Promise Pathways
Board of Governors Presentation
November 13, 2012
LB College Promise:  
The Origins of Promise Pathways

- **Seamless Education** Partnership between LBUSD, LBCC and CSULB founded in 1994.

- **Long Beach College Promise** began in March of 2008
  - **LBUSD**: Preparing students for college
  - **LBCC**: Promise Scholarship
  - **CSULB**: Local high school graduates receive preferential admission
2012-2013 Cohort
LBUSD Student Cohort Demographics

Gender:
- Female: 52.0%
- Male: 48.0%

Ethnicity:
- Asian/PI: 15.7%
- Black or African American: 14.6%
- Hispanic: 53.0%
- White: 15.0%
- Other/Missing: 1.7%
Presentation Overview

LBCC – Promise Pathways (P2)

- Matriculation at LBCC – Jannie Mackay Ph.D.
- Matriculation for P2 – Alicia Kruizenga
- Impact of P2 so far – Mark Taylor
Actions Taken to Increase Effectiveness of Matriculation Services

- Part of the Student Success Plan
- Board Policy revised - Assessment & orientation BEFORE enrollment
- Transition to computerized testing & open testing
Orientation at LBCC

Online orientation:
http://orientation.lbcc.edu/

In person orientation

ESL Test

ESL Orientation-Spanish, Khmer, Vietnamese

Promise Pathways Early Bird for LBUSD 12th graders
Number of Students Assessed & Oriented

- 2010-2011: 10,194
- 2011-2012: 13,109
Numbers Assessed & Oriented
July & August, 2010 to 2012

- July 2010-2011: 1,087
- July 2011-2012: 1,194
- July 2012-2013: 1,973

- August 2010-2011: 960
- August 2011-2012: 1,015
- August 2012-2013: 1,763
Number of Tests Administered

- 2008-09: 23,281
- 2009-10: 30,048
- 2010-11: 34,911
- 2011-12: 43,859
Promise Pathways: Promise Pathways is designed to increase the number and pace of local students’ college completions.

Core Areas of Focus:
- **PREPARATION** for college-level coursework
- **PROGRESSION** towards academic goals
- **COMPLETION** of certificates, degrees, and/or transfer
Student P² Requirements
2012-2013 Cohort

1. Sign participation agreement & do orientation

2. Place into courses using placement pilots

3. Take math, English, and/or reading in the first semester(s) (including reading pilot)

4. Take student success course each semester (including achievement coach pilot)

5. Get Ed Plan and take courses which lead to academic goal

6. Continue on path toward goal in successive semesters
Student P² Benefits

2012-2013 Cohort

1. First Semester Enrollment Fees Waived

2. Guaranteed Enrollment

3. Preparing to Transfer Sooner

4. Completing Certificate or Degree Faster

5. Specialized Academic Advising
Working with LBUSD to develop counseling workshops

- Developed the workshops with our partners at LBUSD.
- Held workshops for two months at LBCC.
- The last month of school, workshops were held on the high school campus.
- Worked closely with career counselors at each high school to determine which students’ needed to attend and the students were pulled from class.
Mandatory Counseling Workshops

- Staff members provided overview on Promise Pathways, ABC guides and tips for college success.

- Counselor discussed students educational goals and reviewed the pre-populated semester education plan with student.
2012-2013 P² Pilots
Program-Evaluated Pilots

- Prescriptive Scheduling
- Alternative Placement Pilot
- Linked Reading Course Pilot
- Success Course & Achievement Coaches Pilot
LBUSD Cohorts:
Full-time & Part-time Students

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical LUSD</td>
<td>1650</td>
<td>1514</td>
</tr>
<tr>
<td>2012-2013</td>
<td>966</td>
<td>400</td>
</tr>
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</table>
Pilots: Alternative Placement

**Summary:**
Data points from student performance in high school (i.e. grades, overall GPA) that are the strongest predictors of college academic success are used to place students in math and English courses.

**Rationale:**
The more data we can use to place students, the more precise the placement will be; prior academic performance predicts success in college better than test scores alone.
## English Placement

### Alternative Placement vs. Traditional Placement

<table>
<thead>
<tr>
<th>Course</th>
<th>Traditional</th>
<th>Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1</td>
<td>14.3%</td>
<td>55.9%</td>
</tr>
<tr>
<td>ENGL 105</td>
<td>38.3%</td>
<td>16.8%</td>
</tr>
<tr>
<td>ENGL 801A</td>
<td>47.4%</td>
<td>27.3%</td>
</tr>
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</table>
Students Placement In Transfer-Level English
Alternative Placement Pilot

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td>14.3%</td>
<td>55.9%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>14.4%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>9.4%</td>
<td>46.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>9.8%</td>
<td>52.8%</td>
</tr>
<tr>
<td>White</td>
<td>33.3%</td>
<td>74.3%</td>
</tr>
</tbody>
</table>

Legend: Traditional - Gray, Pathways - Red
# Math Placement

## Alternative Placement vs. Traditional Placement

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Level</td>
<td>9%</td>
<td>31%</td>
</tr>
<tr>
<td>Math 130</td>
<td>27%</td>
<td>30%</td>
</tr>
<tr>
<td>Math 110</td>
<td>42%</td>
<td>23%</td>
</tr>
<tr>
<td>Math 815</td>
<td>20%</td>
<td>16%</td>
</tr>
<tr>
<td>Math 805</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

![Bar Chart](chart.png)
Students Placement In Transfer-Level Math
Alternative Placement Pilot

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td>8.9%</td>
<td>30.8%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>15.8%</td>
<td>40.1%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>7.1%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>5.3%</td>
<td>26.6%</td>
</tr>
<tr>
<td>White</td>
<td>16.6%</td>
<td>44.8%</td>
</tr>
</tbody>
</table>

- **Traditional**
- **Pathways**
Pilots: Linked Reading

**Summary:**
A number of reading courses have been linked to general education courses so that reading coursework is coordinated with reading skills in a specific subject area.

**Rationale:**
Contextualizing learning makes the learning process more meaningful for students, leading to greater success in reading and in the linked course.
Pilots: Success Course & Achievement Coaches

**Summary:**

The success course sequence serves as a “learning community” to build a support network and college survival skills. Achievement coaches provide students with additional connections to resources and monitor student progress.

**Rationale:**

Supportive relationships are critical to student progress and completion, and proactive engagement of students early on can help students avoid or overcome challenges.
Questions or Comments?