English as Second Language Non-Credit Crafton Hills College Students
Fall 2021, Spring 2022, Fall 2022, and Spring 2023
Prepared by Diana Vaichis

Purpose of Brief

To examine the demographics, course completion, success, and term-to-term persistence rates of English as a Second Language Non-Credit (ESL/N) students.

Summary of Findings

- There were ten ESL non-credit sections offered throughout the primary terms in 21-22 and 22-23. ESL/N 601 was the only course that offered late start sections.
- ESL/N students were more likely to identify as female, Hispanic, and between 35 and 50 years or older.
- Apart from ESL/N 601-57 in Fall 2022, all other seven ESL/N course sections had 100% completion rates.
- Success rates varied across ESL/N course sections and terms, with the highest success rate at 100% and the lowest at 55%.
- Persistence rates varied across ESL/N courses, with the highest persistence rate of 73% observed for ESL/N 601 in the Fall 2021 term and the lowest persistence rate of 43% for ESL/N 603 in the Fall 2022 term.
- ESL/N students who persisted to the Spring terms earned grades on record for credit courses in various disciplines, including Anthropology, Art, Child Development, Computer Information Systems, Health Information Technologies, and English.

Overview

The Crafton Hills College (CHC) Instructional Office requested that the CHC Office of Institutional Effectiveness, Research, and Planning examine the relationship between English as a Second Language Non-Credit (ESL/N) students and course completion, success, and term-to-term persistence. This report illustrates the number of fall 2021, spring 2022, fall 2022, and spring 2023 ESL/N students, demographics, course completion, course success, and persistence rates.

Possible Implications

When analyzing the data provided in this brief, several implications emerge that can inform Crafton's future work with ESL/N students. The following recommendations are proposed based on the findings:

- Age-related Outreach: As the data indicates ESL/N students are predominantly aged 35 and older, Crafton may prioritize increasing outreach efforts at local adult schools. Furthermore, exploring additional venues such as local community centers and libraries could be beneficial for expanding outreach initiatives.
- Gender-inclusive Outreach: Since ESL/N students are more likely to identify as female, Crafton could prioritize reaching out to male students and students of other gender identities. This may help increase access to and participation in the ESL/N program.
- Bilingual Marketing and Outreach: Considering that ESL/N students predominantly identified as Hispanic, Crafton may employ bilingual marketing and outreach tools, such as fliers and mail cards, related to the ESL/N program in Spanish and English. This approach could effectively engage and communicate with the intended audience.
- Bilingual Support Strategies: Given the high proportion of Hispanic ESL/N students, Crafton might consider implementing support strategies that align with their linguistic and cultural background. This may involve hiring bilingual support staff, including counselors and tutors, and fostering community partnerships to ensure students receive adequate assistance.
- Expanding Access to Underrepresented Groups: Crafton might explore expanding the ESL/N program to increase access for underrepresented groups, such as Asian, African American, and Native American students. By doing so, Crafton can foster a more diverse and inclusive learning environment.

Methodology

Grade on record (GOR) refers to one of the following grades: A, B, C, D, F, CR/P, NC/NP, I, or W. Completion rate is defined as the number of A, B, C, D, F, CR/P, NC/NP, or I grades divided by the number of GOR. Course success rate is defined as earning a grade of A, B, C, or P divided by the total number of GOR. Term-to-term persistence examines the rate at which students who earn a grade on record (GOR) in the fall semester also earn a GOR in the spring semester.

Table 1 demonstrates the number of active English as Second Language Non-Credit (ESL/N) sections in primary terms of the 21-22 and 22-23 academic years. There were three active ESL/N sections in the 21-22 academic year; two were ESL/N 601 ESL Beginning Level 1, and the other was ESL/N 602 ESL Beginning Level 2. In the 22-23 academic year, there was a total of seven active ESL/N sections. Those included two ESL/N 601 ESL Beginning Level, two ESL/N 602 ESL Beginning Level 2, two ESL/N 603 ESL Beginning Level 3, and one ESL/N 604 ESL Beginning Level 4. ESL/N 601 was the only course with late start sections in Spring 2022, Fall 2022, and Spring 2023; this meant those sections started about a month after the regular term start date.

Table 1: Fall 2021, Spring 2022, Fall 2022, and Spring 2023 ESL/N Sections by Academic Year.

ESL/N Section	2021-2022*	Late Start Section 21-22	2022-2023*	Late Start Section 22-23
ESL/N-601-57	Fall 2021	No	Fall 2022	Yes
ESL/N-601-61	Spring 2022	Yes	Spring 2023	Yes
ESL/N-602-55			Fall 2022	No
ESL/N-602-57	Spring 2022	No		
ESL/N-602-60			Spring 2023	No
ESL/N-603-50			Fall 2022	No
ESL/N-603-57			Spring 2023	No
ESL/N-604-57			Spring 2023	No
Total	**3**	**-**	**7**	**-**

Note: * ESL/N sections were only offered during the primary terms for a given academic year (i.e., fall and spring). Also, all ESL sections listed are non-credit.

Table 2 illustrates the demographics for the unduplicated Fall 2021 and Spring 2022 number and percent of ESL/N students who earned a grade on record. The overwhelming majority (93%) of ESL/N students identified as female. ESL/N students were also more likely to be Hispanic (76%), followed by Caucasian students (17%). When examining age, 86% of ESL/N students were between 35 and 50 years or older.

Table 2: Demographics of Unduplicated Fall 2021 and Spring 2022 ESL/N Students Who Earned a GOR.

Demographic	Unduplicated ESL/N Students	
	#	%
Gender		
Female	27	93.1
Male	2	6.9
Total	29	100.0
Ethnicity		
African American/ Black	0	0.0
Asian	2	6.9
Caucasian/White	5	17.2
Hispanic	22	75.9

(Table 2 Continues)

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(Table 2 Continued)

	#	%
Native American	0	0.0
Two or More Races	0	0.0
Total	29	100.0
Age Category		
19 or younger	0	0.0
20-24 Years Old	2	6.9
25-29 Years Old	1	3.4
30-34 Years Old	1	3.4
35-39 Years Old	6	20.7
40-49 Years Old	12	41.4
50 or Older	7	24.1
Total	29	100.0

Table 3 demonstrates course completion, success, and persistence rates by ESL/N course sections offered in the Fall 2021 and Spring 2022 terms. The completion rates for all ESL/N course sections in Fall 2021 and Spring 2022 were 100.0%. All ESL/N students completed their courses in Fall 2021 and Spring 2022. Regarding course success, ESL/N 602-57 offered in Spring 2022 had a success rate of 100.0%, meaning that all students were successful in that course section. This was followed by ESL/N 601-57 in Fall 2021, where the success rate was 93%, meaning that 14 out of 15 students were successful in that course section. The lowest success rate was observed in Spring 2022 for ESL/N 601-61, with a success rate of 83%, meaning that 10 out of 12 students succeeded in that course section. Finally, term-to-term persistence was calculated for ESL/N 601-57 in the Fall 2021 term, and it was found that 73% of ESL/N students that earned a GOR in Fall 2021 persisted to the following term and earned a GOR in the Spring 2022 term.

Table 3: Fall 2021 and Spring 2022 ESL/N Course Section Completion, Success, and Persistence Rates.

Measurement by ESL/N Course Sections			#	N	%
Fall 2021	ESL/N 601-57	Completion	15	15	100.0
		Success	14	15	93.3
		Persistence	11	15	73.3
Spring 2022	ESL/N 601-61	Completion	12	12	100.0
		Success	10	12	83.3
	ESL/N 602-57	Completion	12	12	100.0
		Success	12	12	100.0

Note: Persistence was calculated for students earning a GOR in Spring 2022 only after earning a GOR in Fall 2021; therefore, the measurement is only applicable to the Fall 2021 course section.

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Table 4 lists the courses that persisting ESL/N students earned a GOR in for the Spring 2022 term. Based on Table 3, and only for Fall 2021, for the ESL/N 601-57 course section, 11 out of 15 (73%) students persisted to the Spring 2022 term. Those 11 students that persisted earned a GOR in the seven courses listed below. It is worth noting that of the 11 students that earned a GOR in Fall 2021 for ESL/N 601-57, 10 of them persisted to the following term and successfully completed ESL/N 602 ESL Beginning Level 2.

Table 4: List of Courses in Which Persisting ESL/N Students Earned a GOR in Spring 2022.

Course Name	# of GORs earned
Anthropology -125 Language and Culture	1
Child Development -105 Child Growth and Development	1
English -101 Freshman Composition	2
English -917 English Support Lab	1
English as Second Language Non-Credit - 602 ESL Beginning Level 2	10
History -170 World Civilizations (3500BCE-1500CE)	1
Health Information Technologies -101 Medical Terminology	1
Total	17

Table 5 illustrates demographics for the unduplicated Fall 2022 and Spring 2023 number of ESL/N students who earned a grade on record. The majority (77%) of ESL/N students identified as female. ESL/N students were also more likely to be Hispanic (75%), followed by Caucasian students (14%). When examining age, 65% of ESL/N students were between 35 and 50 years or older.

Table 5: Demographics of Unduplicated Fall 2022 and Spring 2023 ESL/N Students Who Earned a GOR.

Demographic	Unduplicated ESL/N Students	
	#	%
Gender		
Female	39	76.5
Male	12	23.5
Total	51	100.0
Ethnicity		
African American/ Black	0	0.0
Asian	5	9.8
Caucasian/White	7	13.7
Hispanic	38	74.5
Native American	0	0.0
Two or More Races	0	0.0
Unknown/Unreported	1	2.0
Total	51	100.0
Age Category		
19 or younger	1	2.0
20-24 Years Old	5	9.8
25-29 Years Old	7	13.7
30-34 Years Old	5	9.8

(Table 5 Continues)

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(Table 5 Continued)

35-39 Years Old	6	11.8
40-49 Years Old	15	29.4
50 or Older	12	23.5
Total	51	100.0

Table 6 demonstrates course completion, success, and persistence rates by ESL/N course sections offered in the Fall 2022 and Spring 2023 terms. Apart from ESL/N 601-57, the completion rates for all other ESL/N course sections were 100.0% across the two primary terms. When examining course success and considering the two primary terms, ESL/N 601 success rates are similar at 55% and 56% for Fall 2022 and Spring 2023, respectively. The ESL/N 602 course had the largest percentage point difference, with a decrease of 16.7 percentage points, going from 91.7% in Fall 2022 to 75.0% in Spring 2023. The ESL/N 603 course had the largest percentage point increase, from 85.7% in Fall 2022 to 90.0% in Spring 2023, representing a 4.3 percentage point increase. The highest success rate was observed in Spring 2023 for ESL/N 604-57, with a success rate of 100%. However, it is worth noting that this course section had the fewest ESL/N students. Finally, the term-to-term persistence rates were calculated, indicating that 50% and 58% of ESL/N students who earned a GOR in Fall 2022 persisted and earned a GOR in the Spring 2023 term for ESL/N 601-57 and ESL/N 602-55, respectively. The lowest observed persistence rate was for ESL/N 603-50 at 43%.

Table 6: Fall 2022 and Spring 2023 ESL/N Course Section Completion, Success, and Persistence Rates.

Measurement by Course			#	N	%
Fall 2022	ESL/N 601-57	Completion	16	20	80.0
		Success	11	20	55.0
		Persistence	10	20	50.0
	ESL/N 602-55	Completion	12	12	100.0
		Success	11	12	91.7
		Persistence	7	12	58.3
	ESL/N 603-50	Completion	7	7	100.0
		Success	6	7	85.7
		Persistence	3	7	42.9
Spring 2023	ESL/N 601-61	Completion	9	9	100.0
		Success	5	9	55.6
	ESL/N 602-60	Completion	8	8	100.0
		Success	6	8	75.0
	ESL/N 603-57	Completion	10	10	100.0
		Success	9	10	90.0
	ESL/N 604-57	Completion	4	4	100.0
		Success	4	4	100.0

Note: Persistence was calculated for students earning a GOR in Spring 2023 only after earning a GOR in Fall 2022; therefore, the measurement is only applicable to Fall 2022 course sections.

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Table 7 lists the courses that persisting ESL/N students earned a GOR in for the Spring 2023 term. Based on Table 6, and only for Fall 2022, for ESL/N 601-57 and ESL/N 602-55 course sections, 50% and 58% of students persisted to the Spring 2023 term, respectively. Additionally, Table 6 shows that for the ESL/N 603-50 course section, 3 out of 7 (43%) students persisted to the Spring 2023 term. Those 19 ESL/N students who persisted earned twenty-three grades on record in the ten courses listed below, which ranged in discipline from Art, Computer Information Systems, to English.

Table 7: List of Courses in Which Persisting ESL/N Students Earned a GOR in Spring 2023.

Course Name	# of GORs earned
Art-125 Drawing II	1
Art-126 Painting I	1
Art-175 Sculpture	1
Computer Information Systems-101 Introduction to Computer and Information Technology	1
English-101 Freshman Composition	1
English as Second Language Non-Credit - 601 ESL Beginning Level 1	1
English as Second Language Non-Credit - 602 ESL Beginning Level 2	7
English as Second Language Non-Credit - 603 ESL Beginning Level 3	7
English as Second Language Non-Credit - 604 ESL Beginning Level 4	2
Multimedia-100 Multimedia Foundations	1
Total	23

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