**Team Strategy Time #3: Cadre 2**



During this institute, your team has had the opportunity to learn about and reflect upon strategies to map pathways to students’ post-completion goals. In this Team Strategy Time, you will: (1) reflect on the problem of practice session, (2) reflect on the concurrent sessions, (3) discuss future plans to use evidence in program planning and credential mapping, and (4) discuss plans to continue and improve the credential mapping process at the college.



**Problem of Practice Reflection:** (Approximately 15 minutes)

Share the insights from the step-back consultancy for the college problem of practice.

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| **Our Problem of Practice** | **Key Insights** |
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Share the insights learned from other colleges’ problems of practice discussions

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| **Other Problems of Practice** | **Key Insights** |
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**Concurrent Sessions Reflection:** (Approximately 25 minutes)

What did team members learn from the concurrent sessions that can be applied to Pillar 1 transformation? (Add additional rows as needed to capture insights from each team member.)

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| **Session** | **Key Takeaway(s)** |
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**Planning for the Future Use of Evidence:**

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| **Evidence-Based Discussions** | |
| **Question** | **Answer** |
| How often does/will the college review the employment placement, wage outcomes, and baccalaureate degree completion for the  college’s graduates utilizing baseline living wages? |  |
| How does/will the college utilize labor market data and baseline living wage data to consider where and how programs may need to be expanded, redesigned, closed, or developed? |  |
| How does the college team build and expand partnerships with key employers to implement seamless and stackable credentials that earn a baseline living wage for our service area? |  |

**Planning for Alignment and Credential Mapping:**

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| **Aligning and Mapping Credentials** | |
| **Question** | **Answer** |
| What set of activities need to be implemented to create credential maps for all programs? |  |
| What is the timeline for having all credentials mapped from the student point of entry (adult basic education, continuing education, dual credit, traditional credit) through a pathway of upskilling and advanced credentials/degrees? |  |
| How is the college designing/redesigning the organizational structure to have a seamless experience for students across credential levels as detailed in the credential maps? |  |

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[Your college name]\_TSTPI#2 Team Time 3.docx

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**Scan here!**