

DATE: April 28, 2008

TO: Daniel Gross, Director, UCI Composition Program

FROM: Natalie B. Schonfeld, Senior Research Analyst
Office of Research and Evaluation

RE: Composition Program Student Survey Follow-Up

CC: Judy Shoemaker, Director, Office of Research and Evaluation

Attached you will find both the statistical results by course enrollment history from the Composition Program Student Survey distributed during Winter Quarter 2008 to all students enrolled in Writing 39C. A total of 664 students completed the survey, resulting in a 69% response rate.

The purpose of this study was to determine if there exist differences in the perceived achievement of the Composition Program learning outcomes as a function of course enrollment history. For this analysis, students were divided into four groups: (1) Students who were initially placed in Writing 39B and then took Writing 39C, (2) Students who were initially placed in Writing 37 and then took Writing 39C, (3) Students who were initially placed in Writing 39A, and then took Writing 39B and Writing 39C, and (4) Students who were initially placed in Writing 39AP, and then took Writing 39B and Writing 39C. A total of 32 students, representing 5% of the respondents, did not follow any of these enrollment patterns, were excluded from the analysis.

To determine if there exist differences as a function of course enrollment patterns in the perceived achievement of the Composition Program learning outcomes and the quality of instruction, means were calculated for each of the learning outcomes and the survey item concerned with quality of instruction. Mean differences were tested using analysis of variance and the level of significance selected for this study was $p < .05$.

In reviewing the findings, I wanted to highlight the following results and findings for you.

- Students who were initially placed in Writing 39B and then took 39C are the largest respondent group at 69%, followed by students who were initially placed in Writing 39A, then took 39B and 39C, who represent 15% of the respondents.
- The percentage of students reporting that a language other than English is spoken in their family home varies as a function of course enrollment patterns; 86% of students who were initially enrolled in Writing 39AP report that a language other than English is spoken in their family home, compared to 71% for those students initially enrolled in Writing 39B, 70% for those initially enrolled in Writing 37, and 69% for those initially enrolled in Writing 39A.
- In reviewing the enrollment patterns of those student respondents who were initially enrolled in Writing 39AP, 52% have been enrolled in an ESL course.
- Students who initially enrolled in Writing 39AP report the highest level of learning gains around all six Composition Program learning outcomes. In addition, these students also report the highest level of agreement that the quality of instruction in the composition courses has been excellent.
- There are significant differences in learning gains around writing skills as a result of students' course enrollment history in the lower-division writing courses. Students who were initially enrolled in Writing 39AP report the highest level of gains. In contrast, students who were initially enrolled in Writing 39B report the lowest level of gains in writing skills both in comparison to students in the other 3 course enrollment patterns and overall.
- Students who were initially enrolled in Writing 37 report the lowest levels of gains in both reading skills and digital and online communication skills.
- Students who were initially enrolled in Writing 39A report the lowest levels of gains in both oral communication skills and the ability to think, read, and write rhetorically.

These findings suggest that students who are initially enrolled in Writing 39AP, in comparison to students who follow different course enrollment patterns in the completion of the lower-division writing requirements, are more likely to perceive greater achievement in the six Composition Program learning outcomes, with their reported achievement in writing skills being significantly different from their peers, and are more likely to view the quality of instruction in their composition courses as being excellent.

If there is additional or further analysis you would like, please be sure to let me know.