

# **Basic Skills Report 2007 - 2013**

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## Overview of the Basic Skills Report

This report on students enrolled in Basic Skills courses provides information for the college Basic Skills Committee, faculty, student support staff, college leaders, and managers. The information in the report is 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 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 for comparison purposes.

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, 047A (formerly numbered English 265B), 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 courses from all three colleges (City, Mesa, and Miramar), and may be used as a point of reference for each college.

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## Listing of Basic Skills Courses Included in the Basic Skills Report

### ENGLISH COURSES:

- ENGL 042: College Reading and Study Skills I
- ENGL 043: English Review
- ENGL 047A: Accelerated Reading, Writing, and Reasoning (previously ENGL 265B)
- 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 provides data on all courses that are considered Basic Skills during the reporting term of Spring 2013.*

## 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, 047a, 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 092, 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 students during the three most recent years for which data are available: 2010/11 to 2012/13. 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, ESOL, and math.

### 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

From 2010/11 to 2012/13, two in three first-time students (66%) took the reading placement test, and the same percentage took the writing placement test. Among students who took the reading placement test, on average just over half (55%) placed into transfer/associate level reading courses, and 36% placed into Basic Skills reading courses. Another 9% required English advising or were directed to take the ESOL test due to low test scores. From 2010/11 to 2012/13, the number of students placing into Basic Skills reading courses increased by 20%. By comparison, the number of first-time students placing into transfer/associate-level reading courses increased by 22% during the same time period.

On average, nearly two in three first-time students (64%) who took the writing placement test placed into a Basic Skills writing course, and just 27% placed into transfer/associate level writing courses. Another 9% needed English advising or were advised to take the ESOL test due to low test scores. Between 2010/11 and 2012/13, the number of students placing into Basic Skills writing courses increased by 15%, compared to a 36% increase in the number of students placing into transfer/associate writing courses.

Between 2010/11 and 2012/13, on average only 4% of first-time students took the ESOL placement test. Of these students, an average of 47% placed at the first level (ESOL 019), 20% placed at the second level (ESOL 020), 22% placed at the third level (ESOL 030), and 11% placed at the fourth, or highest, level (ESOL 040). From 2010/11 to the 2012/13, the number of students placing into the lowest ESOL level increased sharply (63% for ESOL 019), while the number of students placing into the three higher levels decreased (33% decrease for ESOL 020, 6% decrease for ESOL 030, and 67% decrease for ESOL 040).

On average, just over two in three first-time students (68%) took the math placement test between 2010/11 and 2012/13. Of these, 63% placed into Basic Skills math courses, 14% placed into associate level math courses, and 22% placed into transfer level math courses; another 1% were advised to take the algebra test. From 2010/11 to 2012/13, the number of students placing into Basic Skills math courses increased slightly (6%), while the number of students placing into associate and transfer level math courses increased substantially (54% each).



Mesa College Placement of First-Time Students by Subject  
2010/11 – 2012/13

Figure 1. Reading Placement Trends of First-Time Students

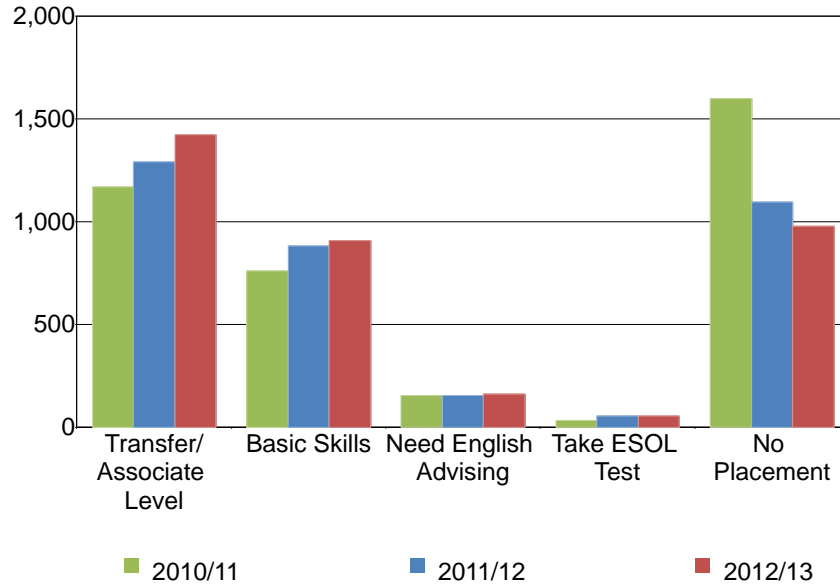
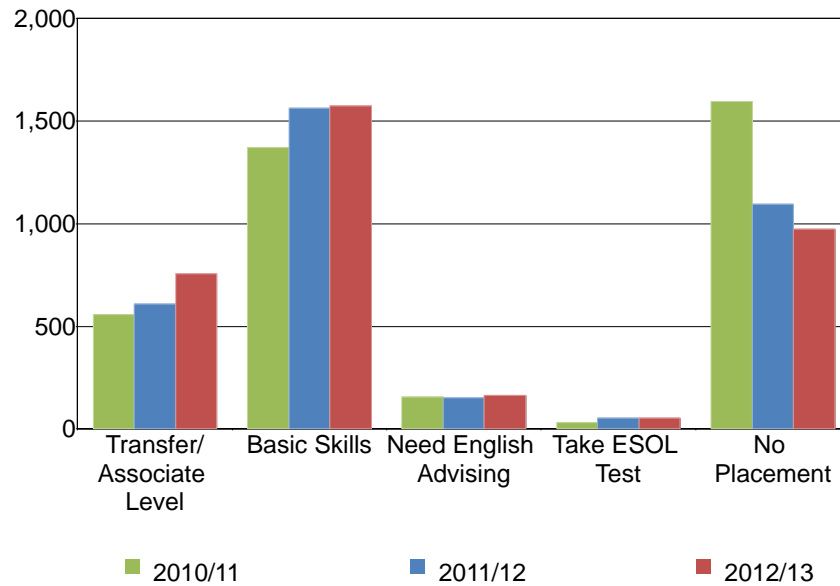


Figure 2. Writing Placement Trends of First-Time Students



Mesa College Placement of First-Time Students by Subject  
2010/11 – 2012/13

Figure 3. ESOL Placement Trends of First-Time Students

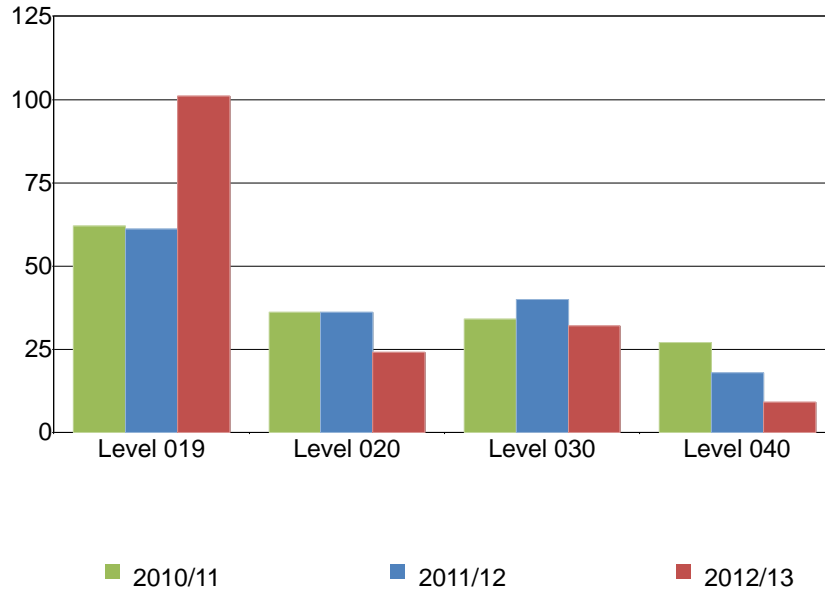
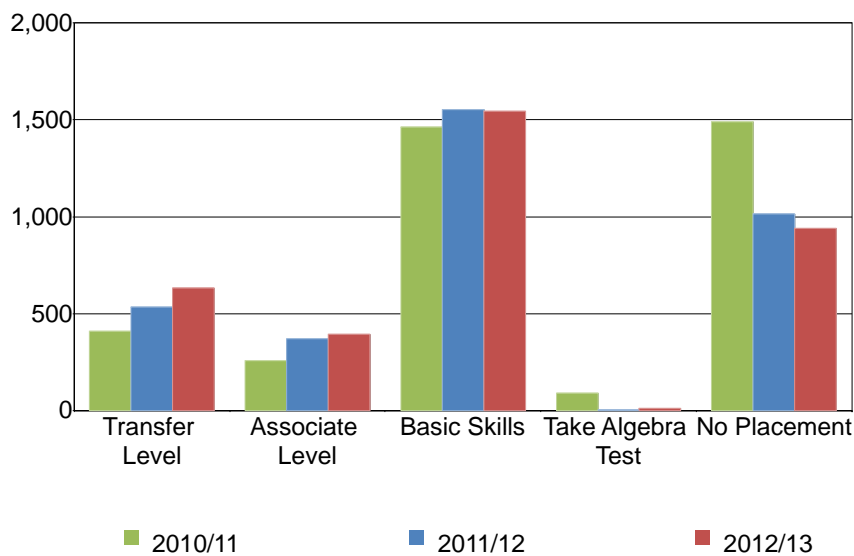


Figure 4. Math Placement Trends of First-Time Students



Mesa College Placement of First-Time Students by Subject  
2010/11 – 2012/13

Table 1. Reading Placement of First-Time Students

		2010/11		2011/12		2012/13		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,115	57%	2,379	68%	2,547	72%	7,041	66%	20%
	No Placement	1,597	43%	1,096	32%	977	28%	3,670	34%	-39%
	<b>Total Students</b>	<b>3,712</b>	<b>100%</b>	<b>3,475</b>	<b>100%</b>	<b>3,524</b>	<b>100%</b>	<b>10,711</b>	<b>100%</b>	<b>-5%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	1,168	55%	1,290	54%	1,423	56%	3,881	55%	22%
	Basic Skills	760	36%	882	37%	909	36%	2,551	36%	20%
	Need English Advising	155	7%	154	6%	162	6%	471	7%	5%
	Take ESOL Test	32	2%	53	2%	53	2%	138	2%	66%
	<b>Total Tested</b>	<b>2,115</b>	<b>100%</b>	<b>2,379</b>	<b>100%</b>	<b>2,547</b>	<b>100%</b>	<b>7,041</b>	<b>100%</b>	<b>20%</b>

Source: SDCCD Information System

Table 2. Writing Placement of First-Time Students

		2010/11		2011/12		2012/13		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,115	57%	2,378	68%	2,549	72%	7,042	66%	21%
	No Placement	1,597	43%	1,097	32%	975	28%	3,669	34%	-39%
	<b>Total Students</b>	<b>3,712</b>	<b>100%</b>	<b>3,475</b>	<b>100%</b>	<b>3,524</b>	<b>100%</b>	<b>10,711</b>	<b>100%</b>	<b>-5%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	557	26%	609	26%	758	30%	1,924	27%	36%
	Basic Skills	1,371	65%	1,562	66%	1,576	62%	4,509	64%	15%
	Need English Advising	155	7%	154	6%	162	6%	471	7%	5%
	Take ESOL Test	32	2%	53	2%	53	2%	138	2%	66%
	<b>Total Tested</b>	<b>2,115</b>	<b>100%</b>	<b>2,378</b>	<b>100%</b>	<b>2,549</b>	<b>100%</b>	<b>7,042</b>	<b>100%</b>	<b>21%</b>

Source: SDCCD Information System

Mesa College Placement of First-Time Students by Subject  
2010/11 – 2012/13

Table 3. ESOL Placement of First-Time Students

		2010/11		2011/12		2012/13		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	159	4%	155	4%	166	5%	480	4%	4%
	No Placement	3,553	96%	3,320	96%	3,358	95%	10,231	96%	-5%
	<b>Total Students</b>	<b>3,712</b>	<b>100%</b>	<b>3,475</b>	<b>100%</b>	<b>3,524</b>	<b>100%</b>	<b>10,711</b>	<b>100%</b>	<b>-5%</b>
Distribution of Students who Took a Test	Level 040	27	17%	18	12%	9	5%	54	11%	-67%
	Level 030	34	21%	40	26%	32	19%	106	22%	-6%
	Level 020	36	23%	36	23%	24	14%	96	20%	-33%
	Level 019	62	39%	61	39%	101	61%	224	47%	63%
	<b>Total Tested</b>	<b>159</b>	<b>100%</b>	<b>155</b>	<b>100%</b>	<b>166</b>	<b>100%</b>	<b>480</b>	<b>100%</b>	<b>4%</b>

Source: SDCCD Information System

Table 4. Math Placement of First-Time Students

		2010/11		2011/12		2012/13		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,220	60%	2,460	71%	2,585	73%	7,265	68%	16%
	No Placement	1,492	40%	1,015	29%	939	27%	3,446	32%	-37%
	<b>Total Students</b>	<b>3,712</b>	<b>100%</b>	<b>3,475</b>	<b>100%</b>	<b>3,524</b>	<b>100%</b>	<b>10,711</b>	<b>100%</b>	<b>-5%</b>
Distribution of Students who Took a Test	Transfer Level	410	18%	535	22%	631	24%	1,576	22%	54%
	Associate Level	257	12%	370	15%	396	15%	1,023	14%	54%
	Basic Skills	1,463	66%	1,552	63%	1,545	60%	4,560	63%	6%
	Take Algebra Test	90	4%	3	0%	13	1%	106	1%	-86%
	<b>Total Tested</b>	<b>2,220</b>	<b>100%</b>	<b>2,460</b>	<b>100%</b>	<b>2,585</b>	<b>100%</b>	<b>7,265</b>	<b>100%</b>	<b>16%</b>

Source: SDCCD Information System

# Term Enrollments

## **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 2008 to Spring 2013. 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

Over the past five years, English 049 enrollments comprised the largest proportion of Basic Skills English enrollments, averaging 43% in fall and 47% in spring. About one in four Basic Skills English enrollments were in English 048 (25% in fall and 23% in spring). On average, between 2% (in spring) and 4% (in fall) of Basic Skills English enrollments were in English 047A, and just under one in five (17% in fall and 18% in spring) were in English 043. Eleven percent of Basic Skills English enrollments were in English 042 (both fall and spring terms).

From Fall 2008 to Fall 2012, Basic Skills English enrollment decreased by 5% overall. Slight decreases were observed for all Basic Skills English courses except English 049, which decreased 21%. Contrastingly, from Spring 2009 to Spring 2013, overall Basic Skills English course enrollment increased by 12%. Small to moderate increases were observed spring to spring for English 043 and English 049; however, moderate to small decreases were observed for English 042 and English 048 during the same time period.

Over the past five years (fall and spring terms combined), on average, Latino students comprised over one in three Basic Skills English enrollments (37%), White students comprised one in four enrollments (25%), Asian/Pacific Islander students comprised just under one in five enrollments (18%), and African American students comprised just under one in ten enrollments (9%).

From Fall 2008 to Fall 2012, individual ESOL courses accounted for the similar proportions of overall ESOL enrollment, but between Spring 2009 to Spring 2013, ESOL 031 accounted for the largest proportion of overall ESOL enrollment (30%). Overall ESOL enrollment remained fairly stable from Fall 2008 to Fall 2012, with a modest increase of just 4%. However, from Spring 2009 to Spring 2013, overall ESOL enrollment increased 71%. ESOL 021 and ESOL 031 saw the greatest increases in enrollment from fall to fall (36% and 29%, respectively). Enrollment in ESOL 031 and ESOL 032 increased dramatically from spring to spring (264% and 153%, respectively).

Over the past five years (fall and spring terms combined), Asian/Pacific Islander students comprised just over half of all ESOL enrollments (55%). Latino students comprised 18% of all ESOL enrollments, White students comprised 14% of ESOL enrollments, and African American students comprised 5% of ESOL enrollments.

In the past five years, the majority of Basic Skills math enrollments were in Math 046 (61% in fall and 58% in spring). Math 038 accounted for roughly one-third of Basic Skills math enrollments on average (33% in fall and 35% in spring). Math 034A accounted for just 7% of Basic Skills math enrollments in fall and spring terms on average. Overall Basic Skills math enrollment increased slightly during the five-year period (7% fall to fall, and 4% spring to spring). Enrollment increased for Math 038 and Math 046 but decreased for Math 034A from Fall 2008 to Fall 2012 and Spring 2009 to Spring 2013.

Over the past five years (fall and spring terms combined), Latino students (36%) and White students (33%) comprised the largest proportions of Basic Skills math enrollments. African American students comprised 10% of Basic Skills math enrollments, and Asian/Pacific Islander students accounted for 8% of Basic Skills math enrollments.

Mesa College Basic Skills Course Enrollments  
Fall Terms: 2008 - 2012

Table 5. English Basic Skills Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
ENGL 042	193	12%	163	11%	168	9%	201	13%	189	12%	914	11%
ENGL 043	269	16%	253	17%	311	18%	283	18%	264	17%	1,380	17%
ENGL 047A	0	0%	0	0%	85	5%	98	6%	104	7%	287	4%
ENGL 048	404	25%	384	25%	408	23%	420	26%	391	25%	2,007	25%
ENGL 049	769	47%	706	47%	801	45%	595	37%	605	39%	3,476	43%
<b>Total</b>	<b>1,635</b>	<b>100%</b>	<b>1,506</b>	<b>100%</b>	<b>1,773</b>	<b>100%</b>	<b>1,597</b>	<b>100%</b>	<b>1,553</b>	<b>100%</b>	<b>8,064</b>	<b>100%</b>

Source: SDCCD Information System

Table 6. ESOL Writing Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
ESOL 019	47	27%	41	25%	41	23%	40	21%	38	24%	207	24%
ESOL 020	43	24%	41	25%	39	22%	43	23%	40	25%	206	24%
ESOL 030	46	26%	42	26%	38	22%	40	21%	40	25%	206	24%
ESOL 040	41	23%	40	24%	57	33%	65	35%	40	25%	243	28%
<b>Total</b>	<b>177</b>	<b>100%</b>	<b>164</b>	<b>100%</b>	<b>175</b>	<b>100%</b>	<b>188</b>	<b>100%</b>	<b>158</b>	<b>100%</b>	<b>862</b>	<b>100%</b>

Source: SDCCD Information System

Table 7. ESOL Reading Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
ESOL 019	47	27%	41	23%	41	21%	40	19%	38	20%	207	22%
ESOL 021	36	21%	48	27%	45	23%	50	24%	49	25%	228	24%
ESOL 031	51	29%	47	27%	50	26%	55	26%	66	34%	269	28%
ESOL 040	41	23%	40	23%	57	30%	65	31%	40	21%	243	26%
<b>Total</b>	<b>175</b>	<b>100%</b>	<b>176</b>	<b>100%</b>	<b>193</b>	<b>100%</b>	<b>210</b>	<b>100%</b>	<b>193</b>	<b>100%</b>	<b>947</b>	<b>100%</b>

Source: SDCCD Information System

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
ESOL 019	47	36%	41	32%	41	31%	40	31%	38	31%	207	32%
ESOL 022	38	29%	42	33%	42	32%	41	32%	39	31%	202	32%
ESOL 032	44	34%	44	35%	48	37%	48	37%	47	38%	231	36%
<b>Total</b>	<b>129</b>	<b>100%</b>	<b>127</b>	<b>100%</b>	<b>131</b>	<b>100%</b>	<b>129</b>	<b>100%</b>	<b>124</b>	<b>100%</b>	<b>640</b>	<b>100%</b>

Source: SDCCD Information System

Table 9. Math Basic Skills Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
MATH 034A	105	6%	109	7%	138	8%	210	10%	28	2%	590	7%
MATH 038	499	30%	489	30%	548	31%	674	34%	665	38%	2,875	33%
MATH 046	1,037	63%	1,056	64%	1,085	61%	1,126	56%	1,056	60%	5,360	61%
<b>Total</b>	<b>1,641</b>	<b>100%</b>	<b>1,654</b>	<b>100%</b>	<b>1,771</b>	<b>100%</b>	<b>2,010</b>	<b>100%</b>	<b>1,749</b>	<b>100%</b>	<b>8,825</b>	<b>100%</b>

Source: SDCCD Information System



Mesa College Basic Skills Course Enrollments  
Spring Terms: 2009 - 2013

Table 10. English Basic Skills Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ENGL 042	192	11%	169	11%	179	9%	209	12%	171	9%	920	11%
ENGL 043	302	18%	282	18%	310	16%	334	19%	313	17%	1,541	18%
ENGL 047A	0	0%	0	0%	76	4%	0	0%	107	6%	183	2%
ENGL 048	369	22%	395	25%	445	24%	433	25%	367	20%	2,009	23%
ENGL 049	808	48%	719	46%	881	47%	743	43%	914	49%	4,065	47%
<b>Total</b>	<b>1,671</b>	<b>100%</b>	<b>1,565</b>	<b>100%</b>	<b>1,891</b>	<b>100%</b>	<b>1,719</b>	<b>100%</b>	<b>1,872</b>	<b>100%</b>	<b>8,718</b>	<b>100%</b>

Source: SDCCD Information System

Table 11. ESOL Writing Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ESOL 019	46	26%	39	25%	42	21%	40	22%	37	23%	204	23%
ESOL 020	43	24%	40	25%	44	22%	38	21%	39	25%	204	23%
ESOL 030	46	26%	40	25%	62	31%	43	24%	42	26%	233	27%
ESOL 040	43	24%	40	25%	50	25%	57	32%	41	26%	231	26%
<b>Total</b>	<b>178</b>	<b>100%</b>	<b>159</b>	<b>100%</b>	<b>198</b>	<b>100%</b>	<b>178</b>	<b>100%</b>	<b>159</b>	<b>100%</b>	<b>872</b>	<b>100%</b>

Source: SDCCD Information System

Table 12. ESOL Reading Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ESOL 019	46	21%	39	18%	42	17%	40	16%	37	8%	204	15%
ESOL 021	42	19%	37	17%	45	18%	46	18%	43	10%	213	15%
ESOL 031	87	40%	98	46%	117	46%	108	43%	317	72%	727	53%
ESOL 040	43	20%	40	19%	50	20%	57	23%	41	9%	231	17%
<b>Total</b>	<b>218</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>254</b>	<b>100%</b>	<b>251</b>	<b>100%</b>	<b>438</b>	<b>100%</b>	<b>1,375</b>	<b>100%</b>

Source: SDCCD Information System

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ESOL 019	46	33%	39	30%	42	31%	40	17%	37	18%	204	24%
ESOL 022	44	32%	44	34%	41	30%	44	19%	40	20%	213	25%
ESOL 032	49	35%	48	37%	53	39%	147	64%	124	62%	421	50%
<b>Total</b>	<b>139</b>	<b>100%</b>	<b>131</b>	<b>100%</b>	<b>136</b>	<b>100%</b>	<b>231</b>	<b>100%</b>	<b>201</b>	<b>100%</b>	<b>838</b>	<b>100%</b>

Source: SDCCD Information System

Table 14. Math Basic Skills Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
MATH 034A	107	7%	119	8%	178	9%	181	9%	38	2%	623	7%
MATH 038	577	37%	467	30%	692	36%	703	34%	645	40%	3,084	35%
MATH 046	860	56%	985	63%	1,068	55%	1,201	58%	916	57%	5,030	58%
<b>Total</b>	<b>1,544</b>	<b>100%</b>	<b>1,571</b>	<b>100%</b>	<b>1,938</b>	<b>100%</b>	<b>2,085</b>	<b>100%</b>	<b>1,599</b>	<b>100%</b>	<b>8,737</b>	<b>100%</b>

Source: SDCCD Information System

Mesa College Basic Skills Subject Enrollments by Ethnicity  
Fall Terms: 2008 - 2012

Figure 5. English Basic Skills Enrollments by Ethnicity

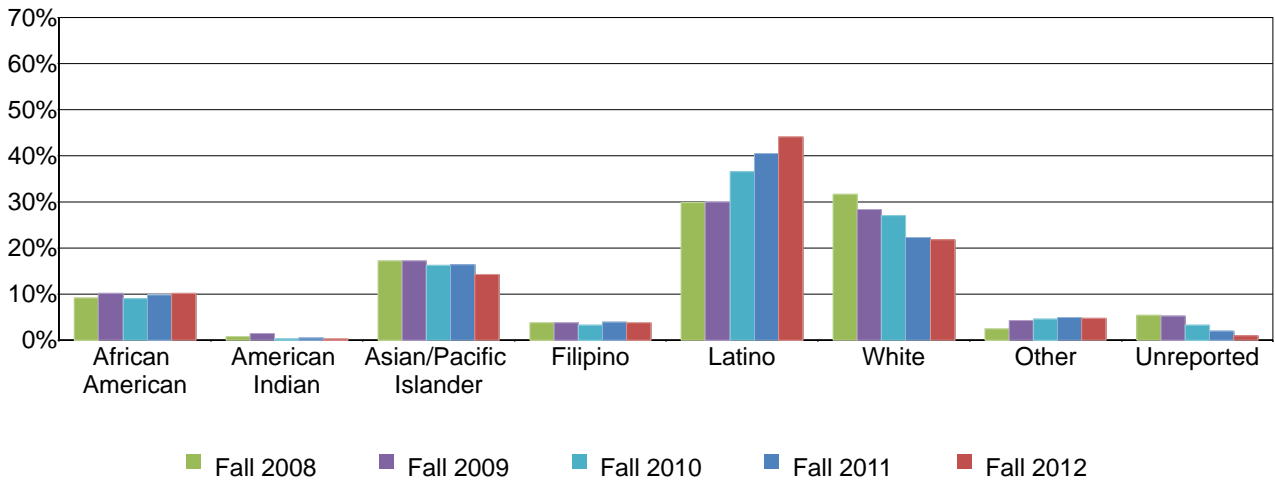


Figure 6. ESOL Enrollments by Ethnicity

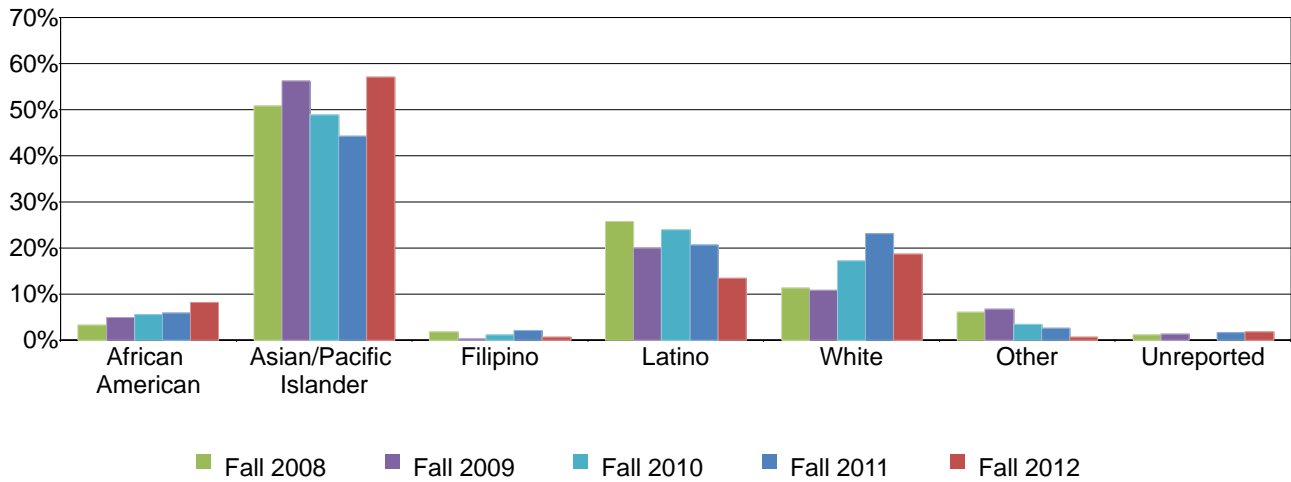
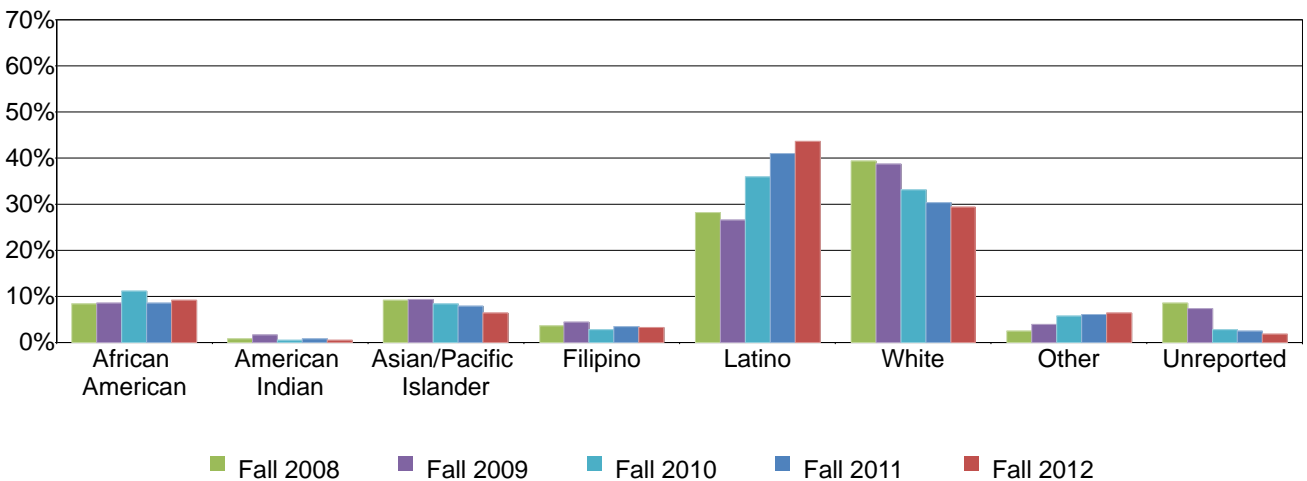


Figure 7. Math Basic Skills Enrollments by Ethnicity



Mesa College Basic Skills Subject Enrollments by Ethnicity  
Spring Terms: 2009 - 2013

Figure 8. English Basic Skills Enrollments by Ethnicity

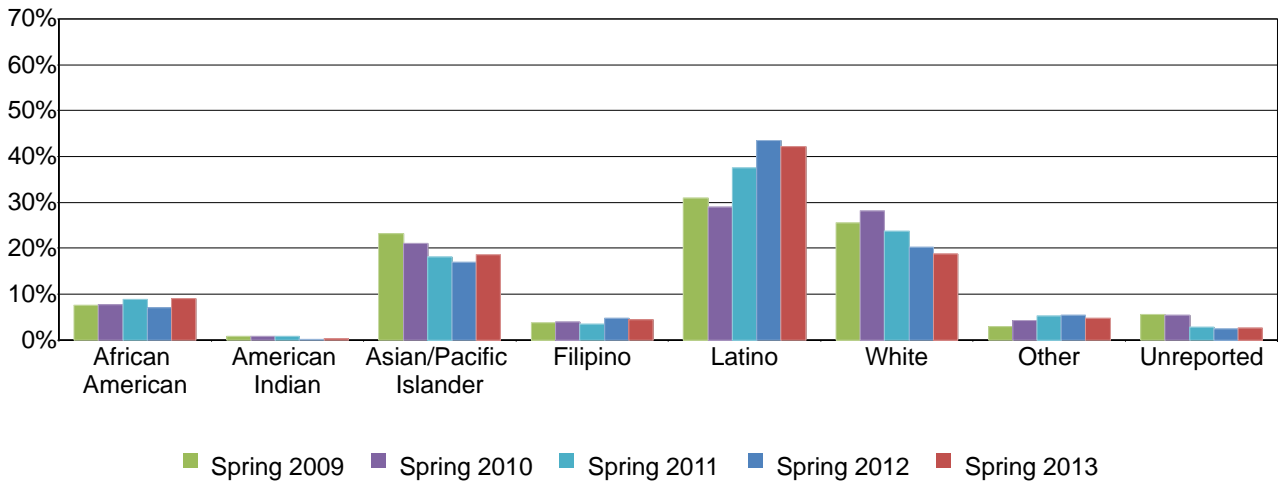


Figure 9. ESOL Enrollments by Ethnicity

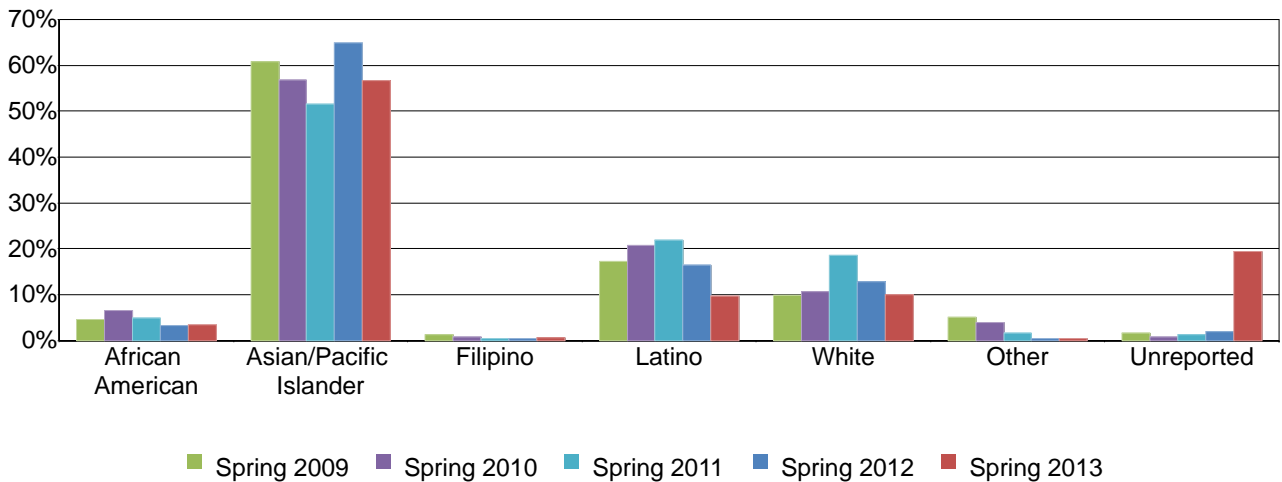
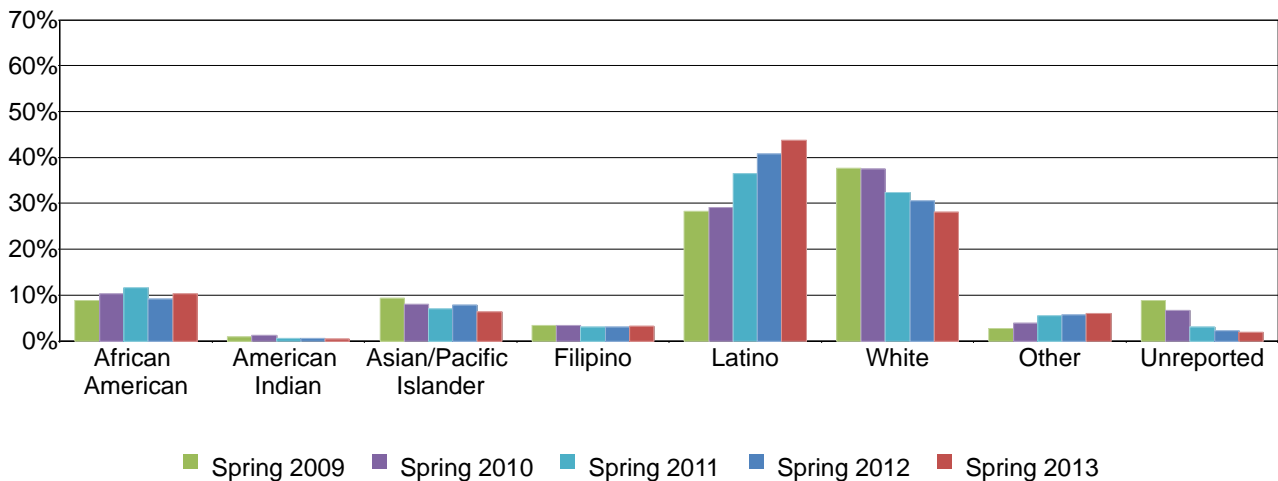


Figure 10. Math Basic Skills Enrollments by Ethnicity



Mesa College Basic Skills Subject Enrollments by Ethnicity  
Fall Terms: 2008 - 2012

Table 15. English Basic Skills Enrollments by Ethnicity

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
African American	149	9%	152	10%	158	9%	155	10%	158	10%	772	10%
American Indian	12	1%	20	1%	5	0%	7	0%	5	0%	49	1%
Asian/Pacific Islander	282	17%	259	17%	287	16%	262	16%	222	14%	1,312	16%
Filipino	61	4%	57	4%	58	3%	63	4%	57	4%	296	4%
Latino	488	30%	451	30%	649	37%	648	41%	686	44%	2,922	36%
White	517	32%	426	28%	480	27%	356	22%	338	22%	2,117	26%
Other	39	2%	63	4%	79	4%	77	5%	72	5%	330	4%
Unreported	87	5%	78	5%	57	3%	29	2%	15	1%	266	3%
<b>Total</b>	<b>1,635</b>	<b>100%</b>	<b>1,506</b>	<b>100%</b>	<b>1,773</b>	<b>100%</b>	<b>1,597</b>	<b>100%</b>	<b>1,553</b>	<b>100%</b>	<b>8,064</b>	<b>100%</b>

Source: SDCCD Information System

Table 16. ESOL Enrollments by Ethnicity

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
African American	11	3%	17	5%	20	6%	22	6%	29	8%	99	6%
Asian/Pacific Islander	176	51%	194	56%	176	49%	169	44%	205	57%	920	51%
Filipino	6	2%	1	0%	4	1%	8	2%	2	1%	21	1%
Latino	89	26%	69	20%	86	24%	79	21%	48	13%	371	21%
White	39	11%	37	11%	62	17%	88	23%	67	19%	293	16%
Other	21	6%	23	7%	12	3%	10	3%	2	1%	68	4%
Unreported	4	1%	4	1%	0	0%	6	2%	6	2%	20	1%
<b>Total</b>	<b>346</b>	<b>100%</b>	<b>345</b>	<b>100%</b>	<b>360</b>	<b>100%</b>	<b>382</b>	<b>100%</b>	<b>359</b>	<b>100%</b>	<b>1,792</b>	<b>100%</b>

Source: SDCCD Information System

Table 17. Math Basic Skills Enrollments by Ethnicity

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
African American	136	8%	139	8%	197	11%	171	9%	160	9%	803	9%
American Indian	12	1%	26	2%	8	0%	15	1%	6	0%	67	1%
Asian/Pacific Islander	149	9%	155	9%	147	8%	157	8%	111	6%	719	8%
Filipino	59	4%	71	4%	49	3%	67	3%	56	3%	302	3%
Latino	462	28%	439	27%	637	36%	823	41%	764	44%	3,125	35%
White	647	39%	640	39%	585	33%	609	30%	512	29%	2,993	34%
Other	38	2%	64	4%	101	6%	120	6%	110	6%	433	5%
Unreported	138	8%	120	7%	47	3%	48	2%	30	2%	383	4%
<b>Total</b>	<b>1,641</b>	<b>100%</b>	<b>1,654</b>	<b>100%</b>	<b>1,771</b>	<b>100%</b>	<b>2,010</b>	<b>100%</b>	<b>1,749</b>	<b>100%</b>	<b>8,825</b>	<b>100%</b>

Source: SDCCD Information System

Mesa College Basic Skills Subject Enrollments by Ethnicity  
Spring Terms: 2009 - 2013

Table 18. English Basic Skills Enrollments by Ethnicity

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	125	7%	120	8%	168	9%	120	7%	167	9%	700	8%
American Indian	12	1%	12	1%	14	1%	1	0%	5	0%	44	1%
Asian/Pacific Islander	386	23%	328	21%	341	18%	291	17%	346	18%	1,692	19%
Filipino	62	4%	62	4%	63	3%	81	5%	82	4%	350	4%
Latino	517	31%	452	29%	708	37%	746	43%	788	42%	3,211	37%
White	427	26%	440	28%	447	24%	348	20%	350	19%	2,012	23%
Other	49	3%	67	4%	99	5%	91	5%	87	5%	393	5%
Unreported	93	6%	84	5%	51	3%	41	2%	47	3%	316	4%
<b>Total</b>	<b>1,671</b>	<b>100%</b>	<b>1,565</b>	<b>100%</b>	<b>1,891</b>	<b>100%</b>	<b>1,719</b>	<b>100%</b>	<b>1,872</b>	<b>100%</b>	<b>8,718</b>	<b>100%</b>

Source: SDCCD Information System

Table 19. ESOL Enrollments by Ethnicity

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	18	5%	25	6%	22	5%	17	3%	23	3%	105	4%
Asian/Pacific Islander	243	61%	219	57%	234	52%	339	65%	387	57%	1,422	58%
Filipino	5	1%	3	1%	2	0%	2	0%	4	1%	16	1%
Latino	69	17%	80	21%	99	22%	86	16%	66	10%	400	16%
White	39	10%	41	11%	84	19%	67	13%	68	10%	299	12%
Other	20	5%	15	4%	7	2%	2	0%	3	0%	47	2%
Unreported	6	2%	3	1%	6	1%	10	2%	132	19%	157	6%
<b>Total</b>	<b>400</b>	<b>100%</b>	<b>386</b>	<b>100%</b>	<b>454</b>	<b>100%</b>	<b>523</b>	<b>100%</b>	<b>683</b>	<b>100%</b>	<b>2,446</b>	<b>100%</b>

Source: SDCCD Information System

Table 20. Math Basic Skills Enrollments by Ethnicity

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	137	9%	162	10%	226	12%	192	9%	166	10%	883	10%
American Indian	14	1%	20	1%	12	1%	11	1%	6	0%	63	1%
Asian/Pacific Islander	143	9%	126	8%	137	7%	165	8%	101	6%	672	8%
Filipino	52	3%	53	3%	61	3%	65	3%	51	3%	282	3%
Latino	437	28%	456	29%	707	36%	850	41%	699	44%	3,149	36%
White	581	38%	590	38%	628	32%	638	31%	449	28%	2,886	33%
Other	43	3%	60	4%	108	6%	118	6%	96	6%	425	5%
Unreported	137	9%	104	7%	59	3%	46	2%	31	2%	377	4%
<b>Total</b>	<b>1,544</b>	<b>100%</b>	<b>1,571</b>	<b>100%</b>	<b>1,938</b>	<b>100%</b>	<b>2,085</b>	<b>100%</b>	<b>1,599</b>	<b>100%</b>	<b>8,737</b>	<b>100%</b>

Source: SDCCD Information System

# Persistence

### Part III: Persistence

This section of the report looks at the persistence rates of Basic Skills students during the five most recent fall terms for which data are available: Fall 2007 to Fall 2012. Term persistence rates are displayed both graphically (see Figure 11), and in tabular form (see Table 21). Term persistence is also reported by gender, ethnicity, and age (see Figures 12 through 14, and Tables 22 through 24).

#### TERMS AND DEFINITIONS:

**Term Persistence:** The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I or RD and who enrolled in at least one course in the subsequent spring term and received a grade notation of A, B, C, D, F, P, NP, I, or RD. SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded.

**Annual Persistence:** The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring and fall terms and received a grade notation of A, B, C, D, F, P, NP, I, or RD in each term. SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded.

## Summary of Findings

On average, 75% of the students in fall Basic Skills cohorts persisted to the subsequent spring term. Across the six cohorts examined, term persistence rates increased by 3%. An average of 53% of the fall Basic Skills student cohorts persisted to the following fall, a slightly lower percentage than the average of 55% across all three colleges.

When annual persistence rates were disaggregated by gender, only slight differences emerged. On average, 53% of female Basic Skills students persisted to the following fall term, and 52% of male Basic Skills students persisted to the following fall term. Annual persistence rates increased for both groups (5% each) over the past five cohorts.

Annual persistence rates varied somewhat by student ethnicity. On average, annual persistence rates were highest for Asian/Pacific Islander students (60%) and lowest for American Indian students (42%) and African American students (45%). Over the five cohorts examined, annual persistence rates increased for all student groups except American Indian students. Filipino students, Latino students, and students of “other” ethnicities saw the greatest increases in persistence rates.

Annual persistence rates also varied by age group, with the highest persistence rates, on average, observed for students between 18 and 24 years of age and students under 18 years of age (55% each). Students ages 30 to 39 had, on average, the lowest annual persistence rate (42%). Over the five cohorts examined, students under 18 years of age saw the greatest increase in annual persistence, followed by students ages 30 to 39; however, data for students under 18 years of age should be interpreted with caution as the group represents a relatively small number of students.



Mesa College Term and Annual Persistence  
Fall Terms: 2007 – 2012

Figure 11. Basic Skills Annual Persistence

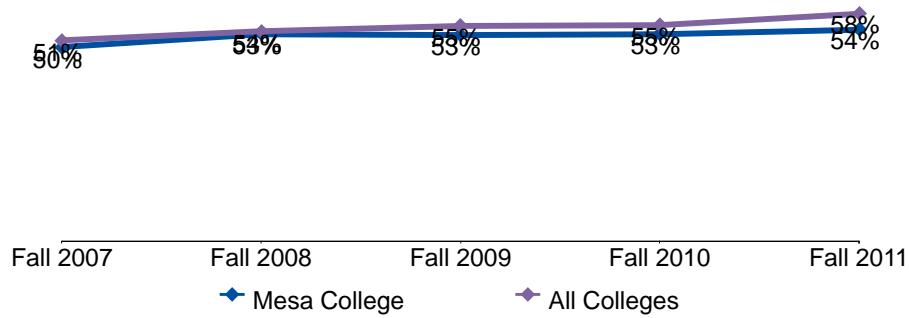


Table 21. Basic Skills Term and Annual Persistence

Cohort	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rates	Annual Persistence Counts	Annual Persistence Rates
Fall 2007	2,234	1,609	72%	1,111	50%
Fall 2008	2,243	1,678	75%	1,192	53%
Fall 2009	2,238	1,668	75%	1,185	53%
Fall 2010	2,574	1,967	76%	1,369	53%
Fall 2011	2,603	1,978	76%	1,414	54%
Fall 2012	2,472	1,848	75%	0	---
<b>Total/Average</b>	<b>14,364</b>	<b>10,748</b>	<b>75%</b>	<b>6,271</b>	<b>53%</b>

Source: SDCCD Information System

Note. Overall annual persistence counts and rates exclude the Fall 2012 cohort due to the unavailability of Fall 2013 data.

Mesa College Annual Persistence by Gender  
Fall Terms: 2007 – 2011

Figure 12. Basic Skills Annual Persistence by Gender

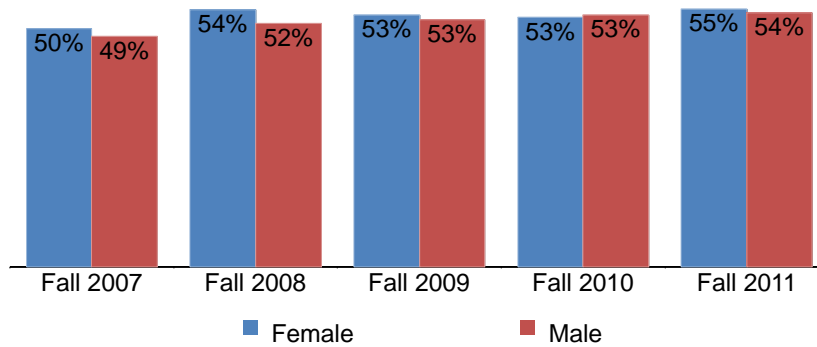


Table 22. Basic Skills Annual Persistence by Gender

Cohort	Female			Male		
	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates
Fall 2007	1,141	576	50%	1,092	534	49%
Fall 2008	1,145	624	54%	1,098	568	52%
Fall 2009	1,140	609	53%	1,097	576	53%
Fall 2010	1,334	706	53%	1,240	663	53%
Fall 2011	1,380	754	55%	1,223	660	54%
<b>Total/Average</b>	<b>6,140</b>	<b>3,269</b>	<b>53%</b>	<b>5,750</b>	<b>3,001</b>	<b>52%</b>

Source: SDCCD Information System

Mesa College Annual Persistence by Ethnicity  
Fall Terms: 2007 – 2011

Figure 13. Basic Skills Annual Persistence by Ethnicity

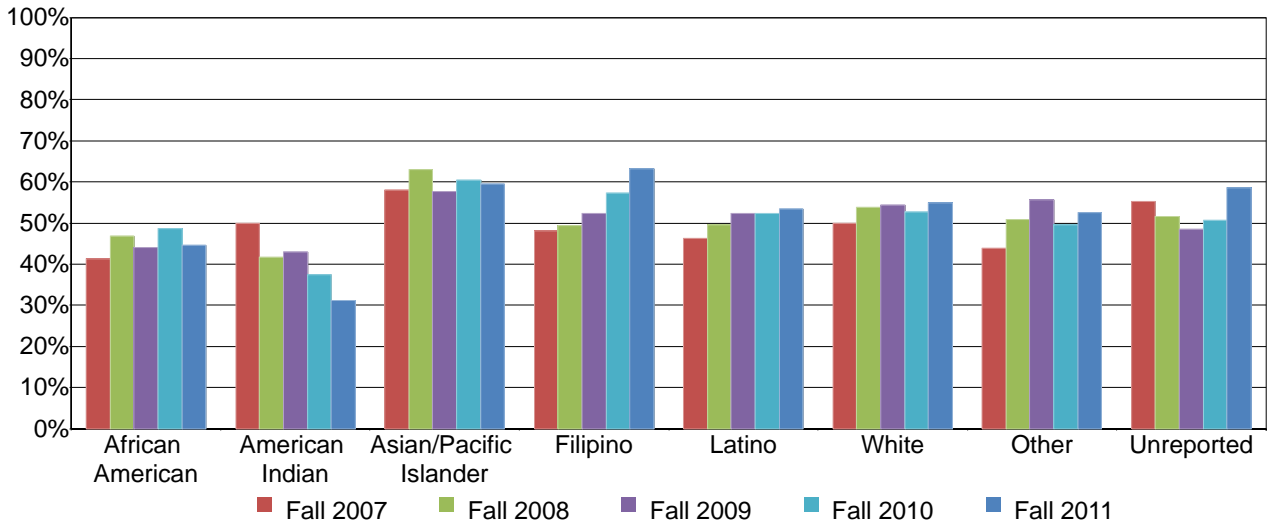


Table 23. Basic Skills Annual Persistence by Ethnicity

Cohort	African American		American Indian		Asian/Pacific Islander		Filipino	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2007	184	41%	20	50%	396	58%	100	48%
Fall 2008	177	47%	12	42%	365	63%	77	49%
Fall 2009	195	44%	28	43%	370	58%	84	52%
Fall 2010	243	49%	8	38%	379	60%	68	57%
Fall 2011	204	45%	16	31%	375	59%	87	63%
<b>Total/Average</b>	<b>1,003</b>	<b>45%</b>	<b>84</b>	<b>42%</b>	<b>1,885</b>	<b>60%</b>	<b>416</b>	<b>54%</b>

Cohort	Latino		White		Other		Unreported	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2007	574	46%	762	50%	73	44%	125	55%
Fall 2008	629	50%	765	54%	61	51%	157	52%
Fall 2009	587	52%	743	54%	97	56%	134	49%
Fall 2010	897	52%	787	53%	125	50%	67	51%
Fall 2011	985	54%	735	55%	143	52%	58	59%
<b>Total/Average</b>	<b>3,672</b>	<b>51%</b>	<b>3,792</b>	<b>53%</b>	<b>499</b>	<b>51%</b>	<b>541</b>	<b>52%</b>

Source: SDCCD Information System

Mesa College Annual Persistence by Age  
Fall Terms: 2007 – 2011

Figure 14. Basic Skills Annual Persistence by Age

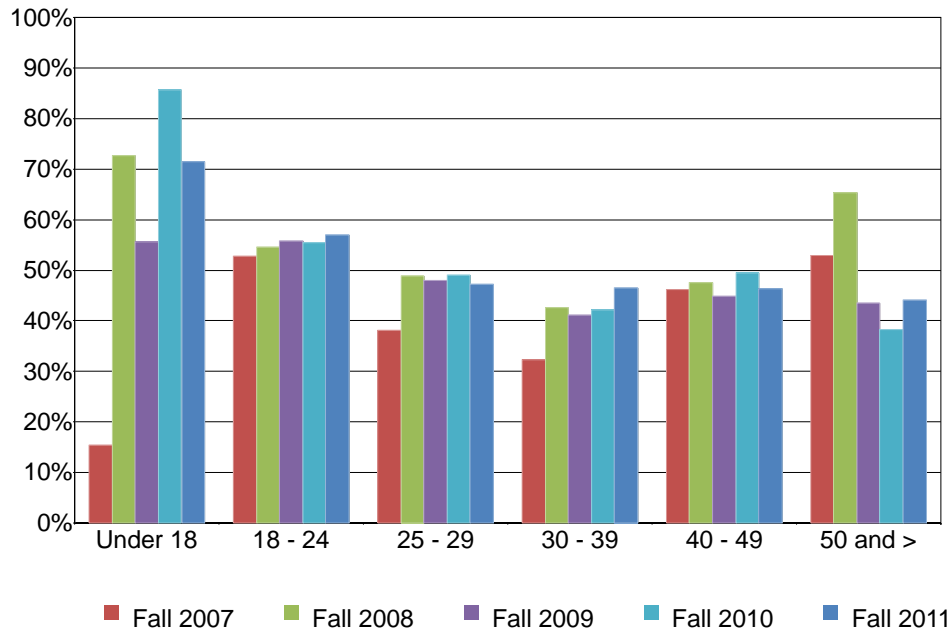


Table 24. Basic Skills Annual Persistence by Age

Cohort	Under 18		18 - 24		25 - 29	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2007	13	15%	1,789	53%	228	38%
Fall 2008	11	73%	1,743	55%	233	49%
Fall 2009	9	56%	1,630	56%	300	48%
Fall 2010	7	86%	1,889	55%	351	49%
Fall 2011	7	71%	1,899	57%	347	47%
<b>Total/Average</b>	<b>47</b>	<b>55%</b>	<b>8,950</b>	<b>55%</b>	<b>1,459</b>	<b>47%</b>

Cohort	30 - 39		40 - 49		50 and >	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2007	121	32%	65	46%	17	53%
Fall 2008	169	43%	61	48%	26	65%
Fall 2009	175	41%	78	45%	46	43%
Fall 2010	204	42%	89	49%	34	38%
Fall 2011	219	47%	97	46%	34	44%
<b>Total/Average</b>	<b>888</b>	<b>42%</b>	<b>390</b>	<b>47%</b>	<b>157</b>	<b>47%</b>

Source: SDCCD Information System

# Student Outcomes

## Part IV: Student Outcomes: Retention and Success

This section of the report examines retention and success for the fall and spring terms of the five most recent years for which data are available: Fall 2008 through Spring 2013. 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 four of the five Basic Skills English courses (English 042, English 043, English 048, English 049) from Fall 2008 to Fall 2012 and from Spring 2009 to Spring 2013. For English 047A, retention rates increased from Spring 2011 to Spring 2013 but decreased somewhat from Fall 2010 to Fall 2012. Over the past five years (including both fall and spring terms), Basic Skills English course retention rates were highest for Asian/Pacific Islander students (89%) and lowest for American Indian students (82%). During the same time period, Filipino students saw the greatest increases in retention from fall to fall (9%) and spring to spring (12%).

Success rates increased four of the five Basic Skills English courses (English 042, English 043, English 048, English 049) from Fall 2008 to Fall 2012. For English 042, English 043, and English 048, success rates also increased from Spring 2009 to Spring 2013; however, success rates decreased slightly for English 049 during the same time period. Success rates decreased slightly for English 047A from Fall 2010 to Fall 2012, but increased substantially from Spring 2011 to Spring 2013. Over the past five years (fall and spring terms combined), White students (73%), Asian/Pacific Islander students (71%), and Filipino students (71%) had the highest rates of success in Basic Skills English courses. Latino students and Filipino students saw the greatest increases in success from Fall 2008 to Fall 2012 (15% and 14%, respectively). American Indian and Filipino students saw the greatest increases in success from Spring 2009 to Spring 2013 (17% and 10%, respectively).

Across ESOL courses, success and retention patterns varied by term and course. In ESOL 019, retention rates increased from Fall 2008 to Fall 2012 and from Spring 2009 to Spring 2013. Success rates also increased in ESOL 019 from fall to fall and spring to spring.

ESOL 020 retention and success rates increased from Fall 2008 to Fall 2012 but decreased from Spring 2009 to Spring 2013. For ESOL 021, retention and success rates increased from Fall 2008 to Fall 2012. However, ESOL 021 retention and success rates decreased from Spring 2009 to Spring 2013. ESOL 022 retention and success rates increased from Fall 2008 to Fall 2012. From Spring 2009 to Spring 2013, ESOL 022 success rates increased while retention rates remained the same.

From Fall 2008 to Fall 2012, ESOL 030 retention and success rates decreased somewhat. However, from Spring 2009 to Spring 2013, success and retention rates increased for ESOL 030. In ESOL 031, retention rates remained stable from Fall 2008 to Fall 2012, while success rates decreased slightly. Between Spring 2009 and Spring 2013, ESOL 031 retention rates increased but success rates decreased substantially. ESOL 032 retention and success rates increased between Fall 2008 to Fall 2012. From Spring 2009 to Spring 2013, ESOL 032 retention rates also increased slightly, but success rates decreased substantially.

On average across all ESOL courses, Asian/Pacific Islander students and students of “other” ethnicities had the highest retention rates (95% each) over the past five years (including fall and spring terms). White students (82%) and Asian/Pacific Islander students (81%) had the highest rates of success in ESOL courses during the same time period.

In ESOL 040, success rates increased from Fall 2008 to Fall 2012, while retention rates decreased slightly. From Spring 2009 to Spring 2012, ESOL 040 success rates decreased and retention rates remained relatively stable.

Retention rates increased for all three Basic Skills math courses (Math 034A, Math 038, and Math 046) from Fall 2008 to Fall 2012. For two of the three courses (Math 038 and Math 046), retention rates also increased from Spring 2009 to Spring 2013. Success rates followed a similar pattern, with increases in success observed for Math 038 and Math 046 from fall to fall and spring to spring. For Math 034A, success rates decreased from Fall 2008 to Fall 2012 and Spring 2009 to Spring 2013.

Over the past five years (fall and spring terms combined), Asian/Pacific Islander students, White students, and students of “other” ethnicities had the highest rates of retention (85%, 84%, and 84%, respectively) and success (58%, 60%, and 58%, respectively) in Basic Skills math courses. Across all Basic Skills math courses, American Indian students had the greatest increase in retention and success from fall to fall (35% and 42%, respectively). From spring to spring, Asian/Pacific Islander students and African American students saw the greatest increase in retention (11% and 10%, respectively), and American Indian students saw the greatest increase in success (14%).



Mesa College Basic Skills Course Retention Rates  
Fall Terms: 2008 - 2012

Figure 15. English Basic Skills Course Retention Rates

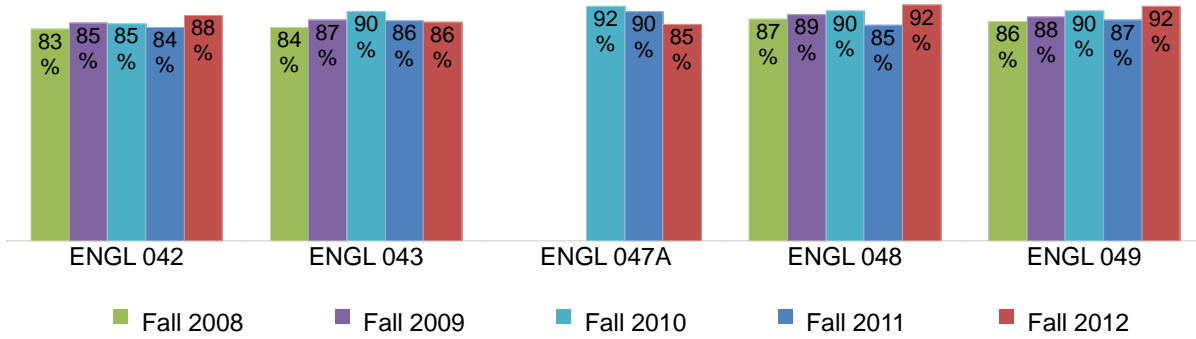


Figure 16. ESOL Writing Course Retention Rates

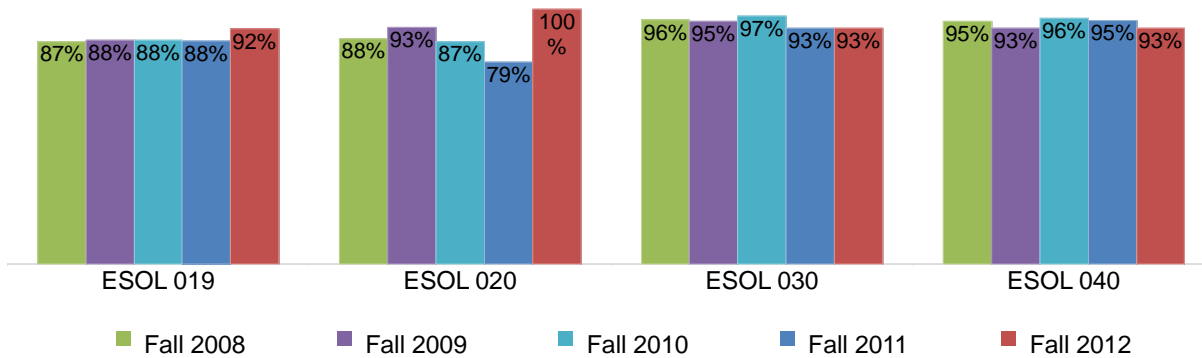


Figure 17. ESOL Reading Course Retention Rates

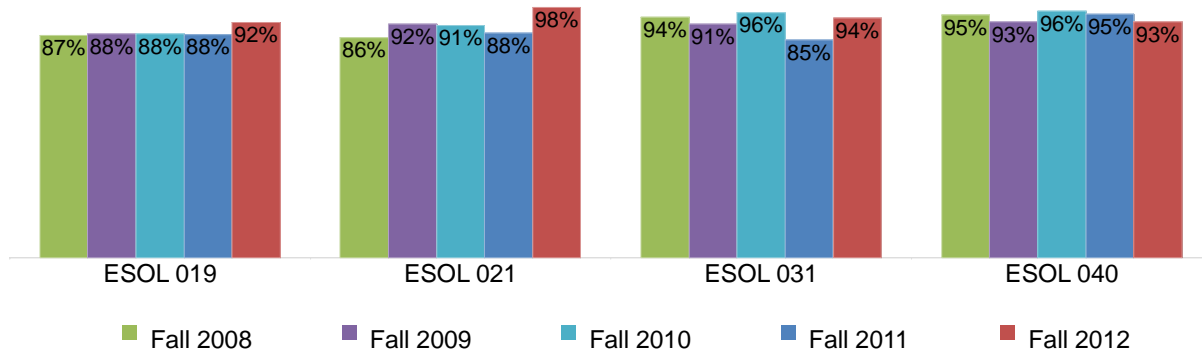


Figure 18. ESOL Listening/Speaking Course Retention Rates

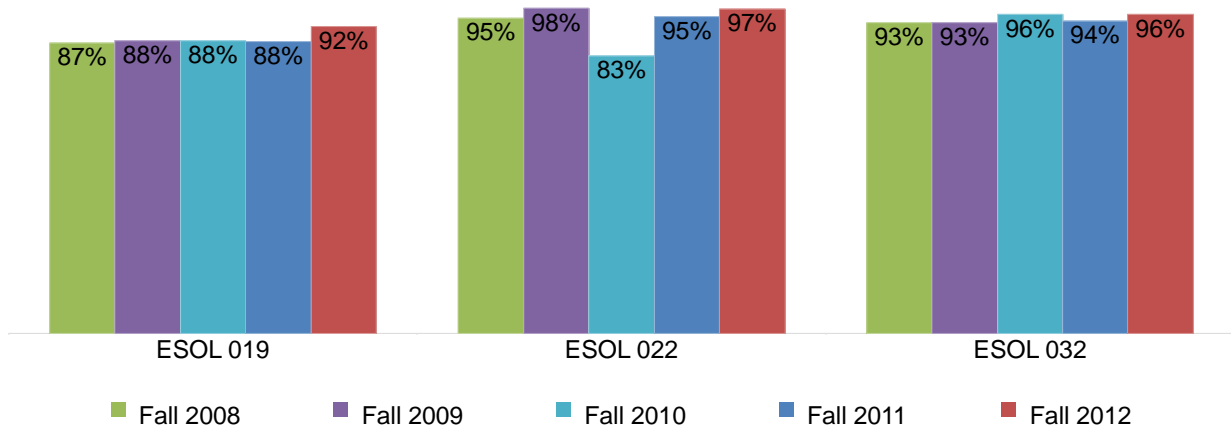
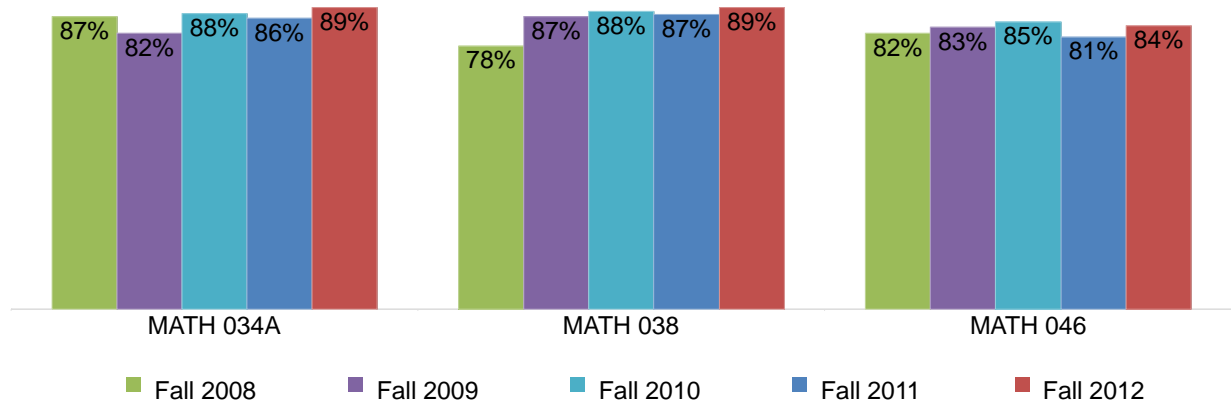


Figure 19. Math Basic Skills Course Retention Rates



Mesa College Basic Skills Course Retention Rates  
Spring Terms: 2009 - 2013

Figure 20. English Basic Skills Course Retention Rates

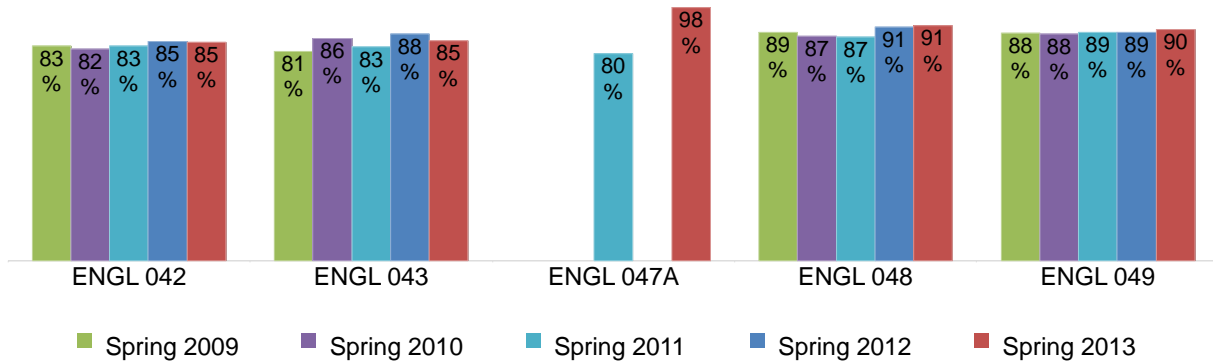


Figure 21. ESOL Writing Course Retention Rates

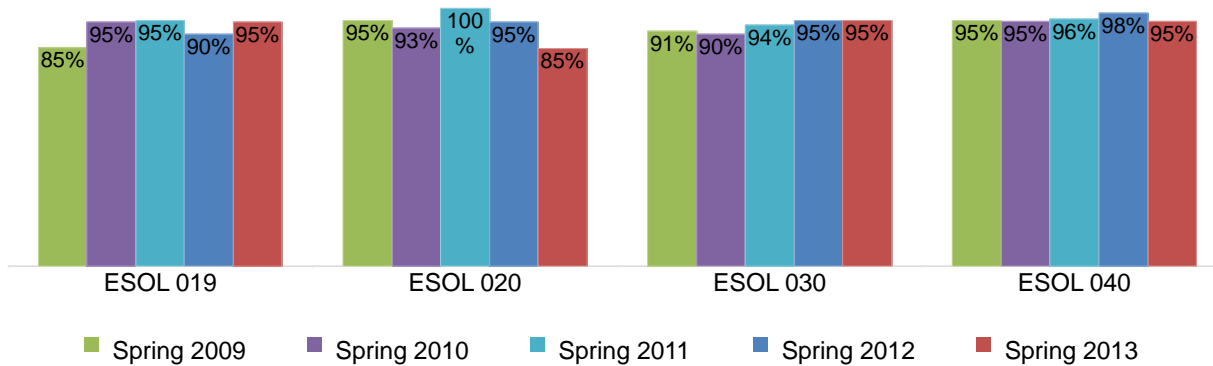


Figure 22. ESOL Reading Course Retention Rates

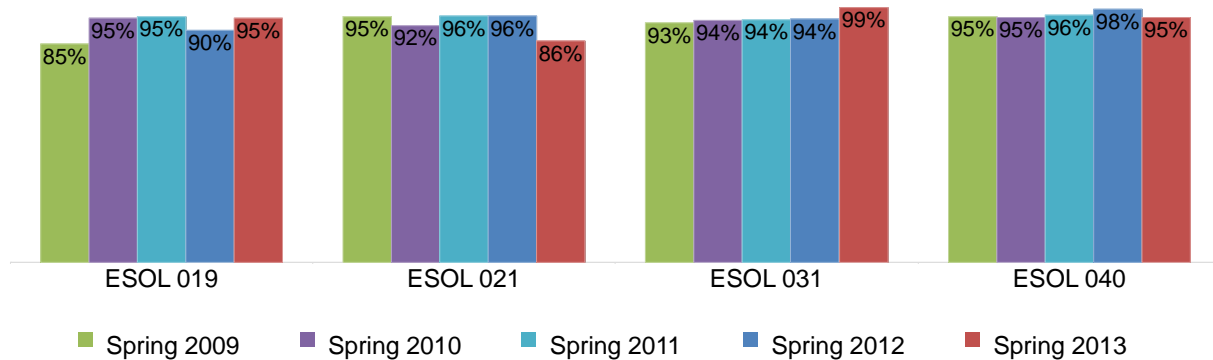


Figure 23. ESOL Listening/Speaking Course Retention Rates

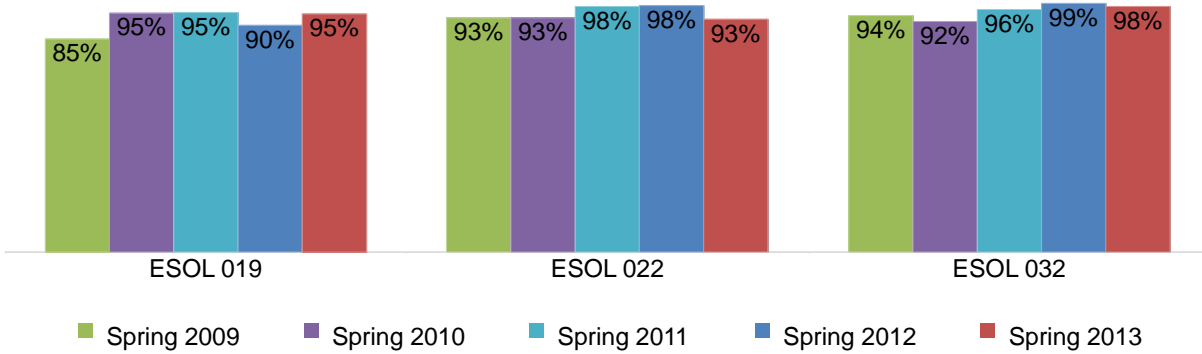
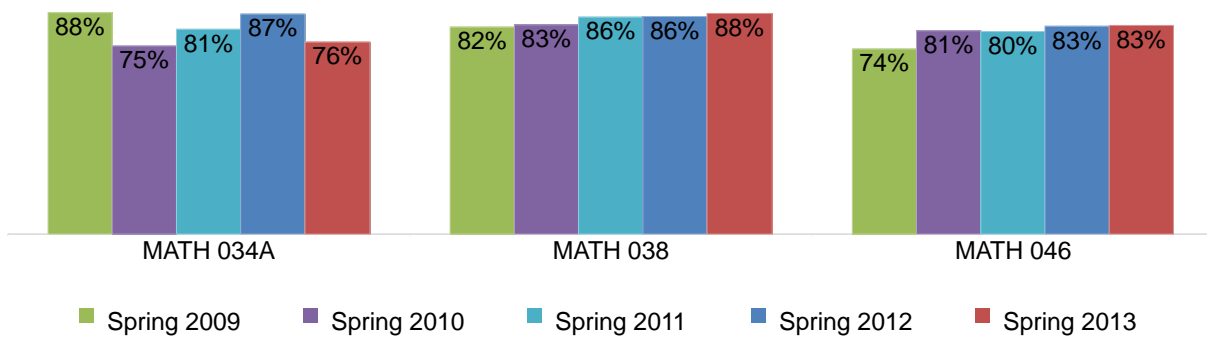


Figure 24. Math Basic Skills Course Retention Rates



Mesa College Basic Skills Subject Retention Rates by Ethnicity  
Fall Terms: 2008 - 2012

Figure 25. English Basic Skills Retention Rates by Ethnicity

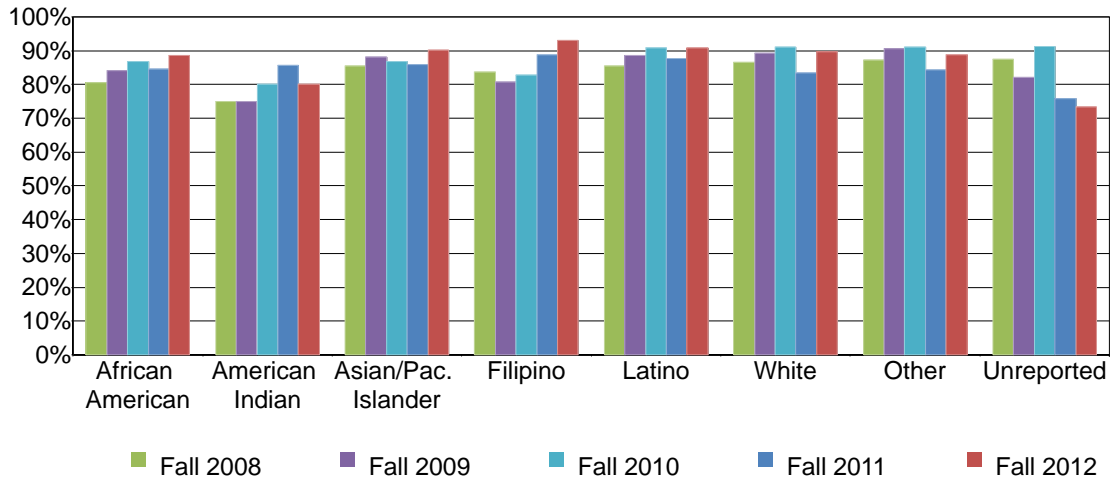


Figure 26. ESOL Retention Rates by Ethnicity

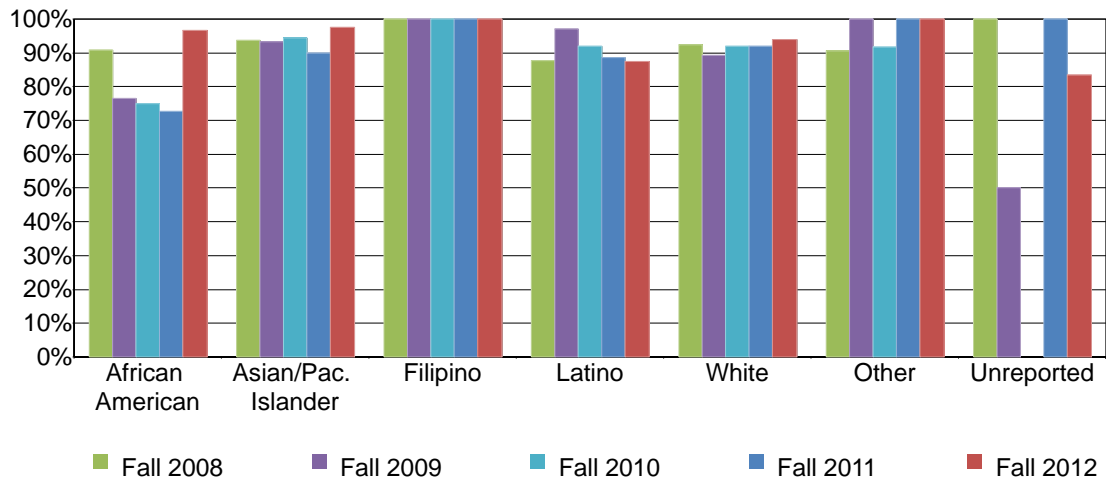
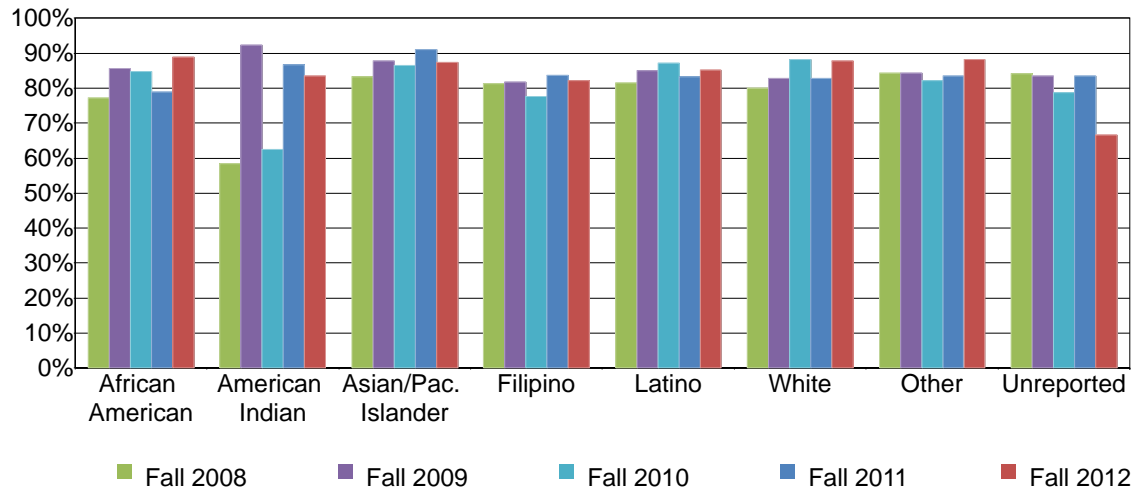


Figure 27. Math Basic Skills Retention Rates by Ethnicity



Mesa College Basic Skills Subject Retention Rates by Ethnicity  
Spring Terms: 2009 - 2013

Figure 28. English Basic Skills Retention Rates by Ethnicity

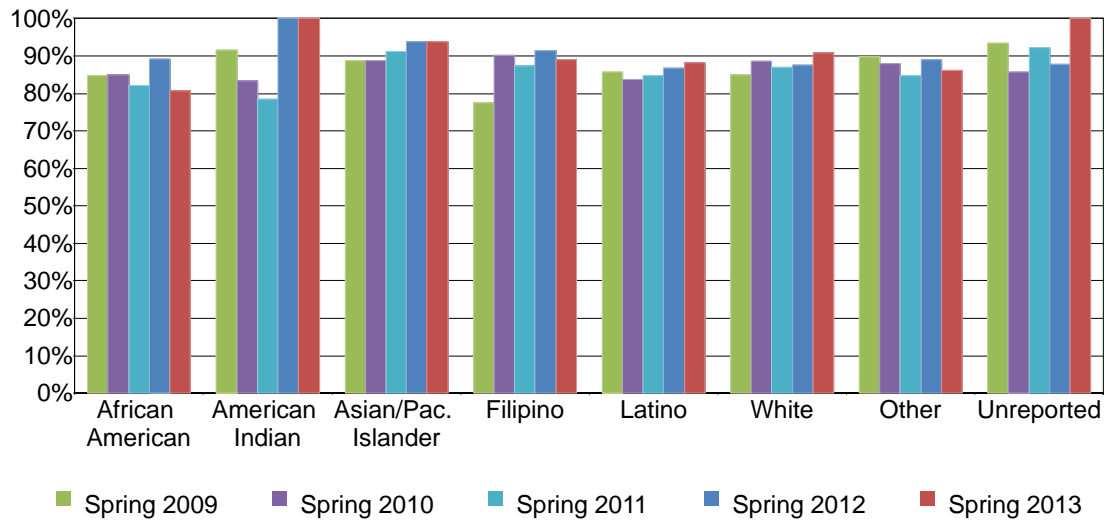


Figure 29. ESOL Retention Rates by Ethnicity

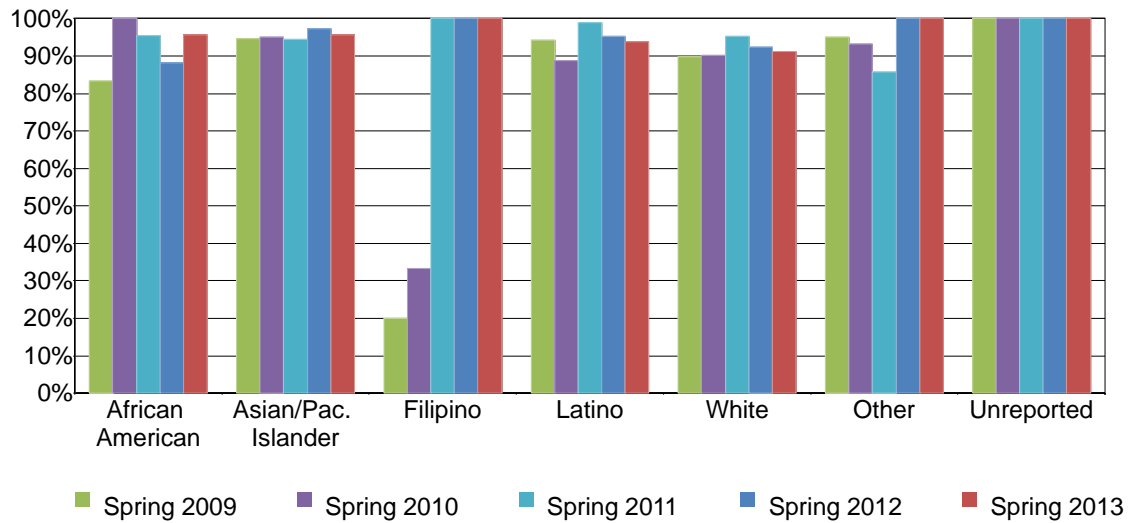
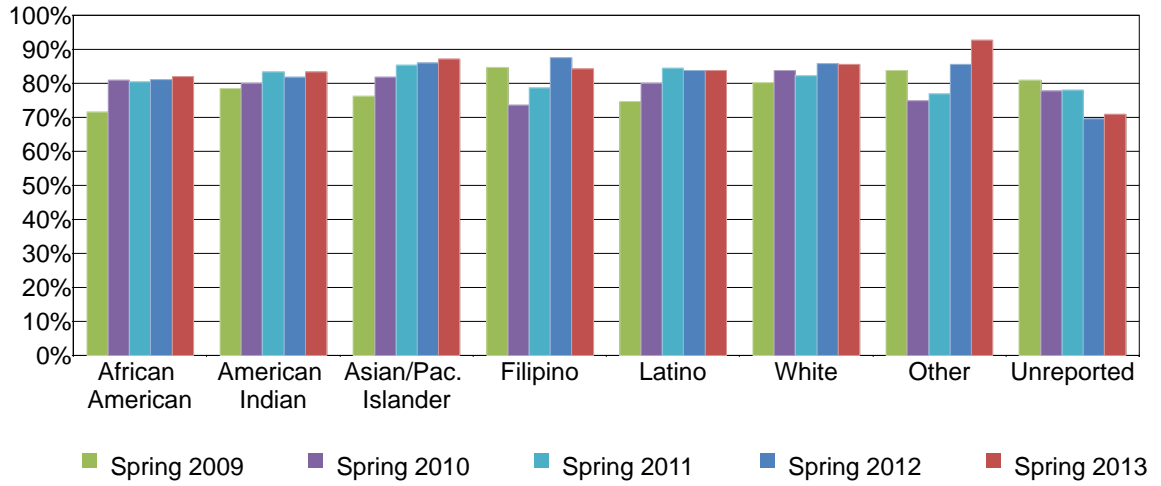


Figure 30. Math Basic Skills Retention Rates by Ethnicity





Mesa College Basic Skills Course Success Rates  
Fall Terms: 2008 - 2012

Figure 31. English Basic Skills Course Success Rates

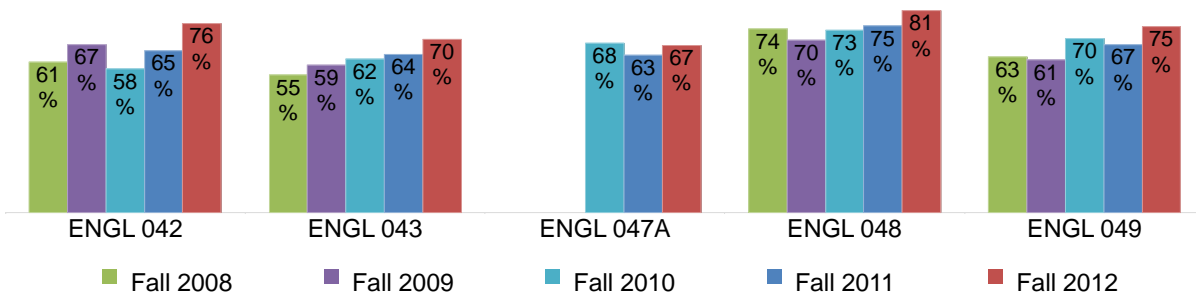


Figure 32. ESOL Writing Course Success Rates

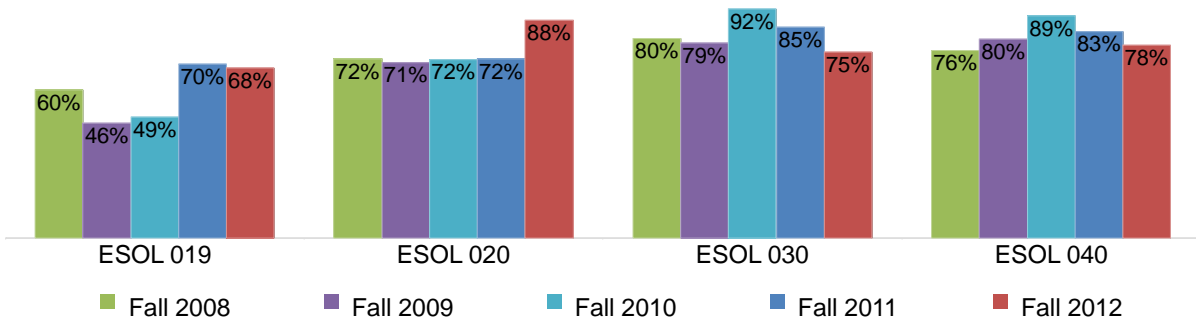


Figure 33. ESOL Reading Course Success Rates

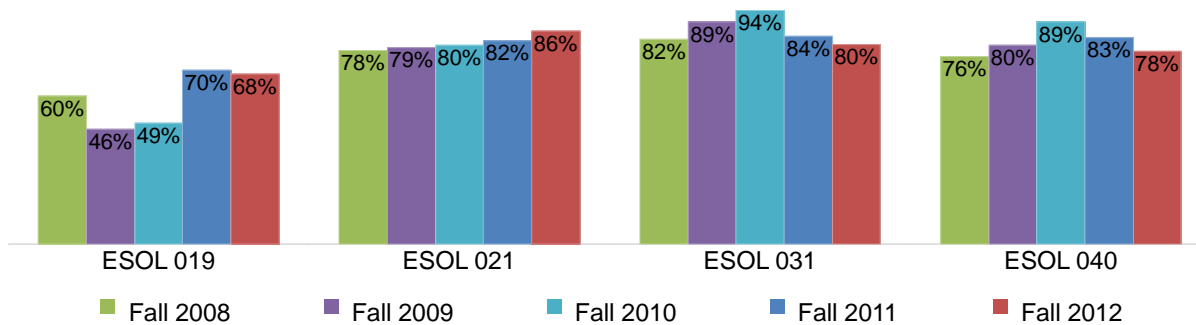


Figure 34. ESOL Listening/Speaking Course Success Rates

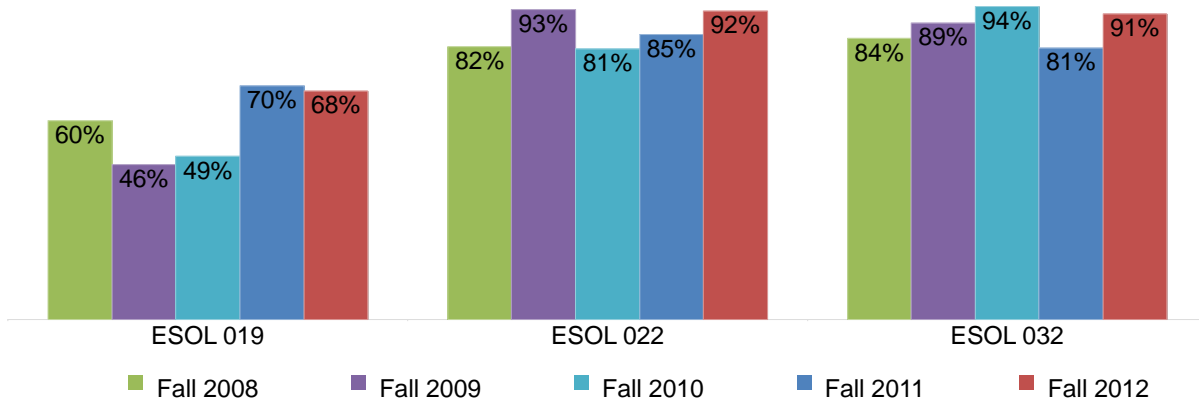
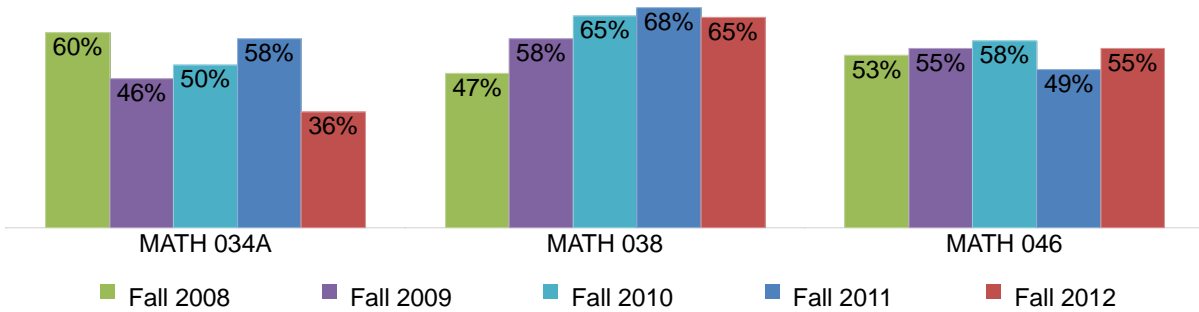


Figure 35. Math Basic Skills Course Success Rates



Mesa College Basic Skills Course Success Rates  
Spring Terms: 2009 - 2013

Figure 36. English Basic Skills Course Success Rates

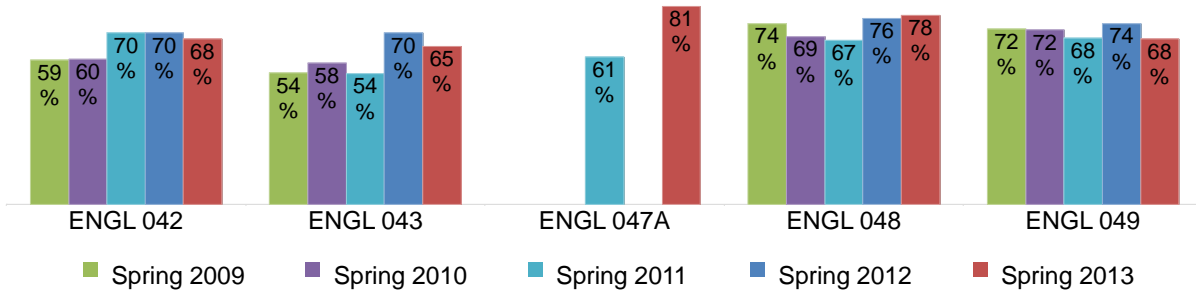


Figure 37. ESOL Writing Course Success Rates

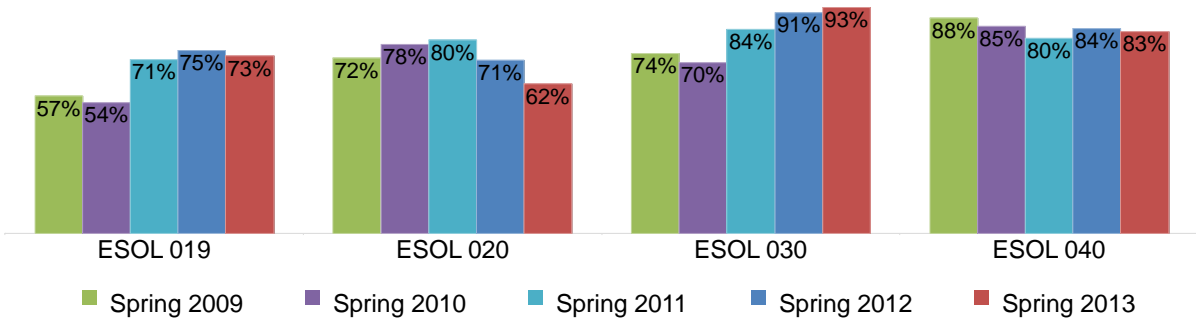


Figure 38. ESOL Reading Course Success Rates

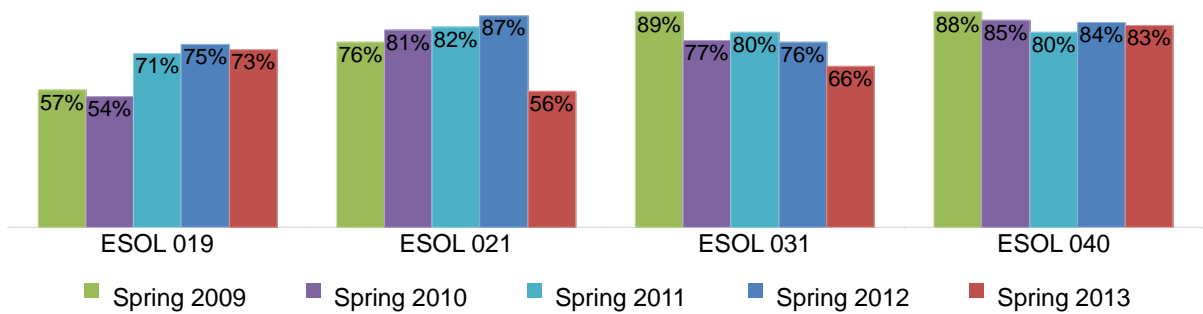


Figure 39. ESOL Listening/Speaking Course Success Rates

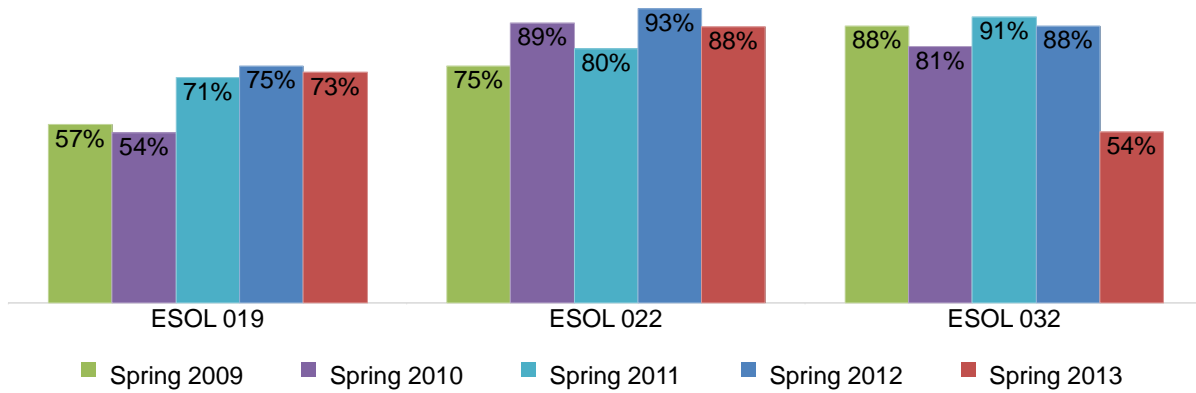
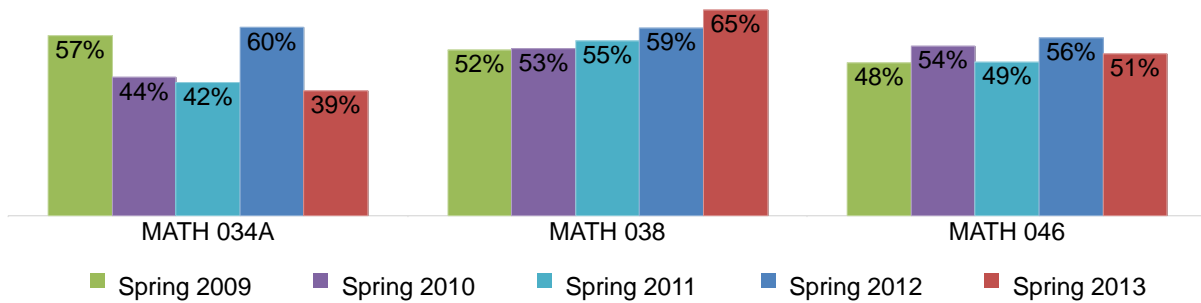


Figure 40. Math Basic Skills Course Success Rates



Mesa College Basic Skills Subject Success Rates by Ethnicity  
Fall Terms: Fall 2008 - 2012

Figure 41. English Basic Skills Success Rates by Ethnicity

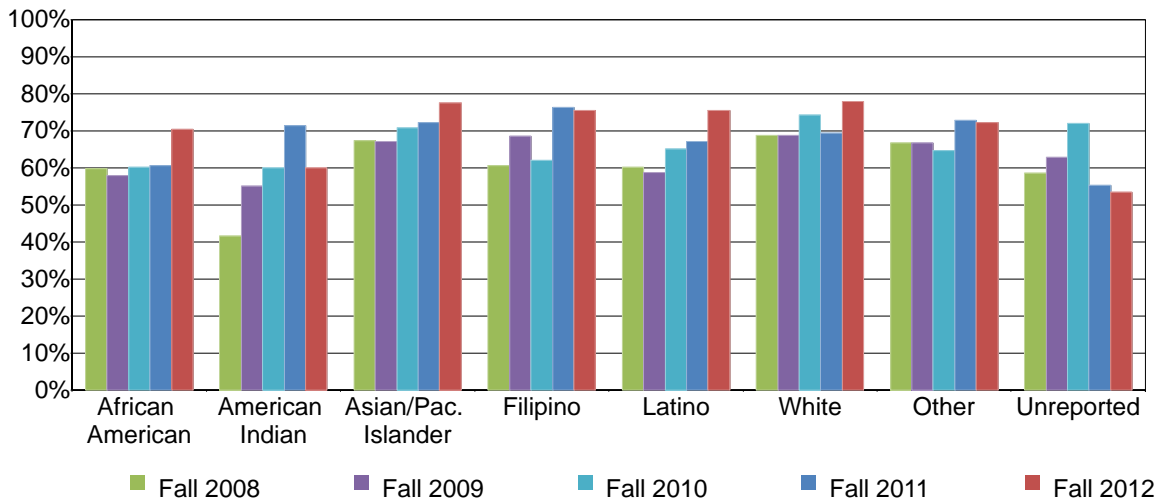


Figure 42. ESOL Success Rates by Ethnicity

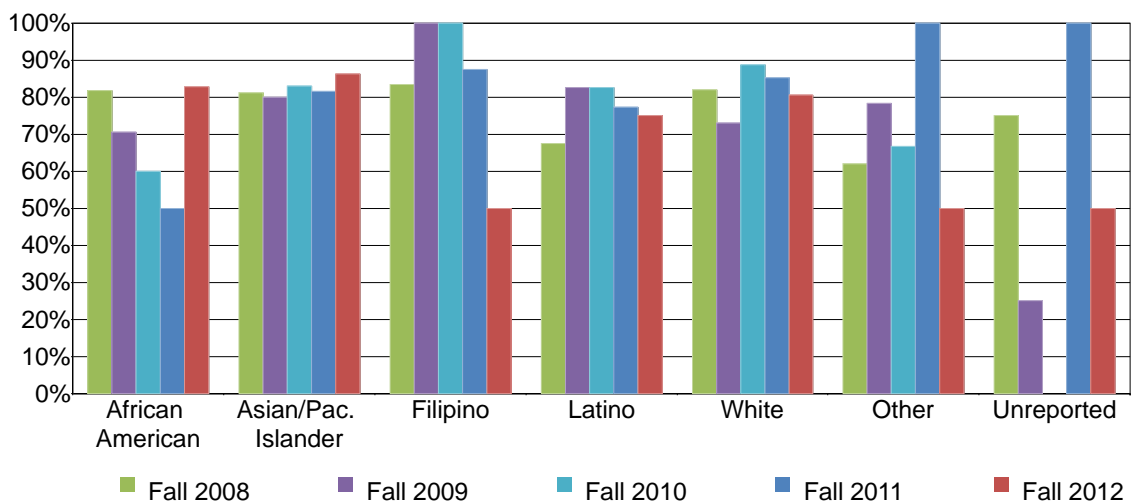
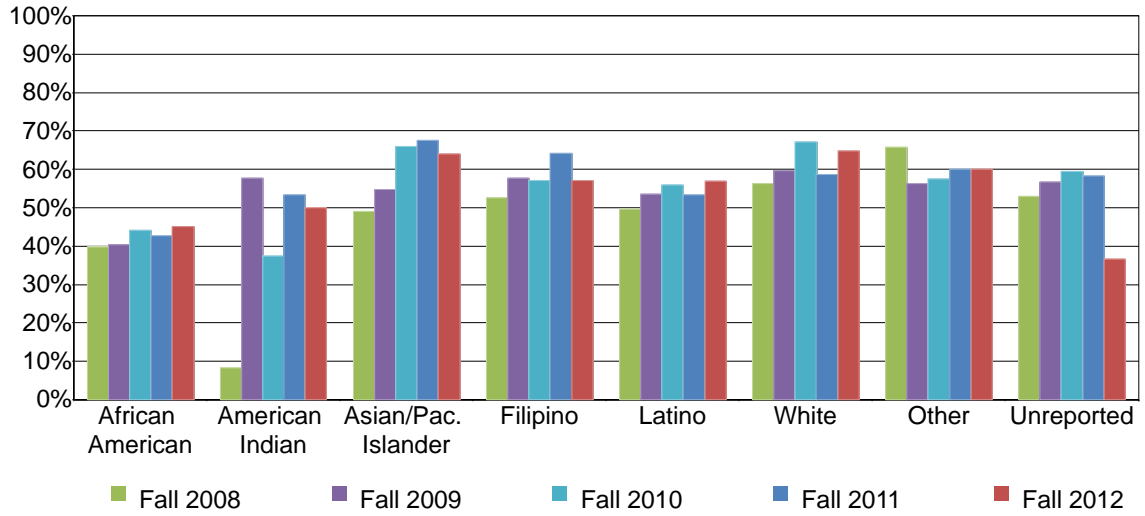


Figure 43. Math Basic Skills Success Rates by Ethnicity



Mesa College Basic Skills Subject Success Rates by Ethnicity  
Spring Terms: 2009 - 2013

Figure 44. English Basic Skills Success Rates by Ethnicity

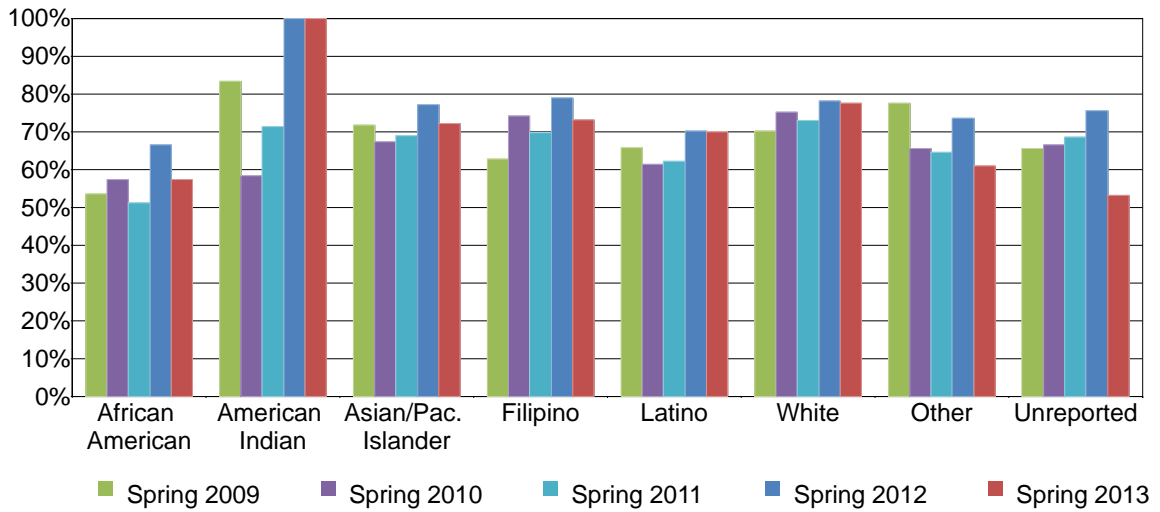


Figure 45. ESOL Success Rates by Ethnicity

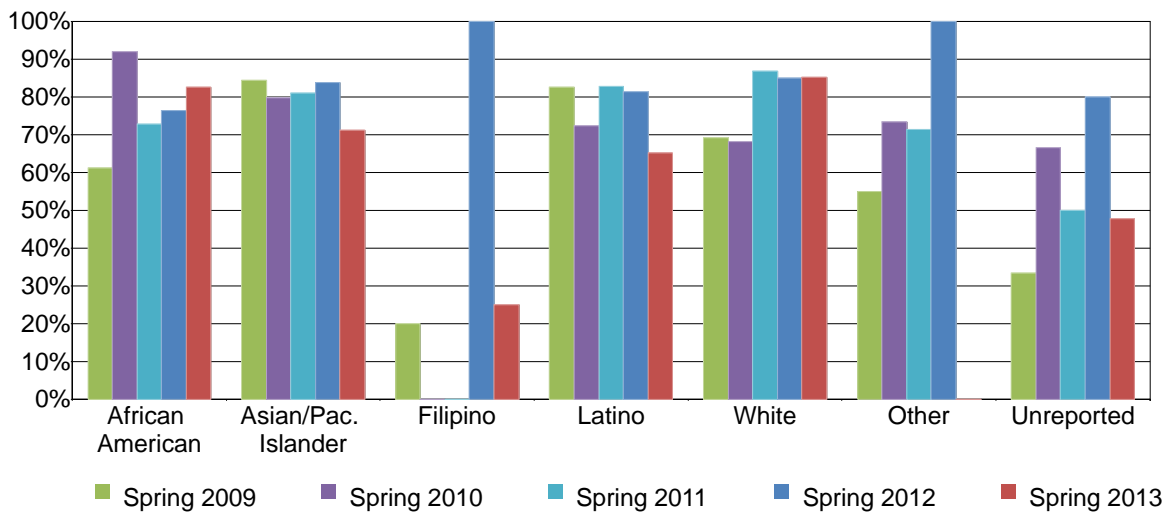
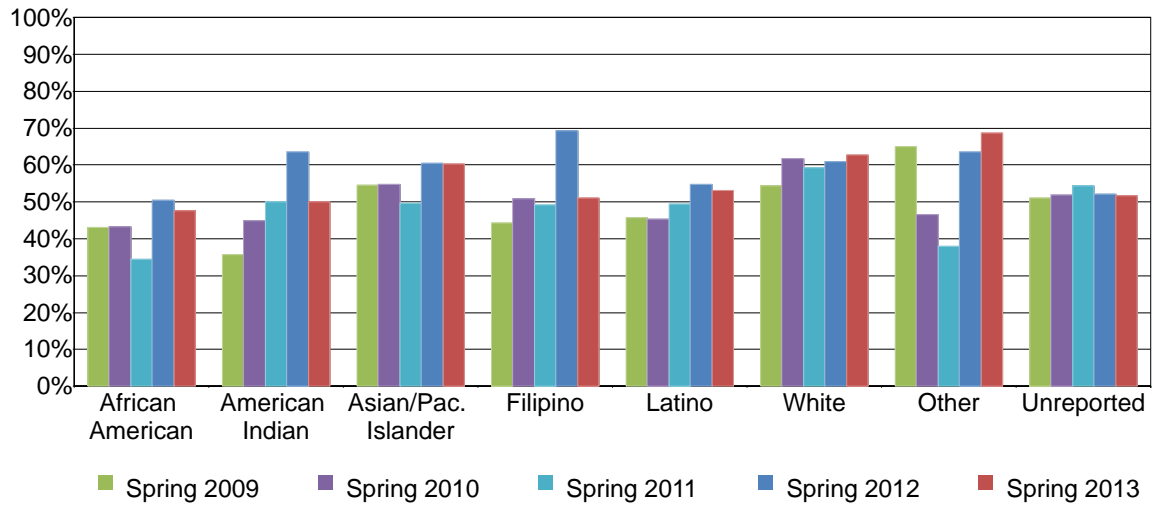


Figure 46. Math Basic Skills Success Rates by Ethnicity





# Student Success Scorecard Indicators

## Part V: Student Success Scorecard Indicators

This section of the report looks at three of the indicators from the Student Success Scorecard: completion rate, 30-unit completion rate, and a remedial progress rate for prepared and unprepared students. The data are provided by the California Community College State Chancellor's Office through the Student Success Act of 2012, SB1456.

### TERMS AND DEFINITIONS:

**Completion Rate:** The percentage of first-time students with a minimum of six units earned who attempted any math or English course in the first three years, and who achieved any of the following outcomes anywhere in the California community college system within six years of entry:

- Earned AA/AS or credit certificate
- Transferred to a four-year institution
- Achieved 'Transfer-prepared' (successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or higher)

**30 Unit Completion Rate:** The percentage of first-time students with a minimum of six units earned who attempted any math or English course in the first three years, and who earned at least 30 units anywhere in the California community college system within six years of entry.

**Remedial Progress Rate:** The percentage of credit students who attempted a math, English, or ESL course designated as below transfer, and successfully completed a college level course in the same subject anywhere in the California community college system within six years of entry.

### COHORT DEFINITIONS:

**Overall:** Student attempted any level of a math or English course in the first three years.

**Prepared:** Student's lowest course attempted in math and/or English was college level.

**Unprepared:** Student's lowest course attempted in math and/or English was remedial level.

***Researcher's Note:*** *The data contain students who were enrolled in special programs, which may have resulted in underestimation or overestimation of the Scorecard indicators.*

## Summary of Findings

### **Completion Rate**

Over the past five cohorts (2002/03 and 2006/07), between 60% and 64% of students completed an associate degree or certificate, transferred, or achieved transfer-prepared status within six years. Across the five cohorts, the Completion Rate averaged 62%. The Completion Rate was, on average, considerably lower for unprepared students (55%) than for prepared students (73%).

### **30-Unit Completion Rate**

Across the previous five cohorts (2002/03 and 2006/07), the majority of students (between 60 and 63%) completed 30 units. The 30-unit completion rates were generally similar between prepared and unprepared students, averaging 61% for each group.

### **Remedial Progress Rate**

For the past five cohorts (2002/03 and 2006/07), just under half of the students (45% on average) who started in a Basic Skills English class went on to complete a college-level English course within six years. Over the same five cohorts, just over one in three students who started in a Basic Skills math class successfully completed a college-level math class within six years, and roughly one in four (26% on average) students who started in Basic Skills ESOL courses went on to enroll in college-level English or completed the ESOL course sequence.

Table 25. Mesa College Completion Rates

		2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
Overall Completion	Cohort	2,811	2,335	2,587	2,127	2,376
	Rate	63.6%	60.0%	64.1%	62.6%	62.0%
Prepared Student Completion	Cohort	1,438	1,160	1,138	781	871
	Rate	71.6%	72.2%	71.9%	74.0%	73.7%
Unprepared Student Completion	Cohort	1,373	1,175	1,449	1,346	1,505
	Rate	55.3%	48.0%	58.0%	56.0%	55.3%

Source: CCCCCO - Student Success Scorecard

Table 26. Mesa College 30 Unit Completion Rates

		2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
Overall Completion	Cohort	2,811	2,335	2,587	2,127	2,376
	Rate	59.8%	62.9%	62.1%	59.9%	59.4%
Prepared Student Completion	Cohort	1,438	1,160	1,138	781	871
	Rate	59.9%	62.7%	62.7%	61.1%	58.4%
Unprepared Student Completion	Cohort	1,373	1,175	1,449	1,346	1,505
	Rate	59.7%	63.1%	61.6%	59.3%	59.9%

Source: CCCCCO - Student Success Scorecard

Table 27. Mesa College Remedial Progress Rates

		2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
Remedial English	Cohort	1,053	1,281	1,241	1,206	1,365
	Rate	43.0%	43.6%	45.4%	47.2%	47.5%
Remedial Math	Cohort	1,039	957	863	858	895
	Rate	36.5%	36.5%	38.6%	35.9%	34.0%
Remedial ESL	Cohort	227	194	178	183	207
	Rate	23.8%	21.1%	22.5%	30.1%	32.9%
Career Technical Education	Cohort	1,910	1,709	1,754	1,657	1,722
	Rate	60.0%	59.8%	60.5%	60.8%	59.1%

Source: CCCCCO - Student Success Scorecard