



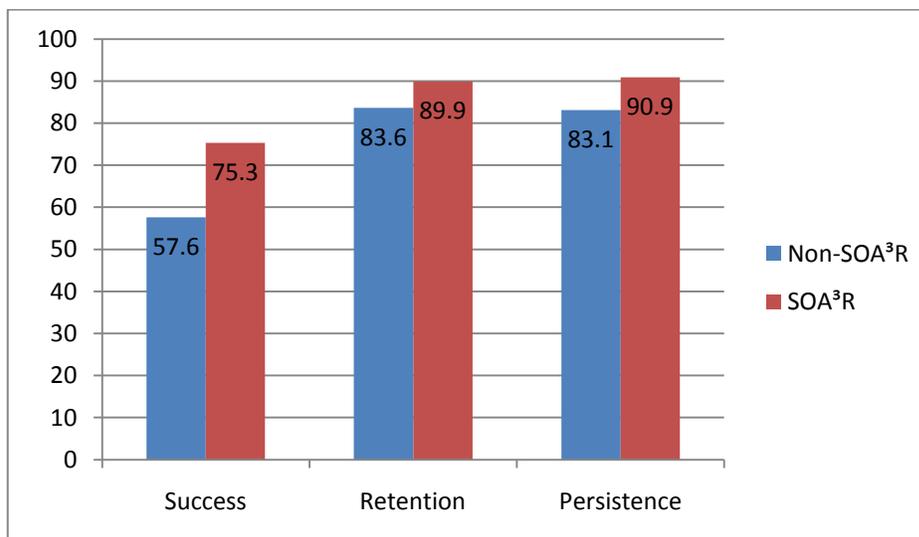
### Fall 2008 Success, Retention, and Persistence rates of Yucaipa High School students by SOA<sup>3</sup>R Participation

**Overview:** This report examines Yucaipa High School 2008 students who enrolled at CHC in the fall of 2008, and compares SOA<sup>3</sup>R and non-SOA<sup>3</sup>R participants on success, retention, and persistence. SOA<sup>3</sup>R refers to new Senior Orientation, Application, Assessment, Advising and Registration. SOA<sup>3</sup>R provides students with the opportunity to participate in the enrollment process required for new students. Crafton Hills Staff are available at the high school campus to assist prospective students with their applications, registration, and a first year Ed Plan. In addition, students are encouraged to enroll in PCD-050, a .25 unit new student orientation class which ensures priority registration for the fall semester. The effect of PCD-050 on SOA<sup>3</sup>R students was not examined because almost every SOA<sup>3</sup>R student had taken PCD-050.

#### Summary of Findings:

- The fall 2008 CHC success rate of Yucaipa High School students who were SOA<sup>3</sup>R participants (75.3%) was statistically significantly and substantially higher than Yucaipa High School students who did not participate in SOA<sup>3</sup>R (57.6%).
- The fall 2008 CHC retention rate of Yucaipa High School students who were SOA<sup>3</sup>R participants (89.9%) was statistically significantly and substantially higher than Yucaipa High School students who did not participate in SOA<sup>3</sup>R (83.6%).
- SOA<sup>3</sup>R students persisted at a substantially higher rate (90.9%) than non-SOA<sup>3</sup>R students (83.1%).

Figure 1. Success, Retention, and Persistence of CHC students from Yucaipa High School by SOA<sup>3</sup>R Status.



**Methodology:** A database which contained an unduplicated list of students from Yucaipa High School who participated in the SOA<sup>3</sup>R program was provided by the CHC Counseling Office. A file of all students enrolled in fall of 2008 who attended Yucaipa High School in 2007-2008 was generated from Datatel. Coding was created to identify students who were successful (earned an A, B, C, or CR grade) or unsuccessful (earned a grade of D, F, FW, NC, I, or W). Success rate was calculated by dividing the number of successful grades by

the number of grades on record (GOR; A, B, C, D, F, P, NP, I, or W). Retention rate refers to the number of students who earned an A, B, C, D, F, P, NP, or I divided by the number of GOR. Persistence rate identifies the number of students in fall who earned a GOR and who also earned a grade on record in the following spring semester.

Effect Size and Statistical Significance. The effect size statistic is commonly used in meta-analyses. A meta-analysis uses quantitative techniques to summarize the findings from a number of studies on a particular topic to determine the average effect of a given technique. 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. Effect size is calculated by dividing the difference of the two means by the pooled standard deviation. 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). Accordingly, using Cohen as a guide, a substantial effect would be .20 or higher.

**Findings:** Yucaipa High School students who did not participate in SOA<sup>3</sup>R successfully completed 58% of the courses they were enrolled in and were retained in 84% of the courses in which they enrolled. Conversely, Yucaipa High School students who participated in SOA<sup>3</sup>R successfully completed 75% of the courses they were enrolled in and were retained in 90% of the courses in which they enrolled. SOA<sup>3</sup>R students were also substantially more likely to persist (91%) than students Yucaipa students who did not participate in SOA<sup>3</sup>R (83%).

Tables 1 and 2 display the success, retention, and persistence rates for CHC students who transferred from Yucaipa High School (SOA<sup>3</sup>R and non-SOA<sup>3</sup>R) in fall of 2008.

Table 1. Fall 2008 Success and Retention Rates for Yucaipa High School Students with Effect Sizes and P-Values by SOA<sup>3</sup>R Status.

Outcome	Yucaipa HS Student non-SOA <sup>3</sup> R			Yucaipa HS SOA <sup>3</sup> R Student			ES*	P-Value**
	#	N	%	#	N	%		
Fall 2008 Success	151	262	57.6	298	396	75.3	.38	< .001
Fall 2008 Retention	219	262	83.6	356	396	89.9	.19	.022

\* A .20 effect size corresponds to a Pearson r of .10. The effect size represents the magnitude of the difference between the target and the baseline measure. Using an effect size increases the likelihood that the difference is not only statistically significant but practical as well.

\*\*The P-Value is an indication of statistical significance. Statistical significance exists when the P-value is less than .05 indicating that the difference between the groups is likely to be due to chance only 5 out of 100 times. It is important to note that the p-value is influenced by the number of cases.

Table 2. Fall 2008 to Spring 2009 Persistence Rates for Yucaipa High School Students with the Effect Size and P-Value SOA<sup>3</sup>R Status.

Outcome	Yucaipa HS Student non-SOA <sup>3</sup> R			Yucaipa SOA <sup>3</sup> R Student			ES*	P-Value**
	#	N	%	#	N	%		
Fall 2008 to Spring 2009 Persistence	64	77	83.1	90	99	90.9	.23	.135

\* A .20 effect size corresponds to a Pearson r of .10. The effect size represents the magnitude of the difference between the target and the baseline measure. Using an effect size increases the likelihood that the difference is not only statistically significant but practical as well.

\*\*The P-Value is an indication of statistical significance. Statistical significance exists when the P-value is less than .05 indicating that the difference between the groups is likely to be due to chance only 5 out of 100 times. It is important to note that the p-value is influenced by the number of cases.