



All Colleges Basic Skills Report 2011

Prepared by:
Office of Institutional Research and Planning
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Overview of the Basic Skills Report 2011

This report on students enrolled in Basic Skills courses provides follow-up and additional information to the Basic Skills Report that was produced in 2010. 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 examines Basic Skills improvement rates and matriculation services used by first-time students. 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. What is the Basic Skills improvement rate?
6. What is the volume and percent of matriculation services being used?

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 (SDCCD) 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 2011*

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 2011 provides data on all courses that are considered Basic Skills during the reporting term of Spring 2011.

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 048 and 049 (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 three most recent years for which data are available: 2008/09 – 2010/11. Placement levels by subject are shown both graphically (see Figures 1 through 4) and in tabular form (see Tables 1 through 4) for reading, writing, math, and ESOL.

TERMS AND DEFINITIONS:

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

Summary of Findings

On average, 46% of first-time students did not take a reading placement test. Of those who took a reading placement test an average of 51% placed at the Transfer/Associate level and 37% placed at the Basic Skills level. From 2008/09 to 2010/11 there has been a 25% increase of the number students placing at the Transfer/Associate level. However, this is mainly due to the increase in the number of students being tested and not a shift of the percentage of students testing at this level.

Out of all first-time students 54% took a writing placement test over the three year period. On average, the majority of students who took a writing placement test placed at the Basic Skills level (64%) followed by the Transfer/Associate level (23%). From 2008/09 to 2010/11 there has been a 21% increase of the number students placing at the Basic Skills level, but this is due to an increase in the number of students being tested and not a shift in percentages.

On average, the majority of incoming students who took a math placement test placed into a Basic Skills level math course (71%). This is a trend that has remained constant over the three years being reported (2008/09 – 2010/11). Additionally, a relatively small percentage of students placed into Associate level math (11%) or Transfer level math (16%).

The majority of incoming students who took the ESOL placement test placed into Level 19 (39% on average) while a relatively small percentage (14%) placed into the highest level (Level 40). This trend has remained relatively constant over the three year period; 2008/09 to 2010/11.

A relatively large percentage of incoming students did not take the reading, writing, or math placement test. On average, 46% did not take the reading or writing placement test and 45% did not take the math placement test. This trend has decreased for both writing non-placement takers (from 51% in 2008/09 down to 45% in 2010/11) and math non-placement takers (from 50% in 2008/09 down to 43% in 2010/11) over the three years being reported.

All Colleges Placement of Incoming Freshmen by Subject
2008/09 – 2010/11

Figure 1. Reading Placement Trends

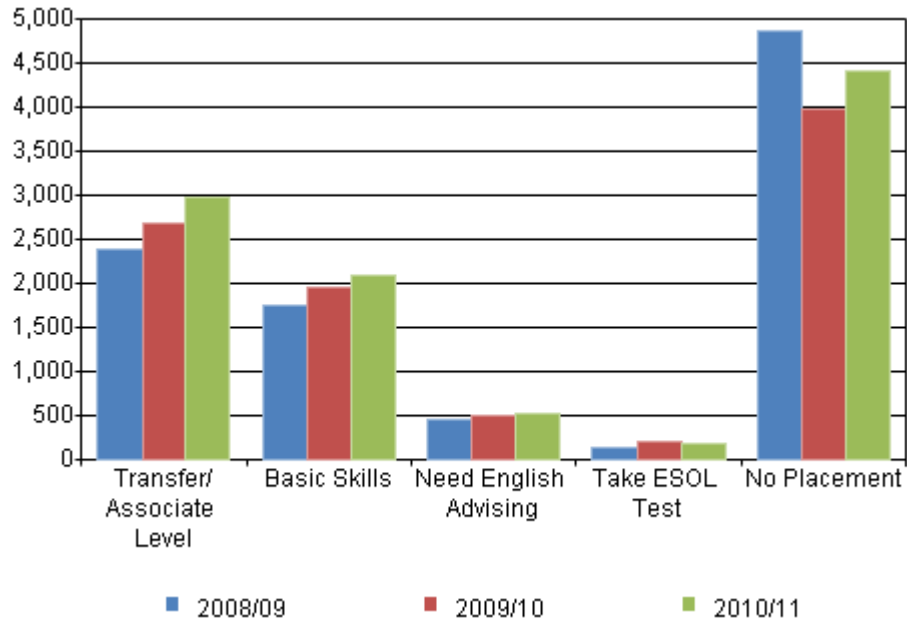
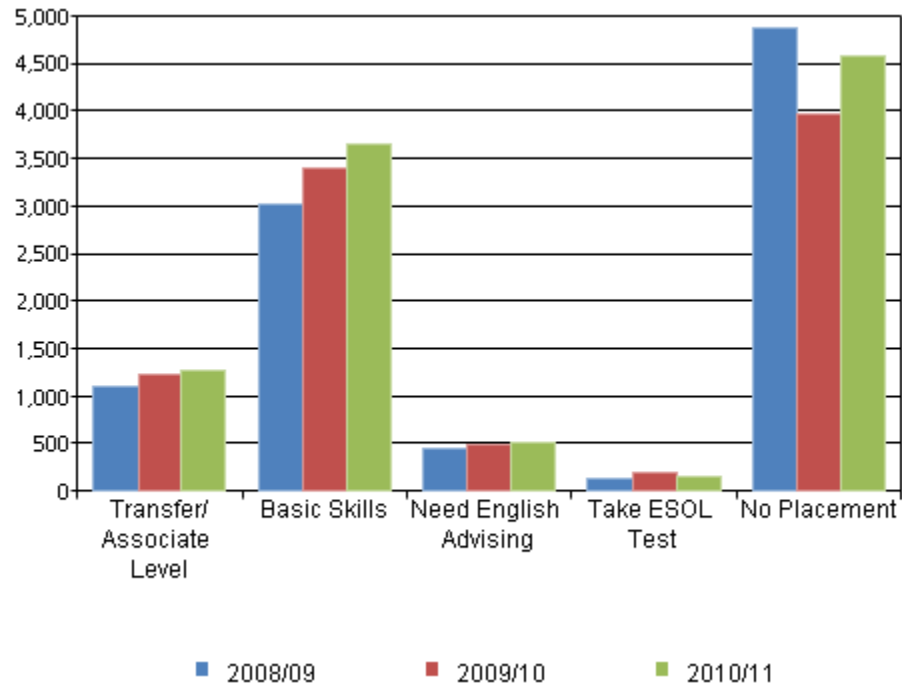


Figure 2. Writing Placement Trends



All Colleges Placement of Incoming Freshmen by Subject
2008/09 – 2010/11

Figure 3. Math Placement Trends

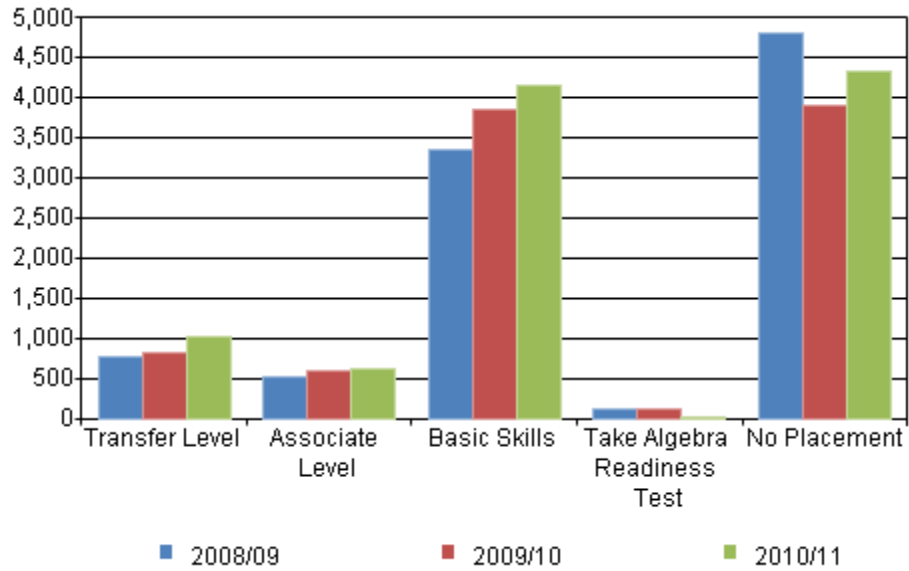
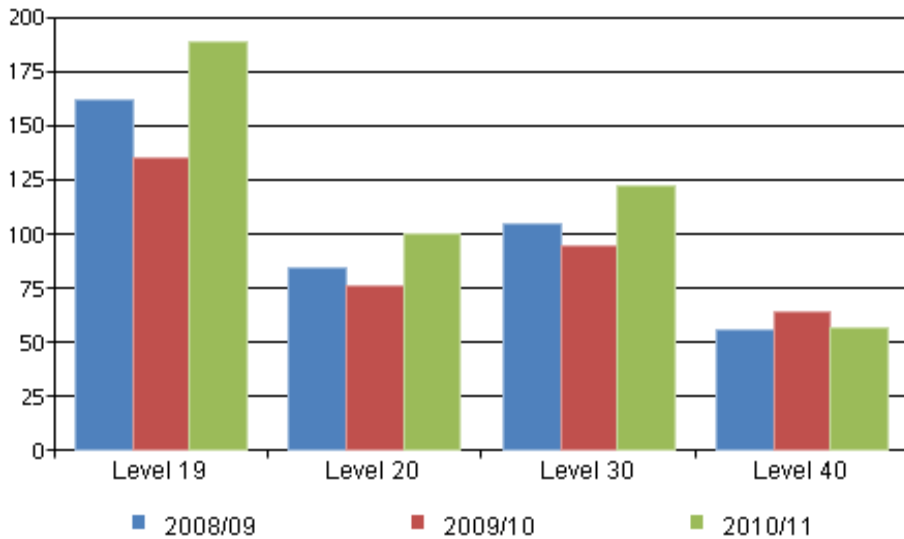


Figure 4. ESOL Placement Trends



All Colleges Placement of Incoming Freshmen by Subject
2008/09 – 2010/11

Table 1. Reading Placement of Incoming First-Time Students

		2008/09		2009/10		2010/11		2008/09 - 2010/11		
		N	%	N	%	N	%	Total N	3-Yr Avg	% Change
Test/ No-Test	Total Tested	4,709	49%	5,304	57%	5,729	56%	15,742	54%	22%
	No Placement	4,857	51%	3,970	43%	4,411	44%	13,238	46%	-9%
	Total Students	9,566	100%	9,274	100%	10,140	100%	28,980	100%	6%
Distribution of Students Who Took a Test	Transfer/Associate Level	2,372	50%	2,686	51%	2,971	52%	8,029	51%	25%
	Basic Skills	1,743	37%	1,941	37%	2,081	36%	5,765	37%	19%
	Need English Advising	455	10%	488	9%	514	9%	1,457	9%	13%
	Take ESOL Test	139	3%	189	4%	163	3%	491	3%	17%
	Total Tested	4,709	100%	5,304	100%	5,729	100%	15,742	100%	22%

Source: SDCCD Information System

Table 2. Writing Placement of Incoming First-Time Students

		2008/09		2009/10		2010/11		2008/09 - 2010/11		
		N	%	N	%	N	%	Total N	3-Yr Avg	% Change
Test/ No-Test	Total Tested	4,705	49%	5,306	57%	5,572	55%	15,583	54%	18%
	No Placement	4,861	51%	3,968	43%	4,568	45%	13,397	46%	-6%
	Total Students	9,566	100%	9,274	100%	10,140	100%	28,980	100%	6%
Distribution of Students Who Took a Test	Transfer/Associate Level	1,100	23%	1,227	23%	1,271	23%	3,598	23%	16%
	Basic Skills	3,010	64%	3,401	64%	3,638	65%	10,049	64%	21%
	Need English Advising	456	10%	488	9%	509	9%	1,453	9%	12%
	Take ESOL Test	139	3%	190	4%	154	3%	483	3%	11%
	Total Tested	4,705	100%	5,306	100%	5,572	100%	15,583	100%	18%

Source: SDCCD Information System

All Colleges Placement of Incoming Freshmen by Subject
2008/09 – 2010/11

Table 3. Math Placement of Incoming First-Time Students

		2008/09		2009/10		2010/11		2008/09 - 2010/11		
		N	%	N	%	N	%	Total N	3-Yr Avg	% Change
Test/ No-Test	Total Tested	4,755	50%	5,373	58%	5,806	57%	15,934	55%	22%
	No Placement	4,811	50%	3,901	42%	4,334	43%	13,046	45%	-10%
	Total Students	9,566	100%	9,274	100%	10,140	100%	28,980	100%	6%
Distribution of Students Who Took a Test	Transfer Level	770	16%	810	15%	1,010	17%	2,590	16%	31%
	Associate Level	519	11%	587	11%	611	11%	1,717	11%	18%
	Basic Skills	3,362	71%	3,863	72%	4,165	72%	11,390	71%	24%
	Take Algebra Test	104	2%	113	2%	20	0%	237	1%	-81%
	Total Tested	4,755	100%	5,373	100%	5,806	100%	15,934	100%	22%

Source: SDCCD Information System

Table 4. ESOL Placement of Incoming First-Time Students

		2008/09		2009/10		2010/11		2008/09 - 2010/11		
		N	%	N	%	N	%	Total N	3-Yr Avg	% Change
Test/ No-Test	Total Tested	407	4%	370	4%	468	5%	1,245	4%	15%
	No Placement	9,159	96%	8,904	96%	9,672	95%	27,735	96%	6%
	Total Students	9,566	100%	9,274	100%	10,140	100%	28,980	100%	6%
Distribution of Students Who Took a Test	Level 40	56	14%	64	17%	57	12%	177	14%	2%
	Level 30	105	26%	95	26%	122	26%	322	26%	16%
	Level 20	84	21%	76	21%	100	21%	260	21%	19%
	Level 19	162	40%	135	36%	189	40%	486	39%	17%
	Total Tested	407	100%	370	100%	468	100%	1,245	100%	15%

Source: SDCCD Information System

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 2006 through Spring 2011. Fall and spring terms are examined separately. Enrollment counts are shown by subject for each course (see Tables 5 through 14). Enrollments are also displayed graphically and in tabular form for each subject by ethnicity (see Figures 5 through 10 and Tables 15 through 20, respectively).

Summary of Findings

The majority of Basic Skills English enrollments in the fall, on average, were in English 049 (43%) while almost one-quarter (23%) were in English 048. English 049 saw a slight decrease in the percentage of enrollment between Fall 2006 and Fall 2010 (46% to 41%) and between Spring 2007 and 2011 (47% to 44%).

The greatest percentage of ESOL enrollments were in ESOL 032 (36% on average in the Fall semesters and 38% in the Spring semesters). ESOL 022 experienced the greatest increase in enrollment between Fall 2006 and Fall 2010 (22%).

The majority of math enrollments were in Math 046 (54% in Fall and 53% in Spring semesters). Math 034A saw the greatest increase in enrollment between Fall 2006 and Fall 2010 (52%) and between Spring 2007 and Spring 2011 (83%).

More than one-third (36%) of students who enrolled in Basic Skills English courses were Latino. On average, about 35% of the students who enrolled in Basic Skills math courses were Latino, while 28% were White.

All Colleges Basic Skills Course Enrollments
Fall Terms: 2006 - 2010

Table 5. Basic Skills English Course Enrollments (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
ENGL 042	427	10%	540	12%	628	14%	593	13%	661	13%	2,849	12%
ENGL 043	888	21%	992	21%	978	21%	1,005	23%	1,165	23%	5,028	22%
ENGL 048	939	22%	1,075	23%	1,038	23%	1,001	23%	1,126	22%	5,179	23%
ENGL 049	1,927	46%	2,023	44%	1,933	42%	1,820	41%	2,083	41%	9,786	43%
Total	4,181	100%	4,630	100%	4,577	100%	4,419	100%	5,035	100%	22,842	100%

Source: SDCCD Information System

Table 6. ESOL Writing Course Enrollments (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
ESOL 019	133	22%	136	20%	137	22%	150	22%	138	21%	694	21%
ESOL 020	142	23%	155	23%	143	23%	151	22%	148	23%	739	23%
ESOL 030	180	29%	182	27%	175	29%	198	29%	203	31%	938	29%
ESOL 040	159	26%	213	31%	158	26%	175	26%	167	25%	872	27%
Total	614	100%	686	100%	613	100%	674	100%	656	100%	3,243	100%

Source: SDCCD Information System

Table 7. ESOL Reading Course Enrollments (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
ESOL 019	133	23%	136	21%	137	23%	150	23%	138	22%	694	22%
ESOL 021	129	22%	137	21%	121	21%	157	24%	154	24%	698	23%
ESOL 031	166	28%	166	25%	167	29%	164	25%	171	27%	834	27%
ESOL 040	159	27%	213	33%	158	27%	175	27%	167	27%	872	28%
Total	587	100%	652	100%	583	100%	646	100%	630	100%	3,098	100%

Source: SDCCD Information System

Table 8. ESOL Listening/Speaking Course Enrollments (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
ESOL 019	133	34%	136	32%	137	33%	150	34%	138	31%	694	33%
ESOL 022	115	29%	140	33%	124	30%	138	31%	140	32%	657	31%
ESOL 032	146	37%	145	34%	155	37%	159	36%	165	37%	770	36%
Total	394	100%	421	100%	416	100%	447	100%	443	100%	2,121	100%

Source: SDCCD Information System

Table 9. Math Basic Skills Course Enrollments (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
MATH 034A	352	8%	451	10%	394	8%	472	10%	534	10%	2,203	10%
MATH 038	1,498	35%	1,593	36%	1,728	37%	1,689	36%	2,026	39%	8,534	37%
MATH 046	2,370	56%	2,378	54%	2,547	55%	2,495	54%	2,662	51%	12,452	54%
Total	4,220	100%	4,422	100%	4,669	100%	4,656	100%	5,222	100%	23,189	100%

Source: SDCCD Information System

All Colleges Basic Skills Course Enrollments
Spring Terms: 2007 - 2011

Table 10. English Basic Skills Course Enrollments (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
ENGL 042	425	11%	493	11%	537	12%	476	11%	548	12%	2,479	11%
ENGL 043	660	17%	818	18%	896	20%	830	20%	944	20%	4,148	19%
ENGL 048	939	25%	989	22%	1,037	23%	1,048	25%	1,156	24%	5,169	24%
ENGL 049	1,760	47%	2,144	48%	1,961	44%	1,841	44%	2,103	44%	9,809	45%
Total	3,784	100%	4,444	100%	4,431	100%	4,195	100%	4,751	100%	21,605	100%

Source: SDCCD Information System

Table 11. ESOL Writing Course Enrollments (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
ESOL 019	121	19%	97	17%	143	20%	124	20%	145	21%	630	20%
ESOL 020	141	23%	134	23%	164	23%	148	24%	156	23%	743	23%
ESOL 030	164	26%	172	30%	196	28%	169	28%	210	30%	911	28%
ESOL 040	197	32%	176	30%	195	28%	166	27%	180	26%	914	29%
Total	623	100%	579	100%	698	100%	607	100%	691	100%	3,198	100%

Source: SDCCD Information System

Table 12. ESOL Reading Course Enrollments (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
ESOL 019	121	18%	97	17%	143	20%	124	19%	145	20%	630	19%
ESOL 021	131	20%	131	23%	158	23%	144	22%	153	21%	717	22%
ESOL 031	214	32%	169	29%	205	29%	215	33%	254	35%	1,057	32%
ESOL 040	197	30%	176	31%	195	28%	166	26%	180	25%	914	28%
Total	663	100%	573	100%	701	100%	649	100%	732	100%	3,318	100%

Source: SDCCD Information System

Table 13. ESOL Listening/Speaking Course Enrollments (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
ESOL 019	121	29%	97	27%	143	31%	124	29%	145	31%	630	30%
ESOL 022	110	27%	120	33%	158	34%	146	35%	147	31%	681	32%
ESOL 032	181	44%	149	41%	161	35%	153	36%	176	38%	820	38%
Total	412	100%	366	100%	462	100%	423	100%	468	100%	2,131	100%

Source: SDCCD Information System

Table 14. Math Basic Skills Course Enrollments (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
MATH 034A	314	8%	317	8%	431	10%	430	10%	575	12%	2,067	10%
MATH 038	1,412	36%	1,448	36%	1,711	39%	1,635	37%	1,804	37%	8,010	37%
MATH 046	2,233	56%	2,231	56%	2,231	51%	2,320	53%	2,520	51%	11,535	53%
Total	3,959	100%	3,996	100%	4,373	100%	4,385	100%	4,899	100%	21,612	100%

Source: SDCCD Information System

All Colleges Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2006 - 2010

Figure 5. English Basic Skills Course Enrollments by Ethnicity (Fall terms)

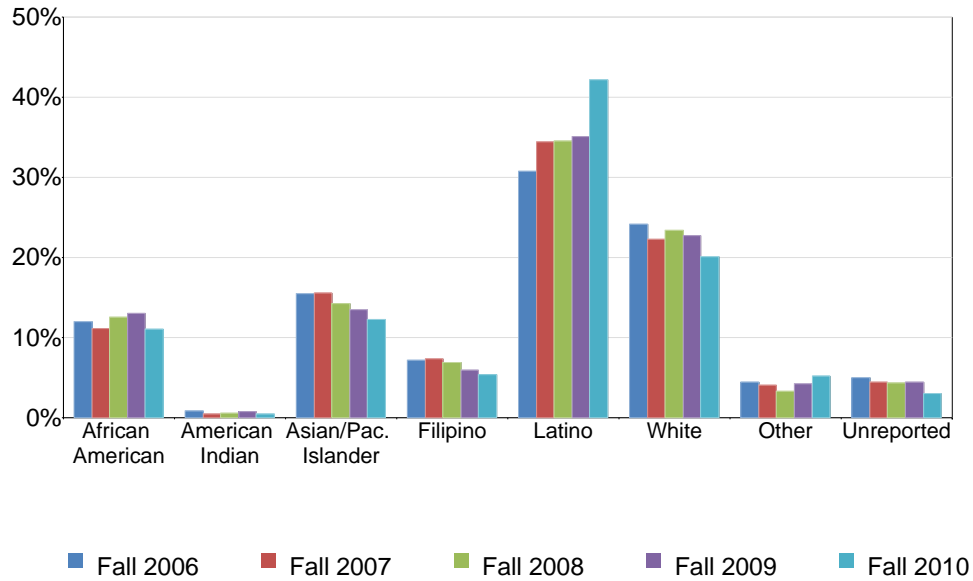


Figure 6. ESOL Course Enrollments by Ethnicity (Fall terms)

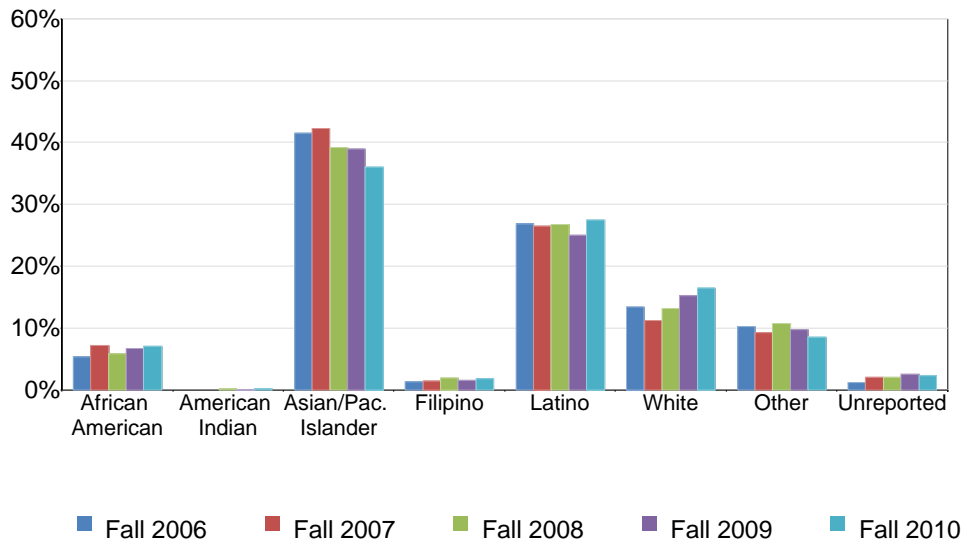
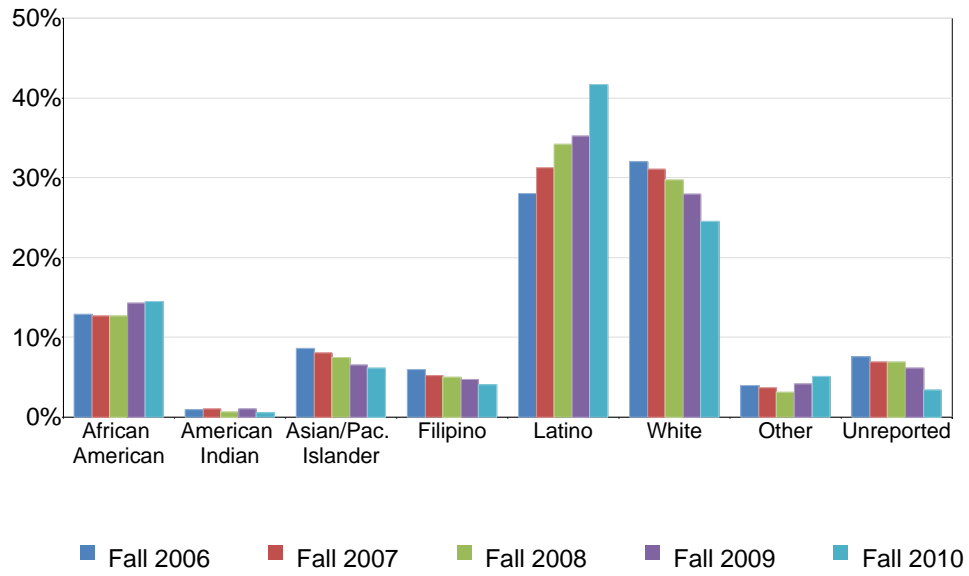


Figure 7. Math Basic Skills Course Enrollments by Ethnicity (Fall terms)



All Colleges Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2007 - 2011

Figure 8. English Basic Skills Course Enrollments by Ethnicity (Spring terms)

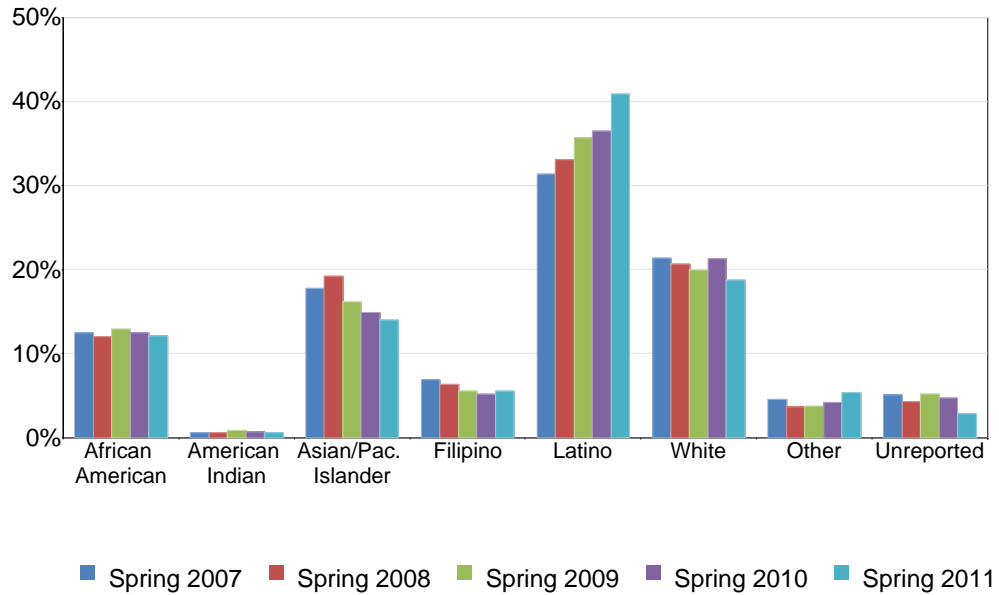


Figure 9. ESOL Course Enrollments by Ethnicity (Spring terms)

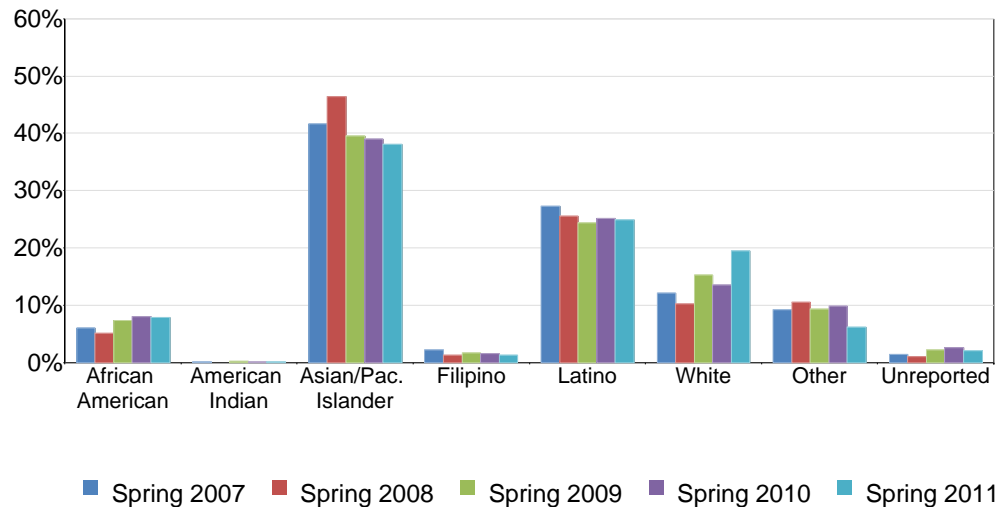
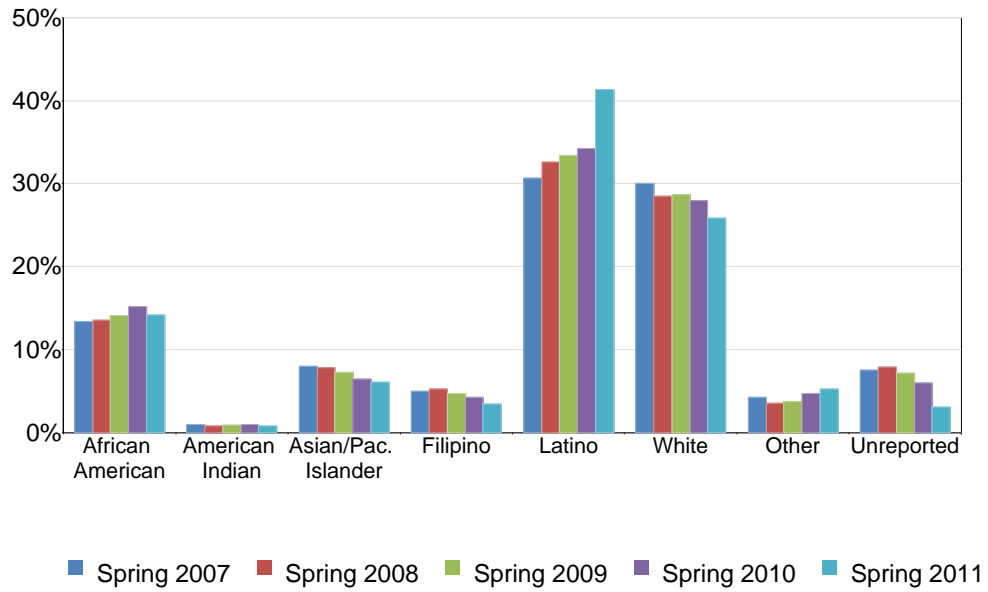


Figure 10. Math Basic Skills Enrollments by Ethnicity (Spring terms)



All Colleges Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2006 - 2010

Table 15. English Basic Skills Enrollments by Ethnicity (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
African American	501	12%	519	11%	575	13%	575	13%	559	11%	2,729	12%
American Indian	37	1%	23	0%	27	1%	36	1%	26	1%	149	1%
Asian/Pac. Islander	649	16%	723	16%	655	14%	599	14%	621	12%	3,247	14%
Filipino	301	7%	344	7%	318	7%	266	6%	272	5%	1,501	7%
Latino	1,287	31%	1,595	34%	1,581	35%	1,552	35%	2,123	42%	8,138	36%
White	1,009	24%	1,033	22%	1,070	23%	1,008	23%	1,015	20%	5,135	22%
Other	186	4%	188	4%	151	3%	187	4%	264	5%	976	4%
Unreported	211	5%	205	4%	200	4%	196	4%	155	3%	967	4%
Total	4,181	100%	4,630	100%	4,577	100%	4,419	100%	5,035	100%	22,842	100%

Source: SDCCD Information System

Table 16. ESOL Basic Skills Enrollments by Ethnicity (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
African American	63	5%	92	7%	70	6%	87	7%	91	7%	403	6%
American Indian	0	0%	0	0%	3	0%	1	0%	3	0%	7	0%
Asian/Pac. Islander	486	42%	538	42%	462	39%	503	39%	463	36%	2,452	40%
Filipino	16	1%	18	1%	23	2%	20	2%	23	2%	100	2%
Latino	314	27%	337	26%	315	27%	324	25%	354	28%	1,644	27%
White	157	13%	144	11%	156	13%	197	15%	212	16%	866	14%
Other	120	10%	118	9%	127	11%	126	10%	110	9%	601	10%
Unreported	14	1%	27	2%	24	2%	34	3%	30	2%	129	2%
Total	1,170	100%	1,274	100%	1,180	100%	1,292	100%	1,286	100%	6,202	100%

Source: SDCCD Information System

Table 17. Math Basic Skills Enrollments by Ethnicity (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
African American	542	13%	563	13%	593	13%	665	14%	758	15%	3,121	13%
American Indian	40	1%	47	1%	32	1%	47	1%	28	1%	194	1%
Asian/Pac. Islander	362	9%	356	8%	351	8%	304	7%	319	6%	1,692	7%
Filipino	250	6%	231	5%	234	5%	220	5%	214	4%	1,149	5%
Latino	1,185	28%	1,383	31%	1,599	34%	1,639	35%	2,177	42%	7,983	34%
White	1,352	32%	1,374	31%	1,389	30%	1,300	28%	1,283	25%	6,698	29%
Other	168	4%	164	4%	147	3%	194	4%	266	5%	939	4%
Unreported	321	8%	304	7%	324	7%	287	6%	177	3%	1,413	6%
Total	4,220	100%	4,422	100%	4,669	100%	4,656	100%	5,222	100%	23,189	100%

Source: SDCCD Information System

All Colleges Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2007 - 2011

Table 18. English Basic Skills Enrollments by Ethnicity (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
African American	470	12%	534	12%	572	13%	522	12%	575	12%	2,673	12%
American Indian	21	1%	28	1%	38	1%	30	1%	26	1%	143	1%
Asian/Pac. Islander	674	18%	855	19%	717	16%	626	15%	666	14%	3,538	16%
Filipino	261	7%	282	6%	246	6%	219	5%	261	5%	1,269	6%
Latino	1,186	31%	1,471	33%	1,580	36%	1,529	36%	1,944	41%	7,710	36%
White	809	21%	918	21%	882	20%	894	21%	890	19%	4,393	20%
Other	171	5%	164	4%	166	4%	175	4%	256	5%	932	4%
Unreported	192	5%	192	4%	230	5%	200	5%	133	3%	947	4%
Total	3,784	100%	4,444	100%	4,431	100%	4,195	100%	4,751	100%	21,605	100%

Source: SDCCD Information System

Table 19. ESOL Basic Skills Enrollments by Ethnicity (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
African American	76	6%	58	5%	102	7%	102	8%	112	8%	450	7%
American Indian	1	0%	0	0%	3	0%	2	0%	1	0%	7	0%
Asian/Pac. Islander	524	42%	532	46%	546	40%	493	39%	542	38%	2,637	41%
Filipino	27	2%	15	1%	24	2%	20	2%	19	1%	105	2%
Latino	344	27%	293	26%	336	24%	318	25%	354	25%	1,645	25%
White	153	12%	118	10%	211	15%	172	14%	276	19%	930	14%
Other	116	9%	120	10%	128	9%	125	10%	87	6%	576	9%
Unreported	18	1%	12	1%	30	2%	33	3%	30	2%	123	2%
Total	1,259	100%	1,148	100%	1,380	100%	1,265	100%	1,421	100%	6,473	100%

Source: SDCCD Information System

Table 20. Math Basic Skills Enrollments by Ethnicity (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
African American	531	13%	543	14%	618	14%	666	15%	695	14%	3,053	14%
American Indian	40	1%	33	1%	40	1%	45	1%	38	1%	196	1%
Asian/Pac. Islander	315	8%	311	8%	317	7%	284	6%	300	6%	1,527	7%
Filipino	199	5%	209	5%	207	5%	187	4%	167	3%	969	4%
Latino	1,216	31%	1,303	33%	1,461	33%	1,503	34%	2,025	41%	7,508	35%
White	1,188	30%	1,140	29%	1,252	29%	1,227	28%	1,266	26%	6,073	28%
Other	170	4%	142	4%	163	4%	209	5%	258	5%	942	4%
Unreported	300	8%	315	8%	315	7%	264	6%	150	3%	1,344	6%
Total	3,959	100%	3,996	100%	4,373	100%	4,385	100%	4,899	100%	21,612	100%

Source: SDCCD Information System

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 2006 – Fall 2010. Term persistence rates are displayed both graphically (see Figure 11) and in tabular form (see Table 21). Term persistence is also separated by gender, ethnicity, and age (see Figures 12-14, and Tables 22-24).

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, 75% of the students in the Basic Skills courses who are enrolled in a fall term as of first census persist to the spring term.

Female and male students in Basic Skills courses, on average, have a similar persistence rate (75%).

The persistence rates for African American students in the Basic Skills courses have increased slightly over the past five years, from 70% in 2006 to 72% in 2010, with an average persistence rate of 72%. Latino students in the Basic Skills courses also showed increases in persistence, from 71% in 2006 to 78% in 2010 with an average persistence rate of 74%.

Students with the highest persistence rates on average are students who are 18-24 years old (77%). The age groups that showed the greatest increase in persistence rates were the under 18 year old (74% in 2006 to 91% in 2010) and the 30 to 39 years old group (68% in 2006 to 76% in 2010).

All Colleges Term Persistence
Fall Terms: 2006 – 2010

Figure 11. Basic Skills Term Persistence

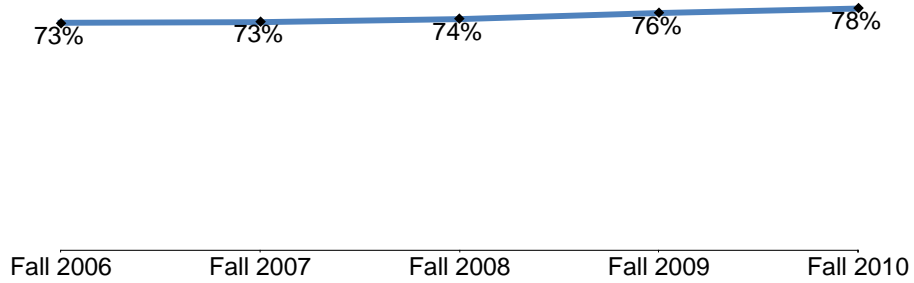


Table 21. Basic Skills Term Persistence

Cohort	Fall	Spring	Persistence	All Colleges Persistence Fall to Spring
Fall 2006	5,562	4,050	73%	73%
Fall 2007	5,860	4,292	73%	73%
Fall 2008	6,059	4,497	74%	74%
Fall 2009	6,161	4,688	76%	76%
Fall 2010	6,949	5,387	78%	78%
Average			75%	75%

Source: SDCCD Information System

Note: SDSU and UCSD students are excluded

All Colleges Term Persistence by Gender
 Fall Terms: 2006 – 2010

Figure 12. Basic Skills Term Persistence by Gender

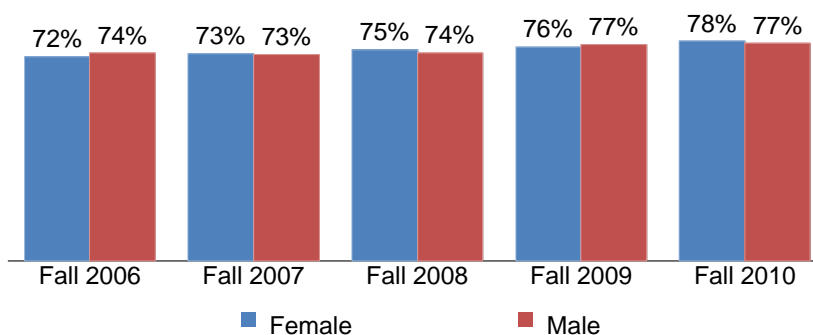


Table 22. Basic Skills Term Persistence by Gender

Cohort	Female			Male		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	3,098	2,236	72%	2,461	1,811	74%
Fall 2007	3,218	2,361	73%	2,638	1,928	73%
Fall 2008	3,338	2,493	75%	2,720	2,003	74%
Fall 2009	3,336	2,526	76%	2,824	2,162	77%
Fall 2010	3,756	2,927	78%	3,192	2,459	77%
Average			75%			75%

Source: SDCCD Information System

Note: SDSU and UCSD students are excluded

All Colleges Term Persistence by Ethnicity
Fall Terms: 2006 – 2010

Figure 13. Basic Skills Term Persistence by Ethnicity

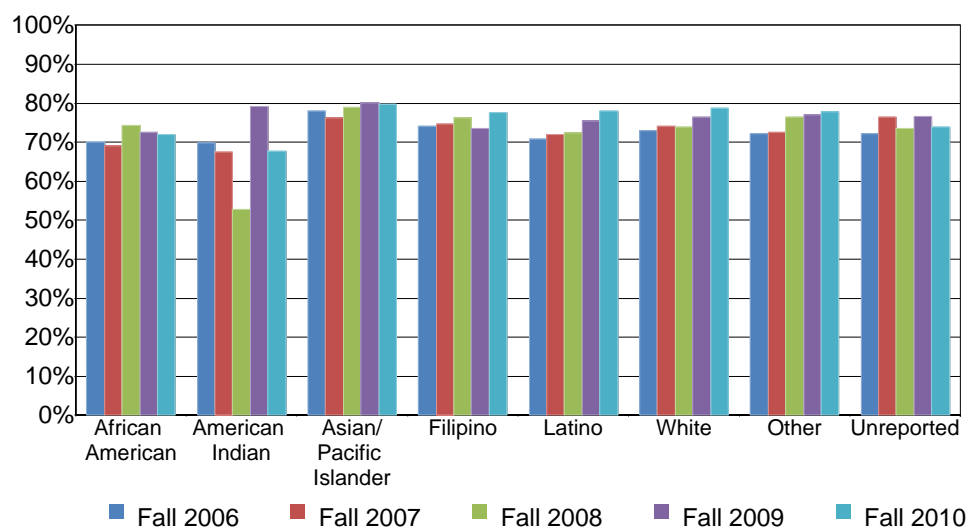


Table 23. Basic Skills Term Persistence by Ethnicity

Cohort	African American			American Indian			Asian/Pacific Islander			Filipino		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	583	408	70%	43	30	70%	880	686	78%	336	249	74%
Fall 2007	633	437	69%	40	27	68%	920	701	76%	343	256	75%
Fall 2008	672	499	74%	36	19	53%	838	661	79%	325	248	76%
Fall 2009	732	531	73%	48	38	79%	848	680	80%	307	226	74%
Fall 2010	795	572	72%	31	21	68%	831	663	80%	317	246	78%
Average			72%			68%			79%			75%

Cohort	Latino			White			Other			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	1,595	1,131	71%	1,547	1,129	73%	255	184	72%	323	233	72%
Fall 2007	1,830	1,316	72%	1,546	1,146	74%	251	182	73%	297	227	76%
Fall 2008	1,986	1,437	72%	1,613	1,193	74%	241	184	76%	348	256	74%
Fall 2009	2,026	1,530	76%	1,578	1,205	76%	300	231	77%	322	247	77%
Fall 2010	2,757	2,152	78%	1,624	1,279	79%	383	298	78%	211	156	74%
Average			74%			75%			75%			75%

Source: SDCCD Information System

Note: SDSU and UCSD students are excluded

All Colleges Term Persistence by Age
Fall Terms: 2006 – 2010

Figure 14. Basic Skills Term Persistence by Age

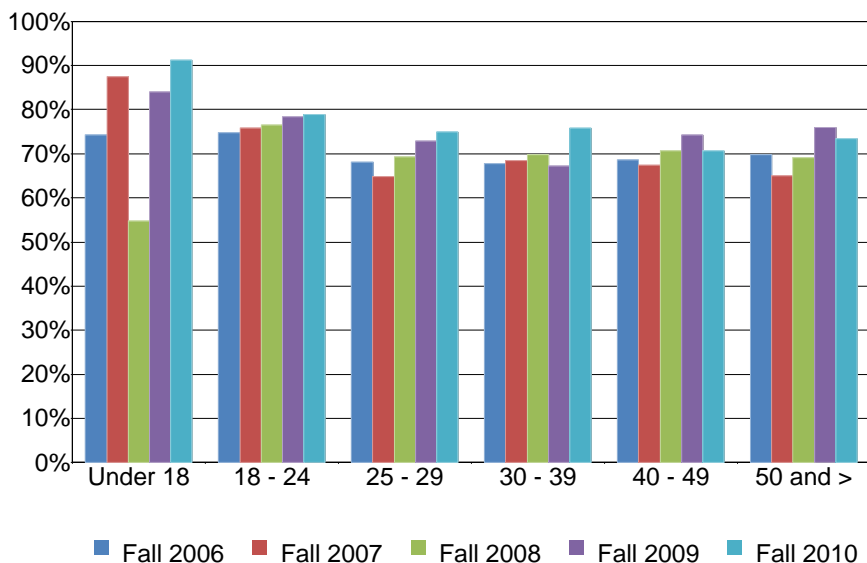


Table 24. Basic Skills Term Persistence by Age

Cohort	Under 18			18 - 24			25 - 29			30 - 39		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	31	23	74%	3,889	2,907	75%	679	462	68%	530	359	68%
Fall 2007	32	28	88%	4,126	3,131	76%	706	458	65%	540	370	69%
Fall 2008	73	40	55%	4,183	3,200	77%	730	506	69%	623	435	70%
Fall 2009	25	21	84%	4,043	3,171	78%	866	632	73%	713	479	67%
Fall 2010	23	21	91%	4,689	3,701	79%	957	717	75%	733	556	76%
Average			72%			77%			70%			70%

Cohort	40 - 49			50 and >		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	302	207	69%	129	90	70%
Fall 2007	331	223	67%	123	80	65%
Fall 2008	290	205	71%	159	110	69%
Fall 2009	326	242	74%	188	143	76%
Fall 2010	344	243	71%	203	149	73%
Average			70%			71%

Source: SDCCD Information System

Note: SDSU and UCSD students are excluded

Student Outcomes

Part IV: Student Outcomes: Retention and Success

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 2006 through Spring 2011. 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 15 through 19 for Fall terms and Figures 20 through 24 for Spring terms). Five-year trends in retention rates are also displayed for each subject by ethnicity (see Figures 25 through 27 for Fall terms and Figures 28 through 30 for Spring terms). Similarly, five-year trends in success rates are demonstrated for each course (see Figures 31 through 35 for Fall terms and Figures 36 through 40 for Spring terms), as well as for each subject by ethnicity (see Figures 41 through 43 for Fall terms and Figures 44 through 46 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

Retention rates increased for all English courses from Fall 2006 to Fall 2010, as well as from Spring 2007 to Spring 2011. Success rates also increased for English 043 and 049 during the same five-year time period from Fall 2006 to Fall 2010. From Spring 2007 to Spring 2011 success rates for all English courses increased except for English 048 which remained relatively stable.

An examination of five-year trends for English subject outcomes by ethnicity reveals that both retention and success rates for fall semesters increased for each ethnic group. Further investigation of overall five-year averages comparing across ethnic groups indicates that although Asian/Pacific Islanders, Filipinos, Latinos and Whites had the highest average retention rates in English, Asian/Pacific Islanders, Filipinos and Whites had the highest average success rates in English. Both retention and success rates were lowest for African-American and American Indian students.

Retention rates increased from Fall 2006 to Fall 2010, for ESOL courses 021, 032, and 040. From Spring 2007 to Spring 2011 retention rates increased for all ESOL courses. All ESOL success rates increased from Fall 2006 to Fall 2010 except for ESOL 030. From Spring 2007 to Spring 2011 all ESOL success rates increased.

No clear five-year trends emerged for ESOL subject 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 among American Indians and Asian/Pacific Islanders.

Retention rates for Math 034 had the largest increase (4%) from Fall 2006 to Fall 2010. For spring terms, from 2007 to 2011, the retention rates for all three math courses increased. The success rates for math courses from Fall 2006 to Fall 2010 remained stable. From Spring 2007 to Spring 2011 the success rates increased for Math 038 and Math 046.

Retention rates for Whites increased from Fall 2006 to Fall 2010 whereas Latinos remained relatively stable. Comparing the five-year averages across ethnic groups shows that retention was lower for African-Americans, while success rates were highest for Asian/Pacific Islander (54%) and White (54%) students, followed by Filipino (51%), Latino (45%) and African American (33%) students.

All Colleges Basic Skills Course Retention Rates
Fall Terms: 2006 - 2010

Figure 15. English Basic Skills Course Retention Rates (Fall terms)

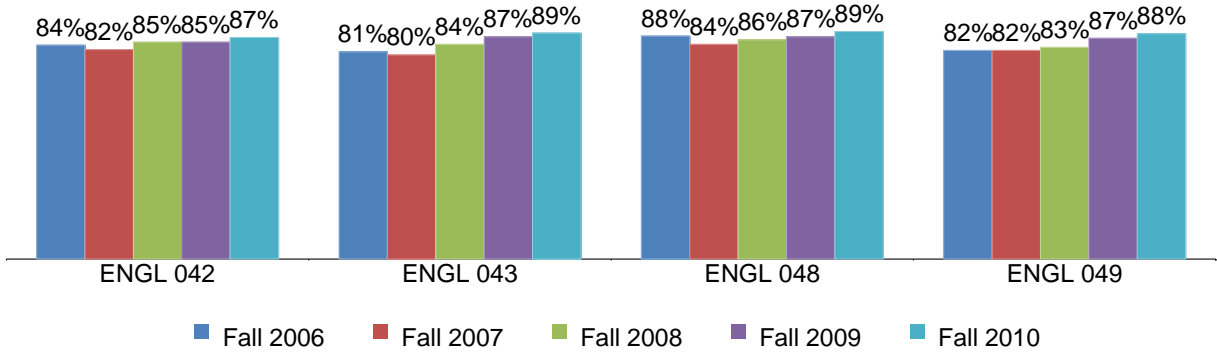


Figure 16. ESOL Writing Course Retention Rates (Fall terms)

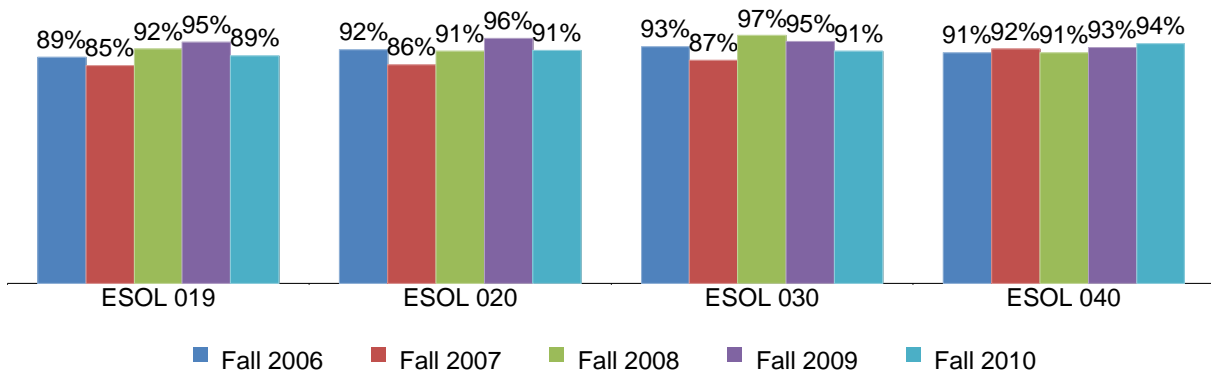


Figure 17. ESOL Reading Course Retention Rates (Fall terms)

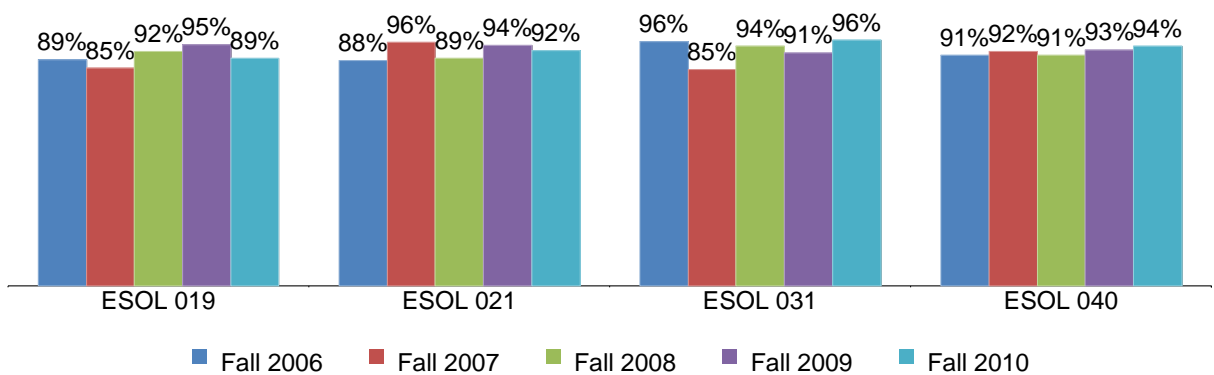


Figure 18. ESOL Listening/Speaking Course Retention Rates (Fall terms)

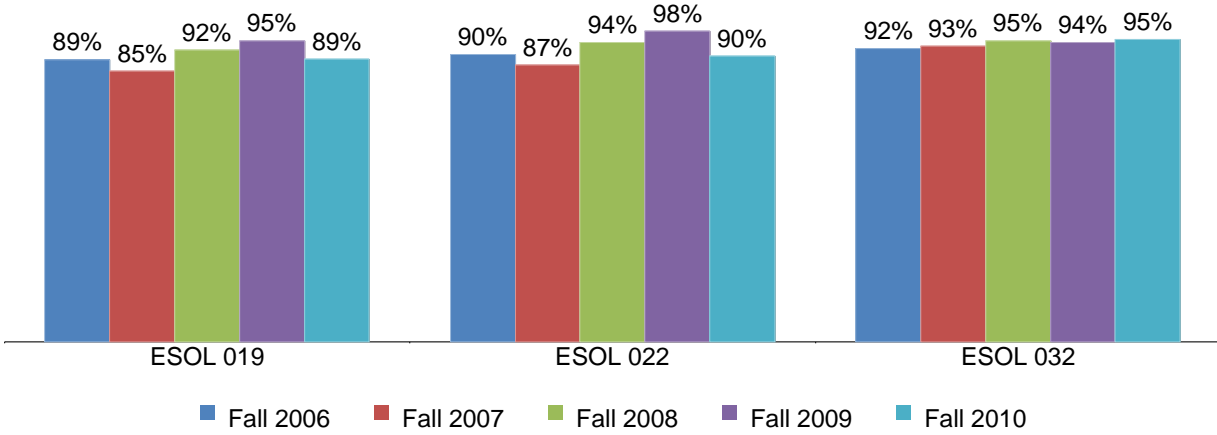
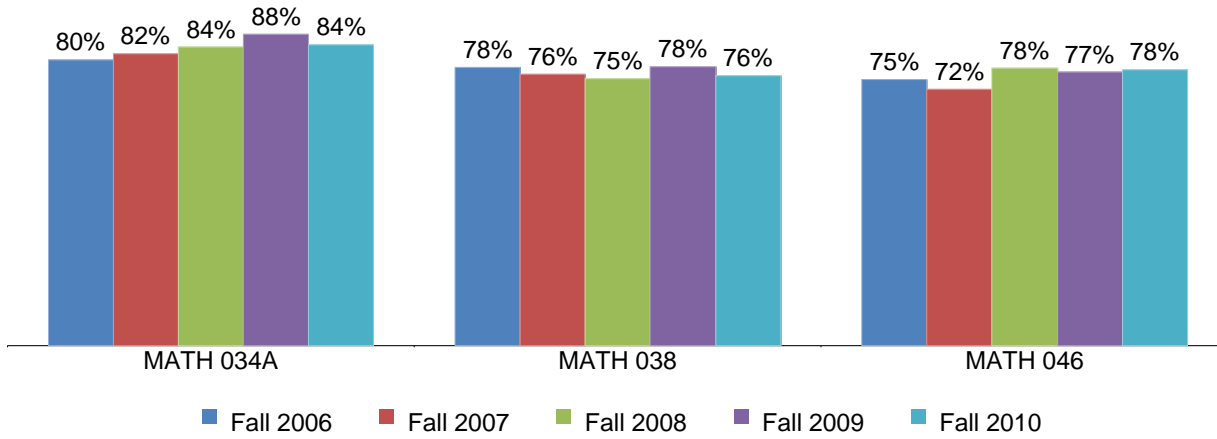


Figure 19. Math Basic Skills Course Retention Rates (Fall terms)



All Colleges Basic Skills Course Retention Rates
Spring Terms: 2007 - 2011

Figure 20. English Basic Skills Course Retention Rates (Spring terms)

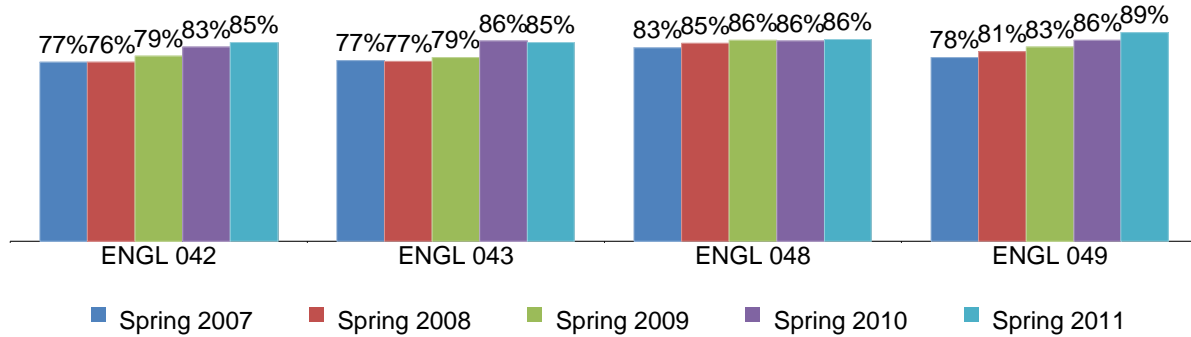


Figure 21. ESOL Writing Course Retention Rates (Spring terms)

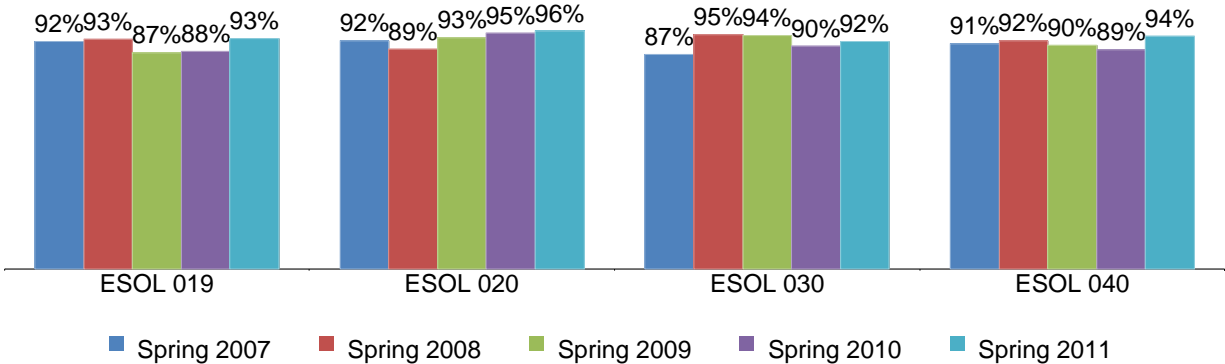


Figure 22. ESOL Reading Course Retention Rates (Spring terms)

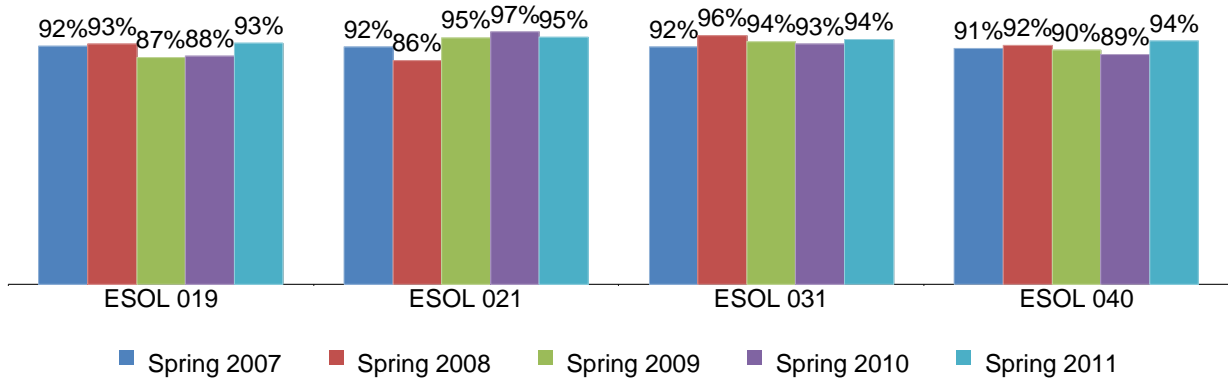


Figure 23. ESOL Listening/Speaking Course Retention Rates (Spring terms)

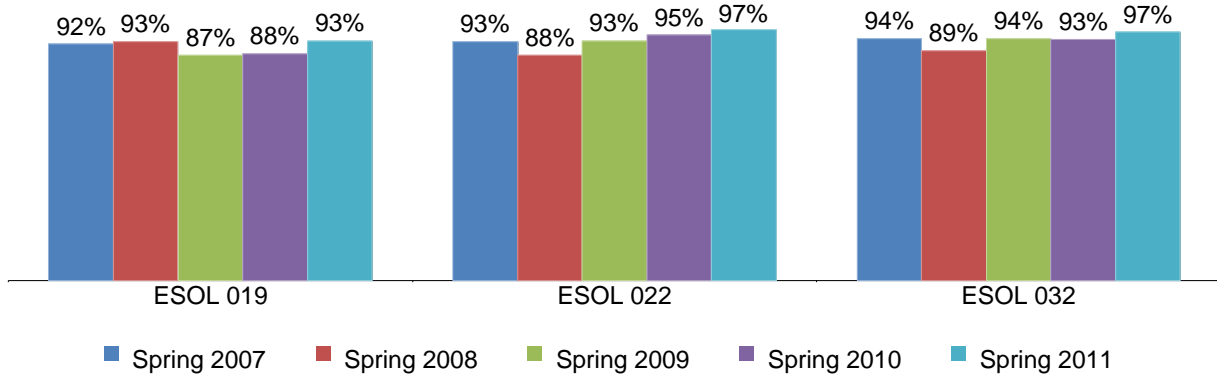
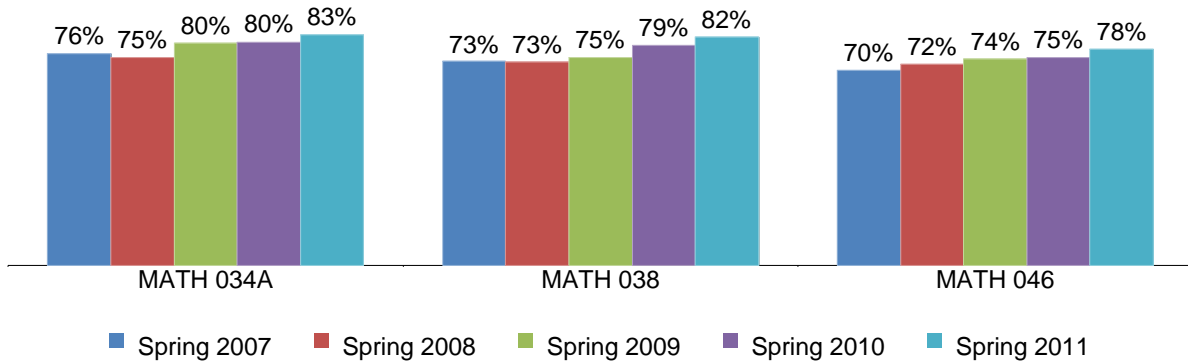


Figure 24. Math Basic Skills Courses Retention Rates (Spring terms)



All Colleges Basic Skills Subject Retention Rates by Ethnicity
Fall Terms: 2006 - 2010

Figure 25. English Basic Skills Course Retention Rates by Ethnicity (Fall terms)

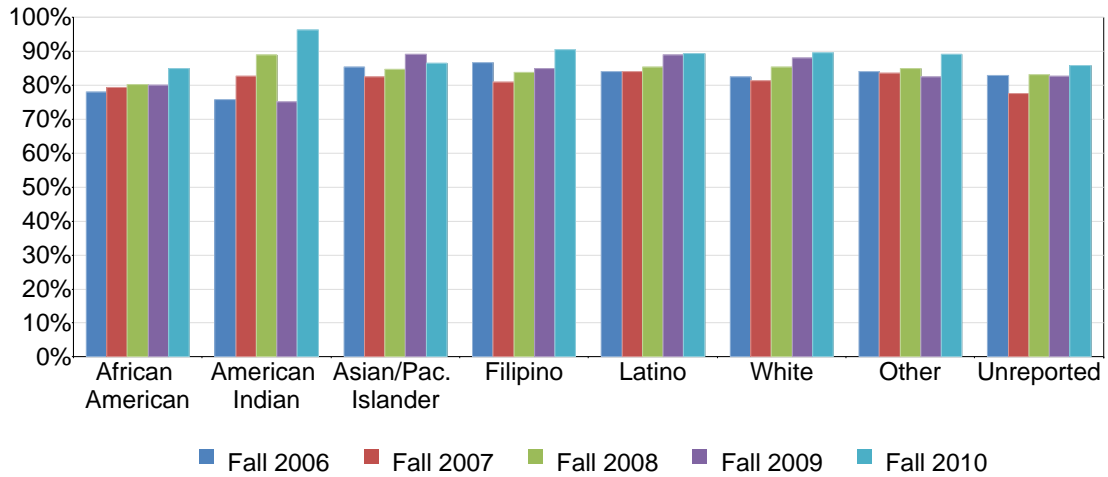


Figure 26. ESOL Course Retention Rates by Ethnicity (Fall terms)

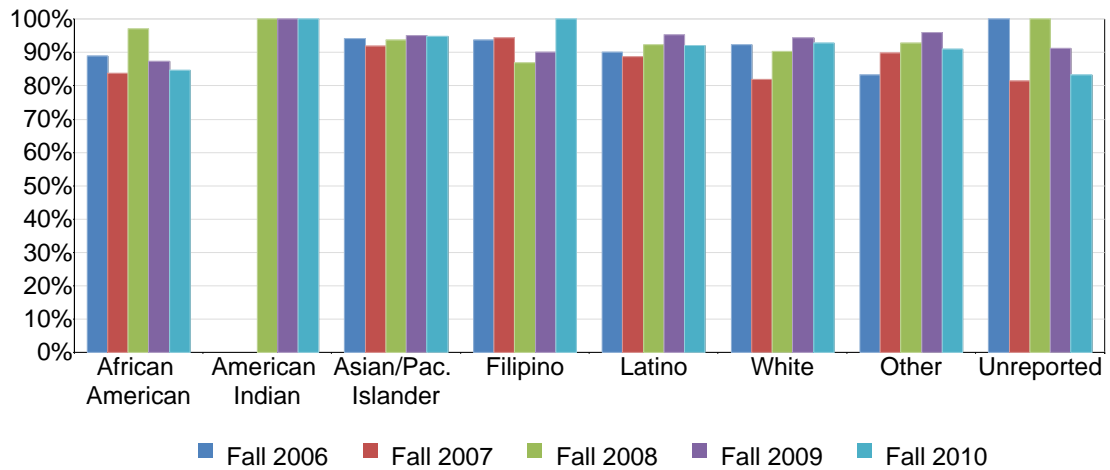
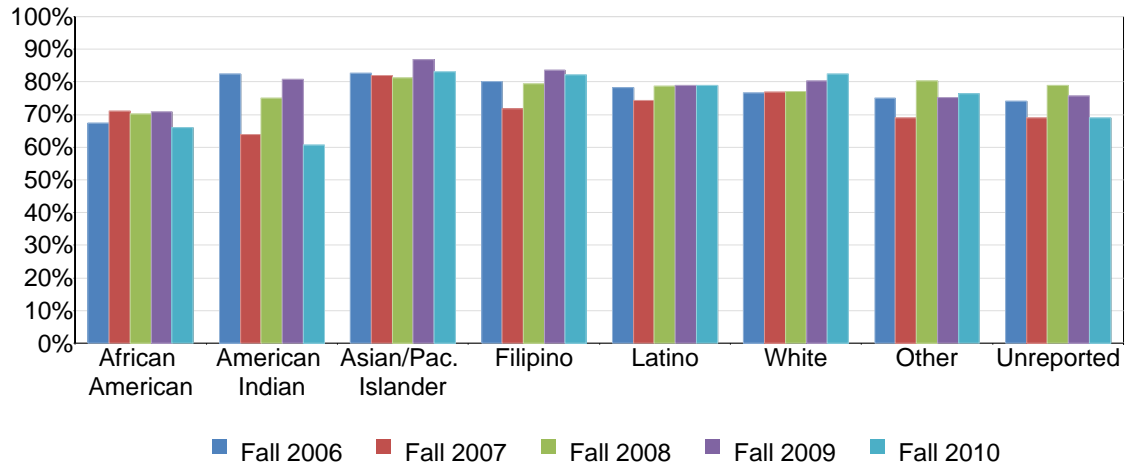


Figure 27. Math Basic Skills Course Retention Rates by Ethnicity (Fall terms)



All Colleges Basic Skills Subject Retention Rates by Ethnicity
Spring Terms: 2007 - 2011

Figure 28. English Basic Skills Course Retention Rates by Ethnicity (Spring terms)

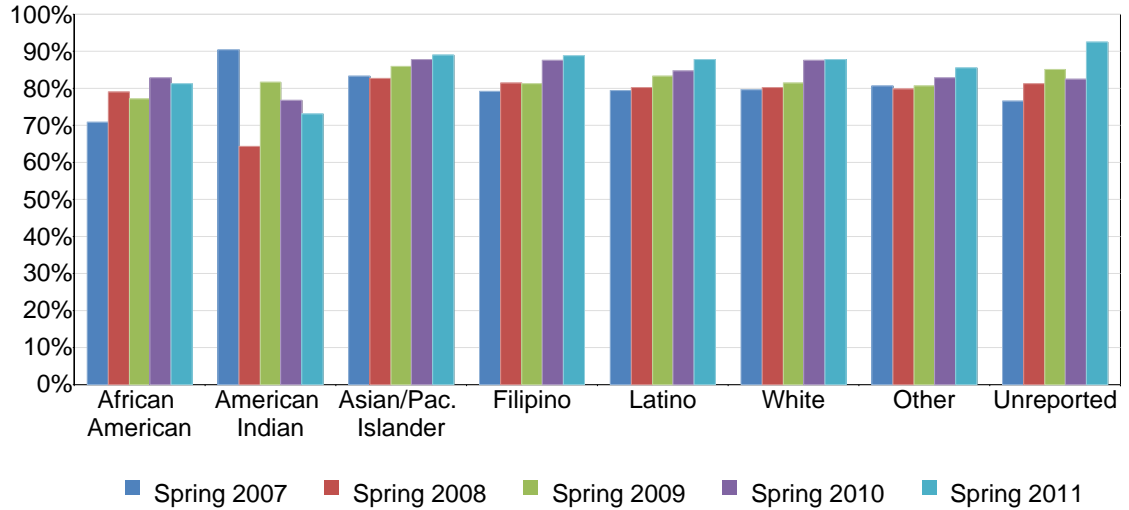


Figure 29. ESOL Course Retention Rates by Ethnicity (Spring terms)

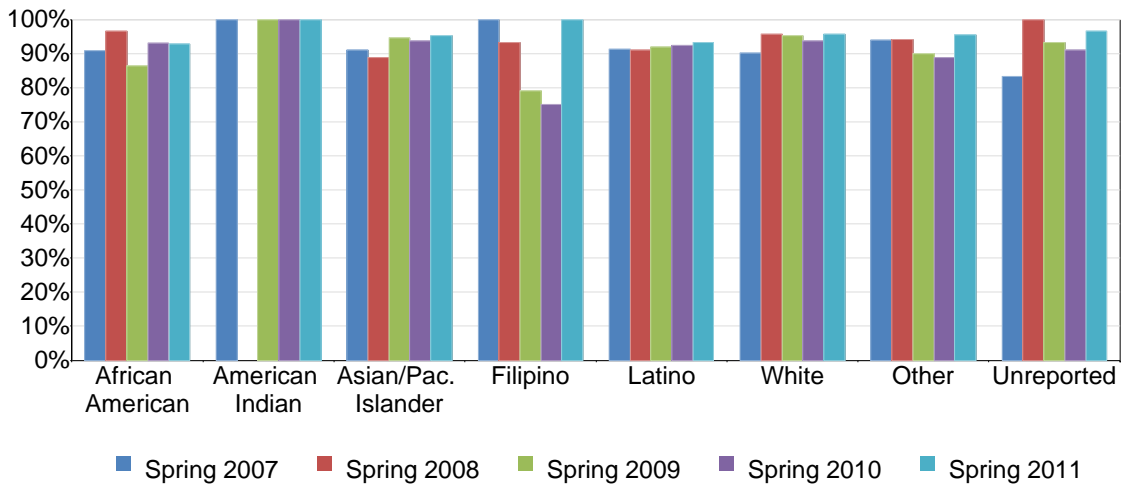
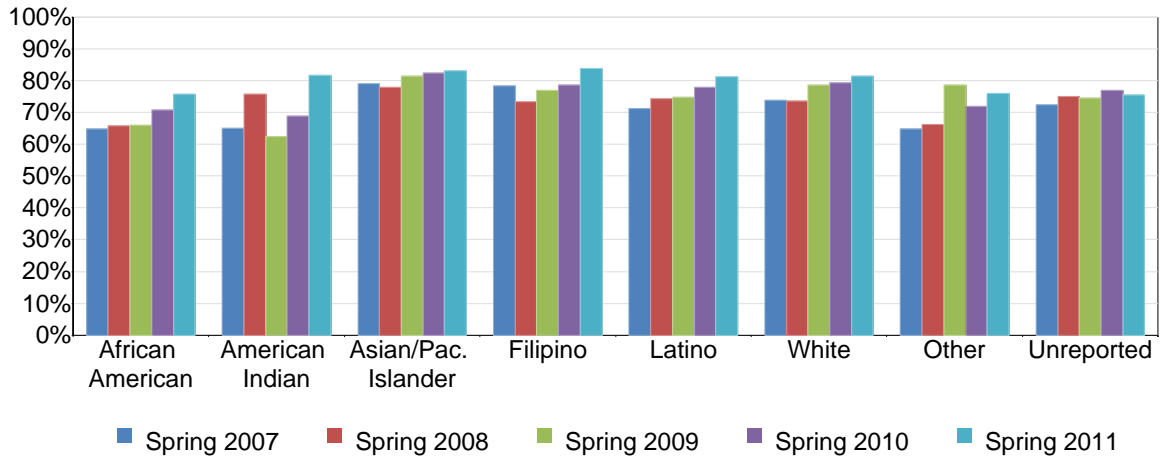


Figure 30. Math Basic Skills Course Retention Rates by Ethnicity (Spring terms)



All Colleges Basic Skills Course Success Rates
Fall Terms: 2006 - 2010

Figure 31. English Basic Skills Course Success Rates (Fall terms)

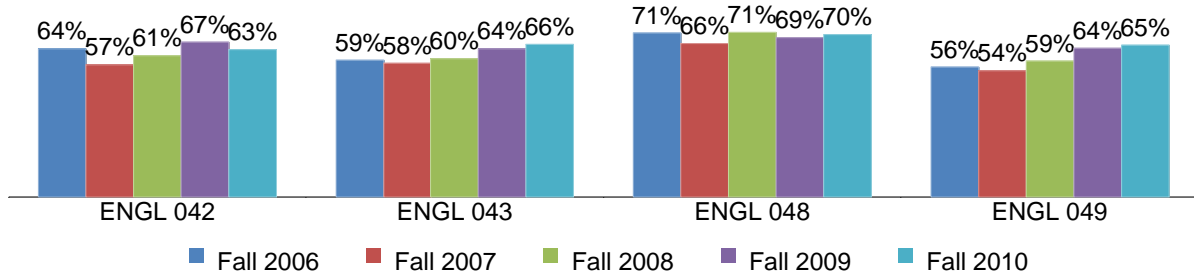


Figure 32. ESOL Writing Courses Success Rates (Fall terms)

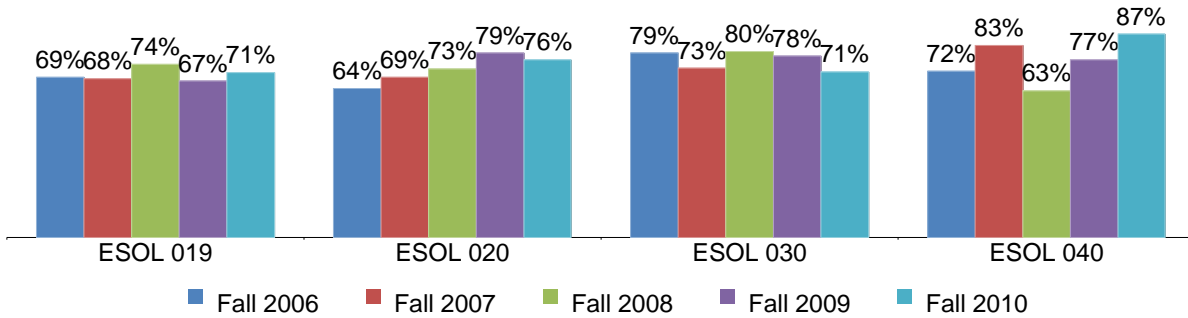


Figure 33. ESOL Reading Courses Success Rates (Fall terms)

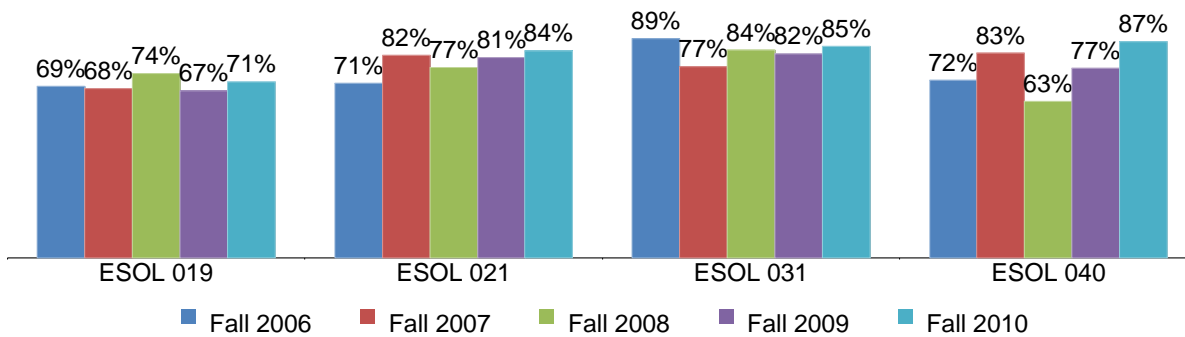


Figure 34. ESOL Listening/Speaking Course Success Rates (Fall terms)

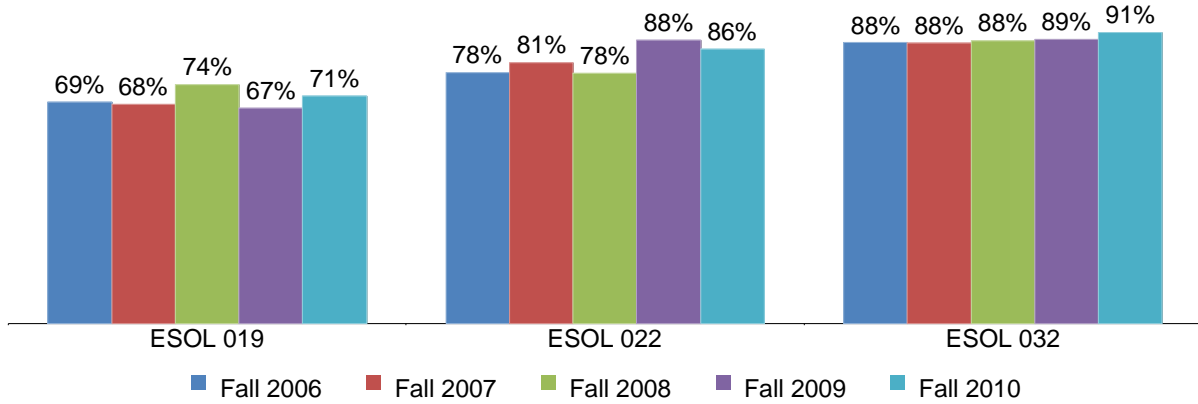
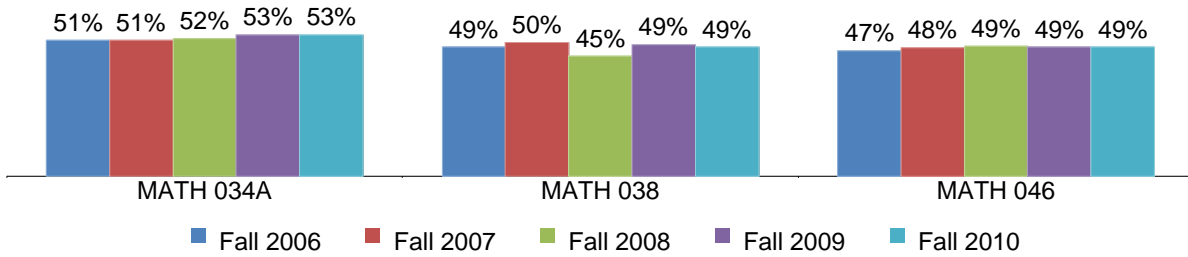


Figure 35. Math Basic Skills Course Success Rates (Fall terms)



All Colleges Basic Skills Course Success Rates
Spring Terms: 2007 - 2011

Figure 36. English Basic Skills Course Success Rates (Spring terms)

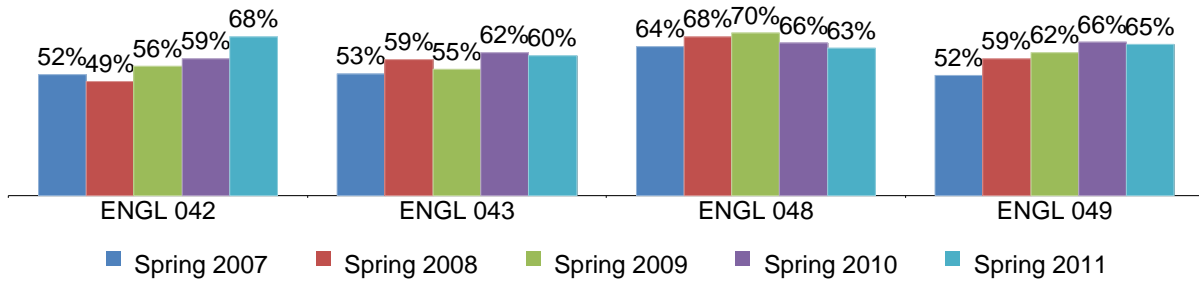


Figure 37. ESOL Writing Course Success Rates (Spring terms)

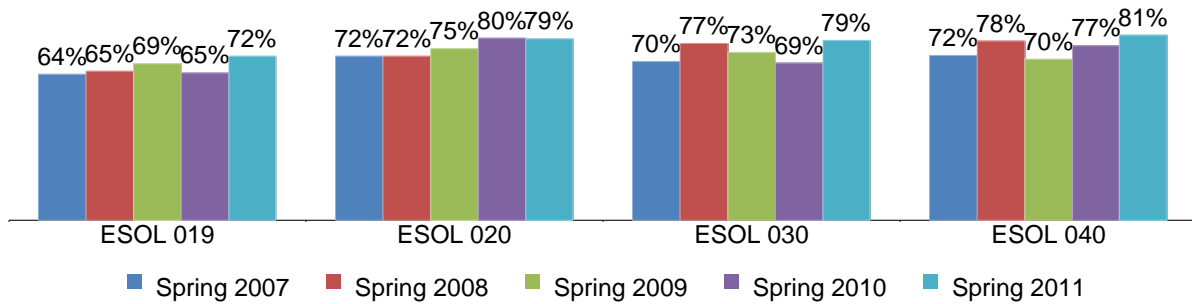


Figure 38. ESOL Reading Course Success Rates (Spring terms)

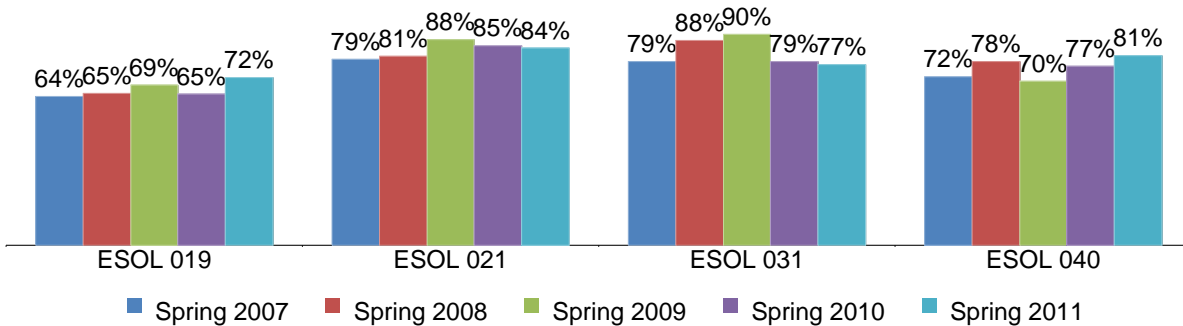


Figure 39. ESOL Listening/Speaking Course Success Rates (Spring terms)

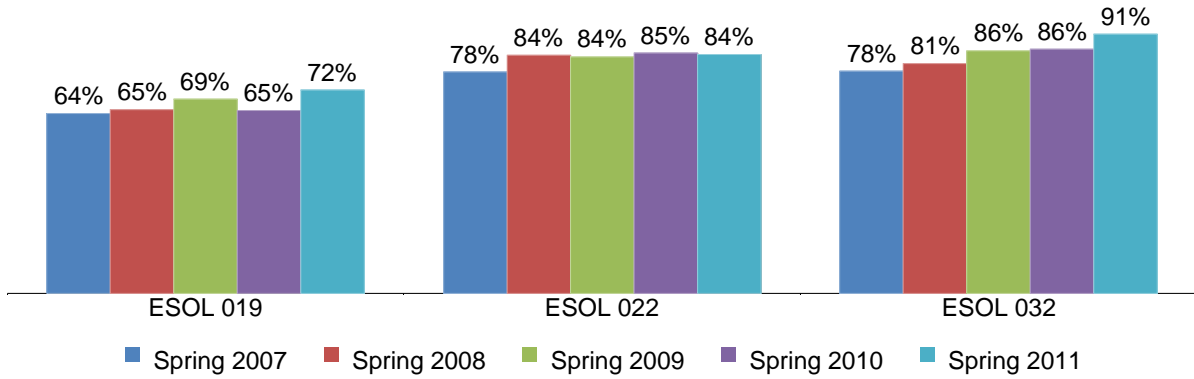
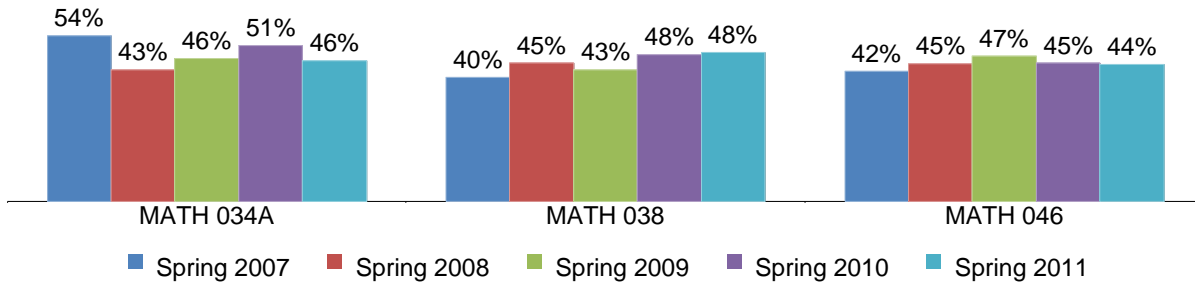


Figure 40. Math Basic Skills Course Success Rates (Spring terms)



All Colleges Basic Skills Subject Success Rates by Ethnicity
Fall Terms: Fall 2006 - 2010

Figure 41. English Basic Skills Course Success Rates by Ethnicity (Fall terms)

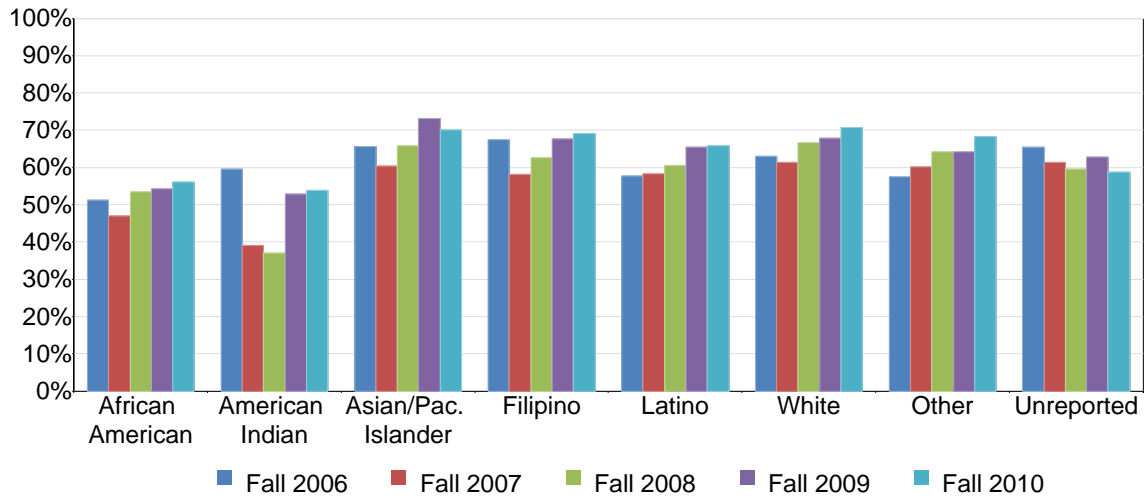


Figure 42. ESOL Course Success Rates by Ethnicity (Fall terms)

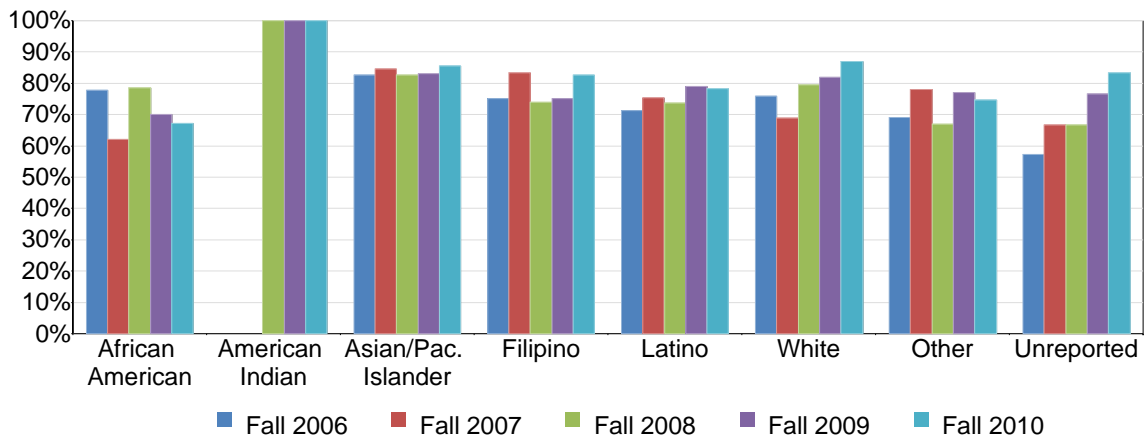
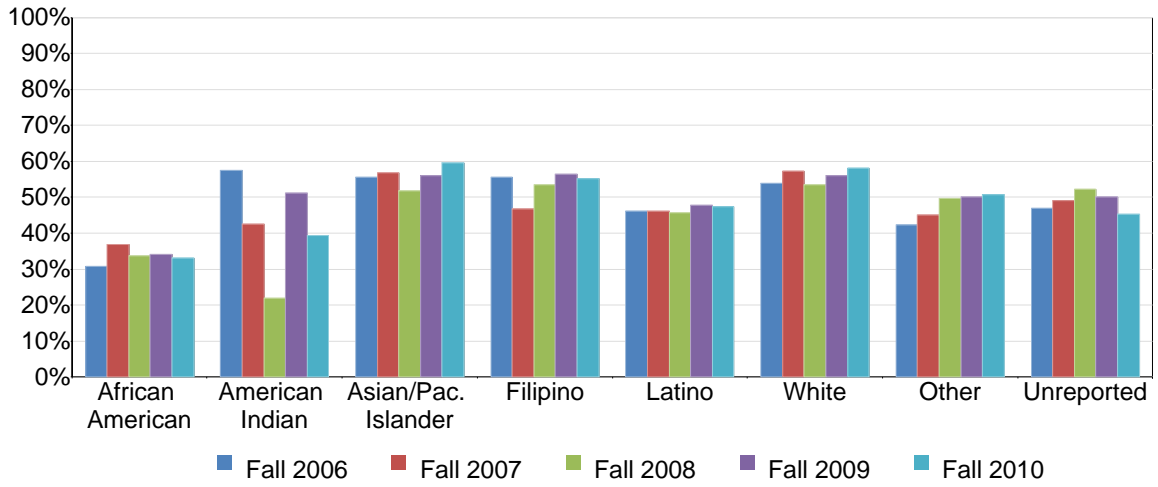


Figure 43. Math Basic Skills Course Success Rates by Ethnicity (Fall terms)



All Colleges Basic Skills Subject Success Rates by Ethnicity
Spring Terms: 2007 - 2011

Figure 44. English Basic Skills Course Success Rates by Ethnicity (Spring terms)

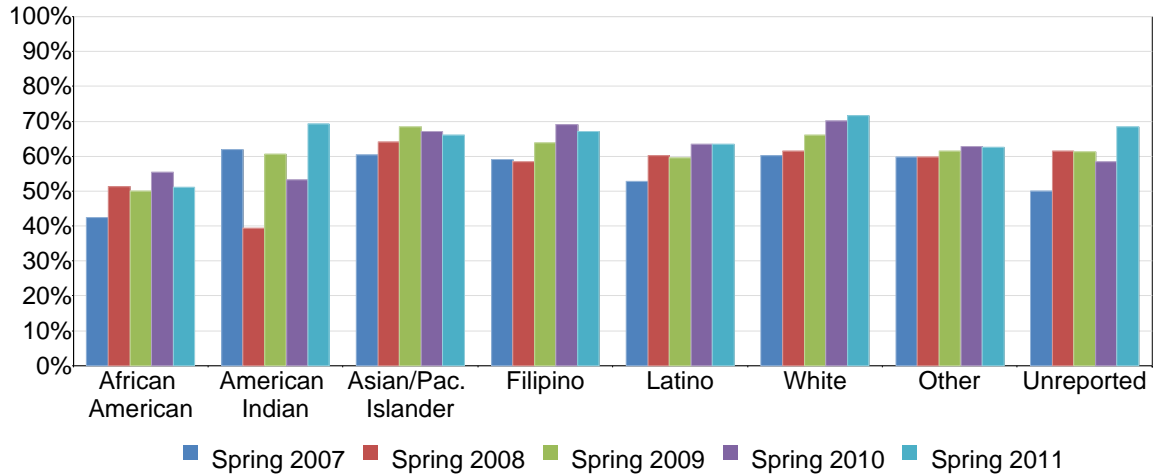


Figure 45. ESOL Course Success Rates by Ethnicity (Spring terms)

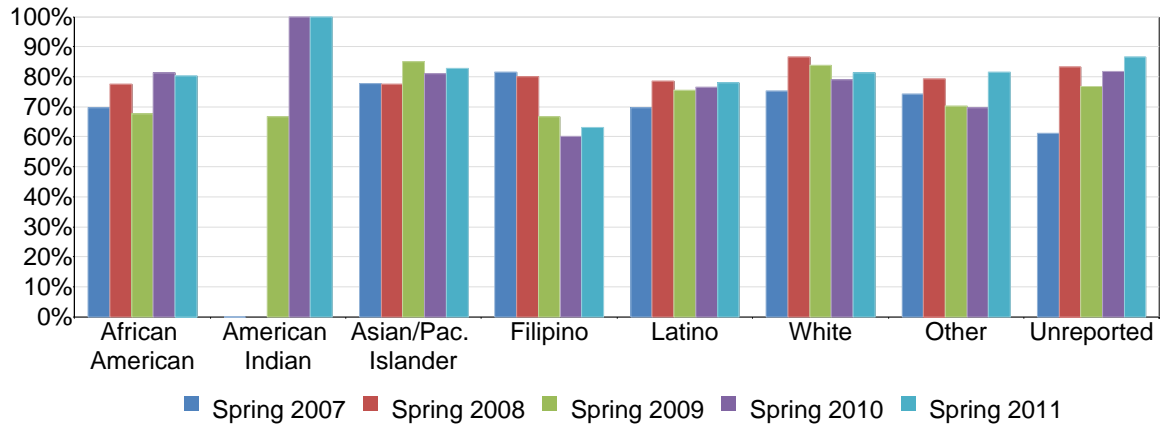
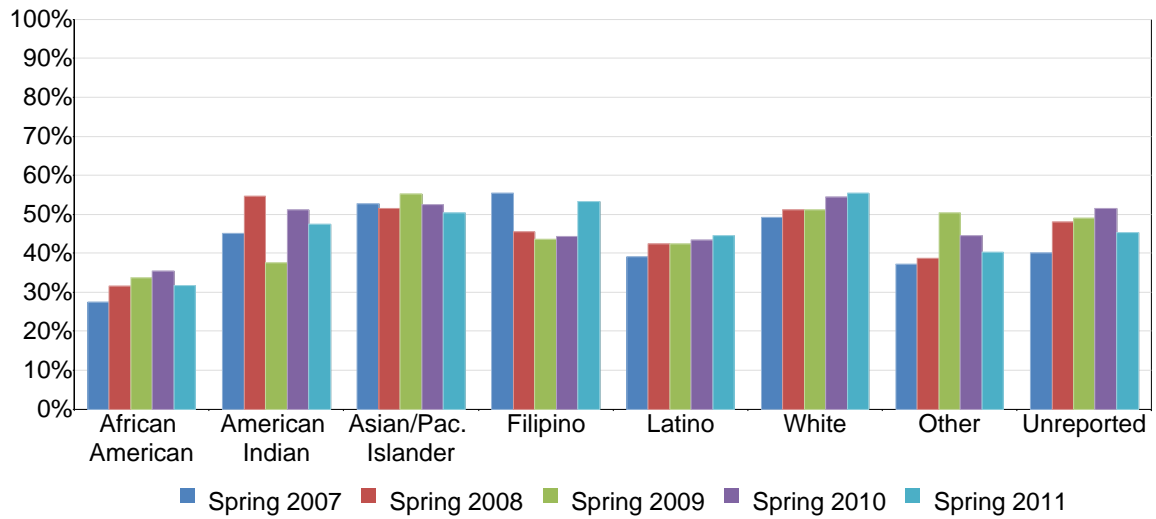


Figure 46. Math Basic Skills Course Success Rates by Ethnicity (Spring terms)



Improvement Rates

Part V: Improvement Rates

This section of the report presents improvement rates in Basic Skills courses. Percentages are presented for 2004/05 - 2006/07, 2005/06 - 2007/08, and 2006/07 - 2008/09. Data are drawn from the 2010 Basic Skills Accountability Report, a supplement to the Accountability Reporting for the Community Colleges (ARCC).

TERMS AND DEFINITIONS:

Improvement Rate Cohort: The initial cohort consists of students who successfully completed their initial Basic Skills course. Only students who started two or more levels below transfer level were included.

Improvement Rate: Percent of students who successfully complete a higher level Basic Skills course out of the total initial cohort. Students are tracked over a three year period which includes the year and term of the initial course.

Summary of Findings

The all colleges math course improvement rate has slightly decreased over the three years from 43% to 41%. The English course improvement rate has increased over the three year period from 56% to 59%. The ESOL course improvement rate has increased over the three year period from 38% to 43%. The All Basic Skills courses (mathematics & English) improvement rate has remained stable over the three year period from 47% to 48%. Overall, the course improvement rates for all colleges were lower compared to the course improvement rates statewide, except for the English course improvement rate in 2006-07 to 2008-09.

All Colleges Improvement Rates by Subject
2004/05-2006/07 to 2006/07-2008/09

Table 25. All Colleges Improvement Rates for Credit Basic Skills Courses

	2004-05 to 2006-07	2005-06 to 2007-08	2006-07 to 2008-09
Math Course Improvement Rate	43%	43%	41%
English Course Improvement Rate	56%	55%	59%
ESL Courses Improvement Rate	38%	44%	43%
All Basic Skills Courses Improvement Rate (Mathematics + English)	47%	47%	48%

Source: California Community College Chancellor's Office MIS

Table 26. Statewide Improvement Rates for Credit Basic Skills Courses

	2004-05 to 2006-07	2005-06 to 2007-08	2006-07 to 2008-09
Math Course Improvement Rate	46%	47%	48%
English Course Improvement Rate	57%	57%	59%
ESL Courses Improvement Rate	49%	50%	50%
All Basic Skills Courses Improvement Rate (Mathematics + English)	51%	52%	53%

Source: California Community College Chancellor's Office MIS

Matriculation

Part VI: Matriculation

This section of the report presents matriculation services (e.g., assessment, counseling, and orientation) received by students enrolled in Basic Skills courses. The counts and percentages are presented for first-time students receiving orientation, placement assessment, counseling, and follow-up services in Fall 2006 to Fall 2008. Data are drawn from the 2010 Basic Skills Accountability Report, a supplement to the Accountability Reporting for the Community Colleges (ARCC).

Summary of Findings

On average, 36% of first-time students received orientation services over the three terms (Fall 2006 to Fall 2008). Additionally, an average of 48% of first-time students received a placement assessment. Over one-quarter of first-time students received counseling services over the three term period. Of the students who received counseling services, an average of 22% received follow-up services.

All Colleges Matriculation Services
Fall Terms: 2006 - 2008

Table 27. All Colleges First-Time Students Receiving Matriculation Services

	Total Students	Received Orientation	Percent	Received Placement Assessment	Percent	Received Counseling	Percent	Received Follow-up	Percent
Fall 2006	6,899	2,555	37%	3,349	49%	2,073	30%	1,239	18%
Fall 2007	7,637	2,946	39%	3,937	52%	2,486	33%	2,019	26%
Fall 2008	7,531	2,509	33%	3,254	43%	1,178	16%	1,506	20%
Total/Ave	22,067	8,010	36%	10,540	48%	5,737	26%	4,764	22%

Source: California Community College Chancellor's Office MIS