colleges together to benefit from the greatest employer and stakeholder talent; support and invest in students, faculty, student success representatives, and programs that will lead to student achievement and employment; and utilize biannual Signature Events to enhance engagement between regional employers and faculty, student success representatives and administration at the colleges.
- ↓ 1st Signature Event Booklet Fall 2018- Summary of the Institute Advisory Committee Inaugural Signature Event with employer feedback from Fall 2018. The inaugural Signature Event focused on 3 of the 6 Institutes with the emphasis on the Health and Bio Sciences, Logistics and Advanced Manufacturing, and Science and Technology. In Spring 2019, the Signature Event will bring college stakeholders and employers together for a strategic dialogue on the Public Service, Business and Entrepreneurship, and Creative and Communication Arts.

Deans for Academic Success as Catalysts for Pathways



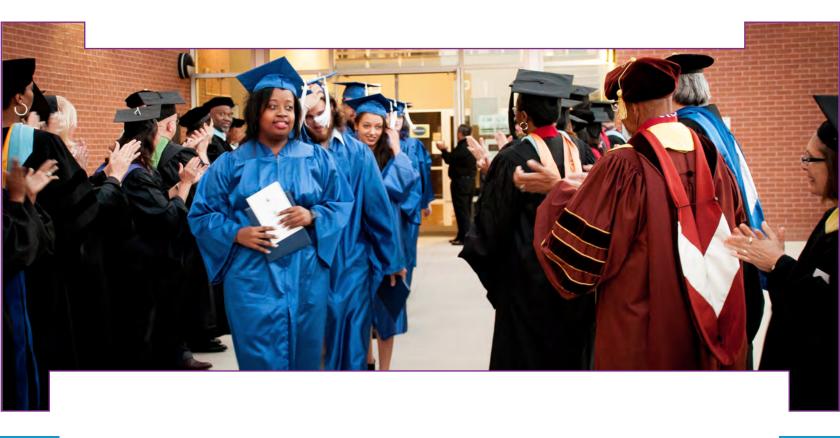


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Deans for Academic Success as Catalysts for Pathways

The transformational integration of pathways for student success requires leadership to engage in an academic redesign to ensure the development of a robust and sustainable model for leaders. The academic redesign of the role and the scope of work for the Deans for Academic Success at the Alamo Colleges District is aligned to the national framework for Guided Pathways Essential Practices and the Essential Capacities for Guided Pathways Reform developed by the Community College Research Center (CCRC) and the American Association of Community Colleges (AACC). This is critical to ensure ongoing, continuous improvement of the pathways within the AlamoINSTITUTES Model. This transformational redesign of leadership for the Deans reflects a richer integration with the work of the Vice Presidents for Academic Success at the five colleges, along with the Vice Chancellor for Academic Success at the Alamo College District.

The five colleges of the Alamo Colleges District have adopted the Pathways Model defined by the Texas Pathways Institute as "an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credential and careers with value in the labor market."

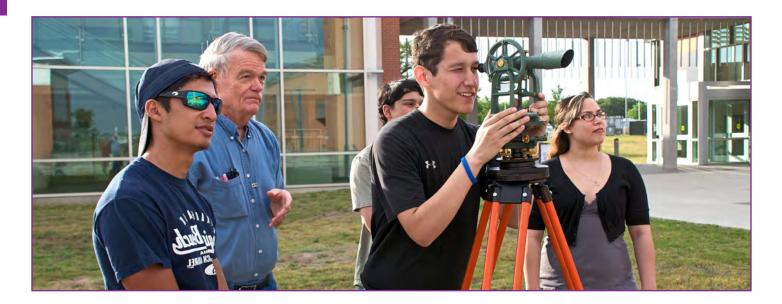
The intentional focus on providing an educationally coherent experience for our students ensures students enroll in a program that leads to graduation, transfer and a career through the AlamoINSTITUTES. The Deans for Academic Success, in collaboration with the Vice Presidents of Academic Success and the Vice Chancellor for Academic Success, will play a key role providing leadership within the colleges to design, implement and sustain the AlamoINSTITUTES Model.

While leadership has been involved in the heavy lifting of the AlamoINSTITUTES at the Colleges, the redesign of leadership will ensure responsibility for, but not limited to, the following:

- Provide leadership to faculty at the discipline and workforce program level to ensure career information and marketable skills are integrated across curricula.
- Ensure that academic support, applied and experiential learning, and co-curricular activities are contextualized within the AlamoINSTITUTES.
- Design a structure that guides students through their program of study to the completion of goals identified at the point of college entry.
- Implement systems for the accuracy of information, sustain communication networks within and between Colleges, and design internal processes for support.

Outcomes of the academic redesign for leadership will ensure engagement with pathways reform, improve alignment of academic programs with career paths, and strengthen a seamless transfer process to the baccalaureate with minimal loss of credits and time.

Guiding Principles



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Alignment of academic programs with a seamless transfer process to the baccalaureate and employment with enhanced employer engagement.

A responsive, flexible model that responds to workforce changes.

Interdependence in working in a collaborative model with sister Colleges and the Alamo Colleges District to ensure alignment and communication with the AlamoINSTITUTES.

The creation of a sustainable Pathways Model that contextualizes academic support, applied and experiential learning, and co-curricular activities.

Framework for Leadership Reform

The adoption of the Pathways Model provides a dynamic opportunity to transform leadership expectations and responsibilities for the Deans for Academic Success. Deans will continue to work with faculty to design academic pathways which reflect students' educational and career goals, and serve as the primary support for collaboration, communication and continuous improvement by engaging stakeholders e.g. faculty, advisors, students and the community.



This active cross-college collaboration will ensure alignment across the Alamo Colleges District. Career pathways will strategically engage regional employers and maximize their expertise within

> the six (6) AlamoINSTITUTE Advisory Committees. Transfer alignments will also strengthen local Compact agreements with university partners and ensure program alignment in courses and student learning outcomes.

The overview of pathways in the unpublished document "What is the "Pathways Model?"



developed by the Community College Research Center (CCRC) and the AACC Pathways Project provides the framework for the redesign of the Dean's role at the Alamo Colleges District. The bolded key words in the framework for Deans are cross-walked to both the Guided Pathways Essential Practices and the **Essential Capacities for** Guided Pathways Reform developed by the CCRC and AACC so expectations for leadership is aligned to national practices.

Guided Pathways Essential Practices

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Ensure focus on student success through the collaboration of Deans, Vice Presidents and the Vice Chancellor for Student Success on AlamoENROLL (recruitment, enrollment, and advising) to assist students in choosing the appropriate Institute and pathway. Ensure faculty engagement with employers. Work collaboratively with our K-12 partners, emphasizing Dual Credit and Early College High Schools to strengthen academic oversight and support. In addition, work with faculty to create innovative remediation options to "on-ramp" entering college students into their program of study.



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Lead strategic planning to ensure AlamoINSTITUTES meet students' educational goals. This allows for future redesign and alignment as the model becomes institutionalized and integral to the culture of the colleges.

Guide conversations and collaborations with the Institute Advisory Committees. This will develop stronger employer engagement, integrate feedback from advisory committees for specialized workforce programs, and ensure relevant academic alignment.

Ensure opportunities for engagement with all stakeholders through development, implementation, and assessment.

2 CAPACITY TO USE DATA INSTITUTIONAL

Assess, analyze and ensure a cycle of improvement in the AlamoINSTITUTES to ensure the model is flexible in responding to internal and external influences.

Work with faculty to use data and evidence to continuously monitor and improve pathways. implementation and assessment within each college in Alamo Colleges District.

PROFESSIONAL DEVELOPMENT

Identify professional development opportunities for faculty and staff that will support the design, implementation, and improvement of the AlamoINSTITUTES.





4 POLICY

Clarify and provide oversight for existing District policies, procedures and processes related to AlamoINSTITUTES, while providing direction for continuous improvement.

5 CAPACITY FOR ACTION RESEARCH

Champion engagement and an ongoing action research agenda, where stakeholders participate in problemsolving and strategic planning to improve the knowledge and practices around the AlamolNSTITUTES.

The College Presidents gave a charge for the Vice Presidents of Academic Success and the Deans to work collaboratively to envision the Deans for Academic Success' role as leaders in bringing the AlamolNSTITUTES to scale.

Leadership was also engaged in weekly, collaborative cross-college discussions and participated in the Texas Pathways Institute #2, which provided opportunities for additional dialogue in collaboration with the Vice Chancellor for Academic Success.

Academic Leadership was engaged in discussing national and state research, participated in relevant workshops, and had strategic conversations, which informed their redesign of leadership.

Leadership recognized the need for ongoing dialogue and planning to bring the model to scale within the Alamo Colleges District. To ensure this leadership model is robust and sustainable, the recommendation is to implement the newly designed Pathways Leadership Council (PLC) to ensure ongoing, strategic and collaborative discussions.

PLC Pathways Leadership Council

I. SCOPE

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II. DUTIES AND FUNCTIONS

- Serve as a communication venue for leaders from Academic and Student Success to discuss best practices and goals.
- 2 Coordinate with the colleges to ensure consistency and alignment, while ensuring flexibility that reflects the unique dynamics of individual colleges.
- Provide oversight of short-and long-term planning and ensure a continuous improvement process in related areas for Academic and Student Success.
- Serve in an advisory role to PVC on the pathways as well as related initiatives.
- Lead the planning for signature events and serve as the Steering Committee for the six district-wide Institute Advisory Committees.
- Recommend District-wide goals in the development, planning, implementation and assessment of the pathways.



III. REPRESENTATION AND MEMBERSHIP

The Pathways Leadership Council (PLC) is composed of the following members:

The rathway's Leadership Godinon (1 Lo) is composed of the following members.		
Deans for Academic Success	14	
Deans for Student Success	6	
Vice Presidents for Academic Success	6	
Vice Presidents for Student Success	5	
Ex-Officio Vice Chancellor for Academic Success	1	
Ex-Officio Vice Chancellor for Student Success	1	
Ex-Officio Chief Online Learning Officer	1	
Total:	34	

IV. TERMS OF MEMBERSHIP

- Additional PLC members can be added if there is a need to expand the membership.
- Members are expected to attend meetings regularly.
- 3 Representatives are responsible for reporting PLC actions to their Presidents, Chairs, Faculty, Advisors and other stakeholders.
- ▲ Each member of the PLC will come to meetings prepared to discuss topics.



- The Vice Chancellors for Academic Success and Student Success will serve as leaders in an advisory role to the Council and provide direction.
- The Council will allow for the creation of ad hoc committees to address issues requiring external Subject Matter Experts (SME's).
- 3 The Council will allow for additional resource experts to provide information and input as needed in committee meetings by invitation.
- 4 The Co-Chairs will be selected by the Presidents and should include a VP and a Dean. The Co-Chairs shall serve for one year, and may serve longer at the discretion of the Presidents. A Project Facilitator should be assigned to support the Council under the direction of the Co-Chairs.
- The duties and responsibilities of the Co-Chairs shall include:
 - Call meetings to order
 - Type and post the agenda
 - Prepare and distribute minutes
 - Develop and post agendas at least 72 hours in advance of a meeting.
 - Facilitate meetings
 - Report Council recommendations to PVC
- 6 Meetings will be conducted a minimum of once a month during the academic year.
- 7 The meeting calendar of the incoming academic year will be set in advance.
- The Council uses a consensus decision-making model.
- A quorum is a majority of the membership.
- 1 O An archive for the PLC will be established and maintained online and will contain all agendas, meeting minutes, and correspondence pertaining to PLC business.
- **1** The Council will evaluate PLC's scope and duties on an annual basis.

Dean for Academic Success Revised Job Description

JOB TITLE: DEAN FOR ACADEMIC SUCCESS

Job Summary:

Collaborate with the Vice President and Vice Chancellor for Academic Success, and other College and District administrators, to provide principle-centered leadership of the AlamoINSTITUTES through planning, development, and evaluation of academic and instructional support programs. Foster participatory leadership through a culture of collaboration, mutual respect, innovation, and continuous improvement throughout the College and Alamo Colleges District; encourage professional excellence among the faculty and staff, as well as promote an organizational culture of ethical decision-making, customer service, creativity, and quality service. Facilitate, lead and support collaborative partnerships between the College and external service area entities, including independent school districts, colleges/universities and community agencies to increase student enrollment and provide educational training and educational opportunities. Promote and support tutorial services, selected academic success strategies, learning communities and other motivational services to nurture a campus climate conducive to the success of educationally and socio-economically diverse current and prospective students. Ensure compliance with a variety of applicable laws, rules, regulations and requirements related to community college instruction and pathways. This position reports to the Vice President for Academic Success.

Essential Job Functions:

- Provide transformational leadership that will utilize communication, collaboration, resources and innovation.
- Work collaboratively with faculty and university partners to ensure alignment.
- Engage with regional employers to strategically maximize their expertise through engagement on the Alamo Institute Advisory Committees.

Clarify paths to meet student goals

- •Coordinate the design, implementation, and sustainability of the Alamo Institutes. Work collaboratively with the Vice Chancellor for Academic Success to ensure coherence and clarity of transfer advising guides (TAGs), premajor maps, and institute default maps, with ongoing review to optimize credit transfer and minimize loss of time to completion.
- Use data and evidence to ensure AlamoINSTITUTES is flexible in responding to internal and external influences.

Help students choose and enter a guided pathway

- Work collaboratively with Student Success to help students choose the appropriate pathway.
- Work with K-12 partners in Dual Credit and Early College High School to strengthen bridges that include innovative, contextualized remediation pathways and support.

Support student persistence

- Coordinate with faculty mentors and certified advisors to support students at key touch points, provide ongoing guidance, and support at-risk students.
- · Provide a robust menu of embedded, contextualized academic and non-academic supports.

Ensure student learning

- Ensure educational coherence by providing support for course and program level student learning outcomes, effective teaching practices, and professional development opportunities.
- Identify, utilize, and monitor the effectiveness of technological tools and infrastructure to support students' journey.

- Support a continuing action research agenda for developing faculty, advisors, and leadership's critical knowledge.
- Lead strategic planning and engage appropriate stakeholders to meet the educational goals of students.
- Provide leadership in guiding conversations and collaborations with AlamoINSTITUTES Advisory Committees to develop stronger employer engagement and to ensure academic and employment pathways are aligned to relevant employers in our region.
- Work with faculty and chairs to increase opportunities to contextualize academic programs. This also extends to ensuring academic and non-academic support programs, including information literacy and other library support services and tutoring, are contextualized with connections to their transfer and employment goals.
- Ensure a systemic, institutionalized process for cross-college dialogue to ensure alignment and encourage collaboration with sister Colleges.

Additional duties include, but are not limited to:

- Supervise, coordinate, and evaluate instructional and/or academic support programs.
- Supervise, guide, support, and evaluate the work of faculty and staff.
- Represent the college and the district through travel and community involvement, as well as extracurricular activities (conferences, convocation, etc.)
- Maintain records, inventories and operating budget for maximum efficiency and accountability.
- Develop and manage budget activities to align with strategic goals.
- Coordinate the development of curriculum and class schedule in conjunction with department chairs.
- Act as ombudsman for faculty, staff, and students.
- Be responsible for monitoring and implementing standards, regulations, and rules for areas of responsibility related to regional accreditation, organizational accreditation, state and federal regulations/law, and any consortia or partnership agreements, including cross-staff reciprocity agreements related to online education.
- Serve on councils and committees at the college, and district level.
- Assist with implementing college appeals and grievance procedures.
- Maintain and process employment related documents.
- Interview, recommend hiring of new personnel; initiate and review action for terminations
- Explore and recommend innovations and e-learning and other technologies to support learning.
- Coordinate, formulate, and maintain the academic standards for professional and technical education programs.
- Coordinate relevant grants and oversee compliance.
- · Perform other duties as assigned.

Minimum Qualifications

- Master's degree from an accredited institution.
- Substantial experience in college teaching, instructional administration, program planning, and/or programs of academic support and development with a proven record of increasingly broad responsibilities.
- Understanding of, sensitivity to, and respect for, the diverse academic, socioeconomic, cultural, disability and ethnic background of students, faculty, staff, and community.

Narrative of Alignment

for Deans for Academic Success

Northeast Lakeview College

The reorganization of Academic Success at Northeast Lakeview College emphasizes the Deans' role in leading the College's commitment to integrating Institutes into the work of the College. After carefully examining the disciplines associated with each of the institutes, NLC's academic executive team has modified the current division model to align the divisions with institutes; institutes and their component divisions—or in one case the division and its component institutes—will report to one of the newly reconfigured Deans for Academic Success.

Thus, the Creative and Communication Arts Institute (CCI) for example will be composed of three divisions: Fine and



Performing Arts, English and Education, and Humanities. The disciplines included in those divisions are listed under the CCI on the College's web page. In a slightly different example the disciplines represented in the Business and Social Science division are those contained in both the Business and Entrepreneurship Institute and the Public Service Institute; thus, those two Institutes are contained in the Business and Social Science Division. One Dean for Academic Success will provide leadership for those Institutes. A second Dean for Academic Success will provide leadership for the Institutes of Health and Biosciences, Science and Technology, and Advanced Manufacturing and Logistics, which will be comprised of the Math, Engineering and Technology Division; the Science Division; and the planned Applied Technology Division. Learning Resources, Distance Education, and student learning centers, will report to the third Dean, and the services provided in that division will be integrated into all of the institutes.

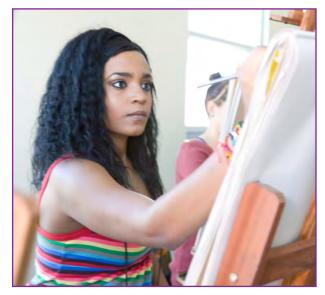
Each of the Deans will also assume leadership of selected special programs within their purview. One Dean will lead pathways, high school endorsements, dual credit, ECHS, honors, and learning communities. A second Dean will lead service learning, experiential learning, internships, and technical program development. A third Dean will lead programs in faculty mentoring and professional development.

As is the case at present, NLC's AlamoINSTITUTE Teams, composed of advisors, academic support, data support, student activities personnel, and institute faculty will provide an advisory and planning forum for each institute.

While some adjustments in organization and leadership may occur going forward, the academic executive team are confident that the proposed organization integrating the institutes into the academic success structure of the college, and further linking the institutes to Student Success by embedding the Dean of Students and student advisors into both the operating and leadership of the institutes will strengthen student success at NLC.

Northwest Vista College

The Northwest Vista College community proposes an organizational alignment of Deans for Academic Success to provide leadership of the AlamoINSTITUTES, a guided pathways approach to student success. The Deans for Academic Success will collaborate with faculty, Department Chairs, Discipline and Program Coordinators, Directors, Coordinators, and partners in the division of student success to fully develop and implement the academic support, experiential learning, and co-curricular activities that will help each student select, navigate, and complete an academic path that will support that student's career goals. The Deans for Academic Success will work collaboratively with faculty and staff across Academic Success and Student Success to ensure an optimal collegiate experience for Northwest Vista College students.



The proposed structure rearranges academic disciplines in both career and technical programs and transfer programs so that departmental organization aligns with the AlamoINSTITUTES and designates a Dean to oversee several academic support areas. NVC is currently working on a reorganization of departments to ensure equity of workload for chairs and better alignment with the institutes. Each Dean for Academic Success will coordinate AlamoINSTITUTES communication and activities within their own reporting area, and across all institutes within the college, and across the Alamo Colleges District. One way that Deans for Academic Success will manage AlamoINSTITUTES work is through membership on the District-wide Pathways Leadership Council (PLC). Members of the PLC, including Vice Presidents and Deans for Academic Success and Student Success, are charged with identifying and sharing best practices, using strategic planning, and aligning the goals of the AlamoINSTITUTES to meet labor market demands and provide the best possible academic and student support.



Palo Alto College

In the revised Palo Alto College dean structure, two Academic Deans will have program oversight and the third Academic Dean will oversee the library and academic support for all Institutes. The specific academic support functions are listed on the chart. The Academic Departments are not currently aligned by Institutes and the Academic Dean's will share some oversight for some of the Institutes.

PAC is considering reorganization of the departments to make more equitable the responsibilities of the Chairs and to provide greater departmental alignment with the Institutes. However, this re-alignment is pending review and recommendations from the PAC faculty, Chairs, and



Deans, which is expected to occur during the Spring 2018 term.

St. Philip's College

The proposed organizational chart is the St. Philip's College alignment of Deans for Academic and Student Success to the guided pathways and the AlamoINSTITUTES model which will provide leadership and direct oversight. The Deans for Academic Success will collaborate with the Dean for Student Success and the division of student success to fully develop and implement work in relation to co-curricular activities, academic support and applied experiential learning. The collaborative model will assist students in selecting a career pathway through AlamoADVISE, faculty mentoring, and life coaching. The Deans for Academic Success will work closely with chairs and faculty, in

concert with the Dean for Student Success and St. Philip's advising teams, to ensure an optimal collegiate experience and pathway completion. Thereby, achieving the certificate of completion or associate degree to fulfilling the goal of AlamoCONFIDENCE.

The Institutes are established in the spirit of the AlamoWAY: Always Inspire, Always Improve. The Pathways Leadership Council (PLC) will provide continued review of the AlamoINSTITUTES promoting student success, leadership and performance excellence. St. Philip's College Dean's for Academic and Student Success, as members of the PLC, communicate the direction of the institutes to faculty, use strategic planning and institute alignment goals to provide academic and student support, and meet labor market demands and career pathways.

San Antonio College

In fall 2016, San Antonio College implemented a reorganization plan to combine all programs and courses to align with the six AlamoINSTITUTES. Taking into considering the six AlamoINSTITUTES, the workload of Chairs, and program distribution between two Deans, the redesign correlated well with the Student Success initiative to have students choose an institute as a broad decision toward their career pathways.

After a year of evaluating the benefits, as well as minimizing challenges with this realignment, the findings have led to the recommendation of employing three Deans that report to the Vice President for Academic Success. This will distribute the workload equitably while allowing each person time to focus on their area of responsibility. The delineation of programs, courses and support services is as follows.



Dean for Academic Success

- Creative and Communication Arts Institute
 - Chair of Fine Arts
 - · Chair of American Sign Language, World Languages, and English-as-a-Second Language
 - Chair of English, Humanities, Philosophy, History, Integrated Reading and Writing Education,
 - · Chair of Journalism, Photography, Radio/Television/Broadcasting, and Music Business
- Science and Technology Institute (This dean will focus on the science components of the Science and Technology Institute.)
 - Chair of Natural Sciences
 - · Chair of Mathematics, Physics, Engineering and Architecture
 - · Chair of Psychology, Learning Frameworks, and Student Development
 - Chair of Computer Information Systems and Computer Science
 - Grants
 - High School Programs

Dean for Academic Success

- · Health and Bioscience Institute
 - Chair of Allied Health and Kinesiology
 - Director of Nursing
- Business and Entrepreneurship Institute
 - Chair of Business, Finance, Marketing, Public Administration, Real Estate, and Economics
- Public Service Institute
 - Chair of Criminal Justice, Human Services, Court Reporting, and Political Science
 - Chair of Protective Services and Mortuary Science
 - Chair of Social Work, Sociology, Early Childhood Studies, and History
- High School Programs

Dean for Academic Success

- High School Programs
- Learning Resources
- Co and Extra Curricula Activities
- Community Education Programs
- Instructional Innovation
- Student Learning Centers

Proposed NLC Academic Organization Chart

Vice President for Academic Success

Dean for Academic Success:

Creative and Communication Arts, Business and Entrepreneurship, and Public Service Institutes

Creative and Communication Arts Institute

Art, Theatre, and Music

English and Education

Humanities, History, Philosophy, Spanish, Speech and Communication

Business and Entrepreneurship Institute

Public Service Institute

Business, Economics, Accounting, Criminal Justice, Political Science, Sociology

High School
Programs, Honors Academy,

Dean for Academic Success:

Science and Technology, Health and Bioscience, and Advanced Manufacturing and Logistics Institute

Science and Technology
Institute

Health and Bioscience Institute

Biology, Biology-Pre Health Care, Nutrition, Kinesiology, Anthropology, Chemistry, Geology, Psychology, Physics, and Geography

> Math, Engineering, Computer Science, and Future IT Programs

Advanced Manufacturing and Logistics Institute

Co- and Extra-curricular Activities

Dean for Academic Success:
Academic Services

Learning Resources

Instructional Innovation

Student Learning Centers

Distance Education

Faculty Mentoring

Proposed NVC Academic Organization Chart

Vice President for Academic Success

Dean for Academic Success:

Business & Entrepreneurship, Creative & Communication Arts, and Public Service Institutes

Business & Entrepreneurship Institute

Accounting, Business
Administration, Business
Computer Info Systems,
Customer
Service / Sales Operations,
Economics

Creative & Communication
Arts Institute

Art, Dance, Drama, English, English as a Second Language, Game Concept Art, Game Development Production, Game Development Programming, History, Humanities, INRW, Languages, Mass Communication, Mexican American Studies, Music, Philosophy, Speech

Public Service Institute

Criminal Justice, Education Government, Sociology

Faculty Mentoring

Dean for Academic Success:

Health & Biosciences, and Science & Technology Institutes

Health & BioSciences Institute

Community Health Worker Clinical Research, Kinesiology, Personal Fitness Trainer, Pharmacy Technology, Biology

Science & Technology Institute

3-D Animation,
Advanced Materials Technology
Anthropology, Chemistry,
Computer Support Specialist,
Digital Media,
Digital Video & Cin. Production,
Engineering, Geography,
Geology, Information Assurance
& Cyber Security,
Mathematics,
Network Administration,
Network & Cloud Architecture,
Physics, Psychology,
Software Development,
Water Resource Sciences,
Windows Programming

Faculty Mentoring

Dean for Academic Success: Academic Services

Community Education
Programs

High School Programs

Honors Academy

Instructional Innovation

Learning Resources

Student Learning Centers

Distance Education

Proposed PAC Academic Organization Chart

Vice President for Academic Success

Dean for Academic Success:

Creative and Communication Arts, Business & Entrepreneurship, Health & Biosciences, Public Science, and Science & Technology Institutes

Creative and Communication

Arts Institute

Arts, Dance, Digital Arts, Drama, English, History, Humanities, Journalism/Mass Communication, Mexican American Studies, Music, Spanish, Speech

> Business & Entrepreneurship

Economics, Business Admin.

Health & Biosciences

Biology and Kinesiology

Public Service

Criminal Justice, Political Science, Social Work, Sociology, Teacher Certification

Science & Technology
Institute

Chemistry, Engineering, Geology, Math, Psychology

Dean for Academic Success:

Creative and Communication Arts Health & Biosciences, Advanced Manufacturing & Logistics, and Science & Technology Institutes

Creative and Communication
Arts Institute

Administrative Assistant, Busness Management, Cosmetology, Virtual Administration

Health & Biosciences

Veterinary Technology

Advanced Manufacturing & Logistics

Logistics, Process & Production Tech. (Energy) and Industrial Technology

Science & Technology
Institute

Agriculture, CIS, COSC, Landscape & Horticulture, Turfgrass, Golf Course Dean for Academic Success:
Academic Services

Learning Resources

Student Learning Centers

Co- and Extra-curricular

Faculty Mentoring

Instructional Innovation

Distance Education

Community
Education Programs

Honors Academy

^{*} High School reports to VPSS @ PAC

Proposed SPC Academic Organization Chart

Vice President for Academic Success

Dean for Academic Success:

Creative and Communication Arts, and Science and Technology Institutes

> Creative and Communication Arts Institute

Art, AA, Drama, English, History, Humanities, Music, Spanish, Speech

Science & Technology Institute

AS, Biology, Biomedical Engineering Technology, Biotechnology, Information Technology, Power Generation and Alternative Energy, Psychology

High School Programs, Community Education Programs, Student Learning Centers, Grants

Dean for Academic Success:

Advanced Manufacturing & Logistics, and Business & Entrepreneurship Institutes

Advanced Manufacturing & Logistics Institute

Manufacturing, HVAC, Aircraft Technician, Automotive, Construction Diesel, Electrical Trades, Plumbing, Refrigeration, Welding

> Business & Entrepreneurship Institute

Accounting,
Administrative Office,
Baking and Pastry,
Business
Administration and
Management, Culinary
Arts, Economics,
Hospitality, Hotel, and
Restaurant Management

High School Programs, Community Education Programs, Grants

Dean for Academic Success:

Public Service, and Health & Biosciences Institutes

Public Service Institute

AAT, Criminal Justice, Early Childhood, Political Science, Sociology

Health & Biosciences Institute

Sonography, Health Information, Health Professions, Histology, Cardiovascular, Kinesiology, Medical Lab, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Radiography, Respiratory Care, Surgical Tech., Vision Care

Grants,
Student Learning Centers,
Faculty Mentoring

Dean for Academic Success: Academic Services

Instructional Innovation

Learning Resources

Honors Academy

Distance Education

Community Education Programs

> Co- and Extra-Curricular Activities

Proposed SAC Academic Organization Chart

Vice President for Academic Success

Dean for Academic Success:

Health & Biosciences, and Public Business & Entrepreneurship, Science Institutes

Business & Entrepreneurship Institute

Music Business, Accounting,
Administrative Systems, Banking
& Financial Services, Business
Admin., Economics, Entrepreneurship,
Finance & Financial Mgt, Financial
Analyst, Human Resource Mgmt,
Intl Business, Legal Admin Assistant,
Management, Marketing, Office
Assistant, Real Estate, Homeland
Security Admin.

Health and Biosciences Institute

Dental Assisting, Medical Assisting, Emergency Medical Services, EMT-Paramedic, Kinesiology, Nursing

Public Service Institute

Student Dev, Records Mgmt,
Paralegal Studies, Basic Firefighter,
Arson Investigation, Emergency Mgmt
Homeland Security, Law Enforcement,
Mortuary Science, Criminal Justice,
Human Services, Addiction Studies,
Court Reporting, Public Admin,
Political Science, Social Work,
Sociology, Early Childhood Studies,
Education

High School Programs

Grants

Dean for Academic Success:

Creative and Communication Arts, and Science & Technology Institutes

Creative and Communication Arts Institute

English, Humanities, Journalism,
Photography, Art, Speech, Dance,
Drama, Music, Philosophy, World
Languages, American Sign
Language, Interpreting, English as a
Second Language, Mexican American
Studies, History, Radio Television
Broadcasting, Architecture, Philosophy,
Integrated Reading and Writing,
International Studies

Science and Technology Institute

Biological Sciences, Chemistry, Anthropology, Environmental Science, Earth Sciences, Astronomy, Information Technology, Mathematics, Engineering, Physics, Psychology, Communications Design, CISCO

High School Programs

Dean for Academic Success: Academic Services

High School Programs

Honors Academy

Co- and Extra Curricular Activities

Distance Education

Learning Resources

Faculty Mentoring

Grants

Community Education Programs

nstructional Innovation

Student Learning Centers





What is the "Pathways Model?"

The Pathways Model is an *integrated*, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.

Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable colleges to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

Guided Pathways Essential Practices

The four dimensions of the Pathways Model, together with essential practices under each, are the following:

- 1. Clarify paths to student end goals
 - a.) Simplify students' choice with default program maps developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.
 - b.) Establish transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.
- 2. Help students choose and enter a pathway
 - a.) Bridge **K12 to higher education** by assuring early remediation in the final year of high school through the application of courseware technology in strong K12/higher ed partnerships, such as the TN SAILS model.
 - b.) Redesign traditional remediation as an "on-ramp" to a program of study, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and non-academic foundation skills throughout the college-level curriculum, particularly in program "gateway" courses.

c.) Provide **accelerated remediation** to help *very poorly* prepared students succeed in college-level courses as soon as possible.

3. Help students stay on path

- a.) Support students through a strong advising process, embedded and ongoing in the pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college math, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.
- b.) Embed **academic and non-academic supports** throughout students' programs to promote student learning and persistence.

4. Ensure that students are learning

- a.) Establish program-level learning outcomes aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs
- b.) Integrate digital and projects, internships and other applied learning experiences to enhance instruction and student success in courses across programs of study.
- c.) Ensure incorporation of effective teaching practice throughout the pathways.

Essential Capacities for Guided Pathways Reforms

Research and experience in the field indicate that the following capacities are essential for motivating and supporting higher education institutions and systems to undertake the broadscale institutional reforms involved in implementing guided pathways effectively and at scale.

- Leadership demonstrating skills for managing and sustaining large-scale transformational change.
- Broad and authentic engagement of college faculty and staff—particularly advisors—in the design, implementation, evaluation, and ongoing improvement of pathways for students.
- Institutional will and capacity to use data and evidence to design academic and career pathways, monitor student progress, and implement needed improvements over time.
- Technological tools and infrastructure appropriate to support student progress through guided pathways.
- Commitment to the level of strategically targeted professional development that will be required to design and implement pathways at scale.
- Policy conditions established at the state, governing board, system, and institutional level that provide incentives, structures and supports for pathway design and implementation at scale while removing barriers.
- A continuing action research agenda that examines the efficacy of guided pathways and develops practical knowledge and tools to support effective implementation at scale.

Notes



Notes







DEANS for STUDENT SUCCESS CATALYST for PATHWAYS



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Deans for Student Success as Catalysts for Pathways

The following proposal outlines the need for a two-dean model at each of the colleges of the Alamo Colleges District. The model will be self-funded by each College; will require no new Full Time Employees (FTEs); will allow each Vice President for Student Success to focus on the strategic work of the college; and will provide leadership from the Deans to implement the vision of collaborative work of the AlamoINSTITUTES across Student Success and Academic Success divisions.

The transformational integration of the guided pathways model into all aspects of Student Success requires leadership and a shared vision to improve student outcomes and success through significant and continuous improvements to our policies, structures, programs, services, and resources.

Over the past decade, large scale initiatives like Achieving the Dream and Completion by Design have led the Alamo Colleges district to adopt MyMAP, including AlamoINSTITUTES. We are committed to full implementation of these initiatives and have set up an infrastructure to fulfill them. In order to take these items to scale, we need to stand up the infrastructure we have created with the leadership and oversight to fully implement and sustain the model.

The current organizational structure has the Vice President for Student Success (VPSS) role actively engaged in both the strategic work (district and college level) as well as oversight of operational units. As we have progressed into full implementation of the MyMAP model, the organizational structure of student success has remained relatively flat. In an effort to ensure the VPSS's have the time to lead the strategic functions of the college and support the operational work, it was time to reassess the organizational structure of Student Success. The addition of a second Dean for Student Success will enhance support for both the strategic and operational work of the college. This position will bridge the day to day operational duties with strategic elements while ensuring alignment with our mission, vision, and values.

The work that is required to fully implement the AlamoINSTITUTES, taking initiatives from boutique to full scale, requires a strong collaboration and strategic vision between the departments of Student Success and Academic Success. A two-dean model will allow the Dean(s) for Student Success to provide oversight and visionary direction to the operational units.

The Dean for Student Success will provide dynamic leadership for the integration of pathways in the areas of Onboarding and Recruitment, Enrollment, Advisement, Assessment, Disability Support Services, Transfer and Career Services, Veterans Support Services, The Dean of Student Success will provide dynamic leadership for the integration of pathways in the areas of Onboarding and Recruitment, Enrollment, Advisement, Assessment, Disability Support Services, Transfer and Career Services, Veterans Support Services, contextualized co-curricular activities, and Student Leadership and Engagement Functions.

Student Success leadership is critical for implementing, guiding, and sustaining the pathways model. Leadership will ensure responsibility for, but not limited to, the following:

- Provide transformational leadership in operationalizing MyMAP (My Monitoring Academic Progress) in all components of the Student Success Division to support the student experience through connection, entry, progress, completion, and transition.
- Work collaboratively with Student Success staff, academic chairs, Institute leads and community partners, to include local education agencies and industry partners, to ensure alignment.
- Provide dynamic, forward thinking systems approach to AlamoENROLL, AlamoADVISE, and AlamoINSTITUTES that cultivates the leadership potential within each of our student success partners.
- Provide opportunities for students and employees to develop as principle-centered leaders by incorporating personal and social responsibility, global citizenship, critical thinking, and life-long learning into the culture and curriculum.
- Promote data-informed innovation, intelligent risk taking, and entrepreneurship with a focus on action, value, and the future.
- Build and foster a system that allows us to model two-way internal communication with students and employees to improve collaboration, teamwork, and build trust to promote leadership

The Deans for Student Success, in collaboration with the Vice Presidents for Student Success and the Vice Chancellor for Student Success, will play a key role providing leadership within the colleges to provide principle-centered leadership of the MyMAP pathways model, including, AlamoENROLL, AlamoADVISE and AlamoINSTITUTES. The Alamo Colleges District's long-term, institution-wide procedures support and promote student engagement and commitment to learning while requiring strategies in the pathways model that are proven to increase student success.

Guiding Principles



The Deans for Student Success are committed to:

The Alamo Way that defines the priorities of Student Success, Principle-Centered Leadership, and Performance Excellence.

The AlamoCONFIDENCE initiative which establishes the belief that students who are supported and deeply engaged with employers from the beginning of their post-secondary journey are more successful and likely to be employed and promoted.

A system of holistic support to ensure student persistence and completion.

Processes and practices that improve student outcomes through the student experience of connection, entry, progress, completion, and transition.

A culture of data-informed continuous improvement within MyMAP which includes AlamoENROLL, AlamoADVISE, and AlamoINSTITUTES.

A collaborative model among colleges and district to ensure alignment of transfer, career pathways and communication with AlamoENROLL, AlamoADVISE, and Alamo INSTITUTES.

Redesign of the Student Experience

The Alamo Colleges District (ACD) adopted a guided pathways model, MyMAP, in fall 2010, derived from the Loss and Momentum Framework from national research. The continued implementation and sustainability of the MyMAP framework has led to the need for additional leadership and support.

MyMAP integrates people, processes, and technology across the colleges to re-tool, re-energize and transform the



student success system to proactively engage students with deliberate activities at designated touch-points to insure a consistent experience for students as they connect, enter, progress, complete, and transition. MyMAP is researched based and integrates academic and student services initiatives into a seamless support system tailored to the individual student's needs.

At the completion of the MyMAP framework, the AlamoINSTITUTES and AlamoADVISE were identified as key components to the guided pathways approach that provides intentionally designed, clear, coherent, and structured educational experiences.

Each student's progress is intrusively monitored and supported from point of entry through attainment of high-quality credentials and careers with value in the labor market.

The adoption of the guided pathways model provides an opportunity to transform leadership expectations and responsibilities for the Deans for Student Success. Deans will continue to ensure that the organizational structures, policies, and practices that support student success values and priorities support and promote student engagement and commitment to learning, while requiring strategies in the pathways model that are proven to increase student success. The Deans for Student Success manage the systematic approach of the student experience, comprised of MyMAP and AlamoINSTITUTES, through well-defined strategies beginning with early outreach and engagement through completion of student goals.

- · Connection through Entry: These components are operationalized through: Outreach and Recruitment, Enrollment Services, Advising, Assessment and Testing, New Student Orientation, and First Year Experience.
- · Progress through Completion and Transition: These components are operationalized through: Advising, Career and Transfer Services, Job Readiness and Internships,
- · Special Populations: These components serve students with unique complexities such as Veterans Affairs, Disability Services, International Students Services, online students, dual credit, Early College High Schools, developmental education students.

To further the work of leading and sustaining the MyMAP model the Deans for Student Success will provide oversight of comprehensive and intentional strategies to support students by utilizing the Guided Pathways Essential Practices and the Essential Capacities for Guided Pathways Reform developed by the CCRC and AACC, in alignment with national practices.

Guided Pathways Essential Practices



UTILIZE PATHWAYS CENTRIC ADVISING TO CLARIFY PATHS TO STUDENT END GOALS

Serve as a catalyst to support MyMAP framework, which consists of Connection, Entry, Progress, Completion, and Transition.

In collaboration with Academic Success, coordinate and implement student pathways by participating in the design, implementation, and sustainability of the AlamoINSTITUTES.

Coordinate with Academic Success to minimize loss of time to completion by using collaborative Institute Teams to create clear paths to student completion of certificates, core curriculum, associates degrees, and transfer.

Ensure coherence and clarity of Career Pathways, Transfer Advising Guides (TAGs), and pre-major maps.

2 HELP STUDENTS CHOOSE AND ENTER A PATHWAY

Ensure MyMAP strategies are aligned with AlamoINSTITUTES from connection through entry.

Coordinate and collaborate with all stakeholders to affirm student pathway choice as they correspond to the Alamoinstitutes.

Operationalize the AlamoENROLL model to help students develop or clarify both college and career goals prior to registration. Develop student support structure to ensure appropriate selection of "on ramps" to a college-level program of study.

Provide a comprehensive approach to college readiness through New Student Orientation in order to orient students to the responsibilities, behaviors, expectations, and benefits associated with a successful college student. Collaborate with Learning Framework faculty to continue successful integration of advising, career, and pathways into the academic classroom.

3 HELP STUDENTS STAY ON PATH

Utilize AlamoADVISE, a proactive academic and career advising model, to ensure intentional and required touch points and academic milestones for each student from entry to completion and/or transfer.

Collaborate with Academic Success to develop student support through AlamoADVISE, Early Alert, Individual Success Plans, and career readiness and planning.

Ensure robust student support services are developed with community partners to include transfer, job placement, internships, and study abroad.

Leverage the benefits of student engagement opportunities to facilitate persistence and completion. Engagement activities may consist of leadership opportunities, student clubs, student organizations, extra-curricular, and co-curricular experiences.



4 ENSURE THAT STUDENTS ARE LEARNING

Advance the concept of teaching and learning in student support services.

Integrate learning outcomes, utilize data and assessment methods, and engage in cycles of improvement to ensure learning is occurring across all aspects of student support services

Deploy advising as teaching across all Institutes.

Support a collaborative environment that focuses on student leadership and applied learning experiences such as robust co-curricular activities, service learning, experiential learning, and internships within the AlamoINSTITUTES framework.

Foster a culture and environment that supports the holistic needs of the student to include emotional and physical safety and well-being.

Guided Pathways Essential Capacities

LEADERSHIP

Provide transformational leadershipcentered methodology on communication, collaboration and innovation within each college in the Alamo Colleges District.

Lead the alignment of MyMAP, which includes AlamoENROLL, AlamoADVISE, and AlamoINSTITUTES to the strategic plan to meet student's educational goals. Alignment to the strategic planning process allows for cycles of learning and continuous improvement.

Serve as a member of the Pathways Leadership Council to facilitate cross-college communication, collaboration, and strengthen MyMAP, AlamoADVISE model and integration of AlamoINSTITUTES into student support services.



2 INSTITUTIONAL CAPACITY TO USE DATA

Use data and evidence to continuously monitor and improve those areas that support pathways.

Utilize tools such as CCSSE, Noel Levitz, Satisfaction Surveys, NACADA Evaluation, and Civitas to inform a comprehensive assessment process.

Identify, assess, and interpret key data benchmarks tied to AlamoINSTITUTES success and build a culture of sustained process improvement. Ensure that a "culture of evidence" permeates all facets of MyMAP, from connections to transitions with a commitment to transparency, communication, and understanding of data across all levels of student success. Ensure alignment of outcomes with institutional priorities, state mandates, and local, state, and national metrics.

3 PROFESSIONAL DEVELOPMENT

Identify professional development opportunities that will enhance MyMAP, AlamoADVISE, and AlamoINSTITUTES. These opportunities may include job placement/career readiness and internships for students, staff training through state and national organizations, and partnerships with our 4-year institutions. Champion and encourage staff to foster innovation and a "next-practice" systems approach across the colleges.

4 POLICY

Clarify and provide oversight for district policies, procedures and processes related to each facet of MyMAP that includes, AlamoENROLL, AlamoADVISE, and AlamoINSTITUTES, while providing direction for continuous improvement. Interpret and implement district policies in a "students first" mindset in order to pave the way for sustainability, accountability, and student success.

5 CAPACITY FOR ACTION RESEARCH

Champion engagement and an ongoing action research agenda, where stakeholders participate in problem-solving and strategic planning to improve the knowledge and practices related to each facet of MyMAP.



PLC Pathways Leadership Council

I. SCOPE

The Pathways Leadership Council (PLC) is an integrated, systematized leadership collective that will ensure the AlamoINSTITUTES is integrated into the culture as a robust, sustainable model. Its purpose is to ensure the Deans, Vice Presidents, and Vice Chancellors of Academic and Student Success are leaders in the communication, planning and alignment across the Colleges, while bringing AlamoINSTITUTES to scale.

The Pathways Leadership Council (PLC) serves to facilitate cross-college communication about alignment, reviews progress towards the completion of goals, coordinates planning between the Alamo Colleges District and sister Colleges, and ensures that the colleges' work aligns to the Board of Trustee's vision for the development, implementation, and assessment of the AlamoINSTITUTES.

II. DUTIES AND FUNCTIONS

- Serve as a communication venue for leaders from Academic and Student Success to discuss best practices and goals.
- 2 Coordinate with the colleges to ensure consistency and alignment, while ensuring flexibility that reflects the unique dynamics of individual colleges.
- Provide oversight of short-and long-term planning and ensure a continuous improvement process in related areas for Academic and Student Success.
- Serve in an advisory role to PVC on the pathways as well as related initiatives.
- Lead the planning for signature events and serve as the Steering Committee for the six district-wide Institute Advisory Committees.
- Recommend District-wide goals in the development, planning, implementation and assessment of the pathways.



III. REPRESENTATION AND MEMBERSHIP

The Pathways Leadership Council (PLC) is composed of the following members:

The Full Way's Leader of the Country of the Following Thermbers.		
Deans for Academic Success	14	
Deans for Student Success	6	
Vice Presidents for Academic Success	6	
Vice Presidents for Student Success	5	
Ex-Officio Vice Chancellor for Academic Success	1	
Ex-Officio Vice Chancellor for Student Success	1	
Ex-Officio Chief Online Learning Officer	1	
Total:	34	

IV. TERMS OF MEMBERSHIP

- Additional PLC members can be added if there is a need to expand the membership.
- Members are expected to attend meetings regularly.
- Representatives are responsible for reporting PLC actions to their Presidents, Chairs, Faculty, Advisors and other stakeholders.
- ▲ Each member of the PLC will come to meetings prepared to discuss topics.



- The Vice Chancellors for Academic Success and Student Success will serve as leaders in an advisory role to the Council and provide direction.
- The Council will allow for the creation of ad hoc committees to address issues requiring external Subject Matter Experts (SME's).
- 3 The Council will allow for additional resource experts to provide information and input as needed in committee meetings by invitation.
- 4 The Co-Chairs will be selected by the Presidents and should include a VP and a Dean. The Co-Chairs shall serve for one year, and may serve longer at the discretion of the Presidents. A Project Facilitator should be assigned to support the Council under the direction of the Co-Chairs.
- The duties and responsibilities of the Co-Chairs shall include:
 - Call meetings to order
 - Type and post the agenda
 - Prepare and distribute minutes
 - Develop and post agendas at least 72 hours in advance of a meeting.
 - Facilitate meetings
 - Report Council recommendations to PVC
- 6 Meetings will be conducted a minimum of once a month during the academic year.
- 7 The meeting calendar of the incoming academic year will be set in advance.
- The Council uses a consensus decision-making model.
- A quorum is a majority of the membership.
- 1 O An archive for the PLC will be established and maintained online and will contain all agendas, meeting minutes, and correspondence pertaining to PLC business.
- **1 1** The Council will evaluate PLC's scope and duties on an annual basis.

Dean for Student Success Revised Job Description

JOB TITLE: DEAN FOR STUDENT SUCCESS

Job Summary:

Collaborate with the Vice President and Vice Chancellor for Student Success, and other college and district administrators, to provide principle-centered leadership of the MyMAP pathways model. Provide oversight of comprehensive and intentional strategies to support students along their chosen pathways, including AlamoENROLL, AlamoADVISE and AlamoINSTITUTES.

Work collaboratively with faculty, staff, administrators, and community partners to plan, develop, implement, and assess processes and practices that improve student performance and completion outcomes through the student experience of connection, entry, progress, completion, and transition. Promote a culture of collaboration, mutual respect, innovation, and continuous improvement throughout the College and Alamo Colleges District. Foster an organizational culture of equity and access, ethical decision-making, customer service, and quality service.

Essential Job Functions:

- •Provide transformational leadership in operationalizing MyMAP, to include AlamoENROLL, AlamoADVISE and AlamoINSTITUTES in all components of the Student Success Division to support the student experience through connection, entry, progress, completion, and transition.
- •Work collaboratively with student success staff, academic chairs, Institute Leads and community partners, to include local education agencies and industry partners, to ensure alignment.
- Provides dynamic, forward thinking systems approach to AlamoADVISE and AlamoINSTITUTES that cultivates the leadership potential within each of our student success partners.
- · Lead data-informed innovation

Clarify paths to meet student goals

- In collaboration with Academic Success, coordinate and implement student pathways by participating in the design, implementation, and sustainability of AlamoADVISE and AlamoINSTITUTES. Ensure coherence and clarity of Career Pathways, Transfer Advising Guides (TAGs), and pre-major maps.
- Coordinate with Academic Success to minimize loss of time to completion by using collaborative Institute Teams to create clear paths to student completion of certificates, core curriculum, associates degrees, and transfer.
- Lead the use of the Alamo Colleges MyMAP framework, which consists of Connection, Entry, Progress, Completion, and Transition.
- Serve as a catalyst to provide student resources to support AlamoADVISE and AlamoINSTITUTES.

Help students choose and enter a guided pathway

- Ensure that student success partners, internal and external, at all levels are engaged in affirming student pathway choice.
- •Work collaboratively with all stakeholders to inform students about individualized pathways as they correspond to the AlamoINSTITUTES.
- •Ensure connection and entry strategies align with AlamoENROLL, AlamoADVISE and AlamoINSTITUTES, which includes outreach and recruitment, application assistance, and enrollment step completion. This focus may include oversight of Welcome Advising/Admissions Centers, Early College/Academies, Dual Credit Advising, College Connection, Outreach and Recruitment Efforts, and Military Education Centers.
- •Operationalize the AlamoENROLL model to help students develop or clarify both college and career goals prior to registration.
- •Develop student support structure through AlamoADVISE to ensure appropriate selection of "on ramps" to a college-level program of study.
- Integrate AlamoINSTITUTES in the onboarding process, including Pre- and Post- Assessment Advising, Career Advising, and Financial Literacy.
- Collaborate with Academic Success to provide a comprehensive approach to college readiness to provide a robust First Year Experience in order to orient students to the responsibilities, behaviors, expectations, and benefits associated with a successful college student.

Support student persistence (Help Students Stay on Path)

- Utilize AlamoADVISE, the proactive academic and career advising model, to ensure intentional, proactive, and required touch points and academic milestones for each student from entry to completion and/or transfer.
- · Collaborate with Academic Success to develop academic and non-academic supports through AlamoADVISE, Early Alert, Individual Success Plans, and career readiness and planning.
- · Create and sustain a holistic system of robust student support services across the college, developed with faculty and community partnerships. These student support services may include personal counseling, emergency resources, and unique programming for diverse student populations.
- Leverage the benefits of student engagement opportunities to facilitate persistence and completion. Engagement activities may consist of leadership opportunities, student clubs, student organizations, extracurricular, and co-curricular experiences.

Additional duties include, but are not limited to:

- · Leads the planning, budget development, budget management, and personnel evaluation for the Student
- May facilitate some aspects of judicial affairs and behavioral intervention teams.
- Hires, trains/develops, supervises, and evaluates Student Success staff.
- Empowers employees and fosters an atmosphere that is open to creative ideas for action and improvement.
- Performs other duties as assigned.

Minimum Qualifications

Master's degree in a job-related area is required.

Five years' progressive experience in similar positions to include previous supervisory responsibilities.

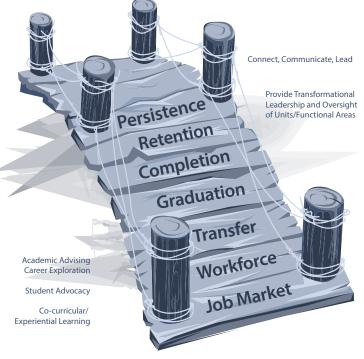




Oversight Student Success Division

Community Engagement

Judicial Affairs



Director of SS **Operational** Conduit between Strategic/Operational

Connect/Communicate/Lead

Provide transformational leadership and oversight of units/functional areas

Community Engagement

Financial Literacy

Co-Curricular/Experiential Learning

Special Populations: Veterans, Disability Support, International Students

Student Advocacy

Student Life

Holistic Student Support: Basic Needs and Counseling

Outreach and Recruitment

Admissions

Transfer and Career Services

Academic Advising and Faculty Mentoring

Career Exploration

Direct Operational Units Evaluate/ Assess Student Success Operational Unit

Develop Programs, Activities, Functional

Units to Support Student Success Interpret Policy Regarding Student Success

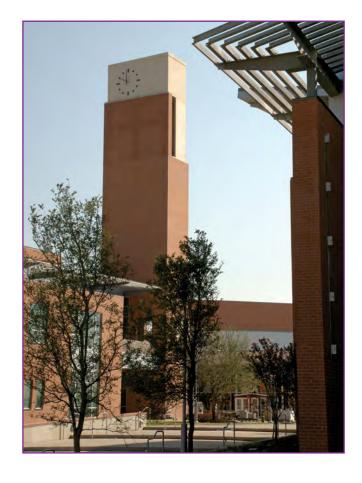
Coordinate Student Success Operational Implement Strategies for Student Success

Narrative of Alignment

for Deans for Academic Success

Northeast Lakeview College

The Northeast Lakeview College proposes an organizational restructure to align academic and student support services to facilitate full implementation of the AlamoINSTITUTES, a guided pathway approach to student success. The reorganization emphasizes the Dean's role in leading the College's commitment to integrating institutes into the work of the College. The two dean model will allow each dean to assume leadership of selected student success functions within their purview. One Dean will lead AlamoADVISE, transfer and career services, job placement, internships, and SDEV, to ensure seamless service as students select their pathway, engage and complete prior to moving into the workforce or transfer to a 4 year institution. The second Dean will focus on connection, onboarding, high school programs, dual credit, ECHS, admissions, records, and graduation, to integrate the AlamoINSTITUTES



early in the student experience. Both of the deans will be accountable for metrics that align to the Alamo Strategy Map, KPI's, BOTI's and THECB 60X30 Initiatives. Furthermore, the two Deans for Student Success will work collaboratively with the three Deans for Academic Success, Department Chairs, and faculty to develop and implement academic support, experiential learning, and co-curricular activities to help students chart and navigate their path to completion.

Since the adoption of AlamoINSTITUTES in Fall 2016, the student success division has worked to create, implement and align student success strategies to the AlamoINSTITUTES. The proposed model will help fully implement and ensure that AlamoINSTITUTES is integrated into the culture as a robust, sustainable model. In addition, the new model will align the Deans for Student Success more equitably to the responsibilities for the administrative leadership and oversight of supporting student success within the AlamoINSTITUTE model, while continuing the work of fully implementing the key components of MyMAP and AlamoADVISE.

The Deans for Student Success will serve with the Deans for Academic Success, Vice Presidents for Academic and Student Success as members of the Pathways Leadership Council to align the goals of the AlamolNSTITUTES to meet labor market demands and provide the best possible academic and student support experience for students.

Northwest Vista College

Northwest Vista College (NVC) is proposing a restructuring of our academic and student support services to provide more clearly planned and educationally articulated program pathways with intrusive monitoring and support.

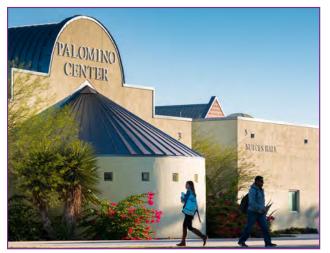
The two NVC Deans for Student Success, in collaboration with the three Deans for Academic Success, will implement AlamoINSTITUTES, a guided pathways model that clarifies student's path, helps students choose and enter a path, helps students stay on the path, and ensures that students are learning.



The Vice President for Student Success and two Deans for Student Success will fully develop and deploy the MyMAP framework for student completion that includes AlamoENROLL, AlamoADVISE, and AlamoINSTITUTES.

The proposed structure for the Deans for Student Success is to distribute the workload supporting MyMap and to fully integrate AlamoINSTITUTES, providing the optimal experience for NVC students. One NVC Dean for Student Success will collaborate with the Deans for Academic Success to focus on integrating a comprehensive and strategic guided pathways model that creates a seamless experience for students as they connect, enroll, progress, complete and transition to a university or workforce. The Directors of Advising and Enrollment Services will report to this Dean. The second Dean for Student Success will focus on collaborative work between Student Success and Academic Success in the creation of co-curricular activities that support AlamoINSTITUTES and guided pathways. This Dean will also work with NVC faculty that teach in our Student Development discipline to guide the work of contextualizing the Learning Framework (EDUC 1300) and Student Development (SDEV 0370) courses to our AlamoINSTITUTES. The Director of Student Development and Director of Student Life will report to this Dean. Additionally, this Dean will oversee our Counseling Services, Veterans Services, and Disability Services and will support the Vice President for Student Success with student behavior intervention to include student conduct, Title IX, and civil rights.

As members of the Pathways Leadership Council, the Deans for Student Success will serve with the Deans for Academic Success, Vice-Presidents for Student Success, and Vice-Presidents for Academic Success to align the goals of the Alamoinstitutes to meet labor market demands and provide the best possible academic and student support experience for our students.



Palo Alto College

Palo Alto College has one Dean of Student Success who with the Vice President for Student Success ensures that all students have the opportunity to be successful through an intentionally designed college experience utilizing the Completion by Design MyMAP Student Success framework in support of the AlamoInstitutes. Palo Alto College also has a Dean of High School Pre-College Programs who provides support and oversight for Early College High School, Dual Credit, and Department of Education TRIO Programs. At the intersection of the MyMAP Student Success framework and the AlamoINSTITUTES Pathways Model is the Dean of Student Success who provides leadership and support from entry to completion for enrollment, advising, co-curricular activities, and

out of classroom support systems. Student program of study is affirmed upon enrollment as part of the territory management structure of enrollment staff, student program and career exploration occurs again at a required New Student Orientation, and as part of the student's advising touchpoints. The AlamoADVISE Model at Palo Alto College is aligned with the AlamoINSTITUTES with each advising center aligning to two Institutes and provides career, academic, and transfer advising for all students. Finally, all co-curricular and extra curricular experiences have been aligned with the AlamoINSTITUTES as of this Spring 2018 term. Working collaboratively, the Deans of Academic and Student Success have developed expanded programming focused on three critical areas that will encompass experiential learning, service learning, and financial wellness proposed for the Fall 2018 term to ensure a robust and versatile offering of co-curicular experiences as part of the AlamoINSTITUTES.

St. Philip's College

The expanded St. Philip's College (SPC) Dean of Student Success organizational structure will provide comprehensive administrative oversight of all student service functions required for implementing, guiding, and sustaining the pathways model. A two (2) dean of student success model at SPC assures the appropriate balance of administrative leadership for supporting all aspects of the pathway model and ensuring operational optimization of the AlamoADVISE model, to include key components of MyMAP. Additionally, effective collaboration among the Deans of Student Success and Deans of Academic Success will facilitate the critical daily collaboration required between Academic Success Chairpersons, Program Directors, and Student Success functional area leaders. The AlamoINSTITUTES were established in the spirit of the AlamoWAY: Always Inspire,



Always Improve. The Pathways Leadership Council (PLC) will provide continued review of the AlamoINSTITUTES promoting student success, leadership and performance excellence. St. Philip's College Deans of Academic Success and Student Success, as members of the PLC, communicate the direction of the institutes to faculty and staff, use strategic planning and institute alignment goals to provide academic and student support, and meet labor market demands and career pathways.

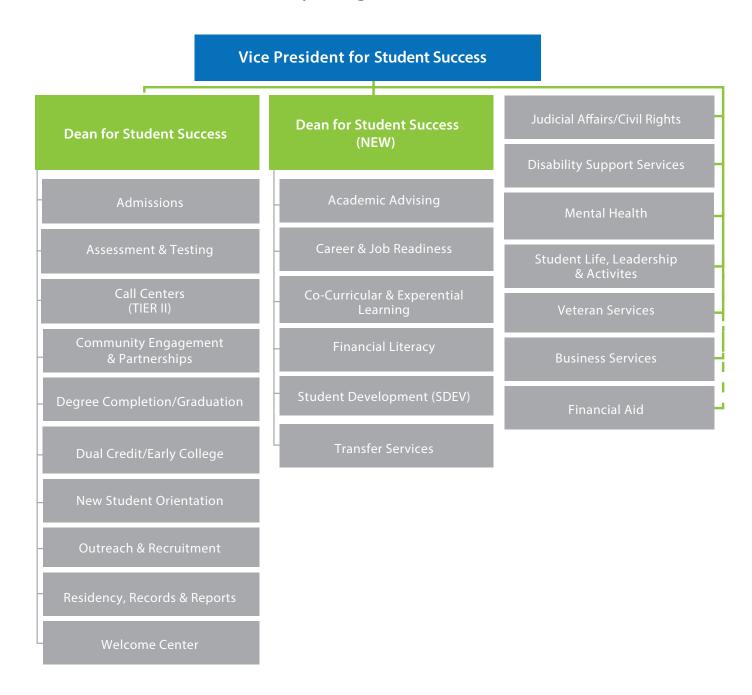


San Antonio College

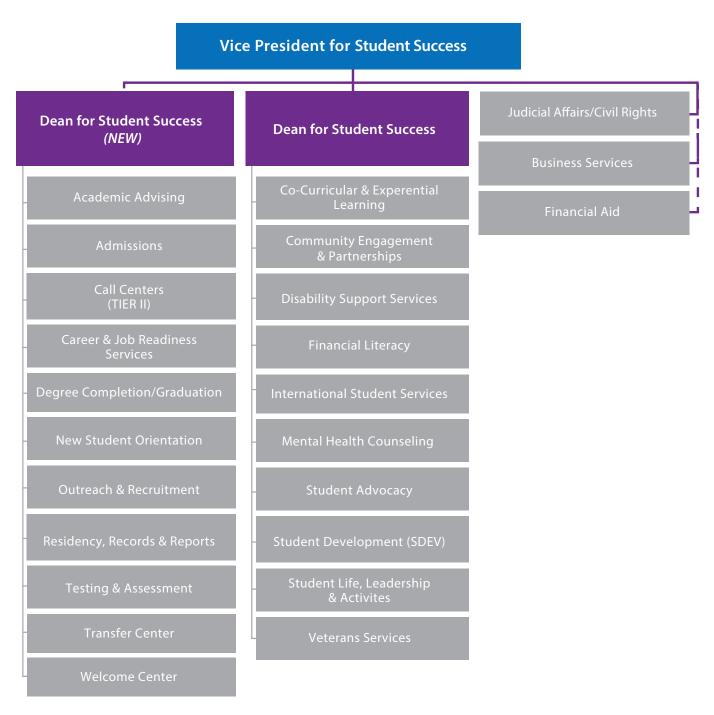
The Student Success Division of San Antonio College has been fully engaged in implementing the MyMAPmodel, to include AlamoINSTITUTES and AlamoADVISE. As academic programs were aligned within the AlamoINSTITUTES model in Fall 2016, the Student Success division continued to create and align student success strategies to the Institutes at connection, entry, progress, completion, and transition. The depth and breadth of this expanding work, in addition to providing support for the Institute Advisory Committees and the Pathways Leadership Council, has resulted in the need for a more innovative approach to administrative leadership in the Division. A two (2) Dean for Student Success model will provide direct leadership and management for the work of supporting student success within the AlamoINSTITUTES model, while continuing the work of fully implementing the key components of MyMAP.

San Antonio College's new Dean for Student Success model equitably assigns responsibility for the administrative leadership and oversight of the many student success components that support each Institute. One Dean will be responsible for overseeing the connection and entry components to include outreach and recruiting, admissions and records, assessment and testing, and advising. This Dean will also lead components ensuring progress and transfer, such as the transfer and career advising and support for special populations such as veterans. The second Dean will be responsible for leading progress and completion components such as the Office of Student Life, support for special populations such as Disability Support Services and International Student Services, and support for unique programs such as the Empowerment Center and the Student Advocacy Center. Together, the two Deans of Student Success at San Antonio College will work collaboratively to support, innovate, and continuously improve the student experience within the MyMAP and ensuring the key components of AlamoENROLL, AlamoADVISE and AlamoINSTITUTES are met.

Proposed NLC Dean of Student Success Pathways Organization Chart



Proposed NVC Dean of Student Success Pathways Organization Chart



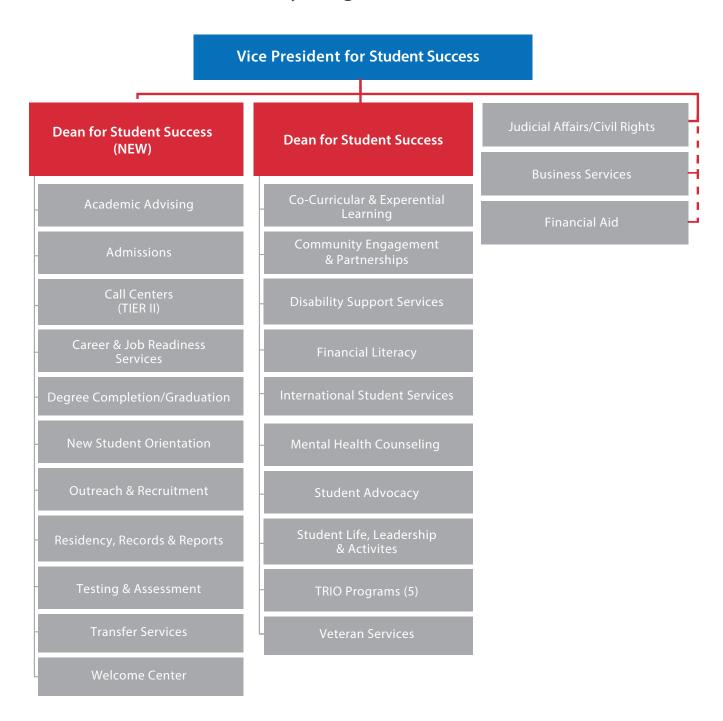
Proposed PAC Dean of Student Success Pathways Organization Chart

Vice President for Student Success Dean for Student Success Dean for Student Success (Pre-College Programs) Outreach & Recruitment Career & Job Readiness TRIO Upward Bound Math &Science Community Engagement **Business Services**

Proposed SPC Dean of Student Success Pathways Organization Chart

Vice President for Student Success Dean for Student Success Dean for Student Success (NEW) Judicial Affairs/Civil Rights Financial Aid Call Centers Career & Job Readiness Outreach & Recruitment

Proposed SAC Dean of Student Success Pathways Organization Chart







What is the "Pathways Model?"

The Pathways Model is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.

Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable colleges to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

Guided Pathways Essential Practices

The four dimensions of the Pathways Model, together with essential practices under each, are the following:

1. Clarify paths to student end goals

- a.) Simplify students' choice with default program maps developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.
- b.) Establish transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.

2. Help students choose and enter a pathway

- a.) Bridge K12 to higher education by assuring early remediation in the final year of high school through the application of courseware technology in strong K12/higher ed partnerships, such as the TN SAILS model.
- b.) Redesign traditional remediation as an "on-ramp" to a program of study, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and non-academic foundation skills throughout the college-level curriculum, particularly in program "gateway" courses.
- **c.)** Provide accelerated remediation to help very poorly prepared students succeed in college-level courses as soon as possible.

3. Help students stay on path

- a.) Support students through a strong advising process, embedded and ongoing in the pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college math, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.
- **b.)** Embed academic and non-academic supports throughout students' programs to promote student learning and persistence.

4. Ensure that students are learning

- **a.)** Establish program-level learning outcomes aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs
- **b.)** Integrate digital and projects, internships and other applied learning experiences to enhance instruction and student success in courses across programs of study.
- c.) Ensure incorporation of effective teaching practice throughout the pathways.

Essential Capacities for Guided Pathways Reforms

Research and experience in the field indicate that the following capacities are essential for motivating and supporting higher education institutions and systems to undertake the broad scale institutional reforms involved in implementing guided pathways effectively and at scale.

- Leadership demonstrating skills for managing and sustaining large-scale transformational change.
- Broad and authentic engagement of college faculty and staff—particularly advisors—in the design, implementation, evaluation, and ongoing improvement of pathways for students.
- Institutional will and capacity to use data and evidence to design academic and career pathways, monitor student progress, and implement needed improvements over time.
- Technological tools and infrastructure appropriate to support student progress through guided pathways.
- Commitment to the level of strategically targeted professional development that will be required to design and implement pathways at scale.
- Policy conditions established at the state, governing board, system, and institutional level that provide incentives, structures and supports for pathway design and implementation at scale while removing barriers.
- A continuing action research agenda that examines the efficacy of guided pathways and develops practical knowledge and tools to support effective implementation at scale.

This overview is excerpted from a longer unpublished document developed by the Community College Research Center (CCRC) and the AACC Pathways Project.

Alamo College District Board Policy

F.6.1 (Policy) Student Success
Responsible Department: Vice Chancellor for Student Success, Vice Chancellor for Academic Success
Board Adoption: 10-26-10
Last Board Action: 12-12-17

The success of the Alamo Colleges District will be measured by the success of its students. The Alamo Colleges District will consistently focus on student success, on learning outcomes and on creating a "Culture of Evidence." The intent is for all student cohorts to achieve equity in academic performance and completion. Regular reports on progress in achieving student success will be presented to the Board of Trustees on a semester and annual basis. Our mission, values, strategic plan, policies and budget decisions will reflect convictions about the importance of success and equity for all students.

The Alamo Colleges District has adopted a guided pathways model, MyMAP (Monitoring Academic Progress) with two components, AlamoINSTITUTES and AlamoADVISE. The AlamoINSTITUTES pathways approach to student success, based on research evidence and informed by AACC Pathways Program, provides intentionally designed, clear, coherent and structured educational experiences that guide each student effectively and efficiently from point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market. Programs, support services, and instructional approaches shall help students clarify their goals, choose and enter pathways that will achieve those goals, stay on pathways, and master knowledge and skills that will enable them to advance in the labor market and successfully pursue further education.

The Alamo Colleges District will rely upon evidence about student progress to make strategic decisions and allocate resources. The Alamo Colleges District will promote collaboration across the organization and among various groups, by achieving consensus on the measures of student success, and by stressing that student success is everyone's business. Institutional change affects the culture and strategic operation of an institution and goes beyond programmatic interventions. It is to be driven by a shared vision to improve student outcomes and success through significant and continuous improvements to our policies, structures, programs, curriculum, services, and resources, and to create opportunities for a more successful overall college experience.

Principles and Measures of Student Success:

PRINCIPLES:

- Comprehensive strategic planning sets success goals and measures for improving student outcomes;
- Organizational structures, policies and practices support student success values and priorities to ensure a student-ready college focused on student's experience;
- Commitment to eliminating achievement gaps among all student groups with a student-centered vision that addresses diversity of preparedness and needs.
- Student success goals, including targets for student cohorts (e.g., male/female, ethnicity), describe expectations and progress toward these goals are monitored on a regular, on-going basis;
- Focus on gaps reflected in the data and determine and employ modifications of our key strategies to improve equity outcomes.
- Planning and budgeting processes are aligned and reflect student success goals and priorities and adhere to the dashboard measures;
- Broad engagement of multiple stakeholders, including Education, business and community partnerships, are designed to improve transitions from high school to college and the workplace and fosters a common understanding and deeper commitment to student success improvement goals;
- Instructional practices incorporate sound principles of teaching/learning theory to enhance learning outcomes;

- Program-level learning outcomes are aligned with the requirements for success in employment and further education in a given field and the results of learning outcomes assessment are applied to improve the effectiveness of instruction across programs.
- The Alamo Colleges District is a learning organization, and all college employees are expected to grow in their professional roles in support of the student success agenda;
- The Alamo Colleges District's performance evaluation process will ensure that all college employees have a clear understanding of their role in helping students succeed and be held accountable for improvements.

MEASURES:

- Diversity goals address gaps in student outcomes across populations particularly among lowincome students, students of color, and their peers;
- Course completion
- Productive grade rates
- Retention
- Persistence
- Transfer
- Employment
- Licensure
- Graduation
- Overall success rates in accelerated developmental math, reading and writing, transition to college courses and overall success rates of both developmental and non-developmental courses are continuously monitored.
- Annually assess equity issues, including disaggregating measures listed above, and use the data to improve results

ACTIONS:

The organizational structures, policies, and practices that support student success values and priorities include the following set of actions. The policies and practices are based on research from the Achieving the Dream initiative and Alamo Colleges District Pathways Model (F.6.1.1) and other educational strategies identified as promoting increased success for all students. The Alamo Colleges District's long-term, institution-wide procedures support and promote student engagement and commitment to learning while requiring strategies in the pathways model that are proven to increase student success. Procedures will be developed for the following:

- The Student Experience MyMAP (Monitoring Academic Progress) Consistent, on-going and well-defined actions for the colleges and students beginning with information available to prospective students through completion of student goals.
- The Student Experience Connection through Entry Timely and efficient processes to maximize students' admission, engagement in making an informed choice of career field and program goal, development of a plan to meet their desired goal, and enrollment in classes leading to their goal.
- The Student Experience Progress to and through Completion Processes through AlamoADVISE, faculty engagement with students, and students' active involvement in learning to progress to completion.

Notes —

Notes —





PLC Pathways Leadership Council

I. SCOPE

The Pathways Leadership Council (PLC) is an integrated, systematized leadership collective that will ensure the AlamoINSTITUTES is integrated into the culture as a robust, sustainable model. Its purpose is to ensure the Deans, Vice Presidents, and Vice Chancellors of Academic and Student Success are leaders in the communication, planning and alignment across the Colleges, while bringing AlamoINSTITUTES to scale.

The Pathways Leadership Council (PLC) serves to facilitate cross-college communication about alignment, reviews progress towards the completion of goals, coordinates planning between the Alamo Colleges District and sister Colleges, and ensures that the colleges' work aligns to the Board of Trustee's vision for the development, implementation, and assessment of the AlamoINSTITUTES.

- Serve as a communication venue for leaders from Academic and Student Success to discuss best practices and goals.
- 2 Coordinate with the colleges to ensure consistency and alignment, while ensuring flexibility that reflects the unique dynamics of individual colleges.
- Provide oversight of short-and long-term planning and ensure a continuous improvement process in related areas for Academic and Student Success.
- Serve in an advisory role to PVC on the pathways as well as related initiatives.
- Lead the planning for signature events and serve as the Steering Committee for the six district-wide Institute Advisory Committees.
- Recommend District-wide goals in the development, planning, implementation and assessment of the pathways.



III. REPRESENTATION AND MEMBERSHIP

The Pathways Leadership Council (PLC) is composed of the following members:

The rathway's Leadership Godinon (1 Lo) is composed of the following members.		
Deans for Academic Success	14	
Deans for Student Success	6	
Vice Presidents for Academic Success	6	
Vice Presidents for Student Success	5	
Ex-Officio Vice Chancellor for Academic Success	1	
Ex-Officio Vice Chancellor for Student Success	1	
Ex-Officio Chief Online Learning Officer	1	
Total:	34	

IV. TERMS OF MEMBERSHIP

- Additional PLC members can be added if there is a need to expand the membership.
- Members are expected to attend meetings regularly.
- 3 Representatives are responsible for reporting PLC actions to their Presidents, Chairs, Faculty, Advisors and other stakeholders.
- ▲ Each member of the PLC will come to meetings prepared to discuss topics.



- The Vice Chancellors for Academic Success and Student Success will serve as leaders in an advisory role to the Council and provide direction.
- The Council will allow for the creation of ad hoc committees to address issues requiring external Subject Matter Experts (SME's).
- 3 The Council will allow for additional resource experts to provide information and input as needed in committee meetings by invitation.
- 4 The Co-Chairs will be selected by the Presidents and should include a VP and a Dean. The Co-Chairs shall serve for one year, and may serve longer at the discretion of the Presidents. A Project Facilitator should be assigned to support the Council under the direction of the Co-Chairs.
- The duties and responsibilities of the Co-Chairs shall include:
 - Call meetings to order
 - Type and post the agenda
 - Prepare and distribute minutes
 - Develop and post agendas at least 72 hours in advance of a meeting.
 - Facilitate meetings
 - Report Council recommendations to PVC
- 6 Meetings will be conducted a minimum of once a month during the academic year.
- 7 The meeting calendar of the incoming academic year will be set in advance.
- The Council uses a consensus decision-making model.
- A quorum is a majority of the membership.
- 1 O An archive for the PLC will be established and maintained online and will contain all agendas, meeting minutes, and correspondence pertaining to PLC business.
- **1** The Council will evaluate PLC's scope and duties on an annual basis.

PLC Pathways Leadership Council

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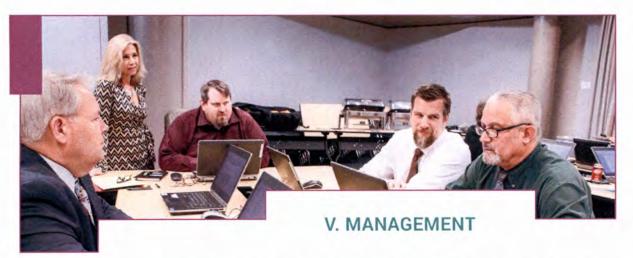
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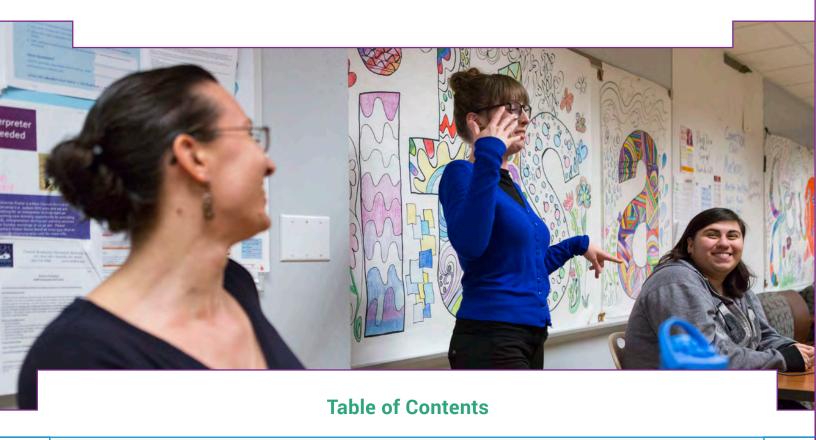
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The Alamo Colleges District Institute Advisory Committees

AlamoINSTITUTES are designed to guide students to academic choices that lead to successful employment and life-long careers. To accomplish this objective, the Alamo Colleges District engages in intentional, ongoing, and strategic dialogue with regional employers. The five colleges of the Alamo Colleges District have adopted the Pathways Model defined by the Texas Pathways Institute as "an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through attainment of high-quality postsecondary credentials and careers with value in the labor market."

The integration of District Institute Advisory Committees will provide the opportunity to:

- Align with the AlamoINSTITUTES design.
- Collaborate across the District in order to allow all the Colleges together to benefit from the greatest employer and stakeholder talent.
- Support and invest in students, faculty, student success representatives, and programs that will lead to student achievement and employment.
- Utilize biannual Signature Events to engage stakeholders across the community.

District Institute Advisory Committees will enhance engagement between regional employers and colleges.

Outcomes will integrate employer feedback, career information and marketable skills across curricula, align academic programs and pre-majors with career paths, and inform Institutes with employer recommendations for successful pathways to students' career readiness.

Guiding Principles



The AlamoWAY that defines the priorities of Student Success, Principle-Centered

The AlamoCONFIDENCE initiative which establishes the belief that students who are supported and deeply engaged with employers from the beginning of their post-

secondary journey are more successful and likely to be employed and promoted.

Leadership, and Performance Excellence.

The creation of a sustainable Pathways Model that contextualizes academic support, applied and experiential learning, and co-curricular activities.

A responsive, flexible Pathways model that responds to career needs.

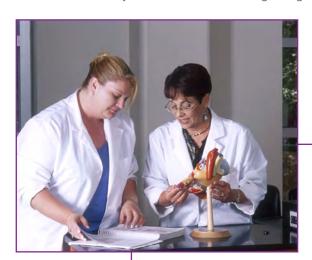
Alignment of academic programs with a seamless transfer process and employment with enhanced employer engagement.

A culture of continuous improvement within the AlamoINSTITUTES.

A collaborative model among the Colleges and District to ensure alignment of career pathways and communication with the AlamoINSTITUTES.

Framework for District Institute Advisory Committees

The adoption of the Pathways Model within AlamoINSTITUTES provides a strategic opportunity to engage with regional employers to strengthen career pathways. The District Institute Advisory Committees will promote key strategies that will ensure the relevance and competency of Marketable Skills that employers seek. The Advisory Committees will enhance employer engagement with students at the Alamo Colleges District and provide their expertise within the six Institute Advisory Committees through Signature Events, a minimum of twice a year.



Advisory Committees were institutionalized decades ago and in many states are required by state statute or rule. The Advisory Committees are effective in informing and contributing to the development of new programs and ensuring the relevance of existing programs. The most effective advisory committees

are providing equipment investments and opportunities for faculty development, student internships, scholarships, and other employer support systems. Guided by 60X30TX which mandates that all colleges take a proactive response to continuously changing requirements from both employers and universities, it is appropriate to establish advisory committees that are inclusive of both pre-majors and career programs. Further, financial reductions increase the need to identify partners willing to invest in

our colleges; advisory committees provide an opportunity, if used effectively, to encourage such investment from employers and stakeholders.

Advisory Committees will be composed of persons who broadly represent the demographics, including ethnic and gender diversity, of all sectors of the business and Higher Education community. Employee members of the Advisory Committees will be proposed by the College Institutes Committees to the Cross-College Readiness Team who will then make recommendations to the Pathways Leadership

Council (PLC) that serves

"The most effective Advisory
Committees identify marketable
skills; provide opportunities for
faculty development, student
mentoring and internships,
scholarships; and further provide
resource investments for key
programs."

as the Steering Committee. Other members may be proposed by the Presidents, Vice Chancellors, or Chancellor. Advisory Committees will meet at least twice a year.

Alamo Institutes



CREATIVE & COMMUNICATION ARTS

This Institute will prepare you for careers in designing, exhibiting, performing, writing and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.





BUSINESS & ENTREPRENEURSHIP

This Institute will prepare you for careers in planning and directing business operations, financial and investment planning, banking, insurance and business financial management, and the marketing and operation of restaurants, lodging, recreational events, and travel-related services.

Alamo Institutes





HEALTH & BIOSCIENCES

This Institute will prepare you for careers in the planning, managing, and providing therapeutic services, diagnostic services, health informatics, and research and development. You may choose to prepare for careers in nursing, pharmacology, dentistry, kinesiology, occupational therapy, physical therapy, radiography, surgery, and veterinary medicine.



ADVANCED MANUFACTURING & LOGISTICS

This Institute will prepare you for careers in mechanical repair, such as automotive, diesel, and aircraft repair. You could also prepare for careers in manufacturing, with a focus in specialized machining, electronics, instrumentation, and robotics. Further career options include those in allied construction, with a focus in electrical, plumbing, homebuilding, and welding. You could also train for careers in distribution and logistics, specializing in planning management, movement of people, materials, and goods, and related support services.

Alamo Institutes



PUBLIC SERVICE

This Institute will prepare you for service careers in teaching, counseling, social work, and the mental health industry. This Institute will also prepare you for public careers in policy, law, national security, foreign service, civil service, court reporting and public administration. Skills acquired will also apply to careers in homeland security, public safety, and customer and support services.



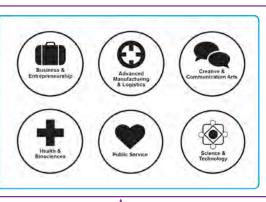
SCIENCE & TECHNOLOGY

This Institute will prepare you for careers such as: agricultural fields, IT occupations, laboratory and testing services, and research and development. You will gain skills in planning and managing scientific research.



A tiered Advisory Committees structure will enable Districtwide communication and collaboration at each College and the District to: (1) Better understand the needs of employers and (2) Implement strategies to meet employer needs within the AlamoINSTITUTES.

Advisory Committees Model Flowchart



District Institute Advisory Committees

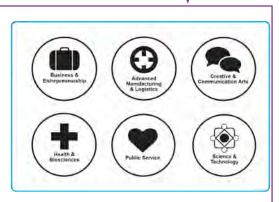
Across the District, one for each institute

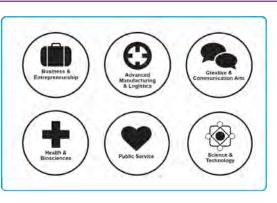
- Engage in strategic conversations with employers through Signature Events and share feedback with college through Cross-College Readiness Teams.
- Ensure alignment of programs and pre-majors with employer expectations.

Cross-College Readiness Teams

Across the District, one for each institute

- Lead Signature Events, a minimum of twice a year, to engage employers with the AlamoINSTITUTES and share employer feedback with the Colleges.
- Share best practices across all colleges for each Institute.





College Institute Committees College-Level

- Ensure feedback from all disciplines in academic and workforce programs.
- Support faculty and student success representatives to contextualize employer feedback for the Institutes.
- Share feedback with Cross-College Readiness Teams to inform planning.

Program Level Advisory Committees

College-Level

- Obtain feedback from employers in a pre-major or specific career programs.
- Share employer feedback and integrate into College Institute Committees.

CIC - College Institute Committees

I. SCOPE

Each college within the Alamo Colleges District will maintain College Institutes Committees (CIC), is inclusive of each of the six Institutes. The scope of the CIC is to ensure robust dialogue and engagement with Academic Success and Student Success on the implementation and assessment of the AlamoINSTITUTES. The College will develop a committee that reflects the Six Institutes made up of faculty from all disciplines, which represents all pre-majors, fields of study, and programs within that Institute.

Faculty, student success representatives, and administrators must serve on their College Institute Committee to be eligible to serve on the Cross-College District Readiness Team and the District Institute Advisory Committee.

Selected faculty, discipline leads, and chairs from all disciplines and programs and student success representatives with that Institute will serve as members. The Vice Presidents and Deans for Academic Success and Student Success will serve as collaborative facilitators on the College Institute Committees. This committee will meet at least twice a semester.

- Ensure an iterative communication process for faculty, student success representatives and administrators to engage in strategic conversations with regional employers to enhance employer engagement and with university partners aligned with transfers.
- 2 Create opportunities for disciplines to contextualize pre-majors, applied experimental learning, and co-curricular opportunities and programs to the Institute, and share best practices.
- 3 Ensure integration of feedback from college-level career Advisory Committees and other disciplines to help inform the strategic directions for the Cross-College Readiness Team and ultimately the District Institute Advisory Committees.
- 4 Provide oversight for the alignment and assessment of Marketable Skills for the Institute to the appropriate Program Learning Outcomes within the Institute.
- Provide oversight of short and long-term planning and ensure a continuous improvement process for the specific Institute.
- Review data and make recommendations for continuous improvement and achievement of program and Institute level outcomes.

CRT - Cross-College Readiness Teams

I. SCOPE

Each college within the Alamo Colleges District will have faculty, student success representatives and administrative representation on the Cross-College Readiness Teams (CRT). The Readiness Teams focus on the alignment and consistency of communication and sharing of practices to strengthen the College Institute Committees, as well as to inform the agenda for the District Institute Advisory Committees.

There are six Cross-College teams organized by the six Institutes. Each of the five Colleges will have up to three faculty representatives and up to two Student Success representatives from their College Institute Committee to serve at the District level.

For example, a college will identify up to three faculty representatives and up to two Student Success representatives from the College Institute Committee to participate on the CRT for Public Service. That will ensure each CRT has up to fifteen faculty representatives and ten Student Success representatives, in addition to the administrators who will participate.

The Vice Presidents are responsible for convening the meeting and membership for thier college. Members must also serve on their College's Institute Committees to help inform the dialogue with members from sister colleges. They will also provide recommendations to the Pathways Leadership Council (PLC) on agenda items for the District Institute Advisory Committees to ensure strategic engagement with employers and to ensure two-way communication with faculty at their college.

Faculty and administrators must serve on their Cross-College Readiness Team to be eligible to serve on the District Institute Advisory Committee. The Vice Presidents and Deans for Academic Success and Student Success will serve as collaborative facilitators on the Cross-College Readiness Teams. This team will meet at least twice a semester.

- Ensure an iterative communication process for faculty, student success representatives and administrators at the colleges to inform the strategic conversations with regional employers and university partners during Advisory Committees.
- 2 Create opportunities for sister colleges to share their practices on the implementation and assessment of the Institutes.
- 3 Ensure integration of feedback from college-level career Advisory Committees, through the College Institute Committees, to help inform the strategic direction for the District Institute Advisory Committees.
- Provide recommendations to the Pathways Leadership Council (PLC) as the Steering Committee on the agenda and discussion topics for the District Institute Advisory Committees.
- Provide recommendations for professional development of faculty, student success representatives and administrators who serve on the Advisory Committees.

DIAC - District Institute Advisory Committees

I. SCOPE

The Alamo Colleges District will have six District Institute Advisory Committees (DIAC) organized by the six Institutes that will meet once each fall and spring. DIAC will focus on greater employer engagement with regional employers and leverage employer expertise around the Institutes at the five colleges. This group will also focus on developing stronger employer engagement, integrating feedback from advisory committees for specialized career programs, as well as pre-majors and fields of study within an Institute, and ensure curricular alignment with employer recommendations and feedback.

The District Institute Advisory Committees are organized to parallel both the Cross-College Readiness Teams and the College Institute Committees. Each of the five Colleges will have up to two faculty representatives and one Student Success Representatives from the Cross-College Readiness Teams participate in the DIAC. The other faculty and Student Success representatives will serve as alternates in case of an absence. Thus, DIAC will have up to 15 faculty and five Student Success Representatives per Institute Advisory Committee. The Vice Presidents and Deans for Academic Success and Student Success will also serve on DIAC as collaborative facilitators. Each District Institute Advisory Committee will seek to have ten to fifteen employers participate on each committee. The Advisory Committees will meet twice a year.

- 1 Engage in strategic conversations with employers and university partners during Signature Events that are framed around Institutes.
- 2 Develop collaborations with employers and faculty to strengthen student success in employment, either directly or through a transfer degree program.
- 3 Ensure alignment of academic programs and pre-majors with university partners focused on transfers and employer expectations through enhanced employer engagement.
- Ensure integration of feedback from college-level career Advisory Committees, through the Cross-College Readiness Teams, to ensure alignment with strategic direction for the Institutes.
- Capture the communications and recommendations from the DIAC meetings and share with stakeholders at the college. Disseminate information to college-level career Advisory Committees to create an awareness of the career around the Institutes.

Professional Development for Advisory Committees

District Institute Advisory Committee

Employers are encouraged to serve a minimum of 2 years at the annual signature event and to be available for the colleges for engagement opportunities.

Cross-College Readiness Team Professional Development

Members who serve on the Cross-College Readiness Team will be required to participate in professional development. The Vice Presidents will ensure compliance with this requirement. Professional development will include:

- Orientation: Two-hour overview of the framework of an advisory committee including rules of engagement, election of Chair, terms of membership, and recording of minutes.
- Communication and Communication building: Two-hour seminar on building rapport with employers through strategic conversations that produce actionable outcomes.
- Professional development will occur in the early fall in advance of the first District Institute Advisory Committee Meetings.



College Institute Committees are responsible for implementation of the Institute work at each college. The respective Deans will ensure compliance with professional development requirements for these teams. Professional development shall include:

- Leadership Development: Two-hour development on strategic planning techniques and facilitation of an intentional process that produces actionable outcomes.
- Annual reaffirmation of the committee charge and assessment of College Institutes impact on student success metrics.

Program Advisory Committee Professional Development

Program Advisory Committees are responsible for alignment of program learning outcomes with industry requirements and for review of program assessment results. The respective Deans will ensure compliance with professional development requirements for these teams. Professional development shall include:

• •Two-hour faculty development (for faculty serving on committee) on strategic planning techniques and facilitation of an intentional process that produces actionable outcomes.





All disciplines, which represent pre-majors, fields of study, and programs will have employer/stakeholder engagement and representation within each of the six AlamoInstitutes through Signature Events.

Each College Institute Committee (CIC) will have representation from each program and pre-major within that Institute.

Each Cross-College Readiness Team (CRT) will serve as the District-wide committee for that Institute, thus six Readiness Teams will be established, representing the five colleges and the programs and pre-majors within that Institute.

The Cross-College Readiness Teams and the College Institute Committees will meet at least twice a year, but may meet more often.

The District Institute Advisory Committees (DIAC) will meet at least twice a year.

The members of the CIC, CRT and DIAC will be celebrated annually.

SUMMARY

This multi-faceted work engages stakeholders from across the colleges and our community to support our students in successful transfer and employment. The colleges of the Alamo Colleges District are committed to intentional, ongoing, and strategic dialogue with regional employers in order to accomplish this goal. Through the Pathways Model and AlamolNSTITUTES, faculty, student success representatives,

and administrators will meet
within a tiered committee
structure in order to leverage
expertise of employers and
educators in our communities,
and to strengthen relationships
with the community leaders who
employ and support our students.
Additionally, the tiered committee
structure will provide intentional
opportunities for the effective and
continuous improvement of the
AlamolNSTITUTES model.

The tiered advisory committee structure will ensure enhanced



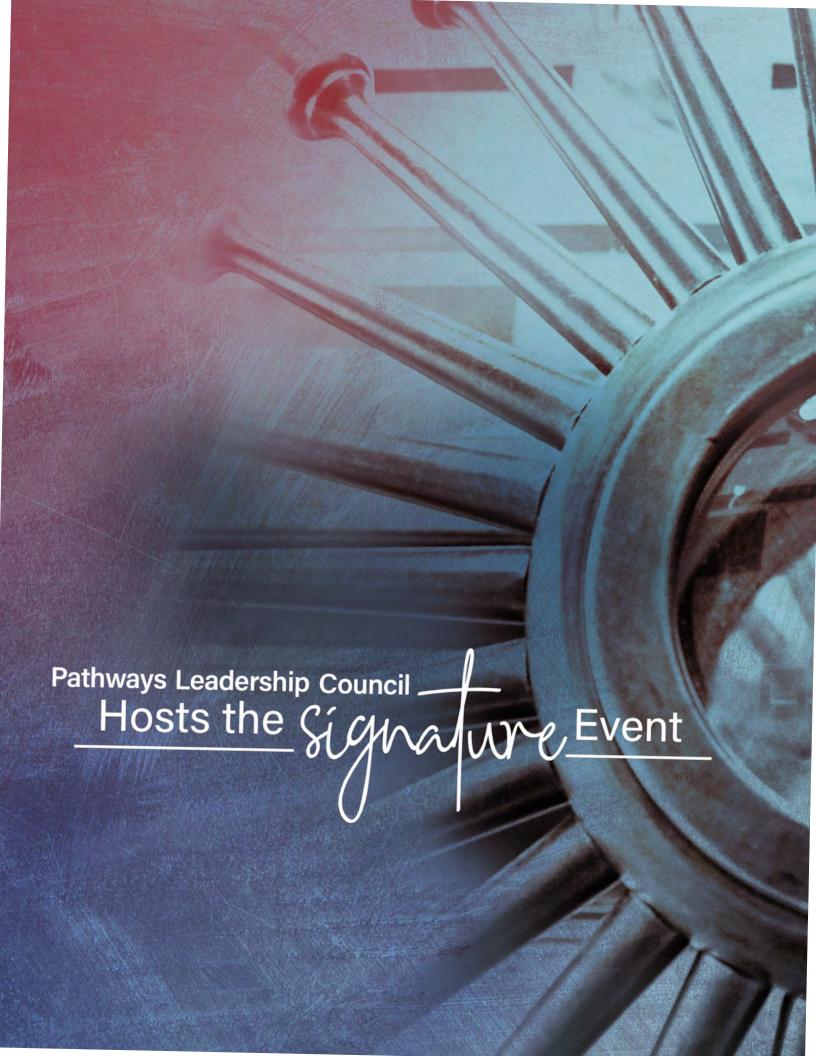
engagement with community employers, faculty and student success representatives through signature events to ensure employer feedback, career information and marketable skills are integrated across curricula, alignment of academic programs and pre-majors with career paths, and the integration of employer recommendations to inform Institutes and prepare students for success in their career pathways. Faculty, student success representatives, and administrators will receive thoughtful and ongoing professional development to support their work.

Notes

Notes







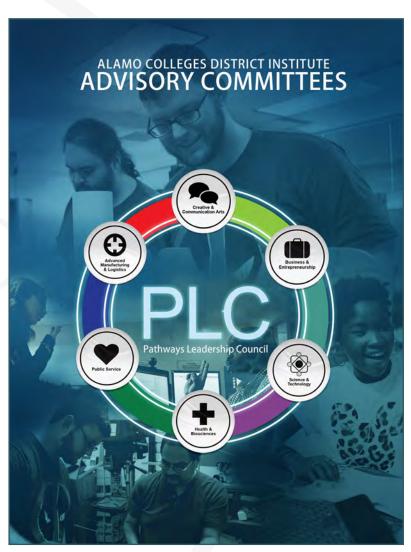
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Welcome

Dr Jothany Blackwood and George H Johnson III.
Co-Chairs, Pathways Leadership Council

The Alamo Colleges District Institute Advisory Committee Inaugural Signature Event is led by the Pathways Leadership Council (PLC). The Council serves as the Steering Committee for this event and leads the planning, communication, alignment and assessment of the Alamo Institutes. On September 28, 2018 we hosted our inaugural Signature Event that focused on the Health and Bio Sciences, Logistics and Advanced Manufacturing, and Science and Technology Institutes. Twenty-three employers and educational partners committed to serve as a member of an Institute Advisory Committee so we can work collaboratively to prepare students for ongoing success.



The 2019 Spring Signature Event will highlight Business & Entrepreneurship, Creative & Communication Arts, and the Public Service Institutes. Our faculty and student success staff will then lead conversations at the five colleges on the feedback and recommendations from employers and university partners.

Executive Highlights from Employers and Partners:

- Employers emphasized students need to acquire technical abilities, as well as essential skills, such as communication and critical thinking.
- Employers want employees that can translate knowledge across different areas so they are capable of performing multiple duties and multitasking.
- There was an emphasis on employees being professional, demonstrating a work ethic and treating people well.
- To be competitive, students must have work experience outside of the classroom.
- Partners emphasized the need for ongoing, effective communication with faculty through these Advisory Committees.

Remarks from the Board of Trustees

Mr Joe Jesse Sanchez Assistant Secretary, Alamo Colleges District Board of Trustees



Speaking on behalf of the Board of Trustees for the Alamo Colleges District, Mr. Joe Sanchez welcomed the participants to the first Signature Event focused on District Institute Advisory Committees. The Alamo Colleges District Board of Trustees has made the Alamo Institutes a priority as they recognize the value for students to identify and progress on a structured pathway that leads to employment and/or transfer to a 4-year university.

Mr. Sanchez shared the Board's ongoing support for the work being done on Pathways by the faculty, student success staff and administrators across the five colleges.

He emphasized the Board's commitment to developing and strengthening partnerships with regional employers and continuing to engage them for the benefit of students. Mr. Sanchez also recognized both the Chancellor Emeritus Dr. Bruce Leslie and Chancellor Dr. Mike Flores as visionaries, decisive leaders and community builders.

Pathways Overview Dr Bruce Leslie

Chancellor

Dr. Leslie focused on the theme that students have better outcomes when they have connections and support from employers. He emphasized that when students determine their career interests early, they tend to do better in college. Also, when students are connected to their industry, they tend to complete their degree. He identified that Alamo Colleges has six Institutes with pathways that broadly define careers that students want to explore. These Pathways really serve to help students refine their decisions within the Institute.

Dr. Leslie highlighted that the District invited employers to share the skills our students must have as they enter the workforce, including soft, interview, and essential skills. He outlined that the colleges would like to work with employers to provide internships, scholarships, and to be on the front line of hiring our students. The Signature Event is a strategic way for employers to take a deliberate action to engage with our students while they are still in school. The District looks forward to partnering with regional employers so our students can continue to be competitive within their industry of choice.



Vision for the Future





Dr. Mike Flores, Chancellor of the Alamo Colleges District highlighted that education is the key to leveling the playing field for everyone. He cited Brookings Institute data that supported access to higher education improves socioeconomic mobility. This is critical as students from a demographic minority or a single-family home may face significant barriers to improving their socioeconomic status and quality of life. Completing a higher education credential overcomes those challenges by increasing the likelihood of moving into a higher socioeconomic level.

The Alamo College District is uniquely positioned to provide this access because of low cost tuition, open enrollment, and a holistic approach to student success. One essential aspect of student success that the District advocates for is the clarification and affirmation of students through advising, exploration, workplace shadowing, and connection to internships with business and industry partners. An example of a successful model where this type of exploration occurs is the Advanced Manufacturing Technician (AMT) program that integrates classroom learning with on-site work experience. This model is an example of a partnership with industry that we must continue to develop to support students and their ability to experience social mobility and an improved quality of life.

Advisory Committee Orientation

Jim Derschbach
President and CEO Port San Antonio

Mr. Perschbach opened with examples of how industry partners have successfully collaborated with higher education to create a workforce pipeline. Those examples included Lockheed Martin, Boeing, Toyota and the Cyberspace industry.

Mr. Perschbach also encouraged the District to continue to pool our resources and work collaboratively without creating silos.

He pointed out the need to capitalize on industry and higher education expertise to create a process to design and inform curriculum development to meet the demands for a skilled workforce in Bexar County and its surrounding areas.





Breakout Sessions

Each Institute Advisory Committee was led by a facilitator with years of experience leading Advisory Committees with industry partners. Each hour long session engaged regional employers, university representatives, faculty, student success representatives and administrators around four guiding questions.

Employer feedback and recommendations were captured electronically and shared with our stakeholders. The primary role of the Alamo Colleges District stakeholders was to serve as active listeners and to lead conversations at the colleges about the feedback from employers and university partners.

A timekeeper was present in each session to ensure the conversations remained on task within the time lines and to ensure the committee reconvened for closing remarks.

Institute Discussions

Health and Bio Sciences

What is the future of your industry?

According to the San Antonio Economic Development Foundation, jobs are projected to increase by 13,094, which is higher than the national projected growth rate of 10.4%. Employers are looking for multitaskers that can adapt to future needs and are prepared to start day one with essential skills to meet the needs of the organization.

Employers also shared they need to cross train employees who are capable of performing multiple duties as organizations are having to do more with less and they need responsive employees who can work in that environment.

Employers also indicated the desire to work with the Alamo Colleges District so that their future employees are not burdened with high amounts of debt after graduation.



What does a graduate of the Alamo Colleges District need to be ready "Day1"?

The San Antonio Economic Development Foundation's 2018 Jobs Report highlighted the top 5 marketable skills as management, leadership, coordinating, communications, and teaching. Employers also shared that, in addition to their technical abilities, future employees need to have a mastery of what had been traditionally referred to as soft skills. Employers identified those soft skills as essential skills because the ability to communicate and to be a critical thinker are a necessity to being successful in the job. Employees also need students to be able to transition from theory in the classroom to practice in the industry. It was also emphasized that employees need to be able to anticipate, communicate, and act upon knowledge learned in a variety of settings.

What will put a graduate from the Alamo Colleges District at the top of your applicant pool?



Healthcare industry employer needs are diverse and changing daily. Employers are looking for a diverse workforce that reflects those dynamics and can deliver unique skills, follow policies and procedures, and work both independently and within a team.

Future employees need to be integrated as team members that are able to understand and follow rules, think critically, perform basic math, and have strong communication abilities. Employees must have a strong ability to multi-task, a drive to be creative, and a willingness to be flexible.

A key path to employment in the healthcare industry is through an internship or preceptorship. These are very helpful in allowing an employer to identify a talent for hiring. Employees must exhibit a willingness to perform multiple tasks and an enthusiasm to do what it takes to get the job done.

What is an effective process for communicating chantges in your industry to the Alamo Colleges?

Employers would like to continue to be included in the Advisory Committees and to meet more frequently. The need for consistent and ongoing communication with the Alamo Colleges District was clear. They would also like to include more education and industry partners on the advisory board.

Employers feel that a deeper study and a needs assessment should be performed to include market projections.

Employers also recommended engaging with human resources departments to identify essential skills or competencies aligned with industry needs that faculty can incorporate into curriculum.

Logistics and Advanced Manufacturing

What is the future of your industry?

The data in the San Antonio Economic Development Foundation's 2018 Jobs Report supports the continuation of high-wage, middle-skill employment opportunities in Logistics and Advanced Manufacturing. Throughout the conversation with business and industry partners, the following common themes emerged: Teamwork/collaboration, work experience to include internships, strong work ethic and professionalism, and basic computer and technical skills.

Business and industry partners shared the importance of developing skills such as creativity, communication, and teamwork. Employers also stressed emphasis on these skills even as online education continues to grow.

Skills necessary for the future of the industry included Auto-CAD, 3D Modeling, Linux and Basic Programming. They also emphasized skills in Robotics, Analytics, Electronics, and Technical Writing were important in employees.



What does a graduate of the Alamo Colleges District need to be ready "Day1"?

The San Antonio Economic Development Foundation's 2018 Jobs Report highlighted the top 5 marketable skills as management, operations, communications, problem solving and leadership. Business and industry partners also stressed that in order for graduates to be ready on 'Day 1' that basic computer skills and professional skills are essential.

Basic Computer Skills included foundational skills specific to the position, excel knowledge and formulas, and how to navigate and organize electronic files.

Basic Professional Skills included communication, problem solving, emotional intelligence, professionalism, teamwork, receptivity to feedback, accountability, strategic thinking, and problem solving.

What will put a graduate from the Alamo Colleges District at the top of your applicant pool?

For graduates to be competitive through the application process, they must have work experience in and outside of the classroom. This can include application of course content into real world experiences, internships, case studies, and special projects. It was emphasized by some employers that students really needed to have that work experience to be considered competitive.

Throughout the interview process, candidates must also be able to demonstrate a strong work ethic and professionalism.

Candidates must also dress appropriately, have a strong resume, represent themselves professionally, and be able to engage with employers and display appropriate etiquette.



What is an effective process for communicating changes in your industry to the Alamo Colleges?

The business and industry partners emphasized the need for ongoing, effective communication with faculty through venues such as the Advisory Committees. This will ensure communication of changes from the Advanced Manufacturing and Logistics industry to the Alamo Colleges District.

Additionally, industry partners articulated an interest in hosting faculty members via venues such as externships, job shadowing, and site visits as part of professional development opportunities.

Science and Technology

What is the future of your industry?

According to the San Antonio Economic Development Foundation's 2018 Jobs Report, IT jobs in San Antonio increased by 17.1% from 2013-2018 and are projected to increase by 12% from 2018-2023, which is higher than the projected national average of 8.9%

Employers also indicated that there is a focus on enhanced technological infrastructure capabilities, such as cybersecurity, customer service, intellectual property development, and workflow solutions. Future candidates will need to have to a broad array of technical skills that are transferable to support industry needs. Business partners also emphasized that the industry will continue to focus on intellectual property, networking enterprise, customer service, managing end-to-end network & security, storage retrieval, smart-grid technology, and audio/video software/hardware.



What does a graduate of the Alamo Colleges District need to be ready "Day1"?

Employers shared the characteristics they desire and look for in future employees. At the top were skills that are embedded in the colleges institutional learning outcomes, such as critical thinking and communication skills.

In addition, employers are looking for students to exhibit ethical behavior and a strong work ethic, such as showing up on time and working well with others. From a technical aspect, they expect students to possess program specific skills and be able to translate and transfer classroom learning to a real work environment.

Employers emphasized essential skills included a strong work ethic, oral and written communication skills, work experience, people skills, technical and program skills and critical thinking.

What will put a graduate from the Alamo Colleges District at the top of your applicant pool?

University partners shared it is important that students understand that as a student being in class is a job and that they must exhibit professionalism in that setting.

It is key that students know how to translate being professional in terms of writing, behavior, presentation, confidence and/or willingness to wrestle through a situation to find results that impact productivity.



What is an effective process for communicating changes in your industry to the Alamo Colleges?

Employers identified some key effective processes to communicate the various changes in the industry to the Alamo Colleges District. Key processes identified to build effective and consistent communication were:

- A designated portal for employers and ACD faculty/staff.
- Industry generated webinars.
- Industry panels for students.
- A student skills checklist that incorporates technical, clinical, and personal skills.
- An open door policy.
- Identification of a counterpart at each of the colleges.

Next Steps

Dr George Paileys
Vice Chancellor for Academic Success



Dr. Railey, Vice Chancellor for Academic Success, shared his appreciation for the robust discussion and the opportunity to receive feedback and recommendations from regional employers and educational partners. He acknowledged that our partners' time, expertise and willingness to partner with the Alamo Colleges District was invaluable to working with the colleges to better prepare students to meet the needs of employers.

Dr. Railey also thanked the faculty and student success representatives who participated in these strategic conversations and will continue these discussions to each of the colleges.

In spring 2019, the Alamo Colleges
District will host our next Signature Event
with the Institutes for Business &
Entrepreneurship, Creative &
Communication Arts, and Public Service.























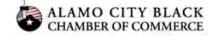


















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