

2017 ICCB Underrepresented Populations Report

Institutional Effective Practices

Best Practice 1: Student Retention and Increasing College Credentials for Underrepresented Groups

Summer Boot Camp for Students with Disabilities

A) Purpose, Goal, or Objective:

The purpose of the Boot Camp was to help students acclimate themselves to the college environment and its services in an effort to create a smooth transition into their college classes.

B) Date of Implementation:

This program was initiated in August, 2015. This cohort has been tracked during their time at the college. Subsequent cohorts have also been tracked.

C) Description of Program Elements:

Attendees were introduced to a variety of information that would help them feel comfortable using technology, and resources that they may need within the first weeks of class. Students were:

- Made aware of how disability service provision at the post-secondary level worked.
- Guided through login requirements for the network, Blackboard, email, and Webadvisor. Students were given one-on-one assistance with logging in and were provided with a form they could use to remember their passwords for each application.
- Introduced to some technology tools, such as Read, Write, Gold, a complete assistive technology package, and Bookshare, a resource for independently obtaining audio versions of texts, that they might use to help them succeed in classes. Students were given a complimentary home version of the Read, Write, Gold software, along with a small academic "survival kit," which included a pencil pouch, highlighters, sticky notes, a lanyard, and writing utensils.
- Given a tour of the Learning Commons. They were introduced to key staff in the Peer Tutoring Center, the Writing Center, and the Student Help Desk. Students were informed about how each area could help them, and how they could access these services during the semester. Additionally, they were taught how to use the copy station. Students were also introduced to library staff and services.
- Offered the opportunity to tour the building and see where their classes were.

D) Evidence of Success:

In order to gauge effectiveness of this program, the students who attended Boot Camp were compared to all new (directly out of high school) students who were

registered with Disability Services in fall 2015 who did not attend Boot Camp, but were invited to do so. Pass rates (A, B, or C grade), withdrawal rates, fall to spring retention rates, and average GPAs were as follows:

	Boot Camp N= 8	Non-Boot Camp N = 18
Pass Rate FA15	84%	68%
Pass Rate SP16	79%	66%
Withdrawal Rate FA15	13%	20%
Withdrawal Rate SP16	3%	18%
FA15-SP16 Retention	88%	83%
Average GPA for FA15	3.32	2.03
Average GPA for SP16	2.04	1.48

While the evidence above does not clearly establish that coming to Boot Camp caused the higher pass rates, lower withdrawal rates, slightly higher retention rates, and stronger GPAs, one could argue that there may be a correlation between being aware of, and knowing how to use some basic college knowledge tools and support services before school starts and certain measures of college success.

Best Practice 2: Other Institutional Effective Practice that Increases Educational Attainment

Success Seminar (Jump Start)

A) Purpose, Goal, or Objective:

The Success Seminar (or TRiO Jump Start) serves as an early intervention program for students who meet the criteria of first generation, low income, and/or learning or physically disabled. Early intervention programs offer transitional activities from the beginning of a student's college life with the expected outcome of improving retention and perseverance in one's academic pursuit. It is essential to connect early on with students in their postsecondary education, thereby creating positive experiences that perpetuate successes throughout the college experience. In order to achieve improved persistence and completion rates among the 'at promise' students, the Success Seminar helps create an environment that engages, motivates, and cultivates our students' success. One technique employed during the Success Seminar introduces incoming students to successful returning students through a panel presentation.

B) Date of Implementation:

This strategy was implemented prior to the Fall 2015 semester. It included members of the incoming TRiO cohort and returning TRiO students.

C) Description of Program Elements:

Prior to the academic year beginning in August, TRiO holds a mandatory half day Success Seminar with a segment of its program population devoted to the ‘Success Strategies’ panel. The panel introduces incoming students to a panel of successful returning students who will relay their journeys through college. This interaction between the panelists and incoming students serves as a first step towards building that sense of belonging and community. Exposure to the panel helps incoming students learn more about navigating college. It also introduces them to fellow students and TRiO staff, establishing an initial group of college acquaintances. This group often becomes a great support system throughout the community college experience. Thus, students learn how important it is to attend class and complete classwork helping to generate positive academic behaviors. After hearing the panelists’ presentations, incoming students are often inspired to pursue their academic visions more vigorously.

D) Evidence of Success:

Fall 2015 Project Success Jump Start Comparison Group

Term	Student_ID	15/FA GPA	16/SP Cum GPA	EFC	Course Count	Developmental Course Count	Grade W, D Count
15/FA	0035001	2.00	2.33		6	1	1
15/FA	0170185	4.00	3.75		5	3	0
15/FA	0187193	2.75	2.91		9	0	2
15/FA	0191960	2.75	3.19		4	1	0
15/FA	0195183	2.00	2.71		6	4	0
15/FA	0195699	3.12	3.17	\$ 17,422.00	6	0	0
15/FA	0196302	2.88	3.15		7	0	0
15/FA	0198445	3.84	3.60	\$ 905.00	9	0	2
15/FA	0199364	4.00	3.89	\$ 5,500.00	2	0	0
15/FA	0200470	1.50	1.14		6	0	0
15/FA	0201907	2.78	2.08		7	2	1
15/FA	0201920	3.33	3.33		7	3	1
15/FA	0202276	2.67	1.42		7	3	0
15/FA	0203458	3.11	3.07	\$ 3,280.00	8	3	0
		2.91	2.84	\$ 6,776.75	6.36	1.43	0.50

Fall 2015 Non-Project Success Comparison Group

Term	Student_ID	15/FA		EFC	Course	Dev Crs	Grade W, D
		GPA	16/SP Cum GPA		Count	Count	Count
15/FA	0157168	3.00	2.68	0	6	5	0
15/FA	0183354	3.00	2.88	0	5	2	1
15/FA	0189276	1.50	2.31	0	6	4	0
15/FA	0189862	3.00	3.00	0	7	5	0
15/FA	0193362	3.00	2.85	0	4	2	0
15/FA	0198016	2.67	1.57	0	6	2	1
15/FA	0198196	1.90	2.52	0	5	2	0
15/FA	0198371	4.00	3.04	0	6	4	3
15/FA	0199020	2.50	2.74	0	7	3	0
15/FA	0203490	3.60	3.55	0	4	2	0
		2.82	2.71	0.00	5.60	3.10	0.50

Comparison between the control group and those who attended the TRiO Success Seminar indicates higher FA 15 grade point averages for first semester coursework. Additionally SP 16 grade point averages were .13 higher among the Success Seminar cohort when compared to the control group. The Success Seminar cohort took more classes overall and were enrolled in fewer developmental courses than the control cohort during their first semester although they withdrew or received unsuccessful grades at approximately the same percentage rate.