



LONG BEACH
CITY COLLEGE

**Promise Pathways
First-Semester Student Survey**

Prepared by the Office of Institutional Effectiveness

April 29 2013

Executive Summary

At the end of the fall 2012 semester, participants in the Promise Pathways program were asked about various aspects of the program as well as their general first-semester experiences at LBCC. There was a 22.7% response rate for the survey. Of the students who completed the survey, 200 reported participating in the Promise Pathways program both at the beginning and end of the fall semester. The data reported here are for those 200 students. The following information was discovered:

- Guaranteed first-semester classes and the opportunity to complete educational goals more quickly received the highest ratings of importance among reasons for participating in Promise Pathways.
- Early enrollment/priority registration was identified most often as a valuable aspect of Promise Pathways.
- The class selection process (e.g., how classes were chosen for students, the process for changing classes) was identified most often as a valuable aspect of Promise Pathways that needed improvement.
- Most students stated that no aspects should be removed from the Promise Pathways program. However, among aspects identified, the achievement coach was identified most often as the least valuable aspect of Promise Pathways that should be removed.
- Students recommended the following improvements to the Second-semester Success Plan Counseling Appointment:
 - More time for the appointment
 - Counselors needed to provide more information about courses and transfer plans
 - Allow more student choice in courses, especially regarding location (e.g., students did not want to go back and forth between the LAC and PCC campuses)
- Although students didn't feel like they strongly understood the alternative placement or that it was explained to them:
 - Most students felt that the alternative placement put them in classes either at the same or higher level as traditional placement for both English (74.1%) and Math (60.8%).
 - Most students felt that the alternative placement was equally or more accurate than traditional placement in reflecting their abilities in both English (83.3%) and Math (78.7%).
 - Most students felt alternative placements saved them one or two semesters of coursework (47.6%).

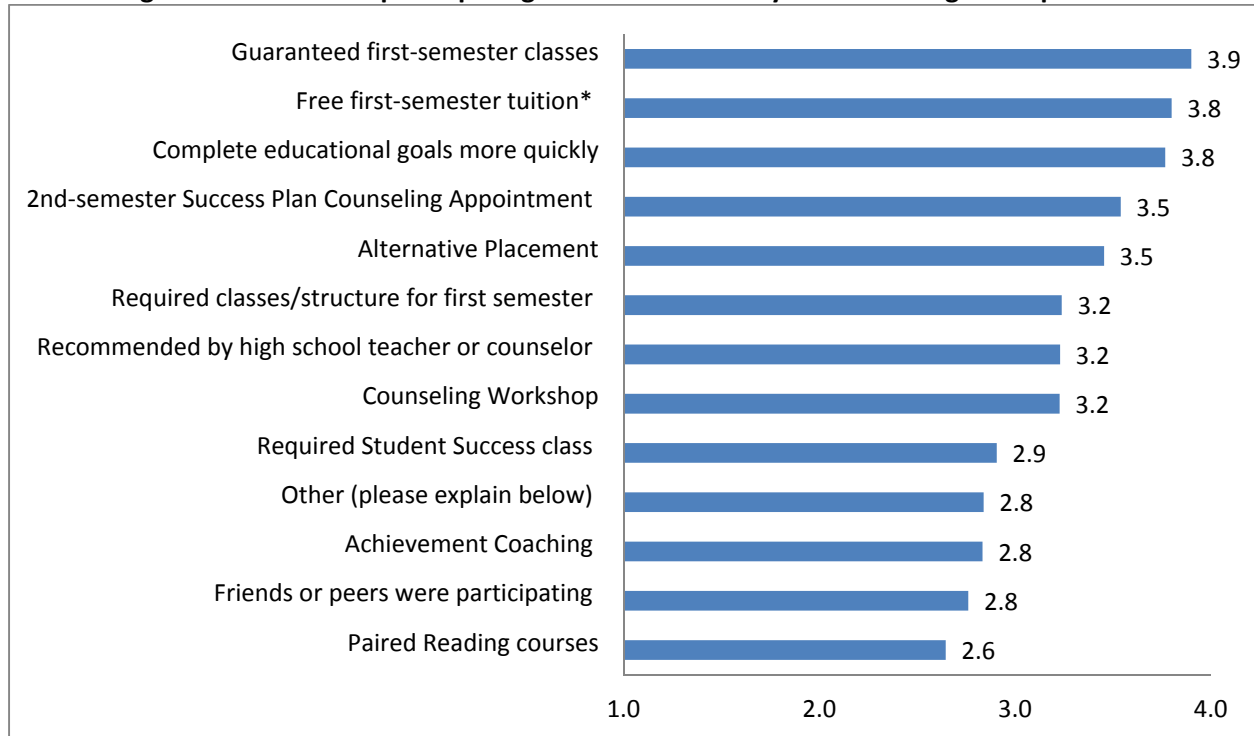
Introduction

At the end of the fall 2012 semester, participants in the Promise Pathways program were asked about various aspects of the Promise Pathways program as well as their general first-semester experiences at LBCC in general. Of the 976 Promise Pathways students enrolled in classes at the beginning of the semester, 222 students had partial or complete survey data. Of the 222 students, 200 reported participating in the Promise Pathways program both at the beginning of the fall semester and currently (i.e., at the end of the fall semester). The data reported here are for those 200 students who began in Promise Pathways and remained in the program throughout the fall semester. The survey instrument was quite extensive; therefore, this report presents several key findings that are particularly salient to the on-going evolution of Promise Pathways by highlighting areas of success and areas in need of improvement. The survey instrument can be found in Appendix C. Please see Appendix B for the total number of respondents for each item presented in this report.

Participation in Promise Pathways

On a scale of one to four, with one indicating “Not at all important” and four indicating “Very important,” students were asked to indicate how important various reasons were in their choice to participate in Promise Pathways (See Figure 1). The guaranteed first-semester classes and opportunity to complete educational goals more quickly received the highest mean ratings of importance ($M = 3.9$ and $M = 3.8$, respectively). The paired Reading courses received the lowest mean rating of importance ($M = 2.6$).

Figure 1. Reasons for participating in Promise Pathways: Mean ratings of importance

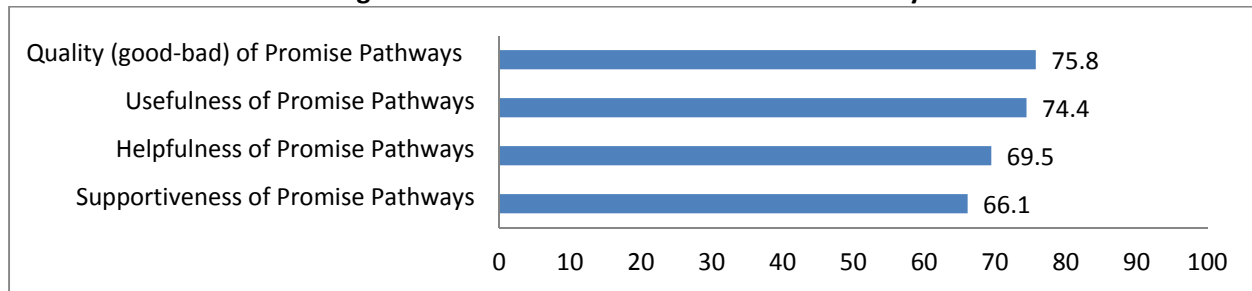


* Free first-semester tuition is not exclusive to the Promise Pathways program.

Overall evaluation of Promise Pathways

Students were asked to rate the Promise Pathways program using a sliding scale. The range was 0 to 100, though the students did not see the numbers on the instrument. Instead, each end of the scale had a description (e.g., “Bad” and “Good”, “Not helpful at all” and “Very helpful”). In general, students had a positive overall view of Promise Pathways (See Figure 2).

Figure 2. Overall evaluation of Promise Pathways



Students were asked in open-ended items to identify aspects of Promise Pathways that were most valuable and should be kept, that were valuable but could use improvement, and that were least valuable and should be removed. The qualitative responses were coded into several categories (See Tables 1 – 3). Please see Appendix D for all original comments.

Valuable aspects included:

- Early Enrollment/Priority Registration
- Counseling/Support
- Tuition-free first-semester

Aspects that needed improvement included:

- The class selection process (e.g., how classes were chosen for students, the process for changing classes)
- The counselors/achievement coaches
- The workshops

Aspects that were least valuable included:

- Achievement coaches
- The Student Success courses
- The class selection process (e.g., how classes were chosen for students, the process for changing classes)

Table 1. Most valuable aspects of Promise Pathways that should be kept

| | Frequency |
|--|-----------|
| Early Enrollment/Priority Registration | 68 |
| Counseling/Support | 49 |
| First semester Tuition Free | 24 |
| Help with registration | 12 |
| Student Success Course | 12 |
| Achievement Coaches | 10 |
| Guaranteed first-semester classes | 10 |
| Other | 17 |

Table 2. Valuable aspects of Promise Pathways that need improvement

| | Frequency |
|---------------------------|-----------|
| Class selection process | 25 |
| Counselors | 17 |
| Nothing needs improvement | 17 |
| Workshops | 15 |
| Achievement Coaches | 15 |
| Other | 37 |

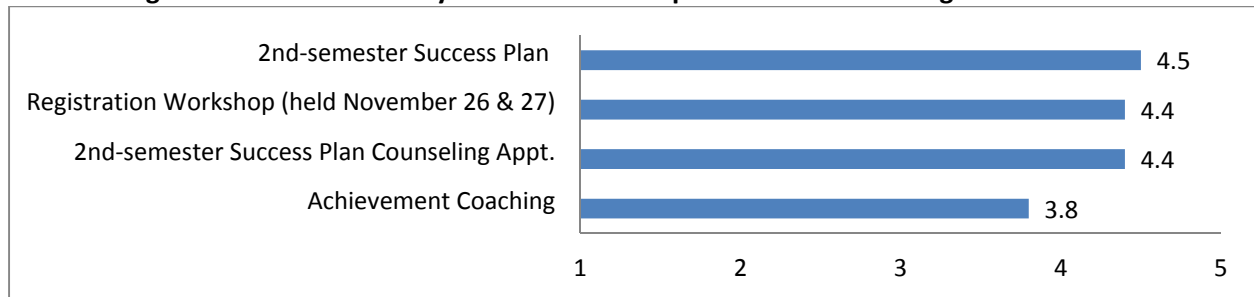
Table 3. Least valuable aspects of Promise Pathways that should be removed

| | Frequency |
|---------------------------|-----------|
| Nothing should be removed | 58 |
| Achievement Coaches | 19 |
| Student Success Courses | 14 |
| Class selection process | 13 |
| Other | 17 |

First-semester experience

On a scale of one to five, with one indicating “Very dissatisfied” and five indicating “Very satisfied,” students were asked to indicate their satisfaction with various aspects of their first-semester experience. In general, students were satisfied with their first-semester experiences specific to the Promise Pathways, with the mean rating ranging from a high of 4.5 for the Second-semester Success Plan to a low of 3.8 for Achievement Coaching (See **Figure 3**). Please see Appendix A for student satisfaction with their other first-semester experiences including the courses taken and services utilized.

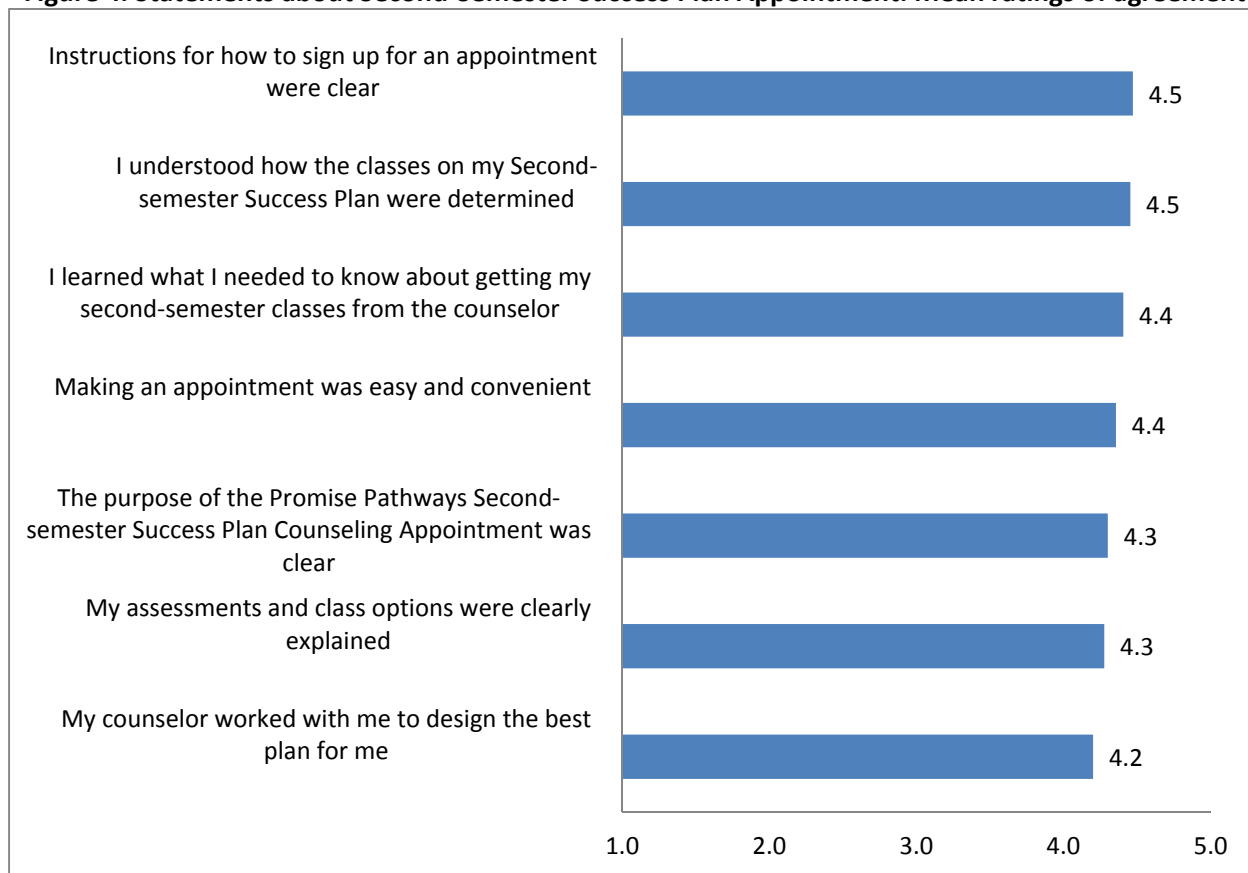
Figure 3. Promise Pathways first-semester experiences: Mean ratings of satisfaction



Second-Semester Success Plan Counseling Appointment

On a scale of one to five, with one indicating “Strongly Disagree” and five indicating “Strongly Agree,” students were asked to indicate their agreement with various statements about the Second-Semester Success Plan Counseling Appointment. In general, students found the Second-Semester Success Plan Counseling Appointment a positive experience, with the mean rating ranging from a high of 4.5 for “instructions for how to sign up for an appointment agreement were clear” to a low of 4.2 for “my counselor worked with me to design the best plan for me” (See Figure 4).

Figure 4. Statements about Second-Semester Success Plan Appointment: Mean ratings of agreement



When students were asked to explain what, if anything, would have made the Second-Semester Success Plan Counseling Appointment more beneficial, they identified the following:

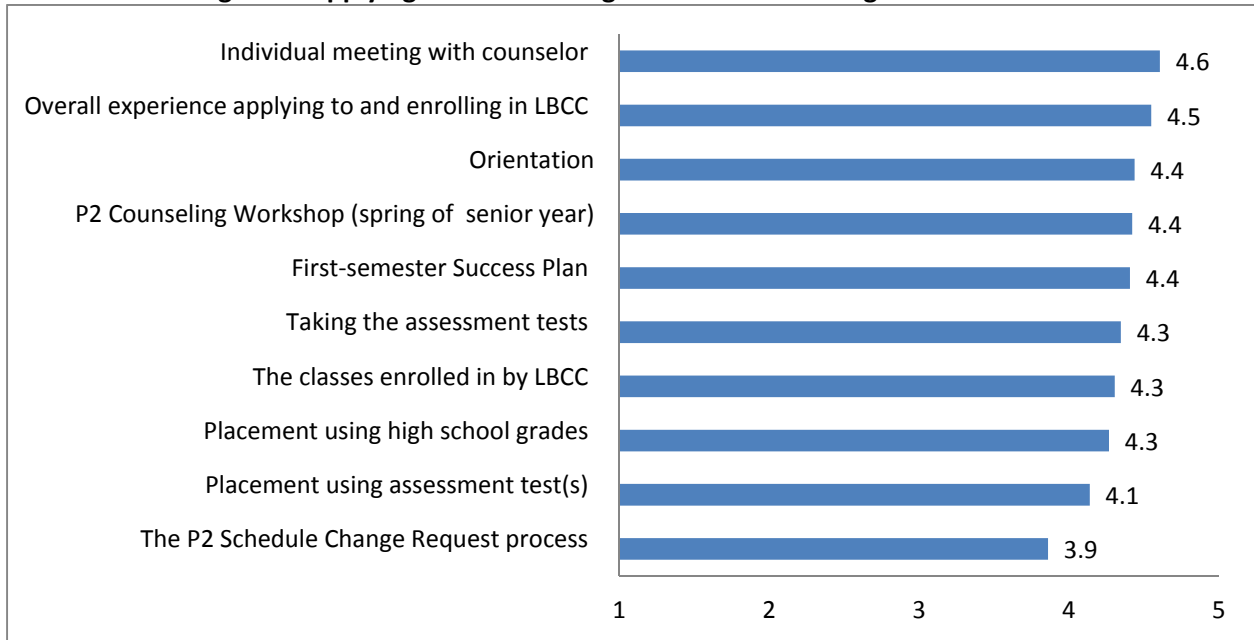
- More time for the appointment so as not to feel rushed
- Counselors needed to provide more information about courses and transfer plans
- Allow students more choice in courses, especially regarding location (e.g., students did not want to go back and forth between the LAC and PCC campuses)

Please see Appendix E for all original comments regarding the second semester plans.

Applying to and enrolling at LBCC

On a scale of one to five, with one indicating “Very dissatisfied” and five indicating “Very satisfied,” students were asked to indicate their satisfaction with various aspects of applying to and enrolling at LBCC (See Figure 5). Overall, students were satisfied with applying to and enrolling in LBCC, with the mean rating ranging from a high of 4.6 for the individual meeting with a counselor to a low of 3.9 for the Promise Pathways Schedule Change Request Process.

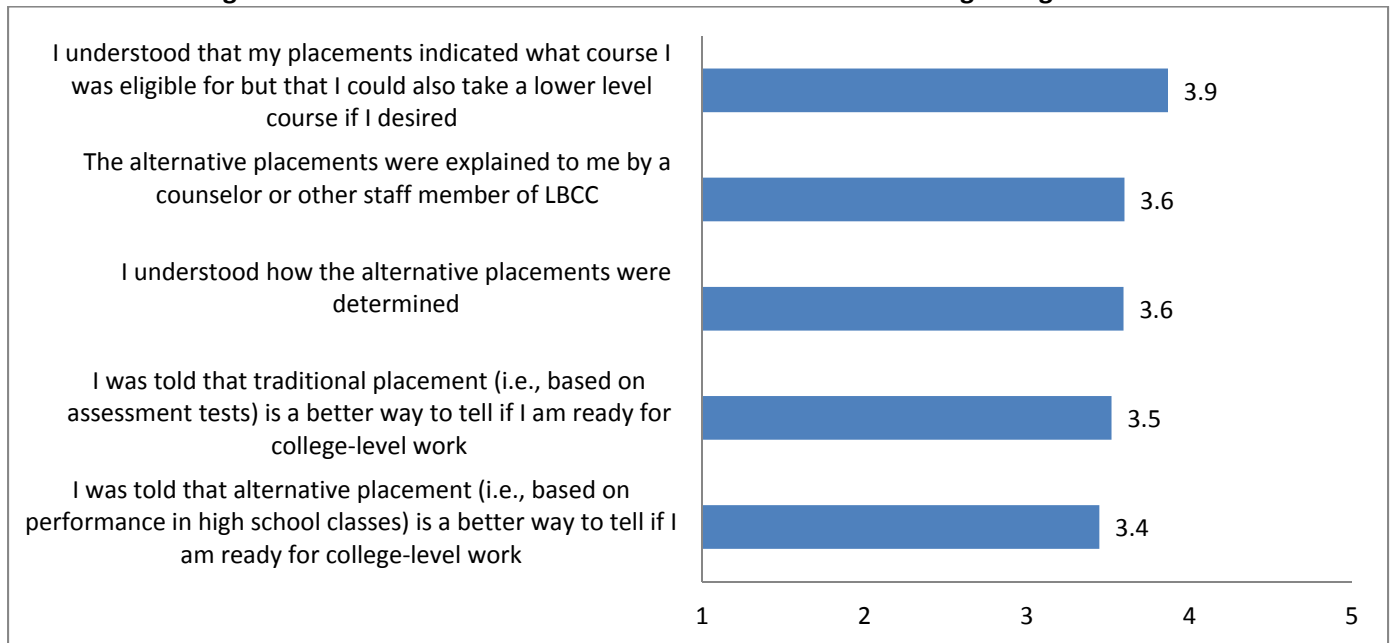
Figure 5. Applying to and enrolling at LBCC: Mean ratings of satisfaction



Alternative Placement

On a scale of one to five, with one indicating “Strongly Disagree” and five indicating “Strongly Agree,” students were asked to indicate their agreement with various statements about alternative placement. In general, students somewhat understood the alternative placements, with the mean rating ranging from a high of 3.9 for “I understood that my placements indicated what course I was eligible for but that I could also take a lower level course if I desired” to a low of 3.4 for “I was told that alternative placement (i.e., based on performance in high school classes) is a better way to tell if I am ready for college-level work” (See Figure 6).

Figure 6. Statements about Alternative Placement: Mean ratings of agreement



Most students felt that the alternative placement put them in classes that were either at the same or at a higher level as traditional placement for both English (74.1%) and Math (60.8%; See Table 4). In addition, most students felt that the alternative placement was equally accurate as or more accurate than traditional placement in reflecting student’s ability in both English (83.3%) and Math (78.7%; See Table 5). Finally, most students felt alternative placements saved them one or two semesters of coursework (47.6%; See Table 6).

Table 4. Alternative versus traditional placement

| | English | Math |
|--|---------|-------|
| Alternative placement placed at HIGHER level than traditional placement. | 36.2% | 28.1% |
| Alternative placement placed at SAME level as traditional placement. | 37.9% | 32.7% |
| Alternative placement placed at LOWER level than traditional placement. | 5.7% | 7.6% |
| Student didn’t know | 20.1% | 31.6% |

Table 5. Perceived accuracy of alternative versus traditional placement

| | English | Math |
|--|---------|-------|
| Alternative placement more accurate | 45.1% | 33.9% |
| Equally accurate or no difference in placement | 38.2% | 44.8% |
| Traditional placement more accurate | 16.8% | 21.2% |

Table 6. Perceived number of semesters that alternative placement saved students

| | % of total number of respondents |
|------------------------|----------------------------------|
| One semester | 22.9% |
| Two semesters | 24.7% |
| Three semesters | 4.7% |
| Four or more semesters | 3.5% |
| Don't know | 44.1% |

Appendix A: Satisfaction with First Semester Experiences

On a scale of one to five, with one indicating “Very dissatisfied” and five indicating “Very satisfied,” students were asked to indicate their satisfaction with various aspects of their first-semester experience.

Figure A1. First-semester courses: Mean ratings of satisfaction

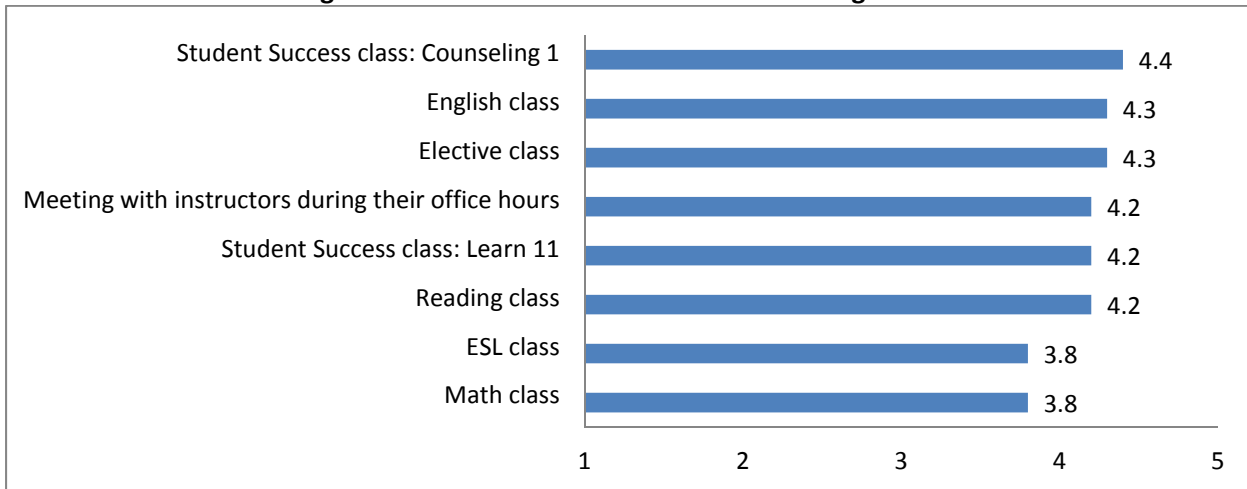


Figure A2. Student Success Center first-semester experiences: Mean ratings of satisfaction

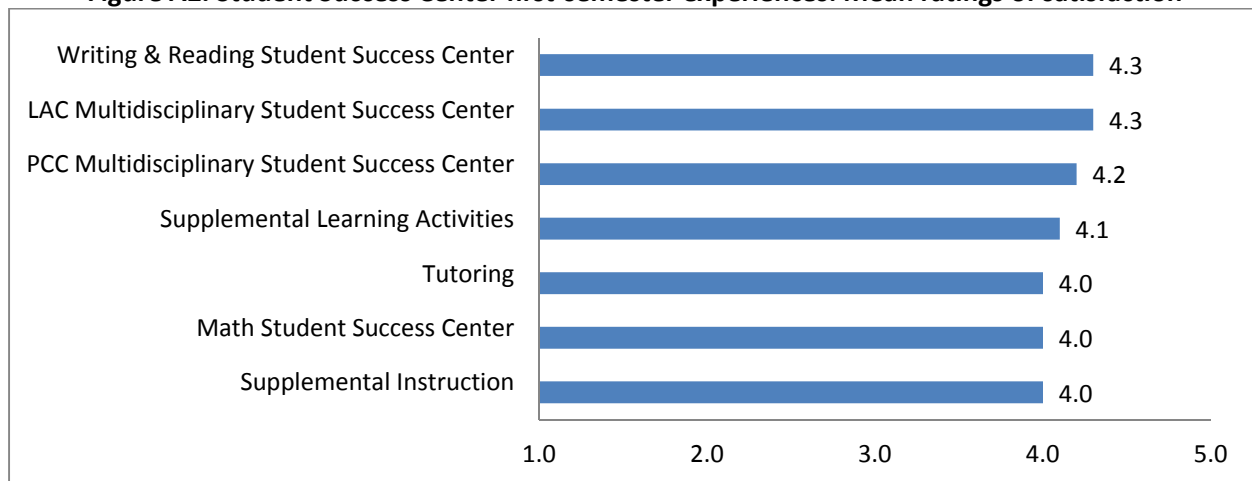
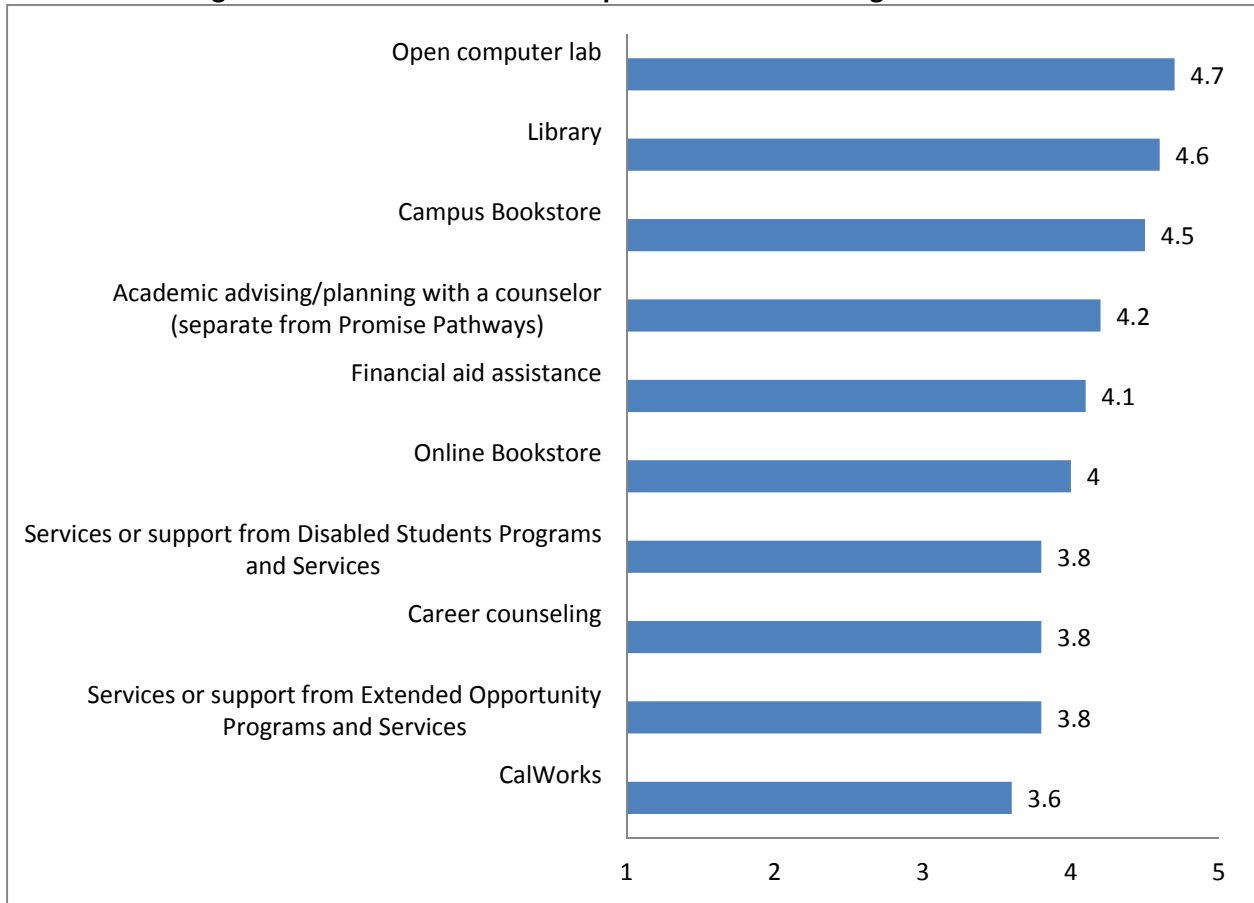


Figure A3. Other first-semester experiences: Mean ratings of satisfaction



Appendix B: Mean and Number of Respondents

Table B1: Means and total number of respondents for each item presented in this report.

| | Mean | Total number of respondents |
|--|------|-----------------------------|
| PARTICIPATION IN PROMISE PATHWAYS | | |
| Guaranteed first-semester classes | 3.9 | 190 |
| Free first-semester tuition* | 3.8 | 191 |
| Complete educational goals more quickly | 3.8 | 193 |
| 2nd-semester Success Plan Counseling Appointment | 3.5 | 189 |
| Alternative Placement | 3.5 | 187 |
| Required classes/structure for first semester | 3.2 | 193 |
| Recommended by high school teacher or counselor | 3.2 | 183 |
| Counseling Workshop | 3.2 | 185 |
| Required Student Success class | 2.9 | 192 |
| Other (please explain below) | 2.8 | 31 |
| Achievement Coaching | 2.8 | 174 |
| Friends or peers were participating | 2.8 | 192 |
| Paired Reading courses | 2.6 | 158 |
| OVERALL EVALUATION OF PROMISE PATHWAYS | | |
| Quality (good-bad) of Promise Pathways | 75.8 | 161 |
| Usefulness of Promise Pathways | 74.4 | 164 |
| Helpfulness of Promise Pathways | 69.5 | 173 |
| Supportiveness of Promise Pathways | 66.1 | 174 |
| MOST VALUABLE ASPECTS OF PROMISE PATHWAYS THAT SHOULD BE KEPT | NA | 151 |
| VALUABLE ASPECTS OF PROMISE PATHWAYS THAT NEED IMPROVEMENT | NA | 132 |
| LEAST VALUABLE ASPECTS OF PROMISE PATHWAYS THAT SHOULD BE REMOVED | NA | 125 |
| FIRST-SEMESTER EXPERIENCES: PROMISE PATHWAYS | | |
| 2nd-semester Success Plan | 4.5 | 171 |
| 2nd-semester Success Plan Counseling Appt. | 4.4 | 172 |
| Registration Workshop (held November 26 & 27) | 4.4 | 165 |
| Achievement Coaching | 3.8 | 139 |

| | Mean | Total number of respondents |
|--|------|-----------------------------|
| SECOND-SEMESTER SUCCESS PLAN COUNSELING APPOINTMENT | | |
| Instructions for how to sign up for an appointment were clear | 4.5 | 168 |
| I understood how the classes on my Second-semester Success Plan were determined | 4.5 | 168 |
| I learned what I needed to know about getting my second-semester classes from the counselor | 4.4 | 168 |
| Making an appointment was easy and convenient | 4.4 | 166 |
| The purpose of the Promise Pathways Second-semester Success Plan Counseling Appointment was clear | 4.3 | 168 |
| My assessments and class options were clearly explained | 4.3 | 167 |
| My counselor worked with me to design the best plan for me | 4.2 | 168 |
| APPLYING TO AND ENROLLING IN LBCC | | |
| Individual meeting with counselor | 4.6 | 185 |
| Overall experience applying to and enrolling in LBCC | 4.5 | 188 |
| Orientation | 4.4 | 183 |
| P2 Counseling Workshop (spring of senior year) | 4.4 | 171 |
| First-semester Success Plan | 4.4 | 187 |
| Taking the assessment tests | 4.3 | 188 |
| The classes enrolled in by LBCC | 4.3 | 187 |
| Placement using high school grades | 4.3 | 184 |
| Placement using assessment test(s) | 4.1 | 181 |
| The P2 Schedule Change Request process | 3.9 | 143 |
| ALTERNATIVE PLACEMENTS | | |
| I understood that my placements indicated what course I was eligible for but that I could also take a lower level course if I desired | 3.9 | 174 |
| The alternative placements were explained to me by a counselor or other staff member of LBCC | 3.6 | 175 |
| I understood how the alternative placements were determined | 3.6 | 175 |
| I was told that traditional placement (i.e., based on assessment tests) is a better way to tell if I am ready for college-level work | 3.5 | 173 |
| I was told that alternative placement (i.e., based on performance in high school classes) is a better way to tell if I am ready for college-level work | 3.4 | 173 |
| ALTERNATIVE PLACEMENTS VS. TRADITIONAL PLACEMENTS: ENGLISH | NA | 174 |
| ALTERNATIVE PLACEMENTS VS. TRADITIONAL PLACEMENTS: MATH | NA | 171 |
| ACCURACY OF PLACEMENT: ENGLISH | NA | 173 |
| ACCURACY OF PLACEMENT: MATH | NA | 165 |
| SEMESTERS OF COURSEWORK SAVED | NA | 170 |

| First-semester experiences ratings from Appendix A | Mean | Total number of respondents |
|--|------|-----------------------------|
| APPENDIX A: FIRST-SEMESTER EXPERIENCES: COURSES | | |
| Student Success class: Counseling 1 | 4.4 | 115 |
| English class | 4.3 | 175 |
| Elective class | 4.3 | 140 |
| Meeting with instructors during their office hours | 4.2 | 124 |
| Student Success class: Learn 11 | 4.2 | 101 |
| Reading class | 4.2 | 110 |
| ESL class | 3.8 | 49 |
| Math class | 3.8 | 109 |
| APPENDIX A: FIRST-SEMESTER EXPERIENCES: STUDENT SUCCESS CENTERS | | |
| Writing & Reading Student Success Center | 4.3 | 139 |
| LAC Multidisciplinary Student Success Center | 4.3 | 132 |
| PCC Multidisciplinary Student Success Center | 4.2 | 106 |
| Supplemental Learning Activities | 4.1 | 155 |
| Tutoring | 4.0 | 106 |
| Math Student Success Center | 4.0 | 99 |
| Supplemental Instruction | 4.0 | 140 |
| APPENDIX A: FIRST-SEMESTER EXPERIENCES: OTHER | | |
| Open computer lab | 4.7 | 150 |
| Library | 4.6 | 158 |
| Campus Bookstore | 4.5 | 175 |
| Academic advising/planning with a counselor (separate from Promise Pathways) | 4.2 | 155 |
| Financial aid assistance | 4.1 | 137 |
| Online Bookstore | 4 | 105 |
| Services or support from Disabled Students Programs and Services | 3.8 | 72 |
| Career counseling | 3.8 | 121 |
| Services or support from Extended Opportunity Programs and Services | 3.8 | 84 |
| CalWorks | 3.6 | 64 |