Community colleges are integral to American education. There is a growing need, however, to improve upon the existing educational practices so that more students can successfully earn a degree. Despite the many opportunities that continuing education affords, a large percentage of students are underprepared for college level course work and are not able to complete degree requirements. Remedial course work is available to those who need basic skills training; but these programs can actually deter student engagement and motivation to earn a degree due to the additional time and tuition needed to complete the remedial course work. This three-phase dissertation proposal investigates a college-wide intervention aimed towards students in need of remedial classes. The first phase examines the effectiveness of a course designed to prepare students in remedial education courses for college work. The second phase investigates the relationship between various demographic factors and student GPA, retention, and graduation by using a regression design. The third phase focuses on the relationships between the psychological factors and student GPA, retention, and graduation. The psychological factors included in this study are: academic motivation; self-determinism; self-regulation; identity; psychological safety; interpersonal support; grit; perceived social support; self-efficacy; and organizational identity. This work highlights the importance of understanding the elements that contribute to community college student success.