

El Camino College

Project Success Program Outcomes

Executive Summary

A comprehensive analysis was conducted on Project Success students to determine their academic and goal achievement over time. Project Success students who started the program in Fall 2008 to Fall 2011 (n =143) were compared to a control group of African-American students who were direct from high school, enrolled full time and did not receive any student support services (n = 347). Overall, Project Success students outperformed the control group in most measures.

When comparing Project Success students to a group of similar students, both group of students had the same average GPA and success rates. However, Project Success students completed 30 or more transferable units and were successful in transfer level English at a higher rate than students who were not in the program. Project Success students have slightly higher rates of degree attainment and transfers to 4 year universities than the control group.

A related study was conducted to determine differences in progression from Math-23 through Math-40 for Project Success students compared to other students. Students enrolled in Project Success sections of Math-23 during the Spring 2010 and Spring 2011 semesters were compared to all other students enrolled in Math-23 during the same semesters to determine if there are any differences in outcomes measured by progression through Math-40.

Students in the Project Success sections demonstrated higher rates of progression at virtually every step of the pathway than their non-Project Success counterparts. Project Success students successfully completed the initial Math-23 course at higher rates than those enrolled in other sections of Math-23. After completing Math-23, they enrolled in Math-40 at higher rates, and had higher overall progression rates through Math-40.

Introduction

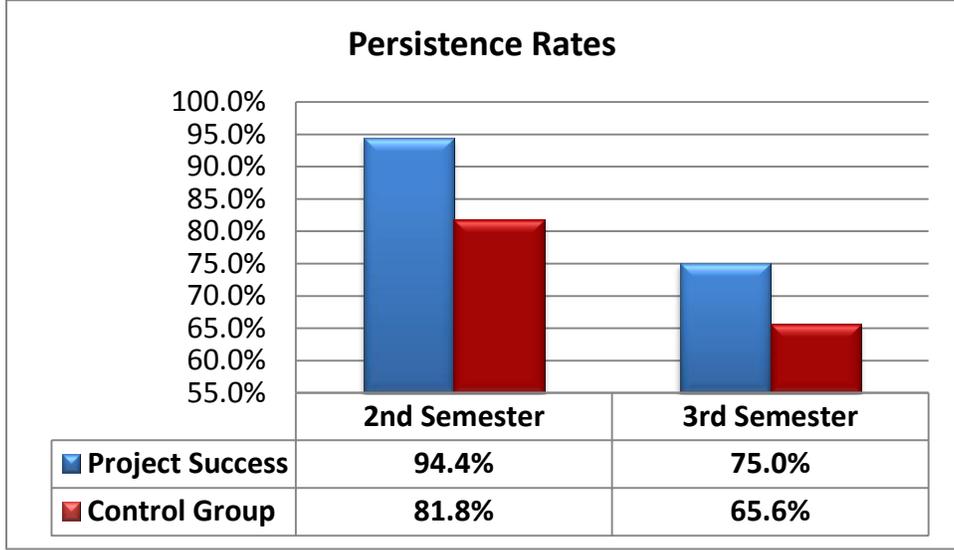
Project Success is a recruitment and retention program that is designed to assist and prepare students to be academically successful. These goals are achieved by providing support services such as ongoing counseling, tutoring, early registration workshops, faculty, staff and peer mentoring, field trips to four-year universities and learning communities. This program is open to all students but serves primarily African-American students who are full time and right out of high school.

A comprehensive analysis was conducted on Project Success students who started the program in Fall 2008 to Fall 2011 (n =143). Project Success students were compared to a control group of African-American students who were direct from high school, enrolled full time and did not receive any student support services (n = 347). Of the 110 Project Success students who completed the English placement test, 62% placed below transfer level English. For students in the control group who completed the English placement test (n=310), 66% placed below transfer level English.

The purpose of this study is to track Project Success students from their initial participation to determine their academic and goal achievement over time and compare them to a group of similar students who were non-participants.

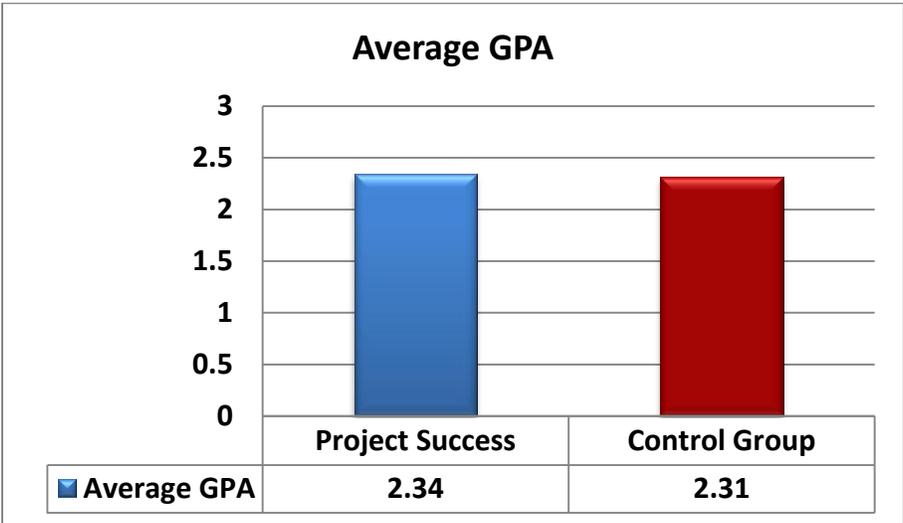
Persistence

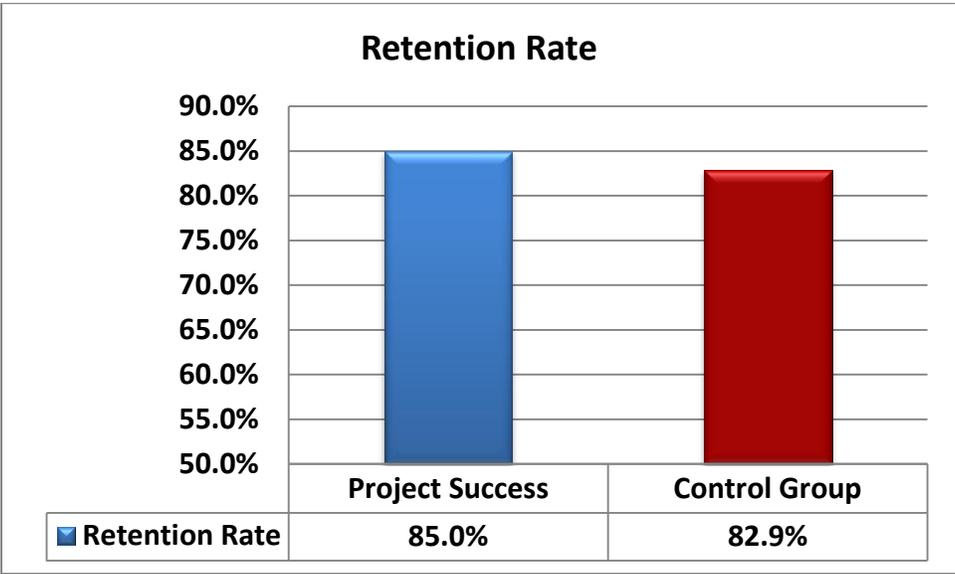
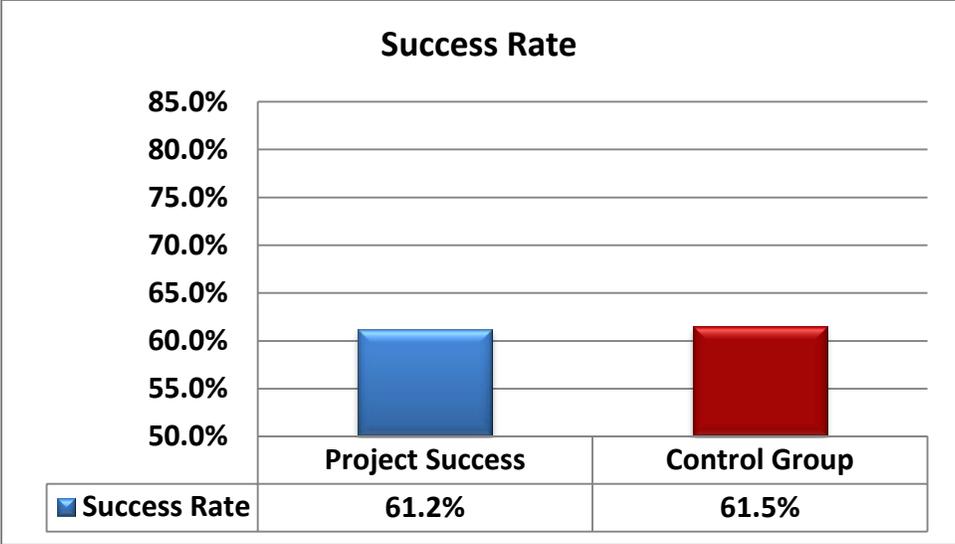
Persistence refers to tracking student enrollment over several terms. Overall, Project Success students demonstrate high persistence rates. Project Success students persisted to their 2nd semester at a rate of 94%, 12 percentage higher than the control groups' persistence rate of 82%. The 3rd semester persistence rate for Project Success students was 75% while the control group persisted at a rate of 66%.



Academic Performance

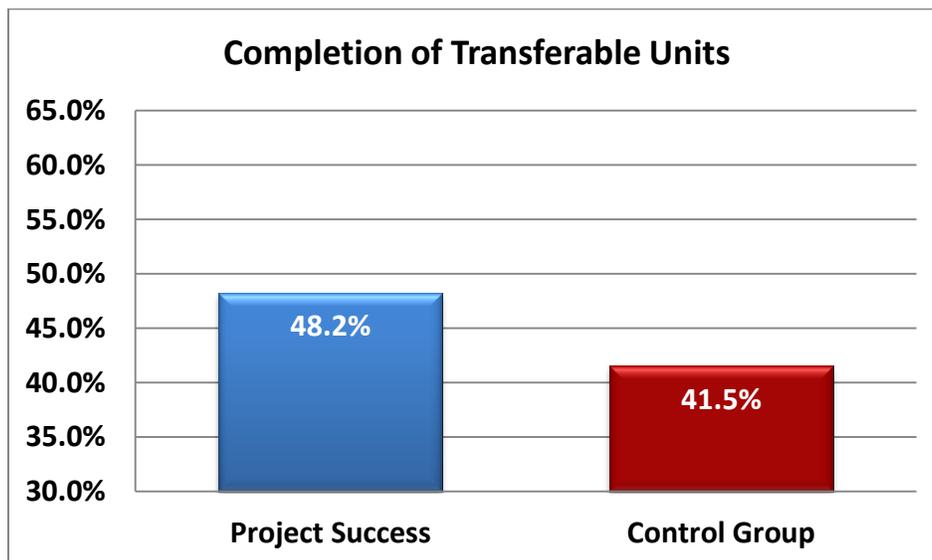
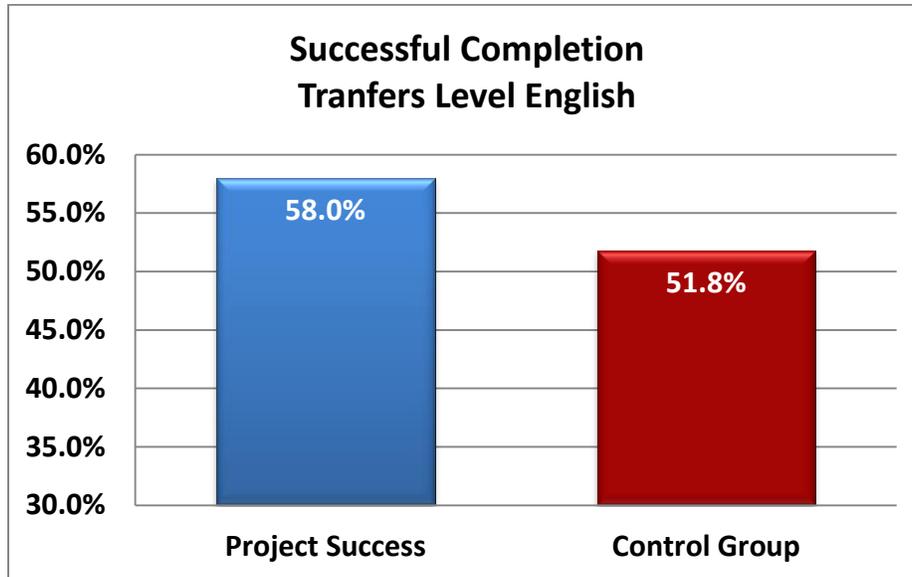
When looking at academic performance, Project Success students and students in the control group demonstrate similar outcomes. The average grade point average (GPA) of Project Success students in their first year in the program was 2.34. The control group had nearly the same GPA as the Project Success students. In addition, both Project Success students and students in the control group had a 61% success rate (rate at which students completed courses with a grade of A, B, C or Pass). When looking at student retention (rate at which students completed courses, regardless of final grade), Project Success students were retained at a rate of 85% while the control group had an 83% retention rate.





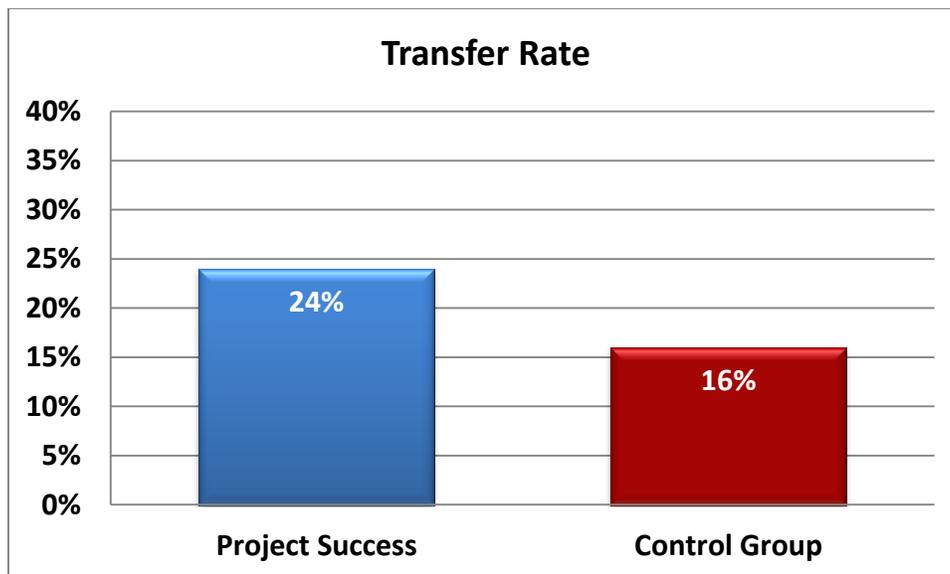
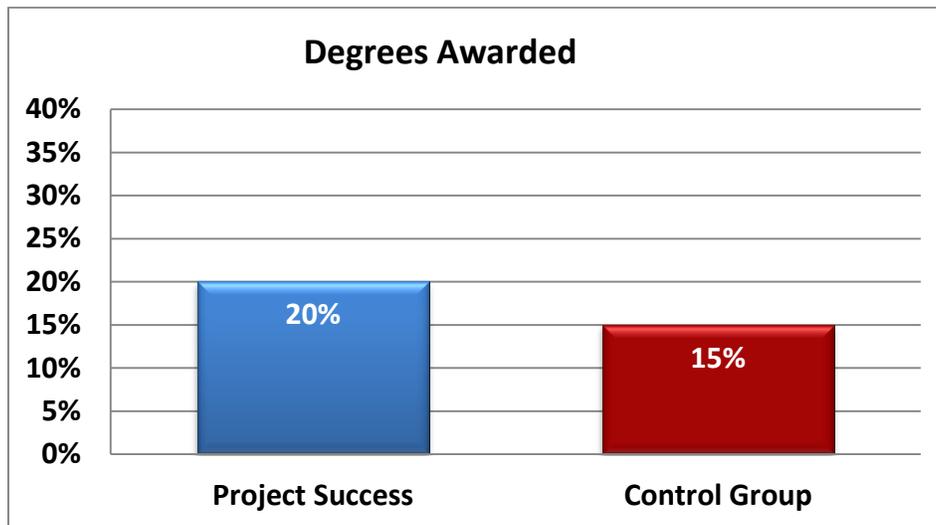
Goal Achievement

Project Success students achieved different milestones that will lead them to transfer to a four year institution. Successful completion of transfer-level English (English 1A) is one of those milestones. Fifty-eight percent of Project Success students successfully completed transfer level English, 6 percentage points higher than the control group. In addition, 48% of Project Success students have completed 30 or more transferable units, 7 percentage points higher than the control group.



Completion

Typical goals for Project Success and other full-time students include earning an Associate degrees and to transfer to a four-year institution. Students in each of the three Project Success cohorts and their corresponding control groups were tracked 3 years to determine goal completion (graduation or transfer). Twenty percent (20%) of Project Success students (n=28) have earned a degree compared to 15% of the control group (n=51). Project Success students (n=34) had a 24% transfer rate to four-year institutions while students in the control group (n=55) had a transfer rate of 16%.

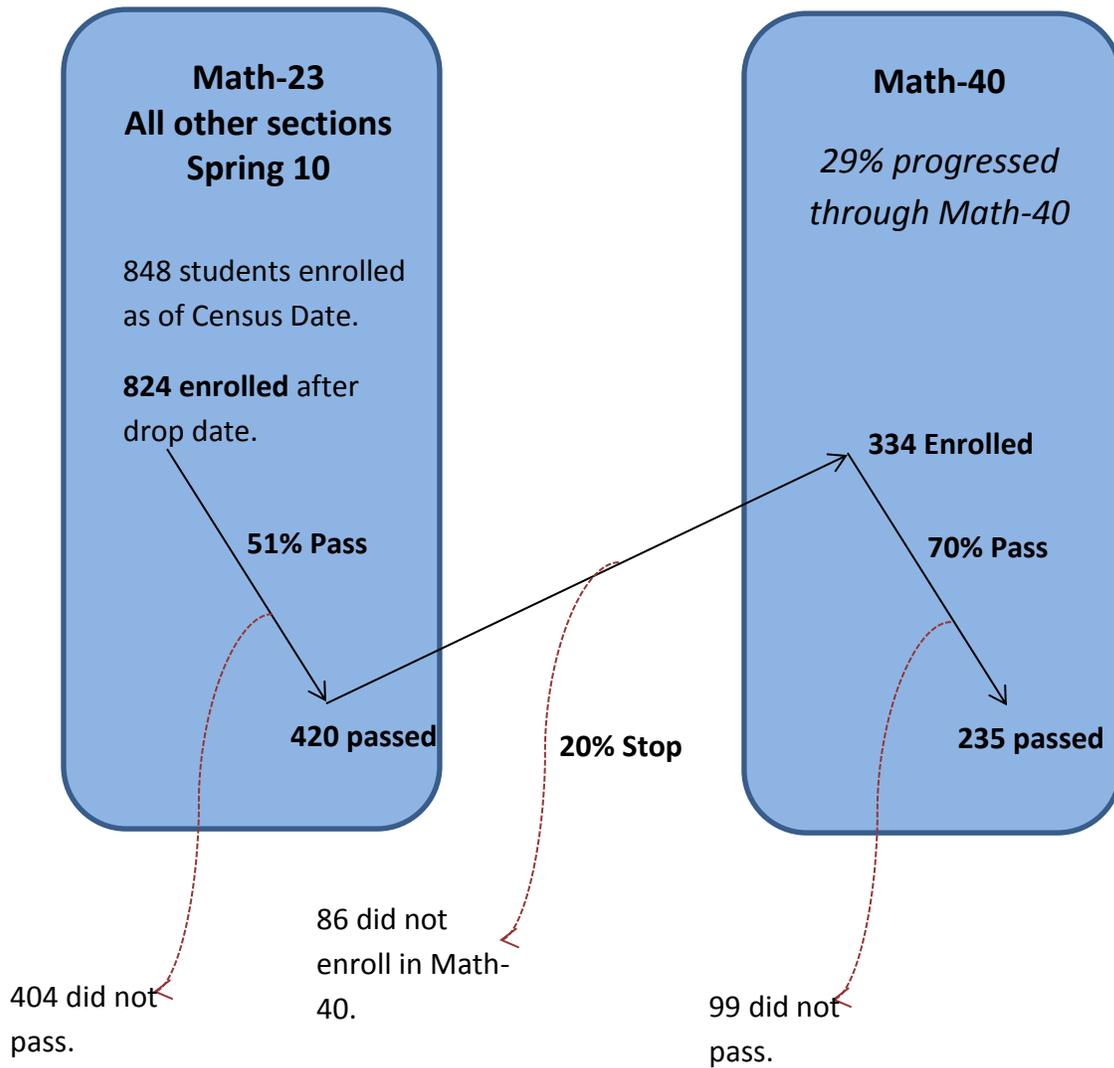


Project Success Math Progression

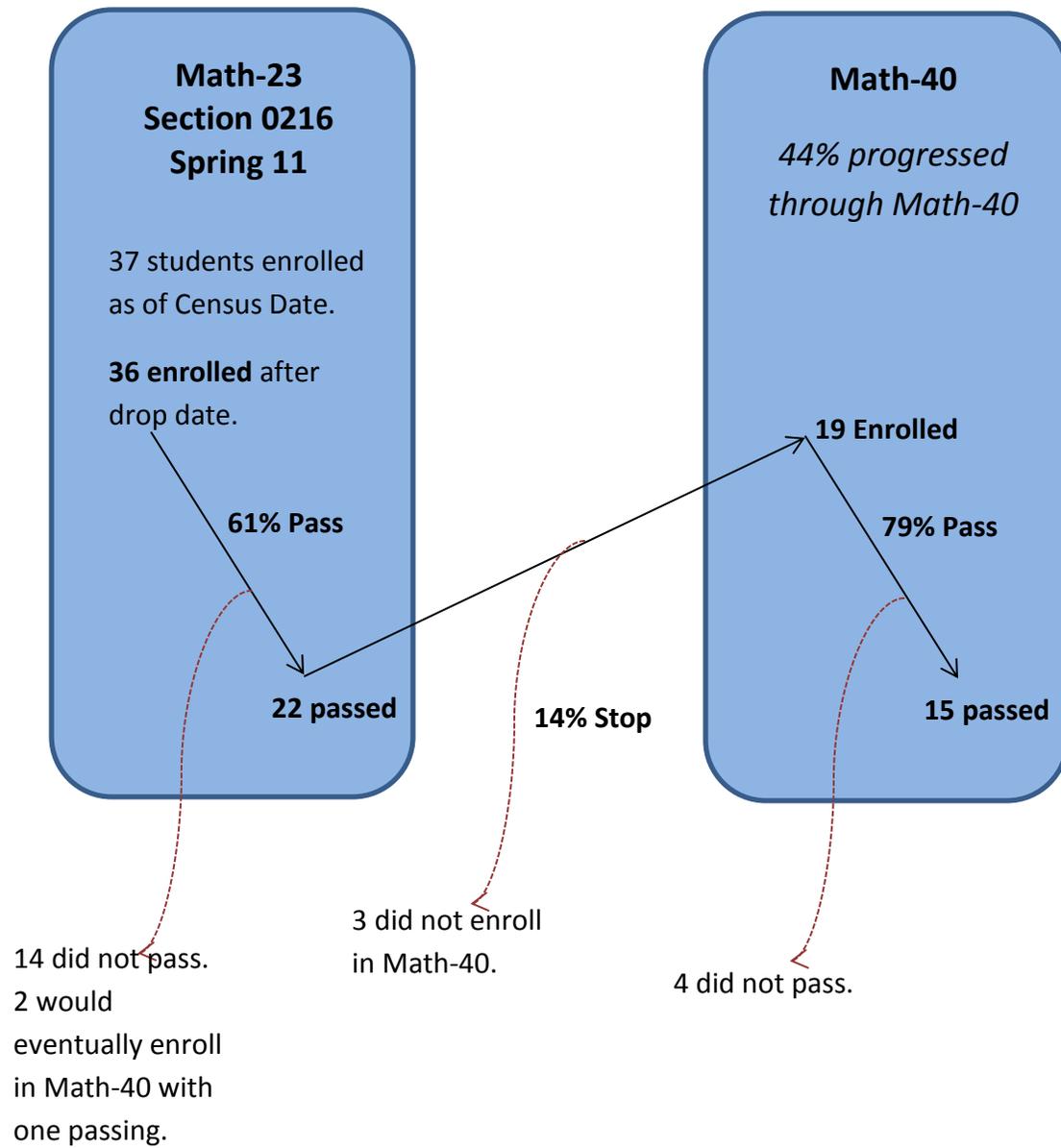
A related study was conducted to determine differences in progression from Math-23 through Math-40 for Project Success students compared to other students (see addendum beginning Page 8). Students enrolled in Project Success sections of Math-23 during the Spring 2010 and Spring 2011 semesters are compared to all other students enrolled in Math-23 during the same semesters to determine if there are any differences in outcomes measured by progression through Math-40.

Students in the Project Success sections demonstrated higher rates of progression at virtually every step of the pathway than their non-Project Success counterparts. Project Success students completed the initial Math-23 course at higher rates than those enrolled in other sections of Math-23. After completing Math-23, they enrolled in Math-40 at higher rates. The one area where the Project Success cohorts do not demonstrate a clear advantage is in the Math-40 successful completion rate where a smaller percentage of the Project Success Spring 2010 cohort who enrolled in Math-40 passed compared to those who enrolled after completing other sections of Math-23 in Spring 2010. However, the combined steps produce a higher progression rate through Math-40 for students who enroll in Project Success sections of Math-23 compared to those who do not. Though the difference in overall progression for the 2010 cohorts did not vary much (33% for Project Success vs 29% for the comparison group), the increased gap for the 2011 cohorts (44% for Project Success vs 33% for the comparison group) demonstrate the potential for this type of intervention.

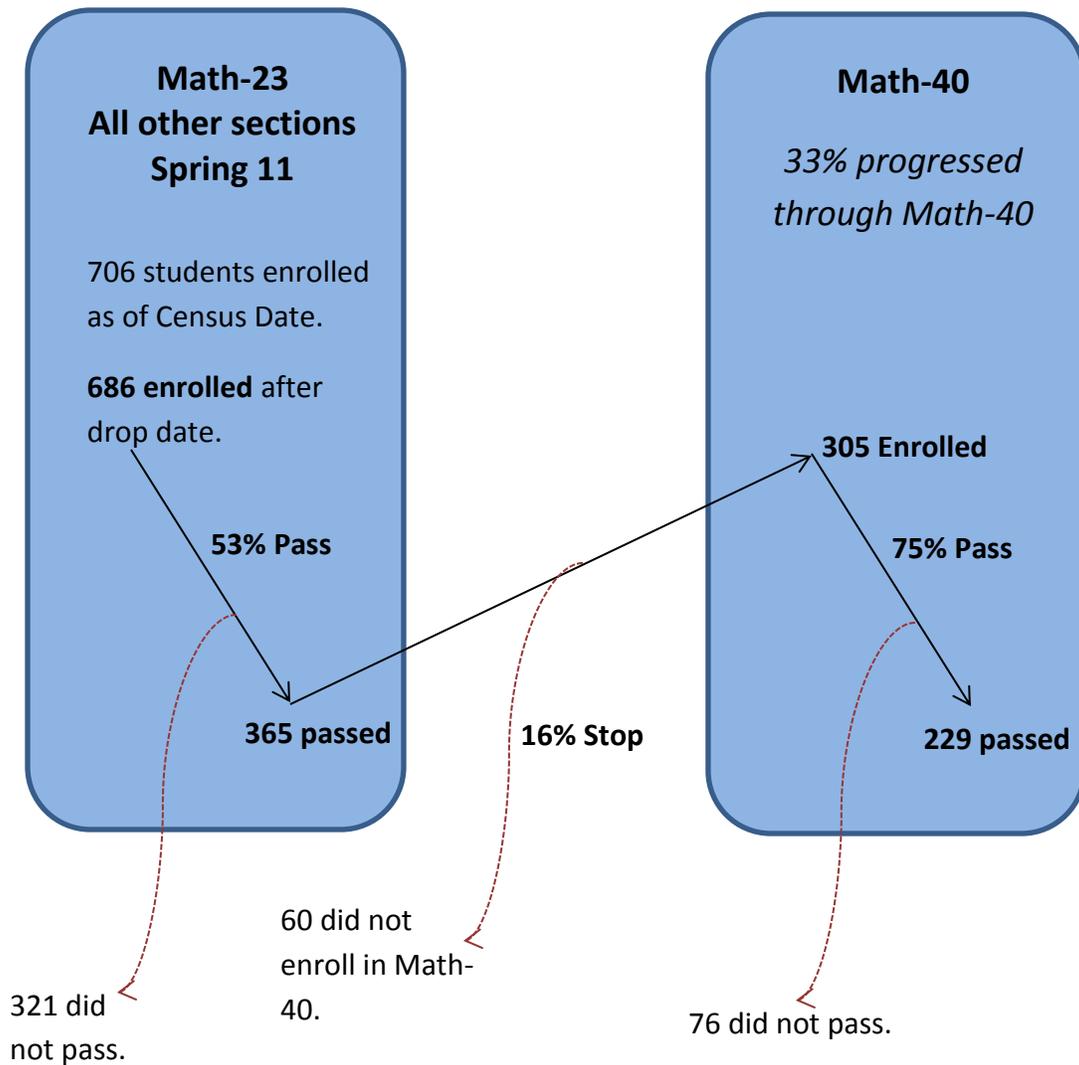
Comparison sections Spring 2010 cohort



Project Success Spring 2011 cohort



Comparison sections Spring 2011 cohort



Students who enrolled in Math-40 after receiving a grade other than A, B, or C in the Math-23 section for the specified term are not included in the counts for students who progressed to Math-40.