

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

**April 30, 2014**

**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 *Completing the Dream* (CTD). The program began in Fall 2010 with 32 students and 103 total students have participated in the mentoring program since its inception. Fifty total participants began the program in 2010-2011, 18 new students started the program in 2011-2012, 12 students began in 2012-2013, and 23 new students began participation in 2013-2014.

### *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 cohorts. The overall numbers of students participating in the AAMSST program were relatively small. Nevertheless, only students in the fall cohorts of first-time degree/certificate-seeking students were included for persistence and completion outcomes because those metrics need to be tracked for cohorts of first-time students (numbers of students included in each analysis are listed in Table 1 below). For analyses examining grades, all students in the AAMSST fall cohorts since Fall 2010 (N = 77) were compared with all African American male students who were enrolled at TCC from Fall 2010 through Fall 2013 and never participated in the AAMSST mentoring program (N = 1,603).

There were six outcomes of interest in the present study:

- 1) Fall-to-spring persistence: persistence from first fall semester to first spring semester at TCC
  - This outcome was measured for students in the 2010, 2011, 2012, and 2013 first-time degree/certificate-seeking cohorts
- 2) Fall-to-fall persistence: persistence from first fall semester to second fall semester at TCC
  - This outcome was measured for only students in the 2010, 2011 and 2012 first-time degree/certificate-seeking cohorts
- 3) Two-year graduation rate: any completion at TCC during or prior to summer at end of second year
  - This was measured for students in the 2010 and 2011 first-time degree/certificate-seeking cohorts
- 4) Three-year graduation rate: any completion at TCC during or prior to Summer 2013
  - This was measured only for students in the 2010 first-time degree/certificate-seeking cohort
- 5) 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 was measured for all students in the AAMSST and control groups
- 6) 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 was measured for all students in the AAMSST and control groups

## Results

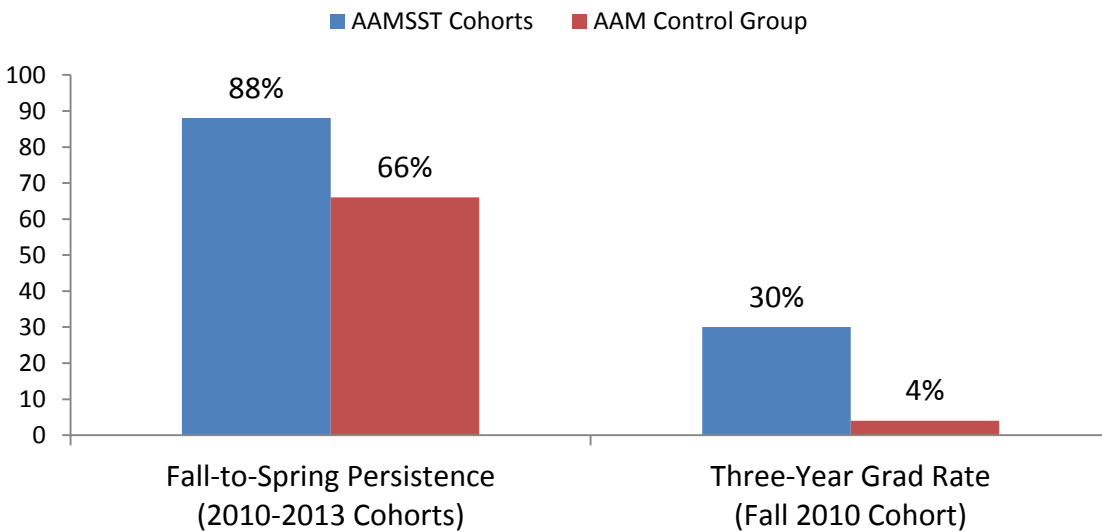
Because of the relatively small numbers of students in the AAMSST cohorts, data from the different cohorts were combined to assess the overall effectiveness of the program. As can be seen in Table 1, chi-square tests revealed that four differences were statistically significant, those for fall-to-spring persistence, three-year graduation rate, success in developmental education courses, and success in gateway courses. Figures 1 and 2 also present the percentages of the two groups on each outcome that revealed a significant difference.

*Table 1. Student Success Outcomes by Student Group.*

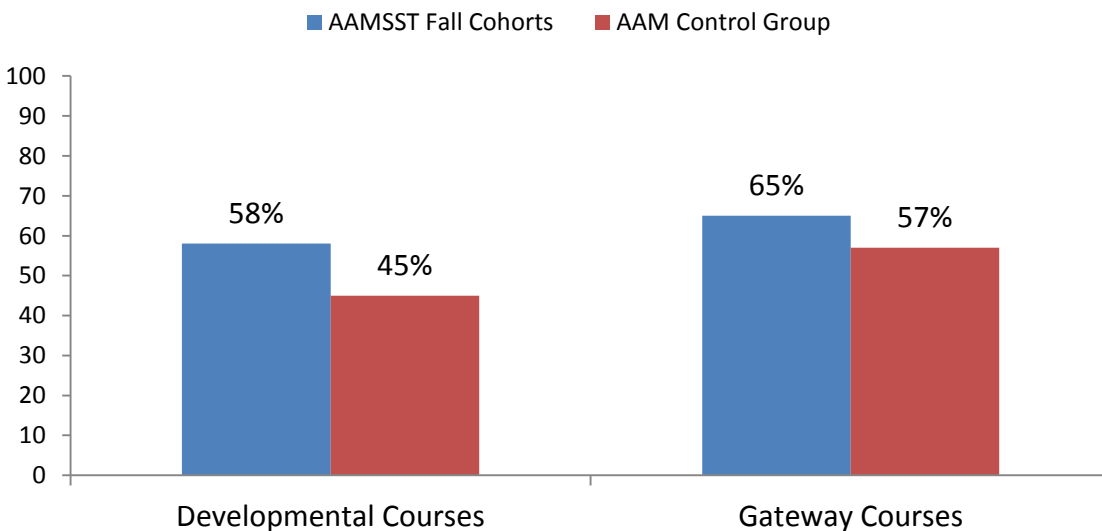
Outcome	AAMSST Fall Cohorts		AAM Students NOT in AAMSST Program	
Fall-to-Spring Persistence** (2010-2013 First-Time Cohorts)	30 of 34	88%	435 of 657	66%
Fall-to-Fall Persistence (2010-2012 First-Time Cohorts)	10 of 23	43%	162 of 513	32%
Two-Year Graduation Rate (2010-2011 First-Time Cohorts)	1 of 17	6%	7 of 371	2%
Three-Year Graduation Rate*** (2010 First-Time Cohort)	3 of 10	30%	8 of 197	4%
Success in Developmental Courses*** (all in AAMSST and Control Groups)	109 of 188 Grades	58%	996 of 2,218 Grades	45%
Success in Gateway Courses* (all in AAMSST and Control Groups)	112 of 171 Grades	65%	1,410 of 2,483 Grades	57%

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ .

*Figure 1. Persistence and Completion Rates by Student Group  
(First-Time Degree/Certificate-Seeking Fall Cohorts)*



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



**Conclusions**

The findings from the present study suggest that the AAMSST innovation promotes fall-to-spring persistence, graduation within three years, and success in both developmental and gateway courses. 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.