Equity-based Instruction and Pathways Development

A Look at Reading Apprenticeship in PCC Pathways
1. We will demonstrate and engage you in the process of how we integrated Reading Apprenticeship in Pasadena City College’s Pathways program.

2. We will illustrate how Reading Apprenticeship in Pathways can support the closing of equity gaps.

Workshop Goals
About the 5537 – 6 years later

Developmental Education
N = 3,408
- 12% earned an AA/AS degree
- 5% earned a certificate
- 25% transferred
- 69% no discoverable milestone

Non-Developmental Education
N = 2,129
- 10% earned an AA/AS degree
- 4% earned a certificate
- 41% transferred
- 55% no discoverable milestone
Pathways Growth

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>FY 2011</td>
<td>320</td>
</tr>
<tr>
<td>FY 2012</td>
<td>772</td>
</tr>
<tr>
<td>FY 2013</td>
<td>1342</td>
</tr>
<tr>
<td>FY 2014</td>
<td>1882</td>
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<tr>
<td>FY 2015</td>
<td>2038</td>
</tr>
<tr>
<td>FY 2016</td>
<td>2426</td>
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</tbody>
</table>
How did we scale up and not lose Danny?
THE READING APPRENTICESHIP® FRAMEWORK

SOCIAL DIMENSION
- Creating safety
- Investigating the relationship between literacy and power
- Sharing text talk
- Sharing reading processes, problems, and solutions
- Noticing and appropriating others' ways of reading

COGNITIVE DIMENSION
- Getting the big picture
- Breaking it down
- Monitoring comprehension
- Using problem-solving strategies to assist and restore comprehension
- Setting reading purposes and adjusting reading processes

ME TC O G N I T I V E

CONVERSATION

PERSONAL DIMENSION
- Developing reader identity
- Developing metacognition
- Developing reader fluency and stamina
- Developing reader confidence and range

KNOWLEDGE-BUILDING DIMENSION
- Surfacing, building, and refining schema
- Building knowledge of content and the world
- Building knowledge of texts
- Building knowledge of language
- Building knowledge of disciplinary discourse and practices
Embedding Reading Apprenticeship: **PCCPathways**

Shared Foundational Framework

• Tutor & Coach Training
• Instructor and Counselor Professional Learning
• Info Session, Jam and College 1 Curriculum
• Pathways Requirements
Essential **Pre-Pathway Components**: Bringing Them In

- Outreach and recruitment
- Pre-assessment workshops (PAWS)
- On-site assessment and multiple measures
- Info sessions
- Pre-registration workshops
- Priority registration support
Essential First Year Components: Starting Them Right

- Extended orientation to college (Jam)
- Student Success Team: counselors, coaches and tutors
- 12-15 units in FY w/ English and math
- College 1, “One Book, One College,” and student conference
- Career Week
- Study/resource centers
Essential Post-FY Components: Getting Them Out

- Second Year orientation (SJam)
- Service/leadership requirement
- Student Success Team
- Targeted advisement
- Study/resource center
INFORMATION SESSIONS
Info Session: Ed-planning with RA

1. Students introduced to their Career Cluster (meta major)
2. Engage with key texts necessary to create their abbreviated education plan
3. Introduce metacognitive routines that students will practice throughout the program
4. Address all 4 dimensions of learning framework
Info Session
RA Dimensions

Social Dimension
Community building based on career cluster

Personal Dimension
Career Interest Assessment

Cognitive Dimension
Beginning Educational Planning/Goal Setting

Knowledge Building Dimension
Career Exploration

Metacognition
Students begin to engage in metacognitive routines in the course selection process.
Info Session: Think Aloud with IGETC

A core metacognitive routine that provides a window into our usually invisible processes for making meaning of text.

1. One person read the document, giving a play by play of connections, confusions, and thoughts as you navigate the document.
2. The other person make note of the processes the reader uses to make meaning.

Switch
Info Session: Think Aloud with IGETC Debrief

1. What challenges did you encounter while attempting to make meaning of the document?

2. What resources could help you overcome these challenges?
Info Session
Ed-planning with RA

Danny is attending his info session at PCC for the Pathways program. He has already been informed that he will register for ENGL, MATH, and COLLEGE 1. He has selected the social science career cluster and needs to select a fourth general education course. Work with the IGETC to help Danny choose his course.
SUMMER JAM
Summer Jam
RA Dimensions

Social Dimension
Connecting collaboratively, building student success network

Personal Dimension
Own transition to college
Career choices

Cognitive Dimension
Research on majors and careers

Knowledge Building Dimension
Resources on campus

Metacognition
Peer mentors, success coaches, and counselors engage students in metacognitive routines to build their self-efficacy as they transition to college.
Jam Outcomes

1. Develop a sense of connection to the campus community
2. Increase knowledge of campus resources
3. Decreased college anxiety
Key Jam Elements

1. Stress-free, no cost, no credit environment
2. Interactive, project-based curriculum
3. Integration of content (math/college), orientation, and support services
4. Student engagement with peer leaders and success coaches
Common Read, Student Conference
College 1
RA Dimensions

**Social Dimension**
Collaborative research projects
Shared intellectual experiences

**Cognitive Dimension**
Scaffolded learning opportunities the build to products

**Personal Dimension**
Ongoing reflection and ePortfolio
Personal inquiry

**Knowledge Building Dimension**
Systems and behaviors that increase success

**Metacognition**
Metacognitive routines are reinforced throughout the course and focused on application to other college experiences. Through the ePortfolio students intentionally connect metacognitive routines to their other courses.
College 1 Outcomes

Students will...
1. Participate in student engagement activities
2. Utilize year 1 resources
3. Complete an extended orientation to college that provides a rigorous academic experience
Key College 1 Elements

1. Three-unit UC/CSU transferable course
2. Required professional learning for interdisciplinary faculty
3. Undergraduate research
4. Shared learning experience
Student Data:
Reading & Metacognition

1. Course Embedded Reading Assessment

1.1) **Metacognition**: Awareness and articulation of thinking process; mental engagement

1.2) **Repertoire of Strategies**: Strategy use; range and appropriateness of strategies (to reading problem being solved)

1.3) **Use of Text Form, Structure, and Schema**: Understanding and use of conventional forms of text discourse structure and structural features of text to make meaning; use of text schema knowledge (such as what boldface means or what transitions are signaling) to comprehend meaning

1.4) **Comprehension**: Understanding the important ideas in the text

The evaluation will not be displayed due to low response rate.
Student Data: Reading & Metacognition

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Metacognitive Log

Scaffolded notekeeper allowing students to build and reflect on academic reading processes that make them more autonomous as they engage with increasingly academic texts.
College 1 ePortfolio

Use the metacognitive log to:

• Find evidence of program outcomes in the content of the eportfolios.

• Note any evidence of the framework that you see (social, personal, cognitive, knowledge building)
SUCCESS COACHING
Success Coaching
RA Dimensions

**Social Dimension**
Mentoring

**Cognitive Dimension**
Further development of goal-setting and problem-solving strategies

**Personal Dimension**
Support for college-going identity

**Knowledge Building Dimension**
Additional support resources and successful college-going behaviors

**Metacognition**
Coaches guide students through their one-on-one or group sessions to reflect on their decision-making process in the context of their work, school, and life. Students reflect on how their decisions affect the big picture and choose strategies to overcome obstacles.
Coaching Outcomes

Students will...
1. Engage in student life activities
2. Utilize appropriate support services and resources to overcome barriers to academic success
Key **Success Coaching** Elements

1. Graduate students in counseling, education, or related field
2. Face to face higher ed contact and advocate
3. Liaison to student services
Support After the First Year
Things We’re Working On

1. Aligning coaching with meta majors
2. Career counseling
3. Service leadership opportunities
4. “Train the trainer” model for tutoring and mentoring
5. Career focused ePortfolio
6. Interactive online learning community
Pathways Evaluation
Persistence – 2012-2013 Cohorts

- **1st to 2nd year**
  - Pathways: 84%
  - non-Pathways: 40%

- **2nd to 3rd year**
  - Pathways: 61%
  - non-Pathways: 28%

UCLA, Social Research Methodology Group, 2015
Persistence by Race – 2012-2013 Cohorts

- **1st Year to 2nd Year**
  - Pathways Latino: 81% → 69% → 60%
  - Non-Pathways Latino: 37% → 27%
  - Pathways African Am: 69% → 50%
  - Non-Pathways African Am: 26% → 12%

- **2nd Year to 3rd Year**
  - Pathways Latino: 81% → 69% → 50%
  - Non-Pathways Latino: 37% → 27%
  - Pathways African Am: 69% → 50%
  - Non-Pathways African Am: 26% → 12%

UCLA, Social Research Methodology Group, 2015
## Transfer Status – 2012-2013 Cohorts

<table>
<thead>
<tr>
<th></th>
<th>Transfer-Directed</th>
<th>Transfer-Prepared</th>
<th>Transfer-Ready</th>
<th>Total Students</th>
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<tbody>
<tr>
<td></td>
<td>Pathways</td>
<td>Non-Pathways</td>
<td>Pathways</td>
<td>Non-Pathways</td>
</tr>
<tr>
<td>Latino</td>
<td>30%</td>
<td>9%</td>
<td>15.2%</td>
<td>4%</td>
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<td>African American</td>
<td>16.7%</td>
<td>3.1%</td>
<td>2.4%</td>
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<td>Overall</td>
<td>42.6%</td>
<td>16.7%</td>
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UCLA, Social Research Methodology Group, 2015
Next Steps

• Measure impact of RA for each program component
• Ongoing professional development
• Increased scale up to all entering students
Question Generation

- Generations