

Department of  
English, Literature, and  
Journalism  
(ELJD)

Update to President's  
Cabinet

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# Fall 2018- Spring 2019 Success Data

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Overall Success in **stand-alone ENGL 1A**

**64.9% (4,720)**

(does not include special programs like Honors, Bridge, and learning communities)

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Overall Success rate in **ENGL 1A+ 80 coreq:**

**54.4% (1,307)**

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**Total** number of students who completed ENGL 1A in **2018-2019:**

**7,705**

(includes all sections of ENGL 1A)

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**Total** number of students who completed ENGL 1A in **2017-2018:**

**4,209**



## Fall 2019 Success Data

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Overall Success in stand-alone  
ENGL 1A :

**62.4%** (2,248)

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Overall Success rate in ENGL 1A+  
80 coreq:

**57.6%** (571)

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Total number of students who  
completed ENGL 1A in Fall 2019:  
**2,981**

# Important notes about overall success data

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We have **quadrupled access** to ENGL 1A compared to Fall 2017, and overall success rates have remained steady.

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High School GPA is a **strong indicator** of student success in transfer-level English.

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Counter to our expectations, ENGL 1A + 80 coreq sections have a **lower** success rate than stand-alone 1A classes.

# 2018-2019 Success rates with HS GPA data self-reported by students through Assessment Questionnaire (AQ)

ENGL1A Success Rates by High School GPA Range		With Co-requisite		No Co-requisite		Overall		
	HSGPA_RANGE*	Enrolled	Success%	Enrolled	Success%	Enrolled	Success%	
ENGL1A	<2.00	166	31.3%	61	49.2%	227	36.1%	
	2.00-2.59	1084	42.7%	351	50.1%	1435	44.5%	
	2.60-2.99	245	60.4%	1460	57.7%	1705	58.1%	
	3.00-3.49	280	71.4%	1981	67.1%	2261	67.7%	
	3.50-4.00	108	78.7%	719	80.3%	827	80.0%	
	GPA Unknown	716	66.5%	2700	65.4%	3416	65.7%	
	Total	2599	54.8%	7272	64.9%	9871	62.3%	



# Important notes about success data and high-school GPA

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Students with GPAs of 2.59 or lower have **higher** success rates in stand-alone ENGL 1A than they do in the coreq.

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Students with GPAs of 2.6-3.49 have **lower** success rates in stand-alone ENGL 1A than they do in the coreq.

# Effects of New Placement on Grade Distribution

3YR Fall Term ENGL1A Course Grade Distribution			A		B		C		D		F		I		W		Total
CRSID	COREQ	TERM	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
ENGL1A	COUN2	Fall 2019	5	9%	14	26%	21	40%	2	4%	6	11%	1	2%	4	8%	53
	COUN2/ ENGL80	Fall 2018	4	13%	2	7%	5	17%	6	20%	11	37%			2	7%	30
		Fall 2019	4	14%	11	38%	7	24%	2	7%	4	14%			1	3%	29
	ENGL80	Fall 2018	177	14%	289	23%	221	17%	134	11%	228	18%			216	17%	1265
		Fall 2019	178	18%	235	24%	159	16%	103	10%	189	19%	2	0%	126	13%	992
	SPCH1A	Fall 2017	8	29%	8	29%	3	11%	5	18%	1	4%			3	11%	28
		Fall 2018	10	17%	30	51%	10	17%	4	7%	4	7%			1	2%	59
		Fall 2019	11	18%	14	23%	15	25%	9	15%	7	12%			4	7%	60
	NO COREQ	Fall 2017	454	20%	561	25%	399	17%	127	6%	310	14%			432	19%	2283
		Fall 2018	855	23%	977	26%	644	17%	242	6%	525	14%			553	15%	3796
		Fall 2019	849	24%	802	22%	598	17%	225	6%	581	16%	9	0%	539	15%	3603
ENGL1AH	NO COREQ	Fall 2017	33	80%	4	10%	3	7%							1	2%	41
		Fall 2018	27	68%	7	18%	3	8%							3	8%	40
		Fall 2019	33	52%	21	33%	4	6%			1	2%			5	8%	64
Grand Total			2672	22%	2986	24%	2095	17%	859	7%	1867	15%	12	0%	1890	15%	12381

# Notes about placement and grade distribution

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With the significant increase in the number of students who took ENGL 1A in Fall 2018 and Fall 2019 (compared to Fall 2017), the percentage of students who earned As in ENGL 1A **increased slightly** (from 20% to 23 and 24%).

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The number of Bs, Cs, Ds, and Fs, remained **steady**.

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The number of Ws **decreased** slightly (from **19% to 15%**).



Fall 2019

Equity Data

		Successful		Not Successful		Total enrolled	
	<b>ETHNICITY</b>	Count	%	Count	%	Count	%
<b>ENGL80</b>	Asian	114	78.6%	31	21.4%	145	100.0%
	Black or African American	12	35.3%	22	64.7%	34	100.0%
	Hispanic, Latino	398	54.0%	339	46.0%	737	100.0%
	White	33	66.0%	17	34.0%	50	100.0%
	Native Hawaiian or Other Pacific Islander		0.0%	1	100.0%	1	100.0%
	Two or More Races	15	57.7%	11	42.3%	26	100.0%
<b>ENGL1A/ENGL80 Total</b>		572	57.6%	421	42.4%	993	100.0%
<b>None</b>	American Indian or Alaska Native		0.0%	4	100.0%	4	100.0%
	Asian	502	77.5%	146	22.5%	648	100.0%
	Black or African American	44	41.1%	63	58.9%	107	100.0%
	Hispanic, Latino	1429	58.7%	1006	41.3%	2435	100.0%
	White	190	67.6%	91	32.4%	281	100.0%
	Native Hawaiian or Other Pacific Islander	9	52.9%	8	47.1%	17	100.0%
	Two or More Races	75	67.6%	36	32.4%	111	100.0%
<b>ENGL1A (No Coreq) Total</b>		2249	62.4%	1354	37.6%	3603	100.0%

# Important notes about Fall 2019 equity data

1. **Asian** students have **higher** success rates than any other demographic in both the coreq (**78.6%**) and stand-alone ENGL 1A (**77.5%**).
2. **White** students have the **second highest** success rates in both the coreq (**66%**) and stand-alone ENGL 1A (**67.6%**).
3. **African American** students have **significantly lower** success rates in both the coreq (**35.3%**) and stand-alone ENGL 1A (**41.4%**) and had **higher** success rates in stand-alone 1A.
4. **Latinx** students have **lower** success rates than White and Asian students in both the coreq (**54%**) and stand-alone ENGL 1A (**58.7%**).

Need to  
consider blind  
spots in data

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Students with higher GPAs did better in the coreq than they did in stand-alone ENGL 1A. Why? How do we determine the effects of self-placement?

In Fall 2019, we had very low numbers of African American students in coreq(12) and in stand-alone ENGL1A (44). This lack of representation is a factor we must address.



# Ongoing Needs

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Continuing **research** and **cross-campus collaboration**

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**COVID19**

What kinds of **support** can we provide for students during this crisis?

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**Professional Development**

English Department has two online Community of Practice workshops this semester

- Creating Instructional Videos
- Collaborative Activities and Student Engagement Online

We need **funding** to continue these after this semester.

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**LHE for Faculty Coordinators** beginning Summer 2020