Educational Systems & Intersegmental Pathways Task Force

Funded by: CCCCO Innovation Award and Bakersfield College Office of Student Success and Equity
Hosted by: Bakersfield College
September 26, 2019
CCC Chancellor’s Office
Sacramento, CA
Educational Systems & Intersegmental Pathways Task Force

Wi-Fi Information
Network ID: Foundation Guest
Username: guest
Password: Foundation2016
Welcome

Sonya Christian
President
Bakersfield College
November 2018 Group Photo
Presentations

Updates from the Chancellor’s Office
Barney Gosney
Vice Chancellor for Digital Innovation and Infrastructure
CCC Chancellor’s Office

Badges, Program Mapping, and Careers
Bill Mosley
Dean of Academic Technology
Bakersfield College

Building K12 Awareness of Guided Pathways
Steve Geyer
Workforce Development Consultant
Orange County Department of Education
Amy Kaufman
K-12 Career Pathways Specialist
LACED Regional Consortium

Apprenticeships and Connections to Guided Pathways
John Evans
Apprenticeship and Workforce Training
California Labor and Workforce Development Agency

Program Pathways Mapper: CSU and CCC Connection
Craig Hayward
Dean of Institutional Effectiveness
Bakersfield College
Jim Perlado
Director of Planning & Research
CSU Bakersfield
Jonathon Johnson
RT Faculty and Admissions Center
Cal State Long Beach
Vikash Lodhara
Instructor of Digital Business CSU Bakersfield

Cradle to Career Updates and Progress
Craig Hayward
Dean of Institutional Effectiveness
Bakersfield College
Updates from the Chancellor’s Office

Barney Gomez
Vice Chancellor for Digital Innovation and Infrastructure

CCC Chancellor’s Office
Badges, Program Mapping, and Careers

Bill Moseley
Dean of Academic Technology
Bakersfield College
Convergence of forces:

Badging
Program Mapping
Economic Modeling
Assessment
Badging History
What are Badges?
A Badge Can Contain...

- Issuer Information
- Criteria
- Tags
- Alignment with Standards
- Date of Issuance
- Expiration Date
Clear versus unclear photo
Clear versus Unclear photo
SLO 1: The student will upload to a server

SLO 2: The student will ...

SLO 3: The student will ...

SLO 4: The student will ...
COMP B31  3.0 Units
CompTIA Network Security - Security+

Course is designed for individuals interested in a career in computer network security. Course prepares students for the vendor-neutral CompTIA Security+ certification exam. Topics covered are: network security, types of security threats, security vulnerability assessment, access control fundamentals, authentication, cryptography, and risk mitigation.
Full Stack Web Developer

Candidates must have...
- Experience with the front-end basics: HTML5, CSS3, and JS
- Experience using a version control system
- Familiarity with MV* frameworks, e.g. React, Ember, Angular, Vue
- Familiarity with server-side languages like PHP, Python, or Node

Great candidates also have...
- Experience with a particular JS MV* framework (we happen to use React)
- Experience working with databases
- Experience with AWS
- Familiarity with microservice architecture
The Learning Pathway

Student Learning Outcomes → Badges → Workplace Skills

Program Pathway Mapper
Building K12 Awareness of Guided Pathways

Steve Glyer
Workforce Development Consultant
Orange County Department of Education

Amy Kaufman
K14 Career Pathways Specialist
LAOC Regional Consortium
Program Finder Update
(Formerly known as the Crosswalk)

Career Technical Education Framework for California Public Schools
Grades Seven Through Twelve

California Community Colleges
Taxonomy of Programs
February 2004
6th Edition
Revised: June 2012, September 2009, July and March 2007
Corrected: July 2013, November 2004
Traditional Way to Share Information
*79,000 CTE Students
*Orange County
K-12 Pathways and CC TOP Codes

### K12 Districts

<table>
<thead>
<tr>
<th>Industry Sector</th>
<th>Code</th>
<th>CDE Pathway Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Natural Resources</td>
<td>100</td>
<td>Agricultural Business</td>
</tr>
<tr>
<td>Agriculture and Natural Resources</td>
<td>101</td>
<td>Agricultural Mechanics</td>
</tr>
<tr>
<td>Agriculture and Natural Resources</td>
<td>102</td>
<td>Agriscience</td>
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<td>Agriculture and Natural Resources</td>
<td>103</td>
<td>Animal Science</td>
</tr>
<tr>
<td>Agriculture and Natural Resources</td>
<td>104</td>
<td>Forestry and Natural Resources</td>
</tr>
<tr>
<td>Agriculture and Natural Resources</td>
<td>105</td>
<td>Ornamental Horticulture</td>
</tr>
<tr>
<td>Agriculture and Natural Resources</td>
<td>106</td>
<td>Plant and Soil Science</td>
</tr>
<tr>
<td>Arts, Media &amp; Entertainment</td>
<td>110</td>
<td>Design, Visual, and Media Arts</td>
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<tr>
<td>Arts, Media &amp; Entertainment</td>
<td>111</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Arts, Media &amp; Entertainment</td>
<td>112</td>
<td>Production and Managerial Arts</td>
</tr>
<tr>
<td>Arts, Media &amp; Entertainment</td>
<td>113</td>
<td>Game Design and Integration</td>
</tr>
<tr>
<td>Building &amp; Construction trades</td>
<td>120</td>
<td>Cabinetmaking, Millwork, and Woodworking</td>
</tr>
<tr>
<td>Building &amp; Construction trades</td>
<td>121</td>
<td>Engineering and Heavy Construction</td>
</tr>
<tr>
<td>Building &amp; Construction trades</td>
<td>122</td>
<td>Mechanical Systems Installation and Repair</td>
</tr>
<tr>
<td>Building &amp; Construction trades</td>
<td>123</td>
<td>Residential and Commercial Construction</td>
</tr>
<tr>
<td>Education, Child Care, Nursing Services</td>
<td>130</td>
<td>Child Development</td>
</tr>
<tr>
<td>Education, Child Care, Nursing Services</td>
<td>131</td>
<td>Consumer Services</td>
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<td>Education, Child Care, Nursing Services</td>
<td>132</td>
<td>Education</td>
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<td>133</td>
<td>Special Education</td>
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<td>Education, Child Care, Nursing Services</td>
<td>134</td>
<td>Early Childhood Education</td>
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<td>Education, Child Care, Nursing Services</td>
<td>135</td>
<td>Special Education Support</td>
</tr>
<tr>
<td>Education, Child Care, Nursing Services</td>
<td>136</td>
<td>Early Childhood Support</td>
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### Community College

<table>
<thead>
<tr>
<th>Health</th>
<th>Code</th>
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<tbody>
<tr>
<td>Health Occupations, General</td>
<td>1201</td>
</tr>
<tr>
<td>Physicians Assistant</td>
<td>1202</td>
</tr>
<tr>
<td>Medical Lab Tech</td>
<td>1205</td>
</tr>
<tr>
<td>Physicians Assistant</td>
<td>1206</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>1208</td>
</tr>
<tr>
<td>Hospital Central Services Tech</td>
<td>1209</td>
</tr>
<tr>
<td>Respiratory Care/Therapy</td>
<td>1210</td>
</tr>
<tr>
<td>Polysomnography</td>
<td>1211</td>
</tr>
<tr>
<td>Electro-Neurodiagnostic Tech</td>
<td>1212</td>
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<tr>
<td>Cardiovascular Tech</td>
<td>1213</td>
</tr>
<tr>
<td>Orthopedic Assistant</td>
<td>1214</td>
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<tr>
<td>Electrocardiography</td>
<td>1215</td>
</tr>
<tr>
<td>Surgical Tech</td>
<td>1217</td>
</tr>
<tr>
<td>Occupational Therapy Tech</td>
<td>1218</td>
</tr>
<tr>
<td>Optometry</td>
<td>1219</td>
</tr>
<tr>
<td>Speech-Lang Pathology and Audiology</td>
<td>1220</td>
</tr>
<tr>
<td>Pharmacy Tech</td>
<td>1221</td>
</tr>
<tr>
<td>Surgical Tech</td>
<td>1222</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>1223</td>
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<tr>
<td>School Health Clerk</td>
<td>1224</td>
</tr>
<tr>
<td>Radiologic Tech</td>
<td>1225</td>
</tr>
<tr>
<td>Radiation Therapy Tech</td>
<td>1226</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>1227</td>
</tr>
<tr>
<td>Athletic Training &amp; Sports Medicine</td>
<td>1228</td>
</tr>
<tr>
<td>Nursing</td>
<td>1230</td>
</tr>
</tbody>
</table>

**Industry Sectors (15)**  **Pathway Codes (58)**  **4 Digit TOP Codes**
In order to align the Program Finder website with the Chancellor’s Office, Interact suggested the following updates.
Create a white background header and change "Program Finder" to blue. #0066ba
Fonts

Change fonts to match Chancellor headings style. “Source Serif Pro” is the primary font. Here is the css line:

```
Source Serif Pro, Times New Roman, Times, serif;
```

Change font to “Source Serif Pro” and make dark blue #002f6d .cardimage-a-text in css.
Let’s see the Program

https://staging.programfinder.dev/
CONNECTIONS

Program Finder ➔ Guided Pathways
Four Pillars of Guided Pathways

Create clear curricular pathways to employment and further education.

Help students choose and enter their pathway.

Help students stay on their path.

Ensure that learning is happening with intentional outcomes.
Program Finder increases the knowledge base of K12 and Community Colleges for teachers, students, and parents and serves as an outreach mechanism by creating clear curricular pathways to employment and further education.
Enter the Path

Help students choose and enter their pathway.

Program Finder takes the connection to teachers, parents, and students to the next level by helping students choose and enter their pathway.
Apprenticeships and Connections to Guided Pathways

John Dunn
Apprenticeship and Worker Training
California Labor and Workforce Department Agency
Apprenticeship Connections
Today’s Presentation

Introductions

A Program Pathways Mapper for the CSU

- Why we need the program mapper
- College Futures Foundation support
- Prototype development at the CSU Bakersfield

A potential intersegmental solution

- Intersegmental connection between Bakersfield College & CSUB
- Going to Scale
- Intersegmental wayfinding
Why?

Students primary source of information about programs (2018 CCSSE)

- Friends & Family: 28.4%
- Website: 16.7%
- Other college materials: 10.4%
- Counselors/Advisors: 22.4%
- Faculty Mentors: 20.2%
**Public Health Science** Associate in Science for Transfer

**Program Map**

**1st Term**
- **PBHS B20**
  3.0 Units
  Introduction to Public Health
- **MATH B22 or PSYC B5**
  4.0 Units
  Choose a course
- **BIOL B11**
  4.0 Units
  Concepts of Biology
- **ENGL B1A**
  3.0 Units
  Expository Composition

**2nd Term**
- **PBHS B21**
  3.0 Units
  Contemporary Health Concerns
- **BIOL B32**
  4.0 Units
  Human Anatomy and Physiology I
- **PSYC B1A**
  3.0 Units
  General Psychology
- **COMM B1**
  3.0 Units
  Public Speaking

**3rd Term**
- **CHEM B2A or B1A**
  4.0 Units
  Choose a course
- **BIOL B33**
  4.0 Units
  Human Anatomy and Physiology II
- **POLS B1**
  3.0 Units
  American Government: National, State and Local
- **Critical Thinking**
  3.0 Units
  Choose a course from Area A.3.

**4th Term**
- **Public Health Science List A**
  3.0 Units
  Choose a course
- **HIST B17B**
  3.0 Units
  History of the United States since 1870
- **Arts**
  3.0 Units
  Choose a course from Area C.1.
- **Humanities**
  3.0 Units
  Choose a course from Area C.2.
CSU Program Pathways Mapper prototype funded by College Futures

CSU Bakersfield Project
**Project Overview**

**Outcome 1:** Students will have access to clear information enabling them to navigate programs of study from Bakersfield College to CSU Bakersfield as a result of development of an intersegmental prototype of the Program Pathways Mapper.

**Outcome 2:** Institutions will have the technological tools to increase staff efficiency in transferring new and updated curriculum into the Program Pathways Mapper.

* All dates are tentative pending a formal schedule
Deliverables

- **U/X Audit**
  - This audit assesses the current user experience (UX), including observation of users.

- **Requirements**
  - Identify requirements, assumptions and dependencies and determines the devices and operating systems supported by the product.

- **Wireframes**
  - Wireframes represent the complete user interface in a simplified structure

- **Mockups**
  - Mockups represent the polished user interface.

- **Codebase**
  - Source code and related documentation used to build and deploy the finished product.
Project Approach

Discovery
- U/X Audit
- Requirements

Design
- Wireframes
- Mockups

Development
- Codebase

Launch
- QA
- Acceptance Testing
<table>
<thead>
<tr>
<th>Month</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>1</td>
<td>Kickoff Meeting, Team Onboarding, Wireframe Design</td>
</tr>
<tr>
<td>2</td>
<td>Wireframe Design</td>
</tr>
<tr>
<td>3</td>
<td>User Interface Mockups</td>
</tr>
<tr>
<td>4</td>
<td>Codebase Development</td>
</tr>
<tr>
<td>5</td>
<td>Codebase Development</td>
</tr>
<tr>
<td>6</td>
<td>Codebase Development</td>
</tr>
<tr>
<td>7</td>
<td>Codebase Development</td>
</tr>
<tr>
<td>8</td>
<td>Quality Assurance (QA) Testing</td>
</tr>
<tr>
<td>9</td>
<td>QA; Stakeholder Final Review/Approval</td>
</tr>
</tbody>
</table>
Project Activities

1. Conduct weekly status meetings/discussions
2. Review data templates and adjust as needed
3. Develop a detailed timeline
4. Begin U/X Audit
5. Requirements gathering
## Program Mapper Onboarding Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Who’s responsible?</th>
<th>With Support from</th>
</tr>
</thead>
</table>
| 1. Gather Data | ● College Data  
● Interest Clusters/Meta Majors  
● Programs  
● Program Maps  
● Courses  
● Curriculum Area | College | Concentric Sky |
| 2. Clean Data | ● Import data  
● Merge data from various sources  
● Identify duplicates  
● Fill in missing data | Concentric Sky | College |
| 3. Build Maps | ● Create and edit maps | College | Concentric Sky |
| 4. Launch Site | ● Publish maps | College | Concentric Sky |
Program Mapper Data Flow

- COCI
- Local Curriculum Management System
- Other Sources
- Program Mapper Data Cleanup Tool
- Program Mapper Authoring Tool
- Other
- Other Sources
- COCI
- Program Mapper Student Experience
Data for Program Pathways Mapper

- Chancellor’s Office Curriculum Inventory + local curriculum inventory
- Catalog
- Course data (MIS CB files or Master Course file)
- Program Learning Outcomes
MAP TO YOUR FUTURE

Welcome to the Map To Your Future webpage! This page is the central place for faculty, staff, and students to access degree roadmaps for nearly every undergraduate major. Each roadmap provides a year-by-year outline of the courses and milestones required by each major. You can use these roadmaps to help them graduate on time.

To find your roadmap, please click on the dropdown below:

- Business and Public Administration
- Agricultural Business
- Business Administration
- Economics
- Environmental Resource Management
- Public Policy and Administration

Academic Programs
California State University, Bakersfield
9001 Stockdale Highway, MC: 11 EDUC
Education Building, Room 242
Bakersfield, CA 93311
California State University, Bakersfield
B.A. in Psychology
Four-Year Roadmap to Graduation

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Schedule</th>
<th>Spring Schedule</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>GE A1 (Comm 1008) 3</td>
<td>GE A3: Critical Thinking 3</td>
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<tr>
<td></td>
<td>GE A2 (Engl 1109) 3</td>
<td>GE A4 (Psych 2018 or Math 2200) 3</td>
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<td></td>
<td>GE A1: Government 3</td>
<td>GE B1: Physical Sciences 3</td>
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<td>GE C1: Arts 3</td>
<td>GE C2: Humanities 3</td>
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<td>First Year Seminar I (CSUB 1009) 1</td>
<td>First Year Seminar II (CSUB 1019) 1</td>
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<td>Additonal 3 unit course 3</td>
<td>Additonal 3 unit course 3</td>
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<tr>
<td></td>
<td>Units 16</td>
<td>Units 16</td>
</tr>
<tr>
<td></td>
<td>Completed Units through Year 1 32</td>
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</table>

Fall Milestones
Meet with Academic Advisor

Spring Milestones
Meet with Academic Advisor
Successful Completion of 30 units
First Year Seminar I/II Completed
Lower Division GE Area A Completed
Finish in 4 pathways developed jointly by BC and CSUB faculty

Roadmaps show a clear 4 year path to degree for Community College Students

<table>
<thead>
<tr>
<th>Quarter Semester</th>
<th>Units</th>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>First Semester (Total 18 Units)</td>
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<tr>
<td>PSYC B1A General Psychology</td>
<td>Major Core</td>
<td>Area D &amp; E</td>
<td>3</td>
</tr>
<tr>
<td>ENGL B1A Expository Composition</td>
<td>Area A</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Oral Communication course, either COMM B1</td>
<td>Area A</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Either PSYC B20 Social Psychology or PSYC B40 Introduction to Lifespan Psychology</td>
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<td>3</td>
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<tr>
<td>HIST 20A, 20B, 30A, 30B, or 36</td>
<td>Area D/ American Institutions</td>
<td>3</td>
<td></td>
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<tr>
<td>Second Semester (Total 16 Units)</td>
<td>Requirement</td>
<td>Units</td>
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<td>PSYC B1B Biological Psychology</td>
<td>Major Core/Area B2</td>
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<tr>
<td>PSYC B30 Elementary Statistics for the Behavioral and Social Sciences</td>
<td>Major Core/Area B4</td>
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<tr>
<td>Social Sciences course</td>
<td>Area D</td>
<td>3</td>
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<tr>
<td>Either PSYC B30 Human Sexuality or PSYC B33 Psychology of Personal</td>
<td>Major Elective/Area D &amp; E</td>
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<tr>
<td>Arts and Humanities course</td>
<td>Area C</td>
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</tr>
<tr>
<td>Third Semester (Total Units 13 )</td>
<td>Requirement</td>
<td>Units</td>
<td></td>
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<tr>
<td>Critical Thinking course (Either ENGL B1B, B2, B3, BPHI E7, B9 COMM B1)</td>
<td>Area A</td>
<td>3</td>
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<tr>
<td>Arts and Humanities course</td>
<td>Area C</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Choose between PSYC B30 or PSYC B33 or PSYC B40 or PSYC B30 Human Sexuality</td>
<td>Major Core/Area D or E</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences w/ Lab</td>
<td>Area B1/B2</td>
<td>4</td>
<td></td>
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<tr>
<td>Fourth Semester (Total Units 16 )</td>
<td>Requirement</td>
<td>Units</td>
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<td>PSYC B3 Research Methods for the Behavioral and Social Sciences</td>
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<td>Area C</td>
<td>3</td>
<td></td>
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<tr>
<td>POLS B1</td>
<td>Area D/ American Institutions</td>
<td>3</td>
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<tr>
<td>Transferable Elective course</td>
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<td></td>
</tr>
<tr>
<td>Transferable Elective course</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Early Childhood Education

Associate in Science for Transfer
Career Technology Education (CTE) and Transfer Degree Due to a continued increase of parents in the labor force, there is an increased demand for child care workers and early childhood educators. The most recent California Child Care Portfolio (2015) indicates 63% of children aged 0-12 have parents in the labor force, but there is not enough child care centers or homes to meet child care needs. In Kern County there was an increase of 10% for subsidized child care while California overall had an increase of 1%. The Associate in Science in Early Childhood Education for Transfer degree is designed … More

Program Learning Outcomes

1. Demonstrate an understanding of developmentally appropriate curriculum and explain principles and practices pertaining to child development. Objectives: 1. Recognize developmentally appropriate principles … More

2. Explain topics concerning the child, family, and community, and will be able to demonstrate pediatric CPR and first aid. 1. Identify health, safety, and environmental risks in children's programs. 2. Recall … More

3. Compose observations and assessments, compare and contrast the development of children on children from infancy to adolescents considering culture and typical and atypical needs. Objectives: 1. Describe … More

4. Demonstrate an understanding of the needs of infant/toddler and children with special needs, according to their mastery specialization. The master teacher will be able to design a care plan for the needs … More
Salary
Careers associated with this program have a salary range from $21,000 to $51,000 with an average salary of $29,000.

Growth
Career opportunities for this program are expected to grow nationwide from 2016 to 2026.

Careers
Childcare Workers

Salary: $21k Low, $29k Average, $51k High
Growth: +8.7% Job Growth
Careers: $25k Average Salary, $37k High
# Program Map

## Early Childhood Education - Associate in Science for Transfer

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title and Notes</th>
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<tbody>
<tr>
<td>CHDV B20</td>
<td>3.0</td>
<td>Principles and Practices</td>
</tr>
<tr>
<td>CHDV B21</td>
<td>3.0</td>
<td>Child Growth and Development: Birth Through Adulthood</td>
</tr>
<tr>
<td>CHDV B36</td>
<td>3.0</td>
<td>Developmentally Appropriate Curriculum</td>
</tr>
<tr>
<td>CHDV B49</td>
<td>3.0</td>
<td>Child Health, Safety, and Nutrition</td>
</tr>
<tr>
<td>CHDV B42</td>
<td>3.0</td>
<td>Child, Family and Community</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3.0</td>
<td>Choose a course from Area A.1.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>3.0</td>
<td>Choose a course from Area A.3.</td>
</tr>
<tr>
<td>HIST B17A</td>
<td>3.0</td>
<td>History of the United States</td>
</tr>
<tr>
<td>HIST B18</td>
<td>3.0</td>
<td>History of California</td>
</tr>
<tr>
<td>Physical Sciences without Lab (IGETC)</td>
<td>3.0</td>
<td>Choose a course</td>
</tr>
<tr>
<td>Arts, Literature, Philosophy, and Foreign Language</td>
<td>3.0</td>
<td>Choose a course from Area C.</td>
</tr>
<tr>
<td>PSYC B5 or other Statistics</td>
<td>4.0</td>
<td>Choose a course</td>
</tr>
<tr>
<td>Life Sciences with lab</td>
<td>3.0</td>
<td>Choose a course</td>
</tr>
<tr>
<td>HLED B1 or NUTR B10</td>
<td>3.0</td>
<td>Choose a course</td>
</tr>
<tr>
<td>CSU Transferable course</td>
<td>1.0</td>
<td>Choose a course</td>
</tr>
<tr>
<td>CSU Transferable course</td>
<td>1.0</td>
<td>Choose a course</td>
</tr>
</tbody>
</table>
Program Map

Physics  Associate in Science for Transfer

Pathway To:  Time to Completion:
UC - Los Angeles  2 years

1st Term
- **MATH B6A**
  - 4.0 Units
  - Analytic Geometry/Calculus I

- **ENGL B1A**
  - 3.0 Units
  - Expository Composition

- **CHEM B1A**
  - 5.0 Units
  - General Chemistry I

- **Arts**
  - 3.0 Units
  - Choose a course from Group 3A.

2nd Term
- **MATH B6B**
  - 4.0 Units
  - Analytic Geometry/Calculus II

- **PHYS B4A**
  - 4.0 Units
  - Mechanics and Wave Motion

- **Humanities**
  - 3.0 Units
  - Choose a course from Group 3B.

- **Critical Thinking**
  - 3.0 Units
  - Choose a course from Group 1B.

3rd Term
- **MATH B6C**
  - 4.0 Units
  - Calculus III

- **PHYS B4B**
  - 4.0 Units
  - Heat, Electricity, Magnetism

- **Language Other than English**
  - 3.0 Units
  - Choose a course from Area 6.

- **Arts and Humanities**
  - 3.0 Units
  - Choose a course from Area 3.

- **American Institutions History**
  - 3.0 Units
  - Choose a course

4th Term
- **PHYS B4C**
  - 4.0 Units
  - Optics and Modern Physics

- **American Institutions Political Science Course**
  - 3.0 Units
  - Choose a course

- **MATH B6D**
  - 3.0 Units
  - Ordinary Differential Equations

- **MATH B6E**
  - 3.0 Units
  - Elementary Linear Algebra

Gen

Core

Elec

Map View  List View
Cradle to Career Updates and Progress

Craig Hayward
Dean of Institutional Effectiveness
Bakersfield College
The Present of Work
Craig Hayward, PhD
Educational Systems and Intersegmental Pathways Taskforce
September 26, 2019
The Present of Work: What do we know?

- Automation
- Frequent job & career changes
- Acquisition of new skills/obsolescence of old skills
- Lifelong training
- The opportunity to pursue more meaningful work
Completion from the Campus Perspective

Bakersfield College: Associate Degree for Transfer (ADT) Award Attainment by Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>173</td>
<td>305</td>
<td>491</td>
<td>823</td>
<td>1,276</td>
<td></td>
</tr>
</tbody>
</table>

AA-T/AS-T Degree
Coffee
Are our students actually getting better jobs?

• Not all jobs are created equal.
• American Community Survey data for California
  • 400+ occupations
    • Ranked by social influence/prestige + remuneration (status), from 7 to 1
    • High status occupations (e.g., CEOs & Legislators = 7; Managers = 6)
    • Low status occupations (e.g., telemarketers, agricultural workers = 1)

• Is there equitable access to better jobs?
WHAT IF I TOLD YOU
YOU COULD GET A BETTER JOB?
Disaggregating by Broad Ethnicity Groups

<table>
<thead>
<tr>
<th>Ethnicity Group</th>
<th>Average Occupational Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latinx</td>
<td>1.5</td>
</tr>
<tr>
<td>Black</td>
<td>1.82</td>
</tr>
<tr>
<td>Native American</td>
<td>1.91</td>
</tr>
<tr>
<td>All Other</td>
<td>2.28</td>
</tr>
<tr>
<td>White</td>
<td>2.3</td>
</tr>
<tr>
<td>Asian</td>
<td>2.36</td>
</tr>
</tbody>
</table>
Chart a Course for **Equity with Expanded Ethnicity Data** from CCCApply

Craig Hayward (Bakersfield College), Stacy Teeters (CCCCO), & Erik Cooper (Sierra College)

**Vision for Success Goal:**
- Reduce & Eliminate Equity Gaps
  - ↓40% in 5 yrs
  - Close in 10 yrs

**Workgroup Goals:**
- Allow equity plans → more effective and impactful
- Students → feel recognized by the college
- Better information → data-informed goal setting

**Categories**
- **Greatly Expanded**
  - Robust discussion
  - Large equity gaps
  - Greater recognition/equity focus
  - Community connection
- **New Broad Group (MENA)**
  - Research need/potential hidden equity gap
  - Rolls up under White for IPEDS reporting

**Ethnicity Categories in California Higher Ed.**

- **UC**
  - 73
- **CSU**
  - 113
- **CCC**
  - 21 → now 194

*Composition: 40% Brazilian, 31% Filipinos, 19% White, 5% Hmong in Asian populations, Middle Eastern in White populations*

**Process**
- **Ancestry Workgroup** Formed Fall 2016 (meeting as UC/CSUCCH)
- **Stakeholder & community brainstorming**
- **Formal proposal to BoG with support of Chancellor’s Office**
- **Narrowed down scope/categorization**
- **Adoption & CCCApply launch** (Dec. 7, 2018)
- **Workgroup brainstorming & EP community feedback**

**Two years...**

**Relevance for College**
- Identify populations of relevance for college
- Search for “hidden disproportionate impact” (e.g., Hmong in Asian populations, Middle Eastern in White populations)

**Practice**
- Communal sense of who students are
- Opportunities for outreach & greater connection with communities
- Connect students with targeted services

**Students**
- More options to reflect identity
- Sense of belonging, feel recognized/valued by college – right from the start with CCCApply

**Table:**

<table>
<thead>
<tr>
<th>Broad Group</th>
<th>Old</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American or Black</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>1</td>
<td>118</td>
</tr>
<tr>
<td>Asian</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Middle Eastern or North African</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
Deeper Disaggregation

Average Occupational Status

- South African
- British
- Swiss
- Asian Indian
- Irish, various subheads
- Basque
- Japanese
- English
- Nigerian
- Argentinean
- Chinese
- Middle Eastern
- Filipino
- Vietnamese
- White/Caucasian
- American Indian (all tribes)
- United States
- African
- Ethiopian
- African-American
- Assyrian/Chaldean/Syriac
- Chicano/Chicana
- Latin American
- Afro-American
- Salvadoran
- Guatemalan
- Mexican
- Hmong
- Mexican American
Deeper Disaggregation: White/MENA

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Average Occupational Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>South African</td>
<td>2.95</td>
</tr>
<tr>
<td>British</td>
<td>2.87</td>
</tr>
<tr>
<td>Swiss</td>
<td>2.69</td>
</tr>
<tr>
<td>Irish, various subheads</td>
<td>2.56</td>
</tr>
<tr>
<td>Basque</td>
<td>2.55</td>
</tr>
<tr>
<td>English</td>
<td>2.45</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>2.35</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>2.04</td>
</tr>
<tr>
<td>United States</td>
<td>1.90</td>
</tr>
<tr>
<td>Assyrian/Chaldean/Syriac</td>
<td>1.80</td>
</tr>
</tbody>
</table>
Deeper Disaggregation: Latinx

Average Occupational Status: Latinx subcategories

- Argentinean: 2.43
- Chicano/Chicana: 1.77
- Latin American: 1.72
- Salvadoran: 1.66
- Guatemalan: 1.55
- Mexican: 1.53
- Mexican American: 1.23
Deeper Disaggregation: Asian

<table>
<thead>
<tr>
<th></th>
<th>Average Occupational Status: Asian subcategories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Indian</td>
<td>2.67</td>
</tr>
<tr>
<td>Japanese</td>
<td>2.49</td>
</tr>
<tr>
<td>Chinese</td>
<td>2.40</td>
</tr>
<tr>
<td>Filipino</td>
<td>2.33</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>2.09</td>
</tr>
<tr>
<td>Hmong</td>
<td>1.41</td>
</tr>
</tbody>
</table>
Governor’s Budget

Capacity for Baccalaureate completion

- Proportion of transfer students at CSUs
- Community College baccalaureate

Intersegmental data

- Student data
- Curriculum data
## College-Going Rates Directly from High School

<table>
<thead>
<tr>
<th>State</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massachusetts</td>
<td>63.9%</td>
</tr>
<tr>
<td>Connecticut</td>
<td>62.5%</td>
</tr>
<tr>
<td>Mississippi</td>
<td>62.0%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>60.9%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>69.8%</td>
</tr>
<tr>
<td>Louisiana</td>
<td>69.3%</td>
</tr>
<tr>
<td>New York</td>
<td>66.4%</td>
</tr>
<tr>
<td>South Carolina</td>
<td>68.0%</td>
</tr>
<tr>
<td>Virginia</td>
<td>67.1%</td>
</tr>
<tr>
<td>Iowa</td>
<td>67.7%</td>
</tr>
<tr>
<td>South Dakota</td>
<td>67.2%</td>
</tr>
<tr>
<td>North Dakota</td>
<td>60.9%</td>
</tr>
<tr>
<td>Kansas</td>
<td>64.5%</td>
</tr>
<tr>
<td>Tennessee</td>
<td>64.0%</td>
</tr>
<tr>
<td>Michigan</td>
<td>63.9%</td>
</tr>
<tr>
<td>Maryland</td>
<td>63.6%</td>
</tr>
<tr>
<td>Kentucky</td>
<td>63.6%</td>
</tr>
<tr>
<td>Georgia</td>
<td>63.9%</td>
</tr>
<tr>
<td>Arkansas</td>
<td>63.5%</td>
</tr>
<tr>
<td>Florida</td>
<td>63.4%</td>
</tr>
<tr>
<td>New Mexico</td>
<td>63.3%</td>
</tr>
<tr>
<td>Delaware</td>
<td>63.2%</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>63.0%</td>
</tr>
<tr>
<td>North Carolina</td>
<td>62.9%</td>
</tr>
<tr>
<td>United States</td>
<td>62.6%</td>
</tr>
<tr>
<td>United States</td>
<td>74.5%</td>
</tr>
<tr>
<td>Ohio</td>
<td>62.6%</td>
</tr>
<tr>
<td>Nebraska</td>
<td>62.5%</td>
</tr>
<tr>
<td>Alabama</td>
<td>62.5%</td>
</tr>
<tr>
<td>Missouri</td>
<td>62.0%</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>61.6%</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>61.5%</td>
</tr>
<tr>
<td>Illinois</td>
<td>61.5%</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>61.5%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>61.3%</td>
</tr>
<tr>
<td>Indiana</td>
<td>61.3%</td>
</tr>
<tr>
<td>California</td>
<td>60.9%</td>
</tr>
<tr>
<td>Montana</td>
<td>60.9%</td>
</tr>
<tr>
<td>Hawaii</td>
<td>60.8%</td>
</tr>
<tr>
<td>Texas</td>
<td>60.8%</td>
</tr>
<tr>
<td>Colorado</td>
<td>60.8%</td>
</tr>
<tr>
<td>West Virginia</td>
<td>58.2%</td>
</tr>
<tr>
<td>Maine</td>
<td>54.7%</td>
</tr>
<tr>
<td>Vermont</td>
<td>54.7%</td>
</tr>
<tr>
<td>Wyoming</td>
<td>54.0%</td>
</tr>
<tr>
<td>Nevada</td>
<td>52.7%</td>
</tr>
<tr>
<td>Arizona</td>
<td>52.0%</td>
</tr>
<tr>
<td>Washington</td>
<td>50.1%</td>
</tr>
<tr>
<td>Oregon</td>
<td>47.6%</td>
</tr>
<tr>
<td>Utah</td>
<td>45.3%</td>
</tr>
<tr>
<td>Alaska</td>
<td>44.0%</td>
</tr>
<tr>
<td>Idaho</td>
<td>43.7%</td>
</tr>
</tbody>
</table>

Source: NCES, IPEDS Enrollment Survey and WICHE, Knocking at the College Door: Projections of High School Graduates, 2016
Percent of adults 25 to 64 with a Bachelor’s degree or higher

United States: 31.97%
- North Dakota: 32.80%
- Montana: 31.16%
- Georgia: 31.12%
- North Carolina: 30.51%
- Wisconsin: 30.27%
- Maine: 30.03%
- Missouri: 29.71%
- Alaska: 29.62%
- Michigan: 29.13%
- Texas: 29.12%
- Iowa: 29.06%
- Florida: 29.05%
- South Dakota: 28.87%
- Ohio: 28.78%
- Arizona: 27.67%
- South Carolina: 27.66%
- Tennessee: 27.27%
- Indiana: 26.88%
- Idaho: 26.42%
- Wyoming: 25.65%
- New Mexico: 25.36%
- Oklahoma: 25.22%
- Alabama: 25.06%
- Kentucky: 24.66%
- Louisiana: 24.04%
- Nevada: 23.19%
- Arkansas: 22.80%
- Mississippi: 21.18%
- West Virginia: 20.65%

Source: US Census Bureau, 2015 American Community Survey
WHY DOES IT MATTER?

Earnings Differential

1. California: $14,547.00
2. Maryland: $14,224.00
3. New Jersey: $12,224.00
4. Vermont: $11,310.00
5. Virginia: $11,084.00
6. Alaska: $11,022.00
7. Texas: $10,975.00
8. Tennessee: $10,817.00
9. Delaware: $10,584.00
10. Hawaii: $10,422.00
11. Alabama: $10,313.00
12. Michigan: $10,313.00
13. United States: $10,160.00
14. Oregon: $10,160.00
15. Nevada: $10,160.00
16. Georgia: $9,991.00
17. Washington: $9,784.00
18. Arizona: $9,701.00
19. Ohio: $9,668.00
20. Kentucky: $9,517.00
21. New Hampshire: $9,488.00
22. Illinois: $9,423.00
23. South Carolina: $9,422.00
24. North Carolina: $9,386.00
25. Indiana: $9,367.00
26. New York: $9,296.00
27. West Virginia: $9,241.00

Connecticut: $9,196.00
Massachusetts: $9,144.00
Louisiana: $9,144.00
Florida: $9,122.00
Utah: $9,075.00
Missouri: $8,886.00
Mississippi: $8,746.00
Colorado: $8,740.00
Oklahoma: $8,678.00
New Mexico: $8,406.00
Pennsylvania: $8,350.00
Wisconsin: $8,250.00
Arkansas: $7,835.00
Maine: $7,810.00
Rhode Island: $7,754.00
Iowa: $7,322.00
Minnesota: $7,257.00
Kansas: $6,803.00
Idaho: $6,388.00
Nebraska: $6,303.00
South Dakota: $6,209.00
North Dakota: $5,637.00
Montana: $5,194.00
Wyoming: $5,080.00

Source: US Census Bureau. 2008-10 American Community Survey Three-Year Public Use
What Does the 4\textsuperscript{th} Quarter Look Like?
Next Steps

Sonya Christian
President
Bakersfield College

Craig Hayward
Dean of Institutional Effectiveness
Bakersfield College
Future Meetings

Thursday, November 21st, 2019
Zoom

Thursday, January 30th, 2020
Zoom (Tentative)

Thursday, March/April 2020
Face to Face

May/June 2020
Zoom Wrap Up
Educational Systems & Intersegmental Pathways Task Force

Funded by: CCCCO Innovation Award and Bakersfield College Office of Student Success and Equity
Hosted by: Bakersfield College
September 26, 2019
CCC Chancellor’s Office
Sacramento, CA