Texas Success Center

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 submit a copy of this complete document to the Texas Success Center through the Document Center on the https://tacc.org/tsc/events page by December 7.

TEAM STRATEGY SESSION #1: WEDNESDAY, NOVEMBER 14, 4:00 PM.-5:30 PM

UNDERSTANDING STUDENTS' EXPERIENCES
- **Community College Survey Of Student Engagement**
- **Student Enrollment Flowchart**

Review your college's responses on the Community College Survey of Student Engagement (CCSSE) worksheet in tandem with your college's Student Enrollment Flowchart.

1. Confirmations – *Record your responses in the table below. The table will expand as you enter text. Add rows as necessary.*
   a. What confirmations do you see in the data reported on the CCSSE worksheet and your enrollment flowchart? For example, do all students report an advisor helped them create an academic plan, and your orientation includes the creation of an academic plan?

   b. How do you ensure students experience support services as designed?

Confirmation	How do you ensure students experience support services as designed?
96.5% of students reported that they were registered for classes before the beginning of the first class session.	We have had a no late registration policy for many years. There are a few described exceptions but these students must see an advisor and a department chair to register.
7% of students reported that scholarships were a major source used to pay for college.	We have a low application rate for scholarships and many scholarships are not dispersed. In spring 2019, the Distinguished Faculty program will launch a faculty-led effort to increase the awarding of scholarships by increasing student awareness of scholarships and support for students in the completion of FAFSA and scholarship applications and essays.
35.3% of students reported that they work 30 or more hours for pay each week.	Work with the Foundation, student services and faculty will continue to increase applications for financial aid and scholarship awards. Financial Aid advisors will reach out to students that are not efficiently moving through the application process.

15.4% of students reported that they "never used" academic advising and 8.5% reported that they were "not satisfied at all" with academic advising.	This relatively low number is due to the multiple contact points that advisors make with students during their time at San Jacinto College. Students have mandatory meetings with advisors during New Student Orientation, during a first semester student success course, 24-27 semester credit hours (SCH), and during the last semester to apply for graduation and transfer.

*If you are using statewide CCSSE data rather than institutional data, do you think the student experiences represent what happens on your campus? Why or why not?

2. Contradictions – *Record your responses in the table below. The table will expand as you enter text. Add rows as necessary.*
   a. What contradictions do you see? For example, do students report they are unaware of orientation, but your college's orientation is mandatory? Assuming students understood the CCSSE questions and answered based on their experiences, to what do you attribute the contradictions? How might you change processes or practices to address students' experiences?

Contradiction	Potential Reasons	Potential Solutions
We have mandatory New Student Orientation that is offered in person and online. However, over 20% of students reported that they were "unaware of" or "unable to" participate in orientation	The only exemptions to mandatory New Student Orientation are students that transfer and continuing students with more than 12 hours. Some of these students were included in the survey.	Consider an orientation for transfer and continuing students with more than 12 hours.
Students take Focus 2 Career Readiness Assessment and then they discuss their career plans with an Admissions Advisor and they discuss their plans again during the first semester, at 25 SCH and 45 SCH. However, 26.1% reported that they never talked to an instructor or advisor about their career plans.	The addition of the Focus 2 Career Readiness Assessment occurred in Fall 2018. However, career discussions have occurred in the EDUC 1300, EDUC 1200, and GUST courses for many years.	Encourage faculty to include career based assignments or discussions in their courses.
MAPs (My Academic Plan), which are course sequence plans, have been placed on the San Jac website and in My SanJac	The MAPs were placed on the website during spring 2017. Some students may not have seen them or used them yet.	As we get all MAPs in Degreeworks and all new students are placed on a MAP in their first semester, this number will decline.

GPS (Degreeworks) for students and advisors to use. However, 40% of students reported that a personalized was not developed.	Not all Technical MAPs have been placed in Degree Works. Students may not view their MAP as a "personalized" plan.	Follow-up with students after registration and during the first semester to ensure plan is complete.

*If you are using statewide CCSSE data, what student experiences seem to be the most problematic? How might your college address sub-optimal student experiences?

65.6% of students reported that no one from the college contacted them to get assistance if they are struggling with studies. Student services designed a student tracking feature for CRM Advise. However, most faculty are not trained to use this tool. We need to train faculty on how to properly use the tool, what comments are appropriate, how to follow-up with students when they are struggling in classes, and what resources are available to support students.
66.8% of students reported they received "some" or "very little" help coping with their non-academic responsibility. Student Services is designing a one-stop shop area at all three campuses where students can access help with emergency assistance, food, clothing, and other non-academic essential needs.

3. Review your responses to the questions at the end of the Student Enrollment Flowchart worksheet. What connections do you make between your evaluation of the college's on-boarding process and the student experience?

The CCSSE data indicate that students need to be made aware of and reminded of MAPs that are available for Career and Academic planning. Career and Academic planning discussions need to be encouraged in all classes and not just Student Success classes that occur in the first semester.

4. On the CCSSE worksheet, what did your analysis of disaggregated results reveal? What equity gaps have you identified? How could you learn more about experiences of different student groups at your college and possible ways to address disparities?

* If you analyzed statewide CCSSE results rather than those from your own institution, you did not have access to disaggregated results. What questions arose that you were not able to answer with aggregated statewide data?

We need to conduct more student focus groups to collect student feedback around the on-boarding process and how to get students to apply for financial aid and scholarships.

Texas Success Center

TEAM STRATEGY SESSION #2: THURSDAY, NOVEMBER 15, 10:40 AM-11:45 AM

STUDENT FINANCIAL SUPPORTS
- **Financial Stability and Financial Aid Survey**
- **Student Financial Wellness Survey**
- **Community College Survey of Student Engagement**

When asked why students leave a community college prior to completing a program of study, many staff, faculty, and administrators respond that students leave for reasons outside of college. Understanding that issues often considered "non-academic challenges" contribute to academic challenges, many colleges are helping students address these "life challenges" to retain them and support them to completion.

Review your college's responses on the Financial Stability and Financial Aid Survey. If you would like to compare your institution to all Texas community colleges, statewide results are on the Texas Success Center website. Additionally, review responses on the CCSSE worksheet for the following categories: Academic and Non-Academic Support, Out-Of-Class Responsibilities, and Student Finances. If your college completed the Trellis Student Financial Wellness Survey, review those results as well.

1. Alignment of Financial Services – *Record your responses in the table below. The table will expand as you enter text. Add rows as necessary.*

   a. How do the financial services offered at your college align with student needs, as indicated on the Student Financial Wellness Survey and/or CCSSE?

Financial Services Our College Provides	Financial Needs of Students
Help completing FAFSA and scholarship applications	69% of students worry about having enough money to pay for school
Food pantries, Career Closet, child-care assistance	63% of students worry about on-going expenses
Many classes have open-educational resources (OER) with little or no textbook costs.	47% of students said that the college does not work to make textbooks more affordable.
Food pantries.	61% of students reported low or very low food security within the last 12 months.

*If your college has not administered the Student Financial Wellness Survey or the CCSSE, how will you learn more about students' financial circumstances?

    b. What gaps do you see in the financial services you provide to students?

- Emergency funds for living expenses, transportation, books, and housing
- Additional assistance locating needed social services
- Awareness of OER assistance
- Awareness of scholarships and other financial assistance that exists.

b. What plans, if any, do you have to expand services to address student basic needs? What ideas would you like to incorporate in future planning processes?

- Student Services is in the process of designing a one-stop student assistance area on our three campuses. This area will include food assistance, clothing, help with accessing social services and counseling and assistance with applications for FAFSA and scholarships.
- Work with the Foundation to develop funding from local supporters for emergency aid for students with housing, transportation, food, and social services.
- We need to provide additional support for completing FAFSA and scholarship applications. Use the Distinguished Faculty program to support students in the application process for scholarships.

c. How could your college communicate a more coherent and consistent message to students about financial stability and financial aid?

- The student support centers that are being designed will make it easier for students to be aware of and access existing assistance.
- Include information about financial aid and other programs on the San Jacinto College mobile app.
- Post information on syllabus and bathroom doors.

d. How do you assess the services you offer to ensure they meet the needs of students?

- We use student focus groups, Student Government Association, Student Success Pathways Council, CCSSE surveys, and Trellis Student Wellness Surveys to gather feedback and assess services.

e. What opportunities are there to engage other campus constituencies in financial stability and financial aid services?

- Work with Foundation to develop funding for emergency aid for students with housing, transportation, food, and social services.
- Work with local clinics to provide some access to medical care for students.
- Work with transportation authorities to increase public transportation to all campuses.
- Investigate a partnership with Auto Tech departments to help students that have emergency transportation issues.

TEAM STRATEGY TIME #3: THURSDAY, NOVEMBER 15, 4:00 PM-5:00 PM

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 CCSSE results, the enrollment process, Financial Aid and Financial Stability Survey, Student Financial Wellness Survey (as applicable), and plenary and concurrent sessions at this institute.

1. Which issues/approaches/strategies discussed in the day's sessions are potentially of greatest interest to the college?

   - Using predictive analytics to support advising efforts.
   - Culture of caring- becoming more proactive in identifying specific financial and academic support needs of each student and initiating the points of contact that ensure students have the opportunity and support to take advantage of available resources.
   - Specialized advisors
   - Let students design advertising around financial assistance.
   - Identifying points along the journey where students lose momentum and where students gain momentum. Provide extra support at loss points.
   - Form working groups to support work at the 4 AACC Steps: Connection, Entry, Progress, and Completion.
   - Map timeline for all initiatives in last 10-12 years and with summary of what was accomplished. Publish timeline for all employees.

2. What existing knowledge and/or college work has been reinforced?

   - Students have a great need for non-academic basic needs, and emotional support.
   - Students are not aware of many of the non-academic supports currently offered through Student Services.
   - Textbooks are a financial challenge for students but they are not aware of the existence and/or benefits of OER classes.

3. Discuss insights the team has gained from these conversations. As a team, determine three to five key insights.

   - Student assistance, aid and supports need to be marketed better so that students know what is available and can access support.
   - Training for faculty to use Advise to track students and identify their financial, social, and academic needs.
   - We need to educate faculty and students on the savings associated with OER classes.
   - We need to educate students on how MAPs will help reduce their student loan and college expenses debts.

4. 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 continue to collect student feedback using the Trellis survey, CCSSE, Student Success Pathways Council and other student feedback tools and forums.
- We need to purchase technology to assess student attendance in activities and events.

TEXAS PATHWAYS ROUND 2

The Texas Success Center, with generous funding from the Bill & Melinda Gates Foundation, Greater Texas Foundation, Houston Endowment, Meadows Foundation, Michael & Susan Dell Foundation, T. L. L. Temple Foundation, Teagle Foundation, and Trellis Foundation, will kick off Texas Pathways round 2, the final three years of the five-year strategy, in 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 and will provide additional support for colleges as they implement, evaluate, and improve scaled pathways for all students.

Texas Pathways colleges that demonstrate (a) significant progress toward scaling during Texas Pathways round 1 and (b) 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+. Likewise, the Center will release a rigorous application for cadre 1.2 support, open to any current 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 cadre 1.2. All other Texas community colleges will be expected to move into cadres 2.2 or 3.2, as determined by the need and readiness capacity for these targeted supports.

Review the competencies for each cadre (see Appendix) for the next round of supports in implementing guided pathways at scale. Using your college's short-term action plan from Texas Pathways Institute #4, team strategy session #3, review your initial thinking and then edit and/or expand on your plan to advance cadres.

As your team reflects on your accomplishments so far in Texas Pathways round 1 and looks ahead to round 2, note areas to include in your 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) supporting students on the path, and (6) ensuring student are learning.

Texas Success Center

The projects that we will continue to work on in the future are:

(1) Essential practices that help students map to their end goals are being implemented <u>at or nearly at scale</u>
   a. Continue to work with Houston GPS to align MAPs to our four-year transfer institutions and agree on appropriate math courses for each pathway.
   b. Continue to use Pathways Mapping Tool™ to update existing MAPs and develop new MAPs.
   c. Post new MAPs on redesigned San Jac website.

(2) Essential practices that help students enter a pathways are being implemented <u>at or nearly at scale</u>
   a. Shared Educational Planners will work with their college and public school colleagues to connect each student's endorsement plan to a SJC MAP.
   b. The Office of Educational Partnerships will work with public schools to assist in the development of tools needed for 8th grade students to make informed endorsement selections.

(3) Essential practices that help students keep on a pathway are being implemented <u>at or nearly at scale</u>
   a. Training for faculty to use Advise to track students and identify their financial, social, and academic needs.
   b. We need to educate faculty and students on the savings associated with OER classes.
   c. We need to educate students on how MAPs will help reduce their student loan and college expenses debts.
      San Jacinto College will continue to work with Houston GPS and our 4-year institution partners to provide seamless transfer to programs with degrees that are in demand in the Houston area.

(4) Essential practices that help students keep on a pathways are being implemented <u>at or nearly at scale</u>
   a. Continue to develop internships, co-ops, clinical placements, group projects outside of class, service learning, and other active learning activities that are embedded into courses.
   b. Continue to develop student support programs that meet the non-instructional needs of our students.

As you refine your strategy, you may wish to access your previous advance work and short-term action plans, as well as resources available through the Texas Success Center, including materials associated with <u>events</u> and reports in the <u>Texas Pathways Resource Library</u>. You can find <u>podcasts</u> related to guided pathways at the Texas Community College Teachers Association website.

Texas Success Center

TEAM STRATEGY TIME #4: FRIDAY, NOVEMBER 16, 10:30 AM-NOON

IDENTIFYING PRIORITIES AND ACTION PLANNING

At this point, your team has reviewed and discussed (a) your college's process for enrolling students, including when students engage in critical onboarding activities, (b) how students experience onboarding and support services, (c) financial challenges students face, (d) financial supports your college provides, and (e) how to improve equity at your institution. This session is 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.

Our 60X30TX Plan to Support Students on their Pathway
PRIORITIES

Next Steps	By Whom	By When
• Work with Distinguished Faculty program to design a Scholarship Ambassadors program to increase awareness of scholarships and help students complete the application process.	Laurel Williamson, Joanna Zimmerman, Ruth Keenan, Martha Robertson, Kelly Mizell	Fall 2019
• Work with Foundation to review process and timeline of applications and awards.	Laurel Williamson, Joanna Zimmerman, Ruth Keenan	Fall 2019
• Work with Foundation and local businesses to secure money to meet students' emergency housing, transportation, and medical needs.	Laurel Williamson, Joanna Zimmerman, Ruth Keenan	Fall 2019
• Design and implement one-stop center for support and assistance programs to reach more students with non-instructional needs.	Laurel Williamson, Joanna Zimmerman, Tami Kelly, Shelley Rinehart and Debbie Smith.	Fall 2019
• Use Pathways Mapping Tool to update existing MAPs and develop new MAPs.	Martha Robertson, Kelly Mizell, Matt Lewis, department chairs, and faculty.	Spring 2019

• Post new MAPs on redesigned San Jac website.	Martha Robertson, Kelly Mizell, Tech Support, department chairs, and faculty.	Spring 2019

ACTION PLANNING

Priority/Strategy	Goals	Activities/Tasks	Responsible Persons	Timeline		Resources	Potential Issues or Concerns
Identify top priorities for next steps in the work	Based on these priorities, name specific desired student outcome	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?
Work with Foundation	Increase number of scholarship applications and awards. Secure donations from local businesses for students that have emergency needs.	a. Work with the Distinguished Faculty Program to develop Scholarship Ambassadors program to assist students in the completion of FAFSA and applications. b. Work with Foundation to evaluate timeline for scholarship applications c. Secure funding to help with students' emergency housing, transportation, and medical needs.	Laurel Williamson, Ruth Keenan, Joanna Zimmerman, Martha Robertson, Kelly Mizell	a. Spring 2019 b. Fall 2019	Spring 2020	Time for participants to discuss process and make modifications. Donations from local businesses.	Overcoming deadlines that have been imposed on process by outside entities.

Continuous Improvement of Student Support Services	Center on all 3 campuses to reach and help more students with non-instructional needs. Use student feedback to fine-tune redesigned student onboarding processes.	a. Evaluate existing non-instructional supports b. Design centers with additional support for students that need assistance in accessing government and community support programs. c. Develop advertising for centers.	Laurel Williamson, Joanna Zimmerman, Debbie Smith, Tami Kelly, Shelley Rinehart	Spring 2019	Spring 2020	Time to evaluate and plan, Physical spaces for centers. Social Services assistant – new position May need to create contractual relationships with community entities.	Costs
Continuous Improvement of MAPs	Re-evaluate the process of developing and updating MAPs.	a. Develop the **Pathways Mapping Tool™** b. Use tool to evaluate existing MAPs. c. Use tool to develop new MAPs d. Post new MAPs to redesigned San Jac website	Laurel Williamson, Martha Robertson, Kelly Mizell, Matt Lewis, LaVena Wilder	Fall 2018	Spring 2019	Expertise to develop technology. Expertise to place MAPs on website.	Time and cost to develop technology. Time to test technology. Time to update existing MAPs. Time to develop new MAPs. Time to place MAPs on redesigned SJC website.

APPENDIX: CADRE COMPETENCIES
Knowledge, skills, and accomplishments needed to advance in round 2

CADRE 1+
By the conclusion of round 1, colleges eligible to participate in cadre 1+ in round 2 will have completed laying the groundwork, building urgency, mapping programs, redesigning intake and advising, implementing scaled or nearly scaled guided pathways, and are ready to move to ongoing improvement of fully scaled institutional change. To advance, these college should be ready to demonstrate progress implementing the Texas Pathways essential practices.

1. **Essential practices that help students map to their end goals are being implemented <u>at or nearly at scale</u>**
   a. Every program is well-designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.
   b. Detailed information is easily accessible on the college's website providing employment and further education opportunities targeted by each program.
   c. Programs are aligned with high school endorsements and are clearly mapped across the two sectors. High school students know which high school courses, including dual credit courses, they should take to be prepared to seamlessly matriculate into college programs.
   d. Programs are aligned with four-year institutions where the majority of students transfer and are clearly mapped across the two sectors. Transfer students know which college courses they should take to be prepared to seamlessly transfer into baccalaureate programs without loss of credit leading toward the targeted degree.

2. **Essential practices that help students enter a pathways are being implemented <u>at or nearly at scale</u>**
   a. Every new college student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible.
   b. Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas—not just in college-level math and English—as soon as possible.
   c. Required math courses are appropriately aligned with the student's field of study.
   d. Intensive support is provided to help very poorly prepared students and adult basic learners to succeed in college-level courses as soon as possible.
   e. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

3. **Essential practices that help students keep on a pathway are being implemented <u>at or nearly at scale</u>**
   a. The college monitors which program every student is in and how far along the student is toward completing the program requirements.

These Texas Pathways competencies are adapted for Texas community colleges by the Texas Success Center from the AACC and CCRC Scale of Adoption Assessment and Readiness Assessment.

b. Students can easily see how far they have come and what they need to do to complete their program.
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
f. The college works with partner 4-year institutions to provide seamless transfer programs that are well-designed to continue to guide students' pursuits of employment in fields of importance to the college's service area and complete further education without loss of applicable credit.

4. **Essential practices that help students keep on a pathways are being implemented <u>at or nearly at scale</u>**
   a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
   b. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.
   c. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
   d. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional college efforts.
   e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
   f. The college assesses effectiveness of educational practice (e.g., using *CCSSE* or *SENSE*, etc.) and uses results to create targeted professional development.

CADRE 1.2
By the conclusion of round 1, colleges eligible to participate in cadre 1 in round 2 will have completed laying the groundwork and building urgency. They will have begun mapping programs, redesigning intake and advising, and implementing initial scaling. They should be ready to move toward implementing at scale in round 2. To advance, these college should be ready to demonstrate progress implementing the Texas Pathways essential practices.

1. **Essential practices that help students map to their end goals are being implemented <u>at or nearly at scale</u>**
   a. Every program is well-designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

b. Detailed information is easily accessible on the college's website providing employment and further education opportunities targeted by each program.
c. Programs are aligned with high school endorsements and are clearly mapped across the two sectors. High school students know which high school courses, including dual credit courses, they should take to be prepared to seamlessly matriculate into college programs.
d. Programs are aligned with four-year institutions where the majority of students transfer and are clearly mapped across the two sectors. Transfer students know which college courses they should take to be prepared to seamlessly transfer into baccalaureate programs without loss of credit leading toward the targeted degree.

2. **Essential practices that help students enter a pathways are being implemented <u>at or nearly at scale</u>**
    a. Every new college student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible.
    b. Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas—not just in college-level math and English—as soon as possible.
    c. Required math courses are appropriately aligned with the student's field of study.
    d. Intensive support is provided to help very poorly prepared students and adult basic learners to succeed in college-level courses as soon as possible.
    e. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

3. **Essential practices that help students keep on a pathway are being implemented <u>at or nearly at scale</u>**
    a. The college monitors which program every student is in and how far along the student is toward completing the program requirements.
    b. Students can easily see how far they have come and what they need to do to complete their program.
    c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
    d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.
    e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
    f. The college works with partner 4-year institutions to provide seamless transfer programs that are well-designed to continue to guide students' pursuits of employment in fields of importance to the college's service area and complete further education without loss of applicable credit.

4. **Essential practices that help students keep on a pathways are being implemented <u>at or nearly at scale</u>**

a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
b. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.
c. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
d. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional college efforts.
e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
f. The college assesses effectiveness of educational practice (e.g., using *CCSSE* or *SENSE*, etc.) and uses results to create targeted professional development.
g. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
h. The college assesses effectiveness of educational practice (e.g., using *CCSSE* or *SENSE*, etc.) and uses results to create targeted professional development.

CADRE 2.2

By the conclusion of round 1, colleges eligible to participate in cadre 2 in round 2 will have laid groundwork for broader understanding, engagement and commitment; gained momentum toward a sense of urgency; and used key performance data to inform change. To advance, these colleges should be ready to demonstrate evidence of the following readiness capacities.

1. **College <u>leadership</u> is committed to implementing essential practices that advance student success goals.**
    a. President/chancellor understands that active leadership is essential to implementing transformational pathways reforms. Senior administrators understand that implementing transformational pathways reforms will be difficult, and they understand specific associated challenges.
    b. College leadership, which could include administrators, faculty, pathways leads or others, is committed to substantial redesign of academic programs, instruction, and student supports, starting with a critical review of the extent to which the college's academic programs provide a clear and educationally coherent pathway for students to further education or directly to good jobs in fields of economic importance to the college's service area.
    c. College leadership has laid the groundwork for major reform, including engagement of faculty and staff in discussions about student success data and strategies for improving student outcomes.
    d. College leadership is committed to a reform process that will likely take four to five or more years for full implementation.

2. **Leadership across the college community understand and are committed to the <u>magnitude of change</u> needed to redesign numerous systems institution-wide.**
   a. Leaders in the campus community understand that numerous systems and processes may need to be redesigned and are committed to making substantial changes in multiple areas including student intake (assessment, advising, orientation, registration, class scheduling), curriculum, and instruction.
   b. College leaders understand that pathways design work will involve streamlining curriculum, including potential elimination of courses and programs.
   c. The college is committed to integrating essential and effective supports into student pathways as the alternative to typically disconnected and optional services.
   d. College leaders understand that pathways reforms will involve more structure and more prescription for students.

3. **College leaders, including faculty and student services leaders, are <u>engaged and committed</u> to executing a comprehensive pathways strategy.**
   a. The college has built a data-informed case for implementing essential practices of Texas Pathways.
   b. College leaders, including faculty and student services leaders, are committed to executing a comprehensive plan for broad and deep faculty and staff engagement in the design and implementation of pathways strategies.
   c. Faculty are represented in college planning. There is commitment, or concrete plans for how to secure commitment, from the faculty organization (e.g., senate, association, council) to support the college's pathways strategy.
   d. College leaders guiding change recognize that some changes in faculty roles and responsibilities will likely be part of the institutional change needed to support guided pathways for all students.

4. **The college has the <u>data capacity</u> to monitor student progress and success.**
   a. The college longitudinally tracks student cohorts to increase the broad use of regular and transparent reporting on student progress and completion metrics.
   b. Pathways leaders have collaborated with institutional research to improve the collection and accuracy of key performance indicators.
   c. The college has improved the use of data to inform institutional practice and change.
   d. The college has begun to expand the use of longitudinal cohort data and labor market data for advising and for program improvement.

5. **The college is improving <u>equity</u> planning through the disaggregation of student progress and completion data by student characteristics.**
   a. College leadership is committed to developing plans to reduce the gaps in outcomes by student groups.
   b. The college has improved the collection and accuracy of disaggregated longitudinal data on student progress and success.
   c. The college regularly examines disaggregated data to understand the equity issues of all student groups and clearly delineate the differences in outcomes for underserved populations.

6. **The college has <u>partnerships</u> with key stakeholders.**
   a. The college has and is expanding partnerships with the K-12 schools and systems from which large numbers of recent high school graduates come for college enrollment.
   b. The college has and is expanding partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.
   c. The college has and is expanding partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.

CADRE 3.2

By the conclusion of round 1, colleges of cadre 3 in round 2 will have made progress laying the groundwork for broader understanding, engagement and commitment; created a case for change to bolster a sense of urgency; and planned for increased data capacities necessary to implement guided pathways. To advance, these colleges should be ready to demonstrate progress on the following readiness capacities.

1. **College <u>leadership</u> is committed to implementing essential practices that advance student success goals.**
   a. President/chancellor understands that active leadership is essential to implementing transformational pathways reforms.
   b. College leaders, who could be administrators, faculty, pathways leads or others, are committed to substantial capacity building strategies toward redesign of academic programs, instruction, and student supports.
   c. College leaders have worked on laying the groundwork for major capacity building.
   d. College leaders are committed to designing and building capacities for a reform process that will likely take six or more years for full implementation.

2. **College leaders understand the <u>magnitude of change</u> needed to build readiness to redesign numerous systems institution-wide.**
   a. Leaders in the campus community understand that numerous systems and processes may need to be redesigned and have created data-informed plans for substantial capacity building.
   b. College leaders understand that pathways design work will involve streamlining curriculum, including potential elimination of courses and programs.
   c. College leaders are committed to planning the integration of essential and effective supports into student pathways as the alternative to typically disconnected and optional services.
   d. College leaders understand that pathways reforms will involve more structure and more prescription for students.

3. **College leaders are <u>engaged and committed</u> to executing a comprehensive pathways strategy.**
   a. The college has built a case for implementing essential practices of Texas Pathways.
   b. College leaders are committed to building a comprehensive plan for expanded engagement in essential capacity building.

c. Faculty are represented in college planning. There is commitment or a concrete plan for securing commitment from the faculty organization (e.g., senate, association, council) to support the college's pathways strategy.
d. College leaders guiding change recognize that some changes in faculty roles and responsibilities will likely be part of the institutional change needed to support guided pathways for all students.

4. **The college is in the process of building <u>data capacity</u> to monitor student progress and success.**
   a. The college is identifying barriers and building capacity for longitudinal tracking of student cohorts to increase the broad use of regular and transparent reporting on student progress and completion metrics.
   b. Pathways leaders have collaborated with institutional research to improve the collection and accuracy of key performance indicators.
   c. The college has improved the use of data to inform institutional practice and change.
   d. The college has begun to expand the use of longitudinal cohort data and labor market data.

5. **The college is improving <u>equity</u> planning through the disaggregation of student progress and completion data by student characteristics.**
   a. College leadership is committed to developing plans to reduce the gaps in outcomes by student groups.
   b. The college has made progress to improve, or plan to improve, the collection and accuracy of disaggregated longitudinal data on student progress and success.
   c. The college regularly examines disaggregated data to understand the equity issues of all student groups and clearly delineate the differences in outcomes for underserved groups.

6. **The college has <u>partnerships</u> with key stakeholders.**
   a. The college has and is expanding partnerships with the K-12 schools and systems from which large numbers of recent high school graduates come for college enrollment.
   b. The college has and is expanding partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.
   c. The college has and is expanding partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.