

SMC'S WINTER RETREAT

FIRST STEPS TOWARDS RECOVERING WITH EQUITY: TEACHING, SKILLS, AND CAREER EXPLORATION

Dr. Cecilia Rios-Aguilar

UCLA's School of Education and Information Studies

CONTEXT: MAJOR SHIFTS

1. ENROLLMENT LOSSES

2. COVID-19 SHOCKS: WORKING IN-PERSON AND LEARNING FROM HOME

3. LABOR MARKETS IN CONSTANT FLUX


 SIGN IN


 NPR SHOP

 DONATE



▶ HOURL

 PODCASTS & SHOWS

 SEARCH

EDUCATION

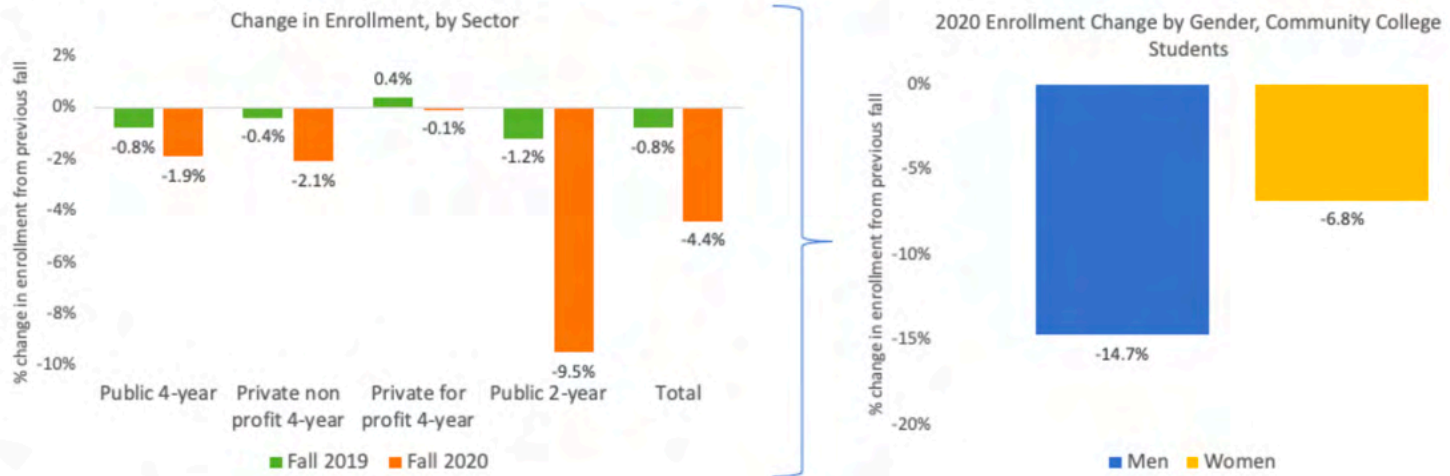
More than 1 million fewer students are in college, the lowest enrollment numbers in 50 years

January 13, 2022 · 5:02 AM ET

Heard on [Morning Edition](#)

Community Colleges have seen a 32.2% decline in the number of Black freshmen since the fall of 2019.

Figure 1. Changes in Enrollment from National Data by Type of Institution



Source: National Student Clearinghouse.

PERSISTENCE AND RETENTION (NSC, 2021)

THE OVERALL PERSISTENCE RATE DROPPED TWO PERCENTAGE POINTS (PP) TO 73.9 PERCENT FOR FALL 2019 BEGINNING COLLEGE STUDENTS, ITS LOWEST LEVEL SINCE 2012. **COMMUNITY COLLEGES SHOWED THE STEEPEST PERSISTENCE RATE DECLINE OVER LAST YEAR OF ALL INSTITUTION SECTORS (-3.5 PP TO 58.5%).**

RETENTION RATES DECLINED THE MOST IN THE COMMUNITY COLLEGE SECTOR (-2.1 PP TO 51.6%) WHEREAS THE RATES WENT UP IN THE PUBLIC FOUR-YEAR COLLEGE SECTOR (+0.7 PP TO 76.3%).

THE OVERALL FIRST-YEAR PERSISTENCE RATE FELL THE MOST AMONG LATINX STUDENTS (-3.2 PP TO 68.6%).

“...Yet, when enrollment demand for community colleges has increased during prior downturns, it appears that more students take remedial and general academic subjects—which generally do not have sizeable labor market returns. The patterns are not driven by a change in the types of students enrolling in community colleges, but instead appear to be driven by institutional constraints which are more likely to bind in technical and health fields (Stange, Bound, Smith, Morales, Cole and Dyer, 2017).”

WHITMORE SCHANZENBACH & TURNER (2022)

NBER WORKING PAPER SERIES

LIMITED SUPPLY AND LAGGING ENROLLMENT:
PRODUCTION TECHNOLOGIES AND ENROLLMENT CHANGES AT
COMMUNITY COLLEGES DURING THE PANDEMIC

Diane Whitmore Schanzenbach
Sarah Turner

Working Paper 29639
<http://www.nber.org/papers/w29639>

NATIONAL BUREAU OF ECONOMIC RESEARCH
1050 Massachusetts Avenue
Cambridge, MA 02138
January 2022

COVID-19 DISRUPTIONS

- Disruptions of the COVID-19 era may have differentially affected programs of study.
- COVID-19 shocks to instruction imposed different cost shocks across programs of study.
- For low-income students of color: Working in person and learning at home

Lewis, 29, was already encountering scheduling conflicts between his classes and a new job at Trader Joe's. As the assignments for his online classes started to pile up, he struggled to keep pace. In March, he left school.

A CHANGED WORLD: RE-IMAGINING DISTANCE LEARNING

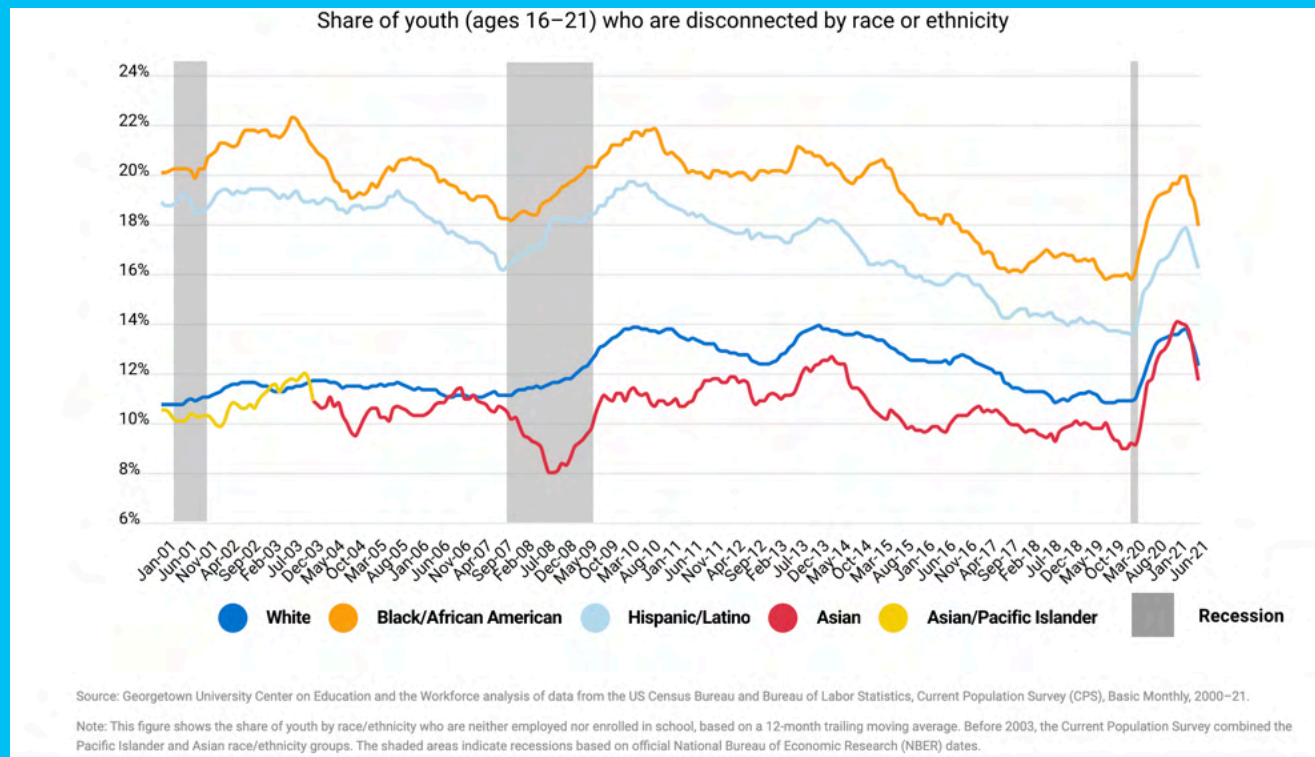
- 1. COLLEGES WILL OFFER EVEN MORE ONLINE SECTIONS. BASED ON SURVEY DATA, THE TYPICAL COMMUNITY COLLEGE CAN ANTICIPATE UP TO 75% OF ITS ENROLLMENTS BEING ONLINE WITHIN THE NEXT 10 YEARS.**
- 2. GOING FORWARD, COLLEGES WILL DEAL WITH MORE (NOT LESS) DISRUPTIONS TO INSTRUCTION: NATURAL DISASTERS AND OTHER UNEXPECTED EVENTS.**
- 3. ACCESS ISSUES FOR WI-FI AND DEVICES MUST BE ADDRESSED FOR BOTH STUDENTS AND FACULTY.**
- 4. FACULTY TRAINING PROGRAMS FOR ONLINE LEARNING SHOULD BE EXPANDED AND MADE MANDATORY FOR BOTH FULL- AND PART-TIME FACULTY.**
- 5. EVERY TRADITIONAL COURSE NEEDS ASSISTED-WEB SUPPORT.**
- 6. NEED TO RE-IMAGINE VIRTUAL LEARNING, INCLUDING SYNCHRONOUS AND ASYNCHRONOUS COURSES AND PROGRAMS OF STUDY.**
- 7. EXPANDING STUDENT SERVICES TO INCLUDE VIRTUALIZED STUDENT SUPPORT AS WELL AS A BROADER SERVICE WINDOW (INCLUDING EVENINGS AND WEEKENDS)**
- 8. NEED TO CONTINUOUSLY ASSESS ONLINE LEARNING AND MAKE EQUITY A PRIORITY IN THIS MODE OF LEARNING.**

Youth Policy

How Can We Smooth the Rocky Pathway to Adulthood?



THE OVERALL SHARE OF YOUTH WHO ARE DISCONNECTED—NEITHER WORKING NOR ENROLLED IN SCHOOL—ROSE DURING THE COVID-19 DOWNTURN. THE OVERALL RATE OF DISCONNECTION FROM SCHOOL AND WORK HIDES MAJOR DISPARITIES BY RACE AND ETHNICITY: BLACK AND LATINO YOUTH ARE SUBSTANTIALLY MORE LIKELY TO BE NEITHER WORKING NOR ENROLLED IN SCHOOL OR COLLEGE THAN WHITE YOUTH.



REALITIES

1. HOW DO LOW-INCOME STUDENTS OF COLOR FIND OPPORTUNITIES?

2. HOW DO LOW-INCOME STUDENTS OF COLOR MAKE DECISIONS ABOUT MAJORS, CAREERS AND JOBS?

HOW DO LOW-INCOME STUDENTS OF COLOR FIND OPPORTUNITIES?

MANY STUDENTS ARE NEVER GOING TO SHOW UP AT A COMMUNITY COLLEGE WEBSITE OR STATE AGENCY LOOKING FOR EDUCATION OR WORK. NOR ARE THEY GOING TO BE AWARE OF WIDE VARIETIES OF WORK, SOME OF IT WELL-PAID AND EXCITING, OR HOW TO GET PREPARED AND CERTIFIED FOR THAT WORK, AND WHETHER OR NOT IT WILL BE A GOOD EXPERIENCE.

ALIGNMENT AND *AWARENESS* OF JOB AND CAREER REQUIREMENTS AND WHERE TO FIND EDUCATION AND TRAINING ALIGNED WITH IN-DEMAND CAREERS IS A CRITICAL NEED.

HOW AWARE INDIVIDUALS ARE AWARE OF WHAT TYPES OF WORK EXIST THAT MIGHT BE OF INTEREST, THAT FIT THEIR LIFESTYLE, OR MATCH THEIR PREVIOUS WORK. THIS AREA REQUIRES A DEEPER UNDERSTANDING OF HOW SKILLS ACQUISITION CAN LEAD TO NEW TYPES OF WORK OR CAREERS. NEW PRODUCTS AND SERVICES ARE NEEDED TO REACH THE PUBLIC IN GENERAL THROUGH VARIOUS MECHANISMS, INCLUDING SOCIAL MEDIA AND REACHING OUT TO COMMUNITIES. WHAT IS NEEDED FOR SPECIFIC WORK OR CAREERS SHOULD BE ROUTINELY COMMUNICATED. SOME SOLUTIONS: “ONE-STOP” PORTALS AND/OR “OPPORTUNITY PORTALS”.

AWARENESS, ALIGNMENT, AND OUTREACH

FINDING OPPORTUNITIES

- **Media: Websites? Apps? Social media?**
- **Networks: family, friends, peers, neighbors, kin, etc.**
- **Organizations: schools, job centers, unions, state agencies, etc.**

DECISION-MAKING

- **‘Anything can happen effect’**

Students who have faced instability or hardship in the form of disruptive events, or “adverse shocks” (e.g., violence, eviction or incarceration of a family member), anticipate future shocks that could derail their educational plans. In response, they opt for shorter, more flexible educational programs that they expect they can complete despite anticipated shocks.

NBER WORKING PAPER SERIES

"WHEN ANYTHING CAN HAPPEN":
ANTICIPATED ADVERSITY AND POSTSECONDARY DECISION-MAKING

Stefanie DeLuca
Nicholas W. Papageorge
Joseph L. Boserovic
Seth Gershenson
Andrew Gray
Kiara M. Nerenberg
Jasmine Sausedo
Allison Young

Working Paper 29472
<http://www.nber.org/papers/w29472>

NATIONAL BUREAU OF ECONOMIC RESEARCH
1050 Massachusetts Avenue
Cambridge, MA 02138
November 2021

DECISION-MAKING: MAJORS, CAREERS, AND JOBS

- **Identity-based Decision-Making: Pouring themselves when making decisions**

When I pursue my career, I want to help people

The unfairness and the injustice of being a person of color has drove me into this work

EXCERPT #6

INTERVIEWER:

OKAY. HOW DOES YOUR CURRENT MAJOR ALIGN WITH YOUR LONGTERM CAREER GOALS WOULD YOU SAY?

WILFREDO SEPULVEDA:

SO, MY MAJOR IS BIOLOGY AND THE ONE I'M TRYING TO GET IS GENERAL BIOLOGY. GENERAL BIOLOGY IS ALL TYPES OF BIOLOGY, THE BODY, THE OCEAN, AND STUFF LIKE THAT. **WHEN I PURSUE MY CAREER AS A DENTIST, I WANT TO HELP PEOPLE** WITH THE ... WHO CAN'T AFFORD IT, PROVIDE THEM WITH FREE DENTAL CARE BECAUSE I BELIEVE EVERYONE SHOULD HAVE THE OPPORTUNITY TO HAVE NICE DENTAL HYGIENE AND NOT HAVE TO BE HIDING THEIR FACE. WELL, NOT THEIR FACE, THEIR MOUTH, AND ASHAMED OF THEIR TEETH OR BECAUSE OF A PROBLEM THEY HAVE IN THEIR MOUTH. I JUST WANT TO HELP THOSE PEOPLE OUT BECAUSE I KNOW THERE'S A LOT OF PEOPLE OUT THERE WHO CAN'T AFFORD IT AND, BY EXPERIENCE, I'VE KNOWN A FEW FRIENDS WHOSE PARENTS CAN'T AFFORD DENTAL CARE SO THEY DON'T HAVE THE BEST HYGIENE IN THEIR MOUTH OR THEIR TEETH AREN'T THE RIGHT WAY THEY'RE SUPPOSED TO BE. **SO, THAT'S BEEN MOTIVATING ME A LOT TO, LATER ON, HELP THEM OUT.**

GILBERTO SANTOS:

OKAY. I DECIDED FIRST, IN THE COMMUNITY COLLEGE, WHAT I CAN GET IS AN ASSOCIATE IN THE ARTS, AND THAT IS THE FIRST TWO YEARS, AND THEN TRANSFER TO CSU WHERE I'M GOING TO WORK IN A MAJOR AND BACHELOR IN THE ARTS FOR BUSINESS ADMINISTRATION. I KNOW THERE ARE OTHER DEGREES THAT ARE AS SHORT AS WELL LIKE SOCIOLOGY OR OTHER, LET'S SAY FOR EXAMPLE ... I DON'T KNOW IF PSYCHOLOGY IS SHORT. CRIMINOLOGY, PROBABLY FOUR YEAR AND STUFF, **BUT I DECIDED ON BUSINESS ADMINISTRATION BECAUSE WHEN I WAS A SUPPLY SPECIALIST IN THE ARMY, IT WAS MOSTLY THAT'S INVENTORY MANAGEMENT, BOOKKEEPING AND THE ACCOUNTABILITY IS VERY SIMILAR TO WHAT I DID AND SOMETHING THAT I ALREADY HAVE SKILLS ON, SKILLSET, WHERE I COULD MANAGE A STAFF AND DO A LOT OF OFFICE WORK.** SINCE I'M GETTING OLDER, I'LL PROBABLY BE 45 OR 50 ... NO 45 WHEN I FINISH, BUT AS I'M GETTING OLDER, MY BACK ISN'T GOING TO BE AS STRONG WHEN I WAS YOUNG TO WORK ON THE VERY PHYSICAL JOBS I HAVE IN THE PAST LIKE CONSTRUCTION, LANDSCAPING, FISHING, OR THE ARMY, WHICH ARE VERY INTENSE. OH, I ALSO DID TRUCK DRIVING. I HAVE A CLASS A LICENSE.

Still trying to figure that out. ... my dad was an attorney. My belief in the law comes from him, I guess. **But I guess the unfairness and the injustice for being a person of color has drove me into this work. I guess... My dad's white. My mom's Mexican. That's where that come from**

KEN KELLER

POSSIBILITIES

1. SPATIAL TURNS

2. ASSET-BASED PROPOSITIONS

3. CAREER CAPITAL OR PROFESSIONALLY-RELEVANT SOCIAL CAPITAL

**4. FOCUS ON INCLUSIVE AND CULTURALLY-RELEVANT APPROACHES TO
SERVING STUDENTS: HSIs — Human Serving Institutions**

SPATIAL TURNS

- **Where** do people, like me, go to college?
- **Where** can I access childcare when I go to college or while I learn remotely?
- How flexible is my program, so I can go to work and study?
- **Where** are the jobs that I can get after I finish my degree or certificate?

The “Geography of Opportunity” in Community Colleges: The Role of the Local Labor Market in Students’ Decisions to Persist and Succeed

**Maria Reyes¹, Amalia Dache-Gerbino²,
Cecilia Rios-Aguilar³, Manuel Gonzalez-Canche⁴,
and Regina Deil-Amen⁵**

Community College Review

2019, Vol. 47(1) 31–52

© The Author(s) 2018

Article reuse guidelines:

sagepub.com/journals-permissions

DOI: 10.1177/0091552118818321

journals.sagepub.com/home/crw



ASSET-BASED PROPOSITIONS

- Use students' labor histories and working experiences as pedagogical resources and as a way to build relationships with them.
- What if students arriving at a community college could start their college experience by receiving a welcoming message that included their skill profile?

Dear Maria,

Welcome to Cruz College. We are eager to know that you will start (or will continue) your higher education journey with us. We know that you bring to our campus a great amount of skills in: communication, creativity, and media literacy. We know you are interested in becoming a nurse to help others. Please consider exploring the following learning experiences at Cruz College to strengthen and diversify your skill profile. These learning experiences lead to several academic paths and to many different jobs and careers. We are here to help you get where you want. Don't forget to schedule your meeting with your counselor and to fill out your financial aid application. We know you will succeed and we are here for you.

Pa'lante!

Bookkeeping Overnight Stocker Dining Hall Worker Toy Store Cashier Student newspaper Landscaper DoorDash Driver Library Aide Nursing Assistant Web Client Master Program Assistant Factory Worker Personal Chef Farm Volunteer Avon Saleswoman

ESL Teacher in Mexico Sales Agent at BMV Landscaper Carpenter's Apprentice Baker Short-Order prep Cook Psychiatric technician Construction Worker Kitchen Soup Volunteer Dishwasher Structural Designer

Restaurant Cashier Dog walker Chipotle Crew Member Physical therapist intern E-commerce at local store Accountant Peer-Support Specialist Corn Dog Stand Worker Residential Treatment Aid Bird Scooter Charger

House Manager Store Associate (sales) Elementary School Mentor Animal Pet Groomer's Assistant McDonalds Crew Member Farmer Alvarado Hospital Worker General Laborer Service Advisor in Car Dealer Restaurant Cook

Law Clerk Department Store Worker Northgate Grocery Store Worker Preschool Aide Jack in the Box Restaurant Worker Executive Assistant to the CEO Commercial Real State Business Customer service (verizon)

Wells Fargo Bank Teller YMCA Summer Program Assistant Restaurant Worker Retail Associate Youth Care Worker (Casa Familiar) Supermarket (sales department) Customer service representative

Human Resource (Hospital) Alcohol and Substance Use Case Manager Delta Airlines Customer Service Agent CVS Worker Hospital employee (cleaning rooms) Electrician Fish Processor for for Travel Alaska Math Tutor

Salesperson Specialist Logistics in the Army Administrative Assistant Animal care (zookeeper, wildlife rescue) Clothing Salesman U-Haul Worker Worker in Food and Beverage Industry Substance Use Facilitator

Nurse Fast Food Restaurant Crew Member Supervisor for social program assisting the homeless Flowerist Customer Succes Group Tools and Technologies Intern for Salesforce Uncertified Drug and Alcohol Counselor DHL

Front Office Assistant Babysitter Amazon Warehouse Worker Server Customer Service Agent Receptionist for Behavioral Health Office Outreach Program Ambassador at SDCC

Grocery delivery (Shipt) AmeriCorps Youth Leader Store Program Assistant for Education Non-Profits Barista Licensed Vocational Nurse Driver and Laborer for Landscaping and Maintenance Company Scaffolder

Babyitter Amusement Park Worker, Grocery Store Worker Call Center Agent for Navy Naval Hospital Ace Parking Agent Caregiver, Certified nursing assistant Nanny Executive assistant to CEOs and CFOs of companies

Mover Payless Shoe Store Manager Personal Assistant Rally's Crew Member Summer Program Residential Assistant Elementary School Tutor Sporting and Concerts Venue Helper Plaza Worker

Receptionist at Data Entry Admin assistant (restaurant supply) Adjunt professor (English/Writing) Restaurant Server Donation Attendant for Goodwill Retail Store Clerk and Cashier Shipyard Crew Member

Babysitting McDonsals Crew Member Certified Nursing Assistant Macy's Retail Store Crew member Constructionl General Laborer Telemarketer Warehouse Forklift Operator Line Cook at Sea World Busser

Finance Mentor at group home Rehabilitation Counselor High Schoo Tutor Receptionist at H&R Block Living Assistant Nanny Day Care Center Worker Teaching Program Volunteer Grocery Store Worker Photographer

Campaign Volunteer Pediatric hospice care Beautician Convalescent Home Aide City Hall Clerk Assistant Restaurant Waitress Chuch Food Distributor Boys and Girls Club Aide Restaurant Manager Subway employee

Space museum intern Maintenance Trainee Lab Research Assistant Campaign Coordinator Associate at Ice Rink Zoo Worker Boutique Store Cashier Canvasser Parking Attendant Medical Biller

Catering employee Fast Food Cashier Non-profit volunteer Au Pair Tutor Mortgage Business SeaWorld Concierge U.S. Navy Corpman Magazine employee Selling apartments Restaurant jobs Cashier Postmates Driver

Landscaping Gardener Network Technician Army Cable Crew Street Vendor AmeriCorps Leader Restail Assocaite English tutoring Ross employee

social services Security Guard Civil Engineer Customer service Restaurant Host Store Helper Line Cook

SKILLS

●CUSTOMER SERVICE CLERK

- PERSUASIVE SPEAKING SKILLS.
- EMPATHY
- ADAPTABILITY
- ABILITY TO USE POSITIVE LANGUAGE
- CLEAR COMMUNICATION SKILLS
- SELF-CONTROL
- TAKING RESPONSIBILITY
- PATIENCE
- EFFECTIVE LISTENING
- ATTENTIVENESS
- TIME MANAGEMENT
- WILLINGNESS TO IMPROVE
- ABILITY TO ADMIT YOU DON'T HAVE THE ANSWER
- THICK SKIN

●CAMPUS DAYCARE EMPLOYEE

- COMMUNICATION SKILLS
- PLANNING AND INSTRUCTION
- CREATIVE THINKING
- DECISION-MAKING SKILLS
- PROBLEM-SOLVING SKILLS
- ANALYTICAL SKILLS
- COMPASSION AND EMPATHY
- ORGANIZATIONAL SKILLS
- LEADERSHIP SKILLS
- CLASSROOM MANAGEMENT
- PHYSICAL STAMINA

SKILLS

●FULL-TIME CAREGIVER

- COMPASSION
- COMMUNICATION
- OBSERVATION
- INTERPERSONAL SKILLS
- TIME MANAGEMENT
- ORGANIZATION
- CLEANLINESS
- PATIENCE
- FLEXIBILITY
- INITIATIVE
- PHYSICAL STRENGTH AND STAMINA

●BANK TELLER

- CASH HANDLING AND MATHEMATICS
- CUSTOMER SERVICE
- COMPUTER KNOWLEDGE
- ORGANIZATION
- PROBLEM-SOLVING
- WRITTEN AND VERBAL COMMUNICATION
- PROCESSING TRANSACTIONS

●TEACHER

- INSTRUCTING
- SPEAKING
- READING COMPREHENSION
- LEARNING STRATEGIES
- ACTIVE LISTENING
- MONITORING
- TIME MANAGEMENT
- ACTIVE LEARNING --
- WRITING
- CRITICAL THINKING
- SOCIAL PERCEPTIVENESS
- SERVICE ORIENTATION
- MATHEMATICS
- COORDINATION
- PERSUASION
- NEGOTIATION DIFFERENCES

3. CAREER CAPITAL OR PROFESSIONALLY- RELEVANT SOCIAL CAPITAL

The Review of Higher Education

Fall 2019, Volume 43, No. 1, pp. 53–83

Copyright © 2019 Association for the Study of Higher Education

All Rights Reserved (ISSN 0162–5748)

An Exploration of College and Career Alignment for Community College Students

*Mark M. D'Amico, Manuel S. González Canché,
Cecilia Rios-Aguilar, and Spencer Salas*

HISPANIC SERVING INSTITUTIONS

- It is about enrolling more low-income students of color, but also about helping them persist and succeed.
- Servingness is multidimensional: Indicators of Servingness (academic and non-academic outcomes, labor market outcomes, students' experiences on campus) and Structures of Servingness (mission and purpose statements, curricular structures, compositional diversity of faculty, staff, and students, etc.)

Organizational Outcomes for Latinxs	High	Latinx-Producing	Latinx-Serving
	Low	Latinx-Enrolling	Latinx-Enhancing
		Low	High

Organizational Culture Reflects Latinxs

FIGURE 1. *Typology of Hispanic-Serving Institution organizational identities.*
 Source. Reproduced from Garcia, G. A. (2017a). Copyright © 2017 AERA.

