Research to Drive Campus Conversations on Student Success

Prepared by Keith Wurtz

Director, Office of Research & Planning

Today we'll cover:

- Working toward a "Culture of Inquiry" - Data, Evidence, College Decision-making, Student Success, and You…
- Strategies Related to Student Success
- Equity Research
- Basic Skills Improvement

Ground Rules

- Ask lots of questions – especially nagging and tough ones
- Data doesn’t make meaning; we make meaning from data

Data, Evidence, College Decision-making, Student Success, and You…

How do colleges make good decisions ?

If you want to learn you have to take part in the conversation

"Learning emerges from an ongoing *conversation* about things that matter with both passion and *discipline*"

-Parker Palmer

The Courage to Teach

Learning is founded on evidence and inquiry

Framing Thought #1

- "Data do not speak for themselves. What is also needed are occasions that *bring educators together* to examine evidence about student learning, reflect on its meaning and identify approaches that yield better results."
  - Carnegie Foundation (2009)

Framing Thought #2

- Decision making in complex systems *is a highly social process*, not solely an intellectual exercise.
- *The process is composed of many small acts, carried out by different people at different points in time.*

Institutional Research (IR) & You

- IR is about helping the college and its practitioners make better decisions
- We are using non-experimental data to examine behavior in complex human systems
- We are not seeking absolute truths; rather we are looking for patterns of evidence that inform action-oriented decisions

Office of Research & Planning Mission Statement

- "The purpose of the Crafton Hills College Office of Research and Planning is to **collaborate** with faculty, administration, staff, and students to provide high quality educational programs and services by integrating institutional research, planning, analysis, and systematic assessment **to inform evidenced-based decision making and learning**…"

Collaborative Model of Institutional Research

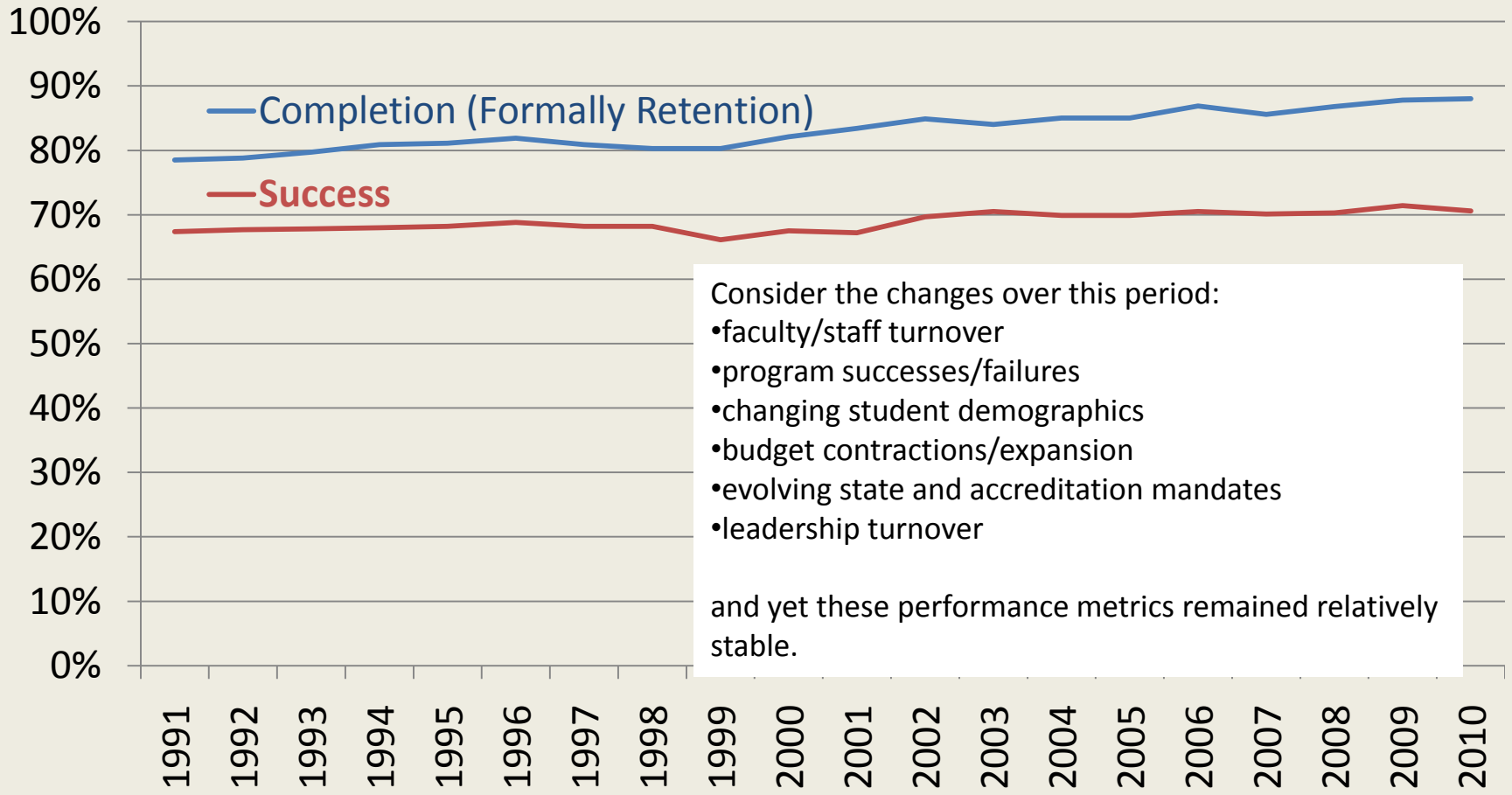
Primary Responsibility

- Faculty/Staff/Student
- Researcher
- Joint Activity

Key Features:

- *Dialogue-rich*
- *Jointly-driven processes*

Ten Year Trend for Common Institutional Outcome Measures



Consider the changes over this period:
- faculty/staff turnover
- program successes/failures
- changing student demographics
- budget contractions/expansion
- evolving state and accreditation mandates
- leadership turnover

and yet these performance metrics remained relatively stable.

What does this tell us about the usefulness of these metrics in setting institutional strategies?

An Observation

Much of what is needed to support good decision making lies beyond the current grasp of our institutional databases.

What is Our College's Transfer Rate?

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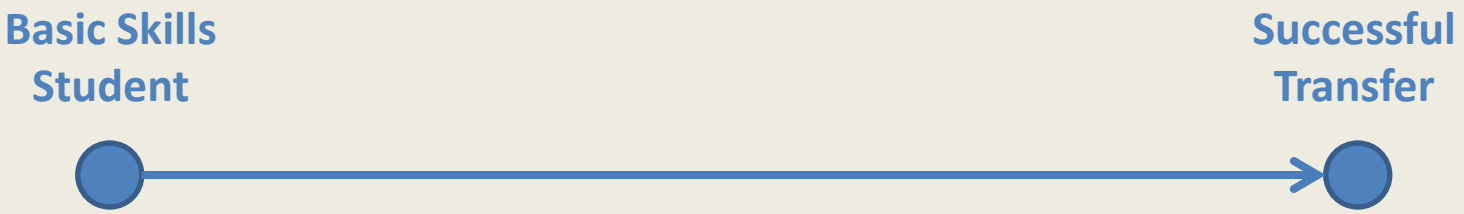

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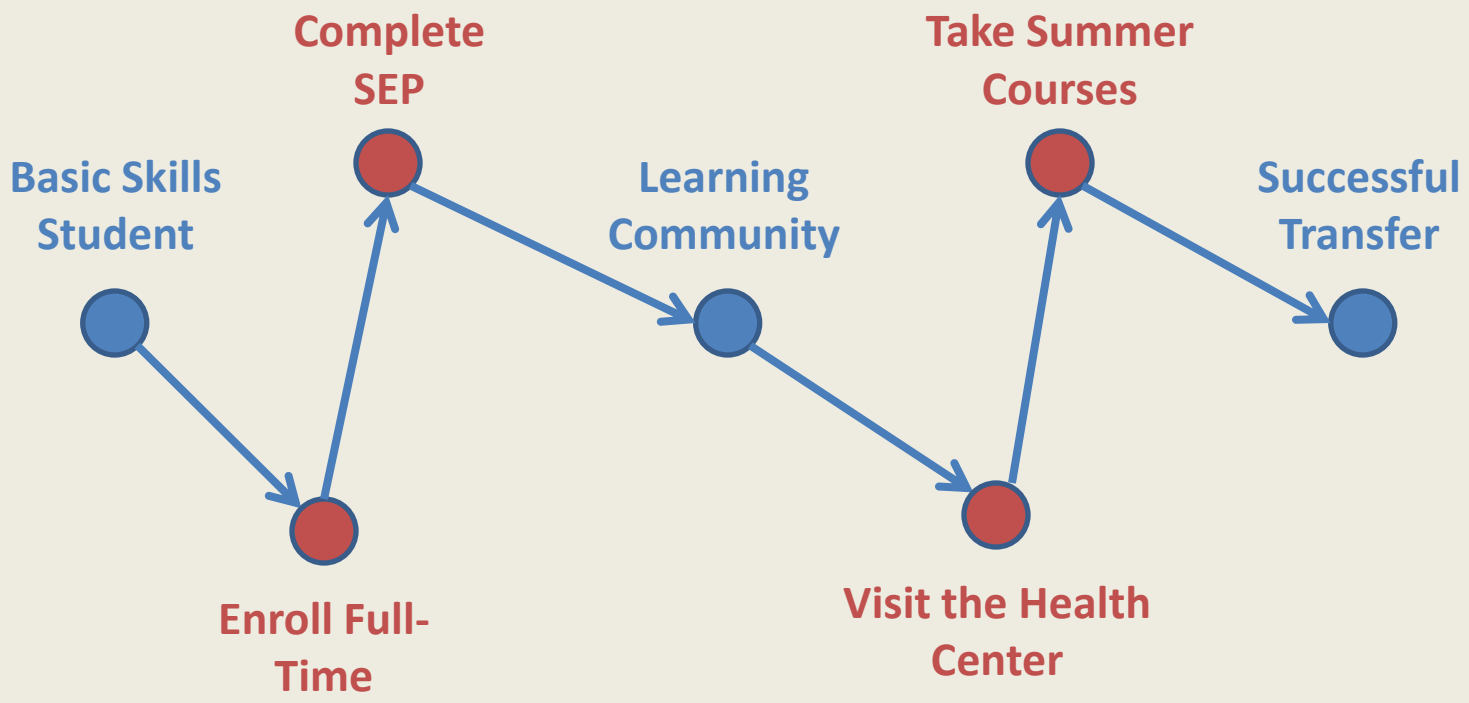

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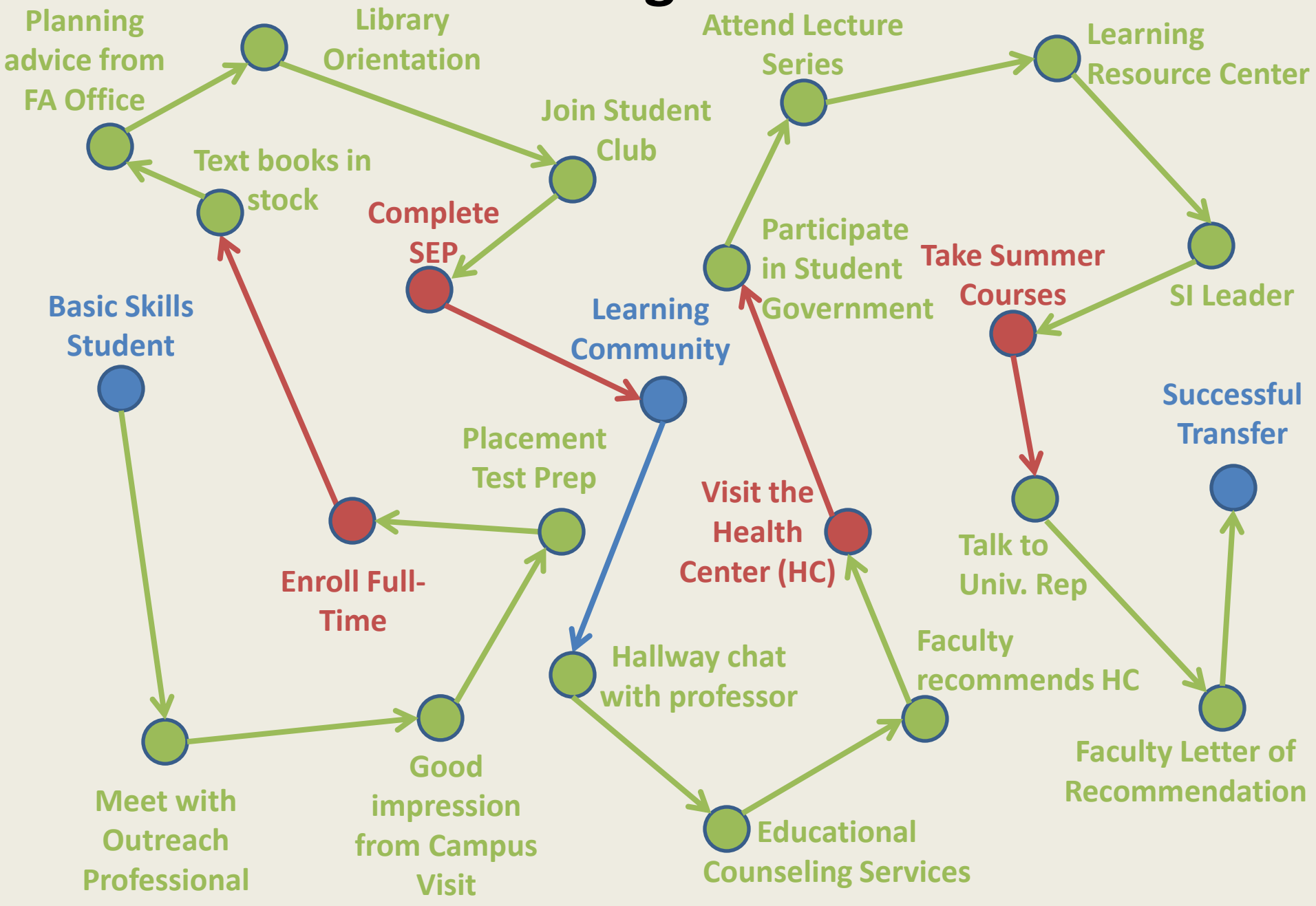


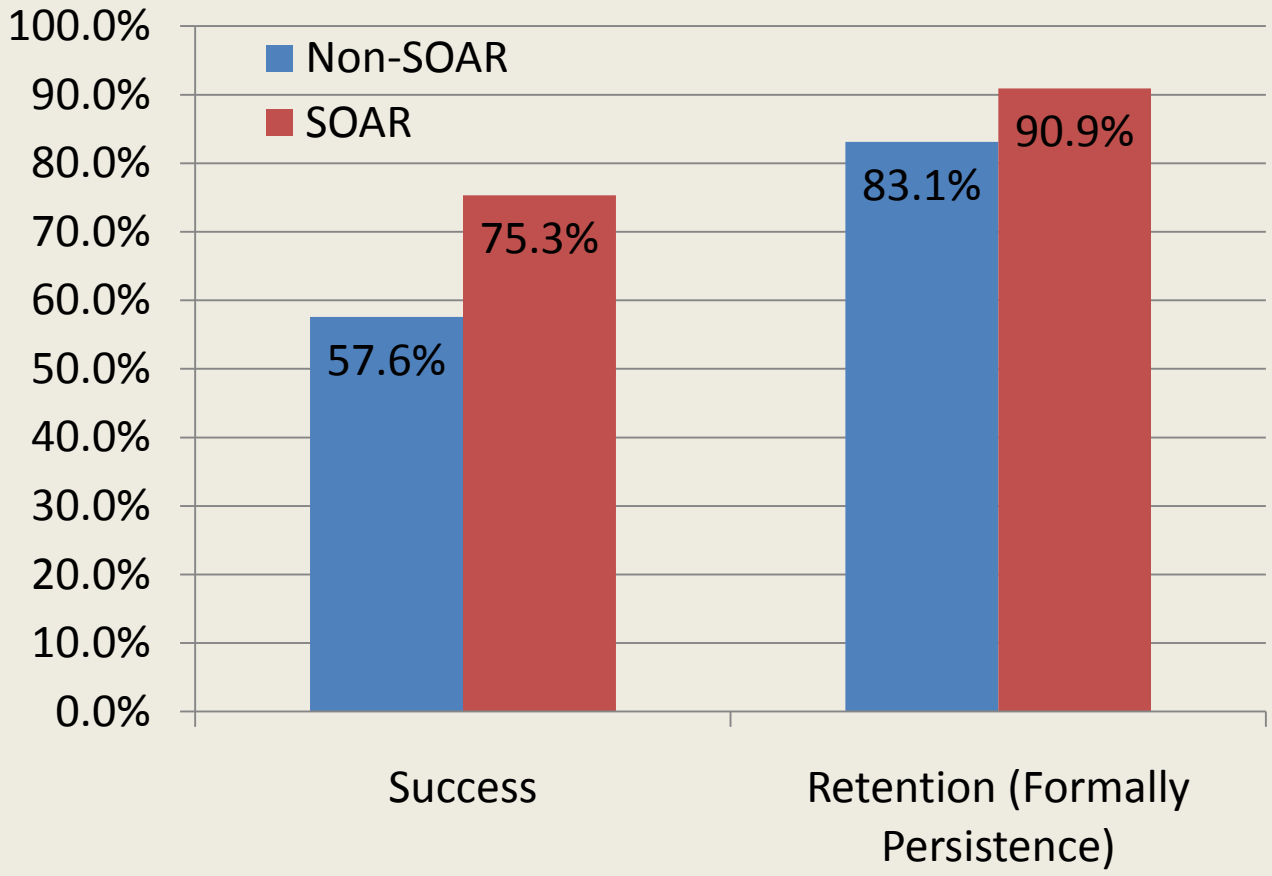
A Look at Three Areas

- Strategies Related to Student Success
- Equity Research
- Basic Skills Improvement

Strategies Related to Student Success

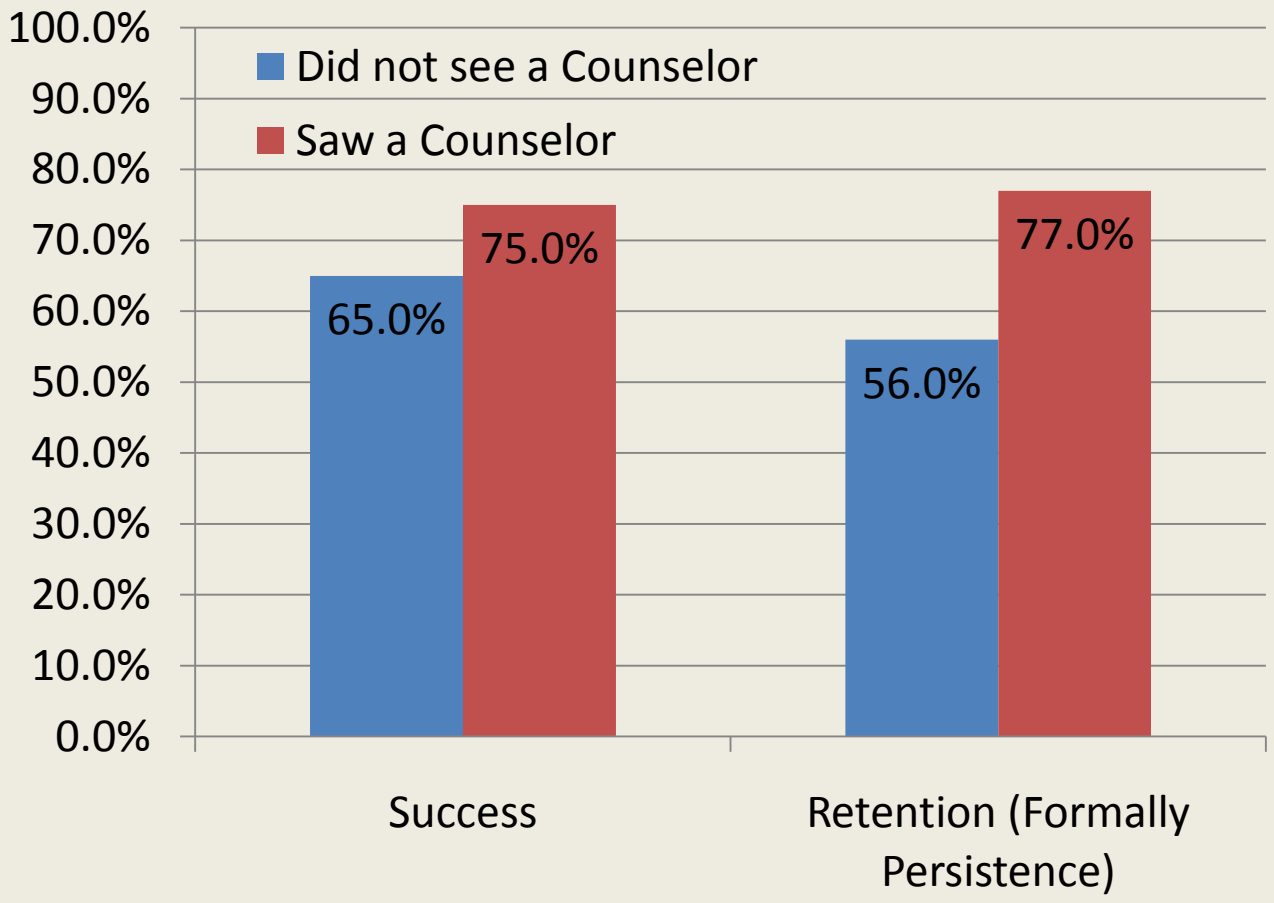
SOA³R – Senior Orientation, Application, Assessment, Advising and Registration

- Students who participate in SOAR are more likely to successfully complete courses with a “C” grade or better and are retained (formally known as persistence) from one term to the next than students who do not participate in SOAR



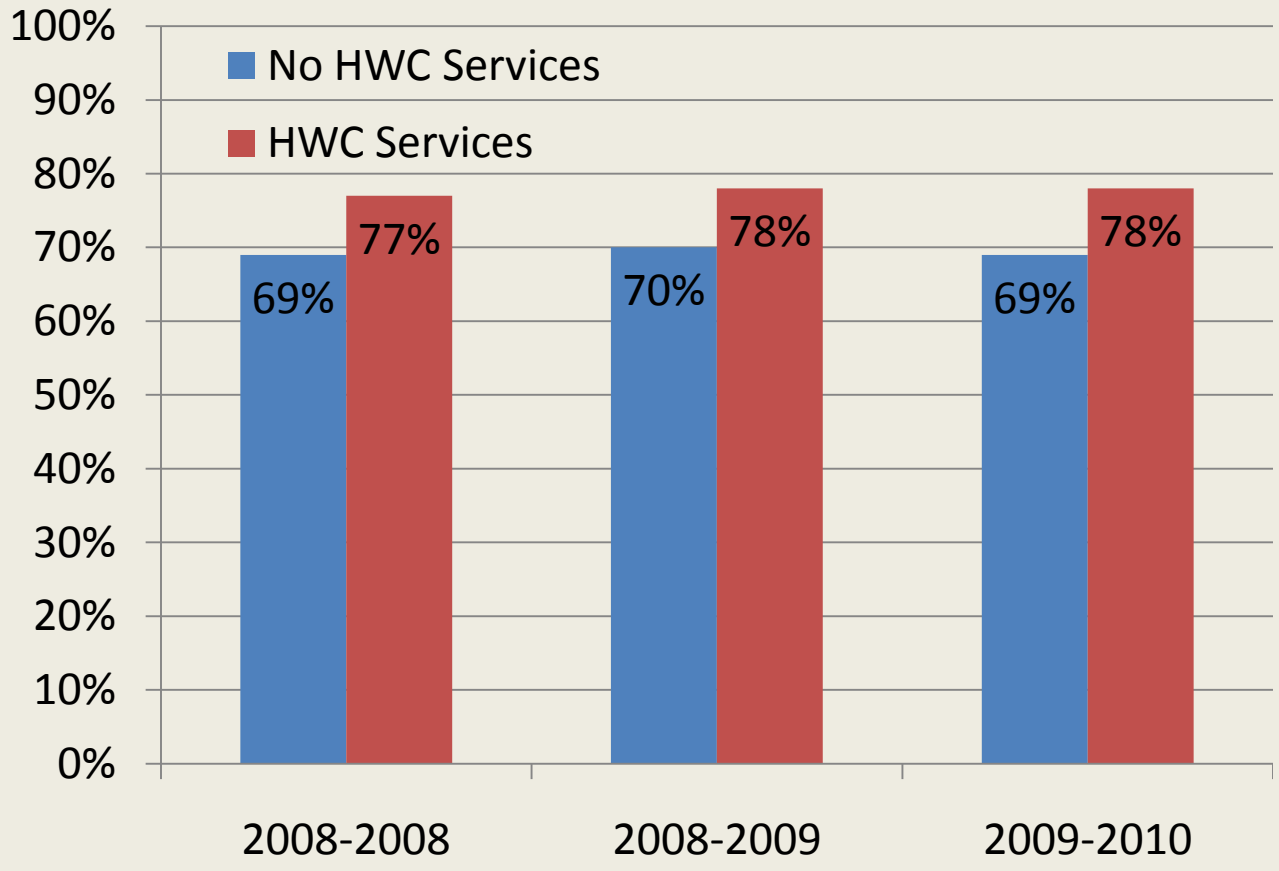
Counseling Services

- Students who see a counselor are more likely to successfully complete courses with a “C” grade or better and are retained (formally known as persistence) from one term to the next than students who do not see a counselor



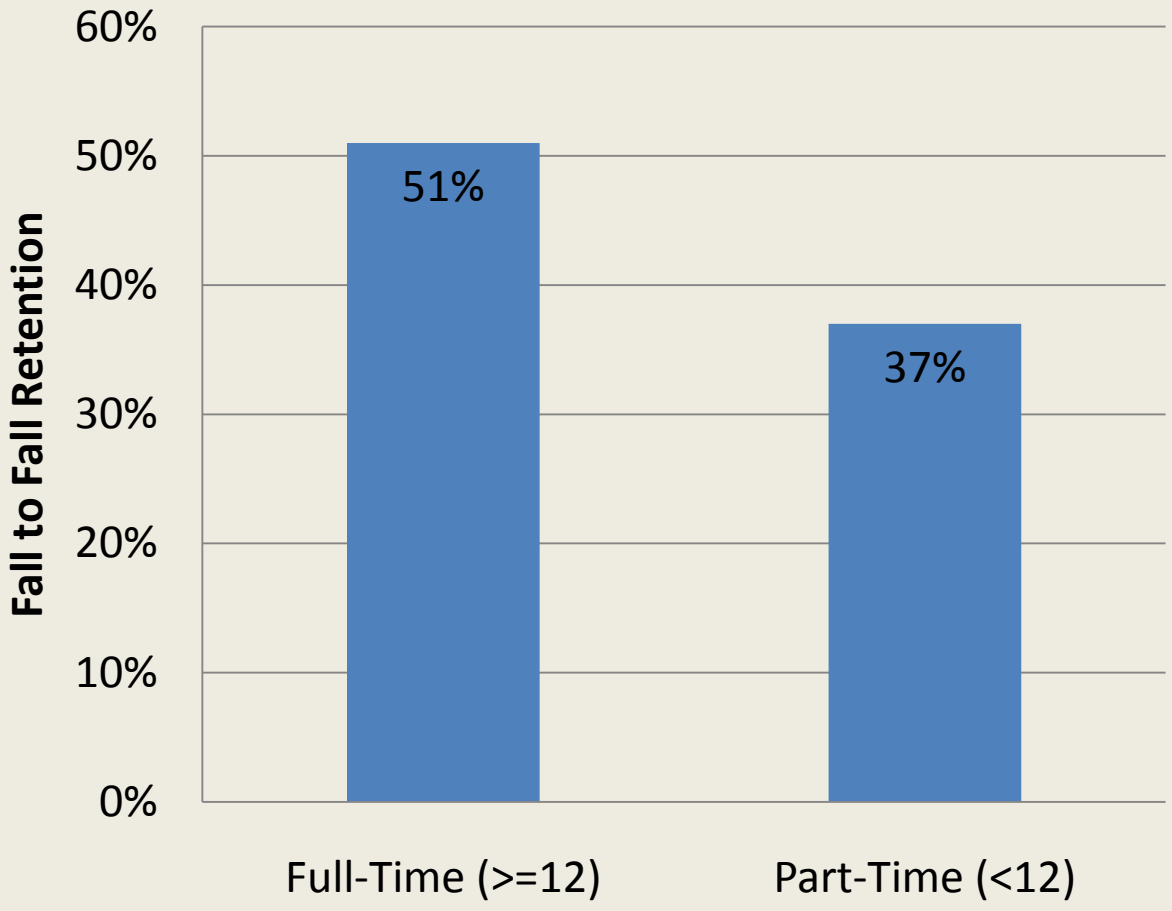
Health Services

- Students are more likely to successfully complete a course with a “C” grade or better when they receive services from the Health and Wellness Center.



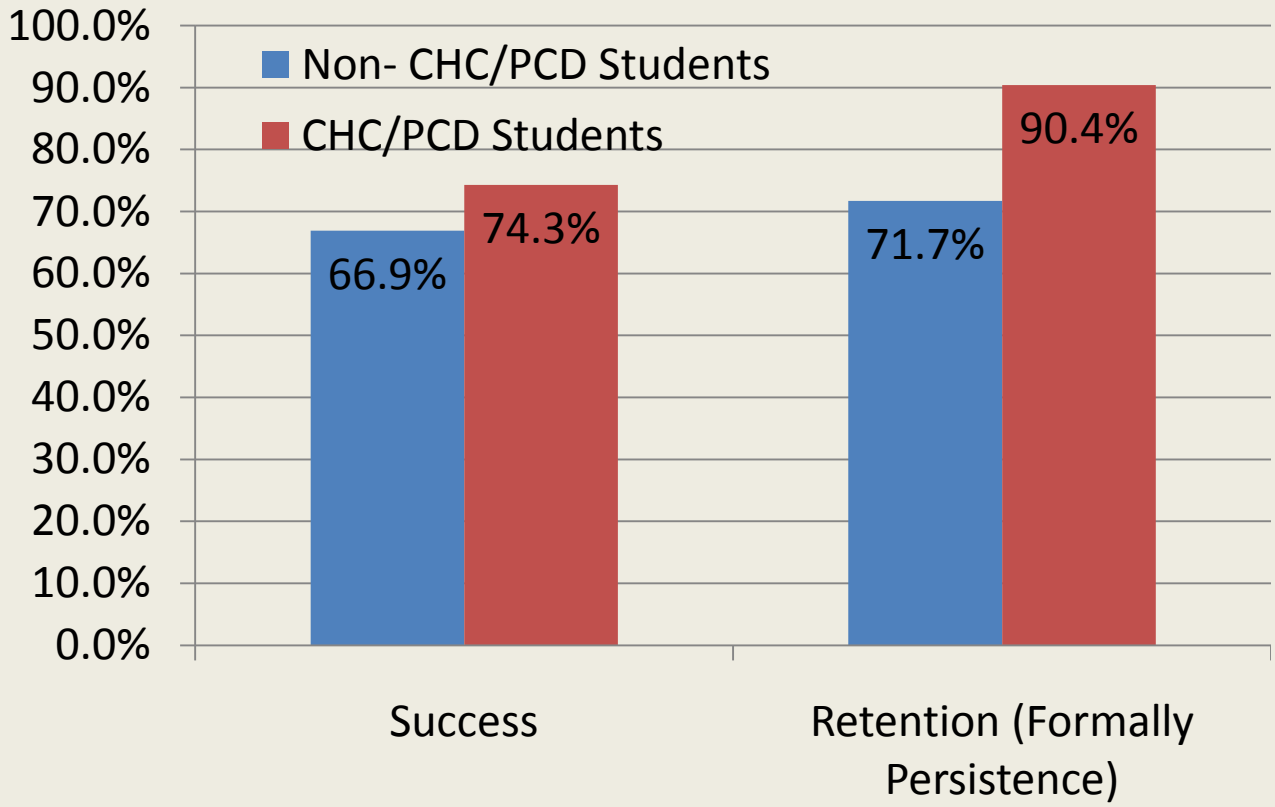
Enroll Full-Time (12 or more units)!

- Students are more likely to be retained (formally persist) from fall to fall when they enroll in 12 or more units



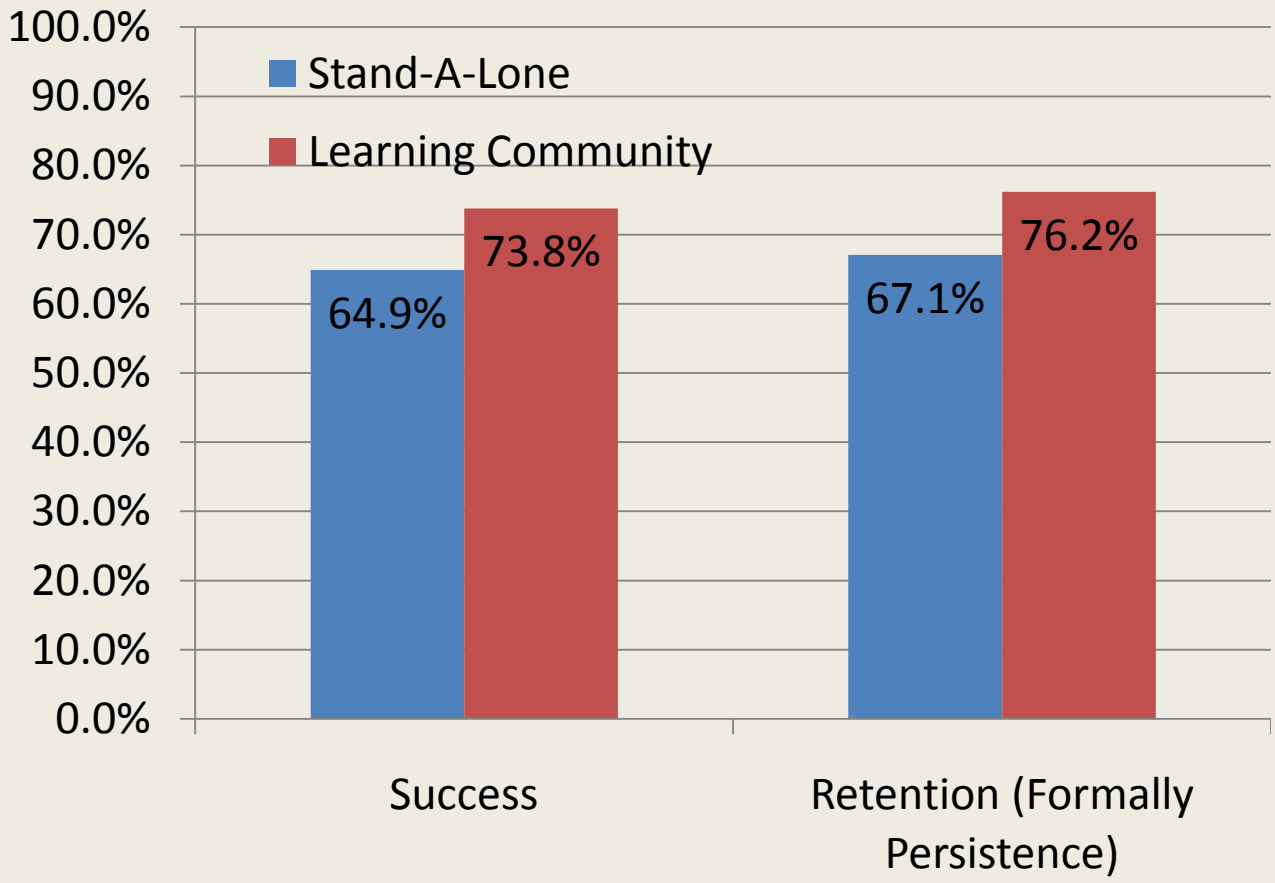
College Life (CHC) and Personal Career Development (PCD) Courses

- Students enrolled in CHC or PCD courses are more likely to successfully complete concurrently enrolled courses with a “C” grade or better and are retained (formally known as persistence) from one term to the next than students not enrolled in CHC or PCD courses.



Learning Communities

- Students in Learning Communities are more likely to successfully complete the course with a “C” grade or better and are retained (formally known as persistence) from one term to the next than students in Stand-A-Lone Courses



Summary of Successful Student Behaviors

<u>Students are more likely to be successful if they:</u>

- Participate in SOA^{3}R (Senior Orientation, Application, Assessment, Advising and Registration)
- See a counselor on a regular basis
- Utilize the campus health services if needed
- Enroll full-time (12 or more units)
- Enroll in College Life (CHC) and/or Personal Career Development (PCD) courses
- Participate in highly engaging programs like learning communities

How can you use the research on Strategies Related to Student Success to help students?

Equity Research

Crafton Student Demographics

Fall 2010 Crafton Students (N = 6,204)

By Ethnicity	%
Asian	6.4
African American	4.6
Hispanic	32.1
Native American	0.7
Caucasian	53.4
Unknown	2.8

By Gender	%
Female	52.1
Male	47.7
Unknown	0.2

By Age	%
19 or younger	33.3
20 – 24 years old	36.4
25 – 29 years old	12.3
30 – 34 years old	5.7
35 – 39 years old	4.1
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50 years old or older	3.4
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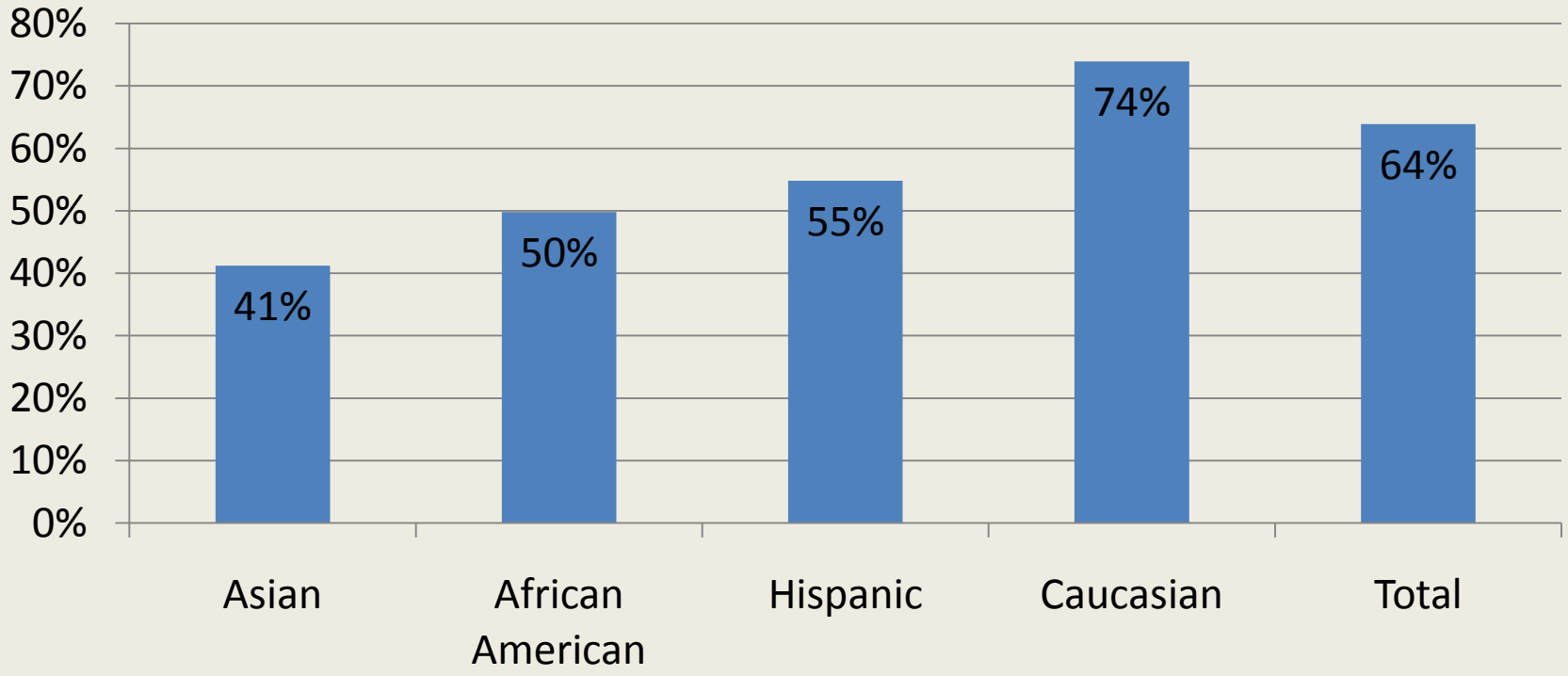
Fall 2010 average age was 24.5.

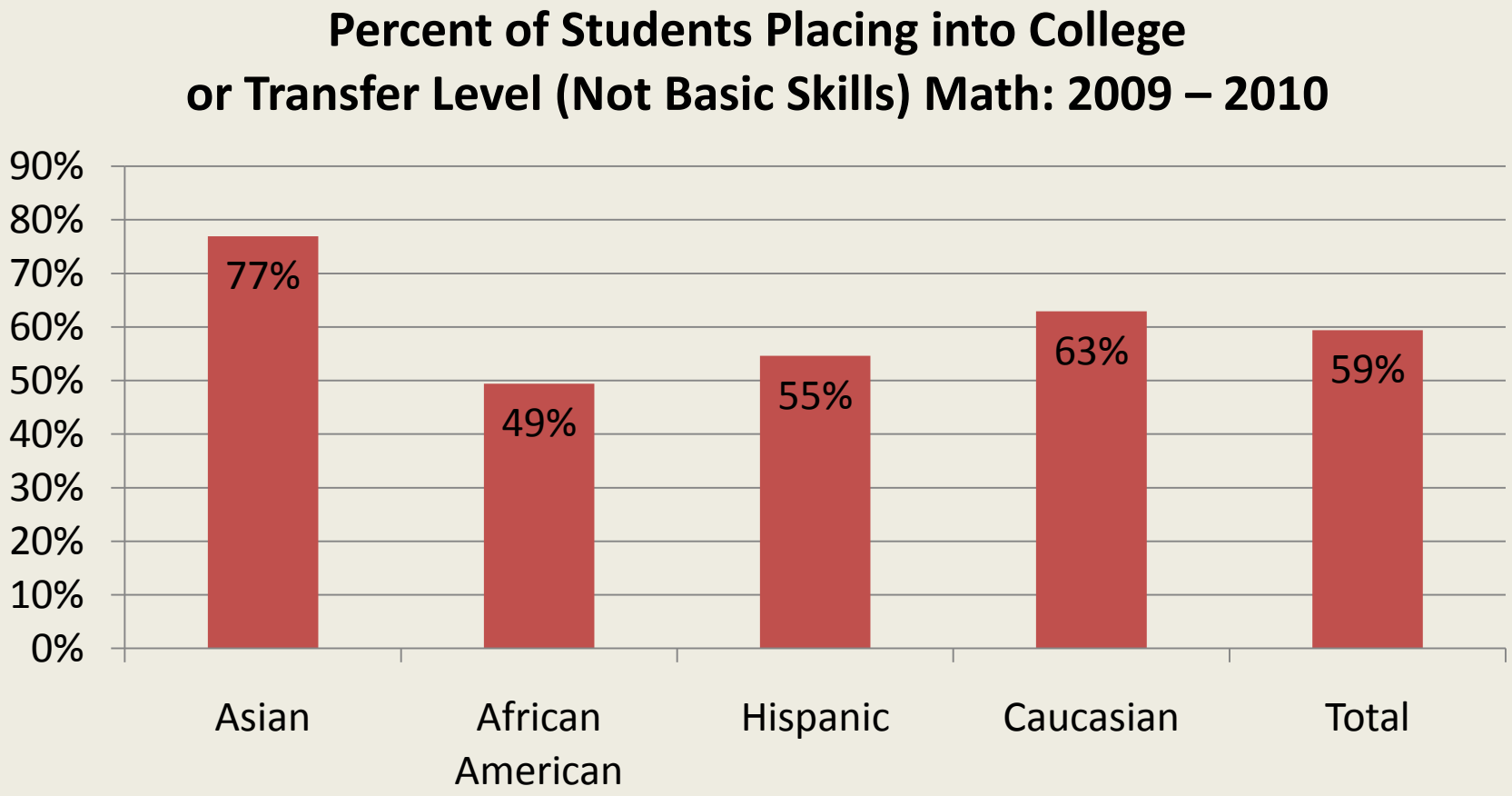
Asian, African American, and Hispanic Students Enter CHC with *Lower* College and Transfer Level English Placements than White Students

Percent of Students Placing into College or Transfer Level (Not Basic Skills) English: 2009 – 2010



College level courses are courses that are degree applicable (0XX).
Transfer level courses are courses that are transferable (100 or higher) to the California State University (CSU) and the University of California (UC).

African American and Hispanic Students Enter Crafton with Lower College and Transfer Level Math Placements than Asian and White Students



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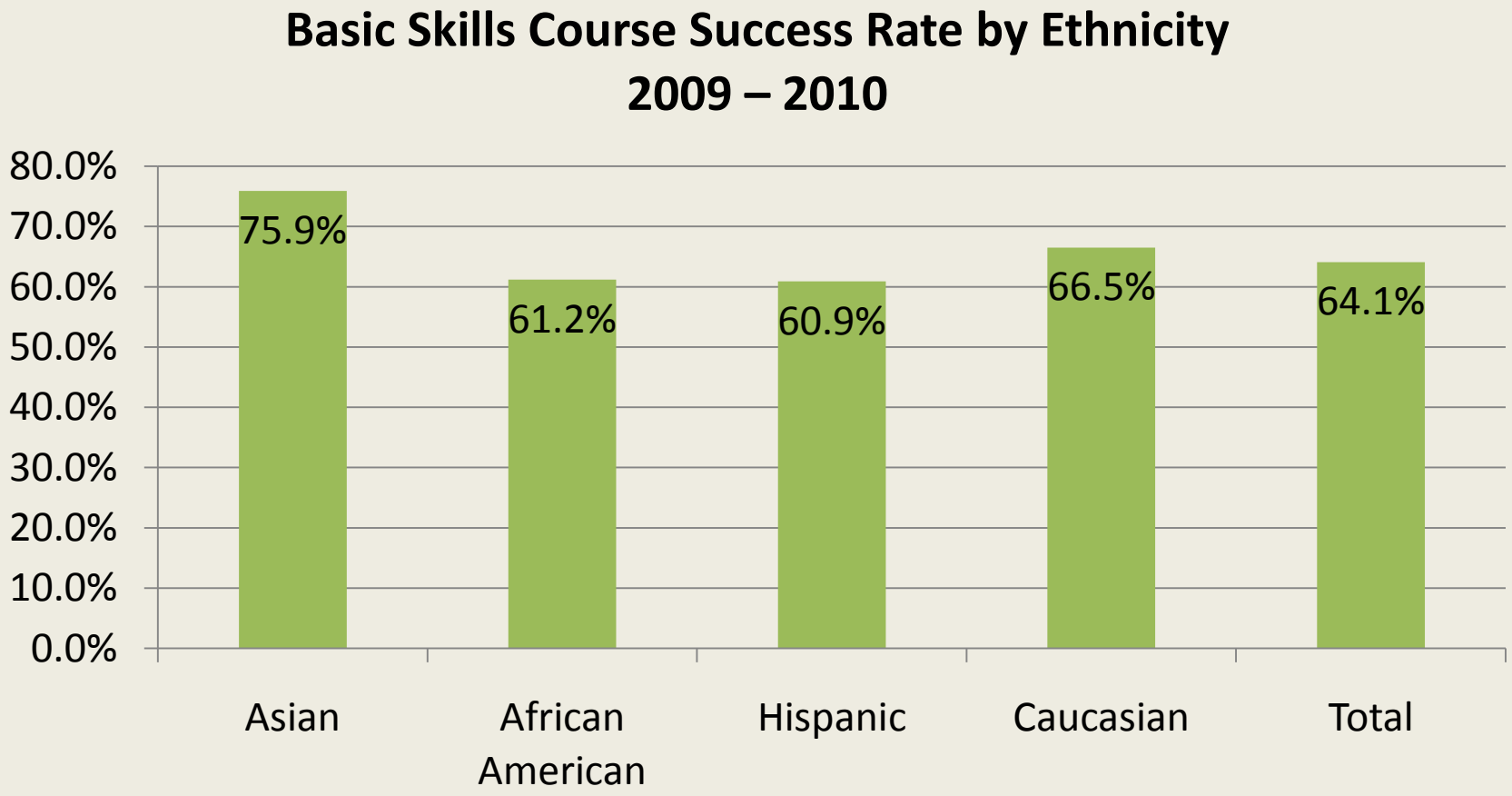
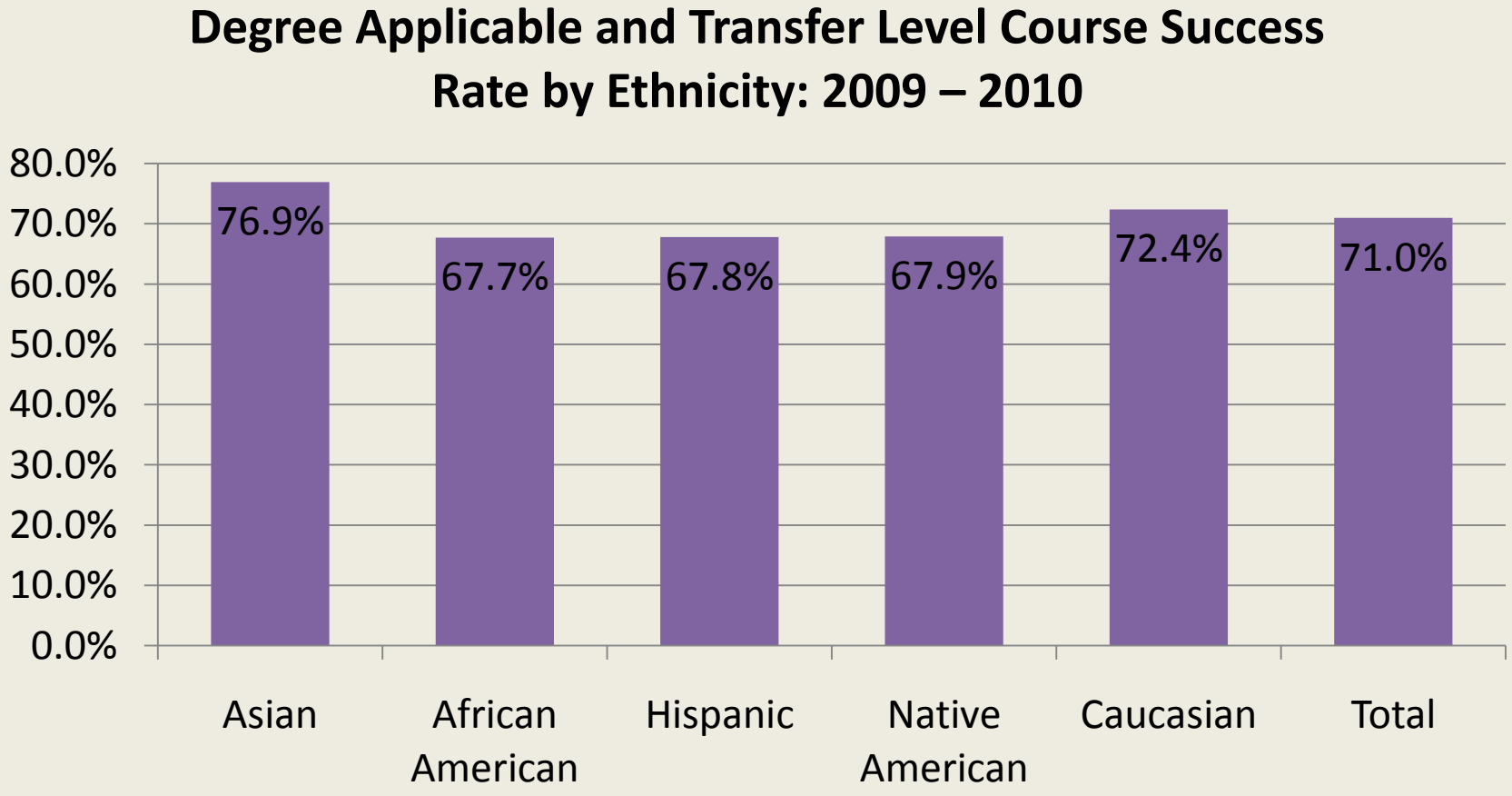
Hispanic and African American students at Crafton have the lowest success rates in basic skills courses



Success Rate – percent of students earning an A, B, C, or P grade.
Basic Skills Course – a course that is below college level and designed to teach remedial skills in English, reading, and math (900 level).

African American, Hispanic, and Native American students at Crafton have the lowest success rates in degree applicable and transfer level courses.



Pass Rate – percent of students earning an A, B, C, or P grade.
Non-Basic Skills Course – a course that is degree applicable (0XX) or transferable (100 level or higher) to a CSU or UC.

Summary of 2009 – 2010 Placement Results and Success Rates by Ethnicity

Ethnicity	College & Transfer English Placement	College & Transfer Math Placement	Success in Basic Skills Courses	Success in Degree and Transfer Level Courses
Asian	41%	77%	76%	77%
African American	50%	49%	61%	68%
Hispanic	55%	55%	61%	68%
Native American	56%	63%	60%	68%
Caucasian	74%	63%	67%	72%
Total	64%	59%	64%	71%

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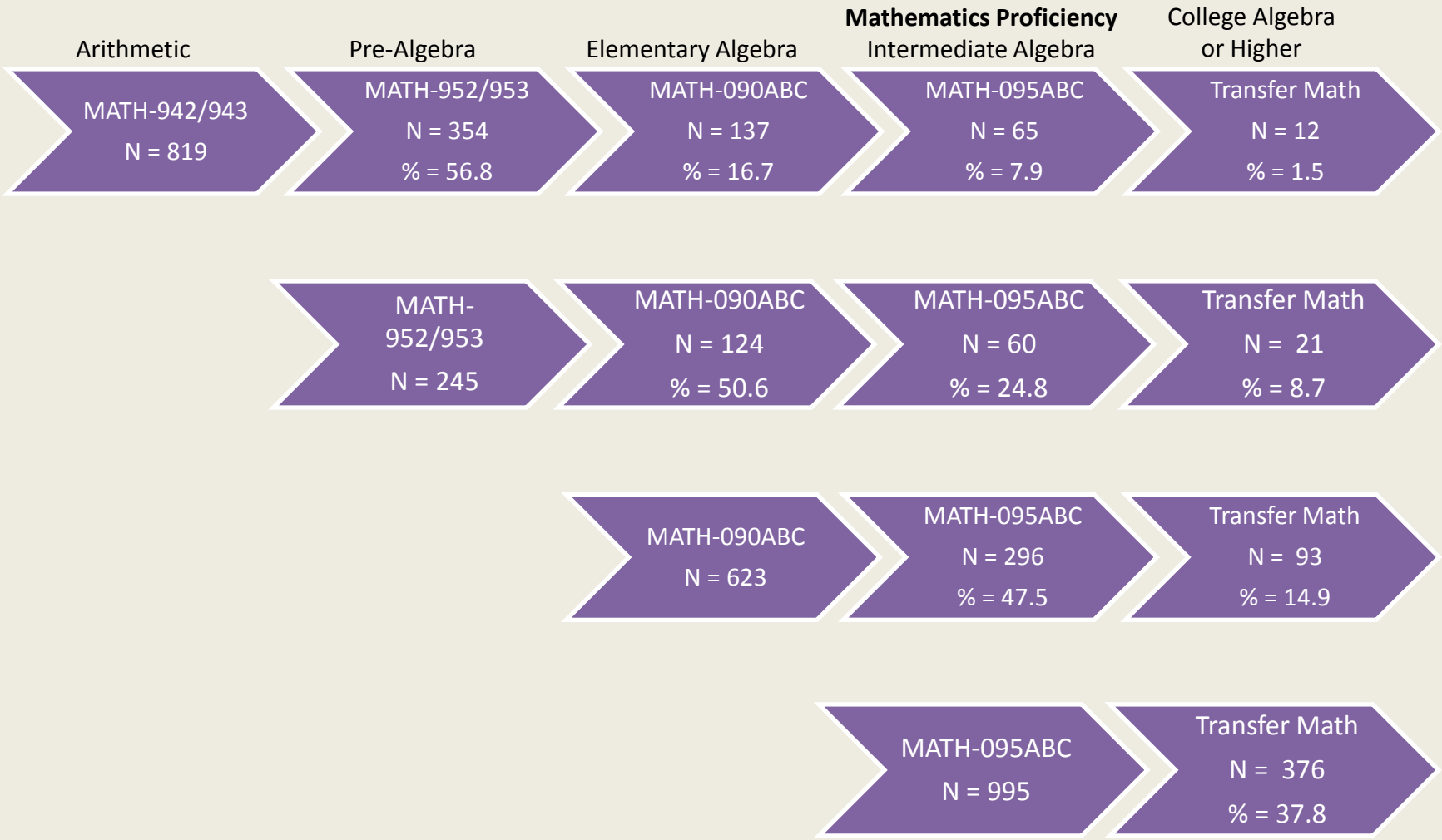
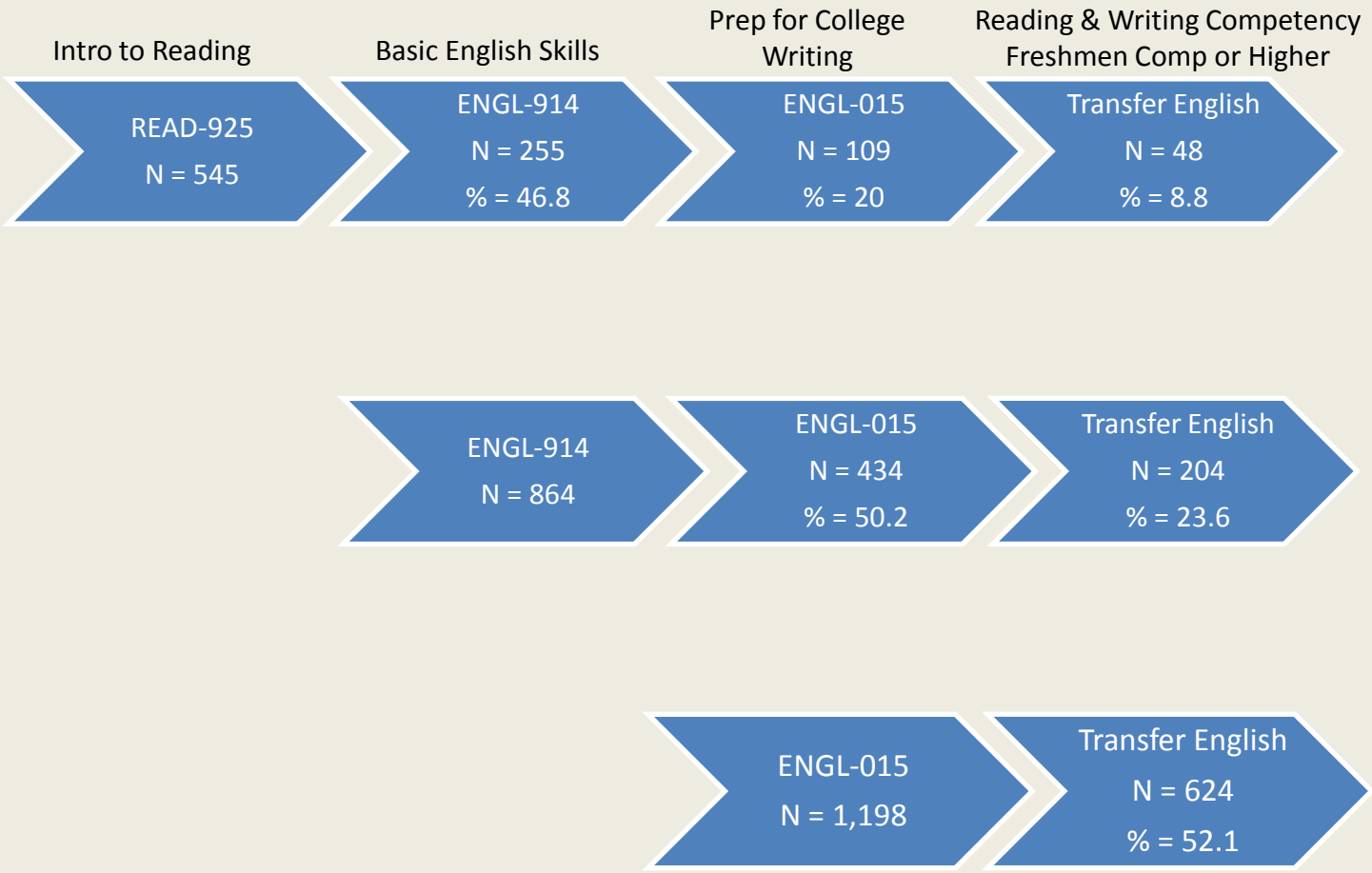
How can you use the research on Equity to help students?

Basic Skills Improvement

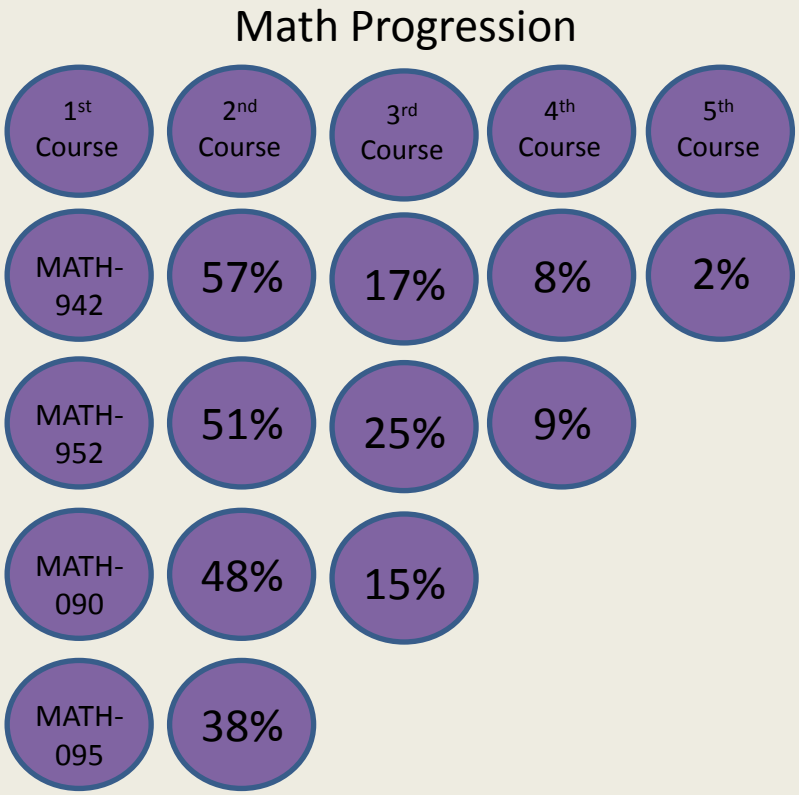
Basic Skills Math Improvement 2007 – 2008 to 2009 – 2010

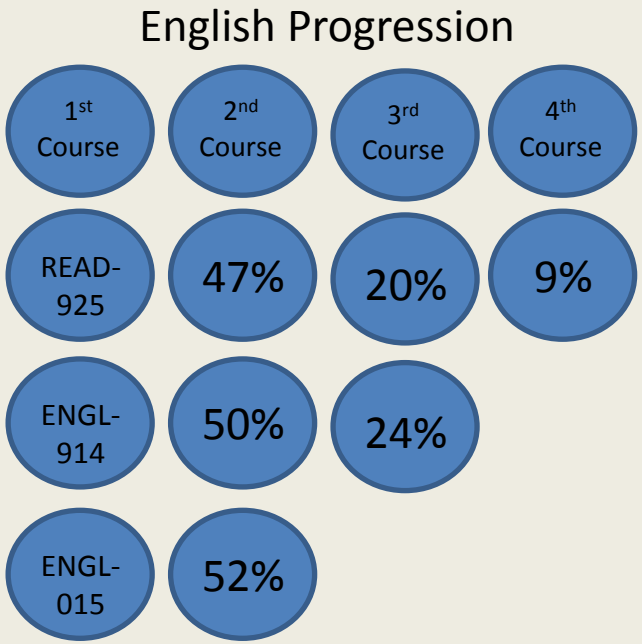


Basic Skills English Improvement 2007 – 2008 to 2009 – 2010



Something to Consider…





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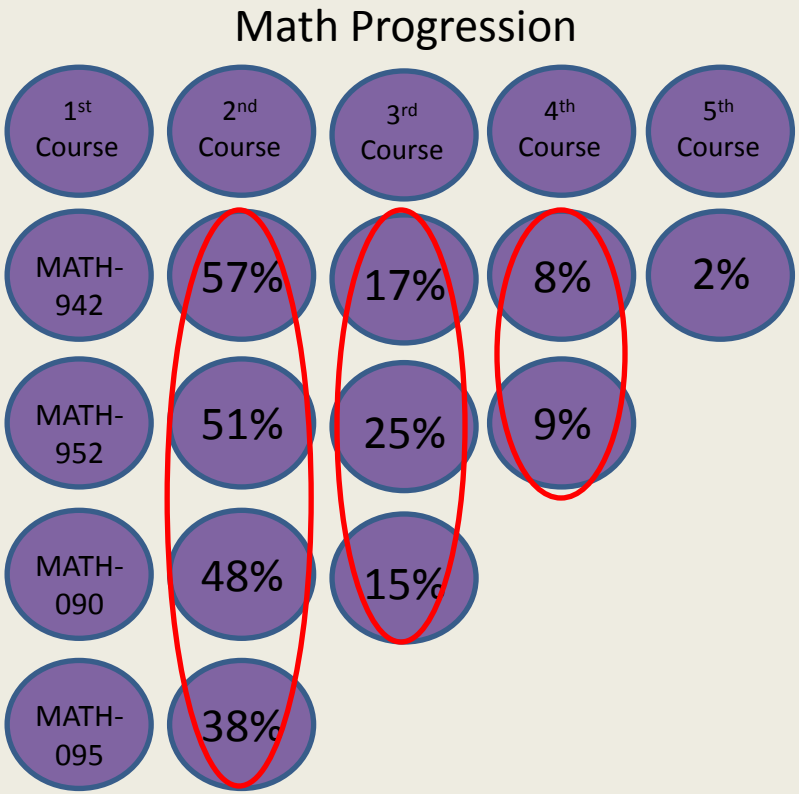

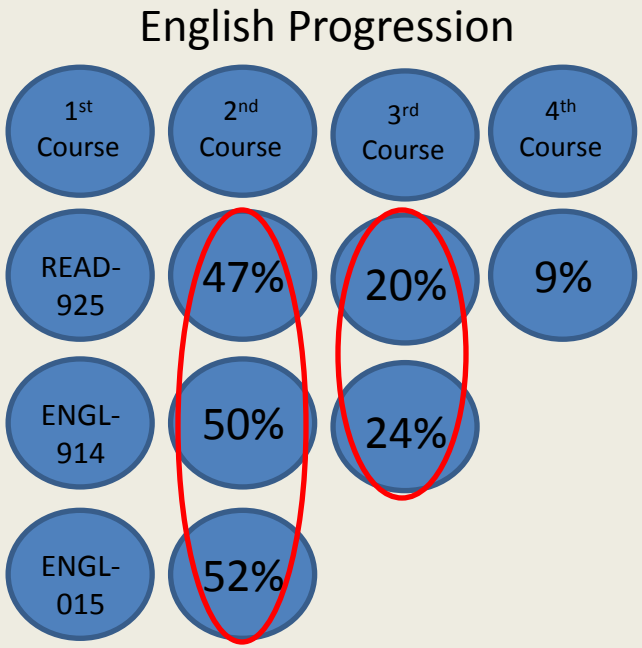

How can you use the research on Basic Skills Improvement help students?

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