

Institutional Research Report/Project Summation

Fill-in the information on this form in spaces provided and print a copy for the file.

Analyst: Kris Yurgin Cummings

Report/Project Name:

Date Completed: 10/9/02

ESL Bridge Program Credit Course Participation Study Fall 1997 through Winter 2002

Requested by: Shari Weisbaum

Purpose/Objective:

To determine the credit course participation rates of former ESL Bridge students who attended OCC between Fall 1997 and Winter 2002.

Audience/Report Destination Check list

(Highlight your choices and use column on right for additional information)

Administration

CASSC

Chancellor's Council

Cluster

Curriculum Committee

CPC

CRC

Deans

Department Chairs

Enrollment Services

External

Faculty

Gen Ed

Marketing and/or Institutional Effectiveness

Presidents

Recruitment

Resource Development

SOAC

Workforce Development

Other:

Methodology:

Sources: (I Drive files, websites, etc)

One-tenth data and ESL Bridge course enrollment data

I Drive Files and ESL Faculty

Syntax:

Additional comments on data usage:

File Pathway:

I:\Ad Hoc Studies\Active and Pending\ESL - Bridge



OAKLAND
COMMUNITY
COLLEGE

**ESL Bridge Program
Credit Course Participation Study
Fall 1997 through Winter 2002**

Preliminary Report

Prepared by:
The Office of Institutional Research
Primary Researcher: Kris Yurgin Cummings
October 2002

Oakland Community College
ESL Bridge Program
Credit Course Participation Study
Fall 1997 through Winter 2002

Table of Contents

Executive Summary.....3

Purpose.....3

Methodology.....3

Limitations.....3

Key Findings.....4

Table of Contents – Tables and Charts

Table 1 – Student Success Rate in ESL Bridge Classes by Term.....	6
Chart 1 – Successful ESL Bridge Students Who Later Enroll in an OCC Credit Course.....	7
Chart 2 – Educational Intent of Successful ESL Bridge Students Who Later Enroll in an OCC Credit Course.....	7
Chart 3 – Gender of Successful ESL Bridge Students Who Later Enroll in an OCC Credit Course.....	8
Chart 4 – Residence of Successful ESL Bridge Students Who Later Enroll in an OCC Credit Course.....	8
Chart 5 – Age of Successful ESL Bridge Students Who Later Enroll in an OCC Credit Course.....	9
Chart 6 – Cumulative GPA of Successful ESL Bridge Students Who Later Enroll in an OCC Credit Course.....	9
Chart 7 – Successful ESL Bridge Students Who Later Enroll in an ESL Credit Course.....	10
Chart 8 – Successful ESL Bridge Students Who Only Enroll in ESL Credit Courses.....	10
Chart 9 – Cumulative GPA of Successful ESL Bridge Students Who Only Enroll in ESL Credit Courses.....	11
Chart 10 – Successful ESL Bridge Students Who Later Enroll in a Non-ESL Credit Course.....	11
Chart 11 – Non-ESL Courses in Which Successful ESL Bridge Students Most Often Enrolled.....	12
Chart 12 – Cumulative GPA of Successful ESL Bridge Students Who Later Enroll in a Non-ESL Credit Course.....	13
Chart 13 – Successful ESL Bridge Students Who Earned an OCC Degree or Certificate.....	13

Executive Summary

Purpose of the Study

The ESL Bridge Program is comprised of non-credit English as a Second Language (ESL) courses. The purpose of this study is to answer five critical questions in regards to the ESL Bridge Program:

- 1) How many former ESL Bridge course students later enroll in ESL credit courses?
- 2) How many ESL credit courses do former ESL Bridge students successfully complete and what is their average grade point average (GPA)?
- 3) How many of the former ESL Bridge students later enroll in OCC non-ESL credit courses?
- 4) How many OCC non-ESL credit courses do former ESL Bridge students successfully complete and what is their average GPA?
- 5) How many former ESL Bridge students graduate from OCC?

Methodology

The data used in this study was derived from official college records (1/10 data is a snapshot of students' records on the term census dates) and ESL Bridge course enrollment data. The ESL Bridge course enrollment data was examined from Fall 1997 to Fall 2001 in order to measure the enrollment and success rates in credit courses between Winter 1998 and Winter 2002.

Limitations

Several complications can arise when gathering data from more than one source of information. For instance, two Social Security numbers or letters in a name can be reversed in various sources. Minor data entry errors are common and were deemed insignificant for the purpose of this study. However, more serious complications arose regarding Social Security numbers, particularly in the Winter 2002 term. Almost one-third of the students examined in this study had more than one Social Security number associated with their name. Although international students partake in ESL classes, these Social Security number discrepancies were not considered a result of the transition between International Student Identification numbers and U.S. Social Security numbers. Rather, the discrepancies are presumed to be a product of general data entry or record-keeping errors. As a method of resolving this conflict, constants such as middle name and birth year were examined to determine whether those students with different Social Security numbers were indeed the same students. In the end, all but three (3) cases were assumed to be the same student. However, the complications caused by different Social Security numbers for the same student were less easily resolved regarding issues such as cumulative grade point average.

Limitations *cont.*

Considering that grade data was not available for all students during all terms, a formula was devised to compute the current GPA using cumulative GPA data and total credits earned data, in all cases that had more than one Social Security number. However, some cases still remained inconclusive. Therefore, the following GPA findings should not serve as a benchmark in longitudinal studies. With the transition from Legacy to Colleague, these record-keeping errors should be alleviated in future studies. In addition, unlike Legacy, Colleague is designed to document both credit and non-credit information. Organizing and tracking credit and non-credit ESL students could serve to simplify and expedite future research in ESL studies.

Key Findings

- Of the 222 students who enrolled in an ESL Bridge course between Fall 1997 and Fall 2001, 152 successfully completed the course.
- Of the 152 students who successfully completed an ESL Bridge course between Fall 1997 and Fall 2001, 120 (78.9%) proceeded in enrolling in an OCC credit course between Winter 1998 and Winter 2002.
- The 120 successful ESL Bridge students who later enrolled in an OCC credit course maintained the following attributes:
 - Almost one-half (44.2%) intended on obtaining an OCC degree or certificate;
 - Over one-half (57.5%) were female;
 - More than one-third (37.3%) were 30 years of age or older;
 - Over one-half (60.8%) reside in either Oak Park, Southfield, Royal Oak, Detroit or Troy;
 - Almost one-third (30.0%) had a cumulative GPA of 3.0 or higher;
 - Almost all (94.2%) enrolled in at least one ESL credit course; and
 - Slightly less than two-thirds (60.8%) enrolled in at least one non-ESL credit course.
- Altogether, successful ESL Bridge Students enrolled in a total of 463 ESL credit courses between Winter 1998 and Winter 2002.
- Although the majority of successful ESL Bridge students enrolled in at least one ESL credit course (94.2%) between Winter 1998 and Winter 2002, approximately one-third (39.2%) of successful ESL Bridge students only enrolled in ESL credit courses, and not in non-ESL credit courses.

Oakland Community College
ESL Bridge Program
Credit Course Participation Study
Fall 1997 through Winter 2002

5

Key Findings *cont.*

- Overall, successful ESL Bridge students enrolled in a total of 257 non-ESL credit courses between Winter 1998 and Winter 2002.
- Of the GPA's known, 19.1% of students who only enrolled in ESL credit courses, and not in non-ESL credit courses, maintained a cumulative GPA of 3.0 or higher. In contrast, of the successful ESL Bridge students who enrolled in at least one non-ESL credit course, 37.0% maintained a cumulative GPA of 3.0 or higher.
- Of the 257 non-ESL courses in which successful ESL Bridge students most often enrolled, over one-third were enrolled in the following program curriculums:
 - Computer Information Systems (CIS) (16.7%);
 - Mathematics (MAT) (16.7%); and
 - Biology (BIO) (6.2%).
- Although 44.2% of successful ESL Bridge students who later enroll in an OCC credit course stated that their educational intent was to obtain an OCC degree or certificate, none (0%) had received a degree or certificate between Winter 1998 and Winter 2002.

The following tables and charts provide a more in-depth analysis of the key findings.

Oakland Community College
 ESL Bridge Program
 Credit Course Participation Study
 Fall 1997 through Winter 2002

Tables and Charts

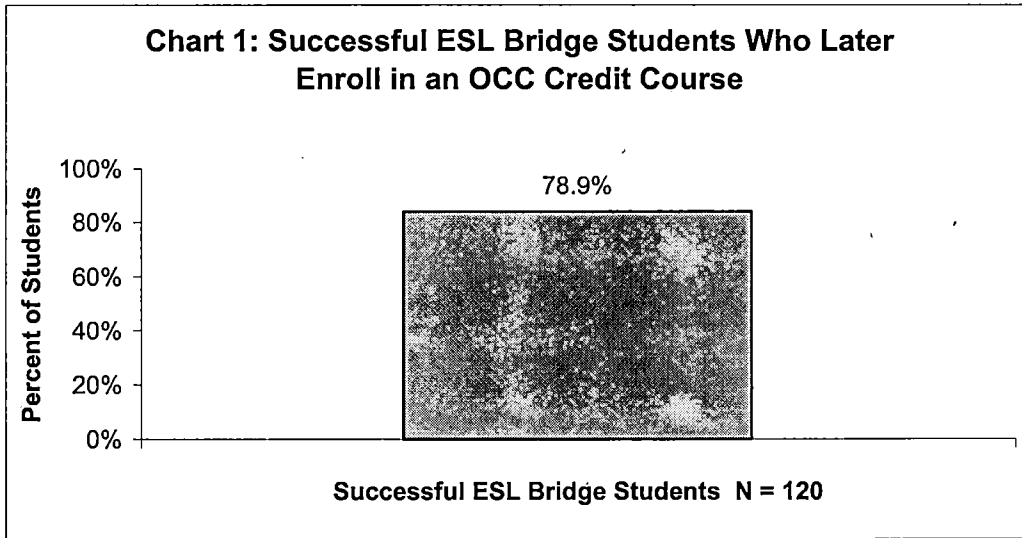
Table 1: Student Success Rate in ESL Bridge Courses by Term

Term	Total Number of Students Enrolled ¹	Total Number of Students that Passed
Fall 1997	8	4
Winter 1998	11	10
Spring 1998	9	3
Fall 1998	20	16
Winter 1999	25	14
Spring/Summer 1999	14	12
Fall 1999	20	14
Winter 2000	25	15
Spring/Summer 2000	13	13
Fall 2000	36	26
Winter 2001	18	12
Spring/Summer 2001	11	6
Fall 2001	11	7
Total	221	152

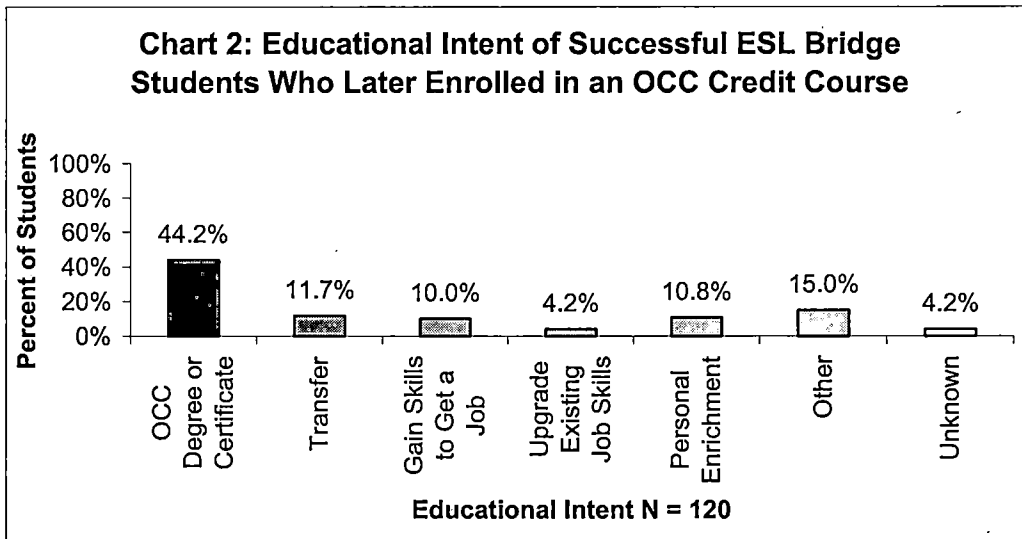
Summary: Overall, of the 221 students enrolled in ESL Bridge courses, 152 students successfully completed an ESL Bridge course between Fall 1997 and Fall 2001.

¹Note: This number includes ESL Bridge course students who enrolled late, dropped the course, or those who may have failed one term and reenrolled in another term.

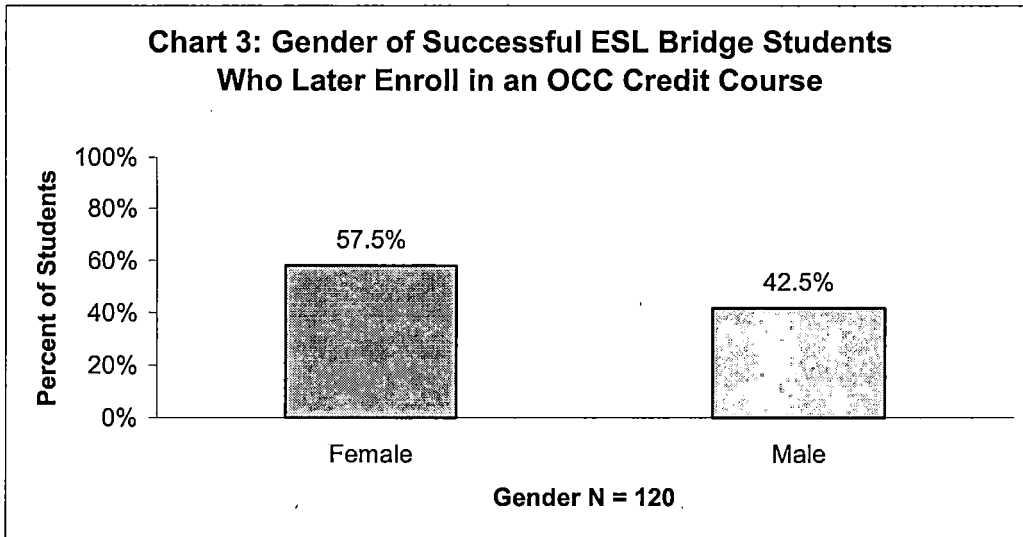
Oakland Community College
 ESL Bridge Program
 Credit Course Participation Study
 Fall 1997 through Winter 2002



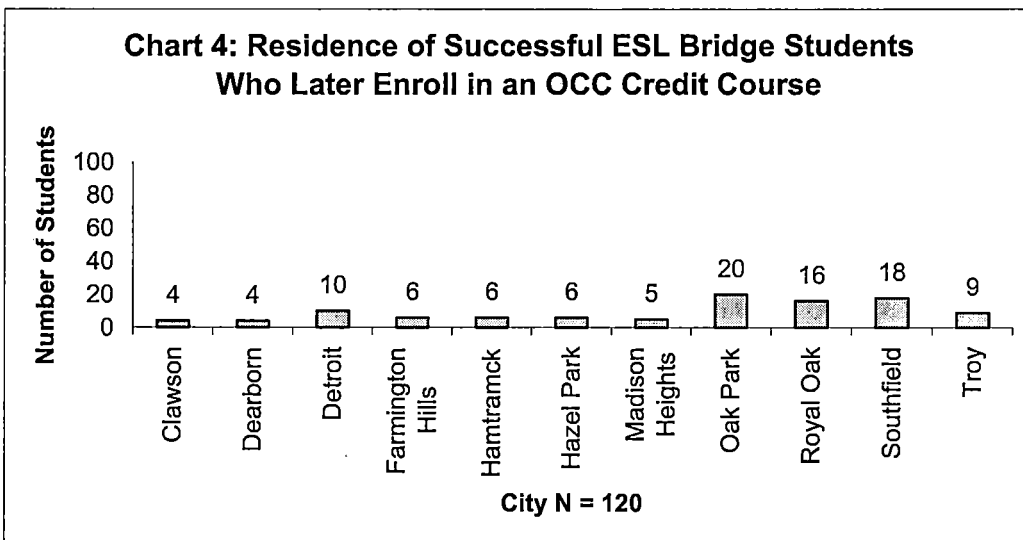
Summary: Of the 152 students who successfully completed an ESL Bridge course between Fall 1997 and Fall 2001, over three-quarters (78.9%) enrolled in an OCC credit course between Winter 1998 and Winter 2002.



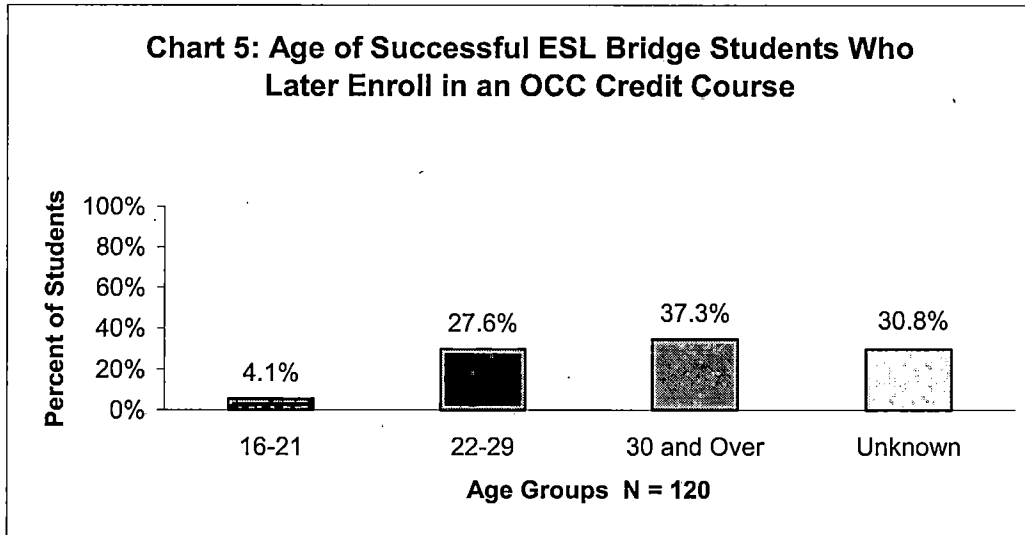
Summary: Almost one-half (44.2%) of successful ESL Bridge Students who later enroll in an OCC credit course intended on obtaining an OCC degree or certificate, while 55.9% were pursuing other objectives.



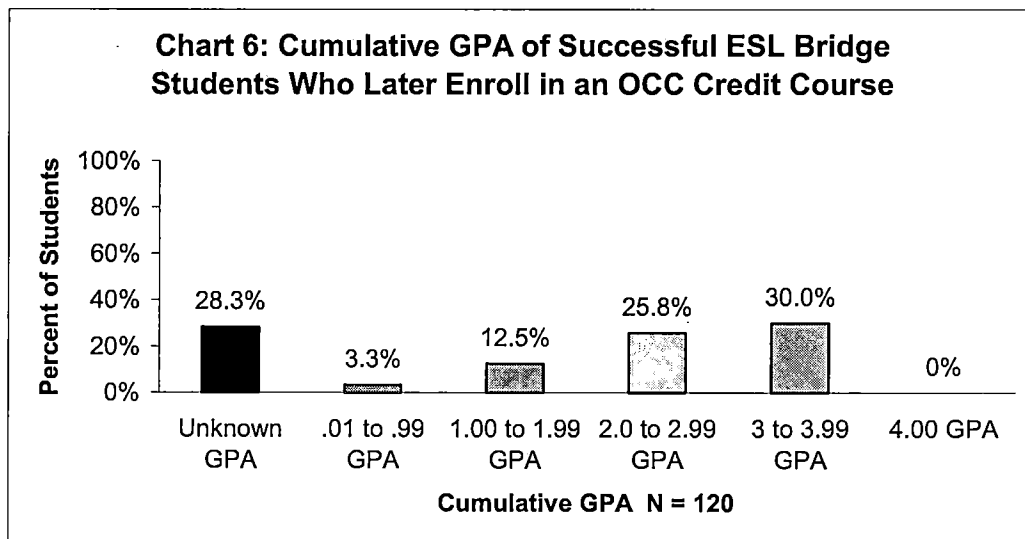
Summary: Over one-half (57.5%) of successful ESL Bridge students who later enroll in an OCC credit course comprise of women.



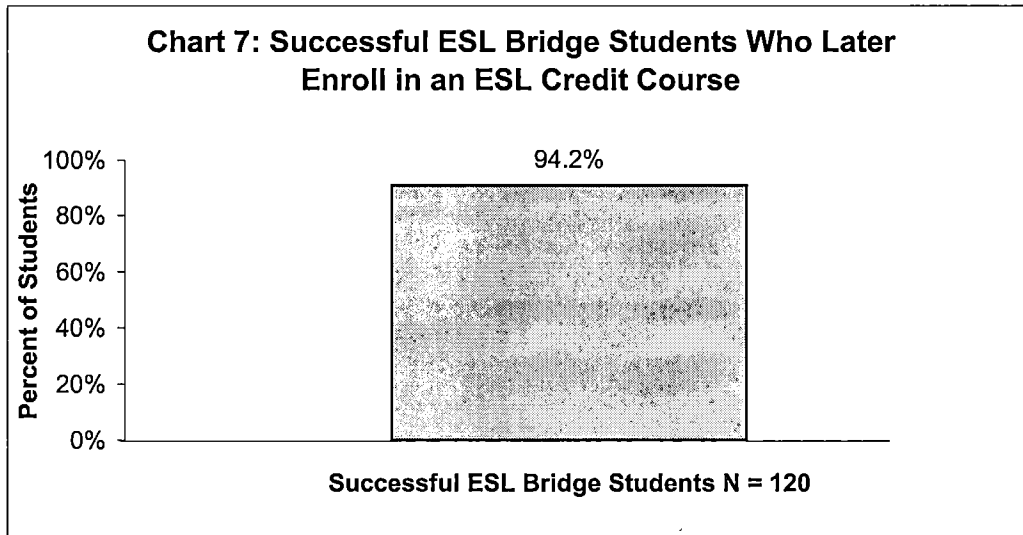
Summary: Approximately 86% of successful ESL Bridge students who later enroll in an OCC credit course reside in the one of the above 11 cities.



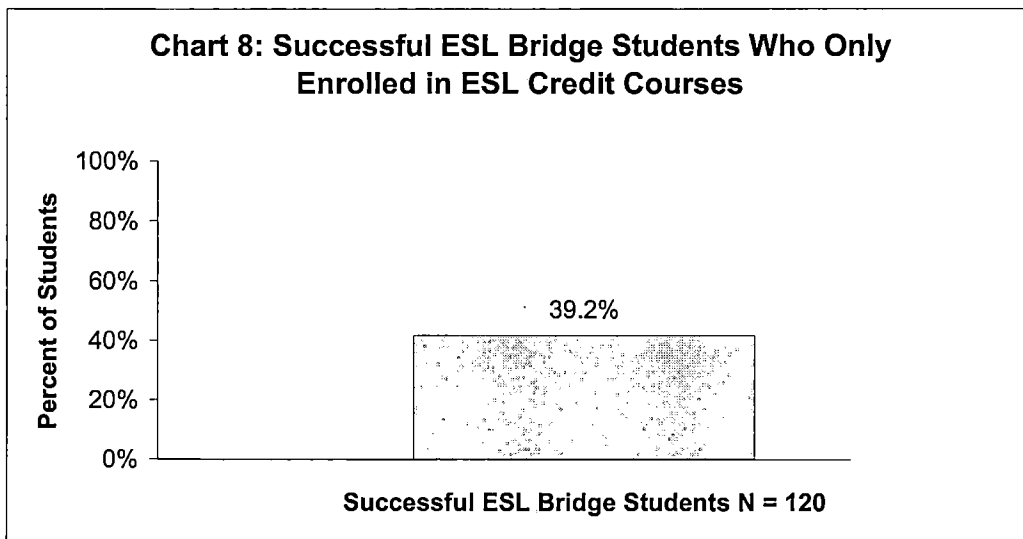
Summary: Of the ages known, more than one-third (37.3%) of successful ESL Bridge students who later enroll in an OCC credit course were over the age of 30, while 27.6% were between the ages of 22 and 29, and 4.1% were between 16 and 21 years of age.



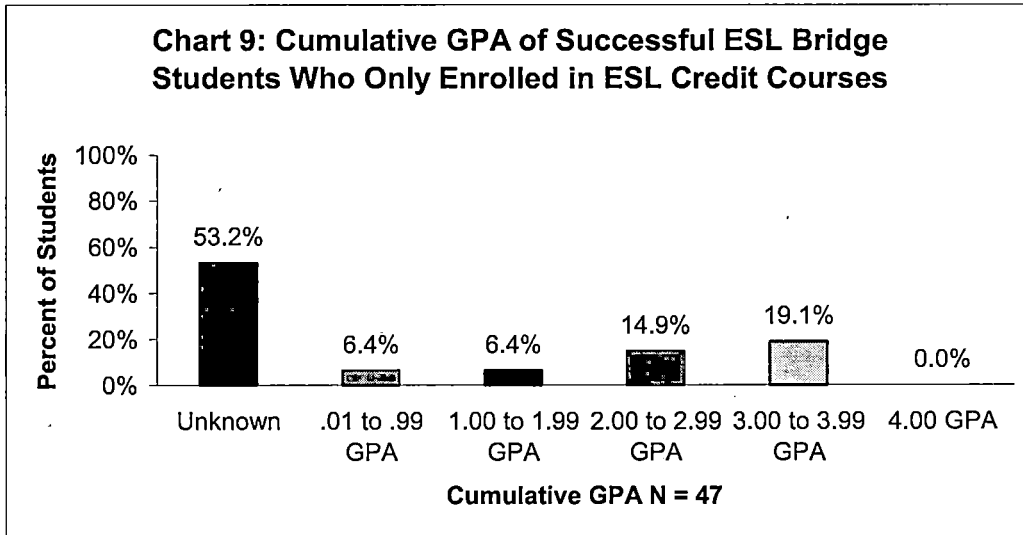
Summary: Of the GPA's known, 30.0% of successful ESL Bridge students maintained a 3.0 GPA or higher, while 25.8% maintained a GPA between 2.0 and 2.99, 12.5% maintained a GPA of 1.00 to 1.99, and 3.3% maintained a GPA below .99. None of the successful ESL Bridge Students maintained a 4.0 cumulative GPA in OCC credit courses.



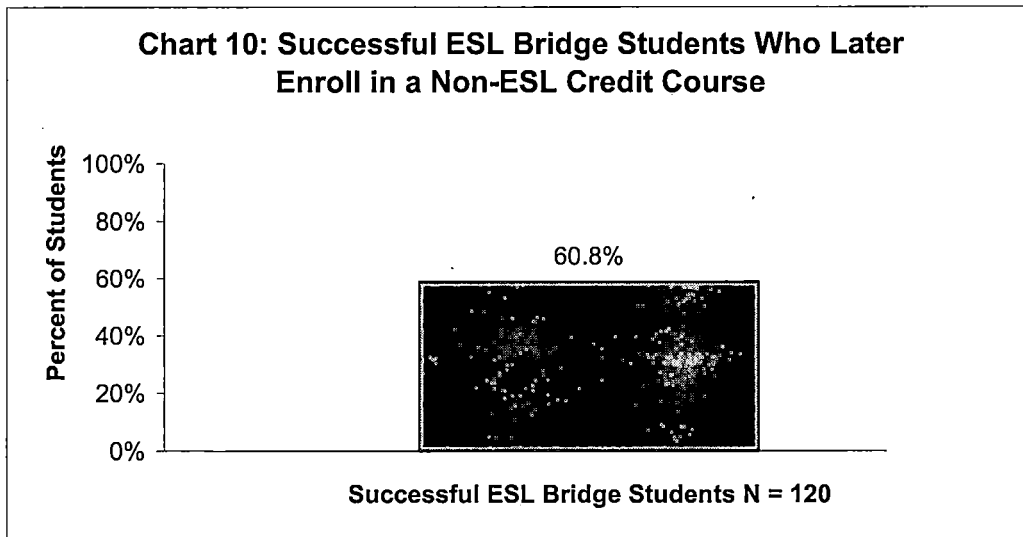
Summary: Of the 120 successful ESL Bridge students who later enroll in an OCC credit course, 113 (94.2%) students enrolled in at least one ESL credit course between Winter 1998 and Winter 2002. Overall, successful ESL Bridge Students enrolled in a total of 463 ESL credit courses between Winter 1998 and Winter 2002.



Summary: Of the 120 successful ESL Bridge students who later enroll in an OCC credit course, 47 (39.2%) *only* enrolled in ESL credit courses, and not in non-ESL credit courses.

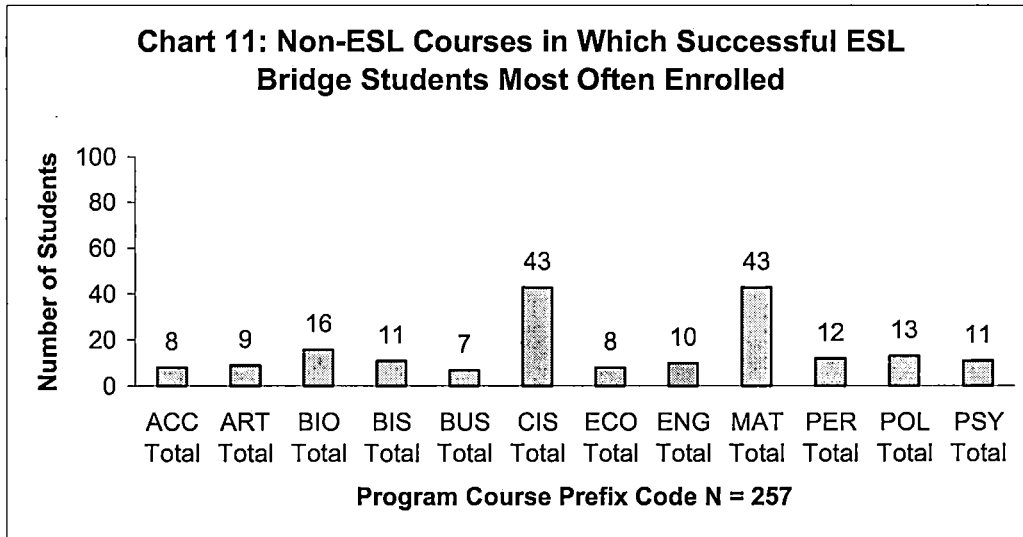


Summary: Of the 47 successful ESL Bridge students who enrolled in only ESL credit courses, and not in non-ESL credit courses, 19.1% maintained a 3.00 GPA or higher, while 14.9% maintained a GPA between 2.00 and 2.99, 6.4% maintained a GPA of 1.00 to 1.99, and 6.4% maintained a GPA below .99.

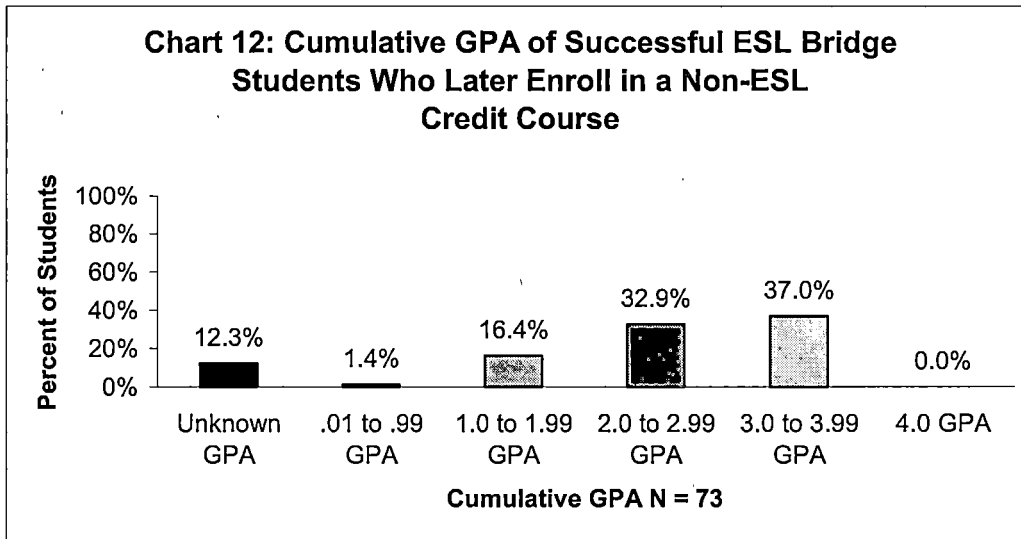


Summary: Of the 120 successful ESL Bridge students who later enroll in an OCC credit course, 73 (60.8%) enrolled in at least one non-ESL credit course during Winter 1998 and Winter 2002.

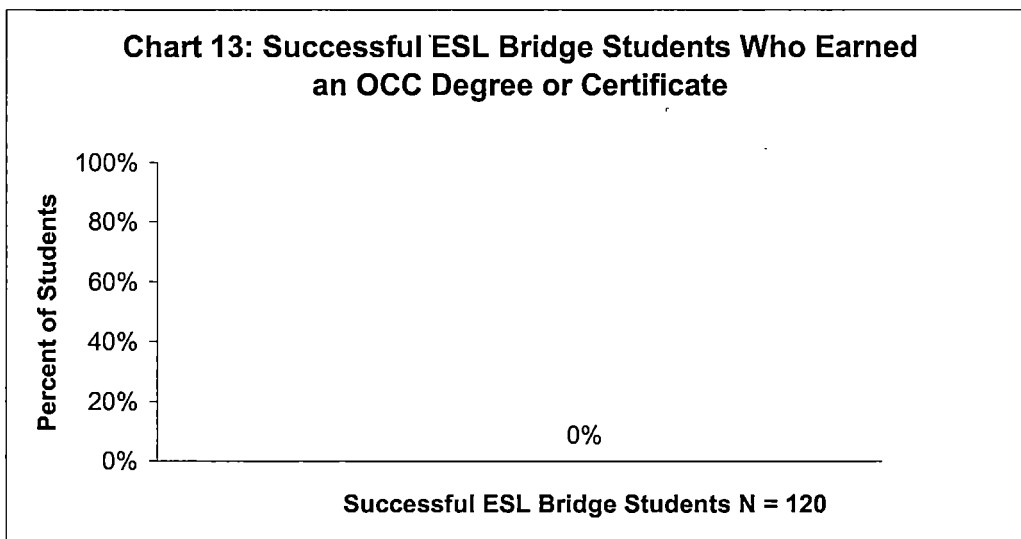
Oakland Community College
 ESL Bridge Program
 Credit Course Participation Study
 Fall 1997 through Winter 2002



Summary: Successful ESL Bridge students who later enroll in an OCC credit course, enrolled in a total of 257 non-ESL credit courses between Winter 1998 and Winter 2002. Three-quarters (74.3%) of all non-ESL credit courses were taken from the above program curriculums. Successful ESL Bridge students enrolled in other curriculums, but with less frequency.



Summary: Over one-third (37.0%) of the 73 successful ESL Bridge students who later enroll in an non-ESL credit course maintained a GPA between 3.0 and 3.99, while slightly less than one-third (32.9%) of the students maintained a GPA between 2.0 and 2.99, and 16.4% maintained a GPA between 1.0 and 1.99. Only 1.4% of these students maintained a GPA under .99, and none maintained a 4.0 GPA.



Summary: No student that successfully completed an ESL Bridge course between Fall 1997 and Fall 2001 was awarded an OCC degree or certificate between Winter 1998 and Winter 2002. However, it is noteworthy to reiterate that the educational intent of 44.2% of successful ESL Bridge students was to obtain an OCC degree or certificate.