**Team Strategy Time #1**

**Continuous Improvement for Successful Transitions**



The theme of this institute is *Transitioning Learners with a Focus on Early Success.* This institute highlights the innovation and evidence-based strategies occurring throughout the state to scale accessible and inclusive talent pathways by redesigning points of entry. Colleges are expanding student connection efforts to include career-focused onboarding with academic and social integration to promote student success in college-level coursework in the first year and build early momentum toward long-term goals.

The work your college team does during Team Strategy Time sessions at the institute will build upon the momentum you gained from 2023 Talent Strong Texas Pathways (TSTP) Institutes in April and November 2023 to strategize how to best design onboarding practices to serve students from multiple points of entry and transitions.

In this Team Strategy Time, you will:

1. Review your College Action Plan from the previous two institutes.
2. Delineate points of student transition and the onboarding process for each.
3. Prepare for the concurrent and problem of practice sessions at the institute.



### **April and November 2023 College Action Plans Review** (~ 15 minutes)

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

Answer the following questions about your college’s progress on the TSTP College Action Plans from the April and November 2023 TSTP Institutes.

|  |  |
| --- | --- |
| **Continuous Improvement** | |
| **Question** | **Answer** |
| What strategies have been implemented and assessed since April to make progress in achieving the goals in the action plan?  What strategies have been implemented since November? | April  November |
| What areas remain as challenges for the completion of the goals in the action plans? | April  November |
| What adjustments or changes, if any, need to be made to the goal(s), timeline, or assessment measures based on the work in the last year?  Apply the **KISS** methodology to your action plan:  What do we want to **Keep** doing?  What do we want to **Improve**?  What do we want to **Stop** doing?  What do we want to **Start** doing? | K  I  S  S |

### **Onboarding Exploration: Learner Experience** (~ 45 minutes)

College leaders must consider how each learner will experience the transition into the institution, obtain early success, and gain momentum toward their goals at each entry point into the institution. Career-focused onboarding should be customized to help all student subgroups choose and enter a pathway upon entry into the college (i.e., high school students entering dual credit programs, recent high school graduates with dual credit, recent high school graduates without prior dual credit, transfer-intending students, students in Adult Education and Literacy (AEL) and/or English Speakers of Other Languages (ESOL) programs, students in continuing education programs, adult learners with no postsecondary experience, returning adult learners with some credit but no degree, etc.).

**Group Exploration of Transitions**

During this activity, your team will map the existing onboarding experiences for certain student populations at your college.

* Divide your team into three subgroups. Each group will pick one of the three student  
  populations that transition into your college as listed below:
  1. Dual credit students
  2. Adult learners entering credit programs
  3. Learners who enter the college through continuing education
* Take 10 to 15 sticky notes per subgroup.
  + On the first sticky note, write down which **student transition group** you are working on: **dual credit, adult learner,** or **continuing education**.
  + On another sticky note, write: **pathway selected**.
  + On a third sticky note, write: **first day of class**.
* Find a space for your college subgroups to work on one of the walls of the room.

Create a process line by placing the **student transition group** sticky note at one end and the **pathway selected** and **first day of class** sticky notes at the far end of the wall.

* + Using the remaining sticky notes, write down each step a student from your transition group would experience on their journey to their first day of class. Consider the policies, practices, and people your students would need to navigate to arrive at their first day in class with a pathway plan in hand that aligns with their end goal of entering into a good job or transferring to a four-year institution.
* After all subgroups finish the process, conduct a gallery walk of each timeline and discuss opportunities for improvement. Record your recommendations in the table below.
* **Take a picture** of the sticky notes process lines and submit with the Team Strategy Time #1 documents.

|  |  |
| --- | --- |
| **Learner Experience Takeaways** | |
| **Transition Group** | **Opportunity to Improve** |
| Dual credit students |  |
| Adult learners entering credit programs |  |
| Learners who enter the college through continuing education |  |

**Group Planning for Discussion of Other** **Transition Points**

Below are other student groups that transition into college pathways. As a group, decide how you will find time after the institute to review the onboarding process for these groups and make recommendations for improvement. Include your plans to address these students after the institute in your action plan.

**Note: Your team will not have time to complete the table below during this session. Please use it as a tool for future discussion.**

|  |  |  |
| --- | --- | --- |
| **Continuous Improvement** |  |  |
| **Transition Group** | **Current Onboarding Process** | **Opportunity to Improve** |
| Recent high school graduates entering credit programs without prior dual credit |  |  |
| Transfer-intending students |  |  |
| Learners who enter the college through AEL and/or ESOL programs |  |  |
| Returning adult learners with some credit but no degree |  |  |



**Institute Preparation**

**Choose Concurrent Sessions and Problem of Practice**

* Review the institute program and identify which **concurrent sessions** each team member will attend tomorrow.
* Review the **Problem of Practice Session Handout**.Identify which college each team member will join tomorrow and ensure that they have made note of the room and college.

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Please upload your completed team time document and pictures to the [Document Center on the Event Page](https://tacc.org/form/document-center?source_entity_type=node&source_entity_id=1972) using the file name:   
[Your college name]\_TSTPI#3 \_Team Time 1.docx