ABSTRACT
        A study was conducted in 1980-81 at Santa Ana College
(SAC) to collect data on the English communication skills of
non-native English speakers and to determine if a relationship
existed between these skills and student's educational success. A
sample of 22 classes, with an enrollment of at least 50% non-native
English speakers and representing a variety of disciplines and
instructional methods, was selected. The Nelson-Denny vocabulary and
comprehension tests and the Comprehensive English Language Test
(CELT) of listening were used to measure English ability. Study
findings, based on test scores and grades of 53% of all students
enrolled in the sample classes at census week (N=503), included the
following: (1) Vietnamese and Spanish were the most commonly spoken
non-English languages: (2) overall, fewer A's and more B's, C's, and
D's were earned in the sample classes than at SAC as a whole,
however, these classes had lower withdrawal rates: (3) Anthropology
101 and Sociology 100 showed significant positive correlations,
between test scores and grades, while Chemistry 219, Math 180, and
Music 161 showed consistently negative coefficients: (4) as a whole
the grades of English and non-native English speakers were
comparable: and (5) success rates tended to favor students who had
completed English courses. The study report discusses methodology,
statistical findings, and limitations and is appended by statistical
data tables. (KL).

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

A STUDY OF NON-NATIVE SPEAKERS ACADEMIC PERFORMANCE

SANTA ANA COLLEGE

INSTITUTIONAL RESEARCH

A Study of
Non-Native English Speakers'
Academic Performance
at
Santa Ana College

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INTRODUCTION

With the increase in the number of non-native English speakers enrolled at Santa Ana College, impacts on college programs have become evident. Concern has mounted regarding the ability of non-native speakers to succeed in community college courses. Consequently, a task force was established in 1980-81 "to insure that the non-native speaker student population be given every opportunity to benefit from instruction." To aid them in this pursuit, the task force requested information from the Institutional Research Office. Specifically, a study was designed to collect data about the English communication skills of this group of students and to determine if a relationship exists between those skills and their educational success.

METHOD

The task force selected a sample of 22 Spring 1981 classes to study. Classes were selected by the following criteria: 1) enrollment included at least 50% non-native speakers, 2) classes represented a variety of disciplines, and 3) classes represented various teaching methods and learning modes.

For the purposes of this study, educational success is defined by students' final class grades. The primary instruments used to measure English ability were the Nelson-Denny vocabulary and comprehension tests and the Comprehensive English Language Test (CELT) of listening, selected by the task force. Additionally, relevant student background information including previous CELT scores and English classes completed was collected.

The English tests were administered to the students in each of the 22 classes during the thirteenth week of the semester. (Student participation was voluntary and anonymous.) Native language was identified at the time tests were taken. Descriptive and bivariate correlation analyses were then performed.

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FINDINGS

Tables 1 through 5 describe the sample students and classes, and tables 6 through 8 present relationships between students' grades and communication skills.

The number of students enrolled in each class at census week and at the end of the semester, and the number of students who completed the English tests are shown in Table 1. Fifty-three percent, or 503, of all students enrolled in sample classes at census week voluntarily completed the tests. The range of participation by class was 21% to 89%; therefore, correlation coefficients for some classes will be more valid than for others.

The distributions of native languages of students who completed the English tests are shown in Table 2. Vietnamese is the most common non-native language and Spanish second most common. The percentage of native English speakers in about one third of the classes is over 50%; because of sample selection criteria, this suggests that a larger percentage of non-natives either dropped the class before the thirteenth week, or did not take the English tests.

Table 3 provides distributions of students' previous CELT scores, where available. Some scores may, however, be out of date; they are provided for information, to describe students, and to help determine if students have been properly placed according to the school's prerequisites policies.

The distribution of students' grades by class is shown in Table 4. It can be seen that, overall, fewer A's and more B's, C's, and D's were earned than by all students at SAC. However, a lower overall drop rate for these classes heavily populated by non-native speakers is evident (although the range is large).

Table 5 provides average English test scores by class as well as the ranges of scores within classes. The range of scores between and within classes is great. Presumably, by the time a student enrolls in courses such as, say, Chem 219 he has completed college courses which may have imparted some English ability. Conversely, a Mach 058 student may have no prior college experience.

Spearmans rho correlation coefficients* were computed on six variable pairs per class to determine relationships between grades and each of four English test scores, grades and previous CELT scores, and grades and English courses completed; and those coefficients are shown in Table 6. Included in the analysis were students who completed the course with A through F grades. An asterisk on the table indicates that a coefficient represents a statistically significant relationship at the $\leq$ .05 level. Of the six variable pairs analyzed for each of 22 courses, the following significance pattern emerged:

| Correlation of grade with: | Courses where significant correlation exists | |
	n	%
Listening test score	9 (1 negative)	41%
Vocabulary test score	6	27
Comprehension test score	8	36
Total Nelson-Denny score	4	18
Previous CELT scores	1	5
English courses completed	4 (1 negative)	18

Of the six variable pairs, Anth 101 and Soc 100 (B) courses most often showed significant, positive correlation. That is, as English test scores increase, so do success rates. While not always significant, it is interesting to note consistently negative coefficients for Chem 219, Math 180, and Music 161. (The native language distribution of these classes - see Table 2 - is varied.)

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*A positively signed coefficient means that the variables tend to increase or decrease together, and a negatively signed coefficient means that an inverse relationship exists between sets of variables.

As coefficients approach ± 1, amount of relationship between variables increases; a coefficient of zero represents no correlation.

A significance level of $\leq$ .05 indicates that this relationship would exist by chance in only 5, or less, out of 100 cases.

To compute Spearman Rank-order correlation coefficients, each variable score is assigned a ranking score. Coefficients were computed by class, independent of other classes' scores, and test score ranges vary from class to class. Consequently, relationships between classes' coefficients for English test scores cannot be assumed. Table 5, showing average test scores by class, is an important resource, therefore, in interpreting Spearmans rho's.

Table 7 provides the percent distribution of students' final grades for each class by native language. Again, statistically significant differences in distributions, measured by Chi square and Fisher's exact tests, are indicated by asterisks. Significant differences are found in three classes, Eng 040, Anth 101 (L) and Eng 107 (M). Non-native speakers do not generally receive lower grades than natives, according to this table.

A further goal of the study was to compare the success of non-native students who have completed English courses with those who have not, and those results are shown in Table 8. Successful and non-successful completion rates for non-natives who were enrolled at census week and who completed the English tests are provided. (Successful completion = A, B, C, & CR grades. Non-successful completion = D, F, W, & NCR.) While differences in distributions existed, usually favoring success rates for those who completed English classes, statistical significance was found in only one case, Eng 105.

LIMITATIONS

The limitations of studies which attempt to correlate grades with other skills or factors are outstanding. Several such studies have been completed recently in regard to English ability, and results have varied. It is important to note that correlation does not imply causation, only degree and direction of relationship. In the case of grades, numerous variables, such as aptitude, intelligence, motivation, and teachers' grading practices, to name a few, clutter the correlation and causation picture further. Instruments used to measure communication ability also affect results.

A limitation unique and important to this study is the fact that the English tests were not administered until the thirteenth week of the semester, making it impossible to measure the English communication skills of those who dropped the course prior to that time. And statistics show that many non-natives did drop out. Many could have dropped due to poor communication skills and resultant academic performance, leaving a group biased in achievers.

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CONCLUSIONS

Significant relationships were found for 32 of 132, or 24%, correlation coefficients computed on grades and English ability. The validity of those found for the two Anth 101 courses must be qualified because less than 50% of their active students completed the English tests. Those found for Soc 100 (B) appear valid and consistent; however, fewer than 25% non-natives took the English tests and were included in the analyses. Findings of significant positive co-efficients for Mach 058 are supported by grade distributions by native language, and program planners should be alerted to this.

While not always statistically significant, grade distributions by native language and class sometimes favor natives and sometimes non-natives. Non-natives excel noticeably in Chem 219, Math 180, and Mus 161. Language does not seem to be a barrier to success in those classes, as supported by bivariate analysis.

In regard to students who have completed English classes and those who have not, the former group has a slight edge, overall, on success rates. However, results on this are not conclusive due to lack of statistical significance and variance.

Finally, the results of this study imply that, in most areas, further study is required to investigate the suggestions of these findings. In many cases, however, the findings have confirmed what has heretofore been suspected or known intuitively by involved faculty. The empirical descriptive information provided is the first of its kind at Santa Ana College and will be helpful to decision-makers.

The following two recommendations emerge from the study's findings:

1) Further study using the present one as groundwork, by the Research Office and Task Force, should be conducted beginning Fall 1981.

2) Enrollment in English classes for non-natives should be encouraged and the effects further studied.

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Table 1

Number and Percent of Students Who
Took English Test
by Class

Class	Total enrolled at census	#who did not take test		#who took test		# students active at end of the semester
		n	%	n	%	n
Acct. 010	42	33	78.6	9	21.4	32
Anth 101 (H)	47	24	51.1	23	48.9	40
Anth 101 (L)	34	20	58.8	14	41.2	25
Atme 039	28	9	32.1	19	67.9	23
Chem 219	83	45	54.2	38	45.8	41
Compr 109	63	40	63.5	23	36.5	42
Elec 146	67	40	59.7	27	40.3	47
Eng 040	45	12	26.7	33	73.3	36
Eng 054	29	17	58.6	12	41.4	10
Eng 056	32	13	40.6	19	59.4	26
Eng 105 (S)	38	4	10.5	34	89.5	36
Eng 105	37	11	29.7	26	70.3	31
Eng 107 (M)	42	11	26.2	31	73.8	41
Eng 107 (H)	33	11	33.3	22	66.7	23
Eng 109	25	4	16.0	21	84.0	21
Mach 058	29	10	34.5	19	65.5	24
Math 180	55	23	41.8	32	58.2	23
Mus 161	18	13	72.2	5	27.8	6
Phys 219	74	37	50.0	37	50.0	38
Sec 080	47	29	61.7	18	38.3	29
Soc 100 (B)	30	9	30.0	21	70.0	23
Soc 100 (H)	48	28	58.3	20	41.7	34
TOTAL	946	443	46.8	503	53.2	661

Table 2
Distribution of Native Languages of Students Who Took English Test by Class
percents

Class		English	Vietnamese	Spanish	Other[1]	Total n
Acct 010		66.6%	0	22.2%	11.1%	9
Anth 101	(H)	40.0	55.0	5.0	0	20
Anth 101	(L)	60.0	0	16.6	16.6	12
Atme 039		33.3	38.8	27.7	0	18
Chem 219		47.3	21.0	15.7	15.7	38
Compr 109		39.1	43.4	4.3	13.0	23
Elec 146		29.6	70.3	0	0	27
Eng 040		0	42.4	45.4	12.1	33
Eng 054		75.0	16.6	0	8.3	12
Eng 056		57.1	14.2	28.5	0	14
Eng 105	(S)	0	96.4	0	3.5	28
Eng 105		0	55.5	29.6	14.8	27
Eng 107	(M)	0	66.6	16.6	16.6	30
Eng 107	(H)	0	68.1	18.1	13.6	22
Eng 109		4.7	28.5	28.5	38.0	21
Mach 058		21.0	47.3	21.0	10.5	19
Math 180		51.6	35.4	6.4	6.4	31
Mus 161		20.0	80.0	0	0	5
Phys 219		13.8	63.8	0	22.2	36
Sec 080		31.2	37.5	12.5	18.7	16
Soc 100	(B)	78.9	5.2	0	15.7	19
Soc 100	(S)	65.0	35.0	0	0	20

1 "Other" includes: Chinese, Korean, Portuguese, Swahili, Turkic, Arabic, Laotian, French, Tagalog, Hindi, Lebanese, Samoan, Japanese, Ghanian, Greek, Cambodian, Farsi, Filipino.

Table 3
Distribution of CELT Scores by class
percents

Class	Celt Score 0-29 %	30-44 %	45-59 %	60-74 %	75-100 %	Total n
Acct 010	50.0%	0%	50.0%	0%	0%	2
Anth 101 (H)	25.0	50.0	16.7	0	8.3	12
Anth 101 (L)	0	0	0	0	100.0	1
Atme 039	50.0	50.0	0	0	0	6
Chem 219	0	38.5	38.5	15.4	7.7	13
Compr 109	7.1	14.3	28.6	28.6	21.4	14
Elec 146	17.9	53.6	17.9	10.7	0	28
Eng 040	20.8	66.7	12.5	0	0	24
Eng 054	0	100.0	0	0	0	2
Eng 056	0	50.0	0	0	50.0	2
Eng 105 (S)	8.3	45.8	41.7	4.2	0	24
Eng 105	5.0	40.0	55.0	0	0	20
Eng 107 (M)	3.4	34.5	41.4	17.2	3.4	29
Eng 107 (H)	9.5	42.9	28.6	29.0	0	21
Eng 109	20.0	20.0	30.0	30.0	0	10
Mach 058	40.0	20.0	20.0	20.0	0	5
Math 180	6.7	60.0	33.3	0	0	15
Mus 161	0	100.0	0	0	0	3
Phys 219	5.6	33.3	55.6	5.6	0	18
Sec 080	40.0	40.0	20.0	0	0	5
Soc 100 (H)	9.1	27.3	36.4	27.3	0	11
TOTAL	12.5	43.0	31.3	10.2	3.0	265

Table 4
Distribution of Final Grades of All Students Enrolled at Census by Class
percents

Class	A	B	C	D	F	W	I	CR	Total n
Acct 010	21.4%	31.0%	9.5%	0	0	23.8%	14.3%	0	42
Anth 101 (H)	19.1	21.2	34.0	2.1	0	14.9	0	8.5	47
Anth 101 (L)	17.6	29.4	26.5	0	0	26.5	0	0	34
Atme 039	17.9	17.9	46.4	0	0	17.9	0	0	28
Chem 219	6.0	18.1	16.9	8.4	0	50.6	0	0	83
Compr 109	30.2	15.9	14.3	6.3	0	33.3	0	0	63
Elec 146	13.4	28.4	14.9	4.5	9.0	29.9	0	0	67
Eng 040	8.9	37.8	17.8	11.1	2.2	20.0	2.2	0	45
Eng 054	13.8	3.4	17.2	0	0	65.5	0	0	29
Eng 056	3.1	25.0	46.9	6.3	0	18.8	0	0	32
Eng 105 (S)	21.1	34.2	28.9	7.9	2.6	5.3	0	0	38
Eng 105	0	21.6	45.9	13.5	2.7	16.2	0	0	37
Eng 107 (M)	9.5	66.7	21.4	0	0	2.4	0	0	42
Eng 107 (H)	6.1	21.1	24.2	3.0	3.0	30.3	0	12.1	33
Eng 109	24.2	24.0	32.0	4.0	0	16.0	0	0	25
Mach 058	10.3	6.9	24.1	27.6	13.8	17.2	0	0	29
Math 180	12.7	10.9	30.9	7.3	0	38.2	0	0	55
Mus 161	16.7	16.7	0	0	0	66.7	0	0	18
Phys 219	5.4	21.6	21.6	0	0	48.6	0	2.7	74
Sec 080	17.0	27.7	0	2.1	0	38.3	14.9	0	47
Soc 100 (B)	6.7	26.7	36.7	6.7	0	23.3	0	0	30
Soc 100 (H)	6.3	20.8	39.6	2.1	0	29.2	0	2.1	48
TOTAL	12.8	24.1	23.9	5.1	1.5	30.0	1.5	1.2	946
TOTAL COLLEGE	18	15	11	2	1	36	1	11	52,211

Table 5

Average English Test Scores
(Administered Thirteenth Week)
By Class

Class	Listen. CELT	Test Vocabulary	Comprehension	Total
			Nelson-Denny	
Acct 010				
Mean	83.1	10.0	8.7	9.7
Minimum	40.0	0	0	0
Maximum	100.0	14.0	13.8	14.0
Anth 101 (H)				
Mean	74.1	10.4	9.6	9.4
Minimum	24.0	7.0	0	0
Maximum	99.0	14.0	13.8	14.0
Anth 101 (L)				
Mean	93.4	12.7	11.1	12.2
Minimum	62.0	10.4	0	8.4
Maximum	100.0	14.0	13.8	14.0
Atme 039				
Mean	65.7	8.2	5.9	6.5
Minimum	8.0	0	0	0
Maximum	96.0	13.7	13.8	13.8
Chem 219				
Mean	87.5	10.3	10.3	10.5
Minimum	44.0	0	0	0
Maximum	100.0	14.0	13.8	14.0
Compr 109				
Mean	80.0	10.6	10.3	10.1
Minimum	32.0	7.3	7.0	0
Maximum	100.0	14.0	13.8	14.0
Elec 146				
Mean	53.6	6.1	7.1	6.5
Minimum	16.0	0	0	0
Maximim	100.0	14.0	13.8	14.0
Eng 040				
Mean	41.3	6.4	2.8	3.8
Minimum	16.0	0	0	0
Maximum	68.0	10.7	9.8	8.9
Eng 054				
Mean	82.7	11.2	9.4	9.8
Minimum	36.0	7.0	0	0
Maximum	100.0	14.0	13.8	14.0
Eng 056				
Mean	86.1	9.6	8.6	9.1
Minimum	44.0	0	0	0
Maximum	100.0	13.1	13.5	13.2
Eng 105 (S)				
Mean	51.3	6.4	6.9	6.2
Minimum	32.0	0	0	0
Maximum	76.0	11.9	11.1	11.3

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Table 5 (Cont'd)

Class		Listen.	Test		
			Vocabulary	Comprehension	Total
		CELT		Nelson-Denny	
Eng. 105					
Mean		47.0	5.9	4.5	4.6
Minimum		24.0	0	0	0
Maximum		96.0	11.6	10.7	9.7
Eng 107	(M)				
Mean		59.7	7.5	4.1	4.7
Minimum		0	0	0	0
Maximum		88.0	12.2	11.9	12.1
Eng 107	(H)				
Mean		64.2	7.4	4.7	6.4
Minimum		28.0	0	0	0
Maximum		88.0	13.1	13.8	14.0
Eng 109					
Mean		80.6	9.4	7.5	8.4
Minimum		52.0	7.3	0	0
Maximum		100.0	12.9	10.7	11.6
Mach 058					
Mean		52.5	8.5	6.1	6.9
Minimum		12.0	0	0	0
Maximum		96.0	14.0	13.8	14.0
Math 180					
Mean		80.9	10.4	9.4	10.2
Minimum		44.0	7.0	0	7.0
Maximum		100.0	14.0	13.8	14.0
Mus 161					
Mean		69.6	8.8	7.9	7.5
Minimum		40.0	7.0	0	.0
Maximum		100.0	13.5	13.5	13.6
Phys 219					
Mean		71.2	8.1	8.3	8.3
Minimum		36.0	0	0	0
Maximum		96.0	14.0	13.8	14.0
Sec 080					
Mean		64.3	8.7	6.2	7.4
Minimum		24.0	0	0	0
Maximum		100.0	14.0	13.1	13.1
Soc 100	(B)				
Mean		93.2	12.4	11.5	12.2
Minimum		72.0	8.3	0	8.3
Maximum		100.0	14.0	13.8	14.0
Soc 100	(H)				
Mean		77.7	9.7	9.1	9.4
Minimum		28.0	0	.0	0
Maximum		96.0	13.9	13.8	14.0

Table 6

Correlation Coefficients of Grades with English Test Scores
CELT Scores, & English Class Completed

by Class[1]

Class		Listen. CELT	Vocab. Nelson-Denny	Compre.	Total	# pairs	GELT Score	# pairs	English class	# pairs
Acct 010		.552	.660*	.275	.403	9	–		.386	7
Anth 101	(H)	.532*	.507*	.490*	.490*	21	-.443	8	.307	20
Anth 101	(L)	.418	.755*	.560*	.560*	14	–		.560*	9
Atme 039		.201	.087	.222	.157	18	.270	6	.182	8
Chem 219		-.297*	-.228	-.130	-.187	31	.115	9	-.408*	20
Compr 109		.394	.396	.314	.241	21	.186	13	-.073	15
Elec 146		.401*	.107	.318*	.294	27	.120	22	.072	11
Eng 040		.453*	-.114	.439*	.066	29	.429*	18	.340	5
Eng 054		.805*	.581*	.604*	.517	10	–		–	
Eng 056		-.044	.226	.499*	.388*	19	–		.316	4
Eng 105	(S)	.640*	.065	.138	.000	34	.076	23	-.219	17
Eng 105		.525*	.029	.140	.152	26	.489	19	–	
Eng 107	(M)	.119	.175	.038	.234	30	.089	28	.349	33
Eng 107	(H)	.499*	.032	.380	.316	15	.060	11	.185	17
Eng 109		.114	-.049	.335	.183	19	0	7	-.046	12
Mach 058		.387	.740*	.661*	.791	17	.500	3	1.	2
Math 180		-.035	-.158	-.036	-.074	28	.373	11	-.045	13
Mus 161		-.578	-.296	-.577	-.577	5	–		–	
Phys 219		.058	.102	.155	.154	31	.154	11	.126	18
Sec 080		.571	.240	.647	.437	15	.775	4	.083	7
Soc 100	(B)	.424*	.404*	.512*	.590*	21	–		.789*	6
Soc 100	(H)	.185	-.181	-.224	-.311	19	.274	8	.562*	11

[1] Spearmans rho correlations computed on students who completed class with a letter grade and who had test scores. Number of pairs for each case is indicated.

*Significant at ≤ .05 level.

Table 7
Distribution of Final Grades of Students Who Took Test by Class and Native Language

percents

Class/language	n	A	B	C	D	F	CR	W	I
Acct 101									
English	6	33.3	66.7						
Vietnamese	0								
Spanish	2	50.0		50.0					
Other	1	100.0							
Anth 101 (H)									
English	8	50.0	25.0	25.0					
Vietnamese	11	9.1	27.3	45.5	9.1		9.1		
Spanish	1	100.0							
Other	0								
Anth 101 (L)*									
English	8	37.5	50.0	12.5					
Vietnamese	0								
Spanish	2	100.0							
Other	2			100.0					
Atme 039									
English	6	33.3		66.7					
Vietnamese	7	14.3	28.6	57.1					
Spanish	5	40.0	40.0	20.0					
Other	0								
Chem 219									
English	18	5.6	22.2	27.8	16.7			27.8	
Vietnamese	8	25.0	62.5					12.5	
Spanish	6		16.7	33.3	33.3			16.7	
Other	6	33.3	50.0	16.7					
Compr 109									
English	9	44.4	22.2	22.2				11.1	
Vietnamese	10	10.0	40.0	30.0	10.0			10.0	
Spanish	1				100.0				
Other	3	66.6		33.3					
Elec 146									
English	8	37.5	37.5	12.5		12.5			
Vietnamese	19	21.1	47.4	26.3	5.3	0			
Spanish	0								
Other	0								
Engl 040#									
English	0								
Vietnamese	14	14.3	64.3		14.3			7.1	
Spanish	15	6.7	26.7	33.3	13.3	6.7		13.3	
Other	4	25.0	50.0						25.0
Engl 054									
English	9	44.4	11.1	22.2				22.2	
Vietnamese	2			100.0					
Spanish	0								
Other	1			100.0					
Engl 056									
English	8		50.0	37.5	12.5				
Vietnamese	2			100.0					
Spanish	4		25.0	75.0					
Other	0								
Engl 105 (S)									
English	0								
Vietnamese	27	25.9	33.3	25.9	11.1	3.7			
Spanish	0								
Others	1			100.0					
Engl 105									
English	0								
Vietnamese	15		13.3	73.3	13.3				
Spanish	8		50.0	25.0	12.5	12.5			
Other	4		25.0	25.0	50.0				

13   16

Table 7(Cont'd)

percents

Class/language	n	A	B	C	Grade D	F	CR	W	I
Engl 107 (M)*									
English	0								
Vietnamese	20	15.0	65.0	15.0				5.0	
Spanish	5		60.0	40.0					
Other	5		100.0						
Engl 107 (B)									
English	0								
Vietnamese	15	6.7	33.3	13.3	6.7		26.7	13.3	
Spanish	4	25.0	25.0	25.0				25.0	
Other	3		33.3	66.6					
Engl 109									
English	1			100.0					
Vietnamese	6	16.7	16.7	16.7	16.7			33.3	
Spanish	6	33.3	16.7	50.0					
Other	6	33.3	66.6	33.3					
Mach 058									
English	4	50.0	25.0					25.0	
Vietnamese	9			44.4	33.3	22.2			
Spanish	4			50.0	25.0			25.0	
Other	2			50.0	50.0				
Math 180									
English	16	12.5	18.8	31.3	12.5			25.0	
Vietnamese	11	18.2	18.2	54.5	9.1				
Spanish	2			100.0					
Other	2	100.0							
Mus 161									
English	1		100.0						
Vietnamese	4	75.0	25.0						
Spanish	0								
Other	0								
Physics 219									
English	5		60.0	20.0			20.0		
Vietnamese	23	13.0	39.1	39.1				8.7	
Spanish	0								
Other	8	12.4	25.0	25.0				37.5	
Sec 080									
English	5	40.0	40.0						20.0
Vietnamese	6	16.7	83.3						
Spanish	2				50.0			50.0	
Other	3	66.6							33.3
Soc 100 (B)									
English	15	13.3	40.0	40.0	6.7				
Vietnamese	1		100.0						
Spanish	0								
Other	3			33.3	66.6				
Soc 100 (H)									
English	13	15.4	23.1	53.8				7.7	
Vietnamese	7	14.3	43.9	42.9					
Spanish	0								
Other	0								

* Significant Chi square scores exist at the $\leq .05$ level.

Table 8

Successful and Non-successful Completion Rates

For Non-Native Speakers Who Did & Did Not Complete English Classes

by Class

Class	% received Successful grade	% received Unsuccessful grade	n
Acct 101			
Completed English class	100.0%	0%	2
Did not complete	100.0	0	1
Anth 101 (H)			
Completed English class	100.0	0	6
Did not complete	83.3	16.7	6
Anth 101 (L)			
Completed English class	100.0	0	2
Did not complete	100.0	0	2
Atme 039			
Completed English class	100.0	0	6
Did not complete	100.0	0	6
Chem 219			
Completed English class	84.6	15.4	13
Did not complete	71.4	28.6	7
Compr 109			
Completed English class	100.0	0	4
Did not complete	70.0	30.0	10
Elec 146			
Completed English class	100.0	0	3
Did not complete	93.8	6.3	16
Eng 040			
Completed English class	66.7	33.3	3
Did not complete	73.3	26.7	30
Eng 054			
Completed English class	100.0	0	2
Did not complete	100.0	0	1
Eng 056			
Completed English class	100.0	0	1
Did not complete	100.0	0	5
Eng 105 (S)			
Completed English class	100.0	0	12
Did not complete	75.0	25.0	16
Eng 105 *			
Completed English class	60.0	40.0	15
Did not complete	100.0	0	12
Eng 107 (M)			
Completed English class	96.3	3.7	27
Did not complete	100.0	0	3
Eng 107 (H)			
Completed English class	83.3	16.7	18
Did not complete	75.0	25.0	4

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Table 8 (Cont'd)

Class	% received Successful grade	% received Unsuccessful grade	n
Mach 058			
Completed English class	0	100.0	1
Did not complete	50.0	50.0	14
Math 180			
Completed English class	100.0	0	8
Did not complete	85.7	14.3	7
Music 161			
Completed English class	0	0	0
Did not complete	100.0	0	4
Phys 219			
Completed English class	93.3	6.7	15
Did not complete	75.0	25.0	16
Sec 080			
Completed English class	100.0	0	5
Did not complete	50.0	50.0	6
Soc 100 (B)			
Completed English class	100.0	0	2
Did not complete	100.0	0	2
Soc 100 (H)			
Completed English class	100.0	0	4
Did not complete	100.0	0	3

*Significant Chi Square or Fisher's exact scores exist at the .05 level.

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