CPaCE Pathways

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DATA FELLOWS — CALIFORNIA STATE UNIVERSITY LONG BEACH

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:
- a) When do they typically matriculate?
- b) What majors do they choose?
- c) What is their average GPA after the first term?
- d) 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
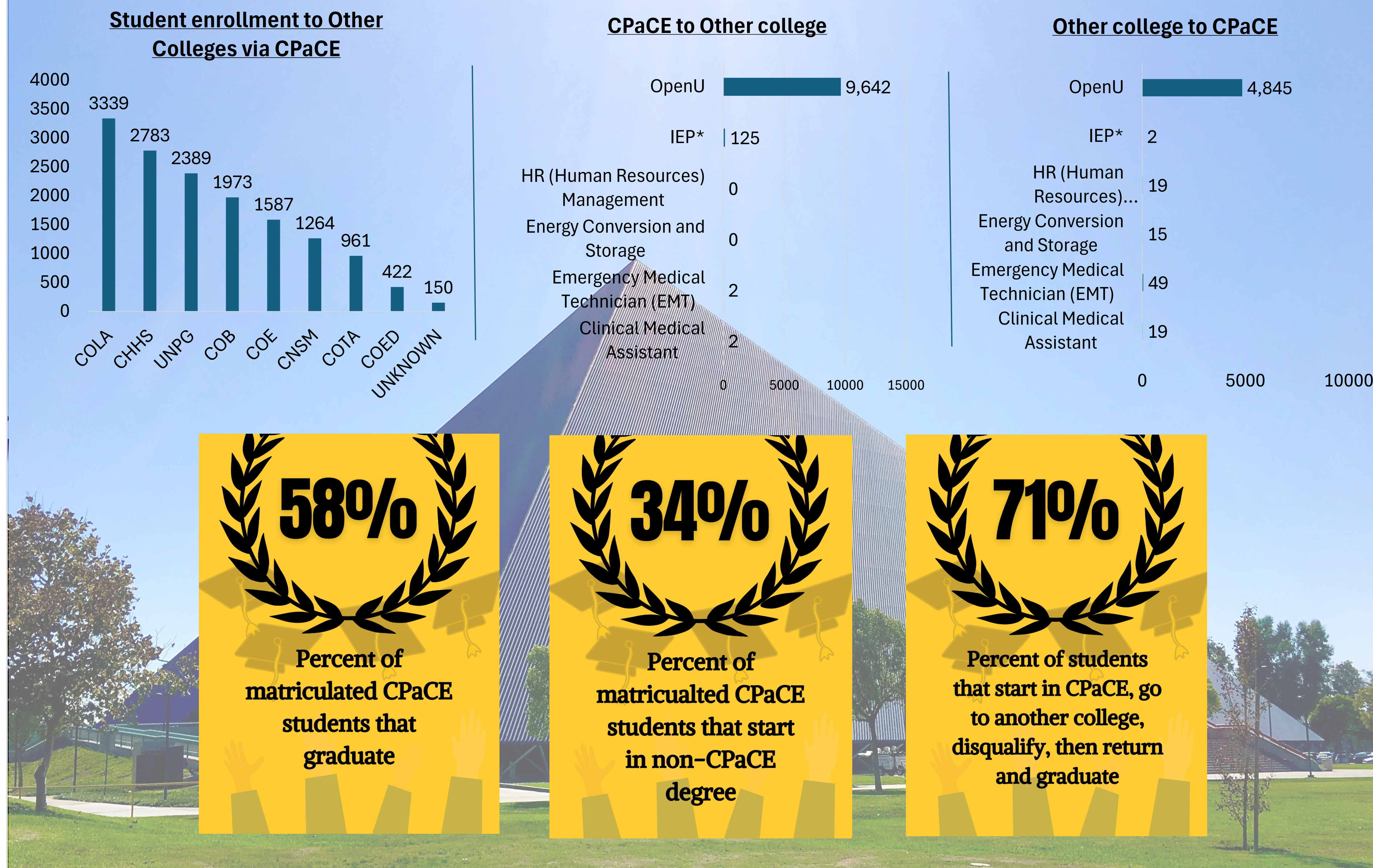
Methods

Data Sources

1. Data sources : Student Information data from CPaCE's HigherReach, American Language Institute (ALI), and CSULB Institutional Research & Analytics (IR&A) for ALI, Professional (non-degree seeking) programs and Open University pathways

2. 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.
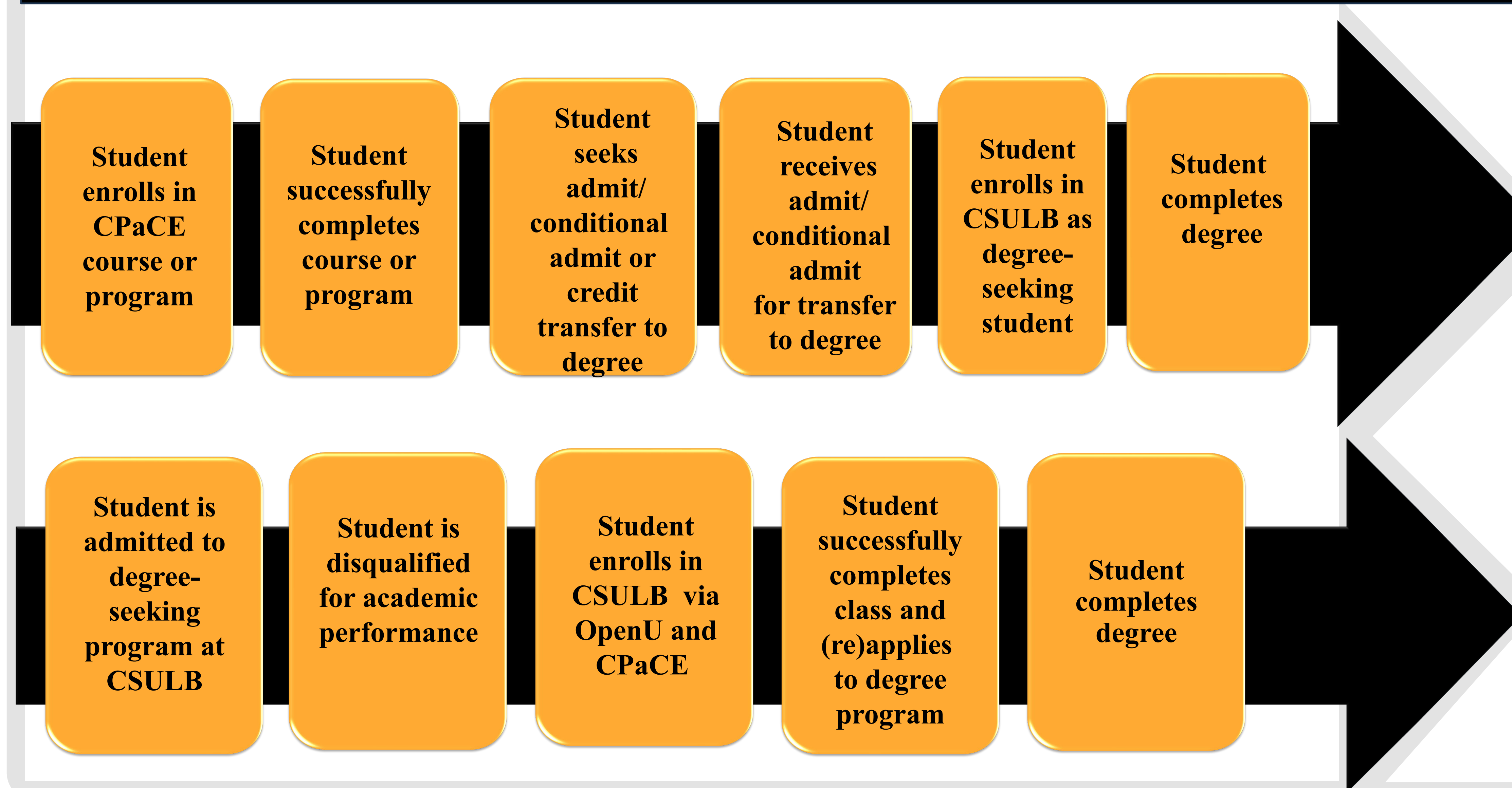
American Language Institute	Fall **2015** - Summer **2023**
OpenU	Fall **2005** - Summer **2023**
Professional Programs	Fall **2005** - Summer **2023**

Results

Student enrollment to Other Colleges via CPaCE

College	Count
COLA	3339
CHHS	2783
UNPG	2389
COB	1973
COE	1587
CNSM	1264
COTA	961
COED	422
UNKNOWN	150

CPaCE to Other college

Program	Count
OpenU	9,642
IEP*	125
HR (Human Resources) Management	0
Energy Conversion and Storage	0
Emergency Medical Technician (EMT)	2
Clinical Medical Assistant	2

Other college to CPaCE

Program	Count
OpenU	4,845
IEP*	2
HR (Human Resources)...	19
Energy Conversion and Storage	15
Emergency Medical Technician (EMT)	49
Clinical Medical Assistant	19

58% — Percent of matriculated CPaCE students that graduate

34% — Percent of matriculated CPaCE students that start in non-CPaCE degree

71% — Percent of students that start in CPaCE, go to another college, disqualify, then return and graduate

STUDENT SUCCESS PATHWAYS

Student enrolls in CPaCE course or program → Student successfully completes course or program → Student seeks admit/ conditional admit or credit transfer to degree → Student receives admit/ conditional admit for transfer to degree → Student enrolls in CSULB as degree-seeking student → Student completes degree

Student is admitted to degree-seeking program at CSULB → Student is disqualified for academic performance → Student enrolls in CSULB via OpenU and CPaCE → Student successfully completes class and (re)applies to degree program → Student completes degree

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

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