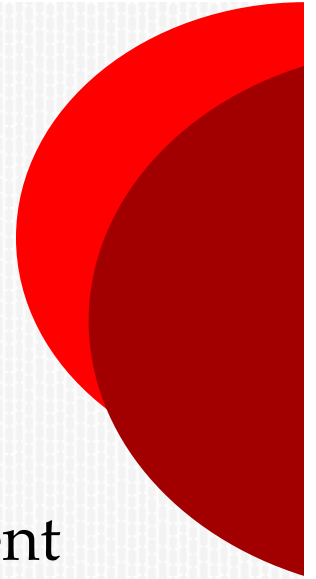
A graphic consisting of two overlapping red semi-circles on the left side of the page. The larger one is in the background, and a smaller one is in front of it, partially overlapping the larger one.

CITY COLLEGE **B**ASIC SKILLS REPORT 2008

San Diego Community College District

Prepared by:
Office of Institutional Research and Planning

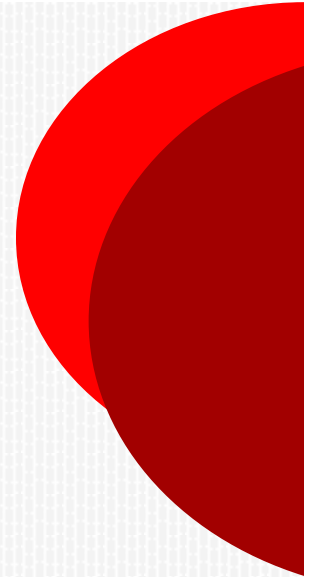
BASIC SKILLS REPORT 2007



- ✘ Section I - Districtwide
 - + Student Profile
 - + Student Outcomes: Success, Retention, Subsequent Enrollment
 - + Persistence
- ✘ Section II - College
 - + State Recommended Baseline Measures for Fall 2006
 - ✘ Percentage who assessed
 - ✘ Number of sections offered
 - ✘ Enrollment
 - ✘ Student Outcomes: Success & Retention
 - ✘ Persistence

BASIC SKILLS REPORT 2008

- ✦ College-level Data w/ Districtwide Comparisons
 - + Assessment
 - + Headcount and Student Characteristics
 - + FTES
 - + Student Outcomes: Success, Retention
 - + Persistence
 - + Subsequent Enrollment and Success



5 MAJOR RESEARCH QUESTIONS



1. How many students place into Basic Skills level courses?
2. What are the course taking patterns of assessed and non-assessed students?
3. Who are the Basic Skills Students and what are the enrollment trends of these students?
4. How well do Basic Skills Students perform in Basic Skills Courses?
5. How prepared are the Basic Skills students for transfer-level courses?

BASIC SKILLS COURSES 2007/08

- ✘ English 42 & 43
 - + *2008/09 report will include English 56 & 51.*
- ✘ Math 32, 33, 35
 - + *2009/10 report may include Math 95*
- ✘ ESOL Levels 19-40

COLLEGE BSI ACTION PLANS

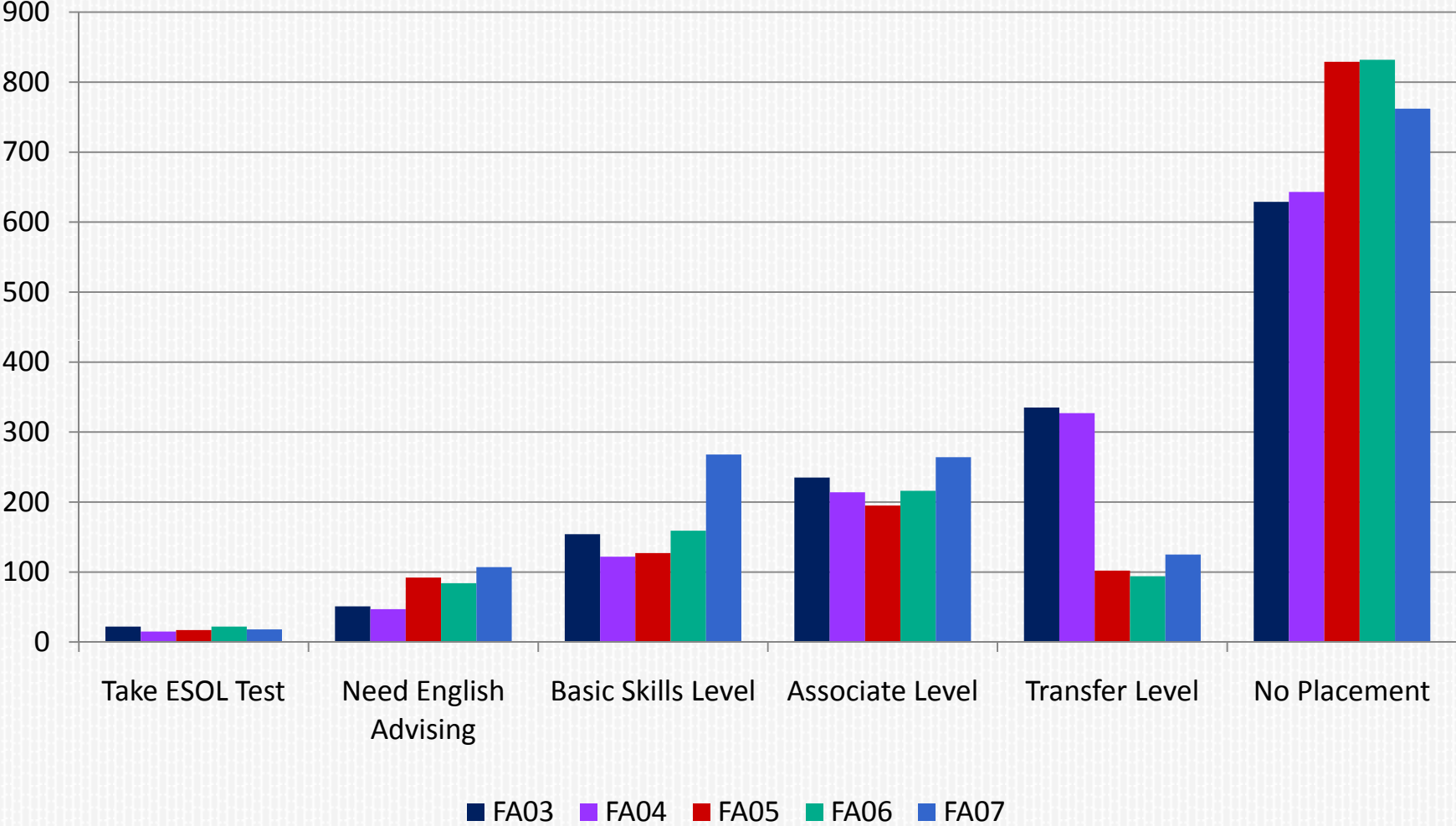
- ✘ Implement research studies that include: success, retention and persistence.
- ✘ Review placement trends and make changes to placement testing as necessary.
- ✘ Focus research efforts on underrepresented populations by examining outcomes by demographic variables of interest.



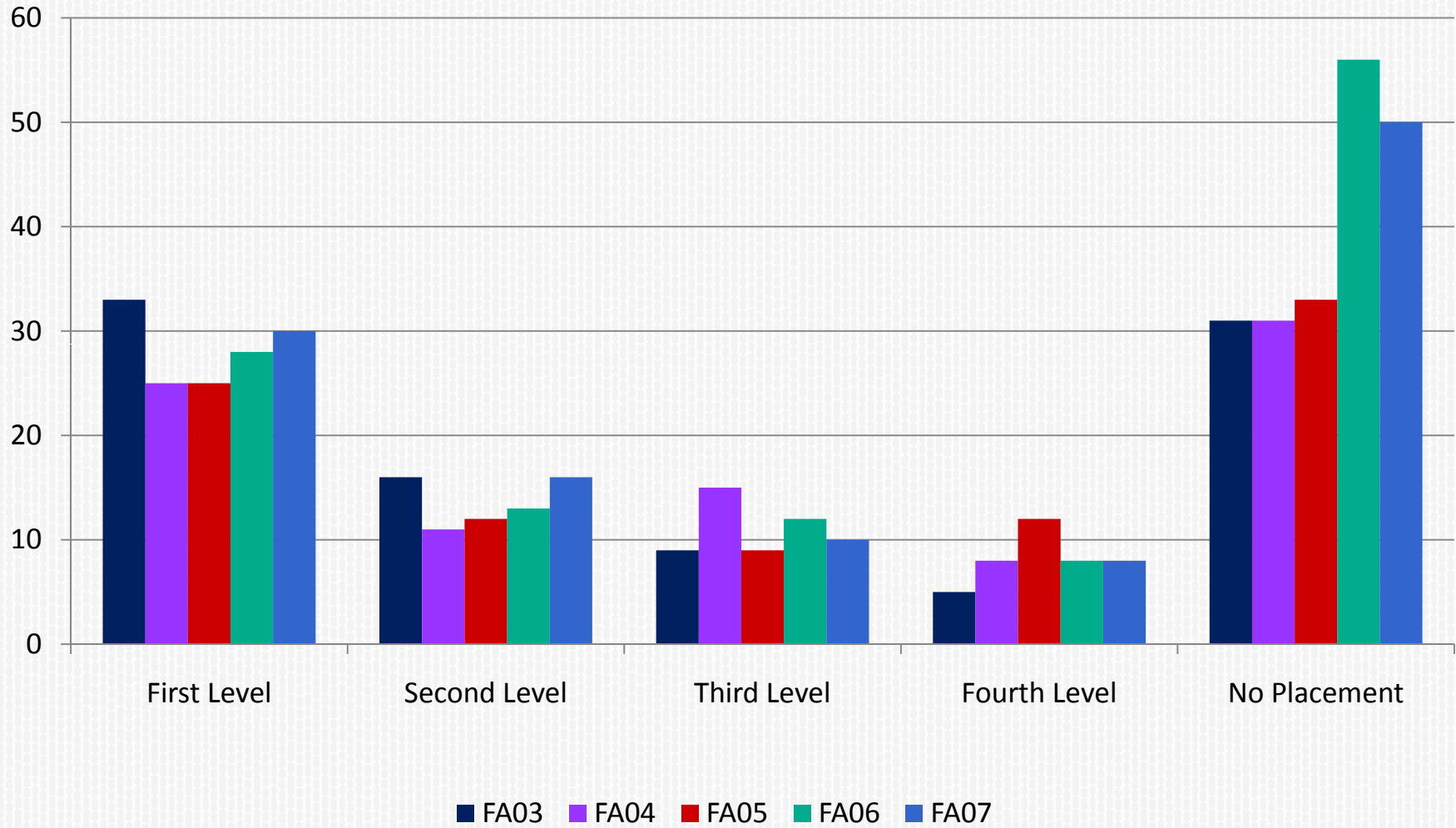
ASSESSMENT TRENDS



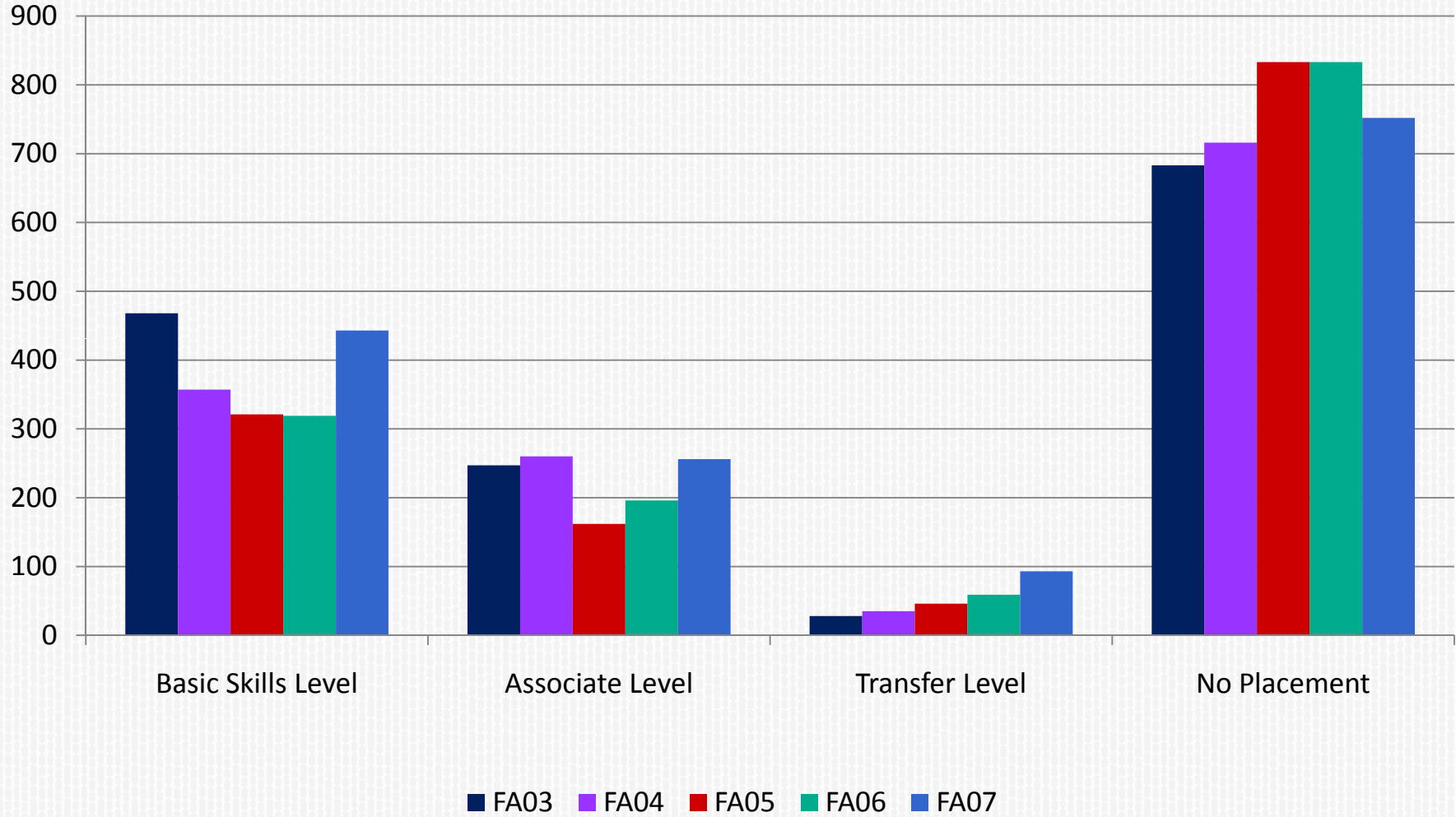
English Assessment Trends



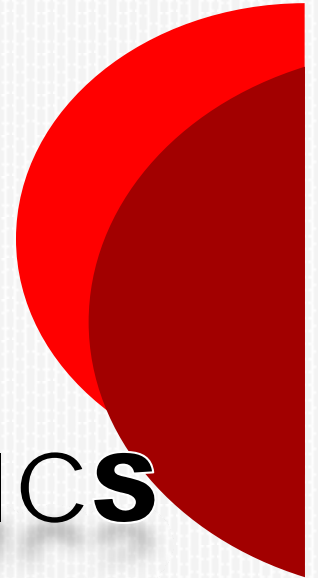
ESOL Assessment Trends



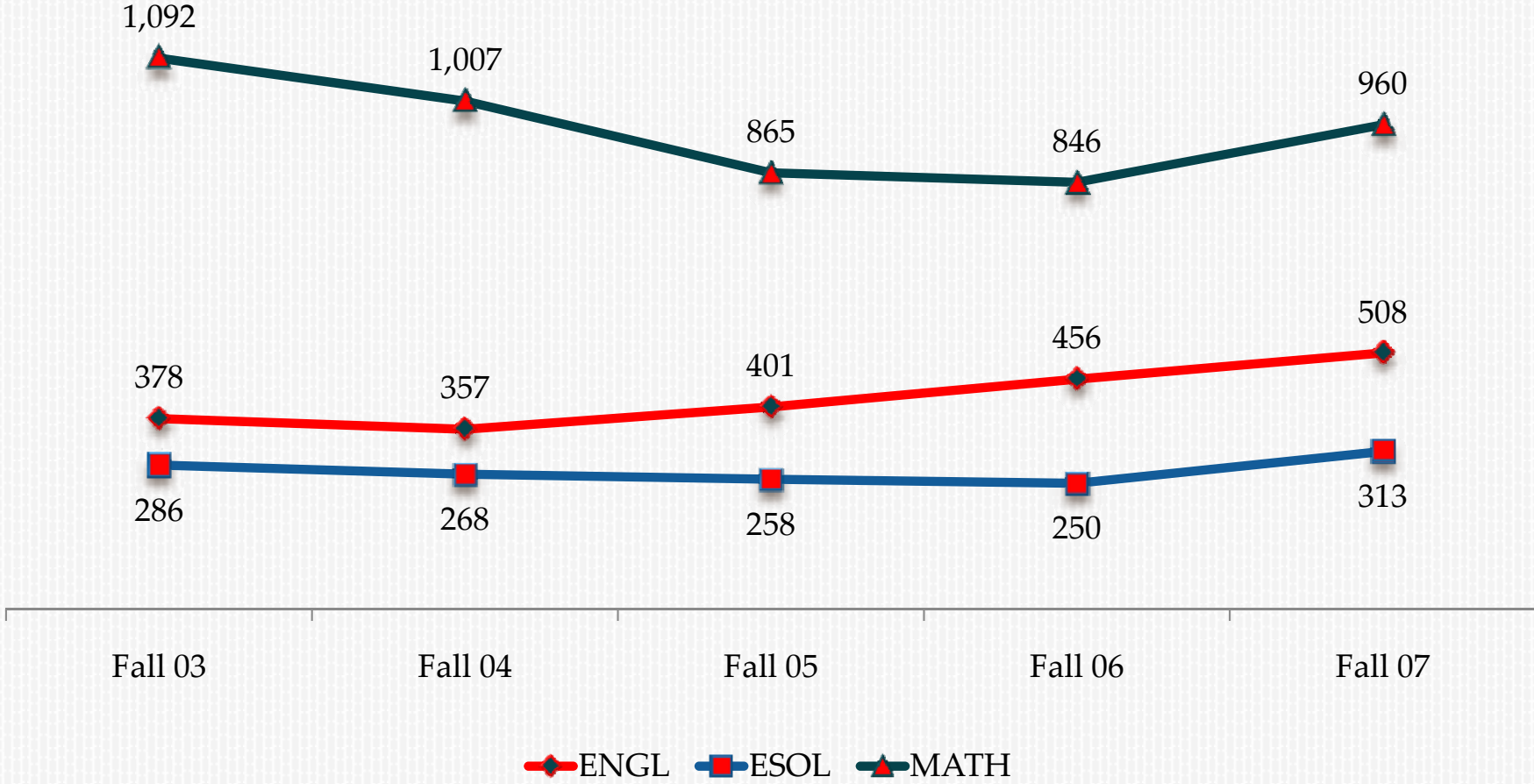
Math Assessment Trends



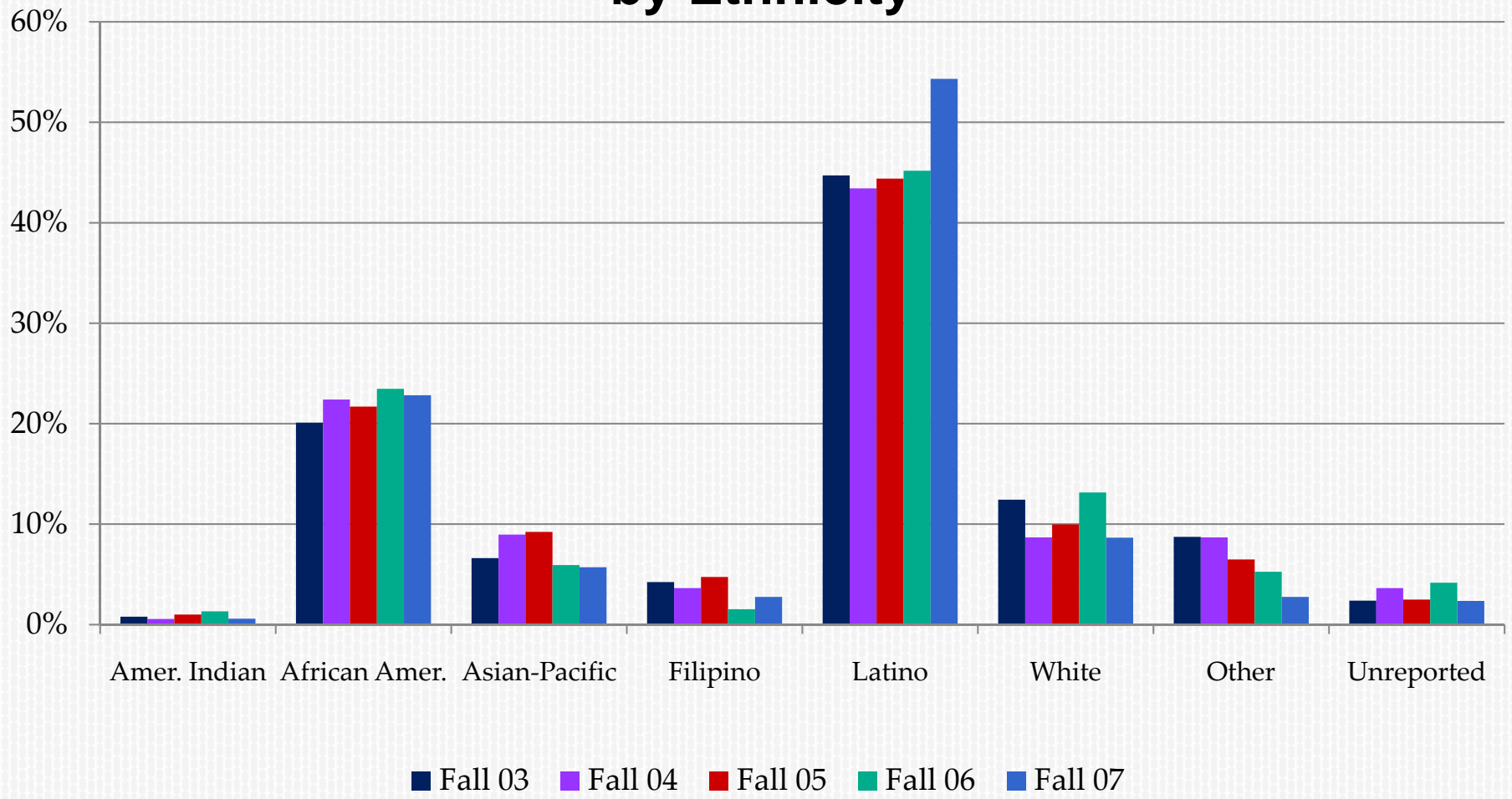
HEADCOUNT AND STUDENT CHARACTERISTICS



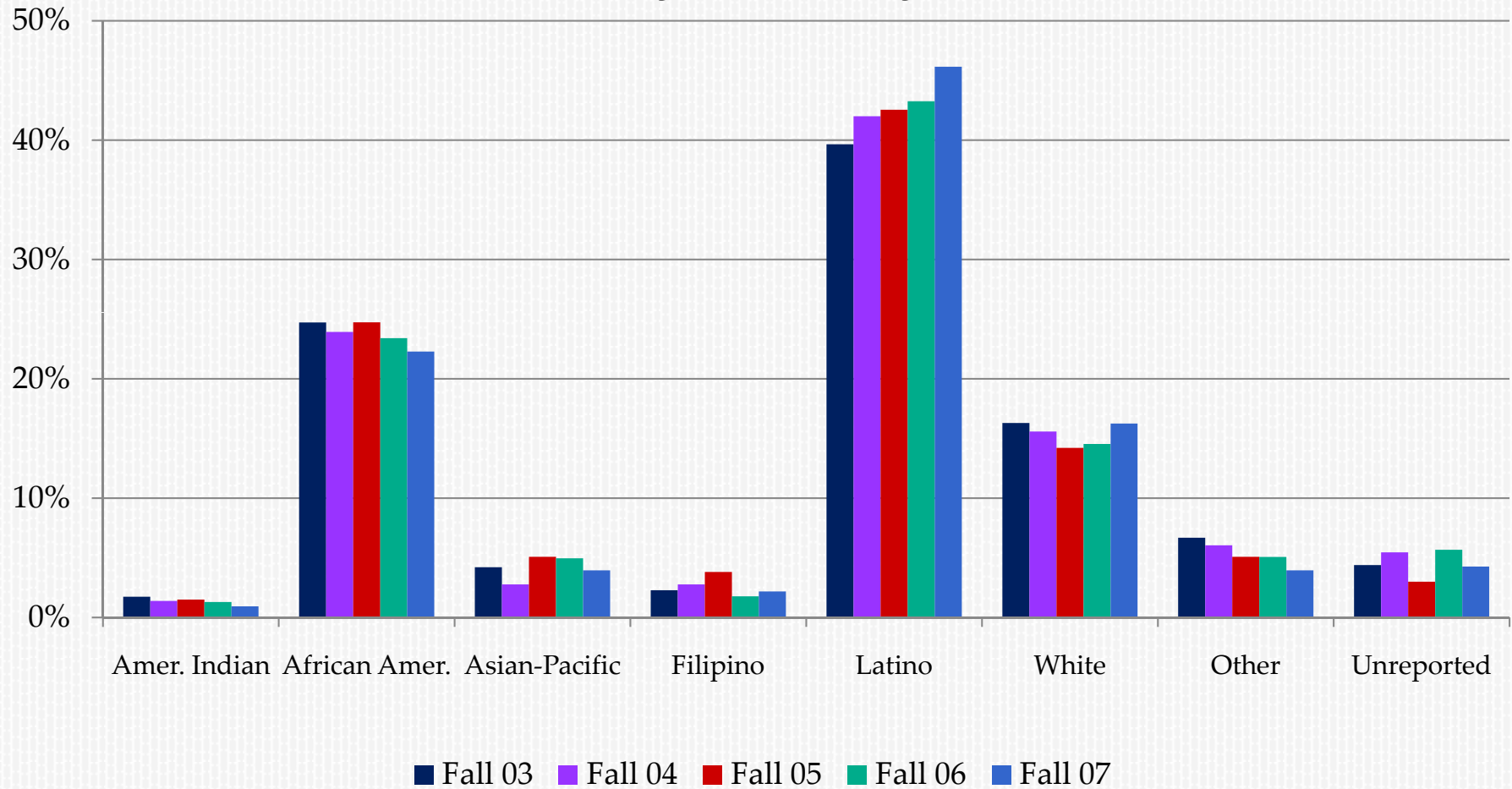
Headcount



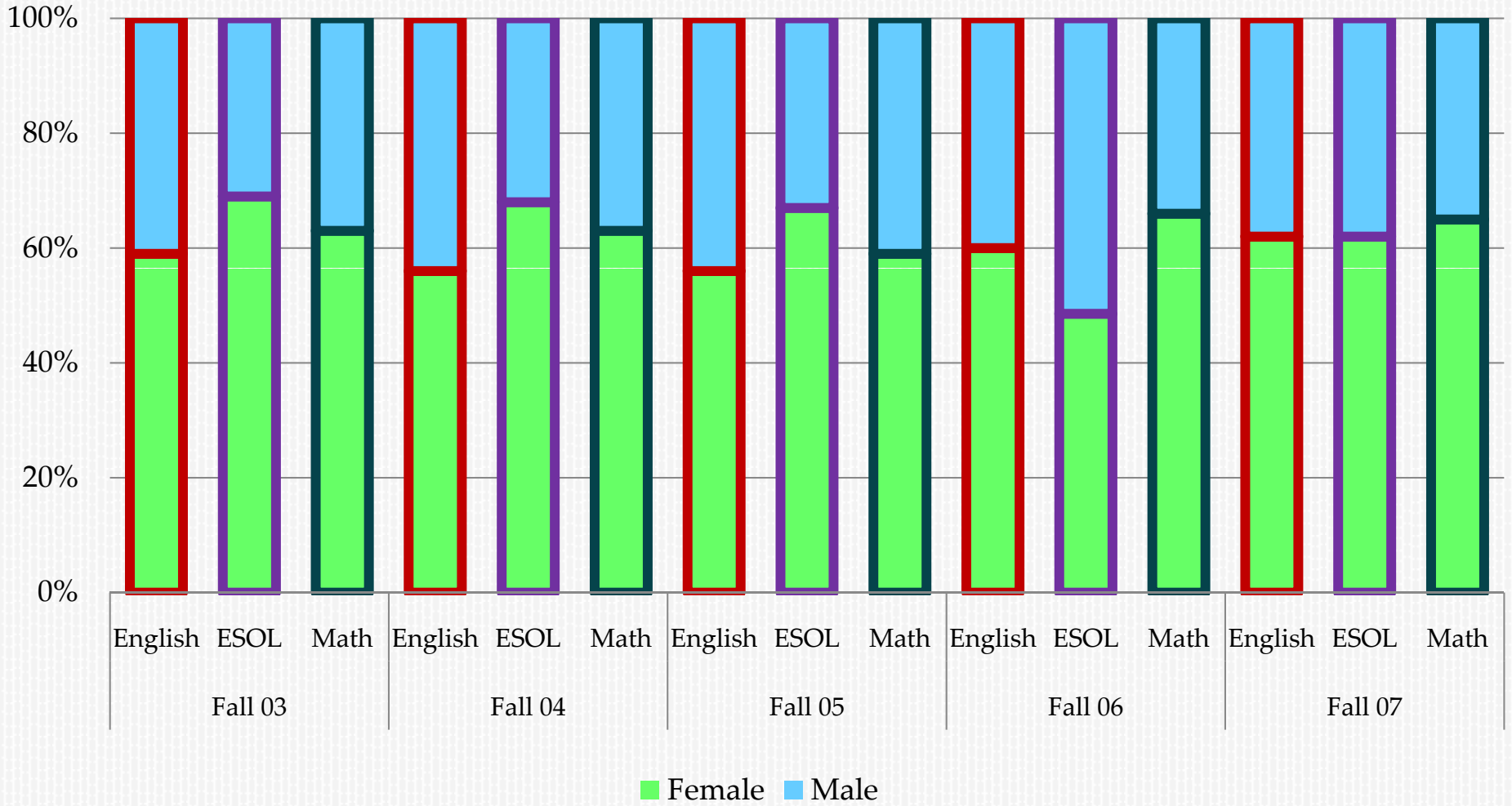
English Basic Skills Headcount by Ethnicity



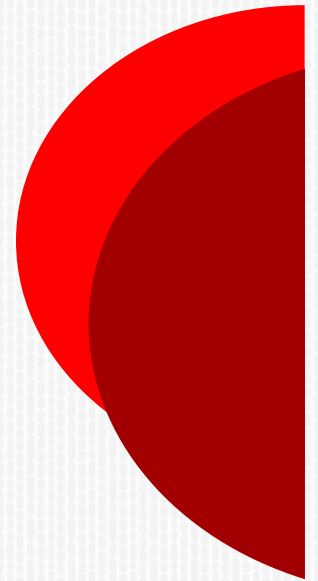
Math Basic Skills Headcount by Ethnicity



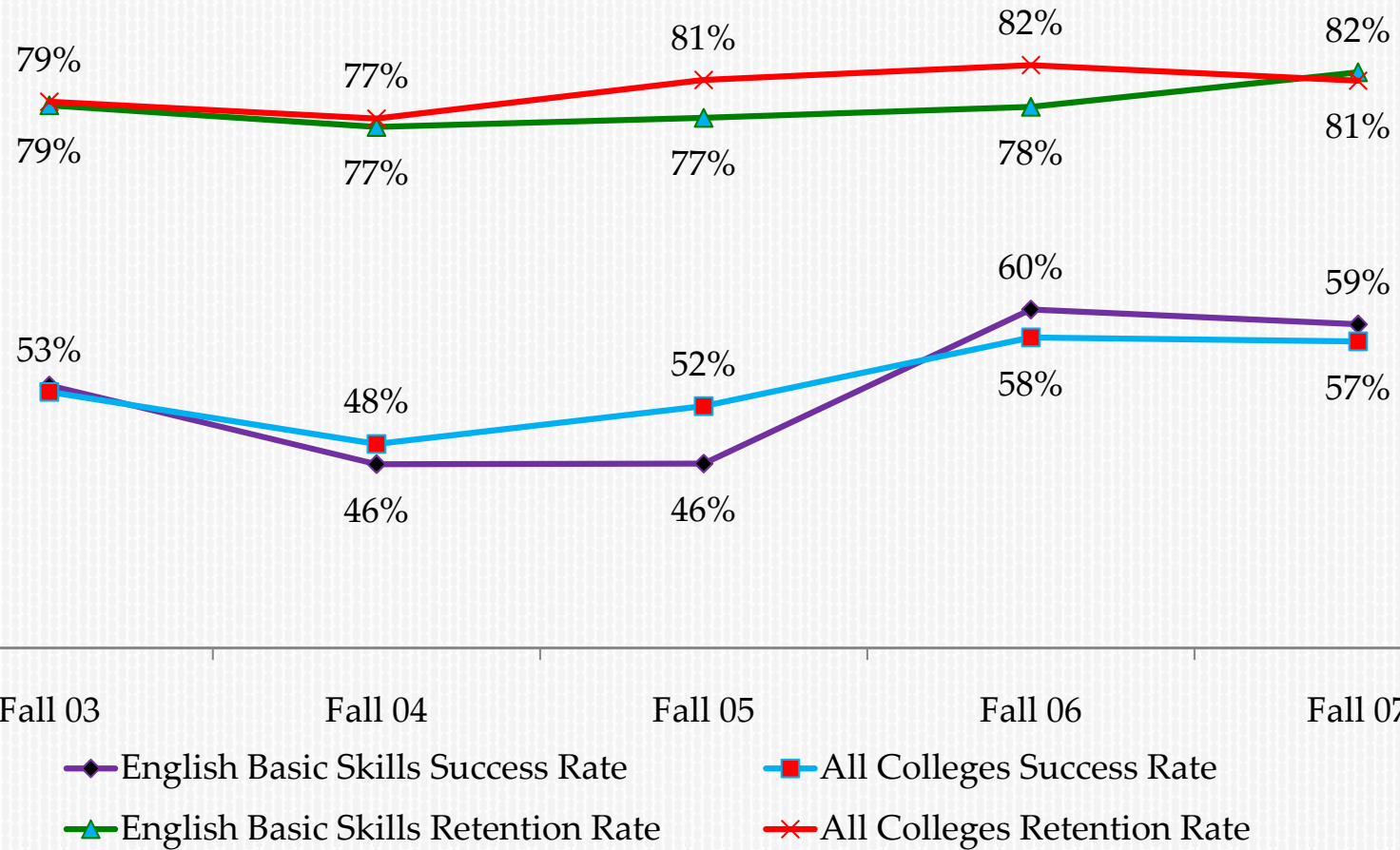
Headcount by Gender



SUCCESS & RETENTION

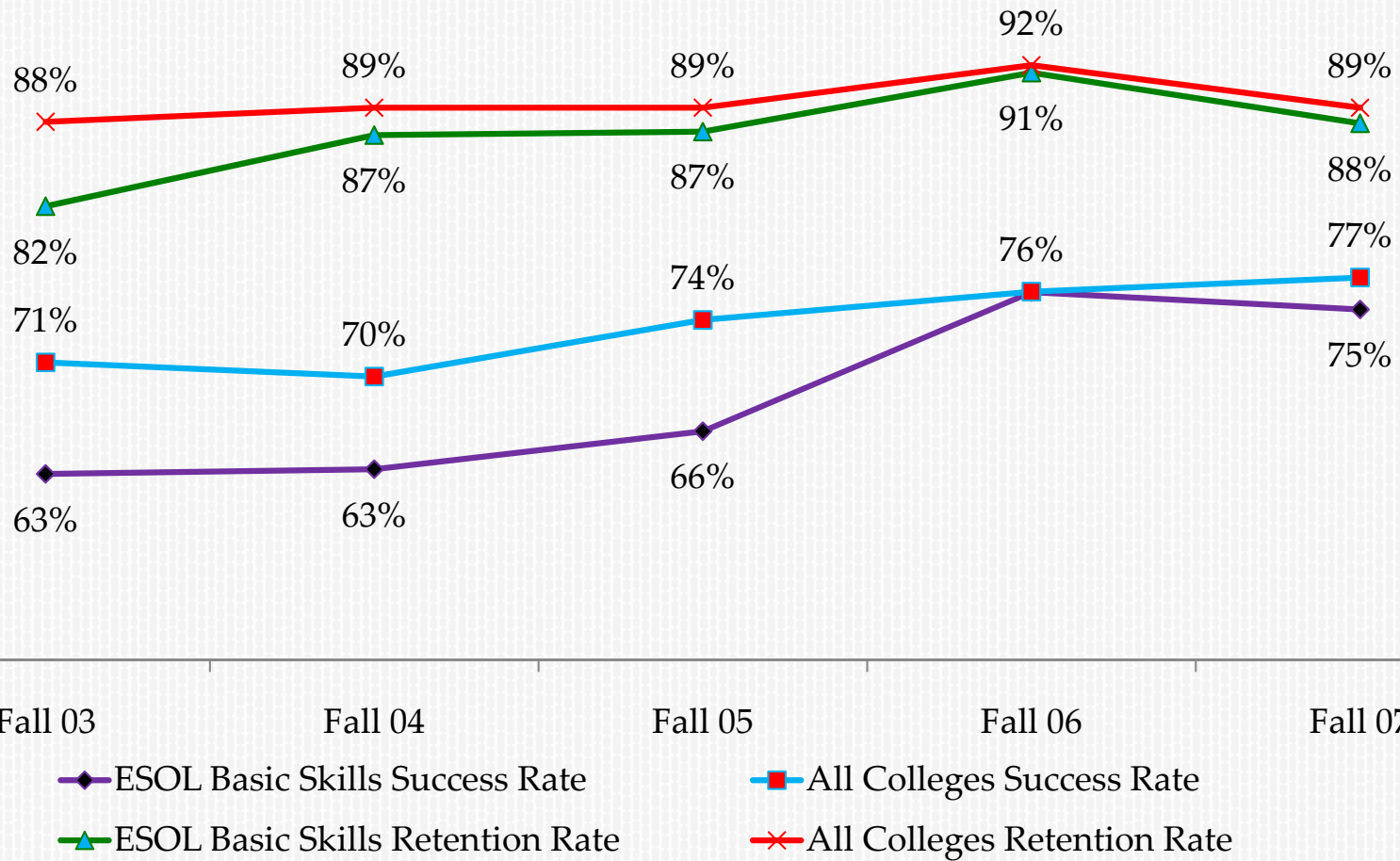


English Basic Skills Success & Retention Rate



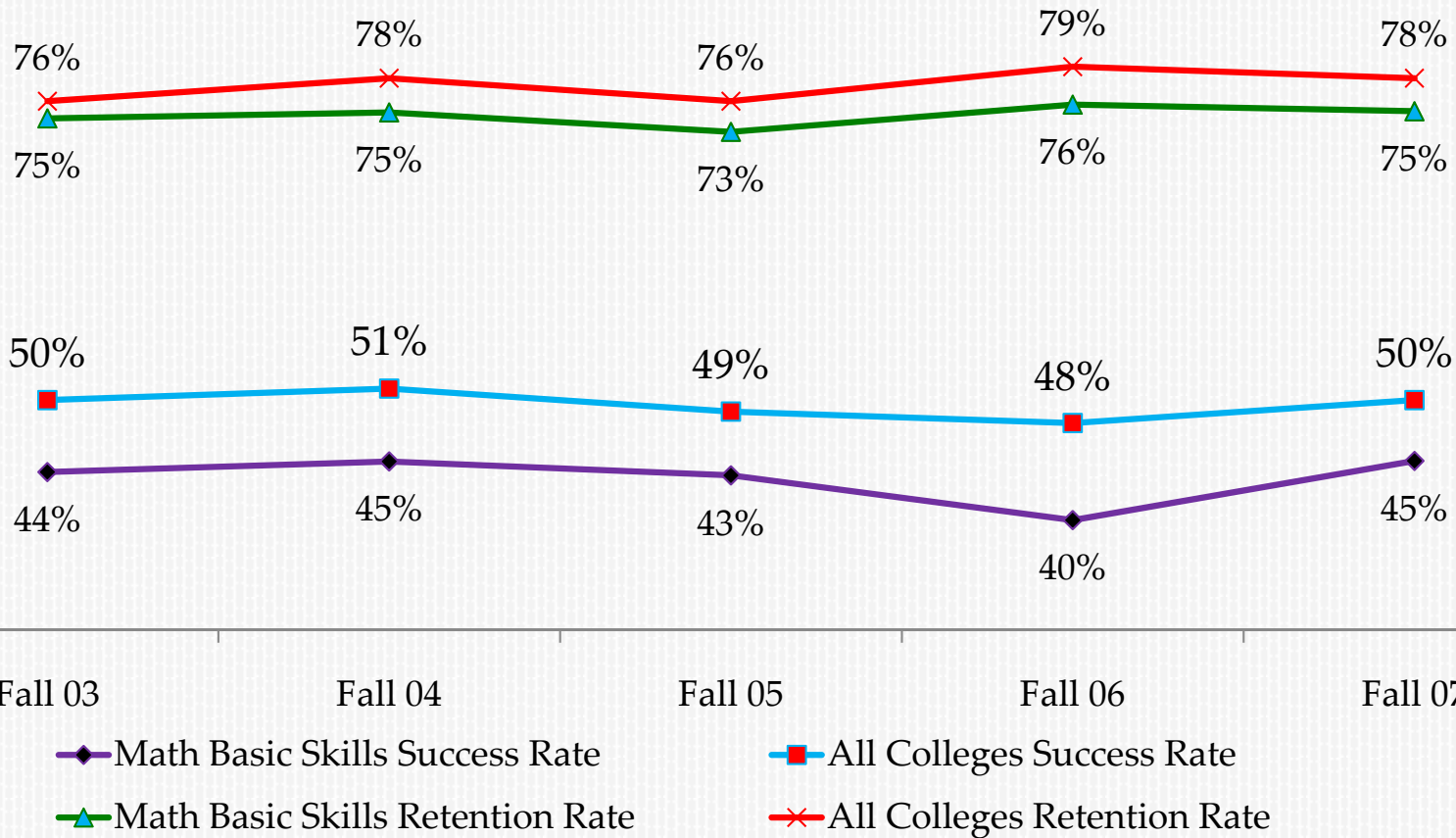
5 year averages: 53% Success Rate & 78% Retention Rate

ESOL Basic Skills Success & Retention Rates



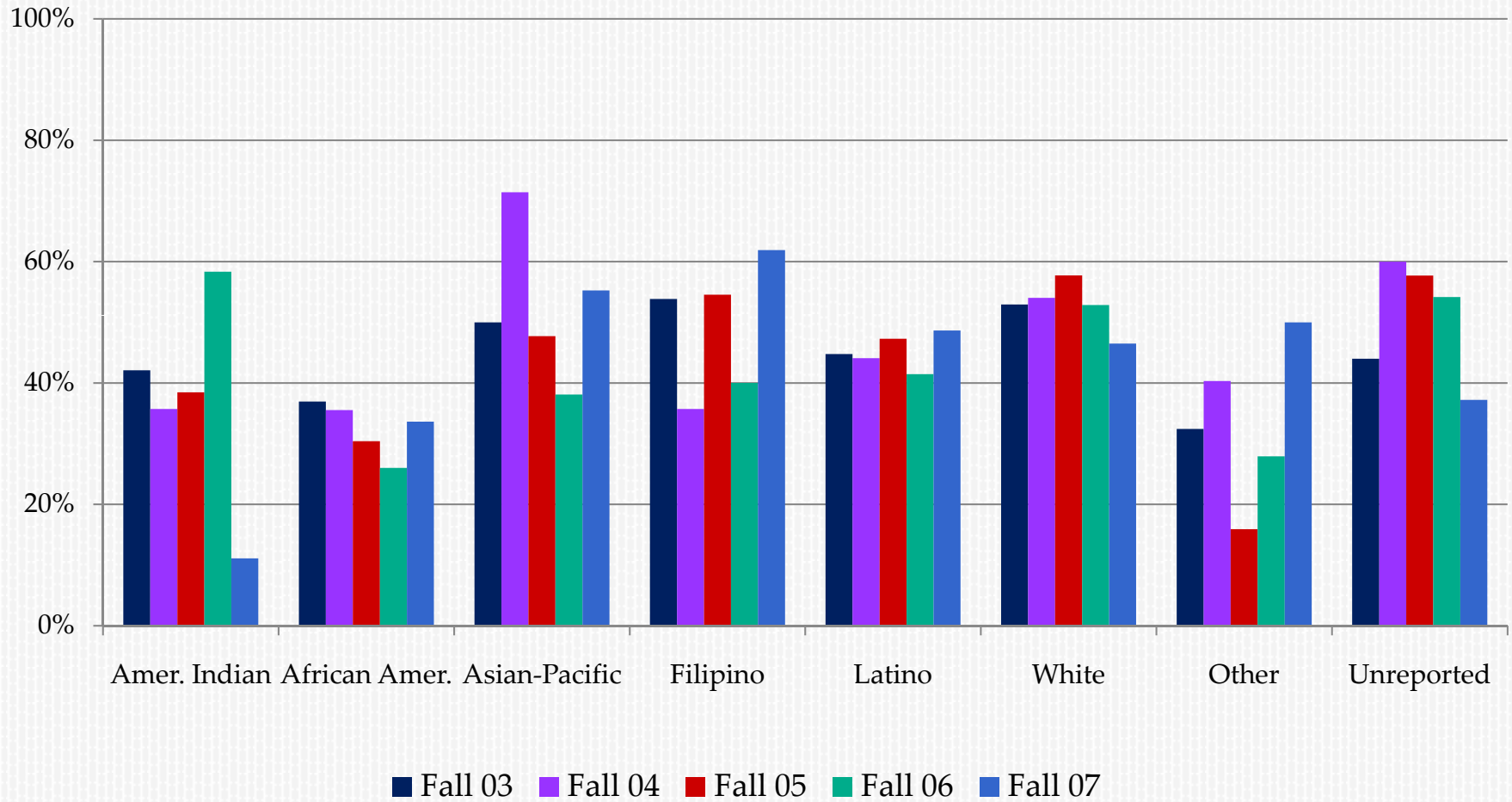
5 year averages: 69% Success Rate & 87% Retention Rate

Math Basic Skills Success & Retention Rate



5 year averages: 43% Success Rate & 75% Retention Rate

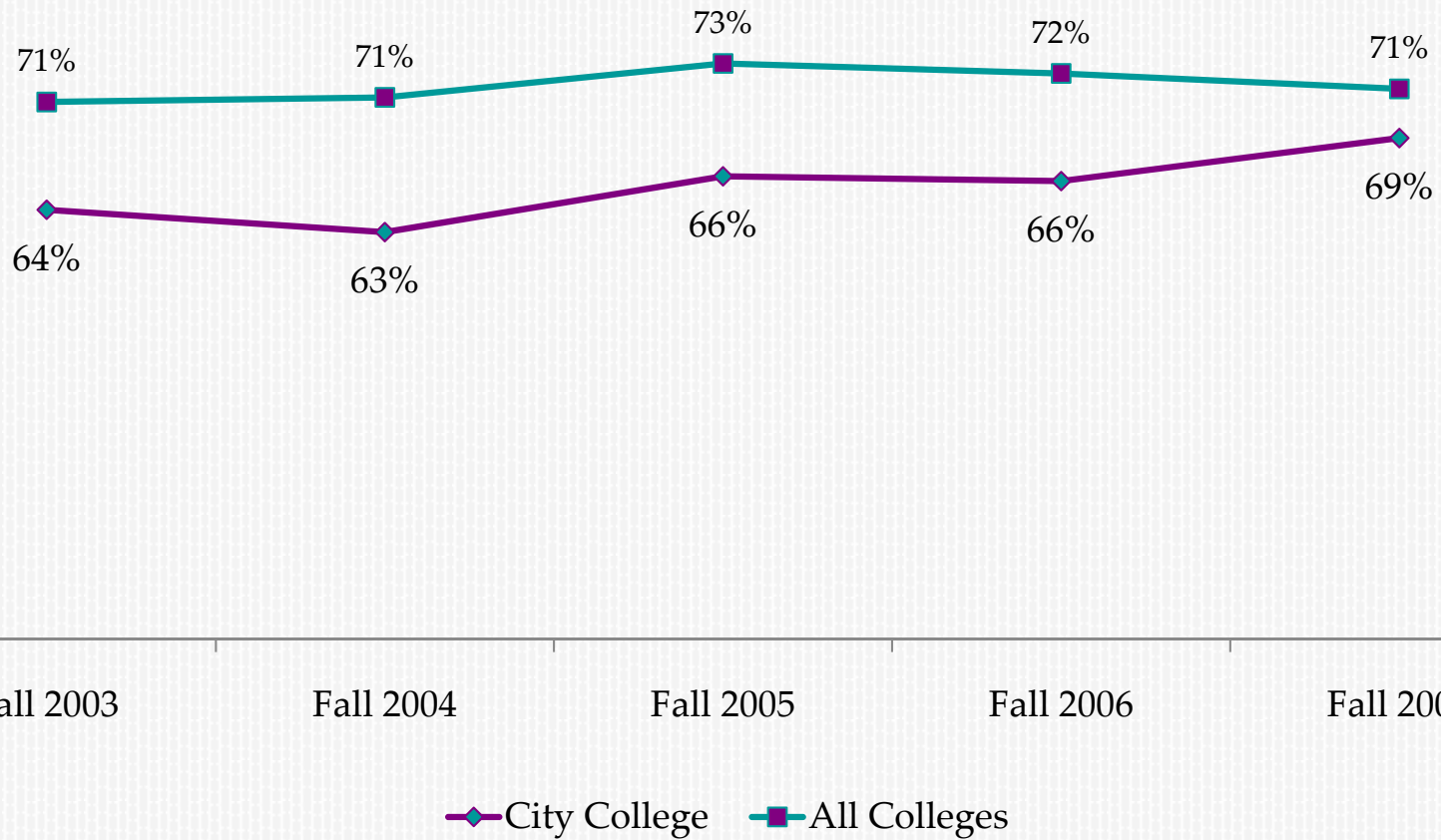
Math Basic Skills Retention Rate by Ethnicity



TERM PERSISTENCE

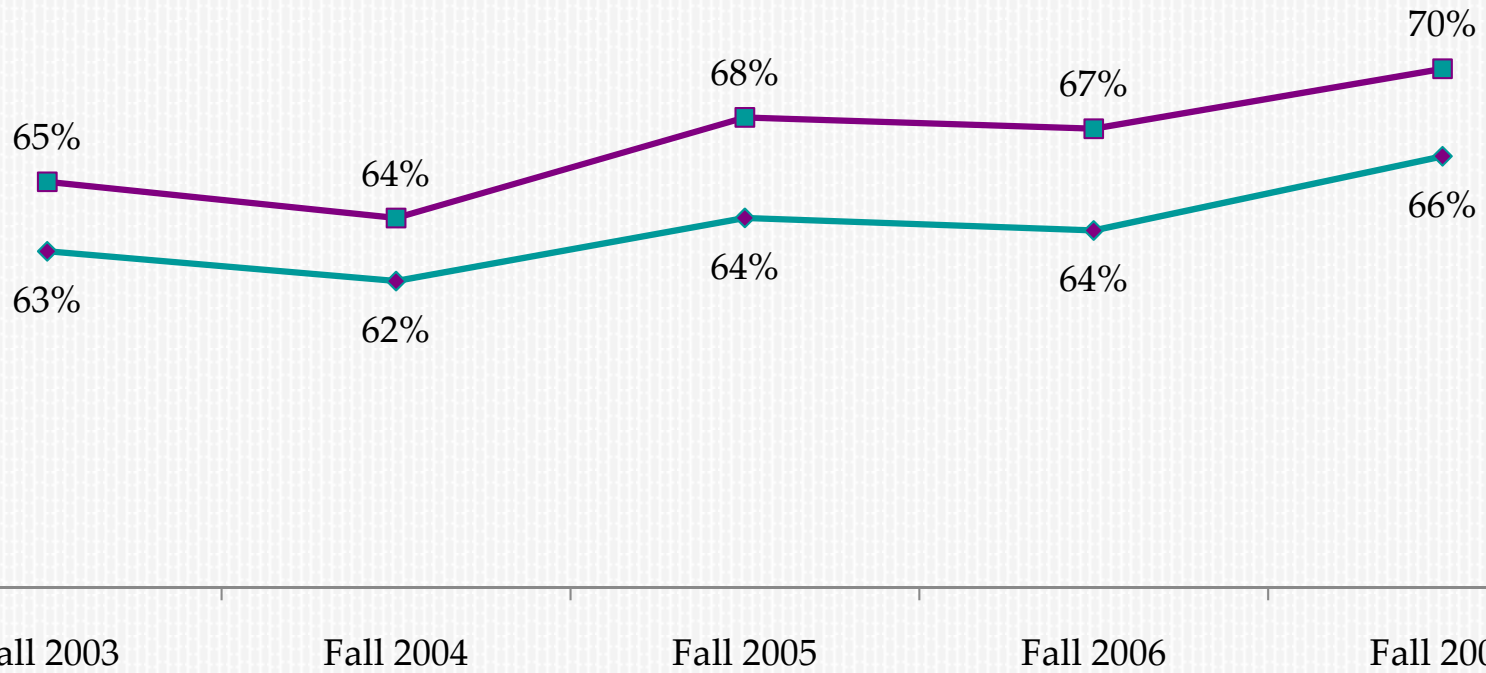


Basic Skills Term Persistence



5 year average: 66% Persistence Rate

Basic Skills Term Persistence by Gender

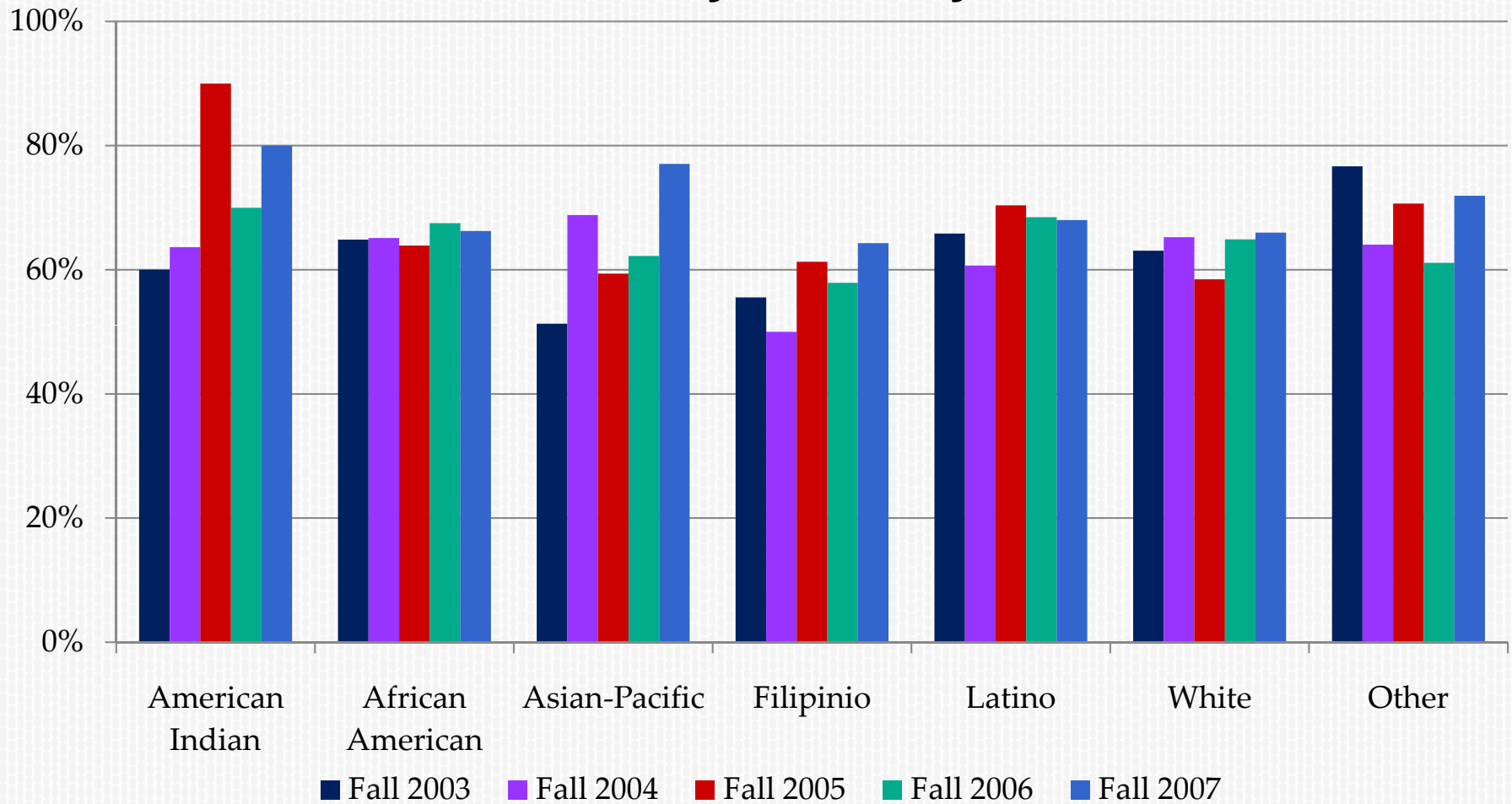


◆ Male

■ Female

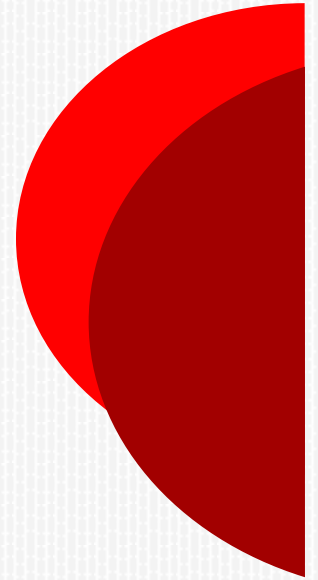
5 year average: 66% Persistence Rate

Basic Skills Persistence by Ethnicity

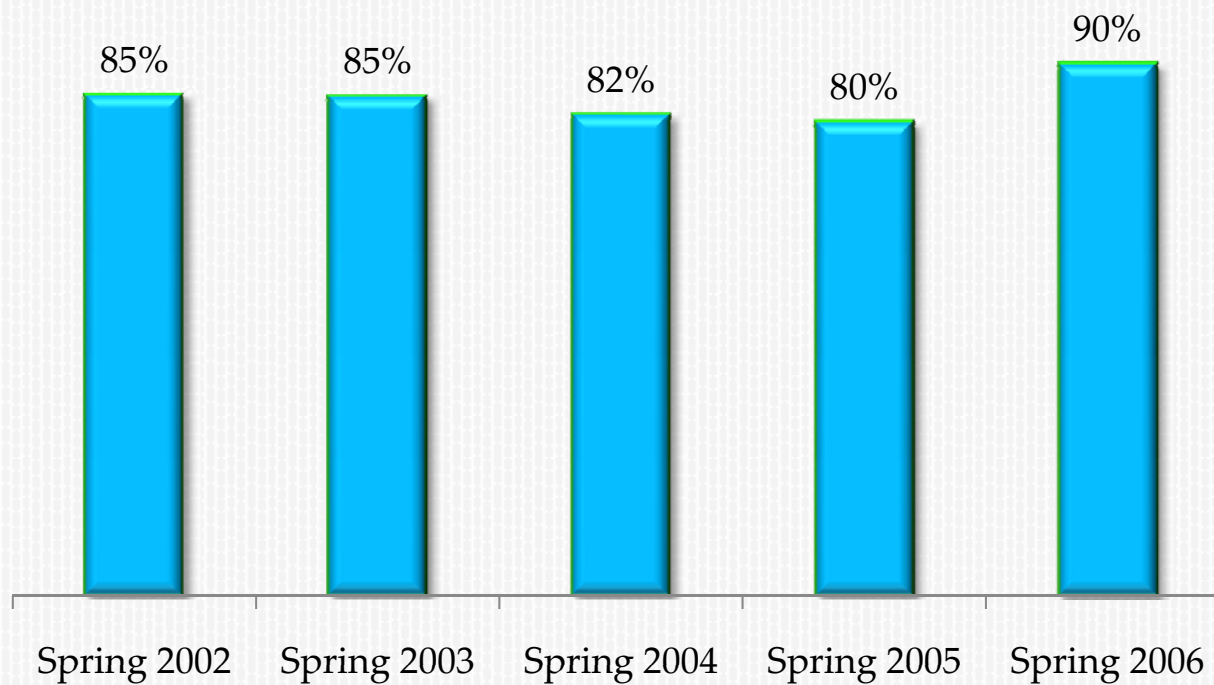


5 year average: 66% Persistence Rate

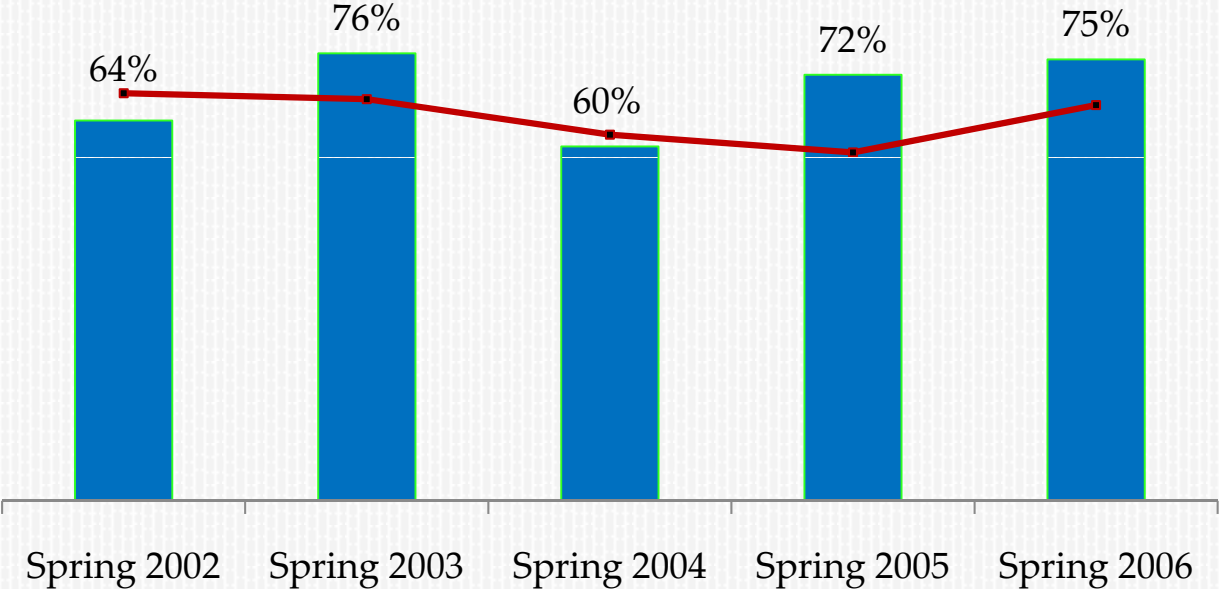
SUBSEQUENT ENROLLMENT AND SUBSEQUENT SUCCESS



Subsequent Enrollment Rate English 51 and 56 to 101 or 105

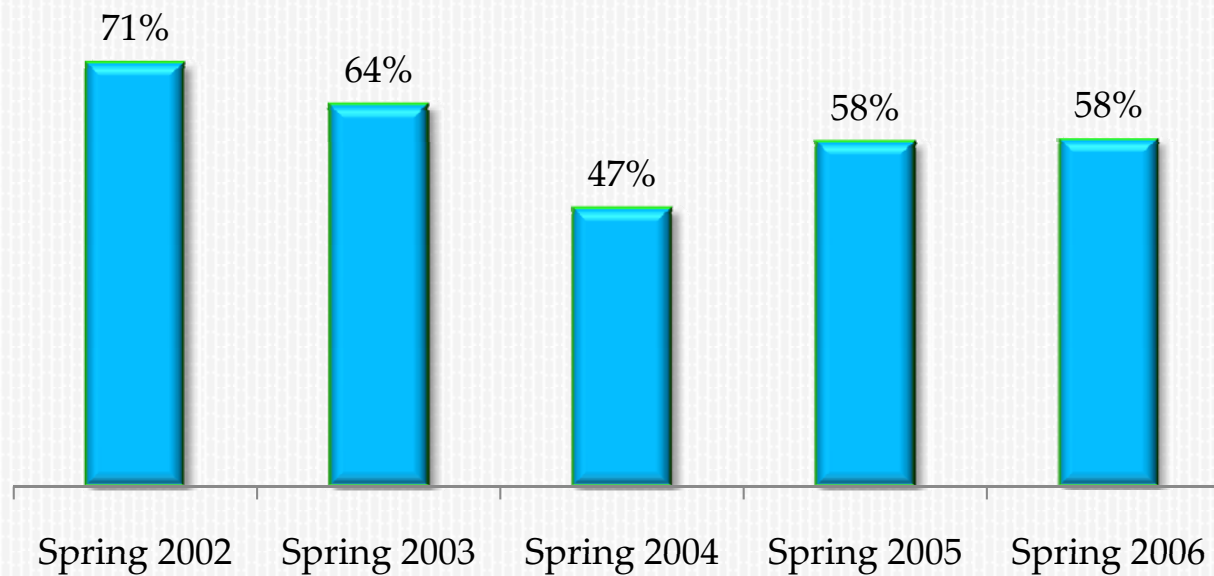


Subsequent Course Success Rate English 51 and 56 to 101 or 105

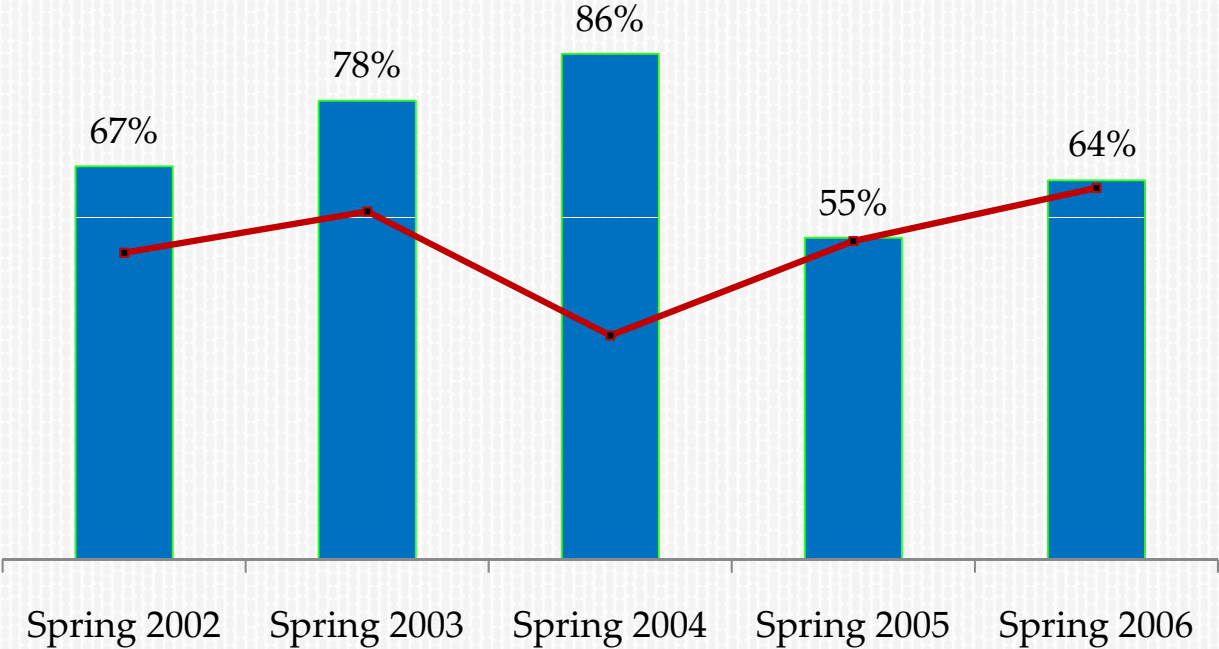


**Red line is benchmark representing Non Cohort Course Success*

Subsequent Enrollment Rate ESOL 40 to English 51 and 56

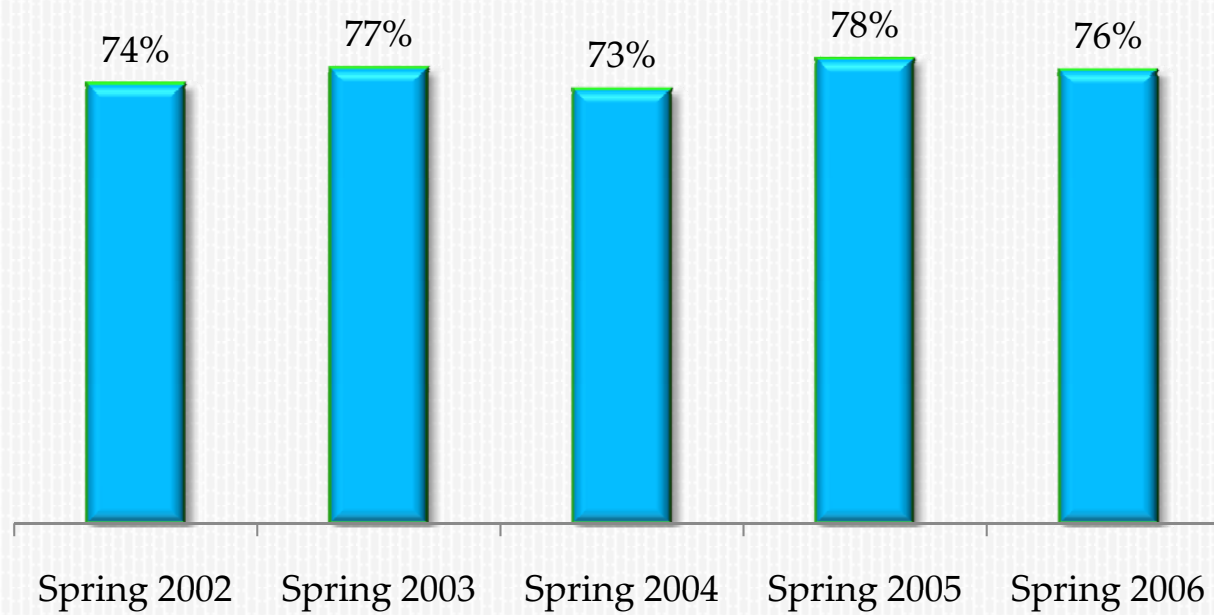


Subsequent Course Success Rate ESOL 40 to English 51 and 56

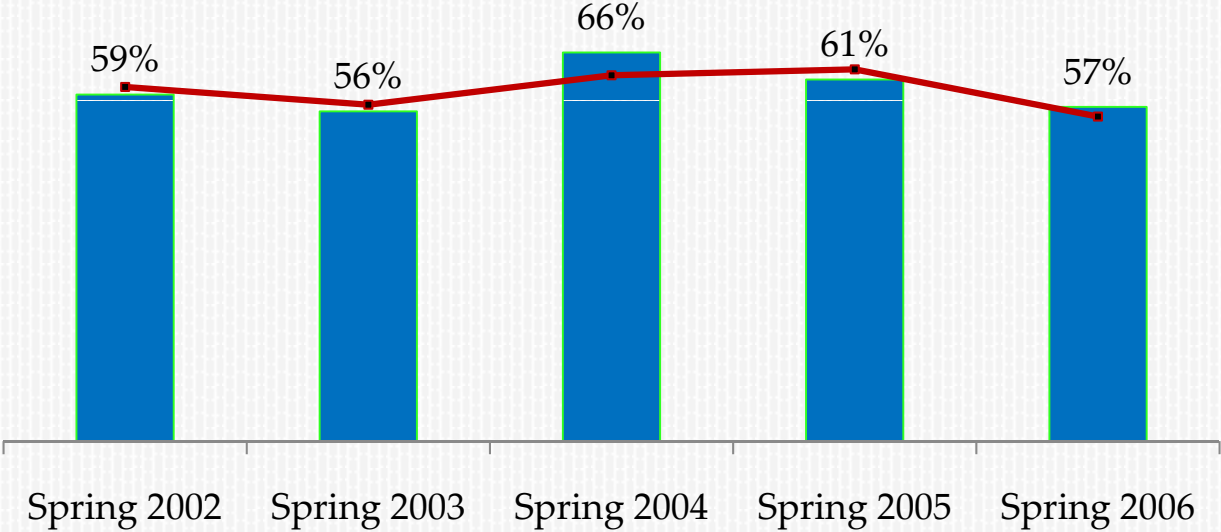


**Red line is benchmark representing Non Cohort Course Success*

Subsequent Enrollment Rate Math Course Sequence 35 to 95



Subsequent Course Success Rate Math Course Sequence 35 to 95



**Red line is benchmark representing Non Cohort Course Success*

THE GO FORWARD

- ✘ College Briefings
- ✘ 2009 Report to include English 51/56
- ✘ BSI Research Agenda

END