Introduction
A primary goal of Tacoma Community College’s Achieving the Dream initiative is to improve student success and retention during the first year of college. One of the college’s strategies to accomplish this goal is to improve and expand the number of first year students who enrolled in Human Development 101 (HD 101), a course designed to introduce new students to higher education and prepare them for academic success.

In order to measure the effectiveness of this strategy, *retention* rates of HD 101 students who enrolled in the course in their first quarter in college were compared to retention rates of similar students who did not enroll in HD 101. Over 80% of students in the cohort, who registered for HD 101, did so in their first quarter of enrollment. Students who took HD 101 in subsequent quarters are not included in the comparison data. This report adds to the data presented in the HD 101 *Research Brief* published in September 2006, providing further HD 101 retention analysis using data collected on the 2005, 2006, and 2007 *Achieving the Dream cohorts*.

**Student Retention**
Students in the fall 2006 and fall 2007 cohorts who enrolled in HD 101 in their first college quarter were retained at higher rates in subsequent quarters than non-HD 101 students [*Figure 11.1*]. Eighty-four percent of fall 2006 HD 101 students re-enrolled at TCC in Winter Quarter, and 71% returned for spring, while only 75% of fall 2006 non-HD 101 students were retained.
Student Retention, cont.
in winter, and 63% were retained in spring.
HD 101 students in this cohort also displayed better fall-to-fall retention than non-HD 101 students, with 53% re-enrolling in fall 2007, compared to 41% of non-HD 101 students. The same positive retention trend is seen for fall 2007 students, among whom 80% re-enrolled in winter, and 70% returned for spring, while only 75% of non-HD 101 students were retained to winter, and 67% were retained to spring.

Several changes related to HD 101 occurred between fall 2005 and fall 2007, which can be assumed to have affected these research outcomes. The HD 101 course was strongly encouraged for entering students assessed into two or more developmental (pre-college level) courses in fall 2006 and was required for these students in fall 2007, resulting in considerable expansion in the number of course sections offered and related increases in course enrollment during this period. Course enrollment increased by 55% from fall 2005 to fall 2006 and by 32% from fall 2006 to fall 2007. The HD 101 course curriculum was reviewed and improved prior to both fall 2006 and fall 2007.

Retention by Race/Ethnicity
An important focus of Achieving the Dream is on student groups that have traditionally faced significant barriers to student
Retention by Race/Ethnicity, cont.

success, including African American and Latino/Hispanic students. For the 2006 and 2007 cohorts, fall-to-winter [Figure 11.02] and fall-to-spring [Figure 11.03] retention of HD 101 students of all racial/ethnic groups was generally higher than that of non-HD 101 students. An exception was fall-to-winter retention of the 2006 African American cohort. However, the HD 101 African American students in this cohort who re-enrolled in Spring Quarter did so at a notably higher rate than their non-HD 101 peers. The only other exception in 2006 and 2007 was the fall-to-spring retention of the 2007 cohort for Multi-racial students, for which HD 101 and Non-HD 101 students were equally retained.

Small sizes for all three Latino/Hispanic student cohorts (15 in 2005; 9 in 2006; and 3 in 2007), and even smaller sample sizes for Latino/Hispanic cohort members who enrolled in HD 101 during their first college quarter (4 in 2005; none in 2006; and 1 in 2007), make it impossible to consider the retention or success of these cohorts.

Retention by Socioeconomic Quintile

Socioeconomic status (SES) data is not yet available for students who entered college in fall 2007. For the fall 2006 cohort, first quarter retention rates of HD 101 students were considerably higher than non-HD 101 students in all but the middle (3rd) quintile; for which HD 101 and non-HD 101 retention was approximately the same.
Student Success

Average cumulative GPA’s were used to measure the effect of HD 101 enrollment on student success. Students in the fall 2006 and fall 2007 cohorts who enrolled in HD 101 in their first college quarter earned lower first year GPA’s than students who did not enroll in HD 101 [Figure 11.05]. A possible explanation is that, as HD 101 was recommended, and later required, for students assessed into two or more developmental courses, developmental students formed greater portions of the HD 101 than the non-HD 101 groups. It is encouraging, however, that first year GPA’s increased from 2006 to 2007, and this increase was much greater for the HD 101 than for the non-HD 101 group. In terms of ethnicity, GPA’s of first year African American HD 101 students improved from 2.1 in 2006 to 2.4 in 2007.

![Figure 11.05: Average Cumulative GPA at End of First Year of HD 101 Students vs. Non-HD 101 Students, 2005-2007](image_url)