



English Accelerated Courses Report

December 2017

INTRODUCTION

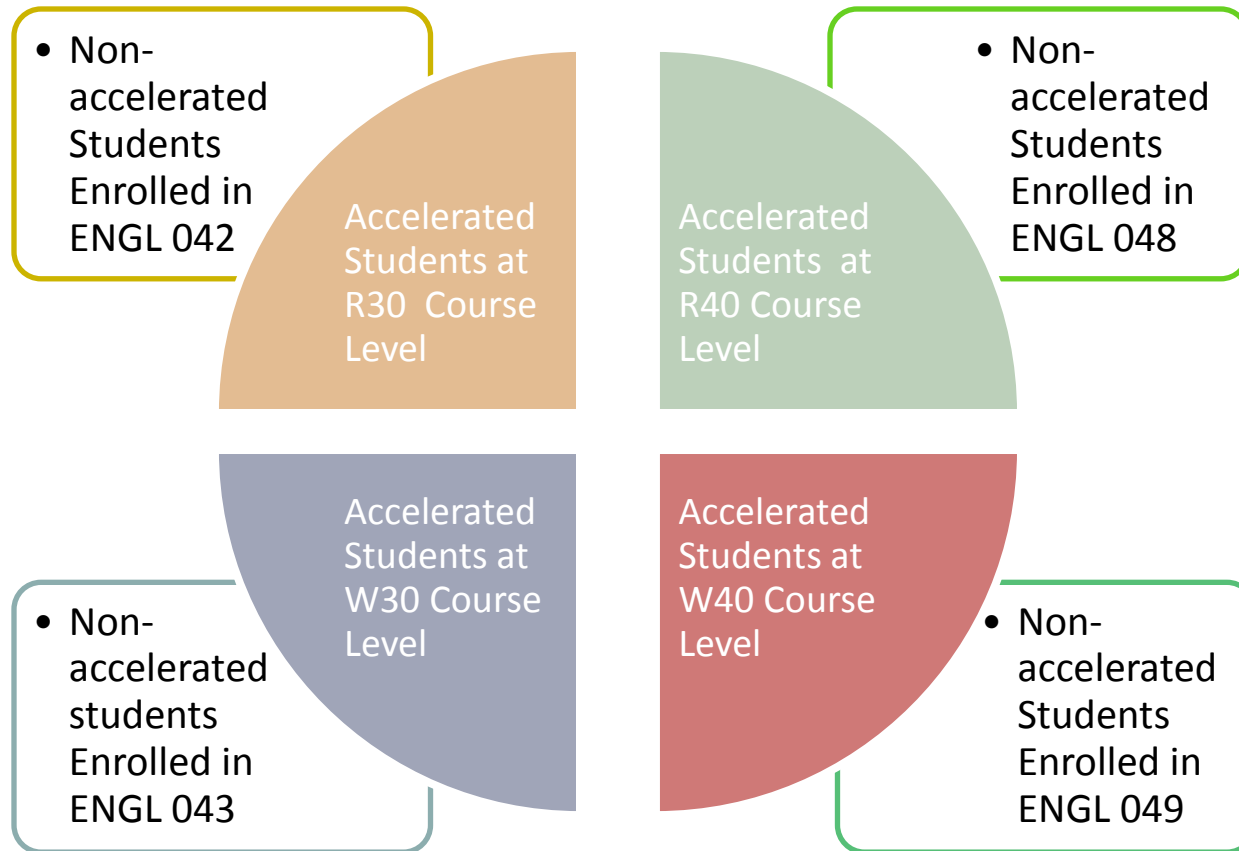
Primary Research Questions

1. What is the profile of students who take English accelerated courses compared to students in non-accelerated basic skills English courses?
2. Are learning outcomes different for students in English Accelerated courses compared to students in non-accelerated basic skills English Courses?

Cohort Groups

- Comparison Groups:
 1. Accelerated English
 - ENGL 047A and ENGL 031
 2. Non-Accelerated Basic Skills English Courses
 - ENGL 042, ENGL 043, ENGL 048, ENGL 049
- *Note 1. Fall & Spring terms used for annual counts, due to low Summer accelerated course offerings and enrollment prior to Fall 2014.*
- *Note 2. Course level is defined as the course in which accelerated and non-accelerated students would be eligible to enroll, based on their initial R30, W30, R40, W40 placement. Course level corresponds to ENGL Courses 042, 043, 048, 049, respectively, allowing for cross-comparison of the accelerated and non-accelerated cohorts.*
- *Note 3. ENGL 031 is excluded from subsequent enrollment and subsequent success rates because students concurrently enroll in ENGL 101.*

Accelerated and Non-Accelerated Cohorts



Note. Students with differing reading and writing skill levels are grouped according to the lowest of the two levels.

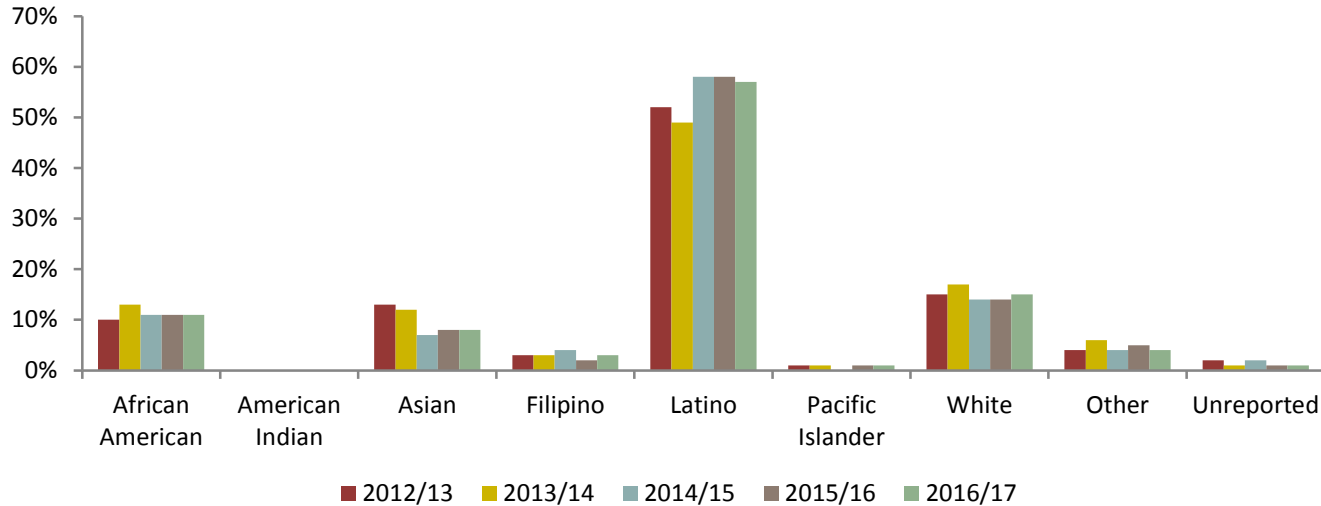
Highlight of the Findings

- Overall, from 2012/13 to 2016/17 SDCCD has shown a steady trend of increasing accelerated courses at Mesa College and City College/ECC coinciding with the increase of overall sections districtwide. There was a substantial increase in the number of accelerated English courses due to the ENGL 031 offerings at City and Mesa Colleges in 2016/17.
- Within the 2012/13 to 2016/17 academic years, SDCCD has continued to observe enrollment increases in English accelerated courses during the Fall and Spring terms (1,191 & 1,041, respectively) compared to non-accelerated English enrollments (-882 & -2,284, respectively). The accelerated English enrollment growth is largely due to additional sections offered in accelerated English.
- Noting the increase in accelerated course offerings and enrollments, term successful course completion rates simultaneously increased for Fall terms in a similar upward trajectory (from 71% to 77%), whereas Spring successful course completion rates fluctuated between 63% and 77%.
- Overall course retention rates for the accelerated and non-accelerated students were comparable for both the Fall and Spring cohorts. Specifically, Fall accelerated English students were retained at a slightly higher rate than non-accelerated students (91% & 89%, respectively), while Spring accelerated students were retained at the same rate as non-accelerated students (86%, each).
- Both Fall and Spring accelerated English students demonstrated higher overall term persistence rates (83% & 72%, respectively) than non-accelerated English students (80% & 69%, respectively).
- Overall, accelerated English students enrolled in English 101/105 at a higher rate than non-accelerated students. While English 101/105 subsequent enrollment for accelerated English students is markedly higher than non-accelerated students, the overall Fall and Spring successful course completion rates of non-accelerated students are slightly higher (75% & 76%, respectively) compared to accelerated students (70% & 71%, respectively).

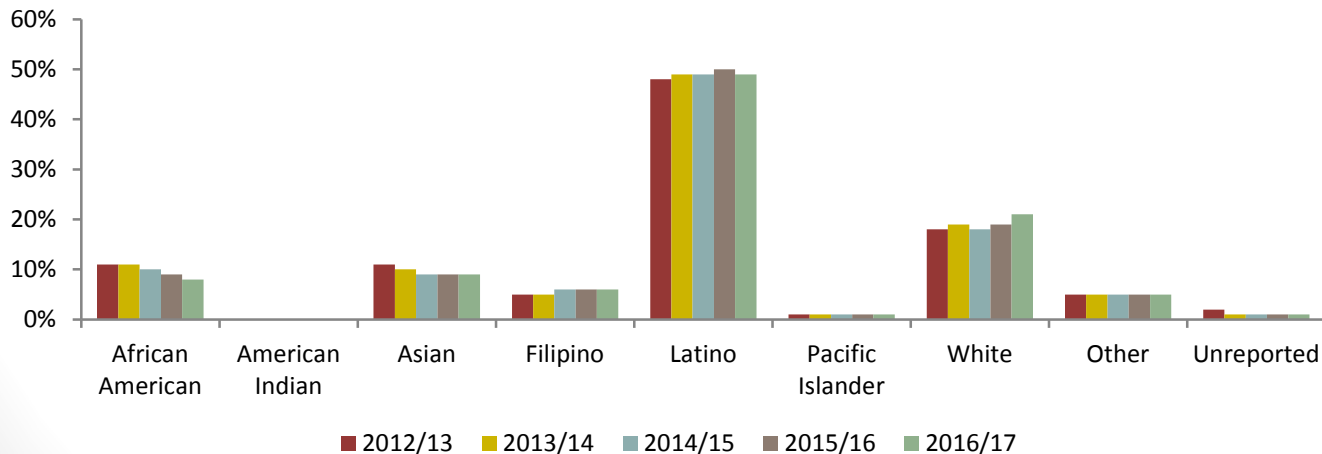
STUDENT PROFILE

Ethnicity

Accelerated



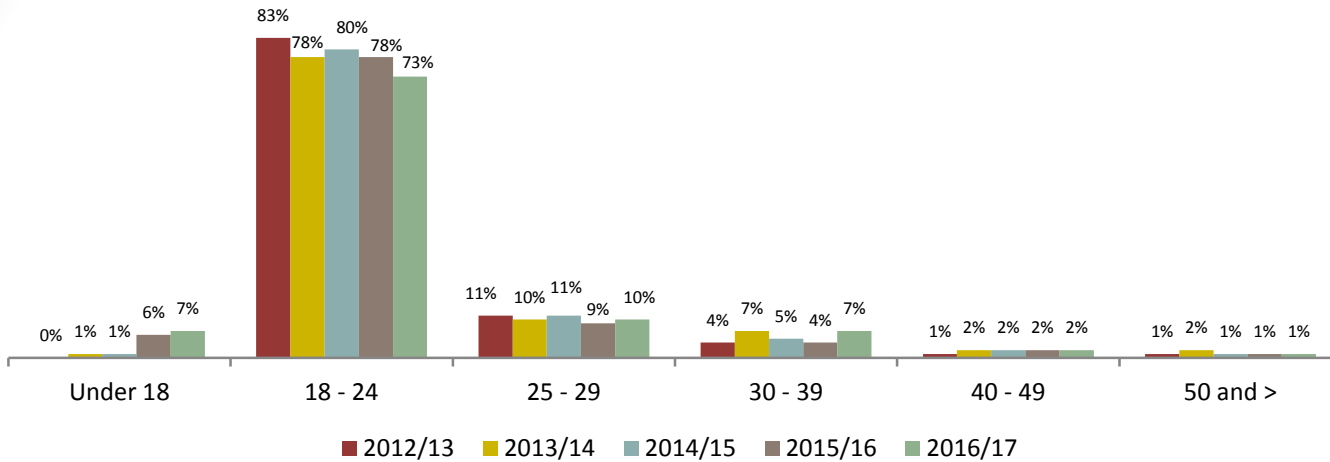
Non-Accelerated



- Between 2012/13 and 2016/17 the ethnic groups that comprised the most students, on average, in both accelerated and non-accelerated English courses were Latino students (56% & 49%, respectively), White students (15% & 19%, respectively), and African American students (11% & 10%, respectively).
- The number of non-accelerated English students decreased by 2,095 overall from 2012/13 to 2016/17, whereas the overall number of accelerated English students increased by 2,127.
- The largest increases during this time in accelerated English courses were in the Latino student group (1,237), White students (313), and African American students (236).

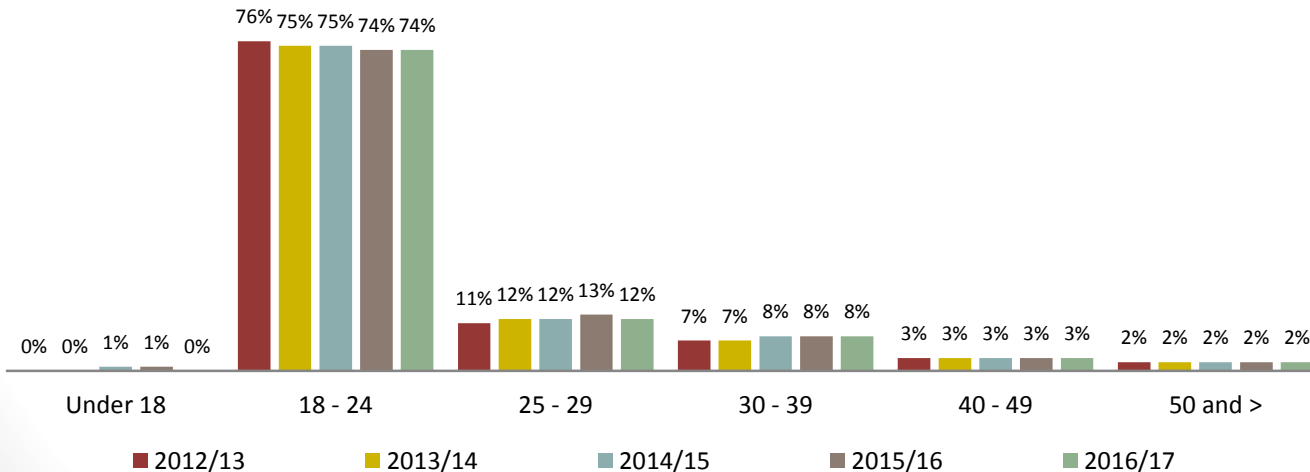
Age

Accelerated



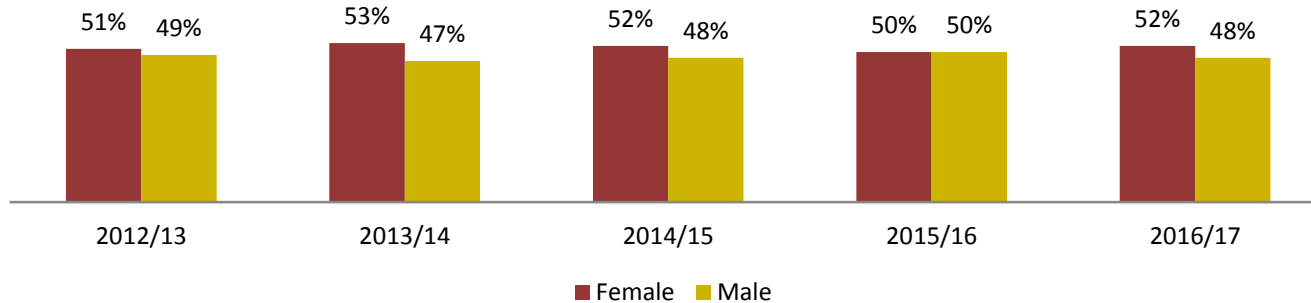
- On average, between 2012/13 and 2016/17 in both accelerated and non-accelerated English courses, students between ages 18-24 constituted the majority of students (76% & 75%, respectively), followed by students 25-29 (10% & 12%, respectively).
- In accelerated English courses between 2012/13 and 2016/17, all age groups showed an increase in headcount, with the largest increases in student age groups 18-24 (1,521) and 25-29 (213).

Non-Accelerated



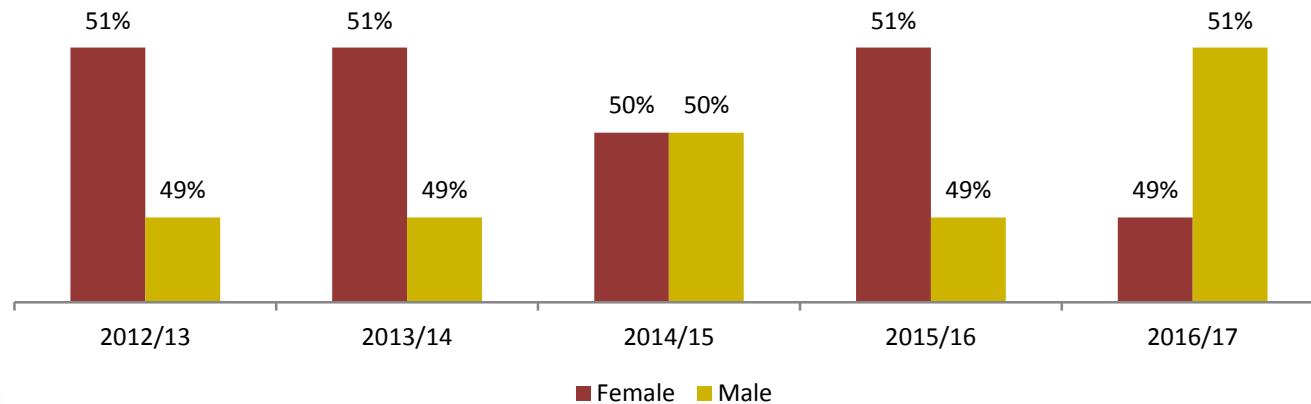
Gender

Accelerated



- On average, from 2012/13 to 2016/17, the accelerated English female student headcount was slightly higher than their male student counterpart (52% & 48%, respectively), whereas the five-year average was the same for male and female students (50% each) in the non-accelerated English courses.

Non-Accelerated

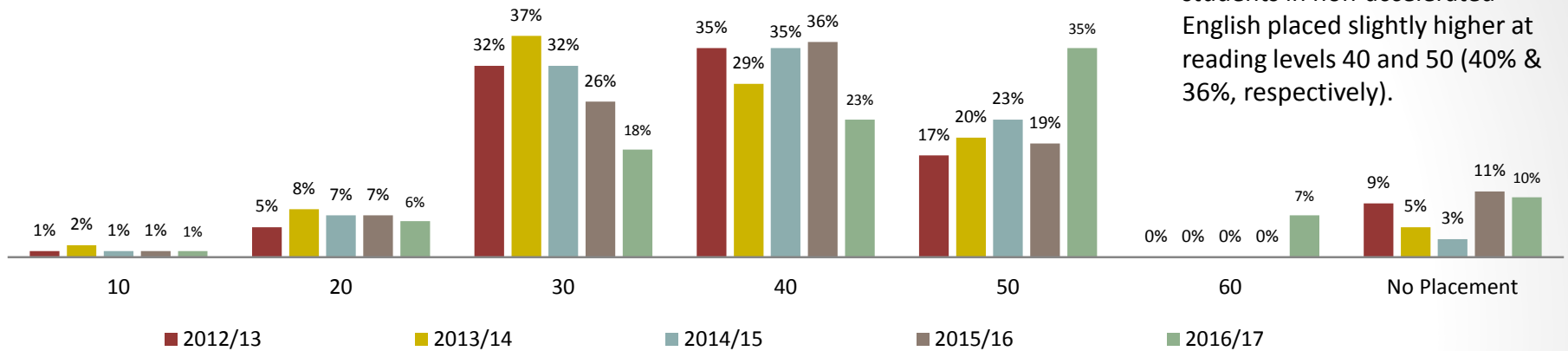


- Between 2012/13 and 2016/17 the number of both female and male students in accelerated English courses increased (1,113 & 1,014, respectively), while female and male students in non-accelerated English decreased (1,150 & 944, respectively).

Reading Skill Levels

- Between 2012/13 and 2016/17, on average, the majority of students enrolled in accelerated English placed at reading levels 30, 40, and 50 (25%, 29% & 27%, respectively), whereas most students in non-accelerated English placed slightly higher at reading levels 40 and 50 (40% & 36%, respectively).

Accelerated



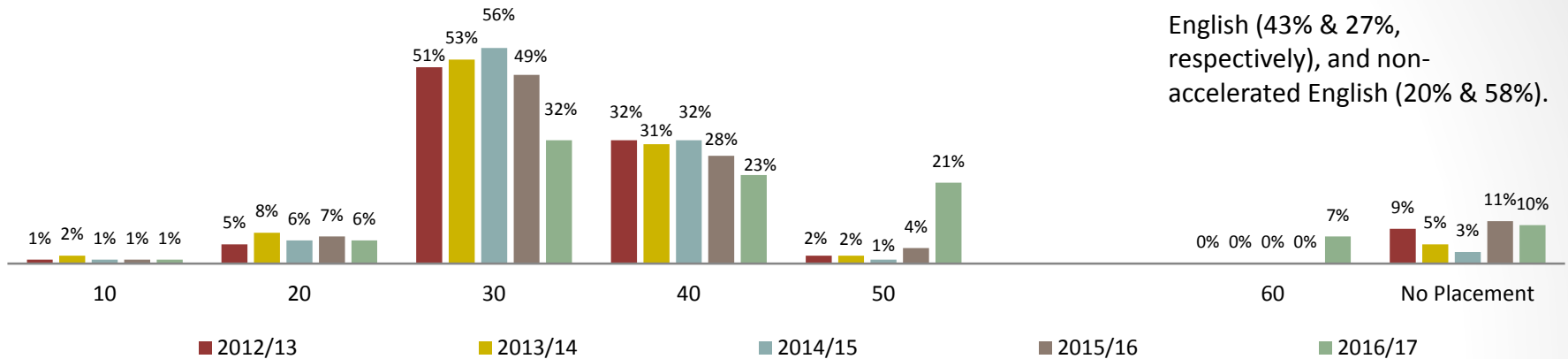
Non-Accelerated



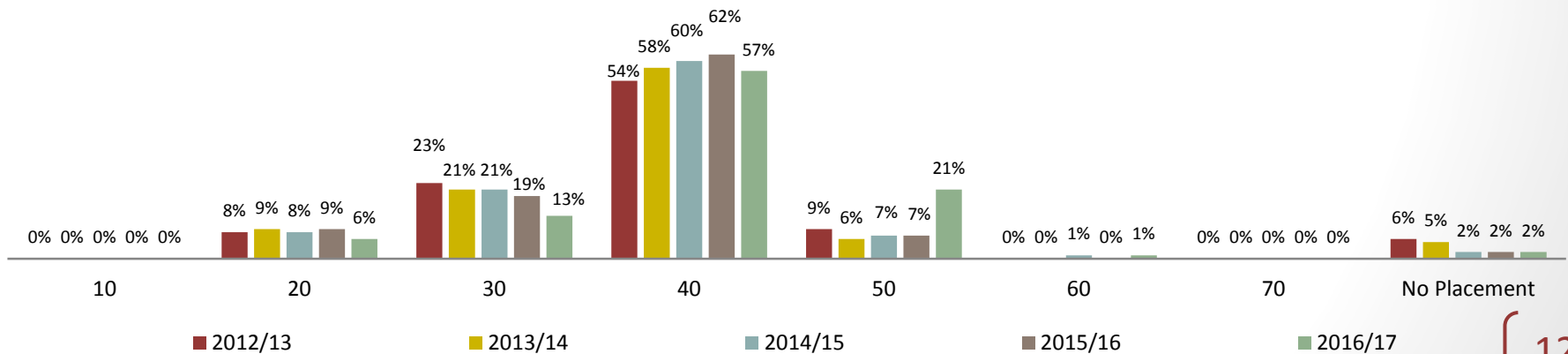
Writing Skill Levels

- Between 2012/13 and 2016/17, on average, the majority of students placed at writing levels 30 and 40 in both accelerated English (43% & 27%, respectively), and non-accelerated English (20% & 58%).

Accelerated



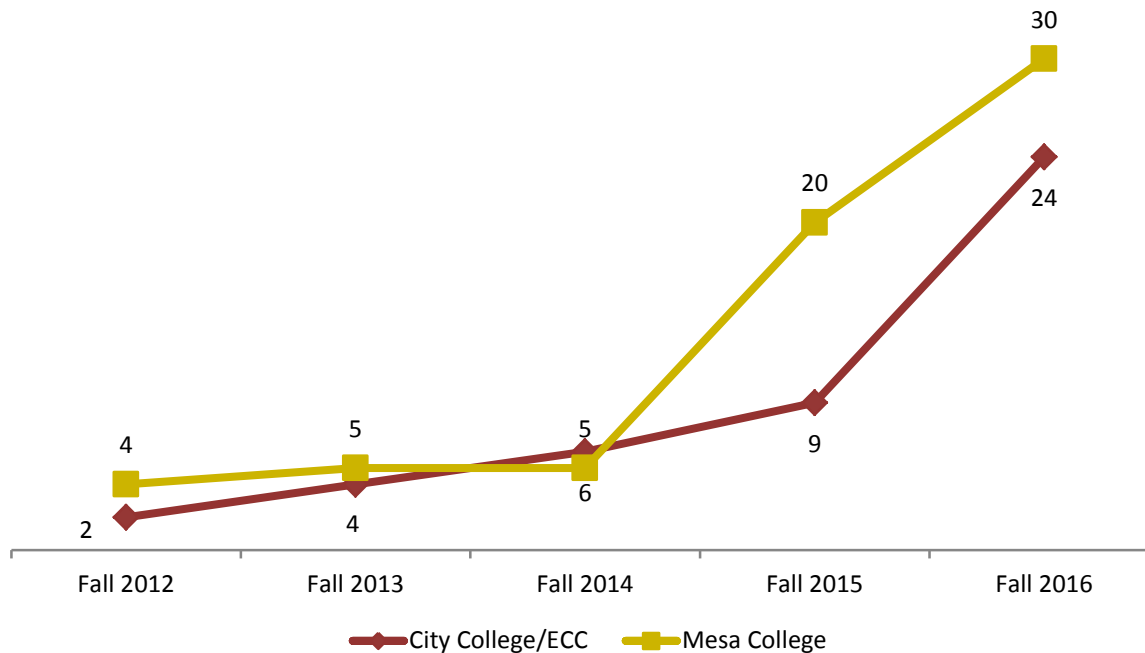
Non-Accelerated



SECTIONS AND ENROLLMENTS

Accelerated Section Offerings

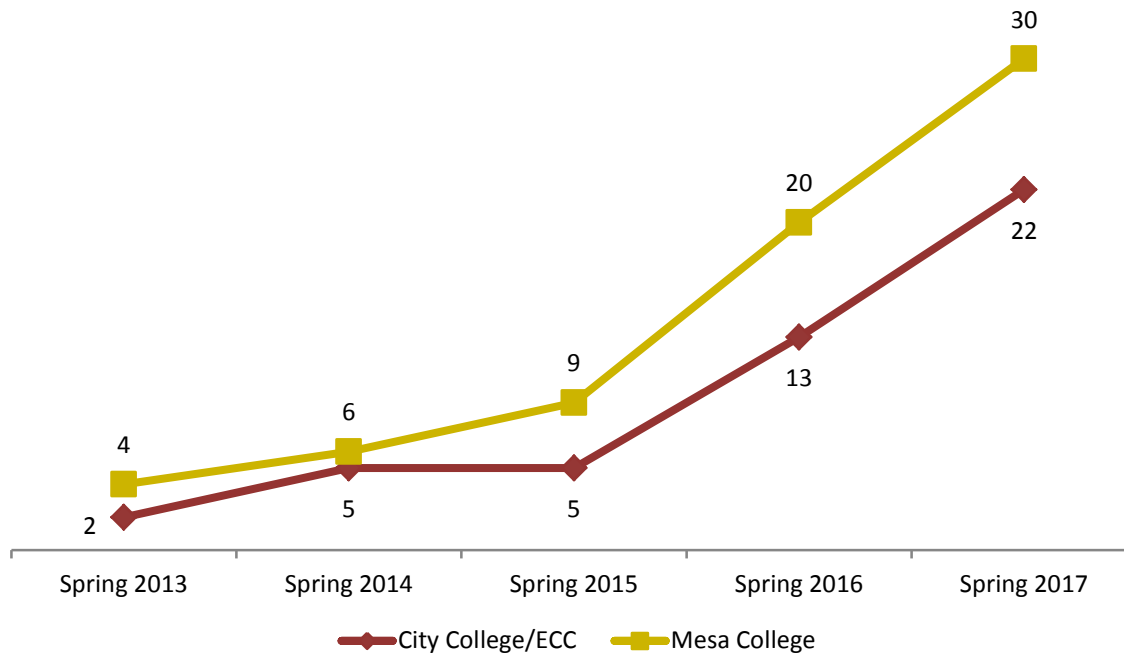
Fall Course Sections



- Overall, accelerated English Fall section increased from 6 to 54 course offerings between Fall 2012 and Fall 2016.
- Specifically, at City College/ECC accelerated English sections increased from two sections offered in Fall 2012 to 24 sections in Fall 2016.
- At Mesa College accelerated English sections also increased from Fall 2012 to Fall 2016 (4 & 30, respectively).
- Accelerated English courses were not offered at Miramar College during this time period.

Accelerated Section Offerings

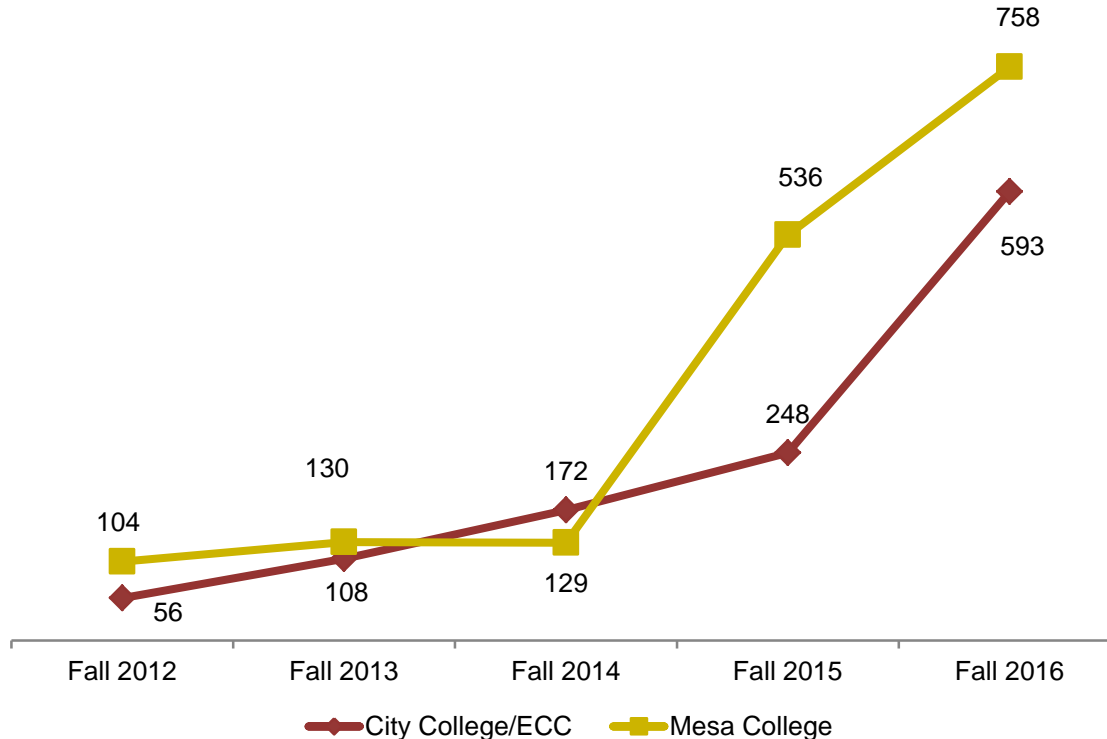
Spring Course Sections



- Overall, accelerated English Spring course section offerings increased from 6 to 52 between Spring 2013 and Spring 2017.
- Specifically, between Spring 2013 and Spring 2017, accelerated English sections increased at both City College/ECC (2 & 22, respectively) and Mesa College (4 & 30, respectively).
- There were no accelerated English courses offered at Miramar College during this time period.

Accelerated Course Enrollments

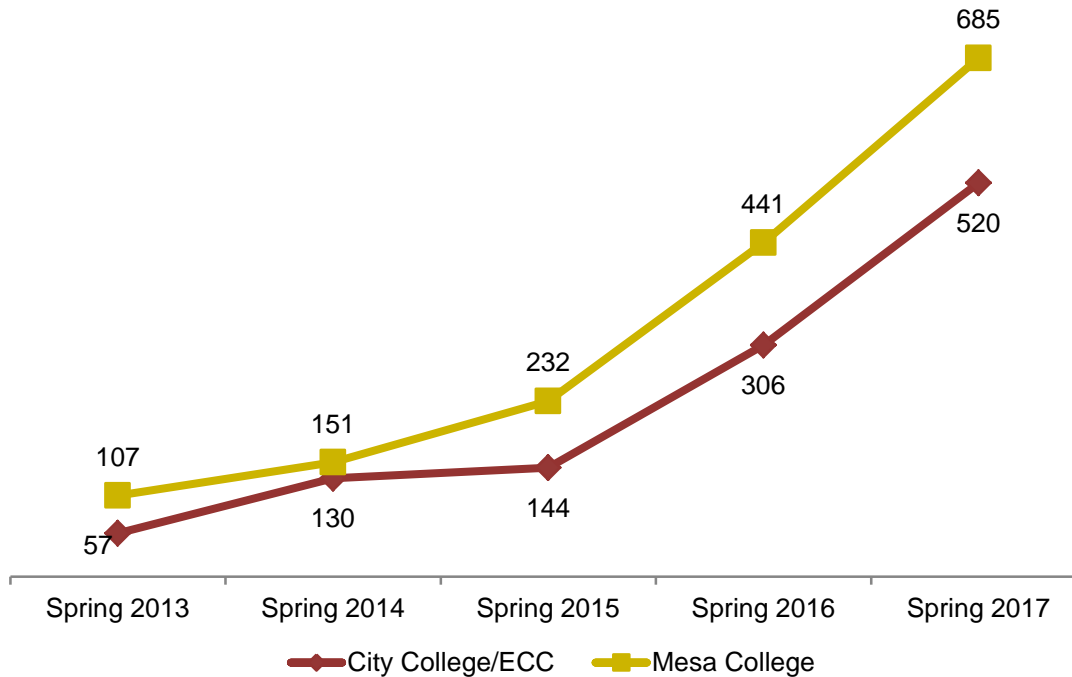
Fall Accelerated Course Enrollments



- Overall, accelerated English Fall enrollments increased from 160 to 1,351 between Fall 2012 and Fall 2016.
- Specifically, at City College/ECC accelerated English course enrollments increased from 56 in Fall 2012 to 593 in Fall 2016.
- The number of accelerated English enrollments at Mesa College also increased from Fall 2012 to Fall 2016 (104 & 758, respectively).
- Accelerated English courses were not offered at Miramar College during this time period.

Accelerated Course Enrollments

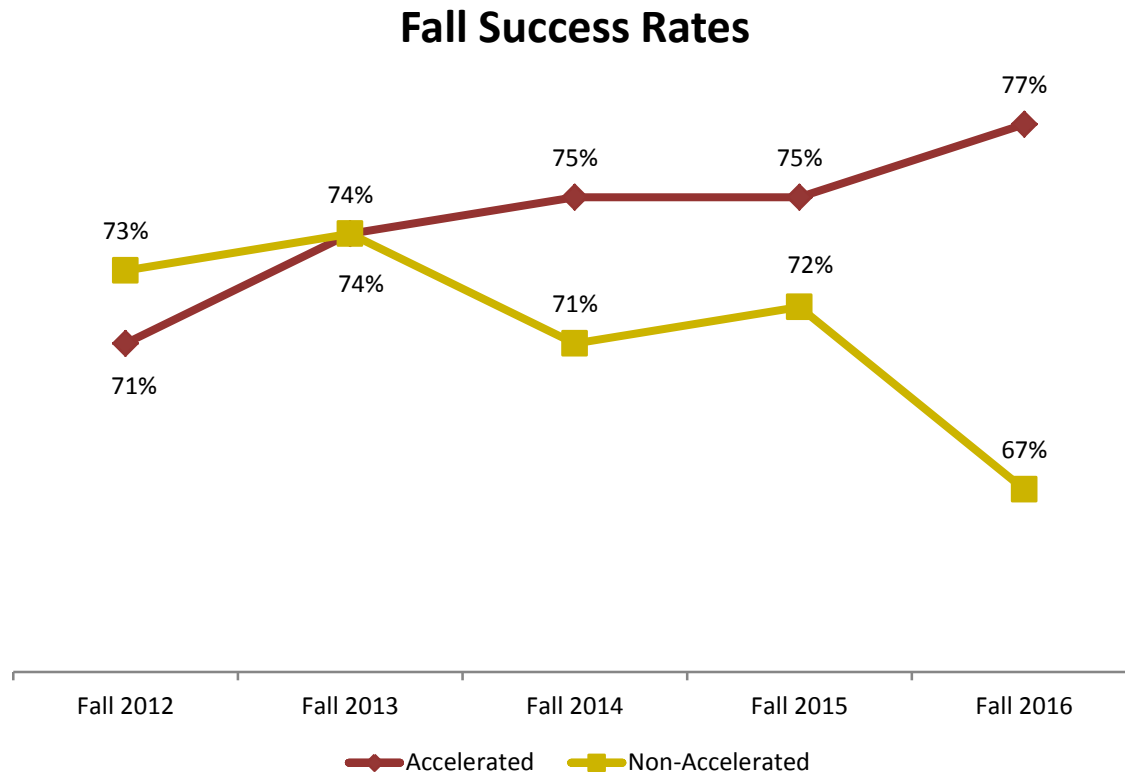
Spring Accelerated Course Enrollments



- Overall, accelerated English Spring enrollments increased from 164 to 1,205 between Spring 2013 and Spring 2017.
- Specifically, between Spring 2013 and Spring 2017, accelerated English enrollments increased at both City College/ECC (57 & 520, respectively) and Mesa College (107 & 685, respectively).
- There were no accelerated English courses offered at Miramar College during this time period.

STUDENT OUTCOMES

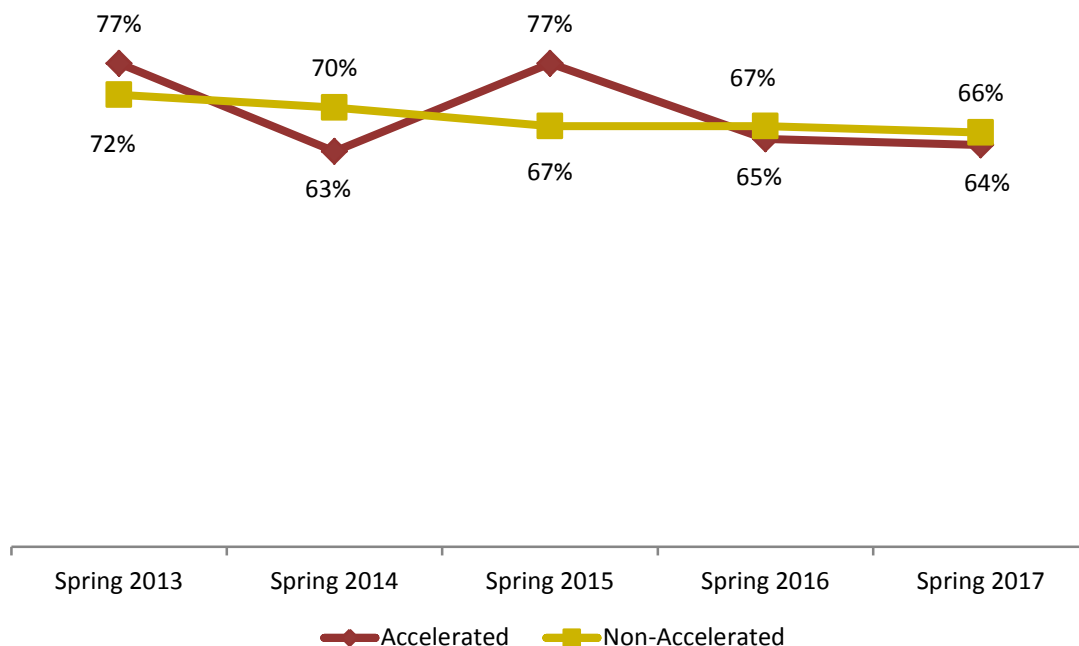
Fall Success Rates



- The 5-term average success rate, from Fall 2012 to Fall 2016, for accelerated English cohorts was higher (76%) than non-accelerated English students (72%).
- The success rates of Fall cohorts who placed at course levels 042, 043, 048, and 049 enrolled in accelerated English were higher (75%, 75%, 78%, and 78%, respectively), on average, compared to the success rates of non-accelerated English students of the same placement course level (73%, 72%, 73%, and 74%, respectively).

Spring Success Rates

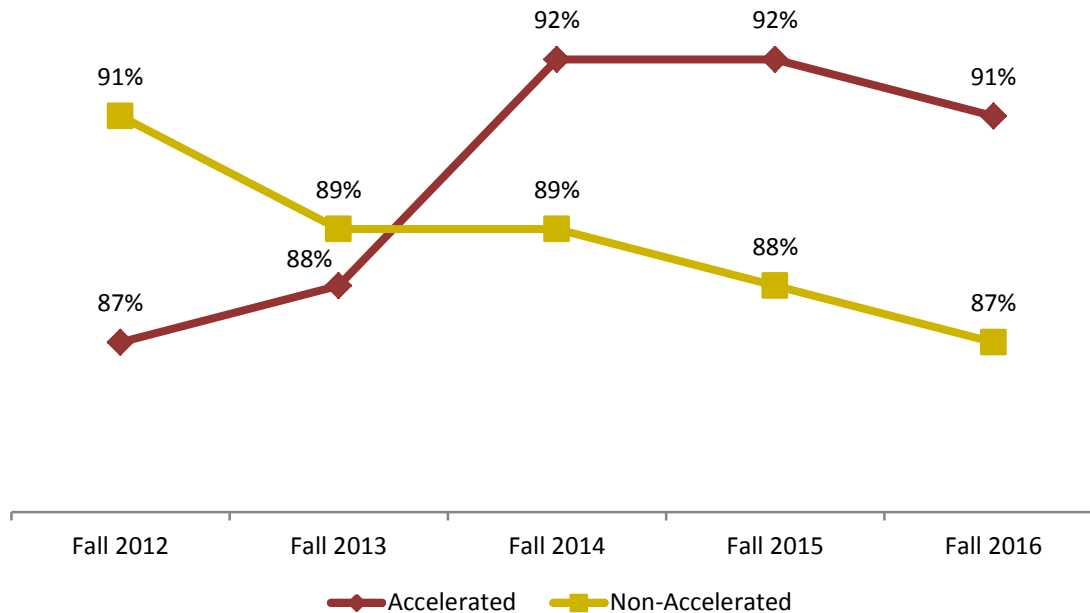
Spring Success Rates



- The 5-term average success rate, from Spring 2013 to Spring 2017, was slightly lower for accelerated students, compared to non-accelerated students (67% & 69%, respectively).
- The average success rates of Spring cohort students at English 042, 043, 048, and 049 course levels enrolled in accelerated English were lower (58%, 60%, 63% & 56%, respectively) compared to non-accelerated English students (64%, 69%, 70%, & 68%, respectively), at the same course level.

Fall Retention Rates

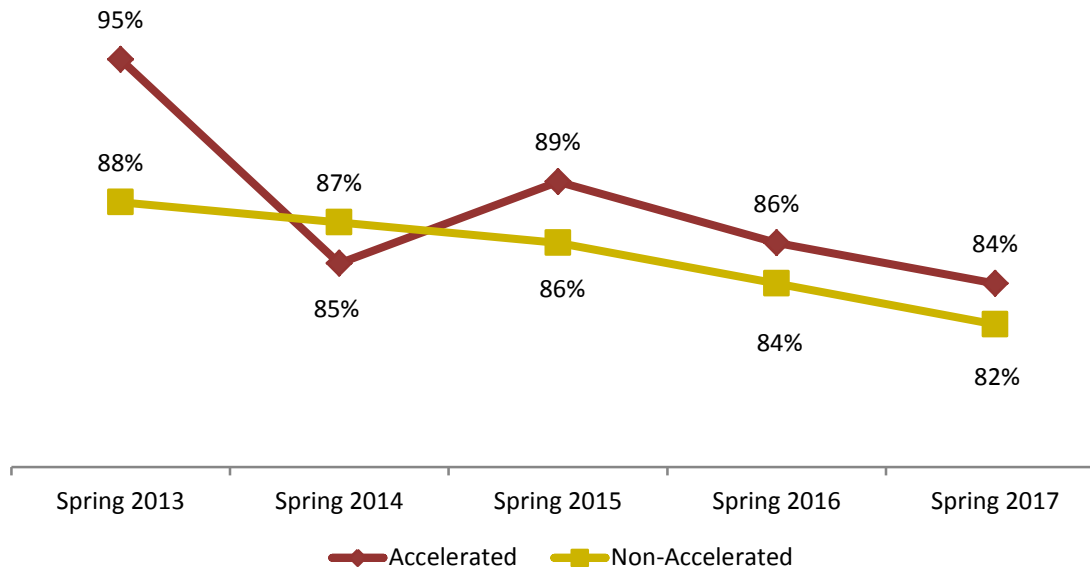
Fall Retention Rates



- The 5-term average retention rate, from Fall 2012 to Fall 2016, for accelerated English cohorts was higher (91%) when compared to the average retention rate of non-accelerated English students (89%).
- The average retention rates of Fall cohort students at the English 042, 043, and 049 course levels enrolled in accelerated and non-accelerated English were the same (91%, 90%, 88% each respectively).
- At the English 048 course level, on average, accelerated English student retention rates were slightly higher than non-accelerated English student retention rates (91% & 89%, respectively).

Spring Retention Rates

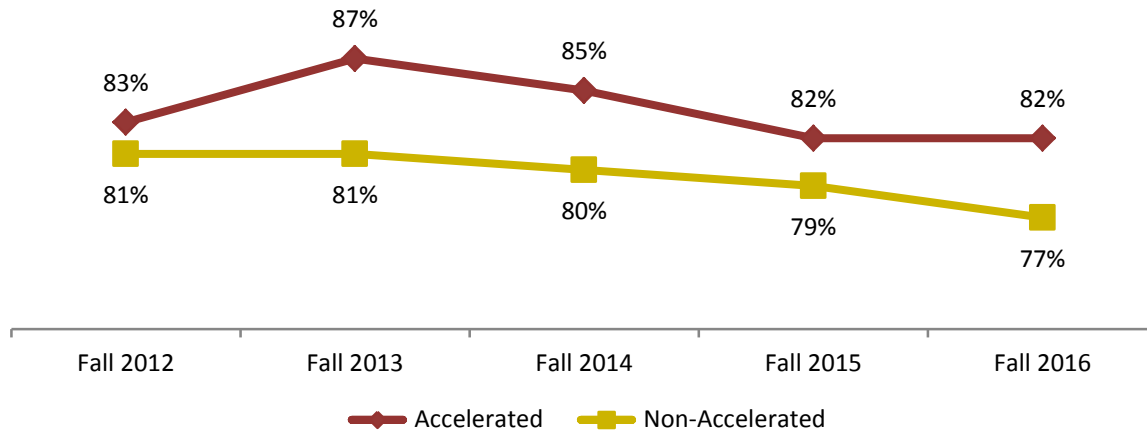
Spring Retention Rates



- The 5-term average retention rates, from Spring 2013 to Spring 2017, for accelerated English cohorts were the same for accelerated and non-accelerated English students (86% each).
- Retention rates of Spring cohort students at English 042, 043, and 048 course levels enrolled in accelerated English were slightly lower (82%, 85%, and 84%, respectively), on average, compared to retention rates of students enrolled in non-accelerated English (84%, 86%, and 87%, respectively), at the same course levels.
- At course level 049, accelerated English students had a slightly higher retention rate (85%) than non-accelerated students (84%).

Fall Overall Term Persistence

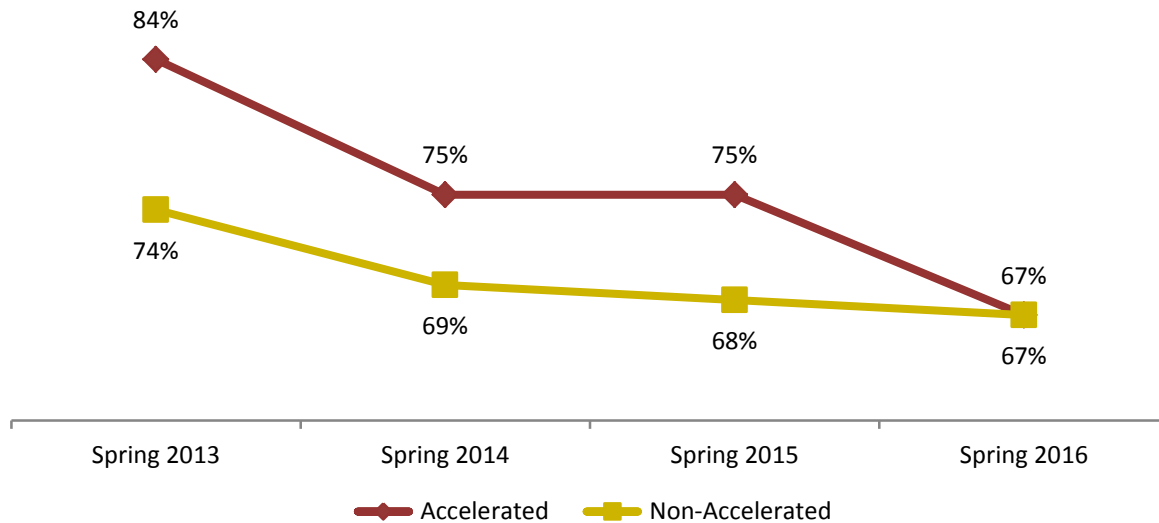
Overall Fall Term Persistence



- The 5-term average persistence rate, from Fall 2012 to Fall 2016, for accelerated English cohorts was higher (83%) than the non-accelerated English students (80%).
- The average term persistence rates of Fall cohort students at English 042, 043, 048, and 049 course levels enrolled in accelerated English were higher (83%, 82%, 86%, and 88%, respectively) compared to students enrolled in non-accelerated English (79%, 77%, 80%, and 82%, respectively), at the same course levels.

Spring Overall Term Persistence

Overall Spring Term Persistence



- The 4-term average persistence rate, from Spring 2013 to Spring 2016, for accelerated English cohorts were higher (72%) than non-accelerated English students (69%).
- Term persistence rates of Spring cohort students enrolled in accelerated English were higher (74%, 74%, 74%, and 75%, respectively) compared to the persistence rates of students enrolled in non-accelerated English (65%, 65%, 72%, and 73%, respectively), at the same course levels.

Fall Subsequent Enrollment in English 101/105 by Course Level: Fall 2012- Fall 2015

		ENGL 042			ENGL 043			ENGL 048			ENGL 049			Overall Percent Enrolled ENGL 101/105
		Starting Cohort	Enrolled ENGL 101/105	% Enrolled ENGL 101/105	Starting Cohort	Enrolled ENGL 101/105	% Enrolled ENGL 101/105	Starting Cohort	Enrolled ENGL 101/105	% Enrolled ENGL 101/105	Starting Cohort	Enrolled ENGL 101/105	% Enrolled ENGL 101/105	
Accelerated	Total/Avg	323	277	86%	333	277	83%	180	162	90%	67	57	85%	85%
Non-Accelerated	Total/Avg	1,355	409	30%	1,651	564	34%	2,938	1,934	66%	3,358	2,668	79%	57%

- The 4-term average, from Fall 2012-Fall 2015, shows a higher percentage of Fall accelerated English students subsequently enrolled in Associate and Transfer level English 101/105, than non-accelerated students. Specifically, the overall subsequent enrollment rate of Fall cohort students in Associate and Transfer level English was 85% for accelerated students, compared to 57% for non-accelerated students.
- From Fall 2012-Fall 2015, cohort subsequent enrollment rates in Associate and Transfer level English 101/105 for students at course levels 042, 043, 048, and 049 were higher for accelerated English students (86%, 83%, 90%, & 85%, respectively) compared to non-accelerated English students (30%, 34%, 66%, & 79%, respectively), at the same levels.

Note. Subsequent enrollment is defined as the number of students who successfully complete English 047A, 042/043, or 048/049 and then enroll in English 101/105 within three terms. Cancelled classes are excluded. Students enrolled in ENGL 031 are excluded.

Spring Subsequent Enrollment in English 101/105 by Course Level: Spring 2013 – Spring 2016

		ENGL 042			ENGL 043			ENGL 048			ENGL 049			Overall Percent Enrolled ENGL 101/105
		Starting Cohort	Enrolled ENGL 101/105	% Enrolled ENGL 101/105	Starting Cohort	Enrolled ENGL 101/105	% Enrolled ENGL 101/105	Starting Cohort	Enrolled ENGL 101/105	% Enrolled ENGL 101/105	Starting Cohort	Enrolled ENGL 101/105	% Enrolled ENGL 101/105	
Accelerated	Total/Avg	326	249	76%	373	303	81%	192	142	74%	44	35	80%	77%
Non-Accelerated	Total/Avg	907	212	23%	1,263	337	27%	3,125	1,802	58%	3,673	2,648	72%	52%

- The 4-term average, from Spring 2013-Spring 2016, showed a higher percentage of accelerated English students subsequently enrolled in Associate and Transfer level English 101/105 than non-accelerated students. Specifically, the overall subsequent enrollment rate of Spring cohort students in Associate and Transfer level English was 77% for accelerated students, compared to 52% for non-accelerated students.
- From Spring 2013-Spring 2016, subsequent enrollment rates in Associate and Transfer level English 101/105 for spring cohort students at each course level (ENGL 042, 043, 048, and 049) were higher for accelerated students (76%, 81%, 74%, & 80%, respectively) than non-accelerated students (23%, 27%, 58%, & 72%, respectively) at the same levels .

Note. Subsequent enrollment is defined as the number of students who successfully complete English 047A, 042/043, or 048/049 and then enroll in English 101/105 within three terms. Cancelled classes are excluded. ENGL 031 students are excluded.

Fall Subsequent Success in English 101/105 by Course Level: Fall 2012- Fall 2015

		ENGL 042				ENGL 043				ENGL 048				ENGL 049				Overall Success Rate
		Starting Cohort	Enrolled ENGL 101/105	Success Counts	Success Rate	Starting Cohort	Enrolled ENGL 101/105	Success Counts	Success Rate	Starting Cohort	Enrolled ENGL 101/105	Success Counts	Success Rate	Starting Cohort	Enrolled ENGL 101/105	Success Counts	Success Rate	
Accelerated	Total/Avg	323	277	190	69%	333	277	197	71%	180	162	120	74%	67	57	40	70%	70%
Non-Accelerated	Total/Avg	1,355	409	308	75%	1,651	564	428	76%	2,938	1,934	1,479	76%	3,358	2,668	1,975	74%	75%

- The 4-term average, from Fall 2012-Fall 2015, showed a lower percentage of accelerated students successfully completed an Associate and Transfer level English 101/105, compared to non-accelerated English students. Specifically, the overall subsequent success rate of Fall cohort students was 70% for accelerated English students compared to 75% for non-accelerated students.
- From Fall 2012-Fall 2015, subsequent success rates in Associate and Transfer level English 101/105 for Fall cohort students who placed at each English course level (ENGL 042, 043, 048, and 049) were lower for accelerated students (69%, 71%, 74%, & 70%, respectively) compared to non-accelerated students (75%, 76%, 76%, & 74%, respectively) .

Note. Subsequent success is defined as the number of students who successfully complete English 047A, 042/043, or 048/049 with a grade of A, B, C or P, subsequently enroll in English 101/105 within three terms, and complete English 101/105 successfully with a grade of A, B, C or P. ENGL 031 students are excluded.

Spring Subsequent Success in English 101/105 by Course Level: Spring 2013 – Spring 2016

		ENGL 042				ENGL 043				ENGL 048				ENGL 049				Overall Success Rate
		Starting Cohort	Enrolled ENGL 101/105	Success Counts	Success Rate	Starting Cohort	Enrolled ENGL 101/105	Success Counts	Success Rate	Starting Cohort	Enrolled ENGL 101/105	Success Counts	Success Rate	Starting Cohort	Enrolled ENGL 101/105	Success Counts	Success Rate	
Accelerated	Total/Avg	326	249	177	71%	373	303	209	69%	192	142	102	72%	44	35	25	71%	71%
Non-Accelerated	Total/Avg	907	212	164	77%	1,263	337	265	79%	3,125	1,802	1,356	75%	3,673	2,648	2,009	76%	76%

- From Spring 2013-Spring 2016, a lower percentage of Spring accelerated English students successfully completed an Associate and Transfer level English 101/105 course compared to non-accelerated English students. The 4-term average subsequent success rate of Spring cohort students was 71% for accelerated English students compared to 76% for non-accelerated students.
- During the same time period, subsequent success rates in Associate and Transfer level English 101/105 for Spring cohort students who placed at the course levels 042, 043, 048, and 049 were lower for accelerated students (71%, 69%, 72%, & 71%, respectively) compared to non-accelerated students (77%, 79%, 75%, & 76%, respectively).

Note. Subsequent success is defined as the number of students who successfully complete English 047A, 042/043, or 048/049 with a grade of A, B, C or P, subsequently enroll in English 101/105 within three terms, and complete English 101/105 successfully with a grade of A, B, C or P. ENGL 031 students are excluded.