

# Student Success Courses and Educational Outcomes in Virginia Community Colleges

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## COMMUNITY COLLEGE RESEARCH CENTER:

CCRC's mission is to conduct research on the major issues affecting community colleges in the United States and to contribute to the development of practice and policy that expands access to higher education and promotes success for all students.

Virginia Community College System (VCCS):  
CCRC is coordinating research activities with VCCS on course evaluation and student outcomes.

## STUDENT SUCCESS COURSES:

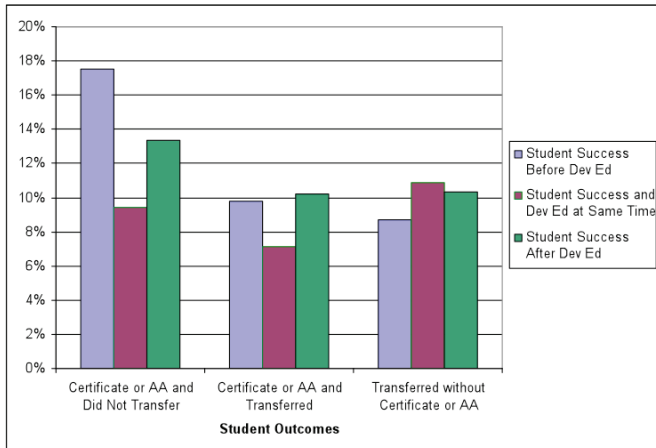
### Background:

- Six years after initial enrollment in 1995-96, only 45% of first-time college students at community colleges had transferred to a four-year institution or earned a certificate or degree (Bailey, Jenkins, & Leinbach, 2005).
- To help students overcome barriers and improve completion rates, student success courses are one of a variety of student support services that community colleges have implemented.
- This class, usually aimed at new students, provides participants with information about the college, help in academic and career planning, and techniques to improve study habits and other personal skills (O'Gara, Karp, & Hughes, 2008).
- A recent study from CCRC using data from all 28 Florida community colleges found that students who enrolled in these courses were more likely to complete a certificate, were more likely to persist within the institution, and transfer to a four-year college (Zeidenberg, Jenkins, & Calcagno, 2007).

### Student Success Courses:

- College Success Skills (STD/SDV 100): Required for graduation, and assists students in the transition to college, as well as provides an overview of the college's policies and offerings.
- Discipline-Specific Orientation (STD/SDV 101): Presents students with information on services offered at the college and study skills, and applies this to the student's discipline where applicable.
- College Survival Skills (STD/SDV 108): Provides an orientation to the college and offers activities on self-discovery. This course is recommended for students enrolled in developmental courses.
- These three courses account for almost 99% of the student success enrollments in Virginia.

## STUDENT SUCCESS AND REMEDIATION - TIMING:



- Student course records were used to determine the timing of enrollment in student success and developmental education courses.

- Of those who enrolled in both types of courses, 725 students enrolled in a student success course before a developmental course, 4,308 students enrolled in both during the same semester, and 1,851 students enrolled in a student success course after a developmental course.

## DESCRIPTIVE STATISTICS:

	All Full-Time, Non-Dual Enrollment Students	Student Success Students	No Student Success Course Taken
Female	57%	59%	51%
African-American	21%	20%	22%
Hispanic	6%	5%	7%
23 Years of Age or Older	19%	17%	25%
<b>Student Success</b>	<b>74%</b>	<b>100%</b>	<b>0%</b>
<b>Remediation</b>	<b>63%</b>	<b>67%</b>	<b>52%</b>
<b>Student Success and Remediation</b>	<b>49%</b>	<b>67%</b>	<b>0%</b>
College Success Skills (100)	59%	80%	0%
Discipline-Specific Orientation (101)	8%	11%	0%
College Survival Skills (108)	5%	7%	0%
<b>Certificate or AA and did not transfer</b>	<b>12%</b>	<b>14%</b>	<b>8%</b>
<b>Certificate or AA and transferred</b>	<b>9%</b>	<b>11%</b>	<b>3%</b>
<b>Transferred without certificate or AA</b>	<b>14%</b>	<b>12%</b>	<b>20%</b>

## REGRESSION ANALYSIS RESULTS:

Logit - Marginal Effects (Full-Time Students Only)	Certificate or AA and Did Not Transfer	Certificate or AA and Transferred	Transferred without Certificate or AA
<b>Student Success</b>	<b>0.053***</b> [0.012]	<b>0.075***</b> [0.010]	<b>-0.095***</b> [0.009]
<b>Remediation</b>	<b>-0.114***</b> [0.016]	<b>-0.038**</b> [0.019]	<b>-0.082***</b> [0.014]
<b>Student Success and Remediation</b>	<b>0.049***</b> [0.013]	<b>-0.008</b> [0.013]	<b>0.039***</b> [0.012]
Observations	14,105	14,105	14,105

Statistically significant at the following levels: \* 10%; \*\* 5%; \*\*\* 1%.

### Analysis of Results:

- The dependent variables were the three types of student outcomes, and the independent variables included student and institutional characteristics, such as race, ethnicity, age, academic intent, institutional location, and instructional expenditure. Binary variables that indicated whether a student enrolled in student success, remediation, or both, were added.
- Being enrolled in a student success course has a positive and statistically significant association (at the 1% level) with outcomes that involve certificate or associate degree attainment.
- **The marginal effect of enrolling in both student success and remediation is five percentage points**, compared to the rest of the students in the sample.
- When the three different kinds of student success courses were analyzed in the regression, Discipline-Specific Orientation enrollees had the greatest association with attaining a certificate or associate degree as their highest degree. College Survival Skills enrollees fared better with regard to attaining either award and transferring to a four-year institution.

## ACKNOWLEDGEMENTS:

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