Student Success Update
COLLEGE ACTION PROJECTS

Project Title:	College Success Program
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Highlights

- The annual number of developmental students enrolled at GRCC has grown from 2,552 students in 2007-2008 to 5,832 students in 2001-2012.
- Of all developmental students, 30% are African-American, 2% are Asian, 10% are Hispanic, 1% are Native American, and 50% are White. Seven percent of students did not report.
- The largest age sub-group of developmental students is recent high school grads, those 18 – 19 years old.
- Fulltime developmental students succeed at a higher rate than part-time developmental students.
- Female developmental students succeed at a higher rate than male developmental students.
- African-American students are disproportionally represented in developmental classes.
- African-American male students who place into developmental classes are at the highest risk for not succeeding. African-American male students succeed at a 26% rate compared to the overall developmental success rate of 56%. This critical gap will be the core focus of the Cohort 2 intervention program.

Introduction:

The College Success Program (CSP), funded through a Title III grant, is a comprehensive assessment, advising, and targeted intervention program for developmental students. Based on the T.I.D.E.S. model ("Targeted Interventions for Developmental Students"; Hunter Boylan, 2009), the program uses cognitive and affective assessment data and student personal characteristics to improve the precision with which course placement and support decisions are made. Because the *rate* at which students progress through college correlates positively with the likelihood they will complete their degree or certificate (Moore, Shulock & Offenstein, 2009; Jenkins & Bailey, 2009), these strategies are designed to identify students in the high test score ranges who, with accelerated options and/or enhanced support interventions, may be able to bypass developmental courses altogether and move directly into college work. Students with higher risk factors will have more intensive support interventions. Three student cohort groups will be phased in over the next five years: Cohort I (high test score ranges); Cohort 2 (FTIACs- to-Second Year); and Cohort 3 (mid test score ranges). Each cohort will have a set of customized intervention plans available.

Once students have been placed, the College Success Program will employ a Success Coach case management model to support, mentor, monitor, and track students from intake to the completion of 15 hours of college-level course work. Using a data warehouse system (newly acquired under Title III) which provides longitudinal data, along with easy-to-access-disaggregated student data, the Success Coaches will monitor student progress toward completion and intervene as soon as support or service weaknesses occur. The intent of this program, then, is to provide more precise course placements, customize student support options, increase student monitoring and tracking, and offer more aggressive and timely interventions, all to improve the chances that developmental students will succeed and persist to completion.

GRCC

Purpose:

The purpose of the College Success Program is to increase the success, persistence, completion, and transfer rates of developmental students.

Results:

Program Results

- Title III award received in the amount of $2 million over a five-year period, 2011 – 2016.
- College Success Program was developed and operating processes and procedures were implemented.
- New grant-funded positions were hired: Associate Director Title III and a Data Warehouse Architect.
- Blackboard Analytics data warehouse was acquired and installed.
- A Student Success Coach model was developed and three coaches were hired.
- A comprehensive intake and assessment model was developed.
- Three sessions of Fast-Track were offered in Summer 2012. Students placing into high ACCUPLACER ranges in Math, English and Reading participated in the accelerated lab-based program designed to brush up skill levels. At the end of the Fast-Track session, students retested in ACCUPLACER with intent to test into college-level course work and bypass developmental classes.

Fast-Track Results

- A total of 173 students were recruited for the Summer Fast-Track program. All students completed the following at intake: two affective assessments, a barriers check list, scheduled orientation, scheduled advising with a counselor, and enrollment for a three-week Fast-Track session
- One hundred and forty-one or 81.5% completed the three-week session. The success rate of those that completed the three-week session was 70.2%.
- Both Math and Reading sessions had higher success rates than English. It is important to note that both subjects were delivered through a computer-based program and supported by an instructor and an assistant.
- Thirty-two students or 18.5% were students that dropped but mostly "no shows." The most cited reasons for students that did not show or could not start Fast-Track were work related.
- The average attendance rate of students that completed the three-week session was 93.7%. Factors that we think contributed to the persistence are: a clear structured intake process; constant and consistent communication among coaches and instructors; intense follow-up with students by coaches; classroom visits; and non-academic student support.
- So far, 92 students have completed a Student Success Plan (SSP) with an Academic Foundations Program counselor and a number of students have completed a success plan with a Disability Support Services counselor. Students are continuing to be scheduled for an appointment with a counselor to develop an SSP as openings become available. Most of these students were part of session III of Fast-Track.
- Of the 173 students that were recruited, 148 students enrolled for Fall 2012 classes.

Summer Fast-Track Intervention Outcomes 2012

Overall Results of Summer 2012 Program

Subject	Total Recruited	Completed	Passed	Success Rate	Attendance Rate
English	83	68	45	66.1%	93.4%
Reading	30	23	18	78.2%	93.6%
Math	60	50	36	72%	94.2%
Total	**173**	**141**	**99**	**70.2%**	**93.7%**

Session I, June 11 to June 28, 2012

Subject	Total Recruited	Completed	Passed	Success Rate	Attendance Rate	Class Schedule
English	20	17	15	88.2%	96.6%	Afternoon (2-5:30pm)
Reading	13	12	8	66.6%	97.3%	Evening (6-9:30pm)
Math	15	12	8	66.6%	96.8%	Morning (9am-12:30pm)
Total	**48**	**41**	**31**	**75.6%**	**96.9%**	

Session II, July 09 to July 26, 2012

Subject	Total Recruited	Completed	Passed	Success Rate	Attendance Rate	Class Schedule
English 2.1	22	21	12	57.1%	93.7%	Morning (9-12:30am)
English 2.2	19	16	10	62.5%	90.6%	Afternoon (2-5:30pm)
Math	25	21	17	80.9%	94%	Evening (6-9:30pm)
Total	**66**	**58**	**39**	**67.2%**	**92.7%**	

Session III, July 30 to August 16, 2012

Subject	Total Recruited	Completed	Passed	Success Rate	Attendance Rate	Class Schedule
English	22	14	8	57.1%	92.2%	Evening (6-9:30pm)
Reading	17	11	10	90.9%	89.5%	Morning (9am-12:30pm)
Math *	20	17	11	64.7%	91.2%	Morning (9am-12:30pm)
Total	**59**	**42**	**29**	**69%**	**90.9%**	

Next Steps:

- Provide Data Warehouse training for end-users.

- Expand the College Success Coach model.

- Develop intervention program for Cohort 2 (FTIAC-to-Second Year) students to be implemented Winter 2012. The Cohort 2 program will target Fall 2012 FTIAC developmental students, which data indicate have less than a 50% chance of persistence to Fall 2013 semester. The 2012 FTIAC developmental students will be case managed by the Success Coaches with the intent to increase the Fall-to-Fall persistence rate of that population.

- Expand the College Success Center's web page with pathway materials for students.

- Implement workshops for Cohorts 1 and 2.

- Implement Fall 2012 Fast-Track for Cohort 1 students (Winter students).

- Implement 2013 Summer Fast-Track program.

- Hire additional Success Coach.

- Evaluate Program and develop process improvements for next year based on analysis.

Challenges:

- The complexity of meeting the needs of a large and highly diverse student population.
- The ever-present lack of financial and human resources needed to adequately meet the needs of an increasing at-risk population.
- The difficulties inherent in understanding the real nature and myriad causes of the developmental situation.
- The gaps in persistence and completion rates of developmental students.
- Political and social perceptions of developmental students.