College Success Program
CAP 2.1.1
Year-End Highlights 2011-2012

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The College Success Program

• The College Success Program is a strategy for achieving the End of ACCESS.

• The goal of the College Success Program is to increase the number of developmental students who persist, complete and transfer.

• The College Success Program directly impacts the College’s Completion Agenda.
Program Model

Targeted Interventions for Developmental Education Students (TIDES)

The College Success Program is a comprehensive assessment, advising, and targeted intervention program for developmental students. 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. Targeted interventions increase likelihood of student success and persistence.
Developmental Students Divided into Three Cohort Groups

Three student cohort groups will be phased in over the next five years:

Cohort 1 (high test score ranges): 2011 – 2012


Cohort 3 (FTIAC-to-Second Year): 2015 - 2016
Indicators of Success

• Developmental course success

• F-F persistence rates

• Gateway course success

• # Dev. Ed students who complete 15+ college credits

• # Dev. Ed students who complete 30+ college credits

• Graduation and transfer rate
Year 1 Accomplishments

• Installation of Data Warehouse; First round training
• Success Coach model implemented; three Coaches hired
• Comprehensive assessment and intake model developed and implemented for Cohort 1 students
• Student Cohort 1 students participated in FAST TRACK
## Fast-Track Results

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total number of students processed through intake</th>
<th>Total number of students enrolled in Fast-Track</th>
<th>Pass Rate (Bypassed dev: moved into College courses)</th>
<th>Success Rate</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>83</td>
<td>68</td>
<td>45</td>
<td>66.1%</td>
<td>93.4%</td>
</tr>
<tr>
<td>Reading</td>
<td>30</td>
<td>23</td>
<td>18</td>
<td>78.2%</td>
<td>93.6%</td>
</tr>
<tr>
<td>Math</td>
<td>60</td>
<td>50</td>
<td>36</td>
<td>72%</td>
<td>94.2%</td>
</tr>
<tr>
<td>Total</td>
<td>173</td>
<td>141</td>
<td>99</td>
<td>70.2%</td>
<td>93.7%</td>
</tr>
</tbody>
</table>
• Between May & July, approximately 1000 students were called for the Fast-Track Program; 173 students were recruited.

• All 173 students completed intake: two affective assessments; barriers check list; orientation, advising with a counselor; and enrollment for a three-week Fast-Track session.

• Both Math and Reading sessions had higher success rates than English. It is important to note that Math & Reading were delivered through a computer-based program and supported by an instructor and an assistant.

• The most cited reason for students who did not show or could not start Fast-Track were work related.
Fast-Track Highlights cont’d

• 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.

• Of the 173 students that were recruited, 148 students enrolled for Fall 2012 classes, and completed the “Road Map to Success”, which is a pre-semester check list for students before classes started.
Challenges

• Limited capacity of some student support services (orientation sessions, counseling, financial aid), due to the lack of financial and human resources needed to adequately meet the needs of students.

• On-going struggle to meet complex and varied needs of developmental education students.

• Challenges in re-engaging FAST TRACK completers, now that they’re in college-level classes (work demands, other course work, family obligations, etc.)

• Resources for sustaining interventions as program grows (human, financial, space, and technology).
Next Steps

- Fall FAST TRACK
- Data Warehouse moves to scale
- Implementation of support Workshops
- Implementation of Cohort 2 (African-American developmental students)
- Refinement of referral process
- Completion of College Success Center