

**English 101/English 31 Success Rates, Persistence, and Following English Enrollments
(Spring 2017)**

Project Background and Methodology

The present study was undertaken to examine success rates of students enrolled in the English 31 and English 101 (co-requisite path) in comparison to those enrolled only in English 101 in Fall 2016 and Spring 2017. In an attempt to explore effects due to writing placement, another English 101 success rate comparison was made between students in the co-requisite courses and students enrolled only in English 101 who also had an original transfer-level writing placement (level 50). Additionally, students who did not receive a successful grade in English 101 who were also enrolled in English 31 were tracked to Spring 2017 to determine how many of those students persisted to this semester and in which, if any, English classes they enrolled. Course section information, course enrollment, and course grade data were obtained from the SDCCD information session to address the following research questions:

- How do the English 101 success rates of students concurrently enrolled in English 31 compare to those only enrolled in English 101 in Fall 2016 and Spring 2017?
- How do the English 101 success rates of students concurrently enrolled in English 31 compare to those only enrolled in English 101 in Fall 2016 and Spring 2017 who have an original writing placement level of 50?
- How many students who did not successfully complete English 101 in Fall 2016, and were also enrolled in English 31, persist to the following semester (Spring 2017)?
- Which English courses, if any, do those who did not successfully complete English 101 in Fall 2016, and were also enrolled in English 31, take in the following semester (Spring 2017)?

Demographic (gender, ethnicity, age) and characteristic (enrollment status, original writing placement) data of the students in each group (English 31 & English 101, English 101 only, English 101 only – Original writing placement – 50) were first included to examine any potential differences between the student groups.

To address the first research question, students were included in the data if they enrolled in any section of English 101 at Mesa College in Fall 2016 or Spring 2017. Students were included in the co-requisite group only if they were enrolled in both English 101 and English 31 within the same semester. (Please see Appendix A for the list of CRNs of the co-requisite courses included in the analyses.) For the second research question, students were included if they had an original writing placement level of 50 and were enrolled in any sections of English 101 in Fall 2016 or Spring 2017, as well as students enrolled in the co-requisite courses. For the final two research questions, only those students who were enrolled the co-requisite courses (English 31 and English 101) in Fall 2016 who received either a D, F, or W in English 101 were included. Students persisted to the Spring 2017 semester if they enrolled in any courses at Mesa College during that term. Tables with demographics, characteristics, and placement levels, as well as tables with success counts and rates in English 101, are provided. Charts displaying the success rate comparisons and persistence rates of students enrolled in the co-requisite courses who did not successfully complete English 101 in Fall 2016 are also included.

Summary of the Findings

Student characteristics were fairly consistent across the three English course/placement groups (Tables 1-4), with a few exceptions. First, the proportion of African American students was larger and the proportion of White students was smaller among those who enrolled in the co-requisite courses than the other two groups, whereas the reverse was true for students with an original writing placement of 50 who enrolled only in English 101. The group who enrolled in the co-requisite courses had a smaller proportion of continuing students and a larger proportion of first-time students compared to the English 101 only group, whereas those who had an original writing placement of 50 enrolled in English 101 were more



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likely to be high school students. Subsequently, those with a writing placement of 50 enrolled in English 101 also included a larger proportion of students under the age of 18.

In terms of original placement level among those enrolled in the co-requisites and those enrolled in English 101 only, the majority of students in the co-requisites placed into basic skills writing; however, the majority of students in English 101 only were split between basic skills and transfer/associate level writing (Table 5).

In both the Fall and Spring semesters, students who enrolled in both English 31 and English 101 had higher English 101 success rates than those who enrolled solely in English 101 (Figure 1). Even when including only those students who had an original writing placement level of 50, students who were enrolled in the co-requisite English courses still outperformed students enrolled only in English 101, in terms of English 101 success rates (Figure 2).

Among the students who did not receive a successful grade (D, F, or W) in English 101 who were concurrently enrolled in English 31 in Fall 2016, 52% persisted into the Spring 2017 semester (Figure 3). Of those who enrolled in Spring 2017, there were three students who were in the co-requisite course (English 31 and English 101), one student appears to have enrolled in two sections of English 101, another student enrolled in English 49 and English 42, and one student enrolled in English 49.

Recommendations

Due to higher English 101 success rates when students enrolled in the co-requisite English course (English 31), even when accounting for original writing placement, it is recommended that this model be expanded to allow all students this enrollment option. Additionally, noting the discrepancies among student characteristics between the two groups (co-requisite courses and English 101 only), it is important to expand enrollment in the co-requisite option to increase equitable outcomes in the course. Specifically, there were larger proportions of African American and first-time students in the co-requisite courses than in English 101 alone. These outcomes should continue to be examined as the enrollments in the co-requisite courses increase and more data is collected.

*Student Characteristics**

Table 1. English Course and Placement Group by Gender

Term	Gender	ENGL 031 & ENGL 101		ENGL 101 Only		ENGL 101 Only - Writing Placement 50	
		Number	Percent	Number	Percent	Number	Percent
Fall 16	Female	52	49%	1095	51%	557	52%
	Male	54	51%	1035	49%	510	48%
Spring 17	Female	98	51%	981	51%	384	51%
	Male	96	49%	957	49%	368	49%

Table 2. English Course and Placement Group by Ethnicity

Term	Ethnicity	ENGL 031 & ENGL 101		ENGL 101 Only		ENGL 101 Only - Writing Placement 50	
		Number	Percent	Number	Percent	Number	Percent
Fall 16	African American	17	16%	131	6%	47	4%
	American Indian	0	0%	6	<1%	2	<1%
	Asian	11	10%	261	12%	119	11%
	Filipino	2	2%	99	5%	60	6%
	Latino	45	42%	875	41%	425	40%
	Pacific Islander	2	2%	14	1%	4	<1%
	White	20	19%	576	27%	321	30%
	Other	7	7%	138	6%	79	7%
	Unreported	2	2%	30	1%	10	1%
Spring 17	African American	25	13%	145	7%	41	5%
	American Indian	1	1%	7	<1%	2	<1%
	Asian	20	10%	185	10%	66	9%
	Filipino	4	2%	85	4%	31	4%
	Latino	84	43%	809	42%	285	38%
	Pacific Islander	0	0%	13	1%	7	1%
	White	38	20%	552	28%	254	34%
	Other	9	5%	116	6%	57	8%
	Unreported	13	7%	26	1%	9	1%

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Table 3. English Course and Placement Group by Enrollment Status

Term	Enrollment Status	ENGL 031 & ENGL 101		ENGL 101 Only		ENGL 101 Only - Writing Placement 50	
		Number	Percent	Number	Percent	Number	Percent
Fall 16	Continuing Student	47	44%	1292	61%	387	36%
	Current High School Student	0	0%	141	7%	103	10%
	First-Time Student	48	45%	486	23%	438	41%
	First-Time Transfer Student	7	7%	114	5%	85	8%
	Returning Student	2	2%	79	4%	46	4%
	Returning Transfer Student	1	1%	15	1%	6	1%
	Unreported	1	1%	3	<1%	2	<1%
Spring 17	Continuing Student	136	70%	1572	81%	491	65%
	Current High School Student	1	1%	90	5%	76	10%
	First-Time Student	31	16%	108	6%	85	11%
	First-Time Transfer Student	16	8%	87	4%	64	9%
	Returning Student	8	4%	56	3%	23	3%
	Returning Transfer Student	2	1%	24	1%	12	2%
	Unreported	0	0%	1	<1%	1	<1%

Table 4. English Course and Placement Group by Age

Term	Age	ENGL 031 & ENGL 101		ENGL 101 Only		ENGL 101 Only - Writing Placement 50	
		Number	Percent	Number	Percent	Number	Percent
Fall 16	Under 18	1	1%	118	6%	94	9%
	18 - 24	86	81%	1532	72%	813	76%
	25 - 29	13	12%	275	13%	108	10%
	30 - 39	3	3%	132	6%	40	4%
	40 - 49	3	3%	49	2%	8	1%
	50 and over	0	0%	24	1%	4	<1%
Spring 17	Under 18	1	1%	52	3%	38	5%
	18 - 24	138	71%	1430	74%	558	74%
	25 - 29	28	14%	265	14%	100	13%
	30 - 39	22	11%	118	6%	46	6%
	40 - 49	4	2%	49	3%	6	1%
	50 and over	1	1%	24	1%	4	1%

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Table 5. English Course by Original Writing Placement

Term	Original Writing Placement	ENGL 031 & ENGL 101		ENGL 101 Only	
		Number	Percent	Number	Percent
Fall 16	No Placement	1	1%	94	4%
	Take ESOL Test	1	1%	32	2%
	Need English Advising	4	4%	60	3%
	Basic Skills	95	90%	803	38%
	Transfer/Associate Level	5	5%	1141	54%
Spring 17	No Placement	8	4%	84	4%
	Take ESOL Test	3	2%	20	1%
	Need English Advising	12	6%	52	3%
	Basic Skills	160	82%	951	49%
	Transfer/Associate Level	11	6%	831	43%

Student Outcomes

Figure 1. Co-Requisite and English 101 only Success Rates in English 101 by Term

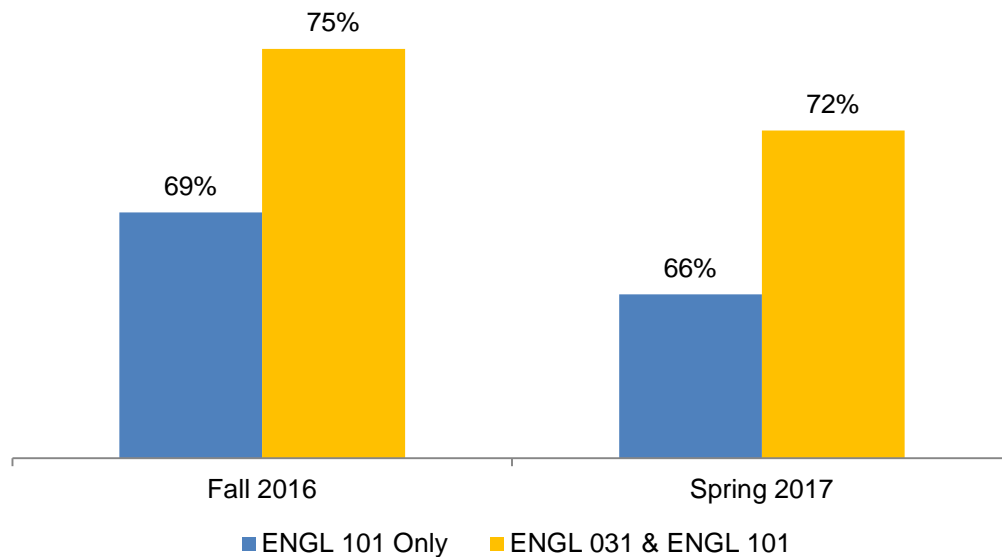


Table 6. Enrollments, Retention Rate, and Success Rate for Students Enrolled in English 101 Only Compared to Students Enrolled in the Co-Requisite Courses - Fall 2016

English Course	Enrollments	Retention Counts	Retention Rate	Success Counts	Success Rate
ENGL 101 Only	2,134	1,843	86%	1,474	69%
ENGL 031 & ENGL 101	106	99	93%	79	75%

Table 7. Enrollments, Retention Rate, and Success Rate for Students Enrolled in English 101 Only Compared to Students Enrolled in the Co-Requisite Courses - Spring 2017

English Course	Enrollments	Retention Counts	Retention Rate	Success Counts	Success Rate
ENGL 101 Only	1,952	1,631	84%	1,293	66%
ENGL 031 & ENGL 101	194	177	91%	139	72%

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Figure 2. Co-Requisite and English 101 with Original Writing Placement 50 - Success Rates in English 101 by Term

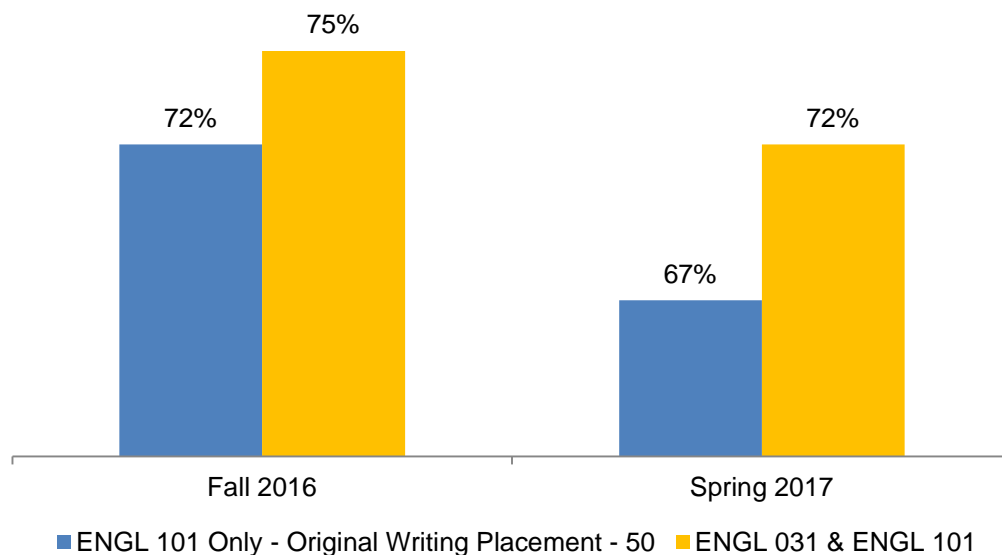


Table 8. Enrollments, Retention Rate, and Success Rate for Students Enrolled in English 101 Only with an Original Writing Placement of 50 Compared to Students Enrolled in the Co-Requisite Courses - Fall 2016

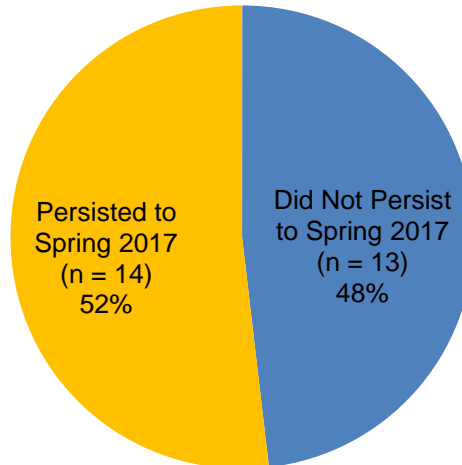
English Course and Placement Level	Enrollments	Retention Counts	Retention Rate	Success Counts	Success Rate
ENGL 101 Only - Original Writing Placement - 50	1,068	942	88%	773	72%
ENGL 031 & ENGL 101	106	99	93%	79	75%

Table 9. Enrollments, Retention Rate, and Success Rate for Students Enrolled in English 101 Only with an Original Writing Placement of 50 Compared to Students Enrolled in the Co-Requisite Courses - Spring 2017

English Course and Placement Level	Enrollments	Retention Counts	Retention Rate	Success Counts	Success Rate
ENGL 101 Only - Original Writing Placement - 50	759	625	82%	510	67%
ENGL 031 & ENGL 101	194	177	91%	139	72%

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Figure 3. Percentage of Students who Persisted to Spring 2017 who were Enrolled in Co-requisite Courses but Did Not Receive a Successful Grade in ENGL 101 in Fall 2016





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Appendix A. CRNs of the Co-Requisite English Courses by Term

Term	Course	
	ENGL 31	ENGL 101
Fall 2016	3700	3664
	3711	3670
	3725	3688
	3733	3697
	22940	22938
Spring 2017	22211	20322
	61551	20324
	61565	20328
	61578	20334
	61580	20336
	61603	22213
	61612	41020
	61629	41054
	61630	41477
		73118
		73120