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RESEARCH BRIEF

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Overview of results for the Fall 2013 Promise Pathways

As with past fall semesters, the first step in the evaluation plan for the Promise Pathways remains the examination of the impact of the program on early educational milestones such as the attempt or completion of transfer-level coursework and demonstration of intent to complete. It is important to note that there have been some changes to the program since Fall 2012, the most notable are: 1) a substantial change to the alternative assessment and placement, raising the threshold for access to transfer-level English meaningfully higher than in Fall 2012 and 2) the addition of two additional districts participating in the program.

Achievement of Early Educational Milestones.

Compared to the most recent cohort prior to its implementation, the Promise Pathways continues to have a strong and substantial positive impact on student achievement of early academic milestones in their first term, as can be seen in Table 1 below and in Figures 1 and 2 on the following page.

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

Milestones	Fall 2013 Promise Pathways (N=1325)		Fall 2012 Promise Pathways (N=976) ¹		Fall 2011 LBUSD (N=1660)	
	Percentage	N	Percentage	N	Percentage	N
Attempted Transfer Math	22.4%	297	16.0%	156	5.2%	86
Successfully Completed Transfer Math	11.3%	149	8.2%	80	2.8%	46
Attempted Transfer English	35.6%	472	52.9%	516	5.5%	92
Successfully Completed Transfer English	23.3%	308	32.8%	320	3.8%	63
Attend full-time (attempt 12 or more units)	80.0%	1063	83.9%	819	48.9%	811
Behavioral Intent to Complete	63.6%	843	62.9%	614	37.1%	615

Successful completion: Number of students who achieved a C or better (or P) out of the total cohort in the courses in question.

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

Figure 1. Percentage of cohort attempting transfer level English and Math in the Promise Pathways as compared to the Fall 2011 cohort of first-time LBUSD students.

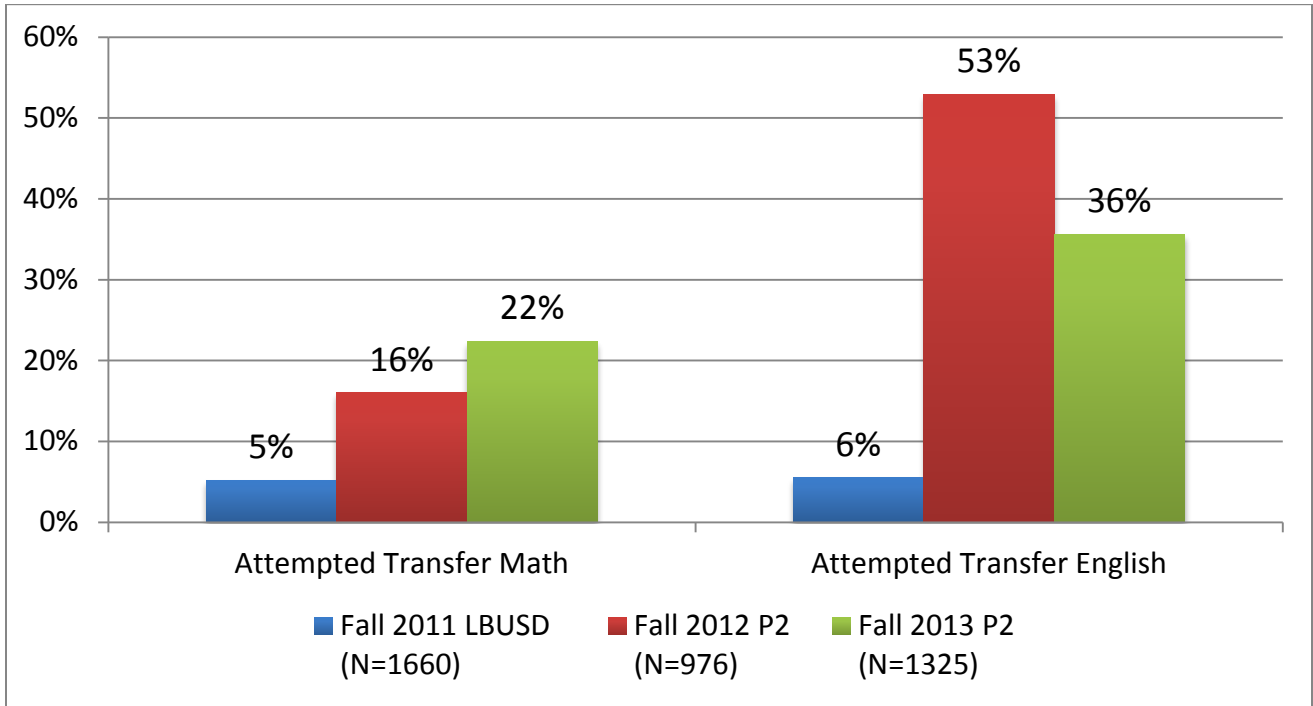
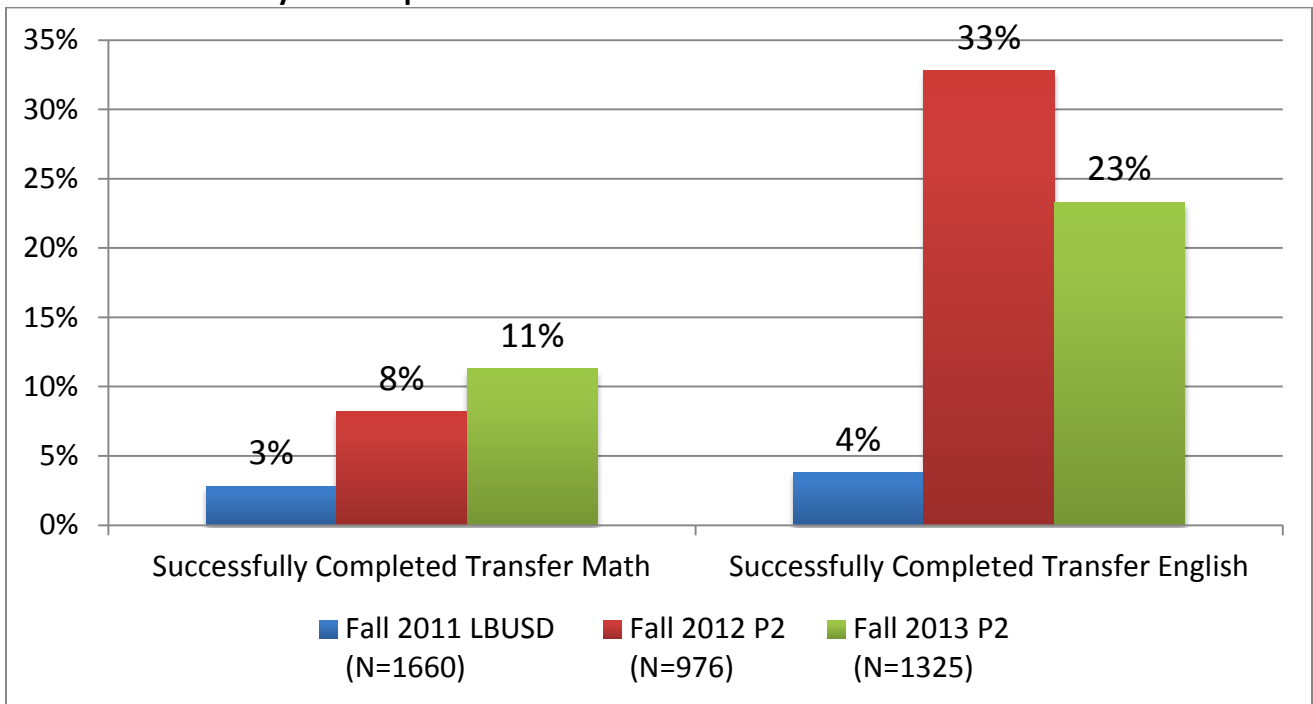


Figure 2. Percentage of cohort successfully-completing transfer level English and Math in the Promise Pathways as compared to the Fall 2011 cohort of first-time LBUSD students.



In sum, the change in the alternative assessment for Fall 2013 did result in a substantially lower percentage of the cohort attempting transfer-level English than in Fall 2012. However, compared to student achievement in the 2011 cohort, the positive impact of the Pathways still represents a nearly five-fold increase in the percentage of students that successfully complete transfer level English and a three-fold increase in the percentage of students that successfully complete transfer-level Math in the first term.

Success Rates in Transfer-level Math and English

Although many more students continue to be assessed into transfer-level coursework in Math and English via the alternative assessment, these gains have not come substantially at the cost of success rates in those transfer-level courses as can be seen in Figures 3 and 4.

Figure 3. Success rates in transfer-level English for Pathways and non-Pathways students²³

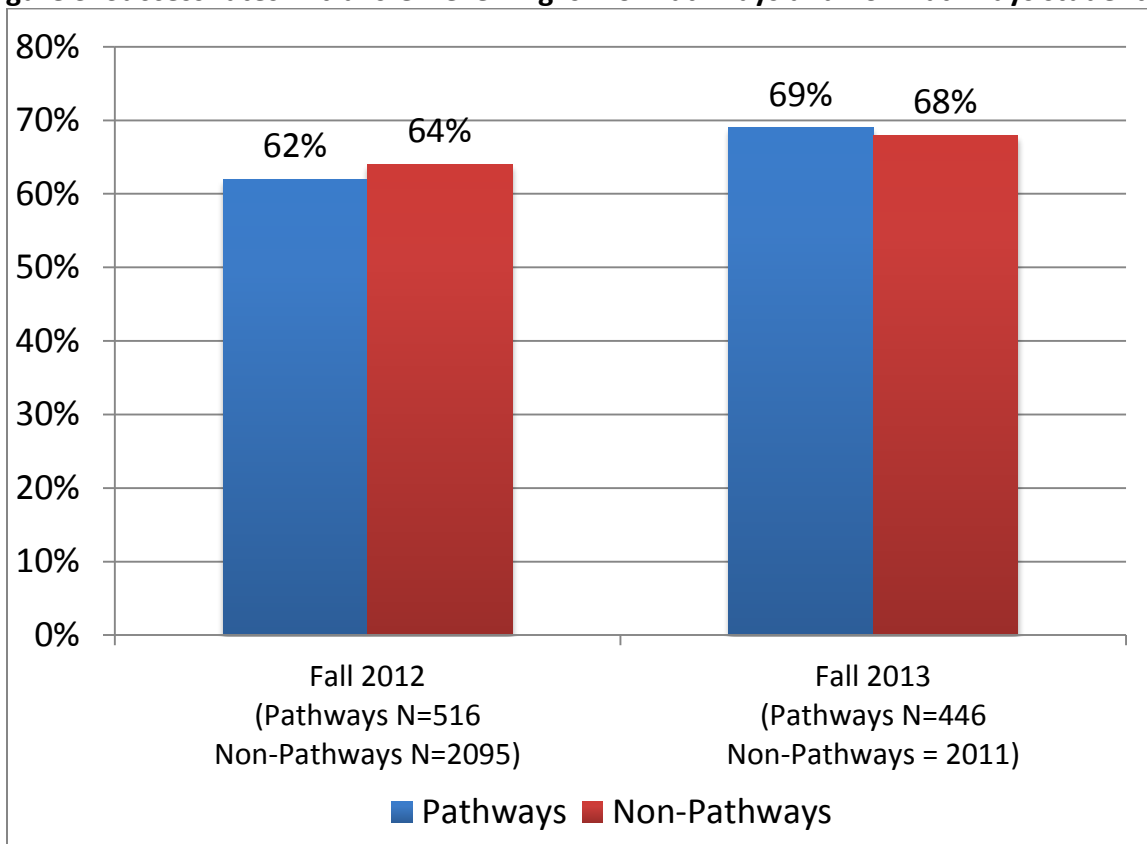
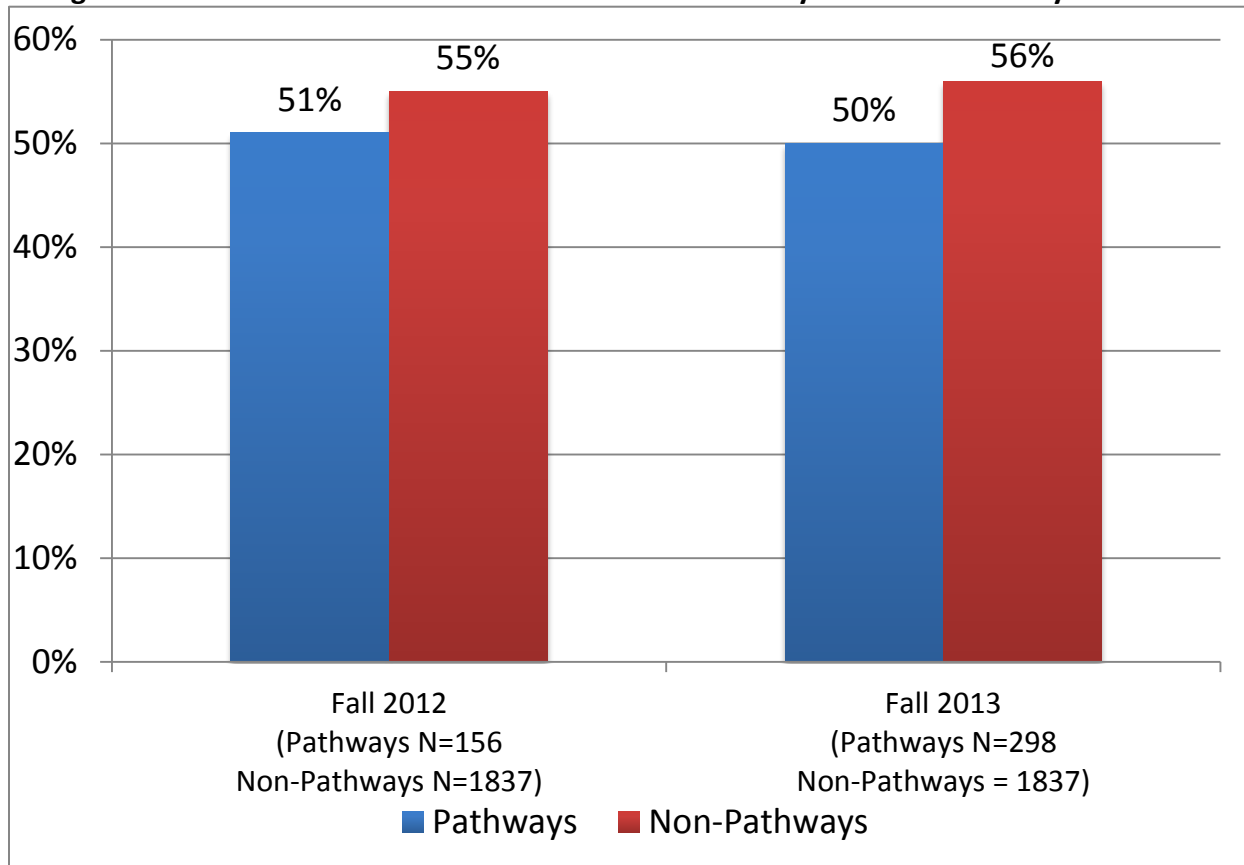


Figure 4. Success rates in transfer-level Math for Pathways and non-Pathways students⁴



Achievement of Early Academic Milestones by District

The results of the first year of the program were achieved with a partner with which the college has had a very close working relationship for decades. One question of interest is whether the results of the first year of the program would be scalable to include other districts. The second year of the program added students from the Paramount and Bellflower school districts and, as can be see below, students from those districts benefitted quite substantially from their participation in the Promise Pathways.

Table 2. First term achievement of educational milestones by Paramount students in the Promise Pathways as compared to students from the Fall 2012 cohort of first-time Paramount students.

First-time Paramount students	Fall 2013 Promise Pathways (N=134)		Fall 2012 Paramount (N=148)	
	Percentage	N	Percentage	N
Attempted Transfer Math	24.6%	33	6.8%	10
Successfully Completed Transfer Math	11.9%	16	1.4%	2
Attempted Transfer English	37.3%	50	4.1%	6
Successfully Completed Transfer English	26.9%	36	2.0%	3
Attend full-time (attempt 12 or more units)	72.4%	97	45.3%	67
Behavioral Intent to Complete	67.9%	91	27.7%	41

Table 3. First term achievement of educational milestones by Bellflower students in the Promise Pathways as compared to students from the Fall 2012 cohort of first-time Bellflower students.

First-time Bellflower students Milestones	Fall 2013 Promise Pathways (N=75)		Fall 2012 Bellflower (N=103)	
	Percentage	N	Percentage	N
Attempted Transfer Math	22.7%	17	3.9%	4
Successfully Completed Transfer Math	12.0%	9	1.9%	2
Attempted Transfer English	30.7%	23	5.8%	6
Successfully Completed Transfer English	21.3%	16	4.9%	5
Attend full-time (attempt 12 or more units)	88.0%	66	42.7%	44
Behavioral Intent to Complete	68.0%	51	35.9%	37

Table 4. First term achievement of educational milestones for LBUSD students in the Promise Pathways as compared to students from the Fall 2011 cohort of first-time LBUSD students.

First-time LBUSD students Milestones	Fall 2013 Promise Pathways (N=1116)		Fall 2012 Promise Pathways (N=976) ¹		Fall 2011 LBUSD (N=1660)	
	Percentage	N	Percentage	N	Percentage	N
Attempted Transfer Math	22.1%	247	16.0%	156	5.2%	86
Successfully Completed Transfer Math	11.1%	124	8.2%	80	2.8%	46
Attempted Transfer English	35.8%	399	52.9%	516	5.5%	92
Successfully Completed Transfer English	22.9%	256	32.8%	320	3.8%	63
Attend full-time (attempt 12 or more units)	80.7%	900	83.9%	819	48.9%	811
Behavioral Intent to Complete	62.8%	701	62.9%	614	37.1%	615

¹ *Please note: the 976 includes 43 students who dropped all of their enrollments prior to census. Normally, such students are not counted (and are not in the LBUSD 2011 cohort) but they are included here to present the most rigorous and conservative assessment of the success of the program.

² Neither of the differences between Pathways and non-Pathways students approaches significance, $p \geq .4$.

³ Please note – data from two section of English 1 are not included in the success rates for either group. These sections had a combined success rate of 2%, with only one student successfully completing the course between the two courses. Given the success rate of English 1 courses at LBCC, the probability of having that few or fewer successful completions because of chance distribution of poorer students into particular sections are less than 1 in 1 trillion.

⁴ Though neither difference between Pathways and non-Pathways students are significant, the difference in F2013 approaches significance, $Z = 1.9, p=.06$.