

Student Migration from ESL Noncredit to ESL and English Credit Courses

A Baseline Comparison of Prior Noncredit ESL Students

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Introduction

Migration from Noncredit to Credit

Purpose of the study

Use of findings

➤ Populations of Interest

- *Prior Noncredit ESL Students in Credit ESL/English Courses*
- *Credit-Only ESL/English Student Population*
- *General College Population*

➤ Focus of the study

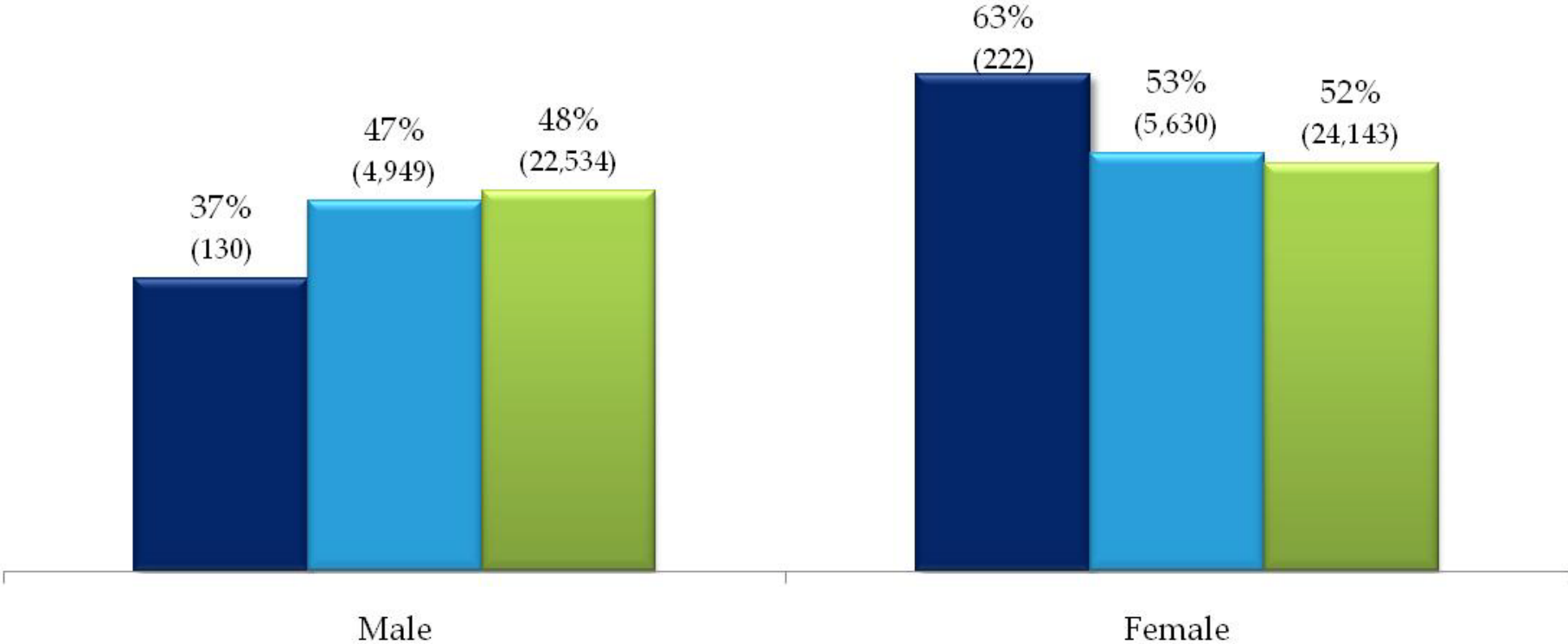
- *Student profile*
- *Student enrollment patterns pre- and post-migration*
- *Course success and retention*



Student Profile

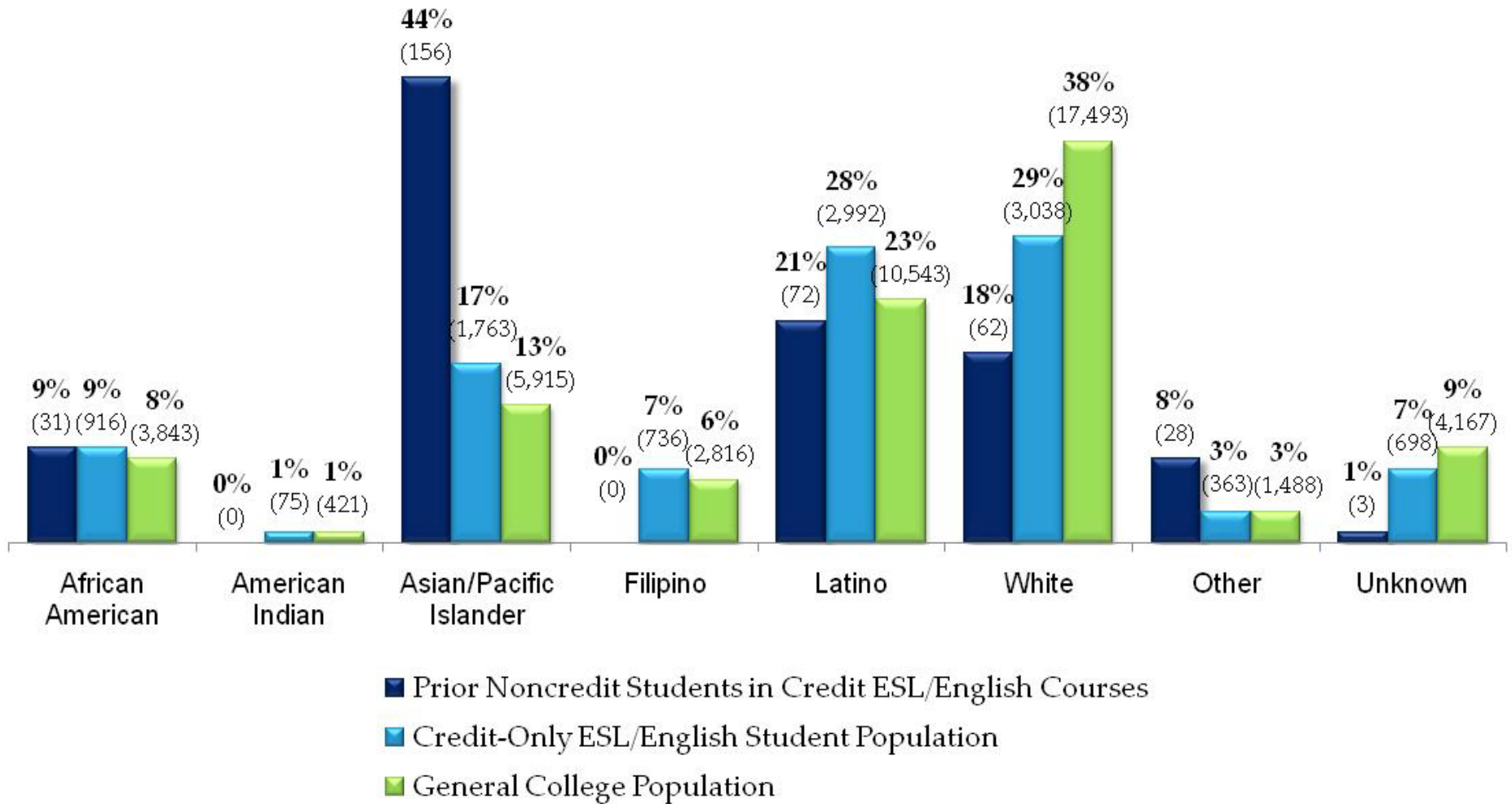
Fall 2007

Gender

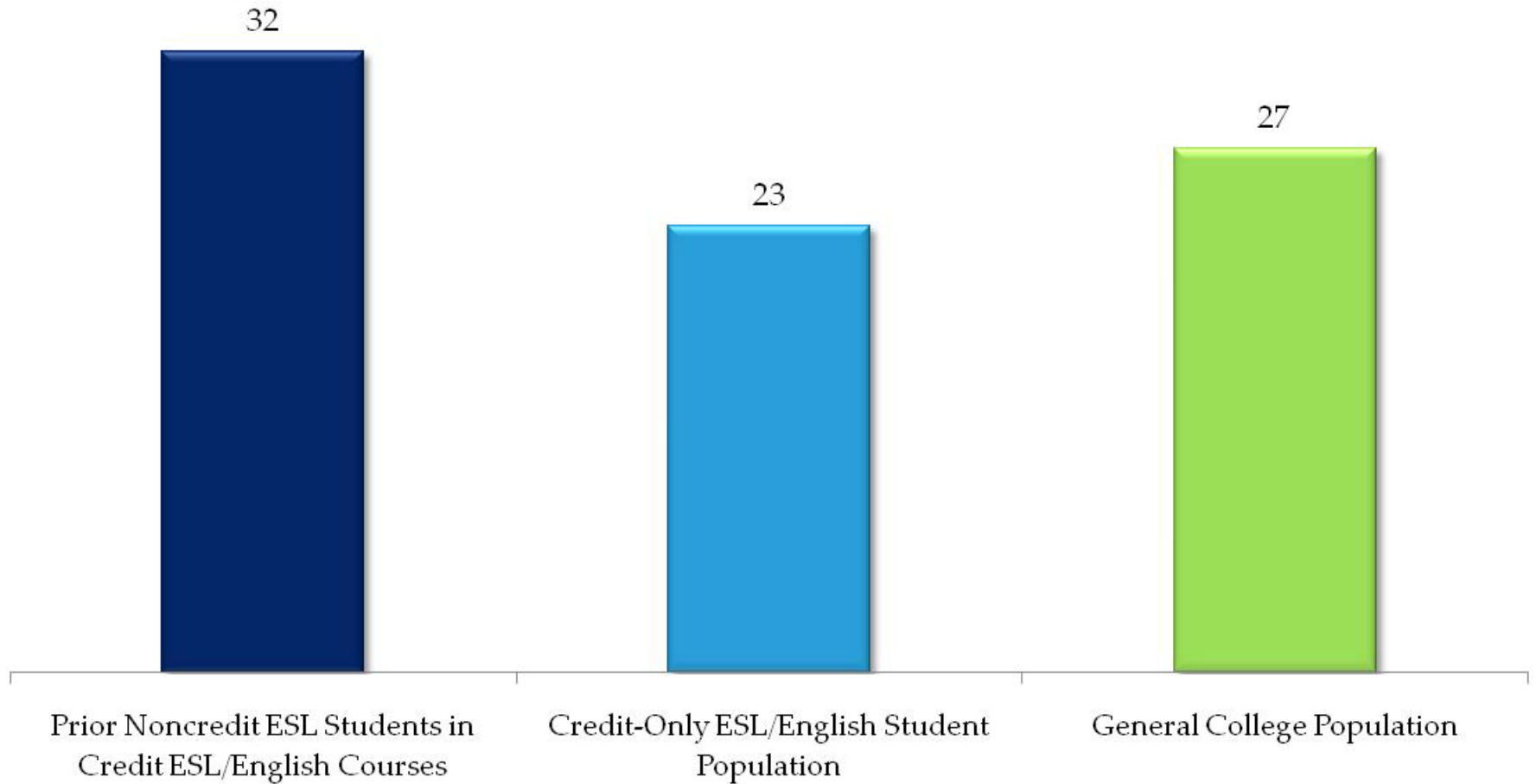


- Prior Noncredit ESL Students in Credit ESL/English Courses
- Credit-Only ESL/English Student Population
- General College Population

Ethnicity



Age

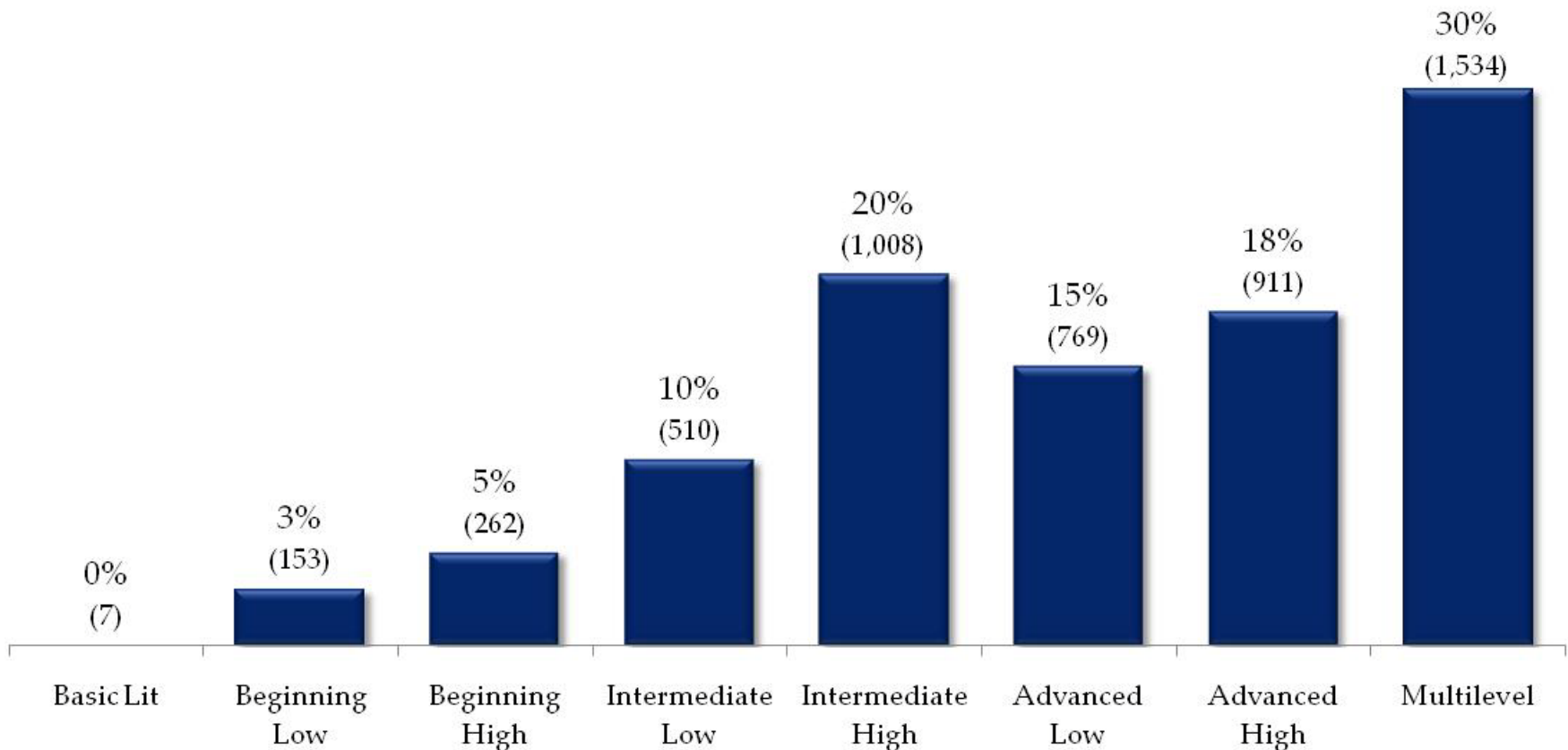




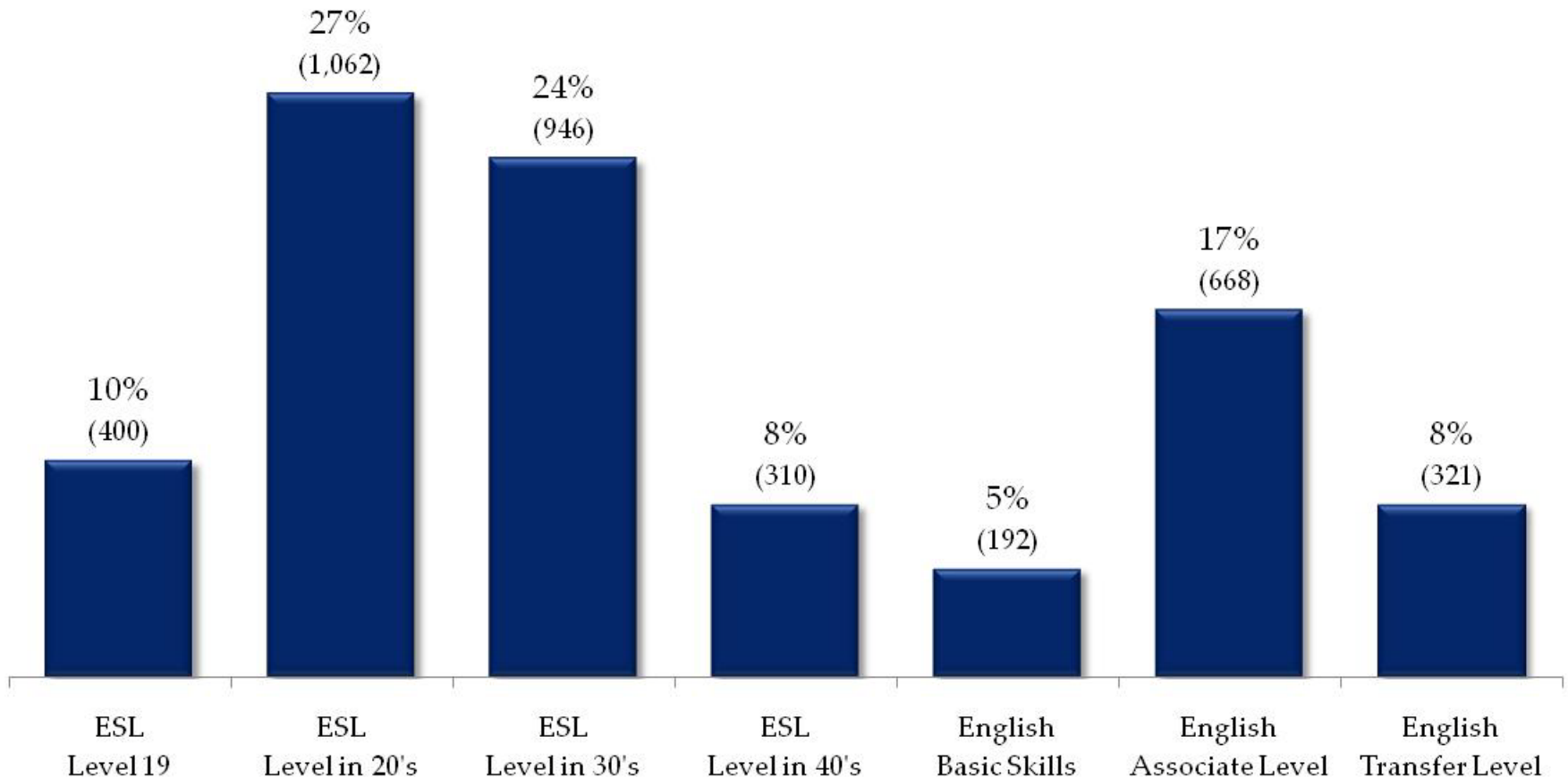
ESL and English Enrollment Distribution of Prior Noncredit Students

(2004/05 – 2007/08)

Enrollment in Noncredit ESL Courses by Course Level 2004/05 to 2007/08



Enrollment in Credit ESL and English Courses by Course Level 2004/05 to 2007/08



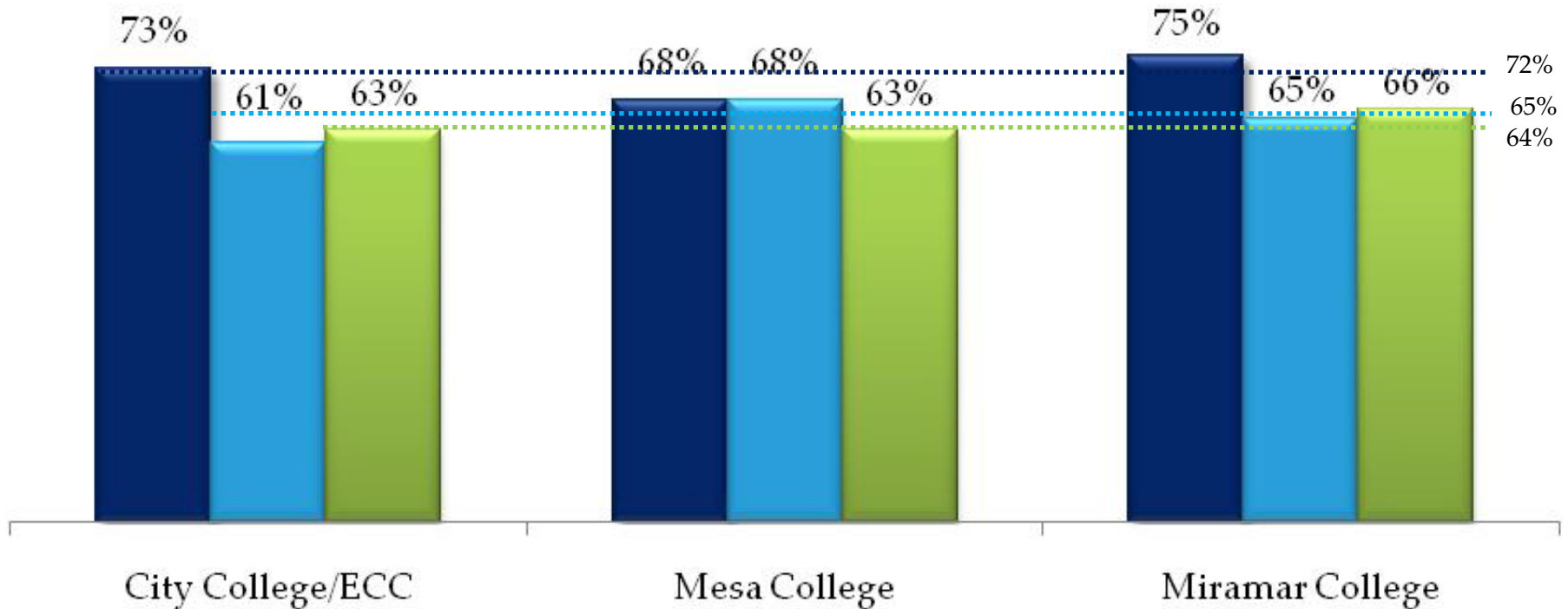
Note: Associate level is now basic skills



Student Outcomes

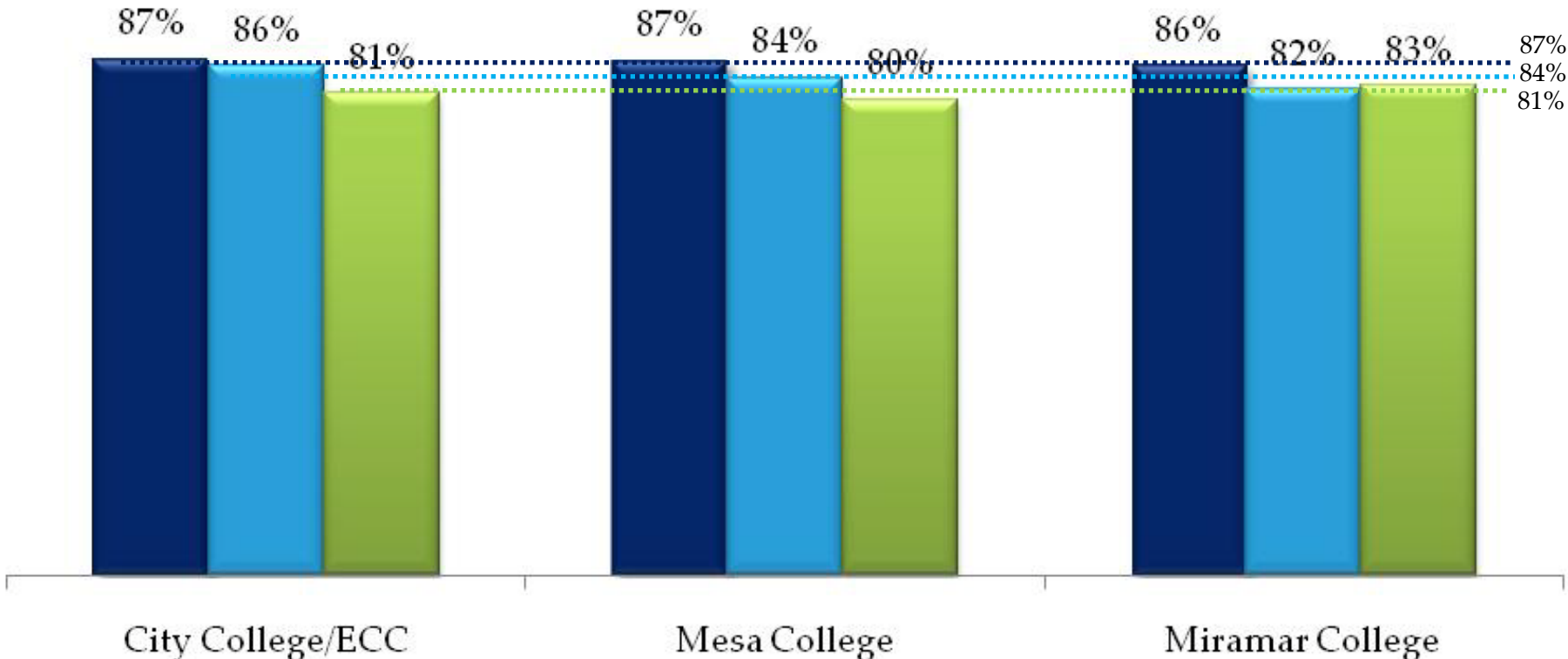
Fall 2007

Fall 2007 Successful Course Completion Rates Credit ESL and English



- Prior Noncredit ESL Students in Credit ESL/English Courses
- Credit-Only ESL/English Student Population
- General College Population

Fall 2007 Retention Rates Credit ESL and English



- Prior Noncredit ESL Students in Credit ESL/English Courses
- Credit-Only ESL/English Student Population
- General College Population

Conclusions

1. Students who migrated from noncredit ESL/English courses to credit ESL/English courses differed in their student profiles from students taking only college credit ESL/English courses and the general college population, both of which had relatively similar student profiles.
2. Prior noncredit ESL students showed some progress and movement through both their noncredit course sequences and their credit course sequences. Enrollment in lower-level courses was greater in their first term taking a noncredit or credit course and lower in their last term taking a noncredit or credit course. The reverse was true among higher-level noncredit and credit course enrollments.
3. Prior noncredit ESL students in credit ESL/English courses showed higher course success and retention than the two comparison groups.

Future Studies

1. A study of Managed-Enrollment procedures at Mid-City campus – a multi-pronged approach to compare ESL students in Managed-Enrollment classes (80% attendance policy) with ESL students in Open Entry/Exit classes:
 - Difference in enrollment and attendance in each type of class over 3 years.
 - Survey of students to assess: 1) the factors that influence continued student attendance and 2) their perception of each type of class.
 - Study assessing the effect of each class type on student learning outcomes as measured by CASAS (Comprehensive Adult Student Assessment Systems) learner gains (pre/post test results, level completion).
2. I-BEST Program.