The Express to Success Program (ESP)
Summary of Results: 2011-2012

ESP Students
• 257 students enrolled in 10 learning communities in fall 2011
• 208 students enrolled in 8 learning communities in spring 2012
• 474 students have enrolled in 17 learning communities in fall 2012
• Fewer than 5% (fall 2011) and 11% (spring 2012) withdrew or were dropped from the program
• 67% (fall 2011) and 70% (spring 2012) of students identified themselves as Latino
• 62% (fall 2011) and 70% (spring 2012) of students identified themselves as between 18-20 years of age
• Nearly half of all ESP students also participated in EOPS

Success Rates – Highlights (see “Success Rates – ESP Students and Comparison Cohorts” below for complete details)
• Although ESP focuses on a primarily underrepresented, low income and high-risk student population, ESP students still achieved higher success rates than the overall population of students in comparable English and math courses in both fall and spring. Overall ESP success rates for passing one level were 80.2% in fall 2011 vs. 67.8% for non-ESP students in comparable courses and 80.3% in spring 2012 vs. 62.8% for non-ESP students in comparable courses.
• In comparing the success and retention of ESP Latino students with non-ESP Latino students, the ESP cohort showed significant gains:
  • In fall 2011, the overall ESP success rate was 71.2% for Latino students vs. 59.2% for non-ESP Latino students in comparable courses. In spring 2012, the overall ESP success rate was 66.1% for Latino students vs. 57.6% for non-ESP Latino students.
  • The retention rate for Latino students from fall 2011 to spring 2012 was 91.7% for ESP Latino students vs. 83.3% for non-ESP Latino students.
• The overall % of students who passed two levels of math or English in one semester was 67.9% in fall 2011 vs. 38.1% for non-ESP students who passed two comparable courses in math or English in two semesters (fall 2011 and spring 2012).
• The overall % of Latino students who passed two levels of math or English in one semester was 64.3% in fall 2011 vs. 22.9% for non-ESP Latino students who passed two comparable courses in math or English in two semesters (fall 2011 and spring 2012).
• Most significant is the fact that these ESP students in accelerated courses are ready for college level math or English or have completed college level math or English in one semester.

Student Comments
The following are representative student comments taken from ESP exit surveys:
• "Enjoy the program because it's a life changer."
• "Stay focused! You're doing this program for a reason, they help you out a lot, you just have to do the work."
• "I was able to reignite the love for learning I once lost and it was because of the love and passion the professor had when she taught. The communication the professor has with her students is amazing, she really opened my eyes and I am no longer blinded by the stigma I grew up with as a child, thinking that teachers don't care about you. I know now that's not true."
• "Make sure you do the work, but most importantly make friends and ask questions!! My professor does a great job of guiding you through the material but it is your job to master it!"

Survey Highlights
The following is a brief summary of entrance and exit surveys from fall 2011 and spring 2012:

- ESP students’ reliance on and appreciation of the program resources provided was evidenced by their hand-written comments. Students specifically cited their teachers/tutors (41%) and fellow classmates in their learning community (26%) as being program components they liked best.
- 84% of all students reported that their expectations about their ESP learning communities were met.
- ESP participants overwhelmingly experienced an improvement in their skills confidence in both math and English.
  - At the beginning of the semester, only 15% of math students and 17% of English students identified their skills as strong. At the conclusion of the semester, 24% of math and 30% of English students identified their skills as strong.
  - Additionally, in the beginning, 20% of math students identified their skills as average, but at the end, 53% identified their math skills as good. For English students, there was a dramatic drop in students identifying their skills as simply average, from 38% down to 16%, because their confidence improved and 57% of them now describe their skills as good.
  - Students’ confidence in their math and English skills is further exemplified by that fact that 81% (fall 2011) and 85% (spring 2012) of all participants stated that are prepared for the courses that follow.
- ESP students used many of the program components to increase their success:
  - 79% worked closely with their learning community cohort
  - 56% met regularly with their teacher
  - 50% to 60% worked with their Gateway tutors, the Writing Center tutors and the Math Lab tutors
  - Students increasingly sought support from ESP counselors, from 40% in fall 2011 to 71% in spring 2012.

Success Rates – ESP Students and Comparison Cohorts

- All ESP students achieved higher success rates than students in comparable English and math courses in both fall and spring and these differences are more pronounced among Latino students, especially in English
Passed One Level – Highlights

- All ESP students were more likely to pass one level in both English and math in both fall and spring terms than students in comparable courses, but the difference is more pronounced among Latino students, especially in English.

Passed Two Levels – Highlights

- In fall, all ESP students were much more likely to complete two levels in the accelerated format of ESP than students pursuing the traditional courses that require two semesters to complete two levels, and this difference is much more pronounced among Latino students.
Retention to Next Semester

- 89.2% of all fall 2011 ESP students returned for spring 2012, compared to 85.6% of students in comparable courses in fall 2011, for a difference of 3.6%
- 91.7% of Latino fall 2011 ESP students returned for spring 2012, compared to 83.3% of students in comparable courses in fall 2011, for a difference of 8.4%
- 74% of all fall 2011 ESP students returned in spring 2012 and enrolled in 12 units or more
- 22% of all fall 2011 ESP students registered in another ESP learning community in spring 2012