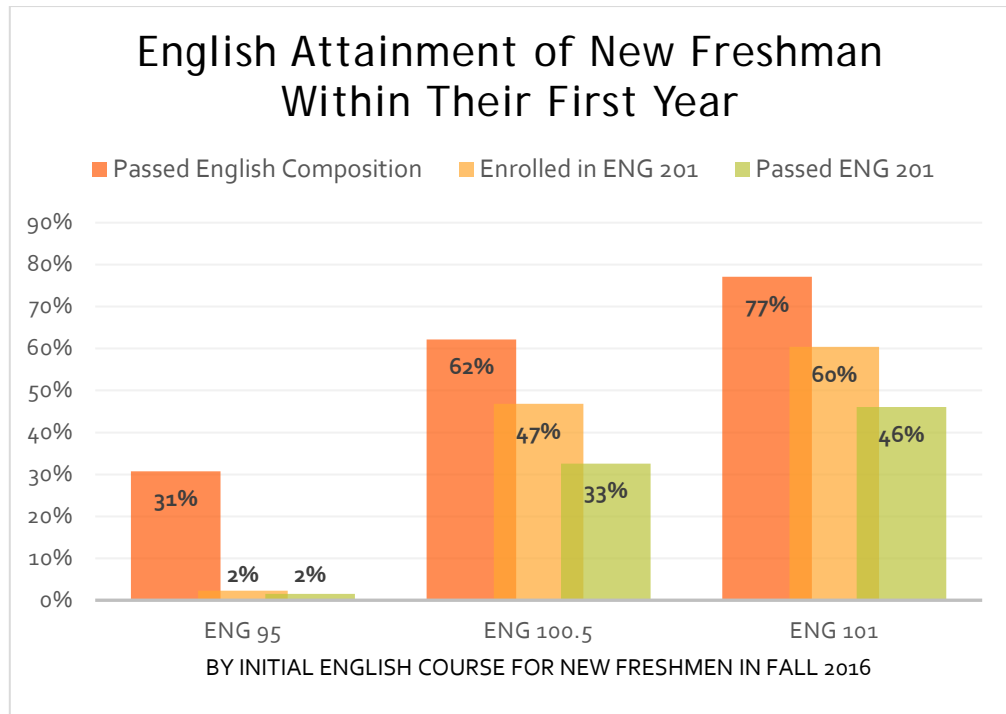


Upshot English 100.5 and English Success



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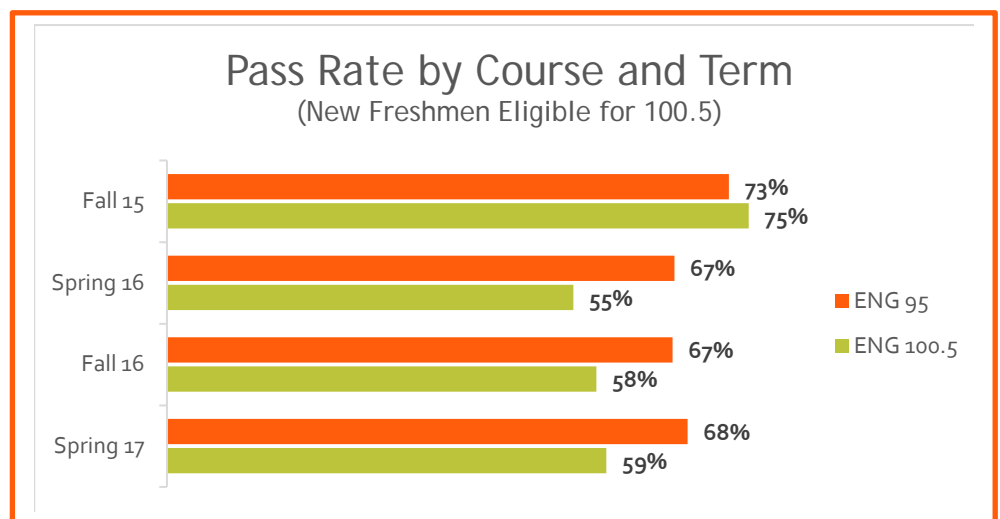
BMCC OFFICE OF INSTITUTIONAL EFFECTIVENESS AND ANALYTICS

A Faster Way to Complete Freshman Composition

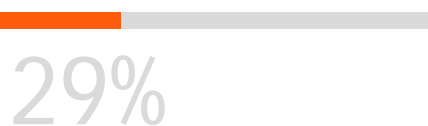
An accelerated Freshman Composition course with developmental writing support

Students who narrowly fail the CUNY writing placement exam, and who read at college level are offered the option to take ENG 100.5 instead of the usual developmental writing course, ENG 95. Both courses require 6 hours of class time, but 100.5 combines the developmental work with the content of ENG 101, the 3-credit college-level Freshman Composition course. At the top, the chart shows the one-year progress of new freshmen enrolled in these three courses in fall 2016. Less than 1/3 of those in ENG 95 had passed Freshman Composition in their first year, compared to 62% of ENG 100.5 students and 77% of those who started with Freshman Composition.

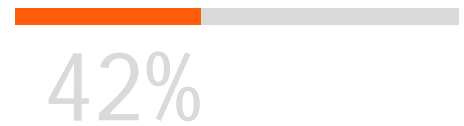
At the right, the chart includes new freshmen over two years who initially met the same reading level and writing placement test results. In total, 564 of these students took ENG 100.5 while 537 started with ENG 95. The initial pilot ENG 100.5 course was somewhat more successful than in subsequent years as additional sections were added and enrollment increased.



FAST FACTS



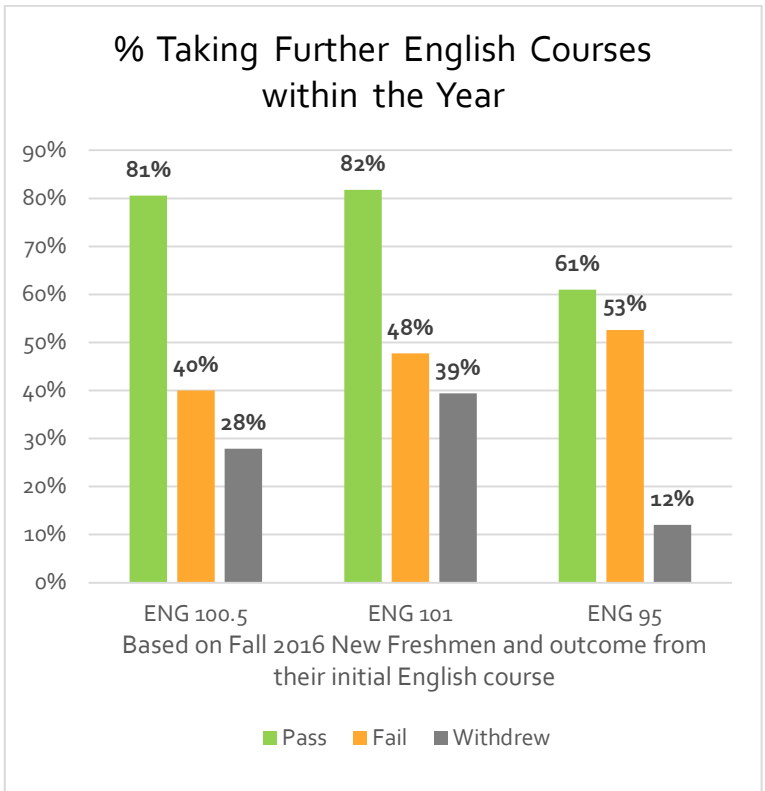
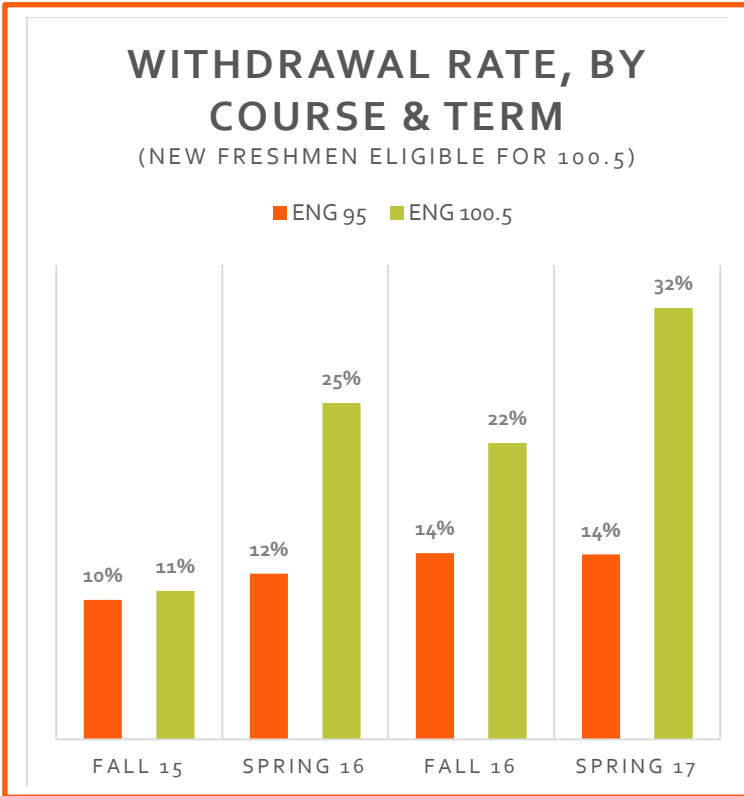
Over 3 terms with comparable students, 29% of those new freshmen initially enrolled in ENG 95 were able to take and pass ENG 201, the next in sequence course after Freshman Composition.



Over the same 3 terms, among those who started in ENG 100.5, 42% took and passed ENG 201. For both groups, students have initial writing placement scores between 48 and 55 and no developmental reading need.

English Success and Withdrawal Rates

The overall success of students taking ENG 100.5 is pulled down by the number who withdrew from the course and took no further English that academic year. Students over the age of 19 were more than twice as likely to withdraw from their initial English course than their under 19 peers.



ENG 100.5 and ENG 101 students who passed their initial course in fall 2016 pursued additional English courses at similar rates.

Students who withdrew from any of these courses in fall 2016 were less likely to attempt another English course than those who failed the course. ENG 100.5 students who passed were much more likely to take another course in spring or summer compared to those who passed ENG 95.

Improving the Odds for Passing English 201

A logistic regression model* based on initial English course taken, college admissions average (High School grades), withdrawing from that first course, and earning an S in 95 or a C or better in 100.5 was able to predict successful completion of ENG 201 about 74% of the time.

Students who were successful in that first course – earning a C or better in ENG 100.5 or passing ENG 95 (earning an “S” grade) – had more than 7 times greater odds of ultimately passing ENG 201. Those who took the 100.5 course had almost 3 times greater odds of passing 201.

- Withdrawing from the first English course enrolled lowers odds of passing 201 by 95%
- Each unit increase in College Admissions Average was associated with a 3% increase in odds of passing 201
- The Writing Placement (CATW) Score was not a significant predictor in this model.



After controlling for college admissions averages and course withdrawals, and performance in the first course, odds for successfully completing ENG201 increased to nearly 3 to 1 for students who took ENG 100.5 rather than ENG 95 (291% increased odds)



Earning an S in 95 or a C or better in 100.5 increased odds of passing 201 by 734%, the strongest predictor of success

FOR MORE INFORMATION

CONTACT: BMCC OFFICE OF INSTITUTIONAL EFFECTIVENESS AND ANALYTICS
ins@bmcc.cuny.edu

with assistance from Danielle Jarvis

*Students who did not have both a CATW score in the qualifying range and the College Admissions Average (22% of the sample) were excluded from the model.