

Research to Practice Partnership (RPP) Resilient City College (RCC) and UCLA

R = Radically student-centered

E = Equity-oriented

S = Supportive

I = Intellectual

L = Labor market driven

I = Innovative

E = Evidence-based

N = Nurturing

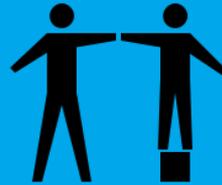
T = Transformative



Our RPP Process

DIG = data inquiry group
Students, administrators,
faculty, counselors, and
researchers.

EQUITY



Student voices/resources:
Interviews
Focus groups
Observations

Identify:
High-leverage problems
Best processes

Labor market data
Institutional data

Completion to what? For whom? And under what conditions?



“It is hard to be excited about the trip when you don’t know the destination”



Listening to Student Voices

× **Case 1**

Dewayne, 18

African American

Full-time, Theater

First Generation to
College

IDENTITY
FORECLOSED



× **Case 2**

Diego, 20

Mexican American

Part-time, Fire Science

Physical disability

IDENTITY ACHIEVED



× **Case 3**

Ashante, 19

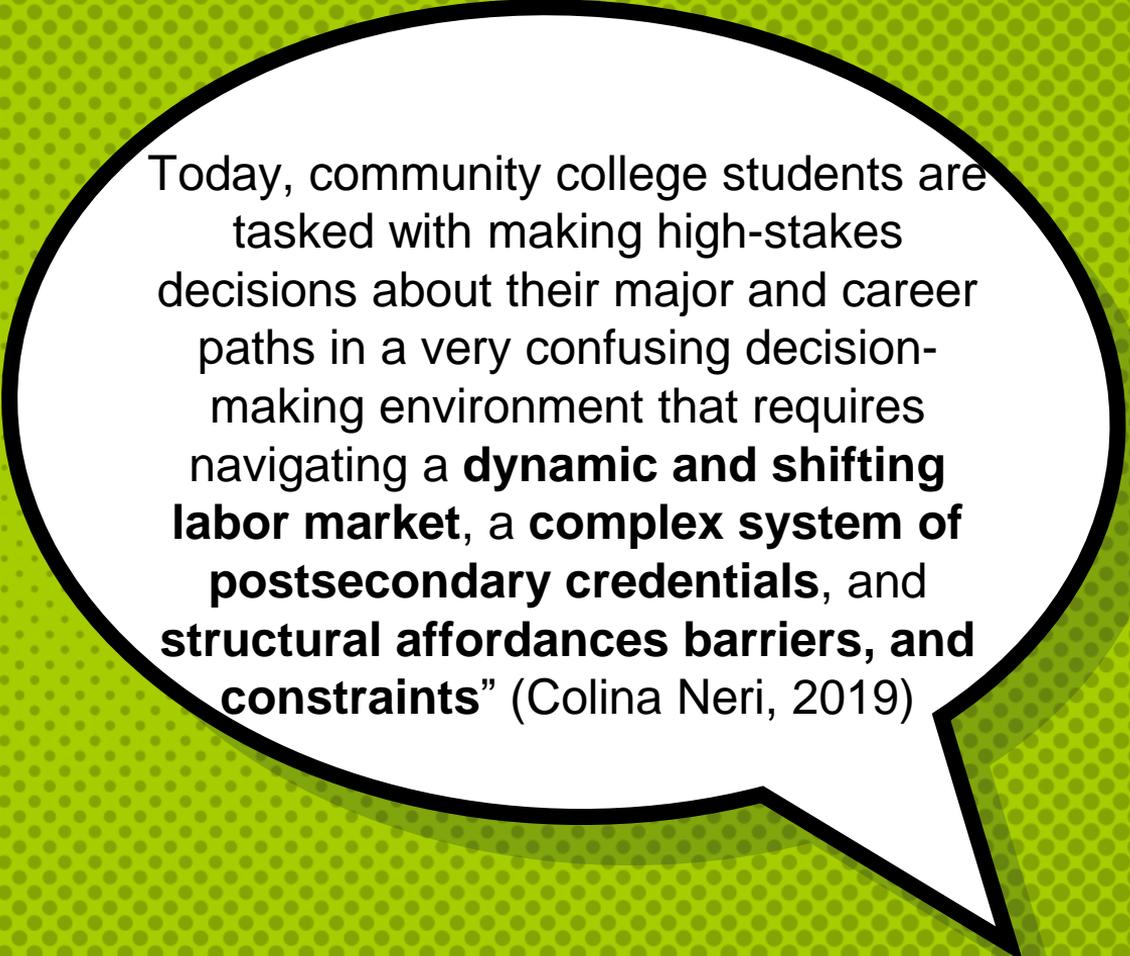
African American

Full-time, Undecided

Mother

IDENTITY DIFFUSED





Today, community college students are tasked with making high-stakes decisions about their major and career paths in a very confusing decision-making environment that requires navigating a **dynamic and shifting labor market**, a **complex system of postsecondary credentials**, and **structural affordances barriers, and constraints**” (Colina Neri, 2019)



1.

**Dynamic and
shifting labor
market**

WHY IT MATTERS: We Must Retire These Questions

What Do You Want To Be When You Grow Up?

65%

Jobs That Do Not Exist Yet

What Is Your Major?

47%

Automated by 2033

What Do You Do?

27%

Work In Their Major

17

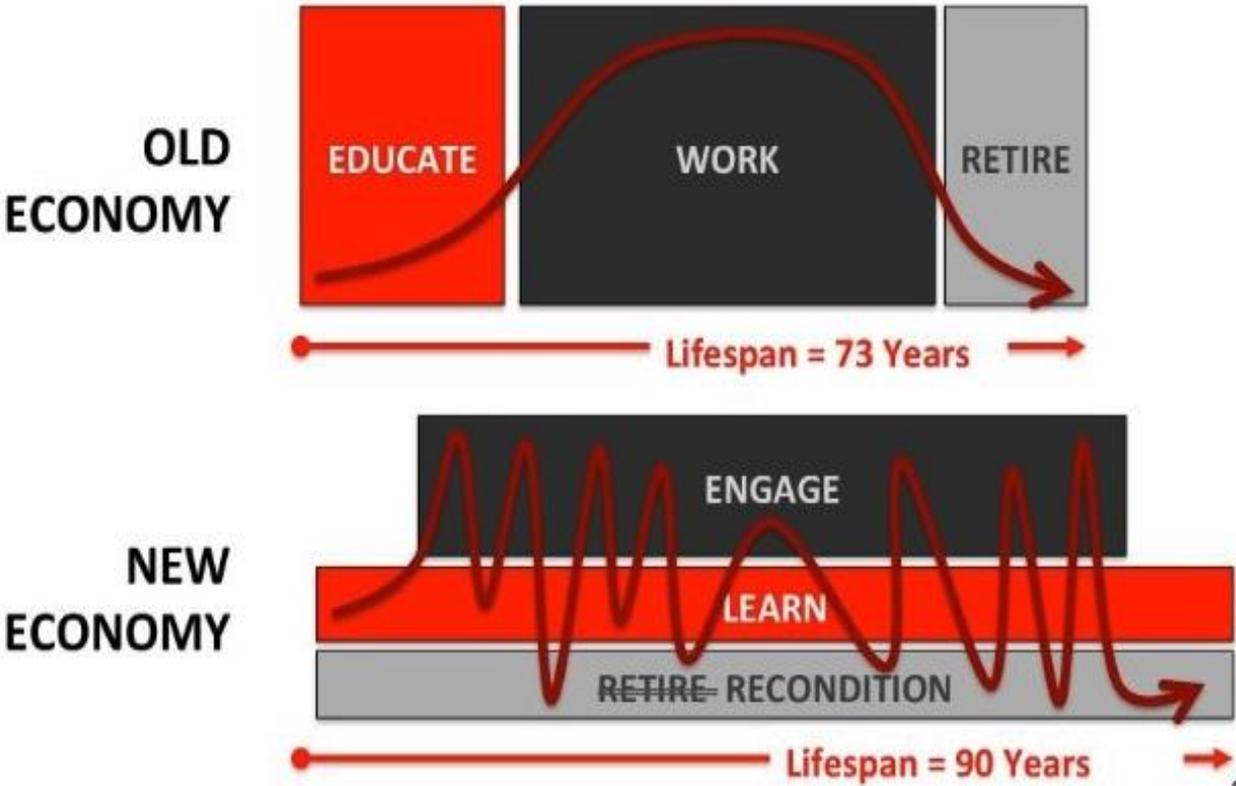
Jobs

5

Industries

PREPARING STUDENTS TO LOSE THEIR JOBS

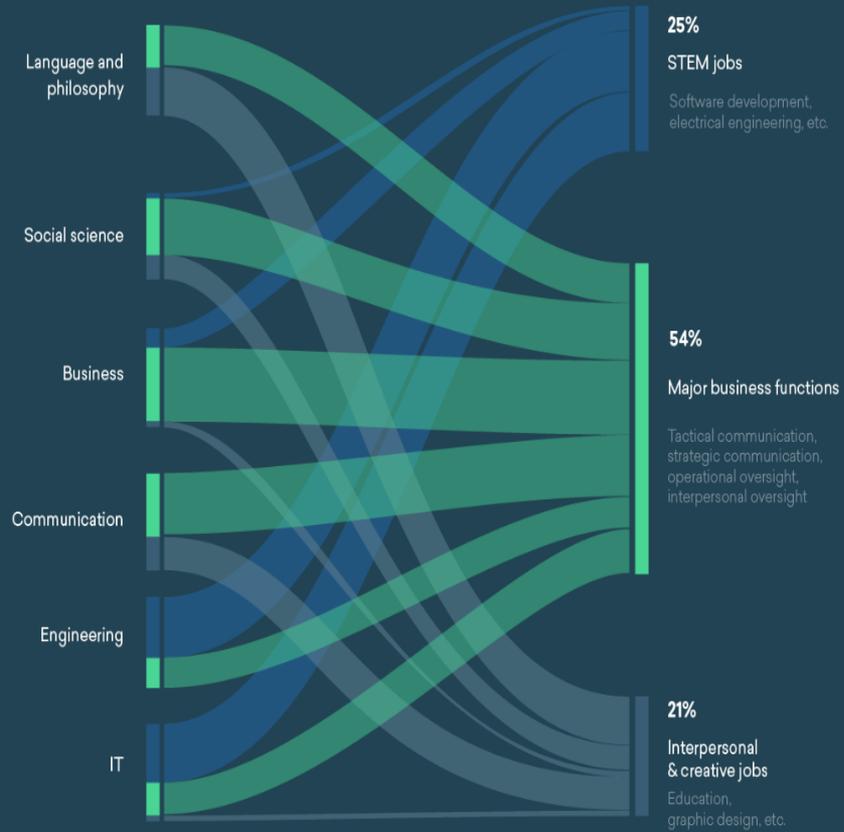
Career Arc: New Economy Shifts Life Blocks

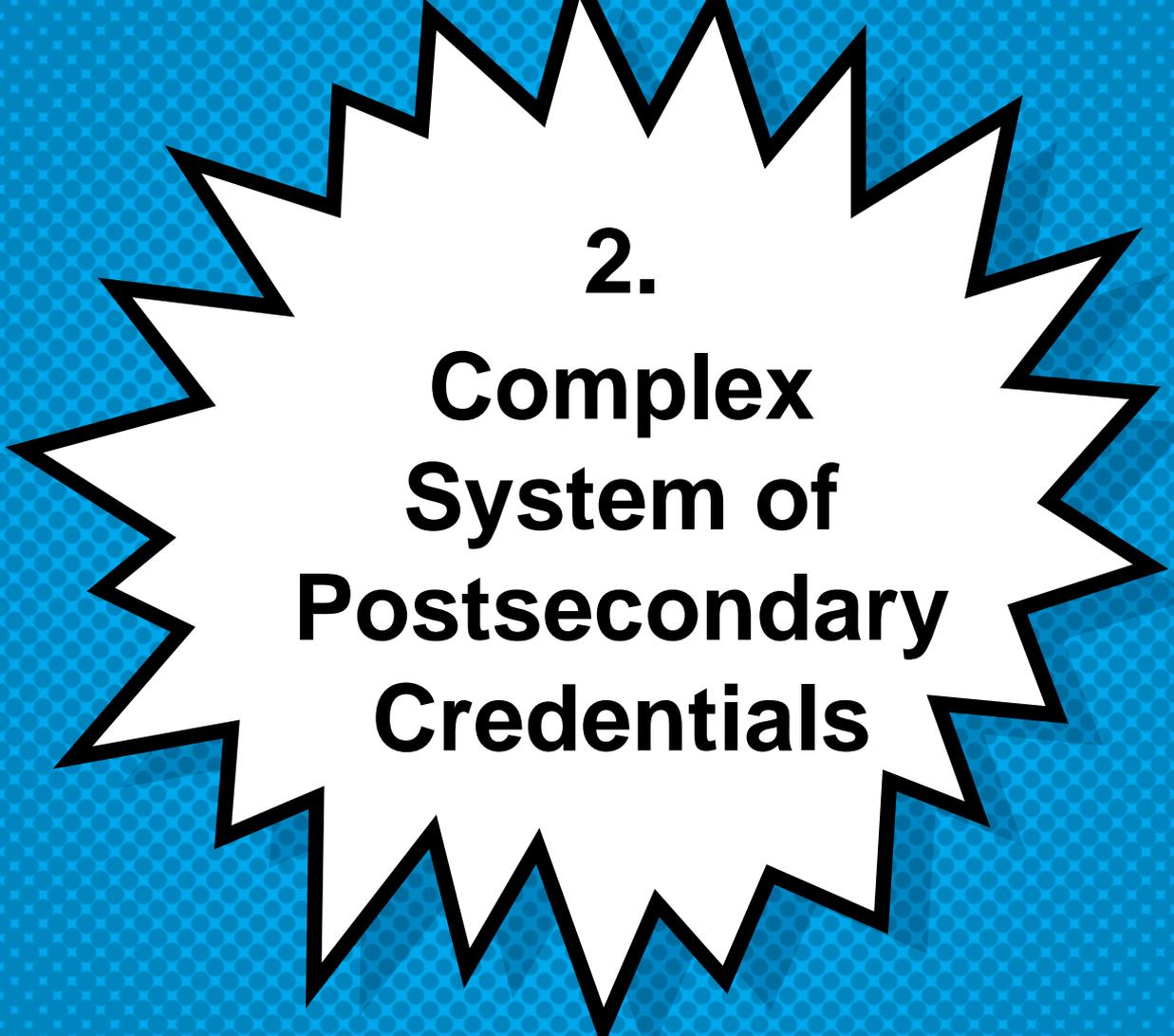


Degrees at Work

- × Serendipitous outcomes of diverse degrees
(Emsi, 2019)







2.
**Complex
System of
Postsecondary
Credentials**

College degrees are necessary, BUT...

Today, a degree is all but necessary for the job market. Still that alone is no guarantee for a job and yet we are paying more and more money for one.

Not sure, go to STEM or Health

Lawyer? Do pre-law, want to be a journalist? Study journalism. Not sure? Then go to STEM so you can be an engineer or an IT specialist. No matter what you do, forget the liberal arts.

Multiple non-linear pathways and multiple institutions

Certificates (long-term or short-term?)

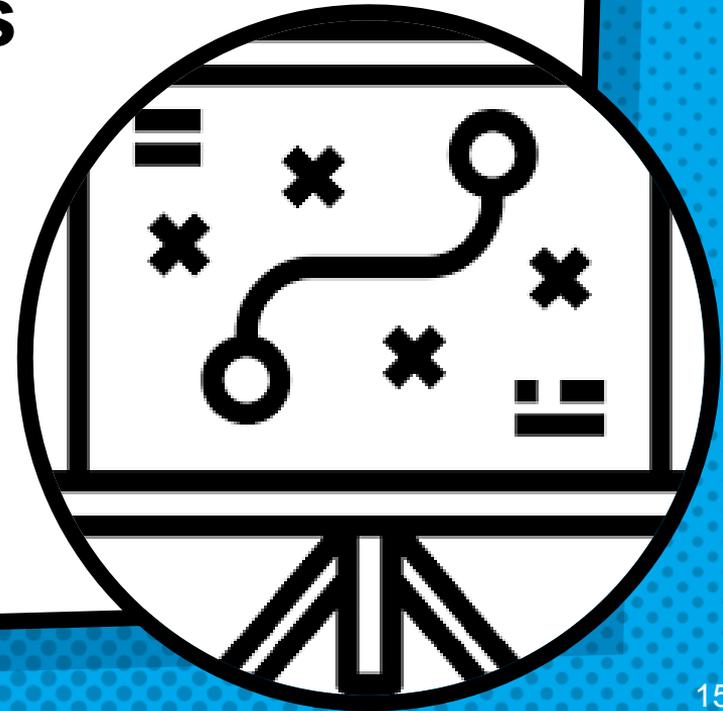
Associate or Bachelor Degree?

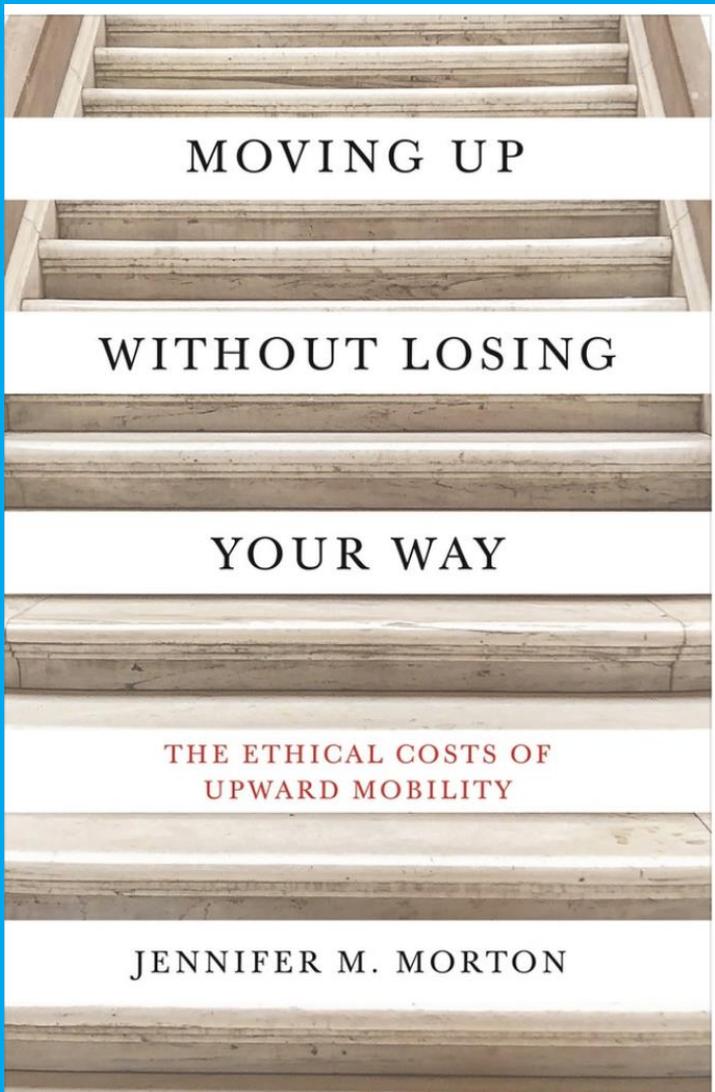
Transfer: Vertical pathway?

For-profit institutions?

Nonlinear and multidimensional college-going pathways

- Attending multiple CCs at the same time
- Full-time to part-time, stopping out, etc.
- Negotiating roles, distance, and cost
- Assessing their ethical costs



A vertical strip of a wooden staircase with alternating white text bands. The text is centered on each white band. The background of the entire slide is a solid blue color.

MOVING UP

WITHOUT LOSING

YOUR WAY

THE ETHICAL COSTS OF
UPWARD MOBILITY

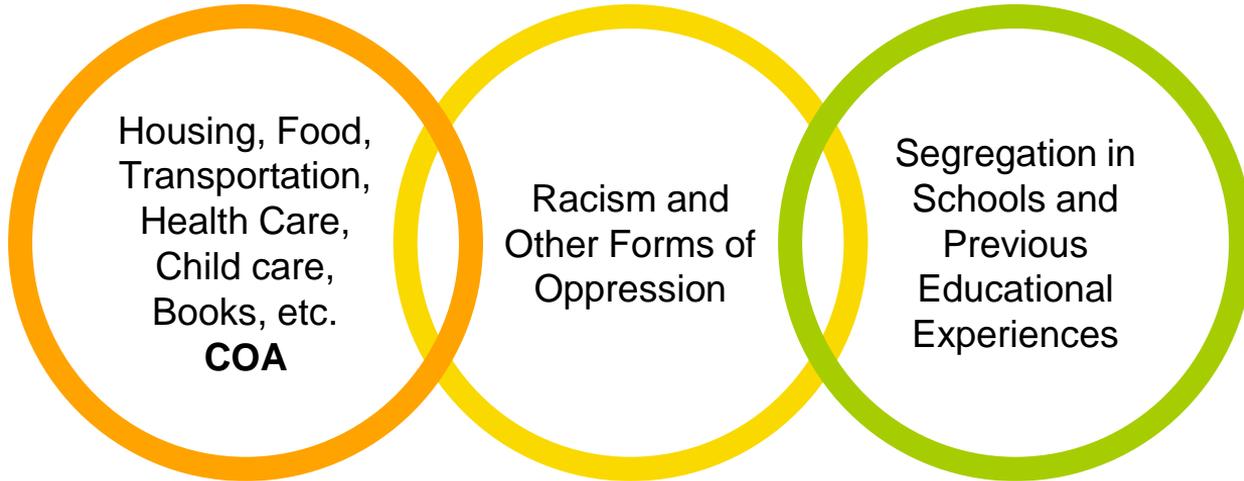
JENNIFER M. MORTON



3.

**Sociopolitical
barriers and
previous
schooling
experiences**

The “**Geography of Opportunity**” for Community College Students



How much are students paying for housing?

Students reported the following average monthly costs of housing:

\$1,235

On Campus/dorm

\$1,244

Off Campus: Rent/own

Housing challenges students encountered within the last 30 days:

21% said they did not pay the full amount of a gas, oil, or electricity bill

18% said there was a rent or mortgage increase that made it difficult to pay

10% said they did not pay or underpaid their rent or mortgage

10% said they lived in a house or apartment with more people than were listed on the lease or rental agreement

5% said they moved in with others, even for a little while, because of financial problems

2% said they moved two times or more

1% said they had no consistent place to sleep (e.g. homeless, couch-surfing, living in a car/shelter)

35 percent of students surveyed experienced one or more conditions of housing insecurity

All in all, 35 percent of students surveyed experienced one or more conditions of housing insecurity. Students experiencing housing insecurity reported unstable living conditions, which included the inability to pay rent or utilities, or the need to move frequently.²

Students who were classified as housing insecure were more likely to be:

- older (age 22 and above);
- female;
- Black or Hispanic/Latino;
- having dependents

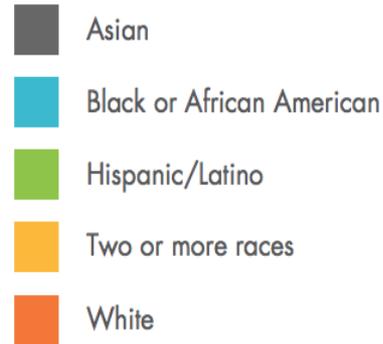
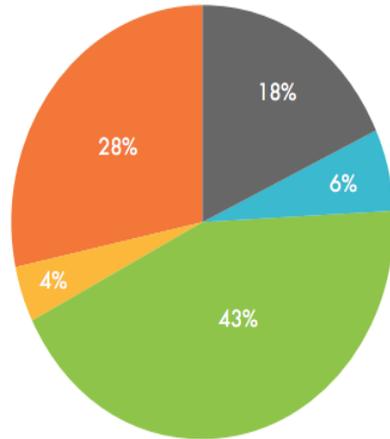
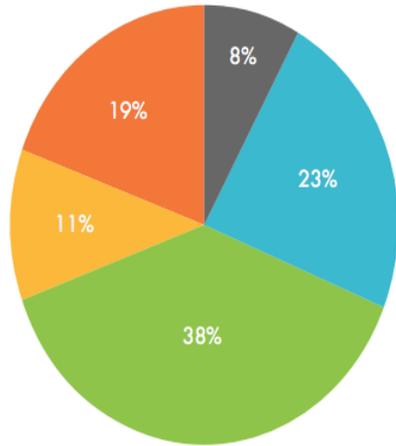
Housing insecurity is correlated with lower completion, persistence, and credit attainment.³

Homeless Students

While Hispanic/Latino students make up the largest percentage of homeless students, black students are disproportionately affected by homelessness.

Homeless Students

All Surveyed Students



70%

of homeless students are age 22 and older.

² Those with no consistent place to sleep are classified as housing insecure and those on campus are classified as housing secure. These groups did not see the housing insecurity module.

How do students
make decisions about
majors, careers and
jobs?





150+ Interviews with CC students

Whoa! That's a big number!!!



Decision-making about majors, careers, and jobs

- Over half of the participants, 59%, felt a degree of **uncertainty** throughout their career decision-making process. Many participants were worried they would choose the wrong path and wanted to be certain about their chosen major and career path to avoid changing paths in the future.
- A majority of participants were also worried about the level of competition in the labor market and were therefore looking for a career that they were certain they could obtain and through which they could become an irreplaceable worker.

COMMUNITY COLLEGE CAREER DECISION-MAKING SPACE

Individual

Context

Networks of Support & Information

Critical Consciousness

Exploration

Self-efficacy & Outcome Expectations

Career Adaptability

Uncertainty

Mental Health

Interests, goals, values

Family & Types of Support

Front Staff & Counselors

Expert Knowledge

Connections

Professors

Reputable Sources

Advocates & Allies

HS

Online Sources

Complex Ecosystem of Postsecondary Credentials

Sociopolitical Barriers

Work

Family responsibilities & obligations

Career Exploration Opportunities

Peer Groups

Prior schooling experiences

Performance

Preparation

Praise & Persistence

Professor-student Relationship

Demand, Time, & Availability

Math/Science

Course Availability

PD

Empathy & Mindset

Transparency & Communication

Knowhow

Work-based Learning

Partnerships with HS & Employers

Labor Market Knowledge

Transparency & Communication

Work Environment

Salary

Future Outlook

Job Availability, Sustainability, & Security

Job Satisfaction

Degree-Work Relationship

Knowhow

Institutional

Classes

Labor Market

Decision-making

1. Educational experiences as well as engagement in other activities prior to college matter in choosing a major/thinking about a career

2. Negative ideas about race/ethnicity/gender/different abilities are very present in students' ideas about themselves/their capabilities and how the world perceives them

3. Students are making decisions about their majors in casual brief conversations with counselors

4. Relationships with faculty make a difference in students' academic and occupational trajectories

Why did you change your major?



Implications

- × Students need to understand that part of doing college entails a holistic process of evaluating their passions, skills, identities, experiences, values, and personalities
- × Talk to institutional agents who made similar decisions
- × Examine/reflect on past experiences, failures, barriers, and resiliency
- × Reflect on what is unique about them, what are their dreams
- × Understand (local) labor market data and connections between majors, skills, and jobs/careers
- × Consult their networks to contrast information

What do students need?

1. Access to labor market knowledge and know how

2. Differentiated career guidance and career exploration opportunities

3. Career guidance that extends into the classroom and is contextualized in disciplinary learning

4. Opportunities to explore and cultivate their sociopolitical development across career fields

emotional and psychological support to navigate the stress, anxiety, and uncertainty they report feeling throughout their major choices and transitions, and career development and decision-making processes.

What to do?

Under current conditions

AB 705

Guided Pathways

The California College Promise

Student-Centered Funding Formula



Our process



Radical Help (Cottam, 2018)

Managing needs vs. **creating capabilities** = addressing both the internal feelings and the external structural realities that hold students back.

Ideas and Tools

Classrooms

Integrate career exploration

Use labor market data in classrooms

Learn about students' labor histories

Data

Why students leave? Why they move FT to PT?

Integrating data

Financial Aid

Increasing verification

Work across

Pedagogies

Career Community faculty work together

Use labor market data/info as professional development tool

Use students' labor histories to design curriculum and assignments

Technology

Meet ups

Nudges/reminders

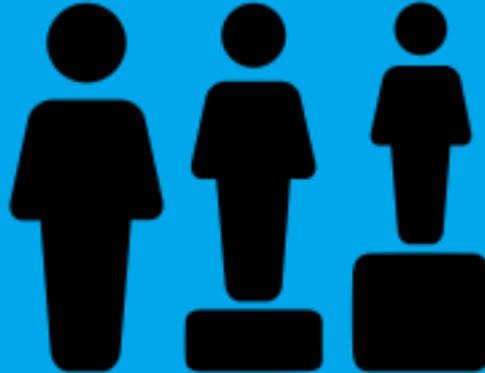
Canvas

Career across College

Work-base learning opportunities

Alumni data

**Classrooms as
sites of hope,
possibilities and
transformation**



THANKS!



Any questions?

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