



# English Accelerated Courses Report

December 2016

SDCCD Office of Institutional Research and Planning

# Introduction

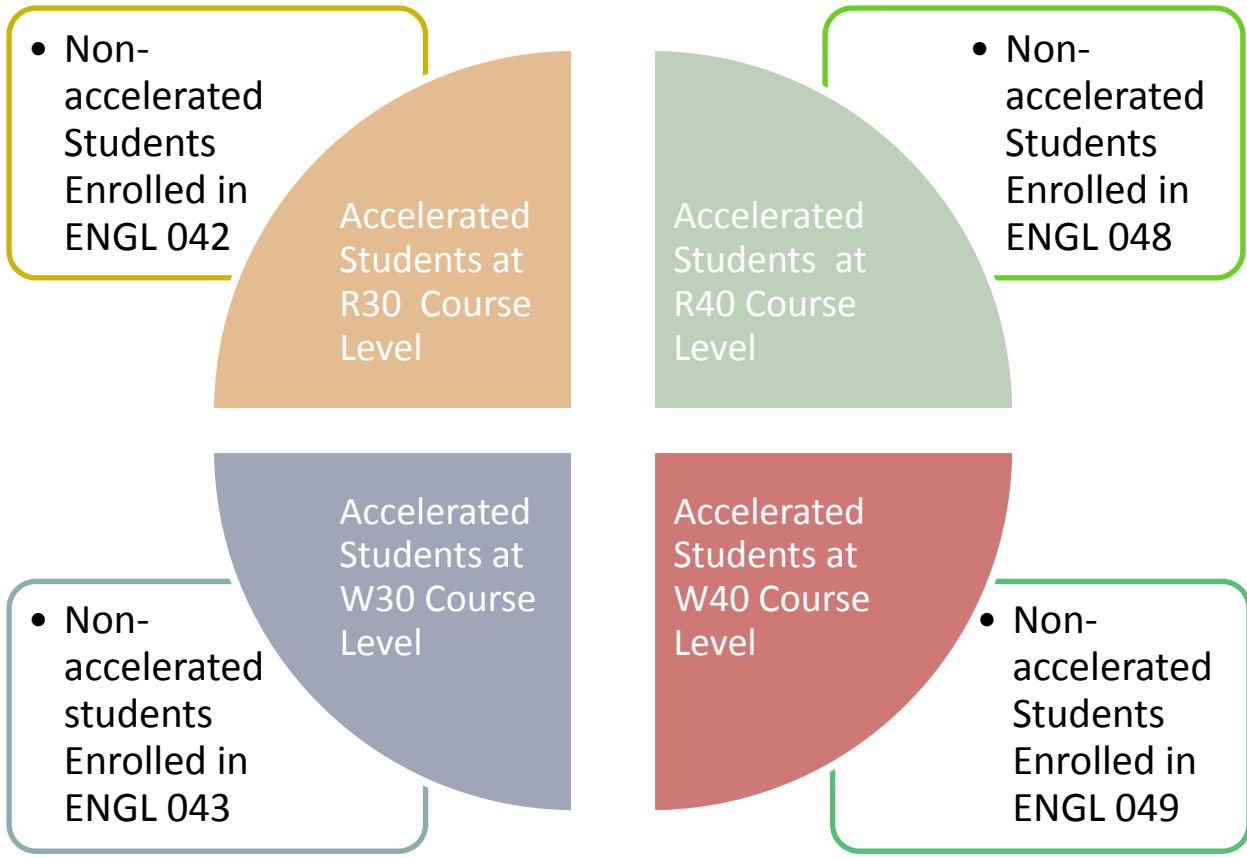
# Primary Research Questions

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
  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.*

# Accelerated and Non-Accelerated Cohorts

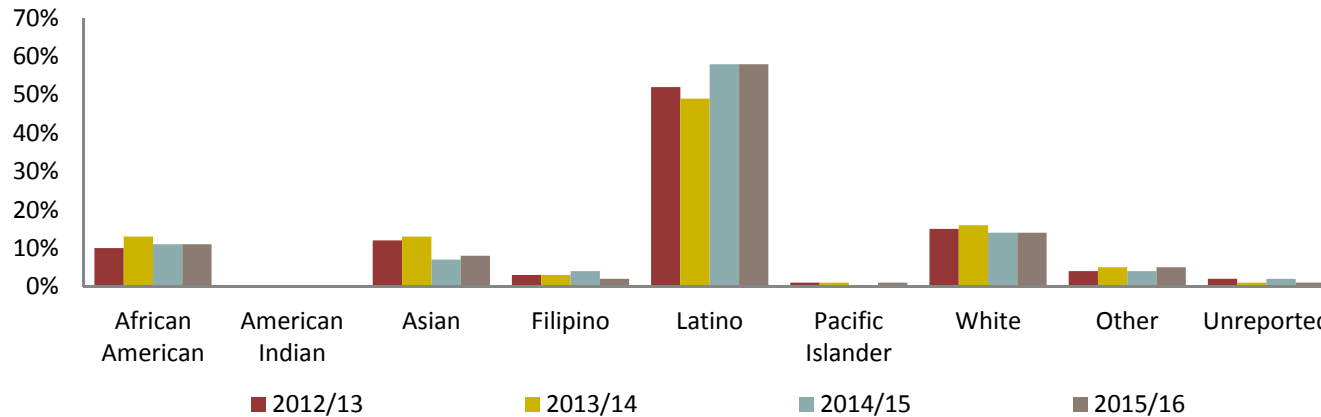


*Note. Students with differing reading and writing skill levels are grouped according to the lowest of the two levels.*

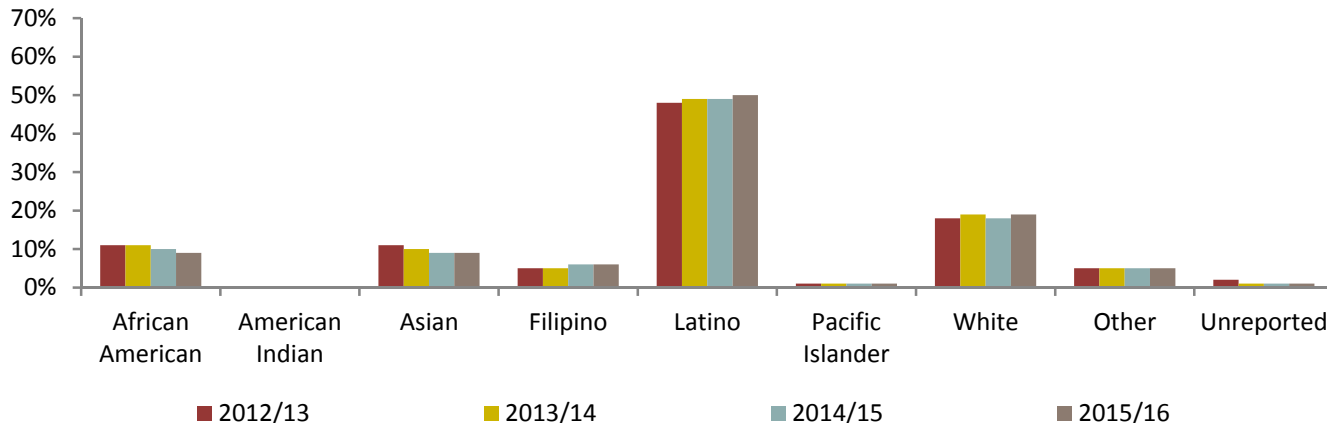
# Student Profile

# Ethnicity

## Overall Accelerated



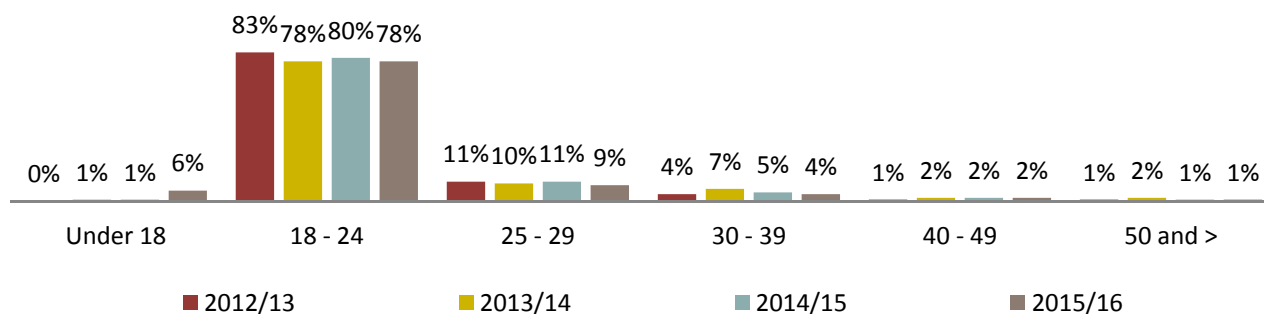
## Overall Non-Accelerated



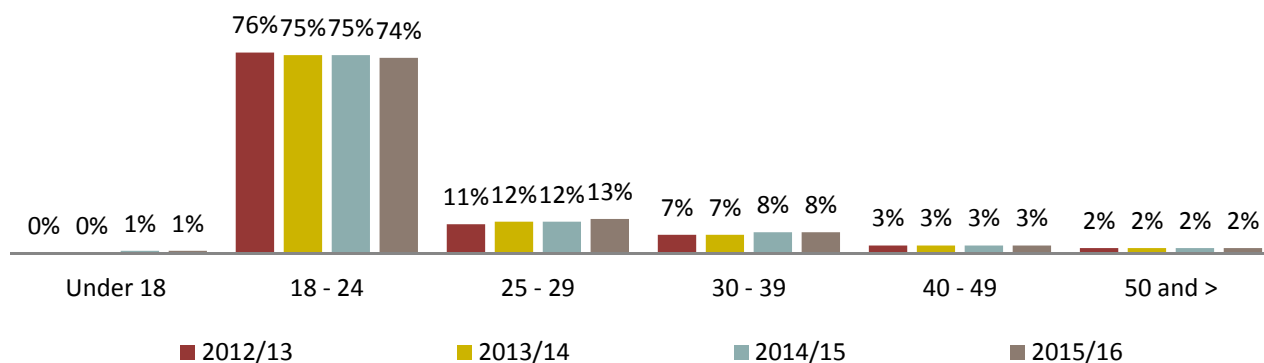
- Between 2012/13 and 2015/16 the ethnic groups that comprised the most students, on average, in both accelerated and non-accelerated English courses were Latino students (56% & 49%, respectively), White students (14% & 18%, respectively), and African American students (11% & 10%, respectively).
- The number of non-accelerated English students decreased by 643
- overall from 2012/13 to 2015/16, whereas the overall number of accelerated English students increased by 1,165.
- The largest increases during this time were in Latino students (691), White students (153), and African American students (131).

# Age

## Overall Accelerated



## Overall Non-Accelerated

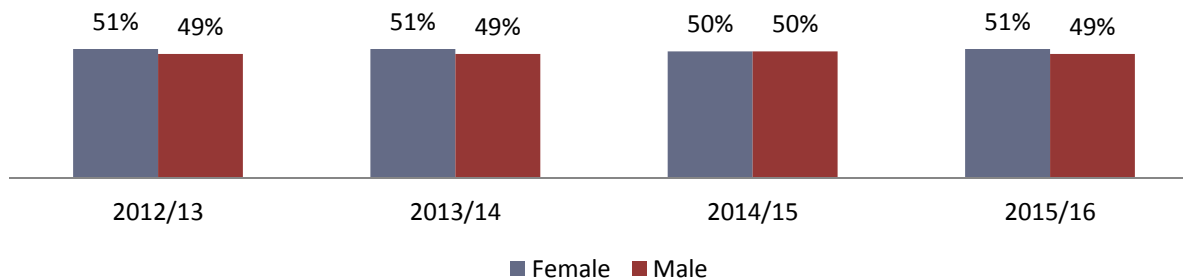


- On average, between 2012/13 and 2015/16 in both accelerated and non-accelerated English courses, students who were between ages 18-24 constituted the majority of students (79% & 75%, respectively), followed by students 25-29 (9% & 12%, respectively).
- In accelerated English courses between 2012/13 and 2015/16, all age groups showed an increase in headcount, with the largest increases in student age groups 18-24 (898) and 25-29 (92).

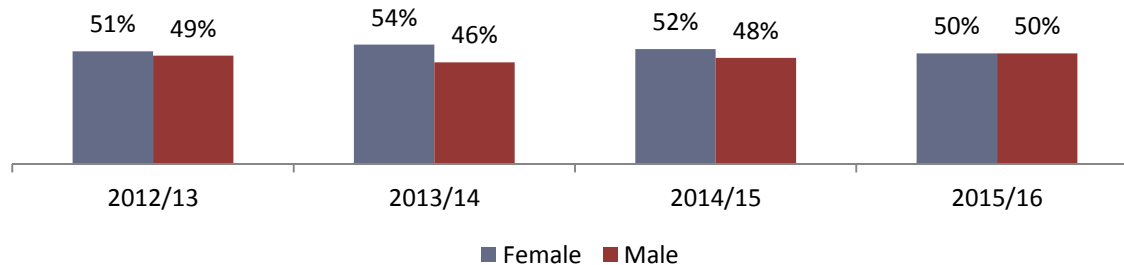


# Gender

## Overall Accelerated



## Overall Non-Accelerated

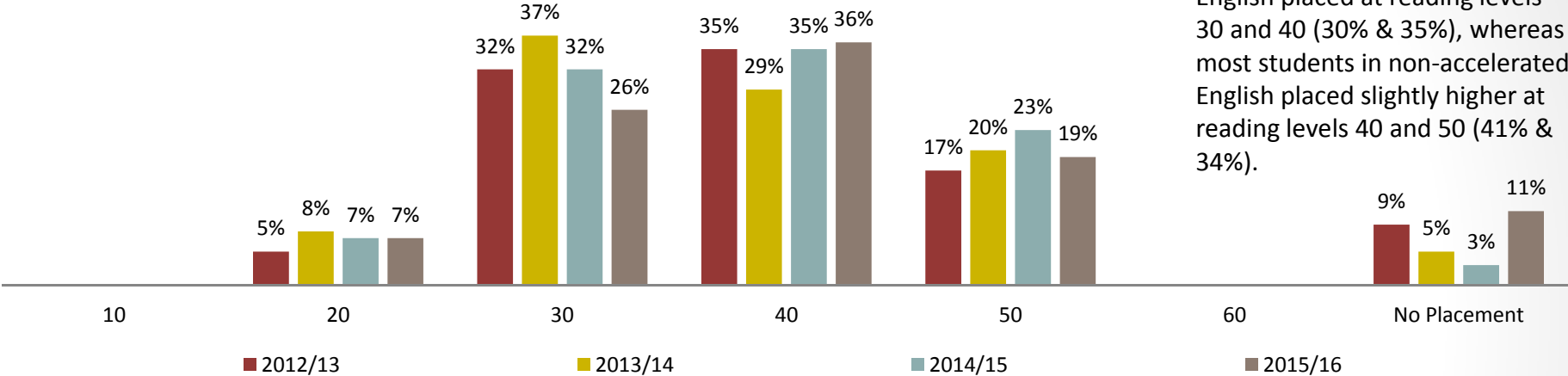


- On average, for accelerated and non-accelerated English courses, the female student headcount (51% each) was slightly higher than their male student counterpart (49% each), from 2012/13 to 2015/16.
- Between 2012/13 and 2015/16 both female and male students in accelerated English increased (578 & 587, respectively), while female and male students in non-accelerated English decreased (333 & 309, respectively).

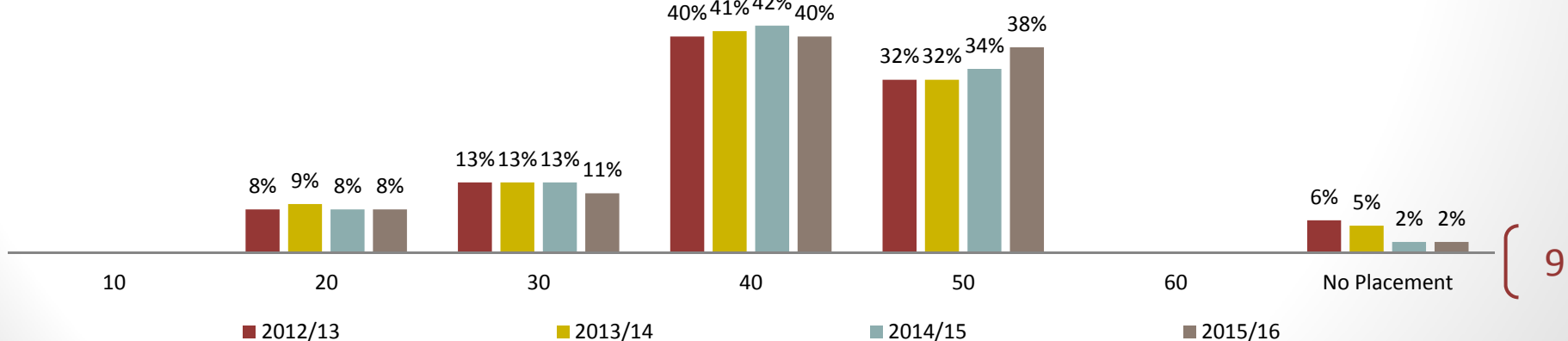
# Reading Skill Levels

- Between 2012/13 and 2015/16, on average, the majority of students enrolled in accelerated English placed at reading levels 30 and 40 (30% & 35%), whereas most students in non-accelerated English placed slightly higher at reading levels 40 and 50 (41% & 34%).

## Accelerated



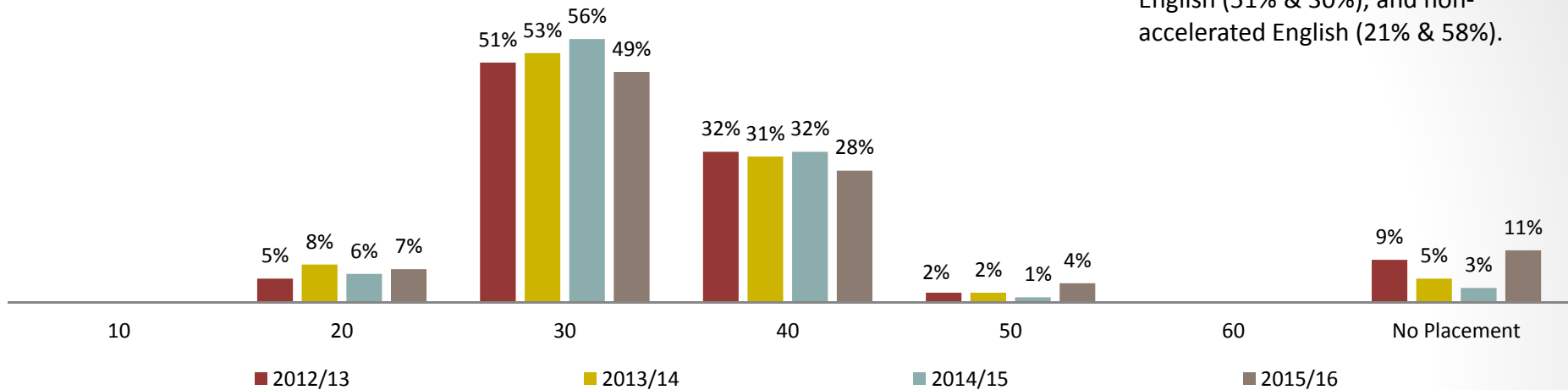
## Non-Accelerated



# Writing Skill Levels

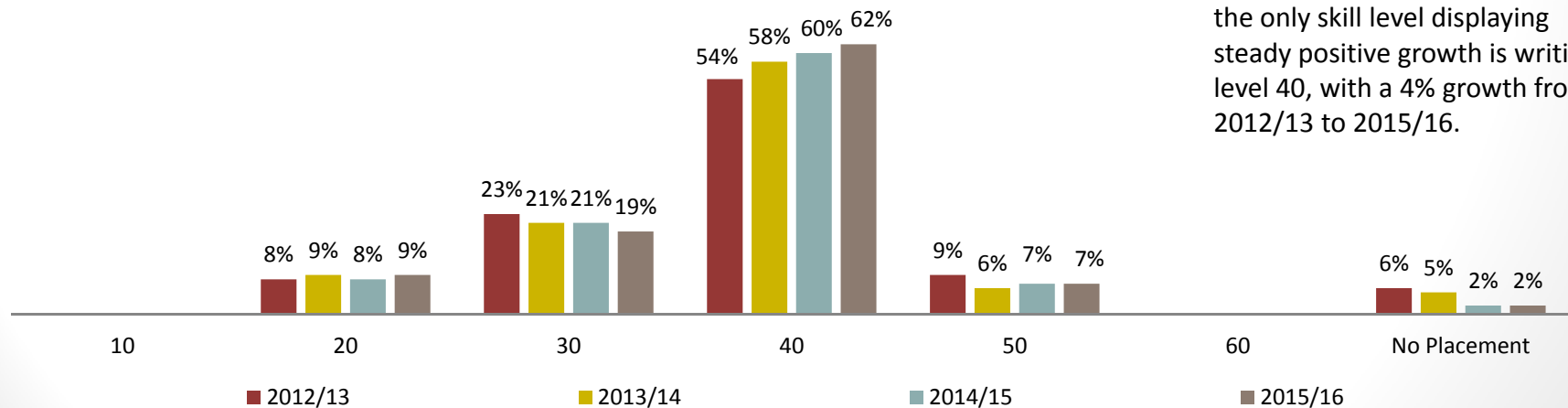
- Between 2012/13 and 2015/16, on average, the majority of students placed at writing levels 30 and 40 in both accelerated English (51% & 30%), and non-accelerated English (21% & 58%).

## Accelerated



## Non-Accelerated

- For non-accelerated students, the only skill level displaying steady positive growth is writing level 40, with a 4% growth from 2012/13 to 2015/16.



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# Sections and Enrollments

# Accelerated Section Offerings

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Total	Fall 2013 to Fall 2015 Difference
City College/ECC	2	4	6	9	21	7
Mesa College	4	5	5	20	34	16
<b>All Colleges</b>	<b>6</b>	<b>9</b>	<b>11</b>	<b>29</b>	<b>55</b>	<b>23</b>

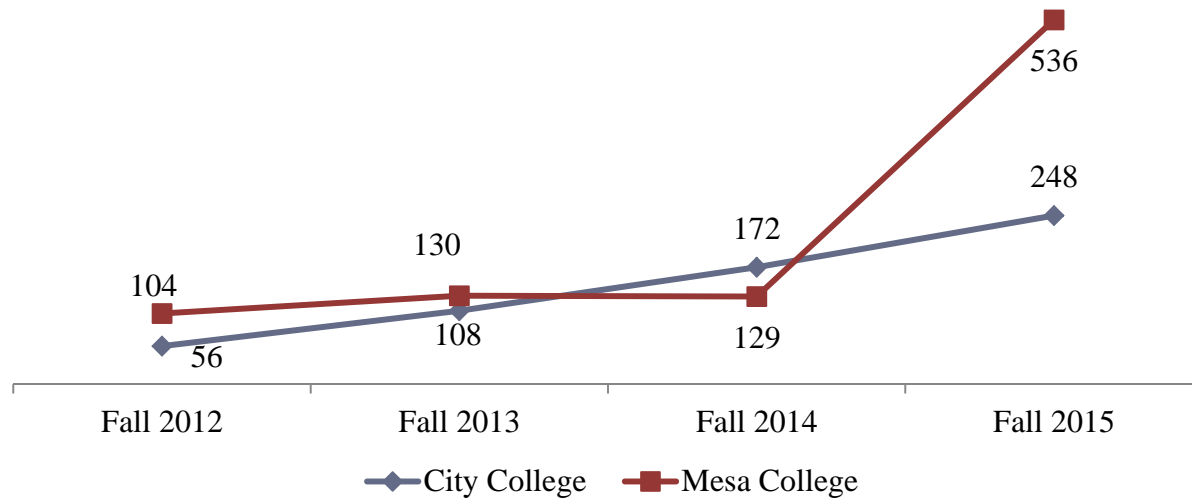
- Overall, accelerated English Fall section increased from 6 to 29 course offerings between Fall 2012 and Fall 2015.
- Specifically, at City College/ECC accelerated English sections increased from two sections offered in Fall 2012 to 9 sections in Fall 2015.
- At Mesa College accelerated English sections also increased from Fall 2012 to Fall 2015 (4 & 20, respectively).
- Accelerated English courses were not offered at Miramar College during this time period.

# Accelerated Section Offerings

	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Total	Spring 2013 to Spring 2016 Difference
City College/ECC	2	5	5	13	25	11
Mesa College	4	6	9	20	39	16
<b>All Colleges</b>	<b>6</b>	<b>11</b>	<b>14</b>	<b>33</b>	<b>64</b>	<b>27</b>

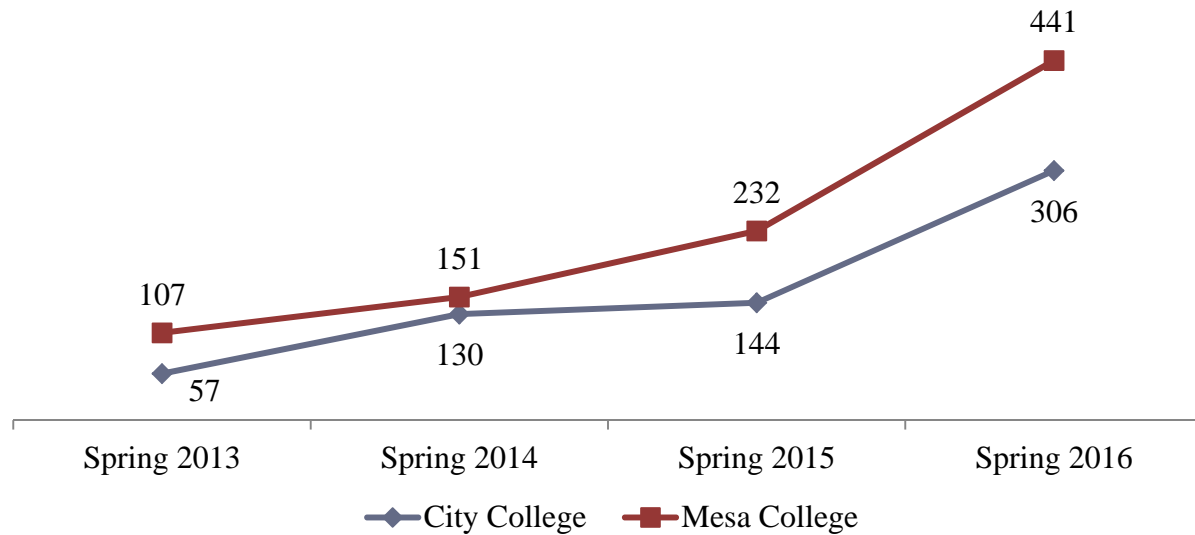
- Overall, accelerated English Spring course section offerings increased from 6 to 33 between Spring 2013 and Spring 2016.
- Specifically, between Spring 2013 and Spring 2016, accelerated English sections increased at both City College/ECC (2 & 13, respectively) and Mesa College (4 & 20, respectively).
- There were no accelerated English courses offered at Miramar College during this time period.

# Accelerated Course Enrollments



- Overall, accelerated English Fall enrollments increased from 160 to 784 between Fall 2012 and Fall 2015.
- Specifically, at City College/ECC accelerated English course enrollments increased from 56 in Fall 2012 to 248 in Fall 2015.
- The number of accelerated English enrollments at Mesa College also increased from Fall 2012 to Fall 2015 (104 & 536, respectively).
- Accelerated English courses were not offered at Miramar College during this time period.

# Accelerated Course Enrollments



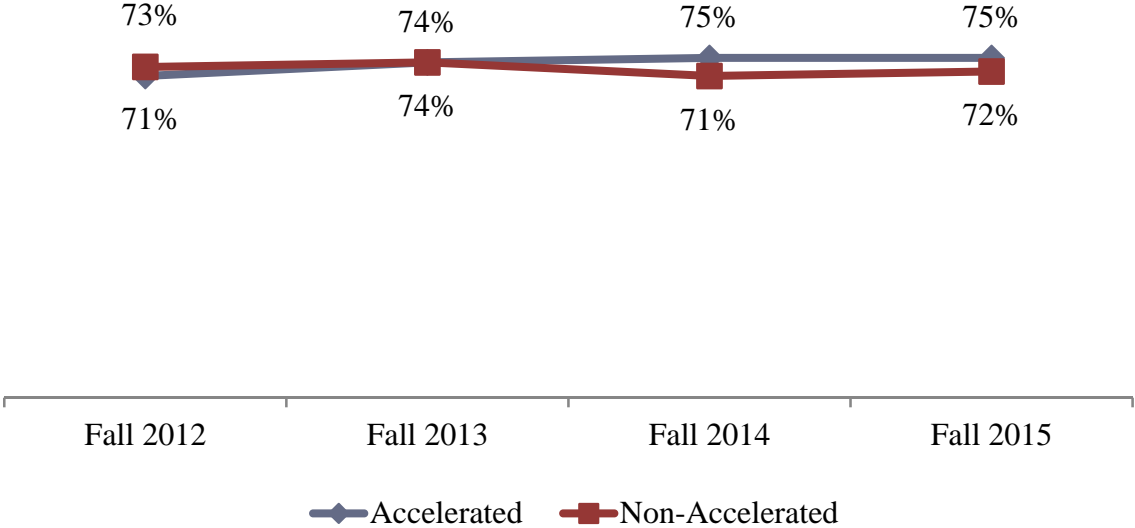
- Overall, accelerated English Spring enrollments increased from 164 to 747 between Spring 2013 and Spring 2016.
- Specifically, between Spring 2013 and Spring 2016, accelerated English enrollments increased at both City College/ECC (57 & 306, respectively) and Mesa College (107 & 441, respectively).
- There were no accelerated English courses offered at Miramar College during this time period.



# Student Outcomes

# Fall Success Rates

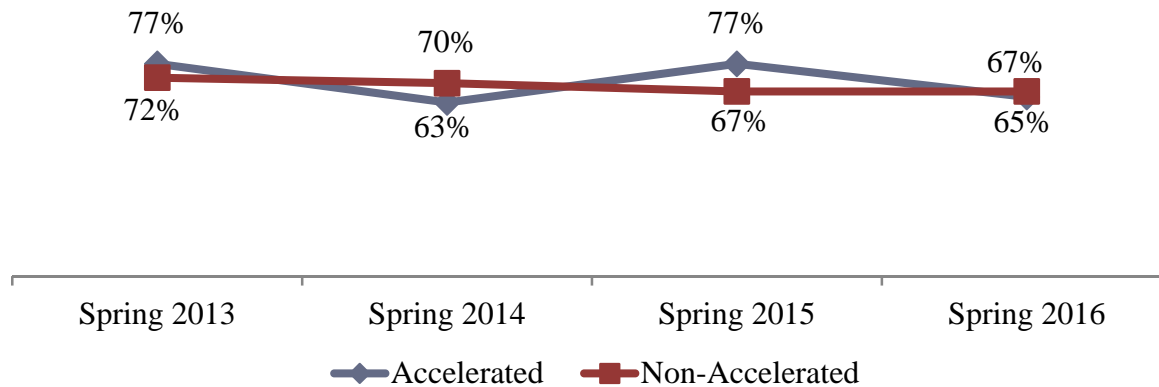
Overall Success Rates



- The 4-Term average success rate, from Fall 2012 to Fall 2015, for accelerated English cohorts was higher (75%) than non-accelerated English students (73%).
- Success rates of Fall cohort at course levels 042, 043, 048, and 049 enrolled in accelerated English were higher (76%, 75%, 77%, and 78%, respectively), on average, compared to the success rates of non-accelerated English students of the same course level (74%, 73%, 74%, and 75%, respectively).

# Spring Success Rates

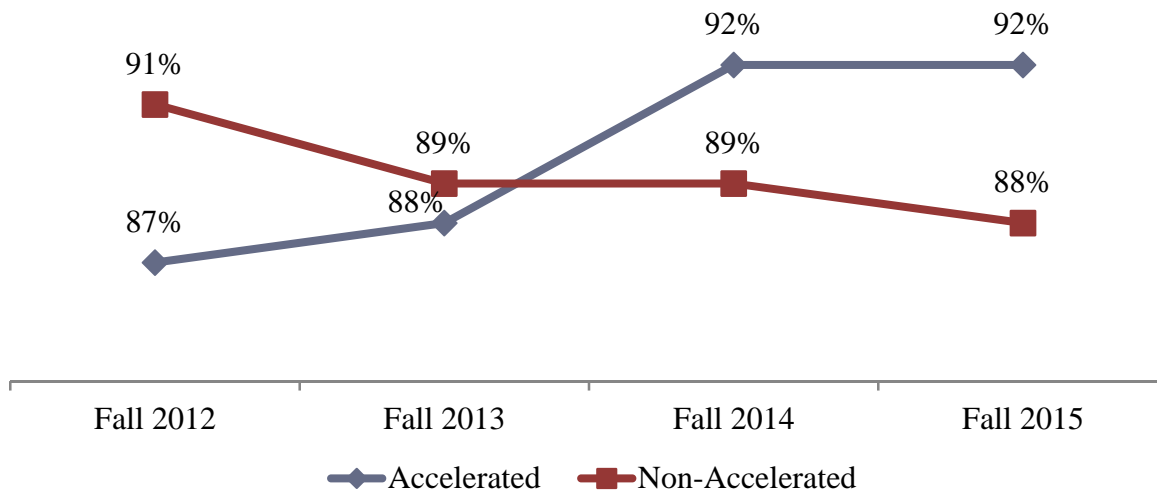
Overall Success Rates



- The 4-Term average success rate, from Spring 2013 to Spring 2016, for accelerated and non-accelerated students were equal (69% each).
- The average success rates of Spring cohort students at English 042, 048, and 049 course levels enrolled in accelerated English were higher (67%, 74%, & 77%, respectively) compared to non-accelerated English students (65%, 72%, & 70%, respectively), at the same course level.
- On average, Spring cohort students at the English 043 course level enrolled in accelerated English had a slightly lower success rate (69%) than students enrolled in non-accelerated English (70%).

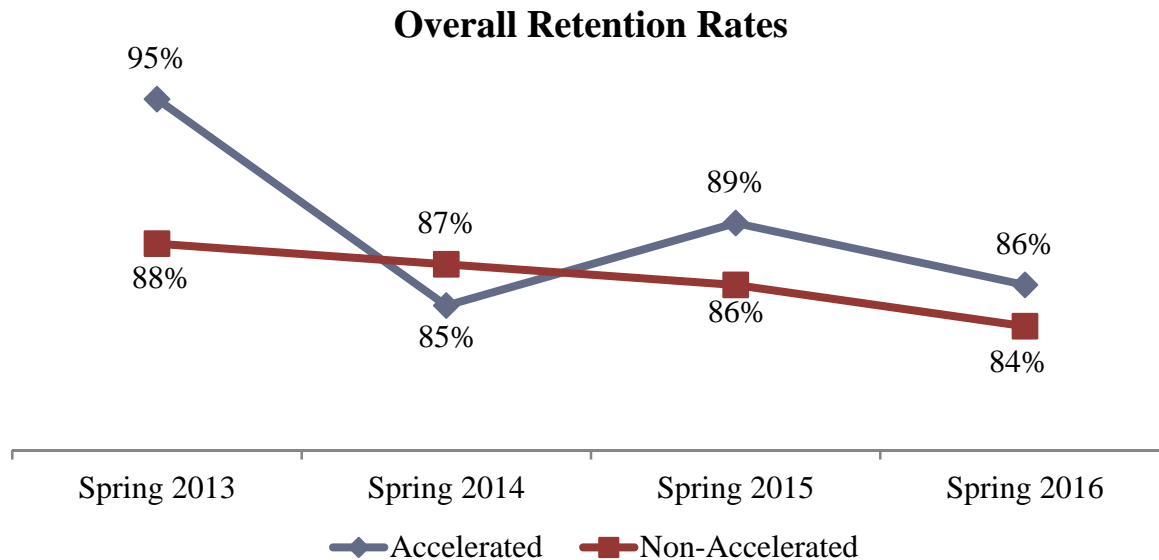
# Fall Retention Rates

**Overall Retention Rates**



- The 4-Term average retention rate, from Fall 2012 to Fall 2015, for accelerated English cohorts was higher (91%) when compared to retention rates of non-accelerated English students (89%).
- The average retention rates of Fall cohort students at the English 042 and 048 course levels enrolled in accelerated English were higher (92% each) than the average retention rates of students in non-accelerated English (91% & 90%, respectively).
- For students at the English 043 course level, on average, accelerated English student retention rates were equal to non-accelerated English student retention rates (90% each).
- The average retention rate of students at the English 049 course level was lower for accelerated English students (87%) compared to non-accelerated English students (90%).

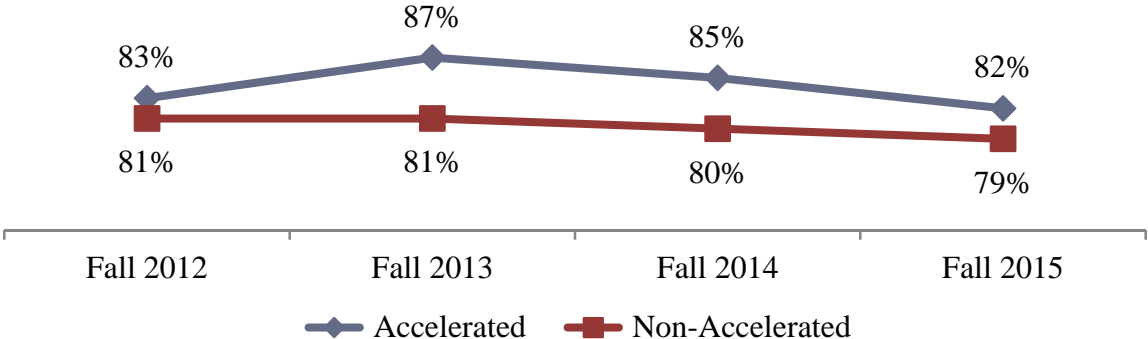
# Spring Retention Rates



- The 4-Term average retention rates, from Spring 2013 to Spring 2016, for accelerated English cohorts were comparable for accelerated and non-accelerated English students (87% & 86%, respectively).
- Retention rates of Spring cohort students at English 042, 043, 048, and 049 course levels enrolled in accelerated English were higher (87%, 89%, 90%, and 93%, respectively), on average, compared to retention rates of students enrolled in non-accelerated English (85%, 87%, 88%, and 86%, respectively), at the same course levels.

# Fall Overall Term Persistence

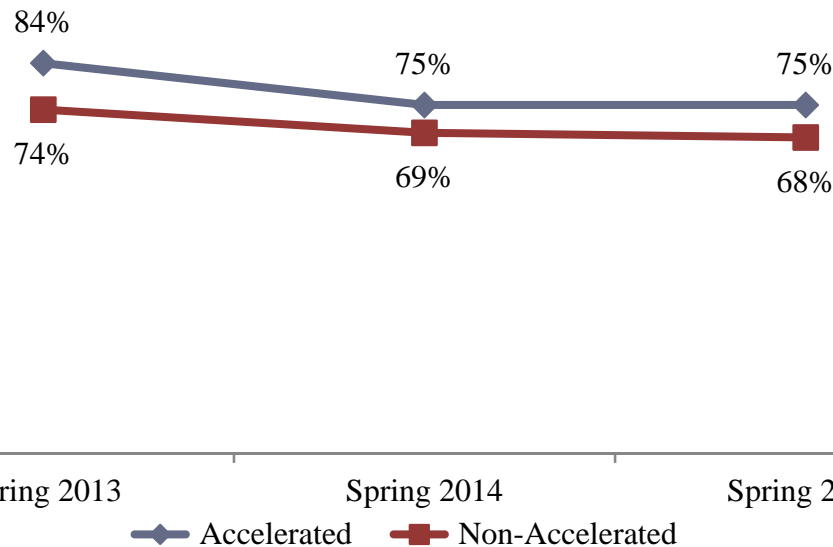
Overall Term Persistence



- The 4-Term average success rate, from Fall 2012 to Fall 2015, 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 (85%,83%, 87%, and 85%, respectively) compared to students enrolled in non-accelerated English (79%,78%, 81%, and 83%, respectively), at the same course levels.

# Spring Overall Term Persistence

Overall Term Persistence



- The 3-Term average success rate, from Spring 2013 to Spring 2015, for accelerated English cohorts were higher (77%) than the non-accelerated English students (70%).
- Term persistence rates of Spring cohort students enrolled in accelerated English were higher (76%, 77%, 81%, and 78%, respectively) compared to persistence rates of students enrolled in non-accelerated English (68%, 66%, 73%, and 73%, respectively), at the same course levels.

# Subsequent Enrollment in English 101/105 by Course Level: Fall 2012- Fall 2014

		ENGL 042 (R30)			ENGL 043 (W30)			ENGL 048 (R40)			ENGL 049 (W40)			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	181	161	89%	149	122	82%	82	72	88%	35	31	89%	86%
Non-Accelerated	Total/Avg	1,113	330	30%	1,275	440	35%	2,268	1,447	64%	2,519	1,980	79%	55%

- The 3-Term average, from Fall 2012-Fall 2014, a higher percentage of Fall accelerated English students subsequently enrolled in Associate & Transfer level English 101/105, than non-accelerated students. Specifically, the overall subsequent enrollment rate of Fall cohort students in Associate & Transfer level English was higher for accelerated students (86%), compared to non-accelerated students (55%).
- The 3-Term average, from Fall 2012-Fall 2014, cohort subsequent enrollment rates in Associate & Transfer level English 101/105 for students at course levels 042, 043, 048, and 049 were higher for accelerated English students (89%, 82%, 88%, and 89%, respectively) compared to non-accelerated English students (30%, 35%, 64%, and 79%, respectively), at the same course 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.



# Spring Subsequent Enrollment in English 101/105 by Course Level: Spring 2013 – Spring 2015

		ENGL 042 (R30)			ENGL 043 (W30)			ENGL 048 (R40)			ENGL 049 (W40)			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	197	149	76%	220	180	82%	94	72	77%	22	15	68%	78%
Non-Accelerated	Total/Avg	809	185	23%	1,067	279	26%	2,595	1,465	56%	2,723	1,930	71%	50%

- The 3-Term average, from Spring 2013-Spring 2015, a higher percentage of Spring accelerated English students subsequently enrolled in Associate & Transfer level English 101/105 than non-accelerated students. Specifically, the overall subsequent enrollment rate of Spring cohort students Associate & Transfer level English was higher for accelerated students (78%), compared to non-accelerated students (50%).
- The 3-Term average, from Spring 2013-Spring 2015, subsequent enrollment rates in Associate & Transfer level English 101/105 for spring cohort students who placed at the course levels 042, 043, and 048 were higher for accelerated students. However, for those at course levels 049, non-accelerated students (71%) subsequently enrolled at a higher rate than accelerated students (68%).

*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.*

# Fall Subsequent Success in English 101/105 by Course Level: Fall 2012- Fall 2014

		ENGL 042 (R30)				ENGL 043 (W30)				ENGL 048 (R40)				ENGL 049 (W40)				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	181	161	112	70%	149	122	98	80%	82	72	52	72%	35	31	23	74%	73%
Non-Accelerated	Total/Avg	1,113	330	247	75%	1,275	440	335	76%	2,268	1,447	1,111	77%	2,519	1,980	1,472	74%	75%

- The 3-Term average, from Fall 2012-Fall 2014, a higher percentage of Fall non-accelerated students successfully completed an Associate & Transfer level English 101/105, compared to accelerated English students. Specifically, the overall subsequent success rate of Fall cohort students was higher for non-accelerated English students (75%) compared to non-accelerated students (73%).
- The 3-Term average, from Fall 2012-Fall 2014, subsequent success rates in Associate & Transfer level English 101/105 for Fall cohort students who placed at the course levels 042, 048, were higher the for non-accelerated students. For course levels 043, subsequent success in Associate & Transfer level English was higher for accelerated students. Subsequent success for students placing at the 049 course level was equal for both accelerated and non-accelerated cohorts.

*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.*

# Spring Subsequent Success in English 101/105 by Course Level: Spring 2013 – Spring 2015

	ENGL 042 (R30)				ENGL 043 (W30)				ENGL 048 (R40)				ENGL 049 (W40)				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																		
	<b>Total/Avg</b>	<b>197</b>	<b>149</b>	<b>107</b>	<b>72%</b>	<b>220</b>	<b>180</b>	<b>135</b>	<b>75%</b>	<b>94</b>	<b>72</b>	<b>55</b>	<b>76%</b>	<b>22</b>	<b>15</b>	<b>12</b>	<b>80%</b>	<b>75%</b>
Non-Accelerated																		
	<b>Total/Avg</b>	<b>809</b>	<b>185</b>	<b>147</b>	<b>79%</b>	<b>1,067</b>	<b>279</b>	<b>220</b>	<b>79%</b>	<b>2,595</b>	<b>1,465</b>	<b>1,096</b>	<b>75%</b>	<b>2,723</b>	<b>1,930</b>	<b>1,463</b>	<b>76%</b>	<b>76%</b>

- The 3-Term average, from Spring 2013-Spring 2015, a lower percentage of Spring accelerated English students successfully completed an Associate & Transfer level English 101/105 course compared to non-accelerated English students. More specifically, the overall subsequent success rate of Spring cohort students was lower for accelerated English students (75%) compared to non-accelerated students (76%).
- The 3-Term average, from Spring 2013-Spring 2015, subsequent success rates in Associate & Transfer level English 101/105 for Fall cohort students who placed at the course levels 042, 043, were higher the for non-accelerated students. For students placed at basic skills levels 048 and 049, subsequent success in Associate & Transfer level English 101/105 was higher for accelerated students.

*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.*

# Summary

- Overall, from 2012/13 to 2015/16 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.
- Although districtwide course offerings have been mostly restored since the recent budget cut, overall enrollments have been recovering more slowly. However, within the 2012/13 to 2015/16 academic years, SDCCD observed enrollment increases in English accelerated courses during the Fall and Spring terms (624 & 583, respectively) compared to non-accelerated English enrollments (15 & -924, respectively). The accelerated English enrollment growth is likely due to additional sections offered in accelerated English.
- Noting the increase in accelerated course enrollment trend, term successful course completion rates simultaneously increased for Fall terms in a similar upward trajectory (from 71% to 75%). However, it should be noted that Spring successful course completion rates fluctuated between 65% and 77% from Spring 2013 to Spring 2016.
- 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 (73% & 75%, respectively).