



AtD Strategy Report

Longitudinal Analysis of GUST1270 Success Course Students Fall 2008 Tracked Through Spring 2010

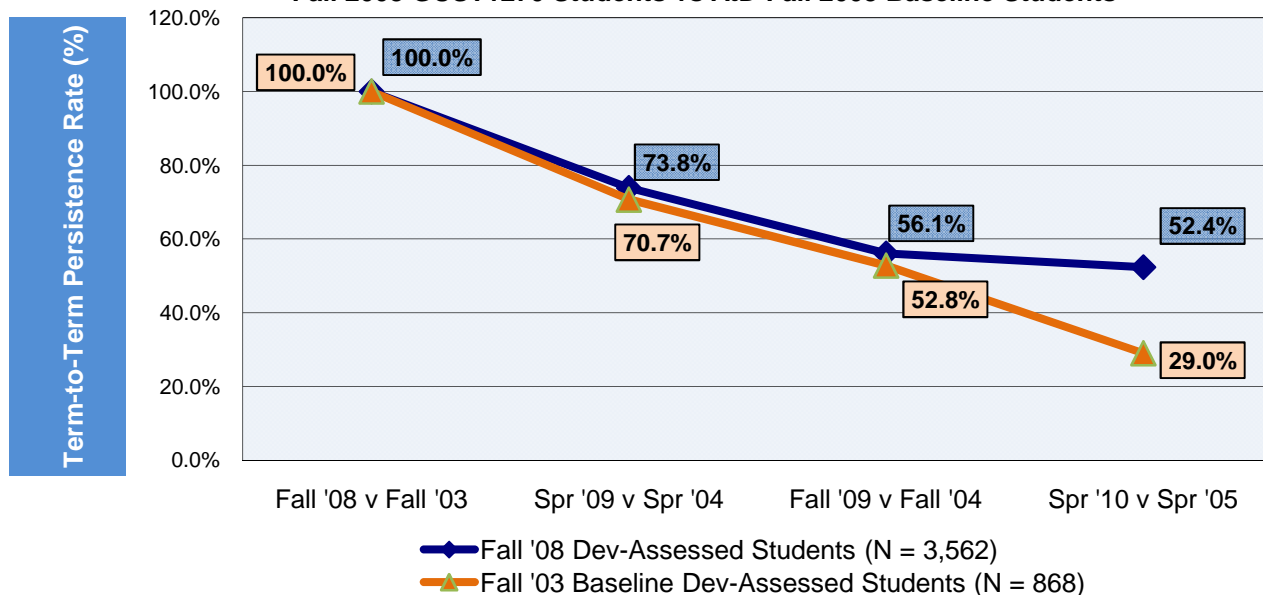


Research Question: Are there any significant differences among **developmentally-assessed (dev-assessed) students** who took the **GUST1270 Student Success Course** in Fall 2007 and Spring 2008 compared to the developmentally-assessed student from the **Baseline** Fall 2003 AtD cohort who did not take any orientation or

Analysis: A few findings could be deduced from longitudinal analysis. The chart below depicts the developmentally-assessed Fall 2008 group compared to the developmentally-assessed Fall 2003 baseline group.

- ◆ Fall 2008 dev-assessed GUST1270 students far surpassed the baseline group with term-to-term persistence gains of 3.1% for the first Fall to Spring, 3.3% for the first Fall to Fall, and 23.4% for the first Fall to the second Spring.
- ◆ Fall 2008 non-dev-assessed GUST1270 students did not fare as well initially, but did surpass the baseline's Fall to second Spring persistence by 18.7%
- ◆ Both percentage gains (3.1% from 2.8%) and numbers (3,562 from 2,955) of students in the Fall 2008 dev-assessed group, compared to their Fall 2007 counterparts, gradually increased as the initiative is being scaled up to the entire HCC semester-credit student body.

**Term-to-Term Persistence Rates
Fall 2008 GUST1270 Students vs AtD Fall 2003 Baseline Students**



Definitions: Student Success Course: The Student Success Course, GUST1270, provides information beyond a standard orientation course, including study skills and test-taking training, career exploration, time management techniques, registration assistance, financial aid advising, and academic advising.

Baseline Fall 2003 AtD Cohort: The Fall 2003 first-time-at-HCC AtD Cohort who did not take a student success course and were referred to developmental coursework.

Developmentally-Assessed (Dev-Assessed): Students who were referred to developmental coursework in at least one academic field primarily based on placement test scores.

Term-to-Term Persistence Rate: Percentage of students enrolled in a specified semester who enroll in a stated subsequent semester – the first semester for this analysis is Fall 2008 for the GUST1270 students, and Fall 2003 for the Baseline students.

Source: HCC Academic History Files (HCOIR1446_d & a), as of April, 2010.



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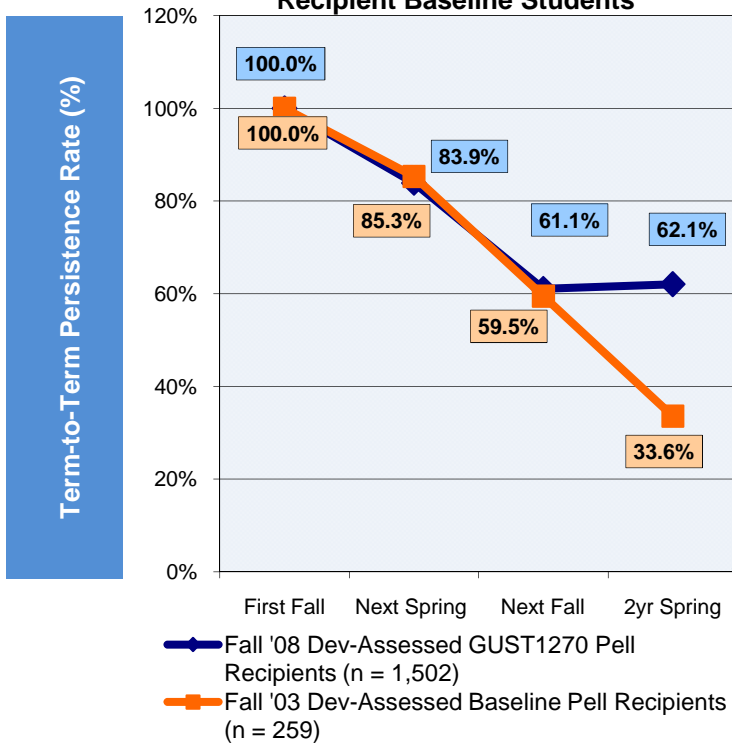


Additional Analysis: Looking forward three subsequent long semesters, almost all student success course student subgroups by ethnicity and Pell recipient status made significant gains in term-to-term persistence. Gains made by dev-assessed Pell recipients and Hispanic students were most dramatic.

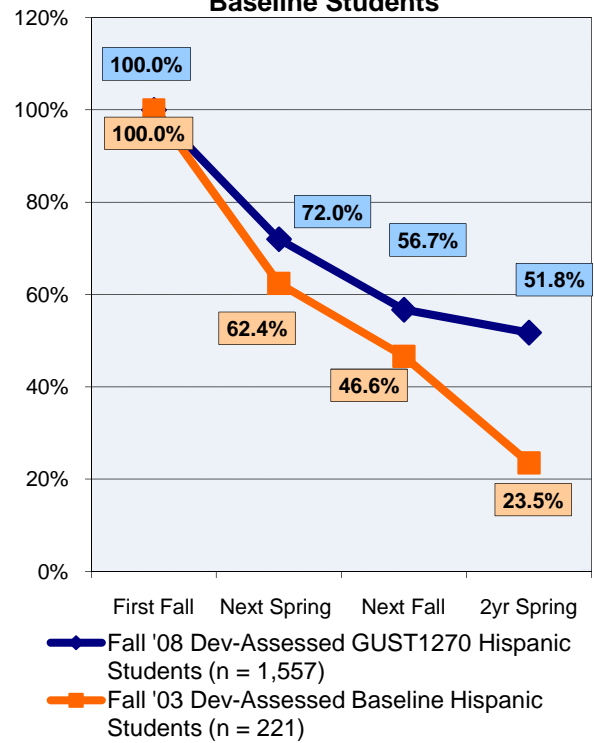
◆ The persistence rate of the dev-assessed Pell-recipient GUST1270 group essentially tied their baseline counterparts for their first Fall-to-Spring and Fall-to-Fall semesters. Then the Fall '08 Pell recipient subgroup gained 28.5% over the baseline persistence rate for the first-Fall-to-second-Spring persistence.

◆ Compared to their baseline counterparts, the dev-assessed Hispanic subgroup gained 9.6% in their first Fall to Spring, 10.1% in their first Fall to Fall, and 28.3% in their first Fall to second Spring semester. (See graph below.)

Term-to-Term Persistence Rates of Pell-Recipient Fall 2008 GUST1270 Students versus Fall 2003 Pell-Recipient Baseline Students



Term-to-Term Persistence Rates of Hispanic Fall 2008 GUST1270 Students versus Fall 2003 Hispanic Baseline Students



Definitions:

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