



Accelerated English Classes Report

Fall 2010-Spring 2011

Prepared by:
Office of Institutional Research and Planning
September 2011

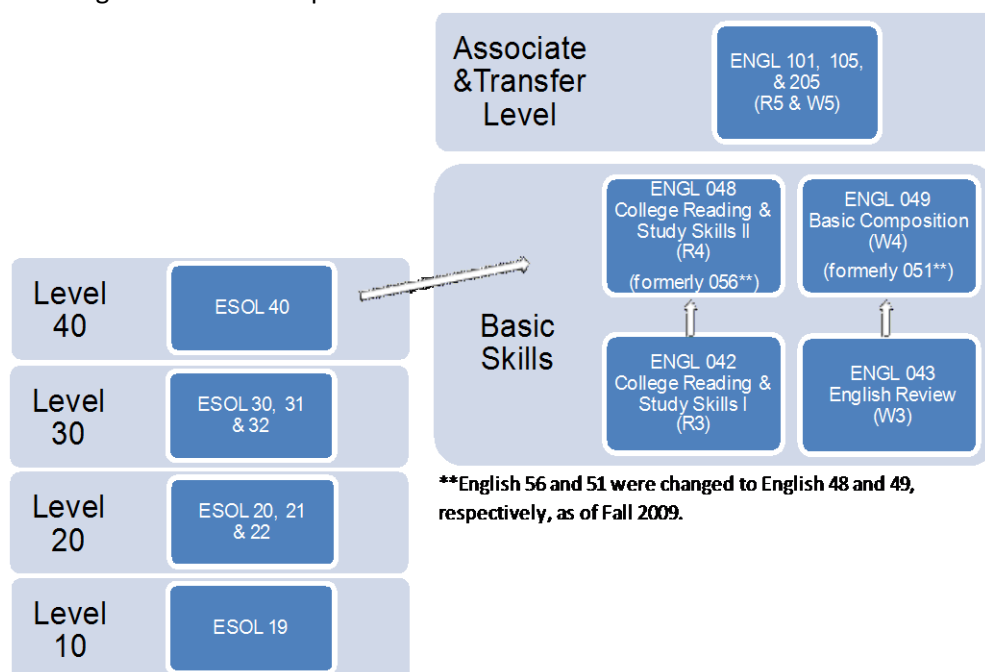
Highlight of the Findings

1. ENGL 265B was piloted in Fall 2010 and Spring 2011 with one class offered at City and three classes at Mesa for each term. A total of 217 students were enrolled in ENGL 265B with an average class size of 27 students, an overall retention rate of 85%, and an overall success rate of 77%. The instructors remained the same across the two terms at each campus. Caution should be taken in drawing any conclusions from these data since the total sample size for all accelerated classes was relatively small and the new learning strategy was only administered over two semesters.
2. There were more Accelerated students enrolled in Fall 2010 with a low English placement level and fewer with a high placement level than their non-accelerated student counterparts. The trend was also true for the accelerated students enrolled in Spring 2011.
3. The accelerated class students enrolled in Fall 2010 demonstrated more successful student outcome patterns than their non-accelerated student counterparts (i.e., success, retention and persistence). The higher student outcomes that the accelerated students demonstrated were more pronounced for the students who had higher placement levels. The reverse was true for the spring 2011 accelerated cohort success and retention rates except that within the spring 2011 accelerated cohort, students who had higher placement levels still demonstrated higher student outcomes compared to the non-accelerated students. This may be due also to the counseling services they received.
4. The accelerated students demonstrated higher subsequent enrollment rates, but lower successful course completion rates in the transfer level English courses. In addition, the higher the placement skill levels that the accelerated students had the higher the subsequent enrollment rate. However, the initial cohort of accelerated class students for this indicator was relatively small. While being examined for subsequent success, just over one-half of the original cohort (n=54) survived the analysis. Therefore, caution should be taken once again in examining the effect of the intervention based on a small, potentially invalid, cohort. A secondary study is recommended once more data are available.
5. The findings that the Accelerated English 265B cohort demonstrated a much higher subsequent enrollment rate while compared to the non-accelerated students is consistent with the findings reported in the existing literature. The existing research studies on acceleration shows that acceleration courses eliminate exit points along the course sequence, which helps to increase subsequent enrollment rates (e.g., see Hern, 2010; Bailey, 2009). However, most of these studies revealed higher subsequent success rates, which were not observed in the cohort studied in the present study. This could be due in part to the limited number of accelerated cohorts that were studied (i.e., Fall 2010 cohort). Also note that ENGL 265B was offered for two terms, allowing for only one term of data (Fall 2010 cohort data) available for the tracking of students to subsequent enrollment and subsequent. The findings hence can only be generalized to the Fall 2010 accelerated cohort.

INTRODUCTION

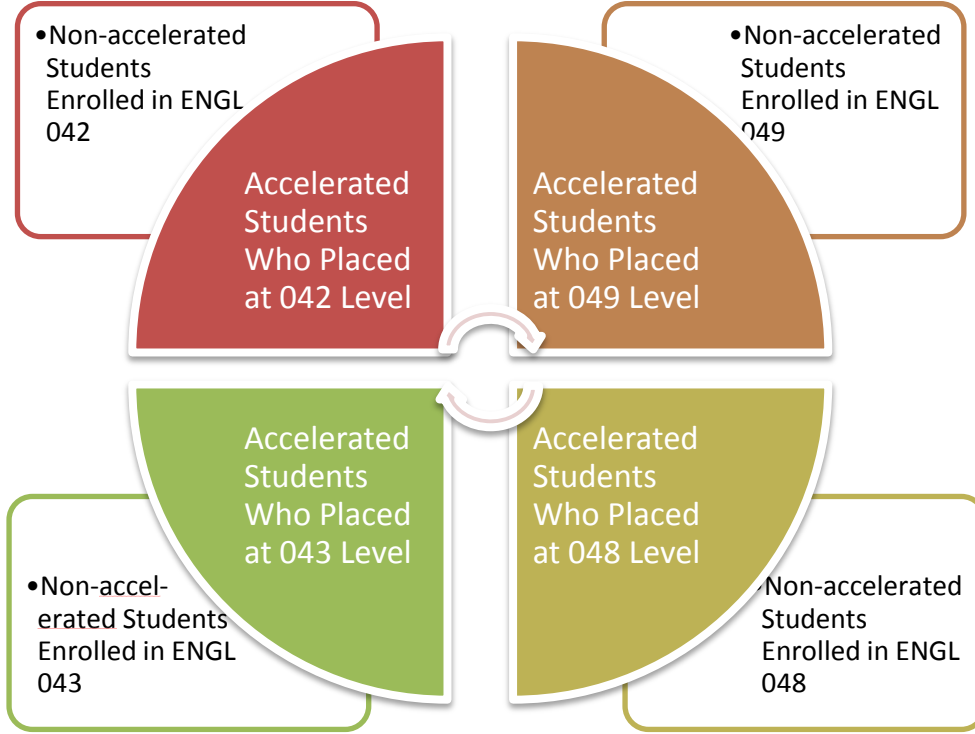
- ENGL 265B is an accelerated reading, writing, and reasoning course designed to prepare students to produce successful college-level papers in all subject areas. Emphasis is placed on the presentation of a thematic perspective within which students develop arguments and strengthen critical thinking, reading, organizing, and writing skills at an accelerated pace. This course is intended for students who want to prepare themselves to read, write, and analyze texts at the transfer level.
- ENGL 265B is offered as a for credit, semester-long course. It includes students who are eligible for the traditional basic skills English 042, 043, 048, and/or 049 series (see Figure 1. English and ESOL Sequence Relative to Placement as of Fall 2008). Students can decide to take the English series or the accelerated English course. Once a student begins the traditional basic skills English courses (042, 043, 048, 049), they cannot enroll in 265B. ENGL 265B meets four hours a week and is four units.

Figure 1. English and ESOL Sequence Relative to Placement as of Fall 2008.



- The target group of students for this report is the accelerated students who enrolled in English 265B, the accelerated English classes during Fall 2010 and Spring 2011 (see Table 1). This report provides information on both the profile and the outcomes of the students. The student profile described student age, gender, ethnicity, reading and writing placement levels, cumulative units earned prior to enrolling in English 265B, and units attempted. The student outcomes included success rates, retention rates, persistence rates, and subsequent enrollment and success in transfer level English courses. While being examined for student outcomes, the accelerated cohort was disaggregated by the students' English placement level. For each level, a comparison group was matched from the students who enrolled in a traditional Basic Skills English class that requires the same placement level (see Figure 2. Student Outcomes Comparison Groups).

Figure 2. Student Outcomes Comparison Groups.



PART I: Student Profile

Demographics

- **Age:** The majority of the accelerated student cohort was between ages 18-24 (80%), slightly higher than the non-accelerated students (74%). However, the accelerated cohort had a lower proportion of students who were between ages 25-29 compared to the non-accelerated cohort (8% and 12%, respectively). (See Figure 3.)
- **Gender:** Compared to the non-accelerated cohort, the accelerated cohort had a higher proportion of female students (55% compared to 50%) and lower proportion of male students (45% compared to 49%). (See Figure 4.)
- **Ethnicity:** Approximately half of the accelerated students were Latino (48%), 18% were Asian/Pacific Islanders, and 15% were White students. The non-accelerated students had a smaller proportion of Latino students (41%) and Asian/Pacific Islander students (12%) but a larger proportion of White students (21%). (See Figure 5.)

Reading Placement Level

- Approximately one third (32%) of the Fall 2010 accelerated students placed at reading placement level 40 (R40), nearly a quarter (24%) at R50, and slightly more than one fifth (21%) at R30. The non-accelerated students in Fall 2010 had a much larger proportion of students placed at R50 (40%), a comparable proportion at R40 (33%), and a much smaller proportion at R30 (13%). This trend remained the same for the Spring 2011 accelerated and non-accelerated cohorts. (See Figures 6 and 7.)
- In addition, the comparison between Fall 2010 and Spring 2011 accelerated cohorts showed a slightly larger proportion of students in the spring cohort placed at R30 (24% in Spring compared to 21% in Fall) and a much smaller number of students in the spring cohort placed at R50 (17% in Spring compared to 24% in Fall). The non-accelerated students who enrolled in Spring 2011 had comparable placement rates to the Fall 2010 non-accelerated students. It should be noted, however, that there is a disproportionately higher percentage of non-accelerated students placed at R50 (40% in both Fall and Spring) compared to accelerated students who placed at R50 (24% in Fall and 17% in Spring). (See Figures 6 and 7.)

Writing Placement Level

- Less than half (42%) of the Fall 2010 accelerated students placed at writing placement level 40 (W40), more than one third (38%) at W30, and only 3% at W50. The non-accelerated students enrolled in the same term had a much larger proportion of students (55%) placed at W40 and a much smaller proportion of students placed at W30 (24%). A similar trend was observed in Spring 2011 with a much smaller proportion of accelerated students who placed at W40 (28% in Spring compared to 42% in Fall) and a slightly higher percentage of accelerated students placed at W30 (42% in Spring compared to 38% in Fall). Meanwhile, within the non-accelerated cohort, a much higher percentage placed at W30 was observed (42% in Spring 2011 compared to 24% in Fall 2010), which widened the placement difference between the accelerated cohorts and the non-accelerated students in Spring 2011. (See Figures 8 and 9.)

Cumulative Units Earned Prior to Enrolling in ENGL 265B

- A majority (77%) of the accelerated students in Fall 2010 had zero cumulative units prior to Fall 2010. One fifth (20%) earned units between .5-12, and 3% earned units between 12.5-24. On the other hand, only 38% of the non-accelerated students had zero cumulative units prior to Fall 2010 and nearly one third (32%) had more than 12.5 units. (See Figure 10.)
- In Spring 2011, a much smaller percentage (31%) of the accelerated students earned zero units prior to Spring 2011 compared to Fall 2010 students (77%). A larger percentage of the Spring 2011 accelerated cohort earned units between .5-12 (32% for the Spring accelerated cohort compared to 20% for the Fall accelerated cohort) and between 12.5-24 (27% for the Spring accelerated cohort compared to 3% for the Fall accelerated cohort). Similarly, fewer non-accelerated students who enrolled in Spring 2011 earned zero units (20% in Spring compared to 38% in Fall 2010), but 10% more of them earned units between .5-12, 7% more earned units between 12.5-24 and 2% more earned more than 24.5 units. (See Figures 10 and 11.)

Units Attempted

- The majority of the accelerated student cohort (on average, 67%) attempted 12 units or more during the term of enrolling in the accelerated class. Compared to the non-accelerated students (on average, 56%), the accelerated students had a larger proportion of full-time students (11% more). However, the accelerated cohort had a smaller proportion of students who attempted between 9 to 11.9 units (on average, 14%) compared to their non-accelerated counterpart (on average, 21%). (See Table 2.)

PART I: Student Profile

Figure 3. Students' Age by Accelerated and Non-Accelerated Courses (Fall 10 & Spring 11 combined).

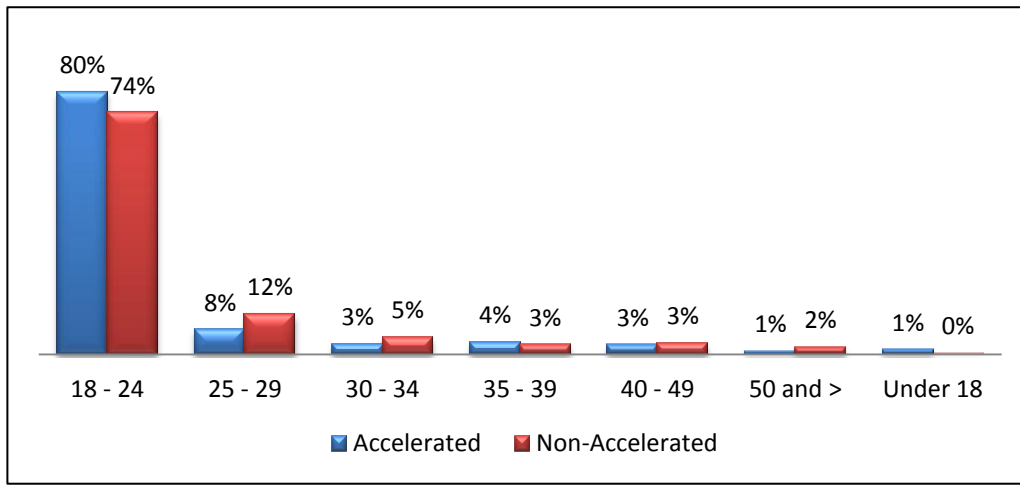


Figure 4. Students' Gender by Accelerated and Non-Accelerated Courses (Fall 10 & Spring 11 combined).

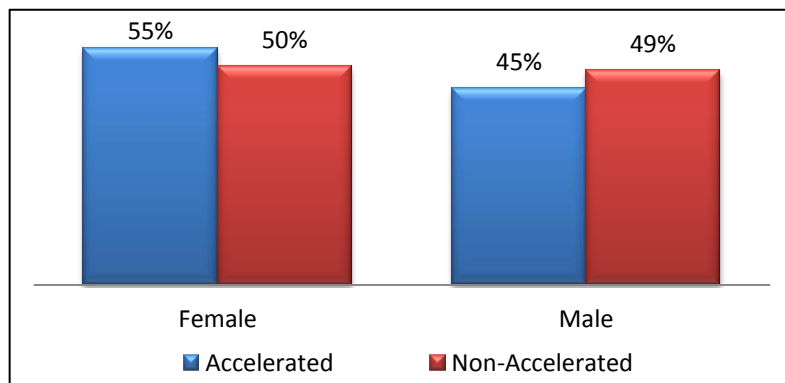


Figure 5. Students' Ethnicity by Accelerated and Non-Accelerated Courses (Fall 10 & Spring 11 combined).

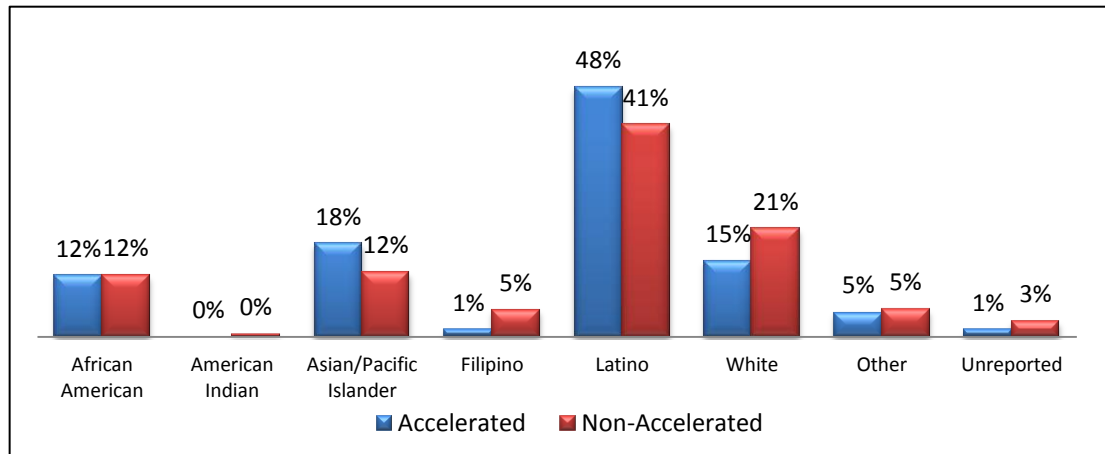


Figure 6. Reading Placement Level for Fall 2010 Cohort.

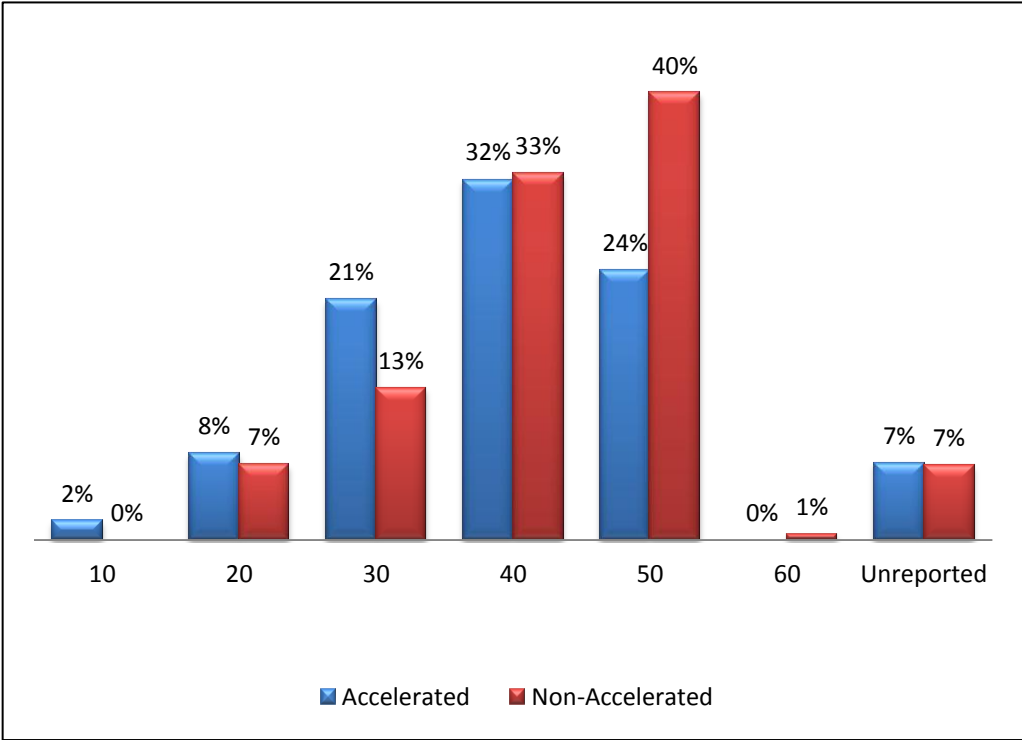


Figure 7. Reading Placement Level for Spring 2011 Cohort.

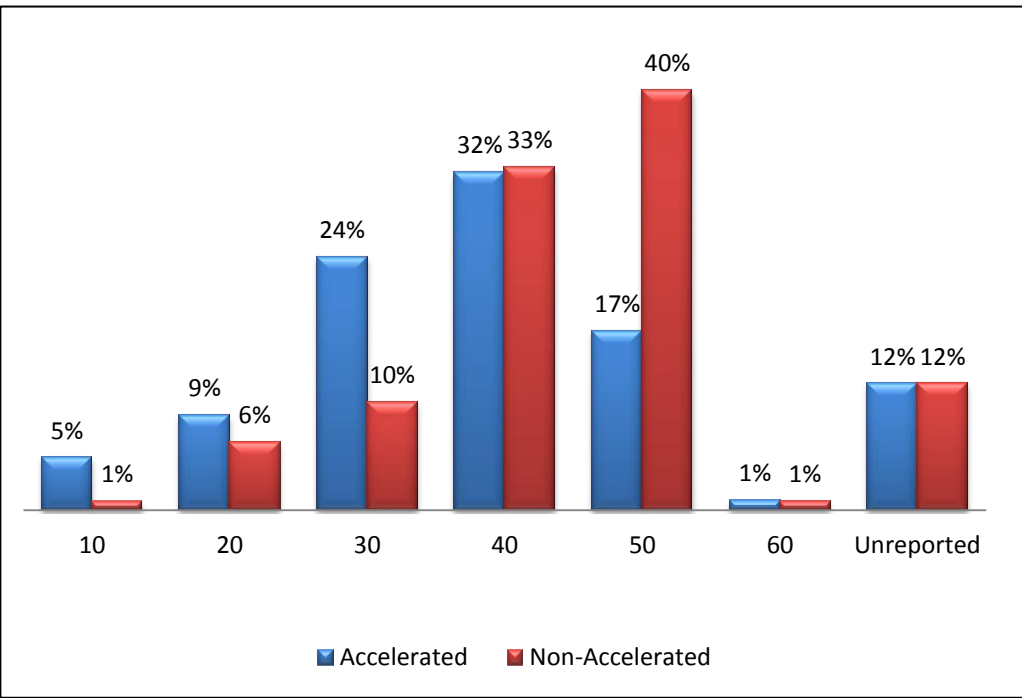


Figure 8. Writing Placement Level for Fall 2010 Cohort.

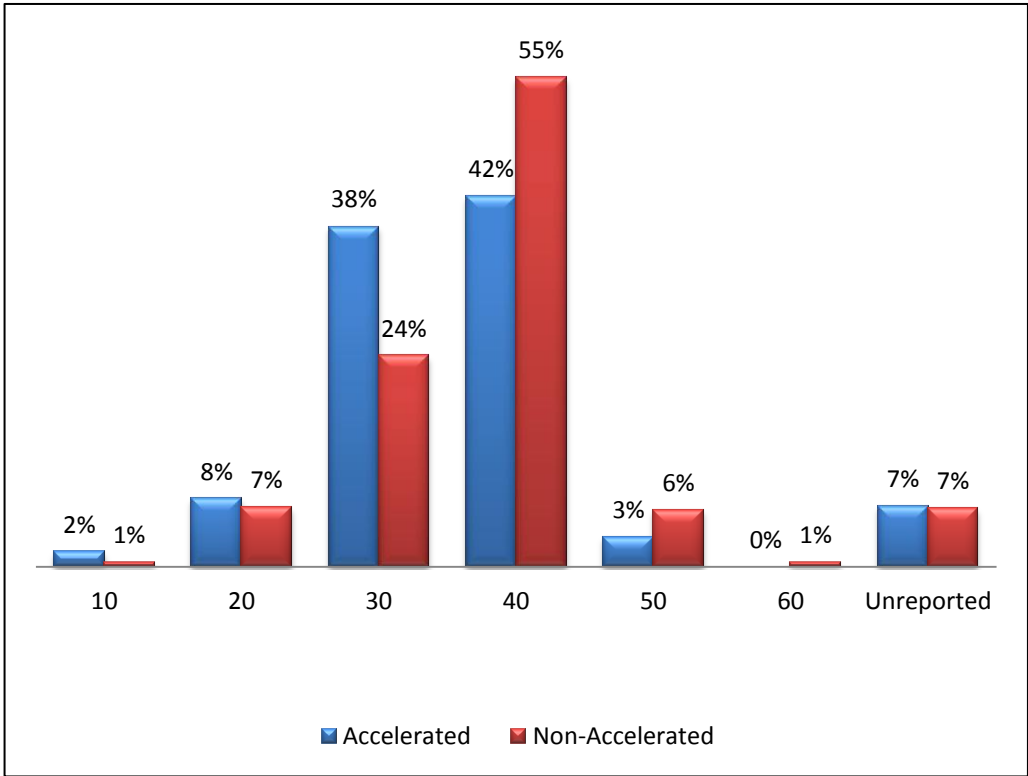


Figure 9. Writing Placement Level for Spring 2011 Cohort.

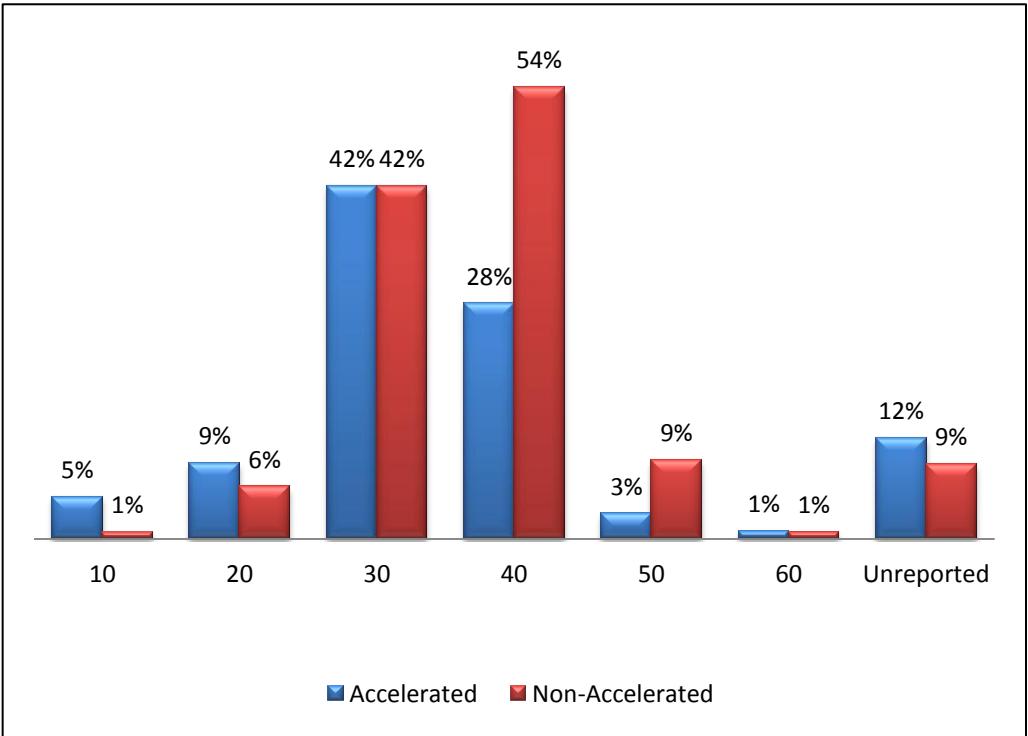


Figure 10. Students' Units Earned Prior to Fall 2010.

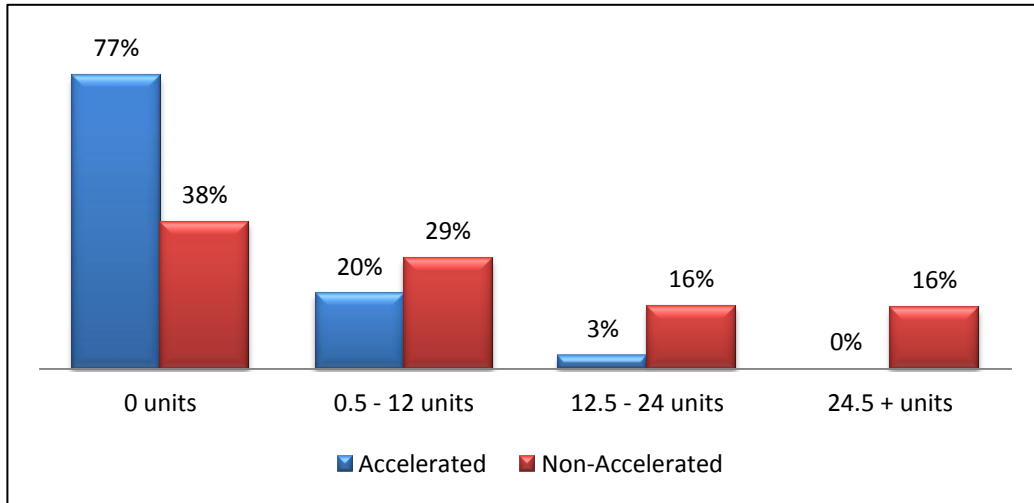


Figure 11. Students' Units Earned Prior to Spring 2011.

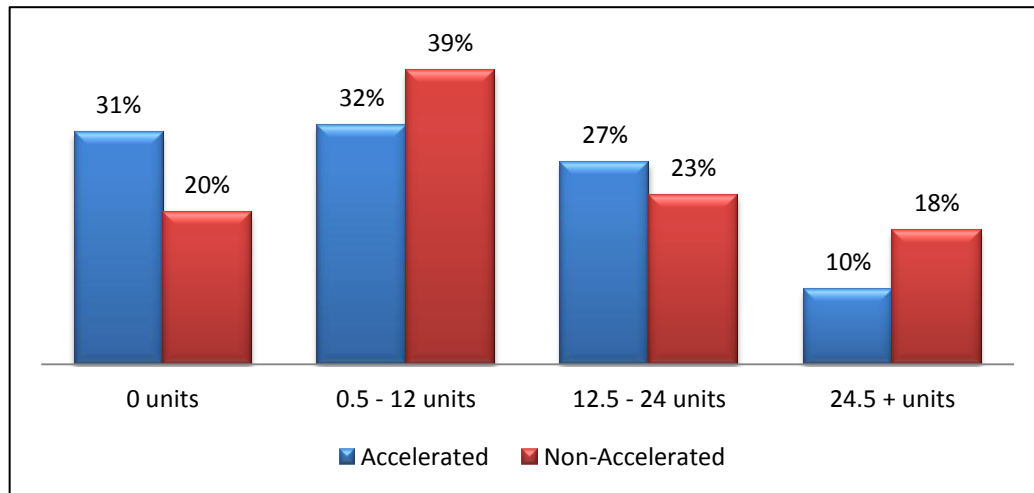


Table 2. Students' Units Attempted.

Units	Accelerated				Non-Accelerated			
	Fall 10		Spring 11		Fall 10		Spring 11	
3.0 - 5.9	4	3%	6	6%	229	6%	256	7%
6.0 - 8.9	15	13%	15	15%	636	16%	683	17%
9.0 - 11.9	19	16%	12	12%	865	21%	841	21%
12.0 +	79	68%	67	67%	2,355	58%	2,156	55%
Total	117	100%	100	100%	4,086	100%	3,936	100%

PART II A: Student Outcomes

Successful Course Completion¹, Retention², and Persistence³

- The Fall 2010 accelerated cohort demonstrated higher overall successful course completion rates, retention rates, and term persistence rates (72%, 92%, and 88%, respectively) compared to the non-accelerated students (66% success rate, 88% retention rate, and 80% persistence rate). The trend did not persist for the Spring 2011 accelerated cohort, which demonstrated lower overall success and retention rates (57% and 76%, respectively) compared to the non-accelerated students (65% success rate and 87% retention rate). (See Tables 3-4 and Figures 12-14.)
- When disaggregated by placement writing and reading levels (See Figure 2. Student Outcomes Comparison Groups.), the Fall 2010 accelerated cohort demonstrated higher success, retention, and persistence rates at all levels compared to the non-accelerated cohort who enrolled in the respective English courses (ENGL 042, ENGL 043, ENGL 048, and ENGL 049) in Fall 2010. The difference was more pronounced for the accelerated students placed at ENGL 048 level and ENGL 049 level, compared to those who were actually enrolled in ENGL 048 and ENGL 049 in Fall 2010. However, the trend did not persist for the Spring 2011 accelerated cohort which demonstrated lower retention rates and lower success rates at ENGL 042 level and ENGL 043 level. The accelerated students who enrolled in Spring 2011 and were placed at ENGL 048 level or ENGL 049 level demonstrated higher success rates compared to the non-accelerated students who actually enrolled in ENGL 048 or ENGL 049 in Spring 2011. (See Tables 3-4 and Figures 12-14.)

Note 1. Successful Course Completion Rate. The percentage of students who complete a course with a grade of A, B, C, or P out of total census enrollments. Tutoring, non-credit, and cancelled classes are excluded.

Note 2. Retention Rate. The percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD out of total census enrollments. Tutoring and cancelled classes are excluded.

Note 3. Term Persistence Rates. The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I or RD and who enrolled in at least one course in the subsequent spring term and received a grade notation of A, B, C, D, F, P, NP, I or RD.

PART II B: Subsequent Enrollment and Success

Subsequent Enrollment⁴ and Success⁵

- Overall, a much larger proportion of the Fall 2010 accelerated cohort (64%) subsequently enrolled in transfer level English courses (English 101 or 105) compared to the non-accelerated students (36%). The majority of non-accelerated student enrolled in traditional pipeline basic skills English courses (English 042, 043, 048, or 049) in Fall 2010 and enrolled subsequently in ENGL 101/105 in Spring 2011. However, the accelerated cohort had an overall lower success rate (72%) out of those who enrolled in the transfer level English courses compared to the non-accelerated students (76%). It should be noted that of the total Fall 2010 accelerated cohort, 39 out of 84 (46%) enrolled and successfully completed the transfer level English courses. The rate was 27% for the non-accelerated students enrolled in Fall 2010. (See Tables 5-6 and Figures 15-16.).
- When disaggregated by placement writing and reading levels (see Figure 2. Student Outcomes Comparison Groups), the Fall 2010 accelerated cohort demonstrated much higher subsequent enrollment rates in transfer level English courses across all placement levels at which the Fall 2010 accelerated cohort was placed compared to the non-accelerated students who enrolled in ENGL 042, ENGL 043, ENGL 048, and ENGL 049 in Fall 2010 and enrolled subsequently in transfer level English courses in Spring 2011. The differences were more pronounced at lower placement levels (ENGL 042 level and ENGL 043 level) when compared to the non-accelerated students who enrolled in lower level basic skills English courses (ENGL 042 and ENGL 043). On the contrary, the accelerated students at ENGL 043 level and above (ENGL 048 level and ENGL 049 level) had either lower or comparable success rates (67%, 78%, and 73%, respectively) in the transfer level English courses they subsequently enrolled compared to the non-accelerated students who enrolled in ENGL 043, ENGL 048, or ENGL 049 (75%, 77% and 77%, respectively). (See Tables 5-6 and Figures 15-16.).

Note 4. Subsequent Enrollment. The number of students who successfully complete a predecessor course and then enroll in the subsequent course within a designated period of time. Cancelled classes are excluded.

Note 5. Subsequent Success. The number of students who successfully complete a predecessor course with a grade of A, B, C or P and then subsequently enroll in the subsequent course within a designated period of time and complete the subsequent course successfully with a grade of A, B, C or P. Cancelled classes are excluded.

PART II: Student Outcomes

Table 3. Accelerated Students' Outcomes by Placement Levels (Fall 10 and Spring 11).

Accelerated	Fall 2010			Spring 2011	
	Success	Retention	Persistence	Success	Retention
English 042 Level	68%	88%	95%	50%	75%
English 043 Level	69%	91%	85%	45%	74%
English 048 Level	78%	93%	90%	69%	81%
English 049 Level	80%	94%	93%	71%	82%
Overall	72%	92%	88%	57%	76%

Table 4. Non-Accelerated Students' Outcomes by Courses Enrolled (Fall 10 and Spring 11).

Non-Accelerated	Fall 2010			Spring 2011	
	Success	Retention	Persistence	Success	Retention
English 042	64%	87%	79%	68%	85%
English 043	66%	89%	79%	66%	85%
English 048	70%	89%	81%	64%	86%
English 049	65%	88%	81%	66%	89%
Overall	66%	88%	80%	65%	87%

Table 5. Accelerated Students' Subsequent Enrollment and Success in English 101/105 by Placement Levels (Fall 2010 Accelerated Cohort).

Accelerated	Cohort Size	Subsequent Enrollment		Subsequent Success	
		Counts	%	Counts	%
English 042 Level	17	9	53%	7	78%
English 043 Level	31	21	68%	14	67%
English 048 Level	35	27	77%	21	78%
English 049 Level	39	26	67%	19	73%
Overall	84	54	64%	39	72%

Note. The overall cohort size does not add up to the sum of all four placement levels because students are placed at multiple levels based on their reading and writing placement levels.

Table 6. Non-Accelerated Students' Subsequent Enrollment and Success in English 101/105 by Courses enrolled in Fall 2010.

Non-Accelerated	Cohort Size	Subsequent Enrollment		Subsequent Success	
		Counts	%	Counts	%
English 042	420	18	4%	12	67%
English 043	767	28	4%	21	75%
English 048	790	323	41%	248	77%
English 049	1365	832	61%	637	77%
Overall	3342	1201	36%	918	76%

Success Rates

Figure 12. Overall Success Rates by Accelerated and Non-Accelerated Courses (Fall 10 and Spring 11).

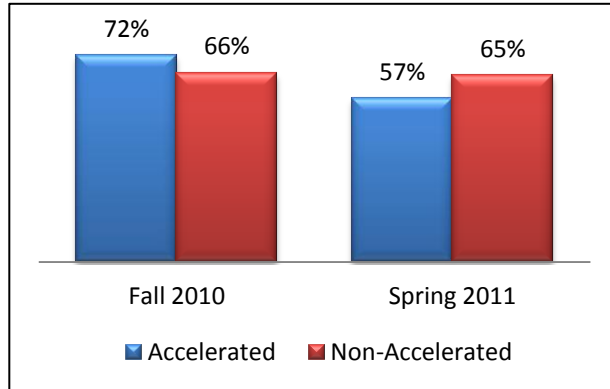


Figure 12.1. Success Rates of Level ENGL 042 students by Accelerated and Non-Accelerated Courses (Fall 10 and Spring 11).

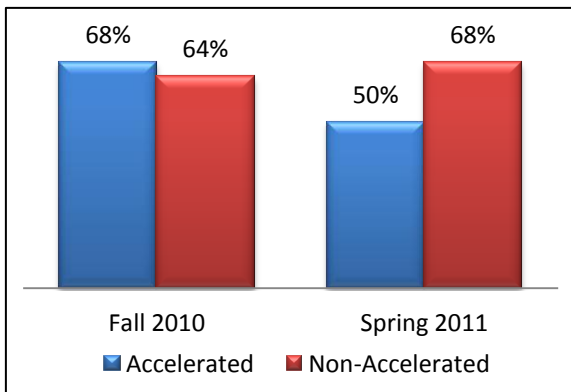


Figure 12.2. Success Rates of Level ENGL 043 students by Accelerated and Non-Accelerated Courses (Fall 10 and Spring 11).

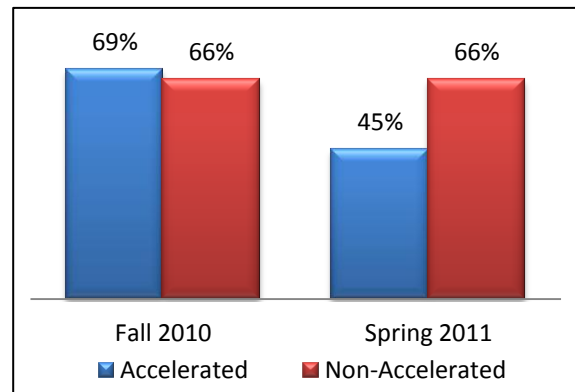


Figure 12.3. Success Rates of Level ENGL 048 students by Accelerated and Non-Accelerated Courses (Fall 10 and Spring 11).

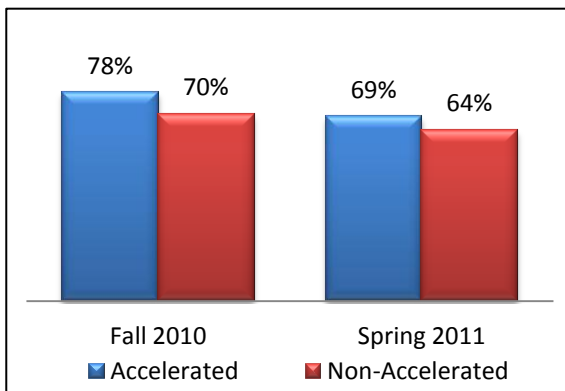
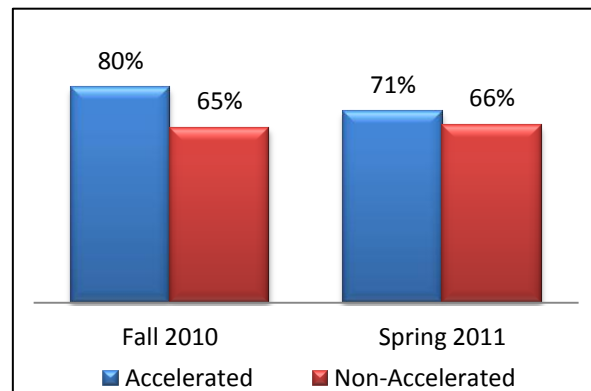


Figure 12.4. Success Rates of Level ENGL 049 students by Accelerated and Non-Accelerated Courses (Fall 10 and Spring 11).



Retention Rates

Figure 13. Overall Retention Rates by Accelerated and Non-Accelerated Courses (Fall 10 and Spring 11).

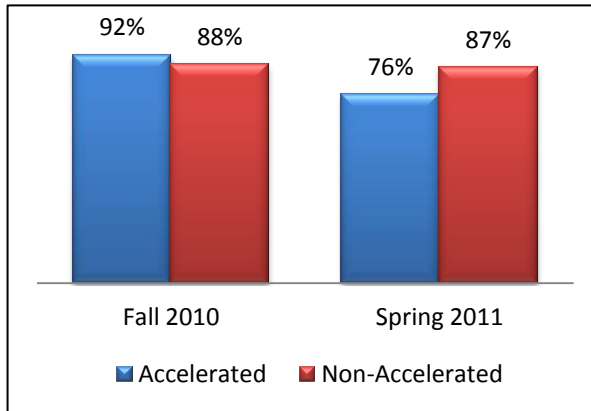


Figure 13.1. Retention Rates of Level ENGL 042 students by Accelerated and Non-Accelerated Courses (Fall 10 and Spring 11).

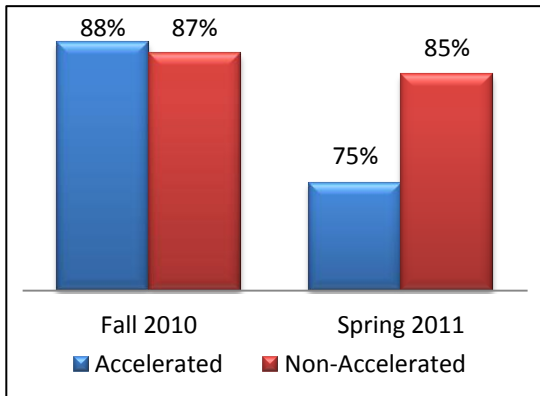


Figure 13.2. Retention Rates of Level ENGL 043 students by Accelerated and Non-Accelerated Courses (Fall 10 and Spring 11).

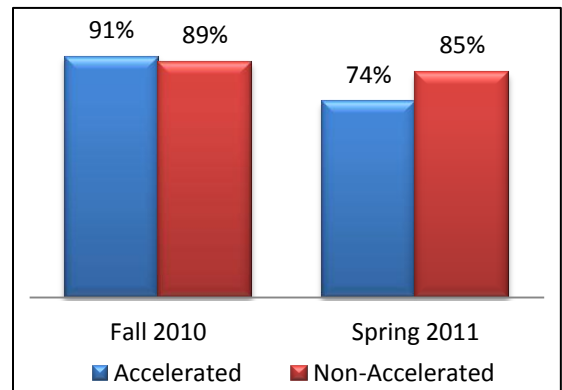


Figure 13.3. Retention Rates of Level ENGL 048 students by Accelerated and Non-Accelerated Courses (Fall 10 and Spring 11).

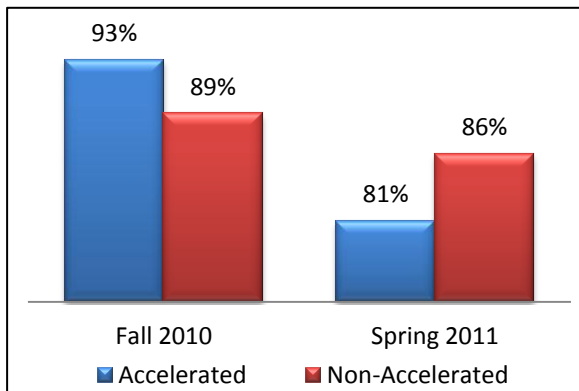
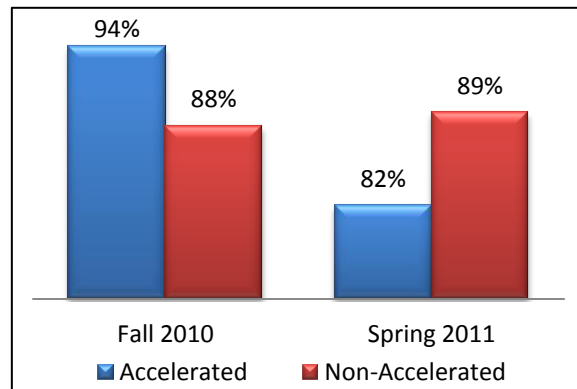


Figure 13.4. Retention Rates of Level ENGL 049 students by Accelerated and Non-Accelerated Courses (Fall 10 and Spring 11).



Persistence Rates

Figure 14. Comparison of Persistence Rates for All Placement Levels in Accelerated and Non-Accelerated Courses for Fall 2010.

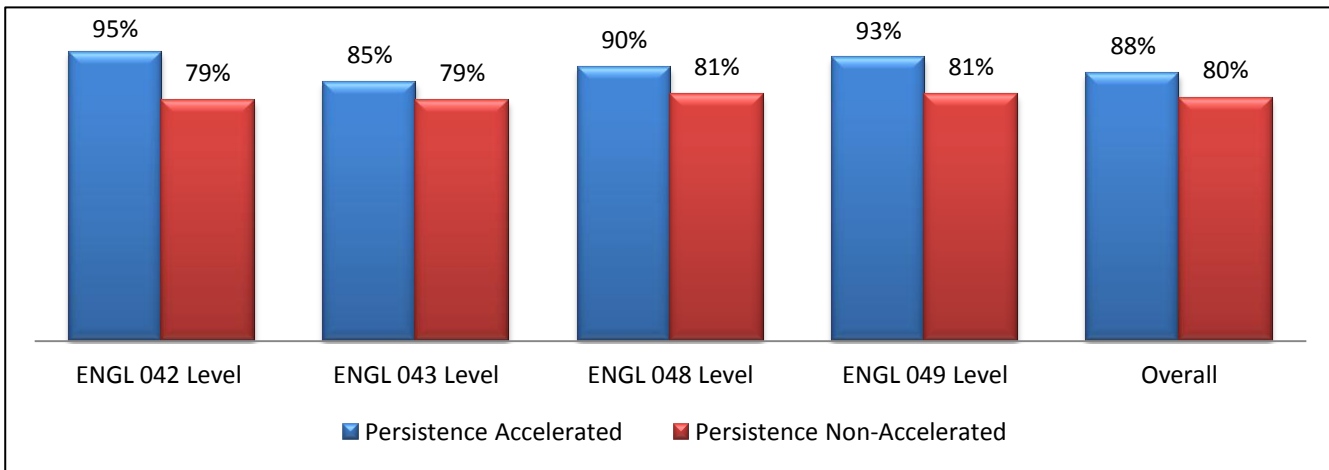


Figure 15. Subsequent Enrollment in English 101/105 in Fall 2010 by Accelerated and Non-Accelerated cohorts.

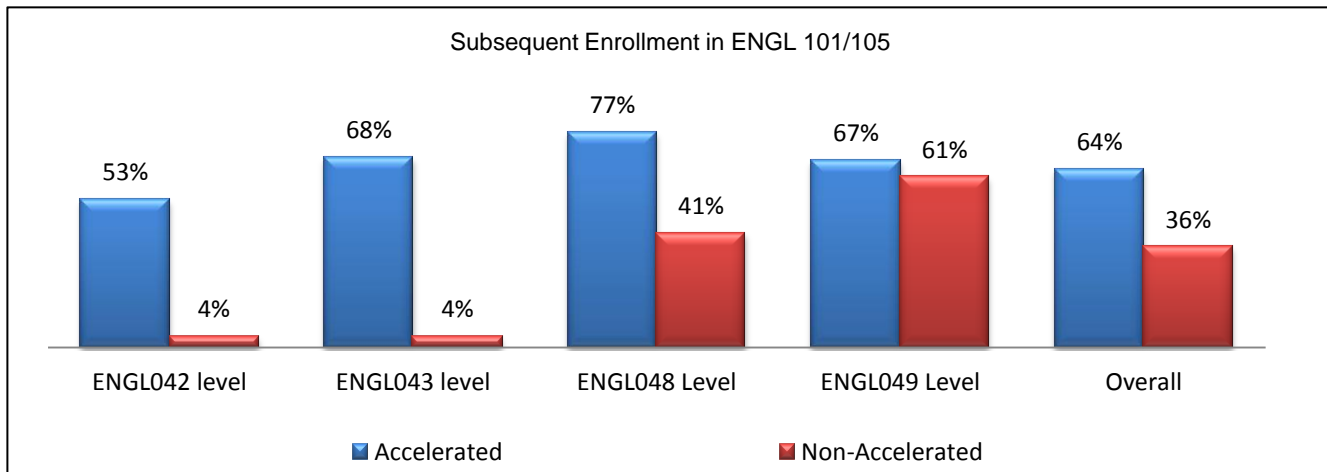


Figure 16. Subsequent Success in English 101/105 in Fall 2010 by Accelerated and Non-Accelerated cohorts.

