



Influence of English Language Preparation Upon Transfer Level Course Success at Santa Ana College, Fall 2005

January 2007

To assess the importance of English language competency on successful completion of transfer-level courses, course records of all students who enrolled in transfer-level coursework at Santa Ana College in Fall 2005 were analyzed for the highest level of English or ESL that the students had successfully completed (A, B, C, credit) in the previous two years (from Fall 2003 to Summer 2005).

For comparison, success rates for Fall 2000 and Fall 2003 cohorts are included alongside Fall 2005 success rates; however, for 2000 and 2003 cohorts, the highest English/ESL courses completed were NOT limited only to the two previous years.

Generally, the higher the level of English course successfully completed, the higher the students' rates of success in transfer-level courses are; however, the pattern is not as consistent with students whose highest language preparation were in ESL courses, possibly due to the small number of students in the category.

Chart 1: Success Rate in Transfer-Level Courses by Highest Level English Course Successfully Completed at SAC
(Within Prior Two Years for Fall 2005 Cohort)

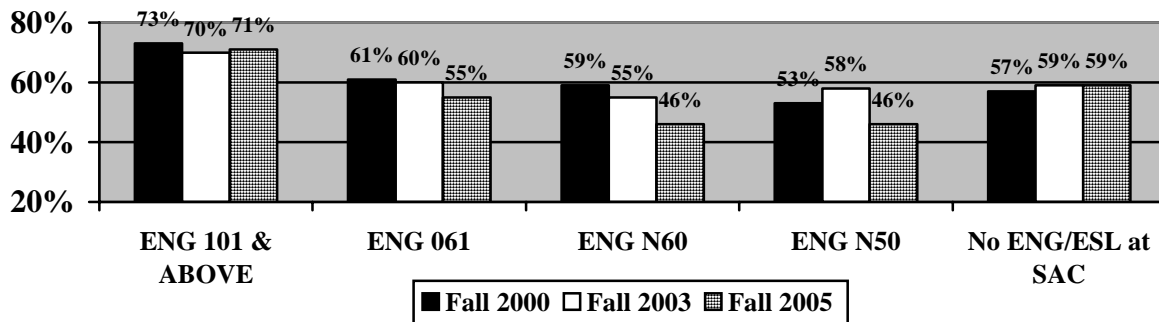


Chart 2: Success Rate in Transfer-Level Courses by Highest Level ESL Course Successfully Completed at SAC
(Within Prior Two Years for Fall 2005 Cohort)

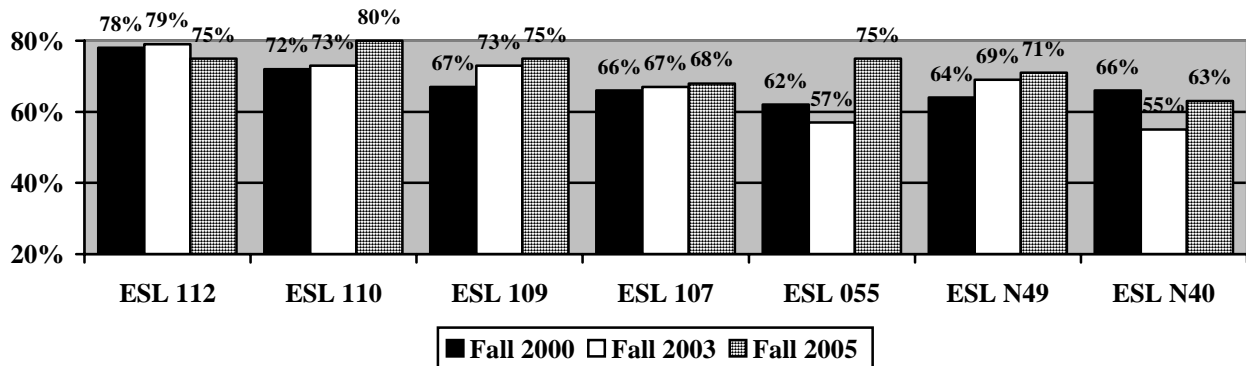
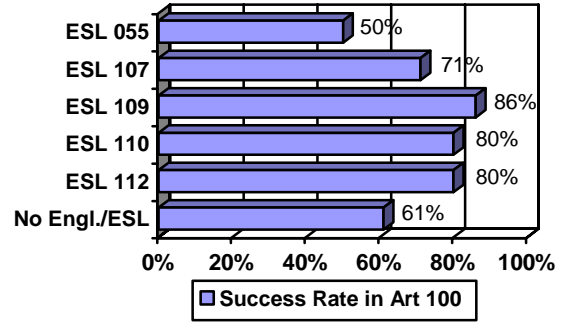
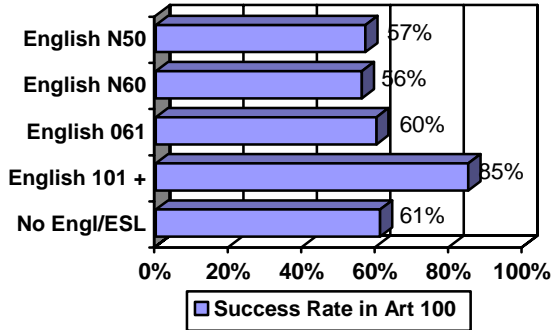


Table 1														
	Highest Level English Course Successfully Completed	# Grades Given	Final Course Grade Distribution in Transfer Level Course											
			Successful Course Completion (percent)					Non-Successful Course Completion (percent)				Non-Completer (percent)		
			A	B	C	Cr	Total Success	D	F	NCr	Total Non-Success	I	IP	W
FALL 2000	English 101 & Above	9493	29	22	16	4	73	4	4	1	10	0	0	17
	English 061	3272	22	17	16	4	61	6	8	1	16	0	0	22
	English N60	1628	20	17	17	3	59	5	9	0	16	0	0	24
	English N50	395	19	15	14	2	53	7	10	2	20	0	0	26
	ESL 112	1177	33	21	17	5	78	3	4	0	8	0	0	14
	ESL 110	1386	26	20	18	5	72	5	2	1	10	0	0	18
	ESL 109	938	23	19	19	4	67	7	3	1	13	0	0	18
	ESL 107	798	27	15	18	4	66	7	5	2	15	0	0	18
	ESL 055	316	27	14	12	6	62	5	9	1	17	0	0	21
	ESL N49	165	29	13	13	6	64	3	9	0	13	0	0	22
	ESL N40	108	30	10	11	13	66	3	7	1	13	0	0	21
	ESL 480	4	50	25	0	0	75	0	25	0	25	0	0	0
	No SAC Eng/ESL	15123	27	14	10	4	57	3	11	1	17	0	0	25
TOTAL	34803	27	17	14	4	64	4	8	1	14	0	0	21	
FALL 2003	English 101 & Above	9951	25	22	18	4	70	4	5	1	11	0	0	18
	English 061	3516	20	18	18	3	60	6	9	1	17	0	0	22
	English N60	1479	19	16	16	2	55	7	14	1	23	0	0	22
	English N50	333	23	15	15	3	58	5	12	1	20	0	0	21
	ESL 112	1047	28	24	19	6	79	3	3	0	7	0	0	13
	ESL 110	1202	26	23	16	5	73	5	4	2	12	0	0	14
	ESL 109	717	21	23	22	5	73	5	5	1	13	0	0	14
	ESL 107	754	23	22	17	3	67	8	5	1	16	0	0	16
	ESL 055	322	27	16	8	4	57	11	8	2	22	0	0	21
	ESL N49	189	33	18	7	9	69	4	6	2	13	0	0	18
	ESL N40	29	31	10	6	6	55	3	13	10	28	0	0	17
	ESL 480	0	-	-	-	-	-	-	-	-	-	-	-	-
	No SAC Eng/ESL	19185	26	16	11	4	59	4	12	1	18	0	0	22
TOTAL	38724	25	19	14	4	63	5	9	1	16	0	0	20	
FALL 2005	English 101 & Above	4724	28	23	17	4	71	5	5	1	11	<1	<1	18
	English 061	1534	16	17	19	2	55	8	10	1	19	<1	-	25
	English N60	501	14	13	17	2	46	7	14	1	22	<1	-	32
	English N50	186	13	16	18	-	46	5	19	2	26	-	-	28
	ESL 112	587	37	25	9	4	75	4	4	1	9	-	<1	16
	ESL 110	498	34	25	17	3	80	4	4	1	9	-	-	12
	ESL 109	399	31	25	16	3	75	4	5	1	10	-	-	16
	ESL 107	354	34	16	15	3	68	6	5	1	12	-	1	19
	ESL 055	155	32	16	21	5	75	6	10	-	16	-	-	8
	ESL N49	79	33	20	6	11	71	4	5	-	9	-	-	20
	ESL N40	44	30	18	11	5	63	-	7	-	7	-	-	30
	ESL 480	-	-	-	-	-	-	-	-	-	-	-	-	-
	No SAC Eng/ESL	23741	27	16	12	4	59	4	11	2	17	<1	<1	23
TOTAL	32802	27	17	13	4	61	4	10	2	16	<1	<1	22	

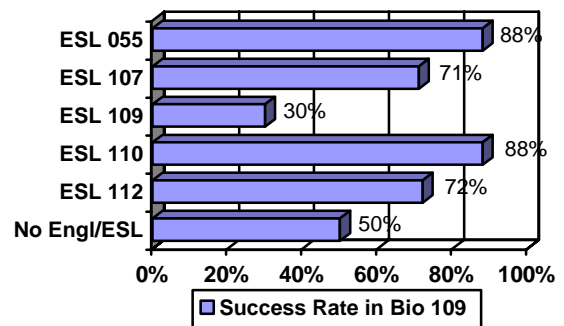
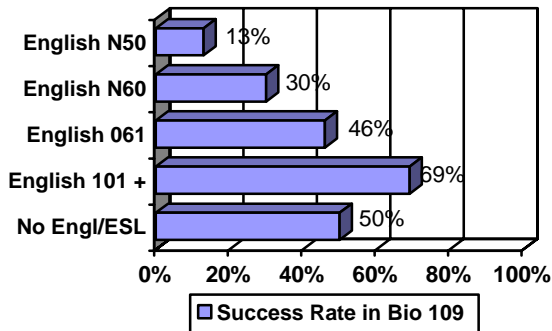
Note: Because of rounding, sub-totals and totals may not add up exactly.

**Detail Charts of Successful Course Completion in
Fall 2005 Transfer-Level Courses with Highest Enrollments,
by Highest Level of English/ESL Course Completed**

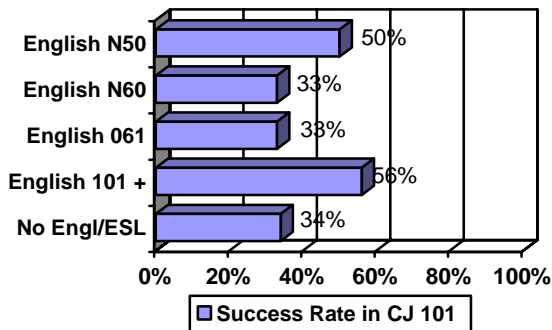
Art 100 (n=349)



Biology 109 (n=752)

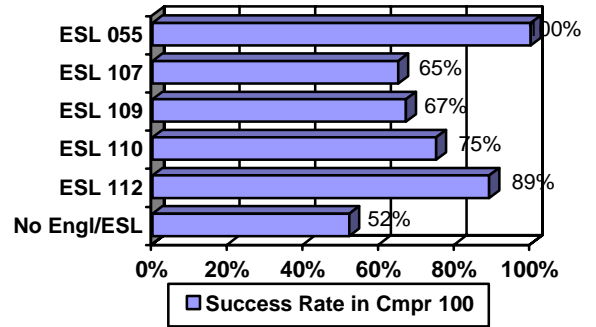
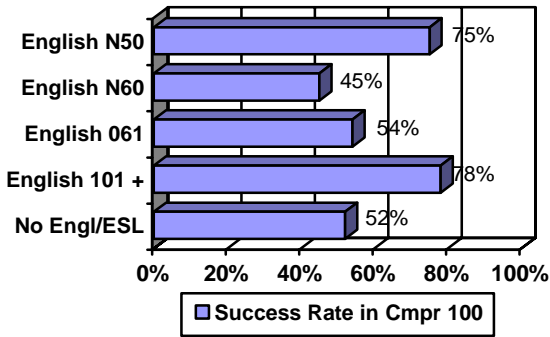


Criminal Justice 101 (n=475)

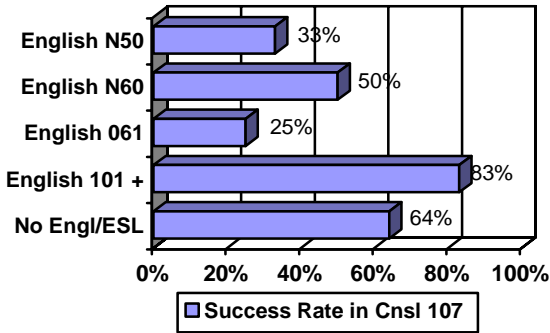


NUMBER OF STUDENTS IN CJ 101 WITH
HIGHEST COMPLETED ESL COURSES ARE
TOO SMALL TO HAVE MEANINGFUL
STATISTICS.

Computer 100 (n=505)

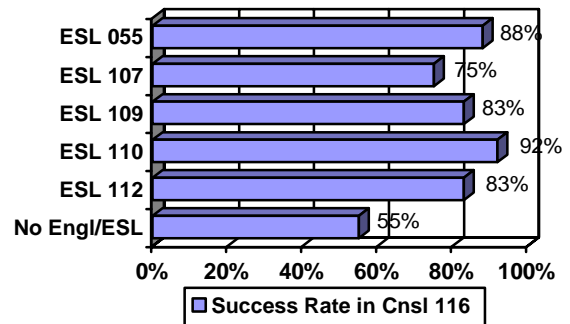
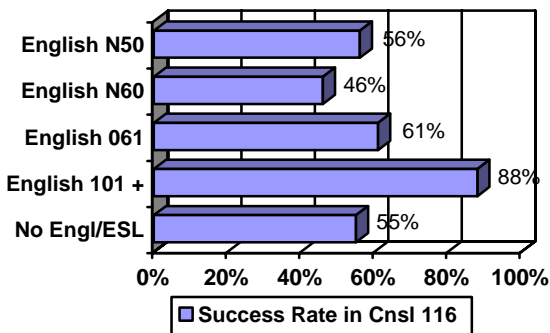


Counseling 107 (n=475)

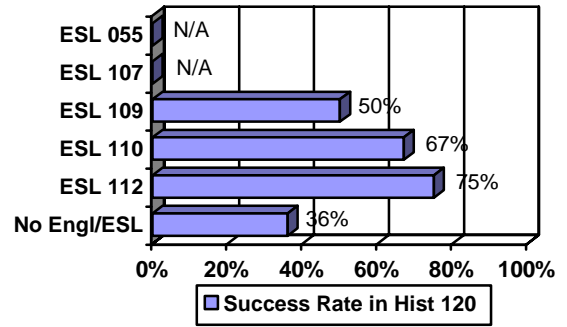
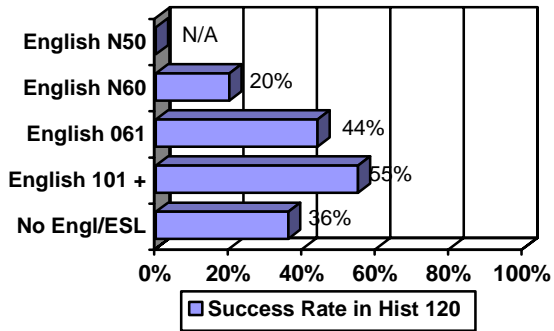


NUMBERS OF STUDENTS WITH HIGHEST COMPLETED ESL COURSES IN CNSL 107 ARE TOO SMALL TO HAVE MEANINGFUL STATISTICS.

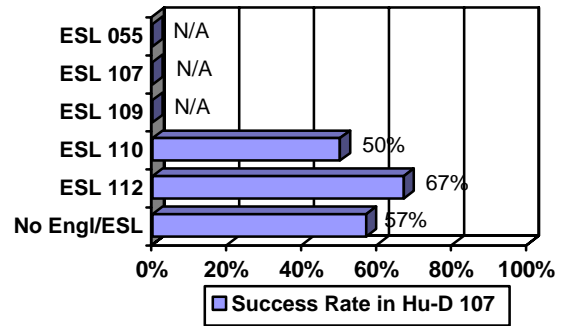
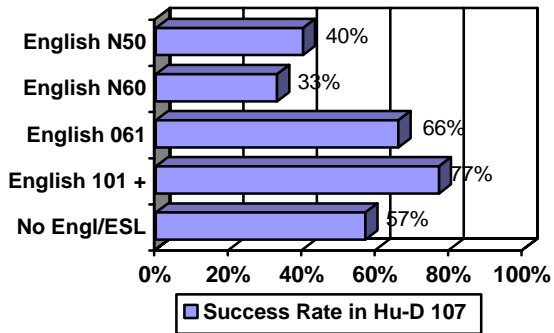
Counseling 116 (n=771)



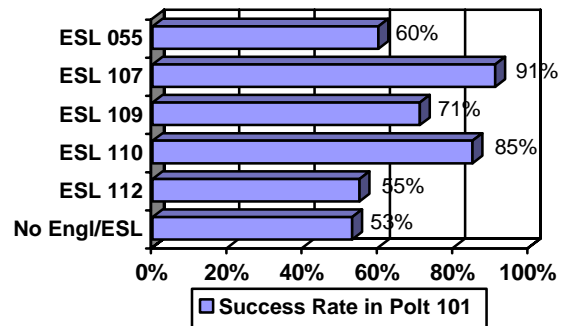
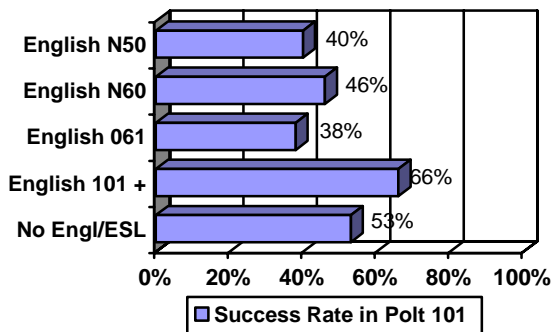
History 120 (n=374)



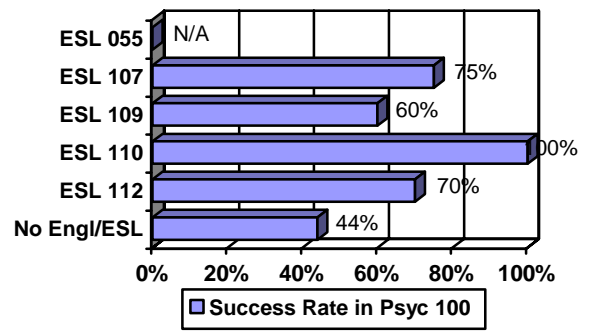
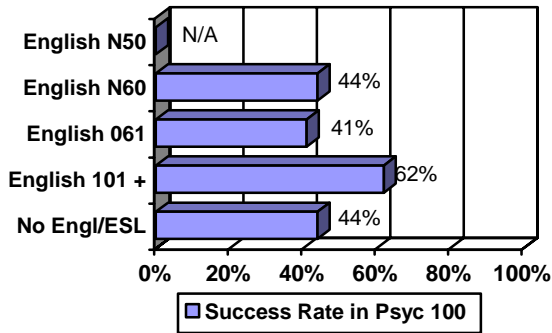
Human Development 107 (n=354)



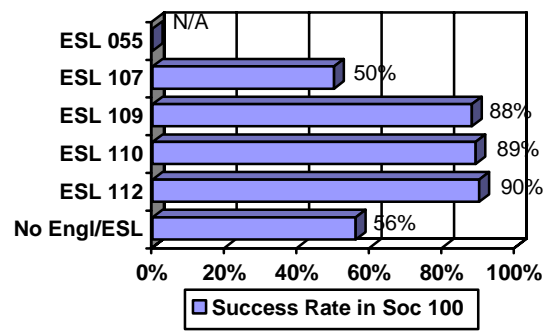
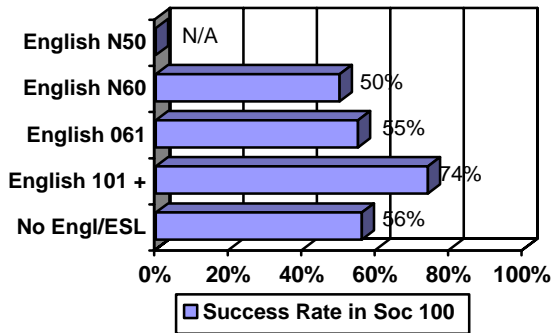
Political Science 101 (n=819)



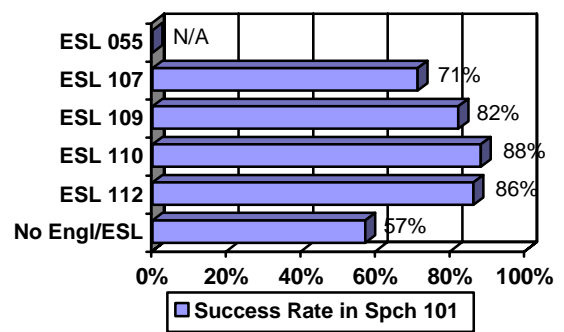
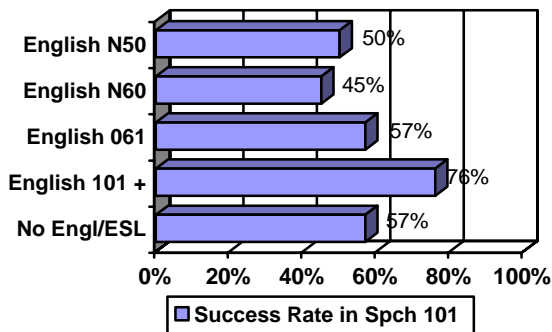
Psychology 100 (n=711)



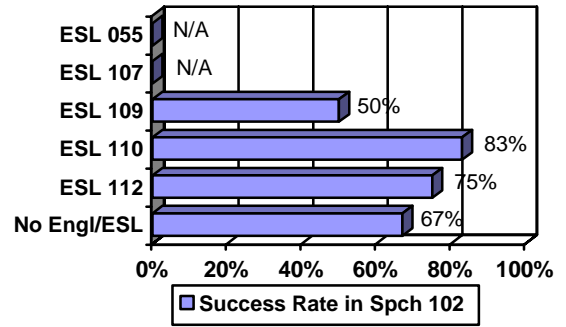
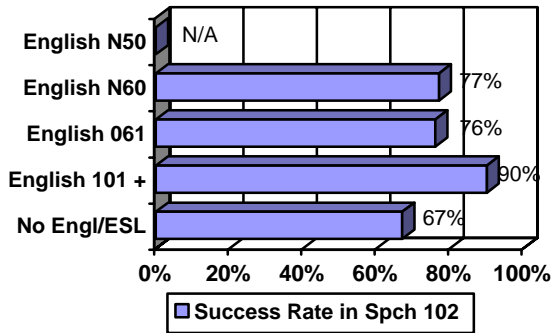
Sociology 100 (n=387)



Speech 101 (n=711)



Speech 102 (n=379)



Math 140 (n=298)

