



# DEI Strategy Report

## Longitudinal Analysis of GUST1270 Success Course Students



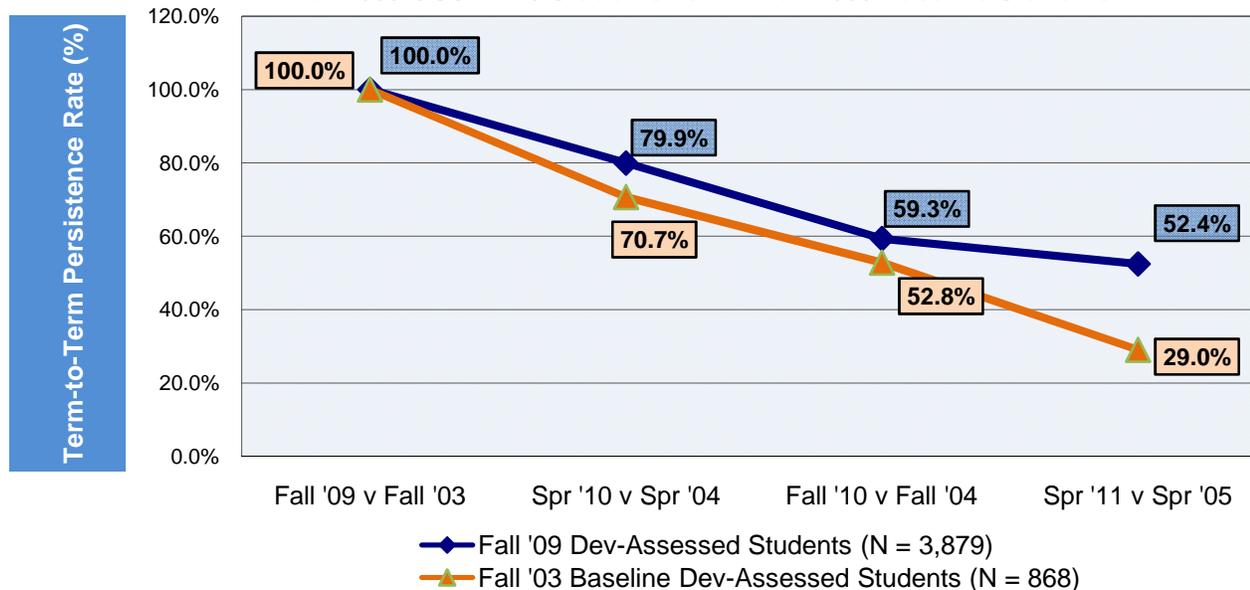
### Fall 2009 Cohort Enrollees Tracked Through Spring 2011

**Research Question:** Are there any significant differences among **developmentally-assessed (dev-assessed) students** who took the **GUST1270 Student Success Course** in Fall 2009 compared to the developmentally-assessed student from the **Baseline Fall 2003 AtD cohort** who did not take any orientation or student success course?

**Analysis:** A few findings could be deduced from longitudinal analysis. The chart below depicts the developmentally-assessed Fall 2009 group compared to the developmentally-assessed Fall 2003 baseline group.

- Fall 2009 **dev-assessed** GUST1270 students far surpassed the baseline group with term-to-term persistence gains of 9.2% for the first Fall to Spring, 6.5% for the first Fall to Fall, and 23.4% for the first Fall to the second Spring.
- Fall 2009 Cohort students, who took any of the **Freshman Success Courses (FSC)** in their first Fall semester or in the pre-summer session, persisted through three long semesters significantly more than all other students in the Fall 2009 Cohort, with FSC groups persistence rates of 79.5% compared to 74.7% for Fall-Spring, 58.4% compared to 52.3% for Fall-Fall, and 51.8% compared to 45.8% for Fall to second Spring. (Not shown in the graph below.)
- Fall 2009 **non-dev-assessed** GUST1270 students also surpassed the baseline group, with term-to-term persistence gains of 7.1% for the first Fall to Spring, 0.1% for the first Fall to Fall, and 19.4% for the first Fall to the second Spring. (Not shown in the graph below.)

**Term-to-Term Persistence Rates**  
**Fall 2009 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.

**Freshman Success Course (FSC):** Any student success course including GUST1270, EDUC1200, HPRS1201, etc.

**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 2009 for GUST1270 students, and Fall 2003 for Baseline students.

**Source:** HCC Academic History Files (HCOIR1446\_d & a), as of April, 2011.



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## Longitudinal Analysis of GUST1270 Success Course Students

### Fall 2009 Tracked Through Spring 2011

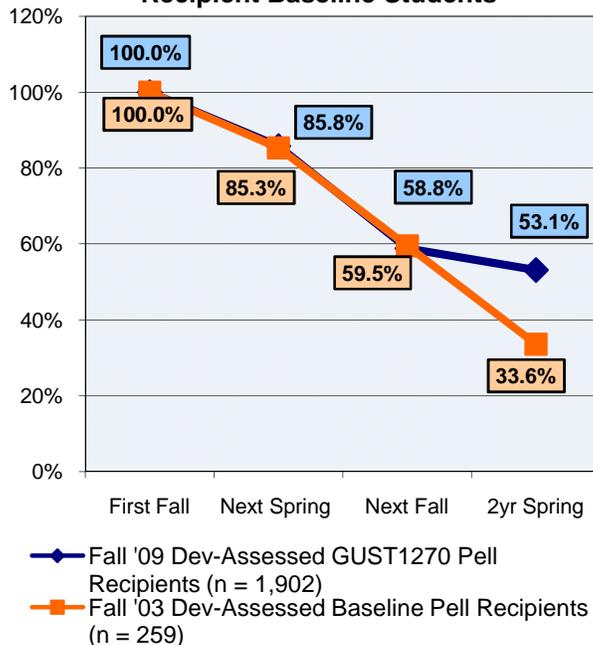


**Additional Analysis:** Looking forward three subsequent long semesters, almost all student success course student subgroups by ethnicity and Pell recipient status made significant gains in term-to-term persistence. Although dev-assessed Pell Recipient gains were significant only for the fourth long semester, persistence gains made by dev-assessed Hispanic and Asian students were dramatic throughout all 3 following long semesters..

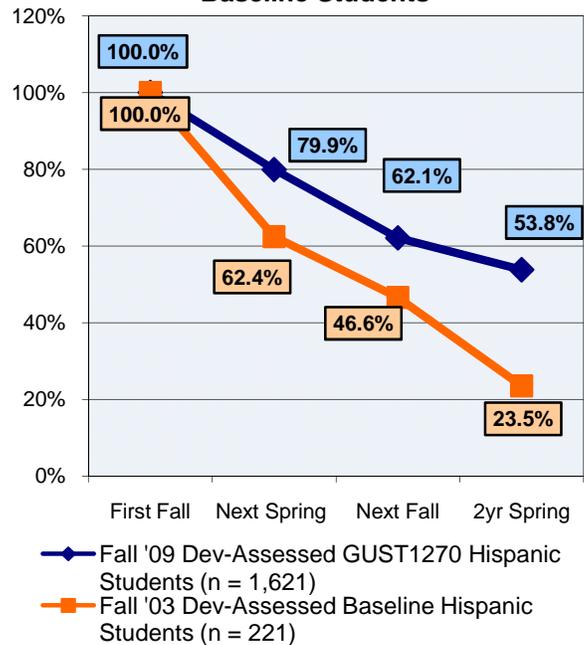
- ◆ The persistence rate of the dev-assessed Pell-recipient GUST1270 group essentially tied their baseline counterparts for their first Fall-to-Spring and Fall-to-Fall semesters. Then the Fall '09 Pell recipient subgroup persisted 19.5 percentage points more than the baseline group did for the first-Fall-to-second-Spring persistence.
- ◆ Compared to their baseline counterparts, the dev-assessed Hispanic subgroup gained 17.5% in their first Fall to Spring, 16% in their first Fall to Fall, and 30% in their first Fall to second Spring semester. (See graph below.)
- ◆ The dev-assessed African-American subgroup of Fall 2009 Cohort taking GUST1270 persisted at rates of 79% from their first Fall to Spring, 53% from their first Fall to Fall, and 47% from their first Fall to second Spring semester. These rates compare to Fall 2003 African-American rates of 72%, 53%, & 31% respectively.
- ◆ The dev-assessed Asian subgroup of Fall 2009 Cohort taking GUST1270 persisted at outstanding rates of 85% from their first Fall to Spring, 70.2% from their first Fall to Fall, and 62.3% from their first Fall to second Spring semester. These rates compare to Fall 2003 Asian rates of 80%, 66%, & 39% respectively.

Term-to-Term Persistence Rate (%)

**Term-to-Term Persistence Rates of Pell-Recipient Fall 2009 GUST1270 Students versus Fall 2003 Pell-Recipient Baseline Students**



**Term-to-Term Persistence Rates of Hispanic Fall 2009 GUST1270 Students versus Fall 2003 Hispanic 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

*Source: HCC Academic History Files (HCOIR1446\_d & a), as of April, 2011.*



# DEI Strategy Report

## Longitudinal Analysis of Freshman Success Course Enrollments

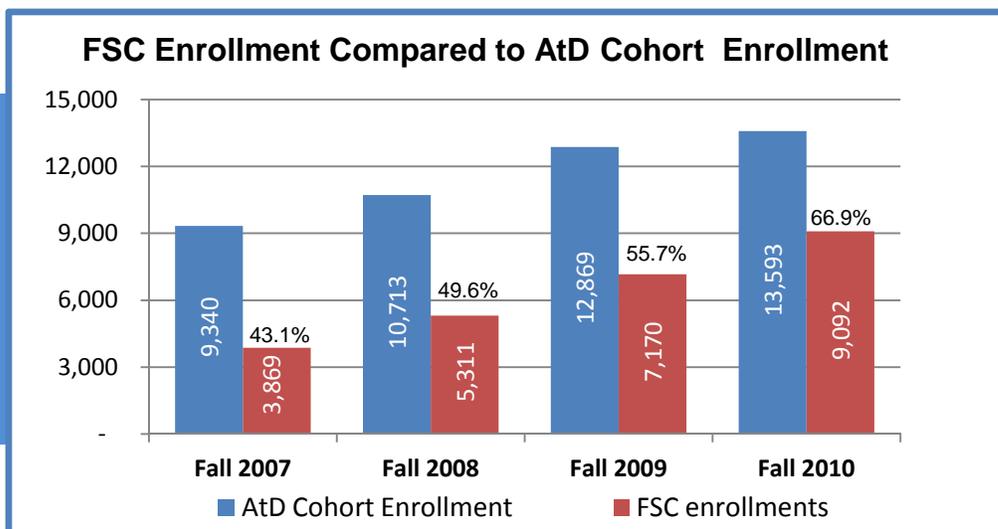
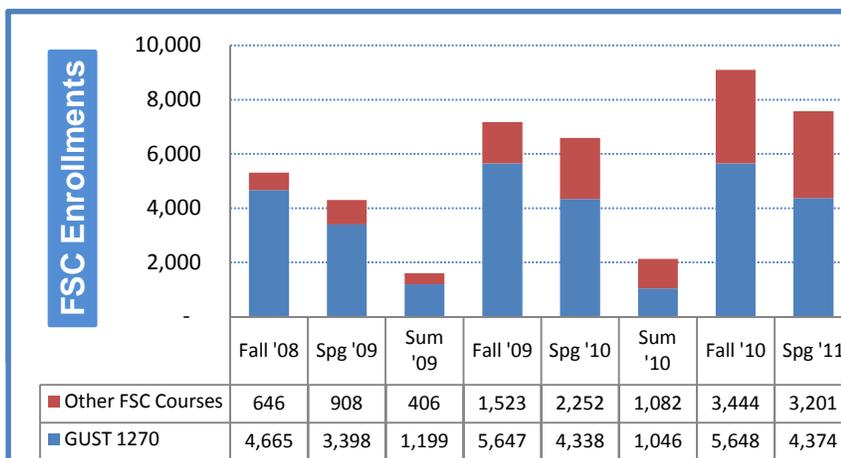


### Semester Trends from Fall 2008 Through Spring 2011

**Research Concern:** Compare the enrollments and course success rates in the five Freshman Success Courses (FSC) over the last eight semesters, noting significant trends.

**Analysis:** A few findings could be deduced from longitudinal analysis.

- ◆ Enrollment in a FSC has grown consistently for the last two-and-a-half years, but has not kept pace with overall semester-hour-credit student enrollment. Fall 2009 FSC enrollment grew 35% over Fall 2008, and Fall 2010 FSC enrollment grew 26.8% over Fall 2009; however, much of this FSC enrollment growth was in specialty FSCs, other than GUST1270/ First offered in Fall 2009, LEAD1200 enrollments grew to 1,638 in Fall 2010 and 1,221 in Spring 2011.
- ◆ The second chart below compares unduplicated enrollment in Fall FSC courses to the totals of incoming HCC students in AtD Cohorts for Fall 2007 through Fall 2010. FSC enrollment as a percent of the AtD target enrollment has increased by almost 24% over these four Falls.



**Definitions: Freshman Success Course (FSC):** Any of five student success courses required to be taken by incoming freshman students as an orientation course, to include study skills and test-taking training, career exploration, time management techniques, registration assistance, financial aid advising, and academic advising. GUST1270 is the general course first piloted at HCC-Southwest College in Spring 2005. The other specialty courses -- EDUC1200, ENGR1201, HPRS1201, and LEAD1200 -- were revised or developed to include GUST1270 SLOs as pertains to a particular area of

*Source: AtD Baseline Reports and HCC Academic History Files (HCOIR1446\_d & a), as of April, 2011.*