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English-110 & 112 Profile of Student Majors and Success/Retention Rates RB#236

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Introduction & Background

At the request of the chair of the English department, the Office of Institutional Research, Planning and Institutional Effectiveness examined English-112 (*Intermediate Composition, Literature, & Critical Thinking*) and English-110 (*Composition & Literature*) enrollment data. The aim of the request was to develop a better understanding of the profile of majors being pursued by students enrolled in each course. Additionally, for English-110 the aim was to understand the rates of success and retention for English-110 based on students declared majors (specifically, English majors as opposed to Elementary Teacher Education majors).

The findings will be used to assess whether the course(s) need to be tailored to students from different majors, and/or whether a separate English-110 course is needed for Elementary Teacher Education majors and to customize marketing efforts for these courses. This brief is intended to address the following research questions:

- How do success/retention rates for English-110 vary by declared major?
- What is the profile of declared majors for those students enrolled into English-112?

Method

To conduct the analyses, Informer was used to obtain grades for English-110 and English-112 for the 5-year time period of fall terms only 2018-2022. These data were merged with the Fall Term Majors on file that students declared. These were matched for the term in which the student was enrolled into either English-110 or 112.

For tracking majors declared in the English-110 analyses; students were coded on if they had declared 1) English major (1240.ENGL.AA, 1241.ENGL.T, 5250.ENGL.AA-T, 5260.ENGL.AA-T, 2) Elementary Teacher Education (5160.ELEM.AA-T & 5170.ELEM-CSUI.AA-T, or 3) “Other” during the fall term they were enrolled in English 110.

For tracking majors declared in the English-112 we coded if students were declared 1) English 2) “Other” details for the declared majors as part of “other” are reviewed in results.

For assessing success rates in English-110, course success is defined as the percent of students successful in courses out of total enrolled in course. Numerator = number of students with A, B, C, CR/P; Denominator = number of students with A, B, C, D, DR, F, FW, W, I, CR/P, NC/NP. Students who dropped prior to first census not counted.

For assessing retention rates in English-110, course retention is defined as the percent of students retained in courses out of total enrolled in course. Numerator = number of students with A, B, C, D, F, I, CR/P, FW, NC/NP; Denominator = number of students with A, B, C, D, DR, F, FW, W, I, CR/P, NC/NP. Students who dropped prior to first census not counted.

Results

Profile of Declared Majors in ENGLISH-110 and Course Success & Retention

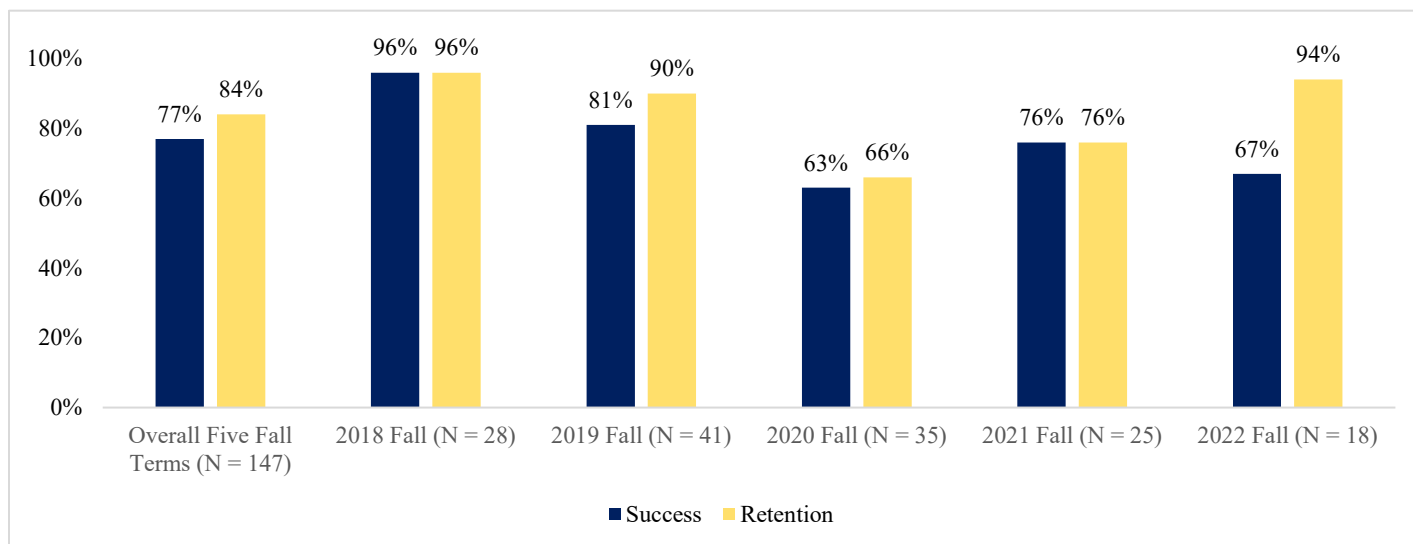
A total of 147 students enrolled into English-110 across the fall terms of 2018-2022. Of those students the two largest declared majors were students who declared an Elementary Teacher Education major (**47%**) followed by an English major (**42%**) followed by “Other” (**11%**; a major besides Elementary Teacher Education or English). Among the “Other” majors the table below illustrates the declared majors for those 17 students.

Table 1. Declared Majors among English-110 Enrolled Students

Program of Study/Major	Count	Percent
Elementary Teacher Education	69	47%
English	61	41%
Other (below)	17	11%
Liberal Arts & Sciences Total ¹	6	
Biological & Environ. Sciences	2	
Unknown/Unreported	2	
Administration of Justice	1	
Computer Science	1	
Kinesiology-Physical Education	1	
Mathematics	1	
Philosophy	1	
Psychology	1	
Real Estate	1	
Total	147	100%

The overall success rate in the English-110 course was 77% across the five fall terms. The fall term with the highest rate of success was fall 2018 and lowest was fall 2020. The overall rate of retention in the English-110 course was 84% across the five fall terms. The fall term with the highest rate of retention was fall 2018 and lowest was fall 2020² (See Figure 1).

Figure 1. Overall Success Retention Rates in English-110 by Fall Terms 2018-2022

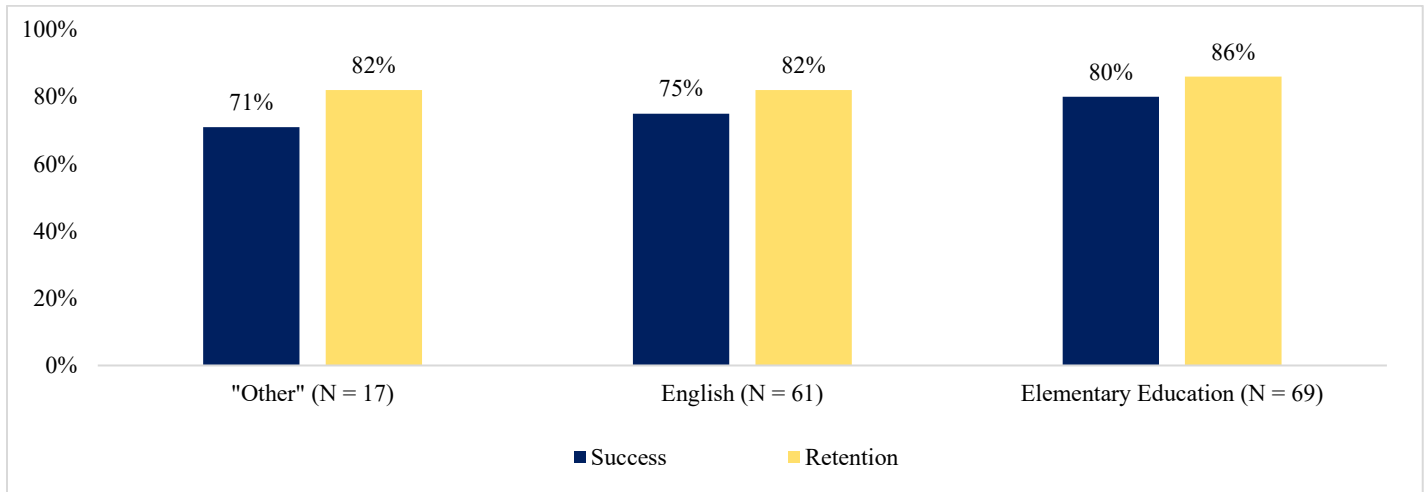


¹ Of the 6 Liberal Arts and sciences, 3 were emphasis in Social and Behavioral Sciences, 1 Health Sciences Emphasis, 1 Math & Science and 1 General Education Breadth.

² The pattern of low success and retention in fall term of 2020 is not unique to this course as this was the lowest rate of success and retention for the department of English as a whole and many departments (likely due to Covid-19/pandemic).

Success rates in English-110 was highest among students pursuing Elementary Teacher Education majors (80%), followed by students majoring in English (75%), and then by “Other” majors (71%). Although all success rates were fairly high.

Figure 2. Success and Retention in English-110 by Declared Student Major



Profile of Declared Majors in ENGLISH-112

A total of 207 students enrolled in English-112 across the fall terms of 2018-2022. The gender distribution was 57% female, 43% Male. The largest age group enrolled was 19 years or younger (55%), followed by 20-24 years (27%), ages 25-29 years (8%), 30-34 (5%), 35-39 (2%), and age groups 40-49 years and 50+ years each comprised 1% of the students. The largest ethnic group of students enrolled were Hispanic/Latinx (34%), followed by White (28%), Two or more races (18%), Asian/Filipino (14%), African-American/Black (3%), Unknown (2%), and Native American/Alaskan Native (<1%).

The profile of declared majors among these students in English-112 illustrates, 72% (148 students) declared “Other” majors, 26% (54 students) were English majors, and 2% unreported (5 students). Table 1 below illustrates the frequency and distributions of majors among those coded as “Other”. The top most popular majors in the “Other” category being 1) Liberal Arts & Sciences³ 2) Psychology, and 3) Business.

³ Specific Emphasis pursued within the Liberal Arts and Sciences Major is displayed in Table 1.

Table 2. Declared Majors among English-112 Enrolled Students

Program of Study/Major	Count	Percent %
English	54	26%
Other (below)	148	72%
Psychology	16	
Business	15	
Lib. Arts &Sci. Emphasis; Social & Behavioral Sciences	10	
Biological & Environ Sciences	10	
Lib. Arts &Sci. Emphasis; Health Science	9	
Computer Science	9	
Mathematics	7	
Radio/Television/Film	7	
Early Childhood Education	6	
Political Science	6	
Sociology	6	
Kinesiology-Physical Education	5	
Lib. Arts &Sci. Emphasis; Humanities Emphasis	4	
Health Sciences	4	
Telecom & Electronic Systems	4	
Lib. Arts &Sci. Emphasis; General Breadth	3	
Art	3	
Modern Languages	3	
Music	3	
Administration of Justice	2	
Communication Studies	2	
History	2	
Hotel Restaurant Management	2	
Philosophy	2	
Anthropology	1	
Architecture & Interior Design	1	
Graphic and Multimedia Design	1	
Nursing	1	
Photography	1	
Theater	1	
Welding	1	
Lib. Arts &Sci. Emphasis; Math & Science	1	
Unknown/Unreported	5	2%
Total	207	100%

English-112 is one of the course options for the critical thinking component of the English ADT⁴ (e.g., major requirements are satisfied with English-110). For students pursuing an AA in English⁵ the English-112 course is a major

⁴ [Link to English for Transfer Program Mapper](#)

⁵ [Link to English Associate Degree](#)

requirement. Of the 54 students with an English major enrolled in English-112, 22 (41%) were pursuing an AA (requiring English-112) (See full award details in Table 3).

Table 3. Award Details Pursued by English Majors Enrolled in English-112

Award Details	Count	Percent %
English ADT and or Non-English Award pursued	32	59%
English AA and or Non-English Award pursued	15	28%
English AA and English ADT concurrently pursued	7	13%
Total	54	100.0

Summary Findings

- Overall the two most popular majors for English-110 were Elementary Teacher Education (47%) and English (42%). While success rates were at or above 71% for all majors, they were highest for Elementary Teacher Education majors at 80%.
- Overall only 26% of students enrolled in English-112 across the last five fall terms were English majors while nearly 74% were a combination of a mix of other majors the most popular being Liberal Arts & Sciences (various emphases), followed by Psychology, and then Business.

Implications

The Institutional Research, Planning and Institutional Effectiveness office collects information on how data and research conducted assist the campus community in making evidence-based decisions. In light of this, we ask that requestors, and/or members of any department/area that utilize the data, provide action implications for each report.

Using the following [Action Implication Form](#), please report actions and/or decisions that emerge from the data and findings presented in this report.

Recommendations

Upon review of the results of the request the following recommendations can be explored:

- Explore options for designing courses to cater specifically to students pursuing Elementary Teacher Education majors as they are a majority of English-110 students.
- Explore targeted marketing to students from popular majors enrolled in English-112 and consider the material taught in English-112.

For questions, or more detailed information on this research brief, contact Vida M. Manzo, Ph.D., Senior Research Analyst at vida.manzo@canyons.edu or Preeta Saxena, Ph.D., Director Institutional Research, Planning and Institutional Effectiveness at preeta.saxena@canyons.edu.