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RESEARCH BRIEF

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Overview and disaggregation of the impact of the Fall 2012 Promise Pathways on key educational milestones

The first step in the evaluation plan for the Promise Pathways was to examine the impact of the program on early educational milestones such as the attempt or completion of transfer-level coursework and demonstration of intent to complete. Though a great deal of additional research and analyses have been and continue to be conducted, the overall impact continues to suggest that the program has substantially increased the rate of achievement of these milestones in comparison to the most recent cohort of Long Beach Unified School District students, as can be seen in the Table 1 below and in Figure 1 on the following page.

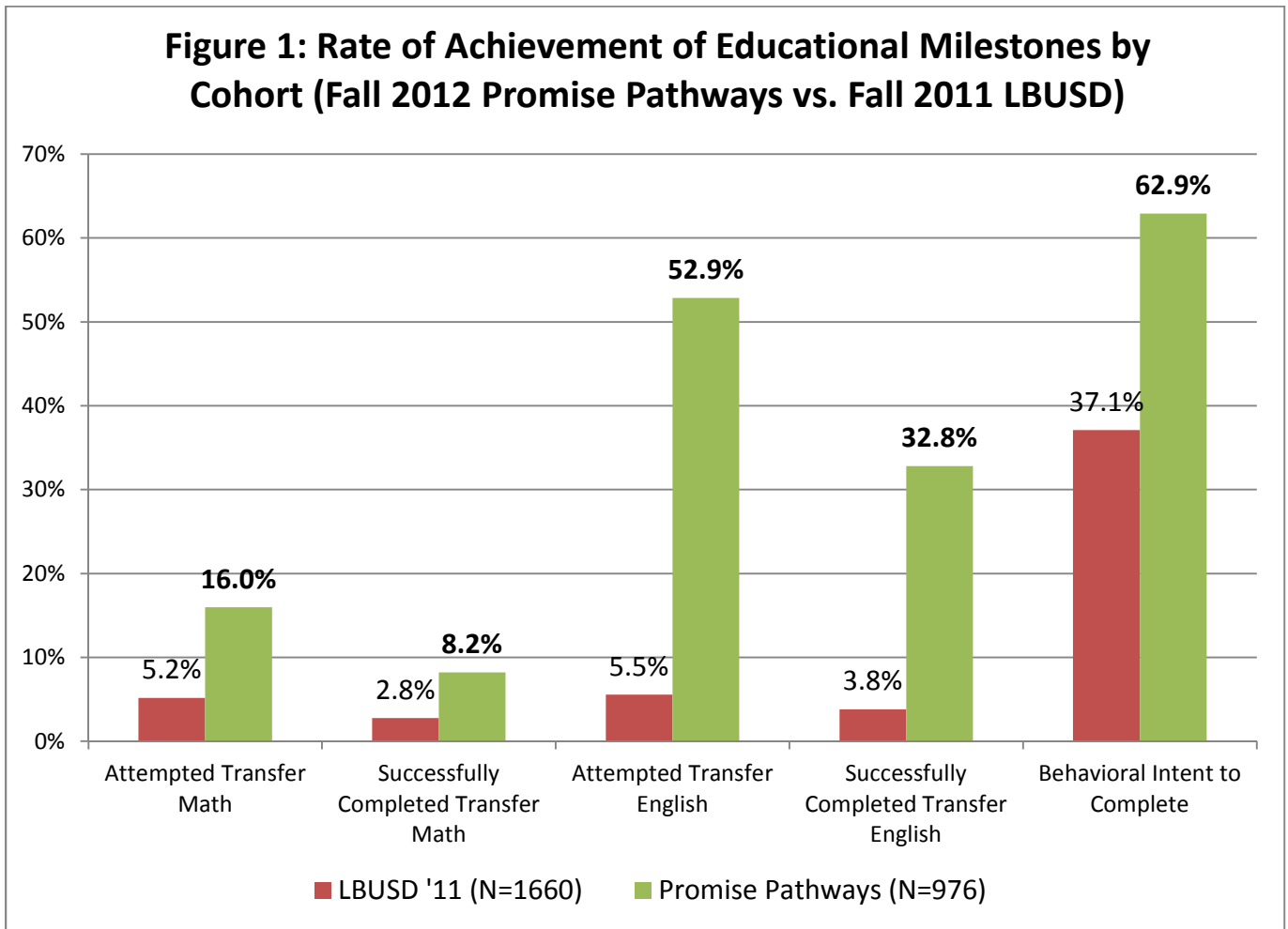
Table 1. First term achievement of educational milestones by students in the Promise Pathways as compared to students from the Fall 2011 cohort of first-time LBUSD students.

Milestones	Fall 2012 Promise Pathways (N=976)*		Fall 2011 LBUSD (N=1660)	
	Percentage	N	Percentage	N
Attempted Transfer Math	16.0%	156	5.2%	86
Successfully Completed Transfer Math	8.2%	80	2.8%	46
Attempted Transfer English	52.9%	516	5.5%	92
Successfully Completed Transfer English	32.8%	320	3.8%	63
Behavioral Intent to Complete	62.9%	614	37.1%	615

**Please note: the 976 includes 43 students who dropped all of their enrollments prior to census. Normally, such students are not counted (and are not in the LBUSD 2011 cohort) but they are included here to present the most rigorous and conservative assessment of the success of the program.*

Successful completion: Number of students in the entire cohort (not just of those who attempted) who achieved a C or better (or P) out of the total cohort in the courses in question.

Behavior intent to complete is the new Chancellor’s Office measure developed in response to recommendations of the Student Success Task Force to include more students in our understanding of those with intent to complete meaningful educational outcomes. It represents the number of students who have successfully completed any 6 units **and** have attempted **any** English or Math course, regardless of level.



Additionally, the impact of the Promise Pathways on these key early indicators of educational progress have been disaggregated by ethnicity for the major ethnic groups represented in the student population of Long Beach City College (for the entire college in Fall 2012, the ethnic demographic distribution was 48% Hispanic, 17% White, 15% African American, and 14% Asian/Pacific Islander/Filipino, and 6% students of other, unknown, unreported, or multiethnic backgrounds).

The figures below present the disaggregation of these results in two different ways. Figures 2-5 present the impact of the program on all five early educational milestones above with a separate figure for each of the major ethnic groups. Figures 6-10 present the same results but for the four major ethnic groups with a separate figure for each of five educational milestones. Finally, Table 2 provides the relative improvement in rates of achievement of each of the milestones by student ethnicity. As can be seen below, the first semester of the program has had a consistent and widely shared positive impact across ethnic groups with some of the largest relative gains among students of color at Long Beach City College.

Figure 2: Rate of Achievement of Educational Milestones by Cohort: Asian Students

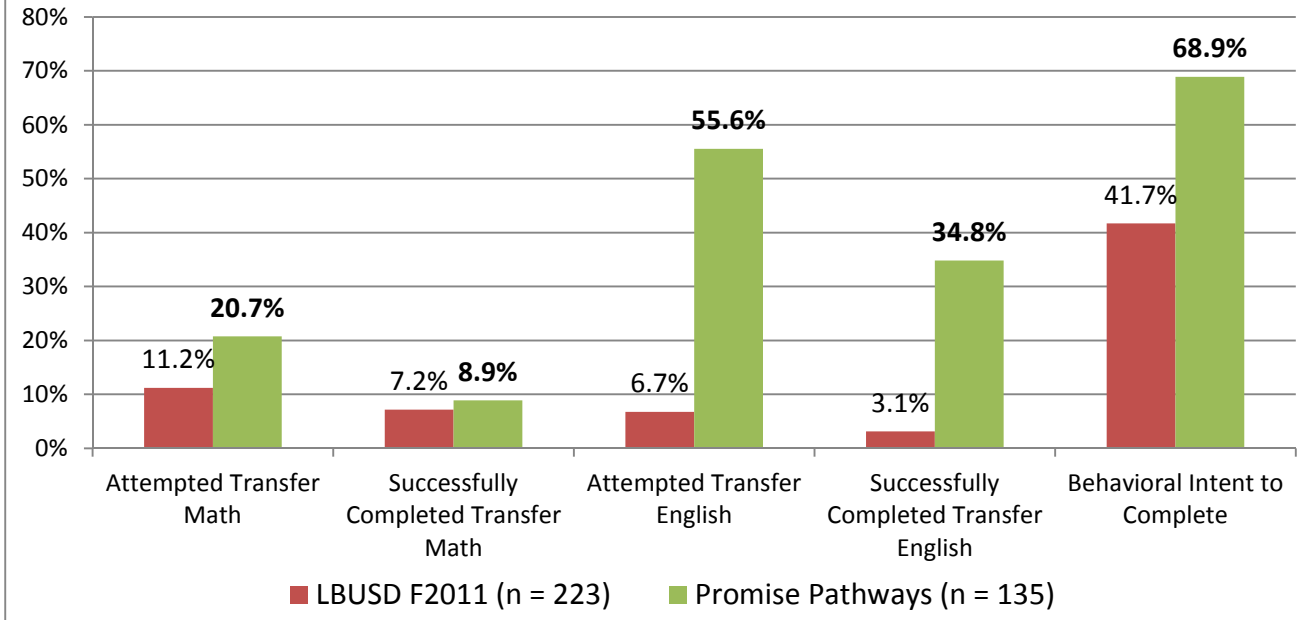
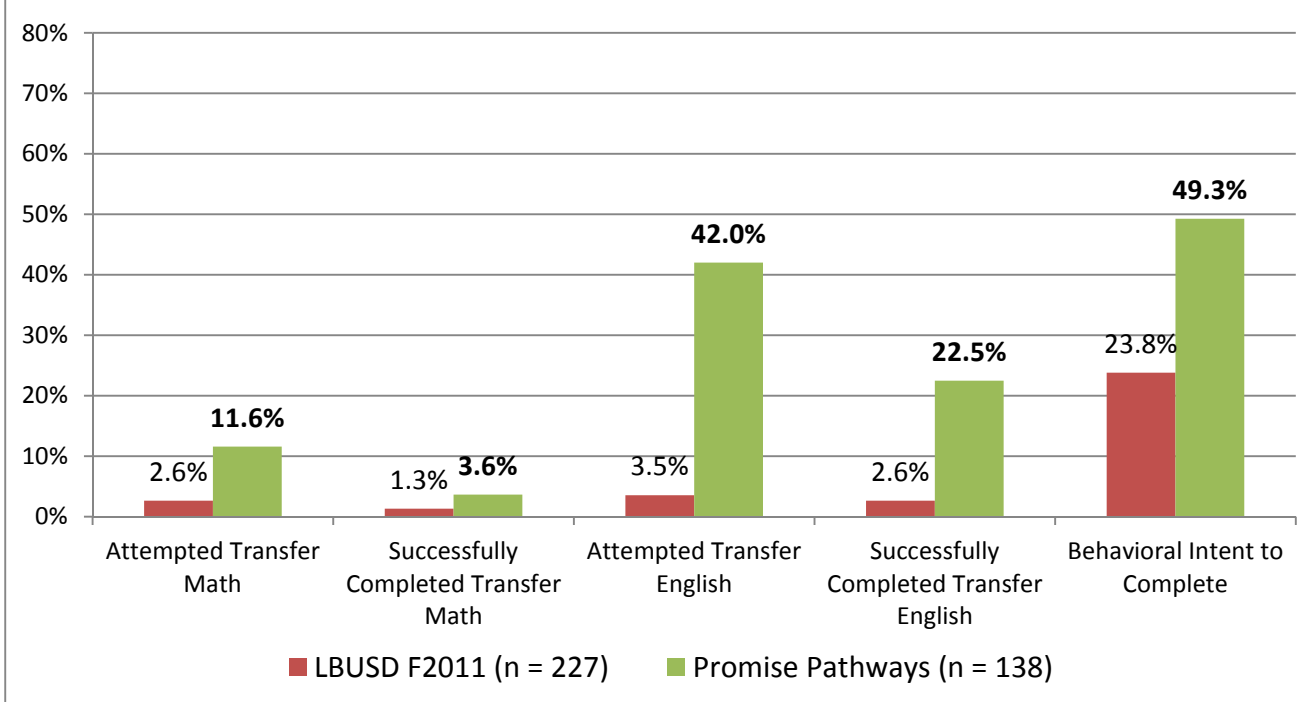


Figure 3: Rate of Achievement of Educational Milestones by Cohort: African American Students



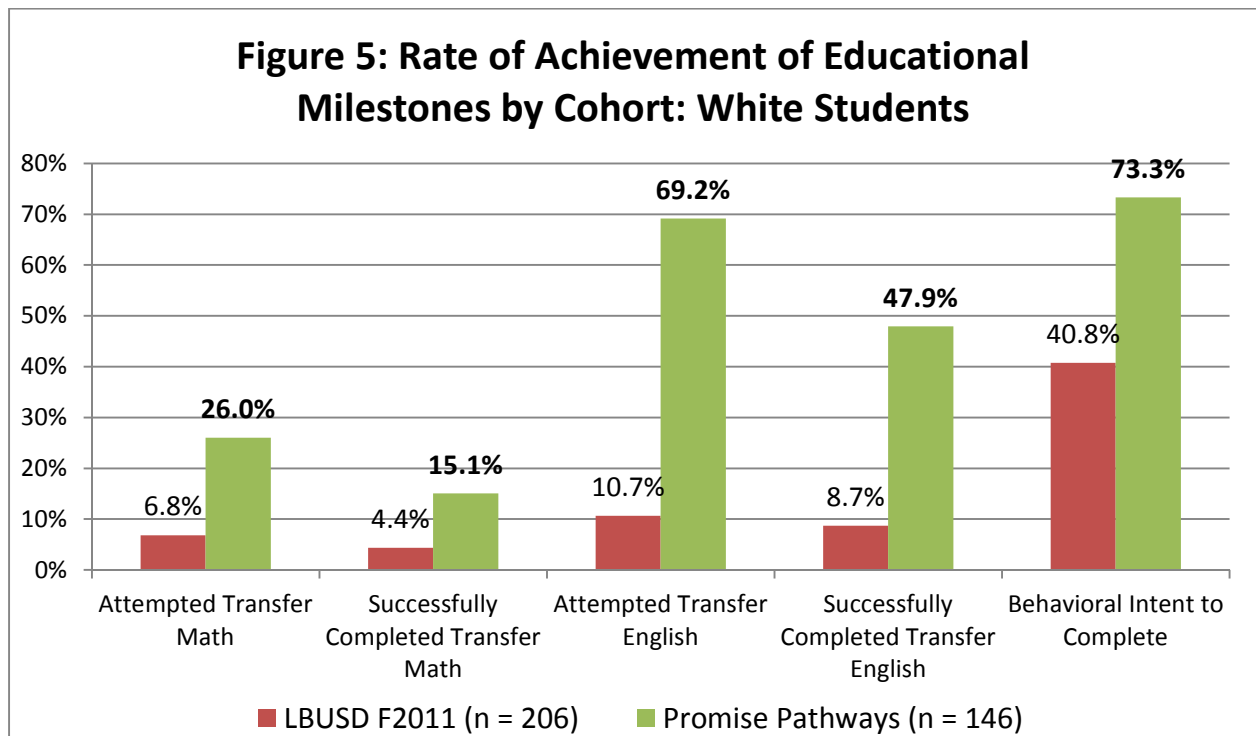
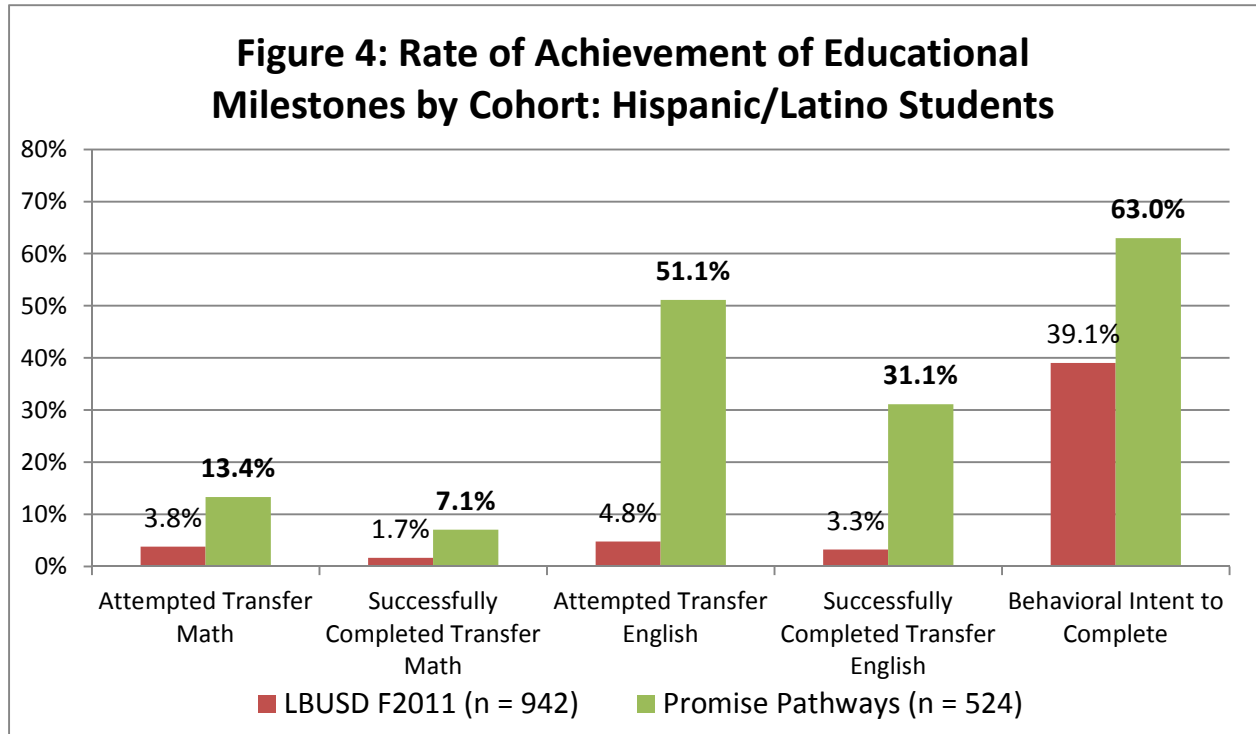


Figure 6: Percentage of All Students Attempting Transfer-Level English, Disaggregated by Ethnicity:

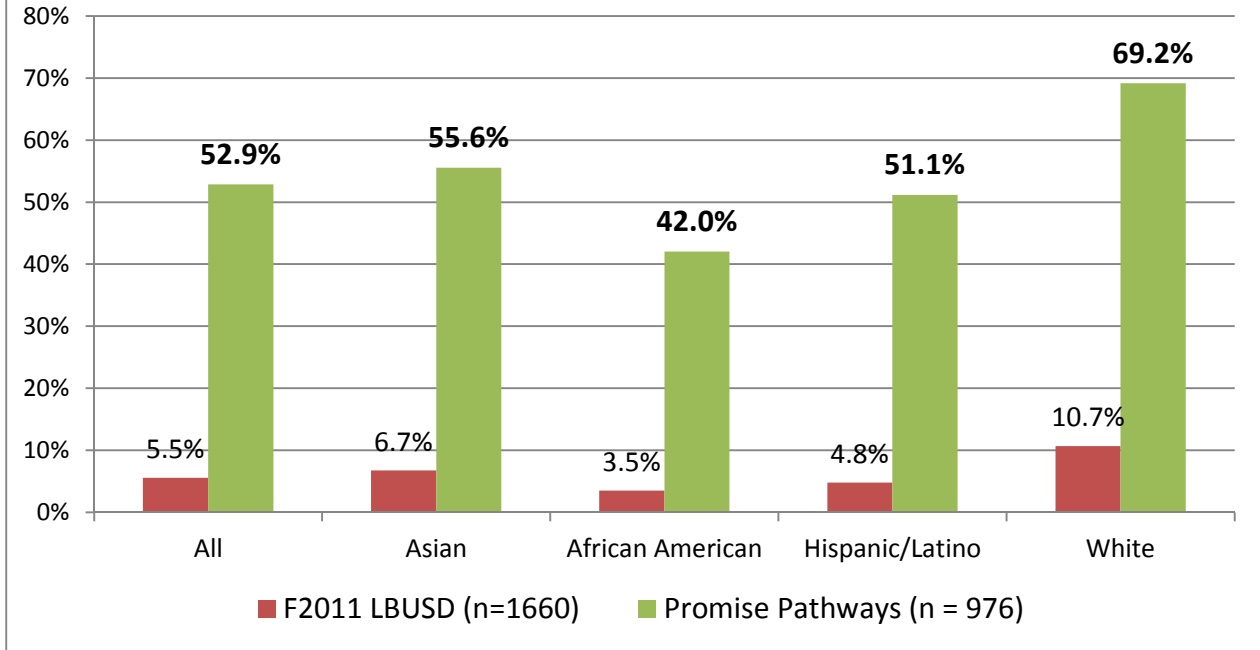


Figure 7: Percentage Successfully Completing Transfer-Level English in first term, Disaggregated by Ethnicity:

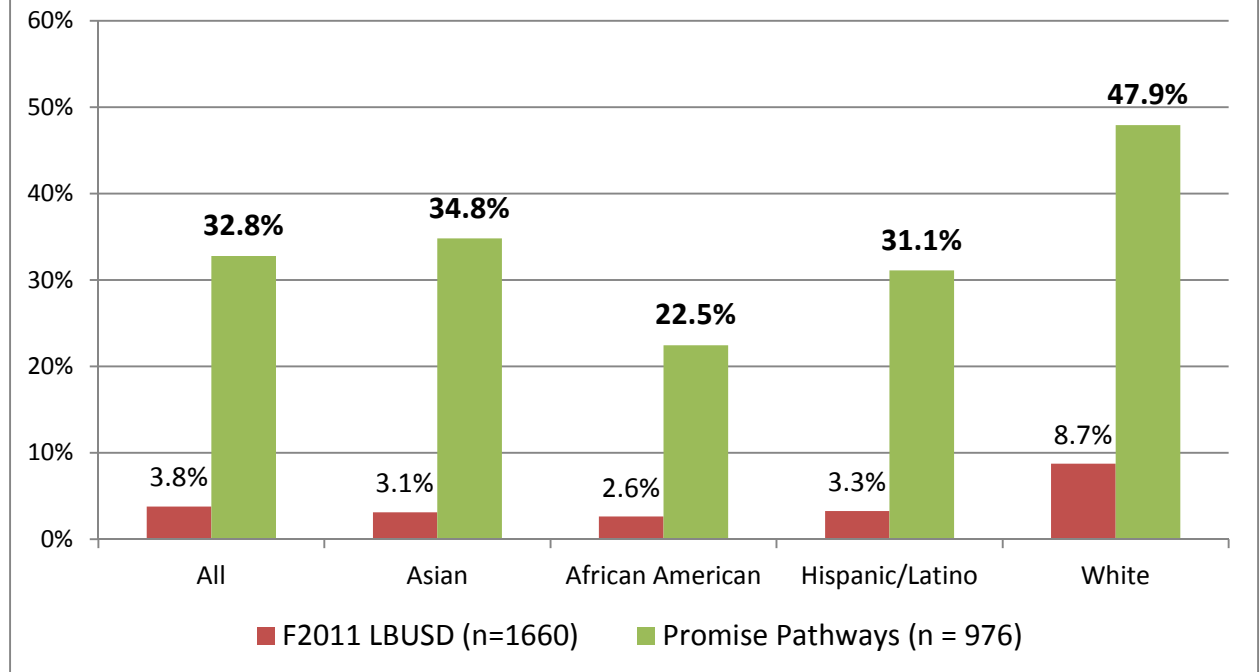


Figure 8: Percentage of All Students Attempting Transfer-Level Math, Disaggregated by Ethnicity:

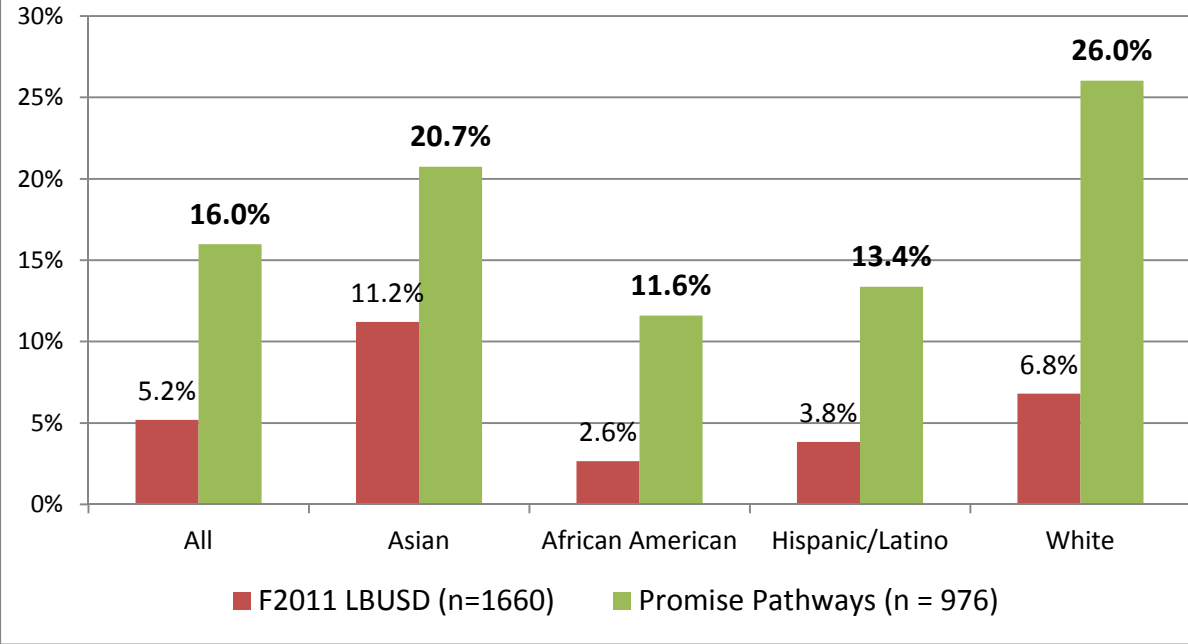
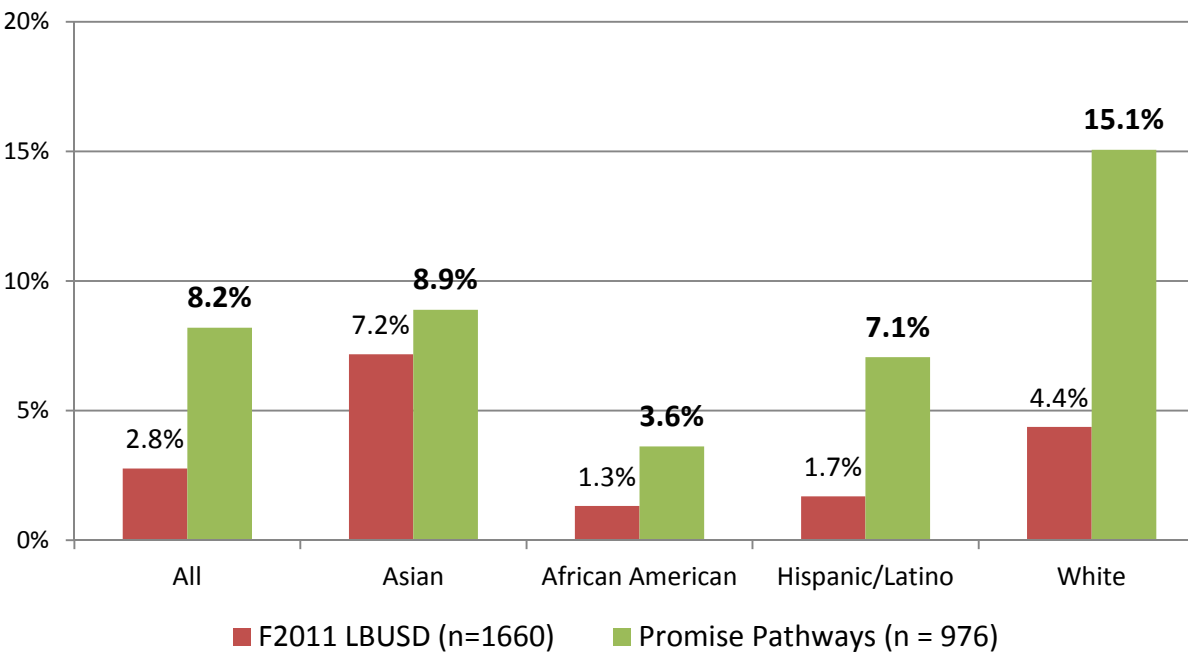


Figure 9: Percentage Successfully Completing Transfer-Level Math in first term, Disaggregated by Ethnicity:



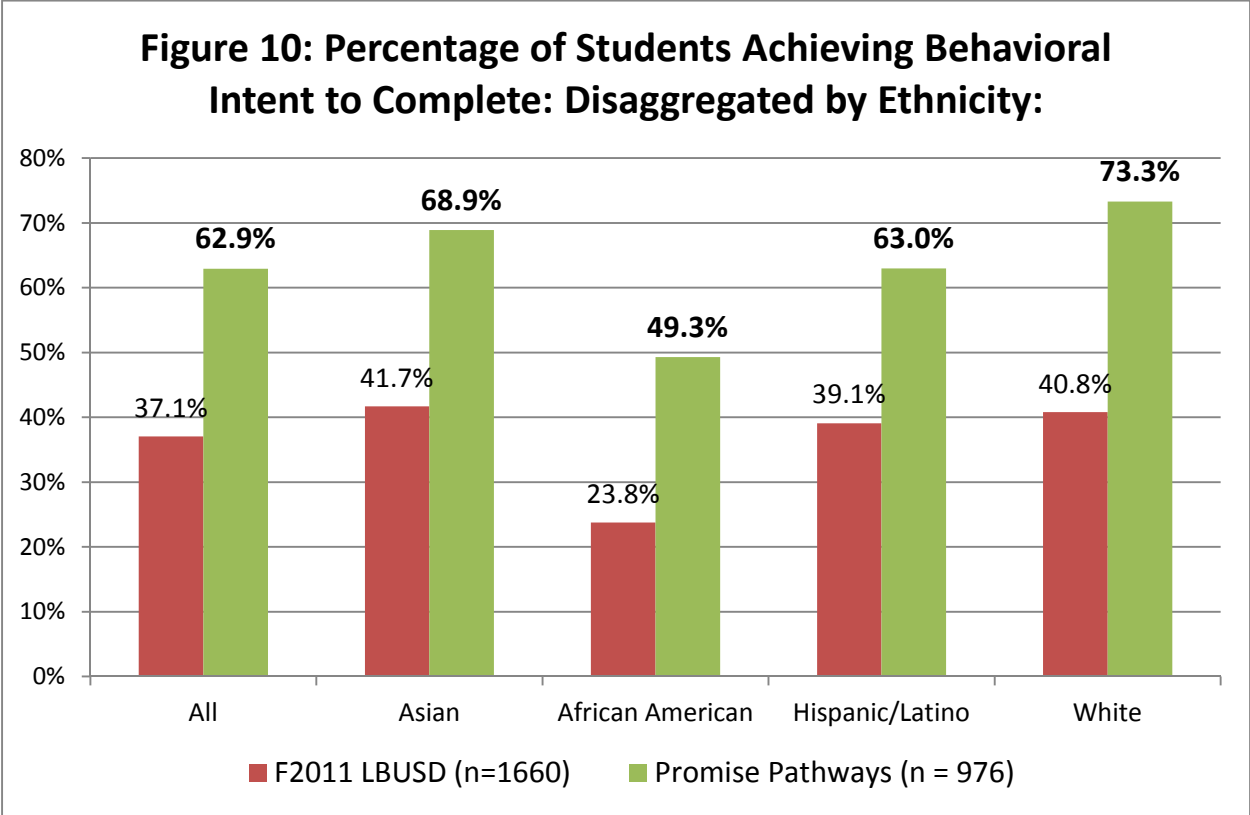


Table 2. Relative improvements in rates of first term achievement of educational milestones by Promise Pathways and Fall 2011 cohort of first-time LBUSD students.

All Students	F2011 LBUSD (n=1660)	Promise Pathways (n = 976)	Relative Improvement
Attempted Transfer Math	5.2%	16.0%	309%
Successfully Completed Transfer Math	2.8%	8.2%	296%
Attempted Transfer English	5.5%	52.9%	954%
Successfully Completed Transfer English	3.8%	32.8%	864%
Behavioral Intent to Complete	37.1%	62.9%	170%

Asian	LBUSD F2011 (n = 223)	Promise Pathways (n = 135)	Relative Improvement
Attempted Transfer Math	11.2%	20.7%	185%
Successfully Completed Transfer Math	7.2%	8.9%	124%
Attempted Transfer English	6.7%	55.6%	826%
Successfully Completed Transfer English	3.1%	34.8%	1109%
Behavioral Intent to Complete	41.7%	68.9%	165%

African American	LBUSD F2011 (n = 227)	Promise Pathways (n = 138)	Relative Improvement
Attempted Transfer Math	2.6%	11.6%	439%
Successfully Completed Transfer Math	1.3%	3.6%	274%
Attempted Transfer English	3.5%	42.0%	1193%
Successfully Completed Transfer English	2.6%	22.5%	850%
Behavioral Intent to Complete	23.8%	49.3%	207%

Hispanic/Latino	LBUSD F2011 (n = 942)	Promise Pathways (n = 524)	Relative Improvement
Attempted Transfer Math	3.8%	13.4%	350%
Successfully Completed Transfer Math	1.7%	7.1%	416%
Attempted Transfer English	4.8%	51.1%	1071%
Successfully Completed Transfer English	3.3%	31.1%	945%
Behavioral Intent to Complete	39.1%	63.0%	161%

White	LBUSD F2011 (n = 206)	Promise Pathways (n = 146)	Relative Improvement
Attempted Transfer Math	6.8%	26.0%	383%
Successfully Completed Transfer Math	4.4%	15.1%	345%
Attempted Transfer English	10.7%	69.2%	648%
Successfully Completed Transfer English	8.7%	47.9%	549%
Behavioral Intent to Complete	40.8%	73.3%	180%