



GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY

SUCCESS Pilot:

A Potential Path to Persistence

“Students Using Core Completion to
Excel with Support Strategies”

Update to Joint Directors
April 2017



Origins of the Program

- Began with recommendations from Dr. Cruzado 2012
- Research of similar initiatives
- Proposal to Executive Team 2014
- First offering 2016 – Pilot phase to identify improvements



GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY

An At-Risk Population

- General Education
- Part-time
- Starting in Developmental Math



Best Practices

- Acceleration of Dev. Ed.
- Learning Communities
- Full-time (at least 15 credits)
- Block Scheduling
- Student Success Course
- Math Pathways
- Momentum Points
- Intensive Advising
- Instructional Supports
 - Tutoring
 - Embedded
 - Mandatory
 - Workshops



Cross-Campus Collaboration

- Advising
- Registrar
- Financial Aid
- Institutional Research
- Bookstore
- Academic Success Center
- Department Chairs
- Faculty
- Administration



Fall Semester

1st 8-week Block

- M090 Intro. Algebra (4cr)
- WRIT 101 College Comp. I (3 cr)

2nd 8-week Block

- M105 Math for Liberal Arts (3 cr) or M095 Inter. Algebra (4 cr)
- COMX 115 Inter. Comm. (3 cr)

16-week “stringer” courses

- COLS 103 Becoming a Successful Student (1 cr)
- PSYX 100 Intro. to Psychology (3 cr)

Total 16/17 cr.



Spring Semester

1st 8-week Block

- CHMY 101 Discover Chem. (3 cr)
- MUSI 101 Enjoyment of Music (3 cr)

2nd 8-week Block

- BIOB 101 Discover Biology/Lab (4 cr)
- PHL 101 Intro. to Philosophy (3 cr)

16-week “stringer” course

- HSTR 102 Western Civ II. (3 cr)

Optional 3 credits or summer class to earn Certificate of General Studies: a NASX course (3 cr)

Total 16/19 cr.



GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY

The First Cohort – Fall 2016





Results from Fall: Retention

- 73% (11 of 15) of the students retained from fall to spring



Results from Fall: Retention

Non-Academic Reasons for Leaving

ID	1st Math	2nd Math	WRIT 101	COMX 115	COLS 103	PSYX 100	Reasons for Leaving	Credits Earned	GPA after Fall Term
3	W	N/A	F	W	W	W	Mental health	0	0
5	A	F	A	F	F	B-	Personal life situation	10	2.12
10	C	W	B-	W	N/A	C	Divorce (returned spring)	10	2.38
13	B	F	B+	W	C	D-	Child's health	11	1.73



Retention: Current Information

As of April 7, 2017 – 9/15 enrolled (60%)

- 2 students enrolled but not in SUCCESS cohort (1 in program, 1 not interested)
- 1 student taking same courses, some online
- 2 withdrawals spring (medical, personal)



Results from Fall: Student Success

- 14 out of 15 students earned some credit Fall semester

ID	Grades						Credits Earned	GPA after fall term
	1 st Math	2 nd Math	WRIT 101	COMX 115	COLS 103	PSYX 100		
1	C	D	B-	W	A	B-	15	2
2	A	B	B-	C	C	B	17	2.94
3	W	N/A	F	W	W	W	0	0
4	B	C	A	B	B	A	17	3.17
5	A	F	A	F	F	B-	10	2.12
6	C	D	B-	C	B	C-	18	1.9
7	C	B	B+	A	A	A	18	3.21
8	C	W	B	C	B	C-	14	2.22
9	F	N/A	C	C	F	C	9	1.28
10	C	W	B-	W	N/A	C	10	2.38
11	F	N/A	B	F	N/A	B-	6	1.31
12	B	C	A-	B	B	B+	17	3
13	B	F	B+	W	C	D-	11	1.73
14	A	A	B+	A-	A	A-	18	3.78
15	C	C	B	C	N/A	B	18	2.56



Results from Fall: Pass Rates

Class	Enrolled	Pass (C- or Above)	Rate	Notes
COLS 103	13	9	69.23%	
COMX 115	14	9	64.29%	8 of 13 SUCCESS students - 61.5%
M090	15	12	80.00%	
M095	7	3	42.86%	
M105	5	3	60.00%	
PSYX 100	30	21	70.00%	13 of 16 SUCCESS students - 81.25%
WRIT 101	16	14	87.50%	



Results from Fall: Pass Rates

M090 Fall 2016 - Pass rates of all sections	
1	51.8
*2	80
3	56.5
4	51.8
5	55.5
80	50
81	91.6
AVG	54.38

WRIT 101 Fall 2016 - Pass rates of all sections	
*1	87.5
2	61.1
3	76.4
4	85
5	84.2
6	84.2
80	88.8
81	52.6
82	85
83	57.8
84	50
AVG	73.87



What We Learned: Challenges

- Difficult to schedule and staff both full-semester and 8-week courses
- Labor intensive to implement
- Fewer students enrolled than originally estimated (optional approach, math placement)
- Mid-semester transition difficult:
 - Change in teaching styles
 - Middle of the week switch difficult for faculty and students
 - Workload adjustment for faculty not teaching in first block
- Manual process for student services for registration, add/drop, financial aid calculations



What We Learned: Benefits

- Learning community led to strong relationships between students and student/faculty
- Students supported each other and held each other accountable
- Structure of schedule very efficient
- Pace of math classes helped it “stick”
- Students who were forced to withdraw due to life circumstances earned credit – will make return easier
- Gave faculty the opportunity to examine learning objectives and rethink delivery of courses
- Demonstrated to faculty and staff that 15+ credits is manageable for our students
- Completion of courses gave students sense of accomplishment and built self-confidence
- Student Services/Academic Affairs worked together to consider issues from all perspectives; well developed plan



Where Do We Go from Here...

Next Year

- ★ Structured schedule
 - efficient use of time based on class schedule
- ★ Learning communities
 - Embedded tutors
 - Course acceleration through co-requisite model



Where Do We Go from Here... Down the Road

- Revisit 8-week block courses
- Redesign delivery of workshops
- Continue to finetune advising process



GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY

Questions?