

# Learning and Career Pathway (LCP) Framework

## LCP Success Team

**ROLES\***: Dean(s); Counseling faculty; Instructional faculty; Success Coach; Academic Support rep; Data coach; Social Work Intern

**CHARGE**: Based on Cerritos College's momentum points, LCP Success Teams will operate as a cross-functional network to equitably address key needs, experiences, and opportunities students face along their educational journeys.

**MOMENTUM POINTS (for first-time students)**:

- Attempting 15+ transferable units in the first term
- Attempting 30+ transferable units in the first year
- Completion of transfer-level math and English in the first year
- Fall to Spring persistence in the first year
- Fall to Fall persistence

\*A single team member may assume multiple roles (e.g., division faculty also serving as data coach)

## Outreach and Communication\*\*

### ➤ Initial contact and engagement

- Initial introduction to LCP and success team based on declaration of major
- Follow-up communications (e.g., aligned with Counseling communication calendar, notifications/promotion about LCP events) at pre-determined intervals to (re)engage students in LCP
- Individualized outreach by success team members as coordinated with the master calendar

### ➤ Early alert

- EAB student Intake Survey (e.g., interests, barriers) and follow-up contact (e.g., academic and/or student services referrals)
- EAB faculty Progress Surveys (e.g., before drop deadlines, mid-term) and follow-up contact by academic and/or student services
- Educational plan tracking (e.g., notifications based on unit accumulation, course selection)

### ➤ Milestone reminders

- Pre-enrollment reminders based on specific momentum points (e.g., 15 units per semester/30 units per academic year; transfer-level math, English, and math and English course in first year)
- Completion of comprehensive educational plans by first semester
- Completion of coursework aligned with the appropriate LCP program map each semester
- "Close to completion" notifications at pre-determined intervals (e.g., 50%, 75%)
- Communication from faculty and student mentors (e.g., video reminders, individual outreach)

### ➤ Other (e.g., updates regarding LCP program maps; other webpage content)

\*\* Some items represent future activity contingent upon implementation or functionality of student information systems

## Sample Support Activities/Efforts

- "Introduction to LCP" course component (e.g., COUN 200)
- Contextualized learning opportunities (e.g., math, English)
- Co-facilitated workshops (e.g., study skills, time management)
- LCP study sessions
- Other

## Signature LCP Events

- Welcome Day
- Majors Fair
- Career events
- Student panels
- Other

## Learning and Career Pathway (LCP) Success Teams

### THE CHARGE:

The charge of the Learning and Career Pathways (LCP) Success Team is to facilitate successful completion of academic programs within the LCP and/or transfer to four-year institutions with major course preparation. Using the Guided Pathways framework, sequenced program maps have been developed for various majors within the LCP to guide students toward timely program completion without excessive units. The LCP Success Teams will work together as a cross-functional team designed to help students enter the pathway and remain on track through completion.

### MOMENTUM POINTS:

LCPs at Cerritos College have been designed to advance five (5) key momentum points related to student success and achievement:

- First-time students attempting 15+ transferable units in the first term
- First-time students attempting 30+ transferable units in the first year
- First-time students completing transfer-level math and English in the first year
- First-time students persisting Fall to Spring in the first year
- First-time students persisting Fall to Fall

The identified momentum points are based on specific institutional objectives, as well as research related to student success and completion. In particular, the research has identified these early momentum points in the first year predict student completion in subsequent years (Beldfield, Jenkins, & Fink, 2019; Jenkins & Baily, 2017). These goals reflect the college's commitment to advancing equitable access, success, and completion, and LCP activities (and activities campus-wide) are aligned accordingly, supporting the goals in Cerritos College's Educational Master Plan (we can delete but ultimately these efforts are to support Guided Pathways as well as support our EMP goals).

### References

Jenkins, D. & Bailey, T. (2017). Early momentum metrics: Why they matter for college improvement. *CCRC Research Brief*. <https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-college-improvement.pdf>

Beldfield, C. R., Jenkins, D., & Fink, J. (2019). Early momentum metrics: Leading indicators for community college improvement. *CCRC Research Brief*. <https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-leading-indicators.pdf>

## **LCP SUCCESS TEAM ROLES:**

LCP Success Teams at Cerritos College will consist of the following roles. A single team member may assume multiple roles (e.g., division faculty also serving as data coach).

### **Dean(s)**

*Serve as co-lead of the LCP Success Team*

- Coordinate and facilitate meetings of LCP Success Team
- Collaborate with administrative sponsors (i.e., Dean of Academic Affairs; Dean of Counseling) to coordinate training for LCP Success Team

*Provide division-level leadership for the LCP*

- Coordinate LCP welcome events and communications
- Confer with other LCP deans to coordinate LCP efforts
- Function as point of contact for reviewing coursework related to LCP courses

### **Counseling faculty**

*Serve as co-lead of the LCP Success Team*

- Coordinate and facilitate meetings of LCP Success Team
- Collaborate with administrative sponsors (i.e., Dean of Academic Affairs; Dean of Counseling) to coordinate training for LCP Success Team

*Liaise with students*

- Educational planning for LCP students
- Follow-up on early-alert counseling referrals
- Inform students re: upcoming LCP events (Counseling-related)

*Liaise with division faculty and other Student Services areas*

- Collaborate to plan career events
- Present joint workshops for LCP students

### **Instructional faculty**

*Liaise with students*

- Communicate with LCP students about division-level LCP events
- Respond to general student inquiries about LCP majors and refer to appropriate faculty accordingly

*Liaise with other faculty*

- Work with Department Chairs to ensure that programs maps are updated in Program Mapper (web-based platform which presents faculty-developed course sequence for program completion) and EAB Navigate (early alert system which includes information about recommended course sequence for program completion)
- Participate in implementation and training related to EAB Navigate early alert system

*Collaborate with other Success Team members*

- Assist with planning of career events
- Assist with development of content for LCP webpages, informational handouts, videos, and presentations (including information about future educational and work opportunities, as well as labor market information associated with programs within the LCP)
- Attend regular meetings (to be determined by each Success Team) to plan and coordinate LCP efforts

## **Success Coach**

### *Guided Entry*

- Perform LCP outreach and recruitment for potential students.
- Prepare and deliver orientations for new LCP students.
- Serve as the LCP first point of contact for students and provide general LCP program information.

### *Ongoing Intrusive Counseling*

- Serve as the LCP Communication Campaign Manager in EAB Navigate.
- Monitor and maintain the LCP counseling appointment process.

### *Provide Early Support Services*

- Support students to navigate their way through offices, programs, and services at the college.
- Refer students to support services on campus and community resources.
- Help coordinate LCP workshops and events.

### *LCP Logistics*

- Input LCP student information into relational databases as required, extracts information and reports, and maintains data files for LCP.
- Update and maintain accurate information for LCP website
- Train and oversee LCP student workers/student leaders

## **Academic Support representative**

### *Liase with Students*

- Follow-up on early alert or program assistant referral to connect with students in need of academic support
- Academic success planning (e.g., success mentor, AED support course, directed learning activity)

### *Liase with Faculty*

- Identify and coordinate supplemental academic support (e.g., embedded tutoring) appropriate for courses or general subjects shared by programs within the LCP.
- Assist with recruitment and training of qualified peer tutors
- Coordinate study groups organized by specific majors or subject areas represented in the LCP

### *Liase with other members of LCP success team:*

- Consultation regarding currently available forms of supplemental academic support, ranging from as-needed support to intense intervention
- Develop new ideas and strategies for supplemental academic support customized for the particular LCP

## **Data Coaches**

### *Support LCP Success Team in evidence-based decision-making processes to inform planning and intervention*

- Facilitate conversations around data (e.g., gathering data, data disaggregation, making data-driven decisions)
- Assist in framing and answering questions about the LCP student experience using accurate and relevant data
- Present data related to equity, outcomes assessment, and disproportionate impact within the LCP
- Coordinate data reports for LCP Success Team and LCP divisions/departments

## **Social Work Intern**

- Provide LCP students and Success Team members with information about basic needs resources (e.g., food, housing, hygiene, emergency aid)
- Refer students to other campus and community-based resources (e.g., childcare, legal assistance)
- Help coordinate workshops and events related to resources available to LCP students