



OFFICE OF PLANNING, RESEARCH AND INSTITUTIONAL EFFECTIVENESS
DATA REQUEST RESULTS

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Guidance 11 is an 8-hour course designed to help new and re-entry students navigate the college environment. Topics such as transfer, degree requirements and registration processes are discussed to familiarize these students with the college process. Given that this course is a requirement for EOPS students, the present study was designed to examine the effects of taking Guidance 11 on one specific measure of success: persistence to the following academic year.

DATA EXTRACTION AND METHOD

All data were obtained from the System 2000 test database. A cohort of EOPS students from 2006-07 were used to investigate the effects of Guidance 11 on student persistence rates.

In order to examine the effects of Guidance 11 on persistence rates, the 2006-07 EOPS student cohort were split into three sub-cohorts:

1. New students who first enrolled at Delta in summer or fall 2006
2. New students who first enrolled at Delta in spring 2007
3. Continuing students.

The creation of these sub-cohorts was to track the effect of taking Guidance 11 (during a student's first year) on a student's year-to-year persistence rate.

After this was done, data were retrieved to identify when and if these students took Guidance 11. Retrieval of this data allowed for additional coding of the variables to create meaningful comparisons between the groups.

Finally, data were retrieved to identify students' persistence to the following year. Accordingly, enrollment data were retrieved to identify how many of these students returned to take classes the following fall or spring term.

RESULTS

A total of 1,741 EOPS students were identified for this investigation. Of this group, 1,253 students were identified as being "continuing" students; 361 students were new summer/fall 2006 students; and 127 students were new spring 2007 students. For the purposes of this study, we only looked at data for the "new" students because this allowed us to examine the effects of taking Guidance 11 independent of one specific factor that would confound the results of the study: previous experience with the college. Therefore, the total sample in this investigation was 488 (Figures 1-2 present data on the gender and ethnic group breakdown of these students). The figures indicate that the 2006-07 entering class of EOPS students was predominately female (63%) of Hispanic (27%) or Asian (27%) background.

Figure 1. Gender Breakdown of New EOPS Students (2006-07)

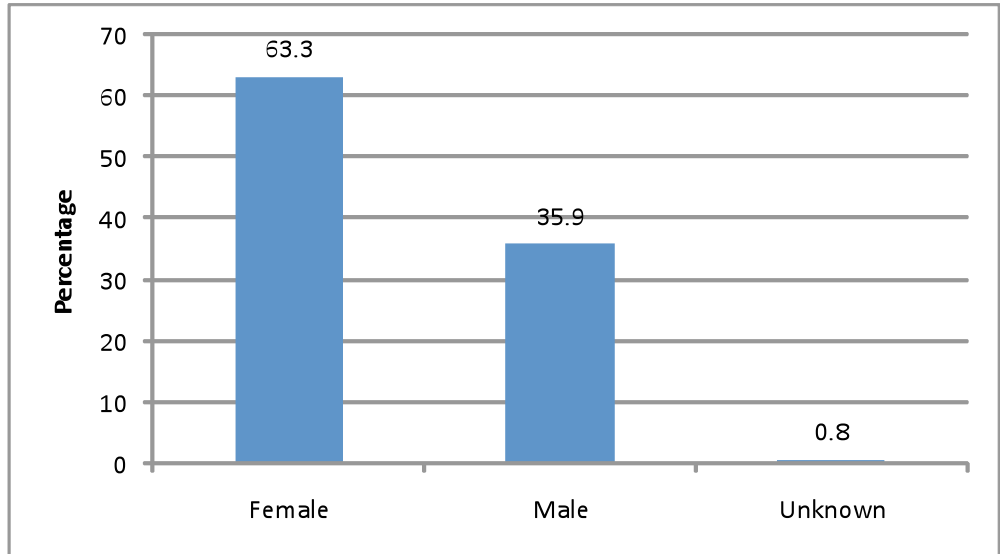
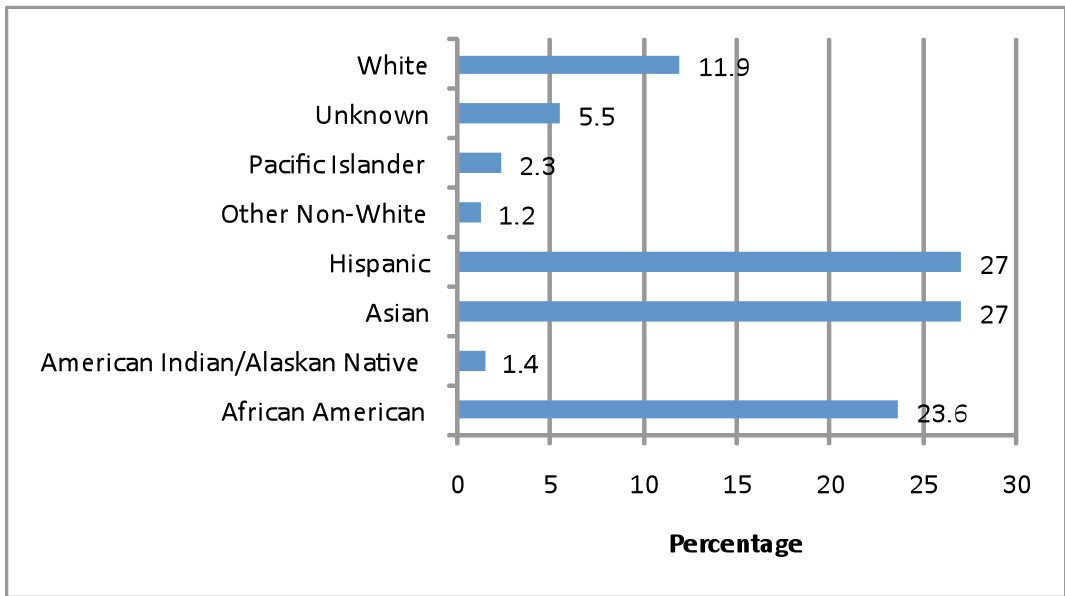


Figure 2. Ethnic Group Breakdown of New EOPS Students (2006-07)



Of the 488 students, 275 (56%) enrolled in a Guidance 11 course. Two chi-square analyses were conducted to compare the persistence rates between students who took Guidance 11 and students who did not.

The outcome of interest for both these analyses was the persistence rates to the following year based on each groups' respective first terms (e.g. persistence rates were obtained for fall 2007 for new students in the summer/fall 2006 cohort; while persistence rates for the spring 2007 cohort were obtained based on spring 2008 data).

Results revealed statistically different persistence rates between students who took Guidance 11 and students who did not for both analyses (see Table 1 for results).

Table 1. One Year Persistence Rate for 2006-07 EOPS Students

*Summer/Fall 2006 Students		*Spring 2007 Students	
Guidance 11	No Guidance 11	Guidance 11	No Guidance 11
75.7%	53.0%	69.2%	46.8%

*Statistically different persistence rates at the 99% confidence level

CONCLUSION

Based on these results, it does appear that new EOPS students who enroll in a Guidance 11 course persist at a significantly higher rate than new EOPS students who do not enroll in a Guidance 11 course.

For a copy of the data, see file: [guid11_eops_0607_cohort.xls](#)