



Implementing Institutional Redesign: Levers for Achieving Equity in Completion

Friday, October 7, 2016

This session will include the following components:

- Synthesis of the research on barriers to student completion and presentation of successful models of college redesign, including development of “structured” or “guided” pathways.
- Direct input from college presidents and senior leadership involved in college redesign work about their successes, challenges and lessons learned.
- Collecting feedback and data from you: California colleges and supporters

Sonya Christian, Bakersfield College

Angelica Garcia and Aaron McVean, Skyline College

Scott Evenbeck, Guttman Community College at CUNY

Kristina Palmer, Mina Dadgar and Chase Fischerhall, Career Ladders Project

Strengthening
Student Success

Shared
Responsibility

October 5-7, 2016
Hyatt Regency Orange County



Post-Conference Workshop

IMPLEMENTING INSTITUTIONAL REDESIGN: LEVERS FOR ACHIEVING EQUITY IN COMPLETION

Welcome and Framing | Friday, October 7, 2016

Mina Dadgar

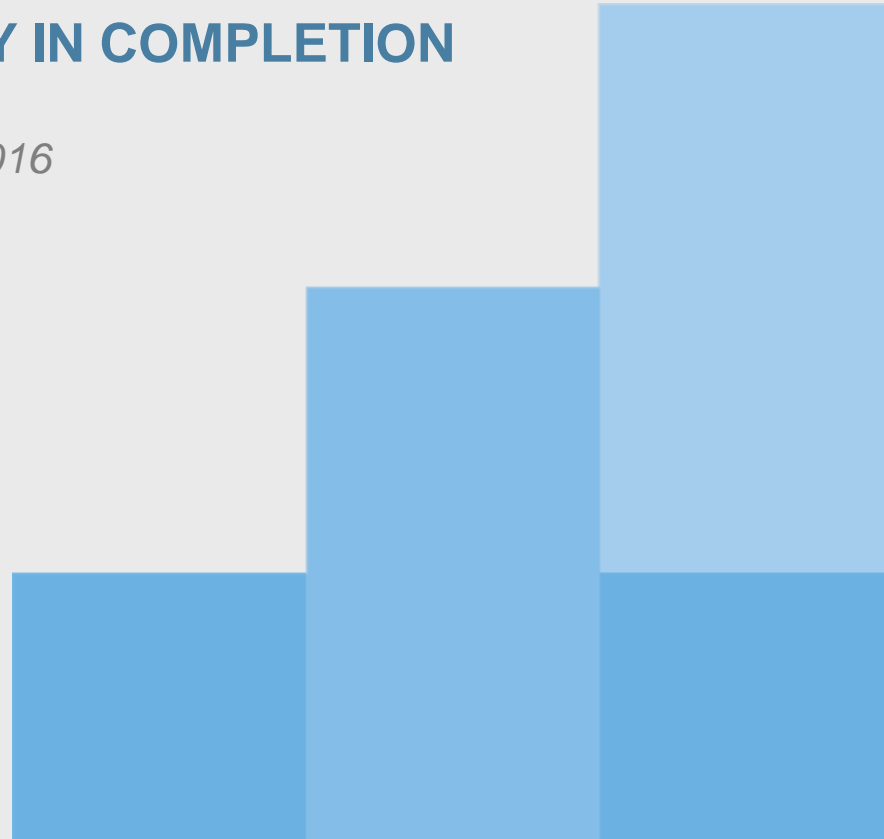
Director of Research

Chase Fisherhall

Community College Associate

Kris Palmer

Senior Director



POST-CONFERENCE SESSION AGENDA

9 am – 10:30 am Presentations and Group Discussion

(10:30 break)

10:45 am – 12 pm Presentation and Group Discussion

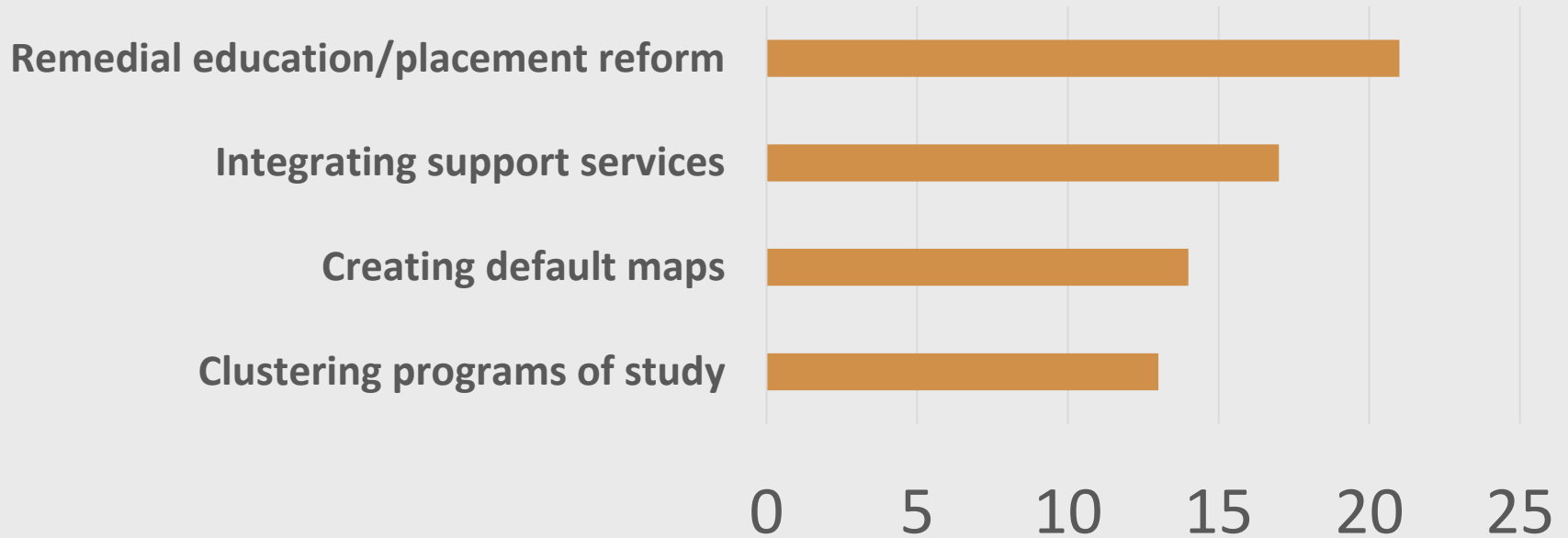
12 pm Lunch and presentation

12:30-1:00 pm Synthesis and Evaluation



Survey Results

Involvement in Campus-Wide Reforms





OUR WORK

The Career Ladders Project works in partnership with California Community Colleges state-wide to provide educational and career advancement opportunities for Californians. We foster these opportunities through research, policy initiatives and strategic assistance to colleges and their workforce development partners.

OUR STORIES

Skyline High School's Computer Academy visits Berkeley City College *May, 2015*

Berkeley City College Introduces High School Students to Careers in Game Design *May, 2015*

The Bay Area's best Surgical Technologist program – Skyline College *March, 2015*

East Bay Career Pathways Convening at Kaiser Permanente Garfield Innovation Center *March, 2015*

→ [READ MORE](#)

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

NEWS

New Dual Enrollment Toolkit | May, 2016

Webinar Series: Quantitative Leap How Math Policies Can Support Transitions To and Through College | May, 2016

Career Ladders Project is seeking three dynamic:

→ [READ MORE](#)

VIDEOS

Videos can capture student voice and perspective, and serve as professional development tools. CLP utilizes video to document and disseminate information about innovative programs and effective practices.

→ [MORE VIDEOS](#)



CAREER ADVANCEMENT ACADEMIES (CAA)

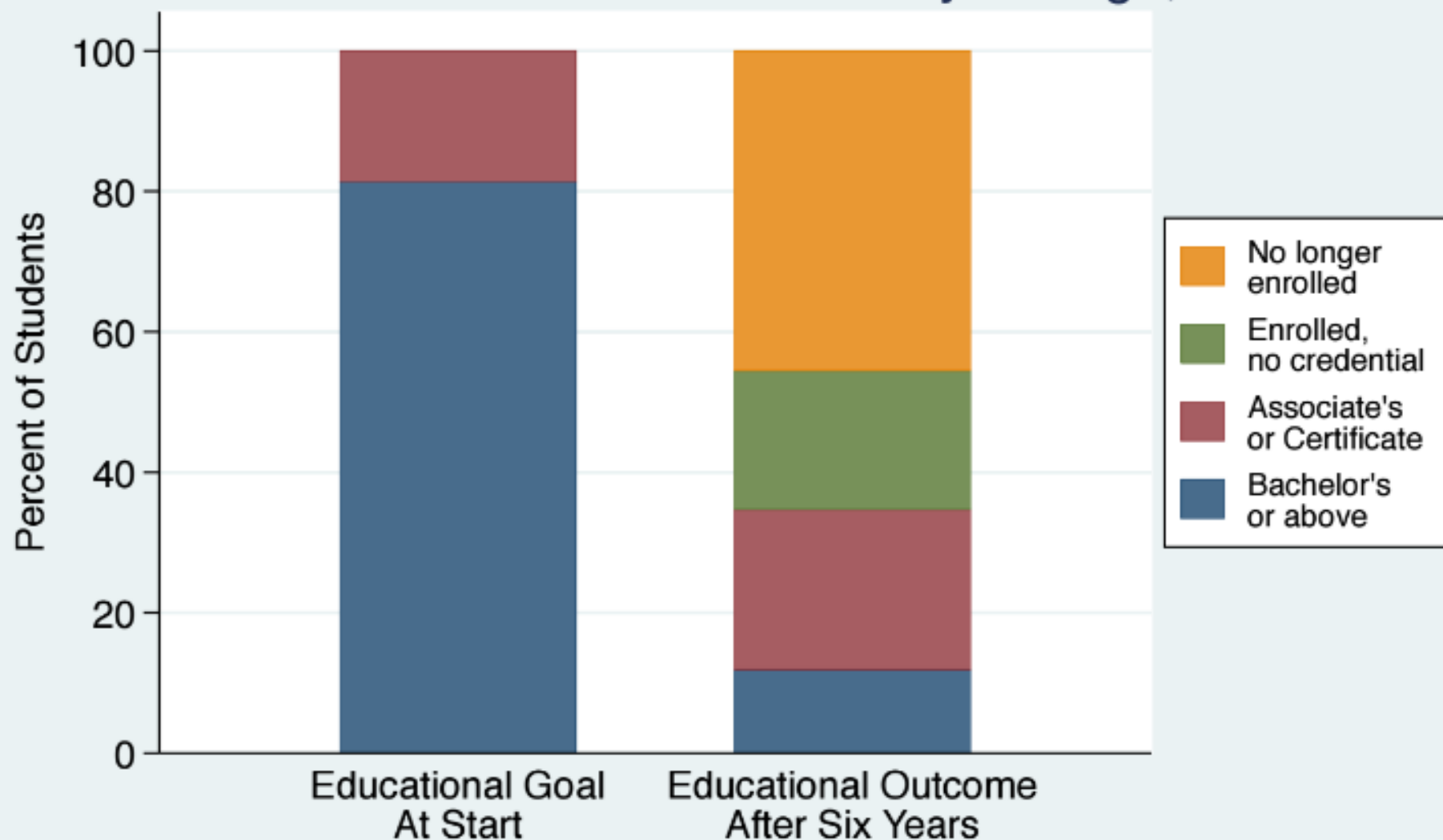


UTILITIES AND CONSTRUCTION PREP



BRIDGE TO BIOTECH PROGRAM

Educational Goals and Six-year Attainment, Students who Started at a Community College, Fall 2003



Source: U.S Department of Education, National Center for Education Statistics, 2003 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09)

EXCESS CREDITS NATIONALLY:

Bachelor's

136 EARNED

120 NEEDED

Associate

80 EARNED

60 NEEDED

Certificate

63 EARNED

30 NEEDED

Guided Pathway to Success: Boosting College Completion
Complete College America
http://completecollege.org/docs/GPS_Summary_FINAL.pdf



Programs	Associate Degree	Transfer Degree	Certificate
Accounting (AS)	AS		
Accounting Technician			CA
Administration of Justice	AA	AS-T	
Administrative Assistant (AS)	AS		
Administrative Assistant (COA)			CA
Administrative Assistant Entrepreneur			CP
Anthropology	AA	AA-T	
Aquatics			CA CP
Architecture	AA AS		
Architecture Technology			CA
Art (Emphasis in Ceramics)	AA		
Art (Emphasis in Painting)	AA		
Art (Emphasis in Sculpture)	AA		
Art (General)	AA		
Art History	AA		
Audio Recording			CP
Automotive Chassis Technology			CA
Automotive Drivetrain Technology			CA
Automotive Engine Machining			CA
Automotive Engine Performance Technology			CA
Automotive Maintenance Technology			CA
Automotive Service Consulting			CA
Automotive Technology	AS		
Automotive Technology (Emphasis in BMW Manufacture Training)	AS		
Automotive Technology Entrepreneur			CP
BMW Manufacture Training			CA
Behavioral Science	AA		
Biology	AA	AS-T	
Biology (Emphasis in Allied Health)	AA		
Bookkeeping			CA
Business	AS		
Business Administration		AS-T	
Business Graphics			CP
Businessâ€™Transfer			CA

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Two-Year Course Sequence Beginning in the Fall Semester

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

1st Semester/Fall

	Units
BUS 010 Introduction to Business	3
MATH 016A Calculus for Business and the Life and Social Sciences	3
General Education and Elective Courses	9

2nd Semester/Spring

	Units
BUS 002 Introduction to Business Law	3
ECON 001 Principles of Economics (Macro-Economics)	3
General Education and Elective Courses	9

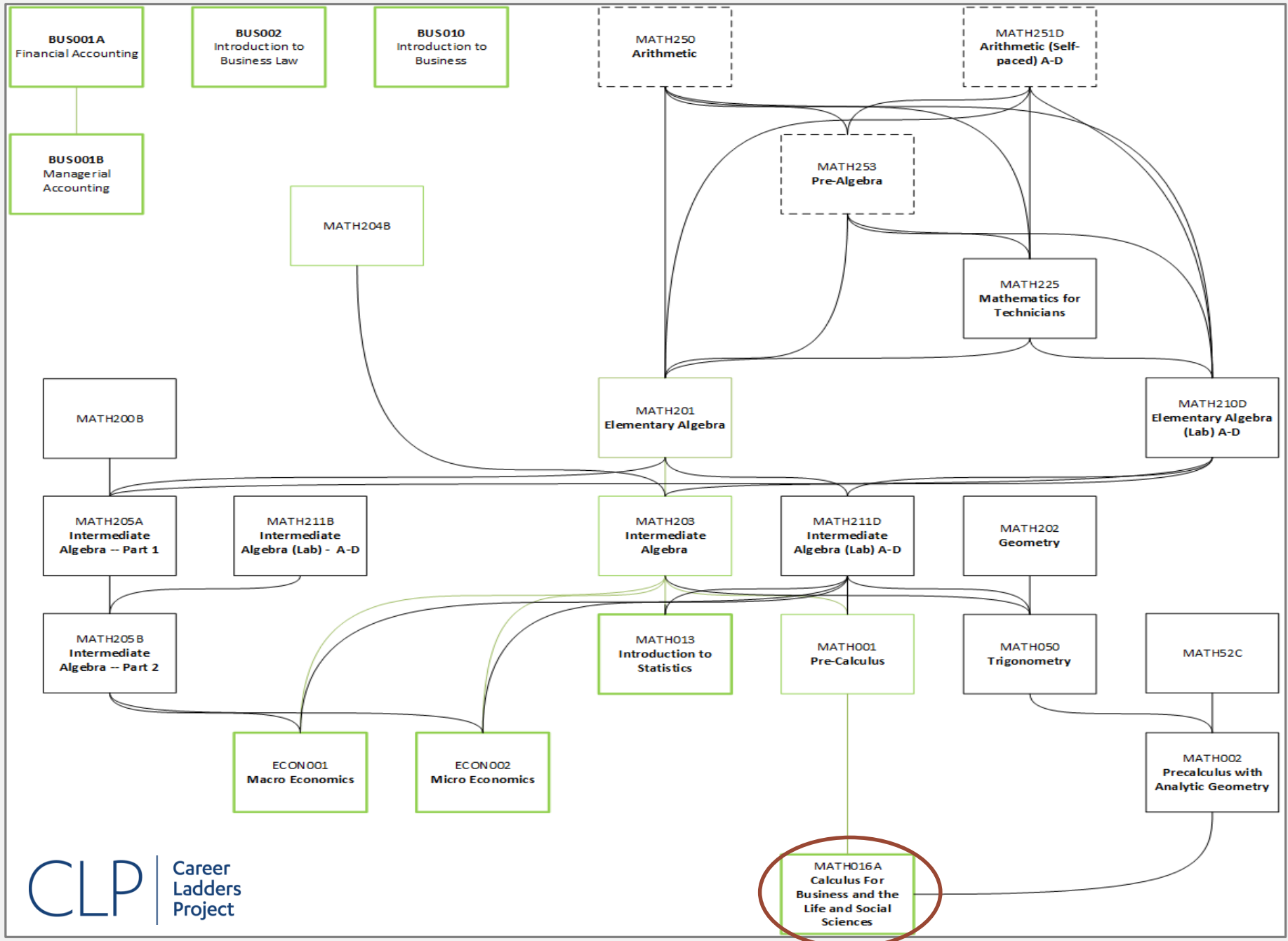
3rd Semester/Fall

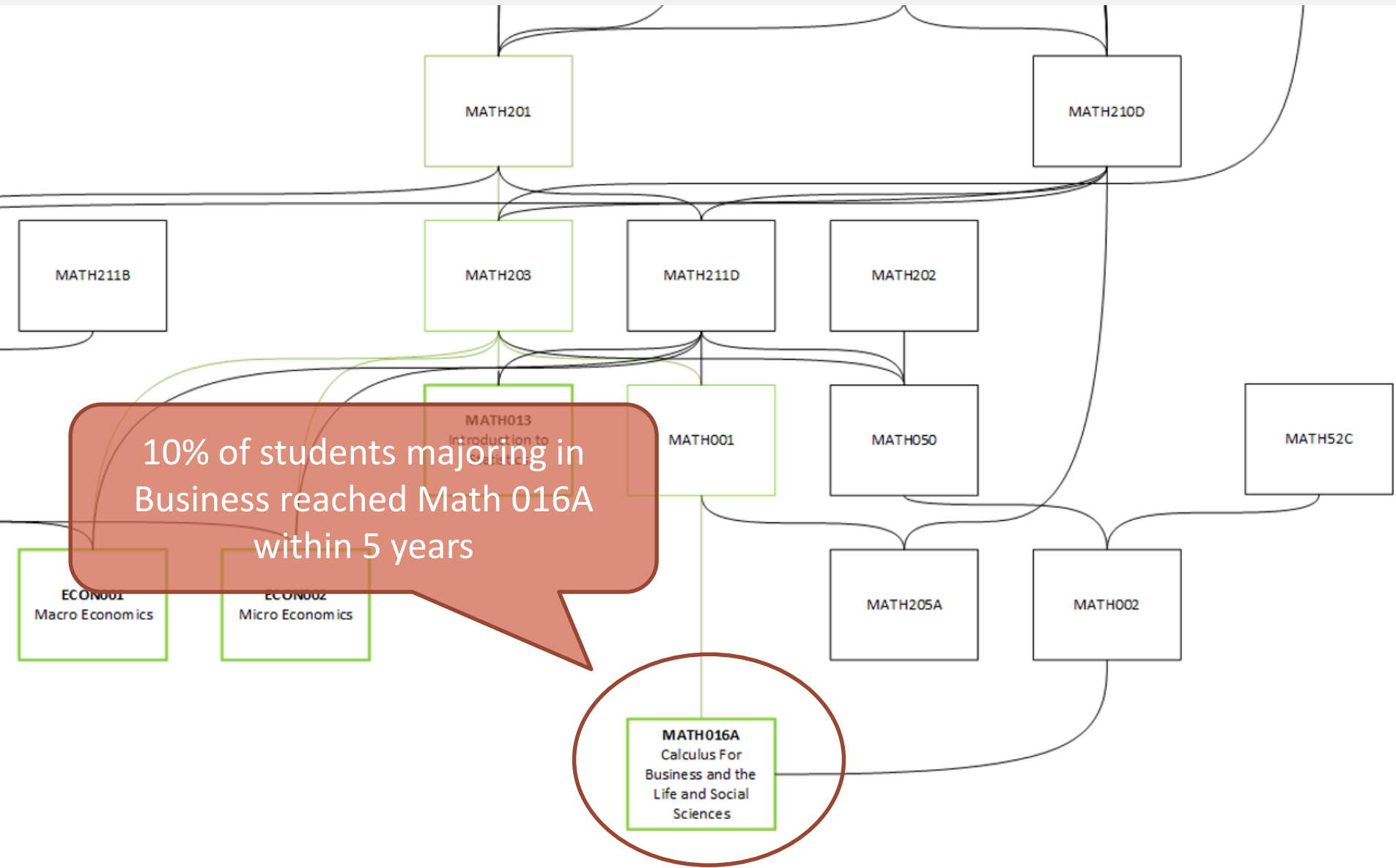
	Units
BUS 001A Financial Accounting	4
ECON 002 Principles of Economics (Micro-Economics)	3
General Education and Elective Courses	8

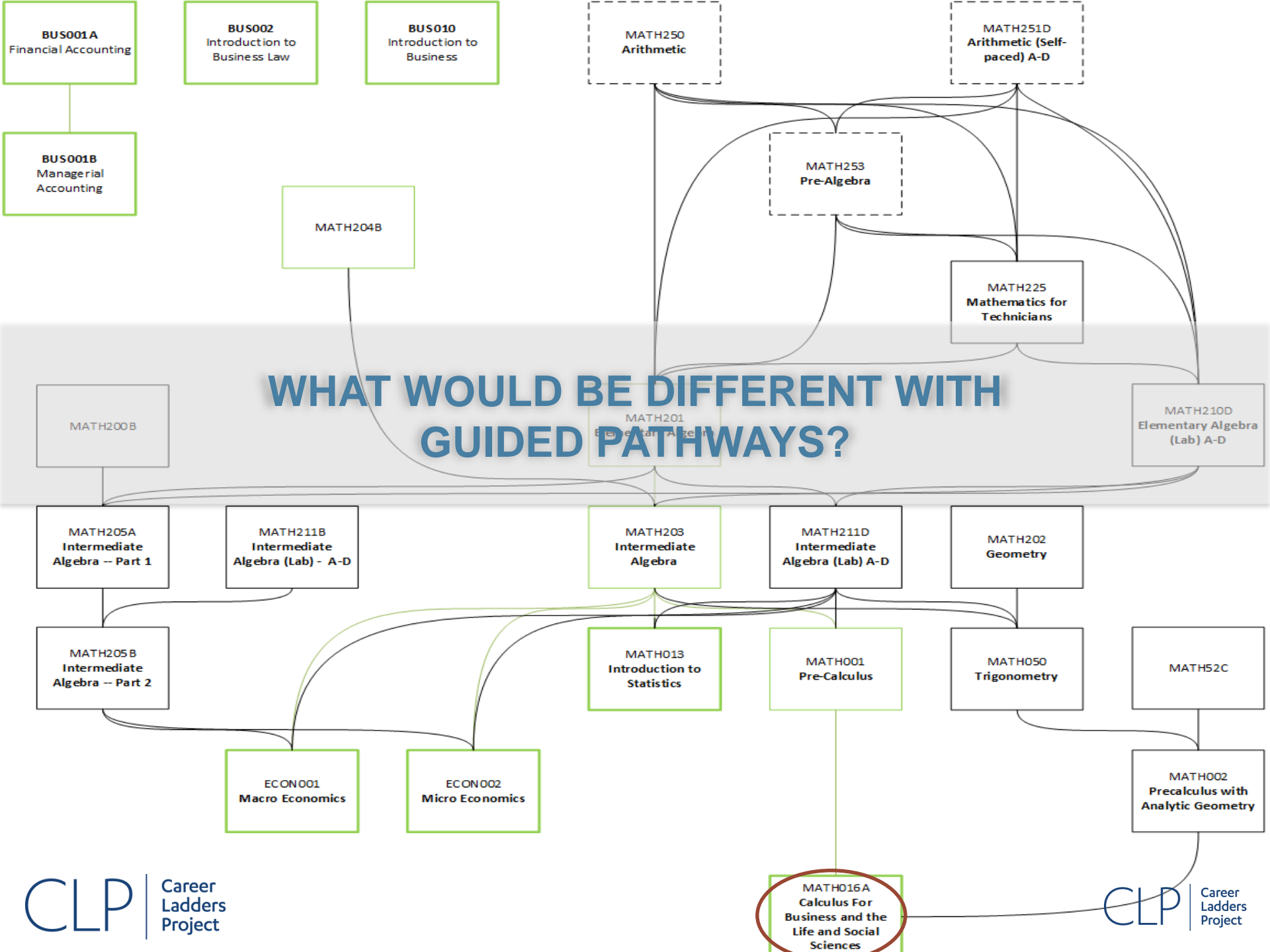
4th Semester/Spring

	Units
BUS 001B Managerial Accounting	4
MATH 013 Introduction to Statistics	4
General Education and Elective Courses	7

COURSE SEQUENCE FOR AA IN BUSINESS- CALIFORNIA CC



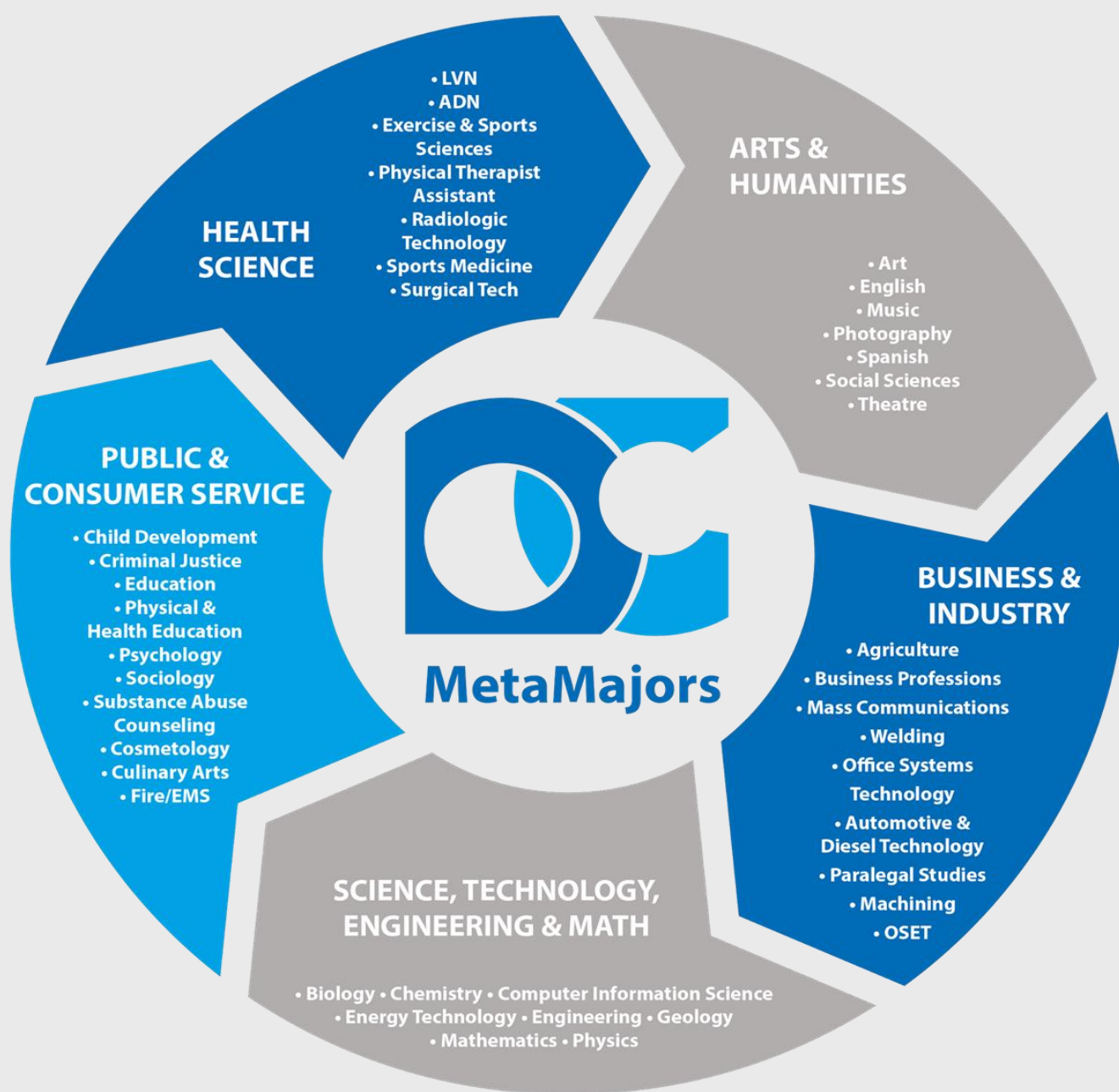




PUTTING THE DESIGN INGREDIENTS TOGETHER



- Clustering of Programs of Study into meta majors
- Program-based pre-requisites for the first semester or first year (gateway courses)
- Streamlining of program requirements
- Career exploration opportunities within each meta major



Career/Major Interest Areas

Begin with your CAREER in mind...



**Business and
Entrepreneurship**



**Communication and
Creative Arts**



**Culinary and
Hospitality**



Education



**Engineering and
Manufacturing**



Health Care



**Human and Social
Services**



**Information
Technologies**



Sciences



**Personal / Professional
Development**



Public Safety



Sports and Fitness

A-Z List of Programs

[Click on Health Care]



Academics

- Programs of Study
- Academic Departments
- Academic Calendar
- College Catalog
- Past Catalogs

- Office of Academic Affairs
- Accelerated Study in Associate Programs (ASAP)
- Continuing Education and Workforce Development
- Library

- Student Resources
- OneCard ID
- Class Schedule
- Tuition & Fees
- Financial Aid
- Scholarships
- Transcripts
- Academic Standing
- Academic Success
- Student eMail



Welcome to Academics Central. Here you will find information about the Queensborough Academies, Programs of Study, and resources you may need to be successful at Queensborough Community College.

QUEENSBOROUGH Academies

What is an Academy? 	Business	Health Related Sciences
Liberal Arts	Science, Technologies, Engineering, & Mathematics (STEM)	Visual And Performing Arts (VAPA)

Programs of Study

General Education (Pathways)

City Colleges of Chicago, IL



**ADVANCED
MANUFACTURING**



**BUSINESS AND
PROFESSIONAL SERVICES**



**CONSTRUCTION
TECHNOLOGY AND DRAFTING**



**CULINARY ARTS
AND HOSPITALITY**



EDUCATION



HEALTHCARE



**INFORMATION
TECHNOLOGY**



LIBERAL ARTS



**LIFE AND PHYSICAL
SCIENCES**



**TRANSPORTATION,
DISTRIBUTION, AND LOGISTICS**

PROACTIVE AND INTEGRATED SUPPORTS

Counseling faculty Specialize in Meta Majors.

Instructional and Counseling faculty work closely together on student success.

Instructional faculty have a role in Career exploration in their field and also able to refer students to different resources.



INSTITUTIONAL REDESIGN & GUIDED PATHWAYS DESIGN PRINCIPLES

Current System	Design Principles
Many degrees, certificates, programs	Guide students in choosing a program by clustering credentials into <u>meta majors</u> .
Many course options, unclear requirements	Help students through by clarifying course requirements and <u>default course sequencing</u> .
Extensive dev-ed sequences, siloed pre-requisites, under-placement	Students will be ready for college faster and better when colleges: <ul style="list-style-type: none">• Set English and math <u>pre-requisites</u> or <u>requirements</u> from a whole pathway perspective.• <u>Accelerate</u> developmental education with contextualization, bridges/jams, shorter sequences.• Improve placement accuracy with <u>multiple measures</u>.
Difficult to navigate, isolated pockets of support, lack of focus	Provide proactive and integrated <u>academic and non-academic support</u> and earlier college exposure and career exploration for students to identify interests and goals.

The How:

Full-scale Institutional Redesign Processes

Galvanizing leadership

- Commitment to wholesale redesign vision
- Top leadership plan for the planning (champion reps: president, VPs, deans, faculty senate, finance, IR/IT, enrollment services)

Learning

- Time for exploration, “use the book”
- Immersed in evidence: site visits, student experience, data analysis & visualization
- Face the brutal facts, create urgency.
- Highly strategic & inclusive process for learning and design
- Push into existing meetings (flex days, joint division meetings)
- Start with the end in mind

Design

- Cross-disciplinary teams mapping majors (counseling and instructional faculty across departments) clustering courses, program redesign, administrator involvement
- Student input: student meta-major mapping, focus groups
- Push into existing meetings (flex days, joint division meetings)

MESA COMMUNITY COLLEGE

MCC has created “mapping sequence teams,” cross-functional teams of instructional faculty and counseling faculty to clarify course sequence for each program.

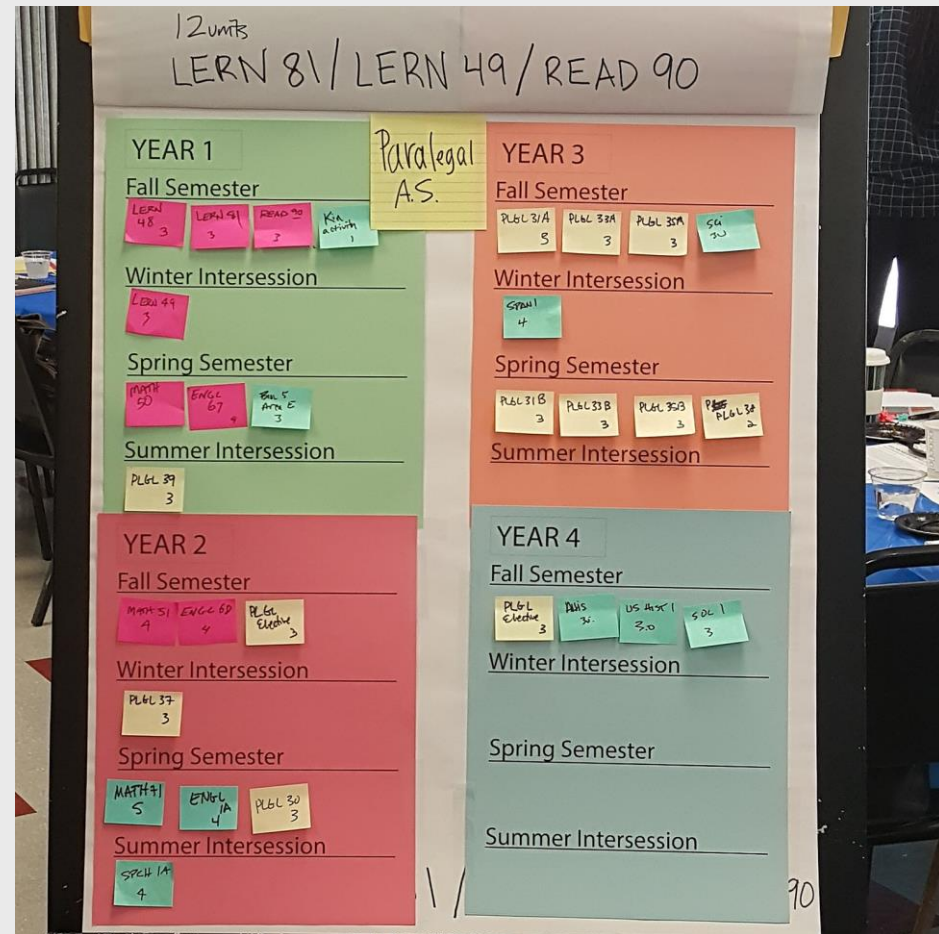
Which GE courses meet the competencies for meta majors



REDESIGN PROCESS EXAMPLE

FLEX DAY ACTIVITY: MAPPING DEGREE & COURSE SEQUENCES

- 1) Develop cross functional teams (instruction, counseling, and student support faculty and staff)
- 2) Working together, teams work to sequence courses (content, GE, math, and English) for two of Skyline College's degrees for transfer ready and pre-transfer ready students at (15, 12, and 9 units/semester)
- 3) As teams work facilitators (deans and CLP) support teams to work through questions and concerns, as well as document them
- 4) Teams share out their outcomes, and more importantly their feedback and thinking on the process
- 5) Facilitators gather and document sequencing, feedback, and learning to share in spring



Mt. Sac, Fall 2016

For more information, or to contact the CLP team,
please visit: careerladdersproject.org/clp-members



www.CareerLaddersProject.org

— CLP TEAM



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