

COVER PAGE**Contact Information**

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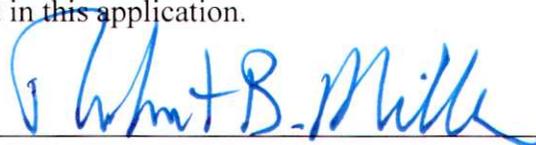
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List of Participants: Participating institutions in this application include Pasadena City College (PCC), Pasadena Unified School District (PUSD), and California State University, Los Angeles (CSULA). Letters of support for the application from the chief executive officers of all participating institutions are provided in Appendix A of this application.

Application Abstract: Pasadena City College and its partnering institutions have made key changes to improve student outcomes. Since 2014, they have expanded the **Partnership for College Success: The PACT** (Pasadena Academic and Career Trust), PCC and PUSD's dual enrollment program, which embeds career exploration in the high school curriculum to support college readiness in the 9th-12th grades, decrease the need for remediation, increase the number of college credits earned, and guide students to transfer and completion; PCC's **First Year Pathway**, a comprehensive program expanded to 1,900 students; **Career Quest**, a required career-focused Oral Communication course and series of activities designed to help first year college students make informed decisions about their major; the **Second Year Pathway**, building on First Year Pathway practices (including advisement from a Success Coach, career exploration, and leadership development) to ensure that students complete their goals and transfer in a timely manner; **SLAM** (Statistics and Liberal Arts Math), an accelerated math sequence to prepare pre-algebra students for non-STEM transfer level math in two semesters (rather than three) and to get beginning algebra students transfer ready in one semester (rather than two); **STACC** (Stretch Accelerated Composition Program), a two-semester cohort created as an alternative to the traditional three-level remediation-centered Freshman Composition sequence to increase access to and success in transfer-level English composition courses and reduce the time to do so; and the **Transfer Pipeline**, a PCC/CSULA partnership that will pilot articulated pathways for five majors, a summer transition "Jam," a transfer liaison, and a student-built transfer app in 2015.

Assurance and Signature: I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.

By: _____



Dr. Robert B. Miller, Interim Superintendent-President, Pasadena City College

Context #1

Pasadena City College's (PCC) **Partnership for College Success**, which includes dual enrollment, Pathways, and a transfer pipeline, is a collaboration with Pasadena Unified School District and California State University, Los Angeles that supports PCC's institutional goals and aligns with the Award for Innovation in Higher Education's priorities.

Institutional Commitment: PCC, an urban community college with a large diverse student body, is struggling to help students complete their academic goals in a timely manner. In 2009, after carefully reflecting upon its low rates of transfer, degrees, and certificates, PCC began an 18-month process to create a new Educational Master Plan (EMP). Twelve specific *mission critical priorities* were created, all of which prioritize student success, equity, and completion and target goals that emphasize transfer and transfer preparation.

Intersegmental Partnership: Guided by its EMP, in 2011 PCC began a year-long series of monthly meetings with representatives from Cal State University at Los Angeles (CSULA) and Pasadena Unified School District (PUSD) to identify ways to increase college awareness within the Pasadena community and develop a seamless transition from high school to university. The productive discussions culminated in a five-year commitment, the **Partnership for College Success**, which has five major objectives:

1. Outreach: Active engagement with students, families, and outreach representatives
2. Curricular redesign: Alignment of the mathematics and English composition curriculums
3. Professional development: Sustained interaction among faculty at the three institutions
4. Data sharing: Collection, sharing, and use of data to transform policies and practices
5. Development of a college-going culture: Support of a mindset that all students are capable of attending and successfully completing college

The PUSD/PCC/CSULA **Partnership for College Success** has resulted in a sustained and focused collaboration over the past four years among the three institutions to examine how they can increase the number of bachelor's degrees awarded, particularly among Hispanic and African American students; how they can increase the number of students who complete their degrees within four years; and how they can streamline the transition from one segment of the education system to the next. This application describes the products of this collaboration: PCC's innovative Pathways Program; PUSD and PCC's dual enrollment program, The PACT; and CSULA and PCC's transfer pipeline, to address the challenges of transfer and completion.

Partnership Goals:

1. Increase the proportion of students within the Pasadena Area Community College District who enter PCC at transfer-level math and English over 2013-2014 baseline data
2. Increase the proportion of students within the Pasadena Area Community College District who enter PCC with 15 or more college credits over 2013-2014 baseline data
3. Increase the proportion of PCC students who become transfer-prepared (60 transferable units, completion of transfer-level math and English courses, 2.0 GPA or higher) over 2013-14 baseline data
4. Reduce the time for PCC students to become transfer-prepared over 2013-2014 baseline data
5. Increase the percentage of transfer students who receive a bachelor's degree in four years over 2013-2014 baseline data

Context #2

PCC serves a diverse student population, making it one of the few colleges in the country that is both a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI). With more than 350 fulltime faculty, the college continually seeks to develop innovative student programs like the **Partnership for College Success** that meet the needs of students and the community. This dedicated work has led to state and national recognition for its Pathways Program, a key component of the Partnership, including a 2014 **Excelencia in Education award**, a 2013 **Bellwether Award**, and the 2012 **Student Success Award** from the California Community Colleges Chancellor's Office.

Statistical Profile: PCC's student body includes large numbers of disadvantaged and non-traditional individuals lacking adequate preparation for college-level work or role models to guide their journey in higher education. In 2013-2014, the college enrolled 33,588 students. Seventy-five percent were students of color, 53% were women, and 40% were the first in their families to attend college. Attending part-time (fewer than 12 units per semester) was the norm, and more than one-third were adults (ages 25 and above) returning to school to meet changing requirements for their job or to prepare for a new career.

	Number of Credit Students in Category	Percent of Students in Category
Hispanic/Latino	15,301	45.5%
Asian/Pacific Islander	7,068	21.0%
White	4,195	12.5%
Black/African-American	1,617	4.8%
Other underrepresented minorities (American Indian/Alaska Native 0.12%; Filipino 3.15%; Pacific Islander 0.14%)	1,146	3.4%
Some Other Race/More than One Race	2,288	6.8%
Unknown/Non-Respondent	1,973	5.9%
Current or Former Foster Youth	302	1.0%
Students with Disabilities	955	2.8%
Low-Income Students	12,160	36.2%
Veterans	792	2.4%
Part-time students	19,615	58.4%
Adult students	12,024	35.8%
Source: PCC Office of Institutional Effectiveness, 2013-14 <i>Student Characteristics</i>		

Factors Affecting Completion: Many studies have analyzed the challenges and specific needs of community college students and their conclusions inform the **Partnership for College Success**. One article, published by the Community College Research Center at Columbia University, reveals that students' sense of belonging and engagement in college is critical to their success. The working paper, *They Never Told Me What to Expect, So I Didn't Know What to Do: Defining and Clarifying the Role of a Community College Student*, (Karp and Bork, July 2012) demonstrates that community college places unfamiliar demands on students and requires a higher level of self-awareness than required at four-year institutions. It also shows that to succeed in college, students are expected to demonstrate specific academic habits, cultural know-how, ability to balance multiple demands, and help-seeking behaviors, many of which they are

unaware of. Another CCRC working paper, *I Came in Unsure of Everything: Community College Students' Shifts in Confidence*, (Bickerstaff et al, September 2012) discusses how student confidence is affected by their experiences in college, and how what the authors call “experiences of earned success” can positively reinforce student confidence. A central element enabling students to progress is the amount of orientation, guidance and mentorship they receive.

Another article about students' sense of belonging and its relationship to their academic performance appeared in the *New York Times Magazine* (P. Tough, “Who Gets to Graduate?” 5/15/2014). The author follows a low-income student at the University of Texas who experiences doubts about belonging in college and her ability to succeed there. The author advocates for the individual student's self-realization, stating, “To solve the problem of college completion, you first need to get inside the mind of a college student.” Engaged advisors and leadership opportunities for students were among the interventions that made a significant difference in students' ability to successfully navigate the college environment.

Any literature review on the topics of completion and transfer must include George D. Kuh's delineation of **high-impact practices** (HIPs) that have proved successful in increasing outcomes for underserved post-secondary students (“High-Impact Educational Practices,” 2008). Kuh, the founding director of the National Survey of Student Engagement (NSSE), studied the correlation between HIP participation and academic outcomes. His research revealed that HIPs are particularly impactful for students from groups historically underrepresented in higher education. HIPs include First-Year Seminars and Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, Service Learning, Community-Based Learning, Internships, and Capstone Courses and Projects.

Changes to policies, practices and/or systems: According to the Center for Community College Survey of Student Engagement (CCCSE), the impact of high impact practices depends entirely on “how well they are implemented (**quality**), how many students they reach (**scale**), and how many [high impact] practices students experience (**intensity**)” (“A Matter of Degrees,” 2013). PCC has placed quality, scale, and intensity at the center of its work to help students succeed. It is making sure its programs are sustainable and can be replicated at other institutions. PCC's ability to contribute to a fuller understanding of the complex issues and solutions surrounding student completion, particularly for groups that are underrepresented in higher education, rests upon the foundation of a program's relevancy and the student's experience. Without required registration in math, English and general education classes, many students find themselves with credits other than those they need to meet transfer requirements. Without a success coach or dedicated advisor, they may be unsure of what courses they need to transfer successfully. Without career exploration support, they may lack a clear goal even if they complete their degree programs. PCC's **Pathways Program** has “bundled” high impact practices that, when combined, produce successful outcomes: priority registration (institutional policy); summer orientation, counseling, success coaching, tutoring, and mentoring (supplemental support); first year seminar, common reading, speaker series, student research conference, and capstone projects (intellectual engagement); ePortfolio, career exploration workshops and guidance (individual growth) and service/leadership experience and extracurricular activity (social engagement).

Innovations #3

PCC has aggressively targeted increased completions. Its major initiative is the First Year Pathways (FYP) program, which is now entirely funded by the district. Beginning in 2011 with 320 students, the program has been scaled up over the past three years to include 1,882 students, representing approximately 36% of the entering fall 2014 class. The FYP program was developed to address gaps identified in a six-year cohort analysis and specifically addresses the identified needs of traditionally underrepresented students.

FYP is the most expansive student success program on campus. While offering students priority registration, it bundles proven best practices: a comprehensive first year experience, including mandatory full-time status; required enrollment in math, English, and a first year seminar; accelerated math and English courses to help students reach college-level within one year; access to a student success team of counselors, tutors and success coaches (para-professional advisors) to assist students throughout the first year and to monitor satisfactory academic progress; and access to a comprehensive learning resource center. There are **five First Year Pathways**: XL (open to all students), International, Athletes, Career Tech (for those seeking a career/technical education certificate), and Ujima (focusing on African American topics, issues and concerns). PCC's First Year Pathways share three highly effective components:

- The first component is the important entry point to the program, an intensive summer bridge or **Jam**. The largest is the nationally acclaimed Math Jam, a week-long, no-cost program that integrates innovative math instruction and structured supplemental support with engaging orientation-to-college activities. Students spend one week studying math in a friendly, stress-free environment. They learn how to study efficiently, prepare for math tests and create a network of peers who will support them during their first year in college. The Math Jam also allows students to develop relationships with math tutors who can assist them throughout the semester. The college has developed additional models based on Math Jam: iJam for international students and Design Jam for CTE students.
- The second component is the **Student Success Team**, composed of First Year Counselors, Success Coaches, and Tutors, former FYP students who have succeeded in math and English courses and who facilitate a majority of Jam activities, develop supportive relationships with students in their caseload, and work with students one on one or in small groups. Perhaps the most innovative and effective component of the success team are the coaches, a group of 12 paraprofessional academic and life advisors who are graduate students or recent graduates of counseling programs. These coaches advise and mentor students during their first year of college and closely monitor their academic progress, thereby providing much of the guidance and access to the successful college-going behaviors outlined in the CCRC article, "They Never Told Me What to Expect..." The success coaches keep track of student interaction and progress through a home-grown database and maintain regular communication with Pathways students through short videos easily accessed through mobile phones, texting, email blasts, and social media including Facebook and a weekly online newsletter.
- The third component shared by all five Pathways is the **first-year seminar**, College 1, a 3-unit UC/CSU transferrable class required of all FYP students in the fall semester. College 1 focuses on developing attitudes and behaviors needed to succeed in college by providing a rigorous academic experience and outcomes including critical reading, metacognition, and information

literacy skills. The course includes a *One Book, One College* program which requires all College 1 students to read the same culturally focused book and engage in a shared intellectual experience by attending related speaker series events. The culminating event of the course is the First Year Pathways Student Conference, at which all College 1 students present their research on topics related to the selected text and showcase their efforts to the campus at large. The college offered approximately 60 sections of this course in fall 2014. **Together, the five First-Year Pathways are serving almost 1,900 students in 2014-2015 and expect to serve 2,400 students (almost half of all incoming new students) in 2015-16.**

Impact: Early evaluation findings (FYP n = 764) indicate impressive success in improving student outcomes and reducing achievement gaps. FYP students earned, on average, an impressive 32.4 credits in their first year while non-FYP students earned 20.1 credits. In addition, the rate of persistence to year two was 80.8% for FYP students while the rate for non-FYP students was 58.7%. The data are very promising for historically underrepresented students as the college attempts to close the achievement gap. For example, Hispanic/Latino students enrolled in Pathways had a first year persistence rate of 77% compared to 58% for non-Pathways Hispanic/Latino students, and they outperformed the general first year student population, who persisted at a rate of 62%. The continued growth of this program will allow the college to award additional degrees, increase transfer rates, and ensure that these efforts reach student populations that have consistently underperformed in the past. **(For more success data, see Appendix H).**

Lessons Learned: The national non-profit group Complete College America (CCA) promotes a prescriptive model for increasing completion rates at two and four-year institutions that includes structured schedules and guided pathways. According to the group, too much choice, especially uninformed choice, leads to indecision or poor decisions. After piloting several different models, PCC has confirmed CCA's view: FYP staff have learned that when faced with myriad choices, first year students, especially those underprepared for college work, tend to make poor course choices. This can be complicated by the lack of adequate advisement -- students often don't know what classes will move them forward toward academic goal completion. Based on this experience, the FYP staff has adopted the highly prescriptive model promoted by CCA. FYP students are required to attend the one-week orientation to college, Jam. In order to receive priority registration and access to FYP resources, they must also take English and math in the fall and spring semesters and take PCC's first year seminar course, College 1, in the fall and a career-oriented speech class in the fall or spring.

IN the past four years, FYP staff members have also learned the power and value of peer relationships. Jam, PCC's summer bridge program, is now almost entirely facilitated by former First Year Pathways students who have succeeded in their math and English courses, participated in the college's tutor training program, and volunteered for the FYP's peer tutoring program, Conexion. These tutors, who look, talk and dress just like the incoming cohort of students, have extraordinary influence on the new students: they went through the program, have succeeded academically, and can serve as excellent role models. Over the years, they have been empowered to directly influence the summer program curriculum and activities. The Jam faculty lead has reduced the role of the teachers in the program while increasing that of the student tutors. This not only saves the college money, but also allows the tutors to develop their leadership skills.

Innovations #4

While developing the Partnership for College Success, PCC has increased the number of First Year Pathways students over 500%, embedded career exploration into the FYP, piloted its Second Year Pathway, developed new curriculum to accelerate students' path to college-level math and English, and expanded the capacity of its web-based video studio Lancer Lens to provide "flipped classroom" opportunities for math instructors. The college has also collaborated with Pasadena Unified School District (PUSD) and Cal State University at Los Angeles (CSULA) to develop innovative strategies that strengthen PCC's connection to the other two segments of the educational pipeline and create a seamless transition from high school to university. The partnership will benefit students by increasing their rate of transfer and decreasing the time it takes to do so. **Among the Partnership for College Success projects initiated since January 2014:**

Dual Enrollment: In the 2003 *Promoting College Access and Success: A Review of Credit-Based Transition Programs*, Karp and Bailey note that "By providing a pathway for students to move seamlessly between K-12 and postsecondary systems, dual enrollment is thought to promote greater support for students' college aspirations and greater collaboration between high schools and colleges."

In fall 2014, PCC piloted its new dual enrollment program, **The PACT** (Pasadena Academic and Career Trust). The program's overarching goals are to support college readiness in the 9th-12th grades, help high school graduates make a smooth transition to community college or university, and guide students through two years at PCC to completion and transfer to a four-year institution. The PACT was developed using effective practices identified across the country (most notably in Texas) and is specifically modeled after Santa Barbara City College's highly successful program, *Get Focused, Stay Focused*. PCC is currently working with PUSD Board members and school administrators to make The PACT mandatory for all PUSD 9th grade students. Furthermore, the college plans to grow the program, offering The PACT to all 13 public high schools in the college district.

The focus of The PACT, which addresses Partnership Goals 1 and 2, is to embed career exploration in the high school curriculum, beginning with a 3-unit college course, *Career Choices*. In fall 2014, 88 ninth graders at four PUSD schools began the course and started their online 10-year Education Plan, and they will continue to adjust it as they further explore the career-major-job connection in 10th-12th grades. The positive effects of dual enrollment are promising. Data from the Community College Research Center (2012) reveal that "California students who participated in dual enrollment as part of their high school career pathway were more likely than similar students in their districts to graduate from high school, enroll in four-year colleges, and persist in college. They also accumulated more college credits and were less likely to take remedial classes" (*Broadening the Benefits of Dual Enrollment Reaching Underachieving and Underrepresented Students with Career-Focused Programs*, K. Hughes, et al., Community College Research Center, 2012).

PACT activities include providing parent and student orientations; offering additional dual enrollment classes with the goal of students earning a minimum of 15 college credits and completing college certificates prior to graduating high school; training high school counselors on the programs offered at PCC; embedding career exploration in high school programs; and

educating students on the value of completing college certificates or degrees while in high school. PACT staff anticipate that more students will graduate eligible for admission to CSULA. Those who choose to enroll at PCC (over 50% in 2013) will enter the First Year Pathways program ready for college-level work. In either case, their path to a bachelor's degree will be accelerated. PCC will work with PUSD to make The PACT mandatory for all ninth grade students, and the program will eventually be made available to all the high schools in the college's district.

Career Quest: As The PACT was being developed, PCC's First Year Pathways (FYP) staff asked its external evaluation partners from UCLA to conduct extensive focus groups with students from all five Pathways. Among the findings, the evaluators discovered that many students in Pathways were unclear about declaring a major at the end of their first year and anxious about the requirement to do so by the time they attained 30 credits. To address this issue as well as to help meet Partnership Goals 3,4 and 5, the FYP staff responded by creating **Career Quest**, a series of activities, workshops and events designed to help first year students make an informed decision about their major and future career. Staff have worked with existing campus resources, including the Career Center, to create Career Week, comprised of a series of panels with individuals representing a variety of professions who discuss their chosen careers and the educational paths they took to achieve their goal; the Education Majors Fair, an opportunity for the various academic departments to explain the majors in their discipline and the connection to employment; and the Job Fair, at which employers from the LA region provide students with full and part-time employment opportunities as well as internships. FYP students are required to attend Career Week events to maintain their status as First Year Pathways students and to be eligible for the college's new Second Year Pathway.

In fall 2014, the FYP program also piloted a reconfigured Oral Communication (Speech 1) course, which supports students' ability to make an informed choice of a major and increases their chances of staying on track with the appropriate courses needed to complete. All FYP students are required to take Speech 1, which fulfills a CSU transfer requirement, in either the fall or spring semester. In Summer 2014, fulltime and adjunct Speech faculty participated in a retreat to add a career exploration component to the existing curriculum. This included a skills inventory, a visit to PCC's Career Center, and development and delivery of a group symposium exploring specific career options. Speech Communication faculty are assessing the effectiveness of the career exploration component to determine if it increases overall course success and should be included in all sections of Speech 1.

The Second Year Pathway: Pasadena City College created the First Year Pathways program to address the college's poor completion rates. According to 2010 data from the college's Office of Institutional Effectiveness (OIE), approximately 20% of students drop out by the end of their first year and only 52.5% receive a certificate or degree or transfer within six years. Of the students who do persist, it is clear that they stay too long at PCC and take too many courses not related to their stated academic goal. In fact, after six years, 69% of the students who entered college in need of remediation had no discernible milestone.

FYP components are based on best practices from the National Resource Center for the First Year Experience and high impact practices from the American Association of Colleges and Universities. However, in spite of strong data to suggest that Pathways students were "starting right," acquiring a notable amount of credits in courses that were moving them to completion,

and persisting to second year at significant rates, FYP staff felt that there was still significant work to do. What happens to FYP students in their second year? Do they stay on track and complete their community college academic goal(s) – degree, certificate, and/or transfer – in a timely manner? “There is no reason to believe that students who survive the first year of college are suddenly successful in the second year” (“Helping Sophomores Succeed: Understanding and Improving the Second Year Experience” Hunter, et al., 2010). Second year programs have the potential to contribute substantially to knowledge and understanding of strategies that can dramatically improve completion and transfer rates.

After carefully analyzing the national research showing a drop off in success rates for students who enrolled in a first year program but lost academic support in their second year, FYP faculty, counselors, and coaches developed the **Second Year Pathways (SYP)** program to ensure that students complete their goals and transfer in a timely manner. This initiative also addresses Partnership Goals 3 and 4. In fall 2014, the college began a pilot of the Second Year Pathways Program with **450 students** and plans to scale the program in subsequent years. The focus of the SYP program is for students to maintain fulltime enrollment with the goal of degree and transfer curriculum completion. Students in the program retain all support services available to FYP students including access to the student success team (tutors, coaches, counselors), the resource center, and continued career exploration opportunities.

In order to be accepted into the second year cohort, students are required to:

- Participate in service/leadership opportunities
- Enroll in one online or hybrid course
- Attend monthly counseling workshops and meetings
- Commit to receiving tutoring
- Use ePortfolio to document and reflect on progress
- Work no more than 20 hours/week

As the Second Year Pathway was being envisioned, the process was guided by research that has identified key features of the second year. According to Hunter et al, “[The second year] is often seen as a time for career exploration and decision making. [It] is also a time of making sense of who one is in the college environment, in contrast to who one was prior to college. Identity development, therefore, is the major question of the year for many students” (2010). Therefore, SYP students continue to explore their career options by utilizing the Career Center’s PinPoint Career Guidance System, which combines comprehensive self-assessment with powerful career matching to determine which professional careers best suit an individual's personality. With the help of a Second Year Pathways Success Coach, students commit to an academic major and revise their education plan to reflect that commitment. Equally important, students in SYP develop leadership and social engagement skills on campus by agreeing to volunteer as math, English, or ePortfolio tutors; mentors for FYP students; and/or support for events including Welcome Day, Career Week, and the First Year Student Conference. Finally, PCC continues to demonstrate its commitment to the Pathways program by renovating a new space for SYP. The resource center provides space for students to study and collaborate with their classmates, access to laptops through a loan program, and support from the SYP coaching staff.

Accelerated Remediation: Community colleges are the gateway to higher education for the vast majority of students in California. Unfortunately, most of these students enter college below transfer level math and English. PCC has taken note of K. Hern's 2010 research that identifies the harsh reality: "the more semesters of remedial courses a student is required to take, the more remote that student's chances of passing college-level Math or English and being eligible to transfer or earn a degree" (*Exponential Attrition and the Promise of Acceleration in Developmental English and Math*).

In his 2010 nationwide study of 57 colleges participating in the *Achieving the Dream* project, Thomas Bailey of the Community College Research Center found that student completion rates in college English and math drop with each additional level of remedial coursework required. Students placed three levels below college math go on to pass the college-level course at a rate of just 10%. For students placing three levels down in reading, the figure is 24%. The vast majority leaves the sequence along the way in what's called "the pipeline effect."

National research and policy groups agree that long sequences of poorly designed and poorly taught developmental courses are a major cause of college students' inability to achieve their academic goals. With over 75% of all entering students in need of remediation, PCC realized that to meet its goal of significantly increasing the number of students who transfer and complete bachelor's degrees within four years, it had to radically redesign its developmental math and English programs and provide professional development to help faculty teach in new and innovative ways.

In 2011 PCC created the *Student Access and Success Initiative* (SASI) program to encourage innovation on campus. Its goals were to increase access for all students to "obstacle-free" pathways and increase the rates of completion of basic skills courses and awards of transfers, degrees, and certificates. In 2012, during the second year of the program, two groups of dedicated faculty applied for and received SASI funds to redesign the developmental math and English curriculums. The resulting accelerated math and English sequences directly address Partnership Goal 3 and have been incorporated into the Pathways program.

Accelerated Math: In 2011 approximately 15 math faculty, concerned that fewer than 15% of students who begin PCC in basic skills math complete a college-level math course, began a two-year process of research, planning, and design. Their goal was to create a non-calculus sequence of math courses for students not majoring in science, technology, engineering, or math (STEM). They studied data, including student success, completion, placement, and major; researched existing alternative programs on other campuses; and met with counselors and personnel from across the college. They determined it was possible to prepare pre-algebra students to take non-STEM transfer level math in two semesters, instead of the standard three, and to get beginning algebra students transfer ready in one, not two, semesters. The new program entitled **SLAM** – Statistics and Liberal Arts Math, was piloted in 2012/2013.

In spring 2014 the SLAM faculty began teaching two new courses: Math 250 (Quantitative Literacy I) and Math 150 (Quantitative Literacy II). This fall there were 16 sections: six of the first course and ten of the second. Their plan next year is to offer 10 sections of Math 250 and 20 sections of Math 150 in the fall and spring semesters.

The SLAM curriculum both shortens the developmental math sequence and prepares students for success in statistics, the college-level math course required for the majority of non-STEM majors. SLAM curriculum also prepares students for the math needed to be successful in life, for example, determining whether to buy or rent a home. Lab activities include the use of Excel to enable students to work with large sets of data. They learn how to create graphs and charts, to use built in formulas, to track their spending, and to make amortization tables for student loans and mortgages. SLAM faculty have also created “discovery labs,” where students use manipulatives to develop a deeper understanding of various mathematical concepts.

SLAM teachers have embraced technology and the idea of a flipped classroom; this year several have produced a series of “SLAM TV” videos available on YouTube. Faculty also use smart-pens to create “pencasts” for many topics, which students can access online and watch and re-watch as their teachers explain difficult topics.

In addition to creating relevant mathematical content to engage students, faculty have realized the importance of addressing both cognitive and non-cognitive factors to student success. As part of the professional learning required to teach SLAM, instructors learn about Carol Dweck’s findings on growth and fixed mindset and its impact on student learning and are introduced to lessons developed by Apigo & Powers (UCLA) that they can integrate into their math instruction. They also learn how to embed metacognitive routines such as think alouds and evidence and interpretation logs from the *Reading Apprenticeship* learning framework, which increase students’ ability to problem-solve and understand their math texts. SLAM faculty meet weekly to discuss pedagogy and continue to make improvements to the two SLAM courses.

SLAM was designed to move students to a transferable math course quickly and ensure their success in that course.

- Approximately 15% of PCC students place into pre-algebra. These students used to need three semesters to reach a transferable math course. Now they can do it in two semesters. One semester AND one exit point have been eliminated for these students.
- Approximately 30% of these students place into beginning algebra. They used to need two semesters of basic skills math, now they can do it in one semester. One semester AND one exit point have been eliminated for these students as well.
- Approximately 35% of PCC’s basic skills students place into intermediate algebra. These students need one semester to reach a transferable math course, but instead of taking a course designed to prepare students to take more algebra and trigonometry, SLAM 250 was specifically designed to prepare them for success in statistics, liberal arts math, and life.

PCC’s Office of Institutional Effectiveness provided average success rate data for SLAM pilot classes in Spring 2013 and Fall 2014. The findings are impressive:

- Math 250 (QL1), n=193: 78.8%; non SLAM: 69%
- Math 150 (QL2), n= 229: 86.5%; non SLAM: 57%

Accelerated English: The goal of STACC, the Stretch Accelerated Composition Program at Pasadena City College is to increase access to and success in transfer-level English composition courses and reduce the amount of time it takes to do so. STACC is an alternative to the traditional three-level remediation-centered Freshman Composition sequence and is a

combination of the California State University Stretch Composition Model and the California Community College Acceleration Model. Students who place into level one of the developmental English sequence are allowed to enter STACC at level two via a directed self-placement process. Thus, one exit point is eliminated.

Once in the program, students become part of a two-semester cohort and work with a STACC-trained English instructor who utilizes best practices to attend to the affective domain and support student equity. Twenty first-century literacy is a key component of the program and students are required to complete an ePortfolio and other forms of online writing, in addition to learning how to write effective academic essays. Interdisciplinary reading and writing is supported, as is experiential and service learning.

In 2014-2015 STACC offered 26 sections, serving 780 students. The program is scalable to serve many more students, dependent upon funding for professional learning for incoming and continuing faculty, counseling for students not currently in Pathways, student assessment and placement, and ongoing program evaluation. The English Department plans to offer 30 sections of STACC in Fall 2015, serving 900 students.

Initial data are very promising: for the 2012 cohort, 55% of students who started in STACC English 100 (level two) passed English 1A (college-level), compared to only 29% of the students in the traditional pathway who started in English 100, and 23% who started in English 400 (level one).

The programs described above, The PACT, Career Quest, Career/Major-Focused Speech 1, the Second Year Pathway and accelerated math and English (SLAM and STACC), represent Pasadena City College's commitment to increasing milestone achievement by all students, particularly first generation, basic skills and underrepresented populations.

Innovations #5

The collaborative work among PCC, PUSD, and CSULA has led to innovative and comprehensive programs yielding positive outcomes that move PCC closer to its goal of transferring more students as efficiently as possible. Evaluation findings and recommendations have prompted program changes, development of ongoing projects, and several new initiatives that will begin in 2015. Evaluation is ongoing and is detailed later in this application.

Second Year Pathway: PCC's Board of Trustees and senior administrators are committed to growing the First Year Pathways and continuing the expansion of its nascent Second Year Pathway program. A separate, dedicated space has been renovated for SYP students and staff, and a faculty member and success coach have been identified to lead the effort collaboratively.

SYP staff members use best practices and have identified four major cornerstones of successful second year programs: **career exploration, major selection, leadership, and faculty connection** (L.A. Shriner, et al. "Beyond Sophomore Survival," in *Thriving in Transitions: A Research-Based Approach to College Student Success*. 2012). They have initiated collaborations with key departments, including Counseling, the Career Center, and the Transfer Center and have committed to the following SYP projects starting in 2015. Each of these projects directly addresses one or more of the four cornerstones of effective second year programs:

1. **Leadership:** Creation of service/leadership opportunities (Ambassador Program, peer mentoring and ePortfolio tutoring for first year students); pilot in spring 2015
2. **Leadership/Career:** A speech competition which allows SYP students to present their accomplishments over their first two years of college while developing 21st century communication skills in face-to-face and online environments; pilot in spring 2015
3. **Major/Career:** Development of an online career roadmap to help students identify a career path and understand the academic and financial implications of their choice; initiate in spring 2015 and complete by fall 2016
4. **Major/Career:** Development of a collection of short videos of PCC graduates who describe their journey to their chosen profession; complete by spring 2016
5. **Faculty Connection:** Service by PCC and CSULA faculty participating in the articulated pathways as advisors for second year students; to begin in fall 2015
6. **All:** Development of a *Second Year Jam* to strengthen students' connection to the Pathways community and orient them to SYP requirements and resources; pilot in summer 2015

In addition to SYP, PCC's President has made the development of a **Completion Center** and the hiring of **Completion Coaches** top priorities for 2015. The lead SYP faculty member and success coach will work closely with Transfer Center staff to identify students who are close to completing a degree or ready to transfer. The completion coach will support and guide these students through the critical aspects of the completion process. Completion Center activities will be piloted in 2015 with SYP students and will serve the campus community by fall 2016.

PCC understands that to develop the Pathways program and guide students from entry into college to completion of academic goals, the college must sustain strong, ongoing partnerships with its area high schools and universities.

The PACT: In 2015 PCC and PUSD will develop a critical component of the dual enrollment program: **the ability to share data**. Doing so will enable high school and college staff to monitor PACT students' progress, provide real-time interventions to keep students on their educational and career paths, and conduct longitudinal analysis of degree and certificate completion. In fall 2014 PCC administrators and staff visited South Texas Community College and the Pharr, Alamo, San Juan, Texas school district to discuss their highly successful dual enrollment programs and data sharing policies and practices. In 2015 PCC will develop data-sharing agreements with PUSD and the LA Unified School District to track students beginning in the 9th grade. PUSD and PCC will grow the number of 9th graders enrolled in the PACT to 120 students, continue to fine-tune the 9th grade curriculum, develop the 10th grade PACT component, and foster collaboration among faculty at the two institutions to align curriculum. PCC will also expand the program to new schools in the district: Rosemead, South El Monte, South Pasadena, and San Marino.

The Path to Baccalaureate: In 2015 PCC will continue its discussions with the senior administrators at CSULA to ensure a smooth transfer for PCC students. More PCC students transfer to CSULA – 19% -- than to any other four-year institution. However, a 2014 PCC analysis of 5,400 first-time college students who first enrolled at PCC in 2008 revealed that only 1 African American and 79 Latino students transferred to CSULA within six years. PCC must not only increase the number of students who transfer to CSULA but also develop programs to ensure that more students of color transfer and complete their degrees in a timely manner.

Because of the high percentage of Latino students at the two institutions, the significant number of students who transfer from PCC to CSULA, and the institutions' commitment to equity, PCC and CSULA were chosen to participate as partners in the national project, "Engaging Latino Students for Transfer and College Completion," directed by the Center for Community College Student Engagement (CCCSE), the National Survey of Student Engagement (NSSE), and Excelencia in Education. Project goals include the creation of promising/high impact institutional initiatives demonstrating cross-sector collaboration that will enhance engagement, persistence, transfer, and completion among Latino students. In the past year, PCC and CSULA administrators met to analyze institutional data on transfer, success, and completion. In September 2014, senior administrators and personnel met in San Antonio, Texas with teams from 20 institutions from across the country to continue the dialogue and develop concrete and collaborative action plans for 2015. Building on the work of The PACT and Pathways, the participants committed the two institutions to the following:

1. Development of **articulated pathways** for majors traditionally underrepresented by minorities, including marketing, accounting, management, nursing, biology, and chemistry; to be completed by fall 2015
2. Hiring of a CSULA **Transfer Liaison**, who will work closely with PCC's Completion Center and PCC and CSULA's Transfer Centers to provide outreach and transfer support; to be completed by fall 2015
3. Creation of a **Transfer Jam** to orient PCC transfer students to CSULA; pilot in 2015.
4. Creation of a **Transfer App**, a roadmap to guide students to university graduation; the app will be designed by CSULA and PCC students and piloted in fall 2016
5. Development of a **mentoring program** for underrepresented males at PCC transferring to CSULA; pilot fall 2015

Innovation #6

Cost to award a bachelor's degree: One of the most significant factors in the cost of completing a bachelor's degree is the time it takes for a student to complete the degree. According to the California State University Graduation Rates Consortium for Student Retention Data Exchange (CSRDE), only 17.8% of fulltime freshmen graduate within 4 years. It takes 6 years for this rate to reach 51.8% and 9 years to rise above 60%. The institutions collaborating on the **Partnership for College Success** have specifically designed the components of the program to have a positive impact on both reducing the time to completion and the related cost incurred by the student and the state. For example, the tuition for CSULA, one of the program's partners and PCC's top transfer university, has more than doubled in ten years to \$5,472 in 2014-15. The *LA Times* reported on October 17, 2012 that "The average CSU student now leaves school \$14,744 in debt."

Students also suffer the consequences of delayed completion. Three additional years in the community college system can cost more than \$3,000 in tuition and fees. In addition, these students forego potential gains in income. According to the Bureau of Labor Statistics, each year a student is delayed in completion results in \$23,764 in lost earnings. Students exhaust access to Pell and Cal Grants, forcing them to take on more loans.

These statistics have a major impact. In general, students take 5-6 years to complete transfer requirements. Statewide, only 48.1% of students complete a degree, certificate, or transfer-related outcome within 6 years. This means that students on average will take between eight to nine years to complete a bachelor's degree. During these additional four to five years, the state is subsidizing the cost of the education. Assuming fulltime enrollment, this delay in completion can cost more than \$20,000 per student. Moreover, many students are taking fewer units — typically 12 credit hours per term rather than 15 — than they need to graduate in four years. Stan Jones, President of Complete College America notes that many students are unfocused in their college studies and don't adhere to a structured plan. These are all barriers addressed by the **Partnership for College Success**.

The **Partnership for College Success** reduces costs of attaining a bachelor's degree by shortening the time to completion. Initial results indicate that students in the Pathways Program complete 32.1 units in their first year compared to 19.5 for the general population. In addition, more than 25% have completed transfer level math and 60% have completed transfer level English within their first year compared to 20% and 43% for non-Pathways students. Expansion of The PACT dual enrollment program will also increase the number of students who arrive with college credit and have taken four years of math in high school. These students also arrive at college prepared for transfer-level math which reduces the number of remediation units needed. For those students who do need remediation, continued expansion of accelerated math and English sequences will reduce the time to reach transfer level and eliminate exit points. These statistics allow the college to predict with confidence that students will complete transfer requirements within three years, saving students over \$3,000 in community college tuition and a potential savings in the thousands related to tuition increases. Students will also be able to enter the workforce three years earlier resulting in \$70,000 in additional income. These results will lead to benefits for individual students and scaled improvements to the overall economy.

Innovation #7

For the past four years, Pasadena City College faculty and staff have continued to grow and transform the Pathways program and its related projects to help the college meet its completion goals. Transformation has been informed by quantitative and qualitative research and evaluation conducted collaboratively by the programs' external evaluators from UCLA, internal evaluators from PCC's Office of Institutional Effectiveness (OIE), and program faculty, staff, and administrators. The community of practitioners meets regularly to study and interpret evaluation findings, identify obstacles and unintended consequences, and identify, implement, and evaluate strategies that address them. Through these discussions, several **unintended consequences** have been identified and addressed. They have included such issues as providing sufficient math and English sections; guaranteeing seats and course sections while remaining compliant with Title V regulations; providing professional learning opportunities to College 1 (the first year seminar) instructors, many of whom are daunted by the challenge of teaching a new course to a room full of recent high school graduates; and dealing with the impact scale-up has had on space and personnel. Staff will continue to identify and solve the problems that naturally occur. Two critical issues, however, stand out and are currently being addressed:

High school graduate status: FYP staff have focused their recruitment efforts entirely on recent high school graduates, who make up approximately 46% of all first-time students at PCC. Unfortunately, by doing so, the program has excluded non-traditional students, many of whom enter college for the first time several years after graduating from high school.

Full-time student status: PCC faculty, staff, and administrators developed the First Year Pathways based on best practices for first year experience programs at four and two year institutions. 2012 national data from the non-profit group Complete College America reveals that only 6.9% of part-time community college students completed an associate's degree within four years and 15.9% of part-time students at four-year institutions completed a bachelor's degree within eight years. For that reason, FYP staff made the decision to require all students to enroll as full-time students with a minimum of 12 units. However, many students cannot attend college full-time because of work or family obligations or health reasons; in 2013-14, 69% of new first-time students enrolled with fewer than 12 units.

PCC intends to continue to scale up the Pathways program for recent high school graduates who are willing to be full-time students. However, it must also provide services to non-Pathways students who are left without the highly effective practices that Pathways students have access to. Research from the Resource Center for the First Year Experience and Students in Transition indicates that for a variety of reasons, first year experience programs rarely exceed 60% of the cohort of new, first time students. How can the college take what it has learned from FYP and SYP and make changes to policies and practices so that every student will increase his or her chances of success and completion?

Pasadena City College is interested in addressing the needs of all students but is particularly concerned about its large and growing Latino student population, who, according to an equity report presented by the OIE in 2104, are disproportionately impacted in the critical areas of basic skills completion, transfer, degrees, and certificates. Currently, Latinos make up 46% of the

student body, and the percentage is expected to increase to over 50% in the next 5-10 years. Unfortunately, **many Latinos are non-traditional and/or part-time students.**

PCC's OIE released **Student Progress Attainment Rate** (SPAR) data for all ethnic/racial groups in fall 2014. SPAR measures the percentage of first-time students with a minimum of 6 units earned who attempted any Math or English in the first three years of college and achieved any of the following outcomes within six years of entry:

- Earned AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a California community college)
- Achieved "Transfer Prepared" status (students who successfully completed 60 UC/CSU transferable units with a GPA > or = 2.0)

Latino students were at the bottom of the list, ranging between 36% and 38% over the six year period (2003-09).

PCC understands that "Until colleges make high-impact practices inescapable for all students who need them, these practices will be only minimally effective in promoting the major gains sought in student success and completion" (*A Matter of Degrees*, 2013). It is now PCC's challenge to make at least some of these **high-impact practices inescapable for all incoming students** and not just those who self-select or qualify to be in Pathways.

PCC is committed to finding solutions. For the past year, PCC's Equity Committee has met to identify gaps for underachieving students and offer solutions. A careful review of quantitative data (including success, retention, persistence and completion of basic skills English and math) and qualitative data (focus groups of Latino and African American students) has revealed several areas that must be focused on:

- First, to effectively navigate the campus and access resources such as tutoring, the library and financial aid, all students, including those returning or attending part-time, require a more robust orientation to college prior to the start of classes. Therefore, the college is investigating ways of offering no-cost, week-long **Jams** to all incoming students.
- Next, Latino and African-American students, especially males, are reaching transfer-level math at much lower rates than other student populations. One solution is to offer **supplemental instruction** for math classes below transfer level.
- Third, one consistent theme from the focus group data was a lack of cultural understanding by a largely white middle-class faculty of first generation students of color and their preferred ways of learning. To address this issue, the college has already initiated a **professional learning** series on the topic of equity and has invited national experts including Diane Goodman, author of *Promoting Diversity and Social Justice: Educating People from Privileged Groups* and Laura Rendón, Professor of Higher Education at the University of Texas-San Antonio and author of *Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation*. PCC is also hoping to pilot a series of hybrid professional learning courses that will allow faculty to gain expertise in addressing the learning needs of a diverse student population.

Sustainability #8

Leaders within all campus groups – the Board of Trustees, administrators, managers, faculty, staff and students -- support and guide the transformation needed for PCC to align its practices to the critical priorities outlined in its Educational Master Plan. The college has also fostered strong, productive partnerships with local high schools and universities to meet its goals. Among PCC's **key strengths and assets**, several stand out:

1. The Teaching and Learning Center (TLC): The TLC was created in 2000 and is now entirely supported with district funds. Since its inception, the center has served to drive and support innovation across the campus. TLC-sponsored projects include a compressed math program (MathPath); the First and Second Year Pathways; Success Coaching; peer tutoring, mentoring and ePortfolio support programs; a web-based video lab; and a database to monitor support interventions and student progress. TLC staff have successfully managed numerous federal, state and private grants totaling approximately \$15 million and have been acknowledged in the state and country for their program management and evaluation skills. They present regularly at state and national conferences and consult with colleges interested in scaling up and sustaining effective programs for students and faculty that increase completion rates.

2. Evaluation: TLC staff members have had a sustained and productive relationship with PCC's Office of Institutional Effectiveness (OIE) and external evaluators from UCLA since 2001. Collaboratively, they have developed a participatory form of evaluation that engages all stakeholders in the process of program evaluation. Participants meet regularly to discuss projects; groups of ULCA evaluation students come to the TLC annually to complete course assignments; and several doctoral students have used the programs developed in the TLC as the focus of their dissertations. Staff members have co-written and published several articles on evaluation for peer-edited journals and have co-presented on Pathways evaluation with their OIE and UCLA partners. This year's evaluation projects include a Propensity Score Matching (PSM) project on key FYP outcomes, a large-scale survey of PUSD students' and faculty's attitudes toward college and career, a series of FYP student focus groups, a study of second year students' attitudes about academic planning and career choice, and a study of reading for Reading Apprenticeship and the Educational Testing Service (ETS).

PCC has demonstrated its **commitment** to closing the achievement gap in many ways:

1. Student Access and Success Initiative: With broad-based support for its new Educational Master Plan, in 2011 PCC faculty received funds from its Board of Trustees to encourage innovation in key academic and student services areas to help the college meet its target goals for transfer, degrees, certificates, and basic skills sequence completion. For three years \$1 million was available each year through the Student Access and Success Initiative (SASI) for individual faculty to develop new and innovative educational projects. SASI goals focused on creating "obstacle-free" pathways for all students and increasing the rate of completion of basic skills courses and awards of transfers, degrees, and certificates through curricular and programmatic redesign. Programs include XL, International, and Design Tech Pathways; Math, English, ESL acceleration; and the Academy of Professional Learning. The college has provided on-going funding to sustain these initiatives.

2. Board of Trustee Goals: PCC's 2014-2017 Board of Trustee Goals for the College include the *Graduation and Completion Initiative*, which demonstrates the institution's commitment to

the continued growth and support of the Pathways program (A) and the program redesign efforts taking place in math, English and ESL (B). It aligns these efforts with the target goals defined in the college's Educational Master Plan (EMP) (C) and supports the expansion of services that have proved to increase success and completion rates, including the innovative and highly effective Pathways Success Coaches program (D). Board goals are:

- A. Expand [First and Second Year] Pathways to improve dramatically the rate of students proceeding successfully to college-level courses within one year of entering
- B. Engage faculty to develop opportunities for students to accelerate their educational progress through innovative and student-centered course offerings
- C. Update graduation, transfer and certificate completion goals in the EMP Report Card and take actions to meet these goals
- D. Enhance student services to meet the needs of all students and achieve the goals of the state Student Success Act

3. Dedicated Pathways Resources: PCC has shown its support for the Pathways program by allocating \$750,000 to fund key positions and provide space and resources. In summer 2014, the college renovated a space to serve as the home for the Second Year Pathway. In addition, administrators, interested in continuing to expand the FYP and SYP as well as creating a Completion Center, have identified a site and provided funds to create a new Pathways Center, which will be completed by fall 2016.

4. White House College Opportunity Summit: The White House hosted a *Summit on College Opportunity* on December 4, 2014, focusing on building sustainable collaborations in communities with strong K-12 and higher education partnerships and supporting colleges to work together to improve persistence and increase college completion. PCC was honored to be invited to the summit, at which it made a commitment to dramatically increase transfer rates for historically under-represented science, technology, engineering, and math (STEM) students and set specific goals to add 420 STEM degrees by 2020 and nearly 800 by 2025.

Relationship among application participants: More than three years of monthly meetings have allowed representatives of PCC, PUSD, and CSULA to focus on the common goals to create a college-going culture in the local service areas, streamline the transfer process, and increase completions. This collaboration has resulted in "Partnership for College Success," which includes **The PACT, the Pathways, and the articulated transfer pathways to CSULA.**

PCC is leveraging funds from several external sources: PCC currently has three large federal grants -- Title V, Title V Coop, and HSI STEM -- to design, grow, and evaluate new, innovative pathways that provide a seamless transition from one segment of the educational system to the next. In fall 2014, the college received \$15 million from the California Career Pathways Trust to form the *LA HI-TECH Regional Consortium*, consisting of eight community colleges, 16 high schools, and over 50 public and private partners. The program will affect approximately 3,600 students over a period of five years who will enroll in career pathways focusing on Design, Visual, and Media Arts; Information Support and Services; and Software and Systems Development. The synergy created by these four external funding sources, combined with PCC's vision, commitment, and experience, will serve to strengthen the pathways and the inter-segmental partnerships the college has created with PUSD and CSULA.

Sustainability #9

PCC has employed **effective strategies to engage stakeholders and transform policies and practices** to help more students achieve their academic goal(s) in a timely manner:

1. Data collection and sharing have helped to gain the support of the key stakeholders at the participating institutions and surrounding communities. At PCC, informing constituency groups of the misalignment that exists between the college's mission and its outcomes has created a sense of urgency on campus. To gain support, Pathways staff have hosted off-campus retreats and on-campus workshops for faculty, staff, and administrators to discuss outcomes data, learn about best practices, and dedicate time to work with their colleagues at PCC, PUSD and CSULA to discuss possible solutions.

2. Professional development opportunities provide support for and increase faculty awareness as they learn about first year students, the challenges they face in and out of the classroom, and the high impact practices that address their needs. These opportunities include the College 1 Faculty Institute, a week-long series of workshops held in summer that is required of all College 1 instructors; ongoing support for PACT faculty teaching the Career Choices course for 9th graders; and support for curriculum redesign in English and math.

3. Ongoing communication both informs and increases support of crucial stakeholders such as Boards of Trustees, senior administrators, academic deans, counselors, and faculty and our high school and CSULA partners. Staff also present to the President's Latino, African American, and Asian/Pacific Islander advisory committees and to community members. In addition, the PCC Pathways Council, composed of key administrators, faculty, and staff, meets monthly to discuss Pathways practices, share successes and challenges, and coordinate resources and services.

The strategies described above have led to productive collaboration among numerous and diverse campus departments and have resulted in the continuous support from various stakeholders. Additionally, identifying areas of common interest and sharing limited resources have strengthened PCC's programs and the relationships it has developed with PUSD and CSULA. For example, the Outreach Office staff collaborates with district high schools to help students and parents understand the great value of joining the Pathways Program. Moreover, Pathways, Learning Assistance Center and Assessment Office personnel have developed and implemented a pre-assessment workshop for perspective Pathways students, on-site assessment at the high schools, and application support for perspective students.

A hallmark of the Pathways Program is the **collaboration between Academic and Student Affairs** to fully integrate resources and services to support students. Traditional models create a separation between these areas causing a lack of clarity, cohesion, and effective resource usage. PCC's innovative model has created what evaluation reveals to be crucial resources that students value highly. These include the week-long Jams (summer orientation) during which time students have access to counselors, financial aid staff, success coaches, and tutors who work closely with faculty to prepare Pathways students for their first year of college. Another example is the Pathways first year seminar, College 1, which was developed by faculty and counselors and is housed in the Counseling Department and taught by any employee with a Master's degree including faculty, managers, and staff.

Sustainability #10

The American Association of Colleges and Universities contends that “[C]EOs, with governing board support must find innovative ways to diversify their revenue streams, while recognizing the very real challenge of managing resources in ways that achieve better outcomes at lower cost. This is the conundrum and the challenge of 21st-century leadership” (*Empowering Colleges to Build the Nation’s Future*, 2013). The chief executive officers of Pasadena City College, Pasadena Unified School District, and Cal State University, Los Angeles have made **a strong commitment to sustain the innovative programs and policies** described in this application.

To close its achievement gap, PCC has created a comprehensive suite of programs that requires institutional support, leadership at all levels, and the reallocation of resources to cover program costs. The former and current Presidents of Pasadena City College have shown their strong commitment to student success by growing and sustaining the First and Second Year Pathways and The PACT and reallocating resources (people, space, time, and money) to do so. Although initial grant funds helped create these programs, they are now entirely funded by the college, and program staff make use, whenever possible, of existing resources to effectively decrease program costs. The Pathways dean, coordinator, faculty and counselor leads, outreach and recruitment coordinator, and success coach lead are all funded by the district. The Teaching and Learning Center, which houses the Pathways program, is fully funded by the district as are the section offerings of College 1. This support also includes the 2013 renovation and expansion needed to accommodate the growing number of FYP students as well as the 450 students in the SYP pilot. Further growth is also supported by the district. Plans have been completed and renovation will soon begin on PCC’s new Pathways Center, which will house all first and second year students in the program, the success coaches, and the new Completion Center. Community bond funds have been identified and committed for this major undertaking so that the program can serve even more students.

Administrators and staff at PCC have helped by committing appropriate personnel and resources to support Pathways. For example, Student Services, including Outreach, Assessment, Counseling, and Financial Aid, play critical roles in Pathways’ success by including Pathways in their regular workload. The library also fully supports the program by offering research sessions and participating in information literacy curriculum development for College 1. Key personnel from PUSD and CSULA have also been identified to help develop intersegmental articulation.

A commitment to sustain the infrastructure is evidenced by **changes to policies and practices** that are equally important to the program’s success. Examples include the alignment of PUSD and PCC math and English curriculums, revision of PCC’s registration priority policy to allow FYP and SYP students to register earlier than many groups, including new first year students not in a Pathway, and providing adequate sections of required and highly sought after courses.

Finally, the creation of the FYP Council was critical in the college’s effort to coordinate the various programs and eliminate wasteful duplication of services such as outreach and recruitment as well as assessment, financial aid, and new student orientation workshops. This Council also addresses opportunities and barriers to the program’s sustainability.

Evaluation #11

To evaluate **Partnership for College Success**, PCC is using multiple methods and sources to gather quantitative and qualitative data. The overall design facilitates PCC's efforts to assess program goals and improvement by 1) consistently monitoring student academic progress, 2) determining the most/least useful program activities, and 3) identifying new activities and/or services to support student success. The table below identifies short and long-term **quantitative measures** and the purpose and frequency with which each is monitored.

Quant measure	Data Source	How often	Purpose
Short-Term			
# of transfer units	Office of Institutional Effectiveness (OIE)	At the end of each semester	Indicates whether students are meeting critical milestones needed for eventual transfer to a 4-year institution.
GPA		At the end of each semester	
# of students who complete transfer-level Math & English		At the end of each academic year	
Student Engagement Survey*	Student self-report via OIE survey administration	At the end of each academic year	Demonstrates level of student engagement, a key component of academic success.
Success Navigator*	Student self-report via on-line assessment	At the beginning of each academic year	Identifies at-risk students and delivers detailed action plans to support students
Long-Term			
# of transferable units	OIE	At the end of 2 academic years	Gauges how close students are to the 60 units necessary for transfer

Student Engagement Survey and the Success Navigator are described in Section 12.

Qualitative data is collected to gain an understanding of 1) students' experience in the Pathway and 2) staff's experience in implementing Pathway activities. The following qualitative data are gathered at the end of each academic year:

- Student focus groups – to better understand students' Pathway experience, the activities they find most/least useful, and other services/activities that will help them succeed
- Program staff focus groups – to gauge staff experience implementing pathway activities, gather feedback on what activities are difficult to implement, develop strategies to make implementation easier and more effective, and identify any program activities that should be modified for the purposes of increasing the likelihood of program success

Collectively, quantitative and qualitative data allow program staff to assess program outcomes, as well as to identify and better understand what elements of **Partnership for College Success** programs work best.

Evaluation #12

In their seminal 2010 report, *Advancing by Degrees: A Framework for Increasing College Completion*, Offenstein, Moore, and Shulock describe a set of **on track indicators** institutions can use to “better understand not only which milestones students are failing to reach but why they are not reaching them.... Continued monitoring of on-track indicators relative to milestones can help leaders gauge the impact of interventions.” The indicators described in *Advancing by Degrees* include enrolling fulltime, beginning remedial work (if needed) in the first semester, completing college-level math and English in the first or second year, completing a college success or first-year experience course, completing 20-30 credits in the first year, and maintaining an adequate grade point average. The four **measures** listed below are based, in large part, on these indicators. They help PCC monitor students’ progress toward completion, identify problems, and design new institutional interventions to increase degree completion.

Table 1 **Baseline data** for first-time students during the AY 2012 - 2013

	All students	African American Students	Latino Students
# of transfer units, fall 2012	9.05	10.63	9.33
# of transfer units, spring 2013	11.89	12.08	11.19
GPA, fall 2012	2.79	2.41	2.52
GPA, spring 2013	2.87	2.54	2.60
# of transfer units after 2 years (2012 - 2014)	41.01	42.74	37.77
% of students who complete transfer Math & English courses (AY 2012 - 2013)	1,100 students: 30.4%	51 students: 22.0%	381 students: 23.3%

Offenstein and colleagues further argue that “Regardless of the circumstances, there are two things institutional leaders should never do as they learn more about the students who don’t succeed. They shouldn’t lower standards, and they shouldn’t excuse low graduation rates for some groups of students because “students like these” supposedly cannot be expected to graduate at higher rates.” Following this rationale, the target outcomes for the four measures are set to achieve the goal of transferring increased numbers of students in a shorter time with a GPA that sets them up for success at their four year institution. No distinction has been made between the general population and underrepresented students as early data indicates that with appropriate support these students can achieve at similar levels, and the partnering institutions are firmly committed to closing the equity gap.

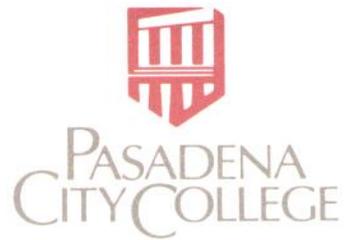
PCC collects crucial data from two survey instruments. The college surveys students every two years using the **Community College Survey of Student Engagement (CCSSE)**, which provides information on student engagement, a key indicator of learning. The survey asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention.

PCC also utilizes **Success Navigator**, an online assessment tool that helps the college identify at-risk students to increase retention and completion rates. Success Navigator measures students' academic skills, commitment, self-management, and social support. A comprehensive score report provides advisors with students' first year projected GPA range, general skill and sub-skill scores, the probability of their enrolling the following year, recommendations for math & English acceleration, and specific actions that students should take to ensure persistence.

Data source, generation, and replicability: PCC's Office of Institutional Effectiveness (OIE) leads all evaluation activities for **Partnership for College Success**. It provides quantitative data generated internally from its Student Information System and collaborates with ULCA external evaluators on all qualitative measures. OIE created the baseline data in Table 1 above by identifying first time students in fall 2012 and tracking them for two years. College researchers determined the number of transfer-level units earned by identifying the transfer-level courses that students enrolled and were successful in. However, overall grade point average was determined by including all courses taken. PCC has also created data sharing agreements with PUSD and CSULA, which provide opportunities for leaders of the three institutions to discuss why certain groups, especially Latino and African American students, do not succeed and progress.

Table 2 **Projected outcomes** for each measure:

Academic Year	Measure	Target Outcome	Target Outcome (Latino/African American)
2015-16	# of transfer units/semester	11	11
	GPA/semester	2.8	2.8
	% of students who complete transfer-level math & English courses/year	35%	35%
	# of transferable units in two years	44	44
2016-17	# of transfer units/semester	13	13
	GPA/semester	2.85	2.85
	% of students who complete transfer-level math & English courses/year	40%	40%
	# of transferable units in two years	46	46
2017-18	# of transfer units/semester	14	14
	GPA/semester	2.9	2.9
	% of students who complete transfer-level math & English courses/year	45%	45%
	# of transferable units in two years	48	48
2018-19	# of transfer units/semester	15	15
	GPA/semester	3.0	3.0
	% of students who complete transfer-level math & English courses/year	50%	50%
	# of transferable units in two years	50	50



Office of the President

December 3, 2014

Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit – Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

To Awards Committee Members:

As the chief executive officer of Pasadena City College (PCC), I am pleased to support the college's submission of this award application in our capacity as the coordinating institution with our partners – California State University, Los Angeles (CSULA), and the Pasadena Unified School District (PUSD). We share your commitment to developing and implementing innovative practices that will increase the number of bachelor's degrees awarded and accelerate students' paths through higher education programs.

Pasadena City College is proud of its commitment to provide high quality education to all of its students, and we have done so effectively for over 90 years. We have a strong, innovative faculty, award-winning programs, and excellent resources. We have a diverse student body that reflects our service area, and we embrace the power and opportunities that come with diversity. However, we are also aware of our challenges. We are first in the state for Associate Transfer Degrees awarded and third in the state for transfers, but we can and will do better. Far too many of our students drop out before completing their academic goals.

In 2011, with a new Educational Master Plan to guide us, the college committed to developing, growing, and sustaining a First Year Pathways program and working with PUSD and CSULA to ensure that the transition from one segment of the educational pipeline to the next would be seamless. That is our obligation and commitment to the citizens in our community.

A passionate and highly committed team, led by our Associate Dean of Pathways and Professional Learning, has crafted an Award for Innovation in Higher Education application that describes our journey to increase the number of PCC students who transfer and receive a bachelor's degree. It includes our planning, hard work, missteps, learning, and transformation. It documents the growth of our First Year Pathways from 300 to 1,900 students, the Second Year Pathway pilot, and the accelerated Math and English projects that are underway. The application also describes our steady and consistent effort to communicate and collaborate with PUSD and CSULA. That effort has yielded an extraordinary partnership with PUSD called the PACT.

Committee on Awards for Innovation in Higher Education
December 3, 2014

The PACT will provide dual enrollment opportunities for high school students and allow them to enter PCC better prepared to succeed. It has also led to a productive PCC/CSULA partnership to facilitate the transition from community college to university through the development of articulated pathways and the creation of a new transfer liaison position.

I am very aware of the projects described in this application. Before I became Interim Superintendent-President, I was the Dean and then Vice President of the areas that created, grew and evaluated these programs. I participated in the year-long discussions with administrators, faculty and staff from PCC, PUSD, and CSULA that led to "The Partnership for College Success." I authorized the allocation of funds that now support the Pathways Program, and I have made the development of a new Pathways Center, the growth of the Second Year Pathway, and the creation of the Completion Center top priorities. I know about the innovative and effective work described in this application because I see and hear it when I visit students during Math Jam, engage with them at the First Year Student Conference, and speak to them in the evening during the One Book, One College culminating event.

I am very proud to submit this letter of support to reward the work of the hundreds of people at the college who have committed themselves to finding solutions to the challenges we face at PCC and throughout all of higher education. I pledge to support them and their colleagues as they continue their work. I will also continue to communicate regularly with Dr. Brian McDonald, Superintendent of the Pasadena Unified School District and Dr. William Covino, President of California State University, Los Angeles, to build upon these critical collaborations. I know that we have built a strong partnership that will help students transition more easily from one segment of the educational system to the next, complete their goals, and become productive citizens in our communities.

Sincerely,



Dr. Robert B. Miller
Interim Superintendent-President
Pasadena City College



PASADENA UNIFIED SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT

December 4, 2014

Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit – Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

Dear Awards Committee Members:

I am writing to express my support for the *Awards for Innovation in Education* application prepared and submitted by Pasadena City College. Three years ago, I was honored to become Chief Instruction Officer and Deputy Superintendent for the Pasadena Unified School District. As part of my initial responsibilities, I joined a series of meetings that had already begun with administrators and staff from Pasadena City College and Cal State LA. Our discussions about access, equity, and completion led to a document, "The Partnership for College Success," and a commitment to develop projects that would create a college-going culture in Pasadena and provide a clear path for our students to follow from PUSD to either PCC or Cal State LA.

I am happy to say that the relationships that were created back in 2011 have been strengthened and resulted in the PACT (the Pasadena Academic and Career Trust), a dual enrollment program that includes Career Choices, a course for 9th grade students. It is a collaboration between my staff, led by Dr. Fal Asrani, Executive Director of Secondary Education, and Dr. Marisa Sarian, Director of College and Career Pathways, and a PCC team, led by Cynthia Olivo, Associate Vice President of Student Affairs and Salomon Davila, Dean of Career and Technical Education. The goal of the PACT is to help more PUSD students enter higher education prepared for college-level work, increase the amount of college credits they acquire while in high school, and help them make informed decisions about their future majors and careers.

I am now the Superintendent of the Pasadena Unified School District and, in that capacity, intend to continue to support and grow the exciting dual enrollment project that is underway. I wholeheartedly support Pasadena City College's application and will work closely with Dr. Bob Miller, PCC's Interim Superintendent-President, as well as the college's PACT team, to make sure that all PUSD students have access to Career Choices and the other resources and services offered by the PACT program.

Sincerely,

Brian McDonald, Ed.D.
Superintendent



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

OFFICE OF THE PRESIDENT

December 18, 2014

Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit – Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

To Awards Committee Members:

I am very pleased to offer this letter of support for Pasadena City College's *Awards for Innovation in Higher Education* application. The collaboration between our two institutions that is described in the application is the product of extensive discussions and intensive work between CSULA and PCC administrators over the past year. I strongly believe that the projects we have developed and those we have committed to will lead to more PCC students transferring to and completing their bachelor's degrees at CSULA.

In 2014 CSULA and PCC became partner institutions for "Engaging Latino Students for Transfer and College Completion," a national project led by the National Survey of Student Engagement, the Center for Community College Student Engagement, and Excelencia in Education. After several meetings, during which time the two institutions shared success and completion data, examples of innovative programs, and challenges, teams from both institutions traveled to San Antonio, Texas in September for a series of project meetings and workshops for all 11 pairs of community colleges and baccalaureate institutions. I attended the conference with several members of my senior executive team, and with our PCC partners, we developed a plan to increase transfer and completion rates for Latinos/as and other students traditionally underrepresented in higher education.

Although we are still in the discussion phase of our project, we intend to pilot several components in 2015. These unique strategies include the development of five articulated *Transfer Pathways*, to create a seamless transition to the university; creation of a *Transfer Liaison* position, to work closely with the Transfer Centers of both institutions; design of a *Transfer App*, to be developed by CSULA and PCC students collaboratively; and creation of a *Transfer Jam*, to orient PCC transfer students to CSULA.

Cal State LA is proud of its diverse student body and the efforts we have made to close the achievement gap and help our students complete their academic goals. I believe that our projects with PCC will benefit not only Latino/a students but all students at both campuses.

Sincerely,

A handwritten signature in black ink, appearing to read 'William Covino', written over a white background.

William Covino, Ph.D.
President, California State University, Los Angeles



PCC **PATHWAYS**

SUCCESS STARTS HERE!

Math Jam/iJam/Design Jam

PCC's one-week summer bridges connect innovative instruction with engaging orientation-to-college activities. Jams are the important entry point to our First Year Pathways program.

College 1

This first year seminar course provides students with a rigorous academic experience in their first semester of college. Students exercise their reading, thinking, and research skills while developing the academic and personal behaviors necessary to succeed in college.

"One Book, One College"

In the fall of their first year, students read and discuss a book with diverse communities on and off campus. The program culminates with guest speakers and related events as well as a Student Conference, which celebrates first year student work.

First Year Counselors

Pathways students have access to dedicated counselors who have been trained to handle the special needs of first year students.

First Year Coaches

Coaches serve as advisors and mentors to Pathways students. They closely monitor students' academic progress and direct them to college resources.

First Year Tutors

Pathways tutors are typically former FYP students who have been trained to work with Pathways students throughout the academic year.

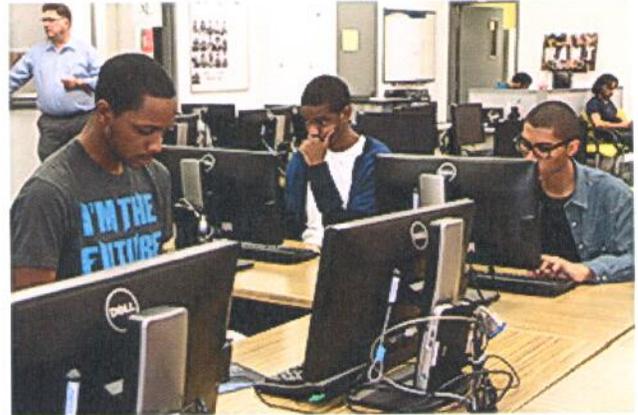
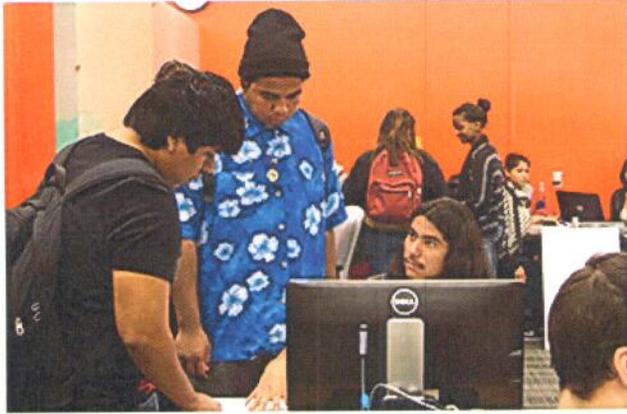
PATHWAYS DATA	FYP	Non-FYP
Persistence (Fall to Fall)	80.8%	58.7%
Average Credits Completed	32.4 Units	20.1 Units
African American students persistence	73%	42%
Hispanic/Latino students persistence	77%	58%
Office of Institutional Effectiveness, 2012 (FYP n=637, non-FYP n=2,180)		

PCC's First Year Pathways: XL, International, Athletes, Career, Ujima

For more information, visit www.pasadena.edu/pathways



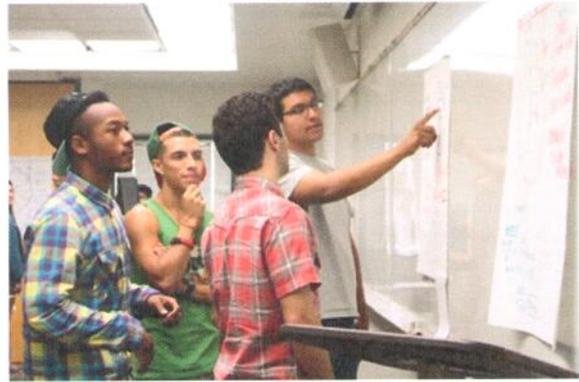
Math Jam 2014



The Teaching and Learning Center



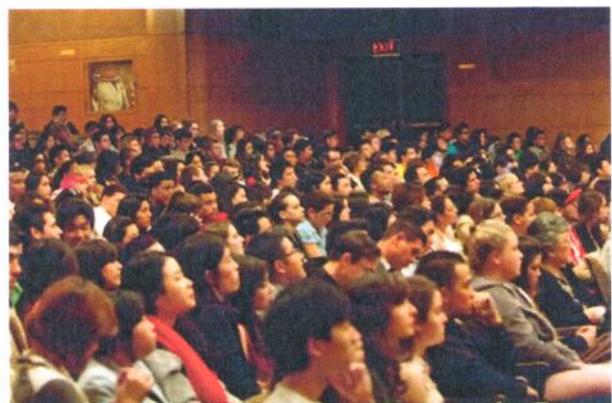
Coaches



Math Jam



First Year Student Conference



One Book, One College Speaker Series

First Year Pathway Student ePortfolio Reflection: Math Jam and College 1

“I was actually surprised that I learned a lot just from being in Pasadena City College for one year. After attending the Math Jam service, I realized I got better at talking in front of the whole class because last year when I took college 1, professors would always have us to come up in front of the class to talk and do presentation. Before I always get scared whenever I do a presentation in class because I feel weird having everyone looking at me. I think the class college 1 really helped me a lot even though there was so much reading in that class but it was worth it. When I was a freshmen last year, I thought College 1 is just a useless class, it seems like it was just another English class but after I took it, I realized it helped me a lot so I shared this experience to the new first year pathway. Doing this service reminded of myself attending Math Jam the whole week last year. A lot of the students were like me last year, they were questioning why they have to attend Math Jam. I told them it is the opportunity for them to ask questions they have and to prepare them for their future. This service helped both new students and myself. First, the new students can prepare more for themselves after hearing my experience and advices for them. For example, what I told them was they should first set goals for themselves and try to accomplish them by the end of the semester. For myself, I realized I actually learned so much from this service because I realized I got better with interact with people that I just met because before I don't talk as much until I'm closed to that person. This service is kind of like making me talk to the new students even though I don't really like it but I notice sharing my experience with them will really help the new students since they can prepare more for themselves and won't get confused. The purpose of going to college is not just to study, it is also to learn how to meet new people and prepare for our future. Learning how to communicate with other people is really important because later in the future, you will need to social with other people in order to be successful at work.” – Stephy Lao

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August 25, 2014

Cynthia Olivo
Interim Associate Vice President, Student and Learning Services
Pasadena City College
1570 E. Colorado Blvd.
Pasadena, CA 91106-2003

Dear Finalist:

Congratulations! A committee of national experts has chosen to recognize your program, First Year Pathways, as a Finalist for the 2014 Examples of *Excelencia*, in the Associate category, for your program's work to accelerate Latino student success in higher education.

We are sharing this information with you and your team for planning purposes and ask you to treat it as **confidential until September 30th** when this information will be released nationally to the public.

As a finalist for Examples of *Excelencia*:

- Your program will be recognized at the 8th annual *Celebración de Excelencia* to be held on September 30th from 5:30pm to 7:30pm at the St. Regis Hotel in Washington, DC. Your program will receive a certificate during the event;
- Your program's profile will be included in the 2014 edition of *What Works for Latino Students in Higher Education* compendium and will be widely distributed online to *Excelencia in Education*'s more than 8,000 constituents, including key educational organizations and policy leaders;
- Your program will be included in our *Growing What Works* online database, and shared with the *Excelencia* community to promote effective institutional practices with real evidence of supporting greater numbers of Latino students succeeding in higher education; and,
- *Excelencia in Education* will offer a special rate registration to attend the ALASS workshop and *Celebración de Excelencia*.

The *Celebración de Excelencia* is the capstone of the year's Examples of *Excelencia* initiative. This event is held in partnership with the Congressional Hispanic Caucus (CHC) and the National Association of Latino Elected and Appointed Officials (NALEO). Last year over 300 educational, policy, government, philanthropic and Latino advocacy leaders from across the country attended.

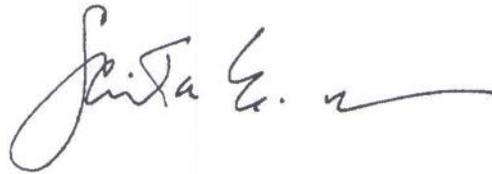
We also invite you to attend our fifth annual workshop "Accelerating Latino Student Success (ALASS)" workshop to be held at the St. Regis Hotel from 7:30am to 5:00pm where the four selected Examples will serve as panelists. As a Finalist for Examples of *Excelencia* you will receive a special rate registration of \$199. You may also view our preliminary agenda on our website at <http://www.edexcelencia.org/events/2014-lass-workshop>

We hope you will invite your colleagues to join us for these special events. They may RSVP for the *Celebración de Excelencia* and register for the ALASS Workshop by visiting: <http://www.edexcelencia.org/lass>

Elena Segura, Program Manager, will be your point of contact for all logistics and will provide more information about the Fall celebratory events. She can be reached at ESegura@EdExcelencia.org or at 202-683-9758.

Again, congratulations on First Year Pathways being recognized as a Finalist for the 2014 Examples of *Excelencia*, Associate category. We look forward to celebrating your success on September 30th.

Sincerely,



Sarita E. Brown
President



Deborah A. Santiago
COO & VP for Policy

CC: Elena Segura, Program Manager



CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

PRESS RELEASE

November 19, 2012

Contact: Paige Marlatt Dorr

Office: 916.327.5356

Cell: 916.601.8005

Office E-mail: pdorr@cccco.edu

Mobile E-mail: pmarlatt@comcast.net

California Community Colleges Chancellor Brice W. Harris Honors Pasadena City and Santa Barbara City Colleges for Efforts to Improve Student Success

Annual award spotlights significant progress made in improving student equity and academic achievement

SACRAMENTO, Calif. -- California Community Colleges Chancellor Brice W. Harris Friday announced that Pasadena City College's First Year Pathways and Santa Barbara City College's Express to Success programs were given the 2012 Chancellor's Student Success Award. The awards, sponsored by the Foundation for California Community Colleges, were presented during a lunchtime reception at the Community College League of California Annual Convention and Partner Conferences at the Los Angeles Millennium Biltmore Hotel.

"Despite the serious fiscal crisis and challenges facing our colleges, Pasadena and Santa Barbara found a way to make these two outstanding programs work," said Chancellor Harris. "These are the types of initiatives our Student Success Task Force determined were extremely important in achieving equity and helping a greater number of students reach their educational goals. Both colleges are to be commended for their efforts."

The Pasadena City College First Year Pathways program helps new students identify and complete their academic goals in a timely manner by guaranteeing schedules - including the difficult-to-get English and math courses - in the fall and spring semesters of their first year. The program also provides students with critical support services outside of the classroom. In 2012, more than 800 students enrolled in First Year Pathways.

The First Year Pathways program has counselors trained to handle the special needs of first-year students. The counselors closely monitor students' academic progress and communicate with them face-to-face, by phone, email, texting and Internet as necessary. Data shows that First Year Pathways students are progressing through the math sequence at a faster rate than the comparison group during their first year. Also, a greater number of students in the program attempted English 1A (freshman composition) and beginning and intermediate algebra, during their first year relative to the comparison group. The program has proven to be so successful that Pasadena City College is expanding it to accommodate more students.

The Express to Success program at Santa Barbara City College offers learning communities in developmental math and English for underprepared students who test up to two levels below college-level work. The goal of

- more -

the program is to get students through their developmental classes faster and better prepared so that they can begin taking the courses required to earn a degree, certificate or to transfer. The program differs from the standard learning community model where various teachers instruct the same cohort of students. Instead, students have the same teacher for their classes in math and English.

Express to Success students take two or more classes together, working collaboratively both inside and outside of the classroom. Students sign an agreement that specifies the commitment necessary to succeed in the program and then they hold each other accountable. One requirement of the agreement is that students take at least 12 units each semester. Express to Success students completed two levels of accelerated math or English at a 30 to 40 percent higher rate than students taking traditional courses over a two-semester period. In fall 2011, 95 percent of all students in the program stayed until the end of the semester, and 90 percent of all students in the program continued their studies in the spring 2012 semester.

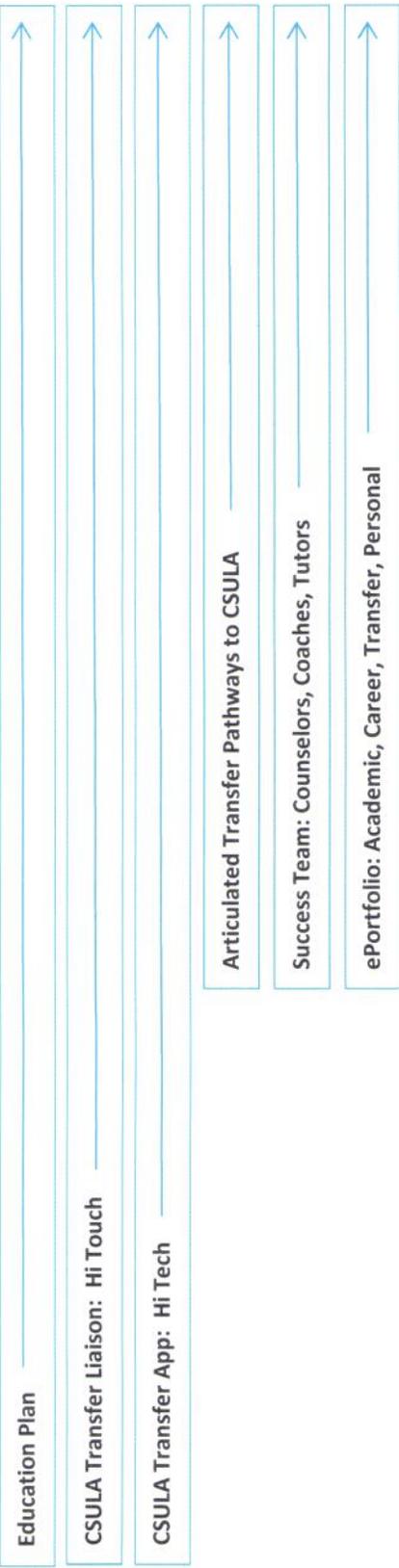
“It is wonderful to see these innovative student success approaches work,” Chancellor Harris said. “The students have clear educational goals and pathways to reach them, and the data shows they are succeeding. I applaud these colleges for the work they have done setting up the programs and for blazing the trail with models that can be used by the entire community college system.”

The [California Community Colleges](#) is the largest system of higher education in the nation. It is composed of 72 districts and 112 colleges serving 2.4 million students per year. Community colleges supply workforce training, basic skills courses in English and math, and prepare students for transfer to four-year colleges and universities. The Chancellor’s Office provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges.

###



The PACT: Dual Enrollment	Matriculation Support	Jam: Transition to College	1 st Year Pathway	Jam: Transition to Year 2	2 nd Year Pathway	3 rd Year Pathway	Jam: Transition to CSULA
<ul style="list-style-type: none"> > college credits < remediation > career awareness 	<ul style="list-style-type: none"> • application • assessment • financial aid • registration • Pathways info sessions 	<ul style="list-style-type: none"> • college orientation • math prep • start of ePortfolio • intro to Success Team 	<ul style="list-style-type: none"> • priority registration • f-t student status • Success Coaches • College 1 • One Book, One College • FY Student Conference • accelerated Math and English • Career Quest • peer tutors 	<ul style="list-style-type: none"> • success strategies • career exploration • transfer prep • ePortfolio support 	<ul style="list-style-type: none"> • career exploration • major choice • leadership & service • ePortfolio Showcase • Success Coaches • Completion Coaches • peer tutors • CSULA visits • CSULA mentors 	<ul style="list-style-type: none"> • for STEM students • for non-completers • Completion Coaches • peer tutors • CSULA visits • CSULA mentors 	<ul style="list-style-type: none"> • orientation • registration support • mentoring
<ul style="list-style-type: none"> • Matriculation Support: • pre-assessment workshops • on-site assessment • Pathways info session • application • financial aid • registration 							



PUSD, PCC, CSULA: The Partnership for College Success

LOGIC MODEL: THE PARTNERSHIP FOR COLLEGE SUCCESS

INPUTS

STAFF

Associate Dean
TLC Coordinator
Faculty/Counselor leads
Outreach specialist
1st year counselors
Success coaches
Peer tutors

RESOURCE CENTERS

TLC
Athletic Zone
C – Tech (CTE)

RESOURCES

District funds
Student Equity funds
Grant Funds (Title V, Title V
Coop, Career Pathway Trust)
In-kind contribution

PARTNERS

PCC
PUSD
CSULA
LAUSD
UCLA evaluators

OUTPUTS

PUSD

- 9th grade Career Choices curriculum
- 10th – 12th grade Career Choices components
- PCC/PUSD memo of understanding
- Data sharing agreement

PCC

- On-site assessment for in-district h.s. students
- Info sessions for first year pathway students
- 1st & 2nd year Jams
- Success Team
- SLAM curriculum
- STAC curriculum
- College I curriculum
- Transfer Liaison
- Transfer App
- Success Navigator
- Completion Center

CSULA

- Articulated Pathways
- Transfer Jam
- Transfer App
- Transfer Liaison
- Peer mentoring program
- PCC/CSULA data sharing agreement

OUTCOMES

SHORT-TERM

1) Increase the proportion of students within the Pasadena Community College district who enter PCC at transfer-level math and English, over 2013 – 2014 baseline data

2) Increase the proportion of students within the Pasadena Community College District who enter PCC with 15 or more college credits, over 2013 – 2014 baseline data

3) Increase the proportion of PCC students who become transfer prepared, over 2013 – 2014 baseline data

4) Reduce the time for PCC students to become “transfer-prepared” (i.e, 60 transferable units, 2.0 GPA or higher, completion of English & Math transfer-level courses)

LONG-TERM

5) Increase the percentage of transfer students to Cal State L.A. who receive a B.A. degree in four years, over 2013-14 baseline data



Steps to Getting into Second Year Pathway



EDUCATIONAL PLAN
 Make an appointment to meet with a Counselor (L-104) and create your educational plan.
 Bring a copy of your educational plan to a Pathways Coach (TLC-V102).

____ I'M DONE!

SPRING '15 STAMP CARD
 Complete your Spring 2015 stamp card by:
APRIL ____ , 2015
 Submit your completed card to a Pathways Coach (TLC-V102).

____ I'M DONE!

SYP INFO MEETING
 Attend an SYP Info Meeting to learn everything you need to know about the benefits, services, and opportunities available to you when you join SYP.
 Check your email for more info.

____ I'M DONE!

SUMMER ORIENTATION JUNE 2015
 Attend an SYP Summer Orientation on:
JUNE ____ , 2015
 Check your email for information and signing up.

____ I'M DONE!

ALL STUDENTS MUST COMPLETE THE FOLLOWING STEPS ABOVE IN ORDER TO QUALIFY FOR SECOND YEAR PATHWAY.

SECOND YEAR PATHWAY INCLUDES PRIORITY REGISTRATION, CONTINUED SUPPORT AND SERVICES, SUCH AS THE TEACHING & LEARNING CENTER, TUTORING, COACHING, AND COUNSELING.

QUESTIONS? CONCERNS? TALK TO YOUR PATHWAYS COACH OR TLC STAFF MEMBER.

The Second Year Pathway

"[The second year] is often seen as a time for career exploration and decision making. [It] is also a time of making sense of who one is in the college environment, in contrast to who one was prior to college. Identity development, therefore, is the major question of the year for many students." M.S. Hunter, et al., ("Helping Sophomores Succeed." 2010).

Leadership Development

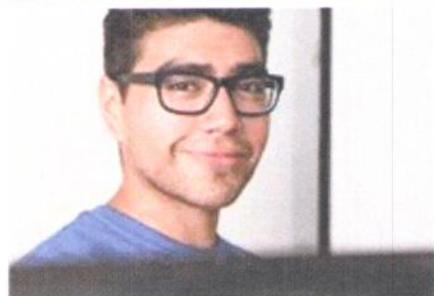
- Tutoring
- Mentoring
- Club participation
- Volunteer service

Online/Hybrid Course Enrollment

- Sociology 1
- History 7A
- Political Science 1
- Geography 1
- Nutrition 11

ePortfolio

- Career Exploration
- Online/Hybrid course reflection
- Pathways service reflection



During their second year, Pathways students continue to explore career options, commit to an academic major, meet regularly with coaches and counselors to complete their academic goals in a timely manner, have access to Pathways study centers, and develop leadership and social engagement skills on campus.



SECOND YEAR PATHWAYS CONTRACT

To remain eligible for the SYP program:

- ___ I will enroll in a **hybrid course (HY)** in the fall semester.
(Soc 1, Hist 7A, Polic Sci 1, Geog 1, Nutr 11, or Biol 11)

- ___ I will continue to work on my **e-Portfolio**.
My e-Portfolio for the second year must include the following reflective pieces:
 - Experience taking a hybrid course (HY)
 - Process on career exploration
 - Participation in leadership development, service learning, or mentoring
 - My Resume

- ___ I will **participate** and be an **active member** in one of the following:
 - Leadership Development
 - Ex: PDLs (Supplemental Instruction)
 - Ex: PAWS (Pre Assessment Workshop Sessions),
 - Ex: Peer Tutoring
 - Ex: Pathways Club
 - Service Learning
 - Ex: Helping and coordinating the Pathways Student Conference
 - Ex: Helping and coordinating PCC Career Week
 - Mentoring
 - Ex: LAMP (Learning Assistance Mentoring Program)
 - Ex: MeTA (My e-Portfolio Transcript & Assessment)

Failure to follow these requirements may result in loss of Pathways benefits, including priority registration, resources, and services.

Last Name: _____	First Name: _____
Student ID #: _____	LancerMail Address: _____ @ go.pasadena.edu (LancerPoint User Name)
Student Signature: _____	<i>I understand that I must check my LancerMail regularly for updates, deadlines, and opportunities.</i>
Date: _____	_____ (Initials)

CAREER WEEK



CAREER PANELS

hosted by the Pathways program

April 7

12-2pm | Harberson Hall:
Arts, Communication, Media and Design
4-6pm | R122:
Business and Law

April 8

12-2pm | Circadian:
Health Sciences and Administration
4-6pm | Harberson Hall:
STEM

April 9

12-2pm | Harberson Hall:
Education, Public Safety, Social and
Behavioral Sciences
4-6pm | R122:
Career and Technical Industry

*Learn about a variety of careers from
working professionals.*

JOB FAIR

hosted by the Career Center in collaboration
with CTE Career Day

April 10

9:30am-1pm | Creveling Lounge
*Meet recruiters from different industries who will
offer employment opportunities.*

EDUCATIONAL MAJORS FAIR

hosted by the Associated Students of PCC
and Academic Support Club

April 17

11-1pm & 5-7pm | Quad
*Discuss major options with faculty from a
variety of disciplines.*

Your success. Get started.
#PCC CareerWeek

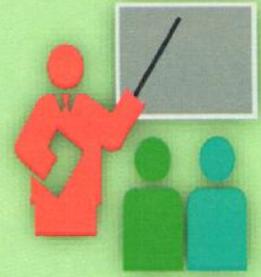




MeTA

MY ePORTFOLIO TRANSCRIPT & ASSESSMENT Summer 2014-Training Schedule

Learning Assistance Center



Week 1/ 1st Meeting

Date: Tuesday, July 22nd
Location: W101
Time: 10:00am-12:00pm

WORKSHOP TOPICS (Face 2 Face/Online)

- What is ePortfolio?
- Goal Setting
- Career Exploration

Week 1/ 2nd Meeting

Date: Thursday, July 23rd
Location: W101
Time: 10:00am-12:00pm

WORKSHOP TOPICS (Face 2 Face/Online)

- Artifact Assessment
- Organizing and Planning
- Technology Platforms

Week 2/ 1st Meeting

Date: Tuesday, July 29th
Location: W101
Time: 10:00am-12:00pm

WORKSHOP TOPICS (Face 2 Face/Online)

- Design Principles
- Netiquette/Social Branding
- Facilitation Techniques

Week 2/ 2nd Meeting

Date: Thursday, July 31st
Location: W101
Time: 10:00am-12:00pm

WORKSHOP TOPICS (Face 2 Face/Online)

- Re-assessing your ePortfolio
- Peer Evaluation
- Program Evaluation

Social Mixer: Friday, August 1st @11am-1:00 pm in W101



LAMP

Learning Assistance Mentoring Program Training Schedule



Week 1/ 1st Meeting

Date: Monday, July 21st
Location: W101
Time: 10:00am-12:00pm

WORKSHOP TOPICS (Face 2 Face/Online)

What is Mentoring?
Motivation/Goal Setting
Listening/Communication

Week 1/ 2nd Meeting

Date: Wednesday, July 23rd
Location: W101
Time: 10:00am-12:00pm

WORKSHOP TOPICS (Face 2 Face/Online)

Self-Assessment (ePortfolio)
Mind Set
Intelligence Preferences

Week 2/ 1st Meeting

Date: Monday, July 28th
Location: W101
Time: 10:00am-12:00pm

WORKSHOP TOPICS (Face 2 Face/Online)

Student Success Skills
Reading Apprenticeship
Diversity

Week 2/ 2nd Meeting

Date: Wednesday, July 30th
Location: W101
Time: 10:00am-12:00pm

WORKSHOP TOPICS (Face 2 Face/Online)

Career Exploration
Advising
Evaluation

Social Mixer: Friday, August 1st @11am-1:00 pm in W101

STACC 2013-2014

STRETCH ACCELERATED COMPOSITION

PCCSTRETCH.WORDPRESS.COM

LEARN MORE:

Join us to work on STACC curriculum development and get a glimpse into STACC teaching and learning. All meetings are at noon in C261:

Thursday, September 12

Thursday, October 10

Thursday, November 14

VISION STATEMENT: In a Stretch-Accelerated Classroom, students and faculty collaborate as part of a scholarly community. Faculty teach from a perspective of social justice to empower students as human beings with unique experiences, abilities, and ideas. STACC Curriculum places reading, writing, thinking, and scholarship at the core content of the courses, with students working metacognitively in their attempts to develop skill in the content area, to assess that skill through instructor guidance and self-reflection, and to transfer that skill to real-world, authentic writing.

18 STACC SECTIONS CURRENTLY SERVING 540 STUDENTS FALL 2013-SPRING 2014.

STACC Students

- Take English 100 & 1A with the same classmates and teachers.
- Choose the right composition class for themselves via Directed Self Placement.
- Engage in scholarly inquiry.
- Practice research and integrating texts from the very start.
- Read and write complex texts from and for diverse interdisciplinary discourses.
- Share their work with the community.
- Participate in One Book, One College.

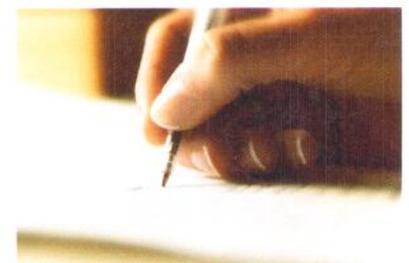
STACC Teachers

- Foster a culture of community with their students over two semesters.
- Believe in students' capacity to engage in scholarly inquiry.
- Share best practices in community with peers.
- Engage in a social justice praxis which attends to the affective domain and recognizes students' diverse assets and struggles.

STACC Curriculum

- Cultivates deep reading, writing, thinking, and scholarship.
- Encourages metacognition through curricular "cycles" which are recursive and guide students through increasingly complex scholarly writing projects.
- Incorporates texts representative of majority and minority voices and experiences.
- Utilizes "just in time remediation" to support students with grammar and mechanical issues.

Quotable: "It was only through Gruwell's expectations that the freedom writers could grow from what they did. They grew compassion for one another, developed leadership skills, and grew as people who can overlook the struggles of their environment and strive towards a great future. Jimmy Baca used growth mindset to do the same." –STACC English 100 Student, week 2.



STACC HAPPENINGS

May 2013

- Over 150 attendees from colleges and universities throughout California attended the Innovative Teaching for Social Justice Conference

June-July 2013

- 12 STACC English and ESL faculty participated in an 8-week Online PL course, "STACC Principles and Practices," co-taught by PCC faculty and Non-PCC Stretch, Acceleration, and Reading Apprenticeship experts.

August 2013

- STACC presented "Social Justice Pedagogy" Workshops for over 50 PCC faculty during PL Days.
- 9 STACC faculty participated in a 2-day intensive curriculum retreat to prepare for fall semester.

September 20, 2013

- STACC faculty half-day PL intensive. This is 1 of 8 such intensives this year.

COMING SOON...

- Ongoing Professional Learning (54 hours +)
- STACC-Sponsored General Ed. PL Events
- STACC Student Conference
- STACC Curriculum Fair

STACC FACULTY: Brian Adler – Karen Carlisi – Angelica Duran – Sherrie Gabreilsson – Paulette Koubek Yao – Mikage Kuroki – Janet Mitchell-Wagner – Moremi Ogbara – Kirsten Ogden – Isabela Riedel – Elsie Rivas Gómez –Carolynn Rosales – Cristina Salazar

STACC COUNSELOR: Sheehan Casey

STACC RESEARCHERS: Patty Quinones – Tina Christie- UCLA

STACC FACULTY ENROLL IN A RIGOROUS 54 HOUR (3 UNIT) CERTIFICATE IN STRETCH ACCELERATED COMPOSITION PRINCIPLES

What are STACC Students reading this year?

There are 3 common texts for the year, which all STACC Faculty are incorporating into their classes:

- *Freedom Writers*, by Erin Gruwell
- *Southland*, by Nina Revoyr
- *The Distance Between Us*, by Reyna Grande

Beyond that, faculty are free to choose texts which fit the STACC Curriculum. Here are a few texts being used this semester:

- *Critical Race Counterstories Along the Chicana/Chicano Education Pipeline*, by Tara Yosso
- *A Community of Place*, by bell hooks
- Essays such as: "I Just Wanna Be Average," by Mike Rose, "Black English," by James Baldwin, and "Coming Into Language," by Jimmy Santiago Baca

Some faculty chose to use a textbook such as the *Norton Guide to Writing with Readings*.

What are STACC Students writing this year?

This will vary by teacher, but we have one signature assignment this fall, **the educational autobiography**, which incorporates research sources, class texts, and personal experiences into an essay, which will be revised and expanded again in 1A.

There are two other common types of assignments this fall:

- Writing about the novel *Southland*, and
- a **multimodal essay**, which incorporates written texts along with other mediums into an eportfolio or other artifact.

All year long, students will practice freewriting, annotation, reading journals, text-mapping, and more.

INNOVATIVE TEACHING FOR SOCIAL JUSTICE CONFERENCE



Featuring Keynote Speaker

ERIN GRUWELL

author of *Freedom Writers Diary*

Thursday, May 9, 6 p.m.

Creveling Lounge, PCC

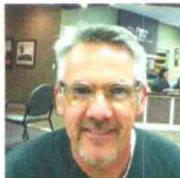
Book signing to follow. Keynote
talk open to the community.

For a full conference schedule and to register, go to
pccstretch.wordpress.com

ADDITIONAL PANELS & PRESENTATIONS INCLUDE



**SUGIE GOEN
SALTER**



**TOM
FOX**



**KATIE
HERN**

3CSN-sponsored Keynote Round Table: Reading and Writing for College: An Intersegmental Conversation about Teaching

with Katie Hern, Tom Fox, Sugie Goen-Salter,
Kimberly Costino, facilitated by Dr. Monika Hogan

Wednesday, May 8, 9:30 a.m.
Creveling Lounge, PCC

UCLA McNair Scholars--Theorizing Our Lives: McNair Scholars
on Transformational Reading and Writing Experiences

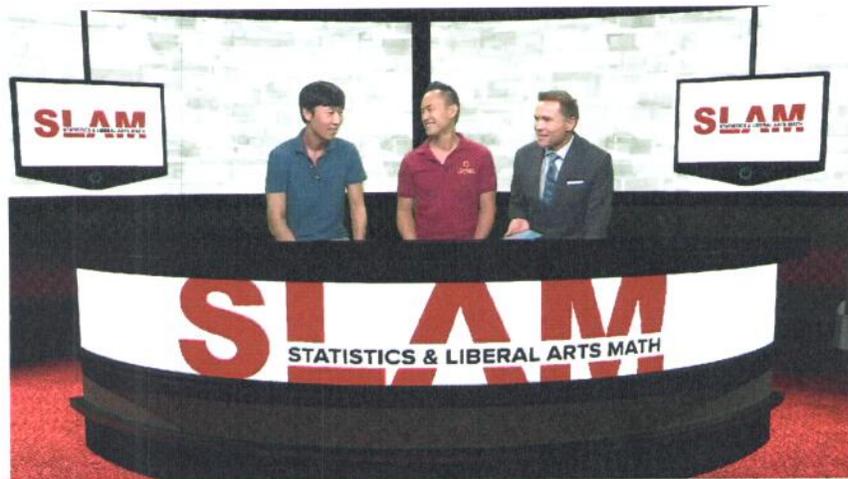
Kathleen Yancey on Composition Assessment and ePortfolios

Additional panels on Social Justice, Critical Race Theory,
Mindfulness, Counseling, and more featuring Dr. Tara Yosso,
Melina Abdullah, Silvia Villanueva, Paul Price, William Paden,
Kathy Kottaras, Cynthia Olivo, and presentations by colleagues
from the UC, CSU, CCC, and beyond!

For more information, please contact pccstretch@gmail.com
or Dr. Kirsten Ogden at (626) 585-3193.

CO-SPONSORED BY 3CSN, CAP, SASI, BSI, PCC ASSESSMENT, PCC ENGLISH
DIVISION, DIVERSITY INITIATIVE AND BEDFORD/ST.MARTIN'S PUBLISHERS





SLAM TV: The flipped classroom

<https://www.youtube.com/playlist?list=PLIKXduhMiAzxEc75N115fHKgNupgHnI71>



https://www.youtube.com/watch?v=1BXLgN_fovs&list=PLIKXduhMiAzxEc75N115fHKgNupgHnI71&index=11

STATISTICS, LIBERAL ARTS MATH (SLAM)
STUDENT PROMOTIONAL VIDEO

What Math do non-STEM Basic Skills Students Really Need? (at least according to Pasadena City College)

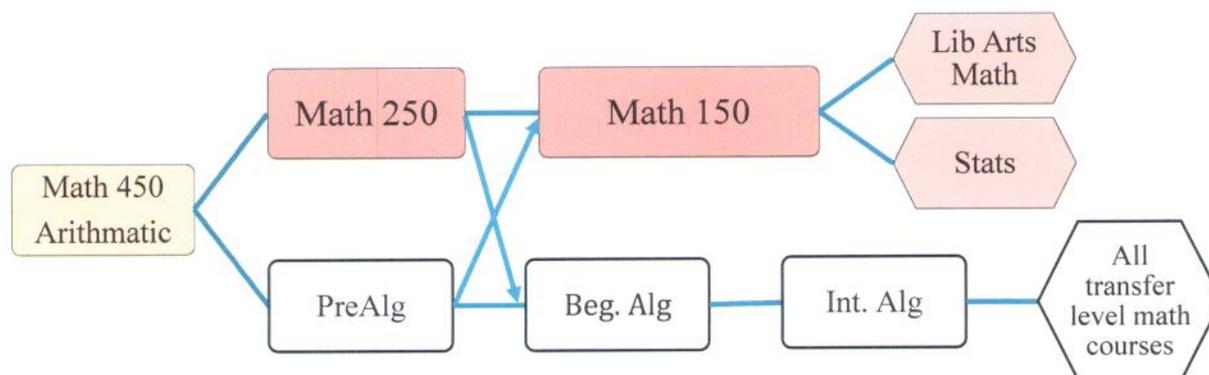
Brief History

- Informal survey indicated 2/3 of our Basic Skills students are non-STEM
- Existing Pre – Beg – Int Algebra sequence has dismal pass rates
- Many of us don't believe those classes really teach critical thinking
- Need to improve completion rates (degrees or certificates or . . .)
- 15 or so faculty met at lunch time every week for 2 years
- Backwards design: What do students really need to know to be successful in
 - Transfer level Stats course
 - Transfer level Liberal Arts Math course
 - Real Life
- Did NOT try to tweak the existing basic skills sequence
- Did NOT try to compress or accelerate
- We could not stand being called non-STEM, seems 2nd class, so we rebranded as **SLAM = Stats & Liberal Arts Math**

Our goal was to design the best possible route to prepare students for SLAM & Life

Result: Math 250: Quantitative Literacy I and Math 150: Quantitative Literacy II

A two-semester sequence that replaces PreAlgebra + Beginning Algebra + Intermediate Algebra for SLAM students



Details

- Each course is 5hrs Lecture + 3hrs Lab. Our traditional classes are 5hrs of lecture.
- Each course is 6 units (compared to 4 units)
- The Labs are NOT homework labs, nor are they computer assisted learning (MyMathLab)
- Class size is 28 (compared to 35)
- They are very hands on, discovery based, group work, manipulatives
- Contextualized – real life context, not ‘two trains leave the station traveling in . . .’
- Contain metacognitive & study skills components
- Focus on Critical thinking
- Almost team taught: follow the same schedule & give the same tests
- **Wrote our own materials**

- **Connect**
- **Prepare**
- **Complete**



“The transition to college can be overwhelming and intimidating, particularly for lower-achieving students. Dual enrollment and dual credit programs ease the process by allowing students to begin earning college credit while still in high school. In doing so, these programs increase the rigor of high school courses while strengthening the alignment between high schools and the credit-granting institutions..”

Completion by Design, 2014

Dual Enrollment

- 
- Embed Career Exploration in K-12 so when students enroll at PCC, they know career interests and we can plan accordingly
 - Prepare students for an SB1456 college experience where students must declare a major by 30 units
 - Strengthen link between PUSD and PCC Pathways
 - Address remediation before students enroll at PCC
 - Educate students on the value of PCC CTE Certificates and Associate degrees

Objectives

- 
- ✓ **9th grade 3.0 unit Career Course in Fall**
 - Parent Orientations, Launch Party in September
 - ✓ **9th grade 3.0 unit CTE Course in Spring**
 - Counsel students on value of taking dual enrollment classes in following years to earn degree & diploma
 - ✓ **Follow Up Modules in 10th, 11th, 12th grades**
 - Embedded in English classes
 - ✓ **Dual Enrollment Courses**
 - Leading to AA/AS/CTE Certificate & High School Diploma
 - ✓ **PCC Pathways**
 - FYE, SYE, Third Year (if needed), Cal State LA Partnership

Main features of program

Memorandum of Understanding DRAFT

Pasadena Academic and Career Trust (P.A.C.T.)

Pasadena Area Community College District (PACCD) and Pasadena Unified School District (PUSD) enter into the following Memorandum of Understanding (MOU):

Purpose: Middle* and Early College High School** efforts will begin a pilot program in 2014-2015 and increase in scale in subsequent years. This pilot will include the following:

- a) Dual enrollment in PCC courses to fulfill High School A-G requirements offered during the school day at PUSD sites.
- b) CTE courses offered during the school day at PUSD sites.
- c) Courses that fulfill Associate degree and high school graduation requirements for students to earn a high school diploma and Associate degree simultaneously. (Statute 11300 and 11302)

Apportionments: PUSD will offer 180 minutes of instruction while claiming 240 minutes of average daily attendance for students enrolled PCC course(s) at the high school (Education Code 46146)

Fees: PCC will allow PUSD students to enroll in up to 11 units per term for free and claim apportionment for courses offered at the PUSD high school site (pursuant to Education code 76001)

Facilities: PUSD school sites will serve as the host for these activities and absorb costs of custodial services

Instructors: PUSD instructors will teach Career and Technical Education courses. PCC instructors will teach other courses.

Registration: PCC will ensure PUSD students can enroll in courses by reserving seats. (pending legal authority)

Allowances: PUSD will permit general PCC students to enroll in courses offered at the PUSD sites and will not schedule courses when the high school campus is closed to the general public. (Education code 76002)

Collaboration: Engage in professional development including regular meetings, conferences and retreats (ex: Focus on Freshman Summer 2014). Collaborate with groups such as City of Pasadena and community organizations as scope and scale increase.

Data Collection: Collect, analyze, share and report data related to these efforts including an Annual Assessment Review to measure progress

Program Goals:

1. Career awareness and exploration for students to be PCC ready to enter a pathway program
2. Leave high school with college credit to increase high school graduation and college completion
3. Address remediation in high school so students begin college level courses in college
4. Exposure to CareerTech as a helpful and viable option for economic mobility and career success

This MOU may be amended by mutual written agreement of both parties. The College and School District reserve the right to terminate this MOU upon service of written notice to the other party ninety (90) days prior to the day of termination. In this event, the date of termination will be the day after the end of the semester during which the ninety (90) day period expires.

Signed:

Superintendent/President

Superintendent

Engaging Latino Students for Transfer and College Completion

Post-Institute Timeline

October 17,
2014

- Short-Term Action Plan Due (including Part IVb)

February 17-20,
2015

- Achieving the Dream's Annual Meeting on Student Success: DREAM 2015 (Baltimore, MD)

March 27, 2015

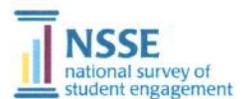
- Five-Month Progress Report Due

August 6, 2015

- Ten-Month Progress Report Due
- Collaborative Vignette Instructions
- Sample Vignette

October 1-2,
2015

- Excelencia in Education's Accelerating Latino Student Success (ALASS) Workshop (Washington, D.C.)



Part I: Key Findings From Advance Work

TO BE COMPLETED BEFORE THE INSTITUTE

(and reviewed and augmented during Team Strategy Session #1 at the Institute)

Instructions for Part I: Using the completed Cohort Data Review and data from CCSSE reports, complete Part I of the Short-Term Action Plan and submit to Emmet Campos at campos@cccse.org by Friday, June 13, 2014.

Review Steps for Data Analysis	Guiding Questions	Responses to Guiding Questions																																																
<p>1. Review CCSSE benchmark scores for Black, Latino, and White males and females.</p> <p>See <i>CCSSE Benchmark Scores Reports for males and females</i></p>	<p>What captures the attention/concern of the team when reviewing the benchmark scores?</p> <p>Where are the greatest differences and similarities across groups (disaggregated by gender and race/ethnicity)?</p>	<p>Support for Learners is the area that is indicated as the most problem some for Black Males and White Males. Additionally it is the Benchmark that is below the mean for White Females and Latino Females. Student-Faculty interaction is below the mean for all of the Ethnicities and genders. In general the only major of area of concern for Latino students, male or female is the student-faculty interaction. In all of the other benchmark areas their scores are above the mean.</p> <table border="1" data-bbox="695 115 889 926"> <thead> <tr> <th rowspan="2">Benchmark Scores</th> <th colspan="2">Black or African American</th> <th colspan="2">White Non-Hispanic</th> <th colspan="2">Hispanic, Latino, Spanish</th> </tr> <tr> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Active and Collaborative Learning</td> <td>50.3</td> <td>57.6</td> <td>53.8</td> <td>54.7</td> <td>52.0</td> <td>52.3</td> </tr> <tr> <td>Student Effort</td> <td>49.9</td> <td>48.2</td> <td>47.3</td> <td>46.9</td> <td>50.4</td> <td>57.8</td> </tr> <tr> <td>Academic Challenge</td> <td>55.3</td> <td>56.4</td> <td>43.8</td> <td>52.9</td> <td>55.9</td> <td>56.1</td> </tr> <tr> <td>Student-Faculty Interaction</td> <td>46.1</td> <td>48.5</td> <td>44.3</td> <td>44.6</td> <td>45.0</td> <td>44.6</td> </tr> <tr> <td>Support for Learners</td> <td>37.7</td> <td>51.0</td> <td>36.8</td> <td>43.4</td> <td>51.6</td> <td>49.9</td> </tr> </tbody> </table>	Benchmark Scores	Black or African American		White Non-Hispanic		Hispanic, Latino, Spanish		Male	Female	Male	Female	Male	Female	Active and Collaborative Learning	50.3	57.6	53.8	54.7	52.0	52.3	Student Effort	49.9	48.2	47.3	46.9	50.4	57.8	Academic Challenge	55.3	56.4	43.8	52.9	55.9	56.1	Student-Faculty Interaction	46.1	48.5	44.3	44.6	45.0	44.6	Support for Learners	37.7	51.0	36.8	43.4	51.6	49.9
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<p>2. Review CCSSE item 17c: Indicate which of the following are your reasons/goals for attending this college. (Please respond to each item)</p> <p>See <i>CCSSE Frequency Distributions for males and females</i></p>	<p>What captures the attention/concern of the team when reviewing the student responses regarding their goals at this item level?</p> <p>Where are the greatest differences and similarities across groups (disaggregated by gender and race/ethnicity)?</p> <p>Where are the greatest differences and similarities across groups in terms of student responses to their primary goal, secondary goal, or not a goal (disaggregated by race, ethnicity, and gender)?</p>	<p>Primarily that Black Males and White Females had higher percentages of this “not being a goal” than the other groups. This is particularly true for Black males (21%). Otherwise the groups are fairly consistent that this is a primary goal.</p> <table border="1" data-bbox="1133 115 1271 926"> <thead> <tr> <th rowspan="2">Transfer to a 4-year college of University</th> <th colspan="2">Black or African American</th> <th colspan="2">White Non-Hispanic</th> <th colspan="2">Hispanic, Latino, Spanish</th> </tr> <tr> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Not a Goal</td> <td>21%</td> <td>2%</td> <td>5%</td> <td>11%</td> <td>7%</td> <td>4%</td> </tr> <tr> <td>Secondary Goal</td> <td>2%</td> <td>18%</td> <td>13%</td> <td>14%</td> <td>12%</td> <td>13%</td> </tr> <tr> <td>Primary Goal</td> <td>77%</td> <td>80%</td> <td>82%</td> <td>76%</td> <td>81%</td> <td>83%</td> </tr> </tbody> </table>	Transfer to a 4-year college of University	Black or African American		White Non-Hispanic		Hispanic, Latino, Spanish		Male	Female	Male	Female	Male	Female	Not a Goal	21%	2%	5%	11%	7%	4%	Secondary Goal	2%	18%	13%	14%	12%	13%	Primary Goal	77%	80%	82%	76%	81%	83%														
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<p>3. Compare and contrast student responses to CCSE item 13.1j regarding the frequency of use of transfer credit assistance. Combine the number of "often" and "sometimes" student responses and compare them to "rarely/ never" or "don't know/N.A."</p> <p>See CCSE Frequency Distributions for males and females</p>	<p>What captures the attention/concern of the team when looking at responses to this item across gender and race/ethnicity?</p> <p>Where do the data demonstrate (at the item level) that different groups of students across gender and race/ethnicity are using these services with different frequencies in regards to intent to transfer or earn a credential?</p> <p>Note: Be sure to check the number of students (n) in each student breakout group to ascertain whether the numbers are large enough to support interpretation of the results.</p>	<p>Clearly this is a concern across race, ethnicity, and gender. The majority of the students by gender and race/ethnicity indicated that they either didn't know about the service or rarely/never used it. This would definitely be an impediment to them getting accurate and appropriate information on how to navigate the transfer process. It could also lead to them completing coursework that would not transfer or would not facilitate their ability to transfer.</p> <p>The number of respondents for Black males and females is quite low. N= 27 Females/21 Males, which would suggest to interpret this information with some caution but percentage wise is consistent with the Black population as a whole at PCC. The other two groups had acceptable N's.</p> <table border="1" data-bbox="657 126 852 924"> <thead> <tr> <th rowspan="2">How often do you use the following services at this college? Transfer credit assistance</th> <th colspan="2">Black or African American</th> <th colspan="2">White Non-Hispanic</th> <th colspan="2">Hispanic, Latino, Spanish</th> </tr> <tr> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Don't know/N.A</td> <td>23.3%</td> <td>18.6%</td> <td>25.9%</td> <td>21.5%</td> <td>23.5%</td> <td>20.6%</td> </tr> <tr> <td>Rarely/Never</td> <td>39.7%</td> <td>41.7%</td> <td>51.8%</td> <td>49.8%</td> <td>39.5%</td> <td>46.5%</td> </tr> <tr> <td>Sometimes</td> <td>28.8%</td> <td>26.5%</td> <td>16.1%</td> <td>24.0%</td> <td>25.9%</td> <td>22.9%</td> </tr> <tr> <td>Often</td> <td>8.2%</td> <td>13.2%</td> <td>6.2%</td> <td>4.7%</td> <td>11.0%</td> <td>9.9%</td> </tr> </tbody> </table>	How often do you use the following services at this college? Transfer credit assistance	Black or African American		White Non-Hispanic		Hispanic, Latino, Spanish		Male	Female	Male	Female	Male	Female	Don't know/N.A	23.3%	18.6%	25.9%	21.5%	23.5%	20.6%	Rarely/Never	39.7%	41.7%	51.8%	49.8%	39.5%	46.5%	Sometimes	28.8%	26.5%	16.1%	24.0%	25.9%	22.9%	Often	8.2%	13.2%	6.2%	4.7%	11.0%	9.9%
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<p>4. Compare and contrast student responses to CCSE item 13.2j regarding the satisfaction that students report regarding their experiences with transfer credit assistance, and then compare the number of student responses that indicated "very" as opposed to "somewhat" or "not at all."</p> <p>See CCSE Frequency Distributions for males and females</p>	<p>What captures the attention/concern of the team when looking at responses to this item across gender and race/ethnicity?</p> <p>Where do the data demonstrate (at the item level) that different groups of students across gender and race/ethnicity are having very different experiences in regards to their reported satisfaction with transfer credit assistance?</p> <p>Note: Be sure to check the number of students (n) in each student breakout group to ascertain whether the numbers are large enough to support interpretation of the results.</p>	<p>What we need to be most concerned with here is the number of students who did not use the service. Almost half of the respondents in each gender/race/ethnicity indicated that they did not use the service, except for Latino females (37%). For those that did use the service "somewhat satisfied" is the predominant answer across the groups. Again the N for Black males and females is low.</p> <table border="1" data-bbox="1161 126 1356 924"> <thead> <tr> <th rowspan="2">How satisfied are you the following services at this college? Transfer credit assistance</th> <th colspan="2">Black or African American</th> <th colspan="2">White Non-Hispanic</th> <th colspan="2">Hispanic, Latino, Spanish</th> </tr> <tr> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>N.A</td> <td>41.8%</td> <td>48.5%</td> <td>46.7%</td> <td>48.9%</td> <td>40.1%</td> <td>37.0%</td> </tr> <tr> <td>Not at All</td> <td>5.5%</td> <td>3.9%</td> <td>15.5%</td> <td>14.3%</td> <td>12.9%</td> <td>13.2%</td> </tr> <tr> <td>Somewhat</td> <td>39.7%</td> <td>23.0%</td> <td>29.2%</td> <td>24.2%</td> <td>24.9%</td> <td>30.6%</td> </tr> <tr> <td>Very</td> <td>13.0%</td> <td>24.5%</td> <td>8.6%</td> <td>12.5%</td> <td>22.1%</td> <td>19.3%</td> </tr> </tbody> </table>	How satisfied are you the following services at this college? Transfer credit assistance	Black or African American		White Non-Hispanic		Hispanic, Latino, Spanish		Male	Female	Male	Female	Male	Female	N.A	41.8%	48.5%	46.7%	48.9%	40.1%	37.0%	Not at All	5.5%	3.9%	15.5%	14.3%	12.9%	13.2%	Somewhat	39.7%	23.0%	29.2%	24.2%	24.9%	30.6%	Very	13.0%	24.5%	8.6%	12.5%	22.1%	19.3%
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Review Steps for Data Analysis	Guiding Questions	Responses to Guiding Questions																																		
<p>5. Compare and contrast student responses to CCSS item 13.3j regarding how important students report receiving transfer credit assistance is to them and then compare the number of student responses that indicated "very" as opposed to "somewhat" or "not at all."</p> <p>See <i>CCSS Frequency Distributions for males and females</i></p>	<p>What captures the attention/concern of the team when looking at responses to this item across gender and race/ethnicity?</p> <p>Where do the data demonstrate variances (<i>at the item level</i>) of how different groups of students across gender and race/ethnicity report the importance of receiving transfer credit assistance?</p> <p>Note: Be sure to check the number of students (n) in each student breakout group to ascertain whether the numbers are large enough to support interpretation of the results.</p>	<p>Clearly all of the groups feel this is a very important service. This would suggest to us that we need to investigate how the service is provided and if it is communicated to students effectively.</p> <table border="1" data-bbox="357 115 535 913"> <thead> <tr> <th rowspan="2">How important are the following services to you at this college? Transfer credit assistance</th> <th colspan="2">Black or African American</th> <th colspan="2">White Non-Hispanic</th> <th colspan="2">Hispanic, Latino, Spanish</th> </tr> <tr> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Not at all</td> <td>15.8%</td> <td>5.8%</td> <td>24.9%</td> <td>9.3%</td> <td>8.4%</td> <td>10.9%</td> </tr> <tr> <td>Somewhat</td> <td>16.4%</td> <td>20.2%</td> <td>21.0%</td> <td>15.5%</td> <td>23.0%</td> <td>12.4%</td> </tr> <tr> <td>Very</td> <td>67.8%</td> <td>74.0%</td> <td>54.1%</td> <td>75.3%</td> <td>68.6%</td> <td>76.7%</td> </tr> </tbody> </table>	How important are the following services to you at this college? Transfer credit assistance	Black or African American		White Non-Hispanic		Hispanic, Latino, Spanish		Male	Female	Male	Female	Male	Female	Not at all	15.8%	5.8%	24.9%	9.3%	8.4%	10.9%	Somewhat	16.4%	20.2%	21.0%	15.5%	23.0%	12.4%	Very	67.8%	74.0%	54.1%	75.3%	68.6%	76.7%
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<p>6. Discuss the Cohort Data Review to gain a comprehensive understanding of the target student cohort</p>	<p>What captures the attention/concern of the team when reviewing the Cohort Data Review?</p> <p>Examine these data further by looking at what patterns, if any, there are for these target student cohorts across race/ethnicity and gender.</p> <p>What questions do the data raise about the relationship, if any, between the level of academic preparedness and credits earned before transferring to the partner institution for each group of students across race/ethnicity and gender?</p> <p>Where are the most notable differences and similarities between student groups disaggregated by race/ethnicity and gender?</p>	<p>The significantly low percentage of cohort students who persist to completion of Associate degrees and ultimately transfer within six years was disheartening at the very least.</p> <p>While the numbers/percentages are lower for Black student, there not marked difference for the comparative scores across gender and race/ethnicity.</p> <p>The college has been aware for a while the need to focus on our Black male population and this is evident in the low persistence rate Fall to Fall (41%) and the low completion rate (3%) of an associate degree. On the other hand, we were aware that Latino students persist, for years, but don't necessarily complete a degree, certificate or transfer.</p> <p>In general, but not surprising, Latino students had lower percentages that attended full time. White students had better overall success rates in their courses.</p> <p>PCC is a large institution, 30,000 student annually, and the team could personally identify the 1 Black male that transferred to CSULA. Not sure what that says.</p>																																		

Review Steps for Data Analysis	Guiding Questions	Responses to Guiding Questions
<p>7. Review CCSSE data in conjunction with the institution's Cohort Data Review.</p>	<p>How do the data provide an understanding of the student experience, specifically for Latino transfer?</p> <p>Based on your findings from student surveys and institutional data, what further exploration is needed regarding engaging Latino transfer and college completion? What specific questions do the data raise?</p> <p>What other data (quantitative or qualitative) would be useful to better inform the institution's decisions about improving work with Latinos?</p>	<p>Latino students, unlike other Cohort student groups, are successfully transferring and completing within 6 years but at still a very low rate.</p> <p>Identifying the ways in which to increase access to transfer assistance programs and services and assessment of the effectiveness of these on positively impacting student transfer and completion. Question – To what extent does part-time vs. full-time status contribute to student transfer and completion?</p> <p>The level and extent of family-based support and encouragement for Latino students would be valuable data.</p>
<p>8. Consider the institution's current transfer and completion agenda.</p> <p>Review what systems are currently in place on campus for transfer and completion (e.g., 4-yr academic advisors meeting with academic advisors at the 2-yr institution, admission events, transfer materials available online and at the 2-yr institution, etc.)</p>	<p>Based on the team's findings and responses, explain potential implications for the institution's current transfer and completion agenda.</p> <p>Are there any implications for further analysis after reviewing your current initiatives or current services for all students and particularly for Latinos?</p>	<p>Increased focus on ongoing programmatic efforts dedicated to moving the needle for successful transfer and completion that are support by dedicated resources.</p> <p>A review of the potential benefits of establishment of well-articulated and operationalized 6-16 grade level advisement programs to establish clearly defined pathways and to develop "college going mindsets" for student and parents/families ell in advance of the point at which they need to access 2-year and 4-year campus based transfer support systems..</p>

Review Steps for Data Analysis	Guiding Questions	Responses to Guiding Questions
<p>9. Following completion of this section, it is expected that the teams from the project partner community college and university will meet in advance of the Institute to discuss the data and their implications for institutional efforts to strengthen Latino student engagement, transfer, and college completion.</p>	<p>When you review and compare your NSSE and CCSSE data, what are the teams' first impressions?</p> <p>What specific questions emerge from your discussions? List three.</p> <p>What other data would be useful to better inform your institution's decisions about improving work with Latinos?</p> <p>Where can you begin to address gaps and build on assets in your institutional efforts to strengthen Latino student engagement, transfer, and college completion?</p>	<p>Reinforcement of patterns of transfer that while in many cases were not surprising, were quite revealing and alarming.</p> <ol style="list-style-type: none"> 1. Why are the transfer rates as low as they are? 2. Given our current commitment, what things don't we have in place to support students moving to transfer? 3. What are the consequences of the status-quo? <p>The confidence levels of Latinos (as students and feelings of belonging) as they enter and matriculate at the college.</p> <p>Again, much can potentially be address through committing to an earlier engagement, at grades 6 & 7, to strengthen Latino student confidence and the understanding of the importance of successful transfer and completion.</p>



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Earnings and unemployment rates by educational attainment

Earnings and unemployment rates by educational attainment

Education attained	Unemployment rate in 2013 (Percent)	Median weekly earnings
Doctoral degree	2.2	\$1,623
Professional degree	2.3	1,714
Master's degree	3.4	1,329
Bachelor's degree	4.0	1,108
Associate's degree	5.4	777
Some college, no degree	7.0	727
High school diploma	7.5	651
Less than a high school diploma	11.0	472

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers. Source: Current Population Survey, U.S. Department of Labor, U.S. Bureau of Labor Statistics

These education categories reflect only the highest level of education attained. They do not take into account completion of training programs in the form of apprenticeships and other on-the-job training, which may also influence earnings and unemployment rates. For more information on training, see: http://www.bls.gov/emp/ep_table_education_summary.htm and http://www.bls.gov/emp/ep_table_education_by_train.htm.

BLS has some data on the [employment status](#) of the civilian noninstitutional population 25 years and over by educational attainment, sex, race, and Hispanic origin online.

The Census Bureau also has some data on [educational attainment](#) online.

Last Modified Date: March 24, 2014

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CSU Fee History

Average CSU Academic Year Resident, Undergraduate Student Fees

Campus Fees (annual fees that must be paid to apply to, enroll in, or attend the university)

Year	Student Service Fee	Tuition Fee (6.1 units or greater)	IRA Fee	Health Facilities Fee	Health Services Fee	Student Body Center Fee	Student Body Assn. Fee	Materials, Services & Facilities Fee	Total Campus Fees	% Increase in Campus Fees	Nonresident Tuition Fee (30/45 units) ³
1992/93	\$0	\$1,308	\$24	\$6	\$0	\$79	\$43	\$0	\$1,460	35%	\$7,380
1993/94	\$0	\$1,440	\$33	\$6	\$0	\$79	\$46	\$0	\$1,604	10%	\$7,380
1994/95	\$0	\$1,584	\$42	\$6	\$82	\$90	\$49	\$0	\$1,853	16%	\$7,380
1995/96	\$0	\$1,584	\$40	\$5	\$101	\$92	\$51	\$19	\$1,892	2%	\$7,380
1996/97	\$0	\$1,584	\$52	\$5	\$104	\$100	\$65	\$25	\$1,935	2%	\$7,380
1997/98	\$0	\$1,584	\$53	\$6	\$108	\$104	\$67	\$24	\$1,946	1%	\$7,380
¹ 1998/99	\$0	\$1,506	\$59	\$6	\$111	\$108	\$74	\$26	\$1,890	-3%	\$7,380
² 1999/00	\$0	\$1,428	\$62	\$6	\$117	\$109	\$80	\$30	\$1,832	-3%	\$7,380
2000/01	\$0	\$1,428	\$61	\$6	\$118	\$112	\$90	\$24	\$1,839	0%	\$7,380
2001/02	\$0	\$1,428	\$66	\$6	\$124	\$131	\$95	\$27	\$1,877	2%	\$7,380
⁴ 2002/03	\$0	\$1,507	\$73	\$8	\$129	\$139	\$93	\$56	\$2,005	7%	\$8,460
2003/04	\$0	\$2,046	\$81	\$8	\$131	\$151	\$96	\$59	\$2,572	28%	\$8,460
2004/05	\$0	\$2,334	\$93	\$10	\$141	\$170	\$105	\$62	\$2,915	13%	\$10,170
2005/06	\$0	\$2,520	\$101	\$10	\$159	\$186	\$116	\$71	\$3,163	9%	\$10,170
2006/07	\$0	\$2,520	\$104	\$10	\$166	\$204	\$122	\$72	\$3,199	1%	\$10,170
2007/08	\$0	\$2,772	\$131	\$12	\$174	\$228	\$129	\$76	\$3,521	10%	\$10,170
2008/09	\$0	\$3,048	\$147	\$14	\$185	\$237	\$135	\$83	\$3,849	9%	\$10,170
2009/10	\$0	\$4,026	\$167	\$15	\$192	\$270	\$131	\$92	\$4,893	27%	\$11,160
⁵ 2010/11	\$0	\$4,440	\$174	\$17	\$205	\$299	\$132	\$123	\$5,390	10%	\$11,160
2011/12	\$0	\$4,884	\$174	\$17	\$205	\$299	\$132	\$123	\$5,834	8%	\$11,160

¹ In 1998/99 the state bought down the undergraduate tuition fee by 5%. Graduate post-baccalaureate academic year tuition remained at \$1,584.

² In 1999/00 the state bought down the undergraduate and graduate academic year Tuition Fee by 5%. The undergraduate rate became \$1,428 and the graduate post-baccalaureate academic year rate became \$1,506.

³ Nonresident tuition fee is charged per unit. Unit rate is annual fee divided by 30 for Semester campuses and 45 for Quarter campuses.

⁴ 2002/03 Tuition Fee level based on the average of actual fee rates for the academic year that includes the mid-year increase and lower rate for the fall term. The 2002/03 tuition fee level with annualized mid-year SUF is \$2,070

⁵ 2010/11 Tuition Fee level is the annualized fee rate for the academic year based on a Fall 2010 fee increase and a Spring 2011 fee increase. The composite 2010/11 Tuition Fee level (amount students are actually charged) comprised of both increases is \$4,335.

PUSD, PCC, and CSULA: A Partnership for College Success

Background

Recently, the Superintendent of Pasadena Unified School District (PUSD) and the Presidents of Pasadena City College (PCC) and California State University, Los Angeles (CSULA) created a partnership and made a commitment to work cooperatively to ensure that a greater number of students in the Pasadena Unified School District enter college and are prepared to begin college level work in their first term of attendance.

While the details of the partnership are in the process of being defined and developed individually and collectively by representatives of the three institutions, the goals of the commitment are clear: 1) graduate more students from PUSD who go on to college, 2) have more students from PUSD enter college ready to begin college-level work in both English composition and mathematics, 3) increase the number of students from PUSD that go on to college and choose a Transfer Curriculum Major (TCM), a STEM major, or other baccalaureate degree, and 4) reduce and eventually eliminate any achievement gaps among students who graduate from PUSD.

Upon successful completion of the *Pasadena Partnership for College Success* program and graduation from a PUSD high school, students will be guaranteed the following, as applicable:

- full class schedules at PCC that lead directly to an AA/AS degree, CTE certificate, and/or transfer eligibility
- enrollment in mathematics and English composition classes in the first quarter for freshmen admitted to CSULA

As a step toward fulfilling this commitment to achieve an improved transition from Pasadena secondary schools to a successful college career, a planning group was established to elaborate the goals and implementation strategies. The group identified five major components that will help PUSD, PCC, and CSULA achieve their goals:

- **Outreach** – active engagement among students, their families, and outreach representatives from CSULA and PCC, beginning in 8th grade;
- **Curricular redesign** – alignment of the mathematics and English composition curricula at PUSD, PCC, and CSULA to ensure success as students transfer from one school to the next;
- **Professional development** – sustained interaction among mathematics and English composition faculty at the three institutions about teaching and learning;
- **Data collection and sharing** – development of a partnership to collect, share, and use data to transform policies and practices;

- **Development of a college-going culture** – creation of a culture on PUSD campuses that helps to *develop, encourage, and support* a mindset among students, teachers, staff, and parents that all students are capable of attending and successfully completing college.

Creating a college-going culture in Pasadena, sustaining an effective dialogue about teaching and learning, and guaranteeing PUSD students seats in important but hard-to-get classes at PCC and CSULA require a serious commitment of resources and personnel from the three institutions. It is, therefore, important to start with a manageable and sustainable project before scaling up to meet the goal of changing the manner in which students go to college and their level of preparedness for college-level work.

After much discussion, the planning group decided to recommend that the Partnership focus its resources and efforts on mathematics and English composition curriculum alignment as the first phase of a multi-phase initiative.

Phase 1: The Mathematics and English Composition Curriculum Alignment Project (CAP)

Project Rationale

Many students successfully complete their high school mathematics and English composition requirements but are surprised when they place into developmental mathematics and/or English composition courses once they enter college or university. An important reason the “step back” occurs is because what instructors are teaching at each of the three institutions is different, i.e., the curriculum is not aligned. For example, although the recently adopted Common Core State Standards and the implementation of the Expository Reading and Writing Course (ERWC) through the Early Assessment Program (EAP) are prompting significant changes within PUSD, the former California State English content standards (which will continue to frame the annual standardized examinations used by the state to evaluate the academic performance of high schools through 2014) focus much more on literature than composition throughout the high school grades. This, coupled with the fact that many high school students do little writing in their other academic classes, explains why a majority of students are not adequately prepared to pass PCC or CSULA’s English Placement Test (EPT) and, therefore, do not qualify for the college-level English composition classes that are required for General Education.

In 2010, only 39% of PUSD graduates who matriculated to CSU campuses statewide placed into college-level English courses; only 52% of these same students placed into college-level mathematics. The “college-ready” rates in English and math for 2010 PUSD graduates who enrolled at PCC were substantially lower. Furthermore, because neither the UC/CSU “a-g” requirements nor PUSD high school graduation criteria require a fourth year of mathematics, many students choose not to take math in their senior year and thus experience an erosion of their mathematics skills. They tend to perform poorly on the Entry Level Mathematics (ELM) examination and must complete pre-college courses before completing their General Education mathematics requirements in college. Senior level mathematics courses that prepare all PUSD

students to enter college ready to enroll in college mathematics need to be designed and/or enhanced and offered in every high school.

Curriculum alignment is an important step toward ensuring college readiness and accelerating students' pathway to degree. The planning group chose curriculum alignment for Phase 1 of the *Partnership for College Success* project because PUSD and PCC have already begun the process of aligning the mathematics and English composition curriculums for 12th grade students. The English Collaborative has involved the use of the PCC developmental English 100 composition curriculum in non-AP English classes at three PUSD high schools and is now in its third year of implementation. The Math Collaborative developed a "College Preparatory Mathematics" course for seniors who have already completed their mathematics "a-g" and/or graduation requirements but have gaps in their mathematics readiness; it is being piloted at three high schools this year.

Inviting CSULA faculty to join the project will benefit not only PUSD but also PCC and CSULA students and faculty; the opportunities for inter-segmental professional development are obvious. Once the curricula are in place and relationships have been established, the initiative can continue with an ambitious outreach plan, and all five components – outreach, curriculum alignment, professional development, data collection and sharing, and developing a college going culture – can be extended to the 9th, 10th, and 11th grades and then further into middle school.

Project Goals

By the end of the Mathematics and English Curriculum Alignment Project (CAP), there will be

- clearly defined and aligned outcomes for mathematics and English composition courses at PUSD (12th grade), PCC, and CSULA;
- collaboratively developed and aligned curriculum for mathematics and English composition at each institution that will ensure students' success at the next higher level;
- ongoing inter-segmental professional development activities;
- data tracking students from high school through university.

Timeline

Planning start date – April 2012

Implementation start date – September 2012

Next Steps:

A meeting of the faculty and administrators who will be involved in developing and offering the Curriculum Alignment Project will be scheduled for the end of April, 2012. Upon approval of this proposal by the CEOs of PUSD, PCC, and CSULA, the CAP team will begin meeting regularly to develop the curriculum alignment for implementation in fall 2012, as well as professional development activities. They will also develop a communication plan for immediate implementation to inform students currently in their junior year in PUSD about the availability and advantages of participating in the CAP.

Phase II

Phase II, implemented in 2014, would include expanding the intended audience from 11th and 12th grade students to those in the 9th and 10th grades, and eventually to 7th and 8th grades. It would also include broadening the range of outreach activities, including, for example, a location where parents and prospective college students could come for events and information, similar to “Café College,” developed in San Antonio, Texas. For more information about Café College, visit their website: <http://www.cafecollege.org/home>

Phase II would also provide enhanced career counseling, informing students about the educational preparation needed and opportunities available in professions such as health care, paralegal and legal employment, business, teaching, and engineering and technology. Moreover, in Phase II additional specialized college preparation, for example in the sciences, social sciences or humanities, could be explored if recommended by the CAP team.

PCC in the News

News: Pasadena City College Announces Commitment To Expand College Access At White House Event



WASHINGTON – Dr. Robert Miller, interim superintendent-president of Pasadena City College, joined President Obama, the First Lady, Vice President Biden, and hundreds of college presidents and higher education leaders on Thursday to announce new actions to help more students prepare

for and graduate from college.

The White House College Opportunity Day of Action – the first ever – highlighted President Obama's commitment to partner with colleges and universities, business leaders, and nonprofits in an effort to support students across the country to help reach the Administration's goal of leading the world in college attainment.

"It is a humbling experience to be asked to represent our faculty and staff at our nation's capital," Miller reported from the event, which was held at the Ronald Reagan Building and International Trade Center. "As I participate, I will reflect on the quality of our great college and the miracles performed every day by our students, faculty and staff. PCC continues as one of the greatest colleges in the nation. And this tribute is further evidence of this fact."

Thursday's participants were asked to commit to new action in one of four areas:

building networks of colleges around promoting completion, creating K-16 partnerships around college readiness, investing in high school counselors as part of the First Lady's Reach Higher initiative, and increasing the number of college graduates in the fields of science, technology, engineering, and mathematics.

PCC, one of the few community colleges nationwide selected to attend the event, answered the President's call to action with an ambitious, long-term goal to increase its growth in conferring degrees. That commitment includes:

- Producing 2,500 additional degrees by 2020 and another 2,500 additional degrees by 2025 as well as 2,500 additional career certificates for a total of 7,500 additional degrees or certificates by 2025.
- Producing an additional 420 STEM degrees by 2020 and nearly 800 additional by 2025.

"The College was excited to see the White House's call for commitments," said Dr. Ryan Cornner, PCC associate vice president of Strategic Planning and Innovation. "The White House's efforts to increase access to higher education and to increase the number of students completing degrees fits with PCC's mission and Educational Master Plan.

"The college is confident in its ability to meet this ambitious commitment," Cornner added. "It will build on the great work already occurring on campus with programs and activities such as First Year Pathways, the Pasadena Academic Career Trust, e-STEM, and ongoing efforts in curricular re-design. PCC has a legacy of excellence and its dedicated faculty and staff continue to innovate and develop programs that meet the needs of the 21st century student."

The President also announced new steps on how his Administration is helping to support these actions, including announcing \$10 million to help promote college completion and a \$30 million AmeriCorps program that will improve low-income students' access to college.

Expanding opportunity for more students to enroll and succeed in college, especially low-income and underrepresented students, is vital to building a strong economy and a strong middle class. Today, only 9 percent of those born in the lowest family

income quartile attain a bachelor's degree by age 25, compared to 54 percent in the top quartile.

In an effort to expand college access, the Obama Administration has also increased Pell scholarships by \$1,000 a year, created the new American Opportunity Tax Credit worth up to \$10,000 over four years of college, limited student loan payments to 10 percent of income, and laid out an ambitious agenda to reduce college costs and promote innovation and competition.

Thursday's event is the second College Opportunity Day of Action, and will include a progress report on the commitments made at the first day of action on Jan. 14, 2014.

For more information on the White House College Opportunity Day of Action, please visit www.whitehouse.gov/collegeopportunity. For more information on PCC's commitment to the President's call to action, please contact Cornner at a (626) 585-7553 or by email at rcorner@pasadena.edu.

Release Date: 12/04/2014

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2013-14 SASI Innovation Awards

Since Fall 2011, PCC's Board of Trustees has provided faculty with funds to help the college achieve its Educational Master Plan (EMP) Project 90 goals in five achievement areas: Transfer, AA/AS degrees, AA/AS STEM degrees, CTE certificates, and Basic Skills sequence completion.

The Student Access and Success Initiative (SASI) provides a structure and process for individual faculty as well as division, department, and cross-disciplinary groups to develop, implement, and evaluate new and innovative educational projects that will help the college reach its Project 90 goals.

In 2013-14 SASI is funding several ongoing projects that have proven to be effective in helping students succeed:

First Year Pathways (Math Jam, Coaching, & One Book, One College)

The First Year Pathways were created to help students transition smoothly from high school to college and succeed in their first year of college. Math Jam provides an extended orientation to college. First Year coaches advise and mentor FYP students. One Book, One College engages the community on and off campus with reading clubs, discussions, and lectures based on a book selection. Approximately 1,400 students are enrolled in a first year pathway in 2013-14.

- Total: \$250,000
- EMP Critical Priorities addressed: A, B, D, E, G, K
- Lead: Brock Klein

International Student Pathway (ISP)

ISP personnel are using SASI funds to develop marketing materials, grow the iJam program, and provide support for international students from summer orientation through their first year of college. ISP will serve approximately 600 students in 2013-14. The goal is to scale up over the next several years to meet the Board of Trustees goal of 2,000 international students.

- Total: \$140,000
- EMP Critical Priorities addressed: A, B, D, E, G, K
- Co-Leads: Russ Frank and Amy Cheung

Non-STEM Math Curriculum Redesign (SLAM)

Funds are being used to provide professional learning, reassignment, stipends, workshops, and supplies to support the implementation of the Math Division's new non-STEM math sequence of two courses with innovative curriculum & pedagogy. The curriculum is being piloted in eight sections in Fall 2013 and ten in Spring 2014.

- Total: \$152,000
- EMP Critical Priorities addressed: A, B, D, E
- Co-Leads: Linda Hintzman and Roger Yang

English Acceleration/Stretch Project (STACC)

SASI funds are being used to develop new English curriculum and provide professional learning aimed at helping basic skills English students complete their courses in a timely manner. Approximately twenty sections are being piloted in Fall 2013 and Spring 2014.

- Total: \$150,000
- EMP Critical Priorities addressed: A, B, C, D, E
- Co-Lead: Elsie Rivas-Gomez and Kirsten Ogden

Academy for Professional Learning (APL)

The Academy of Professional Learning is dedicated to creating a wide range of professional learning opportunities for faculty, staff and managers at the instructional, personal and organizational levels. The goal is to inform all employees of upcoming activities, provide the logistical support necessary for programs to create their own professional development, and offer meaningful professional learning in a variety of formats including face-to-face, hybrid and on-line seminars, workshops and shared reading experiences.

- Total: \$250,000
- EMP Critical Priorities addressed: A, B, C, D, E, J
- Co-Leads: Shelagh Rose, AC Panella, and Valerie Foster

Logic Model

STUDENT-CENTERED RESOURCE DEVELOPMENT

Secondary Partners Resources

- CTE Students
- CTE Staff
- CTE/Academic Faculty
- High School Counselors
- High School Curriculum
- Learning Communities
- Contextualized Basic Skills
- Linked Learning Programs

ACTIVITIES

Secondary Activities

- Pathways Development and Instruction
- Contextualized Instruction
- Dual Enrollment
- Credit by Exam
- Matriculation Support Services
- Business Essential Skills Development
- Career Exploration
- COOP ED Work Experience Enrollment
- Professional Development

OUTCOMES

Secondary Outcome Measures

- Integrated Academics with CTE Pathways
- Advance College Placement
- Work-Based Learning
- Project-Based Learning
- Credit-Bearing Courses
- Contextualized CTE/Soft Skills Curriculum

SUCSESSES

Student-Centered Success

- Increased Diploma Obtainment
- Developed and Integrated Academics with Career-Relevant Curriculum
- Student Leadership

Economic Impact

- Articulated ICT/E Pathways
- Educational, Industry, and Community-Strengthened Collaborations
- Alignment to High-Skills, High-Wage, and High-Demand Industry Jobs
- Leveraged Structures and Human Resources
- Matching Resources
- Increased certificates, AA degrees, transfers, and industry-recognized credentials
- Gainfully Employed ICT/E Workforce
- Skilled workers to assist employers with advancing company mission, vision, and competitiveness in the global economy

Postsecondary Partners Resources

- CTE Students
- CTE Staff
- CTE/Academic Faculty
- CC Counselors
- CC Curriculum
- COOP ED Work Experience
- Linked Learning Programs
- First Year Experience

Postsecondary Activities

- Outreach and Pathway Recruitment
- Alignment of College Level Course Rigor
- Pathway Enrollment
- Dual Enrollment/Credit by Exam
- Matriculation Support Services
- Special Services
- Early Admission
- COOP ED Work Experience Enrollment
- Multiple Measure Assessment Placement

Postsecondary Outcome Measures

- Integrated Academics with CTE Pathways
- Advanced College Pathway Placement
- Accelerated Pathway Completion
- CC Credit-Bearing Course(s)
- CC Modular Courses
- e-Transcripts
- Establish Middle Colleges
- Work-Based Learning
- Project-Based Learning
- Student Leadership Organizations

Student-Centered Success

- Student-Faculty Envisioned Success
- Increased Number of Students Enrolled and Completing Pathways
- Increased Number of Certificates of Achievement
- Four-Year Transfer-Ready Students
- Cross-Collaboration and Instruction
- Student-Faculty Collaboration
- Four-Year/Two-Year Peer-to-Peer Project Collaboration

Business and Community Partners Resources

- Career Ladders Project
- Employers
- CSUs
- Pasadena Art Center of Design
- LOFT
- WIB Youth Councils
- Chambers of Commerce
- SBDCs
- Perkins/SB70/SB1070 Funds
- Doing What Matters
- Deputy Sector Navigators
- Regional Priorities
- CC Skills Panel

Business and Partner Activities

- Industry Sector Skills Analysis
- Student Paid/Unpaid Internships
- Faculty Externships
- Industry Alignment of Coursework with Relevant Technical Skills/Workplace Competencies
- Workplace Learning, Job Shadowing
- ICT/E Skills Map
- CC Skills Panel

Partner Outcome Measures

- Self-Navigating Workforce
- Critical-Thinking Workforce
- Problem-Solving Workforce
- Product-Innovating Workforce
- Service-Innovating Workforce

Student-Centered Success

- Increased ICT/E Workforce Preparedness

LA HI·TECH

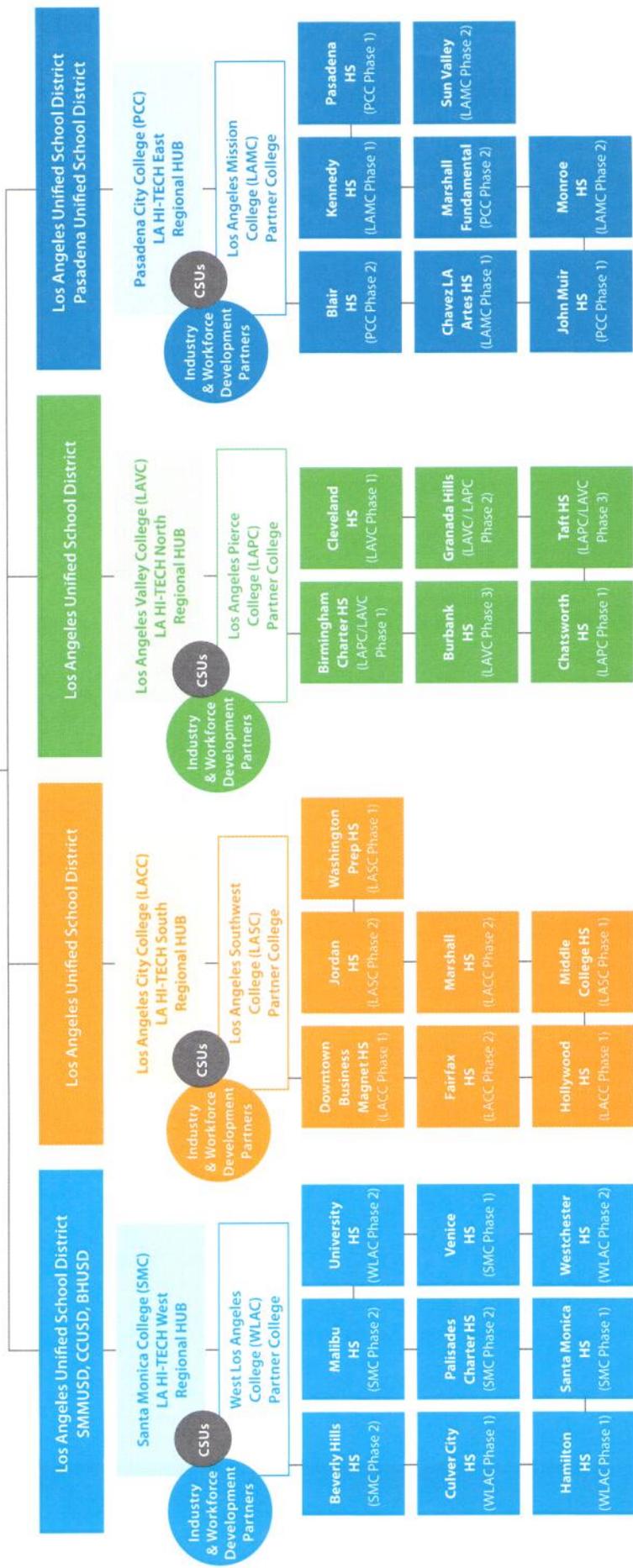
LOS ANGELES HIGH IMPACT INFORMATION TECHNOLOGY, ENTERTAINMENT & ENTREPRENEURSHIP, AND COMMUNICATIONS HUBS

Regional Hub Design

FISCAL AGENT: Pasadena Area Community College District

LA HI-TECH Executive Council: PACCD and SMCCD Superintendent/Presidents, LACCD Chancellor and Presidents, K12 Superintendents and Principals, Business CEOs

LA HI-TECH Advisory Board: LA County WIB, LA City WIB, Foothill WIB, LA Chamber, SBDC, Amazon Web Services, Career Ladders Project, LOFT, Business and Community Partners, Regional Hub Co-Chairs





Cohort Data Review ENGAGING LATINO STUDENTS For Transfer and College Completion

Institution Name: _____

PART I: Target student cohort is all first-time-in-college students, full- and part-time, first enrolled in fall 2008 in college-level credit courses and/or developmental education subject area courses (whether credit or non-credit) at your institution. Do not include dual/concurrent enrollments of high school students. Do include students co-enrolled in the community college and a baccalaureate institution (if known).

Total number (N) of the target student cohort: 5400

Cohort Group	All Students		Transfer Students	
	Count	Percent	Count	Percent
Full-time:	2569	48%	2051	52%
Part-time:	2831	52%	1871	47%
Female:	2597	48%	1867	48%
Male:	2785	52%	2046	52%
Unknown	18	0%	9	0%
American Indian or other Native American:	23	0%	15	0%
Asian, Asian American:	1606	30%	1190	30%
Native Hawaiian or Pacific Islander:	21	0%	12	0%
Black or African American, Non-Hispanic:	241	4%	179	5%
White, Non-Hispanic:	845	16%	594	15%
Hispanic, Latino, Spanish:	2099	39%	1507	38%
Other:	565	10%	425	11%
Age 18-24:	5366	99%	3917	100%
Age 25+:	34	1%	5	0%

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Cohort Data Review ENGAGING LATINO STUDENTS For Transfer and College Completion

Institution Name:

PART II: Target student cohort is all first-time-in-college students, full- and part-time, first enrolled in fall 2008 in college-level credit courses and/or developmental education subject area courses (whether credit or non-credit) at your institution. Do not include dual/concurrent enrollments of high school students. Do include students co-enrolled in the community college and a baccalaureate institution (if known).

Target Student Cohort*	Black		Latino/a		White							
	Male		Female		Male		Female					
	Count	Percent	Count	Percent	Count	Percent	Count	Percent				
Total:	133	3%	108	2%	1005	19%	1093	20%	466	9%	379	7%
Full-time:	63	47%	52	48%	363	36%	437	40%	215	46%	183	48%
Part-time:	70	53%	56	52%	642	64%	656	60%	251	54%	196	52%
First-generation:	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
Places into one or more developmental education subject area(s) in first term:	63	47%	52	48%	556	55%	648	59%	154	33%	130	34%
Portion of first-time-in-college students earning no credits in their first term:	22	16%	21	19%	191	19%	186	17%	79	17%	59	15%
Student persistence from first to second term of enrollment:	78	59%	68	63%	663	66%	771	70%	332	71%	257	68%
Student persistence from first fall term to second fall term:	54	41%	62	57%	551	55%	630	58%	290	62%	222	59%
Overall successful course completion (C or better):	73	55%	59	55%	597	59%	685	63%	336	72%	293	77%
Successful developmental subject area(s) course completion (C or better):	20	32%	26	50%	229	38%	334	52%	53	34%	69	53%
Completion (associate degree within six academic years):	4	3%	10	9%	98	10%	138	13%	61	13%	62	16%

*For more comprehensive definitions, see page 2.

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Cohort Data Review ENGAGING LATINO STUDENTS For Transfer and College Completion

Institution Name:

PART III: Target student cohort is all first-time-in-college students, full- and part-time, first enrolled in fall 2008 in college-level and/or developmental education subject area courses (whether credit or non-credit) at your institution. The focus of this page is the examination of transfer outcomes for that cohort, and is limited to all students in the specified community college cohort who transferred to the university partner institution for this project within six academic years. Do not include dual/concurrent enrollments of students in high school. *Please note that Part III must be completed by the university and community college partners in collaboration, and values in every cell should be the same for both institutions. If the values are not the same, these differences should provide areas for discussion.*

Target Student Cohort*	Black				Latinos/a				White				
	Male		Female		Male		Female		Male		Female		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
TRANSFER STUDENTS													
Total students from 2008 entering community college cohort who transferred to the partner university within six academic years:	1	0.9%	0	0%	27	23.7%	52	45.6%	18	15.8%	16	14.0%	
First-generation students who transferred:	0	0%	0	0%	14	30.4%	28	60.9%	2	4.3%	2	4.3%	
Transferred with 6 or fewer credits earned:	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Transferred with 7–15 credits earned:	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Transferred with 16–45 credits earned :	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Transferred with 46+ credits earned:	1	0.9%	0	0%	27	23.7%	52	45.6%	18	15.8%	16	14.0%	
Transferred after completing general education articulation (Golden4) core: (Specify # of credits in core: 13-16)	1	100%	0	0%	18	64.3%	18	36.7%	8	44.4%	7	43.8%	
Transferred after completing associate degree:	0	0%	0	0%	6	21.4%	12	23.5%	0	0%	2	12.5%	

***For more comprehensive definitions, see page 2.**

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Pasadena City College

College 1 and Interdisciplinary Professional Learning Institute

May 12-14, 2014

Monday, 5/12 College 1 & Interdisciplinary PL	Tuesday, 5/13 College 1 & Interdisciplinary PL	Wednesday, 5/14 College 1
<p style="text-align: center;">9:00-12:00 CREVELING LOUNGE</p> <p>Orientation</p> <ul style="list-style-type: none"> • Speed dating • Norms setting • Syllabus exploration – Think Aloud <p style="text-align: center;">10:30 - 10:45am BREAK</p> <p>Personal Reflection on first semester of college</p> <p>Understanding First Year Students: Gallery Walk</p> <p>Student Panel</p>	<p style="text-align: center;">9:00-12:00 CREVELING LOUNGE</p> <p>Response to Feedback</p> <p>Discussion: “They Didn’t Tell Me What To Expect” (Final Word Discussion Protocol)</p> <p style="text-align: center;">10:15 - 10:30am BREAK</p> <p>Non-Cognitive Factors and Student Success</p> <ul style="list-style-type: none"> • Overview of literature • Mindset & Habits of Mind • Student Case Studies 	<p style="text-align: center;">9:00-12:00 HARBESON HALL</p> <p>Response to Feedback</p> <p>Reading and Assessing RRJs</p> <ul style="list-style-type: none"> • RRJ Rubric in Canvas • Tracking student progress in metacognition • Formative assessment <p style="text-align: center;">10:15 - 10:30am BREAK</p> <p>What Does a Reading Apprenticeship Classroom Look Like? History Classroom Videocase</p>
<p style="text-align: center;">12:00-12:30 LUNCH</p>	<p style="text-align: center;">12:00-12:30 LUNCH</p>	<p style="text-align: center;">12:00-12:30 LUNCH</p>
<p style="text-align: center;">12:30-4:00</p> <p>Map the morning’s activities to the 4 dimensions of Reading Apprenticeship</p> <p>Capturing your Reading Process – Create a Reading Strategies List</p> <p>Reading Between the Lives</p> <p style="text-align: center;">2:00 – 2:15pm BREAK</p> <p>Metacognition Text Set</p> <ul style="list-style-type: none"> • Why focus on metacognition? • Why use text sets? <p>Feedback and reflection</p>	<p style="text-align: center;">12:30-4:00</p> <p>Structuring Collaborative Classwork</p> <p style="text-align: center;">2:30- 2:45pm BREAK</p> <p>Introduction to ePortfolios</p> <p>Feedback and reflection</p> <ul style="list-style-type: none"> • Say goodbye to our non-College 1 colleagues! <p>College 1 faculty only: “Reading a Book by Its Cover”</p>	<p style="text-align: center;">12:30-4:00</p> <p>Literacy and Equity Mini-Case Study</p> <p>FYE Pathways at PCC</p> <ul style="list-style-type: none"> • Coaches • Student Conference • Model Curriculum • Overview of summer PL <p>Feedback and Value Narrative</p> <p>6PM—Celebration at Cecile’s house</p>



Pasadena City College

College 1 and Interdisciplinary Professional Learning Institute

May 12-14, 2014

Values and Shared Assumptions

The First Year Experience program at Pasadena City College is committed to fostering educational access and equity by helping students persist through the essential first year and gather momentum towards completing their degree or transfer goals. We designed College 1 and this institute with the following values and assumptions in mind:

- Academic literacy development is recursive, not linear; it cannot be broken down into discrete “foundational skills” that must be mastered before “real” college work can begin. Students will develop college level competencies by gaining experience with authentic intellectual experiences.
 - Therefore, all students—even those designated “remedial”—deserve a rigorous and engaging curriculum that apprentices them into academic and disciplinary modes of thinking and engaging with texts to prepare for success in future college coursework and careers.
 - Indeed, everybody (students, faculty, staff) has the right to ongoing, sustained, and challenging learning experiences to further their personal, educational, and professional growth.
- Learning is a network-forming process: connections and relationships are crucial to the learning process.
 - Therefore, it is not only appropriate, it is essential that instructors attend to the affective dimensions of learning; powerful classrooms are facilitated by a balanced focus on the personal, social, cognitive, and knowledge-building aspects of classroom life (Schoenbach et. al., 2012).
 - Indeed, our collegial relationships with one another (including students, faculty, and staff) are an important element of our own ability to continue to grow as professionals, and building those relationships is an important institutional priority.
- Deep learning and leadership are facilitated by maintaining:
 - An appreciative inquiry mindset, i.e., curiosity about what’s possible
 - A growth mindset, i.e., a belief that change is possible.

If we model these habits of mind for our students, we will accelerate their learning—and our own.

Homework Assignments

Monday:

- Read “They Never Told Me What To Expect, So I Didn’t Know What To Do” (CCRC) and choose three “golden lines” to focus on in the Tuesday morning discussion
- Read “Brainology”

Tuesday:

- College 1 faculty only: Read Chapter 1 of *The Madonnas of Echo Park* and write a Reading Response Journal (RRJ). Submit in Canvas

Wednesday:

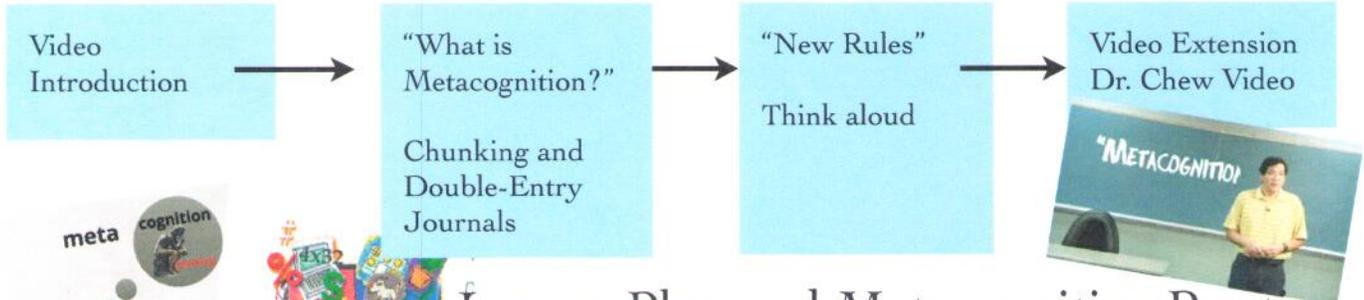
- College 1 faculty only; Due June XX: Read something from RfU

Metacognition

Text Set Model Lesson Plan



Text Set Elements



Lesson Plan and Metacognitive Routines



Metacognitive Routine: Chunking a Reading

Chunking is a way of setting up or scaffolding a reading assignment before students read. When an article has obvious (subheadings) or not so obvious sections, choosing to divide the reading into sections for students can help them better navigate complex texts. After each section, pause the reading and debrief each section, looking for student understanding.

Metacognitive Routine: Golden Lines and Double-Entry Journals

When reading, **golden lines** can be defined as lines that stick out to the reader for a variety of reasons this may mean that they make a personal connection to the reader, connect to another text, are interesting, are controversial, or just stick out as a key idea.

Double-Entry Journals (DEJs) are a kind of extended annotation that is a **metacognitive routine**. After

Part 1: Video Introduction: Brief Intro to Metacognition

Write “metacognition” on the board and explain that you’ll be centered on understanding this term and what it means for “real life.” During the introduction video, ask students to watch the video with a **goal** - be able to explain a basic definition of metacognition at the end.

Part 2: Read “What is Metacognition?”- use Double-Entry Journal

1. Ask students to print article before class or make copies of the article for the students.
2. Students should be in groups of 3-4 for this activity.
3. **Chunk** the article by asking the students to overview the article and asking them how they would divide it into sections. After they make suggestions, begin by having them read from the beginning to “Metacognition and Automaticity”. As they read, ask them to keep a **double-entry journal (DEJ)** of quotes that they connect to and the response they have for that quote.
4. Give students a clear time frame (between 5-20 minutes depending on your students). Between sections, give students a few minutes to stop reading and focus on responding in their DEJ.
5. Debrief what they have recorded in their DEJ with their group of 3-4. Then debrief as a whole class.
6. **Keep in mind that you’ll repeat steps 3-5 for each chunked section.** Repeat with the other chunked sections of the article.

* When debriefing and discussing the article as a group, allow students to be the ones bringing out ideas. Beware of lecturing by accident!

choosing a quotation and entering the quotation on the left side of a folded piece of paper, the student can use the right side of the paper to respond to the quote with connections, interpretations, or other comments in an in-depth way. These are wonderful to use to deepen discussion as they allow students space to think and make extended connections.

Metacognitive Routine: Think Aloud

A **think aloud** is a strategy that typically needs to be modeled to students before they feel willing to try it. Set it up by modeling it yourself with a paragraph of the article by projecting it onto a Whiteboard or SmartBoard. As you read the paragraph or section, highlight, annotate, ask questions, make connections, bring in prior knowledge, whatever comes to your mind - but externalize it by speaking it aloud. This may take practice! Remind students that one person is thinking aloud at a time, the listeners should take notes while that person is talking. Each group member should spend no more than 2-3 minutes at a time thinking aloud. Facilitate switching between group members. After doing a **think aloud**, debrief it so that the students can air what happened, how it helped them understand the reading, or problems they had doing the activity.

Guided Reflection:

Guided reflection is a way for students to stop and think on paper in a focused way. Using a teacher-generated prompt, students should write freely without stopping for about 3-7 minutes. Use **guided reflections** to have students plan or reflect on experiences, videos, or readings.

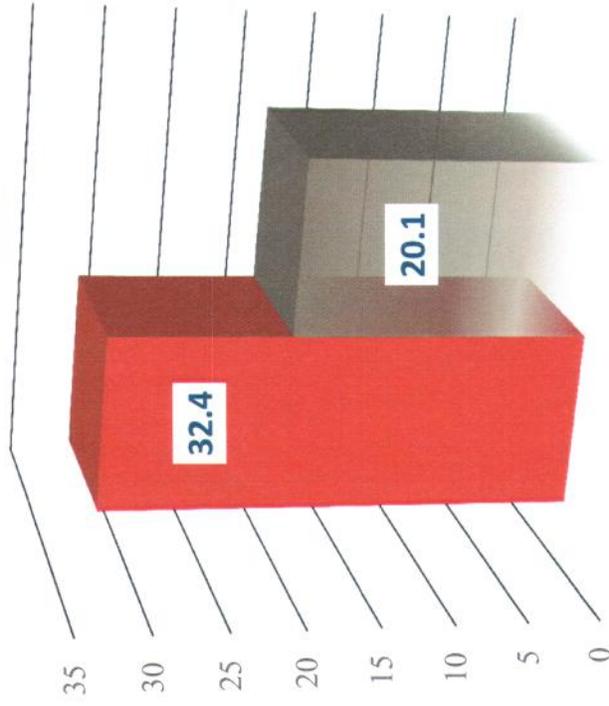
Part 3: Read New Rules - Do Think Aloud Activity

1. Ask students to print article before class or make copies of the article for the students.
2. Students should be in groups of 2-3 for this activity.
3. Model the **think aloud** by using the first paragraph or two. Remind students that this is **not** about reading speed, but it is about making a verbal annotation so that they can experience the article socially rather than alone.
4. Have group members go around and take turns reading paragraph by paragraph and thinking aloud as they go. Those group members who are listening should take notes but not respond verbally to the speaker until it is time to share.
5. After the think aloud, ask students to share a strategy that they noticed a group member using while they were reading.
6. Based on the questions that arose during the think aloud about the article content, have groups create one discussion question each based on that section of the article.
7. Collect their discussion questions on the board/screen and then have groups discuss those questions with the article.
8. At the end ask students what key ideas, "take aways," or connections to the "What is Metacognition?" article - chart student responses on the board.

Part 4: Watch - Dr. Chew Video 1 and Do Guided Reflection

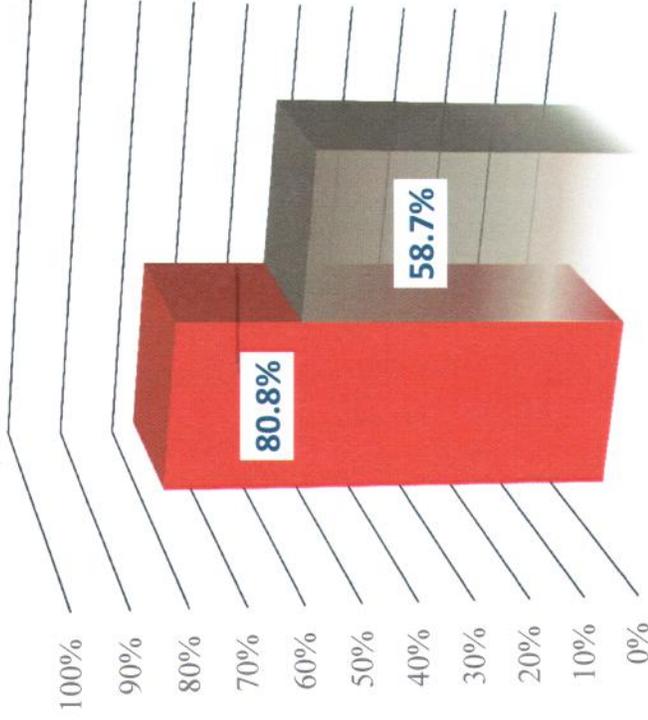
1. Give students a **goal** while watching the video like: While you're watching, try to answer these questions in your notes: 1) What is new for you in this video? 2) How did this connect to the other texts we've seen in this set 3) What surprised you in this video? Have you tried any of the habits that make you stupid? What was your experience?
2. Students should be in groups of 2-3 for this activity.
3. After the video, students can share with their groups and then share out with the class their responses to the video.
4. Using this prompt: *In light of this video, what would an effective and efficient study environment look like for you? How could you increase your understanding of how much you understand from your reading assignments? Create a reading plan for this week including place, time, and how you will limit distractions.* Allow students 3-7 minutes to do a **guided reflection**. Model this by giving examples of where and how you have read effectively and efficiently and examples of how you read with poor comprehension and wasted time.
5. Ask for members of the class share their reading plans for this week in pairs or with the whole class. Remind them to comment on how this reading plan goes for any reading homework they have in the "Reading Process" section of the RRJ.

CREDITS EARNED AFTER 1 YEAR



■ FYP Students ■ NonFYP Students

PERSISTED TO FALL 2013



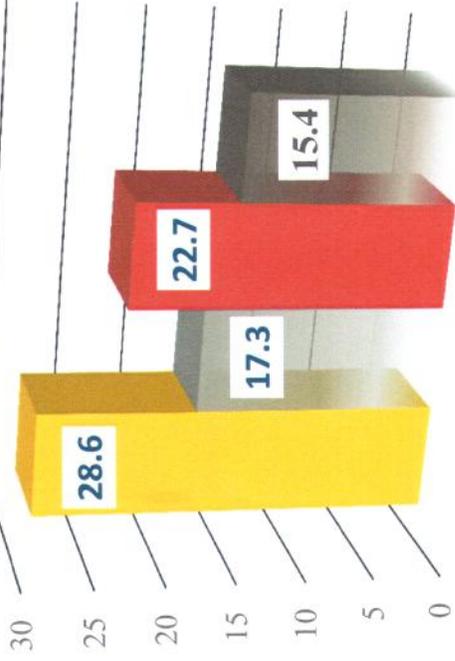
■ FYP Students ■ NonFYP Students

FYP 2012 Cohort

FYP n=764, non-FYP n=4,396

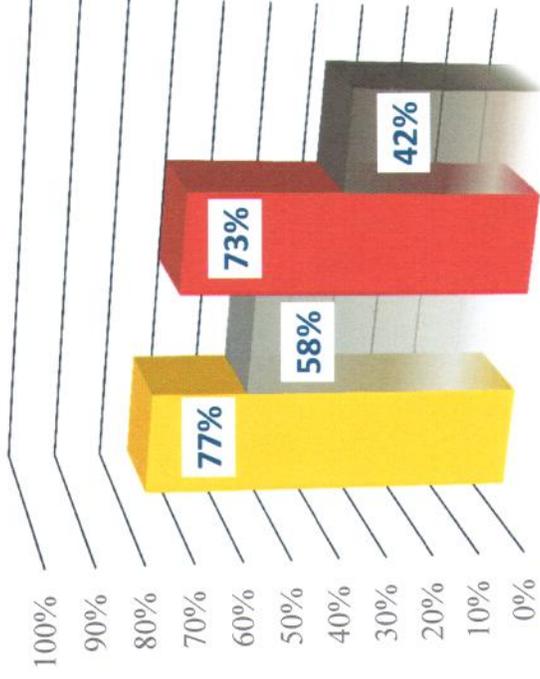
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Effectiveness, 2014

CREDITS EARNED AFTER 1 YEAR



- FYP Hispanic/Latino
- NonFYP Hispanic/Latino
- FYP African-American
- NonFYP African-American

PERSISTED TO FALL 2013



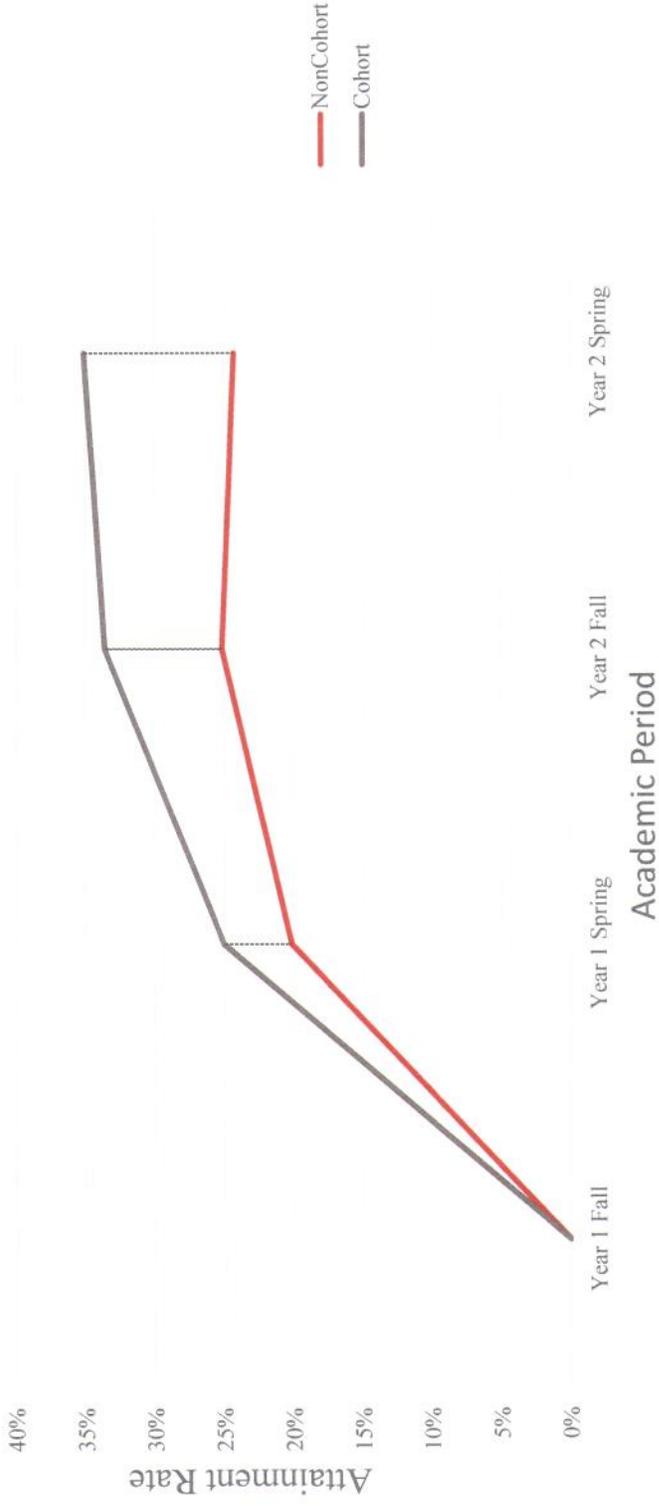
- FYP Hispanic/Latino
- NonFYP Hispanic/Latino
- FYP African-American
- NonFYP African-American

FYP 2012 Cohort

FYP n=764, non-FYP n=4,396

Office of Institutional
Effectiveness, 2014

PSM Analysis: Transfer-Level Math

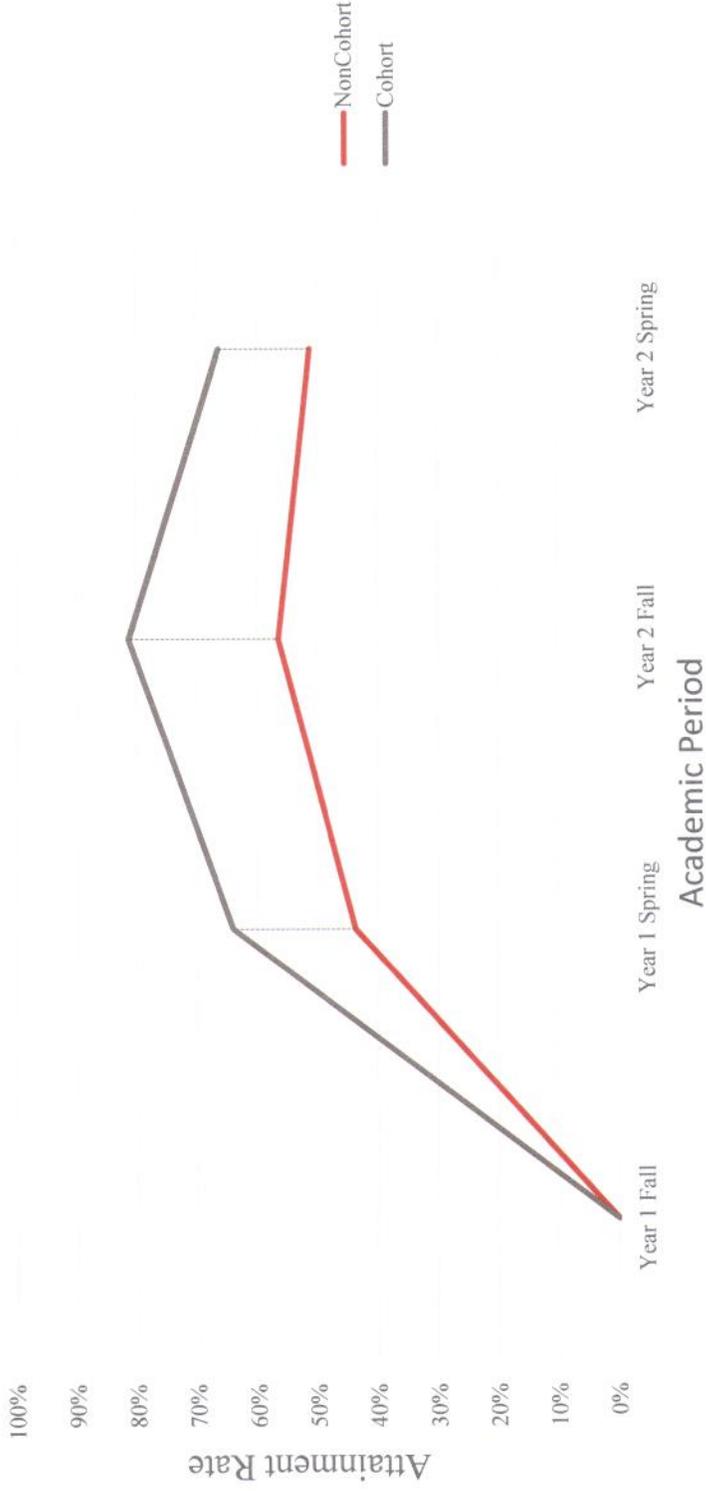


FYP 2012 Cohort

FYP n=764, non-FYP n=4,396

Office of Institutional
Effectiveness, 2014

PSM Analysis: Transfer-Level English

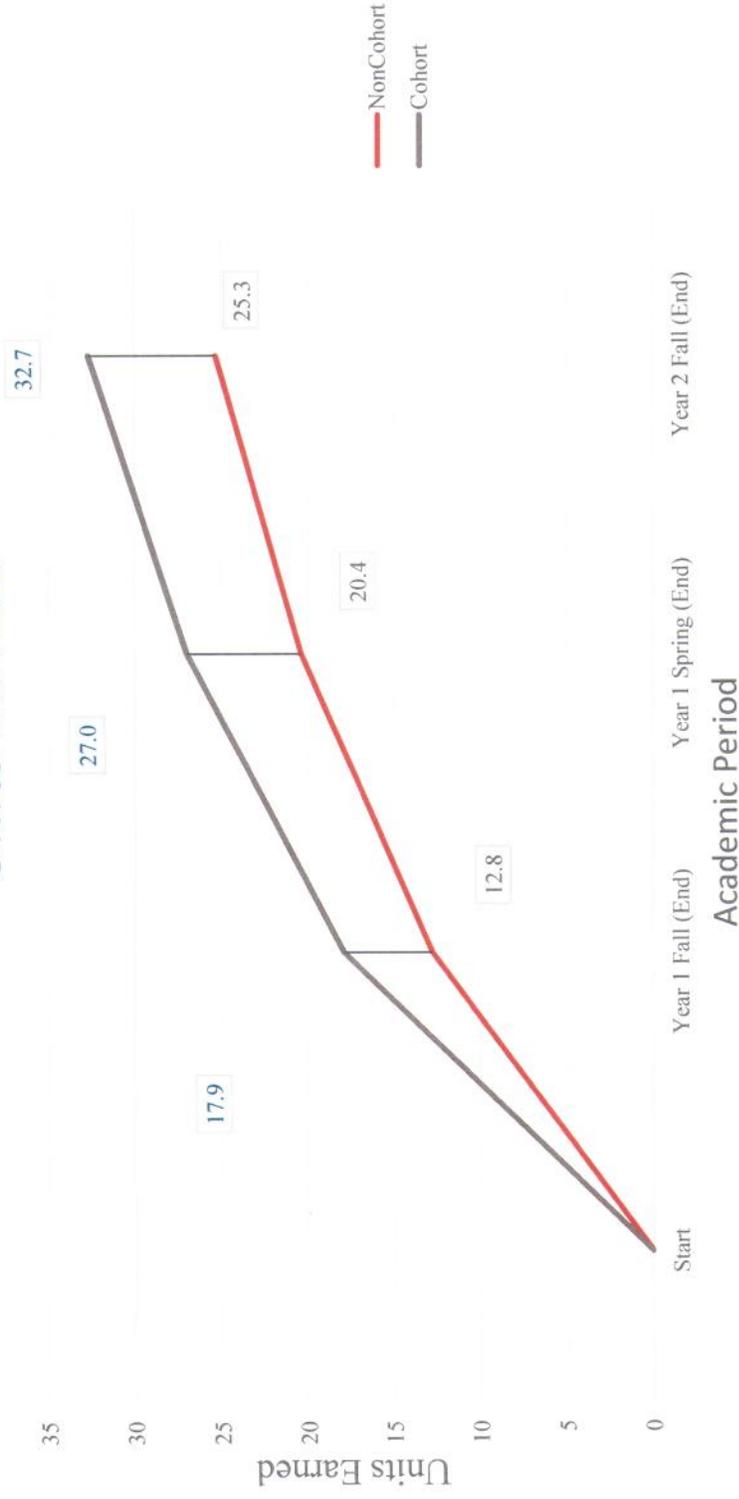


FYP 2012 Cohort

FYP n=764, non-FYP n=4,396

Office of Institutional
Effectiveness, 2014

PSM Analysis: Units Earned



FYP 2012 Cohort

FYP n=764, non-FYP n=4,396

Office of Institutional
Effectiveness, 2014

First Year Pathways Focus Groups: Executive Summary

As part of PCC's commitment to ongoing evaluation and improvement of its First Year Pathways initiative, the UCLA evaluation team conducted 27 focus groups across five pathway programs in order to gather feedback on student experiences with these programs. UCLA team members, consisting of four UCLA doctoral students under the supervision of Dr. Tina Christie, collaborated with Pathways staff to develop focus group protocols and coordinate data collection during the 2013-2014 academic year. Table 1 summarizes these efforts.

Table 1. Pathways Focus Group Summary

Pathway Program	Date	# Focus Groups	# Students
International	October 30, 2013	6	29
XL	February 26, 2014	6	25
Athletes	March 5, 2014	5	17
Design Tech	March 19, 2014	4	23
Ujima	April 21, 2014	6	37
Total		27	131

In addition to themes that emerged for each respective program, the evaluation team also identified a number of trends that were common to three or more of the programs.¹ Table 2 below presents these "overarching themes."

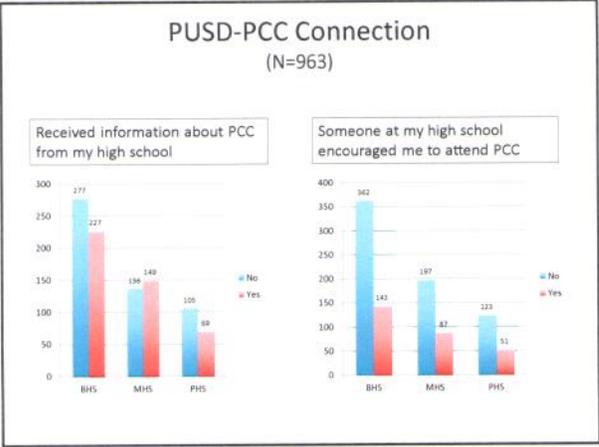
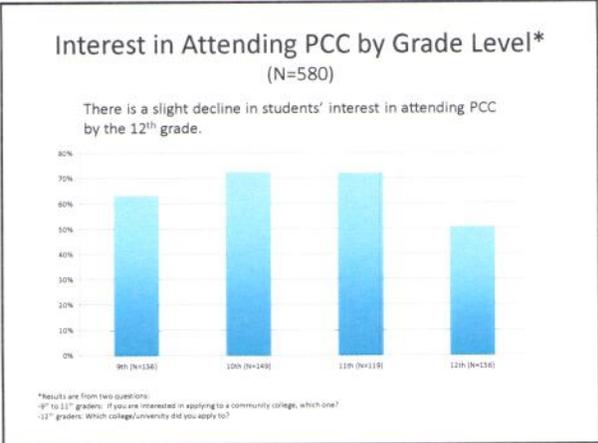
Table 2. Overarching Themes

Topic	Comment	Program
Pathway Awareness	Students most commonly found out about their respective pathway program during high school, otherwise they found out during PCC orientation.	DTP, Ujima, XL
Priority Registration	Students indicated that their motivation for joining a pathway was to have access to priority registration.	Athletes, DTP, Ujima, XL
Meeting People	Students indicated that one of the main advantages of the summer jams was meeting new people and making friends. They felt like this was important step in the transition from high school to college.	Athletes, DTP, Ujima, XL
Math Jam	The main change students would make to Math Jam was to have shorter hours each day (just the morning or just the afternoon) instead of the whole day.	Athletes, Ujima, XL

¹ Please note that not all topics applied equally to all programs, and therefore not every topic was discussed to the same degree, if at all, across all sets of focus groups.

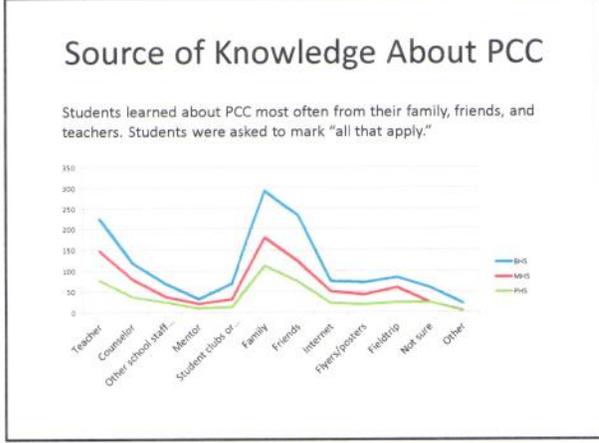
Executive Summary

College 1 Benefits	Students indicated that the College 1 curriculum was easy, and that the class itself was a friendly and relaxed environment. A number of students in all programs felt College 1 helped them develop their time management skills. A fair number of students across the programs also enjoyed reading <i>Southland</i> .	All
College 1 Workload	Despite positive impressions of College 1, students often felt the course involved time-consuming "busy work." A number of students from Athletes, DTP, and XL also felt there was too much overlap with content they would find in an English class.	Athletes, DTP, Intl, XL
Math Placement Test	Many students felt like they placed too low in Math. Students often indicated that they did not realize the importance of the placement test, and in retrospect, believed they would have prepared differently had they received more specific information. Most students felt like their English placement was accurate, however.	Athletes, DTP, Ujima, XL
Resource Centers	Students found places like the Zone, the IT building, and the TLC to be productive spaces for tutoring and counseling support.	All
Time Management and Academic Planning	Students indicated that this is what they needed the most help with when they started college.	All
Pathways Staff	Students were generally positive about their experiences with Pathway staff, whether they were called counselors or coaches. Students felt comfortable with them and often reported friendly, personal relationships. They found staff to be welcoming, accessible, helpful, and understanding.	All
Social Experience	When students were asked about their social experience at PCC (Athletes, Ujima, DTP), the majority generally felt that the greater PCC community was friendly and inclusive, even if they spent most of their on-campus time with Pathway cohort members.	Athletes, DTP, Intl, Ujima



To what extent do you agree with the following statements? (N=952)

	Don't Know	Disagree	Agree
I am interested in attending PCC.	18%	45%	37%
PCC has good reputation.	41%	28%	31%
PCC will allow me to meet my career and/or academic goals.	35%	29%	36%
Heard good things about PCC from family and/or friends.	20%	26%	54%
Familiar with PCC's Ujima Program.	37%	52%	11%
Likely attend PCC because of Ujima Program.	52%	41%	7%
Familiar with PCC's Pathways programs (e.g., XL, Design Tech, Media...).	34%	42%	25%
Would attend PCC because of Pathways programs.	42%	37%	21%
Interested in attending PCC if I knew more about school.	23%	31%	46%
I know how much it costs to attend PCC.	40%	36%	25%
PCC's tuition is affordable for me.	51%	16%	33%
Attend PCC in order to transfer (e.g., CC, CSU, UC, or private univ.).	27%	26%	47%



Career Technical Education (CTE) Perceptions (N=896)

Pursuing a certificate degree (does not require 4-year degree) will allow you to:	Don't Know	Disagree	Agree
Have a successful life.	22%	16%	62%
Be competitive in the global economy.	27%	23%	50%
Get hands-on job experience.	24%	14%	63%
Prepare me to succeed academically and professionally.	22%	16%	62%
Pick from a variety of career options that will meet my interest.	24%	18%	58%
Receive relevant, practical skills-training to be successful in the workplace.	26%	13%	61%
Earn more than minimum wage (\$8.00 per hour).	24%	14%	63%
Get a positive return on my investment.	30%	17%	53%
Have a solid academic foundation.	26%	17%	57%

