



Fast Track to Success: Pathways to Completion at Chaffey College



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The Beginning

- Fall 2009
 - Research on emerging trends for Educational Master Plan - Acceleration
 - VP Instruction promoted the idea of exploring acceleration
- Spring 2010
 - Scheduled 9 classes (Math and Spanish) in compressed formats for **Fall 2010**
- Summer 2010
 - Basic Skills Leadership Institute focus for Chaffey's project was Accelerated Learning



The Accelerated Path to Fast Track

- Fall 2010
 - 9 Fast Track classes (compressed format)
 - Created the Accelerated Learning Task Force
 - Decided to focus on compressed courses first, curriculum changes later
- Spring 2011
 - 12 Fast Track classes scheduled with an additional 30 Fast Track (second half of semester) classes added later to meet base/growth
 - VP of Instruction promoted the growth of Fast Track to meet several goals
 - Met with each department/coordinator/dean to advocate Fast Track scheduling for Fall 2011/Spring 2012
 - MSLQ Survey of Fast Track students
 - Self-efficacy

Acceleration and Self-efficacy

- Which factors predict course performance in Fast Track courses?
 - Demographics (gender, age, work hours, ethnicity)
 - The Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich et al., 1991)





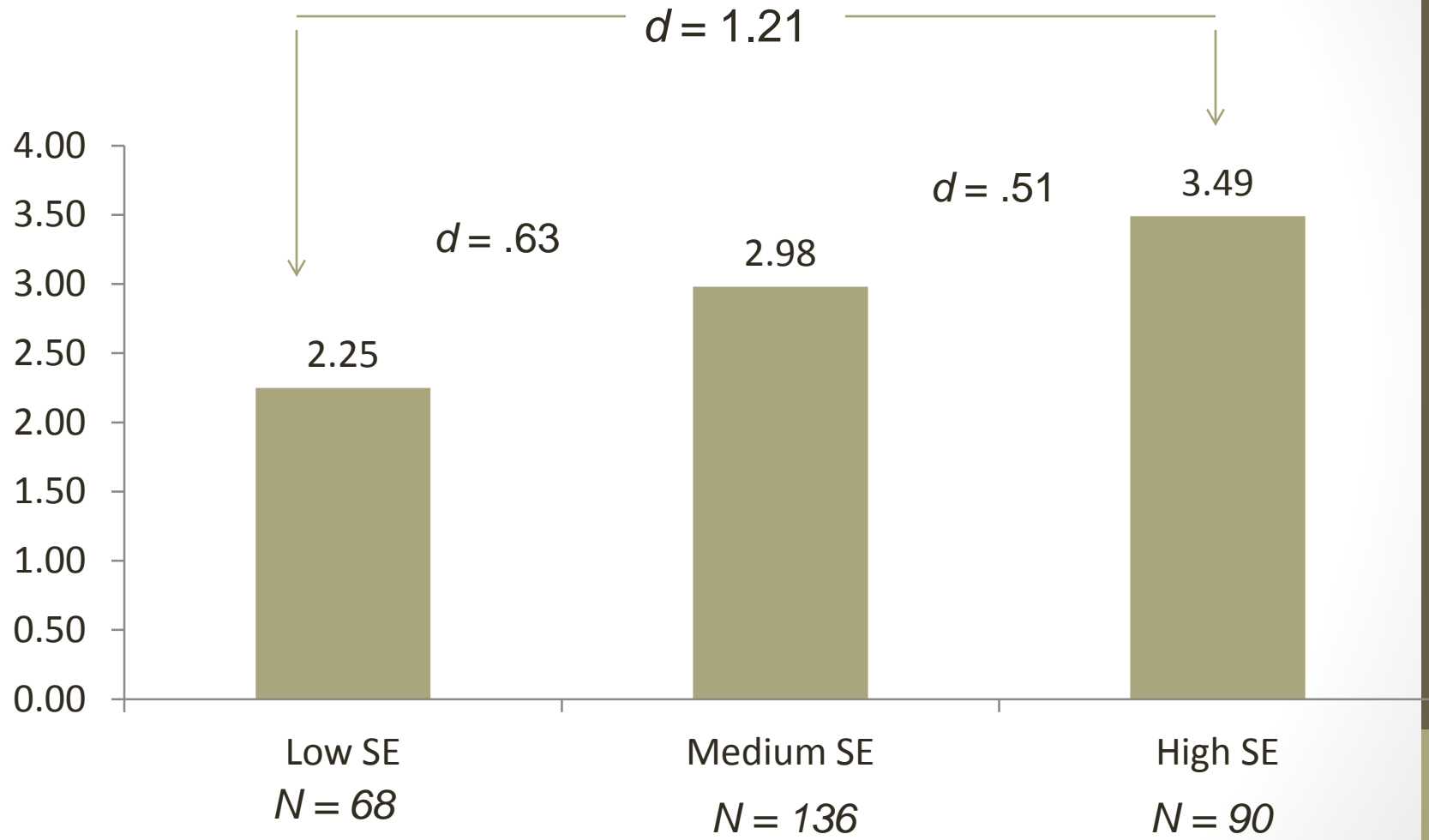
Acceleration and Self-Efficacy

Self-Efficacy Assessment (MSLQ; Pintrich et al., 1991) - Survey Items

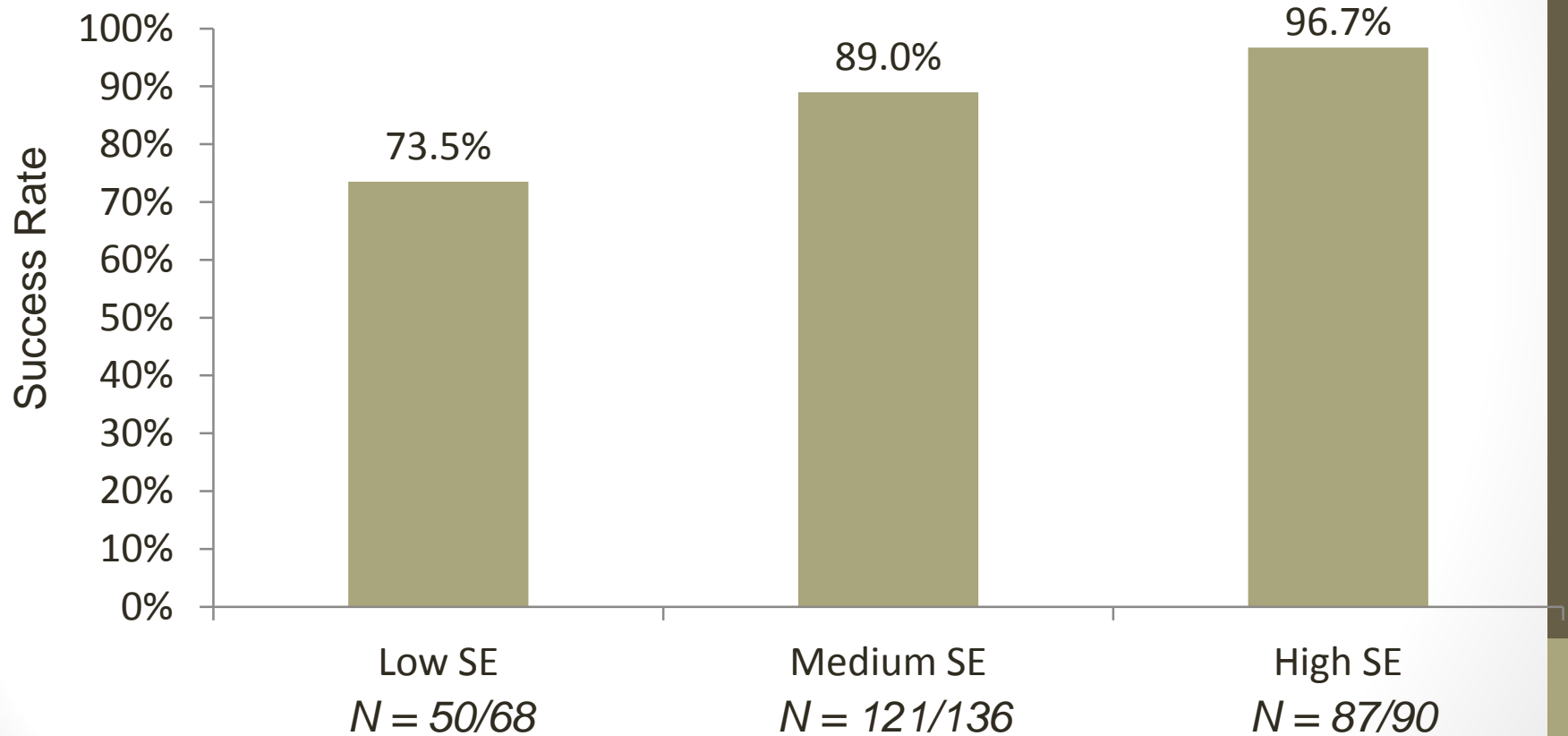
1. I believe I will receive an excellent grade in this class
2. I'm certain I can understand the most difficult material presented in the readings for this course
3. I'm confident I can learn the basic concepts taught in this course
4. I'm confident I can understand the most complex material presented by the instructor in this course
5. I'm confident I can do an excellent job on the assignments and tests in this course
6. I expect to do well in this class
7. I'm certain I can master the skills being taught in this class
8. Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class

The Average Grades Earned on the Basis of Self-Efficacy (SE) Scores among Fast Track Students (N = 294; Spring 2011)

Avg. Grade (GPA Scale)



The Average Success Rates on the Basis of Self-Efficacy (SE) Scores among Fast Track Students (N = 294; Spring 2011)





Fast Track is on the Speedway

- Fall 2011/Spring 2012
 - 100 + Fast Track sections in both Fall 2011 and Spring 2012
 - Accelerated Learning Faculty Inquiry Team
 - Research
 - Focus Groups (student and faculty)
 - Surveys (students, instructors, and counselors)
 - Syllabi analysis (60 + syllabi)
 - Results
 - Best Practices
 - Syllabus Statement for Fast Track
 - Tips for Students
 - Changes to the Fast Track Website
 - Recommendations for the Task Force
 - Shared data across campus, committees, etc.



Faculty Inquiry Team: Fast Results on Fast Track

What We Thought Before the FIT

- Fast Track was best for motivated, prepared students who wanted challenging work
- Fast Track instruction was the same as full-term except in a shorter time period
- Students would take the same number of units, just in a different way through Fast Track

What We Discovered

- Fast Track is beneficial for *any* student who is willing/able to attend class regularly and do the work
- Fast Track instruction required modifications for the instructor in planning, grading, and structuring of activities.
- Many students took more units when taking Fast Track courses.

Student Perceptions of Fast Track

Fall 2011 Student Survey Results

- Compared to full-term courses, survey respondents:
 - Preferred the faster pace in Fast Track courses
 - Felt more connected to their instructors in Fast Track courses
 - Felt more connected to their classmates in Fast Track courses
- Survey respondents were highly satisfied with their Fast Track course experiences
 - $M = 4.31$ on a scale from 1 -5
 - 91.5% would take another Fast Track course at Chaffey





Student Perceptions of Fast Track

Fall 2011 Student Survey Results, cont'd.

- Facilitators of success in Fast Track
 - Regular class attendance (59.8%)
 - Shorter time period motivates to do well (57.9%)
 - No time to procrastinate (51.9%)
- Barriers to success in Fast Track
 - Other family/work responsibilities (29.2%)
 - Not enough time to complete assignments (28.4%)
 - Work schedule (23.0%)

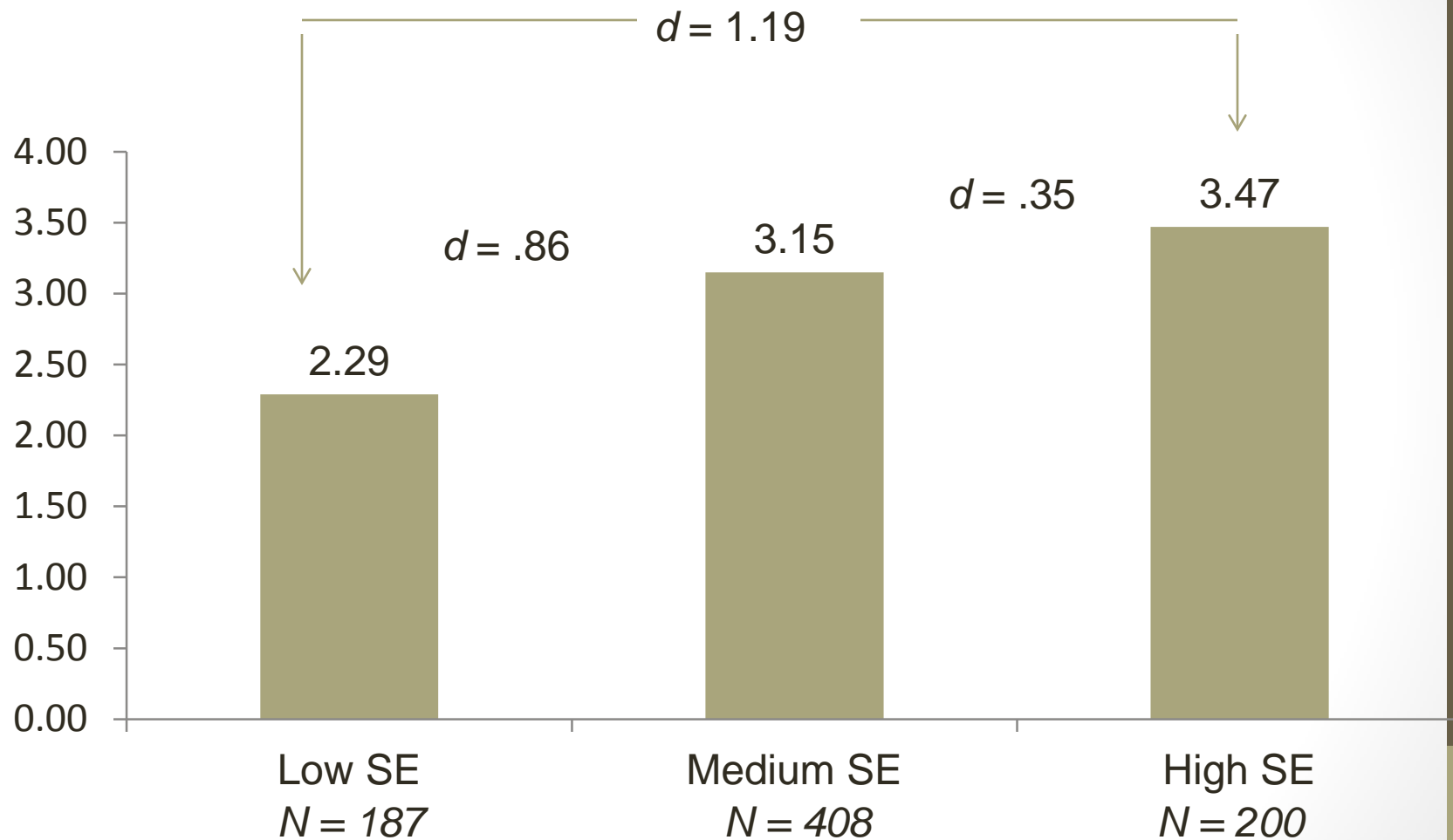
Digging deeper into self-efficacy

- Do students experience a change in self-efficacy (SE) from beginning to end of the semester?
- Will analysis with a new cohort of students replicate those found with the SP2011 cohort?
- Will Pre-test SE also predict course performance?

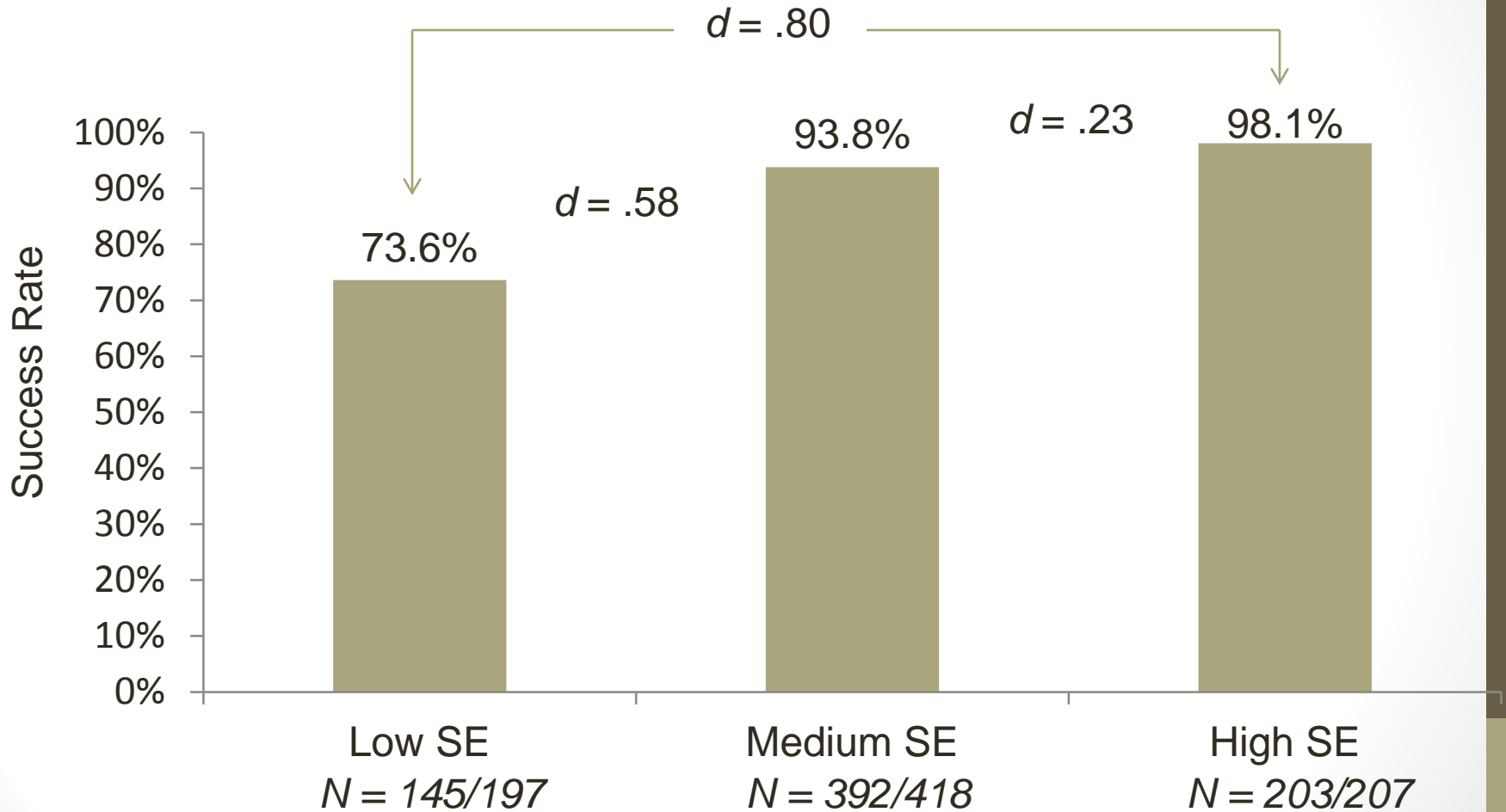


The Average Grades Earned on the Basis of Post-Test Self-Efficacy (SE) Scores among Fast Track Students Completing both the Pre and Post-Test Surveys (N = 795; Spring 2012)

Avg. Grade (GPA Scale)

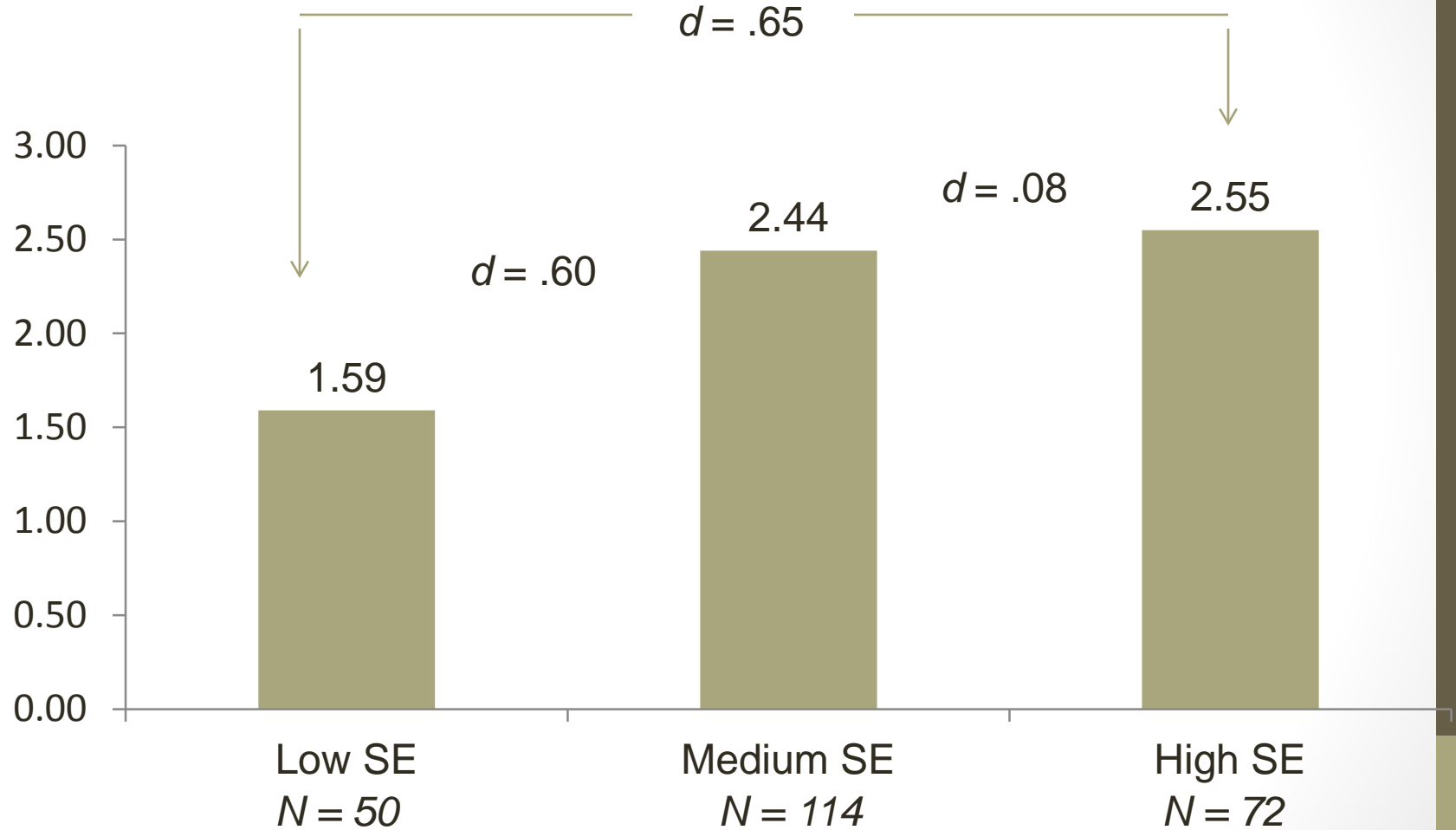


The Average Success Rates on the Basis of Post-Test Self-Efficacy (SE) Scores among Fast Track Students Completing both the Pre- and Post-Test Surveys (N = 822; Spring 2012)

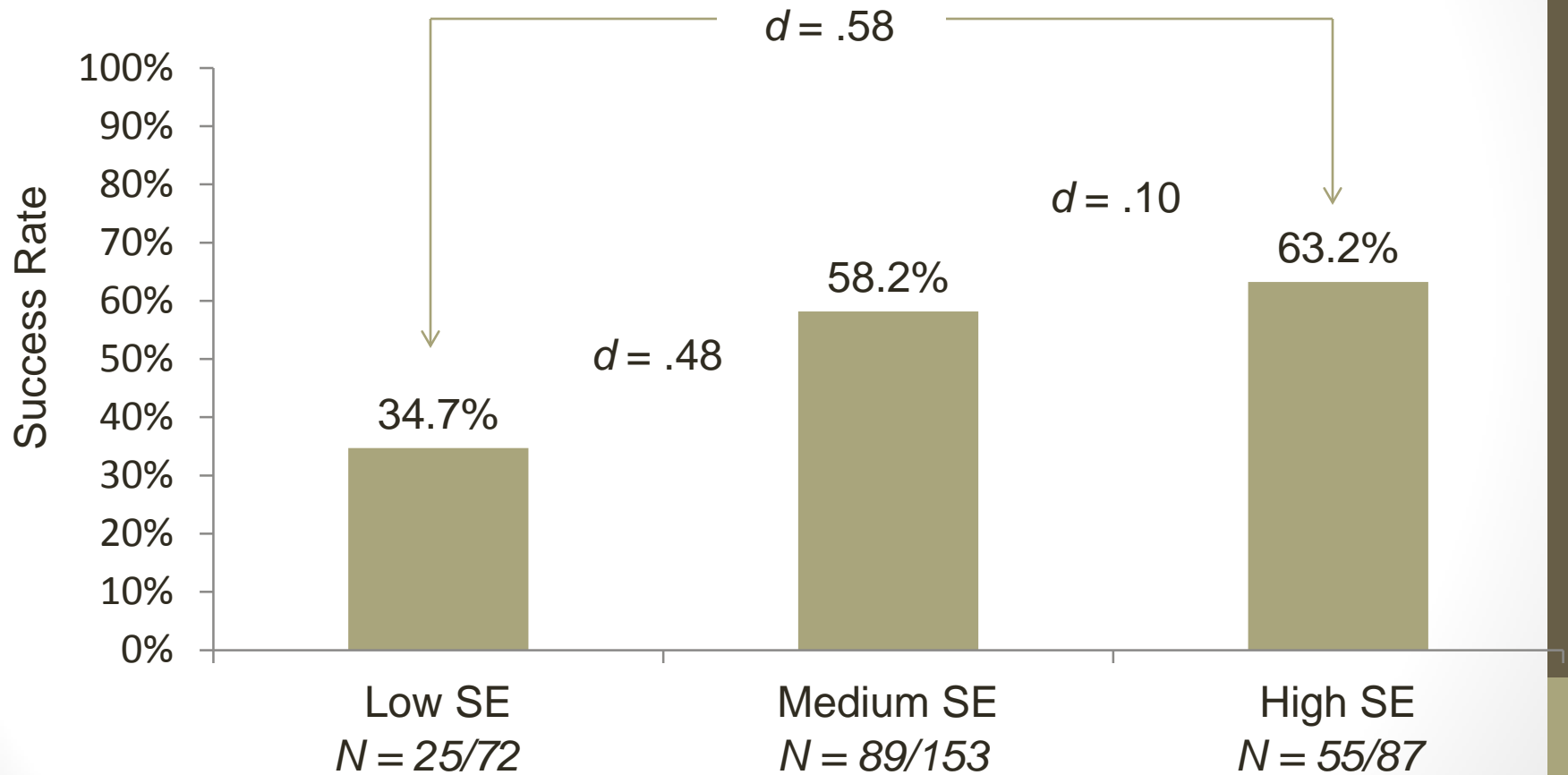


The Average Grades Earned on the Basis of Pre-Test Self-Efficacy (SE) Scores among Fast Track Students Completing only the Pre-Test Survey (N = 236; Spring 2012)

Avg. Grade (GPA Scale)

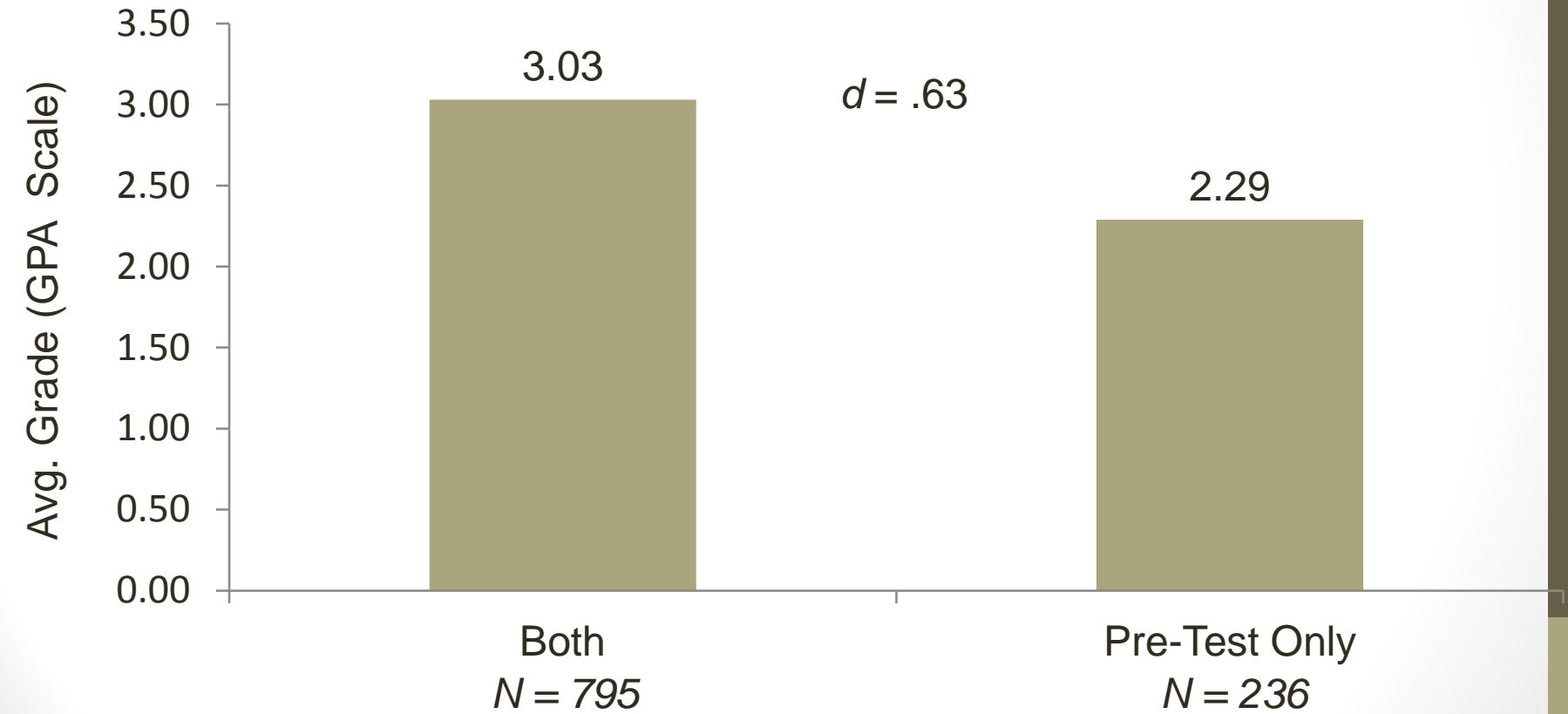


The Average Success Rates on the Basis of Pre-Test Self-Efficacy (SE) Scores among Fast Track Students only Completing the Pre-Test Survey (N = 312; Spring 2012)

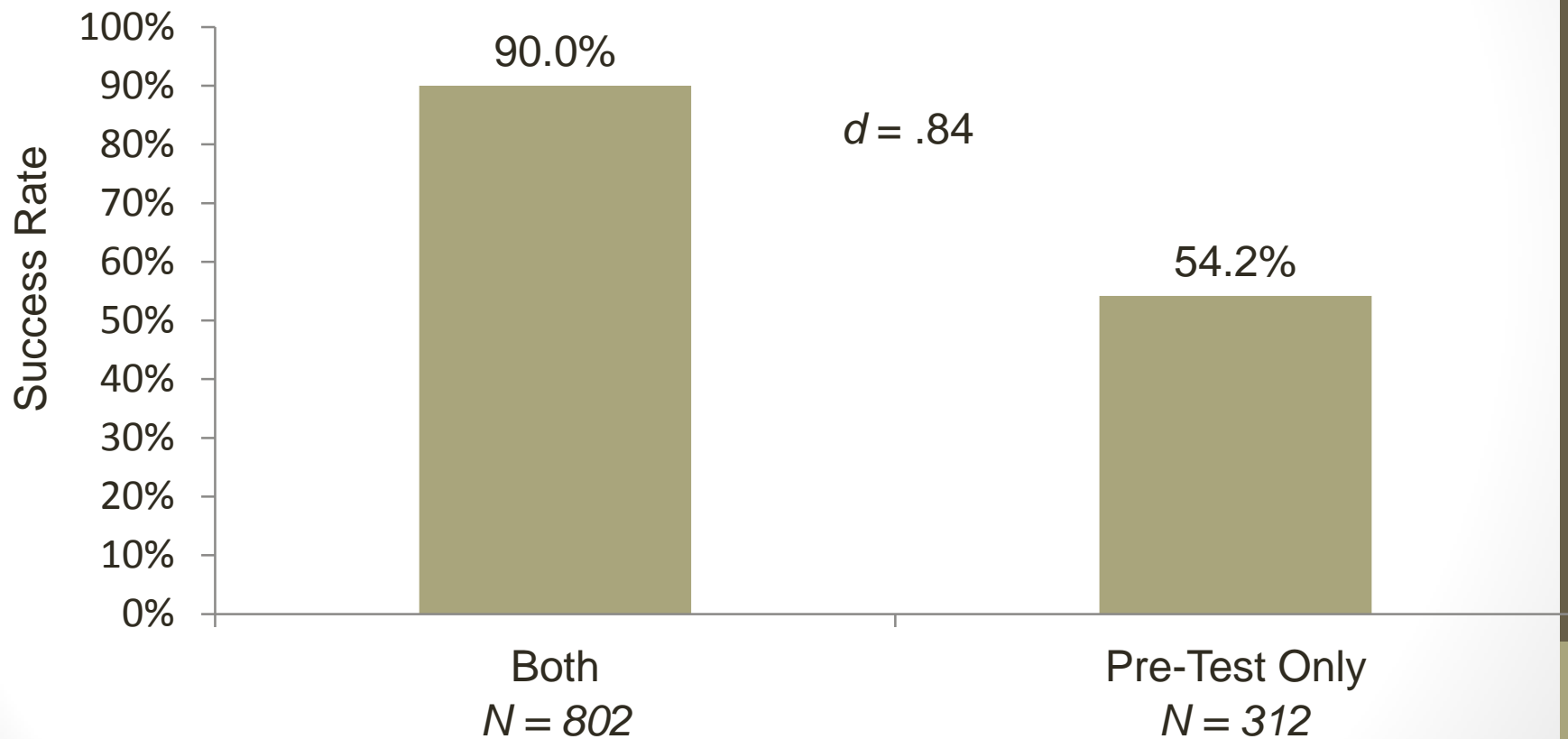




The Average Grades Earned by those Completing the Self-Efficacy Measure at Pre-Test and those Completing the Measure at both Pre and Post-Test (Spring 2012)



The Average Success Rates of those Completing the Self-Efficacy Measure at Pre-Test and those Completing the Measure at both Pre and Post-Test (Spring 2012)



Predictors of Course Performance among Fast Track Students Completing both the Pre and Post-Test Self-Efficacy (SE) Measure (N = 623)

Predictor	B (SE)	Beta	Zero-Order r	Semi-Partial r	Effect Size $ d $
Self-Efficacy (Post)**	.09 (.01)	.42	.42	.41	.90
Age Range**	.13 (.03)	.18	.19	.18	.36
Af. American vs. Others*	-.31 (.15)	-.08	-.05	-.07	.14
Hispanic vs. Others	-.14 (.09)	-.07	-.12	-.05	.10
First-Gen Status	.06 (.08)	.03	.05	.03	.05
Asian vs. Others	.10 (.16)	.03	.07	.02	.04
Gender	-.01 (.08)	-.002	-.11	-.002	.004
Work Hours	<.01 (<.01)	.005	.05	.005	.01

* $p < .05$; ** $p < .01$

$R^2 = .22$

Sequence Completion and Success



Tracking through the English course sequence

ENGL-550 → ENGL-450

ENGL-450 → ENGL-1A

- Success rates in the first course of the English sequence were higher in Fast Track than in non-Fast Track courses
- Progression from the first to the second course in the English sequence was greater in Fast Track than in non-Fast Track courses
- Success rates in the second course in the English sequence were higher in Fast Track than in non-Fast Track courses

Sequence Completion and Success

Fast Track

ENGL-550

61 Students
52 Successful
Success Rate = **85.2%**

ENGL-450

51 Students
83.6% Progressed
43 Successful
Success Rate = **84.3%**

Non- Fast Track

ENGL-550

672 Students
446 Successful
Success Rate = **66.4%**

ENGL-450

334 Students
49.7% Progressed
229 Successful
Success Rate = **68.6%**

Sequence Completion and Success



Tracking through the Math course sequence

MATH-510 → MATH-520

MATH-520 → MATH-410

MATH-410 → MATH-425

MATH-425 → MATH-25

- Success rates in the first course of the Math sequence were higher in Fast Track than in non-Fast Track courses for one sequence and lower for three sequences* (*small data sets for some courses)
- Progression from the first to the second course in the Math sequence was greater in Fast Track than in non-Fast Track courses for two sequences and lesser for two sequences* (*small data sets for some courses)
- Success rates in the second course in the English sequence were higher in Fast Track than in non-Fast Track courses for two sequences and lower for two sequences

Sequence Completion and Success

Fast Track

MATH-425

111 Students
65 Successful
Success Rate = **58.6%**

MATH-25

45 Students
40.5% Progressed
26 Successful
Success Rate = **57.8%**

Non- Fast Track

MATH-425

1,178 Students
620 Successful
Success Rate = **52.6%**

MATH-25

235 Students
19.9% Progressed
151 Successful
Success Rate = **64.3%**

Success Rates By Department

Success Rates by Department in Fast Track and Non-Fast Track Courses, AY 2011-12

Department	Fast Track		Non-Fast Track		d
	Success Rate	Total GOR	Success Rate	Total GOR	
ACCTG	46.2	132	60.3	1,502	.28
ANTHRO	84.7	274	75.8	2,078	.22
BUSOT	69.1	563	71.4	2,762	.05
CDE	79.7	158	74.1	1,662	.13
CIS	78.1	525	62.6	2,807	.34
ECON	73.7	118	71.5	1,238	.05
ENGL	82.9	561	69.2	9,206	.32
HIST	62.2	246	58.1	4,929	.08
MATH	63.5	1,640	54.1	9,328	.19
PHIL	68.9	119	66.4	2,672	.05
PS	61.3	137	60.7	2,473	.01
PSYCH	70.6	419	68.3	4,229	.05
READ	94.1	324	73.4	2,972	.60
SOC	73.8	206	74.7	3,525	.02
SPAN	76.4	254	72.5	1,890	.09
TOTAL	76.4	8,618	69.9	99,067	.15



FT is higher than Non-FT



FT and Non-FT are similar



FT is lower than Non-FT

Retention Rates By Department

Retention Rates by Department in Fast Track and Non-Fast Track Courses, AY 2011-12

Department	Fast Track		Non-Fast Track		d
	Retention Rate	Total GOR	Retention Rate	Total GOR	
ACCTG	75.0	132	80.5	1,502	.13
ANTHRO	96.4	274	92.1	2,078	.19
BUSOT	84.7	563	89.8	2,762	.15
CDE	94.9	158	93.1	1,662	.08
CIS	92.0	525	87.7	2,807	.14
ECON	83.9	118	88.0	1,238	.12
ENGL	93.6	561	90.0	9,206	.13
HIST	86.2	246	87.1	4,929	.03
MATH	85.3	1,640	82.8	9,328	.07
PHIL	95.8	119	87.0	2,672	.32
PS	91.2	137	84.8	2,473	.20
PSYCH	94.7	419	91.3	4,229	.14
READ	97.8	324	92.4	2,972	.26
SOC	89.3	206	91.0	3,525	.06
SPAN	91.3	254	89.5	1,890	.06
TOTAL	91.1	8,618	89.2	99,067	.07



FT is higher than Non-FT



FT and Non-FT are similar



FT is lower than Non-FT



Fast Track: The Curriculum Phase

- Spring 2012
 - Curriculum Revisions for English and Reading began
 - English and Reading – merging departments and curriculum
 - Changing from
 - 3 courses below college level in English + 5 courses below college level in Reading to 3 courses
 - 3 courses total below college level in Reading/English
- Summer 2012
 - Reading/English curriculum created and completed
- Fall 2012
 - Reading/English curriculum approved by the Curriculum Committee
- Fall 2013
 - Reading/English courses implementation/replacing old sequences

Fast Track Pit Stops

- Schedule of Classes
- Calendar
- Website
- Last day to add/drop
- Linking courses in sequences
- Inputting courses in Datatel
- Training faculty
- Adjusting support services
 - Workshops and groups in the Success Centers
 - Counseling
 - Admissions
 - Bookstore
 - Financial Aid



Scaling Up Fast Track



- Courage/Leadership
- Research
- Innovation
- Collaboration
- Shared Governance/Administrative Support/Faculty Support
- Sharing Evidence/Data
- Educate/Advocate
- Faculty Inquiry
- Structural/Procedural Modifications
- Commitment from all areas
- Feedback/Response to Feedback



Acceleration Case Study

- Let's apply strategies for collecting and analyzing evidence and strategies for scaling up to a case study.

Accelerating Your Own Practice



- Brainstorm possible ways you can scale up acceleration on your campus using the worksheet.
- Share your ideas in groups of 3 to 4 people.
- What is the first thing you plan to do regarding creating and/or scaling up your accelerated program when you get back to your campus?

For more information

- <http://www.chaffey.edu/fasttrack/index.shtml>
- <http://www.chaffey.edu/research/>