

**Continuing Education  
ESL Study of CASAS  
Learning Gains:  
Managed Enrollment and  
Open Entry/Exit Courses  
Fall 2012 – Fall 2013**

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## **Operational Definitions**

*Attendance Hours* – The total number of classroom hours attended by a student or a group of students. For the purposes of this study, attendance hours are totaled across all designated ESL Managed Enrollment or Open Entry/Exit courses a student took in a single term.

*Learning Gain* – The positive or negative difference between the CASAS pre-test score and the CASAS post-test score.

*Average Learning Gain* – The sum total of all learning gains by a group of students divided by the total number of students.

*Headcount* – The individual count of students, or unduplicated headcount. Cancelled classes and students with less than seven attendance hours are excluded. Note that in this report, students are unduplicated by the categories present in each table, including: course mode, course time, and/or term.

## **Introduction**

### **Background**

This report is intended to inform the English as a Second Language (ESL) Continuing Education program by comparing student learning gains in managed enrollment and open entry/exit enrollment courses at Continuing Education's Mid-City campus. Managed enrollment courses have structured attendance requirements that include enrollment deadlines and a commitment to attend a minimum of 80% of the course hours. The open entry/exit enrollment structure, however, allows for self-paced learning and permits students to attend courses with no specified commitment. English language learning gains are measured via the reading assessment component of the Comprehensive Adult Student Assessment System (CASAS). This report provides information on CASAS pre-test and post-test completion, student profiles, and CASAS learning gains in managed enrollment and open entry/exit courses.

### **Methodology**

Managed enrollment and open entry/exit morning and evening course designations were provided by Mid-City's ESL program. Based on these course designations, ESL course and student data were generated from the SDCCD Information System. CASAS assessment information were obtained from Continuing Education's ESL Resource Office. Data were measured across three consecutive terms to draw out trends in student attendance: Fall 2012, Spring 2013, and Fall 2013. Only students that accrued more than seven attendance hours in a morning or afternoon course were included in the study. To control for confounding effects on student learning gains, students attending both managed enrollment and open entry/exit courses, and students attending both morning and evening classes, were excluded from the study. Students enrolled in managed enrollment or open entry/exit courses and ESL courses not identified in the ESL course designation lists were also excluded from the study.

Data are summarized by course mode of instruction (managed enrollment or open entry/exit) and by course time (morning or evening) to elicit potential dissimilarities in student profiles and student learning gains.

## **Summary of Findings**

### **CASAS Pre-Test and Post-Test Completion**

Overall, ESL students in managed enrollment (ME) courses who took a CASAS test, also took a CASAS post-test at a higher rate than students in open entry/exit enrollment (OE) courses (ME: 72% and OE: 60%; see Table 1). A greater proportion of the students in ME evening courses took post-tests, on average (79%), than students in ME morning courses (67%; see Table 2). This pattern is reversed however, among students in OE courses. A greater proportion of the students in OE morning courses took post-tests, on average (64%), than students in OE evening courses (57%; see Table 3).

### **Student Profiles**

Overall, ESL students who took CASAS pre- and post-tests in managed enrollment (ME) and open entry/exit enrollment (OE) courses were similar with respect to gender, ethnicity, and employment, but varied somewhat ( $\geq \pm 4\%$ ) in age and educational background. In both ME and OE courses, the proportion of females (68% and 65%, respectively) was higher than the proportion of males (32% and 35%, respectively; see Table 4). Students between the ages of 18 and 24, and students between 25 and 29 were somewhat over-represented in ME courses (14% and 16%, respectively) compared to OE courses (10% and 12%, respectively). Test-takers age 55 and over were somewhat under-represented in ME courses (10%) compared to OE courses (14%; see Table 5). Mexican students were the largest ethnic group in both ME and OE courses (38% and 39%, respectively), followed by African American students (20% and 18%, respectively) and Vietnamese students (12% each; see Table 6). The majority of students in both ME and OE courses were not employed (59% each; see Table 7). The proportion of high school graduates in ME courses was higher than in OE courses by a nine percentage point difference (38% and 29%, respectively; see Table 8) and a greater percentage of students in ME courses obtained an AA/AS degree and/or BA/BS degree compared to OE courses (15% and 10%, respectively; see Table 9).

Overall, differences were noted across most student demographics when comparing ESL students who took CASAS pre- and post-tests in morning and evening ME and OE courses. Females were over-represented in morning courses (morning, ME: 73% and OE: 74%; evening, ME: 60% and OE: 56%), and males were over-represented in evening courses (morning, ME: 27% and OE: 26%; evening, ME: 40% and OE: 44%; see Tables 10 and 11). Most of the ME age groups varied by five or more percentage points across morning and evening courses. However, only students under age 30 (18% and 27%, respectively) and students 55 or over (19% and 10%, respectively) varied in OE morning and evening courses (see Tables 12 and 13). Mexican students were underrepresented in morning courses (ME: 36% and OE: 36%) compared to evening courses (ME: 41% and OE: 42%). Whereas, African American students were under-represented in ME's morning courses compared to evening ME courses (17% and 24%, respectively), they were over-represented in morning OE courses compared to evening OE courses (21% and 14%, respectively; see Tables 14 and 15). The proportion of students who were unemployed was higher in morning ME and OE courses (morning, ME: 70% and OE: 68%; evening ME: 43% and OE: 49%; see Tables 16 and 17). There were also a greater proportion of high school graduates in ME morning courses (47%) than in ME evening courses (26%; see Table 18). Students who obtained an AA/AS degree and/or BA/BS degree were more prevalent in ME and OE morning courses (19% and 13%, respectively) than in ME and OE evening courses (9% and 8%, respectively; see Tables 20 and 21).

### **CASAS Learning Gains**

Overall, CASAS point gains (i.e., learning gains) made by students were comparable in ME and OE courses (+3.2 and +3.4 average points, respectively; see Table 22). When considering course times, students in ME morning and evening courses gained an average of 3.2 points each (see Table 23). However, students in OE morning courses gained more points on average (+4.0) than students in OE evening courses (+2.9; see Table 24).

### **CASAS Learning Gains by Student Attendance Hours**

Overall, with the exception of students who had 225 or more ESL attendance hours in a term (+2.3 points), average student point gains in ME courses increased as student attendance hours increased. On average, students who totaled fewer than 75 attendance hours gained the fewest points (+1.9), students who totaled 75 – 124 hours or 125 – 174 hours had higher, comparable point gains (+3.2 and +3.0, respectively), and students who totaled 175 – 224 hours had the greatest point gains (+3.9). In all, average student learning gains in OE courses were comparable below 175 total attendance hours (7 – 74 hours: +3.2 points; 75 – 124 hours: +3.2 points; 125 – 174 hours: +3.3 points), and then increased as student attendance hours increased (175 – 224 hours: +4.3 points; 225+ hours: +5.1 points; see Table 25).

When comparing morning and evening ME learning gains overall, students in morning ME courses showed no discernable pattern of increased learning gains due to increased attendance hours (7 – 74: +3.6 points; 75 – 124: +1.8 points; 125 – 174: +3.0 points; 175 – 224: +4.2 points; 225+: +2.3 points), while students in evening ME courses displayed greater learning gains as attendance hours increased, with the exception of students who had 75 – 124 hours (7 – 74: +1.3 points; 75 – 124: +4.4 points; 125 – 174: +2.9 points; 175 – 224: +3.2 points; see Table 26). When comparing morning and evening OE learning gains overall, students in morning OE classes made greater learning gains, on average, than students in evening OE courses (4.0 and 2.9, respectively). The majority of the morning OE students earned between 75 and 224 hours (84%) and had a range of 3.5 – 4.6 average learning gain points, while the majority of the evening OE students earned between 7 and 174 hours (94%) and had a range of 2.5 – 2.9 average learning gain points. With the exception of students who had below 75 hours in OE morning classes, students displayed greater learning gains in both morning and evening OE courses as attendance hours increased (morning, 7 – 74: +4.3 points; 75 – 124: +3.5 points; 125 – 174: +3.8 points; 175 – 224: +4.6 points; 225+: +5.1 points and evening, 7 – 74: +2.5 points; 75 – 124: +2.9 points; 125 – 174: +2.9 points; 175 – 224: +3.2 points; see Table 27).

## Results

### CASAS Pre-Test and Post-Test Completion Fall 2012 - Fall 2013

#### COURSE MODE

Table 1. Pre- and Post-Test Students in Managed Enrollment and Open Entry/Exit Courses

	Managed Enrollment			Open Entry/Exit		
	Pre-Test Students	Post-Test Students	% Took Post-Test	Pre-Test Students	Post-Test Students	% Took Post-Test
Fall 2012	440	302	69%	1,162	660	57%
Spring 2013	387	276	71%	1,132	719	64%
Fall 2013	404	304	75%	1,110	675	61%
<b>Total/Average</b>	<b>1,231</b>	<b>882</b>	<b>72%</b>	<b>3,404</b>	<b>2,054</b>	<b>60%</b>

Source: SDCCD Information System

#### COURSE MODE AND COURSE TIME

Table 2. Pre- and Post-Test Students in Managed Enrollment Courses by Course Time

	Managed Enrollment					
	Morning			Evening		
	Pre-Test Students	Post-Test Students	% Took Post-Test	Pre-Test Students	Post-Test Students	% Took Post-Test
Fall 2012	276	174	63%	164	128	78%
Spring 2013	257	173	67%	130	103	79%
Fall 2013	240	173	72%	164	131	80%
<b>Total/Average</b>	<b>773</b>	<b>520</b>	<b>67%</b>	<b>458</b>	<b>362</b>	<b>79%</b>

Source: SDCCD Information System

Table 3. Pre- and Post-Test Students in Open Entry/Exit Courses by Course Time

	Open Entry/Exit					
	Morning			Evening		
	Pre-Test Students	Post-Test Students	% Took Post-Test	Pre-Test Students	Post-Test Students	% Took Post-Test
Fall 2012	544	327	60%	618	333	54%
Spring 2013	556	350	63%	576	369	64%
Fall 2013	500	340	68%	610	335	55%
<b>Total/Average</b>	<b>1,600</b>	<b>1,017</b>	<b>64%</b>	<b>1,804</b>	<b>1,037</b>	<b>57%</b>

Source: SDCCD Information System

Student Profiles  
Fall 2012 - Fall 2013 Total

COURSE MODE

Table 4. Post-Test Students in Managed Enrollment and Open Entry/Exit Courses by Gender

	Managed Enrollment		Open Entry/Exit	
Female	596	68%	1,331	65%
Male	286	32%	723	35%
<b>Total</b>	<b>882</b>	<b>100%</b>	<b>2,054</b>	<b>100%</b>

Source: SDCCD Information System

Table 5. Post-Test Students in Managed Enrollment and Open Entry/Exit Courses by Age

	Managed Enrollment		Open Entry/Exit	
18 - 24	126	14%	213	10%
25 - 29	137	16%	245	12%
30 - 34	121	14%	282	14%
35 - 39	126	14%	272	13%
40 - 44	128	15%	304	15%
45 - 49	87	10%	231	11%
50 - 54	70	8%	214	10%
55 and Over	87	10%	293	14%
<b>Total</b>	<b>882</b>	<b>100%</b>	<b>2,054</b>	<b>100%</b>

Source: SDCCD Information System

Table 6. Post-Test Students in Managed Enrollment and Open Entry/Exit Courses by Ethnicity

	Managed Enrollment		Open Entry/Exit	
African American	173	20%	361	18%
American Indian/Alaskan Native	4	0%	6	0%
Asian	38	4%	118	6%
Asian Indian	1	0%	1	0%
Cambodian	12	1%	17	1%
Central American	27	3%	91	4%
Chinese	19	2%	36	2%
Filipino	2	0%	2	0%
Japanese	5	1%	1	0%
Korean	0	0%	4	0%
Laotian	3	0%	5	0%
Latino	24	3%	59	3%
Mexican	335	38%	803	39%
Multi-Ethnicity	5	1%	3	0%
Other Hispanic	20	2%	37	2%
Pacific Islander	1	0%	2	0%
Samoan	1	0%	1	0%
South American	9	1%	35	2%
Vietnamese	103	12%	244	12%
White	37	4%	50	2%
Unreported	63	7%	178	9%
<b>Total</b>	<b>882</b>	<b>100%</b>	<b>2,054</b>	<b>100%</b>

Source: SDCCD Information System

## CE ESL Study of CASAS Learning Gains: Managed Enrollment and Open Entry/Exit Courses

Table 7. Post-Test Students in Managed Enrollment and Open Entry/Exit Courses by Employment

	Managed Enrollment		Open Entry/Exit	
None	520	59%	1,207	59%
1 - 9 Hours/Week	32	4%	93	5%
10 - 19 Hours/Week	58	7%	105	5%
20 - 29 Hours/Week	85	10%	151	7%
30 - 39 Hours/Week	86	10%	217	11%
40 or More Hours/Week	100	11%	281	14%
Unreported	1	0%	0	0%
<b>Total</b>	<b>882</b>	<b>100%</b>	<b>2,054</b>	<b>100%</b>

Source: SDCCD Information System

Table 8. Post-Test Students in Managed Enrollment and Open Entry/Exit Courses by High School Graduation Status

	Managed Enrollment		Open Entry/Exit	
High School Graduate	338	38%	600	29%
Not a High School Graduate	544	62%	1,454	71%
<b>Total</b>	<b>882</b>	<b>100%</b>	<b>2,054</b>	<b>100%</b>

Source: SDCCD Information System

Table 9. Post-Test Students in Managed Enrollment and Open Entry/Exit Courses by Highest Degree Obtained

	Managed Enrollment		Open Entry/Exit	
BA/BS Degree or Higher	81	9%	122	6%
AA/AS Degree	51	6%	92	4%
Never Attended College	432	49%	1,245	61%
No Degree	318	36%	595	29%
<b>Total</b>	<b>882</b>	<b>100%</b>	<b>2,054</b>	<b>100%</b>

Source: SDCCD Information System



**COURSE MODE AND COURSE TIME**

Table 10. Post-Test Students in Managed Enrollment Courses by Course Time and Gender

	Managed Enrollment			
	Morning		Evening	
Female	378	73%	218	60%
Male	142	27%	144	40%
<b>Total</b>	<b>520</b>	<b>100%</b>	<b>362</b>	<b>100%</b>

Source: SDCCD Information System

Table 11. Post-Test Students in Open Entry/Exit Courses by Course Time and Gender

	Open Entry/Exit			
	Morning		Evening	
Female	751	74%	580	56%
Male	266	26%	457	44%
<b>Total</b>	<b>1,017</b>	<b>100%</b>	<b>1,037</b>	<b>100%</b>

Source: SDCCD Information System

Table 12. Post-Test Students in Managed Enrollment Courses by Course Time and Age

	Managed Enrollment			
	Morning		Evening	
18 - 24	94	18%	32	9%
25 - 29	91	18%	46	13%
30 - 34	60	12%	61	17%
35 - 39	71	14%	55	15%
40 - 44	58	11%	70	19%
45 - 49	39	8%	48	13%
50 - 54	38	7%	32	9%
55 and Over	69	13%	18	5%
<b>Total</b>	<b>520</b>	<b>100%</b>	<b>362</b>	<b>100%</b>

Source: SDCCD Information System

Table 13. Post-Test Students in Open Entry/Exit Courses by Course Time and Age

	Open Entry/Exit			
	Morning		Evening	
18 - 24	83	8%	130	13%
25 - 29	105	10%	140	14%
30 - 34	156	15%	126	12%
35 - 39	135	13%	137	13%
40 - 44	144	14%	160	15%
45 - 49	109	11%	122	12%
50 - 54	93	9%	121	12%
55 and Over	192	19%	101	10%
<b>Total</b>	<b>1,017</b>	<b>100%</b>	<b>1,037</b>	<b>100%</b>

Source: SDCCD Information System

**CE ESL Study of CASAS Learning Gains: Managed Enrollment and Open Entry/Exit Courses**

Table 14. Post-Test Students in Managed Enrollment Courses by Course Time and Ethnicity

	Managed Enrollment			
	Morning		Evening	
African American	87	17%	86	24%
American Indian/Alaskan Native	0	0%	4	1%
Asian	28	5%	10	3%
Asian Indian	1	0%	0	0%
Cambodian	8	2%	4	1%
Central American	16	3%	11	3%
Chinese	19	4%	0	0%
Filipino	2	0%	0	0%
Japanese	4	1%	1	0%
Laotian	1	0%	2	1%
Latino	14	3%	10	3%
Mexican	186	36%	149	41%
Multi-Ethnicity	3	1%	2	1%
Other Hispanic	16	3%	4	1%
Pacific Islander	1	0%	0	0%
Samoan	1	0%	0	0%
South American	7	1%	2	1%
Vietnamese	65	13%	38	10%
White	31	6%	6	2%
Unreported	30	6%	33	9%
<b>Total</b>	<b>520</b>	<b>100%</b>	<b>362</b>	<b>100%</b>

Source: SDCCD Information System

**CE ESL Study of CASAS Learning Gains: Managed Enrollment and Open Entry/Exit Courses**

Table 15. Post-Test Students in Open Entry/Exit Courses by Course Time and Ethnicity

	Open Entry/Exit			
	Morning		Evening	
African American	217	21%	144	14%
American Indian/Alaskan Native	5	0%	1	0%
Asian	72	7%	46	4%
Asian Indian	1	0%	0	0%
Cambodian	6	1%	11	1%
Central American	30	3%	61	6%
Chinese	29	3%	7	1%
Filipino	1	0%	1	0%
Japanese	1	0%	0	0%
Korean	4	0%	0	0%
Laotian	4	0%	1	0%
Latino	28	3%	31	3%
Mexican	363	36%	440	42%
Multi-Ethnicity	1	0%	2	0%
Other Hispanic	25	2%	12	1%
Pacific Islander	1	0%	1	0%
Samoan	0	0%	1	0%
South American	17	2%	18	2%
Vietnamese	114	11%	130	13%
White	28	3%	22	2%
Unreported	70	7%	108	10%
<b>Total</b>	<b>1,017</b>	<b>100%</b>	<b>1,037</b>	<b>100%</b>

Source: SDCCD Information System

**CE ESL Study of CASAS Learning Gains: Managed Enrollment and Open Entry/Exit Courses**

Table 16. Post-Test Students in Managed Enrollment Courses by Course Time and Employment

	Managed Enrollment			
	Morning		Evening	
None	365	70%	155	43%
1 - 9 Hours/Week	19	4%	13	4%
10 - 19 Hours/Week	33	6%	25	7%
20 - 29 Hours/Week	36	7%	49	14%
30 - 39 Hours/Week	36	7%	50	14%
40 or More Hours/Week	31	6%	69	19%
Unreported	0	0%	1	0%
<b>Total</b>	<b>520</b>	<b>100%</b>	<b>362</b>	<b>100%</b>

Source: SDCCD Information System

Table 17. Post-Test Students in Open Entry/Exit Courses by Course Time and Employment

	Open Entry/Exit			
	Morning		Evening	
None	696	68%	511	49%
1 - 9 Hours/Week	50	5%	43	4%
10 - 19 Hours/Week	48	5%	57	5%
20 - 29 Hours/Week	71	7%	80	8%
30 - 39 Hours/Week	94	9%	123	12%
40 or More Hours/Week	58	6%	223	22%
Unreported	0	0%	0	0%
<b>Total</b>	<b>1,017</b>	<b>100%</b>	<b>1,037</b>	<b>100%</b>

Source: SDCCD Information System

Table 18. Post-Test Students in Managed Enrollment Courses by Course Time and High School Graduation Status

	Managed Enrollment			
	Morning		Evening	
High School Graduate	245	47%	93	26%
Not a High School Graduate	275	53%	269	74%
<b>Total</b>	<b>520</b>	<b>100%</b>	<b>362</b>	<b>100%</b>

Source: SDCCD Information System

Table 19. Post-Test Students in Open Entry/Exit Courses by Course Time and High School Graduation Status

	Open Entry/Exit			
	Morning		Evening	
High School Graduate	305	30%	295	28%
Not a High School Graduate	712	70%	742	72%
<b>Total</b>	<b>1,017</b>	<b>100%</b>	<b>1,037</b>	<b>100%</b>

Source: SDCCD Information System

**CE ESL Study of CASAS Learning Gains: Managed Enrollment and Open Entry/Exit Courses**

Table 20. Post-Test Students in Managed Enrollment Courses by Course Time and Highest Degree Obtained

	Managed Enrollment			
	Morning		Evening	
BA/BS Degree or Higher	62	12%	19	5%
AA/AS Degree	37	7%	14	4%
Never Attended College	226	43%	206	57%
No Degree	195	38%	123	34%
<b>Total</b>	<b>520</b>	<b>100%</b>	<b>362</b>	<b>100%</b>

Source: SDCCD Information System

Table 21. Post-Test Students in Open Entry/Exit Courses by Course Time and Highest Degree Obtained

	Open Entry/Exit			
	Morning		Evening	
BA/BS Degree or Higher	81	8%	41	4%
AA/AS Degree	48	5%	44	4%
Never Attended College	578	57%	667	64%
No Degree	310	30%	285	27%
<b>Total</b>	<b>1,017</b>	<b>100%</b>	<b>1,037</b>	<b>100%</b>

Source: SDCCD Information System

CASAS Learning Gains  
Fall 2012 - Fall 2013

COURSE MODE

Table 22. Learning Gains Made by Post-Test Students in Managed Enrollment and Open Entry/Exit Courses

	Managed Enrollment		Open Entry/Exit	
	Students	Average Learning Gain	Students	Average Learning Gain
Fall 2012	302	3.4	660	3.5
Spring 2013	276	3.5	719	3.5
Fall 2013	304	2.8	675	3.2
<b>Total\Average</b>	<b>882</b>	<b>3.2</b>	<b>2,054</b>	<b>3.4</b>

Source: SDCCD Information System

COURSE MODE AND COURSE TIME

Table 23. Learning Gains Made by Post-Test Students in Managed Enrollment Courses by Course Time

	Managed Enrollment			
	Morning		Evening	
	Students	Average Learning Gain	Students	Average Learning Gain
Fall 2012	174	3.4	128	3.4
Spring 2013	173	3.1	103	4.1
Fall 2013	173	3.1	131	2.4
<b>Total\Average</b>	<b>520</b>	<b>3.2</b>	<b>362</b>	<b>3.2</b>

Source: SDCCD Information System

Table 24. Learning Gains Made by Post-Test Students in Open Entry/Exit Courses by Course Time

	Open Entry/Exit			
	Morning		Evening	
	Students	Average Learning Gain	Students	Average Learning Gain
Fall 2012	327	3.9	333	3.1
Spring 2013	350	4.1	369	3.0
Fall 2013	340	4.0	335	2.4
<b>Total\Average</b>	<b>1,017</b>	<b>4.0</b>	<b>1,037</b>	<b>2.9</b>

Source: SDCCD Information System

CASAS Learning Gains by Student Attendance Hours  
Fall 2012 - Fall 2013

COURSE MODE

Table 25. Learning Gains Made by Post-Test Students in Managed Enrollment and Open Entry/Exit Courses by Total Attendance Hours

		Managed Enrollment			Open Entry/Exit		
		Students	% of Student Total	Average Learning Gain	Students	% of Student Total	Average Learning Gain
Fall 2012	225+ Hours/Term	15	5%	6.5	19	3%	6.6
	175 - 224 Hours/Term	99	33%	3.2	97	15%	3.7
	125 - 174 Hours/Term	120	40%	2.8	201	30%	3.8
	75 - 124 Hours/Term	54	18%	4.3	256	39%	3.2
	7 - 74 Hours/Term	14	5%	3.0	87	13%	3.0
<b>Total</b>		<b>302</b>	<b>100%</b>	<b>3.4</b>	<b>660</b>	<b>100%</b>	<b>3.5</b>
Spring 2013	225+ Hours/Term	21	8%	-0.8	24	3%	6.1
	175 - 224 Hours/Term	94	34%	5.2	101	14%	4.4
	125 - 174 Hours/Term	86	31%	2.8	235	33%	4.0
	75 - 124 Hours/Term	61	22%	3.5	259	36%	3.0
	7 - 74 Hours/Term	14	5%	2.3	100	14%	2.3
<b>Total</b>		<b>276</b>	<b>100%</b>	<b>3.5</b>	<b>719</b>	<b>100%</b>	<b>3.5</b>
Fall 2013	225+ Hours/Term	16	5%	2.3	8	1%	-1.8
	175 - 224 Hours/Term	85	28%	3.4	73	11%	4.8
	125 - 174 Hours/Term	114	38%	3.2	229	34%	2.3
	75 - 124 Hours/Term	71	23%	2.1	252	37%	3.3
	7 - 74 Hours/Term	18	6%	0.7	113	17%	4.1
<b>Total</b>		<b>304</b>	<b>100%</b>	<b>2.8</b>	<b>675</b>	<b>100%</b>	<b>3.2</b>
All Terms	225+ Hours/Term	52	6%	2.3	51	2%	5.1
	175 - 224 Hours/Term	278	32%	3.9	271	13%	4.3
	125 - 174 Hours/Term	320	36%	3.0	665	32%	3.3
	75 - 124 Hours/Term	186	21%	3.2	767	37%	3.2
	7 - 74 Hours/Term	46	5%	1.9	300	15%	3.2
<b>Total</b>		<b>882</b>	<b>100%</b>	<b>3.2</b>	<b>2,054</b>	<b>100%</b>	<b>3.4</b>

Source: SDCCD Information System

Note 1. Students may attend multiple ME or OE courses in one term.

Note 2. Some categories contain a low count of students.

**CE ESL Study of CASAS Learning Gains: Managed Enrollment and Open Entry/Exit Courses**

**COURSE MODE AND COURSE TIME**

Table 26. Learning Gains Made by Post-Test Students in Managed Enrollment Courses by Course Time and Total Attendance Hours

		Managed Enrollment					
		Morning			Evening		
		Students	% of Student Total	Average Learning Gain	Students	% of Student Total	Average Learning Gain
Fall 2012	225+ Hours/Term	15	9%	6.5	0	0%	0.0
	175 - 224 Hours/Term	81	47%	3.6	18	14%	1.2
	125 - 174 Hours/Term	57	33%	3.0	63	49%	2.7
	75 - 124 Hours/Term	20	11%	1.3	34	27%	6.1
	7 - 74 Hours/Term	1	1%	8.0	13	10%	2.6
<b>Total</b>		<b>174</b>	<b>100%</b>	<b>3.4</b>	<b>128</b>	<b>100%</b>	<b>3.4</b>
Spring 2013	225+ Hours/Term	21	12%	-0.8	0	0%	0.0
	175 - 224 Hours/Term	71	41%	5.0	23	22%	5.6
	125 - 174 Hours/Term	43	25%	3.2	43	42%	2.5
	75 - 124 Hours/Term	34	20%	1.3	27	26%	6.4
	7 - 74 Hours/Term	4	2%	3.5	10	10%	1.8
<b>Total</b>		<b>173</b>	<b>100%</b>	<b>3.1</b>	<b>103</b>	<b>100%</b>	<b>4.1</b>
Fall 2013	225+ Hours/Term	16	9%	2.3	0	0%	0.0
	175 - 224 Hours/Term	64	37%	3.9	21	16%	2.1
	125 - 174 Hours/Term	55	32%	2.8	59	45%	3.5
	75 - 124 Hours/Term	32	18%	2.7	39	30%	1.6
	7 - 74 Hours/Term	6	3%	3.0	12	9%	-0.5
<b>Total</b>		<b>173</b>	<b>100%</b>	<b>3.1</b>	<b>131</b>	<b>100%</b>	<b>2.4</b>
All Terms	225+ Hours/Term	52	10%	2.3	0	0%	0.0
	175 - 224 Hours/Term	216	42%	4.2	62	17%	3.2
	125 - 174 Hours/Term	155	30%	3.0	165	46%	2.9
	75 - 124 Hours/Term	86	17%	1.8	100	28%	4.4
	7 - 74 Hours/Term	11	2%	3.6	35	10%	1.3
<b>Total</b>		<b>520</b>	<b>100%</b>	<b>3.2</b>	<b>362</b>	<b>100%</b>	<b>3.2</b>

Source: SDCCD Information System

Note 1. Students may attend multiple ME courses in one term.

Note 2. Some categories contain a low count of students.



## CE ESL Study of CASAS Learning Gains: Managed Enrollment and Open Entry/Exit Courses

Table 27. Learning Gains Made by Post-Test Students in Open Entry/Exit Courses by Course Time and Total Attendance Hours

		Open Entry/Exit					
		Morning			Evening		
		Students	% of Student Total	Average Learning Gain	Students	% of Student Total	Average Learning Gain
Fall 2012	225+ Hours/Term	19	6%	6.6	0	0%	0.0
	175 - 224 Hours/Term	75	23%	4.0	22	7%	2.8
	125 - 174 Hours/Term	94	29%	3.8	107	32%	3.8
	75 - 124 Hours/Term	104	32%	2.9	152	46%	3.3
	7 - 74 Hours/Term	35	11%	5.2	52	16%	1.4
<b>Total</b>		<b>327</b>	<b>100%</b>	<b>3.9</b>	<b>333</b>	<b>100%</b>	<b>3.1</b>
Spring 2013	225+ Hours/Term	24	7%	6.1	0	0%	0.0
	175 - 224 Hours/Term	73	21%	4.9	28	8%	3.3
	125 - 174 Hours/Term	109	31%	5.0	126	34%	3.1
	75 - 124 Hours/Term	107	31%	2.7	152	41%	3.2
	7 - 74 Hours/Term	37	11%	2.2	63	17%	2.4
<b>Total</b>		<b>350</b>	<b>100%</b>	<b>4.1</b>	<b>369</b>	<b>100%</b>	<b>3.0</b>
Fall 2013	225+ Hours/Term	8	2%	-1.8	0	0%	0.0
	175 - 224 Hours/Term	65	19%	5.0	8	2%	3.6
	125 - 174 Hours/Term	111	33%	2.7	118	35%	1.9
	75 - 124 Hours/Term	119	35%	4.5	133	40%	2.2
	7 - 74 Hours/Term	37	11%	5.7	76	23%	3.3
<b>Total</b>		<b>340</b>	<b>100%</b>	<b>4.0</b>	<b>335</b>	<b>100%</b>	<b>2.4</b>
All Terms	225+ Hours/Term	51	5%	5.1	0	0%	0.0
	175 - 224 Hours/Term	213	21%	4.6	58	6%	3.2
	125 - 174 Hours/Term	314	31%	3.8	351	34%	2.9
	75 - 124 Hours/Term	330	32%	3.5	437	42%	2.9
	7 - 74 Hours/Term	109	11%	4.3	191	18%	2.5
<b>Total</b>		<b>1,017</b>	<b>100%</b>	<b>4.0</b>	<b>1,037</b>	<b>100%</b>	<b>2.9</b>

Source: SDCCD Information System

Note 1. Students may attend multiple OE courses in one term.

Note 2. Some categories contain a low count of students.