

English 096 Success and Progression Analysis, Spring 2012-Spring 2014

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At the request of the English Department, the Office of Institutional Development and Technology examined outcome data, including success, progression, and placement, for English 096, a new course that allows students with placement scores of up to two levels below transfer to meet the prerequisite for ENGL-101 with just one course. More specifically, this research intended to answer the following questions:

- What are the overall and disaggregated (Ethnicity, Age, Sex, and Financial Need) progression rates for students who enrolled in the accelerated English course (English-096) compared to students who enrolled in traditional English-081 and -091 courses (Spring 2012, Summer 2012, Fall 2012, Winter 2013, Spring 2013, Summer 2013, Fall 2013, Winter 2014, and Spring 2014)?
- For students who enrolled in English-096 (Spring 2012, Summer 2012, Fall 2012, Winter 2013, Spring 2013, Summer 2013, Fall 2013, Winter 2014, and Spring 2014), where did they place in the English course sequence? What were their success rates by original placement?
- How do overall and disaggregated (Ethnicity, Age, Sex, and Financial Need) success rates for students who enrolled in the accelerated English course (English-096) compare to students who enrolled in traditional English-081 and -091/094 courses (Spring 2012, Summer 2012, Fall 2012, Winter 2013, Spring 2013, Summer 2013, Fall 2013, Winter 2014, and Spring 2014)?

Results are intended to help inform planning for the English program. This is the first of a three-part series that examines student success progression rates in the developmental English course sequence.

Progression Rates:

Beginning Course	Highest Level Completed			
	English-081	English-091/094	English-096	English-101 and Beyond
English-081 (N=1742)	38%	28%	2%	32%
English-091 (N=3958)	NA	39%	<1%	61%
English-096 (N=875)	NA	NA	44%	56%

Table 1. Overall Progression Rates (Percentages)

ENGL-096 Progression. Students who took ENGL-096 progressed to ENGL-101 and beyond at a significantly higher rate than students who started at ENGL-081 and followed the traditional sequence (56% compared to 32%) – an increase of 75% in transfer level English course completion, coming close to the rate at which students who took ENGL-091 complete transfer level English courses (61%).

For students who enrolled in ENGL-096, 77% had Accuplacer scores at the ENGL-081 level, 12% had Accuplacer scores at the ENGL-091 level, and 11% entered through ENGL-071.

Progression Rates by Ethnicity. Progression rates to transfer level coursework in English were improved for all ethnic groups when students who took ENGL-096 are compared to those who started at ENGL-081 and followed the traditional sequence. The amount of the increase is notable, amounting to a 70% increased rate of progression

for African American students who started in ENGL-096 instead of ENGL-081, an 80% increased rate of progression for Latino students, and a 74% increased rate of progression for White students. The progression rates for students who took ENGL-096 are comparable to those who took ENGL-091, even though a majority of the ENGL-096 students had ENGL-081-level eligibility before enrolling. Note: Progression rates from ENGL-081 and ENGL-096 were not reported for Native American students due to small numbers of students reporting that ethnic background taking those courses.

	Start in ENGL-091 and progress through ENGL-101	Start in ENGL-081 and progress through ENGL-101	Start in ENGL-096 and progress through ENGL-101	Difference in Progression Rates between ENGL-081 and ENGL-096	Increased Likelihood of Completing ENGL-101 for Students who Chose ENGL-096 instead of ENGL-081
Native American	55%	--	--	--	--
Asian/Pacific Islander	66%	44%	62%	18%	41%
African American	52%	30%	51%	21%	70%
Latino	58%	30%	54%	24%	80%
White	64%	35%	61%	26%	74%
Unknown	54%	35%	36%	1%	3%
Two or more Ethnicities	59%	25%	42%	17%	68%
Overall	61%	32%	56%	24%	75%

Table 2. ENGL-081 vs ENGL-096 Progression Rates by Ethnicity (percentages)

Progression Rates by Age. Progression rates to transfer level coursework were improved for all age groups when students who took ENGL-096 are compared to those who took ENGL-081, but the difference is most pronounced for younger students. Students age 19 or younger who took ENGL-096 were 78% more likely to progress through ENGL-101 than those in the same age group who chose to take ENGL-081. Even the age group with the smallest reported gain (30-34 years) showed a 27% increased likelihood of completing ENGL-101 when starting the composition sequence in ENGL-096 as compared to those who started with ENGL-081. Note: Progression rates for ENGL-096 were not reported for students in the age groups 35-39 years, 40-49 years, and 50+ years due to small numbers of students in those age groups taking that course.

	Start in ENGL-091 and progress through ENGL-101	Start in ENGL-081 and progress through ENGL-101	Start in ENGL-096 and progress through ENGL-101	Difference in Progression Rates between ENGL-081 and ENGL-096	Increased Likelihood of Completing ENGL-101 for Students who Chose ENGL-096 instead of ENGL-081
19 Years or Less	63%	32%	57%	25%	78%
20-24 Years	54%	31%	48%	17%	55%
25-29 Years	55%	32%	54%	22%	69%
30-34 Years	59%	26%	33%	7%	27%
35-39 Years	45%	20%	--	N/A	N/A
40-49 Years	62%	31%	--	N/A	N/A
50+ Years	43%	13%	--	N/A	N/A
Overall	61%	32%	56%	24%	75%

Table 3. ENGL-081 vs ENGL-096 Progression by age

Progression Rates by Sex.

	Start in ENGL-091 and progress through ENGL-101	Start in ENGL-081 and progress through ENGL-101	Start in ENGL-096 and progress through ENGL-101	Difference in Progression Rates between ENGL-081 and ENGL-096	Increased Likelihood of Completing ENGL-101 for Students who Chose ENGL-096 instead of ENGL-081
Male	60%	32%	53%	21%	66%
Female	61%	31%	58%	27%	87%
Overall	61%	32%	56%	24%	75%

Progression rates to transfer level coursework were improved for both men and women when students who took ENGL-096 are compared to those who took ENGL-081, but the difference is greater for female students. Female students who took ENGL-096 had an 87% increased likelihood of completing ENGL-101 than those who took ENGL-081, and male students who took ENGL-096 had a 66% increased likelihood of completing ENGL-101 than those who took ENGL-081.

Table 4. ENGL-081 vs ENGL-096 Progression by sex

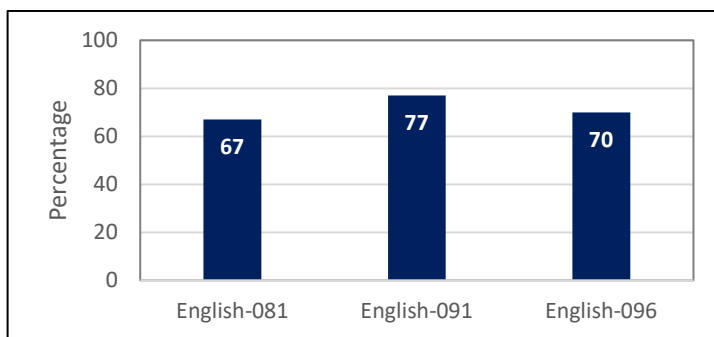
Progression Rates by Financial Need.

	Start in ENGL-091 and progress through ENGL-101	Start in ENGL-081 and progress through ENGL-101	Start in ENGL-096 and progress through ENGL-101	Difference in Progression Rates between ENGL-081 and ENGL-096	Increased Likelihood of Completing ENGL-101 for Students who Chose ENGL-096 instead of ENGL-081
Students without Financial Need	61%	32%	56%	24%	75%
Students with Financial Need	60%	34%	55%	21%	62%
Overall	61%	32%	56%	24%	75%

Progression rates to transfer level coursework were improved for all students who took ENGL-096 when compared to those who took ENGL-081. Students with financial need did not show as much gain in progression rates as those without financial need, but students with financial need were still 62% more likely to complete ENGL-101 than students with financial need who took ENGL-081.

Table 5. ENGL-081 vs ENGL-096 Progression by financial need

Success Rates:



Success Rates Overall. ENGL-096 had a greater overall success rate than ENGL-081 (increase of 3%), but a lesser success rate than ENGL-091 (decrease of 7%). The majority of students taking ENGL-096 (77%) have a comparable placement test score to those taking ENGL-081.

Figure 1. Overall Success Rates for Students Enrolled in Traditional and Accelerated English Courses (Percentages)

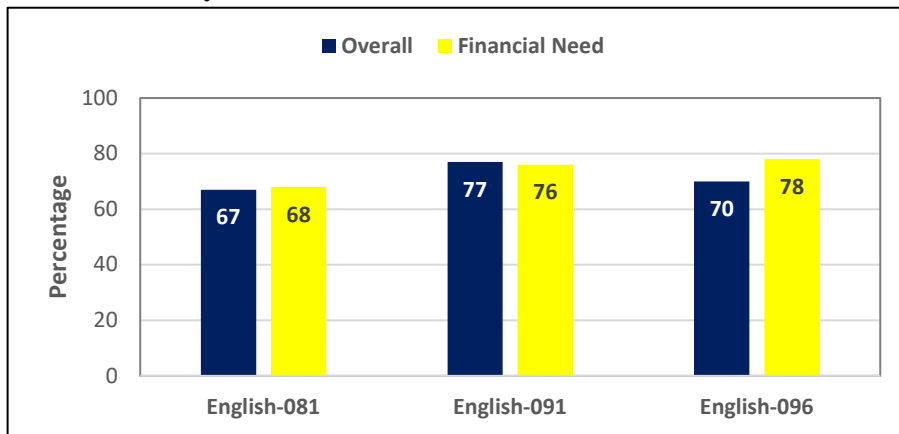
Students Enrolled in ENGL-096: Success Rates by Placement Level.

English Placement	N	%	Success (N)	Success (%)
English-071	132	11%	98	74%
English-081	944	77%	676	72%
English-091/094	146	12%	83	57%

Table 6: Success Rates by Placement (Percentages)

Of that group of students with an ENGL-081 placement who enrolled in ENGL-096, there was a 72% success rate, which is 5% higher than the success rate of students with the same placement who enrolled in ENGL-081. For students that placed into ENGL-091 and enrolled in ENGL-096, the success rate was significantly lower (21% lower) than the success rate for students with similar placement who enrolled in ENGL-091. Students who entered ENGL-096 from the prerequisite course, ENGL-071, had comparable success rates to those who entered through ENGL-081 placement.

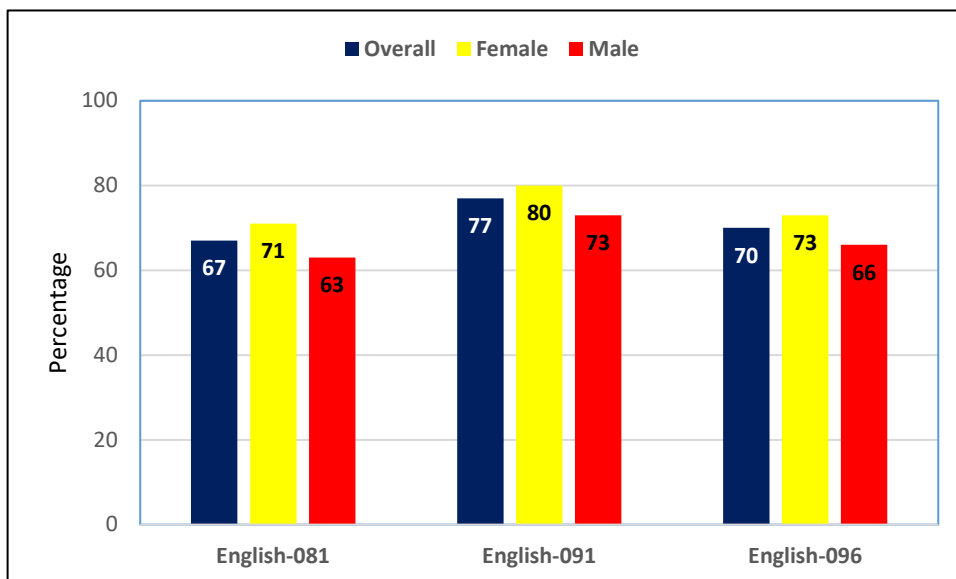
Success Rates by Financial Need.



For ENGL-081 and ENGL-091, success rates for students are similar regardless of student financial need. For ENGL-096, the success rate for students with financial need was 8 percentage points higher than the overall success rate for students in ENGL-096.

Figure 2. Success Rates by Financial Need for Students Enrolled in Traditional and Accelerated English Courses (Percentage)

Success Rates Disaggregated by Demographics.



Male students had lower success rates than female students in all three courses (see Figure 3).

Figure 3. Success Rates by Sex for Students Enrolled in Traditional and Accelerated English Courses (Percentage)

For both ENGL-081 and ENGL-096, success rates for African American students are significantly below the overall success rates for these courses (13% and 21%, respectively). For ENGL-096, success rates for

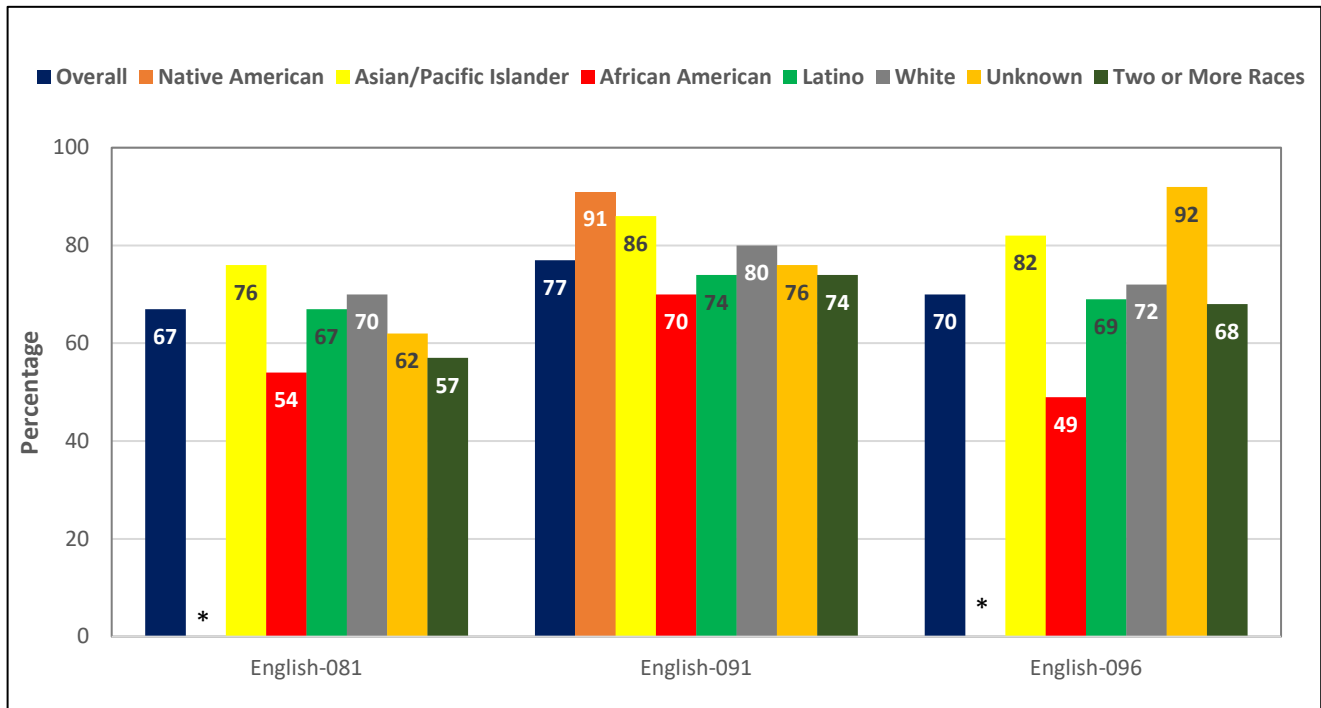


Figure 4. Success Rates by Ethnicity for Students Enrolled in Traditional and Accelerated English Courses (Percentage)

Asian/Pacific Islander students as well as success rates for students whose ethnicity is unknown is significantly higher than the overall success rate for the course (82% and 92% as compared to 70% overall).

For ENGL-081, most age groups have similar success rates (between 65-69%), with students age 30-34 attaining the highest success rates (79%) and students ages 20-24 and 25-29 experiencing lower success rates (59% and 56%, respectively). For ENGL-091, success rates were more consistent across age groups, with success rates ranging from 69% (student age 30-34) to 79% (student age 50+). For ENGL-096, most age groups experienced similar success rates (between 68-75%), but success rates for students age 35-40 were significantly lower (57%). Please see Figure 5 for more detailed information regarding success rates by age group for each course.

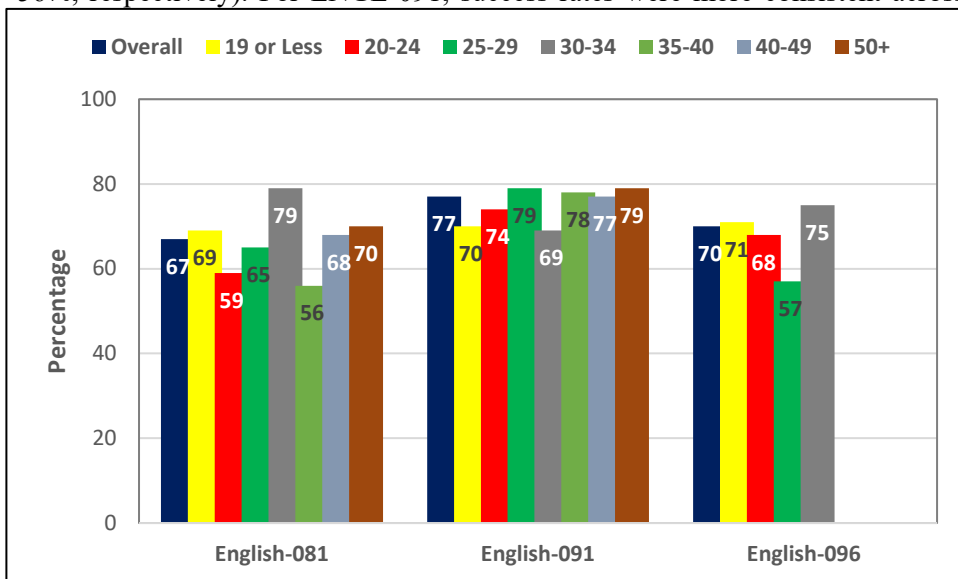


Figure 5. Success Rates by Age for Students Enrolled in Traditional and Accelerated English Courses (Percentage)

Recommendations:

- Explore ways to increase progression through the English course sequence, including expanding offerings of accelerated courses and programs and developing new accelerated pathways.
- Explore reasons for the drop in success rates for students placing at the higher levels of the developmental sequence that take accelerated course options.
- Explore Equity Program implications for potential interventions for student groups showing a disproportionate impact in success rates or progression.
- Consider these results in conjunction with other existing data including the English Academic Program Reviews, CCCCO Scorecard, and Basic Skills Progress Tracker.

Methods

To conduct the analysis, Spring 2012, Summer 2012, Fall 2012, Winter 2013, Spring 2013, Summer 2013, Fall 2013, Winter 2014, and Spring 2014 English enrollment and grade data were obtained from MIS. Data was also obtained from College's grade files (USX referential files) and student ID referential files from these terms. To perform the analysis data were analyzed using the Statistical Package for the Social Science (SPSS, 2013) and Microsoft Excel (2013).

Notes:

- 1.) **Cohorts:** defined by the first course in which a student enrolled in the English sequence between Spring 2012 and Spring 2014.
- 2.) **Progression:** defined as students advancing to the next level in the English course sequence and then advancing into English-101 and successfully passing it.
- 3.) **Course Success:** defined as the percent of students successful in courses out of total enrolled in courses: Numerator = Number of students (duplicated) with A, B, C, CR/P; Denominator = Number of students (duplicated) with A, B, C, D, F, FW, CR/P, NC/NP, W, I. (This analysis uses the RP Group definition, which facilitates statewide comparisons.)
- 4.) **Course Retention** is defined as the percent of students retained in courses out of total enrolled in courses: Numerator = Number of students (duplicated) with A, B, C, D, F, I, CR/P, FW, NC/NP; Denominator = Number of students (duplicated) with A, B, C, D, F, I, W, CR/P, FW, NC/NP. (This report uses the RP Group definition, which facilitates statewide comparisons.)

For more detailed information on this research brief, stop by the Institutional Research office located in BONH-223, or call Daylene Meuschke, Dean of Institutional Research, Planning and Institutional Effectiveness at 661.362.5329.

Action Implications

- Expand section offerings of ENGL-096
- Archive ENGL-071 and 081
- Create one additional accelerated pathway (ENGL-089 to ENGL-091) and consider co-requisite models for remediation for students placing into ENGL-091