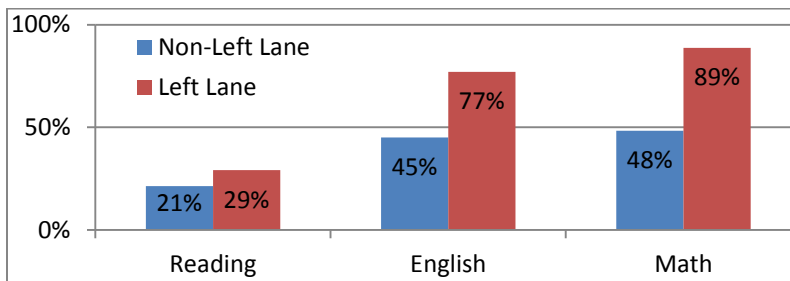


Left Lane, Fall 2012 (Version 2)

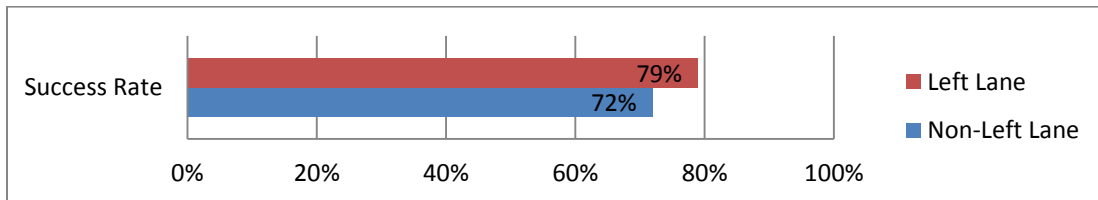
Overview: The purpose of this brief is to summarize the relationship of the Left Lane program to Fall 2012 student success.

Summary of Findings:

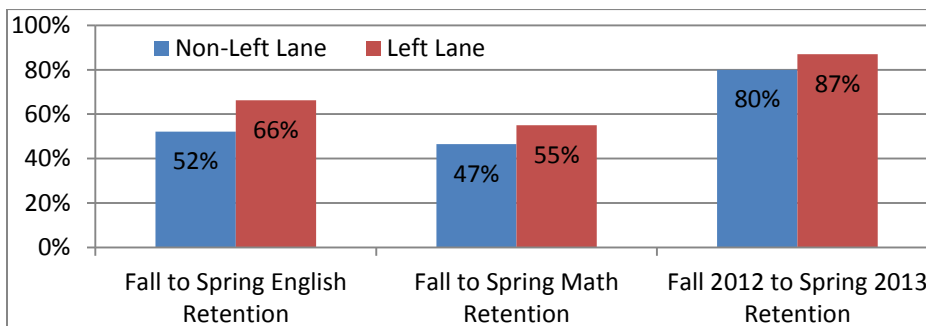
- 276 students started in the left lane program and 258 (93%) earned a Grade on Record (GOR) in Fall 2012
- Left Lane students were substantially ($ES = .89$) and statistically significantly ($p < .001$) more likely to earn a GOR in a math course their first semester (89%) at Crafton than non-Left Lane students (48%)



- Left Lane students were substantially ($ES = .16$) and statistically significantly ($p < .001$) more likely to successfully complete their Fall 2012 courses (79%) than non-Left Lane students (72%)



- Left Lane students were substantially ($ES = .19$) and statistically significantly ($p = .012$) more likely to be retained from Fall 2012 to Spring 2013 (87%) than non-Left Lane students (80%)
- Left Lane students who earned a GOR in math in Fall 2012 were substantially ($ES = .17$) more likely to enroll in math in the subsequent spring semester (55%) than non-Left Lane students (47%)
- Left Lane students who earned a GOR in English in Fall 2012 were statistically significantly ($p = .002$) and substantially ($ES = .29$) more likely to enroll in English in the subsequent spring semester (66%) than non-Left Lane students (52%).



Methodology: In Fall 2012 the Left Lane project initially started with 276 students, of those, 258 (93%) earned a Grade on Record (GOR). Of the 258 students who earned a GOR, 212 (82%) completed their last year of high school in 2012. Accordingly, students who completed their last year of high school in 2012 and earned a GOR in Fall 2012 were used as a comparison group (non-Left Lane students). In total, 795 Crafton Hills College students who earned a GOR in Fall 2012 also completed their last year of high school in 2012.

A limitation in the comparison is that participation in SOA³R was not controlled for when comparing the results. Specifically, 25% (n = 145) of non-Left Lane students participated in SOAR and 61% (n = 156) of Left Lane students participated in SOA³R. However, when only comparing the students who participated in SOAR both groups had the same success rate (78%) and retention from fall to spring (90%). Students in the non-Left Lane group were more likely to enroll in English and math courses in Fall 2012; however, the differences remained substantial and statistically significant.

Research conducted by the Crafton Hills College Office of Institutional Effectiveness, Research and Planning has strongly indicated that students who complete transfer level math and English are substantially and statistically significantly more likely to transfer to a four-year institution. For instance, students who successfully complete transfer level math are almost 4 times more likely to transfer to a four-year institution than students who do not successfully complete transfer level math ([Wurtz, Fall 2012](#)). Accordingly, one of the outcomes examined for Left Lane students is the number and percent of students who enrolled in English, math, and reading courses their first semester at Crafton. Table 1 illustrates the number and percent of Left-Lane students and non-Left Lane students who earned a GOR in English, math, or reading.

In addition to earning a GOR in English, math, or reading, the overall Fall 2012 success rate of Left Lane students was compared to non-Left Lane students (see Table 2). Success rate was also examined for students in both groups in English, math, and reading. Success rate is defined as earning a grade of A, B, C, or P divided by the number of grades earned on record (GOR; A, B, C, D, F, P, NP, I, and W).

Retention (formally persistence) from Fall 2012 to Spring 2013 was also examined for Left Lane and non-Left Lane students (see Table 3). In addition, retention for students in both cohorts was also examined for students who earned a GOR in English, math, or reading. A limitation to this was that at the time of the writing of this report (January 29, 2013) the Spring term had not ended. As a result, only whether or not students were enrolled with a status of "A" or "N" as of January 29, 2013 was examined. At the end of the Spring 2013, retention for Left Lane students will be examined in greater detail and include only students who earned a GOR in Spring 2013.

The effect size statistic was used to indicate the size of the difference on enrollments, success, and retention between Left Lane and non-Left Lane students. 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. 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: Left Lane students were substantially (ES = .67) and statistically significantly ($p < .001$) more likely to earn a GOR in an English course their first semester (77%) at Crafton than non-Left Lane students (45%, see Table 1). Moreover, Left Lane students were substantially (ES = .89) and statistically significantly ($p < .001$) more likely to earn a GOR in a math course their first semester (89%) at Crafton than non-Left Lane students (48%).

Table 1: Percent of Left Lane and Non-Left Lane Students Earning a Grade on Record in English, Math, and Reading.

Discipline	Percent Enrolled in English, Math, or Reading						ES	P Value
	Last High School Year was 2012			Left Lane Student				
	#	N	%	#	N	%		
English	263	583	45.1	199	258	77.1	.67	< .001
Math	282	583	48.4	229	258	88.8	.89	< .001
Reading	125	583	21.4	75	258	29.1	.18	.021

Left Lane students were substantially (ES = .16) and statistically significantly ($p < .001$) more likely to successfully complete their Fall 2012 courses (79%) than non-Left Lane students (72%, see Table 2). Left Lane students were also more likely to successfully complete their English, math, and reading courses than non-Left Lane students.

Table 2: Success Rate by Supplemental Instruction Attendance for Fall 2011.

Discipline	Success Rate						ES	P Value
	Last High School Year was 2012			Left Lane Student				
	#	N	%	#	N	%		
English	203	260	78.1	163	199	81.9	.10	.308
Math	164	280	58.6	152	237	64.1	.11	.196
Reading	94	125	75.2	60	75	80.0	.11	.429
All Disciplines*	1,481	2,061	71.9	978	1,243	78.7	.16	< .001

*Note: The All Disciplines row includes every course both Left Lane and Non-Left Lane students were enrolled in. The English, math, and reading course enrollments do not include every course that both groups of students were enrolled in.

Left Lane students were substantially (ES = .19) and statistically significantly ($p = .012$) more likely to be retained from Fall 2012 to Spring 2013 (87%) than non-Left Lane students (80%, see Table 3). In addition, students who participated in Left Lane and who earned a GOR in math in Fall 2012 were substantially (ES = .17) more likely to enroll in math in the subsequent spring semester (55%) than non-Left Lane students (47%). Moreover, Left Lane students who earned a GOR in English in Fall 2012 were statistically significantly ($p = .002$) and substantially (ES = .29) more likely to enroll in English in the subsequent spring semester (66%) than non-Left Lane students (52%).

Table 3: Percent of Left Lane and Non-Left Lane Students who were Enrolled in Spring 2013 after earning a GOR in Fall 2012.

Retention from Fall 2012 to Spring 2013	Percent Enrolled in Spring 2013						ES	P Value
	Last High School Year was 2012			Left Lane Student				
	#	N	%	#	N	%		
Retention to English	137	263	52.1	132	199	66.3	.29	.002
Retention to Math	131	282	46.5	126	229	55.0	.17	.054
Retention to Reading	19	125	15.2	11	75	14.7	-.01	.919
Retention (i.e. Persistence)	464	583	79.6	224	258	86.8	.19	.012

Note: Retention from Fall to Spring for English, Math, and Reading only include those students who earned a GOR in English, Math, or Reading in Fall 2012. Accordingly, the denominator (i.e. N) for each is the same as the number (#) identified in Table 1 for students who were enrolled in each discipline in Fall 2012.

Any questions regarding this report can be requested from the Office of Institutional Effectiveness, Research and Planning at: (909) 389-3206 or you may send an e-mail request to kwurtz@craftonhills.edu. (2012FA_LeftLane_Success.docx; FA12_Grades_GOR_20130107.sav).