

**African American Male Student Success Team
Program Analysis**

May 15, 2013

Office of Planning and Institutional Research



Executive Summary

An analysis was conducted to evaluate the effectiveness of the African American Male Student Success Team (AAMSST) program for Achieving the Dream (ATD). The program began in Fall 2010 with 32 students and 80 total students have participated in the mentoring program since its inception. Fifty participants began the program in 2010-2011, 18 new students started the program in 2011-2012, and 12 new participants began in 2012-2013.

Sample and Outcomes

The analysis included comparisons of the fall cohorts in the AAMSST program since Fall 2010 with African American males who were enrolled in the same semesters and were not part of any of the AAMSST fall cohorts. Specifically, the inaugural AAMSST cohort of 32 students was compared with the 681 African American male students enrolled in the Fall of 2010 who were not in any of the fall AAMSST cohorts. Similarly, the 15 students who began the program in Fall 2011 were compared with the 627 African American male students enrolled in that semester who did not participate in any of the program's fall cohorts. Lastly, the 7 students who began the program in Fall 2012 were compared with the 628 African American male students enrolled in that semester who were not in any of the program's fall cohorts.

The overall numbers of students participating in the program were relatively small. Nevertheless, for persistence and completion outcomes, only students in the ATD cohorts were included because those metrics need to be tracked for cohorts of first-time students. Each ATD cohort consists of all the degree/certificate-seeking, first-time entering students who were enrolled in the fall of the respective year and whose first semester at TCC was either that fall or the preceding summer.

There were five outcomes of interest in the present examination:

1) Fall-to-spring persistence

- This metric was defined as persistence from first fall semester to first spring semester at TCC.
- This outcome was measured for only students in the 2010, 2011, and 2012 ATD cohorts.

2) Fall-to-fall persistence

- This metric was defined as persistence from first fall semester to second fall semester at TCC.
- This outcome was measured for only students in the 2010 and 2011 ATD cohorts.

3) Two-year graduation rate

- This metric was defined as any completion at TCC during or prior to Summer 2012.
- This outcome was measured for only students in the 2010 ATD cohort.

4) Rates of success (grades of C or better) in nine developmental education classes

- Courses included were ENGL 0903, ENGL 0913, ENGL 0923, ENGL 0933, MATH 0003, MATH 0013, MATH 0055, MATH 0105, and MATH 0123.
- This outcome was measured for all students in the AAMSST and control groups (i.e., not just first-time students in the ATD cohorts).

5) Rates of success (grades of C or better) in seven gateway classes

- Courses included were BIOL 1114, ENGL 1113, HIST 1483, HIST 1493, MATH 1513, POLS 1113, and PSYC 1113.
- This outcome was measured for all students in the AAMSST and control groups (i.e., not just first-time students in the ATD cohorts).

Results

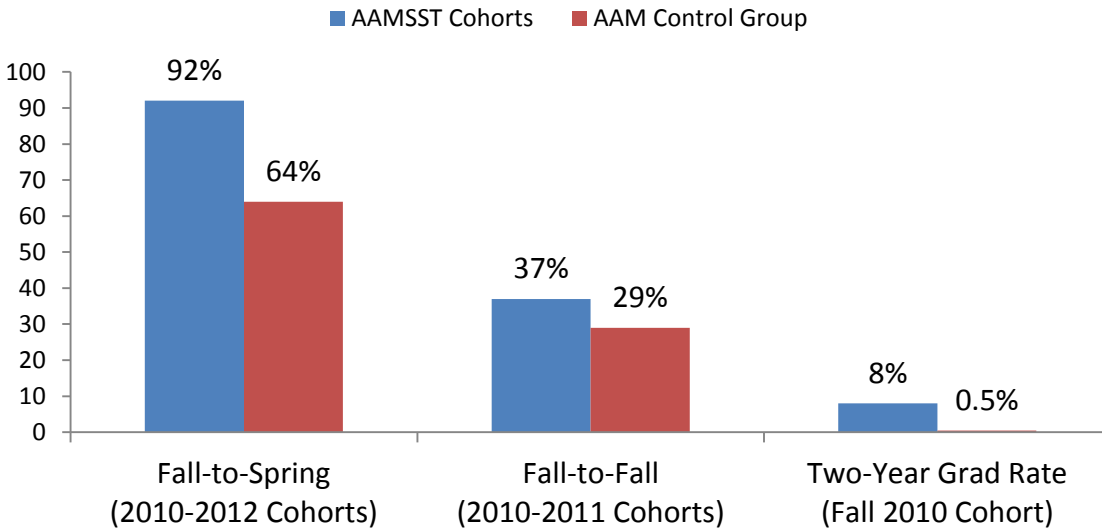
Because of the relatively small numbers of students in the AAMSST cohorts, data from the different cohorts were combined to assess the overall effectiveness of the program. As can be seen in Table 1 below, students in the AAMSST cohorts outperformed those in the control group on all five outcomes. However, chi-square tests revealed that only two differences were statistically significant, those for fall-to-spring persistence and two-year graduation rates. Figures 1 and 2 also present the percentages of the two groups on each outcome.

Table 1. Student Success Outcomes by Student Group.

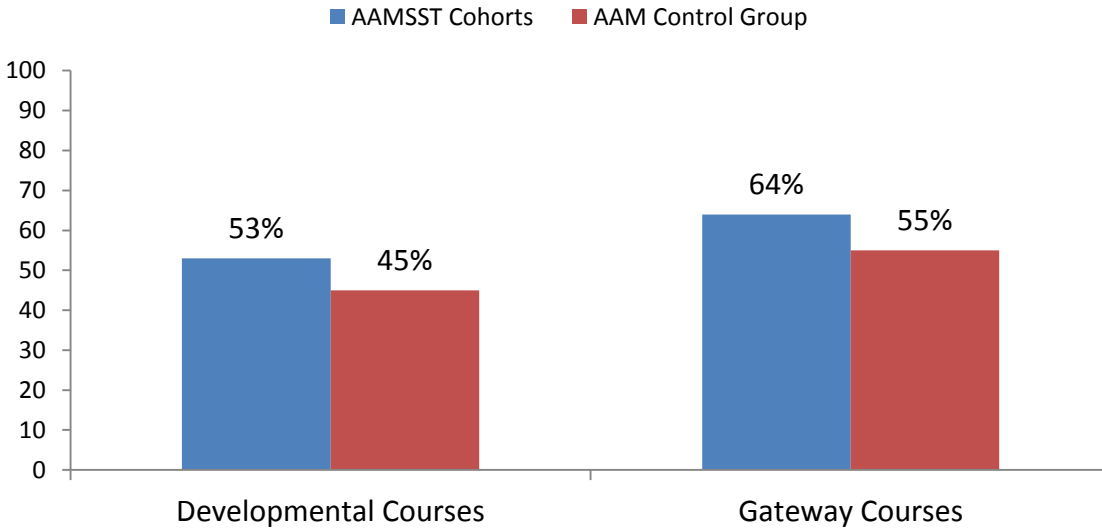
Outcome	AAMSST Fall Cohorts		AAM Students NOT in AAMSST Fall Cohorts	
Fall-to-Spring Persistence* (2010-2012 ATD Cohorts)	23 of 25	92%	341 of 531	64%
Fall-to-Fall Persistence (2010-2011 ATD Cohorts)	7 of 19	37%	113 of 386	29%
Two-Year Graduation Rate* (2010 ATD Cohort)	1 of 12	8%	1 of 213	0.5%
Success in Developmental Courses (all in AAMSST and Control Groups)	45 of 85 Grades	53%	776 of 1,711 Grades	45%
Success in Gateway Courses (all in AAMSST and Control Groups)	47 of 74 Grades	64%	1,051 of 1,901 Grades	55%

* $p < .01$.

*Figure 1. Persistence and Completion Rates by Student Group
(All First-Time Credential-Seeking in ATD Cohorts)*



*Figure 2. Rates of C or Better in Development and Gateway Courses
(All AAM Students Enrolled in Fall Semesters Since 2010)*



Conclusions

The findings from the present study suggest that the AAMSST intervention promotes persistence, and possibly completion, among its participants. Some significant advantages in persistence emerged, despite small sample sizes, suggesting that a significant effect for fall-to-fall persistence may be detected with larger samples. It is important to note that the graduation rates for each group were based solely on one student in each group graduating within two years. Thus, those rates must be interpreted with caution.

Although there were no significant effects for course success, the AAMSST students did have higher percentages of success than did their African American male peers who did not participate in the program. Again, larger sample sizes may reveal a significant advantage for AAMSST students.

Although the current results are encouraging, further research on larger samples of students participating in this program is required to more clearly delineate the short- and long-term benefits of the African American Male Student Success Team program.