**Team Strategy Time #1**

**“Steering” Students to Success:   
Keeping Students on Their Right Pathways**



The theme of this institute is *Steering Students to Success:* *Keeping Students on Their Right Pathways.* Key to our success in this endeavor is integrating new essential practices that enable the transformation of each college to provide systematic, proactive, and unavoidable supports throughout the pathway journey that effectively “steer” a student to complete their desired learning journey, ensuring efficient program pathways that minimize the time it takes a student to complete their intended credential and transition to further education. The careers onus is on the college to ensure each student engages in proactive advising at predetermined program milestones and receives regular and systematic communications related to their program, student life, wellness, and basic needs supports.

The work your college team does during Team Strategy Time sessions at this institute will build upon the momentum you gained from previous Talent Strong Texas Pathways (TSTP) Institutes to strategize how to best design the student journey from Term 1 through completion.

In this Team Strategy Time, you will:

1. Review and discuss the Student Touchpoints Map.
2. Prepare for the concurrent and problem of practice sessions at the institute.

 **Student Touchpoints Map** (~ 60 minutes)

College leaders must consider how each learner will experience the educational journey as they gain momentum toward their goals from the first term through completion of a credential of value and beyond, whether that is transfer to a university or entry into the workforce. The student experience should be customized to help all student subgroups progress along their right pathways (i.e., high school students in dual credit programs, recent high school graduates with dual credit, recent high school graduates without prior dual credit, transfer-intending students, first-generation college students, parenting 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.).

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| **Communicating the Importance of Keeping Students on Their Right Pathway** | |
| **Question** | **Answer** |
| What strategies are currently used to communicate to the college community and students that keeping students on their right pathways is a priority for the college?  Is this priority communicated internally through convocations, professional and staff development, commencements, and departmental review of data and goal setting?  Is this priority communicated externally through marketing and recruitment, K–12 connections, and community and adult outreach?  What additional communications would be valuable? |  |

Take a few minutes to review your Student Touchpoints Map and then answer the questions below.

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| **Assessing the Student Touchpoints Map** | |
| **Question** | **Answer** |
| Where are touchpoint gaps in the student experience? |  |
| What is the intended purpose of each type of touchpoint (e.g., advising, nudges) in relation to the student progressing in their educational journey? |  |
| Which touchpoints are mandatory? For which student groups? How do we enforce mandatory touchpoints?  Should other touchpoints be mandatory? For which student groups?  For touchpoints that are not mandatory, what strategies are used to encourage student engagement in these touchpoints? |  |
| How do we know how many students actively participate in each touchpoint? |  |
| Are there mechanisms in place to assess the effectiveness of touchpoints?  How frequently are the touchpoints reviewed and updated based on student needs and outcomes? |  |
| How is student feedback incorporated into the improvement (i.e., user experience and effectiveness) of touchpoints? |  |
| How do student outcomes (e.g., academic performance, engagement, social-emotional well-being) compare before and after implementing specific touchpoints? |  |
| Are there any barriers to implementing touchpoints that could hinder their effectiveness? |  |

**Group Planning for Discussion of Other** **Student Touchpoints Maps for Other Student Groups**

As a group, decide how you will find time after the institute to review the Student Touchpoints Maps for other personas or student groups. Include your plans to address this process after the institute in your **College Action Plan**.

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

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| --- | --- | --- |
| **Student Group** | **Timeline for Student Touchpoints Map Development** | **Person Responsible for Student Touchpoints Map Development** |
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**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 Topics** (see handout).Identify which topic/college each team member will join tomorrow and ensure that each has made note of the room and college they will attend.



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Please upload your completed Team Time document to the [Document Center on the Event Page](https://tacc.org/form/document-center?source_entity_type=node&source_entity_id=2026) using the filename:   
[Your college name]\_TSTP #4 Team Time 1.docx.

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