ESL and Noncredit ESL Analysis– Spring 2014

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At the request of the ESL Department, the Office of Institutional Development and Technology examined outcome data, including progression, in the ESL and Noncredit ESL (NCESL) courses. More specifically, this research intended to answer the following questions:

- What are the progression rates for students who enrolled in
    - ESL-070 by cohort year (Spring 2012, Fall 2012, Spring 2013 and Fall 2013)? (Note: Course not offered in Spring 2011 or Fall 2011),
    - ESL-080/081/083 by cohort year (Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013 and Fall 2013), and
    - ESL-100 by cohort year (Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013 and Fall 2013)?
- What are the overall retention rates for ESL courses for the past three fall terms (Fall 2011, Fall 2012, and Fall 2013)?
- What are the overall success rates for ESL courses for the past three fall terms (Fall 2011, Fall 2012, and Fall 2013)?
- Of the Credit ESL population, within the past three years,
    - How many transitioned from NCESL?
    - How many were international students?
- Of the Noncredit ESL population, within the past three years,
    - How many took the Accuplacer test?
    - Where did these students place in the ESL sequence?

Results are intended to help inform planning for the noncredit and credit ESL programs.

Table 1. Progression Rates by Cohort Year: ESL-070 (Spring 2012 – Fall 2013)

	Highest Course							
	ESL-070		ESL-080/081/083		ESL-100		ENGL-101	
ESL-070 Cohort Year	N	%	N	%	N	%	N	%
Spring 2012 (N=16)	6	38%	5	31%	5	31%	1	6%
Fall 2012 (N=12)*	3	25%	8	67%	1	8%	0	0%
Spring 2013 (N=7)*	3	--	2	--	2	--	0	--
Fall 2013 (N=13)**	2	17%	10	83%	0	0%	0	0%

*Fall 2012 (Not included in cohort: 1 student who received a letter grade of "NP". Spring 2013 (Not included in cohort: 1 student who withdrew and 1 student who received a letter grade of "NP". These students did not pass ESL-070 within the time frame included in this analysis.

**With additional time for progression the Fall 2013 cohort will likely have a few students who will progress to ESL-100 or ENGL-101 based on the behaviors of previous cohorts.

Progression Rates:

ESL-070 Progression. Results for ESL-070 and ESL-080/081/083 progression should be interpreted with caution due to the small sample sizes. Cohort sizes ranged from 7 to 16 for ESL-070 and 14 to 32 for ESL-080/081/083. With the exception of Spring 2012 most students who began in ESL-070 progressed one level higher to ESL-080/081/083 (see Table 1 for details). A small number of students from the Spring 2012 and Spring 2013 cohorts progressed two levels higher to ESL-100 (5 and 2 students, respectively). One student from the Fall

2012 semester progressed to ESL-100. It is important to note that students in the Fall 2013 cohort were able to complete one level higher within the same semester due to the courses being offered in two back-to-back 8-week offerings.

ESL-080/081/083 Progression. There was not a consistent pattern for progression from ESL-080/081/083 to higher levels. Overall, 23 percent progressed to ESL-100 and 40 percent progressed to ENGL-101 (Spring 2011-Spring 2013 cohorts). A little more than one-third of students did not progress past ESL-080/081/083 (37 percent). Table 2 shows the progression rates for students who started the ESL sequence at ESL-080/081/083. It is important to note that students in the Fall 2013 cohort will likely have higher levels of progression with additional time.

ESL-100 Progression. Progression rates from ESL-100 to ENGL-101 were high with more than half of students progressing to ENGL-101 in the Spring 2011, Fall 2011 and Spring 2012 cohorts. Progression rates dropped in the Fall 2012 and Spring 2013 cohorts with less than half of students progressing to ENGL-101. Table 3 shows the progression rates for students who started the ESL sequence at ESL-100.

Table 2. Progression Rates by Cohort Year: ESL-080/081/083 (Spring 2011 – Fall 2013)

| | **Highest Course** | | | | | |
| | **ESL-080/081/083** | | **ESL-100** | | **ENGL-101** | |
ESL-080/081/083 Cohort Year	**N**	**%**	**N**	**%**	**N**	**%**
Spring 2011 (N=15)	7	47%	2	13%	6	40%
Fall 2011 (N=26)	7	27%	5	19%	14	54%
Spring 2012 (N=14)	4	29%	6	43%	4	29%
Fall 2012 (N=32)	14	44%	7	22%	11	34%
Spring 2013 (N=17)	11	65%	4	24%	2	12%
Fall 2013 (N=31)*	30	97%	1	3%	NA	NA

*With additional time for progression the Fall 2013 cohort will likely have a few students who will progress to ESL-100 or ENGL-101 based on the behaviors of previous cohorts.

Table 3. Progression Rates by Cohort Year: ESL-100 (Spring 2011 – Spring 2013)

| | **Progression to ENGL-101** | |
ESL-100 Cohort Year	**N**	**%**
Spring 2011 (N=42)	26	62%
Fall 2011 (N=49)	30	61%
Spring 2012 (N=32)	22	69%
Fall 2012 (N=47)	22	47%
Spring 2013 (N=58)	23	40%

Similar to patterns seen in the math (Parker, Meuschke, & Gribbons, 2011) and English (Parker et. al., 2009) progression analyses, the lower a student begins the course sequence, the less likely they are to progress to a higher course (see Tables 1-3). Note: Students in the latter two cohorts (Spring 2013 and Fall 2013) have not had as much time to progress.
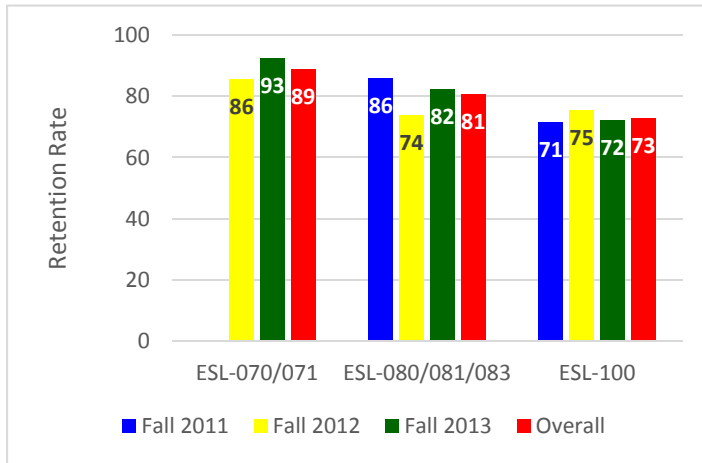
__Retention and Success Rates__: Overall, retention rates have remained high from Fall 2011-Fall 2013. More specifically, retention rates were 92 percent or higher across the courses examined.

Further analysis of retention rates by course showed that retention rates decrease slightly overall for ESL-100 compared to ESL-070/071 and ESL-080/081/083 (see Figure 1). For example, the overall retention rates for ESL-070/071 and ESL-080/081/083 was 97 percent, each, compared to 93 percent for ESL-100. Overall, ESL course success rates for ESL-070/071, ESL-080/081/083 and ESL-100 were high in Fall 2011, Fall 2012 and Fall 2013 (89, 81 and 73 percent, respectively) but the patterns were inconsistent with the exception of ESL-100. Further analysis of success rates by course showed that success rates decrease considerably at the highest level (ESL-100) compared to lower level courses (ESL-070/071 and ESL-080/081/083). For example, the highest success rate for the terms examined for ESL-100 was 75 percent (Fall 2012) compared to 86 percent for ESL-080/081/083 (Fall 2011) and 93 percent for ESL-070/071.

Figure 1. Retention Rates in ESL Courses: Fall 2011, Fall 2012, and Fall 2013 (*No data available for ESL-070/071 in Fall 2011)
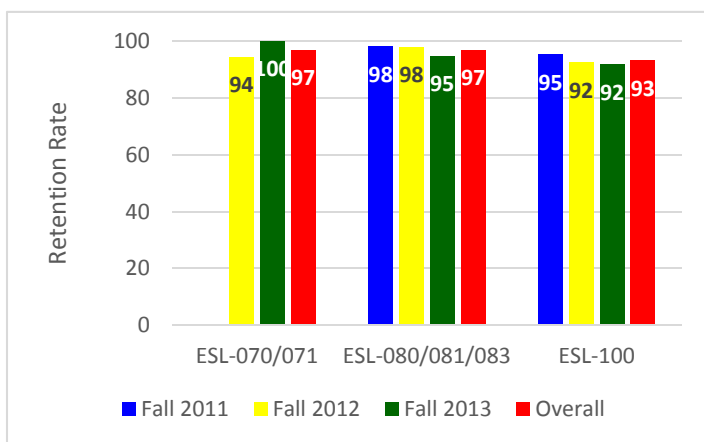
Figure 2. Success Rates in ESL Courses: Fall 2011, Fall 2012, and Fall 2013 (*No data available for ESL-070/071 in Fall 2011)

Follow up analysis was done to assess the success rates for ESL-100 compared to ENGL-091 since they are equivalent courses. Results indicate that the success rates for ENGL-091 are similar to overall success rates for ESL-100. Specifically, the Fall 2011, Fall 2012 and Fall 2013 success rates for ENGL-091 were 71 percent, each, compared to 71, 75 and 72 percent, respectively, for ESL-100.

Credit ESL Student Profile: Of the students who were enrolled in credit ESL over the past three years, 71 percent (526 out of 738 student) started in credit ESL, 17 percent of credit ESL students were international students (129 out of 738 students) and 11 percent (83 out of 738 students) were students who transitioned from noncredit to credit ESL (see Figure 3). Further analysis looked at the international student

population enrollment by course. The results for Fall 2013 showed that 15 percent of enrollments in ESL-070/071 (3 out of 27 students), 23 percent of enrollments in ESL-080/081/083 (26 out of 112 students) and 19 percent of enrollments in ESL-100 (14 out of 72 students) were international students.

Figure 3. Credit ESL Student Profile (Percentages).

*Students who were not international students or who had not transitioned from noncredit ESL.

Table 4. Placement in ESL Sequence: Fall 2010-Fall 2013

Placement in ESL Sequence	N	%
ESL-050	24	22%
ESL-060	15	14%
ESL-070	29	26%
ESL-080/083	24	22%
ESL-100	19	17%

Placement in Credit ESL: Between Fall 2010 and Fall 2013, 111 noncredit ESL students took the Accuplacer placement test. The level at which
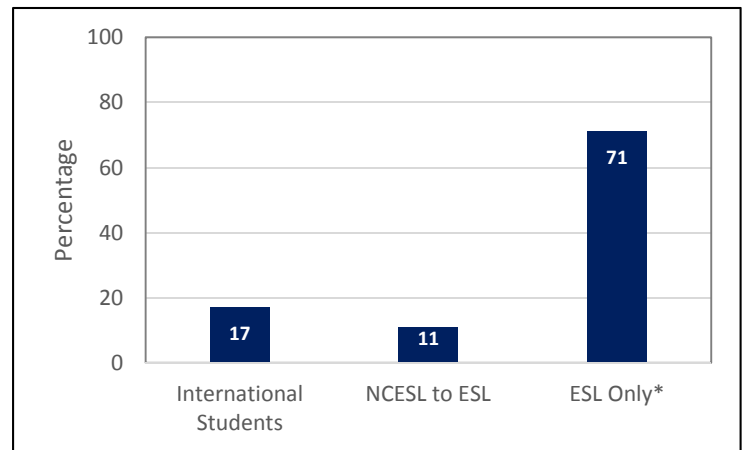
students placed in the ESL sequence was distributed fairly evenly at all levels with the exception of ESL-060 and ESL-100, which had a smaller percentage of students placing in these courses compared to the other course levels. Please see Table 4 for details.

Primary Language Spoken at Home: According to Claritas Inc. (2014), English is the primary language spoken by all communities within the District's boundaries. More specifically, 68 percent of the residents age 5 or older in the Santa Clarita Valley primarily speak English at home, while 19 percent speak Spanish at home, seven percent speak languages spoken in Asian/Pacific Islander countries, and five percent speak "other" languages. See Table 5 for detailed information on languages spoken by community.

Table 5. Languages Spoken by Community of Residence (Percentage)

Community	English	Spanish	Languages Spoken in Asian/Pacific Islander Countries	*Other
Canyon Country	63%	25%	6%	5%
Valencia	73%	11%	10%	6%
Castaic	68%	24%	4%	3%
Saugus	78%	12%	5%	4%
Stevenson Ranch	67%	8%	19%	6%
Newhall	57%	36%	4%	4%

*Other is defined as Indio European and "other"

*Recommendations***:**

- Explore ways to increase progression through the ESL course sequence.
- Explore ways to increase the number of students transferring from noncredit ESL to credit ESL.
- Explore reasons for the drop in success rates at the higher levels within the ESL sequence.
- Consider these results in conjunction with other existing data including the ESL Academic Program Reviews, CCCCO Scorecard, and Basic Skills Progress Tracker.

Sources:

Parker, C.A., Meuschke, D.M. & Gribbons, B.C. (2009, April). Ad Hoc. English progression analysis.
   College of the Canyons: Santa Clarita, CA.
Parker, C.A., Meuschke, D.M. & Gribbons, B.C. (2011, April). Ad Hoc. Math progression analysis: Fall 2005-2007.
   College of the Canyons: Santa Clarita, CA.

Methods

To conduct the analysis, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013, and Fall 2013 ESL and noncredit ESL enrollment and grade data were obtained from MIS. Data was also obtained from College's grade files (USX referential files) and student ID referential files from Fall 2011, Fall 2012, and Fall 2013. To perform the analysis data were analyzed using the Statistical Package for the Social Science (SPSS, 2013) and Microsoft Excel (2013).

Notes:

1.) *Cohorts*: defined by the first course in which a student enrolled in the ESL sequence between Spring 2011 and Fall 2013.
2.) *Progression***:** defined as students advancing to the next level in the ESL course sequence and then advancing into English-101 and successfully passing it.
3.) *Course Success*: defined as the percent of students successful in courses out of total enrolled in courses: Numerator = Number of students (duplicated) with A, B, C, CR/P; Denominator = Number of students (duplicated) with A, B, C, D, F, FW, CR/P, NC/NP, W, I. (This analysis uses the RP Group definition, which facilitates statewide comparisons.)
4.) *Course Retention* is defined as the percent of students retained in courses out of total enrolled in courses: Numerator = Number of students (duplicated) with A, B, C, D, F, I, CR/P, FW, NC/NP; Denominator = Number of students (duplicated) with A, B, C, D, F, I, W, CR/P, FW, NC/NP. (This report uses the RP Group definition, which facilitates statewide comparisons.).

For more detailed information on this research brief, stop by the Institutional Research office located in BONH-224, or call Daylene Meuschke, Dean of Institutional Research at 661.362.5329.