



# DEI Strategy Report



## Longitudinal Analysis of

### Freshman Success Course Students

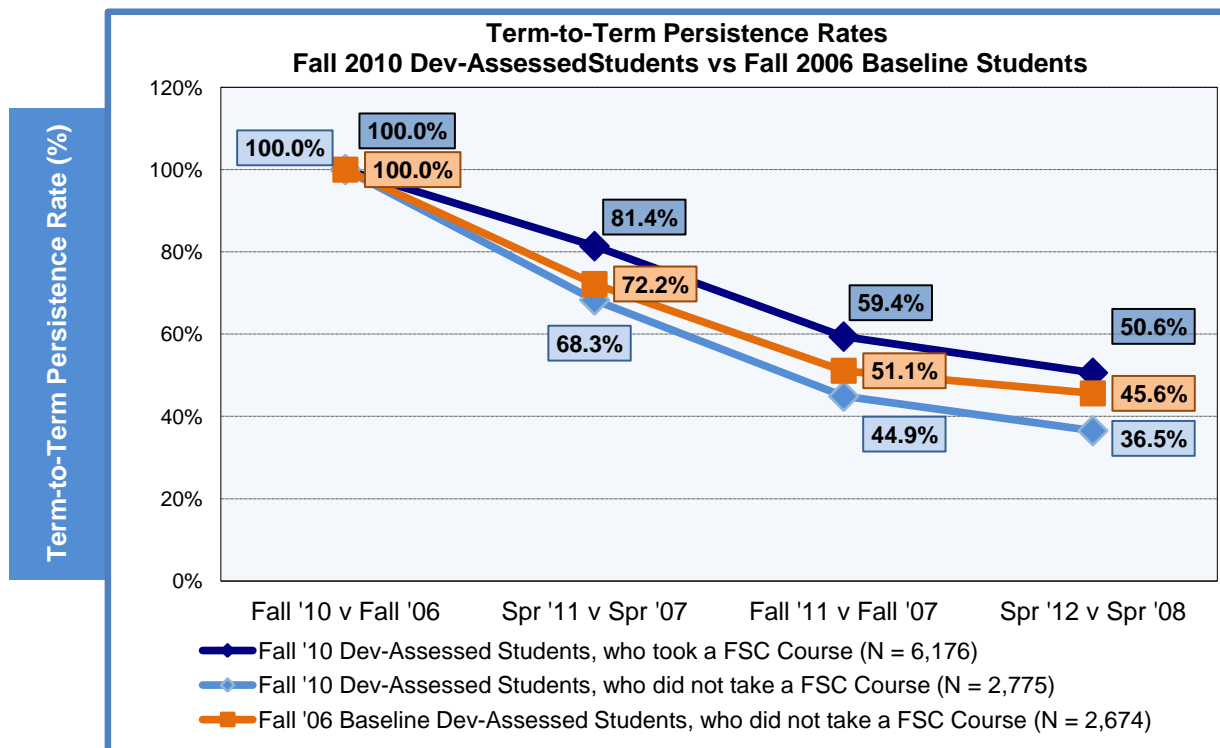
#### Fall 2010 Cohort Enrollees Tracked Through Spring 2012

**Research Question:** Are there any significant differences in **term-to-term persistence rates** among the AtD Fall 2010 Cohort of **developmentally-assessed (dev-assessed) students** who took one of the **Freshman Success Courses (FSC)** compared to those Fall 2010 Cohort dev-assessed students who did not take a FSC, and compared to dev-assessed students from the **Baseline** Fall 2006 AtD cohort who did not take any orientation or student success course?

**Analysis:** The chart below, provides visual evidence of the higher persistence rates of dev-assessed Fall 2010 students who took a FSC compared to both current and past AtD Cohort's dev-assessed students.

➤ Fall 2010 dev-assessed FSC students surpassed the baseline Fall 2006 dev-assessed students with term-to-term persistence gains of 9.2% for the first Fall to Spring, 8.3% for the first Fall to Fall, and 5% for the first Fall to the second Spring. FSCs in Fall 2006 were limited to HPRS1200 for Allied Health, the old GUST0303 Orientation course, and the new pilot Student Success Course (GUST1270) at three of the six HCC colleges. However, the comparison group for this analysis did not enroll in any of those FSCs.

➤ Fall 2010 Cohort students, who took any FSC, persisted through three long semesters significantly more than other dev-assessed students in the Fall 2010 Cohort, who did not take any FSC, with persistence rates of 81.4% compared to 68.3% for Fall-Spring, 59.4% compared to 44.9% for Fall-Fall, and 50.6% compared to 36.4% for Fall to second Spring. (Comparing two blue lines in the graph below.) This equates to a 13% to 14% gain every subsequent semester.



**Definitions: Freshman Success Course (FSC):** Courses that provide college orientation, career exploration, financial and academic advising, and basic study/testing skills. These include EDUC1300 (the current version of the past GUST1270), ENGR1201 for engineering students, HPRS1201 for Health Careers, EDUC1200 for Education, and LEAD1200 for workforce technologies.

**Baseline Fall 2006 AtD Cohort:** The Fall 2006 first-time-at-HCC AtD Cohort who did not take an orientation or 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 and prior college experience.

**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 2010 for dev-assessed FSC students, and Fall 2006 for

*Source: HCC Academic History Files (HCOIR1446\_d & a) for Fall 2010 & Fall 2006 AtD Cohorts, April 2012.*



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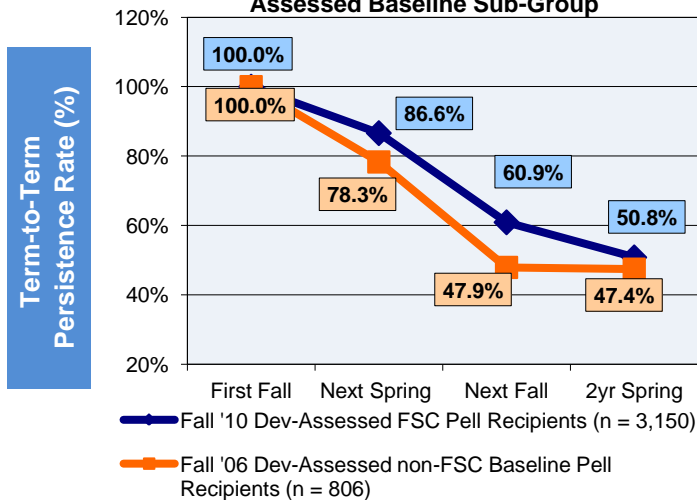
## Longitudinal Analysis of Freshman Success Course Students Fall 2010 Tracked Through Spring 2012



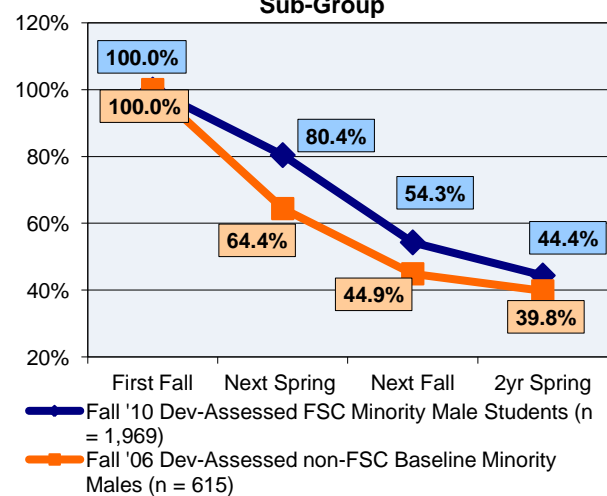
**Additional Analysis:** The dev-assessed students within the Fall 2010 and Fall 2006 AtD Cohorts were further subdivided by Pell Recipient status, gender, and Minority classification. Looking forward three subsequent long semesters, all subgroups of students who took a **Freshman Success Course (FSC)** had significantly higher term-to-term persistence rates, than their counterparts who did not take any FSC course.

- ◆ Among all cohort subgroups, minorities in the dev-assessed Pell recipient FSC subgroup had the highest Fall-to-Spring persistence rate at 86.6%. As shown in the left-hand graph below, the three semesters of persistence rates of this subgroup exceeded each of the rates for their Fall 2006 baseline counterparts who did not take a FSC course. The Fall '10 Pell recipient subgroup persisted 16 percentage points more than the baseline group did for the first-Fall-to-second-Spring persistence, then had gains of 9.4% and 4.6% for the two subsequent persistence rates.
- ◆ Dev-Assessed minority males made significant gains in persistence by participating in a FSC. Compared to their baseline counterparts, the FSC minority males gained 8.3% in their first Fall to Spring, 13% in their first Fall to Fall, and 3.4% in their first Fall to second Spring semester. (See graph at right below.) Dev-assessed minority males of the Fall 2010 Cohort taking a FSC persisted at rates of 80.4% from their first Fall to Spring, 54.3% from their first Fall to second Fall, and 44.4% from their first Fall to second Spring semester. These rates compare to Fall 2006 dev-assessed minority males' rates of 64.4%, 44.9%, & 39.8% respectively.

**Term-to-Term Persistence Rates of Dev-Assessed Minority Pell-Recipients among Fall 2010 FSC Sub-Cohort versus Fall 2006 Minority Pell-Recipient Dev-Assessed Baseline Sub-Group**



**Term-to-Term Persistence Rates of Dev-Assessed Minority Males among Fall 2010 FSC Sub-Cohort versus Fall 2006 Dev-Assessed Minority Males in Baseline Sub-Group**



**Definitions: Freshman Success Course (FSC):** College-Prep/Orientation Courses including EDUC1300 (the current version of the past GUST1270), ENGR1201, HPRS1201, EDUC1200, and LEAD1200.

**Baseline Fall 2006 AtD Cohort:** The Fall 2006 first-time-at-HCC AtD Cohort who did not take an orientation or 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 and prior college experience.

**Minority:** As categorized by AtD, African-American/Black and Hispanic Students.

**Pell Recipient:** Students who have received Federal Pell Grant financial assistance within their first year.

**Term-to-Term Persistence Rate:** Percentage of students enrolled in a specified semester who enroll in a stated subsequent semester.

*Source: HCC Academic History Files (HCOIR1446\_d & a) for Fall 2010 & Fall 2006 AtD Cohorts, April 2012.*