



**Carnegie Foundation** for the Advancement of Teaching

# Community College

## Pathways:

2014-2015 Impact Report

**January 2016**

**Melrose Huang, Hai Hoang, Suleyman Yesilyurt, & Chris Thorn**

Carnegie Foundation for the Advancement of Teaching

Stanford, CA

*This program of work is supported by Carnegie Corporation of New York, The Bill & Melinda Gates Foundation, The William and Flora Hewlett Foundation, The Kresge Foundation, and Lumina Foundation in cooperation with the Carnegie Foundation for the Advancement of Teaching.*

COMMUNITY COLLEGE PATHWAYS  
TECHNICAL REPORT

**ABSTRACT**

The Community College Pathways initiative is composed of two pathways, Statway® and Quantway® that provide post-secondary students with accelerated means to complete developmental mathematics sequences and attain college-level mathematics credit. Since its inception in 2011, the Pathways initiative has made tremendous strides toward reclaiming thousands of students' mathematical lives. In 2014-2015, the Pathways sustained the remarkable results seen in the Pathways' first three years of implementation, including successful course completion rates of approximately 50 percent for both Pathways. Notably, the program was able to achieve these outcomes while serving over three times as many students as in its first year.

This report provides descriptive statistics on 2014-2015 student outcomes, as well as insights into potential areas for improvement based on data from the fourth year's Pathways implementation.

## WHAT IS THE PROBLEM?

Nearly 60 percent of the nation’s incoming community college students are required to take at least one developmental mathematics class as a first step towards earning associate’s or bachelor’s degrees (Bailey, Jeong, & Cho 2010). However, 80 percent of the students who place into developmental math do not successfully complete any college-level mathematics courses within three years (Bailey et al., 2010). Many of these students spend long periods of time repeating courses and ultimately leave college without a credential. As a result, millions of students each year fail to acquire essential mathematics skills and are unable to progress toward their career and life goals.

## THE PATHWAYS SOLUTION

To address this national problem, the Carnegie Foundation for the Advancement of Teaching formed a network of college faculty, administrators, researchers, and program designers that worked together to create a transformative approach to developmental mathematics education: the Community College Pathways (CCP). We call this form of organization a Networked Improvement Community (NIC) (Byrk, Gomez, Grunow, and LeMahieu, 2015).

There are two offerings currently within the pathways program: Statway® and Quantway®. Statway is designed as a year-long college-level statistics course that uses relevant contexts and an engaged pedagogy to appropriately embed developmental mathematics where it is needed – in service of the statistics learning objectives. Students complete their college-level statistics requirement at the end of the course. Quantway is designed with a similar engaged pedagogy and relevant contexts but is delivered as two separate semester-long courses: Quantway 1, which fulfills the requirements for students’ developmental mathematics sequence, and Quantway 2, the subsequent semester course that allows students to receive college mathematics credit in quantitative reasoning. The Pathways join students and faculty in a common, intensive pursuit of a shared goal—for students to achieve college math credit in one year, rather than requiring students to struggle through the typical two-year sequence of courses leading to calculus.

### STATWAY

Statway integrates developmental mathematics skills and college-level statistics into a collaborative, problem-focused class.

It is a year-long pathway that replaces the traditional algebra sequence and a statistics course, allowing developmental math students to earn college-level credit for statistics in a single academic year.

### QUANTWAY

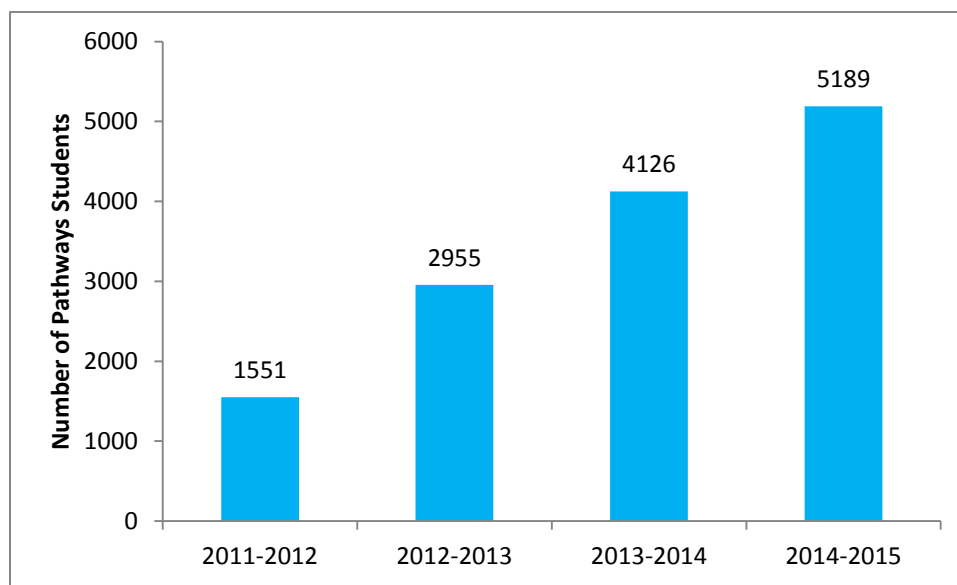
Quantway 1 is a single-semester quantitative reasoning course that fulfills the requirements for students’ developmental mathematics sequence and prepares them for success in college-level math.

Students who succeed in Quantway 1 are then eligible to enroll in Quantway 2, a college credit-bearing quantitative reasoning course, or another college-level course appropriate for their field of study.

## PATHWAYS ENROLLMENT

Since its launch, the Pathways have experienced continual growth, expanding into new campuses and serving more students each year. In the 2014-2015 academic year, 5,189 students—more than **triple** the number of students in the first year of implementation—were enrolled in 294 Statway and Quantway sections taught by 157 faculty members across 38 institutions.

Remarkably, the Pathways’ outcomes have withstood the tests of time and continued growth. The program has continued to maintain successful course completion rates around **50 percent** while serving increasingly larger student populations (Sowers & Yamada, 2015; Strother, Van Campen, & Grunow, 2013; Van Campen, Sowers & Strother, 2013).



**Figure 1. Pathways Enrollment, 2011-2015**

**Table 1. Pathways Enrollment, 2011-2015**

		2011-2012	2012-2013	2013-2014	2014-2015
Statway	Students	1,133	1,553	2,283	2,862
	Institutions	21	22	22	26
Quantway	Students	418	1,402	1,843	2,327
	Institutions	8	8	11	13
<b>Total</b>	<b>Students</b>	<b>1,551</b>	<b>2,955</b>	<b>4,126</b>	<b>5,189</b>
	<b>Institutions</b>	<b>29</b>	<b>30</b>	<b>33</b>	<b>39</b>

## STUDENT PERFORMANCE IN STATWAY

To determine Statway success, we selected students who enrolled in the first term of Statway during the fall academic term and computed the percentage who completed the full Pathway with a grade of C or higher (the outcome required on most campuses for college credit to be awarded). Of the 1,361 community college students in the Fall 2014 cohort, 608 (45 percent) completed the full Pathway with a grade of C or higher and earned college credit.<sup>1</sup> In conjunction with Years 1, 2, and 3 outcomes, overall success rates demonstrate that approximately 48 percent of community college students successfully completed Statway.

These results represent a dramatic improvement on typical outcomes: only 6 percent of a baseline group of developmental math students successfully earned college-level math credit in one year.<sup>2</sup> Even when allowing a two-year timeframe for the baseline group to fulfill their requirements, only 15 percent successfully completed the traditional sequence and earned college math credit. Compared to these outcomes, students in Statway are achieving triple the success in half the time.

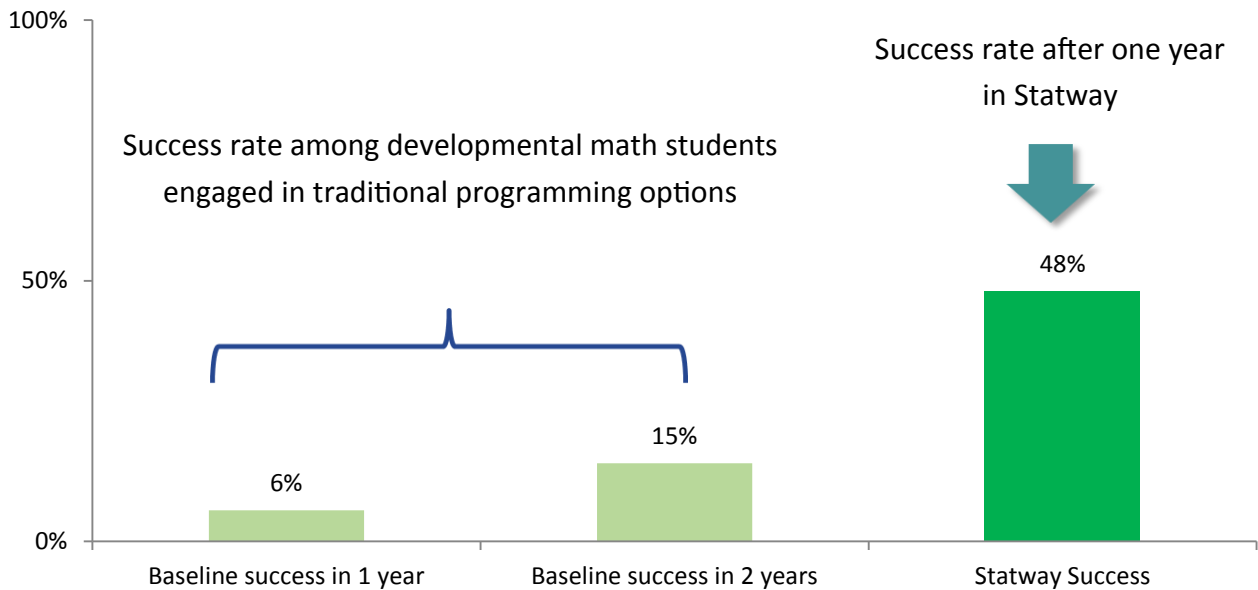
While the results remain impressive, we also want to understand what has led to the decline in success rates. One of the core tenets of improvement science is to study variation in performance to understand what supports and undermines success. When we examine success rates across the network, we see that while several colleges have substantially increased the number of students enrolled, one college has had trouble implementing all of the core design elements for Statway. This presents a clear learning opportunity for the NIC. We now have concrete evidence about the impact of a partial implementation of Statway. The impact is strong enough that when we remove this college from the analysis the average success rate for the NIC in the Fall 14 Cohort increases from 45% to 53% (very much in alignment with past performance). In the improvement priorities section (below), we discuss how we are using this information to better understand and respond to the challenges of scaling Statway.

**Table 2. Student Success in Statway at Community Colleges**

	Institutions	Students Enrolled	Students Successfully Completing the Full Pathway
Fall 11 Cohort	18	974	475 (49%)
Fall 12 Cohort	18	853	445 (52%)
Fall 13 Cohort	19	1,296	614 (47%)
Fall 14 Cohort	16	1,361	608 (45%)
<b>All Fall Cohorts</b>	<b>26</b>	<b>4,484</b>	<b>2,142 (48%)</b>

<sup>1</sup> Of the community colleges that offered Statway in 2014-15, 12 submitted official institutional data and 4 submitted unofficial grade data that were used in this analysis. Thus, the number of students in our analytic sample differs from that in our enrollment sample.

<sup>2</sup> To compute this baseline success rate, we worked with institutional researchers from 18 of the Year 1 Statway colleges to collect data on developmental mathematics course-taking prior to Statway implementation. Analyses revealed that only 5.9 percent of non-Statway developmental math students enrolled at these colleges in 2008 received credit for college-level mathematics in one year. Additionally, only 15.1 percent had achieved this goal after two years, 20.4 percent after three years, and 23.5 percent after four years.



**Figure 2. Student Success in Traditional Pathway versus Statway**

Though it was designed to serve community college students, Statway has been employed successfully for students at four-year universities as well. Thus far, Statway has been offered at four California State University campuses (CSUs), where successful completion rates have been higher than usual. In 2014-2015, 51 of the 77 (66 percent) CSU students in our analytic sample successfully completed the full Pathway with a C or higher and earned college credit.<sup>3</sup> Because students at community versus traditional colleges tend to differ in some important ways, these results suggest that Statway can be usefully applied for a range of students in a variety of contexts.

**Table 3. Student Success in Statway at California State Universities**

	Institutions	Students Enrolled	Students Successfully Completing the Full Pathway
Fall 11 Cohort	2	109	81 (74%)
Fall 12 Cohort	4	204	153 (75%)
Fall 13 Cohort	3	132	108 (82%)
Fall 14 Cohort	2	77	51 (66%)
<b>All Fall Cohorts</b>	<b>4</b>	<b>522</b>	<b>393 (75%)</b>

<sup>3</sup> One California State University submitted official data, whereas another submitted unofficial data, that were used in this analysis. Our analytic sample was based on the Fall 2014 cohort of students within these two institutions.

## STUDENT PERFORMANCE IN QUANTWAY

To determine Quantway 1 success, we computed the percent of unique students who enrolled in either the fall or spring terms and completed the course with a C or higher, or a Pass in a Pass/Fail grading system. Of the 1,936 students enrolled in Quantway 1 in 2014-2015, 1,107 (57 percent) successfully completed the course.<sup>4</sup> This is comparable to results from Years 1, 2, and 3 when successful completion rates were 56, 52, and 59 percent, respectively.

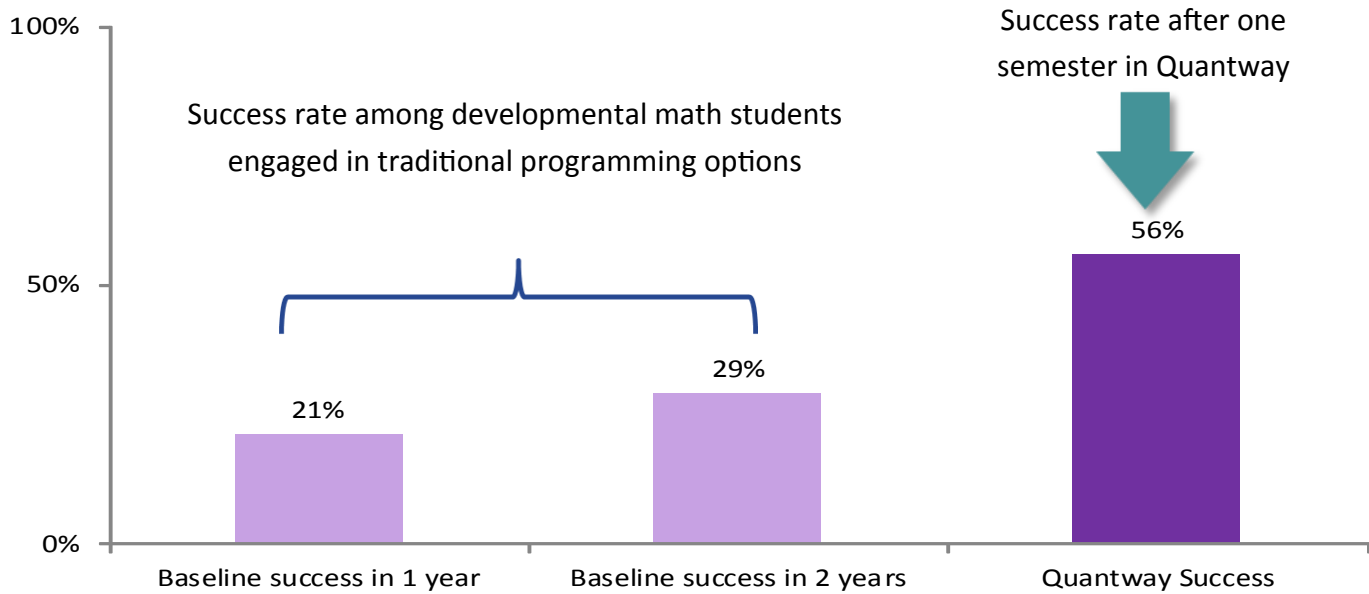
Student success in Quantway 1 far exceeds that of students in traditional developmental math sequences. Only 21 percent of a baseline group of developmental math students passed a developmental math course in one year.<sup>5</sup> Extending that timeframe to two years increased the cumulative pass rate to only 29 percent. Quantway students, on the other hand, consistently achieve double the success of the typical approach in a single semester.

**Table 4. Student Success in Quantway 1**

	Institutions	Students Enrolled	Students Successfully Completing Quantway 1
2011-2012	8	418	234 (56%)
2012-2013	8	1,402	732 (52%)
2013-2014	11	1,805	1,062 (59%)
2014-2015	11	1,936	1,107 (57%)
<b>Total</b>	<b>13</b>	<b>5,561</b>	<b>3,135 (56%)</b>

<sup>4</sup> Of the 11 Quantway institutions in our analysis, 10 submitted official fall 2013 data and 1 submitted unofficial fall 2013 data. For spring 2014, 8 institutions submitted official data whereas 2 submitted unofficial data included in the analysis. Thus, success rates for the one remaining institution in spring 2014 were not computed.

<sup>5</sup> To compute this baseline success rate, we worked with institutional researchers from six of the first Quantway colleges. Analyses revealed that only 20.6 percent of students were able to successfully complete their developmental math sequence within a full year. Additionally, 28.5 percent achieved this goal after two years, 31.6 percent after three years, and 33.3 percent after four years.



**Figure 3. Student Success in Traditional Pathway versus Quantway**

Quantway 2, the college-level companion course to Quantway 1, also displayed encouraging results in its second year of implementation. Of the 168 students enrolled in Quantway 2 in 2014-2015, 96 (57 percent) successfully completed the course with a grade of C or better and earned college credit.<sup>6</sup> This, combined with the first two years of Quantway 2 implementation, results in an overall success rate of 63 percent. These findings support the utility of Quantway 2 as a college-level mathematics option.

**Table 5. Student Success in Quantway 2**

	Institutions	Students Enrolled	Students Successfully Completing Quantway 2
2012-2013	3	44	30 (68%)
2013-2014	5	217	145 (67%)
2014-2015	3	168	96 (57%)
<b>Total</b>	<b>5</b>	<b>429</b>	<b>271 (63%)</b>

<sup>6</sup> All three institutions that offered Quantway 2 submitted official data from fall 2013 for this analysis. Two of the three institutions submitted official data from spring 2014 for this analysis. The remaining institution’s success rates were calculated using unofficial grade data.



## **EVOLUTION OF THE PATHWAYS NETWORKED IMPROVEMENT COMMUNITY**

While the origins of the Pathways NIC can be traced back to convenings of the practice and research experts and the work of the development partners in 2009, the work of the NIC has changed dramatically as efforts have shifted from creating and testing the original content and instructional practices to learning how to apply a set of explicit interventions at scale. From its creation, the Pathways improvement efforts have engaged the math scholarly societies and a range of education researchers and experts on relevant practices. This was an effort convened by Carnegie but led by the field, for the field. The notion of strong field ownership was part of the vision from the outset and continues to be operationalized as the NIC has matured.

This broad engagement can be seen in the ongoing development of content (Gomez, Gomez, Rodela, Horton, Cunningham, & Ambrocio, 2015), in the support for new instructors (Edwards, Sandoval, & McNamara, 2015), and in the setting of priorities for the NIC at large. There are several examples that could be drawn from content development. In particular, assessment item writing and the development of new item types to better measure higher skill level have been priority tasks for the NIC. The Pathways use common end-of-course assessments that need to be updated as the curriculum is improved and constantly refreshed to ensure test security. At the same time, as the materials are updated and examples change, the item banks for in-class, low stakes use also need to be updated. Carnegie staff worked with a group to NIC faculty and national math assessment experts to design the goals for and build an online item writing course that is now being taught by NIC faculty to NIC faculty. Similarly, the Pathways have developed resources to train mentors of new faculty. There is a similar learning structure around the curriculum development process.

Another important evolution of the work has been the extension of the pedagogical and curriculum development model to build courseware that provides a bridge from Statway and Quantway to mathematics courses that prepare students for STEM and business majors (Carnegie Foundation, forthcoming). Statway and Quantway, by design, do not deliver all of the algebra and pre-calculus content necessary for students to pursue additional math courses in STEM or business. In response network leaders developed bridge courseware for students who decide to pursue these paths. The courseware can be implemented in a variety of course settings, though most typically as a one-unit course offered at the conclusion of Statway or Quantway or as a co-requisite to it or the subsequent math course. Network faculty working collectively developed the learning outcomes, designed course materials, and piloted them. A revised version of the courseware will be made available to the field by fall 2016.

One significant development that supports broad field engagement has been the formation of the Carnegie National Faculty (CNF). While many of the CNF are engaged in the development and professional learning activities described above, they also represent an advisory group that helps develop strategy. The CNF is made up of highly effective instructors who have a desire to participate in governance of the NIC. Their insights and expertise is a critical part of keeping the work problem-focused and user-centered. This, along with the examples cited above, illustrate the extent to which responsibility for the direction and operation of the NIC has been shared with its members, thus significantly pluralizing the NIC's leadership

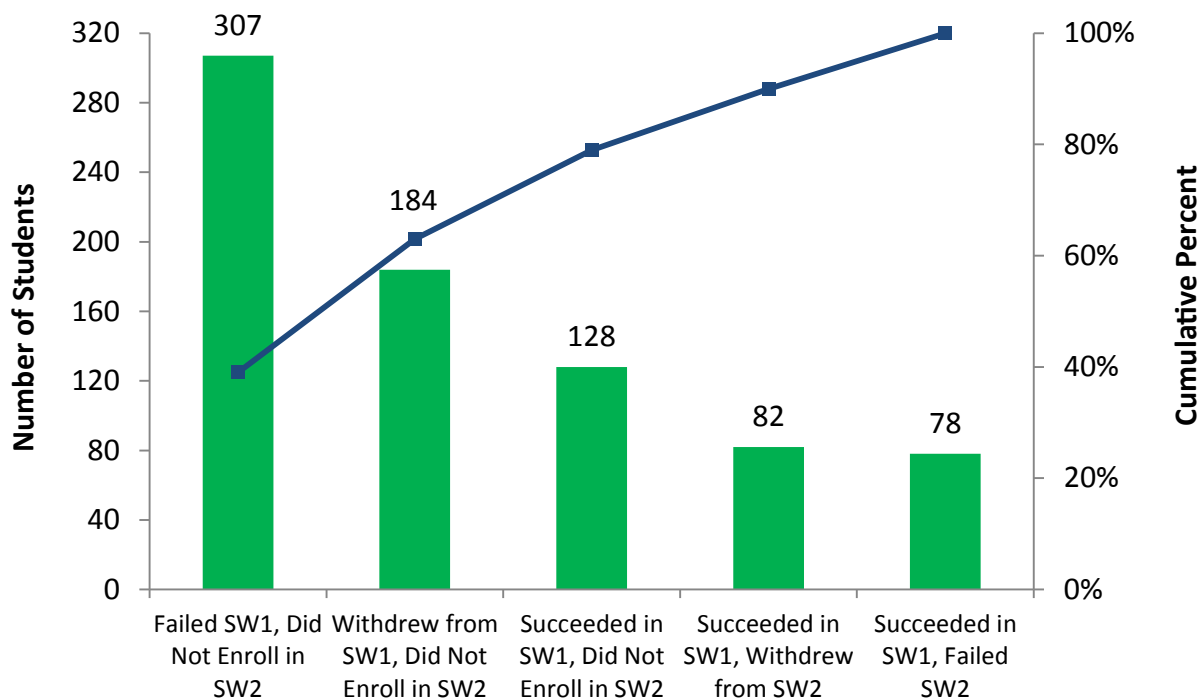
## IMPROVEMENT PRIORITIES FOR PATHWAYS SUCCESS

As we now continue in the Pathways’ fifth year, we encounter another question: how might we improve the Pathways offerings to further increase developmental math success? While outcomes so far have been hugely positive, we continue to study why some students have difficulty completing the course. We are using improvement research tools to explore the ways in which students fail to succeed in order to better target interventions. To illuminate this problem, we turn our attention to those students who did *not* successfully complete their Pathways courses. Statway is the more institutionally complex math pathway since it keeps students in a cohort across two semesters. The analysis below helps us understand each point at which one observes students fail to complete each part of the pathway or continue into the next.

In Statway, there are five primary ways in which one can think of non-success in the 2014-2015 academic year:

1. Students who completed but failed the first term of Statway (SW1) and thus did not enroll in the second term (SW2) (39 percent of non-successful students in 2014-2015).
2. Students who withdrew from SW1 before completing it and did not enroll in SW2 (24 percent).
3. Students who succeeded in SW1 but did not enroll in SW2 (16 percent).
4. Students who succeeded in SW1 but withdrew from SW2 before completing it (11 percent).
5. Students who succeeded in SW1 and enrolled in but failed SW2 (10 percent).

In the Pareto chart below (adapted from Provost & Murray, 2011), the green bars depict the number of students falling into each category of non-success in the 2014-15 academic year. The blue line then sums up the counts in each bar to represent the cumulative percentage of students (across the reasons for failure) who did not succeed in the Pathway.



**Figure 4. Statway (SW) 2014-2015 Fail Points**

These results identify high-leverage points that are ripe for improvement by researchers, faculty, and college administrators. The large number of students falling into patterns #1 and #2 indicate that collectively, NIC members could have the biggest impact on overall student success rates if they prioritize improving student success in the first term of Statway. An improvement approach to these problems, encourages one to interrogate the practical theory that informed the creation of Statway to examine if there might be ways to refine the theory and improve the whole package.

The largest failure category – failing SW1 – challenges the NIC to improve the efficacy of the overall intervention. Can we understand the characteristics of students who fail in the first term or, more particularly, the reasons for that failure? Can we compare what is being done in classrooms with high and low success rates to understand if differences in implementing the primary features of Statway (socio-emotional supports, good study routines, productive challenge, group work, etc.) are being delivered well? If the interventions work in some classrooms or institutions and not others, can we capture how these contexts differ to better prepare instructors or improve the materials?

The second largest failure category, withdrawing from SW1, similarly encourages one to examine both the effectiveness of the socio-emotional supports and the pedagogy and curriculum. Perhaps students do not feel they are being supported well and are dropping the course. However, one might also take a look across both failure categories and look at the advising process to see if advising is actually putting students likely to succeed into the course. It could be that course failure and withdrawals are also being driven by poor placement decisions.

Another key group to target for improvement is described by pattern #3: students who succeeded in the first semester of Statway but did not subsequently enroll in the second semester. These students were academically successful in the first term, so it is important to understand why they unexpectedly failed to enroll in the second term. There are numerous reasons why this might occur, including lack of available sections and other scheduling difficulties, taking time off from school, or enrolling in a different college-level math course. Carnegie plans to collaborate closely with faculty and college administrators to better understand the causes of this pattern and devise solutions.

In addition to improving the pathways overall, we are also focused on supporting existing colleges as they move to scale at each institution. As we note above in the discussion of the most recent Statway results, a review by institution reveals that the decline in the average success rate across the NIC is actually driven by a single large college. This institution has moved to implement Statway for a large proportion of its developmental math students. As the number of sections rapidly increased, they saw success rates drop from around 51% to 29%. This led us to engage with faculty leaders from that college to understand what had changed in their implementation.

As we learned how the implementation changed with increasing enrollment, it became clear that core aspects of the original design were not attended to. Examination of student enrollment also showed that cohorts of students were not being kept intact between the first and second semester. Indeed, students were almost completely redistributed with fewer than 10 of nearly 300 students being taught by the same instructor in the second semester. In addition to this structural challenge, new faculty (both fulltime and adjunct) were not provided with the professional development designed to support Statway's challenging pedagogy and curriculum. This suggests that faculty may be struggling to implement many of the key practices – the socio-emotional support routines, effective support of

group work, etc., if they even attempt them at all. Rather than thinking of this as a system failure, an improvement lens encourages NIC members to understand the contextual issues that made complete implementation difficult and engage with other colleges to explore various remedies for addressing what is learned. Department leaders are also rethinking hiring and, in particular, how one might ensure that the same faculty are available for both semesters to staff the cohort model. They are also investigating current room scheduling policies that make it difficult to offer the second half of a two term sequence at the same days and times as in the first term. Making progress on the consistency of staffing and scheduling would improve the institution's ability to keep cohorts together. Experience throughout the rest of the NIC strongly suggests that this would substantially improve outcomes.

This instance is a concrete example of how – rather than operating in a punitive accountability environment – a NIC can examine variation in performance to foster learning. Whatever the likely causes of undesired variation (and they may even differ by setting) this illustrates the value and potential of learning from implementation (especially informed by the theory of improvement (or driver diagram) that guides the whole of the effort, in order to implement well and effectively.

---

## CONCLUSION

In the 2014-2015 academic year, the Community College Pathways initiative continues to outperform traditional developmental math courses by a wide margin. However, with a drop to a success rate of 45 percent, Statway has seen one of its larger colleges struggle to maintain several of the program's core components. A central aspect of this year's improvement work will focus on learning from colleges that have scaled enrollment without a loss of effectiveness. We will be sharing evidence from those colleges with all other institutions to support them as they redouble their scaling efforts.

While one of our colleges encountered challenges in scaling, otherwise consistently high success rates suggest that the NIC and its members have developed something that can spread. Statway continues to deliver 3 times the success rate of traditional pathways in half the time. In the California State University's Statway courses, 66 percent of students successfully completed the course, earning college credit within one year. Likewise, Quantway 1 produced comparable results, with 57 percent of students successfully completing the course and fulfilling their developmental math requirements. These completion rates are consistent with outcomes from previous years, and are considerably higher than those of traditional developmental math courses. This set of interventions (something we often refer to as a "change package") can, when thoughtfully adapted to local context using improvement science tools, deliver similar outcomes.

Strikingly, the Community College Pathways managed to uphold these positive results (with one noted exception) while expanding its student body from a diverse range of contexts, suggesting that the program's effectiveness has not been compromised by its efforts to scale. Overall, Year 4 results confirm mounting evidence that the Pathways can help large numbers of students across an array of settings acquire fundamental mathematics knowledge in pursuit of their academic goals. In addition to the critical outcome data, the networked improvement community has much more pluralized leadership and has taken on more of the core technical competencies (curriculum development, assessment item writing, coaching of new faculty, etc.) as the network has grown. These nested communities of expertise provide a resiliency and latent capacity that is critical to the successful integration of this complex set of interventions into new local contexts.

## **Participating Institutions in the 2014-2015 Academic Year**

### **STATWAY**

American River College  
Austin Community College  
Bunker Hill Community College  
Capital Community College  
California State University, Los Angeles  
California State University, Sacramento  
De Anza College  
Diablo Valley College  
Foothill College  
LaGuardia Community College  
Laramie County Community College  
Los Angeles Pierce College  
Maui College  
Minneapolis Community and Technical College  
Mountain View College  
Mt. San Antonio College  
Normandale Community College  
North Hennepin Community College  
Richland College  
San Diego City College  
San Jose State University  
Seattle Central Community College  
South Seattle Community College  
Tacoma Community College  
Tallahassee Community College  
University of Washington, Bothell

### **QUANTWAY**

Atlantic Cape Community College  
Borough of Manhattan Community College  
Cuyahoga Community College  
Madison College  
Marshall University  
Onondaga Community College  
Ridgewater College  
Rockland Community College  
Sinclair Community College  
South Georgia State College  
University of North Georgia, Gainesville  
University of Washington, Bothell  
Westchester Community College

## REFERENCES

- Bailey, T., Jeong, D. W., & Cho, S.-W. (2010) Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review*, 29, 255-270.
- Bryk, A., Gomez, L. M., Grunow, A., & LeMahieu, P. (2015) Learning to Improve: How America's Schools Can Get Better at Getting Better. Cambridge, MA: Harvard Education Press.
- The Carnegie Foundation. (2016) Math Pathways Bridge Courseware Materials. Stanford, CA; Carnegie Foundation for the Advancement of Teaching.
- Edwards, A. R., Sandoval, C. & Haley McNamara, H. (2015) Designing for Improvement in Professional Development for Community College Developmental Mathematics Faculty. *Journal of Teacher Education*. 66 (5), 466–481
- Gomez, K., Gomez, L. M., Rodela, K. C., Horton, E. S., Cunningham, J., & Ambrocio, R.. (2015) Embedding Language Support in Developmental Mathematics Lessons: Exploring the Value of Design as Professional Development for Community College Mathematics Instructors. *Journal of Teacher Education*. 66 (5), 450–465.
- Provost, L. P., & Murray, S. K. (2011). *The Health Care Data Guide: Learning from Data for Improvement* (1st ed.). San Francisco, CA: Jossey-Bass.
- Sowers, N. & Yamada, H. (2015). *Pathways Impact Report: Three Years of Results from the Community College Pathways*. Stanford, CA: Carnegie Foundation for the Advancement of Teaching.
- Strother, S., Van Campen, J., & Grunow, A. (2013). *Community College Pathways: 2011-2012 Descriptive Report*. Stanford, CA: Carnegie Foundation for the Advancement of Teaching.
- Van Campen, J., Sowers, N., & Strother, S. (2013). *Community College Pathways: 2012-2013 Descriptive Report*. Stanford, CA: Carnegie Foundation for the Advancement of Teaching.

## APPENDIX

Table A1. Pathways Enrollment, 2014-2015

	Institutions	Sections	Faculty	Students Enrolled
<b>Statway</b>	26	166	81	2,862
<b>Quantway</b>	13	128	68	2,327
<b>Total</b>	38	294	157	5,189

The Pathways student body is diverse and includes groups that have been historically underserved in higher education. Both Pathways enroll more female students than males, and the average age of students is higher than that of a typical entering college student. Additionally, the Pathways student body includes a high degree of racial/ethnic diversity. Both Pathways enroll large percentages of students who are African-American, Hispanic/Latino, or multiracial.

Table A2. 2014-2015 Pathways Student Demographics

	Statway (n=1,450)	Quantway (n=1,600)
<b>Gender</b>		
Female	65%	57%
Male	35%	43%
Declined to State/Missing	<1%	<1%
<b>Average Age in Years</b>		
	25.00	23.34
<b>Race/Ethnicity</b>		
White	25%	41%
Hispanic/Latino	33%	17%
African-American	20%	28%
Multiracial	9%	6%
Asian	8%	3%
Pacific Islander	<1%	<1%
American Indian/Alaska Native	1%	<1%
Unknown	4%	6%

*Note:* Statway's demographic analytic sample consists of 1,450 students who began Statway 1 in fall 2014 at 15 community colleges and two state universities. Quantway's consists of 1,600 students enrolled in Quantway 1 in either fall 2014 (demographic data available from 10 community colleges) or spring 2015 (demographic data available from 9 community colleges). These numbers differ from those in the analytic sample for calculating success rates, because they only draw upon official data.

Pathways to Success: Four Years of Results from the Community College Pathways

**Table A3. Statway Enrollment and Success, Fall 2011-2014**

		Colleges	SW1 Enroll	SW1 Complete	SW1 Success	SW2 Enroll	SW2 Complete	SW2 Success	SW1 Enroll	SW1 Complete	SW1 Success	SW2 Enroll	SW2 Complete	SW2 Success
<b>Fall '11 Cohort</b>	CCs Only*	18	974	896	656	601	562	475	100%	92%	67%	62%	58%	49%
	CSUs Only	2	109	108	100	94	92	81	100%	99%	92%	86%	84%	74%
	Combined	20	1,083	1,004	756	695	654	556	100%	93%	70%	64%	60%	51%
<b>Fall '12 Cohort</b>	CCs Only	18	853	774	603	524	501	445	100%	91%	71%	61%	59%	52%
	CSUs Only	4	204	199	180	170	167	153	100%	98%	88%	83%	82%	75%
	Combined	22	1,057	973	783	694	668	598	100%	92%	74%	66%	63%	57%
<b>Fall '13 Cohort</b>	CCs Only	19	1,296	1,115	884	790	718	614	100%	86%	68%	61%	55%	47%
	CSUs Only	3	132	131	122	113	113	108	100%	99%	92%	86%	86%	82%
	Combined	22	1,428	1,246	1,006	903	831	722	100%	87%	70%	63%	58%	51%
<b>Fall '14 Cohort</b>	CCs Only	16	1,361	1,178	883	763	681	608	100%	87%	65%	56%	50%	45%
	CSUs Only	2	77	76	64	56	56	51	100%	99%	83%	73%	73%	66%
	Combined	18	1,438	1,254	947	819	737	659	100%	87%	66%	57%	51%	46%
<b>Total</b>	CCs Only	26	4,484	3,963	3,026	2,678	2,462	2,142	100%	88%	67%	60%	55%	48%
	CSUs Only	4	522	514	466	433	428	393	100%	98%	89%	83%	82%	75%
	Combined	30	5,006	4,477	3,492	3,111	2,890	2,535	100%	89%	70%	62%	58%	51%

\*"CCs" refers to community colleges participating in Statway



**Table A4. Quantway 1 Enrollment and Success, Spring 2012-2015**

	Colleges	Enroll	Complete	Success	Enroll	Complete	Success
<b>Spring 2012</b>	8	418	346	234	100%	83%	56%
<b>Fall 2012</b>	8	630	552	357	100%	88%	57%
<b>Spring 2013</b>	8	772	628	375	100%	81%	49%
<b>Fall 2013</b>	11	1,091	919	656	100%	84%	60%
<b>Spring 2014</b>	11	714	617	406	100%	86%	57%
<b>Fall 2014</b>	10	1,169	965	710	100%	83%	61%
<b>Spring 2015</b>	10	767	551	397	100%	72%	52%
<b>Total</b>	11	5,561	4,578	3,135	100%	82%	56%

**Table A5. Quantway 2 Enrollment and Success, Spring 2013-2015**

	Colleges	Enroll	Complete	Success	Enroll	Complete	Success
<b>Spring 2013</b>	3	44	42	30	100%	95%	68%
<b>Fall 2013</b>	3	72	54	38	100%	75%	53%
<b>Spring 2014</b>	5	145	133	107	100%	92%	74%
<b>Fall 2014</b>	3	73	58	39	100%	79%	53%
<b>Spring 2015</b>	3	95	74	57	100%	78%	60%
<b>Total</b>	5	429	361	271	100%	84%	63%



## Carnegie Foundation for the Advancement of Teaching

Carnegie Foundation for the Advancement of Teaching  
51 Vista Lane  
Stanford, California 94305  
650-566-5100

Carnegie Foundation for the Advancement of Teaching seeks to vitalize more productive research and development in education. We bring scholars, practitioners, innovators, designers, and developers together to solve practical problems of schooling that diminish our nation's ability to educate all students well. We are committed to developing networks of ideas, expertise, and action aimed at improving teaching and learning and strengthening the institutions in which this occurs. Our core belief is that much more can be accomplished together than even the best of us can accomplish alone.

**[www.carnegiefoundation.org](http://www.carnegiefoundation.org)**

We invite you to explore our website, where you will find resources relevant to our programs and publications as well as current information about our Board of Directors, funders, and staff.

© 2016 Carnegie Foundation for the Advancement of Teaching



This work is licensed under a [Creative Commons Attribution-NonCommercial 3.0 Unported License](https://creativecommons.org/licenses/by-nc/3.0/). (CC BY-NC).