



# English Accelerated Class

## Student Profile and Outcomes

September 2013



Office of Institutional Research and Planning

# Introduction

# Note

Caution should be taken in drawing any conclusions from these data since the total sample size for all accelerated classes was relatively small.

# Introduction

The present study was undertaken to assess the preliminary outcomes of the accelerated Basic Skills English course in Fall 2012 and moderate-term outcomes of the accelerated Basic Skills English course for the previous four cohorts (Fall 2010, Spring 2011, Fall 2011, and Fall 2012).

# Operational Definitions

**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.

**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.

**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.

**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.

**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.

# Student Profile: Fall 2012 Cohort

# Demographics

## Fall 2012

- 160 students enrolled in English 47A.
- 3,542 students enrolled in traditional, non-accelerated Basic Skills English courses.

## Age

- The majority of the accelerated students were between ages 18-24 (84%), slightly higher than the non-accelerated students (77%).

## Gender

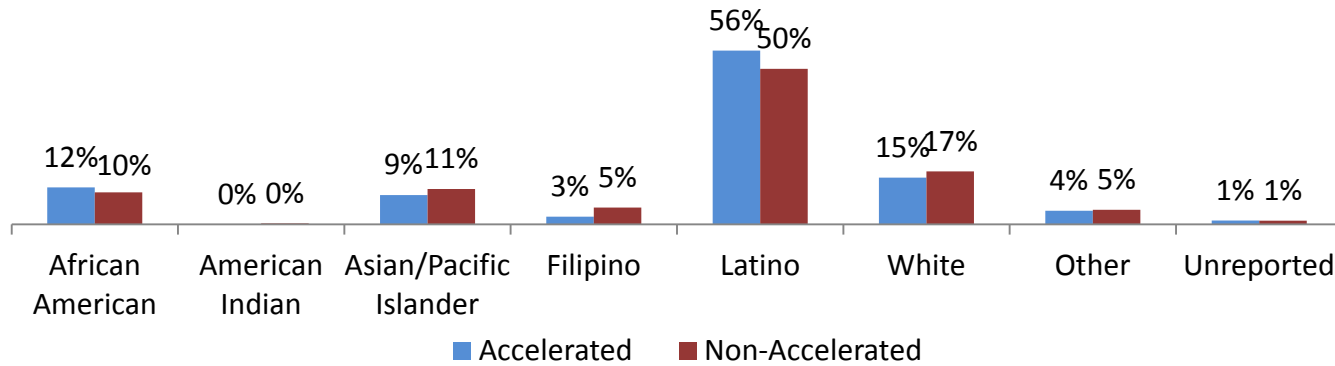
- The accelerated cohort and the non-accelerated cohort had an equal proportion of female and male students (53% and 47%, respectively).

## Ethnicity

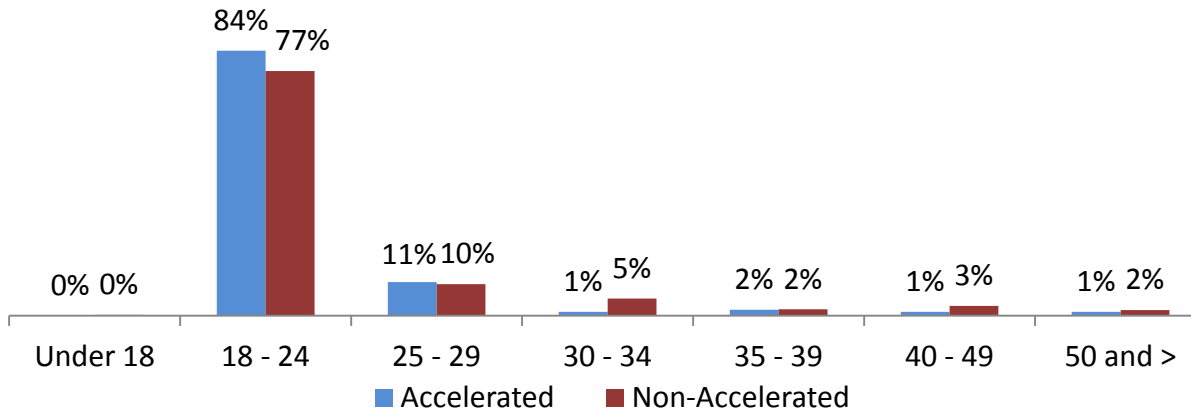
- Latino and African American students comprised a larger proportion of the accelerated cohort (56% and 12%, respectively) than the non-accelerated cohort (50% and 10%, respectively). Asian/Pacific Islander, Filipino, and White students comprised smaller proportions of the accelerated cohort than the non-accelerated cohort.

# Demographics: Fall 2012 Cohort

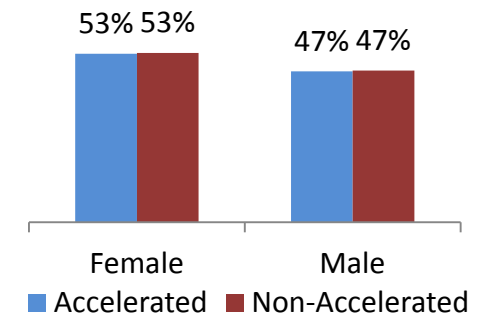
## Ethnicity



## Age



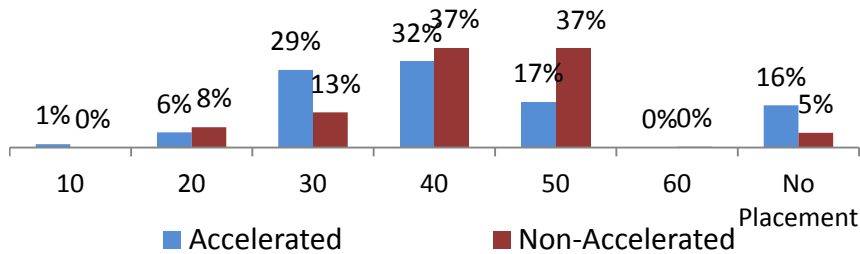
## Gender



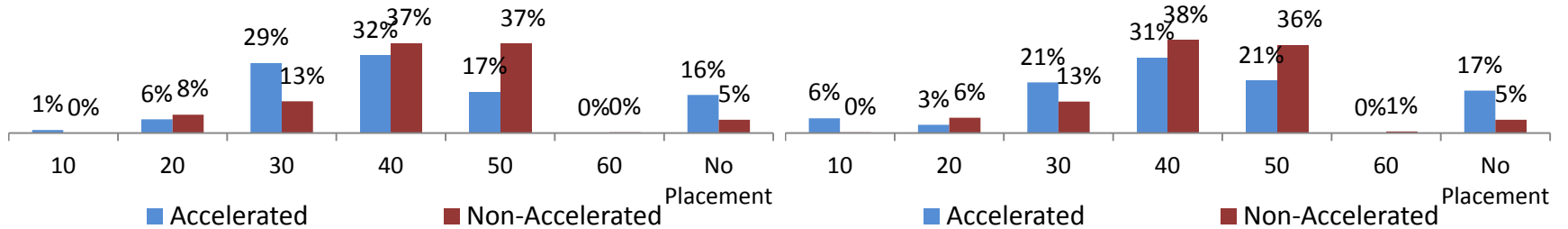


# Reading Placement Level

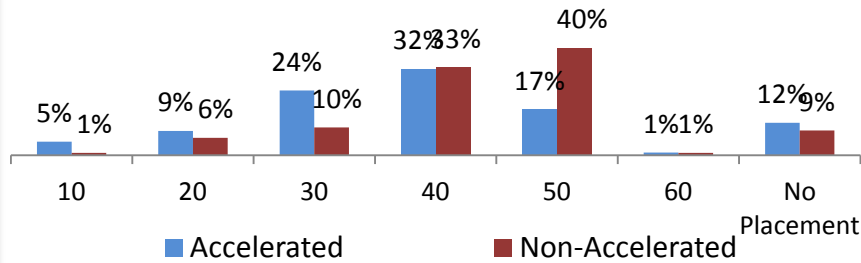
## Fall 2012 Cohort



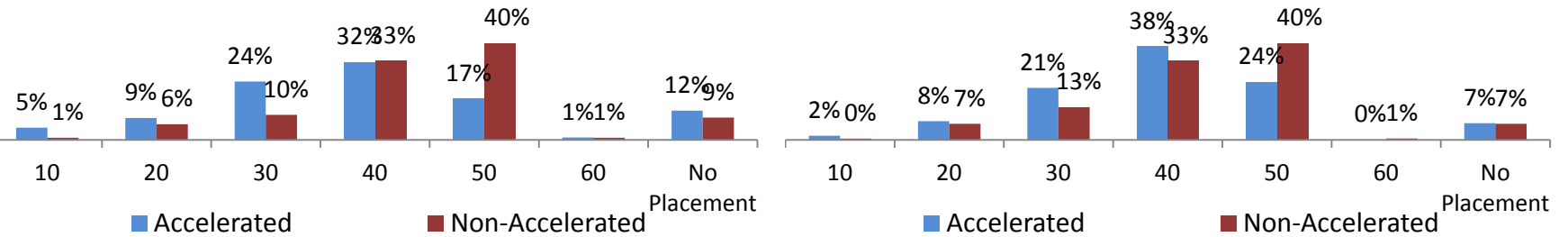
## Fall 2011 Cohort



## Spring 2011 Cohort

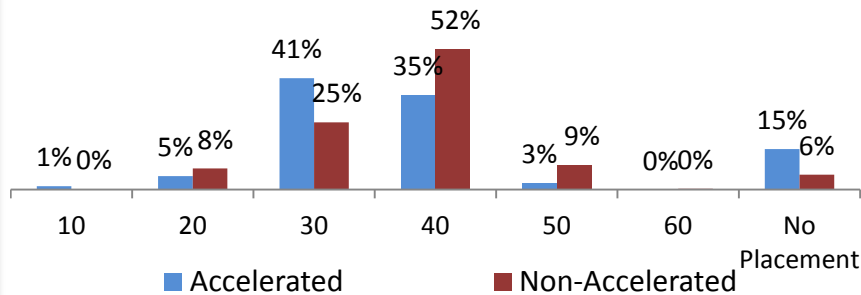


## Fall 2010 Cohort

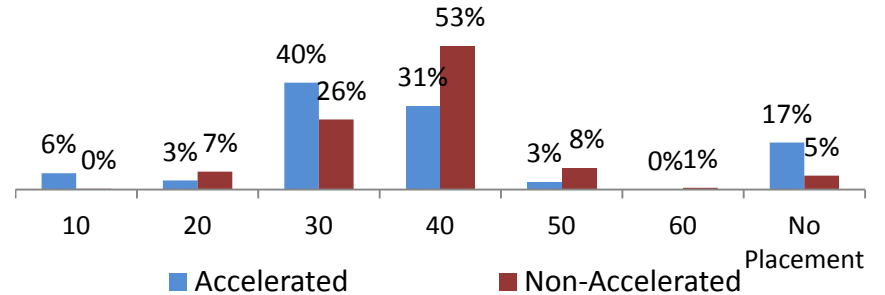


# Writing Placement Level

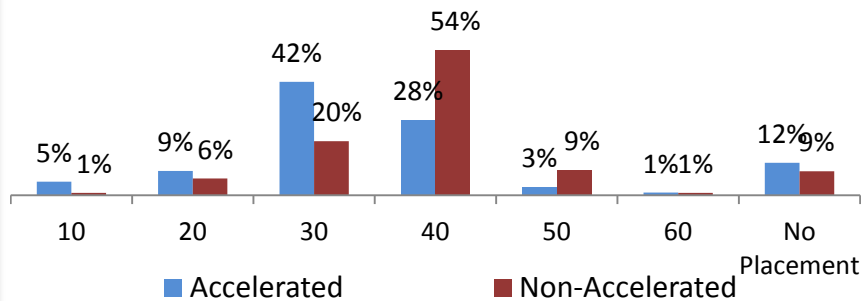
## Fall 2012 Cohort



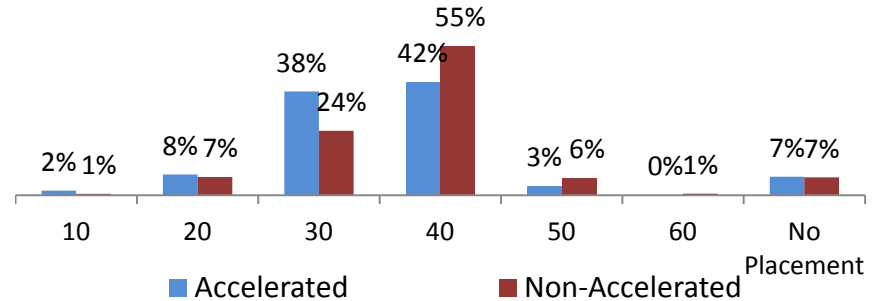
## Fall 2011 Cohort



## Spring 2011 Cohort

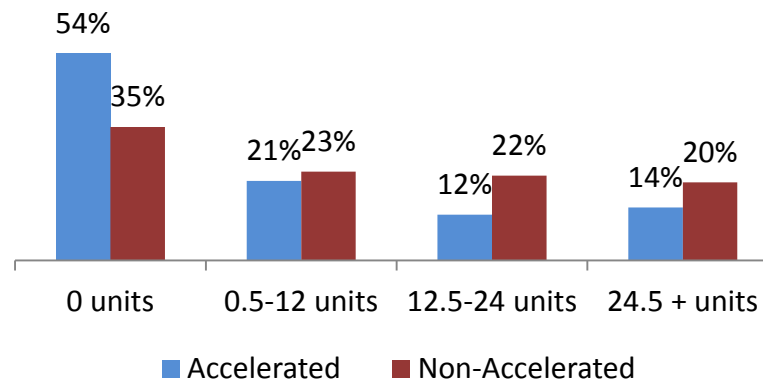


## Fall 2010 Cohort

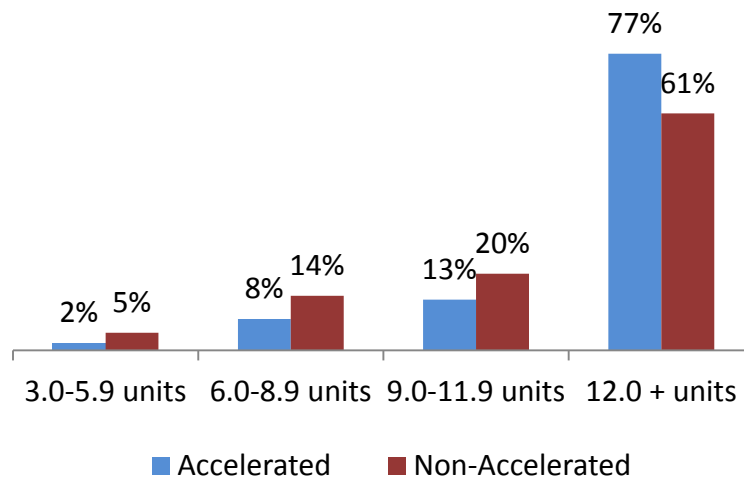


# Cumulative Units Earned: Fall 2012 Cohort

(Prior to Enrolling in Basic Skills English)

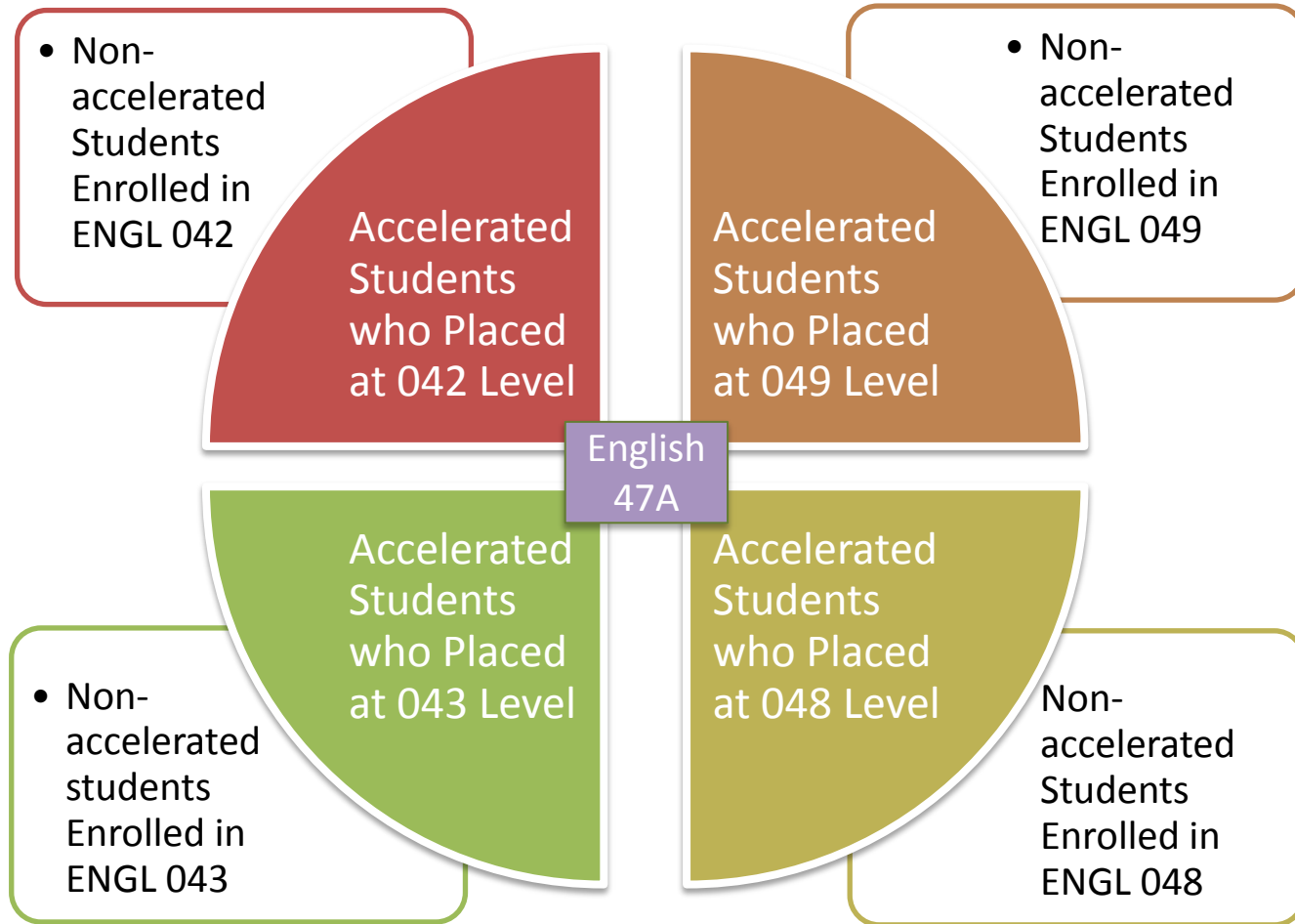


# Units Attempted: Fall 2012 Cohort



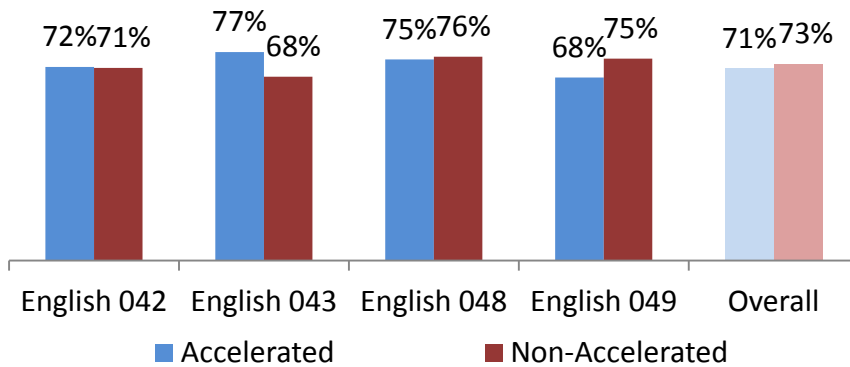
# Student Outcomes

# Student Outcomes Comparison Groups

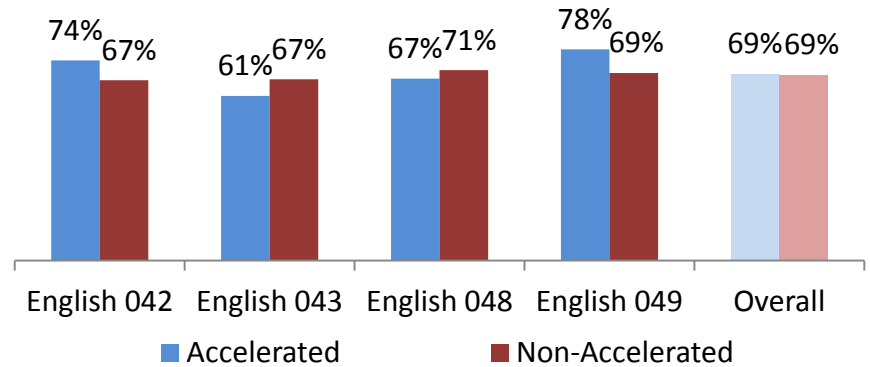


# Student Success Rate

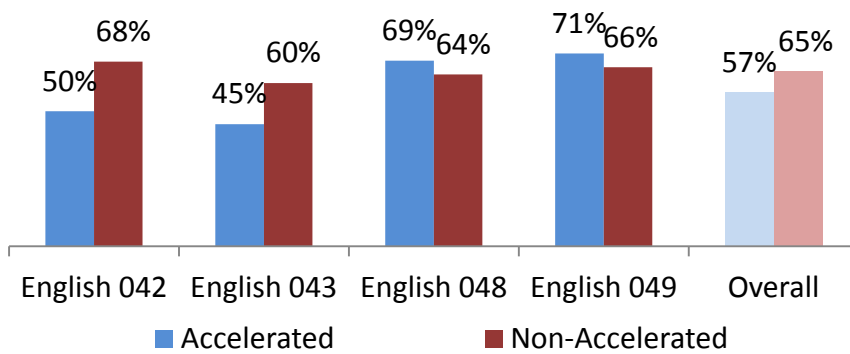
## Fall 2012 Cohort



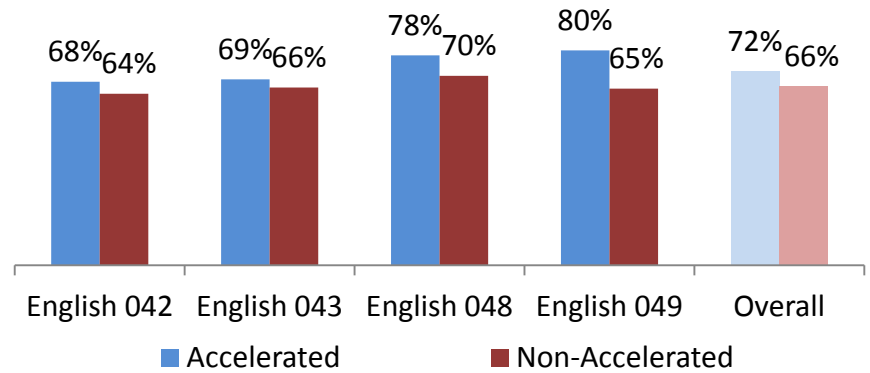
## Fall 2011 Cohort



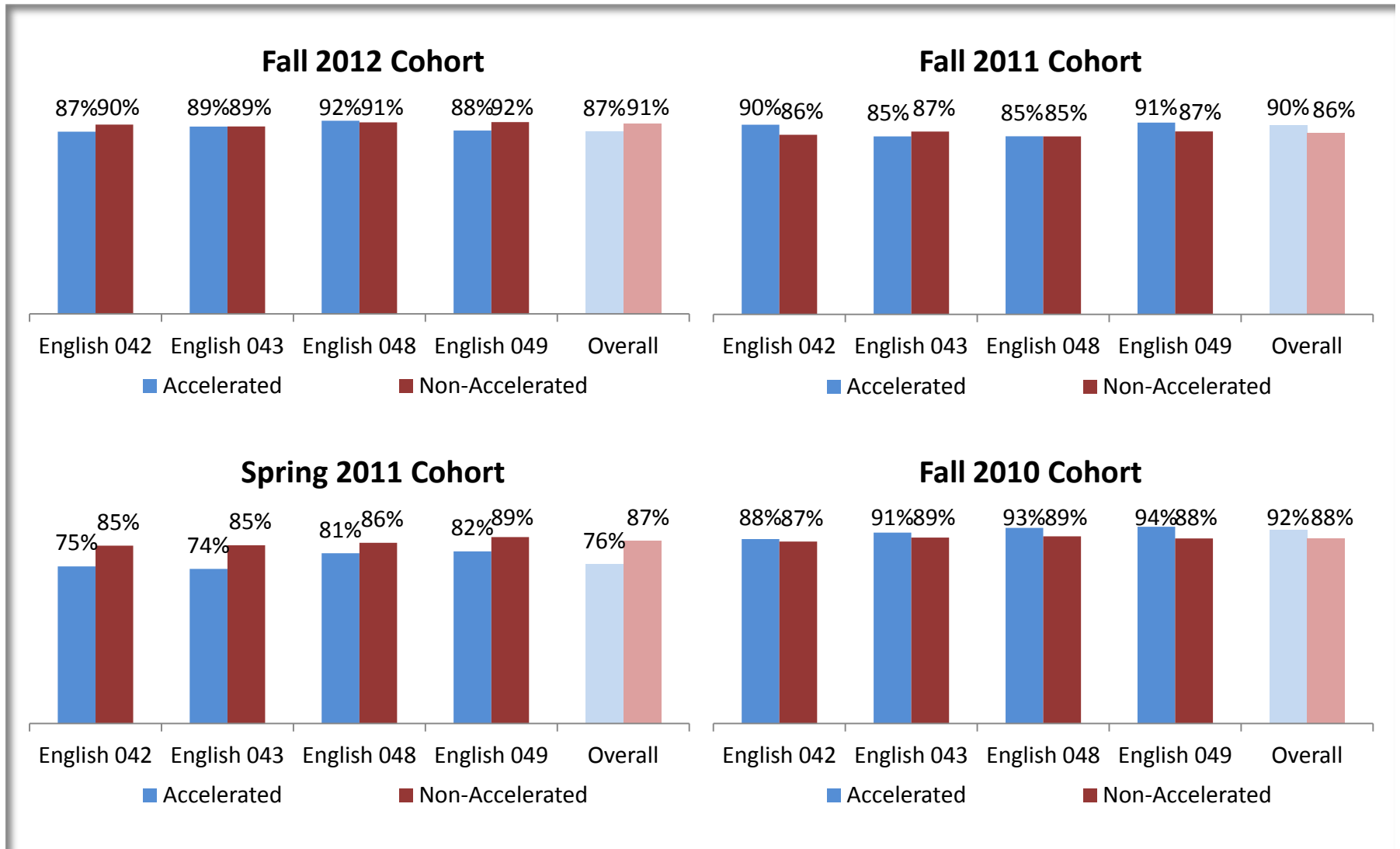
## Spring 2011 Cohort



## Fall 2010 Cohort

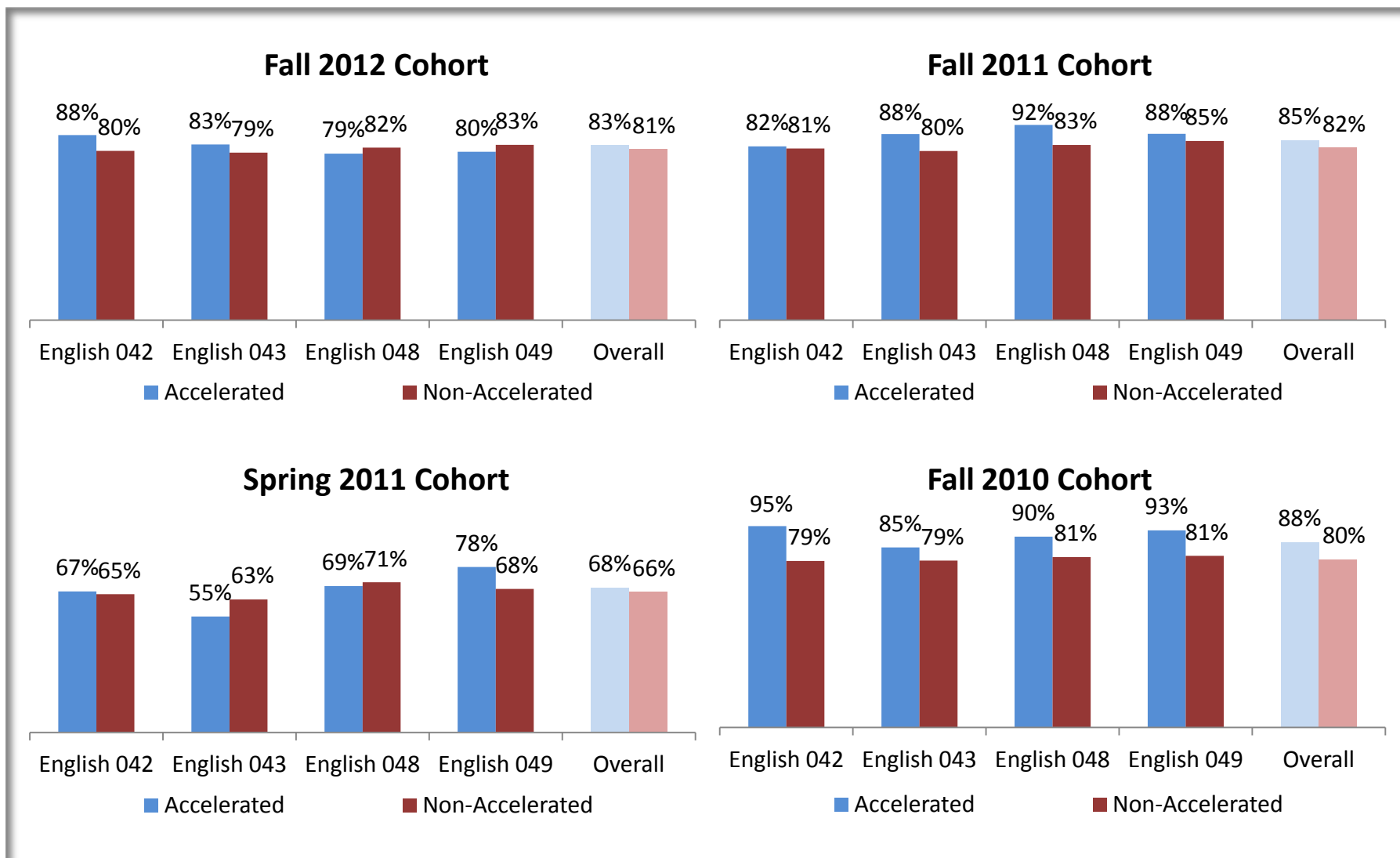


# Student Retention Rate

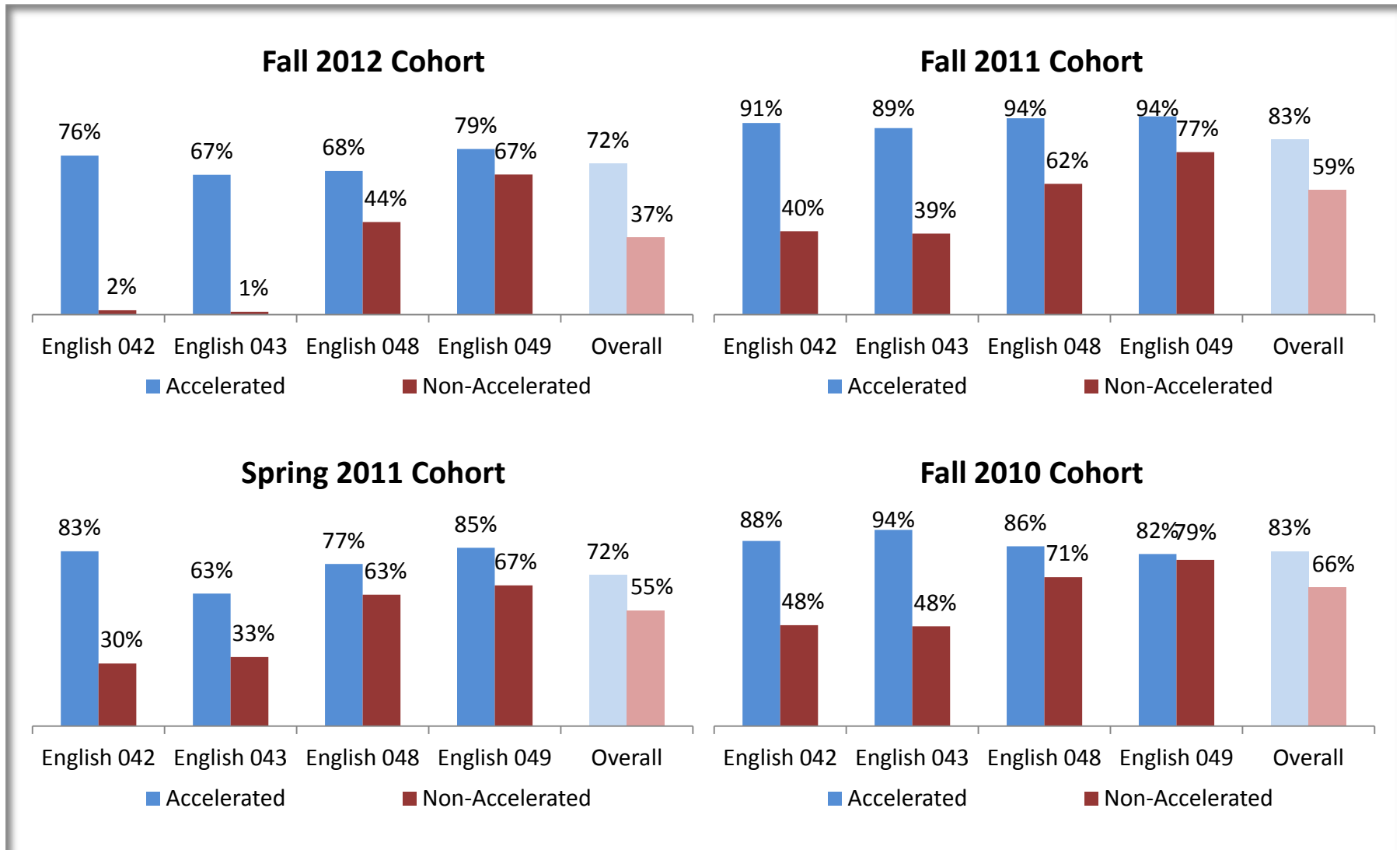




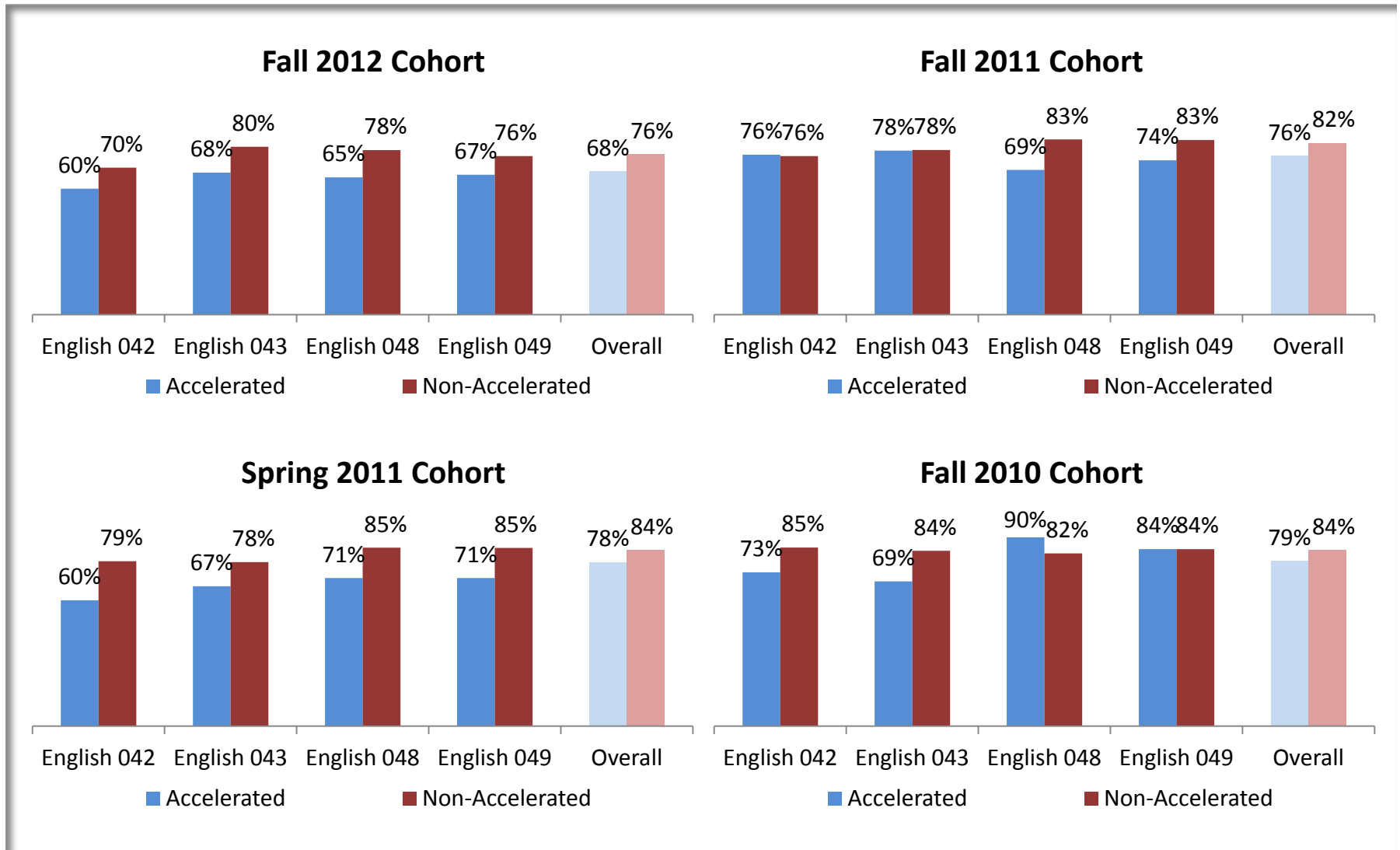
# Student Term Persistence Rate



# Subsequent Enrollment in English 101/105



# Subsequent Success in English 101/105



**IRRP**

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