



**Miramar Basic Skills
English/ESOL Lab Report**

Fall 2011-Spring 2012

Prepared by:

Office of Institutional Research and Planning
September 2012

Introduction

The purpose of English/ESOL Lab is to have Instructional Assistants (IAs) work in conjunction with English/ESOL faculty to improve Basic Skills students' reading, writing, and study skills in an individualized and/or workshop setting to encourage an increase in student success, retention, and persistence in Basic Skills classes.

The data in this report will be used for multiple purposes: 1) The English/ESOL Lab administration and Basic Skills committee will use it for funding and planning, and 2) The District will use it for deciding how services are rendered in the future.

This report shows the differences in the success and retention rates, overall GPA, and units completed of Basic Skills English and ESOL students who received 1-2 sessions or 3 or more sessions of English/ESOL Lab tutoring compared to a random sample of students with no English/ESOL Lab tutoring across two semesters (Fall 2011 and Spring 2012). Differences in persistence rates (Fall 2011 to Spring 2012) were also examined between the two groups.

The unduplicated headcount for the English/ESOL Basic Skills student population in Fall 2011 was 1,142. The number of English/ESOL Lab students (unduplicated) that were tutored in Fall 2011 was 291. Therefore, approximately one-fourth (25%) of the English/ESOL student population was served by the English/ESOL Lab in Fall 2011. The unduplicated headcount for the English/ESOL Basic Skills student population in Spring 2012 was 1,242. The number of English/ESOL Lab students (unduplicated) that were tutored in Spring 2012 was 216. Therefore, 17% of the English/ESOL student population was served by the English/ESOL Lab in Spring 2012.

Methodology

In order to ensure a fair comparison between students who received English/ESOL Lab tutoring and students who had not received English/ESOL Lab tutoring across Basic Skills ESOL and English courses, the group that had not received tutoring was randomly sampled so that cohort sizes were similar to those who received tutoring. By not using a random sample procedure, the cohort sizes of those students who had not received tutoring would have been disproportional to the cohort sizes of those students who had received tutoring, consequently requiring caution when making comparisons between the two groups of students.

TERMS AND DEFINITIONS:

Success Rates: Percentage of students who successfully complete a course out of total students enrolled in the course. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students with grade notations A, B, C, or P and denominator = Total number of valid enrollments as of official census.

Retention Rates: Percentage of students retained in courses out of total enrolled in courses. The retention rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students who received any grade notation EXCEPT W (Withdrawal) and Denominator = Total number of valid enrollments as of official census.

Term Persistence Rates: The percentage of enrolled students in a fall term as of census (eliminating drops and never attends prior to census) and who completed the term with a grade notation of A, B, C, D, F, P, NP, I or RD, then were enrolled as of census in the subsequent spring term and received a grade notation for that term.

Success Rates of Basic Skills English Students

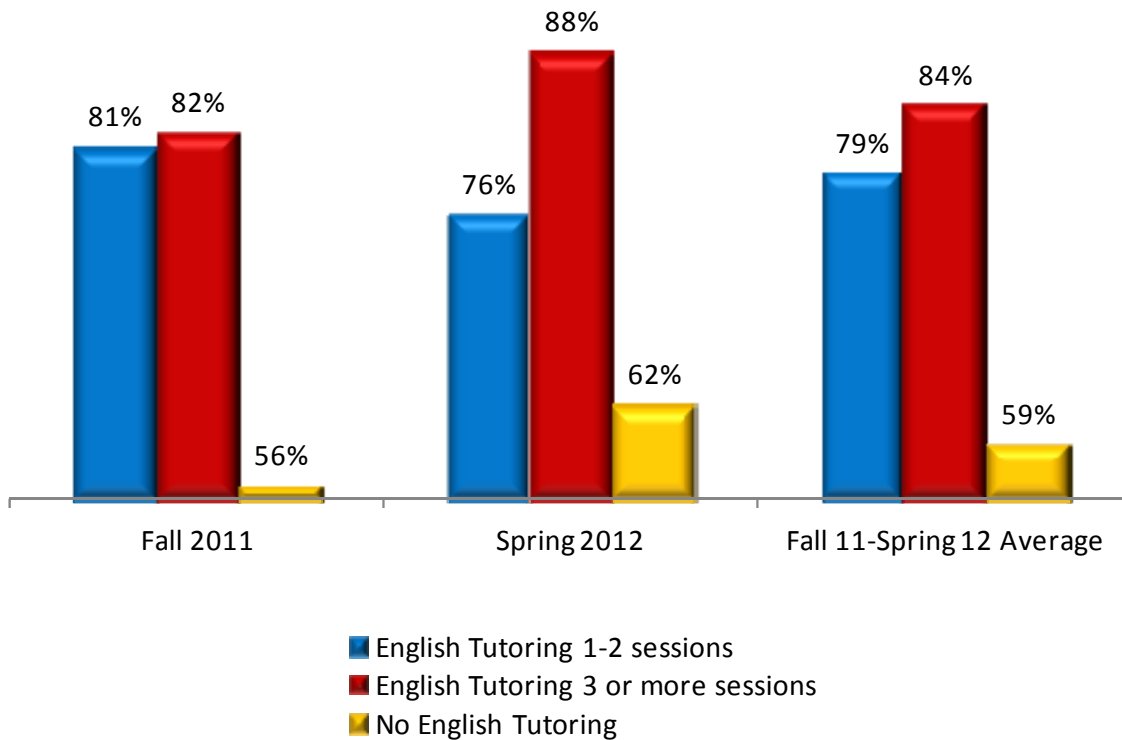
- The success rates of Basic Skills English students who received 3 or more sessions of one-on-one tutoring in English at the English/ESOL Lab (84% on average) were higher compared to the success rates of Basic Skills English students who received 1-2 sessions of one-on-one tutoring in English at the English/ESOL Lab (79% on average) and much higher than the success rates of Basic Skills English students who had not received any one-on-one tutoring in English at the English/ESOL Lab (59% on average) across the two terms being reported.

Table 1. Success Rates of Basic Skills English Students

	English Tutoring 1-2 sessions		English Tutoring 3 or more sessions		No English Tutoring	
Fall 2011	87	81%	90	82%	124	56%
Spring 2012	64	76%	61	88%	98	62%
Fall 11-Spring 12 Average	151	79%	151	84%	222	59%

Source: SDCCD Information System

Figure 1. Success Rates of Basic Skills English Students



Retention Rates of Basic Skills English Students

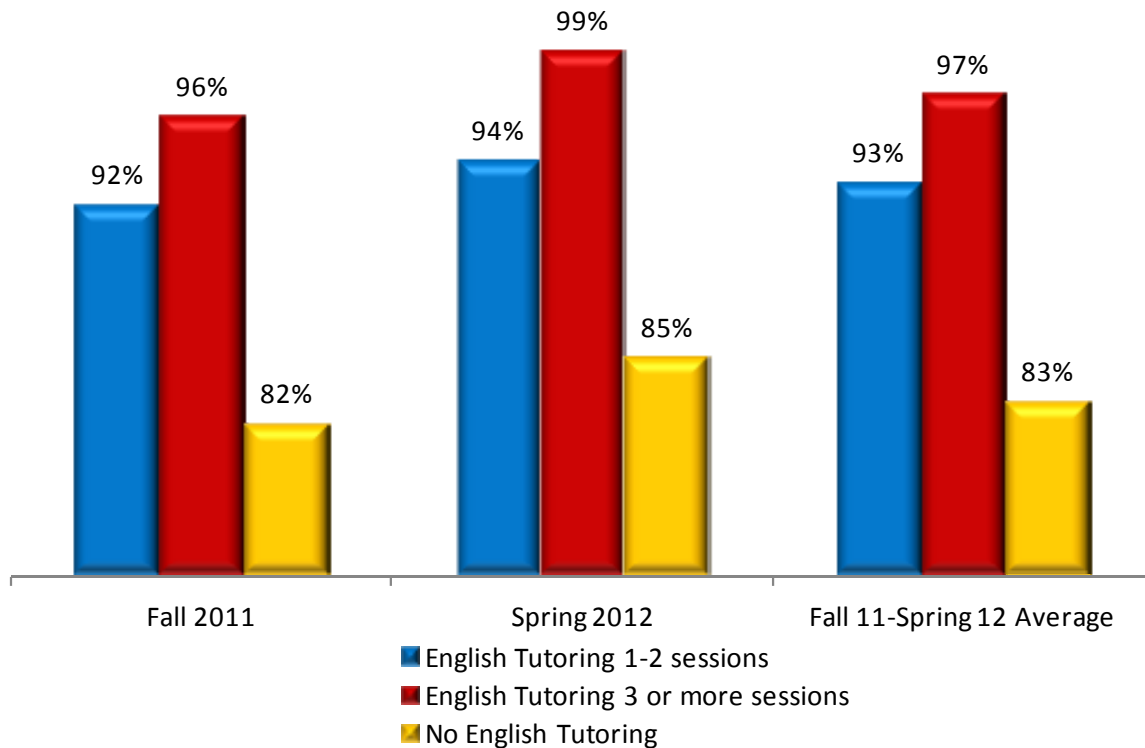
- The retention rates of Basic Skills English students who received 3 or more sessions of one-on-one tutoring in English at the English/ESOL Lab (97% on average) were somewhat higher compared to the retention rates of Basic Skills English students who received 1-2 sessions of one-on-one tutoring in English at the English/ESOL Lab (93% on average) and much higher than the retention rates of Basic Skills English students who had not received any one-on-one tutoring in English at the English/ESOL Lab (83% on average) across the two terms being reported.

Table 2. Retention Rates of Basic Skills English Students

	English Tutoring 1-2 sessions		English Tutoring 3 or more sessions		No English Tutoring	
	Count	Retention Rate	Count	Retention Rate	Count	Retention Rate
Fall 2011	99	92%	106	96%	181	82%
Spring 2012	79	94%	68	99%	133	85%
Fall 11-Spring 12 Average	178	93%	174	97%	314	83%

Source: SDCCD Information System

Figure 2. Retention Rates of Basic Skills English Students



Persistence Rates of Basic Skills English Students

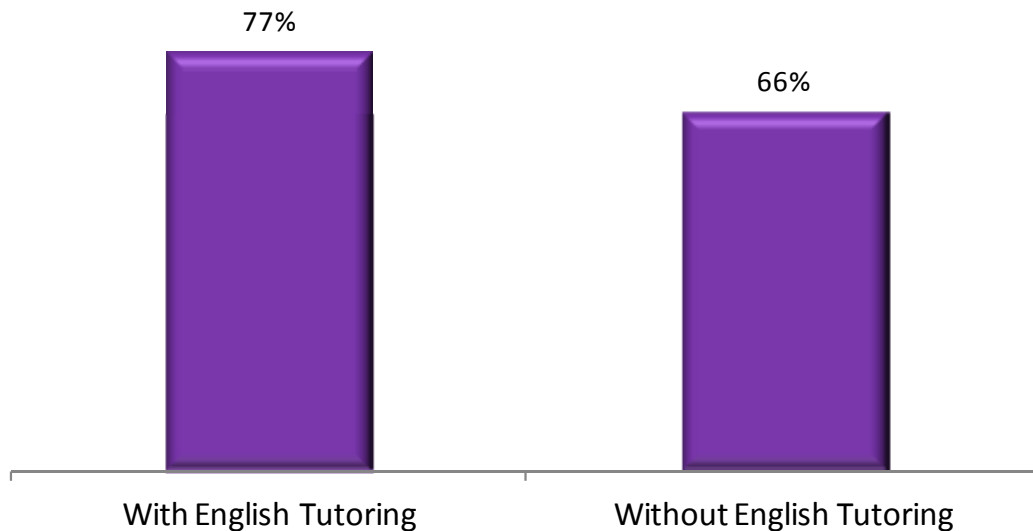
- The persistence rate of Basic Skills English students who received one-on-one tutoring in English at the English/ESOL Lab (77%) was higher compared to the persistence rate of Basic Skills English students who had not received any one-one-one tutoring in English at the English/ESOL Lab (66%).

Table 3. Persistence Rates of Basic Skills English Students-Fall 11 to Spring 12

Cohort	Fall	Spring	Persistence
Received English Tutoring in Fall 2011	153	118	77%
Did Not Receive English Tutoring in Fall 2011	160	106	66%

Source: SDCCD Information System

Figure 3. Persistence Rates of Basic Skills English Students-Fall 11 to Spring 12



Units Completed of Basic Skills English Students

- For Fall 2011, the majority of Basic Skills English students who received 1-2 or 3 or more sessions of one-on-one tutoring in English at the English/ESOL Lab completed between 3.0-8.9 units (87% & 93%, respectively). However, almost all of the Basic Skills English students who had not received any one-on-one tutoring in English at the English/ESOL Lab completed between 0-5.9 units (94%).
- The pattern of results for Spring 2012 was similar to Fall 2011. The majority of Basic Skills English students who received 1-2 or 3 or more sessions of one-on-one tutoring in English at the English/ESOL Lab completed between 3.0-8.9 units (94% each). However, almost all of the Basic Skills English students who had not received any one-on-one tutoring in English at the English/ESOL Lab completed between 0-5.9 units (98%).

Table 4. Units Completed of Basic Skills English Students

	Fall 2011						Spring 2012					
	English Tutoring 1-2 sessions		English Tutoring 3 or more sessions		No English Tutoring		English Tutoring 1-2 sessions		English Tutoring 3 or more sessions		No English Tutoring	
0 Units	14	13%	8	7%	69	31%	5	6%	4	6%	47	30%
0.1-2.9 Units	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3.0-5.9 Units	56	52%	48	44%	139	63%	51	61%	29	42%	106	68%
6.0-8.9 Units	38	35%	54	49%	12	6%	28	33%	36	52%	4	2%
9.0-11.9 Units	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
12.0 + Units	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	108	100%	110	100%	220	100%	84	100%	69	100%	157	100%

Source: SDCCD Information System

Figure 4.1. Units Completed of Basic Skills English Students-Fall 11

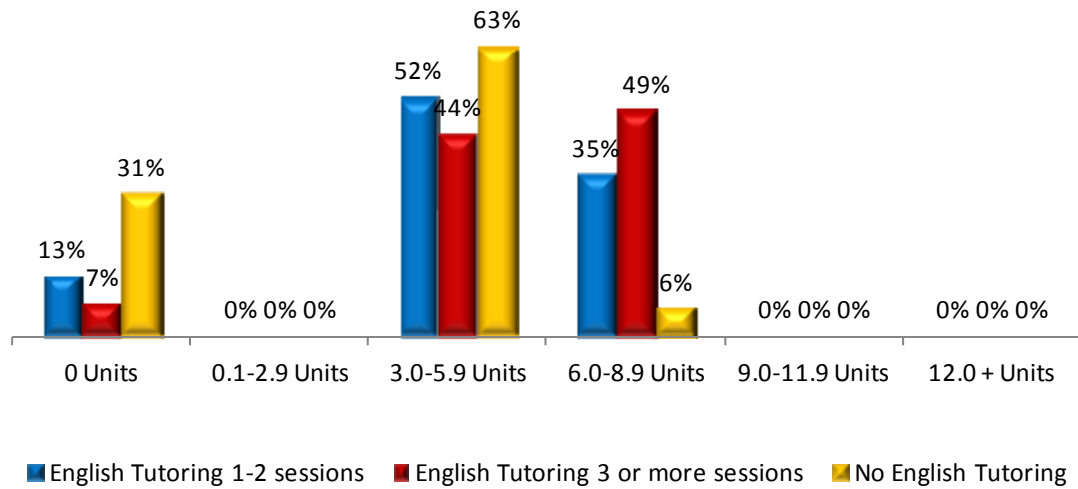
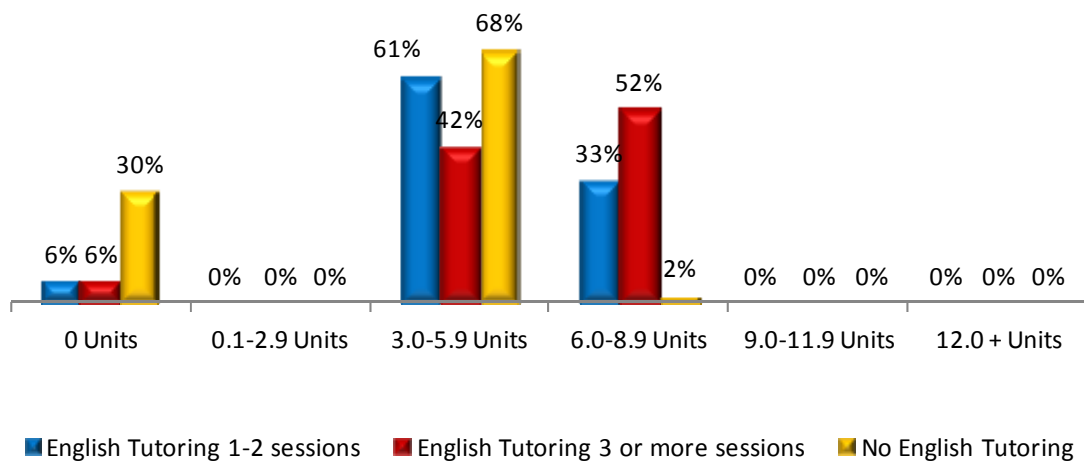


Figure 4.2. Units Completed of Basic Skills English Students-Spring 12



Overall GPA of Basic Skills English Students

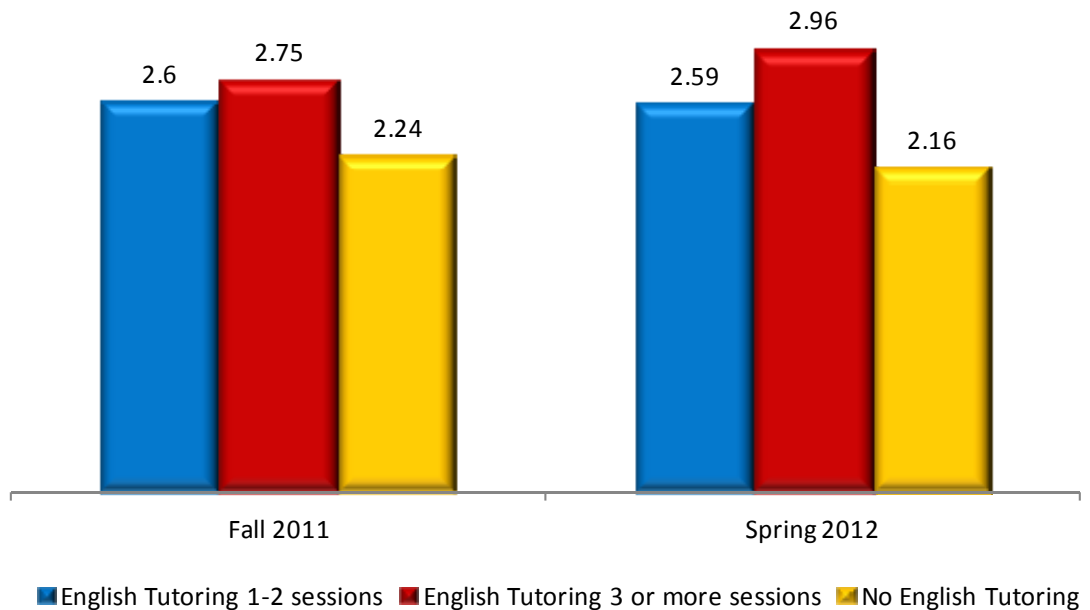
- The overall GPA of Basic Skills English students who received 3 or more sessions of one-on-one tutoring in English at the English/ESOL Lab (2.75 for Fall 11 & 2.96 for Spring 2012, respectively) were higher compared to the overall GPA of Basic Skills English students who received 1-2 sessions of one-on-one tutoring in English at the English/ESOL Lab (2.60 for Fall 11 & 2.59 for Spring 2012, respectively) and much higher than the overall GPA of Basic Skills English students who had not received any one-on-one tutoring in English at the English/ESOL Lab (2.24 for Fall 11 & 2.16 for Spring 2012, respectively).

Table 5. Overall GPA of Basic Skills English Students

	Fall 2011			Spring 2012		
	English Tutoring 1-2 sessions	English Tutoring 3 or more sessions	No English Tutoring	English Tutoring 1-2 sessions	English Tutoring 3 or more sessions	No English Tutoring
Overall GPA	2.60	2.75	2.24	2.59	2.96	2.16

Source: SDCCD Information System

Figure 5. Overall GPA of Basic Skills English Students



Success Rates of Basic Skills ESOL Students

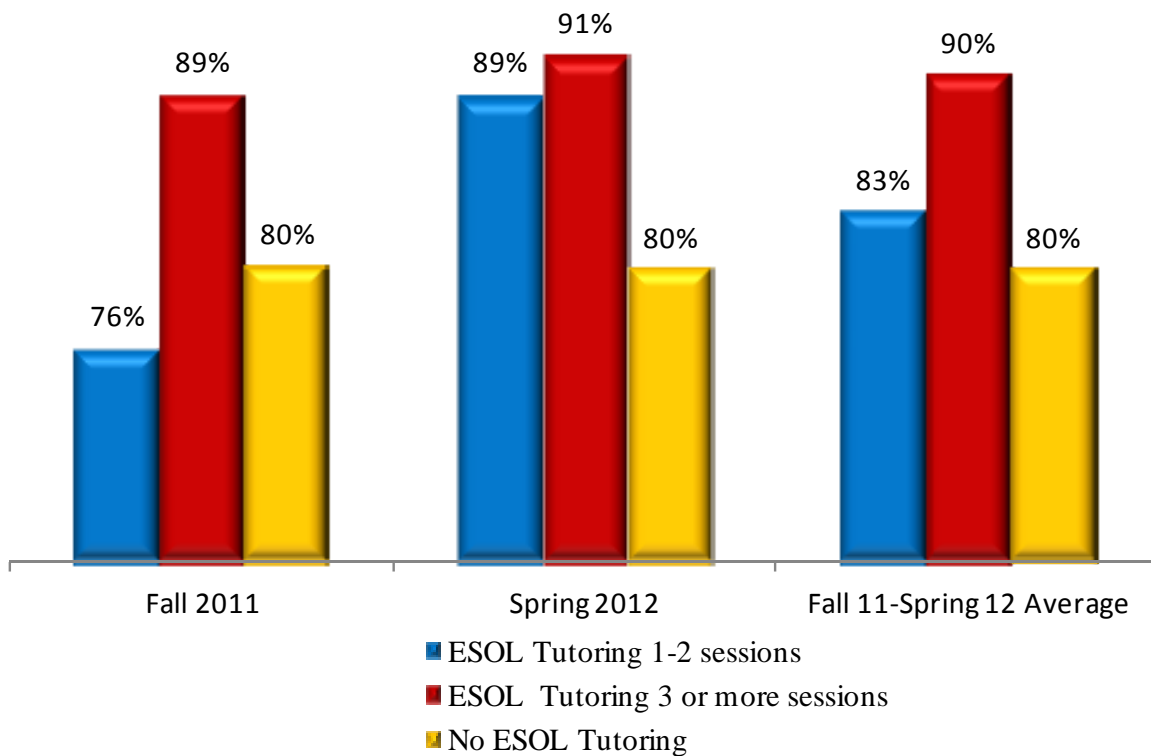
- The success rates of Basic Skills ESOL students who received 3 or more sessions of one-on-one tutoring in ESOL at the English/ESOL Lab (90% on average) were higher compared to the success rates of both Basic Skills ESOL students who received 1-2 sessions of one-on-one tutoring in ESOL at the English/ESOL Lab (83% on average) and Basic Skills ESOL students who had not received any one-on-one tutoring in ESOL at the English/ESOL Lab (80% on average) across the two terms being reported.

Table 6. Success Rates of Basic Skills ESOL Students

	ESOL Tutoring 1-2 sessions		ESOL Tutoring 3 or more sessions		No ESOL Tutoring	
	Count	Success Rate	Count	Success Rate	Count	Success Rate
Fall 2011	50	76%	135	89%	179	80%
Spring 2012	65	89%	112	91%	157	80%
Fall 11-Spring 12 Average	115	83%	247	90%	336	80%

Source: SDCCD Information System

Figure 6. Success Rates of Basic Skills ESOL Students



Retention Rates of Basic Skills ESOL Students

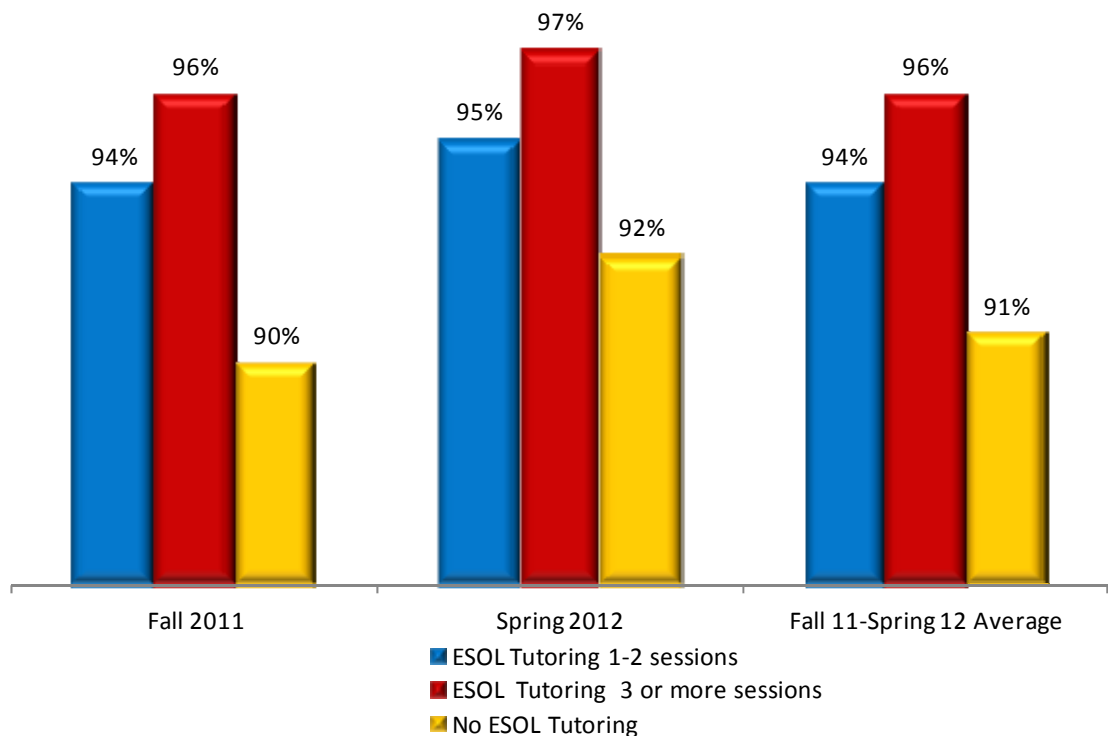
- The retention rates of Basic Skills ESOL students who received 3 or more sessions of one-on-one tutoring in ESOL at the English/ESOL Lab (96% on average) were somewhat higher compared to the success rates of both Basic Skills ESOL students who received 1-2 sessions of one-on-one tutoring in ESOL at the English/ESOL Lab (94% on average) and Basic Skills ESOL students who had not received any one-on-one tutoring in ESOL at the English/ESOL Lab (91% on average) across the two terms being reported.

Table 7. Retention Rates of Basic Skills ESOL Students

	ESOL Tutoring 1-2 sessions		ESOL Tutoring 3 or more sessions		No ESOL Tutoring	
Fall 2011	62	94%	146	96%	202	90%
Spring 2012	69	95%	119	97%	181	92%
Fall 11-Spring 12 Average	131	94%	265	96%	383	91%

Source: SDCCD Information System

Figure 7. Retention Rates of Basic Skills ESOL Students



Persistence Rates of Basic Skills ESOL Students

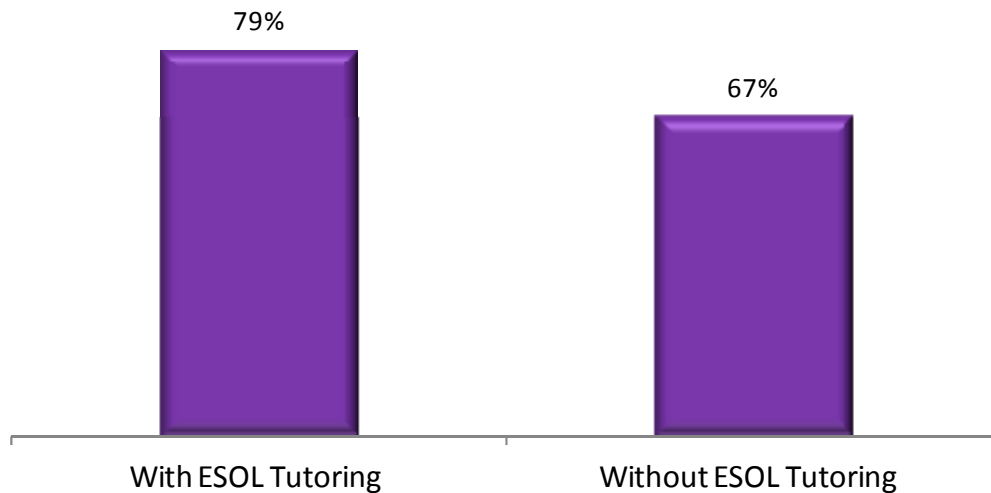
- The persistence rate of Basic Skills ESOL students who received one-on-one tutoring in ESOL at the English/ESOL Lab (79%) was somewhat higher compared to the persistence rate of Basic Skills ESOL students who had not received any one-on-one tutoring in ESOL at the English/ESOL Lab (67%).

Table 8. Persistence Rates of Basic Skills ESOL Students-Fall 11 to Spring 12

Cohort	Fall	Spring	Persistence
Received ESOL Tutoring in Fall 2011	105	83	79%
Did Not Receive ESOL Tutoring in Fall 2011	111	75	67%

Source: SDCCD Information System

Figure 8. Persistence Rates of Basic Skills ESOL Students-Fall 11 to Spring 12



Units Completed of Basic Skills ESOL Students

- For Fall 2011, the majority of Basic Skills ESOL students who received 1-2 or 3 or more sessions of one-on-one tutoring in ESOL at the English/ESOL Lab completed between 6.0-12 units or more (88% & 92%, respectively). However, a smaller majority of the Basic Skills ESOL students who had not received any one-on-one tutoring in ESOL at the English/ESOL Lab completed between 6.0-12 units (59%).
- The pattern of results for Spring 2012 was similar to Fall 2011. The majority of Basic Skills ESOL students who received 1-2 or 3 or more sessions of one-on-one tutoring in ESOL at the English/ESOL Lab completed between 6.0-12 units or more (93% & 92%, respectively). However, a smaller majority of the Basic Skills ESOL students who had not received any one-on-one tutoring in ESOL at the English/ESOL Lab completed between 0-8.9 units (71%).

Table 9. Units Completed of Basic Skills ESOL Students

	Fall 2011						Spring 2012					
	ESOL Tutoring 1-2 sessions		ESOL Tutoring 3 or more sessions		No ESOL Tutoring		ESOL Tutoring 1-2 sessions		ESOL Tutoring 3 or more sessions		No ESOL Tutoring	
0 Units	4	6%	7	5%	24	11%	2	3%	5	4%	17	8%
0.1-2.9 Units	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3.0-5.9 Units	4	6%	5	3%	66	30%	3	4%	5	4%	77	39%
6.0-8.9 Units	28	42%	35	23%	59	26%	23	32%	24	20%	47	24%
9.0-11.9 Units	9	14%	15	10%	36	16%	6	8%	14	11%	29	15%
12.0 + Units	21	32%	90	59%	39	17%	39	53%	75	61%	27	14%
Total	66	100%	152	100%	224	100%	73	100%	123	100%	197	100%

Source: SDCCD Information System

Figure 9.1. Units Completed of Basic Skills ESOL Students-Fall 11

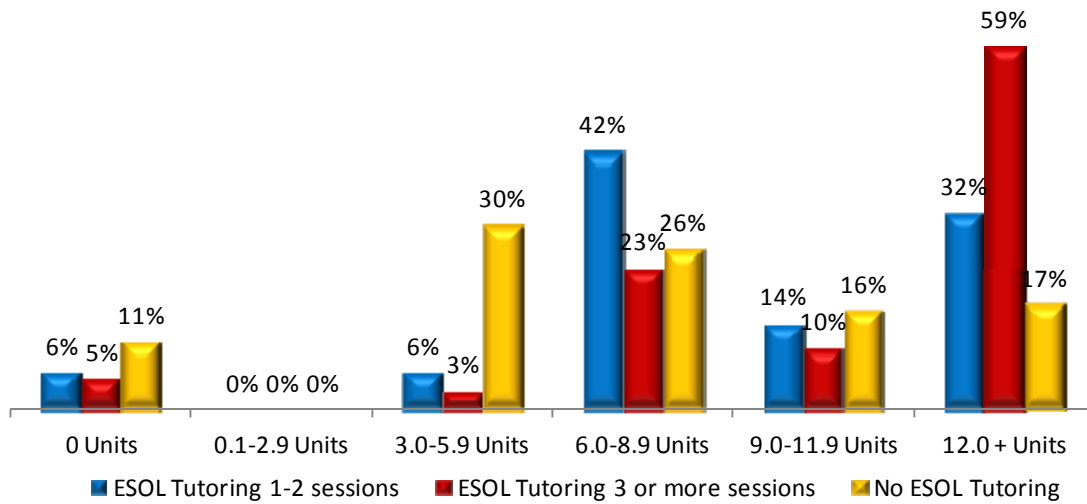
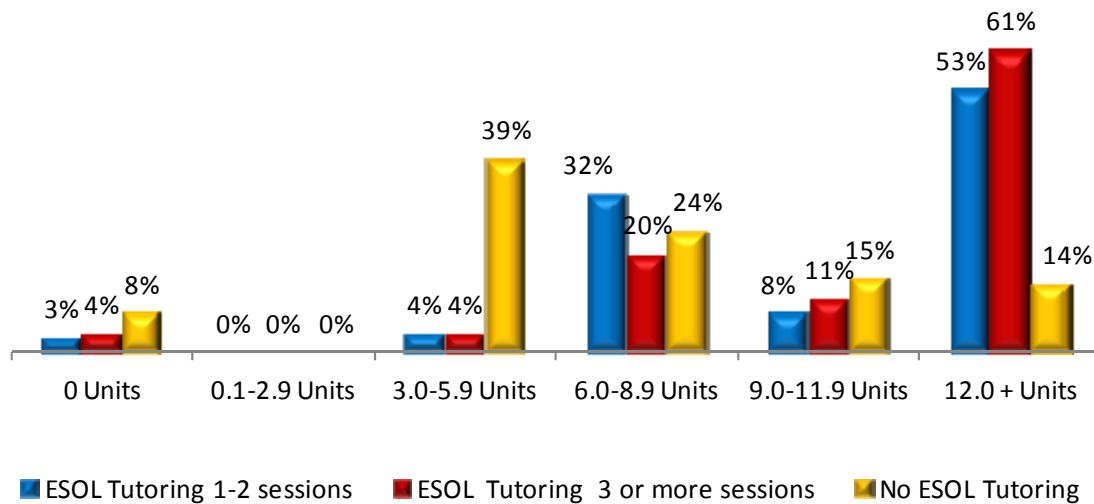


Figure 9.2. Units Completed of Basic Skills ESOL Students-Spring 12



Overall GPA of Basic Skills ESOL Students

- The overall GPA of Basic Skills English students who received 3 or more sessions of one-on-one tutoring in English at the English/ESOL Lab (3.13 for Fall 11 & 3.07 for Spring 2012, respectively) were higher compared to the overall GPA of Basic Skills English students who received 1-2 sessions of one-on-one tutoring in English at the English/ESOL Lab (2.79 for Fall 11 & 2.98 for Spring 2012, respectively) and much higher than the overall GPA of Basic Skills English students who had not received any one-on-one tutoring in English at the English/ESOL Lab (2.86 for Fall 11 & 2.75 for Spring 2012, respectively).

Table 10. Overall GPA of Basic Skills ESOL Students

	Fall 2011			Spring 2012		
	ESOL Tutoring 1-2 sessions	ESOL Tutoring 3 or more sessions	No ESOL Tutoring	ESOL Tutoring 1-2 sessions	ESOL Tutoring 3 or more sessions	No ESOL Tutoring
Overall GPA	2.79	3.13	2.86	2.98	3.07	2.75

Source: SDCCD Information System

Figure 10. Overall GPA of Basic Skills ESOL Students

