

**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, 41% of incoming students who took the reading placement test placed in to a Basic Skills English course, and another 14% placed into the levels below Basic Skills. The number of first-time students who took the reading test and placed into Basic Skills has remained about the same between 2011/12 and 2013/14, whereas the number of first-time students who placed into Transfer/Associate level English increased by 7% over the same period of time.

On average, 66% of first-time students who took the writing placement test placed into a Basic Skills English course, and another 14% placed into the levels below Basic Skills. The number of first-time student who took the writing test and placed into Basic Skills has decreased by 1% with 1,503 in 2011/12 and 1,491 in 2013/14. However, the number of first-time students who placed into Transfer/Associate level English has increased by 17% from 404 in 2011/12 to 472 in 2013/14.

The majority of first-time students who took the ESOL placement test placed into the first level (Level 019, 64% on average) while a relatively small percentage (7%) placed into the highest level (Level 040). The number of students who took the ESOL test and placed into the first level increased by 29% from 94 in 2011/12 to 121 in 2013/14.

On average, approximately 79% of first-time students who took a math placement test placed into a Basic Skills level math course. The number has increased by 5% from 1,799 in 2011/12 to 1,896 in 2013/14. Additionally, a relatively small percentage of first-time students who took the math test placed into Associate level math (9%) or Transfer level math (12%) on average, with a decrease in the number by 16% and an increase in the number by 3%, respectively.

On average, a relatively large percentage of first-time students did not take the English reading nor writing placement test (35% each), nor math placement test (34%). The percentages of students who did not take the placement tests have decreased by 13% for English reading and writing, and by 12% for math demonstrating the same trend over the three years being reported (2011/12 to 2013/14).

City College Placement of First-Time Students by Subject
2011/12 – 2013/14

Figure 1. Reading Placement Trends of First-Time Students

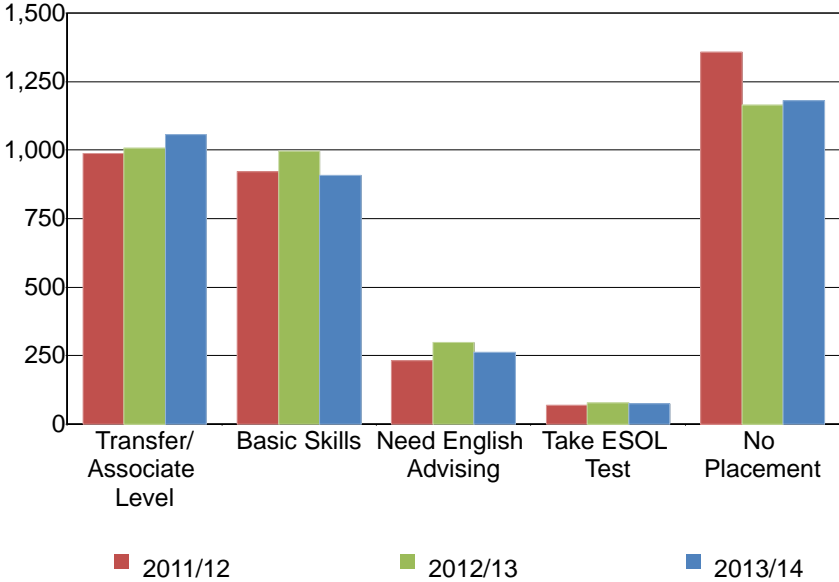
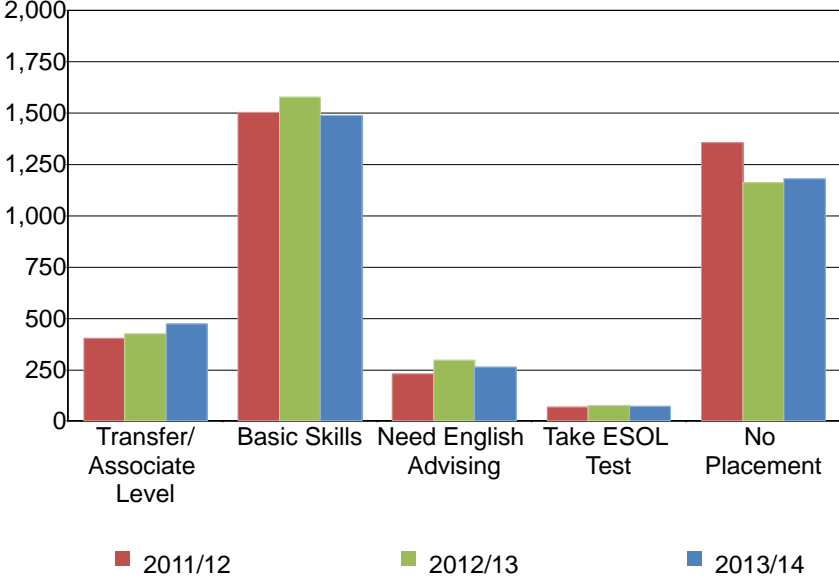


Figure 2. Writing Placement Trends of First-Time Students



City College Placement of First-Time Students by Subject
2011/12 – 2013/14

Figure 3. ESOL Placement Trends of First-Time Students

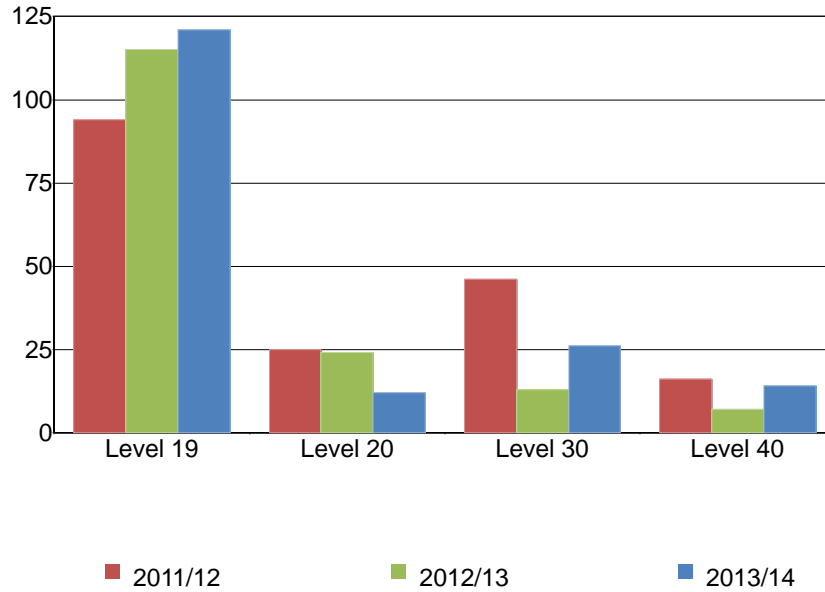
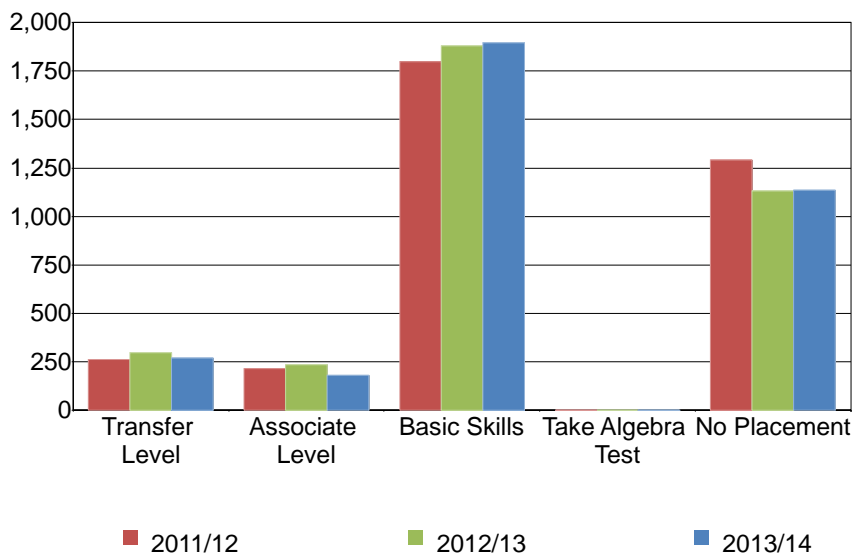


Figure 4. Math Placement Trends of First-Time Students



City College 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	2,208	62%	2,376	67%	2,298	66%	6,882	65%	4%
	Not Tested	1,356	38%	1,163	33%	1,180	34%	3,699	35%	-13%
	Total Students	3,564	100%	3,539	100%	3,478	100%	10,581	100%	-2%
Distribution of Students who Took a Test	Transfer/Associate Level	988	45%	1,007	42%	1,056	46%	3,051	44%	7%
	Basic Skills	920	42%	996	42%	907	39%	2,823	41%	-1%
	Need English Advising	231	10%	297	13%	262	11%	790	11%	13%
	Take ESOL Test	69	3%	76	3%	73	3%	218	3%	6%
	Total Tested	2,208	100%	2,376	100%	2,298	100%	6,882	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	2,207	62%	2,376	67%	2,298	66%	6,881	65%	4%
	Not Tested	1,357	38%	1,163	33%	1,180	34%	3,700	35%	-13%
	Total Students	3,564	100%	3,539	100%	3,478	100%	10,581	100%	-2%
Distribution of Students who Took a Test	Transfer/Associate Level	404	18%	426	18%	472	21%	1,302	19%	17%
	Basic Skills	1,503	68%	1,577	66%	1,491	65%	4,571	66%	-1%
	Need English Advising	231	10%	297	13%	262	11%	790	11%	13%
	Take ESOL Test	69	3%	76	3%	73	3%	218	3%	6%
	Total Tested	2,207	100%	2,376	100%	2,298	100%	6,881	100%	4%

Source: SDCCD Information System

City College 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	181	5%	159	4%	173	5%	513	5%	-4%
	Not Tested	3,383	95%	3,380	96%	3,305	95%	10,068	95%	-2%
	Total Students	3,564	100%	3,539	100%	3,478	100%	10,581	100%	-2%
Distribution of Students who Took a Test	Level 40	16	9%	7	4%	14	8%	37	7%	-13%
	Level 30	46	25%	13	8%	26	15%	85	17%	-43%
	Level 20	25	14%	24	15%	12	7%	61	12%	-52%
	Level 19	94	52%	115	72%	121	70%	330	64%	29%
	Total Tested	181	100%	159	100%	173	100%	513	100%	-4%

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	2,274	64%	2,409	68%	2,343	67%	7,026	66%	3%
	Not Tested	1,290	36%	1,130	32%	1,135	33%	3,555	34%	-12%
	Total Students	3,564	100%	3,539	100%	3,478	100%	10,581	100%	-2%
Distribution of Students who Took a Test	Transfer Level	260	11%	296	12%	268	11%	824	12%	3%
	Associate Level	213	9%	233	10%	178	8%	624	9%	-16%
	Basic Skills	1,799	79%	1,879	78%	1,896	81%	5,574	79%	5%
	Take Algebra Test	2	0%	1	0%	1	0%	4	0%	-50%
	Total Tested	2,274	100%	2,409	100%	2,343	100%	7,026	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

The majority of enrollments for all English courses, on average, were in English 049 (38% on average in the fall semesters and 41% in the spring semesters). English 048 saw an increase in enrollment between Fall 2009-2013 (28%) as well as between Spring 2010-2014 (20%). However, English 049 witnessed a decrease in enrollment between Spring 2010-2014 (11%).

Between Fall 2009 and Fall 2013, the ESOL 030-series witnessed a sharp increase on average by 34% followed by ESOL 040, for which the enrollment increased 21%. However, enrollments for all ESOL 020-series courses decreased on average 17% over the same fall terms. Additionally, in the fall semesters, ESOL 019 had the greatest decrease in enrollments (by 60%) whereas ESOL 032 had the greatest increase in enrollments (by 62%). Similarly, enrollments for all ESOL courses decreased in the spring semesters except for ESOL 032 and ESOL 040. ESOL 019 also witnessed the greatest decrease in enrollment (by 55%) whereas ESOL 040 had the greatest increase in enrollment (by 53%) between Spring 2010-2014.

The majority of enrollments, on average, were in Math 046 (46% in Fall and 47% in Spring semesters). Math 034A saw the greatest decrease in enrollment between Fall 2009 and Fall 2013 (by 42%) as well as between Spring 2010 and Spring 2014 (by 31%). In the fall semesters Math 038 was the only course that witnessed an increase in enrollment (on average, by 8%).

On average over the five-year period, more than half of the students (61%) who enrolled in Basic Skills English courses were Latino, followed by African American students (16%). These were higher than the All Colleges' averages for Latino and African American Basic Skills English enrollments (45% and 11%, respectively).

Across the fall and spring terms, on average, more than half of the students who enrolled in Basic Skills math courses were Latino students (55%), followed by African American students and White students (17% and 15%, respectively). These were higher than the All Colleges' averages for Latino and African American Basic Skills math enrollments (44% and 13%, respectively).

City College 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	218	13%	262	12%	250	13%	272	14%	260	13%	1,262	13%
ENGL 043	397	24%	523	24%	447	23%	470	24%	434	22%	2,271	23%
ENGL 047A	0	0%	32	1%	51	3%	56	3%	108	6%	247	3%
ENGL 048	363	22%	472	21%	471	24%	443	23%	463	24%	2,212	23%
ENGL 049	668	41%	907	41%	744	38%	693	36%	697	36%	3,709	38%
Total	1,646	100%	2,196	100%	1,963	100%	1,934	100%	1,962	100%	9,701	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	57	22%	52	20%	28	12%	26	11%	23	10%	186	15%
ESOL 020	59	22%	54	21%	61	27%	49	21%	48	20%	271	22%
ESOL 030	77	29%	104	40%	80	36%	81	34%	86	36%	428	35%
ESOL 040	70	27%	52	20%	56	25%	81	34%	85	35%	344	28%
Total	263	100%	262	100%	225	100%	237	100%	242	100%	1,229	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	57	24%	52	23%	28	14%	26	10%	23	10%	186	16%
ESOL 021	54	23%	60	27%	51	25%	57	23%	46	20%	268	23%
ESOL 031	59	25%	61	27%	70	34%	87	35%	81	34%	358	31%
ESOL 040	70	29%	52	23%	56	27%	81	32%	85	36%	344	30%
Total	240	100%	225	100%	205	100%	251	100%	235	100%	1,156	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	57	36%	52	33%	28	18%	26	20%	23	15%	186	25%
ESOL 022	48	30%	49	31%	44	29%	47	37%	40	27%	228	31%
ESOL 032	53	34%	56	36%	80	53%	55	43%	86	58%	330	44%
Total	158	100%	157	100%	152	100%	128	100%	149	100%	744	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	318	14%	307	12%	323	13%	192	8%	184	9%	1,324	11%
MATH 038	896	40%	1,138	44%	1,021	42%	1,021	44%	966	45%	5,042	43%
MATH 046	1,008	45%	1,125	44%	1,100	45%	1,106	48%	991	46%	5,330	46%
Total	2,222	100%	2,570	100%	2,444	100%	2,319	100%	2,141	100%	11,696	100%

Source: SDCCD Information System

City College 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	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
ENGL 042	158	9%	203	11%	219	12%	209	11%	187	10%	976	11%
ENGL 043	376	21%	390	21%	379	20%	403	21%	361	19%	1,909	21%
ENGL 047A	0	0%	24	1%	0	0%	57	3%	130	7%	211	2%
ENGL 048	409	23%	446	24%	481	26%	517	27%	491	26%	2,344	25%
ENGL 049	809	46%	811	43%	777	42%	724	38%	724	38%	3,845	41%
Total	1,752	100%	1,874	100%	1,856	100%	1,910	100%	1,893	100%	9,285	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	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
ESOL 019	58	22%	51	21%	28	11%	22	9%	26	10%	185	15%
ESOL 020	53	20%	55	22%	57	23%	53	22%	52	20%	270	21%
ESOL 030	77	30%	77	31%	82	33%	81	34%	74	28%	391	31%
ESOL 040	72	28%	64	26%	82	33%	83	35%	110	42%	411	33%
Total	260	100%	247	100%	249	100%	239	100%	262	100%	1,257	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	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
ESOL 019	58	24%	51	20%	28	12%	22	11%	26	11%	185	16%
ESOL 021	52	21%	56	22%	57	24%	45	22%	42	17%	252	21%
ESOL 031	64	26%	79	32%	68	29%	59	28%	63	26%	333	28%
ESOL 040	72	29%	64	26%	82	35%	83	40%	110	46%	411	35%
Total	246	100%	250	100%	235	100%	209	100%	241	100%	1,181	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	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
ESOL 019	58	36%	51	31%	28	22%	22	18%	26	19%	185	26%
ESOL 022	52	32%	53	32%	45	36%	48	38%	40	29%	238	33%
ESOL 032	53	33%	61	37%	53	42%	55	44%	73	53%	295	41%
Total	163	100%	165	100%	126	100%	125	100%	139	100%	718	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	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
MATH 034A	276	13%	298	14%	310	15%	218	12%	190	11%	1,292	13%
MATH 038	903	42%	796	38%	784	38%	761	40%	721	42%	3,965	40%
MATH 046	966	45%	1,021	48%	952	47%	913	48%	810	47%	4,662	47%
Total	2,145	100%	2,115	100%	2,046	100%	1,892	100%	1,721	100%	9,919	100%

Source: SDCCD Information System

City College Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2009 - 2013

Figure 5. English Basic Skills Enrollments by Ethnicity

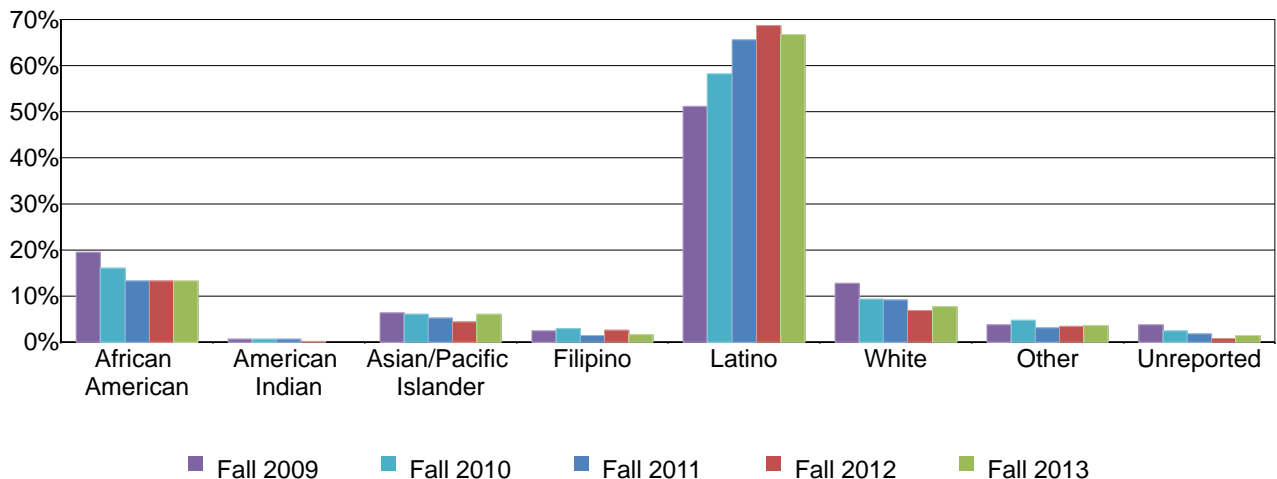


Figure 6. ESOL Enrollments by Ethnicity

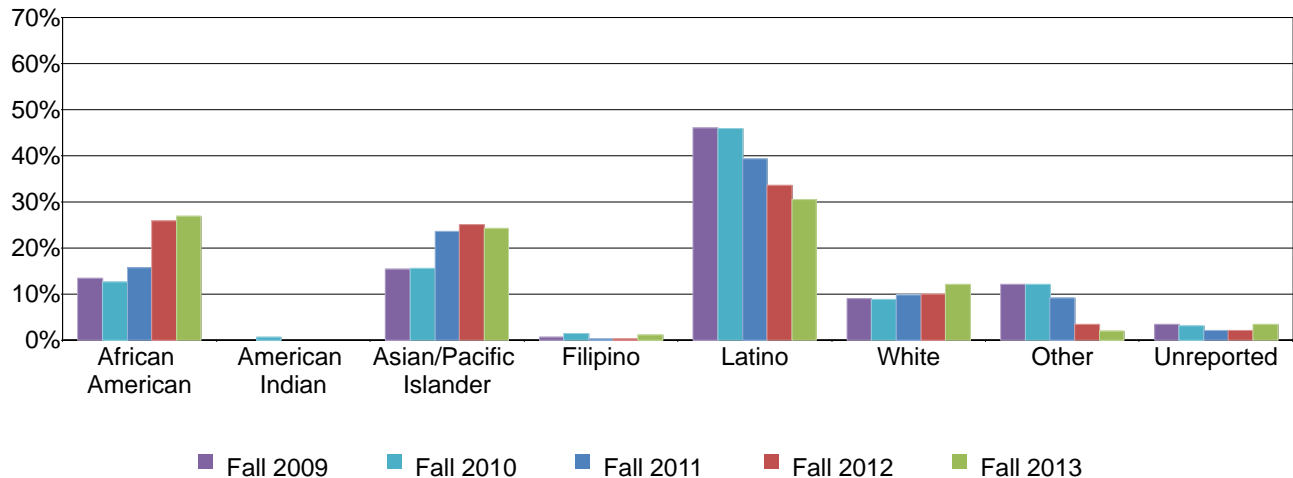
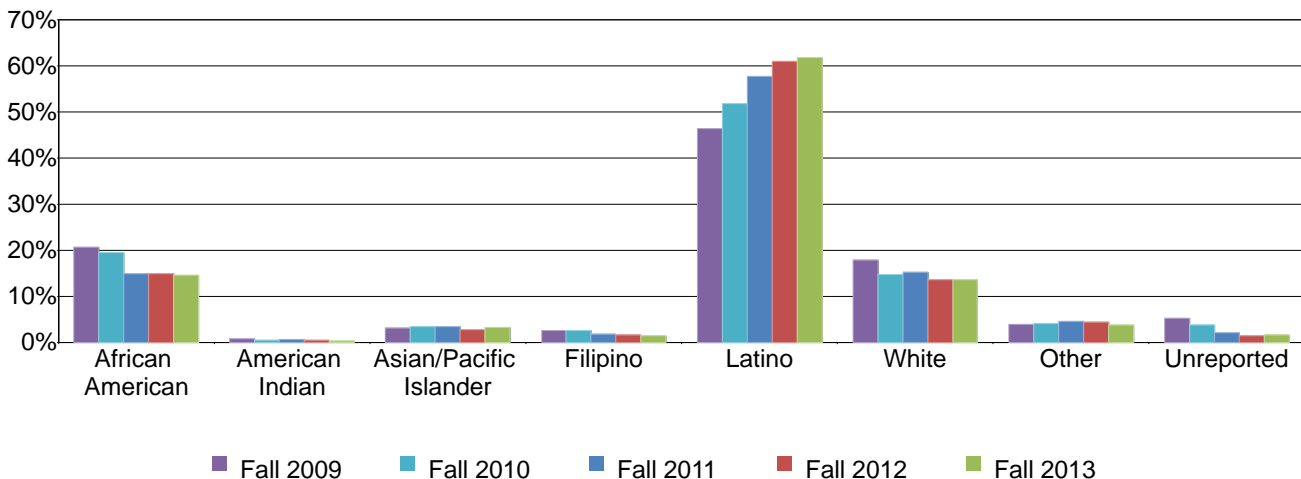


Figure 7. Math Basic Skills Enrollments by Ethnicity



City College Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2010 - 2014

Figure 8. English Basic Skills Enrollments by Ethnicity

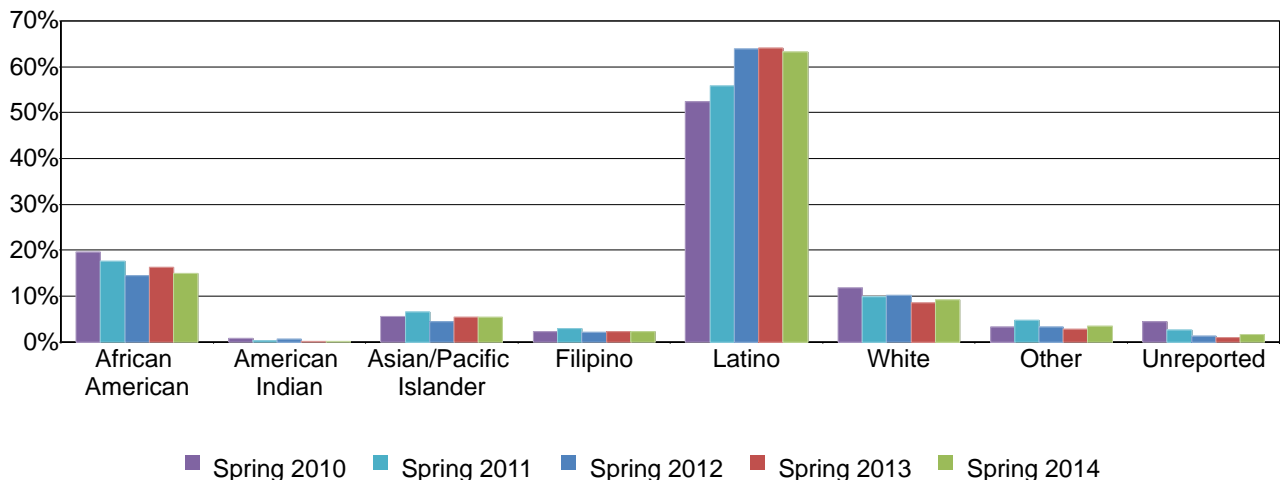


Figure 9. ESOL Enrollments by Ethnicity

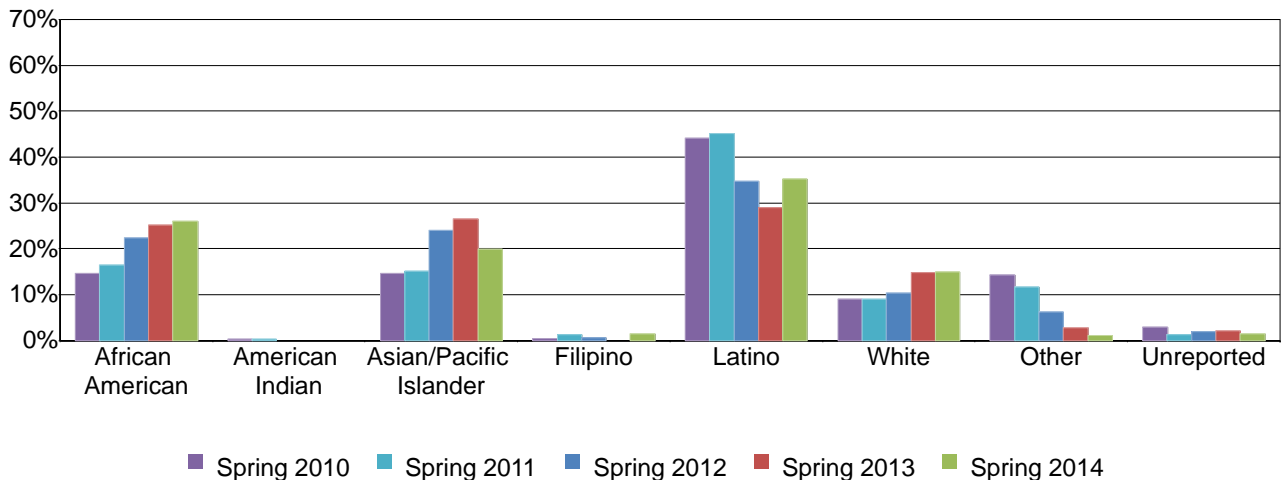
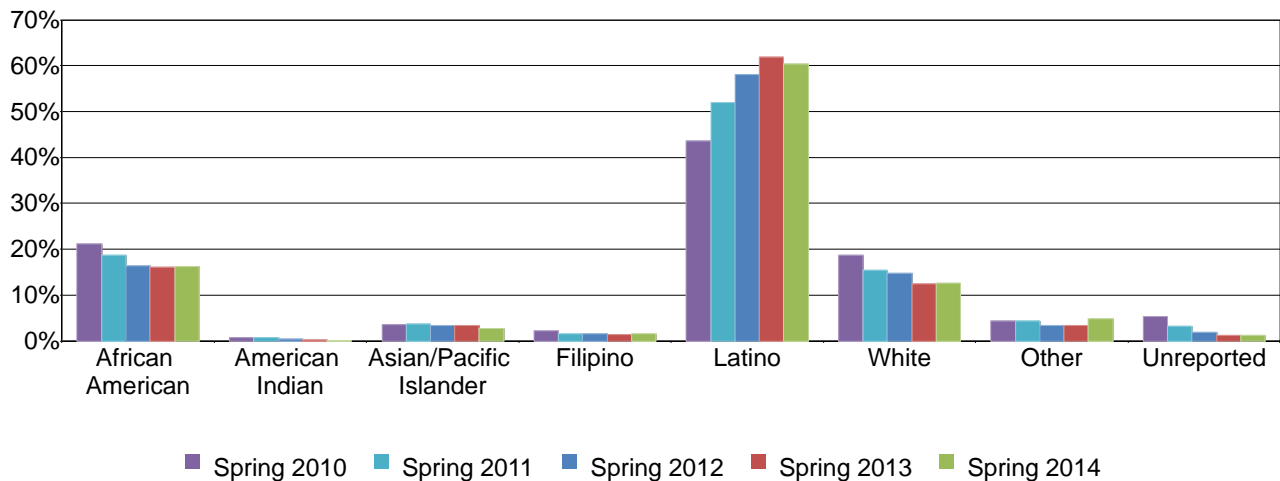


Figure 10. Math Basic Skills Enrollments by Ethnicity



City College 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	321	20%	352	16%	259	13%	256	13%	259	13%	1,447	15%
American Indian	10	1%	12	1%	11	1%	2	0%	0	0%	35	0%
Asian/Pacific Islander	104	6%	132	6%	103	5%	84	4%	117	6%	540	6%
Filipino	38	2%	62	3%	27	1%	48	2%	32	2%	207	2%
Latino	843	51%	1,278	58%	1,289	66%	1,330	69%	1,309	67%	6,049	62%
White	210	13%	205	9%	180	9%	133	7%	149	8%	877	9%
Other	60	4%	102	5%	61	3%	65	3%	70	4%	358	4%
Unreported	60	4%	53	2%	33	2%	16	1%	26	1%	188	2%
Total	1,646	100%	2,196	100%	1,963	100%	1,934	100%	1,962	100%	9,701	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	64	13%	61	13%	74	16%	125	26%	133	27%	457	19%
American Indian	0	0%	3	1%	0	0%	0	0%	0	0%	3	0%
Asian/Pacific Islander	73	15%	76	16%	111	24%	121	25%	120	24%	501	21%
Filipino	3	1%	7	1%	1	0%	1	0%	5	1%	17	1%
Latino	220	46%	224	46%	185	39%	162	34%	151	31%	942	39%
White	43	9%	43	9%	46	10%	48	10%	60	12%	240	10%
Other	58	12%	59	12%	43	9%	16	3%	9	2%	185	8%
Unreported	16	3%	15	3%	10	2%	10	2%	17	3%	68	3%
Total	477	100%	488	100%	470	100%	483	100%	495	100%	2,413	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	458	21%	501	19%	364	15%	346	15%	310	14%	1,979	17%
American Indian	16	1%	12	0%	14	1%	9	0%	4	0%	55	0%
Asian/Pacific Islander	66	3%	85	3%	81	3%	64	3%	69	3%	365	3%
Filipino	55	2%	66	3%	44	2%	36	2%	31	1%	232	2%
Latino	1,030	46%	1,334	52%	1,410	58%	1,416	61%	1,324	62%	6,514	56%
White	395	18%	376	15%	370	15%	314	14%	291	14%	1,746	15%
Other	87	4%	102	4%	109	4%	100	4%	79	4%	477	4%
Unreported	115	5%	94	4%	52	2%	34	1%	33	2%	328	3%
Total	2,222	100%	2,570	100%	2,444	100%	2,319	100%	2,141	100%	11,696	100%

Source: SDCCD Information System

City College 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	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	342	20%	329	18%	267	14%	309	16%	282	15%	1,529	16%
American Indian	14	1%	5	0%	10	1%	2	0%	2	0%	33	0%
Asian/Pacific Islander	97	6%	122	7%	81	4%	101	5%	103	5%	504	5%
Filipino	40	2%	54	3%	39	2%	43	2%	41	2%	217	2%
Latino	918	52%	1,045	56%	1,185	64%	1,224	64%	1,196	63%	5,568	60%
White	207	12%	185	10%	189	10%	163	9%	174	9%	918	10%
Other	56	3%	87	5%	61	3%	51	3%	64	3%	319	3%
Unreported	78	4%	47	3%	24	1%	17	1%	31	2%	197	2%
Total	1,752	100%	1,874	100%	1,856	100%	1,910	100%	1,893	100%	9,285	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	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	70	15%	81	16%	105	22%	112	25%	125	26%	493	21%
American Indian	1	0%	1	0%	0	0%	0	0%	0	0%	2	0%
Asian/Pacific Islander	70	15%	75	15%	113	24%	118	26%	95	20%	471	20%
Filipino	2	0%	6	1%	3	1%	0	0%	7	1%	18	1%
Latino	212	44%	224	45%	164	35%	129	29%	169	35%	898	38%
White	43	9%	45	9%	49	10%	66	15%	72	15%	275	12%
Other	69	14%	58	12%	29	6%	12	3%	5	1%	173	7%
Unreported	14	3%	6	1%	9	2%	9	2%	7	1%	45	2%
Total	481	100%	496	100%	472	100%	446	100%	480	100%	2,375	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	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	456	21%	395	19%	336	16%	303	16%	279	16%	1,769	18%
American Indian	17	1%	16	1%	10	0%	4	0%	2	0%	49	0%
Asian/Pacific Islander	78	4%	79	4%	70	3%	64	3%	46	3%	337	3%
Filipino	50	2%	34	2%	31	2%	26	1%	28	2%	169	2%
Latino	936	44%	1,101	52%	1,189	58%	1,171	62%	1,040	60%	5,437	55%
White	401	19%	327	15%	302	15%	236	12%	218	13%	1,484	15%
Other	93	4%	93	4%	68	3%	64	3%	85	5%	403	4%
Unreported	114	5%	70	3%	40	2%	24	1%	23	1%	271	3%
Total	2,145	100%	2,115	100%	2,046	100%	1,892	100%	1,721	100%	9,919	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

Over the past five fall terms from Fall 2008 to Fall 2013, an average of 71% of the students in the Basic Skills courses who were enrolled in a fall term as of census, persisted to the spring term, and 48% persisted to the following fall term. Both the term persistence rates and the annual persistence rates have been increasing between Fall 2008-2013. The City College average term persistence (71%) and annual persistence rate (48%) is lower than the All College term and annual persistence rate (77% and 57%, respectively).

Female students, on average, had a higher annual persistence rate than males (50% compared to 46%). However, both rates were lower compared to the All Colleges persistence rates for females and males (57% and 56%, respectively). The annual persistence rates for females have increased from 47% in Fall 2008 to 53% in Fall 2012. The annual persistence rates for males have also been increasing gradually over the past five years as well.

On average, the ethnic groups with the highest annual persistence rates were Latino students and students categorized as 'Other' (51% each), followed by Asian/Pacific Islanders (49%). From Fall 2008 to Fall 2012, the annual persistence rate increased by 22% for American Indian students, 11% for Asian/Pacific Islander students, and 7% for White students.

Students with the highest annual persistence rates on average were students who were 50 years and older (54%) followed by students between 18-24 years old (51%). From Fall 2008 to Fall 2012, the term persistence rate increased by 35% for students under 18 years old and 16% for students who were between 25-29 years old.

City College Term and Annual Persistence
Fall Terms: 2008 – 2013

Figure 11. Basic Skills Annual Persistence

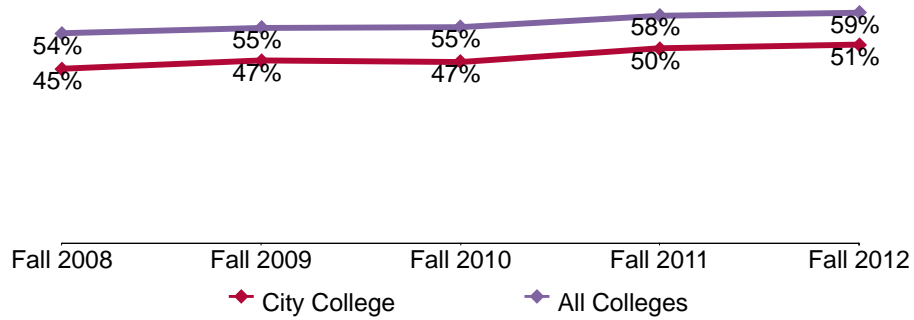


Table 21. Basic Skills Term and Annual Persistence

Cohort	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rates	Annual Persistence Counts	Annual Persistence Rates
Fall 2008	2,356	1,573	67%	1,053	45%
Fall 2009	2,471	1,746	71%	1,158	47%
Fall 2010	3,018	2,113	70%	1,405	47%
Fall 2011	2,823	2,032	72%	1,409	50%
Fall 2012	2,929	2,133	73%	1,491	51%
Fall 2013	2,796	2,024	72%	0	---
Total/Average	16,393	11,621	71%	6,516	48%

Source: SDCCD Information System

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

City College Annual Persistence by Gender
Fall Terms: 2008 – 2012

Figure 12. Basic Skills Annual Persistence by Gender

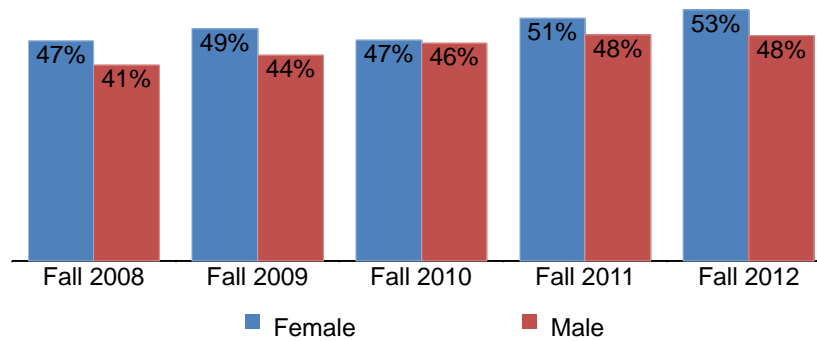


Table 22. Basic Skills Annual Persistence by Gender

Cohort	Female			Male		
	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates
Fall 2008	1,433	670	47%	923	383	41%
Fall 2009	1,435	706	49%	1,036	452	44%
Fall 2010	1,729	810	47%	1,289	595	46%
Fall 2011	1,613	830	51%	1,209	579	48%
Fall 2012	1,697	903	53%	1,232	588	48%
Total/Average	7,907	3,919	50%	5,689	2,597	46%

Source: SDCCD Information System

City College Annual Persistence by Ethnicity
Fall Terms: 2008 – 2012

Figure 13. Basic Skills Annual Persistence by Ethnicity

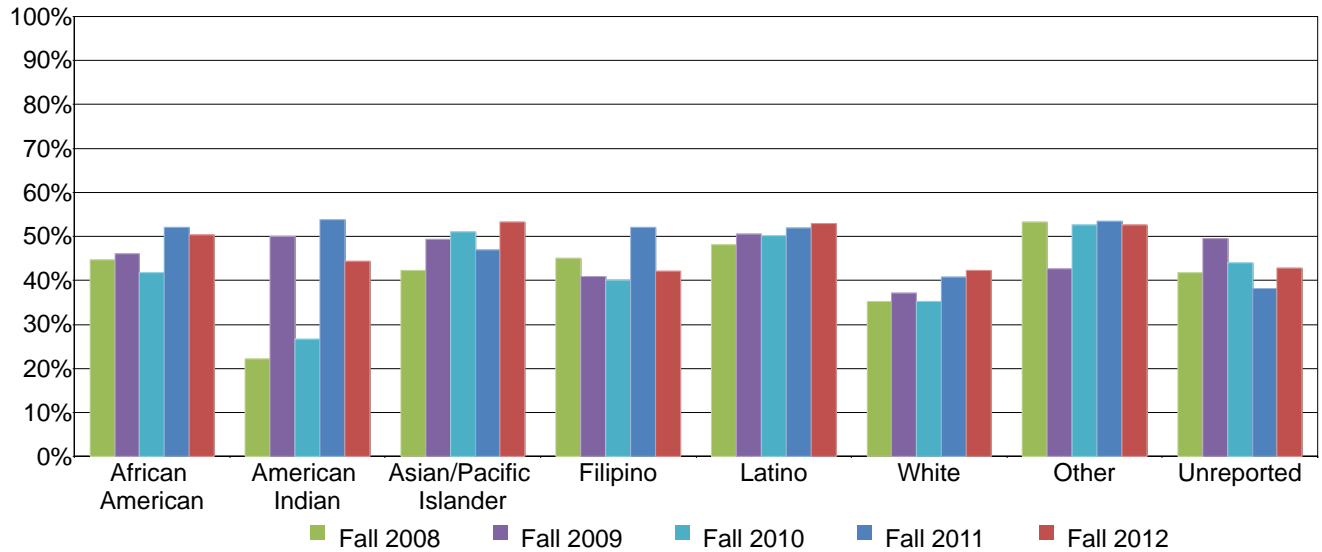


Table 23. Basic Skills Annual Persistence by Ethnicity

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	394	45%	18	22%	151	42%	51	45%
Fall 2009	444	46%	12	50%	154	49%	61	41%
Fall 2010	484	42%	15	27%	178	51%	80	40%
Fall 2011	388	52%	13	54%	181	47%	48	52%
Fall 2012	441	50%	9	44%	163	53%	57	42%
Total/Average	2,151	47%	67	37%	827	49%	297	43%

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	1,131	48%	399	35%	109	53%	103	42%
Fall 2009	1,174	51%	396	37%	117	43%	113	50%
Fall 2010	1,629	50%	385	35%	154	53%	93	44%
Fall 2011	1,644	52%	376	41%	118	53%	55	38%
Fall 2012	1,753	53%	352	42%	112	53%	42	43%
Total/Average	7,331	51%	1,908	38%	610	51%	406	44%

Source: SDCCD Information System

City College Annual Persistence by Age
Fall Terms: 2008 – 2012

Figure 14. Basic Skills Annual Persistence by Age

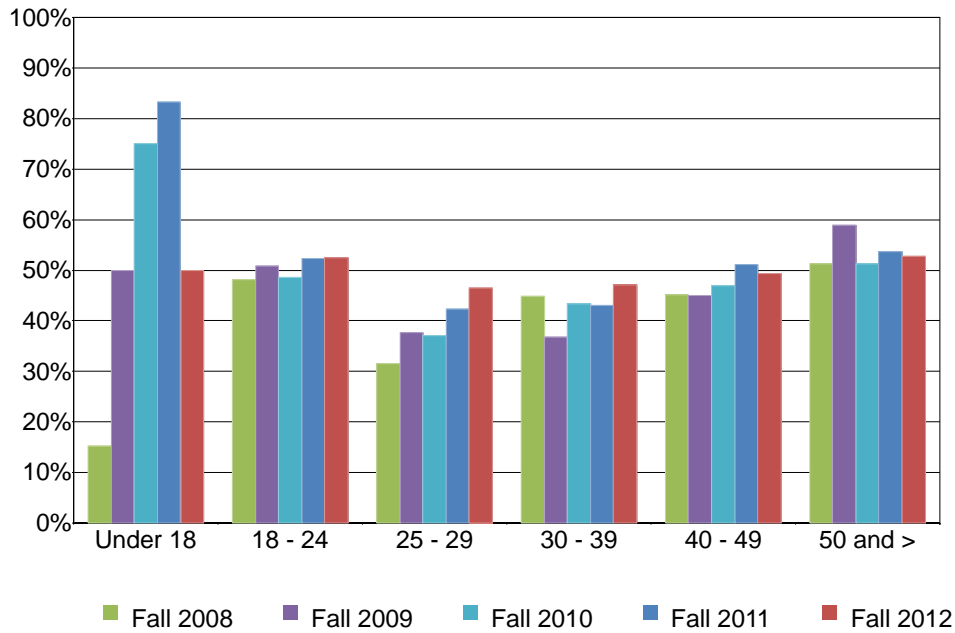


Table 24. Basic Skills Annual Persistence by Age

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	46	15%	1,465	48%	324	31%
Fall 2009	12	50%	1,498	51%	385	38%
Fall 2010	8	75%	1,967	49%	408	37%
Fall 2011	6	83%	1,820	52%	373	42%
Fall 2012	10	50%	1,945	52%	389	47%
Total/Average	82	35%	8,695	51%	1,879	39%

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	288	45%	153	45%	80	51%
Fall 2009	332	37%	149	45%	95	59%
Fall 2010	350	43%	164	47%	121	51%
Fall 2011	346	43%	170	51%	108	54%
Fall 2012	329	47%	150	49%	106	53%
Total/Average	1,645	43%	786	48%	510	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

Over the five fall terms from Fall 2009 to Fall 2013, the retention rates increased for English 049 but decreased for English 047A. Between the five spring terms from Spring 2010 to Spring 2014, the retention rates increased for English 048 but decreased for English 042. The success rates for three out of five English courses (English 043, English 048, and English 049) displayed an upward trend between Fall 2009-2013. In particular, the success rates for English 049 increased by 20% between Fall 2010 and Fall 2013. However, English 047A saw slightly decreasing success rates over the same fall terms (by 4%). Between Spring 2010-2014, English 048 and 049 had increasing success rates while the success rates for the other English courses fluctuated during the same spring terms.

On average, over the five fall terms Filipino (92%), Asian/Pacific Islander (91%), and Latino students had the highest retention rate (90%) in Basic Skills English courses. African American students and American Indian students had comparatively low average retention rate (84% and 86%, respectively). The same trends were observed over the five spring terms. As far as success rates, over the five fall and spring terms, Asian/Pacific Islander students, Filipino students and Latino students had relatively high success rates (ranging from 77% to 66%). However, success rates were the lowest for African American and American Indian students over the five year period.

The retention rates displayed variations for all ESOL courses from Fall 2009 to Fall 2013, as well as from Spring 2010 to Spring 2014. However, ESOL 030 displayed increasing retention rates between Fall 2010-2013 as well as between Spring 2011-2014. ESOL 031 displayed decreasing retention rates between Fall 2011- 2013 as well as between Spring 2012 – 2014. In addition, ESOL 021 witnessed a decreased trend in the retention rates from 100% in Spring 2010 to 91% in Spring 2013 but increased to 100% in Spring 2014. Success rates also displayed varied results for all ESOL courses from Fall 2009 to Fall 2013, except for ESOL 019 and ESOL 030. ESOL 019 witnessed a decrease (by 12%) between Fall 2011 and Fall 2013, whereas the success rates for ESOL 030 increased (by 28%) from Fall 2010 to Fall 2013. Over the spring terms, the success rates for most of the ESOL courses (namely, ESOL 020-series, ESOL 032, and ESOL 040) increased between Spring 2012 and Spring 2014. Also, the success rates for ESOL 030 and 031 were increasing from Spring 2010-2013 but dropped substantially in Spring 2014 (by 22% and by 9%, respectively).

The ethnic groups with the highest average retention and success rates over the five year period in ESOL courses was American Indian (100% each) and Asian/Pacific Islander (97% and 88%, respectively). Filipino students had the lowest retention rates (91%) over the five fall terms and success rates (66% on average) over the five year period.

The retention rates for Math 046 increased steadily over the five year period. In particular, the retention rates for Math 046 increased 13% between Fall 2009 – 2013 and 12% between Spring 2010 – 2014. The retention rates for Math 038 also increased by 14% between Fall 2010-2013, and by 9% between Spring 2011-2013. Noticeably, for Math 034A the retention rates leveled off to 93% in Fall 2012 and 92% in Spring 2013. The success rates for Math 034A displayed a remarkable increase by 14% between Fall 2009-2013. The success rates for Math 046 also steadily increased by 9% between Fall 2009 – 2013 and by 10% between Spring 2010 – 2013. However the success rates for the other math courses fluctuated over the five year period.

The investigation of overall five-year averages, comparing across ethnic groups, shows that both retention and success rates were the highest for Asian/Pacific Islanders (83% and 58%, respectively) but lowest for African American students (69% and 35%, respectively) and American Indian students (65% and 44%, respectively).

City College Basic Skills Course Retention Rates
Fall Terms: 2009 - 2013

Figure 15. English Basic Skills Course Retention Rates

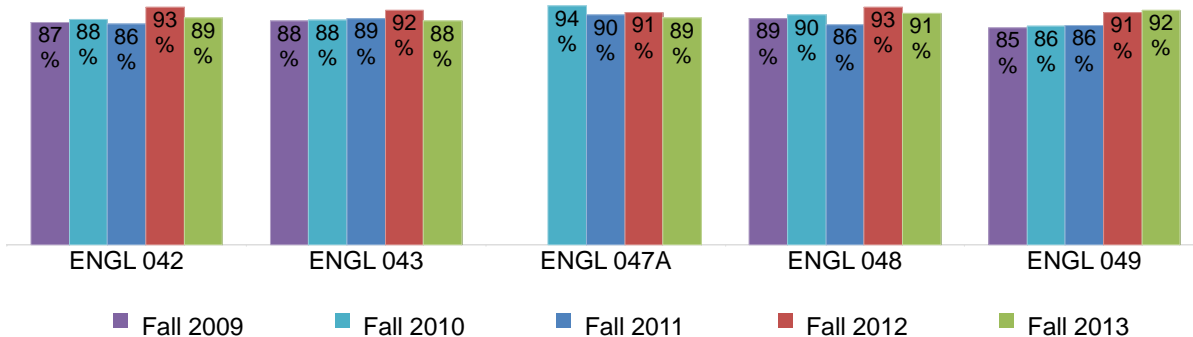


Figure 16. ESOL Writing Course Retention Rates

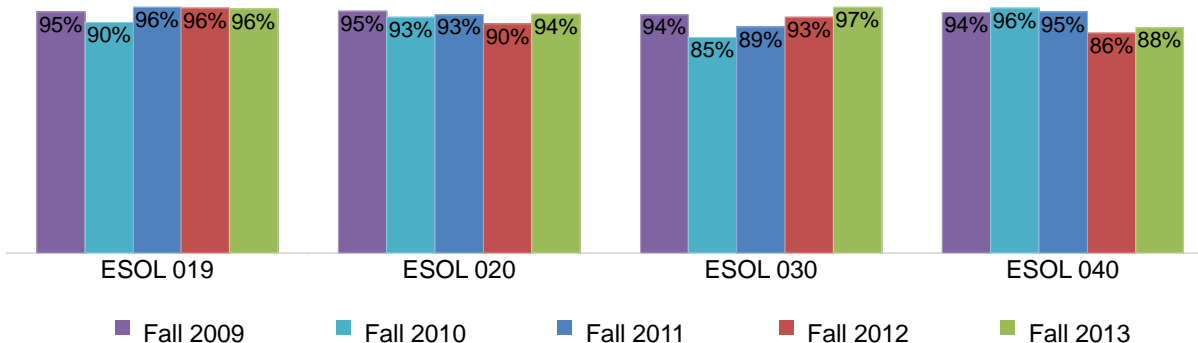


Figure 17. ESOL Reading Course Retention Rates

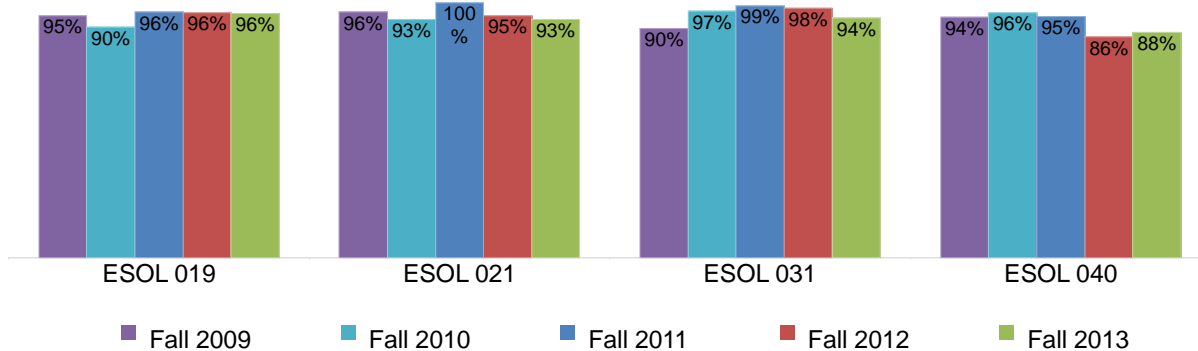


Figure 18. ESOL Listening/Speaking Course Retention Rates

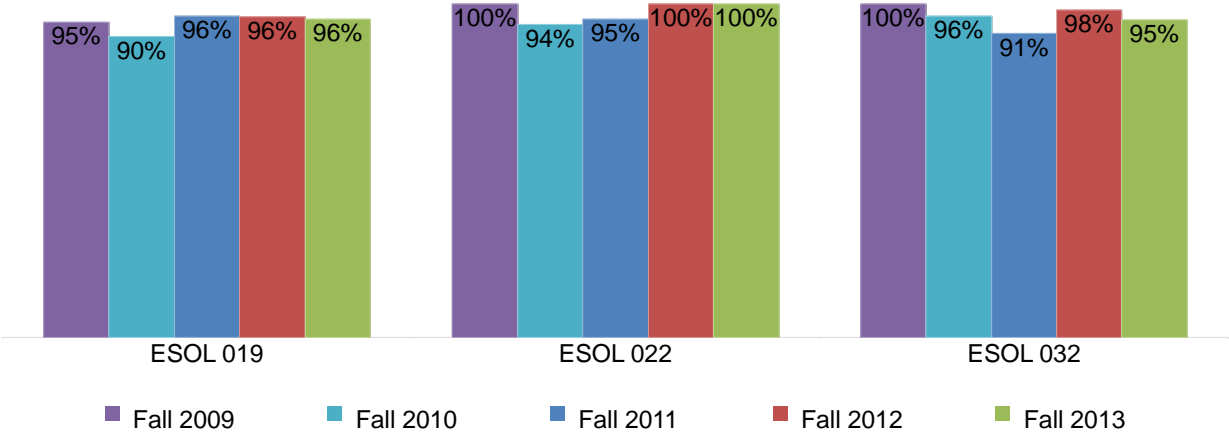
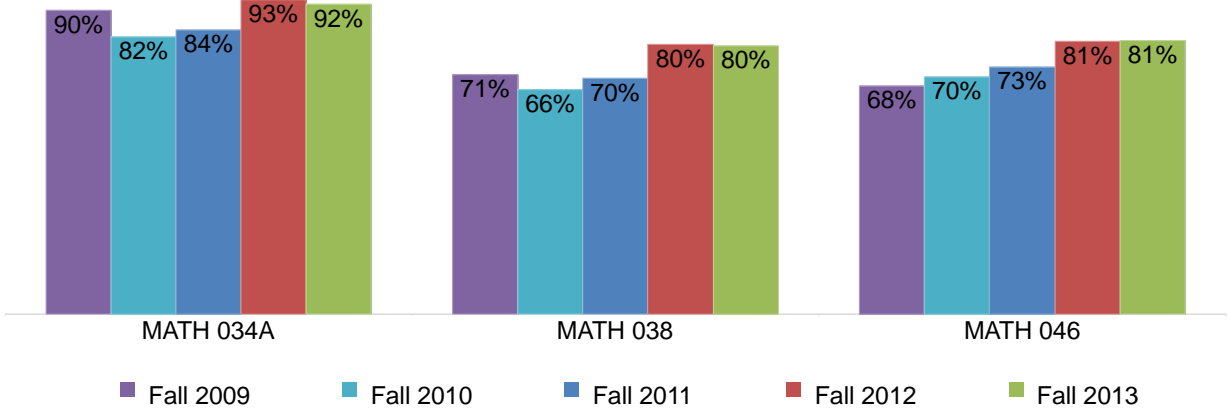


Figure 19. Math Basic Skills Course Retention Rates



City College Basic Skills Course Retention Rates
Spring Terms: 2010 - 2014

Figure 20. English Basic Skills Course Retention Rates

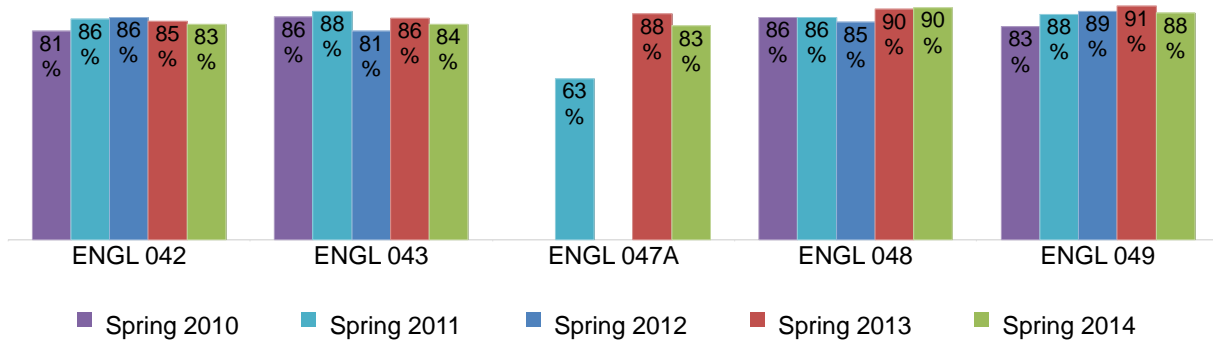


Figure 21. ESOL Writing Course Retention Rates

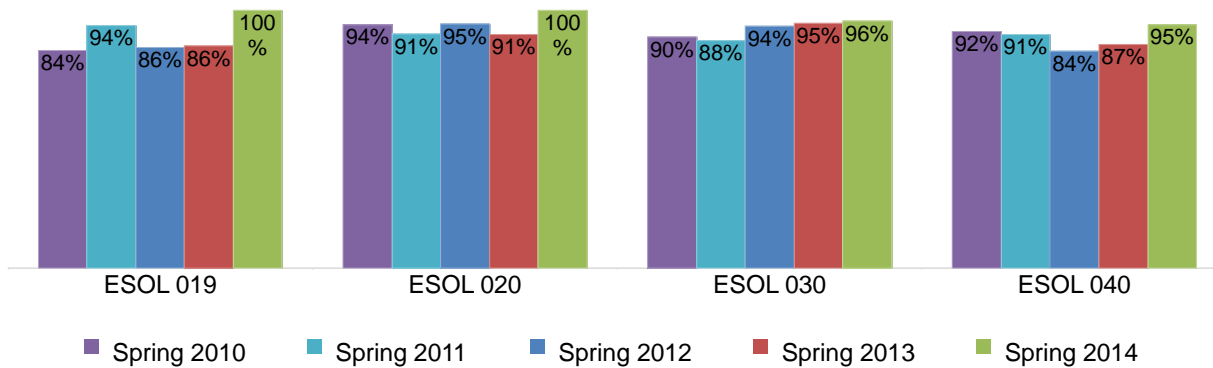


Figure 22. ESOL Reading Course Retention Rates

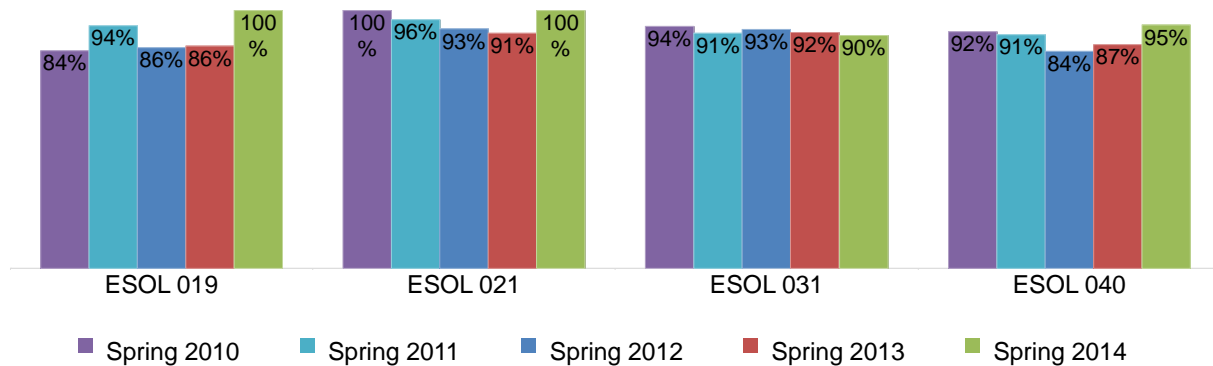


Figure 23. ESOL Listening/Speaking Course Retention Rates

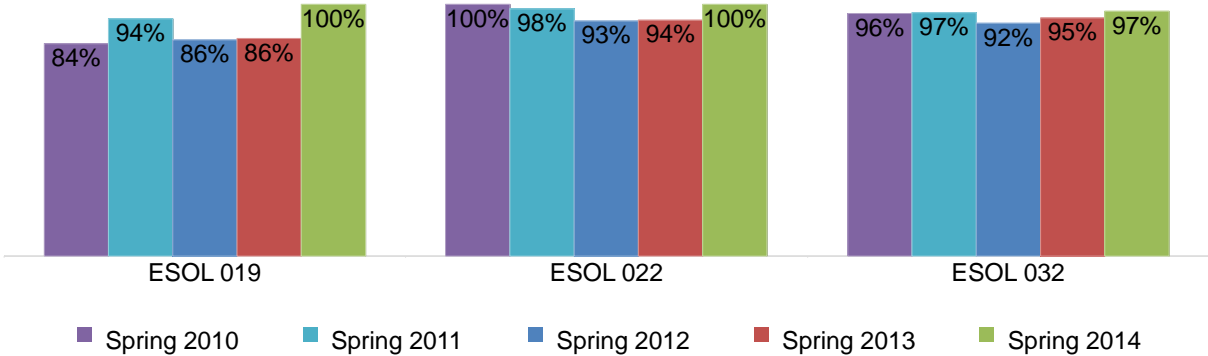
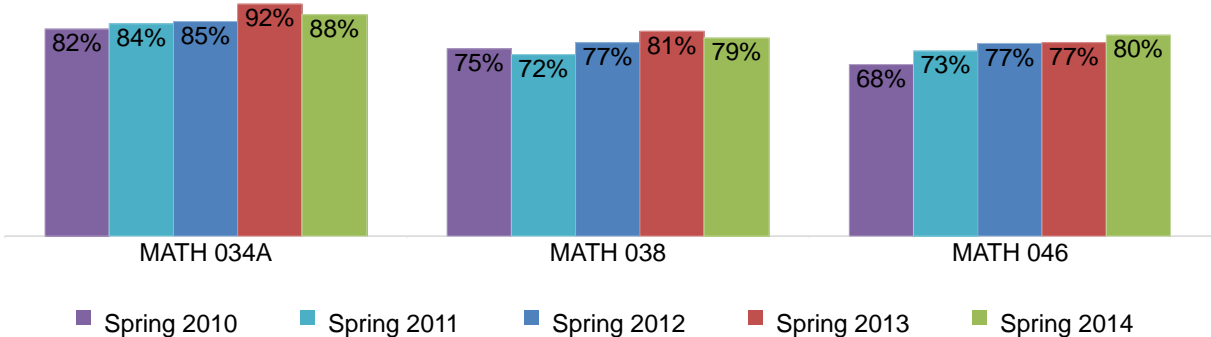


Figure 24. Math Basic Skills Course Retention Rates



City College 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	78%	84%	81%	93%	88%	84%
American Indian	70%	100%	82%	100%	0%	86%
Asian/Pac. Islander	90%	87%	91%	92%	93%	91%
Filipino	89%	90%	93%	92%	100%	92%
Latino	90%	89%	88%	92%	90%	90%
White	88%	85%	86%	87%	88%	87%
Other	82%	91%	77%	92%	89%	87%
Unreported	90%	83%	76%	88%	92%	86%
Total	87%	88%	87%	92%	90%	89%

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	89%	93%	96%	94%	95%	94%
American Indian	0%	100%	0%	0%	0%	100%
Asian/Pac. Islander	99%	96%	95%	97%	93%	96%
Filipino	100%	100%	100%	100%	100%	100%
Latino	95%	92%	94%	91%	93%	93%
White	95%	91%	89%	96%	95%	93%
Other	97%	88%	93%	94%	100%	93%
Unreported	94%	93%	100%	100%	94%	96%
Total	95%	92%	94%	94%	94%	94%

Source: SDCCD Information System

Talbe 27. Math Basic Skills Retention Rates by Ethnicity

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-Year Total/ Average
African American	65%	58%	66%	79%	77%	68%
American Indian	63%	58%	57%	89%	75%	65%
Asian/Pac. Islander	83%	80%	86%	88%	80%	83%
Filipino	85%	79%	82%	83%	97%	84%
Latino	76%	74%	75%	83%	82%	78%
White	71%	70%	74%	77%	79%	74%
Other	63%	71%	62%	77%	81%	70%
Unreported	68%	64%	63%	79%	94%	70%
Total	72%	70%	73%	82%	81%	75%

Source: SDCCD Information System

City College 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	81%	84%	81%	87%	83%	83%
American Indian	79%	100%	80%	100%	0%	79%
Asian/Pac. Islander	87%	86%	90%	89%	92%	89%
Filipino	88%	89%	87%	91%	95%	90%
Latino	85%	88%	87%	89%	86%	87%
White	89%	86%	83%	89%	91%	87%
Other	77%	84%	89%	88%	89%	85%
Unreported	77%	91%	63%	94%	94%	83%
Total	84%	87%	86%	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	90%	91%	93%	90%	98%	93%
American Indian	100%	100%	0%	0%	0%	100%
Asian/Pac. Islander	99%	95%	96%	99%	100%	98%
Filipino	50%	100%	33%	0%	100%	83%
Latino	93%	90%	88%	88%	93%	91%
White	98%	100%	90%	89%	97%	95%
Other	91%	97%	90%	92%	100%	93%
Unreported	93%	100%	100%	67%	86%	89%
Total	93%	93%	91%	91%	96%	93%

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	67%	68%	72%	78%	76%	71%
American Indian	53%	75%	60%	75%	100%	65%
Asian/Pac. Islander	79%	82%	84%	78%	87%	82%
Filipino	76%	85%	81%	73%	86%	80%
Latino	76%	77%	79%	82%	81%	79%
White	70%	74%	78%	80%	78%	75%
Other	71%	68%	81%	78%	76%	74%
Unreported	74%	70%	68%	83%	96%	75%
Total	73%	74%	78%	80%	80%	77%

Source: SDCCD Information System

City College Basic Skills Course Success Rates
Fall Terms: 2009 - 2013

Figure 25. English Basic Skills Course Success Rates

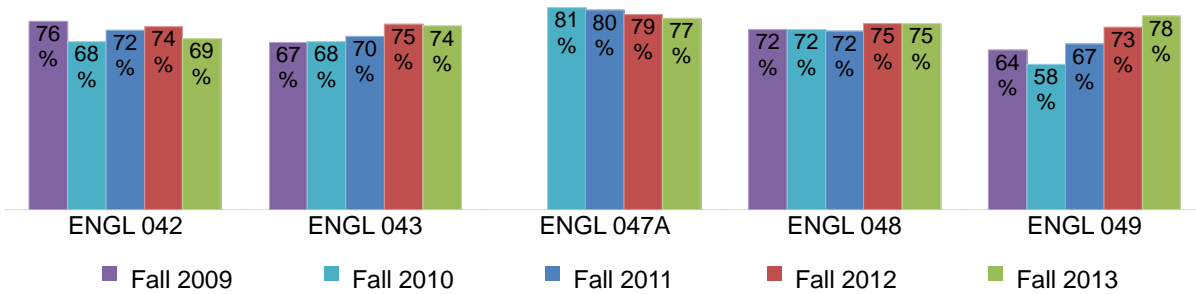


Figure 26. ESOL Writing Course Success Rates

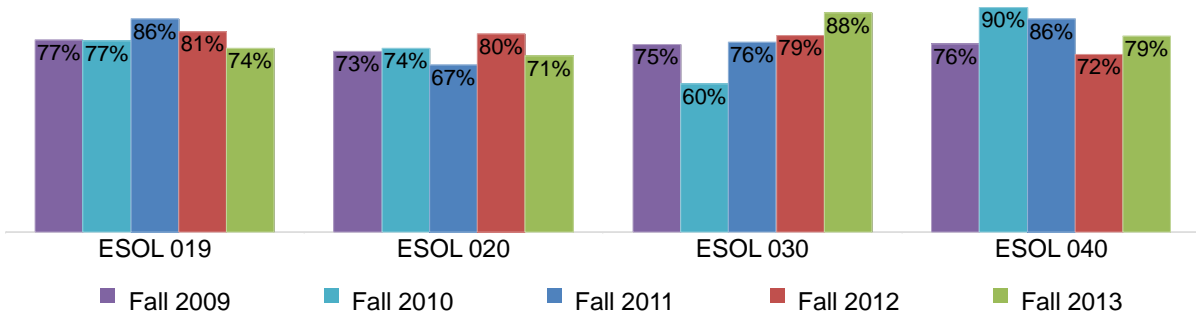


Figure 27. ESOL Reading Course Success Rates

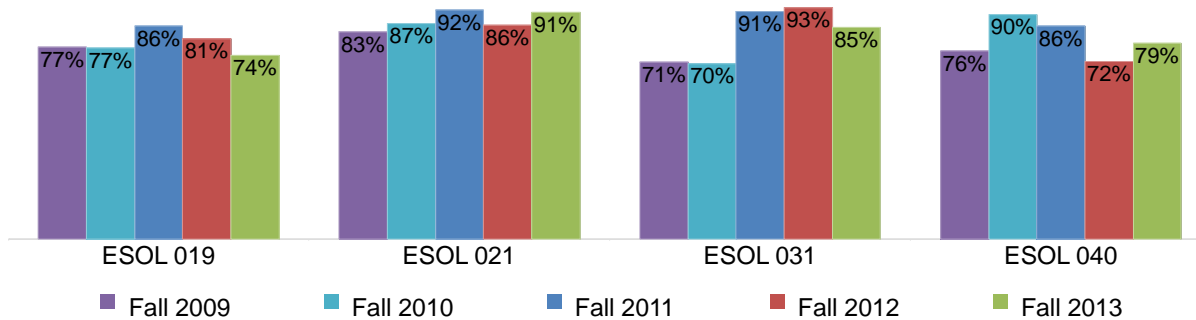


Figure 28. ESOL Listening/Speaking Course Success Rates

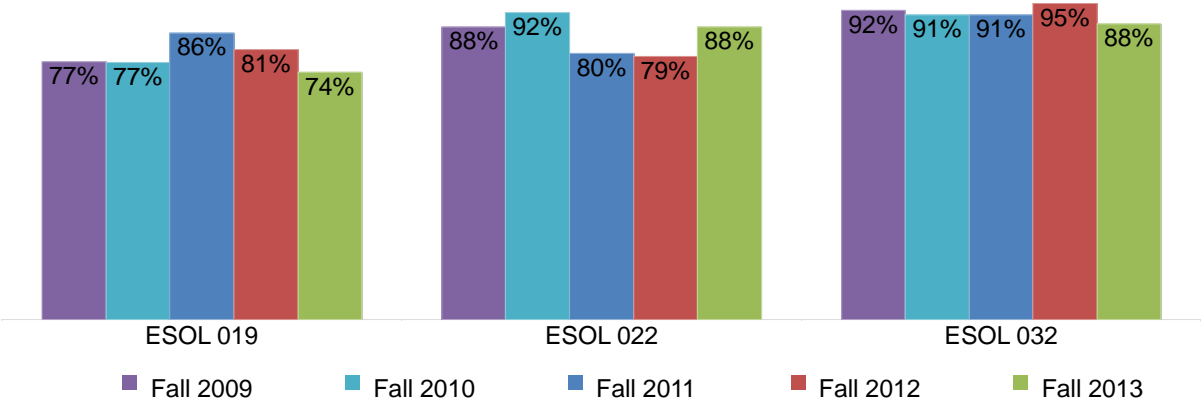
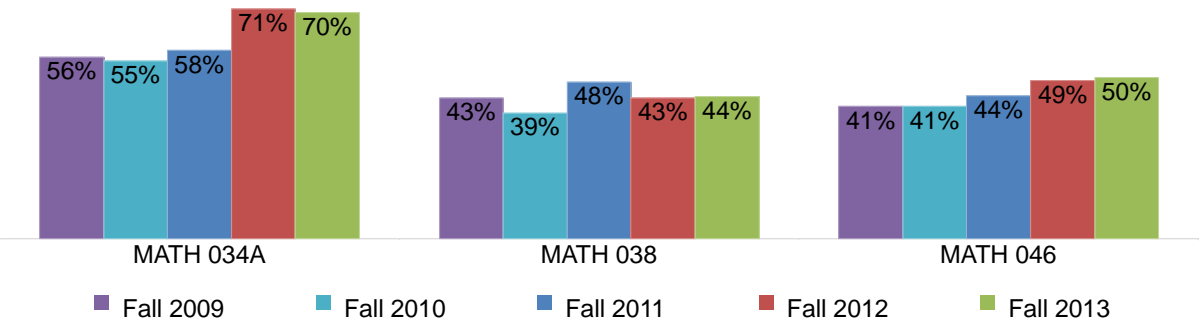


Figure 29. Math Basic Skills Course Success Rates



City College Basic Skills Course Success Rates
Spring Terms: 2010 - 2014

Figure 30. English Basic Skills Course Success Rates

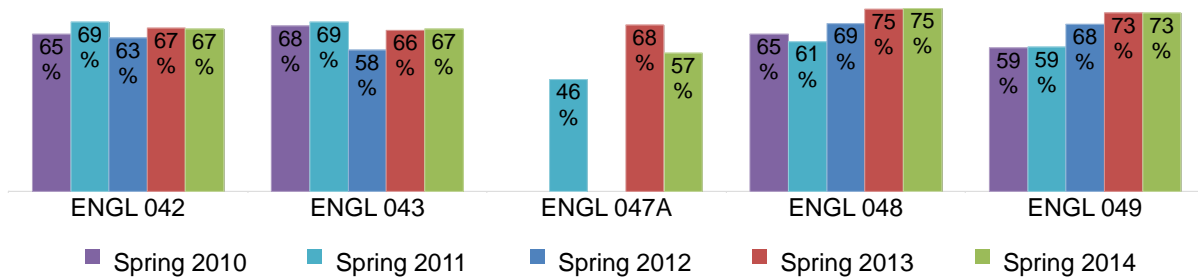


Figure 31. ESOL Writing Course Success Rates

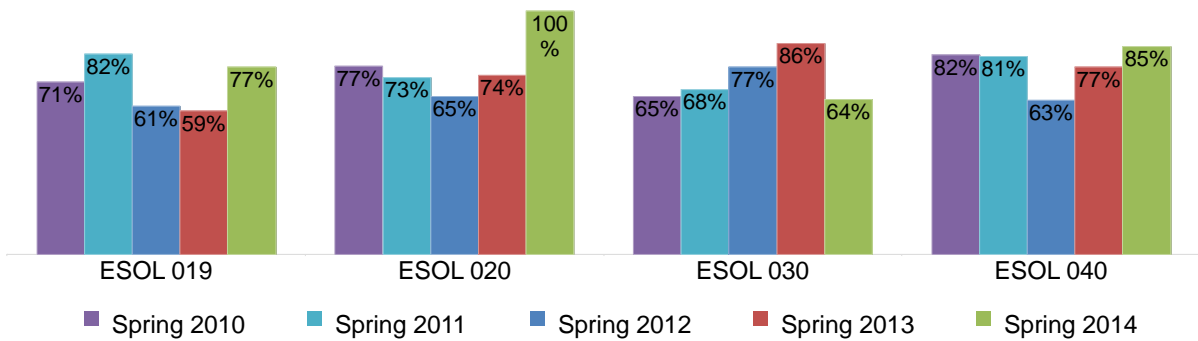


Figure 32. ESOL Reading Course Success Rates

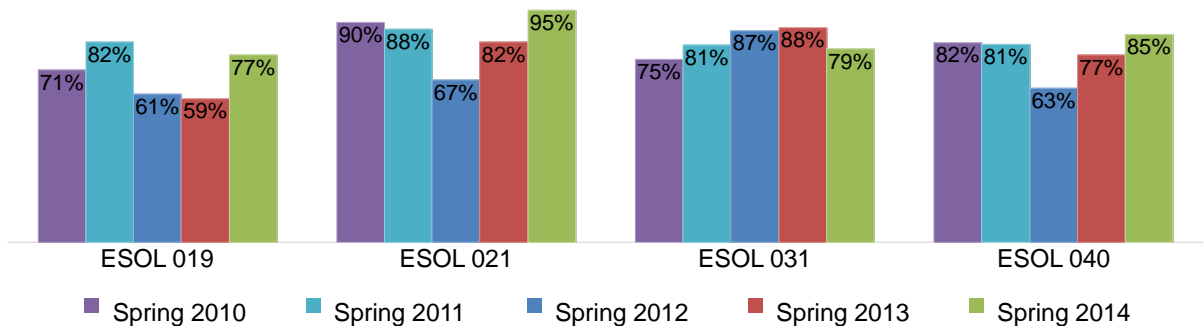


Figure 33. ESOL Listening/Speaking Course Success Rates

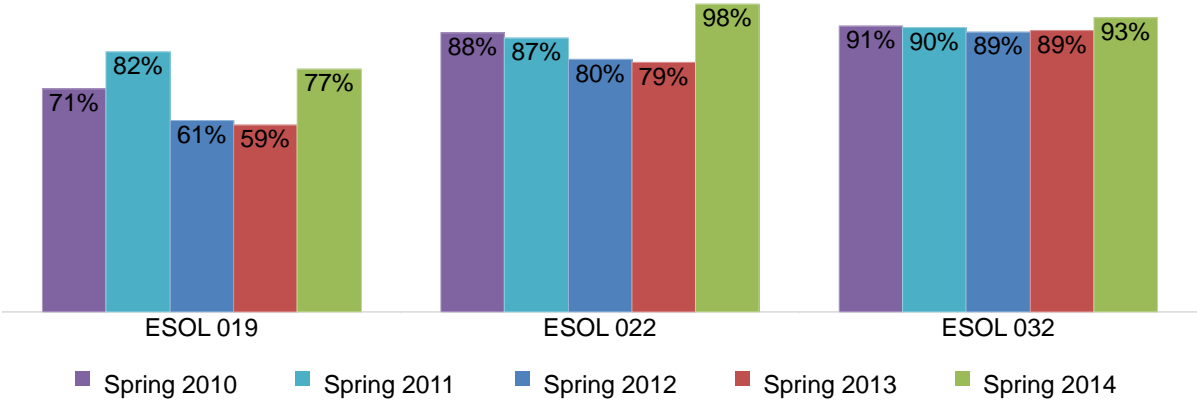
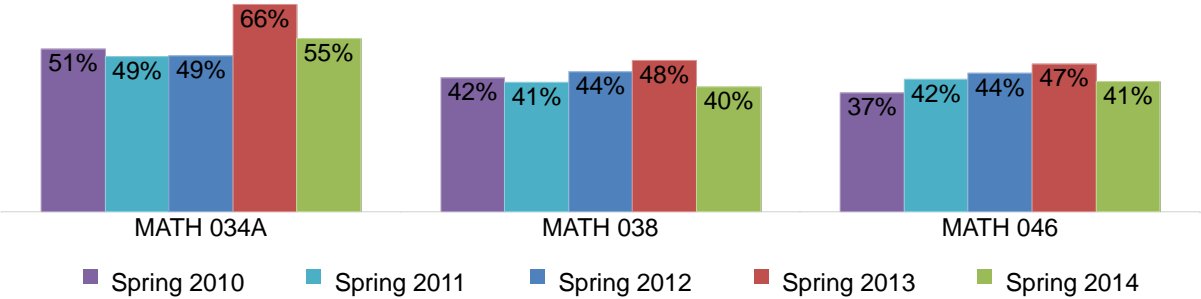


Figure 34. Math Basic Skills Course Success Rates



City College 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	53%	57%	59%	75%	77%	63%
American Indian	40%	67%	82%	100%	0%	66%
Asian/Pac. Islander	77%	68%	72%	86%	83%	76%
Filipino	74%	66%	89%	79%	91%	77%
Latino	72%	67%	70%	73%	74%	71%
White	70%	61%	76%	70%	77%	70%
Other	68%	75%	67%	80%	67%	72%
Unreported	77%	51%	64%	69%	77%	66%

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%	77%	85%	82%	89%	82%
American Indian	0%	100%	0%	0%	0%	100%
Asian/Pac. Islander	85%	84%	91%	92%	88%	89%
Filipino	100%	57%	100%	0%	100%	76%
Latino	79%	76%	80%	81%	78%	79%
White	77%	79%	76%	77%	80%	78%
Other	83%	75%	84%	63%	89%	79%
Unreported	75%	93%	90%	80%	76%	82%

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	31%	30%	38%	36%	43%	35%
American Indian	44%	42%	43%	56%	50%	45%
Asian/Pac. Islander	55%	61%	65%	52%	62%	59%
Filipino	58%	53%	50%	69%	68%	58%
Latino	46%	42%	47%	49%	47%	46%
White	49%	48%	55%	56%	58%	53%
Other	43%	43%	42%	54%	51%	46%
Unreported	43%	40%	44%	38%	52%	43%

Source: SDCCD Information System

City College 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%	53%	66%	70%	67%	62%
American Indian	57%	100%	60%	0%	0%	58%
Asian/Pac. Islander	67%	66%	74%	78%	83%	73%
Filipino	70%	56%	82%	70%	88%	72%
Latino	65%	64%	65%	70%	69%	67%
White	69%	69%	63%	77%	82%	72%
Other	57%	62%	72%	75%	59%	65%
Unreported	56%	74%	54%	82%	81%	66%

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	76%	85%	81%	82%	90%	83%
American Indian	100%	100%	0%	0%	0%	100%
Asian/Pac. Islander	90%	83%	83%	87%	92%	87%
Filipino	50%	33%	33%	0%	86%	56%
Latino	76%	75%	62%	76%	79%	74%
White	84%	93%	76%	80%	86%	84%
Other	75%	84%	76%	92%	100%	80%
Unreported	86%	100%	89%	56%	71%	80%

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	32%	30%	37%	43%	35%	35%
American Indian	53%	31%	40%	75%	0%	43%
Asian/Pac. Islander	51%	57%	57%	58%	57%	56%
Filipino	36%	59%	58%	46%	46%	48%
Latino	42%	43%	44%	49%	42%	44%
White	44%	52%	55%	57%	48%	51%
Other	45%	42%	50%	47%	35%	43%
Unreported	54%	43%	28%	54%	57%	47%

Source: SDCCD Information System

Student Equity Success 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, the majority of these cohorts (84%) 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 (81%). This subsequent successful course completion rate was higher when compared to those students who placed into college-level English (67%). 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 is 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 (84% compared to 83%), as well as comparable subsequent successful course completion rates (82% compared to 80%). No disproportionality or inequity is indicated here. When examining success rates by ethnic groups (see Table 39), White students on average demonstrated the lowest subsequent enrollment (73%) and the lowest subsequent successful course completion rate (68%) in English 101/105. Asian students, on average, demonstrated the highest for subsequent success (90%), while Latino on average demonstrated the highest subsequent enrollment (87%). When applying the 80% Disproportionality Index for the subsequent successful course completion rates, it was found that both American Indian students (67%) and White students (68%) experienced adverse impact, with disproportionate indices lower than 80% (73% & 76%, respectively).

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 4). On average, less than half of these cohorts (40%) 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 (87%). This subsequent successful course completion rate was much higher when compared to those students who placed into college-level English (65%). 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 and male students had comparable subsequent enrollment rates (40% compared to 39%), however female students (88%) had slightly higher subsequent successful course completion rate compared to the male students (85%). No disproportionality or inequity is indicated here. When disaggregated by ethnicity, both the subsequent enrollment rate (20%) and the subsequent successful course completion rate (67%) were the lowest for White students. Further disproportionality analysis showed that White students, with an 80% index of 67%, appeared to be impacted disproportionately compared to Asian/Pacific Islander students (100%), the highest performing group.

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, the majority of these cohorts (73%) subsequently enrolled in Math 096 after successfully completing Math 046. Of those who subsequently enrolled in Math 096, slightly over half (53%) successfully completed the course. This subsequent successful course completion rate was higher when compared to those students who placed into college-level Math (30%, 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 (53%, on average) 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 72%), as well as comparable subsequent successful course completion rates (54% compared to 53%). No disproportionality or inequity is indicated here. When examining success rates by ethnic groups (see Table 49), Filipino and White students had the lowest subsequent enrollment rate (65%) but the highest subsequent successful course completion rate (73%). Contrastingly, the remaining subgroups all revealed relatively lower subsequent successful course completion rates ranging from 36% to 65%. Further disproportionality analysis showed that except for the Asian/Pacific Islander students, almost all subgroups experienced disproportionate impact compared to Filipino students, the highest performing group.

English

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

	ENGL 048/049	ENGL 101/105				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
Fall 2007	160	128	80%	106	83%	65%
Fall 2008	186	160	86%	125	78%	65%
Fall 2009	199	179	90%	144	80%	68%
Fall 2010	217	171	79%	136	80%	69%
Fall 2011	214	178	83%	153	86%	65%
Total/Average	976	816	84%	664	81%	67%

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

	ENGL 048/049	ENGL 101/105				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
Female	606	508	84%	417	82%	65%
Male	369	308	83%	247	80%	68%
Unreported	1	0	---	0	---	---
Total/Average	976	816	84%	664	81%	67%

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

	ENGL 048/049	ENGL 101/105				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
African American	116	94	81%	71	76%	59%
American Indian	4	3	75%	2	67%	46%
Asian/Pacific Islander	82	60	73%	54	90%	73%
Filipino	25	21	84%	17	81%	78%
Latino	581	506	87%	415	82%	62%
White	85	62	73%	42	68%	73%
Other	53	44	83%	39	89%	62%
Unreported	30	26	87%	24	92%	69%
Total/Average	976	816	84%	664	81%	67%

Source: SDCCD Information System

Note. The percentage of cohort students that repeat English 101 or 105 before successfully completing is 7% 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	82%	100%
Male	80%	98%
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%	83%
American Indian	67%	73%
Asian/Pacific Islander	90%	98%
Filipino	81%	88%
Latino	82%	89%
White	68%	74%
Other	89%	97%
Unreported	92%	100%

Source: SDCCD Information System

ESOL

Table 42. Subsequent Enrollment and Success of ESOL 040 Students

	ESOL 040		ENGL 101/105			
	Cohort	Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
		Count	Rate	Count	Rate	
Fall 2006	24	9	38%	7	78%	58%
Fall 2007	76	33	43%	28	85%	65%
Fall 2008	32	13	41%	12	92%	65%
Fall 2009	53	23	43%	20	87%	68%
Fall 2010	47	14	30%	13	93%	69%
Total/Average	232	92	40%	80	87%	65%

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

	ESOL 040		ENGL 101/105			
	Cohort	Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
		Count	Rate	Count	Rate	
Female	147	59	40%	52	88%	64%
Male	85	33	39%	28	85%	67%
Unreported	0	0	---	0	---	---
Total/Average	232	92	40%	80	87%	65%

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

	ESOL 040		ENGL 101/105			
	Cohort	Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
		Count	Rate	Count	Rate	
African American	23	13	57%	12	92%	59%
American Indian	0	0	---	0	---	38%
Asian/Pacific Islander	47	18	38%	18	100%	72%
Filipino	2	2	100%	2	100%	78%
Latino	121	45	37%	36	80%	59%
White	15	3	20%	2	67%	73%
Other	19	8	42%	7	88%	64%
Unreported	5	3	60%	3	100%	67%
Total/Average	232	92	40%	80	87%	65%

Source: SDCCD Information System

Note. The percentage of cohort students that repeat English 101 or 105 before successfully completing is 8% 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	88%	100%
Male	85%	97%
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	100%	100%
Filipino	100%	100%
Latino	80%	80%
White	67%	67%
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			
	Cohort	Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
		Count	Rate	Count	Rate	
Fall 2007	383	254	66%	152	60%	29%
Fall 2008	426	294	69%	147	50%	33%
Fall 2009	410	313	76%	156	50%	31%
Fall 2010	457	344	75%	172	50%	28%
Fall 2011	482	370	77%	211	57%	30%
Total/Average	2,158	1,575	73%	838	53%	30%

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

	MATH 046		MATH 096			
	Cohort	Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
		Count	Rate	Count	Rate	
Female	1,175	866	74%	465	54%	30%
Male	983	709	72%	373	53%	30%
Unreported	0	0	---	0	---	---
Total/Average	2,158	1,575	73%	838	53%	30%

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

	MATH 046		MATH 096			
	Cohort	Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
		Count	Rate	Count	Rate	
African American	219	162	74%	78	48%	24%
American Indian	20	14	70%	5	36%	0%
Asian/Pacific Islander	101	71	70%	46	65%	31%
Filipino	68	44	65%	32	73%	23%
Latino	1,008	792	79%	404	51%	29%
White	544	353	65%	202	57%	38%
Other	87	60	69%	30	50%	32%
Unreported	111	79	71%	41	52%	33%
Total/Average	2,158	1,575	73%	838	53%	30%

Source: SDCCD Information System

Note. The percentage of cohort students that repeated Math 096 before successfully completing the course is 13%.

Table 50. Subsequent Successful Course Completion Rate by Gender

Gender	MATH 046 to MATH 096	80-Percent Index
	Subsequent Successful Course Completion Rate	
Female	54%	100%
Male	53%	98%
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	48%	66%
American Indian	36%	49%
Asian/Pacific Islander	65%	89%
Filipino	73%	100%
Latino	51%	70%
White	57%	78%
Other	50%	68%
Unreported	52%	71%

Source: SDCCD Information System