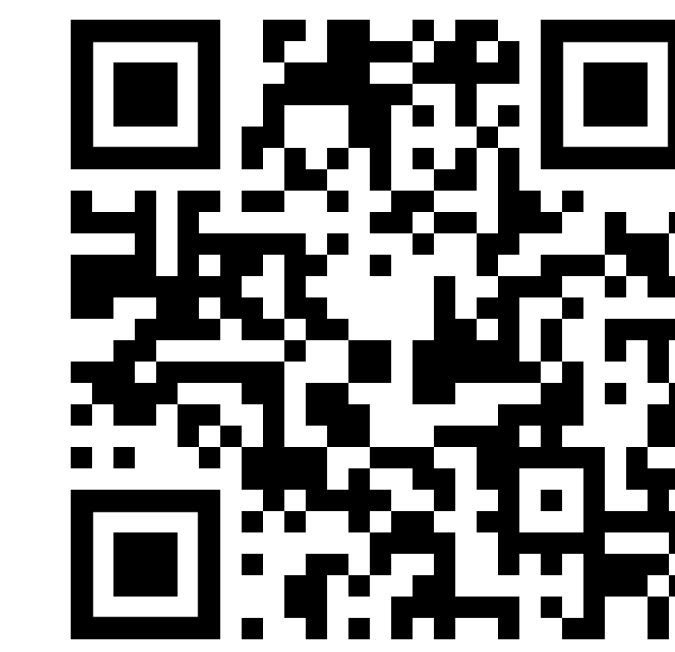# Examining Access & Retention of the Long Beach College Promise from a Racial Equity Lens

Team Members: Dr. John Hamilton, Alexandria Cordon, Curglin Robertson, Evelyn Daliwan, Vu Mai

Scan the QR code on your mobile device to access more information on the Data Fellow's program.
1. Open your camera app on your mobile device.
2. Hold your device over the QR code so that it is clearly visible.
3. Open the website when it pops up on your screen.

Research Questions

1. Do the design elements of the Long Beach College Promise program have **essential equity implications**? (Eligibility requirements, definition of college promise, what aid will be offered to students)

2. What are the **communication gaps** regarding benefits and eligibility of the Long Beach College Promise program?

Beach 2030 Connections

BEACH2030

- Build an Equitable and Empowering Culture
- Be a Student-Ready University
- Advance Partnerships for Public Good
- Be a Future-Ready Campus

Introduction

Launched in 2008, the Long Beach College Promise (**The Promise**) aims to fulfill the academic potential of all youth by offering guidance and continuous support along every step of the student experience, from pre-K through college and onto career and life.

Goals

- Increase the percentage of LBUSD students who are prepared for and attend college directly from high school;
- Increase the percentage of LBCC students who earn degrees and/or career technical certificates;
- Increase the percentage of LBCC students who successfully transfer to CSULB or another four-year college or university; and
- Increase the percentage of CSULB students who graduate with a bachelor's degree and/or advanced degrees.
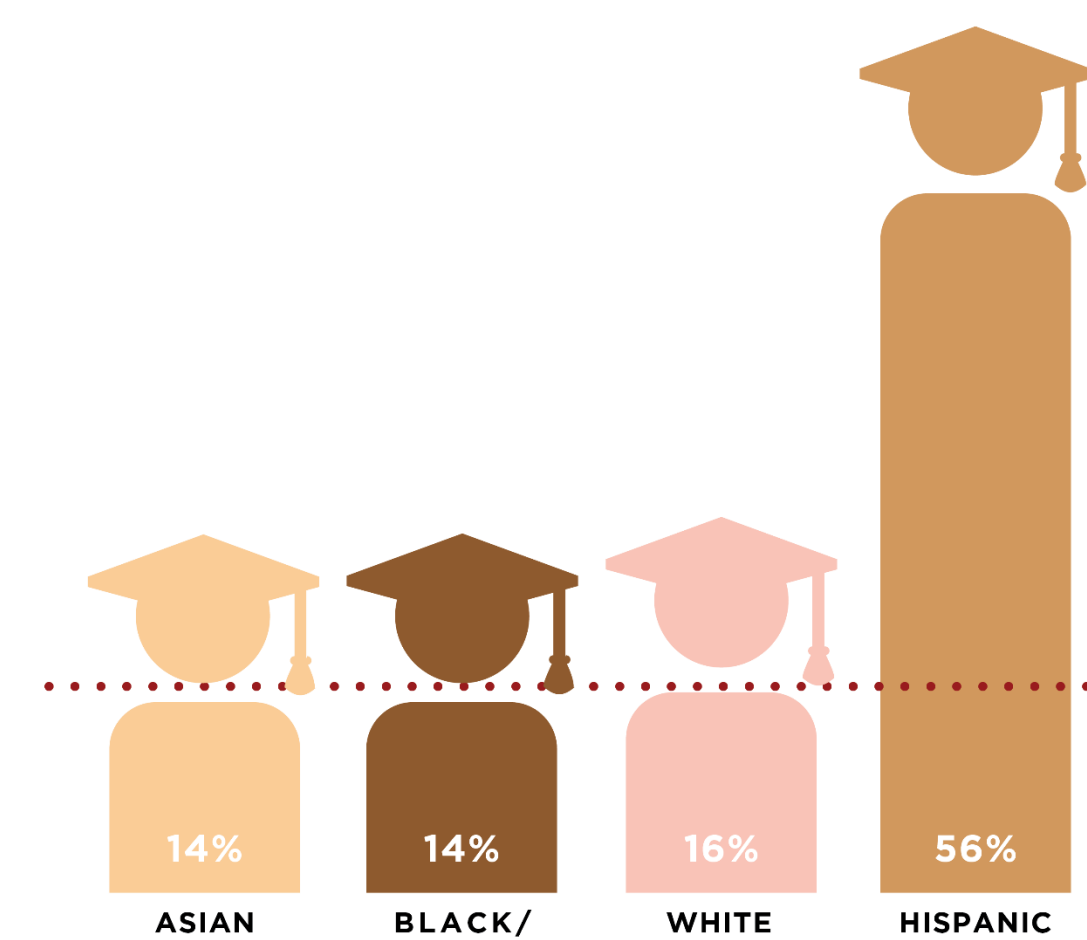
Methods

Data collected from the following data sources:
- Ed-Data (ed-data.org)
- CSULB Institutional Research & Analytics Dashboard
- SSD 2.0
- CSU Applications & Admissions Dashboard

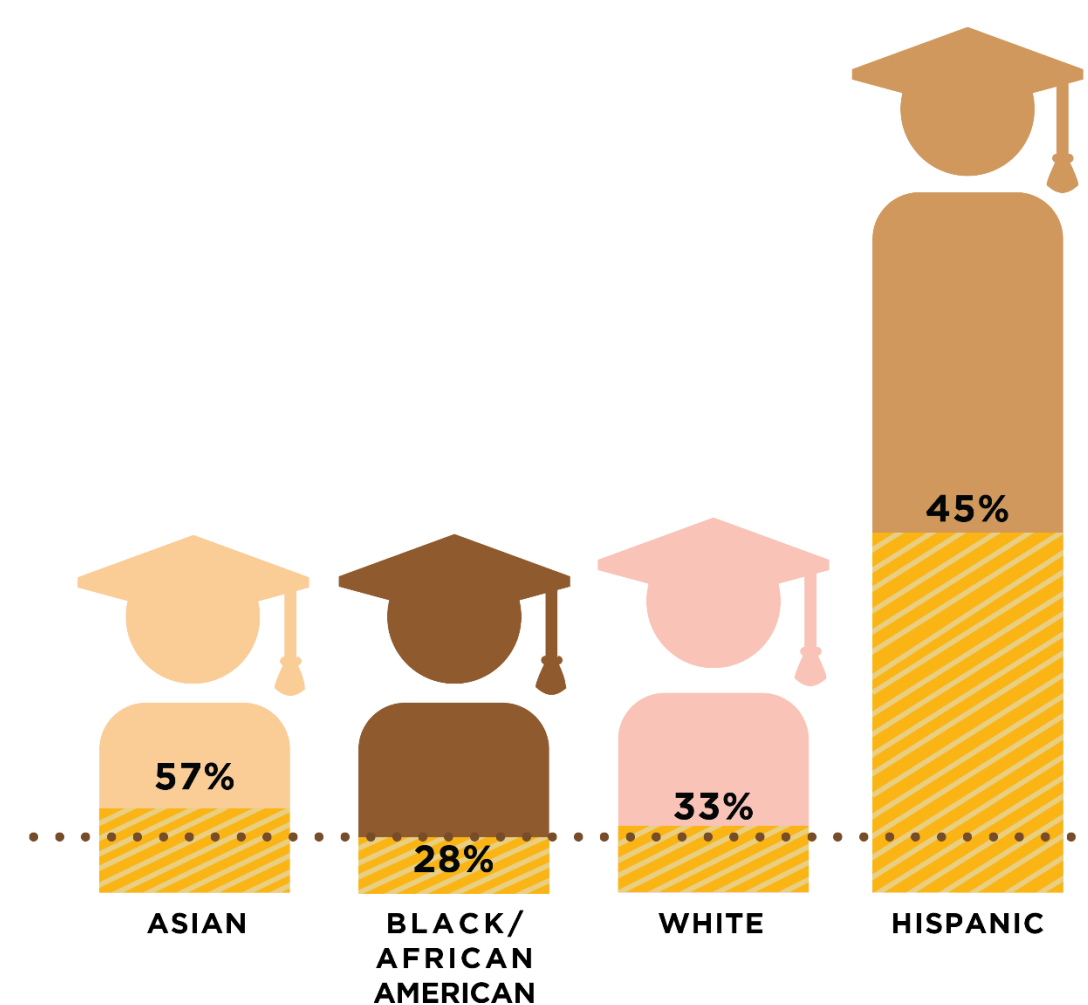Conducted focus group with LBUSD high school students

Conducted survey/interviews with LBUSD Administrators, College Advisors, and Counselors
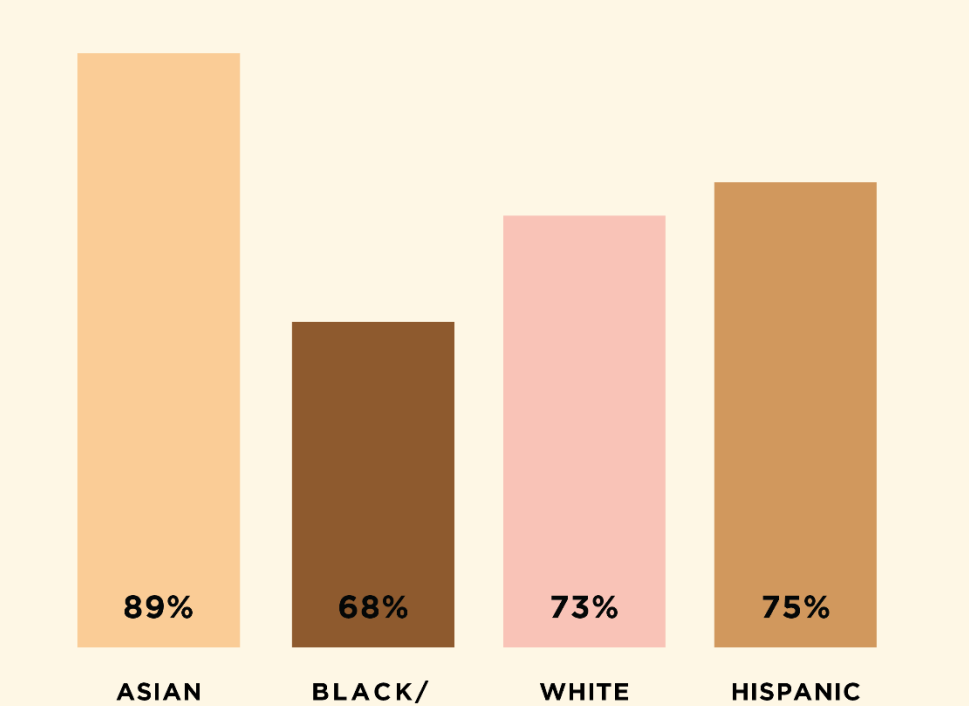
Results

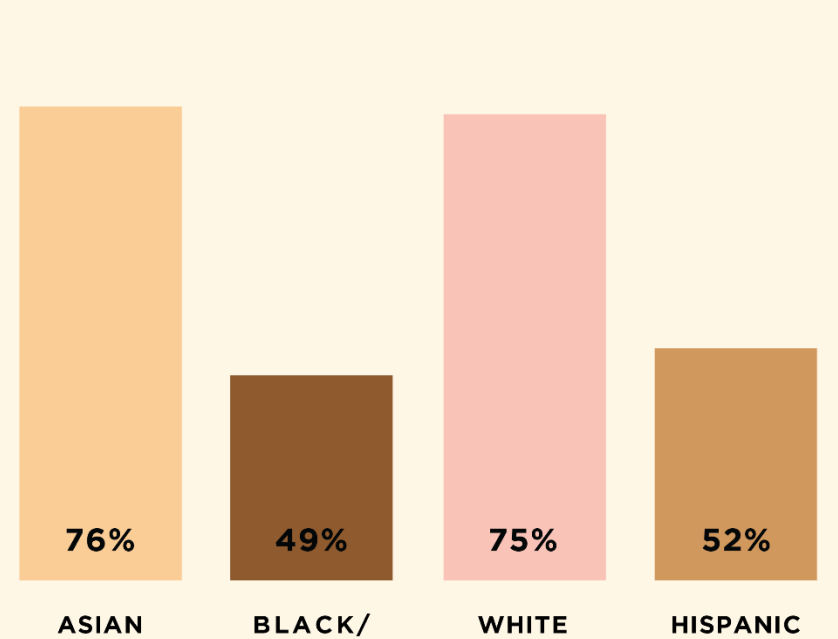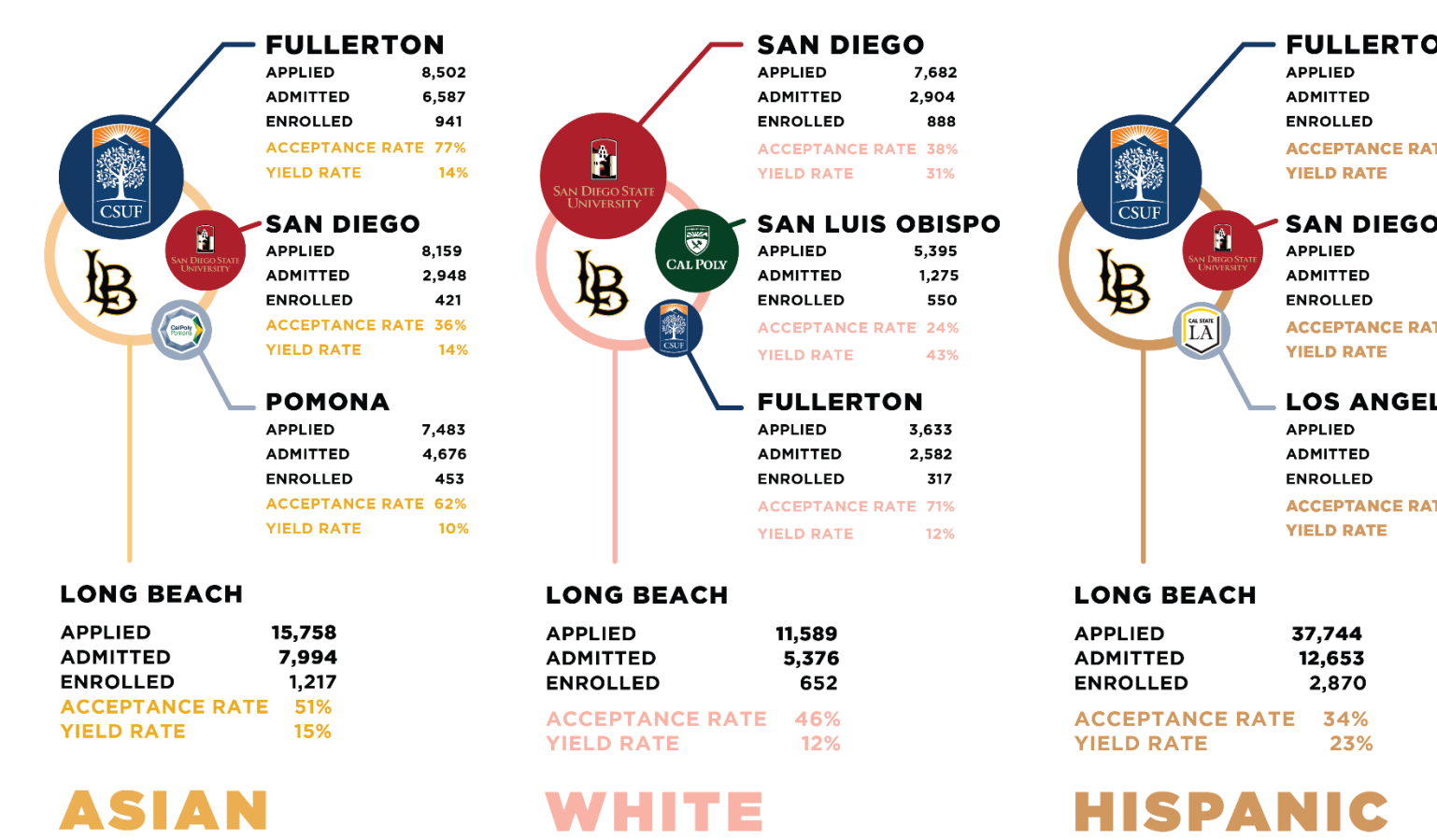### ETHNICITY RATIO OF LBUSD HS GRADUATES IN THE LAST 5 YEARS

ASIAN 14% | BLACK/AFRICAN AMERICAN 14% | WHITE 16% | HISPANIC 56%

LBUSD HS GRADUATES APPLIED TO CSULB

ASIAN 57% | BLACK/AFRICAN AMERICAN 28% | WHITE 33% | HISPANIC 45%

LBUSD HS GRADUATES ADMITTED RATE TO CSULB

ASIAN 89% | BLACK/AFRICAN AMERICAN 68% | WHITE 73% | HISPANIC 75%

LBUSD HS GRADUATES MEETING UC/CSU REQUIREMENTS

ASIAN 76% | BLACK/AFRICAN AMERICAN 49% | WHITE 75% | HISPANIC 52%

CSULB APPLIED/ADMITTED/ENROLLED OVERLAPPING WITH OTHER CSU CAMPUSES

ASIAN — FULLERTON, SAN DIEGO, POMONA; LONG BEACH

WHITE — SAN DIEGO, SAN LUIS OBISPO, FULLERTON; LONG BEACH

HISPANIC — FULLERTON, SAN DIEGO, LOS ANGELES; LONG BEACH

BLACK/AFRICAN AMERICAN — SAN DIEGO, FULLERTON, LOS ANGELES; LONG BEACH

STUDENT FOCUS GROUP THEMES

"I FEEL LIKE...WHAT IT REALLY ENTAILS STILL LIKE A LITTLE BIT **CONFUSED** LIKE THE SPECIFIC DETAILS OF IT, BUT UM YEAH THAT'S IT I KIND OF KNOWN ABOUT IT."

"FOR ME, I FEEL LIKE IF COLLEGES DON'T GIVE ME ENOUGH **FINANCIAL AID** THEN I WILL DEFINITELY GO TO A CITY COLLEGE AND FINISH MY TWO YEARS, THEN TRANSFER TO ANOTHER FOUR YEAR UNIVERSITY."

"...WHEN I DECIDED TO WHERE TO APPLY AND THEN MAKING THAT DECISION, LIKE THE **MAJOR** ...IF THEY HAD NEUROSCIENCE IS **A BIG DEAL TO ME,** SO I THINK THAT WAS ONE OF THE MOST SIGNIFICANT THINGS WHEN I APPLIED..."

"I LOOKED AT THE SCHOOLS AND I'VE SEEN THAT, MOST CAMPUSES AROUND ME ARE PRETTY MUCH DIVERSE AND THAT **I WILL FEEL WELCOMED** IN THE SCHOOLS."

COUNSELOR SURVEY RESULTS

- AWARE OF **2-YEAR FREE TUITION**
- NEED **MORE INFORMATION AND MATERIALS**

Conclusion / Discussion

LBUSD High School Graduates Results
- For the last 5 years, Asian, Black, and White LBUSD high school students had **similar populations;**
- However, the **Black students were the least to apply** to CSULB and also had the **lowest acceptance rate** among all other ethnicities.
- The acceptance rate results are close in matching with the levels of **students meeting UC/CSU requirements.**

Focus Group Results
- Most students do not think they know much about The Program.
- The most important factor for the students is the financial support from institutions.

Survey/Interviews Results
- Mainly, administrators/college advisors/counselors know mostly about the 2-year free tuition benefit of The Program.
- They also understand about the benefit that students from LBUSD are admitted to CSULB based on minimum CSULB requirements.
- They stated that they need more information and materials about The Program in order to educate students and for student to understand The Program better.

Implications for Action

- Miscommunications among administrators, high school counselors, and students about The Program.
- They need more information and materials.
- **" Access is not Affordability"** this is a major theme. Just because students have a pathway to CSULB, it does not make it an option for them to attend CSULB. This could be why the 2-year free tuition aspect of The Program is the benefit that stands out to students and counselors.

Next Steps / Future Directions

- Discuss with CSULB Long Beach College Promise department to provide scholarships/financial aid programs exclusively for CSULB Promise students
- Dissect types of materials counselors requested for short-term and long-term needs to provide information to their students
- Ensure LBUSD students are receiving a presentation for the Long Beach College Promise program in the school year.
- Survey LBUSD parents about The Promise and their views on sending their students to CSULB.
- Research and identify equity roadblocks that Promise students facing while they're attending CSULB.