Adult Education College Transition Program Follow-Up Study

For Connecticut State Department of Education

Per Section 204(a) and (b) of Public Act 11-48

February 2016

Cross Sector Consulting

Opportunities Multiplied.

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1. Introduction

a. Background

In 2011, the State of Connecticut enacted legislation to establish "a college transition pilot program with (A) the adult education program in New Haven and Gateway Community College, (B) the adult education program in Manchester and Manchester Community College, and (C) the adult education program in Meriden and Middlesex Community College."[1]

The purpose of the pilot is to offer high-quality, cost-effective and accessible pathways to post-secondary education for those adults who cannot meet the criteria for entry into college-level credit courses at community college (as measured by the Accuplacer assessment). As stated in the state's application form, "the pilot will provide preparatory support to adults who have a high school degree but are not academically prepared to take college courses. Counseling, mentoring and support services components will enable the participating adults to successfully transition to college and earn degrees."[2]

A 2012 CSCU (Connecticut State Colleges and Universities) report highlighted the challenge: "At the community colleges, the three-year graduation rate of students seeking associate's degrees and entering as full-time students in fall 2006 was 10.8% overall, but just 7.8% of students who took remedial courses upon entry completed their associate's degree within three years. By contrast, 19.1% of students who did not take remedial courses in their first term completed an associate's degree in three years."[3] In 2007, only 47% of Connecticut community college students completed a developmental math course with a grade of C or higher.[4] CSCU's most recent accountability report found that in 2013, 28% of full-time community college students completed 24 credits in their first academic year, and 31% of part-time students completed 12 credits in their first academic year.[5]

Public Act No. 12-40 spurred community colleges to address these challenges. Starting in Fall 2014, the law limited remedial enrollment to one semester and required more than a standardized entrance exam to determine who must take these non-credit courses.[6] A recent study of Connecticut community college responses to Public Act 12-40 indicates that students in new developmental instruction pilot programs (i.e., embedded and intensive programs) were more likely than students in traditional development classes to enroll in and pass for-credit courses the following semester.[7]

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[1] Public Act 11-48.

[2] Connecticut State Department of Education, Transition to College Pilot Application Overview, 2011.

[3] *Completion Rates of Students Taking Remedial Coursework*, Connecticut State Colleges & Universities Office of Policy and research, February 15, 2012.

[4] Legislative Program Review and Investigations Committee. *Examination of College Remediation*, 2010. http://www.cga.ct.gov/2009/pridata/Presentations/Presentation_to_HED_College_Remediation_Forum_01-28-2010.pdf

[5] Connecticut State Colleges and Universities, Board of Regents for Higher Education. *Higher Education in Connecticut: Higher Education Coordinating Council 2015 Accountability Report*, http://www.ct.edu/files/pdfs/orse-HECC-Accountability-Report-2015.pdf.

[6] "Malloy to colleges: no more semesters of remediation." Connecticut Mirror, June 1, 2012, http://ctmirror.com/blogs/malloy-colleges-no-more-semesters-remediation. See legislation at http://www.cga.ct.gov/2012/ACT/PA/2012PA-00040-R00SB-00040-PA.htm.

[7] Brakoniecki, L., Fitzgerald, K., and Pritchard, A. *An Analysis of Summer and Fall 2013 Developmental Education Pilots in Connecticut Community Colleges*. Connecticut Women's Education and Legal Fund (CWEALF), 2015.

b. What Works in College Transition

There is a great deal of research on how to help students transition to and succeed in college. [8] Promising practices include:

- Creating **bridge programs** that ease the transition to postsecondary education by integrating basic skills instruction with higher-level academic content or technical skills training. A recent study of the New England ABE-to-College Transition Program found that college transition programs should:
    - Give grades and ample feedback from staff on assignments;
    - Include a mentoring component;
    - Include components on study skills and career planning;
    - Help participants improve their Accuplacer scores;
    - Help participants set specific goals and plan how to reach them;
    - Help participants think about their ideal job and steps needed to reach it;
    - Help students directly apply to college; and
    - Provide mentoring and extra support to older participants. [9]

- **Contextualizing** basic skills instruction with occupational skills training. A recent study of the LaGuardia Community College Bridge to Health and Business Program found that – compared with a traditional GED prep course – contextualized learning, intensive staffing, and a focus on college preparation and critical thinking resulted in more students passing the GED exam (53% vs. 22%), enrolling in community college (24% vs. 7%), and persisting for a second semester in college (12% vs. 3%). [10]

- Building a sense of belonging and community / creating **learning communities**.

- Offering proactive personalized academic and career **advising** and assessment.

- **Dually enrolling** basic skills students in occupational or academic coursework and their developmental or adult education courses.

- Developing **pathways**, with achievable milestones, from adult education and GED to college enrollment.

- Require students to enroll in a **program of study** ("meta-major") when they start college.

- Setting **statewide goals and performance measures** that give developmental education and adult education programs incentives to prepare students to enroll in and succeed in college.

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[8] See for example, *Beyond Basic Skills: State Strategies to Connect Low-Skilled Students to an Employer-Valued Postsecondary Education*, Center for Postsecondary and Economic Success, CLASP, March 2011. Nash, Andy and Kallenbach, Silja (2009) *Making It Worth the Stay: Findings from the New England Adult Learner Persistence Project*. Boston. New England Literacy Resource Center/World Education. *Opening Doors to Student Success: A Synthesis of Findings from an Evaluation at Six Community Colleges*, MDRC, March 2011. *Core Principles for Transforming Remedial Education: A Joint Statement*. Charles A. Dana Center, Complete College America, Education Commission of the States, and Jobs for the Future. December 2012.

[9] Smith, C. *Adult Transitions Longitudinal Study (ATLAS): Results from a longitudinal study of ABE-to-College Transition Program participants*. University of Massachusetts, World Education, New England Literacy Resource Center, and National College Transition Network, 2014.

[10] Martin, V. & Broadus, J. *Enhancing GED Instruction to Prepare Students for College and Careers: Early Success in LaGuardia Community College's Bridge to Health and Business Program*. MDRC, May 2013.

An important caveat to these findings comes from the Opening Doors Demonstration Project. This project at six community colleges found that while strategies such as learning communities and enhanced advising improved persistence and credits earned, "[s]hort-term enhancements can generate short-term effects but are not likely to generate longer-term gains." In other words, **effects dissipate** after programs end. "This suggests that short-term interventions will likely not act as an 'inoculation' against the challenges facing many community college students."[11]

c.   Evaluations of the Adult Education College Transition Pilot

2012 and 2013 Program Evaluations. The Connecticut State Department of Education (CSDE) first contracted with Cross Sector Consulting, LLP in December 2011 to evaluate the pilot, focusing on documenting the three transition program models, and assessing the extent to which students completed the transition program and enrolled in community college. This initial evaluation was conducted for the first three cohorts (Spring 2012, Fall 2012 and Spring 2013). Cross Sector produced three reports on the Adult Education College Transition Program, which found:

- Programs strengthened and/or maintained strong partnerships with colleges. Meriden and Manchester strengthened partnerships with community colleges in 2012-13. Colleges took a greater role in recruiting students, preparing students college enrollment and success (including on-campus classes and activities).

- Students made academic progress. All three programs prepared students for college (given data available). In 2012-13, 82% of students completed the pilot program, 83% of completers enrolled in college, most improved their Accuplacer scores, and the average student needed to take 2.0 developmental courses at program exit (compared with needing 3.6 courses at program enrollment).

- Programs utilized different instructional strategies. Meriden used self-paced, computer-based learning in both math and English, where students could experience rapid progress and "small wins" as they mastered different learning objectives. New Haven utilized a more traditional classroom-based instructional model with an emphasis on building strong relationships among students. Manchester drew on both of these approaches in its program.

- Programs became more similar over time. Manchester and Meriden incorporated more cohort-building activities and events in 2012-13, and all programs were following a semester schedule by Spring 2013.

Follow-Up Study. In Fall 2014, CSDE contracted with Cross Sector to conduct a follow-up study of the College Transition Pilot Program, assessing the extent to which College Transition Program students who enrolled in community college: (a) continued to take classes each term; (b) earned college credits; and (c) successfully completed their courses of study or transferred to a four-year college to continue their education. College Transition Program students who participated between Spring 2012 and Spring 2014 (five program cycles) are included in the study.

For the follow-up study, evaluation activities included:
- **Student focus groups and surveys**. Cross Sector worked with Transition Program staff to conduct focus groups with former participants in the Transition Program and to conduct an online survey of former participants.

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[11] *Opening Doors to Student Success: A Synthesis of Findings from an Evaluation at Six Community Colleges*, MDRC, March 2011.

- **Development of a student database**. Cross Sector developed and submitted a P20 WIN (Preschool through 20 and Workforce Information Network) application with extensive assistance from the Board of Regents in order to match College Transition Program data with Board of Regents (BOR) and National Student Clearinghouse (NSC) data on college participation and progress. Key BOR and NSC data included: institution name; term of admission, term of matriculation and term of first class; student enrollment status (full-time vs. part-time) by term; overall attempted hours, earned academic hours and grade point average (GPA) by term; attempted credits, earned credits and attempted remedial hours by term; and graduation status / transfer information for students who transferred to another institution.

- **Data analyses**. Using the P20 WIN data, Cross Sector produced descriptive statistics that summarized student progress by cohort, by program and by enrollment status (part-time vs. full-time students). Cross Sector also conducted statistical analysis of factors that may influence college outcomes (persistence, credits earned, GPA) using linear regression.

Please note five major limitations of this study:

1. **Contacting Former Participants**. The study sought to solicit extensive feedback from a relatively small number of former College Transition Program participants via focus groups, which would inform the development of an online survey to solicit feedback from a large number of former participants. Despite extensive efforts by College Transition Program staff to contact former participants, few students participated in focus groups or responded to the online survey. A total of 9 students participated in focus groups: 5 students from New Haven, 2 from Manchester, and 2 from Meriden. Only 17 students responded to the online survey, less than 7% of the 256 participants in the program from Spring 2012 through Spring 2014.

2. **Matching Transition Program Data with BOR Data**. Approximately 70% of College Transition Program students were matched with data from the Board of Regents (178 of 256) from the three community colleges. The unmatched students were not included in the analyses of student progress in college, although it may be the case that they were not matched because they never enrolled in community college or enrolled in a different community college. If all of the Transition Program students are included, the results for student persistence and progress would be substantially lower than reported in Section 3.

3. **Demographic Data**. A number of key demographic data that may influence college outcomes are not included in the analysis – including income, age, and detailed assessment data from the Transition Program. In the case of age, this data was available but Cross Sector only included age in the "matching file" instead of also including age in the analysis file (a lesson learned for future P20 WIN requests).

4. **Data Issues**. Several College Transition Program variables – including the number of developmental courses needed at college entry and the year the participants earned his/her high school diploma or GED – had 30+ missing values. This impacted the statistical analyses, as these records were excluded from the linear regressions. In addition, BOR data on remedial vs. non-developmental credits is complicated due to changes in policy and structure of these courses, so that it was not possible to determine with clarity which students took developmental courses from this data set.

5. **Time Period**. One study measure – college completion – was not applicable for most College Transition Program participants. The three-year college completion standard would only have applied to those students in the Spring 2012 cohort who enrolled full-time in Fall 2012.

2. Overview of Pilot Programs (Spring 2012 through Spring 2013)

The three pilot programs – New Haven, Manchester and Meriden – each implemented different college transition models during January 2012 through June 2013 of the program. A brief summary of each model is presented below (see previous College Transition Program evaluation reports for details on programs and results).

New Haven: Committed To College (C2C)
C2C was designed to build a strong learning community (or cohort) among participants. The Spring 2012 pilot started with a two-week orientation at New Haven Adult Education that included a range of activities (e.g., team building, field trips, career exploration, guest speakers, introduction to instructors and college, testing). Students took four classes at Gateway Community College (GCC) four afternoons per week during the spring semester and a 4-week, 3-credit computer class in June. Support services included tutoring, counseling, field trips (e.g., plays, visit to the Capitol), and support for transportation, food vouchers and instructional supplies. While the classes were originally structured as typical community college courses (e.g., English 043, Math 075), the instructors accelerated the pace to provide opportunities for students to place out of all developmental reading, writing and math courses by the end of the semester.

Key changes to the model during the 2012-13 school year included: (1) fewer field trips / enrichment activities, primarily due to budget constraints; and (2) increased focus on math preparation and academic skills during the 2-week orientation, with a goal of students starting the semester in Math 095.

Meriden: Intensive College Transition Pilot (ICTP)
ICTP was designed to accelerate developmental course completion utilizing MyFoundationsLab, a web-based reading, writing and math tutorial program. In Spring 2012, Meriden offered two 7-week sessions held four evenings per week at Meriden Adult Education (Platt High School). Faculty from Middlesex Community College (MxCC) taught in the program, with counseling provided by a Meriden Adult Education staff person. Based on their placement scores, students participated in math and/or English courses, and all took a classroom-based Freshman Seminar (college success course). Students could also participate in a Saturday Lab at MxCC, with child care provided by the YMCA for a nominal fee.

Key changes to the model during the 2012-13 school year included: (1) moving to a semester schedule that followed MxCC's school calendar, with a less intensive weekly schedule; (2) the delivery of the Freshman Seminar at the Meriden campus of MxCC; and (3) the introduction of several evening events, with guest speakers sharing their educational and work / career experiences.

Manchester: Reaching Educational Achievement for College Transition (REACT)
REACT was designed to provide a supportive, educational environment for students who would like to transition to college. In Spring 2012, Manchester delivered classes at a community center four days per week for 18 weeks during the day, using a combination of web-based, self-paced math (via ALEKS) and classroom-based reading, writing and college success courses. Instructors from Manchester Community College (MCC) and Manchester Adult Education co-taught courses, typically with each instructor teaching on different days. Student supports included a 1-week orientation, tutoring and counseling, and field trips / enrichment activities on Fridays.

Key changes to the model during the 2012-13 school year included: (1) Manchester delivered two 7-week sessions in Fall 2012, and then moved to a 10-week schedule in Spring 2013; (2) introduced

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MyFoundationsLab as a supplement to the English course; (3) incorporated the challenge essay and professor recommendations in English course placement decisions; and (4) delivered workshops on college success and college transition topics as part of Friday activities at MCC, in lieu of the college success course.

3. Evaluation Findings

Section 3a presents the main evaluation findings, with detailed findings described in Sections 3b and 3c.

a. Summary of Key Findings

- Former participants praised the College Transition Program. For the small number of former participants who participated in focus groups and/or completed surveys, nearly all reported that the Transition Program helped prepare them for college – particularly the college preparation course – and praised program instructors and staff.

- At least 70% of participants enrolled in college. Via P20 WIN, 178 of 256 College Transition participants from the Spring 2012 through Spring 2014 cohorts were matched with BOR data from Manchester, Middlesex and Gateway Community Colleges. This suggests that at least 70% enrolled in college after completing the Transition Program. Participants from the New Haven program, from more recent cohorts, and those earning their high school diploma or GED in more recent years were more likely to be matched with BOR data.

- Approximately 1 in 2 students (48%) earned 15 or more college credits. For those participants with BOR matching data, 18% earned 30 or more credits through the Spring 2015 term, 30% earned 15 to 29 credits, 40% earned 1 to 14 credits, and 12% earned no credits. Students attempted an average of 23 credits and earned an average of 17 credits.

- Nearly 1 in 3 students were still enrolled in Spring 2015. For participants with BOR matching data, 30% were still enrolled in college during the Spring 2015 term. Students enrolled an average of 2.8 terms in college.

- New Haven participants earned more credits than students from Manchester and Meriden. Students from the New Haven program earned an average of 10 more credits than students in the other programs.

b. Participant Perspectives

Focus Groups. In April and May 2015, Cross Sector conducted focus groups with former College Transition Program participants at the three programs: with five students in New Haven, two students in Meriden, and two students in Manchester. Participants represented different cohorts, from participants in the first cohort (Spring 2012) to students who had just completed the program in Fall 2014. It is important to note that these students may not be representative of all program participants, given their ongoing connection to Transition Program staff.

Focus group participants had generally positive feedback on the Transition Program, including how it prepared students for college. Participants praised their Transition Program instructors and the supports they received to successfully participate in the program (e.g., in New Haven, students received school supplies, bus tokens and meal vouchers). Participants across the three programs cited the

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"college preparation" class (called the Freshman Seminar, Critical Thinking, and First Year Experience depending on the college) as valuable in preparing them for college. Many participants also cited continued connections to fellow program participants and Transition Program staff in helping them progress through college.

Participants discussed a wide range of challenges in persisting in college – including financial challenges (paying for college or needing to work), health issues, family responsibilities (caring for children), access to financial aid, and language barriers (for students whose primary language is not English).

Paraphrased student quotes illustrate these themes:

- Critical Thinking was a great course and math was good too in preparing me [for college].

- The math, Critical Thinking and writing teachers were great. They wanted to see us do well and worked with us to go above and beyond. They were the best professors I've had here.

- The First Year Experience class [was most helpful]. It taught you how to manage your time, about financial aid, and how college works.

- The Freshman Seminar prepared me for anything that's coming. If I can pass that course, I can pass anything.

- We went to a lot of plays and did other activities that brought us together. Seeing each other struggle bonded us.

- I really had to commit to college, since it caused an income gap.

- Without C2C, I wouldn't have made it through the first semester of college because it was intimidating.

- I have two kids in college and another starting in the fall. So I have time, but it's hard to find the money for me to go to college as well.

- I do not have a Green Card so cannot get financial aid. So I will have to pay [to continue in college].

Survey. Drawing on the themes from the focus group, Cross Sector developed an online survey that was emailed (via program staff) to all former participants with valid email addresses. The goal of the survey was to provide opportunities for all former participants to provide feedback on their experiences since completing the program, and to supplement data on student progress and persistence in college from the P20 WIN data.

Only 17 participants completed the online survey, despite at least one reminder email from each program. As with the focus groups, survey results may not be representative of the experiences of all program participants.

Themes from the survey include the following:

- Eight (8) of 17 respondents (47%) reported attending college in Spring 2015, and none had completed degrees or credentials.

- Most respondents (9 of 11) reported that the "college preparation" class was most helpful in preparing them for college, followed by the English class (8 of 11) and math class (7 of 11).

- Barriers to college persistence included financial issues / cost of college (7 of 14), family responsibilities (6 of 14), and taking courses in English (6 of 14).

- Although many students did not continue in college, nearly all (90%) agreed that the Transition Program helped prepare them to take college classes. Respondent quotes included:
  - [The] teachers were great, very helpful.
  - I like the REACT program, and I really appreciate what it gave me. Our coordinator was great, she really took care with us. She was the most helpful person.
  - My experience with the College Transition Program gave me the opportunity to refine my previously acquired skills. All people working in this program were the best teachers and mentors I have ever met.
  - My experience at ICTP was great. The training helped me refresh my math and reading skills. Hopefully I can take what I learned and apply it to my math and reading classes and do better on my exams.

The financial challenges reported by Transition Program participants align with challenges non-traditional community colleges students face. In a recent *Connecticut Mirror* article, Connecticut community colleges reported "common barriers to success are food insecurity, growing student debt, lack of transportation, and the need for financial counseling and day care."[12]

c. Student Data

Data Matching. Cross Sector worked with Jan Kiehne at the Board of Regents (BOR) and Liam McGucken at the Department of Labor (DOL) to set up the databases for matching CSDE College Transition Program student data with BOR data on students at Gateway, Manchester and Middlesex Community Colleges. The BOR also has data from the National Student Clearinghouse (NSC) on students who took classes at any college or university in the country, to capture data on students who transferred from the three community colleges to other 2-year and 4-year institutions.

The DOL matched data using two matching processes:

1. The first match was an exact match on date of birth, with a "fuzzy match"[13] at 65% on first name and 80% on last name. This yielded 159 matched records out of the 256 CSDE student records.

2. The second match was performed on the remaining unmatched records, using a fuzzy match of 80% on first and last name. This yielded a result of 60 matches, which Mr. McGucken then cleaned by hand (using other data including town of residence) to yield an additional 19 matches. This resulted in a total of **178 matches of the 256 records (70%)**.

In discussions with Ms. Kiehne, it is possible that students who did not continue on to community college after completing the Transition Program would not be in the BOR database (i.e., they may have passed a developmental course during the Transition Program but were not included in the BOR database). There are variations by community college in how data is recorded, but this explanation may

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[12] *For 'nontraditional' community college students, aid needs take many forms.* Connecticut Mirror, April 10, 2105. http://ctmirror.org/2015/04/10/for-nontraditional-community-college-students-aid-needs-take-many-forms/
[13] Fuzzy matching is an algorithm that determines the similarities between fields – where the outcome is neither true nor false, or 100% certain. For names, a similar name (e.g., David Bechtel vs. Dave Bechtel) might receive an 85% score, as compared to an exact match in names.

account for the 70% match rate. In addition, there may be data entry errors for the CSDE data, as this was entered into Transition Program spreadsheets by multiple staff at the programs over the course of several years. As noted in Section 1c, *results in this section are reported only for matched records, which may overstate the percent of Transition Program participants continuing their college careers*.

All Participants and Match Rates. This section presents data on all College Transition Program participants and the percent of records matched (see Appendix B for detailed data tables). Table 1 shows the number of participants by program and the percent of records matched by program.

Table 1: Participation by College Transition Program (Spring 2012 through Spring 2014 cohorts)

Transition Program	Number of Participants	% of all Participants	% Matched to BOR Data
Manchester	98	38%	44%
Meriden	86	34%	84%
New Haven	72	28%	88%
Total / Average	**256**	**100%**	**70%**

The programs served a similar number of students from Spring 2012 through Spring 2014, with Manchester enrolling the largest number of students (98) over the time period. Manchester also had the lowest percent of records matching with BOR data. A further analysis found the lowest match rates for the first two Manchester cohorts, when Manchester was making major modifications to the program in order to achieve better outcomes. Thus, the lower match rate for these cohorts is consistent with the assumption that unmatched participants were not continuing in college.

Collectively, programs engaged a similar number of students each term, ranging from 47 students to 58 students per term. The match rate improved from the early cohorts – with 49% matching in Spring 2012 and 67% matching in Fall 2012 – to a 70%+ match rate for the last three cohorts.

Table 2 shows the number of developmental English courses participants still needed to take after completing the Transition Program.[14] Most students entered the program needing to take developmental courses in both English and math. The initial program evaluation found that most students were able to reduce this number by the end of the Program, but still needed to take additional courses after completing the program (an average of 2.0 developmental courses at program exit for 2012-13). Students who could take credit English courses after the program had a much higher match rate (83%) than students who still needed to take developmental English courses post-program.

Table 2: Number of Developmental English Courses Needed after Completing Transition Program

Number of English Courses	Number of Participants	% of all Participants	% Matched to BOR Data
0 courses	88	34%	83%
1 course	58	23%	69%
2 to 4 courses	60	23%	58%
No data available	50	20%	60%
Total / Average	**256**	**100%**	**70%**

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[14] Note that community colleges have restructured their developmental English and math courses in response to PA 12-40, and no longer have multiple layers of remedial courses. The data reported for the College Transition program were calculated based on the original developmental course sequence (which was applicable to most of the College Transition cohorts).

Table 3 shows the number of developmental math courses participants still needed to take after completing the Transition Program. Students who could take credit math courses had a slightly higher match rate (75%) than students who still needed to take developmental math courses post-program.

Table 3: Number of Developmental Math Courses Needed after Completing Transition Program

Number of Math Courses	Number of Participants	% of all Participants	% Matched to BOR Data
0 courses	59	23%	75%
1 course	85	33%	73%
2 courses	61	24%	66%
No data available	51	20%	63%
Total / Average	**256**	**100%**	**70%**

College Transition sites collected data on a number of participant characteristics:

- Year earning diploma. Nearly half (49%) of program participants earned their high school diploma or GED in 2010 or more recently. Participants who recently earned their diploma or GED (2010 or later) had much higher match rates than those earning their diploma / GED prior to 2010. Nearly 4 in 5 (79%) participants who recently earned their high school diploma or GED (2010 or later) matched to BOR data, compared with a match rate of 54% for students who earned their diploma / GED before 2000.

- Primary language. Approximately 1 in 5 participants spoke a language other than English (21%), with Spanish being the most common language spoken. Native English speakers had a higher match rate than non-English speakers, 72% vs. 62%.

- Race / ethnicity. Most participants identified as African-American or Hispanic, with approximately 1 in 4 (26%) identifying as White or other races /ethnicities. Match rates were higher for African-American (73%) and Hispanic (71%) participants.

- Number of children. Most participants (63%) did not have children at program entry. Participants with three or more children had a much lower match rate (38%) compared with participants with two or fewer children (71%+).

- Employment status. Most participants worked part-time (32%) or were not working (57%) at enrollment in the Transition Program. Participants working full-time (35+ hours per week) had a slightly lower match rate (62%) than other participants (70%+).

Student Persistence and Progress. The matched database includes data on each student's: (a) enrollment status each term; (b) attempted and earned credit hours each term; (c) overall grade point average (GPA); (d) completion of degrees or certificates; and (e) attendance at different colleges (via the NSC data). Cross Sector created a database that included the total number of credit hours attempted and earned, number of colleges attended, degrees / certificates completed, and enrollment status as for the Spring 2015 term along with Transition Program participant data (described above). The database includes all 178 matched records, including students who did not earn any college credits. (See Appendix B for detailed data tables.)

Through the Spring 2015 term:

- 18% of students earned 30 or more credits, 30% earned 15 to 29 credits, 40% earned 1 to 14 credits, and 12% earned no credits.

- 30% were still enrolled in college during the Spring 2015 term.

- The vast majority of students (86%) attended a single college between Spring 2012 and Spring 2015, with individual students attending as many as 5 different colleges according to the NSC data.
- A very small number of students (less than 5%) earned either a credential or associates degree as of Spring 2015. Thus, college enrollment for the Spring 2015 term is an accurate measure of student persistence in college (i.e., we are not missing students who've completed college).

Table 4 shows the average number of credits attempted and earned, along with the most recent GPA for students by Transition Program cohort. Not surprisingly, students from earlier cohorts typically attempted and earned more credits than students who finished the Transition Program in more recent terms. Across all cohorts, students attempted an average of 23 credit hours, earned 17 credits and had a "C" average.

Table 4: Credits and GPA by Cohort

Program Cohort	Average Attempted Credit Hours	Average Earned Credit Hours	Grade Point Average (GPA)
Spring 2012	33.3	23.8	2.17
Fall 2012	24.1	16.0	1.93
Spring 2013	24.7	18.2	2.17
Fall 2013	21.1	15.9	2.06
Spring 2014	16.3	13.3	2.02
All Cohorts	**23.1**	**16.9**	**2.06**

Examining at credits and GPA by program, students from the New Haven program attempted and earned more credits than students from Meriden and Manchester, and maintained a higher GPA as well (see Figure 1). In all, 71% of New Haven students earned 15+ credits, compared with less than 40% for the other programs.

Tables 5 and 6 (on next page) show overall community college results for one of CSCU's Accountability Report indicators: Goal 1, Indicator 4: Percent on track to completing on-time. This includes **all** first-time degree seeking students, including the approximately 46% of students who enter community college without needing remediation (Goal 1, Indicator 1).
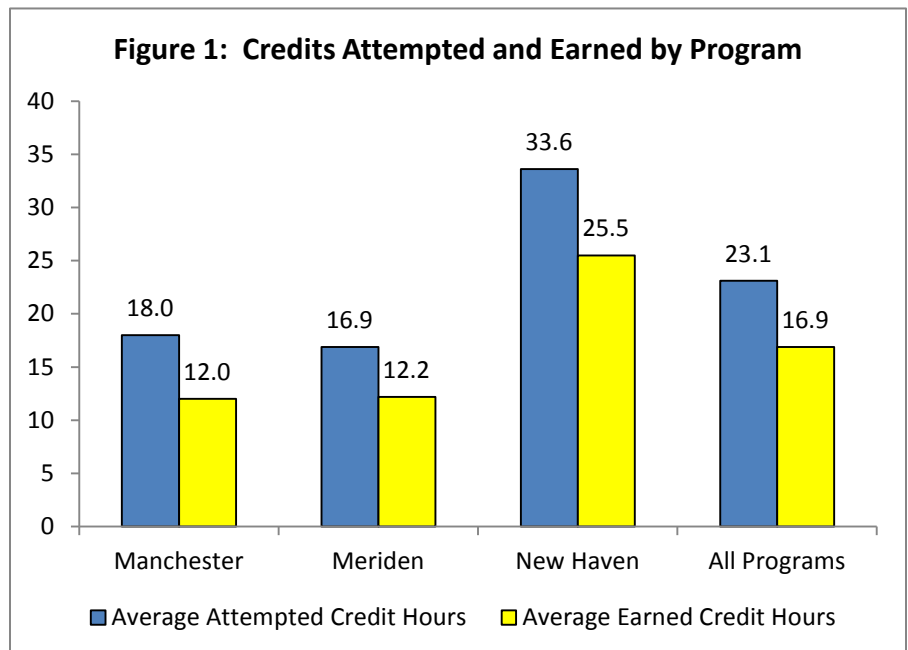

Figure 1: Credits Attempted and Earned by Program

Table 5: Full-Time Students Completing 24 Credits in 1st Academic Year

College / Program	2011	2012	2013
Gateway CC	11.9%	15.4%	21.2%
Manchester CC	27.6%	27.6%	30.1%
Middlesex CC	16.5%	24.4%	23.1%
All Community Colleges	22.2%	25.3%	27.7%
College Transition program	22% earned 24 credits (across multiple years)		

For College Transition program students, approximately 22% of full-time students earned 24+ credits in their first academic year, and 27% of part-time students earned 12+ credits in their first academic year. While lower than overall Community College averages, students from the Transition Program were also less academically ready than typical first-time community college students.[15]

Table 6: Part-Time Students Completing 12 Credits in 1st Academic Year

College / Program	2011	2012	2013
Gateway CC	22.5%	25.6%	27.1%
Manchester CC	33.3%	31.4%	33.7%
Middlesex CC	19.5%	24.2%	21.8%
All Community Colleges	30.2%	30.3%	31.1%
College Transition program	27% earned 12 credits (across multiple years)		

Statistical Analyses. To assess the influence of different factors on student persistence, progress, and achievement, Cross Sector conducted linear regressions. The main findings are presented below (see Appendix A for detailed results).

Cross Sector examined the following **dependent (outcome) variables**:

1. Enrollment Status in Spring 2015 term (enrolled vs. not enrolled)

2. Number of Terms Enrolled through the Spring 2015 term

3. Total Credits Earned through the Spring 2015 term

4. Cumulative Grade Point Average (GPA) as of the student's most recent term

The analysis controlled for program cohort (i.e., more recent cohorts will have fewer terms to earn credits and enroll) and tested the influence of the following **independent variables**:

- College Transition Program (Manchester, Meriden, New Haven)

- The number of developmental English courses needed at college enrollment

- The number of developmental math courses needed at college enrollment

- The year the student earned his/her high school diploma or GED

- The student's primary language (English or other language)

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[15] 23% of College Transition participants (with data) did not need to take any developmental courses after completing the program, compared with approximately 46% of community college students (Goal 1, Indicator 1 of CSCU Accountability Report).

- Whether the student was married at program enrollment

- The number of children in the student's household at program enrollment

- The approximate number of hours per week the student worked at program enrollment

For the outcome variable *Enrollment in Spring 2015*, the independent variables only explained 13% of the variation in enrollment status for the Spring 2015 term. Only one independent variable (marital status) was statistically significant. Being married had a positive influence on enrollment status for the Spring 2015 term, although this may also be related to the age of the student (which was not included in the analysis).

For the outcome variable *Number of Terms Enrolled*, the independent variables explained 26% of the variation. Later program cohorts had a negative influence on the number of terms enrolled (as expected). The number of **developmental math courses** needed had a negative influence on the number of terms enrolled; students enrolled an average of 0.6 fewer terms for each additional developmental math course needed. Finally, students from the Manchester program were less likely to enroll as many terms as students from the other two programs. Figure 2 shows 95% confidence intervals for the number of developmental math courses needed and for students from the Manchester program.

Figure 2: Number of Terms Enrolled in College
95% Confidence Intervals
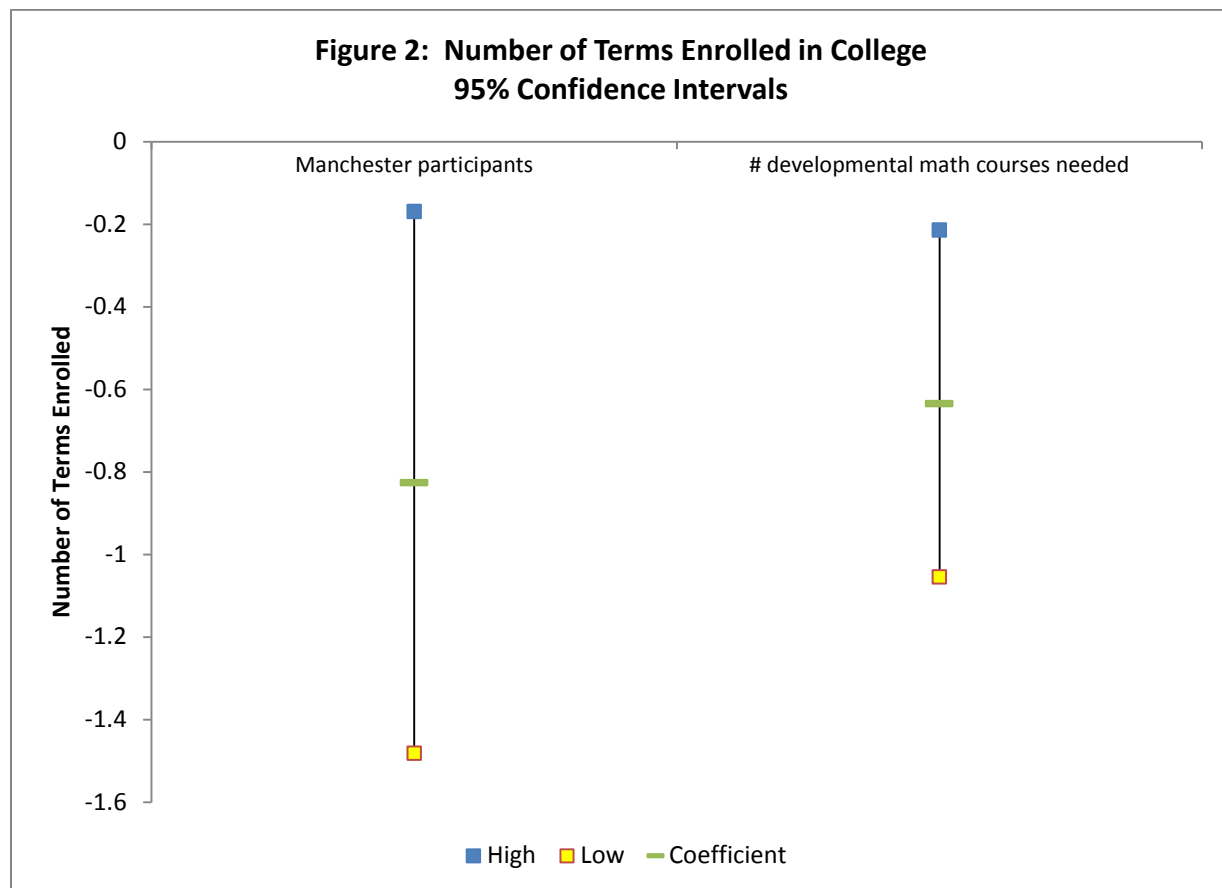
For the outcome variable *Total Credits Earned*, the independent variables explained 30% of the variation and the model was statistically significant. The most recent program cohort had a negative influence on the number of credits earned (as expected). In addition, **students from the New Haven program were likely to earn more credits** than students in the other two programs, earning on average 10 more credits than students from the Meriden program. Figure 3 shows the 95% confidence interval for students from the New Haven program.

Figure 3: Number of Credits Earned
95% Confidence Interval
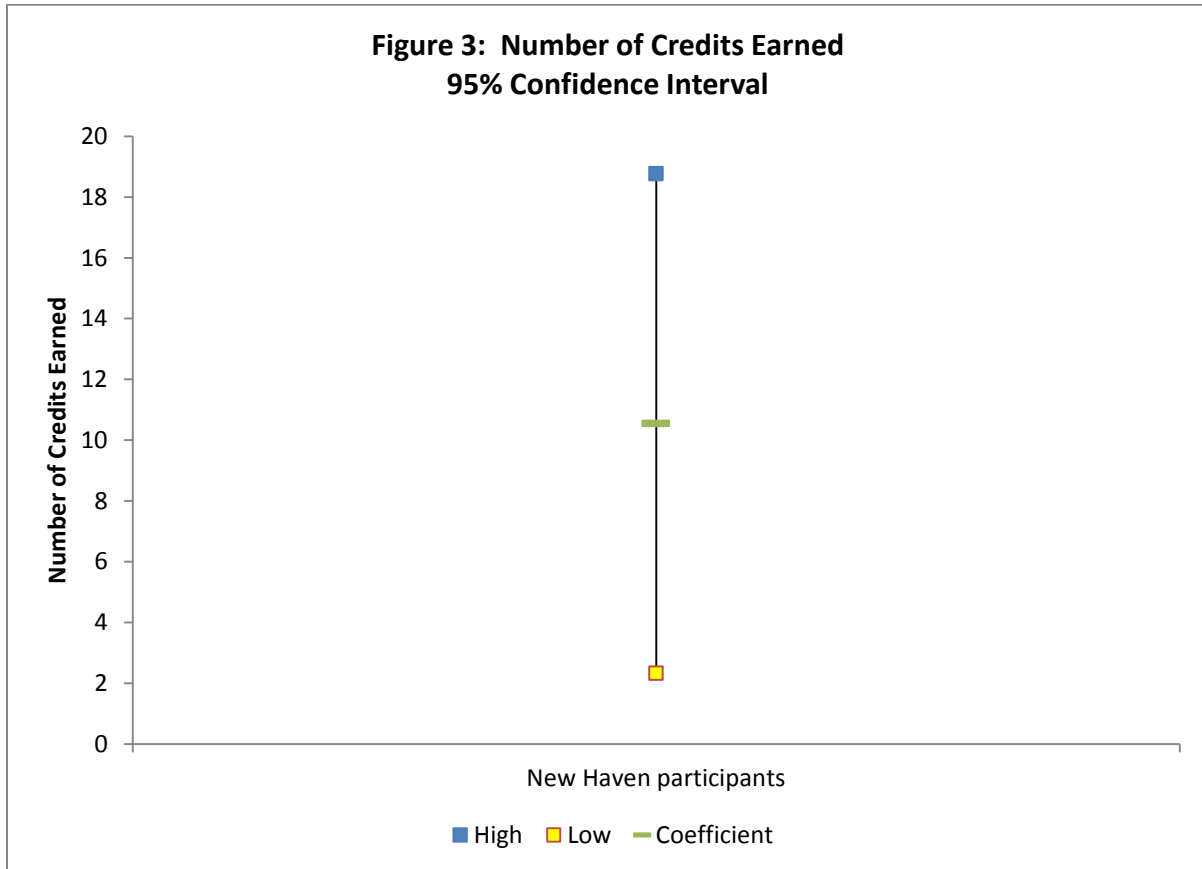
For the outcome variable *GPA*, the model only explained 17% of the variation in GPA. The number of developmental math courses needed at college enrollment had a negative influence on students' GPA, earning a GPA 0.4 points lower for each developmental math course. Students from the Manchester program were more likely to have a lower GPA than students from the other two programs, earning a GPA 0.8 points lower than students from the Meriden program.

4. Conclusions

As noted in Section 2, this study has substantial limitations that constrain the ability to draw definitive conclusions. In addition, it is difficult to compare College Transition program results with other transition programs, given different measures and target populations. Therefore, the conclusions offered below should be viewed as provisional.

Given these caveats, we offer the following conclusions:

1. <u>College Transition Program participants achieved results that appear similar to other transition / bridge programs</u>. College Transition Program participants appear to be persisting and achieving college success at higher rates than historic rates for community college students requiring remediation, with results comparable to other college transition programs. Table 7 compares results with a similar transition program; College Transition Program results are similar to the results for this program (note differences in the time frame for the study and in specific measures).

Table 7: Comparison of College Transition Results with a Similar Program

Model / Result	New England ABE-to-College Transition Project (2007 to 2012)	College Transition Program (2012 to 2015)
Program Design	15-week transition course with cohorts of 15-20 students that offered a combination of academic skill building, career exploration, and knowledge about applying to and studying in college (Fall 2007 and Spring 2008 participants)	Typically a semester-long program with math, English and student success courses, supplemented by advising and student supports (Spring 2012 through Spring 2014 participants)
College Enrollment	63% enrolled in college	70% matched with BOR data, suggesting 70%+ enrolled in college
Persistence	31% of <u>all participants</u> still enrolled or graduated after 4 years	30% of <u>matched students</u> enrolled in Spring 2015 (cohorts from 2012 to 2014)
Persistence	Students in college completed an average of 4.2 semesters after 4 years	Matched students from Spring 2012 cohort persisted an average of 3.7 terms through Spring 2015 (2012 to 2014 cohorts)
Achievement	57% of <u>all participants</u> completed 3+ <u>non-developmental</u> credits after 4 years	88% of <u>matched students</u> completed 3+ <u>total</u> credits by Spring 2015 (2012 to 2014 cohorts)
Achievement	Students in college earned an average of 25.2 credits after 4 years	Matched students from the Spring 2012 cohort earned an average of 23.8 credits through Spring 2015 (2012 to 2014 cohorts)
Achievement	22% of <u>all participants</u> earned 30+ <u>non-developmental</u> credits after 4 years	18% of <u>matched students</u> earned 30+ <u>total</u> credits through Spring 2015 (2012 to 2014 cohorts)

2. <u>The majority of College Transition Program participants struggle to persist in and complete college</u>. Less than half of students with BOR data (48%) had earned 15+ credits at least one year into their college careers, only 30% were still enrolled in college in Spring 2015, and only approximately 1 in 4 were on track to completing college on-time (both full-time and part-time students). As noted in Section 1b, college transition programs by themselves are likely insufficient to ensure college success. Qualitative data from the study focus groups and survey indicate a range of challenges for students after they enroll in college – including financial, family responsibilities and language barriers.

3. <u>Building strong bonds among participants and with college staff may contribute to better results</u>. Students in the New Haven program – with its emphasis on building a strong learning community – earned on average 10 more credits than students in the other two programs. And in focus groups with current and former New Haven participants (including previous evaluations), students

highlighted the importance of their connections with fellow students and key staff at the college to their success. To address challenges to college persistence and success, colleges could develop intentional activities to maintain these strong bonds after participants complete transition programs and enroll in college.

Finally, this study points to the importance of examining the various efforts to meet Public Act 12-40, which limits remedial enrollment to one semester. Community colleges have piloted a range of responses, including college transition programs, intensive developmental courses, and embedded college-level courses that include remediation. How do results from the College Transition Program compare with other transitional strategies? Controlling for different student populations, how do results from the College Transition Program compare with students in intensive programs? Tracking results over a longer time period (3-5 years after college enrollment) will help assess differences in college completion rates.

Previous evaluations of the College Transition Program found positive short-term results: most participants completed the program, passed developmental courses, and enrolled in college. However, longer-term results from this study are mixed, with fewer than half of participants persisting and succeeding in college. While these findings are consistent with other transition programs (and recent BOR studies), they still highlight the challenges facing community colleges to translate short-term progress into long-term student success.

Appendix A:

Statistical Analyses

Variable Name	Values	Description	Type for Analysis
Meriden	1 or 0	Transition Program - Meriden	Independent
Manchester	1 or 0	Transition Program - Manchester	Independent
New_Haven	1 or 0	Transition Program - New Haven	Independent
Spring_2012_Cohort	1 or 0	Participated in Spring 2012 cohort	Independent
Fall_2012_Cohort	1 or 0	Participated in Fall 2012 cohort	Independent
Spring_2013_Cohort	1 or 0	Participated in Spring 2013 cohort	Independent
Fall_2013_Cohort	1 or 0	Participated in Fall 2013 cohort	Independent
Spring_2014_Cohort	1 or 0	Participated in Spring 2014 cohort	Independent
Dev_English_Needed	0 - 4	Number of remedial English courses needed after completing transition program	Independent
Dev_Math_Needed	0 - 2	Number of remedial Math courses needed after completing transition program	Independent
Year_HS_Diploma	1975 - 2013	Year high school diploma attained	Independent
English	1 or 0	English as first language?	Independent
Married	1 or 0	Married?	Independent
Number_of_Children	0 - 7	# of children at program entry	Independent
Employed_Hours	0, 15, 25, 35	Approximate number of hours a week working at program entry	Independent
Enrolled_Spring_2015	1 or 0	College enrollment status for Spring 2015 (0=not enrolled, 1=enrolled)	Dependent
Overall_Earned_Hours	0 - 66	Number of credit hours earned at college	Dependent
GPA	0 - 4.0	Grade point average at college	Dependent
#_Terms_Enrolled_NSC	0 - 8	Number of terms enrolled in college	Dependent

Dependent Variable: Enrolled in College in Spring 2015 Term

Linear regression   Number of observations = 122
                             R-squared   = 0.1279

Enrolled_Spring_2015	Coefficient	Robust Standard Error	T	P>|t|	95% Conf. Interval	
Meriden	0 (omitted)					
Manchester	-.0830389	.0969634	-0.86	0.394	-.2752372	.1091594
New_Haven	-.1047706	.1397979	-0.75	0.455	-.3818743	.172333
Spring_2012 cohort	0 (omitted)					
Fall_2012_cohort	-.0558099	.1436297	-0.39	0.698	-.340509	.2288891
Spring_2013 cohort	.1625547	.1875631	0.87	0.388	-.2092279	.5343373
Fall_2013_Cohort	-.0864783	.1704474	-0.51	0.613	-.4243346	.2513779
Spring_2014 cohort	-.1047851	.177991	-0.59	0.557	-.4575941	.248024
Dev_English_needed	-.0453536	.0480702	-0.94	0.348	-.1406372	.0499299
Dev_Math_needed	-.0490075	.0613724	-0.80	0.426	-.1706583	.0726434
Year_HS_Diploma	.001994	.0063469	0.31	0.754	-.0105867	.0145747
English		-.0044046	.112631	-0.04	0.969	-.2276587
Married		**.357049**	**.1606851**	**2.22**	**0.028**	**.0385434**
Number_of_children	-.0033593	.0312415	-0.11	0.915	-.0652854	.0585668
Employed_Hours	.0018846	.0032107	0.59	0.558	-.0044795	.0082487
_constant	-3.604003	12.77844	-0.28	0.778	-28.9331	21.72509

Dependent Variable: Number of Credits Earned through Spring 2015 Term

Linear regression   Number of observations = 123
                        R-squared   = 0.2973

Overall_Earned_Hours	Coefficient	Robust Standard Error	T	P>|t|	95% Conf. Interval	
Meriden	0 (omitted)					
Manchester	-1.663015	2.768082	-0.60	0.549	-7.149263	3.823233
New_Haven	**10.55207**	**4.145903**	**2.55**	**0.012**	**2.335023**	**18.76911**
Spring_2012 cohort	0 (omitted)					
Fall_2012_cohort	-4.822367	4.532028	-1.06	0.290	-13.8047	4.159965
Spring_2013 cohort	-.9753472	5.424577	-0.18	0.858	-11.72668	9.775988
Fall_2013_Cohort	-8.769284	4.708634	-1.86	0.065	-18.10164	.563075
Spring_2014 cohort	**-9.403347**	**4.623375**	**-2.03**	**0.044**	**-18.56673**	**-.2399693**
Dev_English_needed	-.6403179	1.213538	-0.53	0.599	-3.045511	1.764875
Dev_Math_needed	-3.408811	1.841397	-1.85	0.067	-7.0584	.240778
Year_HS_Diploma	.0752636	.1644258	0.46	0.648	-.2506229	.4011501
English	-1.403218	3.347115	-0.42	0.676	-8.037092	5.230656
Married	6.885034	4.418842	1.56	0.122	-1.872968	15.64304
Number_of_children	.3747006	1.053506	0.36	0.723	-1.713313	2.462715
Employed_Hours	.1852712	.0944994	1.96	0.052	-.0020236	.372566
_constant	-130.0264	330.5994	-0.39	0.695	-785.2636	525.2108

Dependent Variable: Grade Point Average (GPA)

Linear regression   Number of observations =   123
                                R-squared   =   0.1660

GPA	Coefficient	Robust Standard Error	T	P>|t|	95% Conf. Interval	
Meriden	0 (omitted)					
Manchester	**-.8467636**	**.2690053**	**-3.15**	**0.002**	**-1.379923**	**-.3136039**
New_Haven	-.5146121	.3076964	-1.67	0.097	-1.124456	.0952323
Spring_2012 cohort	0 (omitted)					
Fall_2012_cohort	.0779528	.252322	0.31	0.758	-.4221412	.5780467
Spring_2013 cohort	-.1642526	.3290254	-0.50	0.619	-.8163703	.4878652
Fall_2013_Cohort	-.4406096	.3413718	-1.29	0.200	-1.117197	.2359782
Spring_2014 cohort	-.5353846	.4447125	-1.20	0.231	-1.41679	.346021
Dev_English_needed	-.0256456	.1523595	-0.17	0.867	-.3276173	.276326
Dev_Math_needed	**-.3926692**	**.1969892**	**-1.99**	**0.049**	**-.7830953**	**-.002243**
Year_HS_Diploma	.0068281	.0157999	0.43	0.666	-.0244869	.0381431
English	-.2616778	.3217651	-0.81	0.418	-.8994058	.3760501
Married	.0341938	.4049776	0.08	0.933	-.7684588	.8368463
Number_of_children	.1063054	.0799855	1.33	0.187	-.0522233	.2648341
Employed_Hours	.0084454	.0087317	0.97	0.336	-.0088605	.0257513
_constant	-10.69791	31.76746	-0.34	0.737	-73.65998	52.26417

Dependent Variable: Number of Terms Enrolled in College

Linear regression   Number of observations = 123
                           R-squared   = 0.2558

#_Terms_Enrolled_NSC	Coefficient	Robust Standard Error	T	P>|t|	95% Conf. Interval	
Meriden	0 (omitted)					
Manchester	**-.8260708**	**.3311399**	**-2.49**	**0.014**	**-1.482379**	**-.1697623**
New_Haven	-.6112627	.5484453	-1.11	0.268	-1.698263	.475738
Spring_2012 cohort	0 (omitted)					
Fall_2012_cohort	-.2454517	.5220381	-0.47	0.639	-1.280114	.7892108
Spring_2013 cohort	-.5401876	.6400053	-0.84	0.400	-1.808657	.7282821
Fall_2013_Cohort	**-1.376143**	**.5373781**	**-2.56**	**0.012**	**-2.441208**	**-.3110768**
Spring_2014 cohort	**-1.67808**	**.5394187**	**-3.11**	**0.002**	**-2.74719**	**-.6089694**
Dev_English_needed	.0864712	.1502712	0.58	0.566	-.2113614	.3843037
Dev_Math_needed	**-.6349947**	**.2119576**	**-3.00**	**0.003**	**-1.055088**	**-.2149016**
Year_HS_Diploma	.0150464	.0218954	0.69	0.493	-.0283495	.0584424
English	.409938	.3945571	1.04	0.301	-.3720612	1.191937
Married	.9105792	.5910004	1.54	0.126	-.2607644	2.081923
Number_of_children	.0142359	.1149811	0.12	0.902	-.2136528	.2421247
Employed_Hours	.0150819	.0119823	1.26	0.211	-.0086667	.0388305
_constant	-26.26339	44.04853	-0.60	0.552	-113.5661	61.03935

Appendix B:

Data Tables

Table B1: Participation by College Transition Program (Spring 2012 through Spring 2014 cohorts)

Transition Program	Number of Participants	% of all Participants	% Matched to BOR Data
Manchester	98	38%	44%
Meriden	86	34%	84%
New Haven	72	28%	88%
Total / Average	**256**	**100%**	**70%**

Table B2: Participation by Cohort

Cohort	Number of Participants	% of all Participants	% Matched to BOR Data
Spring 2012	47	18%	49%
Fall 2012	58	23%	67%
Spring 2013	46	18%	78%
Fall 2013	55	21%	80%
Spring 2014	50	20%	72%
Total / Average	**256**	**100%**	**70%**

Table B3: Number of Developmental English Courses Needed after Completing Transition Program

Number of English Courses	Number of Participants	% of all Participants	% Matched to BOR Data
0 courses	88	34%	83%
1 course	58	23%	69%
2 to 4 courses	60	23%	58%
No data available	50	20%	60%
Total / Average	**256**	**100%**	**70%**

Table B4: Number of Developmental Math Courses Needed after Completing Transition Program

Number of Math Courses	Number of Participants	% of all Participants	% Matched to BOR Data
0 courses	59	23%	75%
1 course	85	33%	73%
2 courses	61	24%	66%
No data available	51	20%	63%
Total / Average	**256**	**100%**	**70%**

Table B5: Participation by Year Earning High School Diploma or GED

Year Earning Diploma / GED	Number of Participants	% of all Participants	% Matched to BOR Data
Before 2000	46	18%	54%
2000 to 2009	44	17%	48%
2010 to 2013	126	49%	79%
No data available	40	16%	83%
Total / Average	**256**	**100%**	**70%**

Table B6: Participation by Primary Language

Primary Language	Number of Participants	% of all Participants	% Matched to BOR Data
English	201	79%	72%
Other language (e.g., Spanish)	55	21%	62%
Total / Average	**256**	**100%**	**70%**

Table B7: Participation by Race / Ethnicity

Primary Language	Number of Participants	% of all Participants	% Matched to BOR Data
African-American / Black	105	41%	73%
Hispanic / Latino	84	33%	71%
White	42	16%	57%
Other race / ethnicity	25	10%	52%
Total / Average	**256**	**100%**	**70%**

Table B8: Participation by Parenting Status

Number of Children	Number of Participants	% of all Participants	% Matched to BOR Data
No children	160	63%	74%
1 or 2 children	70	27%	71%
3 of more children	26	10%	38%
Total / Average	**256**	**100%**	**70%**

Table B9: Participation by Employment Status

Employment Status	Number of Participants	% of all Participants	% Matched to BOR Data
Employed 35+ hours/week	29	11%	62%
Employed fewer than 35 hours/week	82	32%	70%
Unemployed or other employment status	145	57%	71%
Total / Average	**256**	**100%**	**70%**

Table B10: Credits and GPA by Cohort

Program Cohort	Average Attempted Credit Hours	Average Earned Credit Hours	Grade Point Average (GPA)
Spring 2012	33.3	23.8	2.17
Fall 2012	24.1	16.0	1.93
Spring 2013	24.7	18.2	2.17
Fall 2013	21.1	15.9	2.06
Spring 2014	16.3	13.3	2.02
All Cohorts	**23.1**	**16.9**	**2.06**

Table B11: Credits and GPA by Program

Program Cohort	Average Attempted Credit Hours	Average Earned Credit Hours	Grade Point Average (GPA)
Manchester	18.0	12.0	1.54
Meriden	16.9	12.2	2.06
New Haven	33.6	25.5	2.41
All Programs	**23.1**	**16.9**	**2.06**

Table B12: Full-Time Students Completing 24 Credits in 1st Academic Year

College / Program	2011	2012	2013
Gateway CC	11.9%	15.4%	21.2%
Manchester CC	27.6%	27.6%	30.1%
Middlesex CC	16.5%	24.4%	23.1%
All Community Colleges	22.2%	25.3%	27.7%
College Transition program	22% earned 24 credits (across multiple years)		

Table B13: Part-Time Students Completing 12 Credits in 1st Academic Year

College / Program	2011	2012	2013
Gateway CC	22.5%	25.6%	27.1%
Manchester CC	33.3%	31.4%	33.7%
Middlesex CC	19.5%	24.2%	21.8%
All Community Colleges	30.2%	30.3%	31.1%
College Transition program	27% earned 12 credits (across multiple years)		

Appendix C:

College Transition Program Survey

Note that the survey includes branching based on responses to Question 3

1. Introduction

We are surveying students who completed College Transition Programs in Manchester (REACT), Meriden (ICTP) and New Haven (C2C) to learn about your experiences in the program and your transition to college. The information collected will help us improve the program in future years. This survey should take less than 10 minutes to complete.

Please complete the survey by July 22, 2015.

All the information you share in this survey is confidential. Your name will not be included in any report about the program. If you have any questions or concerns about the survey, please contact Dave Bechtel at Cross Sector Consulting at (203) 772-2050 ext. 17**.**

* 1. What College Transition program did you participate in?

☐ The REACT program in Manchester

☐ The ICTP program in Meriden

☐ The Committed To College (C2C) program in New Haven

☐ Other (please specify)

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* 2. When did you participate in the College Transition program?

☐ Spring 2012

☐ Fall 2012

☐ Spring 2013

☐ Fall 2013

☐ Spring 2014

☐ Fall 2014

☐ Other (please describe)

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* 3. Were you in college in spring 2015? Please choose the response the best describes your status.

☐   I was a full-time college student in Spring 2015

☐   I was a part-time college student in Spring 2015

☐   I enrolled in college but stopped taking classes prior to the Spring 2015 semester

☐   I never started college

☐   I graduated from community college prior to Spring 2015

☐   Other college status (please describe below)

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2. Challenges in Attending College (students who did not attend college)

4. What were the main barriers to going to college? (Check all that apply)

☐ Financial issues / cost of college

☐ The difficulty of college classes

☐ Work schedule

☐ Family responsibilities

☐ Health issues

☐ Taking courses in English (i.e., if English is your second language)

☐ Other challenges (please describe below)

[   ]

5. How can we improve the College Transition program to help students go to college?

[   ]

3. Challenges in Completing College (students who stopped out of college)

6. Where did you enroll in college?

☐ Manchester Community College

☐ Middlesex Community College, Meriden Campus

☐ Gateway Community College

☐ Other College (please specify)

[   ]

7. What college degree program did you enroll in?

☐ Associate's degree

☐ Certificate program

☐ Bachelor's degree

☐ Other (please describe)

[   ]

8. Approximately how many college credits did you earn through Spring 2015?

[   ]

9. What resources or supports at the college did you use? (Check all that apply)

☐ Computer Lab

☐ Tutoring (e.g., Writing Center)

☐ Language Lab

☐ Library

☐ Guidance / Counseling

☐ Disability Services

☐ Other supports or resource (please describe below)

[   ]

10. What were your greatest challenges in going to college? (Check all that apply)

☐ Financial issues / cost of college

☐ The difficulty of college classes

☐ Work schedule

☐ Family responsibilities

☐ Health issues

☐ Taking courses in English (i.e., if English is your second language)

☐ Other challenges (please describe below)

[   ]

4. College Status (full-time and part-time students)

11. Where are you going to college?

☐ Manchester Community College

☐ Middlesex Community College, Meriden Campus

☐ Gateway Community College

☐ Other College (please specify)

12. What college degree program are you enrolled in?

☐ Associate's degree

☐ Certificate program

☐ Bachelor's degree

☐ Other (please describe)

13. Approximately how many college credits have you earned through Spring 2015?

14. What resources or supports at the college have you used? (Check all that apply)

☐ Computer Lab

☐ Tutoring (e.g., Writing Center)

☐ Language Lab

☐ Library

☐ Guidance / Counseling

☐ Disability Services

☐ Other supports or resource (please describe below)

15. What have been your greatest challenges in going to college? (Check all that apply)

☐ Financial issues / cost of college

☐ The difficulty of college classes

☐ Work schedule

☐ Family responsibilities

☐ Health issues

☐ Taking courses in English (i.e., if English is your second language)

☐ Other challenges (please describe below)

5. College Experience (students who graduated)

16. Where did you graduate from college?

☐ Manchester Community College

☐ Middlesex Community College, Meriden Campus

☐ Gateway Community College

☐ Other College (please specify)

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17. What college degree did you earn?

☐ Associate's degree

☐ Certificate

☐ Bachelor's degree

☐ Other (please describe)

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18. What resources or supports at the college did you use? (Check all that apply)

☐ Computer Lab

☐ Tutoring (e.g., Writing Center) \

☐ Language Lab

☐ Library

☐ Guidance / Counseling

☐ Disability Services

☐ Other supports or resource (please describe below)

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19. What were your greatest challenges in going to college? (Check all that apply)

☐ Financial issues / cost of college

☐ The difficulty of college classes

☐ Work schedule

☐ Family responsibilities

☐ Health issues

☐ Taking courses in English (i.e., if English is your second language)

☐ Other challenges (please describe below)

---

6. Preparation for College (all participants)

20. What College Transition program classes or services were most helpful in preparing you for college? (Check all that apply)

- [ ] Math class
- [ ] English class
- [ ] Freshman Seminar / First Year Experience / Critical Thinking class
- [ ] Computer / Keyboarding class
- [ ] Tutoring
- [ ] Counseling / guidance
- [ ] Access to community resources / supports (e.g., child care, employment, housing) Social activities / field trips
- [ ] Food / transportation
- [ ] Other classes or services (please describe below)

21. Please indicate whether you agree or disagree with each of the following statements about the College Transition program and your experience in college.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
After finishing the College Transition program, I was prepared to take college classes					
The transition to college went smoothly					
Staff from the College Transition program are helping me succeed in college					
Students from the College Transition program are helping me succeed in college					
The College Transition program helped me to successfully transition to college					

22. How can we improve the College Transition program to better <u>preparestudents</u> for college?

23. How can we improve the College Transition program to support students<u>after theyenrollin college</u>?

24. Please share any other comments about your experiences in the College Transition program.

Thank you for your participation!