Scaling-Up Career Advancement Academies: Expanding Contextualized Teaching & Learning
Contextualized Teaching and Learning and the College Completion Agenda

MARCH 11, 2016

Meg Long, Equal Measure
Naomi Castro, Career Ladders Project
Peter Simon, Career Ladders Project
National Community College Reform Environment
Five elements of the CAA Framework:

- Industry responsive technical training
- Contextualized teaching and learning in basic skills
- Student cohorts
- Transition supports
- Intensive student services and case management
What do we know about CAAs?
Deeper Dive: Unpacking CTL
What is contextualized teaching and learning?

Instructional strategies designed to link basic skills with academic or occupational content – focusing on concrete applications in a specific career context.

1. Relevant and applicable, based on student interest
2. Concrete – not abstract
3. Deepens understanding of concepts
4. Faculty collaboration is essential
What is contextualized teaching and learning?

Design of Curricula.
Integration of essential skills and content

Teaching
Use of case studies, project/problem-based learning and other student centered practices

Assessment
Examineing application of knowledge and transfer of skills
What is contextualized teaching and learning?

Levels of Contextualization - Auto and English

1. Low level CTL – auto vocabulary
2. Mid level – students write a blog explaining auto tech procedures or reviewing parts
3. High level – instructor arranges for local auto employers to read and comment on blogs
4. Transfer level – contextualized transfer level English & Physics
What is contextualized teaching and learning?

Students in contextualized math compared to standard math courses:

• 327% more likely to pass contextual course
• 387% more likely to pass degree applicable coursework in the same semester
• 400% as likely to pass transfer-level course in the same semester
• 167% more likely to pass degree applicable coursework in the subsequent semester

W. C. Wiseley. *Effectiveness of Contextual Approaches to Developmental Math in CCCs*. Univ. of Pacific, May 2009
What is contextualized teaching and learning?

CTL improves:
• Persistence
• Progression
• Motivation
• Engagement


Guiding Framework

Design

Implementation

Institutional Supports
Design

Curriculum

Pedagogy and Instructional modality

Integrated supplemental instruction/tutoring

Integrated student supports

Employer partnerships
Implementation

- Curriculum co-development/co-delivery
- Targeted student recruitment and screening
- Faculty recruitment, training, and assignment
- Structured cross-discipline collaboration
- Evaluation and continuous improvement
Institutional Supports

- Incentives
- Curricular alignment and credit
- Course scheduling
- Facilities
- Alignment with institutional reform
What did we learn?
What questions do you have for us?

What strikes you about what we have shared thus far?
What happens next?
Career Advancement Academy: An Overview
Career Advancement Academy: An Overview

Overview of CAA @ Skyline College

Elements of Contextualized Teaching and Learning (CTL)

The Faculty Perspective

Moving CTL Beyond CAA
The CAA Approach
Core Elements

Contextualization

Integrated curriculum: making skill based and knowledge based connections across disciplines to real life

Wrap around services:
Partnerships with the centers on campus to ensure multi-faceted student support

Cohort Model
Students take classes together as a cohort, forming a peer learning community.

Dedicated Counselor

English and Math Courses within transfer sequence: accelerate through non-transfer level, utilize multiple measure assessment.

Faculty community of practice

A mirror of the students' cohort
Core Elements

Contextualization

Integrated curriculum: making skill based and knowledge based connections across disciplines to real life

Cohort Model

Students take classes together as a cohort, forming a peer learning community.

Accelerate

Around services:

Partnerships with the centers on campus to ensure academc student support

Dedicated Counselor

English and Math Courses with sequence: accelerate through level; utilize multiple measure assessment

Faculty community of practice
### Allied Health Bridge Weekly Class Schedule

#### Fall 2016

<table>
<thead>
<tr>
<th></th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM</td>
<td></td>
<td>HSCI 100</td>
<td></td>
<td>HSCI 100</td>
<td></td>
</tr>
<tr>
<td>9:15 AM</td>
<td></td>
<td>9:35-10:50</td>
<td></td>
<td>9:35-10:50</td>
<td></td>
</tr>
<tr>
<td>9:30 AM</td>
<td></td>
<td>7-115</td>
<td></td>
<td>7-115</td>
<td></td>
</tr>
<tr>
<td>9:45 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 AM</td>
<td></td>
<td>MATH 110</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15 AM</td>
<td></td>
<td>10:10-11:35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 AM</td>
<td></td>
<td></td>
<td></td>
<td>Workshops</td>
<td></td>
</tr>
<tr>
<td>11:15 AM</td>
<td></td>
<td>COUN 658</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 AM</td>
<td></td>
<td>11:10-12:00 PM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:45 AM</td>
<td></td>
<td></td>
<td>MATH 110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 PM</td>
<td></td>
<td></td>
<td>10:10-11:35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 PM</td>
<td></td>
<td>ENG 105</td>
<td></td>
<td>ENG 105</td>
<td></td>
</tr>
<tr>
<td>1:45 PM</td>
<td></td>
<td>12:10-1:35</td>
<td></td>
<td>12:10-1:35</td>
<td></td>
</tr>
<tr>
<td>2:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:15 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:15 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:45 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:15 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:45 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What works?**
- CTE students are often motivated by immediate goals.
- Workshops are engaging and help bridge

**What's tough?**
- CTE students may not have firm enough grounding in basic science.
- CTE instructors may not have the training or experience in teaching.

CTE instructors are often more effective in teaching math and science.

---

**David Nason, CAA Math Professor**

**What works?**
- CTE students are often motivated by immediate goals.
- Workshops are engaging and help bridge

**What's tough?**
- CTE instructors may not have firm enough grounding in basic science.
- CTE instructors may not have the training or experience in teaching.

CTE instructors are often more effective in teaching math and science.
**David Hasson, CAA Math Professor**

**What works?**

- Case Management
- Instructor as "Super Connector"

*David Says:* "Knowing the specific math required for CTE pathways and knowing point people is important."

**What's tough?**

CTE student may not have firm enough grounding in sector to get it yet and general students may not care.

Classes with a wide range of learner levels-utilizing group work and peer support in the classroom is critical."
Lara Kucera, CAA English Instructor

Case management and the faculty community of practice

"I told the auto class that we would be reading, writing and thinking a lot about cars..."

Challenges:

“If we were really going to do more alignment, I think it would have to happen over the summer, but of course getting people together over the summer is a challenge, too. And even if we could set aside some time during breaks, each of us is balancing our own SLOs with the desire to contextualize.”

“We are constantly working with a tension between guaranteeing spots for CAA students and also filling courses with non-CAA students.”
Paul Rueckhaus
CAA Allied Health Instructor

*Other thoughts on what works? What's tough?*

*How about the bigger picture?*

- Contextualizing beyond the CAA
ACCEL: ADULT SCHOOL PATHWAYS
THE FASTTRAC MODEL
FastTRAC helps educationally underprepared adults achieve success in high-demand careers that pay family sustaining wages by integrating basic skills and career and technical education along a pathway from pre-literacy to a postsecondary credential.

ADDITIONAL SUPPORT FOR ADULT LEARNERS
All along the pathway, support services, career advising, work experiences, and skill assessments are provided by workforce development professionals, employers, community-based organizations, and human services providers.

BRIDGE I
Low intermediate reading, writing, speaking, and math skills taught in the context of a variety of occupational sectors.

BRIDGE II
High intermediate basic skills and focused preparation for targeted postsecondary occupational courses in the context of a specific occupational sector.

INTEGRATED ADULT BASIC EDUCATION
Integrated courses developed and taught by Career and Technical Education program faculty and Adult Basic Education instructors.

BRIDGE PREP
Intentional focus on work by embedding work skills into beginning adult basic education.

POSTSECONDARY CREDENTIAL
Studies suggest that students in programs like FastTRAC are 29 to 35 percent more likely to earn a college credential than students in more traditional programs.
Example

A: What does a surgeon do?
B: A surgeon operates on patients.

<table>
<thead>
<tr>
<th>JOB TITLES</th>
<th>MAJOR RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. surgeon</td>
<td>a. treats diseases of the internal organs (lungs, blood, kidneys, heart)</td>
</tr>
<tr>
<td>2. dental assistant</td>
<td>b. uses nutritional science to plan and supervise menus and food preparation; teaches about nutrition</td>
</tr>
<tr>
<td>3. internist</td>
<td>c. prepares, packages medications; keeps records</td>
</tr>
<tr>
<td>4. physical therapy assistant</td>
<td>d. operates on patients</td>
</tr>
<tr>
<td>5. oncologist</td>
<td>e. treats conditions of urinary tract in men and women, and the reproductive system of men</td>
</tr>
<tr>
<td>6. pharmacy technician</td>
<td>f. diagnoses and treats cancers and tumors</td>
</tr>
<tr>
<td>7. urologist</td>
<td>g. treats conditions of the reproductive system of women</td>
</tr>
<tr>
<td>8. gynecologist</td>
<td></td>
</tr>
<tr>
<td>9. respiratory therapist</td>
<td>h. helps dentists; prepares, examines, and treats dental patients</td>
</tr>
<tr>
<td>10. dietitian</td>
<td>i. diagnoses and treats patients with respiratory problems</td>
</tr>
<tr>
<td></td>
<td>j. treats patients under supervision of physical therapists, such as through massage and exercise</td>
</tr>
</tbody>
</table>

Information Gap: Job Duties for Health Professionals

Pairs: You will exchange information with your partner about job duties.

1. Find a partner. One student is A; the other is B.
2. Turn to the appropriate page (Student A or Student B). Look only at your page. Do not look at your partner’s page.
The Skyline College Promise

Get in, get through, get out...

Career Advancement Academy:
An Overview

Overview of CAA @ Skyline College
Elements of Contextualized Teaching and Learning (CTL)
The Faculty Perspective
Moving CTL Beyond CAA
From the Laney Machine Technology 2015 Program Review

Machine Technology Goals

Success will be defined not only by graduation and certificate completion rates, but by creating opportunities for jobs and careers that allow our students to succeed at the highest levels of the trade. Students will not only be highly skilled machinists, but will also function at a high level of technical literacy that includes mathematical skills, communication skills, and the use of digital manufacturing technologies.
## Drill Press Project

**OPERATION** | **TOOLS** | **CS/RPM**
---|---|---
Cut bar stock to size, deburr both parts | Combination square and hydraulic drop saw. | 195 SFPM
Mill end square for layout. | Vertical mill, 1 inch 6 flute end mill | RPM = $\frac{90 \times 4}{1} = 360$ RPM
Feed = RPM x CPT x N
IPM = $360 \times .001 \times 6 = 1.86$
Layout part according to blueprint. | Height gauge, combination square, scribe, and center punch | 
Center drill hole #1 or #A | #3 center drill | 800 RPM to 1100 RPM
Actual =
Drill 23/64 thru hole for reaming. . | 23/64 drill (.3594) | $\frac{60\text{SFPM} \times 4}{.3594} = 668$ RPM
Actual =
Ream 3/8 hole | .375 reamer | $\frac{40\text{SFPM} \times 4}{.375} = 427$ RPM
Industrial Maintenance Certificate Program

Core Required Technical Classes

2 Semesters Machine Technology

2 Semesters Electricity

2 Semesters Welding

1 Semester Blueprint Reading (Engineering Drawings)

1 Semester Hydraulics

CAL-OSHA 30 hrs.
Support classes

• Contextualized English
• Contextualized Math
• Counseling Course: College Success and Career Exploration
Support Services

• Cohort model
• Open Houses
• 2 day orientation
• Block scheduling
• Dedicated CTE Counselor
• TA’s in all technical classes i.e. embedded tutoring
• Faculty team meetings
• Interview skills workshops and industry test prep
• Paid internships
• Access to scholarships
Successful Outcomes

• Increased numbers of certificates: 9 CA and Deg in 2013, 26 in 2014 and 46 certs in 2015

• Industry tests: EBMUD test pass rate is 10%, Laney students pass rate is 85%

• Retention and persistence rates improved
How can we use these tools to help more students?
English 1A for CTE

- For CTE students only
- Contextualized to career
- Degree applicable
What are the barriers to scaling up?
Opportunities:

Basic Skills Grant Proposal

Adult Education Block Grant
INTRODUCTION TO THE SKILLED TRADES  “OPTION A”

Bridge Prep
- Beginning ESL or ABE; Career Awareness
- Adult school

Bridge 1
- Intermediate ESL / English; Skilled trades survey
- Adult school

Bridge 2
- ESL
- English
- GED
- Math

iDesign Modules:
- Machine tool
- Welding
- Carpentry
- Wood tech
- Soft skills

AS or CC non-credit

Credit

Laney CTE Programs
Certificates, Credit programs
Laney College

- Louis Quindlen, Lquindlen@peralta.edu
- Kathi Roisen, Kathi25333@gmail.com
- Beth Maher, emaher@peralta.edu
El Camino College’s Career Advancement Academy

Air Conditioning and Welding @ El Camino College

Training begins August 27, 2016. Apply today!

Train for jobs in high-tech industries:
- Air Conditioning Repair
- Welding

Requirements:
- Daily attendance

Benefits!
- Learn industry skills
- CAA pays all books and supplies
- Earn college units
- Job placement assistance
- Fee waivers and financial aid assistance available

Attend an information session!
March 22; April 5, 19; May 3, 17, 31; June 14, 28
El Camino College
ITEC Room AJ-111
4:30 - 5:30 p.m.
Click here to sign up: http://goo.gl/forms/AH7piCfE6t
**$3 parking at El Camino College

For information contact:
Tiffany Miller
310-660-3589
tsmiller@elcamino.edu

Career Advancement Academy (CAA)
El Camino College
16007 Crenshaw Blvd. | Torrance, CA 90506
www.elcamino.edu/academics/indtech/career-advancement-academy/index.asp

Funded by CCOCC CAA Grant. El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of national origin, religion, age, sex (including sexual harassment), race, color, gender, physical or mental disability, or retaliation.
California: The Largest Manufacturing Base in the U.S
CAA El Camino College

- Compton Center
  - Machine Tool Technology
  - Aerospace Fastener
  - Welding

Torrance campus
- Welding
- Air Conditioning Repair and Refrigeration
El Camino College’s CAA

Support
- Application workshops
- Financial Aid workshops
- Assigned CTE counselor
- Classroom Mentor
- Registration assistance
- Classroom announcements/email lists
- Books/supplies provided

CTE
- Welding
- Machine Tool Technology
- Aerospace Fasteners
- Air Conditioning and Refrigeration

Workshops
- Stackable Certificates
- Contextualized Math Boot Camps
Career Technical Education Designated Subjects Teaching Credentials authorize the holder to teach the subjects named on the credential in grades 12 and below, and in classes organized primarily for adults, in technical, trade or vocational courses which shall be part of a program of technical, trade or vocational education. In addition, the holder may serve as a substitute in any vocational class for up to 30 days for any one teacher during the school year.
Work Based Learning

Workforce Investment Board

- Bridge-to-Manufacturing Program
- SBWIB CAA Cohort
- Industry speakers and tours
Bridge-to-Manufacturing

• **ELIGIBILITY**
  • 18 – 24 years old
  • Reside in Los Angeles County
  • Valid Photo ID & Social Security Card
  • Birth Certificate (if date of birth isn’t on ID)
  • Must be registered with the Selective Service
  • Must meet income requirements (to be verified by One Stop staff). Some examples include:
    • Check stubs if student worked within last 6 months
    • Proof of public assistance: general relief, food stamps, unemployment, etc.
    • Financial aid award letter

• **BENEFITS PROVIDED BY SBWIB**
  • Paid tuition, health fees and other related El Camino College fees
  • Safety equipment and uniforms: boots, welding helmet, gloves, etc.
  • Bus passes
  • 200 hours of PAID internship
    • **200 hours x $9/hr. = $1800** (pre-tax)
    • Minimum 25 hours per week
    • Available 7:00 am – 5:00 pm, Monday – Friday for paid internship
  • Peer Mentorship
SB WIB CAA Cohort

• All students are pre-screened as eligible for SB WIB services
• All students receive paid internships
• All students participate in CAA
Industry Speakers and Tours

PACIFIC AERO TECH

ACE CLEARWATER

SPACEX

Society of Manufacturing Engineers

[Image of people at an event]
CAA Alumni Highlights

Growth Point Structures, Inc
Lead Welder

Aceclearwater Manufacturing
Welder
Mina Dadgar
Career Ladders Project
mdadgar@careerladdersproject.org

Alina Varona
Skyline College
varonaa@smccd.edu
650-738-7146
Pathways Redesigned: Levers for Equity and Completion
Community College Credentials

A unique opportunity for a living wage for many students
Washington State- Wage Gains
(Dadgar & Weiss 2014)

Source: Dadgar & Weiss 2012; Based on Washington transcript and US data for students enrolled in 2000-2001 (followed for 7 years).
Note: Credential attainment categories were either for either men or women depending on which group has higher participation in a specific field of study.
North Carolina - Annual Earnings
(Liu, Belfield & Trimble 2015)

Source: Lui, Belfield & Trimble.
Notes: Credential attainment categories were either for either men or women depending on which group has higher participation in a specific field of study.
Kentucky - Quarterly Earnings (Jepsen, Troske & Coomes 2013)

Source: Jepsen, Troske & Coomes
Notes: Credential attainment categories were either for either men or women depending on which group has higher participation in a specific field of study.
Consequences of Overwhelming choice and little guidance

-- The majority don’t complete: first-time college students who enrolled in a community college in the fall of 2008, 39 percent earned a credential from a two- or four-year institution within six years National Student Clearinghouse Research Center, Shapiro & Dundar, 2014

-- AA in liberal Arts becomes the default pathway
Missed Opportunity

- Inadequate opportunities for career exploration in high school

- Too many choices make individuals unable to make decisions - important to structure choice. Postpone choosing a program of study (Scott Clayton 2012)

- Those who complete, accumulate substantially more credits than are required (Zeidenberg 2012; Jenkins & Cho 2014, complete college America).

- Many are surprised to learn that their courses do not count towards a major they eventually select (Nodine et al 2012).
Two-Year Course Sequence Beginning in the Fall Semester

You can use the following pattern to complete an Associate in Science Degree for Transfer in Business Administration. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>1st Semester/Fall</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 010 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>MATH 016A Calculus for Business and the Life and Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Elective Courses</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester/Spring</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 002 Introduction to Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ECON 001 Principles of Economics (Macro-Economics)</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Elective Courses</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Semester/Fall</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 001A Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ECON 002 Principles of Economics (Micro-Economics)</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Elective Courses</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Semester/Spring</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 001B Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MATH 013 Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>General Education and Elective Courses</td>
<td>7</td>
</tr>
</tbody>
</table>
Course Sequence for AA in Business - an East Bay CC

With three or more business courses, only 13 reach Math 016A
Ellen:  thinks she is interested in healthcare…

Jake:  knows he is interested in earning an AA in nursing
The Promise:

- **Exploratory Majors for Undecided (meta-majors)**

- Default program maps for each program of study
  - Cross functional teams of faculty examine program outcome and streamline course requirements
  - Certificates (including CTE) are stackable and lead to AAs
  - Counseling is specialized for each field of study
Lorain County Community College, OH
Begin with your CAREER in mind...

- Business and Entrepreneurship
- Communication and Creative Arts
- Culinary and Hospitality
- Education
- Engineering and Manufacturing
- Health Care
- Human and Social Services
- Information Technologies
- Sciences
- Personal / Professional Development
- Public Safety
- Sports and Fitness

A-Z List of Programs

[Click on Health Care]
Many of today’s hottest careers are in the healthcare field, with career opportunities and personal satisfaction unmatched by other professions.

Lorain County Community College’s nursing program gets highest accreditation rating – The Morning Journal, April 2015
[Click to read the article]

[Click on Nursing]
LCCC nursing programs provide an exceptional instructional, laboratory and clinical experience to prepare graduates for a career in nursing or to help working nurses advance in their career.

“As a nurse, we have the opportunity to heal the heart, mind, soul and body of our patients, their families and ourselves. They may not remember your name but they will never forget the way you made them feel.”
~Maya Angelou
Become a Registered Nurse
(list job titles for someone who earns this specific credential)

Employment of registered nurses is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. – Bureau of Labor Statistics

Apply

Schedule a Visit

Live Chat
Redesigning America’s Community Colleges

A Clearer Path to Student Success

Thomas Bailey, Director, CCRC
Shanna Jaggars, Assistant Director, CCRC
Davis Jenkins, Sr. Research Associate, CCRC
Guided Pathways

- Career/college goal-setting from the start
- Required plans using default program maps
- “Exploratory” majors for undecided
- Predictable schedules
- Academic support integrated into program gatekeeper courses (not just MATH & ENG)
- Progress tracking, feedback and support
- Bridges to college programs from feeders
Core Elements

Contextualization

Integrated curriculum: making skill based and knowledge based connections across disciplines to real life.

Wrap around services:
Partnerships with the centers on campus to ensure multi-faceted student support

Cohort Model
Students take classes together as a cohort, forming a peer learning community.

Acceleration

English and Math Courses within transfer sequence: accelerate through non-transfer level; utilize multiple measure assessment.

Dedicated Counselor

Faculty community of practice

A mirror of the students’ cohort
MEET OUR STUDENTS
AT SKYLINE COLLEGE CAA STUDENTS ARE:

Between 18-30 years of age

Have limited or no college experience

Test below college level English & Math

Have higher Financial Need than general student

More diverse than general students population
Educational Goals of CAA Allied Health Students
Educational Goals of CAA Automotive Students
Health Pathways

Cañada College
Medical Administration

Skyline College
Allied Health

Utilizes CAA Framework
Patient Navigator
High School Bridge Programs

Peninsula High School

EMR

Baden High School: College and Careers
The Skyline College Promise

Get in, get through, get out...

To empower and transform a global community of learners
On Time

Get In
- Outreach, engagement, and enhanced partnerships with local High Schools
- Dual Enrollment, Middle College, and Program Alignment
- Summer Bridge Program and the Scholars Academy

Get Through
- Success in the First Semester to ensure Persistence
- Expanded Successful Student Service Models
- Incentivizing Full-Time Enrollment
- Peer Coaching
- Financial Literacy

Get Out...On-Time
- Guaranteed Pathways to Success
- Career Advancement Academies
- Metro Academies and Learning Communities
- Quality Instruction

Students complete their educational goals: enhanced skills, certification, associate's degree, and/or transfer
What would this look like?

- Focused Counseling
- Guided Pathways college wide: Meta Majors
- Student Support Services
- Multiple Measures Assessment
- Removing barriers to full-time enrollment
The Skyline College Promise

Pathways Redesigned: Levers for Equity and Completion

Background
Overview of CAA Model
The Skyline College Promise
Elements of Sustainability

Communities of Practice