VENTURACOLLEGE
SET YOUR COURSE

Counseling Classes and Outcomes

At the request of VP Kalfsbeek-Goetz, the IE office conducted analyses to evaluate the effectiveness of counseling classes on student success metrics. These metrics include course success rates in other non-counseling classes, completion of transfer-level English and Math in the first year, fall-spring persistence, and 3-year degree/certificate/transfer completion (only for Fall 2018 and Fall 2019 cohorts).

The analyses only include first-time students who were enrolled at census in at least one unit at Ventura College between Fall 2018 and Fall 2022. Counseling classes include COUN V01, COUN V02, and COUN V03.

Regression Analysis

In order to test the predictions, hierarchical linear regression analyses were conducted with two blocks of variables. Preliminary analyses indicated that High School GPA, unit loads, and financial aid status were correlated with the outcome metrics. Therefore, these predictors were entered into the first step of the model. Then, in the next step, a binary indicator for the presence or absence of the counseling class was added to the model.

Overall, the results showed that the first model that included high school GPA, unit load, and financial aid status was significant. However, the second model which included the counseling class enrollment indicator showed no significant improvement from the first model. Therefore, the student group variable was not a significant predictor of course success in other classes or any other metrics. This means that after accounting for the other variables associated with student success, enrolling in a counseling class does not have a statistically significant effect on student success.

Predictor variables for Non-Counseling Class Course Success Rate	Regression 1	Regression 2
High School GPA	.318*	.318*
Unit Load	.160*	.161*
Financial Aid Status	.028*	.029*
Group (1=enrolled in a counseling class; 0=Not enrolled in a counseling class)		-.011
R^2	.147	.147
R^2 change	-	.000

 ***Statistically significant difference

Predictor variables for Transfer-level Math Success Rate	Regression 1	Regression 2
High School GPA	.304*	.304*
Unit Load	.144*	.145*
Financial Aid Status	-.038*	-.038*
Group (1=enrolled in a counseling class; 0=Not enrolled in a counseling class)		-.005
R^2	.131	.131
R^2 change	-	.000

 ***Statistically significant difference

Predictor variables for Transfer-level English Success Rate	Regression 1	Regression 2
High School GPA	.281*	.280*
Unit Load	.205*	.208
Financial Aid Status	-.026*	-.025*
Group (1=enrolled in a counseling class; 0=Not enrolled in a counseling class)		-.016
R^2	.143	.143
R^2 change	-	.000

*Statistically significant difference

Predictor variables for Fall-Spring Persistence Rate	Regression 1	Regression 2
High School GPA	.095*	.095*
Unit Load	.322*	.320*
Financial Aid Status	.147*	.146*
Group (1=enrolled in a counseling class; 0=Not enrolled in a counseling class)		.013
R^2	.158	.158
R^2 change	-	.000

*Statistically significant difference

Predictor variables for Completion Rate (For Fall 2018 & Fall 2019 cohorts)	Regression 1	Regression 2
High School GPA	.253*	.253*
Unit Load	.272*	.271*
Financial Aid Status	.000	.000
Group (1=enrolled in a counseling class; 0=Not enrolled in a counseling class)		.005
R^2	.167	.167
R^2 change	-	.000

*Statistically significant difference

Conclusions

The results of the analyses above indicate that taking a counseling class does not have a statistically significant effect on course success rates, first-year transfer-level Math & English completion, fall-spring persistence, or 3-year degree/certificate/transfer completion. The variables that are most likely to predict these outcomes were High School GPA, unit load, and financial aid status. In spite of these findings, there are likely a number of benefits of taking a counseling class (i.e., improved time management skills, a better understanding of personal and academic goals, etc.). However, these particular outcomes were not included in this analysis. Future analyses could examine these outcomes through student surveys, SLO assessments, etc.

Data Notes:

- Course Success Rate = % of A, B, C, and P grades out of grades assigned (including W's and EW's).
- * = Statistically significant difference in success rate compared to different groups defined.
- Students who took Counseling classes at MC or OC are excluded from the study.
- Students who only enrolled in a Counseling class are excluded from the study.
- IDS N100 and courses without grades were excluded from the study.
- Unit load = total enrolled units within the district in their first term.
- 3-Year Completion = completion of degrees or certificates within three years.