



PARTICIPATION AND IMMEDIATE OUTCOMES OF ILLINOIS ADULT BRIDGE PROGRAMS

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INTRODUCTION

The prospects of adult education students enrolling in postsecondary education are not promising. In Illinois, data reported by the Illinois Community College Board (2008) show that approximately 21% of adult education completers transitioned to postsecondary education between 2003 and 2007. Nationally, research conducted over a decade ago by Tyler (2001) on the transition of GED holders suggested that a meager 30-35% of students who finish their GED credential ever participate in postsecondary education, and an even smaller proportion, 5 to 10%, enroll in at least one year of postsecondary education.

An increasing number of reform initiatives and programs are emerging that target adult learners in an effort to increase their participation in postsecondary education (Bragg, 2011). In Illinois, the adult education system, administered by the Illinois Community College Board (ICCB), has invested in the development and implementation of bridge for adult students. Started in 2007, Illinois was one of several Midwest states to participate in the Shifting Gears initiative funded by the Joyce Foundation (Bragg, Dresser, & Smith, 2012), laying the foundation for the development and implementation of bridge program grants using Illinois' bridge definition. According to the bridge definition, "Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations" (Shifting Gears, 2012, n.p.). The definition requires programs to have contextualized instruction, career development, and transition services, and programs can be designed as a single course or a series of courses. Eligible bridge program providers can be an ICCB-approved adult education program, a community college, or a community-based organization that offers workforce training.

In addition to funding bridge program development and implementation, the ICCB funded the Office of Community College Research and Leadership (OCCRL) to evaluate pilot sites associated with bridge program implementation. OCCRL has produced several technical implementation reports and bridge profiles (Bragg, Oertle, Kim, Kirby, Taylor, & Harmon, 2011;

OCCRL, 2011, June; Oertle, Kim, Taylor, Bragg, & Harmon, 2010), and OCCRL surveyed bridge administrators to document bridge program implementation statewide (Johnston & Taylor, 2012; OCCRL, 2011; Taylor & Harmon, 2010). Whereas previous publications have documented bridge program features and implementation details, the only bridge outcome results that have been published for Illinois come from the pilot bridge programs associated with the Shifting Gears initiative in 2008 (see Bragg, Harmon, Kirby, & Kim, 2009).

This *OCCRL Brief* fills this gap and uses ICCB administrative records to evaluate the immediate outcomes of adult learners who participated in bridge programs during Fiscal Year 2010 (FY10). These bridge programs were administered at College of Lake County (CLC), Elgin Community College (ECC), Jewish Vocational Service (JVS), Kaskaskia College (KC), Lewis and Clark Community College (LCCC), Pui Tak Center (PTC), Rock Valley College (RVC), Shawnee Community College (SCC), and Township High School District #214 (D214). This OCCRL Brief compliments the evaluation report authored by Oertle, Kim, Taylor, Bragg, and Harmon (2010) that discussed the core components of these bridge programs, including promising practices and barriers to implementation. Table 1 synthesizes key bridge program features and is adapted from Oertle et al. (2010).

The following research questions are addressed in this *OCCRL Brief*:

1. What are the characteristics of students participating in adult bridge programs?
2. What are the immediate outcomes of students participating in adult bridge programs, and how do these outcomes vary by student characteristics and by adult bridge program sites?

Previous implementation research in Illinois suggests the core components of bridge programs vary extensively which may suggest student outcomes vary as well. In addition to examining aggregate student characteristics and outcomes, we explore variation within and across the bridge program sites, drawing on earlier evaluation results of Oertle et al. (2010).

METHODS AND SAMPLE

To answer the research questions, we obtained student-level data in spring 2011 from ICCB's Data and Information System-Illinois (DAISI) for 10 adult bridge programs implemented in FY10. Variables extracted from the ICCB dataset include demographic characteristics; employment and GED attainment at program entry; pre-test and post-test scores on the TABE Reading, CELSA, or BEST exams¹; and bridge completion status. Because of missing data for one bridge site, this analysis includes nine sites only. In addition, three students were eliminated because one student had missing pre- and post-test data and two students pre-tested below minimum requirements as stated in the Illinois bridge definition. With these students deleted, the final sample included 172 students.

The two primary outcomes of interest in this analysis are bridge completion and educational functioning level gains. Bridge completion is defined as students who participated in the program from the beginning to the end of the bridge program (see Table 1 for bridge program lengths). Educational functioning levels, which range from one to six, are determined by test scores that align with the National Reporting Standards (NRS) levels for adult education and ESL. Our sample includes students whose pre-test scores are at NRS levels three through six.

To calculate educational functioning level gains (referred to as 'level gain'), we computed the difference between students' pre- and post-test scores on either the TABE Reading, BEST, or CELSA exam. Pre- and post-test scores were based on exams administered at the beginning of the fiscal year (pre-test) and the end of the fiscal year (post-test), a method consistent with the NRS method for measuring level gains. Because we had missing post-test data for 31 students and another 37 students pre-tested at the highest NRS level six, and were therefore ineligible to make a gain, the sample for this outcome included 104 students only.

An important limitation of this study is that the results are descriptive only, and we do not infer causality. Given that little is known about bridge student outcomes in Illinois, it is valuable to know bridge students' outcomes immediately following their bridge participation. As we describe in the discussion section, future research should measure program impact by comparing the outcomes of bridge students with students who do not participate in a bridge program.

FINDINGS ON STUDENT CHARACTERISTICS AND PARTICIPATION

Student characteristics are reported in Table 2. Across sites, students participating in bridge programs are diverse based on age, race/ethnicity, and ESL status. The age distribution across sites suggests that approximately half of the bridge students are between 16 and 34, and approximately half are 35 or older. White

¹ These exams are used for the Adult Education National Reporting System for placement (National Reporting System for Adult Education, 2010) and commonly used in Illinois Adult Education programs. TABE Reading is used for native English speakers and CELSA or BEST are used for English as a Second Language (ESL) students.

students represent 32% of the sample, Hispanic/Latino(a)s represent 25%, Asians represent 21%, and Black/African Americans represent 16%. Looking at adult education program status, 44% of the students are English as a Second Language (ESL) students, 36% are Adult Basic Education (ABE) students, and 20% are Adult Secondary Education (ASE) students.

Enrollment in bridge programs varies by site, ranging from 7 students at SCC to 32 students at RVC. As illustrated in Table 2, some student groups are concentrated in one or two sites. For example, of the 36 Asian students in the total sample, 22 are enrolled at PTC. CLC and ECC enroll approximately two thirds of the Hispanic/Latino(a)s in the total sample, and RVC enrolls 18 of the 28 Black/African American students. This finding is important because it shows that a large proportion of the minority students is concentrated in a few sites.

We also observe that ABE, ASE, and ESL students tend to be concentrated in some sites. For example, PTC and JVS enroll only ESL students, and CLC and ECC enroll a mix of ESL and non-ESL students. RVC and D214 mostly enroll ABE students whereas KC, LCCC, and SCC enroll a mix of ABE and ASE students. Again, these cross-site differences are noteworthy because they illustrate different levels of participation by minority students (especially Hispanic/Latino(a), Asian, and Black/African American) by site, and different levels of participation based on ABE, ASE, and ESL status. Thus, all students groups are not equally represented in every site in the sample.

FINDINGS ON BRIDGE COMPLETION

The bridge completion rate for the entire sample of 172 students is 68%. As Figure 1 and Table 3 display, the completion rate varies from a low of 43% at SCC to a high of 83% at CLC. When the sample completion rate is disaggregated by student characteristics, several differences are observed. For example, females have a higher completion rate than males, although males are a small proportion (20%) of the total sample and most males participated at SCC. Differences in bridge completion between the four age groups favors students in the 35-44 and 45 and over age groups relatively consistently across sites. Specifically, students in the older age groups have higher completion rates than students in the 16-24 and 25-34 age groups; CLC and JVS are exceptions to this finding.

Differences are also observed based on students' race/ethnicity and ABE, ASE, or ESL status. For example, Asian (75%), Hispanic/Latino(a) (72%) and Black/African American (68%) students have higher completion rates compared to White (60%) students. Although, as previously mentioned, large numbers of Asian, Hispanic/Latino(a), and Black/African American students are concentrated in a few sites which influence the total completion rate for the sample. Examination of completion rates by ABE, ASE, or ESL status suggests that ESL students (78%) and ABE students (69%) have considerably higher completion rates than ASE students (49%).

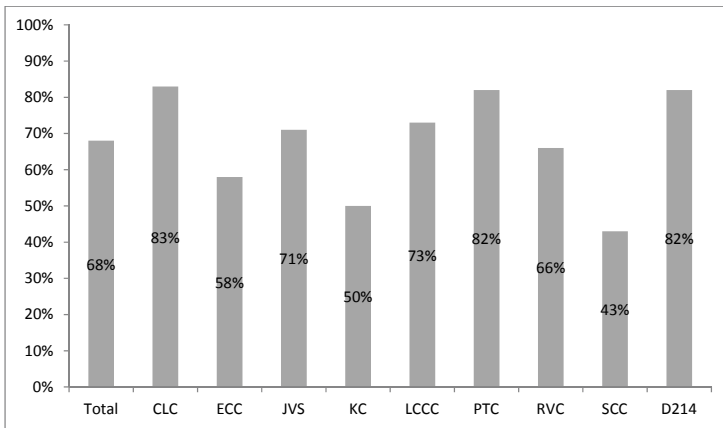


Figure 1. Completion Rate by Site

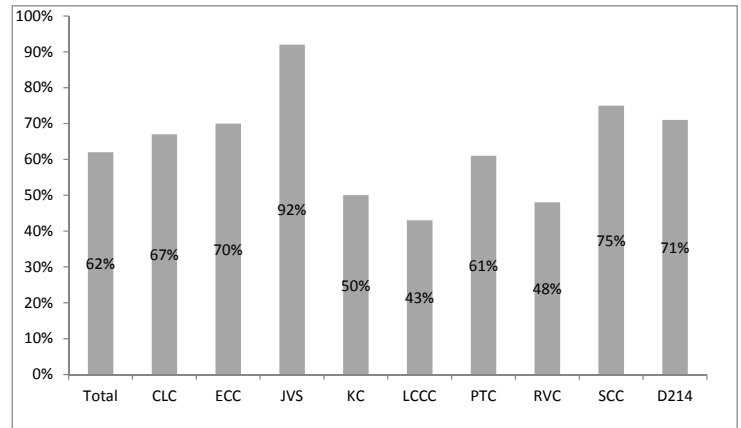


Figure 2. Educational Functioning Level Gain by Site.

FINDINGS ON EDUCATIONAL FUNCTIONING LEVEL GAIN

As previously mentioned, the number of students with a complete record and who are eligible to make a level gain is 104. Figure 2 and Table 4 show that of the 104 students, 64 (62%) gained one or two levels (most students gained only level only) and 40 (38%) showed no level gain.

Similar to the completion rate, the level gain rate varies by site, ranging from a high of 92% at JVS to a low of 43% at LCCC. When the total level gain rate is disaggregated by student characteristics, we see variation that is challenging to interpret because of the small sample size and because some student groups are not represented in all sites. For example, the level gain rate by race/ethnicity is similar for Asian, Hispanic/Latino(a) and White students within the 62%-68% range, but the Black/African American students' level gain rate is 33%, much lower than the other student groups. Also, relatively large differences are observed in level gain by students' ABE, ASE, or ESL status. Similar to completion, ESL students (73%) and ABE students (59%) have a higher level gain rate than ASE students (44%). Finally, a higher level gain rate is observed for students who are not employed or unemployed (64%) compared to students who are employed (50%). A very small difference is evident on gender and age.

SUMMARY AND DISCUSSION

Results of these analyses suggest there is indeed variation in student characteristics and outcomes across sites and in some cases, within sites. Below is a summary of the salient findings:

- Bridge programs enroll a diverse group of students, especially along age, race/ethnicity, and ABE, ASE, or ESL status.
- The sample completion rate is 68%, but completion rates vary across sites and among different groups of students with some of the biggest differences observed among racial/ethnic groups and ABE, ASE, and ESL status. Asian, Hispanic/Latino(a), and Black/African American

students and ESL students have the highest completion rates compared to their counterparts.

- The sample level gain rate is 62% and varies substantially across sites and among different groups of students. The most noticeable difference is observed by race/ethnicity and ABE, ASE, and ESL status; ESL and ABE students have a higher level gain rate than ASE students, and Black/African Americans have a lower level gain rate than other groups.
- Although CLC, PTC, and D214 have the three highest completion rates (all above 80%), only D214 was among the three sites with the highest level gain rates. Further, Black/African American students have a relatively high completion rate but a low level gain rate.

While there is variation among sites, the sample completion and level gain rates appear promising compared to previous studies. The average completion rate was 42% for adult bridge pilot programs in the Shifting Gears initiative (Bragg, Harmon, Kirby, & Kim, 2009), which is nearly 20% lower than the sites in this study. This is a positive development for bridge programs, suggesting that efforts to retain bridge students have improved since the initial pilot programs. Further, data reported from the ICCB (2012) shows the state 3-year average level gain rate for all students participating in an adult education program is 37%, a rate substantially lower than the 62% rate reported in this brief. Again, this is a promising finding that suggests bridge program students have higher rates of changes in educational functioning levels than all Illinois adult education students, on average. However, these comparison groups are not constructed using rigorous quasi- or experimental design methods and should be interpreted with caution. Future research that compares bridge students with non-bridge students at the same bridge site would yield more reliable comparisons and estimates of bridge program effects on student outcomes.

The variation in outcomes by site points to critical questions about what programmatic differences might account for higher outcomes. In other words, is there a relationship between specific bridge program components and practices and higher immediate

outcomes? Although we cannot definitively answer this question in this brief, the key bridge program features listed in Table 1 suggest some similarities among the sites with higher completion and level gain rates.

Among the sites with the highest completion rates were CLC, PTC, and D214. A common feature between CLC and D214 is the fixed enrollment policy. A fixed enrollment policy means that students are not allowed into class after the first few class sessions, and if enrolled students drop the class they must wait to re-enroll in the next course. It is possible that ensuring students were properly enrolled and then implementing and communicating a strict attendance policy contributed to strong student retention. Another potential explanation for high completion rates is the presence of a transition coordinator at PTC and D214. Transition coordinators often provide students with information about and access to services to overcome barriers that might prevent students from attending class (e.g., transportation and child-care). These associations are merely speculation, however, because some sites with open enrollment or a transition coordinator also had high completion rates.

Assessing the relationship between program features and sites with the highest level gain rate is more challenging, because the data we collected in classrooms was too limited to allow us to associate instruction with level gain. However, it is noteworthy that one similarity among four of the five sites (CLC, ECC, JVS, and SCC) with the highest level gain rate is that at least one instructor had training or experience in the occupational field. Although speculative, it is plausible that an instructor's knowledge of or experience in the occupational field engages students in a way that ultimately improves their learning during the bridge program.

Another interesting observation is the discrepancy between sites (CLC and PTC) and student groups (Black/African American) that have relatively high completion rates but relatively low level-gain rates. These findings suggest that, whereas some students persist through the duration of the bridge program, persistence does not necessarily translate into increased learning, at least not as measured by the TABE Reading, CELSA, or BEST exams. This phenomenon should be investigated further in future studies.

As bridge programs continue to flourish in Illinois (see Johnston & Taylor, 2012; Taylor & Harmon, 2010), it is critical to monitor and assess the effectiveness of bridge programs by measuring both immediate outcomes and long-term outcomes, such as transition into college and employment. More specifically, future studies should strive to compare bridge programs with 'business-as-usual' models of adult education programs to estimate the effects of student participation in bridge programs, including analysis of effects for the diverse learner groups for whom these programs are intended to serve.

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Acknowledgements

We thank Karen Hunter-Anderson, Jennifer Foster, and Jay Brooks at the Illinois Community College Board for supporting this research. We also acknowledge Sujung Kim, Catherine Kirby, Kathleen Oertle, and Tim Harmon for their collaborations and contributions to this research project. We also thank Linda Iliff and Carolyn Thompson for their careful and prompt formatting assistance. Finally, we are grateful to Julia Panke Makela for her review of a previous draft of this publication.

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Information

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Table 1. Key Bridge Program Features. Adapted from Oertle et al. (2010).

	CLC	ECC	JVS	KC	LCCC	PTC	RVC	SCC	D214
Cluster or Occupational Area	Health Science	Health Sciences	Health Science	Health Science	Health Sciences	Health Sciences	Transportation, Distribution, & Logistics (TDL)	Health Sciences	Manufacturing
Course duration and hours	20 hours/week	12 weeks, 40.25 contact hours	8 hours/week for 8 weeks	15 hours/week	15 hours/week for 15 weeks	8 hours/week, three 7-week terms over 6 month period	7 or 8 weeks, 124 total hours (3 different sessions)	16 hours/week for 16 weeks	6 hours/week for 14 weeks
Enrollment Policy	Fixed enrollment	Information Unavailable	Fixed enrollment	Open enrollment	Managed enrollment	Open enrollment	Fixed enrollment	Open enrollment	Fixed enrollment
Description of course content	Contextualized instruction; intensive GED skills building classes; intro to allied health field and medical vocab; job training and workplace safety; college prep and computer training	Career assessment, customer service, critical thinking, study skills, intro to healthcare vocab, and basic computer literacy; co-enrolled in ESL and/or GED course	Twenty competencies contextualized in healthcare	Adult ed literacy, career assessment and computer literacy, soft skills and workplace ethics, college and workplace readiness, and 11 core competencies contextualized in healthcare	Contextualized reading, math, and English in healthcare setting; career and self-exploration component	Contextualized English speaking, listening, reading, and writing in healthcare	Contextualized reading, writing, listening skills, and math in TDL; college transition skills; employment skills; 11 core components	Modular curriculum including: orientation, basic contextual academic skills, college exploration and survival skills, and survival skills, basic employment skills, healthcare technical skills, and career experience	Contextualized instruction – math & measurements, manufacturing vocabulary and language skills, career development, and learning skills
Instruction methods	Lecture, integration of allied health materials and project-based learning	Lecture, includes active learning strategies, small group learning, online component	Lecture and active learning strategies; guest speakers	Lecture, use of learning communities, student tutor attended class regularly, computer use	Lecture, used active learning strategies, and student discussion groups	Lecture, emphasizes active rather than passive learning, taped vignettes and questions, student roundtables	Lecture, guest speakers, hands-on equipment training, online activities, group projects	Lecture, some individualized instruction	Lecture, blended online approach, computer-aided instruction, team teaching
Career development	Workplace tours, employer guest speakers, and career development class part of bridge	Health occupations content, and workplace tours	Workplace visits and tours, and healthcare workshops	Volunteer retired nurse tutors weekly, workplace visits, job assistance and placement	Career and self-exploration class, career options at college	Healthcare-focused workshops, workplace visits, presentations by bridge partners, individualized employment plan	Interviewing, resume writing, TDL tours, career interest survey, TDL career express goal setting worksheet	Individual career plan, career modules, job shadowing, healthcare presentations, and career readiness certificate	Meeting with potential employers, resume writing and interview skills, and WorkKeys
Transition services	Information sessions, visits to allied health classes, and transition coordinator	Tutoring and tour of college healthcare program and facilities	Counseling, goal-planning templates, orientation process, database tracking, and visits and observations of college healthcare classes	Mentoring and tutoring, case management, transportation, guest speakers	Assigned personal counselor, transportation, use of barrier grid to identify support services	Transition coordinator tutors, child and elder care, guest speakers and assistance with financial aid	Orientation and interview, weekly progress check meetings, transportation assistance, community referrals, supplemental text	Transportation, tutoring available, child care, instructor referrals, college tour, recognition ceremony at program end	Scheduled meetings with transition coordinator, individualized bridge career plans, reduce barriers, financial aid assistance
Transition Coordinator²	No: Bridge instructor had 3 hours release time	Information unavailable	No: Bridge instructor worked 12 hours	No: program coordinator assisted	Yes: An adult education counselor	Yes: Was a former instructor	Yes: Was an adult education instructor	No: Program coordinator assisted	Yes: Was an adult education instructor
Instructor(s)	Five faculty involved in instruction that included ESL and GED/ABE instructors; a few instructors with healthcare work experience	Two experienced ESL instructors; one with healthcare training	One experienced ESL instructor, healthcare work experience, and case management experience	Two instructors (for day and night class); one was new to adult ed and one was experienced; no healthcare experience	Four instructors – reading, math, career development, and English. Mix of teaching college and adult students; no healthcare experience	One experienced adult education instructor; no healthcare experience	Several experienced ESL or ABE instructors; no TDL experience	One experienced adult education instructor; had healthcare background	Three instructors- math, language skills and vocab, and transition coordinator; no manufacturing experience

² This refers to whether or not there was a transition coordinator and/or case manager for the bridge, other than the instructor or program administrator, whose sole role was to assist with transition and support services.

Table 2. Participation by Student Characteristics and Bridge Site (n=172)

	Total	CLC	ECC	JVS	KC	LCCC	PTC	RVC	SCC	D214
	n and %	n and %	n and %	n and %	n and %	n and %	n and %	n and %	n and %	n and %
Site Total	172 (100%)	24 (14%)	26 (15%)	21 (12%)	18 (11%)	11 (6%)	22 (11%)	32 (19%)	7 (4%)	11 (6%)
Gender										
Male	35 (20%)	2 (8%)	4 (15%)	4 (19%)	1 (6%)	0 (0%)	1 (5%)	19 (59%)	1 (14%)	3 (27%)
Female	137 (80%)	22 (92%)	22 (85%)	17 (81%)	17 (94%)	11 (100%)	21 (96%)	13 (41%)	6 (86%)	8 (73%)
Age										
16-24	47 (27%)	2 (8%)	9 (35%)	3 (14%)	10 (56%)	8 (73%)	0 (0%)	11 (34%)	4 (57%)	0 (0%)
25-34	47 (27%)	8 (33%)	6 (23%)	4 (19%)	4 (22%)	2 (18%)	9 (41%)	12 (38%)	1 (14%)	1 (9%)
35-44	41 (24%)	11 (46%)	5 (19%)	7 (33%)	3 (17%)	0 (0%)	7 (32%)	6 (19%)	0 (0%)	2 (18%)
45 and over	37 (22%)	3 (13%)	6 (24%)	7 (33%)	1 (6%)	1 (9%)	6 (28%)	3 (9%)	2 (29%)	8 (73%)
Race/Ethnicity										
Asian/Native Hawaiian	36 (21%)	5 (21%)	4 (15%)	5 (24%)	0 (0%)	0 (0%)	22 (100%)	0 (0%)	0 (0%)	0 (0%)
Black/African American	28 (16%)	3 (13%)	1 (4%)	0 (0%)	0 (0%)	4 (37%)	0 (0%)	18 (56%)	1 (14%)	1 (9%)
Hispanic/Latino(a)	43 (25%)	14 (58%)	15 (58%)	6 (29%)	2 (11%)	0 (0%)	0 (0%)	4 (13%)	1 (14%)	1 (9%)
Other	8 (5%)	0 (0%)	0 (0%)	6 (29%)	1 (6%)	0 (0%)	0 (0%)	1 (3%)	0 (0%)	0 (0%)
Pacific Islander/Native Hawaiian	2 (1%)	0 (0%)	1 (4%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White	55 (32%)	2 (8%)	5 (19%)	3 (14%)	15 (83%)	7 (64%)	0 (0%)	9 (29%)	5 (71%)	9 (82%)
GED Status										
GED Complete	7 (4%)	5 (21%)	2 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
No GED	165 (96%)	19 (79%)	24 (92%)	21 (100%)	18 (100%)	11 (100%)	22 (100%)	32 (100%)	7 (100%)	11 (100%)
ABE, ASE or ESL										
ABE	61 (36%)	3 (13%)	4 (15%)	0 (0%)	10 (56%)	3 (27%)	0 (0%)	29 (91%)	3 (43%)	9 (82%)
ASE	35 (20%)	4 (17%)	10 (39%)	0 (0%)	8 (44%)	8 (73%)	0 (0%)	0 (0%)	4 (57%)	1 (9%)
ESL	76 (44%)	17 (71%)	12 (46%)	21 (100%)	0 (0%)	0 (0%)	22 (100%)	3 (9%)	0 (0%)	1 (9%)
Employment Status										
Employed	38 (22%)	9 (38%)	7 (27%)	2 (10%)	3 (17%)	2 (18%)	10 (46%)	4 (13%)	0 (0%)	1 (9%)
Not Employed or Unemployed	134 (78%)	15 (63%)	19 (73%)	19 (91%)	15 (84%)	9 (82%)	12 (55%)	28 (88%)	7 (100%)	10 (91%)

Table 3. Completion by Student Characteristics and Bridge Site (n=172)

	Total	CLC	ECC	JVS	KC	LCCC	PTC	RVC	SCC	D214
	172	24	26	21	18	11	22	32	7	11
	# and % Completed	# and % Completed	# and % Completed	# and % Completed	# and % Completed	# and % Completed	# and % Completed	# and % Completed	# and % Completed	# and % Completed
Total Enrolled	172	24	26	21	18	11	22	32	7	11
Total Completed	118 (68%)	20 (83%)	15 (58%)	15 (71%)	9 (50%)	8 (73%)	18 (82%)	21 (66%)	3 (43%)	9 (82%)
Gender										
Male	22 (63%)	1 (50%)	1 (25%)	2 (50%)	0 (0%)		1 (100%)	15 (79%)	0 (0%)	2 (67%)
Female	96 (70%)	19 (86%)	14 (64%)	13 (77%)	9 (53%)	8 (73%)	17 (81%)	6 (46%)	3 (50%)	7 (88%)
Age										
16-24	26 (55%)	2 (100%)	4 (44%)	3 (100%)	3 (30%)	6 (75%)		8 (73%)	0 (0%)	
25-34	30 (64%)	6 (75%)	4 (68%)	2 (50%)	2 (50%)	1 (50%)	7 (78%)	6 (50%)	1 (100%)	1 (100%)
35-44	33 (81%)	10 (91%)	3 (60%)	5 (71%)	3 (100%)		6 (86%)	4 (67%)	2 (100%)	
45 and over	29 (78%)	2 (67%)	4 (67%)	5 (71%)	1 (100%)	1 (100%)	5 (83%)	3 (100%)	2 (100%)	6 (75%)
Race/Ethnicity										
Asian	27 (75%)	4 (80%)	1 (25%)	4 (80%)			18 (82%)			
Black/African American	19 (68%)	3 (100%)	0 (0%)			3 (75%)		11 (61%)	1 (100%)	1 (100%)
Hispanic/Latino(a)	31 (72%)	11 (79%)	12 (80%)	3 (50%)	2 (100%)			2 (50%)	0 (0%)	1 (100%)
Other	7 (88%)			5 (83%)	1 (100%)			1 (100%)		
Pacific Islander/Native Hawaiian	1 (50%)		0 (0%)	1 (100%)						
White	33 (60%)	2 (100%)	2 (40%)	2 (67%)	6 (40%)	5 (71%)		7 (78%)	2 (40%)	7 (78%)
GED Status										
GED Complete	6 (86%)	4 (80%)	2 (100%)							
No GED	112 (68%)	16 (84%)	13 (54%)	15 (72%)	9 (50%)	8 (73%)	18 (82%)	21 (66%)	3 (43%)	9 (82%)
ABE, ASE or ESL										
ABE	42 (69%)	3 (100%)	4 (100%)		5 (50%)	3 (100%)		18 (62%)	2 (67%)	7 (79%)
ASE	17 (49%)	3 (75%)	3 (30%)		4 (50%)	5 (63%)			1 (25%)	1 (100%)
ESL	59 (78%)	14 (82%)	8 (67%)	15 (71%)			18 (82%)	3 (100%)		1 (100%)
Employment Status										
Employed	32 (84%)	9 (100%)	5 (71%)	1 (50%)	2 (67%)	2 (100%)	9 (90%)	3 (75%)		1 (100%)
Not Employed or Unemployed	86 (64%)	11 (73%)	10 (53%)	14 (74%)	7 (47%)	6 (67%)	9 (75%)	18 (64%)	3 (43%)	8 (80%)

Note. Percentages represent the percentage of completers within a site within the relative demographic characteristic. For example, within CLC, 50% of males completed and 86% of females completed.

Table 4. Level Gain by Student Characteristics and Bridge Site (n=104)

	Total	CLC	ECC	JVS	KC	LCCC	PTC	RVC	SCC	D214
Total Enrolled and Eligible to Make Level Gain	104	6	10	13	12	7	18	27	4	7
	# and % Level Gain	# and % Level Gain	# and % Level Gain	# and % Level Gain	# and % Level Gain	# and % Level Gain	# and % Level Gain	# and % Level Gain	# and % Level Gain	# and % Level Gain
Total that Made a Level Gain	64 (62%)	4 (67%)	7 (70%)	12 (92%)	6 (50%)	3 (43%)	11 (61%)	13 (48%)	3 (75%)	5 (71%)
Gender										
Male	14 (64%)		1 (100%)	1 (100%)	0 (0%)			10 (59%)		2 (100%)
Female	50 (61%)	4 (67%)	6 (67%)	11 (92%)	6 (55%)	3 (43%)	11 (61%)	3 (30%)	3 (75%)	3 (60%)
Age										
16-24	16 (53%)	0 (0%)	3 (75%)	2 (67%)	3 (38%)	2 (50%)		5 (63%)	1 (50%)	
25-34	19 (68%)	1 (100%)	1 (100%)	2 (100%)	1 (50%)	1 (50%)	7 (88%)	4 (40%)	1 (100%)	1 (100%)
35-44	15 (65%)	3 (100%)	1 (50%)	4 (100%)	1 (100%)		3 (60%)	2 (33%)		1 (50%)
45 and over	14 (61%)	0 (0%)	2 (67%)	4 (100%)	1 (100%)	0 (0%)	1 (20%)	2 (67%)	1 (100%)	3 (75%)
Race/Ethnicity										
Asian	13 (62%)	0 (0%)		2 (100%)			11 (61%)			
Black/African American	6 (33%)					0 (0%)		5 (36%)	1 (100%)	
Hispanic/Latino(a)	15 (68%)	4 (80%)	4 (57%)	3 (75%)	1 (100%)			2 (50%)		1 (100%)
Other	4 (80%)			4 (100%)				0 (0%)		
Pacific Islander/Native Hawaiian	1 (100%)			1 (100%)						
White	25 (68%)		3 (100%)	2 (100%)	5 (46%)	3 (75%)		6 (75%)	2 (67%)	4 (67%)
GED Status										
GED Complete	2 (100%)	1 (100%)								
No GED	62 (61%)	3 (60%)	6 (67%)	12 (92%)	6 (50%)	3 (43%)	11 (61%)	13 (28%)	3 (75%)	5 (71%)
ABE, ASE or ESL										
ABE	30 (59%)	2 (100%)	4 (100%)		5 (56%)	1 (33%)		11 (46%)	3 (100%)	4 (67%)
ASE	7 (44%)	1 (33%)	2 (50%)		1 (33%)	2 (50%)			0 (0%)	1 (100%)
ESL	27 (73%)	1 (100%)	1 (50%)	12 (92%)			11 (61%)	2 (67%)		
Employment Status										
Employed	10 (50%)	1 (50%)	1 (50%)	1 (100%)	2 (100%)	0 (0%)	4 (57%)	0 (0%)		1 (100%)
Not Employed or Unemployed	54 (64%)	3 (75%)	6 (75%)	11 (92%)	4 (40%)	3 (50%)	7 (64%)	13 (57%)	3 (75%)	4 (67%)

Note. Percentages represent the percentage making a level gain within a site within the relative demographic characteristic. For example, within ECC, 100% of males and 67% of females made a level gain.

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This publication was prepared pursuant to a grant from the Illinois Community College Board in June, 2012 (ICCB Grant Agreement Number AE WIA 12).

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