An Introduction to Learning Communities - Webinar

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Career Ladders Project fosters educational and career advancement through research, policy initiatives and direct assistance to community colleges and their partners.
OBJECTIVES to explore:

• What are Learning Communities?
• A Learning Community case study – Career Advancement Academy Model
• How Learning Communities may intersect with Guided Pathways Reform
• What might Learning Communities look like at LAHC?
QUESTION

Using the comment function in Zoom … please write some things you **know** about Learning Communities.
QUESTION

Using the comment function in Zoom … please write some things you wonder about Learning Communities.
What are Learning Communities?

Description:

• Community college and universities
• Cohort-based
• Theme-based, culturally-based, discipline-based
What are Learning Communities?

- Integrated/Contextualized Curriculum
- Innovative Pedagogy
- Integrated support services
- Engagement
What are Learning Communities?

Dr. Vincent Tinto
What are Learning Communities?

• Engagement = the most important factor in student success

• Especially for first generation, low income and students of color

• Metacognitive – learning about learning
Examples

Using the comment function in Zoom … please share some examples of Learning Communities.
Case Study:
Career Advancement Academy
Career Advancement Academy

Objective: 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
  - Cohort-based learning communities combining basic skills and career/technical education
  - Integrated student services and support
  - External partnerships (business, labor, WIBS, CBOs, Adult Schools/ROCPs)
  - Attention to transition strategies and next steps in pathway
What Makes a CAA?

- Flexible framework
- Institutional change
- Employer and community partnerships
- Learning Community
- Industry responsive technical training/relevant certificates
- Contextualized basic skills
- Student cohorts
- Transitions support
- Intensive student support services
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)
- Med Adm Asst (2)
- Medical Assistant (2)
- EKG and Phlebotomy (1)

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 W/B 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.
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CAA Students 2007-14

- 10,000 students through Spring 2014
- **Diverse**: 48% Latino and 16% AA students (33% and 7% system-wide)
- **More Males** (51% CAA vs. 45% system-wide)
- **Slightly Older** (55% CAA are over 25 years old vs. 47% system-wide)
- **High financial need**: 63% known to qualify for BOG waivers

- More than three-quarters (76%) of CAA students persisted either in the CAA college or in any other California community college
- Approximately one-quarter (24%) attained an Associate’s degree or a system-tracked certificate
Among the 24% of CAA students who earned a system-tracked certificate or degree, types of awards varied considerably

<table>
<thead>
<tr>
<th>Type of Award</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>AA Degree</td>
<td>3%</td>
</tr>
<tr>
<td>AS Degree</td>
<td>3%</td>
</tr>
<tr>
<td>Certificate Requiring 30-60 Credits</td>
<td>8%</td>
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<tr>
<td>Certificate Requiring 6-18 Credits</td>
<td>2%</td>
</tr>
<tr>
<td>Certificate Requiring 12-18 Credits</td>
<td>1%</td>
</tr>
<tr>
<td>Certificate Requiring 18-30 Credits</td>
<td>2%</td>
</tr>
<tr>
<td>Non-Credit Certificates</td>
<td>2%</td>
</tr>
<tr>
<td>Other Combination</td>
<td>3%</td>
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</tbody>
</table>
CAA Program Outcomes

98% prep for new career
87% earn a certificate
85% improve basic skills
85% gain confidence succeed in college

79% acquire work readiness skills
70% find a job placement

58% obtain associate’s degree

26% transfer to a 4 year institution
Learning Communities and Guided Pathways
Four Pillars of Guided Pathways

Clarify the Path
Create Clear Curricular Pathways to Employment and Further Education

Enter the Path
Help Students Choose and Enter Their Pathway

Stay on the Path
Help Students Stay on Their Path

Ensure Learning
Follow Through, and Ensure that Better Practices are Providing Improved Student Results.

From California Community Colleges Chancellor’s Office
GUIDED PATHWAY DESIGN PRINCIPLES

1. GUIDED EXPLORATION FOR UNDECIDED STUDENTS

2. CLEARLY DELINEATED PROGRAM REQUIREMENTS (DEFAULT SEQUENCE)

3. DEV ED TRANSFORMATION

4. PROACTIVE AND INTEGRATED ACADEMIC AND NON-ACADEMIC SUPPORTS
1. GUIDED EXPLORATION FOR UNDECIDED STUDENTS
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Clarify the Path

• Clear sequence of courses
• Mapped out programs
• Schedule audits
Enter the Path

• Early career and major exploration
• Default sequence of courses
Stay on the Path

• Embedded student supports
Ensure Learning

• Opportunity for meta major contextualization
Last thoughts and questions?

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