Miramar College
Basic Skills Report 2009

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Office of Institutional Research and Planning
September 2009

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Overview of the Basic Skills Report 2009

This report on students enrolled in Basic Skills courses provides follow-up and additional information to the Basic Skills Report that was produced in 2008/09. This report is intended for the college Basic Skills Committees, faculty, student support staff, and District leaders and managers. The information in the report may be useful for program and services planning and improvement decisions by the colleges. The report contains information on Basic Skills student placement, enrollment, and student outcomes (i.e., success, retention and degree attainment). New information on the impact of Supplemental Instruction / Instructional Assistants and degree/certificate attainment and transfer has been added to this report. The key questions that this report will serve to answer are:

1. What proportion of incoming students place into Basic Skills Courses?
2. How has the number of enrollments in Basic Skills courses changed over the past five years?
3. How well do students perform in their Basic Skills courses?
4. Is there a difference in student outcomes between classes with Supplemental Instruction / Instructional Assistants and those without?
5. What are the rates of degree/certificate attainment and transfer for students who take a transition Basic Skills course?

Whenever possible, these research questions are examined with respect to ethnicity, as well as longitudinal trends, and benchmarked as a point of reference.

The target group of students for this report is consistent with the Basic Skills definition provided by the California Community College Chancellor's Office as of 2007/08:

> Basic skills courses are those courses in reading, writing, math, computation, learning skills, study skills, and English as a Second Language, which are designated by the community college district as non-transferrable and non-degree applicable courses.

For the San Diego Community College District this includes English 042, 043, 051 (currently numbered English 049), and 056 (currently numbered English 048); Math 032 (currently numbered Math 034), 035 (currently numbered 038) and 095 (currently numbered Math 046); and all ESOL courses. Note that this report recognizes English 051 and 056, and Math 095 as Basic Skills level courses.

For benchmarking purposes, the college-level reports include five-year averages and may be compared with the All Colleges data. The All Colleges data include Basic Skills course students from all three colleges (City, Mesa and Miramar), and may be used as a point of reference for each college.

Also note that this report uses the SDCCD Information System, as well as the National Student Clearinghouse transfer data for cohort-tracking purposes.

Listing of Basic Skills Courses Included in the BSI Report 2009*

ENGLISH COURSES:

- ENGL 042: College Reading and Study Skills I
- ENGL 043: English Review
- ENGL 051: Basic Composition (currently ENGL 049)
- ENGL 056: College Reading and Study Skills II (currently ENGL 048)

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES:

Writing Sequence

- ESOL 019: Transitional English for ESOL Students
- ESOL 020: Writing for Non-native Speakers of English I
- ESOL 030: Writing for Non-native Speakers of English II
- ESOL 040: Reading and Writing for Non-native Speakers of English III

Reading Sequence

- ESOL 019: Transitional English for ESOL Students
- ESOL 021: Reading for Non-native Speakers of English I
- ESOL 031: Reading for Non-native Speakers of English II
- ESOL 040: Reading and Writing for Non-native Speakers of English III

Listening/Speaking Sequence

- ESOL 019: Transitional English for ESOL Students
- ESOL 022: Listening and Speaking for Non-native Speakers of English I
- ESOL 032: Listening and Speaking for Non-native Speakers of English II

MATH COURSES:

- MATH 032: Fundamentals of Mathematics (currently MATH 034)
- MATH 035: Pre-Algebra (currently MATH 038)
- MATH 095: Elementary Algebra and Geometry (currently MATH 046)

*NOTE: The BSI Report 2009 provides data on all courses that are considered Basic Skills during the reporting term of Fall 2009. Recent revisions of course numbering are not reflected in this Report.

Placement Levels and Corresponding Outcomes

ENGLISH PLACEMENT LEVELS

- Take ESOL Test → Advised to take ESOL Placement Test
- Needs Advising → Advised to meet with a counselor
- Basic Skills [1] → ENGL 042, 043, 051, or 056
- Transfer Level → ENGL 101 or 105

ESOL PLACEMENT LEVELS

- First Level → ESOL 19
- Second Level → ESOL 020-series sequence
- Third Level → ESOL 030-series sequence
- Fourth Level → ESOL 040

MATH PLACEMENT LEVELS

- Basic Skills [2] → MATH 032, 035, 095
- Associate Level → MATH 096
- Transfer Level → MATH 104, 107, 116, 118, 119, 210A

Note 1: ENGL 051 and 056 were designated Basic Skills courses, effective Fall 2008
Note 2: MATH 095 was designated a Basic Skills courses, effective Fall 2009. For the purposes of this report, MATH 095 is considered a Basic Skills course. Recent revisions of course numbering are not reflected in this Report.

Placement of Incoming Students

Part I: Placement of Incoming Students

This section of the report looks at the placement levels of incoming students during the five most recent fall terms for which data are available: Fall 2004 – Fall 2008. Placement levels by subject are shown both graphically (see Figures 1 through 3) and in tabular form (see Table 1) for English, ESOL, and math. Figures 4 through 17 graphically display Basic Skills placements by ethnicity.

TERMS AND DEFINITIONS:

Incoming Students: Defined in this report as any first-time student enrolled in units as of first census. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and high school students.

Summary of Findings

On average, 59% of incoming students who took an English placement test placed into a Basic Skills level English course, and another 9% placed into levels below Basic Skills. This trend has continued to increase with 23% placing into Basic Skills in Fall 2004 to 33% in Fall 2008. The proportion placing into transfer level English increased from 12% in Fall 2007 to 23% in Fall 2008.

The majority of incoming students who took the ESOL placement test, placed into the first level (41% on average) while a relatively small percentage (12%) placed into the highest level. This trend has remained relatively consistent over the five year period; Fall 2004 to Fall 2008.

On average, the majority of students placed into a Basic Skills level Math course (56%). This is a trend that has remained consistent over the five fall terms being reported (2004-2008). Additionally, a relatively small percentage of students (16%) placed into Associate level math or Transfer level math (29%).

A relatively large percentage of incoming students did not take either the English or Math placement tests. On average, 45% did not take the English placement test and 47% did not take the math placement test. For both English and math non-placement takers, the trend has decreased over the five fall terms being reported (from 49% to 39% for English and from 54% to 39% for math) (2004-2009).

White students, on average, made up the largest portion of students who placed into English Basic Skills levels (34%). On average, the proportions of Asian/Pacific-Islanders, Filipinos, and Latinos were the same (17% for each). Similarly, more than one-third of those who placed into math Basic Skills levels were White students (38%). The proportions of Asian/Pacific-Islanders, Filipinos, and Latinos were comparable (13%, 14%, and 17%, respectively). Both of these trends have remained relatively consistent throughout the five year reporting period (2004-2009), but were disproportional to the all colleges Basic Skills English and math White student populations (30% for both).

Miramar College Placement of Incoming Students by Subject
Fall Terms Only: 2004 – 2008

Figure 1
English placement trends (Fall terms only)

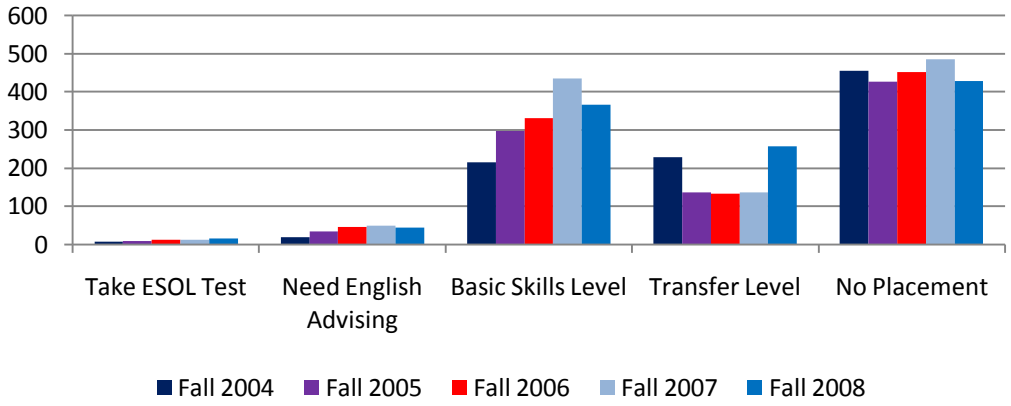


Figure 2
ESOL placement trends (Fall terms only)

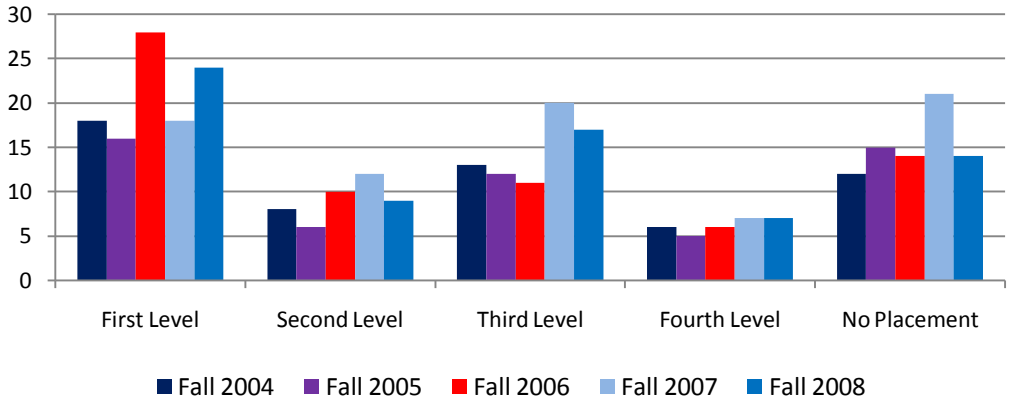
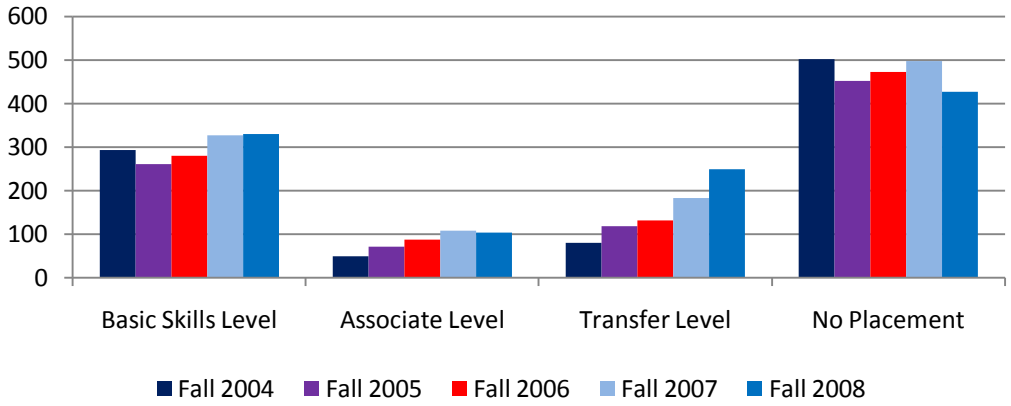


Figure 3
Math placement trends (Fall terms only)



Miramar College Placement of Incoming Students by Subject
Fall Terms Only: 2004 – 2008

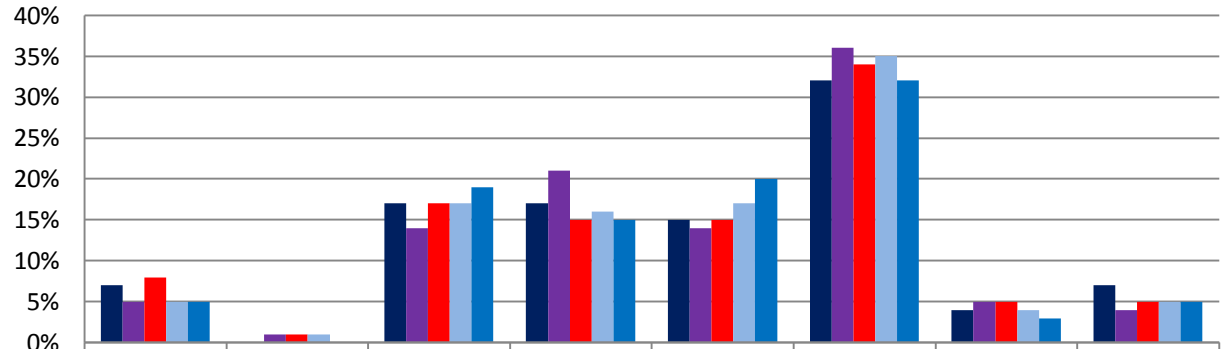
Table 1
Placement levels for Incoming Students (Fall terms only)

		Fall 04		Fall 05		Fall 06		Fall 07		Fall 08		5-Year Total/Average	
		N	%	N	%	N	%	N	%	N	%	N	%
ENGL	Take ESOL Test	6	1%	9	1%	11	1%	11	1%	15	1%	52	1%
	Need English Advising	19	2%	34	4%	45	5%	48	4%	43	4%	189	4%
	Basic Skills Level	214	23%	297	33%	330	34%	434	39%	365	33%	1,640	33%
	Transfer Level	228	25%	135	15%	132	14%	135	12%	257	23%	887	18%
	No Placement	455	49%	426	47%	451	47%	485	44%	428	39%	2,245	45%
ENGL Total		**922**	**100%**	**901**	**100%**	**969**	**100%**	**1,113**	**100%**	**1,108**	**100%**	**5,013**	**100%**
ESOL	First Level	18	32%	16	30%	28	41%	18	23%	24	34%	104	32%
	Second Level	8	14%	6	11%	10	14%	12	15%	9	13%	45	14%
	Third Level	13	23%	12	22%	11	16%	20	26%	17	24%	73	22%
	Fourth Level	6	11%	5	9%	6	9%	7	9%	7	10%	31	9%
	No Placement	12	21%	15	28%	14	20%	21	27%	14	20%	76	23%
ESOL Total		**57**	**100%**	**54**	**100%**	**69**	**100%**	**78**	**100%**	**71**	**100%**	**329**	**100%**
MATH	Basic Skills Level	293	32%	261	29%	279	29%	327	29%	329	30%	1,489	30%
	Associate Level	48	5%	70	8%	87	9%	107	10%	103	9%	415	8%
	Transfer Level	80	9%	118	13%	131	14%	182	16%	249	22%	760	15%
	No Placement	501	54%	452	50%	472	49%	497	45%	427	39%	2,349	47%
Math Total		**922**	**100%**	**901**	**100%**	**969**	**100%**	**1,113**	**100%**	**1,108**	**100%**	**5,013**	**100%**

Source: SDCCD Information System

Miramar College English Basic Skills Placement Levels by Ethnicity
Fall Terms Only: 2004 – 2008

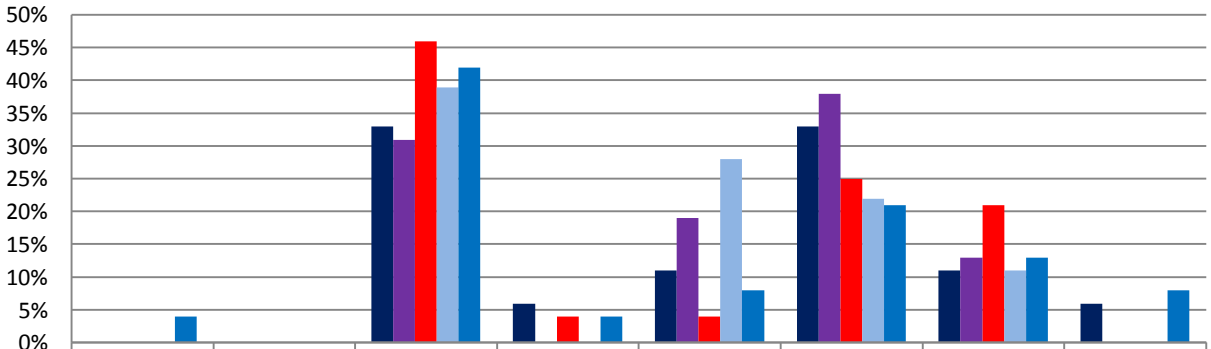
Figure 4
English Basic Skills placement by ethnicity (Fall terms only)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	7%	0%	17%	17%	15%	32%	4%	7%
Fall 2005	5%	1%	14%	21%	14%	36%	5%	4%
Fall 2006	8%	1%	17%	15%	15%	34%	5%	5%
Fall 2007	5%	1%	17%	16%	17%	35%	4%	5%
Fall 2008	5%	0%	19%	15%	20%	32%	3%	5%

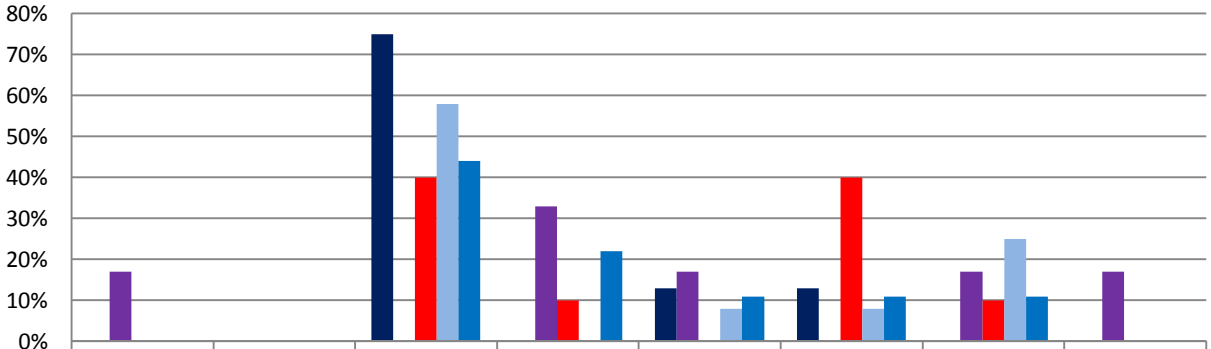
Miramar College ESOL Basic Skills Placement Levels by Ethnicity
Fall Terms Only: 2004 – 2008

Figure 5
ESOL First Level placement by ethnicity (Fall terms only)



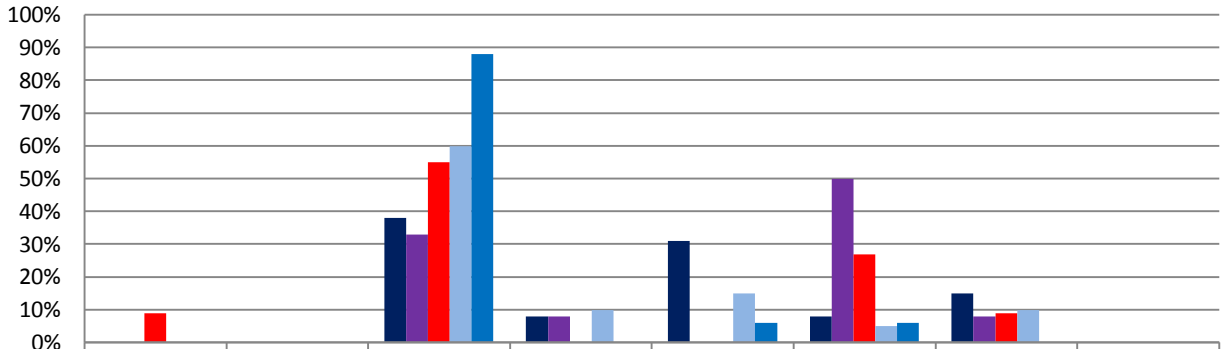
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	0%	0%	33%	6%	11%	33%	11%	6%
Fall 2005	0%	0%	31%	0%	19%	38%	13%	0%
Fall 2006	0%	0%	46%	4%	4%	25%	21%	0%
Fall 2007	0%	0%	39%	0%	28%	22%	11%	0%
Fall 2008	4%	0%	42%	4%	8%	21%	13%	8%

Figure 6
ESOL Second Level placement by ethnicity (Fall terms only)



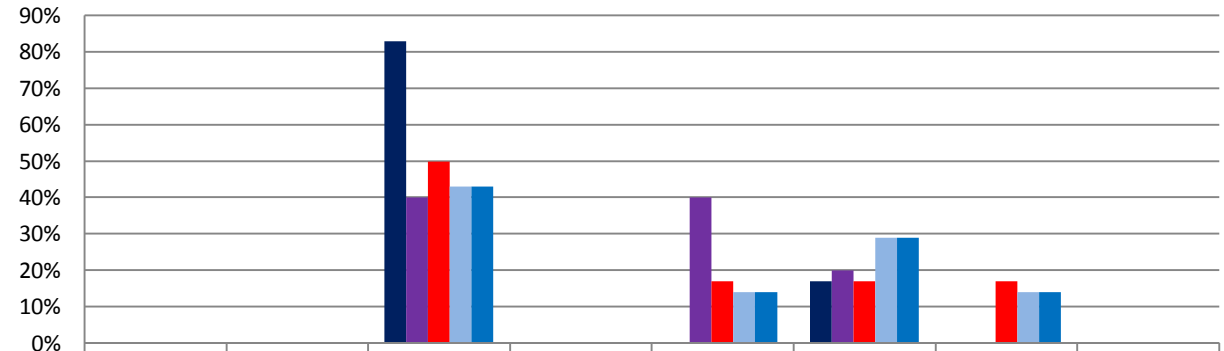
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	0%	0%	75%	0%	13%	13%	0%	0%
Fall 2005	17%	0%	0%	33%	17%	0%	17%	17%
Fall 2006	0%	0%	40%	10%	0%	40%	10%	0%
Fall 2007	0%	0%	58%	0%	8%	8%	25%	0%
Fall 2008	0%	0%	44%	22%	11%	11%	11%	0%

Figure 7
ESOL Third Level placement by ethnicity (Fall terms only)



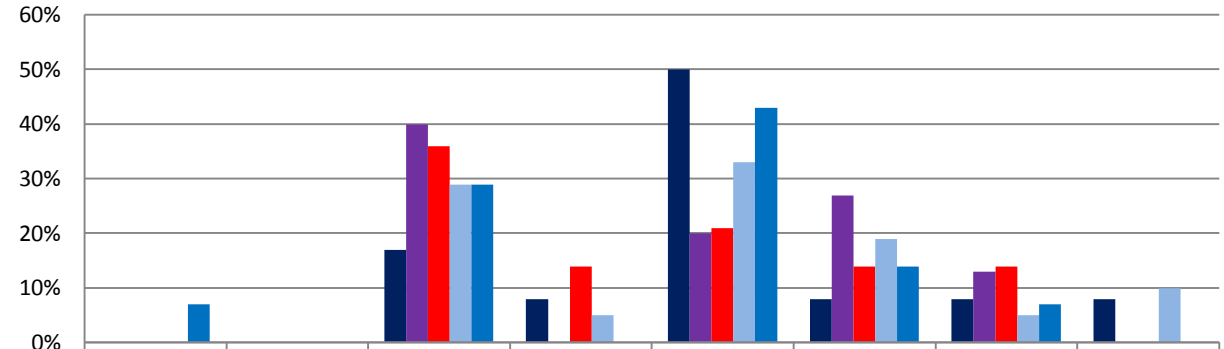
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	0%	0%	38%	8%	31%	8%	15%	0%
Fall 2005	0%	0%	33%	8%	0%	50%	8%	0%
Fall 2006	9%	0%	55%	0%	0%	27%	9%	0%
Fall 2007	0%	0%	60%	10%	15%	5%	10%	0%
Fall 2008	0%	0%	88%	0%	6%	6%	0%	0%

Figure 8
ESOL Fourth Level placement by ethnicity (Fall terms only)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	0%	0%	83%	0%	0%	17%	0%	0%
Fall 2005	0%	0%	40%	0%	40%	20%	0%	0%
Fall 2006	0%	0%	50%	0%	17%	17%	17%	0%
Fall 2007	0%	0%	43%	0%	14%	29%	14%	0%
Fall 2008	0%	0%	43%	0%	14%	29%	14%	0%

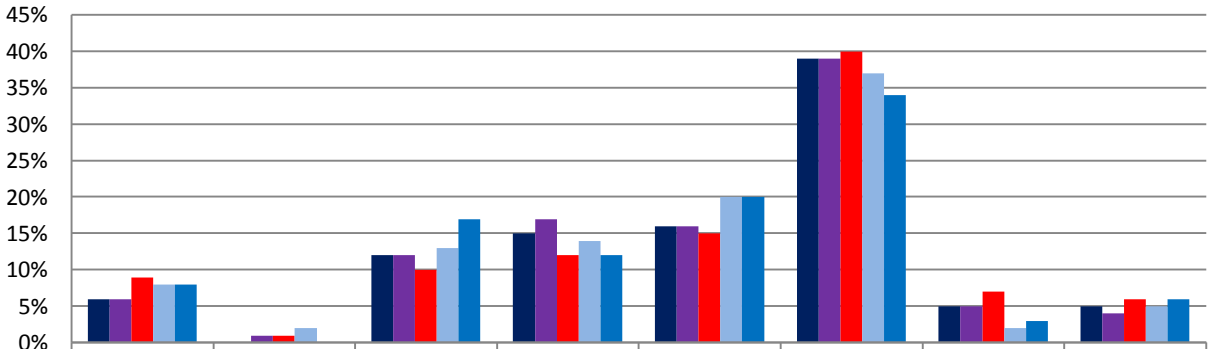
Figure 9
ESOL No Assessment by ethnicity (Fall terms only)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	0%	0%	17%	8%	50%	8%	8%	8%
Fall 2005	0%	0%	40%	0%	20%	27%	13%	0%
Fall 2006	0%	0%	36%	14%	21%	14%	14%	0%
Fall 2007	0%	0%	29%	5%	33%	19%	5%	10%
Fall 2008	7%	0%	29%	0%	43%	14%	7%	0%

Miramar College Math Basic Skills Placement Levels by Ethnicity
Fall Terms Only: 2004 – 2008

Figure 10
Math Basic Skills placement by ethnicity (Fall terms only)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	6%	0%	12%	15%	16%	39%	5%	5%
Fall 2005	6%	1%	12%	17%	16%	39%	5%	4%
Fall 2006	9%	1%	10%	12%	15%	40%	7%	6%
Fall 2007	8%	2%	13%	14%	20%	37%	2%	5%
Fall 2008	8%	0%	17%	12%	20%	34%	3%	6%

Enrollment

Part II: Term Enrollments

This section of the report documents enrollments in basic skills courses during the fall and spring terms of the five most recent years for which data are available: Fall 2004 through Spring 2009. Fall and spring terms are examined separately. Enrollment counts are shown by subject for each course (see Tables 2 through 11). Enrollments are also displayed graphically for each subject by ethnicity (see Figures 18 through 23).

Summary of Findings

Nearly half of the Basic Skills English enrollments, on average, were in English 051 (Fall-43% and Spring-46%), while one-fifth were in English 043 or 056 for the fall term. Both courses, English 042 and 043 have seen a significant increase in enrollment between Fall 2004 and Fall 2008 (175% and 128%, respectively). A similar increase occurred from Spring 2004 to Spring 2008 (143% increase for English 042 and 156% increase for English 043).

The greatest percentage of ESOL enrollments were in the ESOL 30 series (43% on average in the Fall semesters and 39% in the Spring semesters). The ESOL 30 series have also witnessed increases in enrollment between Fall 2004 and Fall 2008 (17%) and between Spring 2005 and Spring 2009 (37%).

The majority of Basic Skills math enrollments, on average, were in Math 095 (57% in fall and 58% spring). Math 035 has seen the greatest increase in enrollment between 2004 and 2008 (99% in fall and 61% in spring).

On average, approximately half of the students who enrolled in Basic Skills English courses were White (27%) and Asian/Pacific Islander (23%) across the fall and spring terms. This was higher than the all colleges' averages for White and Asian/Pacific Islander Basic Skills English enrollments (22% White and 17% Asian/Pacific Islander).

On average, more than one-third of the students who enrolled in Basic Skills math courses were White (36%) across the fall and spring terms. This was higher than the all colleges' average for White students in Basic Skills (30%).

Miramar College Basic Skills Course Enrollments
Fall Terms: 2004 – 2008

Table 2
Basic Skills English course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ENGL	ENGL 042	76	117	124	180	209
	ENGL 043	131	114	231	274	299
	ENGL 051	294	304	440	485	472
	ENGL 056	154	148	180	218	244

Table 3
Basic Skills ESOL Writing course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ESOL	ESOL 019	21	38	48	46	31
	ESOL 020	45	46	37	35	40
	ESOL 030	47	52	63	58	59
	ESOL 040	53	55	58	80	59

Table 4
Basic Skills ESOL Reading course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ESOL	ESOL 019	21	38	48	46	31
	ESOL 021	40	42	41	40	38
	ESOL 031	51	42	52	65	62
	ESOL 040	53	55	58	80	59

Table 5
Basic Skills ESOL Listening/Speaking course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ESOL	ESOL 019	21	38	48	46	31
	ESOL 022	46	35	41	42	38
	ESOL 032	56	40	50	60	59

Table 6
Basic Skills Math course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
MATH	MATH 032	37	54	58	83	40
	MATH 035	207	291	335	346	412
	MATH 095	528	447	466	492	530

Miramar College Basic Skills Course Enrollments
Spring Terms: 2005 – 2009

Table 7
Basic Skills English course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ENGL	ENGL 042	56	83	109	131	136
	ENGL 043	78	124	154	195	200
	ENGL 051	297	369	409	442	386
	ENGL 056	121	144	202	228	255

Table 8
Basic Skills ESOL Writing course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESOL	ESOL 019	50	31	33	28	49
	ESOL 020	30	54	39	36	56
	ESOL 030	36	48	47	59	77
	ESOL 040	47	52	68	63	71

Table 9
Basic Skills ESOL Reading course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESOL	ESOL 019	50	31	33	28	49
	ESOL 021	49	48	45	39	58
	ESOL 031	51	46	54	41	55
	ESOL 040	47	52	68	63	71

Table 10
Basic Skills ESOL Listening/Speaking course enrollments (Spring terms)

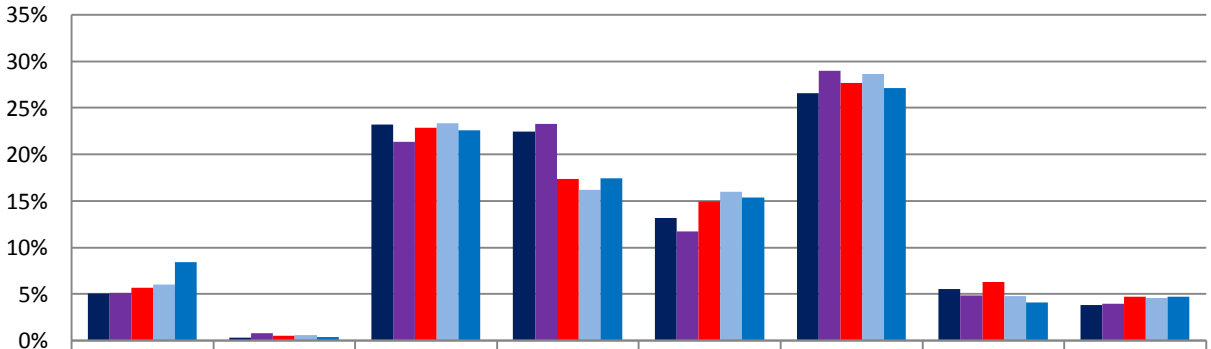
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESOL	ESOL 019	50	31	33	28	49
	ESOL 022	48	57	35	37	56
	ESOL 032	48	49	60	41	53

Table 11
Basic Skills Math course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
MATH	MATH 032	48	39	77	53	40
	MATH 035	226	244	270	298	364
	MATH 095	436	392	464	481	495

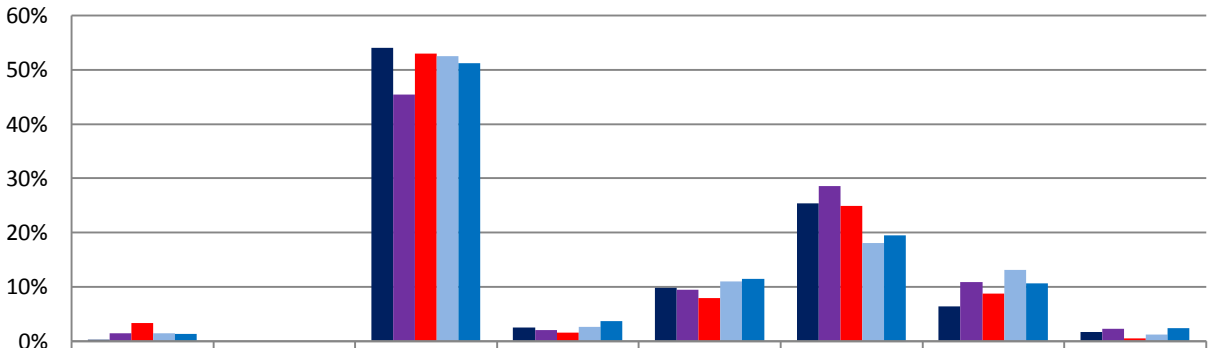
Miramar College Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2004 – 2008

Figure 11
Basic Skills English enrollments by ethnicity (Fall terms)



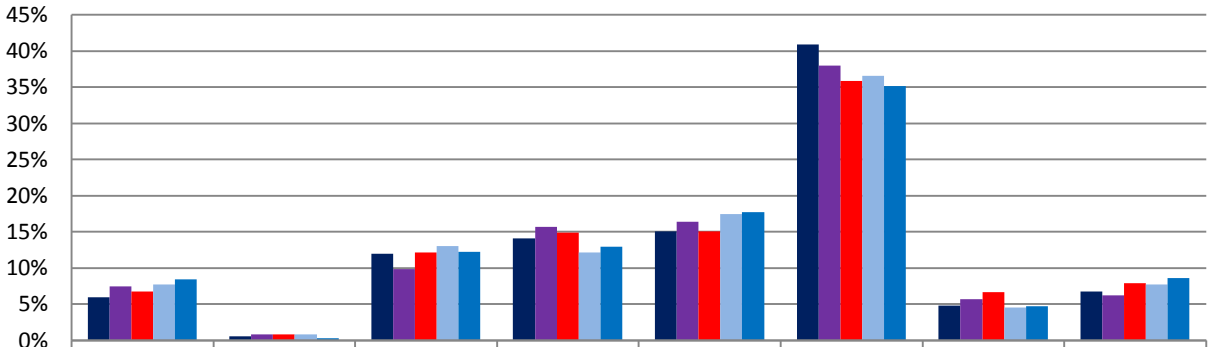
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	5%	0%	23%	22%	13%	27%	5%	4%
Fall 2005	5%	1%	21%	23%	12%	29%	5%	4%
Fall 2006	6%	1%	23%	17%	15%	28%	6%	5%
Fall 2007	6%	1%	23%	16%	16%	29%	5%	5%
Fall 2008	8%	0%	23%	17%	15%	27%	4%	5%

Figure 12
Basic Skills ESOL enrollments by ethnicity (Fall terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	0%	0%	54%	3%	10%	25%	6%	2%
Fall 2005	1%	0%	45%	2%	9%	29%	11%	2%
Fall 2006	3%	0%	53%	2%	8%	25%	9%	1%
Fall 2007	1%	0%	53%	3%	11%	18%	13%	1%
Fall 2008	1%	0%	51%	4%	11%	19%	11%	2%

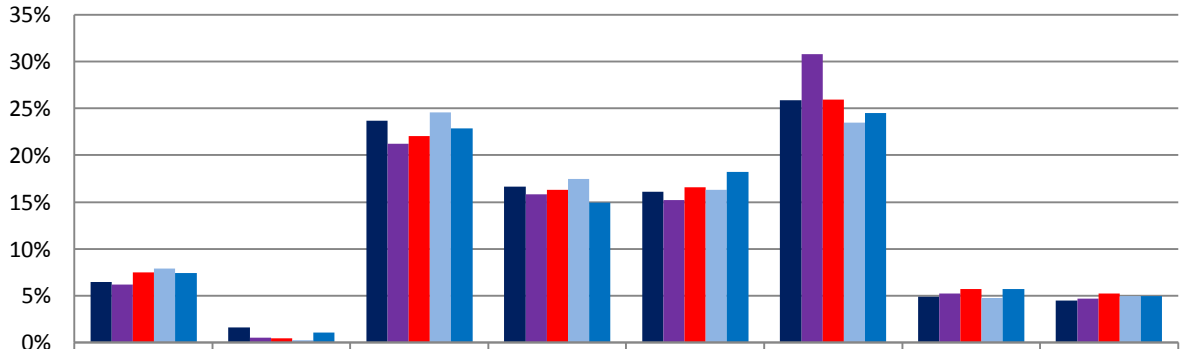
Figure 13
Basic Skills math enrollments by ethnicity (Fall terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	6%	1%	12%	14%	15%	41%	5%	7%
Fall 2005	7%	1%	10%	16%	16%	38%	6%	6%
Fall 2006	7%	1%	12%	15%	15%	36%	7%	8%
Fall 2007	8%	1%	13%	12%	17%	37%	5%	8%
Fall 2008	8%	0%	12%	13%	18%	35%	5%	9%

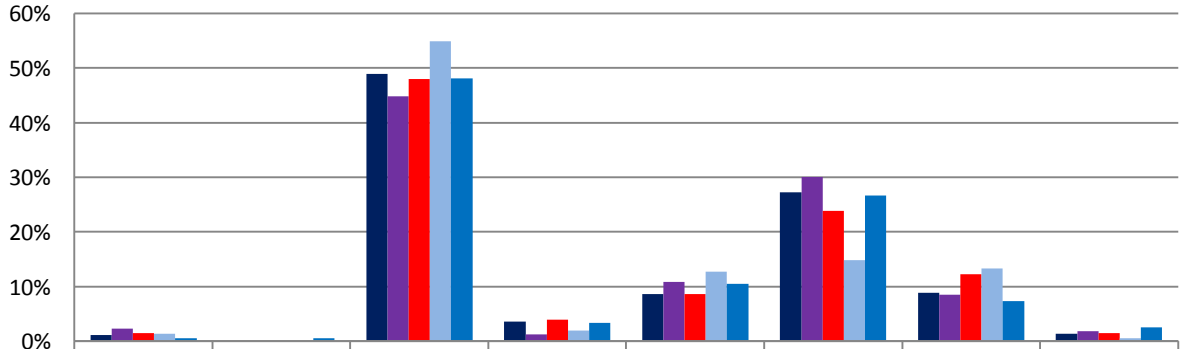
Miramar College Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2005 – 2009

Figure 14
Basic Skills English enrollments by ethnicity (Spring terms)



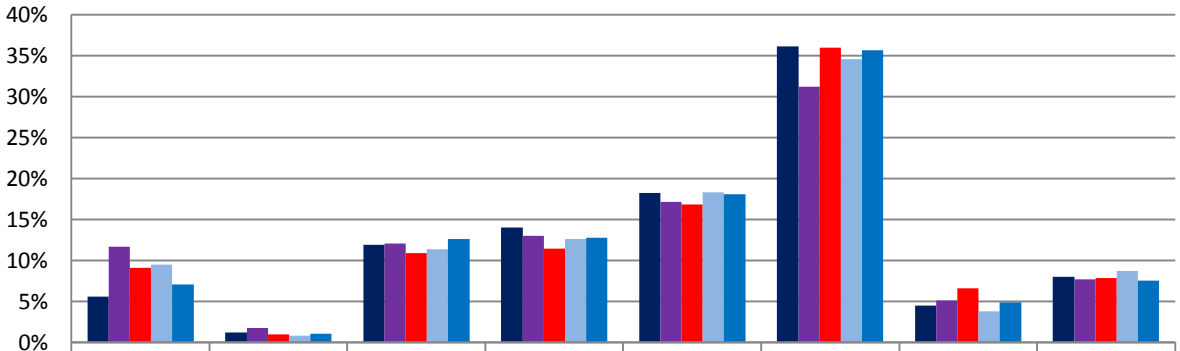
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	7%	2%	24%	17%	16%	26%	5%	5%
Spring 2006	6%	1%	21%	16%	15%	31%	5%	5%
Spring 2007	8%	0%	22%	16%	17%	26%	6%	5%
Spring 2008	8%	0%	25%	17%	16%	23%	5%	5%
Spring 2009	7%	1%	23%	15%	18%	25%	6%	5%

Figure 15
Basic Skills ESOL enrollments by ethnicity (Spring terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	1%	0%	49%	4%	9%	27%	9%	1%
Spring 2006	2%	0%	45%	1%	11%	30%	9%	2%
Spring 2007	2%	0%	48%	4%	9%	24%	12%	2%
Spring 2008	1%	0%	55%	2%	13%	15%	13%	1%
Spring 2009	1%	1%	48%	3%	11%	27%	7%	3%

Figure 16
Basic Skills math enrollments by ethnicity (Spring terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	6%	1%	12%	14%	18%	36%	5%	8%
Spring 2006	12%	2%	12%	13%	17%	31%	5%	8%
Spring 2007	9%	1%	11%	11%	17%	36%	7%	8%
Spring 2008	9%	1%	11%	13%	18%	35%	4%	9%
Spring 2009	7%	1%	13%	13%	18%	36%	5%	8%

Student Outcomes

Part III: Student Outcomes: Success and Retention

This section of the report examines the student outcomes of retention and success for the fall and spring terms of the five most recent years for which data are available: Fall 2004 through Spring 2009. Due to their differing patterns of retention and success, fall and spring terms are examined separately. Five-year trends in retention rates are shown graphically for each Basic Skills course (see Figures 24 through 28 for Fall terms and Figures 29 through 33 for Spring terms). Five-year trends in retention rates are also displayed for each subject by ethnicity (see Figures 34 through 36 for Fall terms and Figures 37 through 39 for Spring terms). Similarly, five-year trends in success rates are demonstrated for each course (see Figures 40 through 44 for Fall terms and Figures 45 through 49 for Spring terms), as well as for each subject by ethnicity (see Figures 50 through 52 for Fall terms and Figures 53 through 55 for Spring terms).

TERMS AND DEFINITIONS:

Retention Rates: Percent of students retained in courses out of total enrolled in courses. The retention rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students who received any grade notation EXCEPT W (Withdrawal) and Denominator = Total number of valid enrollments as of first census.

Success Rates: Percent of students who successfully complete a course out of total students enrolled in the course. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students with grade notations A, B, C, or CR and denominator = Total number of valid enrollments as of first census.

Summary of Findings

With the exception of English 051, all other English courses displayed a normal distribution in retention rates from Fall 2004 to Fall 2008. For the spring terms, retention rates increased for both English 051 and English 056, was normally distributed for English 042, and remained relatively stable for English 043.

Success rates for the Fall 2004 to the Fall 2008 terms varied. Success rates for English 042 and English 043 declined, while success rates for English 051 and English 056 increased between Spring 2005 and Spring 2009. The retention and success rates patterns of Miramar College Basic Skills English courses were inconsistent compared to the retention and success rates patterns of Basic Skills English courses for all colleges in the district across the fall and spring terms.

An examination of five-year trends for English subject outcomes by ethnicity revealed that the retention and success rates displayed a normal distribution for the fall terms, while the retention and success rates showed varied results for the spring terms. Further investigation of overall five-year averages comparing across ethnic groups showed that Latinos had moderately average retention and success rates. The five-year average retention and success rates were lowest for African Americans. Whites, Asian/Pacific-Islanders, and Filipinos displayed the highest five-year average retention and success rates across the fall and spring terms. The trends were consistent with the trends displayed by Basic Skills English students across all three colleges.

Both retention and success rates displayed varied results for ESOL courses across the fall and spring terms. Furthermore, no clear five-year trends emerged for ESOL subject outcomes by ethnicity as success and retention rates showed varied results. However, further investigation of overall five-year averages comparing across ethnic groups showed that both retention and success rates were lowest for students categorized as 'Other' ethnicities across the fall and spring terms. Between Fall 2004 and Fall 2008, Latino, Asian/Pacific Islander, Filipino and White ESOL students had the highest five-year average retention and success rates, while ESOL students categorized as 'Other' ethnicities had the comparatively lower five-year average retention and success rates. Between Spring 2005 and Spring 2009, Asian/Pacific Islander, Filipino, African American, and White ESOL students had the highest five-year average retention and success rates, while ESOL students categorized as 'Other' ethnicities had the comparatively lower five-year average retention and success rates. The trends were inconsistent with the trends displayed by Basic Skills ESOL students across all three colleges.

From Fall 2004 to Fall 2008, MATH 032 showed a slight yet steady increase in retention rates, MATH 035 retention rates remained relatively stable, and MATH 095 retention rates varied from year to year. From Spring 2005 to Spring 2009, MATH

032 displayed a steady decrease in retention rates, MATH 035 retention rates varied from year to year, and MATH 095 retention rates decreased and then increased with an overall 3% increase.

MATH 032 showed a normal distribution in success rates, while MATH 035 displayed an overall decrease in success rates across the five fall and spring terms being reported. Math 095 showed an overall decrease in success rates across the five fall terms being reported, while showing an overall increase in success rates during the five spring terms being reported.

No clear five-year trends emerged for math subject outcomes by ethnicity as success and retention rates showed mixed results. However, further investigation of overall five-year averages comparing across ethnic groups showed that both retention and success rates were highest for Asian/Pacific Islander math students across the fall and spring terms. The five-year average retention and success rates of African-American math students were lowest compared to all other ethnic groups across the fall and spring terms. The five-year average success and retention rates were also high for Asian/Pacific Islander and Filipino students, while comparatively lower for students categorized as 'Other' ethnicities and Latino students. The trends were consistent with the trends displayed by Basic Skills math students across all three colleges.

Miramar College Basic Skills Course Retention Rates
Fall Terms: 2004 – 2008

Figure 17
Basic Skills English course retention rates (Fall terms)

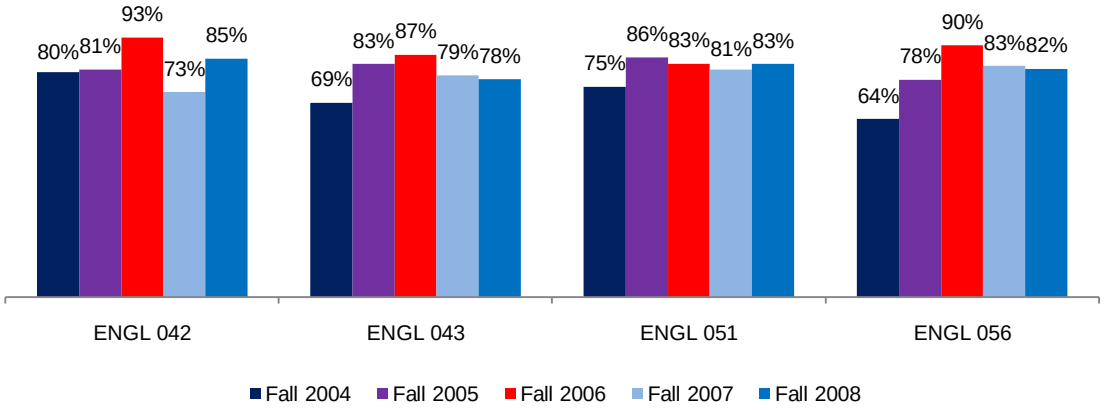


Figure 18
Basic Skills ESOL Writing course retention rates (Fall terms)

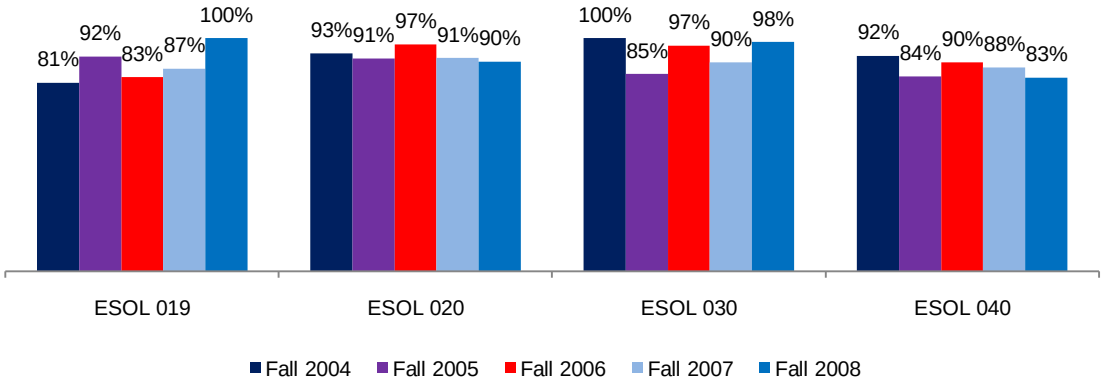


Figure 19
Basic Skills ESOL Reading course retention rates (Fall terms)

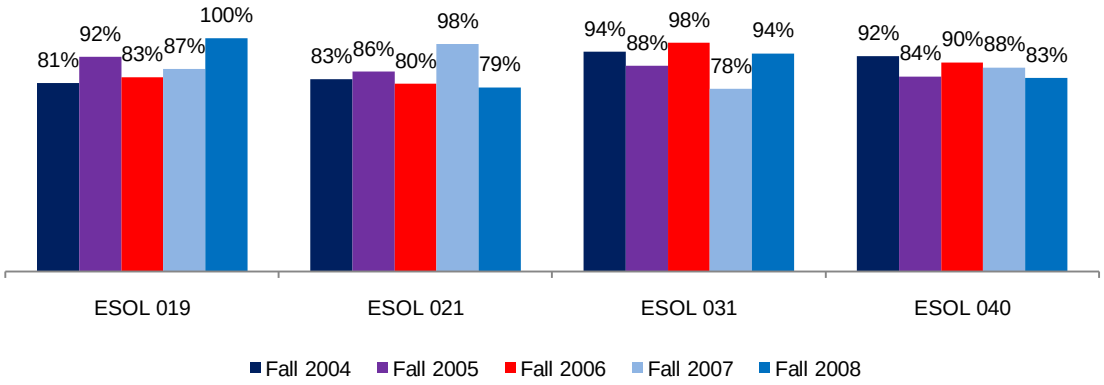


Figure 20
Basic Skills ESOL Listening/Speaking course retention rates (Fall terms)

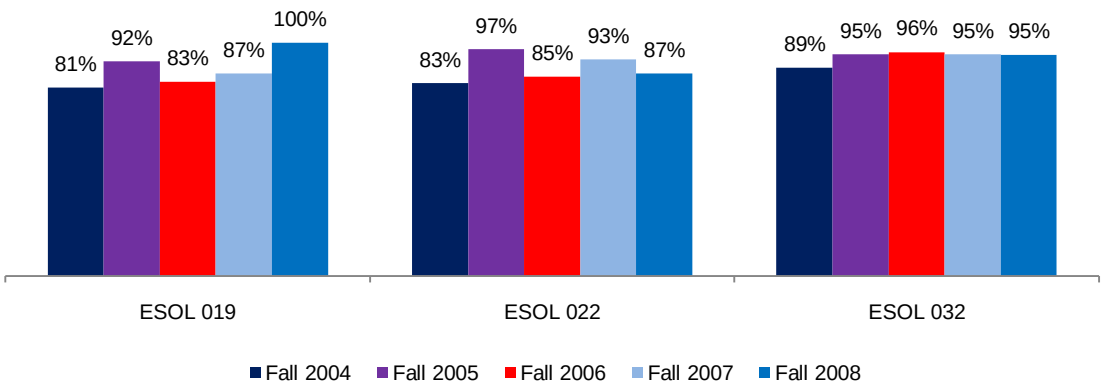
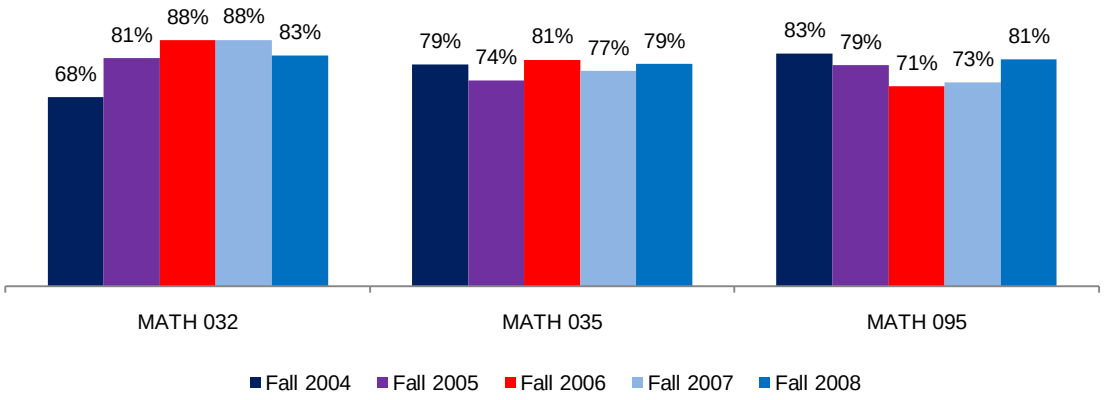


Figure 21
Basic Skills math course retention rates (Fall terms)



Miramar College Basic Skills Course Retention Rates
Spring Terms: 2005 – 2009

Figure 22
Basic Skills English course retention rates (Spring terms)

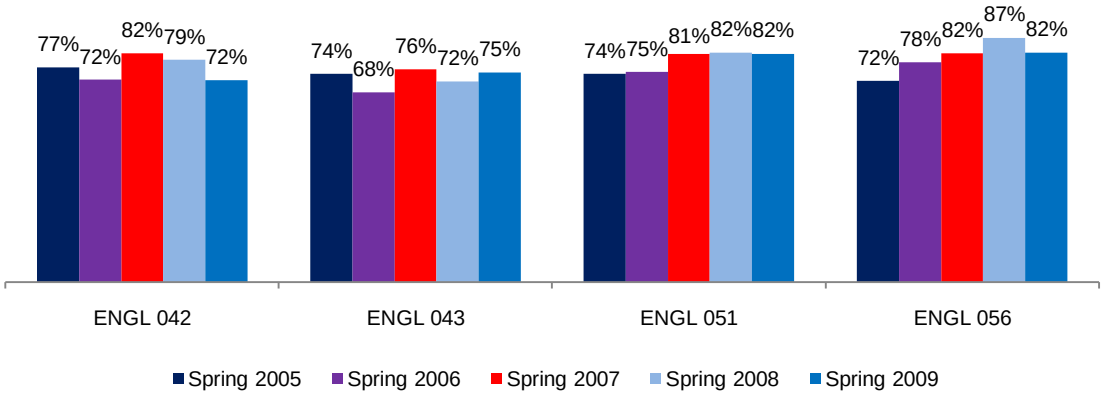


Figure 23
Basic Skills ESOL Writing course retention rates (Spring terms)

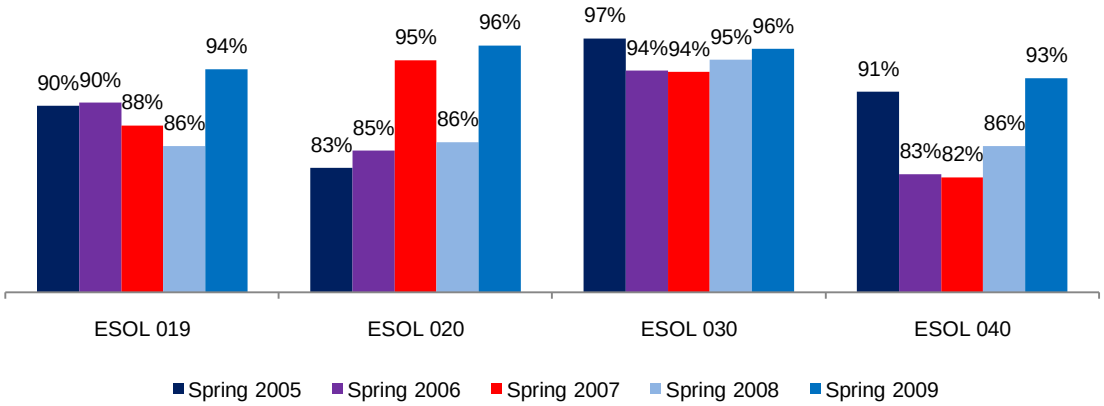


Figure 24
Basic Skills ESOL Reading course retention rates (Spring terms)

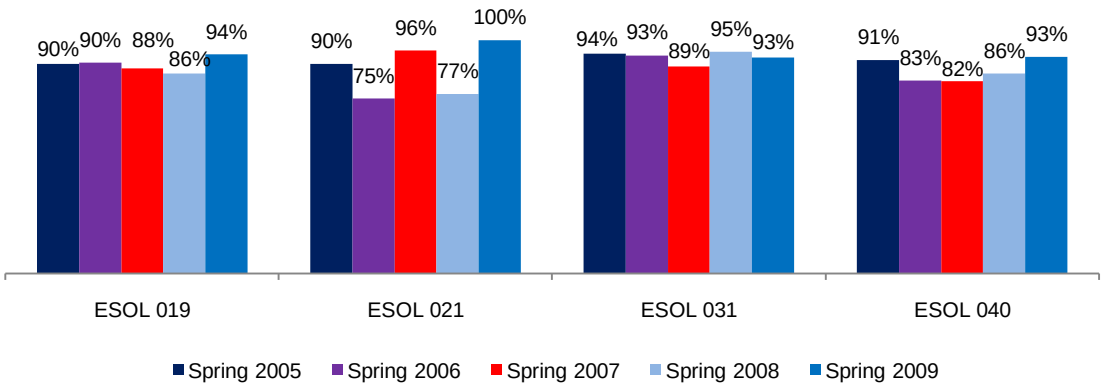


Figure 25
Basic Skills ESOL Listening/Speaking course retention rates (Spring terms)

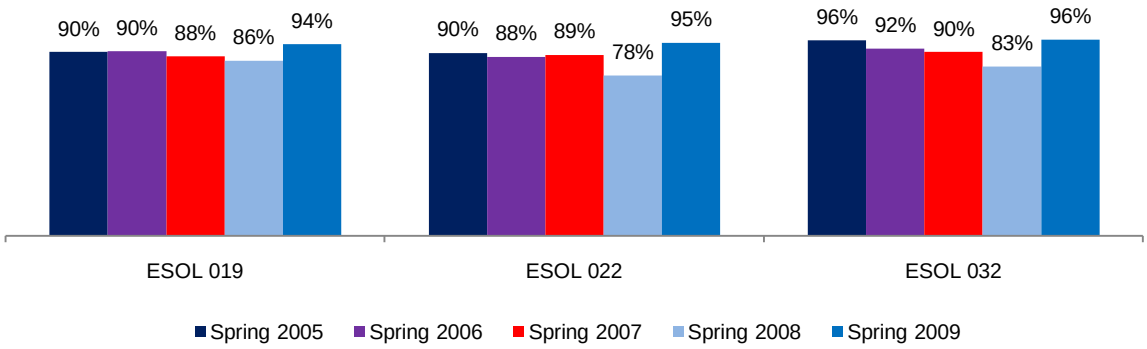
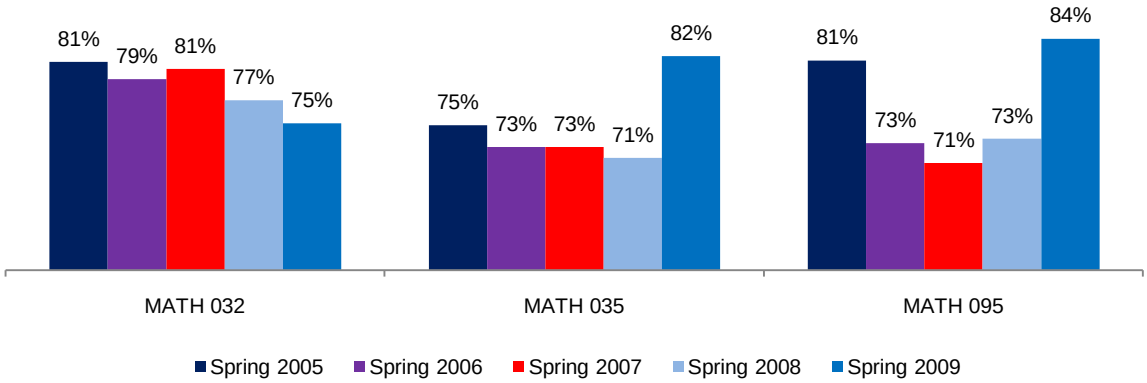
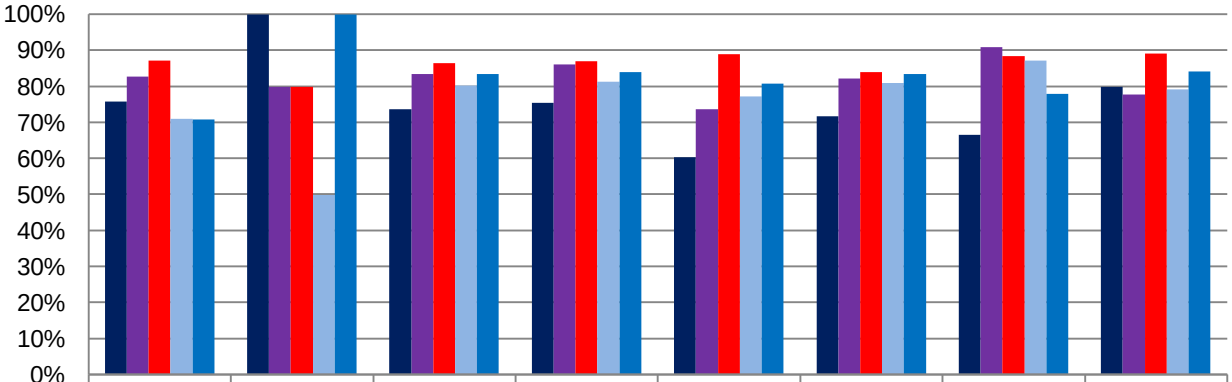


Figure 26
Basic Skills math course retention rates (Spring terms)



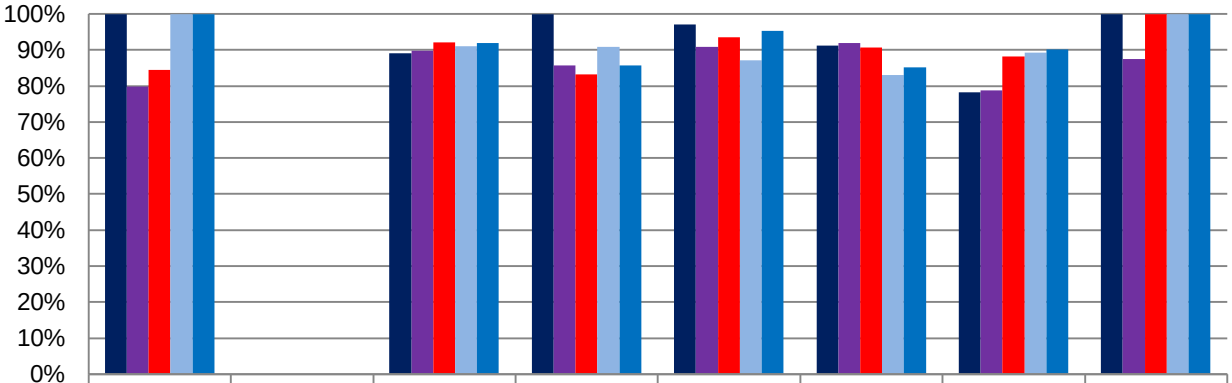
Miramar College Basic Skills Subject Retention Rates by Ethnicity
Fall Terms: 2004 – 2008

Figure 27
Basic Skills English retention rates by ethnicity (Fall terms)



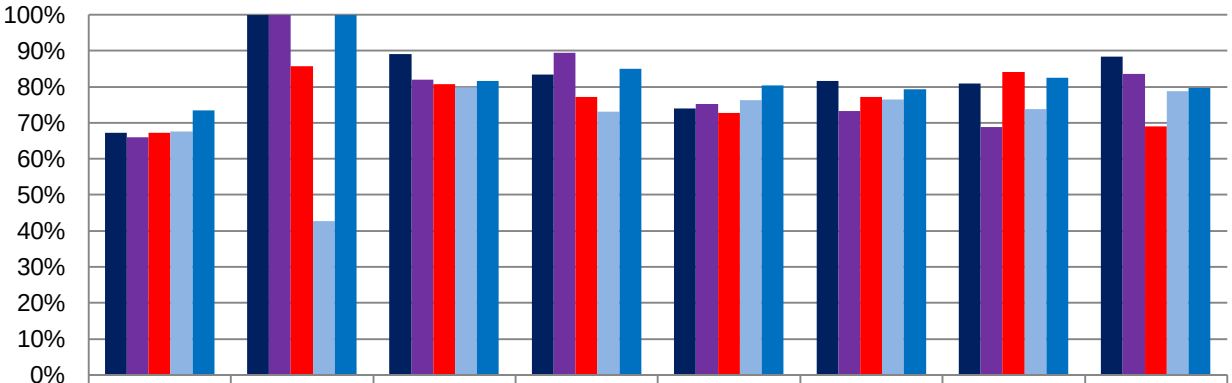
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	76%	100%	74%	76%	60%	72%	67%	80%
Fall 2005	83%	80%	84%	86%	74%	82%	91%	78%
Fall 2006	87%	80%	87%	87%	89%	84%	89%	89%
Fall 2007	71%	50%	80%	81%	77%	81%	87%	79%
Fall 2008	71%	100%	83%	84%	81%	83%	78%	84%

Figure 28
Basic Skills ESOL retention rates by ethnicity (Fall terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	100%	0%	89%	100%	97%	91%	78%	100%
Fall 2005	80%	0%	90%	86%	91%	92%	79%	88%
Fall 2006	85%	0%	92%	83%	94%	91%	88%	100%
Fall 2007	100%	0%	91%	91%	87%	83%	89%	100%
Fall 2008	100%	0%	92%	86%	95%	85%	90%	100%

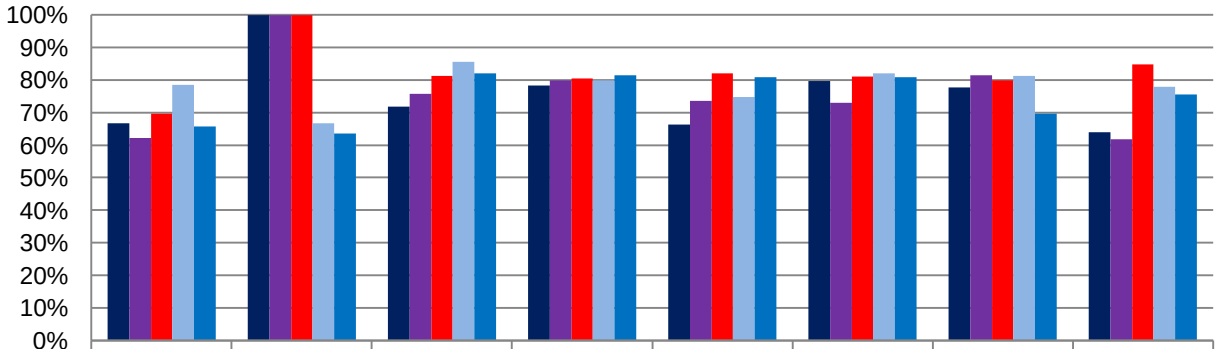
Figure 29
Basic Skills math retention rates by ethnicity (Fall terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	67%	100%	89%	83%	74%	82%	81%	88%
Fall 2005	66%	100%	82%	90%	75%	73%	69%	84%
Fall 2006	67%	86%	81%	77%	73%	77%	84%	69%
Fall 2007	68%	43%	80%	73%	76%	77%	74%	79%
Fall 2008	73%	100%	82%	85%	80%	79%	83%	80%

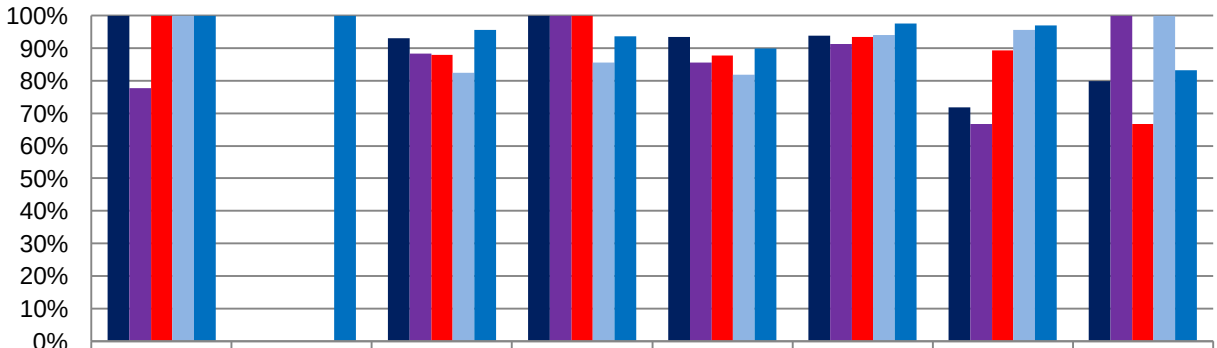
Miramar College Basic Skills Subject Retention Rates by Ethnicity
Spring Terms: 2005 – 2009

Figure 30
Basic Skills English retention rates by ethnicity (Spring terms)



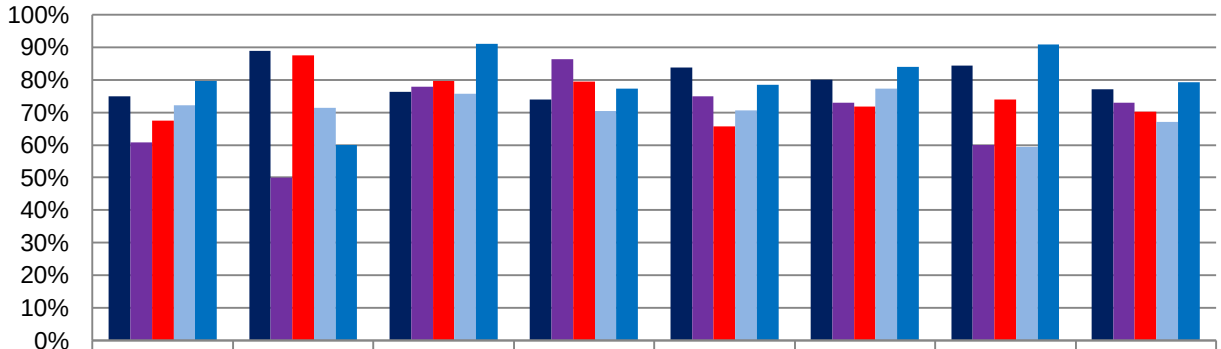
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	67%	100%	72%	78%	66%	80%	78%	64%
Spring 2006	62%	100%	76%	80%	74%	73%	82%	62%
Spring 2007	70%	100%	81%	80%	82%	81%	80%	85%
Spring 2008	78%	67%	86%	80%	75%	82%	81%	78%
Spring 2009	66%	64%	82%	82%	81%	81%	70%	76%

Figure 31
Basic Skills ESOL retention rates by ethnicity (Spring terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	100%	0%	93%	100%	94%	94%	72%	80%
Spring 2006	78%	0%	88%	100%	86%	91%	67%	100%
Spring 2007	100%	0%	88%	100%	88%	93%	89%	67%
Spring 2008	100%	0%	83%	86%	82%	94%	96%	100%
Spring 2009	100%	100%	96%	94%	90%	98%	97%	83%

Figure 32
Basic Skills math retention rates by ethnicity (Spring terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	75%	89%	76%	74%	84%	80%	84%	77%
Spring 2006	61%	50%	78%	86%	75%	73%	60%	73%
Spring 2007	68%	88%	80%	80%	66%	72%	74%	70%
Spring 2008	72%	71%	76%	70%	71%	77%	59%	67%
Spring 2009	80%	60%	91%	77%	79%	84%	91%	79%

Miramar College Basic Skills Course Success Rates
Fall Terms: 2004 – 2008

Figure 33
Basic Skills English course success rates (Fall terms)

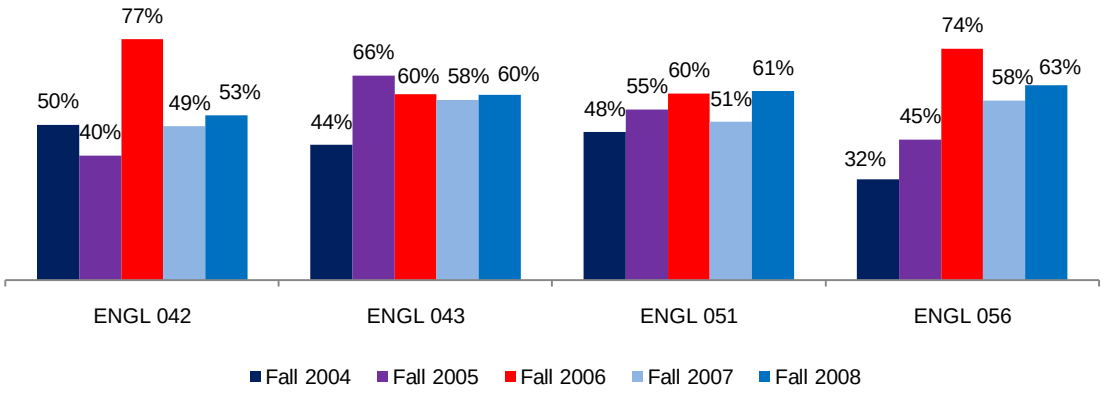


Figure 34
Basic Skills ESOL Writing course success rates (Fall terms)

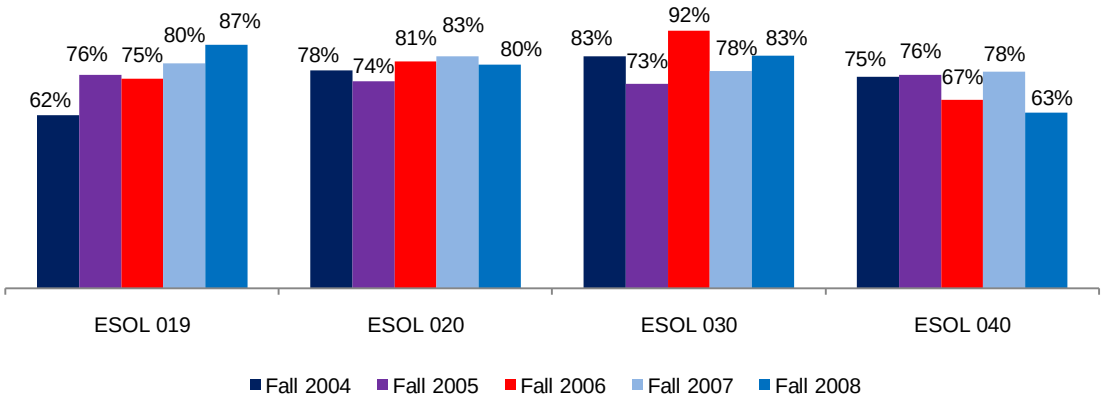


Figure 35
Basic Skills ESOL Reading course success rates (Fall terms)

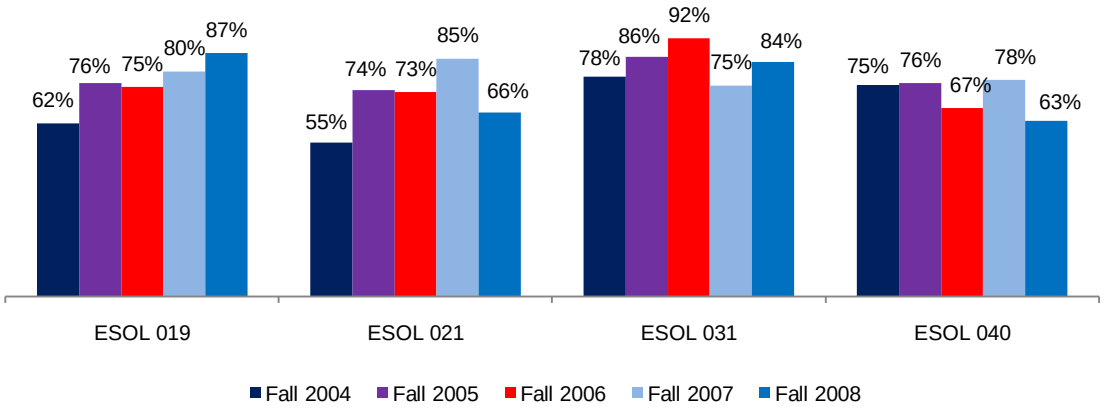


Figure 36
Basic Skills ESOL Listening/Speaking course success rates (Fall terms)

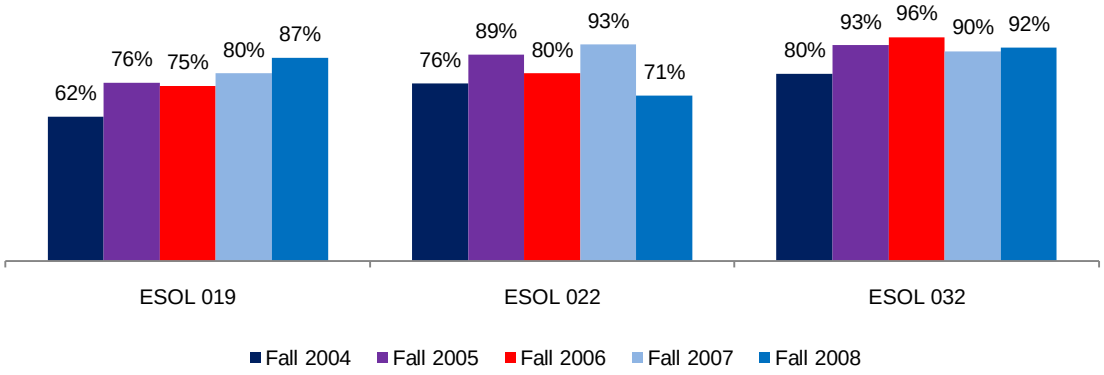
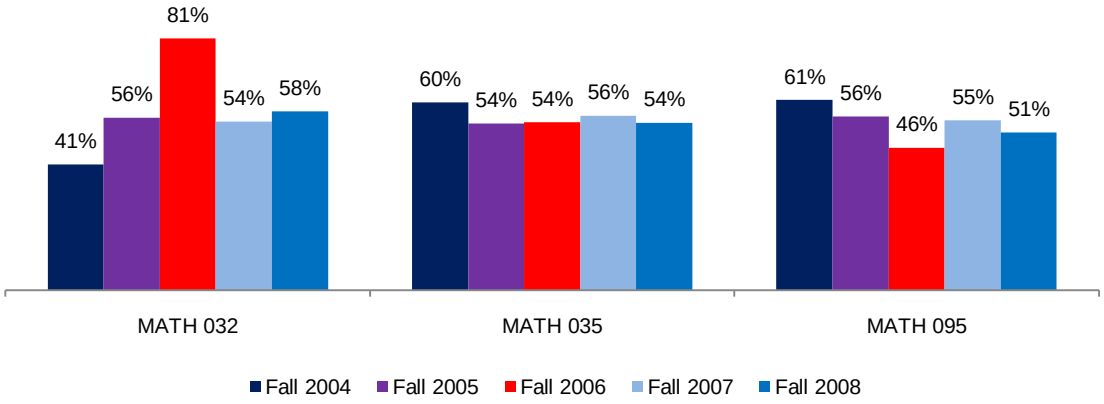


Figure 37
Basic Skills math course success rates (Fall terms)



Miramar College Basic Skills Course Success Rates
Spring Terms: 2005 – 2009

Figure 38
Basic Skills English course success rates (Spring terms)

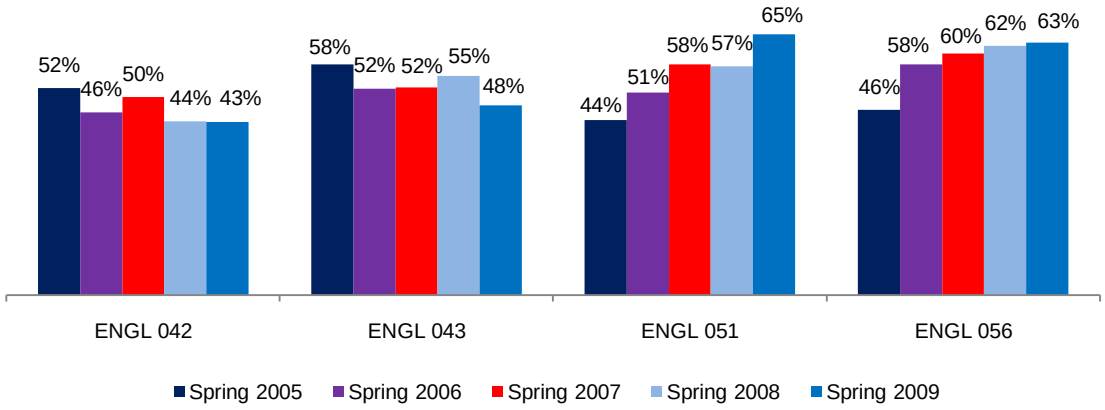


Figure 39
Basic Skills ESOL Writing course success rates (Spring terms)

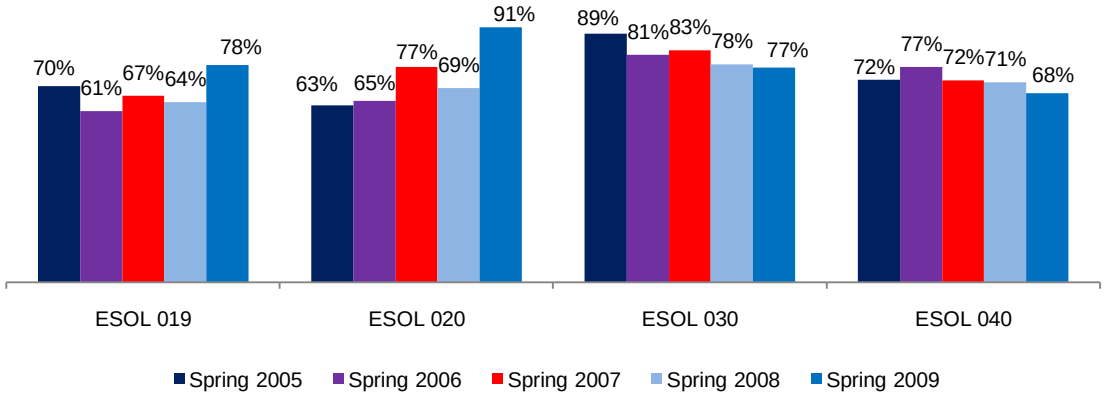


Figure 40
Basic Skills ESOL Reading course success rates (Spring terms)

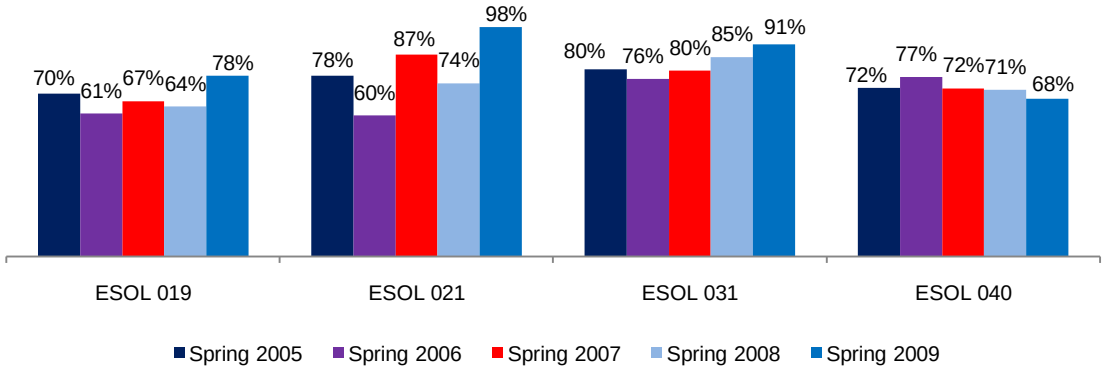


Figure 41
Basic Skills ESOL Listening/Speaking course success rates (Spring terms)

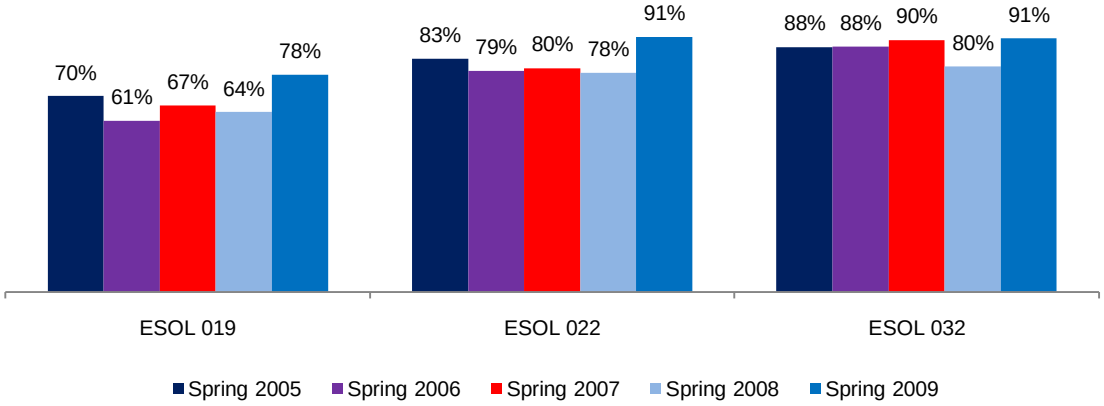
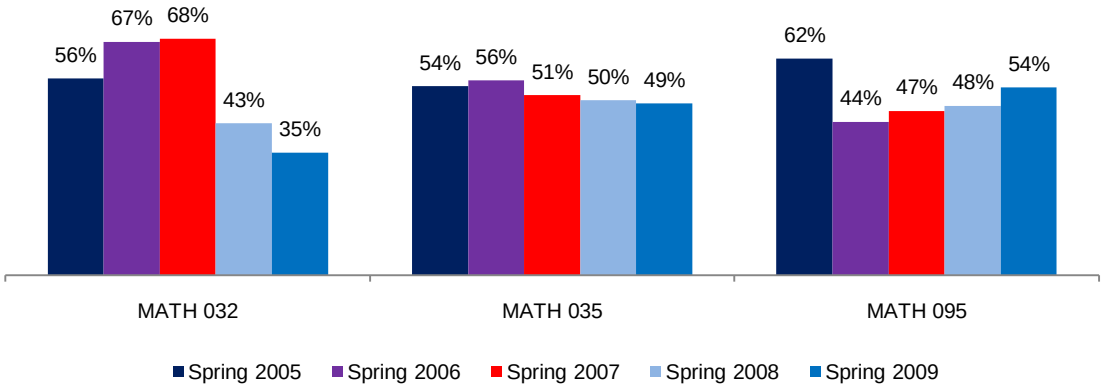
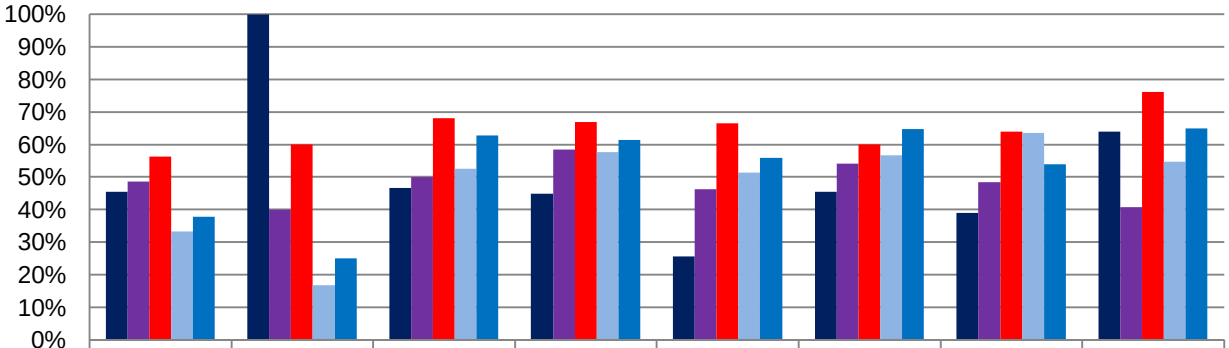


Figure 42
Basic Skills math course success rates (Spring terms)



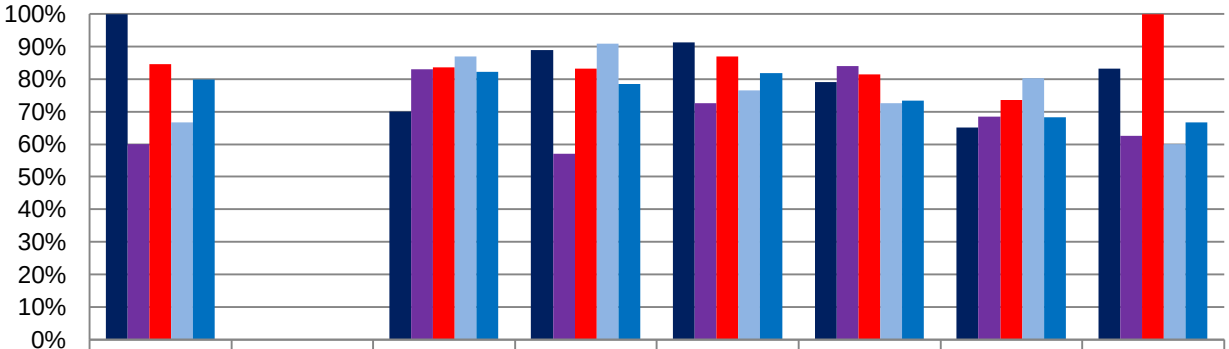
Miramar College Basic Skills Subject Success Rates by Ethnicity
Fall Terms: Fall 2004 – 2008

Figure 43
Basic Skills English success rates by ethnicity (Fall terms)



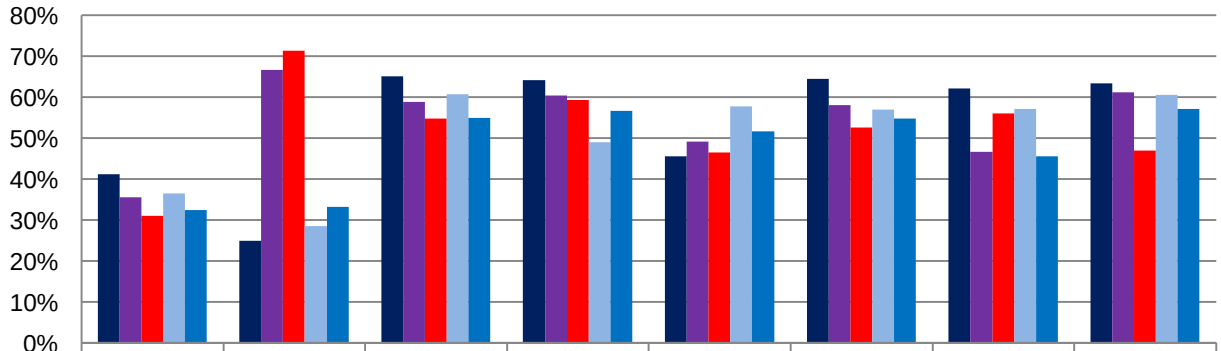
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	45%	100%	47%	45%	26%	45%	39%	64%
Fall 2005	49%	40%	50%	58%	46%	54%	48%	41%
Fall 2006	56%	60%	68%	67%	66%	60%	64%	76%
Fall 2007	33%	17%	53%	58%	51%	57%	64%	55%
Fall 2008	38%	25%	63%	62%	56%	65%	54%	65%

Figure 44
Basic Skills ESOL success rates by ethnicity (Fall terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	100%	0%	70%	89%	91%	79%	65%	83%
Fall 2005	60%	0%	83%	57%	73%	84%	68%	63%
Fall 2006	85%	0%	84%	83%	87%	81%	74%	100%
Fall 2007	67%	0%	87%	91%	77%	73%	80%	60%
Fall 2008	80%	0%	82%	79%	82%	73%	68%	67%

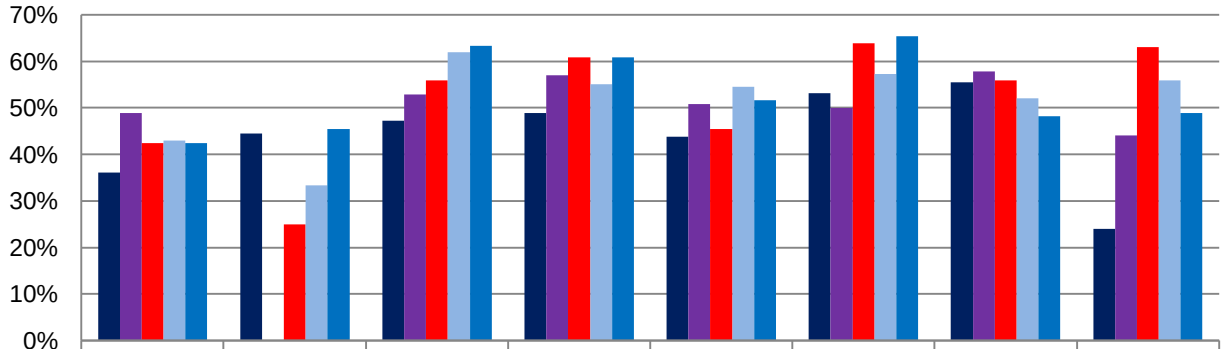
Figure 45
Basic Skills math success rates by ethnicity (Fall terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	41%	25%	65%	64%	46%	65%	62%	63%
Fall 2005	36%	67%	59%	60%	49%	58%	47%	61%
Fall 2006	31%	71%	55%	59%	47%	53%	56%	47%
Fall 2007	37%	29%	61%	49%	58%	57%	57%	61%
Fall 2008	33%	33%	55%	57%	52%	55%	46%	57%

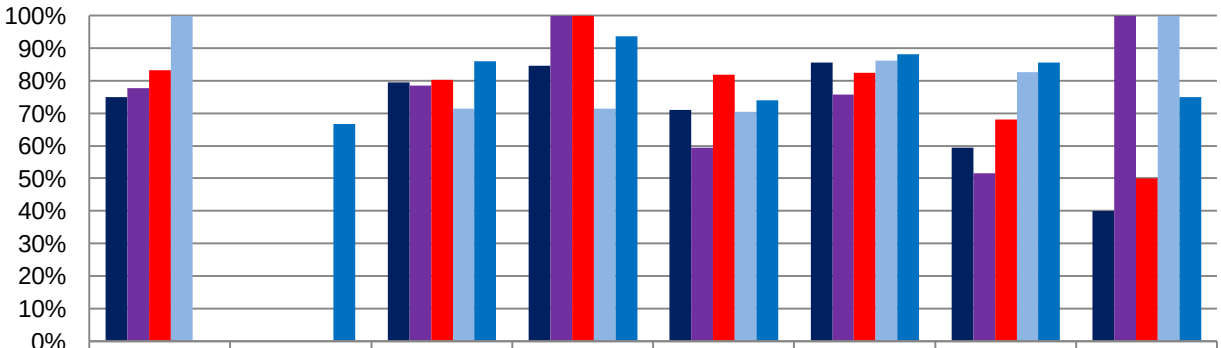
Miramar College Basic Skills Subject Success Rates by Ethnicity
Spring Terms: 2005 – 2009

Figure 46
Basic Skills English success rates by ethnicity (Spring terms)



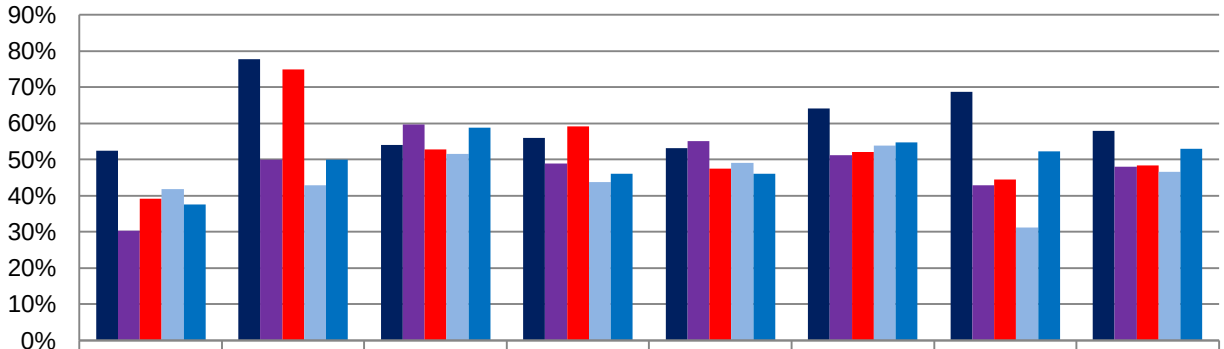
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	36%	44%	47%	49%	44%	53%	56%	24%
Spring 2006	49%	0%	53%	57%	51%	50%	58%	44%
Spring 2007	42%	25%	56%	61%	46%	64%	56%	63%
Spring 2008	43%	33%	62%	55%	55%	57%	52%	56%
Spring 2009	42%	45%	63%	61%	52%	65%	48%	49%

Figure 47
Basic Skills ESOL success rates by ethnicity (Spring terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	75%	0%	80%	85%	71%	86%	59%	40%
Spring 2006	78%	0%	79%	100%	60%	76%	52%	100%
Spring 2007	83%	0%	80%	100%	82%	82%	68%	50%
Spring 2008	100%	0%	71%	71%	70%	86%	83%	100%
Spring 2009	0%	67%	86%	94%	74%	88%	86%	75%

Figure 48
Basic Skills Math success rates by ethnicity (Spring terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	53%	78%	54%	56%	53%	64%	69%	58%
Spring 2006	30%	50%	60%	49%	55%	51%	43%	48%
Spring 2007	39%	75%	53%	59%	47%	52%	44%	48%
Spring 2008	42%	43%	52%	44%	49%	54%	31%	47%
Spring 2009	38%	50%	59%	46%	46%	55%	52%	53%

Supplemental Instruction

Part IV: Supplemental Instruction / Instructional Assistants

This section of the report investigates whether there are any differences in student outcomes, retention and success, between students in sections with Supplemental Instruction (SI) / Instructional Assistants (IA) and those in sections without Supplemental Instruction (non-SI / non-IA). Figures 49 through 54 show the course retention rates for SI/IA v. Non-SI/Non-IA, while Figure 55 through 60 display the course success rates for SI/IA v. Non-SI/Non-IA.

TERMS AND DEFINITIONS:

Supplemental Instruction / Instructional Assistants: signifies tutors, educational technicians, instructional aides, or other paraprofessionals who supplement instruction with one-to-one tutoring and/or student peer-group facilitation.

Retention Rates: Percent of students retained in courses out of total enrolled in courses. The retention rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students who received any grade notation EXCEPT W (Withdrawal) and Denominator = Total number of valid enrollments as of first census.

Success Rates: Percent of students who successfully complete a course out of total students enrolled in the course. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students with grade notations A, B, C, or CR and denominator = Total number of valid enrollments as of first census.

SAMPLE SIZES:

	Fall 2008 Number of course sections		Spring 2009 Number of course sections	
	IA	Not IA	IA	Not IA
ENGLISH	5	34	7	28
ESOL	4	15	5	13
MATHEMATICS	7	16	9	12

NOTE: Caution should be exercised in the consideration of findings regarding Supplemental Instruction as the number of course sections with SI/IA was considerably smaller than the number of those without SI/IA.

Summary of Findings

For overall English courses, sections with Instructional Assistants (IA) had higher retention rates than did those without Instructional Assistants (non-IA), with the exception of ENGL 056 in Spring 2009, in which case the non-IA sections had higher retention rates. This exception was a course in reading.

In Fall 2008, for English courses, IA sections had higher success rates than did non-IA sections, while the reverse was true for Spring 2009, with the exception of ENGL 051. In particular, for Spring 2009, IA sections had lower success rates than did non-IA sections, except for ENGL 051, where IA sections had higher success rates than did non-IA sections.

In Fall 2008, all four ESOL courses that offered IA sections had lower retention rates than did the non-IA sections. Results were mixed for Spring 2009 as two courses had higher retention for IA and lower retention for non-IA (ESOL 020 and 022) and four courses had lower retention for IA and higher retention for non-IA (ESOL 030, 031, 032 and 040).

Results were mixed for Fall 2008 as two ESOL courses had higher success for IA and lower success for non-IA (ESOL 030 and 032) and two ESOL courses had lower success for IA and higher success for non-IA (ESOL 020 and 021). In Spring 2009, IA sections had higher success rates than did non-IA sections for two out of the five ESOL courses that offered IA (ESOL 020 and 022). For the remaining three courses, IA sections had lower success rates than did non-IA sections (ESOL 031, 032, and 040).

With the exception of Math 095 in Fall 2008 only, IA sections had higher retention rates than did non-IA sections for the two math courses in Fall 2008 and Spring 2009. In Fall 2008 and Spring 2009 the results were mixed for success rates. In particular, in the fall Math 035 showed higher success rates for IA sections relative to non-IA sections, while Math 095 displayed higher success rates for non-IA sections relative to IA sections. The opposite was true for Spring 2009 in that Math 035 showed lower success rates for IA sections relative to non-IA sections, while Math 092 displayed lower success rates for non-IA sections relative to IA sections.

Miramar College Instructional Assistants (IA) Course Retention Rates
Fall 2008 and Spring 2009

Figure 49
Basic Skills English course retention rates for IA v. Non-IA (Fall 2008)

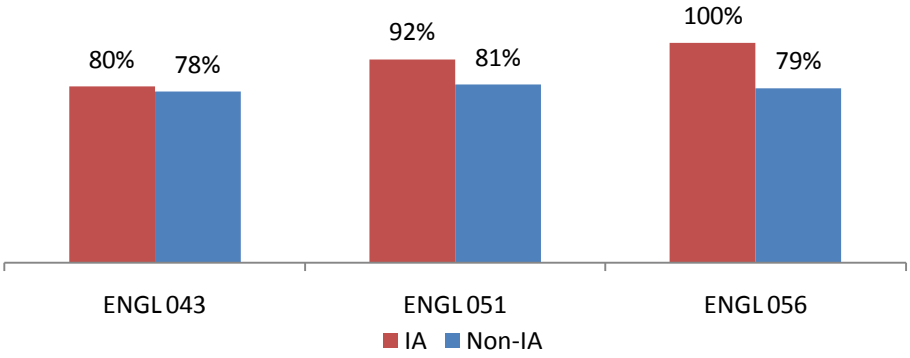


Figure 50
Basic Skills ESOL course retention rates for IA v. Non-IA (Fall 2008)

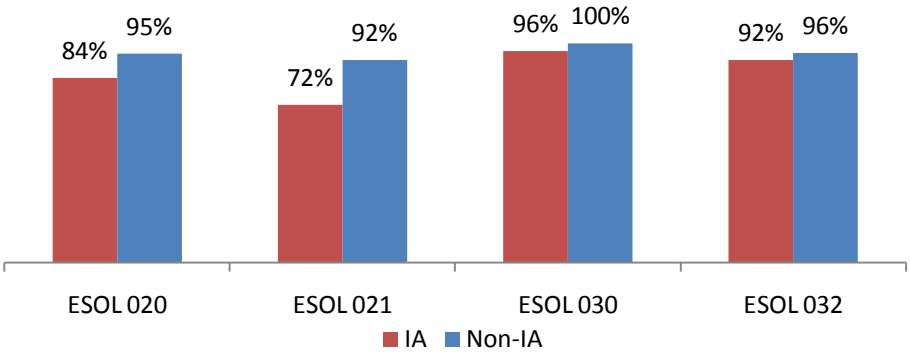


Figure 51
Basic Skills math course retention rates for IA v. Non-IA (Fall 2008)

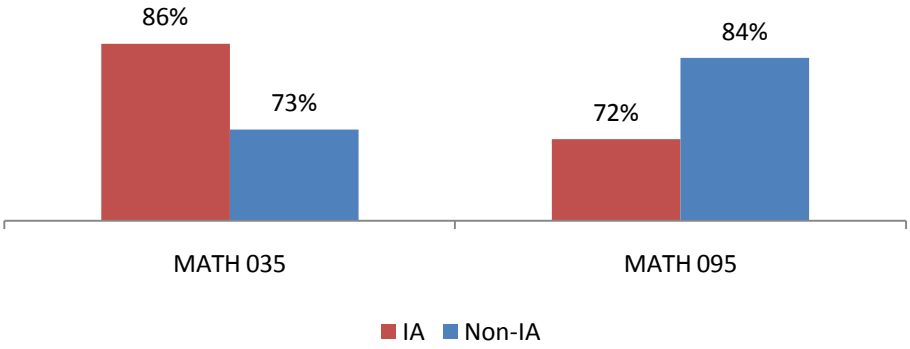


Figure 52
Basic Skills English course retention rates for IA v. Non-IA (Spring 2009)

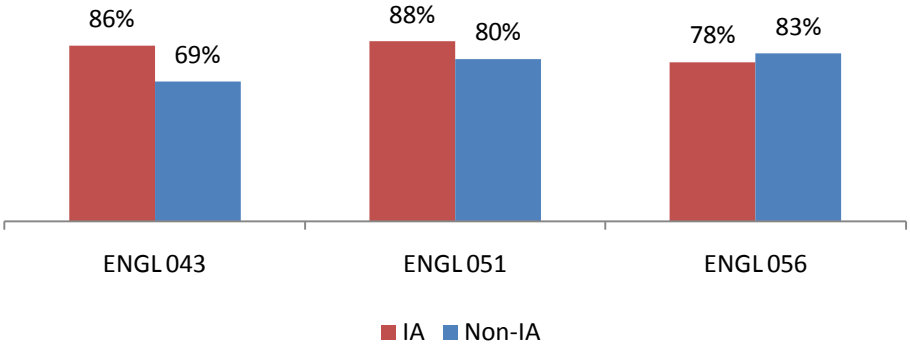


Figure 53
Basic Skills ESOL course retention rates for IA v. Non-IA (Spring 2009)

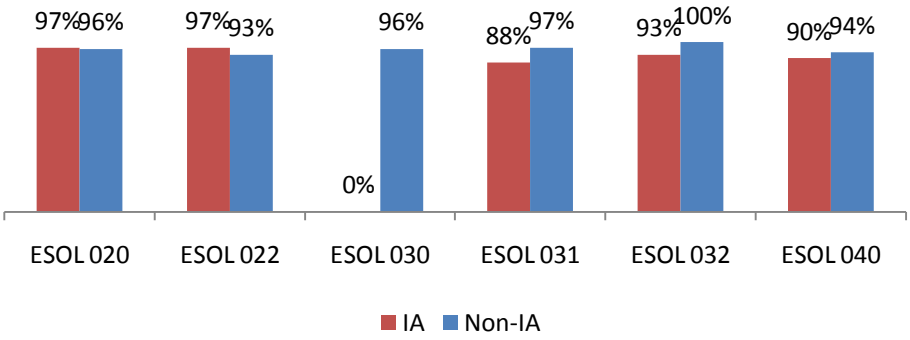
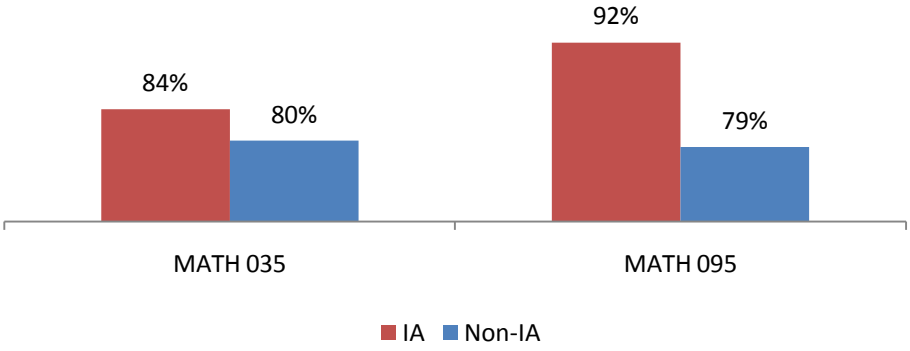


Figure 54
Basic Skills math course retention rates for IA v. Non-IA (Spring 2009)



Miramar College Instructional Assistants (IA) Course Success Rates
Fall 2008 and Spring 2009

Figure 55
Basic Skills English course success rates for IA v. Non-IA (Fall 2008)

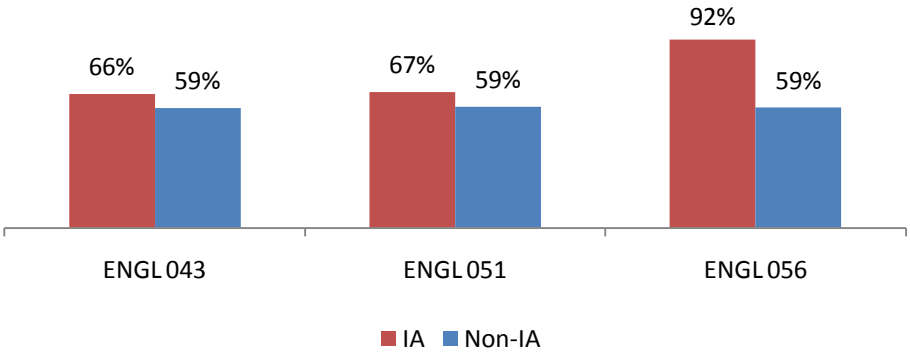


Figure 56
Basic Skills ESOL course success rates for IA v. Non-IA (Fall 2008)

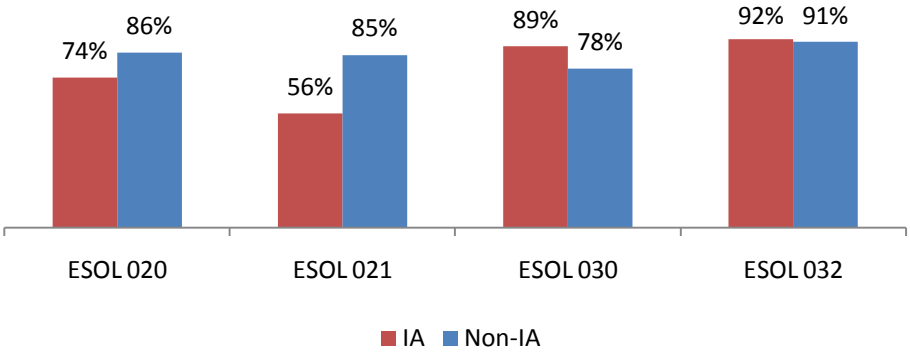


Figure 57
Basic Skills math course success rates for IA v. Non-IA (Fall 2008)

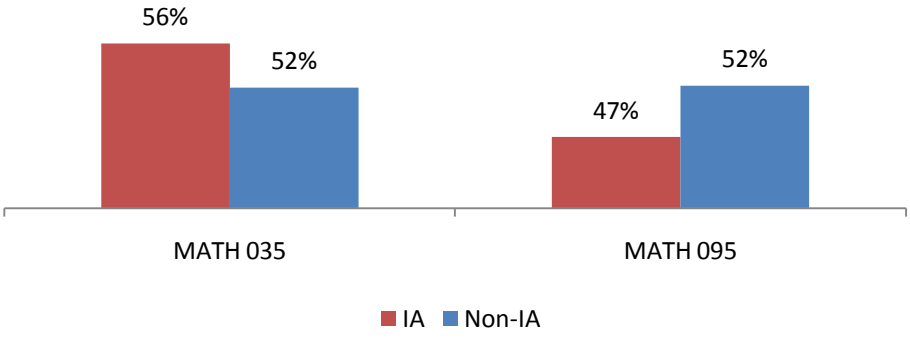


Figure 58
Basic Skills English course success rates for IA v. Non-IA (Spring 2009)

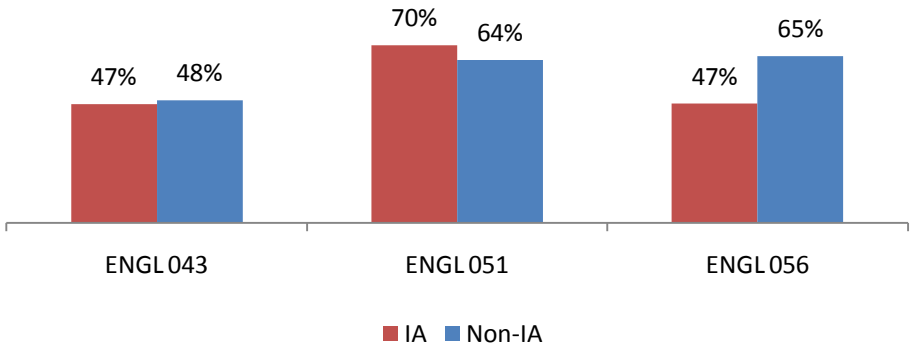


Figure 59
Basic Skills ESOL course success rates for IA v. Non-IA (Spring 2009)

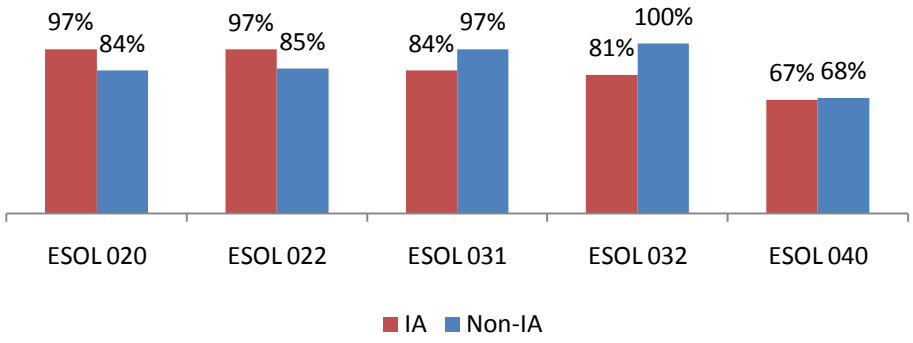
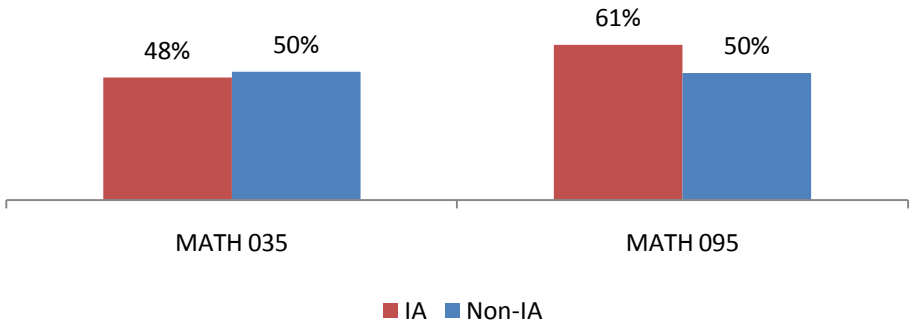


Figure 60
Basic Skills math course success rates for IA v. Non-IA (Spring 2009)



Cohort Tracking:
Transition Basic Skills Courses

Part V: Transition Courses Cohort Tracking

In this section of the report, three fall term cohorts (Fall 2002, Fall 2003, and Fall 2004) for each of three Basic Skills transition courses (ENGL 051, ESOL 040, and MATH 095) are tracked to determine when they attain degrees, certificates, or transfer and how many of them achieved these outcomes. The Fall term cohorts are tracked beginning with the cohort term and ending with the most recent term for which data are available. Thus, the Fall 2002 and Fall 2003 cohorts are tracked for six years each, and the Fall 2004 cohort is tracked for five years, with the 2008/2009 academic year being the final year of tracking for each cohort. In each data table, *Enrollment* represents the total number of students who enrolled in a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) excluding those who concurrently enrolled in a four-year university, degree holders, and high school students. In addition, *Cohort size* represents the total number of students eligible to be included in the cohort (see cohort description under Cohort). Any student who achieves a particular milestone is counted as having attained that milestone, regardless of the number of units earned or the educational objective stated. Tables 12 through 14 display cohort tracking for degrees earned, certificates attained, and transfer.

TERMS AND DEFINITIONS:

Cohort: Defined in this report as incoming students (any first-time student enrolled in units as of first census, excluding students concurrently enrolled in a four-year university, degree holders, and high school students) who enrolled in and successfully completed a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) during one of three fall terms: Fall 2002, Fall 2003, and Fall 2004.

Transition Course: The highest-level course in a Basic Skills sequence, defined in this study as ENGL 051, ESOL 040, and MATH 095.

Summary of Findings

For the terms being tracked, the average enrollment in ENGL 051 was 68 per Fall term with an average course success rate of 62%, yielding an average cohort size of 42 students. MATH 095 cohorts had an average enrollment of 117 per Fall term, and on average 65% of the students successfully completed the course, yielding an average cohort size of 76. The enrollment in ESOL 040 was much lower (3, on average) compared to the average enrollment in the other transition courses. About 80% of the students successfully completed the course which yielded an average cohort size of 2.

Degree/Certificate attainment required more time compared to transfer for the ENGL 051 cohorts. For the cohorts of each transition course, very rarely did a student receive degree/certificates in the initial Cohort Year. Each cohort had very few students receive degrees/certificates in Year 2 as well. The bulk of degree/certificate attainment occurred in Year 3 and Year 4, followed by a smaller percentage of students being awarded degrees/certificates in Year 5 and Year 6. However, transfers started to occur as early as in the initial Cohort Year. The volume increased steadily in Year 2 and Year 3, and peaked in Year 4 and Year 5. Fewer transfers occurred in Year 6, the last cohort tracking year.

More students transferred than attained degrees within the ENGL 051 and the MATH 095 cohorts, and certificate attainment comparatively had the smallest number of students across all cohorts. For the ENGL 051 cohorts that were tracked for 6 years (Fall 2002 cohort and Fall 2003 cohort), on average, 46% of the students transferred, 25% received one or more degrees, and 0% were awarded one or more certificates. The MATH 095 Fall 2002 cohort and the MATH 095 Fall 2003 cohort displayed comparable trends (35%, 26%, and 1%, on average, respectively). Note that within each cohort, students could achieve more than one outcome.

For the ESOL 040 cohorts, of all three outcomes, certificate attainment generally had the smallest number of students. The number of students who attained degrees and the number of students who received certificates were comparable to each other and fluctuated across cohorts. In addition, the ESOL 040 cohorts generally needed more time to achieve any of the outcomes. The ESOL 040 cohorts rarely achieved any outcome in the initial Cohort Year as well as in Year 2. The number of students who achieved the outcomes peaked in Year 3 and Year 4, with very few outcomes being achieved in the subsequent cohort tracking years (Year 5 and Year 6, respectively).

Miramar College ENGL 051 Cohort Tracking for Success Outcomes

Table 12
ENGL 051 cohort by Success Outcomes

Outcome	ENGL 051 Cohort	Enrollment	Cohort size	Cohort Year		Year 2		Year 3		Year 4		Year 5		Year 6		Cohort Total	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
Degree	Fall 2002	52	31	0	0%	1	3%	7	23%	1	3%	0	0%	0	0%	9	29%
	Fall 2003	71	50	0	0%	2	4%	5	10%	2	4%	2	4%	1	2%	12	24%
	Fall 2004	81	46	0	0%	1	2%	3	7%	2	4%	2	4%	--	--	8	17%
Certificate	Fall 2002	52	31	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Fall 2003	71	50	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Fall 2004	81	46	0	0%	0	0%	1	2%	0	0%	0	0%	--	--	1	2%
Transfer	Fall 2002	52	31	0	0%	0	0%	2	6%	5	16%	3	10%	1	3%	11	35%
	Fall 2003	71	50	4	8%	0	0%	1	2%	13	26%	4	8%	5	10%	27	54%
	Fall 2004	81	46	0	0%	2	4%	3	7%	7	15%	6	13%	--	--	18	39%

Source: SDCCD Information System

Note. 1) **Cohort:** Defined in this report as incoming students (any first-time student enrolled in units as of first census, excluding students concurrently enrolled in a four-year university, degree holders, and high school students) who enrolled in and successfully completed a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) during one of three fall terms: Fall 2002, Fall 2003, and Fall 2004.

2) **Transition Course:** The highest-level course in a Basic Skills sequence, defined in this study as ENGL 051, ESOL 040, and MATH 095.

Miramar College ESOL 040 Cohort Tracking for Success Outcomes

Table 13
ESOL 040 cohort by Success Outcomes

Outcome	ESOL 040 Cohort	Enrollment	Cohort size	Cohort Year		Year 2		Year 3		Year 4		Year 5		Year 6		Cohort Total	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
Degree	Fall 2002	1	1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Fall 2003	4	3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Fall 2004	5	4	0	0%	0	0%	1	25%	0	0%	1	25%	--	--	2	50%
Certificate	Fall 2002	1	1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Fall 2003	4	3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Fall 2004	5	4	0	0%	0	0%	0	0%	0	0%	0	0%	--	--	0	0%
Transfer	Fall 2002	1	1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Fall 2003	4	3	0	0%	0	0%	0	0%	1	33%	0	0%	0	0%	1	33%
	Fall 2004	5	4	0	0%	1	25%	1	25%	0	0%	1	25%	--	--	2	50%

Source: SDCCD Information System

Note. 1) **Cohort:** Defined in this report as incoming students (any first-time student enrolled in units as of first census, excluding students concurrently enrolled in a four-year university, degree holders, and high school students) who enrolled in and successfully completed a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) during one of three fall terms: Fall 2002, Fall 2003, and Fall 2004.

2) **Transition Course:** The highest-level course in a Basic Skills sequence, defined in this study as ENGL 051, ESOL 040, and MATH 095.

Miramar College MATH 095 Cohort Tracking for Success Outcomes

Table 14
MATH 095 cohort by Success Outcomes

Outcome	MATH 095 Cohort	Enrollment	Cohort size	Cohort Year		Year 2		Year 3		Year 4		Year 5		Year 6		Cohort Total	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
Degree	Fall 2002	113	64	0	0%	0	0%	5	8%	11	17%	2	3%	2	3%	20	31%
	Fall 2003	126	77	0	0%	3	4%	6	8%	4	5%	4	5%	0	0%	17	22%
	Fall 2004	111	86	0	0%	1	1%	7	8%	5	6%	5	6%	--	--	18	21%
Certificate	Fall 2002	113	64	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Fall 2003	126	77	0	0%	0	0%	1	1%	0	0%	1	1%	0	0%	2	3%
	Fall 2004	111	86	0	0%	0	0%	1	1%	0	0%	1	1%	--	--	2	2%
Transfer	Fall 2002	113	64	0	0%	1	2%	3	5%	7	11%	9	14%	1	2%	21	33%
	Fall 2003	126	77	0	0%	3	4%	6	8%	8	10%	7	9%	4	5%	28	36%
	Fall 2004	111	86	0	0%	1	1%	5	6%	14	16%	11	13%	--	--	31	36%

Source: SDCCD Information System

Note. 1) **Cohort:** Defined in this report as incoming students (any first-time student enrolled in units as of first census, excluding students concurrently enrolled in a four-year university, degree holders, and high school students) who enrolled in and successfully completed a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) during one of three fall terms: Fall 2002, Fall 2003, and Fall 2004.

2) **Transition Course:** The highest-level course in a Basic Skills sequence, defined in this study as ENGL 051, ESOL 040, and MATH 095.

Concluding Remarks

Concluding Remarks

Increasingly over the terms from Fall 04 to Fall 07, more and more incoming students at Miramar placed into Basic Skills-level English and math. While the increase in these numbers is consistent with the overall increase in general student enrollment at Miramar, the proportion of incoming students placing into Basic Skills levels outpaces the general increase in student enrollment. However, in Fall 08, fewer incoming students at Miramar are placing into Basic Skill-level English and Math compared to the previous terms. Instead, more are placing into Transfer-level English and Math. Over the past five fall terms, the proportion of incoming students placing into Basic Skills English and math has increased then decreased for African American and white students, and decreased and then increased for Asian/Pacific Islanders and Latino students. White students are over-represented among incoming freshmen who place below Basic Skills-level English. Similarly, enrollments in all Basic Skills-level English courses have increased in number over the past five years, with the exception of English 51.

The increase then decrease in proportions of incoming students at Miramar placing into and enrolling in Basic Skills level courses, at a rate that outpaces general increases in enrollment, and the increase in proportions placing into Transfer level courses, is concurrent with a regional and national trend of improvement in high school attainments. The SDCCD High School to Community College Pipeline Report 2009 suggests that educational attainments have been improving among San Diego high school students; yet at Miramar College placement into and enrollment in Basic Skills-level courses has been on the rise. This contradiction in trends suggests that perhaps the alignment between K-12 and community college curricula needs to be examined.

Retention and success rates in Basic Skills English, ESOL, and Math have had mixed results over the past five years. These mixed results for math suggest, again, that perhaps the alignment between K-12 and community college curricula, particularly in math, needs to be examined.

Success rates across ethnic groups in Basic Skills courses at Miramar have generally proven to be inequitable. Overall five-year averages comparing across ethnic groups shows that success rates in math are lowest for African-Americans, those categorized as Other, and Latinos and comparatively higher for whites, Asian/Pacific-Islanders, and Filipinos. However, the gaps in success rates at Miramar have generally narrowed over the past five years, and in a few cases, the gap disappeared and then reversed. These findings are consistent with those of the National Center for Education Statistics (NCES) (http://www.nces.ed.gov/fastfacts/display.asp?id=27), which posits that positive gains have been made in high school attainments, particularly among African-American and Latino students, during the past 38 years and that achievement gaps, although still existent, are narrowing. Also, the

Environmental Scan 2006 (http://research.sdccd.edu/Include/Miscellaneous/Environmental%20Scan_July%202006.pdf) projects that in San Diego, which is currently a "minority-majority" city, the bulk of population growth will be in the Latino community and the economy will continue to become increasingly knowledge-based. Jobs in the San Diego region requiring an Associate degree are among the fastest-growing in the job market. Nationwide as well, the focus has sharpened on community colleges and the potential that they have to rebuild our economy. Thus, continuation of efforts to strengthen K-16 educational pipelines and increase equity in outcomes among Latino students is critical to rebuilding the regional and national economy.

Instructional Assistants (IA) at Miramar has produced mixed outcomes with regard to success and retention rates of sections with IA and those without IA. Since this was the first year of implementation (2008/09), further data analysis would likely reveal whether there is improvement in outcomes as the implementation of IA is refined and expanded.

Research shows that a student who enrolls in English 051 during the first term at Miramar would need a minimum of two years to earn an Associate degree or transfer to a four-year institution, taking into account course sequencing, pre-requisites, and degree and transfer requirements and provided that the student remains enrolled in at least 16 degree-applicable or transferrable units per term continuously and passes all levels of coursework successfully upon first try. Under the same assumptions, a student who enrolls in Math 095 during the first term at Miramar would similarly need a minimum of two years to earn an Associate degree or transfer. Cohort Tracking of Transition Courses showed that degree attainment and transfer peaked in the third or fourth year out of the six years being tracked (five years tracked for the most recent cohort). Considering the fact that the majority of our students are part-time, not full-time, and juggle multiple responsibilities that may inhibit continuous full-time enrollment, the cohort-tracking findings for the English 051 and/or Math 095 cohorts examined in this study suggest that students were generally "on track" for degree completion and/or transfer.