

PCC-UCLA Research-to-Practice Partnership

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Inquiry Process

- Asking questions
- Identifying problems/challenges/equity gaps
- Collecting and interpreting data
- Creating and testing hypotheses
- Evaluating: assessing our efforts
- Reflection: reading and discussion throughout the process

Equity

Our process is a cycle beginning and ending with the DIG (data inquiry group)

DIG = data inquiry group

Students, administrators, faculty, counselors, and researchers

Identify:

- High-leverage problems
- Solutions
- Best processes

Student voices/resources:

- Interviews
- Focus groups
- Observations

Labor market data

Institutional data

- ◆ **How do students' make decisions about majors, jobs and careers?
What factors affect/inform these decisions?**
- ◆ **What institutional processes and practices help students inform their
decisions about majors, jobs, and careers?**

- ◆ What institutional processes and practices hinder students' ability to make decisions about majors, jobs, and careers?

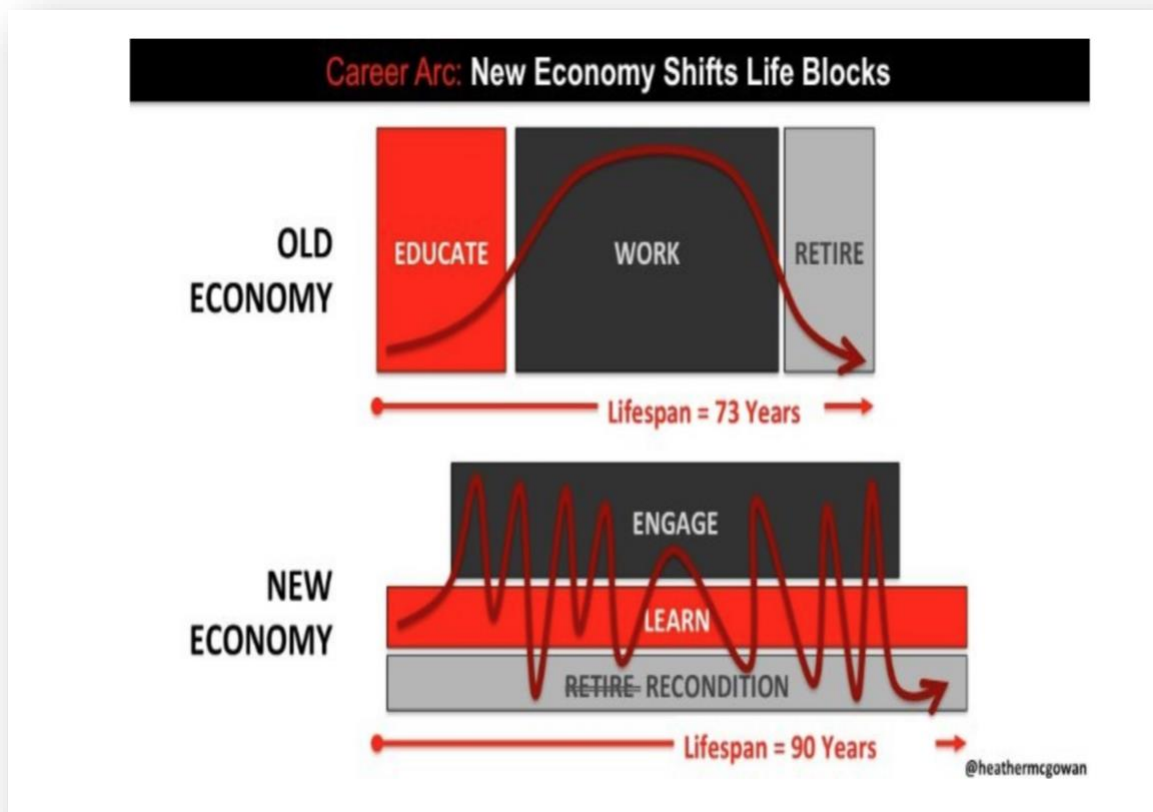
Agenda

- What have we learned?
- Where are we going?
- How are we going to assess our efforts?

Top 5 Findings

For the participants in this study, making a decision about their major and career path requires **navigating a dynamic and shifting labor market, a complex ecosystem of postsecondary credentials, and various contextual and structural affordances, barriers, and constraints**. For many participants, this complexity was confounded by a **lack of labor market knowledge and knowhow; sociopolitical barriers and previous schooling experiences; efforts to balance peers, family obligations, and work; and experiences in classes, especially math and science, that impacted their self-efficacy and outcome expectations**.

Preparing Students to Lose Their Jobs



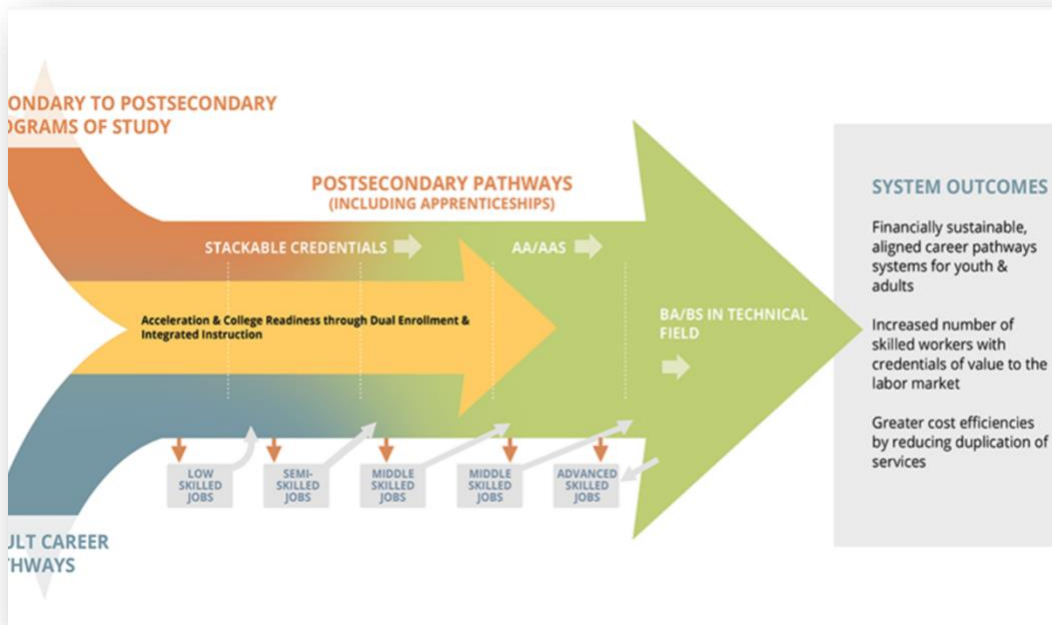
Stop Asking What and Start Asking Why/How

WHY IT MATTERS: We Must Retire These Questions

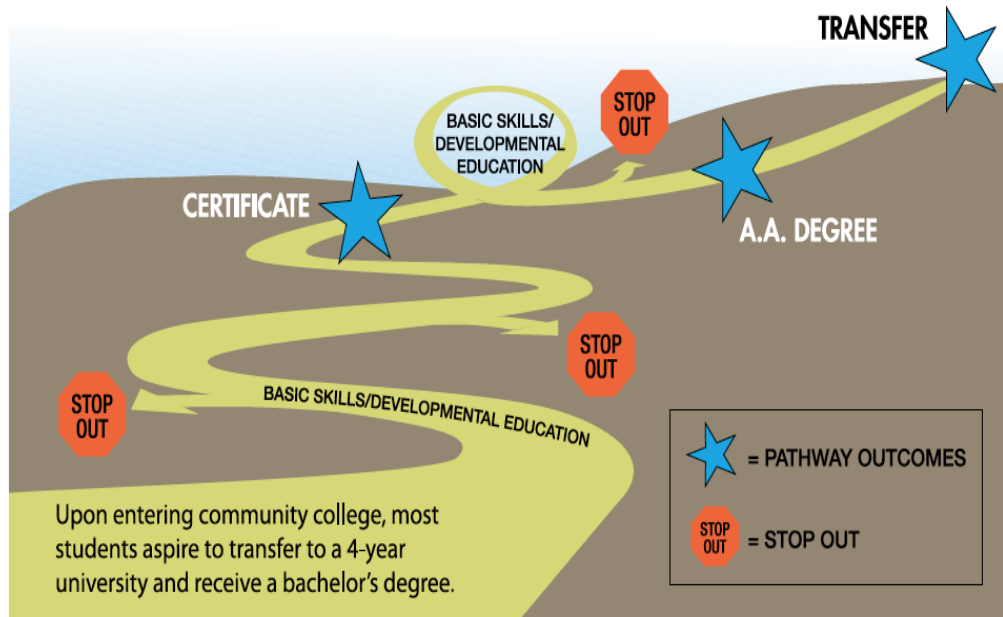
Question	Result
What do you want to be when you grow up?	65% - Jobs that so not exist yet
What is your Major?	47% - Automated by 2033 27% - Work in their Major
What do you do?	17 Jobs 5 Industries

Complex Ecosystem of Postsecondary Credentials and Pathways

- Certificate programs
- Work-based training
- Skill-based short courses
- MOOCs and online micro-credentials
- Competency-based education programs



Pathways through Community College Are Often Non-Linear



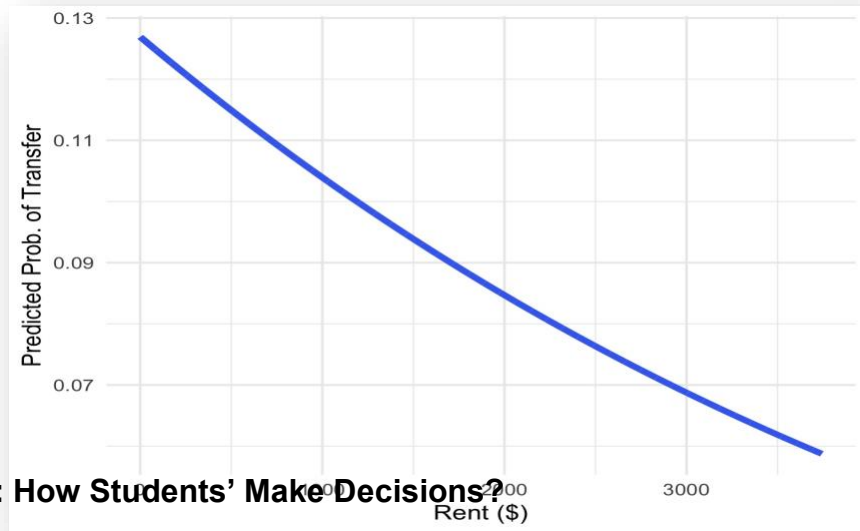
Sociopolitical barriers and previous schooling experiences

Research says... many students transfer or depart their initial institution for reasons unrelated to academic purposes. To be more specific, they report that, on average, students' reported reasons for transferring from their first institution were the following: pursue bachelor's degree (57%), personal reasons (38%), finished classes (28%), other reasons (19%), scheduling problem (18%), not satisfied (17%), financial reasons (11%), family responsibilities (6%), and academic problems (3%).

Housing Instability in Higher Education

- We found that the probability of transferring is negatively associated with increased rent prices.
- For Students of Color, the relationship between rent prices and transfer is stronger.





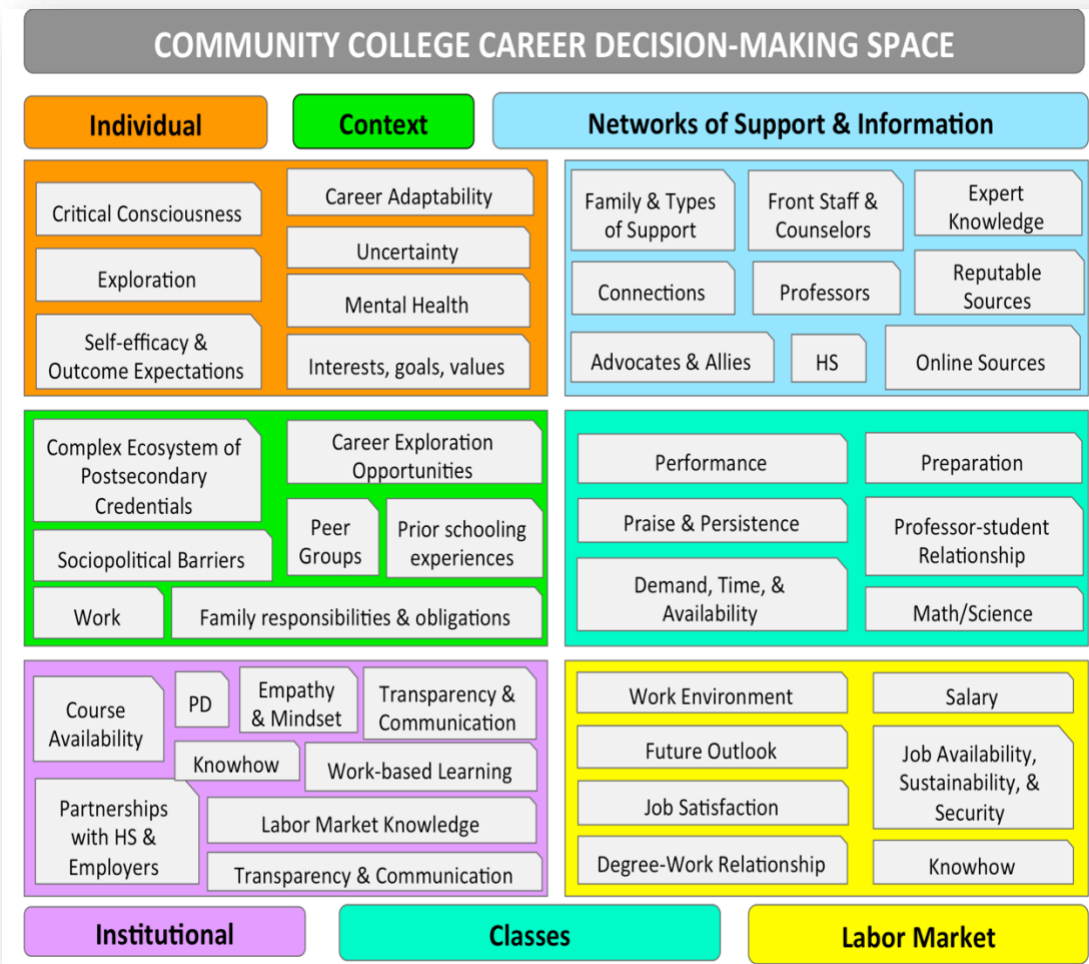
Findings: How Students' Make Decisions?

- Over half of the participants, 59%, felt a degree of uncertainty throughout their career decision-making process. Many participants were worried they would choose the wrong path and wanted to be certain about their chosen major and career path to avoid changing paths in the future
- A majority of participants were also worried about the level of competition in the labor market and were therefore looking for a career that they were certain they could obtain and through which they could become an irreplaceable worker.

Percentage	Response
3%	uncertain, no path
13%	no charge, uncertain
21%	change, certain
27%	no charge, certain
36%	change, uncertain

Why did students change their majors and career paths?





Implications

- Students need: (a) access to labor market knowledge and knowhow; (b) differentiated career guidance and career exploration opportunities; (c) career guidance that extends into the classroom and is contextualized in disciplinary learning; (d) opportunities to explore and cultivate their sociopolitical development *across career fields*; (e) career guidance focused on developing their career adaptability; and (f) emotional and psychological support to navigate the stress, anxiety, and uncertainty they report feeling throughout their major choices and transitions, and career development and decision-making processes.

Where are we going?

Problem Statement:

PCC does not provide a customized student experience through program of study that embeds academic and career supports

Radical Help

“The more we concentrate on merely reworking our existing institutions, the more we fail to see or understand the nature of the new challenges that surround us”

- Welfare [higher education institutions] may be out of step with modern troubles, modern lives and modern public opinion
- Management vs creating capability = addressing both the internal feelings and the external structural realities that hold students back.

Radical Help: 5 Experiments

- 1. Families and their challenges**
- 2. Growing up and the transition to adulthood**
- 3. Work (transformed by global forces and the digital revolution)**
- 4. Health (modern diseases of the body and mind)**
- 5. Ageing**

“At the heart of the work was a simple premise: we must make a radical shift that leaves behind the twentieth-century emphasis on managing needs... we focused instead on supporting individuals, families, communities to grow their own capabilities: to learn, to work, to live healthily and to connect to one another...”

Strategies

- **Classrooms**
 - **Just-in-time services**
 - **Just-in-time teaching**
- **Differentiated career services**
 - **Career undecidedness**
 - **Exit survey**
 - **Time Diaries**