



# **Mesa College Basic Skills Report 2011**

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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 <sup>1</sup> → 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 <sup>2</sup> → 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, 36% of incoming students who took the reading placement test placed into a Basic Skills level English reading course, another 10% needed English advising or were advised to take the ESOL test due to low scores, and the majority (53%) placed into Transfer/Associate level English. In 2008/09, 704 incoming students placed into Basic Skills reading, and the number increased by 8% to 760 in 2010/11. The number of incoming students who placed into Transfer/Associate level English based on the reading placement increased by 12% from 1,040 in 2008/09 to 1,163 in 2010/11.

On average, 63% of incoming students who took the writing placement test placed into a Basic Skills level English writing course, another 11% needed English advising or were advised to take the ESOL test due to low scores, and 26% placed into Transfer/Associate level English. In 2008/09, 1,231 incoming students placed into Basic Skills writing, and the number increased by 4% to 1,278 in Fall 2010/11. The number of incoming students who placed into Transfer/Associate level English based on the writing placement increased by 2% from 510 in 2008/09 to 520 in 2010/11.

Of those incoming students who took the ESOL placement test, 33% on average placed into the first level, 21% into the second level, and 27% into the third level, while 19% placed into the highest level. The greatest increase over the most recent three years was seen in the proportion of students placing into the first level (increased by 27% from 48 incoming students in 2008/09 to 61 in 2010/11). The proportion of students who did not take the ESOL placement test remained steady (96%) over the three years being reported (2008/09 to 2010/11).

On average, two-thirds (67%) of incoming students who took the math placement test placed into a Basic Skills level math course. The volume of Basic Skills math placements has increased by 12% from 1,330 in 2008/09 to 1,492 in 2010/11. Additionally, on average, a relatively smaller percentage of students placed into Associate level math (12%) or Transfer level math (18%).

A relatively large percentage of incoming students did not take the English reading nor writing placement test, nor the math placement test. On average over the most recent three years, 41% did not take the English reading placement test, 43% did not take the English writing placement test, and 40% did not take the math placement test. These percentages have changed (from 44% to 42% for English reading, from 44% to 46% for English writing, and from 43% to 41% for math) over the three years being reported (2008/09 to 2010/11).



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

Figure 1. Reading Placement Trends

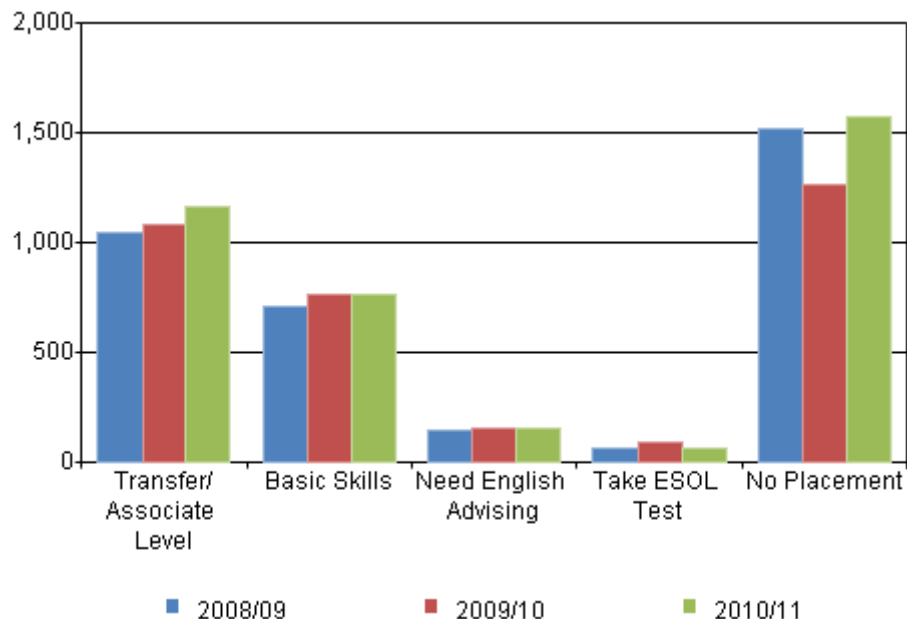
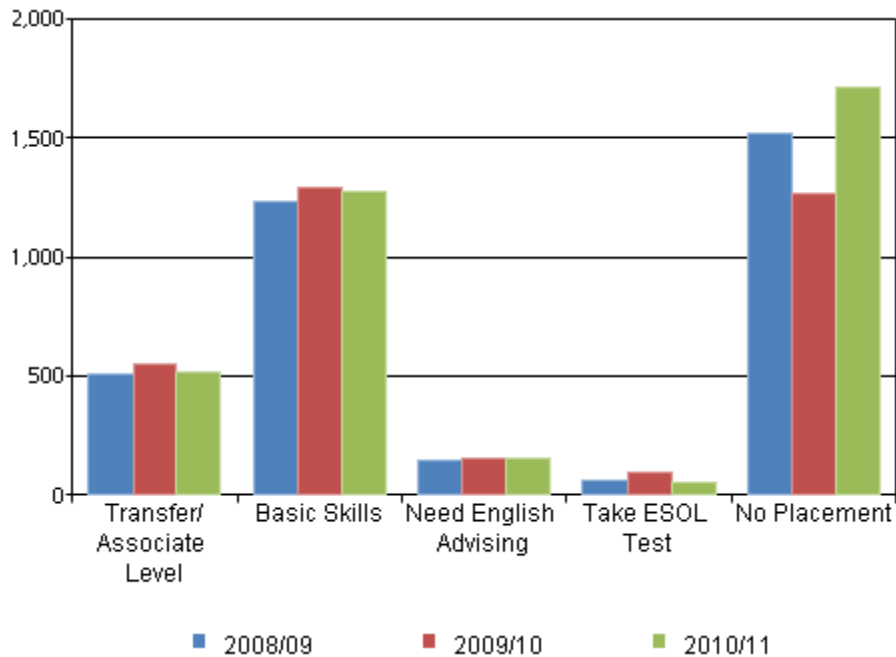


Figure 2. Writing Placement Trends



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

Figure 3. Math Placement Trends

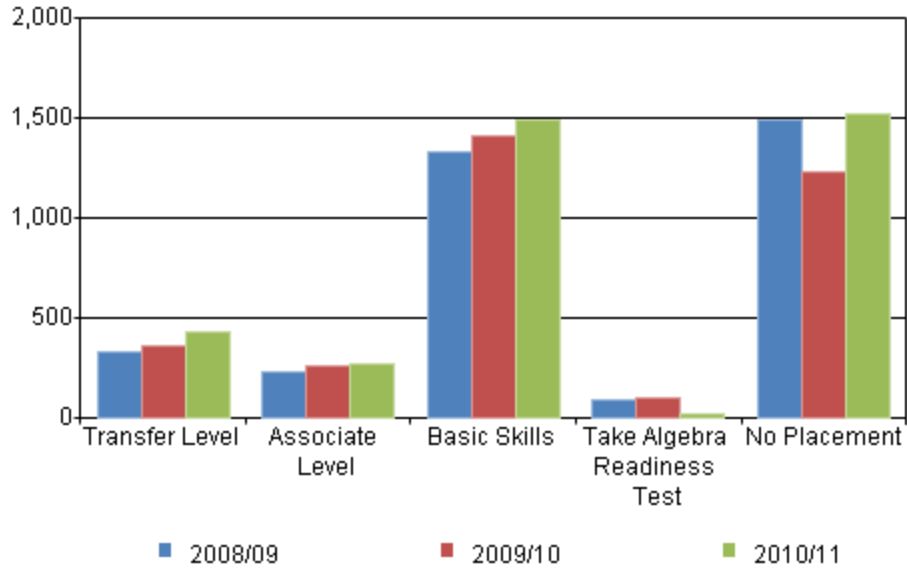
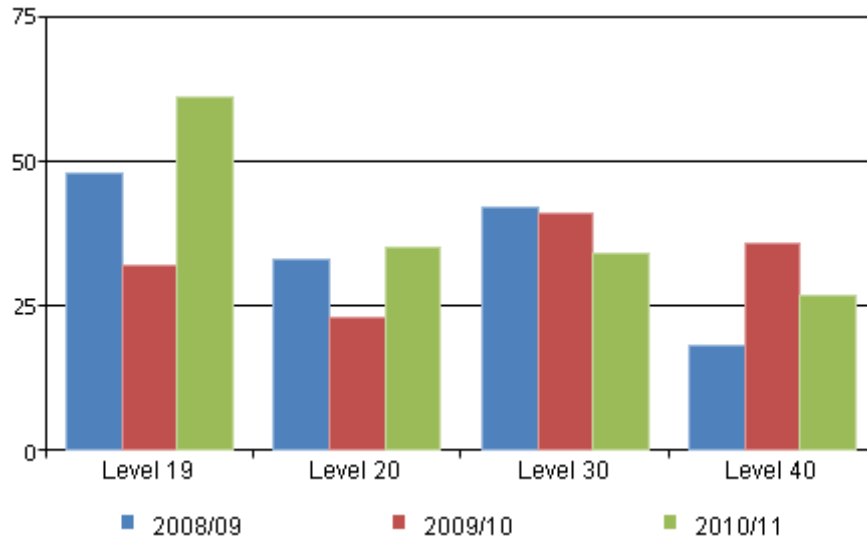


Figure 4. ESOL Placement Trends



Mesa 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	1,951	56%	2,086	62%	2,139	58%	6,176	59%	10%
	No Placement	1,517	44%	1,264	38%	1,573	42%	4,354	41%	4%
	<b>Total Students</b>	<b>3,468</b>	<b>100%</b>	<b>3,350</b>	<b>100%</b>	<b>3,712</b>	<b>100%</b>	<b>10,530</b>	<b>100%</b>	<b>7%</b>
Distribution of Students Who Took a Test	Transfer/Associate Level	1,040	53%	1,076	52%	1,163	54%	3,279	53%	12%
	Basic Skills	704	36%	763	37%	760	36%	2,227	36%	8%
	Need English Advising	145	7%	155	7%	157	7%	457	7%	8%
	Take ESOL Test	62	3%	92	4%	59	3%	213	3%	-5%
	<b>Total Tested</b>	<b>1,951</b>	<b>100%</b>	<b>2,086</b>	<b>100%</b>	<b>2,139</b>	<b>100%</b>	<b>6,176</b>	<b>100%</b>	<b>10%</b>

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	1,949	56%	2,087	62%	2,001	54%	6,037	57%	3%
	No Placement	1,519	44%	1,263	38%	1,711	46%	4,493	43%	13%
	<b>Total Students</b>	<b>3,468</b>	<b>100%</b>	<b>3,350</b>	<b>100%</b>	<b>3,712</b>	<b>100%</b>	<b>10,530</b>	<b>100%</b>	<b>7%</b>
Distribution of Students Who Took a Test	Transfer/Associate Level	510	26%	549	26%	520	26%	1,579	26%	2%
	Basic Skills	1,231	63%	1,291	62%	1,278	64%	3,800	63%	4%
	Need English Advising	146	7%	155	7%	153	8%	454	8%	5%
	Take ESOL Test	62	3%	92	4%	50	2%	204	3%	-19%
	<b>Total Tested</b>	<b>1,949</b>	<b>100%</b>	<b>2,087</b>	<b>100%</b>	<b>2,001</b>	<b>100%</b>	<b>6,037</b>	<b>100%</b>	<b>3%</b>

Source: SDCCD Information System

Mesa 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	1,975	57%	2,121	63%	2,195	59%	6,291	60%	11%
	No Placement	1,493	43%	1,229	37%	1,517	41%	4,239	40%	2%
	<b>Total Students</b>	<b>3,468</b>	<b>100%</b>	<b>3,350</b>	<b>100%</b>	<b>3,712</b>	<b>100%</b>	<b>10,530</b>	<b>100%</b>	<b>7%</b>
Distribution of Students Who Took a Test	Transfer Level	329	17%	355	17%	426	19%	1,110	18%	29%
	Associate Level	230	12%	257	12%	261	12%	748	12%	13%
	Basic Skills	1,330	67%	1,411	67%	1,492	68%	4,233	67%	12%
	Take Algebra Test	86	4%	98	5%	16	1%	200	3%	-81%
	<b>Total Tested</b>	<b>1,975</b>	<b>100%</b>	<b>2,121</b>	<b>100%</b>	<b>2,195</b>	<b>100%</b>	<b>6,291</b>	<b>100%</b>	<b>11%</b>

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	141	4%	132	4%	157	4%	430	4%	11%
	No Placement	3,327	96%	3,218	96%	3,555	96%	10,100	96%	7%
	<b>Total Students</b>	<b>3,468</b>	<b>100%</b>	<b>3,350</b>	<b>100%</b>	<b>3,712</b>	<b>100%</b>	<b>10,530</b>	<b>100%</b>	<b>7%</b>
Distribution of Students Who Took a Test	Level 40	18	13%	36	27%	27	17%	81	19%	50%
	Level 30	42	30%	41	31%	34	22%	117	27%	-19%
	Level 20	33	23%	23	17%	35	22%	91	21%	6%
	Level 19	48	34%	32	24%	61	39%	141	33%	27%
	<b>Total Tested</b>	<b>141</b>	<b>100%</b>	<b>132</b>	<b>100%</b>	<b>157</b>	<b>100%</b>	<b>430</b>	<b>100%</b>	<b>11%</b>

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**

Approximately half of the English Basic Skills enrollments, on average, were in English 049 (47% on average in the fall semesters and 49% in the spring semesters), approximately one-quarter were in English 048 (25% in fall semesters and 24% in spring semesters), and the remaining one-quarter were in English 042 or 043 (28% in fall semesters and 27% in spring semesters). English 042 enrollments have seen a 39% increase from academic year Fall 2006/Spring 2007 to Fall 2010/Spring 2011. Overall, English Basic Skills enrollments increased by 13% from Fall 2006/Spring 2007 to Fall 2010/Spring 2011.

The greatest percentage of ESOL enrollments were in the ESOL 30-series (40% on average in the fall semesters and 48% in the spring semesters). ESOL enrollments have fluctuated over the five-year period from academic year Fall 2006/Spring 2007 to Fall 2010/Spring 2011. Overall, ESOL Basic Skills enrollments decreased by 5% from Fall 2006/Spring 2007 to Fall 2010/Spring 2011.

The majority of math Basic Skills enrollments, on average, were in Math 046 (63% in fall and 59% in spring semesters). Math 034A has seen the greatest increase in enrollment between Fall 2006/Spring 2007 and Fall 2010/Spring 2011 (increased by 100% in fall and 212% in spring). Overall, math Basic Skills enrollments increased by 19% from Fall 2006/Spring 2007 to Fall 2010/Spring 2011.

Looking at averages for the fall and spring terms combined of the five most recent years of data, 30% of English Basic Skills students were Latino, 28% were White, and 20% were Asian/Pacific Islander. Latino students were underrepresented, while White and Asian/Pacific Islander students were overrepresented in English Basic Skills at Mesa compared to the All Colleges percentages (36% Latino, 21% White, and 15% Asian/Pacific Islander).

On average over the past five years, for fall and spring terms combined, 55% of ESOL Basic Skills students were Asian/Pacific Islander students, one-quarter were Latino (23%), and one-tenth were White (11%). Asian/Pacific Islander students were overrepresented, and Latino and White students were underrepresented in ESOL Basic Skills at Mesa compared to the All Colleges percentages (40% Asian/Pacific Islander, 26% Latino, and 14% White).

On average over the past five years, for fall and spring terms combined, 37% of math Basic Skills students were White students, 29% were Latino, and one-tenth were African-American (10%). White students were overrepresented, and Latino and African-American students were underrepresented in math Basic Skills at Mesa compared to the All Colleges percentages (29% White, 35% Latino, and 14% African-American).

Mesa 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	127	8%	158	9%	193	12%	163	11%	168	10%	809	10%
ENGL 043	299	18%	318	18%	269	16%	253	17%	311	18%	1,450	18%
ENGL 048	388	24%	466	27%	404	25%	384	25%	408	24%	2,050	25%
ENGL 049	804	50%	811	46%	769	47%	706	47%	801	47%	3,891	47%
<b>Total</b>	<b>1,618</b>	<b>100%</b>	<b>1,753</b>	<b>100%</b>	<b>1,635</b>	<b>100%</b>	<b>1,506</b>	<b>100%</b>	<b>1,688</b>	<b>100%</b>	<b>8,200</b>	<b>100%</b>

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	35	17%	39	20%	47	27%	41	25%	41	23%	203	22%
ESOL 020	51	24%	46	24%	43	24%	41	25%	39	22%	220	24%
ESOL 030	63	30%	62	32%	46	26%	42	26%	38	22%	251	27%
ESOL 040	61	29%	45	23%	41	23%	40	24%	57	33%	244	27%
<b>Total</b>	<b>210</b>	<b>100%</b>	<b>192</b>	<b>100%</b>	<b>177</b>	<b>100%</b>	<b>164</b>	<b>100%</b>	<b>175</b>	<b>100%</b>	<b>918</b>	<b>100%</b>

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	35	18%	39	22%	47	27%	41	23%	41	21%	203	22%
ESOL 021	46	23%	46	25%	36	21%	48	27%	45	23%	221	24%
ESOL 031	58	29%	51	28%	51	29%	47	27%	50	26%	257	28%
ESOL 040	61	31%	45	25%	41	23%	40	23%	57	30%	244	26%
<b>Total</b>	<b>200</b>	<b>100%</b>	<b>181</b>	<b>100%</b>	<b>175</b>	<b>100%</b>	<b>176</b>	<b>100%</b>	<b>193</b>	<b>100%</b>	<b>925</b>	<b>100%</b>

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	35	31%	39	33%	47	36%	41	32%	41	31%	203	33%
ESOL 022	35	31%	40	34%	38	29%	42	33%	42	32%	197	32%
ESOL 032	44	39%	40	34%	44	34%	44	35%	48	37%	220	35%
<b>Total</b>	<b>114</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>129</b>	<b>100%</b>	<b>127</b>	<b>100%</b>	<b>131</b>	<b>100%</b>	<b>620</b>	<b>100%</b>

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	69	4%	108	6%	105	6%	109	7%	138	8%	529	6%
MATH 038	536	32%	534	32%	499	30%	489	30%	548	31%	2,606	31%
MATH 046	1,077	64%	1,030	62%	1,037	63%	1,056	64%	1,085	61%	5,285	63%
<b>Total</b>	<b>1,682</b>	<b>100%</b>	<b>1,672</b>	<b>100%</b>	<b>1,641</b>	<b>100%</b>	<b>1,654</b>	<b>100%</b>	<b>1,771</b>	<b>100%</b>	<b>8,420</b>	<b>100%</b>

Source: SDCCD Information System



Mesa 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	123	8%	173	10%	192	11%	169	11%	179	10%	836	10%
ENGL 043	231	16%	286	16%	302	18%	282	18%	310	17%	1,411	17%
ENGL 048	400	27%	352	20%	369	22%	395	25%	445	25%	1,961	24%
ENGL 049	724	49%	923	53%	808	48%	719	46%	881	49%	4,055	49%
<b>Total</b>	<b>1,478</b>	<b>100%</b>	<b>1,734</b>	<b>100%</b>	<b>1,671</b>	<b>100%</b>	<b>1,565</b>	<b>100%</b>	<b>1,815</b>	<b>100%</b>	<b>8,263</b>	<b>100%</b>

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	40	20%	41	24%	46	26%	39	25%	42	21%	208	23%
ESOL 020	50	25%	43	25%	43	24%	40	25%	44	22%	220	24%
ESOL 030	47	24%	42	25%	46	26%	40	25%	62	31%	237	26%
ESOL 040	63	32%	43	25%	43	24%	40	25%	50	25%	239	26%
<b>Total</b>	<b>200</b>	<b>100%</b>	<b>169</b>	<b>100%</b>	<b>178</b>	<b>100%</b>	<b>159</b>	<b>100%</b>	<b>198</b>	<b>100%</b>	<b>904</b>	<b>100%</b>

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	40	15%	41	19%	46	21%	39	18%	42	17%	208	18%
ESOL 021	48	18%	50	24%	42	19%	37	17%	45	18%	222	19%
ESOL 031	111	42%	78	37%	87	40%	98	46%	117	46%	491	42%
ESOL 040	63	24%	43	20%	43	20%	40	19%	50	20%	239	21%
<b>Total</b>	<b>262</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>218</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>254</b>	<b>100%</b>	<b>1,160</b>	<b>100%</b>

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	40	27%	41	28%	46	33%	39	30%	42	31%	208	30%
ESOL 022	35	24%	43	30%	44	32%	44	34%	41	30%	207	30%
ESOL 032	73	49%	61	42%	49	35%	48	37%	53	39%	284	41%
<b>Total</b>	<b>148</b>	<b>100%</b>	<b>145</b>	<b>100%</b>	<b>139</b>	<b>100%</b>	<b>131</b>	<b>100%</b>	<b>136</b>	<b>100%</b>	<b>699</b>	<b>100%</b>

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	57	4%	78	5%	107	7%	119	8%	178	9%	539	7%
MATH 038	479	33%	478	34%	577	37%	467	30%	692	36%	2,693	34%
MATH 046	895	63%	865	61%	860	56%	985	63%	1,068	55%	4,673	59%
<b>Total</b>	<b>1,431</b>	<b>100%</b>	<b>1,421</b>	<b>100%</b>	<b>1,544</b>	<b>100%</b>	<b>1,571</b>	<b>100%</b>	<b>1,938</b>	<b>100%</b>	<b>7,905</b>	<b>100%</b>

Source: SDCCD Information System

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

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

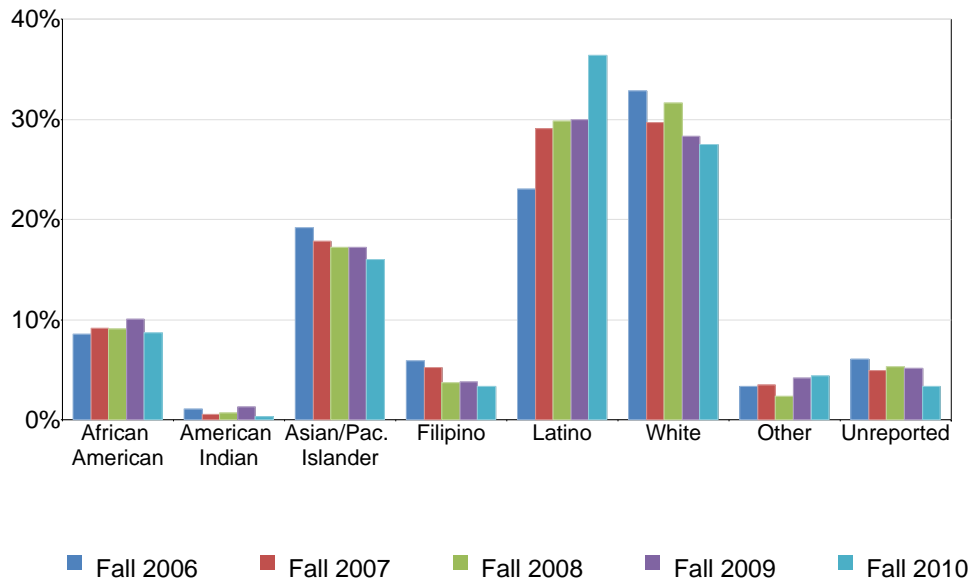


Figure 6. ESOL Course Enrollments by Ethnicity (Fall terms)

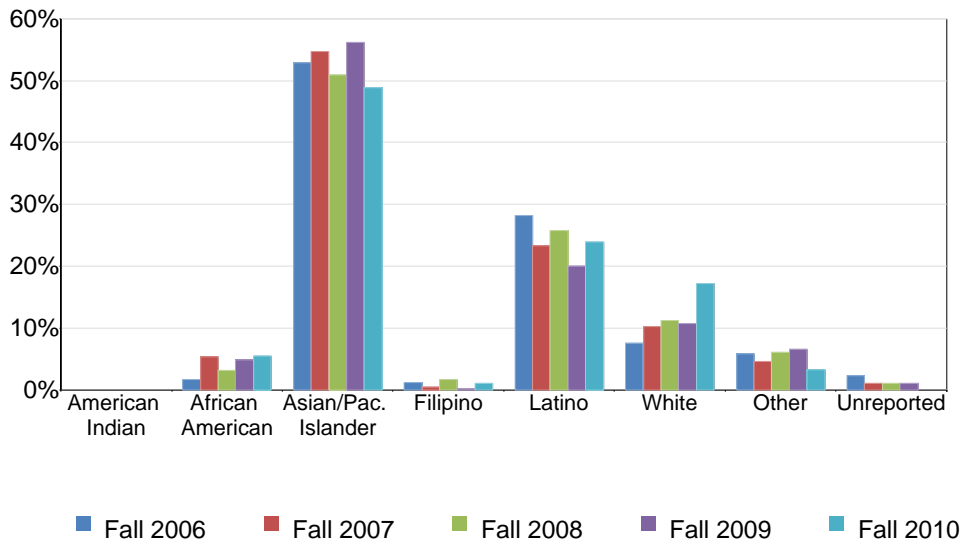
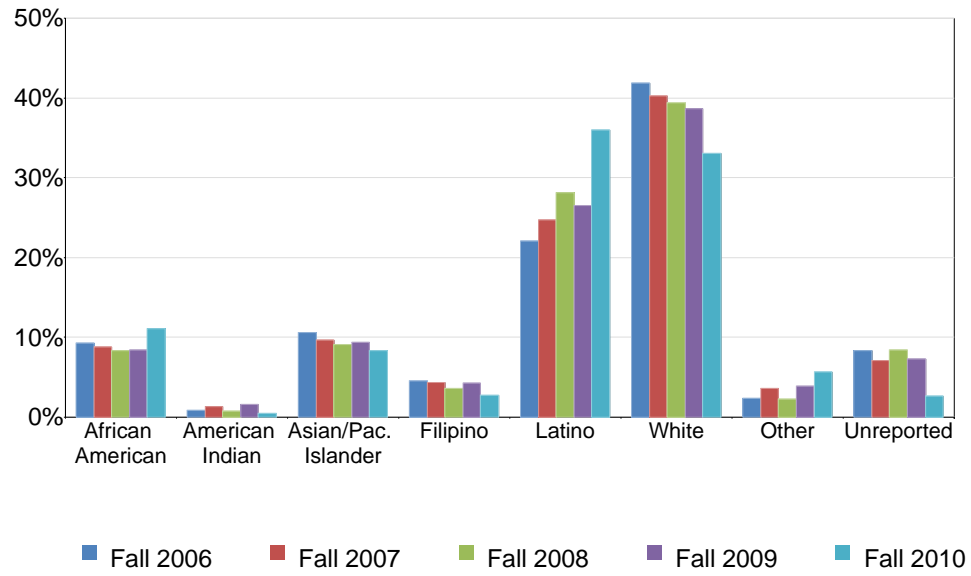


Figure 7. Math Basic Skills Course Enrollments by Ethnicity (Fall terms)



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

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

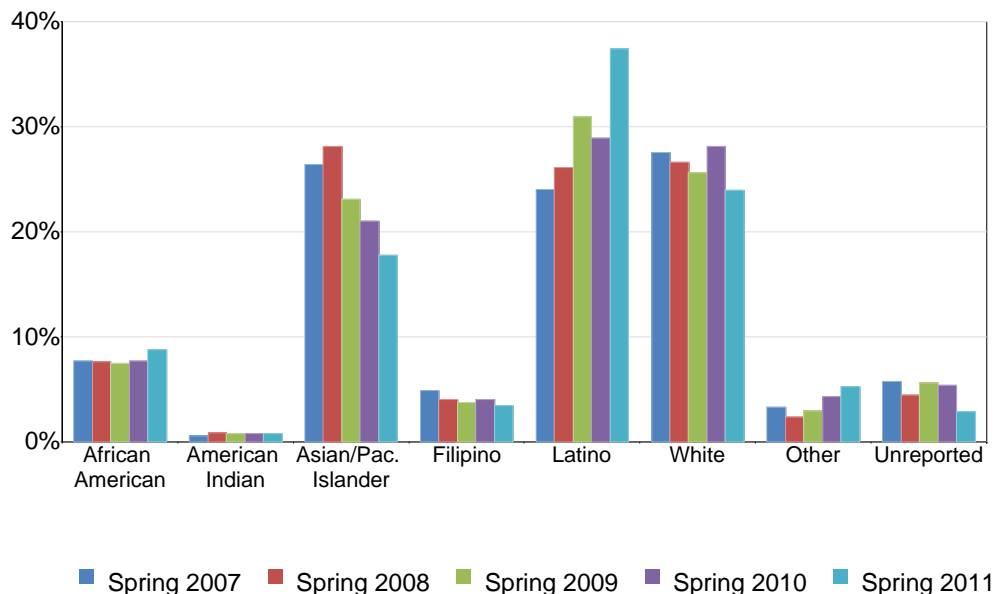


Figure 9. ESOL Course Enrollments by Ethnicity (Spring terms)

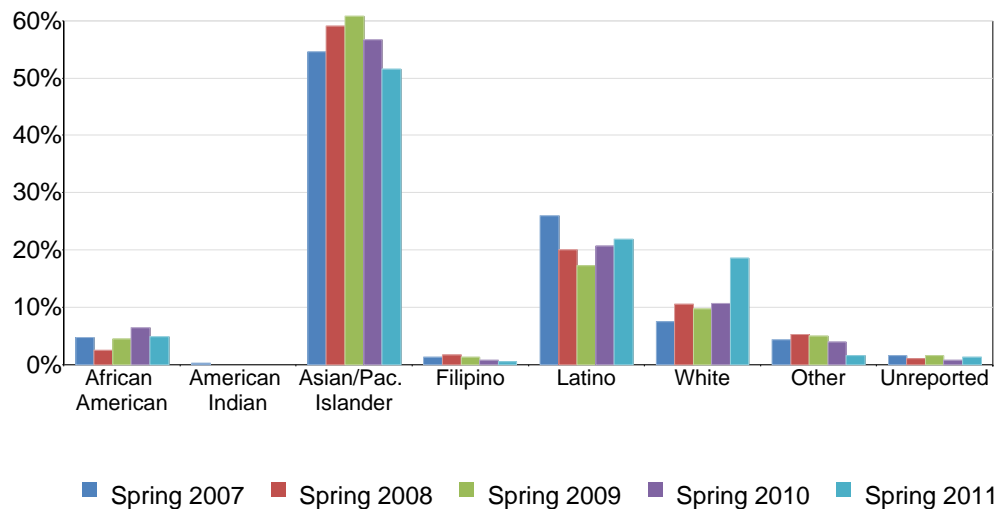
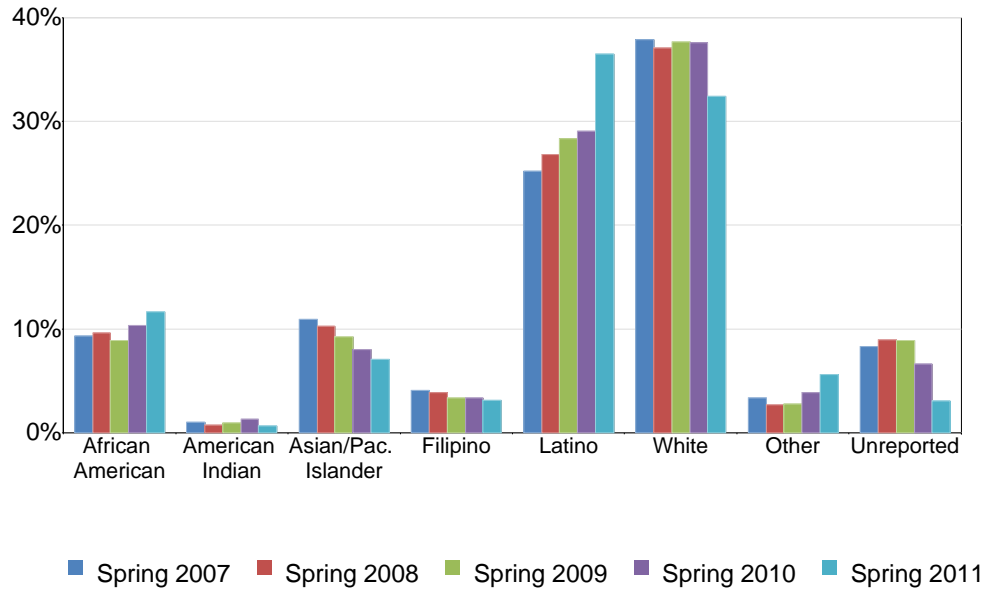


Figure 10. Math Basic Skills Enrollments by Ethnicity (Spring terms)



Mesa 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	138	9%	161	9%	149	9%	152	10%	147	9%	747	9%
American Indian	18	1%	10	1%	12	1%	20	1%	5	0%	65	1%
Asian/Pac. Islander	310	19%	313	18%	282	17%	259	17%	271	16%	1,435	18%
Filipino	96	6%	92	5%	61	4%	57	4%	57	3%	363	4%
Latino	373	23%	510	29%	488	30%	451	30%	614	36%	2,436	30%
White	531	33%	520	30%	517	32%	426	28%	464	27%	2,458	30%
Other	54	3%	61	3%	39	2%	63	4%	74	4%	291	4%
Unreported	98	6%	86	5%	87	5%	78	5%	56	3%	405	5%
<b>Total</b>	<b>1,618</b>	<b>100%</b>	<b>1,753</b>	<b>100%</b>	<b>1,635</b>	<b>100%</b>	<b>1,506</b>	<b>100%</b>	<b>1,688</b>	<b>100%</b>	<b>8,200</b>	<b>100%</b>

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	7	2%	20	5%	11	3%	17	5%	20	6%	75	4%
Asian/Pac. Islander	208	53%	202	55%	176	51%	194	56%	176	49%	956	53%
Filipino	5	1%	2	1%	6	2%	1	0%	4	1%	18	1%
Latino	111	28%	86	23%	89	26%	69	20%	86	24%	441	24%
White	30	8%	38	10%	39	11%	37	11%	62	17%	206	11%
Other	23	6%	17	5%	21	6%	23	7%	12	3%	96	5%
Unreported	9	2%	4	1%	4	1%	4	1%	0	0%	21	1%
<b>Total</b>	<b>393</b>	<b>100%</b>	<b>369</b>	<b>100%</b>	<b>346</b>	<b>100%</b>	<b>345</b>	<b>100%</b>	<b>360</b>	<b>100%</b>	<b>1,813</b>	<b>100%</b>

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	156	9%	148	9%	136	8%	139	8%	197	11%	776	9%
American Indian	15	1%	22	1%	12	1%	26	2%	8	0%	83	1%
Asian/Pac. Islander	179	11%	162	10%	149	9%	155	9%	147	8%	792	9%
Filipino	77	5%	73	4%	59	4%	71	4%	49	3%	329	4%
Latino	371	22%	414	25%	462	28%	439	27%	637	36%	2,323	28%
White	704	42%	674	40%	647	39%	640	39%	585	33%	3,250	39%
Other	40	2%	60	4%	38	2%	64	4%	101	6%	303	4%
Unreported	140	8%	119	7%	138	8%	120	7%	47	3%	564	7%
<b>Total</b>	<b>1,682</b>	<b>100%</b>	<b>1,672</b>	<b>100%</b>	<b>1,641</b>	<b>100%</b>	<b>1,654</b>	<b>100%</b>	<b>1,771</b>	<b>100%</b>	<b>8,420</b>	<b>100%</b>

Source: SDCCD Information System

Mesa 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	113	8%	132	8%	125	7%	120	8%	159	9%	649	8%
American Indian	8	1%	15	1%	12	1%	12	1%	14	1%	61	1%
Asian/Pac. Islander	390	26%	487	28%	386	23%	328	21%	322	18%	1,913	23%
Filipino	72	5%	69	4%	62	4%	62	4%	62	3%	327	4%
Latino	355	24%	452	26%	517	31%	452	29%	678	37%	2,454	30%
White	407	28%	461	27%	427	26%	440	28%	434	24%	2,169	26%
Other	48	3%	41	2%	49	3%	67	4%	95	5%	300	4%
Unreported	85	6%	77	4%	93	6%	84	5%	51	3%	390	5%
<b>Total</b>	<b>1,478</b>	<b>100%</b>	<b>1,734</b>	<b>100%</b>	<b>1,671</b>	<b>100%</b>	<b>1,565</b>	<b>100%</b>	<b>1,815</b>	<b>100%</b>	<b>8,263</b>	<b>100%</b>

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	22	5%	10	2%	18	5%	25	6%	22	5%	97	5%
American Indian	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%
Asian/Pac. Islander	255	55%	237	59%	243	61%	219	57%	234	52%	1,188	56%
Filipino	6	1%	7	2%	5	1%	3	1%	2	0%	23	1%
Latino	121	26%	80	20%	69	17%	80	21%	99	22%	449	21%
White	35	7%	42	10%	39	10%	41	11%	84	19%	241	11%
Other	20	4%	21	5%	20	5%	15	4%	7	2%	83	4%
Unreported	7	1%	4	1%	6	2%	3	1%	6	1%	26	1%
<b>Total</b>	<b>467</b>	<b>100%</b>	<b>401</b>	<b>100%</b>	<b>400</b>	<b>100%</b>	<b>386</b>	<b>100%</b>	<b>454</b>	<b>100%</b>	<b>2,108</b>	<b>100%</b>

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	133	9%	137	10%	137	9%	162	10%	226	12%	795	10%
American Indian	14	1%	10	1%	14	1%	20	1%	12	1%	70	1%
Asian/Pac. Islander	156	11%	146	10%	143	9%	126	8%	137	7%	708	9%
Filipino	58	4%	55	4%	52	3%	53	3%	61	3%	279	4%
Latino	361	25%	381	27%	437	28%	456	29%	707	36%	2,342	30%
White	542	38%	527	37%	581	38%	590	38%	628	32%	2,868	36%
Other	48	3%	38	3%	43	3%	60	4%	108	6%	297	4%
Unreported	119	8%	127	9%	137	9%	104	7%	59	3%	546	7%
<b>Total</b>	<b>1,431</b>	<b>100%</b>	<b>1,421</b>	<b>100%</b>	<b>1,544</b>	<b>100%</b>	<b>1,571</b>	<b>100%</b>	<b>1,938</b>	<b>100%</b>	<b>7,905</b>	<b>100%</b>

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, 74% of the students in the Basic Skills courses who were enrolled in a fall term as of first census, persisted to the spring term. This was comparable to the districtwide trend which was 75% on average for students in all three colleges' Basic Skills courses.

Female students and male students on average had comparable persistence rates (74% for females and 75% for males). Districtwide, female students (75%) on average had the same persistence rate as male students (75%).

The average persistence rates ranged from the minimum of 68% (American Indian students) to a maximum of 78% (Asian/Pacific Islander students). However, discretion should be exercised when comparing figures for American Indian students as these rates are based on very small numbers.

Students with the highest persistence rates on average were students under 18 and between 18-24 year olds (85% and 76%, respectively). This was consistent with the districtwide trend (72% under 18 and 77% between 18-24 year olds, respectively). Please note that the counts for students under 18 were very small.

Mesa College Term Persistence  
Fall Terms: 2006 – 2010

Figure 11. Basic Skills Term Persistence

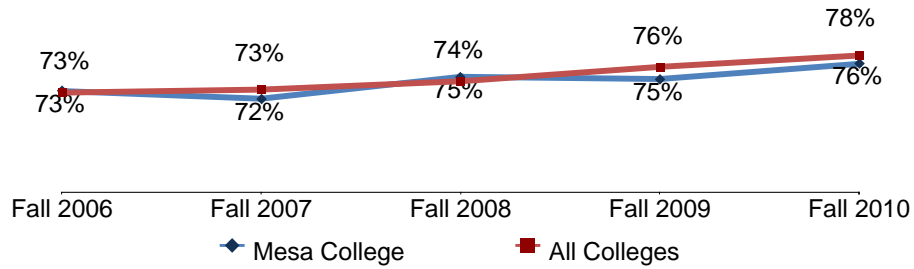


Table 21. Basic Skills Term Persistence

Cohort	Fall	Spring	Persistence	All Colleges Persistence Fall to Spring
Fall 2006	2,191	1,600	73%	73%
Fall 2007	2,234	1,609	72%	73%
Fall 2008	2,243	1,678	75%	74%
Fall 2009	2,238	1,668	75%	76%
Fall 2010	2,523	1,930	76%	78%
<b>Average</b>			<b>74%</b>	<b>75%</b>

Source: SDCCD Information System

Note: SDSU and UCSD students are excluded

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

Figure 12. Basic Skills Term Persistence by Gender

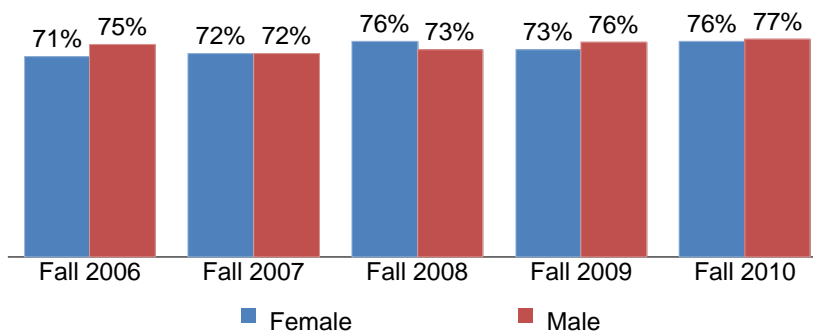


Table 22. Basic Skills Term Persistence by Gender

Cohort	Female			Male		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	1,125	798	71%	1,064	800	75%
Fall 2007	1,141	822	72%	1,092	786	72%
Fall 2008	1,145	873	76%	1,098	805	73%
Fall 2009	1,140	836	73%	1,097	832	76%
Fall 2010	1,304	992	76%	1,219	938	77%
<b>Average</b>			<b>74%</b>			<b>75%</b>

Source: SDCCD Information System

Note: SDSU and UCSD students are excluded

Mesa College Term Persistence by Ethnicity  
Fall Terms: 2006 – 2010

Figure 13. Basic Skills Term Persistence by Ethnicity

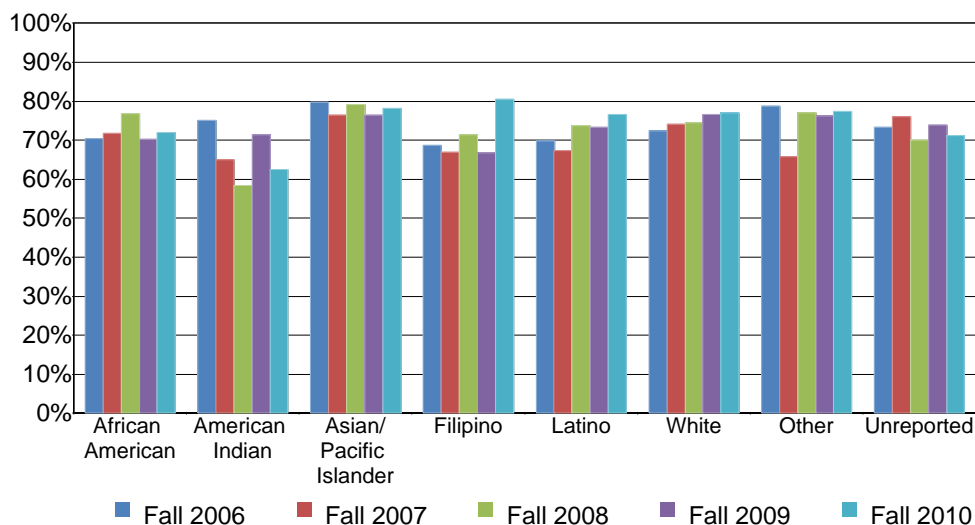


Table 23. Basic Skills Term Persistence by Ethnicity

Cohort	African American			American Indian			Asian/Pacific Islander			Filipino		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	169	119	70%	20	15	75%	403	321	80%	112	77	69%
Fall 2007	184	132	72%	20	13	65%	396	303	77%	100	67	67%
Fall 2008	177	136	77%	12	7	58%	365	289	79%	77	55	71%
Fall 2009	195	137	70%	28	20	71%	370	283	76%	84	56	67%
Fall 2010	236	170	72%	8	5	63%	367	287	78%	67	54	81%
<b>Average</b>			<b>72%</b>			<b>68%</b>			<b>78%</b>			<b>70%</b>

Cohort	Latino			White			Other			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	515	360	70%	761	550	72%	61	48	79%	150	110	73%
Fall 2007	574	386	67%	762	565	74%	73	48	66%	125	95	76%
Fall 2008	629	464	74%	765	570	75%	61	47	77%	157	110	70%
Fall 2009	587	430	73%	743	569	77%	97	74	76%	134	99	74%
Fall 2010	875	671	77%	780	600	77%	124	96	77%	66	47	71%
<b>Average</b>			<b>73%</b>			<b>75%</b>			<b>75%</b>			<b>73%</b>

Source: SDCCD Information System

Note: SDSU and UCSD students are excluded

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

Figure 14. Basic Skills Term Persistence by Age

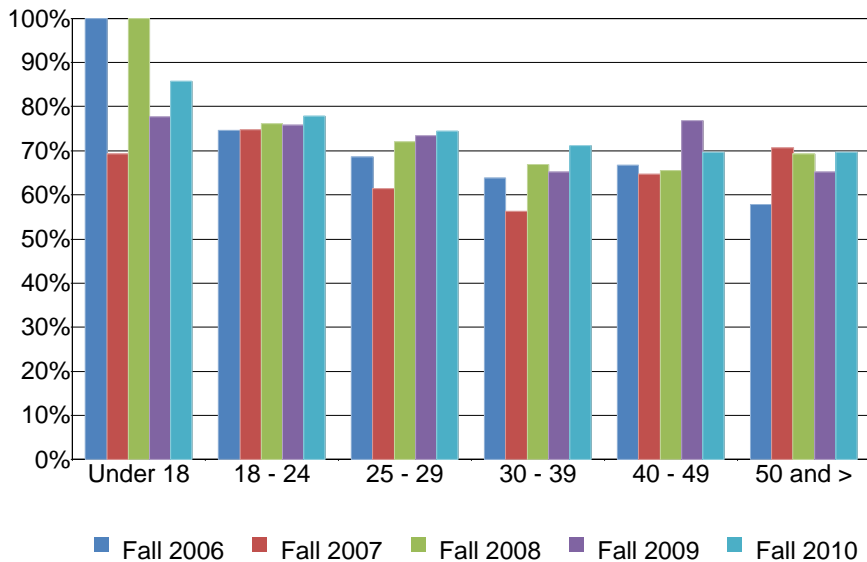


Table 24. Basic Skills Term Persistence by Age

Cohort	Under 18			18 - 24			25 - 29			30 - 39		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	7	7	100%	1,744	1,300	75%	229	157	69%	130	83	64%
Fall 2007	13	9	69%	1,789	1,337	75%	228	140	61%	121	68	56%
Fall 2008	11	11	100%	1,743	1,328	76%	233	168	72%	169	113	67%
Fall 2009	9	7	78%	1,630	1,237	76%	300	220	73%	175	114	65%
Fall 2010	7	6	86%	1,845	1,437	78%	348	259	74%	201	143	71%
<b>Average</b>			<b>85%</b>			<b>76%</b>			<b>71%</b>			<b>65%</b>

Cohort	40 - 49			50 and >		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	60	40	67%	19	11	58%
Fall 2007	65	42	65%	17	12	71%
Fall 2008	61	40	66%	26	18	69%
Fall 2009	78	60	77%	46	30	65%
Fall 2010	89	62	70%	33	23	70%
<b>Average</b>			<b>69%</b>			<b>67%</b>

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 2005 through Spring 2010. Due to their differing patterns of retention and success, fall and spring terms are examined separately. Five-year trends in retention rates are shown graphically for each Basic Skills course (see Figures 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 five years, retention rates increased for all English courses. Success rates also increased for all English courses during the same five-year time period, fall-to-fall and spring-to-spring, except for English 048 which decreased over the spring terms. This overall trend of increased retention and success rates was generally consistent with the All Colleges retention and success data.

Over the five-year period, English Basic Skills retention and success rates increased for all ethnic groups over both fall and spring terms. One exception to this trend was the slight decrease in retention and success for Filipino students over the fall terms and the decrease in retention over the spring terms. Another exception to the trend was the decrease in success over fall and spring terms for American Indian students. The greatest five-year gains in retention rates were seen for African-American students (10% from 76% to 86% over fall terms and 18% from 64% to 82% over spring terms). The greatest five-year gains in success rates were seen for African-American students over fall terms (15% from 45% to 60%) and Filipino students over spring terms (16% from 53% to 69%). These trends differ from those seen in the All Colleges data.

Retention rates for ESOL 019 decreased over the five fall terms and increased over the five spring terms, while success rates for ESOL 019 increased over both fall and spring terms over the most recent five years. Retention rates for ESOL 040 increased over the five fall terms and success rates increased over the five fall terms but decreased over the five spring terms. For the ESOL 20-series, retention rates for all courses decreased over the five fall terms and increased over the five spring terms, while success rates for writing and reading increased over the five fall and spring terms and success rates for listening/speaking decreased over the five fall and spring terms. For the ESOL 30-series, writing and reading retention rates increased over the five fall and spring terms, while the listening/speaking retention rates increased over the five fall terms and decreased slightly over the five spring terms. Success rates for all ESOL 30-series courses increased over the five fall and spring terms. These trends differ from those seen in the All Colleges data.

No clear five-year trends emerged based on ethnicity for ESOL subject outcomes.

Retention and success rates in math Basic Skills courses increased over the most recent five fall and spring terms. The single exception was Math 034A, for which the success rates decreased over the five spring terms.

For math Basic Skills, the greatest five-year gains in retention rates for fall terms were seen for African-American students (12% from 73% to 85%). Over spring terms the greatest gains were seen for American Indian students (40% from 43% to 83%). The greatest five-year gains in success rates for math Basic Skills were seen for White students over fall terms (12% from 55% to 67%) and American Indian students over spring terms (29% from 21% to 50%).

Mesa College Basic Skills Course Retention Rates  
Fall Terms: 2006 - 2010

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

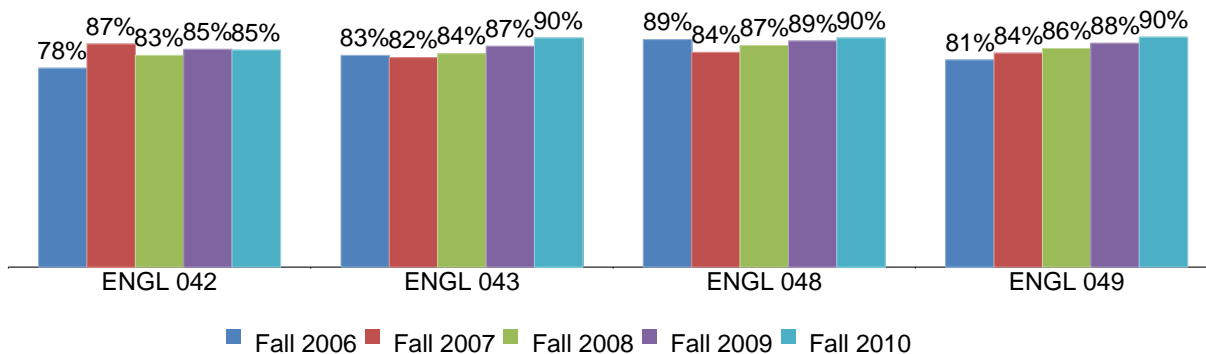


Figure 16. ESOL Writing Course Retention Rates (Fall terms)

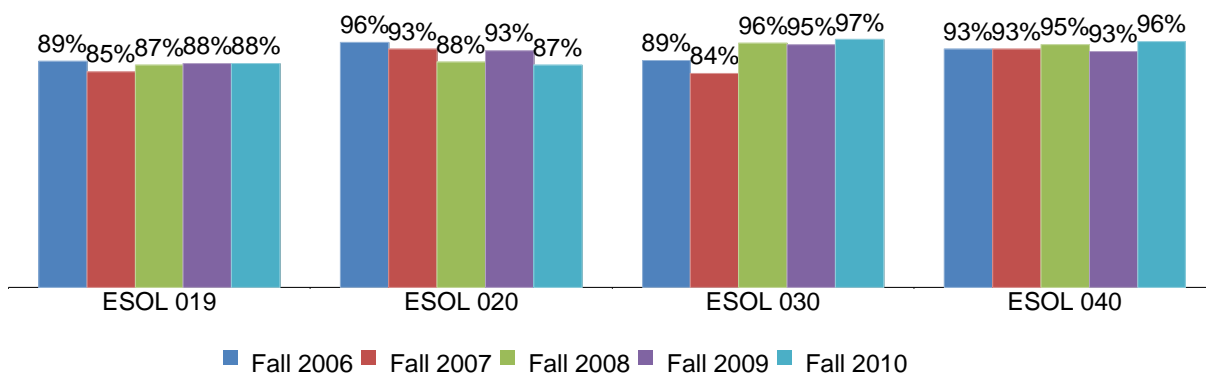


Figure 17. ESOL Reading Course Retention Rates (Fall terms)

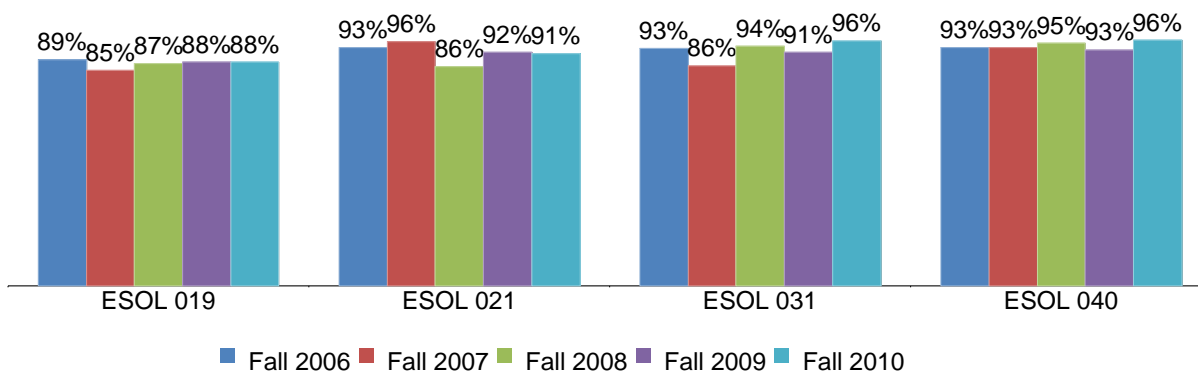


Figure 18. ESOL Listening/Speaking Course Retention Rates (Fall terms)

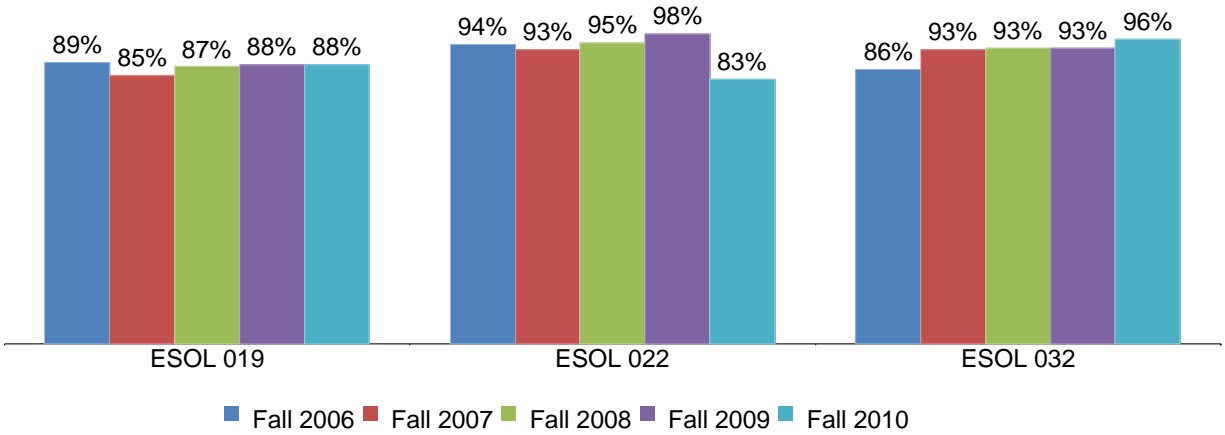
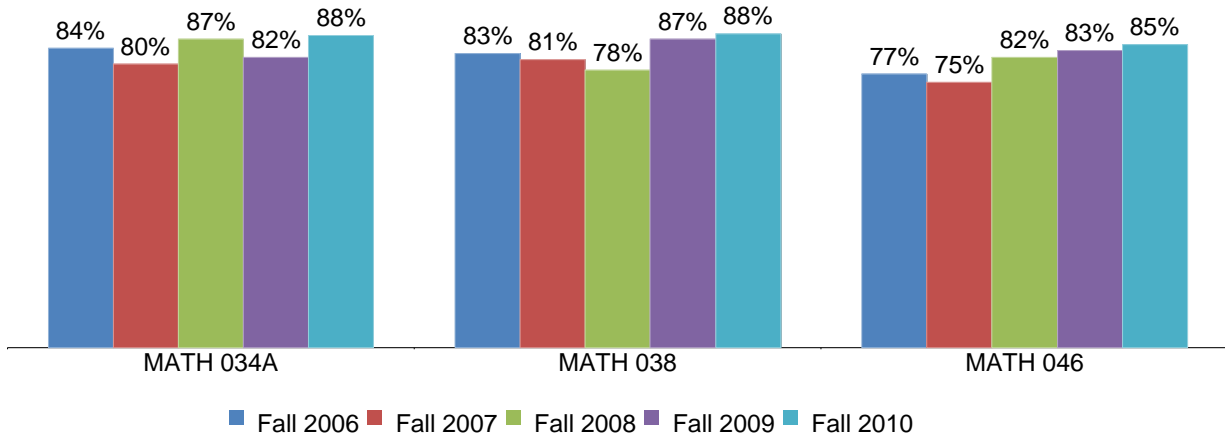


Figure 19. Math Basic Skills Course Retention Rates (Fall terms)



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

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

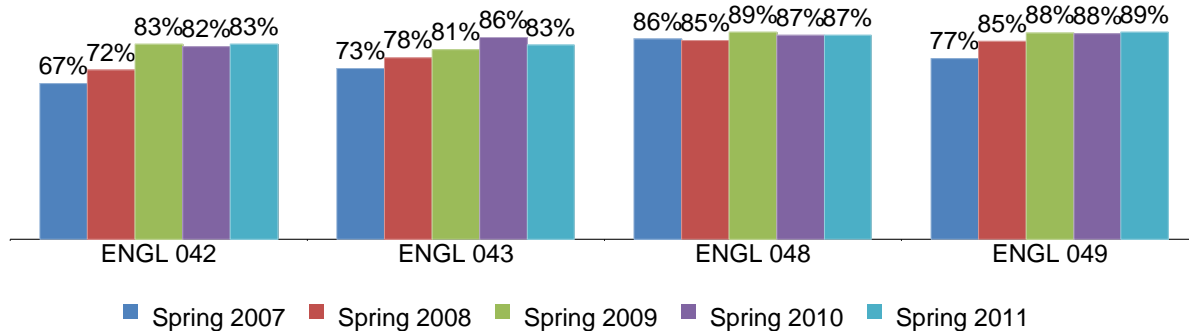


Figure 21. ESOL Writing Course Retention Rates (Spring terms)

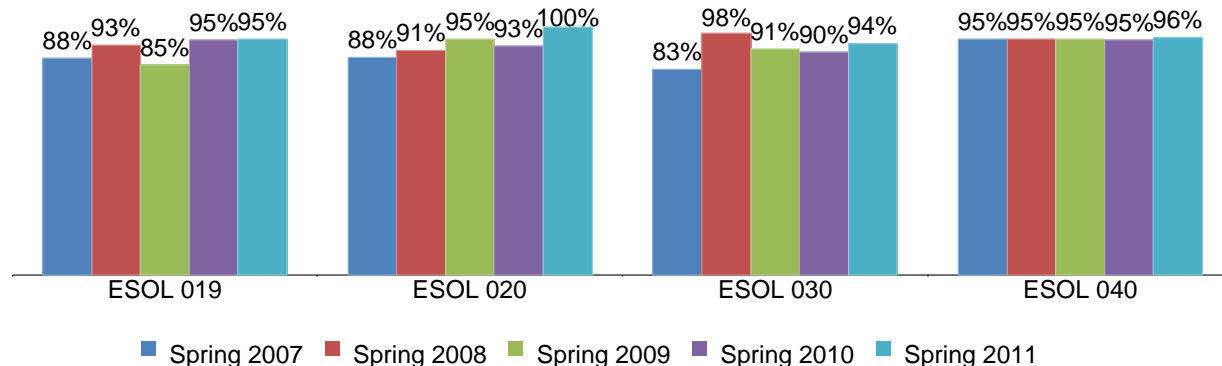


Figure 22. ESOL Reading Course Retention Rates (Spring terms)

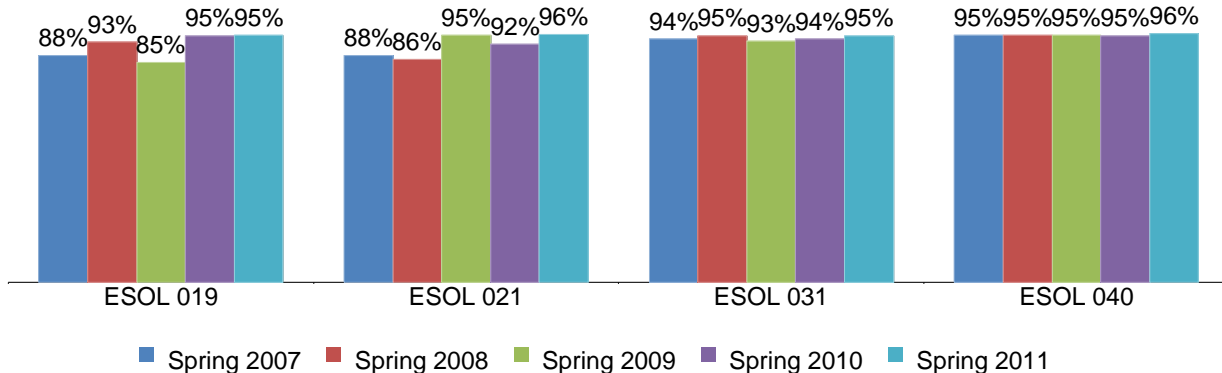


Figure 23. ESOL Listening/Speaking Course Retention Rates (Spring terms)

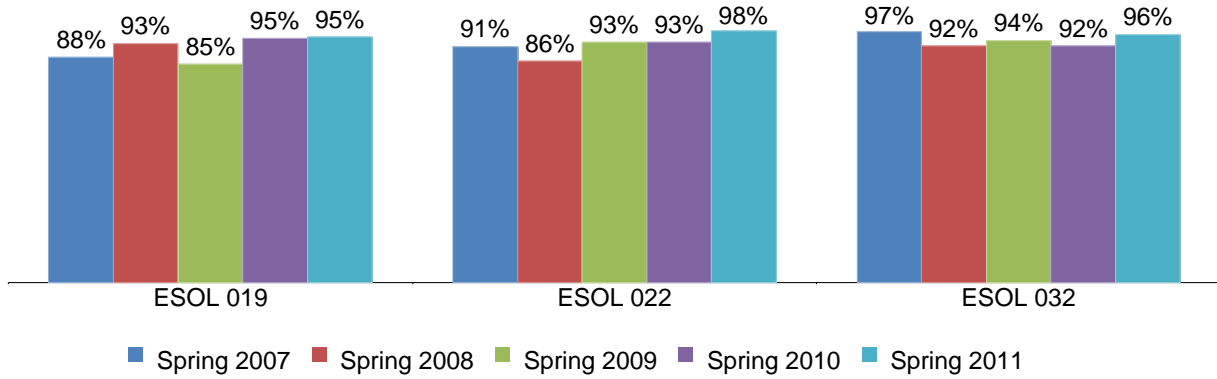
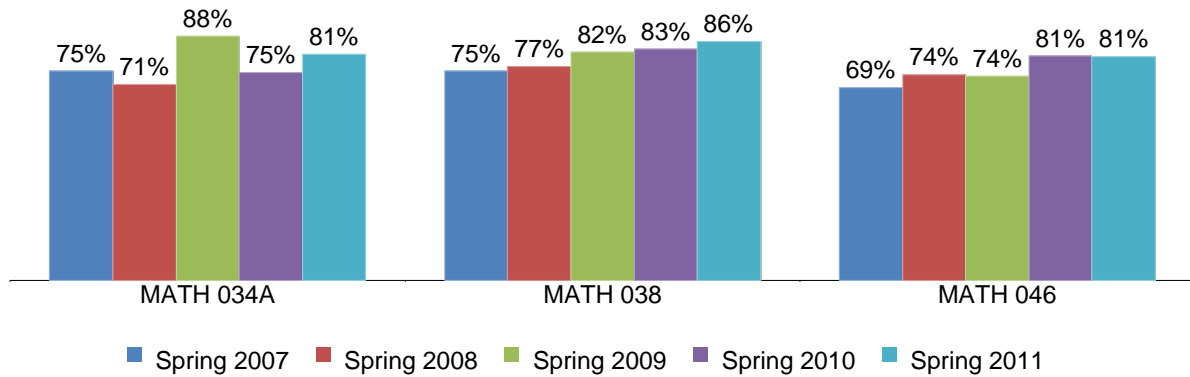


Figure 24. Math Basic Skills Courses Retention Rates (Spring terms)



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

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

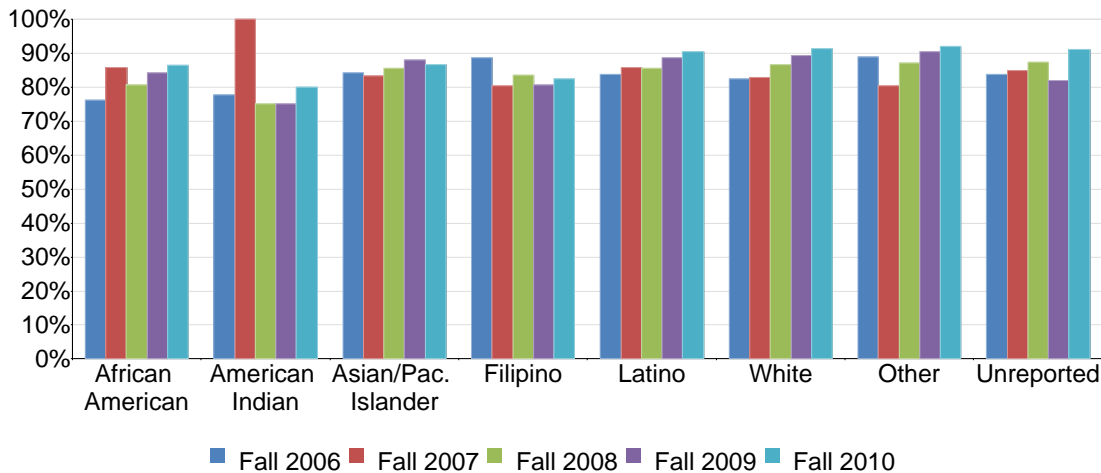


Figure 26. ESOL Course Retention Rates by Ethnicity (Fall terms)

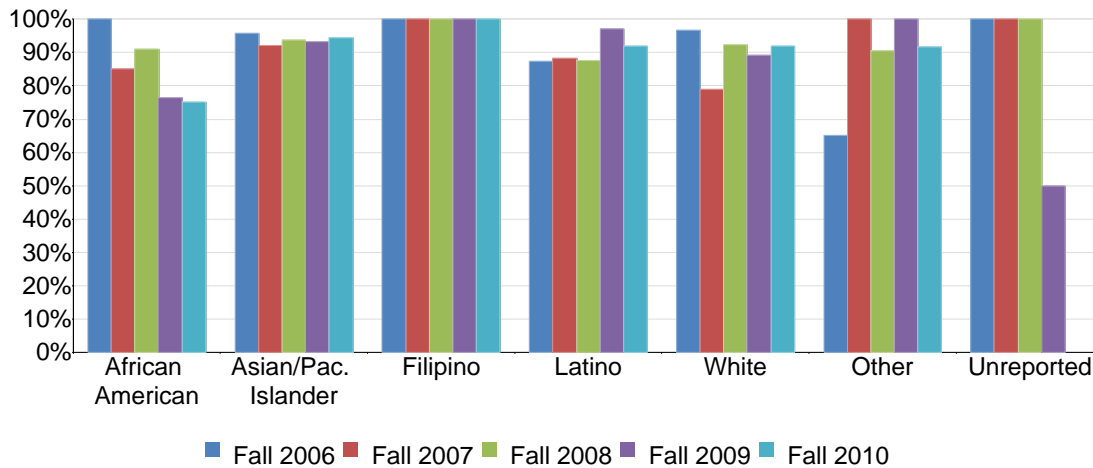
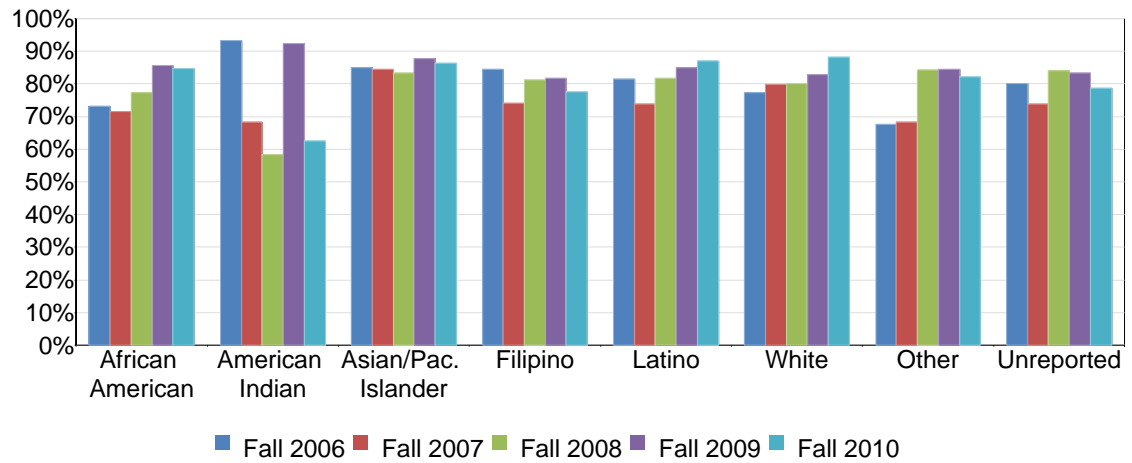


Figure 27. Math Basic Skills Course Retention Rates by Ethnicity (Fall terms)



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

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

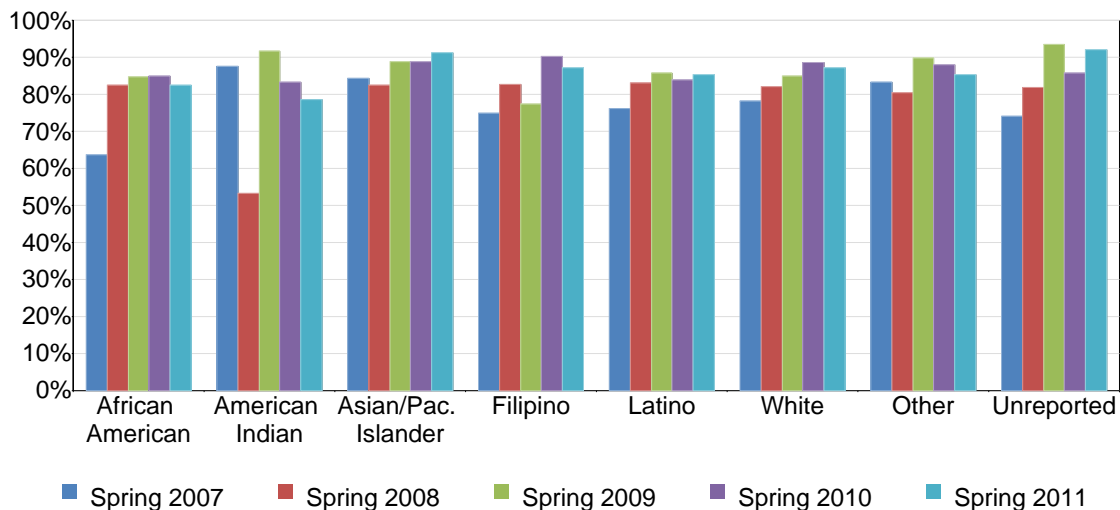


Figure 29. ESOL Course Retention Rates by Ethnicity (Spring terms)

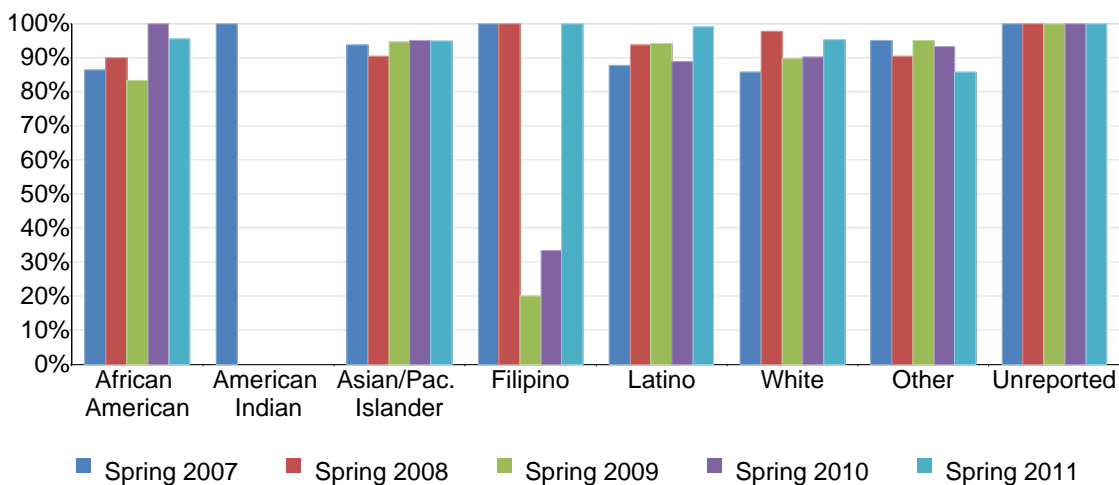
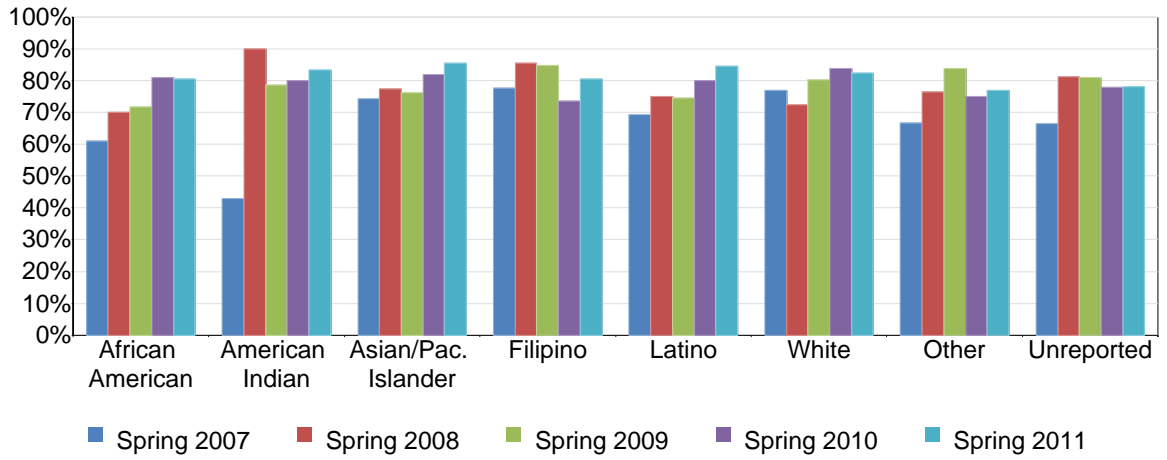




Figure 30. Math Basic Skills Course Retention Rates by Ethnicity (Spring terms)



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

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

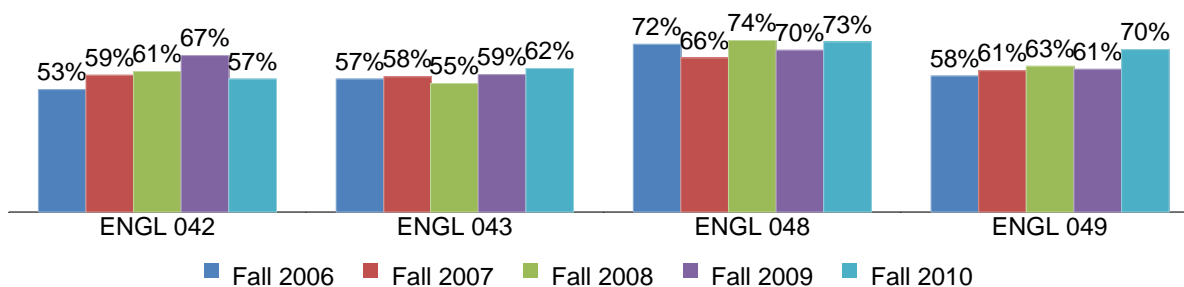


Figure 32. ESOL Writing Courses Success Rates (Fall terms)

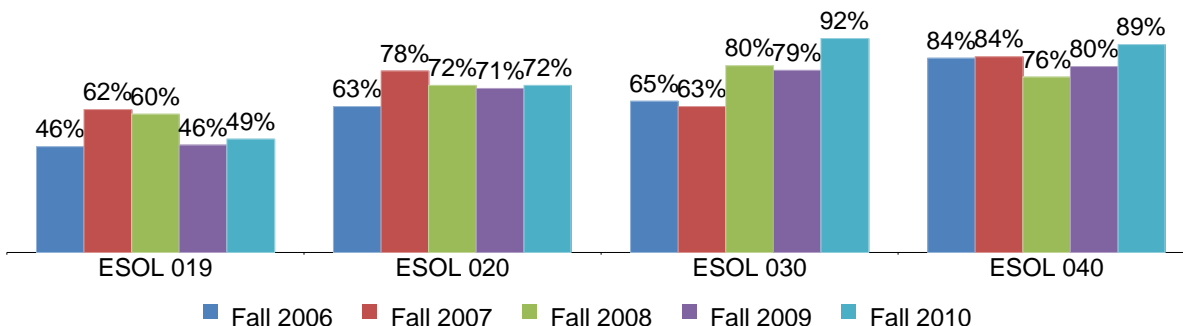


Figure 33. ESOL Reading Courses Success Rates (Fall terms)

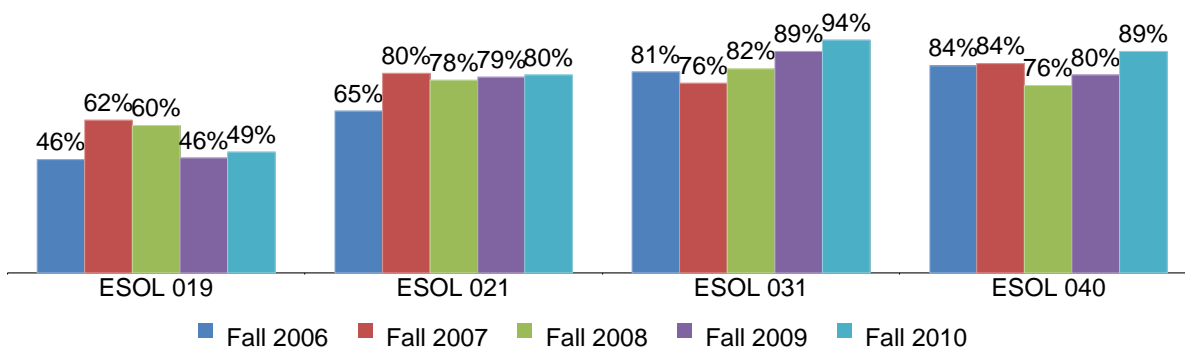


Figure 34. ESOL Listening/Speaking Course Success Rates (Fall terms)

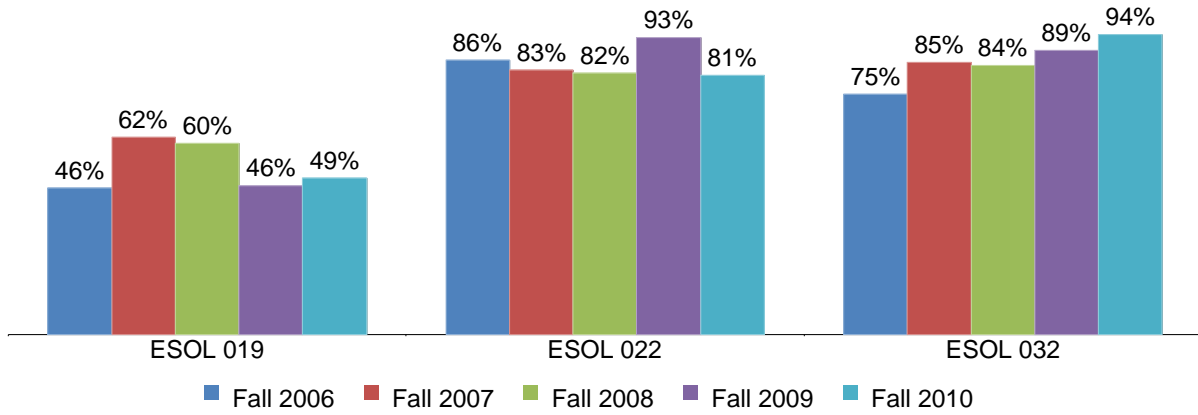
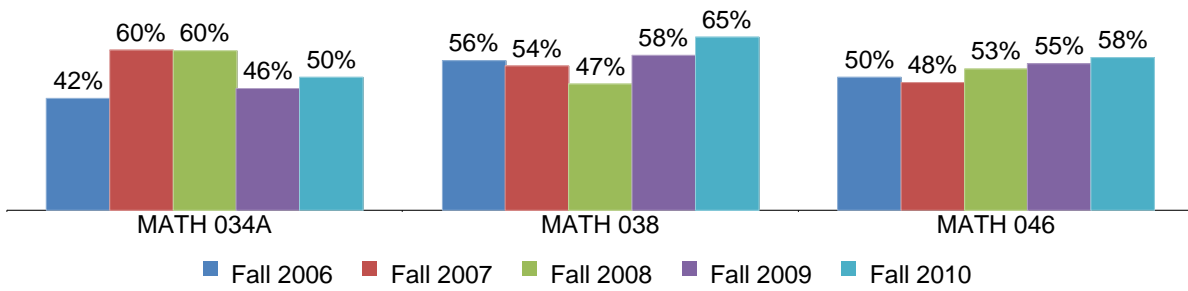


Figure 35. Math Basic Skills Course Success Rates (Fall terms)



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

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

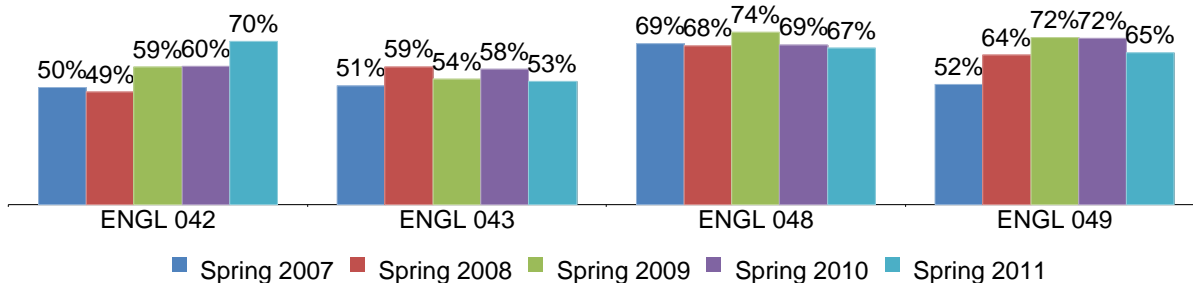


Figure 37. ESOL Writing Course Success Rates (Spring terms)

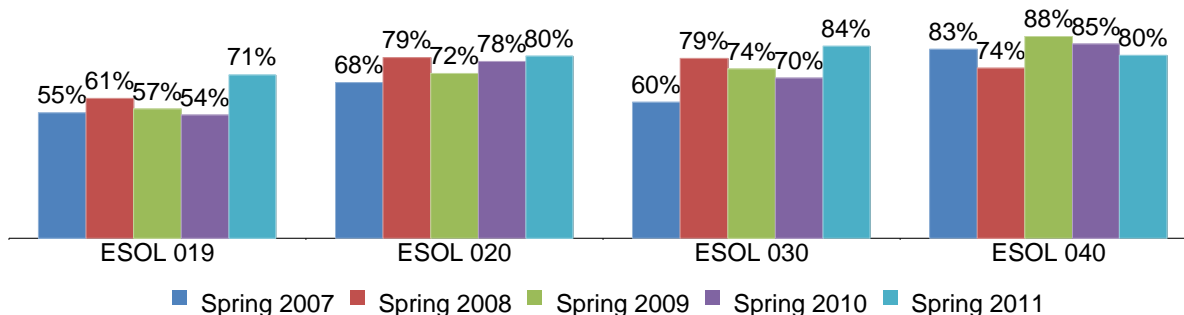


Figure 38. ESOL Reading Course Success Rates (Spring terms)

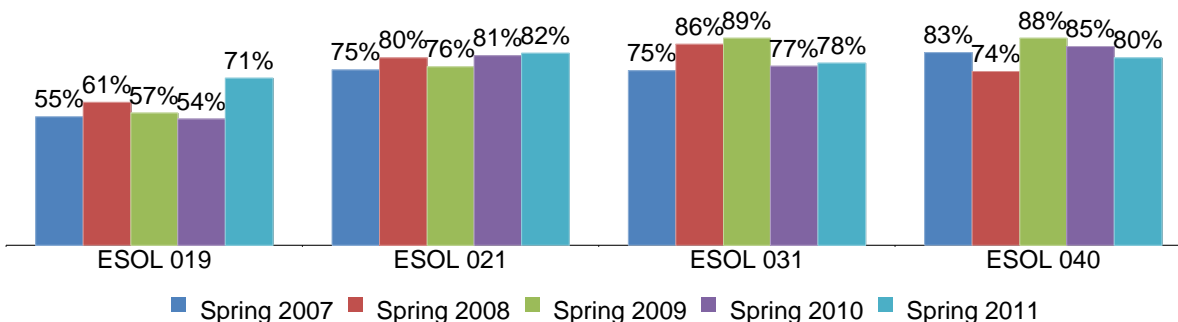


Figure 39. ESOL Listening/Speaking Course Success Rates (Spring terms)

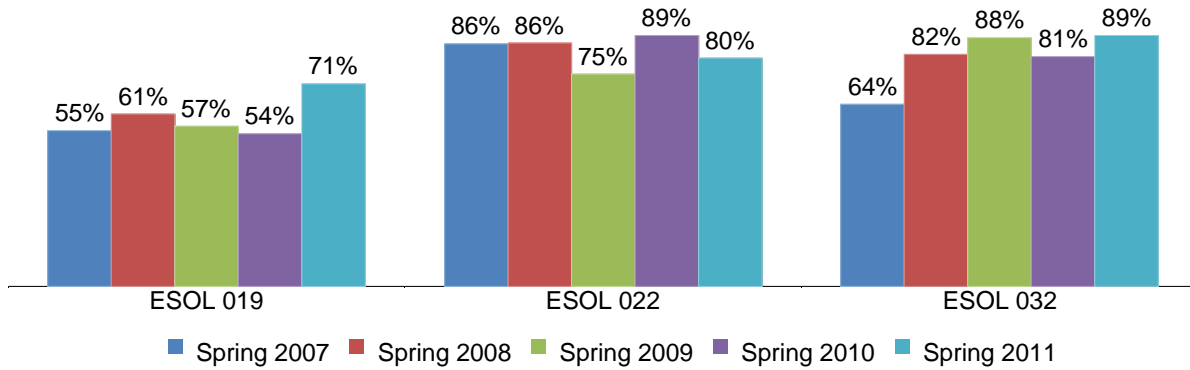
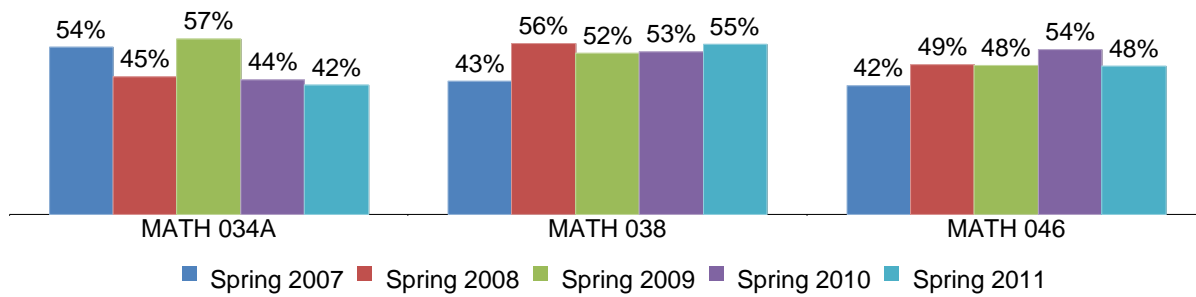


Figure 40. Math Basic Skills Course Success Rates (Spring terms)



Mesa 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)

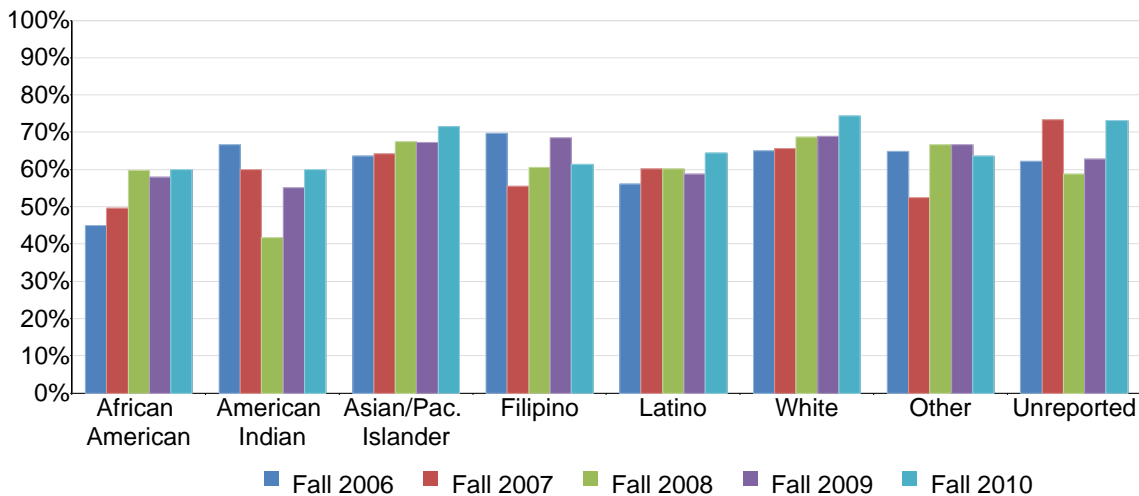


Figure 42. ESOL Course Success Rates by Ethnicity (Fall terms)

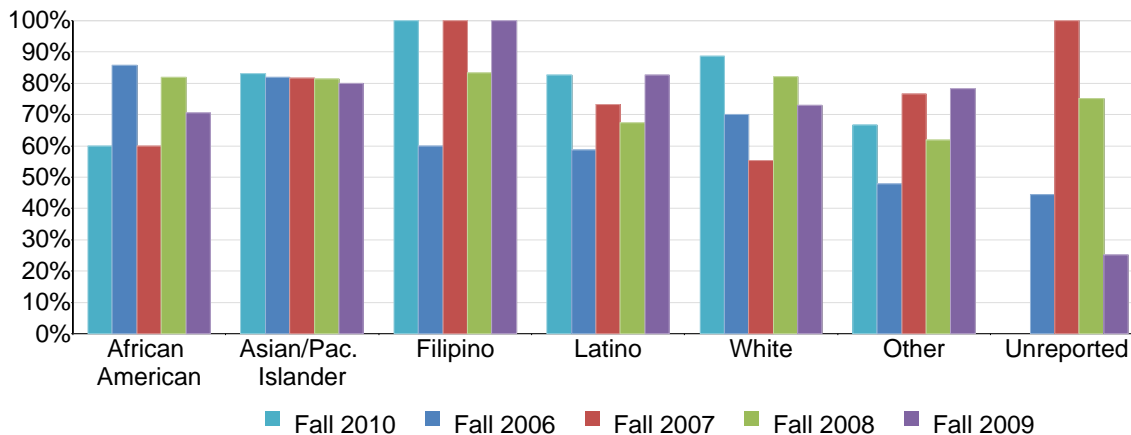
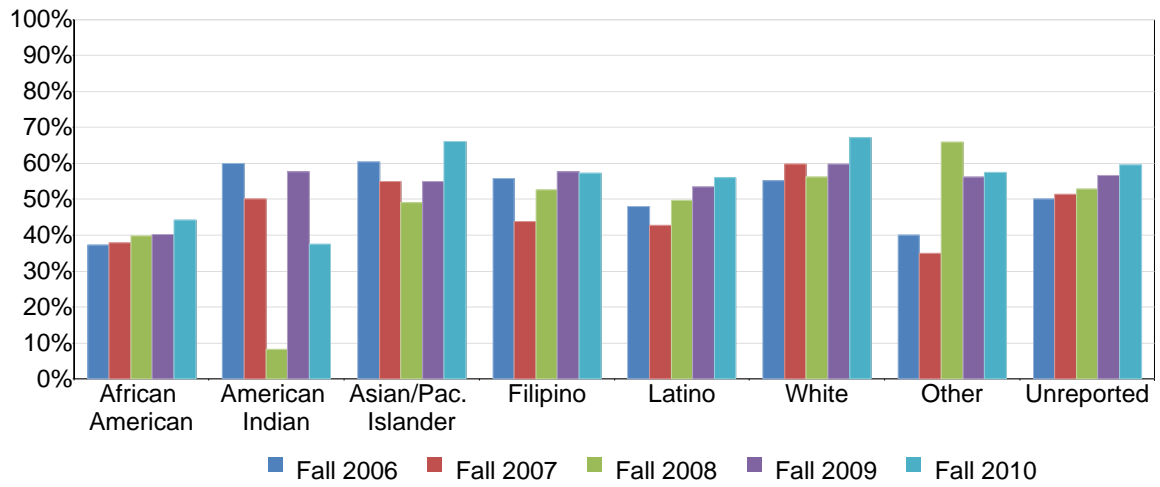


Figure 43. Math Basic Skills Course Success Rates by Ethnicity (Fall terms)



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

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

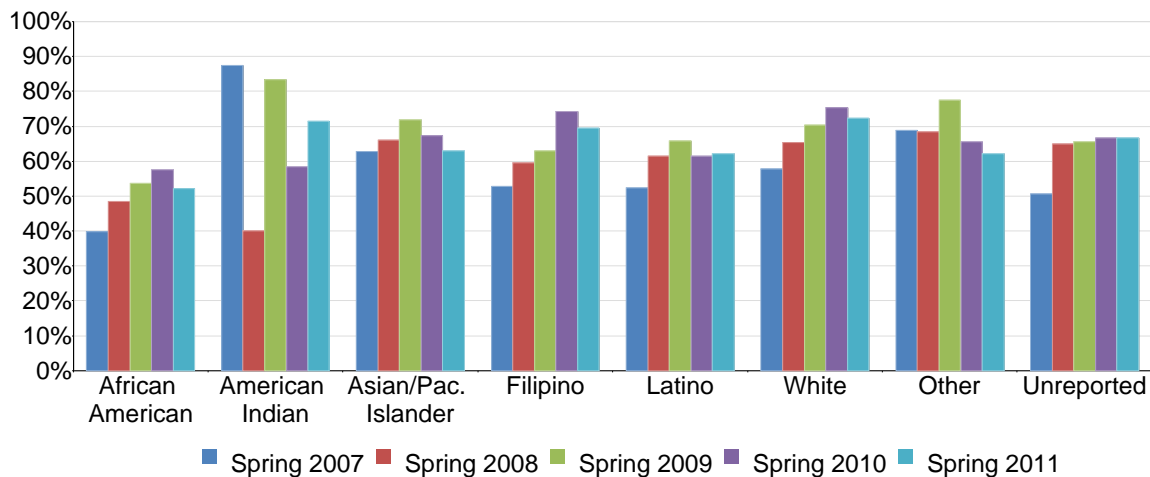


Figure 45. ESOL Course Success Rates by Ethnicity (Spring terms)

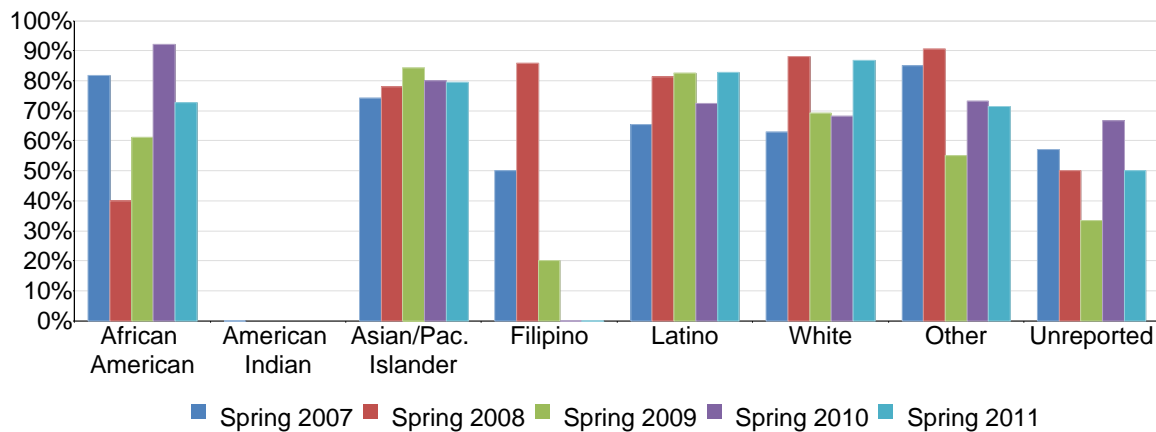
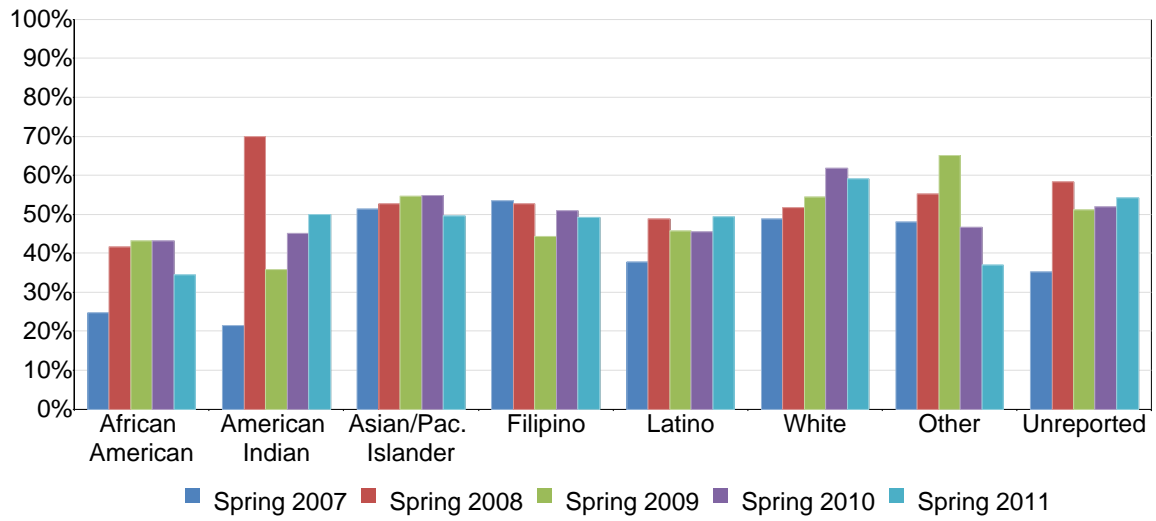




Figure 46. Math Basic Skills Course Success Rates by Ethnicity (Spring terms)



# 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

Mesa's math course improvement rate remained rather steady over the three years' cohorts, 2004-05 to 2006-07, 2005-06 to 2007-08, and 2006-07 to 2008-09 (43%, 43%, and 42%, respectively) and was the lowest of the three improvements rates for math, English, and ESOL.

The English course improvement rate dipped from 63% to 50% and increased again to 63% over the three years' cohorts and was the highest of the three improvement rates for math, English, and ESOL. The English course improvement rates at Mesa College were higher in 2004-05 to 2006-07 and 2006-07 to 2008-09 compared to the statewide rates.

The ESOL course improvement rates varied from 56% to 58% to 54% over the three consecutive years. The All Basic Skills courses improvement rates (math and English) also varied from 48% to 45% to 49% over the three years.

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

Table 25. Mesa 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	43%	43%	42%
English Course Improvement Rate	63%	50%	63%
ESL Courses Improvement Rate	56%	58%	54%
All Basic Skills Courses Improvement Rate (Mathematics + English)	48%	45%	49%

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, 49% of first-time students received orientation services over the three fall terms (Fall 2006 to Fall 2008). The percentage of first-time students receiving orientation services dropped from 52% in both Fall 2006 and Fall 2007 to 43% in Fall 2008.

From Fall 2006 to Fall 2008, on average 54% of first-time students received placement assessment. The percentage of first-time students receiving placement assessment dropped from 58% in both Fall 2006 and Fall 2007 to 46% in Fall 2008.

On average, 31% of first-time students received counseling services over the three fall terms (Fall 2006 to Fall 2008). The percentage of first-time students receiving counseling services dropped from 40% in Fall 2006 and 41% in Fall 2007 to 15% in Fall 2008.

On average, 21% of first-time students received follow-up services over the three fall terms (Fall 2006 to Fall 2008). The percentage of first-time students receiving follow-up services fluctuated from 17% in Fall 2006 to 26% in Fall 2007 to 19% in Fall 2008.



Mesa College Matriculation Services  
Fall Terms: 2006 – 2008

Table 27. Mesa 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	2,743	1,416	52%	1,579	58%	1,096	40%	479	17%
Fall 2007	3,043	1,589	52%	1,757	58%	1,250	41%	787	26%
Fall 2008	3,237	1,397	43%	1,494	46%	486	15%	621	19%
<b>Total/Ave</b>	<b>9,023</b>	<b>4,402</b>	<b>49%</b>	<b>4,830</b>	<b>54%</b>	<b>2,832</b>	<b>31%</b>	<b>1,887</b>	<b>21%</b>

Source: California Community College Chancellor's Office MIS