In Spring 2017 the Dana Center and individuals from the West Texas Region developed and distributed a survey planning tool for a fall West Texas Convening. It’s contents were based primarily on information gleaned from previous site-visits and conversations with the institutional representatives of the nine community colleges and six universities that make up the West Texas Region. The object of the survey was to identify topics to be covered at a regional convening.

Section I below is a summary of survey results ranked according to participant responses. Section II summarizes participant comments.

**I. Topic and Sub-Topic Ranking**

1. Mathematical Pathways (tie for first place)
   1. Monitoring students on their pathways
   2. Recovering students who falter on a pathway (tie)
   3. Encouraging continuous enrollment in math until completion (tie)
   4. Connecting pathways to specific university degrees
2. Curriculum/Pedagogy (tie for first place)
   1. Choosing or developing math pathway curriculum
   2. Coordinating math curriculum across institutions (high school, community college, university)
   3. Reviewing developmental math approaches (e.g., co-requisite, online, hybrid)
3. Transfer/Applicability
   1. Exploring issues related to course transfer (e.g., course numbering)
   2. Increasing the level of transfer coordination between institutions
   3. Exploring issues related to financial aid (e.g., dual registration, accumulated credits)
4. Advising
   1. Exploring advising strategies, techniques, and processes
   2. Transitioning students into pathways
   3. Increasing advisor confidence in transferability of math courses
5. Professional Development
   1. Learning about classroom instructional practices
   2. Exploring faculty/advisor/staff training options
   3. Supporting professional learning (e.g., cost, time, incentives)
6. Data and Evaluation
   1. Choosing the best measures to track pathway success
   2. Considering cross-institutional assessment for the future
   3. Implementing valid assessment (e.g., methods, applications, follow-up)

**II. Comments Summary**

1. Mathematical Pathways (tie for first place)
   1. Successes
      1. Use of the Emporium Model for math
      2. Clearly differentiating STEM and non-STEM Pathways
      3. Retention rate success
      4. Implementation of 8-week courses
   2. Issues
      1. Connecting pathways to university degrees
      2. Continuous and sequential completion of math courses
      3. Recovering “lost” students
      4. Not enough emphasis on understanding versus procedure
         1. Is this in line with TT’s Jerry Dwyer’s interest in concept versus computation?
      5. STEM drop-outs caused by math failure
2. Curriculum/Pedagogy (tie for first place)
   1. Successes
      1. Improving drop rates
      2. Asset-based teaching
   2. Issues
      1. Lacking development time
      2. Textbook and supplemental instruction (My Math Lab) cost
      3. Low quality lecture-based teaching
      4. Too much emphasis on procedure based learning
3. Transfer/Applicability
   1. Successes
      1. Communication between discipline coordinators and faculty
      2. Good pre-engineering success after transfer
   2. Issues
      1. Keeping up with program changes at universities
      2. Course numbering
      3. Acceptance of STEM and health field courses
4. Advising
   1. Successes
      1. Use of faculty advisors and meta-major groupings
      2. Including advisors and counselors in faculty initiatives
      3. Workshops to help advisors and counselors better understand different math courses
   2. Issues
      1. Monitoring at-risk students
      2. Lack of communication between advisors and discipline coordinators
      3. Not enough advisors for the number of students
      4. Confusion with placement
      5. Confusion with co-requisite math offerings
      6. Matching students with instructors based on teaching style rather than recommendations such as “easy” versus “hard”
5. Professional Development
   1. Successes
      1. Creation of a Center for Faculty and Leadership Development
      2. Presentations during faculty development week
      3. Organized and regular math related workshops
   2. Issues
      1. Increased and wider participation in relevant professional learning
      2. Variety of presenters as well as workshop topics
6. Data and Evaluation
   1. Successes
      1. A data-driven campus working with holistic advising committee
      2. Good cooperation between IT and IR
   2. Issues
      1. Faculty leaders need more training in use of data that will give them better ability to plan future steps
      2. Lots of unread and unused data
      3. Be sure that data is “clean”