

Santa Ana College

**Influence of Concurrent Reading Course Enrollment on EMLS/English
Course Success (Spring 2012-Fall 2013)**

Compiled by RSCCD Research Department, March 2014

Background

Reading faculty wants to show that concurrent reading instruction correlates positively with success in English and EMLS courses. The Research Department analyzed transcripts of students enrolled in SAC English and EMLS courses in Spring 2012, Fall 2012, Spring 2013, and Fall 2013 and identified three groups to study:

1. students enrolled in English/EMLS courses concurrently with specified Reading courses,
2. students enrolled in English/EMLS courses concurrently with Reading courses other than those pairings specified, and
3. students enrolled in English/EMLS courses and **no** Reading course.

Reading Department faculty defined English/Reading course pairings (Group #1 above) they are specifically interested in studying as:

- EMLS 055/English N50 with Reading N50,
- EMLS 107/EMLS 109/English N60 with Reading N80
- EMLS 110/English N60 with Reading N90,
- EMLS 112, English 061 with Reading 102, and
- English 101 and Reading 150.

Across the four semesters of study, 338 students were actively enrolled in the specified English/Reading course pairings, and 197 students were actively enrolled in respective EMLS/Reading course pairings—nearly as many students in each subject area enrolled in alternate reading coursework concurrent with their English/EMLS courses. Students who did not enroll in any reading coursework (92%) far outnumber those who did.

Summary of Findings

To varying degrees, all students enrolled in English or EMLS courses concurrently with the specified pairings of Reading courses succeeded at higher rates than students who enrolled in no Reading coursework:

- **At 78%, EMLS students in identified pairings succeeded at a rate two percentage points higher** than those who did not enroll in any reading course (76%); students who enrolled in a different reading course succeeded at four percentage points higher than those with none (80%).
- **English students in identified pairings succeeded at a rate of 63%**, while 58% of those in other reading courses were successful and 62% of those with no reading courses were successful.
- **Across ALL English and EMLS course enrollments**, 69% of students who enrolled in the specified reading course pairings were successful, compared to 67% of students enrolled in alternate reading coursework and 65% of students who did not concurrently enroll in a reading course.

Comparisons at the course level:

- For students enrolled in **English 061 and 101 success is higher** for students enrolled in the concurrent reading coursework identified by Reading faculty; at the N50 and N60 levels, students enrolled in “no Reading” or an “alternate reading course” succeed at higher rates.
- In English for Multilingual Students coursework, students benefit from concurrent enrollment in the reading course pairings identified by Reading faculty at the higher levels—EMLS 110 and 112. In EMLS 055, 107, and 109, the highest success rates are experienced by students enrolled in “alternate reading coursework.”

It is important to note small counts in the course-level groups and use caution in formulating conclusions.

Detail data is included in this report.

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Course Success of English/EMLS Students (Spring 2012 thru Fall 2013)

EMLS/ENGL Course Grade	All EMLS Coursework with:			# EMLS Grades Rec'd	All English Coursework with:			# English Grades Rec'd	All English and EMLS Coursework with:			# English or EMLS Grades Rec'd
	Specified reading pairing	no reading course	alternate reading course		Specified reading pairing	no reading course	alternate reading course		Specified reading pairing	no reading course	alternate reading course	
A	26	230	26	282	37	1267	23	1327	63	1497	49	1609
	13%	11%	15%		12%	14%	10%		12%	13%	12%	
B	61	536	58	655	83	2249	57	2389	144	2785	115	3044
	31%	25%	33%		26%	25%	25%		28%	25%	28%	
C	60	541	51	652	92	2086	52	2230	152	2627	103	2882
	30%	25%	29%		29%	23%	23%		30%	24%	25%	
P	7	342	6	355	2	17	1	20	9	359	7	375
	4%	16%	3%		1%	0%	0%		2%	3%	2%	
Total Successful	154	1649	141	1944	214	5619	133	5966	368	7268	274	7910
	78%	76%	80%	76%	63%	62%	58%	62%	69%	65%	67%	65%
D	20	195	15	230	41	742	27	810	61	937	42	1040
	10%	9%	8%		13%	8%	12%		12%	8%	10%	
F	2	57	5	64	27	904	29	960	29	961	34	1024
	1%	3%	3%		9%	10%	13%		6%	9%	8%	
NP	1	51	3	55	2	3	0	5	3	54	3	60
	1%	2%	2%		1%	0%	0%		1%	0%	1%	
Total Non- Successful	23	303	23	349	70	1649	56	1775	93	1952	79	2124
	12%	14%	13%	14%	21%	18%	24%	19%	17%	17%	19%	17%
W	20	230	13	263	53	1726	42	1821	73	1956	55	2084
	10%	11%	7%		17%	19%	18%		14%	18%	14%	
I	0	1	0	1	1	25	0	26	1	26	0	27
	0%	0%	0%		0%	0%	0%		0%	0%	0%	
Total Non- Completer	20	231	13	264	54	1751	42	1847	74	1982	55	2111
	10%	11%	7%	10%	16%	19%	18%	19%	14%	18%	13%	17%
Total	197	2171	177	2545	338	9019	231	9588	535	11202	408	12145

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Influence of Concurrent Reading Enrollment on English Course Success (percent)

Semester	Concurrent Specified Reading Pairings				No Concurrent Reading				Concurrent Reading Other than Specified Pairings				Total			
	succ	non-succ	non-compl	# grades rec'd	succ	non-succ	non-compl	# grades rec'd	succ	non-succ	non-compl	# grades rec'd	succ	non-succ	non-compl	# grades rec'd
ENGLISH N50																
Spring 2012					55%	24%	21%	141	65%	16%	19%	37	57%	22%	21%	178
Fall 2012					57%	24%	20%	152	54%	35%	11%	37	56%	26%	18%	189
Spring 2013					58%	25%	16%	146	61%	26%	13%	31	59%	25%	16%	177
Fall 2013	44%	33%	22%	9	55%	25%	20%	64	52%	29%	19%	21	53%	27%	20%	94
Total	44%	33%	22%	9	56%	24%	19%	503	59%	26%	15%	126	57%	25%	18%	638
ENGLISH N60																
Spring 2012	64%	24%	13%	55	61%	17%	22%	376	100%	0%	0%	6	62%	18%	21%	437
Fall 2012	63%	28%	9%	43	64%	20%	16%	320	33%	33%	33%	3	64%	21%	15%	366
Spring 2013	56%	28%	17%	18	64%	18%	18%	386	80%	20%	0%	5	64%	19%	17%	409
Fall 2013	55%	27%	19%	64	64%	20%	16%	371	60%	0%	40%	5	63%	20%	17%	440
Total	59%	26%	14%	180	63%	19%	18%	1453	74%	11%	16%	19	63%	19%	18%	1652
ENGLISH 061																
Spring 2012	67%	22%	11%	27	57%	21%	22%	550	63%	8%	29%	24	58%	21%	21%	601
Fall 2012	65%	4%	30%	23	64%	19%	17%	701	52%	22%	26%	23	64%	18%	18%	747
Spring 2013	100%	0%	0%	4	65%	19%	16%	536	75%	25%	0%	4	65%	19%	16%	544
Fall 2013	69%	15%	15%	26	64%	20%	16%	757	45%	41%	14%	22	63%	20%	16%	805
Total	69%	14%	18%	80	63%	20%	18%	2544	55%	23%	22%	73	63%	20%	18%	2697
ENGLISH 101																
Spring 2012	87%	0%	13%	15	63%	16%	21%	1151	50%	0%	50%	2	64%	16%	21%	1168
Fall 2012	68%	16%	16%	25	64%	17%	19%	1049	20%	40%	40%	5	64%	17%	19%	1079
Spring 2013	53%	20%	27%	15	60%	15%	25%	1227	50%	0%	50%	2	60%	15%	25%	1244
Fall 2013	71%	14%	14%	14	62%	19%	19%	1092	50%	50%	0%	4	62%	19%	19%	1110
Total	70%	13%	17%	69	62%	17%	21%	4519	38%	31%	31%	13	62%	17%	21%	4601
succ= successful course completion of A,B,C,P																
Non-succ=non-successful course completion of D,F,NP																
Non-compl=non-completion grades of W,I																

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Influence of Concurrent Reading Course Enrollment on EMLS Course Success (percents)

Semester	Concurrent Specified Reading Pairings				No Concurrent Reading				Concurrent Reading Other than Specified Pairings				Total			
	succ	non-succ	non-compl	# grades rec'd	succ	non-succ	non-compl	# grades rec'd	succ	non-succ	non-compl	# grades rec'd	succ	non-succ	non-compl	# grades rec'd
EMLS 055																
Spring 2012					76%	10%	14%	78	75%	13%	13%	16	76%	11%	14%	94
Fall 2012					82%	7%	11%	82	91%	9%	0%	23	84%	8%	9%	105
Spring 2013					77%	14%	9%	74	95%	5%	0%	19	81%	12%	8%	93
Fall 2013	73%	18%	9%	22	73%	14%	12%	98	77%	23%	0%	30	74%	17%	9%	150
Total	73%	18%	9%	22	77%	11%	12%	332	84%	14%	2%	88	78%	12%	10%	442
EMLS 107																
Spring 2012	86%	14%	0%	7	85%	3%	12%	100	100%	0%	0%	1	85%	4%	11%	108
Fall 2012	85%	7%	7%	41	85%	10%	5%	82	100%	0%	0%	2	86%	9%	6%	125
Spring 2013	73%	9%	18%	11	66%	15%	18%	98	100%	0%	0%	2	68%	14%	18%	111
Fall 2013	87%	8%	5%	38	82%	14%	4%	77	80%	0%	20%	5	83%	12%	5%	120
Total	85%	8%	7%	97	79%	10%	10%	357	90%	0%	10%	10	81%	10%	10%	464
EMLS 109																
Spring 2012	67%	17%	17%	6	74%	11%	15%	115	79%	11%	11%	19	74%	11%	14%	140
Fall 2012	64%	29%	7%	14	66%	22%	13%	134	100%	0%	0%	10	68%	21%	11%	158
Spring 2013	60%	30%	10%	10	80%	11%	8%	123	100%	0%	0%	8	80%	12%	8%	141
Fall 2013	74%	5%	21%	19	73%	12%	15%	84	57%	14%	29%	7	72%	11%	17%	110
Total	67%	18%	14%	49	73%	14%	13%	456	84%	7%	9%	44	73%	14%	12%	549
EMLS 110																
Spring 2012	88%	0%	13%	8	82%	8%	10%	153	67%	17%	17%	6	82%	8%	10%	167
Fall 2012	40%	20%	40%	5	69%	20%	11%	132	60%	20%	20%	5	68%	20%	13%	142
Spring 2013	100%	0%	0%	2	71%	16%	13%	119	100%	0%	0%	2	72%	15%	12%	123
Fall 2013	100%	0%	0%	5	79%	13%	8%	116	88%	0%	13%	8	81%	12%	8%	129
Total	80%	5%	15%	20	76%	14%	10%	520	76%	10%	14%	21	76%	13%	11%	561
EMLS 112																
Spring 2012	100%	0%	0%	1	72%	19%	9%	114	33%	33%	33%	3	71%	19%	9%	118
Fall 2012	50%	50%	0%	2	70%	23%	8%	132	33%	33%	33%	6	68%	24%	9%	140
Spring 2013	80%	0%	20%	5	77%	13%	10%	127	50%	50%	0%	2	77%	13%	10%	134
Fall 2013	100%	0%	0%	1	77%	15%	8%	145	33%	67%	0%	3	77%	16%	7%	149
Total	78%	11%	11%	9	74%	17%	8%	518	36%	43%	21%	14	73%	18%	9%	541