WELCOME to GP Year 2!
“Ready. Set. Design.”
LA & South Central Coast

February 4, 2019
8:30 – 3:00
Holistic Structures to Help Students Move from College to Career
WIFI

Username: Marriott Conference
Password: IEPI2019
Introductions and Framing

Pasadena City College Presenters:
Antonio del Real, Career Counselor
Taleen Seropian, General Counselor/Year 2/3 Pathways Faculty Lead/ Jam Faculty Lead

Facilitator:
Sia Smith-Miyazaki, Career Ladders Project
Outcomes

- Understand **impact** of using **early career outcomes** to help guide successful student decision-making re: major selection and course taking.
- Explore **strategies to scale existing First-Year-Experience programs** to 2nd- and 3rd- year curriculum, and consider their connection with GP design.
- Explore **strategies to encourage dynamic collaboration** between student services and instruction toward improving student outcomes.
- Carry back learnings to your GP team!
Agenda

9:30 Welcome! and Introductions
9:35 Pasadena City College story
10:35 Q & A
10:50 BREAK
11:00 Activity: Values Auction
11:30 Reflection
11:50 Closing
The Journey from Boutique to Behemoth

Learning communities: 2001-2004
- Teaching and Learning Center
- External evaluation partnership with CGU/UCLA

2001
- XL. Summer Bridge
- First Year Experience program

Jam: 2006
- Alignment with PCC’s Educational Master Plan
- PCC Pathways –Year 1
- College 1
- Success Coaching

PCC Pathways –Year 2: 2014
- PCC Pathways Year 3
- STEM Pathway
- Career Community
- Academic Maps

2011
- PCC Pathways –Year 1
- College 1
- Success Coaching

2017
- PCC Pathways Year 3
- STEM Pathway
- Career Community
- Academic Maps
High-Impact Practices

1. First Year Seminars and Experiences
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-Intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity/Global Learning
8. Service Learning, Community-Based Learning
9. Internships
10. Capstone Courses and Projects

Quality • Scale • Intensity

Association of American Colleges and Universities, 2014
“I’m beginning to think academic affairs leaders are from Mars and student affairs leaders are from Venus”

G. Dungy, 2011
## Pathways Growth

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<td>Year 1</td>
<td>320</td>
<td>772</td>
<td>1482</td>
<td>1606</td>
<td>2046</td>
<td>2091</td>
<td>2463</td>
<td>2587*</td>
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<td>Year 2</td>
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<td>454</td>
<td>740</td>
<td>1075</td>
<td>1232</td>
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<td>1498</td>
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<tr>
<td>Year 3</td>
<td></td>
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<td>402</td>
<td>491</td>
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*Based on Fall enrollment in College 1
1. Students will become engaged members of the campus community.

2. Students will utilize Pathways resources.

3. Students will complete academic goals in a timely manner.

4. Students will increase knowledge about the relationship between major and career.
Mighty but Piecemeal

- Math Jam
- Coaching
- First Year Seminar
- Passport
- Second Year Pathway
Catalysts for Change
SYNP participant described themselves as, “immature” or “dense” for their inability to interpret and complete the education plan or fulfill requirements for a major that they had yet to identify. Participants replied, “not sure” or “looking at options” when asked about their career goals and reassured themselves … that they were in “no rush” and would figure it out on their own.

In contrast, SYP and SY participants articulated their major (or meta-major) and career goals with ease.
Partnership with UCLA team: Dr. Cecilia Rios-Aguilar

Student Decision Making

Students underestimate the capital they bring to campus
Why do we care about career?
Shared Core Beliefs

1. Only a campus-wide effort will eliminate the equity/achievement gap.

1. We must address non-cognitive as well as academic challenges.

1. We must be evidence-informed.

1. Failure provides opportunities to learn.
Pathways 1.0
One size fits all
- Career limited to counseling

Pathways 2.0
Customizable & Equitable
- Career embedded throughout
Partnership with the Career Center
Informed Decision Making:

- Self-Assessment
- Taking Action
- Exploration

Reflection & Decision Making
Career Decisiveness Types:

- Decided Foreclosed
- Decided Exploratory
- Tentatively Undecided
- Lack of Information
- Undecided/Indecisive

Career Center Redesign:

**ENTRY**

- Employers
- Student & Faculty communities
- Mentors & Experiences

**CONNECT**

- Community
- Meaning

**EXPLORE**

- Opportunity

**COMPLETE**

**STRATEGIES:**
- Integrate career planning with curriculum.
- Offer work-based learning options alongside the formal curriculum.
- Assist in transferring student learning from the classroom to the job.
- Employ technology to personalize career planning for students.
- Turn career services into lifelong services.
Career Center Redesign:

Work-Based Learning

Work-Based Learning Centralized Model

Career Awareness
- Learning ABOUT Work
  - Guest Speaker
  - Workplace Tour
  - Career Fair

Career Exploration
- Learning ABOUT Work
  - Informational Interview
  - Job Shadow

Career Preparation
- Learning THROUGH Work
  - Work Experience
  - Internship
  - Projects with Industry partners
  - Mock Interviews

Career Training
- Learning FOR Work
  - Internship
  - Pre-Apprenticeship
  - Apprenticeship
  - Clinical Experience
  - On-the-job training
Online Orientation:

Career from the beginning

- Introduction of Career Communities
- Reinforced in New Student Group (Counseling)
- Leverage existing campus requirement

Career Communities

PCC's Career Communities focus on academic programs, career goals, and related courses. These communities help you explore careers that you may be interested in, related programs of study, related extra- and co-curricular activities. You will meet other students interested in similar careers and be provided with a list of supports and resources that will help you reach your academic goals.

Explore Career Communities

- Science, Technology, Engineering & Mathematics
- Business & Industry
- Arts, Communication & Design
- Liberal Arts & Undecided
- Social & Behavioral Sciences
- Health Sciences
Career Exploration through Jammy videos
- Importance of personal values
- Emphasis of backwards decision making
  Career → Major → School/Program → Courses
- Imagine the Future
- Skills Squad
1. Students will develop a sense of connection to the campus community.

1. Students will increase knowledge of campus resources.

1. Students will identify academic goals.

1. Students will explore the relationship between higher education, major, and career.
Jam Details

1. Led by
   - Jam Leaders (student peers) paid $12/hour
   - Existing Success Coaches (paraprofessionals)

1. Monday-Thursday 9 am - 4 pm

1. No, lunch is not served
COLLEGE 1

- A 3 unit CSU and UC transferable First Year Seminar
- Critical Reading, Metacognition, Info Literacy
- Embedded Reading Apprenticeship
- “One Book, One College” Speaker Series plus Student Conference
- Day in the Life Project, Skills Development Portfolio, Imagine the Future pt. 2
1. Students will develop a sense of belonging on campus.

2. Student will develop their academic skills.

3. Students will analyze career options related to their major.
College 1 Details:

Scalability was key

- Interdisciplinary
- 85 sections in Fall 2018
- Weeklong Institute

Being successful to me, is to be happy while doing what I love. Being stable is important because that means you have a roof over your head, food on the table and being able to help your loved ones when they are in need.
Student Success Team
Students meet with counselors in the Pathways Center
CSEP draft creation modules
1-1 and group meetings with counselors
After hours workshops are set up specifically for Pathways students
• Caseloads by career community
• Support of Career Week and other activities
• Outreach to caseloads about appropriate opportunities
• Cross training with Career Center
• Refer students to support services and resources to overcome barriers to academic success
Coaching Details:

- Paraprofessional staff - graduate students

- Recruited from local(-ish) graduate programs
  - Higher Ed Counseling, Education, Social Work, School Counseling

- Paid $19/hour - 900 hours total per fiscal year

- PD throughout the year
  - Collaborate with other departments (Transfer, career, health, etc)

- Faculty leads that support Success Coach Lead (classified staff)
## What Makes Pathways a Completion Program?

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<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td>JAM</td>
<td>Full Time (12 units recommended)</td>
<td>Full Time (12 units recommended)</td>
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<tr>
<td>Full Time (12 units recommended – including math &amp; English)</td>
<td>Success Coach Contact</td>
<td>Success Coach Contact</td>
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<tr>
<td>College 1</td>
<td>Educational Plan Revision</td>
<td>Educational Plan Revision</td>
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<td>Success Coach Meeting</td>
<td>Imagine the Future Part 3</td>
<td>Career/Transfer Event/Workshop</td>
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<td>Educational Plan</td>
<td>Personal Insight Question draft</td>
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<td>Timeline Activity</td>
<td>Career/Transfer Event/Workshop</td>
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**Guiding Them In**

**Supporting Them Out**
Lessons We Learned:

- Initially we used an actual passport system
- Today, we use Starfish
- Options to meet requirements were limited
- Students demanded variety and transparency
- Career requirements based on Career Sorter
- When is it too much?
- Help is needed beyond the 1st year
- Reintroduction of topics throughout program
So
What?!
Cumulative Credits Earned (2012-2013 Cohorts)

Pathways N = 620, non-pathways N = 4,035
UCLA, Social Research Methodology Group, 2015
Cumulative Credits by Race (2012-2013 Cohorts)

UCLA, Social Research Methodology Group, 2015
Persistence (2012-2013 Cohorts)

UCLA, Social Research Methodology Group, 2015
Persistence by Race (2012-2013 Cohorts)

- Pathways Latino: 81% to 37% to 26%
- Non-Pathways Latino: 60% to 50% to 27%
- Pathways African Am: 69% to 37% to 26%
- Non-Pathways African Am: 50% to 37% to 12%

UCLA, Social Research Methodology Group, 2015
The transfer-directed, transfer-prepared, and transfer-ready rates of Pathways students were more than double those of non-Pathways students.
Preliminary Data (2015-2016 Cohort)

- Persistence (Yr 1): 79.8% Pathways, 86.7% Overall
- Math & Engl. (Yr 1): 33.2% Pathways, 10% Overall
- 3 yr Trans. Units: 53% Pathways, 21.6% Overall

Legend: Non-Pathways, Pathways
The PCC Guided Pathways to Success (GPS)

+ Guided Entry
+ Career Communities
+ Program Maps & Curriculum
+ Support Services
+ Guided Exit
= Increased Academic Goal Completion

Career threaded across
The PCC GPS
Career Communities
BREAK

10:50 - 11:00
Activity: Values Auction
You have a total of $2000 to spend.

1. Please **budget** your money now, and record it in the first column.
2. You are **not restricted** to bidding the amount you budgeted.
3. You are **not restricted** to bidding *for what* you budgeted.
4. The value will go to the **highest** bidder.
5. In the event of a tie, the first person making the high bid wins.
6. If you win a bid, the amount you pay is deducted from the $2000 you started with.
7. If you lose a bid, you get to keep the money you bid.
8. Bidding will proceed in a minimum of **$50 increments**.

Let the auction begin!
Values Auction:

• Did your pre-auction strategy work? Did you need to change your strategy during the bidding? How do you feel about changing your strategy?

• How does the bidding represent what we do with values in real life?

• Where do our values come from? Who or what influences the values we have, get, keep, or discard?

• What might the “money” represent in real life? How and what do we “spend” to gain and develop our values?
PDF Versions of Materials:

Pathways Booklet: https://drive.google.com/file/d/1epbzyMAqw9jAcTFJKZFazE12DYGixi/view?usp=sharing

Jam Handbook: https://drive.google.com/file/d/1-wga_tC21iX6_tF96MMjBgCbEY0HZrj/view?usp=sharing
Reflection

**Pluses:** Write down 2 - 3 ideas you heard that excite you. How do you think these ideas would be applicable to the GP work on campus?

**Pauses:** What questions remain? What do you think may not be applicable to your campus?

**Summary:** Who presented? What did they present on? What did they learn?
Closing

11:50 – 12:00
Lunch (Main Room)

12:00 – 1:00