

TCCIA 2016 Conference Summary

I. Introduction

Our conference followed a different format this year. The premise behind this year's TCCIA Summer Conference was that we learn best from each other. During the conference participants engaged with one another and experienced by hearing what other people do at their own colleges/organizations. We used the group discussions and working groups to identify the most pressing challenges, worked through them and talked about innovations we have discovered in our different campuses. The goal was to learn from each other's experience and ignite fresh ideas and trigger possibilities for participants to utilize in their own colleges. The following documents the findings from the conference and lists common challenges, a list of innovations and best practices, and hopefully an expanded network of contacts among colleges.

II. Issues

From the small group discussions among members, we drew up a listing of issues and challenges facing each of our institutions. Working with this list, six major themes emerged which were the focus of our breakouts in the conference. These included:

1. Handling the many challenges in implementing the recent changes (HB5 and HB505) to Dual Credit
2. What does it mean to be college ready?
3. Handling the many ongoing changes to developmental education
4. Managing Change: Growth, Assessment, Program Reviews
5. How to best work with and collaborate with faculty in achieving tackling the varied challenges and initiatives facing the colleges
6. Varied approaches to class scheduling and student success to include block scheduling, academic pathways, intrusive advising and other novel ideas

A summary of the breakouts follows.

III. Breakouts

1. Dual Credit: Who's teaching and who's paying?

Breakout theme: Dual credit issues were the primary area of concern including funding, service areas, and serving 9th through 12th graders. Dual credit students make up a large part of enrollment at many community colleges.

Discussion:

Community Colleges are coping with:

- Service area encroachment

- ISDs shopping around for dual credit instruction, threatening existing relationships.
- Aggressive recruiting tactics from universities, including outreach, sales people, and dual credit target enrollment goals.
- Reimbursement discrepancy between the community colleges and universities, especially for dual credit core courses.
- Wide range of tuition schemes, including free tuition, reduced tuition, scholarships, fee only, etc.
- Wide range of MOUs between community college providers and the ISDs.
- Variation in pay schemes for faculty—embedded instructors versus CC faculty. Loyalty of the embedded faculty to the community college, as well as maintenance of quality and rigor.
- Lack of support. The HERC has lost its teeth.

Enrollment

- Affected by dual credit.
- Flat in many areas.
- Developmental Education
- Less people in developmental education courses.
- Students not completing their modules, affecting financial aid.
- Change in workforce program requirements affecting math requirements.

Allied Health Student Grievances

- Students making grievances over absences, grades, cheating.
- Bringing lawyers to appointments.
- Asking for accommodations after the fact.
- Use of desk review versus student meetings at the administrative level, evaluating processes. (Suggestion)

Funding

- Community colleges penalized by legislation.
- Consolidation of efforts.
- CTE emphasis.
- Need for collaboration among the community colleges in Texas.

Leadership Issues

- Focusing curricula
- Creating efficiencies
- Program review
- Managing change

2. What is college readiness?

Breakout theme: At what point is a student “college ready” came up during the initial discussions for dual credit students and developmental education. Two distinct groups addressed this question from two different perspectives:

Discussion:

The first group (6) started with more of an academic approach:

- Academically – a student needs ENG 3 and ALG 2 and TSI to be ready
 - If one of those not there or grades not adequate – College will have them retake ENG 3 or ALG 2 and TSI!
 - So, some felt this was beating dead horse by the “academic requirements.”
 - Some colleges have exceptions to these requirements – some do not.
- Important Note – It was mentioned that one college had an ISD superintendent ask if college could put together “College Prep” class for their school. College replied – “NO! The courses HS offers is supposed to get student academically college ready before they get to college. When we get them we increase those skills at the college level.”
 - It was also discussed that not all HS are the same and therefore need to be treated on a case-by-case basis.

The group then segued from academic to more behavioral issues, needs, requirements for college readiness:

- HS and colleges need to better prepare for emotional and behavioral issues not related to academic readiness
- KSAB – Knowledge, Skills, Abilities, Beliefs should be an area of focus
- More 1-on-1 advising and not start at 10th/11th grade but much earlier – even 8th grade.
- Family status, socio-economic backgrounds and factors also apply and need to be identified in order to offer additional, special attention where needed.
- Core Competencies – should be a focus (Personal responsibility, Commitment to Graduation and showing up for class on time)
- Generational issues for incoming college students – HS starters, late starters

The 2nd group (11) more or less picked up where group 1 left off – more emotional readiness than academic readiness for college:

- All HS not created equal – so their students may or may not be ready. The focus needs to be where they are and where they need to be
- Focus has always been on ACCESS not on SUCCESS. Need to combine the 2 and work together
- Concentration on a more holistic approach – pathways and proper placement. The group agreed to the importance of using true multiple measures not just GPA.
- Colleges need to do better at:
 - Measuring emotional intelligence
 - Some are using Smarter Measures, ESAP
 - Providing more Professional Development of Faculty and Staff to key on factors that contribute to emotional and academic college readiness.

In summary: the two groups identified two disconnects in preparing students to be “college ready”

- Disconnect #1 – Student's academic preparation
 - Academically – we have measures but we need to use them more effectively and provide feedback to HS whose students are less ready than others
 - HS focus on state testing not college readiness, help them include college readiness academically
 - Better curricula management – college can work with HS to match needs
- Disconnect #2 – Student's emotional intelligence (college readiness) is just as important issue as academic readiness
 - Many factors contribute to one's emotional readiness for college
 - Socio-economic
 - Single parent or multiple parent homes
 - Father figure
 - Generational Issues
 - Millennials are “Special”
 - Instead of treating them as special – challenge them to do special work and expect special contribution in class
 - Better developmental focus
 - Academic focus should start in 8th grade not grade 10 or 11
 - Better advising – more 1-on-1 counseling and FOLLOWUP!
 - Emotional Intelligence tracking – implement the best tool for assessing one's E.I. and then have guidelines based on results
 - Smarter Measures
 - ESAP
 - Professional Development of Faculty and staff
 - How to identify factors that may contribute to one NOT being academically or emotionally ready
 - Have program or pathways to help remedy
 - Continual refreshment training of faculty and staff
 - Track results of pathways used to help with issues in college readiness

3. Moving students through developmental education: Opportunities and challenges

Breakout theme: This group discussed the rapid and continuing changes occurring in developmental education and how are they impacting student

success. To note: though identified by many as an area of concern, this group only met once.

Discussion:

- Much of the agenda for developmental education programs coming from legislatures is being driven by "experts" outside of education, especially those with expertise in developmental education. Some of this is also driven by funding concerns at the state and federal levels
- The Gates Foundation and Lumina are big drivers in mainstreaming students as quickly as possible
- There is concern that the TSI Assessment is not properly evaluating student developmental levels and therefore is placing some students into college level courses too soon
- The number of initiatives coming from the state and the federal government is causing initiative fatigue
- There are different ways of organizing developmental education programs
- There needs to be consistency in application of Mathways across the state

4. Managing Change: Growth, Assessment, Program Reviews

Breakout theme: This group tackled the many aspects of administration in community colleges in creating, managing, assessing and closing programs and degrees.

Discussion:

Starting a new program:

- Use varied metrics: such as environmental scans, economy needs, industry needs, faculty availability, projected income/expenses, accreditation/certification costs
- Start it as Continuing Education
- Building Dual Credit/Articulation options for the HS
- Consider Industry contributions or grants to start programs
- Partner with other colleges/ISDs in growing program
- Reward early adopters, train faculty and staff appropriately
- Give time to grow - 5 years

Assessment and Evaluation Processes:

- Varied measures - SLO, course/degree performance measures, community/industry needs, graduation rates, placement rates
- Make to consider both Qualitative and Quantitative
- Make data relevant and understandable - dashboards and periodic updates for college stakeholders (students, faculty, staff, administrators, board of trustees, community)

- Embed assessment on all programs
- Beware that Institutional Research data is not always accurate; need to consider a number of sources in making decisions
- Important to provide continuing professional development on assessment process for faculty, staff and administrators

Program Reviews and planning tools/processes:

- Involve all, faculty buy-in
- Provide updates and feedback/dashboards/snap shots
- Be consistent, stick with it, make it relevant to faculty, staff and administrators
- Keep it simple and clear and relevant - "not just for SACS"
- Calculating program costs involves more than faculty salaries. The question is what goes into the overhead costs – varies widely by school on how they break out fixed costs across departments
- Consider workforce impact on transfer programs
- Need to tie all planning process and documents to resources and decision making or they lose their relevance and stakeholder interest
- Be proactive and not reactive as much as possible - many forces at play
- Check WECM and ACGM changes on a periodic basis. Changes, updates and deletions are listed in each document

Handling organizational change:

- Need to provide stability in the midst of rapid change
- Communicate regularly with all involved in the change – explain need, what is going to occur, reward early adopters, keep people involved, review and share updates throughout the change cycle, and close the loop once change is implemented
- Be proactive and not reactive
- Plan it properly and recognize there are many voices in the process
- Need to have "guts" to hold the line when needed against the drive for constant change but also be able to recognize when change is necessary
- Assess the processes implemented throughout the change to make necessary alterations as needed; make sure it works before fully implementing major change

Closing a program and/or degree/certificate:

- Why - lack of majors/graduates, no more industry needs, changes in program needs, income/expenses, accreditation/certification costs
- Check numbers - enrollment, graduations, industry placements
- Consider different assessments to include gap analysis and industry requirements
- Use Industry Advisory Boards for feedback on the needs of the community
- Program reviews every 4 to 5 years
- Check on enrollment versus industry needs/local needs
- Champions are good but can be a problem
- Consider moving to CE if need is there but program too costly

5. Collaborating with faculty

Breakout theme: The main topics discussed revolved around resources, communication, professional development, and evaluations.

Discussion:

- Faculty meetings were offered once a semester for either one or two days. If they were offered two days, the first was for general college information (budget) and the second was dedicated specifically to faculty and their departments/divisions.
- A variety of speakers were offered as suggestions for topics such as flipped classrooms and metacognition. The majority of participants however felt that the faculty themselves were the best presenters at faculty meetings.
- Faculty presenters were asked to speak in a variety of ways: if received funding for conference or training, if they won/nominated for an award, or if they volunteered by turning in a proposal. If proposals were submitted, a committee would then select the proposals they wish to have presented at the next faculty meeting/training.
- Communication was performed differently at many of the colleges, but a few interesting ways were through monthly division meeting, weekly reports given by the division to the President, and weekly/monthly newsletters to campus from the President.
- In order to give specific important semester dates (i.e. last day to register, last day to drop) to faculty they were either given on a one sheet calendar which could be attached to their wall (considered faculty syllabus) or added as calendar events in their Outlook calendar.
- Collaboration, mentoring programs, and learning communities were popular topics. A couple examples which were given were pairing a soft skill and a subject, such as notetaking and History or time management and Communication; pair two subjects together, such as Biology and History to look at the dust bowl.
- Professional development is required at many institutions. PD is tracked as part of the faculty's evaluation through a points system. A few schools required outside events and community service, such as baseball games and scholar days, for their faculty.
- Evaluations were given to both faculty and dual credit faculty, even if they were in the high schools. Some evaluations were announced, while other schools also incorporated unannounced evaluations. Peer review mentoring was offered required in a few institutions.
- New faculty and adjuncts attend a training every year in order to go over key institutional information. A stipend or dinner was sometimes provided

during these training events. If some were not able to attend, the session was taped and distributed or put online for viewing.

6. **Block scheduling, academic pathways, intrusive advising and other novel ideas**

Breakout theme: What are some of the different approaches colleges are implementing for course and degree scheduling to promote student success?

Discussion:

Advising/Block Registration/Class Limits, etc.:

- Technology can help or hinder. Banner seems to be the most conducive so far, but Jenzabar is also working on solutions. POISE seems to be the most limited right now. Need help with registration and with tracking success of students in blocks.
- Who provides advising?
 - Schools all do different things depending on staffing and needs. Some are centralized and some are decentralized. Either way, relationships are the key. It's not just course entry. It is a conversation.
 - One school has a layered approach: general advisors in the beginning, and then departmental specialists later
 - Some are using adjunct advisors, but overtime rules mean that most adjunct faculty can't also advise.
 - Some faculty are paid extra to advise. Some are required as a part of their contract. Some volunteer to do it for incentives like longer contract terms.
 - Advising can help faculty see their program from a different angle, and that can be beneficial.
 - Some schools have advising, coaching, and career counseling all being provided by same position; other schools have separate departments for each of those services.
 - Most agree that centralized advisors can't be expected to be experts on every single major offered.
 - Multiple points of contact are beneficial. Messages need to be consistent and provided in advising, learning frameworks, orientation, and in classes. Have student ambassadors or other staff check on students throughout the semester.
 - One school includes a career project in learning frameworks to help get on right pathway early.
 - One issue is that no one "owns" transfer students. Who manages them?
 - Use appreciative or intrusive advising; students don't know what to ask
 - Use assessments to find interests/aptitudes

- Get the assistance of high school counselors; start introducing higher education concepts in high school
 - See innovations for description of South Texas College program to train HS counselors
 - Midland also pays stipend to HS counselors to help, but they haven't found that it's as effective
 - "dual to degree" introduces pathways in dual credit classes
- Require annual training for all advisors
- Eliminate late registration
- Use advising syllabus and assign a specific advisor (not just a first come, first serve department)
- Block classes the students shouldn't register for so they can't make mistakes while registering
- There will always be major changes, but get info about pathways out early and often
- Block scheduling:
 - Seems like a moving target. Definitions from THECB don't seem to be clear. How many programs will be required in the future?
 - High contact hour programs may have to use hybrid model to fit in all required hours
 - Use cohort programs as a guide since they're already successful with block schedules
 - There is concern that small programs won't be able to meet the requirement of offering sections in blocks and therefore will close
- Minimum class sizes:
 - Most schools require 10-15 for a class to make
 - Some colleges offer to prorate and it's up to faculty. Some do not.
 - Usually required Dean or VP approval to make a class under the limit
 - Schools look at the needs of the students in the class. If they need the class to graduate, or if they students have had classes cancelled on them before, it's more likely to be approved. May also factor in if instructor has other sections that are full, so average class sizes are all over the minimum.
 - Class limit depends on discipline, the campus size, etc.
 - Some classes also offer a stipend for teaching large sections.
- Miscellaneous notes:
 - Focus on "1st five" classes that most students will need. Also use gateway classes to reinforce messages from advising and orientation
 - "degree works" and "inside track" are programs that help with advising
 - "possible self" is a good career interest tool
 - Include soft skills in learning frameworks or gateway classes

- Dana center research: if students feel challenged, they do better, so put students in linked courses along with their dev math classes.

IV. Innovations:

The conference members shared their colleges most promising and innovative practices. A list follows:

1. **15 Forward** – Hill College. 15 hours is important to student completion of their associate degree in two years. Moreover, research shows that if students complete at least two 15-hour semesters they are most likely to continue. The college set up a program where students who complete 15 hours receive a discount card, 15 Forward t-shirts, and some are featured on the 15 Forward website. Dual credit students are also included in this innovation. Moreover, on "15 Forward" days, students are encouraged to wear their t-shirts as someone might walk up to them and give them a prize. The College is now considering adding something for those who complete 30 hours.
2. **Dual Credit Academy** – Navarro College. The College was approached by the Red Oak ISD to create an Early College High School. In response, the college offered instead to create the Hobbs Academy, a dual credit program that brought together the College, Red Oak High Schools and UT Arlington. The College offers specialized dual credit courses in the high schools with academic and student support services. Students are treated as a special cohort. All have found this a winning combination.
3. **Counselor Summer Academy** - South Texas College. In doing research into what local ISD counselors were advising high school students, the College discovered the counselors did not know of STC or their programs. To address this, the College started a Counselor's Academy, a one-month training program for 30 high school counselors. During the month-long training academy, counselors visit all the College's campuses, each program and discipline, learn about the student and academic support services and do research on student successful completion efforts. At the end of the training, the high school counselors receive a certificate of completion and become ambassadors for the College in the local community. Counselors are paid a \$1,500 stipend for their participation. The College uses a pre and post-test to measure counselors' learning during the month-long program and have found all change their perspective on the college and its programs during the training. The academy is funded through a grant. STC is planning a follow-up on the academy to include junior high counselors.
4. **Undergraduate Research Conference** – Collin College. Students turn in research proposals, which are then vetted and accepted. Other community colleges and universities participate and there are over 2000 students displaying their research. This allows the students to use the conference on resumes. The conference takes place every April.

5. **History Symposium:** Students do History research and present their work to the campus. Students submit abstracts to be considered in a college wide forum. Winners present to the campus.
6. **STEM camps** - Hill College. The College has developed STEM camps that have an engineering and bioscience focus. These camps are for students from 14-21 years of age. Funded by grants from the Texas Workforce
7. **Women in Technology, Men in Healthcare** – Hill College. The College hosts special forums for students where they pick a couple technology areas, bring out women (or men) from that particular industry to talk and meet with students. The College uses Perkins funds to cover expenses.
8. **Together Everyone Achieves Math Mastery (TEAM²)** – Navarro College: The College's QEP focuses on credit math courses with special attention in building students' self-efficacy. The program also provides academic, tutoring, and student support resources to aid students as they progress through their math requirements.
9. **Building learning communities for Adult Basic Education (ABE) students.** Provides scholarships, tablet, and focused conference with breakouts and keynote speaker. I-Connect gathering space for students.
10. **Pairing Developmental Education Courses**—co-enrollment in college level course and developmental education. NCBM Math lab and college algebra, English 1301 and INRW. Same professors teach each course. This has demonstrated great leaps in pass rates for the college course.
11. **Strength Advising** - Vernon College. Workforce is well advised but the academic side doesn't belong to anyone. To remedy this, the college recruited academic faculty and have them staff an advising office during their office hours. Two to three faculty staff the office at a time and a few continue to staff the office during the summer from 9am-6pm.
12. **TSI Boot Camps** – Laredo Community College – The camps prepare students for the TSI Assessment. The camps started as 1-week long but are now only 3 days. They are taught by faculty in the department who are compensated for their instruction. The students get snacks and college memorabilia. It's free to the student, but they do have to pay to retest
13. **University Center** - McLennan Community College. The College partners with multiple four-year institutions (Tarleton State University and Texas Tech are the biggest partners) to provide upper level education on the MCC campus through the College's University Center. Faculty from the different 4-year partners teach on campus during the year. Students can complete Bachelor, Master and some doctoral degrees without leaving the local area. Articulation agreements and degree alignment allow students to transfer easily from the college to the 4-year institutional partner. Thought not directly part of the University Center, Baylor University also provides a 2+2 transfer agreement called Baylor Bound that allows dual admissions for students who enter McLennan with the intent to transfer to Baylor upon their two-year graduation.

14. **Blinn College Alignment with Texas A&M University** – Blinn College: Blinn has established a cooperative arrangement with TAMU to handle applicants who were not accepted into TAMU due to capacity. Blinn offers these students an opportunity to complete a two year with Blinn and then transfer to TAMU. Due to this alignment, Blinn students can participate in TAMU study abroad programs and collaborate on University research efforts. The partnership also allows TAMU students to take required courses at TAMU based on capacity needs of the University.
15. **Bachelor's degrees** through South Texas College - South Texas College
 - STC awarded 1200 BAT/BAS degrees since 2005
 - 30% of those students have gone on to a master's or doctorate
 - Their salary is \$40K/year, which has a huge impact on the student and the community
 - Working with A&M-Commerce to offer TAB (Texas Affordable Baccalaureate)
 - Competency-based bachelor's degree
 - Started in 2014; 120 grads so far
 - Students can finish a class in 1 week. They pay \$750 for 7 weeks and complete as much as they can. Everything is included in the cost.
16. **Completion Center** – North Central Texas College - There were not enough advisors to help all their students and no tax base at their largest campus, so funds were limited. Consequently, the college applied for and received a Title III grant over 5 years and created a completion center. Success coaches support all at-risk FTIC students (based on Pell eligible and TSI status). They provide initial advising and take a holistic look at the student's needs/challenges. Additionally, there is a career readiness/job placement coach. The Center currently has 6 staff total but plans on adding more each year as needs and budget allows. The college also created a first-year experience program that doesn't duplicate Learning Frameworks. It offers a series of workshops/seminars, a service learning project, and then a more intense learning frameworks course in the spring. Finally, students provide feedback on what topics to offer and the times that would be most convenient
17. **Counseling Center** - McLennan Community College: the college worked out a partnership with Tarleton State University to build a counseling center. Tarleton Masters counseling students serve as interns with a Tarleton faculty serving as supervisor. The Center provides services to students and faculty.
18. **Career and Technical Center** - North Central Texas College. Using a Department of Labor grant, the College created a Career & Technical Center targeting students majoring in computer services. The Center provides career/academic coaches which is important as often CTE programs get pushed aside because many general advisors don't understand them and therefore don't advise for them well. This also allows students to be advised more regularly with advisors keeping up with the students throughout the semester. The College is already seeing improvements in how their students are advised and how quickly their

classes are filling. Unfortunately, the program may not be taken over due to over in institutional budget.

19. **National Coalition of Certification Centers (NC3) Partnership with Hill College:** The College has developed a partnership with NC3 to certify their HVAC (Train), automotive (Snap-on) and aviation (FAA) programs. This has helped build these workforce programs and given them added visibility among local industry.
20. **Credit for Prior Learning** – San Jacinto College: San Jacinto College has a program that proactively seeks out students with prior experience to award them credit where faculty credentials might be a concern. The College works with high schools to identify industry certifications students can earn while in high school. They then work with the college faculty and program requirements and identify what credit to offer for each certificate, be it through acceptance of the certificate or a competency exam. College faculty have developed blueprint matching competencies for college degrees with high school certification and training programs and share with high school teachers and counselors.
21. **Council on Excellence** - Collin College. Faculty contracts are reviewed by a faculty committee elected by faculty who read student evaluations, dean evaluations, all other evaluations, and looks at what the faculty member does outside class (committees, community service, etc.). Then the faculty committee recommend if the faculty member should receive a contract, a 1-year contract, or no contract. The college does not have tenure. The chair of the faculty committee does receive a load reduction but no stipend. There are 15-20 faculty on the committee.
22. **Innovation Challenge Grant** – Collin College. In an effort to encourage new ideas and promote innovation, the College has set up a special fund to support creative projects that will benefit the students, the College and the community. All budget heads are asked to set aside up to 10% of their annual funds to support this project. Faculty, staff and administrators can then submit suggestions through an electronic system. They include justification for the project, its benefit to the community, and a budget of expenses to implement the recommendation. A committee of representatives from the major departments in the College then reviews the project and either approves it, rejects it or asks for more information. Approved projects are then implemented using the available funds. Those who make an approved recommendation are then recognized in the College's monthly newsletter.
23. **Cross Curriculum Training** - Hill College: Science, History, and Government instructors host symposium on how to combine two separate disciplines. They focus on community history such as Hillsboro History and old Hillsboro newspapers. An example of this collaboration is English and Government combined to teach courses with set themes such as "PIRATES," "The 60's," and "Texas."
24. **Instructional Retreat:** The retreat is strictly to get to know more people they otherwise would never interact with at college. It supports both small and large

groups with a mix of faculty from various departments and positions deliberately chosen for diversity. The retreat does not allow multiple people from same area.

25. **Center for Teaching and Learning Book Clubs** – Blinn College: The College provides book club for faculty to read and discuss pedagogical concepts and their application in the classroom. The focus is to teach faculty how to teach and students how to learn. The College invites the authors of the books read to speak with the faculty.
26. **Presidential Scholars:** 10 members selected to receive an overview of the College and learn the functions and responsibilities of senior administrators. The goal is to expose promising candidates to college issues and help grow leaders from within. Participants attend Board meetings and other more formal college functions. They also attend state government functions and meet with state/local representatives
27. **REMIND.COM** - The College offers an app for student cell phones that sends text messages to specific students (or a group of students) cell phones for college activities, instructional matters, and other reminders. It serves to update students on class information outside college alerts
28. **"PINGING"** — Midland College: The College employs an advertising agency that has implemented this new technology that captures cell phones information based on settings turned-on to PING. This allows the College to track student cell phone usage to determine their interests and send related college data and information to each student. It also tracks how effectively the students respond to college postings based on what data phone users click on.
29. **Food Truck Friday** – Collin College. During the summer on Fridays, food trucks are able to set up on campus for students. Since it is on Friday and there is no catering available during this time, it does not interfere with food service. T-shirts are given to the first people in line for the food trucks.
30. **Other ideas included:**
 - South Texas College has developed an interdisciplinary degree plan for all of their dual enrollment students.
 - Hill College has developed a Fire Academy for dual credit students.
 - Faculty's contract is based on a 70-15-15 time split: 70% of salary is teaching, 15% is PD, and 15% is service, which includes committees, advising, and/or tutoring.
 - Just in Time Developmental Math & College Algebra Combination
 - No absences allowed.
 - Wrap around teaching.
 - Students must be college ready in reading.
 - Courses are 5 days a week.
 - Intentional Learning Connections
 - A 16-week program for prospective dual credit students to help prepare them for the college process and the rigors they'll experience
 - Multi-year contracts for faculty who are willing to advise students

- Assigning points to a faculty evaluation: if you don't advise or do other requirements, you lose points off your overall evaluation score
- Block scheduling to help students
- Kilgore College's Honors program is piloting open source materials for its students. This will be a no to low cost for students. If successful, they will look at expanding it to other areas.

V. Resources: During the conference we collected recommendations on resources that have been of value to members. A recommendation was made to create a speakers list we can post on the TCCIA website. Below is a compilation of the suggestions from the conference. We hope to grow this listing in the near future on the TCCIA website.

1. Books:

- *Make It Stick: The Science of Successful Learning* by Peter Brown, Henry Roediger III & Mark McDaniel, 2014
- *Mindset: The New Psychology of Success* by Carol Dweck, 2006, Ballantine Books: New York NY
- *GRIT: The Power of Passion and Perseverance* by Angela Duckworth, 2016, Simon and Schuster, Inc.: New York NY
- *Drive* by Daniel Pink, 1995, Riverhead Books: New York NY
- *Why School? Reclaiming Education for All of Us* by Mike Rose, 2014, The New Press: New York NY
- *Academically Adrift: Limited Learning on College Campuses* by Richard Arum and Josipa Roksa, 2011, The University of Chicago Press: Chicago IL
- *What the Best College Teachers Do* by Ken Bain, 2004, Harvard Education Press: Cambridge MA
- *How Learning Works: 7 Research-based Principles for Smart Teaching* by Susan Ambrose and Michael Bridges, 2010, Wiley and Sons, Inc.: San Francisco CA
- *The New Science of Learning: How to Learn in Harmony with your Brain* by Terry Doyle and Todd Zakrajsek, 2013, Stylus Publishing, LLC: Sterling VA
- *The Five Elements of Effective Thinking* by Edward B. Burger and Brian Troxell, 2012, Princeton University Press: Princeton NJ
- *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills*, by Linda B. Nilson, 2013, Stylus Publishing, LLC: Sterling VA
- *Teach Students How to Learn: Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation* by Sandra Yancy McGuire, 2015, Stylus Publishing, LLC: Sterling VA
- *Community College Economics for Policymakers: The One Big Fact and the One Big Myth* by Clive Belfield and Davis Jenkins from the Community College Research Center (CRCC), 2014,

<http://ccrc.tc.columbia.edu/media/k2/attachments/community-college-economics-for-policymakers.pdf>

- *Redesigning America's Community College* by Thomas Bailey, Shanna Smith Jaggars, & Davis Jenkins, 2015, Harvard Education Press: Cambridge MA
- *What Excellent Community Colleges Do: Preparing All Students for Success* by Joshua Wyner, 2014, Harvard Education Press: Cambridge MA
- *Demystifying Pathways* by Rob Johnstone
<http://www.inquiry2improvement.com/attachments/article/12/PWs-Demystified-Johnstone-110315.pdf>
- *Emotional intelligence: Achieving Academic and Career Excellence* (2nd ed.) by Darwin Nelson & Gary Low, 2010, Prentice-Hall: Boston MA.
- *Getting Things Done: The Art of Stress Free Productivity* by David Allen, 2001, Penguin Books: New York NY

2. Presenters for Professional Development:

- Davis Jenkins - Lead researcher at CCRC (return of investment on pathways)
- Metacognition: Dr. Sandra McGuire on Metacognition
- Flipped Classroom:
 - Dr. Mark Taylor– <http://www.taylorprograms.com>
 - Dr. Lodge McCammon at <http://lodgemccammon.com>
- University of Texas Center for Teaching and Learning at <http://ctl.utexas.edu> or <http://facultyinnovate.utexas.edu>

3. Websites to consider:

- The American Association of Colleges (AACU) and Universities Liberal Education A P (LEAP) - <https://www.aacu.org/leap>
- National Center for Inquiry and Improvement - <http://inquiry2improvement.com/>
- Completion by Design - <http://www.completionbydesign.org/>
- Achieving the Dream - <http://achievingthedream.org/>
- TACC's Texas Success Center - <http://www.tacc.org/pages/texas-success-center>
- Texas Association of College Technical Educators (TACTE) - <http://www.tacte.org/>
- Texas Administrators of Continuing Education TACE) <http://www.taceonline.org/>
- Texas Association of Institutional Research (TAIR) – <http://texas.air.org/>