



Recent Noncredit ESL Transition Student Study

December 2012



Office of Institutional Research and Planning

Overview

Overarching CE and College Goals

- Increase the number of CE ESL students that transition to the SDCCD credit colleges.
- Prepare and advise CE ESL students to enter credit at ESL level 30 or above.
- Ensure that CE ESL students are prepared well enough to succeed at the level they are placed and to make academic progress.

Focus of Study

- Enrollment, placement, and outcomes of recent noncredit ESL transition students as they enter into the SDCCD credit colleges between 2007/08 and 2011/12.

Student Group of Interest: Recent Noncredit ESL Transition Students

- Students from CE ESL courses who transition to an SDCCD credit college for the first time within one year of completing eight or more hours in a given CE term.

Research Questions

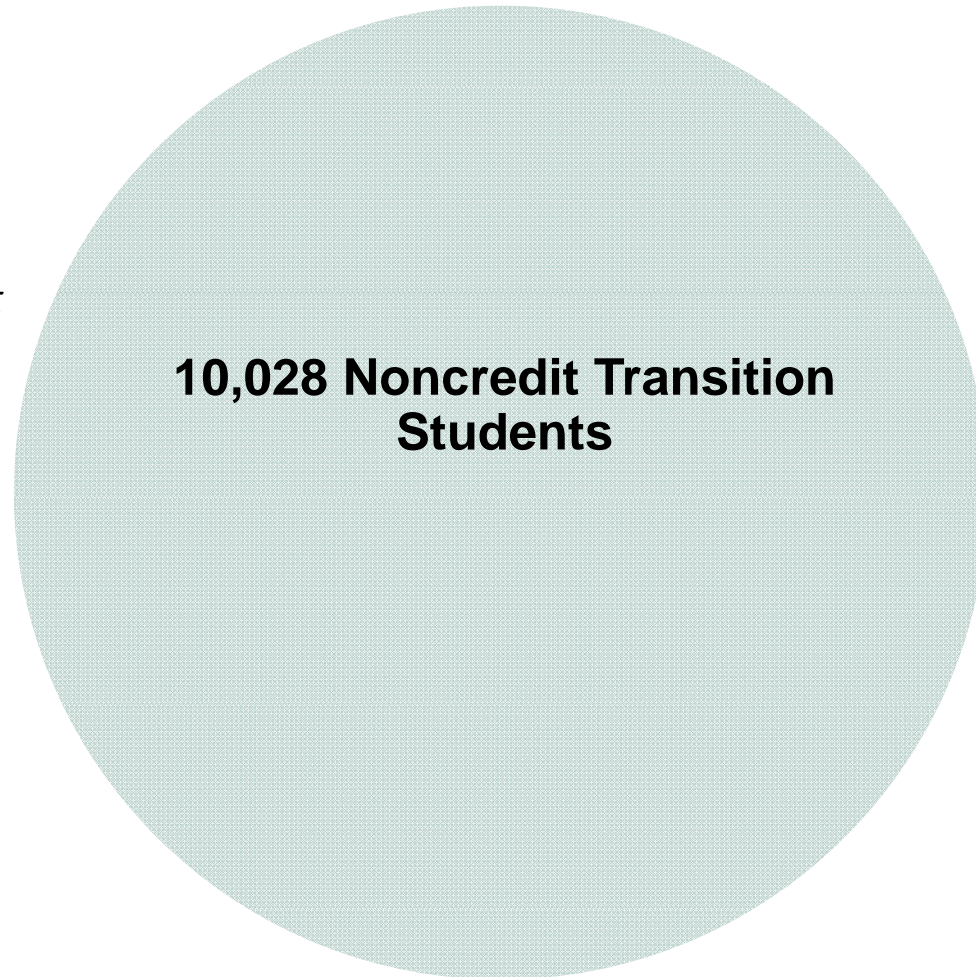
1. How many CE students transition to the credit colleges for the first time? How many are recent noncredit ESL transition students?
2. At which placement levels are recent noncredit ESL transition students entering credit ESL/English?
3. What were the highest CE ESL course levels recent noncredit ESL transition students achieved before entering credit?
4. How successful are recent noncredit ESL transition students in credit?

How many CE students
transition to the credit
college for the first time?

2007/08 - 2011/12

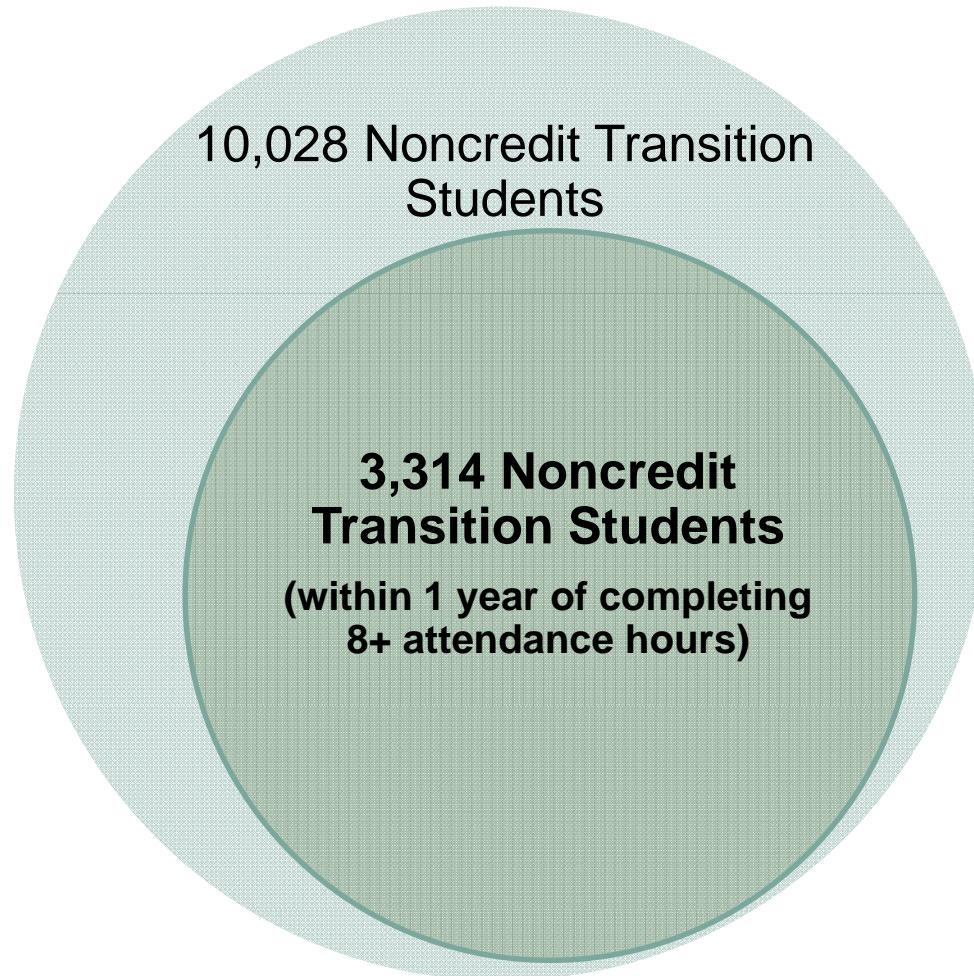
All Noncredit Students who Transitioned to Credit for the First Time 2007/08 – 2011/12

- *Over five years, 10,028 students enrolled in CE courses and then transitioned to one of the SDCCD credit colleges for the first time (4,898 at City; 3,686 at Mesa; 2,296 at Miramar).*



Noncredit Students who Transitioned to Credit for the First Time: Comparison 2007/08 – 2011/12

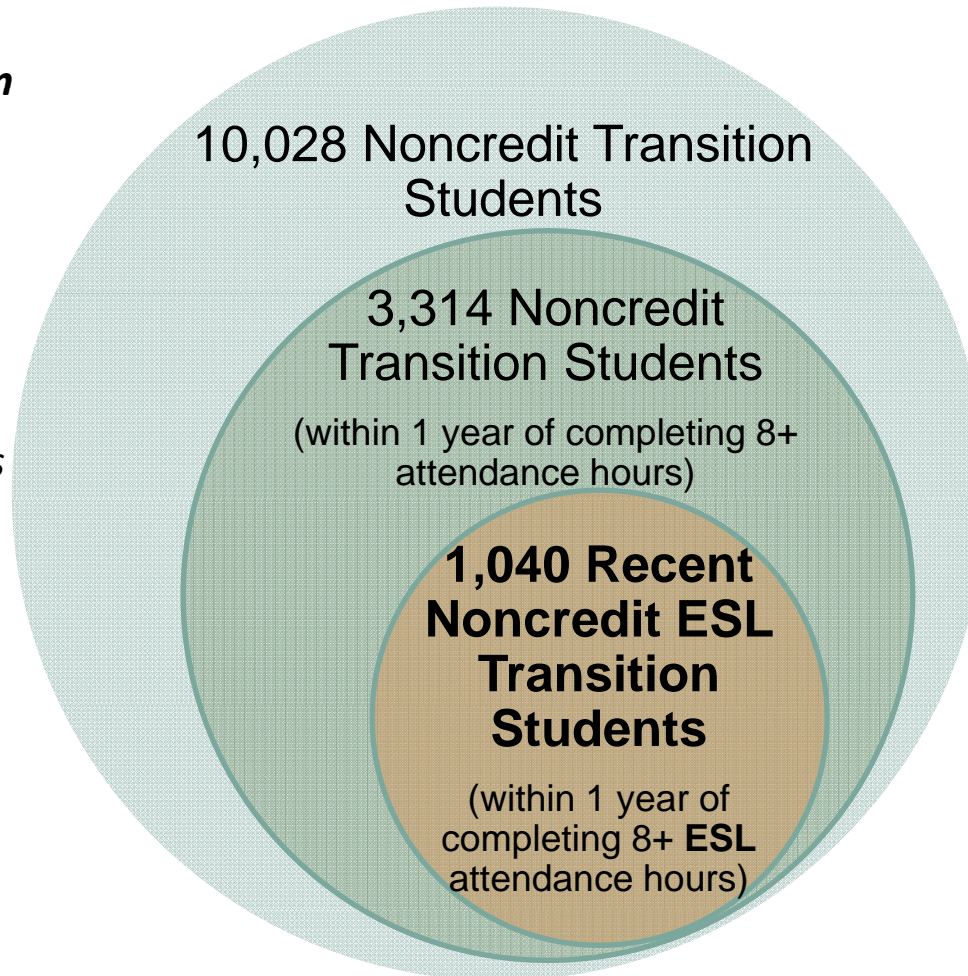
- Over five years, 3,314 students from CE courses transitioned to an SDCCCD credit college for the first time within one year of completing eight or more hours in a given CE term (1,601 at City; 1,309 at Mesa; 687 at Miramar).



- Overall, about 22% of the 3,314 recent noncredit transition students also remained enrolled in CE courses during their first credit term at the SDCCCD credit colleges.

Recent Noncredit ESL Students who Transitioned to Credit for the First Time: Comparison 2007/08 – 2011/12

- Over five years, 1,040 students from CE ESL courses transitioned to an SDCCD credit college for the first time within one year of completing eight or more hours in a given CE term (368 at City; 409 at Mesa; 358 at Miramar).



- Over half (58%) of the 1,040 recent noncredit ESL transition students took at least one ESOL class in their first term, 14% took at least one English class, fewer than 1% took ESOL and English classes, and 27% did not take an ESOL or English class.

Profile of Recent Noncredit ESL Transition Students

- *Forty-five percent of the recent noncredit ESL transition students are Asian/Pacific Islander students, 19% are White, 17% are Latino, and 8% are African American.*
- *About one third are 18 to 24 years of age, 26% are 30 to 39 years of age, and 17% are 25 to 29 years of age.*
- *Fifty-six percent are first generation to college students.*
- *The majority did not receive counseling and/or educational plan services in their first term at the SDCCD credit colleges (67%).*
- *Students' top educational objectives are to obtain a BA/BS after completing their AA/AS (32%), undecided (17%), and basic skills improvement (13%).*

At which placement levels
are recent noncredit ESL
transition students entering
credit ESL/English?

2007/08 - 2011/12

ESL/English Placement among Recent Noncredit ESL Transition Students

- *Between 2007/08 and 2011/12, 70% (724 students) of the 1,040 recent noncredit ESL transition students were recommended into an ESL or English course based on a placement test in their first credit term, and 30% (316 students) did not receive a course recommendation or did not take a placement test in their first credit term.*
- *Among the 724 recent noncredit ESL transition students who were recommended into an ESL or English course based on a placement test, 46% (333 students) placed at or above ESL Level 30, and 54% (391 students) placed below ESL Level 30.*

ESL/English Placement	Recent Noncredit ESL Transition Students	
	#	%
English Placement	161	22%
ESL Level 40	57	8%
ESL Level 30	115	16%
ESL Level 20	132	18%
ESL Level 19	259	36%
Total Tested	724	100%

What were the highest CE
ESL course levels recent
noncredit ESL transition
students achieved before
entering credit?

2007/08 - 2011/12

Noncredit ESL Enrollment among Recent Noncredit ESL Transition Students

- *The 1,040 recent noncredit ESL transition students were measured at their highest CE ESL course level enrollment prior to transition. Over half had their highest enrollment in an advanced ESL level course (56%; 578 students), and one-third had their highest enrollment in an intermediate ESL level course (34%; 353 students).*
- *Among the 578 students who had their highest enrollment in an advanced ESL level course, nearly half placed at ESL Level 30 or above (46%), a quarter (24%) placed below Level ESL Level 30, and nearly one-third (29%) did not have a recommended placement at credit entry.*
- *Among the 353 students who had their highest enrollment in an intermediate ESL level course, only 15% placed at ESL Level 30 or above, over half placed below ESL Level 30 (54%), and nearly one-third (31%) did not have a recommended placement at credit entry.*

ESL/English Placement	Highest Noncredit ESL Course Enrollment									
	Beginning		Intermediate		Advanced		Multi-Level		Total/Avg	
English Placement	2	3%	18	5%	136	24%	5	15%	161	15%
ESL Level 40	0	0%	8	2%	48	8%	1	3%	57	5%
ESL Level 30	1	1%	28	8%	83	14%	3	9%	115	11%
ESL Level 20	1	1%	48	14%	78	13%	5	15%	132	13%
ESL Level 19	44	58%	141	40%	66	11%	8	24%	259	25%
No Course Placement	28	37%	110	31%	167	29%	11	33%	316	30%
Total Students	76	100%	353	100%	578	100%	33	100%	1,040	100%

How successful are recent
noncredit ESL transition
students in credit?

2006/07 - 2011/12

Retention and Success among Recent Noncredit ESL Transition Students

- *Course retention and success rates were measured among the 1,040 recent noncredit ESL transition students in their first term at the credit colleges.*
 - *Course retention rates were 92% among all credit courses taken and 95% among ESL and English courses.*
 - *Course success rates were 81% among all credit courses taken and 85% among ESL and English courses.*

	ESL & English Courses Only	All Credit Courses
Retention Rate	95%	92%
Success Rate	85%	81%

Retention rate is the percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I, or RD out of total census enrollments. (Tutoring and cancelled classes are excluded.)

Success rate is the percentage of students who complete a course with a grade of A, B, C, or P out of total census enrollments. (Tutoring, non-credit, and cancelled classes are excluded.)

Awards, Completion, & Transfer among Recent Noncredit ESL Transition Students

- *Recent noncredit ESL transition students between 2006/07 to 2008/09 were tracked out four to six years from their first year at the credit colleges to determine the following outcomes:*
 - *10% of the 2006/07-2008/09 first year students (54 out of 554) received a degree or certificate within four years, and 20% of the 2006/07 first year students (22 out of 112) received a degree or certificate within six years.*
 - *32% of the 2006/07-2008/09 first year students (178 out of 554) completed 30+ transferrable units within four years, and 37% of the 2006/07 first year students (41 out of 112) completed 30+ transferrable units within six years.*
 - *9% of the 2006/07-2008/09 first year students (49 out of 554) transferred to a four-year university within four years, and 19% of the 2006/07 first year students (21 out of 112) transferred to a four-year university within six years.*

	Outcome w/in Four Years			Outcome w/in Six Years		
	Cohort	Achieved Outcome	% of Cohort	Cohort	Achieved Outcome	% of Cohort
Degree/Certificate Conferred	554	54	10%	112	22	20%
Completion of 30+ Transferrable Units	554	178	32%	112	41	37%
Transfer to a Four-Year University	554	49	9%	112	21	19%

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