SBCC
Express to Success Program (ESP)
Fall 2011 – Spring 2016
Results Highlights

ESP Students

- Latino students
  - 73% in fall 2011
  - 67% in spring 2012
  - 62% in fall 2012
  - 60% in spring 2013
  - 63% in fall 2013
  - 58% in spring 2014
  - 61% in fall 2014
  - 52% in spring 2015
  - 62% in fall 2015
  - 61% in spring 2016

- Low income students (received BOG waiver)
  - 74% in fall 2011
  - 76% in spring 2012
  - 79% in fall 2012
  - 73% in spring 2013
  - 72% in fall 2013
  - 73% in spring 2014
  - 72% in fall 2014
  - 63% in spring 2015
  - 70% in fall 2015
  - 69% in spring 2016

- African-American students
  - 2.8% in fall 2015
  - 4.2% in spring 2016
Success Rates – Highlights

• All ESP students achieved higher success rates than students in comparable English and math courses and these differences are more pronounced among Latino, BOG and EOPS students.
Passed One Level – Highlights
- All ESP students were more likely to pass one level in both English and math than students in comparable courses, but the difference is more pronounced among Latino, BOG and EOPS students.
One Level Passed
Fall Terms Comparison
BOG Students

One Level Passed
Spring Terms Comparison
BOG Students

One Level Passed
Fall Terms Comparison
African-American Students

One Level Passed
Spring Terms Comparison
African-American Students
ESP Passed One Level Comparison
All Students
Spring 2013

ESP Passed One Level Comparison
Latino Students
Spring 2013

ESP Passed One Level Comparison
BOG Students
Spring 2013

ESP Passed One Level Comparison
EOPS Students
Spring 2013
### Passed Two Levels – Highlights

- All ESP students are 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 and BOG students.
- In most terms, all ESP students were more likely to pass two levels than students enrolled in comparable courses in the same term, but the difference is more pronounced among Latino and BOG students.

<table>
<thead>
<tr>
<th>ESP Passed Two Levels Comparison</th>
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<tbody>
<tr>
<td>Fall 2011 - Fall 2015 Cohorts</td>
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<td>All Students</td>
<td>Latino Students</td>
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<td>[Graph showing data for all students]</td>
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Two Levels Passed within the Term
Fall Terms Comparison
All Students

Two Levels Passed within the Term
Spring Terms Comparison
All Students

Two Levels Passed within the Term
Fall Terms Comparison
Latino Students

Two Levels Passed within the Term
Spring Terms Comparison
Latino Students
Retention to Next Semester
- ESP students are more likely than students enrolled in the same courses in the same term to re-enroll in the next semester.
Unit Load in the Next Term
- The majority of ESP students enroll full-time in the semester after being in ESP.
- Students who enroll in ESP in a fall semester are more likely to enroll full-time in the next term than students who were enrolled in ESP in a spring semester.
Enrollment in ESP in the Next Term

- Students who enroll in ESP in a fall semester are more likely to re-enroll in another ESP LC in the next term than students who were enrolled in ESP in a spring semester.
Equity Comparisons

- African-American, Latino, and low-income students are being targeted in the basic skills indicator within the college’s equity plan. Since ESP is in the equity plan as the intervention that will have an effect on closing the equity gaps seen in this indicator, beginning in 2015-16, data are provided showing how these three groups within ESP are performing in relation to each other and the overall ESP population.

- In both fall 2015 and spring 2016, **African-American students in ESP experienced disproportionate impact in math** where their success rates are lower than Latino and low-income students. **No disproportionate impact is seen in English.**

- In fall 2015, **African-American students in ESP experienced disproportionate impact in math** where a lower percentage completed one level than that seen among Latino and low-income students. However, in spring 2016, African-American students were more likely to pass one level than Latino and low-income students. **No disproportionate impact is seen in English.**

- In both fall 2015 and spring 2016, **African-American ESP students were less likely to complete two levels in English and math** than Latino and low-income students. While the gap is smaller in spring 2016, it is not an indication of an improvement in African-American students’ success, but a decline in the other groups’ performance. It is important to note that while there is disproportionate impact for African-Americans within ESP, when compared to African-American students pursuing the traditional path that requires two semesters to complete two levels, the African-American students in ESP are performing better.

- Ultimately, **African-American students in ESP are not experiencing the same level of success in completing two courses/levels in one semester as Latino and low-income students**, and while they are outperforming African-American students taking the traditional two-semester path, they do not perform as well in the second course as other African-American students not in ESP taking the same course.

- Please note that the **numbers of African-American students in ESP are very small**, 26 each in fall 2015 and spring 2016, therefore, the percentages shown here can fluctuate greatly with the addition or subtraction of one or two students.