Promising Pathways to Student Success

Using High School Achievement Data to Improve Assessment, Placement, and Attainment of Early Educational Milestones

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Transition to College: Assessment and Placement

• CCCs are open enrollment
  • Requires assessing and planning for students’ educational needs.

• Most colleges rely on standardized assessment

• Most students placed into basic skills

• Placement into basic skills is significant barrier to completion
LBCC’s Research

- Examined five cohorts of more than 7,000 LBUSD grads who attend LBCC directly after high school
- Determined strongest predictors of success in college courses
- Improved alignment of assessment and placement with evidence-based predictors of success
Key Findings

1. Standardized tests predict standardized tests very well but...

2. High school grades predict college grades

3. More information tells us more about our students’ likelihood to succeed

Findings presented real opportunities to significantly improve student placement and achievement, and their college experience
Long Beach College Promise: The Origins of Promise Pathways

- **Long Beach College Promise**
  - Partnership between Long Beach Unified School District, Long Beach City College and CSU-Long Beach began March 2008
  - **LBUSD**: Preparing students for college
  - **LBCC**: Promise Scholarship (1st Semester)
  - **CSULB**: Local high school graduates receive preferential admission

- Grew out of longstanding Seamless Education Partnership
Reimagining the Transition to College: Fall 2012 Promise Pathways

• Grew out of long-standing Long Beach College Promise partnership

• Predictive placement model using multi-method, evidence-based assessment

• Prescriptive, full-time course load via first-semester success plan
  – Emphasis on Foundational Skills
  – English, Reading, Math
Fall 2012 Promise Pathways

Demographics

- African American: 15%
- Asian/PI/Filipino: 16%
- Hispanic: 53%
- White: 15%
- Unknown: 2%

F2012 (N=976)
Alternative placement: Transfer-level Placement Rates

- **Transfer Level English**
  - F11 First time students: 11%
  - F11 LBUSD: 13%
  - F12 Promise Pathways: 60%

- **Transfer Level Math**
  - F11 First time students: 7%
  - F11 LBUSD: 9%
  - F12 Promise Pathways: 31%
**F2012 Promise Pathways 1-year vs. F2006 6-year rates of achievement**

<table>
<thead>
<tr>
<th>Category</th>
<th>F2011 LBUSD (N=1660)</th>
<th>F2012 Promise Pathways (N=976)</th>
<th>F2006 LBUSD 6 Year Rate</th>
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</thead>
<tbody>
<tr>
<td>Successfully Completed Transfer Math</td>
<td>5.1%</td>
<td>15.0%</td>
<td>31.2%</td>
</tr>
<tr>
<td>Successfully Completed Transfer English</td>
<td>9.9%</td>
<td>27.3%</td>
<td>35.9%</td>
</tr>
<tr>
<td>Behavioral Intent to Transfer</td>
<td>11.9%</td>
<td>41.4%</td>
<td>(Not applicable)</td>
</tr>
</tbody>
</table>
Success rates in transfer-level courses

Fall 2012

Neither of these differences approach significance, p > .30
Equity Impact of Promise Pathways: F2011 Baseline Equity Gaps

Successfully Completed Transfer Math
- F2011 Black: 1%
- F2011 Asian: 4%
- F2011 Hispanic: 7%
- F2011 White: 10%

Successfully Completed Transfer English
- F2011 Black: 11%
- F2011 Asian: 11%
- F2011 Hispanic: 11%
- F2011 White: 22%

Behavioral Intent to Transfer
- F2011 Black: 5%
- F2011 Asian: 11%
- F2011 Hispanic: 21%
- F2011 White: 22%

Full-time, full year
- F2011 Black: 36%
- F2011 Asian: 29%
- F2011 Hispanic: 31%
- F2011 White: 18%
Equity Impact: F2012 Students of Color Compared to F2011 White Baseline

Successfully Completed Transfer Math
F2012 Black: 6%
F2012 Asian: 15%
F2012 Hispanic: 13%
F2011 White: 10%

Successfully Completed Transfer English
F2012 Black: 44%
F2012 Asian: 28%
F2012 Hispanic: 22%
F2011 White: 22%

Behavioral Intent to Transfer
F2012 Black: 39%
F2012 Asian: 33%
F2012 Hispanic: 22%
F2011 White: 22%

Full-time, full year
F2012 Black: 65%
F2012 Asian: 53%
F2012 Hispanic: 31%
F2011 White: 31%
Equity gaps remain but significant gains for all F2012 Students

Successfully Completed Transfer Math
- F2012 Black: 6%
- F2012 Asian: 15%
- F2012 Hispanic: 13%
- F2011 White: 13%

Successfully Completed Transfer English
- F2012 Black: 28%
- F2012 Asian: 44%
- F2012 Hispanic: 40%
- F2011 White: 40%

Behavioral Intent to Transfer
- F2012 Black: 28%
- F2012 Asian: 39%
- F2012 Hispanic: 33%
- F2011 White: 52%

Full-time, full year
- F2012 Black: 65%
- F2012 Asian: 62%
- F2012 Hispanic: 60%
- F2011 White: **
Accelerated access to college-level courses

Average number of semesters to take English 1 by previous LBCC students by original placement

- Pathways students placed in English 1 enrolled in the course **5.2 semesters earlier** than previous LBCC students.
What LBCC gained through prescriptive, evidence-based transition to college

- **Dramatic increases** in students attaining early educational milestones, & **shorter times to do so**

- New discussion of research and pedagogy, kick-starting **experimentation** and **innovation**

- **Strong case study** which demonstrates significant potential for expansion.

- Concrete, achievable steps to improve college completions that are replicable at other community colleges.
How might this change how we understand college readiness?

College Readiness – Spring 2012 Graduates

- English: 38% Applying LBCC Placement Model to All LBUSD Graduates
- Math: 33% Applying LBCC Placement Model to All LBUSD Graduates
- English: 18% Standardized assessment (EAP)
- Math: 6% Standardized assessment (EAP)
Related Research & Approaches

- **Community College Research Center**
  - “Thousands of Community College Students Misplaced into Remedial Classes, New Studies Suggest”
    - Scott Clayton, 2012; Belfield & Crosta, 2012

- **Student Transcript-Enhanced Placement Study (STEPS)**
  - RP Group replicates Long Beach model in 10 California Community Colleges, finds HS grades predict college grades.

- **Statewide Multiple Measure Data Warehouse**
  - California Chancellor’s Office developing statewide tool to allow all California Community Colleges to use HS grades for placement.

- **Defining Promise Study - North Carolina**
  - Establishing a GPA as a primary
Related Research & Approaches

- **Defining Promise: Optional standardized testing policies in American college and university admissions**
  
  - 33 public & private colleges and universities, 123,000 students
  - “Across widely differing cohorts of institutions, college Cumulative GPA seems reliably and closely to track HSGPA.”
    - Hiss & Franks, 2014

- **North Carolina statewide policy beginning 2013**
  
  - HS graduates with cumulative HS GPA ≥ 2.6 eligible for college level coursework
Additional Resources

• Promise Pathways Information
  – http://www.lbcc.edu/promisepathways

• More information about Long Beach City College's research

• More information about the RP Group’s Student Transcript-Enhanced Placement (STEPS) Project

• Step by Step process for replicated the research and placement:

• Jobs for the Future Report: Where to Begin?: The Evolving Role of Placement Exams for Students Starting College

• CCRC research on Assessment, Placement, and Progression in Developmental Education
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