

# **Texas Pathways Institute** **Pathways to Transfer and Employment**

San Antonio, TX

November 6-8, 2017



# Texas Pathways Institute

Pathways to Transfer and Employment

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Hotel Map

Team Assignments and Locations

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Delegate Contact Information

### **RESOURCES**

Transfer—The Transfer Playbook: Essential  
Community College Practices

The Transfer Playbook: Essential Four-Year College  
Practices

GAO Highlights, “Students Need More Information  
to Help Reduce Challenges in Transferring  
College Credits”

Employment—Why We Need A Learning and  
Earning Exchange

Learning and Earning Exchange: Five Ways to  
Connect Colleges and Careers

Five Levels of Employer Engagement

### **EVALUATION LINK**

## INSTITUTE OBJECTIVES

**After participation in Texas Pathways Institute 3, college teams will:**

- Understand the value of pathways reforms and the central emphasis on equity and socio-economic mobility.
- Better align their programs with career-path jobs of economic importance to their region.
- Help students transfer seamlessly and easily to baccalaureate institutions with minimal loss of community college credits toward a degree in their major field of study.
- Strengthen student-facing online and print information to help students make informed choices about their career and education pathways.
- Identify and address organizational challenges involved in aligning pathways with transfer and employment.
- Better align academic transfer and workforce programs to help transfer students build workforce skills and workforce students earn degrees, including bachelor's and graduate degrees.
- Produce draft action plans for continuing work toward full alignment of all academic and career pathways with transfer and employment with equity in mind.

The Texas Pathway Institute is based on the American Association of Community Colleges' Pathways Project augmented by the Texas Success Center for the Texas context and expanded to support Pathways strategies in all 50 Texas community college districts.

## PROGRAM AGENDA

### MONDAY, NOVEMBER 6, 2017—PRE-CONFERENCE SESSIONS

**7:00-1:30**

*Iris-Lily*

**CCCSE TEXAS SMALL AND RURAL CONVENING** (*Invitation Only*)

**10:00-1:00**

*Peony*

**COACHES MEETING** (*Invitation Only*)

**9:00-1:30**

*Larkspur-Paintbrush*

**INSIDETRACK** (*Open Invitation*)

**Evidence-based approaches to coaching students for a successful transfer and career**

Proactive coaching propels students closer to their transfer and career goals. But incorporating new student support strategies can be challenging for any institution. Join InsideTrack, a national leader in student coaching, for a Texas Pathways Pre-Institute Session to learn a coaching model that boosts students' noncognitive skills and prepares them for success in school and beyond. We'll also discuss how to promote leadership and staff support for program changes.

Together, we'll explore questions like:

- How do you keep students engaged in their current institution while preparing them to transfer to the next?
- Does a student's sense of belonging impact their academic and career success?
- What puts program changes at risk for failure?

**11:30-1:30**

*Sunflower-Wisteria*

**DANA CENTER NEW MATHWAYS** (*Open Invitation*)

**Ecosystem Urgency: Transfer, Applicability, and Mathematics Pathways**

Come learn how the Dana Center can support your institution's goals for transfer and applicability success. Explore data, engage with tools and resources, and learn from your colleagues. Session participants will receive transfer and accountability data sheets prepared by the Texas Higher Education Coordinating Board for their specific institution, and the findings will be discussed with regional coordinators from across the state.

Additionally, Dana Center staff will provide national background and state context related to transfer and applicability issues and help facilitate approaches and strategies to address those issues on their campuses. Participants will leave the session with both a better understanding of challenges and opportunities that exist at their institution related to alignment and the applicability of math credits and learn how to take advantage of existing Dana Center resources, including the updated Texas Transfer Inventory Guide, to improve student transfer, persistence, and success.

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## MONDAY, NOVEMBER 6, 2017, CONT.

**NOON–2:00**

*Grand Ballroom Foyer*

### REGISTRATION

**1:15–1:45**

*Rooms as Assigned*

### COACHES AND TEAM FACILITATORS MEETING

**2:00–3:15**

*Grand Ballroom*

### OPENING PLENARY

**Welcome, Introductions and Overview of the Institute**

**Pathways to Transfer and Employment**

*Cynthia Ferrell, Executive Director, Texas Success Center, Texas Association of Community Colleges*

*Jacob Fraire, President and CEO, Texas Association of Community Colleges*

**Texans Helping Texans Get Working: The Education and Workforce Response to Supporting Communities Impacted by Hurricane Harvey**

*Andres Alcantar, Chairman, Texas Workforce Commission*

Governor Greg Abbott has charged Tri-Agency Workforce Partners, including the Texas Workforce Commission, Texas Education Agency and Texas Higher Education Coordinating Board, with developing an education and workforce training plan to support the rebuilding of communities impacted by Hurricane Harvey and to put Texans back to work. Commissioner Alcantar will share the collaborative strategic plan and progress to date.

Both San Jacinto College and Lone Star College implemented emergency response plans that included rescheduling classes that were to start the same week as Harvey's arrival. Chancellors from these colleges will share stories from the recovery and describe how the rapid and ongoing response is grounded in the colleges' deep commitment first to supporting students' social and economic stability and then mobility via aligned college and career pathway; never has it been more important to offer clear coherent direct pathways with inescapable support.

*Steve Head, Chancellor, Lone Star College System*

*Laurel Williamson, Deputy Chancellor and President, San Jacinto College*

**Overview of Team Strategy Time**

**3:15–3:30**

**BREAK**

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## MONDAY, NOVEMBER 6, 2017, CONT.

**3:30–5:00**

*Rooms as Assigned*

### **TEAM STRATEGY TIME #1**

Objective: Review and synthesize lessons from advance work

**5:00–6:00**

*Grand Ballroom Foyer*

### **RECEPTION**

Cash bar, featuring music by Alamo Community College students

**6:00–7:15**

*Grand Ballroom*

### **MATHEMATICS PATHWAYS AWARDS DINNER AND CELEBRATION**

*Cynthia Ferrell, Executive Director, Texas Success Center*

*Uri Treisman, Director, Charles A. Dana Center, University of Texas at Austin*

*Johnette McKown, President, McLennan College and the McLennan College Math Team, the winners of the 2016 Overall Mathematics Pathways Exemplar College will assist with the award ceremony*

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## TUESDAY, NOVEMBER 7, 2017

### 7:30–9:00

Buffet: Grand Ballroom  
Foyer

### BREAKFAST

Continue work from College Team Strategy Session #1 or network with other colleges and Pathways partners. If desired, schedule time with your Pathways Coach.

### 9:00–10:15

Grand Ballroom

### PLENARY

#### From Guided Pathways to Regional Talent Ecosystem

*Davis Jenkins, Senior Research Scholar, Community College Research Center,  
Teachers College, Columbia University*

#### Overview of Next Steps

*Cynthia Ferrell, Texas Success Center*

### 10:15–10:30

### BREAK

### 10:15–NOON

Rooms as Assigned

### COLLEGE TEAM STRATEGY SESSION #2

Facilitators: Pathways Coaches

Objective: Identify gaps that still exist in the college's transfer and workforce alignment work

### NOON –1:00

Buffet: Grand Ballroom Foyer

### NETWORKING LUNCH FOR PATHWAYS TEAMS

#### For CEOs Only – Leadership Lunch with the Aspen Institute

*\*Please join the buffet line before convening in **Room P***

Moderator: *Martha Ellis, Director, Higher Education Strategy, Policy, and Services,  
Charles A. Dana Center, University of Texas at Austin*

Presenter: *Josh Wyner, Vice President and Executive Director, College Excellence  
Program, Aspen Institute*

### 1:00–1:15

### TRANSITION TO CONCURRENT SESSIONS

### 1:15–2:15

### CONCURRENT SESSION I – STRENGTHENING TRANSFER

Objectives: Address issues involved in strengthening and expediting student transfer

Provide examples of college work with transfer institutions

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## TUESDAY, NOVEMBER 7, 2017, CONT.

**1:15–2:15**

### **CONCURRENT SESSION I – STRENGTHENING TRANSFER**

Room A

#### **Pathways from Workforce Non-Credit Programs to Credit Programs**

*Moderator: Linda Welsh, Regional Coordinator, Scaling Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin*

*Presenters: Charles Cook, Provost, Austin Community College  
Laura Marmolejo, Coordinator, Contract and Grant Projects, Workforce Development Center, Austin Community College*

Room B

#### **Developing Efficient Transfer Program Maps**

*Moderator: Linda Watkins, Achieving the Dream Leadership Coach, Consultant, and retired campus President, San Jacinto College District*

*Presenters: Fred Hills, Vice President of Instruction, McLennan Community College  
Angela Guadian-Mendez, Director, Student Completion, Alamo Community College District*

Room N

#### **The Role of Faculty in Transfer and Applicability**

*Moderator: Matt Lewis, Qualitative Research Analyst, San Jacinto College and North Texas Regional Coordinator, Charles A. Dana Center, University of Texas at Austin*

*Presenters: Wendy Elmore, Vice President, Instruction, Trinity Valley Community College  
Mary Hendrix, East Texas Regional Coordinator, Charles A. Dana Center, University of Texas at Austin and retired Vice President, Student Access and Success, Texas A&M University - Commerce*

Rooms C-D

#### **Guided Pathways Demystified 2.0: Pathways to Transfer**

*Rob Johnstone, Founder and President, National Center for Inquiry and Improvement*

Rooms E-F

#### **Ensuring that Dual Enrollment Gives Students a Head Start toward a Bachelor's Degree**

*Davis Jenkins, Community College Research Center*

Room O

#### **Student Reflections on Their Enrollment Decisions from the Strada/Gallup Education Consumer Pulse Survey**

*Carlo Salerno, Vice President of Analytics, Strada Education Network*

Room P

#### **CEOs Only - Leadership Roundtable with the Aspen Institute Part 1: Leading Transformational Change**

*Moderator: Martha Ellis, Charles A. Dana Center*

*Presenter: Josh Wyner, The Aspen Institute*



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## TUESDAY, NOVEMBER 7, 2017, CONT.

**2:15–2:30**                      **TRANSITION TO CONCURRENT SESSION II**

**2:30–3:30**                      **CONCURRENT SESSIONS II – STRENGTHENING CONNECTIONS TO EMPLOYMENT**

Objectives:     Address issues involved in strengthening pathways to employment  
Provide examples of college work on alignment of pathways with labor market needs

Room A

### **Aligning Program Outcomes with Business and Industry Requirements**

Moderator:     Ed Bowling, Executive Director, Completion and Performance,  
Guilford Technical Community College

Presenters:     Mark Smith, Vice President, Educational Services, Temple College  
Van Wigginton, Provost, San Jacinto College District

Room B

### **ACE It (Advise, Connect, Empower) for Students' Careers**

Moderator:     Luzelma Canales, Executive Director, Rio Grande Valley FOCUS,  
Educate Texas

Presenters:     Luzelma Canales, Educate Texas  
Sasha Tarrant, Director, ACE it, Brazosport College

Room C

### **Regional Partnerships in Pathways Development**

Moderator:     Kristi Short, Associate Director, Texas Success Center

Presenters:     Juan Mejia, Provost and Vice President for Academic and Student Affairs,  
Tyler Junior College  
Betty Fortune, Executive Director, Success and Completion,  
Houston Community College System

Room E-F

### **Guided Pathways Demystified 2.0: Pathways to Careers**

Rob Johnstone, National Center for Inquiry and Improvement

Room D

### **Leading Career-Minded Reform with Pathways and VFA Data**

Moderator:     Cynthia Ferrell

Presenter:     Kent Phillippe, Associate Vice President, Research & Student Success,  
Voluntary Framework of Accountability, American Association of  
Community College

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## TUESDAY, NOVEMBER 7, 2017, CONT.

### **2:30–3:30**                      **CONCURRENT SESSIONS II – STRENGTHENING CONNECTIONS TO EMPLOYMENT, CONT.**

Room N

#### **Guided Pathways Webpages**

*Moderator:*     *Mike Flores, President, Palo Alto College*

*Presenters:*    *Donna McDaniel, Vice President, Instruction, Texarkana College*  
                         *Tamara Clunis, Vice President, Academic Affairs, Amarillo College*

Room P

#### **CEOs Only – Leadership Roundtable with the Aspen Institute Part 2: Supporting Transfer and Employment Success**

*Moderator:*     *Martha Ellis, Charles A. Dana Center*

*Presenter:*      *Josh Wyner, The Aspen Institute*

### **3:30–3:45**                      **BREAK**

### **3:45–5:00**                      **TEAM STRATEGY TIME #3 – MAKING SENSE AND MOVING FORWARD**

Rooms as Assigned

*Facilitators:*    *Pathways Coaches; room assignments remain the same.*

*Objectives*      *Examine transfer and employment problems the college needs to address*

#### **DINNER ON YOUR OWN**

*Explore and Enjoy San Antonio*

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## WEDNESDAY, NOVEMBER 8, 2017

### 7:30-9:00

Buffet: Grand Ballroom  
Foyer

### BREAKFAST

Continue work from College Team Strategy Session #3 or network with other colleges and Pathway partners. If desired, schedule time with your Pathways Coach.

### 9:00-10:15

Ballroom

### CLOSING PLENARY SESSION

**The Challenge of Improving Social and Economic Mobility with Guided Pathways**

Moderator: Rob Johnstone, National Center for Inquiry and Improvement

Presenters: Luzelma Canales, Executive Director, Rio Grande Valley FOCUS,  
Educate Texas

Tamara Clunis, Vice President, Academic Affairs, Amarillo College

### 10:15-10:30

### BREAK

### 10:30-11:55

Rooms As Assigned

### COLLEGE TEAM STRATEGY SESSION #4: FOCUSED ON NEXT STEPS

Facilitators: Pathways Coaches

Objective: Develop action plan for transfer and employment

### NOON

### ADJOURN

Please submit your evaluation via [Survey Monkey](#)

We need and value your feedback!

### NOON-1:00

Cibolo Moon Restaurant

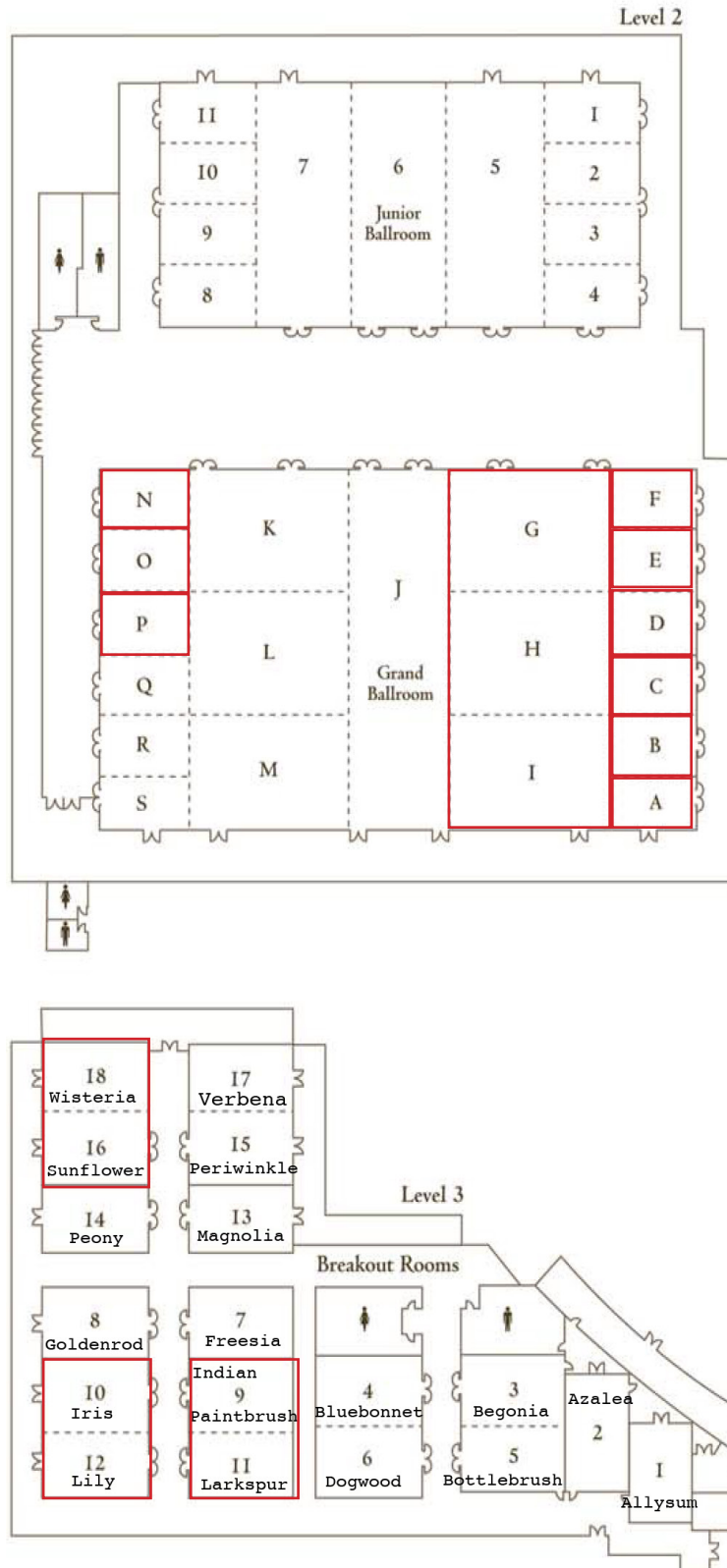
### INTERNAL INSTITUTE DEBRIEFING WITH COACHES AND PARTNERS

(INVITE ONLY)

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## MAP OF THE J.W. MARRIOTT MEETING SPACES





# Texas Pathways Institute

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## GROUP BREAKOUT ASSIGNMENTS AND MEETING LOCATIONS

COLLEGE NAME	BREAKOUT ROOM	COACH
Alamo College	Grand Ballroom	Kristi Short
Alvin Community College	D	Laura Rittner
Amarillo College	E	Linda Watkins
Angelina College	C	Rob Johnstone
Austin Community College	Grand Ballroom	Luzelma Canales
Blinn College	P	Ted Wright
Brazosport College	N	Mike Flores
Central Texas College	P	Ted Wright
Coastal Bend College	A	Chris Baldwin
College of the Mainland	O	Linda Garcia
Collin College	Grand Ballroom	Linda Welsh
Dallas County Community College District	Grand Ballroom	Luzelma Canales
Del Mar College	C	Rob Johnstone
El Paso Community College	Grand Ballroom	Kristi Short
Frank Phillips College	Grand Ballroom	Linda Welsh
Grayson College	E	Linda Watkins
Hill College	F	Ed Bowling
Houston Community College	B	Martha Ellis
Howard College	A	Chris Baldwin
Kilgore College	F	Ed Bowling
Laredo College	O	Linda Garcia
Lee College	F	Ed Bowling
Lone Star College	Grand Ballroom	Susan Mayer
McLennan Community College	B	Martha Ellis
Midland College	E	Linda Watkins
Navarro College	C	Rob Johnstone
North Central Texas College	F	Ed Bowling
Northeast Texas Community College	O	Linda Garcia
Odessa College	Grand Ballroom	Cynthia Ferrell
Panola College	P	Ted Wright
Paris Junior College	Grand Ballroom	Kristi Short
Ranger College	D	Laura Rittner
San Jacinto College	Grand Ballroom	Kristi Short
South Plains College	O	Linda Garcia
South Texas College	N	Mike Flores
Southwest Texas Junior College	Grand Ballroom	Luzelma Canales
Tarrant County College	Grand Ballroom	Kristi Short
Temple College	B	Martha Ellis
Texarkana College	Grand Ballroom	Cynthia Ferrell
Texas Southmost College	C	Rob Johnstone
Trinity Valley Community College	A	Chris Baldwin
Tyler Junior College	Grand Ballroom	Cynthia Ferrell
Victoria College	Grand Ballroom	Cynthia Ferrell
Weatherford College	O	Linda Garcia
Wharton County Junior College	Grand Ballroom	Cynthia Ferrell

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# Texas Pathways Institute

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# Texas Pathways Institute

Pathways to Transfer and Employment

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# The Transfer Playbook: Essential **Community College** Practices

## 1. Prioritize transfer student success

- ✓ Communicate transfer as a key component of the college's mission.
- ✓ Make transfer student success a core priority in the college's strategic documents.
- ✓ Share data internally on transfer student outcomes and on the effectiveness of transfer practices.
- ✓ Invest significant resources to support students seeking to transfer.
- ✓ Designate staff and committees with responsibility for improving transfer student outcomes.

## 2. Create clear program pathways with aligned high-quality instruction

- ✓ Collaborate with partner institutions to create maps showing major-specific bachelor's program requirements, recommended lower division course sequences, and progress milestones.
- ✓ Provide rigorous instruction and other high-quality learning experiences to prepare students to thrive in upper division coursework in their desired majors.
- ✓ Solicit regular, honest feedback on program quality from university academic departments.
- ✓ Design alternative transfer pathways as needed to facilitate degree completion in specific fields.

## 3. Provide tailored transfer student advising

- ✓ Design website with accurate, easy-to-access information for students seeking to transfer.
- ✓ Help students explore career/transfer options, choose a major field and preferred transfer destination(s), and develop a full-program plan as soon as possible.
- ✓ Continuously monitor student progress, provide frequent feedback, and intervene quickly when students are at risk of falling off plan.
- ✓ Help students plan to finance their *entire* undergraduate education (not just the community college piece).

## 4. Build strong transfer partnerships

- ✓ Build trusting relationships with partners and communicate frequently at all levels.
- ✓ Share data on transfer student experiences and outcomes.
- ✓ Jointly invest in shared support services and strategic initiatives to benefit transfer students.
- ✓ Collaborate on improving instruction and support services for transfer students.
- ✓ Designate "transfer champions" as liaisons to transfer partners.

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# The Transfer Playbook: Essential **Four-Year College** Practices

## 1. Prioritize transfer student success

- ✓ Communicate transfer as a key component of the college's mission.
- ✓ Make transfer student success a core priority in the college's strategic documents.
- ✓ Share data internally on transfer student outcomes and on the effectiveness of transfer practices.
- ✓ Invest significant resources to support students seeking to transfer.
- ✓ Designate staff and committees with responsibility for improving transfer student outcomes.

## 2. Create clear program pathways with aligned high-quality instruction

- ✓ Map out major-specific requirements and recommended lower division course sequences for all programs.
- ✓ Assist partner community colleges in providing rigorous instruction and other high-quality learning experiences to prepare students to thrive in upper division coursework.
- ✓ Provide regular, constructive feedback on community college program quality.
- ✓ Design alternative transfer pathways as needed to facilitate degree completion in specific fields.

## 3. Provide tailored transfer student advising

- ✓ Design website with accurate, easy-to-access information for transfer students.
- ✓ Encourage prospective transfer students to choose a major before transferring and work with community colleges to help students explore academic and career options.
- ✓ Provide high-quality, timely advising to students before they transfer.
- ✓ Create separate onboarding, advising, and other supports tailored to transfer students.
- ✓ Provide transfer students with equitable access to financial aid.

## 4. Build strong transfer partnerships

- ✓ Build trusting relationships with partners and communicate frequently at all levels.
- ✓ Share data on transfer student experiences and outcomes.
- ✓ Jointly invest in shared support services and strategic initiatives to benefit transfer students.
- ✓ Collaborate on improving instruction and support services for transfer students.
- ✓ Designate "transfer champions" to serve as liaisons to transfer partners.



## HIGHER EDUCATION

### Students Need More Information to Help Reduce Challenges in Transferring College Credits

#### Why GAO Did This Study

College students sometimes opt to transfer schools in response to changing interests or for financial reasons. The extent to which students can transfer previously earned course credits can affect the time and cost for completing a degree. Given the federal government's sizeable investment in student aid—\$125 billion in fiscal year 2016—and potential difficulties students may face in transferring credits, GAO was asked to examine the college transfer process.

GAO examined (1) transfer rates and challenges students face in transferring credits, (2) the possible financial implications of transfer, and (3) the extent to which students are provided with transfer information to help them plan their college path. GAO analyzed Education's data, including its most recent available transfer data from the 2004-2009 student cohort, interviewed a non-generalizable sample of stakeholders from 25 schools and higher education organizations, and reviewed a nationally-representative sample of 214 school websites.

#### What GAO Recommends

GAO recommends that Education (1) require schools to disclose on their websites (a) the list of other schools with which they have articulation agreements and (b) when no such agreements are in place; and (2) provide general transfer information to students and families. Education disagreed with the first and agreed with the second recommendation. GAO maintains that students can more easily understand transfer options if information is accessible on a school's website, as discussed in the report.

View [GAO-17-574](#). For more information, contact Melissa Emrey-Arras at (617) 788-0534 or [emreyarrasm@gao.gov](mailto:emreyarrasm@gao.gov).

#### What GAO Found

Based on GAO's analysis of the Department of Education's (Education) most recently available data, an estimated 35 percent of college students transferred to a new school at least once from 2004 to 2009, and GAO found that students may face challenges getting information or advice about transferring course credits. An estimated 62 percent of these transfers were between public schools. According to stakeholders GAO spoke with, students can face challenges transferring credits between schools that do not have statewide policies or articulation agreements, which are transfer agreements or partnerships between schools designating how credits earned at one school will transfer to another. Stakeholders also said that advising and information may not be adequate to help students navigate the transfer process.

The possible financial implications of transferring depend in part on the extent of credits lost in the transfer. Using Education's transfer data, GAO estimated that students who transferred from 2004 to 2009 lost, on average, an estimated 43 percent of their credits, and credit loss varied depending on the transfer path. For example, students who transferred between public schools—the majority of transfer students—lost an estimated 37 percent of their credits. In comparison, students who took some of the less frequent transfer paths lost a relatively higher percentage of their credits. For example, students who transferred from private for-profit schools to public schools accounted for 4 percent of all transfer students but lost an estimated 94 percent of their credits. Transferring can have different effects on college affordability. Students seeking to obtain a bachelor's degree at a more expensive school may save on tuition costs by transferring from a less expensive school. On the other hand, transfer students may incur additional costs to repeat credits that do not transfer or count toward their degree. Transfer students can receive federal financial aid. GAO's analysis showed that almost half of the students who transferred from 2004 to 2009 received Pell Grants and close to two-thirds received Federal Direct Loans. Students who lose credits may use more financial aid to pay for repeated courses at additional cost to the federal government, or they may exhaust their financial aid eligibility, which can result in additional out-of-pocket costs.

While GAO estimated that the websites for almost all schools nationwide provided credit transfer policies, as required by Education, about 29 percent did not include a list of other schools with which the school had articulation agreements. Among those schools, GAO found that some did not have any articulation agreements, while others did but did not list partner schools on their websites. Schools must provide such listings, but they are not required to do so specifically on their website. As a result, students may not have ready access to this information to fully understand their transfer options. Moreover, Education provides limited transfer information to students and their families, contrary to federal internal control standards that call for agencies to provide adequate information to external parties. General information on key transfer considerations that are applicable across schools and more complete information on schools' articulation agreements can help students avoid making uninformed transfer decisions that could add to the time and expense of earning a degree.

# LEARNING AND EARNING EXCHANGE

## FIVE WAYS TO CONNECT COLLEGE AND CAREERS



### EDUCATION PROJECTIONS, BUSINESS EXPANSION, AND WORKFORCE QUALITY

**Purpose of tools**  
Attract new employers and retain existing ones with data demonstrating that the state postsecondary education and training systems can provide workers with needed skills

**Data to be integrated**  
Projections of educational demand in the workforce, proprietary analytical information, and college administrative data can be linked with state wage records into the process of retaining and attracting employers and industries to the state

**Audience**  
Economic development agencies, workforce boards, and employers



### PROGRAM ALIGNMENT WITH LABOR MARKET DEMAND

**Purpose of tools**  
Make postsecondary program-related decisions that address labor market needs and demonstrate return on investment to state leaders

**Data to be integrated**  
Occupation- and industry-specific employment and earnings data can be linked with student enrollment data to aid program design, planning, and review

**Audience**  
College and system administrators, deans, and faculty



### CURRICULUM ALIGNMENT WITH WORKFORCE REQUIREMENTS

**Purpose of tools**  
Create curricula aligned with the applied skills and abilities that learners will need to succeed in their careers

**Data to be integrated**  
Occupational data and employer/industry expert feedback can be combined with the process of developing competencies and learning outcomes for postsecondary education and training programs

**Audience**  
Faculty, curriculum developers, and administrators



### COUNSELING AND CAREER PATHWAYS

**Purpose of tools**  
Support students as they make their educational and career decisions, and identify the learners who need additional support

**Data to be integrated**  
Occupational and labor market data, employment projections, wages, and student skill, value, and interest assessment data can all be added to the student career counseling process to inform college major and career selection

**Audience**  
College advisors and middle school and high school counselors



### JOB PLACEMENT AND SKILLS GAP ANALYSIS

**Purpose of tools**  
Help workers determine if and how the knowledge, skills, abilities, interests, and work values they possess are transferable to new jobs, as well as identify skills gaps, and connect them to postsecondary education and training options

**Data to be integrated**  
Data on competencies, resumes, online job ads, and occupational demand can be used to connect job seekers to jobs and postsecondary education and training programs

**Audience**  
Job seekers, training providers, and employment agencies

### IN A FULLY REALIZED **LEARNING AND EARNING EXCHANGE:**



**Learners**  
will better understand how their choices of postsecondary programs can prepare them for fulfilling lives and careers



**Colleges**  
will refresh and strengthen programs to improve student outcomes



**Employers**  
will be able more precisely to identify and hire talented workers



**Policymakers**  
will effectively and efficiently allocate resources to build strong economies

FOR MORE INFORMATION, VISIT  
**CEW.GEORGETOWN.EDU/CAREERPATHWAYS**

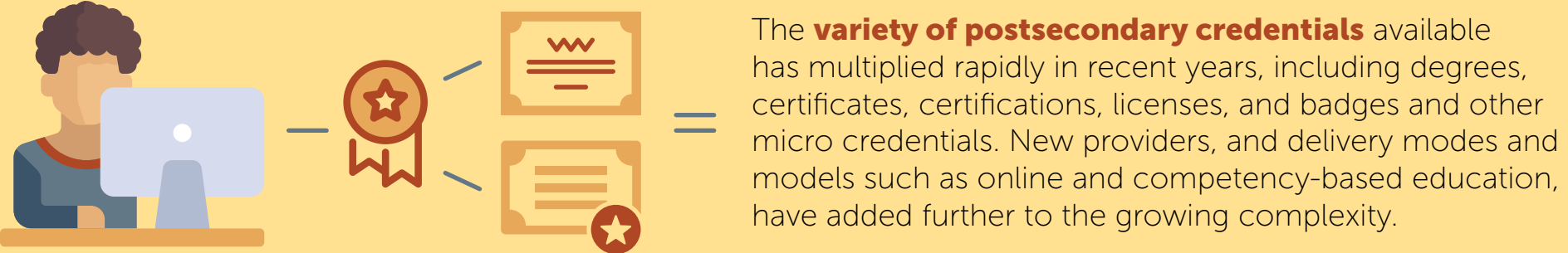
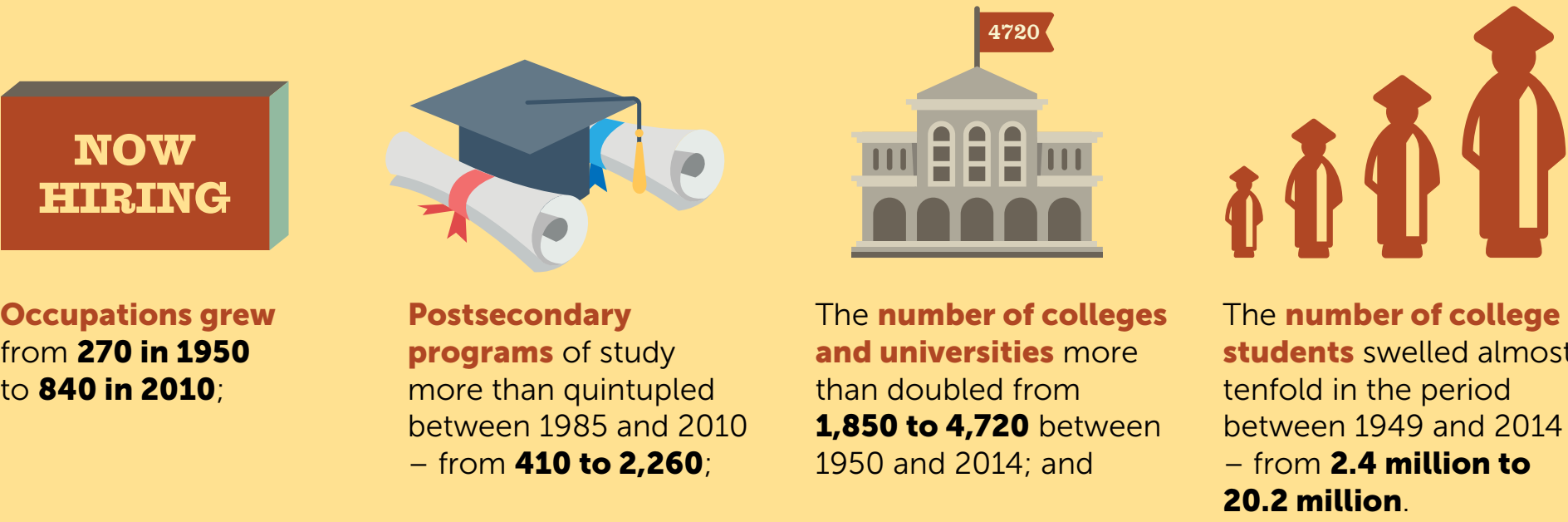


# WHY WE NEED A LEARNING AND EARNING EXCHANGE

If students are investing more to go to college, they need to have answers to basic questions about the value of postsecondary education. They need better information to make decisions that have lifelong economic consequences.

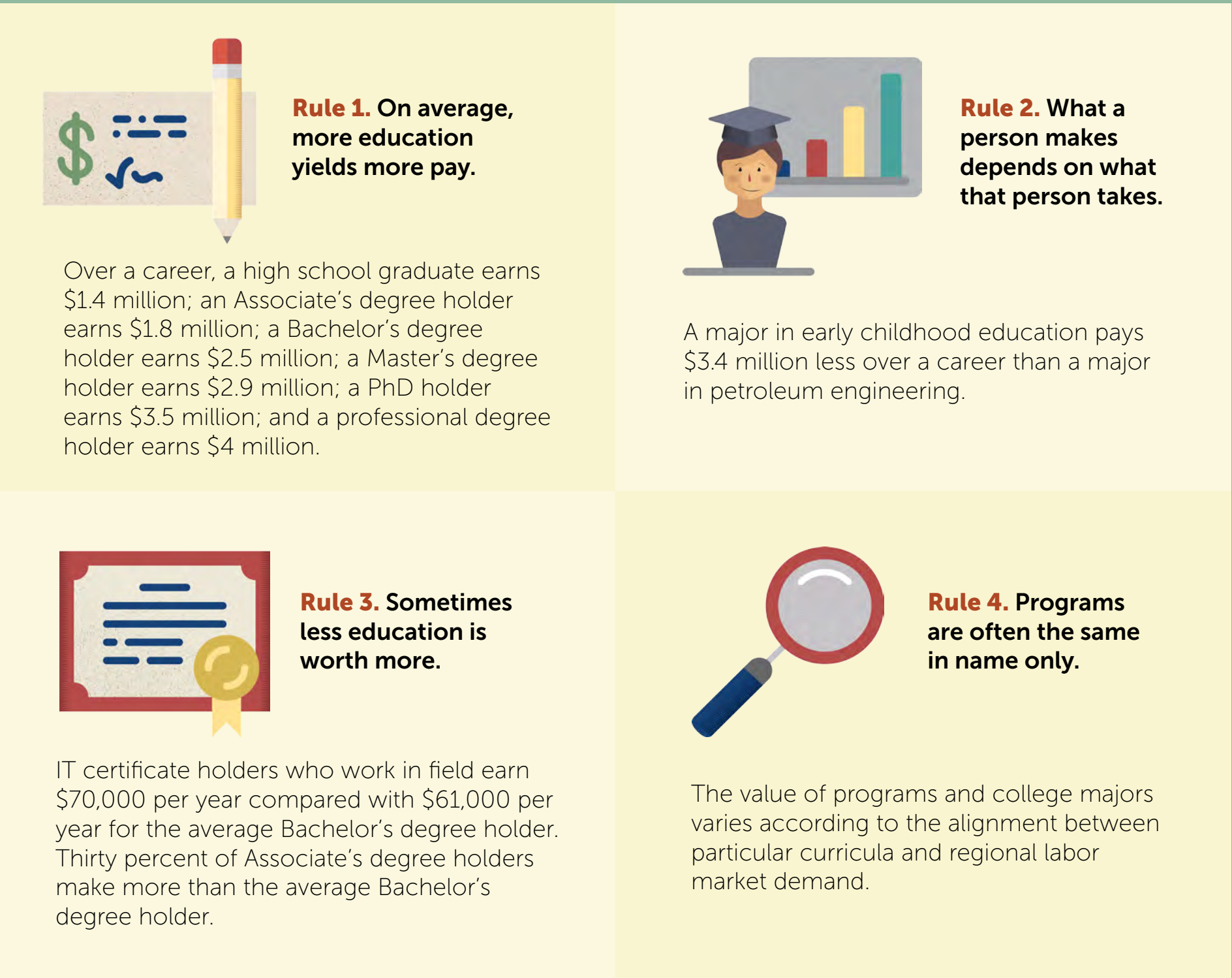
## THE GROWING COMPLEXITY OF TODAY’S ECONOMY

Getting a college education is one of the biggest investments people will make in their lives, but the growing complexity of today’s economy makes it difficult for higher education to deliver efficiency and consistent quality. Today’s economy is more intricate than those of decades past:



## FOUR RULES TO UNDERSTAND THE CONNECTION BETWEEN COLLEGE AND CAREERS

The new relationship between postsecondary programs and the economy comes with new rules that require much more detailed information on the connection between individual programs and career pathways:



FOR MORE INFORMATION, VISIT  
[CEW.GEORGETOWN.EDU/CAREERPATHWAYS](http://CEW.GEORGETOWN.EDU/CAREERPATHWAYS)



# 5 LEVELS OF EMPLOYER ENGAGEMENT

By Randall Wilson

**Employer engagement:** working with employers in a variety of activities, over an extended period, in a manner that builds trust through participation in projects of mutual interests and leads to mutually successful outcomes.

Neither employers nor educators can achieve their goals in the labor market alone, so community colleges and workforce organizations must work with employers, and do so effectively. They can better engage employers by viewing the relationship as a continuum of activities and levels of engagement, with each step or level representing a higher degree of engagement and deeper integration of employers in a college's workforce and education activities. At higher levels, employer engagement becomes increasingly central to a college or workforce division's strategy. The figure illustrates this continuum and gives examples of activities associated with each level of employer engagement. It also shows how these activities change as an employer relationship deepens from a "new relationship" to a "working relationship" to a "strategic partnership."<sup>1</sup>

**Level 1: Advising.** In basic advising, employers are consulted informally about hiring or training needs through interviews or surveys of businesses in a sector or region. More formally, employers are represented on advisory boards for a program of study, a grant, or a division. Where advisors are engaged more strategically, educators shift from seeking short-term "input" or job placements from employers to collaborating with them to understand workforce challenges and support the success of employers, students, and communities.

**Level 2: Capacity-Building.** Educators and employers respond to one another's needs: colleges provide customized training and skilled job candidates to individual firms; employers assist with equipment, space, loaned employees, and other supports to the college. Employers lecture or even teach an adjunct course at the college, while college instructors bring courses to the worksite.

**Level 3: Co-Designing.** The employer shifts from being an advisor to an active collaborator with the college on education and workforce initiatives, including design of new curricula and pathways.

**Level 4: Convening.** Educators work actively to recruit and convene businesses and their associations as substantive, ongoing participants in addressing workforce needs. At a more intensive level, colleges serve as hubs or brokers of workforce collaboration with employers and other education and training providers.

**Level 5: Leading.** At the most intensive level, employers, colleges, and other stakeholders build partnerships that transform local or regional workforce systems and enhance the growth of targeted industries or sectors. Some of the most effective and long-lasting regional partnerships are those that are led by industry representatives.

## Ladder of Employer Engagement

	New Relationship	Working Relationship		Strategic Partnership	
	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Key employer role</b>	Advising	Capacity-building	Co-designing	Convening	Leading
<b>Stage of relationship</b>	Initial contact / new relationship	Establishing trust and credibility	Working relationship	Trusted provider and collaborator	Full strategic partner
<b>Activity examples</b>	Discuss hiring needs, skills, competencies; advise on curricula; contract training; hire graduates	Job site tours; speakers; mock interviews; internships; needs assessment; loan/donate equipment; recruiting	Curriculum and pathway development; adjunct faculty and preceptors	College-employer sectoral partnerships	Multi-employer / multi-college partnerships
<b>Engagement examples by level</b>	<ul style="list-style-type: none"> <li>&gt; Western Technical College (Wisconsin Shifting Gears)</li> <li>&gt; Monroe Community College</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Bristol Community College</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Owensboro Community and Technical College</li> <li>&gt; Automotive Technical Education Collaborative (AMTEC)</li> <li>&gt; Columbus State Community College (LogisticsART)</li> </ul>	<ul style="list-style-type: none"> <li>&gt; NorTEC</li> <li>&gt; Northern Virginia Community College (NoVAHealth FORCE)</li> <li>&gt; Cabrillo College / Bay Area Community College Consortium</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Health Careers Collaborative of Greater Cincinnati / Cincinnati State Community and Technical College</li> <li>&gt; Health Professions Pathway (H2P)</li> </ul>

For more information, go to <http://www.jff.org/publications/resource-guide-engaging-employers>

<sup>1</sup> The continuum concept of "new," "working," and "strategic" relationships with business is adapted from Corporate Voices for Working Families, 2012, *Business and Community College Partnerships: A Blueprint*.



# Join the Conversation

Coming in Spring 2018

## Transfer and Applicability in Texas

A key component in building effective pathways is ensuring that students can smoothly transfer and apply course credits from two-year colleges to four-year institutions. For this to occur, **two-way communication and collaboration between institutions are critical.**

The Dana Center Mathematics Pathways team, with the Texas Success Center, will **help continue the conversation with a series of six regional workshops next spring.** Stakeholders from Texas institutions will convene to review transfer plans, identify common understandings, and build pathways for students.

### Join the conversation attend a regional workshop

Workshop dates and locations will be released soon!  
Contact your Dana Center Mathematics Pathways Regional Coordinator or visit

[www.dcmathpathways.org/where-we-work/texas](http://www.dcmathpathways.org/where-we-work/texas)

for more information.