



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

**Fall 2010-Spring 2011**

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Office of Institutional Research and Planning  
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## 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 those 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 those students with no English/ESOL Lab tutoring across two semesters (Fall 2010 and Spring 2011). Differences in persistence rates (Fall 2010 to Spring 2011) were also examined between the two groups.

The unduplicated headcount for the English/ESOL Basic Skills student population in Fall 2010 was 1,263. The number of English/ESOL Lab students (unduplicated) that were tutored in Fall 2010 was 267. Therefore, approximately one-fifth (21%) of the English/ESOL student population was served by the English/ESOL Lab in Fall 2010. The unduplicated headcount for the English/ESOL Basic Skills student population in Spring 2011 was 1,209. The number of English/ESOL Lab students (unduplicated) that were tutored in Spring 2011 was 267. Therefore, approximately one-fifth (22%) of the English/ESOL student population was served by the English/ESOL Lab in Spring 2011.

## Methodology

In order to ensure a fair comparison between those students who received English/ESOL Lab tutoring and those 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.

**Highlight of the Findings**

**Success Rates of Basic Skills English Students**

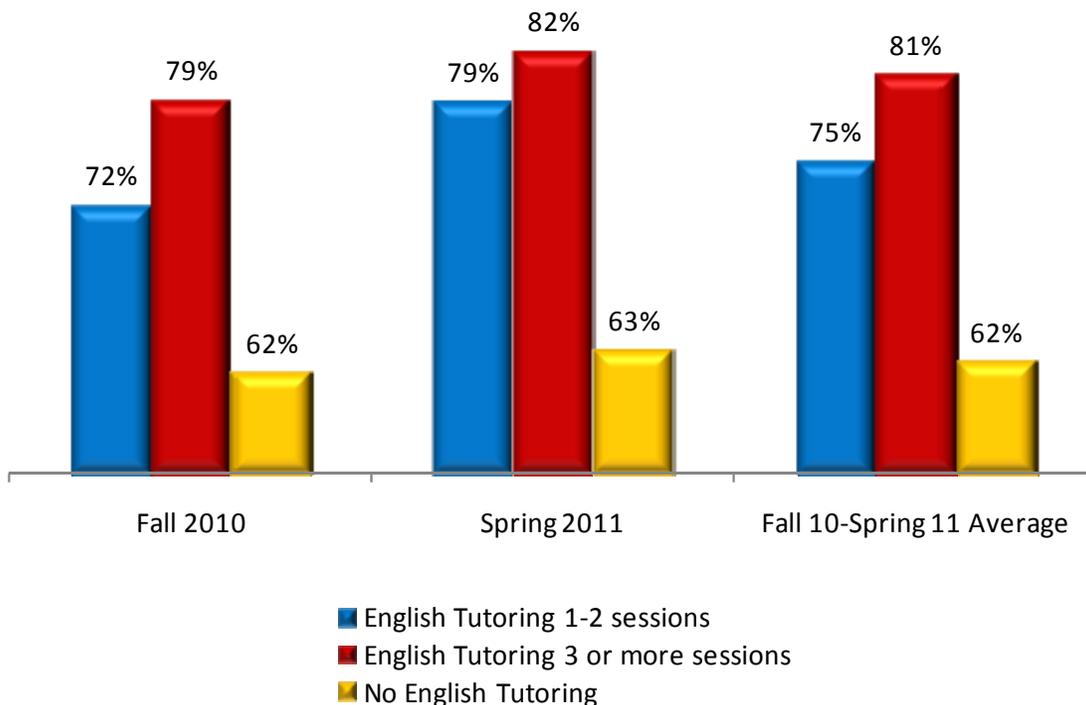
- The success rates of those Basic Skills English students who received 3 or more sessions of one-on-one tutoring in English at the English/ESOL Lab (81% on average) were higher compared to the success rates of those Basic Skills English students who received 1-2 sessions of one-on-one tutoring in English at the English/ESOL Lab (75% on average) and much higher than the success rates of those Basic Skills English students who had not received any one-on-one tutoring in English at the English/ESOL Lab (62% 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	
	Count	Success Rate	Count	Success Rate	Count	Success Rate
Fall 2010	84	72%	61	79%	120	62%
Spring 2011	68	79%	70	82%	109	63%
Fall 10-Spring 11 Average	152	75%	131	81%	229	62%

Source: SDCCD Information System

Figure 1. Success Rates of Basic Skills English Students



**Retention Rates of Basic Skills English Students**

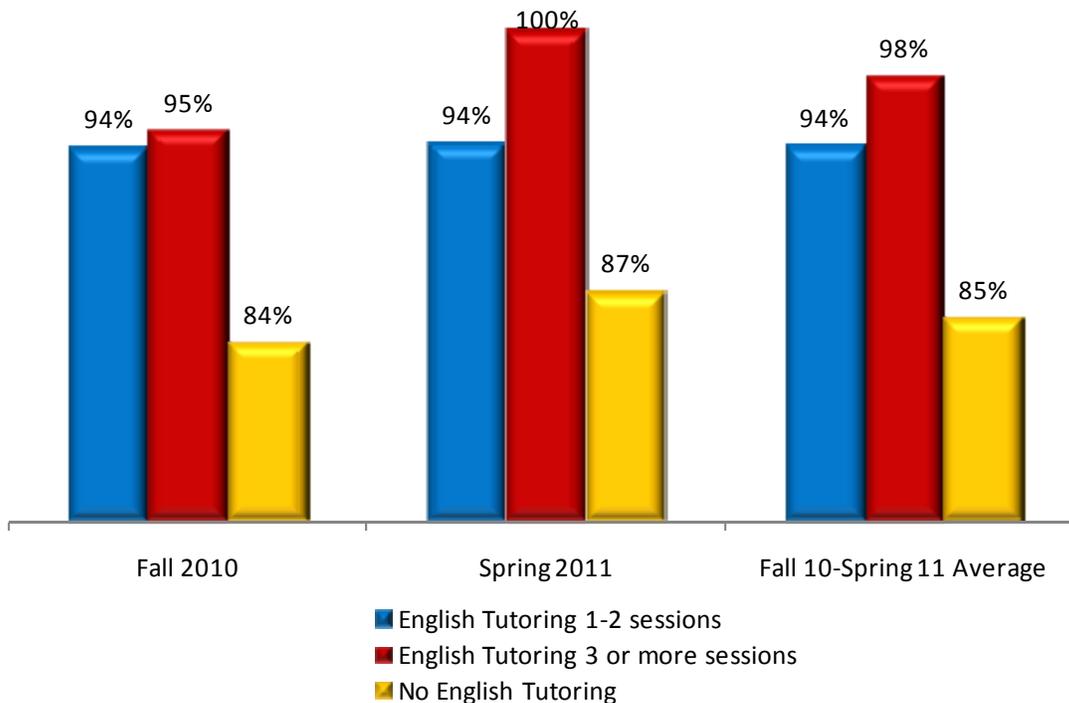
- The retention rates of those Basic Skills English students who received 3 or more sessions of one-on-one tutoring in English at the English/ESOL Lab (98% on average) were somewhat higher compared to the retention rates of those Basic Skills English students who received 1-2 sessions of one-on-one tutoring in English at the English/ESOL Lab (94% on average) and much higher than the retention rates of those Basic Skills English students who had not received any one-on-one tutoring in English at the English/ESOL Lab (85% 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	
Fall 2010	109	94%	73	95%	164	84%
Spring 2011	81	94%	85	100%	150	87%
Fall 10-Spring 11 Average	190	94%	158	98%	314	85%

Source: SDCCD Information System

Figure 2. Retention Rates of Basic Skills English Students



**Persistence Rates of Basic Skills English Students**

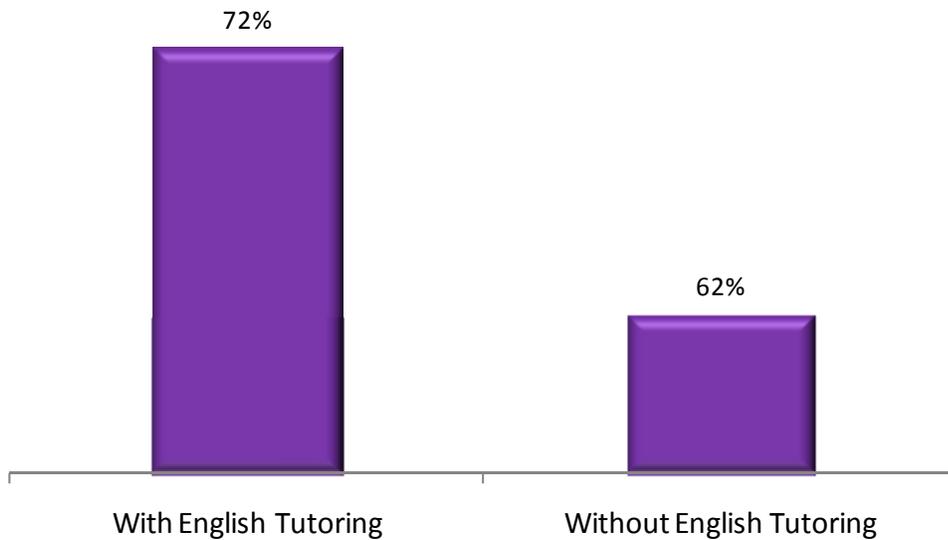
- The persistence rate of those Basic Skills English students who received one-on-one tutoring in English at the English/ESOL Lab (72%) was higher compared to the persistence rate of those Basic Skills English students who had not received any one-on-one tutoring in English at the English/ESOL Lab (62%).

Table 3. Persistence Rates of Basic Skills English Students-Fall 10 to Spring 11

Cohort	Fall	Spring	Persistence
Received English Tutoring in Fall 2010	130	94	72%
Did Not Receive English Tutoring in Fall 2010	135	84	62%

Source: SDCCD Information System

Figure 3. Persistence Rates of Basic Skills English Students-Fall 10 to Spring 11



**Units Completed of Basic Skills English Students**

- For Fall 2010, 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 (88% & 92%, 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 (99%).
- The pattern of results for Spring 2011 was similar to Fall 2010. 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 (93% & 94%, respectively). However, 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 (100%).

Table 4. Units Completed of Basic Skills English Students

	Fall 2010						Spring 2011					
	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	12%	6	8%	62	32%	6	7%	5	6%	51	29%
0.1-2.9 Units	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3.0-5.9 Units	60	52%	35	45%	131	67%	42	49%	38	45%	122	71%
6.0-8.9 Units	42	36%	36	47%	2	1%	38	44%	42	49%	173	0%
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%
<b>Total</b>	<b>116</b>	<b>100%</b>	<b>77</b>	<b>100%</b>	<b>195</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>346</b>	<b>100%</b>

Source: SDCCD Information System

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Figure 4.1. Units Completed of Basic Skills English Students-Fall 10

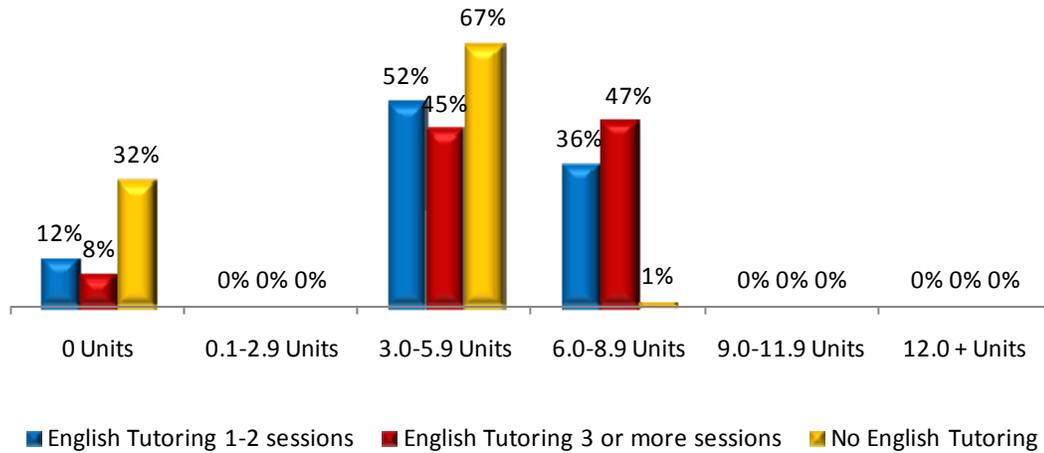
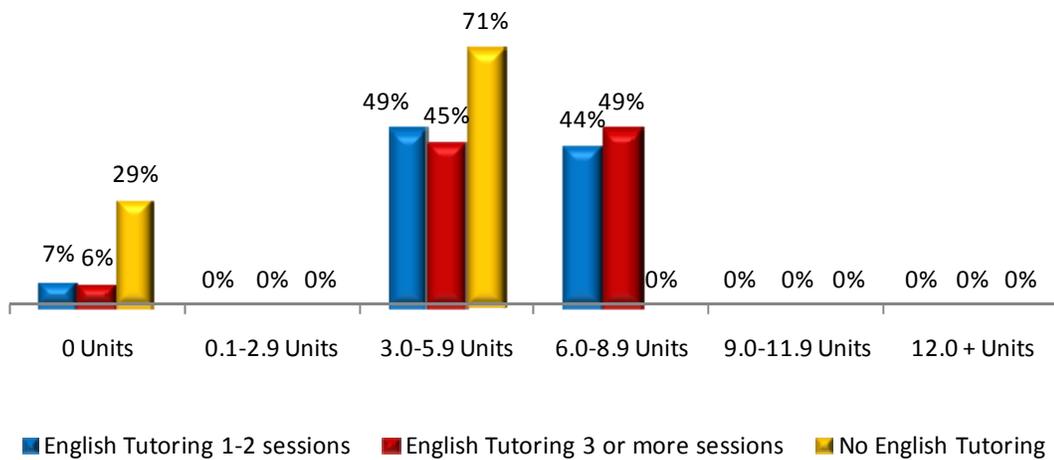


Figure 4.2. Units Completed of Basic Skills English Students-Spring 11



**Overall GPA of Basic Skills English Students**

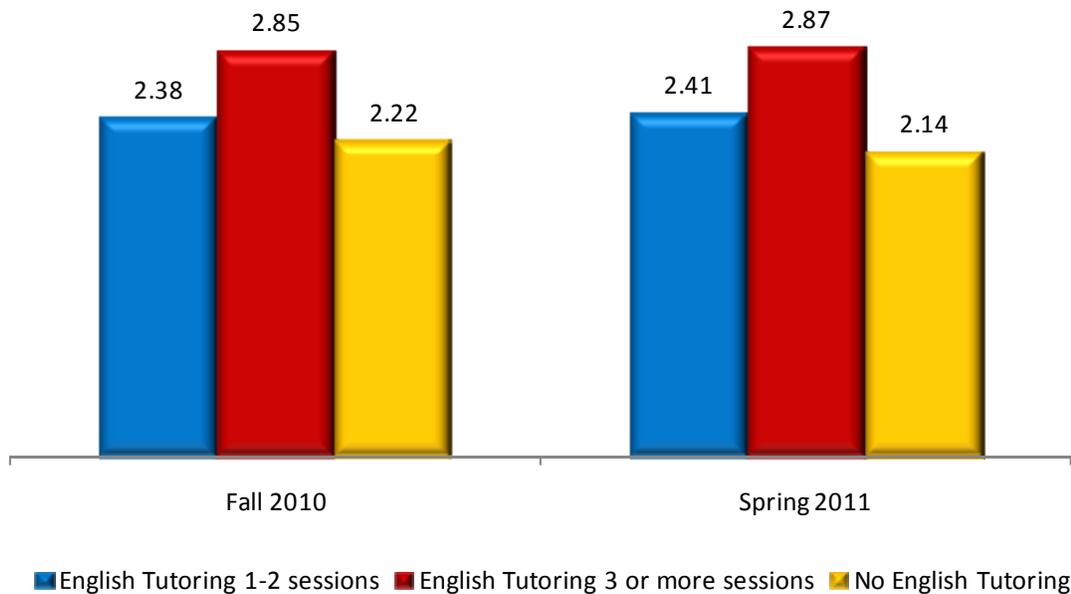
- The overall GPA of those Basic Skills English students who received 3 or more sessions of one-on-one tutoring in English at the English/ESOL Lab (2.85 for Fall 10 & 2.87 for Spring 2011, respectively) were higher compared to the overall GPA of those Basic Skills English students who received 1-2 sessions of one-on-one tutoring in English at the English/ESOL Lab (2.38 for Fall 10 & 2.41 for Spring 2011, respectively) and much higher than the overall GPA of those Basic Skills English students who had not received any one-on-one tutoring in English at the English/ESOL Lab (2.22 for Fall 10 & 2.14 for Spring 2011, respectively).

Table 5. Overall GPA of Basic Skills English Students

	Fall 2010			Spring 2011		
	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	2.38	2.85	2.22	2.41	2.87	2.14

Source: SDCCD Information System

Figure 5. Overall GPA of Basic Skills English Students



**Success Rates of Basic Skills ESOL Students**

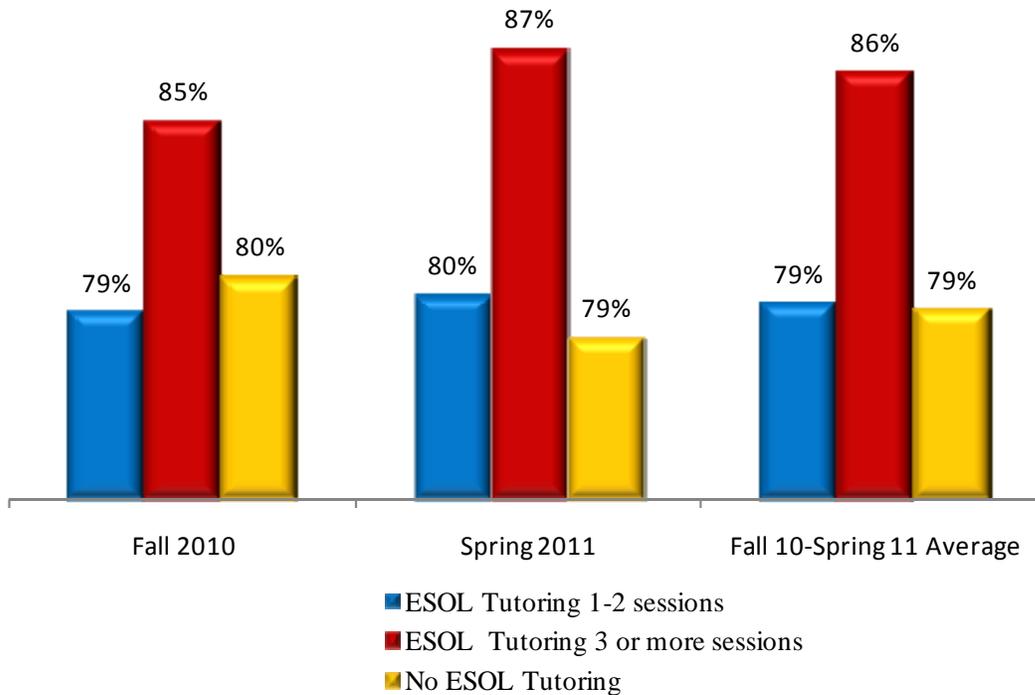
- The success rates of those Basic Skills ESOL students who received 3 or more sessions of one-on-one tutoring in ESOL at the English/ESOL Lab (86% on average) were higher compared to the success rates of both Basic Skills ESOL students who received 1-2 sessions of one-on-one tutoring in ESOL at the English/ESOL Lab (79% on average) and Basic Skills ESOL students who had not received any one-on-one tutoring in ESOL at the English/ESOL Lab (79% 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 2010	61	79%	71	85%	170	80%
Spring 2011	51	80%	147	87%	186	79%
Fall 10-Spring 11 Average	112	79%	218	86%	356	79%

Source: SDCCD Information System

Figure 6. Success Rates of Basic Skills ESOL Students



**Retention Rates of Basic Skills ESOL Students**

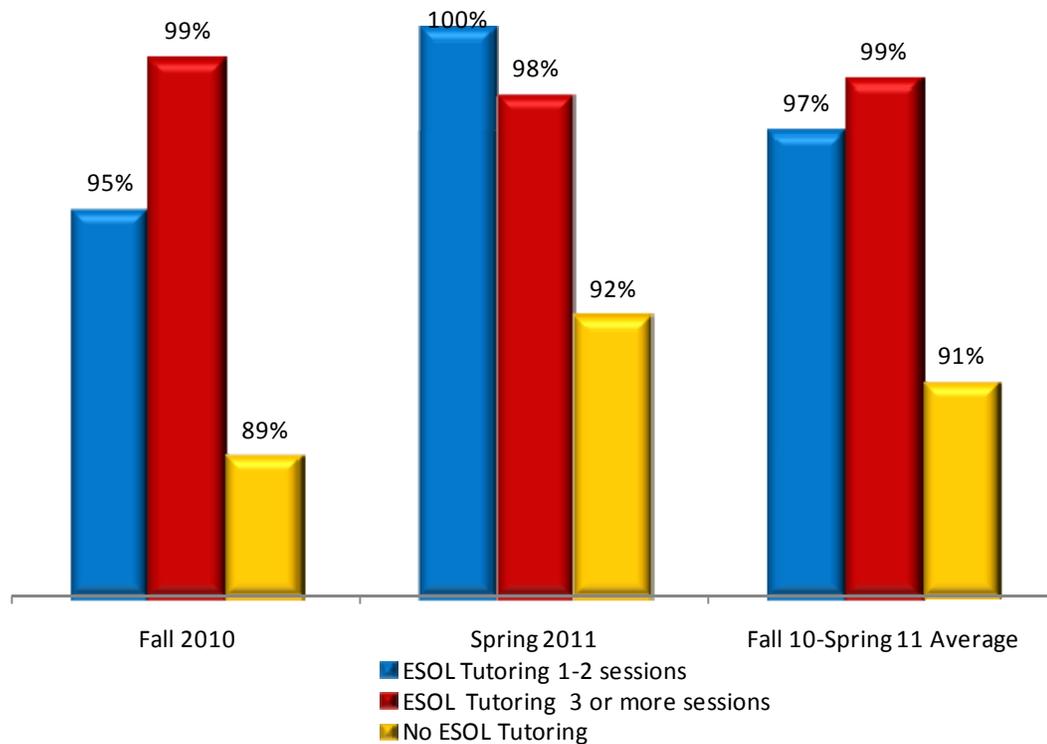
- The retention rates of those Basic Skills ESOL students who received 3 or more sessions of one-on-one tutoring in ESOL at the English/ESOL Lab (99% on average) were somewhat higher compared to the success rates of both Basic Skills ESOL students who received 1-2 sessions of one-on-one tutoring in ESOL at the English/ESOL Lab (97% 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	
	Count	Retention %	Count	Retention %	Count	Retention %
Fall 2010	80	95%	125	99%	188	89%
Spring 2011	64	100%	167	98%	219	92%
Fall 10-Spring 11 Average	144	97%	292	99%	407	91%

Source: SDCCD Information System

Figure 7. Retention Rates of Basic Skills ESOL Students



**Persistence Rates of Basic Skills ESOL Students**

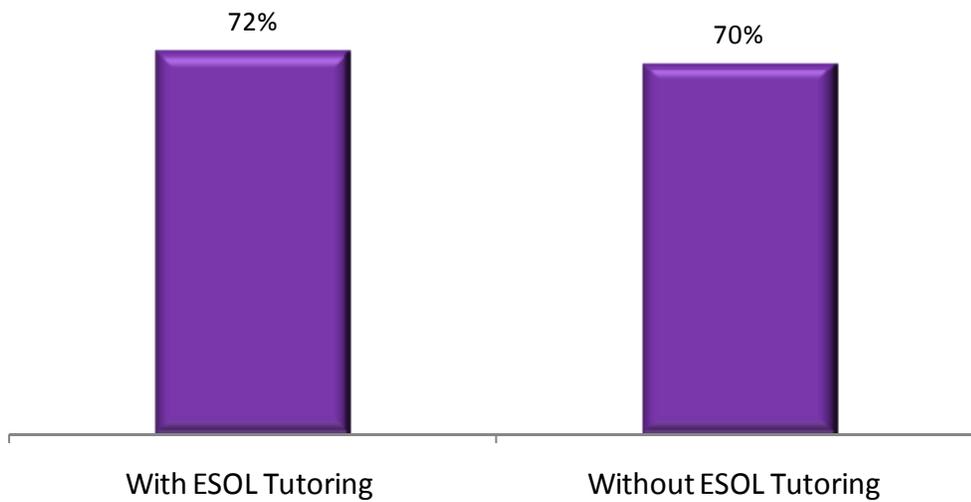
- The persistence rate of those Basic Skills ESOL students who received one-on-one tutoring in ESOL at the English/ESOL Lab (72%) was somewhat higher compared to the persistence rate of those Basic Skills ESOL students who had not received any one-on-one tutoring in ESOL at the English/ESOL Lab (70%).

Table 8. Persistence Rates of Basic Skills ESOL Students-Fall 10 to Spring 11

Cohort	Fall	Spring	Persistence
Received ESOL Tutoring in Fall 2010	113	81	72%
Did Not Receive ESOL Tutoring in Fall 2010	123	86	70%

Source: SDCCD Information System

Figure 8. Persistence Rates of Basic Skills ESOL Students-Fall 10 to Spring 11



**Units Completed of Basic Skills ESOL Students**

- For Fall 2010, 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 (85% & 94%, respectively). However, a 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 (80%).
- The pattern of results for Spring 2011 was similar to Fall 2010. 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 (92% & 94%, respectively). However, a 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 2010						Spring 2011					
	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	8	10%	4	3%	29	14%	2	3%	2	1%	24	10%
0.1-2.9 Units	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3.0-5.9 Units	4	5%	4	3%	65	31%	3	5%	9	5%	60	25%
6.0-8.9 Units	28	33%	30	24%	76	35%	24	37%	42	25%	85	36%
9.0-11.9 Units	17	20%	10	8%	15	7%	3	5%	11	7%	26	11%
12.0 + Units	27	32%	78	62%	27	13%	32	50%	106	62%	42	18%
<b>Total</b>	<b>84</b>	<b>100%</b>	<b>126</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>64</b>	<b>100%</b>	<b>170</b>	<b>100%</b>	<b>237</b>	<b>100%</b>

Source: SDCCD Information System

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Figure 9.1. Units Completed of Basic Skills ESOL Students-Fall 10

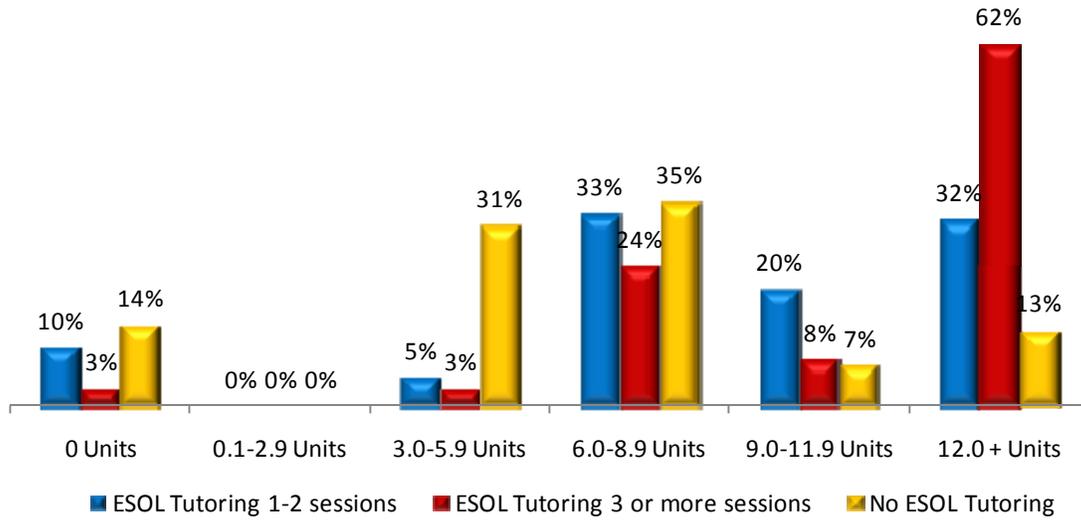
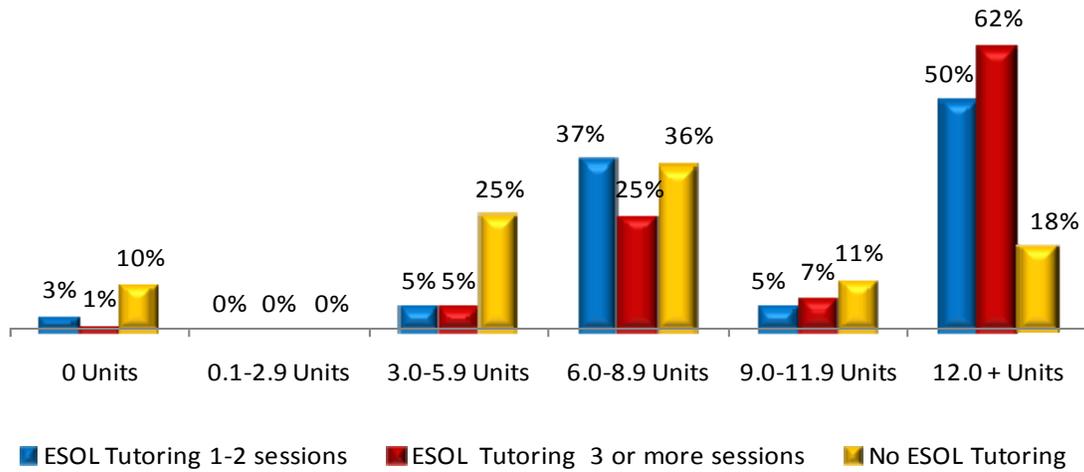


Figure 9.2. Units Completed of Basic Skills ESOL Students-Spring 11



**Overall GPA of Basic Skills ESOL Students**

- The overall GPA of those Basic Skills ESOL students who received 3 or more sessions of one-on-one tutoring in ESOL at the English/ESOL Lab (3.03 for Fall 10 & 2.95 for Spring 2011) was higher compared to the overall GPA of those Basic Skills ESOL students who had not received any one-on-one tutoring in ESOL at the English/ESOL Lab (2.89 for Fall 10 & 2.78 for Spring 2010). Those Basic Skills ESOL students who received 1-2 sessions of one-on-one tutoring in ESOL at the English/ESOL Lab in Fall 2010 had a higher overall GPA (3.09) compared to the overall GPA of those Basic Skills ESOL students who received 3 or more sessions of one-on-one tutoring in ESOL at the English/ESOL Lab (3.03). The opposite trend was true for Spring 2011.

Table 10. Overall GPA of Basic Skills ESOL Students

	Fall 2010			Spring 2011		
	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	3.09	3.03	2.89	2.79	2.95	2.78

Source: SDCCD Information System

Figure 10. Overall GPA of Basic Skills ESOL Students

