Summary Assessment for Proactive Outreach Programs

Community for Excellence Program

Community for Excellence is an innovative and collaborative initiative at Colorado State University (CSU) that supports students who are part of CSU's access pipeline and are recipients of an access-oriented scholarship or award program. This initiative is designed to increase success rates and decrease graduation gaps of first generation, limited-income, historically underrepresented racial/ethnic groups, and eligible undocumented students. The honor of the award includes financial support augmented with a dedicated CSU staff member who provides early connection, mentorship, support, and proactive outreach. Students are encouraged to fully engage in their collegiate experience and to become part of a community that supports their success.

Fall 2016 Assessment:

The Community for Excellence program serves a very diverse group of students and overall the first-time C4E students are very successful. First-time Community for Excellence students have retention rates (2nd and 3rd fall) that far exceed what would be expected for these students given their academic and demographic profile. The transfer Community for Excellence students have second-fall retention rates that are lower than what would be expected, which is heavily influence by the low retention rates of the large FA15 cohort. The transfer Community for Excellence student success metrics appear to have a downward trend that is particularly concerning in regards to the growth of this student group.

Credit Recovery Courses

Beginning with a single pilot course in Spring 2012, Colorado State University has offered an evolving selection of short-term, undergraduate credit courses that begin after the term's add/drop date and have a similar end date as standard-schedule classes. These special courses, named Credit Recovery Courses (CRC), were designed to provide an additional credit-bearing option for students who have withdrawn from one or more standard-schedule (regular, non-CRC) classes. In addition to helping students maintain an appropriate credit load, each CRC course is designed to satisfy one or more general graduation requirements.

Spring 2012- 2015 Assessment:

Credit Recovery Courses had 460 unique students who have taken advantage of these courses thus far, which is an adequate set of pilot data for assessing program demographics and efficacy. However, all results of this study should be interpreted conservatively due to this small sample size and the still-developing nature of the program. Initial analyses of the Credit Recovery Courses program finds that

the initiative, while still in its infancy, has thus far shown promising results. Students who participate in Credit Recovery Courses, recover an average of 2.8 credits per term of participation, and both same-term and prior-term GPA comparisons suggest that Credit Recovery Courses participation helps students improve their CSU GPA. Next-term retention data for Credit Recovery Courses participants also appears to be promising, particularly for degree-seeking Freshman, Sophomore, and Junior class participants who each persist at rates of 84% or higher.

Early Performance Feedback

The CSU Early Performance Feedback (EPF) system is an opt-in program in which professors provide basic feedback to students on whether their current performance trends toward successful "S" or unsuccessful "U", prior to the end of the fifth week of the course. Courses with high D, F, W grades were initially targeted for this initiative when it first began in 2009, but over time, other courses based on learning analytics that predict graduation have also been included. The intention of this initiative is to provide students with feedback early enough into the semester so they can make changes if necessary. Additional outreach to students that receive an unsatisfactory rating is done by academic advisors and residence life staff, and a program called U Turn was implemented to provide students an opportunity to connect with resources to enhance their academic performance.

Fall 2009 – Fall 2016 Assessment:

The nature of this program makes it difficult to evaluate retrospectively via a single analysis method, as introduction of EPF program administration may have occurred in conjunction with other policy and procedural changes since Fall 2009. Multiple analysis methods were used to evaluate the impact that the EPF program has had on student success. This study revealed that for courses that switched to 100% of sections participating in EPF, when evaluated in aggregate, overall there was a statistically significant increase in %ABCS rate from pre-EPF to post-EPF (76% to 80%), and that overall there was a statistically significant decrease in %DFU rate from pre-EPF to post-EPF (20% to 16%). Analysis of the impact of EPF participation at the student level across individual difference variables suggests that students who are particularly likely to positively rebound with a passing grade after receiving unsatisfactory EPF feedback include First-Time Full-Time students, students who live on-campus, and students who matriculated to CSU with higher academic preparation measurables.