

SUBJECT: Converting Some ENGH 0890 Sections to ENGH 0990 Sections

DATE: 21 October 2002

We have discussed a September 9th memo that had the subject line, *Ranking New ENGH 0890 & 0990 Students: Holistic Scoring of their Timed-Essays*. I left a copy of that memo with you along with samples of the students' timed-essays. One upshot of the research, represented in that memo, was that if the Basic Composition Department supplemented the current placement system with a holistic scoring of time-essays, we could reasonably or more accurately place more of our students into ENGH 0990 and fewer into ENGH 0890. What would be the consequence of such a change in placement?

This Memo's Purpose

If we supplemented the current placement system with a timed-essay that was holistically scored, then we may retain more remedial students at UVSC for one purpose, among others, their learning how to write. An analysis of the enclosed Tables 1, 2, and 3 strongly suggests that significant gains in retention may be found by having remedial students complete ENGH 0990 and enroll in ENGL 1010, as compared to their either completing ENGH 0890 and enrolling in ENGH 0990 or their completing ENGH 0890 and ENGH 0990, and enrolling in ENGL 1010. (See the attached Tables and analyses.)

Context: Retention as Knowing Why Students Leave UVSC

Tables 1, 2, and 3 represent comprehensive enrollment patterns in ENGH 0890, ENGH 0990, and ENGL 1010 for 1999-2000, 2000-2001, and 2002-2002. That is, the data in the tables represents all the remedial students who enrolled in ENGH 0890 and ENGH 0990 (and ENGL 1010). The data is analyzed only for the purpose of identifying how many remedial students may attempt to complete ENGH 0890, ENGH 0990, and ENGL 1010 as a sequence of composition courses.

The analyses of Tables 1, 2, and 3 do *not* address the reasons why any particular student may leave UVSC much less not enroll in a composition course here. For retention information, see *Understanding Retention and College Students Bodies: Differences Between Drop-Outs, Stop-Outs, Opt-Outs, and Transfer-Outs* (Hoyt, 2002). To the point, first, those larger retention patterns are *not* the object of study in this memo, and second, those larger retention patterns presumably remain relatively constant as remedial students enrolled in composition courses during 1999-2000, 2000-2001, and 2002-2002.

The object of study in this memo is *only* how many remedial students attempt to complete ENGH 0890, ENGH 0990, and ENGL 1010 during 1999-2000, 2000-2001, and 2002-2002.

Tables 1, 2, and 3

(Prepared with the help of Missy Hancock and Jeff Hoyt
of the Institutional Research & Management Studies Department)

Table 1. Retention as a Student Enrolling in ENGH 0890, ENGH 0990, and ENGL 1010

Students enrolled in ENGH 0890:	The same students who then	And the same students who then
---------------------------------	----------------------------	--------------------------------

	enrolled in ENGH 0990:	enrolled in ENGL 1010:
Fall of 2001, 258 students.	Spring of 2002, 105 (41%) of the former students.	Fall of 2002, 29 (11%) of the former students.
Fall of 2000, 275 students	Spring of 2001, 101 (37%) of the former students.	Fall of 2001, 37 (13%) of the former students.
Fall of 1999, 300 students.	Spring of 2000, 111 (37%) of the former students.	Fall of 2000, 35 (12%) of the former students.

Note. Essentially, each fall semester a cohort of student is formed as defined by enrolling in ENGH 0890. After their ENGH 0890 semester, ideally or theoretically speaking, these same students would consecutively enroll in ENGH 0990 and ENGL 1010.

Research Question (Table 1): How many UVSC students attempt to complete the ENGH 0890, ENGH 0990, and ENGL 1010 composition sequence when that sequence begins in a fall semester? Or, in other words, how many students complete ENGH 0890 in a fall semester, continue to complete ENGH 0990 in the spring semester, and also enroll in ENGL 1010, a year after having taken ENGH 0890?

Answer (Table 1): About 12% of students complete this recommended sequence of composition courses.

Table 2. Retention as a Student Enrolling in ENGH 0990 and ENGL 1010

Semester	Students in ENGH 0990	Total Attrition	Attrition as Leaving UVSC	Attrition as Not Taking ENGL 1010	Retention as Taking ENGL 1010
Fall 1999	415	228 (55%)	105 (25%)	123 (30%)	187 (45%)
Fall 2000	426	242 (57%)	125 (29%)	117 (27%)	184 (43%)
Fall 2001	459	263 (57%)	150 (33%)	113 (25%)	196 (43%)
For three years, 55% to 57% of fall semester ENGH 0990 students did not enroll in ENGL 1010 in the following spring semester.			For three years, 43% to 45% of fall semester ENGH 0990 students enrolled in ENGL 1010 in the following spring semester.		

Note. Attrition is defined as a former ENGH 0990 student not enrolling in ENGL 1010. One form of attrition was a student not attending UVSC and another form was a student attending UVSC although choosing not to enroll in ENGL 1010. Given this definition of attrition, retention is defined as a ENGH 0990 student completing that course and enrolling in ENGL 1010.

Research Question (Table 2): How many UVSC students successfully complete ENGH 0990 during a fall semester and then enroll in ENGL 1010 in the following spring semester?

Answer (Table 2): About 44% of students complete ENGH 0990 and enroll in ENGL 1010 in the

following semester.

Analysis of Table 1 and 2. If retention is only defined as how many students attempt to complete the ENGH 0890, ENGH 0990, and ENGL 1010 sequence, then we may presume that we retain 12% of our students (see Table 1). But, if retention is only defined as how many students attempt to complete the ENGH 0990 and ENGL 1010 sequence, then we may presume that we retain 44% of our students (see Table 2). *In other words, if more students attempted to complete the ENGH 0990/ENGL 1010 sequence, not the ENGH 0890/ENGH 0990/ENGL 1010 sequence, we may retain more students regarding composition courses.*

Table 3. Retention as a Student Enrolling in ENGH 0890 and ENGH 0990

Semester	Students in ENGH 0890	Total Attrition	Average Class Size	Attrition as Leaving UVSC	Attrition as Not Taking ENGH 0990	Retention as Taking ENGH 0990
Fall 1999	300	199 (63%)	20	91 (30%)	98 (33%)	111 (37%)
Fall 2000	275	174 (63%)	20	88 (32%)	86 (31%)	101 (37%)
Fall 2001	258	164 (64%)	20	79 (31%)	85 (33%)	94 (36%)
Spring 2000	275	236 (86%)	18	97 (35%)	139 (51%)	39 (14%)
Spring 2001	168	139 (83%)	15	82 (49%)	57 (34%)	29 (17%)
Spring 2002	181	152 (84%)	21	95 (52%)	57 (32%)	29 (16%)
<p>For three years, 63% to 64% of fall semester ENGH 0890 students did not enroll in ENGH 0990 in the following spring semester.</p> <p>For three years, 83% to 86% of spring semester ENGH 0890 students did not enroll in ENGH 0990 in the following fall semester.</p>				<p>For three years, 36% to 37% of fall semester ENGH 0890 students enrolled in ENGH 0990 in the following spring semester.</p> <p>For three years, 14% to 17% of spring ENGH 0890 students enrolled in ENGH 0990 in the following fall semester.</p>		

Note. Attrition is defined as a former ENGH 0890 student not enrolling in ENGH 0990. Retention is defined as an ENGH 0890 student enrolling in ENGH 0990.

Research Question (Table 2 and 3): Does the ENGH 0890/ENGH 0990 sequence have better retention than the ENGH 0990/ENGL 1010 sequence?

Answer (Table 2 and 3): Regarding the fall semester, 36.5% of students complete ENGH 0890 and enroll in ENGH 0990 (Table 3) as compared to 44% of students who complete ENGH 0990 and enroll in ENGL 1010 (Table 2). In other words, 7.5% fewer students attempt to complete the ENGH

0890/0990 sequence as compared to those who attempt to complete the ENGH 0990/ENGL 1010 sequence.

Analysis of Table 3. When the ENGH 0890/0990 sequence is defined as taking ENGH 0890 in the spring semester and taking ENGH 0990 in the following fall semester, retention may be particularly problematic because only 15.5% of students are retained.

Analysis of Tables 1, 2, 3. *If more students attempted to complete the ENGH 0990/ENGL 1010 sequence, not the ENGH 0890/ENGH 0990 sequence and not the ENGH 0890/ENGH 0990/ENGL 1010 sequence, we may retain more students in composition courses and perhaps at UVSC.*