



# **All Colleges Basic Skills Report 2012**

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## **Overview of the Basic Skills Report 2012**

This report on students enrolled in Basic Skills courses provides follow-up and additional information to the Basic Skills Report that was produced in 2011. This report is intended for the college Basic Skills Committee, 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, persistence, and student outcomes (i.e., retention, and success). 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?

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 034A (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 2012**

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 034A: 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 2012 provides data on all courses that are considered Basic Skills during the reporting term of Spring 2012.*

## 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 034A, 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 First-Time Students

## **Part I: Placement of First-Time Students**

This section of the report looks at the placement levels of first-time Basic Skills students during the three most recent years for which data are available: 2009/10 to 2011/12. 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:**

**First-Time 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, 41% of first-time students did not take a reading placement test. Of those who took a reading placement test an average of 52% placed at the Transfer/Associate level and 38% placed at the Basic Skills level. From 2009/10 to 2011/12 there has been an 8% increase in the number students placing at the Transfer/Associate level. However, this is mainly due to the increase in the number of students being tested and not a shift in the percentage of students testing at this level.

Out of all first-time students, 59% took a writing placement test over the three year period. On average, the majority of students who took a writing placement test placed at the Basic Skills level (66%) followed by the Transfer/Associate level (23%). From 2009/10 to 2011/12 there has been an 11% increase in the number students placing at the Basic Skills level, but this is due to an increase in the number of students being tested and not a shift in percentages.

On average, the majority of first-time students who took a math placement test placed into a Basic Skills level math course (70%). This trend has decreased from 71% in 2009/10 to 68% in 2011/12. Additionally, on average a relatively small percentage of students placed into Associate level math (11%) or Transfer level math (17%).

The majority of first-time students who took the ESOL placement test placed into Level 019 (42% on average) while a relatively small percentage (13%) placed into the highest level (Level 040). This trend has remained relatively constant over the three year period; 2009/10 to 2011/12.

A relatively large percentage of first-time students did not take the reading, writing, or math placement test. On average, 41% did not take the reading or writing placement test and 39% did not take the math placement test. The percentage of students not taking the reading, writing, and math placement tests has declined from 44% to 36% for reading and writing, and from 41% to 34% for math across the 2009/10 to 2011/12 reporting period.



All Colleges Placement of First-Time Students by Subject  
2009/10 – 2011/12

Figure 1. Reading Placement Trends of First-Time Students

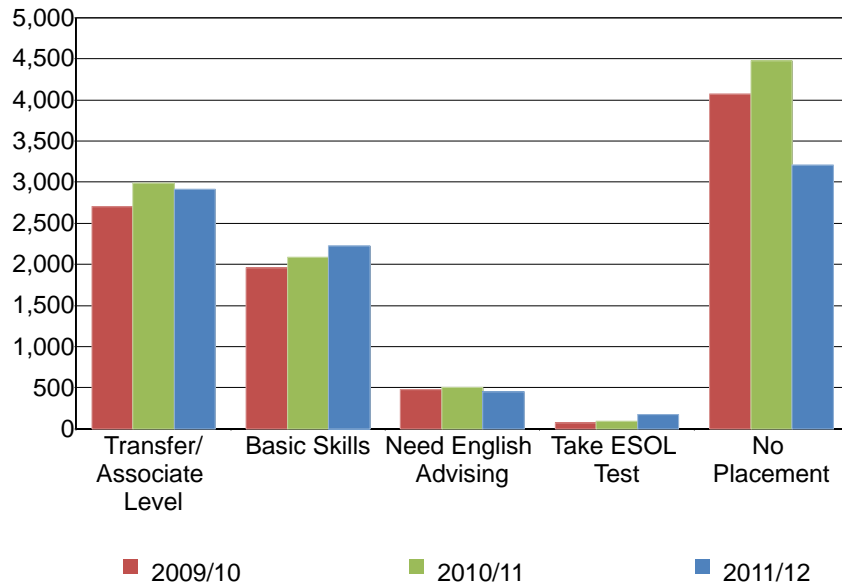
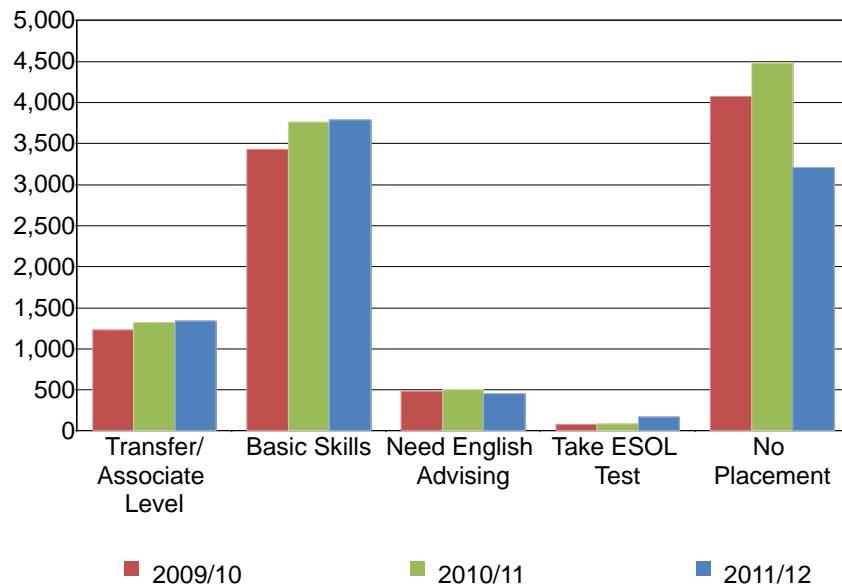


Figure 2. Writing Placement Trends of First-Time Students



All Colleges Placement of First-Time Students by Subject  
2009/10 – 2011/12

Figure 3. ESOL Placement Trends of First-Time Students

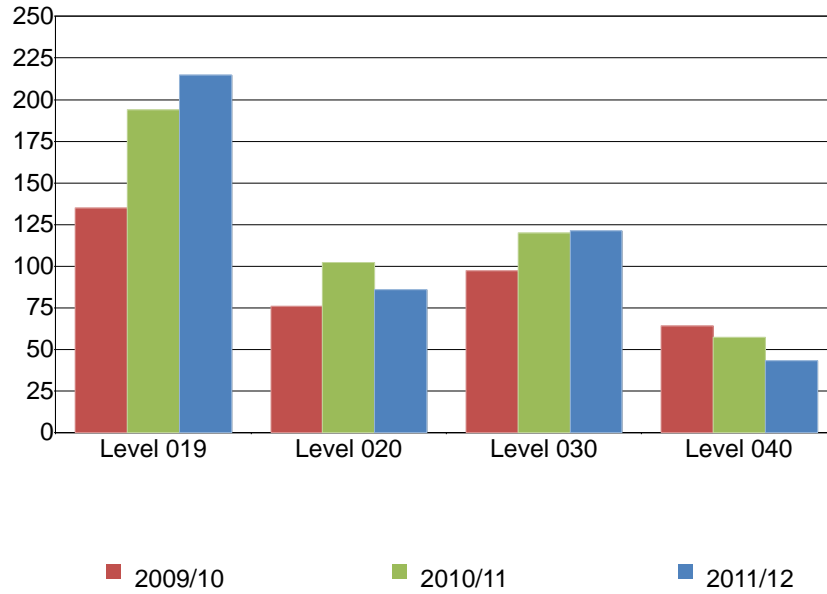
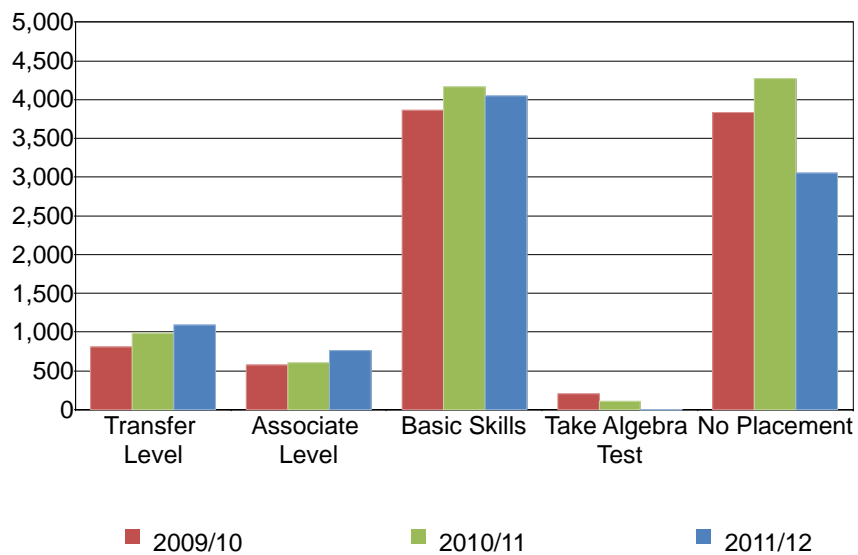


Figure 4. Math Placement Trends of First-Time Students



All Colleges Placement of First-Time Students by Subject  
2009/10 – 2011/12

Table 1. Reading Placement of First-Time Students

		2009/10		2010/11		2011/12		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	5,207	56%	5,664	56%	5,755	64%	16,626	59%	11%
	No Placement	4,071	44%	4,475	44%	3,204	36%	11,750	41%	-21%
	<b>Total Students</b>	<b>9,278</b>	<b>100%</b>	<b>10,139</b>	<b>100%</b>	<b>8,959</b>	<b>100%</b>	<b>28,376</b>	<b>100%</b>	<b>-3%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	2,697	52%	2,990	53%	2,912	51%	8,599	52%	8%
	Basic Skills	1,953	38%	2,086	37%	2,220	39%	6,259	38%	14%
	Need English Advising	481	9%	502	9%	451	8%	1,434	9%	-6%
	Take ESOL Test	76	1%	86	2%	172	3%	334	2%	126%
	<b>Total Tested</b>	<b>5,207</b>	<b>100%</b>	<b>5,664</b>	<b>100%</b>	<b>5,755</b>	<b>100%</b>	<b>16,626</b>	<b>100%</b>	<b>11%</b>

Source: SDCCD Information System

Table 2. Writing Placement of First-Time Students

		2009/10		2010/11		2011/12		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	5,208	56%	5,664	56%	5,751	64%	16,623	59%	10%
	No Placement	4,070	44%	4,475	44%	3,208	36%	11,753	41%	-21%
	<b>Total Students</b>	<b>9,278</b>	<b>100%</b>	<b>10,139</b>	<b>100%</b>	<b>8,959</b>	<b>100%</b>	<b>28,376</b>	<b>100%</b>	<b>-3%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	1,225	24%	1,317	23%	1,337	23%	3,879	23%	9%
	Basic Skills	3,426	66%	3,760	66%	3,791	66%	10,977	66%	11%
	Need English Advising	481	9%	501	9%	451	8%	1,433	9%	-6%
	Take ESOL Test	76	1%	86	2%	172	3%	334	2%	126%
	<b>Total Tested</b>	<b>5,208</b>	<b>100%</b>	<b>5,664</b>	<b>100%</b>	<b>5,751</b>	<b>100%</b>	<b>16,623</b>	<b>100%</b>	<b>10%</b>

Source: SDCCD Information System

All Colleges Placement of First-Time Students by Subject  
2009/10 – 2011/12

Table 3. ESOL Placement of First-Time Students

		2009/10		2010/11		2011/12		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	372	4%	473	5%	465	5%	1,310	5%	25%
	No Placement	8,906	96%	9,666	95%	8,494	95%	27,066	95%	-5%
	<b>Total Students</b>	<b>9,278</b>	<b>100%</b>	<b>10,139</b>	<b>100%</b>	<b>8,959</b>	<b>100%</b>	<b>28,376</b>	<b>100%</b>	<b>-3%</b>
Distribution of Students who Took a Test	Level 019	135	36%	194	41%	215	46%	544	42%	59%
	Level 020	76	20%	102	22%	86	18%	264	20%	13%
	Level 030	97	26%	120	25%	121	26%	338	26%	25%
	Level 040	64	17%	57	12%	43	9%	164	13%	-33%
	<b>Total Tested</b>	<b>372</b>	<b>100%</b>	<b>473</b>	<b>100%</b>	<b>465</b>	<b>100%</b>	<b>1,310</b>	<b>100%</b>	<b>25%</b>

Source: SDCCD Information System

Table 4. Math Placement of First-Time Students

		2009/10		2010/11		2011/12		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	5,446	59%	5,864	58%	5,904	66%	17,214	61%	8%
	No Placement	3,832	41%	4,275	42%	3,055	34%	11,162	39%	-20%
	<b>Total Students</b>	<b>9,278</b>	<b>100%</b>	<b>10,139</b>	<b>100%</b>	<b>8,959</b>	<b>100%</b>	<b>28,376</b>	<b>100%</b>	<b>-3%</b>
Distribution of Students who Took a Test	Transfer Level	807	15%	987	17%	1,096	19%	2,890	17%	36%
	Associate Level	578	11%	606	10%	760	13%	1,944	11%	31%
	Basic Skills	3,858	71%	4,168	71%	4,043	68%	12,069	70%	5%
	Take Algebra Test	203	4%	103	2%	5	0%	311	2%	-98%
	<b>Total Tested</b>	<b>5,446</b>	<b>100%</b>	<b>5,864</b>	<b>100%</b>	<b>5,904</b>	<b>100%</b>	<b>17,214</b>	<b>100%</b>	<b>8%</b>

Source: SDCCD Information System

# Enrollment

## **Part II: Term Enrollments**

This section of the report summarizes enrollments in Basic Skills courses during the fall and spring terms of the five most recent years for which data are available: Fall 2007 to Spring 2012. Enrollments are shown by subject for each course, with fall and spring terms reported separately (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 English Basic Skills enrollments in the fall, on average, were in English 049 (41%) while almost one-quarter (23%) were in English 048. English 049 saw a decrease in the percentage of enrollment between Fall 2007 and Fall 2011 (44% to 38%) and between Spring 2008 and 2012 (48% to 41%).

The largest percentage of ESOL enrollments in the fall semesters were in ESOL 030 (15% on average). In spring semesters ESOL 031 had the largest percentage of enrollments (16% on average). ESOL 032 experienced the largest increase in enrollment between Fall 2007 and Fall 2011 (28%).

On average, the majority of math Basic Skills enrollments were in Math 046 across both fall and spring terms (53% each). Math 034A saw the greatest increase in enrollment between Fall 2007 and Fall 2011 (45%) and between Spring 2008 and Spring 2012 (88%).

More than one-third (39%) of students who enrolled in English Basic Skills courses were Latino, while 20% were White. On average, Asian/Pacific Islanders made up the largest percentage (40%) of students enrolled in ESOL courses and Latino students accounted for 25% of ESOL enrollments. On average, about 38% of the students who enrolled in Basic Skills math courses were Latino, while 27% were White.

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

Table 5. English Basic Skills Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
ENGL 042	540	12%	628	14%	593	13%	661	13%	663	15%	3,085	13%
ENGL 043	992	21%	978	21%	1,005	23%	1,165	23%	987	22%	5,127	22%
ENGL 048	1,075	23%	1,038	23%	1,001	23%	1,126	22%	1,113	25%	5,353	23%
ENGL 049	2,023	44%	1,933	42%	1,820	41%	2,083	41%	1,658	38%	9,517	41%
<b>Total</b>	<b>4,630</b>	<b>100%</b>	<b>4,577</b>	<b>100%</b>	<b>4,419</b>	<b>100%</b>	<b>5,035</b>	<b>100%</b>	<b>4,421</b>	<b>100%</b>	<b>23,082</b>	<b>100%</b>

Source: SDCCD Information System

Table 6. ESOL Writing Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
ESOL 019	136	20%	137	22%	150	22%	138	21%	120	19%	681	21%
ESOL 020	155	23%	143	23%	151	22%	148	23%	163	25%	760	23%
ESOL 030	182	27%	175	29%	198	29%	203	31%	182	28%	940	29%
ESOL 040	213	31%	158	26%	175	26%	167	25%	178	28%	891	27%
<b>Total</b>	<b>686</b>	<b>100%</b>	<b>613</b>	<b>100%</b>	<b>674</b>	<b>100%</b>	<b>656</b>	<b>100%</b>	<b>643</b>	<b>100%</b>	<b>3,272</b>	<b>100%</b>

Source: SDCCD Information System

Table 7. ESOL Reading Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
ESOL 019	136	21%	137	23%	150	23%	138	22%	120	19%	681	22%
ESOL 021	137	21%	121	21%	157	24%	154	24%	159	25%	728	23%
ESOL 031	166	25%	167	29%	164	25%	171	27%	183	29%	851	27%
ESOL 040	213	33%	158	27%	175	27%	167	27%	178	28%	891	28%
<b>Total</b>	<b>652</b>	<b>100%</b>	<b>583</b>	<b>100%</b>	<b>646</b>	<b>100%</b>	<b>630</b>	<b>100%</b>	<b>640</b>	<b>100%</b>	<b>3,151</b>	<b>100%</b>

Source: SDCCD Information System

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
ESOL 019	136	32%	137	33%	150	34%	138	31%	120	27%	681	31%
ESOL 022	140	33%	124	30%	138	31%	140	32%	147	33%	689	32%
ESOL 032	145	34%	155	37%	159	36%	165	37%	185	41%	809	37%
<b>Total</b>	<b>421</b>	<b>100%</b>	<b>416</b>	<b>100%</b>	<b>447</b>	<b>100%</b>	<b>443</b>	<b>100%</b>	<b>452</b>	<b>100%</b>	<b>2,179</b>	<b>100%</b>

Source: SDCCD Information System

Table 9. Math Basic Skills Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
MATH 034A	451	10%	394	8%	472	10%	534	10%	652	12%	2,503	10%
MATH 038	1,593	36%	1,728	37%	1,689	36%	2,026	39%	1,997	37%	9,033	37%
MATH 046	2,378	54%	2,547	55%	2,495	54%	2,662	51%	2,678	50%	12,760	53%
<b>Total</b>	<b>4,422</b>	<b>100%</b>	<b>4,669</b>	<b>100%</b>	<b>4,656</b>	<b>100%</b>	<b>5,222</b>	<b>100%</b>	<b>5,327</b>	<b>100%</b>	<b>24,296</b>	<b>100%</b>

Source: SDCCD Information System



All Colleges Basic Skills Course Enrollments  
Spring Terms: 2008 - 2012

Table 10. English Basic Skills Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
ENGL 042	493	11%	537	12%	476	11%	548	12%	599	13%	2,653	12%
ENGL 043	818	18%	896	20%	830	20%	944	20%	980	21%	4,468	20%
ENGL 048	989	22%	1,037	23%	1,048	25%	1,156	24%	1,193	25%	5,423	24%
ENGL 049	2,144	48%	1,961	44%	1,841	44%	2,103	44%	1,928	41%	9,977	44%
<b>Total</b>	<b>4,444</b>	<b>100%</b>	<b>4,431</b>	<b>100%</b>	<b>4,195</b>	<b>100%</b>	<b>4,751</b>	<b>100%</b>	<b>4,700</b>	<b>100%</b>	<b>22,521</b>	<b>100%</b>

Source: SDCCD Information System

Table 11. ESOL Writing Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
ESOL 019	97	17%	143	20%	124	20%	145	21%	126	19%	635	20%
ESOL 020	134	23%	164	23%	148	24%	156	23%	152	23%	754	23%
ESOL 030	172	30%	196	28%	169	28%	210	30%	182	28%	929	29%
ESOL 040	176	30%	195	28%	166	27%	180	26%	192	29%	909	28%
<b>Total</b>	<b>579</b>	<b>100%</b>	<b>698</b>	<b>100%</b>	<b>607</b>	<b>100%</b>	<b>691</b>	<b>100%</b>	<b>652</b>	<b>100%</b>	<b>3,227</b>	<b>100%</b>

Source: SDCCD Information System

Table 12. ESOL Reading Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
ESOL 019	97	17%	143	20%	124	19%	145	20%	126	18%	635	19%
ESOL 021	131	23%	158	23%	144	22%	153	21%	154	22%	740	22%
ESOL 031	169	29%	205	29%	215	33%	254	35%	233	33%	1,076	32%
ESOL 040	176	31%	195	28%	166	26%	180	25%	192	27%	909	27%
<b>Total</b>	<b>573</b>	<b>100%</b>	<b>701</b>	<b>100%</b>	<b>649</b>	<b>100%</b>	<b>732</b>	<b>100%</b>	<b>705</b>	<b>100%</b>	<b>3,360</b>	<b>100%</b>

Source: SDCCD Information System

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
ESOL 019	97	27%	143	31%	124	29%	145	31%	126	24%	635	28%
ESOL 022	120	33%	158	34%	146	35%	147	31%	147	28%	718	32%
ESOL 032	149	41%	161	35%	153	36%	176	38%	260	49%	899	40%
<b>Total</b>	<b>366</b>	<b>100%</b>	<b>462</b>	<b>100%</b>	<b>423</b>	<b>100%</b>	<b>468</b>	<b>100%</b>	<b>533</b>	<b>100%</b>	<b>2,252</b>	<b>100%</b>

Source: SDCCD Information System

Table 14. Math Basic Skills Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
MATH 034A	317	8%	431	10%	430	10%	575	12%	595	12%	2,348	10%
MATH 038	1,448	36%	1,711	39%	1,635	37%	1,804	37%	1,819	36%	8,417	37%
MATH 046	2,231	56%	2,231	51%	2,320	53%	2,520	51%	2,609	52%	11,911	53%
<b>Total</b>	<b>3,996</b>	<b>100%</b>	<b>4,373</b>	<b>100%</b>	<b>4,385</b>	<b>100%</b>	<b>4,899</b>	<b>100%</b>	<b>5,023</b>	<b>100%</b>	<b>22,676</b>	<b>100%</b>

Source: SDCCD Information System

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

Figure 5. English Basic Skills Enrollments by Ethnicity

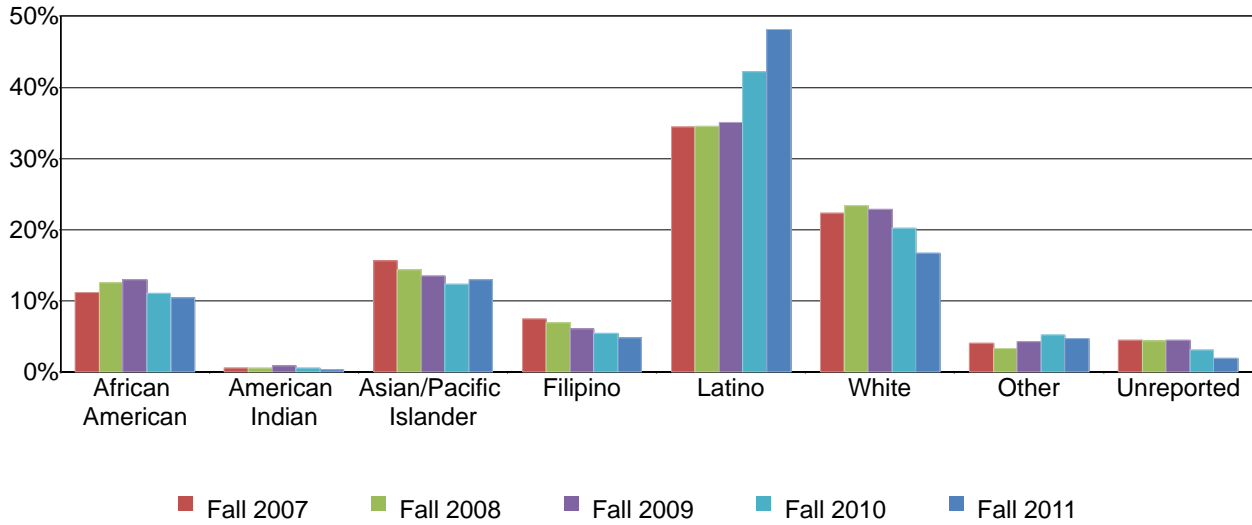


Figure 6. ESOL Enrollments by Ethnicity

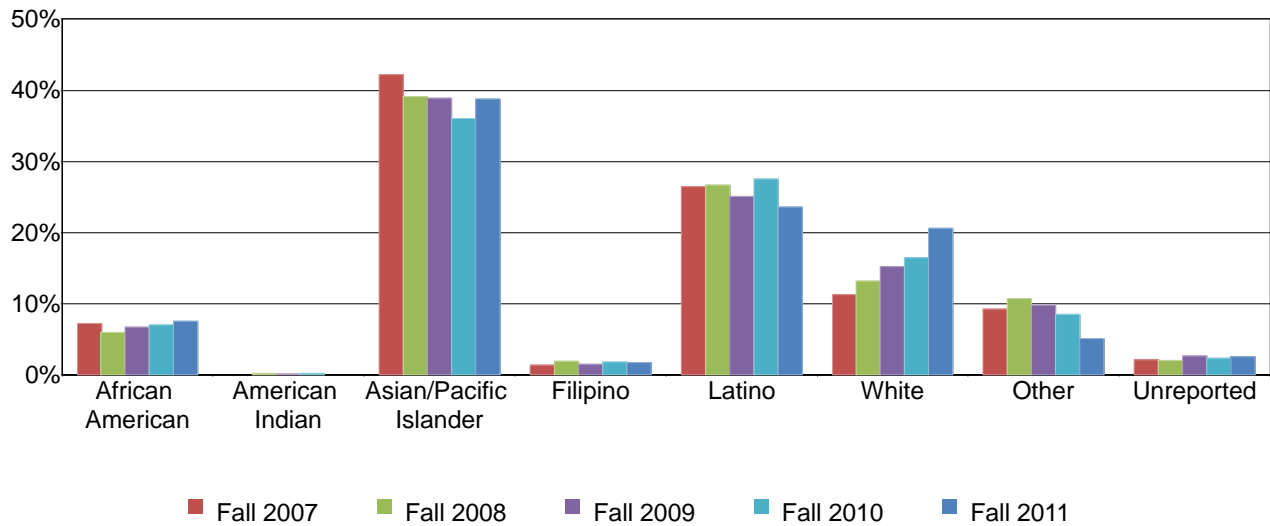
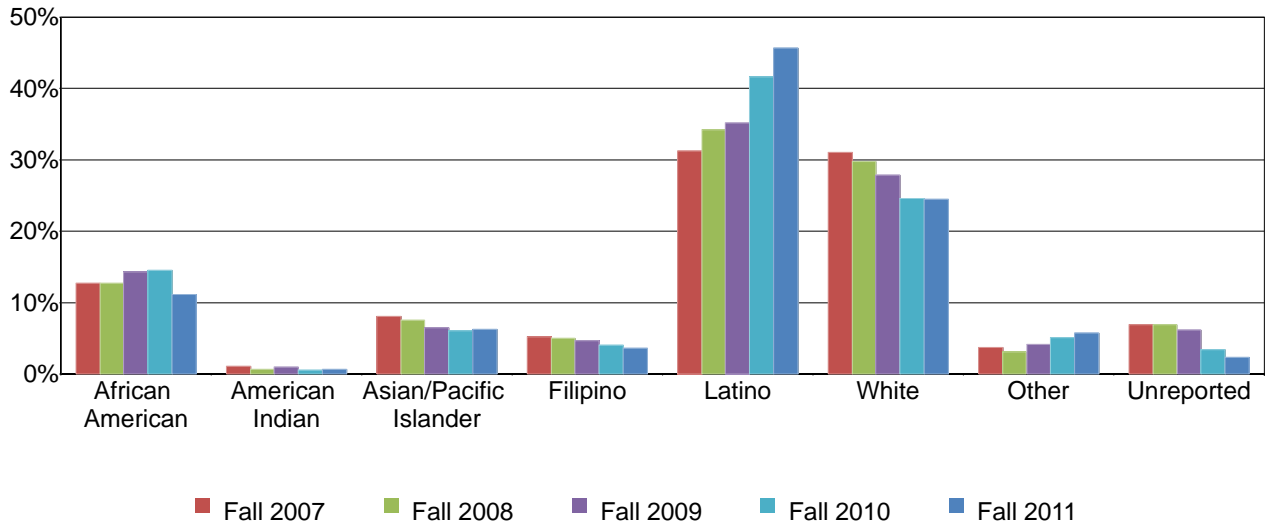


Figure 7. Math Basic Skills Enrollments by Ethnicity



All Colleges Basic Skills Subject Enrollments by Ethnicity  
Spring Terms: 2008 - 2012

Figure 8. English Basic Skills Enrollments by Ethnicity

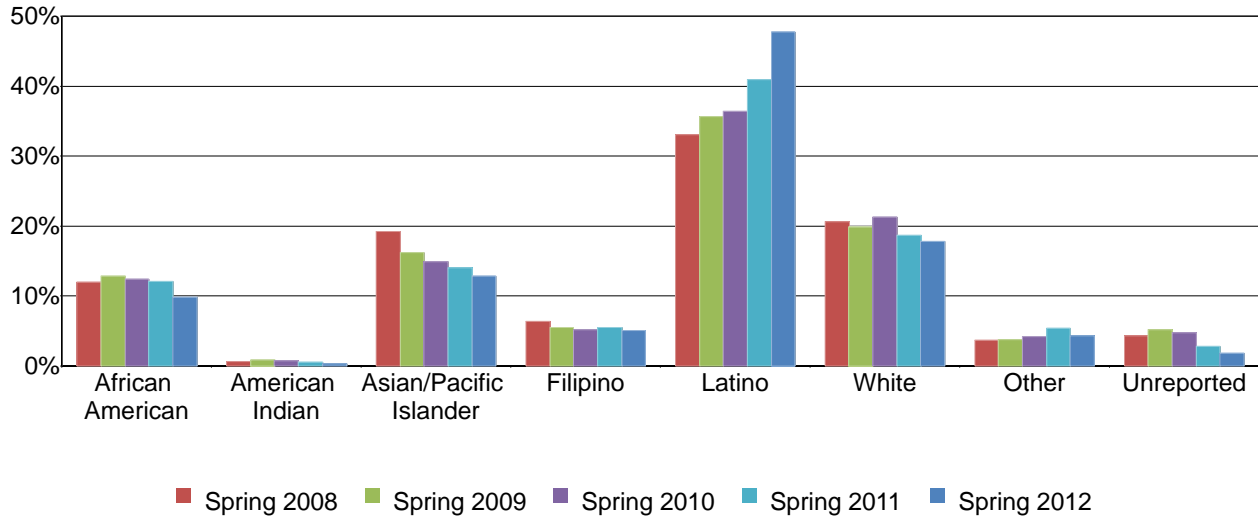


Figure 9. ESOL Enrollments by Ethnicity

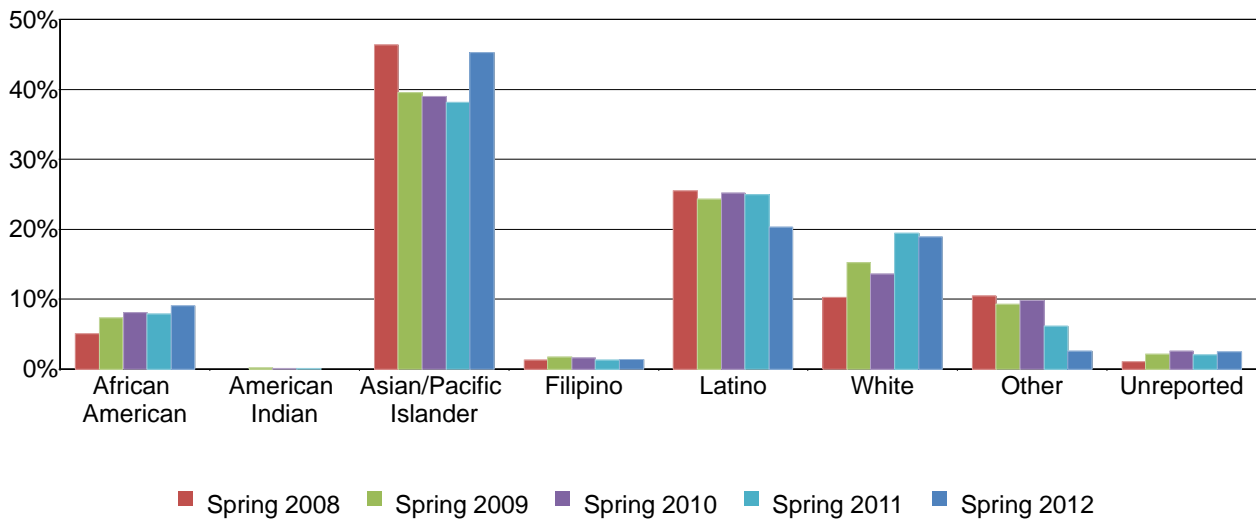
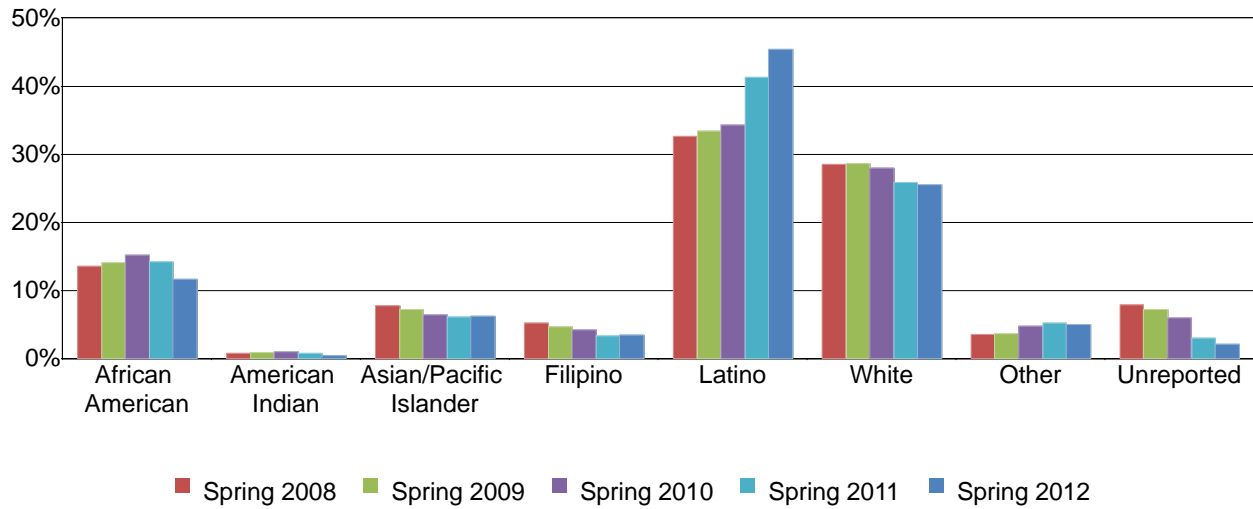


Figure 10. Math Basic Skills Enrollments by Ethnicity



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

Table 15. English Basic Skills Enrollments by Ethnicity

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	519	11%	575	13%	575	13%	559	11%	461	10%	2,689	12%
American Indian	23	0%	27	1%	36	1%	26	1%	17	0%	129	1%
Asian/Pacific Islander	723	16%	655	14%	599	14%	621	12%	572	13%	3,170	14%
Filipino	344	7%	318	7%	266	6%	272	5%	212	5%	1,412	6%
Latino	1,595	34%	1,581	35%	1,552	35%	2,123	42%	2,128	48%	8,979	39%
White	1,033	22%	1,070	23%	1,008	23%	1,015	20%	737	17%	4,863	21%
Other	188	4%	151	3%	187	4%	264	5%	209	5%	999	4%
Unreported	205	4%	200	4%	196	4%	155	3%	85	2%	841	4%
<b>Total</b>	<b>4,630</b>	<b>100%</b>	<b>4,577</b>	<b>100%</b>	<b>4,419</b>	<b>100%</b>	<b>5,035</b>	<b>100%</b>	<b>4,421</b>	<b>100%</b>	<b>23,082</b>	<b>100%</b>

Source: SDCCD Information System

Table 16. ESOL Enrollments by Ethnicity

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	92	7%	70	6%	87	7%	91	7%	100	8%	440	7%
American Indian	0	0%	3	0%	1	0%	3	0%	0	0%	7	0%
Asian/Pacific Islander	538	42%	462	39%	503	39%	463	36%	511	39%	2,477	39%
Filipino	18	1%	23	2%	20	2%	23	2%	23	2%	107	2%
Latino	337	26%	315	27%	324	25%	354	28%	311	24%	1,641	26%
White	144	11%	156	13%	197	15%	212	16%	271	21%	980	15%
Other	118	9%	127	11%	126	10%	110	9%	67	5%	548	9%
Unreported	27	2%	24	2%	34	3%	30	2%	34	3%	149	2%
<b>Total</b>	<b>1,274</b>	<b>100%</b>	<b>1,180</b>	<b>100%</b>	<b>1,292</b>	<b>100%</b>	<b>1,286</b>	<b>100%</b>	<b>1,317</b>	<b>100%</b>	<b>6,349</b>	<b>100%</b>

Source: SDCCD Information System

Table 17. Math Basic Skills Enrollments by Ethnicity

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	563	13%	593	13%	665	14%	758	15%	596	11%	3,175	13%
American Indian	47	1%	32	1%	47	1%	28	1%	34	1%	188	1%
Asian/Pacific Islander	356	8%	351	8%	304	7%	319	6%	336	6%	1,666	7%
Filipino	231	5%	234	5%	220	5%	214	4%	193	4%	1,092	4%
Latino	1,383	31%	1,599	34%	1,639	35%	2,177	42%	2,432	46%	9,230	38%
White	1,374	31%	1,389	30%	1,300	28%	1,283	25%	1,303	24%	6,649	27%
Other	164	4%	147	3%	194	4%	266	5%	307	6%	1,078	4%
Unreported	304	7%	324	7%	287	6%	177	3%	126	2%	1,218	5%
<b>Total</b>	<b>4,422</b>	<b>100%</b>	<b>4,669</b>	<b>100%</b>	<b>4,656</b>	<b>100%</b>	<b>5,222</b>	<b>100%</b>	<b>5,327</b>	<b>100%</b>	<b>24,296</b>	<b>100%</b>

Source: SDCCD Information System

All Colleges Basic Skills Subject Enrollments by Ethnicity  
Spring Terms: 2008 - 2012

Table 18. English Basic Skills Enrollments by Ethnicity

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	534	12%	572	13%	522	12%	575	12%	461	10%	2,664	12%
American Indian	28	1%	38	1%	30	1%	26	1%	17	0%	139	1%
Asian/Pacific Islander	855	19%	717	16%	626	15%	666	14%	607	13%	3,471	15%
Filipino	282	6%	246	6%	219	5%	261	5%	241	5%	1,249	6%
Latino	1,471	33%	1,580	36%	1,529	36%	1,944	41%	2,245	48%	8,769	39%
White	918	21%	882	20%	894	21%	890	19%	838	18%	4,422	20%
Other	164	4%	166	4%	175	4%	256	5%	204	4%	965	4%
Unreported	192	4%	230	5%	200	5%	133	3%	87	2%	842	4%
<b>Total</b>	<b>4,444</b>	<b>100%</b>	<b>4,431</b>	<b>100%</b>	<b>4,195</b>	<b>100%</b>	<b>4,751</b>	<b>100%</b>	<b>4,700</b>	<b>100%</b>	<b>22,521</b>	<b>100%</b>

Source: SDCCD Information System

Table 19. ESOL Enrollments by Ethnicity

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	58	5%	102	7%	102	8%	112	8%	131	9%	505	8%
American Indian	0	0%	3	0%	2	0%	1	0%	0	0%	6	0%
Asian/Pacific Islander	532	46%	546	40%	493	39%	542	38%	655	45%	2,768	42%
Filipino	15	1%	24	2%	20	2%	19	1%	20	1%	98	1%
Latino	293	26%	336	24%	318	25%	354	25%	294	20%	1,595	24%
White	118	10%	211	15%	172	14%	276	19%	273	19%	1,050	16%
Other	120	10%	128	9%	125	10%	87	6%	37	3%	497	7%
Unreported	12	1%	30	2%	33	3%	30	2%	36	2%	141	2%
<b>Total</b>	<b>1,148</b>	<b>100%</b>	<b>1,380</b>	<b>100%</b>	<b>1,265</b>	<b>100%</b>	<b>1,421</b>	<b>100%</b>	<b>1,446</b>	<b>100%</b>	<b>6,660</b>	<b>100%</b>

Source: SDCCD Information System

Table 20. Math Basic Skills Enrollments by Ethnicity

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	543	14%	618	14%	666	15%	695	14%	585	12%	3,107	14%
American Indian	33	1%	40	1%	45	1%	38	1%	27	1%	183	1%
Asian/Pacific Islander	311	8%	317	7%	284	6%	300	6%	316	6%	1,528	7%
Filipino	209	5%	207	5%	187	4%	167	3%	175	3%	945	4%
Latino	1,303	33%	1,461	33%	1,503	34%	2,025	41%	2,282	45%	8,574	38%
White	1,140	29%	1,252	29%	1,227	28%	1,266	26%	1,280	25%	6,165	27%
Other	142	4%	163	4%	209	5%	258	5%	251	5%	1,023	5%
Unreported	315	8%	315	7%	264	6%	150	3%	107	2%	1,151	5%
<b>Total</b>	<b>3,996</b>	<b>100%</b>	<b>4,373</b>	<b>100%</b>	<b>4,385</b>	<b>100%</b>	<b>4,899</b>	<b>100%</b>	<b>5,023</b>	<b>100%</b>	<b>22,676</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 2007 to Fall 2011. 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 through 14, and Tables 22 through 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, 76% of the students in the Basic Skills courses who are enrolled in a fall term as of official census, excluding withdrawals, persist to the spring term. The persistence rate trend has steadily increased from Fall 2007 (73%) to Fall 2011 (79%). The average persistence rate of students in Basic Skills courses (76%) is higher than the persistence rate of first-time students across all courses (70%, see 2012 Fact Book).

Female and male students in Basic Skills courses, on average, have a similar persistence rate (76% each). Between Fall 2007 and Fall 2011 the persistence rate for both genders has increased from 73% to 79% for females, and 73% to 78% for males.

The persistence rates for African American students in the Basic Skills courses have increased over the past five years, from 69% in Fall 2007 to 73% in 2011, with an average persistence rate of 72%. Latino students in Basic Skills courses also showed an increase in persistence rates, from 72% in Fall 2007 to 79% in Fall 2011 with an average persistence rate of 76%.

Students with the highest persistence rates on average are students who are 18 to 24 years old (78%). The age groups that showed the greatest increase in persistence rates were the 40 to 49 years old (67% in 2007 to 78% in 2011) and the 50 and older group (65% in 2007 to 75% in 2011).

All Colleges Term Persistence  
Fall Terms: 2007 – 2011

Figure 11. Basic Skills Term Persistence

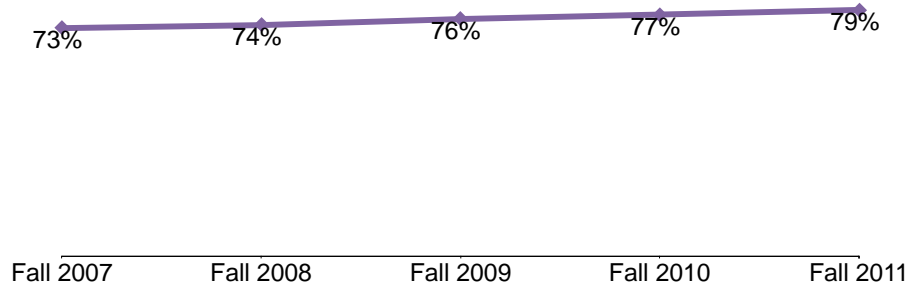


Table 21. Basic Skills Term Persistence

Cohort	Fall	Spring	Persistence
Fall 2007	5,860	4,292	73%
Fall 2008	6,059	4,497	74%
Fall 2009	6,161	4,688	76%
Fall 2010	6,948	5,382	77%
Fall 2011	6,770	5,341	79%
<b>Average</b>			<b>76%</b>

Source: SDCCD Information System

Note. SDSU and UCSD students are excluded.

All Colleges Term Persistence by Gender  
Fall Terms: 2007 – 2011

Figure 12. Basic Skills Term Persistence by Gender

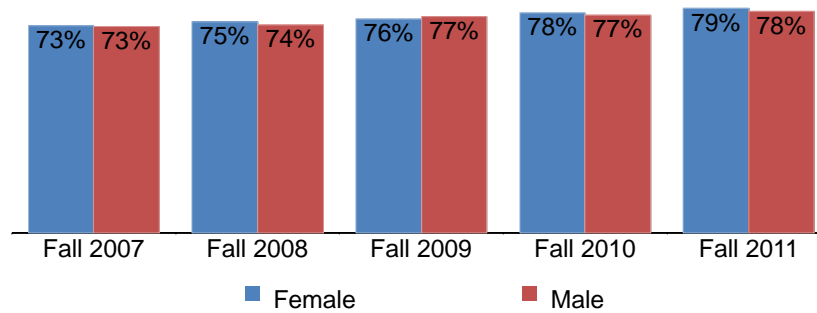


Table 22. Basic Skills Term Persistence by Gender

Cohort	Female			Male		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	3,218	2,361	73%	2,638	1,928	73%
Fall 2008	3,338	2,493	75%	2,720	2,003	74%
Fall 2009	3,336	2,526	76%	2,824	2,162	77%
Fall 2010	3,755	2,922	78%	3,192	2,459	77%
Fall 2011	3,659	2,903	79%	3,110	2,437	78%
<b>Average</b>			<b>76%</b>			<b>76%</b>

Source: SDCCD Information System

Note. SDSU and UCSD students are excluded.

All Colleges Term Persistence by Ethnicity  
Fall Terms: 2007 – 2011

Figure 13. Basic Skills Term Persistence by Ethnicity

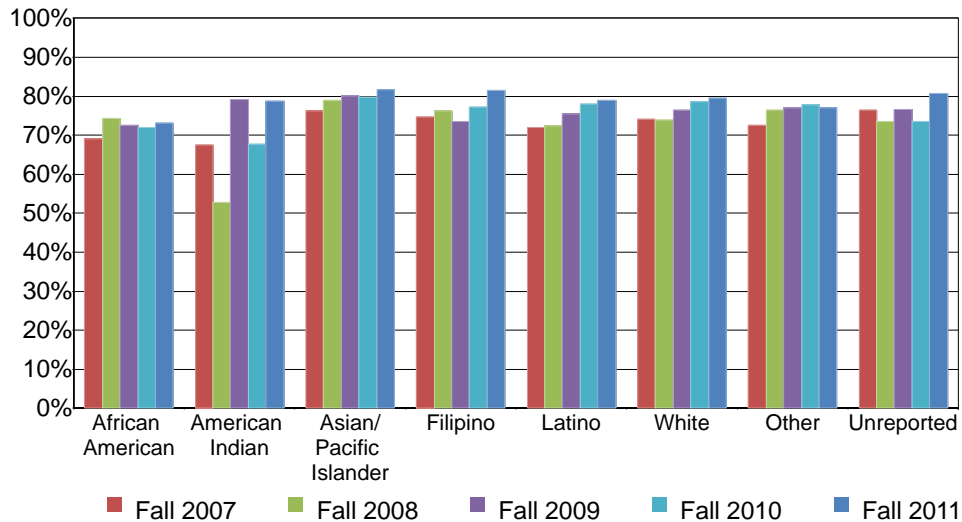


Table 23. Basic Skills Term Persistence by Ethnicity

Cohort	African American			American Indian			Asian/Pacific Islander			Filipino		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	633	437	69%	40	27	68%	920	701	76%	343	256	75%
Fall 2008	672	499	74%	36	19	53%	838	661	79%	325	248	76%
Fall 2009	732	531	73%	48	38	79%	848	680	80%	307	226	74%
Fall 2010	795	572	72%	31	21	68%	831	663	80%	317	245	77%
Fall 2011	660	483	73%	33	26	79%	867	708	82%	275	224	81%
<b>Average</b>			<b>72%</b>			<b>70%</b>			<b>79%</b>			<b>77%</b>

Cohort	Latino			White			Other			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	1,830	1,316	72%	1,546	1,146	74%	251	182	73%	297	227	76%
Fall 2008	1,986	1,437	72%	1,613	1,193	74%	241	184	76%	348	256	74%
Fall 2009	2,026	1,530	76%	1,578	1,205	76%	300	231	77%	322	247	77%
Fall 2010	2,756	2,151	78%	1,624	1,277	79%	383	298	78%	211	155	73%
Fall 2011	2,902	2,290	79%	1,523	1,212	80%	360	277	77%	150	121	81%
<b>Average</b>			<b>76%</b>			<b>77%</b>			<b>76%</b>			<b>76%</b>

Source: SDCCD Information System

Note. SDSU and UCSD students are excluded.

All Colleges Term Persistence by Age  
Fall Terms: 2007 – 2011

Figure 14. Basic Skills Term Persistence by Age

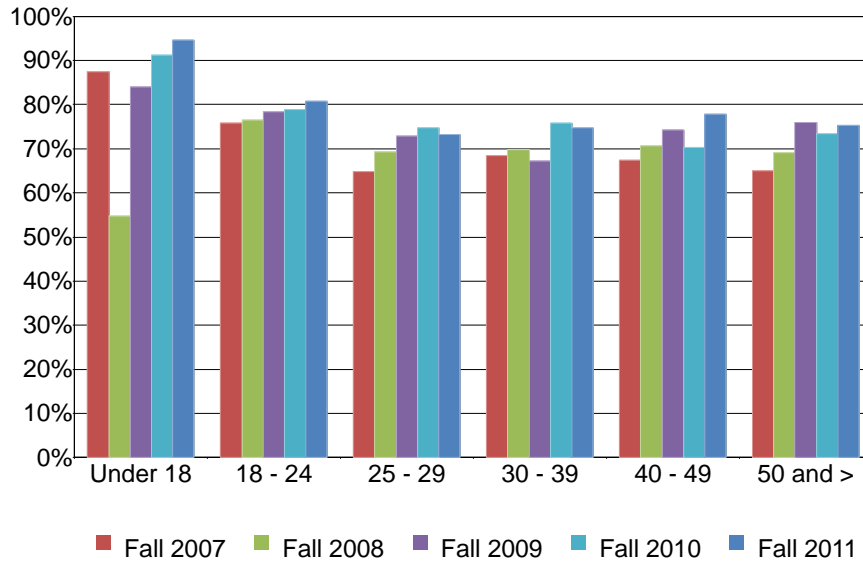


Table 24. Basic Skills Term Persistence by Age

Cohort	Under 18			18 - 24			25 - 29			30 - 39		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	32	28	88%	4,126	3,131	76%	706	458	65%	540	370	69%
Fall 2008	73	40	55%	4,183	3,200	77%	730	506	69%	623	435	70%
Fall 2009	25	21	84%	4,043	3,171	78%	866	632	73%	713	479	67%
Fall 2010	23	21	91%	4,688	3,698	79%	957	716	75%	733	556	76%
Fall 2011	19	18	95%	4,532	3,664	81%	886	649	73%	754	564	75%
<b>Average</b>			<b>74%</b>			<b>78%</b>			<b>71%</b>			<b>71%</b>

Cohort	40 - 49			50 and >		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	331	223	67%	123	80	65%
Fall 2008	290	205	71%	159	110	69%
Fall 2009	326	242	74%	188	143	76%
Fall 2010	344	242	70%	203	149	73%
Fall 2011	385	300	78%	194	146	75%
<b>Average</b>			<b>72%</b>			<b>72%</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 retention and success as student outcomes for the fall and spring terms of the five most recent years for which data are available: Fall 2007 through Spring 2012. Due to the differing patterns of retention and success, fall and spring terms are reported separately. Five-year trends in retention rates are shown graphically by term for each Basic Skills course (see Figures 15 through 24), and for each subject by ethnicity (see Figures 25 through 30). Similarly, five-year trends in success rates are presented graphically by term for each course (see Figures 31 through 40), and for each subject by ethnicity (see Figures 41 through 46).

### **TERMS AND DEFINITIONS:**

**Retention Rates:** The percentage of students who complete a course out of the total course enrollments. 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:** The percentage of students who successfully complete a course out of the total course enrollments. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students who receive grade notations A, B, C, or P and Denominator = Total number of valid enrollments as of official census.



## Summary of Findings

Retention rates increased for all English courses from Fall 2007 to Fall 2011, as well as from Spring 2008 to Spring 2012. Success rates also increased for all English courses during the same five-year time period from Fall 2007 to Fall 2011. From Spring 2008 to Spring 2012 success rates for all English courses increased except for English 043 which remained relatively stable.

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

Retention rates increased from Fall 2007 to Fall 2011, for all ESOL courses except for 021 and 032. From Spring 2008 to Spring 2012 retention rates increased for all ESOL courses except for 019, 031, and 040. All ESOL success rates increased from Fall 2007 to Fall 2011 except for ESOL 032 which remained the same. From Spring 2008 to Spring 2012 ESOL success rates increased for ESOL 019, 022, 030, and 032.

Retention and success rates for Filipinos and Latinos in ESOL courses have steadily increased from Fall 2007 to Fall 2011. The overall five-year averages comparing across ethnic groups shows that both retention and success rates were highest among American Indians and Asian/Pacific Islanders.

Retention rates for Math 046 had the largest increase (4%) from Fall 2007 to Fall 2011. Between Spring 2008 and Spring 2012 the retention rates for all three math courses increased by nearly 10% each. The success rates for math courses from Fall 2007 to Fall 2011 increased except for Math 046. From Spring 2008 to Spring 2012 the success rates increased for all math courses by at least 5%.

Retention rates for Latinos and Whites in math courses increased from Fall 2007 to Fall 2011. Comparing the five-year averages across ethnic groups shows that the math retention rate was lower for African Americans (70%), while success rates were highest for Asian/Pacific Islander (56%) and White (55%) students, followed by Filipino (52%), Latino (46%) and African American (35%) students.

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

Figure 15. English Basic Skills Course Retention Rates

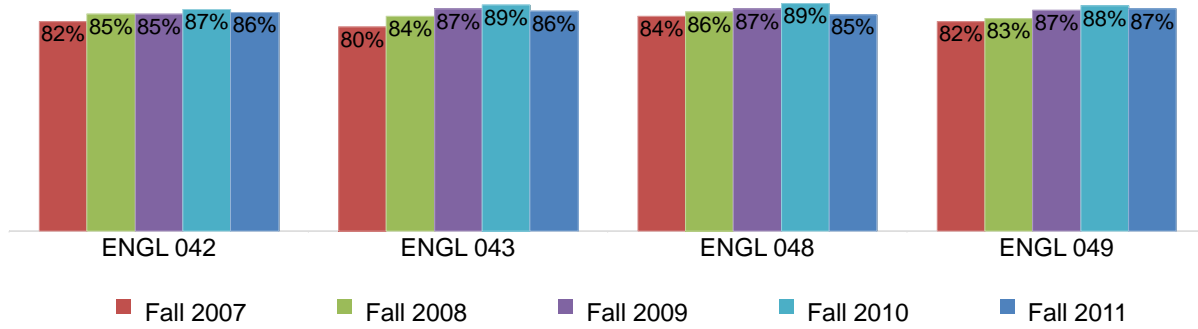


Figure 16. ESOL Writing Course Retention Rates

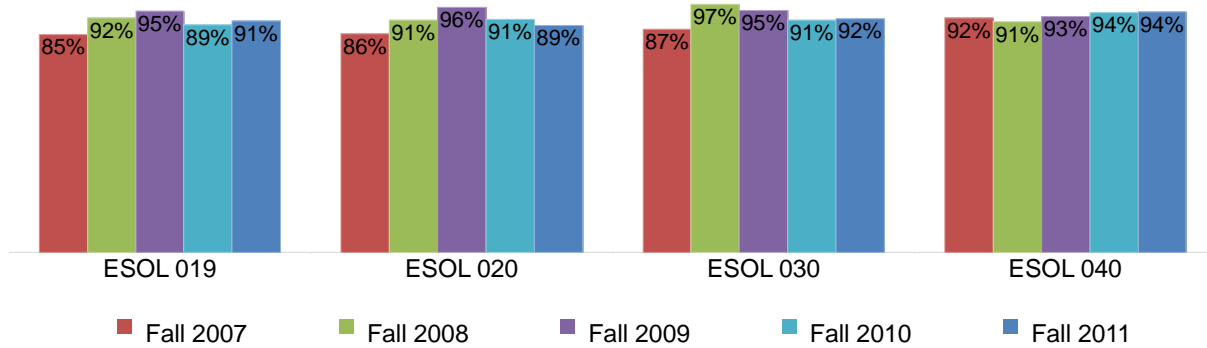


Figure 17. ESOL Reading Course Retention Rates

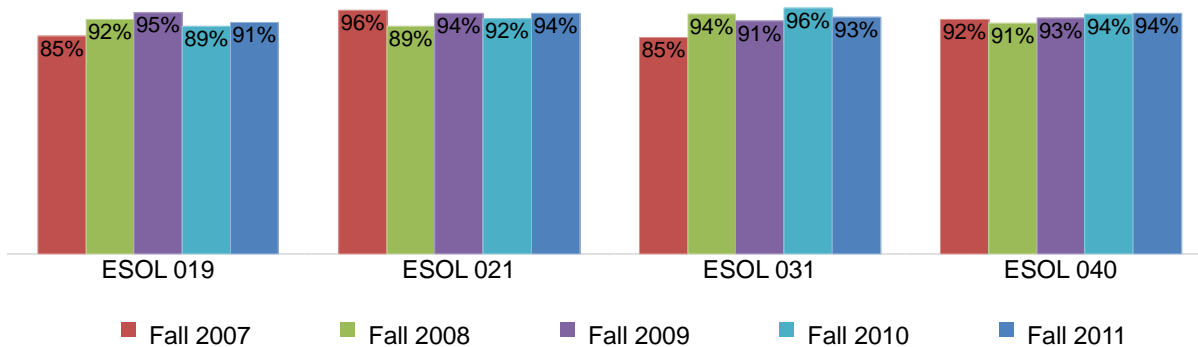


Figure 18. ESOL Listening/Speaking Course Retention Rates

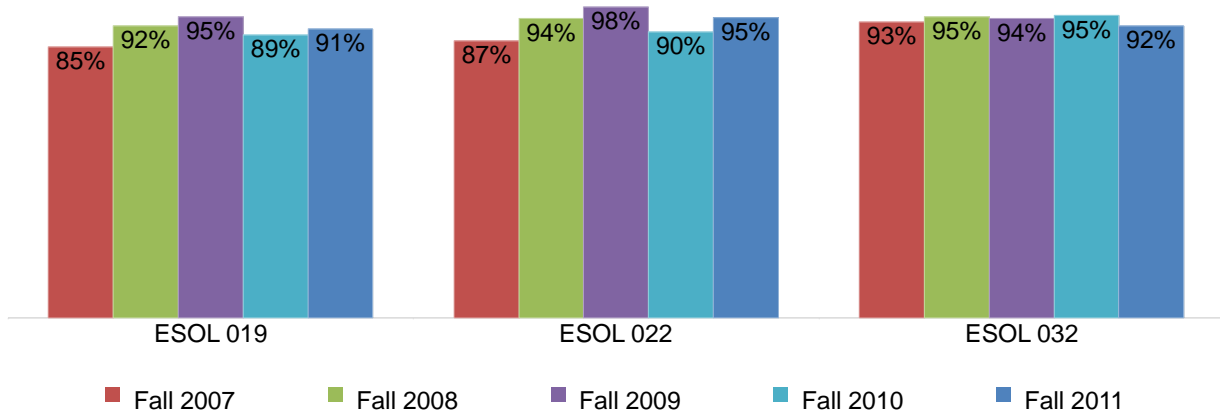
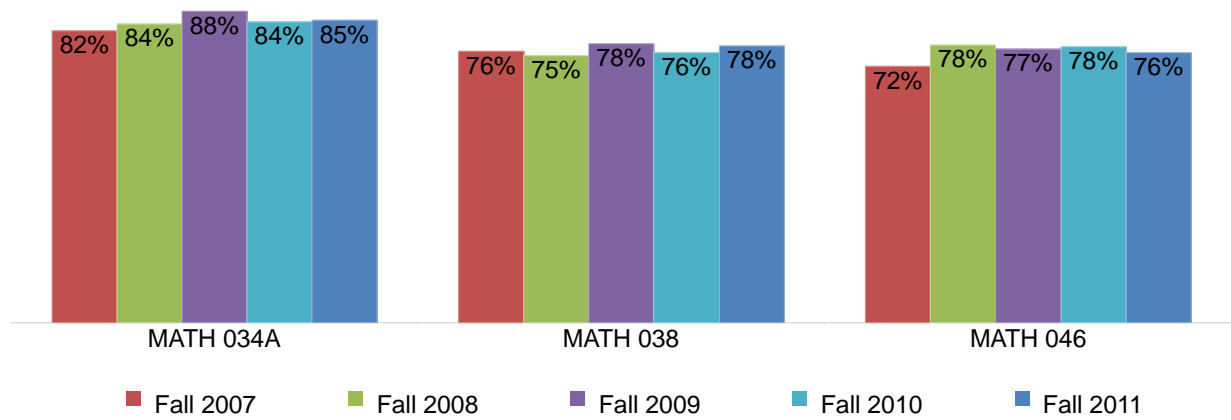


Figure 19. Math Basic Skills Course Retention Rates



All Colleges Basic Skills Course Retention Rates  
Spring Terms: 2008 - 2012

Figure 20. English Basic Skills Course Retention Rates

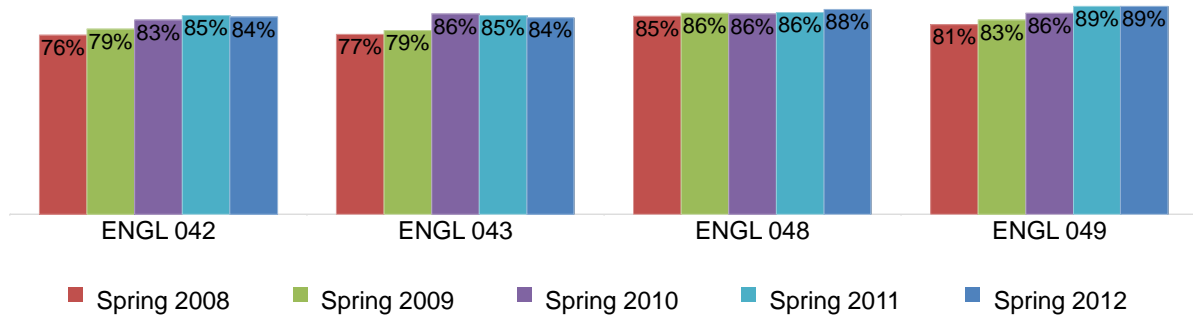


Figure 21. ESOL Writing Course Retention Rates

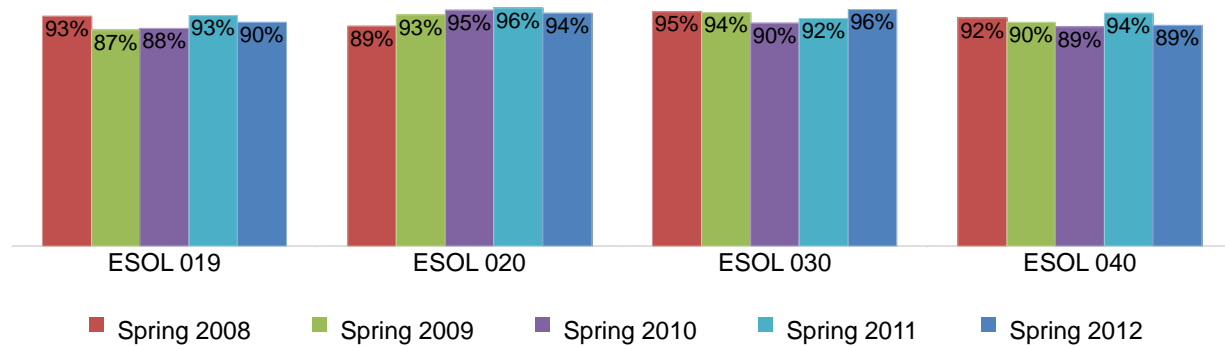


Figure 22. ESOL Reading Course Retention Rates

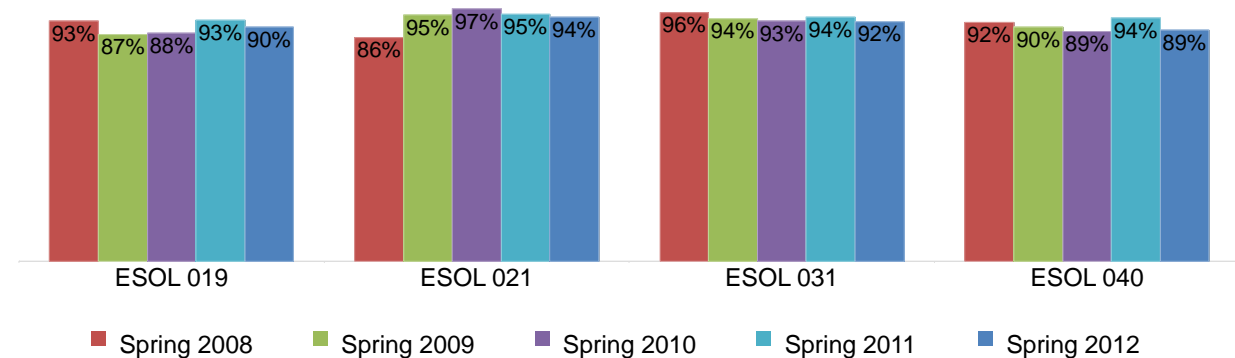


Figure 23. ESOL Listening/Speaking Course Retention Rates

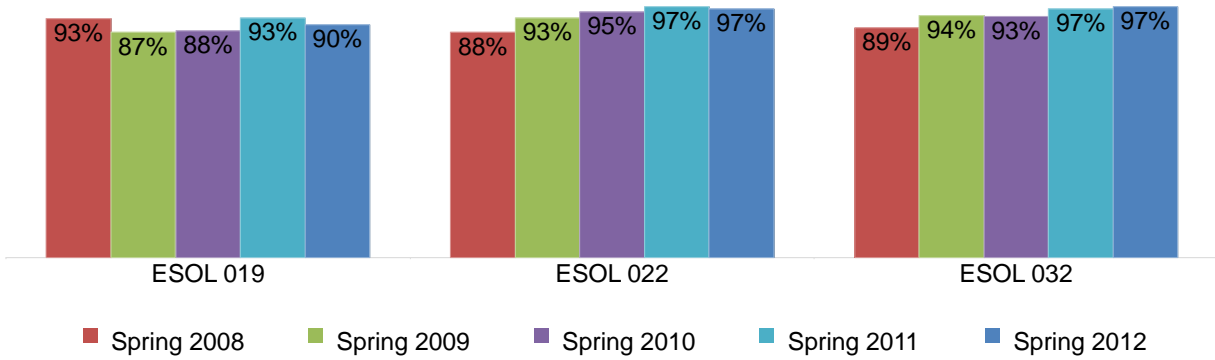
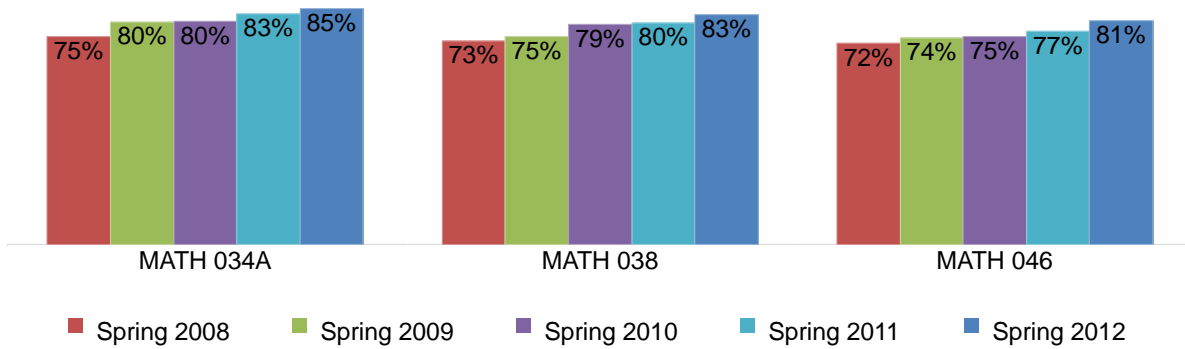


Figure 24. Math Basic Skills Course Retention Rates



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

Figure 25. English Basic Skills Retention Rates by Ethnicity

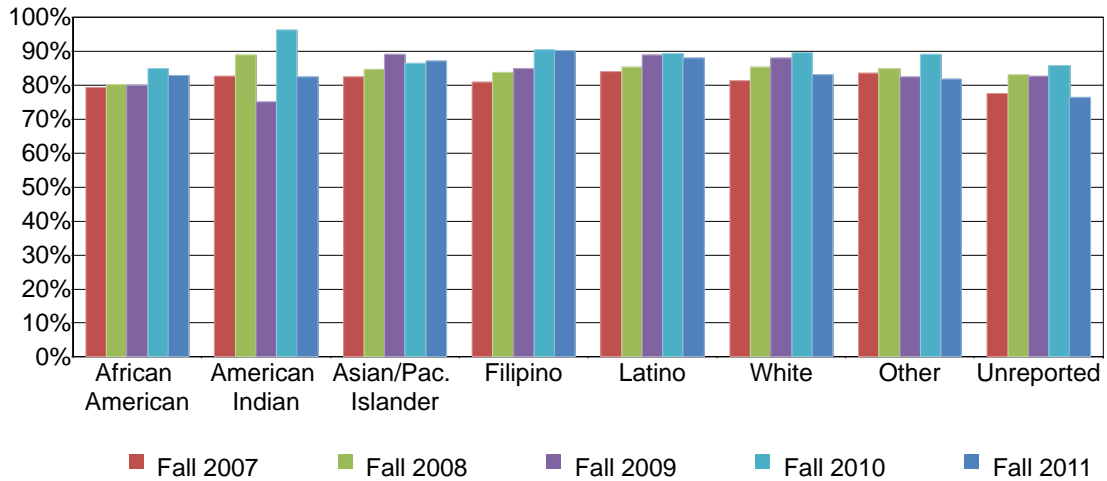


Figure 26. ESOL Retention Rates by Ethnicity

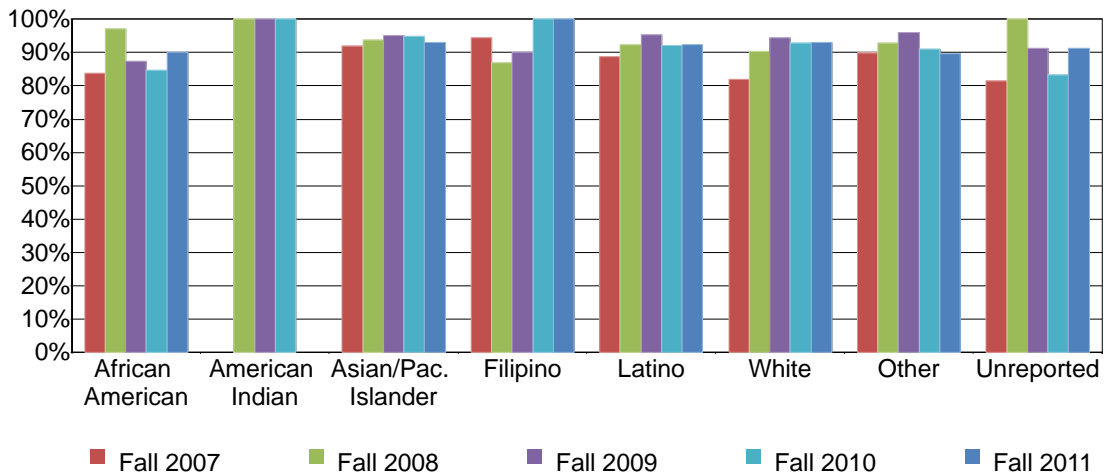
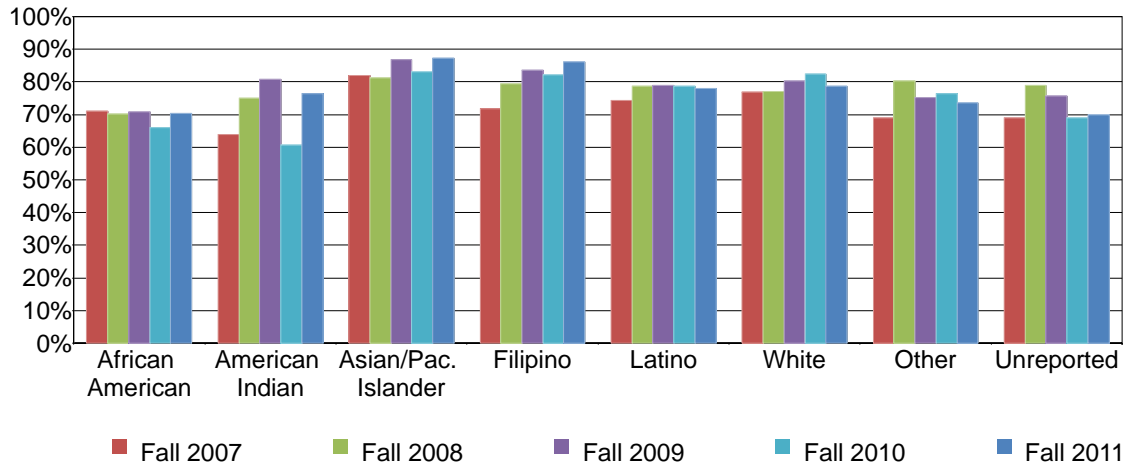


Figure 27. Math Basic Skills Retention Rates by Ethnicity



All Colleges Basic Skills Subject Retention Rates by Ethnicity  
Spring Terms: 2008 - 2012

Figure 28. English Basic Skills Retention Rates by Ethnicity

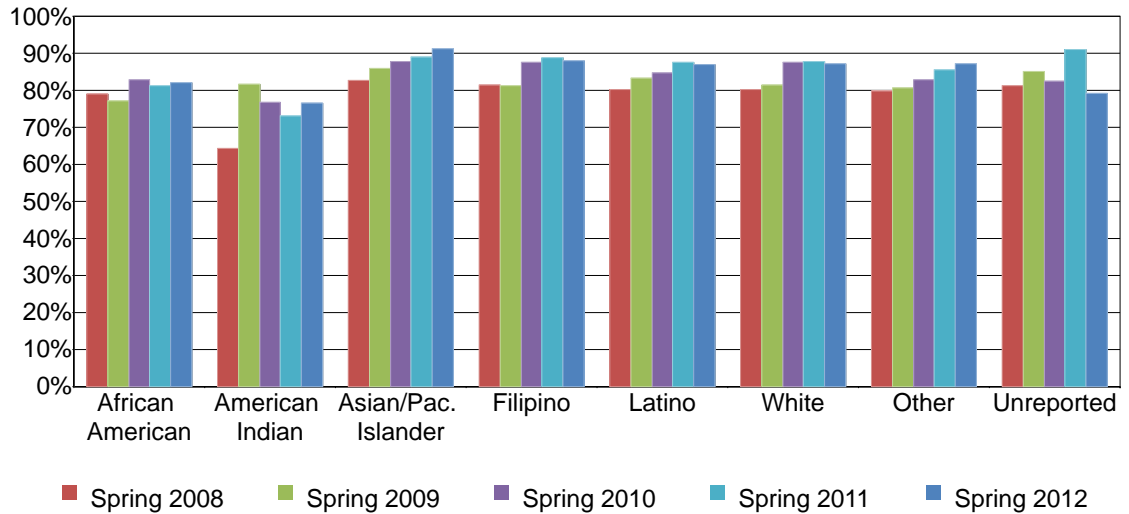


Figure 29. ESOL Retention Rates by Ethnicity

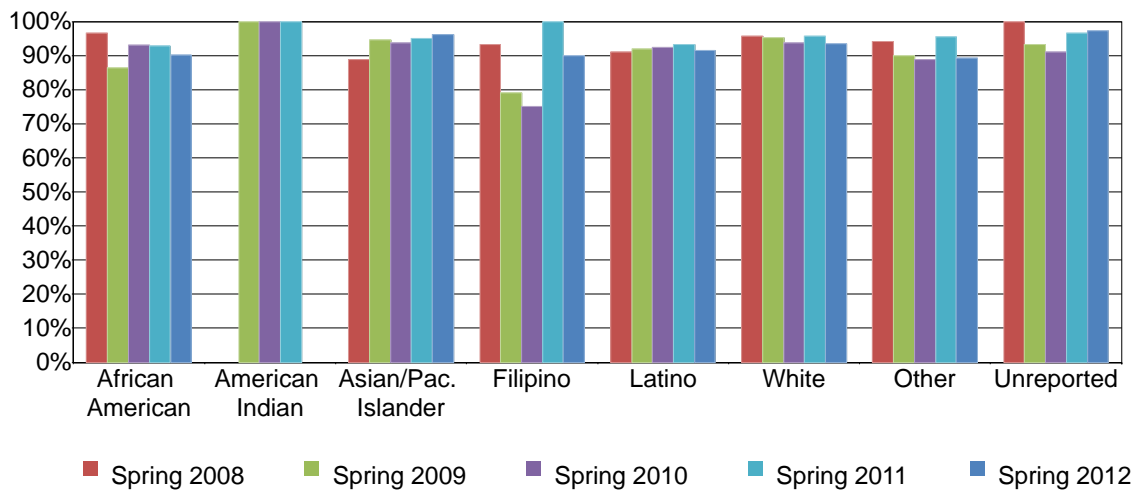
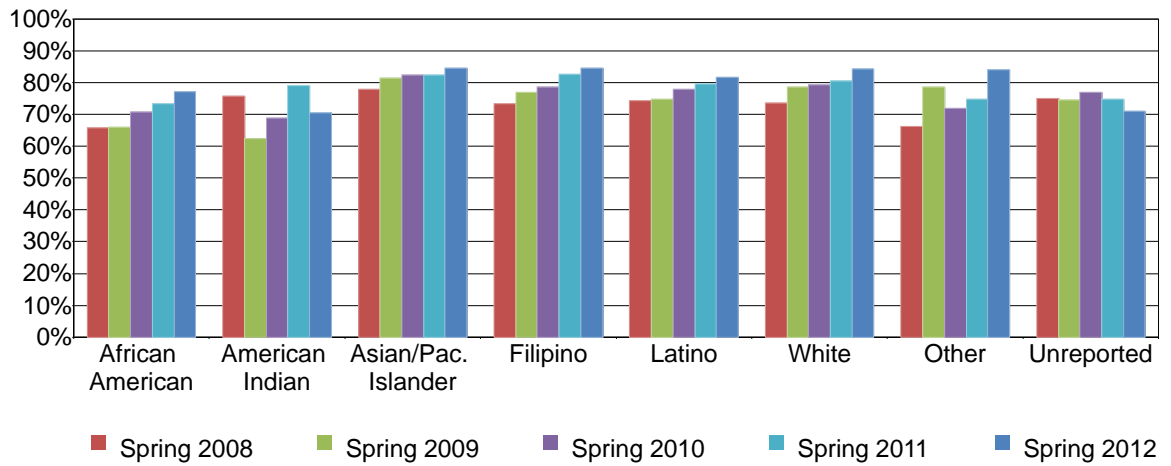




Figure 30. Math Basic Skills Retention Rates by Ethnicity



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

Figure 31. English Basic Skills Course Success Rates

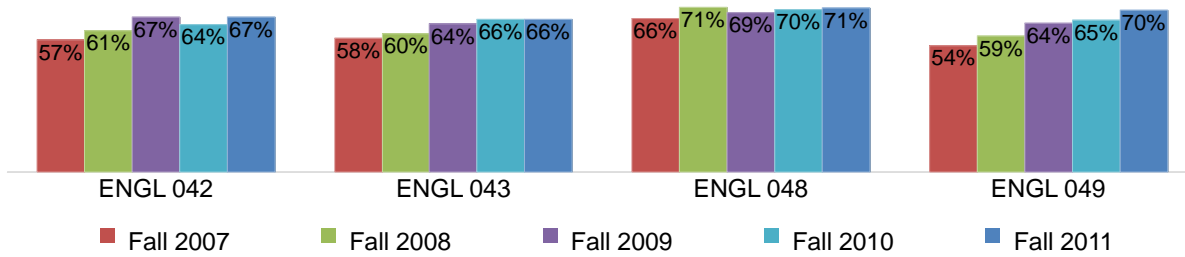


Figure 32. ESOL Writing Course Success Rates

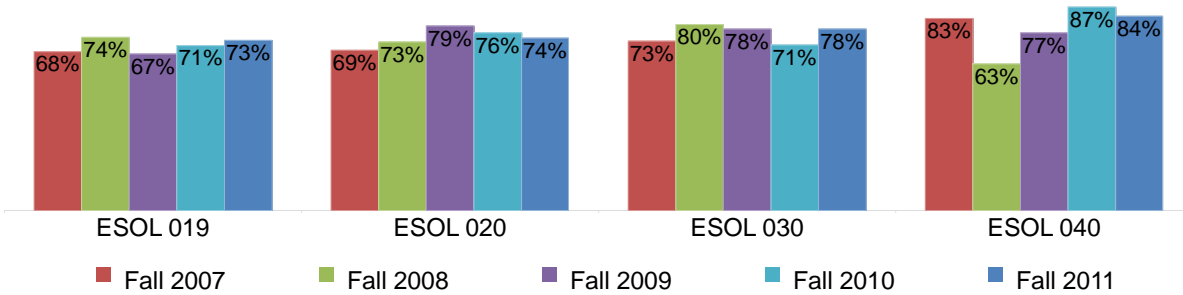


Figure 33. ESOL Reading Course Success Rates

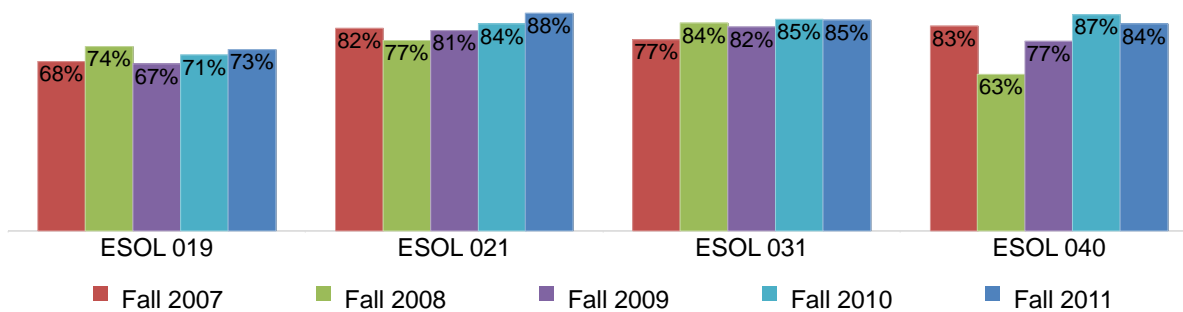


Figure 34. ESOL Listening/Speaking Course Success Rates

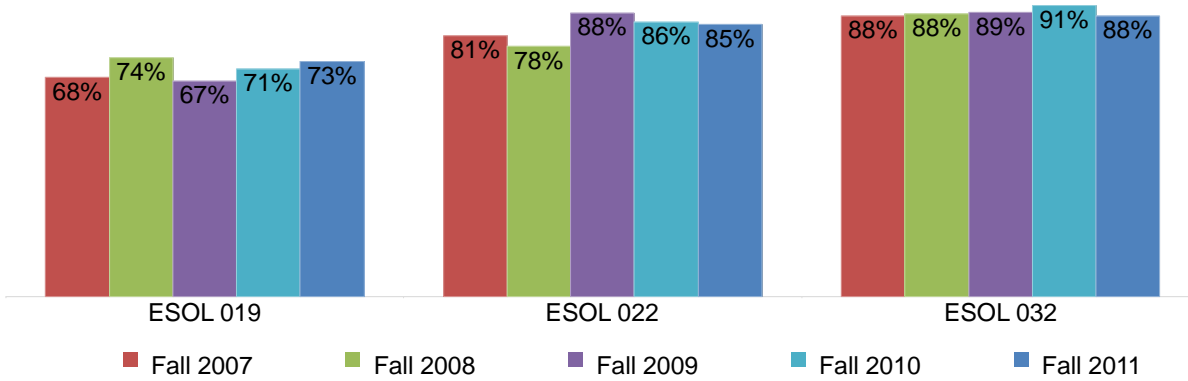
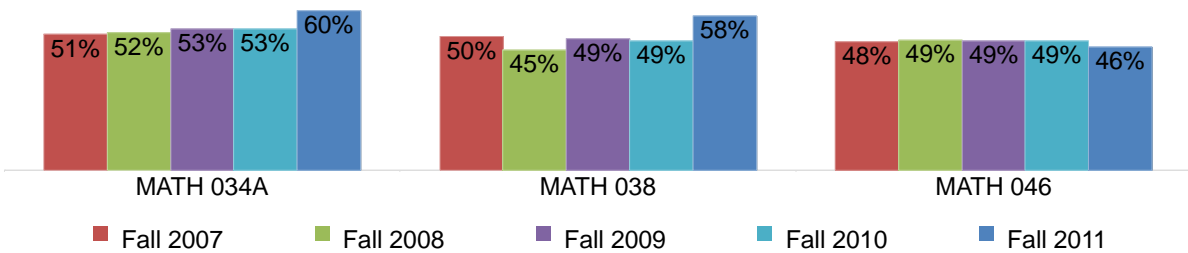


Figure 35. Math Basic Skills Course Success Rates



All Colleges Basic Skills Course Success Rates  
Spring Terms: 2008 - 2012

Figure 36. English Basic Skills Course Success Rates

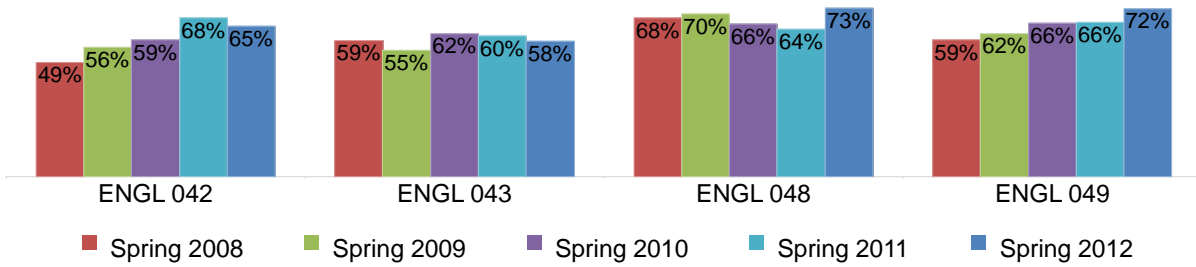


Figure 37. ESOL Writing Course Success Rates

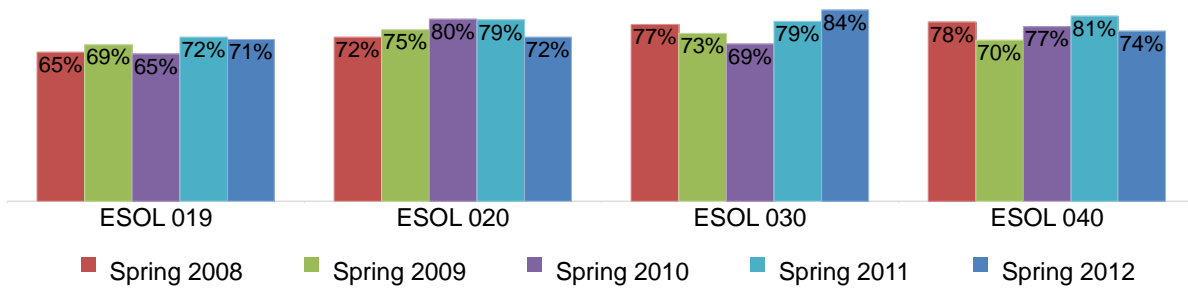


Figure 38. ESOL Reading Course Success Rates

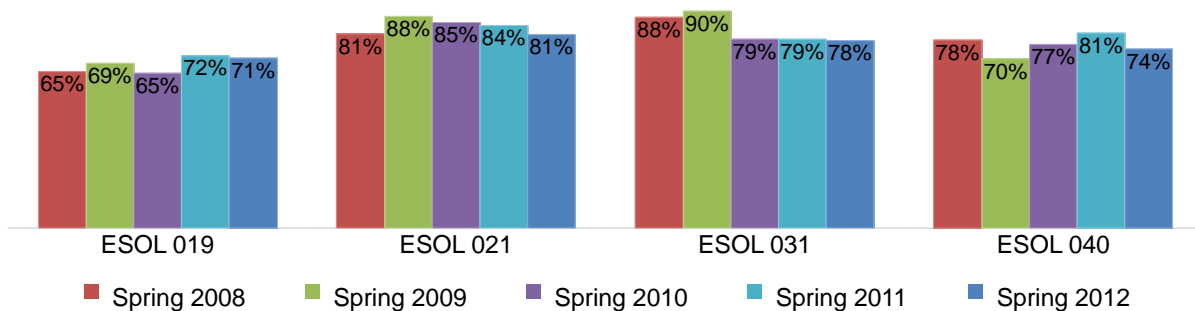


Figure 39. ESOL Listening/Speaking Course Success Rates

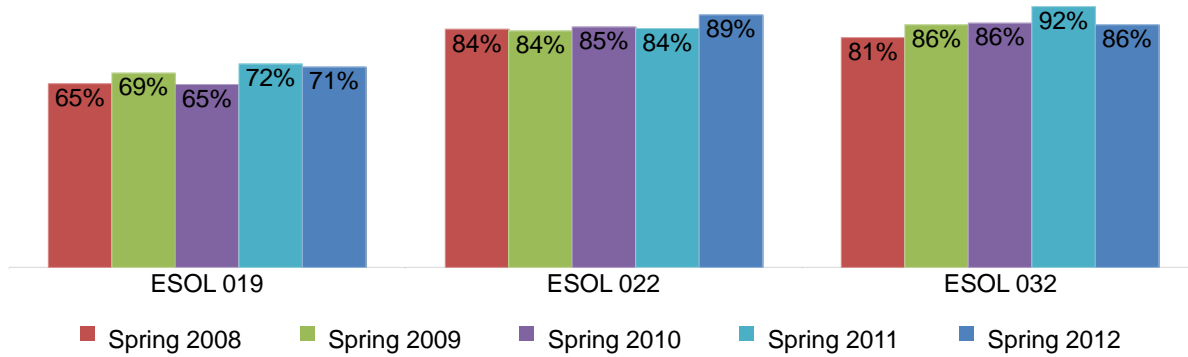
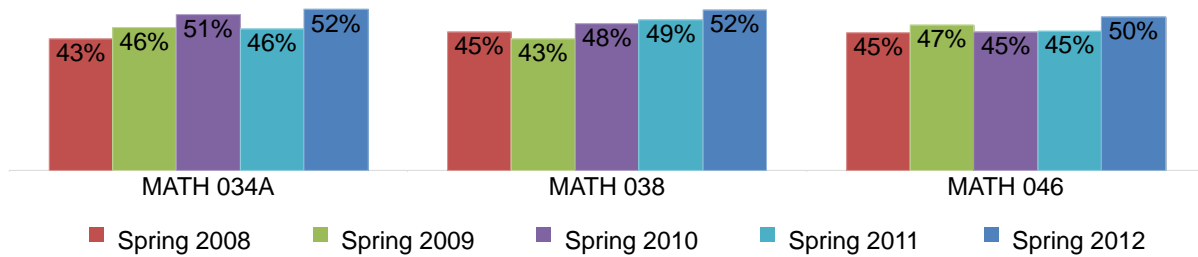


Figure 40. Math Basic Skills Course Success Rates



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

Figure 41. English Basic Skills Success Rates by Ethnicity

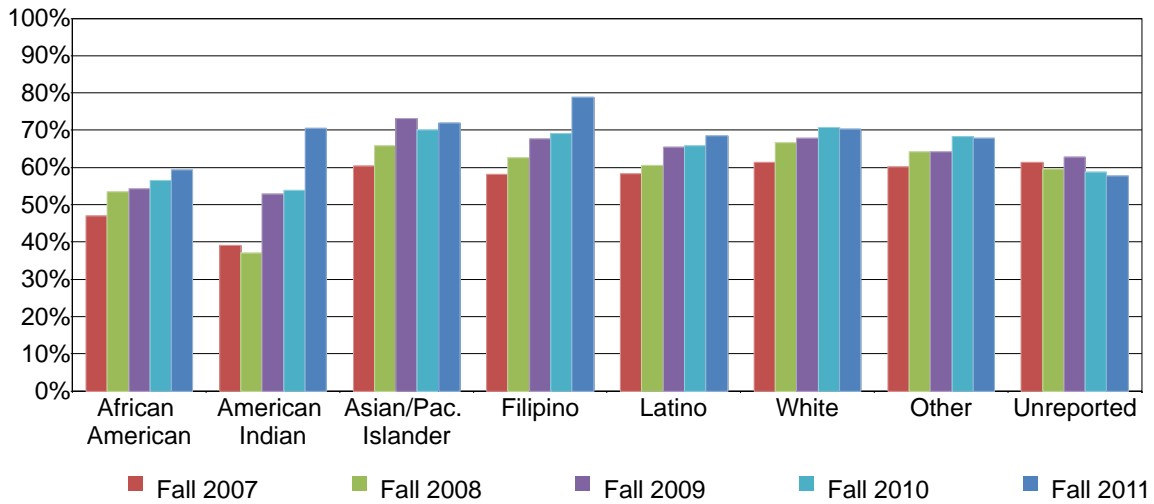


Figure 42. ESOL Success Rates by Ethnicity

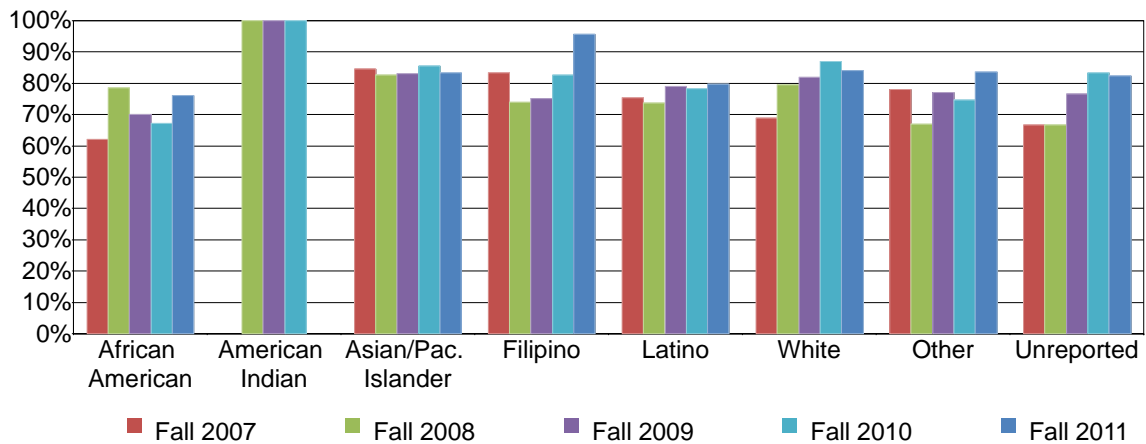
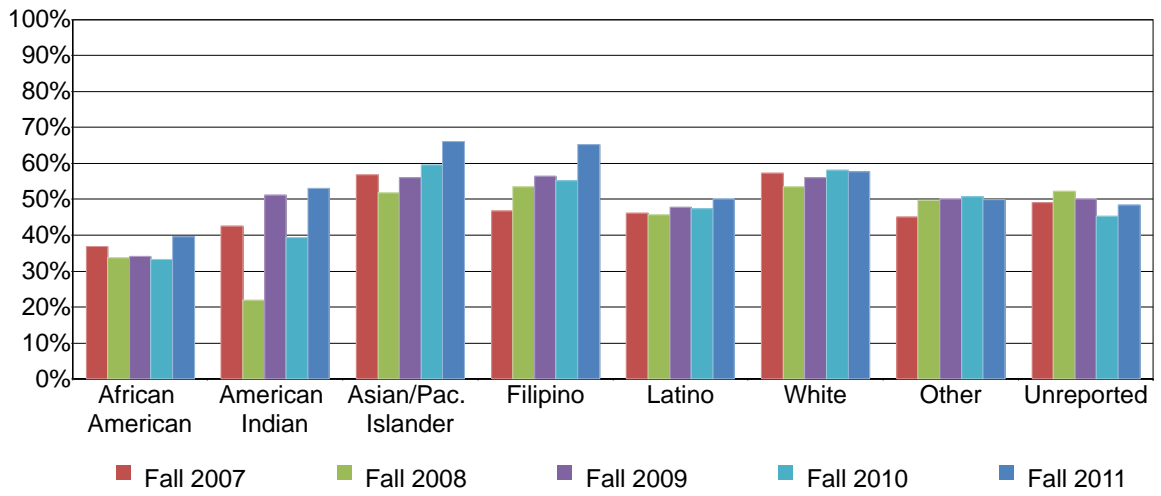


Figure 43. Math Basic Skills Success Rates by Ethnicity



All Colleges Basic Skills Subject Success Rates by Ethnicity  
Spring Terms: 2008 - 2012

Figure 44. English Basic Skills Success Rates by Ethnicity

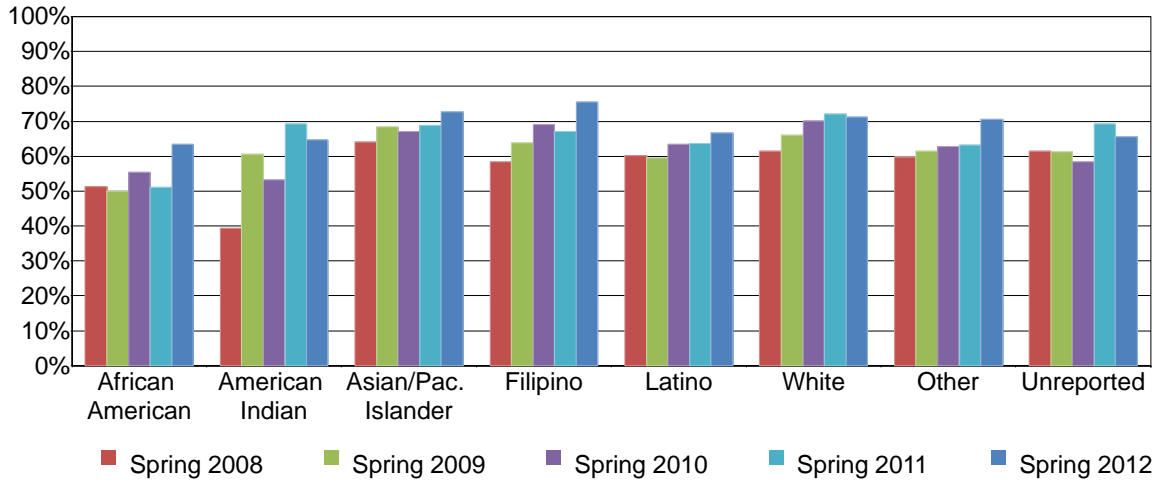


Figure 45. ESOL Success Rates by Ethnicity

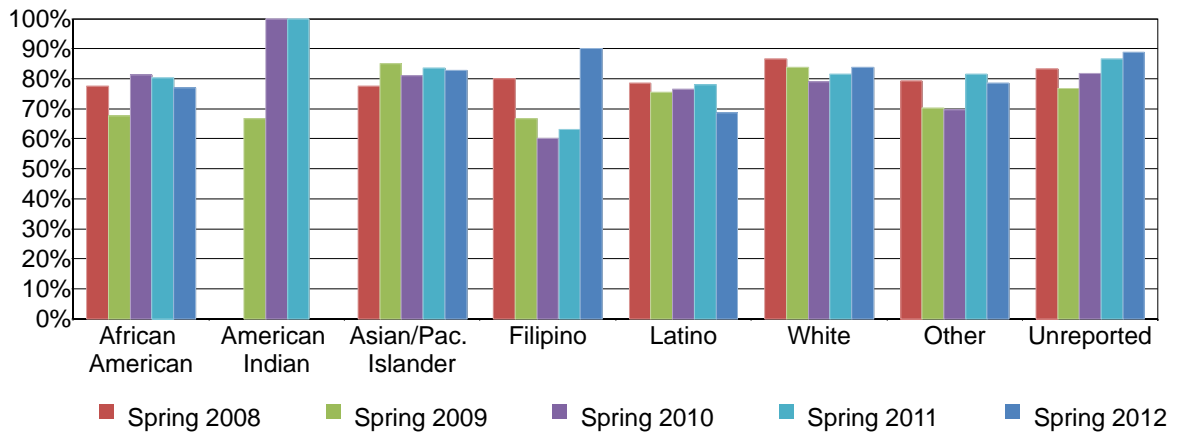




Figure 46. Math Basic Skills Success Rates by Ethnicity

