

## Team Evaluation Plan – Results – March 9, 2012

**Strategy/Goal Team Name:** REACH Summer Bridge Program

**Plan year:** 2011

**Pilot target population size:** 125 students

**Overall target population (size):** 200 – 225 students

**Target population description:** Students who test into at least two developmental courses or a sequence of developmental courses. Particular emphasis is on first-time in college, credential seeking students of color, transitioning from high school to college.

**Comparison group description:** 1. 2011 AtD cohort: a. Students of color who tested into two developmental courses or a sequence of developmental courses not in REACH. ~~b. Students of color in the 2011 AtD cohort.~~ 2. 2011 REACH cohort – for the purpose of evaluating internal pilots: a. Success Cohorts (Psy106 + Content area learning community) pilot – REACH students in Success Cohorts compared to students only in PSY106 b. Early Alert (To be conducted by the Early Alert pilot) 3. REACH 2010 – Placement after COMPASS Re-testing post the two-week portion of REACH.

**Data Sources:** Banner, AtD cohort analyses

Text in blue indicates the AtD expected outcome statement.

<b>Expected Outcome</b> (What do you hope to accomplish?)	<b>Criteria for Success</b> (How will you determine if the outcome was met?)	<b>Results</b> (Provide the data collected to evaluate this outcome)	<b>Use of Results</b> (How will you use this data? What changes will be made as a result of these findings?)	<b>Processes Impacted</b>
Students enrolled in REACH will meet the target population criteria. [Students who test into at least two developmental courses or a sequence of developmental courses.]	100% of students enrolled in REACH will meet the target population criteria.	<b>100% (70/70) of the students admitted to the program placed into two or more developmental courses and/or sequence of developmental course.</b> <ul style="list-style-type: none"> <li>• Two of these students were admitted into REACH with developmental ACT scores. Once admitted and after taking COMPASS, they only tested into one developmental course.</li> </ul>	Re-evaluate how and when CHOICE and REACH use ACT scores to determine which students are accepted into the programs.	Recruitment of CHOICE and REACH students.
Increase placement after COMPASS re-testing.	<b>After retesting:</b> <ul style="list-style-type: none"> <li>• 25% of all students who retest will increase at least one</li> </ul>	<b>Of students retesting,</b> <ul style="list-style-type: none"> <li>• 34% (20/58) increased at least one level in <b>RDG</b></li> <li>• 53% (32/60) increased at</li> </ul>	Criteria for success were met. Criteria should be kept as is for another year in order to determine a	Curriculum being taught during the two-week summer program will need

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<p>(Increase the progression of developmental students through the developmental sequence.)</p> <p>(Not all students are required to retest in all areas.)</p>	<p>course level in RDG/ENG and/or MTH.</p> <ul style="list-style-type: none"> <li>• 10% will test out of RDG</li> <li>• 10% will test out of MTH</li> </ul>	<p>least one level in <b>ENG</b></p> <ul style="list-style-type: none"> <li>• 42% (27/64) increased at least one level in <b>MTH</b></li> </ul> <p>26% (15/58), <b>tested out of Reading</b></p> <p>11% (7/64), <b>tested into a college-level Math course</b></p> <p><b>11% (8/70) tested into ALL college-level courses</b></p>	<p>benchmark.</p> <p>This is the first year REACH placed emphasis on increasing course levels in developmental sequences.</p>	<p>further revision to continue to align the instruction with the emphasis on increasing course levels in developmental sequences.</p>
<p>Increase the number of students who start in gatekeeper courses.</p> <p>[Amended, March 6, 2012]</p>	<p>1) At least 20% of the REACH students who retest on COMPASS will place into a college-level course (ENG and/or MTH).</p> <p>2) 80% of REACH students completing the final developmental course in fall 2011 will enroll in the gatekeeper course in spring 2012 (ENG and/or MTH).  <b>REACH students will perform 10% better</b></p>	<p>1) 34% (24/70) tested into at least one college-level course (ENG and/or MTH)</p> <p>2) Spring 2012 gatekeeper course (ENG and/or MTH):</p> <ul style="list-style-type: none"> <li>• 47% (7/15) completed ENG100 and enrolled in ENG101.</li> </ul> <p>No comparison data as the AtD comparison group combines</p>	<p>1) Criteria for success were met. Criteria should be kept as is for another year in order to determine a benchmark.</p> <p>This is the first year REACH placed emphasis on students starting gatekeeper courses as a result of participating in the two-week program.</p> <p>2) REACH students completing MTH080 enrolled at a higher rate; however, criteria for success as well as comparison group should be re-evaluated.</p>	<p><b>N/A</b></p>

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<p>(Not all students are required to retest in all areas.)</p>	<p>than the AtD comparison group.</p>	<p>both ENG098 and ENG100.</p> <ul style="list-style-type: none"> <li>36% (9/25) completed <b>MTH080 and enrolled in the gatekeeper MTH</b> course (7) OR completed MTH requirements (2). <b>REACH students performed 18% better</b> than the AtD comparison group – 18% (5/27).</li> </ul>		
<p>Increase the number of students who immediately start the developmental sequence.</p> <p>(Increase the progression of developmental students through the developmental sequence.)</p>	<p>80% of REACH students testing into a sequence of developmental courses will begin the sequence during the fall semester (RDG/ENG and/or MTH). <b>REACH students will perform 10% better than the AtD comparison group.</b></p>	<ul style="list-style-type: none"> <li>98% (42/43) of REACH students testing into developmental RDG began the sequence. <b>REACH students performed 38% better</b> than the AtD comparison group, 60% (104/172).</li> <li>73% (30/41) of REACH students testing into developmental ENG began the sequence. <b>REACH students performed 19% better</b> than the AtD comparison group, 54% (72/133).</li> <li>86% (49/57) of REACH students testing into developmental MTH began the sequence. <b>REACH students</b></li> </ul>	<p>Criteria for success were met. In addition to meeting the REACH criteria set for increasing the number of students who immediately start the developmental sequence, the REACH students enrolled at a much higher rate than the AtD comparison group.</p> <p>Efforts to focus on retention (through the two-week program) and immediate enrollment in developmental sequences will be maintained.</p>	<p><b>N/A</b></p>

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		<p>performed 43% better than the AtD comparison group, 43% (122/285).</p>		
<p>Increase the success rate of students who enroll in developmental courses.</p> <p>(Increase the success rate of students who enroll in at least two developmental courses or sequence of courses.)</p>	<p>1) Students will successfully complete the developmental courses taken in fall 2011 with a grade of "C" or better. REACH students will perform 10% better than the AtD comparison group. (Results will be broken out by course.)</p>	<p>1) <b><u>Developmental Reading</u></b></p> <ul style="list-style-type: none"> <li>52% (11/21) of REACH students taking a <b>developmental RDG090</b> course successfully completed. The AtD comparison group performed 8% better than the REACH students – 60% (68/114).</li> <li>90% (19/21) of REACH students taking a <b>developmental RDG099</b> course successfully completed. REACH students performed 28% better than the AtD comparison group – 62% (36/58).</li> </ul> <p><b><u>Developmental English</u></b></p> <ul style="list-style-type: none"> <li>53% (8/15) of REACH students taking a <b>developmental ENG098</b> course successfully completed. REACH students performed 3% better than the AtD comparison group – 50% (40/80).</li> </ul>	<p>The criterion was set arbitrarily as this was the first time REACH studied the success rate of developmental courses taken. The results favored the REACH students (except in RDG090, ENG100, and MTH050). Nonetheless, the success rate was consistently low for both cohorts (except REACH's RDG099).</p> <p>The REACH team will re-evaluate the rate of performance to determine criteria.</p> <p>The REACH team will set a goal for the REACH cohort based on the 2011 results.</p>	<p>N/A</p>

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		<ul style="list-style-type: none"> <li>• 53% (8/15) of REACH students taking a <b>developmental ENG100</b> course successfully completed. <b>The AtD comparison group performed 7% better</b> than the REACH students – 60% (32/53).</li> </ul> <p><b><u>Developmental Math</u></b></p> <ul style="list-style-type: none"> <li>• 31% (5/16) of REACH students taking a <b>developmental MTH050</b> course successfully completed. <b>The AtD comparison group performed 8% better</b> than the REACH students – 39% (64/166).</li> <li>• 63% (5/8) of REACH students taking a <b>developmental MTH060</b> course successfully completed. <b>REACH students performed 6% better</b> than the AtD comparison group – 57% (52/92).</li> <li>• 48% (12/25) of REACH students taking a <b>developmental MTH080</b> course successfully</li> </ul>		

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	2) Students will successfully complete the developmental courses taken in spring 2012 with a grade of "C" or better. REACH students will perform 10% better than the AtD comparison group. (Results will be broken out by course.)	completed. <b>REACH students performed 26% better</b> than the AtD comparison group – 22% (6/27).  2) Pending Spring 2012.		
<b>Increase the number of students who succeed in gatekeeper courses.</b>	1) At least 50% of REACH students who place and enroll into a gatekeeper course will successfully complete the course with a grade of "C" or higher. <b>REACH students will perform 10% better than the AtD comparison group.</b> (Results will be broken out by course.)	1) <ul style="list-style-type: none"> <li>• 67% (10/15) of REACH students who enrolled in ENG101 were successful. <b>REACH students performed 10% better</b> than the AtD comparison group – 57% (46/81).</li> <li>• 33% (3/9) of REACH students who placed into a gatekeeper MTH course were successful. <b>Both cohorts performed the same</b> – AtD, 33% (2/6).</li> </ul> 2) Pending Spring 2012.	Met the criteria for the students in ENG101. Both cohorts performed equally bad in Math.  See "Use of Result" above.	<b>N/A</b>

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	2) At least 50% of REACH students who enroll in a gatekeeper course in spring 2012 will successfully complete the course with a grade of "C" or higher. REACH students will perform 10% better than the AtD comparison group. (Results will be broken out by course.)			
Increase the number of students who complete the FYE 101 Bridge course with a grade of "C" or higher.  <i>(Increase the percentage of students who complete the courses they take with a grade of C or higher.)</i>	75% of REACH students will complete the FYE101 Bridge course with a grade of "C" or higher. <b>REACH students will perform 10% better than the AtD comparison group.</b>	77% (54/70) of REACH students were successful in FYE 101. <b>REACH students performed 11% better</b> than the AtD comparison group – 66% (42/64).	Met the criteria. Criteria should be kept as is for another year in order to determine a benchmark.	<b>N/A</b>
Increase the number of students who enroll and successfully complete the PSY106 – Study Skills course – with a grade of "C" or higher.  <i>(Increase the percentage of students who complete the courses they take with a grade of C or higher.)</i>	75% of REACH students enrolled in PSY106 will complete the course with a grade of "C" or higher. <b>The success rate of REACH students will be 10% higher than that of the AtD comparison group.</b>	63% (44/70) of REACH students were successful in PSY106. <b>REACH students performed 14% better</b> than the AtD comparison group – 49% (36/74).	Criteria for REACH students' success were not met. However, REACH students did better than the AtD comparison group.  Criteria should be kept as is for another year in order to determine a benchmark.  REACH team will work with PSY106 faculty to discuss improvement of REACH student success.	<b>N/A</b>
Increase success rate of REACH students who	Students enrolled in one of the learning community	19 REACH students enrolled in a learning community success	The criteria were met.	<b>N/A</b>

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participate in a learning community course.	success cohorts – PSY106 + College-Level Course – <b>will be 10% more successful (earn a “C” or better in the course)</b> than those not enrolled in a learning community.	cohort. <ul style="list-style-type: none"> <li>74% (14/19) earned a “C” or better in the PSY106 course. <b>Success cohort students performed 15% better</b> than those not enrolled in a learning community – 59% (30/51).</li> </ul>	27% (19/70) of the REACH cohort participated in a Success Cohort. If the Success Cohorts are offered again, REACH students should enroll in order to better evaluate the rate of success.	
<b>Increase the percentage of students who complete the courses they take with a grade of C or higher.</b>	1) At least 70% of REACH students will obtain a grade point average of 2.0 or above in their fall 2011 courses. <b>REACH students will perform 10% better than the AtD comparison group.</b>  2) At least 70% of REACH students will obtain a grade point average of 2.0 or above in their Spring 2012 courses. REACH students will perform 10% better than the AtD comparison group.	1) 64% (45/70) of REACH students obtained a 2.0 or higher Fall GPA. <b>REACH students performed 19% better</b> than the AtD comparison group – 45% (142/314).  2) Pending Spring 2012.	Criteria for REACH students’ success were not met. However, REACH students did better than the AtD comparison group.  Criteria should be kept as is for another year in order to determine a benchmark.	<b>N/A</b>
Increase the number of students who are retained through the fall semester.	75% of REACH students will be retained through the 2011 fall semester. <b>Fall completion rate for REACH students will be 10% higher than the AtD comparison group.</b>	96% (67/70) of REACH Cohort retained through Fall. <b>Fall completion rate for REACH students was 10% higher</b> than the AtD comparison group – 86% (270/314).	Criteria have consistently been met. The focus of REACH has always been about Fall retention – a significant accomplishment for the most at-risk students on campus.  The REACH team will consider setting a stretch goal.	<b>N/A</b>

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<p>Increase the percent of students who re-enroll from fall to spring.</p> <p><i>(Increase the percent of students who re-enroll from one semester to the next.)</i></p> <p>[Amended, March 6, 2012]</p>	<p>75% of REACH students who complete the fall semester will re-enroll for the spring semester.</p> <p><b>Spring enrollment for REACH students will be 10% higher than that of the AtD comparison group.</b></p>	<p>81% (54/67) of REACH students who completed the fall semester re-enrolled for the Spring semester.</p> <p>80% (56/70) of ALL REACH students persisted Fall to Spring. <b>Spring enrollment for REACH students was 6% higher</b> than the AtD comparison group – 74% (232/314).</p>	<p>Criteria were met for REACH but the rate of persistence between REACH and the AtD comparison group was not significant. Persistence Fall to Spring of REACH students has traditionally been a secondary focus of the program so criteria should be kept as is for another year in order to determine a benchmark as this becomes a focal program goal.</p>	<p><b>N/A</b></p>
<p>Increase the progression of developmental students through the developmental sequence.</p>	<p>60% of REACH students will enroll in the next developmental course in the sequence in Spring 2012 (RDG/ENG and/or MTH). <b>REACH students will perform 10% better than the AtD comparison group.</b></p>	<p><b><u>Developmental Reading</u></b></p> <ul style="list-style-type: none"> <li>64% (7/11) of REACH students successfully completing <b>RDG090 enrolled in RDG099</b>. <b>REACH students performed 17% better</b> than the AtD comparison group – 47% (49/104).</li> <li>100% (19/19) of REACH students taking <b>RDG099 completed the sequence</b>.</li> </ul> <p><b><u>Developmental English</u></b></p> <ul style="list-style-type: none"> <li>88% (7/8) of REACH students successfully completing <b>ENG098 enrolled in ENG100</b>.</li> </ul>	<p>Criteria for REACH students were met. REACH students enrolled in the next course at a higher rate except in one area – MTH060.</p> <p>Criteria should be kept as is for another year in order to determine a benchmark.</p> <p>This is the first year REACH placed emphasis on increasing the progression of developmental students through the developmental sequence.</p>	<p><b>N/A</b></p>

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		<p><b>REACH students performed 49% better</b> than the AtD comparison group – 39% (28/72).</p> <ul style="list-style-type: none"> <li>88% (7/8) of REACH students successfully completing <b>ENG100</b> enrolled in <b>ENG101</b>.</li> </ul> <p><b><u>Developmental Math</u></b></p> <ul style="list-style-type: none"> <li>80% (4/5) of REACH students successfully completing <b>MTH050</b> enrolled in <b>MTH060</b>. <b>REACH students performed 12% better</b> than the AtD comparison group – 72% (46/64)</li> <li>60% (3/5) of REACH students successfully completing <b>MTH060</b> enrolled in <b>MTH080</b>. <b>The AtD comparison group performed 7% better</b> than the REACH students – 67% (35/52).</li> <li>48% (12/25) of REACH students taking a <b>developmental MTH080</b> course successfully completed the sequence.</li> </ul>		
Increase the number of students who persist from year one to year	75% of REACH students will be retained from year one to year two. Fall to	<b>To be determined in Fall 2012.</b>		

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two.	Fall persistence rate will be 10% higher than that of the AtD comparison group.			

<u>Common Outcomes Measures</u>
Common measures for <b>all</b> strategies:
<ul style="list-style-type: none"> <li>• Cost/individual<sup>1</sup></li> </ul>
<ul style="list-style-type: none"> <li>• Scalability<sup>2</sup></li> </ul>
<ul style="list-style-type: none"> <li>• # people/units impacted</li> </ul>
<ul style="list-style-type: none"> <li>• Technology enhancement<sup>3</sup></li> </ul>
<u>Explanatory notes</u>
<sup>1</sup> total cost of project divided by number of intended target group served as well as cost if project scaled up to serve larger target group.
<sup>2</sup> measure(s) that indicate scope of project if implemented for wider target group or across the college
<sup>3</sup> technology assistance needed for pilot phase as well as scaling up for larger target group or across the college
Common measures for strategies targeting <b>students</b> :
<ul style="list-style-type: none"> <li>• Demographic breakouts (race/ethnicity, gender, age)</li> </ul>
<ul style="list-style-type: none"> <li>• Achievement gaps by demographic breakouts</li> </ul>