

ILP Results: Fall 2005, Winter 2006, Spring 2006

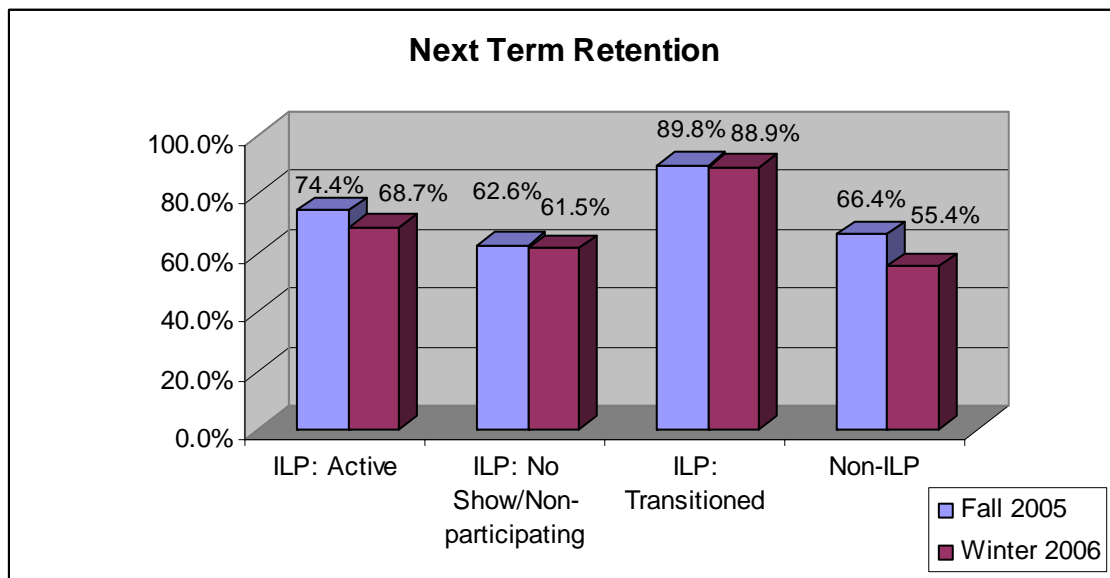
Analyses of term-to-term retention, first term GPA, and success rates in the first term for students participating in the Individual Learning Program (ILP) from Fall 2005, Winter 2006, and Spring 2006 indicate that those who qualify for the program and participate enjoy advantages in academic performance over those who qualify and do not participate. This is particularly true of students who complete the program. Effective Summer 2005, students who qualified for the ILP program were categorized into groups:

- A = Active (currently participating in the ILP program)
- NP = Non-Participating (student has received some services)
- NS = No Show (student has received no services)
- T = Transitioned (completed the entire ILP program)

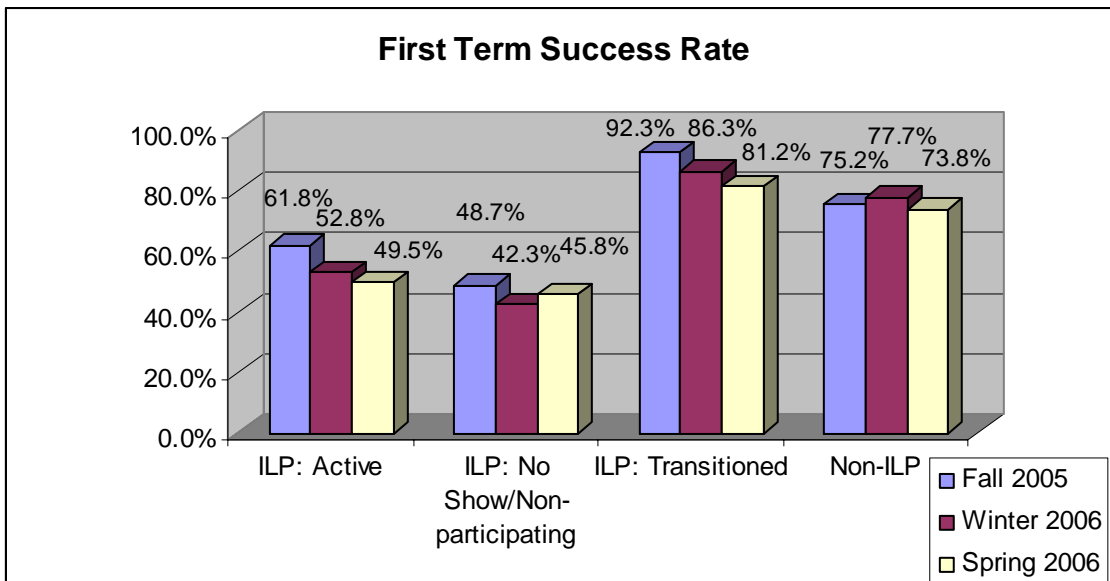
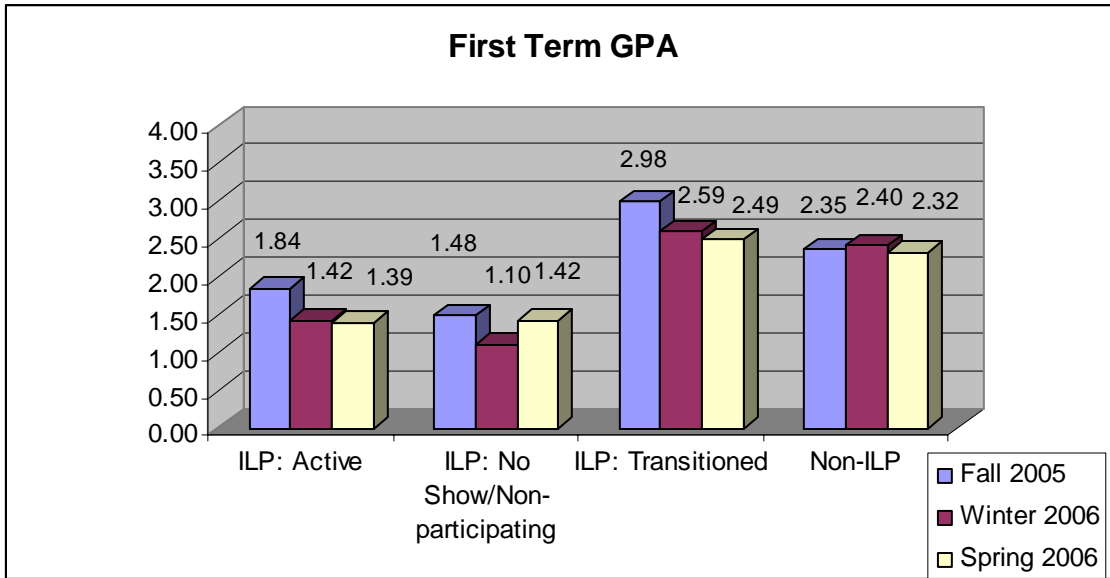
First-time students from Fall 2005, Winter 2006, and Spring 2006 were included in analyses to determine whether participation in the ILP program is associated with academic benefits for first-time students. The number of students falling in each category was as follows:

	Fall 2005	Winter 2006	Spring 2006
ILP: Active	550	163	145
ILP: No show/non-participating	155	78	36
ILP: Transitioned	49	36	4
Non-ILP	3908	1972	1402

Students who were active in the ILP program had a higher rate of retention to the following term than those who did not participate, and those few who transitioned from the ILP program had even higher next-term retention rates than non-ILP students (results for Spring 2006 ILP students will not be available until Fall 2006 quarter). All differences discussed below were statistically significant at the $p < .001$ level.



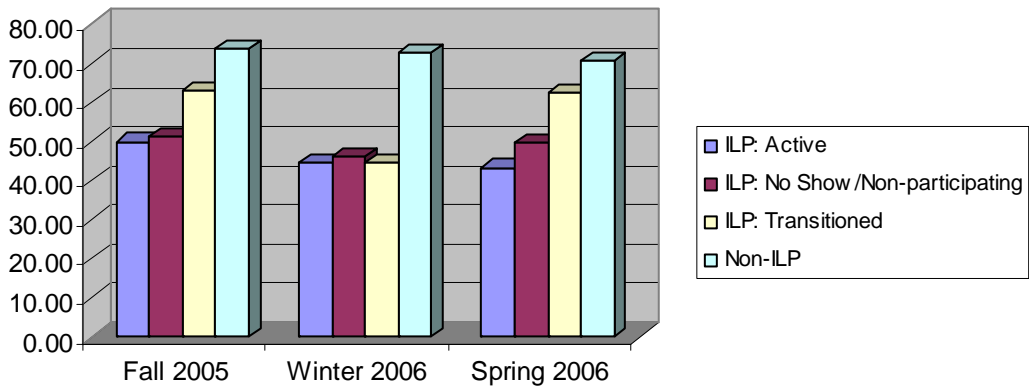
Similar benefits for ILP program participants were seen in terms of first-term GPA and success rates (percent of classes where the student received an A, B, C, P, or S).



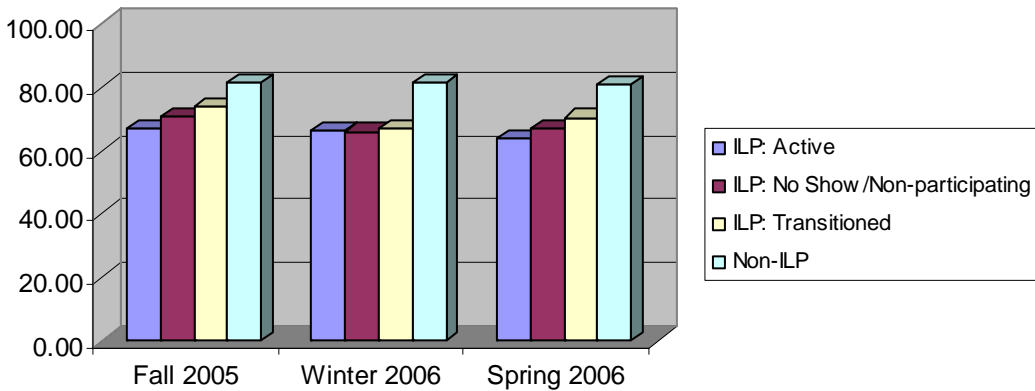
In each term, those first-term students who were active in the ILP program outperformed those who qualified but chose not to participate or had limited participation. Those students who completed the ILP program outperformed all other first-time students, even those who had not been referred to the ILP program.

In the Fall 2005 analysis of ILP students, students who had transitioned had higher placement test scores than those who were active in the ILP program or those who had not participated. **This was not the case in for any placement tests in Winter 2006;** for the Winter 2006 ILP cohort students who did not participate had higher numeric and writing placement test scores than students who transitioned.

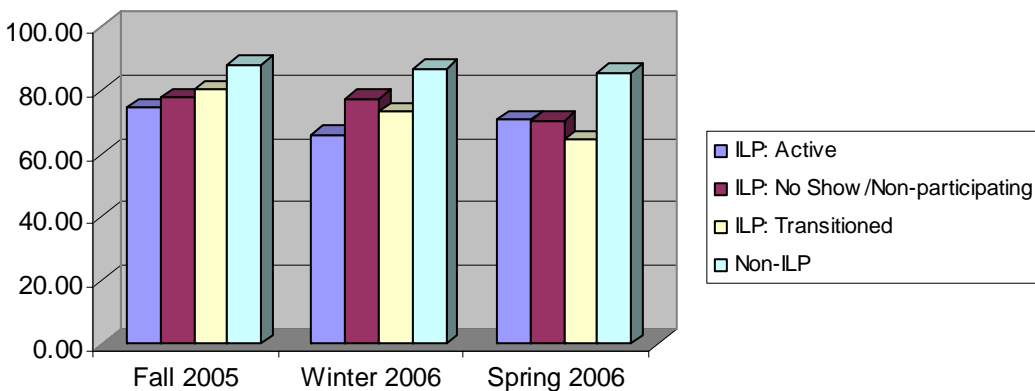
Numeric Placement Test Scores by Category



Reading Placement Test Scores by Category



Writing Placement Test Scores by Category



In other words, the higher academic performance of students who transitioned was not always attributable to better college preparation, as indicated by placement test scores. In Winter and Spring 2006, sometimes students who transitioned had lower placement test scores than students who were active, in some cases lower than students who had chosen not to participate. In addition, when the influence of placement scores on first term GPA and success rates were statistically removed using ANCOVA, the differences between the groups remained statistically significant at the $p < .001$ level. When placement test scores were accounted for, those students who transitioned still had higher first-term GPAs and higher success rates than all other students, even above those who had not participated in the ILP program, making it less likely that their higher academic performance was due simply to higher levels of college preparedness. The fact that those students who transitioned from the ILP program had higher retention rates, first-term GPAs, and first-term success rates than their non-ILP peers is particularly impressive given that their non-ILP peers had the advantage of higher levels of college preparedness as measured by ACCUPLACER scores. **Unfortunately, relatively few ILP students had transitioned within the first couple of terms**, far higher numbers were either active or had chosen not to participate.

It is worth noting that academic performance for some groups tended to be higher in Fall than in Winter and Spring. For example, ILP-Active students had higher GPAs and higher success rates in Fall than they did in the other terms. This is consistent with previous research IPR has performed indicating that academic performance tends to be better for first-time Fall students than is the case for first-time Spring students.

For additional information regarding this study, please contact:

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