



City College Basic Skills Report 2011

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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, 38% of incoming students who took the reading placement test placed into a Basic Skills level English course, and another 15% placed into the levels below Basic Skills. The number of the incoming students who took the reading test and placed into Basic Skills has increased by 50% from 672 in 2008/09 to 1,005 in 2010/11. Similarly, the number of incoming students who placed into Transfer/Associate level English has increased by 55% from 796 in 2008/09 to 1,235 in 2010/11. The number of the incoming students who placed into Take ESOL Test also increased by 46% from 2008/09 to 2010/11.

On average, 67% of incoming students who took the writing placement test placed into a Basic Skills level English course, and another 15% placed into the levels below Basic Skills. The number of the incoming student who took the writing test and placed into Basic Skills has increased by 52% with 1,147 in 2008/09 and 1,746 in 2010/11. Similarly, the number of incoming students who placed into Transfer/Associate level English has increased by approximately 50% from 320 in 2008/09 to 479 in 2010/11.

On average, approximately 81% of incoming students who took a math placement test placed into a Basic Skills level math course. The number has increased by 42% from 1,475 in 2008/09 to 2,092 in 2010/11. Additionally, a relatively small percentage of incoming students who took the math test placed into Associate level math (8%) or Transfer level math (11%) on average, with an increase in the number by 54% and 97%, respectively.

The majority of incoming students who took the ESOL placement test placed into the first level (Level 019) (43% on average) while a relatively small percentage (13%) placed into the highest level (Level 040). The number of students who took the ESOL test and placed into Level 30 increased by 79% from 33 in 2008/09 to 59 in 2010/11.

A relatively large percentage of incoming students did not take the English reading nor writing placement test, nor math placement test. On average, 47% did not take the English reading placement test nor the English writing placement test, and 46% did not take the math placement test. The percentages of students who did not take the placement tests have decreased by 9% for English reading and math, and by 8% for English writing demonstrating the same trend over the three years being reported (2008/09 to 2010/11).

City College Placement of Incoming Freshmen by Subject
2008/09 – 2010/11

Figure 1. Reading Placement Trends

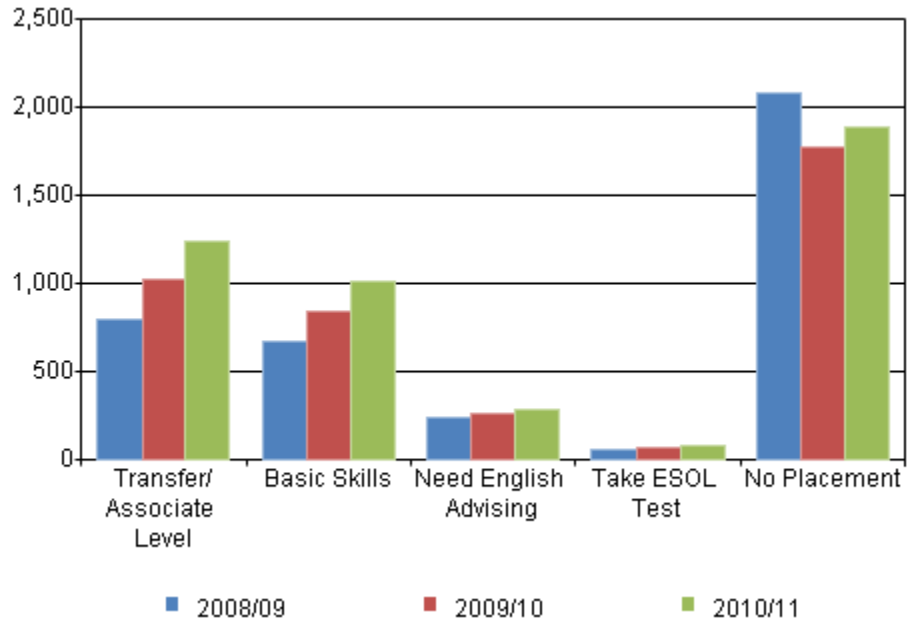
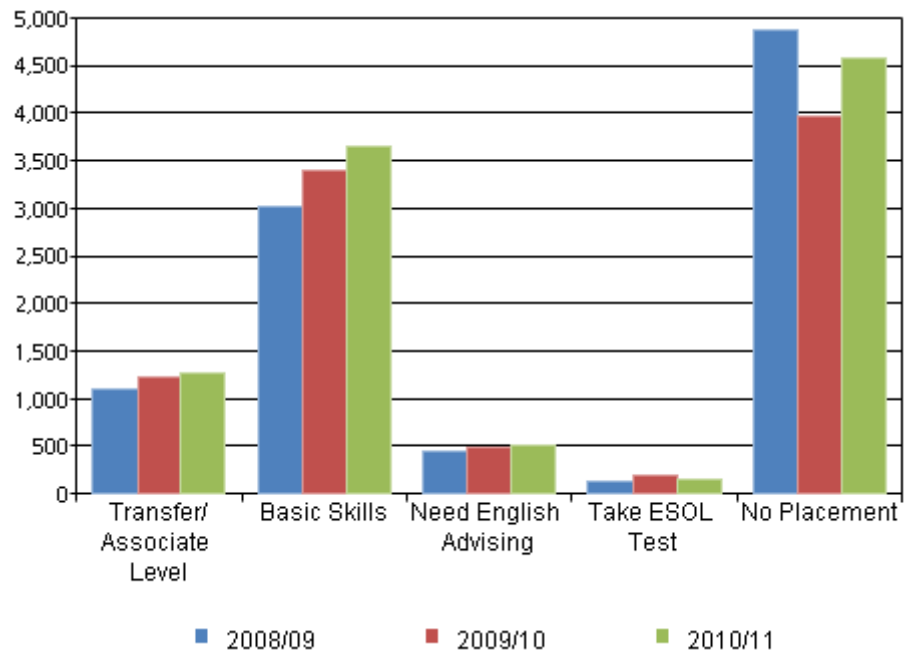


Figure 2. Writing Placement Trends



City College Placement of Incoming Freshmen by Subject
2008/09 – 2010/11

Figure 3. Math Placement Trends

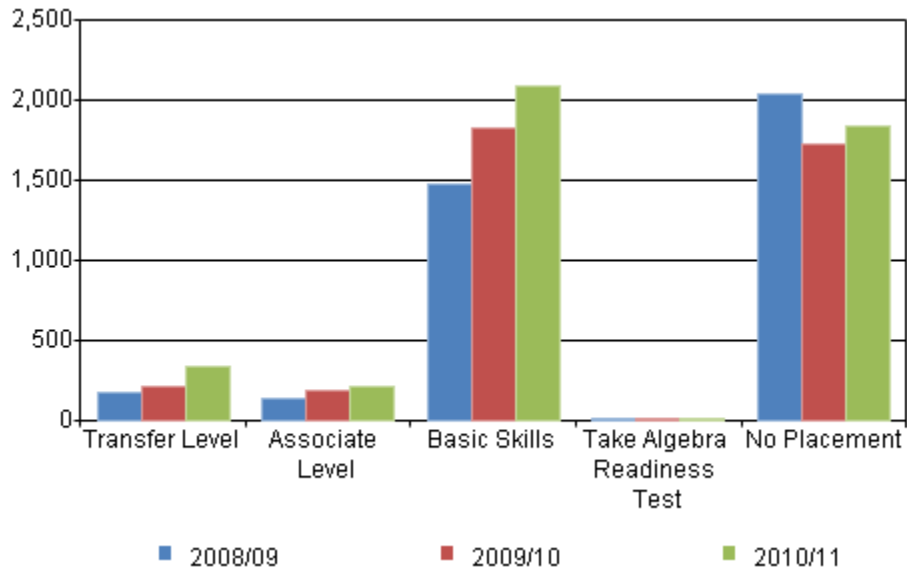
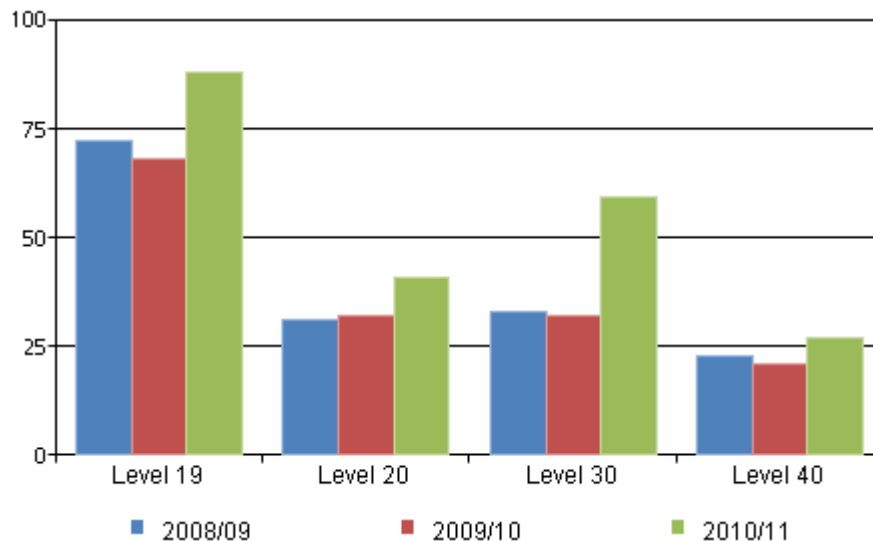


Figure 4. ESOL Placement Trends



City College 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	1,755	46%	2,179	55%	2,603	58%	6,537	53%	48%
	No Placement	2,072	54%	1,775	45%	1,883	42%	5,730	47%	-9%
	Total Students	3,827	100%	3,954	100%	4,486	100%	12,267	100%	17%
Distribution of Students Who Took a Test	Transfer/Associate Level	796	45%	1,023	47%	1,235	47%	3,054	47%	55%
	Basic Skills	672	38%	836	38%	1,005	39%	2,513	38%	50%
	Need English Advising	233	13%	253	12%	284	11%	770	12%	22%
	Take ESOL Test	54	3%	67	3%	79	3%	200	3%	46%
	Total Tested	1,755	100%	2,179	100%	2,603	100%	6,537	100%	48%

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	1,754	46%	2,179	55%	2,587	58%	6,520	53%	47%
	No Placement	2,073	54%	1,775	45%	1,899	42%	5,747	47%	-8%
	Total Students	3,827	100%	3,954	100%	4,486	100%	12,267	100%	17%
Distribution of Students Who Took a Test	Transfer/Associate Level	320	18%	405	19%	479	19%	1,204	18%	50%
	Basic Skills	1,147	65%	1,454	67%	1,746	67%	4,347	67%	52%
	Need English Advising	233	13%	253	12%	283	11%	769	12%	21%
	Take ESOL Test	54	3%	67	3%	79	3%	200	3%	46%
	Total Tested	1,754	100%	2,179	100%	2,587	100%	6,520	100%	47%

Source: SDCCD Information System

City College 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	1,792	47%	2,232	56%	2,642	59%	6,666	54%	47%
	No Placement	2,035	53%	1,722	44%	1,844	41%	5,601	46%	-9%
	Total Students	3,827	100%	3,954	100%	4,486	100%	12,267	100%	17%
Distribution of Students Who Took a Test	Transfer Level	170	9%	212	9%	335	13%	717	11%	97%
	Associate Level	137	8%	180	8%	211	8%	528	8%	54%
	Basic Skills	1,475	82%	1,830	82%	2,092	79%	5,397	81%	42%
	Take Algebra Test	10	1%	10	0%	4	0%	24	0%	-60%
	Total Tested	1,792	100%	2,232	100%	2,642	100%	6,666	100%	47%

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	159	4%	153	4%	215	5%	527	4%	35%
	No Placement	3,668	96%	3,801	96%	4,271	95%	11,740	96%	16%
	Total Students	3,827	100%	3,954	100%	4,486	100%	12,267	100%	17%
Distribution of Students Who Took a Test	Level 40	23	14%	21	14%	27	13%	71	13%	17%
	Level 30	33	21%	32	21%	59	27%	124	24%	79%
	Level 20	31	19%	32	21%	41	19%	104	20%	32%
	Level 19	72	45%	68	44%	88	41%	228	43%	22%
	Total Tested	159	100%	153	100%	215	100%	527	100%	35%

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 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 (36% on average in the fall semesters and 32% in the spring semesters). Both English 042 and 043 have seen a sharp increase in enrollment between Fall 2006-2010 (49% increase for English 042 and 46% increase for English 043). In addition, enrollments for all English courses have witnessed a sharp increase by 31% on average from Fall 2009 to Fall 2010.

In the spring semesters, the greatest ESOL enrollments were in the ESOL 032 Reading (36% on average). However, in the fall semesters, ESOL 019 Listening/Speaking had the greatest percentage of enrollments (35%). ESOL 030 witnessed the greatest increase in enrollment between Fall 2006 and Fall 2010 (93%).

The majority of enrollments, on average, were in Math 046 (46% in Fall and 48% in Spring semesters). Math 038 saw the greatest increase in enrollment between Fall 2006 and Fall 2010 (81%), whereas among spring terms, Math 034 witnessed the greatest increase between Spring 2007 and Spring 2011 (66%).

On average over the five year period, half of the students (52%) 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 (36% and 12%, respectively).

Across the fall and spring terms, on average, 46% of the students who enrolled in Basic Skills math courses were Latino students, followed by African American students and White students (20% and 18%, respectively). This was higher than the All Colleges' averages for Latino and African American Basic Skills math enrollments (52% and 14%, respectively).

City College 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	176	11%	202	12%	226	13%	218	13%	262	12%	1,084	12%
ENGL 043	358	23%	400	23%	410	24%	397	24%	523	24%	2,088	24%
ENGL 048	371	23%	391	23%	390	23%	363	22%	472	22%	1,987	22%
ENGL 049	683	43%	727	42%	692	40%	668	41%	907	42%	3,677	42%
Total	1,588	100%	1,720	100%	1,718	100%	1,646	100%	2,164	100%	8,836	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	50	25%	51	19%	59	24%	57	22%	52	20%	269	22%
ESOL 020	54	27%	74	27%	60	24%	59	22%	54	21%	301	24%
ESOL 030	54	27%	62	23%	70	28%	77	29%	104	40%	367	29%
ESOL 040	40	20%	88	32%	58	23%	70	27%	52	20%	308	25%
Total	198	100%	275	100%	247	100%	263	100%	262	100%	1,245	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	50	27%	51	21%	59	27%	57	24%	52	23%	269	24%
ESOL 021	42	22%	51	21%	47	22%	54	23%	60	27%	254	23%
ESOL 031	56	30%	50	21%	54	25%	59	25%	61	27%	280	25%
ESOL 040	40	21%	88	37%	58	27%	70	29%	52	23%	308	28%
Total	188	100%	240	100%	218	100%	240	100%	225	100%	1,111	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	50	35%	51	33%	59	37%	57	36%	52	33%	269	35%
ESOL 022	39	28%	58	38%	48	30%	48	30%	49	31%	242	31%
ESOL 032	52	37%	45	29%	52	33%	53	34%	56	36%	258	34%
Total	141	100%	154	100%	159	100%	158	100%	157	100%	769	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	225	13%	260	14%	249	12%	318	14%	307	12%	1,359	13%
MATH 038	627	37%	713	39%	817	40%	896	40%	1,138	44%	4,191	41%
MATH 046	827	49%	856	47%	980	48%	1,008	45%	1,125	44%	4,796	46%
Total	1,679	100%	1,829	100%	2,046	100%	2,222	100%	2,570	100%	10,346	100%

Source: SDCCD Information System

City College 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	193	13%	189	11%	209	12%	158	9%	203	11%	952	11%
ENGL 043	275	19%	337	20%	394	22%	376	21%	390	21%	1,772	21%
ENGL 048	337	24%	409	24%	413	23%	409	23%	446	24%	2,014	24%
ENGL 049	627	44%	779	45%	767	43%	809	46%	811	44%	3,793	44%
Total	1,432	100%	1,714	100%	1,783	100%	1,752	100%	1,850	100%	8,531	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	48	20%	28	13%	48	18%	58	22%	51	21%	233	19%
ESOL 020	52	22%	55	25%	65	24%	53	20%	55	22%	280	23%
ESOL 030	70	30%	71	32%	73	27%	77	30%	77	31%	368	30%
ESOL 040	66	28%	70	31%	81	30%	72	28%	64	26%	353	29%
Total	236	100%	224	100%	267	100%	260	100%	247	100%	1,234	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	48	24%	28	15%	48	19%	58	24%	51	20%	233	20%
ESOL 021	38	19%	42	22%	58	23%	52	21%	56	22%	246	22%
ESOL 031	49	24%	50	26%	63	25%	64	26%	79	32%	305	27%
ESOL 040	66	33%	70	37%	81	32%	72	29%	64	26%	353	31%
Total	201	100%	190	100%	250	100%	246	100%	250	100%	1,137	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	48	35%	28	24%	48	29%	58	36%	51	31%	233	31%
ESOL 022	40	29%	40	35%	58	35%	52	32%	53	32%	243	33%
ESOL 032	48	35%	47	41%	59	36%	53	33%	61	37%	268	36%
Total	136	100%	115	100%	165	100%	163	100%	165	100%	744	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	180	10%	186	11%	284	15%	276	13%	298	14%	1,224	13%
MATH 038	663	39%	672	39%	770	40%	903	42%	796	38%	3,804	39%
MATH 046	874	51%	885	51%	876	45%	966	45%	1,021	48%	4,622	48%
Total	1,717	100%	1,743	100%	1,930	100%	2,145	100%	2,115	100%	9,650	100%

Source: SDCCD Information System

City College Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2006 - 2010

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

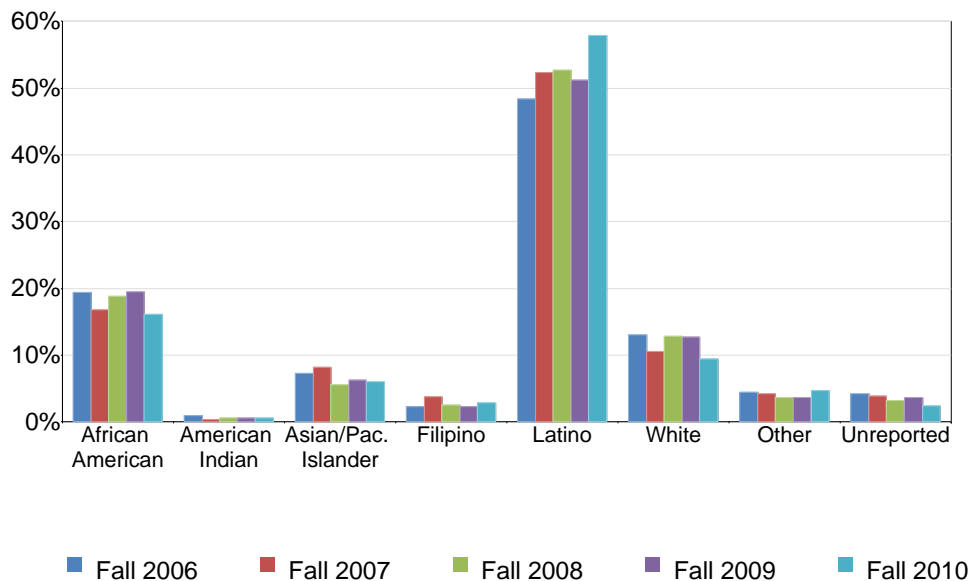


Figure 6. ESOL Course Enrollments by Ethnicity (Fall terms)

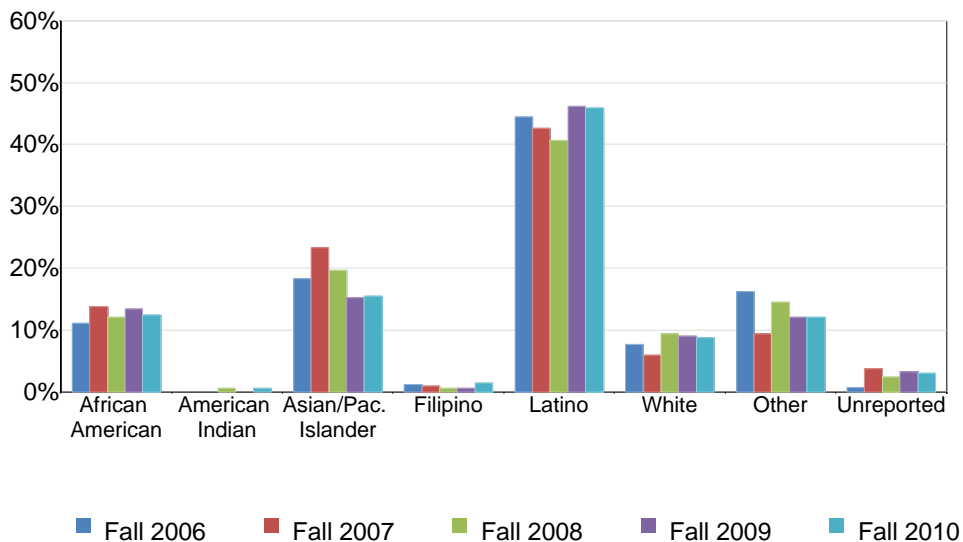
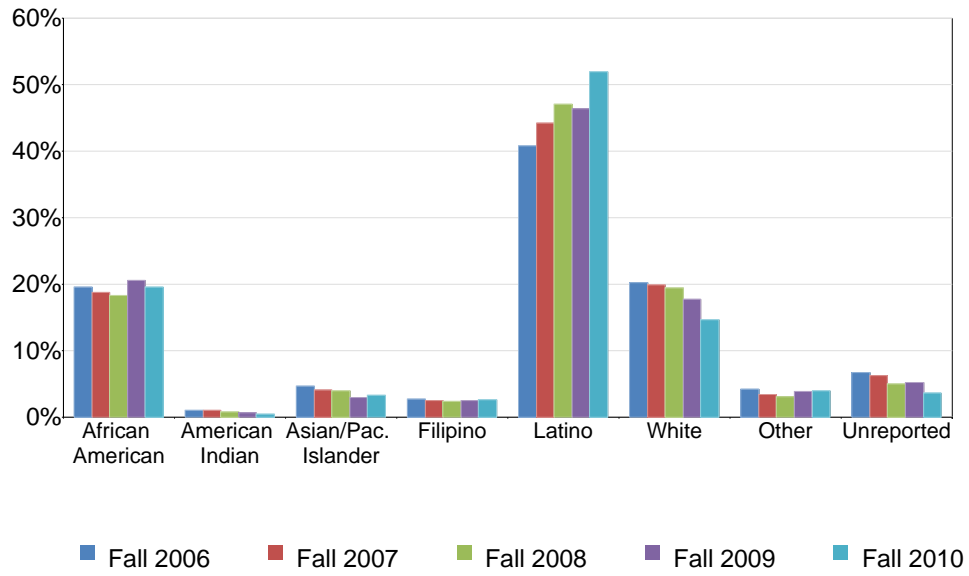


Figure 7. Math Basic Skills Course Enrollments by Ethnicity (Fall terms)



City College Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2007 - 2011

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

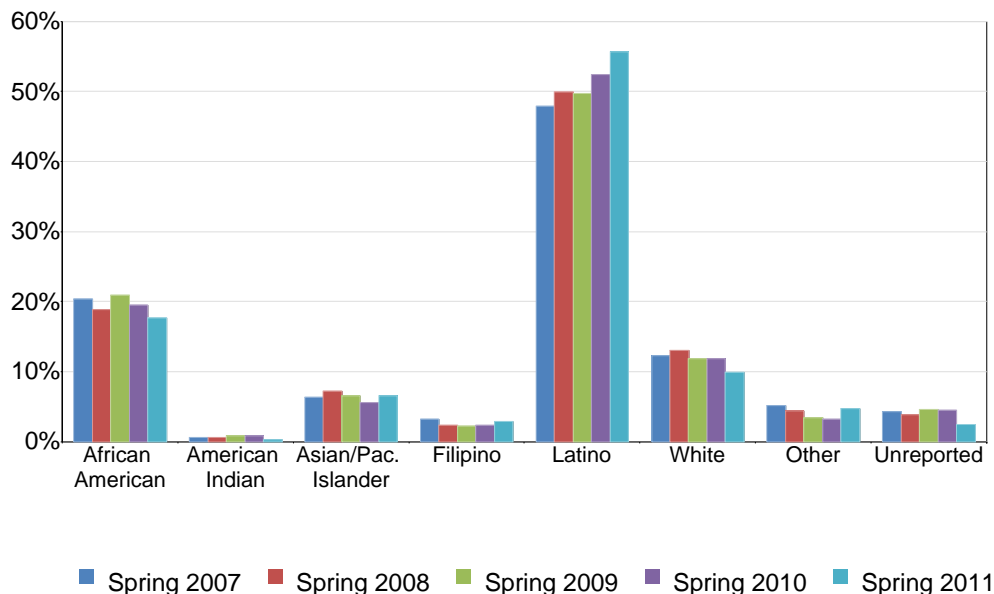


Figure 9. ESOL Course Enrollments by Ethnicity (Spring terms)

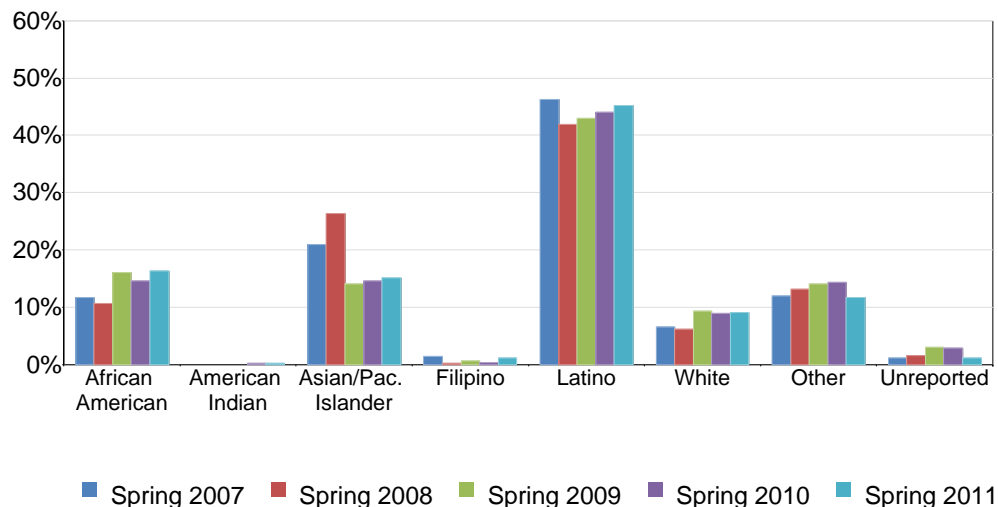
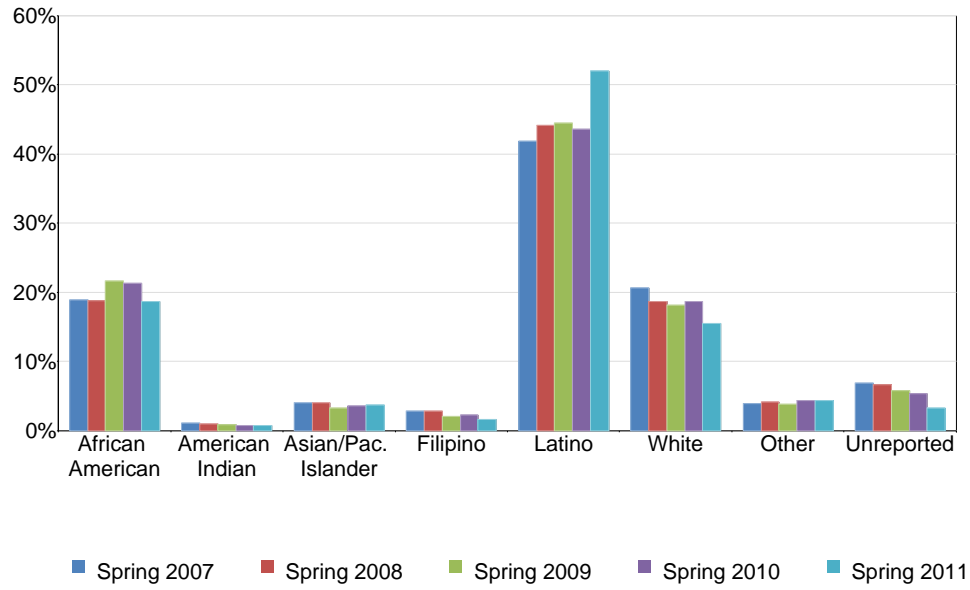


Figure 10. Math Basic Skills Enrollments by Ethnicity (Spring terms)



City College 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	308	19%	289	17%	323	19%	321	20%	348	16%	1,589	18%
American Indian	14	1%	7	0%	11	1%	10	1%	12	1%	54	1%
Asian/Pac. Islander	116	7%	140	8%	96	6%	104	6%	130	6%	586	7%
Filipino	36	2%	65	4%	44	3%	38	2%	61	3%	244	3%
Latino	768	48%	900	52%	905	53%	843	51%	1,253	58%	4,669	53%
White	208	13%	181	11%	221	13%	210	13%	205	9%	1,025	12%
Other	71	4%	72	4%	62	4%	60	4%	102	5%	367	4%
Unreported	67	4%	66	4%	56	3%	60	4%	53	2%	302	3%
Total	1,588	100%	1,720	100%	1,718	100%	1,646	100%	2,164	100%	8,836	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	43	11%	66	14%	54	12%	64	13%	61	13%	288	13%
American Indian	0	0%	0	0%	3	1%	0	0%	3	1%	6	0%
Asian/Pac. Islander	71	18%	112	23%	88	20%	73	15%	76	16%	420	18%
Filipino	5	1%	5	1%	3	1%	3	1%	7	1%	23	1%
Latino	172	44%	204	43%	182	41%	220	46%	224	46%	1,002	44%
White	30	8%	29	6%	42	9%	43	9%	43	9%	187	8%
Other	63	16%	45	9%	65	15%	58	12%	59	12%	290	13%
Unreported	3	1%	18	4%	11	2%	16	3%	15	3%	63	3%
Total	387	100%	479	100%	448	100%	477	100%	488	100%	2,279	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	328	20%	344	19%	374	18%	458	21%	501	19%	2,005	19%
American Indian	18	1%	18	1%	17	1%	16	1%	12	0%	81	1%
Asian/Pac. Islander	79	5%	74	4%	82	4%	66	3%	85	3%	386	4%
Filipino	45	3%	46	3%	48	2%	55	2%	66	3%	260	3%
Latino	685	41%	808	44%	963	47%	1,030	46%	1,334	52%	4,820	47%
White	340	20%	363	20%	397	19%	395	18%	376	15%	1,871	18%
Other	71	4%	62	3%	63	3%	87	4%	102	4%	385	4%
Unreported	113	7%	114	6%	102	5%	115	5%	94	4%	538	5%
Total	1,679	100%	1,829	100%	2,046	100%	2,222	100%	2,570	100%	10,346	100%

Source: SDCCD Information System

City College 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	291	20%	323	19%	373	21%	342	20%	327	18%	1,656	19%
American Indian	9	1%	10	1%	15	1%	14	1%	5	0%	53	1%
Asian/Pac. Islander	91	6%	123	7%	116	7%	97	6%	120	6%	547	6%
Filipino	46	3%	39	2%	39	2%	40	2%	54	3%	218	3%
Latino	686	48%	856	50%	886	50%	918	52%	1,030	56%	4,376	51%
White	175	12%	223	13%	211	12%	207	12%	183	10%	999	12%
Other	73	5%	75	4%	61	3%	56	3%	86	5%	351	4%
Unreported	61	4%	65	4%	82	5%	78	4%	45	2%	331	4%
Total	1,432	100%	1,714	100%	1,783	100%	1,752	100%	1,850	100%	8,531	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	48	12%	43	11%	81	16%	70	15%	81	16%	323	14%
American Indian	0	0%	0	0%	0	0%	1	0%	1	0%	2	0%
Asian/Pac. Islander	86	21%	106	26%	71	14%	70	15%	75	15%	408	18%
Filipino	6	1%	1	0%	3	1%	2	0%	6	1%	18	1%
Latino	190	46%	169	42%	217	43%	212	44%	224	45%	1,012	44%
White	27	7%	25	6%	47	9%	43	9%	45	9%	187	8%
Other	49	12%	53	13%	71	14%	69	14%	58	12%	300	13%
Unreported	5	1%	6	1%	15	3%	14	3%	6	1%	46	2%
Total	411	100%	403	100%	505	100%	481	100%	496	100%	2,296	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	324	19%	327	19%	418	22%	456	21%	395	19%	1,920	20%
American Indian	18	1%	16	1%	16	1%	17	1%	16	1%	83	1%
Asian/Pac. Islander	70	4%	70	4%	63	3%	78	4%	79	4%	360	4%
Filipino	48	3%	49	3%	40	2%	50	2%	34	2%	221	2%
Latino	718	42%	769	44%	858	44%	936	44%	1,101	52%	4,382	45%
White	354	21%	325	19%	349	18%	401	19%	327	15%	1,756	18%
Other	68	4%	72	4%	74	4%	93	4%	93	4%	400	4%
Unreported	117	7%	115	7%	112	6%	114	5%	70	3%	528	5%
Total	1,717	100%	1,743	100%	1,930	100%	2,145	100%	2,115	100%	9,650	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, 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 2006 at 64% and ending in Fall 2010 at 70%. The City College average persistence rate is lower than the All Colleges persistence rate (75%).

Female students on average had a slightly higher persistence rate than males (68% compared to 67%). The term persistence rate for females has increased from 65% in Fall 2006 to 72% in Fall 2009 and dipped down slightly to 70% in Fall 2010. The term persistence rate for males has fluctuated over the past five years. The All Colleges persistence rate for gender is slightly different compared to the City College rate where females and males had the same persistence rate (75% each).

On average the ethnic groups with the highest persistence rates were Latino students (71%), students categorized as 'Other' (69%) and African American students (67%). Persistence rates peaked for American Indian students in Fall 2009 (75%) and Latino students in Fall 2009 (74%). From Fall 2006 to Fall 2010 the term persistence rate increased by 14% for Filipino students, 13% for students categorized as 'Unreported' and 12% for students categorized as 'Other'.

Students with the highest persistence rates on average were students 18-24 years old and 50 years and older (71% each). From Fall 2006 to Fall 2010 the term persistence rate increased by 28% for students under 18 years old.

City College Term Persistence
Fall Terms: 2006 – 2010

Figure 11. Basic Skills Term Persistence

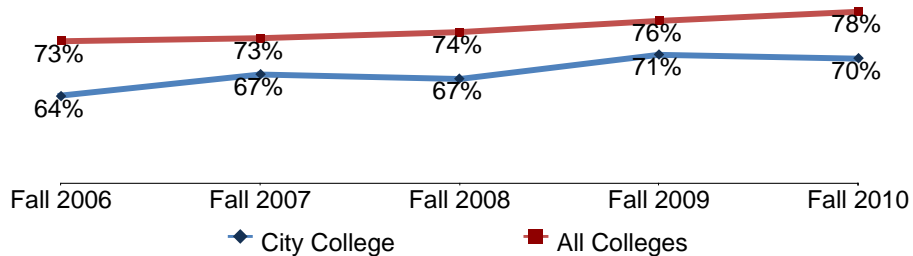


Table 21. Basic Skills Term Persistence

Cohort	Fall	Spring	Persistence	All Colleges Persistence Fall to Spring
Fall 2006	2,087	1,336	64%	73%
Fall 2007	2,221	1,499	67%	73%
Fall 2008	2,356	1,573	67%	74%
Fall 2009	2,471	1,746	71%	76%
Fall 2010	3,004	2,104	70%	78%
Average			68%	75%

Source: SDCCD Information System

Note: SDSU and UCSD students are excluded

City College Term Persistence by Gender
Fall Terms: 2006 – 2010

Figure 12. Basic Skills Term Persistence by Gender

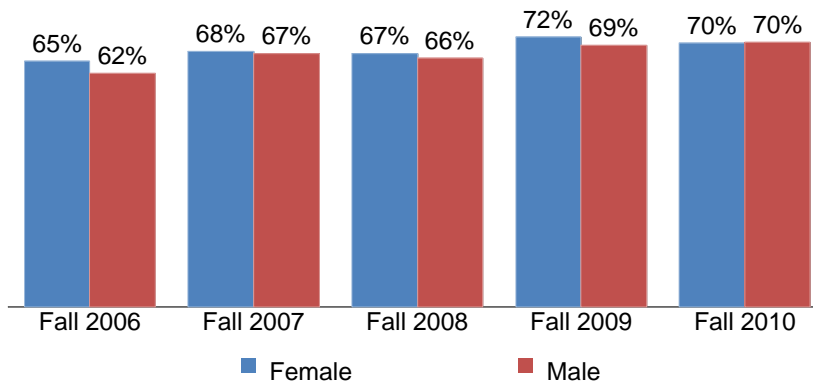


Table 22. Basic Skills Term Persistence by Gender

Cohort	Female			Male		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	1,294	844	65%	793	492	62%
Fall 2007	1,356	918	68%	864	580	67%
Fall 2008	1,433	964	67%	923	609	66%
Fall 2009	1,435	1,027	72%	1,036	719	69%
Fall 2010	1,722	1,205	70%	1,282	899	70%
Average			68%			67%

Source: SDCCD Information System

Note: SDSU and UCSD students are excluded

City College Term Persistence by Ethnicity

Fall Terms: 2006 – 2010

Figure 13. Basic Skills Term Persistence by Ethnicity

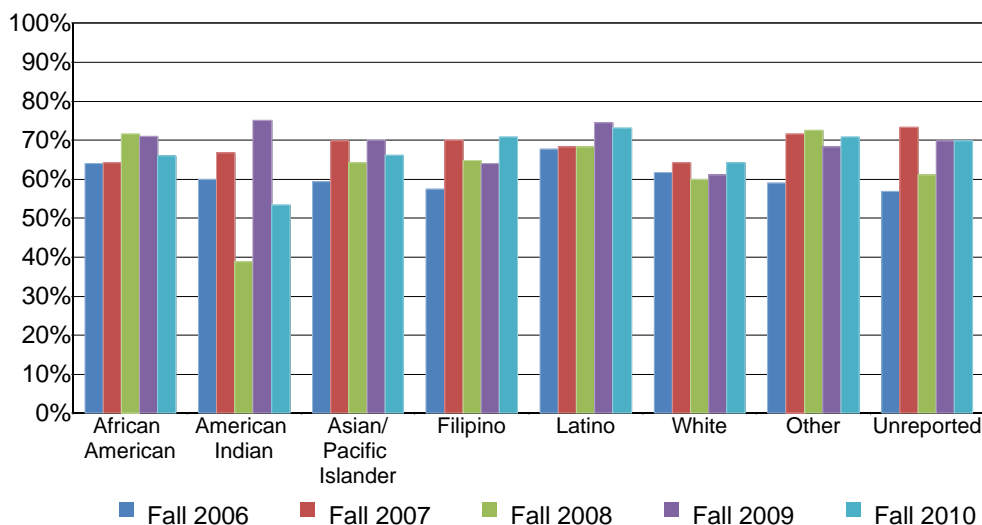


Table 23. Basic Skills Term Persistence by Ethnicity

Cohort	African American			American Indian			Asian/Pacific Islander			Filipino		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	344	220	64%	15	9	60%	160	95	59%	54	31	57%
Fall 2007	371	238	64%	15	10	67%	182	127	70%	60	42	70%
Fall 2008	394	282	72%	18	7	39%	151	97	64%	51	33	65%
Fall 2009	444	315	71%	12	9	75%	154	108	70%	61	39	64%
Fall 2010	484	319	66%	15	8	53%	177	117	66%	79	56	71%
Average			67%			57%			66%			66%

Cohort	Latino			White			Other			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	920	623	68%	378	233	62%	107	63	59%	109	62	57%
Fall 2007	1,050	718	68%	354	227	64%	95	68	72%	94	69	73%
Fall 2008	1,131	773	68%	399	239	60%	109	79	72%	103	63	61%
Fall 2009	1,174	874	74%	396	242	61%	117	80	68%	113	79	70%
Fall 2010	1,617	1,183	73%	385	247	64%	154	109	71%	93	65	70%
Average			71%			62%			69%			66%

Source: SDCCD Information System

Note: SDSU and UCSD students are excluded

City College Term Persistence by Age
Fall Terms: 2006 – 2010

Figure 14. Basic Skills Term Persistence by Age

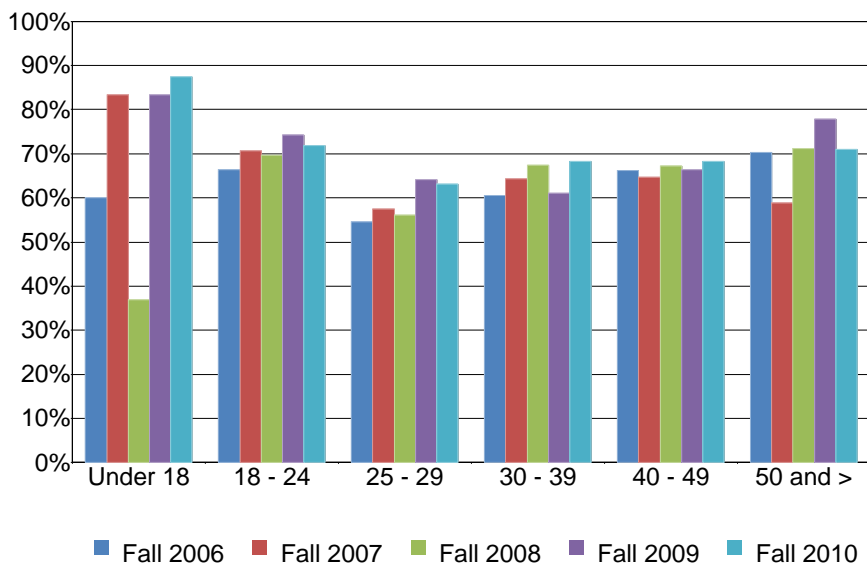


Table 24. Basic Skills Term Persistence by Age

Cohort	Under 18			18 - 24			25 - 29			30 - 39		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	15	9	60%	1,292	858	66%	310	169	55%	249	151	61%
Fall 2007	12	10	83%	1,414	1,000	71%	296	170	57%	264	170	64%
Fall 2008	46	17	37%	1,465	1,020	70%	324	182	56%	288	194	67%
Fall 2009	12	10	83%	1,498	1,113	74%	385	247	64%	332	203	61%
Fall 2010	8	7	88%	1,957	1,405	72%	405	256	63%	349	238	68%
Average			57%			71%			60%			65%

Cohort	40 - 49			50 and >		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	157	104	66%	64	45	70%
Fall 2007	178	115	65%	56	33	59%
Fall 2008	153	103	67%	80	57	71%
Fall 2009	149	99	66%	95	74	78%
Fall 2010	164	112	68%	121	86	71%
Average			67%			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

Over the fall terms from 2006 to 2010, retention rates increased steadily for both English 042 and English 048. The retention rates for English 043 and English 049 slightly fluctuated, yet increased from Fall 2006 to 2010. Retention rates increased for all English courses during the five-year period for spring and fall terms. Success rates increased for English 043 between the five fall and spring terms and for English 042 and 049 from Spring 2007 to Spring 2011. 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 American Indian, Asian/Pacific Islander, Filipino and Latino students had the highest retention rate (85%) in Basic Skills English courses. African American students and students categorized as 'Unreported' had comparatively low average retention rate (79% each). These retention rates differed slightly compared to the All Colleges retention rates with the Asian/Pacific Islander having the highest retention rate (86%). Success rates were highest for Filipino students (67%) and lowest for American Indian students (51%) over the five year period. The ethnic groups with the highest success rate at all three colleges were Asian/Pacific Islander and White students (66% each).

Retention rates displayed variations from Fall 2006 to Fall 2010, as well as from Spring 2007 to Spring 2011 for all ESOL courses except ESOL 031, for which there was a 7% decrease from Spring 2008 to Spring 2011. Success rates also displayed varied results for ESOL courses across the fall and spring terms. Success rates increased for ESOL 020 and 022 from Fall 2006 to Fall 2009, and for ESOL 019 and 032 from Spring 2007 to Spring 2011.

The ethnic groups with the highest average retention and success rate over the five year period in ESOL courses was American Indian (100% each) and Asian/Pacific Islander (95% and 85%). Filipino students also had an average retention rate of 95% but the lowest success rate (56%). African American students had the lowest average retention rate at 90%. The retention and success rates at City College were similar to the rates of all three colleges except that the White group had a comparatively high retention rate (93%) and the African American group had the lowest success rate.

Math 038 retention rates decreased from Fall 2006 to Fall 2010, while increased by 11% from Spring 2009 to Spring 2011. Math 034A retention rates increased by 10% over the spring terms but showed more variation over the fall terms. Retention rates for the other math courses displayed variations over the spring and fall terms. The success rates of Math 046 slightly decreased from Fall 2006 to Fall 2010. The success rates for the other courses showed variation over the fall and spring terms.

The 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: 2006 - 2010

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

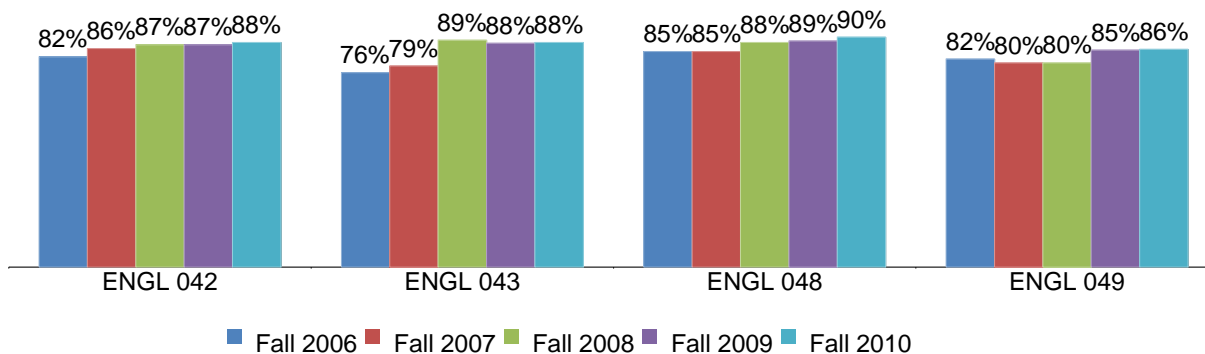


Figure 16. ESOL Writing Course Retention Rates (Fall terms)

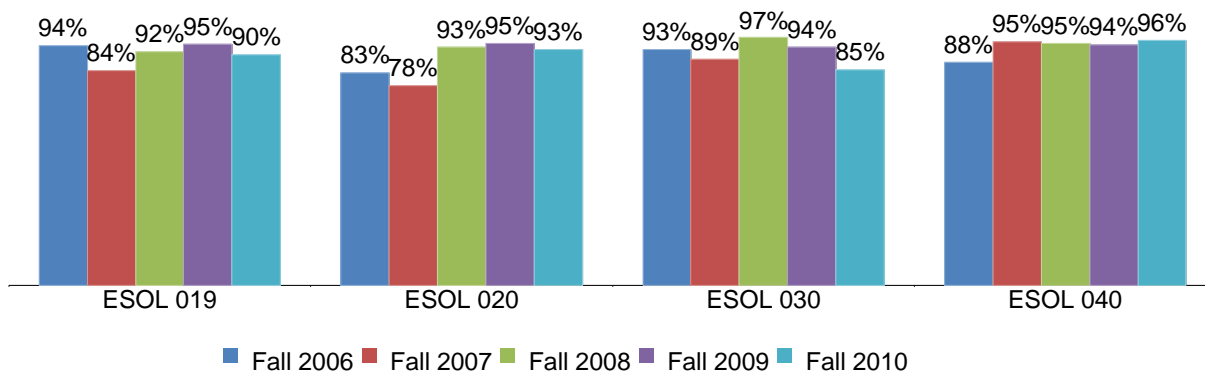


Figure 17. ESOL Reading Course Retention Rates (Fall terms)

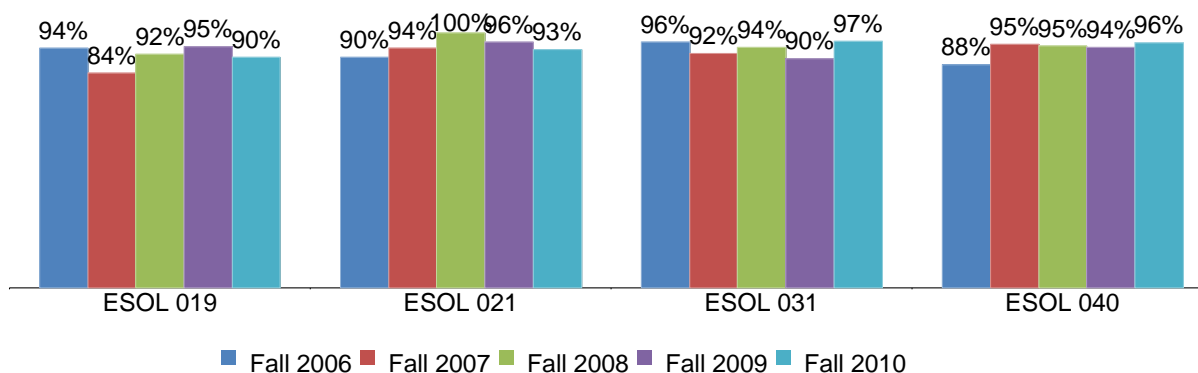


Figure 18. ESOL Listening/Speaking Course Retention Rates (Fall terms)

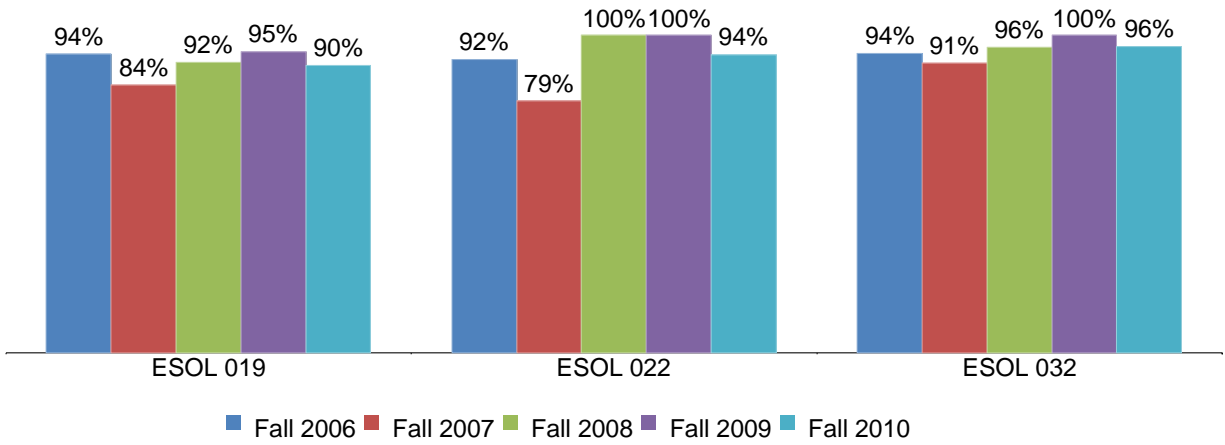
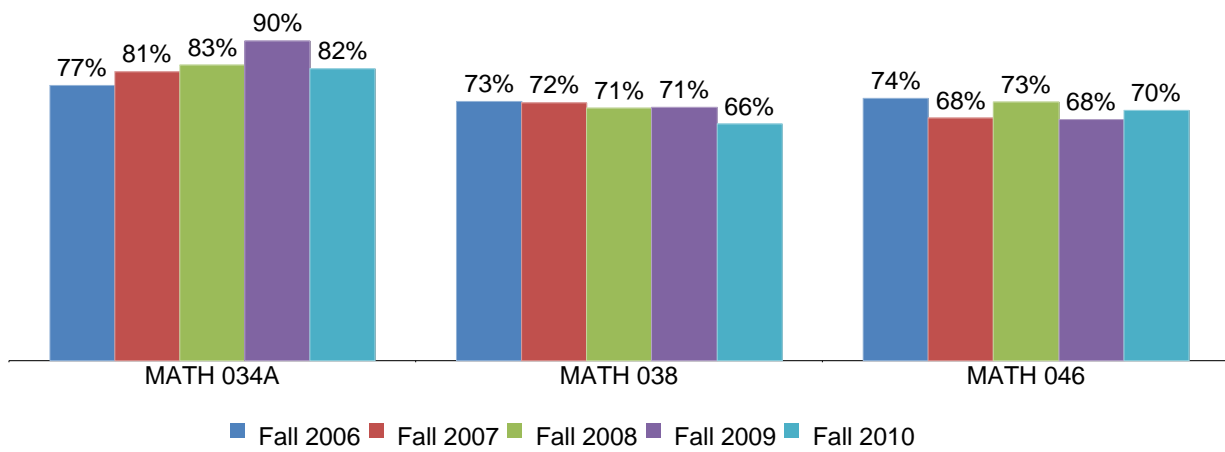


Figure 19. Math Basic Skills Course Retention Rates (Fall terms)



City College Basic Skills Course Retention Rates
Spring Terms: 2007 - 2011

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

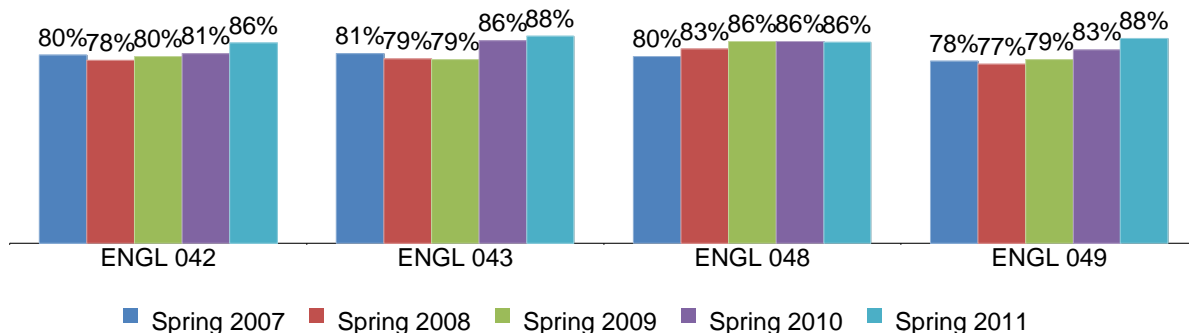


Figure 21. ESOL Writing Course Retention Rates (Spring terms)

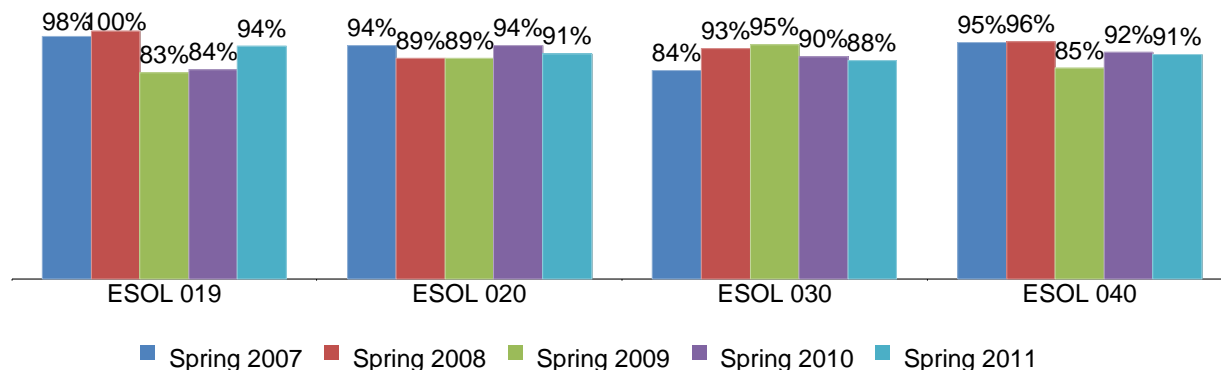


Figure 22. ESOL Reading Course Retention Rates (Spring terms)

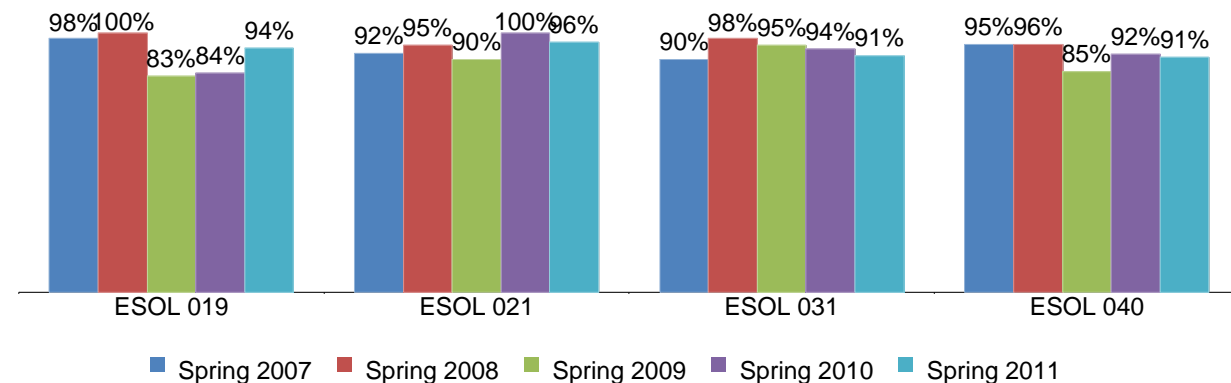


Figure 23. ESOL Listening/Speaking Course Retention Rates (Spring terms)

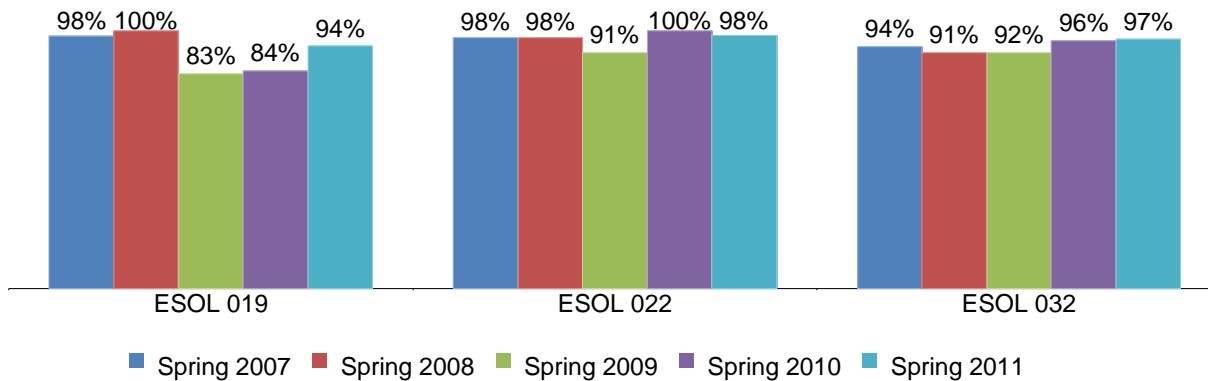
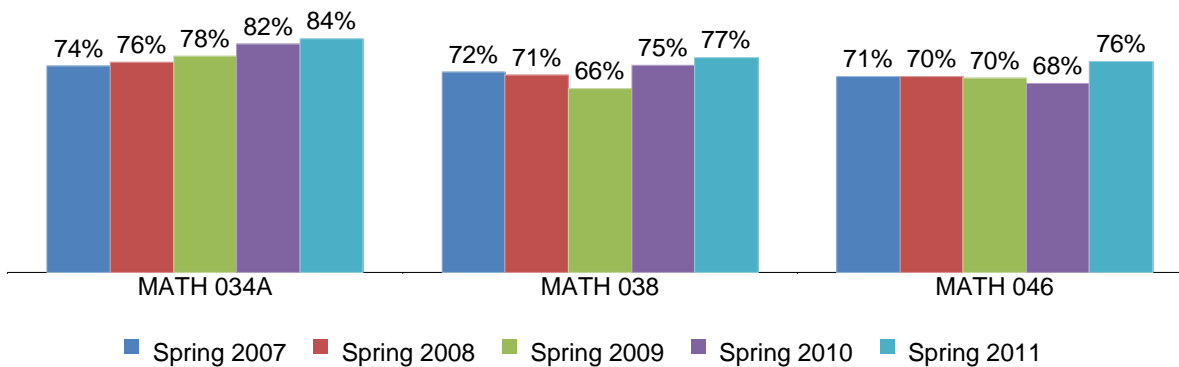


Figure 24. Math Basic Skills Courses Retention Rates (Spring terms)



City College Basic Skills Subject Retention Rates by Ethnicity
Fall Terms: 2006 - 2010

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

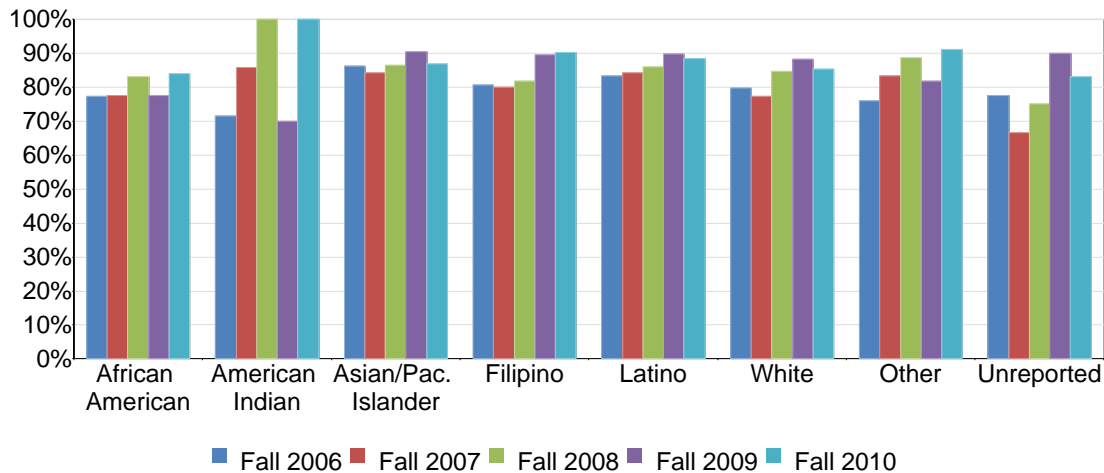


Figure 26. ESOL Course Retention Rates by Ethnicity (Fall terms)

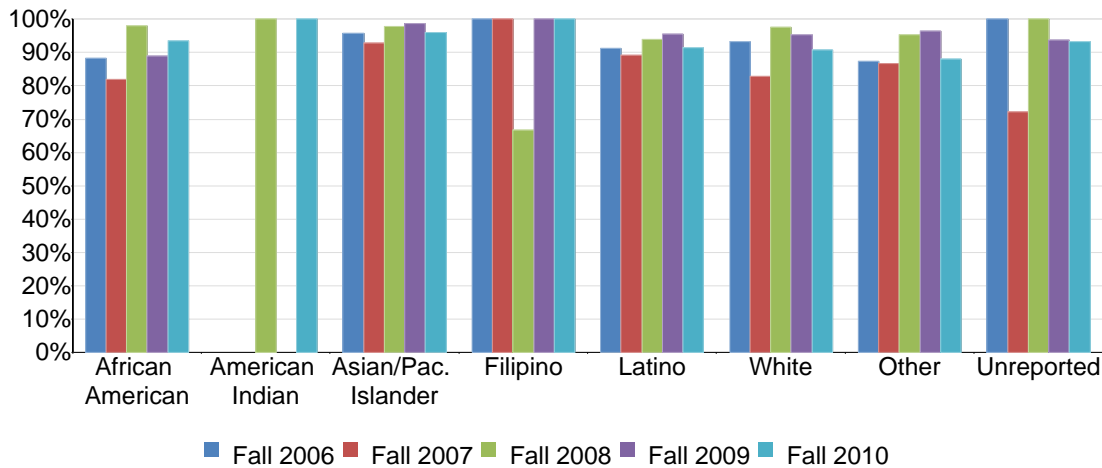
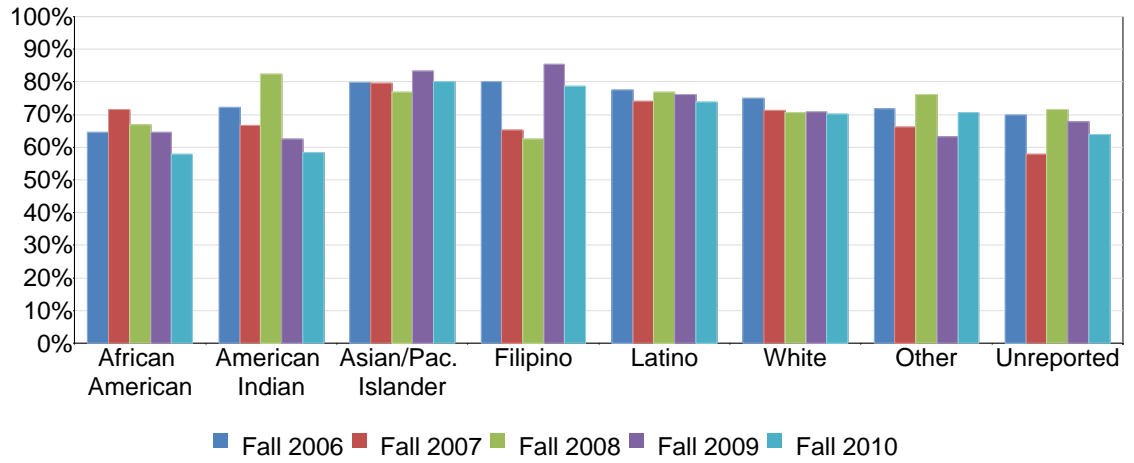


Figure 27. Math Basic Skills Course Retention Rates by Ethnicity (Fall terms)



City College Basic Skills Subject Retention Rates by Ethnicity
Spring Terms: 2007 - 2011

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

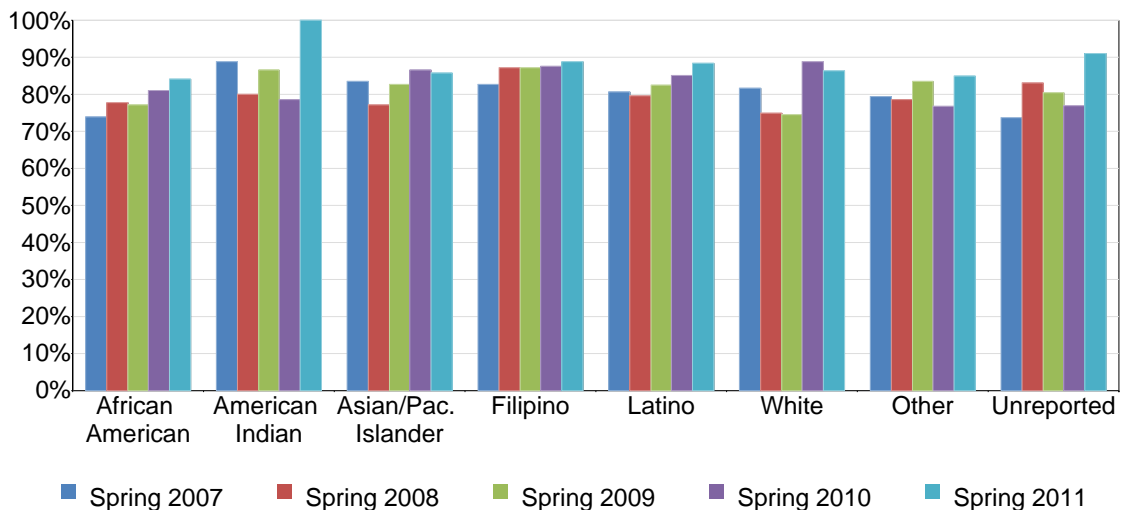


Figure 29. ESOL Course Retention Rates by Ethnicity (Spring terms)

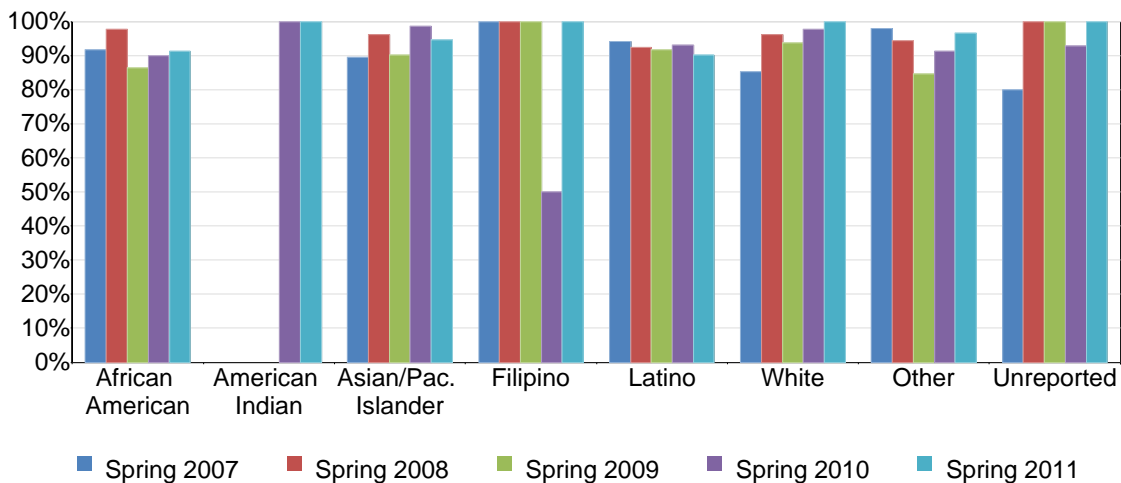
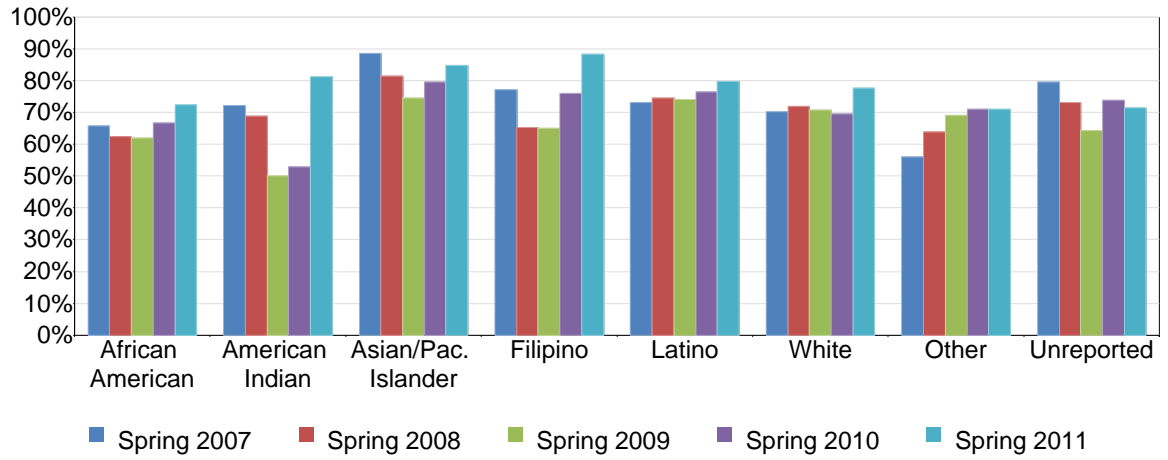


Figure 30. Math Basic Skills Course Retention Rates by Ethnicity (Spring terms)



City College Basic Skills Course Success Rates
Fall Terms: 2006 - 2010

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

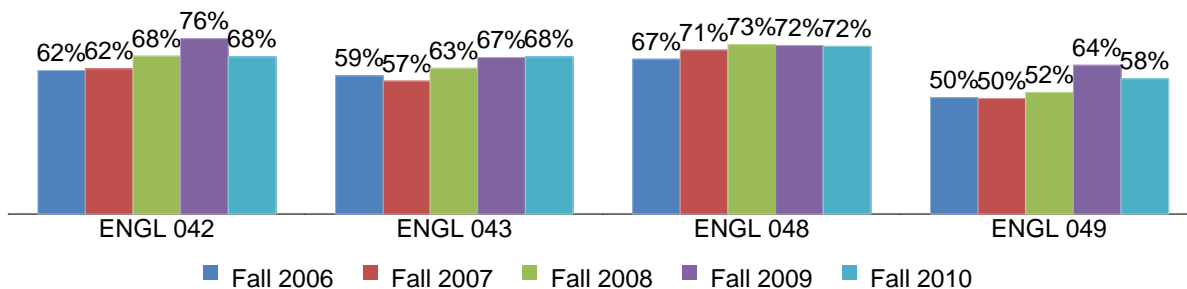


Figure 32. ESOL Writing Courses Success Rates (Fall terms)

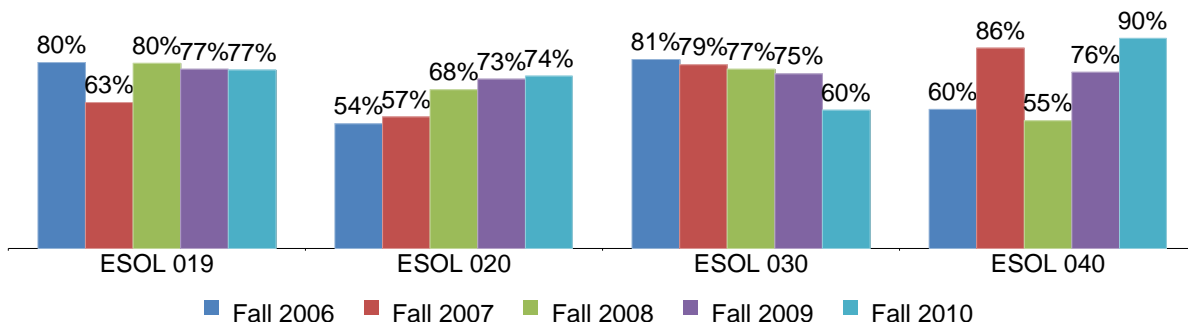


Figure 33. ESOL Reading Courses Success Rates (Fall terms)

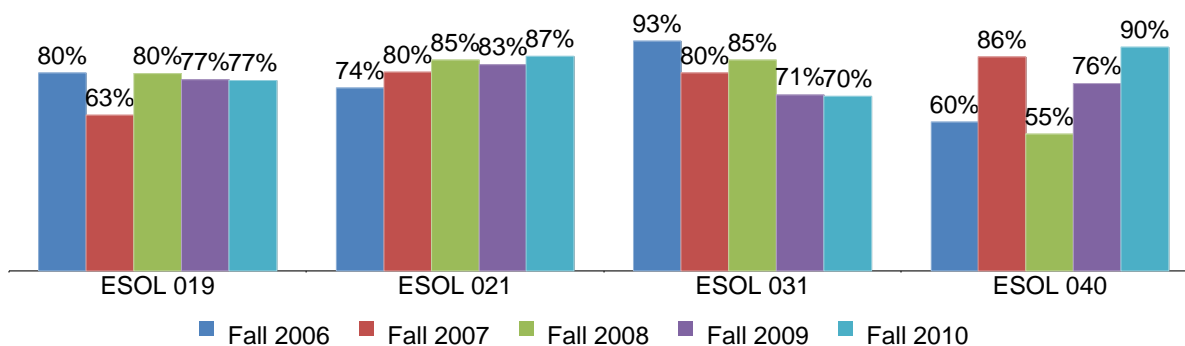


Figure 34. ESOL Listening/Speaking Course Success Rates (Fall terms)

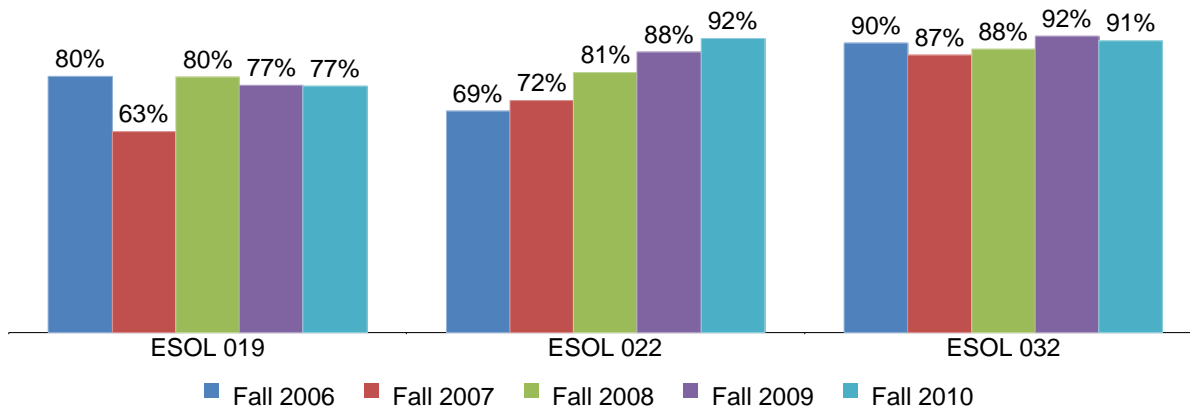
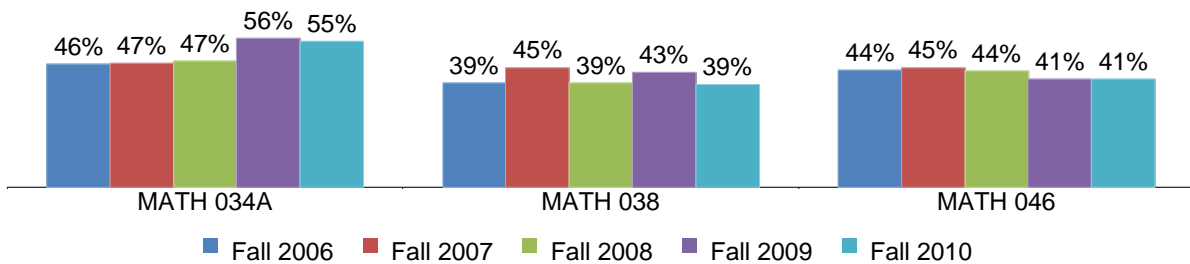


Figure 35. Math Basic Skills Course Success Rates (Fall terms)



City College Basic Skills Course Success Rates
Spring Terms: 2007 - 2011

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

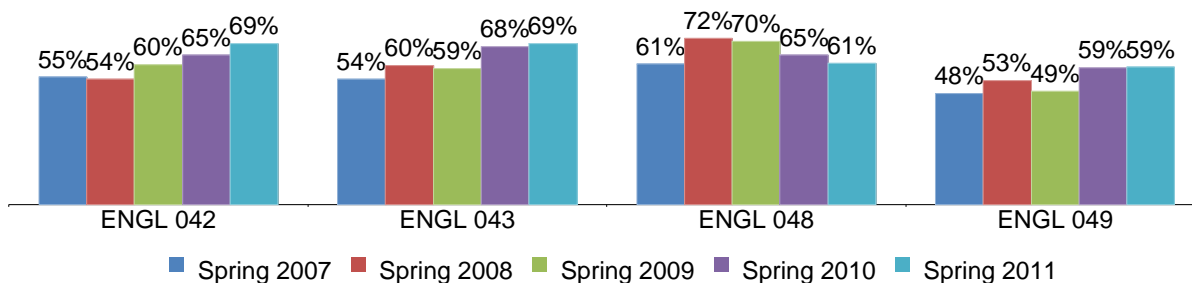


Figure 37. ESOL Writing Course Success Rates (Spring terms)

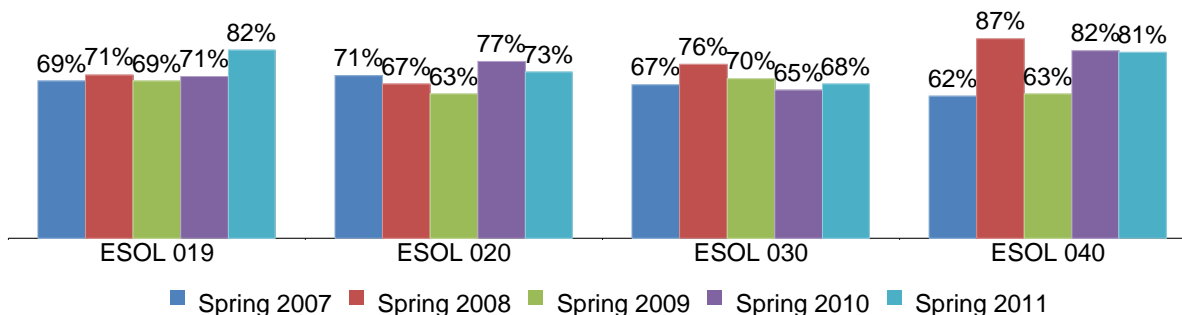


Figure 38. ESOL Reading Course Success Rates (Spring terms)

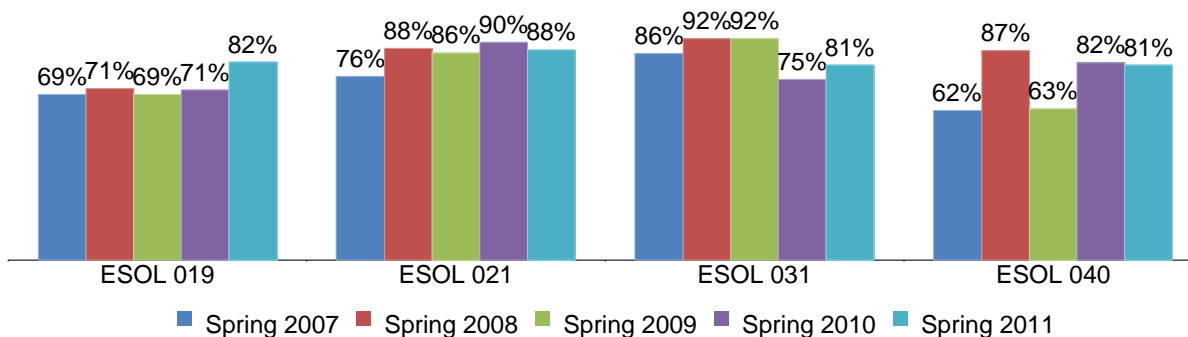


Figure 39. ESOL Listening/Speaking Course Success Rates (Spring terms)

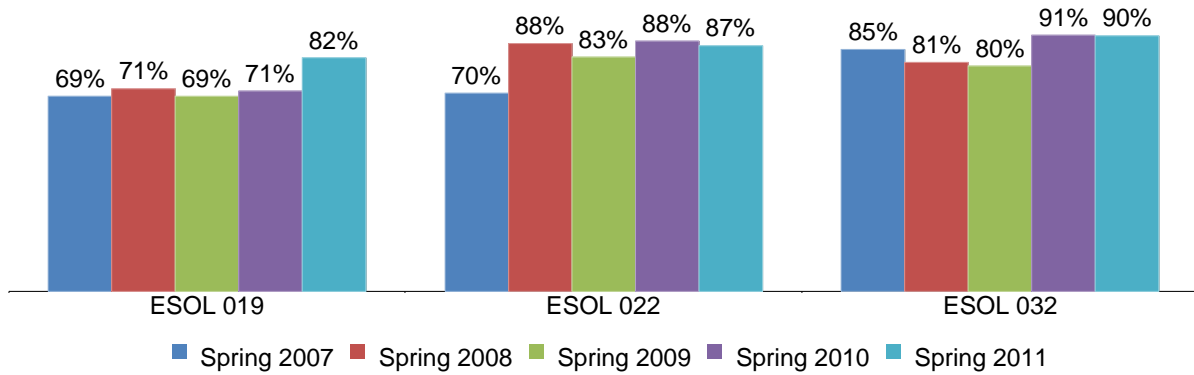
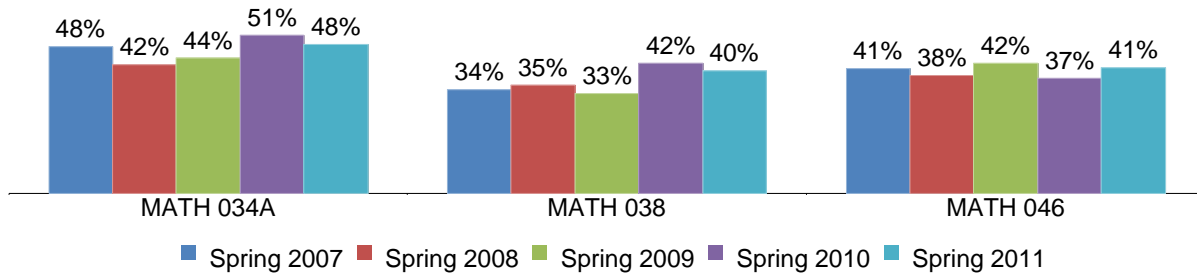


Figure 40. Math Basic Skills Course Success Rates (Spring terms)



City College Basic Skills Subject Success Rates by Ethnicity
Fall Terms: Fall 2006 - 2010

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

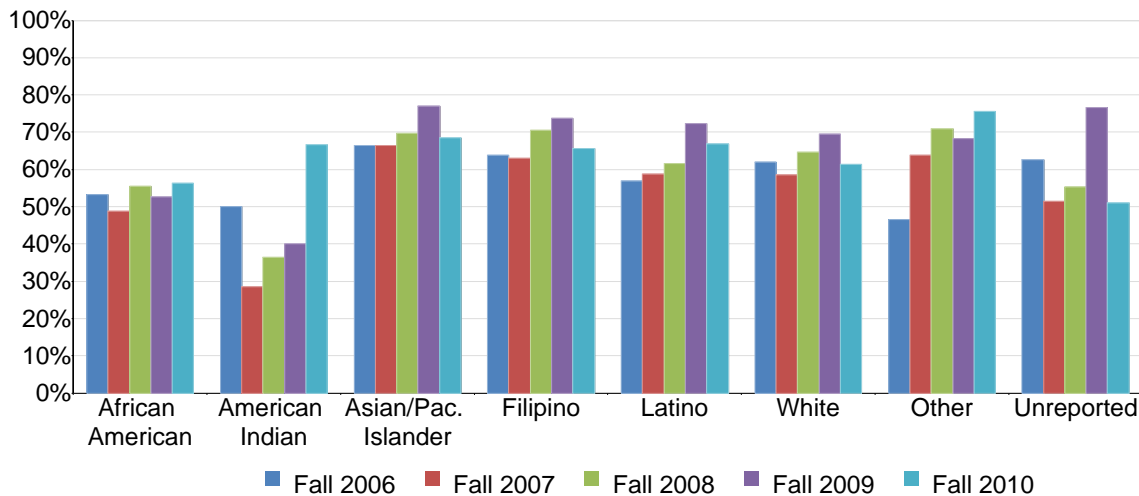


Figure 42. ESOL Course Success Rates by Ethnicity (Fall terms)

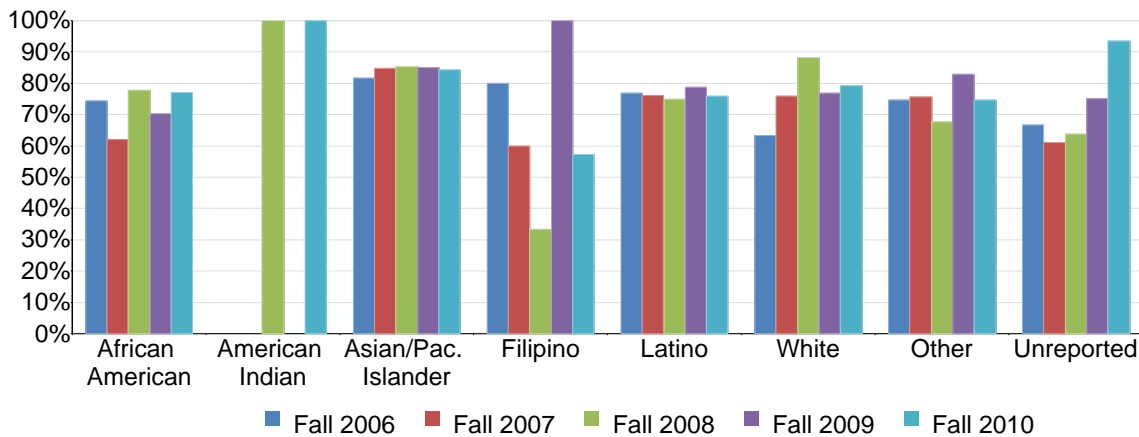
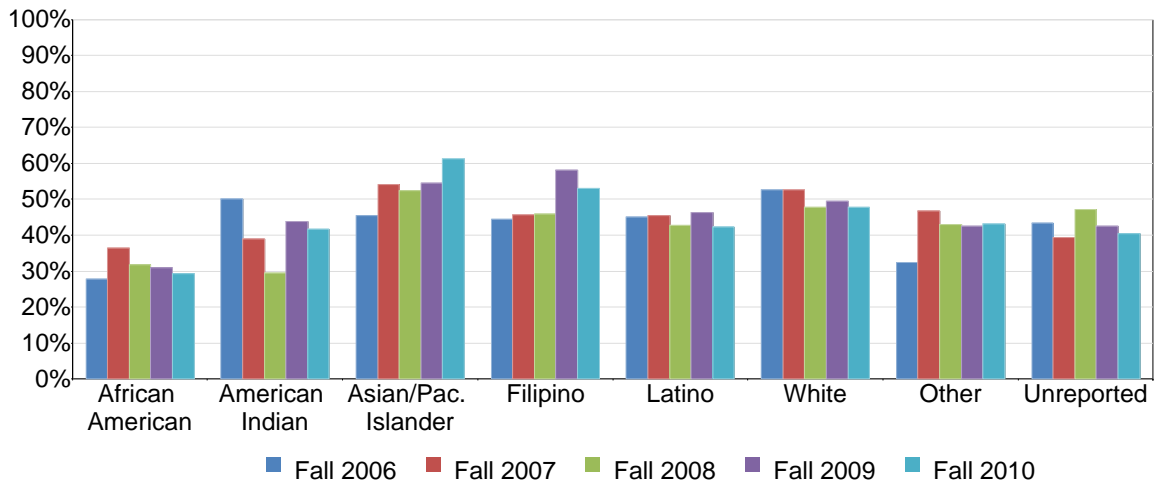


Figure 43. Math Basic Skills Course Success Rates by Ethnicity (Fall terms)



City College Basic Skills Subject Success Rates by Ethnicity
Spring Terms: 2007 - 2011

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

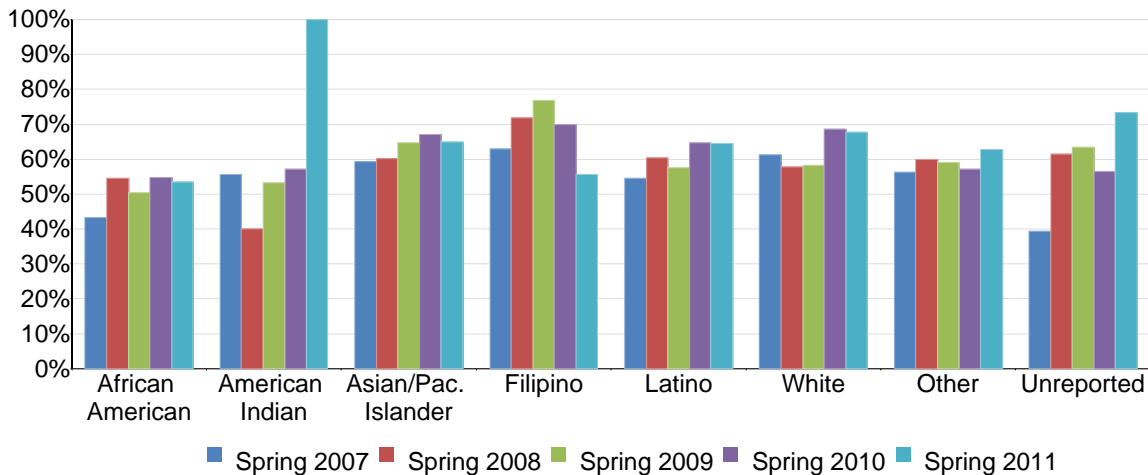


Figure 45. ESOL Course Success Rates by Ethnicity (Spring terms)

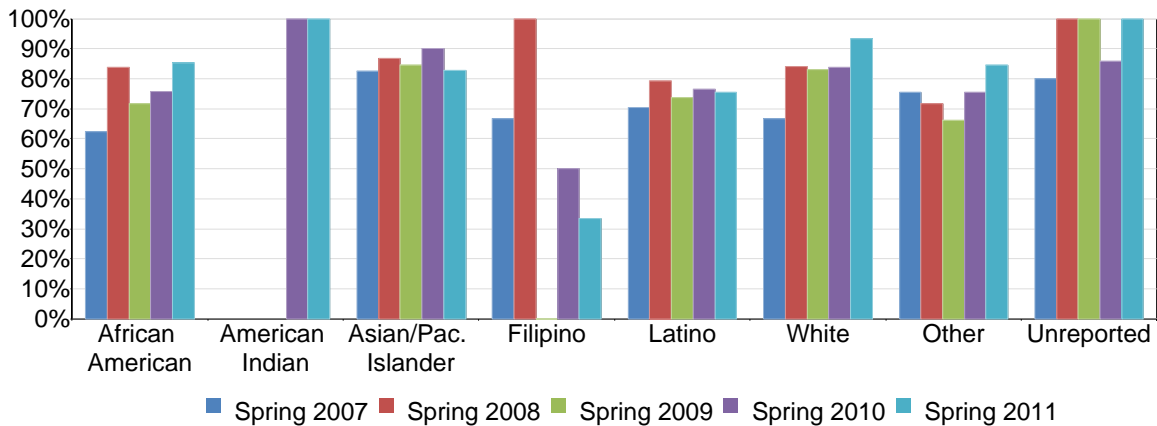
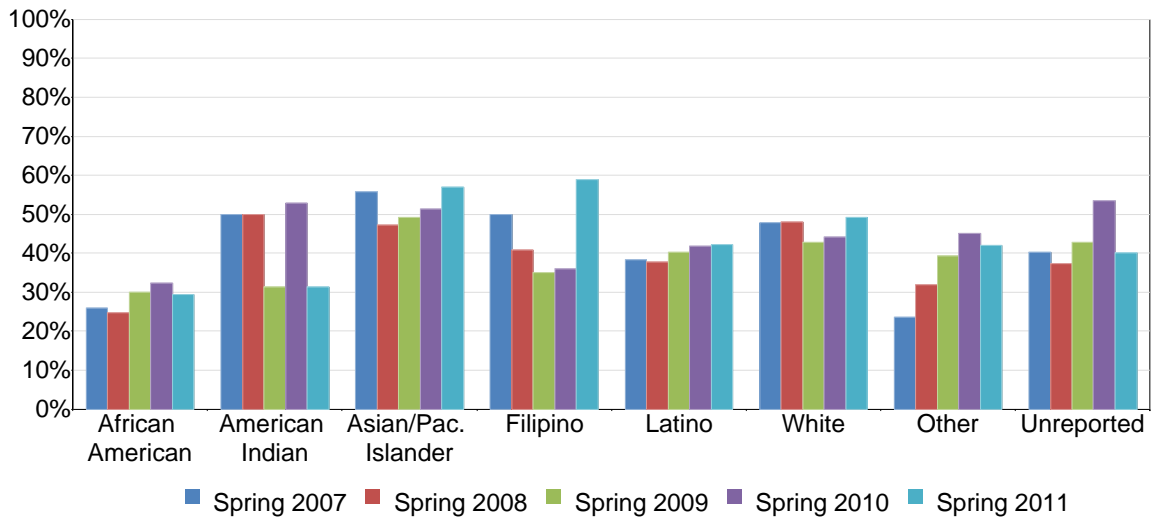


Figure 46. Math Basic Skills Course Success Rates by Ethnicity (Spring terms)



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 improvement rates for credit Basic Skills math, English and ESOL have been steadily increasing compared to the three most recent improvement rate cohorts (2004-05 to 2006-07 cohort, 2005-06 to 2007-08 cohort, and 2006-07 to 2008-09 cohort). The overall improvement rates for credit basic skills courses, English and math combined, demonstrated the same increasing trend from 41% for the 2004-05 to 2006-07 cohort to 47% for the 2006-07 to 2008-09 cohort. The improvement rates for Basic Skills English courses have increased from 54% to 57% and from 36% to 39% for math cohorts. ESL course improvement rates demonstrated the most increase from 31% to 43%. Overall, the course improvement rates for City College were lower compared to the course improvement rates statewide.

City College Improvement Rates by Subject
2004/05-2006/07 to 2006/07-2008/09

Table 25. City College 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	36%	39%	39%
English Course Improvement Rate	54%	55%	57%
ESL Courses Improvement Rate	31%	37%	43%
All Basic Skills Courses Improvement Rate (Mathematics + English)	41%	46%	47%

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, 18% of the first time Basic Skills students received orientation, 36% received placement and assessment, 19% received counseling services, and 23% received follow-up services over the three fall terms being reported (Fall 2006, Fall 2007, and Fall 2008). These rates are higher for the Fall 2007 cohort compared to the other two terms.

City College Matriculation Services
Fall Terms: 2006 - 2008

Table 27. City College First-Time Students Receiving Matriculation Services

	Total Students	Received Orientation	Percent	Received Placement Assessment	Percent	Received Counseling	Percent	Received Follow-up	Percent
Fall 2006	3,014	554	18%	1,044	35%	610	20%	603	20%
Fall 2007	3,282	671	20%	1,301	40%	757	23%	895	27%
Fall 2008	2,994	431	14%	1,045	35%	425	14%	609	20%
Total/Ave	9,290	1,656	18%	3,390	36%	1,792	19%	2,107	23%

Source: California Community College Chancellor's Office MIS