



City College Basic Skills Report 2010

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Office of Institutional Research and Planning
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Overview of the Basic Skills Report 2010

This report on students enrolled in Basic Skills courses provides follow-up and additional information to the Basic Skills Report that was produced in 2009/10. This report is intended for the college Basic Skills Committees, faculty, student support staff, college 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, student outcomes (i.e., success, retention) and persistence. New information in this report compares the success of Basic Skills students in Non-Basic Skills courses. 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. What is the term to term persistence rate of students in Basic Skills courses?
4. How well do students perform in their Basic Skills courses?
5. How well do Basic Skills students perform in Non-Basic Skills courses?

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, 048 (formerly numbered English 056), and 049 (formerly numbered English 051); Math 034 (formerly numbered Math 032), 038 (formerly numbered Math 035) and 046 (formerly numbered Math 095); and all ESOL 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.

Listing of Basic Skills Courses Included in the Basic Skills Report 2010*

ENGLISH COURSES:

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

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 034: Basic Mathematics and Study Skills (previously MATH 032)
- MATH 038: Pre-Algebra and Study Skills (previously MATH 035)
- MATH 046: Elementary Algebra and Geometry (previously MATH 095)

*NOTE: The Basic Skills Report 2010 provides data on all courses that are considered Basic Skills during the reporting term of Fall 2010.

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, 048, or 049
- Transfer Level → ENGL 101 or 105

ESOL PLACEMENT LEVELS

- First Level → ESOL 019
- Second Level → ESOL 020-series sequence
- Third Level → ESOL 030-series sequence
- Fourth Level → ESOL 040

MATH PLACEMENT LEVELS

- Basic Skills ² → MATH 034, 038, 046
- Associate Level → MATH 096
- Transfer Level → MATH 104, 107, 116, 118, 119, 210A

Note 1: ENGL 48 and 49 (previously ENGL 056 and 051) were designated Basic Skills courses, effective Fall 2008

Note 2: MATH 046 (previously MATH 095) was designated a Basic Skills course, effective Fall 2009.

Placement of Incoming Students

Part I: Placement of Incoming Students

This section of the report looks at the placement levels of Basic Skills students during the five most recent fall terms for which data are available: Fall 2005 – Fall 2009. 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 10 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, 62% of incoming students **who took the English placement test** placed into a Basic Skills level English course, and another 15% placed into the levels below Basic Skills. This percentage has continued to increase for the total incoming student population with 25% placing into Basic Skills in Fall 2005 and 41% in Fall 2009. The proportion from the entire student population who placed into transfer level English has more than doubled from 9% in Fall 2007 to 21% in Fall 2009.

The majority of incoming students **who took the ESOL placement test**, placed into the first level (45% on average) while a relatively small percentage (14%) placed into the highest level. This trend has varied over the five year period from Fall 2005 to Fall 2009.

On average, approximately 76% of incoming students **who took a math placement test** placed into a Basic Skills level math course. This trend has been slowly decreasing over the five fall terms being reported (86% in 2005 & 69% in 2009). Additionally, a relatively small percentage of students from the entire incoming student population placed into Associate level math (6%) or Transfer level math (7%) over the five year period.

A relatively large percentage of incoming students did not take either the English or math placement test. On average, 46% did not take the English placement test and 46% did not take the math placement test. English non-placement test takers decreased from 60% in Fall 2005 to 30% in Fall 2009. Math non-placement takers demonstrated the same trend over the five fall terms being reported from 2005 to 2009.

Latino students on average made up the largest portion of students who placed into English Basic Skills levels (49%). Similarly, approximately 48% of those who placed into math Basic Skills levels were Latino students. Both of these trends have remained relatively consistent throughout the five year reporting period (2005-2009) but were slightly disproportional to the All Colleges Basic Skills English and Math Latino student population (33% and 34%, respectively).

City College Placement of Incoming Freshmen by Subject
Fall Terms Only: 2005 – 2009

Figure 1. English Placement Trends (Fall terms)

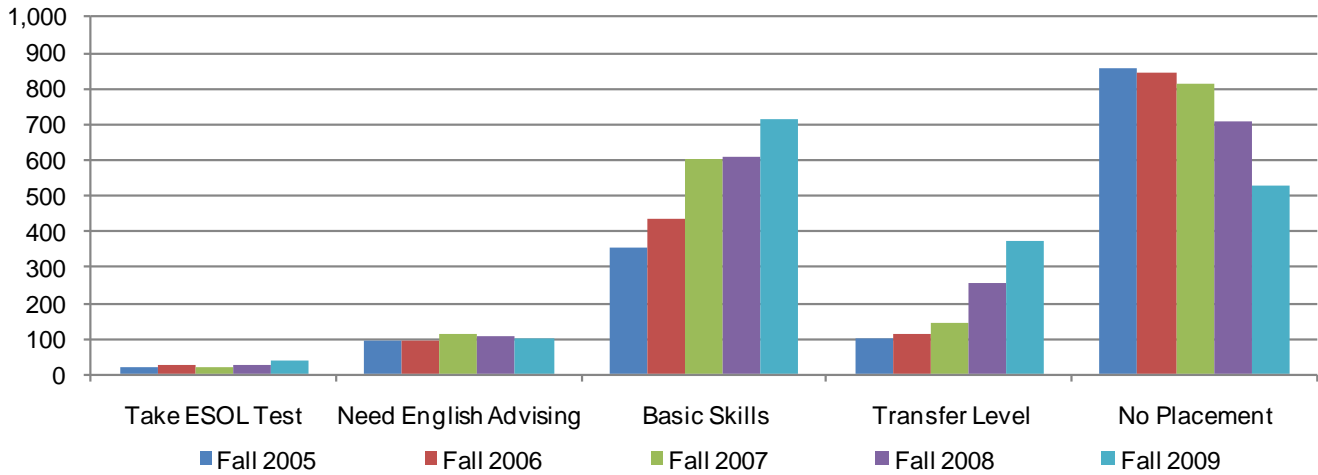


Figure 2. ESOL Placement Trends (Fall terms)

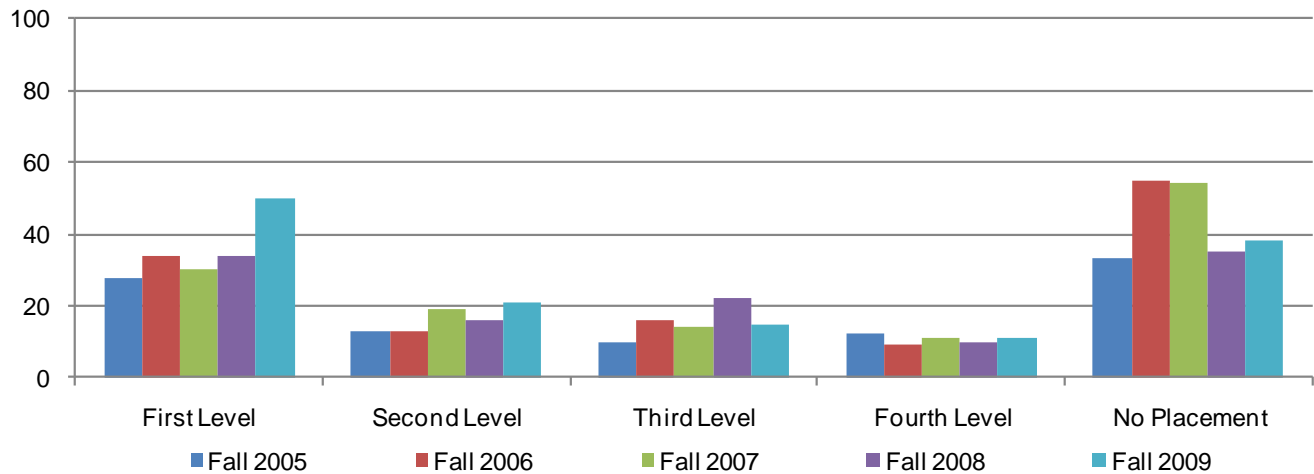
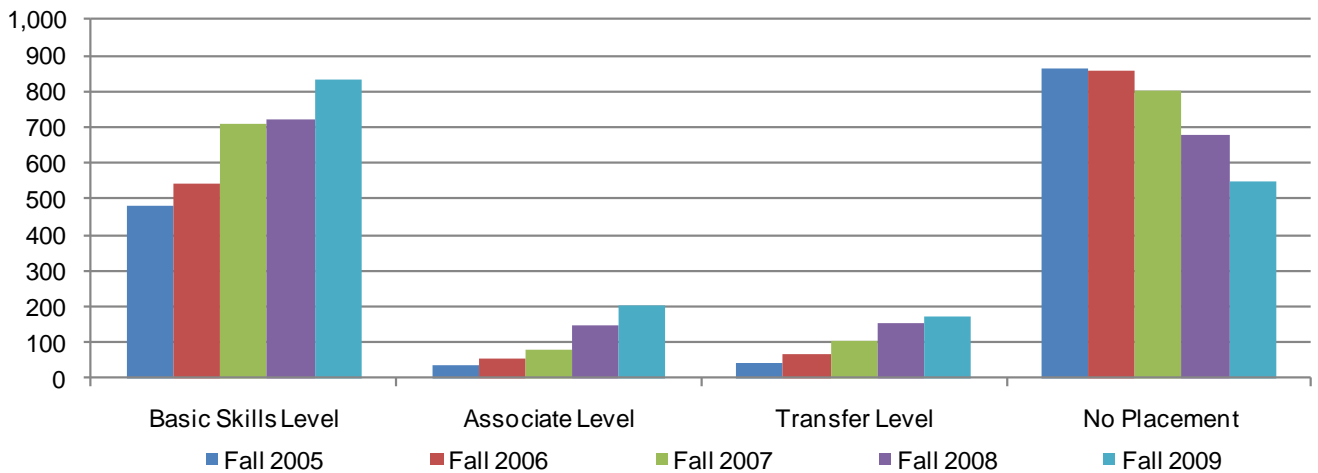


Figure 3. Math Placement Trends (Fall terms)



City College Basic Skills Report 2010

City College Placement of Incoming Freshmen by Subject Fall Terms Only: 2005 – 2009

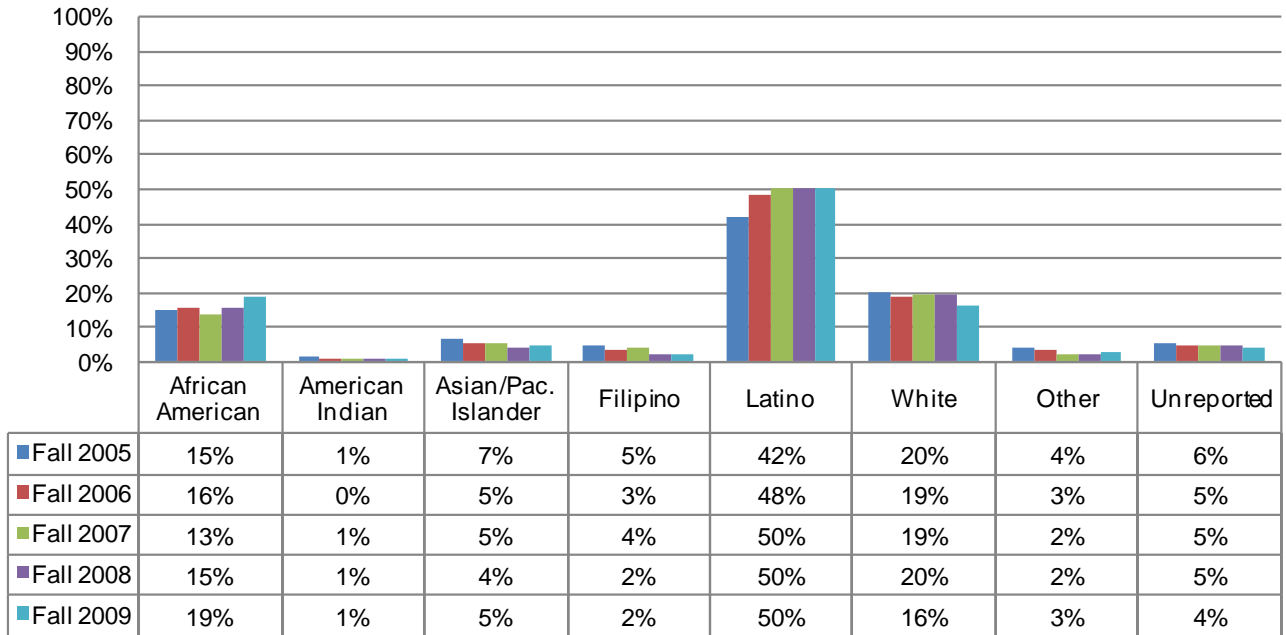
Table 1. Placement Levels for Incoming Freshmen (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
English	Take ESOL Test	18	1%	30	2%	18	1%	25	1%	42	2%	133	2%
	Need English Advising	94	7%	94	6%	117	7%	106	6%	101	6%	512	6%
	Basic Skills Level	357	25%	438	29%	602	36%	607	36%	715	41%	2,719	34%
	Transfer Level	101	7%	113	7%	145	9%	254	15%	374	21%	987	12%
	No Placement	859	60%	848	56%	811	48%	706	42%	531	30%	3,755	46%
	Total	1,429	100%	1,523	100%	1,693	100%	1,698	100%	1,763	100%	8,106	100%
ESOL	First Level	28	29%	34	27%	30	23%	34	29%	50	37%	176	29%
	Second Level	13	14%	13	10%	19	15%	16	14%	21	16%	82	14%
	Third Level	10	10%	16	13%	14	11%	22	19%	15	11%	77	13%
	Fourth Level	12	13%	9	7%	11	9%	10	9%	11	8%	53	9%
	No Placement	33	34%	55	43%	54	42%	35	30%	38	28%	215	36%
	Total	96	100%	127	100%	128	100%	117	100%	135	100%	603	100%
Math	Basic Skills Level	481	34%	543	36%	708	42%	719	42%	836	47%	3,287	41%
	Associate Level	38	3%	56	4%	77	5%	148	9%	205	12%	524	6%
	Transfer Level	43	3%	67	4%	107	6%	152	9%	171	10%	540	7%
	No Placement	867	61%	857	56%	801	47%	679	40%	551	31%	3,755	46%
	Total	1,429	100%	1,523	100%	1,693	100%	1,698	100%	1,763	100%	8,106	100%

Source: SDCCD Information System

City College English Basic Skills Placement Levels by Ethnicity
Fall Terms Only: 2005 – 2009

Figure 4. English Basic Skills Placement by Ethnicity (Fall terms)



City College ESOL Basic Skills Placement Levels by Ethnicity

Fall Terms Only: 2005 – 2009

Figure 5. ESOL First Level Placement by Ethnicity (Fall terms)

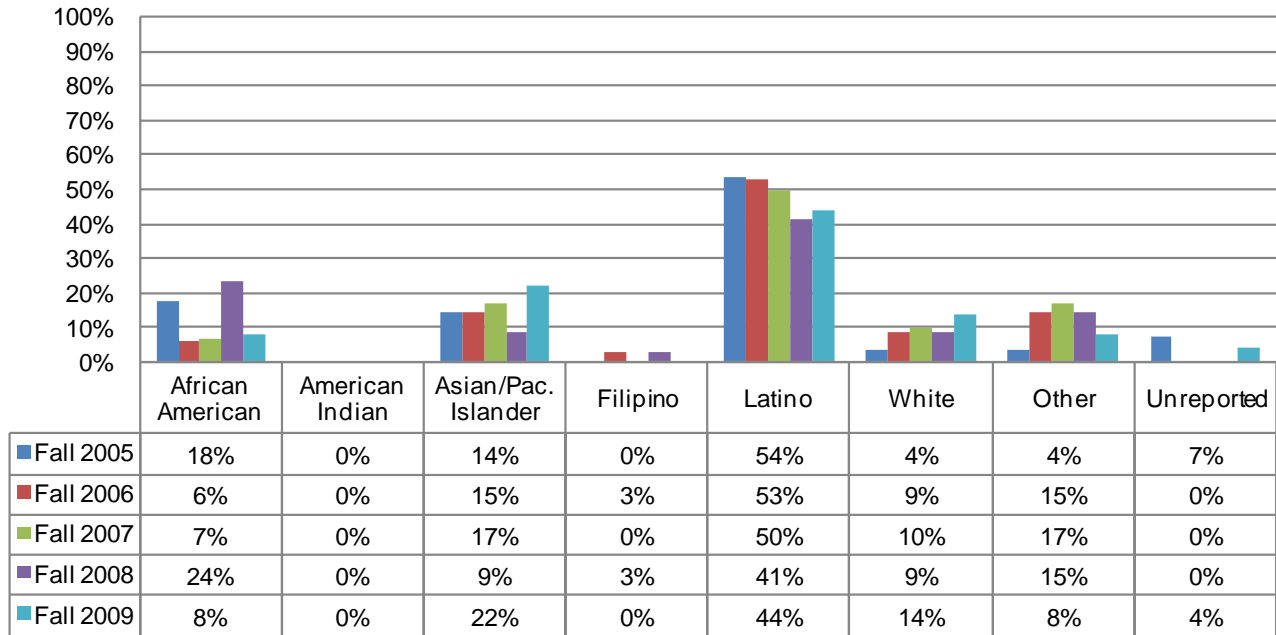


Figure 6. ESOL Second Level Placement by Ethnicity (Fall terms)

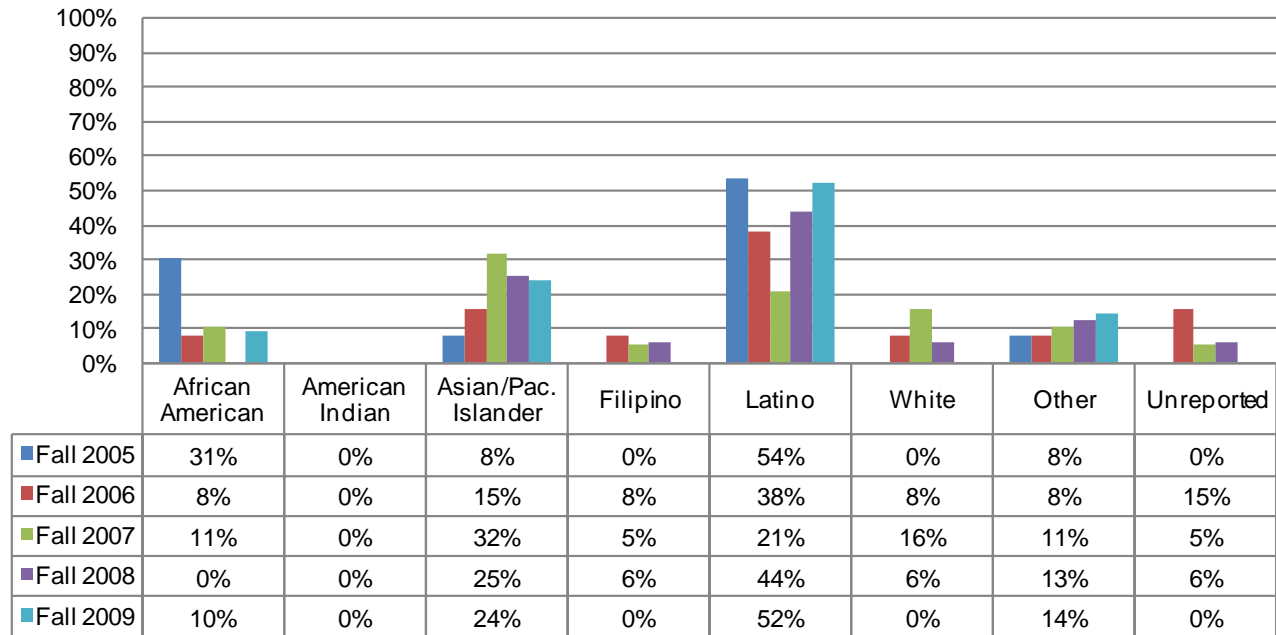


Figure 7. ESOL Third Level Placement by Ethnicity (Fall terms)

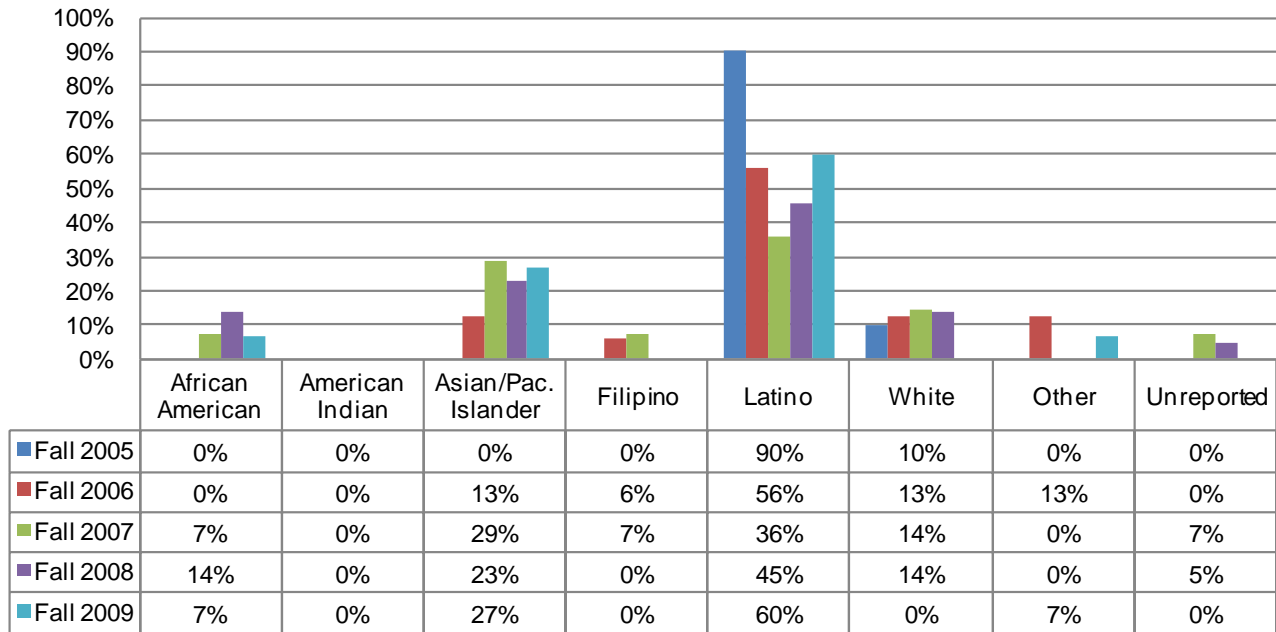


Figure 8. ESOL Fourth Level Placement by Ethnicity (Fall terms)

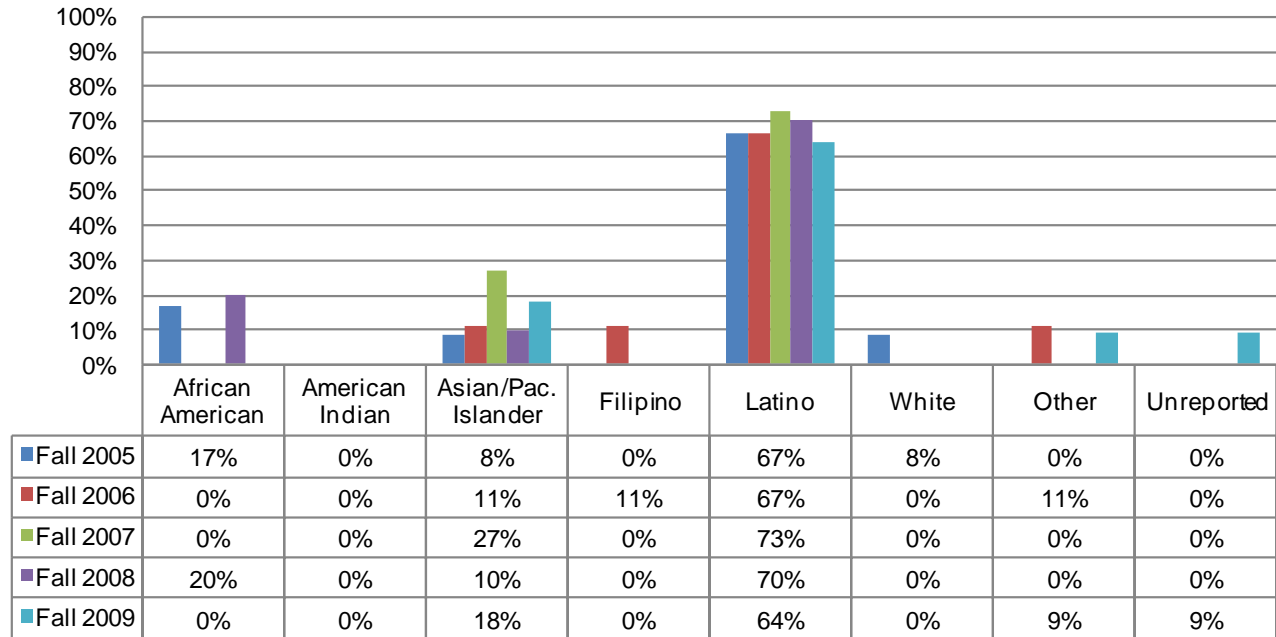
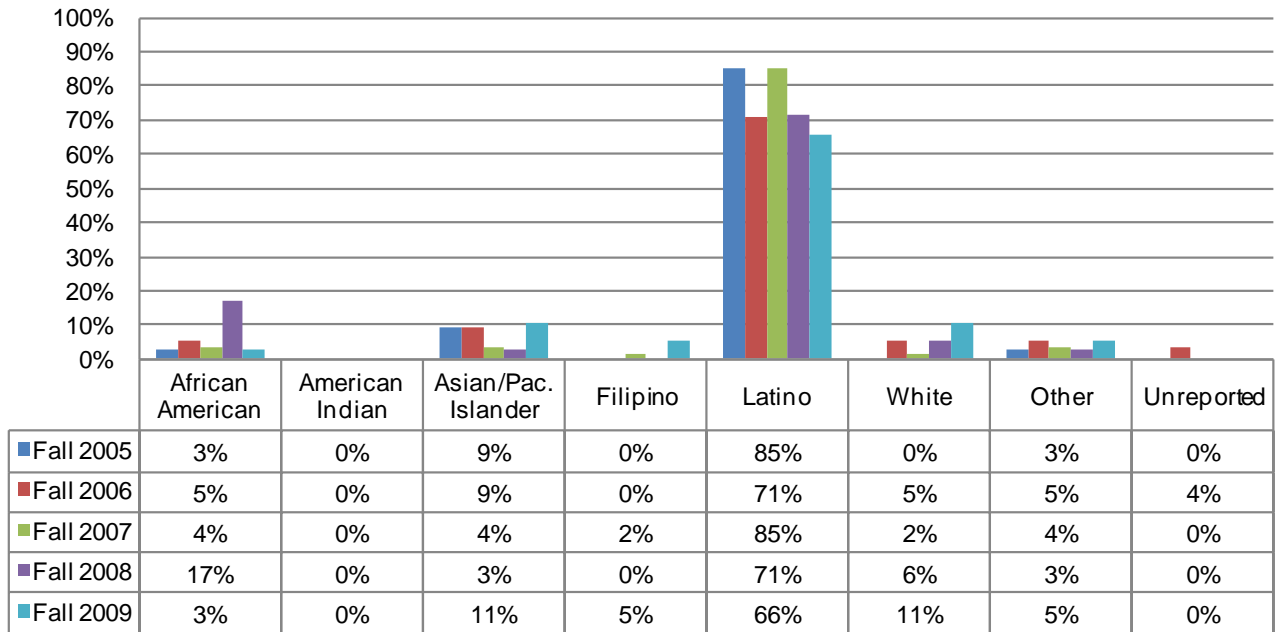
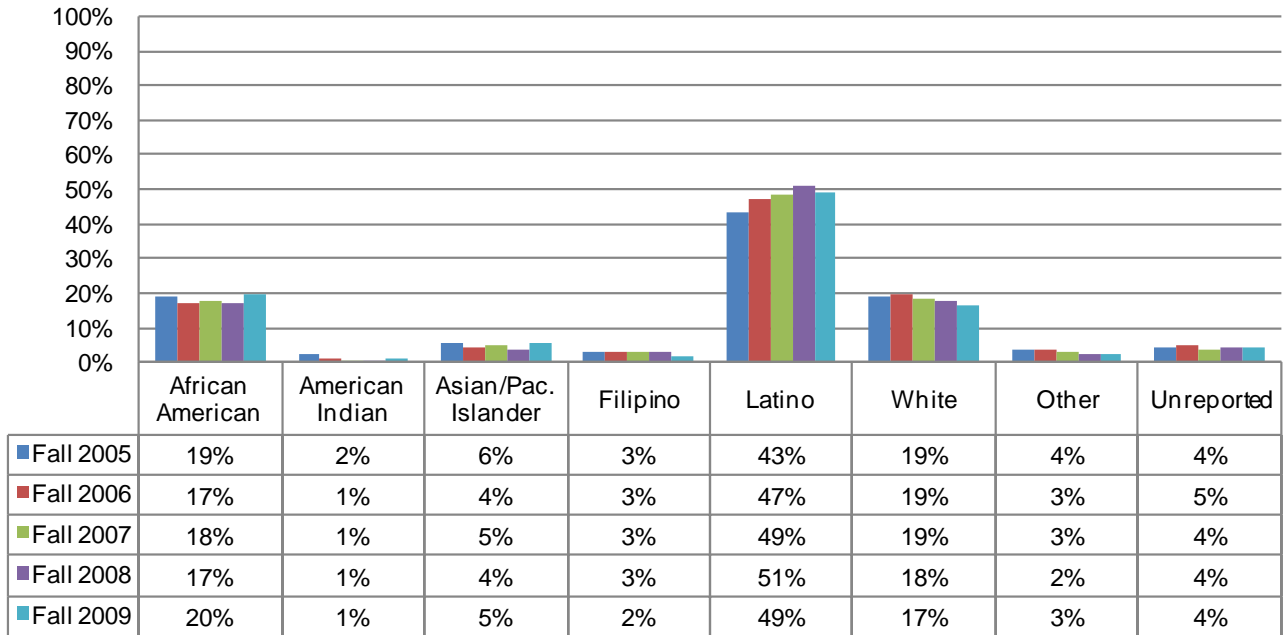


Figure 9. ESOL No Assessment by Ethnicity (Fall terms)



City College Math Basic Skills Placement Levels by Ethnicity
Fall Terms Only: 2005 – 2009

Figure 10. Math Basic Skills Placement by Ethnicity (Fall terms)



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 2005 through Spring 2010. 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 11 through 16).

Summary of Findings

The majority of enrollments, on average, were in English 049 (42% on average in the fall semesters and 44% in the spring semesters). Approximately one-third of the English enrollments were in English 042 or 043 (35% on average in the fall semesters and 33% in the spring semesters). Both English 042 and 043 have seen a steady increase in enrollment between Fall 2005-2009 (31% increase for English 042 and 25% increase for English 043). Enrollment has decreased by 9% for English 042 from Spring 2006 to Spring 2010, but enrollment has increased by 44% for English 43 from Spring 2006 to Spring 2010.

In the spring semesters, the greatest ESOL enrollments were in the ESOL 040 Reading (32% on average). However, in the fall semesters, ESOL 019 Listening/Speaking had the greatest percentage of enrollments (36%). ESOL 019 also witnessed the greatest increase in enrollment between Spring 2006 and Spring 2010 (75%).

The majority of enrollments, on average, were in Math 046 (48% in Fall and 49% in Spring semesters). Math 038 saw the greatest increase in enrollment between the five terms for fall (41%) and spring (76%).

On average over the five year period, half of the students (50%) who enrolled in Basic Skills English courses were Latino, followed by African American students (19%). This was higher than the All Colleges' averages for Latino and African American Basic Skills English enrollments (33% and 12%, respectively).

Across the fall and spring terms, on average, 43% of the students who enrolled in Basic Skills Math courses were Latino students, followed by African American students and White students (20% and 19% respectively). This was higher than the All Colleges' averages for Latino and African American Basic Skills Math enrollments (32% and 14%, respectively).

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City College Basic Skills Course Enrollments Fall Terms: 2005 – 2009

Table 2. English Basic Skills Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
English	ENGL 042	167	11%	176	11%	202	12%	226	13%	218	13%	989	12%
	ENGL 043	317	21%	358	23%	400	23%	410	24%	397	24%	1,882	23%
	ENGL 048	340	23%	371	23%	391	23%	390	23%	363	22%	1,855	23%
	ENGL 049	658	44%	683	43%	727	42%	692	40%	668	41%	3,428	42%
	Total	1,482	100%	1,588	100%	1,720	100%	1,718	100%	1,646	100%	8,154	100%

Source: SDCCD Information System

Table 3. ESOL Writing Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
ESOL	ESOL 019	55	25%	50	25%	51	19%	59	24%	57	22%	272	23%
	ESOL 020	54	25%	54	27%	74	27%	60	24%	59	22%	301	25%
	ESOL 030	55	25%	54	27%	62	23%	70	28%	77	29%	318	26%
	ESOL 040	54	25%	40	20%	88	32%	58	23%	70	27%	310	26%
	Total	218	100%	198	100%	275	100%	247	100%	263	100%	1,201	100%

Source: SDCCD Information System

Table 4. ESOL Reading Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
ESOL	ESOL 019	55	29%	50	27%	51	21%	59	27%	57	24%	272	25%
	ESOL 021	41	22%	42	22%	51	21%	47	22%	54	23%	235	22%
	ESOL 031	39	21%	56	30%	50	21%	54	25%	59	25%	258	24%
	ESOL 040	54	29%	40	21%	88	37%	58	27%	70	29%	310	29%
	Total	189	100%	188	100%	240	100%	218	100%	240	100%	1,075	100%

Source: SDCCD Information System

Table 5. ESOL Listening/Speaking Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
ESOL	ESOL 019	55	40%	50	35%	51	33%	59	37%	57	36%	272	36%
	ESOL 022	40	29%	39	28%	58	38%	48	30%	48	30%	233	31%
	ESOL 032	42	31%	52	37%	45	29%	52	33%	53	34%	244	33%
	Total	137	100%	141	100%	154	100%	159	100%	158	100%	749	100%

Source: SDCCD Information System

Table 6. Math Basic Skills Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
Math	Math 034	233	14%	225	13%	260	14%	249	12%	318	14%	1,285	14%
	Math 038	637	37%	627	37%	713	39%	817	40%	897	40%	3,691	39%
	Math 046	834	49%	827	49%	856	47%	980	48%	1,008	45%	4,505	48%
	Total	1,704	100%	1,679	100%	1,829	100%	2,046	100%	2,223	100%	9,481	100%

Source: SDCCD Information System

City College Basic Skills Report 2010

City College Basic Skills Course Enrollments Spring Terms: 2006 – 2010

Table 7. English Basic Skills Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
English	ENGL 042	173	14%	193	13%	189	11%	209	12%	158	9%	922	12%
	ENGL 043	261	21%	275	19%	337	20%	394	22%	376	21%	1,643	21%
	ENGL 048	276	22%	337	24%	409	24%	413	23%	410	23%	1,845	23%
	ENGL 049	544	43%	627	44%	779	45%	767	43%	809	46%	3,526	44%
	Total	1,254	100%	1,432	100%	1,714	100%	1,783	100%	1,753	100%	7,936	100%

Source: SDCCD Information System

Table 8. ESOL Writing Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
ESOL	ESOL 019	33	16%	48	20%	28	13%	48	18%	58	22%	215	18%
	ESOL 020	60	30%	52	22%	55	25%	65	24%	53	20%	285	24%
	ESOL 030	57	28%	70	30%	71	32%	73	27%	77	30%	348	29%
	ESOL 040	53	26%	66	28%	70	31%	81	30%	72	28%	342	29%
	Total	203	100%	236	100%	224	100%	267	100%	260	100%	1,190	100%

Source: SDCCD Information System

Table 9. ESOL Reading Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
ESOL	ESOL 019	33	18%	48	24%	28	15%	48	19%	58	24%	215	20%
	ESOL 021	54	30%	38	19%	42	22%	58	23%	52	21%	244	23%
	ESOL 031	42	23%	49	24%	50	26%	63	25%	64	26%	268	25%
	ESOL 040	53	29%	66	33%	70	37%	81	32%	72	29%	342	32%
	Total	182	100%	201	100%	190	100%	250	100%	246	100%	1,069	100%

Source: SDCCD Information System

Table 10. ESOL Listening/Speaking Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
ESOL	ESOL 019	33	28%	48	35%	28	24%	48	29%	58	36%	215	31%
	ESOL 022	44	37%	40	29%	40	35%	58	35%	52	32%	234	34%
	ESOL 032	42	35%	48	35%	47	41%	59	36%	53	33%	249	36%
	Total	119	100%	136	100%	115	100%	165	100%	163	100%	698	100%

Source: SDCCD Information System

Table 11. Math Basic Skills Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
Math	Math 034	213	14%	180	10%	186	11%	284	15%	276	13%	1,139	13%
	Math 038	513	33%	663	39%	672	39%	770	40%	903	42%	3,521	39%
	Math 046	840	54%	874	51%	885	51%	876	45%	966	45%	4,441	49%
	Total	1,566	100%	1,717	100%	1,743	100%	1,930	100%	2,145	100%	9,101	100%

Source: SDCCD Information System

City College Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2005 – 2009

Figure 11. English Basic Skills Course Enrollments by Ethnicity (Fall terms)

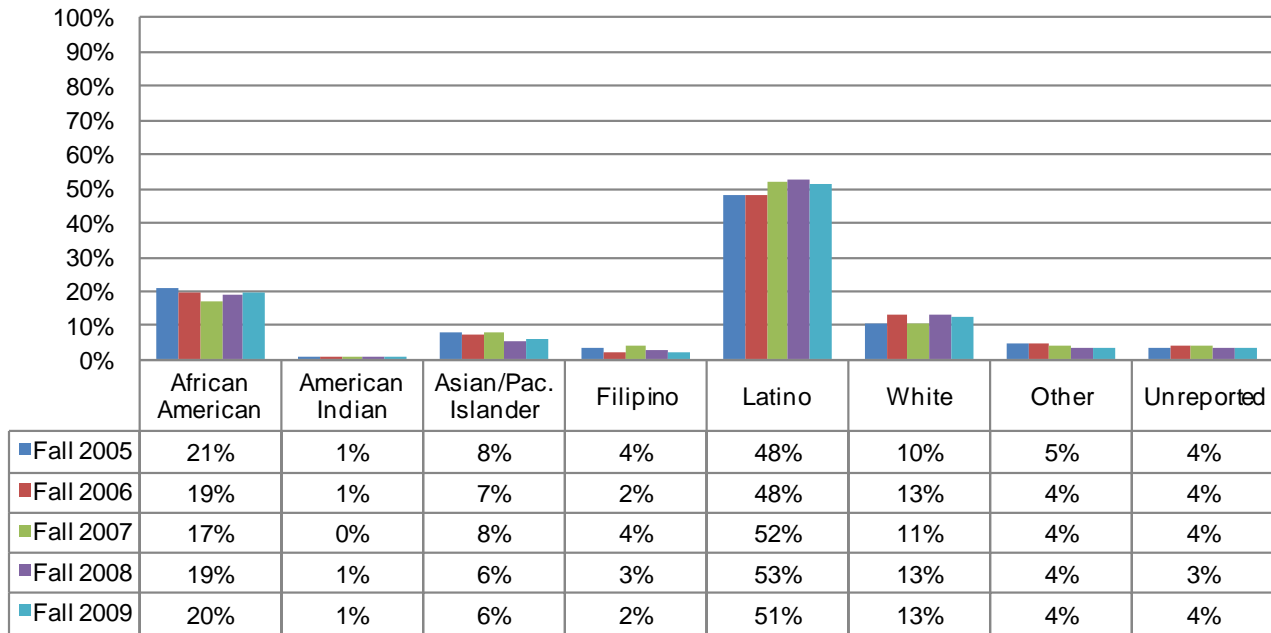


Figure 12. ESOL Enrollments by Ethnicity (Fall terms)

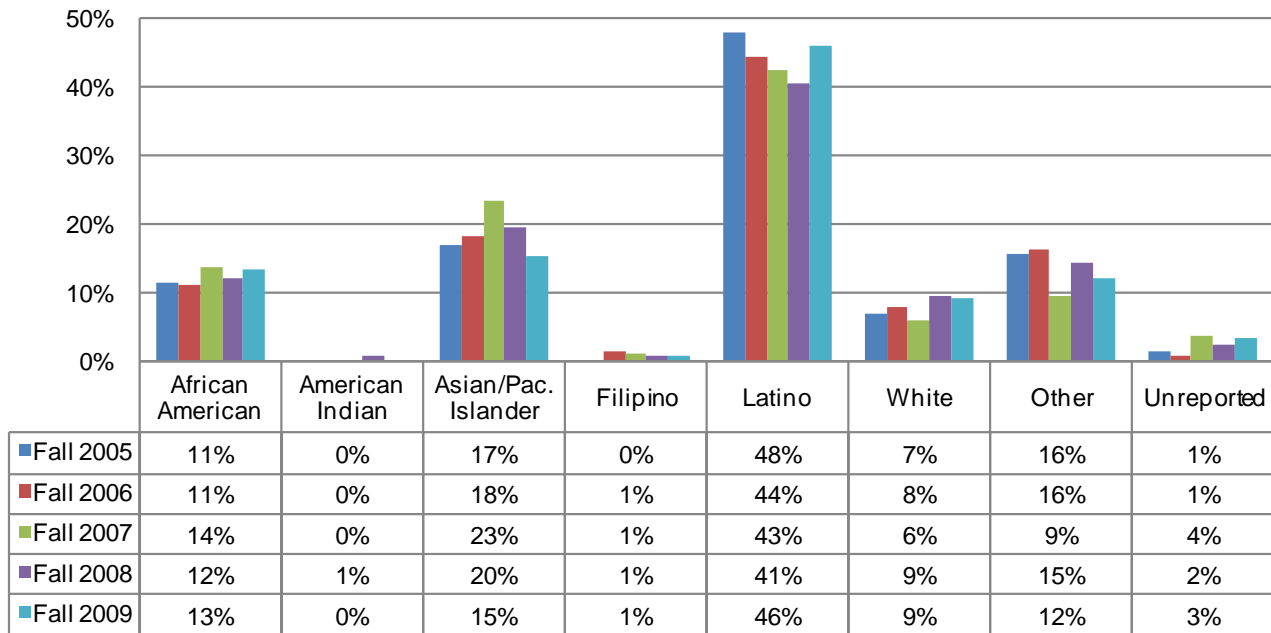
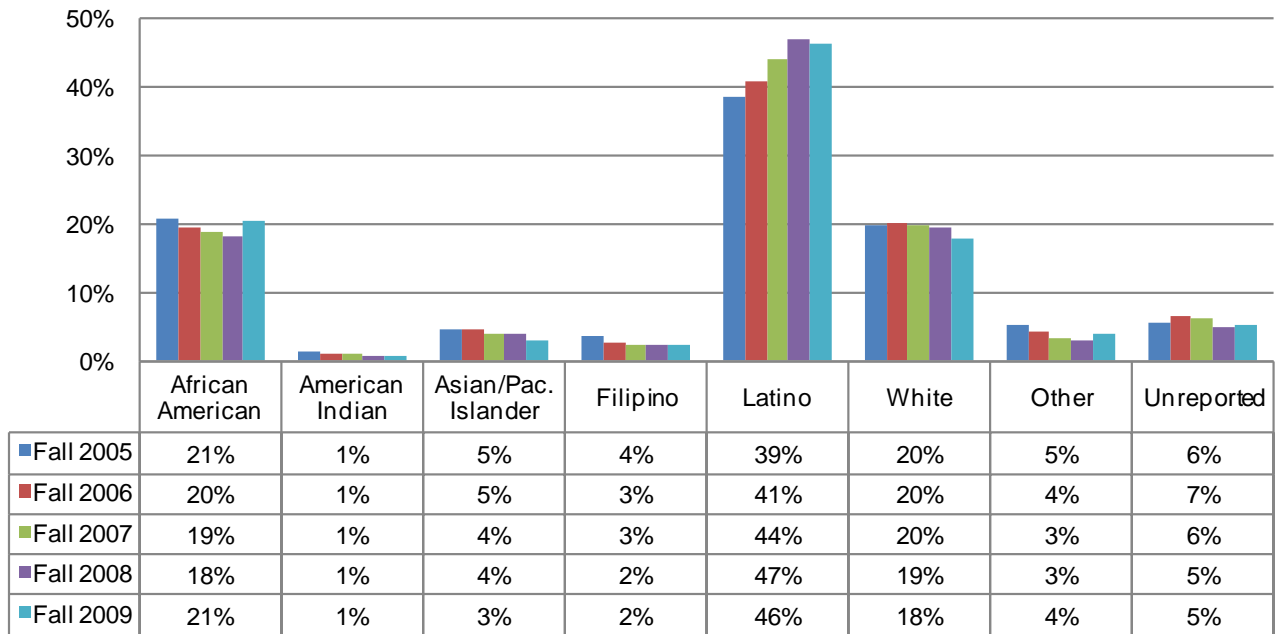


Figure 13. Math Basic Skills Course Enrollments by Ethnicity (Fall terms)



City College Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2006 – 2010

Figure 14. English Basic Skills Course Enrollments by Ethnicity (Spring terms)

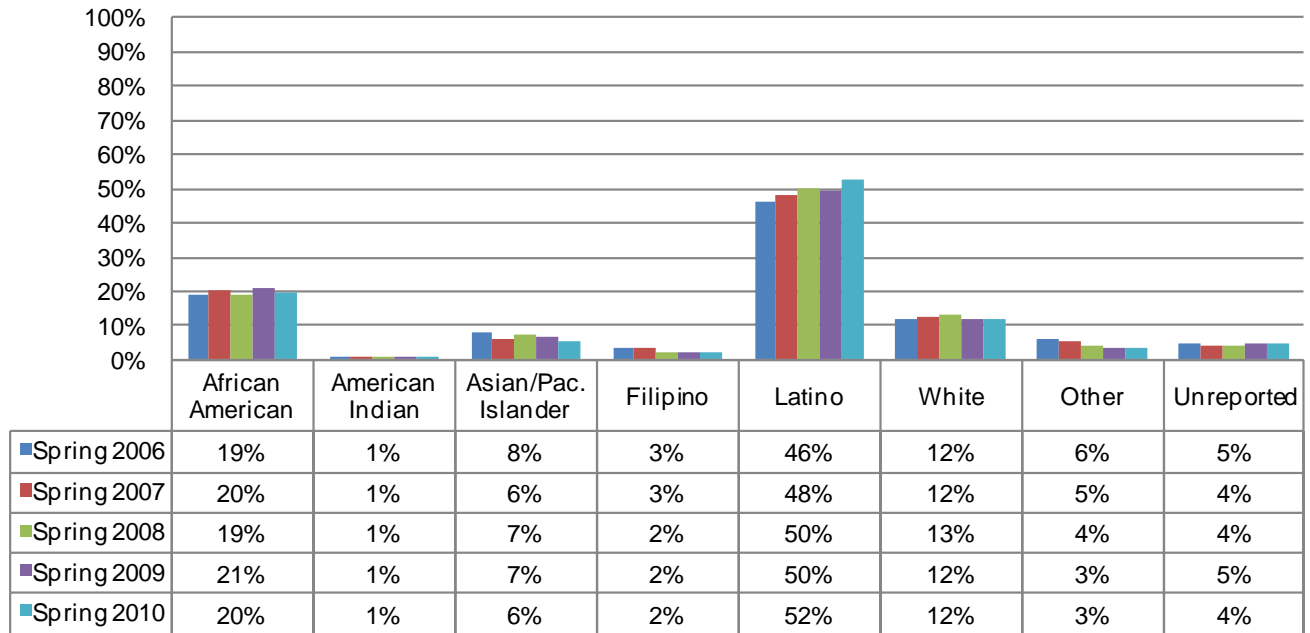


Figure 15. ESOL Course Enrollments by Ethnicity (Spring terms)

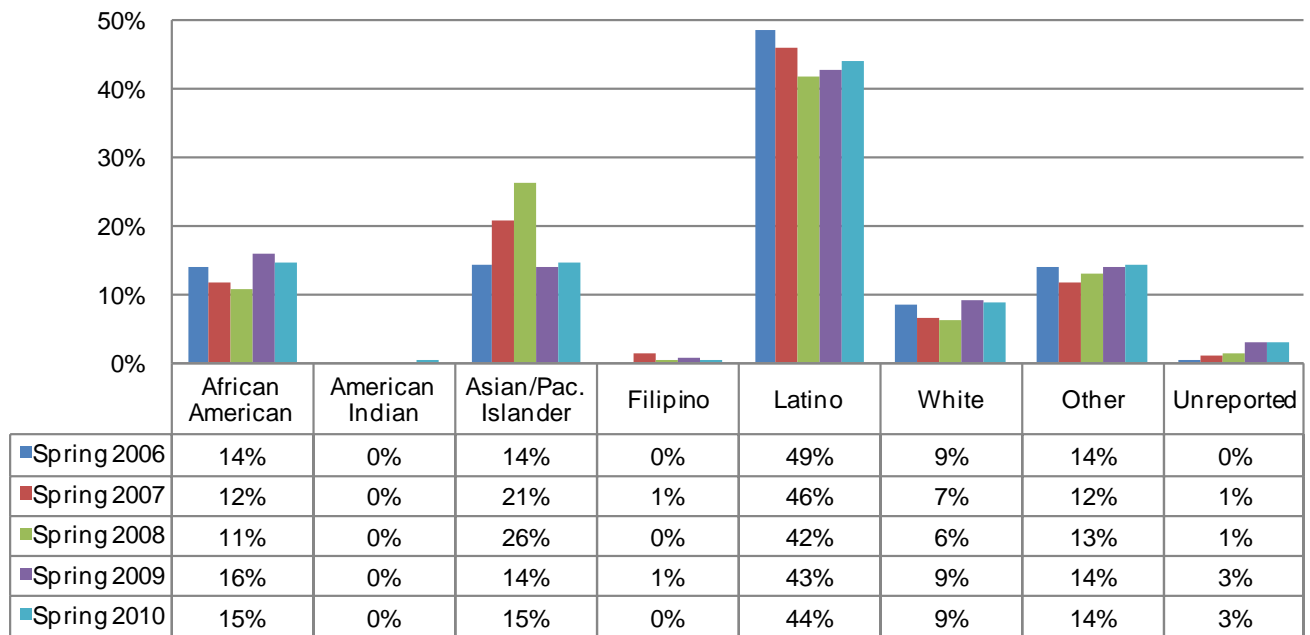
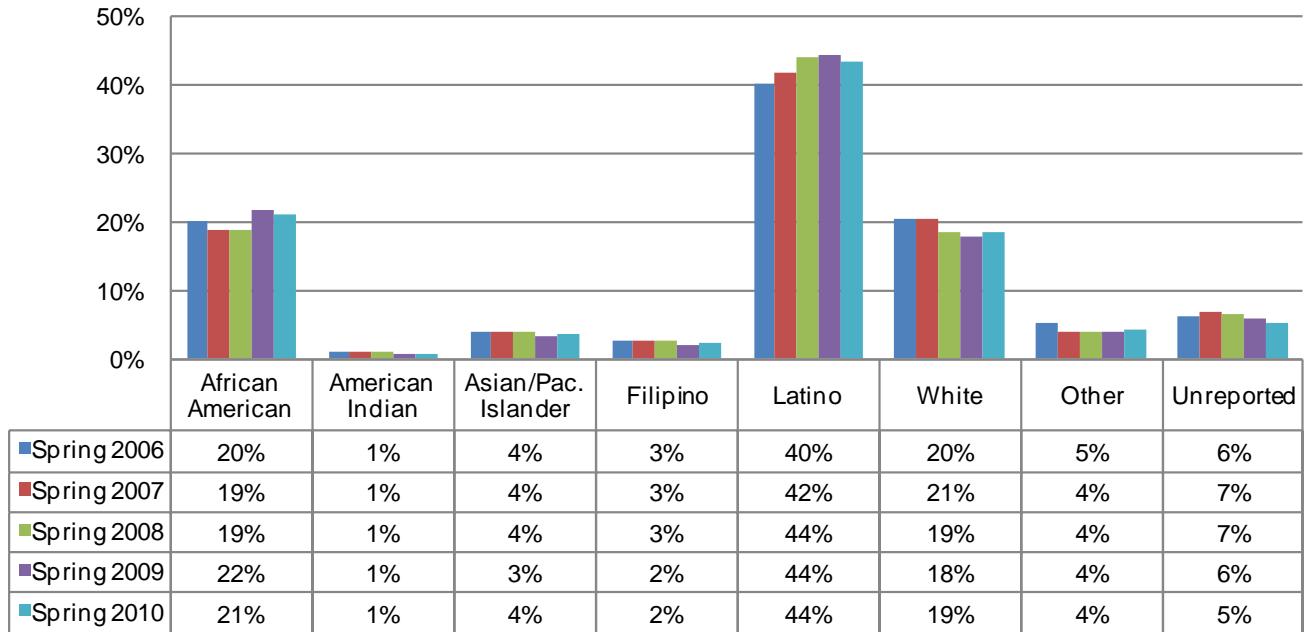


Figure 16. Math Basic Skills Course Enrollments by Ethnicity (Spring terms)



Persistence

Part III: Term Persistence

This section of the report looks at the term persistence rates of Basic Skills students during the five most recent fall terms for which data are available: Fall 2005 – Fall 2009. Term persistence rates are displayed both graphically (see Figure 17) and in tabular form (see Table 12). Term persistence is also separated by gender, ethnicity, and age (see Figures 18-20, and Tables 13-15).

TERMS AND DEFINITIONS:

Persistence: Defined in this report as the rate of students who are enrolled in a fall term as of census (eliminating drops and never attends prior to census) and who complete the term with a grade notation A, B, C, P (Pass) D, F, I, NP (Not-Pass), RD (Report Delayed), then are enrolled as of census in the subsequent spring term and receive a grade notation for that term.

Summary of Findings

On average, 68% of the students in the Basic Skills courses who are enrolled in a fall term as of census, persist to the spring term. The term persistence rate has been increasing starting in Fall 2005 at 66% and ending in Fall 2009 at 71%. The City College average persistence rate is lower than the All Colleges persistence rate (75%).

Female students on average had a higher persistence rate than males (69% compared to 67%). The term persistence rate for both females and males has increased over the past five years (females 67% to 72% and males 65% to 69%). The All Colleges persistence rate for gender is consistent with the City College rate where females had a higher persistence rate than males (75% compared to 74%).

On average the ethnic groups with the highest persistence rates were Latino students (70%), students categorized as 'Other' (70%) and African American students (69%). Persistence rates peaked for American Indian students in Fall 2005 (85%) and Latino students in Fall 2009 (75%). From Fall 2005 to Fall 2009 the term persistence rate increased by 11% for Asian/Pacific Islander students, 9% for students categorized as 'Unreported' and 6% for Latino students.

Students with the highest persistence rates on average were students 18-24 years old and 50 years and older (71% each). From Fall 2005 to Fall 2009 the term persistence rate increased by 27% for students under 18 years old and 18% for students 50 years and older.

City College Term Persistence
Fall Terms: 2005 – 2009

Figure 17. Basic Skills Term Persistence

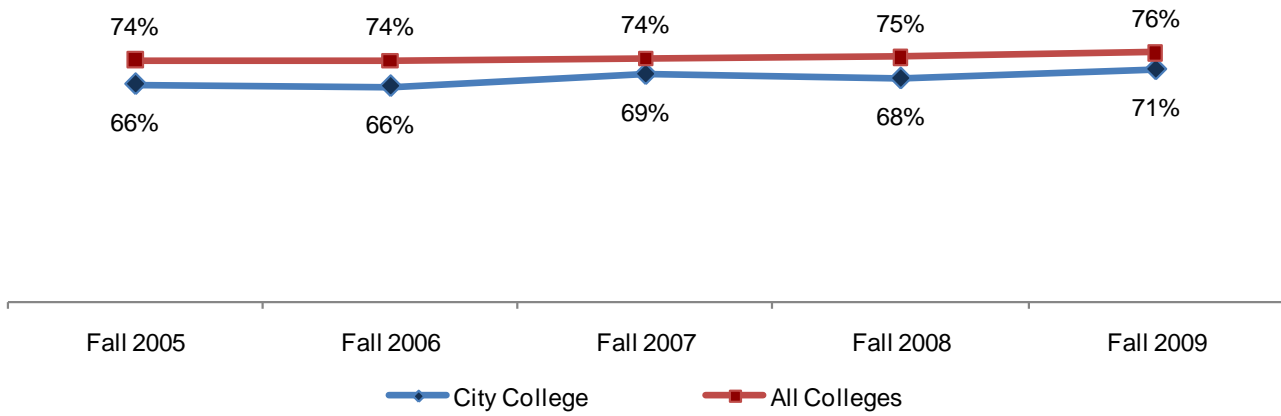


Table 12. Basic Skills Term Persistence

	Fall	Spring	Persistence	All Colleges Rate Fall to Spring
Fall 2005	1,982	1,315	66%	74%
Fall 2006	2,087	1,372	66%	74%
Fall 2007	2,221	1,541	69%	74%
Fall 2008	2,356	1,604	68%	75%
Fall 2009	2,483	1,759	71%	76%
Average			68%	75%

Source: SDCCD Information System

City College Term Persistence by Gender
Fall Terms: 2005 – 2009

Figure 18. Basic Skills Term Persistence by Gender

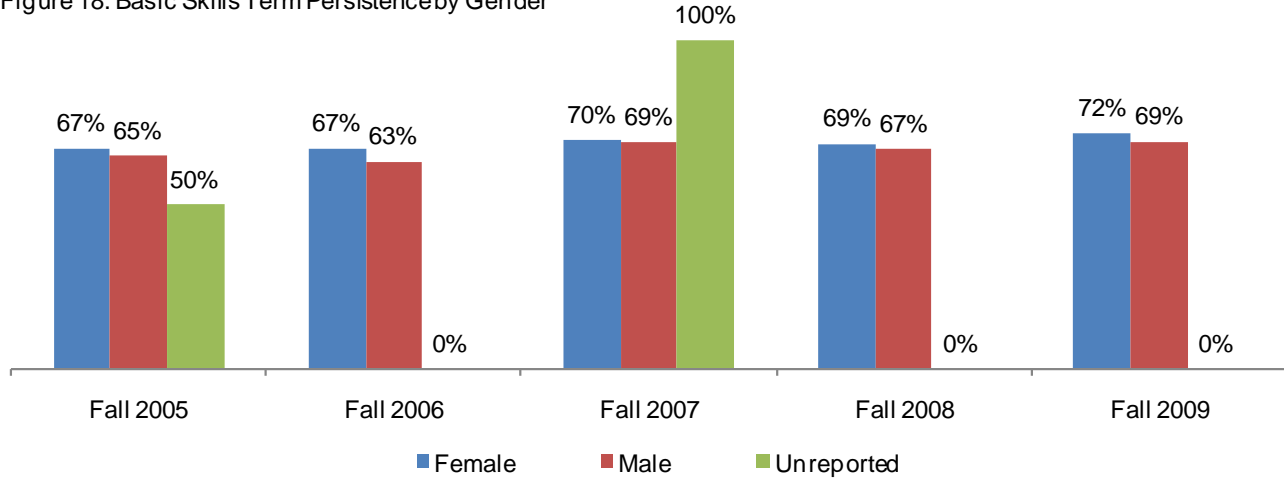


Table 13. Basic Skills Term Persistence by Gender

	Female			Male			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	1,173	790	67%	807	524	65%	2	1	50%
Fall 2006	1,294	870	67%	793	502	63%	0	0	---
Fall 2007	1,356	944	70%	864	596	69%	1	1	100%
Fall 2008	1,433	985	69%	923	619	67%	0	0	---
Fall 2009	1,444	1,037	72%	1,039	722	69%	0	0	---
Average			69%			67%			67%

Source: SDCCD Information System

City College Term Persistence by Ethnicity
Fall Terms: 2005 – 2009

Figure 19. Basic Skills Term Persistence by Ethnicity

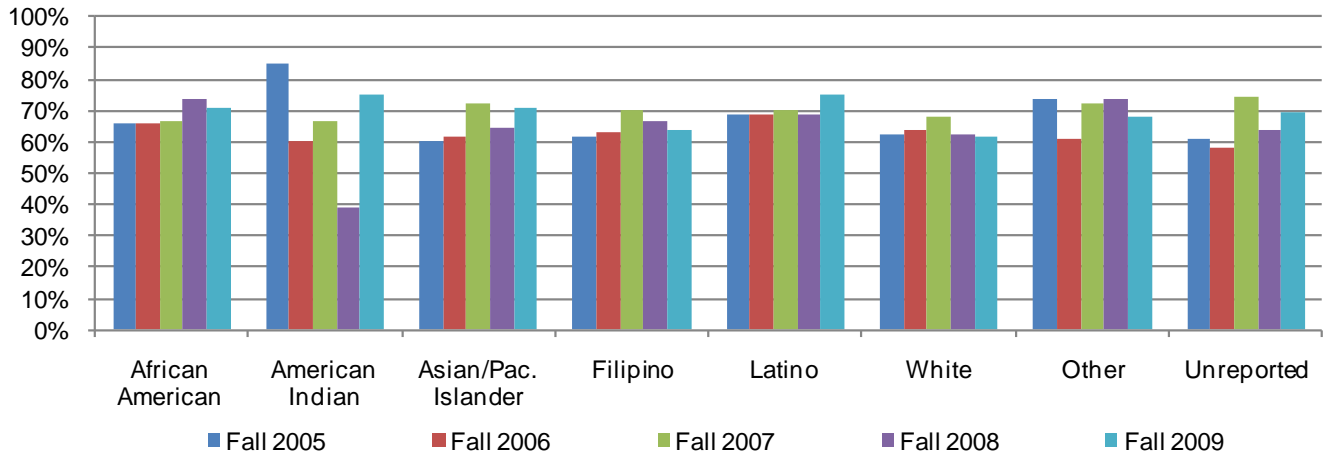


Table 14. Basic Skills Term Persistence by Ethnicity

	African American			American Indian			Asian/Pac. Islander			Filipino		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	354	233	66%	20	17	85%	150	90	60%	68	42	62%
Fall 2006	344	226	66%	15	9	60%	160	99	62%	54	34	63%
Fall 2007	371	246	66%	15	10	67%	182	131	72%	60	42	70%
Fall 2008	394	289	73%	18	7	39%	151	97	64%	51	34	67%
Fall 2009	447	317	71%	12	9	75%	154	109	71%	61	39	64%
Average			69%			65%			66%			65%

	Latino			White			Other			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	839	576	69%	330	207	63%	124	91	73%	97	59	61%
Fall 2006	920	634	69%	378	242	64%	107	65	61%	109	63	58%
Fall 2007	1,050	733	70%	354	240	68%	95	69	73%	94	70	74%
Fall 2008	1,131	781	69%	399	250	63%	109	80	73%	103	66	64%
Fall 2009	1,177	880	75%	399	245	61%	118	80	68%	115	80	70%
Average			70%			64%			70%			65%

Source: SDCCD Information System

City College Basic Skills Report 2010

City College Term Persistence by Age Fall Terms: 2005 – 2009

Figure 20. Basic Skills Term Persistence by Age

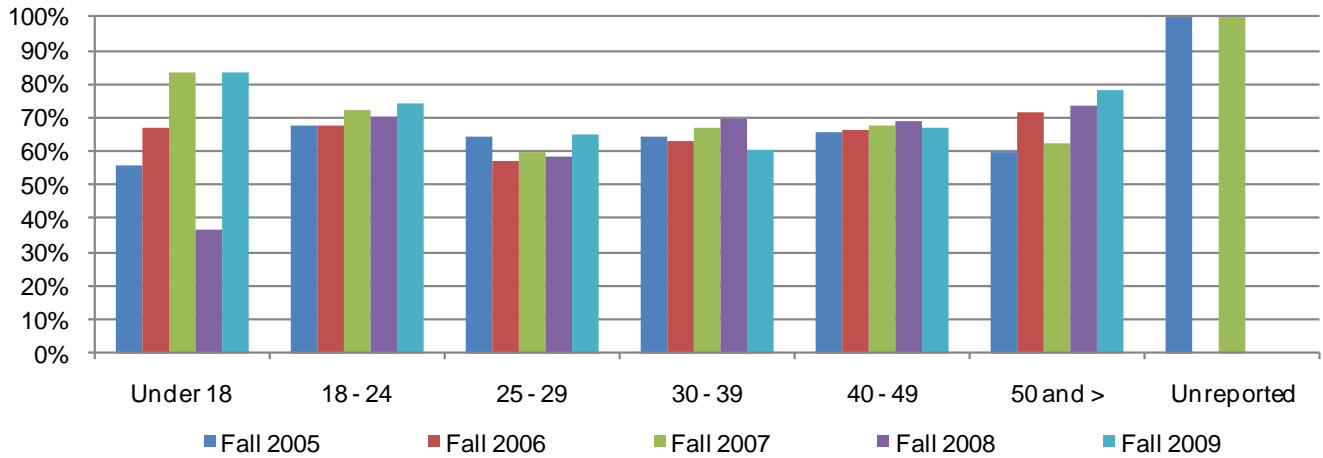


Table 15. Basic Skills Term Persistence by Age

	Under 18			18 - 24			25 - 29			30 - 39		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	9	5	56%	1,254	848	68%	294	189	64%	234	150	64%
Fall 2006	15	10	67%	1,292	877	68%	310	178	57%	249	157	63%
Fall 2007	12	10	83%	1,414	1,021	72%	296	177	60%	264	177	67%
Fall 2008	46	17	37%	1,465	1,033	71%	324	190	59%	288	200	69%
Fall 2009	12	10	83%	1,505	1,121	74%	386	250	65%	336	204	61%
Average			55%			71%			61%			65%

	40 - 49			50 and >			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	138	91	66%	52	31	60%	1	1	100%
Fall 2006	157	104	66%	64	46	72%	0	0	---
Fall 2007	178	120	67%	56	35	63%	1	1	100%
Fall 2008	153	105	69%	80	59	74%	0	0	---
Fall 2009	149	100	67%	95	74	78%	0	0	---
Average			67%			71%			100%

Source: SDCCD Information System

Student Outcomes

Part IV: 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 2005 through Spring 2010. 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 21 through 25 for fall terms and Figures 26 through 30 for spring terms). Five-year trends in retention rates are also displayed for each subject by ethnicity (see Figures 31 through 33 for fall terms and Figures 34 through 36 for spring terms). Similarly, five-year trends in success rates are demonstrated for each course (see Figures 37 through 41 for fall terms and Figures 42 through 46 for spring terms), as well as for each subject by ethnicity (see Figures 47 through 49 for fall terms and Figures 50 through 52 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 official 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 P and denominator = Total number of valid enrollments as of official census.

Summary of Findings

Over the fall terms from 2005 to 2009, retention rates increased steadily for both English 042 and English 048. The retention rates for English 043 and English 049 fluctuated, yet increased from Fall 2005 to 2009. Retention rates increased for all English courses except English 042, which remained stable during the five-year period for spring terms. Success rates increased for English 042 and 043 between the five fall and spring terms. The retention rate patterns of City College were similar compared to the retention rates patterns for Basic Skills English students at all colleges across the fall and spring terms. However, the success rate patterns of City College were different compared to the success rate patterns of Basic Skills English students at all colleges combined.

On average, over the five fall and spring terms combined Filipino students had the highest retention rate (85%) in Basic Skills English courses. African American students and students categorized as 'Unreported' had the lowest average retention rate (78% each). These retention rates differed slightly compared to the All Colleges retention rates with the Asian/Pacific Islander having the highest retention rate (85%). Success rates were highest for Filipino students (68%) and lowest for American Indian students (46%) over the five year period. The ethnic groups with the highest success rate at all three colleges were Asian/Pacific Islander and White students (64% each).

Retention rates displayed variations from Fall 2005 to Fall 2009, as well as from Spring 2006 to Spring 2010 for all ESOL courses except ESOL 021, for which there was a 8% increase during the five-year time period for fall terms. Success rates also displayed varied results for ESOL courses across the fall and spring terms. Success rates increased for ESOL 021, 022, and 032 from Fall 2005 to Fall 2009.

The ethnic groups with the highest average retention and success rate over the five year period in ESOL courses was American Indian (100% and 100%; n=4) and Asian/Pacific Islander (94% and 83%). African American students had the lowest average retention rate at 89%. The ethnic group with the lowest success rate was Filipino at 61%. The retention and success rates at City College were similar to the rates of all three colleges except that the African American group had the lowest success rate.

Math 034 retention rates increased from Fall 2006 to Fall 2009, as well as from Spring 2006 to Spring 2010. Math 038 retention rates remained relatively stable over the fall terms but showed more variation over the spring terms, while Math 046 retention rates remained relatively stable over the spring terms but varied over the fall terms. The success rates of Math 034 have remained stable until Fall 2009 where there was an increase of 9%. Math 038 success rates increased over the spring terms but showed more variation over the fall terms. The success rates of Math 046 showed variation over fall and spring terms.

No clear five-year trends emerged for Basic Skills math outcomes by ethnicity as success and retention rates showed mixed results. However, further investigation of overall five-year averages comparing across ethnic groups shows that both retention and success rates were highest for Asian/Pacific-Islanders but lowest for African American students. The trends were similar to the trends displayed by the Basic Skills math students across all three colleges.

City College Basic Skills Course Retention Rates
Fall Terms: 2005 – 2009

Figure 21. English Basic Skills Course Retention Rates (Fall terms)

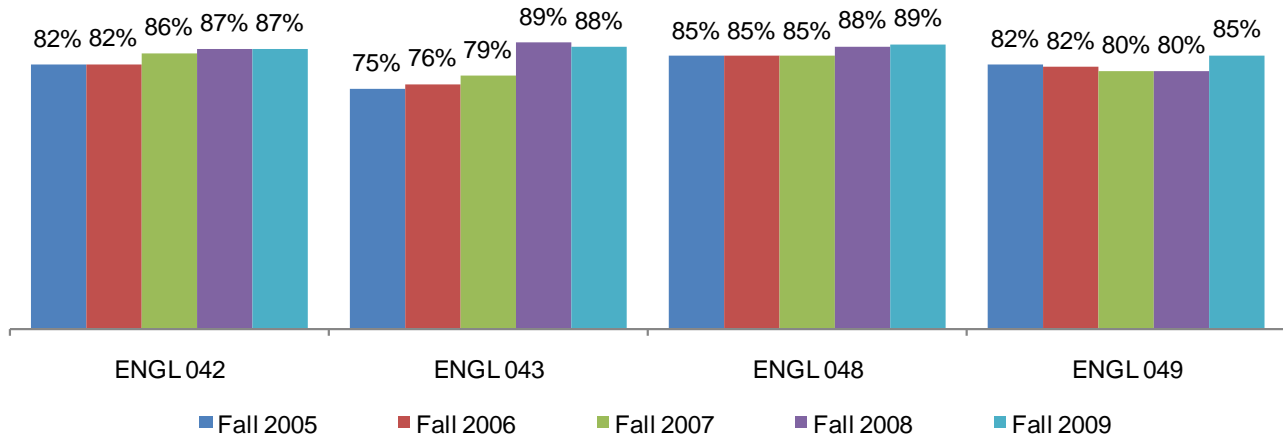


Figure 22. ESOL Writing Course Retention Rates (Fall terms)

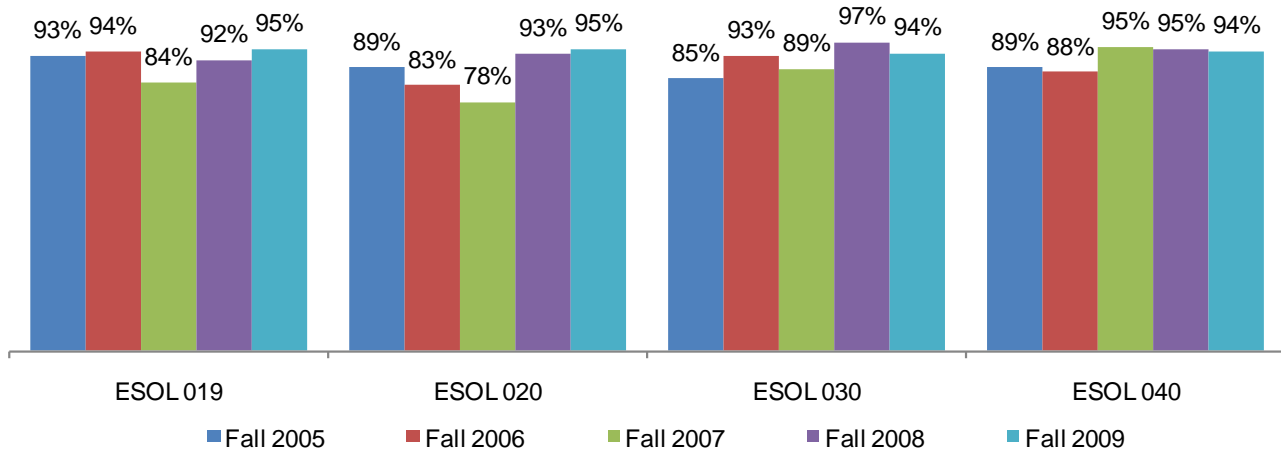


Figure 23. ESOL Reading Course Retention Rates (Fall terms)

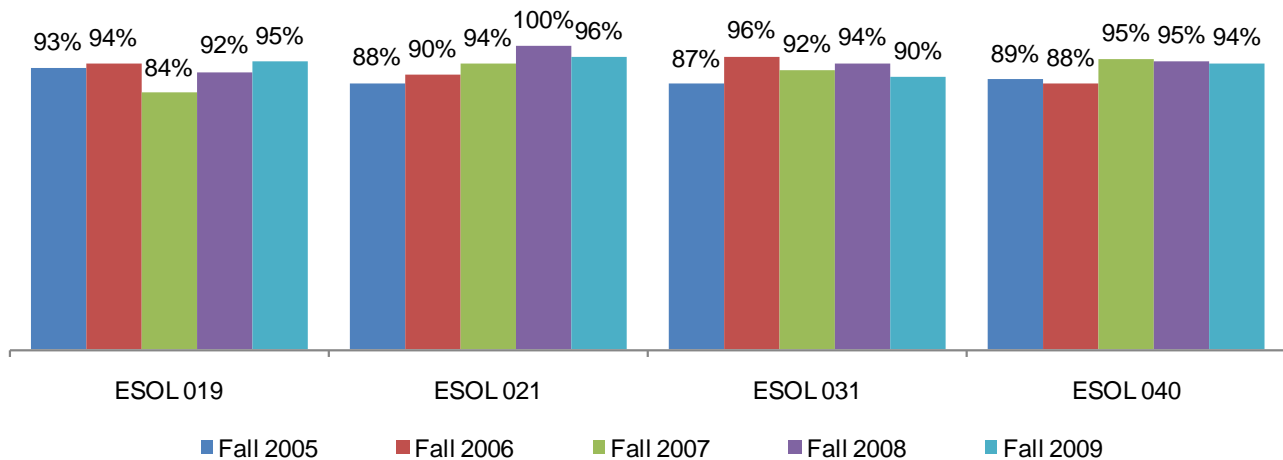


Figure 24. ESOL Listening/Speaking Course Retention Rates (Fall terms)

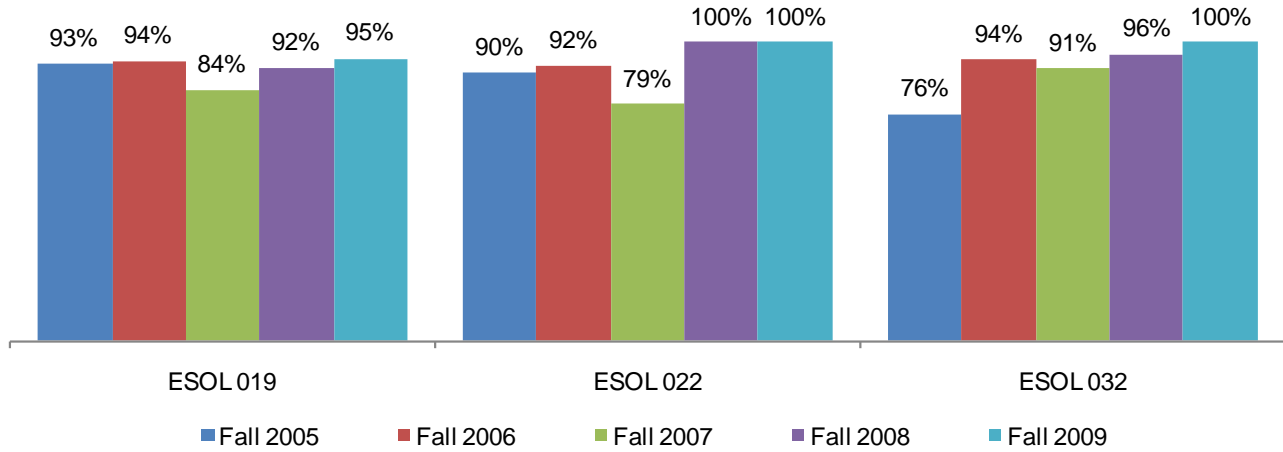
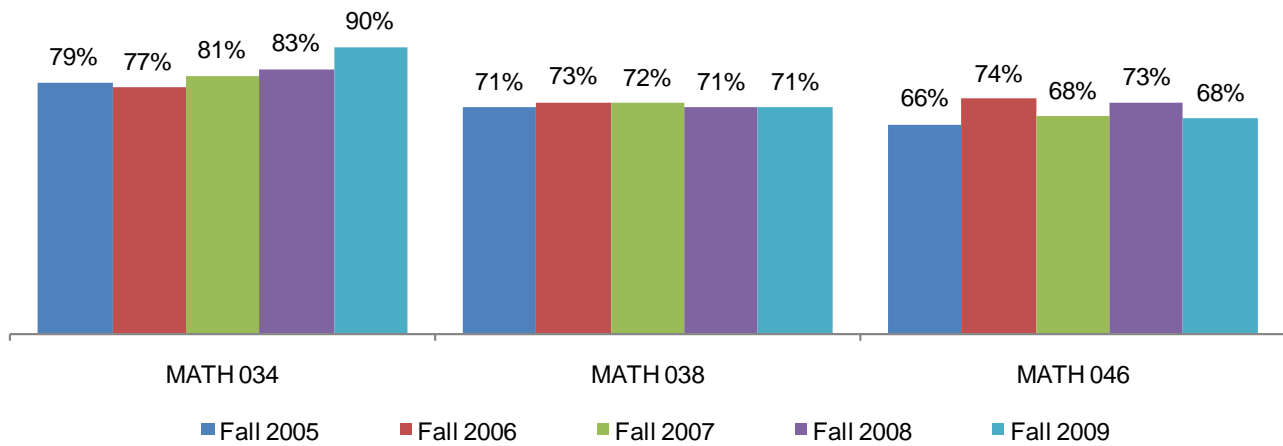


Figure 25. Math Basic Skills Course Retention Rates (Fall terms)



City College Basic Skills Course Retention Rates
Spring Terms: 2006 – 2010

Figure 26. English Basic Skills Course Retention Rates (Spring terms)

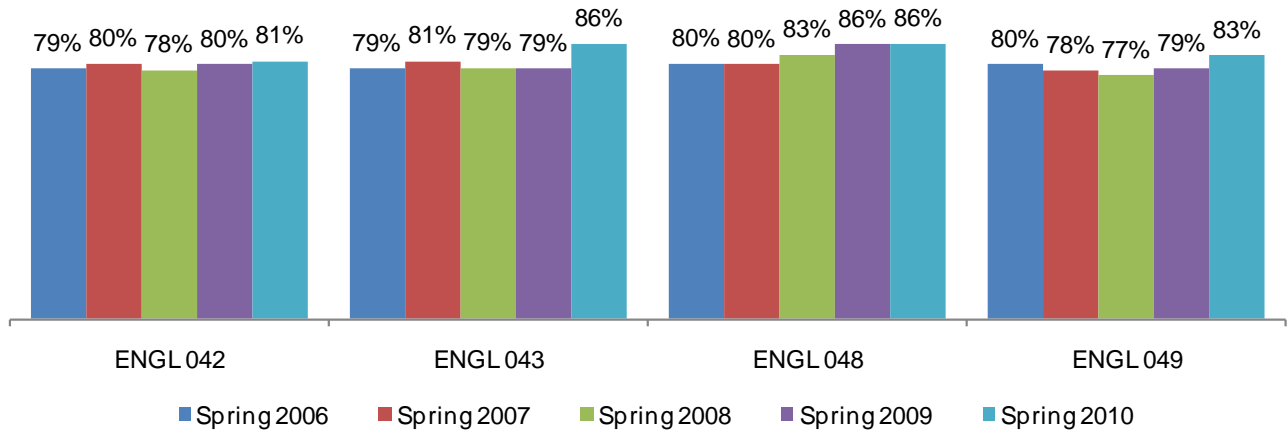


Figure 27. ESOL Writing Course Retention Rates (Spring terms)

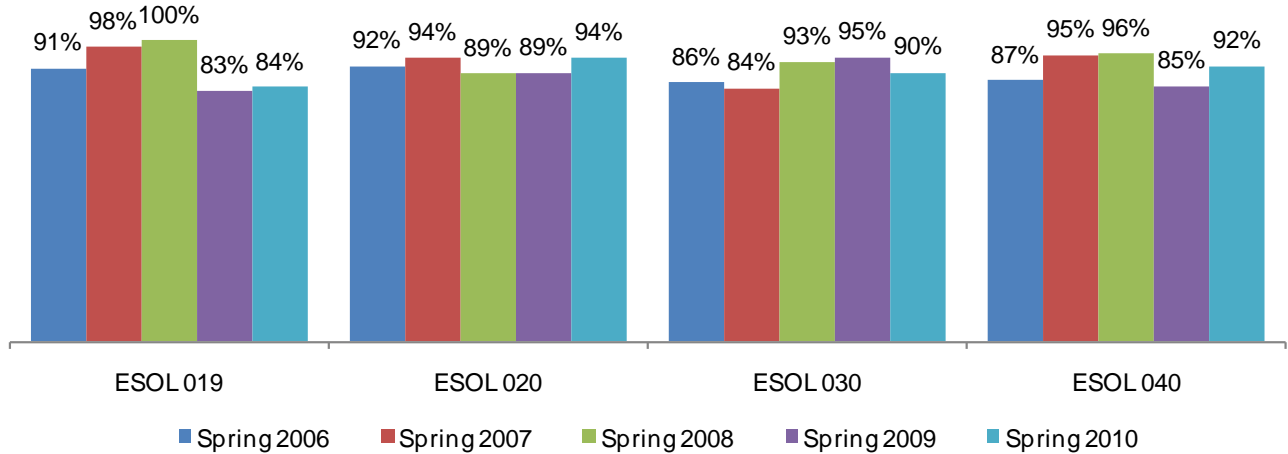


Figure 28. ESOL Reading Course Retention Rates (Spring terms)

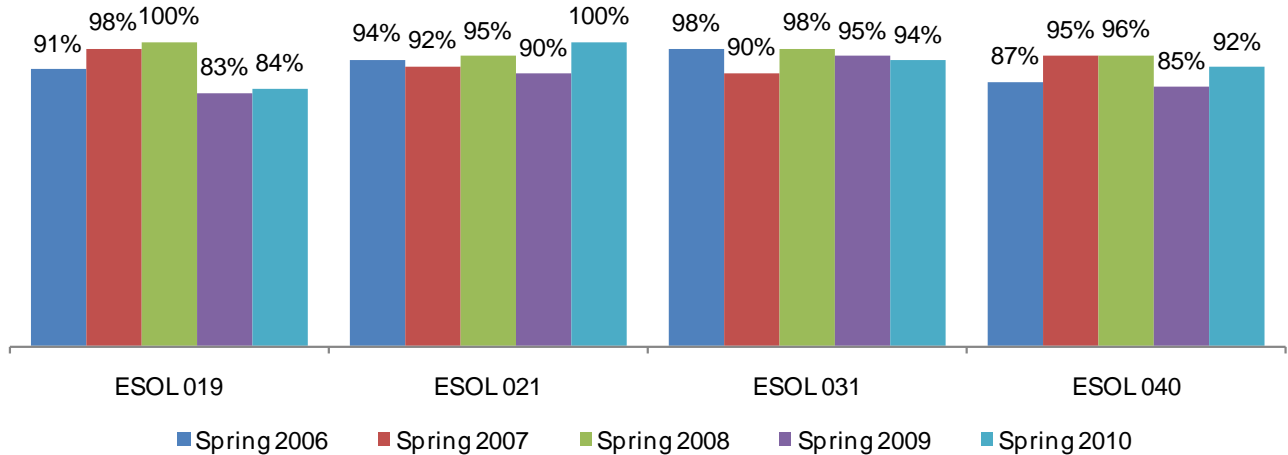


Figure 29. ESOL Listening/Speaking Course Retention Rates (Spring terms)

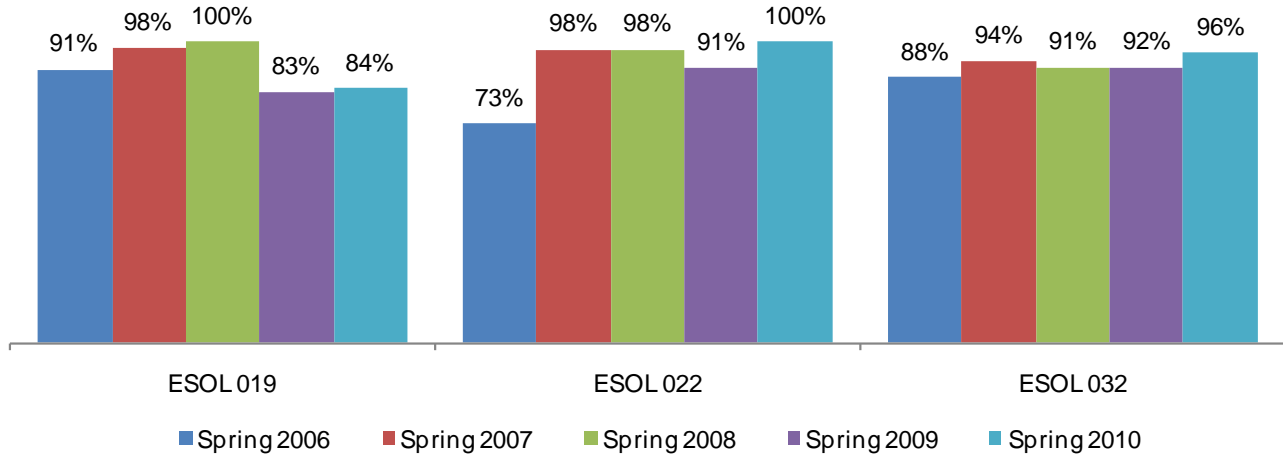
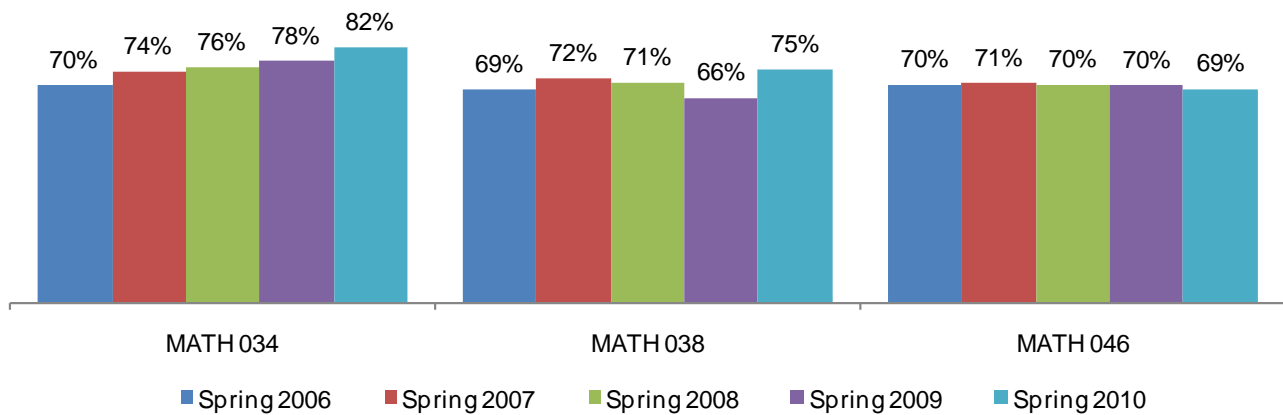


Figure 30. Math Basic Skills Course Retention Rates (Spring terms)



City College Basic Skills Subject Retention Rates by Ethnicity

Fall Terms: 2005 – 2009

Figure 31. English Basic Skills Course Retention Rates by Ethnicity (Fall terms)

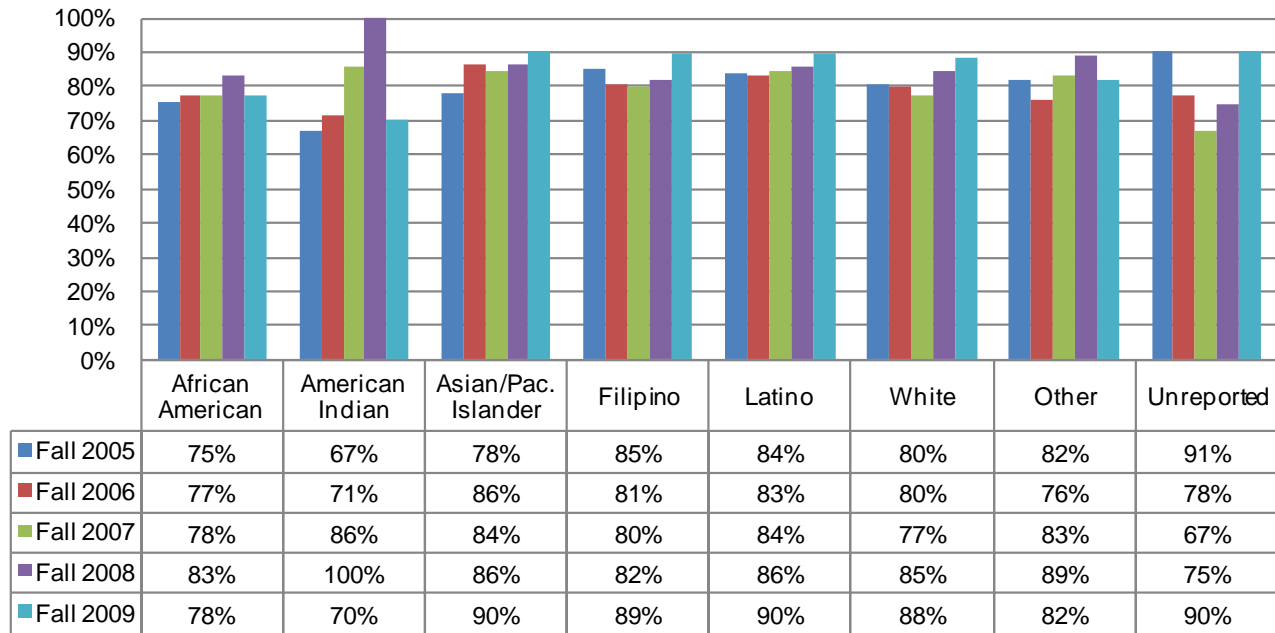


Figure 32. ESOL Course Retention Rates by Ethnicity (Fall terms)

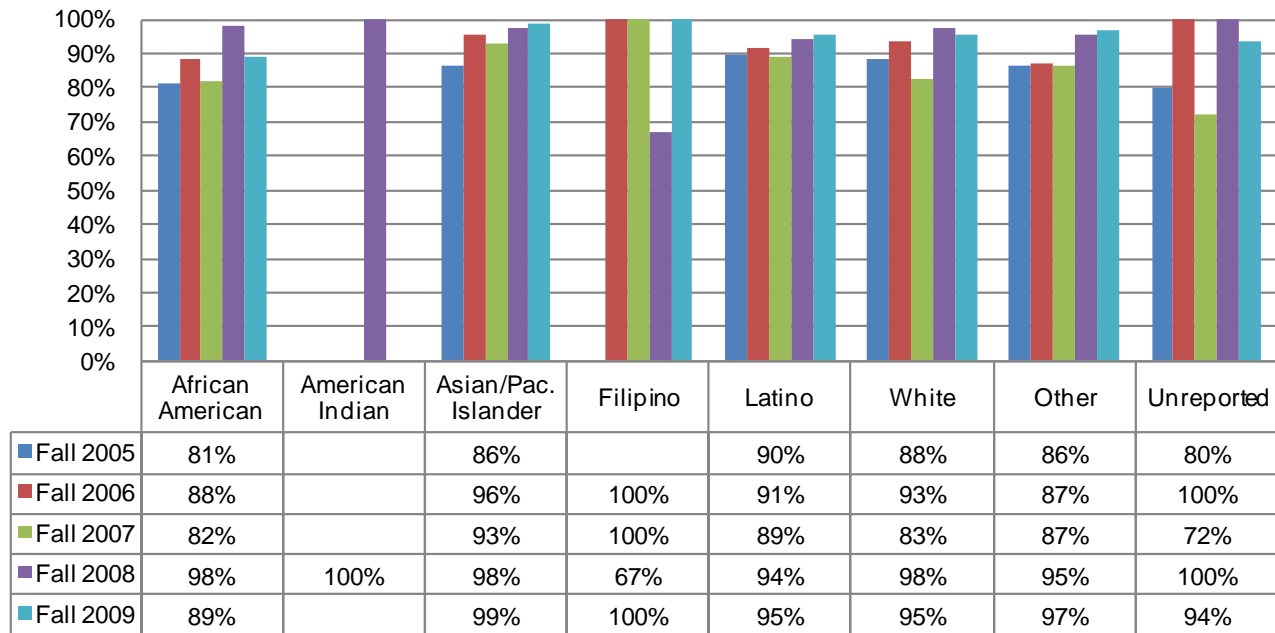
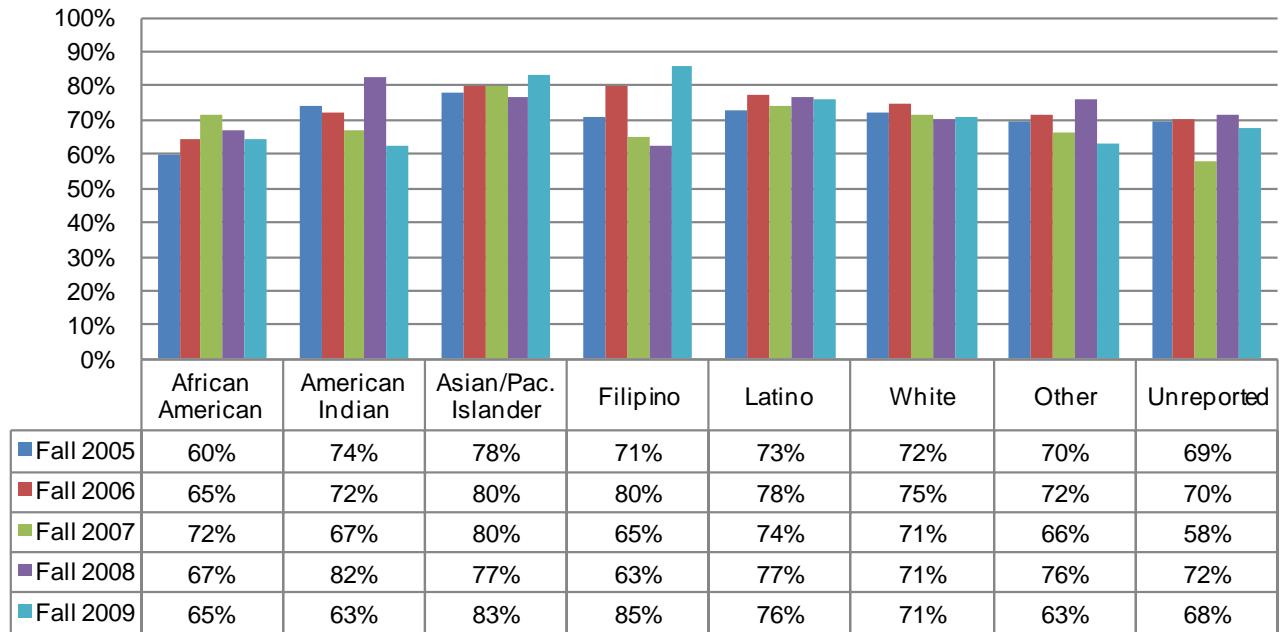


Figure 33. Math Basic Skills Course Retention Rates by Ethnicity (Fall terms)



**City College Basic Skills Subject Retention Rates by Ethnicity
Spring Terms: 2006 – 2010**

Figure 34. English Basic Skills Course Retention Rates by Ethnicity (Spring terms)

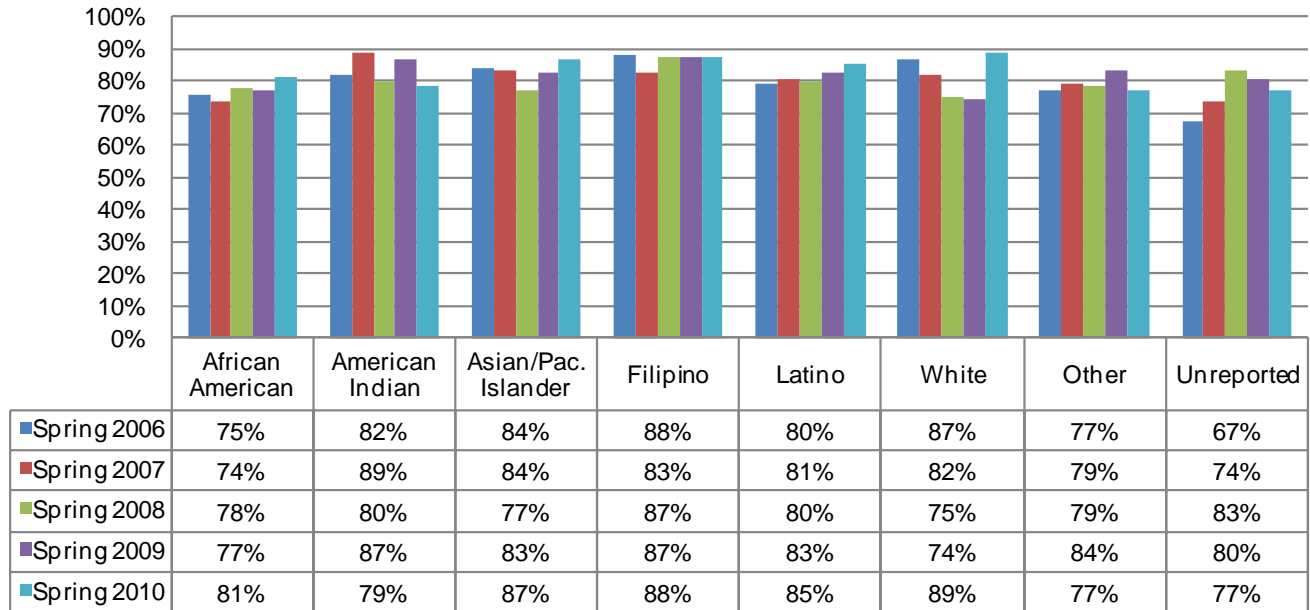


Figure 35. ESOL Course Retention Rates by Ethnicity (Spring terms)

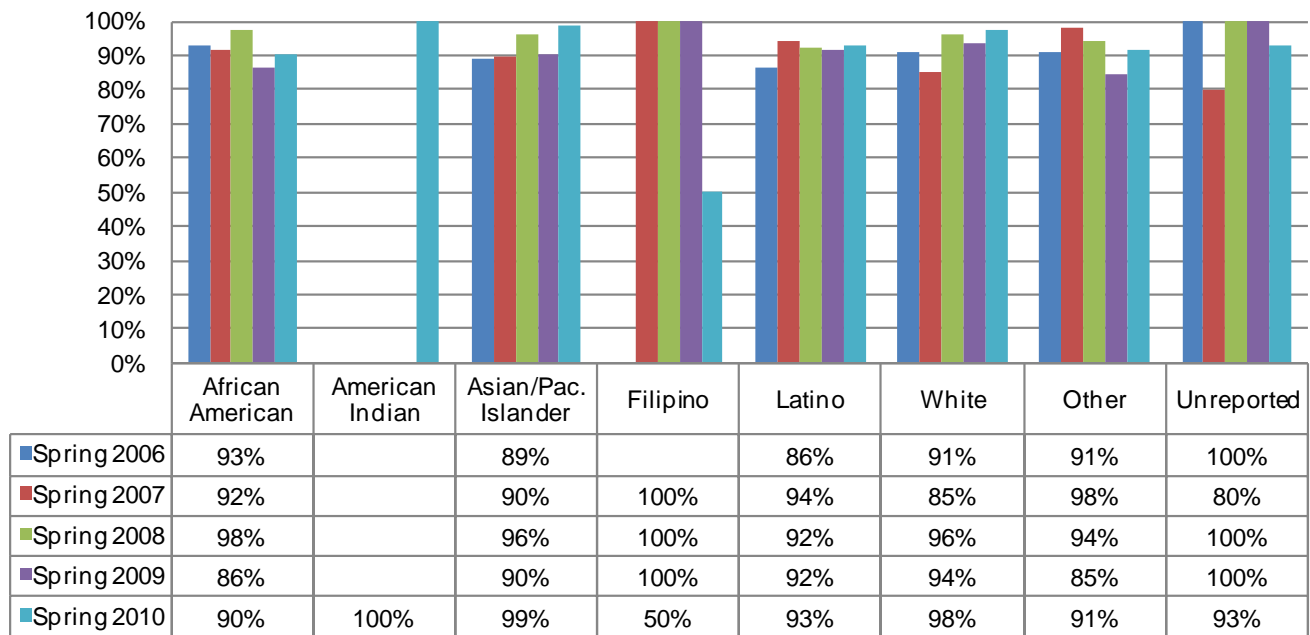
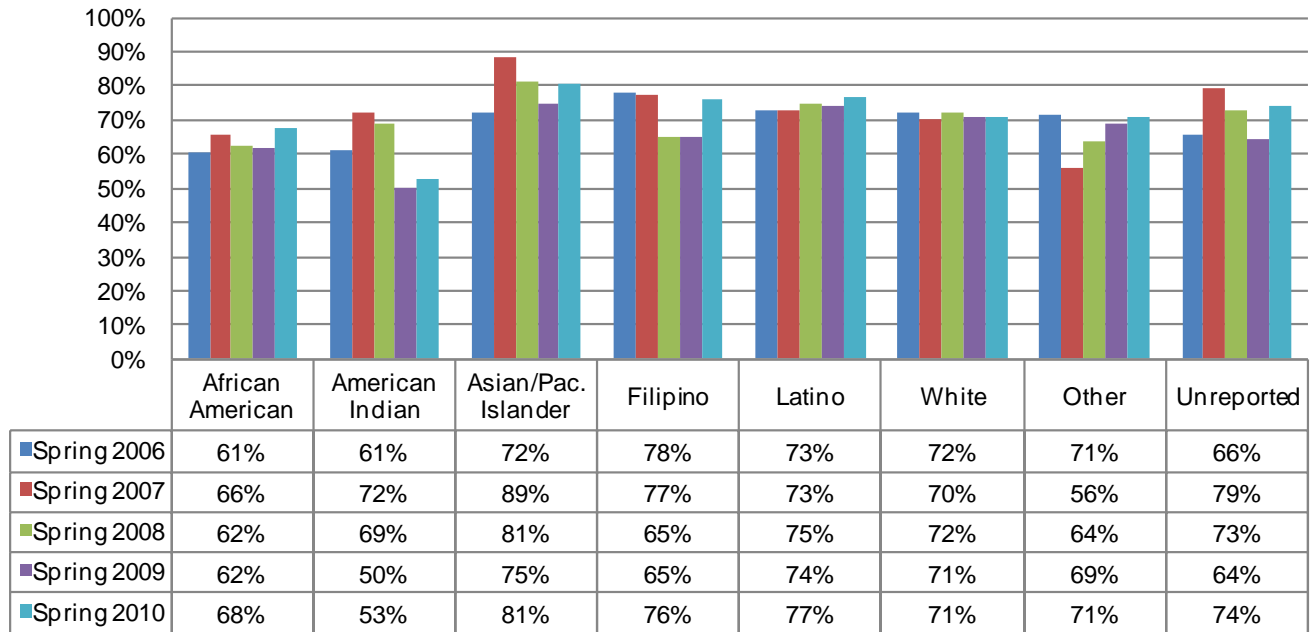


Figure 36. Math Basic Skills Course Retention Rates by Ethnicity (Spring terms)



City College Basic Skills Course Success Rates
Fall Terms: 2005 – 2009

Figure 37. English Basic Skills Course Success Rates (Fall terms)

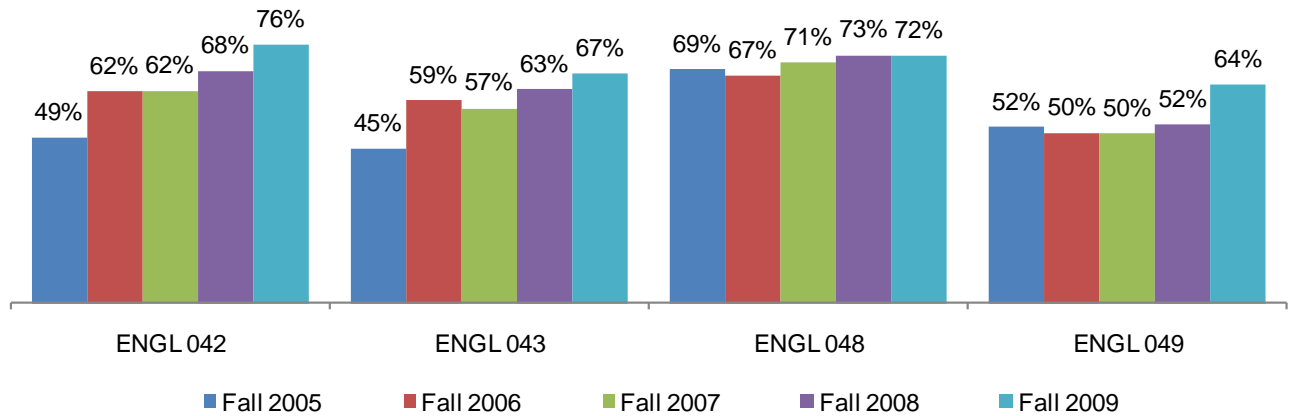


Figure 38. ESOL Writing Course Success Rates (Fall terms)

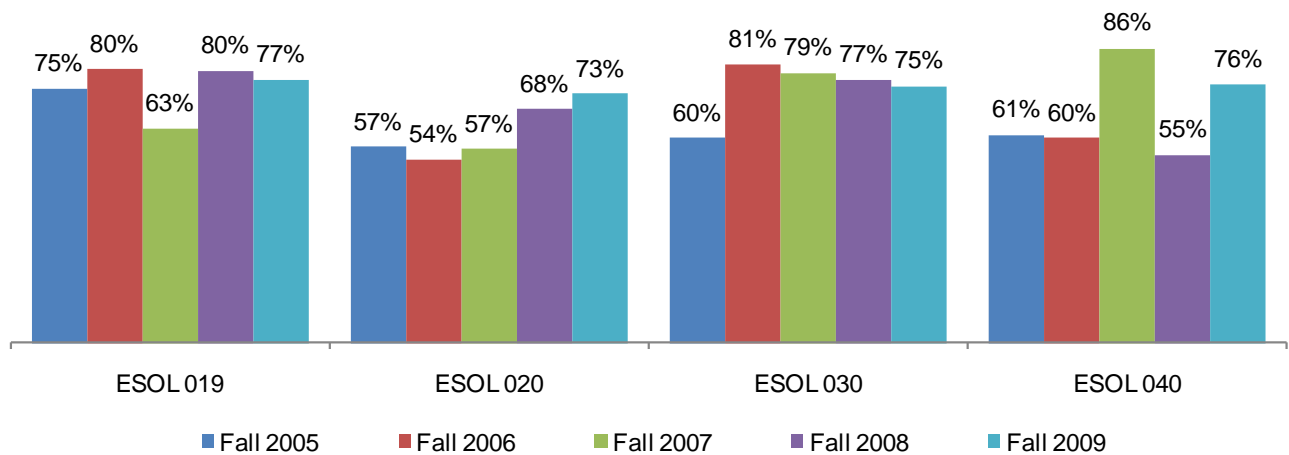


Figure 39. ESOL Reading Course Success Rates (Fall terms)

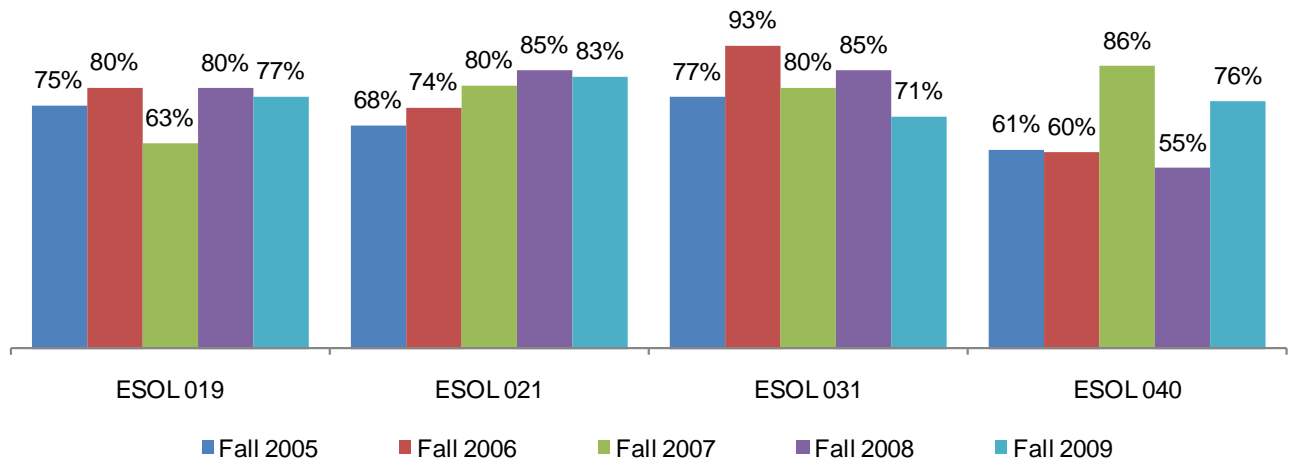


Figure 40. ESOL Listening/Speaking Course Success Rates (Fall terms)

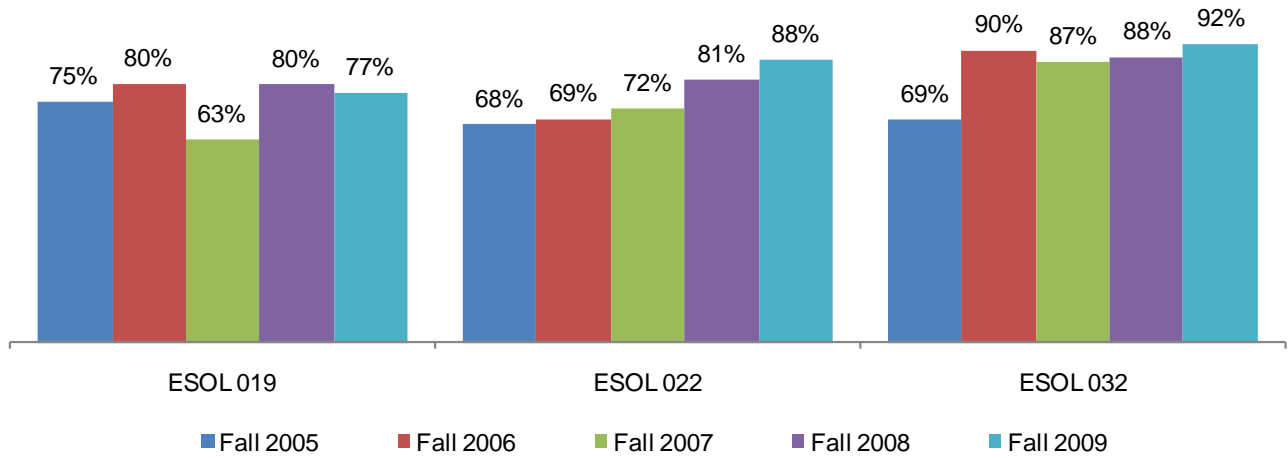
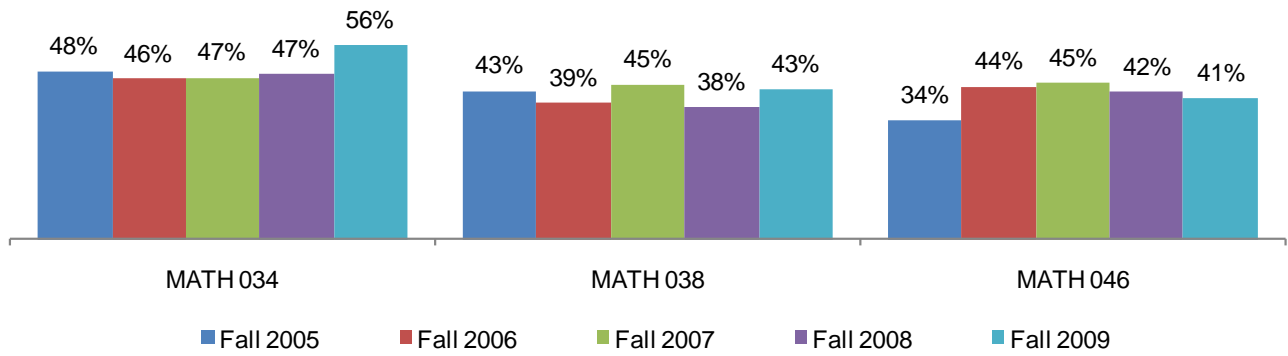


Figure 41. Math Basic Skills Course Success Rates (Fall terms)



City College Basic Skills Course Success Rates
Spring Terms: 2006 – 2010

Figure 42. English Basic Skills Course Success Rates (Spring terms)

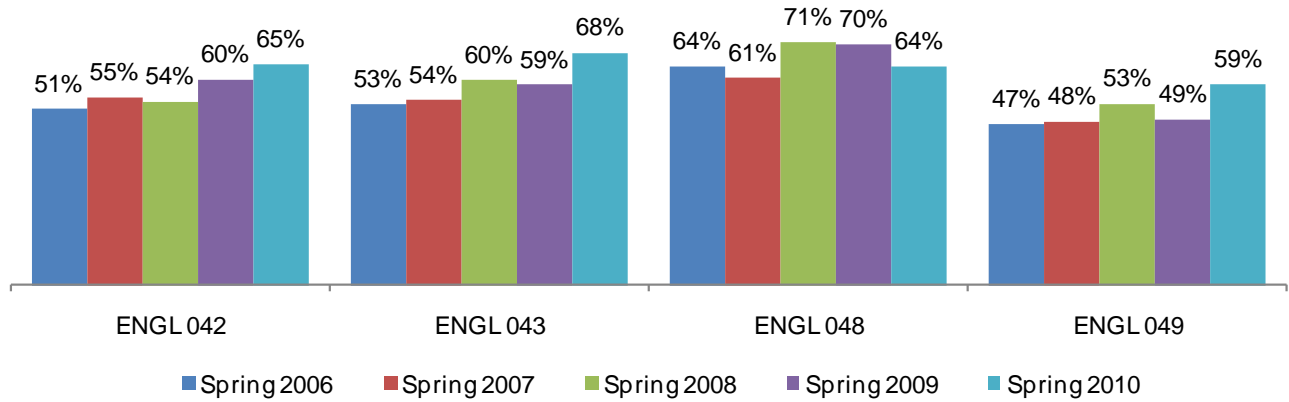


Figure 43. ESOL Writing Course Success Rates (Spring terms)

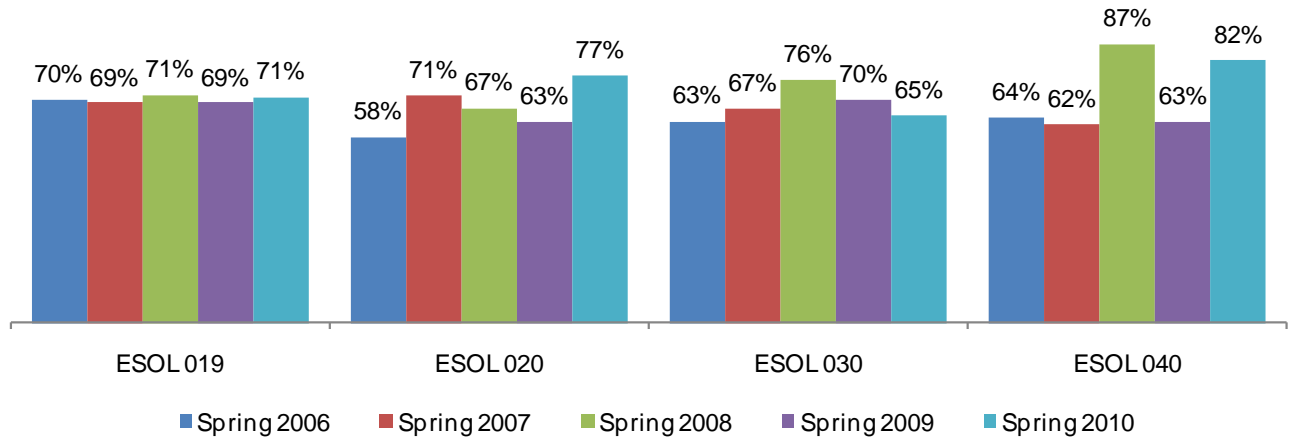


Figure 44. ESOL Reading Course Success Rates (Spring terms)

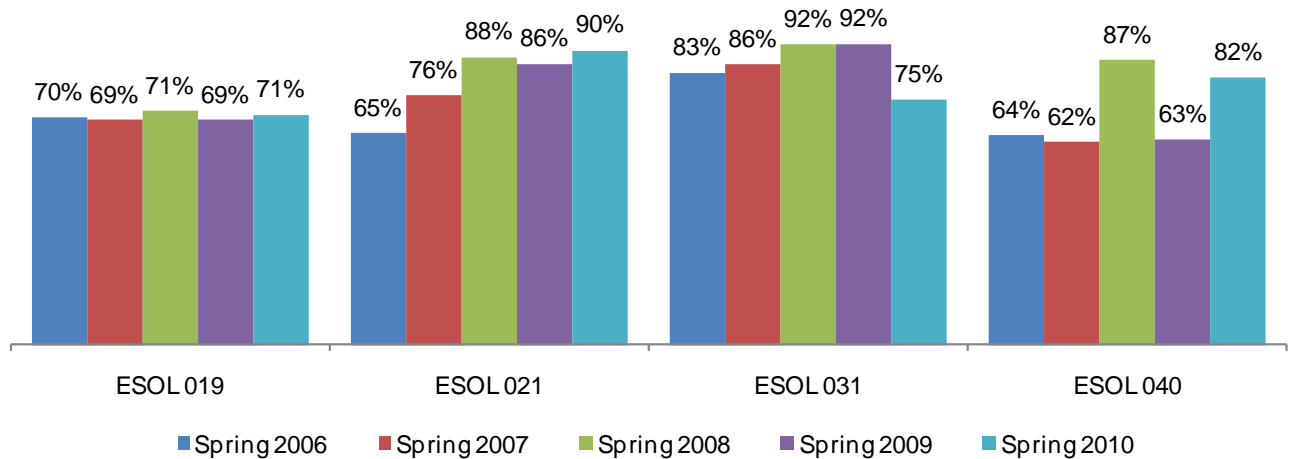


Figure 45. ESOL Listening/Speaking Course Success Rates (Spring terms)

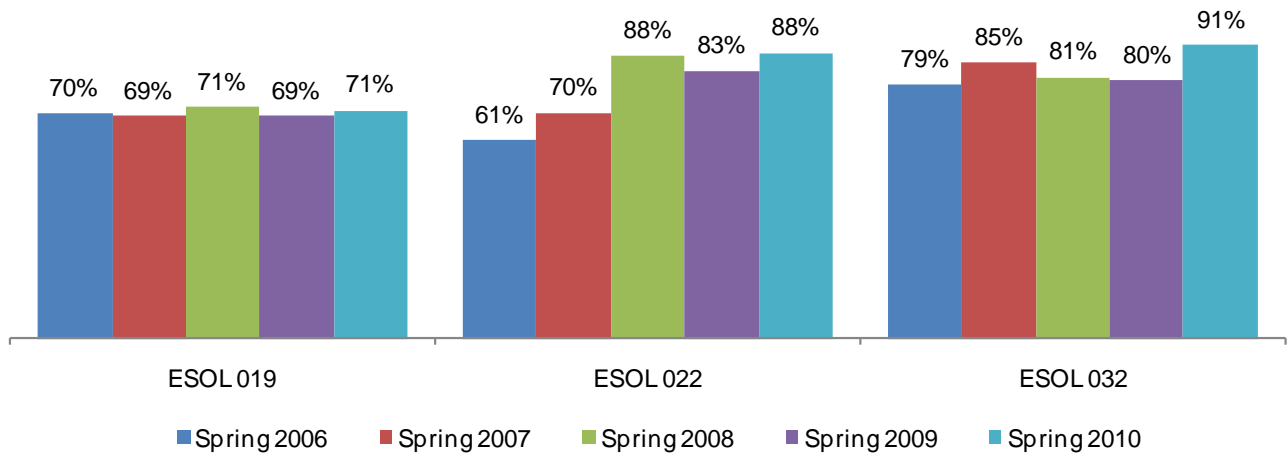
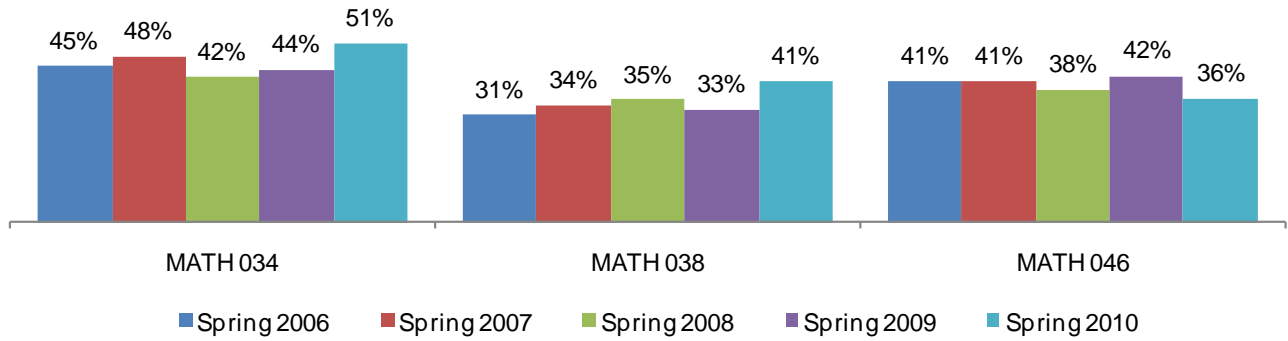


Figure 46. Math Basic Skills Course Success Rates (Spring terms)



City College Basic Skills Subject Success Rates by Ethnicity
Fall Terms: Fall 2005 – 2009

Figure 47. English Basic Skills Course Success Rates by Ethnicity (Fall terms)

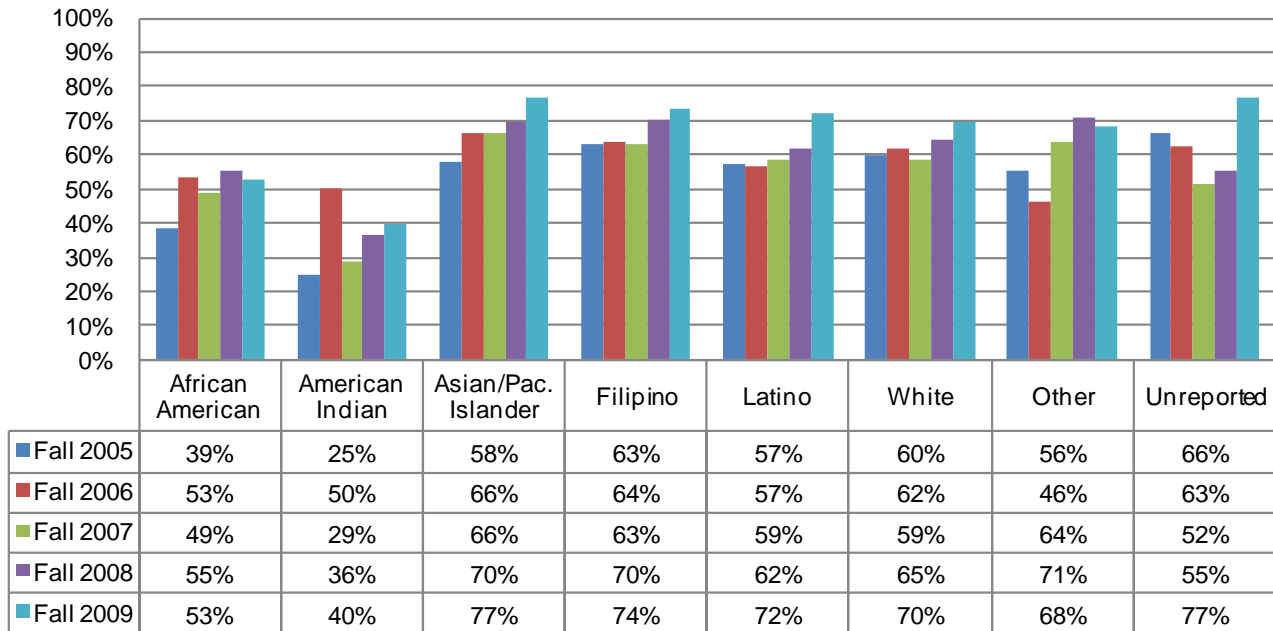


Figure 48. ESOL Course Success Rates by Ethnicity (Fall terms)

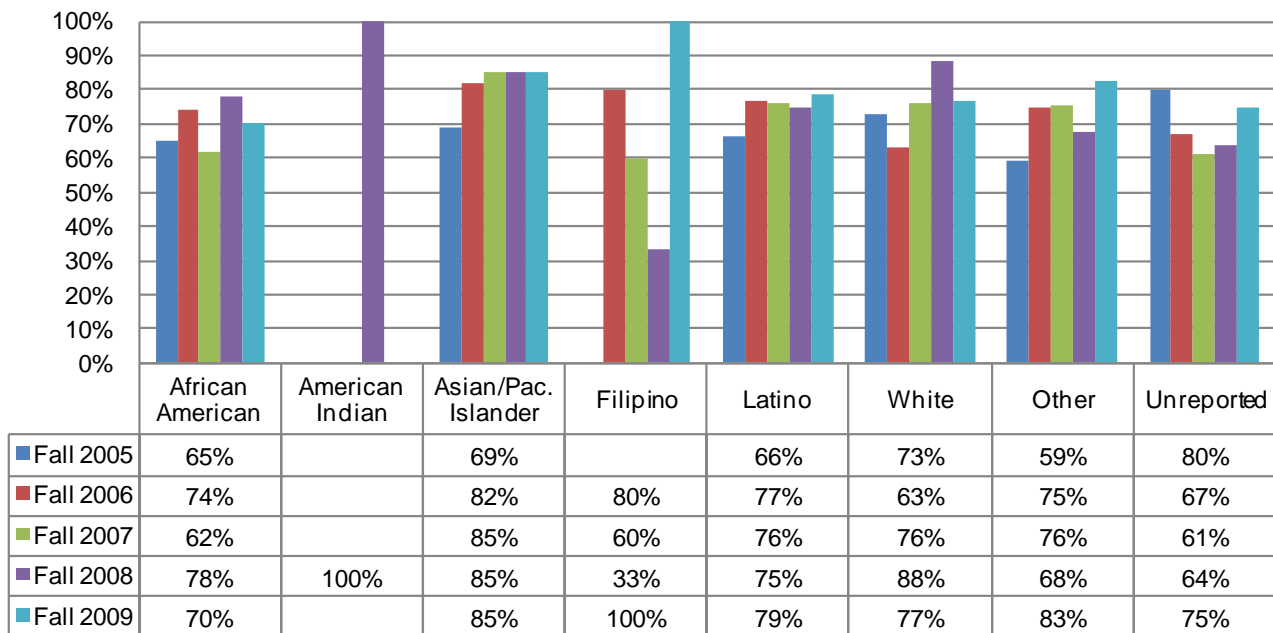
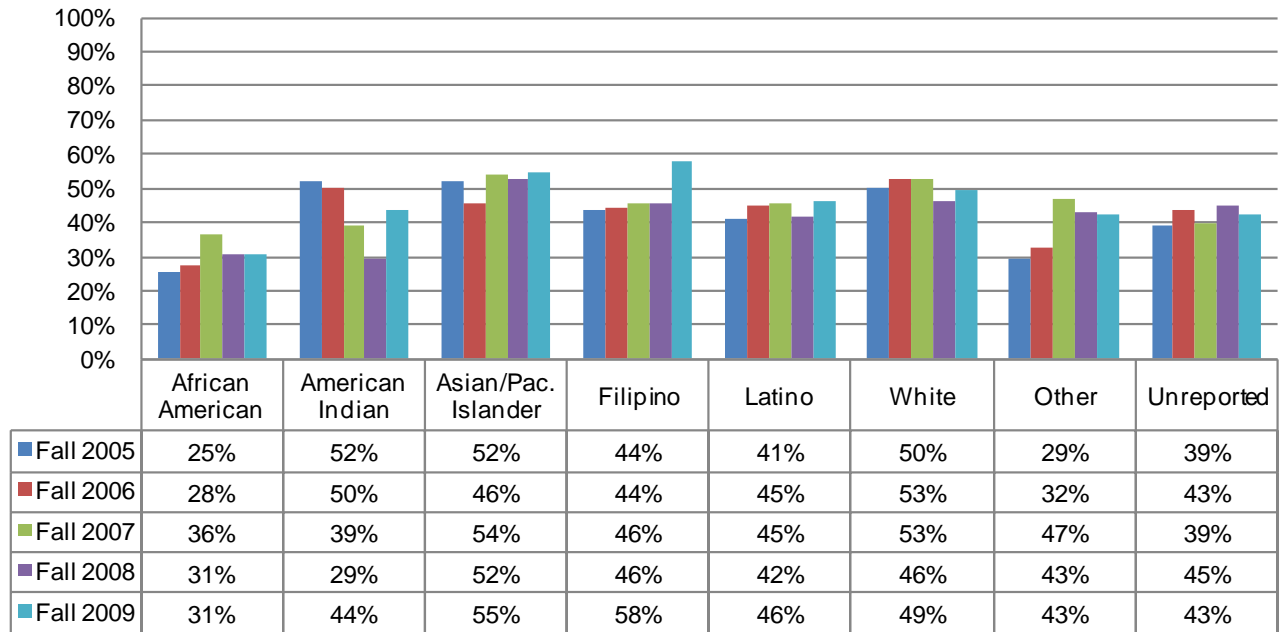


Figure 49. Math Basic Skills Course Success Rates by Ethnicity (Fall terms)



City College Basic Skills Subject Success Rates by Ethnicity
Spring Terms: 2006 – 2010

Figure 50. English Basic Skills Course Success Rates by Ethnicity (Spring terms)

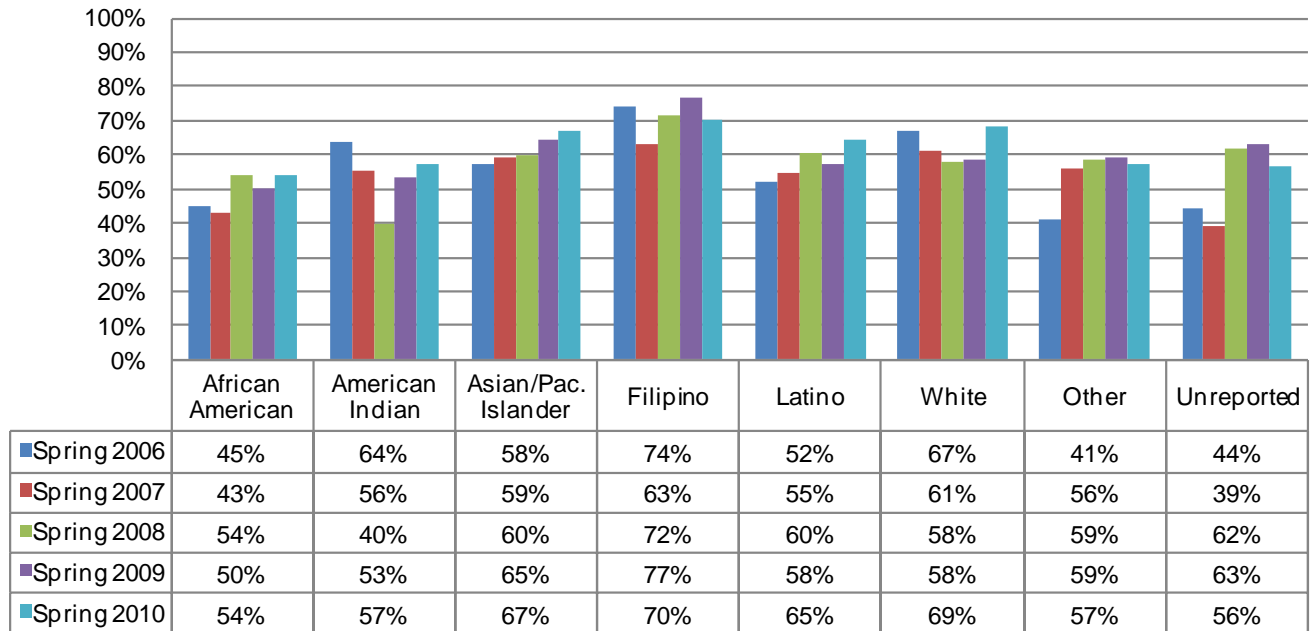


Figure 51. ESOL Course Success Rates by Ethnicity (Spring terms)

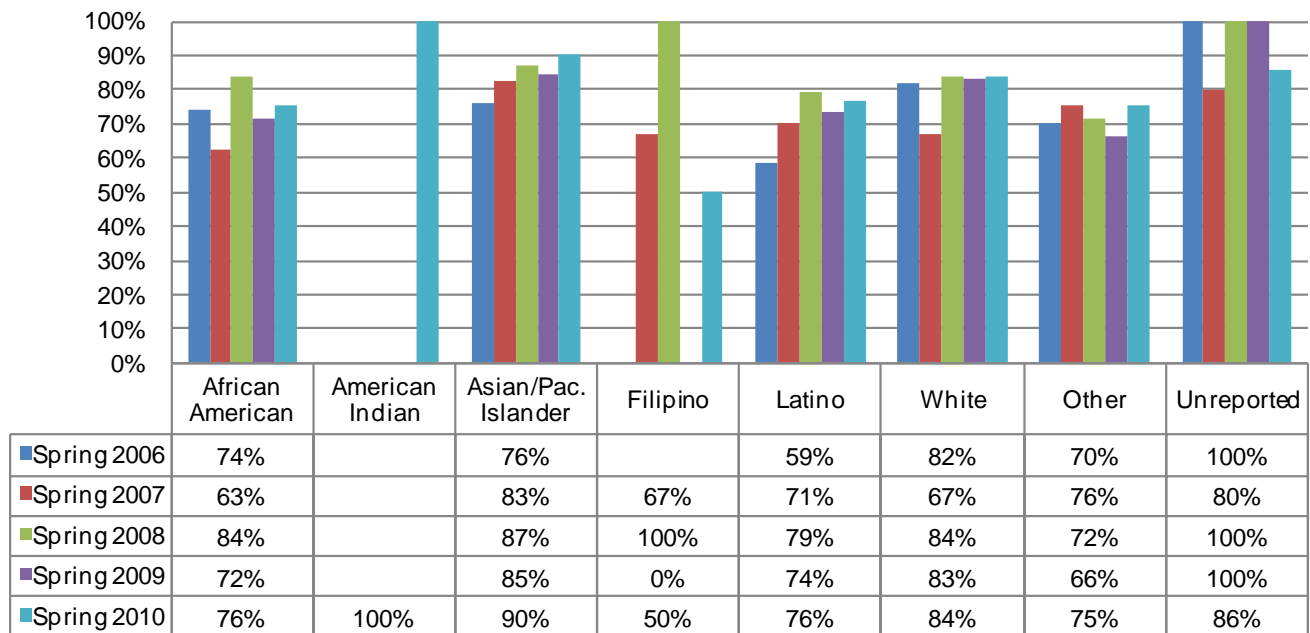
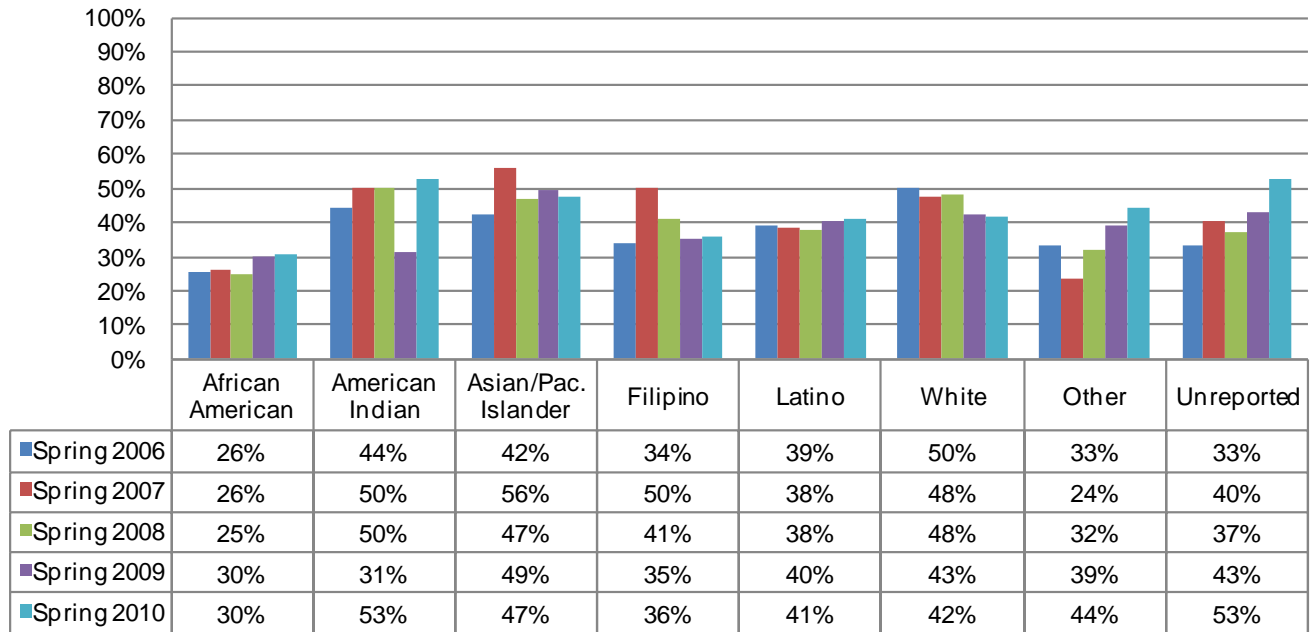


Figure 52. Math Basic Skills Course Success Rates by Ethnicity (Spring terms)



Cohort Tracking

Part V: Cohort Tracking/Course Taking Patterns

This section of the report looks at the performance of Basic Skills students in Non-Basic Skills classes from three fall terms (Fall 2006, 2007, and 2008). Students who placed at the highest level of Basic Skills (English 051, English 056, and Math 095) and had less than ten cumulative units earned were placed into one of two groups. The first group included students who placed at the highest Basic Skills level and successfully completed the Basic Skills course in the first semester. The second group included students who placed at the highest level of Basic Skills but did not enroll or successfully complete the relevant course within the first semester. The success rates were examined for the two groups that enrolled in Non-Basic Skills classes following the initial term of Basic Skills placement.

The following Non-Basic Skills classes were selected because of high enrollments from the two groups: BIOL 107, ECON 120, HEAL 101, SPEE 103 and PSYC 101. Each fall cohort was tracked for three subsequent terms following the initial term. Due to the low number of student in the subsequent Non-Basic Skills classes the three cohorts were combined.

TERMS AND DEFINITIONS:

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 number of students with grade notations A, B, C, or P by the total number of valid enrollments as of official census and multiplying by 100.

Summary of Findings

Overall, students who completed their English Basic Skills placement course in the first term had higher success rates in the selected Non-Basic Skills classes compared to students who did not complete their Basic Skills class. The success rates in Non-Basic Skills classes were higher for students who completed English 056 (Reading) compared to students who did not enroll or complete the course their first term. This held true for Health 101, Speech 103, and Psychology 101. The success rates of City College students were slightly lower compared to the All Colleges success rates for Health 101 and Speech 103. The City College success rate for Psychology 101 (64%) was similar to the All Colleges success rate (65%).

Success rates in Non-Basic Skills classes were higher for students who completed their Basic Skills placement for English 051 (Writing) compared to those who did not enroll or successfully complete their placement in the first term. The success rates were consistently higher for Health 101, Speech 103, and Psychology 101. The success rates of City College students were slightly lower for Health 101 (66%) and Speech 103 (66%) compared to the All Colleges success rates (72% & 78%, respectively). The City College success rate for Psychology 101 (73%) was similar to the All Colleges success rate (72%).

Again, the success rates in Non-Basic Skills classes were higher for students who completed their Basic Skills placement for Math 095 compared to those who did not enroll or successfully complete the course. The success rate was over 20% higher in Economics 120 for students who completed their Basic Skills course compared to students who did not. The success rate was over 10% higher in Biology 107 for students who completed their Basic Skills course compared to those who did not. The City College success rate in Economics 120 for students who successfully completed Math 095 (69%) was slightly lower compared to the success rate for all three colleges combined in the same cohort (71%). The City College success rate in Biology 107 for students who successfully completed Math 095 (70%) was slightly higher than the success rate for all three colleges combined in the same cohort (67%).

Success Rates of City College Students from 2006 to 2008
Who Placed in English 56, English 51, and Math 95

Figure 53. Success Rates of Students from 2006 to 2008 who Placed in English 56 (Currently English 48)

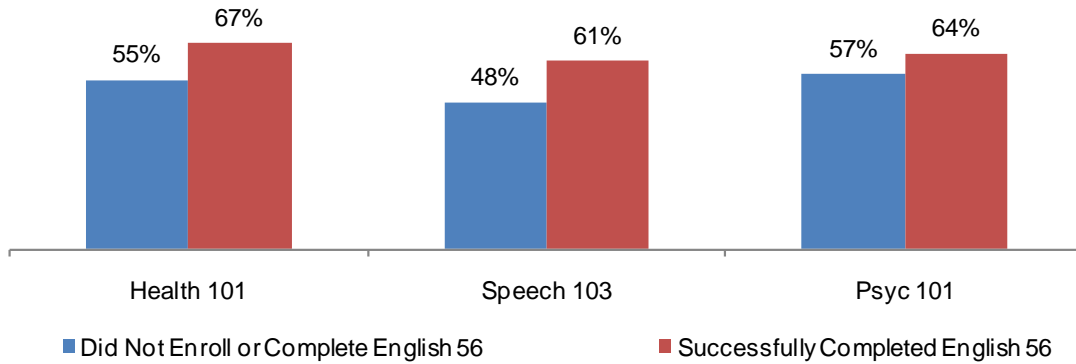


Figure 54. Success Rates of Students from 2006 to 2008 who Placed in English 51 (Currently English 49)

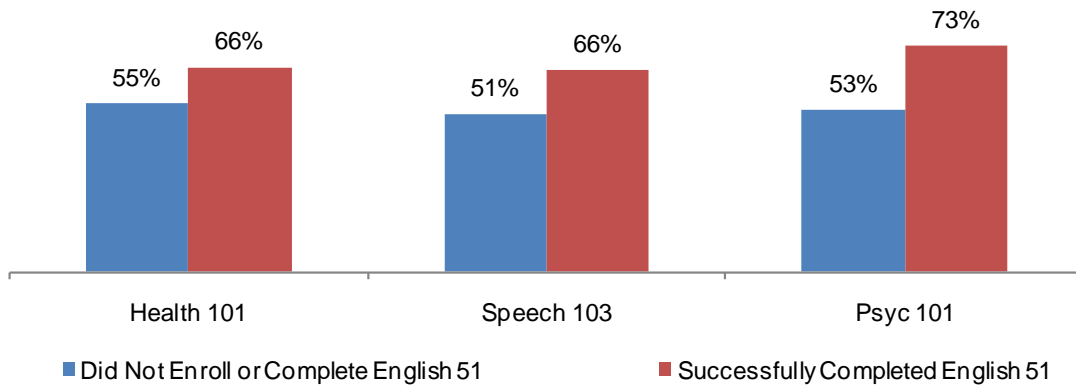
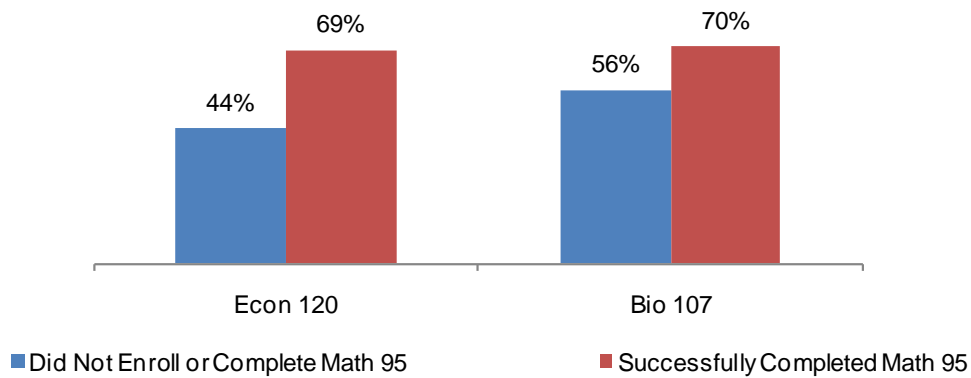


Figure 55. Success Rates of Students from 2006 to 2008 who Placed in Math 95 (Currently Math 046)



Concluding Remarks

Concluding Remarks

Placement into Basic Skills English and math has steadily increased over the past five fall terms at City College. The overall population of the college has increased, but the proportion of Basic Skills placements compared to other levels has increased. For both English and math Latinos represent the highest percentage of placements out of all ethnic groups. According to the SDCCD Environmental Scan of 2006 San Diego has become a “minority majority” city. From 2000 to 2030 a large population growth is expected with most of the growth occurring in the Hispanic/Latino community (http://research.sdccd.edu/Include/Miscellaneous/Environmental%20Scan_July%202006.pdf). The education of Latino students in Basic Skills classes will be vital to San Diego’s workforce. The number of students who did not take a placement test has decreased between Fall 2005 and Fall 2009. However, the percentage of first-time students who do not take a placement test is still high.

Enrollments are highest in English 049 and Math 046 across fall and spring terms. Enrollment has increased in English 042 and 043 over the past five fall terms. Enrollment in Math 038 has steadily increased over the past five years. Latinos represent the highest percentage of enrollments by ethnic group in Basic Skills English and math followed by African Americans and Whites over all fall and spring terms.

The term persistence rate of City College students in Basic Skills courses has been relatively stable over the past five years. The City College persistence rate is lower compared to the All Colleges persistence rate. Female students have a slightly higher persistence rate compared to males and this is similar to the All Colleges pattern. On average Latino students have the highest persistence rate compared to other ethnic groups.

Retention and success rates have been relatively stable for English and math with the exception of English 042, English 043, and Math 034 which have shown an upward trend. The retention and success rates of ESOL courses have had mixed results. Over the past five fall terms Latino students have shown an upward trend for retention and success rates in English Basic Skills courses.

Basic skills courses are important for success in future courses as stated by the Basic Skills Initiative, “Basic skills are those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work.” City College students who successfully completed their Basic Skills placement in the first-term had higher success rates in Non-Basic Skills courses compared to students who do not enroll or complete in their Basic Skills placement. This suggests that students who complete Basic Skills courses early are better prepared for future courses.