

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

From 2011/12 to 2013/14, over two in three first-time students (71%) took the reading placement test, and the same percentage took the writing placement test. Among students who took the reading placement test, on average just over half (54%) placed into transfer/associate level reading courses, and 37% placed into Basic Skills reading courses. Another 9% required English advising or were directed to take the ESOL test due to low test scores. From 2011/12 to 2013/14, the number of students placing into Basic Skills reading courses increased by 5%. By comparison, the number of first-time students placing into transfer/associate-level reading courses remained flat during the same time period.

On average, between 2011/12 and 2013/14, nearly two in three first-time students (64%) who took the writing placement test placed into a Basic Skills writing course, and just 27% placed into transfer/associate level writing courses. Another 9% needed English advising or were advised to take the ESOL test due to low test scores. During the same time period, the number of students placing into Basic Skills writing courses increased by just 1%, compared to a 6% increase in the number of students placing into transfer/associate writing courses.

Between 2011/12 and 2013/14, on average only 5% of first-time students took the ESOL placement test. Of these students, an average of just over half (52%) placed at the first level (ESOL 019), 18% placed at the second level (ESOL 020), 21% placed at the third level (ESOL 030), and 10% placed at the fourth, or highest, level (ESOL 040). From 2011/12 to the 2013/14, the number of students placing into the lowest ESOL level increased sharply (49% for ESOL 019), and the number of students placing into the highest ESOL level (ESOL 040) increased by 6%. During the same time period, the number of students placing into the two middle ESOL levels decreased (31% decrease for ESOL 020, and 21% decrease for ESOL 030).

On average, nearly three in four first-time students (72%) took the math placement test between 2011/12 and 2013/14. Of these, 62% placed into Basic Skills math courses, 15% placed into associate level math courses, and 23% placed into transfer level math courses; and less than 1% were advised to take the algebra test. From 2011/12 to 2013/14, the number of students placing into transfer level math increased by 23%, while the number of students placing into Basic Skills math courses remained flat and the number of students placing into associate level math courses decreased by 6%.

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

Figure 1. Reading Placement Trends of First-Time Students

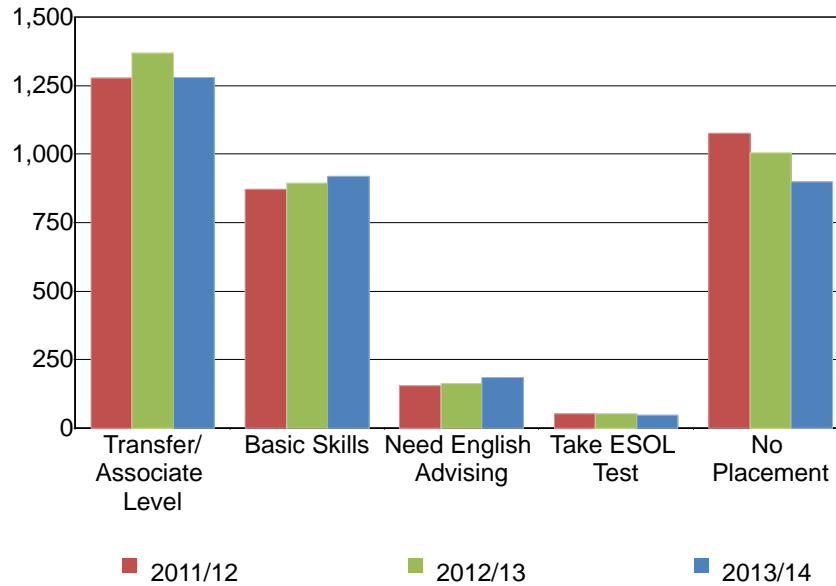
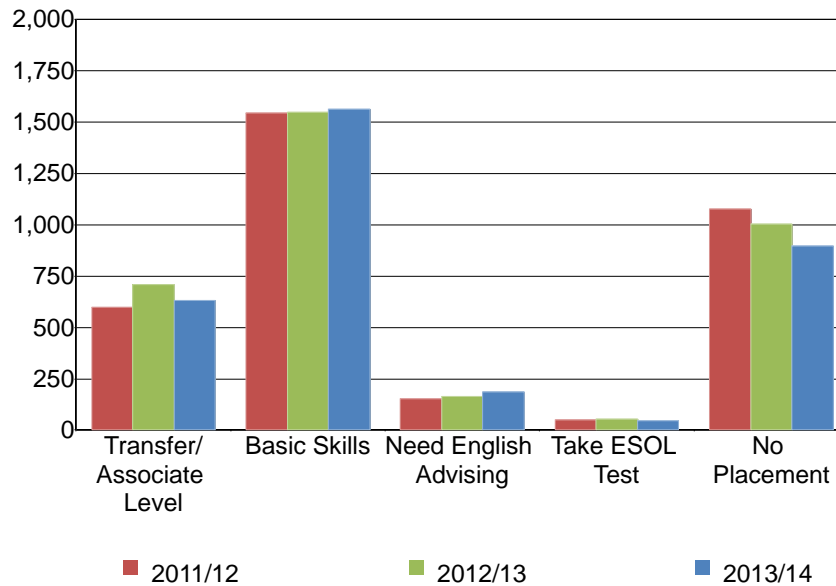


Figure 2. Writing Placement Trends of First-Time Students



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

Figure 3. ESOL Placement Trends of First-Time Students

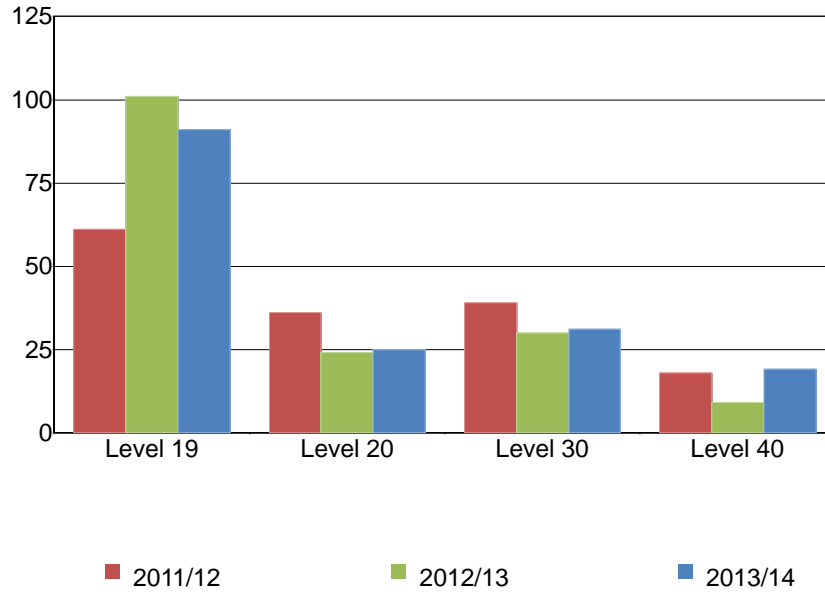
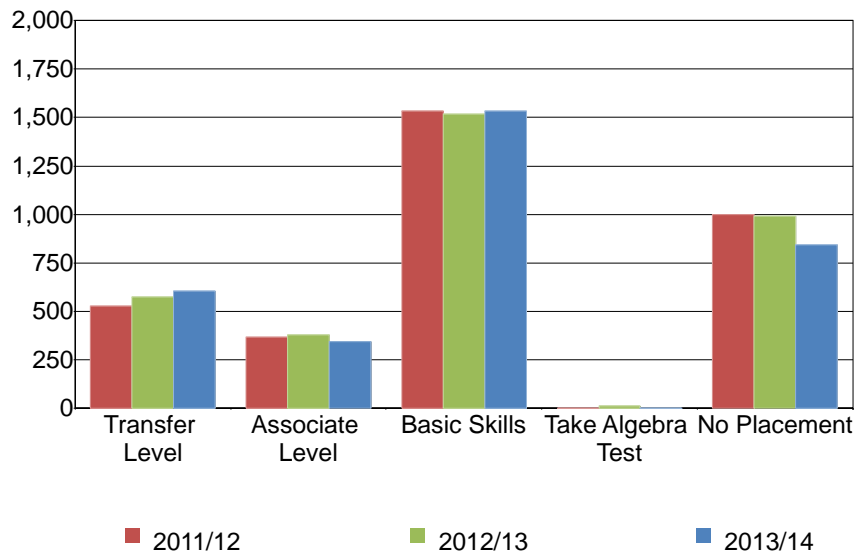


Figure 4. Math Placement Trends of First-Time Students



Mesa 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	2,350	69%	2,473	71%	2,427	73%	7,250	71%	3%
	Not Tested	1,076	31%	1,002	29%	898	27%	2,976	29%	-17%
	Total Students	3,426	100%	3,475	100%	3,325	100%	10,226	100%	-3%
Distribution of Students who Took a Test	Transfer/Associate Level	1,275	54%	1,366	55%	1,279	53%	3,920	54%	0%
	Basic Skills	870	37%	892	36%	917	38%	2,679	37%	5%
	Need English Advising	154	7%	162	7%	185	8%	501	7%	20%
	Take ESOL Test	51	2%	53	2%	46	2%	150	2%	-10%
	Total Tested	2,350	100%	2,473	100%	2,427	100%	7,250	100%	3%

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	2,350	69%	2,473	71%	2,428	73%	7,251	71%	3%
	Not Tested	1,076	31%	1,002	29%	897	27%	2,975	29%	-17%
	Total Students	3,426	100%	3,475	100%	3,325	100%	10,226	100%	-3%
Distribution of Students who Took a Test	Transfer/Associate Level	600	26%	710	29%	633	26%	1,943	27%	6%
	Basic Skills	1,545	66%	1,548	63%	1,564	64%	4,657	64%	1%
	Need English Advising	154	7%	162	7%	185	8%	501	7%	20%
	Take ESOL Test	51	2%	53	2%	46	2%	150	2%	-10%
	Total Tested	2,350	100%	2,473	100%	2,428	100%	7,251	100%	3%

Source: SDCCD Information System

Mesa 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	154	4%	164	5%	166	5%	484	5%	8%
	Not Tested	3,272	96%	3,311	95%	3,159	95%	9,742	95%	-3%
	Total Students	3,426	100%	3,475	100%	3,325	100%	10,226	100%	-3%
Distribution of Students who Took a Test	Level 40	18	12%	9	5%	19	11%	46	10%	6%
	Level 30	39	25%	30	18%	31	19%	100	21%	-21%
	Level 20	36	23%	24	15%	25	15%	85	18%	-31%
	Level 19	61	40%	101	62%	91	55%	253	52%	49%
	Total Tested	154	100%	164	100%	166	100%	484	100%	8%

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	2,428	71%	2,486	72%	2,482	75%	7,396	72%	2%
	Not Tested	998	29%	989	28%	843	25%	2,830	28%	-16%
	Total Students	3,426	100%	3,475	100%	3,325	100%	10,226	100%	-3%
Distribution of Students who Took a Test	Transfer Level	526	22%	575	23%	605	24%	1,706	23%	15%
	Associate Level	366	15%	379	15%	344	14%	1,089	15%	-6%
	Basic Skills	1,534	63%	1,519	61%	1,532	62%	4,585	62%	-0%
	Take Algebra Test	2	0%	13	1%	1	0%	16	0%	-50%
	Total Tested	2,428	100%	2,486	100%	2,482	100%	7,396	100%	2%

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

Over the past five years, English 049 enrollments comprised the largest proportion of Basic Skills English enrollments, averaging 42% in fall and 46% in spring. About one in four Basic Skills English enrollments were in English 048 (24% in fall and 23% in spring). On average, between 4% (in spring) and 5% (in fall) of Basic Skills English enrollments were in English 047A; 17% of Basic Skills English enrollments (in fall and spring) were in English 043. Between 10% (spring) and 11% (fall) of Basic Skills English enrollments were in English 042.

Overall Basic Skills English enrollment increased from Fall 2009 to Fall 2013. Moderate increases were observed for Basic Skills English courses two levels below transfer, while enrollment for Basic Skills English courses one level below transfer remained unchanged or decreased slightly. From Spring 2010 to Spring 2014, overall Basic Skills English course enrollment increased. Small to moderate increases were observed spring to spring for English 042, English 048, and English 049; however, small decreases were observed for English 043 during the same time period.

Over the past five years, on average, Latino students comprised 40% (in fall and spring) of Basic Skills English enrollments, White students comprised 22% (spring) to 24% (fall) of enrollments, Asian/Pacific Islander students comprised 15% (fall) to 17% (spring) of enrollments, and African American students comprised 8% (spring) to 10% (fall) of enrollments.

From Fall 2009 to Fall 2013, ESOL enrollment was relatively evenly distributed across each of the individual ESOL courses; however, between Spring 2010 and Spring 2014, ESOL 031 accounted for the largest proportion of overall ESOL enrollment. Overall ESOL enrollment decreased from Fall 2009 to Fall 2013. With the exception of ESOL 031 and ESOL 040, enrollment in each ESOL course also decreased slightly. Similarly overall ESOL enrollment, from Spring 2010 to Spring 2014, decreased somewhat. ESOL 031 saw the greatest decrease in enrollment spring to spring.

Over the past five years, Asian/Pacific Islander students comprised just over half of all ESOL enrollments (51% in fall and 55% in spring). Latino students comprised 16% (spring) to 20% (fall) of all ESOL enrollments, White students comprised 15% (fall) to 18% (spring) of ESOL enrollments, and African American students comprised 5% (spring) to 6% (fall) of ESOL enrollments.

In the past five years, the majority of Basic Skills math enrollments were in Math 046 (60% in fall and 57% in spring). Math 038 accounted for roughly one-third of Basic Skills math enrollments on average (35% in fall and 36% in spring). Math 034A accounted for just 6% of Basic Skills math enrollments in fall and spring terms on average. Overall Basic Skills math enrollment increased from Fall 2009 to Fall 2013 but decreased from Spring 2010 to Spring 2014. From Fall 2009 to Fall 2013, enrollment increased for Math 038 and Math 046 but decreased for Math 034A. From Spring 2010 to Spring 2014, enrollment increased for Math 038 but decreased for Math 034A and Math 046.

Over the past five years, Latino students (39% in fall and spring) and White students (32% in fall and 31% in spring) comprised the largest proportions of Basic Skills math enrollments. African American students comprised 9% (fall) to 10% (spring) of Basic Skills math enrollments and Asian/Pacific Islander students accounted for 7% (spring) to 8% (fall) of Basic Skills math enrollments.

Mesa 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	163	11%	168	9%	201	13%	189	12%	198	12%	919	11%
ENGL 043	253	17%	311	18%	283	18%	264	17%	280	17%	1,391	17%
ENGL 047A	0	0%	85	5%	98	6%	104	7%	130	8%	417	5%
ENGL 048	384	25%	408	23%	420	26%	391	25%	384	23%	1,987	24%
ENGL 049	706	47%	801	45%	595	37%	605	39%	703	41%	3,410	42%
Total	1,506	100%	1,773	100%	1,597	100%	1,553	100%	1,695	100%	8,124	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	41	25%	41	23%	40	21%	38	24%	38	24%	198	23%
ESOL 020	41	25%	39	22%	43	23%	40	25%	38	24%	201	24%
ESOL 030	42	26%	38	22%	40	21%	40	25%	41	26%	201	24%
ESOL 040	40	24%	57	33%	65	35%	40	25%	43	27%	245	29%
Total	164	100%	175	100%	188	100%	158	100%	160	100%	845	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	41	23%	41	21%	40	19%	38	20%	38	22%	198	21%
ESOL 021	48	27%	45	23%	50	24%	49	25%	42	24%	234	25%
ESOL 031	47	27%	50	26%	55	26%	66	34%	52	30%	270	29%
ESOL 040	40	23%	57	30%	65	31%	40	21%	43	25%	245	26%
Total	176	100%	193	100%	210	100%	193	100%	175	100%	947	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	41	32%	41	31%	40	31%	38	31%	38	34%	198	32%
ESOL 022	42	33%	42	32%	41	32%	39	31%	34	30%	198	32%
ESOL 032	44	35%	48	37%	48	37%	47	38%	41	36%	228	37%
Total	127	100%	131	100%	129	100%	124	100%	113	100%	624	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	109	7%	138	8%	210	10%	28	2%	37	2%	522	6%
MATH 038	489	30%	548	31%	673	33%	665	38%	795	40%	3,170	35%
MATH 046	1,056	64%	1,085	61%	1,126	56%	1,056	60%	1,131	58%	5,454	60%
Total	1,654	100%	1,771	100%	2,009	100%	1,749	100%	1,963	100%	9,146	100%

Source: SDCCD Information System

Mesa 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	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ENGL 042	169	11%	179	9%	209	12%	171	9%	210	11%	938	10%
ENGL 043	282	18%	310	16%	334	19%	313	17%	256	13%	1,495	17%
ENGL 047A	0	0%	76	4%	0	0%	107	6%	151	8%	334	4%
ENGL 048	395	25%	445	24%	433	25%	367	20%	433	22%	2,073	23%
ENGL 049	719	46%	881	47%	743	43%	914	49%	937	47%	4,194	46%
Total	1,565	100%	1,891	100%	1,719	100%	1,872	100%	1,987	100%	9,034	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	39	25%	42	21%	40	22%	37	23%	38	24%	196	23%
ESOL 020	40	25%	44	22%	38	21%	39	25%	41	26%	202	24%
ESOL 030	40	25%	62	31%	43	24%	42	26%	41	26%	228	27%
ESOL 040	40	25%	50	25%	57	32%	41	26%	39	25%	227	27%
Total	159	100%	198	100%	178	100%	159	100%	159	100%	853	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	39	18%	42	17%	40	16%	37	8%	38	23%	196	15%
ESOL 021	37	17%	45	18%	46	18%	43	10%	39	24%	210	16%
ESOL 031	98	46%	117	46%	108	43%	317	72%	48	29%	688	52%
ESOL 040	40	19%	50	20%	57	23%	41	9%	39	24%	227	17%
Total	214	100%	254	100%	251	100%	438	100%	164	100%	1,321	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	39	30%	42	31%	40	17%	37	18%	38	34%	196	24%
ESOL 022	44	34%	41	30%	44	19%	40	20%	35	31%	204	25%
ESOL 032	48	37%	53	39%	147	64%	124	62%	39	35%	411	51%
Total	131	100%	136	100%	231	100%	201	100%	112	100%	811	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	119	8%	178	9%	181	9%	38	2%	49	3%	565	6%
MATH 038	467	30%	692	36%	703	34%	645	40%	634	42%	3,141	36%
MATH 046	985	63%	1,068	55%	1,200	58%	916	57%	831	55%	5,000	57%
Total	1,571	100%	1,938	100%	2,084	100%	1,599	100%	1,514	100%	8,706	100%

Source: SDCCD Information System

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

Figure 5. English Basic Skills Enrollments by Ethnicity

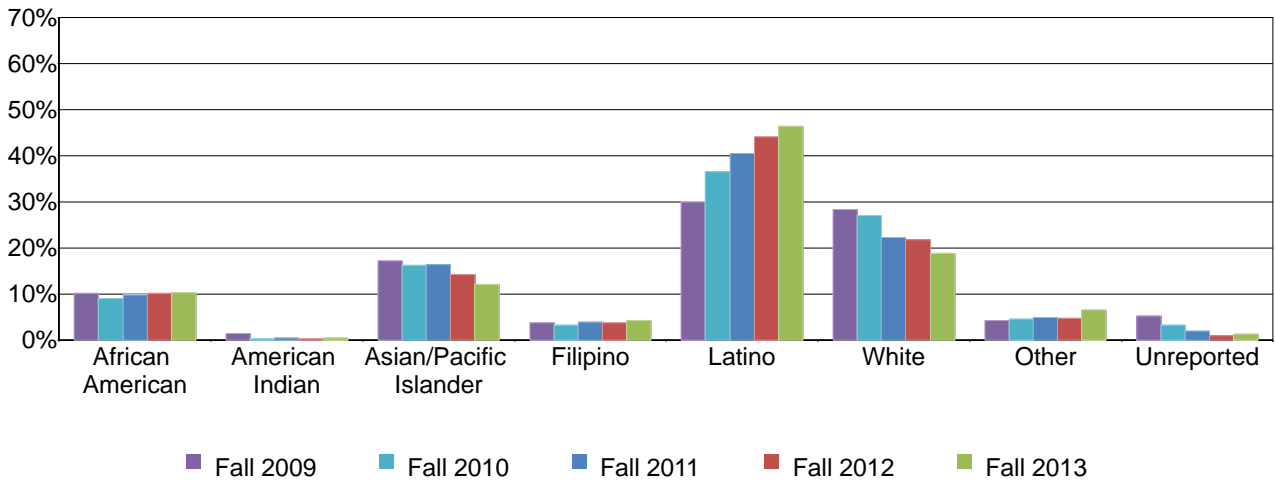


Figure 6. ESOL Enrollments by Ethnicity

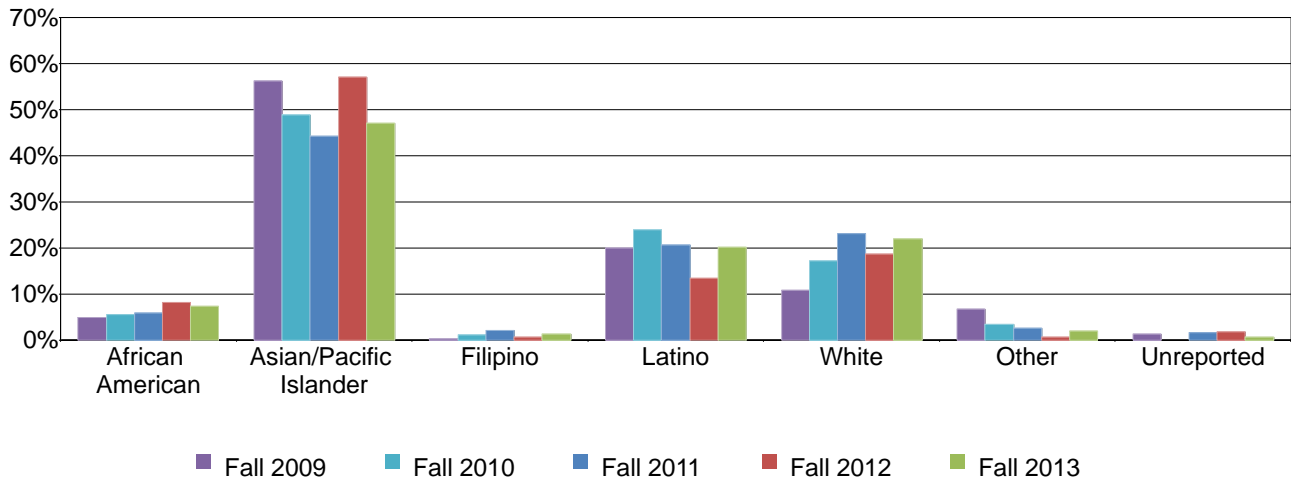
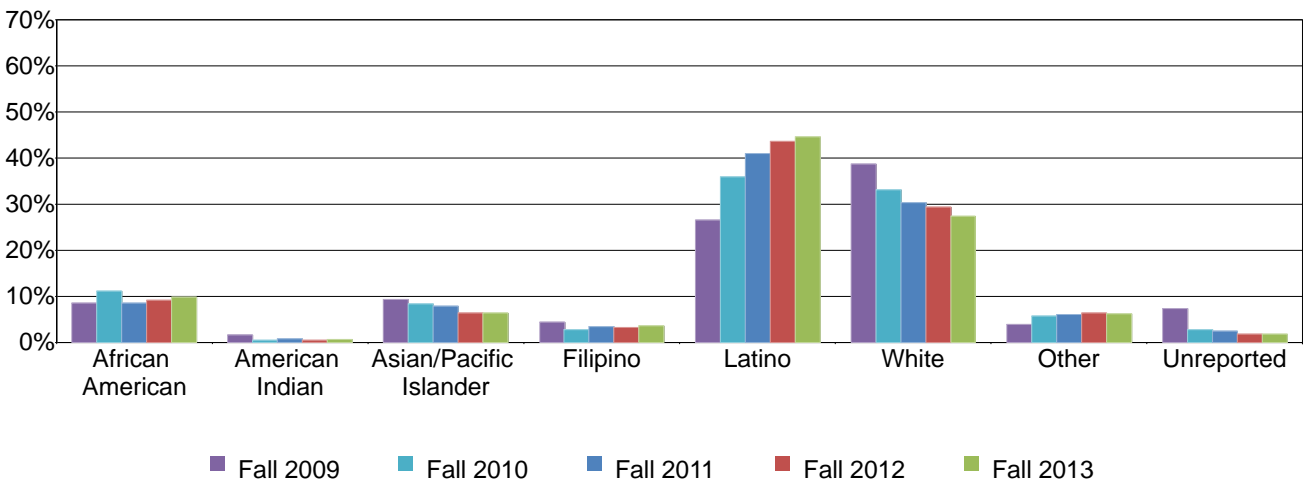


Figure 7. Math Basic Skills Enrollments by Ethnicity



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

Figure 8. English Basic Skills Enrollments by Ethnicity

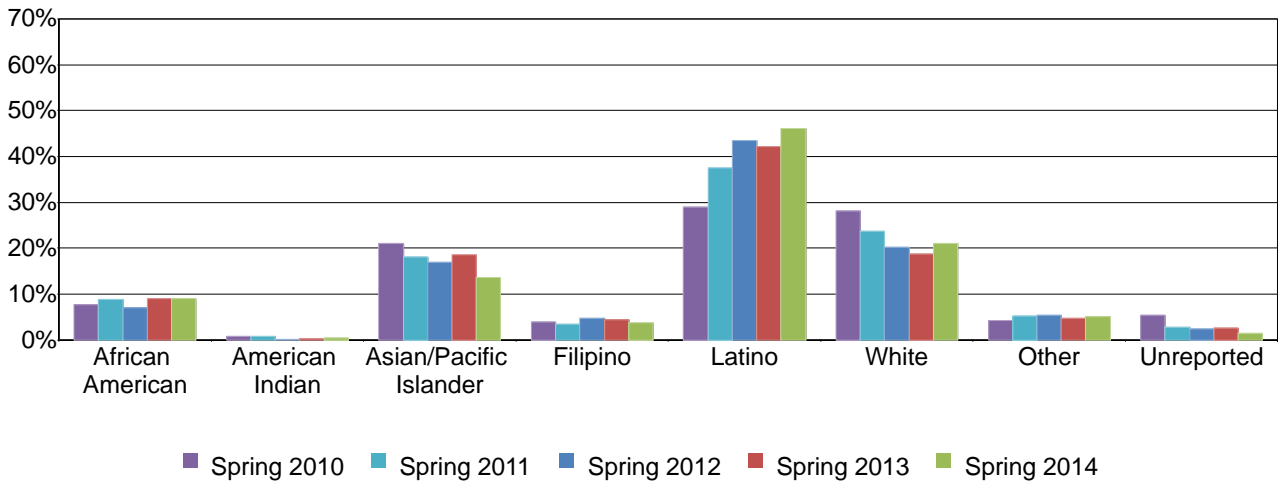


Figure 9. ESOL Enrollments by Ethnicity

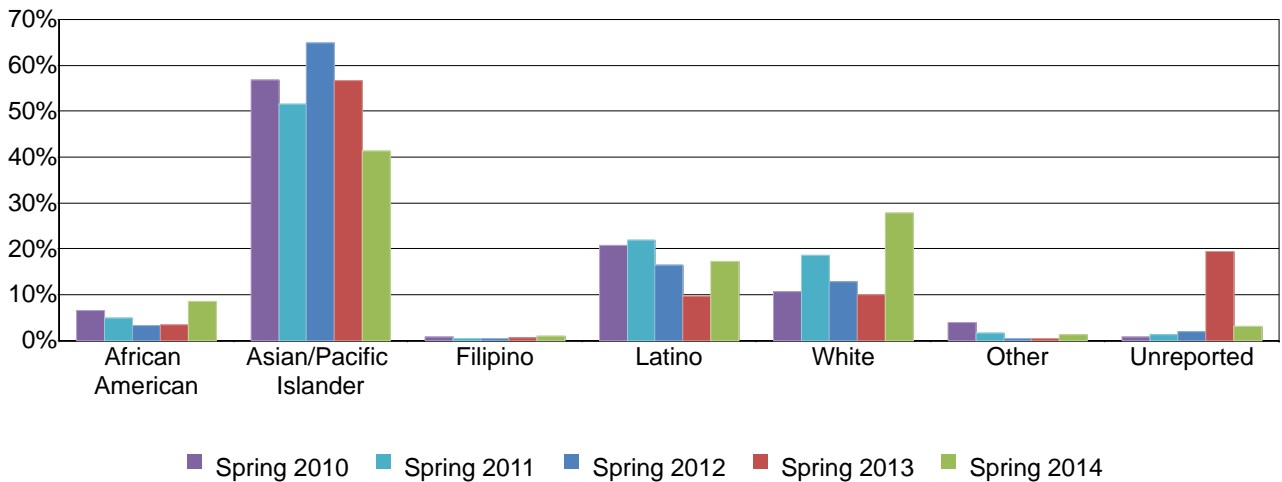
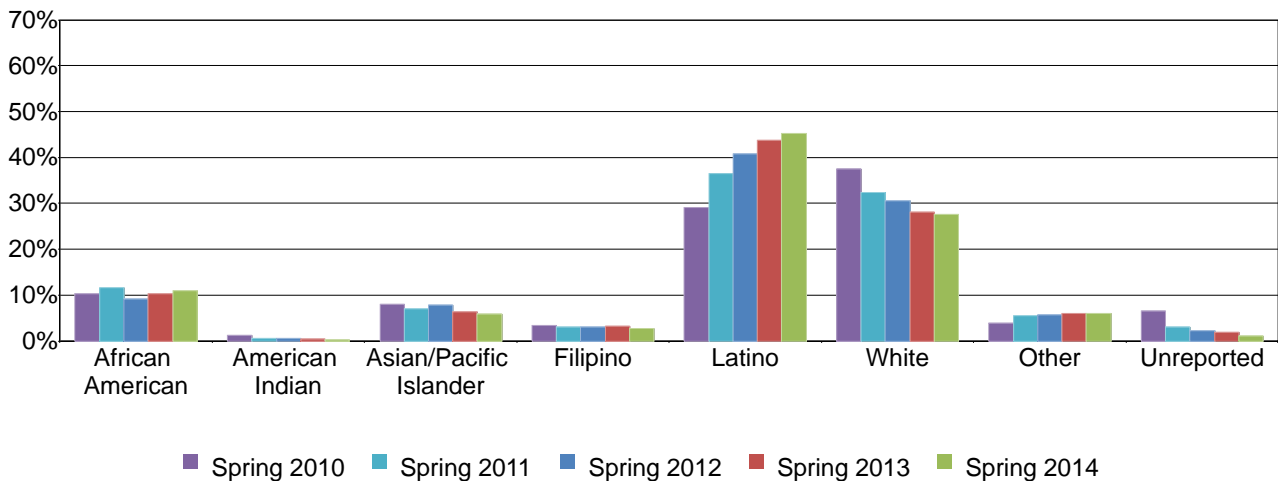


Figure 10. Math Basic Skills Enrollments by Ethnicity



Mesa 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	152	10%	158	9%	155	10%	158	10%	175	10%	798	10%
American Indian	20	1%	5	0%	7	0%	5	0%	7	0%	44	1%
Asian/Pacific Islander	259	17%	287	16%	262	16%	222	14%	205	12%	1,235	15%
Filipino	57	4%	58	3%	63	4%	57	4%	71	4%	306	4%
Latino	451	30%	649	37%	648	41%	686	44%	788	46%	3,222	40%
White	426	28%	480	27%	356	22%	338	22%	320	19%	1,920	24%
Other	63	4%	79	4%	77	5%	72	5%	109	6%	400	5%
Unreported	78	5%	57	3%	29	2%	15	1%	20	1%	199	2%
Total	1,506	100%	1,773	100%	1,597	100%	1,553	100%	1,695	100%	8,124	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	17	5%	20	6%	22	6%	29	8%	24	7%	112	6%
Asian/Pacific Islander	194	56%	176	49%	169	44%	205	57%	155	47%	899	51%
Filipino	1	0%	4	1%	8	2%	2	1%	4	1%	19	1%
Latino	69	20%	86	24%	79	21%	48	13%	66	20%	348	20%
White	37	11%	62	17%	88	23%	67	19%	72	22%	326	18%
Other	23	7%	12	3%	10	3%	2	1%	6	2%	53	3%
Unreported	4	1%	0	0%	6	2%	6	2%	2	1%	18	1%
Total	345	100%	360	100%	382	100%	359	100%	329	100%	1,775	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	139	8%	197	11%	171	9%	160	9%	193	10%	860	9%
American Indian	26	2%	8	0%	15	1%	6	0%	11	1%	66	1%
Asian/Pacific Islander	155	9%	147	8%	157	8%	111	6%	124	6%	694	8%
Filipino	71	4%	49	3%	67	3%	56	3%	69	4%	312	3%
Latino	439	27%	637	36%	823	41%	764	44%	876	45%	3,539	39%
White	640	39%	585	33%	608	30%	512	29%	537	27%	2,882	32%
Other	64	4%	101	6%	120	6%	110	6%	120	6%	515	6%
Unreported	120	7%	47	3%	48	2%	30	2%	33	2%	278	3%
Total	1,654	100%	1,771	100%	2,009	100%	1,749	100%	1,963	100%	9,146	100%

Source: SDCCD Information System

Mesa 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	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	120	8%	168	9%	120	7%	167	9%	178	9%	753	8%
American Indian	12	1%	14	1%	1	0%	5	0%	7	0%	39	0%
Asian/Pacific Islander	328	21%	341	18%	291	17%	346	18%	269	14%	1,575	17%
Filipino	62	4%	63	3%	81	5%	82	4%	75	4%	363	4%
Latino	452	29%	708	37%	746	43%	788	42%	915	46%	3,609	40%
White	440	28%	447	24%	348	20%	350	19%	417	21%	2,002	22%
Other	67	4%	99	5%	91	5%	87	5%	99	5%	443	5%
Unreported	84	5%	51	3%	41	2%	47	3%	27	1%	250	3%
Total	1,565	100%	1,891	100%	1,719	100%	1,872	100%	1,987	100%	9,034	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	25	6%	22	5%	17	3%	23	3%	27	8%	114	5%
Asian/Pacific Islander	219	57%	234	52%	339	65%	387	57%	132	41%	1,311	55%
Filipino	3	1%	2	0%	2	0%	4	1%	3	1%	14	1%
Latino	80	21%	99	22%	86	16%	66	10%	55	17%	386	16%
White	41	11%	84	19%	67	13%	68	10%	89	28%	349	15%
Other	15	4%	7	2%	2	0%	3	0%	4	1%	31	1%
Unreported	3	1%	6	1%	10	2%	132	19%	10	3%	161	7%
Total	386	100%	454	100%	523	100%	683	100%	320	100%	2,366	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	162	10%	226	12%	192	9%	166	10%	167	11%	913	10%
American Indian	20	1%	12	1%	11	1%	6	0%	5	0%	54	1%
Asian/Pacific Islander	126	8%	137	7%	165	8%	101	6%	88	6%	617	7%
Filipino	53	3%	61	3%	65	3%	51	3%	42	3%	272	3%
Latino	457	29%	707	36%	850	41%	699	44%	685	45%	3,398	39%
White	590	38%	628	32%	637	31%	449	28%	419	28%	2,723	31%
Other	60	4%	108	6%	118	6%	96	6%	91	6%	473	5%
Unreported	103	7%	59	3%	46	2%	31	2%	17	1%	256	3%
Total	1,571	100%	1,938	100%	2,084	100%	1,599	100%	1,514	100%	8,706	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, 75% of the students in fall Basic Skills cohorts persisted to the subsequent spring term. Across the six cohorts examined, term persistence rates remained relatively flat. An average of 53% of the fall Basic Skills student cohorts persisted to the following fall, a slightly lower percentage than the average of 56% across all three colleges.

When annual persistence rates were disaggregated by gender, only slight differences emerged. On average, 55% of female Basic Skills students persisted to the following fall term, and 53% of male Basic Skills students persisted to the following fall term. Annual persistence rates increased for both groups (3% for female students and 2% for male students) over the past five cohorts.

Annual persistence rates varied by student ethnicity. On average, annual persistence rates were highest for Asian/Pacific Islander students (61%) and lowest for American Indian students (39%) and African American students (47%). Over the five cohorts examined, annual persistence rates increased for all student groups except White students and Asian/Pacific Islander students. Filipino students, Latino students, and students categorized as “Other” ethnicities saw the greatest increases in persistence rates.

Annual persistence rates also varied by age group, with the highest persistence rates, on average, observed for students under 18 years of age (68%) and students between 18 and 24 years of age (56%). Students ages 30 to 39 had, on average, the lowest annual persistence rate (44%). Over the five cohorts examined, students ages 40 to 49 saw the greatest increase in annual persistence, while students under 18 years of age saw the greatest decrease in annual persistence, followed by students ages 50 and over. It should be noted that the group of students under 18 years of age was particularly small; thus, figures for this group should be interpreted with caution.

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

Figure 11. Basic Skills Annual Persistence

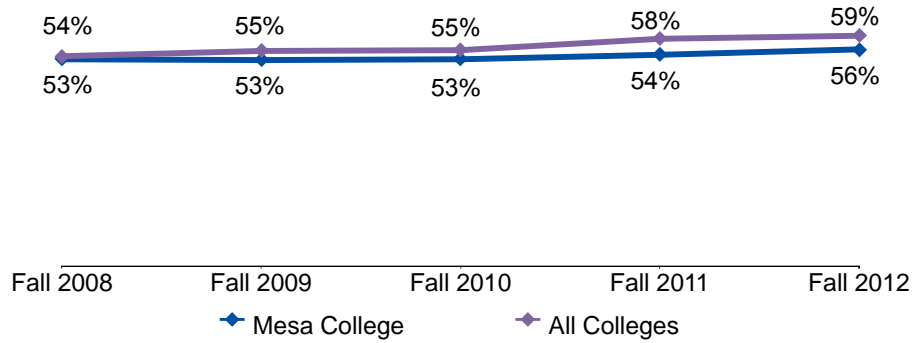


Table 21. Basic Skills Term and Annual Persistence

Cohort	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rates	Annual Persistence Counts	Annual Persistence Rates
Fall 2008	2,243	1,678	75%	1,192	53%
Fall 2009	2,238	1,668	75%	1,185	53%
Fall 2010	2,574	1,967	76%	1,369	53%
Fall 2011	2,602	1,977	76%	1,413	54%
Fall 2012	2,472	1,848	75%	1,373	56%
Fall 2013	2,709	2,023	75%	0	---
Total/Average	14,838	11,161	75%	6,532	53%

Source: SDCCD Information System

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

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

Figure 12. Basic Skills Annual Persistence by Gender

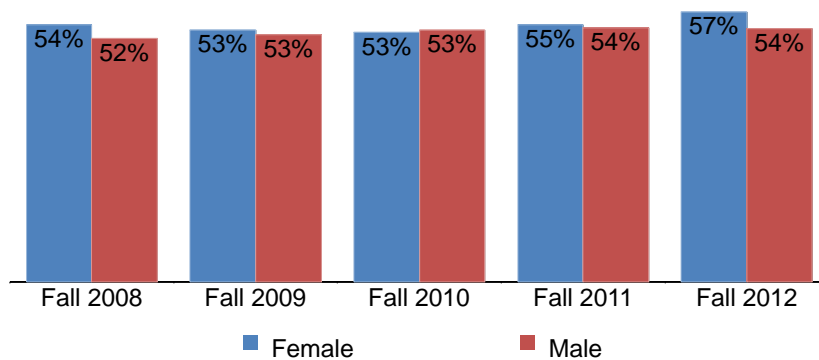


Table 22. Basic Skills Annual Persistence by Gender

Cohort	Female			Male		
	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates
Fall 2008	1,145	624	54%	1,098	568	52%
Fall 2009	1,140	609	53%	1,097	576	53%
Fall 2010	1,334	706	53%	1,240	663	53%
Fall 2011	1,379	753	55%	1,223	660	54%
Fall 2012	1,276	730	57%	1,196	643	54%
Total/Average	6,274	3,422	55%	5,854	3,110	53%

Source: SDCCD Information System

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

Figure 13. Basic Skills Annual Persistence by Ethnicity

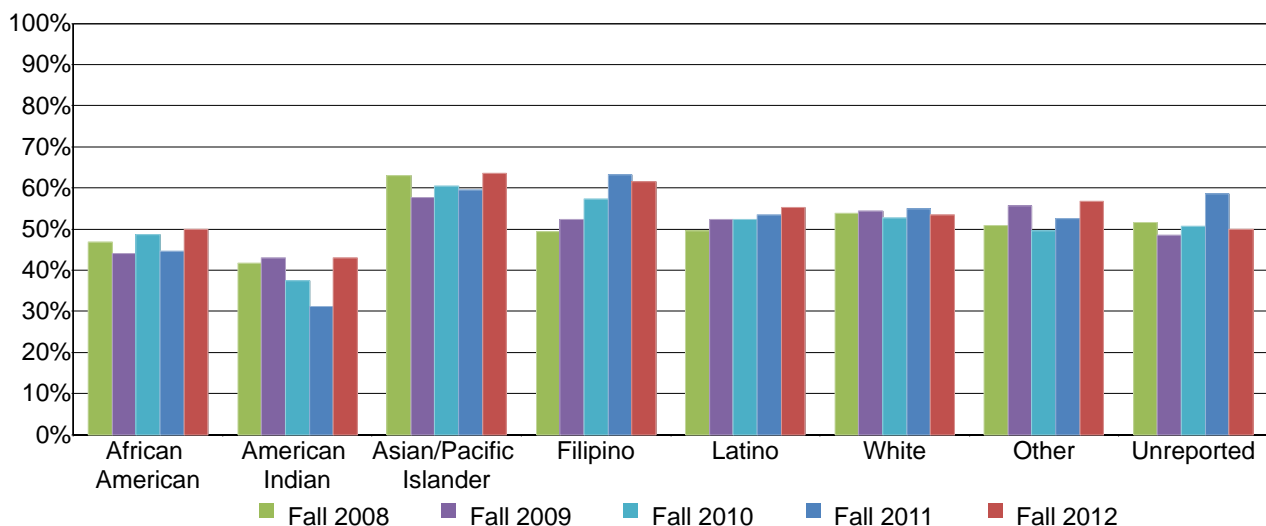


Table 23. Basic Skills Annual Persistence by Ethnicity

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	177	47%	12	42%	365	63%	77	49%
Fall 2009	195	44%	28	43%	370	58%	84	52%
Fall 2010	243	49%	8	38%	379	60%	68	57%
Fall 2011	204	45%	16	31%	375	59%	87	63%
Fall 2012	222	50%	7	43%	323	63%	83	61%
Total/Average	1,041	47%	71	39%	1,812	61%	399	57%

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	629	50%	765	54%	61	51%	157	52%
Fall 2009	587	52%	743	54%	97	56%	134	49%
Fall 2010	897	52%	787	53%	125	50%	67	51%
Fall 2011	985	54%	734	55%	143	52%	58	59%
Fall 2012	1,013	55%	660	53%	134	57%	30	50%
Total/Average	4,111	53%	3,689	54%	560	53%	446	51%

Source: SDCCD Information System

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

Figure 14. Basic Skills Annual Persistence by Age

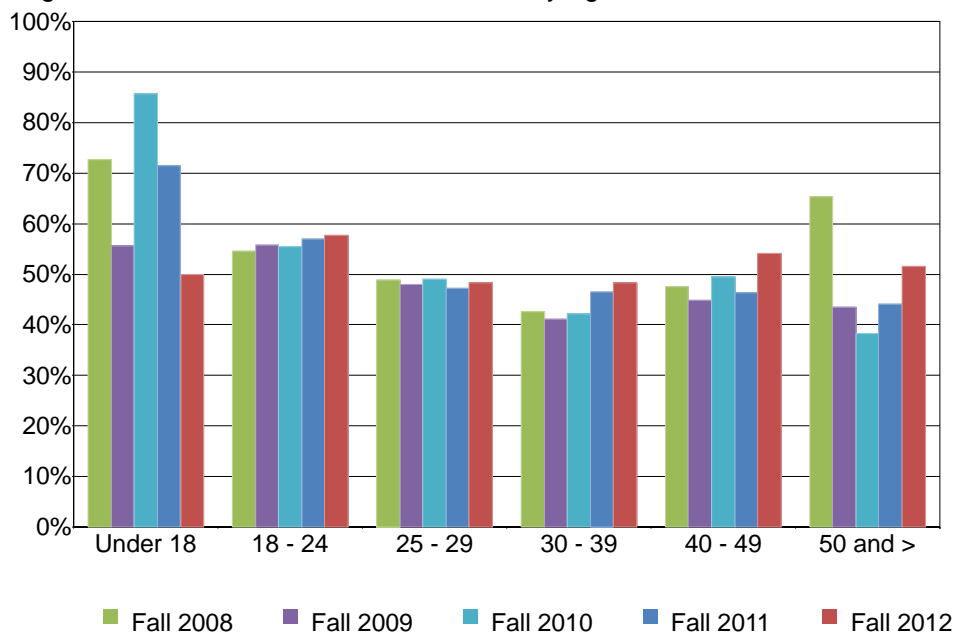


Table 24. Basic Skills Annual Persistence by Age

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	11	73%	1,743	55%	233	49%
Fall 2009	9	56%	1,630	56%	300	48%
Fall 2010	7	86%	1,889	55%	351	49%
Fall 2011	7	71%	1,898	57%	347	47%
Fall 2012	4	50%	1,843	58%	323	48%
Total/Average	38	68%	9,003	56%	1,554	48%

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	169	43%	61	48%	26	65%
Fall 2009	175	41%	78	45%	46	43%
Fall 2010	204	42%	89	49%	34	38%
Fall 2011	219	47%	97	46%	34	44%
Fall 2012	199	48%	72	54%	31	52%
Total/Average	966	44%	397	48%	171	47%

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 three of the five Basic Skills English courses (English 042, English 043, English 048) from Fall 2009 to Fall 2013. Retention rates also increased for English 042, English 047A, and English 048 from Spring 2010 to Spring 2014. Over the past five years Basic Skills English course retention rates were highest for Asian/Pacific Islander, Filipino, and White students (89% each), and lowest for American Indian students (83%). During the same time period, Filipino students saw the greatest increase in retention across the fall terms (13%), and American Indian students saw the greatest increase in retention across the spring terms (17%).

Success rates increased for all five Basic Skills English courses from Fall 2009 to Fall 2013. For English 042, English 047A, and English 048, success rates also increased from Spring 2010 to Spring 2014. Over the past five fall terms, on average, White students (74%), Filipino students (74%), and Asian/Pacific Islander students (73%) had the highest rates of success in Basic Skills English courses.

Across ESOL courses, success and retention patterns varied by term and course. In ESOL 019, retention rates decreased slightly from Fall 2009 to Fall 2013 and from Spring 2010 to Spring 2014. However, success rates increased in ESOL 019 from fall to fall and spring to spring. ESOL 020 retention rates increased slightly from Fall 2009 to Fall 2013 and Spring 2009 to Spring 2013. However, success rates decreased for ESOL 020 from fall to fall and spring to spring. For ESOL 021, retention rates decreased from Fall 2009 to Fall 2013 but increased slightly from Spring 2010 to Spring 2014. ESOL 021 success rates remained relatively flat from fall to fall and spring to spring. ESOL 022 retention decreased from Fall 2009 to Fall 2013 but increased from Spring 2010 to Spring 2014. ESOL 22 success rates decreased from fall to fall but increased from spring to spring.

From Fall 2009 to Fall 2013, ESOL 030 retention and success rates decreased, but from Spring 2010 to Spring 2014, ESOL 030 retention and success rates increased. In ESOL 031, retention rates decreased from Fall 2009 to Fall 2013 and from Spring 2010 to Spring 2014. ESOL 031 success rates decreased from fall to fall but increased from spring to spring. ESOL 032 retention and success rates increased from Fall 2009 to Fall 2013 and from Spring 2010 to Spring 2014.

In ESOL 040, retention and success rates decreased from Fall 2009 to Fall 2013 but increased from Spring 2010 to Spring 2014. On average, across all ESOL courses over the past five fall terms, Filipino students and students categorized as "Other" ethnicities had the highest retention rates (100% and 98%, respectively); over the past five spring terms, African American and Asian/Pacific Islander students had the highest retention rates (96% each). From Fall 2009 to Fall 2014, Filipino students (84%), Asian/Pacific Islander students (82%), and White students (82%) had the highest success rates in ESOL courses. From Spring 2010 to Spring 2014, Asian/Pacific Islander students (83%) and White students (82%) had the highest success rates in ESOL courses.

From Fall 2009 to Fall 2013, retention rates increased for Math 034A but remained relatively stable for Math 038 and Math 046. However, from Spring 2010 to Spring 2014, retention rates increased slightly for all three Basic Skills math courses. For Math 034A and Math 038, success rates increased from Fall 2009 to Fall 2013 and from Spring 2010 to Spring 2014; however, success rates decreased for Math 046 from fall to fall and spring to spring.

From Fall 2009 to Fall 2013 and from Spring 2010 to Spring 2014, Asian/Pacific Islander students had the highest rate of retention (88% in fall terms, and 85% in spring terms) in Basic Skills math courses. From Fall 2009 to Fall 2013, Asian/Pacific Islander students and White students had the highest rates of success in Basic Skills math (63% each), and from Spring 2010 to Spring 2014, White students had the highest rate of success in Basic Skills math (61%).

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

Figure 15. English Basic Skills Course Retention Rates

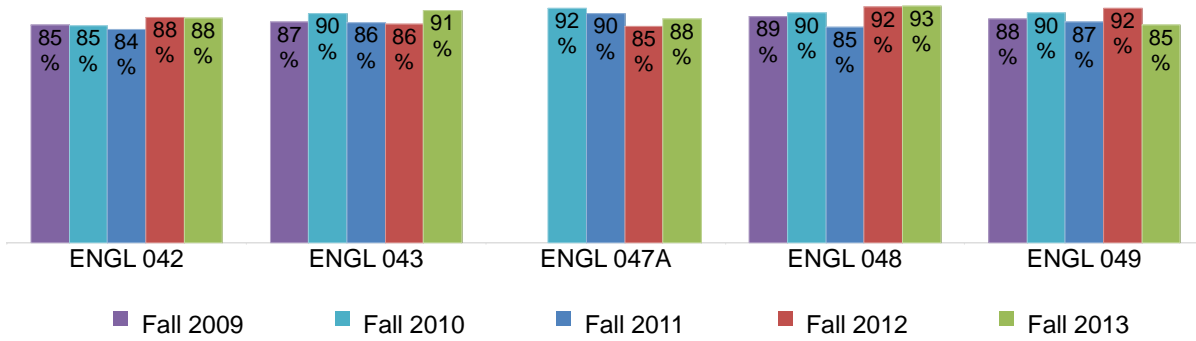


Figure 16. ESOL Writing Course Retention Rates

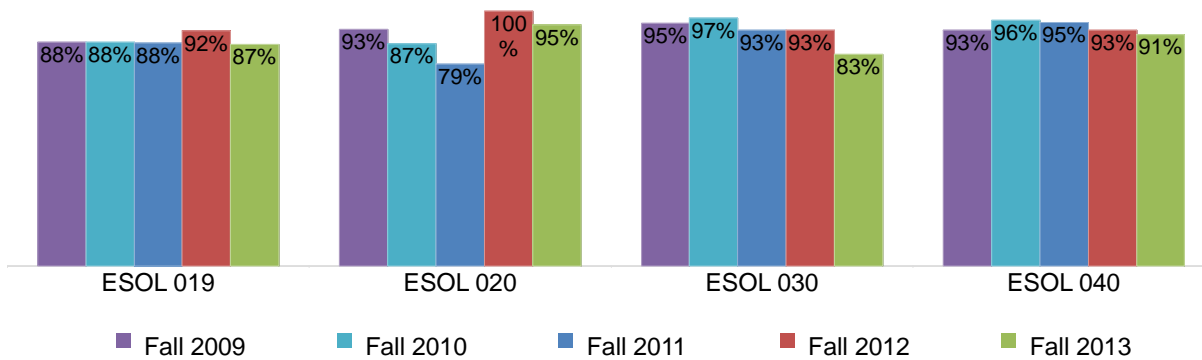


Figure 17. ESOL Reading Course Retention Rates

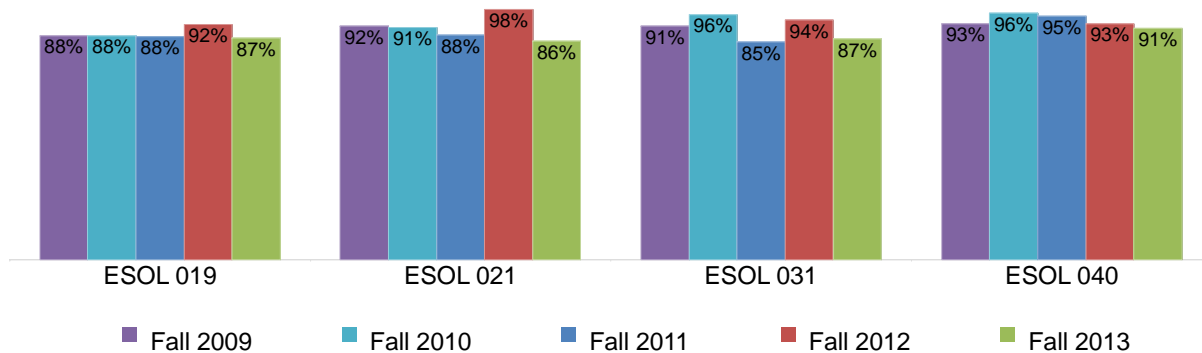


Figure 18. ESOL Listening/Speaking Course Retention Rates

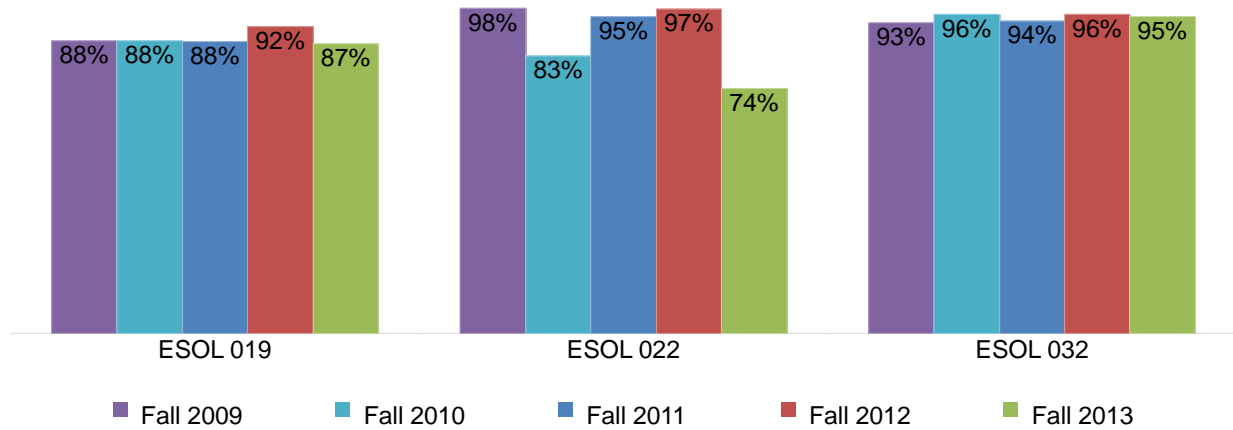
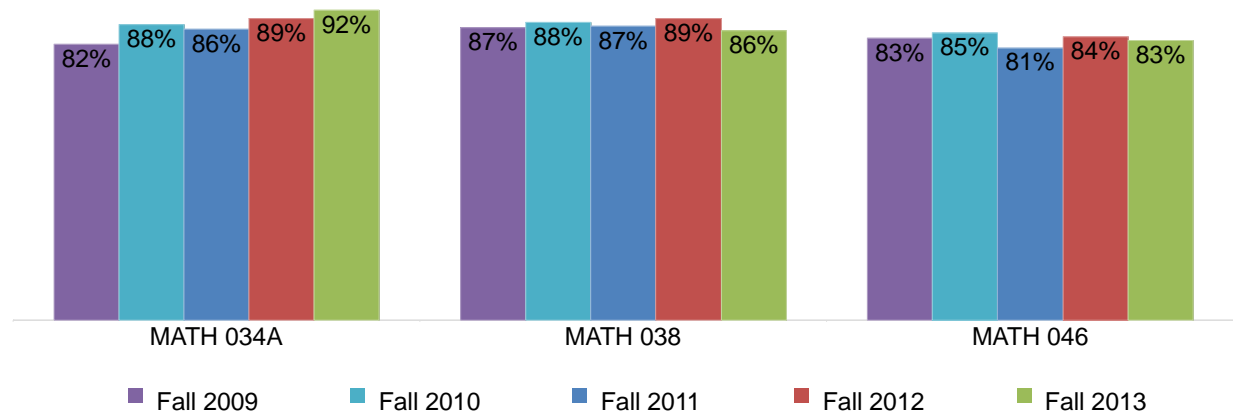


Figure 19. Math Basic Skills Course Retention Rates



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

Figure 20. English Basic Skills Course Retention Rates

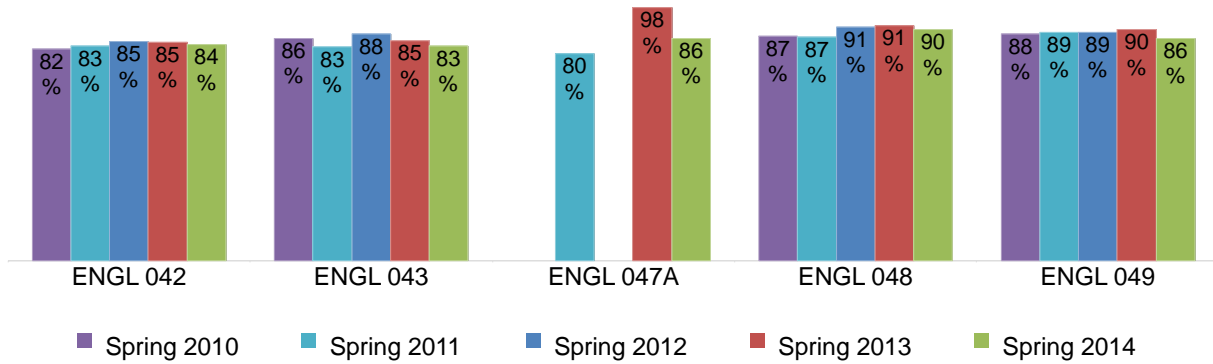


Figure 21. ESOL Writing Course Retention Rates

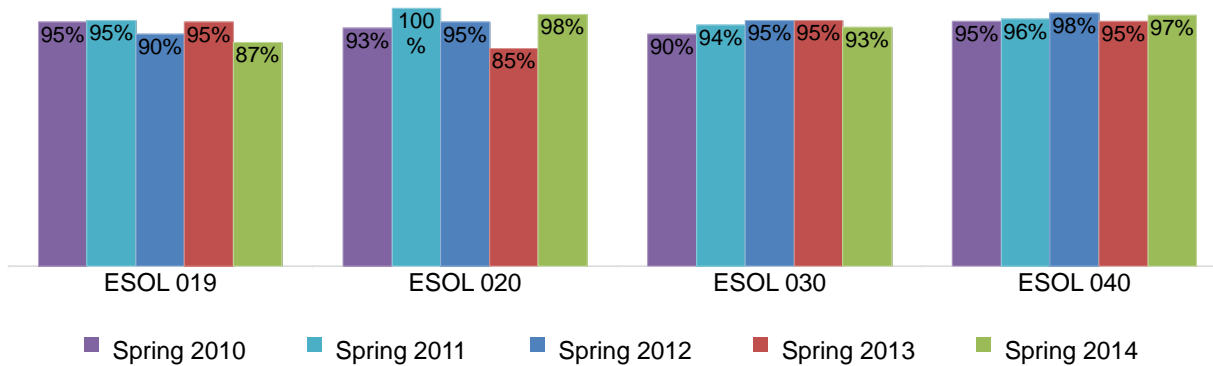


Figure 22. ESOL Reading Course Retention Rates

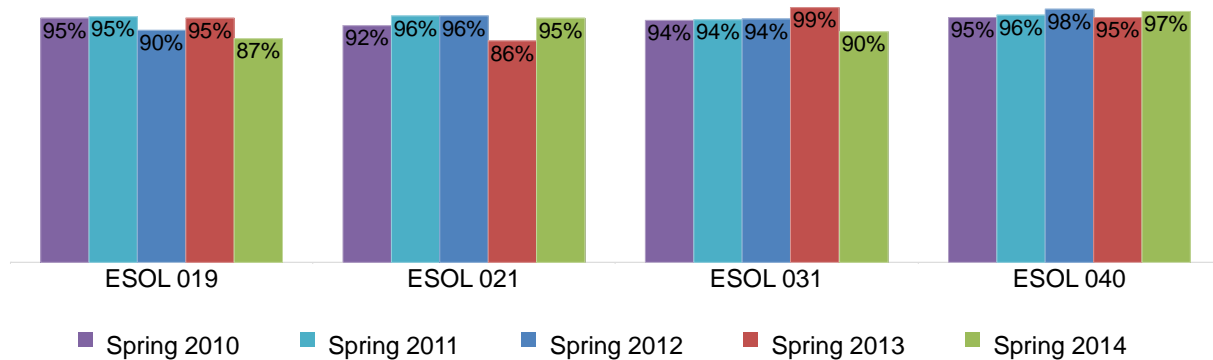


Figure 23. ESOL Listening/Speaking Course Retention Rates

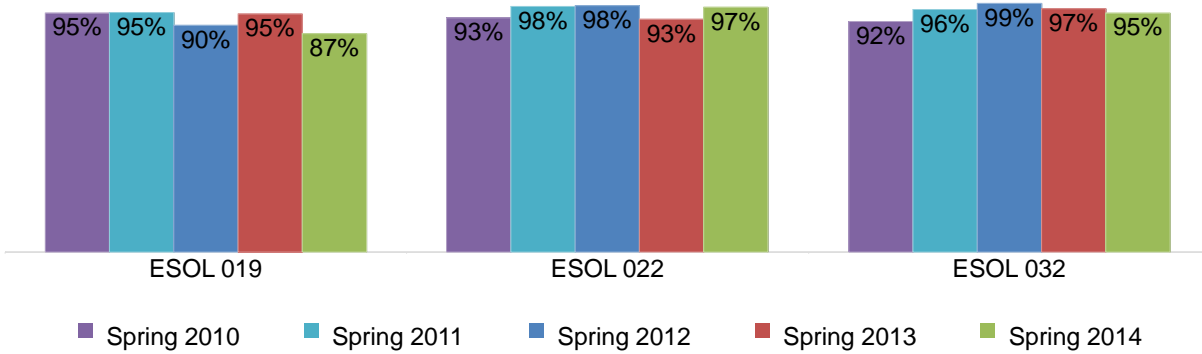
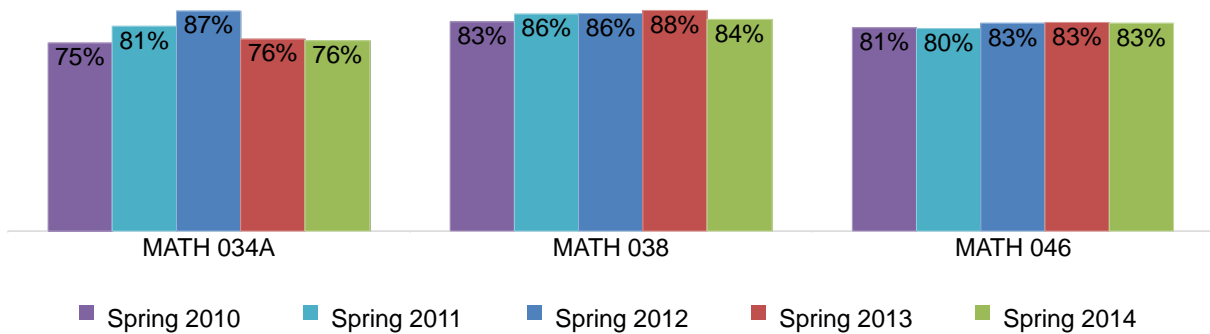


Figure 24. Math Basic Skills Course Retention Rates



Mesa 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	84%	87%	85%	89%	89%	87%
American Indian	75%	80%	86%	80%	86%	80%
Asian/Pac. Islander	88%	87%	86%	90%	84%	87%
Filipino	81%	83%	89%	93%	94%	88%
Latino	89%	91%	88%	91%	88%	89%
White	89%	91%	83%	90%	90%	89%
Other	90%	91%	84%	89%	91%	89%
Unreported	82%	91%	76%	73%	75%	82%
Total	88%	90%	86%	90%	88%	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	76%	75%	73%	97%	79%	81%
Asian/Pac. Islander	93%	94%	90%	98%	83%	92%
Filipino	100%	100%	100%	100%	100%	100%
Latino	97%	92%	89%	88%	92%	92%
White	89%	92%	92%	94%	93%	92%
Other	100%	92%	100%	100%	100%	98%
Unreported	50%	0%	100%	83%	100%	83%
Total	93%	92%	90%	95%	87%	91%

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	86%	85%	79%	89%	79%	83%
American Indian	92%	63%	87%	83%	82%	85%
Asian/Pac. Islander	88%	86%	91%	87%	85%	88%
Filipino	82%	78%	84%	82%	83%	82%
Latino	85%	87%	83%	85%	85%	85%
White	83%	88%	83%	88%	85%	85%
Other	84%	82%	83%	88%	83%	84%
Unreported	83%	79%	83%	67%	85%	81%
Total	84%	86%	83%	86%	84%	85%

Source: SDCCD Information System

Mesa 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	85%	82%	89%	81%	79%	83%
American Indian	83%	79%	100%	100%	100%	87%
Asian/Pac. Islander	89%	91%	94%	94%	89%	91%
Filipino	90%	87%	91%	89%	92%	90%
Latino	84%	85%	87%	88%	86%	86%
White	89%	87%	88%	91%	88%	88%
Other	88%	85%	89%	86%	87%	87%
Unreported	86%	92%	88%	100%	85%	90%
Total	87%	86%	89%	89%	86%	88%

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	100%	95%	88%	96%	96%	96%
Asian/Pac. Islander	95%	94%	97%	96%	94%	96%
Filipino	33%	100%	100%	100%	100%	86%
Latino	89%	99%	95%	94%	93%	94%
White	90%	95%	93%	91%	93%	93%
Other	93%	86%	100%	100%	100%	94%
Unreported	100%	100%	100%	99%	90%	99%
Total	93%	96%	96%	96%	94%	95%

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	81%	81%	81%	82%	80%	81%
American Indian	80%	83%	82%	83%	100%	83%
Asian/Pac. Islander	82%	85%	86%	87%	85%	85%
Filipino	74%	79%	88%	84%	81%	81%
Latino	80%	84%	84%	84%	83%	83%
White	84%	82%	86%	86%	84%	84%
Other	75%	77%	86%	93%	79%	82%
Unreported	79%	78%	70%	71%	82%	76%
Total	81%	83%	84%	85%	83%	83%

Source: SDCCD Information System

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

Figure 25. English Basic Skills Course Success Rates

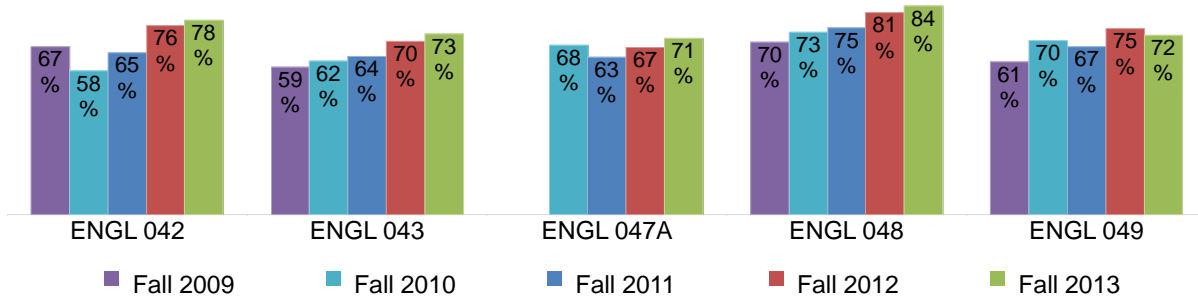


Figure 26. ESOL Writing Course Success Rates

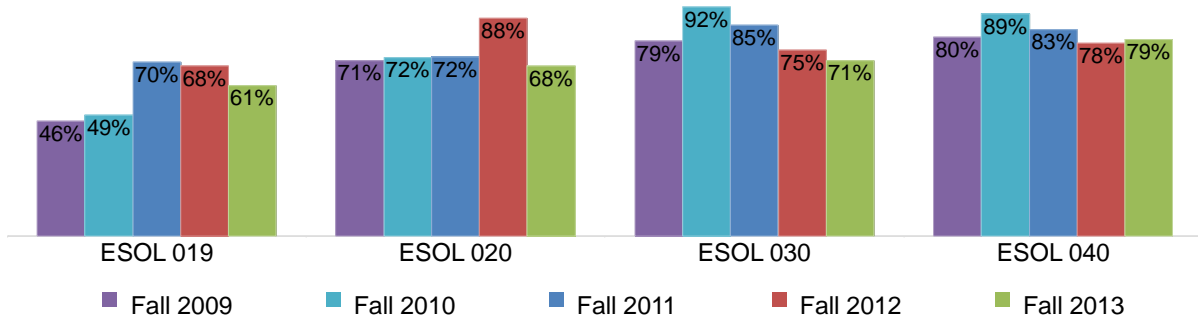


Figure 27. ESOL Reading Course Success Rates

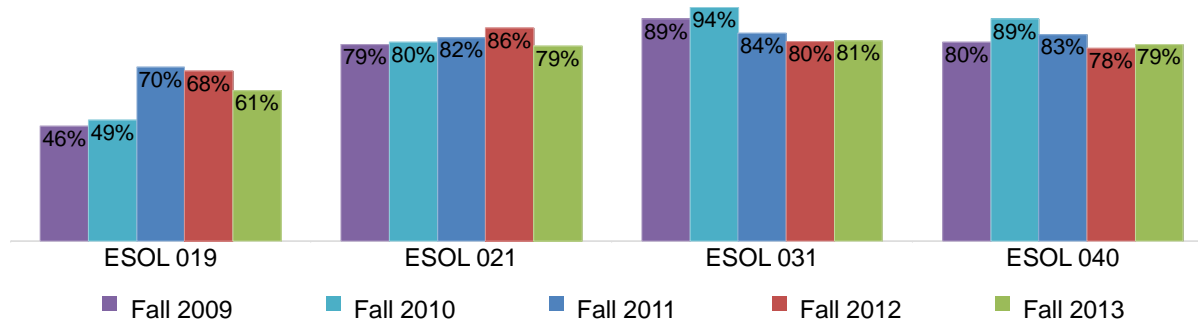


Figure 28. ESOL Listening/Speaking Course Success Rates

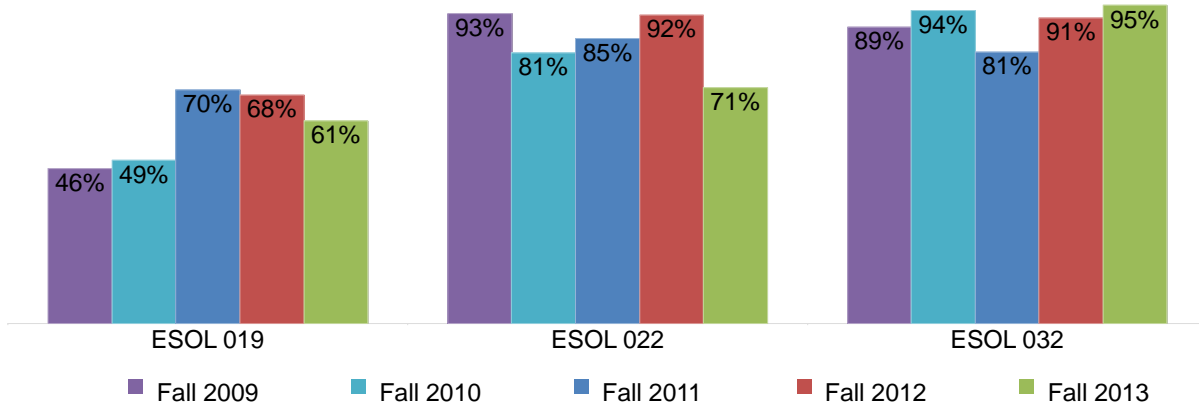
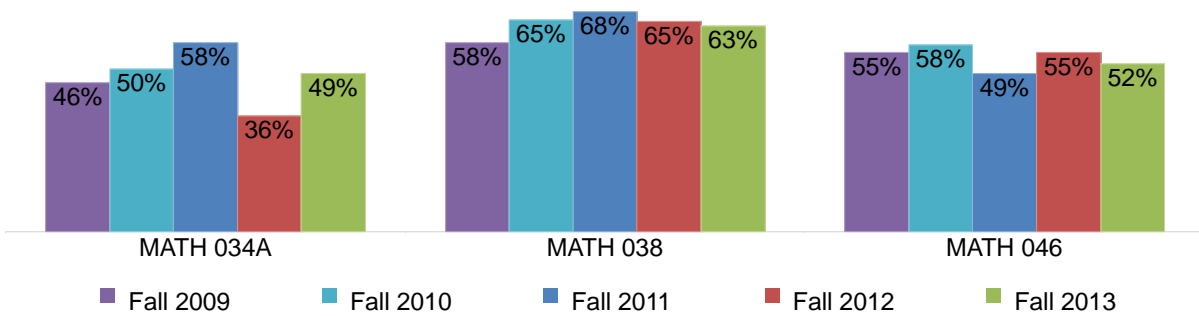


Figure 29. Math Basic Skills Course Success Rates



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

Figure 30. English Basic Skills Course Success Rates

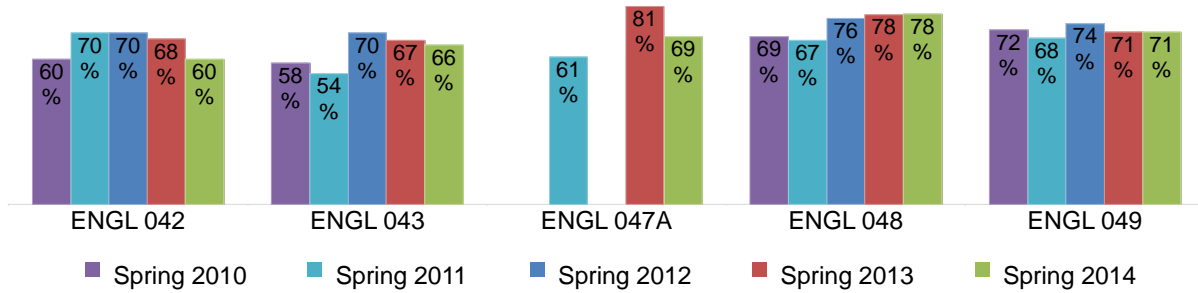


Figure 31. ESOL Writing Course Success Rates

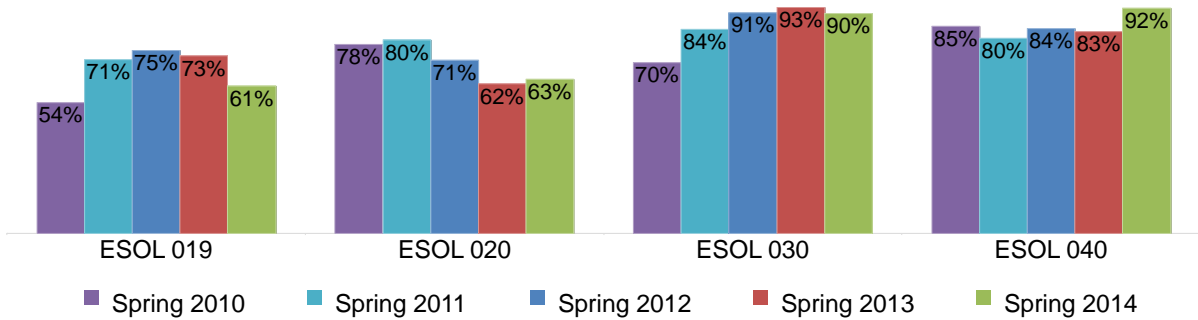


Figure 32. ESOL Reading Course Success Rates

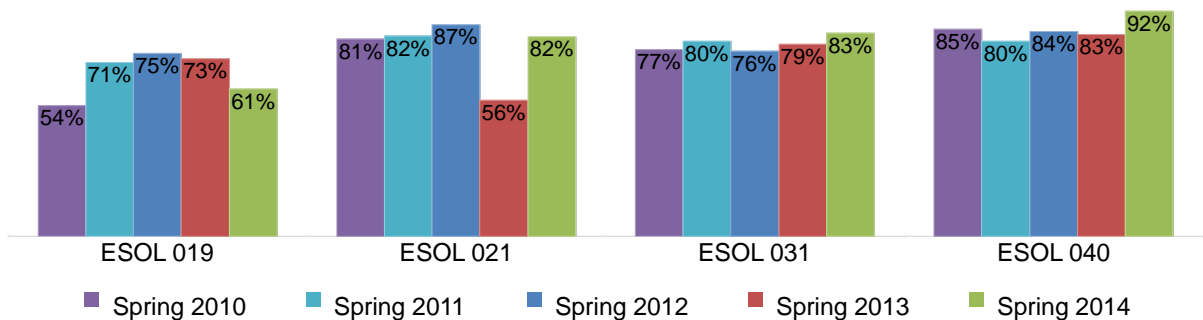


Figure 33. ESOL Listening/Speaking Course Success Rates

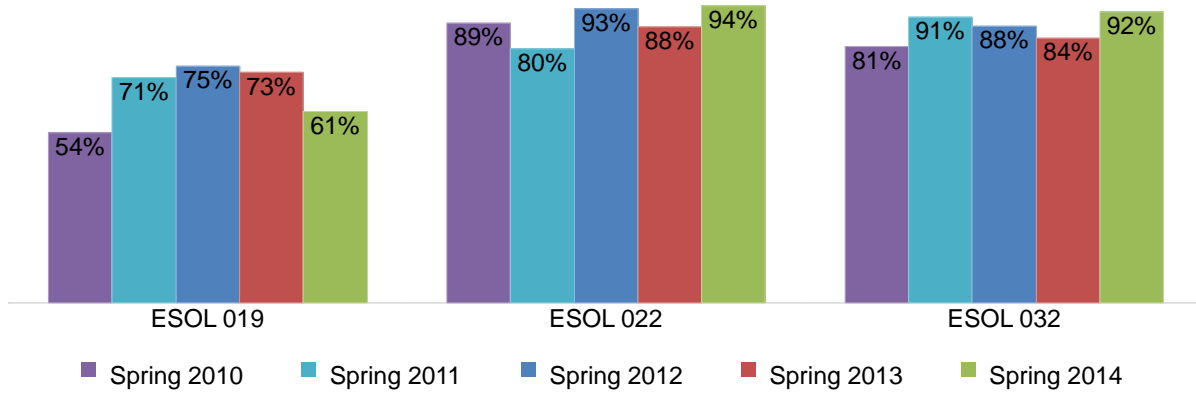
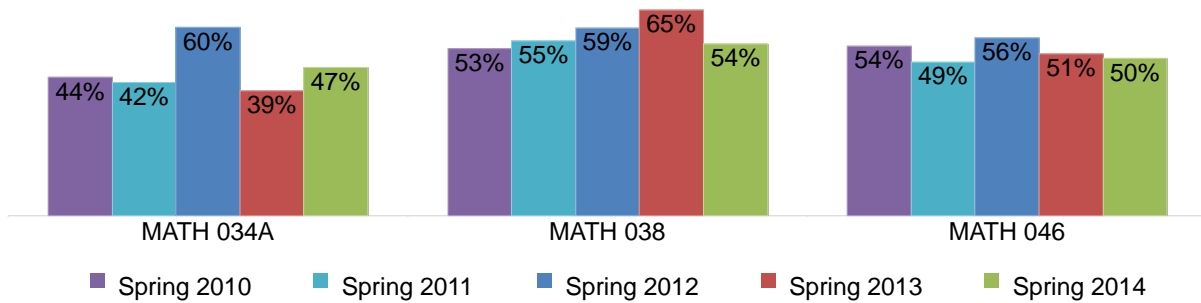


Figure 34. Math Basic Skills Course Success Rates



Mesa 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	58%	60%	61%	70%	74%	65%
American Indian	55%	60%	71%	60%	86%	64%
Asian/Pac. Islander	67%	71%	72%	77%	78%	73%
Filipino	68%	62%	76%	75%	85%	74%
Latino	59%	65%	67%	75%	71%	68%
White	69%	74%	69%	78%	83%	74%
Other	67%	65%	73%	72%	74%	71%
Unreported	63%	72%	55%	53%	75%	65%

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	71%	60%	50%	83%	63%	66%
Asian/Pac. Islander	80%	83%	82%	86%	75%	82%
Filipino	100%	100%	88%	50%	75%	84%
Latino	83%	83%	77%	75%	79%	80%
White	73%	89%	85%	81%	79%	82%
Other	78%	67%	100%	50%	67%	77%
Unreported	25%	0%	100%	50%	100%	67%

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	40%	44%	43%	45%	48%	44%
American Indian	58%	38%	53%	50%	73%	56%
Asian/Pac. Islander	55%	66%	68%	64%	62%	63%
Filipino	58%	57%	64%	57%	55%	58%
Latino	54%	56%	53%	57%	54%	55%
White	60%	67%	59%	65%	63%	63%
Other	56%	57%	60%	60%	53%	57%
Unreported	57%	60%	58%	37%	48%	54%

Source: SDCCD Information System

Mesa 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	58%	51%	67%	58%	58%	58%
American Indian	58%	71%	100%	100%	71%	72%
Asian/Pac. Islander	67%	69%	77%	76%	80%	74%
Filipino	74%	70%	79%	74%	79%	75%
Latino	62%	62%	70%	71%	68%	67%
White	75%	73%	78%	78%	75%	76%
Other	66%	65%	74%	61%	63%	65%
Unreported	67%	69%	76%	66%	74%	69%

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	92%	73%	76%	83%	70%	79%
Asian/Pac. Islander	80%	81%	84%	85%	87%	83%
Filipino	0%	0%	100%	25%	100%	43%
Latino	73%	83%	81%	67%	76%	77%
White	68%	87%	85%	85%	80%	82%
Other	73%	71%	100%	0%	100%	71%
Unreported	67%	50%	80%	66%	90%	68%

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	43%	35%	51%	48%	40%	43%
American Indian	45%	50%	64%	50%	100%	56%
Asian/Pac. Islander	55%	50%	61%	60%	55%	56%
Filipino	51%	49%	69%	51%	45%	54%
Latino	45%	49%	55%	53%	50%	51%
White	62%	59%	61%	63%	60%	61%
Other	47%	38%	64%	69%	44%	53%
Unreported	52%	54%	52%	52%	53%	53%

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 transfer-level English course (English 101 or English 105) were examined for students who successfully completed the Basic Skills English 048/049 series. On average, over four in five cohort students (85%) subsequently enrolled in a transfer-level course within two years of completing the Basic Skills English course. Of those who subsequently enrolled in a transfer-level English course, the vast majority successfully completed the course (84%).

Gender & Ethnicity

To examine basic skills English progression through an equity lens, data were disaggregated by gender and ethnicity. The results of the analysis revealed that female and male students had comparable subsequent enrollment rates (84% compared to 86%), as well as comparable subsequent success rates (83% compared to 84%). Based on the 80% Rule, there was not evidence of disproportionate impact in subsequent enrollment or success by gender.

When subsequent enrollment and success data were disaggregated by ethnicity, American Indian students, on average, had the lowest subsequent enrollment rate (75%) and subsequent success rate (67%) in English 101/105. Filipino students had, on average, the highest rates of subsequent enrollment (93%) and success (96%). Based on the 80% Rule, there was evidence of disproportionate impact for American Indian students; however, given that this group of students was particularly small, the data should be interpreted with caution.

ESOL

Overall

In order to assess ESL student progression through transfer-level English, students who completed ESOL 040 and English 048/English 049 were tracked for subsequent enrollment and completion of English 101 or English 105. On average, just 42% of cohort students subsequently enrolled in a transfer-level course within nine terms of completing the ESOL 040 course. Of those who subsequently enrolled in a transfer-level English course, the overwhelming majority (93%) successfully completed the course.

Gender & Ethnicity

To examine ESL student progression through an equity lens, subsequent enrollment and success were disaggregated by student gender and ethnicity. The results of the analysis revealed that female and male students had similar rates of subsequent enrollment in transfer-level English (41% compared to 43%). However, female students had somewhat higher rates of success in transfer-level English (96% compared to 88%). Still, using the 80% Rule, there was not evidence of disproportionate impact by gender.

When subsequent enrollment was disaggregated by ethnicity, White students had the highest rates of subsequent enrollment in transfer-level English (53%). Filipino students and students categorized as "Other" ethnicities had the lowest rates of subsequent enrollment in transfer-level English (33% and 22%, respectively). Based on the 80% Rule, there was evidence of disproportionate impact in

subsequent enrollment for Filipino students and students categorized as “Other” ethnicities. It should be noted that these two groups were particularly small, and the outcomes for these students should be interpreted with caution. When subsequent success in transfer-level English was disaggregated by ethnicity, Filipino students and students categorized as “Other” ethnicities had the highest rates of subsequent success (100% each), while Latino students had the lowest rate of subsequent success (88%). Even so, using the 80% Rule, there was not evidence of disproportionate impact in subsequent success by ethnicity. It should be noted that the Filipino student group and the group of students categorized as “Other” ethnicities were particularly small; thus figures for these groups should be interpreted with caution.

Math

Overall

To measure student progression from Basic Skills math to college-level math, subsequent enrollment and success in a college-level math course (Math 092 or Math 096) were examined for students who successfully completed an elementary algebra class (Math 046). On average, over three in four students in these cohorts (77%) subsequently enrolled in a college-level math course within two years of completing the Basic Skills math course. Of those who subsequently enrolled in a college-level math course, the majority successfully completed the course (71%).

Gender & Ethnicity

To examine Basic Skills math student progression to college-level math through an equity lens, subsequent course enrollment and success were disaggregated by gender and ethnicity. Male students had slightly higher subsequent enrollment rates than female students (79% compared to 76%), but female students had higher subsequent success rates than male students (73% compared to 68%). Even so, using the 80% Rule, there was not evidence of disproportionate impact in subsequent enrollment or success by gender.

When subsequent enrollment was disaggregated by ethnicity, the results revealed that students categorized as “Other” ethnicities had the highest rates of subsequent enrollment in college-level math (80%). Filipino students and African American students had the lowest rates of subsequent enrollment in college-level math (72% and 74%, respectively). In terms of subsequent success, Asian/Pacific Islander students and Filipino students had the highest rates of subsequent success (77% each), while students categorized as “Other” ethnicities had the lowest rate of subsequent success (63%). Still, using the 80% Rule, there was not evidence of disproportionate impact for subsequent enrollment or success by ethnicity.

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	158	128	81%	104	81%	63%
Fall 2008	187	161	86%	132	82%	63%
Fall 2009	142	125	88%	108	86%	67%
Fall 2010	197	161	82%	140	87%	64%
Fall 2011	162	140	86%	115	82%	65%
Total/Average	846	715	85%	599	84%	64%

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	465	389	84%	324	83%	68%
Male	381	326	86%	275	84%	61%
Unreported	0	0	---	0	---	---
Total/Average	846	715	85%	599	84%	64%

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	82	70	85%	55	79%	51%
American Indian	4	3	75%	2	67%	71%
Asian/Pacific Islander	194	163	84%	145	89%	68%
Filipino	27	25	93%	24	96%	65%
Latino	246	213	87%	164	77%	59%
White	229	188	82%	165	88%	67%
Other	33	28	85%	24	86%	62%
Unreported	31	25	81%	20	80%	66%
Total/Average	846	715	85%	599	84%	64%

Source: SDCCD Information System

Note. The percentage of cohort students that repeat English 101 or 105 before successfully completing is 8% and 3% 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	79%	82%
American Indian	67%	70%
Asian/Pacific Islander	89%	93%
Filipino	96%	100%
Latino	77%	80%
White	88%	92%
Other	86%	90%
Unreported	80%	83%

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	51	21	41%	21	100%	67%
Fall 2007	38	18	47%	17	94%	63%
Fall 2008	31	12	39%	10	83%	63%
Fall 2009	32	14	44%	12	86%	67%
Fall 2010	51	20	39%	19	95%	64%
Total/Average	203	85	42%	79	93%	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	128	53	41%	51	96%	69%
Male	75	32	43%	28	88%	61%
Unreported	0	0	---	0	---	---
Total/Average	203	85	42%	79	93%	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	9	0	---	0	---	56%
American Indian	0	0	---	0	---	63%
Asian/Pacific Islander	109	45	41%	43	96%	66%
Filipino	3	1	33%	1	100%	61%
Latino	52	26	50%	23	88%	59%
White	19	10	53%	9	90%	68%
Other	9	2	22%	2	100%	64%
Unreported	2	1	50%	1	100%	65%
Total/Average	203	85	42%	79	93%	65%

Source: SDCCD Information System

Note. The percentage of cohort students that repeat English 101 or 105 before successfully completing is 11% and 0% respectively.

Table 45. Subsequent Successful Course Completion Rate by Gender

Gender	ESOL 40 to ENGL 101/105	80-Percent Index
	Subsequent Successful Course Completion Rate	
Female	96%	100%
Male	88%	92%
Unreported	---	---

Source: SDCCD Information System

Table 46. Subsequent Successful Course Completion Rate by Ethnicity

Ethnicity	ESOL 40 to ENGL 101/105	80-Percent Index
	Subsequent Successful Course Completion Rate	
African American	---	---
American Indian	---	---
Asian/Pacific Islander	96%	96%
Filipino	100%	100%
Latino	88%	88%
White	90%	90%
Other	100%	100%
Unreported	100%	100%

Source: SDCCD Information System

Math

Table 47. Subsequent Enrollment and Success of Math 046 Students

	MATH 046	MATH 092/096				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
Fall 2007	494	375	76%	267	71%	51%
Fall 2008	550	399	73%	281	70%	49%
Fall 2009	583	468	80%	320	68%	52%
Fall 2010	624	485	78%	355	73%	56%
Fall 2011	548	435	79%	308	71%	56%
Total/Average	2,799	2,162	77%	1,531	71%	53%

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

	MATH 046	MATH 092/096				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
Female	1,405	1,063	76%	780	73%	57%
Male	1,394	1,099	79%	751	68%	50%
Unreported	0	0	---	0	---	---
Total/Average	2,799	2,162	77%	1,531	71%	53%

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

	MATH 046	MATH 092/096				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
African American	151	111	74%	74	67%	32%
American Indian	21	16	76%	11	69%	67%
Asian/Pacific Islander	260	197	76%	152	77%	59%
Filipino	103	74	72%	57	77%	53%
Latino	730	579	79%	392	68%	50%
White	1,241	956	77%	693	72%	56%
Other	127	102	80%	64	63%	48%
Unreported	166	127	77%	88	69%	57%
Total/Average	2,799	2,162	77%	1,531	71%	53%

Source: SDCCD Information System

Note. The percentage of cohort students that repeated Math 096 before successfully completing the course is 0% and 12% respectively.

Table 50. Subsequent Successful Course Completion Rate by Gender

Gender	MATH 046 to MATH 092/096	80-Percent Index
	Subsequent Successful Course Completion Rate	
Female	73%	100%
Male	68%	93%
Unreported	---	---

Source: SDCCD Information System

Table 51. Subsequent Successful Course Completion Rate by Ethnicity

Ethnicity	MATH 046 to MATH 092/096	80-Percent Index
	Subsequent Successful Course Completion Rate	
African American	67%	87%
American Indian	69%	90%
Asian/Pacific Islander	77%	100%
Filipino	77%	100%
Latino	68%	88%
White	72%	94%
Other	63%	82%
Unreported	69%	90%

Source: SDCCD Information System