

Fall 2006 ILP Results

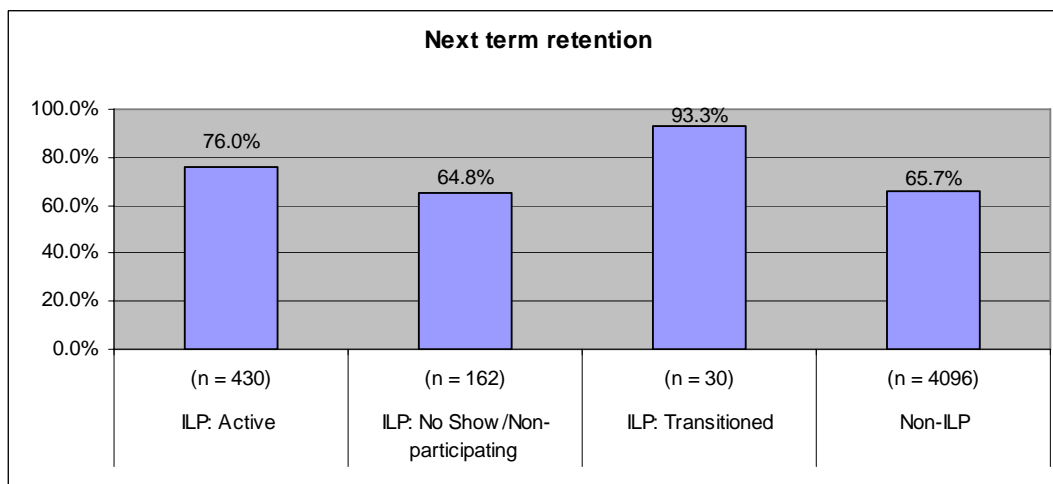
Since Fall 2003, Research, Analytics, and Reporting (RAR) has provided Student Success Services with quarterly reports on the academic success and retention of first-term students who participate in the Individual Learning Plan (ILP) program. While first-term ILP students have consistently had higher rates of retention than their non-ILP peers, in terms of academic performance measures ILP students have typically performed less well. This continued to be true of first time ILP students in Fall 2006.

Starting in 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)

A list of ILP students was obtained from Student Success Services, and this list was matched with a list of all first-time students attending Sinclair in Fall 2006 such that all first-time students were placed in one of the above categories. Next term retention, first-term GPA, and success rate (percent of classes in which the student received an A, B, C, or P) were compared for each category. As a point of comparison, all first-time students who were non-ILP students (perceived to not be “at risk”) were also included in the analyses.

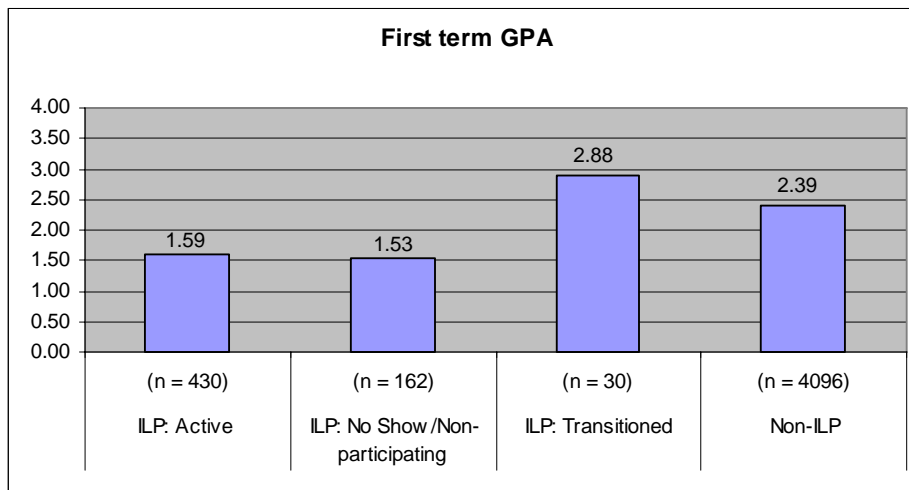
These analyses are displayed in the charts that follow. All differences that follow were statistically significant at the $p < .001$ level. It should be noted that while outcomes were most positive for students who had transitioned, this was by far the smallest group ($n=30$).



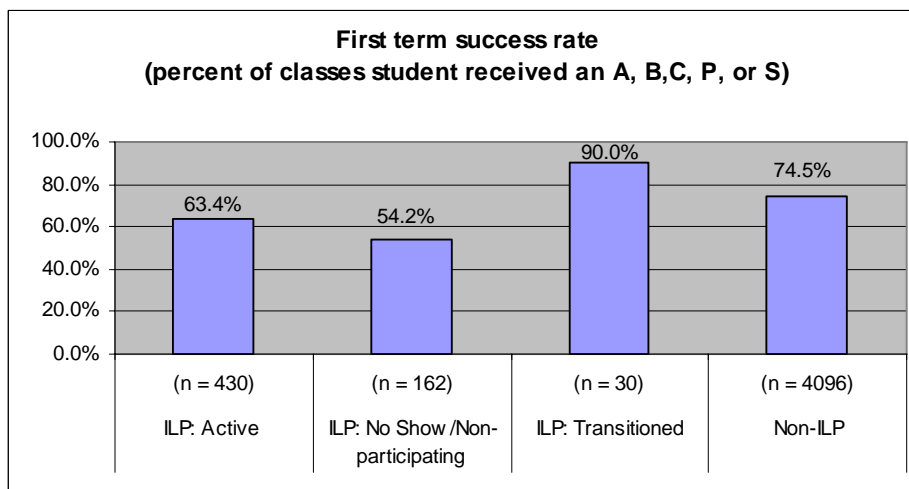
As can be seen in the preceding table, the highest rates of second-term retention (93.3%) were for those first-term ILP students who had completed the ILP program, with retention rates higher than first-time non-ILP students (66.7%). Active ILP students also

had a higher rate of next-term retention (76.0%) than non-ILP first-time students. Those students who qualified for the ILP program but who did not participate had the lowest rates of retention (64.8%). This is consistent with findings from previous years.

Students who had completed the ILP program also had a higher mean GPA than non-ILP students, who in turn had higher mean GPAs than active and non-participating ILP students. This is also consistent with findings from previous years, where ILP students overall have tended to have lower first term GPAs than non-ILP students.



Results for success rates were similar those of first term GPA. ILP students who transitioned had the highest success rates, followed by non-ILP students, active ILP students, and finally non-participating ILP students.



The following table compares results from Fall 2006 to those of Fall 2005.

	ILP: Active	ILP: No Show/ Non-participating	ILP: Transitioned	Non-ILP
Number of first-time students - 05/FA	n = 550	n = 155	n = 49	n = 3908
Number of first-time students - 06/FA	n = 430	n = 162	n = 30	n = 4096
Next term retention - 05/FA	74.4%	62.6%	89.8%	66.4%
Next term retention - 06/FA	76.0%	64.8%	93.3%	65.7%
First term GPA - 05/FA	1.84	1.48	2.98	2.35
First term GPA - 06/FA	1.59	1.53	2.88	2.39
First term success rate - 05/FA	61.8%	48.7%	92.3%	75.2%
First term success rate -06FA	63.4%	54.2%	90.0%	74.5%

As was the case last year:

- Those students who transitioned from the ILP program had the best outcomes both in terms of retention and in terms of first term GPA and success rates. However, this is by far the smallest group.
- Students who were active in the ILP program but who had not transitioned had better next term retention rates than their non-ILP peers, but did not perform as well academically in their first term.
- Students who actively participated in the ILP program had both higher retention rates and higher academic success rates than those who qualified for the ILP program but did not participate.

Taken together, these findings indicate that the ILP program succeeds in increasing academic success. For those students who transitioned it increased both retention and academic success above that of students who did not qualify for the program. For those students who were active but had not yet completed the program the ILP program increased retention over those who did not qualify for the program, and increased academic success in the first term over those who qualified but chose not to participate.

For additional information regarding this study, please contact:

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