



LONG BEACH
CITY COLLEGE

**The Promise Pathways
End of First Year Faculty and Staff Survey**

Prepared by the Office of Institutional Effectiveness

September 12, 2013

Executive Summary

At the end of the Spring 2013 semester, faculty, staff, and administrators were asked about various aspects of the Promise Pathways as well as their perception of LBCC students in general. Of the faculty, staff, and administrators who had any survey data, 115 completed at least two-thirds of the survey. The data reported here are for those 115 respondents.

- Nine out of ten respondents were faculty or staff with faculty representing a substantial majority of respondents (61%) with staff representing most of the remainder (29%).
- Less than half of respondents (46%) reported participating in the Promise Pathways in some capacity, though most respondents indicated that they were familiar to somewhat familiar with the Promise Pathways ($M=2.8-2.3$ where 2.5 is the midpoint).
- In evaluating the effectiveness of the Promise Pathways, respondents rated the aspects of the Promise Pathways as effective to somewhat effective but with lower ratings assigned to the effectiveness of faculty and staff engagement. In contrast to the end of the first year survey of students, elements of the program rated as most effective diverged from students' ratings, with comparatively higher ratings to Student Success Courses and Achievement Coaches and lower ratings to Alternative Placement and Prescriptive Scheduling compared to students.
- In general, respondents were neutral about the effect that the Promise Pathways had on their perceptions and interactions with others, though with a tendency toward it diminishing perceptions of and interactions with administration.
- Similar to findings from the survey of students, respondents clearly desired better communication about and collaboration in developing the Promise Pathways, including:
 - Data about the effectiveness of the program
 - Information about the development of the program
 - Information about how changes are made to the program
- Respondents expressed a wide variety of concerns in addition to communication and collaboration with faculty in their free responses to what aspects of the Promise Pathways could have been improved to help promote student success, that they did not like or felt was unsuccessful, or that should be removed from the program, particularly noting the alternative placement.
- The substantial majority of respondents reported they were not at all involved with either the development or implementation of the program which may have significantly impacted respondents' familiarity with and knowledge about the program as well helping to create the expressed needs for more and clearer communication about the program and the results.
- Respondents also indicated specific additional preferences for communication about the Promise Pathways via direct email, the In the Loop or other campus communication, or a Promise Pathways specific website. However, respondents expressed only mild interest in professional development around different aspects of the Pathways.
- Respondents generally felt that current LBCC students were slightly less prepared, engaged, and successful than previous semesters and tended to rate LBCC students overall as average or slightly below average compared to other California Community College students, particularly in their time management and study skills.

Introduction

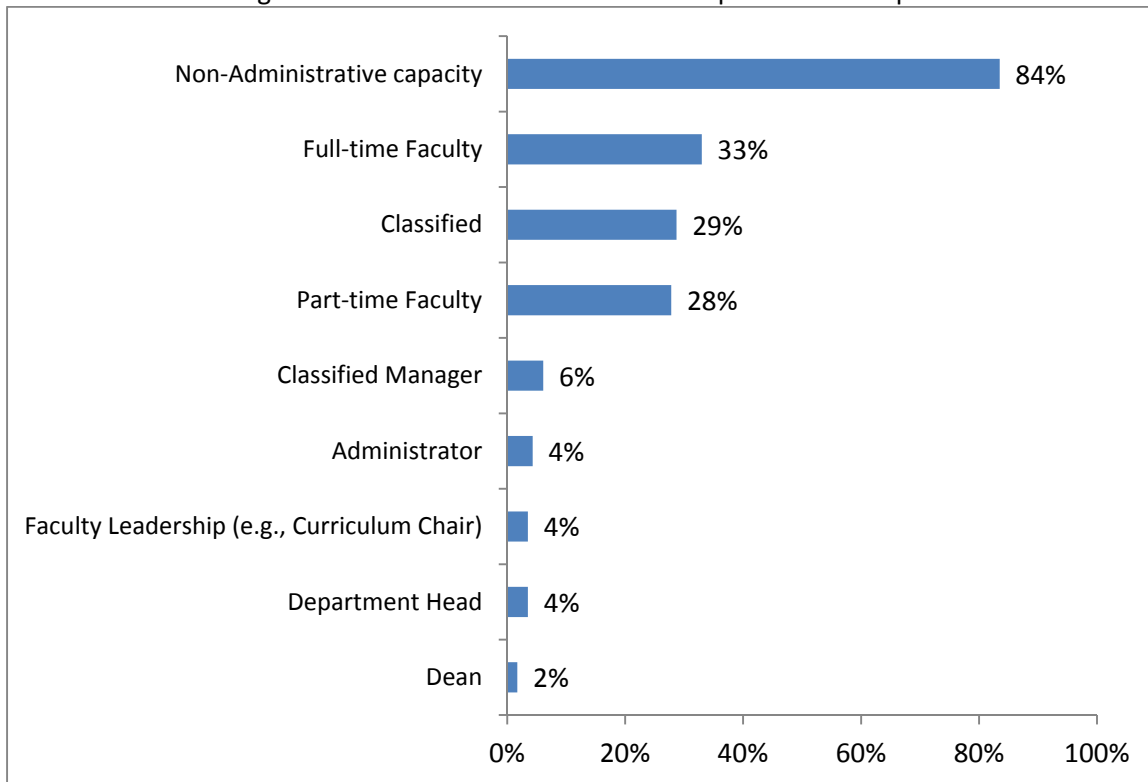
At the end of the Spring 2013 semester, a survey was sent out to all faculty, staff, and administrators asked about various aspects of the Promise Pathways as well as perception of LBCC students in general. Of the entire college faculty, staff, and administrators (approximately 300 full-time and 600 part-time faculty, 450 classified staff and management, and 26 educational administrators) sent an email invitation to complete the survey, 170 people had complete or partial data. Of the 170 respondents, 103 had complete data, 12 had completed more than 66% of the survey, and 55 had completed less than 66% of the survey¹. This report includes data on the 115 respondents who completed all or almost all of the survey.

Please see Appendix A for the total number of respondents for each item presented in this report. The survey instrument can be found in Appendix B.

Sample

Figure 1 shows the percentage of the 115 respondents in various positions and administrative capacities. Please note that respondents could indicate more than one position and more than one administrative capacity. Most respondents were faculty (61%) and classified (29%). Additionally, 84% of the sample reported no administrative capacity. Please see Appendix C for additional information about the Full-time and Part-time faculty.

Figure 1. Positions and administrative capacities of sample

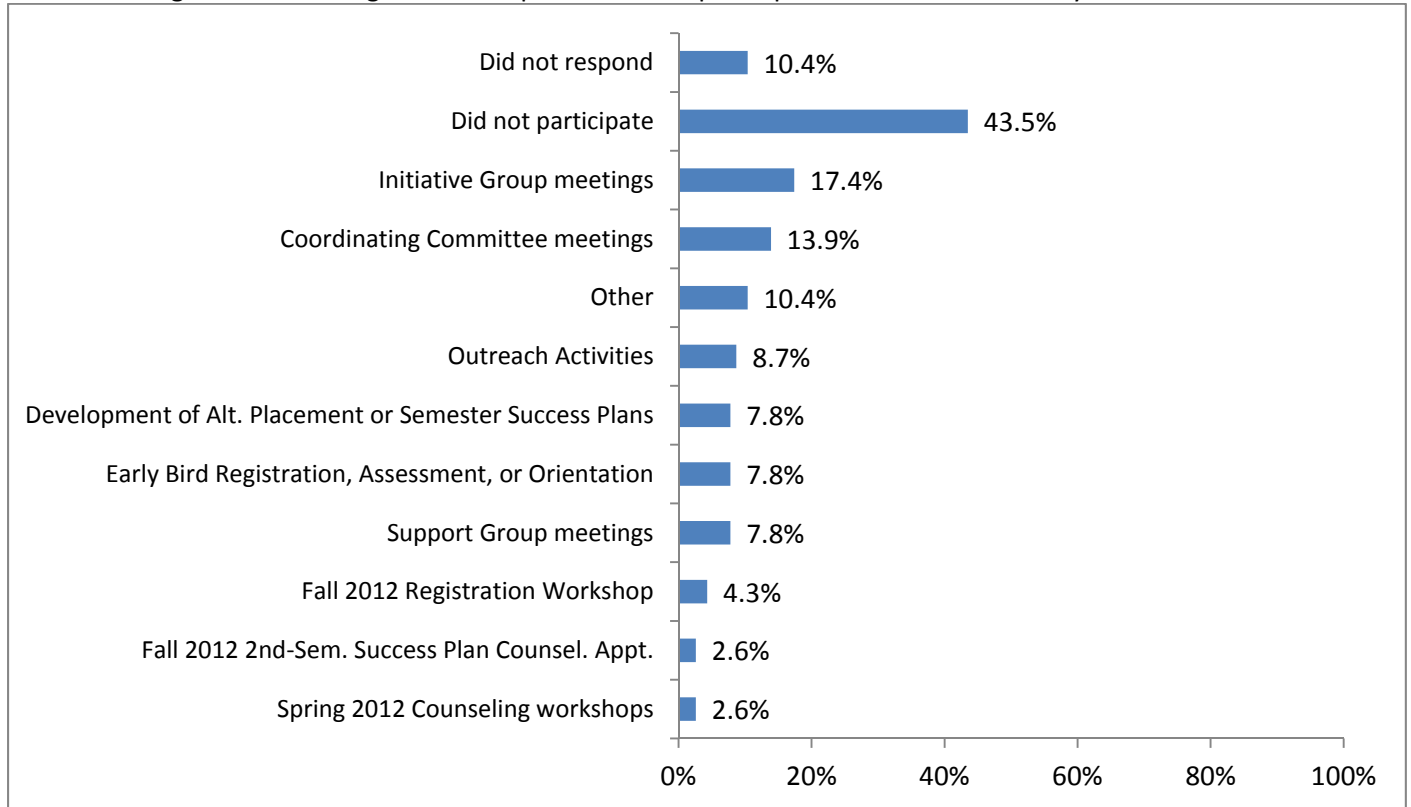


¹ This number most likely includes participants who started the survey and then completed it at a later time. Thus, they would have both partial and complete data.

Participation in and Familiarity with the Promise Pathways

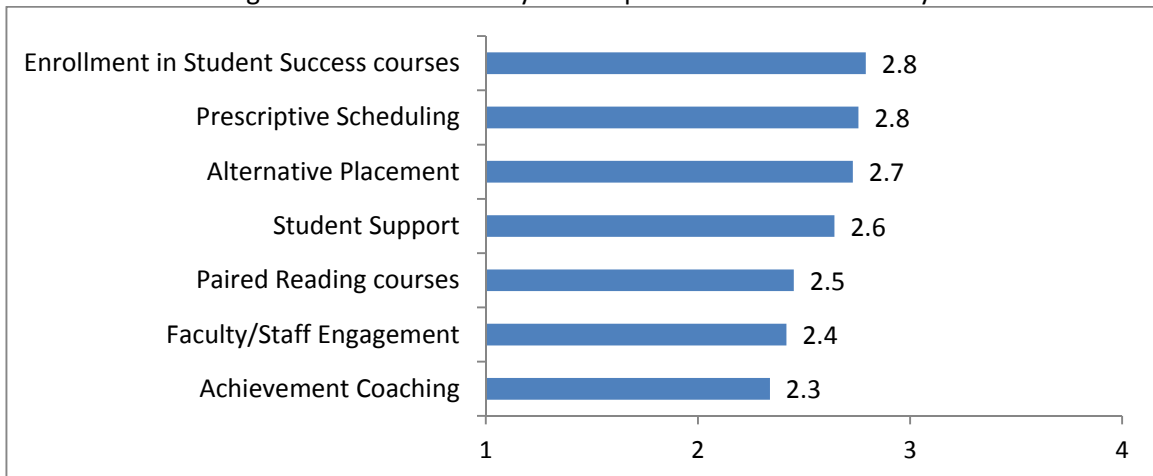
Figure 2 shows the percentage of the 115 respondents who participated in various aspects of the Promise Pathways. Please note that respondents could indicate participation in more than one activity

Figure 2. Percentage of 115 respondents who participated in Promise Pathways activities



On a scale of one to four, with one indicating “Not at all familiar” and four indicating “Very familiar,” faculty, staff, and administrators were asked how familiar they were with various aspects of the program (See Figure 3). In general, respondents were somewhat familiar with aspects of Promise Pathways (M = 2.3 – 2.8).

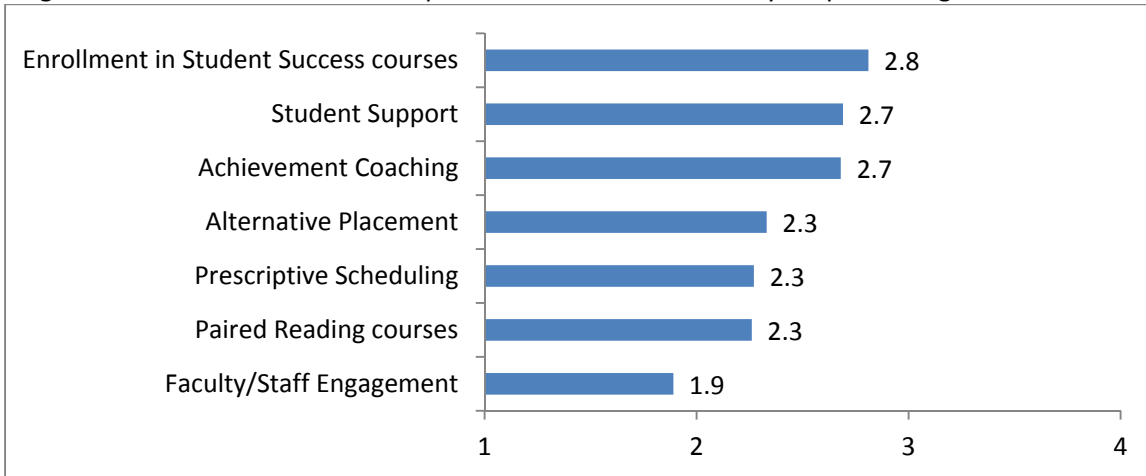
Figure 3. Mean familiarity with aspects of Promise Pathways



Evaluation of Promise Pathways

On a scale of one to four, with one indicating “Not effective” and four indicating “Very effective,” faculty, staff, and administrators were asked how effective various aspects of the program were in promoting student success (See Figure 4). In general, respondents felt the aspects of the Promise Pathways was somewhat effective to effective in promoting student success ($M = 2.8-1.9$), with the engagement of faculty and staff rated as least effective.

Figure 4. Mean effectiveness of aspects of the Promise Pathways in promoting student success



Although precisely parallel questions were not asked of students, the hierarchy of effectiveness by the faculty and staff differed noticeably from the hierarchy of students’ ratings of which elements had the most positive impact on their experiences at Long Beach City College and in the Promise Pathways. Faculty and staff rated the Student Success Courses and the Achievement Coaches has being among the most effective whereas students tended to rate those as having less of a positive impact. **In contrast, faculty rated alternative placement and prescriptive scheduling as less effective aspects of the Pathways whereas the students tended to rate them as being among those having a more positive impact.**

Faculty, staff, and administrators were asked an open-ended item to identify what if anything could have made the Promise Pathways more effective in promoting student success. The qualitative responses were coded into several categories (See Table 1). Foremost among them were suggestions that better communication about and collaboration with the faculty with respect to the decision-making for and the results of the program would have improved the success of the program as would improvements in how students were placed into courses. Please see Appendix D for all original comments.

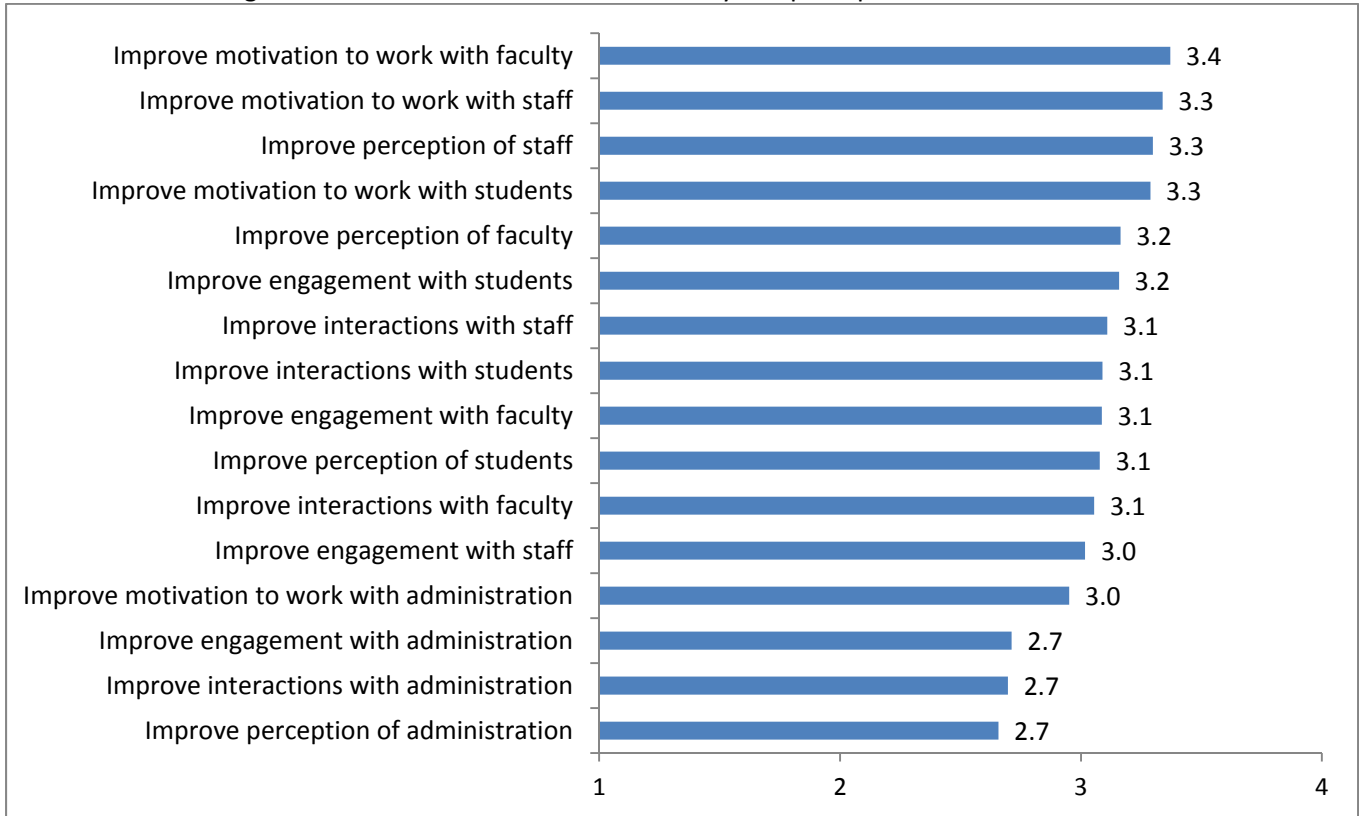
Table 1. Aspects that could have helped the Promise Pathways promote student success

	Frequency
Better communication and collaboration with faculty	10
Better course placement	7
Discussion of specific courses or areas of courses	7
More access to data and results of the Promise Pathways	6
Other	5

Impact of Promise Pathways on Institutional Perceptions

On a scale of one to five, with one indicating “Strongly disagree” and five indicating “Strongly agree,” faculty, staff, and administrators were asked if the Promise Pathways improved their perception of, interaction with, engagement with, and motivation to work with students, faculty, staff and administration (See Figure 5). In general, respondents were neutral about the effect of the Promise Pathways on their perceptions and interactions with others ($M = 3.4-2.7$), with a slight tendency towards agreeing that the Pathways improving motivations to work with faculty, staff, and students and a slight tendency towards disagreement that it improved perceptions of, interactions with, or engagement with administration.

Figure 5. Mean effects of Promise Pathways on perceptions and interactions



Open ended responses about the Promise Pathways

Faculty, staff, and administrators were asked in open-ended items to identify aspects of the Promise Pathways that they particularly liked or thought were particularly successful, that they particularly disliked or thought were particularly unsuccessful, that should be removed, that should be added, and that should be included in a student's second year at LBCC. The qualitative responses were coded into several categories (please see Tables 2 – 6 and Appendix E for all original comments). As some comments covered multiple categories, they are duplicated in the Appendix so they are represented in each category for which they were coded as a response.

Among liked or successful aspects of the Pathways, respondents were most likely to nominate the prescriptive scheduling, the various elements of student support, and the achievement coaches. Among disliked or unsuccessful aspects of the Pathways, engagement and communication with faculty and staff as well the alternative placement were again identified as key areas of concern or consideration for removal with a long tail of other identified concerns.

Table 2. Liked or successful aspects of the Promise Pathways

	Frequency
Prescriptive Scheduling	6
Student Support	5
Achievement Coaching	5
Alternative Placement	3
Paired Reading Courses	3
Faculty/Staff Engagement	2
Enrollment in Student Success courses	1
Other	8
Nothing/Not Applicable/Unable to determine	10

Table 3. Disliked or unsuccessful aspects of the Promise Pathways

	Frequency
Faculty/Staff Engagement and Communication	12
Alternative Placement	10
Student Support	4
Prescriptive Scheduling	4
Enrollment in Student Success courses	2
Paired Reading Courses	1
Other	22
Nothing/Not Applicable/Unable to determine	2

Table 4. Aspects of the Promise Pathways that should be removed

	Frequency
Alternative Placement	5
Achievement Coaching	2
Prescriptive Scheduling	1
Faculty/Staff Engagement	1
Enrollment in Student Success courses	1
Other	10
Nothing/Not Applicable/Unable to determine	5

Table 5. Aspects that should be added to the Promise Pathways

	Frequency
Professional development, inclusion, and transparency	12
Additional courses or academic support	8
Communication with students and student connections	5
Bridge Programs	3
Early Alert System	2
NA	1

Table 6. Aspects that should be included in student’s second year in the Promise Pathways

	Frequency
Information about and assistance with educational goals (e.g., transfer, AA)	14
Specific Courses and choice of courses	7
Mentoring and connection with college	5
Other	4

Involvement with the Promise Pathways

On a scale of one to four, with one indicating “Not at all involved” and four indicating “Very involved,” faculty, staff, and administrators were asked how involved they were with the development and implementation various aspects of the program. In general, respondents to the survey generally indicated that they were not involved in the development or implementation of the Promise Pathways ($M = 1.5 - 1.2$). These rates seem somewhat surprising considering almost 90 faculty, staff, and administrators have been directly involved in the planning and execution of the initiative with faculty representing 2/3 of that total.

Figure 6. Mean involvement in development of Promise Pathways

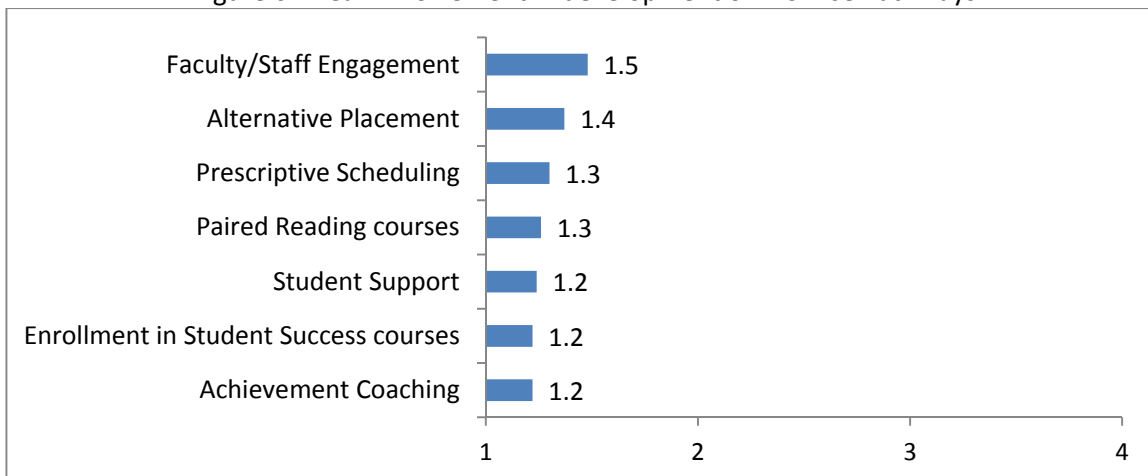
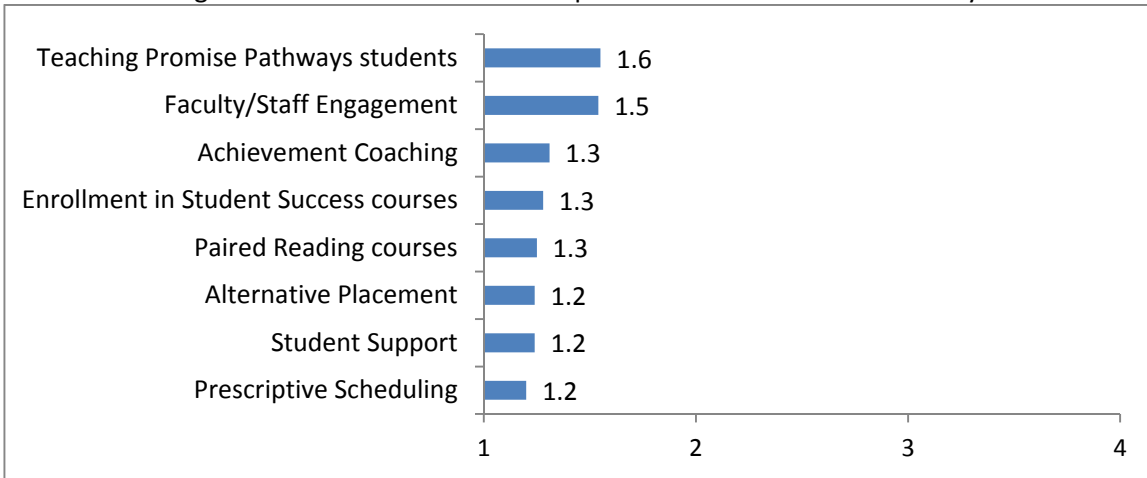


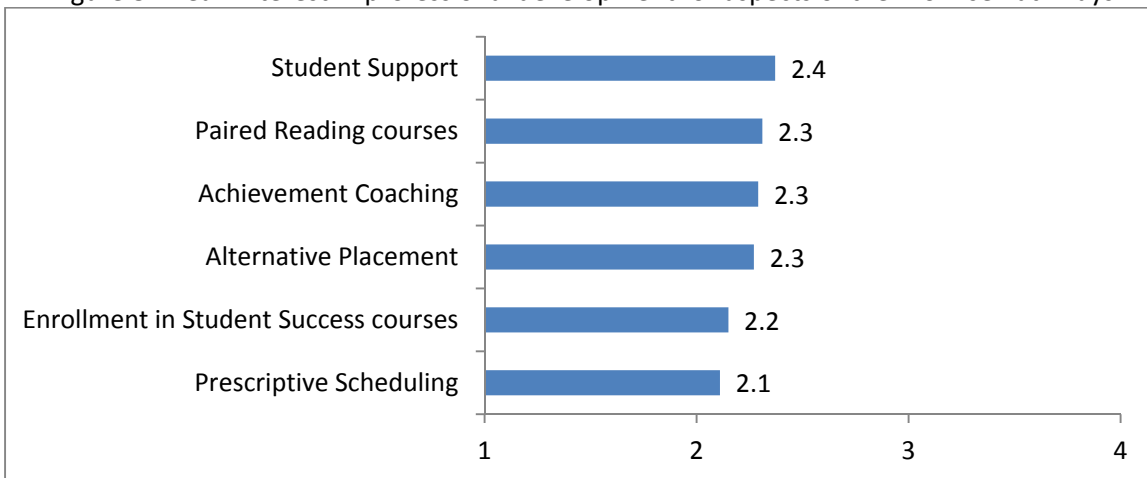
Figure 7. Mean involvement in implementation of Promise Pathways



Professional Development and Communication about the Promise Pathways

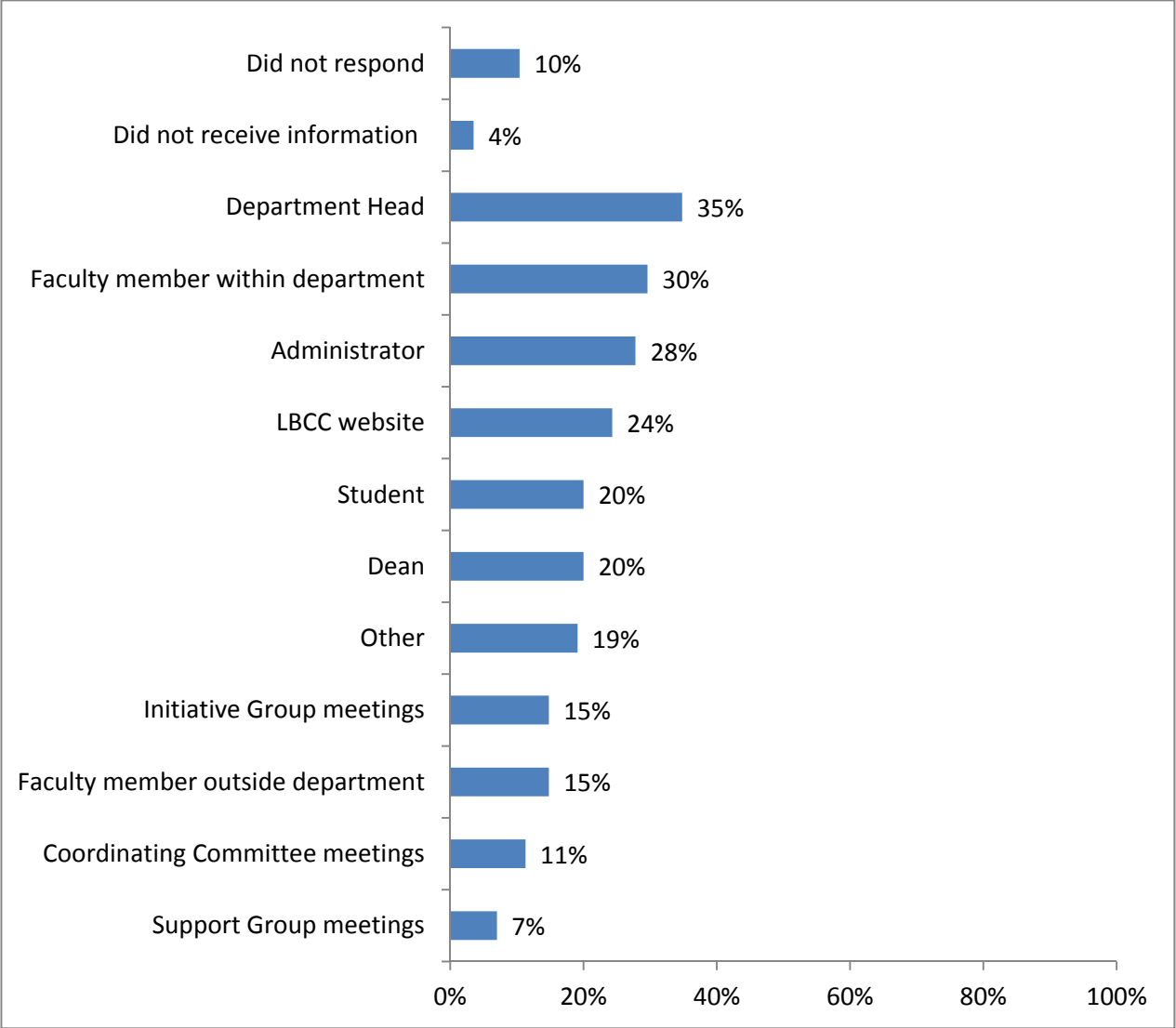
On a scale of one to four, with one indicating “Not at all interested” and four indicating “Very interested,” faculty, staff, and administrators were asked how interested they would be in professional development about various aspects of the Promise Pathways (See Figure 8). In general, despite concerns about engagement of and collaboration and communication with faculty and staff detailed above and expressed desire for more professional development around the program, respondents were only somewhat interested in professional development ($M = 2.1 - 2.4$). Respondents were asked in open-ended terms to indicate any other Pathways-related professional development opportunities they would like to see offered, though only 14 respondents offered suggestions. Professional development suggested by respondents included learning about best practices being used in the Promise Pathways, discussion of the paired Reading component, and an open forum where planners could answer direct questions. Please see Appendix F for all original comments regarding professional development opportunities.

Figure 8. Mean interest in professional development for aspects of the Promise Pathways



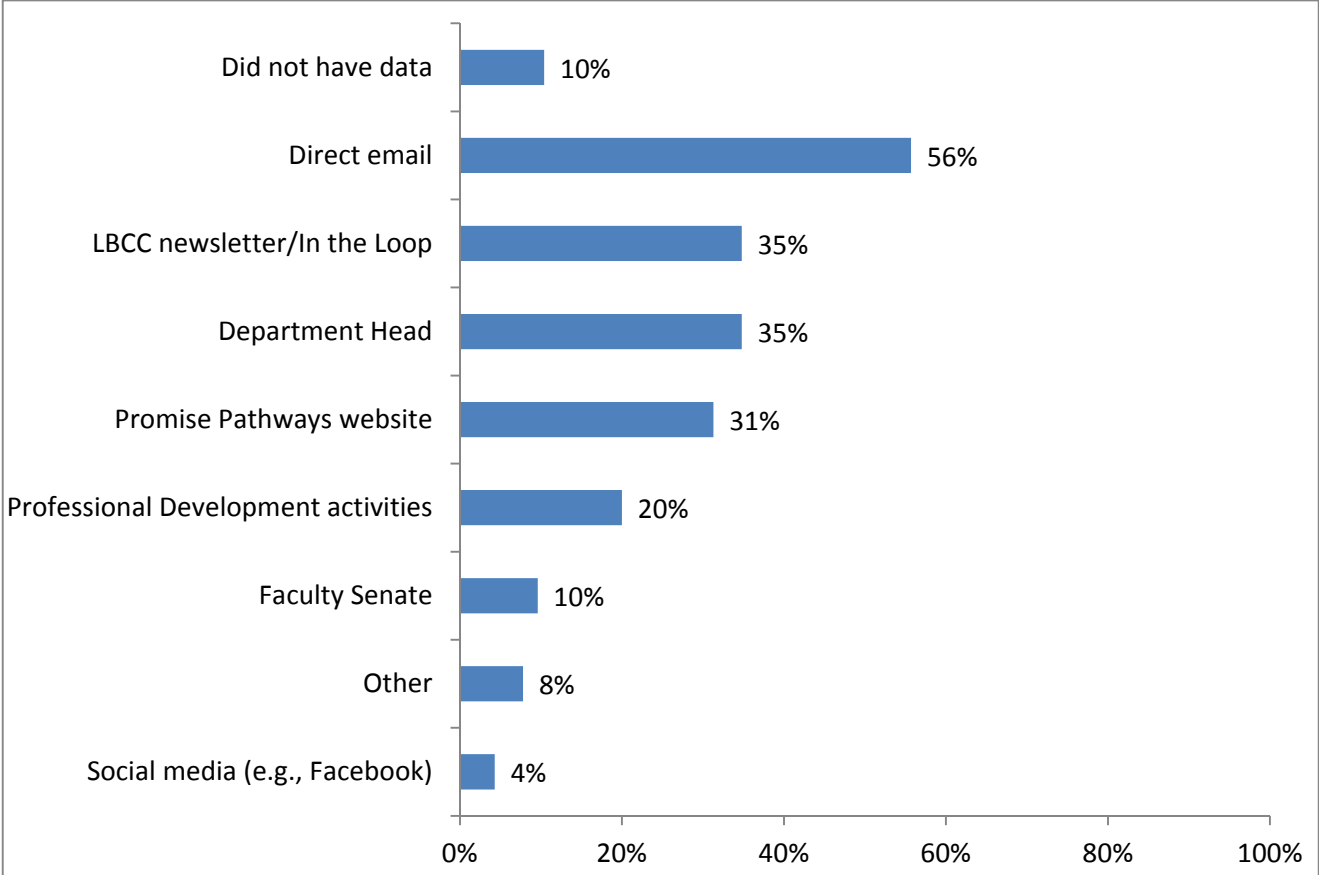
Faculty, staff, and administrators were also asked how they received information about the Promise Pathways. Figure 9 shows the percentage of the 115 respondents who received information via various methods and formats. Please note that respondents could indicate more than one method or format. Most respondents received information within their department from the Department Head (35%) or from a faculty member (30%). Amongst those that indicated other as source, Achievement Coaches, Counselors, LBUSD, Academic Council, Academic Senate, In the Loop, President Oakley’s emails, newspapers, the Student Success Committee, CSULB faculty, and the Foundation were also indicated as sources of information about the Pathways.

Figure 9. Percentage of 115 respondents who received information via various methods and formats



Participants were also asked their preferences about how they would like to receive information about the program in the future (Please see Figure 10). Again, please note that respondents could indicate more than one method or format. Most respondents would like to receive information via a direct email (56%) with additional other passive/automatic sources of information including In the Loop and the Promise Pathways website, though a large number of respondents did indicate that they would also like information via their Department Head. A few respondents also indicated other as a desired source and mentioned receiving information via Deans, Student Athlete Success Center, and the College Planning Process.

Figure 10. Percentage of 115 respondents who would like to receive future information via various methods



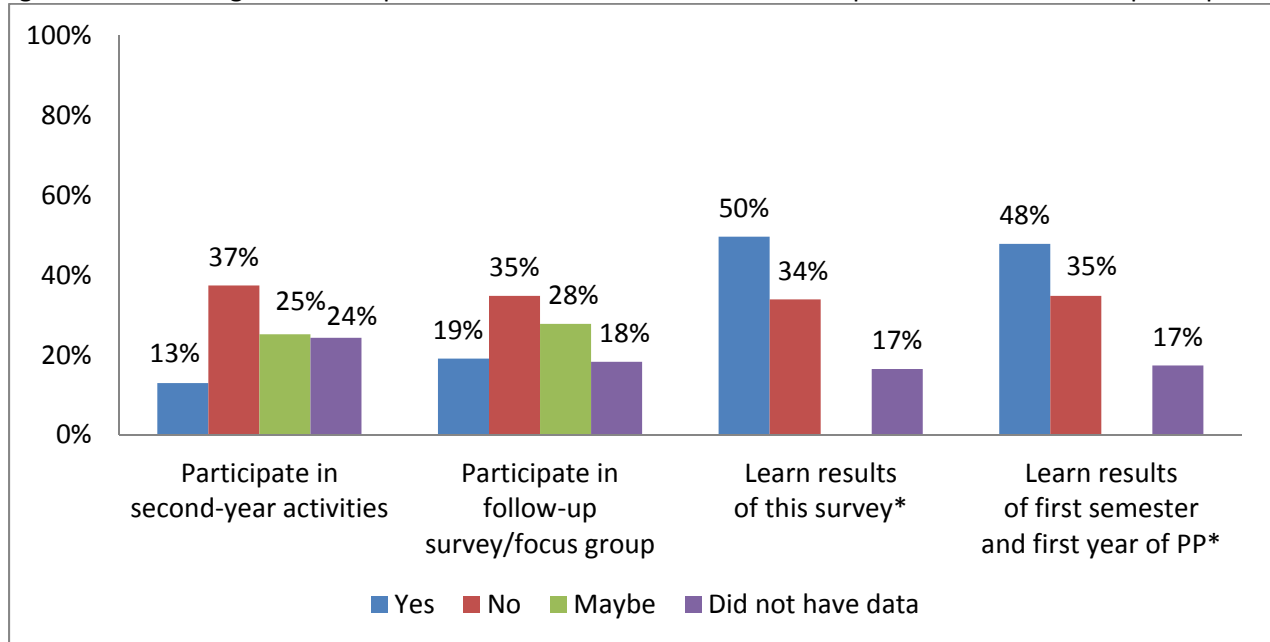
Faculty, staff, and administrators were also asked in open-ended items to identify the types of information about the Promise Pathways they would like to receive in the future. The qualitative responses were coded into several categories (See Table 7 and Appendix G for all original comments.)

Table 7. Types of Future Information Desired about Promise Pathways

	Frequency
Data and research	11
Information on the development of the Promise Pathways	11
Timelines and calendars	3
Other	9

Faculty, staff, and administrators were asked a few additional questions about follow-up communications and participation in the Promise Pathways (See Figure 11). Respondents were generally interested in learning about the results of this survey (50%) as well as the results of the first semester and first year of the Promise Pathways (48%) though not as interested in participating in follow-up surveys or in second-year activities.

Figure 11. Percentage of 115 respondents interested in various follow-up communications and participation

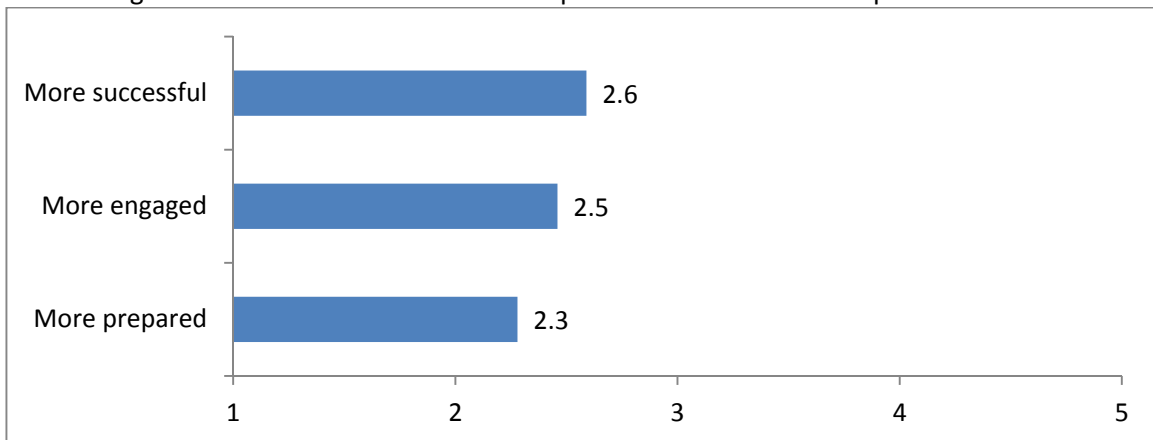


*Maybe was not an option for these items.

Perceptions of LBCC Students

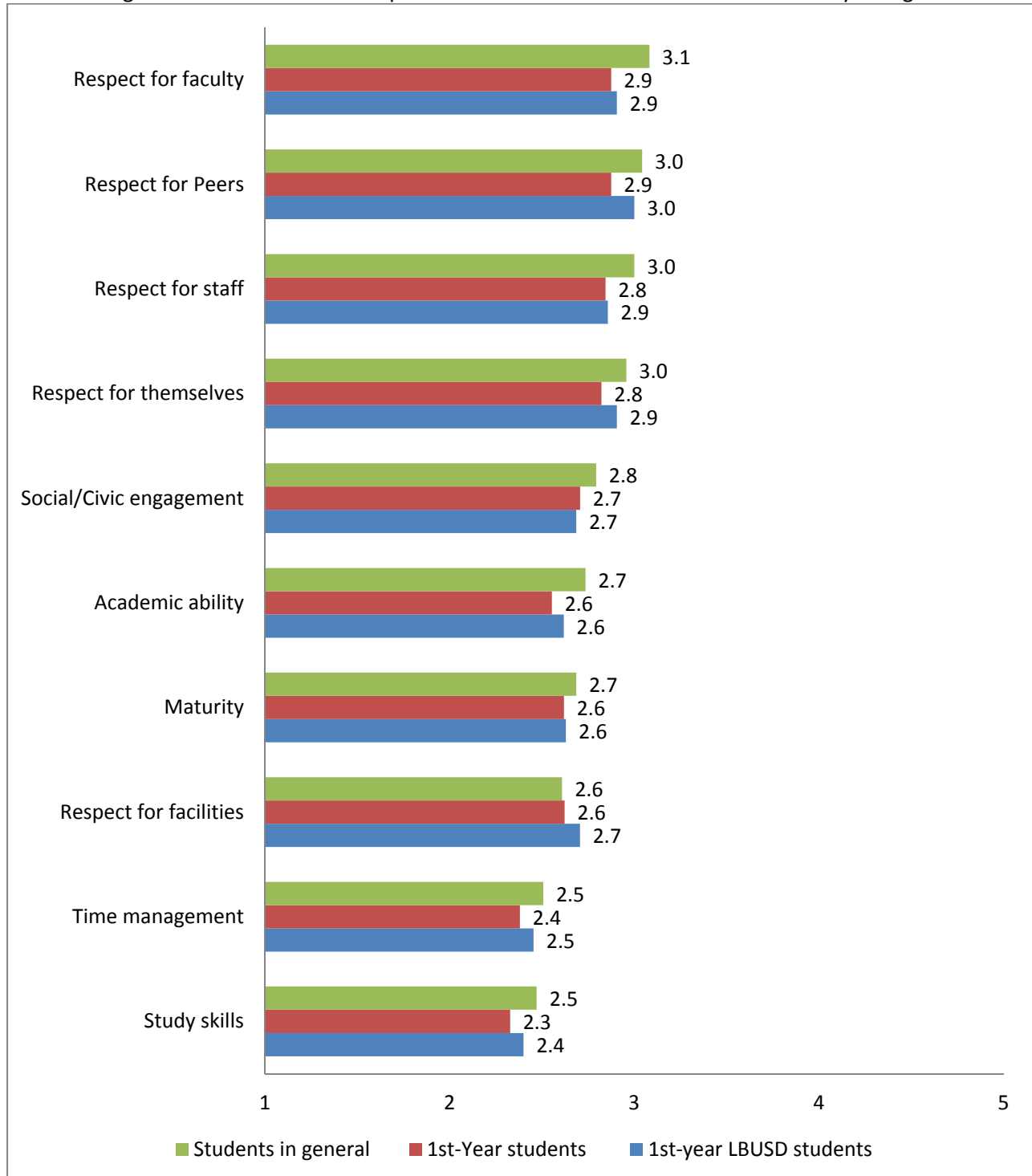
On a scale of one to five, with one indicating “Strongly disagree” and five indicating “Strongly agree,” faculty, staff, and administrators were asked to compare LBCC students this semester to LBCC students from prior semesters (See Figure 122). In general, respondents disagreed that current LBCC students were more successful, engaged, and prepared than students in prior semesters ($M = 2.3 - 2.6$).

Figure 12. Current LBCC students compared to LBCC students in prior semesters



On a scale of one to five, with one indicating “Far below average” and five indicating “Far above average,” faculty, staff, and administrators were asked to compare LBCC students to students at other California Community colleges (See Figure 13). In general, respondents viewed LBCC students as average or slightly below average compared to students at other California community colleges ($M = 2.3 - 3.1$), with little distinction between the college’s students in general, first-year students, and first-year students from LBUSD.

Figure 13. LBCC students compared to students at other California community colleges



Appendix A: Means and Number of Respondents

Table A1: Means and total number of respondents for each item presented in this report.

	Mean	Total number of respondents
POSITIONS AND ADMINISTRATIVE CAPACITIES	NA	115
PARTICIPATED IN THE PROMISE PATHWAYS	NA	103
FAMILIARITY WITH THE PROMISE PATHWAYS		
Prescriptive Scheduling	2.8	115
Enrollment in Student Success courses	2.8	115
Alternative Placement	2.7	115
Student Support	2.6	115
Paired Reading courses	2.5	115
Faculty/Staff Engagement	2.4	115
Achievement Coaching	2.3	115
DEVELOPMENT OF THE PROMISE PATHWAYS		
Faculty/Staff Engagement	1.5	97
Alternative Placement	1.4	95
Paired Reading courses	1.3	97
Prescriptive Scheduling	1.3	97
Achievement Coaching	1.2	95
Enrollment in Student Success courses	1.2	95
Student Support	1.2	97
IMPLEMENTATION OF THE PROMISE PATHWAYS		
Teaching PP students	1.6	94
Faculty/Staff Engagement	1.5	97
Paired Reading courses	1.3	95
Enrollment in Student Success courses	1.3	94
Achievement Coaching	1.3	94
Prescriptive Scheduling	1.2	94
Student Support	1.2	95
Alternative Placement	1.2	94
EFFECTIVENESS IN PROMOTING STUDENT SUCCESS		
Enrollment in Student Success courses	2.8	37
Achievement Coaching	2.7	31
Student Support	2.7	29
Paired Reading courses	2.3	31
Prescriptive Scheduling	2.3	44
Alternative Placement	2.3	49
Faculty/Staff Engagement	1.9	47
EFFECTIVENESS IN PROMOTING STUDENT SUCCESS – OPEN-ENDED RESPONSE	NA	34

EFFECT OF THE PROMISE PATHWAYS ON PERCEPTIONS AND INTERACTIONS		
Improve motivation to work with faculty	3.4	62
Improve motivation to work with students	3.3	59
Improve perception of staff	3.3	57
Improve motivation to work with staff	3.3	59
Improve engagement with students	3.2	57
Improve perception of faculty	3.2	61
Improve interactions with faculty	3.1	55
Improve perception of students	3.1	64
Improve engagement with faculty	3.1	58
Improve interactions with students	3.1	56
Improve interactions with staff	3.1	55
Improve motivation to work with administration	3.0	61
Improve engagement with staff	3.0	59
Improve perception of administration	2.7	70
Improve interactions with administration	2.7	56
Improve engagement with administration	2.7	59
LIKED OR SUCCESSFUL ASPECTS – OPEN ENDED RESPONSE	NA	39
DISLIKED OR UNSUCCESSFUL ASPECTS – OPEN ENDED RESPONSE	NA	45
ASPECTS THAT SHOULD BE REMOVED – OPEN ENDED RESPONSE	NA	22
ASPECTS THAT SHOULD BE ADDED – OPEN ENDED RESPONSE	NA	29
ASPECTS THAT SHOULD BE INCLUDED IN STUDENT’S 2ND YEAR – OPEN ENDED RESPONSE	NA	30
INTEREST IN PROFESSIONAL DEVELOPMENT		
Student Support	2.4	75
Alternative Placement	2.3	75
Achievement Coaching	2.3	78
Paired Reading courses	2.3	80
Enrollment in Student Success courses	2.2	75
Prescriptive Scheduling	2.1	79
METHODS OF RECEIVING INFORMATION ABOUT THE PROMISE PATHWAYS	NA	115
FUTURE METHODS OF RECEIVING INFORMATION	NA	115
TYPES OF INFORMATION – OPEN ENDED RESPONSE	NA	29
PARTICIPATE IN SECOND-YEAR ACTIVITIES	NA	115
PARTICIPATE IN FOLLOW-UP SURVEY/FOCUS GROUP	NA	115
LEARN RESULTS OF THIS SURVEY	NA	115
LEARN RESULTS OF FIRST SEMESTER AND FIRST YEAR OF PP	NA	115
CURRENT LBCC STUDENTS COMPARED TO PRIOR LBCC STUDENTS		
More successful	2.6	44
More engaged	2.5	46
More prepared	2.3	46

LBCC STUDENTS COMPARED TO OTHER CALIFORNIA CC STUDENTS		
Respect for faculty	3.1	73
Respect for Peers	3.0	70
Respect for staff	3.0	66
Respect for themselves	3.0	70
Social/Civic engagement	2.8	63
Academic ability	2.7	72
Maturity	2.7	70
Respect for facilities	2.6	69
Study skills	2.5	70
Time management	2.5	69
1 ST YEAR LBCC STUDENTS COMPARED TO OTHER CALIFORNIA CC STUDENTS		
Respect for faculty	2.9	64
Respect for Peers	3.0	64
Respect for staff	2.9	58
Respect for themselves	2.9	62
Social/Civic engagement	2.7	58
Academic ability	2.6	65
Maturity	2.6	63
Respect for facilities	2.7	61
Study skills	2.4	64
Time management	2.5	63
1 ST YEAR LBCC STUDENTS FROM LBUSD COMPARED TO OTHER CALIFORNIA CC STUDENTS		
Respect for faculty	2.9	53
Respect for Peers	3.0	53
Respect for staff	2.9	49
Respect for themselves	2.9	53
Social/Civic engagement	2.7	51
Academic ability	2.6	55
Maturity	2.6	54
Respect for facilities	2.7	51
Study skills	2.5	55
Time management	2.4	55

Appendix B: Faculty Survey Instrument

LBCC Promise Pathways Faculty/Staff Survey

Long Beach City College is committed to building the very best experiences for all of our students and one of the important ways we do this is by asking faculty and staff for their views of and experiences with programs at LBCC.

Over the past few years, the college has worked collaboratively to develop a comprehensive first year experience for incoming students: the Promise Pathways. It was implemented for the first cohort of students in the Fall 2012. We would like to ask you to take about 15-20 minutes to answer a few questions about the program. Completing the survey at the link below is an important opportunity to help shape the direction of the program.

Please consider your answers carefully as the Promise Pathways Coordinating Team and the college will be using your answers to help build on, improve, and extend the initiatives developed as part of the Promise Pathways as we try to extend these opportunities to all of our students at Long Beach City College. We are very interested in your feedback whether or not you have been previously involved in shaping the nature of the Program. So, even if you have not participated in the development of the Promise Pathways, please do complete the survey.

If you are interested in receiving a summary of the results of the survey or of the results of the first semester of the Pathways, there is an opportunity at the end of the survey to request those results.

LBCC Promise Pathways Faculty/Staff Survey

Please indicate your position at LBCC (check all that apply). *

- FT Faculty
- PT Faculty
- Classified
- Classified Manager/Supervisor
- Administrator

How long have you been employed at LBCC?

- Less than 1 year
- 1 - 3 years
- 4 - 6 years
- 7 or more years

Do you currently serve in any of the following administrative capacities? (check all that apply)

- Dean
- Department Head
- Faculty leadership (e.g., Curriculum Chair, Faculty Professional Development Coordinator)
- No, I do not currently serve in any administrative capacities
- Other (please specify)

LBCC Promise Pathways Faculty/Staff Survey

How many courses are you teaching at Long Beach City College this semester?

- 0
- 1
- 2
- 3
- 4
- 5 or more

Please indicate which course(s) and/or types of courses you teach (check all that apply).

- English courses
- Math courses
- Reading courses
- Counseling 1
- Learn 11
- Elective courses
- Basic Skills courses
- Non-Basic Skills courses
- General Education Plan courses
- Other (please specify)

LBCC Promise Pathways Faculty/Staff Survey

This semester, I... (check all that apply)

- taught Promise Pathways students in specific sections of courses (e.g., Learn 11, Counseling 1, and English 1, Reading courses or electives paired with Reading courses).
- taught gateway courses likely to contain large numbers of first year students (Reading, Math, English, ESL, introductory/first courses in discipline e.g., Psych 1).
- may have had Pathways students in my courses but I am uncertain.
- had no Pathways students in my courses.
- had other involvement with Pathways students (please specify)

LBCC Promise Pathways Faculty/Staff Survey

Promise Pathways

How familiar are you with the following components of Promise Pathways? *

	Very familiar	Familiar	Somewhat familiar	Not at all familiar
Prescriptive Scheduling (i.e., student given a prescribed schedule of courses) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative Placement in English and Math (i.e., using both high school transcript and Accuplacer data) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrollment in Student Success Course (i.e., Learn 11 or Counseling 1) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achievement Coaches *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paired Reading courses (i.e., student assigned to certain courses depending on reading course) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Support (e.g., counseling, orientation picnic, educational plan counseling) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement of faculty and staff (e.g., communication regarding Promise Pathways) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LBCC Promise Pathways Faculty/Staff Survey

Participation in Promise Pathways

I participated in... (check all that apply)

- Promise Pathways Coordinating Committee meetings
- Promise Pathways Initiative Group Meetings (e.g., Counseling Initiative, Expanding Pathways, Post-Secondary Success, Preparation for College)
- Promise Pathways Support Group Meetings (Operations, Resources, Research, Operations, Communications)
- Spring 2012 P2 Counseling Workshops (at LBCC, PCC, or at the high schools)
- Fall 2012 Second Semester Success Plan Counseling Appointment
- Fall 2012 Registration Workshop on November 26th and 27th
- Early Bird Registration, Assessment or Orientation of Pathways students
- Development of alternative placement or First or Second Semester Success Plans.
- Promise Pathways outreach activities (e.g., Promise Pathways picnic, contacting students)
- I did not participate in any Promise Pathways activities
- Other

LBCC Promise Pathways Faculty/Staff Survey

Developing Promise Pathways

How involved were you with the DEVELOPMENT of the following components of Promise Pathways?

	Very involved	Involved	Somewhat involved	Not at all involved
Prescriptive Scheduling (i.e., student given a prescribed schedule of courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative Placement in English and Math (i.e., using both high school transcript and Accuplacer data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrollment in Student Success Course (i.e., Learn 11 or Counseling 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achievement Coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paired Reading courses (i.e., student assigned to certain courses depending on reading course)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Support (e.g., counseling, orientation picnic, educational plan counseling)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement of faculty and staff (e.g., communication regarding Promise Pathways)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LBCC Promise Pathways Faculty/Staff Survey

Implementing Promise Pathways

How involved were you with the IMPLEMENTATION of the following components of Promise Pathways?

	Very involved	Involved	Somewhat involved	Not at all involved
Prescriptive Scheduling (i.e., student given a prescribed schedule of courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative Placement in English and Math (i.e., using both high school transcript and Accuplacer data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrollment in Student Success Course (i.e., Learn 11 or Counseling 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achievement Coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paired Reading courses (i.e., student assigned to certain courses depending on reading course)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Support (e.g., counseling, orientation picnic, educational plan counseling)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement of faculty and staff (e.g., communication regarding Promise Pathways)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Promise Pathways students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LBCC Promise Pathways Faculty/Staff Survey

Information about Promise Pathways

How did you receive information about Promise Pathways? (check all that apply)

- Dean
- Department Head
- Faculty member within my department
- Faculty member outside of my department
- Administrator
- Student
- LBCC website
- Promise Pathways Coordinating Committee meetings
- Promise Pathways Initiative Group Meetings (e.g., Counseling Initiative, Expanding Pathways, Post-Secondary Success, Preparation for College)
- Promise Pathways Support Group Meetings (e.g., Operations, Resources, Research, Operations, Communications)
- I did not receive information about Promise Pathways
- Other (please specify)

In the future, how would you like to receive information about Promise Pathways? (check all that apply)

- Via my Department Head
- Via direct email
- Via professional development activities
- In the LBCC newsletter/Loop
- Via social media (e.g., Facebook, Twitter)
- Via a Promise Pathways website
- Via the Faculty Senate
- Other (please specify)

What type or types of information would you like to receive about the Promise Pathways that you are not currently receiving, if any?

LBCC Promise Pathways Faculty/Staff Survey

Professional Development for Promise Pathways

How interested would you be in receiving professional development in the following components of Promise Pathways?

	Very interested	Interested	Somewhat interested	Not at all interested	Don't know/Not sure
Prescriptive Scheduling (i.e., student given a prescribed schedule of courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative Placement in English and Math (i.e., using both high school transcript and Accuplacer data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrollment in Student Success Course (i.e., Learn 11 or Counseling 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achievement Coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paired Reading courses (i.e., student assigned to certain courses depending on reading course)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Support (e.g., counseling, orientation picnic, educational plan counseling)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain any other Promise Pathways professional development opportunities you would like to see offered.

LBCC Promise Pathways Faculty/Staff Survey

Effectiveness of Promise Pathways

How effective were the following components of Promise Pathways in promoting student success?

	Very effective	Effective	Somewhat effective	Not effective	Don't know/Not sure
Prescriptive Scheduling (i.e., students automatically placed in certain courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative Placement in English and Math (i.e., using both high school transcript and Accuplacer data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrollment in Student Success Course (i.e., Learn 11 or Counseling 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achievement Coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paired Reading courses (i.e., student automatically placed in certain courses depending on reading course)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Support (e.g., counseling, orientation picnic, educational plan counseling)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement of faculty and staff (e.g., communication regarding Promise Pathways)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What, if anything, could have made Promise Pathways more effective in promoting student success?

LBCC Promise Pathways Faculty/Staff Survey

Participation in Promise Pathways

The Promise Pathways program...

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/Not sure	Not applicable
improved my perception of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved my perception of faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved my perception of staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved my perception of administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved my day-to-day interactions with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved my day-to-day interactions with faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved my day-to-day interactions with staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved my day-to-day interactions with administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved the depth of my engagement with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved the depth of my engagement with faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved the depth of my engagement with staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved the depth of my engagement with administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved my level of motivation to work with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved my level of motivation to work with faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved my level of motivation to work with staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improved my level of motivation to work with administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LBCC Promise Pathways Faculty/Staff Survey

Were there any components of Promise Pathways that you particularly liked or thought were particularly successful? Why? Please be specific in your response.

Were there any components of Promise Pathways that you particularly disliked or thought were particularly unsuccessful? Why? Please be specific in your response.

Are there any components of Promise Pathways that should be removed? Which components and why? Please be specific in your response.

Are there any components that should be added to Promise Pathways? Which components and why? Please be specific in your response.

One of the key aspects of the Promise Pathways looking forward will be what types of programs and activities would be most meaningfully incorporated into students' second year at Long Beach City College? What do you think would be the most important programs and activities to include in students' second year and why? Please be as specific and thorough as you are willing in your response.

I would be interested in participating in such activities or programs in students' second year.

- Yes (please provide email address at the end of the survey)
- Maybe, depending on the time commitment (please provide email address at the end of the survey)
- No

LBCC Promise Pathways Faculty/Staff Survey

Impression of LBCC Students

Compared with prior semesters, students this semester...

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know/Not sure
were more prepared for coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were more engaged in coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were more successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LBCC Promise Pathways Faculty/Staff Survey

Impression of LBCC Students

Overall, compared to students at other California community colleges, how would you rate **students in general** at LBCC on the following characteristics?

	Far above average	Above average	Average	Below average	Far below average	Don't know/Not sure
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social/Civic responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for campus property/facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compared to students at other California Community Colleges, how would you rate **first year students** at LBCC on the following characteristics?

	Far above average	Above average	Average	Below average	Far below average	Don't know/Not sure
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social/Civic responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for campus property/facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compared to students at other California Community Colleges, how would you rate **first year students from LBUSD** at LBCC on the following characteristics?

	Far above average	Above average	Average	Below average	Far below average	Don't know/Not sure
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social/Civic responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for campus property/facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LBCC Promise Pathways Faculty/Staff Survey

New Page

I would be willing to participate in a follow-up survey and/or focus group

- Yes (please provide email address below)
 - Maybe, depending on the time commitment (please provide email address below)
 - No
-

I would be interested in finding out the results of this survey.

- Yes (please provide email address below)
 - No
-

I would be interested in finding out the results of the first semester and first year of the Promise Pathways program

- Yes (please provide email address below)
 - No
-

If you said yes or maybe to any of the questions on this page (or to the question on the previous page indicating your interest in participating in possible second year activities or programs), please your email address below. Alternatively, if you wish you may also indicate your interest in further participation or in receiving information about the survey or the Pathways by emailing the Office of Institutional Effectiveness directly at research@lbcc.edu

Appendix C: Characteristics of the 70 Full- and Part-time Faculty

Figure C1. Percentage of 70 Full- and Part-time Faculty teaching certain number of courses

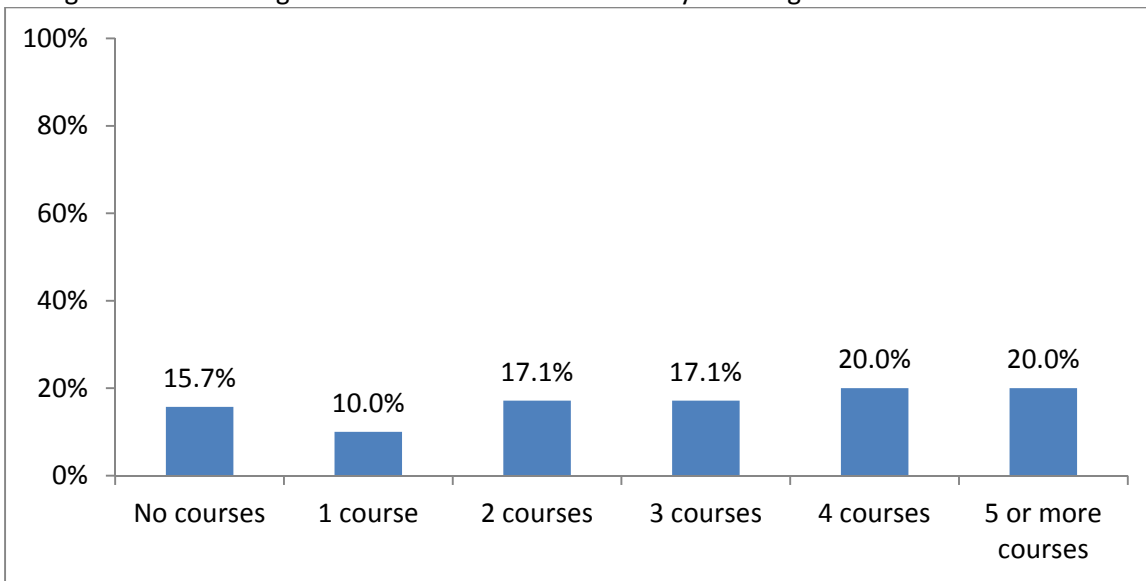
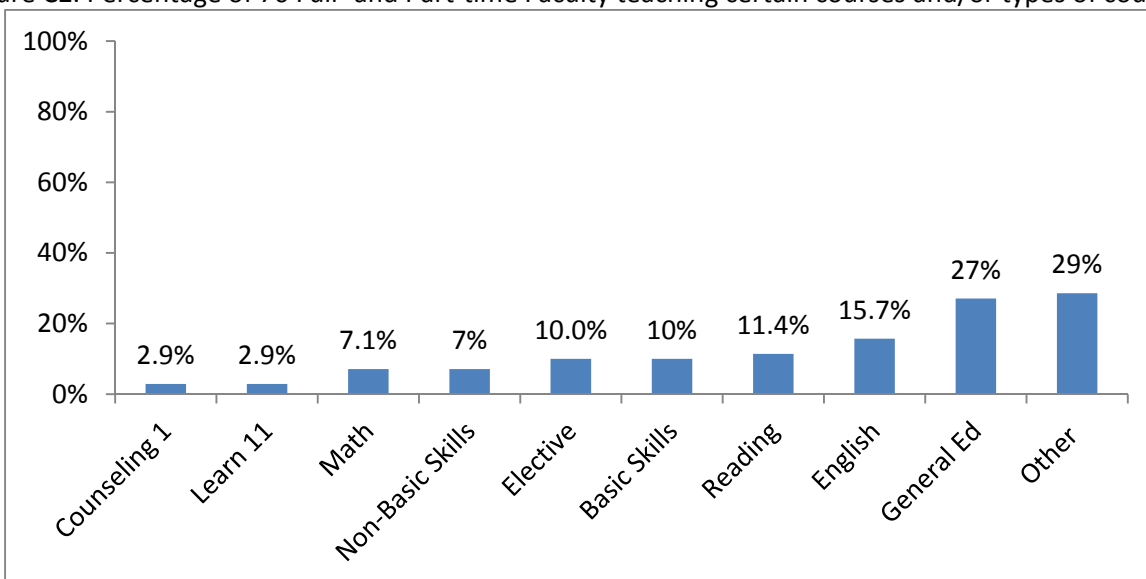
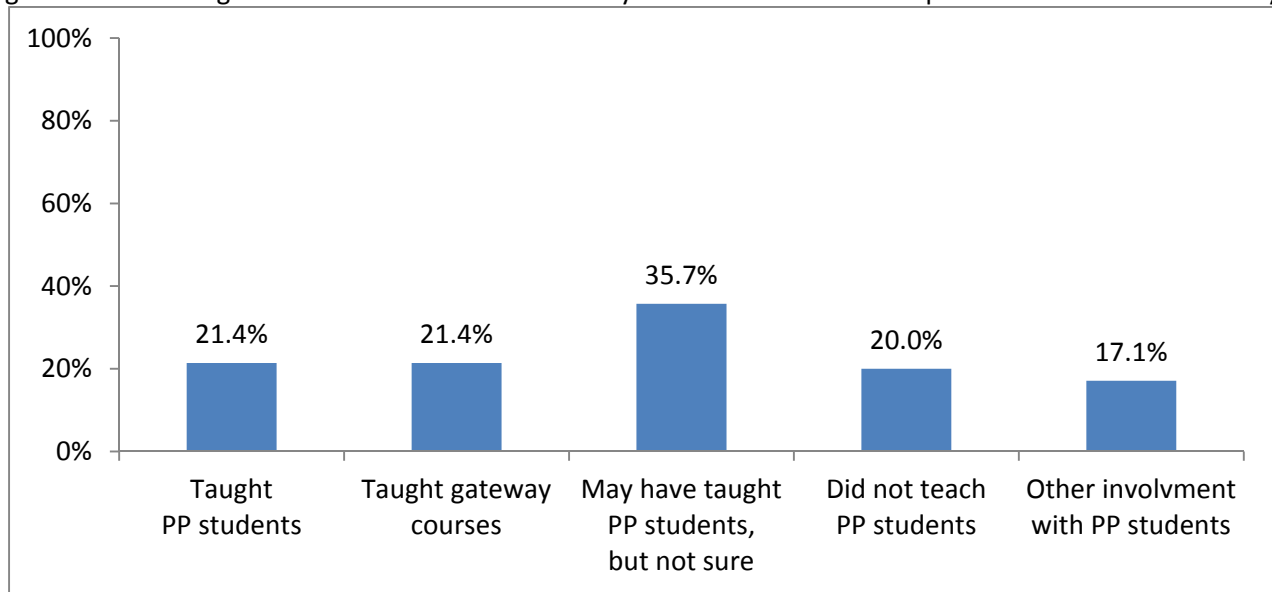


Figure C2. Percentage of 70 Full- and Part-time Faculty teaching certain courses and/or types of courses²



² Respondents could indicate more than one course or type of course.

Figure C3. Percentage of 70 Full- and Part-time Faculty involved with various aspects of the Promise Pathways³



³ Respondents could indicate more than one aspect.

Appendix D: Open-ended Responses on Effectiveness of The Promise Pathways

Better communication and collaboration with faculty

Communication about the program was weak. Those who had students in the pilot program should have been notified and given some kind of orientation (via video, email, website, in person, etc.).

Communication! It seems as though development of program taking place as the program was in full swing. Changes of who was in and who was out changed so often with those making decisions unaware of what was going on in the trenches. Quite difficult to maintain our normal responsibilities in our department as well as taking on more or needing to develop something quickly as the process was not thought through or many students falling through the cracks. By knowing what department is responsible for what aspect without adding additional criteria in the middle of crunch time would be helpful. Perhaps some from outreach to visit the participating high schools so that all students are aware of their opportunity. Deadlines clearly communicated. Those that implement the deadlines and want extra things completed at the last minute to provide the needed extra help.

Faculty who are not directly involved in the decision making process of the Promise Pathway program may not have been aware of why, what and how of the program which can lead to confusion and frustration.

Administrators who would actually listen to what faculty experts have to say about their discipline. In reality, there is the appearance of listening followed by the action of proceeding with whatever plan had already been decided upon. It has been a difficult struggle in every meeting to get valid points heard.

I worked with a part-timer. This was completely ineffective, and unfair to the part-time faculty. They are not paid to put in extra work. The person I worked with wanted to get together over the winter break. I was unable, because I was on the east coast. Upon my return, I wanted to engage, but she informed me that she had a 'very full schedule' and was unable to work with me. We had very little engagement. It's not right to rely on part-timers: they are not paid the extra time, and they will take the class because they fear if they don't.... Bad way to run a program. In addition, I signed up for a class, and was told several weeks later that it was a paired class. I said I did not want to be a part of the program. I was told by the dean, 'Take it, or leave it.' Not a good experience--top down doesn't work.

It is obvious to most faculty that the decision-making process for P2 is primarily top down, despite the committee structure. This can easily be remedied with more collaborative decision-making, but it takes leadership who understand how to accomplish this approach in order to do it well.

The planners should COMMUNICATE!

To my knowledge, no information has been communicated College-wide as to the successes and non-successes of the P2 efforts and how we may scale the successes. Many still are not sure what it is or feel that resources are being drained from their areas to support P2 efforts. In short, communications here on campus.

The instructor I was paired with from the reading department was uncooperative, didn't want to be paired with another course, and cancelled numerous meetings I set up with her to discuss the class. I proved her with all my study guides, vocabulary lists and of course the syllabus. My students said she did not help them at all with reading our textbook.

First education needs to be personal and INDIVIDUALIZED not 'prescribed' it is not one-size fits all second there is no data - or serious studies at a state and/or national level, that has been shared anyway, showing that taking reading concurrently with a 'theme' course promotes student success. This HAS to be FACULTY driven - the Administration cannot pull a magic lever to make everything hum along perfectly.

Better course placement

A more realistic assessment of the students' capabilities and better teachers in Long Beach Unified.
By placing students in classes that would do better in.
I was told there would be mid-semester progress reports, but I have never received information regarding this. Place students according to ability, not what the administration would like them to be. Be honest in reporting about the results of PP students. (I had 1 pass in Fall 2012)
Placement was appalling. Students barely literate were placed into English 1, with disastrous results that were disheartening to the poor students themselves and destructive to the classrooms burdened with the misplaced students. Buy hey, maybe we can work the numbers to make it look like a success regardless. We know our goals.
Screen students more carefully. Must pass stringent entrance exam that shows they are ready for college level learning.
The placement process is riddled with problems. The P2 committee could work more transparently and flexibly with faculty, particular when whole departments voice concerns.
Make sure students are going to register for classes that are not going to be way above their skill level

Discussion of specific courses or areas of courses

Something that is outside the purview of the P2: reexamining the role/strength of reading in English I courses. The English 1 course is described as a Reading and Composition course. There is, as reported directly to me by two reading instructors, a certain amount of dismay and resentment about P2ers' having to take a reading class (prescriptive scheduling) after being successful in English 1. Perhaps READ and English might consider this question: Is the reading load and concomitant skill demand high enough in English 1 to count success in that course as 'reading proficiency met'? In the interim, students should be notified uniformly that although it is/may be in their best interest to continue their recommended reading series, if they pass English 1, they have the opportunity to retake the assessment test or challenge the next reading course in the series... or whatever alternatives the college is giving them. Or at the very least, P2 should open a discussion of this issue with READ and English.
One major drawback is having homogenous classes of Promise Pathways students. In doing so, the student is missing out on a true college experience of being in a class with a diverse population of older students and students who have been attending college and bring a more mature perspective on education. In keeping this age group together, the mentality was still one of high school.
Implementation of an alternative assessment process for Reading Courses. Far too many students are unnecessarily assigned to reading remediation when they appear to be already quite capable of successfully completing other transfer level courses. Forcing those students into reading remediation costs them time and units that could otherwise be going towards their ed goal (and to other departments)
Learn 11 is an essential foundational course.
Expanding the use of placement using multiple measures to a broader set of students. Using multiple measures in Reading. Using multiple measures in the the lower levels of English placement.
classes are good but trades are like back up if you are struggling with books trades would be a better way positive showing there is something else.
I have heard from students both within and outside of Promise Pathways say that Learn 11 and Counseling 1 are very informational courses and that coaching has encouraged them to meet with an academic counselor in planning their transfer or certification goals.

More access to data and results of the Promise Pathways

does the college know how effective each of the components have been? I have not see any information about it, besides the success rates in English and Math
I feel unqualified to answer any of these since I don't know the results of P2 students' success. Data must be shared with the faculty who are teaching these students. I am one of these faculty and have no data besides my own on the success of students. What I can tell you is that my P2 students are no engaged and failing my ESL reading course. They don't understand how to be successful in college and want to leave the program.
I was told there would be mid-semester progress reports, but I have never received information regarding this. Place students according to ability, not what the administration would like them to be. Be honest in reporting about the results of PP students. (I had 1 pass in Fall 2012)
I WOULD LIKE TO SEE THE DATA
I would like more guidance and feedback in terms of what I did in my reading course this past semester.
I would have benefited from and felt more supported by more follow up/follow through regarding Student Progress Check and more general guidance regarding expectations and outcomes as a participant in the Promise Pathways Reading Cohort. Specifically, I truly appreciated our initial meeting and would have loved to have had an end of the semester meeting/wrap up with our cohort to discuss our experiences etc.

Other

Need to begin outreach efforts in the fall semester. Waiting until a picnic in the summer to educate parents and students is way too late. Need to have a better commitment to the high schools - our outreach students don't go consistently to all of the high schools and the couple that do need to be better prepared to answer questions. They are asking Counseling One instructors what they should share with the potential P2 students. We have lost big support from the high school counselors and career center directors because they either don't get information from the Outreach office or what they do get is not correct. Need to identify deadlines and stick to them. Need to identify a 'drop dead' date for receiving info from participating high schools in order to pre-pop ed plans. It is crazy to get information delivered in a way that the ed plans are constantly being updated. Makes counseling appointments a waste of time.
More P2 students were able to enroll in the classes that they need in order to succeed. Unfortunately, many current (non P2 students) were shut out of their classes because of P2. The success of P2 shouldn't come at the expense of other students.
I do not get the feeling that PP students continue to remember who they are and that there are specific benefits to academic success, in addition to pure knowledge acquisition, and that lack of success will mean a reduction of 'perks.'
Education for Students on what and why Promise Pathways is applicable to them. I have a son enrolled and he was frustrated with some changes. The lack of understanding, I believe, escalated his frustration.
coordinated management attention to student self-regulatory behaviors a clearly stated overarching goal that is focused on student education

Appendix E: Open-ended Responses Evaluating The Promise Pathways

Faculty, staff, and administrators were asked in open-ended items to identify aspects of The Promise Pathways that they particularly liked or thought were particularly successful, that they particularly disliked or thought were particularly unsuccessful, that should be removed, that should be added, and that should be included in a student's second year at LBCC. This appendix includes all responses, unedited, roughly grouped by category.

Liked or Successful

Prescriptive Scheduling

Assigned schedule
I applaud P2 for addressing student success and trying to find a more effective way of moving students through the general course process.
Placing students right away in the basic core classes is a great idea because there is little time wasted and the student makes their goal that much more quickly.
Prescriptive Scheduling and Alternative Assessment both had a tremendous effect. More students achieved full time status and were attempting transfer level math and english in their first term than ever before. This will have huge downstream effects as many more students have already completed some of the biggest hurdles to degree and transfer.
Students signed up for classes that students traditionally put off. They were allowed to enroll in classes that traditionally have been full. The program encouraged them to stay in classes that they might otherwise have dropped. These are all great results.
The philosophy of stronger structure for the incoming students has strong potential for success, but I cannot tell if it helped in practice.

Student Support

Education plan, student progress assessment
I like that we are attempting to give students from the LBUSD some kind of priority.
I thought it was a good that the P2 gave students a clear path to follow, as far, as how to apply to college and what to do when they got here.
Our Early Bird Assessments and Open Assessment sessions as well as Orientation sessions were very successful. We plan ahead, communicate, and have great team players.
Students had a better understanding of their ED PLAN

Achievement Coaching

Coaches.
Glad to have achievement coaches participating. Strongly support the concept of success classes. Support the move to themed reading classes and the expansion to involving other academic areas.
Individual meetings between coaches and students really helped in getting to know the student and support them in the specific areas they needed support in.
The coaching attendance was more successful during the spring 2013 semester when I worked with one course instructor who made coaching attendance part of their grade, when students were allowed to choose the coaching session time slot and coach, and when I scheduled the regular coaching sessions immediately following the course. All of these factors combined helped set the path for regular attendance.
The use of multiple measures in assessment worked particularly well. The achievement coaches were effective in helping students who most needed help.

Alternative Placement

Prescriptive Scheduling and Alternative Assessment both had a tremendous effect. More students achieved full time status and were attempting transfer level math and english in their first term than ever before. This will have huge downstream effects as many more students have already completed some of the biggest hurdles to degree and transfer.

The bypass of the placement exam. I believe the placement exam is obsolete and much too difficult. I believe that high school transcripts should be used for math and english assesment or high school exit exam results.

The use of multiple measures in assessment worked particularly well. The achivement coaches were effective in helping students who most needed help.

Paired Reading courses

Glad to have achievement coaches participating. Strongly support the concept of success classes. Support the move to themed reading classes and the expansion to involving other academic areas.

I thought that Read 883 and Comm 20 were a perfect match.

The idea of pairing a Reading class with a content area class - history, social studies, mathematics - is a more effective process is driving student success. Reading and understanding is a key factor in ensuring maximum growth and achievement across the curriculum.

Faculty/Staff Engagement

I appreciated our first meeting and the general commitment to and enthusiasm of the participants in our cohort.

I liked the idea of engagement and collaboration, but I thought it was ill thought out and a flop.

Enrollment in Student Success courses

Glad to have achievement coaches participating. Strongly support the concept of success classes. Support the move to themed reading classes and the expansion to involving other academic areas.

Other

I definitely felt that meeting with students on a one on one basis helped me get more in touch with the students. Meeting with them in a group was a little more intimidating since I don't have a teaching background and I felt it hard to keep the students engaged at times.

I enjoyed being able to work with students one-on-one. This allowed me to encourage students to see a counselor for their educational plan which was extremely important to them.

Priority registration for students is always in demand. I am sure students participating in the program enjoyed the privilege of having the priority registration.

That students can gain a seat in a much-needed class is helpful for them. It's not particularly helpful for our continuing students, who still have difficulty getting a seat in these classes.

The fact that a College-wide effort is being made to address the needs of the students in our service area is in and of itself successful. The fact that there is a regular meeting in which significant numbers of administrative leaders and faculty discuss the success of our students is a success.

Well, the stated goals are lovely. It is nice to think that we could encourage students to find 'success'.

Yes, the symposia opened the way to tri-institutional discussion among faculty and first-level administrators about the expectations of sending and receiving institutions in making the move from secondary to post-secondary a richer, more profound, and more functional experience for students. The discussions of 'common core' and new ways of thinking have been invaluable so far.

Use of data to evaluate effectiveness of pilots and make refinements.

Nothing or NA

If there is information showing that Promise Pathways is successful, why doesn't the administration release it? Requests for this information are rebuffed creating the impression that it doesn't exist.
My experience with PP has been entirely negative.
NA
never saw anything on pathways till survey.
No
no I think it's implementation is illconceived
None.
I didn't work closely enough with the program to assess the outcome.
No
Since none of my students were specifically identified as Promise Pathways students, I have no means of determining which Promise Pathways students were successful. My student roster makes no distinction between Promise Pathways and non-Promise Pathways students.

Disliked or Unsuccessful

Faculty/Staff Engagement and Communication

By now, my view of this project should be fairly clear. Those administering this program are not to be trusted; what they said they would do in meetings was not, in fact, what they did, and the desire to broadcast a certain image to the larger world takes precedent over any pedagogical imperatives. Faculty expertise was dismissed as benighted or irrelevant or simply disregarded. I have another criticism besides the bullying attitude of administrators--not that I think it will do any good. I will offer it anyway. The Promise Pathways essentially created a Grade 13 for the students and professors. Many students come to college hoping for a change from high school. The prescriptive path assigned to PP students, however, pretty closely resembles high school. This similarity affects students' attitudes, and not in good ways. The effect changes the classroom, as well. When I taught for seven years at a major university, I had excellent students who were all 18, who had all gotten B+/A averages in high school, who all lived on campus. It was a smart but bland group. LBCC offered a rich change, with students from diverse age groups, backgrounds, and experiences. Their abilities varied more, but they were great fun to have together for discussion. By corralling all high school seniors and packing them into the same classrooms, you have in many ways devastated that rich diversity. English 1H, for example, has now been closed to the larger LBCC student body; I am told that PP students will fill it entirely. As a result, I may just stop teaching it, because this is NOT a change for the better. In high school, students often can take on a passivity. They wait to be told what to do. They wait to be called on. Is it an improvement to encourage this same attitude by surrounding them with the same damn students they had next to them in high school, with a schedule assigned to them of basic classes they would never, given the choice, select for themselves? It is not, and those arranging this grand dream seem unable to grasp that fact. But of course, grasping it might require them to teach in these classrooms themselves, which is obviously impossible.

I did not like that administrators were telling us that we needed to take a class, or else. I didn't like the homogeneous high schoolers who came to class. If I wanted to teach high school, I would do so. I don't like putting part-timers into a position of having to take a high work load, when they are desperate to have a class.

I just felt like we needed more in depth training. Pair up the new incoming mentors with ones that have done it before and see how they run their class and get ideas for our classes. BE more specific of what to go over with students and how Faculty be more available to mentors
I think the pilot was rushed. Course placement for English was very weak.
I would have liked to be paired with a faculty member who actually believed in the program and was willing to work with me.
In the spirit of shared governance, why do the administrators need to meet prior to the main oversight committee meeting? If decisions are going to be vetted prior to the oversight committee, why bother to hold the Wednesday meetings? Too many of the sub committees discuss the same agenda items; too much overlap. Committee work needs to be more focused. The calendar/planning process is a joke. We are still trying to decide how to see students in counseling appointments and it's June! A timeline needs to be created - in cement - in the spring semester for the following academic year. We are wasting too much time playing catch up. Pick a model and stick with it for the year. Stop constantly updating pre-popped ed plans. Outreach efforts need to get in gear in the fall semester. We have a horrible reputation at the high schools with regard to getting information out to counselors and career center tech.
It seemed as though we had more meetings with administration and trainings for coaches during the fall 2012 semester than in the spring. Coach trainings, coach meetings, and meetings with administrators is very important in keeping us current. We are the direct tool working with students so please do not forget us.
Lack of college wide faculty involvement. Top down approach to the program.
To work effectively - there has to be lateral and vertical communication across subject areas.
The planning and communication with the students and staff needs to improve
The initial communication and lack of transparency on the part of P2 led to some battles that probably could have been avoided had more transparency and an effort to build consensus obtained--especially in regard to other stakeholder groups here at the college. College Promise and Promise Pathways--the similarity of the names led to some confusion for students, faculty, community members, etc.
The biggest problem has been the school's attempt to seek publicity for the program. In these press releases, the school has often been dishonest, and these public statements have soured attempts to work for the improvement of the program. When, for example, the college talks in public about how bad the previous assessment model was, it is directly attacking those people who put this model together. When it gathers data selectively to support this 'before' model (of course more first semester P2 students enroll in English 1, they have priority enrollment and have displaced students who just completed 105 and would like to have enrolled) in order to make the 'after' model appear better, there is considerable resentment on the part of faculty who have been part of the 'before' and can see the disingenuousness of the argument. If faculty had been made party to these discussion, if they were aware that the president of the college actually understood some of the complexities of the arguments that he was simplifying, and if he made the case to us first of how it is necessary to talk to different groups with different arguments, there might be more support for this program. As it was, he chose to give us exactly the same argument that he presented in his press releases (generally after we had already read it in the paper), and, consequently, there is considerable animosity on the part of the faculty to the Promise Pathways initiative.

Alternative Placement

Automatic placement in English 1 based on high school english grade.

Going off of high school grades to say they were ready for college level courses. Our surrounding high schools do not evenly prepare the students.

However, student success should not simply be defined by 60% pass rates as wonderful outcomes. Students have been misplaced in courses, and we need to find ways to move them to appropriate levels in a timely or alternative fashion (such as summer bridge courses, re-testing, compressed courses, and supplemental instruction) They should not simply be placed at a higher level and then left there to repeat failed attempts at success.

I think the pilot was rushed. Course placement for English was very weak.

More students enrolled in my courses who needed pre-college-level English courses had not been counseled into pre-English 1 sections, or even into English 1 sections, and thus were noticeably less prepared to succeed with writing and reading assignments than students in the previous year. The drop in freshman student readiness was marked.

My involvement and experience with Promise Pathways students is pretty limited, but the one aspect of the program that resonates with me so far is the use high school grades to place students into college English courses. I think this is a recipe for disaster. There is just too great a gap between what is being taught in high school, not to mention rampant grade inflation, and what students need to be able to do, the skills they need to have, to write successfully at the college and university levels. It is a disservice to the students. They think they are being set up for success, and most often it is just a humiliating shock when they find out how badly they were prepared for college. All students coming into college or university should take placement tests.

The whole P2 system feels a we are extending high school for these students for 2 more years. Also I think there are some inherent problems with letting students take English 1 and/or Math 110 even though they failed our assessment test because they got an 'A' or 'B' in their high school class. Doesn't that imply that there is either something wrong with our test or that the student was simply passed along by their high school?

The students were done a great disservice by placing them in classes they were not prepared for. By segregating them into PP classes, they missed the important college experience of how to behave like college students. There were no role models for them to emulate.

The placements of students to help them achieve success because they cannot pass the remedial courses just wasted their time as they ended up there anyway. The reason many of those students don't advance out of 801/105 is because they do not have the ability to do so. Forcing them into courses doesn't help the problem which really begins in the elementary school education they don't receive.

The English Department had significant difficulty gaining access to the data about the alternative placement process, which was not provided until the end of February and then was followed by a near-impossible deadline for proposing alterations to the pilot. Faculty had significant difficulty getting various administrators and researchers to listen to its perspectives on the data, since these parties had already decided that the project had been a success. This flew in the face of instructors' and students' actual classroom experience, which was fraught with a variety of difficulties. Time after time, a group of faculty proposed possible solutions that were rejected with little to no explanation, and often rejected with bullying, intimidation, and threats. It's too bad the department could not have gained approval for its original summer bridge proposal as this would have been very beneficial to students.

Student Support

I did not like to hear responses from students that were negative about their experiences with their professors, counselors, and staff. Many felt like the counselor hurried them during their meeting and did not help them create a plan for graduation or transfer. I also disliked when students help negative views on their counseling 1 or learn 11 professor. These classes should be tied more with the P2 philosophy.

In the spirit of shared governance, why do the administrators need to meet prior to the main oversight committee meeting? If decisions are going to be vetted prior to the oversight committee, why bother to hold the Wednesday meetings? Too many of the sub committees discuss the same agenda items; too much overlap. Committee work needs to be more focused. The calendar/planning process is a joke. We are still trying to decide how to see students in counseling appointments and it's June! A timeline needs to be created - in cement - in the spring semester for the following academic year. We are wasting too much time playing catch up. Pick a model and stick with it for the year. Stop constantly updating pre-popped ed plans. Outreach efforts need to get in gear in the fall semester. We have a horrible reputation at the high schools with regard to getting information out to counselors and career center tech.

To develop a smoother sign-up process and students to be better informed at what is available to them while at their high school. Just seems like there is too much of a gap. Many of those that did not do the Early Bird were either clueless or misinformed, etc. and that put lots of extra responsibility on an already stretched department.

The orientation was too early in the summer and it caused many students to be disqualified from the program since it was so early in the summer.

Prescriptive Scheduling

By now, my view of this project should be fairly clear. Those administering this program are not to be trusted; what they said they would do in meetings was not, in fact, what they did, and the desire to broadcast a certain image to the larger world takes precedent over any pedagogical imperatives. Faculty expertise was dismissed as benighted or irrelevant or simply disregarded. I have another criticism besides the bullying attitude of administrators--not that I think it will do any good. I will offer it anyway. The Promise Pathways essentially created a Grade 13 for the students and professors. Many students come to college hoping for a change from high school. The prescriptive path assigned to PP students, however, pretty closely resembles high school. This similarity affects students' attitudes, and not in good ways. The effect changes the classroom, as well. When I taught for seven years at a major university, I had excellent students who were all 18, who had all gotten B+/A averages in high school, who all lived on campus. It was a smart but bland group. LBCC offered a rich change, with students from diverse age groups, backgrounds, and experiences. Their abilities varied more, but they were great fun to have together for discussion. By corralling all high school seniors and packing them into the same classrooms, you have in many ways devastated that rich diversity. English 1H, for example, has now been closed to the larger LBCC student body; I am told that PP students will fill it entirely. As a result, I may just stop teaching it, because this is NOT a change for the better. In high school, students often can take on a passivity. They wait to be told what to do. They wait to be called on. Is it an improvement to encourage this same attitude by surrounding them with the same damn students they had next to them in high school, with a schedule assigned to them of basic classes they would never, given the choice, select for themselves? It is not, and those arranging this grand dream seem unable to grasp that fact. But of course, grasping it might require them to teach in these classrooms themselves, which is obviously impossible.

Choosing classes for students in a particular order appeared to be unsuccessful from what I saw from the students I worked with. They seemed to dislike being forced to take classes in a specific order. It's like high school again for them. I understand the purpose of guidance, but college is an environment where students should be independently making decisions.

Students were prescriptively scheduled into the wrong classes. This task should be reassigned to someone who knows what they are doing and will respect the majors the students have selected. Students not in Promise Pathways were disadvantaged; many were squeezed out of needed classes while half-hearted PP students were given priority.

Students still limited in number of courses they can enroll in

Enrollment in Student Success courses

I did not like to hear responses from students that were negative about their experiences with their professors, counselors, and staff. Many felt like the counselor hurried them during their meeting and did not help them create a plan for graduation or transfer. I also disliked when students help negative views on their counseling 1 or learn 11 professor. These classes should be tied more with the P2 philosophy.

There was little gained from assigning every student in a student success course. These units could have gone to other classes that moved a student towards their Ed Goal. Additionally, assigning 75% of our cohort (all high school graduates) to reading remediation is very problematic. The data very clearly show that many students are being unnecessarily remediated, often causing them to commit semesters of time to courses that provide them with little benefit. Simply by implementing an alternative placement model for reading, which would better identify those students who are ready for transfer level course work, we will be able to achieve some pretty big gains in average degree applicable unit completion of the entire cohort.

Paired Reading courses

As mentioned previously, the homogenous grouping of P2 students did not promote a wide diversity of college students. Also, having the paired classes back-to-back caused a problem in that whenever the content area class (which followed my class) had an exam or paper due about a quarter of the students missed instruction in my Reading class.

Other

As mentioned previously, the homogenous grouping of P2 students did not promote a wide diversity of college students. Also, having the paired classes back-to-back caused a problem in that whenever the content area class (which followed my class) had an exam or paper due about a quarter of the students missed instruction in my Reading class.

Classes where primarily all the students are just out of high school brings a certain immature character to the class.

Hodge-podge implementation of individual projects in a very accelerated time frame without an overarching rationale for such Getting counseling help for a Promise student when that student was resistant; sought alternatives but if didn't fit in prescribed time frame then couldn't be done

I did not like that administrators were telling us that we needed to take a class, or else. I didn't like the homogeneous high schoolers who came to class. If I wanted to teach high school, I would do so. I don't like putting part-timers into a position of having to take a high work load, when they are desperate to have a class.

Broad deployment of all interventions used limited time, effort, and resources on students that didn't need the interventions. Interventions should be deployed in a more-targeted way, especially given institutional time and resource limitations. Last minute and after the last minute changes undermined the program and made it more difficult to understand whether it actually worked.

By now, my view of this project should be fairly clear. Those administering this program are not to be trusted; what they said they would do in meetings was not, in fact, what they did, and the desire to broadcast a certain image to the larger world takes precedent over any pedagogical imperatives. Faculty expertise was dismissed as benighted or irrelevant or simply disregarded. I have another criticism besides the bullying attitude of administrators--not that I think it will do any good. I will offer it anyway. The Promise Pathways essentially created a Grade 13 for the students and professors. Many students come to college hoping for a change from high school. The prescriptive path assigned to PP students, however, pretty closely resembles high school. This similarity affects students' attitudes, and not in good ways. The effect changes the classroom, as well. When I taught for seven years at a major university, I had excellent students who were all 18, who had all gotten B+/A averages in high school, who all lived on campus. It was a smart but bland group. LBCC offered a rich change, with students from diverse age groups, backgrounds, and experiences. Their abilities varied more, but they were great fun to have together for discussion. By corralling all high school seniors and packing them into the same classrooms, you have in many ways devastated that rich diversity. English 1H, for example, has now been closed to the larger LBCC student body; I am told that PP students will fill it entirely. As a result, I may just stop teaching it, because this is NOT a change for the better. In high school, students often can take on a passivity. They wait to be told what to do. They wait to be called on. Is it an improvement to encourage this same attitude by surrounding them with the same damn students they had next to them in high school, with a schedule assigned to them of basic classes they would never, given the choice, select for themselves? It is not, and those arranging this grand dream seem unable to grasp that fact. But of course, grasping it might require them to teach in these classrooms themselves, which is obviously impossible.

I have heard through the grapevine that students placed in English courses through Accuplacer are not doing very well. I don't have hard data to show this, just discussion among faculty.

I feel the program should be optional, students should choose to be in it because it seemed as though many felt they had to be at the meetings and it was a drag for them. It interfered in the group discussion and the overall motivation and engagement in material of the group.

I was concerned that I had only eleven students in my class.

In the spirit of shared governance, why do the administrators need to meet prior to the main oversight committee meeting? If decisions are going to be vetted prior to the oversight committee, why bother to hold the Wednesday meetings? Too many of the sub committees discuss the same agenda items; too much overlap. Committee work needs to be more focused. The calendar/planning process is a joke. We are still trying to decide how to see students in counseling appointments and it's June! A timeline needs to be created - in cement - in the spring semester for the following academic year. We are wasting too much time playing catch up. Pick a model and stick with it for the year. Stop constantly updating pre-popped ed plans. Outreach efforts need to get in gear in the fall semester. We have a horrible reputation at the high schools with regard to getting information out to counselors and career center tech.

no I think it's implementation is illconceived

Overall roll out of the program seemed unorganized with lots of last minute changes. Since it is a brand new program, changes and modifications are expected but having negative publicity of the program did not help the image of the program.

P2 is a very expensive program. The number of people who meet weekly is an enormous cost that the college is not tabulating and making public. If this type of effort was put toward every first-term cohort (not just a select group that comes in during the fall from certain high schools), I think LBCC would be an amazing place for students and faculty. The fact that we're only targeting 5% - 6% of our student population with this program is a misled investment of energy and time. Broaden the effort to every incoming cohort of students. SCALE IT UP and soon! The faculty will lose their momentum and interest in the program since there's so much to do with the results being minute.

With Academic Achievement, the students were given too many choices as to which session that could choose. Some sessions were at max capacity while others had very low attendance. Students should be assigned a session along with their schedule. Also, there is no repercussions of a lack of attendance on the part of the students. I see this as a very unsuccessful.

While I believe on some level the students benefited from knowing one another, I think that students would be equally or better served by being in at least some classes with a wider variety of students.

There was little gained from assigning every student in a student success course. These units could have gone to other classes that moved a student towards their Ed Goal. Additionally, assigning so many high school graduates to reading remediation is curious. Some students appear to be unnecessarily remediated, often committing them to semesters of courses that provide them with little benefit. Better identifying those students who are ready for transfer level course work could improve completion of transferable units.

The whole P2 system feels like we are extending high school for these students for 2 more years. Also I think there are some inherent problems with letting students take English 1 and/or Math 110 even though they failed our assessment test because they got an 'A' or 'B' in their high school class. Doesn't that imply that there is either something wrong with our test or that the student was simply passed along by their high school?

The second wave of Promise Pathway students will significantly increase the number of student with priority registration. This will make it more difficult for our other students to get their classes, as they tend to take many GE classes towards the end to their education plan.

The idea of putting first-time freshmen in classes together only reinforced high school behaviors. These behaviors need to be tempered by continuing and older students who understand the nature of higher education and who can model and mentor less mature students. Many p2 students saw the program as an extension of high school, and their behavior, despite what went on in the classroom, reflected this idea. We did not help them make a smooth transition to college!

The biggest problem has been the school's attempt to seek publicity for the program. In these press releases, the school has often been dishonest, and these public statements have soured attempts to work for the improvement of the program. When, for example, the college talks in public about how bad the previous assessment model was, it is directly attacking those people who put this model together. When it gathers data selectively to support this 'before' model (of course more first semester P2 students enroll in English 1, they have priority enrollment and have displaced students who just completed 105 and would like to have enrolled) in order to make the 'after' model appear better, there is considerable resentment on the part of faculty who have been part of the 'before' and can see the disingenuousness of the argument. If faculty had been made party to these discussion, if they were aware that the president of the college actually understood some of the complexities of the arguments that he was simplifying, and if he made the case to us first of how it is necessary to talk to different groups with different arguments, there might be more support for this program. As it was, he chose to give us exactly the same argument that he presented in his press releases (generally after we had already read it in the paper), and, consequently, there is considerable animosity on the part of the faculty to the Promise Pathways initiative.

The English Department had significant difficulty gaining access to the data about the alternative placement process, which was not provided until the end of February and then was followed by a near-impossible deadline for proposing alterations to the pilot. Faculty had significant difficulty getting various administrators and researchers to listen to its perspectives on the data, since these parties had already decided that the project had been a success. This flew in the face of instructors' and students' actual classroom experience, which was fraught with a variety of difficulties. Time after time, a group of faculty proposed possible solutions that were rejected with little to no explanation, and often rejected with bullying, intimidation, and threats. It's too bad the department could not have gained approval for its original summer bridge proposal as this would have been very beneficial to students.

The program is not successful at all. It was implemented prematurely and is extremely problematic.

NA

I didn't work closely enough with the program to assess the outcome.

N/A

Aspects that Should Be Removed

Prescriptive Scheduling

One size fits all--prescribed semester plan may not work for all students. We need to allow students the flexibility of making some choices on their own. Multiple measure to place students is a great concept except some of the students were placed inappropriately causing students to fail courses in English and Math. We need to review the high school courses thoroughly to ensure that the courses are college-preparation courses that can be applied toward placing our students into appropriate courses.

Achievement Coaching

Coaching as currently configured Student time outside of class is problematic (according to students) whether it is because of responsibilities or motivation

I am not sure we have a 'handle' on the coaching component. ??

Alternative Placement

Accepting high school grades rather than testing to see if they really are ready.

One size fits all--prescribed semester plan may not work for all students. We need to allow students the flexibility of making some choices on their own. Multiple measure to place students is a great concept except some of the students were placed inappropriately causing students to fail courses in English and Math. We need to review the high school courses thoroughly to ensure that the courses are college-preparation courses that can be applied toward placing our students into appropriate courses.

It's hard to say because I don't know how the students in the program are doing. A progress report on the pilot would help me to better answer this question. Given that most of my involvement was in the area of instruction, I would say that the structure for placing students in English courses needs to be augmented.

Placing students in courses that they are not equipped for by jumping ahead without having the foundational skills. The student ends up wasting a semester of time and of the scholarship money. The example being ESL or Eng 801A to Eng 1.

The Alternative placement needs a complete redesign.

Faculty/Staff Engagement

The publicity about ongoing experiments. It is important that we be allowed to have honest discussions about the success of this program. As it was, the president declared his 'mission accomplished' long before anyone had seen any real data.

Enrollment in Student Success courses

It is silly for the College to continue to schedule too few classes in reading, English, and math and pretend that Learn 11 or Counseling 1 are acceptable substitutes for the basic skills classes that many students need.

Other

I do not think there are any components that should be removed from the Promise Pathways program, just modified. For example, there should be better control over maintaining only first year students in the coaching and not a mixed group with older students that have different needs.

I would do away with the program.

Again, the homogenous classes do not provide a true college experience.

It is silly for the College to continue to schedule too few classes in reading, English, and math and pretend that Learn 11 or Counseling 1 are acceptable substitutes for the basic skills classes that many students need.

It's hard to say because I don't know how the students in the program are doing. A progress report on the pilot would help me to better answer this question. Given that most of my involvement was in the area of instruction, I would say that the structure for placing students in English courses needs to be augmented.

priority registration above continuing students; especially those who have not shown good progress in the program

Requiring students to take courses that are not relevant for their major or plan.

See above.

The admissions into Promise Pathways needs to be revamped. This program should not be open to just any student who graduates from high school. There should be a minimum set of components that a student must meet to qualify as a Promise Pathways student. For example, a minimum GPA of 3.5-4.0 should be required. This will weed out poorly qualified students and give the program some prestige and make it an honor to a part of. High School letters of recommendation from counselors/teachers should be a requirement and an admission essay should be mandatory. If a student is going to be given priority registration and priority consideration for CSULB, there needs to be a system of evaluation in place.

The implementation of certain components of cohort 1 made testing for their effectiveness somewhat difficult. We should always be willing to experiment but we need to be sure to do so in a way that is methodologically sound so that we can make good and clear decisions from the results.

Nothing or NA

--

I didn't work closely enough with the program to assess the outcome.

N/A

N/A

None that I can identify at this time.

Aspects that Should Be Added

Professional development, inclusion and transparency

Articles or videos with students talking about it. Not puff pieces. On a special Promise Pathways website: a history and explanation of it that is simple and easy to read, geared toward the outside community. I think it is essential that a clear explanation of what it actually contains, what we hope to do, with some anecdotal stories is put out there. Anything the college does right now is subject to misinterpretation or conspiracy theories. It needs to be 100% transparent and clear. Maybe an article written by a scholar who is an objective outsider.
Classified were informed by Administration that a PP student that drops below 12.0 units will be automatically disqualified from the program. This did not happen. There needs to be standards in place that a PP student needs to adhere to. Violation of these standards is an automatic removal from the program. This program is just too lax. In addition, there should be classified involvement in the planning process. Many of the problems could have been eliminated if classified were asked before hand how to address certain problems/issues. There is no collegiality when it comes to PP. Dr. Peterson said a survey was going out last August. It's now May. You cannot treat classified in this manner.
Communication college wide
More professional development.
There is a great need for openness and transparency by the planners for Promise Pathways.
Yes, collaboration with those who actually teach the students. And by collaboration, I mean meetings in which what these experts say is actually listened to by those running things. Wasting people's time by having endless pointless meetings and then doing whatever was initially planned is not collaboration--unless we are looking to Vichy France as a model.
Yes, the Professional Development aspect has been long neglected. Efforts should be made to have Professional Development--classified, faculty, and administration--represented better.
Mandatory meetings between the paired faculty.
Components that should be added to the Promise Pathways include more trainings and meetings for the coaches, along with guest speakers and tours of campus resources for the students.
Closer relationship between coaches and professors of Counseling an Learn 11. Coaching should be an extension of these classes.
The faculty who are teaching these students should know which students are Promise Pathways students so that faculty can leverage the resources of the program to intervene with students who are struggling.
Maybe becoming part of a counseling initiative, where the mentors are paired with a counselor on campus and that counselor can be the mentors mentor.

Additional courses or academic support

Art Music Theatre
I understand that some colleges require a Critical Thinking or Logic class in the first year of classes. I think that would be a great idea to have at LBCC.
No one seems to be quite clear on what happens to P2 students who do poorly, but perhaps Early Intervention would work for them. The problem with early intervention has been that the students who need help often are students who do not seek help or follow through. With P2 students, however, we could add this component and require that they follow through to stay in P2. I do like the idea of a library course, too, but in the context of the suite of courses that PSIG has proposed. The suite gives students needed choice within absolute guidelines.

Early Alert - provide counseling help when there is a student who is in crisis or needs support beyond the instructor's abilities Study groups - convene SI type groups for other subjects that are not covered by SI (students still require such support and structure in non-historically difficult to pass classes) With block scheduling these should be easier to schedule.

Enrolling students in at least two courses in their major (or within an area of study closest to their interest) within the first year of study. Lots of research suggesting that's a very powerful determinant of likelihood of completing a meaningful educational outcome. Competency-based completion of courses.

Many institutions are having a lot of success with concurrent remediation for students who show signs of struggling with their course work. We are able to pretty powerfully identify those students who will struggle in any given course before the semester even begins. We ought leverage this knowledge into a variety of concurrent interventions which aim to provide additional support.

CTE programs seem to be invisible in Promise Pathways. When developing the prescribed schedules, what consideration has been given to the student's course work I (besides math and english) and small learning community in high school?

Basic skills assessment and better counseling.

Communication with students and student connections

More communication with students so that students are fully aware of what the program entails and built in accountability from students to follow through with the requirements of the program.

More interaction with LBCC student body at large.

Transfer Workshops, Financial Aid Workshops,

Consider an elective program highlighting the various areas of the college: P2 night at sporting events, theatre and/or music productions, etc. Good outreach to faculty in those areas and an opportunity for the P2 kids to be introduced to campus life.

Based upon the comments of some of my students, cohesiveness in the cohort needs to be further developed. There seemed to be a lack of unity felt among the students. Perhaps there should be some team building within each cohort.

Bridge Programs

A summer bridge program with refresher mini-courses in advance of the fall semester's opening would help students avoid many of the pitfalls they experienced this past academic year.

More alternatives to the current placements. Too many students were placed at higher levels when they would have been better served in lower level courses or bridge courses in preparation for the challenging workload. There also needs to be some kind of course they can take when they fail the initial level. If they are misplaced, how might they move to a lower level rather than repeat the higher level (and perhaps fail again).

Money is always an issue; but I think it would be ideal to have some sort of a 'Summer Bridge' Program to specifically target underrepresented groups that are entering LBCC. Maybe even to just offer 'refresher' lessons in Math & English in an attempt to brush students up in their skills so they feel more prepared for the Fall Semester. I participated in such a program at UCSD; which was highly successful and we earned units the summer before Fall began.

Early Alert System

No one seems to be quite clear on what happens to P2 students who do poorly, but perhaps Early Intervention would work for them. The problem with early intervention has been that the students

who need help often are students who do not seek help or follow through. With P2 students, however, we could add this component and require that they follow through to stay in P2. I do like the idea of a library course, too, but in the context of the suite of courses that PSIG has proposed. The suite gives students needed choice within absolute guidelines.

Early Alert - provide counseling help when there is a student who is in crisis or needs support beyond the instructor's abilities Study groups - convene SI type groups for other subjects that are not covered by SI (students still require such support and structure in non-historically difficult to pass classes) With block scheduling these should be easier to schedule.

NA

I didn't work closely enough with the program to assess the outcome.

Aspects to include in second year at LBCC

Information about and assistance with educational goals (e.g., transfer, AA)

Connecting the second year students directly to 4 year university academic advisors.

Counseling in a student's major course of study so that students could be prepared for specific, rather than generic, educational goals.

For students in their second year, students should meet with a counselor more on a regular basis in order for them to keep track of their educational plan. Students should also be given information about 4-year colleges and universities via website, workshops, informational sessions, meeting, etc.

I think providing workshops to get students ready for transfer would be a way to help students and create unity. As an English instructor, I think a 'College Application Essay Workshop' would be helpful. Other workshops might help students select colleges based upon their career and educational goals.

I think second year students need more help finalizing their educational plans and their direction (i.e. AA certificate or transfer). Second year students should not be considered as potential graduates across the board, instead they should be treated as students nearing the completion of their academic goals at LBCC. Second year students need more help in transitioning into their next step. For example, one of my students this semester has decided to switch to Plan C, stay an extra year at LBCC, transfer into a UC school, and complete an internship during her third year at LBCC as opposed to pursuing Plan B and transferring to a CSU after two years at LBCC. Two other students of mine are determined to enter nursing/radiology programs as soon as they complete the necessary prerequisites. However they still feel lost regarding what to do with their time between being accepted and starting their respective nursing/radiology programs. These students in their future second year at LBCC would benefit from academic, career and transfer counseling focusing on creating structure during their liminal period of finishing up at LBCC and moving onwards.

More workshops on the Transfer Process, counseling, DSPS, and tutoring center.

Perhaps more career exploration, interest inventory assessments.

Preparing them to transfer.

Students interested in transfer should take a course in transfer or attend transfer workshop. When students are fully aware of the transfer requirements, they will plan out the courses that are essential. After completing Counseling 1 and Learn 11, transfer course will allow them to successfully transfer to the university of their choice. EARLY planning is the KEY to transfer!

Workshops from professionals on transferring, financial aid, club involvement.

Workshops on different transfer pathways requirements and the new AA-T and AS-T degrees. Career and major fair Field trips to CSULB and CSUDH, possibly UCLA and USC that are both functional (introducing students to key aspects of those campuses) and fun (involving them in campus events).

For students in their second year, students should meet with a counselor more on a regular basis in order for them to keep track of their educational plan. Students should also be given information about 4-year colleges and universities via website, workshops, informational sessions, meeting, etc.

I do not think that the second year changes that much. The students are still just getting started, in many cases. Perhaps I do not understand the question, but careful guidance from a counselor to continue with their ed. plan is all one would want, is it not?

Progress checks toward degree/certificate completion. Transfer workshops, career workshops.

Specific Courses and choice of courses

Art History should not be a course for 1st year students. They absolutely need to have their English composition skills down in order to handle the textbooks and the material.

Art Music Theatre

I think having students take a Success Course like Learn 11 is very important. I have seen the major improvements in students' learning styles over the years. This is a foundational course to all of the required courses a student will take in his/her academic future.

It is important to give the students CHOICE so that they feel that they are in college, not high school.

Intensive reading and writing remediation.

Any activity that helps students maintain full time status for as long as possible and taking classes that go toward their Ed Goal.

Learning communities of GE classes in reasonably logical configurations to leverage related curriculum

Mentoring and connection with college

2nd year PP students should mentor 1st year PP students.

Within the second year; I think this is a great opportunity for these students to then offer their advise to incoming first year Promise Pathway students. Whether it is organized within one day with a panel of second year students sharing their experiences or having small groups of second year student's as 'mentors' for some activities. I think it's very powerful to have LBCC students share their struggles and how they overcame them or dealt with them.

Mentors for majors.

I think that including students in programs where they have the opportunity to meet and interact with a variety students beyond their established circle would be very meaningful and beneficial to their success and development as college students.

I think those students need to feel more connected to the college. I think it is important that they do not feel like 'guinea pigs' that are being experimented on. Because to a certain extent, they ARE. Maybe events like the mentorship one that Student Affairs has done -- where they can meet and talk to professionals and college employees. Question and answer open sessions.

Other

In my work in the various P2 groups, I have learned that faculty opinion is neither respected nor heard and that plans are made by administrators in advance of the steering committee meetings without regard for faculty input, so I don't really know why you would be asking this question.

The College needs to decide if the P2 kids remain 'special' in their second year or if they are now folded into the student population.

Promotion of the concept of 'academic excellence' per our LBCC mission statement. Celebration of a student's first year of success via a picnic, t-shirt, request for that student to get involved in our outreach to high schools for one or two years after his first successful year, invitation for that first-year-successful student to get involved at the P-2 newbies' picnic. First year successful students should be invited to participate in focus groups so that student voices can be heard on issues that are long and hotly debated in P2 coordinating cmtte meetings. A second-year student might be reflective enough to speak out about certain issues of preparedness etc prior to symposia meetings. Some things I've already suggested: special 2nd year open door Fiat Lux presentations and meetings with professors who are doing research in their fields, after which students would have time to ask those professors questions about the major and the research; ditto selected lectures by professors in something hot/interesting in their major area of expertise, after which students would have time to ask those professors questions... Inviting students to sit with other presenters on professional development panels. Having 'we've now finished our second year' events. Having pizza lectures on special topics for second-year students (ever thrown out pizza?)

I would like feedback at one or two points during the semester in terms of my effectiveness in teaching the paired class,

Appendix F: Professional Development Opportunities

<p>Alternatives to paired reading courses--what can be added to individual reading courses--or should be considered in textbook selection, materials, instruction, or practice--that enables students to succeed in a single reading course at the rates he/she would succeed in if taking paired/themed reading courses</p>
<p>Best practices being used in P2 and how those practices can be scaled up throughout the organization.</p>
<p>Broad development of understanding what actually is occurring in the Pathway (and what isn't) What the expectations are for how this improves student progress and achievement and why What aspects are being examined to be brought to the entire student body and by when/using what timeline.</p>
<p>Faculty professional development in teaching/learning</p>
<p>I participated in teaching a paired class, and it was extremely disappointing. The students are grouped in a high school format: they came right out of high school, and were placed in a class with their peers. I think this sort of grouping is very difficult. They perceived the class as an extension of high school. They boys acted like clowns; the girls tittered and giggled. And they were apathetic to the point I felt I was boring. They need a mixed format, with older more mature students who might set an example.</p>
<p>I would like coaches to receive more role playing training on conducting sessions, how to conduct a curriculum with a mixed group of traditional first year students and non-traditional students, and the level of creative freedom we have in supplementing the curriculum with tours, guest speakers, etc. Coaches also need more training about campus resources. Since we are instructed to forward students' questions to the appropriate professional, we need to know more about them so we do not blindly refer a student to someone or some department only for them to get the run around.</p>
<p>I would like to be able to coordinate my classroom efforts with some of these other services that students are receiving. For instance, when athletes in my classes come to me with their grade check forms, I know that I can contact coaches in order to resolve issues that I may be having with those students. Setting up similar support for P2 students would be quite valuable.</p>
<p>Informational workshops, more communication between departments and staff involved in the program</p>
<p>more tutoring available at the Library</p>
<p>One or two sessions describing components and sharing unbiased data would be worthwhile as a professional development activity.</p>
<p>Put the information onto the college's you tube site so it's accessible to all in a convenient format</p>
<p>There should be a career component where we provide students with access to professionals in a wide variety of fields and professions. P2 students should have opportunities to attend panels according to their major or potential major so that they are exposed in a direct way to real professionals. Many of the P2 students lack this exposure so it is difficult to force them to choose a career and/or a major when their concept of what's out there is so limited. They need the same kind of 'in your face' exposure to university campuses and options.</p>
<p>trades not all students get into books .</p>
<p>Why not an open forum where planners would take direct questions?</p>

Appendix G: Types of Future Information about Promise Pathways

Data and research

A clear summary of what Promise Pathways is and what it offers students. Accurate, unbiased information on successes and areas needing improvement in the Promise Pathways efforts. I hear mixed stories on how successful various methods have been.
Complete and transparent sharing of data.
Direction and impact on instructional programs prior to implementation Justification of decisions for implementation/scaling up Big picture information rather than individual selected pieces and how it all fits into the plan
I would like to know how students are doing based on faculty evaluations of their experiences in the classroom as well as 'student success' indicators likes retention rates and pass rates. In other words, I'd like more qualitative evaluations by faculty rather than simply quantitative evaluations as given by administration in order to get the full picture.
I would like to know the results of the program and other available positions besides coaching. I truly believe in the program and I want to see it succeed. I love the diversity of students at LBCC and I see their immense potential when they receive necessary information without the run around. I would like to know how else I can help the program in addition to being a coach, and what other training programs are available to us coaches so we can learn more about campus resources and then inform our students.
more information on the results available collegewide (like a newsletter?), with details, not just the final percentages/ numbers
Plans are not published. Data about what is working and what is not should be available. Cherry-picking of data makes it seem that there are problems being hidden. Questions addressed to planners and side-stepped and not answered.
Some data have been shared at the State of the College, with Sacramento, the local media and with each department that has partnered to support P2. However, no campus-wide effort has been made to share the data with the college. It's frustrating that we're willing to share internally in a specific way and on a very global way, but have not shared among all schools at the college.
Success rates, student success stories
The department would like to see more data in order to work with achieving P2 success.
Timelines, policy information, program eligibility, registration dates, educational plans, program benefits to students, results

Information on the development of The Promise Pathways

It would be informative to know the major points of discussion of each subcommittee to have a better overall picture of the program.
1) A calendar of Pathways related activities. 2) A dedicated location for research used to develop different aspects of the Pathways.
A clear summary of what Promise Pathways is and what it offers students. Accurate, unbiased information on successes and areas needing improvement in the Promise Pathways efforts. I hear mixed stories on how successful various methods have been.
Direction and impact on instructional programs prior to implementation Justification of decisions for implementation/scaling up Big picture information rather than individual selected pieces and how it all fits into the plan

It would be useful to have periodic updates about ongoing developments in the program. I would prefer to hear this first from campus sources rather than reading about it first in various newspapers. When information appears in newsprint (even the online forms), it tends to smudge, and this smudged information tends to be what we use to make our decisions about the entire program.
Many faculty perceive the work of P2 as something intended to serve a small portion of the LBCC population rather than as a series of pilots intended to potentially serve all LBCC students. Somehow the idea that these efforts are intended to find effective best practices for all CC students is not coming across/being effectively communicated. Many do not see that most of the P2 students are indeed our usual students, just getting more targeted supports. More frequent and clear positive messaging about how these efforts will in the long term help all students is needed, especially now that so many areas have experienced cuts.
Plans are not published. Data about what is working and what is not should be available. Cherry-picking of data makes it seem that there are problems being hidden. Questions addressed to planners and side-stepped and not answered.
specific deadlines, requirements (and exceptions) to participating in the program, etc.
The decision making process needs to be collaborative and clearly linked to the college planning process. Currently there is little communication from the college planning bodies such as the CPC and the Student Success Committee.
We need to be aware of as much information about the program as possible in order to be able to assist the students and answer their questions; there is a need to improve the planning and communication between all the departments and staff involved in order to be able to disseminate the information regarding the program; it was frustrating to receive vague bits and pieces of information mostly late regarding the steps the students needed to take to participate in the program
While I understand that the focus is on Math & English; which are very critical components to a student's success....I would like to know how the college plans on expanding certain components of the 'Promise Pathway' ideals to other academic areas. For example, if a student has a strong interest in engineering; are there 'mentors' and support mechanisms in place to help the student? Are there 'academic coaches' assigned to specific disciplines?

Timelines and calendars

timelines and guidelines
1) A calendar of Pathways related activities. 2) A dedicated location for research used to develop different aspects of the Pathways.
Timelines, policy information, program eligibility, registration dates, educational plans, program benefits to students, results

Other

Everything that we didn't get this year, please see previous
I would like to know if I will receive feedback on the students who took Read 883 and Comm 20 this semester in my assigned pairing.
I need direction. I am not really sure how these students differ from our other students. It isn't clear to me what I need to know about them and what I can do for them (above and beyond what I normally do).

How about, what the real agendas are. How about, why the president of our college is appearing in the local and national media speaking of what has been changed at the college, despite the objections of those who are supposedly implementing his grand vision. How about, why 'pilot' means 'bullying.' How about, whether there is really ever any point in faculty bothering to offer their expertise. I'd like information about all of these things.

I would be happy for any substantive information.

I would NOT like to receive information about Promise Pathways in places like the Press Telegram or other outside sources praising PP's success before we have had a chance to evaluate it. more then the e-mail that I got for survey.

The many changes that took place were sometimes overwhelming and difficult with our limited staff. I think just communicating what is needed, who is responsible, when it is needed, etc. would be helpful so that we are not leaving holes or doubling up where not needed.

Which of my reading students is in PP?