

Guided Pathways Workshop: Redesigning with Equity and Careers in Mind

**November 13, 2020
9:30am-12:00pm**

CLP | Career
Ladders
Project

This workshop is produced by Career Ladders Project with funding from the California Community Colleges Chancellor's Office.



About CLP

Career Ladders Project promotes equity-minded community college redesign.

We collaborate with colleges and their partners to discover, develop, and disseminate effective practices.

Our policy work, research, and direct efforts with colleges lead to system change—and enable more students to attain certificates, degrees, transfers, and career advancement.

Career Workshop Outcomes

1. Explore key considerations for preparing students and working with employers in the changing economy
2. Consider racial and gender disparities in program and career choice
3. Learn what colleges can and are doing to disrupt structural disparities in program and career choice as they pivot in this moment of economic flux and racial reckoning



Agenda

- Welcome
- Overview & Framing
- CCRC Research – Dr. Hana Lahr
- Panel
- Transition to Breakouts
- Breakout Sessions





Bringing Student Voices to Guided Pathways Inquiry and Design

"At least for me, it was a lot of not knowing where to go. Like communications. Okay, where do you go from there? Do I become a professor? Do I work in TV? What kind of jobs do people have? It sounds corny, but are they happy in those jobs?"



Bringing Student Voices to Guided Pathways Inquiry and Design

“I know a lot of people who have been here for five or seven years, and they switched their major so many times... because there isn’t really someone to sit down with them and say, ‘Here, these are your strengths, these are careers that would be really good for you, and these ones aren’t.’ So, they keep jumping around...”



Bringing Student Voices to Guided Pathways Inquiry and Design

“...there is a [web]site or two that I wish I had known [about]...it basically lists all these careers, and how much they’re growing, and how much the top and bottom earners are, and what are important aspects of that job or careers in that [field]. And I think if I’d been able to look at that more, that would have been more helpful instead of waiting six years [to] do it.”

GP Redesigning with Career In Mind

February 2020

Dr. Cecilia Rios-Aguilar



Pandemic Compounds Inequities

Black and LatinX workers have been hit the hardest:

- Twice as likely to earn incomes below the poverty level
- Overrepresented in impacted industries and less likely to be able to work from home
- More likely to be exposed to COVID-19
- More likely to lack health insurance, sick leave and other benefits

AND, many Black and LatinX owned small businesses—critical employers and community institutions—lack the capital to survive.

Solomon, D. and Hamilton, D. [The Coronavirus Pandemic and the Racial Wealth Gap](#), Center for American Progress, March 19, 2020



Financial



Housing and Food Insecurity

57% of students reported basic needs deficits in one or more area including housing insecurity, homeless and food insecurity. Students of color reported higher rates of basic needs insecurity.

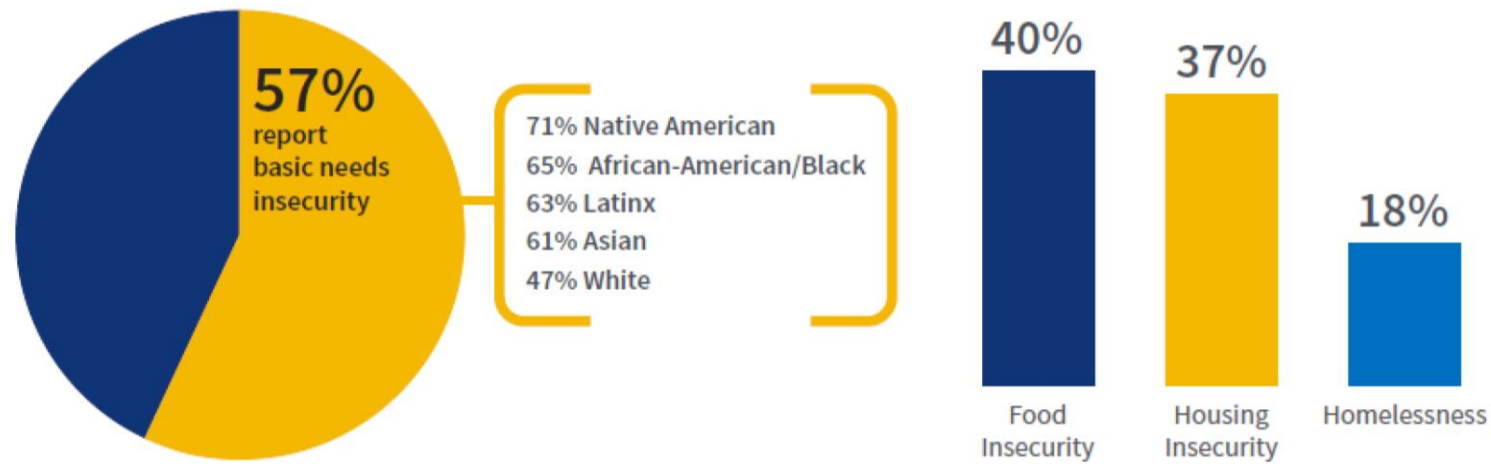




FIGURE 4

A comparatively large share of black and Hispanic students' completions are certificates

Share of racial group's completions at each level, 2013 through 2015

Certificates



Associate of Arts



Bachelor of Arts



Libassi, C. J. [The Neglected College Race Gap: Racial Disparities Among College Completers](#), May 23, 2018, Center for American Progress

Note: Bar chart includes all students completing a bachelor's degree or below.

Source: Center for American Progress analysis of data from the Integrated Postsecondary Education Data System from 2013 through 2015. See National Center for Education Statistics, Integrated Postsecondary Education Data System, "Use the Data," available at <https://nces.ed.gov/ipeds/use-the-data> (last accessed April 2018).

Dr. Hana Lahr - CCRC



Ensuring More Equitable Student Outcomes: Recent Research, Guidance and Tools from CCRC Guided Pathways Research Team

Hana Lahr
Community College Research Center
Teachers College, Columbia University
November 13, 2020

Community college students and colleges hard-hit by COVID

- Overall, **enrollment down almost 10%** in community colleges in fall 2020 (compared to 2019).
- Across age groups, enrollment down between **4 and 11% in fall 2020** (compared to 2019).
- Enrollment among Black, Hispanic and Native American students down between **17 and 20% in fall 2020** (compared to fall 2019)

Figure 1. Undergraduate Enrollment Changes by Sector

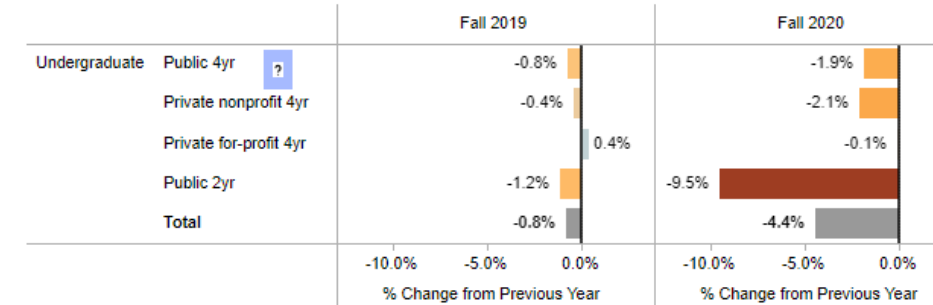


Figure 8. Undergraduate Enrollment Changes by Age: Public 2yr Students

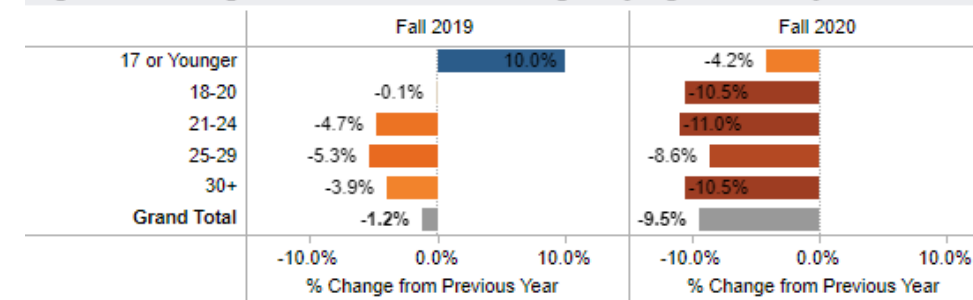
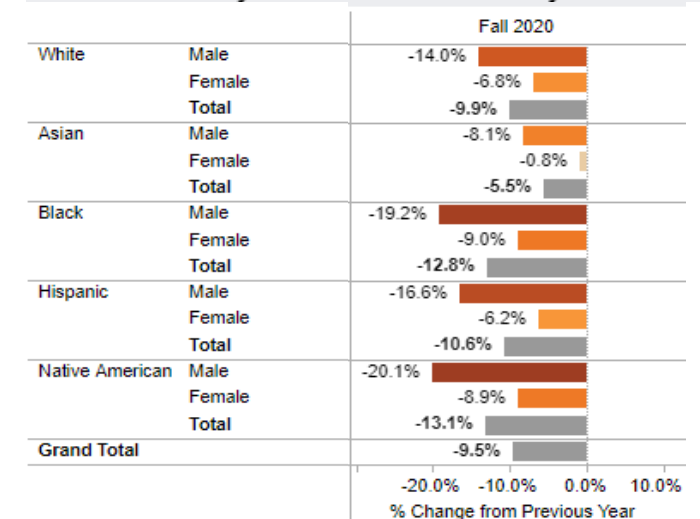
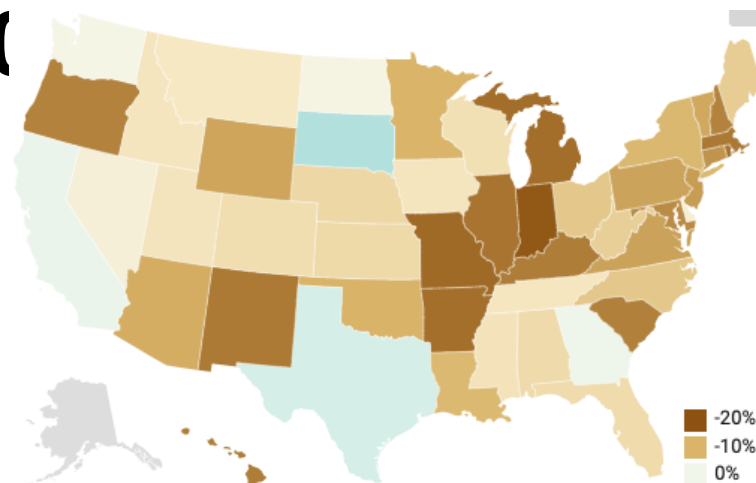


Figure 11. Undergraduate Enrollment Changes by Race/Ethnicity and Gender: Public 2yr Students

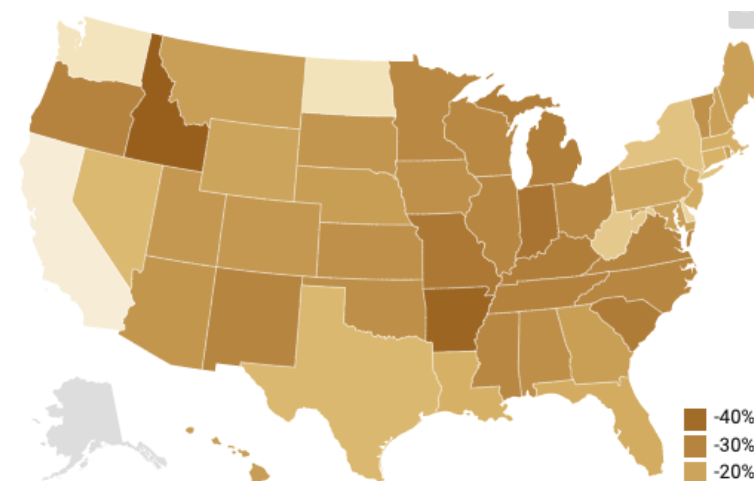


Community college enrollments nationally have fallen since 2013

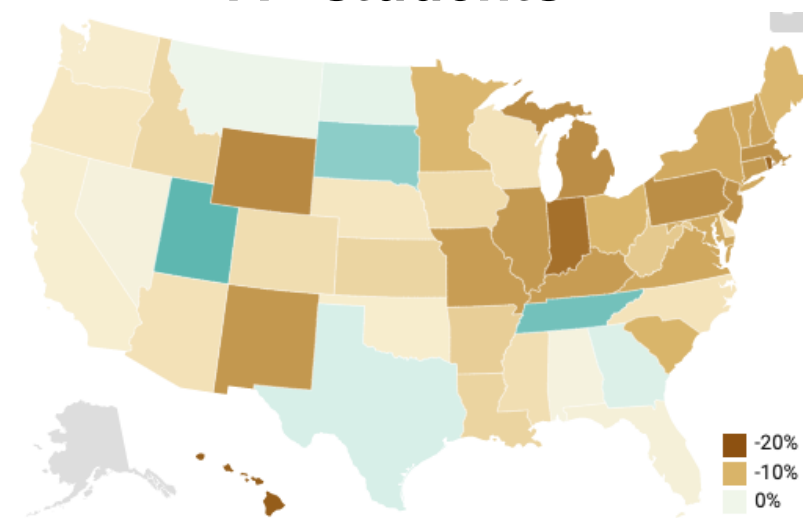
Community College
Fall Enrollments by
Age: Percent Change
(2013-2017)



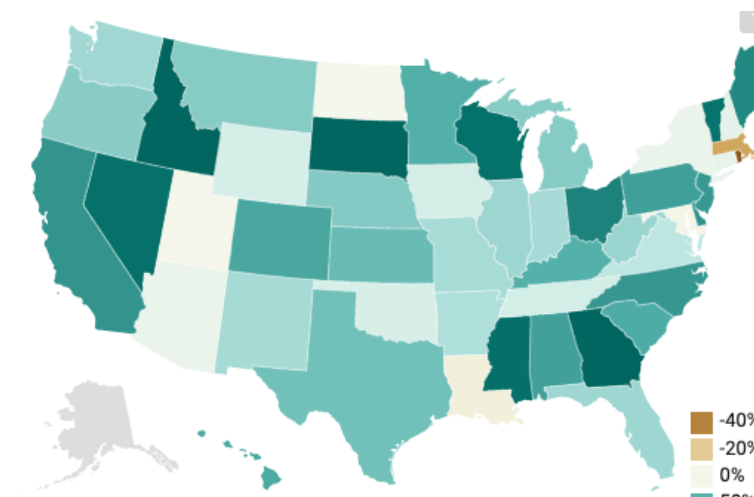
All students



25 and older



18-24 years old



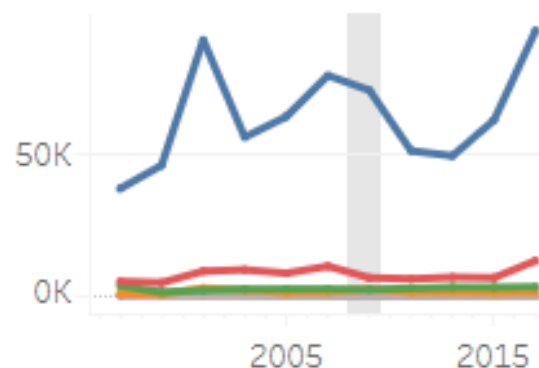
17 and younger

Community college enrollments have fallen since 2012

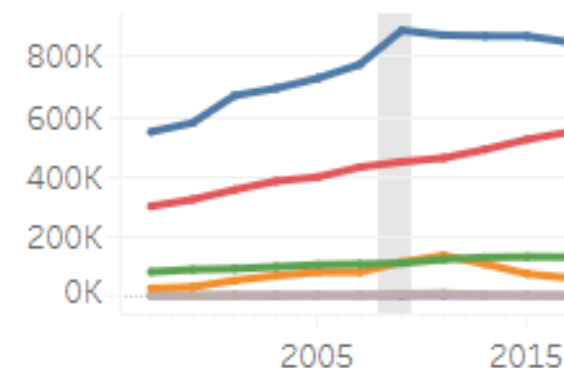
Fall Undergraduate Enrollments

Summary for student age and race/ethnicity

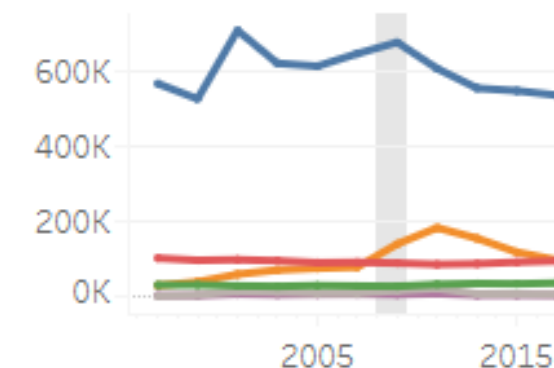
Age: Under 18



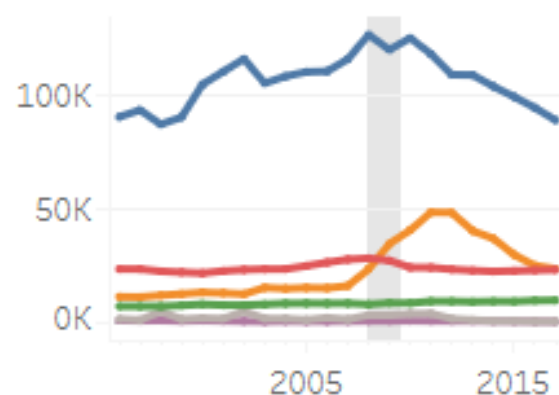
Age 18-24



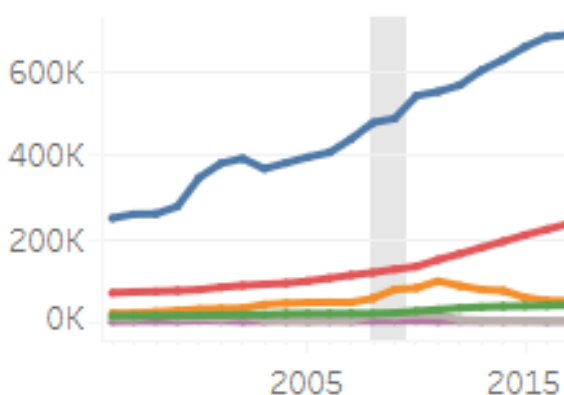
Age 25+



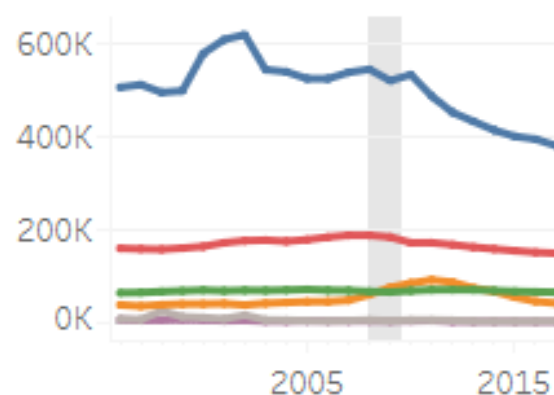
Race/Ethnicity: Black



Race/Ethnicity: Hispanic



Race/Ethnicity: White



Guided Pathways Practices Essential for Advancing Equitable Student Success

***High-value programs:***

Backward design programs to ensure they prepare students to secure good jobs and/or further education needed for career advancement

***Academic and career planning:***

Help every student explore academic and career options and interests and develop a full educational plan by the end of term 1

***Academic-career communities:***

Help all students connect with faculty, advisors, students, alumni, employers, others in a field of interest from the start

***Active and experiential teaching & learning:***

Ensure every student has “light the fire” learning experience starting in term 1 and active and experiential learning opportunities throughout

Pathways to What? For Whom?

CCRC ANALYTICS

COMMUNITY COLLEGE RESEARCH CENTER | JUNE 2020

Unpacking Program Enrollments and Completions With Equity in Mind

By John Fink and Davis Jenkins

Across the country hundreds of community colleges are implementing whole-college guided pathways reforms to create clearer paths to college and career success for students.¹ The aim of these reforms is to help students explore and decide upon career and education goals that align with their interests and aspirations, and to plan and complete a program of study to achieve those goals. As part of these reforms, colleges redesign intake and advising processes around broad career fields sometimes called “meta-majors”; this helps entering students make sense of the large number of program options that are available and engages them with faculty, advisors, and other students in a field of interest right from the start (Jenkins et al., 2020). Guided pathways reforms are challenging for colleges to pursue; they entail the participation of all staff in modifying practices around a far-reaching notion of student success (Jenkins et al., 2019). They require a shift in mindset wherein college personnel ask not only “Are students persisting and completing?” but also “Do our programs really lead to the education and career outcomes students seek?” and “Is student representation across our programs equitable?”

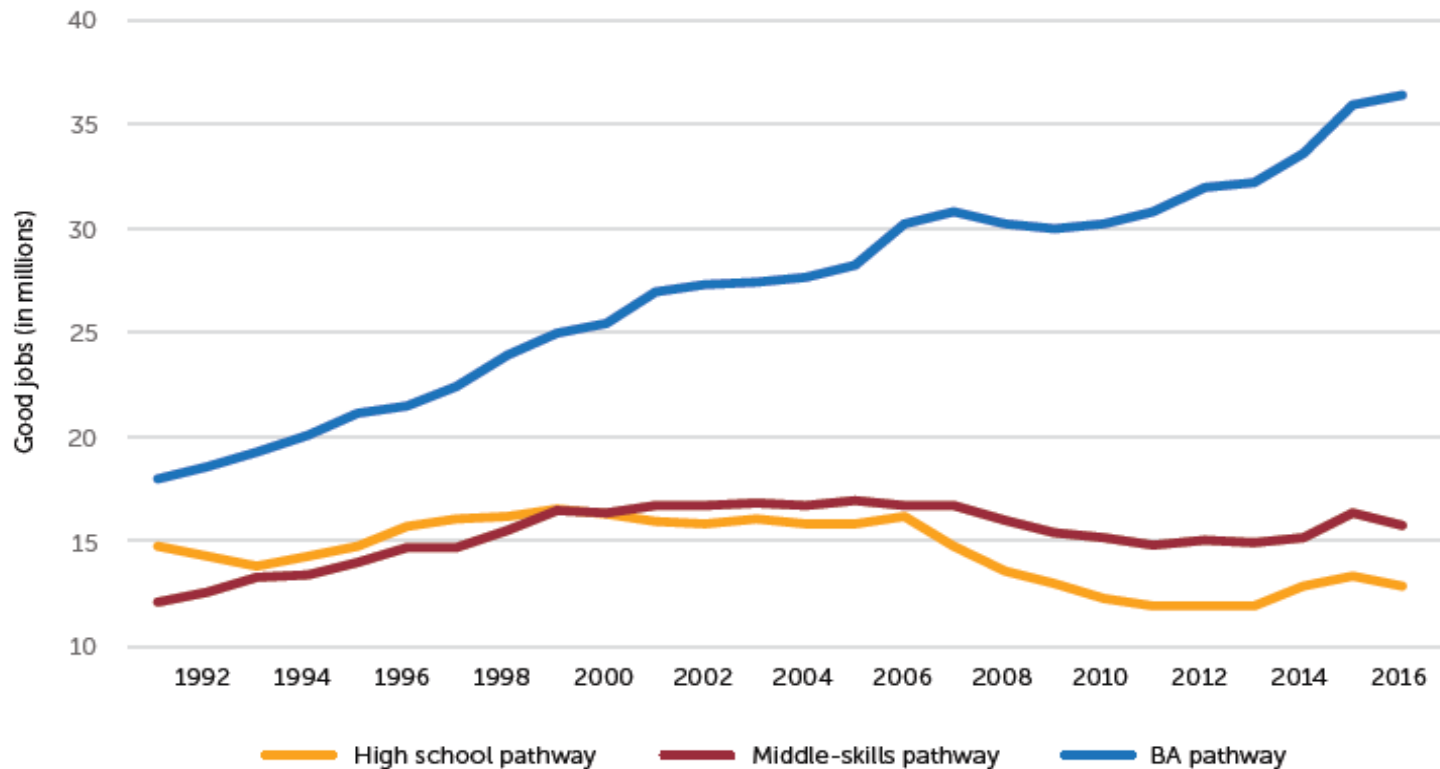
Critically examining what programs students are entering and completing is particularly important given that some community college programs lead to substantially higher economic returns than others (Belfield & Bailey, 2017; Dadgar & Trimble, 2015). A substantial literature base reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines (Carnevale et al., 2016; Castex & Decher, 2014). Though this research has focused primarily on the four-year sector, it may be that community colleges are in even more danger of facilitating inequitable stratification since their programs vary by subject area as well as length (corresponding, e.g., to short- and long-term certificates, applied associate degrees, and associate of arts degrees designed to prepare students for upward transfer to bachelor’s degree programs). There is a wide range in the economic returns to different types of community college awards, with longer programs and those leading to bachelor’s degrees in math-intensive fields, for example, leading to stronger labor market returns.



A substantial literature base reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines.

Good jobs* increasingly require bachelor's degrees...

Figure 4. By 2000, the middle-skills pathway surpassed the high school pathway in providing good jobs.



* “Good jobs” defined as those that pay a minimum of \$35,000 for workers between the ages of 25 and 44 and at least \$45,000 for workers between the ages of 45 and 64.

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau and Bureau of Labor Statistics, *Current Population Survey*, 1992–2017.

...plus know-how acquired through active and experiential learning

Check for updates

FEATURE ARTICLES

Identifying Critical 21st-Century Skills for Workplace Success: A Content Analysis of Job Advertisements

Joseph A. Rios^{1,2}, Guangming Ling², Robert Pugh², David Becker², and Adam Bacall²

This article extends the literature on 21st-century learning skills needed for workplace success by providing an empirical examination of employers' direct communication to potential employees via job advertisements. Our descriptive analysis of 142,000 job advertisements provides two contributions. First, this is one of the first studies to empirically rank-order skill demand. In doing so, it is clear that oral and written communication, collaboration, and problem-solving skills are in high demand by employers, with particular emphasis on the pairing of oral and written communication. Furthermore, it is apparent that many of the skills suggested in the literature as being critical for workplace success are in very low demand by employers, and some were not found to be mentioned at all (e.g., social responsibility). Second, this study explicitly examined whether 21st-century skill demand varied by job characteristics, which was found to be the case, with differences being noted for both education level and degree field requirements. Results were replicated with a sample of roughly 120,000 job advertisements collected 1 year from the initial data collection. Implications for developing educational standards around 21st-century skill development are discussed.

Keywords: collaboration; communication; content analysis; critical thinking; descriptive analysis; problem solving; social processes/development; textual analysis

Given rapid social, scientific, and technological changes, the United States is continuing its shift from an industrial- to an information-based economy. As such, in addition to technical and subject-matter expertise, the majority of jobs being created require an increasingly broad skill set to deal with the demands of technological advances and a globalized workforce (Hart Research Associates, 2015; Kirsch et al., 2007). Such skills have been called by many names across research and nonresearch contexts (for a review of terminology, see Duckworth & Yeager, 2015). In this article, we will refer to them as *21st-century skills*, which we define as a combination of cognitive (e.g., nonroutine problem solving, critical thinking, metacognition), interpersonal (i.e., social), and intrapersonal (i.e., emotional, self-regulatory) skills that are malleable (i.e., potentially responsive to intervention) and relatively stable over time in the absence of exogenous forces (e.g., intentional intervention, life events, changes in social roles; Duckworth & Yeager, 2015; Pellegrino & Hilton, 2012). Regardless of the terminology used, prior research has suggested that 21st-century skills predict both academic and workplace success (e.g.,

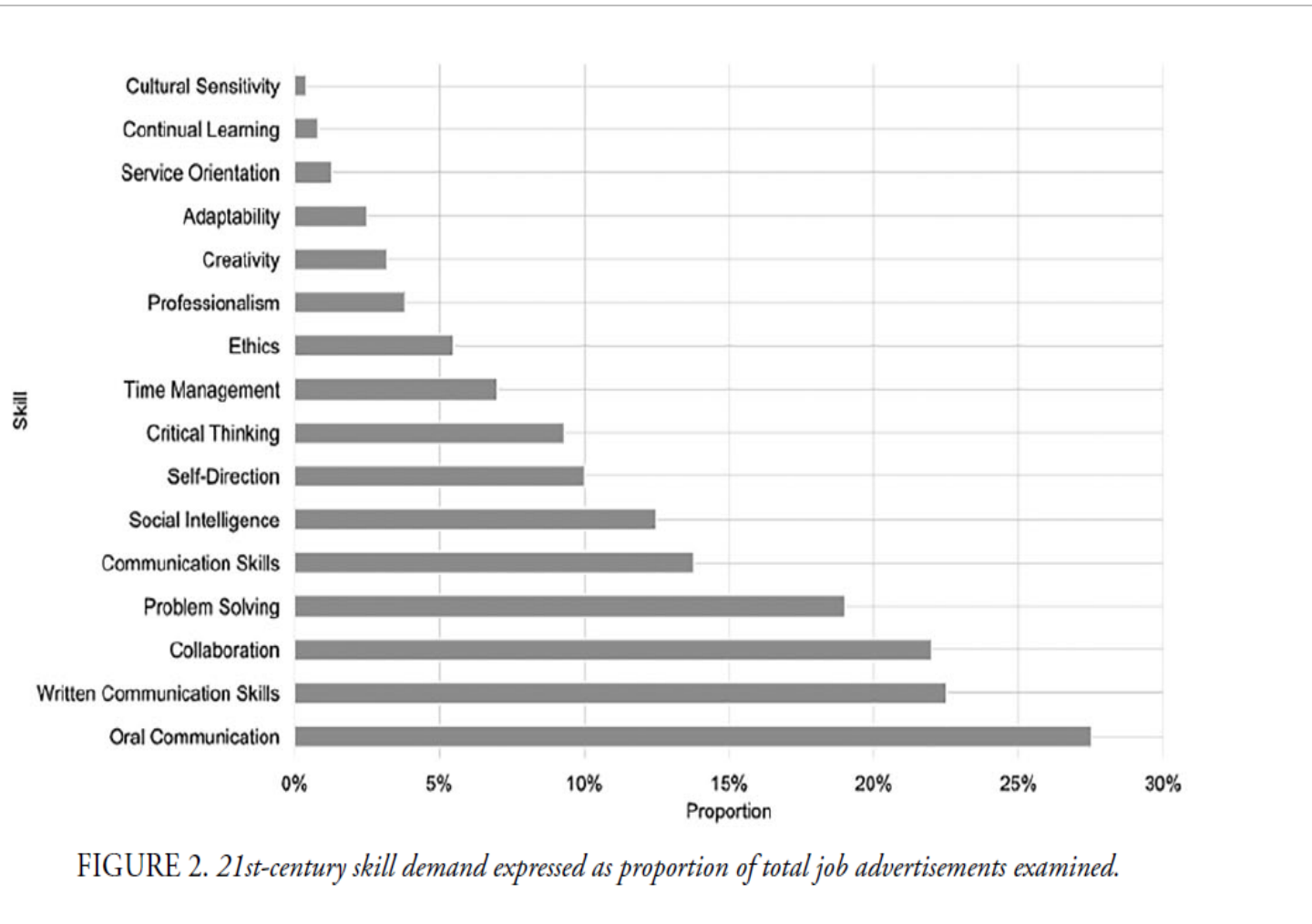
Almlund et al., 2011). Yet, employers have criticized that recent college graduates lack these skills when entering the workforce (e.g., Goodman et al., 2015; Hart Research Associates, 2015). Therefore, to promote workforce preparedness and long-term success of the U.S. economy, it is clear that student development of 21st-century skills is greatly needed. However, one question remains: What are the vital 21st-century skills necessary for workplace success?

Approaches to Identifying Critical 21st-Century Skills

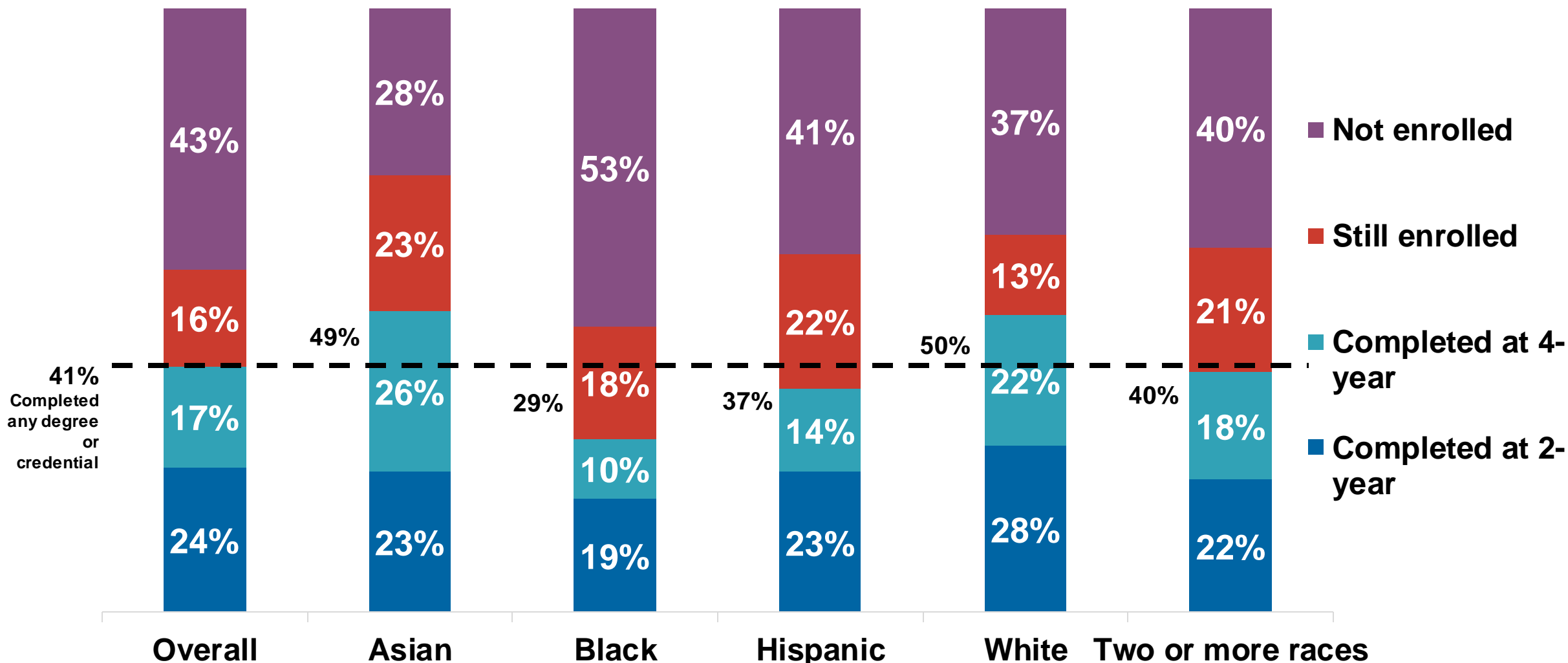
There have been several attempts to review and organize frameworks around 21st-century skills, drawing from perspectives in psychology, education, and other disciplines within the fields (e.g., Kyllonen, 2012; Markle et al., 2013). However, the existing research is mixed about how to conceptualize 21st-century skills and the relative importance or rank-ordering of these skills

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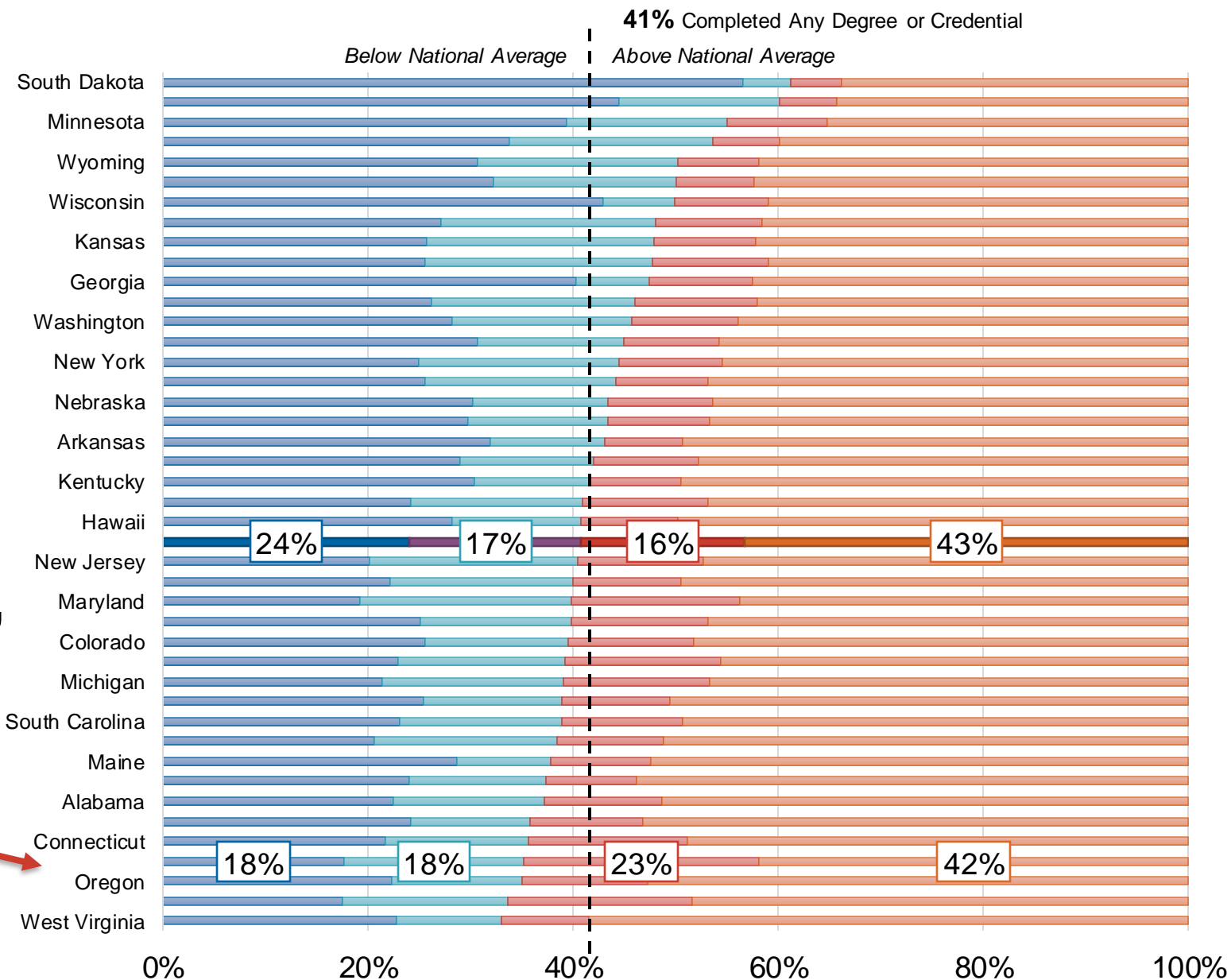
Within 6 years of initial enrollment, only 41% of students completed any degree or credential



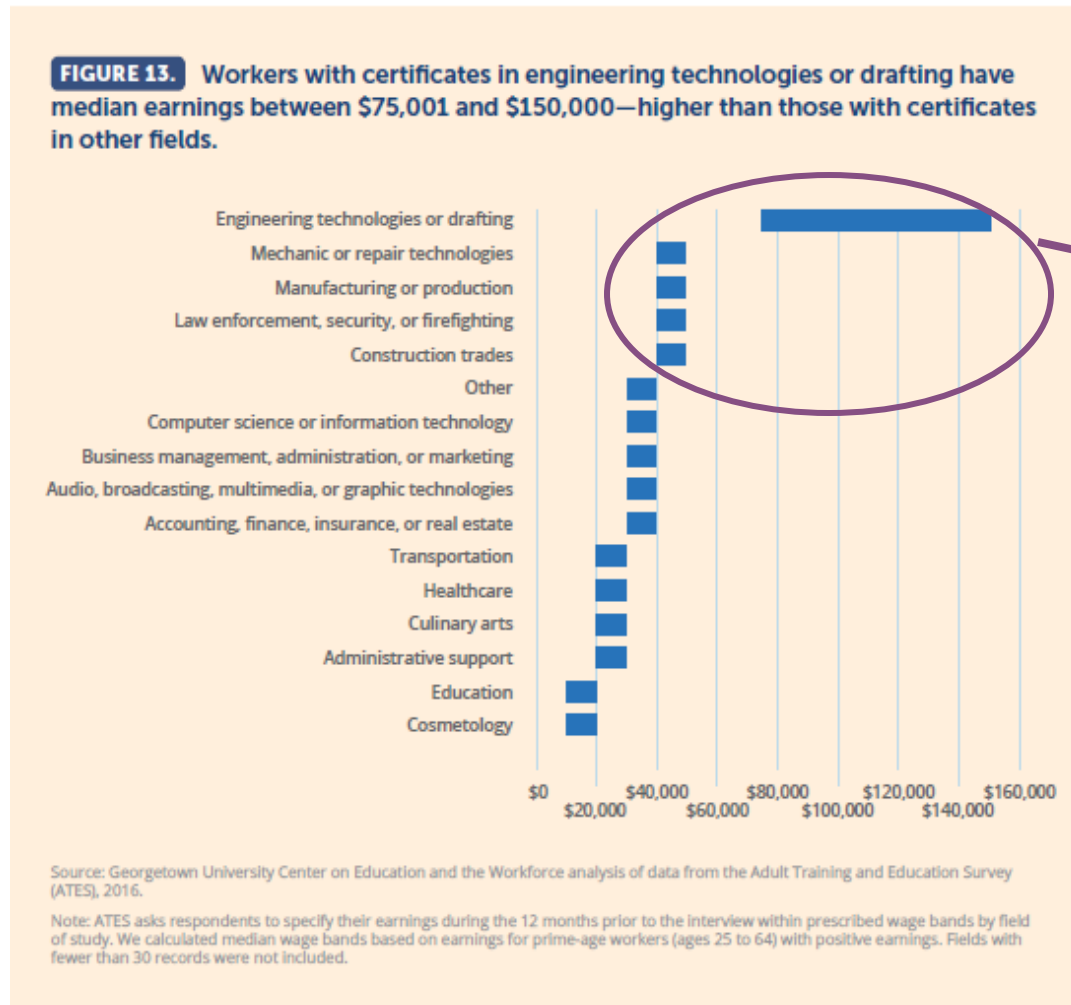
Source: National Student Clearinghouse *Completing College* (Signature Report) tracking the fall 2013 cohort of first-time-in-college, degree-seeking students at public two-year colleges.

Highest degree outcomes in six years: Community college starters, by state

California



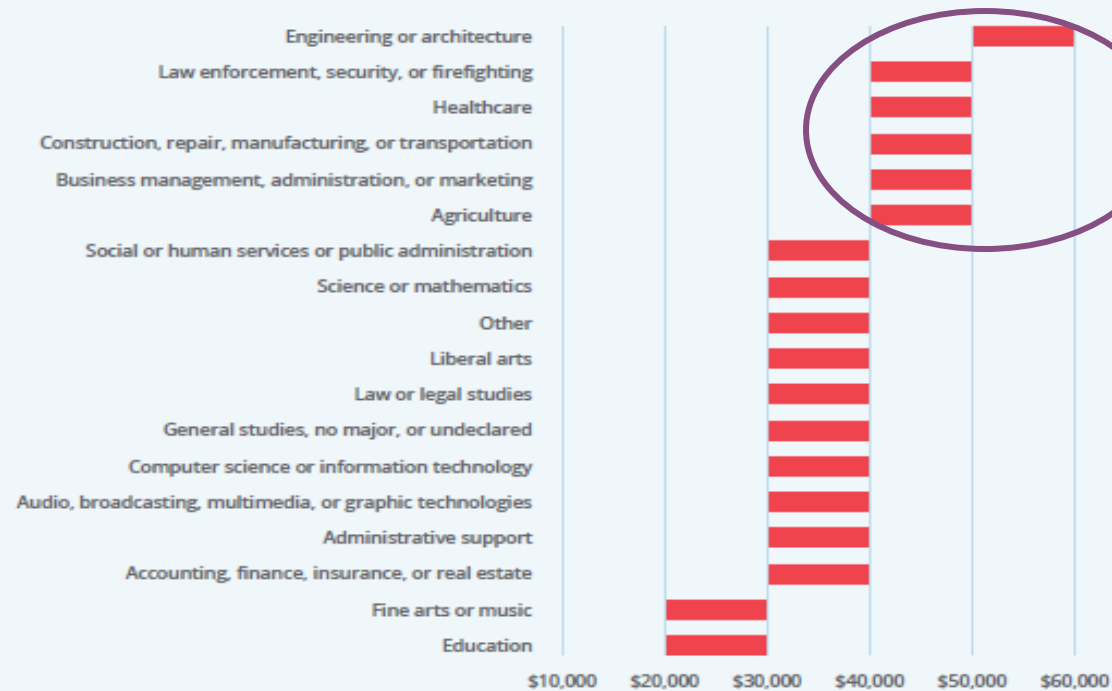
21% of awarded certificates by CA CCs were in higher-returning fields



21% certificates awarded by CA ccs in 2016-17

19% of associate degrees were awarded in higher-returning fields

FIGURE 12. Workers with associate's degrees in engineering have median earnings between \$50,001 and \$60,000 per year, compared to between \$20,001 and \$30,000 per year for those who studied education or fine arts.

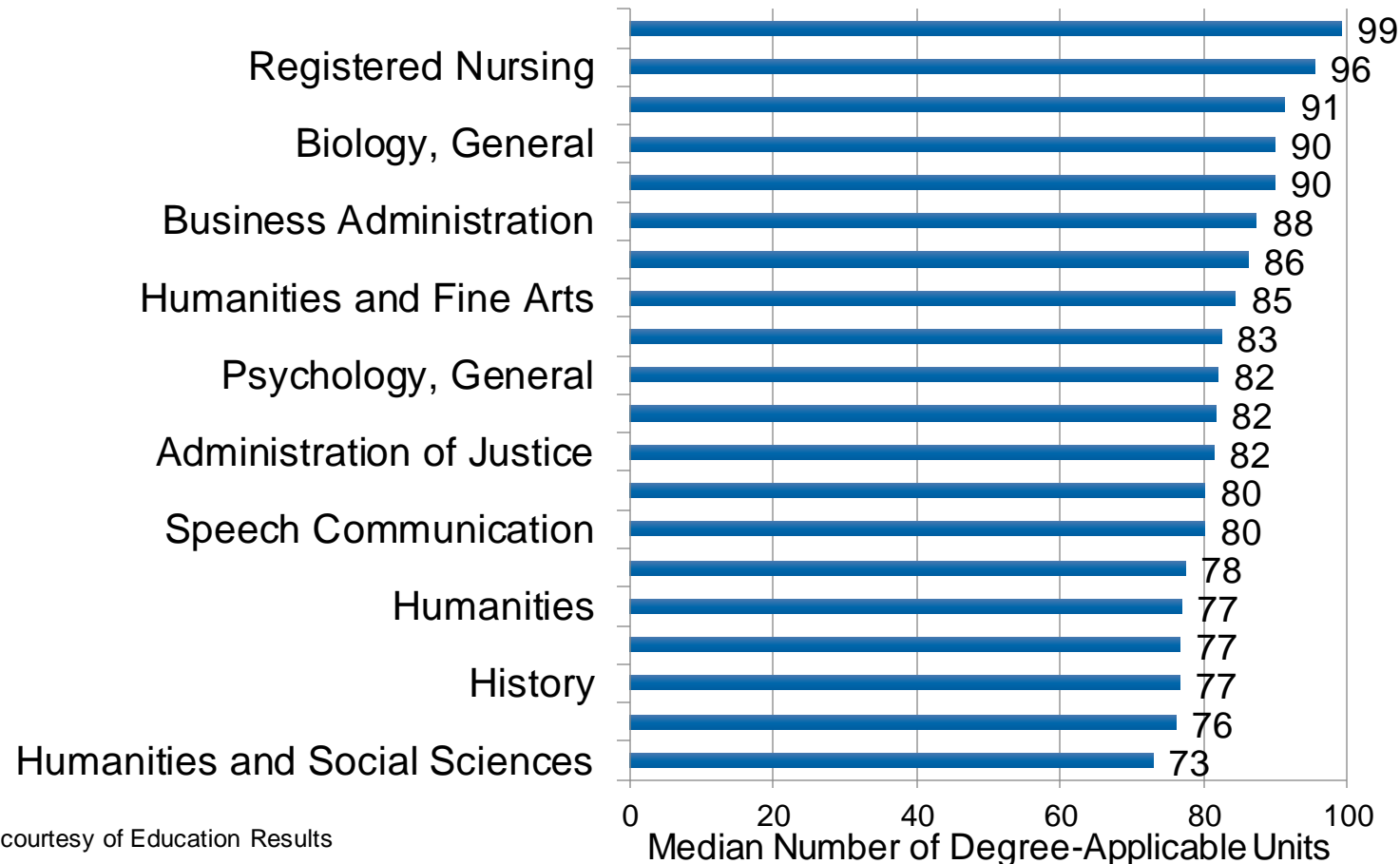


19% of associate degrees awarded by CA ccs in 2016-17

Source: Georgetown University Center on Education and the Workforce analysis of data from the Adult Training and Education Survey (ATES), 2016.

Note: ATES asks respondents to specify their earnings during the 12 months prior to the interview within prescribed wage bands by field of study. We calculated median wage bands based on earnings for prime-age workers (ages 25 to 64) with positive earnings. Fields with fewer than 30 records were not included.

The median credits earned by associate degree completers from the top 20 CA CC programs in 2015-16 ranged from 73 to 99 credits



Planning guide and data tool for colleges on access to higher-opportunity pathways

1. What programs are our students currently enrolled in?
2. Which programs lead to greater or lesser opportunity?
3. Is student representation across programs proportionate?



Unpacking Program Enrollments and Completions With Equity in Mind

By John Fink and Davis Jenkins

Across the country hundreds of community colleges are implementing whole-college guided pathways reforms to create clearer paths to college and career success for students.¹ The aim of these reforms is to help students explore and decide upon career and education goals that align with their interests and aspirations, and to plan and complete a program of study to achieve those goals. As part of these reforms, colleges redesign intake and advising processes around broad career fields sometimes called “meta-majors”; this helps entering students make sense of the large number of program options that are available and engages them with faculty, advisors, and other students in a field of interest right from the start (Jenkins et al., 2020). Guided pathways reforms are challenging for colleges to pursue; they entail the participation of all staff in modifying practices around a far-reaching notion of student success (Jenkins et al., 2019). They require a shift in mindset wherein college personnel ask not only “Are students persisting and completing?” but also “Do our programs really lead to the education and career outcomes students seek?” and “Is student representation across our programs equitable?”

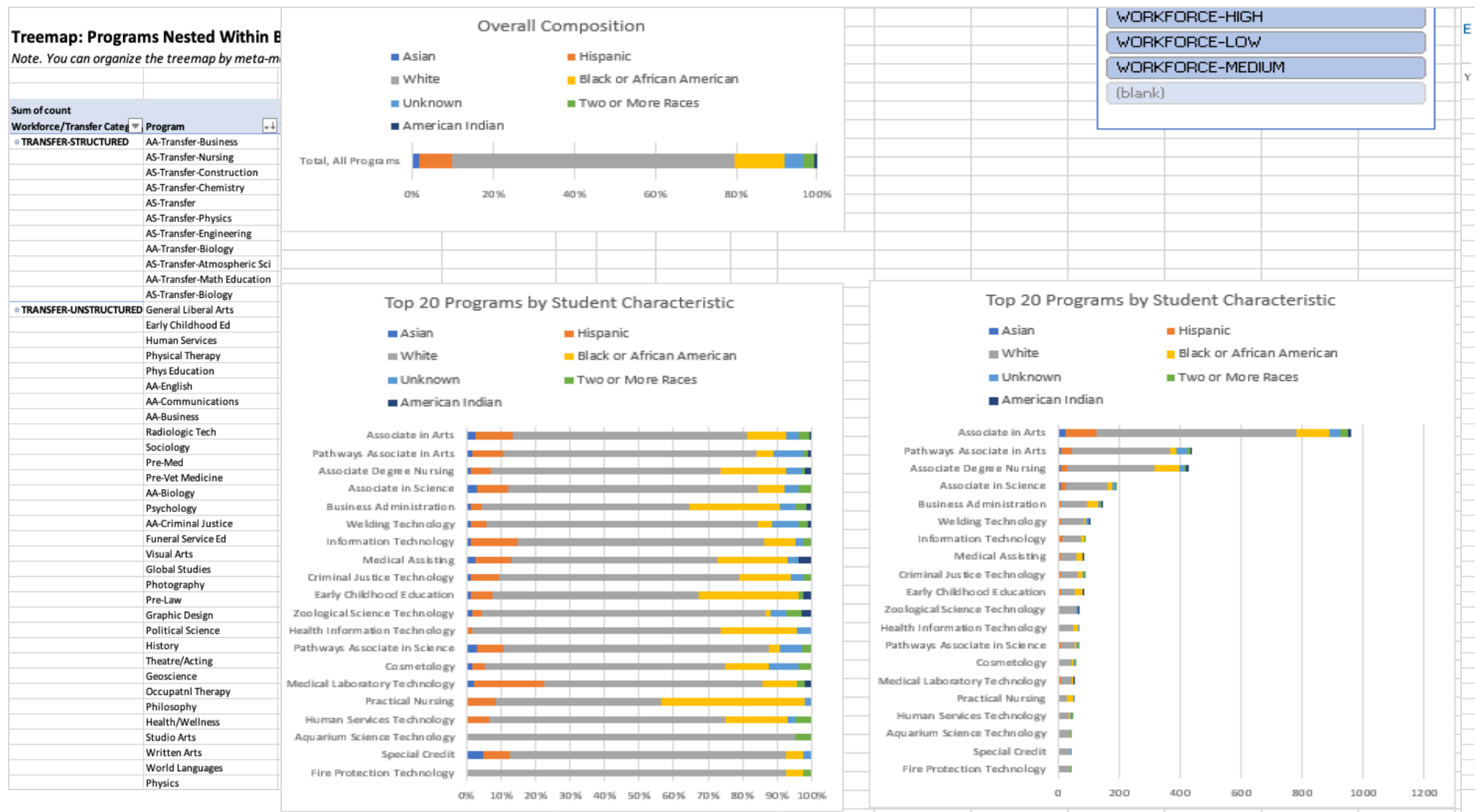
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“A substantial literature base reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines.”

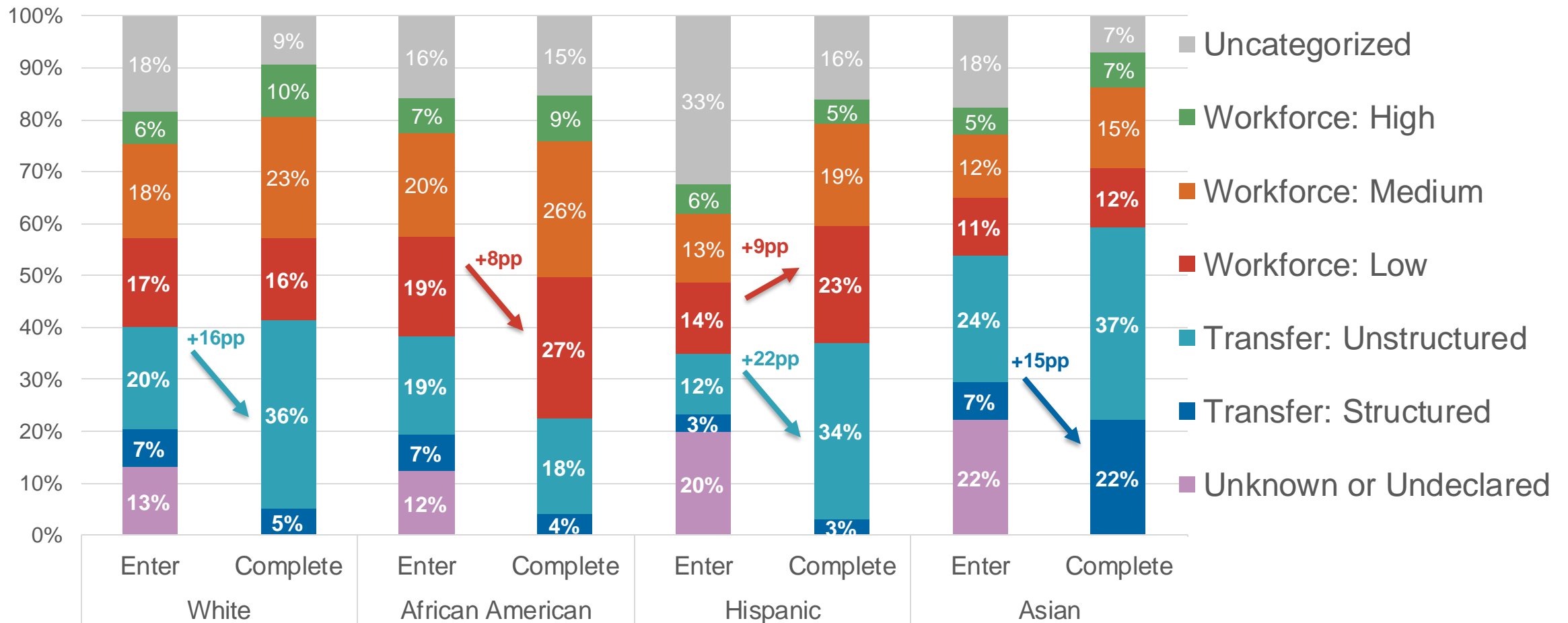
Categorizing community college programs by post-graduation opportunity

Category	Description	Examples
Workforce: Low	Program places students into jobs with low average earnings (e.g., less than \$14/hour)	Criminal Justice, Automobile Technology, Early Childhood
Workforce: Medium	Program places students into relatively middle-paying job (e.g., between \$14-\$17.55/ hour)	Accounting, Welding, Business Management, Dental Assistant
Workforce: High	Program places students into a relatively high-paying job (e.g., more than \$17.55/ hour)	Nursing, Radiology Technology, Sonography, Dental Hygiene
Transfer: Unstructured	Program designed for general transfer (no pre-major or university destination necessarily specified)	AA-General Studies, "General Transfer"
Transfer: Structured	Program designed to prepare students for a particular baccalaureate major/meta-major and/or a specific four-year destination	AA-Business (DTA), AS-T (Engineering)
Undeclared or Unknown	Listed as undeclared or missing program information	Null, Missing Program, Undeclared
Uncategorized or Other	Non-degree seeking, ESL, ABE, dual enrollment	Basic Education, ESL, Running Start

CCRC program explorer excel tool



Enrolled students only: Program enrollments by term among FTEIC degree-seeking CC entrants, 2009-2011



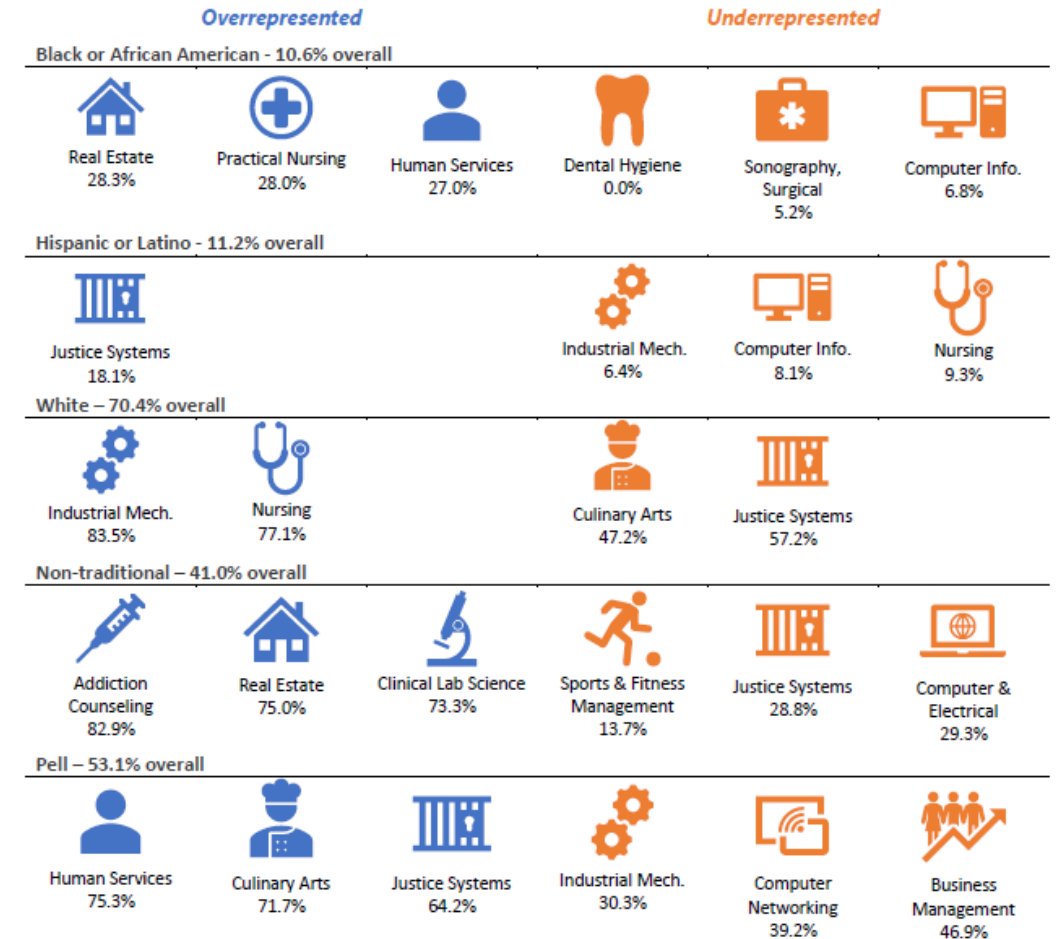
Lorain County Community College Program enrollment equity analyses

- National studies released about the impact of program selection
- Disaggregated completion rates started to prompt pipeline discussions
- Results from graduate outcome surveys sparked internal dialog
- Data & Information Group (DIG) shared creation of new report

Equity Progress Update 2019

Career Pathways

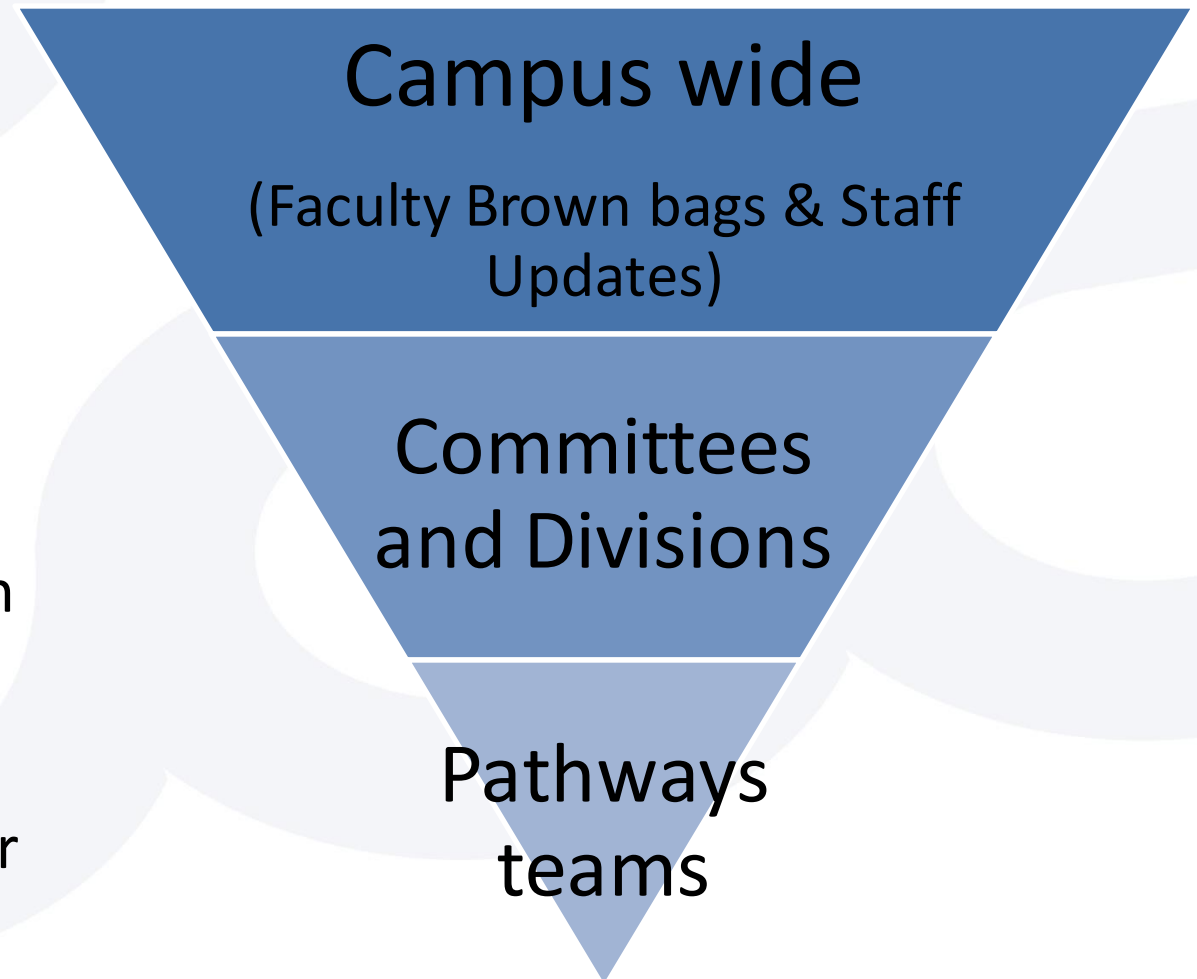
Up front and intentional career selection support a clear pathway to completion and provide planning for future employment opportunities. Deeper analysis reveals majors where students are over and underrepresented. This means that more (over) or less (under) students proportionally are choosing the major. The baseline comparison for determining this is the proportion of the overall student body. For instance, non-traditional students comprise 41% of the overall student body. Majors where the proportion of non-traditional students is higher than 41% would be majors where those students are more likely to select than would be anticipated and therefore the major would surface as 'overrepresented'. This illustration only shows up to three majors, however, this does not include all instances in all cases.



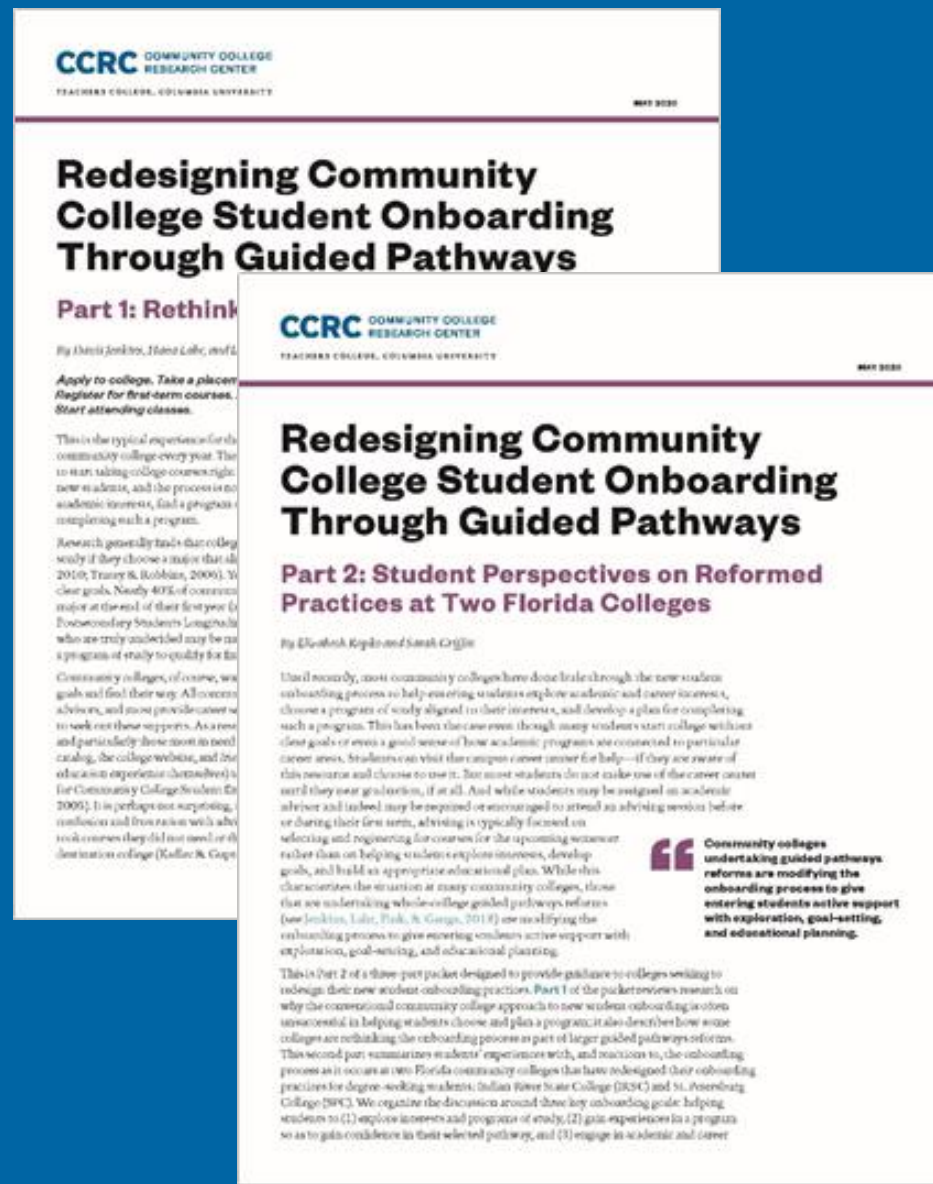
Courageous Conversations

Questions discussed:

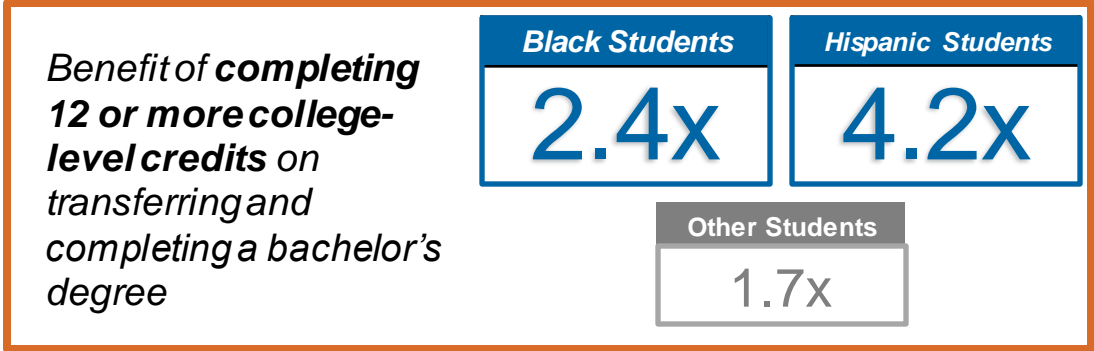
- Why is this occurring? Is it structural? Is it access?
- What other information do we need?
- How do you equip students with the tools to make the most informed decisions?
- Where do opportunities exist for redesign?



How Colleges Are Rethinking New Student Onboarding to Help Students into High-Opportunity Programs



Benefits of Early Momentum for Equitable Student Success

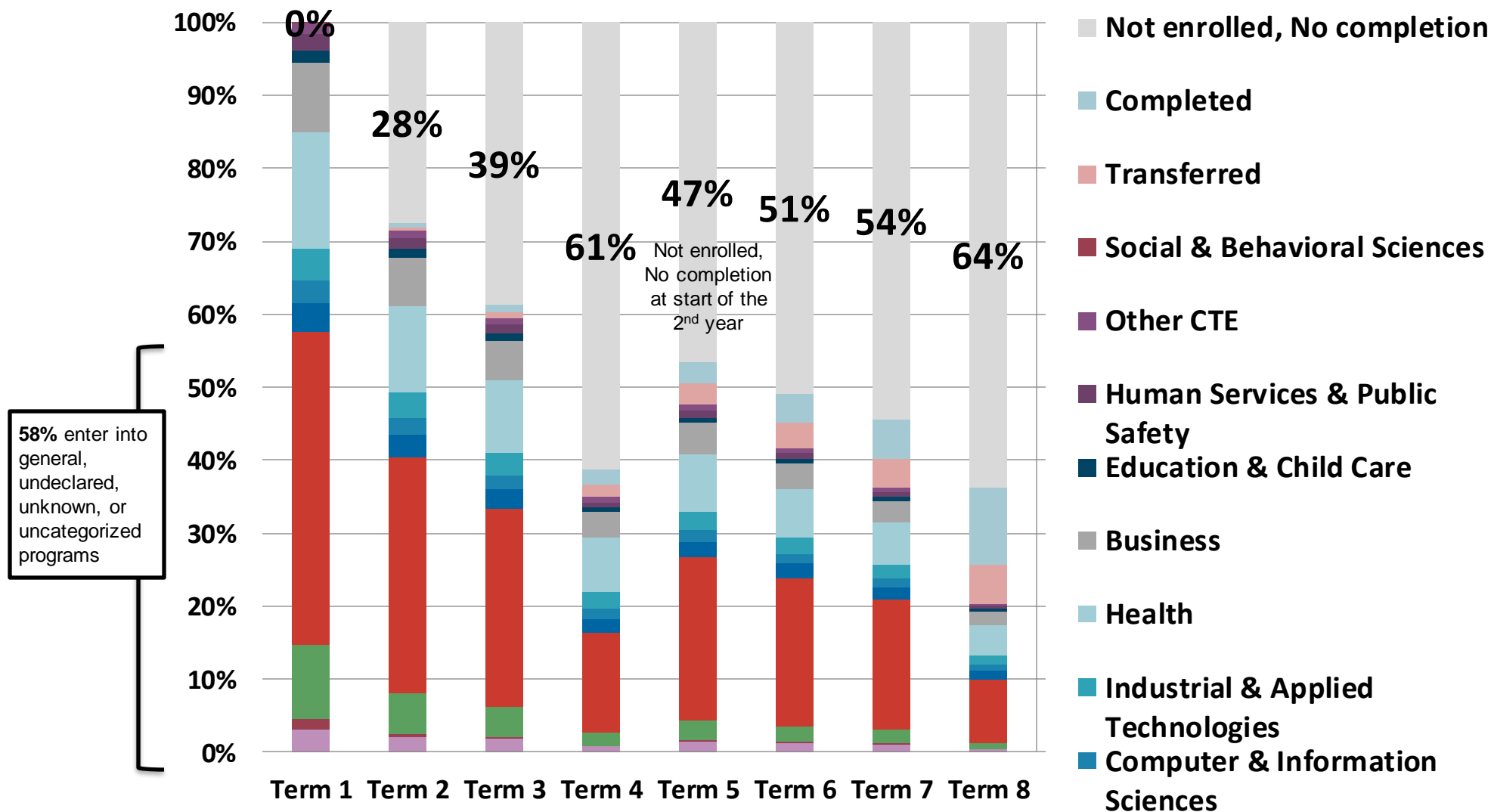


		<i>Effects Even Larger for...</i>		
	Benefit of Milestone (Baseline Group: White)	Black Students	Hispanic Students	Low-income Students
<i>Transfer to a four-year institution</i>				
Credit Momentum (6+, 12+, or 24+ college credits)	3-5x	3-6x	6-11x	7-8x
Gateway English/Math (College-level)	3-4x	3-4x	6-8x	4-6x
Completed Transfer Degree	7-8x	9-11x	11-18x	11-13x
<i>Transfer & bachelor's completion</i>				
Credit Momentum (6+, 12+, or 24+ college credits)	1.7-2x	2-3x	4-5x	7-9x
Gateway English/Math (College-level)	1.6-3x	2-4x	4-5x	4-5x
Completed Transfer Degree	3-4x	5-6x	5-9x	6-7x

Yuxin Lin, Maggie Fay, & John Fink. (Forthcoming). CCRC analysis using statewide administrative data on 573,806 community college entrants between 2000-2018, tracked up to 10 years. Estimated odds ratios from hazard models controlling for students' characteristics.

Half of students don't return to college for a second year

Term-by-term program enrollments among degree-seeking CC entrants in one state



What courses are students taking?

First-term course enrollments among top programs

First term course enrollments among entrants into top programs

Fall 2018 courses attempted among all **first time** fall 2018 entering students (all students who attempted at least 1 credit-bearing course, **including** degree- and non-degree-seeking, full- and part-time, current and former dual enrollment students), by program. Common courses (e.g., English 101) will likely be in the top 10 for multiple programs.

#2 Program (N= 1,545 students): AS Liberal Arts General Studies (Transfer)

Rank	Course Title	Course ID	Number of Program Students who took this Course	Percent of Program Students who took this Course
1	<i>College Composition</i>	<i>ENG101</i>	723	46.8%
2	<i>College Orientation & Success</i>	<i>COS133</i>	548	35.5%
3	<i>Basic Math (non-credit)*</i>	<i>TRS092</i>	377	24.4%
4	<i>Pre-Algebra (non-credit)*</i>	<i>TRS094</i>	340	22.0%
5	<i>College Orientation</i>	<i>COS101</i>	295	19.1%
6	<i>Intro to Psychological Science</i>	<i>PSY101</i>	278	18.0%
7	<i>Intermediate Algebra</i>	<i>MTH104</i>	270	17.5%
8	<i>Intro Read & Writ (non-credit)*</i>	<i>TRS100</i>	262	17.0%
9	<i>Elementary Algebra (non-credit)*</i>	<i>MTH098</i>	151	9.8%
10	<i>Physical Fitness</i>	<i>PEC148</i>	148	9.6%
>10	275 other different courses attempted by at least 1 student from this program			

What do students say they want during onboarding?

- Assistance exploring academic and career interests.
- Information on program options in fields of interest and their connection to career opportunities.
- Opportunities to interact with other new and current students, faculty, and others who share similar academic and career interests.
- The chance to take a course on topics of interest in term 1
- Assistance developing a full-program academic and financial plan.
- Note: Students who have clear career goals need different kinds of support than those who don't.

Rethinking Onboarding From a Guided Pathways Perspective

FROM

Orientation to college

Optional career and transfer advising and planning

Engaging with programs after prerequisites

À la carte high school dual enrollment coursetaking

TO

Orientation to fields of study

Required career and transfer advising and program planning

Engaging with programs from the start

Dual enrollment as an on-ramp to a program pathway

Thank you!



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Panelists



Dr. Abdimalik A. Buul

Counseling Faculty
San Diego City College



Jackie Cruz

VP of Advancement &
Development, Hartnell College



Jennifer Johnson

Nursing Faculty
Bakersfield College

Panelists



Dr. Patricia Ramos
Dean, Academic Affairs
Santa Monica College



Dr. Cecilia Rios Aguilar
Professor and Associate
Dean of Equity, Diversity &
Inclusion, UCLA



Michelle Simotas
English Faculty
City College of SF;
Director, Career Ladders Project

Think Tank

- Future of Careers
- Interrupting Structural Racism and Sexism
- Flexible Learning Approaches
- Community
- Onboarding
- Navigating systems and hidden requirements

Friday, November 20th

Part 2: Redesigning with Equity and Careers in Mind





Please provide your feedback
<https://www.menti.com/27vxdz9ytz>

Breakout Discussions

<https://bit.ly/38EyN00>

- Please join the breakout room that aligns with the first letter of your last name
 - Example: Flores join E-G breakout.
 - We will put the link in the chat for the chart

Facilitators	Breakout Order (By Attendee's Last Name)	Zoom Link
Breakout #1	A-B	A-B
Breakout #2	C-D	C-D
Breakout #3	E-G	E-G
Breakout #4	G, H	G-H
Breakout #5	H, I, J	H, I, J
Breakout #6	K-L	K-L
Breakout #7	M	M
Breakout #8	N, O, P	N-P
Breakout #9	Q, R, S	Q-S
Breakout #10	T, U, V, W, X, Y, Z	T, U, V, W, X, Y, Z



THANK YOU!

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Resources

- [GP Stories](#)
- [Examples of Redesign](#)
- [Integrating Student Support: GP Design Guide](#)
- [Bringing Student Voices to Guided Pathways Inquiry and Design](#)
- [Better Careers at Hartnell College: Creating a System to Connect College to Career](#)