Pathways to Completion:
Helping Students Earn Credentials that Matter

2011 Strengthening Student Success Conference

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The Career Ladders Project

fosters educational and career advancement through research, policy initiatives, and direct assistance to community colleges and their workforce partners.
CLASP: Policy Solutions that Work for Low-Income People

- CLASP develops and advocates for policies at the federal, state and local levels that improve the lives of low-income people.
- Our Center for Postsecondary and Economic Success seeks to improve policy, increase investment, and strengthen political will to help more low-income adults and youth earn postsecondary credentials that open doors to good jobs, career advancement, and economic mobility.
College Completion: “The Big Goal”

**President Obama** asks every American to commit to at least one year or more of higher education or career training.

By 2020:
- America to have highest proportion of college graduates in world.
- CCs to produce an additional 5 million graduates

By 2025,
- Lumina: Increase # with degree/credential to 60% (from 40%)

**CC League of CA** ("A 2020 Vision")
- 1 million additional certificates and degrees by 2020
  - ½ certificates; ½ degrees
Certificates Matter . . .

- Middle-skill jobs, which require > HS degree but < 4 yr degree, make up largest segment of jobs in CA, and will for years to come.

- CA faces critical shortages in crucial industries, particularly in middle-skill jobs

- 3/4s of those who will be in the labor force in 2020 are already past the reach of K12

- One year plus a certificate was the “tipping point” in WA
Certificates Count . . .

- “High-quality certificates offer substantial labor market returns”
- “Consistent and unambiguous evidence of positive, strong labor market returns to certificates of at least one year”
- “Some evidence to suggest that certificate completers can earn more than associate completers”
- “Evidence is less certain about earning gains from certificates of less than one year” (varies by industry)

Completion Matters . . .

“Those who started but failed to complete a credential had negligible earnings returns to the few credits they accumulated.”

“A year of coursework to realize a labor market return, and even then returns lag for those who walk away with no credential.”

## CA: Certificates by Sector

<table>
<thead>
<tr>
<th>Sector</th>
<th>California %</th>
<th>National %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>43.3 %</td>
<td>53.1%</td>
</tr>
<tr>
<td>Proprietary</td>
<td>50.0 %</td>
<td>42.9%</td>
</tr>
<tr>
<td>Other</td>
<td>7.0 %</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

Source: Complete College America, IPEDS 2009
The completion challenge for CA career-technical education students

“Yet of the more than 255,000 degree/certificate-seeking students in the 2003-04 entering cohort (defined as enrolling in more than 6 units in the first year), only 5% earned certificates and only 3% earned vocational associate degrees within six years. . .
. . . Good student progress is not translating into credentials. Few certificates and degrees were awarded despite considerable student progress. Far more students accrue 30 or more college-level credits and pass degree-applicable math than the relatively few who earn certificates or degrees.”

*The Road Less Travelled*, Institute for Higher Education Policy, CSU-Sacramento, February 2011
What matters most for student success?

• Clear, tightly structured paths through basic skills, noncredit and credit postsecondary coursework.
  • Shulock report: few well-defined programs of study in CCC CTE offerings and too many choices. Offer fewer programs, choose according to local labor mkt.

• The sooner students enter a program of study, the more likely they are to complete a credential.
  – Shulock study; only ½ of all CCC students enter prgm study in first year.

• New approaches to basic skills can speed entry into programs of study and support student success in CTE coursework.
  • Shulock report: Few CTE students enroll in basic skills; CTE faculty don’t see benefit. CCC Basic Skills Initiative had little focus on CTE.

• Financial aid critical for access and success; other benefits for low income students can supplement it.

• Student services also critical and can be embedded into transitions efforts. New, low cost ways of delivering these.
New approaches to basic skills especially needed because . . .

• Assessment as sole measure of “college ready” flawed
  — Overreliance on single cut score keeps out of college courses students who could succeed (especially those who score near cut score). Poor predictive power of current assessments.
  — Ignores other important predictors of whether students can succeed such as motivation and perseverance.

• Current sequences of adult basic education and developmental education take so long that few students complete, especially those who referred to multiple levels.

• “Exponential attrition.” Important to look at how many students move through entire educational pathway over time, not just pass rates within single course or single year.
Community College Research Center research on completion of Dev. Ed. sequences

**Math In-Order Course Completion and Enrollment**

- Sample: 2001-2005 cohorts, tracked for three years

TOTAL: 10%

- GK Algebra
- Not completed 5%
- Not completed 2%

1 level below
- Enrolled 12%
- Passed 17%
- Not enrolled 5%
- Not completed 5%

2 levels below
- Enrolled 22%
- Passed 29%
- Not enrolled 7%
- Not completed 11%

3+ levels below
- Enrolled 40%
- Passed 55%
- Not enrolled 15%
- Not completed 24%

Referred to Level 3+
- Not enrolled 21%

96,653
Community College Research Center research on completion of Dev. Ed. sequences

Reading In-Order Course Completion and Enrollment

- Sample: 2001-2005 cohorts, tracked for three years
Core components of Career Pathways

- **Strategic partnerships** of employers, education and training providers, community-based organizations, etc. in key industries and occupational groups.

- **Multiple ways to enter and exit** postsecondary pathways, with marketable credentials at each step. (e.g. high school, one-stops, basic skills, colleges). Especially important for students in time-limited workforce pgrms, such as Veterans, TANF, WIA, EDD, etc.

- **Active participation by employers** — might be in pathway development, worksite training, internships, and/or financial support for worker learning — to address regional workforce needs.

- **Innovations in program content and delivery** (e.g. new technical certificates and diplomas, contextualized basic skills, flexible class schedules, combinations of online and face-to-face instruction).

- **Support services**, such as career and academic coaching, financial aid, access to public benefits, etc. Can partner with CBOs on this.
Stackable Certificate and Degree Programs

- Liberal Arts Courses Required to Satisfy AA/AS Degree Requirements or for Transfer to 4-Year University
- Focuses on Advanced Technical Skills, Management/Professional Skills
- Includes Competencies to Pursue Multiple Career Pathways
- Focuses on Occupation-Specific Technical Skills and Competencies
- Focuses on Industry-Wide Skills and Competencies
- Typically Includes Applied Mathematics/Algebra
Student Voices Video

Overview of the Career Advancement Academies initiative:

Student perspectives on pathways programs, contextualized learning, integrated academic and career technical education, the cohort experience and student supports.

http://www.careerladdersproject.org/videos/career-advancement-academies/
Western Technical College – La Crosse, Wisconsin

Entrance Requirements
- Application
- Questionnaire
- Interview with Instructor
- Tour of Lab
- Math Test

CNC Machinist Career Pathway
DRAFT

CNC Operator Certificate
- 6 Credits
- Contextualized ABE

CNC Set-Up Certificate
- 6 Credits

CNC Programmer Certificate
- 6 Credits

CNC/Machine Tool Operation Diploma
- 16 additional credits if successfully completed 3 certificates

AA3 Degree or 4-year Program
- Additional Education/Training

CNC Operator
- Production operation of CNC machines, quality emphasis

CNC Set-Up
- CNC machine setup, operation and tooling

CNC Programmer
- CNC machine programming – CAM, Codes

CNC Machinist, General Machinist, Tool & Die Apprentice, Toolmaker, Moldmaker Apprentice

Production Supervisor/Manager
Automotive Technology

Start Here

Low-Wage Job
Unemployed
GED / ABE / ESL
Career Change

Tech Prep / High School
Work Discovery / Cornerstone
First Step Program
TANF / Food Stamps

Jobs & Wages*

Line Technician
Field Technician
Mechanic
$13.00 - $18.00

2 Year Degree
Automotive Technology
AAS or AAST Degree

Jobs & Wages*

Specialty Technician
Journeyman Level
Technician
$19.00 - $23.00

Shop Foreman
Assistant Shop Manager
Service Advisor
Service Manager
$24.00 - $34.00

1 Year Certificate
Minor Automotive Technology Certificate
GST + 2 Quarters

2 Year Certificate
Major Automotive Technology Certificate
1 Year Certificate + 2 Quarters

93 Credits
(GST + 32 credits)

Class Topics
The 3 modules below:

- Electrical/Electronics
  Advanced Electrical Systems
  Automotive Electronics
  Basic Power Accessories
  10 Credits / < 1 Quarter

- Heating & Air Conditioning
  Air conditioning and heating
  6 Credits / < 1 Quarter

- Engine Performance
  Advanced Drivability & Fuel System
  Engine Computers
  Emission Controls & Diagnostic Equipment
  16 Credits / 1 Quarter

- Automatic Transmissions
  Automatic Transmission Diagnosis & Service
  Advanced Automatic Transmission Service
  10 Credits / < 1 Quarter

- Engine Repair
  Engine Diagnosis/Repair & Replace
  Engine Rebuild
  Automotive Welding
  15 Credits / 1 Quarter

ASE Exams in 3 Modules

For AAS
- Composition
- College Algebra
- General Psychology
- Distribution Requirements

For AAST
- Composition
- College Algebra
- General Psychology
- Distribution Requirements

Additional Requirements
- AAS: COMPASS Writing 57, Reading 70
- AAST: COMPASS Writing & Reading 77. Algebra 71

Entry Requirements

For SJI
- CASAS test: 220 in Math & Reading
- Low-income Seattle Resident

For SSI
- COMPASS test: 41 Writing, 65 Reading, 28 Pre-Algebra

Developmental Education

Entry Requirements**

For Individual ASE Modules:
- GST Certificate or Equivalent Experience
- COMPASS test: 41 Writing, 65 Reading, 28 Pre-Algebra

*Job title and wage information was derived from annual wages reported in the Occupational Employment Survey, Bureau of Labor Statistics for the Seattle/King County Workforce Development Area. The web address to produce this report is: http://www.workforceexplorer.com/cgi/datanalysis/AreaSelection.asp?table_name=Oswage

**You do not have to take the COMPASS test if you have an official transcript listing college-level English 101 and Math 102 with a grade point of 2.0 or higher.

Academic quarters are 11 weeks long and begin in January, March, June, & September.
Career pathway bridges

- **Combine basic skills and career-technical content**, including general workforce skills, pre-college academic and English language skills, and specific occupational knowledge and skills. Basic skills partner might be ABE/ESL or developmental ed. or both.

- **Contextualize basic skills and English language content** to the knowledge and skills needed in a specific occupation or group of occupations.

- **Use new or modified curricula**, with identified learning targets for both academic and occupational content, articulated to next level in college and career pathway.
Career pathway bridges, cont.

• **Change how classes are delivered**
  - Dual enrollment in linked basic skills & occupational courses; integrated, team-taught basic skills & occupational courses; enrolling students in cohorts.

• **Enhance student services**
  - Single point of contact to help students navigate campus processes and access services, connect students to other public benefits, help troubleshoot issues that arise, and arrange internships in field of study.

• **Connect to local employer and community needs**
  - Engage partners in the design and implementation of bridges, such as employers, unions, workforce development boards, community-based organizations and foundations.
Washington’s I-BEST programs

• I-BEST (integrated basic education and skills training) helps adult ed/ESL students earn occupational credentials and college credits (GED not required unless job requires it). Currently serving about 2,800 students.

• I-BEST programs range from 1-3 quarters, are part of degree pathways, and pair ABE/ESL instructors with prof./tech instructors to co-teach basic skills and job training half the time; basic skills or technical skills taught separately too.

• I-BEST students earned more college credits and credentials than similar students in traditional adult education classes.
Shoreline Auto Tech pathway--highlights of participant outcomes from Aspen Institute study

• 126 students enrolled 2006-2009
  • 92% low-income, 64% minority; 87% men; English is 2nd language for many; 42% working (mostly part-time); 71% had never attended college; median age 25.
• 64% earned General Service Tech certificate (avg 8 months).
• 89% of GST graduates employed soon after graduation
  • $10.00 median hourly wage—59% full-time
• 90% of GST graduates employed one year later
  • $11.81 median hourly wage—84% full-time
• 45% of all GST students continued education after program, median credits earned 56.
  • 35 students continued on for AAAS (22 completed, 11 active)
• Best outcomes for students helped by Career Navigator
WTC CNC Machinist Bridge
CNC Operator Certificate

ABE Math (CNC Pathway) NRS 5 (2 Credits)
ABE Reading and Study Skills (1 Credit)

integrated and/or paired with--

Manufacturing Math 1 (1 Credit)
Blueprint Reading (1 Credit)
Measurement and Inspection (1 Credit)
Introduction to Machining (1 Credit)
CNC Production Lathe: Operation (1 Credit)
CNC Production Mill: Operation (1 Credit)

Figure 6. CNC Machinist Career Pathway at Western Technical College
Source: Western Technical College
Portland Community College: Students attend academic courses plus an ESOL Support Course.

<table>
<thead>
<tr>
<th>Pre-requisites:</th>
<th>Bridge Term</th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASOL:</strong> ESOL Level 5 (placement into or previous enrollment through Level 4)</td>
<td><strong>ESOL Support Class (Credit or non-option available)</strong>&lt;br&gt;<strong>CASOL:</strong> Intro to Keyboarding (CAS 121)</td>
<td><strong>ESOL Support Class (Credit or non-option available)</strong>&lt;br&gt;<strong>CASOL:</strong> Keyboarding (CAS 122); Basic Computer Skills/MS Office (CAS 133)&lt;br&gt;<em>Internship – begin or explore</em></td>
<td><strong>ESOL Support Class (Credit or non-option available)</strong>&lt;br&gt;<strong>CASOL:</strong> Beginning Excel (CAS 170) and Beginning Word (CAS 216)&lt;br&gt;<em>Internship</em></td>
</tr>
</tbody>
</table>
Portland Community College: Students attend academic courses plus an ESOL Support Course.

<table>
<thead>
<tr>
<th>Pre-requisites:</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VELAC: ESOL Level 6</strong> (placement into or previous enrollment through Level 5); Math 20 or test into Math 60</td>
<td><strong>ESOL Support Class (Credit or non-option available)</strong></td>
<td><strong>ESOL Support Class (Credit or non-option available)</strong></td>
<td><strong>ESOL Support Class (Credit or non-option available)</strong></td>
</tr>
<tr>
<td></td>
<td>BA 131 – Computers in Business</td>
<td>BA 228 – Computerized Accounting</td>
<td>BA 101 – Intro to Business</td>
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<tr>
<td></td>
<td>BA 111 – Intro to Accounting</td>
<td><em>Internship – begin or explore</em></td>
<td><em>Internship</em></td>
</tr>
</tbody>
</table>
Partnerships critical to successful pathway and bridge programs

• Linking noncredit and credit training, short-term certificates with longer term credentials
• Providing intensive, ongoing student supports
• Recruiting students from the under-represented populations
• Connecting to employers for feedback on jobs and credentials in demand and for internships, placements
• Leverage broader pool of financial resources to underwrite these more comprehensive models
Pathways and bridges growing

- At least 10 states have significant career pathway efforts aimed at adults or out of school youth.
  - AR, CA, KY, IL, MA, OH, OR, VA, WA, WI
  - Perkins: every state must have pathways for high school students.
- Half a dozen states have career pathway bridge initiatives
  - IL, IN, MD, MN, OH, OR, WA, WI
  - New Gates’ Accelerating Opportunity grants will expand this.
  - Some states have focused state adult ed plans/RFP’s on this. IL, IN
  - CA new ABE strategic plan moving in this direction.
- Hundreds of local, career-focused basic skills bridge programs, according to 2010 WSC bridge survey. Little uniformity.
- Career pathways and bridges becoming a focus of federal policy.
  - DOL TAACCCT grants, Career Pathway Innovation Grants, Career Pathway TA Institute; ED’s Career Connections and Pathways to Prosperity; DHHS’ Innovative Strategies to Self-Sufficiency. Pathways and bridges part of President’s jobs proposal and the likely focus of forthcoming Innovation Fund.
CCC: Career Advancement Academies

• Establish pipelines to college and high wage careers for underemployed, underprepared young adults (18 –30 years old)

• Bridge programs connected to career pathways in key sectors

• Utilize range of approaches, but have common key elements:
  — Contextualized Teaching and Learning as core strategy
  — Cohort based learning communities combine basic skills and CTE
  — Integrated student services
  — External partnerships (business, labor, WIBS, CBOs, adult ed/ROCPs)
  — Attention to transition strategies and ongoing pathways

• Demonstration projects:
  — Phase 1: 29 colleges in 3 regions (East Bay, Central Valley, LA)
  — $15 million investment over 3 years; > 6,500 students to date
  — Phase 2: expanding to 4 regions
  — Public/Private Partnership between CCC system and philanthropy
  — CLP: TA/support; Public/Private Ventures: evaluation; CalPASS: data

• 90% retention; 74% course success*

* Source: Cal-PASS, April 2010.
CAA Students, Ethnicity
Fall 2007 - Fall 2010

- Hispanic/Latino: 53%
- Black or African American: 21%
- White: 17%
- Asian: 7%
- Native Hawaiian or Other Pacific Islander: 1%
- American Indian or Alaska Native: 1%

Cal-PASS, Matched MIS, Spring 2011
Cal-PASS, Matched MIS, Spring 2011
SMCCD Allied Health Career Advancement Academy

Skyline College
Respiratory Therapy
Associate Degree Program

College of San Mateo
Nursing
Associate Degree Program

Cañada College
Radiologic Technician
Associate Degree Program

Prerequisites
Participants may complete prerequisites at any college
and go into any of the three higher level healthcare programs

Students earn certificates in one or two semesters, and go directly into high paying Allied Health jobs and careers.

Medical Transcription (2)
Billing & Coding (1)
Medical Office Assistant (1)
EMT (1)
Sterile Processing (1)
Surgical Technologist (2)
Dental Assistant (2)
Medical Transcription (2)

Gateway to Allied Health Careers: CAA Bridge (1)

Student learning community cohorts
Contextualized basic skills including Math and English or English Speakers of Other Languages Course
Orientation to Allied Health Careers/ Healthcare Gateway, involving employers and worksites
College Success and student support services integrated with WIB Services
Participants enter Gateway at Cañada College or Skyline College then go up the career ladder at any of the three colleges.

(1) or (2) represent the number of semesters required for accelerated certificate completion.

San Mateo County Community College District
<table>
<thead>
<tr>
<th>Occupation/ Sector</th>
<th>Trucking</th>
<th>Air Cargo</th>
<th>Rail</th>
<th>Water</th>
<th>Warehousing</th>
<th>Logistics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical/ Skilled</strong></td>
<td>Mechanic</td>
<td>Distribution-Manager</td>
<td>Mechanic</td>
<td>Ship-Engineers</td>
<td>Shipping/ Receiving</td>
<td>Forecaster Analyst</td>
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<td>Installer</td>
<td>Maintenance- Mechanic</td>
<td>Dispatcher</td>
<td>Shipping-Brokers</td>
<td>Clerks</td>
<td>Purchasing- Manager</td>
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<td></td>
<td>Repair and</td>
<td>Flight-Controller</td>
<td>Yard-Master</td>
<td>Licensed Engineer</td>
<td>Sales</td>
<td>Buyer</td>
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<td>Maintenance</td>
<td>Flight-Engineer</td>
<td>Conductor</td>
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<td></td>
<td>MIS- Manager</td>
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<td>Parts-Manager</td>
<td>Sales</td>
<td>Crew-</td>
<td></td>
<td></td>
<td>IT- Tech</td>
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<td>Dispatcher</td>
<td>Supervisor</td>
<td>Supervisor</td>
<td></td>
<td></td>
<td>Vendor- Representative</td>
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<tr>
<td></td>
<td>Clerks</td>
<td>Ground-Maintenance</td>
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<td>Customer- Service</td>
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<td>Airfield-Operations</td>
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<td><strong>Skilled Labor</strong></td>
<td>Drivers</td>
<td>Commercial-Pilots</td>
<td>Driver</td>
<td>Captains,</td>
<td>Equipment</td>
<td>Scheduler</td>
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<td>Long Distance</td>
<td>Co-Pilots</td>
<td>Locomotive-</td>
<td>Deck-Officers</td>
<td>Operator</td>
<td>Expediter</td>
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<td>Drivers</td>
<td>Installers and</td>
<td>Engineer</td>
<td>Pilots</td>
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<td>Inventory-</td>
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<td>Delivery-drivers</td>
<td>Repairers</td>
<td>Brake, Signal,</td>
<td>Harbor-Pilots</td>
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<td>Controller</td>
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<td><strong>Semi- Skilled</strong></td>
<td>Loaders</td>
<td>Freight-Handlers</td>
<td>Yard-Labor</td>
<td>Ordinary-</td>
<td>Warehouse</td>
<td>Stocking-Clerk</td>
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<td>Cleaners</td>
<td>Packers</td>
<td>Seamen</td>
<td>Labor</td>
<td>Assistants</td>
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<td>Material-Movers</td>
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<td>Deck-Hand</td>
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<td>Pumpsers</td>
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<td>Handlers</td>
<td>Handlers</td>
<td>Wipers</td>
<td>Handlers</td>
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</tbody>
</table>

Table 2: Occupational Structures in Logistics and International Trade (LIT)

Executive
Logistics Division General Manager
Logistics Director
Vice President for Transportation and Logistics
CEO/Owner

Managerial
Logistics Consultant
Information Systems Manager
International Logistics Manager
Inventory/Vendor Manager
Logistics Engineer
Logistics Services Manager

Managerial
Production Manager
Purchasing Manager
Supply Chain Manager
Transportation Operations Manager
Material Manager
Warehouse Operations Manager
ATLAS Prevocational & Vocational Continuum

Referral/Outreach:
- Service Contract (GA, CalWORKS, Prisoner Reentry)
- One Stop or CBO Partner
- Community College Referral

Intake/Assessment:
The Workforce Collaborative
- Basic Skills, Work Readiness, Barriers to Employment

Pre-Vocational Svs:
- OACE Training & Workforce Prep
  - Cust Svcs & Employability
  - Computer Boot Camp
  - Contextualized Basic Skills
- TWC Case Management Svcs
  - Short Term Barriers
  - Personal Support
  - Develop & Track IETP

Vocational Svs:
- COA Vocational Certificate Prog.
  - Basic Warehousing/Logistics
  - Class A Truck/Other Transp
  - Logistics Management
- TWC Case Management Svcs
  - Placement Preparation
  - Interfacing with Employers
  - Temp/Intern Placements

Placement Svcs:
- Placement & Retention
  - TWC-Employment Specialist

Specialized Support & Treatment:
- Substance Abuse
- Housing Support
- Mentorship/Peer Sup.
ATLAS Transportation Distribution Logistics Program
College of Alameda
Business Department

Warehouse Operations & Certification
- Inventory and Operations: 3 units
- Basic Certification: 1 unit
- Forklift Operation & Certification: 1 unit
TOTAL: 3 units
Current

Materials & Warehousing Management Certificate
- Inventory Management: 3 units
- Purchasing Management: 3 units
- Warehouse Management: 3 units
- Principles of Leadership: 3 units
- Computerized Logistics: 3 units
TOTAL: 15 units
Proposed

Office Administration for Logistics Certificate
- Intro to Logistics for Non-Traditional Office: 1 unit
- Business Terminology in Logistics: 2 units
- Records Management in Logistics: 2 units
- Intro to Computer Information Systems: 4 units
- Elementary Algebra: 4 units
TOTAL: 10 units
Current

Transportation & Distribution Logistics Certificate
- Intro to Logistics: 3 units
- Transportation Management: 3 units
- Contract Management: 2 units
- Computerized Logistics: 2 units
- Principles of Leadership: 3 units
TOTAL: 15 units
Proposed

Supply Chain Operations Certificate
- Supply Chain Management: 3 units
- Computerized Logistics: 3 units
- Quality Management Concepts: 3 units
- G/3: 3 units
- Principles of Logistics: 3 units
- Inventory Management: 3 units
TOTAL: 10 units
Proposed

Supply Chain Operations AA/AS Degree
- Supply Chain Management: 3 units
- Warehouse Management: 3 units
- Transportation Management: 3 units
- Inventory Management: 3 units
- Intro to Logistics: 3 units
- Financial Accounting: 4 units
- Intro to Business: 3 units
- Computerized Logistics: 3 units
- G/3: 3 units
- Principles of Management: 3 units
- International Communication: 3 units
- Business Law: 3 units
- Principles of Leadership: 3 units
- Economic Geography: 3 units
TOTAL: 43 units
Proposed

Cargo Security Certificate
- (To be defined)
- CBP, FDA, TSA, GTPAT, JSF
- Proposed

Supply Chain Sustainability Management Certificate
- Supply Chain Risk Management
- Current Regulations
  1. Recycling
  2. Air Quality
  3. Water Management
  4. Environmental Law / Business Law
- LEED
- Reduce Carbon Footprints
  1. Reverse Logistics
- Calculate Footprints for Product Marketing
  1. Product to Market
  2. Environmental Impacts
- Vendor Research for Sustainability
- Proposed

CSU Maritime

* Indicates course credit toward Supply Chain Management AA/AS Degree.
Contextualized learning in the CCCs

Students in contextual math compared to standard math courses:

- 327% more likely to pass contextual course

In the same semester:

- 1,424% more likely to take a degree applicable course
- 284% more likely to pass degree applicable coursework
- 400% as likely to pass transfer-level courses

Effects are the most pronounced for Black and Hispanic students.

In the next semester:

- 167% as likely or 67% more likely to pass degree applicable courses
- 228% as likely or 128% more likely to pass transferable courses

Growing momentum for CTL in CA

• CAAs refunded for 2010-11 ($5M)
• CCC CTE and basic skills initiatives cut but survived
• ASCCC collaborates on Faculty CTL Primer and Student Perspectives Video (RP Group; CLP)
• LINKS3 regional events focus on Acceleration and CTL
  – 3CSN with CLP
• “Linked Learning” endorsed by CA Dept. of ED as the high school transformation strategy:
  – “rigor and relevance”
  – “college and career”
2020 Vision Recommendations . . .

• Develop an enhanced Basic Skills funding model that includes clear and expedited pathways for students tied to defined research-based benchmarks or “momentum points” leading up to and including completion.

• Develop alternatives to traditional curriculum sequences using linked or contextualized curriculum across curricular areas.

New approaches to developmental education

• Career Pathway Bridges can integrate developmental education with career-technical education.
• Fast track (accelerated or compressed) and modularized courses. (Baltimore Accelerated Learning Program).
• “Mainstreaming,” i.e. concurrent enrollment in pre-college and postsecondary coursework
  – Basic skills support course paired with an occupational or academic course in program of study.
  – Basic skills content contextualized and customized to support success in that postsecondary course.
• Contextualized instruction.
  – Basic skills content contextualized for academic course OR for an occupational course, OR for college success and career exploration
• Collapsing levels of remediation with additional support and creating more customized developmental tracks.
  – Statpath. No minimum placement score, complete all math in 1 year. Lowest level students (arithmetic) 7 times more likely to pass college math.
The critical role of student services

• New research synthesis from Community College Research Center finds 4 key ways student services increase success:
  — Create social relationships (among students and between students and faculty and staff)
  — Clarify student aspirations and commitment (career exploration and academic advising)
  — Develop college know-how (navigating college processes like registration, financial aid)
  — Address conflicting demands of work, family, and college (including access to range of benefits)

• Can embed student services into career pathway and bridge programs in a variety of ways
I...
Institutional reform essential for scaling up student success strategies

• “Improving retention, transition, and completion of credentials requires broader institutional commitment and rethinking of campus processes.” Community College Research Center

  – Create task force of student services staff, faculty, and administrators to map and streamline student experience
  – Align learning outcomes across different parts of college
Unmet Needs

• College students have substantial unmet financial need (roughly $6,000/year)
• Tuition, books and fees reflect only 1/3 of total annual cost of attendance for community college students when living and transportation costs are included
Reasons for Leaving School

- **I needed to go to work and make money**
  - Major reason: 54%
  - Minor reason: 17%
  - Other: 71%

- **I just couldn’t afford the tuition and fees**
  - Major reason: 31%
  - Minor reason: 21%
  - Other: 52%
Why is Benefit Access Important?

• Helps promote persistence and completion
• Decreases need to work at levels harmful for completion
• Helps lift students and their families out of poverty
Why Don’t More Students Access Benefits?

- Applying is often time consuming, frustrating
- Lack of information or misinformation about eligibility
- Programs are often run in “silos,” don’t look at the needs of the person or family as a whole
- Childless adults not eligible for many programs
CNM Connect

Connect Achievement Coaches will work with you:

Life Coaching and Learning Strategies
• Stress management, time management and test anxiety management

Financial Planning Help
• Financial education workshops
• One-on-one financial coaching
• Creating a personal budget

Supplemental Financial Resources
• Financial aid/scholarship information
• Benefits screening and application help
• Public educational benefits

Community Resources
• Emergency food/clothing
• Child care
• Legal help

CNM Education Resources
• Exploration of career pathways at CNM
• Workshops on academic excellence

CLASP
policy solutions that work for low-income people
Group Activity:

Imagine you are designing a new program from scratch– and have the chance to incorporate as many effective strategies as you can to maximize student success and credential completion.

Around your table you have all the college leaders you need to design and launch your new approach. (VPs, deans, dept chairs, faculty, classified staff– from across the curriculum, and from instruction and student services. Partners from business/industry, labor, K-16, community orgs)

• Pick a program or program area and develop a model that would focus program design and pedagogy on promoting student completion of credentials.
• Design the program/pathway. Draw a picture or schematic that shows us what it would look like.
• What key elements would you include?
• Discuss what you would need to do to implement and sustain it. How would you get the resources you need?

Do you have anything like this on campus or in your department now? Could you imagine building something like this?
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