



LONG BEACH
CITY COLLEGE

**The Promise Pathways
End of First Year Faculty and Staff Survey**

Prepared by the Office of Institutional Effectiveness

September 12, 2013

Executive Summary

At the end of the Spring 2013 semester, faculty, staff, and administrators were asked about various aspects of the Promise Pathways as well as their perception of LBCC students in general. Of the faculty, staff, and administrators who had any survey data, 115 completed at least two-thirds of the survey. The data reported here are for those 115 respondents.

- Nine out of ten respondents were faculty or staff with faculty representing a substantial majority of respondents (61%) with staff representing most of the remainder (29%).
- Less than half of respondents (46%) reported participating in the Promise Pathways in some capacity, though most respondents indicated that they were familiar to somewhat familiar with the Promise Pathways ($M=2.8-2.3$ where 2.5 is the midpoint).
- In evaluating the effectiveness of the Promise Pathways, respondents rated the aspects of the Promise Pathways as effective to somewhat effective but with lower ratings assigned to the effectiveness of faculty and staff engagement. In contrast to the end of the first year survey of students, elements of the program rated as most effective diverged from students' ratings, with comparatively higher ratings to Student Success Courses and Achievement Coaches and lower ratings to Alternative Placement and Prescriptive Scheduling compared to students.
- In general, respondents were neutral about the effect that the Promise Pathways had on their perceptions and interactions with others, though with a tendency toward it diminishing perceptions of and interactions with administration.
- Similar to findings from the survey of students, respondents clearly desired better communication about and collaboration in developing the Promise Pathways, including:
 - Data about the effectiveness of the program
 - Information about the development of the program
 - Information about how changes are made to the program
- Respondents expressed a wide variety of concerns in addition to communication and collaboration with faculty in their free responses to what aspects of the Promise Pathways could have been improved to help promote student success, that they did not like or felt was unsuccessful, or that should be removed from the program, particularly noting the alternative placement.
- The substantial majority of respondents reported they were not at all involved with either the development or implementation of the program which may have significantly impacted respondents' familiarity with and knowledge about the program as well helping to create the expressed needs for more and clearer communication about the program and the results.
- Respondents also indicated specific additional preferences for communication about the Promise Pathways via direct email, the In the Loop or other campus communication, or a Promise Pathways specific website. However, respondents expressed only mild interest in professional development around different aspects of the Pathways.
- Respondents generally felt that current LBCC students were slightly less prepared, engaged, and successful than previous semesters and tended to rate LBCC students overall as average or slightly below average compared to other California Community College students, particularly in their time management and study skills.

Introduction

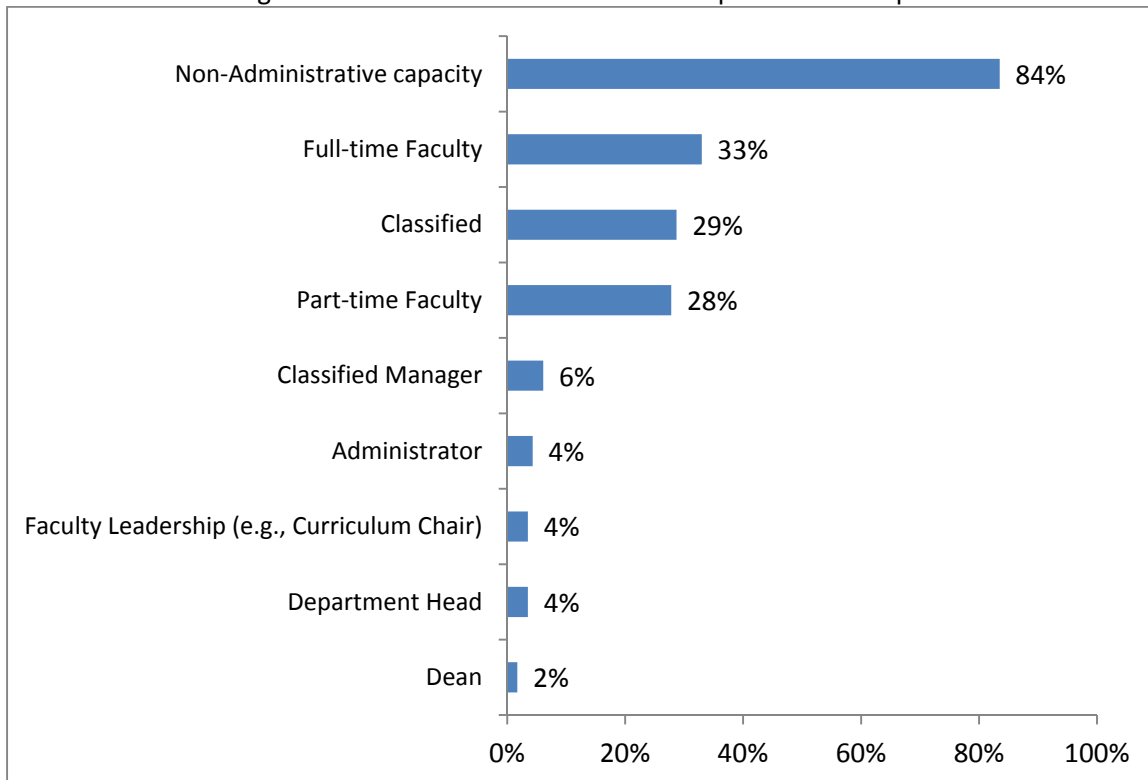
At the end of the Spring 2013 semester, a survey was sent out to all faculty, staff, and administrators asked about various aspects of the Promise Pathways as well as perception of LBCC students in general. Of the entire college faculty, staff, and administrators (approximately 300 full-time and 600 part-time faculty, 450 classified staff and management, and 26 educational administrators) sent an email invitation to complete the survey, 170 people had complete or partial data. Of the 170 respondents, 103 had complete data, 12 had completed more than 66% of the survey, and 55 had completed less than 66% of the survey¹. This report includes data on the 115 respondents who completed all or almost all of the survey.

Please see Appendix A for the total number of respondents for each item presented in this report. The survey instrument can be found in Appendix B.

Sample

Figure 1 shows the percentage of the 115 respondents in various positions and administrative capacities. Please note that respondents could indicate more than one position and more than one administrative capacity. Most respondents were faculty (61%) and classified (29%). Additionally, 84% of the sample reported no administrative capacity. Please see Appendix C for additional information about the Full-time and Part-time faculty.

Figure 1. Positions and administrative capacities of sample

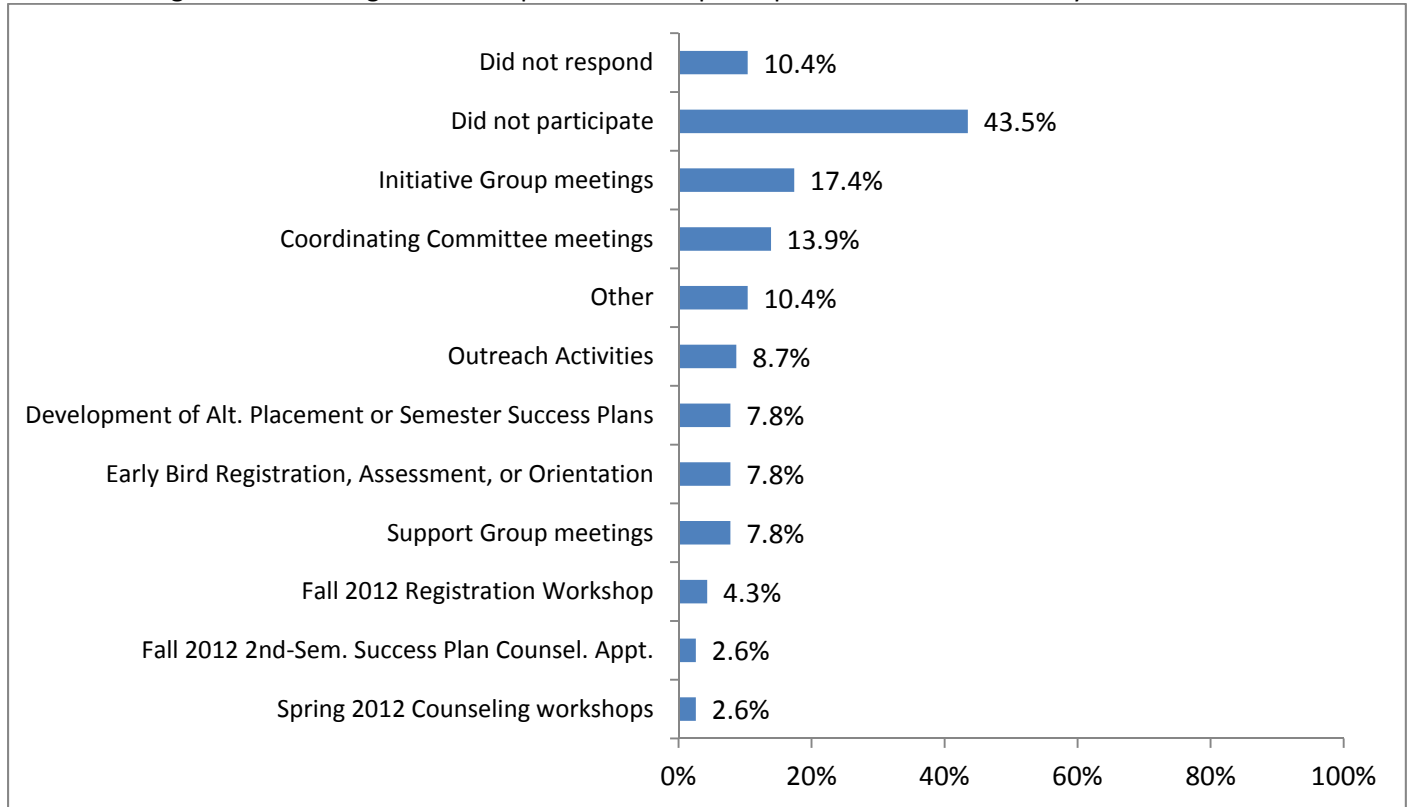


¹ This number most likely includes participants who started the survey and then completed it at a later time. Thus, they would have both partial and complete data.

Participation in and Familiarity with the Promise Pathways

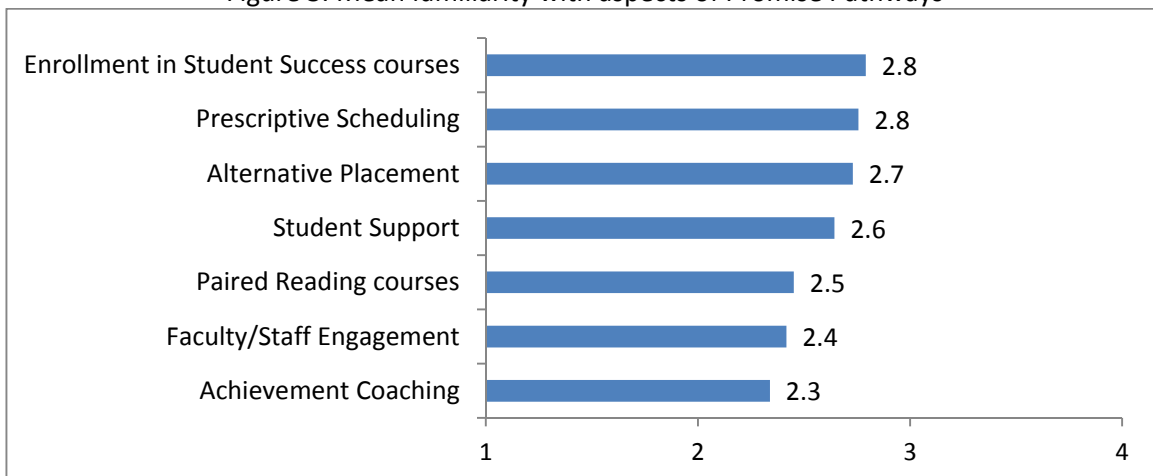
Figure 2 shows the percentage of the 115 respondents who participated in various aspects of the Promise Pathways. Please note that respondents could indicate participation in more than one activity

Figure 2. Percentage of 115 respondents who participated in Promise Pathways activities



On a scale of one to four, with one indicating “Not at all familiar” and four indicating “Very familiar,” faculty, staff, and administrators were asked how familiar they were with various aspects of the program (See Figure 3). In general, respondents were somewhat familiar with aspects of Promise Pathways (M = 2.3 – 2.8).

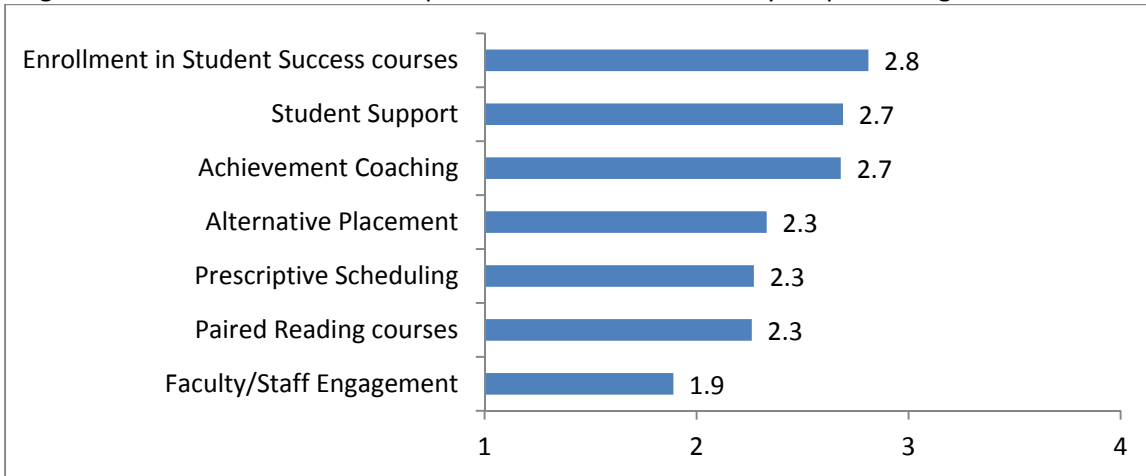
Figure 3. Mean familiarity with aspects of Promise Pathways



Evaluation of Promise Pathways

On a scale of one to four, with one indicating “Not effective” and four indicating “Very effective,” faculty, staff, and administrators were asked how effective various aspects of the program were in promoting student success (See Figure 4). In general, respondents felt the aspects of the Promise Pathways was somewhat effective to effective in promoting student success ($M = 2.8-1.9$), with the engagement of faculty and staff rated as least effective.

Figure 4. Mean effectiveness of aspects of the Promise Pathways in promoting student success



Although precisely parallel questions were not asked of students, the hierarchy of effectiveness by the faculty and staff differed noticeably from the hierarchy of students’ ratings of which elements had the most positive impact on their experiences at Long Beach City College and in the Promise Pathways. Faculty and staff rated the Student Success Courses and the Achievement Coaches has being among the most effective whereas students tended to rate those as having less of a positive impact. **In contrast, faculty rated alternative placement and prescriptive scheduling as less effective aspects of the Pathways whereas the students tended to rate them as being among those having a more positive impact.**

Faculty, staff, and administrators were asked an open-ended item to identify what if anything could have made the Promise Pathways more effective in promoting student success. The qualitative responses were coded into several categories (See Table 1). Foremost among them were suggestions that better communication about and collaboration with the faculty with respect to the decision-making for and the results of the program would have improved the success of the program as would improvements in how students were placed into courses. Please see Appendix D for all original comments.

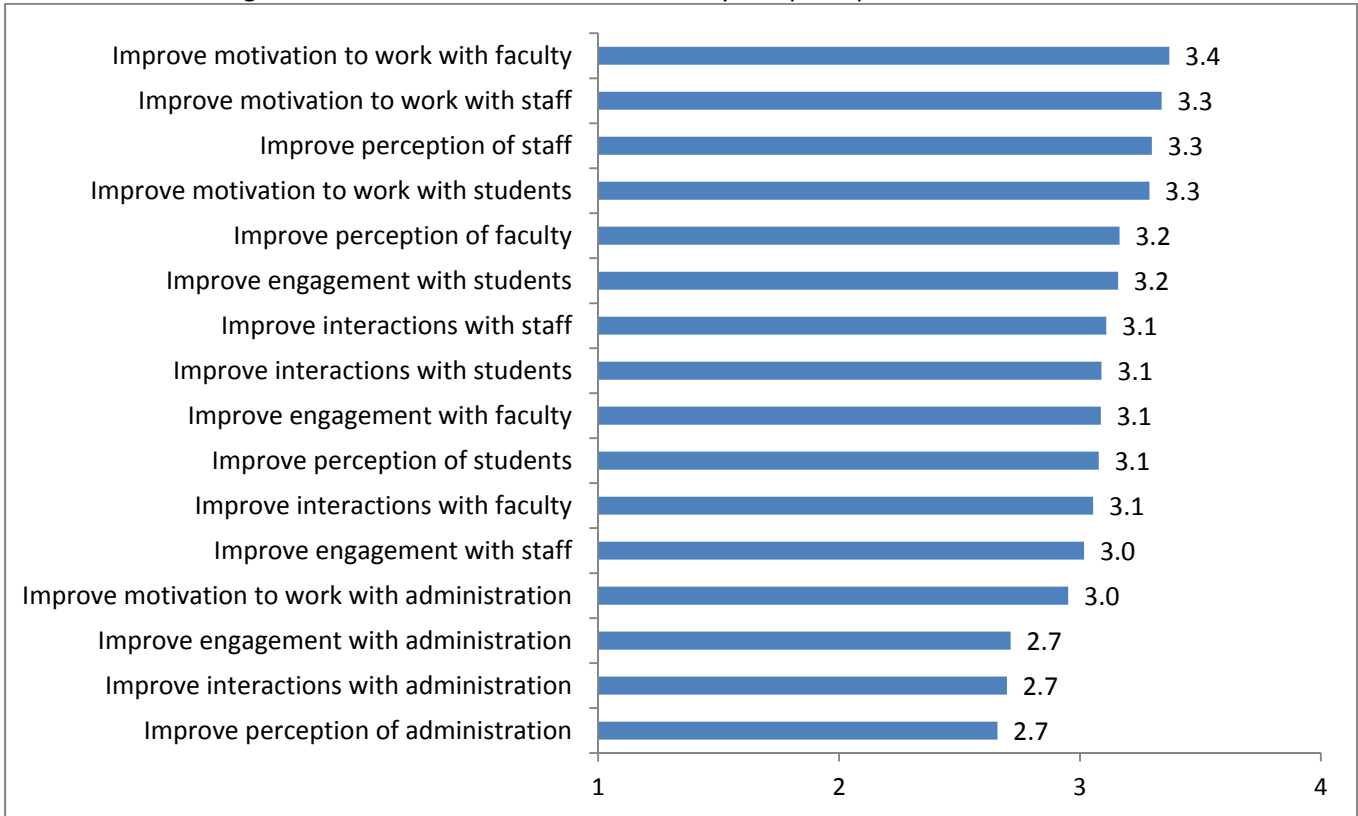
Table 1. Aspects that could have helped the Promise Pathways promote student success

	Frequency
Better communication and collaboration with faculty	10
Better course placement	7
Discussion of specific courses or areas of courses	7
More access to data and results of the Promise Pathways	6
Other	5

Impact of Promise Pathways on Institutional Perceptions

On a scale of one to five, with one indicating “Strongly disagree” and five indicating “Strongly agree,” faculty, staff, and administrators were asked if the Promise Pathways improved their perception of, interaction with, engagement with, and motivation to work with students, faculty, staff and administration (See Figure 5). In general, respondents were neutral about the effect of the Promise Pathways on their perceptions and interactions with others ($M = 3.4-2.7$), with a slight tendency towards agreeing that the Pathways improving motivations to work with faculty, staff, and students and a slight tendency towards disagreement that it improved perceptions of, interactions with, or engagement with administration.

Figure 5. Mean effects of Promise Pathways on perceptions and interactions



Open ended responses about the Promise Pathways

Faculty, staff, and administrators were asked in open-ended items to identify aspects of the Promise Pathways that they particularly liked or thought were particularly successful, that they particularly disliked or thought were particularly unsuccessful, that should be removed, that should be added, and that should be included in a student's second year at LBCC. The qualitative responses were coded into several categories (please see Tables 2 – 6 and Appendix E for all original comments). As some comments covered multiple categories, they are duplicated in the Appendix so they are represented in each category for which they were coded as a response.

Among liked or successful aspects of the Pathways, respondents were most likely to nominate the prescriptive scheduling, the various elements of student support, and the achievement coaches. Among disliked or unsuccessful aspects of the Pathways, engagement and communication with faculty and staff as well the alternative placement were again identified as key areas of concern or consideration for removal with a long tail of other identified concerns.

Table 2. Liked or successful aspects of the Promise Pathways

	Frequency
Prescriptive Scheduling	6
Student Support	5
Achievement Coaching	5
Alternative Placement	3
Paired Reading Courses	3
Faculty/Staff Engagement	2
Enrollment in Student Success courses	1
Other	8
Nothing/Not Applicable/Unable to determine	10

Table 3. Disliked or unsuccessful aspects of the Promise Pathways

	Frequency
Faculty/Staff Engagement and Communication	12
Alternative Placement	10
Student Support	4
Prescriptive Scheduling	4
Enrollment in Student Success courses	2
Paired Reading Courses	1
Other	22
Nothing/Not Applicable/Unable to determine	2

Table 4. Aspects of the Promise Pathways that should be removed

	Frequency
Alternative Placement	5
Achievement Coaching	2
Prescriptive Scheduling	1
Faculty/Staff Engagement	1
Enrollment in Student Success courses	1
Other	10
Nothing/Not Applicable/Unable to determine	5

Table 5. Aspects that should be added to the Promise Pathways

	Frequency
Professional development, inclusion, and transparency	12
Additional courses or academic support	8
Communication with students and student connections	5
Bridge Programs	3
Early Alert System	2
NA	1

Table 6. Aspects that should be included in student’s second year in the Promise Pathways

	Frequency
Information about and assistance with educational goals (e.g., transfer, AA)	14
Specific Courses and choice of courses	7
Mentoring and connection with college	5
Other	4

Involvement with the Promise Pathways

On a scale of one to four, with one indicating “Not at all involved” and four indicating “Very involved,” faculty, staff, and administrators were asked how involved they were with the development and implementation various aspects of the program. In general, respondents to the survey generally indicated that they were not involved in the development or implementation of the Promise Pathways ($M = 1.5 - 1.2$). These rates seem somewhat surprising considering almost 90 faculty, staff, and administrators have been directly involved in the planning and execution of the initiative with faculty representing 2/3 of that total.

Figure 6. Mean involvement in development of Promise Pathways

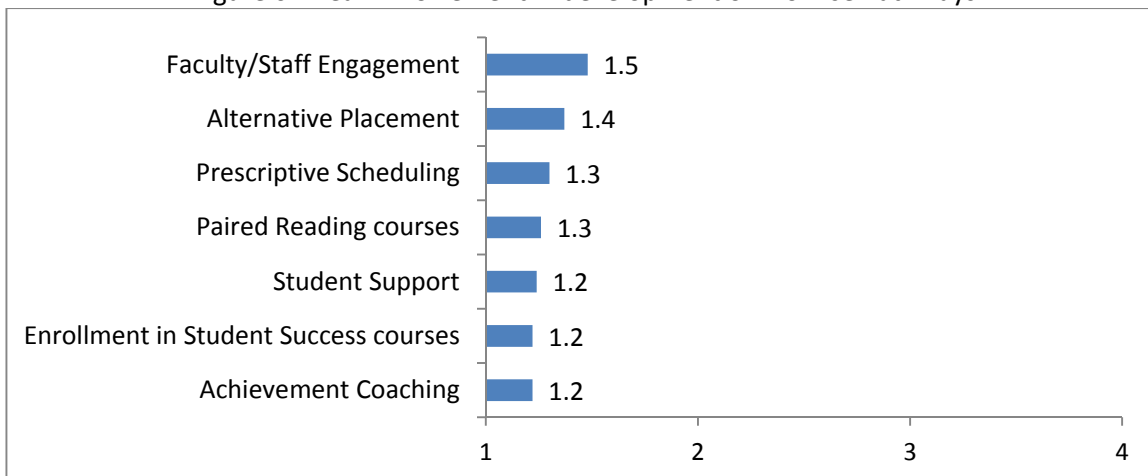
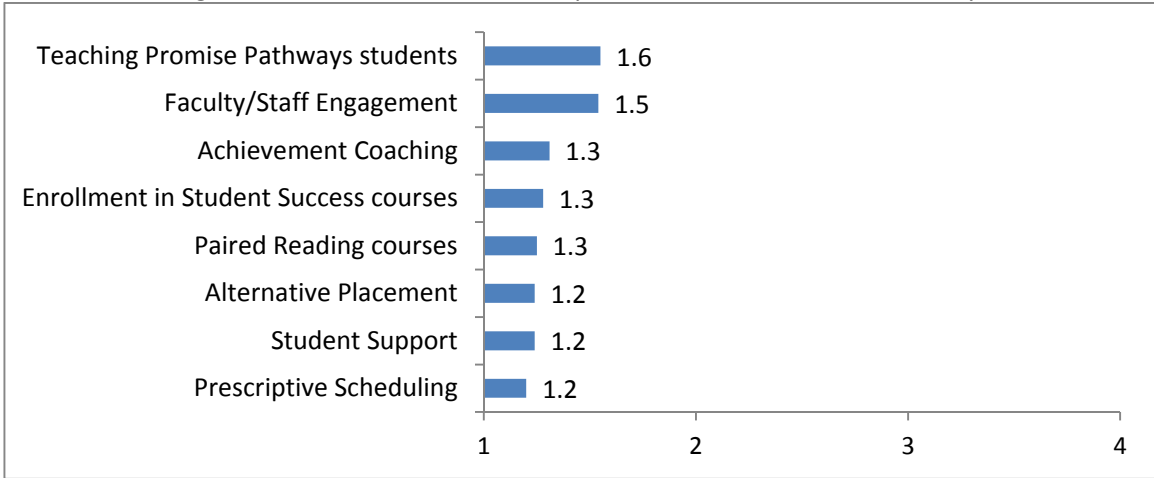


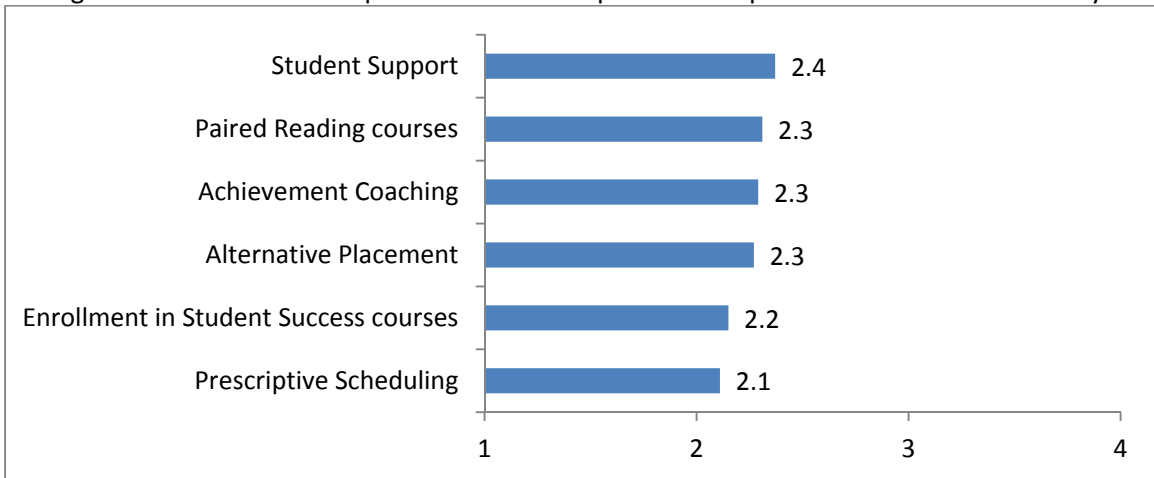
Figure 7. Mean involvement in implementation of Promise Pathways



Professional Development and Communication about the Promise Pathways

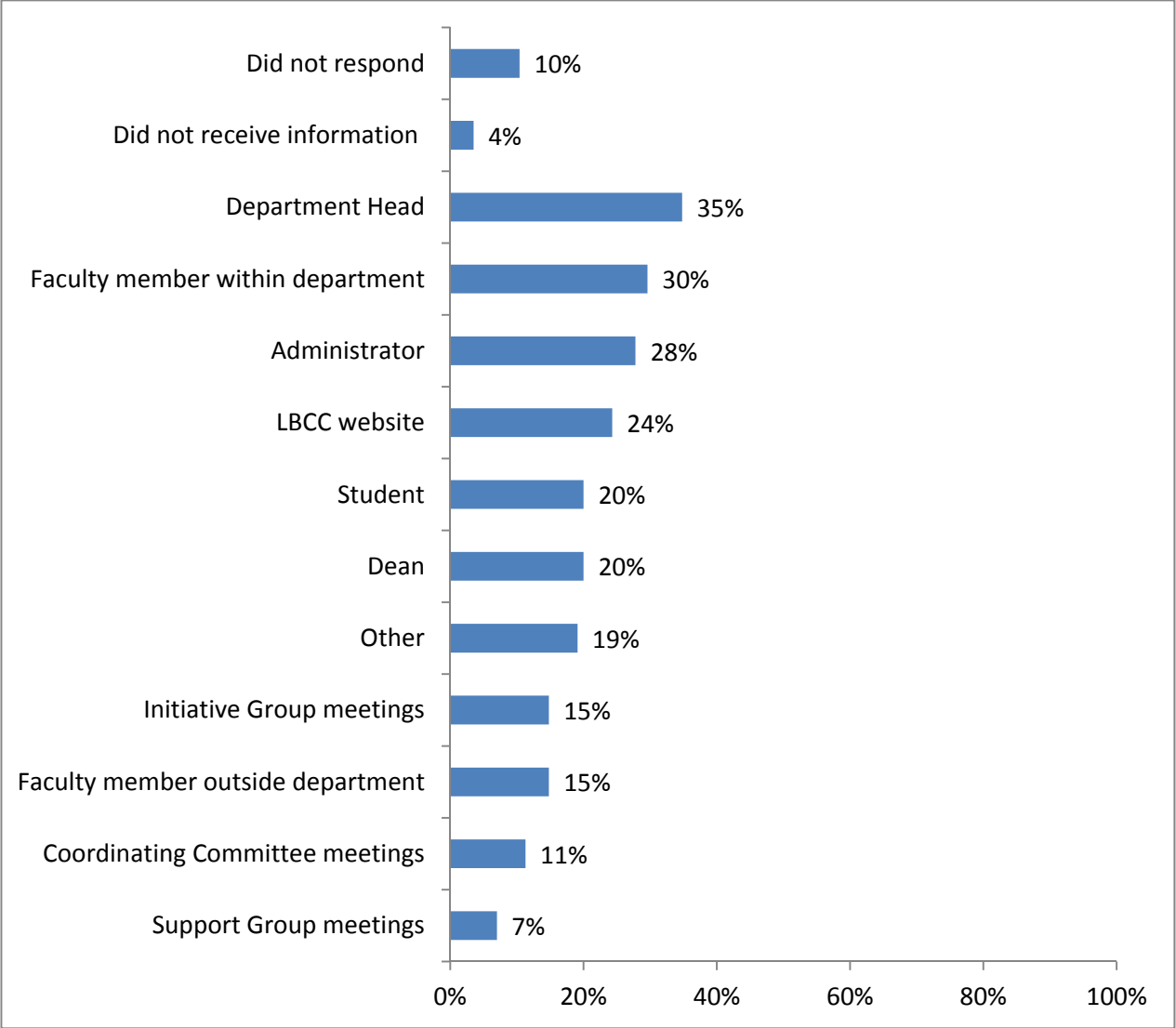
On a scale of one to four, with one indicating “Not at all interested” and four indicating “Very interested,” faculty, staff, and administrators were asked how interested they would be in professional development about various aspects of the Promise Pathways (See Figure 8). In general, despite concerns about engagement of and collaboration and communication with faculty and staff detailed above and expressed desire for more professional development around the program, respondents were only somewhat interested in professional development ($M = 2.1 - 2.4$). Respondents were asked in open-ended terms to indicate any other Pathways-related professional development opportunities they would like to see offered, though only 14 respondents offered suggestions. Professional development suggested by respondents included learning about best practices being used in the Promise Pathways, discussion of the paired Reading component, and an open forum where planners could answer direct questions. Please see Appendix F for all original comments regarding professional development opportunities.

Figure 8. Mean interest in professional development for aspects of the Promise Pathways



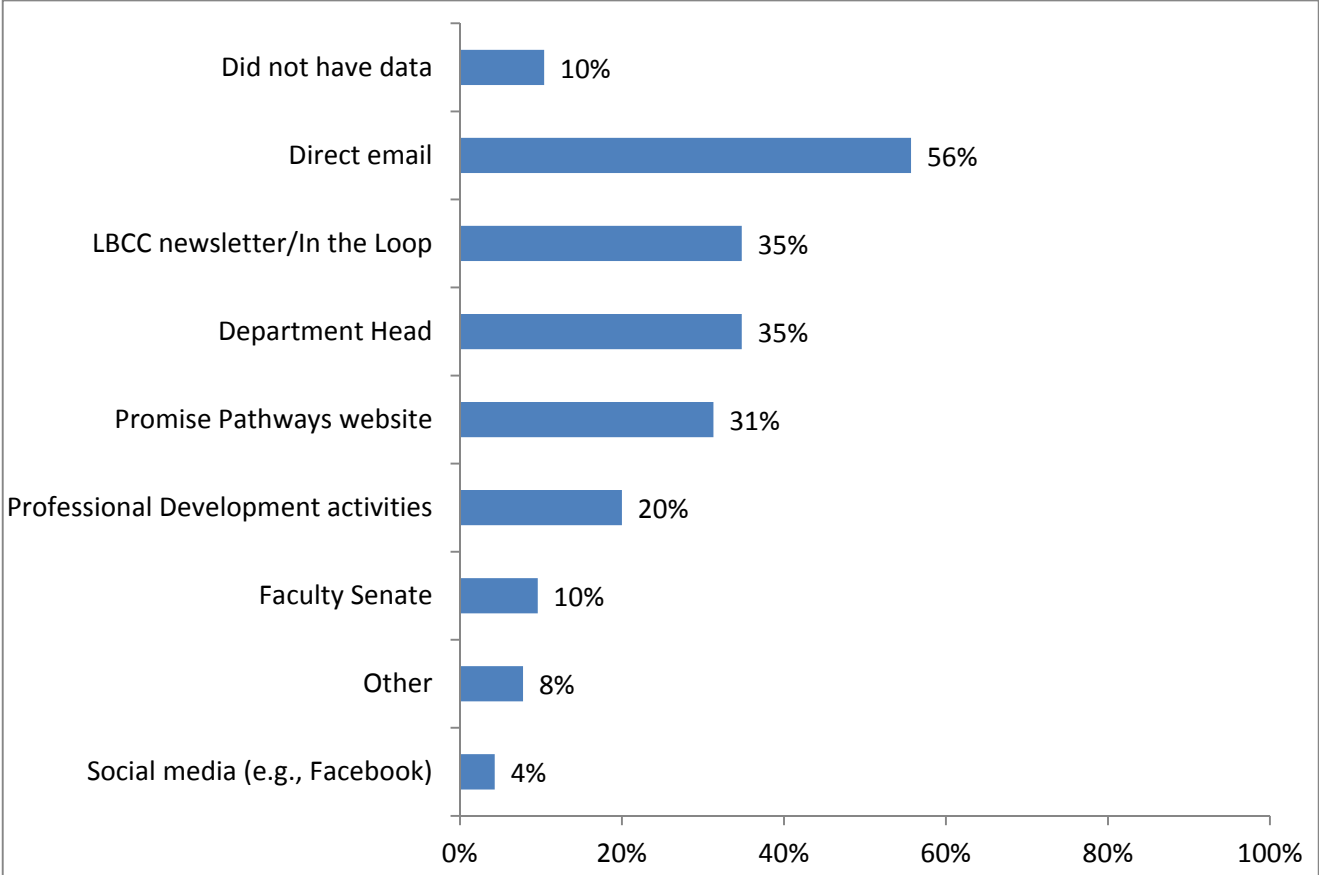
Faculty, staff, and administrators were also asked how they received information about the Promise Pathways. Figure 9 shows the percentage of the 115 respondents who received information via various methods and formats. Please note that respondents could indicate more than one method or format. Most respondents received information within their department from the Department Head (35%) or from a faculty member (30%). Amongst those that indicated other as source, Achievement Coaches, Counselors, LBUSD, Academic Council, Academic Senate, In the Loop, President Oakley’s emails, newspapers, the Student Success Committee, CSULB faculty, and the Foundation were also indicated as sources of information about the Pathways.

Figure 9. Percentage of 115 respondents who received information via various methods and formats



Participants were also asked their preferences about how they would like to receive information about the program in the future (Please see Figure 10). Again, please note that respondents could indicate more than one method or format. Most respondents would like to receive information via a direct email (56%) with additional other passive/automatic sources of information including In the Loop and the Promise Pathways website, though a large number of respondents did indicate that they would also like information via their Department Head. A few respondents also indicated other as a desired source and mentioned receiving information via Deans, Student Athlete Success Center, and the College Planning Process.

Figure 10. Percentage of 115 respondents who would like to receive future information via various methods



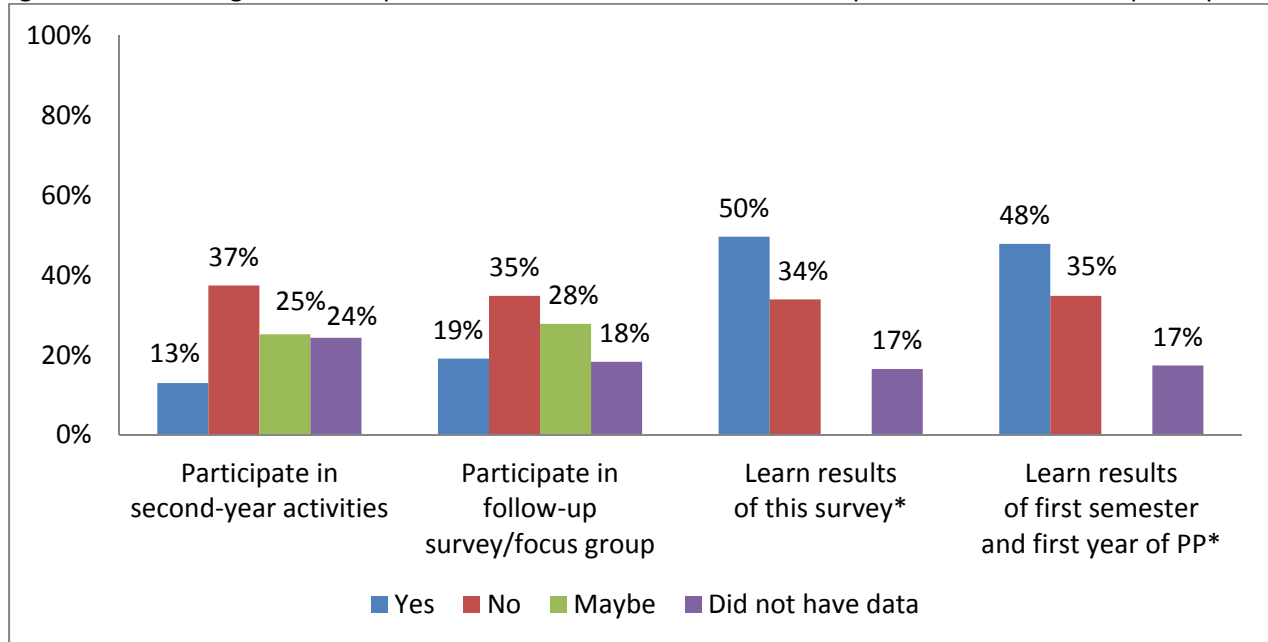
Faculty, staff, and administrators were also asked in open-ended items to identify the types of information about the Promise Pathways they would like to receive in the future. The qualitative responses were coded into several categories (See Table 7 and Appendix G for all original comments.)

Table 7. Types of Future Information Desired about Promise Pathways

	Frequency
Data and research	11
Information on the development of the Promise Pathways	11
Timelines and calendars	3
Other	9

Faculty, staff, and administrators were asked a few additional questions about follow-up communications and participation in the Promise Pathways (See Figure 11). Respondents were generally interested in learning about the results of this survey (50%) as well as the results of the first semester and first year of the Promise Pathways (48%) though not as interested in participating in follow-up surveys or in second-year activities.

Figure 11. Percentage of 115 respondents interested in various follow-up communications and participation

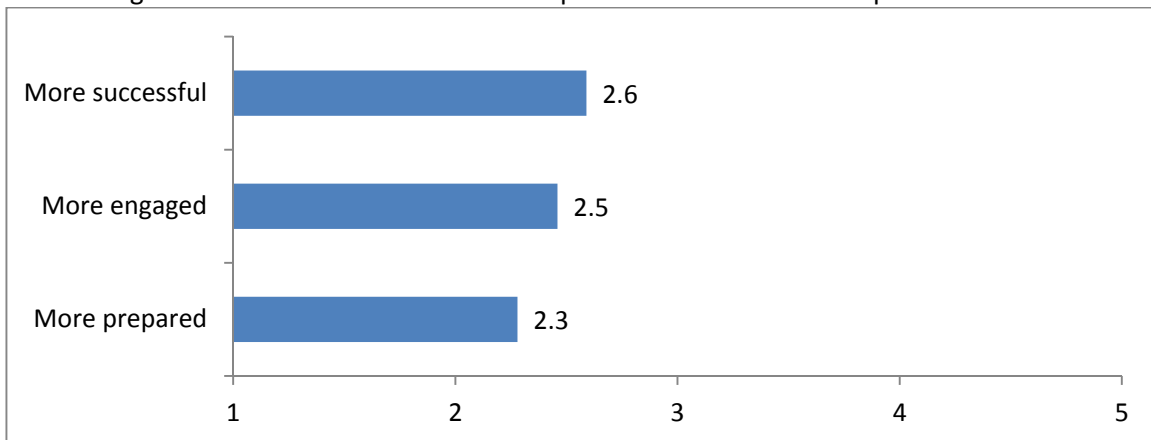


*Maybe was not an option for these items.

Perceptions of LBCC Students

On a scale of one to five, with one indicating “Strongly disagree” and five indicating “Strongly agree,” faculty, staff, and administrators were asked to compare LBCC students this semester to LBCC students from prior semesters (See Figure 122). In general, respondents disagreed that current LBCC students were more successful, engaged, and prepared than students in prior semesters ($M = 2.3 - 2.6$).

Figure 12. Current LBCC students compared to LBCC students in prior semesters



On a scale of one to five, with one indicating “Far below average” and five indicating “Far above average,” faculty, staff, and administrators were asked to compare LBCC students to students at other California Community colleges (See Figure 13). In general, respondents viewed LBCC students as average or slightly below average compared to students at other California community colleges ($M = 2.3 - 3.1$), with little distinction between the college’s students in general, first-year students, and first-year students from LBUSD.

Figure 13. LBCC students compared to students at other California community colleges

