



All Colleges Basic Skills Report 2008 - 2014

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Office of Institutional Research and Planning
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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?
5. What is the subsequent enrollment and success of Basic Skills students in higher level English, math, and ESOL 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.

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 2014.

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 Skills¹ → 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 Skills² → MATH 034A, 038, 046, 047A
- Associate Level → MATH 084, 085, 092, 096, 098
- Transfer Level → MATH 104, 107, 116, 118, 119, 181, 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 to college students who applied to the SDCCD during the three most recent years for which data are available: 2011/12 to 2013/14. It is possible that a student can apply and take the placement test, but not register for classes. The placement information, therefore, may differ from enrollment information. Note that the English and math placement sequences may change from year to year; therefore, data are represented by current placement level categories. Additionally, students are categorized as ‘tested’ or ‘not tested’ based on the parameters described below. 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 applied to an SDCCD college. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and high school students.

Total Tested: This group includes students who completed an assessment test or submitted their scores from a standardized test (e.g., SAT, ACT, EAP, EPT, and ELM).

Not Tested: This group includes students who did not complete an assessment test. Additionally, this group includes students that received a placement level from degree completion, transfer work, or course completion.

Summary of Findings

On average, 33% of first-time students did not take a reading placement test (32% in 2013/14, down from 35% in 2011/12). Of those who took a reading placement test, an average of 51% placed at the Transfer/Associate level and 38% placed at the Basic Skills level. From 2011/12 to 2013/14 there was a 4% increase in the number students placing at the Transfer/Associate level. This is likely due to the continued increase in the number of students being tested and not a shift in the percentage of students testing into this level.

Out of all first-time students, 67% took a writing placement test between 2011/12 to 2013/14. On average, the majority of students who took a writing placement test placed at the Basic Skills level (64%) followed by the Transfer/Associate level (24%). From 2011/12 to 2013/14, there was an 11% increase in the number of students placing at the Transfer/Associate level. This is likely due to an increase in the number of students being tested and not a shift in percentages.

On average, 68% of first-time students who took a math placement test placed into a Basic Skills level math course (67%). Additionally, averages show a relatively small percentage of students placed into Associate level math (13%) or Transfer level math (20%).

Though the majority of students do not take the ESOL placement test (5% of students tested on average), 64% of those who did test placed into the lowest level (Level 019) in 2013/14. This reflects a 26% increase since 2011/12 when only 47% of students placed into Level 019. On average, only 8% of students placed into the highest level (Level 040), with 20% of students in the second highest level (Level 030).

Although more students were taking the reading, writing, and math placement tests than in past years, roughly one-third of first-time students were not tested. On average, 33% did not take the reading or writing placement test and 32% did not take the math placement test. The percentage of untested students declined from 35% to 32% for reading and writing, and from 34% to 31% for math across the 2011/12 to 2013/14 reporting period.

All Colleges Placement of First-Time Students by Subject
2011/12 – 2013/14

Figure 1. Reading Placement Trends of First-Time Students

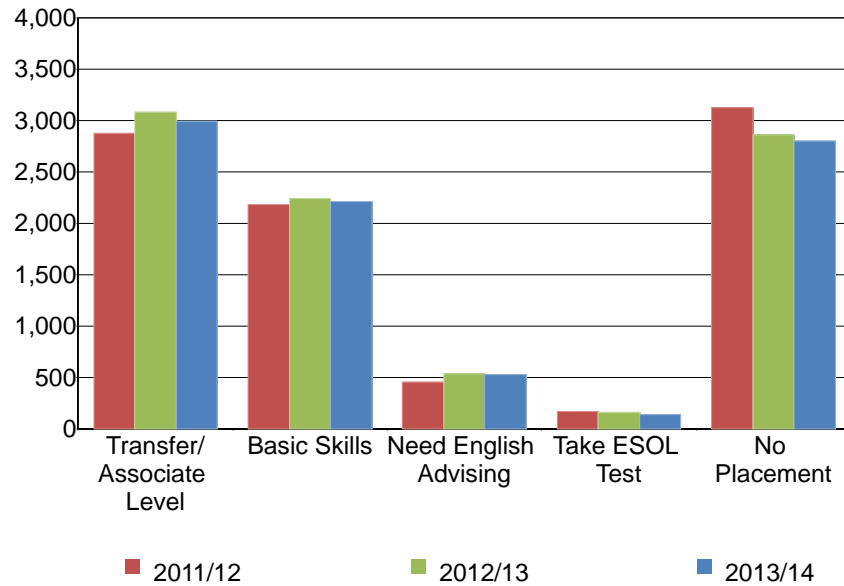
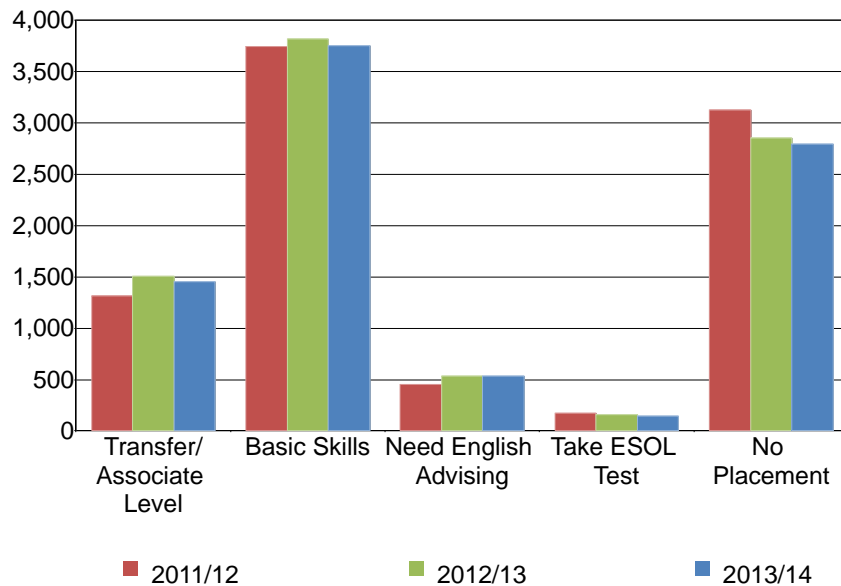


Figure 2. Writing Placement Trends of First-Time Students



All Colleges Placement of First-Time Students by Subject
2011/12 – 2013/14

Figure 3. ESOL Placement Trends of First-Time Students

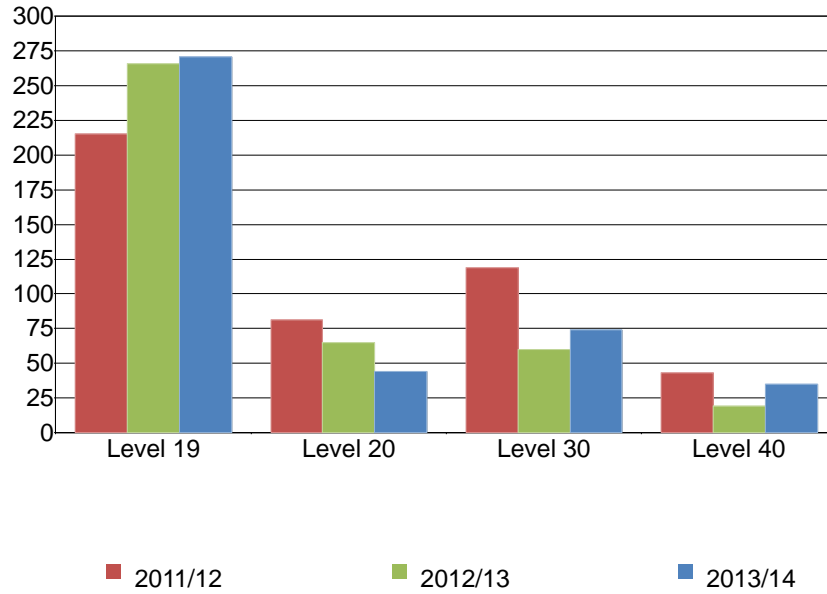
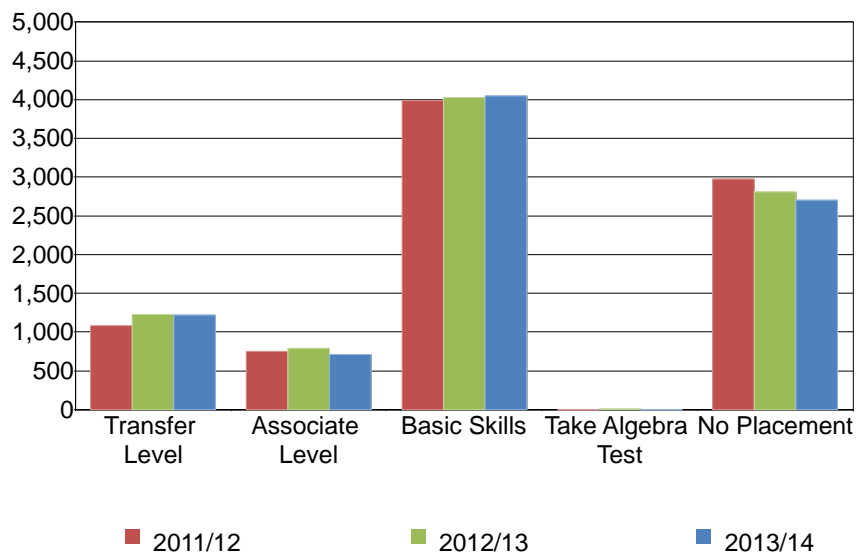


Figure 4. Math Placement Trends of First-Time Students



All Colleges Placement of First-Time Students by Subject
2011/12 – 2013/14

Table 1. Reading Placement of First-Time Students

		2011/12		2012/13		2013/14		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	5,679	65%	6,015	68%	5,880	68%	17,574	67%	4%
	Not Tested	3,122	35%	2,856	32%	2,798	32%	8,776	33%	-10%
	Total Students	8,801	100%	8,871	100%	8,678	100%	26,350	100%	-1%
Distribution of Students who Took a Test	Transfer/Associate Level	2,876	51%	3,081	51%	2,992	51%	8,949	51%	4%
	Basic Skills	2,181	38%	2,238	37%	2,215	38%	6,634	38%	2%
	Need English Advising	452	8%	535	9%	531	9%	1,518	9%	17%
	Take ESOL Test	170	3%	161	3%	142	2%	473	3%	-16%
	Total Tested	5,679	100%	6,015	100%	5,880	100%	17,574	100%	4%

Source: SDCCD Information System

Table 2. Writing Placement of First-Time Students

		2011/12		2012/13		2013/14		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	5,677	65%	6,015	68%	5,881	68%	17,573	67%	4%
	Not Tested	3,124	35%	2,856	32%	2,797	32%	8,777	33%	-10%
	Total Students	8,801	100%	8,871	100%	8,678	100%	26,350	100%	-1%
Distribution of Students who Took a Test	Transfer/Associate Level	1,313	23%	1,503	25%	1,452	25%	4,268	24%	11%
	Basic Skills	3,742	66%	3,816	63%	3,756	64%	11,314	64%	0%
	Need English Advising	452	8%	535	9%	531	9%	1,518	9%	17%
	Take ESOL Test	170	3%	161	3%	142	2%	473	3%	-16%
	Total Tested	5,677	100%	6,015	100%	5,881	100%	17,573	100%	4%

Source: SDCCD Information System

All Colleges Placement of First-Time Students by Subject
2011/12 – 2013/14

Table 3. ESOL Placement of First-Time Students

		2011/12		2012/13		2013/14		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	458	5%	410	5%	424	5%	1,292	5%	-7%
	Not Tested	8,343	95%	8,461	95%	8,254	95%	25,058	95%	-1%
	Total Students	8,801	100%	8,871	100%	8,678	100%	26,350	100%	-1%
Distribution of Students who Took a Test	Level 40	43	9%	19	5%	35	8%	97	8%	-19%
	Level 30	119	26%	60	15%	74	17%	253	20%	-38%
	Level 20	81	18%	65	16%	44	10%	190	15%	-46%
	Level 19	215	47%	266	65%	271	64%	752	58%	26%
	Total Tested	458	100%	410	100%	424	100%	1,292	100%	-7%

Source: SDCCD Information System

Table 4. Math Placement of First-Time Students

		2011/12		2012/13		2013/14		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	5,829	66%	6,062	68%	5,976	69%	17,867	68%	3%
	Not Tested	2,972	34%	2,809	32%	2,702	31%	8,483	32%	-9%
	Total Students	8,801	100%	8,871	100%	8,678	100%	26,350	100%	-1%
Distribution of Students who Took a Test	Transfer Level	1,081	19%	1,231	20%	1,218	20%	3,530	20%	13%
	Associate Level	753	13%	794	13%	710	12%	2,257	13%	-6%
	Basic Skills	3,991	68%	4,023	66%	4,045	68%	12,059	67%	1%
	Take Algebra Test	4	0%	14	0%	3	0%	21	0%	-25%
	Total Tested	5,829	100%	6,062	100%	5,976	100%	17,867	100%	3%

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 2009 to Spring 2014. 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

On average, fall enrollment was highest in English 049 (38%), with 23% in English 043 and another 23% in English 048. The percentage of students in English 049 decreased between Fall 2009 and Fall 2013 (41% to 37%) and between Spring 2010 and Spring 2014 (44% to 41%).

The largest percentage of ESOL reading/writing enrollments in the fall semesters were in ESOL 030 and ESL 031 (29% on average for both courses). In spring semesters, ESOL 031 had the largest percentage of reading/writing enrollments (36% on average), though enrollment trends show a 28% decline since Spring 2010. Enrollment increased the most in ESOL 040 between Spring 2010 and Spring 2014 (27% to 33% for ESOL Writing, and 26% to 34% for ESOL Reading).

Fall and spring 5-year averages show the greatest share of enrollments in Math 046 (52%). Enrollment in Math 038 had the greatest increase in enrollment between Fall 2009 and Fall 2013 (26%), while Math 034A enrollment trends displayed the greatest decrease between 2009 and 2014 (53% decrease in fall, 44% decrease in spring).

An average of all terms shows nearly half of students who enrolled in English Basic Skills courses were Latino (45% fall average, 44% spring average). Asian/Pacific Islanders made up the largest percentage (40% average) of students enrolled in ESOL courses between 2009 and 2014, and Latino students accounted for 22% of ESOL enrollments. Forty-four percent of the students who enrolled in Basic Skills math courses were Latino, while 25% were White.

All Colleges Basic Skills Course Enrollments
Fall Terms: 2009 - 2013

Table 5. English Basic Skills Course Enrollments

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Year Total/Average	
ENGL 042	593	13%	661	13%	663	14%	671	15%	668	14%	3,256	14%
ENGL 043	1,005	23%	1,165	23%	1,057	23%	1,063	23%	1,029	22%	5,319	23%
ENGL 047A	0	0%	117	2%	149	3%	160	3%	238	5%	664	3%
ENGL 048	1,001	23%	1,126	22%	1,114	24%	1,056	23%	1,072	23%	5,369	23%
ENGL 049	1,820	41%	2,083	40%	1,659	36%	1,627	36%	1,731	37%	8,920	38%
Total	4,419	100%	5,152	100%	4,642	100%	4,577	100%	4,738	100%	23,528	100%

Source: SDCCD Information System

Table 6. ESOL Writing Course Enrollments

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Year Total/Average	
ESOL 019	150	22%	138	21%	120	19%	114	19%	109	18%	631	20%
ESOL 020	151	22%	148	23%	163	25%	148	24%	147	24%	757	24%
ESOL 030	198	29%	203	31%	182	28%	176	29%	180	29%	939	29%
ESOL 040	175	26%	167	25%	178	28%	176	29%	186	30%	882	27%
Total	674	100%	656	100%	643	100%	614	100%	622	100%	3,209	100%

Source: SDCCD Information System

Table 7. ESOL Reading Course Enrollments

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Year Total/Average	
ESOL 019	150	23%	138	22%	120	19%	114	17%	109	17%	631	20%
ESOL 021	157	24%	154	24%	159	25%	161	24%	145	23%	776	24%
ESOL 031	164	25%	171	27%	183	29%	209	32%	186	30%	913	29%
ESOL 040	175	27%	167	27%	178	28%	176	27%	186	30%	882	28%
Total	646	100%	630	100%	640	100%	660	100%	626	100%	3,202	100%

Source: SDCCD Information System

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Year Total/Average	
ESOL 019	150	34%	138	31%	120	27%	114	27%	109	27%	631	29%
ESOL 022	138	31%	140	32%	147	33%	143	34%	117	29%	685	32%
ESOL 032	159	36%	165	37%	185	41%	163	39%	183	45%	855	39%
Total	447	100%	443	100%	452	100%	420	100%	409	100%	2,171	100%

Source: SDCCD Information System

Table 9. Math Basic Skills Course Enrollments

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Year Total/Average	
MATH 034A	472	10%	534	10%	654	12%	266	5%	221	5%	2,147	9%
MATH 038	1,689	36%	2,026	39%	2,092	38%	2,073	41%	2,126	43%	10,006	40%
MATH 046	2,495	54%	2,662	51%	2,722	50%	2,664	53%	2,551	52%	13,094	52%
Total	4,656	100%	5,222	100%	5,468	100%	5,003	100%	4,898	100%	25,247	100%

Source: SDCCD Information System

All Colleges Basic Skills Course Enrollments
Spring Terms: 2010 - 2014

Table 10. English Basic Skills Course Enrollments

	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ENGL 042	476	11%	548	11%	599	13%	553	11%	570	12%	2,746	12%
ENGL 043	830	20%	944	19%	980	21%	942	19%	858	18%	4,554	19%
ENGL 047A	0	0%	100	2%	0	0%	164	3%	281	6%	545	2%
ENGL 048	1,048	25%	1,156	24%	1,193	25%	1,173	24%	1,159	24%	5,729	24%
ENGL 049	1,841	44%	2,103	43%	1,928	41%	2,045	42%	1,999	41%	9,916	42%
Total	4,195	100%	4,851	100%	4,700	100%	4,877	100%	4,867	100%	23,490	100%

Source: SDCCD Information System

Table 11. ESOL Writing Course Enrollments

	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	124	20%	145	21%	126	19%	112	18%	112	18%	619	19%
ESOL 020	148	24%	156	23%	152	23%	150	24%	149	24%	755	24%
ESOL 030	169	28%	210	30%	182	28%	181	29%	161	26%	903	28%
ESOL 040	166	27%	180	26%	192	29%	184	29%	208	33%	930	29%
Total	607	100%	691	100%	652	100%	627	100%	630	100%	3,207	100%

Source: SDCCD Information System

Table 12. ESOL Reading Course Enrollments

	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	124	19%	145	20%	126	18%	112	13%	112	18%	619	17%
ESOL 021	144	22%	153	21%	154	22%	135	15%	136	22%	722	20%
ESOL 031	215	33%	254	35%	233	33%	441	51%	155	25%	1,298	36%
ESOL 040	166	26%	180	25%	192	27%	184	21%	208	34%	930	26%
Total	649	100%	732	100%	705	100%	872	100%	611	100%	3,569	100%

Source: SDCCD Information System

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	124	29%	145	31%	126	24%	112	23%	112	28%	619	27%
ESOL 022	146	35%	147	31%	147	28%	135	28%	129	32%	704	31%
ESOL 032	153	36%	176	38%	260	49%	233	49%	156	39%	978	43%
Total	423	100%	468	100%	533	100%	480	100%	397	100%	2,301	100%

Source: SDCCD Information System

Table 14. Math Basic Skills Course Enrollments

	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
MATH 034A	430	10%	575	12%	595	12%	290	7%	239	6%	2,129	9%
MATH 038	1,635	37%	1,804	37%	1,819	36%	1,757	41%	1,682	43%	8,697	39%
MATH 046	2,320	53%	2,520	51%	2,608	52%	2,221	52%	2,023	51%	11,692	52%
Total	4,385	100%	4,899	100%	5,022	100%	4,268	100%	3,944	100%	22,518	100%

Source: SDCCD Information System

All Colleges Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2009 - 2013

Figure 5. English Basic Skills Enrollments by Ethnicity

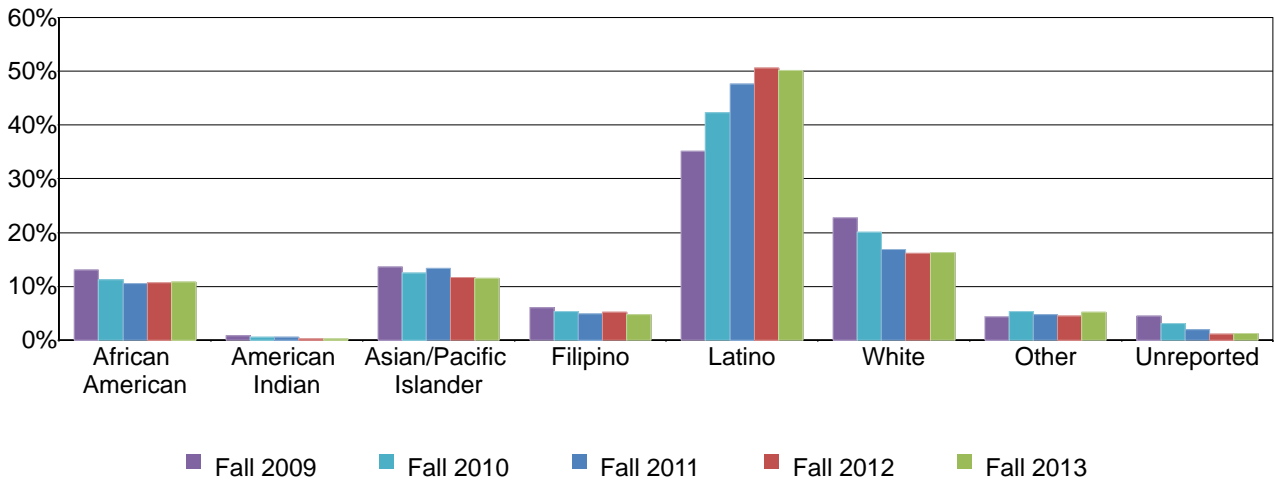


Figure 6. ESOL Enrollments by Ethnicity

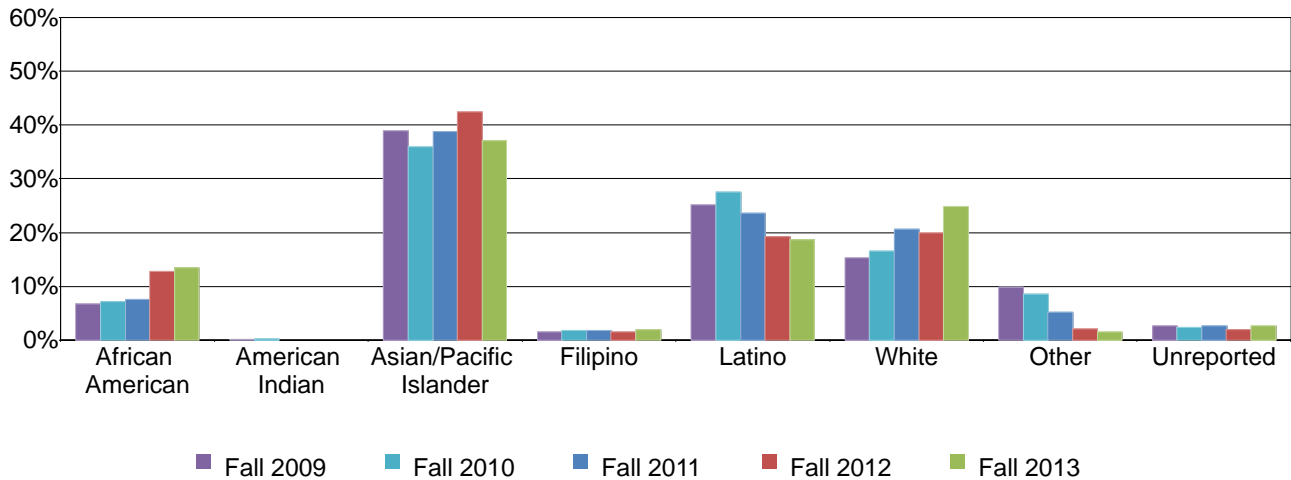
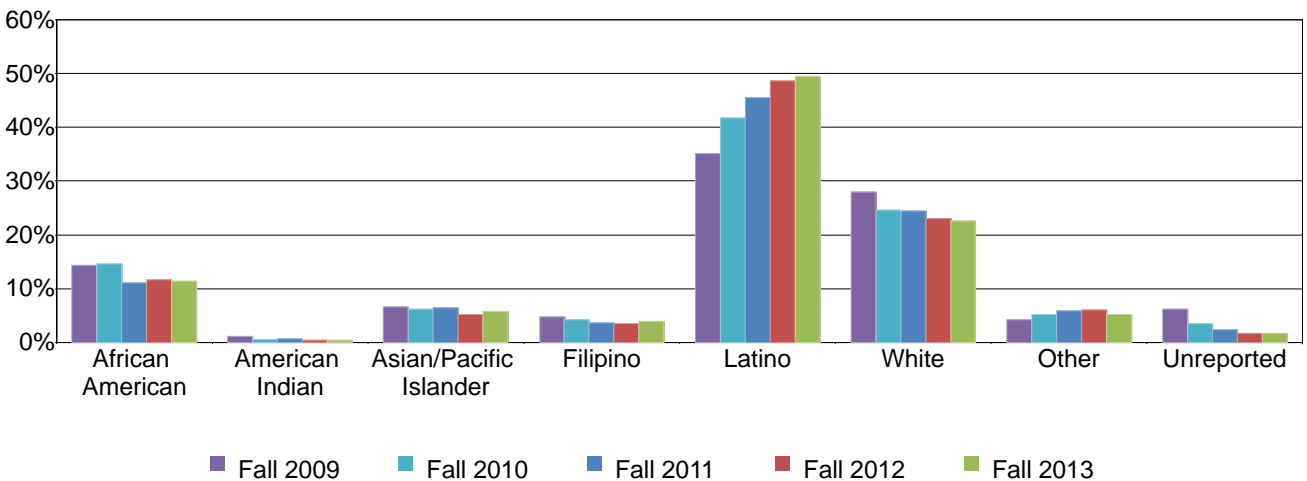


Figure 7. Math Basic Skills Enrollments by Ethnicity



All Colleges Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2010 - 2014

Figure 8. English Basic Skills Enrollments by Ethnicity

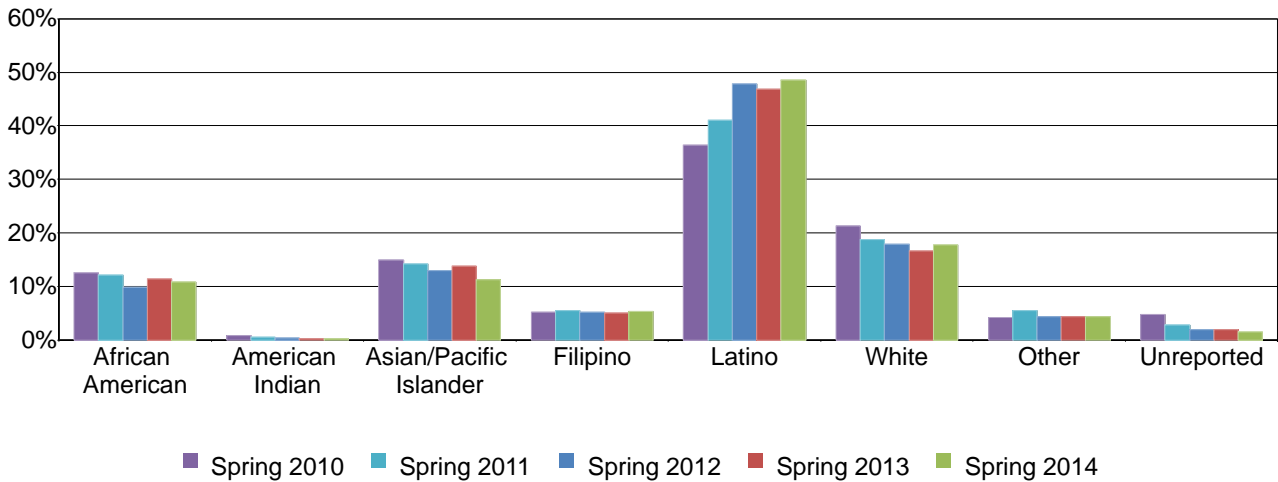


Figure 9. ESOL Enrollments by Ethnicity

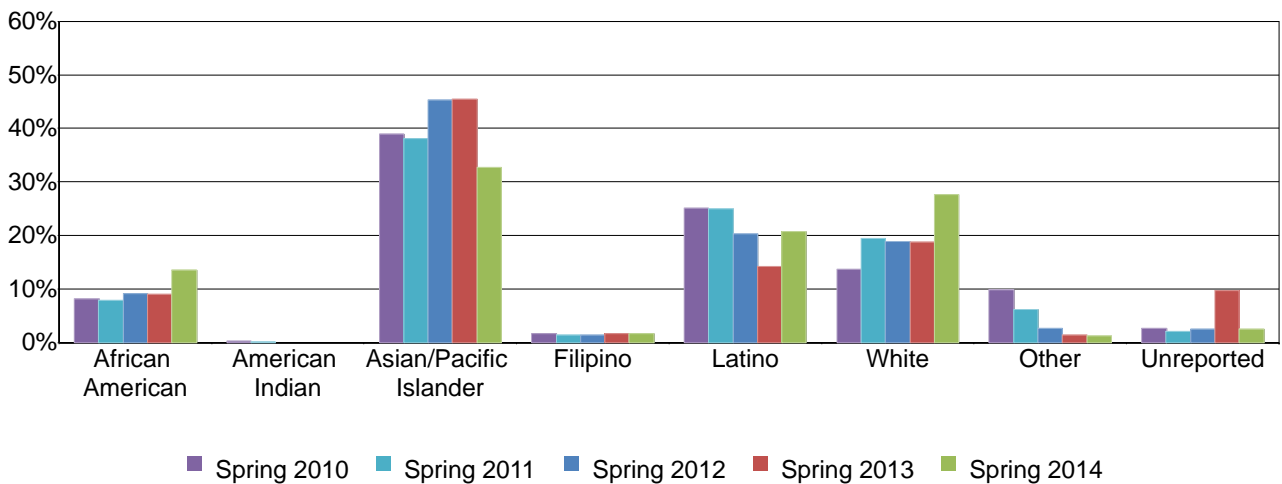
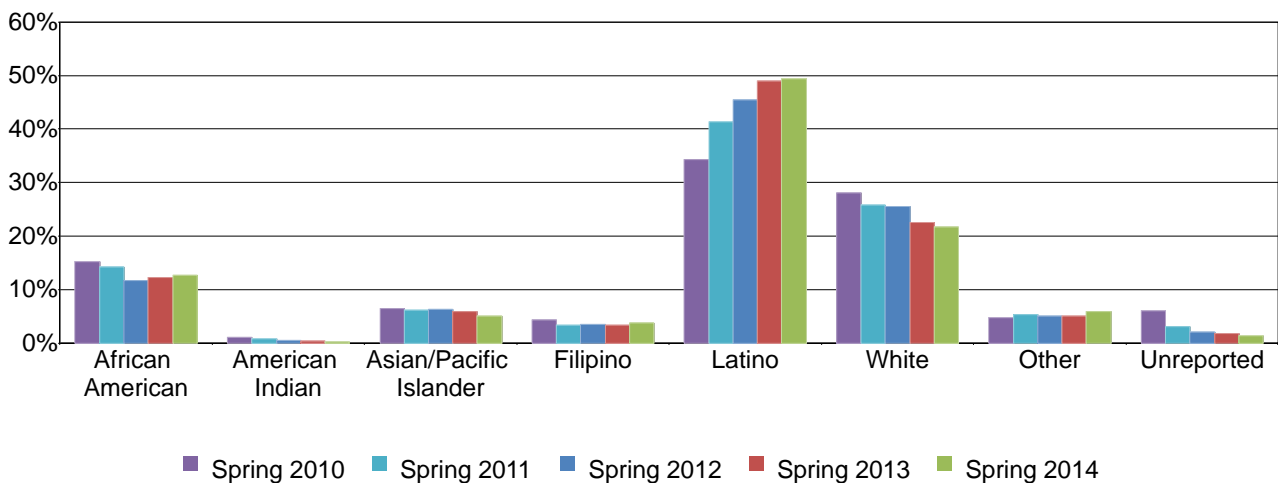


Figure 10. Math Basic Skills Enrollments by Ethnicity



All Colleges Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2009 - 2013

Table 15. English Basic Skills Enrollments by Ethnicity

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Year Total/Average	
African American	575	13%	574	11%	488	11%	484	11%	511	11%	2,632	11%
American Indian	36	1%	26	1%	20	0%	12	0%	9	0%	103	0%
Asian/Pacific Islander	599	14%	639	12%	615	13%	534	12%	545	12%	2,932	12%
Filipino	266	6%	274	5%	223	5%	237	5%	224	5%	1,224	5%
Latino	1,552	35%	2,183	42%	2,211	48%	2,317	51%	2,382	50%	10,645	45%
White	1,008	23%	1,031	20%	781	17%	737	16%	769	16%	4,326	18%
Other	187	4%	269	5%	217	5%	206	5%	241	5%	1,120	5%
Unreported	196	4%	156	3%	87	2%	50	1%	57	1%	546	2%
Total	4,419	100%	5,152	100%	4,642	100%	4,577	100%	4,738	100%	23,528	100%

Source: SDCCD Information System

Table 16. ESOL Enrollments by Ethnicity

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Year Total/Average	
African American	87	7%	91	7%	100	8%	165	13%	169	13%	612	10%
American Indian	1	0%	3	0%	0	0%	0	0%	0	0%	4	0%
Asian/Pacific Islander	503	39%	463	36%	511	39%	548	42%	465	37%	2,490	39%
Filipino	20	2%	23	2%	23	2%	20	2%	24	2%	110	2%
Latino	324	25%	354	28%	311	24%	248	19%	233	19%	1,470	23%
White	197	15%	212	16%	271	21%	257	20%	311	25%	1,248	19%
Other	126	10%	110	9%	67	5%	27	2%	18	1%	348	5%
Unreported	34	3%	30	2%	34	3%	25	2%	33	3%	156	2%
Total	1,292	100%	1,286	100%	1,317	100%	1,290	100%	1,253	100%	6,438	100%

Source: SDCCD Information System

Table 17. Math Basic Skills Enrollments by Ethnicity

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		5-Year Total/Average	
African American	665	14%	758	15%	606	11%	579	12%	556	11%	3,164	13%
American Indian	47	1%	28	1%	34	1%	21	0%	17	0%	147	1%
Asian/Pacific Islander	304	7%	319	6%	347	6%	259	5%	277	6%	1,506	6%
Filipino	220	5%	214	4%	200	4%	176	4%	187	4%	997	4%
Latino	1,639	35%	2,177	42%	2,495	46%	2,435	49%	2,427	50%	11,173	44%
White	1,300	28%	1,283	25%	1,338	24%	1,153	23%	1,105	23%	6,179	24%
Other	194	4%	266	5%	319	6%	300	6%	252	5%	1,331	5%
Unreported	287	6%	177	3%	129	2%	80	2%	77	2%	750	3%
Total	4,656	100%	5,222	100%	5,468	100%	5,003	100%	4,898	100%	25,247	100%

Source: SDCCD Information System

All Colleges Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2010 - 2014

Table 18. English Basic Skills Enrollments by Ethnicity

	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	522	12%	586	12%	461	10%	552	11%	527	11%	2,648	11%
American Indian	30	1%	26	1%	17	0%	9	0%	14	0%	96	0%
Asian/Pacific Islander	626	15%	687	14%	607	13%	672	14%	550	11%	3,142	13%
Filipino	219	5%	261	5%	241	5%	245	5%	261	5%	1,227	5%
Latino	1,529	36%	1,989	41%	2,245	48%	2,286	47%	2,364	49%	10,413	44%
White	894	21%	905	19%	838	18%	810	17%	865	18%	4,312	18%
Other	175	4%	262	5%	204	4%	208	4%	211	4%	1,060	5%
Unreported	200	5%	135	3%	87	2%	95	2%	75	2%	592	3%
Total	4,195	100%	4,851	100%	4,700	100%	4,877	100%	4,867	100%	23,490	100%

Source: SDCCD Information System

Table 19. ESOL Enrollments by Ethnicity

	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	102	8%	112	8%	131	9%	140	9%	163	14%	648	9%
American Indian	2	0%	1	0%	0	0%	0	0%	0	0%	3	0%
Asian/Pacific Islander	493	39%	542	38%	655	45%	713	45%	395	33%	2,798	40%
Filipino	20	2%	19	1%	20	1%	25	2%	20	2%	104	2%
Latino	318	25%	354	25%	294	20%	224	14%	250	21%	1,440	21%
White	172	14%	276	19%	273	19%	295	19%	333	28%	1,349	20%
Other	125	10%	87	6%	37	3%	21	1%	15	1%	285	4%
Unreported	33	3%	30	2%	36	2%	153	10%	30	2%	282	4%
Total	1,265	100%	1,421	100%	1,446	100%	1,571	100%	1,206	100%	6,909	100%

Source: SDCCD Information System

Table 20. Math Basic Skills Enrollments by Ethnicity

	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	666	15%	695	14%	585	12%	524	12%	502	13%	2,972	13%
American Indian	45	1%	38	1%	27	1%	13	0%	10	0%	133	1%
Asian/Pacific Islander	284	6%	300	6%	316	6%	253	6%	200	5%	1,353	6%
Filipino	187	4%	167	3%	175	3%	141	3%	146	4%	816	4%
Latino	1,504	34%	2,025	41%	2,282	45%	2,087	49%	1,945	49%	9,843	44%
White	1,227	28%	1,266	26%	1,279	25%	960	22%	855	22%	5,587	25%
Other	209	5%	258	5%	251	5%	216	5%	233	6%	1,167	5%
Unreported	263	6%	150	3%	107	2%	74	2%	53	1%	647	3%
Total	4,385	100%	4,899	100%	5,022	100%	4,268	100%	3,944	100%	22,518	100%

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 2008 to Fall 2013. 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 21 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, 77% of the students in the Basic Skills courses who were enrolled in a fall term as of official census persisted to the spring term. The average annual persistence rate is 57%. Both term and annual persistence rate trends have steadily increased from Fall 2008 to Fall 2012 (74% to 79% term increase, 54% to 59% annual increase).

There is little difference between female and male annual persistence rates among students in Basic Skills courses (57% female average, 56% male average). Both gender groups experienced increased persistence rates since Fall 2008, from 55% to 61% for females and 53% to 57% for males.

The annual persistence rates for African American students in the Basic Skills courses have steadily increased over the past five years, from 49% in Fall 2008 to 54% in Fall 2012, with an average annual persistence rate of 50%. Latino students in Basic Skills courses also showed an increase in annual persistence rates, from 51% in Fall 2008 to 59% in Fall 2012, with an average annual persistence rate of 56%. American Indian students have shown the largest percentage point increase, raising the annual persistence rate from 36% in Fall 2008 to 52% in Fall 2012 (note that the average cohort size is 34 students).

Students 18 to 24 years old have the highest average annual persistence rate at 59%. Students 30 to 39 years old showed the largest point increase in annual persistence rates (46% in Fall 2008 to 56% in Fall 2012; also note that though the under 18 years old group showed a larger point increase, the cohort size was only 18 students in Fall 2012).

All Colleges Term and Annual Persistence
Fall Terms: 2008 – 2013

Figure 11. Basic Skills Annual Persistence

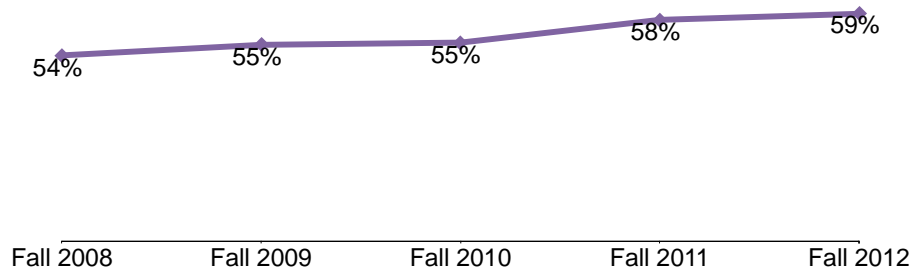


Table 21. Basic Skills Term and Annual Persistence

Cohort	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rates	Annual Persistence Counts	Annual Persistence Rates
Fall 2008	6,059	4,497	74%	3,261	54%
Fall 2009	6,161	4,688	76%	3,403	55%
Fall 2010	7,009	5,433	78%	3,888	55%
Fall 2011	6,854	5,408	79%	4,001	58%
Fall 2012	6,921	5,453	79%	4,097	59%
Fall 2013	6,835	5,394	79%	0	---
Total/Average	39,839	30,873	77%	18,650	57%

Source: SDCCD Information System

Note. Overall annual persistence counts and rates exclude the Fall 2013 cohort due to the unavailability of Fall 2014 data.

All Colleges Annual Persistence by Gender
Fall Terms: 2008 – 2012

Figure 12. Basic Skills Annual Persistence by Gender

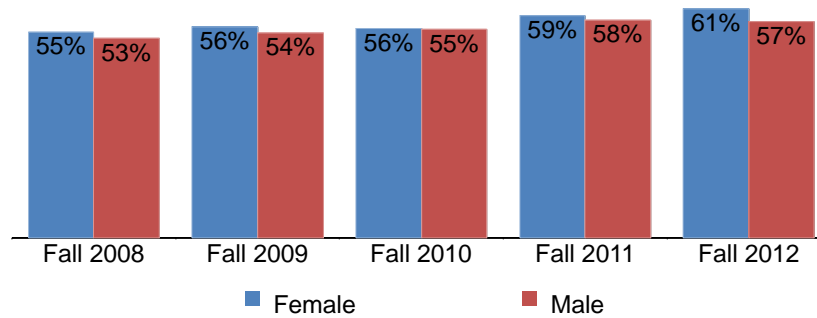


Table 22. Basic Skills Annual Persistence by Gender

Cohort	Female			Male		
	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates
Fall 2008	3,338	1,820	55%	2,720	1,440	53%
Fall 2009	3,336	1,869	56%	2,824	1,534	54%
Fall 2010	3,788	2,107	56%	3,220	1,780	55%
Fall 2011	3,700	2,182	59%	3,153	1,819	58%
Fall 2012	3,740	2,273	61%	3,181	1,824	57%
Total/Average	17,902	10,251	57%	15,098	8,397	56%

Source: SDCCD Information System

All Colleges Annual Persistence by Ethnicity
Fall Terms: 2008 – 2012

Figure 13. Basic Skills Annual Persistence by Ethnicity

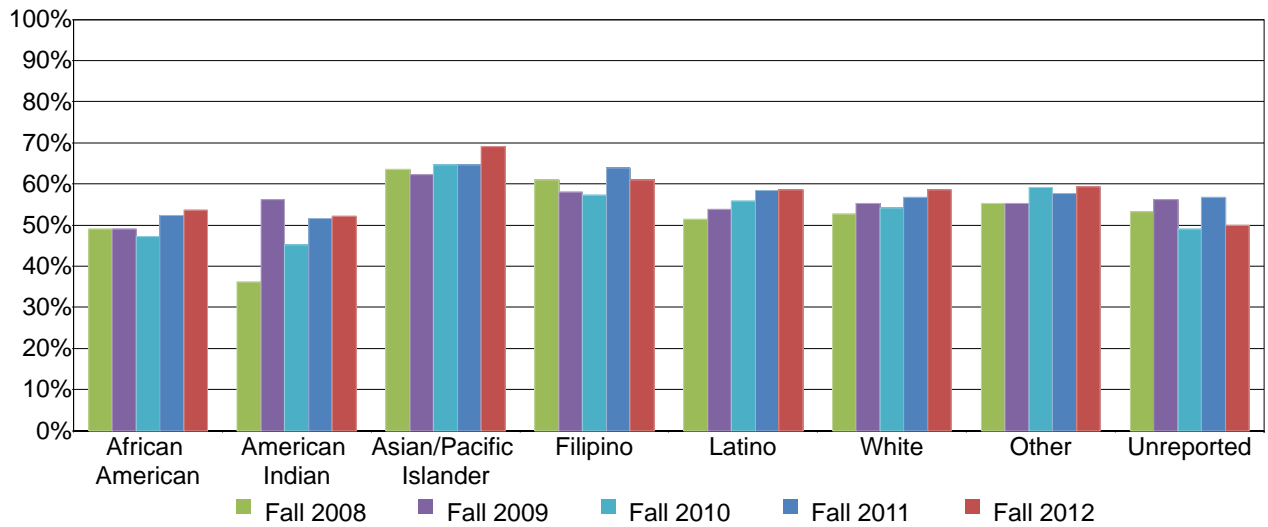


Table 23. Basic Skills Annual Persistence by Ethnicity

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 2008	672	49%	36	36%	838	64%	325	61%
Fall 2009	732	49%	48	56%	848	62%	307	58%
Fall 2010	802	47%	31	45%	844	65%	319	57%
Fall 2011	669	52%	33	52%	884	65%	277	64%
Fall 2012	760	54%	23	52%	793	69%	292	61%
Total/Average	3,635	50%	171	49%	4,207	65%	1,520	60%

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 2008	1,986	51%	1,613	53%	241	55%	348	53%
Fall 2009	2,026	54%	1,578	55%	300	55%	322	56%
Fall 2010	2,786	56%	1,631	54%	384	59%	212	49%
Fall 2011	2,934	58%	1,544	57%	363	58%	150	57%
Fall 2012	3,121	59%	1,479	59%	349	59%	104	50%
Total/Average	12,853	56%	7,845	55%	1,637	58%	1,136	53%

Source: SDCCD Information System

All Colleges Annual Persistence by Age
Fall Terms: 2008 – 2012

Figure 14. Basic Skills Annual Persistence by Age

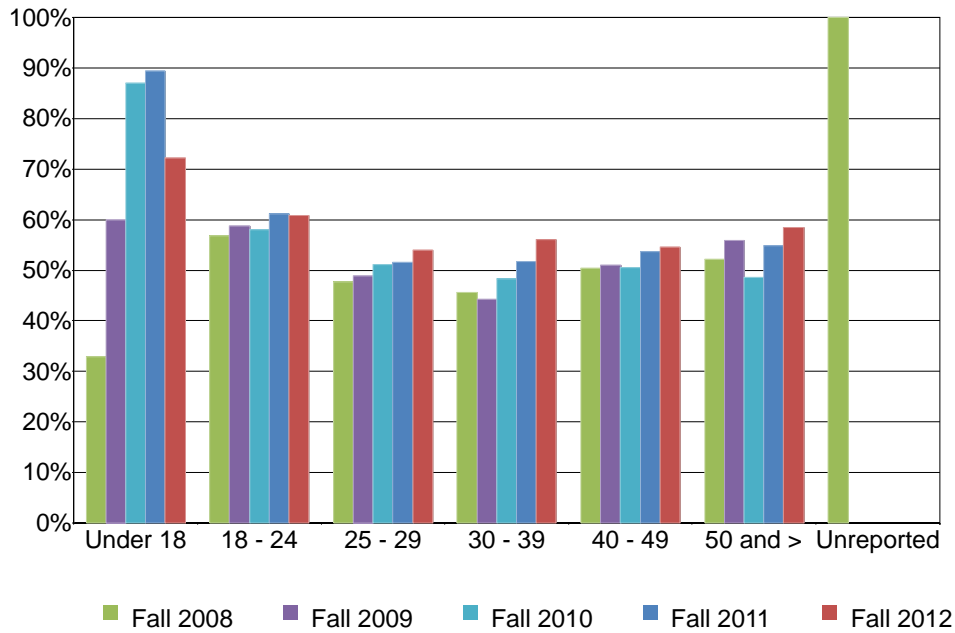


Table 24. Basic Skills Annual Persistence by Age

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 2008	73	33%	4,183	57%	730	48%
Fall 2009	25	60%	4,043	59%	866	49%
Fall 2010	23	87%	4,738	58%	963	51%
Fall 2011	19	89%	4,602	61%	893	52%
Fall 2012	18	72%	4,788	61%	891	54%
Total/Average	158	56%	22,354	59%	4,343	51%

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 2008	623	46%	290	50%	159	52%
Fall 2009	713	44%	326	51%	188	56%
Fall 2010	737	48%	344	51%	204	49%
Fall 2011	759	52%	386	54%	195	55%
Fall 2012	733	56%	308	55%	183	58%
Total/Average	3,565	49%	1,654	52%	929	54%

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 2009 through Spring 2014. 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 Tables 25 through 30). Similarly, five-year trends in success rates are presented graphically by term for each course (see Figures 25 through 34), and for each subject by ethnicity (see Tables 31 through 36).

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 most English courses from Fall 2009 to Fall 2013, as well as from Spring 2010 to Spring 2014 (all Fall 2013 courses displayed retention rates of 88% or higher and 84% or higher in Spring 2014). All English courses showed gains in success rates from 2009 to 2014, with the largest gains in English 049 (64% in Fall 2009 to 77% in Fall 2013).

An examination of five-year trends for English subject outcomes by ethnicity revealed that both retention and success rates for both fall and spring semesters increased overall for most ethnic groups. Further investigation of overall five-year averages comparing across ethnic groups indicates that Asian/Pacific Islander, Latino, Filipino, and White students had the highest average retention rates in English, Asian/Pacific Islanders, Whites, and Filipinos had the highest average success rates in English.

Retention rates from Fall 2009 to Fall 2013 declined in all ESOL courses except ESOL 031. Conversely, all retention rates from Spring 2010 to Spring 2014 increased, with the exception of ESOL 031. Across fall and spring terms, the majority of courses showed increases in success rate from 2009 to 2014, with ESOL 020 showing declines in the fall terms and ESOL 031 showing declines in the spring terms.

Success rates for African American and Filipino students in ESOL courses have steadily increased between Fall 2009 and Fall 2013. The overall five-year averages comparing across ethnic groups shows that both retention and success rates were highest among Asian/Pacific Islander, Latino, and White students.

Retention rates for Math 046 had the largest percentage point increase between Fall 2009 and Fall 2013 (5 point increase). Between Spring 2010 and Spring 2014 the retention rates for all three math courses increased between 3 and 6 percentage points. The success rates for all math courses increased between Fall 2009 to Fall 2013 and Spring 2010 and Spring 2014. Math 034A showed the greatest increase overall (13 percentage point increase over the fall period, and 2 point increase over the spring period).

Retention rates for most ethnic groups in math courses increased from Fall 2009 to Fall 2013, with American Indian and Asian/Pacific Islander students showing decreases (5 point decrease and 3 point decrease, respectively). A comparison of the five-year averages across ethnic groups shows that math retention rates were highest for Asian/Pacific Islander, Filipino, White, and Latino students. Success rates were the highest for Asian/Pacific Islander, White, and Filipino students. Math success rates increased the most from Fall 2009 to Fall 2013 for American Indian and African American students (14 point and 11 point, respectively) and from Spring 2010 to Spring 2014 for Filipino students (11 point increase).

All Colleges Basic Skills Course Retention Rates
Fall Terms: 2009 - 2013

Figure 15. English Basic Skills Course Retention Rates

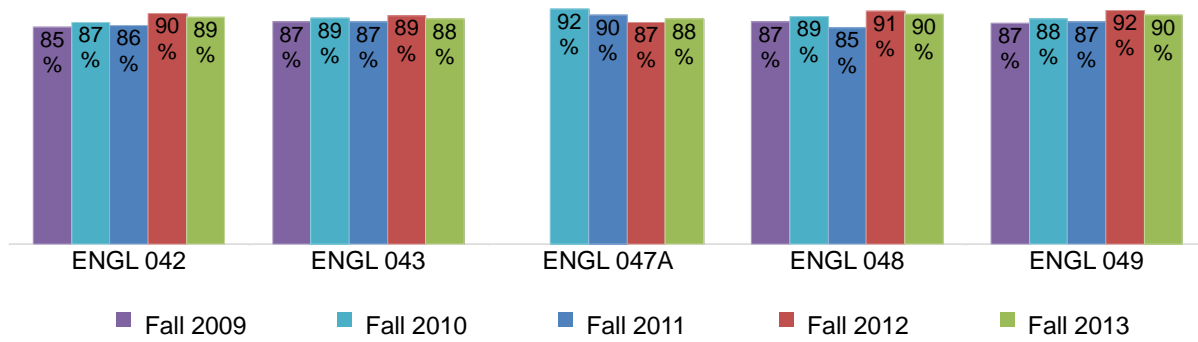


Figure 16. ESOL Writing Course Retention Rates

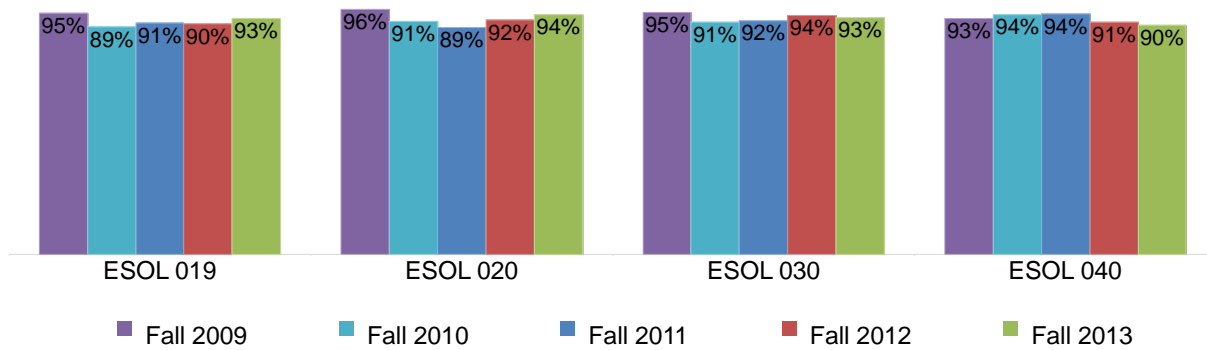


Figure 17. ESOL Reading Course Retention Rates

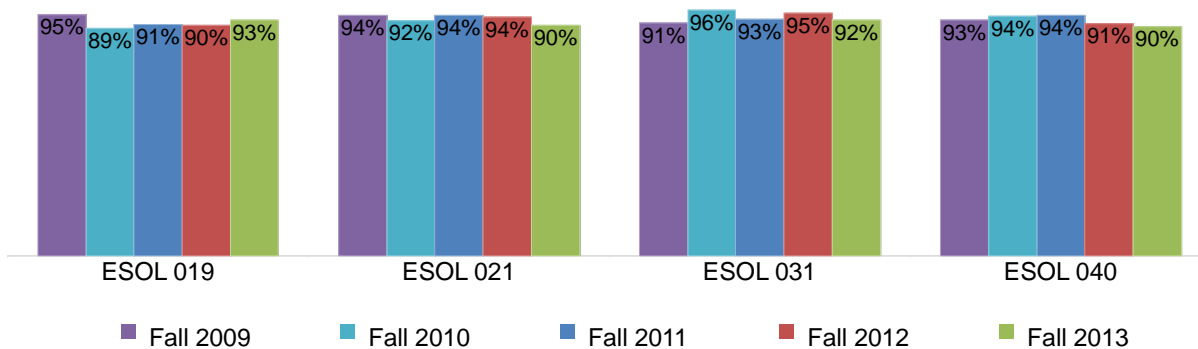


Figure 18. ESOL Listening/Speaking Course Retention Rates

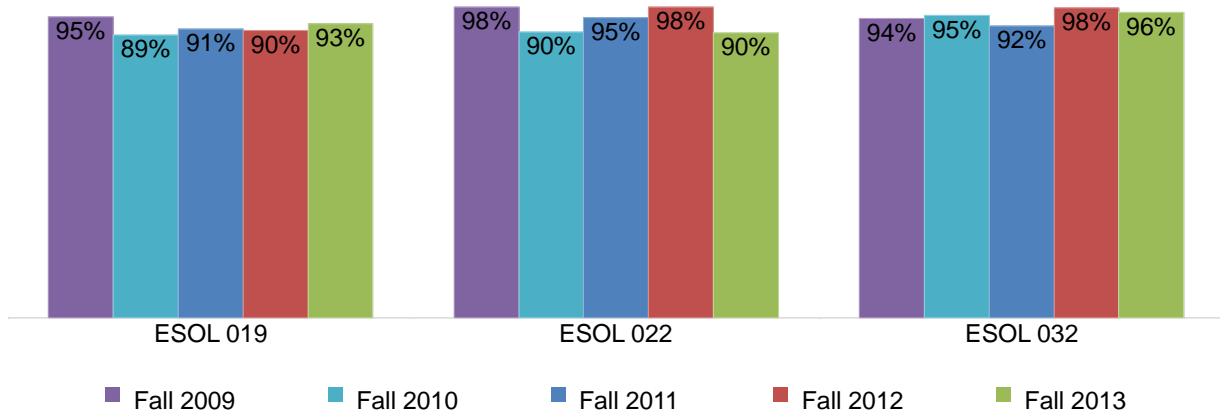
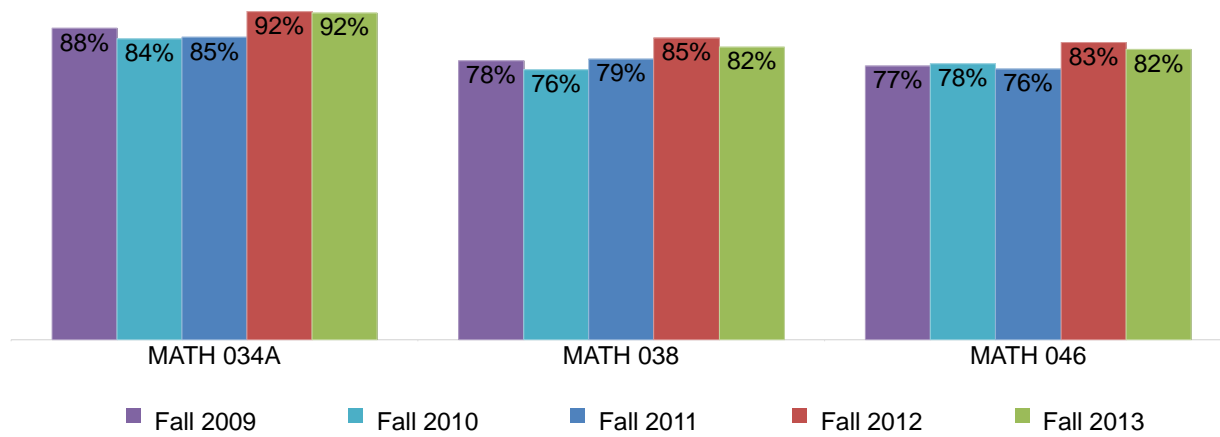


Figure 19. Math Basic Skills Course Retention Rates



All Colleges Basic Skills Course Retention Rates
Spring Terms: 2010 - 2014

Figure 20. English Basic Skills Course Retention Rates

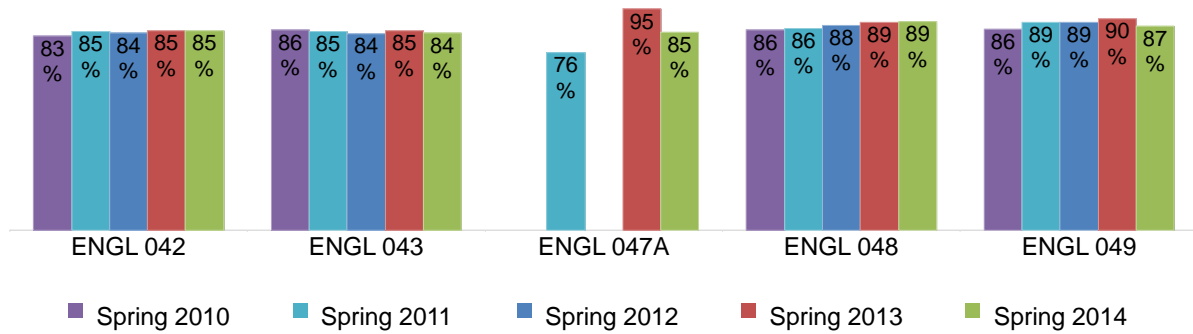


Figure 21. ESOL Writing Course Retention Rates

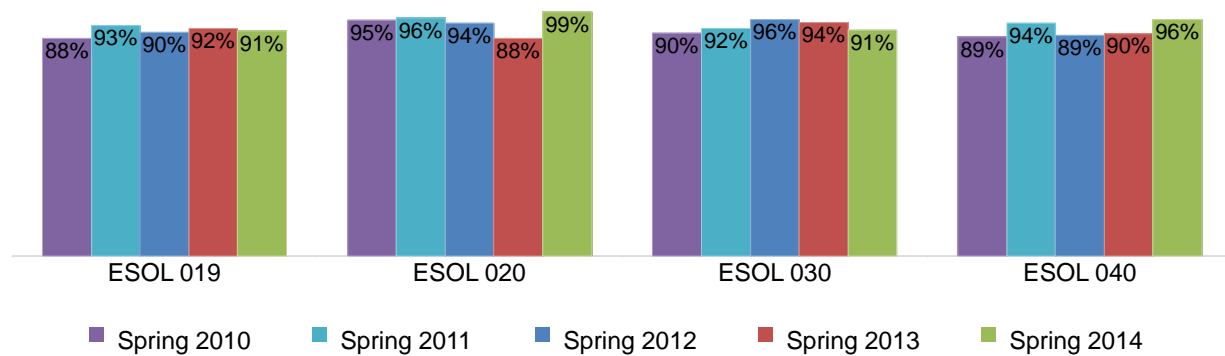


Figure 22. ESOL Reading Course Retention Rates

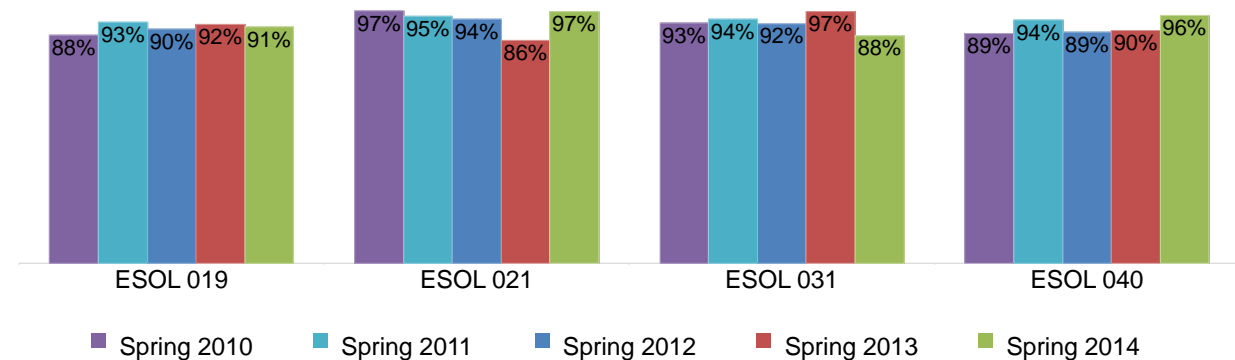


Figure 23. ESOL Listening/Speaking Course Retention Rates

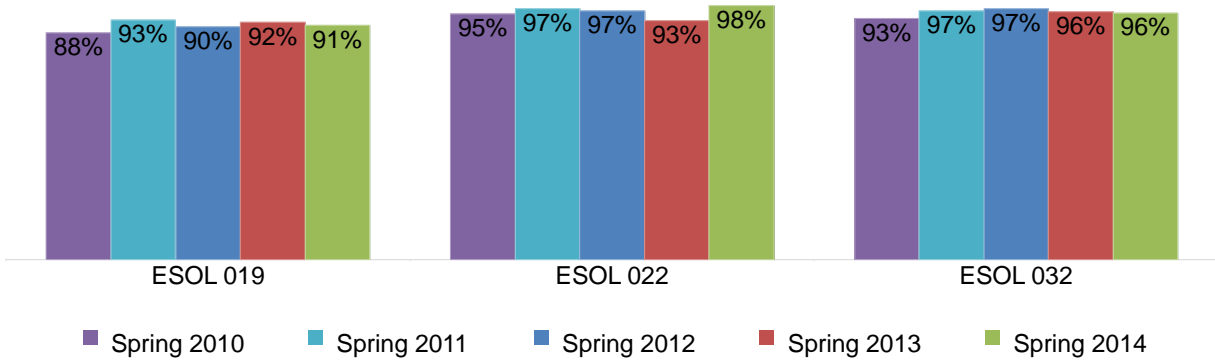
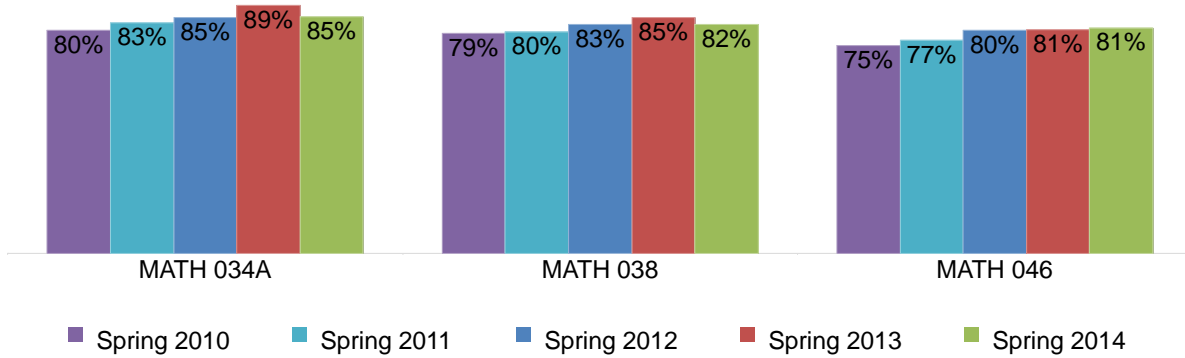


Figure 24. Math Basic Skills Course Retention Rates



All Colleges Basic Skills Subject Retention Rates by Ethnicity
Fall Terms: 2009 - 2013

Table 25. English Basic Skills Retention Rates by Ethnicity

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-Year Total/Average
African American	80%	85%	83%	91%	88%	85%
American Indian	75%	96%	85%	83%	78%	83%
Asian/Pac. Islander	89%	86%	88%	90%	89%	88%
Filipino	85%	91%	91%	91%	92%	90%
Latino	89%	90%	88%	92%	89%	90%
White	88%	89%	83%	89%	90%	88%
Other	82%	89%	82%	88%	90%	87%
Unreported	83%	86%	77%	88%	88%	84%
Total	87%	89%	86%	91%	89%	88%

Source: SDCCD Information System

Table 26. ESOL Retention Rates by Ethnicity

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-Year Total/Average
African American	87%	85%	90%	93%	93%	91%
American Indian	100%	100%	0%	0%	0%	100%
Asian/Pac. Islander	95%	95%	93%	96%	90%	94%
Filipino	90%	100%	100%	100%	96%	97%
Latino	95%	92%	92%	90%	94%	93%
White	94%	93%	93%	94%	94%	94%
Other	96%	91%	90%	96%	100%	93%
Unreported	91%	83%	91%	96%	97%	92%
Total	94%	93%	92%	94%	92%	93%

Source: SDCCD Information System

Table 27. Math Basic Skills Retention Rates by Ethnicity

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-Year Total/ Average
African American	71%	66%	71%	83%	78%	73%
American Indian	81%	61%	76%	90%	76%	77%
Asian/Pac. Islander	87%	83%	88%	90%	84%	86%
Filipino	84%	82%	86%	85%	86%	84%
Latino	79%	79%	78%	84%	83%	81%
White	80%	82%	79%	85%	82%	82%
Other	75%	76%	74%	85%	79%	78%
Unreported	76%	69%	71%	79%	84%	74%
Total	79%	78%	78%	84%	82%	80%

Source: SDCCD Information System

All Colleges Basic Skills Subject Retention Rates by Ethnicity
Spring Terms: 2010 - 2014

Table 28. English Basic Skills Retention Rates by Ethnicity

	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	5-Year Total/Average
African American	83%	81%	82%	84%	82%	83%
American Indian	77%	73%	76%	100%	71%	77%
Asian/Pac. Islander	88%	89%	91%	90%	90%	90%
Filipino	88%	89%	88%	88%	93%	89%
Latino	85%	87%	87%	88%	86%	87%
White	88%	88%	87%	90%	88%	88%
Other	83%	85%	87%	87%	86%	86%
Unreported	83%	91%	79%	96%	91%	87%
Total	85%	87%	87%	89%	87%	87%

Source: SDCCD Information System

Table 29. ESOL Retention Rates by Ethnicity

	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	5-Year Total/Average
African American	93%	93%	90%	91%	96%	93%
American Indian	100%	100%	0%	0%	0%	100%
Asian/Pac. Islander	94%	95%	96%	95%	94%	95%
Filipino	75%	100%	90%	88%	100%	90%
Latino	92%	93%	91%	90%	92%	92%
White	94%	96%	93%	90%	95%	94%
Other	89%	95%	89%	90%	93%	91%
Unreported	91%	97%	97%	97%	93%	96%
Total	92%	95%	94%	93%	94%	94%

Source: SDCCD Information System

Table 30. Math Basic Skills Retention Rates by Ethnicity

	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	5-Year Total/ Average
African American	71%	73%	76%	80%	79%	75%
American Indian	69%	79%	70%	85%	90%	75%
Asian/Pac. Islander	82%	82%	84%	86%	86%	84%
Filipino	79%	83%	85%	83%	86%	83%
Latino	78%	79%	82%	83%	82%	81%
White	79%	80%	84%	84%	83%	82%
Other	72%	75%	84%	86%	78%	79%
Unreported	77%	75%	71%	77%	91%	77%
Total	77%	79%	82%	83%	82%	80%

Source: SDCCD Information System

All Colleges Basic Skills Course Success Rates
Fall Terms: 2009 - 2013

Figure 25. English Basic Skills Course Success Rates

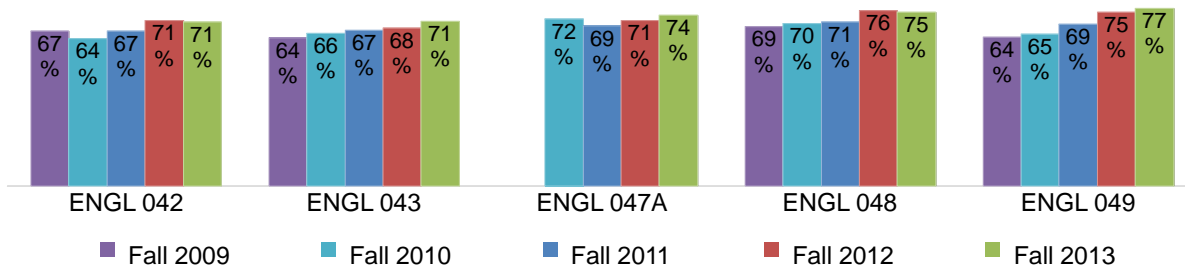


Figure 26. ESOL Writing Course Success Rates

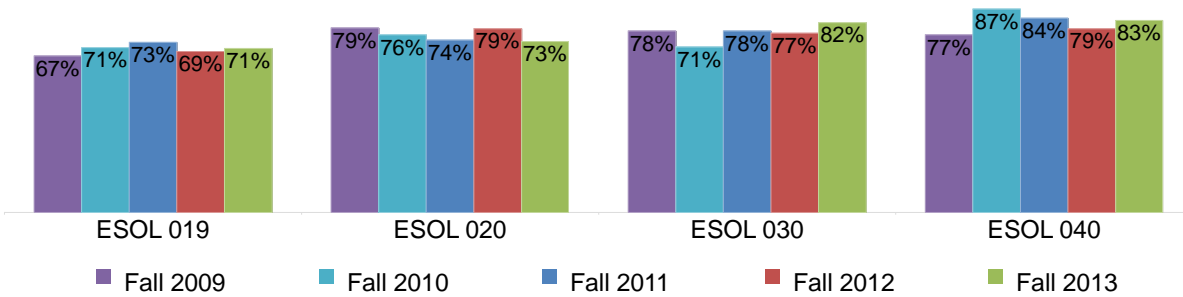


Figure 27. ESOL Reading Course Success Rates

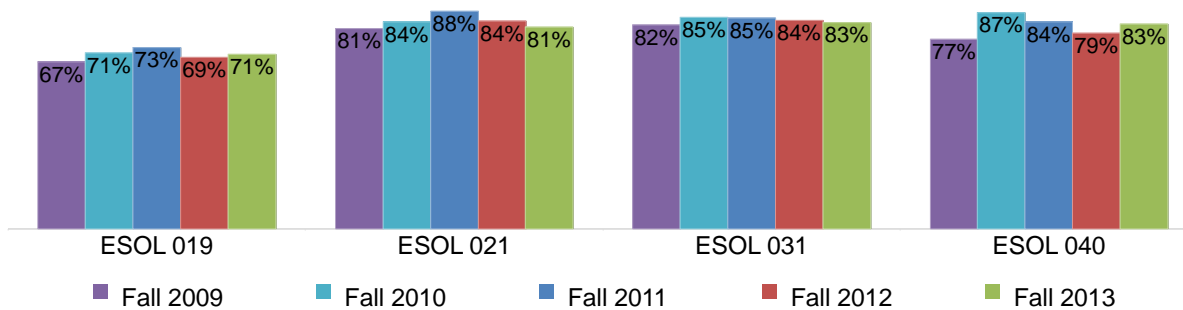


Figure 28. ESOL Listening/Speaking Course Success Rates

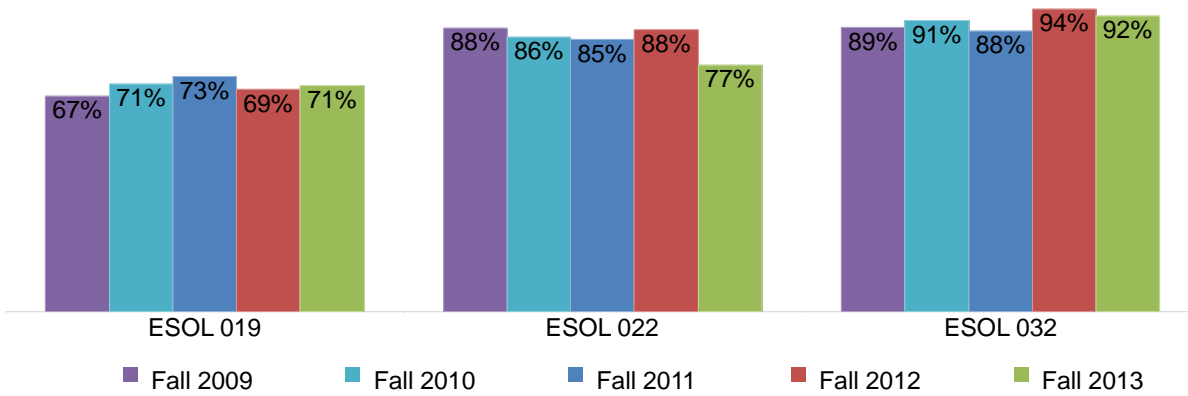
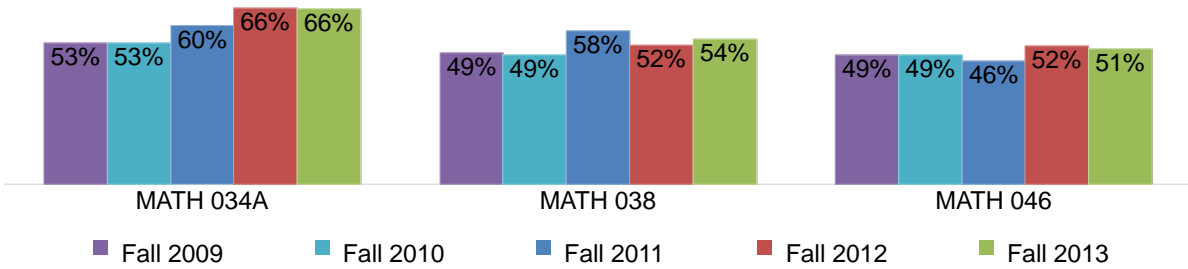


Figure 29. Math Basic Skills Course Success Rates



All Colleges Basic Skills Course Success Rates
Spring Terms: 2010 - 2014

Figure 30. English Basic Skills Course Success Rates

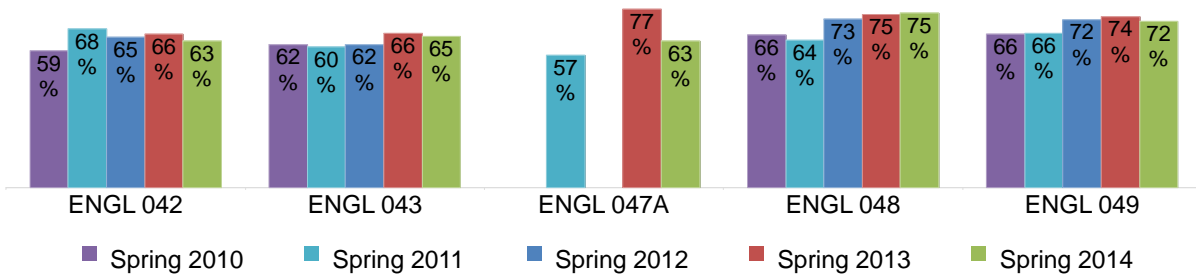


Figure 31. ESOL Writing Course Success Rates

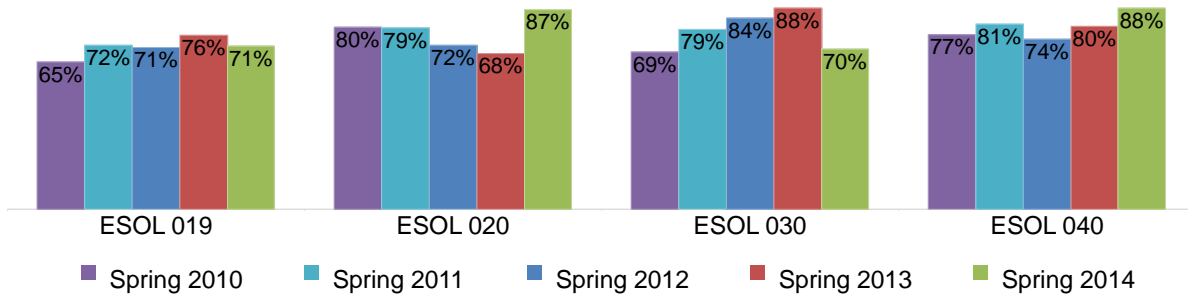


Figure 32. ESOL Reading Course Success Rates

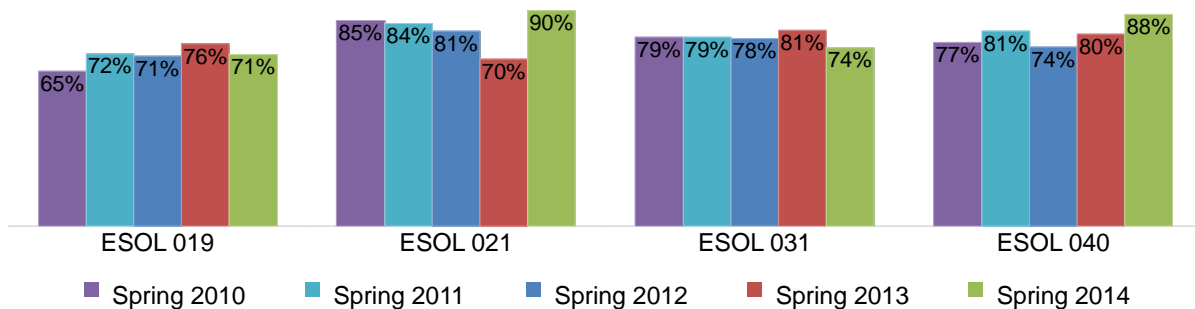


Figure 33. ESOL Listening/Speaking Course Success Rates

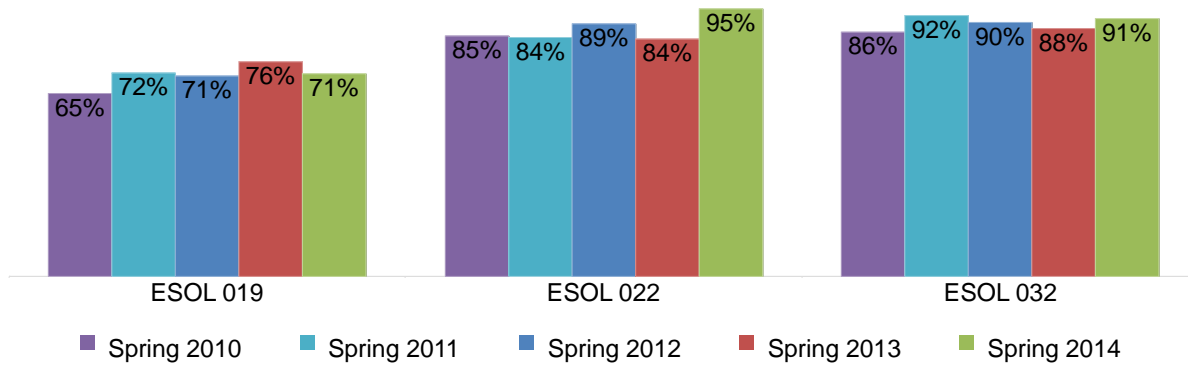
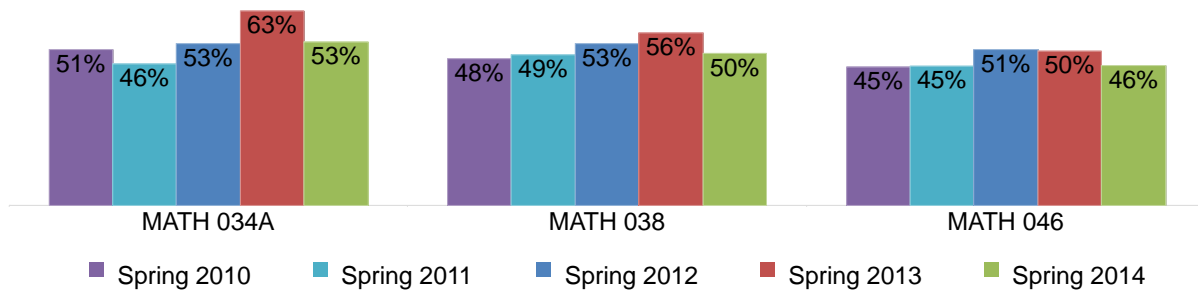


Figure 34. Math Basic Skills Course Success Rates



All Colleges Basic Skills Subject Success Rates by Ethnicity
Fall Terms: Fall 2009 - 2013

Table 31. English Basic Skills Success Rates by Ethnicity

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-Year Total/Average
African American	54%	57%	60%	72%	73%	63%
American Indian	53%	54%	70%	75%	78%	61%
Asian/Pac. Islander	73%	70%	73%	76%	79%	74%
Filipino	68%	69%	80%	73%	78%	73%
Latino	65%	66%	68%	72%	72%	69%
White	68%	71%	71%	74%	77%	72%
Other	64%	68%	69%	71%	68%	68%
Unreported	63%	58%	59%	72%	72%	63%

Source: SDCCD Information System

Table 32. ESOL Success Rates by Ethnicity

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-Year Total/Average
African American	70%	67%	76%	81%	85%	78%
American Indian	100%	100%	0%	0%	0%	100%
Asian/Pac. Islander	83%	86%	83%	86%	81%	84%
Filipino	75%	83%	96%	75%	88%	84%
Latino	79%	78%	80%	80%	79%	79%
White	82%	87%	84%	80%	81%	83%
Other	77%	75%	84%	63%	83%	77%
Unreported	76%	83%	82%	80%	82%	81%

Source: SDCCD Information System

Table 33. Math Basic Skills Success Rates by Ethnicity

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-Year Total/ Average
African American	34%	33%	40%	40%	45%	38%
American Indian	51%	39%	53%	52%	65%	51%
Asian/Pac. Islander	56%	60%	66%	61%	65%	61%
Filipino	56%	55%	65%	54%	58%	58%
Latino	48%	47%	50%	51%	50%	49%
White	56%	58%	58%	61%	61%	59%
Other	50%	51%	50%	55%	51%	51%
Unreported	50%	45%	48%	41%	49%	48%

Source: SDCCD Information System

All Colleges Basic Skills Subject Success Rates by Ethnicity
Spring Terms: 2010 - 2014

Table 34. English Basic Skills Success Rates by Ethnicity

	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	5-Year Total/Average
African American	55%	51%	64%	64%	62%	59%
American Indian	53%	69%	65%	56%	43%	58%
Asian/Pac. Islander	67%	69%	76%	77%	79%	73%
Filipino	69%	67%	77%	73%	75%	72%
Latino	63%	63%	67%	71%	68%	67%
White	70%	72%	71%	76%	73%	73%
Other	63%	63%	71%	70%	61%	65%
Unreported	59%	70%	66%	73%	76%	67%

Source: SDCCD Information System

Table 35. ESOL Success Rates by Ethnicity

	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	5-Year Total/Average
African American	81%	80%	78%	81%	85%	81%
American Indian	100%	100%	0%	0%	0%	100%
Asian/Pac. Islander	81%	84%	84%	84%	85%	84%
Filipino	60%	63%	90%	76%	85%	75%
Latino	76%	78%	70%	73%	78%	75%
White	79%	82%	84%	83%	83%	83%
Other	70%	82%	78%	76%	93%	76%
Unreported	82%	87%	89%	67%	90%	76%

Source: SDCCD Information System

Table 36. Math Basic Skills Success Rates by Ethnicity

	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	5-Year Total/ Average
African American	35%	32%	42%	44%	37%	38%
American Indian	51%	47%	48%	46%	50%	49%
Asian/Pac. Islander	52%	51%	57%	60%	57%	55%
Filipino	44%	54%	61%	54%	55%	53%
Latino	43%	45%	48%	51%	46%	47%
White	54%	56%	59%	61%	56%	57%
Other	44%	41%	57%	56%	42%	48%
Unreported	52%	47%	40%	50%	60%	49%

Source: SDCCD Information System

Student Success Scorecard Indicators

Part V: Student Equity Success Indicators

This section of the report examines subsequent enrollment and successful course completion (grade notation of A, B, C, or P) of students who had enrolled in the highest levels of ESOL, Basic Skills English or math. Additionally, this section examines the disproportionality of successful course completion rates to determine whether there were inequities in achievement among ethnic groups, and gender. The equity indicator uses an 80% Disproportionality Index, in which the highest rate in the subgroup (e.g., gender or ethnicity) becomes the benchmark by which the rates for all other subgroups are measured. If the rate of a particular subgroup is not at least 80% of the benchmark, then this subgroup may be considered disproportionately impacted.

OPERATIONAL DEFINITIONS:

English

Cohort: Number of students that successfully completed (received an A, B, C, or P) the English 048/049 series within two years, with the second or both of the English 48/49 class(es) completed in a fall term.

Subsequent Enrollment: The number of cohort students that subsequently enrolled in English 101 or 105 at the same college within six terms after successfully completing the English 048/049 series.

Subsequent Success: The number of cohort students that subsequently enrolled in English 101 or 105 at the same college within six terms after successfully completing the English 048/049 series; then successfully completed the course with a grade notation of A, B, C, or P. Students who repeated English 101 or 105 within the six term parameter are included in the numerator for determining subsequent success.

ESOL

Cohort: Number of students that successfully completed (received an A, B, C, or P) ESOL 040 in a fall term from 2006 - 2010.

Subsequent Enrollment: The number of fall term students that successfully completed ESOL 40 with a grade notation of A, B, C or P, and then enrolled and completed in ENGL 048 or 049 with a grade notation of A, B, C, or P, and then subsequently enrolled in ENGL 101 or 105 at the same college within nine terms.

Subsequent Success: The number of fall term students that successfully completed ESOL 40 with a grade notation of A, B, C or P, and then enrolled and completed ENGL 048 or 049 with a grade notation of A, B, C, or P for basic skills level eligibility, and subsequently enrolled in ENGL 101 or 105 at the same college within nine terms and successfully completed the course with a grade notation of A, B, C, or P. Students who repeated ENGL101 or 105 within the nine term parameter are included in the numerator for determining subsequent success.

Math

Cohort: Number of students that successfully completed (received an A, B, C, or P) Math 046 in a fall term from 2007 - 2011.

Subsequent Enrollment: The number of fall term students that successfully completed Math 046 with a grade notation of A, B, C or P, and then subsequently enrolled in Math 092 or 096 at the same college within six terms.

Subsequent Success: The number of fall term students that successfully completed Math 046 with a grade notation of A, B, C or P, and then subsequently enrolled in Math 092 or 096 at the same college within six terms and successfully completed the course with a grade notation of A, B, C, or P. Students who repeated Math 092 or 096 within the six term parameter are included in the numerator for determining subsequent success.

Summary of Findings

English

Overall

Subsequent enrollment and success in a college-level English course (English 101 or English 105) were examined for students who successfully completed the Basic Skills English 048/049 series within two years (see Table 37). On average across the colleges, the majority of the cohorts (82%) subsequently enrolled in a college-level course within two years of completing the Basic Skills English course. Of those who subsequently enrolled in a college-level English course, the majority successfully completed the course (83%). This subsequent successful course completion rate was higher when compared to those students who placed into college-level English (68%). This implies that the teaching and learning in Basic Skills English 048/049 provided the training and preparation students needed to be successful in the college-level English course. Additionally, the relatively high percentage of Basic Skills English student who subsequently enrolled in a college-level English course within two years implies that this course sequence/pathway was an effective retention strategy for Basic Skills students.

Gender & Ethnicity

When examining the successful course completion outcomes for equity (see Table 38), further disaggregation of the data showed that female and male students had comparable subsequent enrollment rates (83% compared to 82%, respectively). Conversely, when looking at subsequent successful course completion rates, males had a slightly higher rate than females (84% compared to 83%, respectively). Disproportionality or inequity was not indicated within gender, since the female success rate was 99% of the male reference group, thus not below the 80% threshold (see Table 40). When examining success rates by ethnic groups (see Table 39), White students on average demonstrated the lowest subsequent enrollment (78%), with Latino students showing the highest subsequent enrollment (86%). When looking at subsequent successful course completion in English 101/105, American Indian and African American Students displayed the lowest rates, with Asian/Pacific Islander students and students reporting as “Other” ethnicity showing the highest rates (75%, 76%, 90%, and 90%, respectively; also note that the cohort size for American Indian students was 10 students). No ethnic group showed subsequent successful course completion rates below the 80% index, therefore indicating no disproportionality (see Table 41).

ESOL

Overall

Subsequent enrollment and success in a college-level English course (English 101 or English 105) were examined for students who successfully completed ESOL 040, the highest level ESOL course within two years (see Table 42). On average across the colleges, less than half of the cohorts (37%) subsequently enrolled in a college-level English course after completing ESOL 040. Of those who subsequently enrolled in a college-level English course, the majority successfully completed the course (89%). This subsequent successful course completion rate was higher when compared to those students who placed into college-level English (68%). This implies that the teaching and learning in ESOL 040 provided the training and preparation students needed to be successful in the college-level English course. However, the relatively low percentage of ESOL student who subsequently enrolled

in a college-level English course implies that this course sequence/pathway has not been an effective retention strategy for ESOL students.

Gender & Ethnicity

When examining the successful course completion outcomes for equity (see Table 43), further disaggregation of the data showed that female students had higher subsequent enrollment rates than males (39% compared to 34%). Further, female students also had a higher subsequent successful course completion rate compared to male students (92% compared to 84%). Disproportionality or inequity was not indicated within gender, with males performing at 91% of the female reference group (see Table 45). When disaggregated by ethnicity, the subsequent enrollment rate was the lowest for White students (33%). Latino students had the lowest subsequent successful course completion rate at 84%, with Asian/Pacific Islander students displaying the highest rate at 93%. Filipino students and students who did not report an ethnicity had 100% subsequent successful course completion rates, but had very small cohort sizes (6 and 12, respectively). Again, no disproportionality was identified within ethnic subgroups, since all groups performed above the 80% threshold (see Table 46).

Math**Overall**

Subsequent enrollment and success in a college-level Math course (Math 096) were examined for students who successfully completed the Basic Skills Math 046 (see Table 47). On average across the colleges, the majority of the cohorts (74%) subsequently enrolled in Math 096 after successfully completing Math 046. Of those who subsequently enrolled in Math 096, slightly over half (64%) successfully completed the course. This subsequent successful course completion rate was higher when compared to those students who placed into college-level Math (44%, on average). The relatively high percentage of Basic Skills Math students who subsequently enrolled in Math 096 within two years implies that this course sequence/pathway is an effective retention strategy for Basic Skills students. However, the relatively low subsequent success rate implies that the teaching and learning can be improved in Math 046 to better train and prepare students to be more successful in Math 096.

Gender & Ethnicity

When examining the successful course completion outcomes for equity (see Table 48), further disaggregation of the data showed that female and male students had comparable subsequent enrollment rates (74% compared to 75%), as well as comparable subsequent successful course completion rates (65% compared to 63%). No disproportionality or inequity was indicated, given that the male rate was 97% of the female reference group rate (see Table 50). When examining success rates by ethnic groups (see Table 49), African American students and those who did not report an ethnicity displayed the lowest subsequent enrollment rates (72% each), with Latino students showing the highest rates (77%). Asian/Pacific Islander students demonstrated the highest subsequent successful course completion rates at 73%, with American Indian students showing the lowest rates (54%). Math was the only subject area where a subgroup was determined to be disproportionately impacted. American Indian students displayed a subsequent successful course completion rate that was 74% of the reference group (Asian/Pacific Islanders, 73% success rate); African American students had a success rate that was 78% of the reference group (see Table 51).

English

Table 37. Subsequent Enrollment and Success of English 048 and 049 Students

	ENGL 048/049		ENGL 101/105			
	Cohort	Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
		Count	Rate	Count	Rate	
City College/ECC	976	816	84%	664	81%	67%
Mesa College	846	715	85%	599	84%	64%
Miramar College	440	335	76%	295	88%	74%
Total/Average	2,262	1,866	82%	1,558	83%	68%

Table 38. Subsequent Enrollment and Success of English 048 and 049 Students by Gender

	ENGL 048/049		ENGL 101/105			
	Cohort	Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
		Count	Rate	Count	Rate	
Female	1,323	1,096	83%	911	83%	71%
Male	938	770	82%	647	84%	66%
Unreported	1	0	---	0	---	---
Total/Average	2,262	1,866	82%	1,558	83%	69%

Table 39. Subsequent Enrollment and Success of English 048 and 049 Students by Ethnicity

	ENGL 048/049		ENGL 101/105			
	Cohort	Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
		Count	Rate	Count	Rate	
African American	215	172	80%	131	76%	54%
American Indian	10	8	80%	6	75%	66%
Asian/Pacific Islander	396	320	81%	288	90%	70%
Filipino	127	107	84%	94	88%	73%
Latino	894	768	86%	622	81%	62%
White	429	333	78%	276	83%	73%
Other	113	93	82%	84	90%	65%
Unreported	78	65	83%	57	88%	70%
Total/Average	2,262	1,866	82%	1,558	83%	67%

Source: SDCCD Information System

Note. The percentage of cohort students that repeat English 101 or 105 before successfully completing it is 6% and 0% respectively.

Table 40. Subsequent Successful Course Completion Rate by Gender

Gender	ENGL 048/049 to ENGL 101/105	80-Percent Index
	Subsequent Successful Course Completion Rate	
Female	83%	99%
Male	84%	100%
Unreported	---	---

Source: SDCCD Information System

Table 41. Subsequent Successful Course Completion Rate by Ethnicity

Ethnicity	ENGL 048/049 to ENGL 101/105	80-Percent Index
	Subsequent Successful Course Completion Rate	
African American	76%	84%
American Indian	75%	83%
Asian/Pacific Islander	90%	100%
Filipino	88%	98%
Latino	81%	90%
White	83%	92%
Other	90%	100%
Unreported	88%	98%

Source: SDCCD Information System

ESOL

Table 42. Subsequent Enrollment and Success of ESOL 040 Students

	ESOL 040	ENGL 101/105				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
City College/ECC	232	92	40%	80	87%	65%
Mesa College	203	85	42%	79	93%	65%
Miramar College	235	70	30%	62	89%	74%
Total/Average	670	247	37%	221	89%	68%

Table 43. Subsequent Enrollment and Success of ESOL 040 Students by Gender

	ESOL 040	ENGL 101/105				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
Female	444	171	39%	157	92%	71%
Male	226	76	34%	64	84%	66%
Unreported	0	0	---	0	---	---
Total/Average	670	247	37%	221	89%	68%

Table 44. Subsequent Enrollment and Success of ESOL 040 Students by Ethnicity

	ESOL 040	ENGL 101/105				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
African American	34	13	38%	12	92%	56%
American Indian	0	0	---	0	---	55%
Asian/Pacific Islander	288	104	36%	97	93%	70%
Filipino	6	3	50%	3	100%	70%
Latino	187	74	40%	62	84%	62%
White	94	31	33%	27	87%	73%
Other	49	17	35%	15	88%	68%
Unreported	12	5	42%	5	100%	69%
Total/Average	670	247	37%	221	89%	65%

Source: SDCCD Information System

Note. The percentage of cohort students that repeat English 101 or 105 before successfully completing is 6% and 0% respectively.

Table 45. Subsequent Successful Course Completion Rate by Gender

Gender	ESOL 040 to ENGL 101/105	80-Percent Index
	Subsequent Successful Course Completion Rate	
Female	92%	100%
Male	84%	91%
Unreported	---	---

Source: SDCCD Information System

Table 46. Subsequent Successful Course Completion Rate by Ethnicity

Ethnicity	ESOL 040 to ENGL 101/105	80-Percent Index
	Subsequent Successful Course Completion Rate	
African American	92%	92%
American Indian	---	---
Asian/Pacific Islander	93%	93%
Filipino	100%	100%
Latino	84%	84%
White	87%	87%
Other	88%	88%
Unreported	100%	100%

Source: SDCCD Information System

Math

Table 47. Subsequent Enrollment and Success of Math 046 Students

	MATH 046	MATH 096				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
City College/ECC	2,158	1,575	73%	838	53%	30%
Mesa College	2,799	2,162	77%	1,531	71%	53%
Miramar College	1,196	833	70%	569	68%	50%
Total/Average	6,153	4,570	74%	2,938	64%	44%

Table 48. Subsequent Enrollment and Success of Math 046 Students by Gender

	MATH 046	MATH 096				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
Female	3,158	2,332	74%	1,519	65%	46%
Male	2,993	2,237	75%	1,418	63%	43%
Unreported	2	1	50%	1	100%	---
Total/Average	6,153	4,570	74%	2,938	64%	45%

Table 49. Subsequent Enrollment and Success of Math 046 Students by Ethnicity

	MATH 046	MATH 096				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
African American	427	309	72%	177	57%	24%
American Indian	48	35	73%	19	54%	29%
Asian/Pacific Islander	504	375	74%	274	73%	36%
Filipino	314	230	73%	158	69%	33%
Latino	1,952	1,510	77%	895	59%	30%
White	2,271	1,647	73%	1,128	68%	37%
Other	284	209	74%	124	59%	30%
Unreported	353	255	72%	163	64%	38%
Total/Average	6,153	4,570	74%	2,938	64%	33%

Source: SDCCD Information System

Note. The percentage of cohort students that repeated Math 096 before successfully completing the course is 14%.

Table 50. Subsequent Successful Course Completion Rate by Gender

Gender	MATH 046 to MATH 096	80-Percent Index
	Subsequent Successful Course Completion Rate	
Female	65%	100%
Male	63%	97%
Unreported	---	---

Source: SDCCD Information System

Table 51. Subsequent Successful Course Completion Rate by Ethnicity

Ethnicity	MATH 046 to MATH 096	80-Percent Index
	Subsequent Successful Course Completion Rate	
African American	57%	78%
American Indian	54%	74%
Asian/Pacific Islander	73%	100%
Filipino	69%	95%
Latino	59%	81%
White	68%	93%
Other	59%	81%
Unreported	64%	88%

Source: SDCCD Information System