

PCC PATHWAYS

POST FIRST YEAR

Outcomes

Examine how pathways programs can increase completion

Examine how to support students after the first year

Discuss how a pathways program can lead to institutional change



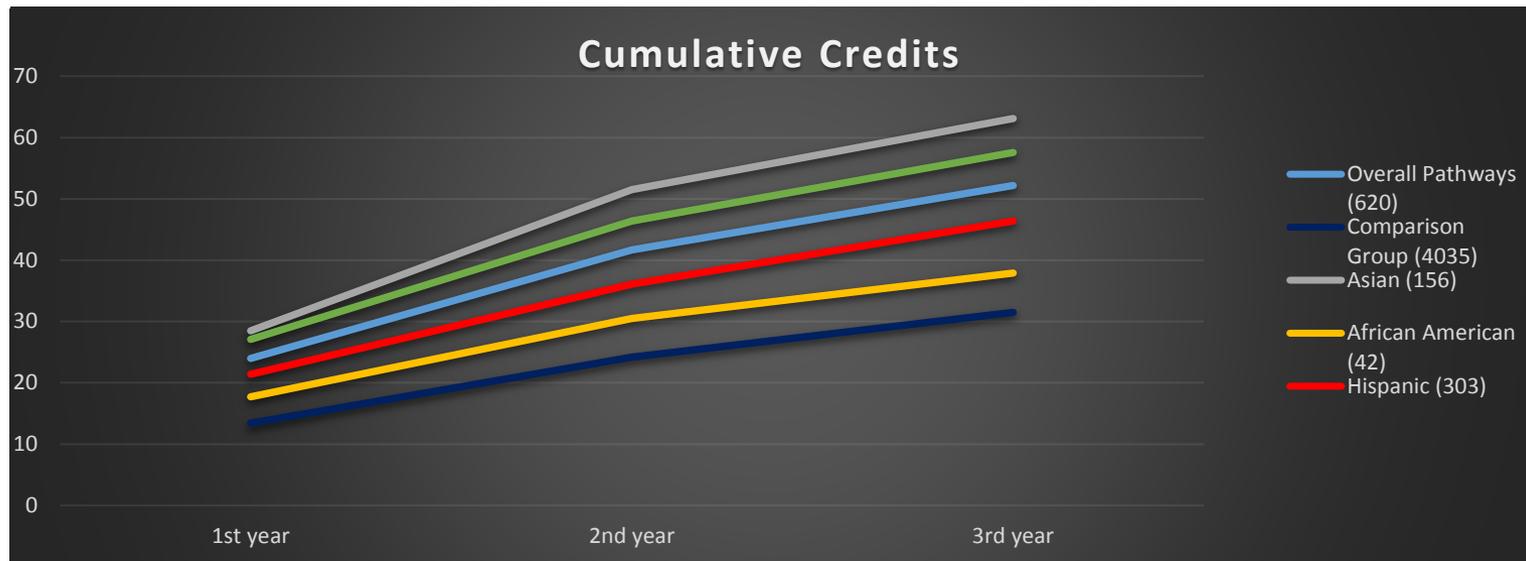
Your First Year

Take 10 Minutes to identify the components of your first year pathways program

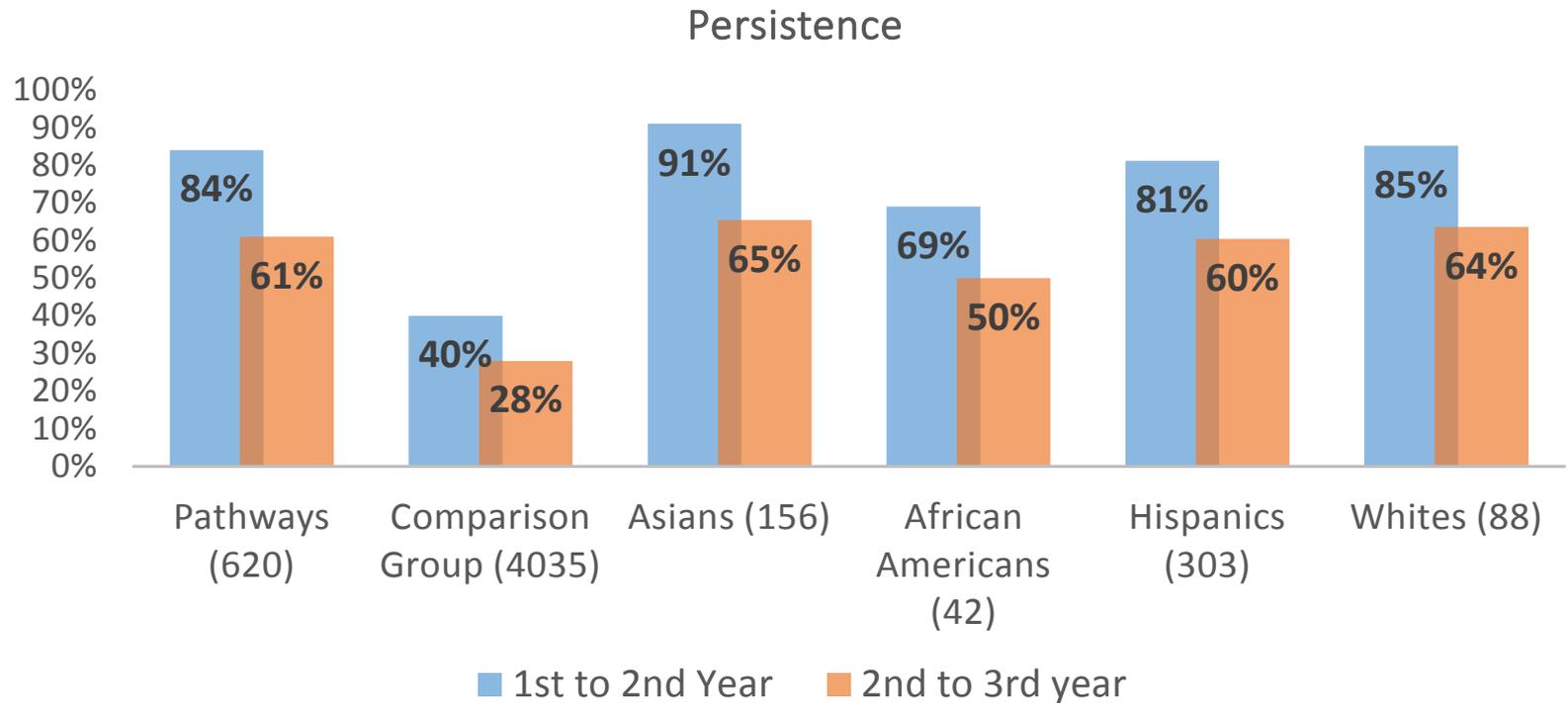
Any gaps?



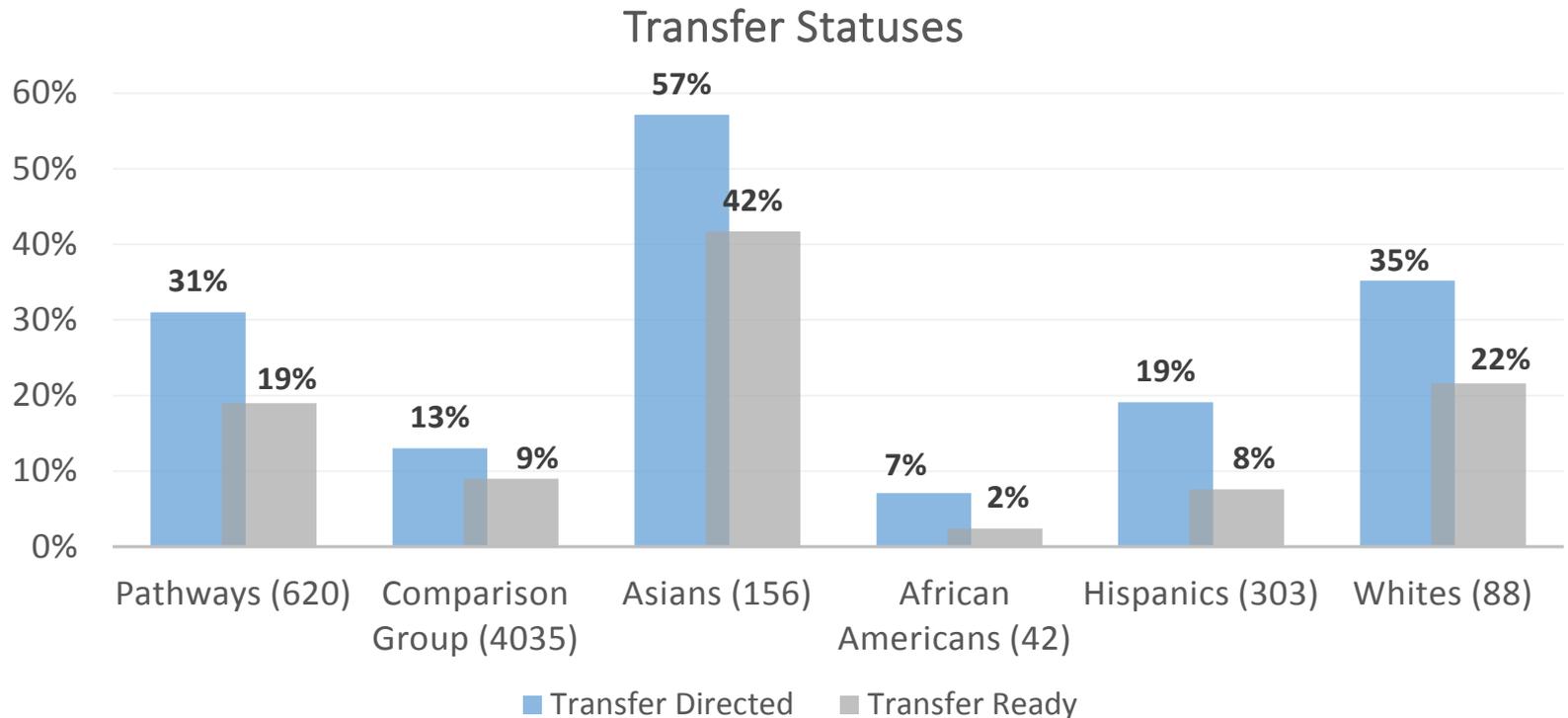
2012-2013 Cohort – Cumulative Credits



2012-2013 Cohort – Persistence



2012-2013 Cohort – Transfer Statuses



Institutional Problems

COMPLETION

Too few students progress to a degree, certificate or transfer



EQUITY GAP

Underrepresented students are the least likely to complete

Underrepresented students fall behind at every degree completion milestone

EQUITY GAP

Summary of PCC Research Revealing Equity Gaps in Completion Rates			
	Hispanic	White, non-Hispanic	Equity Gap
Course Completion*			
1 way video/2-way audio	52.1%	62.6%	10.5 points
Online/Internet Based	54.9%	71.2%	16.3 points
Face to Face/Traditional	65.9%	77.9%	12.0 points
Transfer**	46.9%	81.8%	34.9 points
Degree Completion**	61.5%	74.0%	12.0 points
<p>*Course Completion was assessed as the ratio of the number of credit courses that students actually completed by the end of the spring 2014 term compared to the number of courses in which students enrolled on the census day of the term.</p> <p>**Transfer and Degree Completion was assessed for the 2007-2008 cohort of first-time students who had taken at least 6 units and completed either Math or English within 3 years, and then transferred or completed a degree in six years.</p>			



STUDENT SUCCESS SCORECARD

Completion

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-10 tracked for six years through 2014-15 who completed a degree, certificate or transfer-related outcomes.

COLLEGE PREPARED		UNPREPARED FOR COLLEGE		OVERALL	
70.0%		39.6%		47.1%	
N=50,151		N=153,479		N=203,630	
Gender	%	Gender	%	Gender	%
FEMALE	73.3	FEMALE	41.4	FEMALE	48.8
MALE	66.9	MALE	37.7	MALE	45.3
Age	%	Age	%	Age	%
UNDER 20	72.1	UNDER 20	42.3	UNDER 20	50.4
20-24	57.5	20-24	29.9	20-24	34.9
25-39	52.6	25-39	30.8	25-39	33.5
40 OR OVER	50.1	40 OR OVER	30.9	40 OR OVER	33.2
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN AMERICAN INDIAN/ ALASKA NATIVE	62.4	AFRICAN AMERICAN AMERICAN INDIAN/ ALASKA NATIVE	31.9	AFRICAN AMERICAN AMERICAN INDIAN/ ALASKA NATIVE	35.2
ASIAN	80.9	ASIAN	55.3	ASIAN	64.3
FILIPINO	74.1	FILIPINO	46.6	FILIPINO	53.7
HISPANIC	63.3	HISPANIC	35.1	HISPANIC	39.7
PACIFIC ISLANDER	53.2	PACIFIC ISLANDER	34.2	PACIFIC ISLANDER	38.3
WHITE	69.9	WHITE	41.8	WHITE	51.4

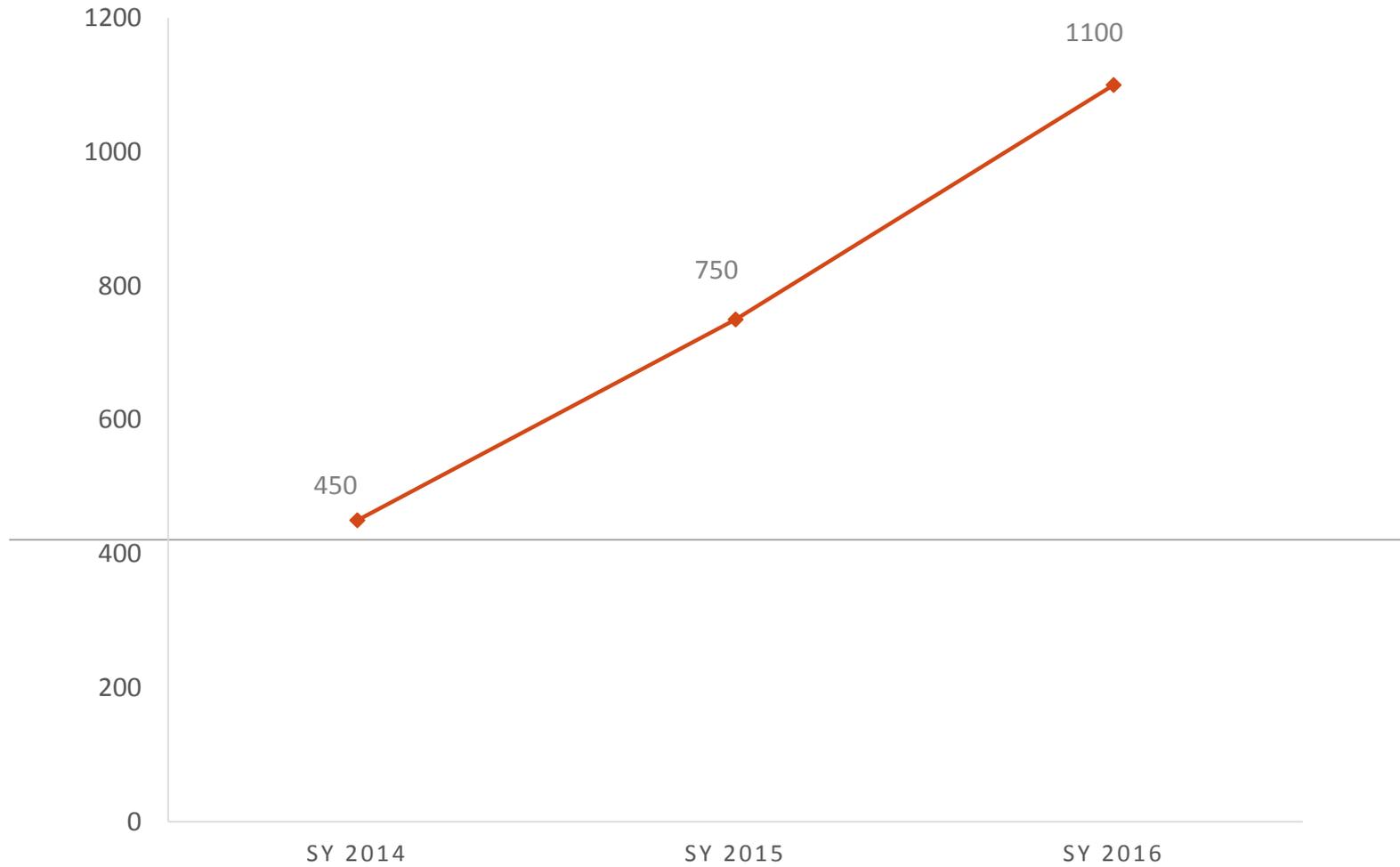
Your Second Year

Take 10 Minutes to

- Circle the parts of your First Year that should also be included in your second year
- Identify any additional components



Second Year Growth



Second Year Pilot



STRATEGIES

Develop a Second Year Pathway (SYP) modeled on PCC's First Year Pathway

Develop and integrate major/career exploration and experiential learning into SYP

COMPONENTS

Priority Registration

Jam

SY Success Course (College 2)

SY Student Success Team

Required leadership/service activity

e-Portfolio

Speech Competition

Participation in Career Week

What we learned

Duplicating FY did not work

Lack of research and understanding of SY students attending community college

Students want a “different” experience

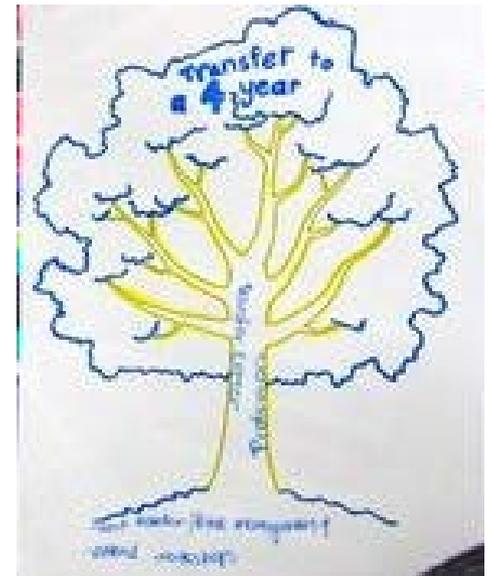
Interventions became barriers

Conflicted with needs of special populations



New SY Requirements

1. Jam
2. Face-to-face meeting with Success Coach at least once per semester
3. Actively participate in ONE of the following:
 - e-Portfolio tutor
 - Pathways math or English tutor
 - Board member of an established PCC club
 - Volunteerism (min. 6 hours per semester)
4. Visit the Career Center
5. Keep their Comprehensive Student Educational Plan up-to-date



Provide resources, not barriers

Student Success Team aligned with meta majors (counselors, coaches, tutors)

Campus involvement (resources, events, career exploration)

Sense of community (relationships, positive interactions)

Peer leadership model

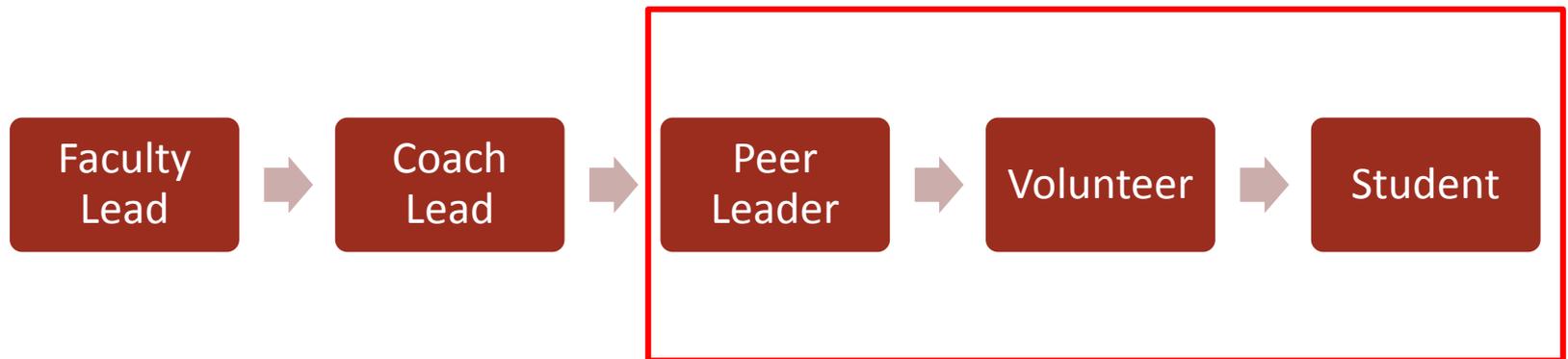
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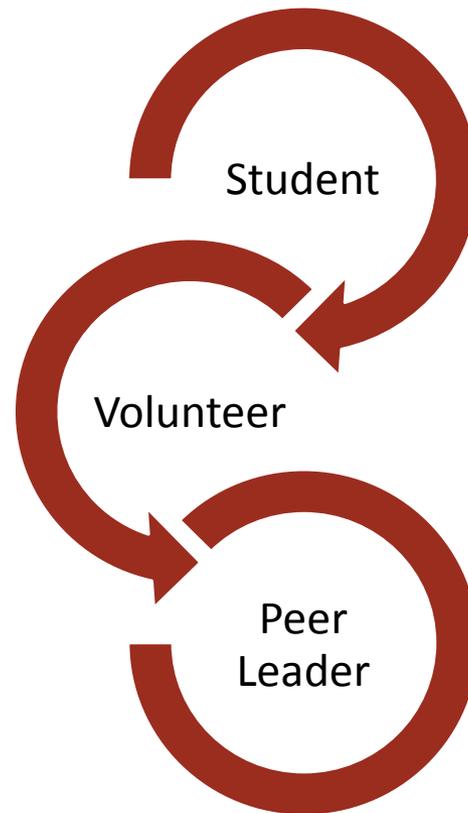
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Peer leadership model



Peer leadership model



Where we are going

Evaluation of second/third year student needs and barriers

Comprehensive review of the program

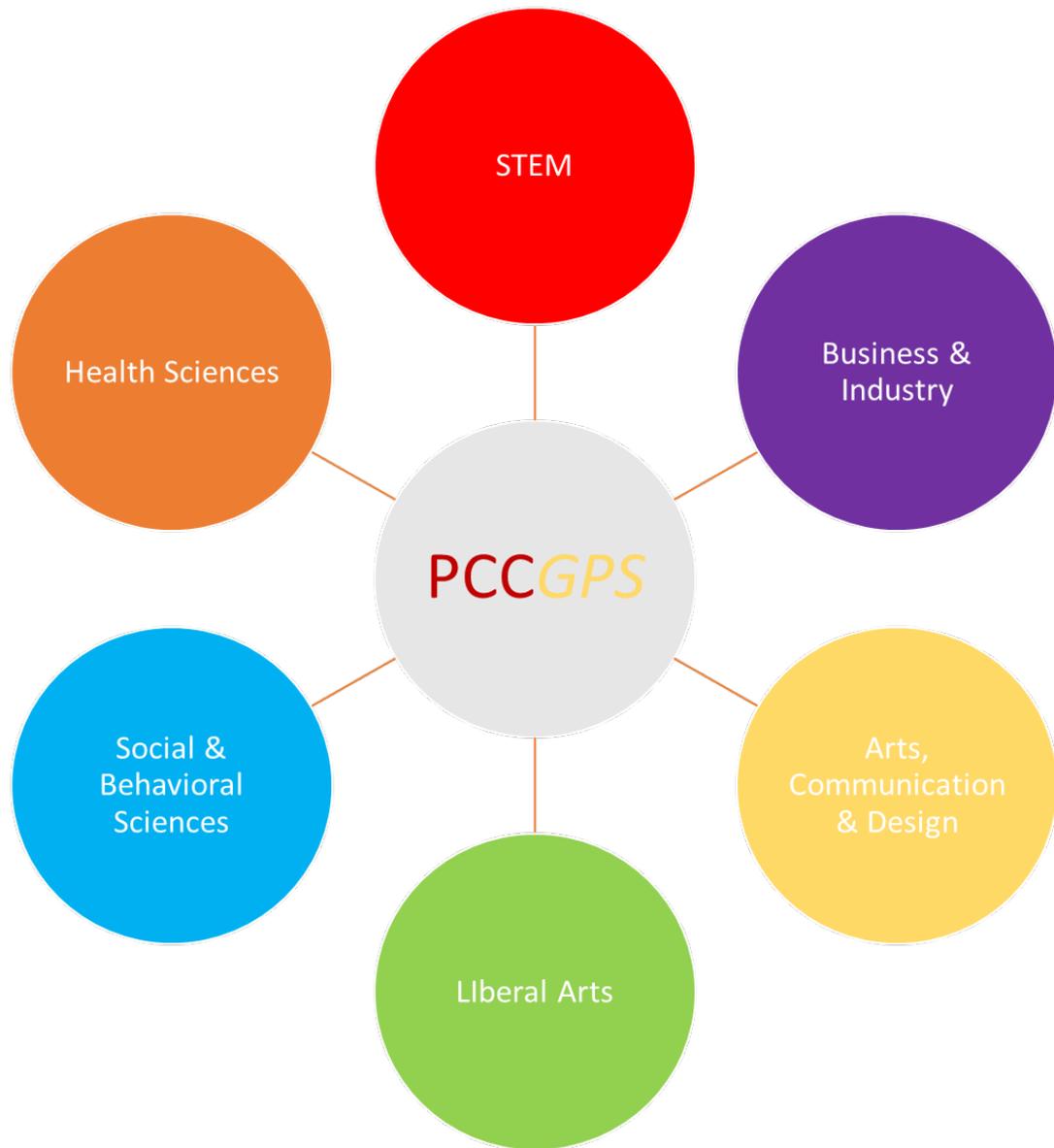
Meta-majors and program mapping

e-Portfolio redesign (Portfolium)

Train the trainer model for tutorin

Year 3





Program Mapping

- Consider courses sequencing, pre-co-requisites, skill building, and course load.
- Math and English must be taken in the first term
- Each term should be 12-15 units
- Leverage double-dipping
- Milestone course each term

TERM 1		
COURSE:	UNITS:	MILESTONE:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
TOTAL UNITS:		-----

Your Comprehensive Pathway

Update your grid

Identify resources

Bring this to work session
tomorrow



