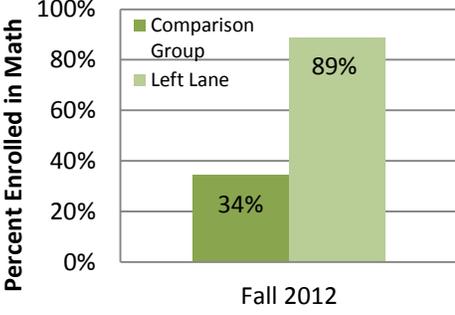
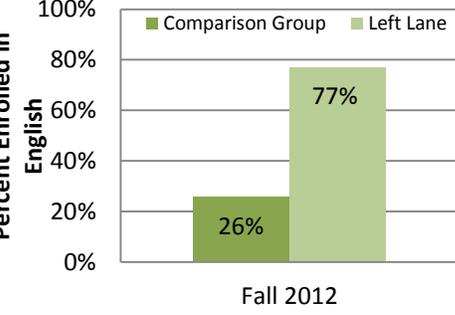
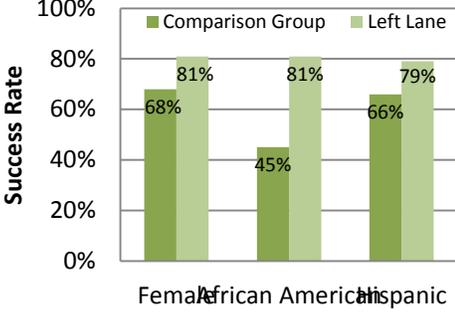
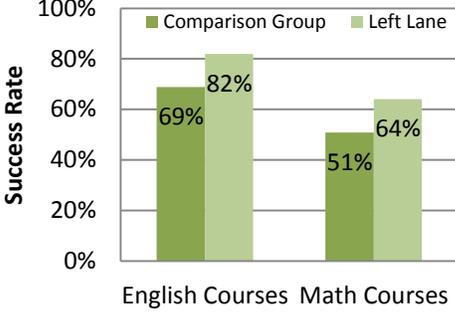
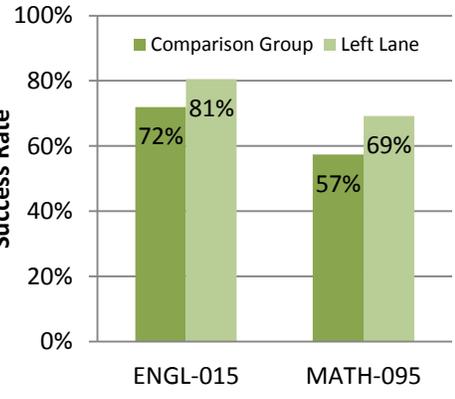
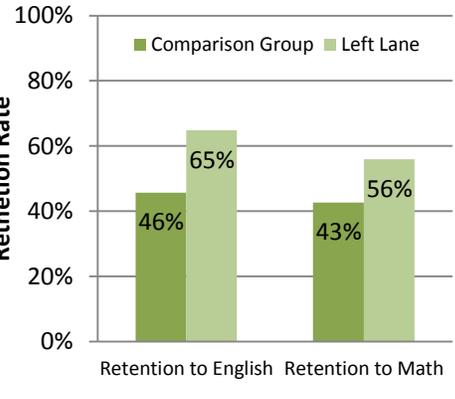


Crafton Hills College Fall 2012 Left Lane Student Outcomes

<p>Percent of Students Enrolling in Math</p>  <table border="1"> <thead> <tr> <th>Group</th> <th>Percent Enrolled in Math</th> </tr> </thead> <tbody> <tr> <td>Comparison Group</td> <td>34%</td> </tr> <tr> <td>Left Lane</td> <td>89%</td> </tr> </tbody> </table>	Group	Percent Enrolled in Math	Comparison Group	34%	Left Lane	89%	<p>← Left Lane students were substantially and statistically significantly more likely to enroll in a math course (89%) than students in the comparison group (34%).</p> <p>→ Left Lane students were substantially and statistically significantly more likely to enroll in an English course (77%) than students in the comparison group (26%).</p>	<p>Percent of Students Enrolling in English</p>  <table border="1"> <thead> <tr> <th>Group</th> <th>Percent Enrolled in English</th> </tr> </thead> <tbody> <tr> <td>Comparison Group</td> <td>26%</td> </tr> <tr> <td>Left Lane</td> <td>77%</td> </tr> </tbody> </table>	Group	Percent Enrolled in English	Comparison Group	26%	Left Lane	77%									
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<p>Female, African American, and Hispanic Student Success Rates</p>  <table border="1"> <thead> <tr> <th>Demographic</th> <th>Comparison Group</th> <th>Left Lane</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>68%</td> <td>81%</td> </tr> <tr> <td>African American</td> <td>45%</td> <td>81%</td> </tr> <tr> <td>Hispanic</td> <td>66%</td> <td>79%</td> </tr> </tbody> </table>	Demographic	Comparison Group	Left Lane	Female	68%	81%	African American	45%	81%	Hispanic	66%	79%	<p>← African American Left Lane students were substantially (ES = .77) and statistically significantly ($p < .001$) more likely to successfully complete their Fall 2012 courses (81%) than non-Left Lane African American students (45%).</p> <p>→ Left Lane students were substantially and statistically significantly more likely to successfully complete English (82% to 69%) and math (64% to 51%) courses than students in the comparison group.</p>	<p>Percent of Students Successfully Completing English and Math Courses</p>  <table border="1"> <thead> <tr> <th>Course</th> <th>Comparison Group</th> <th>Left Lane</th> </tr> </thead> <tbody> <tr> <td>English Courses</td> <td>69%</td> <td>82%</td> </tr> <tr> <td>Math Courses</td> <td>51%</td> <td>64%</td> </tr> </tbody> </table>	Course	Comparison Group	Left Lane	English Courses	69%	82%	Math Courses	51%	64%
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Note: Fall 2012 was the first term in which the Left Lane Project (LLP) was implemented. The Left Lane Project initially started with 276 students, 258 (93%) earned a grade on record (GOR) in Fall 2012. The purpose of the LLP is to reduce the amount of time it takes students to earn an AA/AS Degree at Crafton. To accomplish this LLP has implemented numerous strategies specifically geared toward first-time college students: Summer Bridge Program, learning communities, supplemental instruction, counseling and tutoring services, and services provided through SOA³R. Additional information can be obtained from Office of Institutional Effectiveness, Research & Planning in the following report: Relationship of the Fall 2012 Left Lane Cohort to Enrollments, Student Success and Fall to Spring Retention.