

Fall 2017 English as a Second Language Program Feasibility Study

Prepared by Benjamin Gamboa

Purpose of Brief

This brief examines the possible student and community demand for an ESL program at CHC. Potential implications and considerations are presented based upon the findings.

Summary of Findings

- 30,732 (10%) of adults between 18 and 64 years old living in the CHC primary service area speak English less than well.
- Of those speaking English less than well, 87% speak Spanish and 10% speak an Asian or Pacific Islander language as their first language.
- 55% of adults at least 18 years old in the CHC primary service area who speak English less than well are not U.S. citizens.
- On average, 6.8% of students enrolled in a feeder high school were classified as an English Learner (EL).
- EL students were similarly likely to complete and graduate from a feeder high school as other students.
- 4% (244) of students enrolled in Fall 2017 might need to take ESL courses from a lack of experience or comfort with English.
- 18% (1,000) of students enrolled in Spring 2017 CHC students speak a language other than English as their first language.

Overview

The Academic Senate is considering the viability of an English as a Second Language (ESL) Program at Crafton Hills College (CHC). Accordingly, this brief examines the possible student demand for ESL courses at CHC.

Methodology

In order to identify the possible student demand for ESL courses at CHC five data sources were used. First, [census data](#) was calculated for adults between 18 and 64 years old by their first language and English-speaking abilities. To provide continuity between studies, CHC's primary service area includes the cities identified in the [2010 ESL Feasibility Study](#): Beaumont, Calimesa, Colton, Highland, Loma Linda, Mentone, Redlands, San Bernardino, and Yucaipa. Second, the proportion of English Learners (EL) from six CHC feeder high schools was identified from the [California Department of Education](#). Third, three questions on the Accuplacer Assessment Test ask individuals who took the assessment about their experience and comfort with speaking English. Responses on the English speaking questions are provided for people who took the assessment test from April 1, 2017 to September 25, 2017. Fourth, results from the CHC Spring 2017 Community College Survey of Student Engagement (CCSSE) were examined to identify the number of students who expressed interest in enrolling in ESL courses at CHC. Fifth, ESL student outcome data was examined from the 2017 California Community College Chancellor's Office [Student Success Scorecard](#) for contiguous colleges (i.e. San Bernardino Valley College and colleges within surrounding districts) with ESL programs and statewide.

Potential Implications & Considerations

- Data indicate a community need for non-credit ESL instruction to be provided in conjunction with the Adult Education Block Grant and citizenship courses.
- Data also indicate a need for credit ESL instruction for EL students completing high school who may need acceleration and additional support as they transition to college.
- While high school EL students graduate at similar rates to their high school counterparts, ESL students in community colleges do not progress into college-level courses at similar rates—especially at other colleges in the Inland Empire with existing ESL programs.

Findings

Findings in this brief are divided by the data source into five sections. Tables 1 through 7 outline and describe the potential needs of the community and CHC students for an ESL program.

United States Census Bureau American Community Survey

Tables 1 and 2 provide information from the U.S. Census Bureau's 2011-2015 American Community Survey 5-year estimates. Table 1 indicates the number of people between 18 and 64 years old in the CHC primary service area by their first language and their level of English-speaking ability. Of the estimated 321,964 adults between 18 and 64 years old living in the CHC primary service area, 10% (30,732) speak English less than well. Eighty-seven percent of those who speak English less than well speak Spanish as their first language, and 10% speak an Asian or Pacific Islander language as their first language.

Table 1. 18-64 year old population in CHC primary service area by first language and English-speaking ability.

First Language	English-Speaking Ability	Total	
		N	% of Total N
Spanish	Speaks Well	77,756	24.2
	Speaks Less Than Well	26,849	8.3
Asian-Pacific Islander	Speaks Well	13,217	4.1
	Speaks Less Than Well	3,195	1.0
Indo-European	Speaks Well	4,849	1.5
	Speaks Less Than Well	451	0.1
Other	Speaks Well	3,998	1.2
	Speaks Less Than Well	237	0.1
English	All Abilities	191,412	59.5
Total	Speaks Well	99,820	31.0
	Speaks Less Than Well	30,732	9.5
	All Abilities	321,964	100.0

Note: Census Table B16004: Age by Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over, 2011-2015 American Community Survey 5-Year Estimates.

Table 2 indicates the number of people at least 18 years old in the CHC primary service area whose primary language is other than English by citizenship status and their first language, and their level of English-speaking ability. Of the 68,317 people at least 18 years old in the CHC primary service area who speak English less than well, 38,152 (55%) are not U.S. citizens.

Table 2. 18 years and older population in CHC primary service area whose primary language is other than English by citizenship status and English-speaking ability.

Citizenship Status	English-Speaking Ability	Total	
		N	% of Total N
Native-born	Speaks Well	50,168	33.7
	Speaks Less Than Well	8,312	5.6
	Total	58,480	39.3
Naturalized	Speaks Well	18,282	12.3
	Speaks Less Than Well	21,853	14.7
	Total	40,135	27.0
Not a U.S. Citizen	Speaks Well	12,144	8.2
	Speaks Less Than Well	38,152	25.6
	Total	50,296	33.8
Total	Speaks Well	80,594	54.1
	Speaks Less Than Well	68,317	45.9
	Total	148,911	100.0

Note: Census Table B16008: Citizenship Status by Age by Language Spoken at Home and Ability to Speak English for the Population 5 Years and Over, 2011-2015 American Community Survey 5-Year Estimates.

California Department of Education

Table 3 indicates the number of students who were classified as English Learners (EL) in 2016-2017 by feeder high school and grade level. On average, 6.8% of students enrolled in a feeder high school were classified as an EL. Additionally, the number of students identified as EL decreased each grade for nearly all feeder high schools.

Table 3. 2016-2017 EL students by feeder high school.

High School	EL by Grade				Total EL	Total High School Enrollment	Percent EL of Total High School Enrollment
	9	10	11	12			
Yucaipa	58	49	28	25	160	2,778	5.8
Green Valley	0	0	3	3	6	123	4.9
Oak View	2	0	6	2	10	48	20.8
Orangewood	0	0	10	22	32	233	13.7
Redlands	57	35	35	27	154	2,279	6.8
Redlands East Valley	28	29	25	14	96	2,198	4.4
Citrus Valley	33	26	23	18	100	2,152	4.6
San Gorgonio	68	63	52	34	217	2,076	10.5
Beaumont	57	53	54	45	209	2,688	7.8
<i>Total</i>	<i>303</i>	<i>255</i>	<i>236</i>	<i>190</i>	<i>984</i>	<i>14,575</i>	<i>6.8</i>

Table 4 indicates the dropout and graduation rates for students who were classified as EL in 2015-2016 by feeder high school. Of the nine feeder schools, EL students are slightly more likely to drop out at only four of the schools but the difference is small. Similarly, EL students are slightly less likely to graduate at five of the schools but the difference is small again. This indicates EL students were similarly likely to complete and graduate from a feeder high school as other students.

Table 4. 2015-2016 graduation and dropout rates by feeder high school.

High School	Dropout Rate (%)		Graduation Rate (%)	
	EL	All Students	EL	All Students
Yucaipa	5.9	4.2	91.2	94.5
Green Valley	11.1	9.0	88.9	87.0
Oak View	20.0	23.6	80.0	65.5
Orangewood	15.4	19.5	61.5	62.0
Redlands	0.0	1.3	92.8	95.9
Redlands East Valley	0.0	1.8	100.0	97.6
Citrus Valley	5.6	1.1	86.1	97.0
San Gorgonio	2.5	3.4	96.3	95.7
Beaumont	2.3	1.9	81.4	95.9

CHC Assessment Test

Tables 5 through 7 provide information from people who completed the Accuplacer Assessment Test from April 1, 2017 to September 25, 2017 which generally captures students interested in enrolling for Fall 2017. Table 4 indicates that approximately 11% of the students at CHC were taught in a language other than English at some time in their life. Results suggest approximately 671 (11% of 6,097 students enrolled in Fall 2017) students might be interested in or need to take ESL courses.

Table 4. Number of years student was taught in English.

Response Category	#	%
All of my education was taught in English	1,369	89.2
The last 6 or more years	49	3.2
The last 4 years	58	3.8
The last 2 years	24	1.6
4 or more, but not the last 4 years	14	0.9
Up to 4 years, but not the last 4 years	11	0.7
None of my education was taught in English	9	0.6
<i>Total</i>	<i>1,534</i>	<i>100.0</i>

Table 5 indicates that approximately 4% of individuals who took the assessment test do not primarily speak English. Additionally, Table 6 also indicates that approximately 4% prefer to speak a language other than English with their friends and family. The results suggest approximately 244 (4% of 6,097 students enrolled in Fall 2017) students might be interested in or need to take ESL courses from a lack of experience or comfort with the English language.

Table 5. Responses to English as the primary language.

Is English your primary language of use?	#	%
No	68	4.4
Yes	1,467	95.6
<i>Total</i>	<i>1,535</i>	<i>100.0</i>

Table 6. Student level of comfort with English.

Are you comfortable talking with a native English speaker in English?	#	%
No	55	3.6
Yes	1,479	96.4
<i>Total</i>	<i>1,534</i>	<i>100.0</i>

Community College Survey of Student Engagement

The CCSSE was administered in Spring 2017 to a random sample of 48 non-distance education sections at CHC with 10 or more students enrolled at Census. Accordingly, the results are most likely representative of CHC students who take a non-distance education course (i.e. a course that meets regularly in person). Approximately, 1,318 students in the 48 sections had an opportunity to complete the survey, of those 683 (52%) responded to the survey.

One of the questions on the CCSSE asked students the following question: Which of the following have you done, or are you currently doing at the college? An English course taught specifically for students whose first language is not English (ESL, ESOL). The results indicated that 1.9% of Spring 2017 CHC students have taken an ESL course while attending CHC. These results suggest that approximately 106 (1.9% of 5,557 students enrolled in Spring 2017) CHC students are interested in ESL courses each primary term.

Additionally, the CCSSE asked students: Is English your native (first) language? The results indicated that English was not the first or native language for 18% of Spring 2017 CHC students. These results suggest that approximately 1,000 (18% of 5,557 students enrolled in Spring 2017) CHC students speak a language other than English as their first language.

2017 California Community College Chancellor's Office Student Success Scorecard

Table 7 indicates the percentage of credit students by college tracked from fall 2010 to spring 2016 who first enrolled in a course in ESL and subsequently completed a college-level course. Percentages are presented for overall ESL students and disaggregated by gender, age, and race/ethnicity. Where colleges performed better than the state average, the cell is highlighted green; where colleges performed worse, the cell is highlighted red. Overall, only College of the Desert outperformed the statewide average of 30.5% for students who completed a college-level course after first enrolling in an ESL course. Notably, no contiguous college with an existing ESL program outperformed the statewide average of 48.7% for students 24 years old or younger who completed a college-level course after first enrolling in an ESL course.

Table 7. ESL progression into college-level community college courses.

Group	Statewide	San Bernardino Valley	Chaffey	Riverside City	Moreno Valley	Mt. San Jacinto	Desert	Victor Valley
Overall	30.5	12.4	20.0	29.7	19.2	27.4	31.8	8.5
Gender								
Female	32.0	11.4	20.4	31.7	18.9	30.8	36.7	9.1
Male	28.4	14.8	18.8	26.8	19.5	19.6	26.0	7.1
Age								
Under 20	48.7	11.8	30.8	41.8	28.1	42.4	32.1	16.7
20-24	40.2	33.3	36.4	24.7	22.8	32.3	16.7	33.3
25-39	26.2	12.5	20.3	27.4	17.7	25.4	26.5	6.3
40 or over	16.5	3.0	10.7	15.4	10.6	15.9	25.0	6.1
Race/Ethnicity								
African American	22.0	0.0	25.0	43.8	11.1	0.0	0.0	0.0
Native American	18.9		0.0					
Asian	39.6	15.0	17.1	48.7	24.2	32.5	46.7	0.0
Filipino	34.3	0.0	100.0	100.0	50.0	50.0	0.0	33.3
Hispanic	21.7	11.3	15.0	21.5	18.4	25.0	27.1	11.0
Pacific Islander	31.0			66.7		0.0		0.0
White	32.5	22.2	43.8	35.1	14.3	18.2	25.0	7.1