

# SPOTLIGHT

Vol 7 No.2



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## SPEAKER'S REPORT

By Elmano Costa | Speaker of the Faculty, College of Education

May 2009 marks the end of my second term as Speaker of the Faculty of the College of Education.

In these six years I have seen many changes – those that make me proud to work here and those that leave me full of regrets.

Let me focus first on the positive. We have continued to evolve as a college and have developed new programs to meet the needs of the communities we serve.

Perhaps the most noticeable has been the development and implementation of the Education Doctorate (Ed. D.) with a focus on leadership in the K-14 settings. The first cohort of students is completing its first year of courses and the second cohort is being selected right now.

A second bit of good news – the Department of Liberal Studies joined the College of Education this academic year. Prior to this, it was located in other colleges. But since Liberal Studies is the “feeder” from which come 70% of Multiple Subject Credential candidates, it makes sense that they should be in

*continued on p. 2*

## DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP TO BE OFFERED IN STOCKTON

The Doctoral Program in Educational Leadership at California State University, Stanislaus, entering its second year this summer, is slated to offer its program on the Stockton campus for its third

year in Summer 2010. A cohort-based program, the offering in Stockton will enable thousands of P-12 and Community College educators in the greater Stockton/San Joaquin County area to participate in the program. Prof. Steven Lee, Director and Professor, noted that the demand for doctoral education in the region is great, and that the program offering in Stockton will provide public access to a high quality doctoral program

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## Speakers Report, continued

the same college (and in the next school year, they will even move into the same building).

Less noticeable to the outside observer, but quite discernable for those of us who work here, is the continued growth in collaboration between departments in the College. More than ever, faculty are teaching and supervising students in departments other than the one to which they are assigned; and these experiences enrich and enhance our program offerings.

And now the one regret. The State of California has not found a way to fund the California State University at a regular and dependable rate. In my six years as speaker (and my thirteen years on the faculty of this college) I have seen the proverbial cycles of feast and famine. And we have entered the worst financial picture that I have seen at this University in all my years. Programs are being drastically reduced and qualified candidates are being rejected – because we do not have the funds to educate them. We have had 15% reductions so far – and

the ominous cloud hanging over the May 19 elections indicate that more cuts may still be necessary. As a product of the CSU system, and the first in my family to go to a university, I know the role this system has played in making the American dream attainable for so many – and it hurts to see that role greatly constricted.

But back to good news! Shawna Young will replace me as speaker and I have the utmost confidence in her skills. And we are making great strides in preparation for our accreditation review in spring of 2010. The leadership provided this year by Oddmund Myhre and our dean has been admirable and commendable.

I know that the college is in good hands with our new Dean, Ruth Fassinger. In her first year, and in spite of the horrible budget cuts, she has shown vision and courage. And she has inspired faculty and staff and built confidence in her leadership.

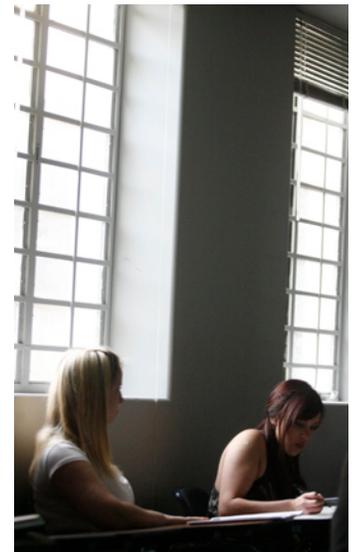
~ Elmano Costa  
*Speaker of the Faculty, College of Education*

## Doctoral Program, continued

The program, designed for educational professionals, received official approval from Western Association of Schools and Colleges (WASC) in 2008.

There are currently 28 students, representing a diverse group of P-12 and Community College instructors, directors, program specialists, principals, and superintendents, enrolled in Cohort One. The program is currently finalizing its admission for Cohort 2 (Summer 2009 start). Focusing on instructional leadership, field experience, and applied research, the program can be completed in three years, including the dissertation. Most courses are offered in hybrid format, enabling students to complete a significant portion of course work through online instruction.

The program will launch its admission activities for Cohort 3 (Summer 2010 start) in Stockton this summer. The Doctoral Program in Educational Leadership at CSU, Stanislaus is a member of the Carnegie Project on the Educational Doctorate. For more information on the program, including admissions requirements, check the program website at [www.csustan.edu/edd](http://www.csustan.edu/edd), or call (209) 667-3364.



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*Spotlight* is published two times a year by the College of Education at California State University, Stanislaus. The College has received both state and national accreditation in its preparation of elementary, middle, and secondary-level teachers as well as school administrators, counselors, reading/language arts specialists, instructional technologists, special educators, and physical and health educators.

# PHYSICAL EDUCATION MAJORS LEARN THE IMPORTANCE OF INCLUDING COMBATIVE ACTIVITIES IN THE PHYSICAL EDUCATION CURRICULUM

Physical Education Majors at CSU, Stanislaus get on the wrestling mat in *Theory and Analysis of Combative Activities*, one of the methods courses for students studying to become physical education teachers. In addition to classes such as *Exercise Physiology*, *Kinesiology*, *Motor Learning*, and *Measurement and Evaluation*, PE Majors take a series of methods courses where they learn both how to participate in and how to teach various activities, combative activity being one of them.

What are combative activities? They incorporate person-to-person combat such as wrestling, self defense, and judo. Associate Professor Shawna Young teaches the *Theory and Analysis of Combative Activities* course at CSU, Stanislaus. Young emphasizes the importance of inclusion of combative activities in the physical education curriculum: “Learning a combative activity can provide critical skills necessary for self protection and personal safety. And when vigorously engaged, there is tremendous potential for fitness development. Reflective of its importance, combative activity is one of the eight curricular areas mandated in the *CA Education Code* for

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A photograph of two men in a wrestling stance on a red background. The man on the left is wearing a white t-shirt and is leaning forward with his right arm extended towards the other man. The man on the right is wearing a dark blue t-shirt and is leaning back, looking down at the other man's hand. Both men have their hands in a ready position, as if they are about to engage in a physical activity like wrestling or judo.

**“Learning a combative activity can provide critical skills necessary for self protection and personal safety. And when vigorously engaged, there is tremendous potential for fitness development.”**

~Shawna Young

## COMBATIVE, continued

high school physical education and is included in the *CA State Standards for Physical Education*.”

Despite the noted benefits of learning combative activities, recent CA statewide survey research conducted by Young and funded by the *CAHPERD Foundation*, suggests that less than half of the physical education teachers in the state incorporate combative activities in their high school physical education program. Survey responses indicate several reasons for not including

combative activities, most notably fear of injury liability suits and fear of concerns raised from physical contact (teacher-student and student-student) inherent in combative venues. In an article published in the *CAHPERD Journal*, Young provides recommendations for teaching combative activities appropriately in light of these and other concerns identified in her survey.

Students in *Theory and Analysis of Combative Activities* taught by Professor Young become familiar with the *CA Education Code* and the *CA Physical Education Standards* as they relate to combative activities in the physical education curriculum. They become knowledgeable and skilled at wrestling and self defense so they can successfully teach a combative activity unit in a high school physical education program, as well as be prepared to coach wrestling in a secondary education setting. Additionally, students learn combative activities from other cultures.



Randee Harcrow, a Physical Education Major, comments on her experience in the course: “I think it is important for girls to see more women teaching and coaching combative activities. I feel like I could teach a unit on wrestling successfully and even serve in a coaching capacity. In addition to skills and fitness gained on the mat, I feel more confident off the mat too.”

Artemio Arteaga, also a Physical Education Major, shares his perspective: “The research Dr. Young conducted is a real eye-opener. Even though combative activity is mandated in our state, so many teachers are not teaching them in their high school physical education classes. I understand the teachers’ concerns, but feel like students are missing out.”

Young emphasizes the importance of female Physical Education Majors mastering the course content. With women’s wrestling being an international sport since 1989 and an Olympic sport since 2004, girls’ wrestling in the U.S. has increased significantly. Having females prepared to coach junior high and high school teams that have female members could be critical for addressing concerns raised about males teaching/coaching female students in the context of wrestling.

In 1987, Young was one of 124 girls (compared to 246,771 boys) in the U.S. documented by the National Federation of State High School Associations to be competing on boys’ high school wrestling teams in this country. Now, there are over 5,048 girls (compared to 257,246 boys) wrestling on high school teams in the U.S., and Hawaii and Texas classify girls’ wrestling as an official state-recognized sport with female teams. California is one of the states with the greatest number of high school female wrestling participants, tallying 1,142 girls, though California does not yet recognize girls’ wrestling as an official sport.

The controversy, history, and evolution of the sport of female wrestling is fascinating, with early formal discussion about the

appropriateness of women and girls wrestling debated in Plato’s dialogues found in *Republic* and *The Laws*. Among Plato’s radical social proposals was a call for gender equality in physical education, a large component of which was wrestling. Threads of Plato’s discussions described the virtue of physical training for girls and women designated as guardians of their community equivalent to that of their male guardian counterparts. In contemporary Western society, the road plowed by pioneering wrestling girls and women has been turbulent. Denied access to boys’ junior high and high school wrestling teams, discrimination suits, misinterpretation of Title IX, and the eventual inclusion of women’s wrestling as a medal sport in the Olympics has painted a colorful history. Women’s wrestling debuted in the Olympics in 2004, the year the Games were hosted in Athens, Greece – the place that was once Plato’s home.

Male or female, combative activities are an important part of a comprehensive physical education. Physical Education Majors at CSU, Stanislaus recognize the importance of incorporating combative activities in the physical education curriculum and leave *Theory and Analysis of Combative Activities* with the knowledge and skills to teach a variety of combative activities safely and appropriately. ●

**“Even though combative activity is mandated in our state, so many teachers are not teaching them in their high school physical education classes. I understand the teachers’ concerns, but feel like students are missing out.”**

~Shawna Young



## Surprised by Joy



In my opening address to the faculty in September, I appropriated a line from a Wordsworth poem and expressed my hope that we would all be “surprised by joy” this academic year -- that is, despite whatever difficulty and discouragement we might experience in the coming months, that we would find ourselves unexpectedly made glad at some small or large pleasure in our work.

Little did any of us know at that point how very trying the coming months would be, as we were subjected to massive budget reductions and all the ensuing chaos created by those reductions. We did not know that we would be struggling so hard to meet the needs of our students and that we would be experiencing such radical changes in our own professional lives. We did not know that our community would be so completely devastated economically and that our students would suffer so many impediments to their educational plans and goals.

And I, a newcomer to California and the CSU system, could not have anticipated the challenges in shepherding the College of Education through these difficult times, nor could I have imagined the complexities of educational progress in this context. I could not have foreseen many of the problems we have faced, and I was unprepared for the daily discouragement caused by dismal economic circumstances.

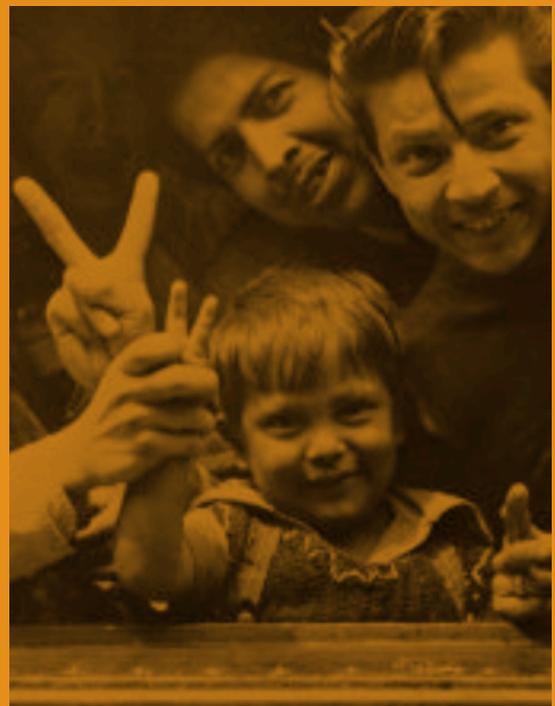
And yet, I have been surprised by joy again and again in this college, this university, and this community during the past year, and it is this joy that keeps me inspired despite the challenges. Some joys have been small – the smiles and helpfulness of people in the university, in Turlock, and in the valley. Some joys have been huge – the successful healing of some of our faculty and staff from surgeries and serious illnesses. I have found pleasure in places (the sea of pink spring blossoms as I crest a hill) and people (watching our faculty read to children at the university Alumni Reunion). I have been made glad by sounds (the happy voices of Passport-to-University kids eating ice cream in our lobby and imagining being students here someday), smells (the wonderfully fragrant roses outside of MSR), and sights

# MOTIVATING CHILDREN TO MAKE A DIFFERENCE

Brenda Betts, Ph.D., Professor in the Department of Teacher Education, made a presentation at the California Council for the Social Studies Annual Conference 2009 in Ontario, CA, on Friday, March 6, 2009. The title of her presentation was: *Motivating Children to Make a Difference*.

Participants were provided with numerous examples of children throughout history and in the present, who have made remarkable contributions to their communities, countries, and to other nations. Attendees were encouraged to teach their students about these children for two reasons: First, to show students that history is meaningful and relevant to their lives and second, to motivate students to create their own projects to make a difference.

Brenda is a member of the CCSS Board of Directors, Co-editor of the Social Studies Review, and a member of the Golden Valley Local Council Board of Directors.



(faculty engaged in passionate conversations at the accreditation retreat about our College mission and vision for the future).

I have been impressed by faculty constantly: their accomplishments, as exhibited in their promotion and tenure files; their adaptability, as they grappled with serving our students under limited resources; their good humor, as they explained (yet again) some fine point of California educational policy to their new dean (!); their inclusiveness and collegiality, as they requested staff inclusion in long-term College planning; their passion for social justice, in their unwavering commitment to serving the underserved; and their team spirit, as they collaborated across programs and departments to maximize College functioning. I also have been heartened by our community partners – superintendents and other school leaders earnestly sharing their needs and desires in regard to our College, business leaders caring deeply about how we prepare school personnel to educate the workforce of the future, and families of our students beaming with pride in well-deserved awards and honors that our students have earned.

Surprised by joy? Yes, absolutely. And it remains my hope that all of us will experience great joy in the unexpected pleasures of our work and our professional relationships. It is this joy that will sustain us through difficult times, and it is this joy that will intensify our delight at the dawn of a brighter day. ●

# UNIVERSITY AWARDS

College of Education students were honored on May 19 at “A Salute to Student Achievers University Awards Presentation” sponsored by Provost and Vice President for Academic Affairs, Vice Provost, Vice President for Student Affairs, and The Honor Society of Phi Kappa Phi. The following received recognition:

**Administrative Services -  
Preliminary Credential: Susan  
Fisher, MA Education**

**Curriculum & Instruction Reading:  
Kelley Blanc, MA Education**

**Educational Technology:  
Lisa Anglin, MA Education**

**Physical Education:  
Thomas Xiong, MA Education**

**School Administration:  
Carolann DeMoss, MA Education**

**School Counseling:  
Katy Cardoza**

**Liberal Studies BA:  
Sarah Munoz**

**Multiple Subjects Credential:  
Jaclyn Coleman**

**Physical Education BA:  
Ranee Harcrow**

**Pupil Personnel Services  
Credential:  
Maribel Garcia-Gutierrez**

**Reading/Language Arts Specialist  
Credential:  
Tawny Wiley**

**Special Education Credential:  
Faun Hyde**

# CAHPERD 2009

Faculty members of the Department of Physical Education and Health recently participated in the 2009 California Association for Health, Physical Education, Recreation and Dance (CAHPERD) State Conference held March 19-22, at the Santa Clara Convention Center and Hyatt Regency.

**Janice Herring, Susan Eastham, and Erin Hall** along with several students from the department conducted a hands-on assessment session titled “California Physical Fitness Test – Leading to Success.” Participants were able to practice the proper techniques for testing and to receive feedback.

**Shawna Young and Matt Frazee** led a session titled “Dynamic Warm-Up Implementation and the Appropriateness of Static Stretching” that highlighted the current research in this area and allowed the participants to view and participate in appropriate warm-up activities.

**Sue Fletcher and Taylor Marcell’s** session, “Teaching Teens about Good Food/Bad Food” provided nutrition teaching tips for physical education teachers and addressed the importance of this topic in multiple areas.

**Heather Deaner** served in the capacity of Higher Education Section Chair, overseeing a poster presentation session and taking part in meetings and activities related to the Higher Education Section. Overall, the conference was well attended and the CSU Stanislaus faculty presentations were well received.

# IN THE SPOTLIGHT

## KATHERINE GREENWOOD



BA English (1973); Secondary Teaching Credential (1981); University of California, Davis. MA Curriculum and Instruction, California State University, Stanislaus (2008)

The Graduate Committee is pleased to put the spotlight on Katherine Greenwood, a recent graduate from the College of Education, MA program in Curriculum and Instruction. Katherine recently defended her thesis *An Examination of a Mastery-Learning Program for High School Physics Classes* and published an article “The Exhilaration of Success” based on her thesis in *4-5-6 Teach it So it Sticks: Motivation, Engagement, and Mastery*, a CRA book edited by Drs. Susan Neufeld and Jonnie Shawkey (2008).

In an informal interview with Dr. Whitney Donnelly, her thesis committee chair, Katherine talked about her experience as a MA student at Stanislaus and the factors that motivated her topic selection:

**Q** *What is your present employment and what are your future plans?*

**A** I teach English and coordinate the site council at Sierra High School in Manteca Unified School District. I plan to stay in the classroom, which is where I want to be, and to continue to find ways to help kids learn.

**Q** *Why did you select CSU Stanislaus for your MA studies?*

**A:** CSU Stanislaus offered classes in Stockton that made the master’s task easier. I didn’t want a mail-order degree, but driving to Davis or to Turlock or to Sacramento was too much for weekly school nights. Having classes closer to home, and offered an hour earlier in the afternoon/evening, made a huge difference to me. Also, when I met with Susan Neufeld to talk about applying, I found Dr. Neufeld extremely helpful and encouraging.

**Q** *What led you to pursue the topic you selected for your thesis?*

**A** As part of my campus responsibilities, I facilitate teacher use of study skills strategies and I support our

student achievement program. In those duties, I work closely with the science teacher who piloted mastery learning. She piqued my interest through discussion, but seeing the positive impact of the mastery learning program on one of my beginning ELD students really motivated me to study mastery learning in more depth.

**Q** *Have you been involved, or plan to be involved, in any professional development based on your thesis? In what ways has your department or district benefited from your work?*

**A** Not directly. I studied mastery learning, and documented a mastery program being piloted in my school’s science department. The data I detailed in my thesis supports the use of mastery learning. Currently, the mastery program is continuing. My documentation might be useful in encouraging the district/site to protect what is primarily a teacher-driven project to help students.

### **Thesis: An Examination of a Mastery-Learning Program for High School Physics Classes**

#### **ABSTRACT**

This quantitative study used archival data to investigate the effectiveness of a mastery learning program, modified to accommodate the time limitations of normal classroom practice with an after-school tutoring component, in improving high school students’ knowledge of science. Research indicates mastery learning has been an effective strategy to improve student achievement, but the demands of pacing and management can make implementation difficult at the secondary level. This study in California’s Central Valley examined one teacher’s approach to meeting those challenges by requiring Conceptual Physics students (n = 121) to meet a 70% mastery standard on all unit tests, or to attend after-school tutoring until able to achieve the 70% standard on alternate tests. The performance of this mastery group was compared to that of traditionally-instructed students

## CALIFORNIA PHYSICAL EDUCATION TEACHERS' PHYSICAL FITNESS TEST ADMINISTRATION PRACTICES

by Susan L. Eastham

### PHYSICAL FITNESS TESTING PRACTICES

Susan Eastham, lecturer for the past 14 years, recently defended her dissertation. Previous to teaching at CSUS, she coached basketball and taught Physical Education for four years at Trinity Christian College in Chicago, IL. Some of the courses she is currently teaching include the following: Elementary Physical Education, Theory and Analysis of Team Sports, and Theory and Analysis of Individual Sports. She received her B.A. in Physical Education from Calvin College (Grand Rapids, MI) and her M.A. in Exercise Physiology from CSU, Chico. Susan is from the Central Valley and her father, Ron Vander Molen, taught in the History Department for 35 years (now retired). Congratulations Dr. Eastham! Below is an abstract of her dissertation.



The State of California uses the California Physical Fitness Test (CaPFT) to test all public-school students in grades five, seven, and nine. The CaPFT is based on the FITNESS-GRAM® with the primary purpose of the test to be to promote students to be physically active. If this goal is to be accomplished, it is important for teachers to educate students about health-related fitness because when students understand the value of physical activity they are more likely to adopt the behavior. The purpose of this study was to examine teachers' physical fitness test administration practices, specifically, how physical education teachers help the students to develop a cognitive understanding of the health-related physical fitness components before and after test administration.

Middle-school and high-school physical education teachers ( $n = 10$ ) from Central California were interviewed about their physical fitness test administration practices. The teachers were asked to describe how they conduct the tests and how the students are educated about the health-related fitness components before and after test administration.

The results of the study indicated that the participants chose similar tests to administer but varied the methods they used to conduct the tests. Only three of the teachers described giving specific health-related fitness instruction. Middle-school teachers and teachers with access to a classroom were more likely to conduct in-depth health-related fitness instruction. Before test administration, the teachers described various instructions given to the students about the test purposes, but none of the teachers reported discussing with their students that the purpose of the CaPFT was to promote a physically active lifestyle. After test administration, only half of the teachers reported giving the students their test results. If an explanation of the test results was given to the students, the explanation typically was brief.

In order for students to make the connection between the CaPFT results and health-related fitness, it is important for teachers to provide specific health-related fitness instruction. When effective test administration, instruction of health-related fitness, and interpretation of test results to the students occurs, physical fitness testing may be a valuable assessment leading students to be more likely to adopt a physically active lifestyle.

#### GREENWOOD, continued

( $n = 154$ ) taught by the same teacher in the previous school year, on two assessment instruments: the STAR CST in Physics and a locally-developed district Conceptual Physics final. Independent sample  $t$  tests indicated the mastery treatment had a highly statistically significant effect on the district final, and a slight, positive, but statistically insignificant effect on the STAR CST. These results align with the results of earlier studies.

# MSCP STUDENTS WORK WITH AFTER SCHOOL STUDENTS AT CROWELL ELEMENTARY

Students in Whitney Donnelly's Reading Methods course, part of the Multiple Subjects Credential Program, have been teaching lessons to groups of after school students at Crowell Elementary School in Turlock. Credential candidates develop and refine lessons as part of their course work and then practice teaching with small groups of students in grades K-6. Nickie Golpashin, Director of the Crowell After School Program, reports that students quickly began to look forward to working with the Stanislaus "teachers in training." Some students even asked their parents if they could stay longer than usual so they could participate! CSU Stanislaus credential students appreciated having the experience of working with their peers to develop, teach and critique lessons focused on writing (complete sentences; organizing information for multiple paragraph reports) and decoding polysyllabic words.



MSCP Credential Candidate Kari Hendon works with Crowell students to learn how to decode polysyllabic words using a technique called "Syllasearch". Candidate Mark Redding (only arms and hands visible) acts as a "human pocket chart".



Maria Espinosa, Multiple Subject Candidate, works with Crowell students on writing complete sentences.



Jon Culver, Stanislaus Multiple Subject Candidate, discusses ideas for complete sentences with a group of Crowell After-School students.

## ED.D. STUDENT RESEARCH IN REVIEW

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After less than a year in the program, a group of four doctoral students is well on their way toward getting their work published in a peer-reviewed journal.

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Students enrolled in EDEL 9002, Applied Quantitative Research, worked in groups to develop research questions and hypotheses that could be tested using publicly-available data. Group members then gathered data, ran appropriate statistical analyses, and wrote results consistent with submission requirements for a self-selected scholarly journal. Based on their results, Adrenna Alkhas, Duane Brooks, Steve Graham, and Amye Leon are nearing the completion of a manuscript that will be submitted to the *Journal of College Student Retention: Research, Theory & Practice*.

Their study, “The Effects of Institution Size and Economic Status on Student Retention and Success Rate” examined the degree to which median household income by county and institution size related to retention rates and success rates in California community colleges. The number of students enrolled in the community colleges and the median income of the county in which the community college was located were gathered. In addition, information about course success and retention rates for each campus was collected from the California Community College Chancellors’ data collection website. Course success rate was defined as the percent of students completing a course with a grade of A, B, C, Credit, or Pass. Course retention was calculated by dividing the institution’s number of enrollments with grades of A-F, “credit” or “no-credit,” “incomplete,” “pass,” or “not-passing” by all of those values in addition to those who withdrew from or dropped a course. Group members ran a 3 x 2 ANOVA to test their hypotheses, and there were several interesting findings as a result of the analyses.

Two of the group members are familiar faces at CSU Stanislaus. Amye Leon currently is employed as an Athletics Advisor on campus; she previously worked as an Admissions Advisor and Psychology instructor at National University. Steve Graham is currently employed as a Speech instructor at Delta College but he has held various roles at CSU Stanislaus including the Associate Director of the Graduate School, faculty member in the Communications Department, and

Assistant Director of Student Outreach. Adrenna Alkhas is a speech instructor at Delta College and has worked in marketing at the Vintage Faire Mall. Duane Brooks is a Business Administration instructor at Modesto Junior College after working in various sales and marketing positions at Fortune 100 companies.

### ABSTRACT

California Community Colleges are the largest system of education in the nation and have an important mission which includes training for the workforce, basic skills remediation, and preparation for transfer to four-year universities. There are many factors that influence how well a community college does in fulfilling its objective, with two of the most important being success and retention. This study looked at the effects of school size and economic status on the retention and success rates at California Community Colleges. Schools were divided

into three categories (small, medium, and large) and the economic status was assigned to the school based on the county’s median household income.

No significant relationships were found between retention and income, retention and school size, or success and school size.

However, the results showed a significant, positive relationship between income and successful completion of coursework. This indicates that students residing in lower income areas may need greater support services in order to be successful in higher education, and that educational leaders may need to take local incomes into account when considering student success and services to provide. Suggestions for additional research include looking at additional variables that might impact this relationship.