



# CPaCE Pathways

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## Research Questions

- How can CPaCE assess, design, and implement more flexible and supportive degree completion pathways that cater to the needs and circumstances of adult students with prior college experience?
- What is the matriculation rate of CPaCE students into CSULB degree programs?
- For CPaCE students who matriculate into CSULB degree programs:
  - When do they typically matriculate?
  - What majors do they choose?
  - What is their average GPA after the first term?
  - What are their 4 and 6-year graduation rates?

## Justification

Why this topic and these questions are important to

Our research reveals that many students have successfully reached degree programs with the support of CPaCE.

We aim to explore intentional strategies to replicate and enhance this success.

University Initiatives Addressed:

**Beach 2030 Goals:** Supports expanding access to students' socioeconomic mobility by removing barriers to higher education

**Student Success Initiatives:** Equips all kinds of students with the guidance needed to navigate educational pathways

## Methods

Data Sources

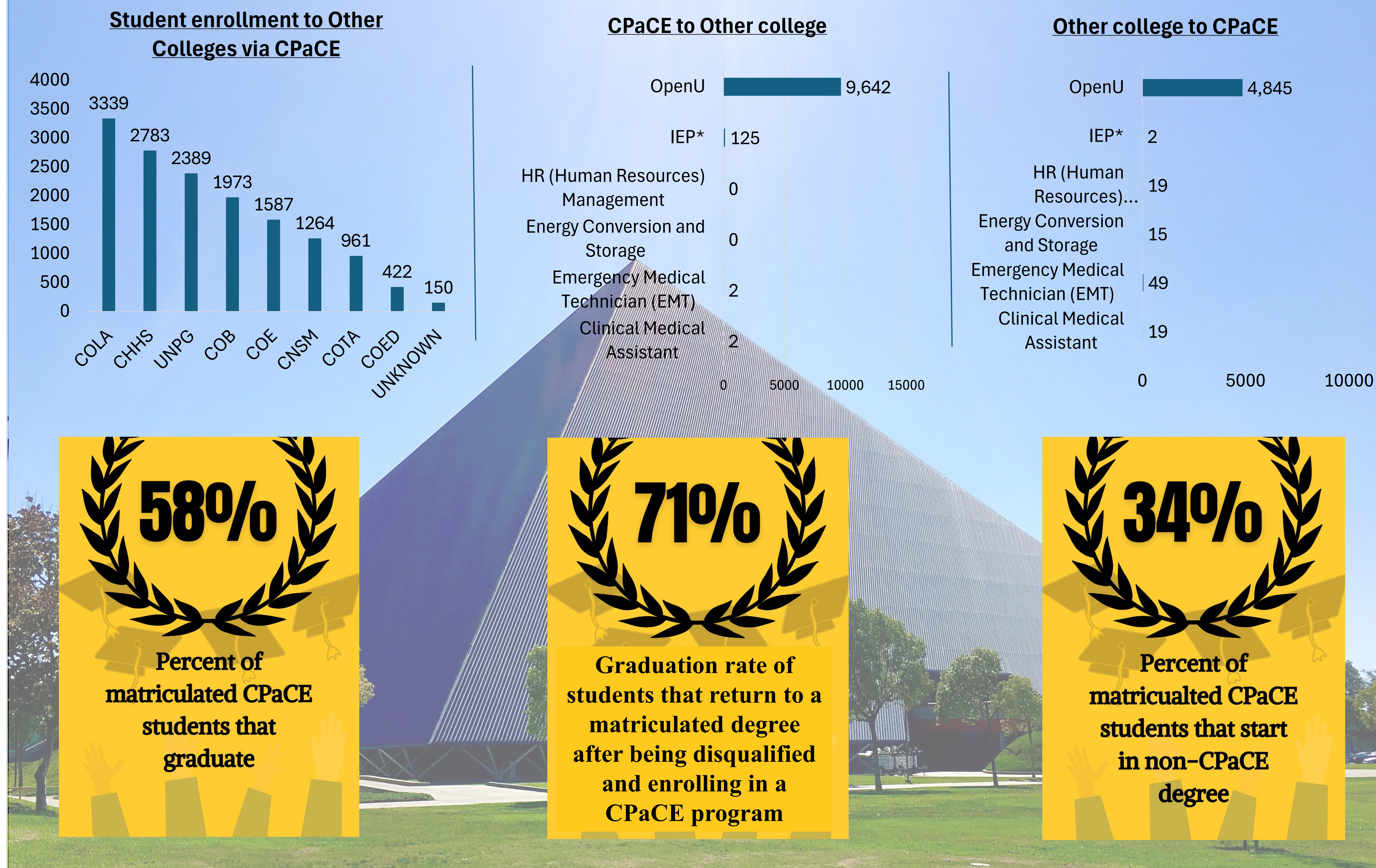
- Data sources : Student Information data from CPaCE's HigherReach, American Language Institute (ALI), and CSULB Institutional Research & Analytics (IR&A) for ALL, Professional (non-degree seeking) programs and Open University pathways
- Data Variables : CSULB ID number, CPaCE program enrolled in, First term of enrollment in CPaCE program, Matriculated in CSULB ("Y"/"N"), Matriculated term, College of matriculation, Major of matriculation, GPA, Graduated from CSULB ("Y"/"N"), Major at Graduation.

**American Language Institute** Fall 2015 - Summer 2023

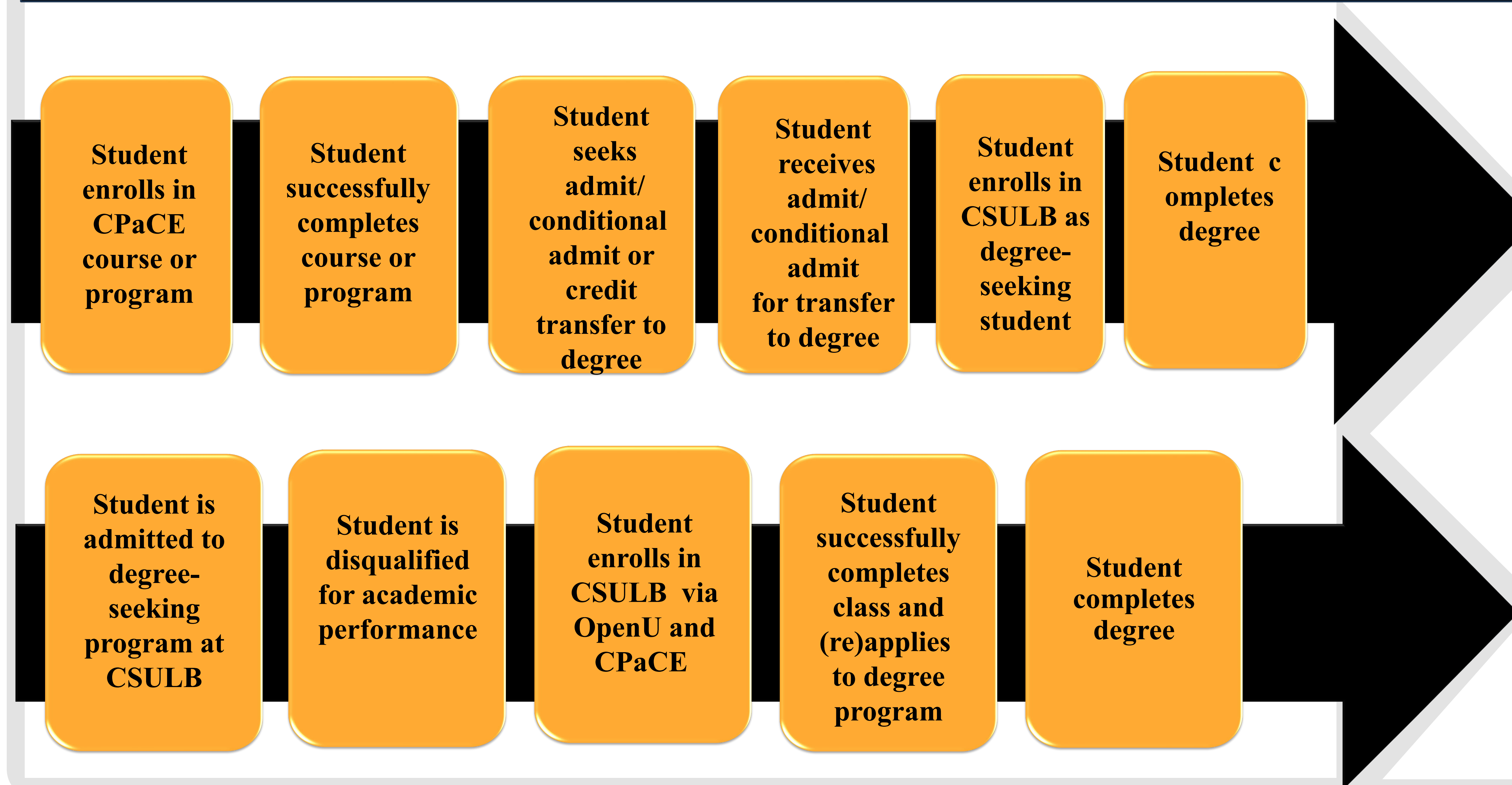
**OpenU** Fall 2005 - Summer 2023

**Professional Programs** Fall 2005 - Summer 2023

## Results



## STUDENT SUCCESS PATHWAYS



## Conclusion / Discussion

### Summary

- Matriculation rates from CPaCE programs vary, but there are multiple pathways to degree programs and opportunities for students.
- Good data and new tools like Credit for Prior Learning offer opportunities to create and support CPaCE-to-degree pathways.
- Supporting degree pathway programs aids in transitioning students, including adult learners, into degree programs and promotes equity.

### Interpretation

- Understanding matriculation rates and transitions to degree programs is essential for student success as well as for the development of CPaCE programs.
- Aligning CPaCE curriculum with degree requirements allows CPaCE to better support student success.
- The collaboration between CPaCE and academic colleges, along with strategic and equitable support, is crucial for enhancing student success and retention.

## Implications for Action

- Informing Programs and Policies:** Expand existing and develop new targeted support programs and policies tailored to CPaCE students' needs.
- Building Collaborations:** Establish new collaborations to enhance student support services and achieve Beach 2030 goals.
- Strategic Resource Allocation:** Allocate resources strategically to further student success.
- Program Evaluation and Improvement:** Use findings for ongoing evaluation and improvement of CPaCE initiatives.

## Next Steps / Future Directions

- Enhance Support:** Identify and address transition challenges faced by students.
- Curriculum Alignment:** Align professional programs with university prerequisites to facilitate credit for prior learning.
- Institutional Planning & Resource Allocation:** Allocate resources strategically based on matriculation data.
- Data Organization:** Explore methods for capturing data effectively to facilitate transparency between CPaCE and colleges.
- Grow University Partnerships:** Partner with academic departments to harmonize curriculum with university prerequisites in order to construct potential pathways.
- Improve Accessibility:** Ensure equitable access and support for all students.