BUILDING PATHWAYS TO COLLEGE AND CAREER: HIGH SCHOOLS AND COMMUNITY COLLEGES

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fosters educational and career advancement through research, policy initiatives, and direct assistance to community colleges and their partners
• Transforms students’ high school experience by bringing together strong academics, demanding career and technical education, and real-world experience.

• Uses the above combination to help students gain an advantage in high school, postsecondary education, and careers.

• Offers students the opportunity to follow industry-themed pathways, choosing among fields such as engineering, arts and media, or biomedicine and health.

(ConnectEd)
CORE COMPONENTS OF LINKED LEARNING

• A challenging academic component
• A demanding technical component
• A work-based learning component
• Support services
Putting it all together

California Community Colleges Linked Learning Initiative
CCCLLI: A BRIEF OVERVIEW

- Funded by the James Irvine Foundation for 2012-2014

- Intensive work with three community college Hub Sites and (at least) nine partner colleges

- Focus is on three industry sectors: Arts, Media and Entertainment (Pasadena City College), Health Science and Medical Technology (Sacramento City College), and Public Service (Contra Costa College)

- CLP is leading the initiative
COMPLETION BY DESIGN: PROGRAM PATHWAYS

**CONNECTION**
From interest to enrollment

**ENTRY**
From enrollment to entry into program of study

**PROGRESS**
From program entry to completion of program requirements

**COMPLETION**
Completion of credential of value for further education and (for CTE) labor market advancement

Consider College Education

Enter Program of Study

Complete Program of Study

CCCLLI: STRUCTURE OF THE DEMONSTRATION

Partner Colleges

Sacramento City College
Sector: Health Science and Medical Technology

Contra Costa College
Sector: Public Service

Pasadena City College
Sector: Arts, Media and Entertainment

Student Success
PATHWAY DEVELOPMENT

Pasadena City College—Design Technology Pathway Model
USE OF 2009 COHORT DATA

Student data showed that Linked Learning graduates were:

- Graduating high school at higher rates than their peers
- Frequently placed into remedial courses
- Unfamiliar with the assessment exams
- Not in contact with a community college counselor
STRONG COLLABORATION WITH LINKED LEARNING HIGH SCHOOL AND SCHOOL DISTRICT
EMERGING CORE COMPONENTS FROM CCCLLI PARTNERSHIP DISCUSSION

- Contextualized teaching and learning
- Programs are all building on previous work
- Strong student support services (transitions)
- Each college actively doing research (in the form of PAR)
PUTTING IT ALL TOGETHER: FOCUS ON COLLEGE READINESS / TRANSITION

- Early assessment
- Multiple assessments or measures
- Investigation of dual enrollment/bridge classes
- Other high school interventions and readiness approaches
The Allied Health Faculty Learning Community

Sue Hussey
Sacramento City College
Origin

- Formed in January 2012 under the Healthcare Workforce Initiative – Bridging the Divide
- Part of a project to develop a student allied health learning community who enroll as a cohort to complete prerequisites/general ed courses for allied health
- Transdisciplinary group of 8 faculty members
Goals of our FLC

- To link the prerequisite & general education courses required for allied health programs in the LRCCD to a common theme of healthcare
- Encourage reflection about teaching and learning
- Examine best practices for student success
- To foster a common language
Features of the Allied Health Faculty Learning Community

- Bi-monthly, two hour meetings
- Membership increased from 8 to 16
- Reflection papers
- Recommended readings on learning
- Individual and collaborative tasks
Activities of FLC

- Linking the Curriculum
- Professional Development
- Case Management of Students in the AHLC
- Participatory Action Research
Challenges

- Requires faculty to question some of their own views and come to a shared view with their faculty team about how to teach together
- Increase in number of members

Successes

- Has broken down the silos between departments
- Faculty don’t feel so isolated
- Faculty are thinking about teaching and learning like never before

FLC member: “I grasped how challenging collaboration is but also, I glimpse, how satisfying when I think of the long-term consequences: a more linked world.”
EMS and Security Specialist as Gateways to Career Development
## CONTRA COSTA COLLEGE
## ADMINISTRATION OF JUSTICE COHORT
## DEMOGRAPHICS

<table>
<thead>
<tr>
<th></th>
<th>2012-13 Cohort</th>
<th>College</th>
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</thead>
<tbody>
<tr>
<td>AGE: Under 20</td>
<td>87%</td>
<td>22%</td>
</tr>
<tr>
<td>AGE: 20 – 24</td>
<td>13%</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>96% directly from high school</td>
<td></td>
</tr>
<tr>
<td>GENDER: Male</td>
<td>70%</td>
<td>40%</td>
</tr>
<tr>
<td>GENDER: Female</td>
<td>30%</td>
<td>60%</td>
</tr>
<tr>
<td>ETHNICITY: Hispanic</td>
<td>87%</td>
<td>26%</td>
</tr>
<tr>
<td>BOG</td>
<td>67%</td>
<td>45%</td>
</tr>
<tr>
<td>1st GENERATION</td>
<td>72%</td>
<td></td>
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<tr>
<td>AB540 students</td>
<td>39%</td>
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</table>
COLLABORATION WITH HIGH SCHOOL

- Coordination with Law and Justice (year 1) and Health (year 2) Academies from local high schools

- Data indicates that students do not attend CCC at desirable rates and fewer complete

- Initial meeting yielded a common list of outcomes for students and an agreement to narrow the gap between the two institutions' expectations of "college ready" through a series of interventions

- MOU to share student data
STRATEGIES TO NARROW THE GAP

• Early high school assessment

• Evaluation of high school writing samples by college faculty to assess accuracy of assessment instrument and inform high school and college instructors of students’ writing competency

• Development of interventions to build students skills to prepare them for college level work
INTERVENTION STRATEGIES

• Students enroll in concurrent college English class for Spring 2013

• Winter/Summer Bridge Program

• Utilize online teaching/learning modules to develop specific skills

• Explore possible articulation for basic skills English class
• Mentors/tutors work with high school students to improve skills
STRATEGIES TO IMPROVE TRANSITION TO COLLEGE

• Assist students in college application and financial aid

• College CTE counselors work with high school students on career development and educational planning

• Students have a college transcript before leaving high school

• Articulation of Intro ADJUS course

• Construct a minimum of four activities that bring high school students to the college campus

• Pre-semester “boot camp”

• Enroll students in concurrent ADJUS course for spring 2013
TRANSFERABLE STRATEGIES

• Early Assessment

• Use your current outreach staff to provide CTE focused visits to college campus

• Concurrent enrollment gives students an authentic college experience and builds confidence in ability to succeed in higher education
25,000 Students
40% Aged 19 – 21
42% Hispanic, 24% Asian PI, 18% White, 6% African American
Basic Skills Math (90%)+ English (75%)
23% Enrollments CTE
5,000 Incoming Students
1,500 High School Grads
800 in First Year Experience Pathway
College Readiness
Guaranteed Blocked Classes
Student Support
Cohort + Learning Communities

Pathway Development
Problems:

Low Completion Rates in Engineering + Technology Programs
High Basic Skills Needs
Out of Date Technology and Pedagogy

Pathway Piloted 2011/12
81 Total Students over 3 cohorts
disciplines

technology + fabrication

basic skills

- Design Systems
- CAD Modeling
- 3D Printing
- CNC / Robotics
- Laser / Plasma Cutting
- Vacuum Forming

Math

English

Design Boot Camp
DESIGN TECH PATHWAY

Year 1 – College Readiness

- College 1
- Speech 1
- Design Tech 100
- Math 402 (Pre-Algebra)
- English 100
- Design Tech 101 (Fab Lab)
- Math 125
- English 1A (Freshman Comp)

Year 2 – Workforce Readiness

National certification – Work Keys, ABET

Year 3 – Specialized Discipline

Certificate of Achievement
AS Degree

Year 4 – Degree/Transfer
CCC Linked Learning Initiative

Choose Pasadena High School's Creative Arts, Media and Design Pathway (CAMAD) and let your journey begin.

Through a combination of academic courses and visual arts and design projects, you will be armed with real-world skills and hands-on experience to pursue an art or design career or to attend your college of choice. This four-year program features two specialized disciplines. Following the 9th grade introductory year, students choose a specialty in either visual arts or design or graphic communications. CAMAD provides you with the opportunity to create original work, develop client-based projects, and build confidence and knowledge in the field of creative arts, media and design.

- Develop communication, technological, and art skills with our state-of-the-art facilities on campus.
- An extensive course curriculum includes fine arts, graphic design, multimedia design, video editing, screen-printing, digital printing, sculpture, and illustration. You will learn everything from introductory computer graphics and fundamental art skills to advanced art and design techniques, allowing you to create a well-rounded portfolio. By integrating art and design with a college preparatory curriculum, you will receive a solid education and an extensive understanding of how art is used in society.

Your Creative Arts, Media & Design Pathway experience includes:
- The opportunity to work in a student-run print shop or to create artworks for public display.
- Learning Adobe Creative Suite software, including Photoshop, Illustrator, InDesign, Dreamweaver, Flash, and Bridge.
- Scholarships and internships with Pathway partners and local arts organizations to help polish your talents to excel in high-level arts.

Pasadena High School
53% Participation (216)
Low Success Rates/GPA

John Muir High School
42% Participation (81)
No Pathway Continuity
Building Pathways, Ensuring Completion
Creativity, Technology, Contextualization, Innovation

**High School**
- Creative Arts, Design & Media Academy, Pasadena High School
- Art, Entertainment & Media Academy, John Muir High School

**PCC Transition**
- Present 2012
  - Jams
  - Design Technology
  - Pre-vocational Certificate

**Pathways**
- Year One 2013
  - Early Assessment
  - Outreach
  - Tracking

**Completion**
- Year Two 2014
  - Early Assessment
  - Outreach
  - Tracking
  - Advisory Committee

**Industry Partners**

**Design Technology Pathway**
- Product design, graphic design, architecture, engineering, fashion, photography, robotics, business

**Media Production Pathway**
- Broadcasting, webcasting, directing, producing, editing, animation, web design, visual fx, set design
Building Pathways, Ensuring Completion
Creativity, Technology, Contextualization, Innovation

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<th>PCC Transition</th>
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<tr>
<th>Year One 2013</th>
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<td></td>
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<td>CTE Certificate</td>
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<tr>
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**design technology pathway** | product design, graphic design, architecture, engineering, fashion, photography, robotics, business

**media production pathway** | broadcasting, webcasting, directing, producing, editing, animation, web design, visual fx, set design
Bridge:

Summer Jam

Early Assessment Pre-assessment

Dual Enrollment Outreach Coaches

Faculty Exchange
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