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Fall 2017 Writer’s Resource Center: Course Success and GPA Report Student Equity Activity

The Writer’s Resource Center (WRC) held individual and group conferences with 413 students for coursework tutoring during the fall 2017 semester. Group conferences comprised 22 total visits from 9 students, so their outcomes are included with individual conferences to protect student privacy (FERPA). Only conferences for coursework tutoring were included in this analysis. Visits for scholarships, personal statements, and other reasons were excluded since the focus of this report is on course success.

The WRC offered conferences for English courses for the second straight semester, so course success for English courses and all other courses are reported separately in the “Course Success Results” section.

Demographics at the WRC

Table 1: Gender of Students who Completed a WRC Conference

	#	%
Female	258	62.5%
Male	150	36.3%
Not Reported	5	1.2%
Total	413	100.0%

Table 2: Ethnicity of Students who Completed a WRC Conference

	#	%
Hispanic	351	85.0%
Asian or Pacific Islander	34	8.2%
White	15	3.6%
Unknown	7	1.7%
Other	3	0.7%
Black	2	0.5%
Am. Indian or Alaskan Native	1	0.2%
Total	413	100.0%

Table 3: Special Population Students who Completed a WRC Conference

	#	%
Foster Youth	11	2.7%

Table 1 displays the majority of WRC participants were female at 62.5%. Table 2 shows that most students who visited the WRC were Hispanic at 85.0%. An additional 8.2% of WRC participants were Asian/Pacific Islander. A total of 11 students who utilized the WRC are also foster youth.



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Table 4: WRC Participants by Ethnicity and Gender

	#	%
Hispanic Female	218	52.8%
Hispanic Male	130	31.5%
Not Hispanic	55	13.3%
Unknown	7	1.7%
Hispanic Gender Not Reported	3	0.7%
Total	413	100.0%

Table 4 breaks down WRC participants into ethnicity and gender groups such as Hispanic female, Hispanic male, and not Hispanic. Hispanic females make up the majority of WRC participants at 52.8%, and Hispanic males are behind at 31.5%.

Course Success Results

The following tables show a comparison of course success of the same courses for students who visited the WRC and for students who did not visit the WRC. Tables 5 and 6 show success rates for non-English courses while table 7 displays success rates solely for English courses.

Overall, students who completed WRC conferences achieved better results, however a definitive correlation between WRC conferences and course success cannot be suggested. Other factors such as student initiative and the amount of time students have in their schedule may contribute to the better results.

Table 5: Overall Course Success for Comparable Courses – No English Courses

Visits	# of Enrollments	# of Successful Enrollments	Success Rate
0	10,615	7,253	68.3%
1	251	227	90.4%
2 or more	57	54	94.7%

Table 5 reveals the course success figures for students who had visits at the WRC, and students who did not utilize (0 visits) the WRC for the same non-English courses. The course success rate was 90.4% for enrollments that had 1 visit with the WRC. The success rate was 94.7% for students who visited 2 or more times at the WRC. Meanwhile, the success rate was 68.3% for enrollments that had 0 visits with the WRC.



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Table 6: Disaggregated Course Success for Comparable Courses – No English Courses

Visits	Hispanic Female		Hispanic Male		Not Hispanic	
	# Successful	Success Rate	# Successful	Success Rate	# Successful	Success Rate
0	3,569	67.8%	2,566	65.8%	948	78.3%
1 or more	141	91.0%	85	91.4%	44	95.7%

Note: This table does not include enrollments for students who are 'Hispanic Gender Not Reported' or 'Ethnicity Not Reported'.

Table 6 shows course success rates for non-English courses by Hispanic females, Hispanic males, and non-Hispanic students. The course success rate for courses with 1 or more WRC visits was 91.0% for Hispanic females. Meanwhile, the success rate was 91.4% for Hispanic males, and 95.7% for non-Hispanic students for enrollments with 1 or more WRC visits. This table is disaggregated by ethnicity and gender to highlight the importance of eliminating equity gaps in course success. Hispanic females and Hispanic males with WRC conferences experienced narrower equity gaps than their counterparts who did not visit the WRC.

The course success rate for courses with 0 WRC visits was 67.8% for Hispanic females, 65.8% for Hispanic males, and 78.3% for non-Hispanic students.

Table 7: English Course Success for Comparable Courses

Visits	# of Enrollments	# of Successful Enrollments	Success Rate
0	3,870	2,581	66.7%
1 or more	152	128	84.2%

Table 7 shows course success figures for English courses only. Enrollments with 1 or more WRC visits had a success rate of 84.2%, while enrollments with 0 visits had a success rate of 66.7% for English courses.



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Overall Results for Top 5 Courses

Table 8: Top 5 Courses for WRC Conferences

	#
ENGL101	130
ENGL201	117
PSY101	64
ENGL035	42
ART135	26

Overall, visits to the WRC centered around 3 subjects: English (41.7% of all visits), Psychology (11.7% of all visits), and Art (10.7% of all visits). The WRC assisted students with writing for 79 courses for a total of 737 visits. Table 8 shows the total number of visits for the five most popular courses for which writing assistance were provided. Thus, multiple visits by one student for the same course are included in this calculation.

Table 9: ENGL 101 Course Success and GPA Comparison

Visits	# of Enrollments	# of Successful Enrollments	Success Rate	Course GPA
0	1,723	1,203	69.8%	2.38
1 or more	67	61	91.0%	3.05

According to table 9, the success rate for ENGL101 enrollments that had 1 or more visits with the WRC was 91.0%. The course success rate for enrollments with 0 WRC visits was 69.8%. Additionally, the course GPA of students who visited the WRC was .67 points higher than the course GPA of students who did not visit the WRC.

Table 10: ENGL 201 Course Success and GPA Comparison

Visits	# of Enrollments	# of Successful Enrollments	Success Rate	Course GPA
0	667	487	73.0%	2.68
1 or more	53	41	77.4%	2.62

Table 10 shows the success rate was 77.4% for ENGL201 enrollments with 1 or more visits with the WRC. On the other hand, the course success for enrollments with 0 WRC visits was 73.0%. A different trend existed for course GPA. The course GPA for students who visited the WRC was .06 points lower than the course GPA of students that who did not visit the WRC.



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Table 11: PSY 101 Course Success and GPA Comparison

Visits	# of Enrollments	# of Successful Enrollments	Success Rate	Course GPA
0	1,023	672	65.7%	2.35
1 or more	57	53	93.0%	2.86

The success rate for PSY101 enrollments was 93.0% for enrollments with 1 or more WRC visits and 65.7% for enrollments with 0 WRC visits. The course GPA for students with 1 or more WRC visits was higher than the course GPA of students with 0 WRC visits by .51 points.

Table 12: ENGL 035 Course Success and GPA Comparison

Visits	# of Enrollments	# of Successful Enrollments	Success Rate	Course GPA
0	624	391	62.7%	2.46
1 or more	22	19	86.4%	2.46

Table 13: ART 135 Course Success and GPA Comparison

Visits	# of Enrollments	# of Successful Enrollments	Success Rate	Course GPA
0	37	24	64.9%	2.47
1 or more	24	24	100.0%	3.04



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Online Results Only

Table 14: Online Course Success and GPA Comparison

Visits	# of Enrollments	# of Successful Enrollments	Success Rate	Course GPA
0	1,718	1,095	63.7%	2.53
1 or more	31	29	93.5%	3.27

The course success rate for online courses with 1 or more WRC visits was 93.5%. Meanwhile the success rate for online courses with 0 WRC visits was 63.7%. Furthermore, the course GPA of students who visited the WRC was .74 points higher than the course GPA of students who did not visit the WRC. This table includes all subjects.

Table 15: Online Courses and Visits

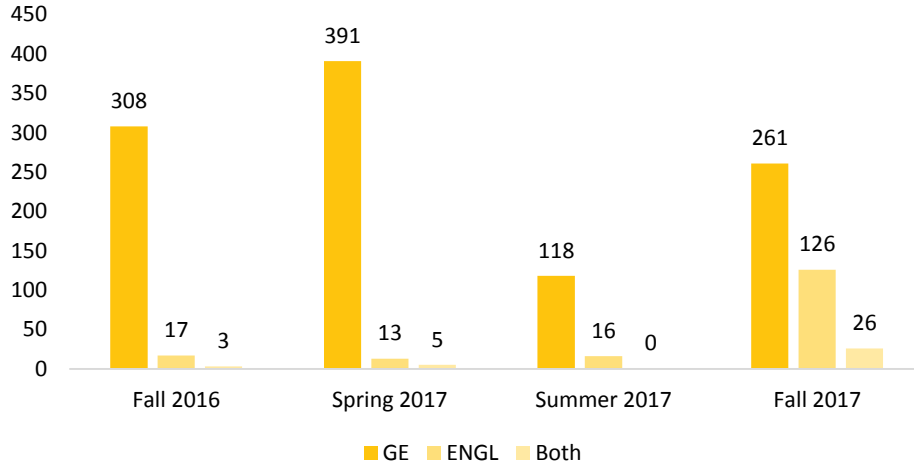
	#
PSY101	9
ENGL201	7
ENGL101	6
HIST143	4
ANTH101	3
POLS110	3
ANTH115	2
LIT114	2
DANC179	1
DANC199	1
PSY112	1



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English and General Education Students

Chart 1: GE and English Students



This last chart shows the number of students who visited the WRC for General Education (GE), English, or both course types. The WRC officially held conferences for English courses starting in summer 2017. The number of students who visited the WRC for GE courses during the fall 2017 term is significantly lower than previous semesters (not including summer). The WRC was originally intended to offer conferences for non-English courses, and might improve its service to students taking GE courses by reverting to the original protocol.



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Table 16: List of English Instructors

Instructor	# of WRC Enrollments
Callinan, Thomas M.	23
Velazquez, Ralph G.	11
Unknown	8
Lassiter, Awndrea N.	8
Martinez, Cynthia	7
Freije, Theresa A.	6
Leonor, Henry	6
Rhodes, Angela M.	6
Cascella, Henry H.	5
Dickinson, Amy J.	5
Fernandez, Juan R.	5
Andrews, Christopher J.	4
Balthazar, Alva J.	4
Isaac, Lily	4
Parseghian, Levon A.	4
Pokornowski, Steven G.	4
Vazquez, Dana M.	4
Askren, Mark E.	3
Bove, Gina L.	3
Garcia, Alonso	3
Ibarra, Edward A.	3
Koehler, Claire M.	3
Pierson, Kenneth J.	3
Eckstrom, Marie G.	2
Hsiao, John W.	2
Jeffrey, Lorraine	2
Markossian, Marina	2
Matthis, James P.	2
Olivas, Sally	2
Springer, Jo Ann M.	2
Sweeney, Maxine	2
Acosta-Mata, Aileen	1
Anderson, Kenneth J.	1
Estrada, David J.	1
Heng, Nay S.	1
Isaac, Samuel C.	1
Koger, Michael J.	1
Missakian, Ilona	1
Nava, Michelle P.	1



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Philpot, Cynthia M.	1
Rodriguez, Jasmine S.	1
Schmidt, Jana V.	1
Tally, Susan	1
Total	160

Completed by: Anthony Delgado on 6-8-2018

Data Sources: Banner/Cognos, SARS, and WRC staff