

Persistence Report

Community Access and Retention Program

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Purpose

This report summarizes our findings regarding the impact of our academic support services on students' ability to persist in the university, recognizing that the services we provide are a variable, but not the only variable, in determining students' success.

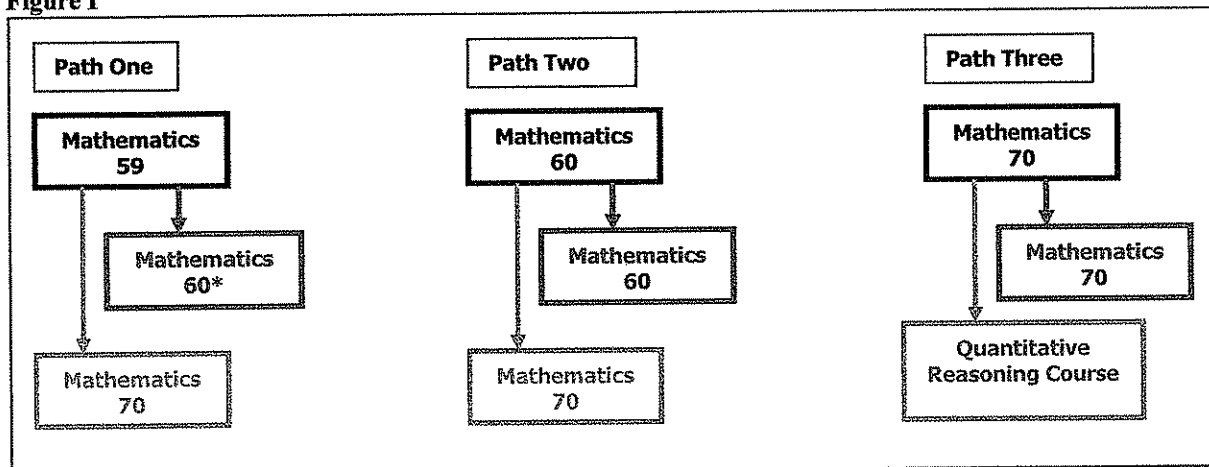
Definitions

For our research, we measured students' success by observing their persistence. We define persistence as the ability to progress through university coursework. In this report, students were counted as progressing if they received tutoring in a course and returned for tutoring in a higher level course of the same subject. Our sample group consisted of 712 students who received tutoring in either two consecutive remedial Math or developmental English courses within one academic year. Students enrolled in these classes must follow a linear course progression, making data collection on their progression accessible and accurate. The students in this report were observed during the Fall 2003 to Spring 2008 academic period.

Remedial Mathematics Student Group

Most students admitted to San Francisco State take the Entry Level Mathematics (ELM) test unless they are exempted. Students who receive a score of 48 or below are placed into a remedial course. The following flowchart depicts the possible course progression for students placed into a remedial Mathematics course:

Figure I



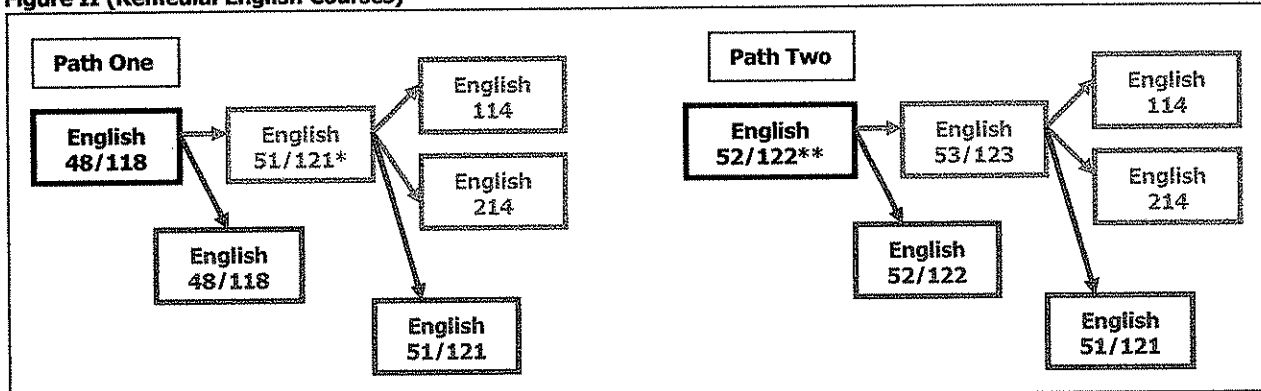
(Fig. I) The green arrows represent instances when students progress and red arrows represent instances when students do not progress.
* Both Math 59 and 60 cover equivalent material, therefore, under our definition of progression, students moving from Math 59 to Math 60 are not progressing.

In this report, the remedial Mathematics group was made up of **585** students. All of these students received tutoring in at least one remedial Mathematics course during the Fall '03- Spring '08 period. Out of the 585 students in this group, **441** students received tutoring in only one Mathematics course, making it impossible to determine whether or not they progressed to a higher level course. Of the remaining **143** students, **86.8 %** progressed in their university coursework after using our academic support services.

English Student Group

Most students admitted to San Francisco State take the English Placement Test (EPT) unless they are exempted. Students who receive a score of 150 or below are placed into a developmental course (Note: prior to the Fall 2007 academic semester, students were placed into the remedial English 48, 51 and 52 courses.) The following flowcharts depict the possible course progression for students placed into a remedial or developmental English course:

Figure II (Remedial English Courses)

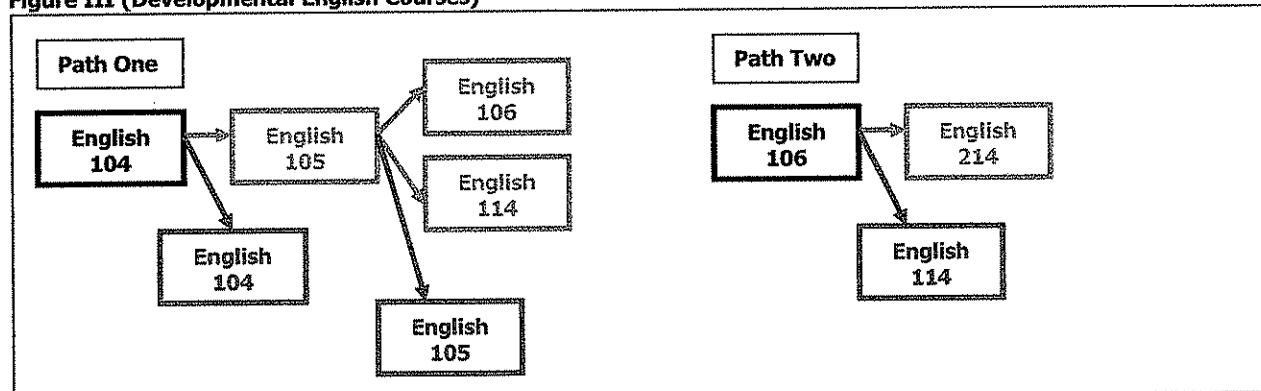


(Fig. II) The green arrows represent instances when students progressed and red arrows represent instances when students did not progress.

* English 51/121 was registered as two courses taken concurrently

** English 52/122 was an accelerated remedial course

Figure III (Developmental English Courses)



(Fig. III) The green arrows represent instances when students progress and red arrows represent instances when students do not progress.

In this report, the remedial and developmental English group was made up of 127 students who received tutoring in at least one remedial or developmental English course during the Fall '03-Spring '08 period. Out of the 127 students in this group, 105 students received tutoring in only one English course, making it impossible to determine whether or not they progressed to a higher level course. Of the remaining 22 students, 95.5% progressed in their university coursework after using our academic support services.

Conclusion

This persistence report was an effort to gauge the academic progression of students who have used CARP's services and measure our contribution to their academic success. The percentages of students who persisted suggest that CARP's services have had a positive impact on students' progress. We will continue to track students and collect data regarding the correlation between receiving academic support from CARP and persisting within the university.