Texas Success Center

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All parts of the Short-Term Action Plan document will be drafted during the institute. Following the institute, team leads will engage key college stakeholders to complete a final version of the plan and **return a copy of this complete document to the Texas Success Center at success@tacc.org by May 9, 2018.**

Complete Parts I-A & I-B During Team Strategy Session #1
Notes will be used in subsequent team conversations as you move toward action planning.

Part I-A: Understanding Students' Experiences
Review and reflect on key performance indicators (KPIs) reported in advance work. Discuss and record notes on the following questions.

KEY PERFORMANCE INDICATORS	
Guiding Questions	**College Responses**
What do the data indicate about your students' experiences, especially their earliest experiences with the college?	· *Connect* data: data indicate that dual-credit students either finish an Associate's degree during dual credit or they transfer to university after high school. · *Enter* data: data indicate that students are postponing critical English and Math courses beyond the first semester. · *Progress* data: data indicate that only 10% of students take 30+ SCH (semester credit hours) in their first year and that this number is even lower in minority populations. · *Success* data: data indicate there is a disparity between white students and minority students that transfer with 15+ SCH and complete an award within three years. · *Adult Ed.* data (optional):

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KEY PERFORMANCE INDICATORS	
Guiding Questions	**College Responses**
What do the disaggregated student population data indicate about the equity of their experiences?	• We plan to work with ISDs to get the disaggregated data on students that do not make the transition to college and make directed outreach to get those students into at least one college class. • Data suggest that minority students and part-time students need additional support to remain on their pathways.

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Part I-B: Back Mapping to Endorsements and the Right Dual Credit
Review and reflect on your advance work mapping meta-majors to high school programs and identifying dual credit courses that best align with those programs. Discuss and record notes on the following questions.

ENDOSEMENT AND DUAL CREDIT MAPPING	
Guiding Questions	**College Responses**
1. How much information on mapping high school endorsements to meta-majors already existed for students and advisors? What more is left to complete?	As part of a Houston Pathways Initiative grant, SJC worked with K-12 colleagues to ensure alignment of content between high school and college classes.
2. Is high school to college mapping integrated with your transfer and employment information?	Dual Credit MAPs (My Academic Pathway) are part of our Pathways work which includes information on transfer requirements and employment information.
3. Have faculty in meta-majors /program areas collaborated with K-12 colleagues on the alignment of endorsements? If not, how will you engage faculty in that work?	Shared Educational Planners developed MAPs connecting endorsements and SJC Career Pathways (meta-majors) for dual credit students. We discussed engaging our K-12 colleagues in a new initiative to continue the work on alignment and to help them provide their students the information to make informed endorsement selections.

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ENDOSEMENT AND DUAL CREDIT MAPPING	
Guiding Questions	**College Responses**
4. Have faculty in meta-majors identified the right dual credit including the right math (e.g., statistics, quantitative reasoning, college algebra/calculus) aligned to programs in that area? If not, how will you engage faculty in that work?	MAPs have been developed by faculty for full- and part-time students to our top transfer institutions and careers. These MAPs include the Pathway appropriate math that was selected by a faculty-led Math Redesign Team. We are continuing to work with our ISDs and transfer institutions to align math requirements.
5. At what point are public school students directed to information about how endorsements map to meta-majors? How does/will your college partner with school districts to get information to 8th grade students as they choose their endorsement plan?	The Office of Educational Partnerships works with public schools to assist in the development of tools needed for 8th grade students to make informed endorsement selections. Shared Educational Planners work with their public school colleagues to connect each student's endorsement plan to a SJC MAP.
6. If/when the information about endorsements to meta-major pathways is available, where can/will students find it?	The MAPs developed for dual credit students are available from Shared Ed Planners and MAPs for all students are available on the college website and from Advisors.

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ENDOSEMENT AND DUAL CREDIT MAPPING	
Guiding Questions	**College Responses**
7. Is the information clear and transparent for high school students, their families, and high school advisors?	Job information is available on the SJC website and includes educational requirements, availability, and salary information for each Career Pathway. MAPs for full- and part-time students are available and show enrollment costs by semester and course information.

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Complete Part II-A & II-B During Team Strategy Session #2
Notes will be used in subsequent team conversations as you move toward action planning.

Part II-A: Planning for Successful Corequisite Scaling

Using the Corequisite Visioning Worksheet completed as advance work, your team 1) identified established capacities for change that will support the successful and sustainable scaling of corequisite models, 2) anticipated areas that will need specific strategic attention, and 3) surfaced outstanding issues for consideration. Now, review your visioning worksheet responses, discuss and record notes on the following questions.

COREQUISITE VISIONING Guiding Questions	College Responses to Guiding Questions
• Early and broad engagement will be key to successful implementation. In addition to faculty, who is currently engaged in planning and building corequisite offerings? Who else should be included?	• College Prep and Academic Faculty worked with Instructional Administrators and Educational Technology to design co-requisite Math and English courses that include additional faculty in the classroom and online tools for success. • The SmartStart Scale-Up Task Force, which included leaders from College Prep, academic Math and academic English, designed a SmartStart student success course for first time in college (FTIC) students that are not college-ready in math. Students will be placed in a Math co-requisite for their Career Pathways. A lab contact hour will be added to the academic math portion to teach strategies for success in college. Additionally, these students will be placed in a SmartStart academic English that has an additional contact hour to support student success.

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COREQUISITE VISIONING Guiding Questions	College Responses to Guiding Questions
• What supports/resources do faculty need to encourage adequate collaboration in designing and implementing effective corequisite supports?	• Faculty had the support of administration, educational tech design and institutional research in the design and implementation of co-requisite Math and English courses. • Faculty will be using CRM Advise and BlackBoard A4L to track students' attendance, engagement and performance. Co-req courses have an academic and college prep faculty member in class to provide additional support for learning.
• Once implemented, what early indicators will identify students who need additional support? What will that support look like?	• Advisors will be engaging with students through multiple points of contact during the first semester and future semesters. • Each corequisite course will have both Dev. Ed. and Academic Faculty in the classroom supporting students.
• Knowing many underprepared students do not regularly seek assistance from tutoring and writing centers, what mandatory, embedded, or other academic support might your scaling strategy include?	• Many of the FTIC students that are not college-ready in math but are college-ready in reading and writing will be placed in mandatory SmartStart Co-req classes. There will be a lab contact hour added to the academic Math portion of the co-req for student success. Additionally, these students will be placed in a SmartStart academic English that has an additional contact hour to support student success. • Other Dev. Ed. students will be placed in GUST student success courses during their first semester. • Mandatory advisor meetings are embedded in SmartStart and GUST classes.
• What data will you need to evaluate the effectiveness of corequisite offerings? How will you ensure the data are available and	• Data on co-requisite students that will need to be reviewed include student success data (A-C), completion (A-F), and persistence data. All data will need to be disaggregated by gender, ethnicity and race, and FT/PT enrollment. • Data indicate that Dev Ed students do not persist to the next semester. We will develop a process for Dev Ed faculty to regularly review persistence data and to

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COREQUISITE VISIONING Guiding Questions	College Responses to Guiding Questions
useful to faculty and administrators?	contact students that do not persist to the next semester. Develop a process to contact students that stop-out at 6, 15, and 30 SCH. Identify patterns and possible causes for lack of persistence. Ex: Is mandatory advising at 28 SCH causing the huge drop out between 15 and 30 SCH?

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Part II-B: Ensuring Low Skill Students are Included in Your Comprehensive Student Success Strategy

In recognition of the wide variety of service providers and academic offerings for the most underprepared students, the following questions are designed to guide your team in reviewing the current state of services in your community and your institution, determining the need for redesigned or enhanced offerings, and assessing how these supports are embedded in the college's pathways reform. For the purposes of this discussion, any student exempted from developmental/corequisite offerings—students assessed and reported at levels 1-4 on the ABE diagnostic of the TSI Assessment, students enrolled in a BASE NCBO, and students enrolled in Adult Education programs—are identified here as low skill students.

ALIGNING ADULT EDUCATION Guiding Questions	College Responses to Guiding Questions
1. Who currently provides academic services and support to low skill students in your institution? In your community? Do the key stakeholders who support the success of these students collaborate with each other and share the institution's pathways vision?	• Academic support and services are provided to SJC students by faculty in and out of classes, Student Success Centers, Writing Centers, Veteran's Centers, and mentoring through clubs like Men of Honor/Women of Integrity groups. • Faculty and other key stakeholders within SJC have been working on the realization of our SJC Pathways Vision to identify and remove all barriers to student success. All teams involved in the redesign of English and Math academic courses and the design of co-requisite courses have collaborated across campuses and disciplines. • Developmental Education supports students that are not academically prepared for college-level courses. Dev Ed has shortened the path to academic level courses by designing co-requisite models in Math and English. • Adult Basic Education serves our community through GED and non-credit courses.

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ALIGNING ADULT EDUCATION Guiding Questions	College Responses to Guiding Questions
2. Have faculty in meta-majors/program areas collaborated with low skill student or AEL instructors to ensure alignment of courses and student learning outcomes?	• College Prep and Academic Faculty across all campuses have closely collaborated to redesign academic English and Math courses and to develop English and Math Co-requisite courses. • To date, there has been no collaboration with AEL. However, plans were made at Texas Pathways #4 for Dev. Ed. and AEL to collaborate though community outreach to individuals not enrolled in college.
3. Do low skill students have clear maps from their current supports into meta-majors? Do these maps include credential, transfer, and employment information?	• MAPs are available on our website or from any SJC Advisor. The MAPs are course lists for FT and PT students that provide enrollment costs and links to course information. Career pathways information is also available from these sources and includes career information, transfer information, employment availability for the Houston area and salary information.
4. In preparing advance work KPIs, what did you learn about the availability of data and data sharing among low skill instructors/AEL directors and related college level faculty and administrators? What could improve data collection, analysis, and usage?	• There is productive communication between academic and college prep faculty but we learned that there could be better communication between these faculty groups and AEL faculty.

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ALIGNING ADULT EDUCATION Guiding Questions	College Responses to Guiding Questions
5. What one to three data points on low skill student success might be included in regular reports on all students?	• Age, gender and ethnicity.

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Complete During Team Strategy Session #3

Part III: Making Sense and Moving Forward

Your team's discussions should now turn from information gathering toward action planning by synthesizing the work to this point. Consider highlights from your notes on key performance indicators, endorsement and dual credit mapping, corequisite visioning, regional meeting discussions, plenary sessions, and concurrent sessions at this institute. To ensure all appropriate voices are included, consult the Engagement Scan your team completed as part of your advance work. Use the following questions to guide discussion. Facilitated discussion will highlight divergent and convergent perceptions, leading toward team consensus.

PRE-PLANNING SYNTHESIS Guiding Questions	College Responses to Guiding Questions
Which issues/approaches/strategies discussed in the day's sessions are potentially of greatest interest to the college?	• Our team was affected by the discussions around equity and poverty. We discussed strategies to help inform our minority and low income students about all of the resources available to help them succeed and how to gain access to the resources. For example, many scholarships go unclaimed and we were wondering if fear of providing records that could be accessed by the government keeps students from completing the FAFSA and if there was another way to verify need for scholarships for The Foundation.
What existing knowledge and/or college work has been reinforced?	• Student success courses, intentional advising, student support and mapping.
Discuss insights the team has gained from these conversations. As a team, determine three to five key insights.	• Students in public school that do not complete a college certificate or degree are most likely to make less than their parents. • Disaggregated data on these students are needed to identify possible strategies to help these students get into college. • There is a large number of students that complete more than 15 SCH but fail to complete 30 SCH. Why?

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PRE-PLANNING SYNTHESIS	
Guiding Questions	**College Responses to Guiding Questions**
What do you need to learn about these issues/approaches? How will you obtain that information? What technical assistance and/or professional development will the college require?	• We need to develop a strategy to get high school students that do not plan to attend college to take at least one college course so they can gain confidence in their ability to succeed. • We need to work with our public school partners to collect disaggregated data on these students. • We need to try to determine what barriers cause students to fail to persist.

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Planning Ahead for Texas Pathways Round 2: The Texas Success Center, with generous funding from the Greater Texas Foundation, T.L.L. Temple Foundation, Teagle Foundation, Houston Endowment, and the Bill & Melinda Gates Foundation, will kick off Texas Pathways Round 2, the final three years of the five-year strategy, beginning fall 2019. This ongoing statewide strategy will continue to focus on building capacity for community colleges to design and implement structured academic and career pathways at scale, while also including new and challenging supports for colleges as they implement, evaluate, and improve scaled pathways for all students. This team strategy session provides time for your team to discuss what you have left to accomplish during the last year of Texas Pathways Round 1, the 2018-2019 academic year, to be ready to apply for Texas Pathways Round 2 support.

In the summer of 2019, the Texas Success Center will make available an advanced rigorous application process to provide all Texas community colleges the opportunity to advance into the next round of supports in implementing guided pathways at scale. Texas Pathways colleges that demonstrate (1) significant progress toward scaling during Texas Pathways Round 1 and (2) the readiness capacity to evaluate the quality and effectiveness of newly implemented changes and commit to making strategically targeted improvements will be selected to participate in cadre 1.1. Likewise, the Center will re-release the original rigorous application for cadre 1 support, open to any cadre 2-4 college. Texas Pathways colleges able to demonstrate the readiness capacity and the commitment to implement pathways at scale will be selected to participate in a new set of colleges of cadre 1.2.

All Texas community colleges will also have the option to move into cadres 2-4, determined by the need and readiness capacity for these targeted supports. Below is a list of institutes planned for the final year of Texas Pathways Round 1 and the three years of Texas Pathways Round 2's structured support strategies. As a team, use the guiding questions below to facilitate a discussion about what your college will need to accomplish next year to be prepared for the second round of guided pathways support.

Round 1
Institute #5: November 2018
Institute #6: April 2019

Application Process: Summer 2019

Round 2
Institute #1: November 2019
Institute #2: April 2020
Institute #3: November 2020
Institute #4: April 2021

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Awards Announced: July 2019

Institute #5: November 2021
Institute #6: April 2022

PATHWAYS PLANNING

As your team reflects on all you have accomplished so far in Texas Pathways Round 1 and looks ahead to Round 2, note areas to include in your 2018-19 strategic planning, such as (1) leadership for institutional change, (2) mapping through the institution, (3) pathways to transfer and employment, (4) front door academic success (K-12, adult and developmental education), (5) academic advising for students to get on and stay on a path, and (6) ensuring student are learning.

As part of the AACC Pathways Initiative, we have come very far in the design and implementation of Pathways at San Jacinto College. We laid the foundation for institutional change, have mapped MAPs for FT and PT students to our top 2 transfer institutions and are working on the next three. This will give students and advisors MAPs to the top five transfer institutions for FT- and PT students with English and Math SmartStart courses in their first semester. We have redesigned our Student Services division, developmental education and student onboarding processes. We ensure our students are learning through Program and Course Student Learning Outcomes (SLO), and General Education Student Learning Outcomes.

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Begin During Team Strategy Session #4 and Complete With Other College Stakeholders

Part IV: Identifying Priorities and Action Planning

At this point, your team has reviewed and discussed (1) implementing and advancing programs aligned with high school endorsements and the right dual credit courses, (2) the best strategies for implementing corequisites for underprepared students, (3) how to close gaps between adult education and college level courses, and (4) how to improve equity at your institution. Now comes an opportunity for the team to reflect on its learning, think through options for the college's strategic approach to designing and implementing guided pathways at scale, and establish new or refined priorities for the work on campus. The college team should discuss next steps: whom to involve, how to communicate findings and broaden engagement on campus, and how, when, and by whom follow-up steps will be taken.

The action planning template is provided for more detailed planning that will identify priorities/strategies/goals, activities, key personnel, timelines, resources, and potential issues for designing and implementing guided pathways at scale. Add rows as necessary.

Following the institute, and once you've engaged key college constituencies in discussion of data, issues and strategies, **please return a copy of this entire document to the Center (success@tacc.org) by May 9, 2018.**

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OUR **60x30TX** PLAN
For Early Academic Success

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PRIORITIES		
NEXT STEPS	**BY WHOM**	**BY WHEN**
RENEW CONNECTIONS WITH ISDS - Reconvene the High School transition teams: Advisors, Science, Math, English, Social Studies, and CTE directors and CPD.	**Dr. Hellyer, George González, Pam Campbell**	**Fall 2018**
REACH THE HIGH SCHOOL STUDENTS THAT NEVER CONSIDER GOING TO COLLEGE. First academic or technical course at the college free would give students a credit toward their next semester if they pass their first course with a C or better.	**Pam Campbell, Rebecca Goosen, George González, Meagan Green, Matt Lewis, Ron Hopkins Tanya Madrigal, or Yesenia Jimenez (Allatia Harris)** **Tanya Madrigal and others will reach out to the local high schools, tell their success stories and introduce the Shared Ed Planners. Other strategies.**	**Start preparations in May and teams will reconvene in Fall 2018. Branding: "Rise Up", "Stand up", "Your Goals", "Your Future" or "I AM".**
PREDICTIVE ANALYTICS – Identify characteristics of black males that are successful in college compared to those that are not successful.	**George González** **Joanna Zimmerman**	**Now**

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COMMUNITY OUTREACH: Reach out to the community to recruit our lowest income adults. **Combine AEL and DEV ED and College-level including** **Amarillo calls it braiding. Anson Graham (Alamo CC) had a center in the community that gave NSO and testing**	**Rebecca Goosen, Sarah Janes, and Laurel Williamson will collaborate with Elizabeth Leal who is conducting an outreach ESL project with St. Pius Church.** **Talk to companies about letting their employees come to an onsite ESL program offered through CPD.**	**Now**
REDUCE THE 30 HOUR DISSAPEARING ACT Identify why students are dropping right before 30 SCH. **Is it the mandatory advising?**	**Laurel Williamson, Joanna Zimmerman, George González and Tanya Madrigal (24-30 SCH).**	**Now**
DIVERSITY IN FACULTY: **Send faculty to recruit** **Hire faculty with mindset- take a mindset test.** **Review hiring process.**	**Laurel Williamson, Steve Trncak**	**Now**

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OUR **60×30TX** PLAN
For Early Academic Success

ACTION PLANNING Priority/ Strategy	Goal(s)	Activities/ Tasks	Responsible Person(s)	Timeline		Resources	Potential Issues or Concerns
Identify top priorities for next steps in the work	Based on these priorities, name specific desired student outcomes	List steps required to accomplish these priorities	Who will assume leadership responsibility?	Implementation date	Formative evaluation date	What resources (time, people, facilities, and money) need to be allocated /reallocated?	What challenges do you anticipate?
RENEW CONNECTIONS WITH ISDS -	• Improved college readiness • Seamless transition to college • More HS students take at least one college course	Reconvene the High School transition teams: Advisors, Science, Math, English, Social Studies, and CTE directors and CPD.	Pam Campbell Sarah Janes	Prepare to start in Fall 2018	Evaluate in Fall 2019	Funds will need to be identified to compensate public school faculty	Issues around which math is most appropriate for each pathway.

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ACTION PLANNING Priority/ Strategy	Goal(s)	Activities/ Tasks	Responsible Person(s)	Timeline		Resources	Potential Issues or Concerns
Predictive Analytics:	• Increased success in courses • Increase completion rates	Identify characteristics of a successful black males and a unsuccessful black males.	George González	Summer 2018	Evaluate in Fall 2019	Disaggregated data from public school	Resistance to data sharing.
REDUCE THE 30 HOUR DISSAPEARING ACT	• Increased persistence	Identify why students are dropping right before 30 SCH.	George González Joanna Zimmerman	Fall 2018	Evaluate in Fall 2019	Input from students that have stopped attending, have dropped or did not register for a semester after completing 20+ SCH.	Valid contact information for students. Student participation.