



Institutional Effectiveness, Research, & Planning

English Success Center 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 English Success Center (ESC) and academic outcomes of students enrolled in an English course during the 2015-16 school year. The report also compares academic outcomes between students who chose to visit the ESC and those who did not visit.

Executive Summary

Students who visited the English Success Center were more likely pass and complete English courses than those who did not visit the English 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.

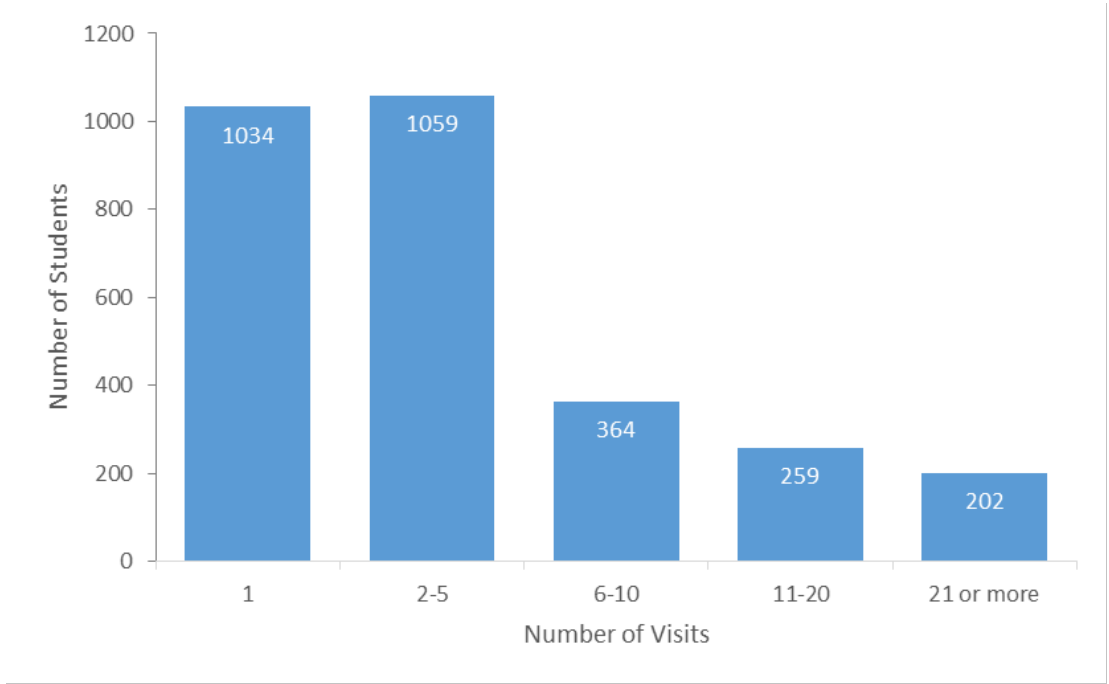
Overview of the Data

A total of 2,513 students visited the English Success Center during the 2015-16 school year. The students visited the center 12,000 times and spent about 2,800 hours there (Table 1). Of the students that used the ESC, most visited between one to five times (Figure 1). Approximately half (1,049) of the students who visited the center were enrolled in an English course sometime during the school year. About 9% of students who enrolled in an English course chose to visit the English Success Center (1,049 of a total 11,720 students enrolled in an English course).

Table 1. Frequencies for English Success Center Student Visits

Variable	Minimum	Maximum	Total	Median	Mean
Visits	1.00	180.00	12,652.00	2.00	6.55
Minutes	.60	645.50	168,304.50	43.50	57.68
Hours	.01	10.76	2,805.08	.73	.96

Figure 1. Counts of ESC Student Visits



English Enrollments by Course

Table 2 shows the number of enrollments in each English Course. The middle column shows the number of enrolled students that visited the ESC. The last column shows the total number of students enrolled in the course throughout the 2015-16 school year. English 52 had the highest number of enrollees who visited the ESC (1,008) and the highest total number (8381).

Table 2. ESC Enrollments by English Course

English Course	Visited ESC*	Total
20	592	4227
50A	9	50
52	1,008	8381
72	223	1,237
100	859	6,276
102	42	588
103	343	2,368
106	1	48
107	8	117
221A	6	35
221B	1	23
222	6	47
225	3	43
226	4	30
227	1	62
228	10	110
230A	5	79
230B	8	66

232	2	33
233	0	11
234	1	33
235	8	50
240	18	150
241	2	24
245	0	35
246A	9	62
246B	4	65
248A	3	34
248B	2	27
250	1	25
298	0	1
299	0	1
Total	3,179	24,338

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

Demographic Data for ESC Users

Tables 3 through Table 5 show demographic data for students who used the English 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 ESC Users and Non-Users Enrolled in an English Course by Gender

Gender	ESC Users		Non-Users	
	Count	Percent	Count	Percent
Female	632	60%	5,689	53%
Male	393	37%	4,795	45%
Unknown	24	2%	187	2%
Total	1049	100%	10671	100%

Table 4. Comparison of ESC Users and Non-Users Enrolled in an English Course by Ethnicity

Ethnicity	ESC Users		Non-Users	
	Count	Percent	Count	Percent
Asian	178	17%	1,707	16%
Black	35	3%	248	2%
Hispanic	657	63%	7,173	67%
White	19	2%	264	2%
Other	160	15%	1,279	12%
Total	1049	100%	10671	100%

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

Age Group	ESC Users		Non-Users	
	Count	Percent	Count	Percent
19 or younger	131	12%	2,061	19%
20-24	550	52%	5,941	56%
25-29	155	15%	1,540	14%
30-34	67	6%	523	5%
35-39	42	4%	248	2%
40-49	62	6%	257	2%
50 or older	42	4%	101	1%
Total	1049	100%	10671	100%

Academic Outcomes

GPA and Units Earned. Overall, students who used the English Success Center had better academic outcomes than students who did not use it. Table 6 shows that ESC users had higher cumulative GPAs, earned more units during the 2015-16 school year, and obtained more cumulative units.

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

Outcome	ESC Users		Non-Users	
	M	SD	M	SD
Cumulative GPA	2.74	.83	2.36	1.05
Term Units	9.71	4.45	7.46	4.79
Cumulative Units	26.32	23.64	22.29	22.74

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 ESC users and non-users by course. ESC users had higher success rates in all English courses with the exceptions of English 107, 227, and 234. A chi-square test indicated that ESC users had higher overall rates of student success than non-users, $\chi^2(1) = 206.33, p < .001$. We calculated the Relative Risk to assess the size of the effect of visiting the ESC on student success. This analysis showed that the risk of failure almost doubled (RR = 1.83) for students who did not visit the learning center.

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

English Course	ESC Users		Non-Users	
	Total Enrolled	Success Rate	Total Enrolled	Success Rate
20	290	76%	952	62%
50A	7	100%	11	92%
52	489	79%	2,022	62%
72	104	78%	243	64%
100	715	78%	2,227	60%
102	33	88%	256	76%
103	273	89%	880	70%
106	1	100%	23	74%
107	2	50%	33	57%

221A	4	100%	9	56%
221B	1	100%	14	82%
222	6	100%	17	61%
225	3	33%	11	46%
226	4	100%	18	82%
227	1	0%	31	62%
228	8	88%	40	78%
230A	5	80%	30	53%
230B	8	88%	33	73%
232	1	100%	23	100%
234	1	0%	21	81%
235	7	100%	23	70%
240	15	80%	69	82%
241	2	100%	7	50%
246A	9	100%	31	78%
246B	3	100%	45	90%
248A	2	100%	18	75%
248B	2	100%	10	71%
250	1	100%	8	73%
Total	1997	80%	7105	63%

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. ESC users had higher completion rates in all English courses, with the exceptions of English 107 and 234 (Table 8). A chi-square test indicated that ESC users were more likely to complete English courses than students who did not visit the ESC, $\chi^2 (1) = 203.78$, $p < .001$. Further analysis showed that the risk of failure to complete almost tripled ($RR = 2.67$) for students who did not visit the learning center.

Table 8. Comparison of Completion Rates for ESC Users and Non-Users by English Course

English Course	ESC Users		Non-Users	
	Total Enrolled	Completion Rate	Total Enrolled	Completion Rate
20	290	90%	1,540	77%
50A	7	100%	12	92%
52	489	92%	3,240	78%
72	104	90%	379	78%
100	715	91%	3,722	75%
102	33	97%	335	84%
103	273	93%	1,264	81%
106	1	100%	31	81%
107	2	50%	58	66%
221A	4	100%	16	81%
221B	1	100%	17	94%
222	6	100%	28	71%
225	3	67%	24	50%
226	4	100%	22	91%
227	1	100%	50	74%
228	8	100%	51	84%

230A	5	80%	57	81%
230B	8	100%	45	82%
232	1	100%	23	100%
234	1	0%	26	81%
235	7	100%	33	85%
240	15	93%	84	89%
241	2	100%	14	79%
246A	9	100%	32	84%
246B	3	100%	40	85%
248A	2	100%	50	90%
248B	2	100%	24	75%
250	1	100%	14	71%
Total	1997	92%	11231	78%

Frequency of ESC Visits and Course Outcomes

We categorized ESC users 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 a small increase in success and completion rates as the frequency of visits increases. Multilevel models showed that increases in the number of visits were associated with incremental increases in both outcomes. Table 10 shows that each visit to the English Success Center was associated with a 2% increase in the odds of student success (OR=1.02). Similarly, Table 11 shows that each visit was associated with a 19% increase in the odds of the student completing a given English course (OR=1.19).

Table 9. ESC User Profile Data

User Type	ESC Students		Range	Visits		Outcome Rates	
	Number	Percent of Total		Average Number	Average Time	Success	Completion
Minimal	308	29%	1	1.00	.81	81%	93%
Casual	408	39%	2-5	3.13	1.01	84%	95%
Moderate	142	14%	6-10	7.73	1.15	85%	93%
Frequent	109	10%	11-20	14.69	1.14	88%	94%
Extreme	82	8%	21 or more	43.01	1.54	93%	96%
Total	1049	100%		7.45	1.01	84%	94%

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	1.37	3.93	0.11	11.96	<.001
Visits	0.02	1.02	0.01	3.10	<.001
Random Effects					
Variable	<i>Variance</i>		<i>SD</i>		
Student	.36		.60		
Course	.03		.18		

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	11.93	151751.56	<.01	14477	<.001
Visits	0.17	1.19	<.01	216	<.001
Random Effects					
Variable	<i>Variance</i>		<i>SD</i>		
Student	246.76		15.71		
Course	.84		.92		