

Assessing Long Beach College Promise Success

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Long Beach College Promise

Research Questions

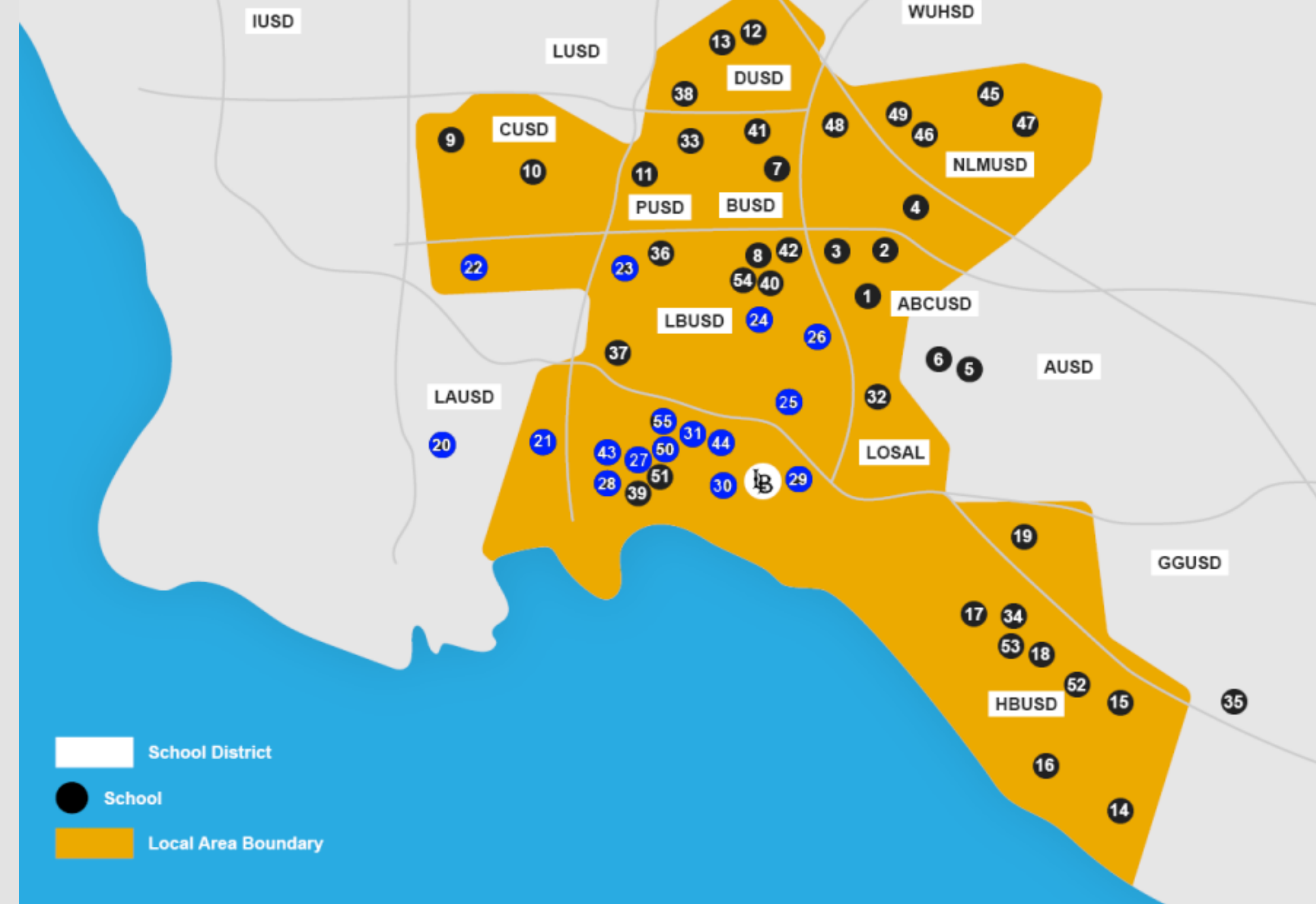
Are there different student success outcomes between Promise and Non-Promise students from the Local Preference Area?

What factors influence the differences in student success outcomes between these two groups?

How do we assess efficacy of CSULB's efforts to support Promise students?

Introduction

Map of Local Preference Area with LBUSD schools highlighted in blue.



Historically, we have only compared Long Beach Promise students with *all* non-Promise students, which includes students from outside the Local Preference Area.

We seek to understand success outcomes of Promise students in context with other local students as they are held to the same admission standards.

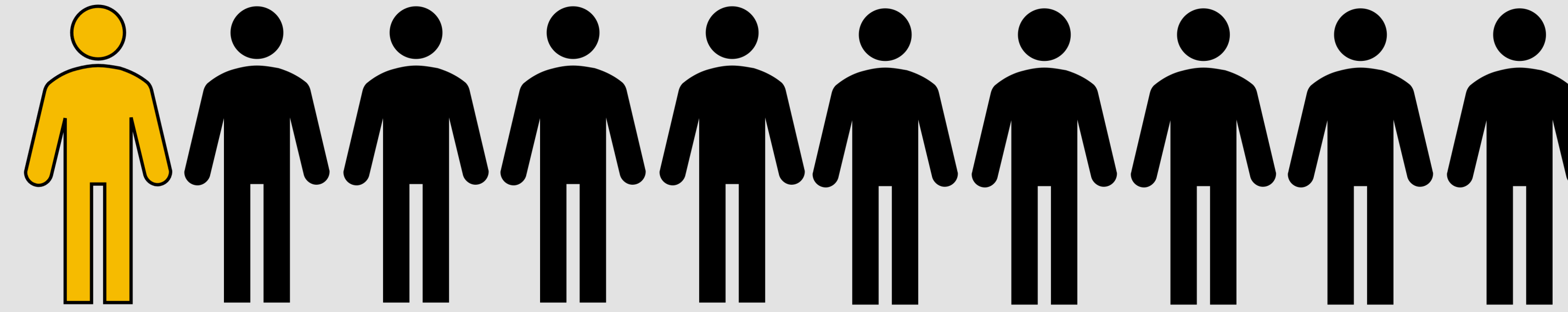
Methods

Sample: First-time, first year (FTFY) students from cohorts Fall 2013, Fall 2014, and Fall 2015. We chose these to assess graduation status after 6 years.

Variables: Race, First-Gen Status, Pell Eligibility, HS GPA, High School, Undeclared Status, Years to Graduation

Results

More than 1 in 10 undergraduate students at CSULB is a Promise Student.



Among local FTFY admits, 1 in 3 is a Promise Student. In this study, we had a total of 2,198 Promise Students and 3,905 Non-Promise Local Students. The Promise students had a higher proportion of Black and Hispanic students while having a lower proportion of White and Asian students.

How do Promise Students compare in common student success measures?

| | Promise | Non-Promise Local |
|------------------------|---------|-------------------|
| 4-year graduation rate | 17% | 21% |
| 6-year graduation rate | 68% | 73% |
| Average time to degree | 5 years | 4.9 years |
| Non-graduation rate | 29% | 24% |

On average, Promise Students who graduate take about the same amount of time to complete their degrees as Non-Promise students. However, as a group their graduation rates are lower compared with Non-Promise Students.

How does a student's background impact success in Promise vs. Non-Promise local students?

| | Promise | Non-Promise Local |
|---------------------------|-------------------------|-------------------------|
| Average High School GPA | 3.43 | 3.35 |
| Admitted as Undeclared | 19% | 17% |
| First-Generation Students | 38% are First to Attend | 31% are First to Attend |
| Minority Students | 58% are Minorities | 51% are Minorities |
| Pell Eligible Students | 67% are Pell Eligible | 57% are Pell Eligible |

- Promise Students have a higher average high school GPA than Non-Promise local students. Using high school GPA as an indicator for additional supports may disadvantage Promise Students.
- Undeclared Promise students take longer to graduate (5.61 years) than undeclared Non-Promise local students (5.27 years). We do not yet understand whether being placed into undeclared as a mechanism of local preference is a significant factor affecting time to graduation.
- Black and Visa Non-US First-Gen Promise Students take longer to graduate than their Non-Promise local counterparts.
- Pell Eligibility does not seem to impact whether a Promise Student graduates. Promise students take longer to graduate than other local students regardless of Pell eligibility. Pell eligible students take longer to graduate in both groups.

Successes for the Promise Program in recent years

- Retention consistent increase since Fall 2020
- Since 2021, average Fall GPA has been steadily increasing in both FTFY and Transfer
- DFW rate decreasing since 2019 from 20.48% to 12.2%
- 4-year Persistence steadily increasing
- FTFY 4-year graduation rate is 25.3%

Conclusion / Discussion

- Promise students comprise a large share of CSULB's FTFY admission (36%) and undergraduate enrollment (11.7%)
- Comparing Promise students to other local area students reveals gaps in outcomes such as time to degree and graduation rate. These gaps are compounded by factors such as First Gen status, race, high school of attendance, and undeclared status.
- Efforts to close the gaps in outcomes between Promise students and other local students are important to CSULB's overall efforts to improve retention, time to graduation, and graduation rates.

Implications for Action

- Assessment Metrics for Annual Promise Report
- Update the Promise Student Success Dashboard to include data for Non-Promise local students
- Develop intentional support for undeclared and First Gen Promise students, regardless of Pell eligibility or High School GPA

Next Steps / Future Directions

- More needs to be understood about Undeclared group since some students choose to be undeclared while others are placed as undeclared as a mechanism of local preference.
- Where do non-graduates go? Do they earn a degree elsewhere?
- Help more students come directly into their desired major. Make clear connections between LBUSD linked learning and CSULB majors. Strategize with counselors to ensure students are applying to a major that best fits their interest and level of preparation.
- Invest more resources in outreach and programs that support students in LBUSD schools in communities with low SES.
- Pivot from data collection and review, analysis, and reporting toward action research, case management, and milestone-driven interventions to decrease time to degree by focusing on leading indicators.