



Institutional Effectiveness, Research, & Planning

ESL Success Center Data Report 2015-16

Feb. 23, 2017

Please note this report will be prepared annually, each summer. Due to circumstances beyond our control, reporting was delayed (Jan. 2017). This report examines the relationship between visiting Cerritos College's ESL Success Center (ESLSC) and academic outcomes of students enrolled in an ESL course during the 2015-16 school year. The report also compares academic outcomes between students who chose to visit the ESLSC and those who did not visit.

EXECUTIVE SUMMARY

Students who visited the ESL Success Center were more likely pass and complete ESL courses than those who did not visit the ESL Success Center. Similarly, students who visited the center more often were more likely to pass and complete their course than students who visited less often.

Details of the Data

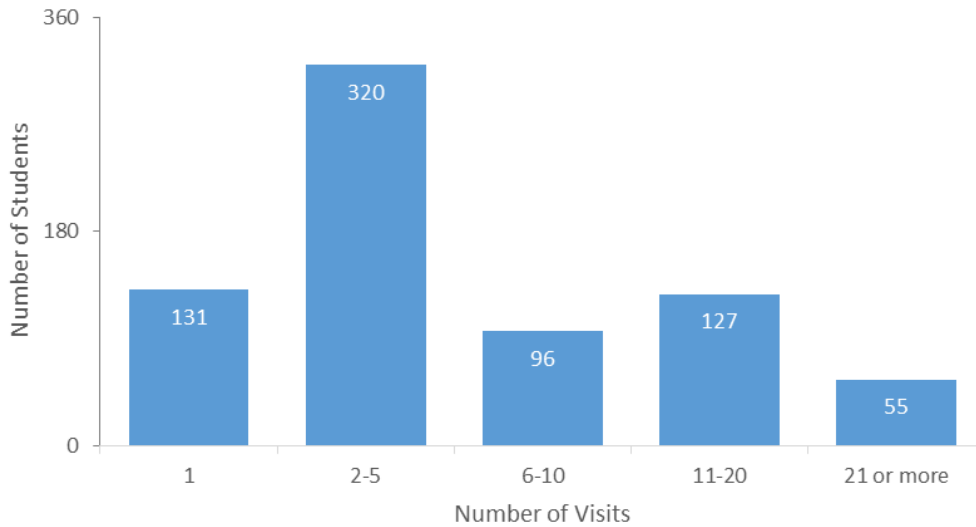
A total of 729 students visited the ESL Success Center¹ during the 2015-16 school year. The students visited the center approximately 5,000 times and spent about 6,000 hours there (Table 1). Of the students that used the ESLSC, most visited between one to five times (Figure 1). Approximately one-third (258) of the students who visited the center were enrolled in an ESL course sometime during the school year. Approximately half of the students who enrolled in an ESL course chose to visit the ESL Success Center (258 of a total 509 students enrolled in an ESL course).

Table 1. Frequencies for ESL Success Center Student Visits

Variable	Minimum	Maximum	Total	Median	Mean
Visits	1.00	39.00	5021.00	3.00	6.97
Minutes	0.60	5760.32	370372.52	204.37	513.61
Hours	0.01	96.01	6172.88	3.41	8.56

¹ Visits to the success center were counted for both grammar and ESL.

Figure 1. Counts of ESLSC Student Visits



ESL Enrollments by Course

Table 2 shows the number of enrollments in each ESL Course. The middle column shows the number of enrolled students that visited the ESLSC. The last column shows the total number of students enrolled in the course throughout the 2015-16 school year. ESL 5 had the highest number of enrollees who visited the ESLSC (199) and the highest total number of enrollments (237).

Table 2. ESLSC Enrollments by ESL Course

ESL Course	Visited ESLSC*	Total Enrollments
3	44	65
4	158	197
5	199	237
7	18	34
10	28	54
11	21	50
12	39	67
14	45	86
20	15	36
21A	14	48
21B	33	80
23	2	5
31	25	87
35	45	55
57	11	23
120	164	185
152	120	126
Total	981	1435

*Students may be enrolled in multiple courses in the same term and throughout the school year.

Demographic Data for ESLSC Users

Tables 3 through 5 show demographic data for students who used the ESL Success Center and students who did not use the center. The tables show that the two groups have similar gender (Table 3), ethnic (Table 4), and age (Table 5) composition.

Table 3. Comparison of ESLSC Users and Non-Users Enrolled in an ESL Course by Gender

Gender	RSC Users		Non-Users	
	Count	Percent	Count	Percent
Female	175	68%	165	66%
Male	79	31%	81	32%
Unknown	4	2%	5	2%
Total	258	100%	251	100%

Table 4. Comparison of ESLSC Users and Non-Users Enrolled in an ESL Course by Ethnicity

Ethnicity	RSC Users		Non-Users	
	Count	Percent	Count	Percent
Asian	78	30%	69	27%
Black	10	4%	11	4%
Hispanic	105	41%	122	49%
White	7	3%	2	1%
Other	58	22%	47	19%
Total	258	100%	251	100%

Table 5. Comparison of ESLSC Users and Non-Users Enrolled in an ESL Course by Age Group

Age Group	RSC Users		Non-Users	
	Count	Percent	Count	Percent
19 or younger	7	3%	6	2%
20-24	65	25%	61	24%
25-29	44	17%	47	19%
30-34	30	12%	27	11%
35-39	27	10%	25	10%
40-49	53	21%	47	19%
50 or older	32	12%	38	15%
Total	258	100%	251	100%

Academic Outcomes

GPA and Units Earned. Overall, students who used the ESL Success Center had better academic outcomes than students who did not use it. Table 6 shows that ESLSC users had higher cumulative GPAs, and earned more units during the 2015-16 school year. On the other hand, non-users earned slightly more cumulative units.

Table 6. Means and standard deviations of academic outcomes for ESLSC Users and Non-Users

Outcome	RSC Users		Non-Users	
	M	SD	M	SD
Cumulative GPA	2.95	.95	2.00	1.42
Term Units	7.27	4.08	3.85	4.10
Cumulative Units	23.82	21.98	24.84	36.52

Student Success. Success rate was defined as the percentage of students earning a grade of A, B, C, or P (passing). Failure was defined as a student earning a grade of W, D, F, FW, or NP (not passing). Table 7 compares success rates for ESLSC users and non-users by course. ESLSC users had higher success rates in all ESL courses with the exceptions of ESL 14. A chi-square test indicated that ESLSC users had higher overall rates of student success than non-users, $\chi^2(1) = 72.55, p < .001$. We calculated the Relative Risk to assess the size of the effect of visiting the ESLSC on student success. This analysis showed that the risk of failure doubled (RR = 2.60) for students who did not visit the learning center.

Table 7. Success Rates by course for ESLSC Users and Non-Users

ESL Course	ESLSC Users		Non-Users	
	Total Enrolled	Success Rate	Total Enrolled	Success Rate
3	38	63%	8	13%
4	75	76%	14	43%
5	97	77%	8	38%
7	15	100%	10	50%
10	23	100%	15	53%
11	7	86%	14	57%
12	30	80%	18	67%
14	30	63%	25	72%
20	9	100%	10	90%
21A	10	50%	10	30%
21B	21	76%	31	52%
31	18	67%	28	14%
35	19	89%	2	50%
57	3	67%	5	40%
120	79	84%	5	60%
152	57	98%	1	0%
Total	531	80%	204	49%

Completion. Completion rate was defined as the percentage of students that earned a grade in the course (A, B, C, D, F, P, or NP) and did not withdraw. ESLSC users had higher completion rates in all ESL courses, with the exceptions of ESL 11, 12, and 14 (Table 8). A chi-square test indicated that ESLSC users were more likely to complete ESL courses than students who did not visit the ESLSC, $\chi^2(1) = 50.21, p < .001$. Further analysis showed that the risk of failure to complete tripled (RR = 3.22) for students who did not visit the learning center.

Table 8. Comparison of Completion Rates for ESLSC Users and Non-Users by ESL Course

ESL Course	ESLSC Users		Non-Users	
	Total Enrolled	Success Rate	Total Enrolled	Success Rate
3	38	87%	8	25%
4	75	87%	14	71%
5	97	94%	8	38%
7	15	100%	10	70%
10	23	100%	15	80%
11	7	86%	14	93%
12	30	87%	18	89%
14	30	77%	25	84%
20	9	100%	10	100%
21A	10	70%	10	60%
21B	21	86%	31	68%
31	18	72%	28	50%
35	19	100%	2	50%
57	3	67%	5	40%
120	79	95%	5	80%
152	57	98%	1	0%
Total	531	91%	204	70%

Frequency of ESLSC Visits and Course Outcomes

ESLSC users were categorized according to their total number of visits during the 2015-16 school year. The categories were: minimal user (1 visit), casual user (2-5 visits), moderate user (6-10 visits), frequent user (11-20 visits) and extreme user (21 and more visits). The final two columns of Table 9 show the success and completion rates for each user type. The columns show increases in success and completion rates as the frequency of visits increases. Multilevel models showed that increases in the number of visits were associated with increases in both outcomes. Table 10 shows that each visit to the ESL Success Center was associated with a 15% increase in the odds of student success (OR=1.15). Similarly, Table 11 shows that each visit was associated with a 15% increase in the odds of the student completing a given ESL course (OR=1.15).

Table 9. ESLSC User Profile Data

User Type	ESLSC Students		Visits			Outcome Rates	
	Number	Percent of Total	Range	Average Number	Average Time	Success	Completion
Minimal	9	3%	1	1.00	1.00	50%	60%
Casual	56	22%	2-5	3.16	3.69	67%	79%
Moderate	50	19%	6-10	8.75	11.40	71%	87%
Frequent	91	35%	11-20	14.77	18.57	82%	94%
Extreme	52	20%	21 or more	25.24	33.73	95%	97%
Total	258	100%		14.09	18.17	80%	91%

Table 10. Multilevel Model Results Predicting Student Success from Number of Visits

Fixed Effects					
Variable	<i>B</i>	<i>Odds Ratio</i>	<i>SE</i>	<i>z-ratio</i>	<i>p</i>
Intercept	0.38	1.47	0.48	0.80	0.42
Visits	0.14	1.15	0.03	4.92	<.001
Random Effects					
Variable	<i>Variance</i>		<i>SD</i>		
Student	1.69		1.30		
Course	1.44		1.20		

Table 11. Multilevel Model Results Predicting Course Completion from Number of Visits

Fixed Effects					
Variable	<i>B</i>	<i>Odds Ratio</i>	<i>SE</i>	<i>z-ratio</i>	<i>p</i>
Intercept	0.97	2.65	0.45	2.16	0.03
Visits	0.14	1.15	0.03	4.45	<.001
Random Effects					
Variable	<i>Variance</i>		<i>SD</i>		
Student	0.70		0.84		
Course	0.83		0.91		