



Office of
Research & Planning

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**Research Briefs from the Office of Research and Planning
EOPS and Non-EOPS Student Completion, Success, and Retention Rates**

Overview: The current analysis compares the completion (formally retention), success, and retention (formally persistence) rates of EOPS and non-EOPS students. Specifically, the current analysis compares the rates of EOPS and non-EOPS students in the same sections, the rates of first-time college EOPS and non-EOPS students in the same sections, and the rates of first-time college EOPS and non-EOPS students enrolled in the same math, English, and reading sections from 2005 – 2006 to 2009 – 2010.

Limitations: One of the major limitations to the results provided in this report is the identification of a control group. EOPS students are most likely to qualify for EOPS services for one of the following reasons: if they are not qualified for enrollment into minimum level English or math, did not graduate from high school or obtain a GED, have a high school GPA below 2.5, were previously enrolled in remedial education, are first generation college students, their parents do not have a United States Bachelor’s Degree, their parents first language is not English, or the student is an emancipated foster youth. Currently, it is difficult to identify a comparison group with similar characteristics. Accordingly, the ORP used the following strategies to attempt to control for some of these student characteristics. First, EOPS students were compared to non-EOPS students enrolled in the same sections. Second, first-time college EOPS and non-EOPS students enrolled in the same sections were compared. Finally, in an attempt to control for skill level, first-time college EOPS and non-EOPS students enrolled in the same math, English, and reading sections were compared.

Summary of Findings:

Figure 1: Completion (Formally Retention), Success, and Retention (Formally Persistence) Rates among EOPS and Non-EOPS Students Enrolled in the Same Sections from 2005 – 2006 to 2009 - 2010.

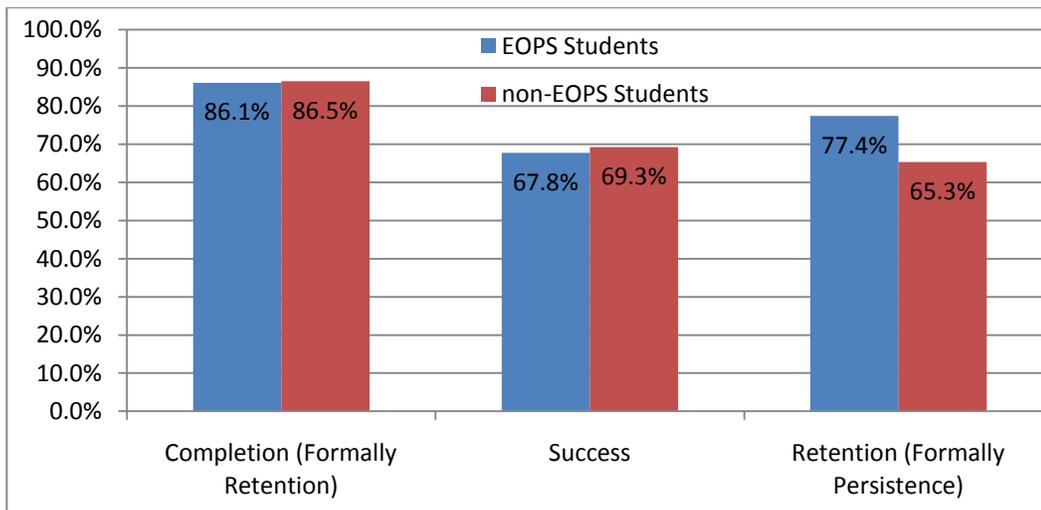


Table 1

- EOPS (86.1%) and non-EOPS (86.5%) students had the same completion rates (formally retention) from 2005 – 2006 to 2009 – 2010
- EOPS students (67.8%) were statistically significantly *less likely* to successfully complete their courses with a “C” grade or better than non-EOPS students (69.3%) enrolled in the same sections from 2005 – 2006 to 2009 – 2010
- EOPS students (77.4%) were statistically significantly and substantially (ES = .25) *more likely* to be retained (formally persistence) from fall to spring than non-EOPS students (65.3%) enrolled in the same sections from 2005 – 2006 to 2009 – 2010

Table 2

- EOPS (92.0%) and non-EOPS (92.1%) first-time college students had the same completion rates (formally retention) from 2005 – 2006 to 2009 – 2010
- EOPS first-time college students (71.8%) were statistically significantly *less likely* to successfully complete their courses with a “C” grade or better than non-EOPS first-time college students (76.5%) enrolled in the same sections from 2005 – 2006 to 2009 – 2010
- EOPS first-time college students (87.8%) were statistically significantly and substantially (ES = .29) *more likely* to be retained (formally persistence) from fall to spring than non-EOPS first-time college students (75.7%) enrolled in the same sections from 2005 – 2006 to 2009 – 2010

Table 3

- EOPS (91.2%) and non-EOPS (90.8%) first-time college students enrolled in the same math, English, and reading sections had the same completion rates (formally retention) from 2005 – 2006 to 2009 – 2010
- EOPS first-time college students (71.9%) were *less likely* to successfully complete their courses with a “C” grade or better than non-EOPS first-time college students (73.6%) enrolled in the same math, English, and reading sections from 2005 – 2006 to 2009 – 2010
- EOPS first-time college students (88.9%) were statistically significantly *more likely* to be retained (formally persistence) from fall to spring than non-EOPS first-time college students (84.0%) enrolled in the same math, English, and reading sections from 2005 – 2006 to 2009 – 2010

Methodology: Data from Datatel, the National Student Clearinghouse (NSC), and the Chancellor’s Office Management Information System (COMIS) was combined to identify first-time college students, EOPS students, and enrollments for CHC students from 2005 – 2006 to 2009 – 2010. EOPS students were identified with COMIS and based on the information submitted by Crafton’s EOPS Department as to which students were EOPS students. First-time college students were identified using the NSC database, and enrollments were identified with Datatel.

Grade on record (GOR) refers to one of the following grades: A, B, C, D, F, CR/P, NC/NP, I, or W. Completion rate (formally retention) is defined as the number of A, B, C, D, F, CR/P, NC/NP, or I grades divided by the number of GOR. Success rate is defined as the number of A, B, C, or CR/P grades divided by the number of grades on record. Retention rate (formally persistence) is defined as the percentage of students who earn a GOR in the fall and subsequent spring term.

The effect size statistic was used to indicate the size of the difference on completion (formally retention), success, and retention (formally persistence). One method of interpreting effect size was developed by Jacob Cohen. Jacob Cohen defined “small,” “medium,” and “large” effect sizes. He explained that an effect size of .20 can be considered small, an effect size of .50 can be considered medium, and an effect size of .80 can be considered large. An effect size is considered to be meaningful if it is .20 or higher. Equally important, if the lower end of the effect size confidence interval (CI) is above .20 it indicates that there is a 95% probability that the program or characteristic has a meaningful impact on the outcome. It is important to mention that the number of students in each group does not influence Effect Size; whereas, when statistical significance is

calculated, the number of students in each group does influence the significance level (i.e. "p" value being lower than .05).

Findings:

Table 1: Completion (Formally Retention), Success, and Retention (Formally Persistence) Rates among EOPS and Non-EOPS Students Enrolled in the Same Sections from 2005-2006 to 2009-2010.

Academic Year	Non-EOPS Students			EOPS Students			Effect Size & 95% CI Lower & Upper ES			Statistically Significant?
	#	N	%	#	N	%	ES	Lower	Upper	
Completion										
2005-06	18,381	21,311	86.3	1,721	1,988	86.6	0.03	-0.02	0.08	No
2006-07	18,890	22,295	84.7	1,786	2,117	84.4	-0.03	-0.07	0.02	No
2007-08	19,216	22,304	86.2	1,934	2,311	83.7	-0.06	-0.10	-0.01	Yes
2008-09	24,610	28,253	87.1	3,029	3,466	87.4	0.00	-0.04	0.04	No
2009-10	22,769	25,906	87.9	2,108	2,401	87.8	0.00	-0.04	0.04	No
Total	103,866	120,069	86.5	1,0578	12,283	86.1	-0.03	-0.05	-0.01	No
Success										
2005-06	14,798	21,311	69.4	1,329	1,988	66.9	-0.04	-0.09	0.00	Yes
2006-07	15,200	22,295	68.2	1,434	2,117	67.7	0.00	-0.04	0.04	No
2007-08	15,359	22,304	68.9	1,501	2,311	65.0	-0.09	-0.13	-0.04	Yes
2008-09	19,776	28,253	70.0	2,412	3,466	69.6	0.00	-0.04	0.04	No
2009-10	18,092	25,906	69.8	1,654	2,401	68.9	-0.02	-0.06	0.02	No
Total	83,225	120,069	69.3	8,330	12,283	67.8	-0.02	-0.04	0.00	Yes
Retention										
FA05-SP06	2,738	4,177	65.5	188	256	73.4	0.15	0.02	0.27	Yes
FA06-SP07	2,816	4,284	65.7	208	271	76.8	0.23	0.11	0.36	Yes
FA07-SP08	2,871	4,512	63.6	231	308	75.0	0.23	0.11	0.35	Yes
FA08-SP09	3,376	5,035	67.1	287	358	80.2	0.28	0.17	0.38	Yes
FA09-SP10	3,550	5,485	64.7	292	366	79.8	0.32	0.21	0.42	Yes
Total	15,351	23,493	65.3	1,206	1,559	77.4	0.25	0.20	0.31	Yes

Note: "#" refers to the number of completions, successful course completions, or the number of students retained from fall to spring, "N" refers to the number of GOR for completion and success or the number of students who earned a GOR in the fall semester, and "%" is the "#" divided by "N" times 100.

Table 2: Completion (Formally Retention), Success, and Retention (Formally Persistence) Rates among *First-Time College* EOPS and Non-EOPS Students Enrolled in the Same Sections from 2005-2006 to 2009-2010.

Academic Year	Non-EOPS Students			EOPS Students			Effect Size & 95% CI Lower & Upper ES			Statistically Significant?
	#	N	%	#	N	%	ES	Lower	Upper	
Completion										
2005-06	3,508	3,820	91.8	272	289	94.1	0.07	-0.05	0.19	No
2006-07	3,922	4,304	91.1	270	312	86.5	-0.14	-0.25	-0.02	Yes
2007-08	3,977	4,372	91.0	359	391	91.8	0.03	-0.07	0.14	No
2008-09	5,373	5,822	92.3	535	586	91.3	-0.04	-0.12	0.05	No
2009-10	3,607	3,822	94.4	340	353	96.3	0.09	-0.02	0.20	No
Total	20,387	22,140	92.1	1,776	1,931	92.0	0.00	-0.05	0.05	No
Success										
2005-06	2,964	3,820	77.6	212	289	73.4	-0.12	-0.24	0.00	No
2006-07	3,222	4,304	74.9	217	312	69.6	-0.11	-0.23	0.00	Yes
2007-08	3,294	4,372	75.3	255	391	65.2	-0.23	-0.33	-0.13	Yes
2008-09	4,475	5,822	76.9	432	586	73.7	-0.07	-0.16	0.01	No
2009-10	2,975	3,822	77.8	271	353	76.8	-0.02	-0.13	0.08	No
Total	16,930	22,140	76.5	1,387	1,931	71.8	-0.09	-0.14	-0.05	Yes
Retention										
FA05-SP06	719	953	75.4	40	45	88.9	0.33	0.03	0.63	Yes
FA06-SP07	866	1,139	76.0	46	53	86.8	0.26	-0.02	0.54	No
FA07-SP08	801	1,086	73.8	64	74	86.5	0.28	0.04	0.51	Yes
FA08-SP09	1099	1,451	75.7	84	95	88.4	0.28	0.08	0.49	Yes
FA09-SP10	1012	1,315	77.0	76	86	88.4	0.26	0.05	0.48	Yes
Total	4497	5,944	75.7	310	353	87.8	0.29	0.18	0.40	Yes

Note: “#” refers to the number of completions, successful course completions, or the number of students retained from fall to spring, “N” refers to the number of GOR for completion and success or the number of students who earned a GOR in the fall semester, and “%” is the “#” divided by “N” times 100.

Table 3: Completion (Formally Retention), Success, and Retention (Formally Persistence) Rates among *First-Time College* EOPS and Non-EOPS Students Enrolled in the Same *Math, English, and Reading* Sections from 2005-2006 to 2009-2010.

Academic Year	Non-EOPS Students			EOPS Students			Effect Size & 95% CI Lower & Upper ES			Statistically Significant?
	#	N	%	#	N	%	ES	Lower	Upper	
Completion										
2005-06	1,199	1,335	89.8	126	134	94.0	0.13	-0.04	0.31	No
2006-07	1,385	1,538	90.1	109	130	83.8	-0.20	-0.38	-0.02	No
2007-08	1,486	1,668	89.1	160	177	90.4	0.03	-0.12	0.19	No
2008-09	1,809	1,990	90.9	213	235	90.6	0.00	-0.14	0.14	No
2009-10	1,268	1,343	94.4	138	142	97.2	0.13	-0.04	0.31	No
Total	7,147	7,874	90.8	746	818	91.2	0.00	-0.07	0.07	No
Success										
2005-06	982	1,335	73.6	100	134	74.6	0.02	-0.15	0.20	No
2006-07	1,120	1,538	72.8	87	130	66.9	-0.13	-0.31	0.04	No
2007-08	1,209	1,668	72.5	111	177	62.7	-0.20	-0.35	-0.04	Yes
2008-09	1,463	1,990	73.5	178	235	75.7	0.05	-0.09	0.18	No
2009-10	1,021	1,343	76.0	112	142	78.9	0.07	-0.10	0.24	No
Total	5,795	7,874	73.6	588	818	71.9	-0.05	-0.12	0.03	No
Retention										
FA05-SP06	501	591	84.8	36	40	90.0	0.14	-0.18	0.46	No
FA06-SP07	602	716	84.1	40	44	90.9	0.14	-0.16	0.45	No
FA07-SP08	569	704	80.8	58	67	86.6	0.15	-0.10	0.40	No
FA08-SP09	760	895	84.9	71	81	87.7	0.09	-0.14	0.31	No
FA09-SP10	687	805	85.3	68	75	90.7	0.17	-0.07	0.41	No
Total	3,119	3,711	84.0	273	307	88.9	0.14	0.02	0.25	Yes

Note: “#” refers to the number of completions, successful course completions, or the number of students retained from fall to spring, “N” refers to the number of GOR for completion and success or the number of students who earned a GOR in the fall semester, and “%” is the “#” divided by “N” times 100.