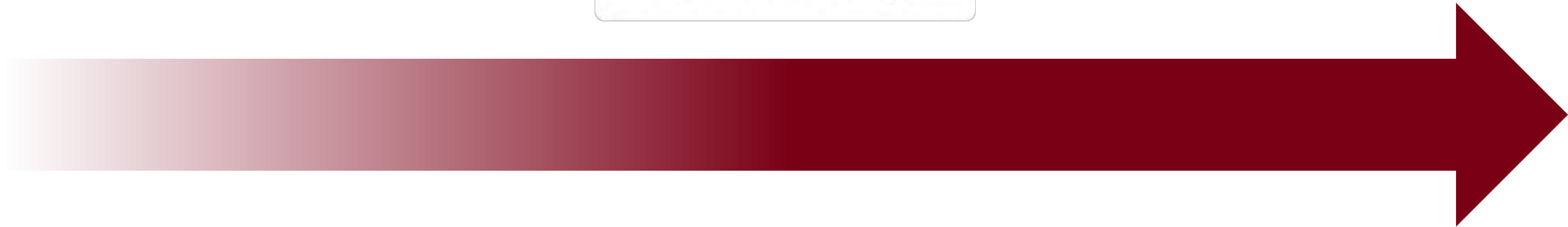


Pathways to Transfer

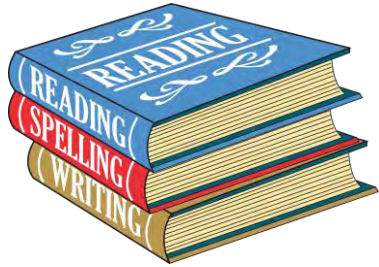
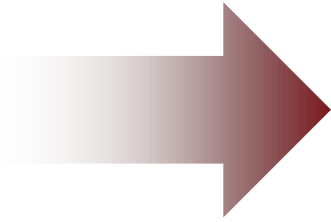


Pathways to Transfer

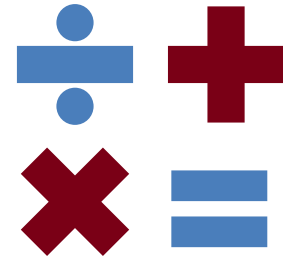
I want to become an engineer. Since I was below college algebra

Tihesha Maheia

Critical Issue



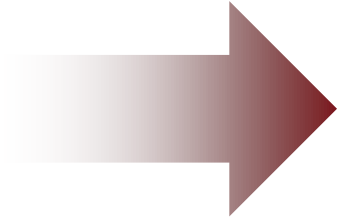
Getting students



who have placed into developmental
education courses

to college level English and math.

Critical Issues

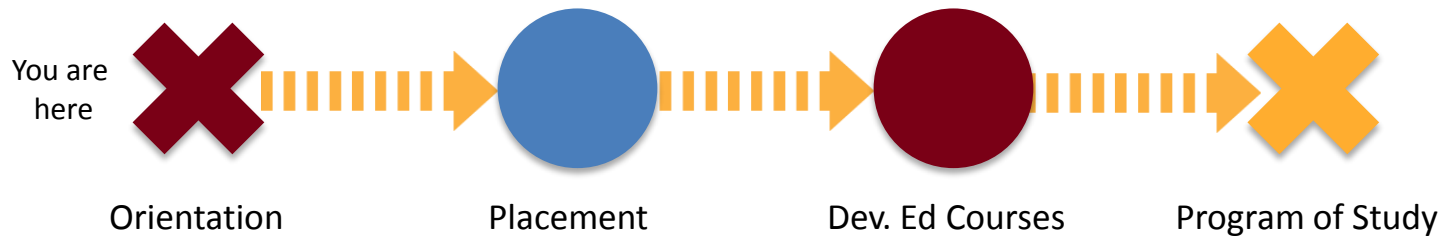


Often, students . . .

- 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,
and
- don't know how to get help.



Guided Pathways



“... encourage completion by:

- ~~Developing a clear, consistent, and comprehensive set of~~
~~the guided, early college pathways for college~~
~~students with developmental education~~
needs

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

Pathways to Transfer

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



6-weeks
Summer or
Winter



First
8-weeks
Spring/Fall



Second
8-weeks
Spring/Fall

English 67
Writing
Fundamentals

LCOM / COUN



English 68
Preparation for
College Writing



English 1A
Freshman
Composition

LIBRARY CLASS

Math 50
Pre-
Algebra

LCOM / COUN



Math 51
Elementary
Algebra



English 71
Intermediate
Algebra

LCOM / COUN

Pathways to Transfer



6-weeks
Summer or
Winter



First
8-weeks
Spring/Fall



Second
8-weeks
Spring/Fall

- 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

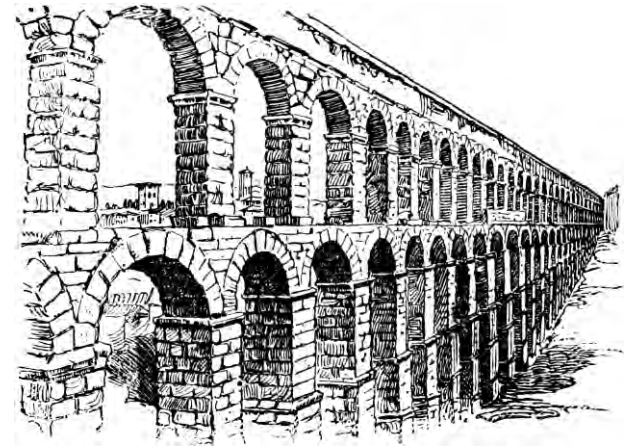
Pathways to Transfer

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:

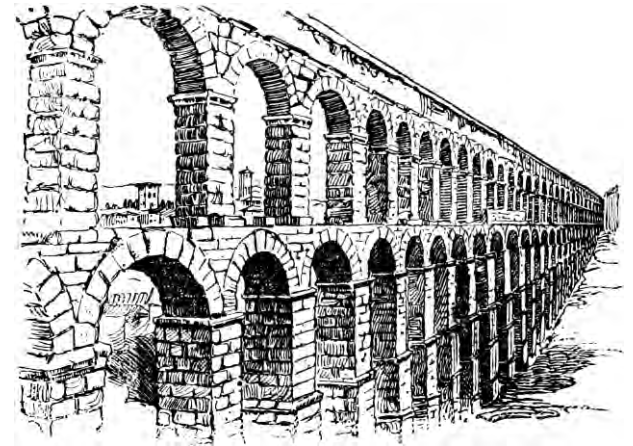
- Special scheduling required
- In-class orientation/advising



Pathways to Transfer

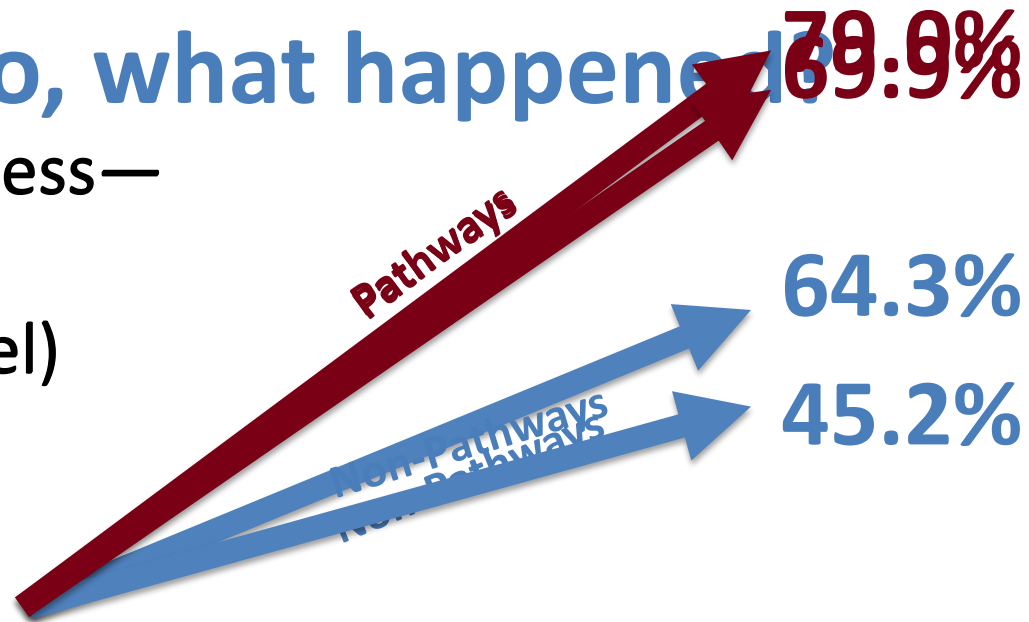
Winter 2014—Mt. SAC pilots
Pathways to Transfer (PT²)

- 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.



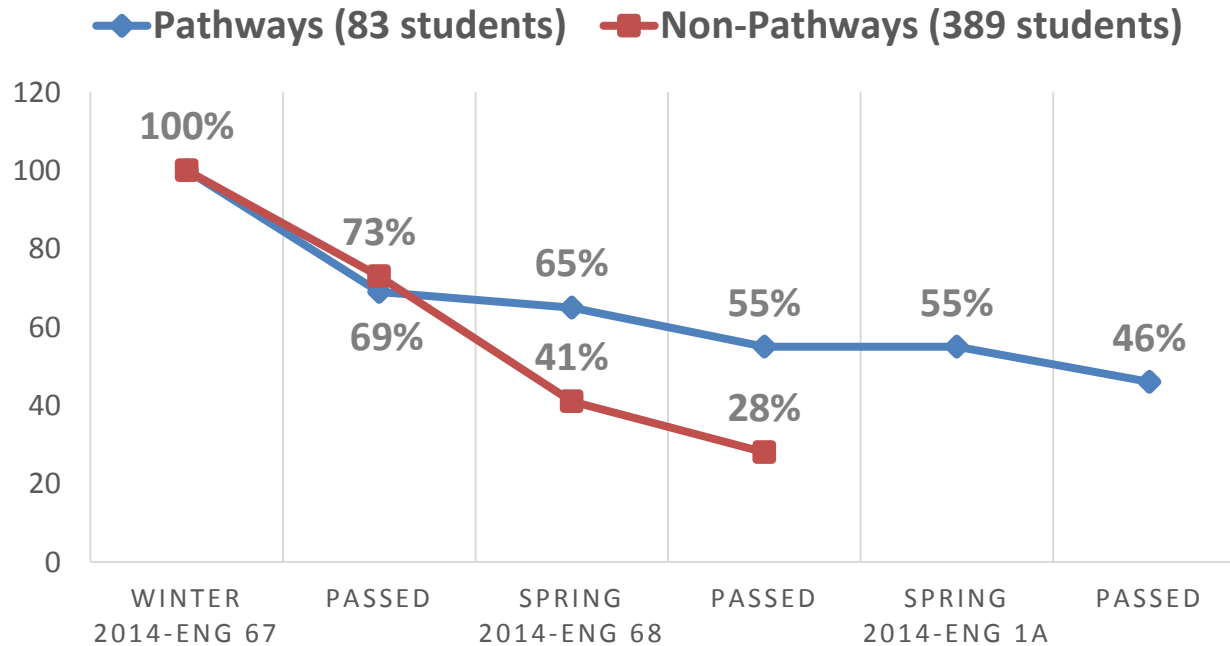
Pathways to Transfer

So, what happened?
Spring 2014
Course Success—
English 11A
(college-level)



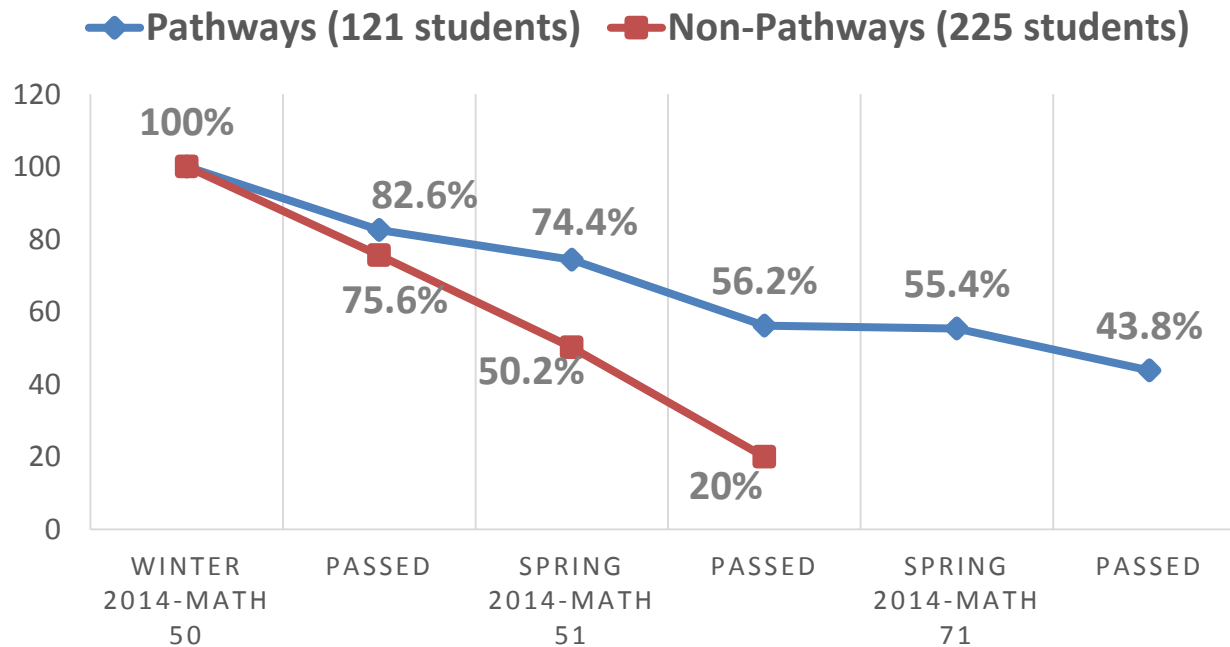
Pathways to Transfer

COURSE SEQUENCE PROGRESSION ENGLISH – WINTER/SPRING 2014



Pathways to Transfer

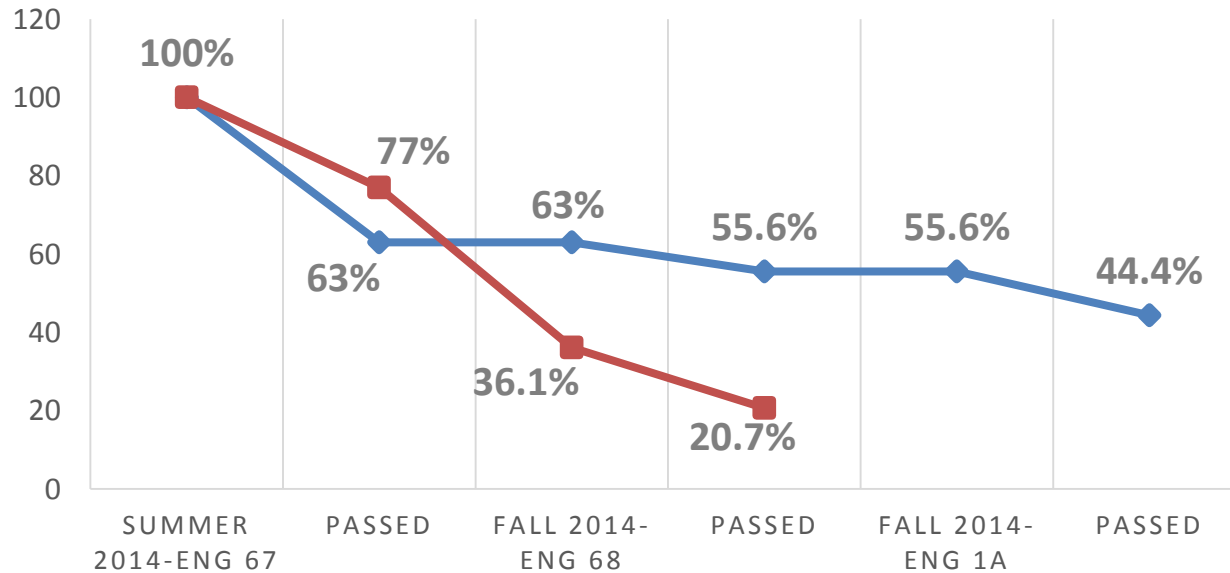
COURSE SEQUENCE PROGRESSION MATH – WINTER/SPRING 2014



Pathways to Transfer

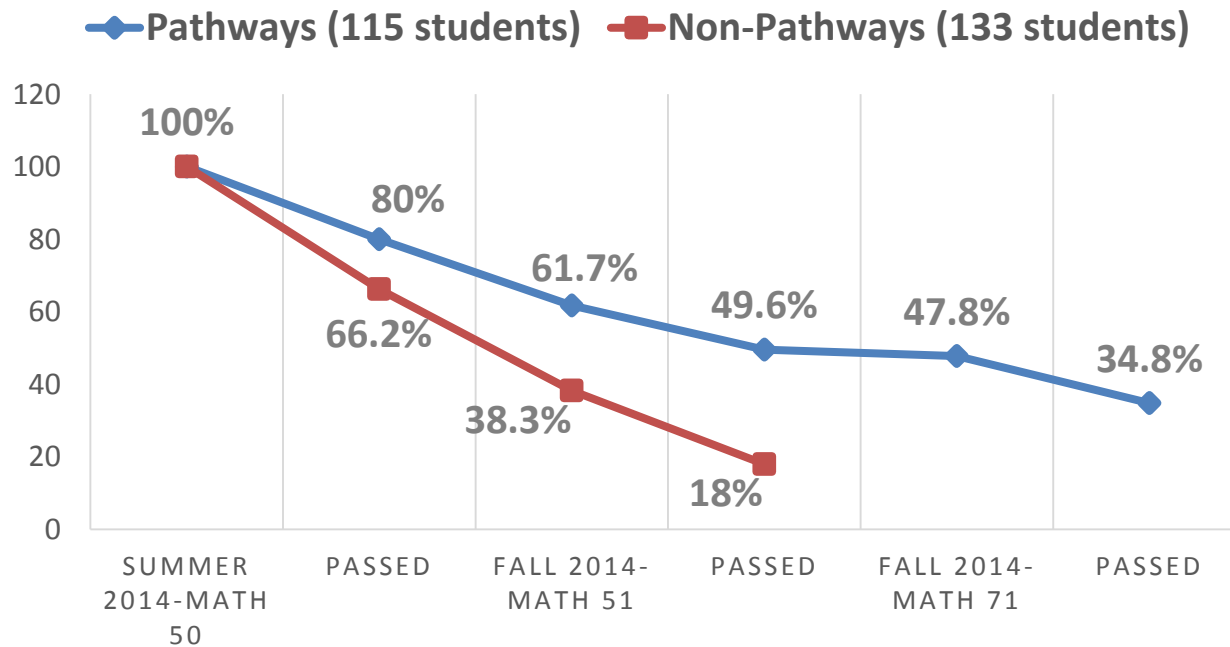
COURSE SEQUENCE PROGRESSION ENGLISH – SUMMER/FALL 2014

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



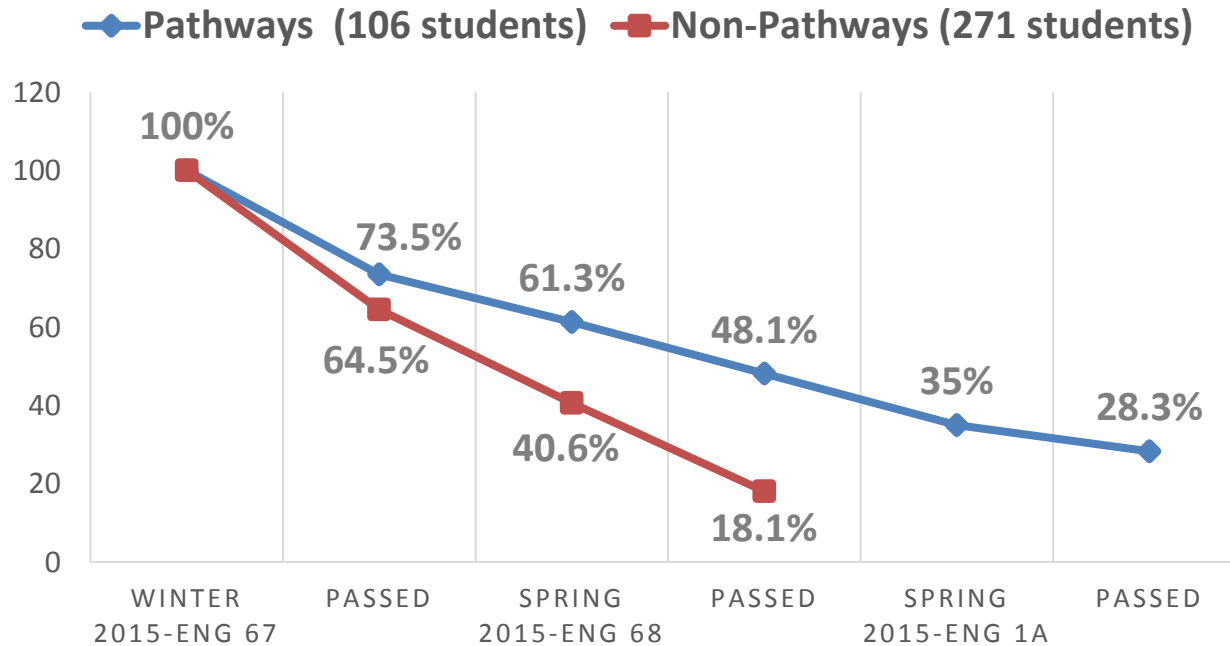
Pathways to Transfer

COURSE SEQUENCE PROGRESSION MATH – SUMMER/FALL 2014



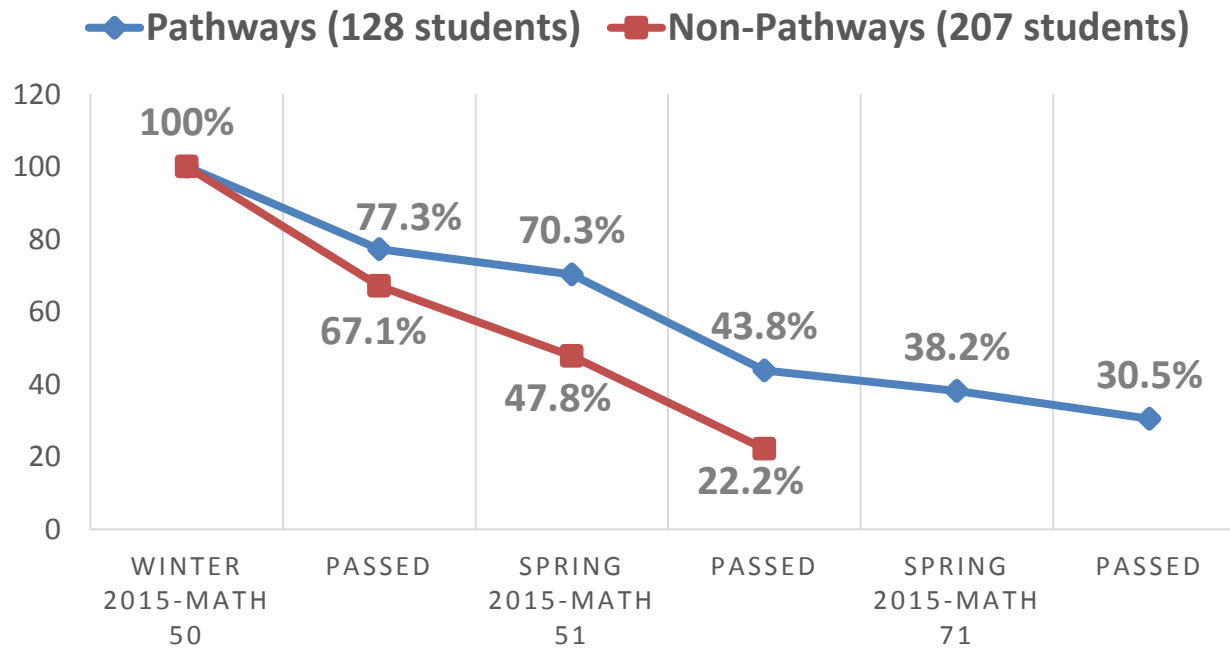
Pathways to Transfer

COURSE SEQUENCE PROGRESSION ENGLISH – WINTER/SPRING 2015

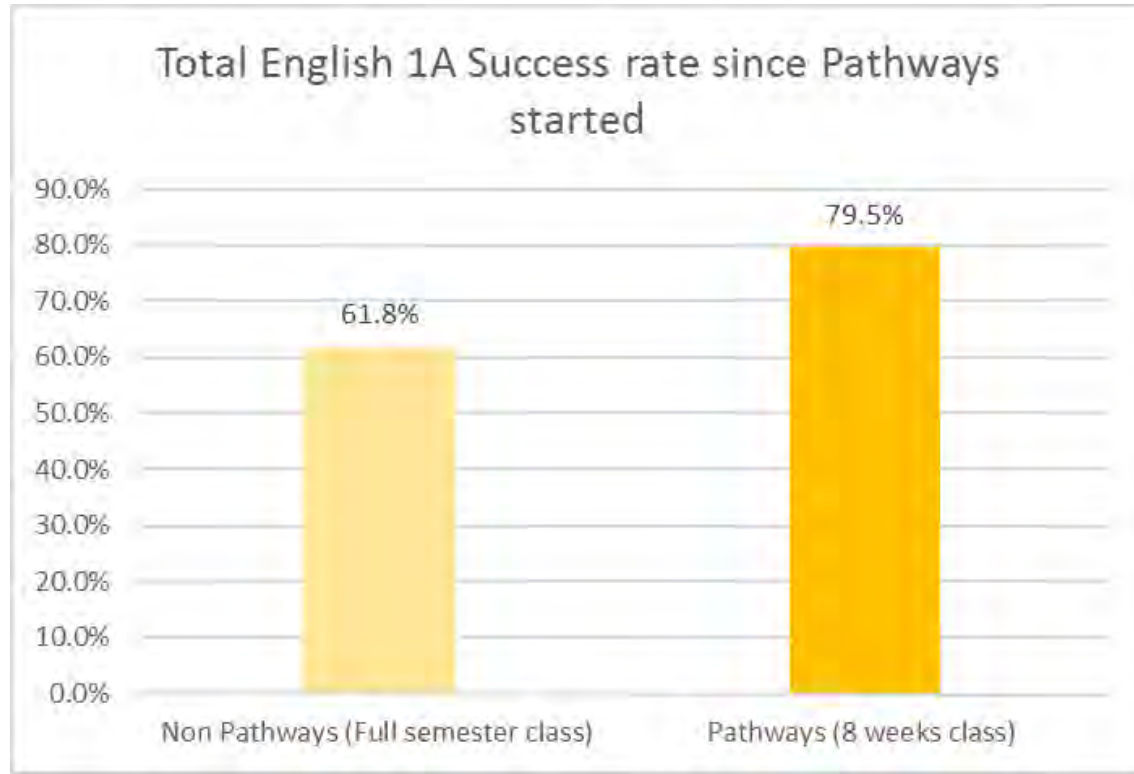


Pathways to Transfer

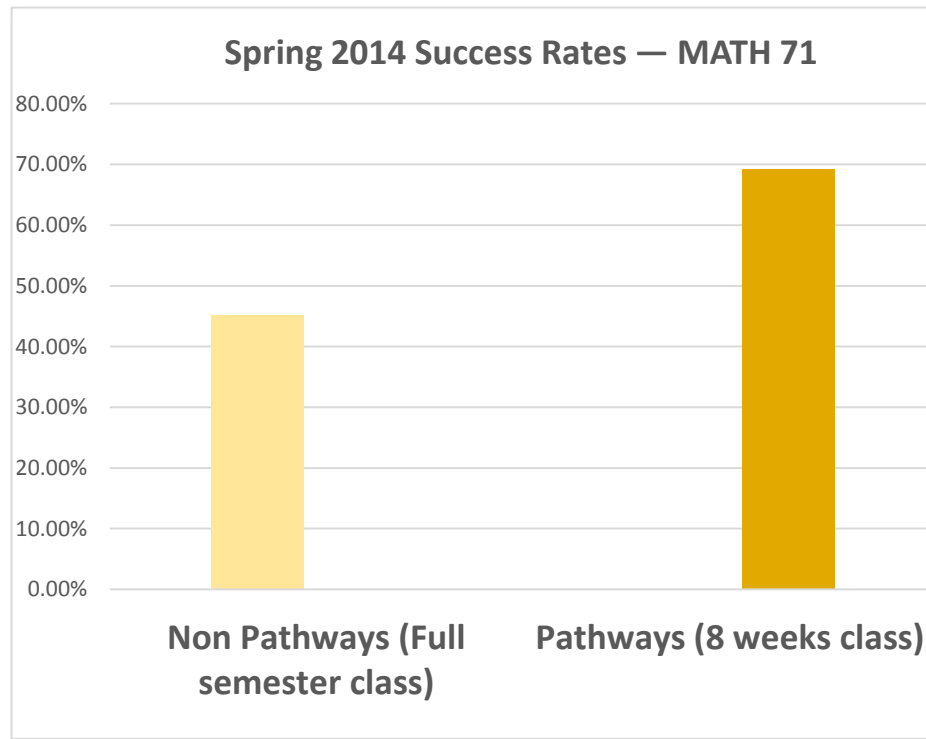
COURSE SEQUENCE PROGRESSION MATH – WINTER/SPRING 2015



Pathways to Transfer



Pathways to Transfer



DRAFT

(potentially add slide here)

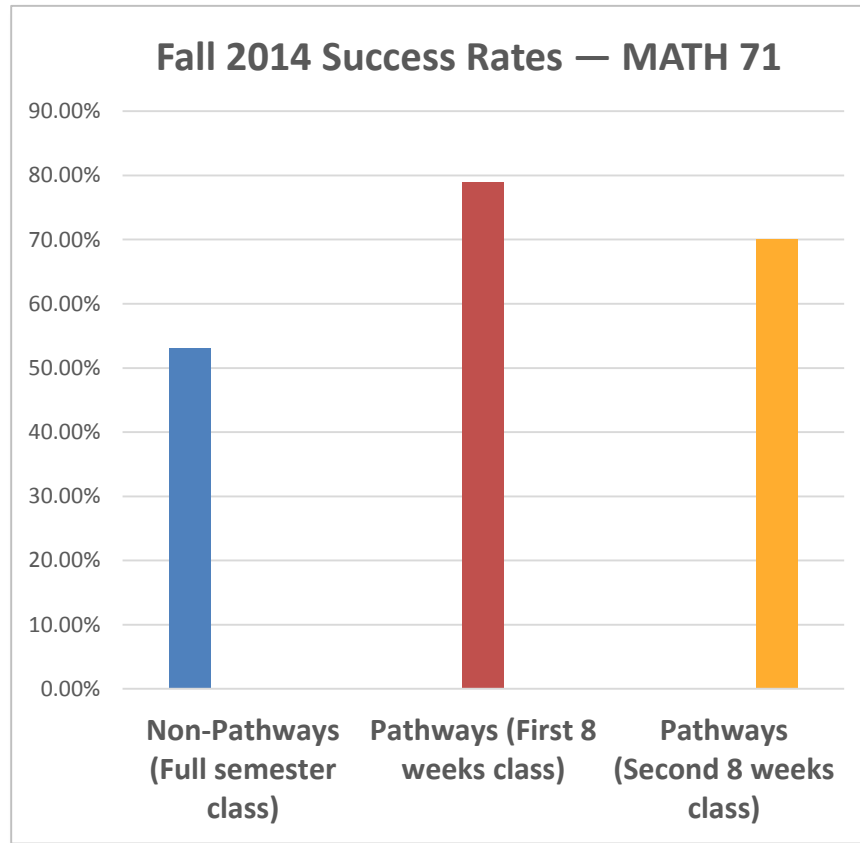


DRAFT

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Pathways to Transfer



Pathways to Transfer

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

Prof. Al Kirchgraber

Pathways to Transfer

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!

Pathways to Transfer

“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!

DRAFT

(potentially add slide here)

DRAFT

(potentially add slide here)



DRAFT

(potentially add slide here)



Pathways to Transfer

I would definitely recommend the Pathways program to any student that

Tihesha Maheia

Pathways to Transfer

