Tracking the Success Rates of Students in ALP

New Findings on the Accelerated Learning Program

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Background

• What are the outcomes of ALP participants compared to those of non-participants who enrolled in English 052?

• Using student-level and transcript-level data, we measure the outcome differences of these two groups

• Regression analysis is also used to control for student characteristics

• Similar to 2010 ALP study by CCRC, except we have information on more cohorts for an extended period of time
  – Cohort defined as group of students starting that term
Findings from 2010 Study

- Participating in ALP is associated with much better outcomes for overall English 101 and 102 completion
- However, ALP participants’ grades in English 101 and 102 were comparable or worse than non-participants
- No evidence that participating in ALP correlates with increased persistence or passing other college-level courses
Motivations for New Study

• More recent data were available to track outcomes of ALP and non-ALP students
  – All cohorts (including summer) from Fall 2007 to Fall 2010
  – Outcomes tracked through end of Fall 2011 semester

• New outcomes include four-year transfer, as well as certificate and associate degree attainment

• Contrast oldest cohorts to newest cohorts, and determine if the differences between ALP and non-ALP students increased over time
Data and Methods

• Student characteristics and full transcript information for 10 cohorts (Fall 2007 to Fall 2010)

• All information tracked through Fall 2011 semester

• Information on ALP participants, as well as students who took English 052 by itself (non-ALP students)

• Descriptive analysis to look at outcome differences between ALP and non-ALP students

• Regression analysis to control for student characteristics, and determine association between ALP and outcomes (does not allow causal inferences, however)
Outcomes

• Following outcomes through Fall 2011 and one year after English 052 attempt:
  – English 052 completion
  – English 101/102 attempt, completion, and grade
  – Persistence to next term and year after English 052
  – Number of college courses attempted and completed
  – Number of college credits attempted and completed
  – Earned a certificate
  – Earned an associate degree
  – Transferred to a four-year college
English 101/102 Completion: Through Fall 2011
English 101/102 Completion: One-Year Outcomes
Next-Term and Next-Year Persistence

<table>
<thead>
<tr>
<th></th>
<th>ALP</th>
<th>Non-ALP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persist to Next Term</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>Persist to Next Year</td>
<td>60%</td>
<td>50%</td>
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</tbody>
</table>
College Courses Attempted/Completed After English 052

- College Courses ATTEMPTED After ENGL052
- College Courses COMPLETED After ENGL052
College Credits Attempted/Completed After English 052

- ALP
- Non-ALP
Regression Results: All Cohorts

• Control for student characteristics, variation between campuses, and variation between cohorts

• ALP students were more likely to:
  – Complete English 101 within one year by 29 percentage points
  – Complete English 102 within one year by 17 percentage points
  – Persist to the next year by 6 percentage points
Regression Results: Cohort Groups

• Do results look different for older cohorts (2007-2008) versus newer cohorts (2009-2010)?

• Using one-year outcomes, older cohorts of ALP students were more likely to:
  – Complete English 101 by 30 percentage points
  – Complete English 102 by 18 percentage points

• The newer cohorts of ALP students were more likely to:
  – Complete English 101 by 35 percentage points
  – Complete English 102 by 21 percentage points
# Matched Groups

<table>
<thead>
<tr>
<th></th>
<th>Original Sample</th>
<th>Balanced Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ALP</td>
<td>Non-ALP</td>
</tr>
<tr>
<td>Female</td>
<td>60.14%</td>
<td>55.17%</td>
</tr>
<tr>
<td>Age</td>
<td>21.32</td>
<td>21.84</td>
</tr>
<tr>
<td>African-American</td>
<td>49.83%</td>
<td>56.95%</td>
</tr>
<tr>
<td>Median Income</td>
<td>$59,794</td>
<td>$58,633</td>
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<tr>
<td>CPT: English</td>
<td>72.49</td>
<td>70.85</td>
</tr>
<tr>
<td>CPT: Reading</td>
<td>68.66</td>
<td>64.51</td>
</tr>
<tr>
<td>CPT: Math</td>
<td>44.40</td>
<td>39.42</td>
</tr>
<tr>
<td>N</td>
<td>592</td>
<td>5,545</td>
</tr>
</tbody>
</table>
English 101/102 Completion and Persistence Through Fall 2011: Balanced Matched Sample
Regression Results: Matched Groups

• Do results look different if we create a balanced sample of similar ALP and non-ALP students?
• ALP students were more likely to:
  – Complete English 101 within one year by 31 percentage points
  – Complete English 102 within one year by 19 percentage points
  – Persist to the next year by 11 percentage points
• Using a balanced matched sample increases likelihood of ALP students achieving these outcomes compared to non-ALP students
Summary of Findings

• Using data on more cohorts across more time, ALP students outperform their non-ALP counterparts in most significant outcomes

• ALP students have higher overall completion rates for English 101/102, but lower conditional pass rates for 102

• Regression results also indicate that ALP students are more likely to complete 101/102, persist to next year

• Greater difference between ALP and non-ALP students in the newer cohorts compared to older cohorts

• Balanced match regressions showed increase in the likelihood of ALP students achieving outcomes
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