Pathways to Transfer
Pathways to Transfer

I want to become an engineer. Since I was below college algebra

Tihesha Maheia
Critical Issue

Getting students who have placed into developmental education courses to college level English and math.
Critical Issues

Often, students . . .

- don’t see a clear path to college level courses,
- take too long to get to college level,
- drop out when they meet with obstacles,
- don’t know how to get help.

```
Guided Pathways

“... encourage completion by:

- Establishing clear roadmaps to students’ end goals
- Incorporating intake processes that help students clarify goals for college and careers
- Offering on-ramps to programs of study designed to facilitate access for students with developmental education needs

(Jenkins & Choo, 2014; Bailey, Jaggers, & Jenkins, 2015)
Guided Pathways

Mt. SAC has a history and culture of guided pathways and structured learning environments including Arise, Aces, Aspire, Teacher Prep, Honors, Upward Bound, and, for over 20 years, the successful Bridge programs — all designed to help students engage, matriculate, succeed and persist.
Guided Pathways

So, based on the data that:

• More than 60% of incoming students test into Math 50 (Pre-Algebra) or below, with a typical success rate of 50%.

• More than 70% of incoming students test into English 67 (Writing Fundamentals) or below, with a typical success rate of 60-65%.
Guided Pathways

Faculty members from English and math, counselors, and administrators got together to discuss how the successful learning communities model might be adapted and scaled to be accessible to more students in need of developmental education.
Pathways to Transfer

The result:

a local initiative that is . . .

• institutionally scalable
• built on existing curriculum
• financially viable
• grounded in research
Pathways to Transfer

Goal and Measure of Success (from the Proposal)

% of students who successfully navigate through math and writing in preparation for college level work.
Pathways to Transfer

Designing and implementing a Cohort Learning Community model:

- Accelerated timeline
- Guaranteed enrollment
- Linked learning/counseling courses
- Same professor
- Same classmates for peer support
- Often the same or similar timeslot
- Support from designated tutor in/out of classroom
How it works:

1. Students take their first developmental English or math course during an accelerated 6-week intersession in either summer or winter.

2. Followed by the next two courses in the sequence during the following semester at an accelerated 8-week pace.
Pathways to Transfer

First 8-weeks Spring/Fall

Second 8-weeks Spring/Fall

6-weeks Summer or Winter

- English 67 Writing Fundamentals  
  LCOM / COUN
- English 68 Preparation for College Writing  
  LCOM / COUN
- Math 50 Pre-Algebra  
  LCOM / COUN
- Math 51 Elementary Algebra  
  LCOM / COUN
- English 1A Freshman Composition  
  LIBRARY CLASS
- English 71 Intermediate Algebra  
  LCOM / COUN

[MT. SAC logo]
Pathways to Transfer

- Successful completion of each course guarantees enrollment in the sequential course to stay on track for completion.

- Students are immersed in an engaging learning experience over an intersession and semester.

- 22 weeks compared to the traditional 48 weeks.
Pathways to Transfer

Continuity of Design

- Same courses/curriculum
- No change to enrollment priority
- No special funding
- Cost of in-class tutors covered by persistence
- Program starts where the student starts

Exceptions:

- Special scheduling required
- In-class orientation/advising
Pathways to Transfer

Winter 2014—Mt. SAC pilots Pathways to Transfer (PT²)

- 3 reserved English 67 classes
  (two levels below transfer)
- 4 reserved Math 50 classes
  (two levels below transfer)
- Courses linked with ancillary support classes
- In Spring 2014, successful students moved into the next consecutive levels in back-to-back 8-weeks courses.
Pathways to Transfer

So, what happened?

Spring 2014 Course Success—
English 1A
(college-level)

Pathways

<table>
<thead>
<tr>
<th>Course</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1A</td>
<td>39.9%</td>
</tr>
<tr>
<td>Math 71</td>
<td>64.3%</td>
</tr>
<tr>
<td>Non-Pathways</td>
<td>45.2%</td>
</tr>
</tbody>
</table>
Pathways to Transfer

COURSE SEQUENCE PROGRESSION
ENGLISH – WINTER/SPRING 2014

Why did Pathways ENG 67 Progression Improve?
Pathways to Transfer

COURSE SEQUENCE PROGRESSION
MATH – WINTER/SPRING 2014

Pathways (121 students) vs. Non-Pathways (225 students)

<table>
<thead>
<tr>
<th>Winter 2014-MATH 50</th>
<th>Passed</th>
<th>Spring 2014-MATH 51</th>
<th>Passed</th>
<th>Spring 2014-MATH 71</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>82.6%</td>
<td>74.4%</td>
<td>56.2%</td>
<td>55.4%</td>
<td>43.8%</td>
</tr>
</tbody>
</table>

0% 20% 40% 60% 80% 100% 120%

WINTER 2014-MATH 50, SPRING 2014-MATH 51, SPRING 2014-MATH 71, PASSED

Mt. San Antonio College
Pathways to Transfer

COURSE SEQUENCE PROGRESSION
ENGLISH – SUMMER/FALL 2014

- Pathways (27 students)
- Non-Pathways (396 students)

SUMMER 2014-ENG 67
PASSED
FALL 2014-ENG 68
PASSED
FALL 2014-ENG 1A
PASSED

100% 77% 63% 55.6% 55.6% 44.4%
Pathways to Transfer

COURSE SEQUENCE PROGRESSION
MATH – SUMMER/FALL 2014

- Pathways (115 students)
- Non-Pathways (133 students)
Pathways to Transfer

COURSE SEQUENCE PROGRESSION
ENGLISH – WINTER/SPRING 2015

Pathways (106 students) - Non-Pathways (271 students)

- Winter 2015-ENG 67: 100%
- Passed: 73.5%
- Passed: 64.5%
- Spring 2015-ENG 68: 61.3%
- Passed: 48.1%
- Spring 2015-ENG 1A: 35%
- Passed: 28.3%
Pathways to Transfer

COURSE SEQUENCE PROGRESSION
MATH – WINTER/SPRING 2015

Pathways (128 students) - Non-Pathways (207 students)

- WINTER 2015-MATH 50: 100%
- SPRING 2015-MATH 51: 77.3%
- SPRING 2015-MATH 71: 70.3%
- SPRING 2015-MATH 71: 43.8%
- SPRING 2015-MATH 71: 38.2%
- SPRING 2015-MATH 71: 30.5%
Pathways to Transfer

Spring 2014 Success Rates — MATH 71

- Non Pathways (16wks): 45.20%
- Pathways (1st 8wks): 69.20%

Full Semester vs. Accelerated Course
Pathways to Transfer

Fall 2014 Success Rates — MATH 71

- Non-Pathways (16wks): 53.10%
- Pathways (1st 8wks): 78.90%
- Pathways (2nd 8wks): 70.10%

Full Semester vs. Accelerated Course
SPRING 2014 Success Rates — ENGLISH 1A

Full Semester vs. Accelerated Course
Pathways to Transfer

Fall 2014 Success Rates — ENGLISH 1A

- Non-Pathways (16wks): 59.30%
- Pathways (1st 8wks): 96.00%
- Pathways (2nd 8wks): 74.30%

Full Semester vs. Accelerated Course
Pathways to Transfer

The positives are that the success rates are higher, generally speaking.

Prof. Al Kirchgraber, M.A.
I feel that the accelerated pace did help me in the sense

Araceli Roach
Pathways to Transfer

“My experience with the math Pathways class is better compared to my experience in previous college classes.”

Agree! 75%
Strongly Agree!
“Because this Pathways class will guarantee access to the next two classes, I feel more committed to it than a regular class.”

Agree! 89.3%

Strongly Agree!
Pathways to Transfer

“Having access to a tutor was helpful to the Pathways class.”

Agree! 71.4%  Strongly Agree!
Pathways to Transfer

It's just, there's a, there's a link, there's a bond that the

Prof. Al Kirchgraber, M.A.

LCOM = Learning Communities Course
Pathways to Transfer

Recap: Cohort Learning Community Model

- Built using same courses/curriculum
- Required no change to enrollment priority
- No special funding (financially viable)
- Cost of in-class tutors covered by persistence
- Program starts where the student starts
- Supported by research and outcomes
- Scalable design
Pathways to Transfer

Recap: Cohort Learning Community Model

Requires

- Innovative scheduling
- In-class orientation/advising
- Faculty participation

Next steps:

- Increase number of cohorts
- Provide Faculty professional development opportunities
When you provide them extra resources, you increase the probability

Prof. Al Kirchgraber, M.A.
Pathways to Transfer