2011-12 Basic Skills Initiative Report and Action Plan (condensed version)

[2] 2007-2010 Basic Skills Completion and Improvement Rates for Credit Courses
Narrative Response

Below, you have been provided with your college's basic skills credit course completion and improvement rates for 2007-2010, the same data that is used in the ARCC Basic Skills Supplemental Report in Tables E2/E3 (see the following page for detailed definitions of the metrics). Please respond to the questions below concerning how the activities your college has undertaken with the Basic Skills Allocation have/have not impacted these numbers. We are interested in hearing about what worked especially well and also about what challenges you faced with your planned activities. We plan to use your responses to inform the Legislature, the Academic Senate, and the work of 3CSN, the Basic Skills Professional Development Grant, in 2012. Each response is limited to 200 words.

Note: While data is not available for noncredit courses at this time, noncredit programs may still elect to respond to the questions. This section is not required for noncredit programs.

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Annual Successful Course Completion Rate for Credit Basic Skills Courses (in percent)

	2007-2008	2008-2009	2009-2010
Mathematics	44.0	46.9	52.9
Writing	61.8	61.8	66.6
Reading	66.9	67.2	72.2
ESL	67.5	69.5	81.2
All Basic Skills	58.0	59.6	64.9

Improvement Rates for ESL and Credit Basic Skills Courses over three years (in percent)

	2005/06 to 2007/08	2006/07 to 2008/09	2007/08 to 2009/10
Mathematics	55.0	54.3	57.6
Writing	68.8	66.7	69.0
Reading	69.4	62.6	68.2
ESL	50.0	44.9	44.5
All Basic Skills	64.0	61.6	65.2

1. In terms of expenditure from the basic skills allocation, what were the top five basic skills activities/interventions for your college during the last year? Identify these activities by the Effective Practices ID found on pages 106-138 in *Basic Skills as a Foundation for Student Success in California Community Colleges* (e.g. A.4.1 = students are required to receive early assessment and advisement)
2. In what way do you think these five activities/interventions impacted your basic skills improvement and completion rates? Please explain.
3. What activity/intervention worked particularly well for your college/center? Please explain.
4. What activity/intervention didn't work well for your college/center? Please explain.
5. What challenges did you face in engaging in these activities/interventions?
6. What type of support, financial and otherwise, do you need to engage more deeply in these activities/interventions?
7. Additional comments

Annual Successful Course Completion Rate for Credit Basic Skills Courses (Table E2 of ARCC Supplemental Report)

Definition: The cohorts for credit basic skills course completion rate consisted of enrollments in basic skills courses for credit in the academic years of interest (2007/08, 2008/09, and 2009/10). These cohorts excluded "special admit" students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of B in CB08 (basic skills course). (Note that the CB08 = P for "Pre-collegiate basic skills" designation is no longer used under title 5 or in the Chancellor's Office Management Information System and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Improvement Rates for ESL and Credit Basic Skills Courses (Table E3 of ARCC Supplemental Report)

Definition for Basic Skills Courses: The improvement rate for credit basic skills cohorts consisted of students enrolled in a credit basic skills English or mathematics course that successfully completed that initial course. Excluded were "special admit" students, i.e., students currently enrolled in K-12 when they took the basic skills course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify mathematics and English courses. Basic skills courses were those having a course designation of B in CB08 (basic skills course). (Note that the CB08 = P for "Precollegiate basic skills" designation is no longer used under title 5 or in the Chancellor's Office Management Information System and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Students who successfully completed the initial credit basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level credit course in the same discipline within three academic years of completing the first credit basic skills course. Cohorts were developed and followed for academic years 2005/06 to 2007/08, 2006/07 to 2008/09, and 2007/08 to 2009/10.

Definition for ESL Courses: The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were "special admit" students, i.e., students currently enrolled in K-12 when they took the ESL course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify ESL courses. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course or college level English course within three academic years of completing the first ESL course. Cohorts were developed and followed for academic years 2005/06 to 2007/08, 2006/07 to 2008/09, and 2007/08 to 2009/10.

[3] Data Analysis for Selected Activities

You are being asked to summarize college-level evaluation data on at least two of your basic skills allocation-funded programmatic approaches to Basic Skills in the following areas:

1. Tutoring
2. Learning Communities
3. First-Year Experience Programs
4. Summer Bridge Programs
5. Supplemental Instruction
6. Early Alert
7. Transition from noncredit to credit

You may submit analyses that you have already completed through your campus processes. Data disaggregated by ethnicity is strongly encouraged. If you need to create such analyses, here is a list of potential approaches that could be applied.

1. Compare the course success rates of groups receiving the treatment (e.g., LCs, tutoring, supplemental instruction) to a comparison group of students who did NOT receive the treatment
    a. Selection of a comparison group that is comparable to those receiving treatment is preferable (i.e., match on ethnicity, age, pt/ft, placement level, etc.)
    b. Only compare students in same course
    c. If possible, one might assess how the students in the treatment are similar to or different from those in the comparison group at ENTRY into the program on measures such as domain-specific skills, previous academic history, motivation, confidence, etc.

2. Compare the goal attainment rates (e.g., success in next course in the sequence, success in college-level course in same area, transfer readiness, degree completion rates) of groups receiving the treatment (e.g., LCs, tutoring, supplemental instruction) to a comparison group of students who did NOT receive the treatment
    a. Selection of a comparison group that is comparable to those receiving treatment is preferable (i.e., match on ethnicity, age, pt/ft, placement level, etc.)
    b. If possible, one might assess how the students in the treatment are similar to or different from those in the comparison group at ENTRY into the program on measures such as domain-specific skills, previous academic history, motivation, confidence, etc.

3. Provide data on Pre / Post tests on domain-specific skills for students within a treatment vs. those who are not
    a. This can tell you about the change effected in the treatment vs. the comparison groups

4. For noncredit to credit basic skills, report either the number or the rate of students who successfully transition from noncredit to credit basic skills.
    a. Preferably one would identify a cohort of students who started at a given level of noncredit, and track forward the percentage of them that successfully transitioned to credit basic skills. Raw counts of students transferring to credit basic skills could also be used in a benchmarking fashion to allow year-to-year comparisons if cohorts are difficult to identify.

Due on or before October 10, 2011

District: Grossmont Cuyamaca Community College_____
College: Error! Reference source not found.

Planned Action	Effective Practice ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome	Criteria that Demonstrates Effectiveness
(1) Continue developing curricular pathways (including contextualized learning) for students with possible inclusion of these pathways into the FYE (2) Continue with training workshops for developmental reading, writing, math instructors and content instructors linked to developmental courses, for (3) the development of integrative assignments that include counselor and counseling courses that are linked to English courses/general education courses in the First Year Experience pilot project (Kingsborough Project). **Goals #1 and #2**	A.6.2 A.7.2	June 2012 and ongoing	Developmental reading, writing, and math instructors and content instructors linked to developmental courses; Counseling Department; Kingsborough Team	The development of integrative assignments to be used in FYE pilot project in Spring, 2012. Assignments will integrate course objectives of 3 courses, developmental reading, developmental writing, and counseling course for Spring, 2012. As FYE is scaled up, curriculum integration may include math and other content area general education courses.	Assignments will be used in developmental links taught in Spring, 2012
Continue to evaluate, improve, and implement useful success and retention strategies in the Umoja program, the Summer Institute, and Life Coaching and apply those success strategies to the FYE (Kingsborough Project) **Goal #2**	A.5.1 B.3..	May 2012 and ongoing	James Canady and Teresa Ford; Scott Barr and Life Coaches; Kingsborough Team	Successful retention strategies in UMOJA Summer Institute, and Life Coaching will be identified and integrated into FYE pilot links.	Identified strategies will be incorporated into FYE cohorts in Fall, 2012 and beyond
Research and implement strategies/models that improve the connection between instructional departments and counseling; and research and evaluate alternate models for	A.1. A.4.2 B.3	May 2012 and ongoing	Counseling Department, to include EOPS, DSPS, and English, Math, and ESL	Early Orientation and Assessment models presently in use and models similar to Each One Teach One (used historically) will be examined to develop a successful orientation/advising model for	Models will be put into effect in Spring and refined for Fall of 2012.

advising and orienting new and returning students. Aid in the development of orientation for new students assessing into English 98 for the purpose of enrolling these students into FYE (Kingsborough Project) **Goal s #2**			instructors; Kingsborough Team	Grossmont.	
Continue faculty development through participation in BSI regional conferences and Faculty Summer Institute **Goal #1**	C.21	June, 2012	Student Success Committee	The number of faculty participating in BSI workshops and Faculty Summer Institute	Faculty Summer Institute will offer 6- 8 workshops with 10% of the faculty participating
Continue to develop CSL and other tutoring programs to include peer tutoring and aides in the classroom across the campus and explore strategies to integrate CSL with other student success initiatives and the FYE (Kingsborough Project) **Goals #2**	A.5 D.1 D.3 D.6	June, 2012 and ongoing	Nancy Herzfeld-Pipkin Virginia Berger, Maria Pak, Math and English tutor coordinators	The number of students served by tutors in Math, English, ESL, and the number of students served by community service learning students will increase	There will be an increase in the number of students served in study centers, and by tutors inside and outside the classrooms

_____   _____   _____   _____
    Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

The first of the top five expenditures would be orientation and advising of basic skills students (A.4.1, A.4.2, B.3.3). Students receive early assessment, are encouraged to enroll in developmental courses if that is where they have assessed, and receive social, academic and emotional support from counselors who are trained to do so.

The second intervention has been the funding of programs developed to serve underprepared and underserved students. These include our Life Coaching Program, UMOJA, and the EOPS Summer Bridge program, which also serves a significant number of foster youth (A.5.1, A.5.4, and B.3.3). Developmental students receive support from trained counselors and instructors in the improvement of study skills, time management, and reading skills, as well as emotional and social support from these mentors. Academic support in the form of tutoring is also an important component.

The third intervention employed is Faculty Development (A.6.2, C.1.1, C.1.2, C.2.2, C.2.4, C.2.6, and C.5.2)) Faculty development occurs through conference attendance and on-campus professional development activities. The Administration supports a strong program of faculty development in instructional strategies especially appropriate for developmental students. These workshops are both theoretical and practical in their methods and are evaluated by the participants. The workshops give faculty an opportunity to interact with each other as well as work across disciplines.

The fourth interventions promoted include our contextualized learning communities, linking English and Math, and the Math Academy, our accelerated developmental program (D.1.1, D.1.2, D.1.3, D.1.4, D.2.1, D.2.2, D.2.3, D.2.4). Program development of an ESL Reading course and modules to help support ESL students using the ESL Writing Center have also been financially supported by BSI. Instructors in learning communities encourage self-directed learning, problem solving, and critical thinking to improve cognitive development. Learning communities employ effective practices integrating reading and writing skills, and effective strategies to improve math problem-solving skills, and the skills are developed in the context of the career pathways selected and offered to date: allied health, business, and the administration of justice. The accelerated math program gives students the opportunity to focus on math, and math only, for one semester for the purpose of satisfying the math prerequisites for college-level math.

The fifth intervention supported with BSI funds is tutoring (D.10.3, D.10.5, D.10.6, D.10.7). Support services are available to students from tutors who have received training to respond appropriately to students' individual needs. As well, the Community Service Learning program involves students tutoring students. Support centers exist for English, ESL, and math students to work with tutors individually and in small study groups.

These interventions, we believe, have helped us increase our successful course completion rates. Ensuring that students are assessed and advised, develop an educational plan, and are encouraged to take the appropriate English, ESL, and math courses is essential to the success of our students. Our mentoring programs have, according to our preliminary research, increased retention rates for those students who are underserved and underprepared. Contextualized learning communities in English and Math have increased retention, success, and persistence rates. Institutional Research in developmental English and math sequences supports this conclusion. The support of the peer group as well as the partnership of the instructors who integrate the reading, writing, and math skills, ensures the increased success of students. Students see the relevance of the curriculum and are more motivated to complete the courses and continue in the developmental sequence. Tutoring

services have also given students the additional support needed to learn more complex concepts. And faculty development workshops and travel to conferences give our faculty opportunities to interact with faculty within and outside of their respective disciplines. Such growth opportunities are necessary if we are to continue on a trend that promotes increased success rates.

Three of the interventions that have worked particularly well would have to be the Math Academy, an accelerated program of developmental math courses, the contextualized learning communities linking developmental reading and writing and math, and the EOPS Summer Institute. Research indicates that these programs see a dramatic increase in student retention and success. The Math Academy requires students to take the two developmental courses in one semester. Students focus only on math. The link of English writing, reading, and elementary algebra has had higher success rates than other English writing and reading links. The math course has success rates equal to the Math Academy. When students feel that they are working toward their career goals while improving their skills, they are much more motivated to achieve. The EOPS Summer Institute has also shown greater retention and success then cohorts of similar students. Our challenge is to scale up these important interventions.

Other challenges arise when considering the continual funding of some of the programs that have been most beneficial for the underserved, underrepresented populations. While these programs have shown increased retention of this population, they are expensive when considering the amount of money needed to maintain the programs versus the number of students involved with the programs. As BSI funds wane, it will be difficult to maintain these programs in their present form.

As a result of concerns for these programs and the desire to increase success and persistence rates, when Grossmont was asked to become involved with Kingsborough College's FIPSE grant, we appreciatively accepted. This past July, a team of 12 administrators and faculty from Grossmont traveled to Kingsborough in Queens, New York to work with their team to examine some of their many successful educational, financial, and support service programs. With their support, Grossmont has developed a plan for a First Year Experience that will integrate the important elements of our smaller mentoring programs with our learning communities. As well, some changes will be made to the orientation/advising component that will be a part of the FYE. A counseling presence will be incorporated into the learning communities with the addition of a counseling course in the learning community. Other elements of this first year experience are in development, with a pilot being offered in Spring, 2012. The pilot will be expanded to 6 learning communities in the Fall, 2012 semester.

Upon examination of the Improvement Rates, it is important to note that variations between the three-year increments are relatively small, with perhaps the exception of ESL. In English writing, variations may be attributable to the fact that coding in 2005 was inaccurate. One of the developmental composition levels was not coded as such. As well, in English reading, while students are required to take the reading course at the first level of developmental English, they are not required to take the second level of reading. Moreover, in English in general, the numbers of students testing into a developmental course are on the increase every year. Our changing demographics may also contribute to variations. We are including Grossmont's Key Performance Indicators as this research will be used as our baseline as we continue our work with BSI funded programs and helpful in tracking our improvement.

With regard to three-year improvement rates in mathematics, the most successful cohort was the 2007/8-2009/10 group. This could be a function of the economic shift that began in 2008, in that

students were more aware of the importance of staying in school and progressing through the mathematics sequence. In terms of assessing the effectiveness of our top five interventions from basic skills allocations, we will need to consider cohorts beginning 2009/10.

ESL improvement rates have suffered most likely as a result of an influx of lower level immigrants to our service area. Historically, our success/completion rates for the lowest levels have often been low, so the data is not surprising. The sequence of ESL courses was designed to help ESL students navigate the rigors of college work, and we work arduously to offer students serious course work to improve their literacy and communication skills so they can be prepared for college classes. Some cannot or will not be able to keep up with our classes for a variety of reasons. For some students, it may depend on their background (how much schooling or English instruction they had before they came to this country); for others, they may have to leave school in order to find a job or take care of family. Moreover, the sheer number of students we can serve is problematic as we have not had the capability to increase the number of sections needed to serve the growing ESL population.

Research Data

Grossmont College began funding its BSI programs in Spring 2009. As a result, while we have been collecting data for research, most of that data collection began in the Fall of 2009. Therefore, much of the data that follows is outside of the parameters requested for this report. Some of the data is overlapping and does fall within the 2009-10 academic year hence we have included most of the programs we are presently tracking.

English/Math Allied Health Link

The English Department has had success, historically, with learning communities linking the developmental reading and writing courses. Students taking the link have, according to Institutional Research, had, on average, a 10% greater success rate in the English developmental writing course if they also enrolled in the reading course (70% success in the learning community versus 59% in the standalone composition course). With this knowledge, and discussions with the Nursing Instructors on campus, we began considering how we might improve our success rates further. As well, the instructors in the Nursing program were concerned with the reading, writing, and math skills of the students entering their program given that at that time of our collaboration, students were accepted into the Nursing program based on a waitlist as opposed to the current merit system. They hoped that we could better prepare students for the Nursing program before they entered the program, thus saving time and heartbreak for our students.
Our research indicated that we had large numbers of students declaring a health major on their enrollment forms, and an equally large number of students who assessed into English 98(second level English) and Math 90 (elementary Algebra). These courses also practiced the reading, writing, and math skills in which the Nursing instructors hoped to see their students excel. With the cooperative work of the reading, writing, math, and nursing instructors, a curriculum was developed.
This fall, 2011, will be the fourth semester that the link has been offered.
While the numbers are still relatively small, we are enthusiastic about the results we have seen thus far. The success rates are as good or better than the success rates in our English writing and reading links and the success rates of the Math Academy. The students enrolled are more motivated and enthusiastic as they learn important skills in the context of a career they are interested in pursuing.

Research Findings:

Success Rates
- Spring 2010   (21 students)
  English 98   67%
  English 98R   81%
  Math 90   48%

- Fall 2010   (29 students)
  English 98   72%
  English 98R   76%
  Math 90   62%

- Spring 2011   (25 students)
  English 98   88%
  English 98R   96%
  Math 90   56%

As comparison, attached are the success rates for the English 98/98R links that are not contextualized.

Math Academy
As part of the Basic Skills Initiative, the Mathematics Department at Grossmont College wanted to tackle the dismal success rate in Beginning Algebra. Instructors had noticed that the success rate during the summer sessions was drastically better than the fall and spring semesters (43% avg). Instructors decided that this was the case as typically during the summer a student will only take one class. In this way, a student focuses only on that one subject. The problem with the regular semester is that many students are on financial aid and must take a full load of 12 units. Our beginning algebra class is 5 units, so they must take an additional 7 units to round off their load. Instructors also believed that many students were lacking the pre-algebra skills to be successful in beginning algebra, but it is difficult to get students to take the lower level math course as preparation. Typically they will keep retaking beginning algebra over and over. Instructors tried thinking "outside the box" on those two issues. So in the fall of 2009, the department offered the Math Academy, a 6-week pre-algebra class followed by a 10-week beginning algebra class. This would give the students 9 units total, so they would only need an additional 3-unit course for their load. Incentives were also offered to students who participated in the program. BSI funds were used to purchase the textbooks. In this way, instructors were sure that students had their texts on the first day of class (another problem in our math courses--the rising costs of textbooks).   Students signed a contract that they would only be taking 12 units, and they also committed to getting support, if needed. Overall the program was a complete success, however small the numbers were. The Math Department will be offering two sections of Math Academy next Fall and Spring as a result.
Below are our success rates for our two classes we ran in the fall and spring semesters.

	Started	Success	%
Math 88 Fall 2009	29	23	79%
Math 90 Fall 2009	22	15	68%

Math 88 Spring 2010	40	33	83%
Math 90 Spring 2010	33	22	67%

Math 90 Math Academy Success Rates

	Successful		Not Successful		Withdrew		Total Number of Enrollments
	N	%	N	%	N	%	
Fall 2009	14	63.6	7	31.8	1	4.5	22
Spring 2010	21	65.6	11	34.4	0	0.0	32
Fall 2010	42	70.0	16	26.7	2	3.3	60
Overall	77	67.5	34	29.8	3	2.6	114

Math 90 Success Rates (Excluding Math Academy)

	Successful		Not Successful		Withdrew		Total Number of Enrollments
	N	%	N	%	N	%	
Fall 2007	310	38.0	241	29.5	265	32.5	816
Spring 2008	292	40.8	181	25.3	242	33.8	715
Summer 2008	68	67.3	16	15.8	17	16.8	101
Fall 2008	391	44.7	271	31.0	212	24.3	874
Spring 2009	298	43.2	207	30.0	185	26.8	690
Summer 2009	88	77.2	17	14.9	9	7.9	114
Fall 2009	466	48.6	280	29.2	213	22.2	959
Spring 2010	389	47.9	274	33.7	149	18.3	812
Overall	2,302	45.3	1,487	29.3	1,292	25.4	5,081

Fall 2008	391	44.7	271	31.0	212	24.3	874
Spring 2009	298	43.2	207	30.0	185	26.8	690
Summer 2009	88	77.2	17	14.9	9	7.9	114
Fall 2009	466	48.6	280	29.2	213	22.2	959
Spring 2010	389	47.9	274	33.7	149	18.3	812
Overall	2,302	45.3	1,487	29.3	1,292	25.4	5,081

ESL Reading and Vocabulary Development—Individualized Reading Program (IRP)

With the support of the Basic Skills Initiative (BSI) and the Grossmont College Student Success Committee, the ESL Department developed the IRP, which is now an integral part of all reading and vocabulary development classes as well as ESL 070 and ESL 080, the department's basic literacy courses. Students spend one class day each week with their instructor working on individualized readings and comprehension exercises. Providing readings at each student's individual reading level allows them to receive targeted instruction that matches their specific reading needs. The level of the readings adjusts as the students' proficiency improves. In the English Department, Project Success is a program designed to build cooperative teaching and learning communities. To provide our students with the well-known benefits of these communities, the ESL department offers linked classes at each of the levels described above. In a Project Success link, the same students enroll in the classes concurrently, and the teachers work together to provide lessons that support learning objectives and build reading and writing skills. Research over the past year shows that ESL students enrolled in our reading and vocabulary development courses have shown significant improvement in their reading proficiency. For students enrolled in our Project Success links, improvement in reading proficiency is most often even greater.

Spring 2010 Student Learning Outcome Report for ESL 098, 102, 105, and 106R

	Reading Diagnostic (Average Percentage of Students Achieving 70% or Higher at the Beginning of the Semester)	**Reading Diagnostic** (Average Percentage of Students Achieving 70% or Higher at the End of the Semester)
Project Success Links	39%	81%
Non Project Success Links	49%	66%

Fall 2010 Student Learning Outcome Report for ESL 098, 102, 105, and 106R

Courses	**Reading Diagnostic** (Average Percentage of Students Achieving 70% or Higher at the Beginning of the Semester)	**Reading Diagnostic** (Average Percentage of Students Achieving 70% or Higher at the End of the Semester)
Project Success Links	39%	76%
Non Project Success Links	48%	68%

UMOJA

Grossmont's Umoja program has also shown increased retention and success for students enrolled in its activities. For those who participate, the results have been impressive. It remains frustrating that those participating are relatively small in number compared to those who could potentially be involved.

Retention Rate - Umoja Participants Comparison Group*
FA07 81%   FA07 69%
SP08 61%   SP08 67%
FA08 83%   FA08 72%
SP09 85%   SP09 73%
FA09 78%   FA09 76%
SP10 79%   SP10 75%
FA10 83%   FA10 78%

*Comparison groups consists of students who selected African-American (and possibly additional ethnicities) on their college application.

Success Rate - Umoja Participants Comparison Group*
FA07 57%   FA07 48%
SP08 43%   SP08 50%
FA08 39%   FA08 51%
SP09 79%   SP09 51%
FA09 62%   FA09 53%
SP10 67%   SP10 51%
FA10 66%   FA10 56%

*Comparison groups consists of students who selected African-American (and possibly additional ethnicities) on their college application.

Summer Institute

Students are recruited to enroll in a 6-week summer program which includes a college reading class and a counseling course. Students are also given bus passes and meal cards, as well as texts. A strong community is built as students interact with each other in their classes but also outside of class with field trips and other social experiences. Upon completion of the summer program, students are advised to enroll into one of a number of developmental learning communities. They are also required to enroll in a 1-unit counseling course. In this way, the cohort remains together for their first academic year of college. Students involved with the summer program have shown strong increases in retention rates.