



Supporting Students in our Pathways

Guided Pathways Update March 2024

Projects for 2024-2025

Expectation of the State is that the work colleges do has shifted as a result of the Guided Pathways work and hopefully is sustainable and institutionalized. There is very little funding specifically for Guided Pathways.

Four faculty positions will be announced to the campus soon for the next academic year to finish up a lot of our projects, such as our Ellucian dashboards and automatic communication plan. Dedicated resources will be going from 47 CAH for 2023-2024 to 32 CAH for 2024-2025 and the projects have already been identified.

- **Guided Pathway Coordinators**
 - 2 Faculty Coordinators from Academic and/or Student Services
- **Guided Pathways Technology & Ambassador Coordinators**
 - 2 Faculty Coordinators from Student Services and Academic Services, respectively

AB 1705/928

AB 1705/928 Requirements:

- Place students on a pathway based on their chosen major and education goal
- Recommend a Math course and an English course along their pathway
- Notify students of any deviations from their pathway

Title V changes will require all students to take a math class for an Associate's Degree.

Academic & Career Pathways | There's a pathway for everyone at Las Positas College!
Click a pathway to learn more.

 Visual Arts, Performing Arts and Design	 Business, Economics, Entrepreneurship, and Information Technology	 Society, Culture, and Human Development	 Language, Literature, and Communications Studies	 Health, Wellness, and Public Safety	 Science, Technology, Engineering, Math, and Environment	 Advanced Manufacturing and Transportation	 Undecided - Let's Explore!
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Fall 2020 1st Term 14.0 UNITS	CHEM 1A CORE 5.0 Units General College Chemistry I	MATH 1 CORE 5.0 Units Calculus I	English Composition GEN 3.0 Units Choose a course from Group 1A.	CSU Elective ELEC 1.0 Units Choose a course
Spring 2021 2nd Term 16.0 UNITS	CHEM 1B CORE 5.0 Units General College Chemistry II	BIO 1A or BIO 1B CORE 5.0 Units Choose a course	Social and Behavioral Sciences GEN 3.0 Units Choose a course from Area 4.	Oral Communication GEN 3.0 Units Choose a course from Group 1C.
Fall 2021 3rd Term 15.0 UNITS	PHYS 2A CORE 4.0 Units Introduction to Physics I	BIO 1A or BIO 1B CORE 5.0 Units Choose a course	Critical Thinking GEN 3.0 Units Choose a course from Group 1B.	Arts GEN 3.0 Units Choose a course from Group 3A.
Spring 2022 4th Term 15.0 UNITS	PHYS 2B CORE 4.0 Units Introduction to Physics II	BIO 1C CORE 5.0 Units Cell and Molecular Biology	Humanities GEN 3.0 Units Choose a course from Group 3B.	Social and Behavioral Sciences GEN 3.0 Units Choose a course from Area 4.

Majors requiring Calculus I

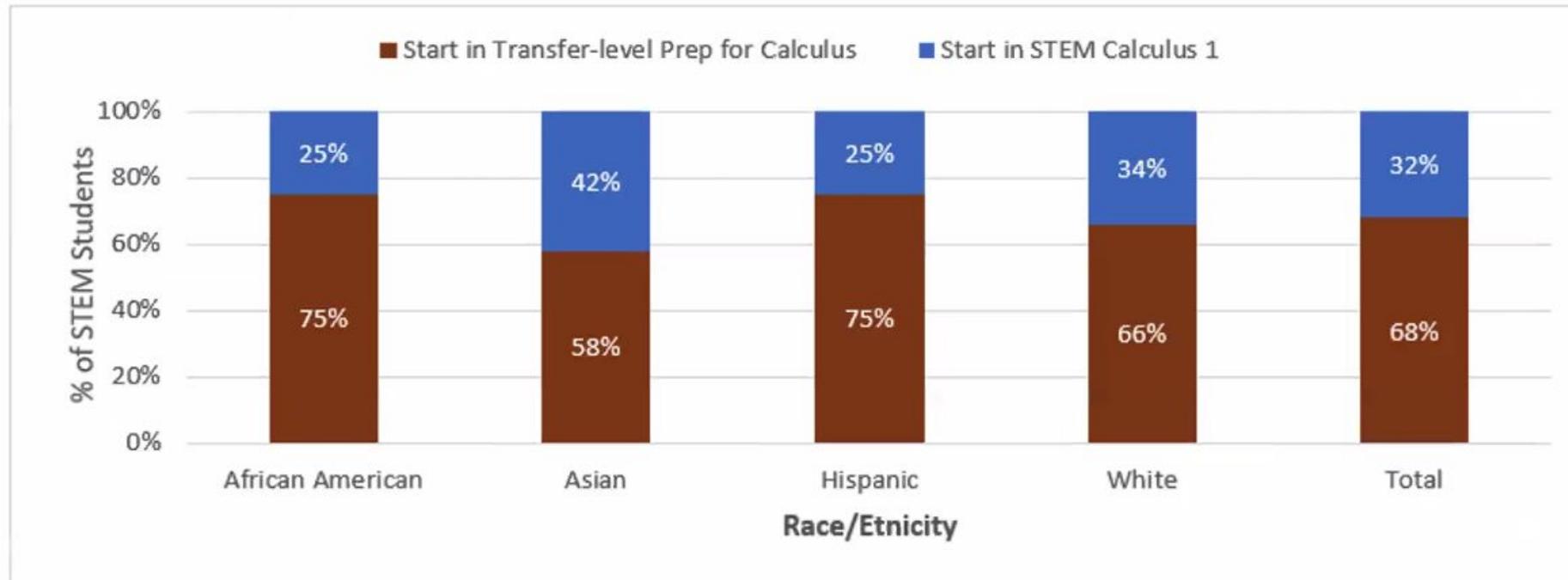
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STEM Calculus Pathway Placement	Placement and Enrollment in the STEM Calculus Pathway for STEM Students in Majors that Require STEM Calculus 1
For All Students	<ul style="list-style-type: none"> By July 1, 2025, all students pursuing STEM programs must be given access to STEM calculus (with or without concurrent support). Students cannot be denied access to STEM Calculus 1 after July 1, 2025, unless the college has full validation status, as defined below. As of July 1, 2025, concurrent support in the form of a corequisite or an enhanced STEM Calculus 1 course, of no more than two additional units, must be available as an option but can only be required for Lowest Placement students (defined below).
Higher STEM Placement HS GPA > 2.6 AND Passed high school Trigonometry, Precalculus, or Calculus with a C or better	At all colleges, the placement and initial enrollment for STEM students in the higher STEM placement band is STEM Calculus 1. Low unit (2 or fewer units) corequisite course or enhancement to STEM Calculus 1 may be recommended to students but not required.
Lowest STEM Placement HS GPA <= 2.6 OR Did not pass high school Trigonometry, Precalculus, or Calculus with a C or better	At all colleges, except those with full validation status, students in the Lowest STEM placement band must be given the option to begin in one of the following: <ol style="list-style-type: none"> (1) STEM Calculus 1 (2) STEM Calculus 1 with 2 or fewer units of attached support (3) An optional preparatory course with interim approval (Option C below) or an innovative preparatory course (see Option D below), but not both. At colleges with full validation status, students in the Lowest STEM placement band can be placed and enrolled into the validated preparatory course(s).

RP Group Data to support AB 1705/928

Pathways to STEM Calculus and inequitable access to Calculus may contribute to inequity in calculus completion and ultimately to less diverse STEM programs.

Figure 9. Starting Level by Race/Ethnicity for STEM Students

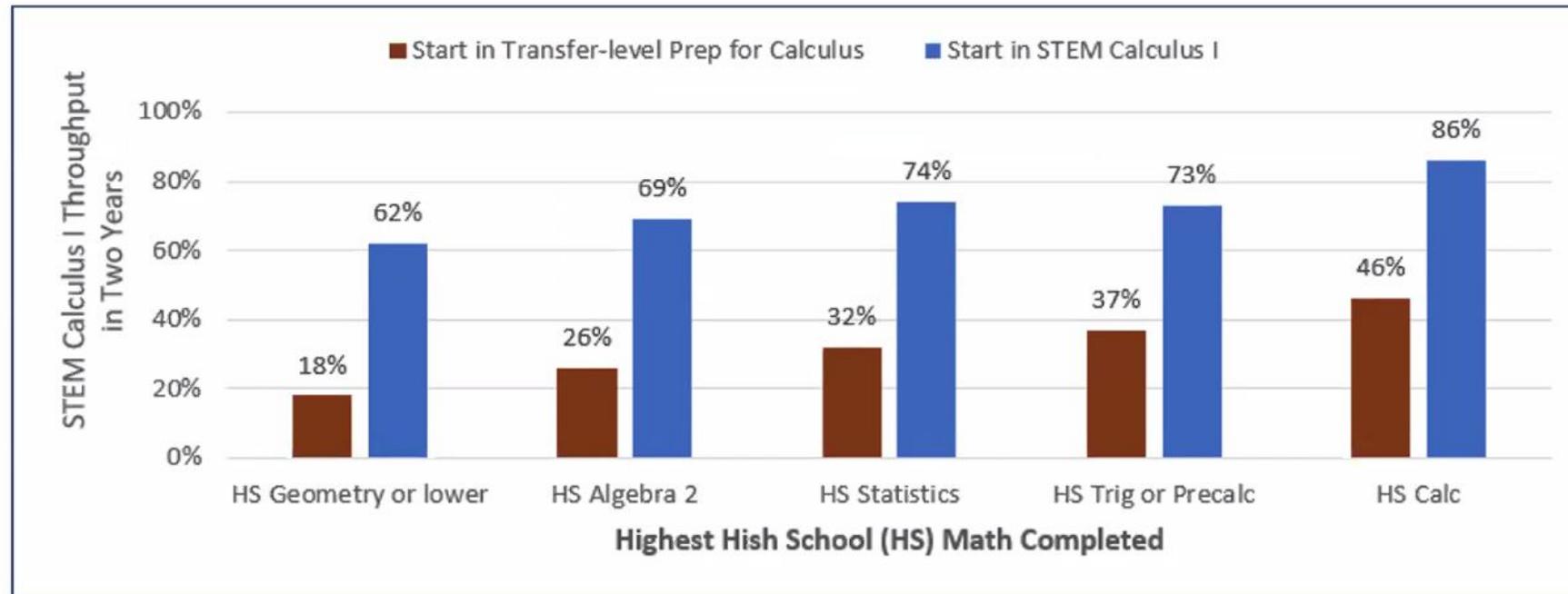


Note: First CCC math enrollment in 2012-2013 through 2019-2020. See Appendix H for additional race/ethnicity categories and data.

RP Group Data to support AB 1705/928

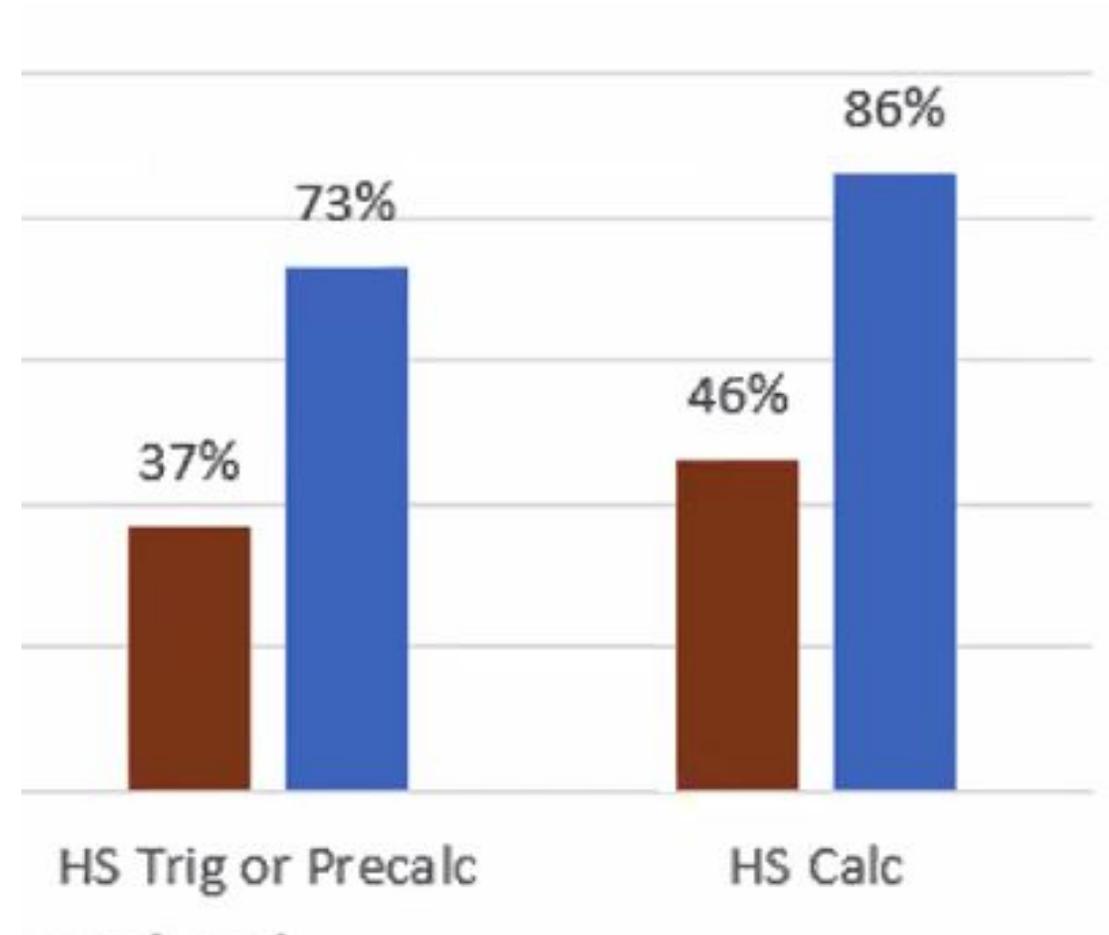
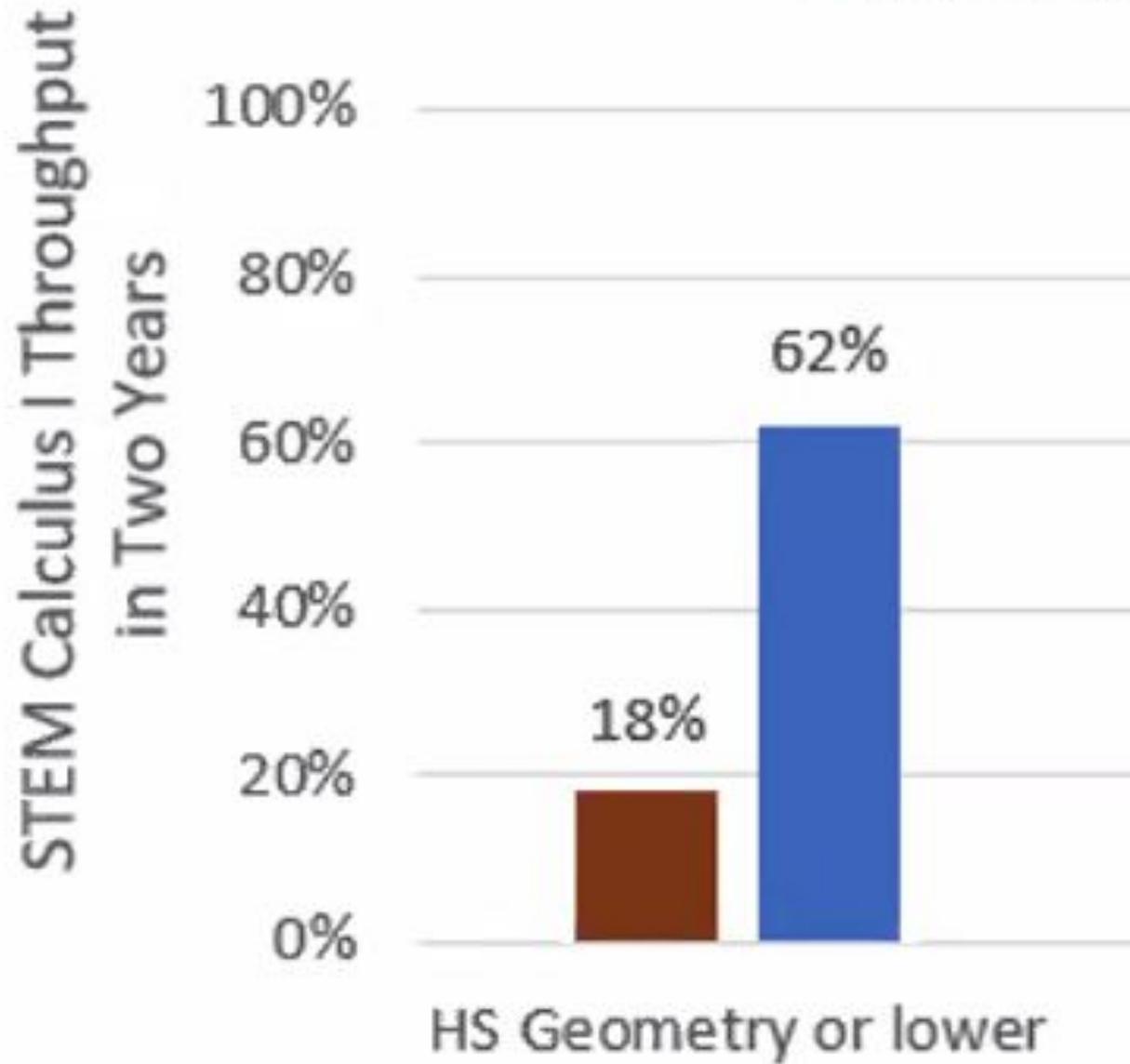
Students who began in a STEM pathway preparatory course were much less likely to complete STEM Calculus 1 compared to students with similar high school math preparation who began directly in Calculus.

Figure 2. STEM Calculus 1 Two-Year Throughput, STEM Students Disaggregated by Starting Level and Highest High School Math Completed



Note: First CCC math enrollment in 2012-2013 through 2019-2020. See Appendix C for cohort counts.

Zoom in of the data on the last slide....



Changes in funding to Community Colleges

The **Student Centered Funding Formula** is all about ensuring community colleges are funded, at least in part, in how well their students are faring. Funding based on:

- **Base allocation**, which largely reflects enrollment.
- Supplemental allocation based on the numbers of **students receiving financial aid**, such as a College Promise Grant, Pell Grant or/and students covered by AB 540.
- **Student success** allocation based on outcomes that include the number of students:
 - earning associate degrees and credit certificates,
 - transferring to four-year colleges and universities,
 - complete transfer-level math and English within their first year,
 - complete nine or more career education units and attained the regional living wage.

Through the Gate identified 4 Main Barriers to Student Success



University Affordability:
How can I afford college?



Pathway Navigation:
What steps do I need to take next?



College- Life Balance:
How do I balance all my responsibilities?



Support Network:
Who on campus cares about my success?

Completing Math

Important to note:

- Student Centered Funding Formula (SCFF) incentivizes first year successful completion of Math and English courses
- “Through the Gate” studies show **students who complete Math and English in their first year are more likely to complete** their credential
- LPC data show students who are **unsuccessful in a math course are at risk of non-persistence in college overall**

Taking a closer look at this...

Learning from Students Near the Transfer Gate

Completed 60± transferable units, but missing transfer-level English and/or math and had not yet transferred (15.5%, $n=135,557$)

ACTIONABLE FINDINGS:

- Math is a significant barrier. Nearly 92% needed to complete math requirements in order to transfer.
- Nearly half exited the system without a degree or certificate.
- Time is an enemy; students who did not transfer within a year of arriving near the gate were less likely to make the transition to university.

RP Group: Tipping Point

Looking at Through the Gate data for specifically African American Students found these key factors that contribute to a student's success:

- A key factor was whether the student had completed transfer-level English and math in the first year.
 - Students who successfully completed both transfer-level English and math in their first year were **310% more likely to reach the gate** [i.e., transfer].
 - If the student had completed transfer-level math, but not English in the first year: their chances were **160% more likely to transfer**.
- If the student completed transfer-level English, but not math: 70% more likely to transfer.
- If the student saw a counselor: 60% more likely.
- If the student participated in the Umoja program: 20% more likely.
- If the student came from a low-income background: 20% LESS likely.
- If the student receives DSPS [disabled students programs & services]: 20% LESS likely.
- If a student was put on academic probation: 70% LESS likely.

Initiatives to increase student completion rates

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March 04, 2024

The (de)acceleration of college (opinion)

The (De)Acceleration of College

The focus of student success initiatives should be support, not acceleration, John Schlueter writes.

By [John Schlueter](#)



Opinion piece by by
John Schlueter
Inside Higher Ed, 2024

As public funding decreases for higher ed, many grants are tied to implementing more initiatives focused on increasing student completion rates.

Recent initiatives have seemed to fall into two camps:

- Seeking to accelerate the student through college course work
- Focusing on “complete support” for students along their pathway, from interest to completion, specifically to remove barriers and remove equity gaps

Initiatives to increase student completion rates

For initiatives **seeking to accelerate** the student through college course work.

Ex. Advanced placement, dual/concurrent enrollment, credit for prior learning, shortening course lengths and largely eliminating remedial coursework

Rationale: The logic behind acceleration is that it supposedly improves access to higher education while shortening time to completion, thus saving the student money and putting an income-boosting degree in their hands sooner.

Initiatives to increase student completion rates

For initiatives **seeking to provide “complete support”**.

Ex. robust improvements to key student support pillars: advising, counseling, tutoring, financial aid, basic needs and engaging in caring and inclusive classroom environments

Rationale: directly address the obstacles that keep students from completing college.

“And the irony is that when colleges invest in complete support initiatives, more students across different demographics actually complete their degrees in a timelier fashion as a consequence.”



Supporting Students in our Academic & Career Pathways

IT IS AN "US" THING