



Advising Pilot Institutional Outcomes Results

2019FA Cohort – 2020SP Term

July 31, 2020

The Institutional Research team has been involved in a multi-faceted evaluation of the advising pilot during the 2019-2020 school year. This document provides an overview of the institutional outcomes in the 2020 spring term from students who first enrolled at SCC in the fall 2019 term.

Methodology

The set of institutional outcomes was developed by the Institutional Research team in collaboration with Vicki Domina, Administrative Director of Advising. There were 427 students who were selected to be part of the initial advising pilot group in 2020FA. Of the 427 students in the initial pilot group, 336 (79%) attended SCC in spring 2020. The initial comparison group was comprised of all undergraduate students in their first term at SCC who were declared in a program of study (i.e., not including dual-credit, visiting, or undeclared students). There were 1822 students in the initial fall 2019 comparison group. Of the 1822 students in the initial comparison group, 1348 (74%) attended SCC in spring 2020.

Group comparisons for this first cohort of the advising model on ‘Academic preparedness’, ‘Demographics’, and ‘SCC characteristics’ can be found in the 2019FA report.

The institutional outcomes include the following metrics:

- 2019FA to 2020SP Retention
- Success rate in spring 2020
- Number of failing grades in spring 2020
- Withdrawal rate in spring 2020
- Number of withdrawals from SCC in spring 2020
- Term GPA in spring 2020
- Proportion of students who failed at least 1 class in spring 2020
- Financial holds to at start of registration for fall 2020.

Institutional outcomes in second term

To provide context to the institutional outcome results, this section provides basic comparisons between the pilot and comparison groups in three categories: academic preparedness, demographics, and SCC characteristics.

In most cases, the results focus on showing the difference between the pilot and comparison groups on the institutional outcomes. The pattern of results were highly consistent such that pilot students demonstrated more positive outcomes than their peers in the comparison group. The detailed results follow.

2019FA to 2020SP retention rates

Retention rates refers to the percentage of students from the initial pilot and comparison groups who were enrolled at SCC for a second term in spring 2020. There were 336 of the initial 427 pilot students (79%) and 1348 of the initial 1822 comparison students (74%) who were enrolled in spring 2020. The retention

rates for the pilot and comparison groups are shown in Figure 2. The group differences are statistically significant ($p=.04$).

Figure 1

2019FA to 2020SP Retention



Success rate in second term

Success rate is defined as receiving a final grade of ‘A’, ‘B’, ‘C’ or ‘P’ in a course. The success rate includes all grades from all courses taken by students in either the pilot or comparison group in the spring 2020 semester. Students in the pilot group earned a total of 1,472 grades in 2020SP. Students in the comparison group earned a total of 4,996 grades in 2020SP. The success rates for the pilot and comparison groups are shown in Figure 2. The group differences are statistically significant ($p < .001$).

Figure 2

Success rates



Failure rate in second term

A failing grade is defined here as receiving a final grade of ‘F’ or ‘NP’ in a course. Final grades of ‘D’ or ‘W’ are not considered failures by this definition. The failure rate includes all grades from all courses taken by students in either the pilot or comparison group in spring 2020. The failure rates for the pilot and comparison groups are shown in Figure 3. The group differences are statistically significant ($p = .0039$).

Figure 3

Failure rates



Withdrawal rate in second term

Withdrawal rates refers to the proportion of classes that students withdrew from a course after the 10-day drop/add period had passed. When students withdraw from a course after the term census date, they

receive a ‘W’ for their final grade. The withdrawal rates for the pilot and comparison groups in spring 2020 are shown in Figure 4. The group differences are statistically significant ($p < .001$).

Figure 4

Withdrawal rates

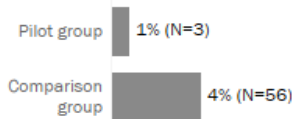


Number of withdrawals from SCC in second term

The number of withdrawals from SCC refers to students who withdrew from all of their courses that they had enrolled in at SCC in spring 2020. Again, withdrawal refers to dropping the course after the term census date has passed. The number and percentage of student dropouts in the pilot and comparison groups are shown in Figure 5. The group differences are statistically significant ($p = .002$). Please note that the spring 2020 term coincided with the early shut-down of face to face classes to deal with the coronavirus pandemic.

Figure 5

Withdrew from all Classes



Term GPA after second term with attempted and completed credits

Term grade point average (GPA) is calculated by [term grade points] / [term credits attempted] for *all* students in the pilot and comparison groups. It is also important to compare how many credits that students in the pilot and comparison groups attempted and completed. The term GPA, average attempted credits, and average completed credits for students in the pilot and comparison groups in spring 2020 are shown in Figure 6. The group differences in term GPA, attempted credits, and completed credits are all significant at the ($p < .01$) level.

Figure 6

Term GPA - 2020SP

Study Group	Avg. Term GPA	Avg. Attempted Credits	Avg. Completed Credits
Pilot group	2.71	13.6	11.1
Comparison group	2.50	11.6	8.5

Proportion of students who failed at least one course in second term

The proportion of students in the pilot and comparison groups who failed at least one course during spring 2020 are displayed in Figure 7. The group differences are not statistically significant ($p = .20$).

Figure 7

Proportion of students who failed at least one course



Proportion of students with an AR hold at the start of fall 2020 registration

The proportion of students in the pilot and comparison groups with an accounts receivable (AR) hold at the start of registration for fall 2020 (i.e., 03/30/2020) registration are displayed in Figure 8. The group differences are not statistically significant ($p < .14$), however the results are counter-intuitive as a higher proportion of students in the pilot group had an AR hold.

Figure 8

Proportion of students with an AR Hold at the start of 2020FA registration

AR Hold No Restriction

