



# Noncredit ESL Transition Student Study 2006/07 – 2012/13

May 2014



**Office of Institutional Research and Planning**

# Overview

## **Overarching CE and College Goals**

- Strengthen the link between the noncredit ESL and credit ESOL courses.
- 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 2006/07 and 2012/13.

## **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. What were the top CE campuses that students attended in the term prior to entering the credit colleges? (NEW)
3. At which placement levels are recent noncredit ESL transition students entering credit ESL/English?
4. What were the highest CE ESL course levels recent noncredit ESL transition students achieved before entering credit?
5. How many of the recent noncredit ESL transition students later enrolled in transfer level English? What is the CE enrollment history of students in transfer level English 101? (NEW)
6. How successful are recent noncredit ESL transition students in credit?

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7. Supplemental Question: How successful are students who take CE's Transition to College courses? (NEW)

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

2008/09 - 2012/13

# All Noncredit Students who Transitioned to SDCCD Credit for the First Time 2008/09 – 2012/13

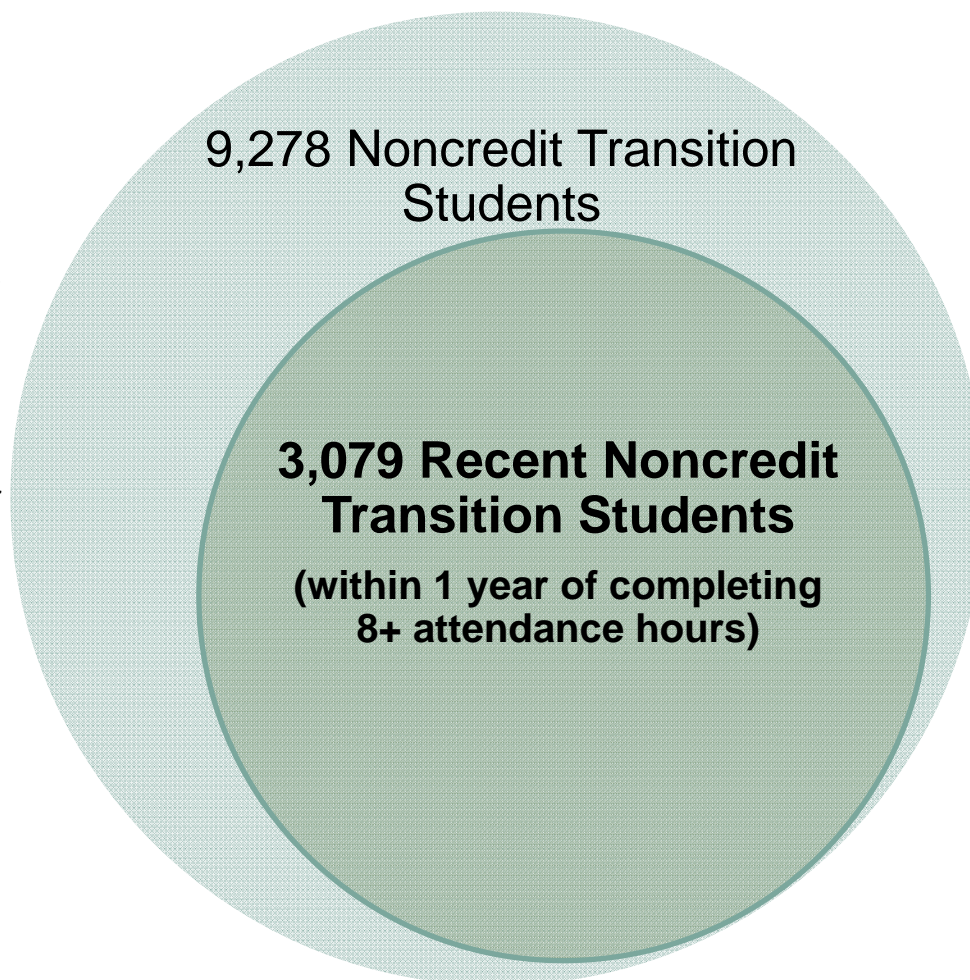
- *Over five years, 9,278 students enrolled in CE courses and then transitioned to one of the SDCCD credit colleges for the first time (4,419 at City/ECC; 3,576 at Mesa; 2,220 at Miramar).*



**9,278 Noncredit Transition  
Students**

# Recent Noncredit Students who Transitioned to SDCCD Credit for the First Time: Comparison 2008/09 – 2012/13

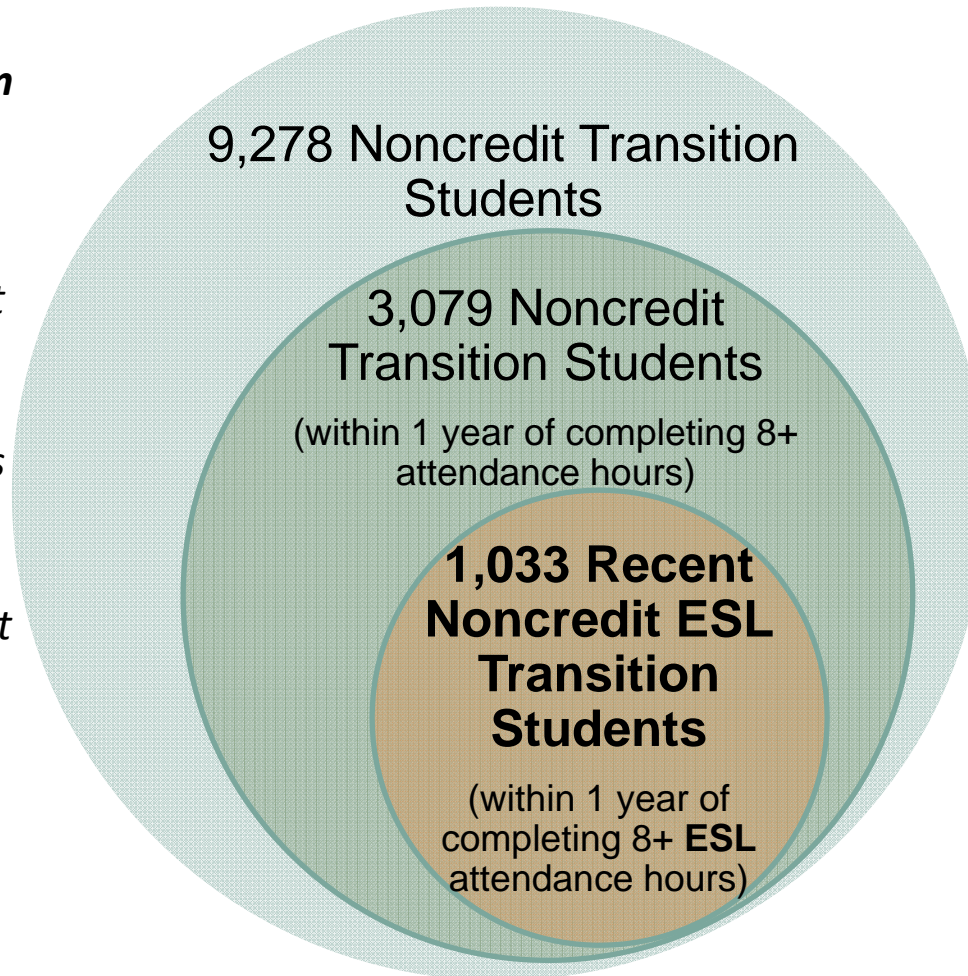
- *Over five years, 3,079 students from CE courses transitioned to an SDCCD credit college for the first time within one year of completing eight or more hours in a given CE term (1,433 at City/ECC; 1,268 at Mesa; 688 at Miramar).*



- *Overall, about 25% of the 3,079 recent noncredit transition students also remained enrolled in CE courses during their first credit term at the SDCCD credit colleges.*

# Recent Noncredit ESL Students who Transitioned to SDCCCD Credit for the First Time: Comparison 2008/09 – 2012/13

- Over five years, 1,033 students from CE ESL courses transitioned to an SDCCCD credit colleges for the first time within one year of completing eight or more hours in a given CE term (356 at City/ECC; 403 at Mesa; 383 at Miramar).



- Over one third (37%) of the 1,033 recent noncredit ESL transition students took at least one ESOL class in their first term, 18% took at least one English class, more than one quarter (28%) took ESOL and English classes, and 17% did not take an ESOL or English class.

# Profile of Recent Noncredit ESL Transition Students

- *45% of the recent noncredit ESL transition students are Asian/Pacific Islander students, 21% are White, 16% are Latino, and 9% are African American.*
- *About one third (34%) are 18 to 24 years of age, over one quarter (26%) are 30 to 39 years of age, and 18% are 25 to 29 years of age.*
- *56% are first generation to college students.*
- *While the majority of students (64% average) over five years did not receive counseling and/or educational plan services in their first term at the SDCCD credit colleges, students' use of counseling services has increased from 33% in 2008/09 to 45% in 2012/13.*
- *Students' top educational objectives are to obtain a BA/BS after completing their AA/AS (33%), undecided (16%), basic skills improvement (12%), and new career preparation (11%).*



What were the top CE  
campuses that students  
attended prior to entering  
the credit colleges?

2008/09 - 2012/13

# CE Origins of Recent Noncredit ESL Transition Students

- Between 2008/09 and 2012/13, the top three CE campuses students attended in the term prior to transitioning to the credit colleges were:

City College/ECC	Headcount (356 students)
1. Mid-City	151
2. Centre City	96
3. ECC	51

Mesa College	Headcount (403 students)
1. Mid-City	105
2. Clairemont	99
3. North City	86

Miramar College	Headcount (383 students)
1. Miramar	317
2. Mid-City	28
3. Clairemont	15

**Note.** There may be duplication in headcount across the CE campuses and colleges.

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

2008/09 - 2012/13

# ESL/English Placement among Recent Noncredit ESL Transition Students

- *Between 2008/09 and 2012/13, 69% (708 students) of the 1,033 recent noncredit ESL transition students were recommended into an ESL or English course based on a placement test in their first credit term, and 31% (325 students) did not receive a course recommendation or did not take a placement test in their first credit term.*
- *Among the 708 recent noncredit ESL transition students who were recommended into an ESL or English course based on a placement test, 44% (314 students) placed at or above ESL Level 30, and 56% (394 students) placed below ESL Level 30.*

ESL/English Placement	Recent Noncredit ESL Transition Students	
	#	%
English Placement	154	22%
ESL Level 40	44	6%
ESL Level 30	116	16%
ESL Level 20	122	17%
ESL Level 19	272	38%
<b>Total Tested</b>	<b>708</b>	<b>100%</b>

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

2008/09 - 2012/13

# Noncredit ESL Enrollment among Recent Noncredit ESL Transition Students

- *The 1,033 recent noncredit ESL transition students were measured at their highest CE ESL course level enrollment prior to transition. Forty-five percent had their highest enrollment in an advanced ESL level course (469 students), and one third had their highest enrollment in an intermediate ESL level course (33%; 341 students).*
- *Among the 469 students who had their highest enrollment in an advanced ESL level course, 45% placed at ESL Level 30 or above, 24% placed below Level ESL Level 30, and 31% did not have a recommended placement at credit entry.*
- *Among the 341 students who had their highest enrollment in an intermediate ESL level course, only 17% placed at ESL Level 30 or above, 53% placed below ESL Level 30, and 30% 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	2%	20	6%	110	23%	22	16%	154	15%
ESL Level 40	0	0%	8	2%	32	7%	4	3%	44	4%
ESL Level 30	1	1%	30	9%	68	14%	17	12%	116	11%
ESL Level 20	1	1%	44	13%	59	13%	18	13%	122	12%
ESL Level 19	42	51%	137	40%	53	11%	40	28%	272	26%
No Course Placement	36	44%	102	30%	147	31%	40	28%	325	31%
<b>Total Students</b>	82	100%	341	100%	469	100%	141	100%	1,033	100%

How many of the recent  
noncredit ESL transition  
students later enrolled in  
transfer-level English?

2006/07-2012/13

# Transfer Level Enrollment among Recent Noncredit ESL Transition Students

- 2006/07 to 2008/09 recent noncredit ESL transition students (656 students) were tracked five years from their first year at the credit colleges to determine the transfer English course enrollment rates:
  - On average, 32% of the students took English 101 within five years (211 out of 656 students).
  - 58% of the students who placed at ESL Level 30 or above took English 101 within five years (116 out of 200 students). 22% of those who placed below ESL Level 30 (52 out of 238 students), and 20% of those with no placement (43 out of 218 students), took English 101 within five years.

ESL/English Placement	Cohort	Enrolled in English within Five Years					
		Engl 101		Engl 105		Transfer Elective	
English Associate/Transfer	20	14	70%	1	5%	11	55%
English Basic Skills	69	41	59%	1	1%	22	32%
ESL Level 40	41	24	59%	0	0%	15	37%
ESL Level 30	70	37	53%	0	0%	23	33%
ESL Level 20	83	30	36%	2	2%	16	19%
ESL Level 19	155	22	14%	3	2%	8	5%
No Course Placement	218	43	20%	3	1%	25	11%
<b>Total Students/Avg</b>	<b>656</b>	<b>211</b>	<b>32%</b>	<b>10</b>	<b>2%</b>	<b>120</b>	<b>18%</b>

## 2012/13 ENGL 101 Highlights:

- 4,377 students were enrolled in English 101.
- 4% were noncredit transition students. (159 students)
- 2% were recent noncredit ESL transition students. (79 students)



How successful are recent  
noncredit ESL transition  
students in credit?

2008/09 - 2012/13

# Retention and Success among Recent Noncredit ESL Transition Students

- *Between 2008/09 and 2012/13, course retention and success rates were measured among the 1,033 recent noncredit ESL transition students in their first term at the credit colleges.*
  - *Course retention rates were 93% among ESL and English courses and 91% among all credit courses taken.*
  - *Course success rates were 83% among ESL and English courses and 82% among all credit courses taken.*

	Retention	Success
ESL & English Courses Only	93%	83%
All Credit Courses	91%	82%

**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.)

# Completion Indicators for Recent Noncredit ESL Transition Students

- *Recent noncredit ESL transition students between 2007/08 and 2009/10 were tracked out four to six years from their first year at the credit colleges to determine the following outcomes:*
  - *49% of the 2007/08-2009/10 first year students (303 out of 613) completed 30+ units within four years, and 54% of the 2007/08 first year students (107 out of 200) completed 30+ units within six years.*
  - *9% of the 2007/08-2009/10 first year students (57 out of 613) received a degree or certificate within four years, and 17% of the 2007/08 first year students (33 out of 200) received a degree or certificate within six years.*
  - *11% of the 2007/08-2009/10 first year students (67 out of 613) transferred to a four-year university within four years, and 16% of the 2007/08 first year students (31 out of 200) transferred to a four-year university within six years.*

	Outcome w/in Four Years			Outcome w/in Six Years		
	Cohort	Achieved Outcome		Cohort	Achieved Outcome	
Completion of 30+ Units	613	303	49%	200	107	54%
Degree/Certificate Conferred	613	57	9%	200	33	17%
Transfer to a Four-Year University	613	67	11%	200	31	16%

Supplemental Question:  
How successful are students  
who take CE's Transition to  
College classes?

Spring and Fall 2013

# Retention and Success among Students from CE's Transition Courses

- A combined total of 1,473 students enrolled in CE's transition courses in Fall 2012 and Spring 2013. Of these students, 57 (4%) enrolled in a credit ESOL or English course the following term.
  - Overall course retention rates in credit ESOL and English courses were 96% among students who had taken a noncredit transition course the previous term, and 89% among all students.
  - Overall course success rates in credit ESOL and English courses were 93% among students who had taken a noncredit transition course the previous term and 73% among all students.

	Retention			Success		
	ESOL	English	Overall Average	ESOL	English	Overall Average
Transition Course Students Only	98%	91%	96%	96%	89%	93%
All Students	94%	88%	89%	80%	73%	73%

**Note.** Students in Fall 2012 transition courses were tracked to Spring 2013 credit ESOL/English. Students in Spring 2013 transition courses were tracked to Fall 2013 credit ESOL/English.

**IRP**

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