

BSI Action Research Plan

Research Focus: **English 836/Read 836 & English 846 Student Subsequent Success in English 100** Action Research Team: **Eng. Dept.**

Research Question	Outcome Results	Conclusions & Recommendations	Links
<p>1. Basic Skills students who successfully complete a basic skills course and then subsequently enroll in a transfer level course in the same subject area successfully complete that course.</p> <p>2. What is the percentage of English 836 and 846 students who subsequently enroll in ENGL 100 or 105? How many times do they repeat the course before successfully completing, and how many successfully complete as compared to students who have either been placed into English 100 or come through the English series?</p>	<p>1.1 Seventy-one percent of Ss who successfully completed Eng/Read 836 or Eng 846 subsequently enrolled in Eng 100 or 105 during a 5-term period. On average, 57.4% of those were successful on the first try.</p> <p>2.1 On average, 13.7% of Eng 836 and Eng 846 Ss repeat the course before successfully completing. On average, 79.8% successfully complete either on the first try or on a subsequent course repeat compared to 69.5% of those Ss who either place into Eng 100 or are eligible through some other means, such as course equivalence or through the challenge process, or through ESOL 400.</p>	<p>1.1 Eng 836/Read 836 and Eng 846 may not be preparing students adequately for English 100/105.</p> <p>1.2 Examine Eng 836 and Eng 846 separately to see if a difference exists between subsequent course success between these two courses.</p> <p>1.3 Review course content of Eng 836 and Eng 846 to determine if these courses articulate well with Eng 100/105. These reviews are underway.</p> <p>1.4 Conduct norming sessions and other faculty professional development activities to ensure consistency in course content and grading standards. These sessions are underway.</p> <p>2.1 Review Placement Testing instrument. This review has been completed (see below).</p> <p>2.2 Determine success rates of ESOL 400 Ss in Eng 100/105. This study has been completed (see below).</p>	<p>SLOAC FYE Student Equity</p>

<p>3. Students with “See Counselor” placements are able to succeed at comparable rates as those who receive a placement in English 826.</p> <p>4. The rate of successful course completion (grades A,B,C,CR) is higher for students who place into a Basic Skills English, Reading course than it is for students who gain entry to Basic Skills courses through other means.</p>	<p>3.1 Ss with “See Counselor” placements, which are triggered by reading scores, have a 51.3% success rate in Eng 826, compared to 56% for all Eng 826 students.</p> <p>4.1 Eng 836—Success rates for both groups (with recent placement and without) were nearly identical.</p> <p>4.2 Read 836-- Success rates for both groups (with recent placement and without) were nearly identical.</p> <p>4.3 Eng and Read 836 taken concurrently—Ss who concurrently enrolled in Eng and Read 836 achieved significantly higher success rates than Ss who registered for only one of those classes—13% higher success rate in Eng 836 and 19% higher in Read 836.</p>	<p>3.1 Total #Ss affected by this placement is 39. That low number plus the nearly comparable success rates of all Eng 826 Ss seem to indicate that, at this time, creating a new course below Eng 826 is unwarranted.</p> <p>3.2 The overall low success rate in Eng 826 warrants further discussion as to how to bolster the rate through other kinds of intervention or pedagogical approaches, e.g. adding a required Supplemental Instruction unit(s) to be taken concurrently with Eng 826. Additionally, because of the significantly higher success rates of the integrated Eng and Read 836 course (Eng 846), creating an integrated Eng and Read 826 course should be considered. Consideration for creating such a course is already underway.</p> <p>4.1 Eng 836—Though success rates were nearly identical in both groups, the very low success rates (47.4% with placement and 47.9 without) are of concern to the English Department and warrant further discussion as to how to improve these rates. A review of course content and/or teaching strategies among 836 teachers seems warranted. These discussions have already begun.</p> <p>4.2 Read 836 success rates are significantly higher in both groups (67.3% with placement and 65.3% without) than Engl 836 success rates. This finding suggests “assessment, prerequisites, course content, instructor standards, and departmental expectations are all reasonably well synchronized” (Biederman email, January 21, 2008).</p> <p>4.3 Eng and Read 836 should be made co-requisites. This action has been taken to the Curriculum Committee for approval at their May 7, 2008, meeting.</p>	
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<p>5. Placement cut scores are set appropriately to help achieve desired levels of student success in English and Reading developmental skills classes.</p>	<p>4.4 Eng 846 (integrated Eng 836 and Read 836)—Ss who gained entry through placement were significantly more successful than those who entered through other means. Eng 846 Ss had much higher success rates than Ss taking the separate Eng and Read 836 courses.</p> <p>5.1 Eng 100--Ss who gained entry to ENGL 100 by placement achieved significantly higher retention and success rates than those who satisfied other prerequisites. Additionally, Ss with placement recommendations achieved significantly higher grades (Biederman January 2008)</p> <p>5.2 Eng 836—“...assessment tests do determine readiness for instruction for ENGL 836 in a manner consistent with the level of preparation provided by prerequisite</p>	<p>4.4.1 The significantly higher success rates among Ss who place into 846 than those who don't suggest that review of the prerequisite courses is warranted. This review is underway.</p> <p>4.4.2 The relatively high success rates of Ss in Eng 846 (72.2%) compared to the success rates of Ss enrolled in the separate courses suggests that “there may be important instructional differences between the courses that are unrelated to the assessment process. The implications of integrated, concurrent, and sequential approaches to teaching English and reading at the associate level appear to merit faculty attention” (Biederman). Creating an integrated course for English and Reading 826 is underway, and discussions with associate faculty at the 836 level are also underway.</p> <p>5.1 “The placement test appears to be working well, and no evidence was found to suggest adjustments to cut scores should be made at this time” (Biederman January 2008).</p> <p>5.2 No changes to the placement test are warranted at this time.</p>	
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	<p>classes...Additionally, there does not appear a case for adjusting cut scores at this time” (Biederman January 2008).</p> <p>5.3 Read 836—“...assessment tests do reliably determine readiness for instruction for READ 836 and may be used as reasonable predictors of student success...Additionally, there does not appear a case for adjusting cut scores at this time” (Biederman January 2008).</p> <p>5.4 Eng 846—“the impressive performance of students with placement recommendations for ENGL 846 strongly suggests that the Skyline College Assessment tests do reliably determine readiness for instruction for ENGL 846 and may be used as reasonable predictors of student success. Additionally, there does not appear a case for adjusting cut scores at this time” (Biederman January 2008).</p>	<p>5.3 No changes to the placement test are warranted at this time.</p> <p>5.4 No changes to the placement test are warranted at this time.</p>	
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Further research questions:

1. Compare student outcomes in English 100 of students entering the course from the prerequisite courses: English/Reading 836 and English 846.
2. Compare student outcome in English 100 of ESOL 400 students who enter 400 through placement vs. those who enter 400 through the prerequisite course.
3. What is the number of English 826 students who persist through to and succeed in English 100 within a 5-term period?

Action Research Guiding Questions

1. What are some of the evident trends found in the research (e.g., look for highs and lows across the data points, as well as outliers and patterns and differences in the population segments)?
2. How might you explain the more salient trends?
3. How do the snapshot data points (e.g., term or year) compare to the benchmark data (e.g., averages)?
4. What is reasonable benchmark performance?
5. What general conclusions can you draw from the data?
6. What decisions or recommendations based on the data can you make (including additional research)?
7. What other questions are there that may need to be answered by research to help inform the decisions or recommendations?