**Team Strategy Time #1: Cadre 2**



The theme of this institute is “*Mapping Pathways to Students’ Post-Completion Goals*.” The work your college team does during Team Strategy Time will build upon the momentum you gained at the first Talent Strong Texas Pathways (TSTP) Institute in April 2023 to strategize how to best design college programs and pathways to support students in achieving their goals.

In this Team Strategy Time, you will: (1) review your College Action Plan from the last institute, (2) review your credential maps, (3) reflect on college strategies related to workforce engagement, and (4) prepare for the problem of practice session at the institute.



**College Action Plan Review:** (Approximately 15 minutes)

The community college mission of providing students the opportunity for social and economic mobility is more important than ever. How can community college leaders transform their colleges to expand the paths to a postsecondary credential for all types of learners?

Answer the following questions about the progress on the TSTP College Action Plan from the April 2023 Pathways Institute regarding the leadership necessary to extend pathways into TSTP over the next three years.

|  |  |
| --- | --- |
| Reflection | |
| Question | Answer |
| What strategies have been implemented since April to make progress in achieving the goals in the action plan? |  |
| What areas remain as challenges for the completion of the goals in the action plan? |  |
| What adjustments or changes, if any, need to be made to the goal(s), timeline, or assessment measures based on the work of the last six months? |  |
| How does the April 2023 Action Plan provide the foundation for future action plans to scale TSTP systems change at the college? |  |

 **Credential Map Review:** (Approximately 20 minutes)

* Please share your credential map with the other colleges in the room.
* Observe the design and information presented on the credential maps.
* What elements from other maps could be beneficial to add to your maps?

**Mapping Pathways to Student Post-Completion Goals in the Workforce Assessment:** (Approximately 20 minutes)

The Aspen Institute College Excellence Program (CEP) has developed *The Workforce Playbook,* a practical guide to setting a vision for talent development and economic mobility and implementing a key set of practices to deliver upon this vision in ways that balance the needs of students and employers to advance the overall prosperity of their regions. The research presented highlights a set of practices, processes, and mindsets that distinguish colleges that are effective at ensuring that diverse students succeed in the labor market and that make a significant, positive difference in their communities.

Below are a select few standards that will help you assess where your college is engaging in strong practices and where it has room for improvement. There will be additional assessment standards in Team Strategy Time 2.

You developed a credential map for one program. As you think back on the process of utilizing labor market data, engaging business/industry to understand the needs and skills of the current and future workforce, and involving cross-functional teams throughout the institution to develop and implement this map, please rate your college on each of the statements below.

Remember that transfer programs leading to bachelor’s degrees are also tied to labor market and industry needs. Students in transfer programs have a career goal and want upward economic mobility.

Use the following guidelines to determine your rating:

* **Pre-implementation:** The college is considering implementing this standard.
* **Early implementation:** The college has started implementing this standard, but it is not consistently or systemically implemented.
* **Full implementation:** The college has fully implemented this standard on an annual basis, systemically across the college, and with partners.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Pre-Implementation | Early Implementation | Full Implementation |
| **Strategic Plan** |  |  |  |
| The strategic plan and other documents that reference  student success include significant goals and strategies  aimed at improving graduates’  employment and earnings outcomes. |  |  |  |
| **Align Offerings With Workforce Needs** |  |  |  |
| The college has processes in place to consider where and how programs may need to be expanded, redesigned, closed, or developed to meet changing labor market demands and employment/earnings outcomes. |  |  |  |
| **Engaging With Employers** |  |  |  |
| The college president, cabinet, and deans conduct targeted  outreach to important regional employers to maintain existing  relationships and develop new relationships with employers and sectors. |  |  |  |
| The college periodically convenes employers by sector to collectively solve problems faced by multiple employers. |  |  |  |
| The college convenes other education providers to collaborate in solving local  workforce challenges. |  |  |  |

 **Problem of Practice Preparation:** (Approximately 10 minutes)

A problem of practice is a dilemma that you face in your work that you cannot easily solve. The dilemmas that work well in this context are ones that can be adequately described in 5 minutes or less, but are sufficiently complex to generate meaningful conversation.

Tomorrow afternoon, there will be a problem of practice session that will allow each college to get feedback from other colleges to address a challenge/dilemma faced by the college in scaling the essential practices associated with Pillar 1: Mapping pathways to student end goals. These essential practices include the following:

1A. Programs are organized and marketed in broad, career-focused academic communities or “meta-majors.”

1B. 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.

1C. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.

1D. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.

Reflect on your college’s progress implementing and scaling Pillar 1 essential practices. Identify a problem of practice to share with your colleagues around one of the four areas listed below:

* Student-centered pathways communication
* Well-designed programs and pathways
* Community college 3.0—access, success, and post-completion outcomes
* Performance-based outcomes (House Bill 8)

A qr code on a white background

Description automatically generated

Please upload your completed team time document to the using the file name:   
[Your college name]\_TSTPI#2 Team Time 1.docx

**Scan here!**