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AUTHOR Kangas, Jon; Ma, Tony
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ABSTRACT

In fall 1992, a study was conducted at Evergreen Valley College (EVC) and San Jose City College (SJCC), in California, to measure the persistence rate over 4 academic years of students with no previous college experience who entered into a fundamentals of reading course (English 321) and an introduction to college reading course (English 322) in fall 1988. The study sought to determine the persistence of students through transfer level English (1A). Study findings included the following: (1) for the EVC group, 7% of the English 321 and 23% of the English 322 students completed a transfer level course after 4 years; (2) for the SJCC group, 13% of the English 321 and 20% of the English 322 students completed a transfer level course; (3) at EVC, 10% of the male and 5% of the female English 321 students persisted through transfer level, compared to 21% of the male and 25% of the female English 322 students; (4) at SJCC, 7% of the male and 17% of the female English 321 students completed a transfer level course, compared to 18% of the male and 22% of the female English 322 students; (5) for both English 321 and 322 at EVC, persistence rates by ethnicity were 35% for Blacks, 21% for Hispanics, 15% for Asians, and 9% for Whites; for both courses at SJCC, persistence rates by ethnicity were 27% for Asians, 20% for Whites, 18% for Hispanics, and 13% for Blacks.

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San Jose City College and Evergreen Valley College

PERSISTENCE OF FALL 1988 ENGL 321 & ENGL 322 STUDENTS THROUGH TRANSFER LEVEL ENGLISH (1A) OVER FOUR ACADEMIC YEARS (FALL 1988 - SPRING 1992)

by
Jon Kangas and Tony Ma

A TITLE III GRANT PROJECT

Persistence to English 1A SJCC) F88 - S92

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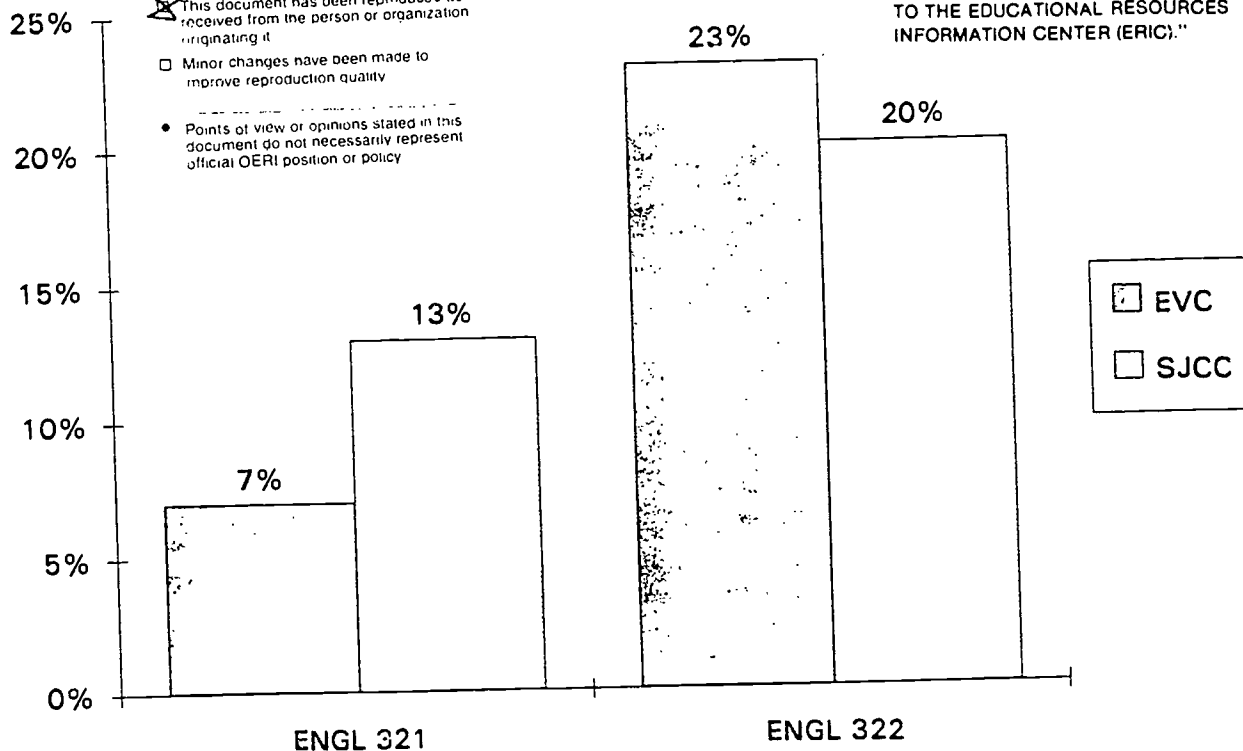
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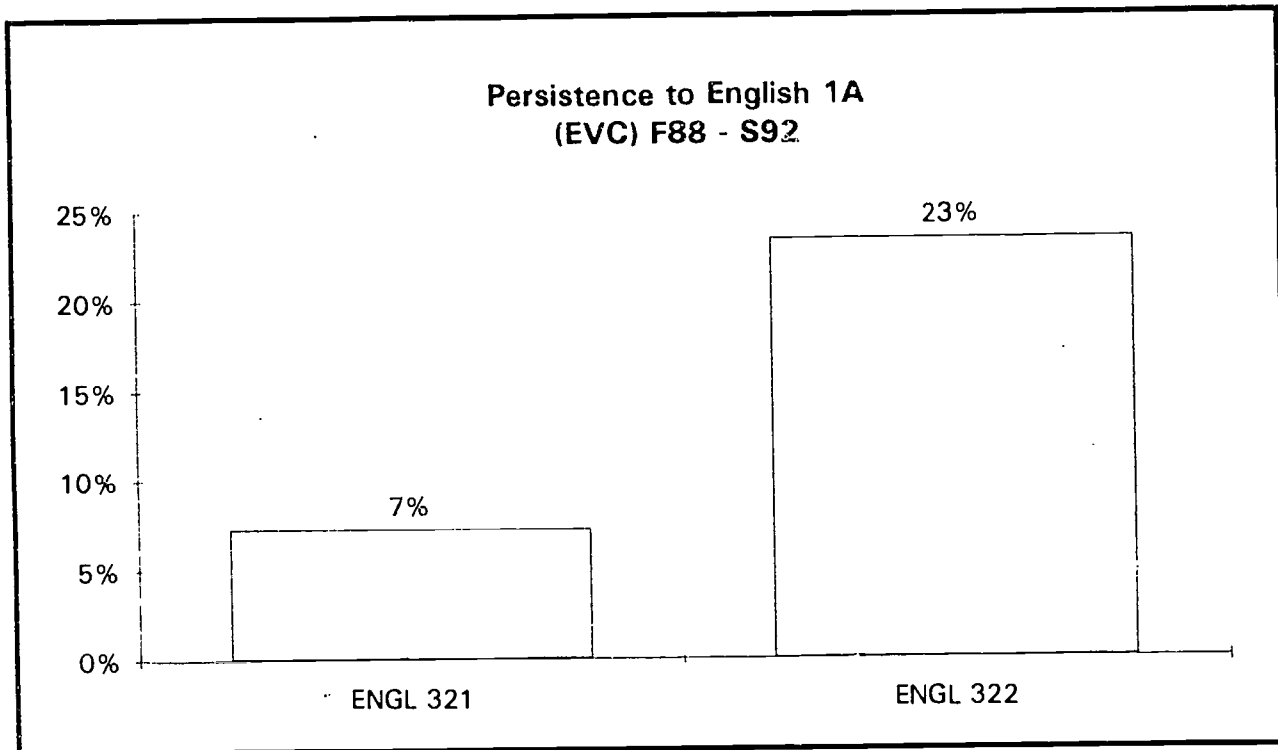
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Evergreen Valley College

Question:

What are the differences in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at EVC in Fall 1988?

	Original #	# Pers	% Pers
ENGL 321	69	5	7%
ENGL 322	137	32	23%
Total	206	37	18%



Answer:

Only 7% of the new students starting in ENGL 321 at EVC in Fall 1988 achieved Transfer Level English competence within four academic years. 23% of those starting out in English 322 at the same time completed English 1A or its equivalent (ESL 1A) by the end of Spring 1992.

Comments:

Only 7% of EVC MATH 310 (Arithmetic) students persisted to Transfer Level Math, a finding identical to the 7% for English 321 students. Algebra 1 students persisted to Transfer Level Math at a rate of 10% compared to 23% for English 322 students.

Recommendations:

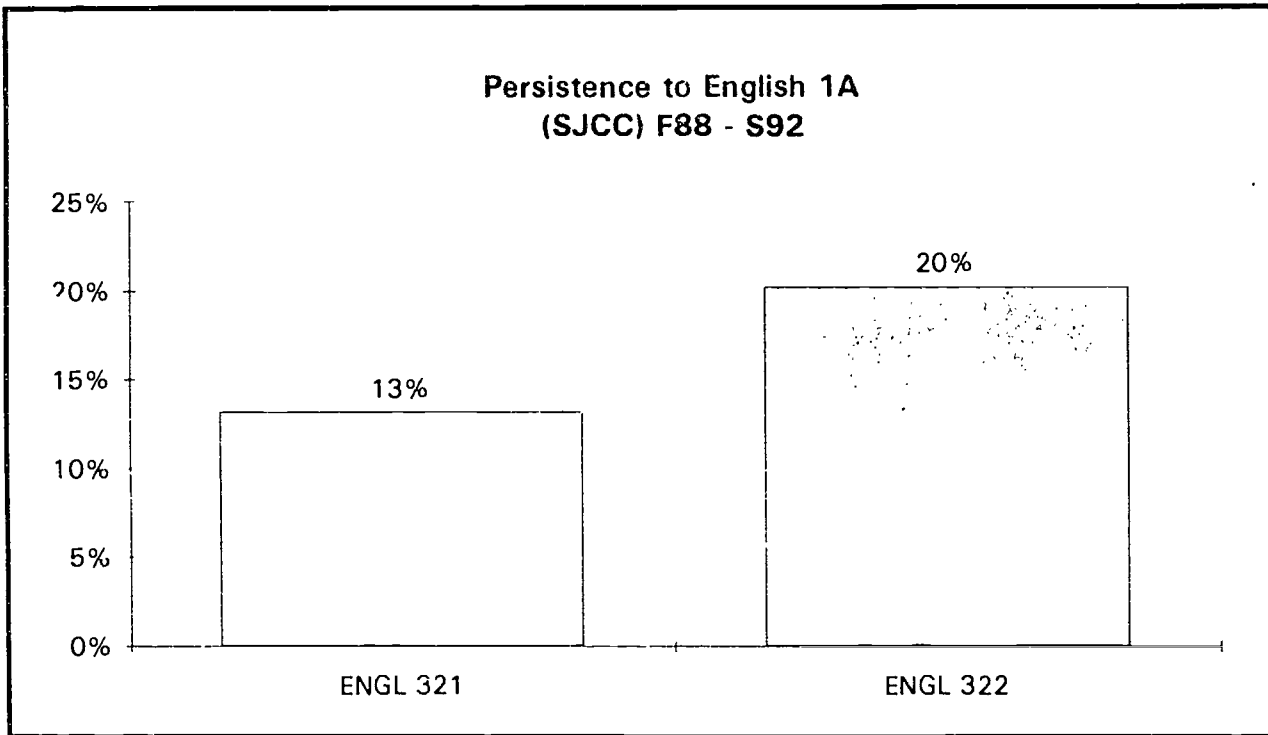
1. Consider a Guidance Class or program aimed directly at Math 310 and English 321 students with an extremely high emphasis on Learning Disability, testing, job placement planning, career planning, social work, and educational planning. The goal will be the development of an individual job, career, and educational plan for each student in these classes.
2. Consider a similar class or program aimed at Algebra I, English 322 and English 330 students with a much higher emphasis on persistence to transfer Math and English and eventual graduation and transfer.
3. Consider direct recruiting of disadvantaged students in higher level high school English and Math classes.
4. Consider working with high schools to emphasize early on the importance for their students to take higher level Math and English.

San Jose City College

Question:

What are the differences in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at SJCC in Fall 1988?

	Original #	# Pers	% Pers
ENGL 321	38	5	13%
ENGL 322	94	19	20%
Total	132	24	18%



Answer:

Only 13% of the new students starting in ENGL 321 at SJCC in Fall 1988 achieved Transfer Level English competence within four academic years. 20% of those starting out in English 322 at the same time completed English 1A or its equivalent (ESL 1A) by the end of Spring 1992.

Comments:

Only 3% of SJCC MATH 310 (Arithmetic) students persisted to Transfer Level Math, compared to 13% for English 321 students. Algebra 1 students persisted to Transfer Level Math at a rate of 11% compared to 20% for English 322 students.

Recommendations:

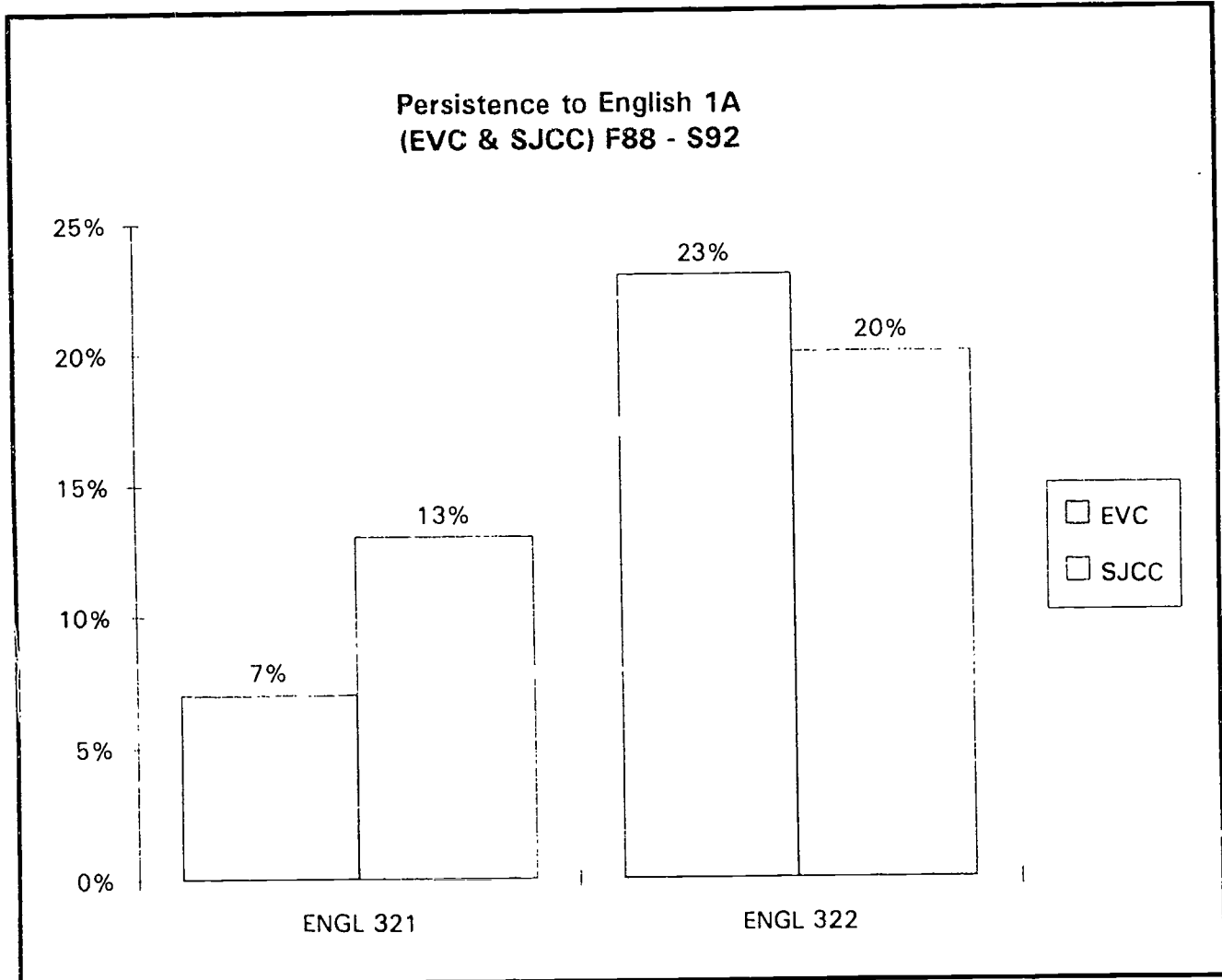
1. Consider a Guidance Class or program aimed directly at Math 310 and English 321 students with an extremely high emphasis on Learning Disability, testing, job placement planning, career planning, social work, and educational planning. The goal will be the development of an individual job, career, and educational plan for each student in these classes.
2. Consider a similar class or program aimed at Algebra I, English 322 and English 335 students with a much higher emphasis on persistence to transfer Math and English and eventual graduation and transfer.
3. Consider direct recruiting of disadvantaged students in higher level high school English and Math classes.
4. Consider working with high schools to emphasize early on the importance for their students to take higher level Math and English.

Evergreen Valley College and San Jose City College

Question:

What are the differences in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at EVC and SJCC in Fall 1988?

	ENGL 321	ENGL 322
EVC	7%	23%
SJCC	13%	20%

**Answer:**

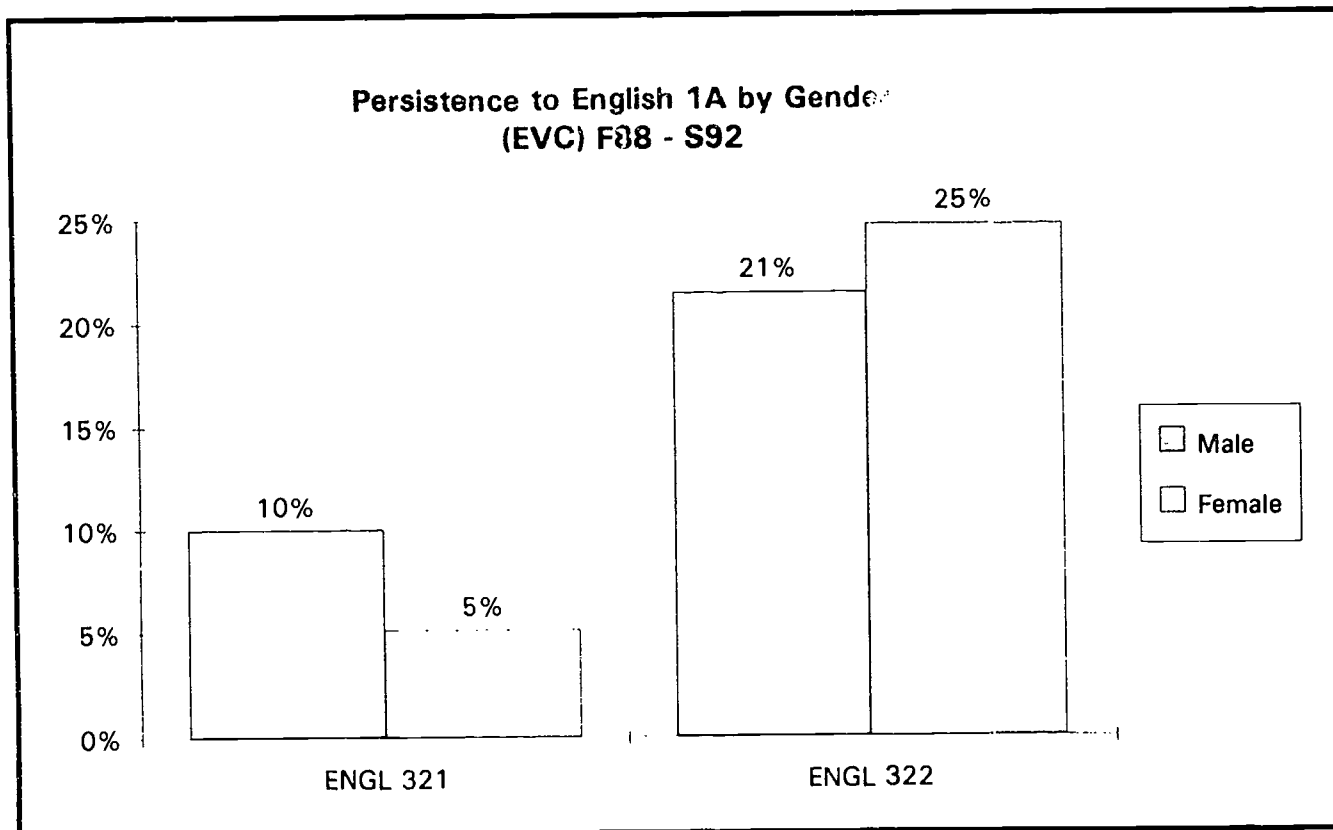
20% students starting in ENGL 322 at SJCC completed ENGL 1A or its equivalent (ESL 1A) within four academic years compared to 23% at EVC. 7% of students starting in ENGL 321 at EVC and 13% of students starting at SJCC at the same time achieved Transfer Level English competence by the end of Spring 1992. A conversation between the English faculty from the two colleges could provide some clues related to the greater EVC English 1A persistence rate from English 322 and greater SJCC persistence from English 321.

Evergreen Valley College

Question:

What are the differences by Gender in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at EVC in Fall 1988?

	Original #		# Pers		% Pers	
	Male	Female	Male	Female	Male	Female
ENGL 321	30	39	3	2	10%	5%
ENGL 322	56	81	12	20	21%	25%
Total	86	120	15	22	17%	18%



Answer:

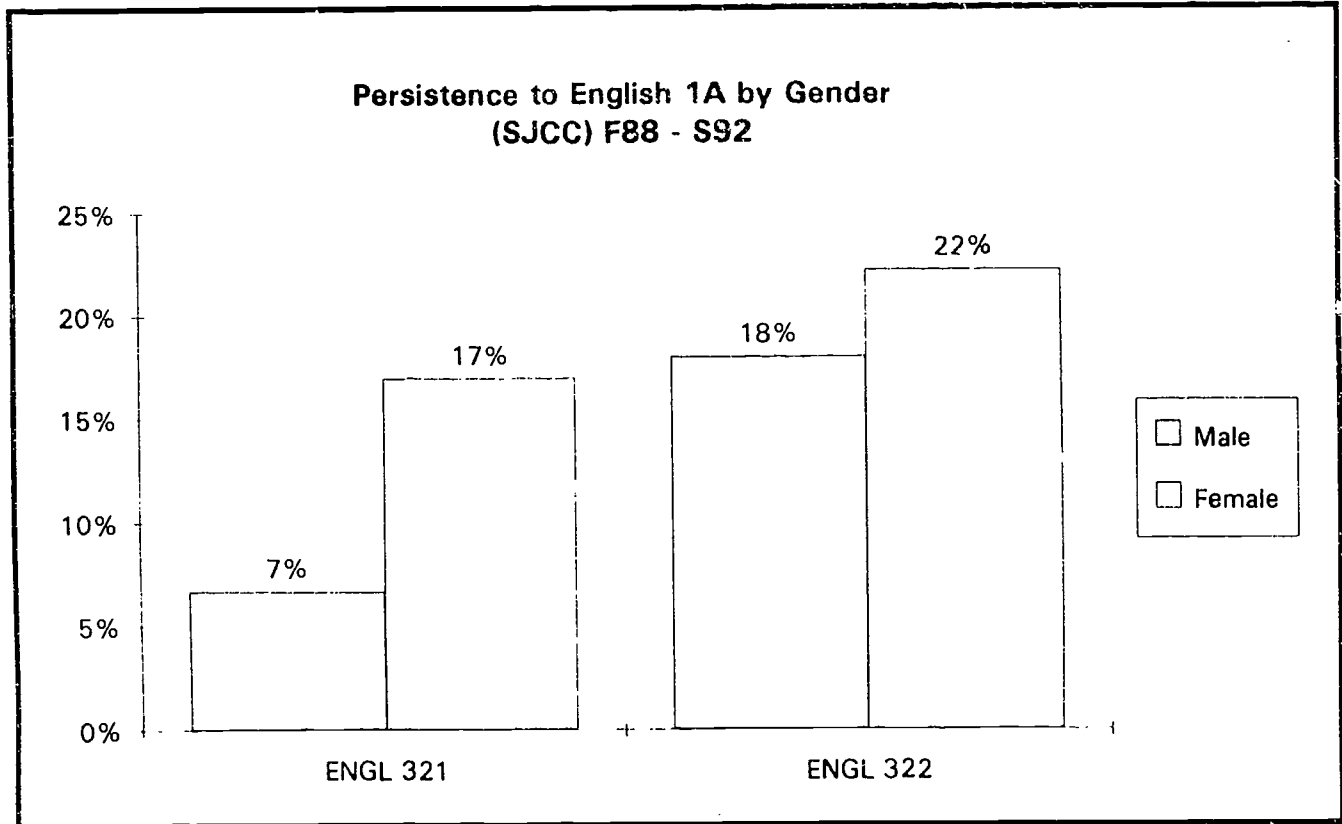
10% of the new male students and 5% of the new female students starting in ENGL 321 at EVC in Fall 1988 achieved Transfer Level English competence within four academic years. 21% of the new male students and 25% of the new female students starting out in ENGL 322 at the same time completed English 1A or its equivalent (ESL 1A) by the end of Spring 1992.

San Jose City College

Question:

What are the differences by Gender in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at SJCC in Fall 1988?

	Original #		# Pers		% Pers	
	Male	Female	Male	Female	Male	Female
ENGL 321	15	23	1	4	7%	17%
ENGL 322	40	54	7	12	18%	22%
Total	55	77	8	16	15%	21%



Answer:

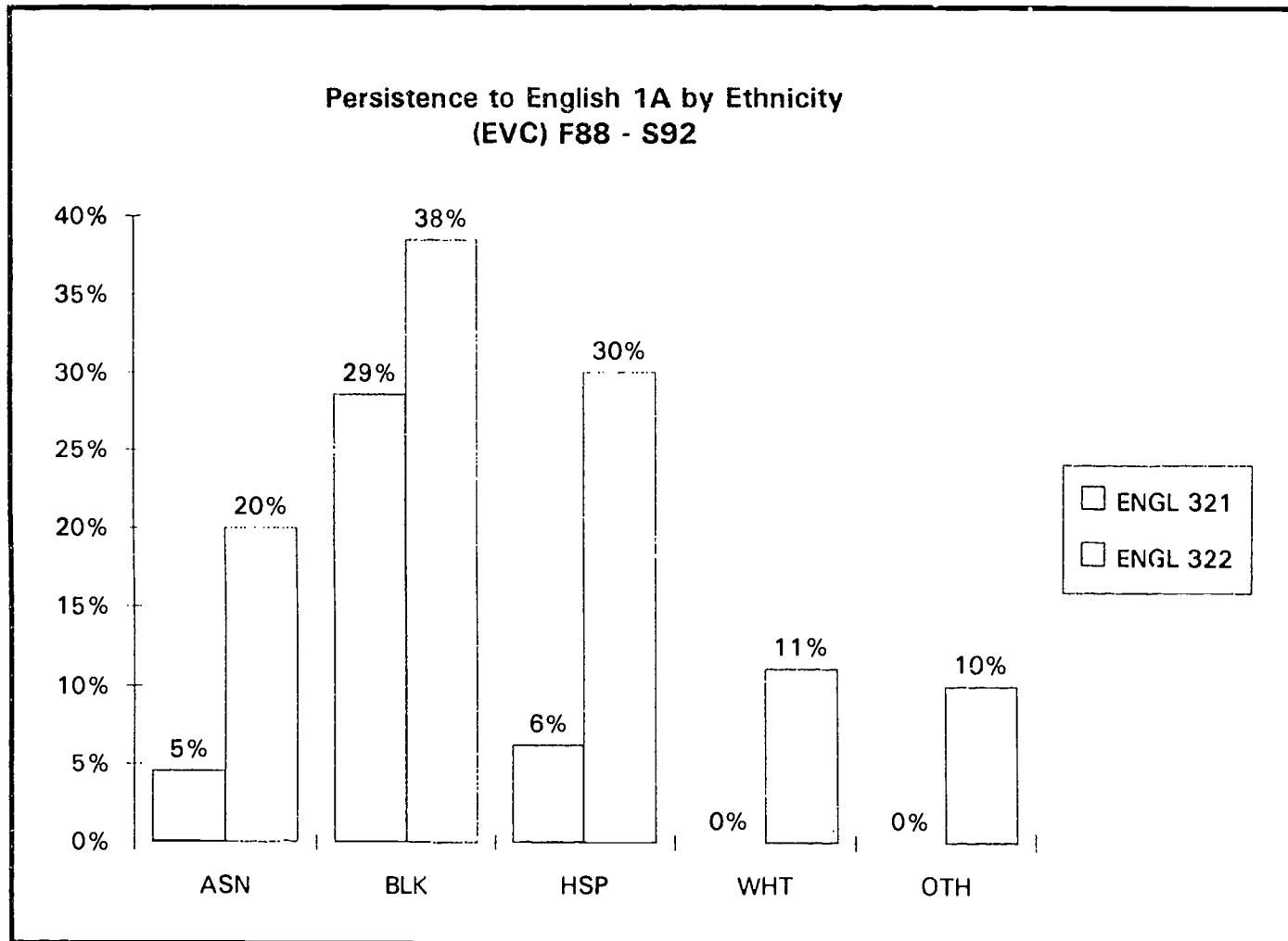
7% of the new male students and 17% of the new female students starting in ENGL 321 at SJCC in Fall 1988 achieved Transfer Level English competence within four academic years. 18% of the new male students and 22% of the new female students starting out in English 322 at the same time completed English 1A or its equivalent (ESL 1A) by the end of Spring 1992.

Evergreen Valley College

Question:

What are the differences by Ethnicity in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at EVC in Fall 1988?

	Original #					# Pers					% Pers				
	ASN	BLK	HSP	WHT	OTH	ASN	BLK	HSP	WHT	OTH	ASN	BLK	HSP	WHT	OTH
ENGL 321	22	7	32	2	6	1	2	2	0	0	5%	29%	6%	0%	0%
ENGL 322	45	13	50	9	20	9	5	15	1	2	20%	38%	30%	11%	10%
Total	67	20	82	11	26	10	7	17	1	2	15%	35%	21%	9%	8%



Answers:

	<u>Group(s) with HIGHEST Persistence Rate:</u>	<u>Group(s) with LOWEST Persistence Rate:</u>
ENGL 321	Black at 29%	White & Other at 0%
ENGL 322	Black at 38%	Other at 10%

Comments:

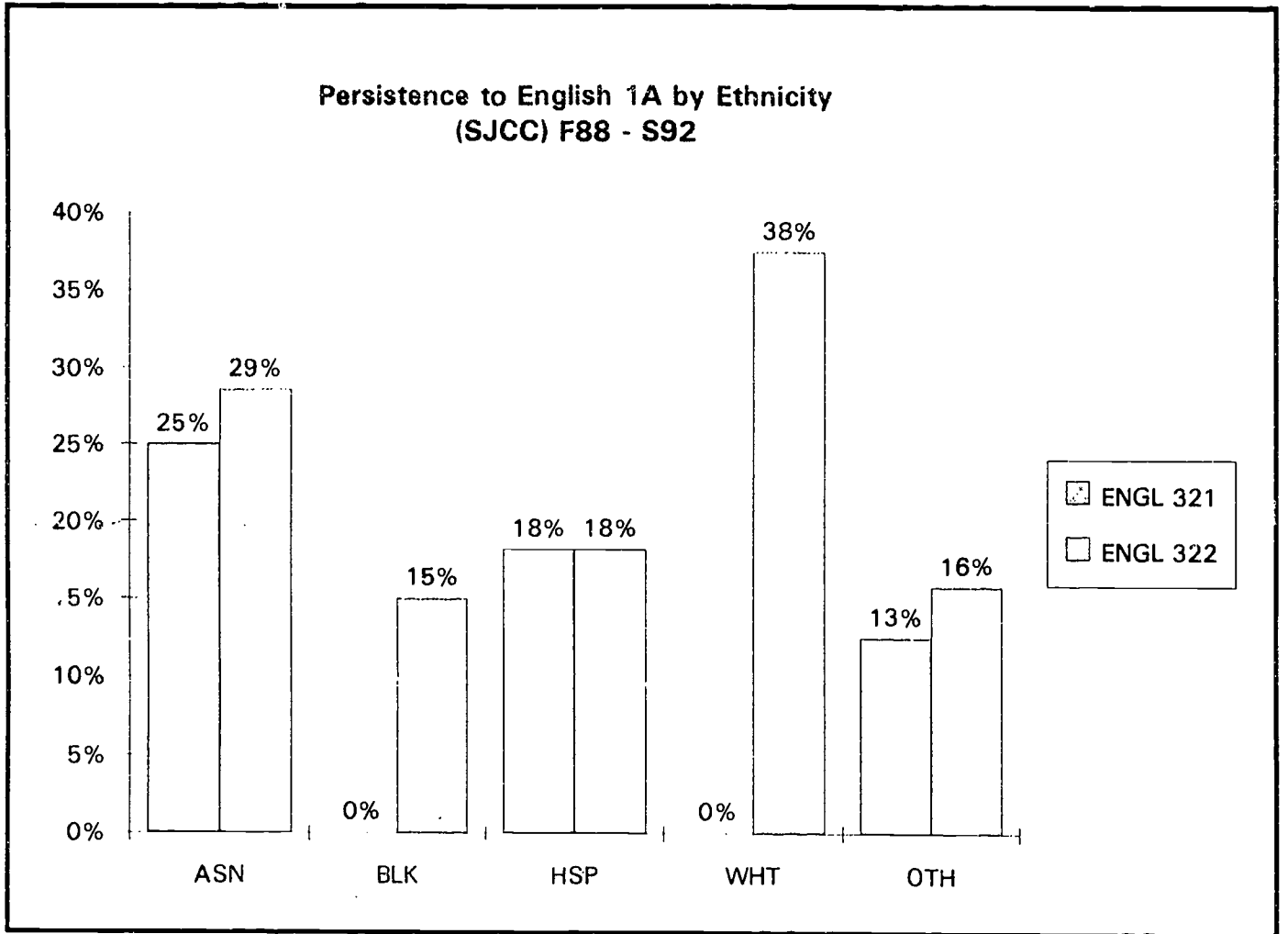
The persistence of Black students at 29% and 38% for ENGL 321 and ENGL 322 and ENGL 322 Hispanics at 30% suggests that something may have been happening to foster the success rates of these students. Low N's, particularly for the Blacks, means that the data should be interpreted with caution.

San Jose City College

Question:

What are the differences by Ethnicity in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at SJCC in Fall 1988?

	Original #					# Pers					% Pers				
	ASN	BLK	HSP	WHT	OTH	ASN	BLK	HSP	WHT	OTH	ASN	BLK	HSP	WHT	OTH
ENGL 321	8	4	11	7	8	2	0	2	0	1	25%	0%	18%	0%	13%
ENGL 322	14	20	33	8	19	4	3	6	3	3	29%	15%	18%	38%	16%
Total	22	24	44	15	27	6	3	8	3	4	27%	13%	18%	20%	15%



Answers:

Group(s) with HIGHEST Persistence Rate:

ENGL 321 Asian at 25%
ENGL 322 White at 38%

Group(s) with LOWEST Persistence Rate:

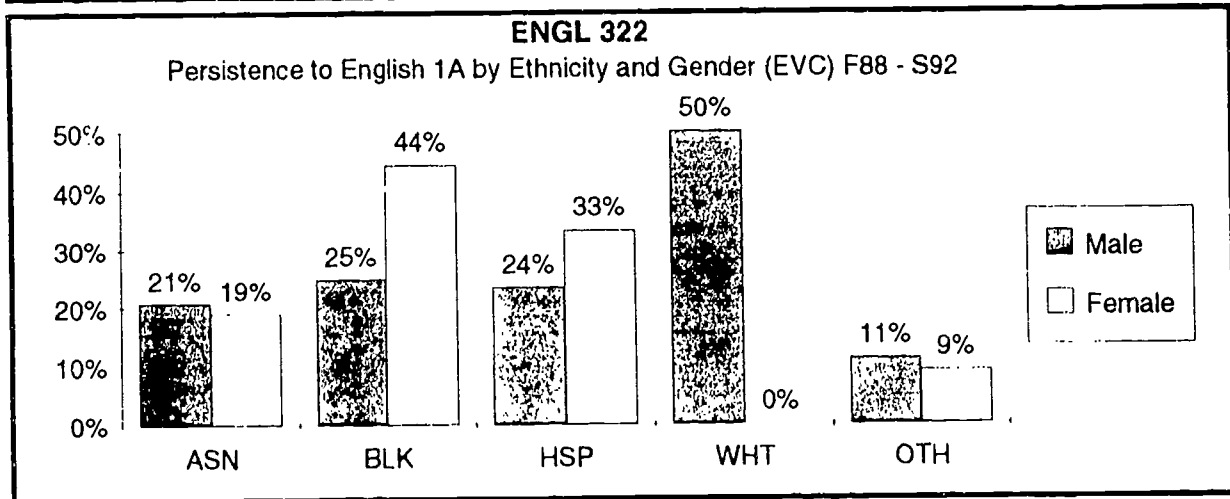
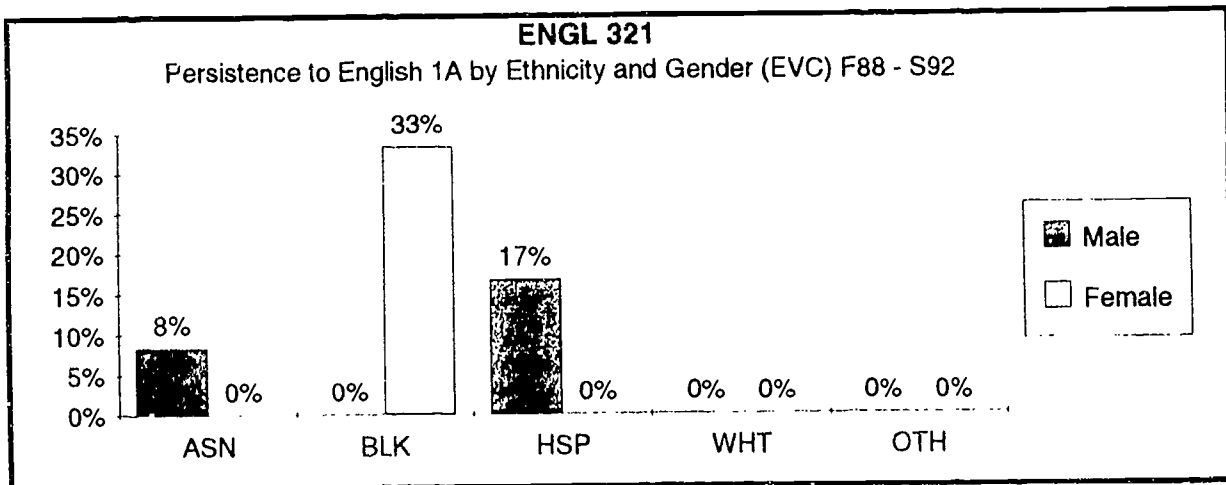
Black & White at 0%
Black at 15%

Data should be interpreted with caution due to small numbers.

Evergreen Valley College

Question: What are the differences by Ethnicity and Gender in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at EVC in Fall 1988?

		Original #					# Pers					% Pers				
		ASN	BLK	HSP	WHT	OTH	ASN	BLK	HSP	WHT	OTH	ASN	BLK	HSP	WHT	OTH
ENGL 321	Male	12	1	12	1	4	1	0	2	0	0	8%	0%	17%	0%	0%
	Female	10	6	20	1	2	0	2	0	0	0	0%	33%	0%	0%	0%
ENGL 322	Male	24	4	17	2	9	5	1	4	1	1	21%	25%	24%	50%	11%
	Female	21	9	33	7	11	4	4	11	0	1	19%	44%	33%	0%	9%
Total	Male	36	5	29	3	13	6	1	6	1	1	17%	20%	21%	33%	8%
	Female	31	15	53	8	13	4	6	11	0	1	13%	40%	21%	0%	8%

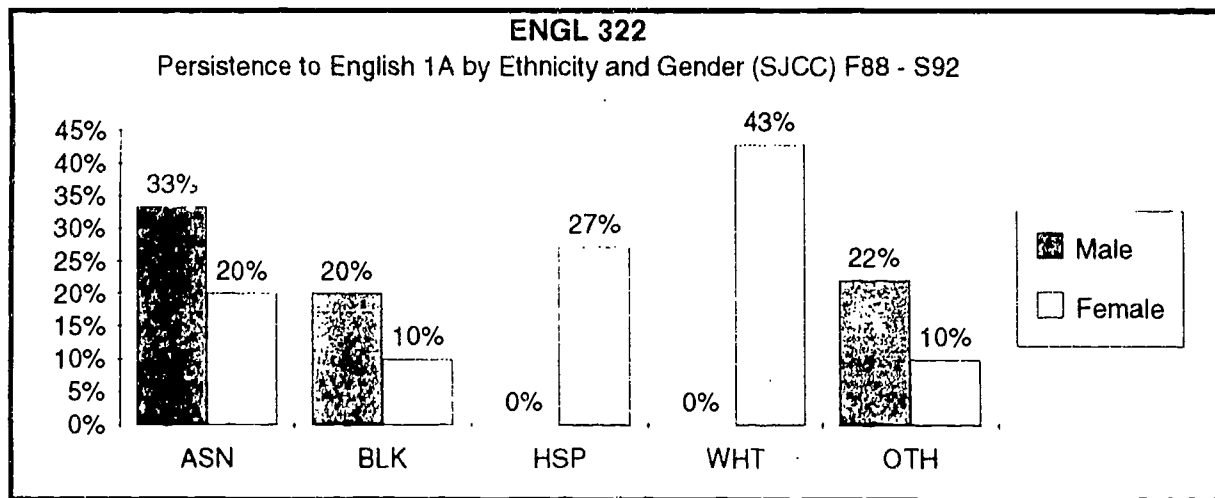
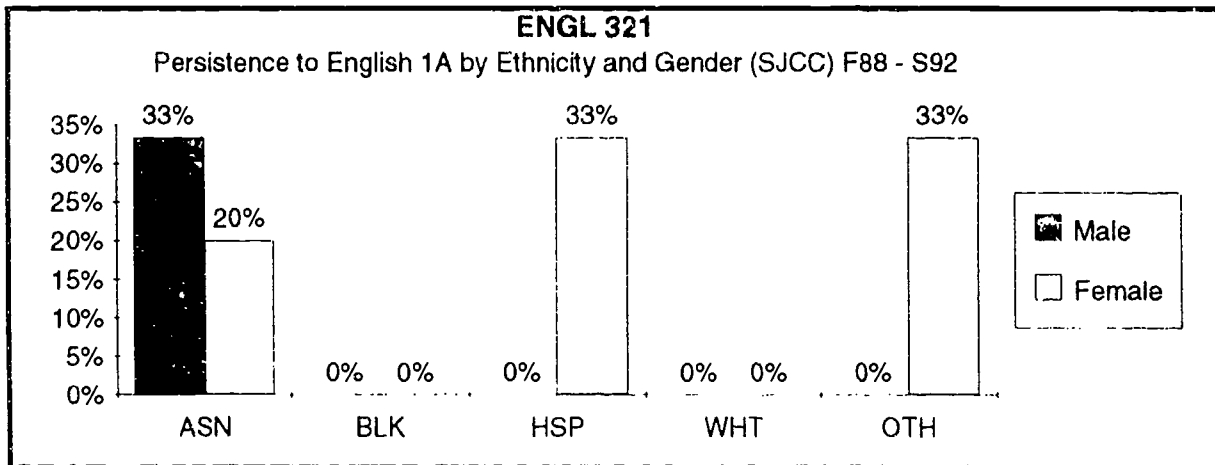


Answer: Data should be interpreted with caution due to small numbers. The relatively higher persistence of Black females from ENGL 321 and ENGL 322 to Transfer English is encouraging. It would be worth asking what factors are influencing their persistence.

San Jose City College

Question: What are the differences by Ethnicity and Gender in persistence to English 1A over four academic years for students with no previous college experience who started in ENGL 321 or ENGL 322 at SJCC in Fall 1988?

		Original #					# Pers					% Pers				
		ASN	BLK	HSP	WHT	OTH	ASN	BLK	HSP	WHT	OTH	ASN	BLK	HSP	WHT	OTH
ENGL	Male	3	1	5	1	5	1	0	0	0	0	33%	0%	0%	0%	0%
321	Female	5	3	6	6	3	1	0	2	0	1	20%	0%	33%	0%	33%
ENGL	Male	9	10	11	1	9	3	2	0	0	2	33%	20%	0%	0%	22%
322	Female	5	10	22	7	10	1	1	6	3	1	20%	10%	27%	43%	10%
Total	Male	12	11	16	2	14	4	2	0	0	2	33%	18%	0%	0%	14%
	Female	10	13	28	13	13	2	1	8	3	2	20%	8%	29%	23%	15%



Answer: Data should be interpreted with caution due to small numbers.

Comment: It is interesting to note the relatively high success rates of Hispanic females for both ENGL 321 (33%) and ENGL 322 (27%).