Student Success and Persistence in Accelerated Developmental English
Chabot College

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How Many Chabot College Students Make it through Basic Skills and Pass College English?  
It Depends on which Path They Take…

Students self-place into either a two-semester developmental sequence (Eng 101A-101B, 8 units)  
or an accelerated one-semester course (Eng 102, 4 units).

**Students Taking Developmental English for First Time in Fall 2004, 2005, 2006, or 2007***

<table>
<thead>
<tr>
<th>Course Sequence</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 101A</td>
<td>1730</td>
<td>948</td>
<td>721</td>
<td>570</td>
</tr>
<tr>
<td>Eng 101B</td>
<td>491</td>
<td>406</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Cohort Success in English 1A: 45%**
- African-American Students: 36%
- Asian Students: 56%
- Filipino Students: 46%
- Latino Students: 44%
- White Students: 42%

**Overall Cohort Success in English 1A: 23%**
- African-American Students: 13%
- Asian Students: 34%
- Filipino Students: 26%
- Latino Students: 20%
- White Students: 26%

Curricular Notes: All levels of curriculum integrate instruction in reading, reasoning, and writing. In addition to the composition sequence, there are also ESL classes (ESL 110A-110D) and courses targeted to students with learning disabilities (Eng 116-118). Students can voluntarily choose these courses, or may be directed to them by college assessment process. However, they can also self-place directly in English 101A or 102. 23% of the above English 102 students were enrolled in a learning community.

- Timeframe for completing college English: 2 years for accelerated cohorts, 2.5 years for non-accelerated. Students who switched between 101A and 102 not included above.
How do we explain the difference between the two pathways? Are stronger skilled students choosing the accelerated path?

Distribution of Accuplacer Reading Scores, Fall 2007-Summer 2009*

<table>
<thead>
<tr>
<th>Score Range</th>
<th>20-35 Referred for assessment for ESL or learning disability needs</th>
<th>36-39 Borderline: Referred to English 101A/102 with multiple measures</th>
<th>40-48 Referred to English 101A/102</th>
<th>49-57 Referred to English 101A/102</th>
<th>58-66 Referred to English 101A/102</th>
<th>67-74 Borderline: Referred to English 1A with multiple measures</th>
<th>75-79 Borderline: Referred to English 1A if sentence-skills test is above cut score</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated</td>
<td>5%</td>
<td>2%</td>
<td>9%</td>
<td>12%</td>
<td>16%</td>
<td>19%</td>
<td>12%</td>
<td>24%</td>
</tr>
<tr>
<td>Non-Accelerated</td>
<td>8%</td>
<td>5%</td>
<td>12%</td>
<td>15%</td>
<td>19%</td>
<td>16%</td>
<td>9%</td>
<td>17%</td>
</tr>
</tbody>
</table>

- Both pathways are heterogeneous, enrolling students across the full range of scores.
- The non-accelerated path enrolls a higher proportion of low-scoring students.
- The accelerated course enrolls a higher proportion of high-scoring students.
- The non-accelerated pathway enrolls a significant proportion of students with strong scores – 26% scoring in the borderline or above college-level reading range.

* Chabot College administers two Accuplacer tests – one for reading, one for sentence skills. Student placement is determined by whichever score is lower. For the majority of students, the reading score is lower and therefore determines placement.
How do less-skilled students perform in the accelerated environment? Would they be better served by the slower two-semester sequence?

[Graph: Developmental English Success Rates by Accuplacer Reading Score
Fall 07-Summer 09]

- Eng 101A: Non-Accelerated
- Eng 102: Accelerated
How do less-skilled students perform in the accelerated environment? Would they be better served by the slower two-semester sequence?

Developmental English Success Rates by Accuplacer Sentence Skills Score
Fall 07-Summer 09

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Eng 101A: Non-Accelerated</th>
<th>Eng 102: Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-36</td>
<td>48%</td>
<td>56%</td>
</tr>
<tr>
<td>37-54</td>
<td>43%</td>
<td>51%</td>
</tr>
<tr>
<td>55-72</td>
<td>52%</td>
<td>56%</td>
</tr>
<tr>
<td>73-89</td>
<td>64%</td>
<td>64%</td>
</tr>
<tr>
<td>90-94</td>
<td>61%</td>
<td>66%</td>
</tr>
<tr>
<td>95-120</td>
<td>65%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Legend:
- Green: Eng 101A: Non-Accelerated
- Purple: Eng 102: Accelerated
Are we sure that passing the accelerated course really means students have demonstrated solid academic literacy? Could teachers be simply “passing students through”?

- Students from the accelerated course pass transfer-level English (Eng 1A) at exactly the same rate (82%) as students from the longer developmental sequence. (And about twice as many actually make it there).

- Students who have passed the accelerated course see significant success gains in 9 out of 10 courses across the curriculum as compared with students who have passed no English.

![Success in High-Enrollment G.E. Courses](image)