

Sociology Honors Courses: Quantitative Evidence for English-101 Prerequisite

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At the request of the Sociology department and the Curriculum Committee, the office of Institutional Research, Planning and Institutional Effectiveness conducted an analysis of student success rates in three honors courses in the Sociology department (SOC1-101H, SOC1-103H, and SOC1-200H) for the purpose of establishing quantitative evidence for an ENGL-101 prerequisite for these courses.

More specifically, this research is intended to answer the following questions:

- What are the success rates for students enrolled in SOC1-101H, SOC1-103H, and SOC1-200H who completed ENGL-101 prior to taking the honors course in Sociology? What are the success rates for students in these three courses who had not yet completed ENGL-101 before taking the honors course in Sociology?
- What are the success rates by English composition course eligibility level for students who enrolled in SOC1-101H, SOC1-103H, and SOC1-200H?

Ten primary semesters were examined: Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015, and Fall 2015.

Student Success Rates:

Table 1: Student Success Rates with ENGL-101 Completion, 2011-2015

	Completed ENG101, 101H or Higher* prior to SOC1 honors course (YES)				Did NOT complete English-101/101H or Higher prior to SOC1 Honors course (NO)		
	Enrollments (n)	Total in Group (n)	Success (n)	Success (%)	Total in Group (n)	Success (n)	Success (%)
SOCI-101H	282	216	207	96%	66	45	68%
SOCI-103H	93	66	59	89%	27	19	70%
SOCI-200H	114	64	61	95%	50	38	76%

*Includes students who had credit for the course through transcripts from another institution

Student success rates in all three Sociology honors courses were significantly higher for students who had completed ENGL-101, ENGL-101H, or a higher-level English course prior to attempting the Sociology course, ranging from 96% for SOC1-101H to 89% for SOC1-103H. Success rates for students who had not yet completed ENGL-101, ENGL-101H, or a higher-level English course ranged from 68% for SOC1-101H to 76% for SOC1-200H. According to department Program Review data, average success rates for all Sociology courses over the past five years range from 70% (in 2013-14) to 75% (in 2010-2011 and 2011-2012).

For SOCI-101H, students who had completed ENGL-101 or higher had a 96% success rate while those who had not yet completed ENGL-101 or higher had a 68% success rate. For SOCI-103H, students who had completed ENGL-101 or higher had an 89% success rate while those who had not yet completed ENGL-101 or higher had a 70% success rate. For SOCI-200H, students who had completed ENGL-101 or higher had a 95% success rate while students who had not yet completed ENGL-101 or higher had a 76% success rate.

The majority of students taking these courses had completed ENGL-101 or higher before taking the honors Sociology course. For SOCI-101H, 77% of the students had already completed ENGL-101 or higher. For SOCI-103H, 71% had already completed ENGL-101 or higher, and for SOCI-200H, 56% had already completed ENGL-101 or higher.

Success Rates by English Level:

Table 2: Success Rates by English Level, 2011-2015

	SOCI-101H			SOCI-103H			SOCI-200H		
	Total in Group (N)	Success (n)	Success (%)	Total in Group (N)	Success (n)	Success (%)	Total in Group (N)	Success (n)	Success (%)
Passed English-101/101H or Higher	216	207	96%	66	59	89%	64	61	95%
Eligible for English-101 ¹	9	--	--	8	--	--	14	9	64%
Eligible for English-091/094/096 or lower ²	35	20	57%	17	10	59%	25	20	80%
No record of prior English course or placement	22	17	77%	2	--	--	11	9	82%
Total Number of students in course	282	252	89%	93	78	84%	114	99	87%

¹ Eligibility is determined by either prerequisite course completion or placement into level through the English assessment process.

² This level includes two groups. Group 1's eligibility is determined by either completion of English-081 or placement into English-091/094 and the second group's eligibility is determined by either completion of 071 or placement into 081/096 or placement into 089. No students were identified as being in a lower level than these two groups and taking honors sociology courses.

Due to the small number of students in the Eligible for ENGL-101 category for SOCI-101H and SOCI-103H, success rates are not reported here. For SOCI-200H, there was a significant difference in success rates between those who were eligible for ENGL-101 and those who had completed ENGL-101 or higher (64% compared to 95%).

For students with lower levels of English placement (eligible for ENGL-091/094/096 or lower), student success rates were significantly lower for SOCI-101H and SOCI-103H when this group is compared to students who had completed ENGL-101 or higher. For SOCI-101H, the success rate for students in this group was 57%, compared to 96% for those who had completed ENGL-101 or higher. For SOCI-103, the success rate for students in this group was 59%, compared to 89% for students who had completed ENGL-101 or higher. For SOCI-200H, students in this group also had a lower success rate than those who had completed ENGL-101 or higher (80% compared to 95%), but this success rate was still above the average department success rate for all courses.

For students with no record of prior English course or placement, the success rates were lower than the rates for those who had completed ENGL-101 or higher but still above the average department success rate for all courses. For SOCI-101H, there was a 77% success rate for this group, and the success rate for this group for SOCI-200H was 82%. According to department Program Review data, average success rates for all Sociology courses over the past five years range from 70% (in 2013-14) to 75% (in 2010-2011 and 2011-2012). Data was not reported for this group for SOCI-103H due to the small number of students that fell within this group for this course.

Recommendations

Upon review of the comparison of success rates for these courses, the following recommendations should be taken into consideration:

- Consider these results in conjunction with other existing data, including course outcomes, objectives, and content, in order to establish appropriate prerequisites for the courses.
- If prerequisites are established, conduct additional follow-up analyses, including studies that include disaggregated data, to monitor for disproportionate impacts.

For more detailed information on this research brief, stop by the Institutional Research, Planning, and Institutional Effectiveness office located in BONH-224, or contact Preeta Saxena, Senior Research Analyst at 661.362.3072, or Daylene Meuschke, Dean of Institutional Research, Planning and Institutional Effectiveness at 661.362.5329.