**Board of Trustees Institute**

**Team Strategy Time #2: Supporting a Culture of Change**

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**The Next Chapter of Community Colleges**

* **What were the key takeaways for our Board from Dr. Lennon’s presentation?**
* **What cultural or policy changes do we need to explore based on these takeaways?**
* **What are the direct opportunities for further education and high value careers by students completing programs at our college?**

By clarifying the value of college programs to students and communities and ensuring equitable access to higher-opportunity programs, community colleges can strengthen their essential role as engines of community recovery and revitalization. (CCRC, 2020)[[1]](#footnote-1)

Review your college’s [Post-Secondary Education Outcomes Explorer Dashboard (PSEO)](https://lehd.ces.census.gov/data/pseo_explorer.html?type=earnings&compare=postgrad&specificity=2&state=48&institution=00353900&degreelevel=03&gradcohort=2006-5&filter=50&program=00). Use the filters on the dashboard to answer the questions. The filters at the bottom allow for exploration by program name.

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| **Dashboard Filters** | **Questions** | **Answers** |
| Data Type: **Earnings**State: **Texas**Institution: **Choose your college**Degree Level:**Associates**Graduation Cohort: **2006-2010** (allows for 1- and 5-years post-grad)Compare earnings by: **Time**Earnings-percentile filter: **50**Program Specificity: **General** (refers to 2-digit CIP) | Which of our programs lead to relatively higher opportunity in terms ofimmediate job earnings?Which of our programs lead to relatively less opportunity in terms ofimmediate job earnings? |  |

Look back at the analysis from team time #1.

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| **Question**  | **Answer** |
|  Using the PSEO, what are the earnings associated with the top five programs by enrollment at our college? |  |
| Using the PSEO, what are the earnings associated with the top five programs by completion at our college? |  |

Once the delegates have examined student enrollment and completion enrollment in programs classified by whether they lead to higher or lower opportunities post-graduation, the question is whether representation in these programs is equitable. By program equity we refer to whether groups of students (e.g., by race/ethnicity, gender, income) are proportionately represented in access and completion of different college programs. (CCRC, 2021)

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| **Question**  | **Answer**  |
| What patterns among subgroups of students do we observe (over-/under-representation) in programs leading to higher opportunities (higher wages)?  |  |
| What patterns among subgroups of students do we observe (over-/under-representation) in programs leading to lower opportunities (lower wages)? |  |

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| **Question** | **Answer** |
| How often do we engage business/industry partners in conversations about workforce development and an equitable future workforce?  |  |

**Please have team members decide which concurrent session they will attend.**

1. John Fink and Davis Jenkins, "Unpacking Program Enrollments and Completions with Equity in Mind," (Community College Research Center, 2020). [↑](#footnote-ref-1)