

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

## Pathways to Healthcare

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# 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

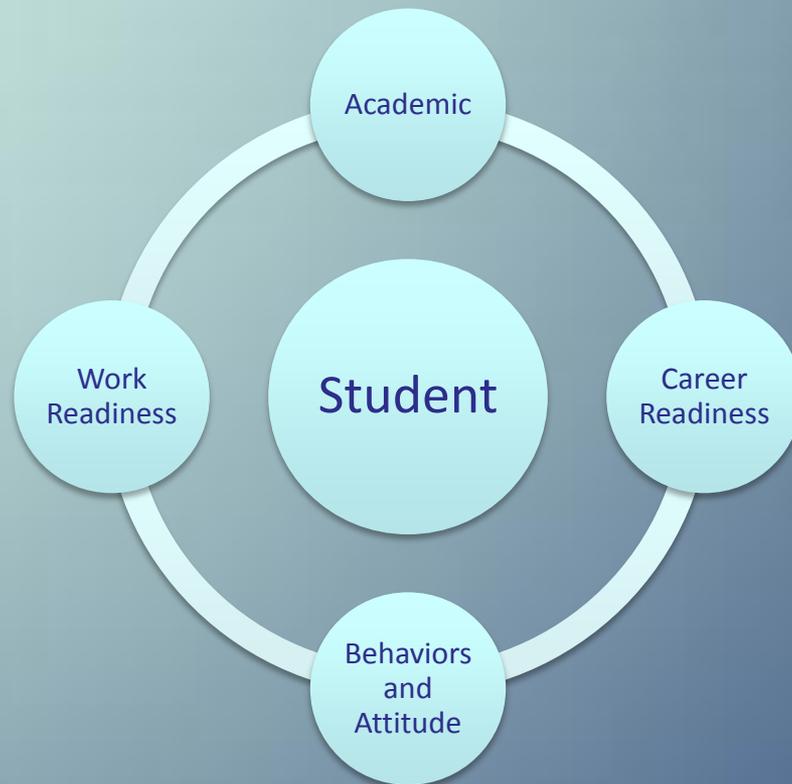
Pima Community College's HPOG program services approximately 400-500+ students annually

- 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



# 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 6<sup>th</sup> 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 3<sup>rd</sup> 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

3<sup>rd</sup> Grade in two or more areas

- Literacy Volunteers
- SER Jobs for Progress (ESL)
- Adult Education (GED)

4<sup>th</sup> 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 7<sup>th</sup> 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)

# Findings

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 <sup>th</sup> grade starts to reduce the slow-down, 9 <sup>th</sup> grade another leap.

# Discoveries

## Grade Level Effects

- 3<sup>rd</sup> grade and lower do not benefit from the model.
- 7<sup>th</sup> grade and higher have the fastest effect.
- 4<sup>th</sup>-6<sup>th</sup> 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

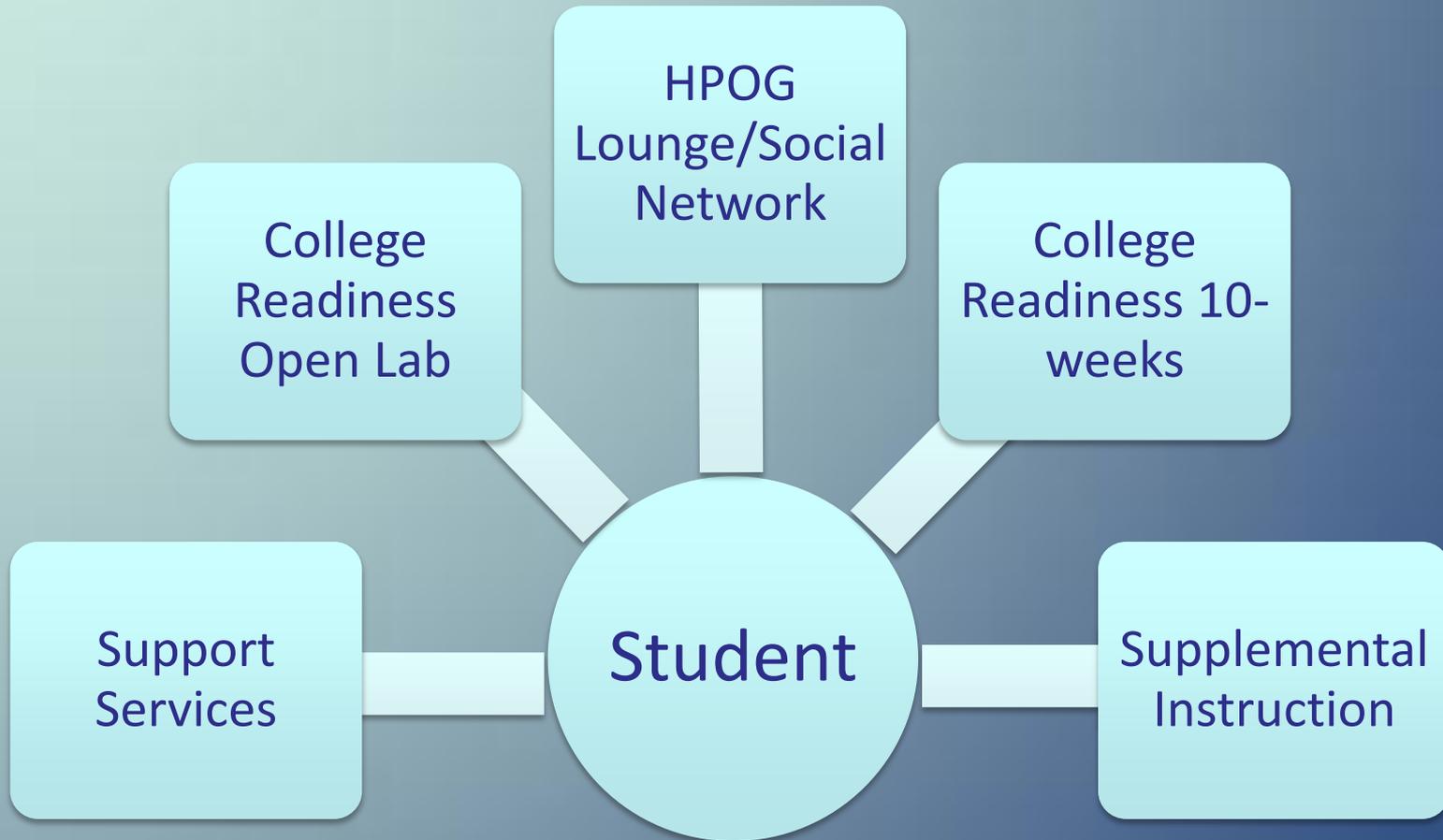
# Discoveries

- 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



# 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

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