



# Session 2: Keeping Students' End Goals in Mind

Context Setting and Module 1

**Martha Ellis, Ph.D.**

Senior Pathways Lead, Texas Success Center

# Session 02 Goals & Objectives

- Articulate scaled strategies and practices to increase students' workforce outcomes, including through effective partnerships with employers
- Analyze labor market data to identify challenges and opportunities

# Series Overview: Part One

## Session 1: The Essential Roles of Leadership in Student Success

- Defining Student Success
- Higher Education in State Contexts

## Session 2: Keeping Students' End Goals in Mind

- Improving Labor Market Outcomes
- Improving Transfer at Scale

## Session 3: The Student Experience

- Improving Teaching and Learning
- Redesigning Advising to Better Support Students



# Agenda: Thursday, September 21

**Dr. Martha Ellis**

1:00 - 1:25      Welcome, Recap of Session #1, Opening Activity  
and Overview of Session #2

**Dr. Tamara Clunis**

1:25 – 2:30      Workforce Development Overview  
Group Activity—Analyzing Labor Market Data

2:30 – 2:40      Break

2:40 – 4:00      Strategies for Improving Labor Market Outcomes for Students

4:00              Next Workshops



# Recap: Session 01



# Concepts from Session 01

**Community College 1.0, 2.0, and 3.0 focuses on access, completion, and post-graduation success.**

- Build pathways with post-graduation success in mind
- Align student advising systems to transfer and post-graduation goals, including helping students make earlier decisions.
- Regularly examine data on post-completion outcomes with partners to foster continuous improvement
- Engage partners

**Important to foster a culture of evidence at the college**

- Be able to identify KPIs for your college
- Differentiate between leading and lagging indicators
- Disaggregate data

# Module 1: Improving Labor Market Outcomes



# Break out Discussion



- What is one new question or idea you had after completing the workforce playbook self-assessment?
- 15 minutes



# Session 2: Module 1 Objectives & Facilitator

## Learning Goals

- Articulate scaled strategies and practices to increase students' workforce outcomes, including through effective partnerships with employers
- Analyze labor market data to identify challenges and opportunities
- Refine and further develop Texas HB 8 and credentials of value

## Facilitator

Dr. Tamara Clunis



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# Workforce Development Overview in Texas

# TEXAS BY THE NUMBERS

**#1 U.S. EXPORTER**  
FOR 20 YEARS IN A ROW



**\$375B**  
IN 2021

MORE THAN

**14.5** MILLION

PEOPLE IN THE  
CIVILIAN LABOR FORCE



# 9<sup>TH</sup> LARGEST ECONOMY IN THE WORLD\*

\*IF TEXAS WERE A NATION

**26** COMMERCIAL AIRPORTS

**19** SEA PORTS

**22** INTERSTATE HIGHWAYS

**34** FOREIGN TRADE ZONES

**58** FREIGHT RAILROADS

**367** MILES OF COASTLINE

NO PERSONAL OR CORPORATE INCOME TAX



TEXAS IS THE LARGEST ENERGY-PRODUCING STATE IN THE NATION

TEXAS IS THE LEADING DESTINATION FOR COMPANIES RELOCATING FROM OTHER STATES



A LEADING JOBS CREATOR

IN 2021, TEXAS ADDED **694,400** JOBS

**90%** GRADUATION RATE



TEXAS' HIGH SCHOOL GRADUATION RATE IS AMONG THE TOP 5 HIGHEST IN THE NATION, WITH A 90% COMPLETION RATE

TEXAS LED THE NATION IN HIGH TECH EXPORTS FOR THE 9TH CONSECUTIVE YEAR



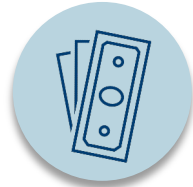
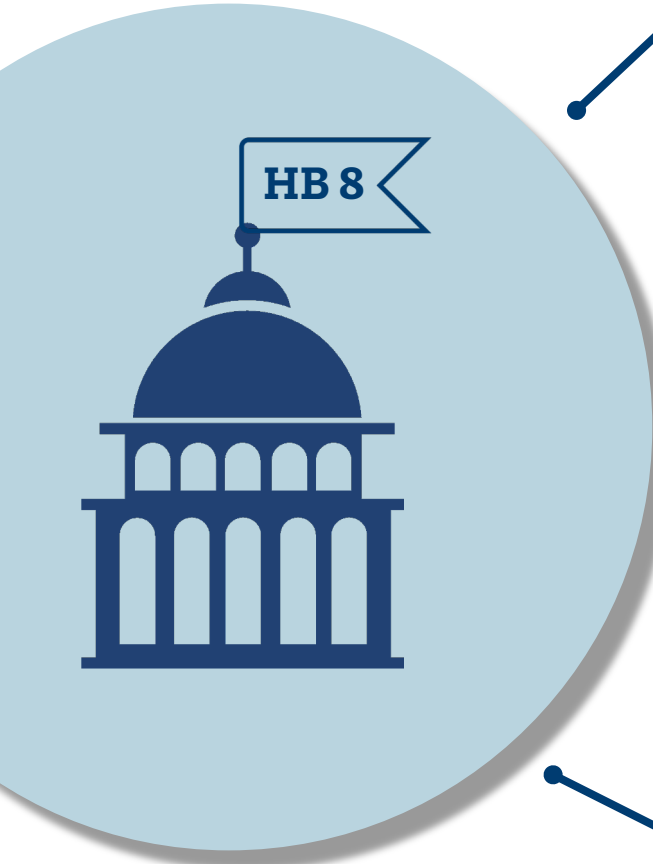
**\$50B** IN 2021

THE LONE STAR STATE IS HOME TO

**53** FORTUNE 500 COMPANY HQs



# Key Components of House Bill 8



## Financial Aid for Swift Transfer (FAST)

A new financial aid program that would allow “educationally disadvantaged” students to enroll in dual credit classes at no cost to them.



## Shared Services

Encourages public junior colleges to participate in institutional collaborations that help students afford college, complete credentials, and transfer.



## Performance Tier

The funding level that constitutes the majority of state funding and is comprised of measurable outcomes.



## Base Tier

The funding level that ensures each public junior college has access to a defined level of funding for instruction and operations.



## Community College Standing Advisory Committee (SAC)

A group of community college leaders that will provide advice and counsel to the Texas Higher Education Coordinating Board during implementation.

# Framing the Module and Defining the Problem



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- Why do community college students' graduation and employment outcomes matter so much for our communities?
- For the nation?

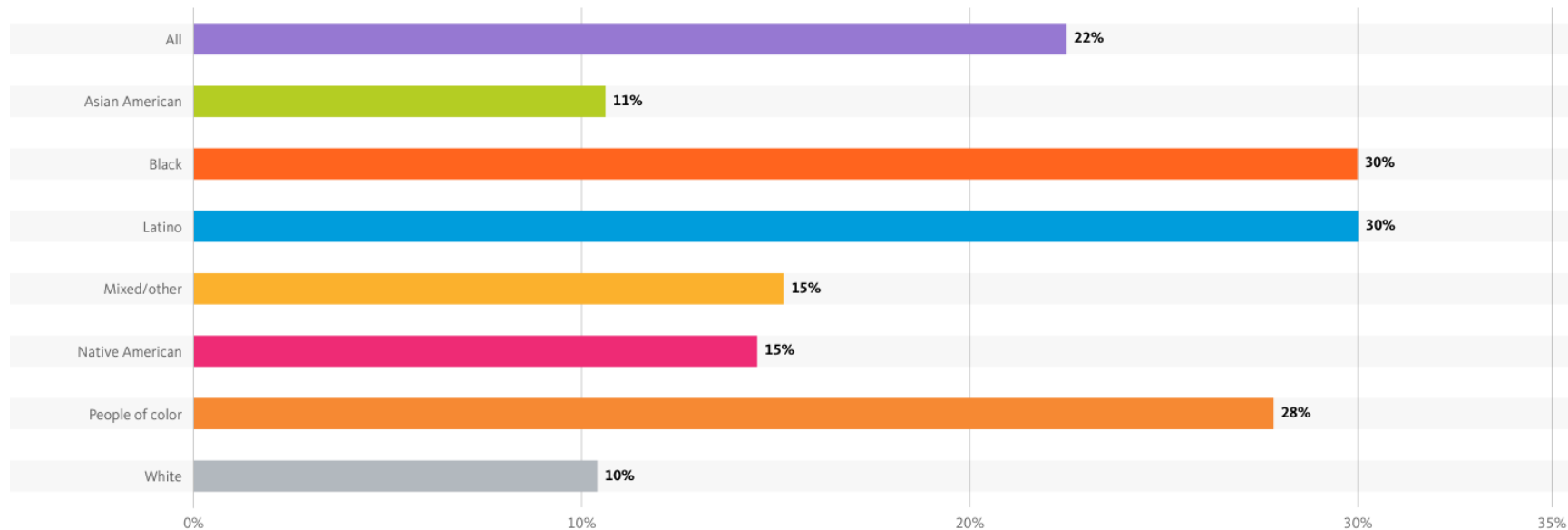


# Why does community college student success matter so much for communities and the nation?

## Poverty Texas

Percent people below poverty by race/ethnicity and age: Texas; **Age:** Under 5; **Poverty Level:** 100%; **Year:** 2020

SELECT BREAKDOWN FILTERS: AGE POVERTY LEVEL YEAR



...because too many children are living in poverty in Texas.

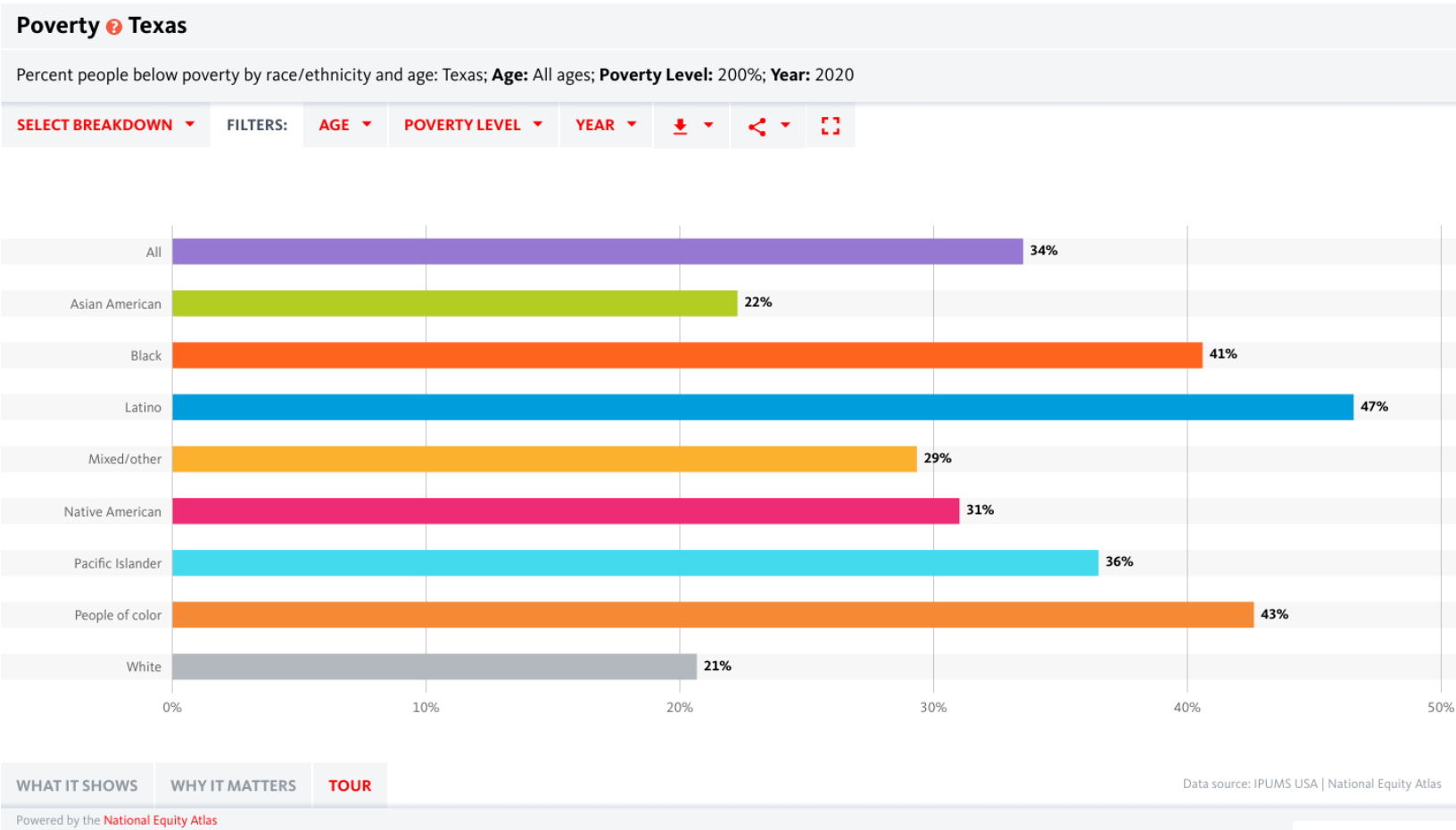
WHAT IT SHOWS WHY IT MATTERS TOUR

Data source: IPUMS USA | National Equity Atlas

Powered by the National Equity Atlas



# Why does community college student success matter so much for communities and the nation?

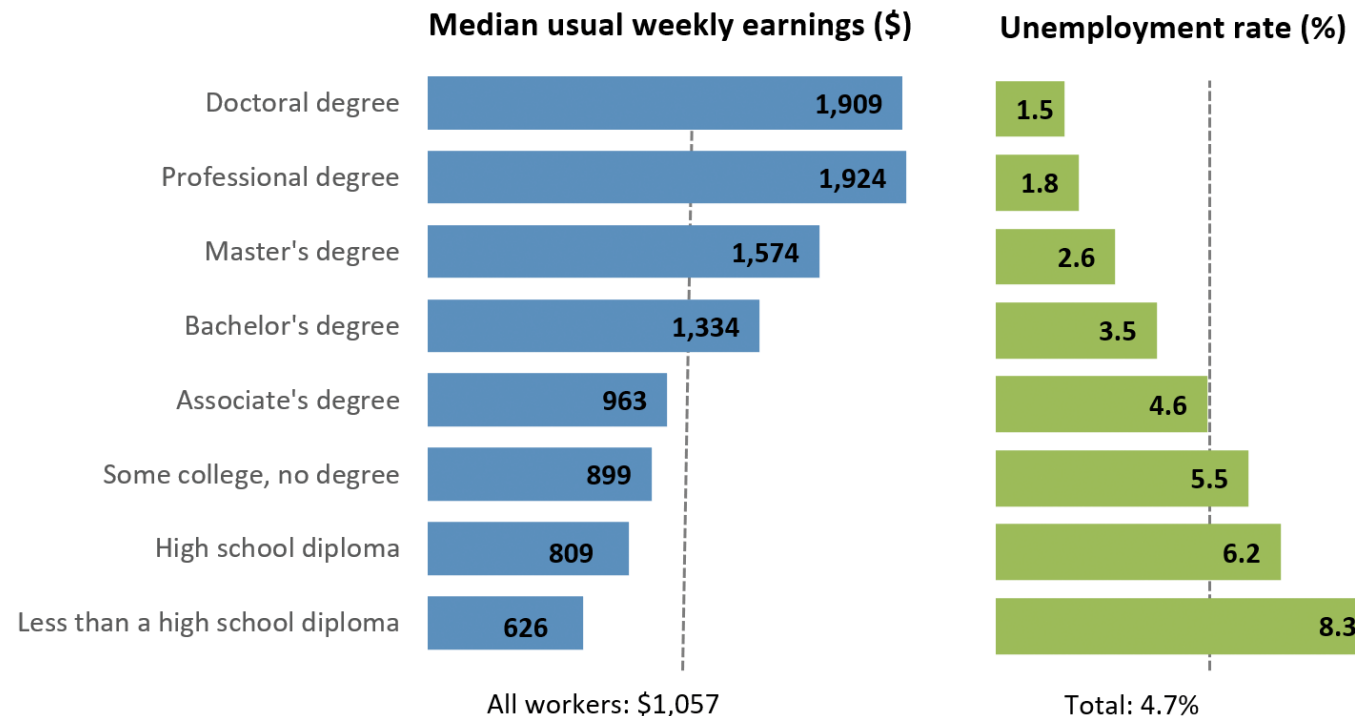


... because too many adults are stranded in low-wage work in Texas.



# Why does community college student success matter so much for communities and the nation?

Earnings and unemployment rates by educational attainment, 2021



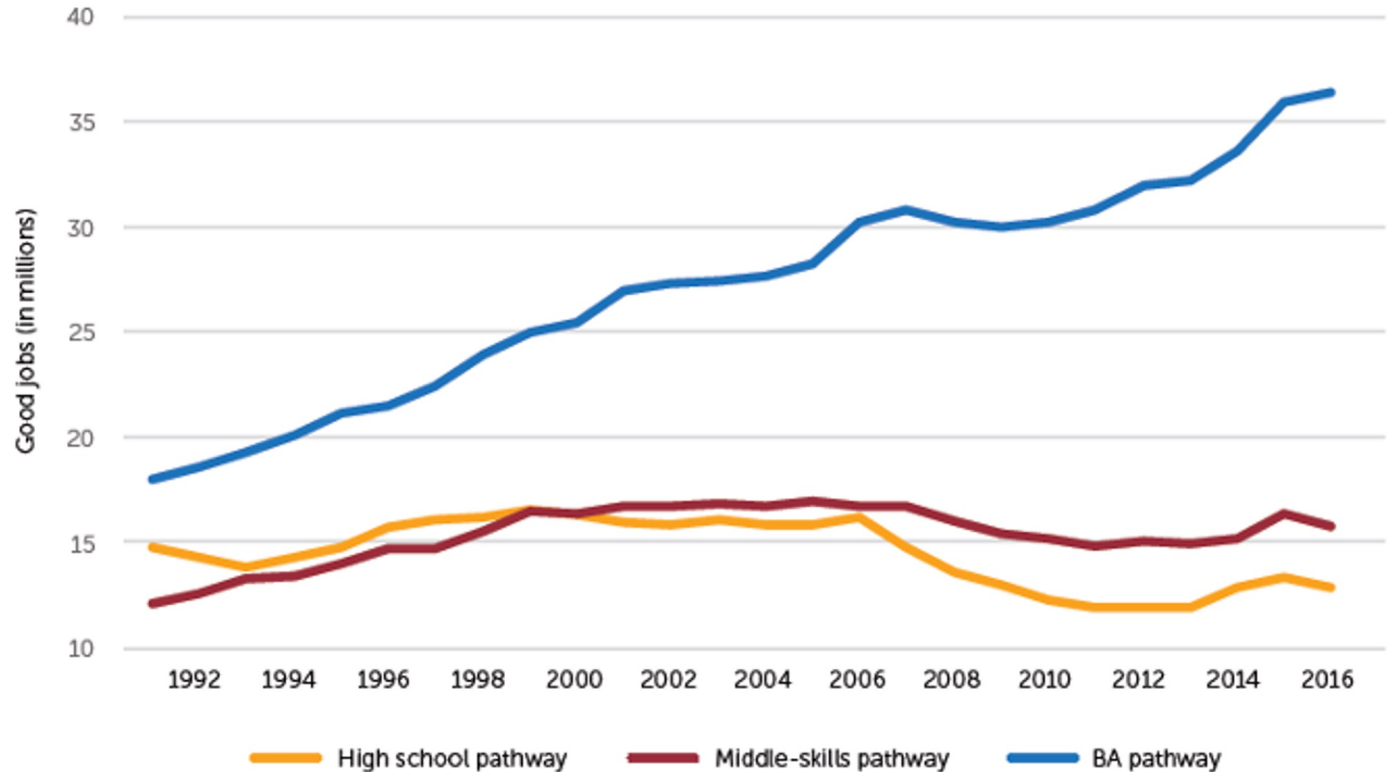
... because postsecondary education is critical to social mobility

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.  
Source: U.S. Bureau of Labor Statistics, Current Population Survey.

**“Good jobs” are available to those with certain credentials...**

**...and the value of those credentials continues to increase.**

**Figure 4.** By 2000, the middle-skills pathway surpassed the high school pathway in providing good jobs.

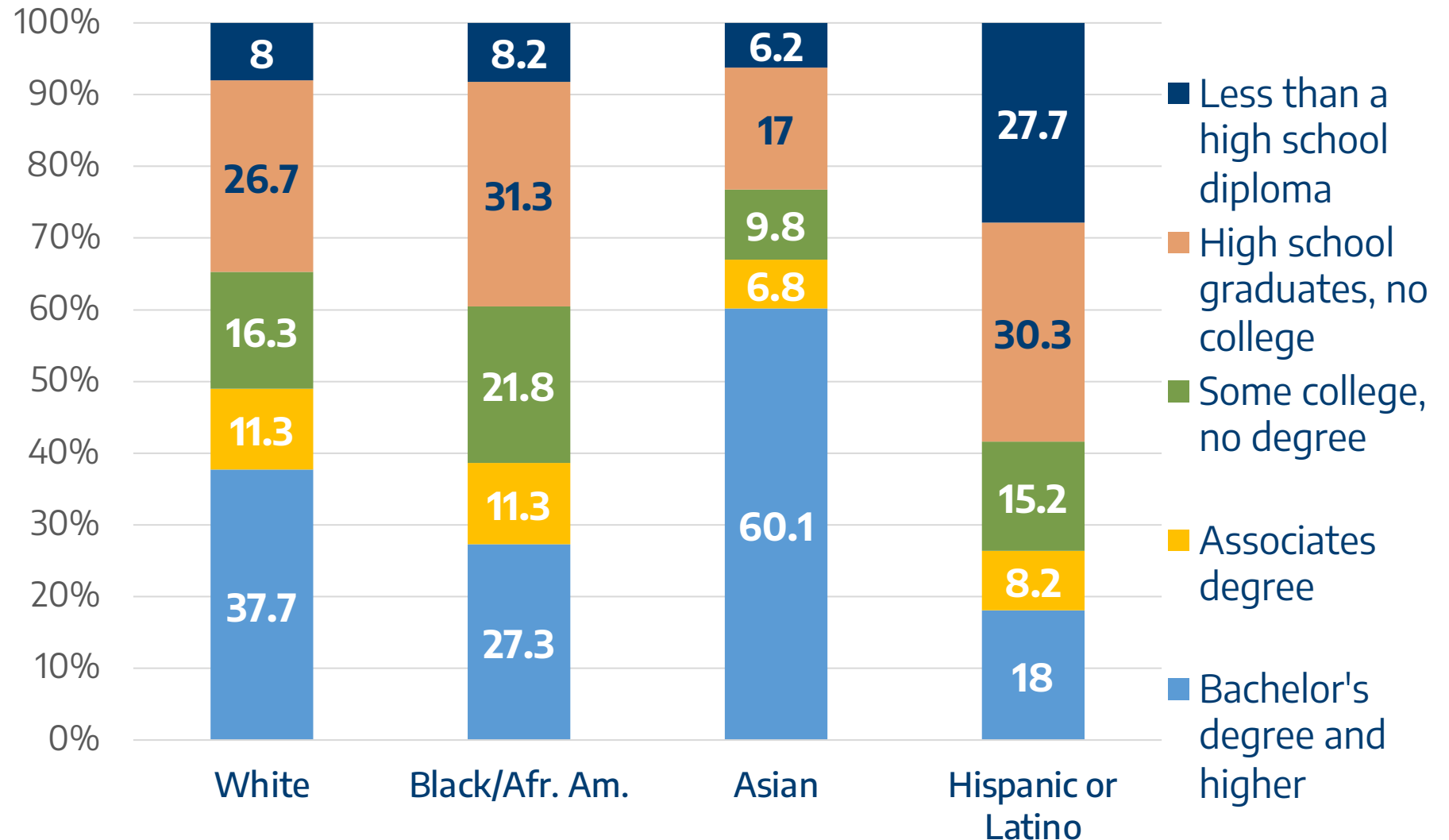


Source: Carnevale, et al., Three Educational Pathways to Good Jobs. Georgetown Center on Education and the Workforce, 2018.

\* “Good jobs” defined as those that pay a minimum of \$35,000 for workers between the ages of 25 and 44 and at least \$45,000 for workers between the ages of 45 and 64.

# Meanwhile, U.S. educational outcomes are stratified by race and class, reinforcing economic and social inequality

Educational attainment of the labor force age 25 and older by race, 2014



Source: US Bureau of Labor Statistics, <https://www.bls.gov/opub/ted/2015/educational-attainment-and-occupation-groups-by-race-and-ethnicity-in-2014.htm>.

# Data Points



- Which data points or ideas were most surprising to you?
  - Poverty
  - Earnings and unemployment
  - Middle skills
  - Educational attainment
- Most compelling?

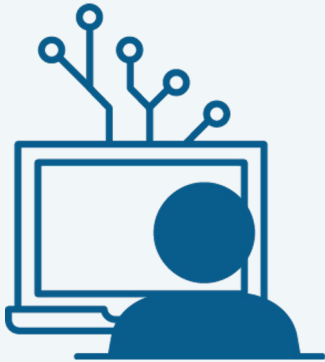


# Strategies for Improving Labor Market Outcomes for Students

# Two Paths to Excellence and Equity in Student Success

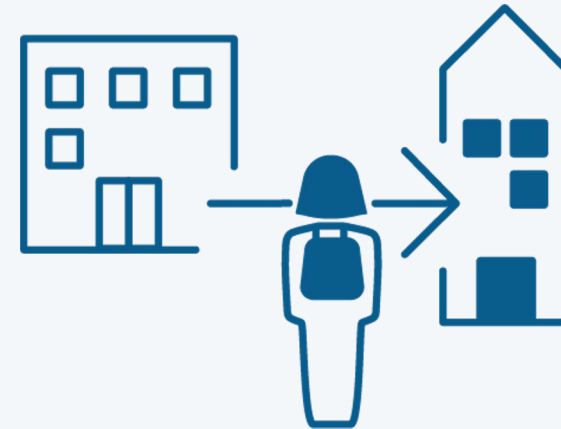
**1**

Medium- to High-Wage  
CTE



**2**

Transfer and Bachelor's  
Attainment



# Amarillo Story



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# Fast Lane

## Career Accelerators

Industry Certificates  
Portable Micro-Credentials

**REMEMBER TO BUCKLE UP!**



# Legacy Lane

## Traditional Degree Programs

**PLEASE DRIVE SLOWLY**





# Autonomous Lane

Digital-Only Learning  
Experiential Learning  
Intergenerational Learning



**NO SPEED LIMIT**



# Fast Lane

Career Accelerators  
Industry Certificates  
Portable Micro-Credentials

**SLOW TRAFFIC KEEP RIGHT**



# Legacy Lane

Traditional Degree Programs



**PLEASE DRIVE SLOWLY**



# NO EXCUSES 2025

**New Directions:** Training Programs for a Talent Strong Texas

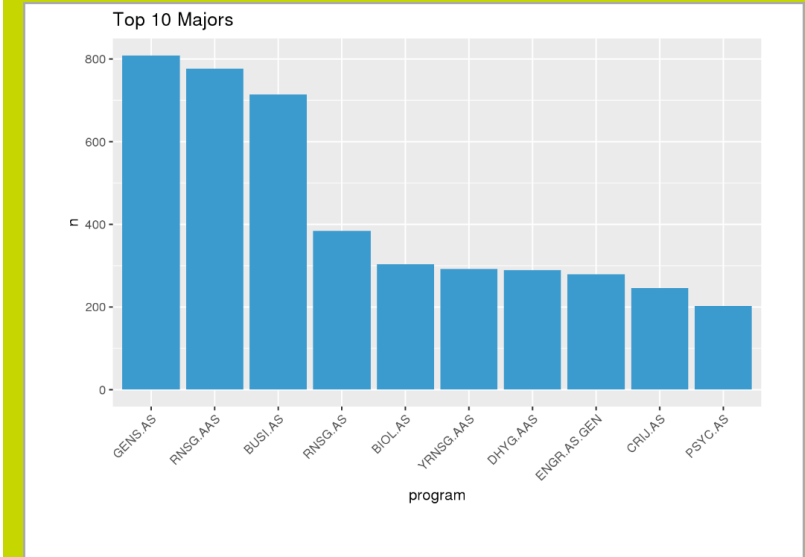


# Data Elements for Credentials of Value

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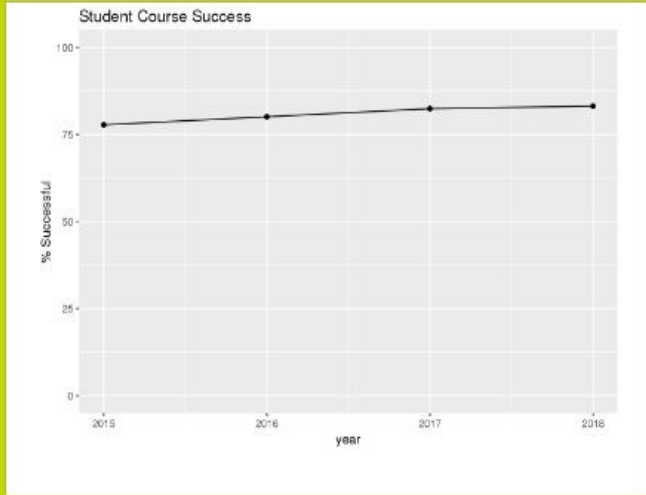
- **Labor Market Demand**
  - Student to Labor Gap Ratio – Graduation by the numbers
- **Labor Market Outcomes**
  - Five Year Graduate Salary Data
    - What are they earning?
  - Top Five Sector Employment Data
    - Where are they working?
- **Employer Engagement**

## Program Review



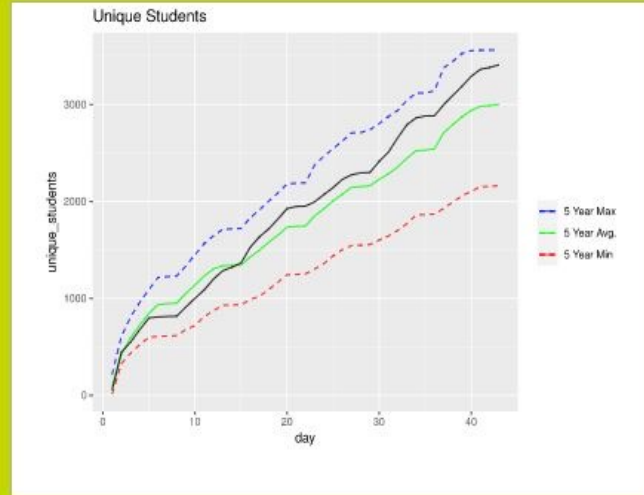
This dashboard allows users to track program health through time based on measures such as number of majors, course success, graduation, and labor market alignment.

### Academic Affairs



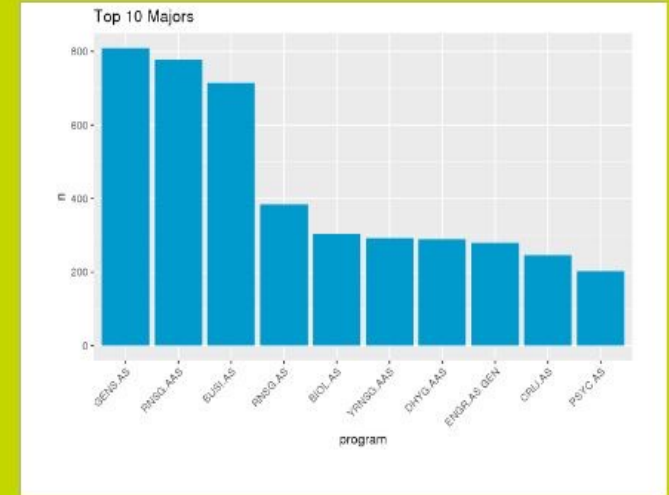
This dashboard allows users to track course success through time based on an aggregate view or disaggregated by a predefined set of demographics.

### Enrollment Dashboard



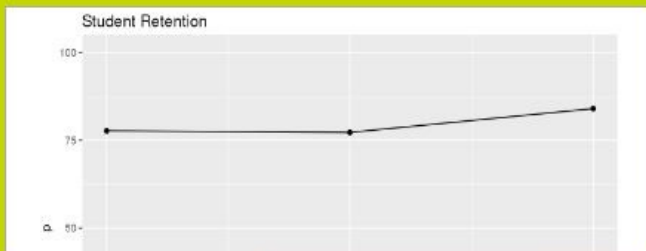
This dashboard allows users to track daily enrollment throughout a semester and see how it compares to the five semester enrollment average, enrollment maximum, and enrollment minimum.

### Program Review

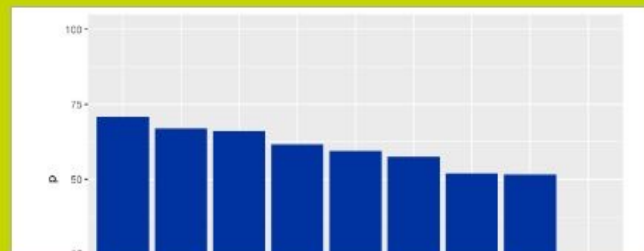


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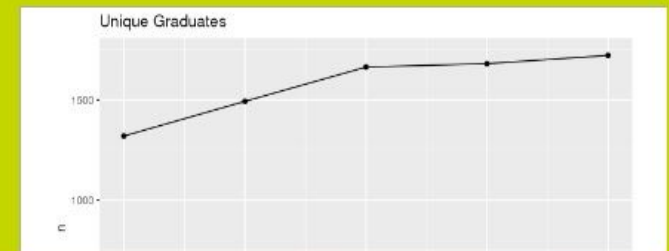
### Student Affairs



### Student Profile



### Completion



Industrial Technology

IMRT.AAS.ELMT

Majors

Credit Hours

Course Success

Persistence

Graduates

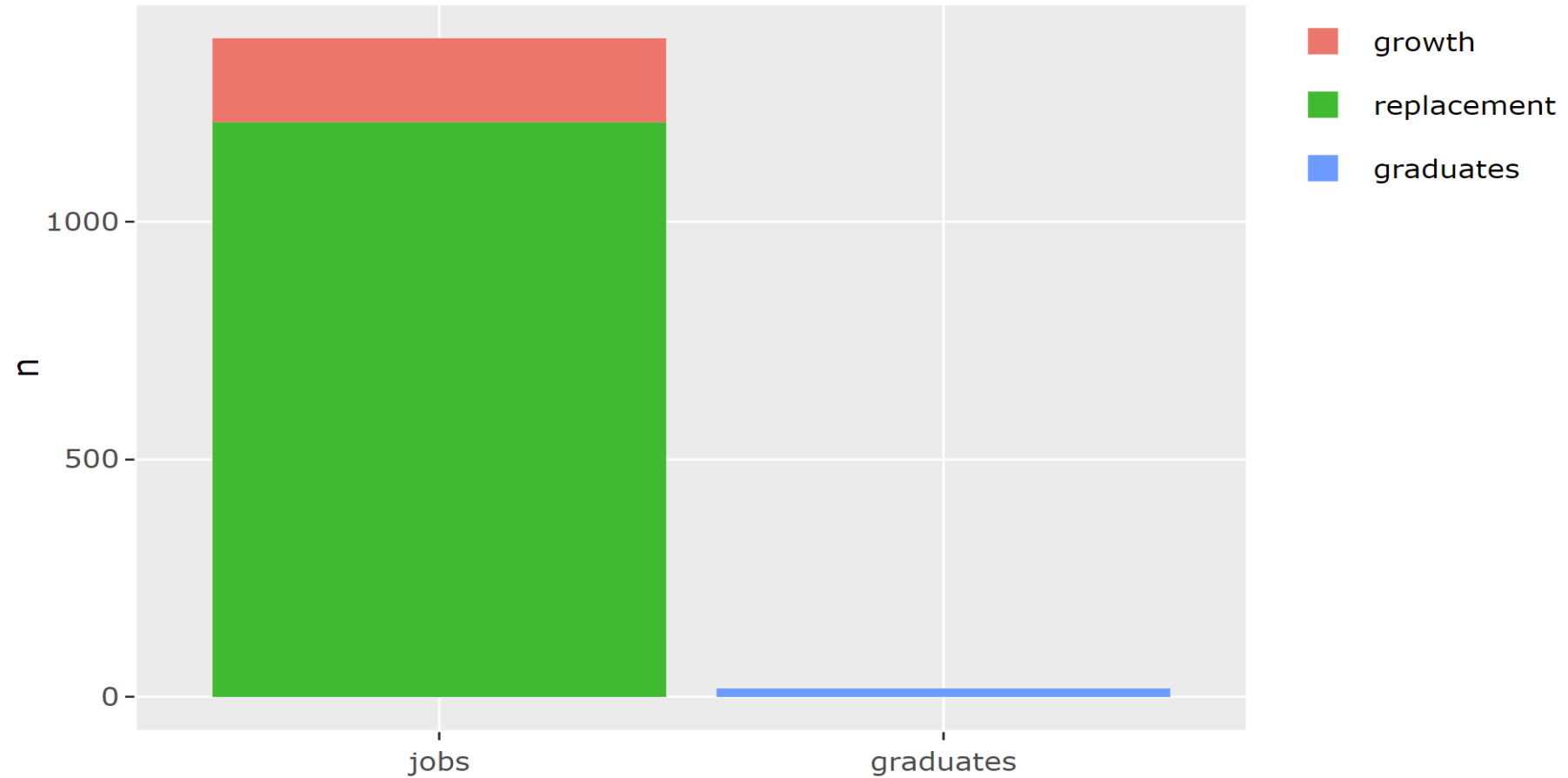
Transfers

Labor Market Demand

Labor Market Outcomes

6722

Number of people employed in quarter 2022.3



Industrial Technology

IMRT.AAS.ELMT

6722

Number of people employed in quarter 2022.3

Majors

Credit Hours

Course Success

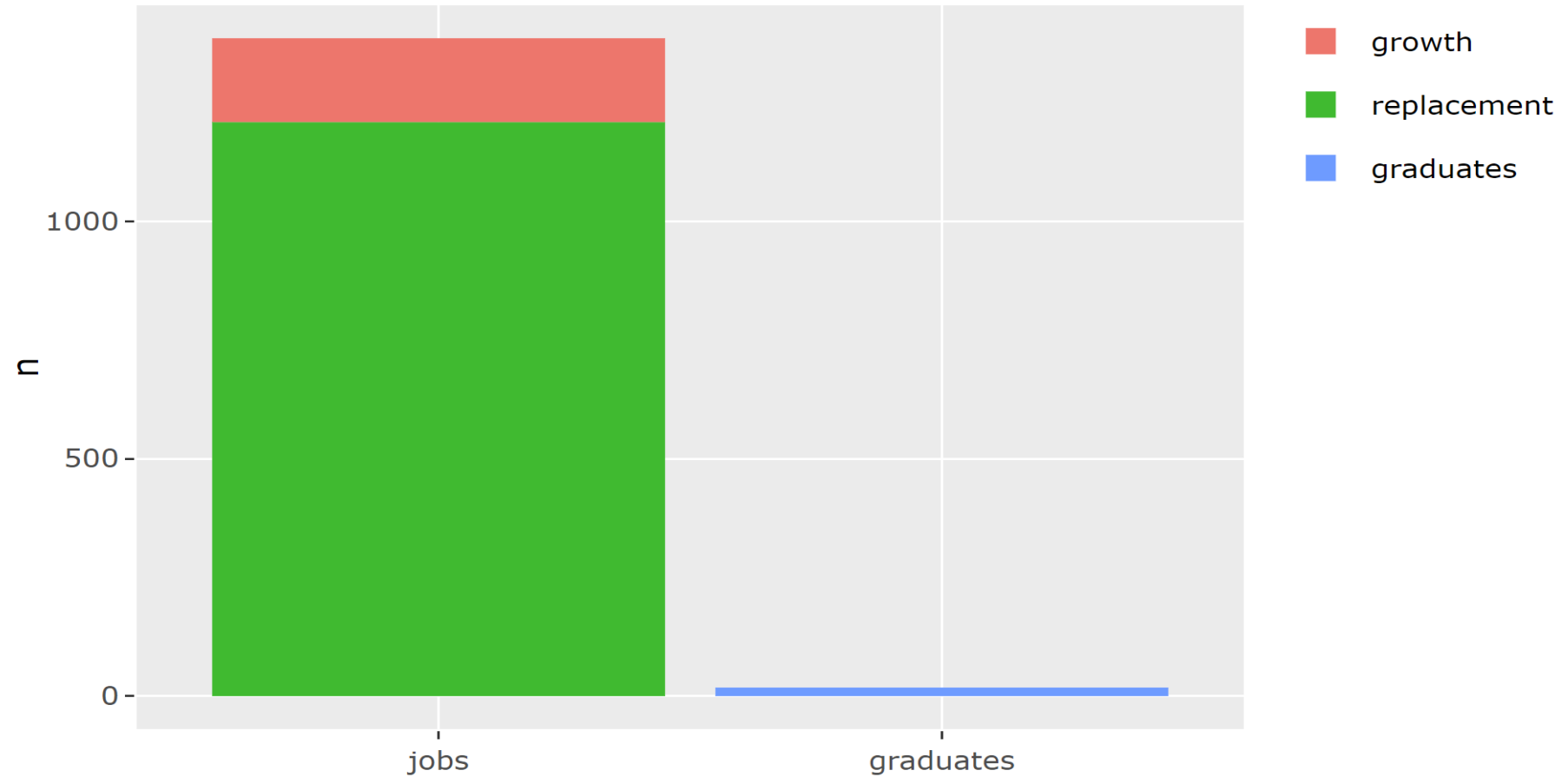
Persistence

Graduates

Transfers

Labor Market Demand

Labor Market Outcomes



Industrial Technology

IMRT.AAS

Majors

Annual Wages

NAICS Sectors

Credit Hours

Course Success

Persistence

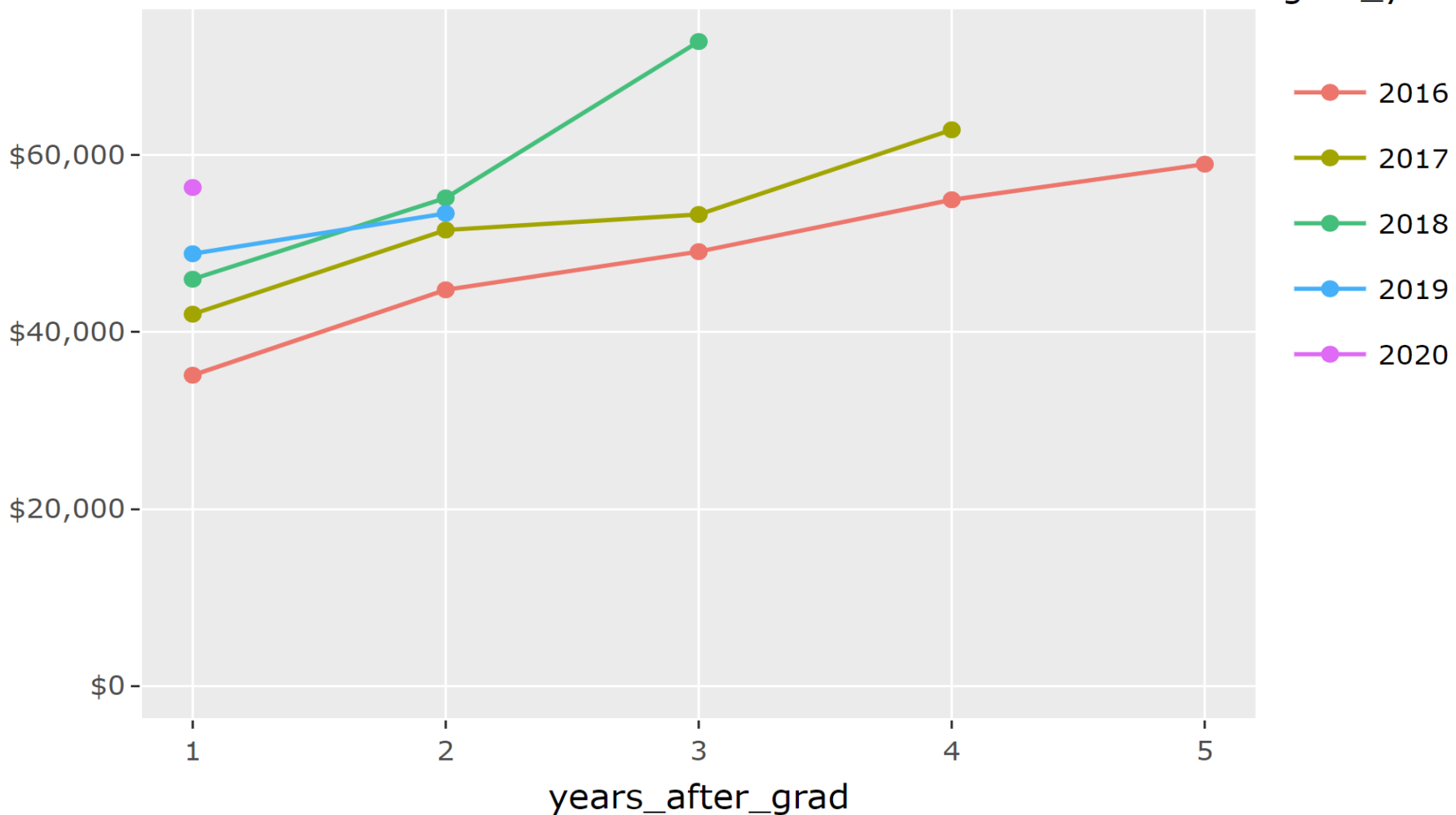
Graduates

Transfers

Labor Market Demand

Labor Market Outcomes

Median Wage 1 to 5 Years After Graduation (2016-2020 Graduates)



Industrial Technology

IMRT.AAS

Majors

Annual Wages

NAICS Sectors

North American Industry Classification System

Credit Hours

Course Success

Persistence

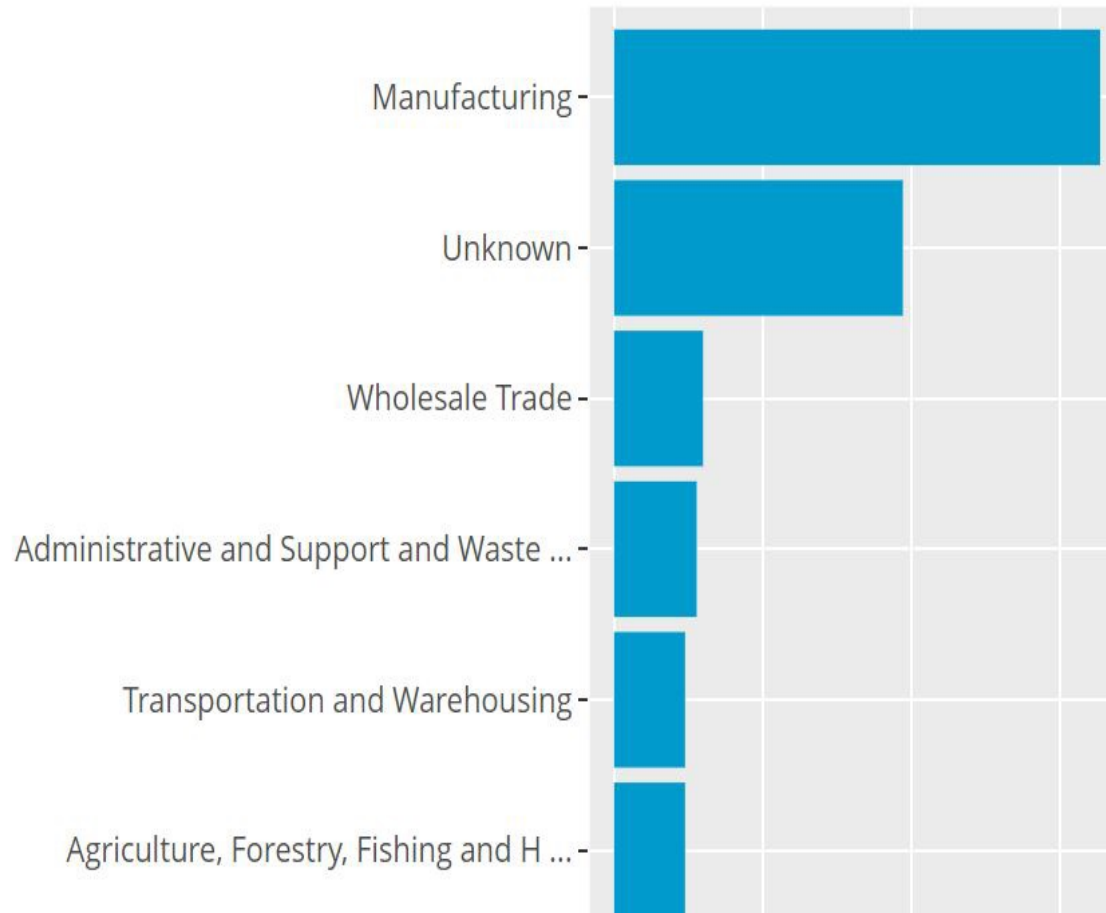
Graduates

Transfers

Labor Market Demand

Labor Market Outcomes

Top 5 Industry Sectors (201



### NAICS Sectors

The NAICS sectors data shows the percent of quarterly wage records in the given sector 1 to 5 years after graduation from the chosen program.



Industrial Technology

IMRT.AAS

Majors

Annual Wages

NAICS Sectors

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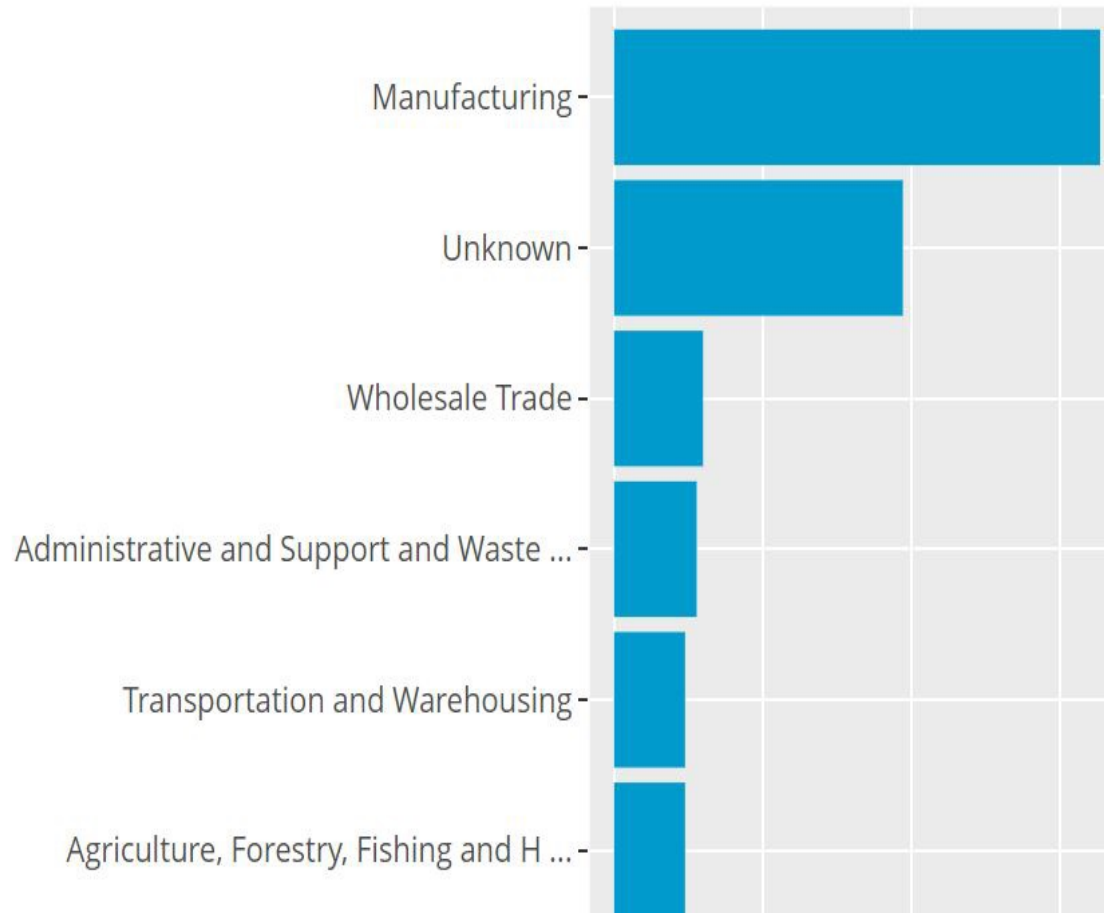
Graduates

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**Work-Based Learning Opportunities**

**Employer Surveys**

**Job Fairs – Job Placement**

Industrial Technology

IMRT.AAS

Majors

Annual Wages

NAICS Sectors

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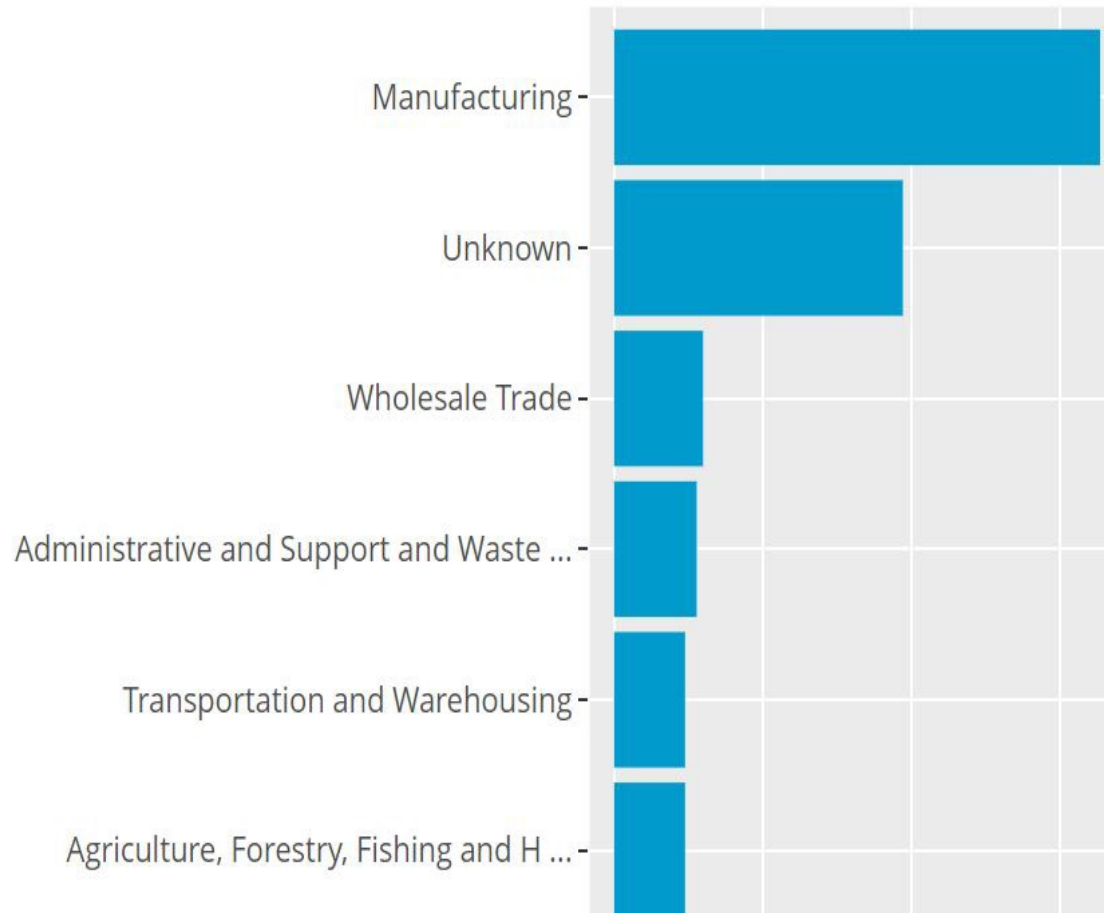
Graduates

Transfers

Labor Market Demand

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Top 5 Industry Sectors (201



### NAICS Sectors

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**Sectors are helpful.**

**Occupations are better.**

# *Micro-Credentials Across the Curriculum*

**New Directions:** Workforce Training Programs for a Talent Strong Texas



# Fall 2023



National Institute for Metalworking Skills®



American Welding Society



## Technical Education – Micro-Credentials

Machining	13
Welding	5
Industrial Tech	15
Aviation	2
Automotive	9
Diesel Tech	7
Construction	6

New Directions: Workforce Training Programs for a Talent Strong Texas

# *Alternative Pathways to Credentials*

**New Directions:** Workforce Training Programs for a Talent Strong Texas





**Innovation Outpost**

Innovation Outpost **io**

**io**

# ***Technical Assistance***

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- Trellis Foundation
- We Can TX
- Jobs for the Future
- CBE Network (CBEN)

# ***Policy, Technical Assistance, and Funding***

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- Execute a single MOU agreement for statewide access to wage records
- Incent businesses to provide occupation codes in reporting
- Scale comprehensive technical assistance
- Fund an accelerated timeline with dedicated staff





# Autonomous Lane

Digital-Only Learning  
Experiential Learning  
Intergenerational Learning



**NO SPEED LIMIT**



# Fast Lane

Career Accelerators  
Industry Certificates  
Portable Micro-Credentials

**SLOW TRAFFIC KEEP RIGHT**



# Legacy Lane

Traditional Degree Programs



**PLEASE DRIVE SLOWLY**



# Activity: Analyzing Texas Labor Market Data

## Materials Needed:

- Participant Toolkit p. 7
- MIT and PSEO labor market data reports

## Directions:

- In your groups discuss what you discovered from analyzing your college's labor market data. You will have a 15-minute discussion with your Zoom breakout group.
- We will take a 10 minute break and then return to the main Zoom room for a whole group discussion.



# Break

(return at 2:10)



# Activity: Analyzing Texas Labor Market Data

## Group Reflection

- Which ideas or observations from your small group would you like to elevate?

# ***Aspen's Workforce Playbook: A Community College Guide to Delivering Excellent Career and Technical Education***



Advance a vision for talent development and economic mobility



Deliver high-quality programs aligned to regional needs and demands



Support students' goals from pre-matriculation through post-graduation



Build responsive, mutually beneficial employer partnerships

# Activity: Understanding Your Context

Review the results  
of the Workforce  
Playbook  
Assessment Tool.

- In which of the four overall domains does the college appear to be strongest?
- Which needs the most improvement?
- What area of opportunity is most likely to create the biggest impact for student outcomes if implemented effectively and at scale? Consider both excellence and equity in student outcomes.

# Workforce Playbook: Strategy 1

Advance a vision  
for talent  
development and  
economic mobility

## Key Ideas:

- Define labor market outcomes as a central component of student success
- Understand the regional labor market population and how it is changing
- Align offerings to needs of employers and population
- Understand national models of excellence and consider which may fit your context



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# Workforce Playbook: Strategy 1

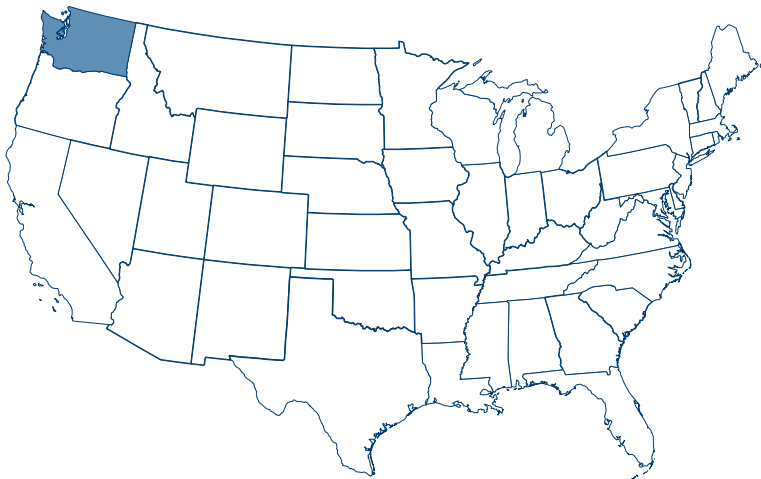
Advance a vision  
for talent  
development  
and economic  
mobility

## Equity Considerations:

- College leaders have set explicit goals for high-value CTE programs that include attracting, training, and graduating students from targeted populations, such as underemployed adults or racial and ethnic groups underrepresented in these fields.
- Senior leaders meet at least annually to consider equity in program enrollment and outcomes, considering which students—by race, ethnicity, income level, age, and gender—enroll in and graduate from the programs that result in the strongest labor market outcomes, versus those that result in earnings below a living wage.



# Case Study: Walla Walla Community College



2013 WINNER

**ASPEN  
PRIZE**

FOR COMMUNITY  
COLLEGE EXCELLENCE

 aspen institute

## Reforms:

- Programs created/expanded to respond to economic needs in agriculture and health care
- New programs developed in wine making, renewables/wind energy that spun into dynamic new economy
- Received state investment to triple size of nursing program and cut both regional and statewide shortages
- Received substantial state and employer investments due to visionary nature of increasing workforce alignment

## Result:

- 60 percent graduation/transfer rate
- New graduates earn salaries twice the average of other regional new hires

# Workforce Playbook: Strategy 1

Deliver high-quality programs aligned to regional needs

## Key Ideas:

- When building and restructuring programs, work with employers to define skills, then credentials.
- Include work-based learning and other high-impact practices in all program designs.
- Hire and empower excellent workforce leaders.
- Create conditions for honest and actionable feedback.

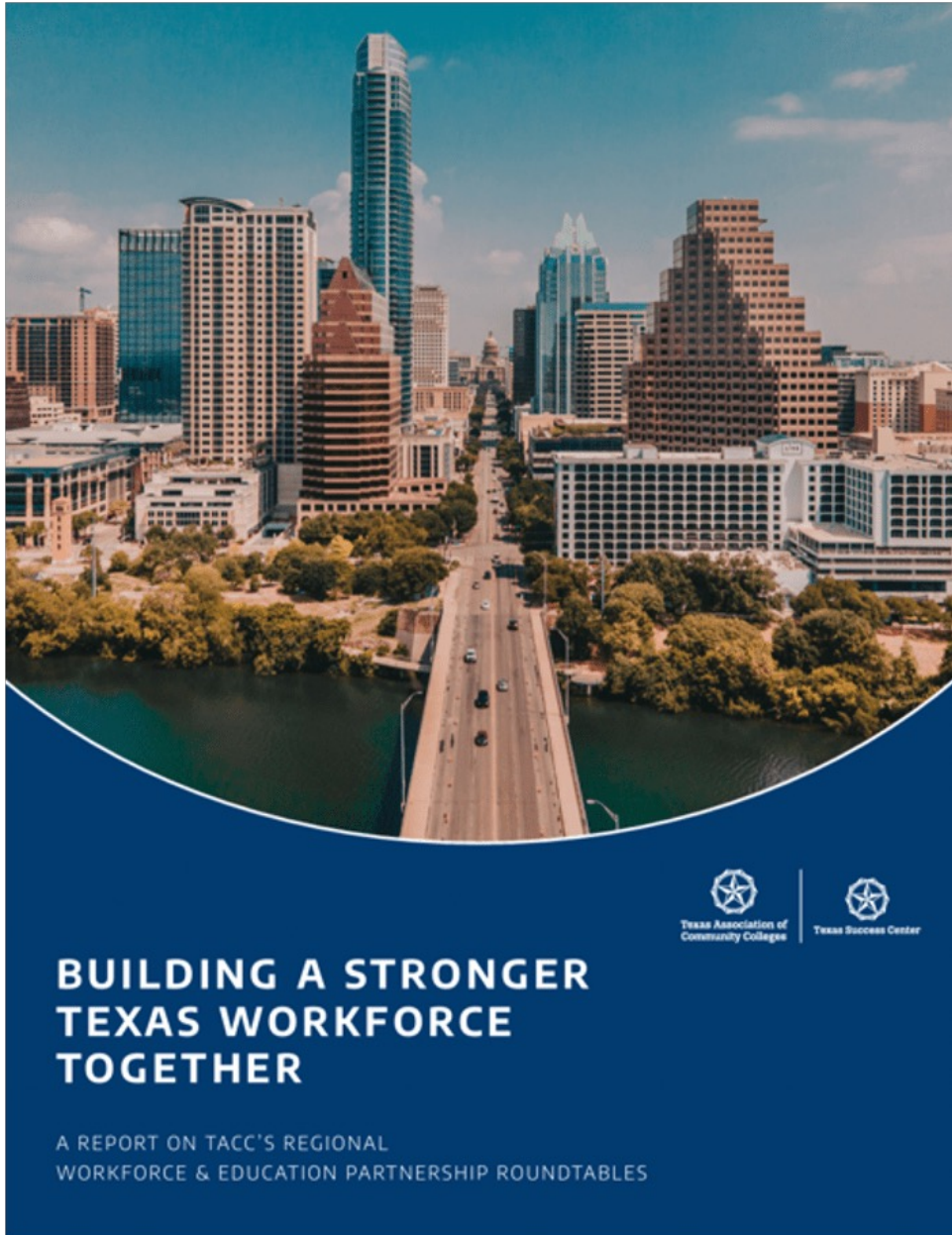


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# Texas Business & Education Leaders' Recommended Actions

- Build career pathways & student awareness
- Expand short-term credentials of value
- Improve college and career/work readiness
- Strengthen education and business partnerships
- Improve college access and college completion



# Successful Advisory Board Meetings

- **Problem solve:** Use meeting time to discuss challenges and opportunities, not updates. Problem-solving includes how to achieve high and equitable levels of student participation and success in programs and in post-college outcomes.
- **Participants:** Include a diverse, rotating mix of attendees.
- **Follow-through:** Keep advisors aware of key developments between meetings and engage with employer partners to ask if time has been well spent.
- **Confidentiality:** Create channels, like surveys and conversations outside of formal meetings, to glean sensitive information from advisors.
- **Available talent:** Initiate conversations with employers about the perspectives and priorities of diverse talent within the region.





**New Directions:** Workforce Training Programs for a Talent Strong Texas

# ***Business & Industry Leadership Team***

## ***6 Essentials***



1. Convene the BILT more than once a year. Twice a year is better; quarterly is best.
2. Always allow time on the meeting agenda for the BILT to discuss their perspective on future industry trends.
3. Invite all of your faculty to attend the BILT meeting so they can hear first-hand the discussions of trends and job skills.
4. Once a year prioritize a detailed list of the knowledge, skills, and abilities (KSAs) the BILT wants graduates to have 12-36 months from now.
5. Ask faculty to map the prioritized list of KSAs to current curriculum to make sure it aligns. If there are gaps, make adjustments.
6. Give regular feedback to the BILT regarding the implementation of their recommendations. If you can't do what they ask, explain why you can't. The BILT can sometimes find solutions.

# ***2021-2022 Leadership Academy***

***Business  
Leadership  
Councils***

***4  
Employer  
Engagement  
Positions***

***34  
BLCs***

# ***Employer Engagement***

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- ***Candor***
- ***Co-Leadership***
- ***Curricular Support***
  - ***Content – Competency-Based***
  - ***Instructional Talent***



Industrial Technology

IMRT.AAS

Majors

Annual Wages

NAICS Sectors

Credit Hours

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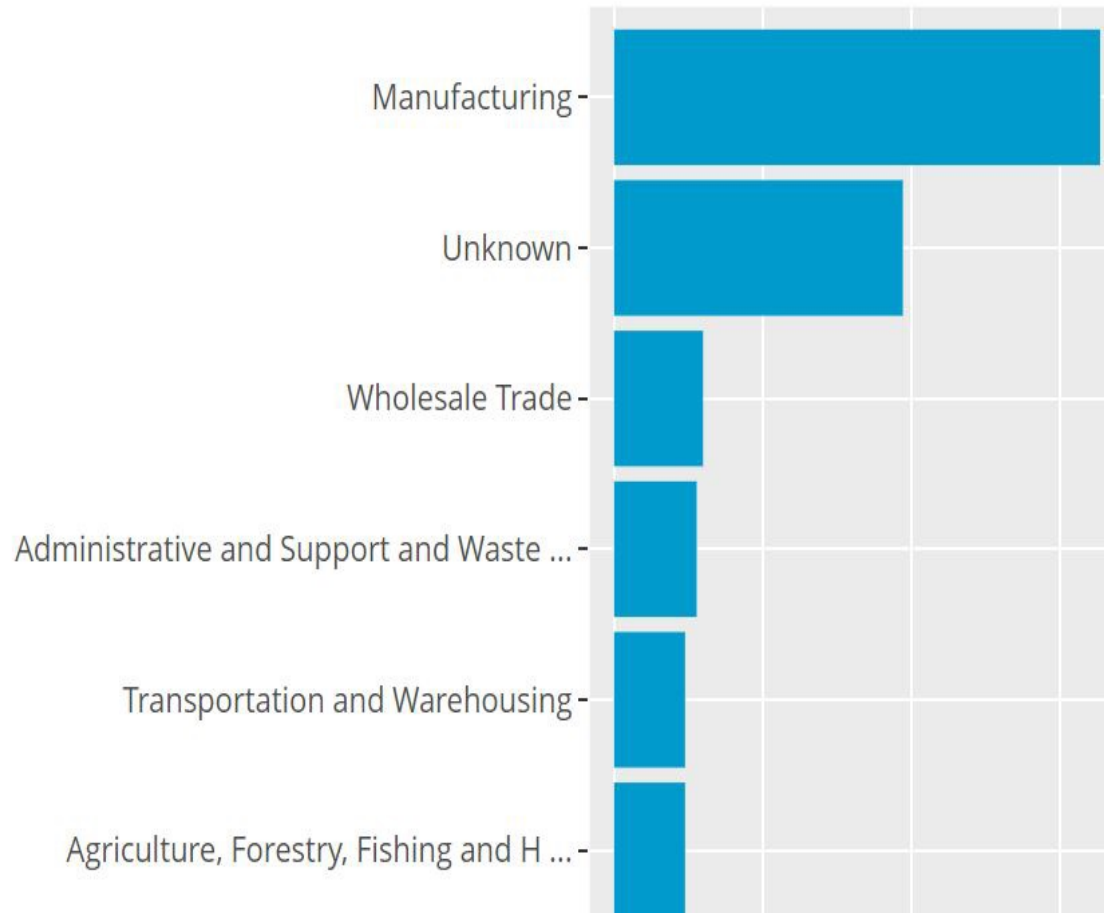
Graduates

Transfers

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Labor Market Outcomes

Top 5 Industry Sectors (201








### NAICS Sectors

The NAICS sectors data shows the percent of quarterly wage records in the given sector 1 to 5 years after graduation from the chosen program.

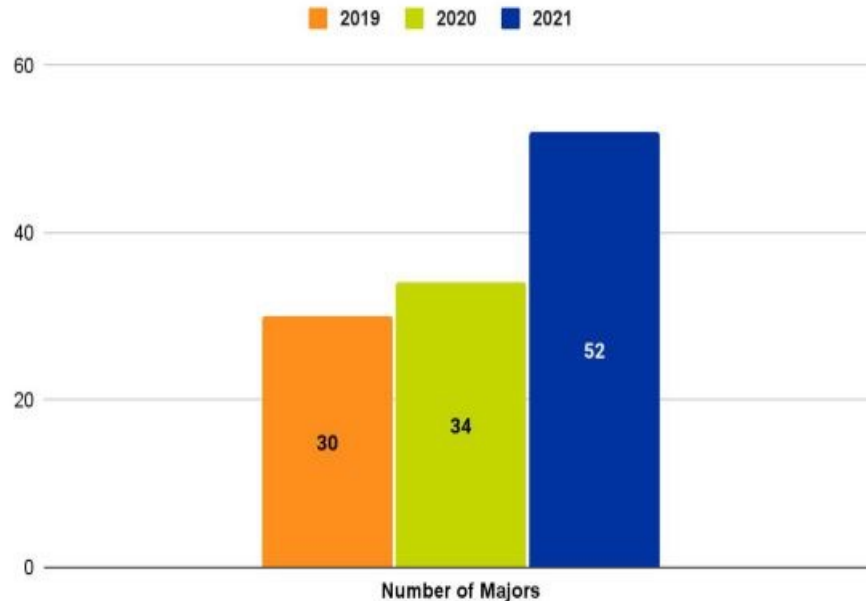
**Informs Employer Membership of BLCs**

# Impactful Program Review

-  **Timing:** Conduct program reviews annually.
-  **Participants:** Include employer, faculty, and advisor perspectives.
-  **Transparency:** Create conditions for honest feedback by owning challenges and sharing data.
-  **Data:** Make disaggregated data easy to interpret for stakeholders. **Include equity data, such as participation rates, graduation rates, and employment and earnings outcomes disaggregated by race, ethnicity, gender, age, and income.** Include supply and demand across the region, not just the institution.
-  **Close the loop:** What indicators will show that decisions or actions have intended outcomes?

# PROGRAM REPORT CARD

## Industrial Technology - Heat, AC & Refrigeration



**Employer Engagement/Committed BLC Membership:** 11 of 12 members engaged

**Percentage of Implementation to a BLC Transition:** 90%

Graduates

### IE Recommendations

Discuss recruiting efforts for the the local demand we have for this industry. Discuss BLC input on this data/matter. Develop the annual program assessment with faculty so they have a consistent review of DAIR data, Program Review, and assessment documentation.

### Recommendations for Professional Learning

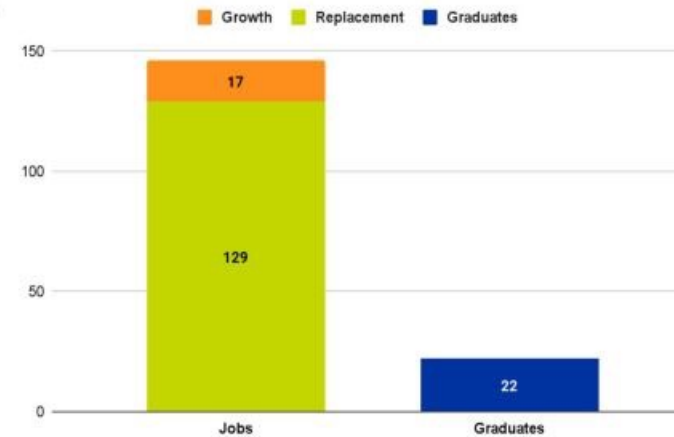
CTL will work with program on course design for the CBE teaching model. During this transition phase we will also work on assessments for student performance, creating rubrics, differentiating instruction, and how to use data to inform instruction. We will also be exploring best practices for online course design.

Graduates		
2019	2020	2021
13	6	25

**Course Success:**  
Individual course success can be found in the DAIR Dashboards

online course design.

### LABOR MARKET DATA



# Activity: Reflecting on Your Program Review Process

In your Zoom breakout rooms, discuss the questions in the Participant Toolkit that resonate most with your group.

- How often are program reviews conducted for CTE programs?
- Who (and whose experience) is represented in the room?
- Is there a tone that supports honest feedback? If so, how is that tone created?
- What data do you share?
- What might be changed or added?
- What does follow-up look like to ensure feedback is translated into action, and that actions are having intended outcomes?

# Workforce Playbook: Strategy 3

Support students' goals from pre-matriculation through post-graduation

## Key Ideas:

- Conduct intentional outreach and early support to ensure broad and equitable access to high-quality programs.
- Create onboarding processes to support productive program exploration and informed decision-making.
- Embed career and life skills development throughout the student experience.
- Help students achieve post-graduation employment in good jobs/careers.



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# The Myth of the “Decided” Student



## Susan

Single mother  
28 years old

### What She Said

“I’d like to sign up for cosmetology. My friend does it, and it seems interesting.”

### What She Cares About

- Security and stability for herself and her child
- Job where she can help people
- Cost of program
- Maintaining income while in school

“I didn’t know you had to buy your own tools, find your own clients. I wasn’t turning a real profit for years; I ended up having to take on other odd jobs. That’s not why I went back to school.”

**Results:** Susan finished the program, but she is unhappy with her outcomes.

- **55%** of students receive their primary program choice advice from **informal sources** (e.g., friends and family).

**What could have gone differently in this situation to help the student achieve her life goals?**



- What data and other information are students given as they make their program decisions?
- Are there systems to ensure all students receive this information?



# Activity: Supporting Informed Decision-Making

In your Zoom breakout rooms, discuss the questions in the Participant Toolkit that resonate most with your group.

Participant Toolkit p. 16

- How do we currently build career awareness, career exploration, and guidance around career decision-making into our advising practices?
- What data are students given about programs?
- What structured, required experiences enable students to learn more about program and career fit? Who helps students learn more about program and career fit?
- How do we know these efforts are working?
- Are we reaching all students? Who is left out?

# Workforce Playbook: Strategy 4

Build responsive,  
mutually beneficial  
employer  
partnerships

## Key Ideas:

- Engage employers based on their goals, common purpose, and honest, data-informed conversations
- Create inviting on-ramps for engagement
- Establish business-friendly systems to communicate with partners
- Convene industries to scale for broader regional impact



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# Workforce Playbook: Strategy 4

Build responsive,  
mutually beneficial  
employer  
partnerships

## Equity Considerations:

- Develop strategic partnerships with employers (e.g., to develop work-based learning or paid internship and apprenticeship opportunities) that explicitly seek to achieve equity in outcomes for student demographic groups based on needs identified through data analysis.

# Common Pain Points in Community College – Employer Partnerships

- Initial outreach: Employers reach out to college leaders, only to be re-directed multiple times
- Partnership initiation: Colleges hesitate to start new programs; employers become frustrated with colleges' lack of responsiveness
- Ongoing collaboration: Employers attend advisory board meetings, but program graduates continue to lack full spectrum of skills needed for the job
- Scaling: Colleges and employers struggle to find and produce the quantity of graduates needed to fill regional workforce need

# Aspen's Workforce Playbook: A Community College Guide to Delivering Excellent Career and Technical Education



Advance a **vision** for talent development and economic mobility



Deliver **high-quality** programs aligned to **regional needs and demands**



Support **students' goals** from pre-matriculation through post-graduation



Build responsive, mutually beneficial **employer partnerships**

# Module 4 Closing: Debrief and Reflections



# Independent Reflection



- What learning might you take back to your current role based on this module?
- What might you share with others at your institution?



# Next Workshops



Virtual

## Keeping Students' End Goals in Mind

Transfer

October 12, 1:00 - 4:00pm



In-Person

## The Student Experience

Advising

October 31, 12:00 - 5:00 pm | Houston Community College

Lunch provided

## Improving Teaching and Learning

November 1, 9:00 - 1:30 pm | Hyatt Regency

Breakfast and Lunch provided

Fill out the survey monkey for registration to this event