# **SUMMER ADVANTAGE 2013**

## Final Report on Outcomes

### I. <u>INTRODUCTION</u>

The Summer Advantage Program was created as an intervention for graduating seniors in the Corona-Norco Unified School District who may not have placed at a level of English or math equivalent to their high school preparation. It was based on the assumption that students

workshops involving brush-up sessions and testing on material they should already have covered in their high school course work. After thorough evaluation by faculty of their knowledge of critical concepts in English and math, students either received their best placement or were allowed to advance to a higher level workshop. Through this process, students had the potential of advancing up to three levels in English or math; potentially reducing time in basic skills courses by as much as 3 semesters. In addition to the English or math workshops, students were also required to complete the Norco Orientation Week (NOW). During NOW, students were given an overview of Norco College requirements for certificates, degrees, and transfer; special programs a

## Math placement

In general, students were directed to English or math workshops depending on where they placed the lowest. When students happened to place at college-level in English and math, or received their best placement in both based on the 8 criteria above, they were directed to

The average number of math levels advanced per student was 1.1, and the total number of levels advanced (i.e. terms saved) was 161 for the 141 SA math participants.

	Average Unit Course Load
Summer Advantage	12.3
First-Time Students	8.7

Success rate in all courses attempted in Fall 2013 was another outcome measure for the Summer Advantage program. Summer Advantage (SA) participants were compared to all first-time college students in course success and retention rates for all Fall 2013 enrollments. Success is defined as the percentage of enrollments receiving grades of A, B, Cor P (Pass). Retention is defined as the percentage of students who do not receive a W (withdrawal). No significant difference in course success or retention existed between Summer Advantage and first-time college students during Fall 2013. To identify if disproportionate impact occurred in any student subgroups, the overall success of SA students and all other first time students at Norco College was disaggregated by gender and ethnicity. Overall success between the two groups is presented in Table 6, and success disaggregated by gender and ethnicity is presented in Tables 7 and 8 below.

Total	248	65.3%	1313	65.1%
Female	129	67.9%	620	66.8%





English as other first time college students within the first year of attendance. Math outcomes were notable with an 8% difference between groups. This was almost double the pipeline completion rate of other first-time college students. It should be noted that the math pipeline is generally longer to complete than English which may account for the relatively lower rate than English.

#### VII. SUMMARY AND PLANS FOR THE FUTURE

It is important to let data guide the evolving model for the Summer Advantage program as well as inform perceptions about its impact on student success. Summer Advantage clearly had an impact by saving students a total of 321 terms of remedial course