



Did You Know?

This issue's topic: Crafton Hills College Student Participation in Matriculation and Retention, Successful Course Completion, and Persistence

Overview: The Crafton Hills College (CHC) Counseling and Student Services Department developed the following Service Area Outcomes (SAO) to help assess the services provided by the department:

- SAO 1 – Non-exempt students who complete the matriculation process (i.e. application, assessment, orientation, and counseling) will be retained in their courses.
- SAO 2 – Non-exempt students who complete the matriculation process (i.e. application, assessment, orientation, and counseling) will persist in college.

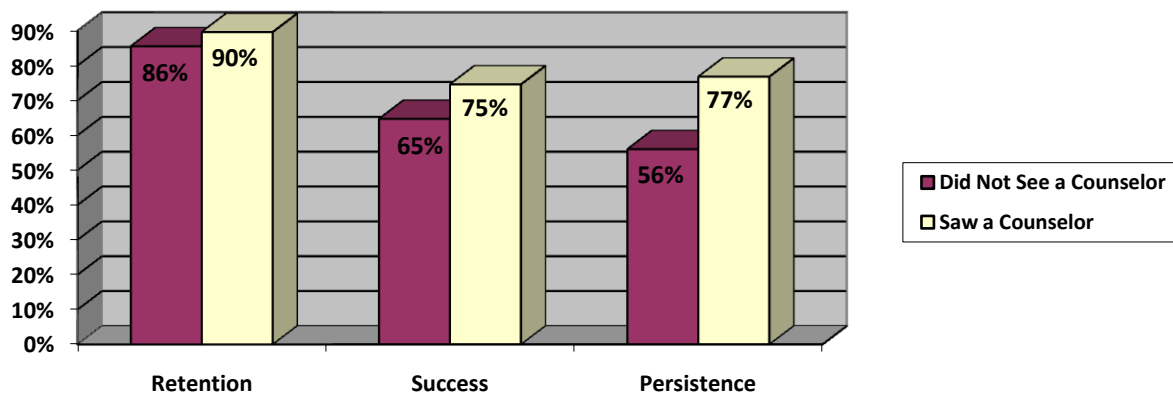
This brief illustrates the relationship between participating in matriculation (i.e. counseling and orientation) and being retained, successful course completion, and persistence.

Findings: Each year approximately 4,200 students (48% in 2009 – 2010) who have earned a GOR have contact with a counselor.

Counseling (see Figure 1)

- Students who had contact with a counselor during the 2009 – 2010 academic year were substantially (ES = .22) and statistically significantly ($p < .001$) more likely to successfully complete their courses (74.6%) than students who did not have contact with a counselor (64.7%)
- Students who have contact with a counselor an average of three times a year are substantially (ES = .22) and statistically significantly ($p < .001$) more likely to successfully complete their courses than students who have less than two contacts a year
- Students who had contact with a counselor in Fall 2009 were substantially (ES = .44) and statistically significantly ($p < .001$) more likely to persist to Spring 2010 (76.8%) than students who did not see a counselor in Fall 2009 (56.0%)

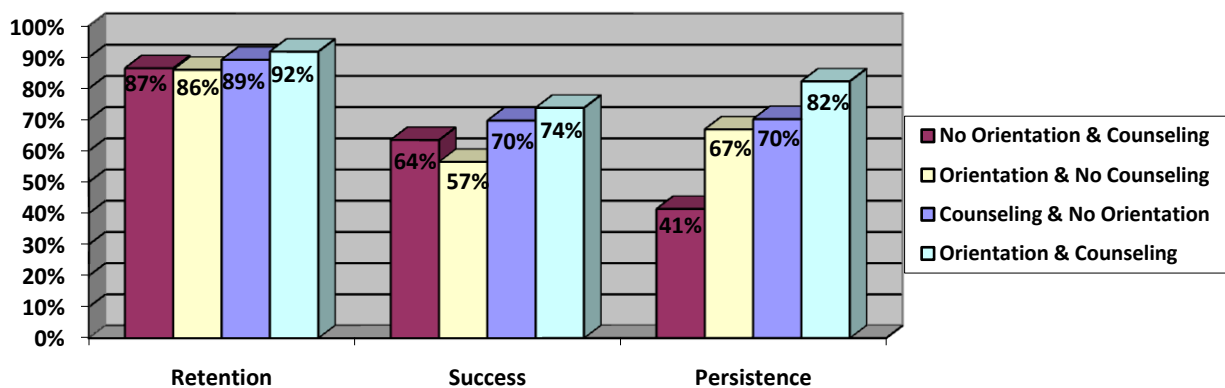
Figure 1: 2009-2010 Retention, Success, and Persistence by Counseling Contact.



Orientation (see Figure 2)

- Students who attend an orientation only are *less* likely to be retained than students who do not attend orientation and do not have a counseling contact
- Students who attend an orientation are statistically significantly *less* likely to successfully complete their courses (56.5%) than students who did not attend an orientation or have a counseling contact (68.7%)
- On the other hand, students who attend orientation and have a counseling contact are more likely to be retained, successfully complete a course, and persist
- Unlike retention and success, students who attended an orientation in summer or fall 2009 and earned a GOR in Fall 2009 were substantially ($ES = .53$) and statistically significantly ($p < .001$) more likely to persist to Spring 2010 (66.9%) than students who did not attend an orientation (41.4%)

Figure 2: 2009-2010 Retention, Success, and Persistence by Orientation Attendance.



Methodology: Grade on record (GOR) refers to one of the following grades: A, B, C, D, F, CR/P, NC/NP, I, or W. Retention rate is defined as the number of A, B, C, D, F, CR/P, NC/NP, or I grades divided by the number of GOR. Success rate is defined as the number of A, B, C, or CR/P grades divided by the number of grades on record. Persistence rate is defined as the number of students who earned a GOR in the spring semester and the prior fall semester.

The effect size statistic was used to indicate the size of the difference on retention, success, persistence, and number of counseling contacts between those who did and did not have counseling contacts or attend orientation. 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).