



## Did You Know?

### This issue's topic: Strategies Related to Crafton Student Success

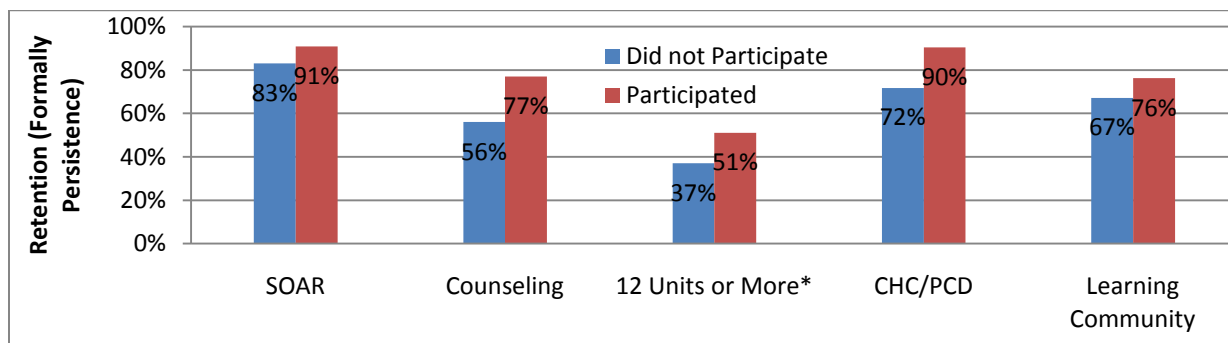
**Overview:** In the last year the CHC Office of Research and Planning (ORP) has been asked to examine how a multitude of student services and instructional strategies are related to student success. Some examples of these strategies include SOA<sup>3</sup>R (Senior Orientation, Application, Assessment, Advising and Registration), seeing a counselor, enrolling in 12 or more units, enrolling in College Life (CHC) and/or Personal Career Development (PCD) courses, and participating in a learning community. The purpose of this "Did you Know?" is to highlight the relationship that these strategies have with the success of Crafton students.

**Methodology:** The student outcome measure summarized here is retention (formally persistence). Retention examines the rate at which students who earn a grade on record (GOR) in the fall semester also earn a GOR in the spring semester. GOR refers to one of the following grades: A, B, C, D, F, NP, P, I, or W. The strategy of enrolling in 12 or more units uses fall to fall retention rather than fall to spring, which accounts for why the rates are lower.

**Effect Size and Statistical Significance.** The relationships highlighted in this "Did you Know?" were measured on the basis of statistical significance and effect size. The effect size is a statistic that serves as a measure of the extent to which observed effects or differences are practically significant (educational researchers typically consider effect sizes of .20 or larger as indicative of meaningful or practically significant effects or differences). 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).

### Strategies Related to Crafton Student Success:

- SOA<sup>3</sup>R students were retained (formally persistence) at a substantially higher rate (91%) than non- SOA<sup>3</sup>R students (83%)
- Students who had contact with a counselor (76.8%) were substantially (ES = .44) and statistically significantly (p < .001) more likely to be retained (formally persistence) than students who did not see a counselor (56.0%)
  - 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
- First-time college students who enroll full-time were statistically significantly (p < .001) and substantially (ES = .29) more likely to be retained (formally persistence) from Fall 2008 to Fall 2009
- CHC and PCD students were statistically significantly (p=<.001) and substantially (ES=.40) more likely to be retained (formally persistence) at a higher rate (90.4%) than students who did not take a CHC/PCD course (71.7%)
- Students in an English, math, or reading course learning community were statistically significantly (p < .01) and substantially (ES = .19) more likely to persist to the subsequent primary term (76%) than students in a stand-A-alone course (67%)



\*The retention rate (formally persistence) is lower than the other rates because retention for the 12 or more units measure is fall to fall retention. The other retention measures are fall to spring within the same academic year.