



Relationship of the Fall 2012 Left Lane Cohort to Enrollments,
Student Success and Fall to Spring Retention

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Introduction

In spring 2012 the Crafton Hills College Student Success and Engagement, Enrollment and Management Committee (SSEEM), a Crafton Council shared governance committee, developed the Left Lane Project (LLP), funded by the SBCCD Chancellor's Student Success Initiative Fund. The project incorporates a comprehensive, research-based approach to create clear pathways for students from application to completion. The purpose of this report is to examine the relationship of the Fall 2012 Left Lane cohort to enrollments, student success, and fall to spring retention.

The purpose of the LLP is to reduce the average amount of time it takes students to earn an AA/AS Degree at Crafton from 5.3 years to four years. To accomplish this the LLP has implemented numerous strategies, such as a Summer Bridge Program to help students transition to college, learning communities and supplemental instruction to provide integrated counseling and tutoring services, and SOA³R (Senior Orientation, Application, Assessment, Advising, and Registration). The strategies supported by the LLP were first implemented in Fall 2012 and the focus in the first phase of the program was on transitioning first-time college student to Crafton.

Summary of Results

Left Lane Comparison Groups and Possible Improvement Areas

When preparing the comparison groups to examine the relationship between Left Lane Students and student outcomes one of the most interesting findings was the number of Fall 2012 first-time Crafton students who graduated from high school in 2012 who did not participate in Left Lane, but had participated in one of the Left Lane Strategies (LLS). Thirty-nine percent (n = 226) of these students participated in SOA³R, a learning community, or in supplemental instruction. As a result, the first comparison group of incoming students had success rates that were 70% or higher. Moreover, the Left Lane students often did not have a statistically significantly higher likelihood of achieving the outcomes examined than the first comparison group. Suggesting the possibility that one method for improving the LLP is to focus on ensuring that as many students as possible participate in the LLS rather than solely on LLP.

One of the strategies for decreasing the average amount of time it takes students to complete an AA/AS Degree involves increasing how quickly students are able to successfully complete transfer level English and math. The initial results of the research illustrated here indicates that Left Lane students are more likely to enroll in math and English courses in the fall, but in some instances they were not as likely to enroll in math and English in the subsequent semester and/or successfully complete the subsequent English and/or math course in the summer semester. LLP may need to require students to participate in the LLS in the spring semester and devote additional resources to services in the spring semester.

Sample

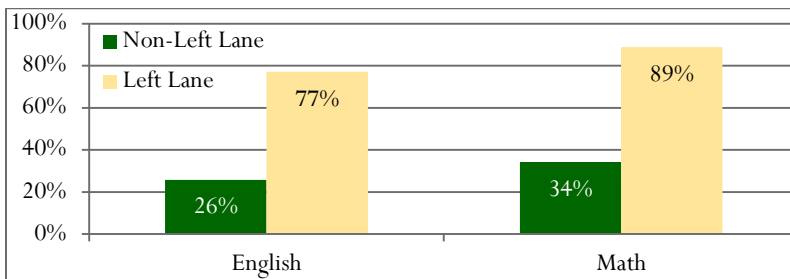
- 258 of the original 276 (93%) Left Lane students earned a grade on record in Fall 2012
- Left Lane Students were more likely to be female and Hispanic when compared to the first comparison group
- Left Lane Students were more likely to be female and slightly more likely to be Hispanic when compared to the second comparison group

Summary of Findings

The summary of findings only include the results when Left Lane students were compared to Crafton students who graduated from high school in 2012 and did not participate in any of the Left Lane Strategies (i.e. second control group). Refer to the methodology for a more detailed description.

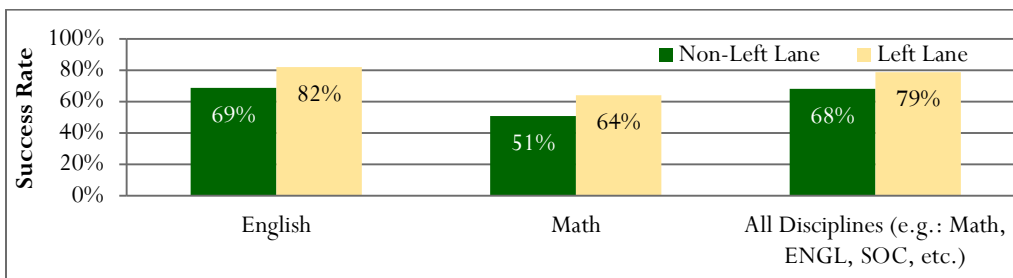
English and Math Enrollments

- Left Lane students were substantially ($ES = 1.10$) 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 (34%)
- Left Lane students were substantially ($ES = 1.03$) 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 (26%)



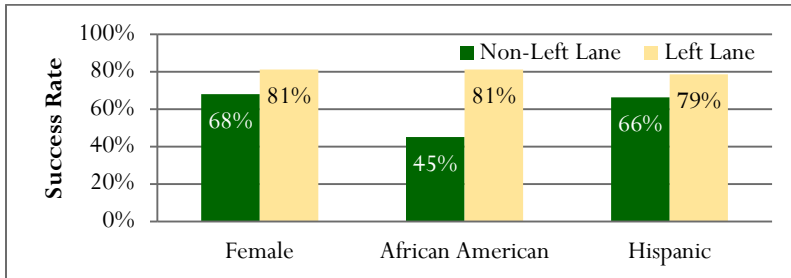
Success Rate

- Left Lane students were substantially ($ES = .24$) and statistically significantly ($p < .001$) more likely to successfully complete their Fall 2012 courses (79%) than non-Left Lane students (68%)

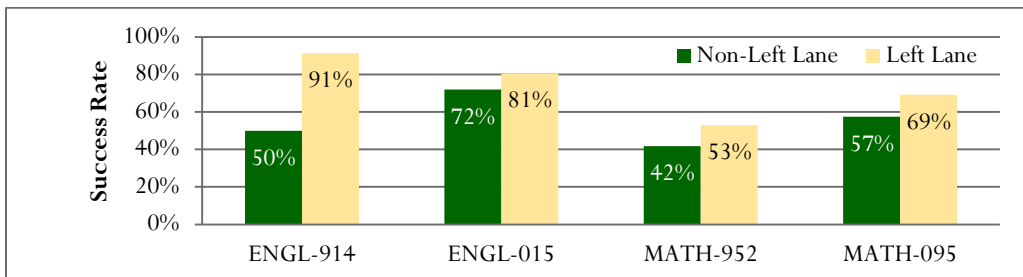


- Female Left Lane students were substantially ($ES = .31$) and statistically significantly ($p < .001$) more likely to successfully complete their Fall 2012 courses (81%) than non-Left Lane students who were female (68%)
- African American Left Lane students were substantially ($ES = .77$) and statistically significantly ($p < .001$) more likely to successfully complete their Fall 2012 courses (81%) than non-Left Lane students who were African American (45%)

- Hispanic Left Lane students were substantially ($ES = .27$) and statistically significantly ($p < .001$) more likely to successfully complete their Fall 2012 courses (79%) than non-Left Lane students who were Hispanic (66%)

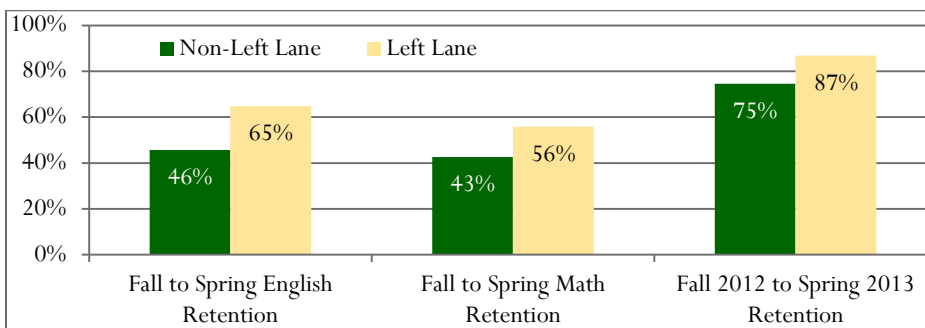


- Left Lane students were substantially ($ES = 1.02$) and statistically significantly ($p = .002$) more likely to successfully complete ENGL-914 (91%) than non-Left Lane students (50%)
- Left Lane students were substantially ($ES = .21$) more likely to successfully complete ENGL-015 (81%) than non-Left Lane students (72%)
- Left Lane students were substantially ($ES = .22$) more likely to successfully complete MATH-952 (53%) than non-Left Lane students (42%)
- Left Lane students were substantially ($ES = .25$) more likely to successfully complete MATH-095 (69%) than non-Left Lane students (57%)



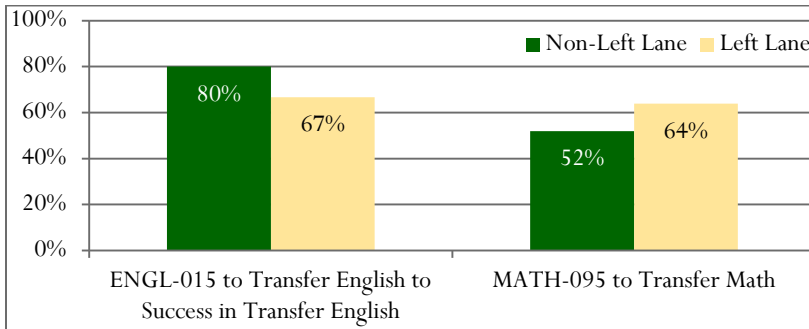
Fall to Spring Retention

- Left Lane students who earned a GOR in English in Fall 2012 were statistically significantly ($p = .002$) and substantially ($ES = .39$) more likely to earn a GOR in English in the subsequent spring semester (65%) than non-Left Lane students (46%)
- Left Lane students who earned a GOR in math in Fall 2012 were substantially ($ES = .27$) and statistically significantly ($P = .018$) more likely to earn a GOR in math in the subsequent spring semester (56%) than non-Left Lane students (43%)
- Left Lane students were substantially ($ES = .31$) and statistically significantly ($p < .001$) more likely to be retained from Fall 2012 to Spring 2013 (87%) than non-Left Lane students (75%)



Fall to Spring Course Retention

- Left Lane students who successfully completed ENGL-015 in Fall 2012 and earned a GOR in a transfer English course in Spring 2013 were substantially ($ES = -.29$) less likely to successfully complete a transfer English course (67%) than non-Left Lane students (80%)
- Left Lane students who successfully completed MATH-095 in Fall 2012 were substantially ($ES = .25$) more likely to earn a GOR in a transfer math course (64%) than non-Left Lane students (52%)



Methodology

In Fall 2012 the LLP initially started with 276 students, and 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 the first comparison group (non-Left Lane students). In total, 583 non-Left Lane Crafton Hills College students who earned a GOR in Fall 2012 also completed their last year of high school in 2012. Referring to Table 1, Left Lane students were more likely to be female (63%) than the first comparison group (48%). In addition, Left Lane students were also more likely to be Hispanic (49% to 44%) and less likely to be Caucasian (43% to 47%).

Table 1: Gender and Ethnicity of the Fall 2012 Left Lane and Comparison Group Students.

Demographic Characteristics	Last Year High School was 2012		Last Year High School was 2012 and did not participate in LLS*		Left Lane Student	
	N	%	N	%	N	%
Gender						
Female	277	47.5	173	48.5	163	63.2
Male	302	51.8	181	50.7	95	36.8
Missing	4	0.7	3	0.8	0	0.0
Total	583	100.0	357	100.0	258	100.0
Ethnicity						
Asian	26	4.5	17	4.8	5	1.9
African American	26	4.5	17	4.8	15	5.8
Hispanic	257	44.1	170	47.6	126	48.8
Native American	0	0.0	0	0.0	1	0.4
Other	0	0.0	0	0.0	0	0.0
Caucasian	274	47.0	153	42.9	111	43.0
Decline to State	0	0.0	0	0.0	0	0.0
Missing	0	0.0	0	0.0	0	0.0
Total	583	100.0	357	100.0	258	100.0

*LLS – Left Lane Strategy

Note: Age is excluded because it is controlled for by last year in high school.

In most cases research studies will often only compare a treatment group to one comparison group. However, in this instance comparisons to both groups may help to inform continuous quality improvement of the Crafton Hills College LLP. Due to this, a second Left Lane cohort was identified in order to control for the services provided by Left Lane. Accordingly, any student in the comparison group who participated in one of the following LLS were excluded from the comparison group in order to better control for the effects of the program: learning communities, supplemental instruction, and SOA³R. The second comparison group was reduced from 583 to 357, a decrease of 226 (39%) students who participated in SOA³R, a learning community, or supplemental instruction. Referring to Table 1, when comparing Left Lane students to the second

comparison group, Left Lane were still more likely to be female (63%) than the comparison group (49%); however, Left Lane students were only slightly more likely to be Hispanic (49%) than the comparison group (48%).

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 earned a GOR, math, and reading courses their first semester at Crafton. Tables 2 and 2A illustrate 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 Tables 3, 3A, 4, and 4A). Specifically, success rates were examined for students by discipline and course 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). Tables 3.1 and 3A.1 also examine success rates by gender and ethnicity for each comparison group. Gender and ethnicity was not examined in for the other outcomes because the numbers for the different gender and ethnicity groups would be too low to be informative. As a result, gender and ethnicity for the other outcomes will be examined in future reports.

Tables 5 and 5A illustrate retention (formally persistence) from Fall 2012 to Spring 2013 for Left Lane and non-Left Lane students (see Tables 5 and 5A). In addition, retention for students in both cohorts was also examined for students who earned a GOR in English, math, or reading. In addition, Tables 6 and 6A illustrate fall to spring retention for both comparison groups and Left Lane students by English and math course as well as the Spring 2013 success rate in the subsequent English and math course.

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).

Limitation

A limitation is the success rate comparisons. Tables 4 and 4A compare the success rates of each group by course; however, the comparisons do not control for instructor or by section.

Findings

When comparing students to the first comparison group where students who participated in the LLS **were not excluded**, 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 Craffton than non-Left Lane students (45%, see Table 2). 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 Craffton than non-Left Lane students in the first comparison group (48%).

Table 2: Percent of Fall 2012 Left Lane and Non-Left Lane Students in the First Comparison Group Earning a Grade on Record in English, Math, and Reading.

Discipline	Percent Earned GOR 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

When comparing students to the second comparison group where students who participated in the LLS **were excluded**, Left Lane students were substantially ($ES = 1.03$) and statistically significantly ($p < .001$) more likely to earn a GOR in an English course their first semester (77%) at Craffton than non-Left Lane students (26%, see Table 2A). Moreover, Left Lane students were substantially ($ES = 1.10$) and statistically significantly ($p < .001$) more likely to earn a GOR in a math course their first semester (89%) at Craffton than non-Left Lane students in the second comparison group (34%).

Table 2A: Percent of Fall 2012 Left Lane and Non-Left Lane Students who did not participate in Left Lane Strategy (LLS) Earning a Grade on Record in English, Math, or Reading.

Discipline	Percent Earned GOR in English, Math, or Reading						ES	P Value
	Last High School Year was 2012 and No LLS*			Left Lane Student				
	#	N	%	#	N	%		
English	92	357	25.8	199	258	77.1	1.03	< .001
Math	122	357	34.2	229	258	88.8	1.10	< .001
Reading	49	357	13.7	75	258	29.1	.38	< .001

*LLS – Left Lane Strategy

When comparing students to the first comparison group where students who participated in the LLS **were not excluded**, 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 3). Left Lane students were also more likely to successfully complete their English, math, and reading courses than non-Left Lane students in the first comparison group. In addition, when examining gender and ethnicity, Left Lane students who were female (81% to 73%), African American (81% to 61%), and Hispanic (79% to 70%) were statistically significantly ($p < .05$) and substantially ($ES \geq .20$) more likely to successfully complete their courses than non-Left Lane students in the first comparison group (see Table 3.1). Moreover, Left Lane Caucasian students were statistically significantly ($p = .032$) more likely to successfully complete their courses (79%) than Caucasian students in the first comparison group (74%).

Table 3: Fall 2012 Left Lane Success Rates by the First Comparison Group in English, Math, and Reading.

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.

Table 3.1: Fall 2012 Left Lane Success Rates by the First Comparison Group, Gender, and Ethnicity.

	Last Year High School was 2012			Left Lane Student			ES	P Value
	#	N	%	#	N	%		
Gender								
Female	727	1,001	72.6	670	825	81.2	.20	< .001
Male	746	1,046	71.3	308	418	73.7	.05	.358
Missing	8	14	57.1	0	0	0.0		
Ethnicity								
Asian	74	94	78.7	17	22	77.3	-.04	.886
African American	51	83	61.4	56	69	81.2	.43	.007
Hispanic	631	899	70.2	474	604	78.5	.19	< .001
Native American	0	0	0.0	5	5	100.0		
Caucasian	725	985	73.6	426	543	78.5	.11	.032

When comparing students to the second comparison group where students who participated in the LLS **were excluded**, Left Lane students were substantially (ES = .24) and statistically significantly ($p < .001$) more likely to successfully complete their Fall 2012 courses (79%) than non-Left Lane students (68%, see Table 3A). In addition, Left Lane students were also more likely to substantially (ES = .32) and statistically significantly ($p = .020$) more likely to successfully complete their Fall 2012 English courses (82%) than non-Left Lane students in the second comparison group (69%). Equally important, Left Lane students were also more likely to substantially (ES = .27) and statistically significantly ($p = .017$) more likely to successfully complete their Fall 2012 math courses (64%) than non-Left Lane students in the second comparison group (51%). In addition, when examining gender and ethnicity, Left Lane students who were female (81% to 68%), African American (81% to 45%), and Hispanic (79% to 66%) were statistically significantly ($p < .001$) and substantially (ES \geq .20) more likely to successfully complete their courses than non-Left Lane students in the second comparison group (see Table 3A.1). Moreover, Left Lane Caucasian students were statistically significantly ($p = .012$) more likely to successfully complete their courses (79%) than Caucasian students in the second comparison group (72%).

Table 3A: Fall 2012 Left Lane Success Rates by the Second Comparison Group in English, Math, and Reading.

Discipline	Success Rate						ES	P Value
	Last High School Year was 2012 and No LLS*			Left Lane Student				
	#	N	%	#	N	%		
English	64	93	68.8	163	199	81.9	.32	.020
Math	62	122	50.8	152	237	64.1	.27	.017
Reading	37	49	75.5	60	75	80.0	.11	.557
All Disciplines*	745	1,092	68.2	978	1,243	78.7	.24	< .001

**LLS – Left Lane Strategy

Note: The All Disciplines row includes every course both Left Lane and Non-Left Lane students were enrolled in.

Table 3A.1: Fall 2012 Left Lane Success Rates by the Second Comparison Group, Gender, and Ethnicity.

	Last High School Year was 2012 and No LLS*			Left Lane Student			ES	P Value
	#	N	%	#	N	%		
Gender								
Female	376	554	67.9	670	825	81.2	.31	< .001
Male	362	528	68.6	308	418	73.7	.11	.083
Missing	7	10	70.0	0	0	0.0		
Ethnicity								
Asian	39	52	75.0	17	22	77.3	.05	.836
African American	18	40	45.0	56	69	81.2	.77	< .001
Hispanic	350	528	66.3	474	604	78.5	.27	< .001
Native American	0	0	0.0	5	5	100.0		
Caucasian	338	472	71.6	426	543	78.5	.16	.012

**LLS – Left Lane Strategy

When comparing students to the first comparison group where students who participated in the LLS **were not excluded**, Left Lane students were substantially (ES = .16) more likely to successfully complete ENGL-914 (91%), Basic English Skills, than non-Left Lane students (78%, see Table 4). Left Lane students were also more likely to successfully complete MATH-952, Pre-Algebra (53%), than non-Left Lane students in the first comparison group (41%). Overall, the differences between Left Lane students and the first comparison group were not large enough to be statistically significant.

Table 4: Fall 2012 Left Lane Success Rates by the First Comparison Group, English, Math, and Reading Course.

Course	Last Year High School was 2012			Left Lane Student			ES	P Value
	#	N	%	#	N	%		
ENGL-914	40	51	78.4	42	46	91.3	.36	.081
ENGL-015	78	99	78.8	66	82	80.5	.04	.779
ENGL-101	79	101	78.2	46	61	75.4	-.07	.682
ENGL-101H	2	2	100.0	3	3	100.0		
ENGL-102	0	0	0.0	5	5	100.0		
ENGL-152	0	1	0.0	1	1	100.0		
ENGL-160	2	2	100.0	0	1	0.0		
Total English	201	256	78.5	163	199	81.9	.08	.367
MATH-943	4	10	40.0	1	1	100.0	1.16	.297
MATH-952	23	56	41.1	27	51	52.9	.24	.223
MATH-953	2	14	14.3	1	1	100.0	2.36	.040
MATH-090	34	52	65.4	29	51	56.9	-.17	.380
MATH-095	65	102	63.7	83	120	69.2	.12	.394
MATH-102	17	21	81.0	7	9	77.8	-.08	.849
MATH-115	3	4	75.0	2	2	100.0	.58	.541
MATH-251	2	2	100.0	2	2	100.0		
Total Math	150	261	57.5	152	237	64.1	.14	.128
READ-925X2	31	49	63.3	32	45	71.1	.17	.424
READ-956X2	27	30	90.0	11	11	100.0	.38	.288
READ-078X2	26	34	76.5	17	19	89.5	.33	.254
Total Reading	84	113	74.3	60	75	80.0	.13	.363
Total All	435	630	69.0	375	511	73.4	.10	.107

Note: The totals for English, Math, and Reading do not match the totals in Table 3 because courses where Left Lane students did not earn a GOR in were removed from the comparison: ENGL-108, MATH-103, MATH-108, MATH-250, MATH-252, and READ-100.

When comparing students to the second comparison group where students who participated in the LLS **were excluded**, Left Lane students were substantially (ES >= .20) more likely to successfully complete ENGL-914 (91% to 50%), Basic English Skills, ENGL-015, Preparation for College Writing (81% to 72%), MATH-952 (53% to 42%), Pre-Algebra, and MATH-095 (69% to 57%), Intermediate Algebra, than non-Left Lane students in the second comparison group (see Table 4A). Left Lane students were also statistically significantly (p = .002) more likely to successfully complete ENGL-914, Basic English Skills (91%), than non-Left Lane students in the second comparison group (50%).

Table 4A: Fall 2012 Left Lane Success Rates by the Second Comparison Group, English, Math, and Reading Course.

Course	Last Year High School was 2012 and Did Not Participate in LLS*			Left Lane Student			ES	P Value
	#	N	%	#	N	%		
ENGL-914	9	18	50.0	42	46	91.3	1.02	.002
ENGL-015	23	32	71.9	66	82	80.5	.21	.351
ENGL-101	28	36	77.8	46	61	75.4	-.06	.792
ENGL-101H	1	1	100.0	3	3	100.0		
ENGL-102				5	5	100.0		
ENGL-152	0	1	0.0	1	1	100.0		
ENGL-160	2	2	100.0	0	1	0.0		
Total English	63	90	70.0	163	199	81.9	.29	.034
MATH-943	3	9	33.3	1	1	100		
MATH-952	10	24	41.7	27	51	52.9	.22	.369
MATH-953	2	11	18.2	1	1	100		
MATH-090	8	14	57.1	29	51	56.9	-.01	.986
MATH-095	27	47	57.4	83	120	69.2	.25	.166
MATH-102	5	6	83.3	7	9	77.8	-.13	.806
MATH-115	3	4	75.5	2	2	100	.61	.374
MATH-251				2	2	100		
Total Math	58	115	50.4	152	237	64.1	.28	.015
READ-925X2	10	15	66.7	32	45	71.1	.10	.758
READ-956X2	15	17	88.2	11	11	100	.45	.156
READ-078X2	12	17	70.6	17	19	89.5	.47	.171
Total Reading	37	49	75.5	60	75	80	.11	.564
Total All	158	254	62.2	375	511	73.4	.24	.002

*LLS – Left Lane Strategy

Note: The totals for English, Math, and Reading do not match the totals in Table 3A because courses where Left Lane students did not earn a GOR in were removed from the comparison: ENGL-108, MATH-103, MATH-108, MATH-250, MATH-252, and READ-100.

When comparing students to the first comparison group where students who participated in the LLS **were not excluded**, 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 5). In addition, students who participated in Left Lane and who earned a GOR in math in Fall 2012 were substantially (ES = .19) and statistically (p = .034) more likely to enroll in math

in the subsequent spring semester (56%) than non-Left Lane students (47%). Moreover, Left Lane students who earned a GOR in English in Fall 2012 were also statistically significantly ($p = .007$) and substantially ($ES = .25$) more likely to enroll in English in the subsequent spring semester (65%) than non-Left Lane students (52%) in the first comparison group.

Table 5: Percent of Left Lane and Non-Left Lane Students in the First Comparison Group who earned a GOR in Spring 2013 after earning a GOR in Fall 2012.

Retention from Fall 2012 to Spring 2013	Percent Earned GOR in Spring 2013						ES	P Value
	Last High School Year was 2012			Left Lane Student				
	#	N	%	#	N	%		
Retention to English	136	260	52.3	129	199	64.8	.25	.007
Retention to Math	130	280	46.4	128	229	55.9	.19	.034
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.

When comparing students to the first comparison group where students who participated in the LLS **were excluded**, Left Lane students were substantially ($ES = .31$) and statistically significantly ($p < .001$) more likely to be retained from Fall 2012 to Spring 2013 (87%) than non-Left Lane students (75%, see Table 5A). In addition, students who participated in Left Lane and who earned a GOR in math in Fall 2012 were substantially ($ES = .27$) and statistically ($p = .018$) more likely to enroll in math in the subsequent spring semester (56%) than non-Left Lane students (43%). Moreover, Left Lane students who earned a GOR in English in Fall 2012 were also statistically significantly ($p = .002$) and substantially ($ES = .39$) more likely to enroll in English in the subsequent spring semester (65%) than non-Left Lane students (46%) in the second comparison group.

Table 5A: Percent of Left Lane and Non-Left Lane Students in the Second Comparison Group who earned a GOR in Spring 2013 after earning a GOR in Fall 2012.

Retention from Fall 2012 to Spring 2013	Percent Earned GOR in Spring 2013						ES	P Value
	Last Year High School was 2012 and Did Not Participate in LLS*			Left Lane Student				
	#	N	%	#	N	%		
Retention to English	42	92	45.7	129	199	64.8	.39	.002
Retention to Math	52	122	42.6	128	229	55.9	.27	.018
Retention to Reading	5	49	10.2	11	75	14.7	.13	.458
Retention (i.e. Persistence)	266	357	74.5	224	258	86.8	.31	< .001

*LLS – Left Lane Strategy

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.

Tables 6 and 6A illustrate fall to spring retention by English and mathematics courses to examine whether Left Lane students are moving from English and math to the next highest level English and math courses in the subsequent spring semester. In addition, success is also examined in the next highest English and mathematics course in the subsequent spring semester. As an illustration, 42 Left Lane students successfully completed ENGL-914, Basic English Skills, in Fall 2012. Of those, in Spring 2013, 38 (90.5%) earned a GOR in ENGL-015, Preparation for College Writing. Next, 32 of the

38 (84%) students who enrolled in the subsequent ENGL-015 course in Spring 2013 successfully completed ENGL-015 in Spring 2013. Fall to spring retention and Spring 2013 success in the subsequent course was examined for ENGL-914 (Basic English Skills), ENGL-015 (Preparation for College Writing), MATH-952 (Pre-Algebra), MATH-090 (Elementary Algebra), and MATH-095 (Intermediate Algebra).

Overall, when comparing students to the first comparison group where students who participated in the LLS **were not excluded**, none of the differences between Left Lane Students and the first comparison group were statistically significant. However, ENGL-914 Left Lane Students who earned a GOR in a Spring 2013 ENGL-015 course were substantially ($ES = .23$) more likely to successfully complete ENGL-015 (84%) than students in the first comparison group (75%). Left Lane students were also substantially ($ES \geq .20$) more likely to enroll in MATH-090 after successfully completing MATH-952 (85% to 70%), and successfully complete MATH-090 (61% to 50%) than non-Left Lane students. On the other hand, Left Lane Students were substantially less likely ($ES \geq -.20$) to successfully complete transfer English after successfully completing ENGL-015 and enrolling in transfer English (67% to 76%), and to successfully complete transfer math after successfully completing MATH-095 and enrolling in transfer math (66% to 81%).

Table 6: Percent of Left Lane and Non-Left Lane Students in the First Comparison Group who earned a GOR in Spring 2013 after earning a GOR in Fall 2012 by English, Math, and Reading Course.

Retention from Fall 2012 to Spring 2013 and Spring 2013 Success by English and Math Course	Last High School Year was 2012			Left Lane Student			ES	P Value
	#	N	%	#	N	%		
English Courses								
ENGL-914 to ENGL-015	36	40	90.0	38	42	90.5	.02	.943
Success in ENGL-015	27	36	75.0	32	38	84.2	.23	.331
ENGL-015 to Transfer English	63	78	80.8	57	66	86.4	.15	.373
Success in Transfer English	48	63	76.2	38	57	66.7	-.21	.251
Overall Retention in English	99	118	83.9	95	108	88.0	.12	.381
Overall Success in Subsequent English Courses	75	99	75.8	70	95	73.7	-.05	.741
Math Courses								
MATH-952 to MATH-090	16	23	69.6	23	27	85.2	.38	.191
Success in MATH-090	8	16	50.0	14	23	60.9	.21	.514
MATH-090 to MATH-095	31	34	91.2	25	29	86.2	-.16	.539
Success in MATH-095	17	31	54.8	13	25	52.0	-.06	.836
MATH-095 to Transfer Math	37	65	56.9	53	83	63.9	.14	.395
Success in Transfer Math	30	37	81.1	35	53	66.0	-.34	.120
Overall Retention in Math	84	122	68.9	101	139	72.7	.08	.502
Overall Success in Subsequent Math Course	55	84	65.5	62	101	61.4	-.08	.567
Overall Retention								
Overall Retention English and Math	183	240	76.3	196	247	79.4	.07	.411
Overall Success in Subsequent English and Math Courses	130	183	71.0	132	196	67.3	-.08	.438

Note: When looking at retention from course to course (e.g.: ENGL-914 to ENGL-015, ENGL-015 to transfer English, MATH-952 to MATH-090, MATH-090 to MATH-095, and MATH-095 to transfer math) "N" refers to the number of students who successfully completed the course listed in Fall 2012, "#" refers to the number of students who earned a GOR in Spring 2013 in the subsequent subject specific course, and "%" refers to the fall to spring retention rate. When looking at success "N" refers to the number of students who earned a GOR in the specified course in Spring 2013, "#" refers to the number of students who successfully completed the course, and "%" refers to the success rate.

Overall, when comparing students to the second comparison group where students who participated in the LLS **were excluded**, none of the differences between Left Lane Students and the first comparison group were statistically significant. However, ENGL-914 Left Lane Students who earned a GOR in a Spring 2013 ENGL-015 course were substantially ($ES = .24$) more likely to successfully complete ENGL-015 (84%) than students in the first comparison group (75%). Left Lane students were also substantially ($ES \geq .20$) more likely to enroll in MATH-090 after successfully completing MATH-952 (85% to 60%), successfully complete MATH-090 (61% to 33%), and enroll in transfer math after successfully completing MATH-095 (64% to 52%) than non-Left Lane students. On the other hand, Left Lane Students were substantially less likely ($ES \geq -.20$) to successfully complete transfer English after successfully completing ENGL-015 and enrolling in transfer English (67% to 80%), to enroll in MATH-095 after successfully completing MATH-090 (86% to 100%), and to successfully complete MATH-095 (52% to 75%) than students in the second comparison group..

Table 6A: Percent of Left Lane and Non-Left Lane Students in the Second Comparison Group who earned a GOR in Spring 2013 after earning a GOR in Fall 2012 by English, Math, and Reading Course.

Retention from Fall 2012 to Spring 2013 and Spring 2013 Success by English and Math Course	Last Year High School was 2012 and Did Not Participate in LLS*			Left Lane Student			ES	P Value
	#	N	%	#	N	%		
English Courses								
ENGL-914 to ENGL-015	8	9	88.9	38	42	90.5	.05	.887
Success in ENGL-015	6	8	75	32	38	84.2	.24	.543
ENGL-015 to Transfer English	20	23	87	57	66	86.4	-.02	.944
Success in Transfer English	16	20	80	38	57	66.7	-.29	.268
Overall Retention in English	28	32	87.5	95	108	88.0	.01	.945
Overall Success in Subsequent English Courses	22	28	78.6	70	95	73.7	-.11	.593
Math Courses								
MATH-952 to MATH-090	6	10	60	23	27	85.2	.62	.181
Success in MATH-090	2	6	33.3	14	23	60.9	.55	.242
MATH-090 to MATH-095	8	8	100	25	29	86.2	-.44	.279
Success in MATH-095	6	8	75	13	25	52	-.46	.266
MATH-095 to Transfer Math	14	27	51.9	53	83	63.9	.25	.271
Success in Transfer Math	10	14	71.4	35	53	66	-.11	.708
Overall Retention in Math	28	45	62.2	101	139	72.7	.23	.207
Overall Success in Subsequent Math Course	18	28	64.3	62	101	61.4	-.06	.781
Overall Retention								
Overall Retention English and Math	56	77	72.7	196	247	79.4	.16	.248
Overall Success in Subsequent English and Math Courses	40	56	71.4	132	196	67.3	-.09	.558

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Note: When looking at retention from course to course (e.g.: ENGL-914 to ENGL-015, ENGL-015 to transfer English, MATH-952 to MATH-090, MATH-090 to MATH-095, and MATH-095 to transfer math) "N" refers to the number of students who successfully completed the course listed in Fall 2012, "#" refers to the number of students who earned a GOR in Spring 2013 in the subsequent subject specific course, and "%" refers to the fall to spring retention rate. When looking at success "N" refers to the number of students who earned a GOR in the specified course in Spring 2013, "#" refers to the number of students who successfully completed the course, and "%" refers to the success rate.

Any questions regarding this report can be directed to the Office of Institutional Effectiveness, Research, and Planning at (909) 389-3206 or you may send an email to kwurtz@craftonhills.edu; 2012FA_LeftLane_Success3.docx; 2012FA_LeftLane_Success3_Dash.docx; FA12_CHC_Grades_GOR_20130107.sav.