COLLEGE OF THE CANYONS

English PAL Success and Progression Analysis, Spring 2012-Spring 2014

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At the request of the English Department, the Office of Institutional Development and Technology examined outcome data, including success and progression for students enrolling in Personalized Accelerated Learning (PAL) to complete ENGL- 081 and ENGL-091 in a single semester using 8-week scheduling as an alternative to taking two terms to complete the two course sequence that prepares students for ENGL-101. More specifically, this research intended to answer the following questions:

- What are the overall and disaggregated (Ethnicity, Age, Sex, and Financial Need) progression rates for students who enrolled in the ENGL-081/091 PAL sequence compared to students who enrolled in traditional English-081 and -091 courses or ENGL-096 (Spring 2012, Summer 2012, Fall 2012, Winter 2013, Spring 2013, Summer 2013, Fall 2013, Winter 2014, and Spring 2014)?
- How do overall and disaggregated (Ethnicity, Age, Sex, and Financial Need) success rates for students who enrolled in the ENGL-081/091 PAL sequence compare to students who enrolled in traditional English-081 and -091 courses or ENGL-096 (Spring 2012, Summer 2012, Fall 2012, Winter 2013, Spring 2013, Summer 2013, Fall 2013, Winter 2014, and Spring 2014)?

Results are intended to help inform planning for the English program. This is the second of a three-part series that examines student success progression rates in the developmental English course sequence.

Progression Rates:

Beginning Course	Highest Level Completed			
	English-081	English-091	English-096	English-101 and Beyond
ENGL-081 **(N=1742)**	38%	28%	2%	32%
ENGL-096 **(N=875)**	NA	NA	44%	56%
ENGL-081/091 PAL **(N=228)**	13%	23%	0%	64%

Table 1. Overall Progression Rates (Percentages)

PAL Progression. Students who took ENGL-081/091 PAL progressed to English 101 and beyond at a significantly higher rate than students who took ENGL-081 and ENGL-091 in separate semesters (64% compared to 32%) and at slightly higher rates than those who took ENGL-096 (64% compared to 56%). The PAL sequence consists of 6 units while ENGL-096 is a 4-unit course.

Progression Rates by Ethnicity. Progression rates to transfer level coursework in English were significantly improved for all ethnic groups when students who took ENGL-081/091 PAL are compared to those who took ENGL-081 and ENGL-091 in two separate terms. The progression rates for students who took PAL were also higher than those for students who took ENGL-096, though the progression rates are closer between these two groups. Note: Progression rates are not reported for Native American students due to small numbers of students reporting that ethnic background taking those courses.

	Start in ENGL-081 and progress through ENGL-101	Start in ENGL-096 and progress through ENGL-101	Take ENGL-081/ENGL-091 PAL and progress through ENGL-101
Native American	--	--	--
Asian/Pacific Islander	44%	62%	65%
African American	30%	51%	59%
Latino	30%	54%	61%
White	35%	61%	69%
Unknown	35%	36%	--
Two or more ethnicities	25%	42%	--
Overall	32%	56%	64%

Table 2. PAL Progression Rates by Ethnicity (percentages)

Progression Rates by Age. Progression rates to transfer level coursework were significantly improved for most age groups when students who took ENGL-081/091 PAL are compared to those who took ENGL-081 and ENGL-091 in two separate terms. The progression rates for students who took PAL are also higher than those for students who took ENGL-096, though the progression rates are closer between these two groups. Note: Progression rates are not reported for students in some age groups due to small numbers of students in those age groups taking that course. Some cohort groups were small (for example N=12 for 25-29 years taking PAL), so percentages should be interpreted with caution.

	Start in ENGL-081 and progress through ENGL-101	Start in ENGL-096 and progress through ENGL-101	Take ENGL-081/ENGL-091 PAL and progress through ENGL-101
19 Years or Less	32%	57%	66%
20-24 Years	31%	48%	48%
25-29 Years	32%	54%	92%
30-34 Years	26%	33%	33%
35-39 Years	20%	--	--
40-49 Years	31%	--	50%
50+ Years	13%	--	--
Overall	32%	56%	64%

Table 3. PAL Progression by Age (Percentages)

Progression Rates by Sex.
Progression rates to transfer level coursework were significantly improved for both men and women when students who took ENGL-081/091 PAL are compared to those who took ENGL-081 and ENGL-091 in two separate terms. The progression rates for male students who took PAL are also higher than those for male students who took ENGL-096, but the progression rates for females in these two groups are comparable (57% for PAL and 58% for ENGL-096).

	Start in ENGL-081 and progress through ENGL-101	Start in ENGL-096 and progress through ENGL-101	Take ENGL-081/ENGL-091 PAL and progress through ENGL-101
Male	32%	53%	58%
Female	31%	58%	57%
Overall	32%	56%	64%

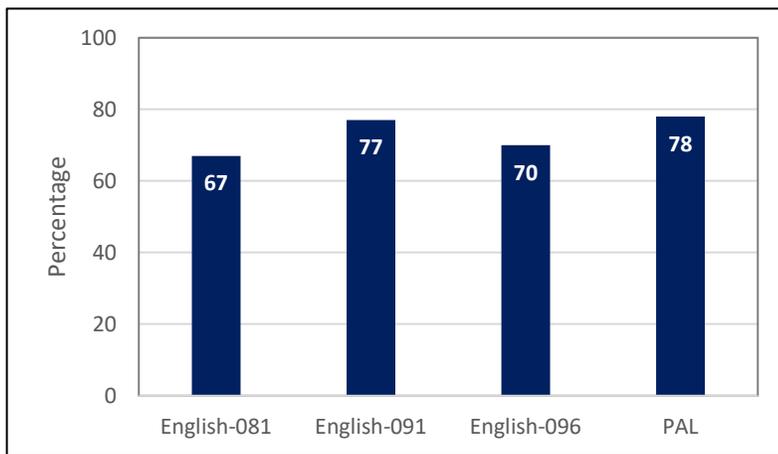**Table 4. PAL Progression by Sex (Percentages)**

Progression Rates by Financial Need.

	Start in ENGL-081 and progress through ENGL-101	Start in ENGL-096 and progress through ENGL-101	Take ENGL-081/ENGL-091 PAL and progress through ENGL-101
Students with Financial Need	34%	55%	64%
Overall	32%	56%	64%

Table 5. PAL Progression by Financial Need (Percentages)

Progression rates to transfer level coursework were significantly improved for students with or without financial need who took ENGL-081/091 PAL compared to those who took ENGL-081 and ENGL-091 in two separate terms. The progression rates for students with or without financial need who took PAL are also higher than those for students who took ENGL-096. There do not appear to be significant differences in progression rates based on financial need.

Success Rates:

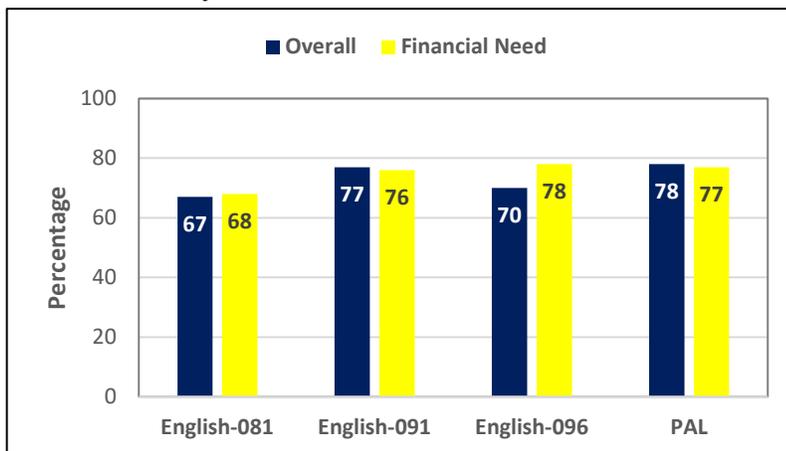**Figure 1. Overall Success Rates for Students Enrolled in Traditional and Accelerated English Courses (Percentages)**

Success Rates Overall. Students who enrolled in PAL had a greater overall success rate than students enrolled in other course options. This difference is most significant when PAL students are compared to those who enrolled in full-semester length ENGL-081 classes, with ENGL-081/091 PAL students showing a 11% higher success rate than ENGL-081 students, even though the students in both groups initially assessed into the same course level.

Success Rates by Financial Need.

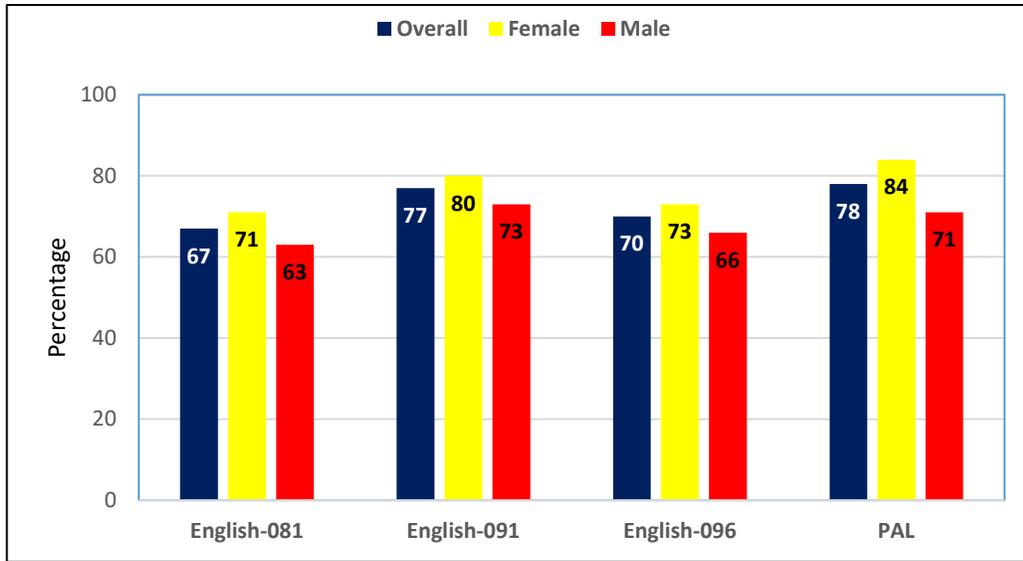**Figure 2. Success Rates by Financial Need for Students Enrolled in Traditional and Accelerated English Courses (Percentage)**

For ENGL-081, ENGL-091, and PAL courses, success rates for students are similar regardless of student financial need. For ENGL-096, students with financial need had an 8% higher success rate than the overall success rate of students in ENGL-096.

Success Rates Disaggregated by Demographics.

Success rates for female students were consistently higher than those for male students in all courses studied. The difference between male and female success rates was largest for students who enrolled in PAL, with a 13% difference between success rates by gender.

Figure 3. Success Rates by Sex for Students Enrolled in Traditional and Accelerated English Courses (Percentage)
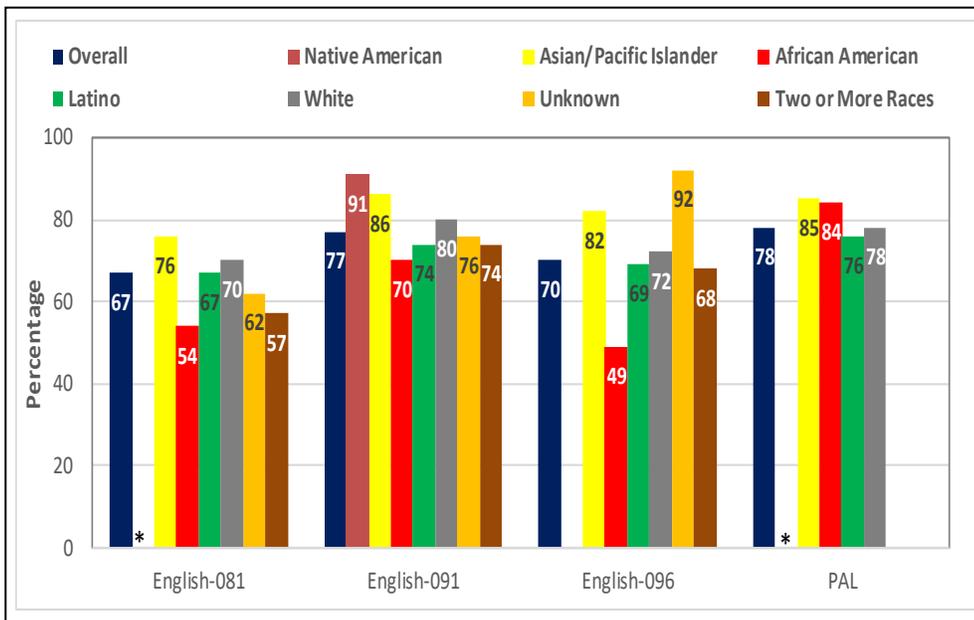
Success rates by ethnicity did not show as much variability for PAL students as they did for students in the other course formats, with students in all ethnic groups either exceeding the overall success rate or coming within 2% of the overall success rate. Success rates for African American students were notably higher in PAL classes than they were in the other courses studied.

*Sample size less than 10

Figure 4. Success Rates by Ethnicity for Students Enrolled in Traditional and Accelerated English Courses (Percentage)
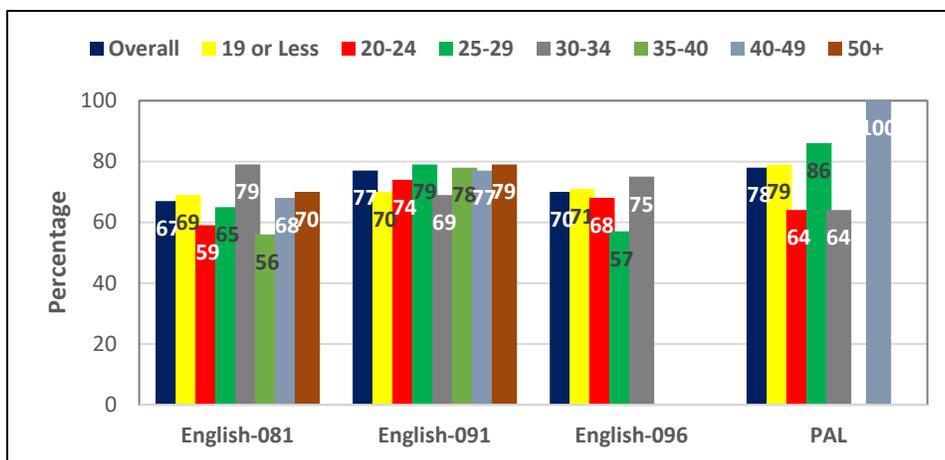
Students in most age groups had higher success rates in PAL than in the traditional full-semester ENGL-081 class. The PAL format was particularly effective for students in the 40-49 age group, with 100% of the students succeeding in PAL during the terms studied.

Figure 5. Success Rates by Age for Students Enrolled in Traditional and Accelerated English Courses (Percentage)

*Recommendations***:**
- Consider additional studies to examine progression and success rates for other PAL sequences in English (ENGL 089/091, ENGL-091/101, ENGL-096/101, and ENGL-101/102).
- Explore ways to increase progression through the English composition course sequence, including expanding offerings of accelerated courses and programs and developing new accelerated pathways.
- Explore Equity Program implications for potential interventions for student groups showing a disproportionate impact in success rates or progression.
- Consider these results in conjunction with other existing data including the English Academic Program Reviews, CCCCO Scorecard, and Basic Skills Progress Tracker.

Methods

To conduct the analysis, Spring 2012, Summer 2012, Fall 2012, Winter 2013, Spring 2013, Summer 2013, Fall 2013, Winter 2014, and Spring 2014 English enrollment and grade data were obtained from MIS. Data was also obtained from College's grade files (USX referential files) and student ID referential files from these terms. To perform the analysis data were analyzed using the Statistical Package for the Social Science (SPSS, 2013) and Microsoft Excel (2013).

Notes:
1.) *Cohorts*: defined by the first course in which a student enrolled in the English sequence between Spring 2012 and Spring 2014.
2.) *Progression***:** defined as students advancing to the next level in the English course sequence and then advancing into English-101 and successfully passing it.
3.) *Course Success*: defined as the percent of students <u>successful</u> in courses out of total enrolled in courses: Numerator = Number of students (duplicated) with A, B, C, CR/P; Denominator = Number of students (duplicated) with A, B, C, D, F, FW, CR/P, NC/NP, W, I. (This analysis uses the RP Group definition, which facilitates statewide comparisons.)
4.) *Course Retention* is defined as the percent of students <u>retained</u> in courses out of total enrolled in courses: Numerator = Number of students (duplicated) with A, B, C, D, F, I, CR/P, FW, NC/NP; Denominator = Number of students (duplicated) with A, B, C, D, F, I, W, CR/P, FW, NC/NP. (This report uses the RP Group definition, which facilitates statewide comparisons.).

For more detailed information on this research brief, stop by the Institutional Research office located in BONH-223, or call Daylene Meuschke, Dean of Institutional Research, Planning and Institutional Effectiveness at 661.362.5329.

Action Implications

- Expand PAL offerings

- Request additional study of progression and success rates for other PAL sequences (ENGL-089/091, ENGL-091-101, ENGL-101/103)

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