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 45.8% compared to 51.8% 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.)

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.
**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.

### 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 Cohort.

### Source:

*HCC Academic History Files (HCOIR1446_d & a), as of April, 2011.*
Freshman Success Course Enrollments

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...