

Did You Know?

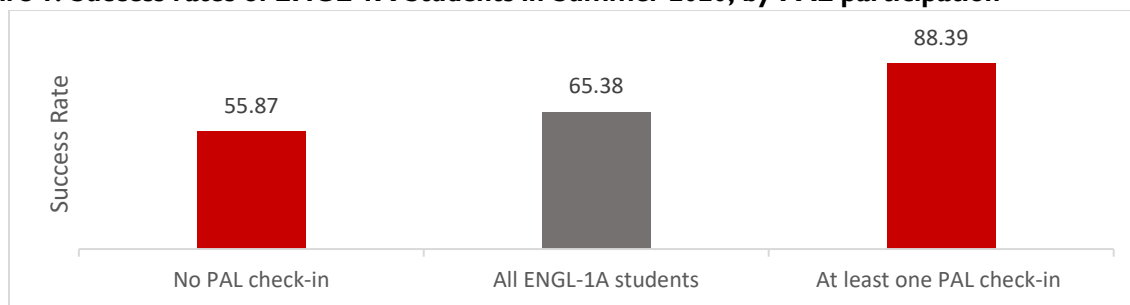
This issue's topic: Online Instructional Support and Success Rates in English IA

Overview: At the request of the Associate Superintendent of Instruction and Institutional Effectiveness, the Office of Institutional Research examined Personal Assistants for Learning (PAL) Program Participation and English IA success rates during the Summer 2020 semester, disaggregated by student demographic characteristics. Overall, students who met with a PAL at least once were 58% more likely to successfully pass the class than students who did not meet with a PAL.

Findings: In the Summer 2020 semester, 1,060 students earned a grade on record in ENGL-IA. Of these students, 310 (29.3%) met with a PAL at least one time.

Overall, 65.38% of ENGL-IA students successfully completed the course. Comparatively, eighty-eight percent (88.4%) of students who met with a PAL at least one time successfully completed ENGL-IA. About fifty-six percent (55.9%) of students who did not meet with a PAL successfully completed the course.

Figure 1. Success rates of ENGL-IA Students in Summer 2020, by PAL participation



PAL's conducted three different types of sessions during the Summer 2020 semester: (1) individual tutoring sessions, (2) group sessions, and (3) directed learning activity (DLA) sessions. 35% of sessions were individual tutoring sessions, 45% were group sessions, and 20% were DLA sessions. Sessions ranged in time from a few minutes to 3 hours. On average, individual sessions lasted 33 minutes, group sessions lasted 37 minutes, and DLA sessions lasted 21 minutes. Table I displays how much time was spent in a session, disaggregated by the type of session.

Table I. Time (Minutes) Spent in a Session, by Session Type

	Individual Session		Group Session		DLA Session	
	N	%	N	%	N	%
Less than 30 minutes	180	53.3	134	31.2	162	84.4
31 minutes – 60 minutes	133	39.4	269	62.7	19	9.9
61 minutes – 90 minutes	14	4.1	22	5.1	10	5.2
91 minutes – 120 minutes	7	2.1	0	0.0	0	0.0
121 minutes – 150 minutes	3	0.9	4	0.9	1	0.5
151 minutes or more	1	0.3	0	0.0	0	0.0
Total	338	100.0	429	100.0	192	100.0

As demonstrated in Table 2, men who met with a PAL at least once were 48% more likely to successfully pass the class than men who did not meet with a PAL. Women who met with a PAL at least once were 62% more likely to successfully pass the class than women who did not meet with a PAL.

African American and Hispanic students experienced the greatest impact of PAL participation on their success. African American students who met with a PAL at least once were 74% more likely to successfully pass the class than African American students who did not meet with a PAL. Hispanic students were 66% more likely to successfully pass the class if they met with a PAL at least once. The success rates of Asian and White students also improved with PAL participation. Asian students who met with a PAL at least once were 32% more likely to successfully pass the class than Asian students who did not meet with a PAL. Finally, White students were 29% more likely to successfully pass the class if they met with a PAL at least once.

When success rates are disaggregated by age range, older students experience the greatest impact of PAL participation on their success. Students between the ages of 40 and 49 were 88% more likely to successfully pass the class if they met with a PAL at least once. Students 50 years or older who met with a PAL at least once were 71% more likely to successfully pass the class than students 50 years or older who did not meet with a PAL. Students between the ages of 35 and 39 who met with a PAL at least once were 69% more likely to successfully pass the class than 35 to 39 year old students who did not meet with a PAL. Students who were 24 years or younger were 59% more likely to successfully pass the class if they met with a PAL at least once. Students between the ages of 30 and 34 were 49% more likely to successfully pass the class if they met with a PAL at least once. Finally, students who were 25 to 29 years of age were 45% more likely to successfully pass the class if they met with a PAL at least once.

Table 2. Success Rates and PAL Program Participation, by Student Demographic Characteristics

	No PAL check-ins	At least one PAL check-in	Percentage Growth
Gender			
Men	56.9%	84.4%	+48%
Women	55.4%	89.3%	+62%
Race/Ethnicity*			
African American	47.8%	83.3%	+74%
Asian	64.2%	84.6%	+32%
Caucasian	68.6%	88.6%	+29%
Hispanic	53.6%	89.2%	+66%
Age Range			
19 or younger	59.2%	94.2%	+59%
20 to 24	51.5%	82.1%	+59%
25 to 29	60.4%	87.5%	+45%
30 to 34	53.7%	80.0%	+49%
35 to 39	54.6%	92.3%	+69%
40 to 49	47.6%	89.3%	+88%
50 or older	50.0%	85.7%	+71%
All ENGL-IA Students	55.9%	88.4%	+58%

*Native American, Pacific Islander, Two or more races, and Unknown race/ethnicity categories were not reported due to small sample sizes.

Methodology: Student meetings with their PALs were tracked using a Qualtrics form that asked the student to check in and out of their meeting. Grades and demographic data were accessed via Informer (Colleague). Additional demographic data were accessed through Chaffey College’s Chancellor’s Office Management Information System (COMIS) referential data files. This report considers only those students who earned a grade on record – an A, B, C, D, F, FW, CR, NC, I or W grade. Students with grades of EW or IP were not considered. Successfully completing ENGL-IA requires a grade of A, B, C or CR grade¹.

If you have any questions or comments about this report, please contact Amanda Admire at Amanda.Admire@chaffey.edu or 909-652-6463.

¹ There were not any CR/NCR grades recorded.