

College Readiness: One Stop on the Pathway to a Healthcare Career

Pathways to Healthcare

Brian Stewart, RN, MS

Director, Center for Training and Development and Health Professions Opportunity Grant

Pima Community College

Overview

- Background
 - Where did College Readiness Come From?
- Implementation
 - How did we do it?
- Findings
 - What are our Results?
- Discoveries
 - What did we learn that we were not measuring
- Next Steps

Background

- Pima Community College's HPOG program services approximately 400-500+ students annually
 - 16 different certificate options divided into three levels and five different pathways.
 - Comprehensive case management approach utilizing both College and County staff.
 - Part of the ISIS study
- College Readiness
 - Developed from previous contextual basic skills, VESL, and integrated academic/occupational projects.
 - Included previously identified needs such as Life Skills, College Success Skills, and Employment Skills.
 - Self-Efficacy: Behavioral Economics, Social Cognitive Theory, Evidence-based Learning

Readiness is Holistic

- Student
 - Academic
 - Work Readiness
 - Career Readiness
 - Behaviors and Attitudes

Implementation

- Pre-Model(s)
 - 5 week class, students can stay in as long as needed. Any Grade Level. Contextual
 - 3+ month VESL, GED integration, basic skills integration Occupational Classes
 - Results: Strong gains for those who attend, poor follow-through to classes, poor attendance
- Model One
 - 10 week classes – Minimum 6th grade level, lower referred to other groups
 - Integrate basic skills development, success/life skills, career development, contextual
 - Results – low enrollment, students not interested in non-academic, strong gains, improved attendance
- Model Two
 - Changed the Class Designs: 10-week class, open lab
 - Minimum 3rd Grade level in one area, referrals to other programs depending on student need
 - Increased integration of the “soft” skills and academic, increased contextualization, focused methodology on self-efficacy related theories.

College Readiness Path

- 3rd Grade in two or more areas
 - Literacy Volunteers
 - SER Jobs for Progress (ESL)
 - Adult Education (GED)
- 4th Grade to entrance scores
 - College Readiness 10-week
 - College Readiness Open Lab
 - Adult Education (GED)
- Near entrance scores
 - College Readiness Open Lab
 - DVC Learning Center
 - PCC Prep Academy

Findings

- Evidence-based Development: Data Used to Modify Models (Quantitative and Qualitative)
 - Students who place less than 7th grade in one area typically take 10-20 weeks to make the gains to the minimum entrance for Level 1 programs.
 - 80% Student Retention in the classes.
 - 50% of those who complete transition to a program (since inception) higher in more recent classes and stronger for those who lower gain needs.
 - Employment/Personal life management main reason for decreased transition.
 - Student Attendance >80% if placed in right group (open lab or 10-week)

Data Groups	Results	Notes
Gains	78% of students make 2 gains	1 area of deficit. Math has fastest gains.
Perceived Readiness	100% of Students state they feel prepared	30% state prepared at entrance
Career Planning	90% identify career goal	50% change initial goal
Self-efficacy	80% identify behavioral barriers	75% demonstrate behavioral problems at start
ESL	2x timeframe	5 th grade starts to reduce the slow-down, 9 th grade another leap.

Discoveries

- Grade Level Effects
 - 3rd grade and lower do not benefit from the model.
 - 7th grade and higher have the fastest effect.
 - 4th-6th grade success requires extensive motivation and self-efficacy.
- ESL Effects
 - Takes students longer the lower their ESL level.
 - Impacts all areas including math
 - ESL better with an integrated classroom not with ESL only group. ESL only group progresses slower even once they make entrance. Struggle more in classes.
- Subject Area Effects
 - Math strongest gains
 - Writing slowest gains
 - Reading slowed progress of writing or math if coupled with it as a deficiency

Discoveries

- Social Networking essential to the student success in the classes and carries on into the occupational programs
- Learning needs are identified early
- Students stronger in the soft skills when entering occupations. They understand the “why” behind the skills.
- Behavioral improvement is significant. At minimum students understand the need to “own” their behaviors and what is expected in healthcare.
- Transition to training is hardest for those closest to crisis management model with low self-efficacy.

Next Steps – Moving to Model 3.0

- I. Increasing Training for staff and occupational instructors in behavioral economics, social cognitive theory, and self-efficacy empowerment
- II. Developing supplemental workshops reinforcing the Success Skills elements
- III. HPOG Lounge (Virtual and Physical) – Social Networking, Community Building, and Self-efficacy Development
- IV. Increasing tracking and supplemental support/engagement opportunities for students transitioning from College Readiness to Occupational Programs
 - Focus on moving from Crisis to Planning and increasing self-efficacy
- V. Increasing Research/Potential additional ISIS research area

College Readiness Resource Model 3.0

- Student
 - Support Services
 - College Readiness Open Lab
 - HPOG Lounge Social Network
 - College readiness – 10 weeks
 - Supplemental Instruction

Take Aways

1. Readiness is a Holistic Approach
2. Training for Staff and Faculty in foundational theories is essential
3. Pathways to Healthcare has identified the following keys to increased success in our population:
 - Students need to move from Crisis to Planning
 - Self-efficacy empowerment is essential
 - Behavioral economics, family/community, and expectations are both the strongest barriers and assets to our population.
4. Success is both the students perception and their performance; our goals may not be their goals.
5. “Learn” from the population and use evidence to adapt

Thank You & References

- Bandura, Albert (2001), *Annual Review of Psychology* **52** (1): 1–26
- Hammond, C., *Adult Learning on Self-Efficacy*, (2005) London Review of Education, v3: 265-287
- Knowles, M, Swanson, R, Holton, E, *The Adult Learner, 7th ed.* Butterworth-Heinmann, Burlington Maryland. 2011
- Seifert, Timothy L., *Understanding Student Motivation*. Memorial University of Newfoundland, St John's, Newfoundland. 2004

Albert Bandura Publications:

<http://p20motivationlab.org/Bandura-Publications>

Community of Scholars:

<http://www.uky.edu/~eushe2/Pajares/self-efficacy.html>

Behavioral Economics from a Business Perspective:

http://cfed.org/blog/tags/behavioral_economics/