



Institutional Effectiveness, Research, & Planning

English Success Center Data Report 2016-17

September 5, 2017

This report examines the relationship between visiting Cerritos College's English Success Center (ENGL SC) and academic outcomes of students enrolled in an English course during the 2016-17 school year. The report also compares academic outcomes between students who chose to visit the ENGL SC and those who did not visit.

EXECUTIVE SUMMARY

The students who visited ENGL SC were more likely to pass and complete English courses than those who did not visit the ENGL SC. Similarly, students who visited the center more often were more likely to pass and complete their course than students who visited less often.

Details of the Data

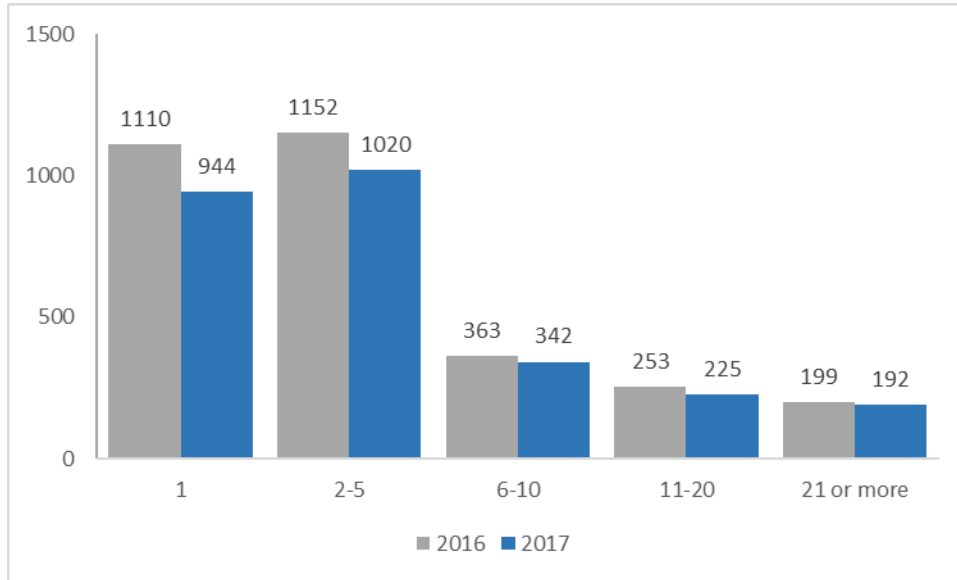
In total, 2,724 students visited the ENGL SC¹ during the 2016-17 school year; a slight decrease from the previous year total of 3,078 students, probably reflective of the decrease in overall enrollment in English courses offered at Cerritos College. Of the 2,724 students who visited the success center for English program, 1,935 enrolled in an English course during fall 2016 or spring 2017. Despite decrease in student headcount, the total number of visits remained relatively stable from SY 2016 to SY 2017 (Table 1). Of the students that used the ENGL SC, most visited just once, or two to five times throughout the year (Figure 1). Seventy-one percent of the students who enrolled in English courses visited the ENGL SC at least once for English-themed tutoring, directed learning activities (DLAs), or workshops.

Table 1. Frequencies for English Success Center Student Visits

SY 2016				
	Minimum	Maximum	Sum	Mean
Visits	1	180	18771	6.10
Minutes	0	23218.40	1395430.80	453.83
Hours	0	386.97	23257.18	7.55
SY 2017				
	Minimum	Maximum	Sum	Mean
Visits	1	208	18586	6.83
Minutes	0	81603.06	3103573.80	1139.78
Hours	0	1360.01	51726.23	18.98

¹ Visits to the ENGL SC include English tutoring, directed learning activities, and workshops.

Figure 1. Counts of ENGL SC Student Visits



English Enrollments by Course

Table 2 shows the number of enrollments in each English Course by school year. In the 2017 school year, English 100 had the highest number of enrollees who visited the ENGL SC (1,044) and the highest total number of enrollments (4,399).

Table 2. ENGL SC Enrollments by English Course

English Class	School Year			
	2016		2017	
	ENGL SC Enrollment	Total Enrollment	ENGL SC Enrollment	Total Enrollment
20	521	1830	335	1227
50A	8	19	10	29
52	830	3730	670	3066
72	176	483	276	789
100	1039	4443	1044	4399
102	65	367	57	360
103	381	1537	405	1806
106	4	32	2	23
107	9	60	6	71
155			0	30
221A	4	20	6	17
221B	3	18	3	14
222	13	34	10	49
225	3	27	5	18
226	6	26	2	12
227	6	51	1	20
228	11	59	17	77
230A	10	62	6	54
230B	13	53	7	27
232	1	24	0	0

234	4	27	4	17
235	9	40	9	50
240	25	99	3	56
241	2	16	2	23
245	5	32	6	25
246A	11	49	5	29
246B	14	53	12	55
248A	3	26	3	19
248B	2	16	4	12
250	1	12	2	19
298	0	1		
299	2	2		
Total	3181	13248	2912	12393

*Students may be enrolled in multiple courses in the same term and throughout the school year.

Academic Achievement for ENGL SC Users and Non-Users

Table 3 shows indicators of academic achievement for ENGL SC users and non-users. On average, ENGL SC users had higher GPAs, earned more cumulative units, and enrolled in more units, in the semester they took their English course.

Table 3. Comparison of ENGL SC Users and Non-Users Enrolled in an English Course on Academic Achievement Indicators.

Academic Achievement	School Year							
	2016				2017			
	ENGL SC Users		Non-Users		ENGL SC Users		Non-Users	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Cumulative GPA	2.72	0.79	2.39	0.97	2.71	0.82	2.41	0.97
Cumulative Units	32.40	23.22	29.95	24.41	34.71	24.46	32.48	26.07
Units Taken	8.62	4.94	6.51	4.85	8.99	5.14	6.87	5.05

Demographic Data for ENGL SC Users and Non-Users

Tables 4 through 6 show demographic data for students who enrolled in an English course during fall 2016 and spring 2017. The tables compare students who visited the ENGL Success Center to students who did not use the center. The groups have similar gender (Table 4), ethnic (Table 5), and age (Table 6) composition.

Table 4. Comparison of ENGL SC Users and Non-Users Enrolled in an English Course by Gender

Gender	School Year							
	2016				2017			
	ENGL SC Users		Non-Users		ENGL SC Users		Non-Users	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	1227	58%	3977	53%	1079	56%	3728	52%
Male	831	40%	3464	46%	814	42%	3269	46%
Unknown	44	2%	131	2%	42	2%	132	2%
Total	2102	100%	7572	100%	1935	100%	7129	100%

Table 5. Comparison of ENGL SC Users and Non-Users Enrolled in an English Course by Ethnicity

Ethnicity	School Year							
	2016				2017			
	ENGL SC Users		Non-Users		ENGL SC Users		Non-Users	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African American/ Black	53	3%	168	2%	39	2%	119	2%
American Indian/ Alaskan Native	165	8%	427	6%	154	8%	483	7%
Asian	334	16%	1040	14%	359	19%	1111	16%
Filipino	20	1%	77	1%	16	1%	43	1%
Hispanic/ Latino	1348	64%	5198	69%	1208	62%	4852	68%
Multiracial	0	0%	3	0%	0	0%	0	0%
Pacific Islander	14	1%	51	1%	11	1%	46	1%
White	33	2%	189	2%	12	1%	89	1%
Unknown	135	6%	419	6%	136	7%	386	5%
Total	2102	100%	7572	100%	1935	100%	7129	100%

Table 6. Comparison of ENGL SC Users and Non-Users Enrolled in an English Course by Age Group

Age Group	School Year							
	2016				2017			
	ENGL SC Users		Non-Users		ENGL SC Users		Non-Users	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
19 or younger	991	47%	3431	45%	966	50%	3186	45%
20-24	645	31%	2845	38%	532	28%	2587	36%
25-29	201	10%	761	10%	183	10%	737	10%
30-34	75	4%	257	3%	86	4%	305	4%
35-39	75	4%	121	2%	60	3%	146	2%
40-49	71	3%	113	2%	70	4%	118	2%
50 or older	44	2%	44	1%	38	2%	50	1%
Total	2102	100%	7572	100%	1935	100%	7129	100%

Completion and Success Rates by ENGL SC

Completion. Completion rate was defined as the percentage of students that earned a grade in the course (A, B, C, D, F, P, or NP) and did not withdraw. ENGL SC users had higher completion rates in most English courses (Table 7). A chi-square test indicated that ENGL SC users were more likely to complete English courses than students who did not visit the ENGL SC, $\chi^2(1) = 134.61$, $p < .001$. Further analysis showed that the risk of failure to complete nearly doubled (RR = 1.87) for students who did not visit the learning center.

Table 7. Completion Rates by course for ENGL SC Users and Non-Users by English Course

English Classes	School Year							
	2016				2017			
	ENGL SC Users		Non-Users		ENGL SC Users		Non-Users	
	Total Enrolled	Rate	Total Enrolled	Rate	Total Enrolled	Rate	Total Enrolled	Rate
20	521	93%	1309	77%	335	94%	892	82%
50A	8	100%	11	91%	10	100%	19	58%

52	830	92%	2900	80%	670	90%	2396	81%
72	176	90%	307	80%	276	82%	513	67%
100	1039	88%	3404	77%	1044	88%	3355	77%
102	65	94%	302	83%	57	97%	303	89%
103	381	91%	1156	83%	405	91%	1401	83%
106	4	100%	28	79%	2	50%	21	76%
107	9	89%	51	61%	6	83%	65	74%
155		93%					30	100%
221A	4	100%	16	81%	6	83%	11	91%
221B	3	100%	15	93%	3	67%	11	64%
222	13	100%	21	62%	10	100%	39	90%
225	3	67%	24	50%	5	80%	13	92%
226	6	100%	20	90%	2	100%	10	70%
227	6	100%	45	71%	1	100%	19	74%
228	11	100%	48	83%	17	94%	60	88%
230A	10	90%	52	81%	6	83%	48	77%
230B	13	100%	40	80%	7	100%	20	70%
232	1	100%	23	100%				
234	4	50%	23	83%	4	75%	13	92%
235	9	78%	31	90%	9	89%	41	90%
240	25	92%	74	91%	3	100%	53	98%
241	2	100%	14	79%	2	100%	21	95%
245	5	80%	27	89%	6	100%	19	100%
246A	11	100%	38	84%	5	100%	24	88%
246B	14	93%	39	90%	12	92%	43	81%
248A	3	67%	23	83%	3	100%	16	81%
248B	2	100%	14	71%	4	100%	8	100%
250	1	100%	11	82%	2	100%	17	100%
298			1	100%				
299	2	100%						
Total	3181	91%	10067	79%	2912	89%	9481	79%

Student Success. Success rate was defined as the percentage of students earning a grade of A, B, C, or P (passing). Failure was defined as a student earning a grade of W, D, F, FW, or NP (not passing). Table 8 compares success rates for ENGL SC users and non-users by course. A chi-square test indicated that ENGL SC users had higher overall rates of student success than non-users, $\chi^2(1) = 174.31, p < .001$. We calculated the Relative Risk to assess the size of the relationship between visiting the ENGL SC and student success. This analysis showed that the risk of failure increased (RR = 1.56) for students who did not visit the learning center.

Table 8. Comparison of Success Rates for ENGL SC Users and Non-Users by English Course

English Classes	School Year							
	2016				2017			
	ENGL SC Users		Non-Users		ENGL SC Users		Non-Users	
Total Enrolled	Rate	Total Enrolled	Rate	Total Enrolled	Rate	Total Enrolled	Rate	
20	521	79%	1309	58%	335	78%	892	62%
50A	8	100%	11	91%	10	100%	19	42%
52	830	78%	2900	61%	670	75%	2396	61%
72	176	76%	307	62%	276	62%	513	49%
100	1039	74%	3404	59%	1044	74%	3355	59%
102	65	86%	302	76%	57	95%	303	78%
103	381	85%	1156	69%	405	86%	1401	72%
106	4	100%	28	71%	2	50%	21	57%
107	9	78%	51	53%	6	83%	65	69%
155							30	100%
221A	4	100%	16	56%	6	83%	11	64%
221B	3	100%	15	80%	3	67%	11	64%
222	13	100%	21	48%	10	90%	39	85%
225	3	33%	24	46%	5	80%	13	62%
226	6	100%	20	80%	2	100%	10	30%
227	6	83%	45	58%	1	100%	19	63%
228	11	91%	48	77%	17	94%	60	87%
230A	10	70%	52	52%	6	83%	48	67%
230B	13	85%	40	73%	7	100%	20	55%
232	1	100%	23	100%				
234	4	50%	23	83%	4	75%	13	77%
235	9	78%	31	74%	9	89%	41	85%
240	25	84%	74	81%	3	100%	53	93%
241	2	100%	14	50%	2	100%	21	91%
245	5	80%	27	82%	6	100%	19	100%
246A	11	100%	38	76%	5	80%	24	75%
246B	14	93%	39	90%	12	92%	43	77%
248A	3	67%	23	78%	3	100%	16	75%
248B	2	100%	14	71%	4	100%	8	88%
250	1	100%	11	73%	2	100%	17	100%
298			1	100%				
299	2	100%						
Total	3181	78%	10067	62%	2912	76%	9481	63%

Frequency of ENGL SC Visits and Course Outcomes

The ENGL SC users were categorized according to their total number of visits during the 2016-17 school year. The categories were minimal user (1 visit), casual user (2-5 visits), moderate user (6-10 visits), frequent user (11-20 visits) and extreme user (21 and more visits). The final two columns of Table 9 show the success and completion rates for each user type. The columns show increases in success and completion rates as the frequency of visits increases.

Table 9. ENGL SC User Profile Data

School Year	User Type	ENGL SC Students		Visits			Outcome Rates	
		Number	Percent of Total	Range	Average Number	Average Time	Completion	Success
	Minimal	688	33%	1	1.00	0.83	92%	76%
	Casual	860	41%	2-5	3.03	2.90	94%	82%
	Moderate	260	12%	6-10	7.52	7.87	94%	81%
	Frequent	153	7%	11-20	14.58	17.12	95%	86%
	Extreme	141	7%	21 or more	41.09	60.08	97%	87%
	2016 Total	2102	100%		6.31	7.72	94%	81%
	Minimal	601	31%	1	1.00	16.15	90%	74%
	Casual	768	40%	2-5	3.04	15.73	93%	81%
	Moderate	242	13%	6-10	7.50	13.28	92%	76%
	Frequent	165	9%	11-20	14.36	18.18	96%	82%
	Extreme	159	8%	21 or more	49.06	64.05	99%	89%
	2017 Total	1935	100%		7.71	19.73	93%	79%

Directed Learning Activities

In SY 2017, the success center hosted 5,114 Directed Learning Activity Visits for 811 unduplicated students, number of visits nearly doubled from the previous year (number of visits = 2,738; number of unduplicated students = 677). Figure 2 shows that most students visited the success center for Directed Learning Activities between two to five times. Table 10 displays the count of DLA visits by type.

Figure 2. Counts of ENGL SC Directed Learning Activity Visits

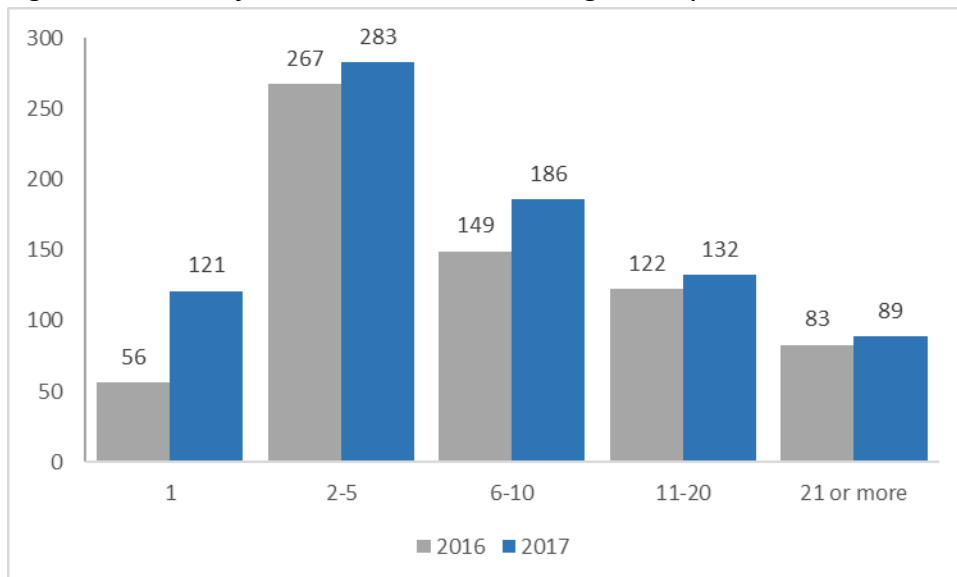


Table 10. Count of DLA visits by type

DLA Name	School Year	
	2016	2017
G001.1 - Basic Sentence Structure	329	262
G002.1 - Sentence Combining	20	17
G003.1 - Types of Sentences: Compound	215	127
G004.1 - Coordinating Conjunction	53	81
G005.1 - Types of Sentences: Complex and Compound-Complex	84	99
G006.1 - Subordinating Conjunctions	38	68
G007.1 - Parallel Structure	77	107
G008.1 - Reducing Sentence Errors: Fragments	303	278
G009.1 - Reducing Sentence Errors: Run-ons and Comma Splices	353	337
G010.1 - Using Articles with Nouns	39	141
G011.1 - Pronouns	42	31
G012.1 - Modals to Express Ability	32	33
G013.1 - Modals to Express Necessity	22	17
G014.1 - Modals to Give Advice	29	26
G015.1 - Understanding the Simple Present and Present Progressive Tenses	89	101
G016.1 - Understanding the Simple Past and Past Progressive Tenses	76	89
G017.1 - Understanding the Present Perfect and Present Perfect Progressive Tenses	23	51
G018.1 - Understanding Future Tenses	69	68
G019.1 - Using the Passive Voice (Part One)	53	22
G020.1 - Using the Passive Voice (Part Two)	34	30
G021.1 - Adjectives and Adverbs	51	115
G022.1 - Comparatives and Superlatives	13	30
G023.1 - Using Adjective Clauses	60	68
G024.1 - Using Adverb Clauses	34	72
G025.1 - Using Noun Clauses	38	99
G026.1 - Gerunds and Infinitives (Part One)	44	60
G027.1 - Gerunds and Infinitives (Part Two)	34	28
G028.1 - Subject-Verb Agreement	63	156
G029.1 - Choosing the Correct Word Form	22	46
G030.1 - Learning to Paraphrase	36	37
G031.1 - Punctuation 1: How to Use Commas (Part One)	158	231
G032.1 - Punctuation 2: How to Use Commas (Part Two)	90	161
G033.1 - Punctuation 3: How to Use Semicolons	43	122
G034.1 - Punctuation 4: How to Use Colons	12	64
G035.1 - Punctuation 5: How to Use Hyphens	10	41
G036.1 - Punctuation 6: How to Use Dashes and Parenthesis	5	42
G037.1 - Understanding the Future Perfect and Future Perfect Progressive Tenses	16	22
G038.1 - Understanding the Past Perfect and Past Perfect Progressive Tenses	15	24
G039.1 - Conditional Sentences Part 1 Real Conditional	10	32
G040.1 - Conditional Sentences Part 2 Unreal Conditional	4	19
W001.1 - EE1: Reasoning Essays		37
W002.1 - EE2: Organizing Essays		220
W003.1 - EE3: Unifying Essays		163
W004.1 - EE4: Introducing and Concluding Essays		198

W005.1 - EE5: Transitioning in Essays	161
W006.1 - EE6: Revising, Editing and Proofreading Essays	137
W007.1 - In Class Essay	22
W008.1 - Starting Strategies 1: Reading the Prompt	48
W009.1 - Starting Strategies 2: Recognizing and Writing with Audience and Purpose	127
W010.1 - Starting Strategies 3: Selecting Prewriting Techniques	24
W011.1 - Starting Strategies 4: Understanding the Writing Process/ Dealing with Writ	121
W012.1 - Documentation Dos and Don'ts 1 Using Sources	180
W013.1 - Documentation Dos and Don'ts 2: Paraphrasing	129
W014.1 - Documentation Dos and Don'ts: Using MLA Documentation and Formatting:	74
W016.1 - Documentation Dos and Don'ts: Creating an Annotated Bibliography	19
Total	2738 5114

Demographic Data for DLA Users and Non-Users

Tables 11 through 13 show demographic data for students who enrolled in an English course during fall 2016 and spring 2017. The tables compare students who attended a DLA to students who did not attend. The groups have similar gender (Table 11), ethnic (Table 12), and age (Table 13) composition.

Table 11. Comparison of DLA Users and Non-Users enrolled in an English course by gender

Gender	School Year							
	2016				2017			
	DLA User		Non-User		DLA User		Non-User	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	281	63%	4923	53%	299	56%	4508	53%
Male	161	36%	4134	45%	222	42%	3961	45%
Unknown	6	1%	169	2%	9	2%	165	2%
Total	448	100%	9226	100%	530	100%	8534	100%

Table 12. Comparison of DLA Users and Non-Users enrolled in an English course by ethnicity

Ethnicity	School Year							
	2016				2017			
	DLA User		Non-User		DLA User		Non-User	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African American/ Black	5	1%	216	2%	7	1%	151	2%
American Indian/ Alaskan Native	26	6%	566	6%	36	7%	601	7%
Asian	98	22%	1276	14%	120	23%	1350	16%
Filipino	2	0%	95	1%	2	0%	57	1%
Hispanic/ Latino	281	63%	6265	68%	331	62%	5729	67%
Multiracial	0	0%	3	0%	0	0%	0	0%
Pacific Islander	2	0%	63	1%	1	0%	56	1%
Unknown	28	6%	526	6%	29	5%	493	6%
White	6	1%	216	2%	4	1%	97	1%
Total	448	100%	9226	100%	530	100%	8534	100%

Table 13. Comparison of DLA Users and Non-Users enrolled in an English course by age

Age Group	School Year							
	2016				2017			
	DLA Users		Non-Users		DLA Users		Non-Users	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
19 or younger	243	54%	4179	45%	291	55%	3861	45%
20-24	110	25%	3380	37%	121	23%	2998	35%
25-29	35	8%	927	10%	41	8%	879	10%
30-34	18	4%	314	3%	26	5%	365	4%
35-39	16	4%	180	2%	20	4%	186	2%
40-49	19	4%	165	2%	23	4%	165	2%
50 or older	7	2%	81	1%	8	2%	80	1%
Total	448	100%	9226	100%	530	100%	8534	100%

Academic Outcomes by DLA Use

Table 14 shows indicators of academic achievement for DLA users and non-users. During SY 2017, DLA users had higher GPAs and enrolled in more units in the semester in which took their English course, but students who did not use DLA tended to earn about seven more cumulative units than DLA users.

Table 14. Comparison of DLA Users and Non-Users Enrolled in an English Course on Academic Achievement Indicators.

Academic Achievement	School Year							
	2016				2017			
	DLA Users		Non-Users		DLA Users		Non-Users	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Cumulative GPA	2.66	0.84	2.45	0.95	2.58	0.91	2.47	0.95
Cumulative Units	23.64	17.97	30.82	24.40	25.27	19.53	33.44	26.01
Units Taken	8.56	4.53	6.88	4.95	8.23	4.78	7.27	5.16

Completion and Success Rates by DLA Use

Completion. Completion rate was defined as the percentage of students that earned a grade in the course (A, B, C, D, F, P, or NP) and did not withdraw. DLA users had higher completion rates in most English courses (Table 15). A chi-square test indicated that DLA users were more likely to complete English courses than students who did not visit the DLA, $\chi^2(1) = 42.70$, $p < .001$. Further analysis showed that the risk of failure to complete nearly doubled ($RR = 1.94$) for students who did not visit the learning center.

Table 16. Completion Rates by course for DLA Users and Non-Users

English Classes	School Year							
	2016				2017			
	DLA Users		Non-Users		DLA Users		Non-Users	
	Total Enrolled	Rate	Total Enrolled	Rate	Total Enrolled	Rate	Total Enrolled	Rate
20	197	97%	1631	80%	172	96%	1053	84%
50A	2	100%	17	94%	10	100%	19	58%

52	201	95%	3526	82%	238	91%	2815	82%
72	95	91%	388	82%	106	78%	682	71%
100	155	91%	4284	79%	235	92%	4149	79%
102	3	100%	364	85%	8	100%	352	90%
103	20	100%	1515	85%	36	89%	1760	85%
106			32	81%			23	74%
107	3	100%	57	63%	3	67%	68	75%
155							30	100%
221A			20	85%			17	88%
221B			18	94%	1	0%	13	69%
222	1	100%	33	76%	1	100%	48	92%
225			27	52%	2	50%	16	94%
226			26	92%			11	73%
227			51	75%	1	100%	76	90%
228	1	100%	58	86%	1	100%	76	90%
230A			62	82%			54	78%
230B			53	85%	1	100%	26	77%
232			24	100%				
234			27	78%	1	100%	16	88%
235	3	67%	37	89%			50	90%
240	4	100%	95	91%			56	98%
241			16	81%			23	96%
245	1	100%	31	87%			25	100%
246A			49	88%	1	100%	28	89%
246B	1	100%	52	90%	2	100%	53	83%
248A			26	81%			19	84%
248B			16	75%	1	100%	11	100%
250			12	83%			19	100%
298			1	100%				
299			2	100%				
Total	687	94%	12550	81%	819	90%	11588	81%

Student Success. Success rate was defined as the percentage of students earning a grade of A, B, C, or P (passing). Failure was defined as a student earning a grade of W, D, F, FW, or NP (not passing). Table 16 compares success rates for students who attended a DLA and non-users by course. A chi-square test indicated that students who attended a DLA had higher overall rates of student success than non-users, $\chi^2(1) = 39.89$, $p < .001$. We calculated the Relative Risk to assess the size of the relationship between attending a DLA and student success. This analysis showed that the risk of failure by almost fifty percent (RR = 1.45) for students who did not use DLAs.

Table 16. Comparison of Success Rates for DLA Users and Non-Users by English Course

English Classes	School Year							
	2016				2017			
	DLA Users		Non-Users		DLA Users		Non-Users	
	Total Enrolled	Rate	Total Enrolled	Rate	Total Enrolled	Rate	Total Enrolled	Rate
20	197	80%	1631	62%	172	79%	1053	65%
50A	2	100%	17	94%	10	100%	19	42%
52	201	85%	3526	63%	238	73%	2815	63%
72	95	75%	388	65%	106	62%	682	52%
100	155	72%	4284	62%	235	80%	4149	61%
102	3	67%	364	78%	8	100%	352	80%
103	20	100%	1515	73%	36	86%	1760	75%
106			32	75%			23	57%
107	3	67%	57	56%	3	67%	68	71%
155							30	100%
221A			20	65%			17	71%
221B			18	83%	1	0%	13	69%
222	1	100%	33	67%	1	100%	48	85%
225			27	44%	2	50%	16	69%
226			26	85%			11	36%
227			51	61%	1	100%	76	63%
228	1	100%	58	79%	1	100%	76	88%
230A			62	55%		%	54	69%
230B			53	76%	1	100%	26	65%
232			24	100%				
234			27	78%	1	100%	16	75%
235	3	67%	37	76%			50	86%
240	4	100%	95	81%			56	93%
241			16	56%			23	91%
245	1	100%	31	81%			25	100%
246A			49	82%	1	100%	28	75%
246B	1	100%	52	90%	2	100%	53	79%
248A			26	77%		%	19	79%
248B			16	75%	1	100%	11	91%
250			12	75%			19	100%
298			1	100%				
299			2	100%				
Total	687	80%	12550	65%	819	76%	11588	65%