

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

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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) intervention for Achieving the Dream (AtD). The intervention began in Fall 2010 with 32 students and 68 total students have participated in the mentoring program since its inception (50 total participants in 2010-2011 and 40 in 2011-2012, to date). Although 50 participants started in 2010-2011, 18 new participants began the program in 2011-2012, with 22 students who began in 2010-2011 returning to the program in 2011-2012.

Sample

The analysis included a comparison of students participating in the intervention with African American male students who were not part of the program. Specifically, the inaugural cohort of 32 students (henceforth called the “Fall 2010 cohort”) was compared with the 676 African American male students enrolled in the Fall of 2010 who were not in the intervention during that semester (henceforth called the “Fall 2010 control group”). Moreover, the 15 students who began the program in Fall 2011 (henceforth called the “Fall 2011 cohort”) were compared with the 630 African American male students enrolled in that semester who did not participate in the intervention (henceforth called the “Fall 2011 control group”).

The overall numbers of students participating in the intervention were relatively small. Nonetheless, additional comparisons were conducted including only students who were in the AtD cohort for the respective years. The AtD cohorts include degree-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. Although these comparisons were conducted, the results were quite similar to those including all the students. Thus, overall results based on larger numbers of students are presented in this report, with any differences for AtD cohorts noted in the appropriate sections.

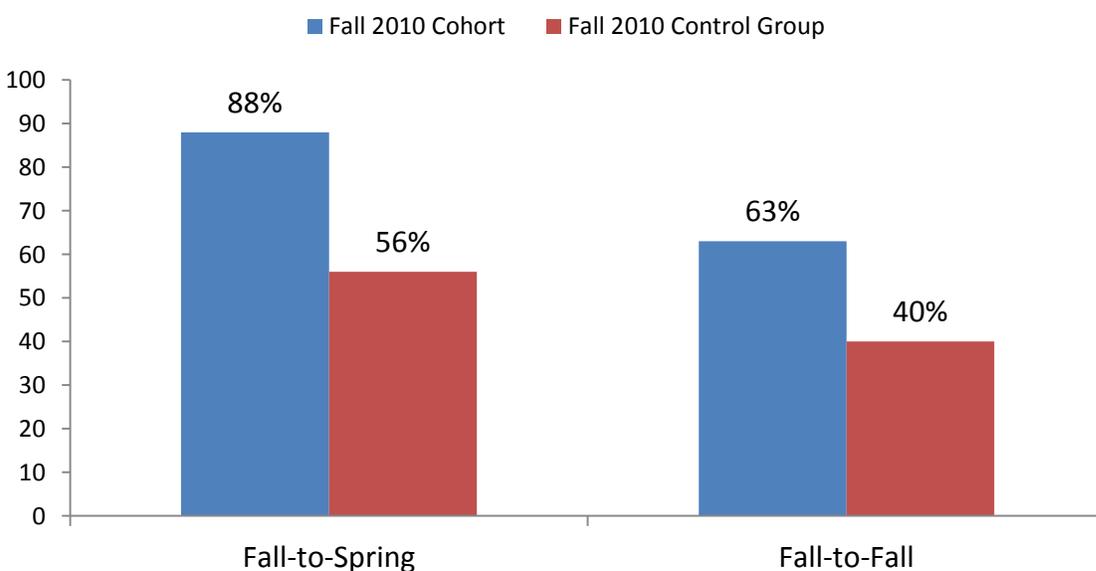
Outcomes

There were three outcomes of interest in the present study: 1) rates of cumulative satisfactory academic progress (SAP), defined as having a 67% or higher rate of passing credit hours out of total hours attempted, 2) persistence from fall-to-spring, and 3) persistence from fall-to-next fall (including graduation by that time).

Results

All statistical tests were conducted using a 95% confidence level. The results from a chi-square test revealed that the AAMSST intervention Fall 2010 cohort persisted to the Spring 2011 semester at a significantly higher rate than the Fall 2010 control group, $\chi^2(1, N = 708) = 12.46$, $p < .001$. Additionally, a chi-square test indicated that the Fall 2010 cohort had a significantly higher rate of persisting to (or graduating by) the Fall of 2011 than the Fall 2010 control group, $\chi^2(1, N = 708) = 6.61$, $p = .01$ (see Figure 1 below).

Figure 1. Persistence Rates by Student Group



When including only students in the Fall 2010 AtD cohort, the Fall-to-Fall persistence difference was not significant, $\chi^2(1, N = 213) = 2.61$, $p = .11$. It is likely that this difference was not significant for the AtD cohort because of the small number of students ($N = 10$) who were in both the Fall 2010 AAMSST intervention cohort and the overall AtD cohort. Nevertheless, although not *significantly* higher, among the AtD cohort the Fall 2010 cohort's Fall-to-Fall persistence rate (50%) was higher than the rate for the Fall 2010 control group (27%). These rates suggest that a larger sample size would reveal a statistically significant difference.

When examining just the rates of graduation by the subsequent Fall semester, there was no significant difference between students in the Fall 2010 cohort and those in the control group, $\chi^2 (1, N = 708) = 2.14, p = .14$. Again, a larger sample in the mentoring program may reveal a significant advantage for those students, as the Fall 2010 cohort's rate of graduation by Fall 2011 was 19%, compared to 11% for students in the control group. When interpreting these rates, it is important to keep in mind that the cohort and control groups included many students (49% of all students) who first enrolled at TCC in Fall 2009 or earlier.

A chi-square test comparing the Fall-to-Spring persistence of the Fall 2011 groups did not indicate a significant difference, $\chi^2 (1, N = 645) = .17, p = .68$, despite a higher percentage for the Fall 2011 cohort (67%) than for the Fall 2011 control group (61%). It is important to note that the small sample size of the Fall 2011 cohort group (N = 15) likely inhibited the detection of any significant differences.

In addition, chi-square tests on satisfactory academic progress (SAP) failed to reveal significant differences between the cohorts and their respective control groups, $\chi^2 (1, N = 708) = .03, p = .87$ for the Fall 2010 groups, and $\chi^2 (1, N = 645) = .004, p = .95$, for the Fall 2011 comparison. Percentages for each outcome are presented in Table 1 below, organized by student group.

Table 1. Outcomes by Cohort and Student Group

Cohort	Students Beginning AAMSST Intervention	African American Male Students Not in Intervention
Totals		
Fall 2010	32	676
Fall 2011	15	630
Fall to Spring		
Fall 2010*	28 (88%)	378 (56%)
Fall 2011	10 (67%)	387 (61%)
Fall to Next Fall (includes completion of certificates and degrees)		
Fall 2010*	20 (63%)	268 (40%)
Fall 2011	N/A	N/A
Satisfactory Academic Progress (SAP)		
Fall 2010	16 (50%)	328 (49%)
Fall 2011	8 (53%)	341 (54%)

*Statistically significant difference with a 95% confidence level.

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 additional significant effects may be detected with larger samples. There were no significant effects for satisfactory academic progress (SAP), and the reasons for this lack of differences remain unclear. 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 intervention.