



## Title V Regional HSI Grant Executive Summary Fall 2004 - Spring 2005

The US Department of Education awarded a Title V HSI (“Hispanic Serving Institutions”) Grant of \$3 million to CSU Stanislaus, Merced College, and Modesto Junior College. Funded from 2003-2008, the project was conceived, proposed, and supported by The Higher Education Consortium of Central California (HECCC). With CSU Stanislaus serving as the lead institution, the grant’s primary focus is three fold: increase student success in mathematics and math dependent courses through the implementation of “Supplemental Instruction,” increase the number of students who transfer from community colleges to a university, and facilitate related regional research. Based on the research findings, we plan to create meaningful institutional change to address institutional barriers to transfer, measure the effectiveness of Supplemental Instruction with our local population, and identify effective student support strategies.

### Activity I - Student Success in High Risk Courses

The first objective is to improve student performance in algebra, economics, and chemistry through the creation of an Academic Enrichment Program using Supplemental Instruction (SI). Regional research is being conducted to measure the effectiveness of SI in relationship to student academic success. As of Spring 2005, 617 students participated in SI. SI participants earned higher grades and remained in courses longer than students who did not participate in SI.

- **55.4%** of the SI students were successful<sup>1</sup> in algebra, chemistry, and economics courses by earning a “C” or better, while **48.4%** of the non-SI students earned a grade of “C” or better. (See: Title V Annual Report, 2004-2005, p. 4).
- **79.9%** retention<sup>2</sup> rate for SI participants in algebra (pre-, beginning, and intermediate) courses compared to **72.4%** for the non-SI students—a **7.5%** increase. Compared to **67.5%** for students who attended similar algebra courses in the pre-grant data period, the increase for SI participants is **12.4%**. (See: Title V Annual Report, p. 5).
- Grades of “A” and “B” in SI algebra courses increased for SI students by **4.7%** in 2004-2005. (See: Title V Annual Report, 2004-2005, p. 6).

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<sup>1</sup> Success is defined as students earning a grade of “C” or better in the targeted courses.

<sup>2</sup> Enrolled students remain to earn a final course grade (excepting W, I grades).

- Student responses indicated a high level of SI service satisfaction with an average score of **4.29** on a scale of: 1=not satisfied to 5=highly satisfied. (See: Appendix 1).

**Activity II – Reduce inter-institutional barriers that inhibit student success and transfer to a university.**

The Activity II grant objective is to increase the transfer rates of currently enrolled Merced College and Modesto Junior College students into four-year institutions. The target population is first-generation, college-bound Hispanic students and/or low-income community college students who have enrolled in an intermediate algebra course and have declared an education goal of transfer to a four-year university. Activity II consists of two main endeavors to address this objective:

First, the grant states a series of student cohorts will be established, grant transfer services will be developed and provided to the cohorts, and the subsequent academic success of the cohorts will be tracked over a five-year period through baccalaureate graduation.

- **282** students have participated in the Activity II program services at the community colleges (See: Title V Annual Report, p. 8).
- **32** grant participants successfully transferred to a university following the first three semesters of the grant. 24 grant participants transferred to CSU Stanislaus, 8 to other universities and educational programs. (See: Title V Annual Report, p. 8).
- In the third semester of Activity II, the student persistence goal of **76.2%** was exceeded by **10.1%** for cohort #1 and **14.3%** for cohort #2. The cumulative persistence ratios for Merced and MJC were **88.8%** and **89.2%** respectively. (See: Title V Annual Report, p. 9).

Second, the research component requires an identification and examination of the institutional obstacles that remain between the colleges and university. A “Community College Transfer Barrier/Difficulty Survey” has been distributed to currently enrolled CSU Stanislaus transfer students and results are being tabulated.

- **7** Title V Focus Groups were conducted to identify the barriers and involved **80** students at the three institutions, 55 from the community colleges and 25 students from the university. The findings were used to develop the “Community College Transfer Barrier/Difficulty Survey.” (See: Appendix 2).
- **756** CSU Stanislaus students were mailed a “Community College Transfer Barrier/Difficulty Survey” during their first semester at the university after transferring from a community college. (See: Appendix 3).

**Activity I - Supplemental Instruction**  
**Promote Student Success in High Risk Courses**

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**Activity I - Operational Statistics, 2004-2005**

**Total Number of Sections, SI Participants, SI Sessions and Contact Hours**

	04-05 Totals	CSU Stanislaus		Merced College		MJC	
		F 04	SP 05	F 04	SP 05	F04	SP 05
SI targeted course sections*	49	8	15	8	4	4	10
No. trained SI leaders (unduplicated)	53	7	11	7	7	11	10
Graded enrollment of targeted sections	1837	362	412	368	155	169	371
No. of students who participated in SI	617	76	149	114	52	71	155
Number of SI sessions offered	1593	135	253	293	180	176	556
Total SI contact hours	3677	262	680	811	406	436	1082

\* Note: Included in the 49 sections were four CSUS sections that were cancelled due to lack of attendance: Math 103, Math 106, Math 1040 and Econ 2510.

Average number of SI sessions per participant and number of SI leaders trained:

There were 49 course sections provided with SI services and 53 SI leaders trained in 2004-2005—25 in fall 2004, and 28 in spring 2005. The number of SI sessions held totaled 1,593—averaging 6 contact hours per SI participant (3677 / 617).

### Activity I - Successful SI course completions 2004-2005

An **8.9%** higher success<sup>1</sup> ratio was experienced for the SI participants in the spring 2006 term (57.8%) as compared to the non-SI participant's success ratio (48.9%).

On average, SI groups earned successful grades of A, B, C, or CR for 2004-2005 in the following ratios:

- **55.4%** success and 44.6% non-success for SI Participants
- **48.4%** success and 51.7% non-success for non-SI Participants

Regionally, final grades for SI students were compared to final grades of students who did not attend SI. For 2004-2005, 1,837 students enrolled in SI supported courses of which 617 were SI participants (261 in fall 2004, 356 in spring 2005), and 1,220 were non-SI participants (638 in fall 2004, 582 in spring 2005).

#### Activity I - Successful / Non-Successful Course Grades, by Year and Term - 2004-2005

SI vs. Non-SI

SI courses: CSUS, MCC, MJC	N: 1837	2004-2005 % Successful	2004-2005 % Non- Successful	Fall 2004 N:899					Spring 2005 N:938				
				N	Success	%	Non- Success s	%	N	Success	%	Non- Success	%
SI	617	55.4%	44.6%	261	150	52.1%	111	47.9%	356	207	57.8%	149	42.2%
Non-SI	1220	48.4%	51.7%	638	328	47.9%	310	52.1%	582	285	48.9%	297	51.1%

#### Activity I - SI Targeted Course GPA Summary Average GPA<sup>3</sup>, by Term and Year - 2004-2005

SI vs. Non-SI

SI courses: CSUS, MCC, MJC	N: 1837	2004-2005 All Grades GPA	2004-2005 w/o "W,I" Grades GPA	Fall 2004 N:899				Spring 2005 N:938			
				All Grades N:	All Grades GPA	w/o "W, I" N:	w/o "W, I" GPA	All Grades N:	All Grades	w/o "W, I" N:	w/o "W, I" GPA
SI	617	1.59	1.88	261	1.51	222	1.77	356	1.66	303	1.96
Non-SI	1220	1.26	1.74	638	1.44	522	1.78	582	1.37	464	1.71
SI GPA +/-		+.33	+.14		+.07		-.01		+.29		+.25

<sup>3</sup> Regional Mean Grades were collapsed into single categories, e.g., A or A- was considered an "A", B+, B, or B- was considered "B", etc., and calculated:

A=4, B=3, C=2, CR=2, D=1, F=0, NC=0, W=0, IF=0, FW=0, WU=0, I=0 / N

**Activity I – Year Two Grant Performance Goals, 2004-2005:  
Performance Goal # 1. a.**

*The percent of students in the two pilot sections (algebra) will show a 10% increase in retention to the end of the semester over the retention rate of students in comparable sections.*

Participants enrolled in algebra courses in 2004-2005 were retained at a **7.5%** higher ratio than non-SI participants. Compared to students enrolled in algebra courses prior to SI services (before Fall 2004), SI participants were retained at a **12.4%** higher ratio.

- **79.9%** retention for the 2004-2005 SI participants in algebra courses
- **72.4%** retention for the 2004-2005 Non-SI participants in algebra courses
- **67.5%** retention for pre-grant, comparable pre-SI algebra courses\*\*

Retention ratios in SI algebra courses, meaning students who remain (do not withdraw early) in their enrolled course to the end of term and earn a grade (any grade except W, or I, were compared to algebra courses offered before SI services (before the fall term, 2004). Data were taken from pilot courses from both community colleges and the university.

**Retention\* in Algebra Courses 2004-2005**  
(Letter Grades Excluding W, I)

	Combined Annual 2004 – 2005			SI Algebra Fall 2004		SI Algebra Spring 2005	
	Total Enrolled SI Algebra Courses:	Total Retained SI Algebra Courses:	Total % Retained	N Retained of Total N	% Retained	N Retained of Total N	% Retained
SI	452	361	79.9%	168 of 206	81.6%	193 of 246	78.5%
Non-SI	772	559	72.4%	276 of 386	71.5%	283 of 386	73.3%
Totals and +/- Gain:	1224	920	+7.5%	444 of 592	+10.1%	476 of 632	+5.2%

\* Per HSI Title V collaborative grant definitions, “retention” is defined as students who remain in a course to the end of the term and receive a grade other than early withdrawal, “W” or other non-retention grades, e.g., I, WU, etc.

\*\* The comparable, or pre-SI baseline ratio, **67.5%** was derived from grades received in algebra courses taught prior to SI (pre-, beginning and intermediate algebra courses before Fall 2004). These comparable courses were selected based on similar course descriptions as those of the SI-targeted courses.

**Activity I – Year Two Grant Performance Goals, 2004-2005  
Performance Indicator #1.b.**

Performance Indicator #1.b: *The percentage of students earning a final grade of A or B will increase in the first year.*

**A and B grades:** SI participants earned **3.4%** more A and B grades than non-SI participants in 2004-2005 targeted SI courses.

**Algebra Courses:** SI participants earned **2.5%** more successful grades (C or better) in 2004-2005 algebra courses than the non-SI participants.

**Percent Successful A and B Grades in SI Target Courses  
by Term and Year  
SI vs. Non-SI**

	A & B Grades N: 1837	% 2004- 2005 A & B Grades	Fall 2004 N:899		Spring 2005 N:938	
			A & B Grades N of Total N:	% A & B Grades	A & B Grades N of Total N:	% A & B Grades
SI	182 of 617	29.5%	70 of 261	26.8%	112 of 356	31.5%
Non-SI	318 of 1220	26.1%	163 of 638	25.5%	155 of 582	26.6%
		+3.4%		+1.3%		+4.9%

**Percent Successful Grades in SI Algebra Courses  
by Term and Year  
SI vs. Non-SI**

	2004-2005 Grades N: 1444	% Successful Grades	Fall 2004 N:812		Spring 2005 N:632	
			C or Better Grades N of Total N:	% Successful Grades	C or Better Grades N of Total N:	% Successful Grades
SI	213 of 452	47.1%	100 of 206	48.5%	113 of 246	45.9%
Non-SI	442 of 992	44.6%	290 of 606	47.8%	152 of 386	39.4%
		+2.5%		+0.7%		+6.5%

## **Activity II – Reducing Inter-institutional Barriers to Transfer**

### **Reduce inter-institutional barriers that inhibit student success and transfer to the university.**

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#### Activity II Program Description

The program activities are designed to increase the transfer rates of currently enrolled Merced College and Modesto Junior College students into four-year institutions. These activities include, but are not limited to, individual mentoring, workshops, special events and tours, and an annual celebration of success and mentor training. As part of the program, a research component tracks each cohort's progress through retention and persistence across semesters and years through transfer and graduation.

#### Activity II Participant Description

As of 2005 and the conclusion of the Title V HSI grant's second year, the number of students participating in Activity II was **282** participants for the community colleges and **32** grant participant transfers. The target population is first-generation, full-time, degree seeking, transfer-bound college Hispanic students and/or low-income community college students who have enrolled in an intermediate algebra course and have declared transfer to a four-year university as an educational goal.

#### Activity II - Preliminary Report, 2004-2005

Activity II began serving its first cohort of participants in the Spring 2004. By design, the program tracks and serves its participants across semesters and years as it provides individual mentoring, information and guided assistance, and group sessions that assist participants in successful transfer and graduation from the university. As part of the research component of Activity II, data is collected from focus groups and surveys of students at the community colleges and university, as well as through a mailed student survey to targeted populations. The intent is to identify barriers that exist between institutions to transfer.

#### Transfers

Data for transfers to the university is preliminary; however, **32** participants transferred to the university and were working toward earning baccalaureate degrees following three semesters of grant service.

#### Baccalaureate Degrees

Data for baccalaureate degree awards is preliminary; however, the Activity II program recorded its first baccalaureate degree in Fall 2005 with two additional graduations expected by Spring 2006.

#### Focus Groups: Barriers to Transfer

Student perceptions of the transfer process were gathered at 7 focus groups held at the three institutions. Specific attention was given to identifying barriers students see as inhibitors to their progress toward, and completion of transfer to the university. (See: Appendix 2).

#### University Student Survey: Barriers to Transfer

Data previously collected from focus groups was used to develop a formal survey mailed to a target group of 756 newly transferred students at CSU Stanislaus. Results from that survey are currently in process and will be reported in the 2005-2006 annual report. (See: Appendix 3).

#### Persistence Toward Transfer

For the second year of the grant persistence ratios exceeded expectations for the Activity II program. However, data is still being collected and is therefore preliminary. (See: Title V Annual Report, p. 7)

## Activity II – Operational Statistics

### Activity II - Numbers of Participants Served, and Mentors Trained at Community Colleges

	Undup* Region Totals	Merced College					MJC				
		Spring 04	Fall 04	Spring 05	Fall 05	Undup*	Spring 04	Fall 04	Spring 05	Fall 05	Undup*
Number of participants served	282	33	108	129	140	171	55	95	117	110	111
Number transferring to a University	32	1	2	11	TBA	14	7	3	8	TBA	18
Number of Mentors Trained**	11	2	2	2	2	6	2	2	3	3	5

\* As of fall 2005 term, total is unduplicated counts of participants and mentors at the community colleges.

\*\* 10 mentors returned in subsequent semesters

### Activity II - Number of participants at University

The numbers of students who participate in the university's Activity II program are increasing each semester as students finish their general education requirements at the community college level and successfully transfer to the university.

	CSU Stanislaus			
	Number transferred to CSUS*** by term	Number persisting toward baccalaureate graduation	Number of graduates as of end of Fall 2005 term	Number of Activity II CSUS Mentors Trained**
Fall 04	5	4	0	2
Spring 05	19	19	0	2
Fall 05*	24	23	1	4

\* As of fall 2005 term, the unduplicated total of participants and mentors at the university.

\*\* 3 are returning mentors from previous semesters.

\*\*\* 32 Activity II participants transferred to a university, 7 transferred to other universities and 1 exited the program to enroll in a nursing program.

**Activity II – Year Two Grant Performance Goals, 2004-2005  
Performance Indicator #1:**

*The percent of first-time, full-time, degree seeking community college students participating in the project who are retained from fall 2003 to Fall 2004 will increase by 5% over first-time, full-time, degree seeking students not participating.*

Activity II Participants exceeded the 5% goal increase for Performance Indicator #1:

Regional Persistence Target Increase: 76.2% (72.6% \* 1.05)

Cohort #1: Enrolled in program fall 2003-Spring 2004 and persisted to Fall 2004 **86.3%** (76 Persisted & Transferred / 88 Beginning)  
 Cohort #2: Enrolled in program fall 2004-Spring 2005 and persisted to Fall 2005 **90.5%** (134 Persisted & Transferred /148 Beginning)  
 Cohort #3: Enrolled in fall 2005 (persistence to be reported in fall 2006)

	Merced College Persistence General Population Ratio:* 75.0%					Modesto Junior College Persistence General Population Ratio* 70.13%				
	Beg. Year in Program	Total Persisted	Total Transferred	Persisted, & Transferred	% Persisted, & Transferred	Beg. Year in Program	Total Persisted	Total Transferred	Persisted, & Transferred	% Persisted, & Transferred
Cohort #1 (Fall 2003-Fall 2004)	33	26	1	27	81.8%	55	42	7	49	89.1%
Cohort #2 (Fall 2004-Fall 2005)	92	71	13	84	91.3%	56	39	11	50	89.3%
Cumulative Cohorts 1 & 2:	125	97	14	111	88.8%	111	81	18	99	89.2%

**Cohort #3** began fall 2005 with 18 new participants for Merced and another 39 participants for MJC.

\* General population baseline data were supplied by the institutional research offices of the participating colleges. Parameters for data selection were: First-time, full-time, degree seeking students (Modesto Junior College excluded “Transfer, No Degree” seeking students). Issues concerning the counts included student application data that may, or may not be updated at the time of the data collection. Additionally, Modesto Junior College experienced a database conversion during the baseline collection period complicating record matching across the baseline years, fall 2003-fall 2004. Therefore, some distortion may exist in the data used for the baseline general population persistence ratio for fall 2003-fall 2004. Data in terms of retained and transferred students of the Title V Grant programs however, were collected via the grant’s regional data management system and were unaffected by the issues stated above.

**Activity II - Persistence as Compared to General Population Fall 2003 to Fall 2005 (Community Colleges)**

For 2004-2005, Activity II participants remained in, and returned to college at ratios **higher** than those of the community college general population. The average persistence ratio for students participating in the Activity II programs was **95.4%** for Merced and **89.2%** for MJC. In comparison, the average persistence ratio for the general population, first-time, full-time, degree-seeking student averaged **72.6%**.

**Activity II –Persistence 2003-2005 (Community Colleges)**

Merced College				Modesto Junior College			
General Population* Persistence Fall 2003 - Fall 2005	Persistence Fall 2003 - Fall 2005	Persistence Fall 2004 - Fall 2005	Difference (+ / -)	General Population* Persistence Fall 2003 - Fall 2005	Persistence Fall 2003 – Fall 2005	Persistence Fall 2004 - Fall 2005	Difference (+ / -)
75.0%	103 of 108	95.4%	+ <b>20.3%</b>	70.1%	99 of 111	89.2%	+ <b>19.1%</b>

\* Population identified: General population of first-time, full-time, degree-seeking students enrolled fall 2003 term and returning fall 2004.

**Total Participant Persistence by Cohort and Year, 2003-2005 (Community Colleges)**

	Merced College			MJC		
	Cohort 1 03-04	Cohort 2 04-05	Cohort 3 05-06	Cohort 1 03-04	Cohort 2 04-05	Cohort 3 05-06
Cohort number	33	75	18	55	56	39
Number persisting (fall to fall)	31	58	TBA	42	39	TBA
Number of transfers*	1	13	TBA	7	11	TBA
Percent persisted (continuing + transferred)	96.9%	94.6%	TBA	89.1%	89.3%	TBA

\*8 students transferred from MJC to universities other than CSUS, 1 MCC Student opted out of the program but continued on toward a baccalaureate degree (expected 2006).