

Promise Pathways First Semester Student Survey

Prepared by the Office of Institutional Effectiveness

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Executive Summary

At the end of the fall 2012 semester, participants in the Promise Pathways program were asked about various aspects of the program as well

Introduction

At the end of the fall 2012 semester, participants in the Promise Pathways program were asked about various aspects of the Promise Pathways program as well as their general first semester experiences at LBCC in general. Of the 976 Promise Pathways students enrolled in classes at the beginning of the semester, 222 students had partial or complete survey data. Of the 222 students, 200 reported participating in the Promise Pathways program both at the beginning of the fall semester and currently (i.e., at the end of the fall semester). The data reported here are for those 200 students who began in Promise Pathways and remained in the program throughout the fall semester. The survey instrument was quite extensive; therefore, this report presents several key findings that are particularly salient to the on going evolution of Promise Pathways by highlighting areas of success and areas in need of improvement. The survey instrument can be found in Appendix C. Please see Appendix B for the total number of respondents for each item presented in this report.

Participation in Promise Pathways

On a scale of one to four, w540TD.0033Tc(and)TjTT91Tf1.53550TD0Tc@003TjT91Tf1.53550TD0Tc@003TjpacTD04TD-Tc(one)T

Overall evaluation of Promise Pathways

Students were asked to rate the Promise Pathways program using a sliding scale. The range was 0 to 100, though the students did not see the numbers on the instrument. Instead, each end of the scale had a description (e.g., “Bad” and “Good”, “Not helpful at all” and “Very helpful”). In general, students had a positive overall view of Promise Pathways (See Figure 2).

Figure 2. Overall evaluation of Promise Pathways

Students were asked in open ended items to identify aspects of Promise Pathways that were most valuable and should be kept, that were valuable but could use improvement, and that were least valuable and should be removed. The qualitative responses were coded into several categories (See Tables 1 – 3).

Figure 4. Statements about Second Semester Success Plan Appointment: Mean ratings of agreement

When students were asked to explain what, if anything, would have made the Second Semester Success Plan Counseling Appointment more beneficial, they identified the following:

- More time for the appointment so as not to feel rushed

- Counselors needed to provide more information about courses and transfer plans

- Allow students more choice in courses, especially regarding location (e.g., students did not want to go back and forth between the LAC and PCC campuses)

Please see Appendix E for all original comments regarding the second semester plans.

Applying to and enrolling at LBCC

On a scale of one to five, with one indicating "Very dissatisfied" and five indicating "Very satisfied," students were asked to indicate their satisfaction with various aspects of applying to and enrolling at LBCC (See Figure 5). Overall, a

Figure 5. Applying to and enrolling at LBCC: Mean ratings of satisfaction

On Alternative Placement

Most students felt that the alternative placement put them in classes that were either at the same or at a higher level as traditional placement for both English (74.1%) and Math (60.8%; See Table 4). In addition, most students felt that the alternative placement was equally accurate as or more accurate than traditional placement in reflecting student's ability in both English (83.3%) and Math (78.7%; See Table 5).

Appendix A: Satisfaction with First Semester Experiences

On a scale of one to five, with one indicating "Very dissatisfied" and five indicating "Very satisfied," students were asked to indicate their satisfaction with various aspects of their first semester experience.

Figure A1. First semester courses: Mean ratings of satisfaction

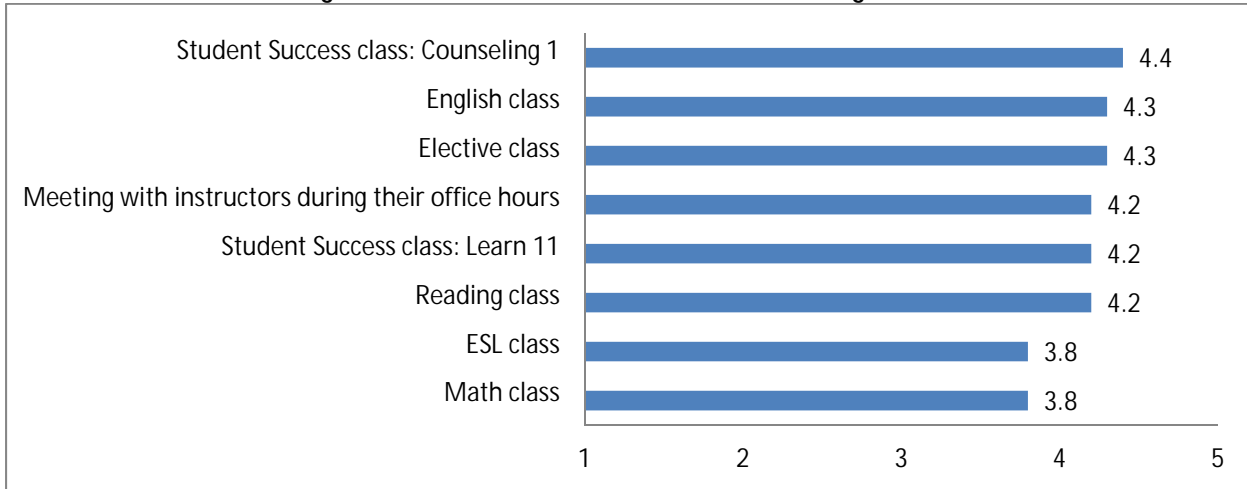


Figure A2. Student Success Center first semester experiences: Mean ratings of satisfaction

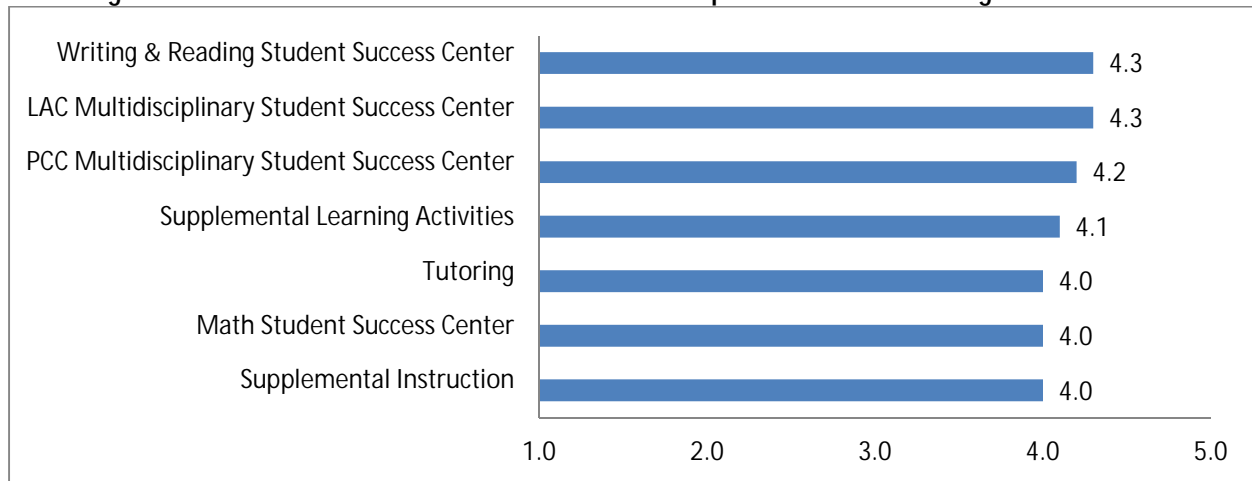
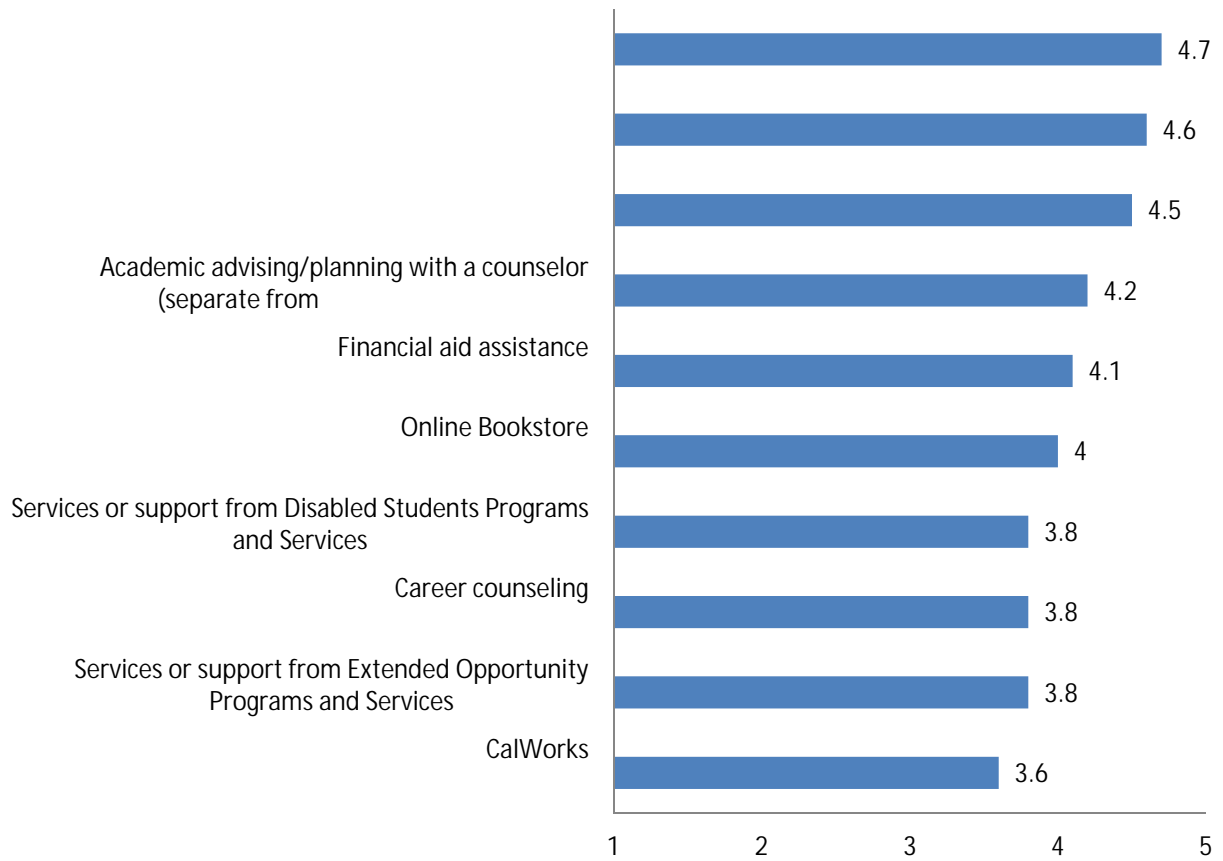


Figure A3. Other first semester experiences: Mean ratings of satisfaction



Appendix B: Mean and Number of Respondents

Table B1: Means and total number of respondents for each item presented in this report.

	Mean	Total number of respondents
PARTICIPATION IN PROMISE PATHWAYS		
Guaranteed first semester classes	3.9	190
Free first semester tuition*	3.8	191
Complete educational goals more quickly	3.8	193
2nd semester Success Plan Counseling Appointment	3.5	189
Alternative Placement	3.5	187
Required classes/structure for first semester	3.2	193
Recommended by high school teacher or counselor	3.2	183
Counseling Workshop	3.2	185
Required Student Success class	2.9	192
Other (please explain below)	2.8	31
Achievement Coaching	2.8	174
Friends or peers were participating	2.8	192
Paired Reading courses	2.6	158
OVERALL EVALUATION OF PROMISE PATHWAYS		
Quality (good bad) of Promise Pathways	75.8	161
Usefulness of Promise Pathways	74.4	164
Helpfulness of Promise Pathways	69.5	173
Supportiveness of Promise Pathways	66.1	174
MOST VALUABLE ASPECTS OF PROMISE PATHWAYS THAT SHOULD BE KEPT		
VALUABLE ASPECTS OF PROMISE PATHWAYS THAT NEED IMPROVEMENT		
LEAST VALUABLE ASPECTS OF PROMISE PATHWAYS THAT SHOULD BE REMOVED		
FIRST SEMESTER EXPERIENCES: PROMISE PATHWAYS		
2nd semester Success Plan	4.5	171
2nd semester Success Plan Counseling Appt.	4.4	172
Registration Workshop (held November 26 & 27)	4.4	165
Achievement Coaching	3.8	139

