

De Anza College Office of Institutional Research and Planning

To: Clara Lam, ESL Department Chair

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Subject: Information on ESL Course Sequences to Inform Multiple Measures Assessment

This report was compiled for the English as a Second Language (ESL) department to provide data to inform the multiple measures process which the department is considering. The following tables include students who placed into ESL courses, students who placed into ESL and enrolled in the course which placed within one year, ESL department success rates over three years, course success rates over three years, and course success rates disaggregated by ethnicity.

Table 1. Students who Placed into ESL Courses and Enrolled in the Course within 1-year

		First time students who took a placement test	First time students who placed into basic skills	% of first time students who took an ESL placement test	% of first time students who tested and placed in basic skills	First time students who enrolled in the course in which placed in first year	% Enrolled in course in which placed in first year
Fall 2015	Reading	3,758	143	4%	100%	102	71%
	Writing	3,758	290	8%	99%	243	85%
	Listening	3,758	105	3%	100%	83	79%
Fall 2014	Reading	3,737	228	6%	100%	197	87%
	Writing	3,737	360	10%	99%	329	92%
	Listening	3,737	203	5%	100%	179	88%
Fall 2013	Reading	3,677	295	8%	87%	220	86%
	Writing	3,677	400	11%	99%	326	83%
	Listening	3,677	230	6%	100%	175	76%

Non basic skills ESL = ESL5 or ESL6. Only the Writing sequence included a placement into non basic skills level courses. Includes students who took a placement exam between March 1 and September 30 preceding each term. Note that for Fall 2015 students, enrollment is not for the full year, it only includes students who registered by 3/17/16, since enrollment was still open for the Spring quarter at the time of the analysis.

Table 1 includes first-time students (students who never attended any college previously) who took a placement test before the fall quarter of each year and placed into an ESL section. These students were also tracked to see if they enrolled in the section in which placed within their first year of enrollment.

- In fall 2014, there were 3,737 first time students, of these students, 228 (6%) took an ESL Reading test, 360 (10%) took an ESL Writing test, and 203 (5%) took the ESL Listening test. Of these students, nearly all placed into a basic skills section.
 - Further, 87% of ESL Reading, 92% of ESL Writing, and 88% ESL Listening students enrolled in the course in which placed within the first year.

- In fall 2013 there were 3,677 first time students, of these students, 295 (8%) took an ESL Reading test, 400 (11%) took an ESL Writing test, and 230 (6%) took an ESL Listening test. Of the students who took an ESL test, almost all were placed into a basic skills level course.
 - Further, of these students, 86% enrolled in an ESL Reading course, 83% enrolled in an ESL Writing course, and 76% in an ESL Listening course.

Table 2. Success Rates for all ESL Courses by Year

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
2012-13	4,842	78%	902	15%	438	7%	6,182	100%
2013-14	5,103	80%	853	13%	402	6%	6,358	100%
2014-15	5,498	83%	809	12%	357	5%	6,664	100%

Success = A, B, C or P grades, Non Success = D, F, I, NP, Withdraw = W grades.

Table 2 displays overall success rates for ESL courses.

- In 2012-13 overall success rates for all ESL courses was 78% while the non success rate was 15% and the withdraw rate was 7%.
- In 2013-14 the success rate was 80% and in 2014-15 the rate was 83%.

Table 3. Success Rates by Year and Ethnicity

		Success		Non Success		Withdraw		Total	
		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
2012-13	African American	95	65%	33	22%	19	13%	147	100%
	Asian	3,620	79%	650	14%	309	7%	4,579	100%
	Filipino	24	75%	7	22%	1	3%	32	100%
	Latino/a	269	75%	59	16%	30	8%	358	100%
	Native American	2	100%					2	100%
	Pacific Islander	6	50%	4	33%	2	17%	12	100%
	White	620	80%	93	12%	59	8%	772	100%
	Decline to State	206	74%	56	20%	18	6%	280	100%
	Total	4,842	78%	902	15%	438	7%	6,182	100%
2013-14	African American	64	65%	23	23%	12	12%	99	100%
	Asian	4,014	81%	648	13%	294	6%	4,956	100%
	Filipino	24	77%	3	10%	4	13%	31	100%
	Latino/a	259	71%	69	19%	36	10%	364	100%
	Pacific Islander	11	85%			2	15%	13	100%
	White	521	82%	73	11%	42	7%	636	100%
	Decline to State	210	81%	37	14%	12	5%	259	100%
	Total	5,103	80%	853	13%	402	6%	6,358	100%
2014-15	African American	75	73%	20	19%	8	8%	103	100%
	Asian	4,233	82%	651	13%	250	5%	5,134	100%
	Filipino	24	80%	3	10%	3	10%	30	100%
	Latino/a	198	80%	32	13%	19	8%	249	100%
	Pacific Islander	9	82%	2	18%			11	100%
	White	634	83%	69	9%	64	8%	767	100%
	Decline to State	325	88%	32	9%	13	4%	370	100%
	Total	5,498	83%	809	12%	357	5%	6,664	100%

Table 3 displays overall success rates in all ESL courses by year disaggregates by ethnic group.

- In 2014-15, the largest population in ESL courses are Asian students (5,134) followed by White students (767), Decline to State (370), Latino/a (249) and African American students (103).
 - Success rates for Decline to State were highest at 88% followed by White students at 83%.
 - Success rates for African American students were lowest at 73%.

Table 4. Success Rates by Year and Course

			Success		Non Success		Withdraw		Total	
			Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
2012-13	ESL	D005.	343	88%	25	6%	20	5%	388	100%
	ESL	D006.	21	88%	1	4%	2	8%	24	100%
	ESL	D200.	51	89%	6	11%			57	100%
	ESL	D234.	209	74%	50	18%	23	8%	282	100%
	ESL	D244.	386	82%	50	11%	32	7%	468	100%
	ESL	D251.	518	81%	76	12%	47	7%	641	100%
	ESL	D252.	490	77%	96	15%	47	7%	633	100%
	ESL	D253.	597	81%	101	14%	39	5%	737	100%
	ESL	D260.	63	84%	7	9%	5	7%	75	100%
	ESL	D261.	528	87%	36	6%	41	7%	605	100%
	ESL	D262.	399	67%	128	22%	68	11%	595	100%
	ESL	D263.	479	65%	193	26%	67	9%	739	100%
	ESL	D272.	385	90%	29	7%	16	4%	430	100%
	ESL	D273.	334	73%	97	21%	29	6%	460	100%
	ESL	D274.	39	81%	7	15%	2	4%	48	100%
	Total		4,842	78%	902	15%	438	7%	6,182	100%
2013-14	ESL	D005.	287	88%	18	6%	22	7%	327	100%
	ESL	D006.	23	92%			2	8%	25	100%
	ESL	D200.	50	94%	3	6%			53	100%
	ESL	D234.	203	78%	48	19%	8	3%	259	100%
	ESL	D244.	326	76%	66	15%	35	8%	427	100%
	ESL	D251.	602	85%	64	9%	41	6%	707	100%
	ESL	D252.	523	78%	91	14%	55	8%	669	100%
	ESL	D253.	623	83%	87	12%	37	5%	747	100%
	ESL	D260.	58	82%	12	17%	1	1%	71	100%
	ESL	D261.	569	88%	43	7%	37	6%	649	100%
	ESL	D262.	515	82%	76	12%	35	6%	626	100%
	ESL	D263.	534	67%	210	26%	53	7%	797	100%
	ESL	D272.	407	86%	31	7%	38	8%	476	100%
	ESL	D273.	347	72%	98	20%	36	7%	481	100%
	ESL	D274.	36	82%	6	14%	2	5%	44	100%
	Total		5,103	80%	853	13%	402	6%	6,358	100%
2014-15	ESL	D005.	310	91%	27	8%	5	1%	342	100%
	ESL	D006.	26	84%			5	16%	31	100%
	ESL	D200.	51	93%	3	5%	1	2%	55	100%
	ESL	D234.	229	86%	26	10%	10	4%	265	100%
	ESL	D244.	325	76%	77	18%	25	6%	427	100%
	ESL	D251.	608	87%	59	8%	32	5%	699	100%
	ESL	D252.	570	85%	65	10%	33	5%	668	100%
	ESL	D253.	597	84%	93	13%	22	3%	712	100%
	ESL	D260.	48	73%	15	23%	3	5%	66	100%
	ESL	D261.	604	83%	77	11%	46	6%	727	100%
	ESL	D262.	581	82%	74	10%	53	7%	708	100%
	ESL	D263.	614	72%	178	21%	59	7%	851	100%
	ESL	D272.	443	86%	39	8%	32	6%	514	100%
	ESL	D273.	438	82%	69	13%	26	5%	533	100%
	ESL	D274.	54	82%	7	11%	5	8%	66	100%
	Total		5,498	83%	809	12%	357	5%	6,664	100%

Table 4 displays success rates for each ESL course by year.

- In 2014-15 success rates were highest in ESL 200 at 93%, followed by ESL 5 at 91%, then ESL 251 at 87%, and ESL 234 and ESL 272 both at 86%.

Table 6. ESL Sequence Completion

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
842	38.1%	870	43.8%	904	45.8%	910	46.5%	799	40.8%

CCCCO Scorecard ESL Completion Rate

Table 6 includes all students who started in the year displayed and tracked for 6 years. The students include all students who enrolled in a basic skills ESL course and successfully completed a college-level ESL or English course within those six years. This excludes all students who were concurrently enrolled at a 4-year institution at any time. ESL Reading, Writing and Listening are included and aggregated. For example, the 2009-10 cohort took their first ESL basic skills course in 2009-10 and completed a college level ESL or English course by 2014-15.

- The rate in which students complete the ESL sequence from basic skills through college-level increased from 38.1% to 40.8% over the past 5 cohort years.
- The completion rate peaked at 46.5% for the 2008-09 cohort.
- Thus, over the past 5 cohorts, on average 57% of students who start in a basic skills ESL course never complete the college-level ESL or EWRT course.

Table 7. ESL Sequence Completion by Gender

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Female	528	37.7%	518	44.2%	569	44.3%	571	45.4%	489	40.3%
Male	313	38.7%	352	43.2%	335	48.4%	339	48.4%	309	41.7%

Table 7 displays the same students as Table 6, but disaggregates the data by gender.

- Average sequence completion rates for female students are 42.4% and for male students it is 44.0% over the past 5 cohorts of students.

Table 8. ESL Sequence Completion by Ethnicity

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
African American	13	61.5%	12	58.3%	24	29.2%	21	23.8%	16	37.5%
American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	28.6%	14	42.9%
Asian	575	43.5%	646	47.1%	645	52.2%	600	53.5%	486	44.4%
Filipino	20	35.0%	N/A	75.0%	10	50.0%	14	50.0%	N/A	62.5%
Hispanic	74	9.5%	68	13.2%	71	12.7%	59	23.7%	78	21.8%
Pacific Islander	N/A	N/A	N/A	50.0%	N/A	0.0%	N/A	0.0%	N/A	0.0%
White	95	27.4%	78	38.5%	104	35.6%	121	34.7%	90	27.8%

Table 8 displays the same students as Table 6 and 7 but disaggregates the data by ethnicity.

- For the 2009-10 cohort, students who identified as Asian made up the largest proportion of students (486) with a sequence completion rate of 44.4%. White students were the 2nd largest cohort with 90 students and their completion rate was 27.8%.

Table 9. ESL Sequence Completion by Age

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
< 20 years old	212	69.8%	277	68.2%	269	74.3%	258	71.3%	200	66.5%
20 to 24 years old	164	55.5%	195	53.8%	200	57.5%	228	56.1%	182	56.0%
25 to 39 years old	303	22.8%	264	25.0%	290	28.3%	296	31.1%	275	26.9%
40+ years old	163	8.0%	134	15.7%	145	11.7%	128	14.8%	142	12.0%

Table 9 displays the same students as Table 6, 7, and 8 but disaggregates the data by age group.

- For the 2009-10 cohort, the largest group was between the age of 25-39 with 275 students and a completion rate of 26.9%. The second largest group were students less than 20 years old (200). This group had the highest completion rate at 66.5%.

Table 10. ESL Students and High School Location

High School in Santa Clara County	255	4%
High School in U.S., not in SC County	100	15%
International High School	1,111	56%
High School Unknown	831	24%
Total	2,287	100%

Table 10 displays all students who enrolled in an ESL course in 2014-15 at De Anza College and where they graduated high school. The multiple measures rule sets use high school transcript data for students who graduated from a California high school.

- Of the 2,287 unduplicated students who took an ESL course in 2014-15, 255 graduated from a Santa Clara County high school (4%).
- 15% (100) students completed high school in the U.S. but not in Santa Clara. These students could be placed using the rule sets if they bring in their transcript or we collect self-reported transcript data from them.
- The majority of students, 1,111 (56%) completed high school in another country. These students would not have transcripts available to place using multiple measures.