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English 101 Success Rates & Modality

College of the Canyons

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Institutional Research, Planning, and
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Introduction

The data presented in this brief write up include data pulled from the student [Success/Retention Data for Fall 2021 Scheduling](#) Tableau Visualization. The analyses conducted from the data within the visualization were requested by the Chair of the English Department in preparation for their meeting with the Office of Instruction.

The research questions guiding the analyses included:

- What is the pattern in overall success rates for English 101?
- What are the patterns for success rates by modality (location within the visualization)?
- Are certain disproportionately impacted groups experiencing more challenges in success rates based on modality?

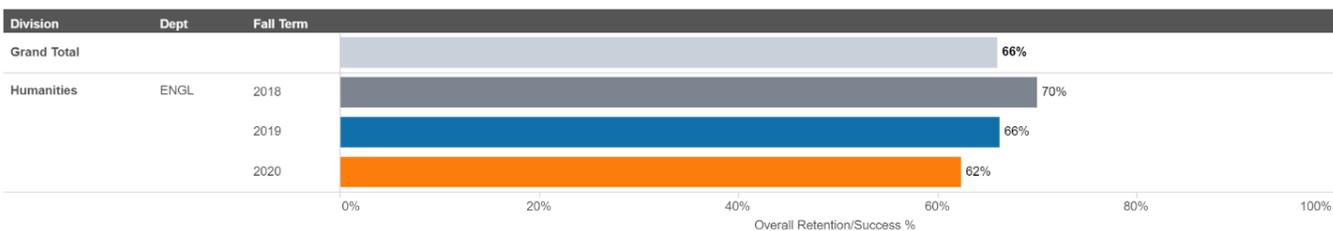
Research Results

English 101 Success Rates Across Fall Terms

The overall course success rate of English 101 has decreased somewhat across the last three Fall Terms (*See Figure 1*). The number of students enrolling in English 101 increased by around 400 students across this time period (with the advent of greater access due to AB-705), it is understandable to have an increase in students and a slight decrease in the success rates combined with COVID situation.

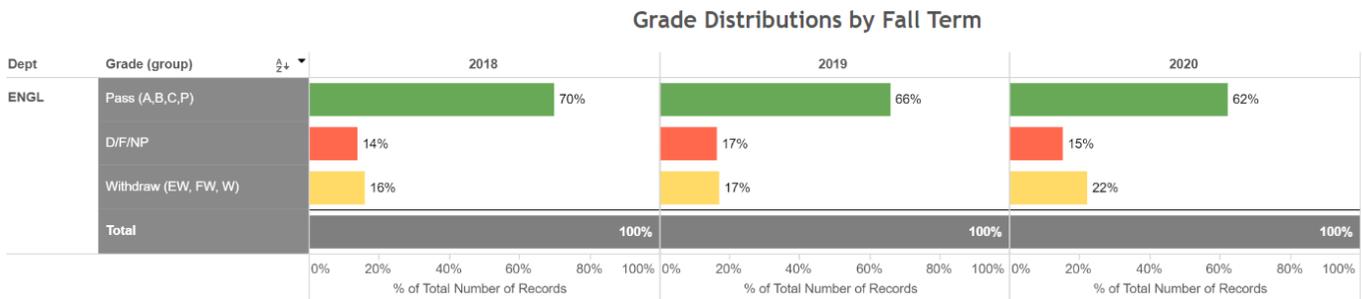
Figure 1. Course Success Rates by Fall Term

Course Success/Retention by Fall Term



Across the last three fall terms English 101 saw the most EW, FW, and Ws in fall 2020 (22%) compared to prior fall terms which only experienced 16% -17% Ws (*See Figure 2*).

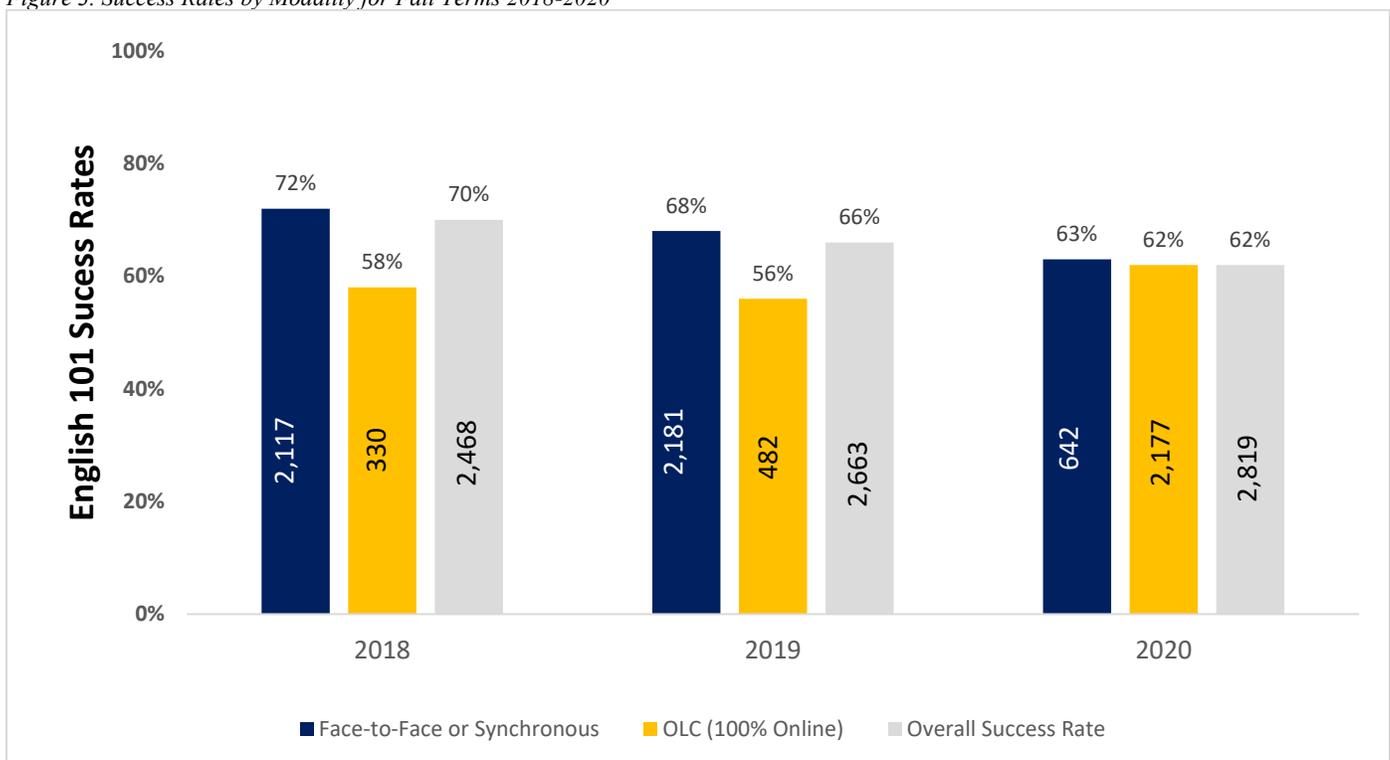
Figure 2. Grade Distribution



Disaggregating by Modality

In disaggregating by modality, the pattern of success rates was such that in years prior to 2020, Face-to-Face course success rates were higher as compared to 100% online (OLC). However, in 2020 when everyone is “remote/online” there is less variability in success rates across modalities (See Figure 3). The highest rates of success for English 101 were for the Face-to-Face modality in 2018 and 2019 when in-person/Face-to-Face classes were being held.

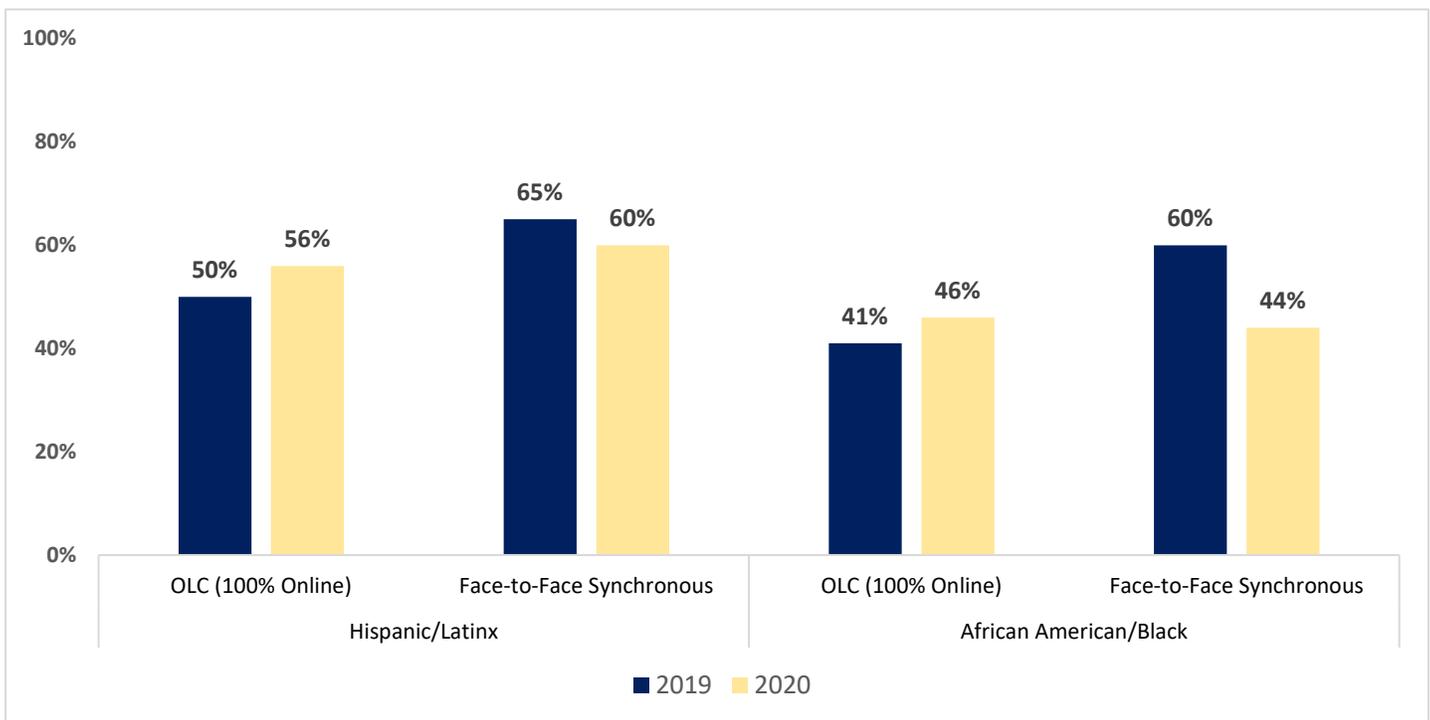
Figure 3. Success Rates by Modality for Fall Terms 2018-2020



Disaggregating by Ethnicity

In disaggregating by ethnicity specifically focusing on our disproportionately impacted groups (Black/Latinx) we see an overall pattern where the rates of success for 100% Online are lower on average for both ethnicities as compared to the Face-to-Face rates (See Figure 4). However, within 2020 when everyone is “remote/online” we see a drop, in success rates among our Black and Latinx students from 2019 (truly Face-to-Face) as compared to 2020 (Synchronous).

Figure 4. Success Rate by Modality for Black and Latinx Students



Recommendations

Upon review of the data for English 101, the following recommendations should be taken into consideration:

- The primary finding is that there are not vast differences in success rate between modality within fall 2020. However, success rates were higher for traditionally Face-to-Face sections and specifically for our disproportionately impacted students (Black and Latinx). Their success rates saw a significant drop from the Face-to-Face rates in 2019 to the synchronous modality in 2020.

For more detailed information on this research brief or for a copy of the survey instruments, frequencies, percentages or open-ended comments stop by the Institutional Research, Planning, and Institutional Effectiveness office located in BONH-224, or contact [Vida M. Manzo](#), Ph.D., Senior Research Analyst at 661.362.5871, or [Daylene Meuschke](#), Ed.D., Associate V.P. Institutional Research, Planning and Institutional Effectiveness at 661.362.5329.