

# **Basic Skills Report 2008 - 2014**

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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 Skills<sup>1</sup> → ENGL 042, 043, 047A, 048, or 049
- Transfer Level → ENGL 101 or 105

### ESOL PLACEMENT LEVELS

- First Level → ESOL 019
- Second Level → ESOL 020-series sequence
- Third Level → ESOL 030-series sequence
- Fourth Level → ESOL 040

### MATH PLACEMENT LEVELS

- Basic Skills<sup>2</sup> → MATH 034A, 038, 046, 047A
- Associate Level → MATH 084, 085, 092, 096, 098
- Transfer Level → MATH 104, 107, 116, 118, 119, 181, 210A

*Note 1. ENGL 048 and 049 (previously ENGL 056 and 051) were designated Basic Skills courses, effective Fall 2008.*

*Note 2. MATH 046 (previously MATH 095) was designated a Basic Skills course, effective Fall 2009.*

# Placement of First-Time Students

## Part I: Placement of First-Time Students

This section of the report looks at the placement levels of first-time to college students who applied to the SDCCD during the three most recent years for which data are available: 2011/12 to 2013/14. It is possible that a student can apply and take the placement test, but not register for classes. The placement information, therefore, may differ from enrollment information. Note that the English and math placement sequences may change from year to year; therefore, data are represented by current placement level categories. Additionally, students are categorized as ‘tested’ or ‘not tested’ based on the parameters described below. Placement levels by subject are shown both graphically (see Figures 1 through 4) and in tabular form (see Tables 1 through 4) for reading, writing, ESOL, and math.

### TERMS AND DEFINITIONS:

**First-Time Students:** Defined in this report as any first-time student that applied to an SDCCD college. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and high school students.

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

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

## Summary of Findings

On average, 33% of incoming students who took the reading placement test placed into a Basic Skills level English course, and another 10% placed into levels below Basic Skills. This trend has remained stable, with 392 placing into Basic Skills English in 2011/12 to 391 in 2013/14. The number of incoming students who placed into Transfer/Associate level English Basic Skills accounts for more than half of those who took a reading placement test (57%, on average) and showed an increasing trend of 7%, from 613 in 2011/12 to 657 in 2013/14.

A majority of incoming students who took the writing placement test (61% on average) placed into a Basic Skills level English course, and another 10% placed into levels below Basic Skills. This trend has remained stable, with 694 placing into Basic Skills English in 2011/12 to 701 in 2013/14. The number of incoming students who placed into Transfer/Associate level English Basic Skills accounts for 30% of those who took a writing placement test and showed an increase of 12%, from 310 in 2011/12 to 347 in 2013/14.

More than half of the incoming students who took the ESOL placement test placed into the first level, Level 19 (57% on average), while a relatively small percentage (5%) placed into the highest level, Level 40. The number of students who took the ESOL test and placed into Level 30 decreased by 50%, from 34 in 2011/12 to 17 in 2013/14.

On average, 55% of incoming students who took the math placement test placed into a Basic Skills level math course. This trend has decreased by 6%, with 658 placing into Basic Skills in 2011/12 to 617 in 2013/14. The number of incoming students who placed into Transfer/Associate level math Basic Skills accounts for a total of 45% of those who took a math placement test.

A relatively large percentage of incoming students did not take the English reading or writing placement test, nor the math placement test. Furthermore, an even larger percentage of incoming students did not take the ESOL placement exam. On average, 38% did not take the English reading, writing, or math placement tests, and 95% did not take the ESOL placement test. For English (writing & reading), math, and ESOL non-placements takers, the trends have increased over the three years being reported (4% for English reading and writing, 6% for math, and ESOL).



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

Figure 1. Reading Placement Trends of First-Time Students

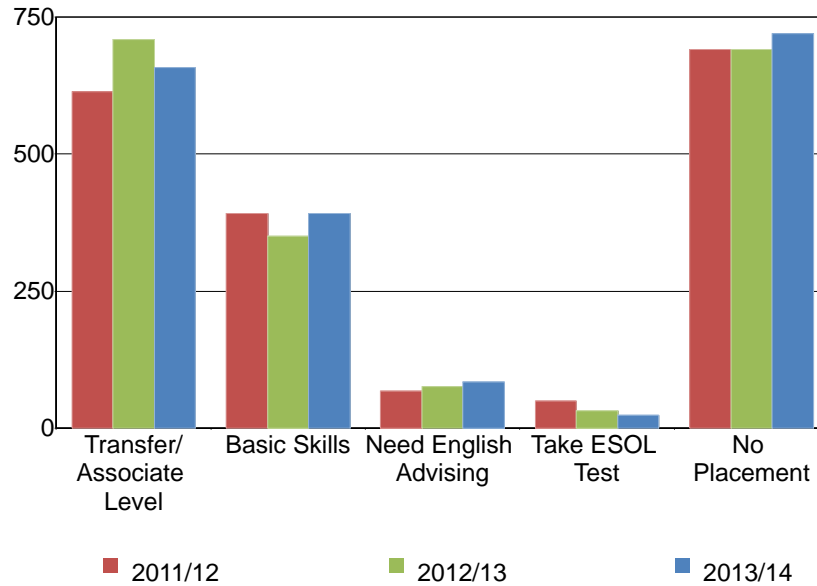
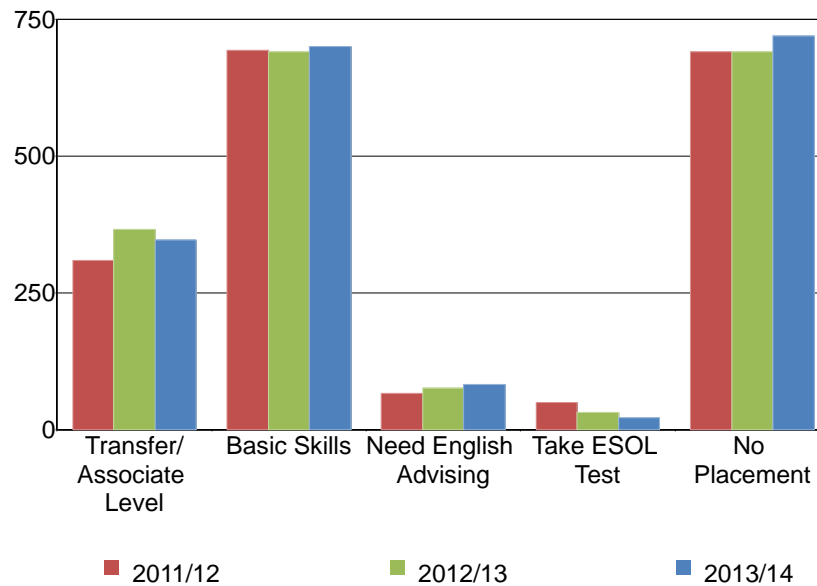


Figure 2. Writing Placement Trends of First-Time Students



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

Figure 3. ESOL Placement Trends of First-Time Students

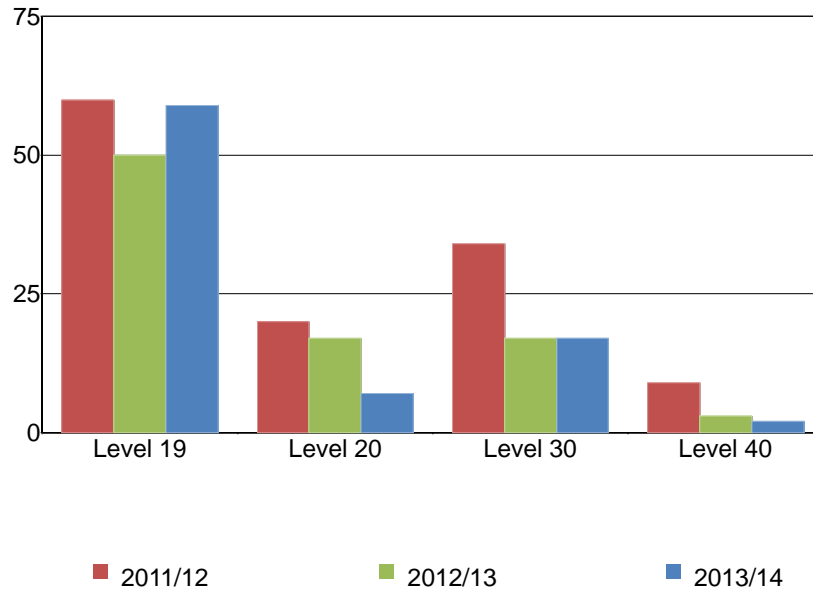
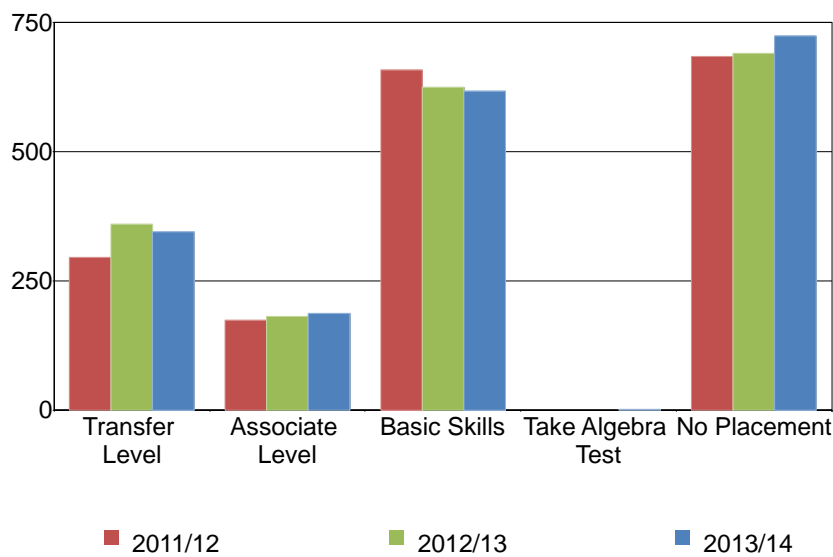


Figure 4. Math Placement Trends of First-Time Students



Miramar 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	1,122	62%	1,166	63%	1,155	62%	3,443	62%	3%
	Not Tested	690	38%	691	37%	720	38%	2,101	38%	4%
	<b>Total Students</b>	<b>1,812</b>	<b>100%</b>	<b>1,857</b>	<b>100%</b>	<b>1,875</b>	<b>100%</b>	<b>5,544</b>	<b>100%</b>	<b>3%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	613	55%	708	61%	657	57%	1,978	57%	7%
	Basic Skills	392	35%	350	30%	391	34%	1,133	33%	-0%
	Need English Advising	67	6%	76	7%	84	7%	227	7%	25%
	Take ESOL Test	50	4%	32	3%	23	2%	105	3%	-54%
	<b>Total Tested</b>	<b>1,122</b>	<b>100%</b>	<b>1,166</b>	<b>100%</b>	<b>1,155</b>	<b>100%</b>	<b>3,443</b>	<b>100%</b>	<b>3%</b>

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	1,121	62%	1,166	63%	1,155	62%	3,442	62%	3%
	Not Tested	691	38%	691	37%	720	38%	2,102	38%	4%
	<b>Total Students</b>	<b>1,812</b>	<b>100%</b>	<b>1,857</b>	<b>100%</b>	<b>1,875</b>	<b>100%</b>	<b>5,544</b>	<b>100%</b>	<b>3%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	310	28%	367	31%	347	30%	1,024	30%	12%
	Basic Skills	694	62%	691	59%	701	61%	2,086	61%	1%
	Need English Advising	67	6%	76	7%	84	7%	227	7%	25%
	Take ESOL Test	50	4%	32	3%	23	2%	105	3%	-54%
	<b>Total Tested</b>	<b>1,121</b>	<b>100%</b>	<b>1,166</b>	<b>100%</b>	<b>1,155</b>	<b>100%</b>	<b>3,442</b>	<b>100%</b>	<b>3%</b>

Source: SDCCD Information System

Miramar 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	123	7%	87	5%	85	5%	295	5%	-31%
	Not Tested	1,689	93%	1,770	95%	1,790	95%	5,249	95%	6%
	<b>Total Students</b>	<b>1,812</b>	<b>100%</b>	<b>1,857</b>	<b>100%</b>	<b>1,875</b>	<b>100%</b>	<b>5,544</b>	<b>100%</b>	<b>3%</b>
Distribution of Students who Took a Test	Level 40	9	7%	3	3%	2	2%	14	5%	-78%
	Level 30	34	28%	17	20%	17	20%	68	23%	-50%
	Level 20	20	16%	17	20%	7	8%	44	15%	-65%
	Level 19	60	49%	50	57%	59	69%	169	57%	-2%
	<b>Total Tested</b>	<b>123</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>295</b>	<b>100%</b>	<b>-31%</b>

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	1,128	62%	1,167	63%	1,151	61%	3,446	62%	2%
	Not Tested	684	38%	690	37%	724	39%	2,098	38%	6%
	<b>Total Students</b>	<b>1,812</b>	<b>100%</b>	<b>1,857</b>	<b>100%</b>	<b>1,875</b>	<b>100%</b>	<b>5,544</b>	<b>100%</b>	<b>3%</b>
Distribution of Students who Took a Test	Transfer Level	296	26%	360	31%	345	30%	1,001	29%	17%
	Associate Level	174	15%	182	16%	188	16%	544	16%	8%
	Basic Skills	658	58%	625	54%	617	54%	1,900	55%	-6%
	Take Algebra Test	0	0%	0	0%	1	0%	1	0%	--
	<b>Total Tested</b>	<b>1,128</b>	<b>100%</b>	<b>1,167</b>	<b>100%</b>	<b>1,151</b>	<b>100%</b>	<b>3,446</b>	<b>100%</b>	<b>2%</b>

Source: SDCCD Information System

# Term Enrollments

## **Part II: Term Enrollments**

This section of the report summarizes enrollments in Basic Skills courses during the fall and spring terms of the five most recent years for which data are available: Fall 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

More than one third of the Basic Skills English enrollments, on average, were in English 049 (32% on average in fall & 36% on average in spring). English 042 showed an increase in enrollment between Spring 2010 and Fall 2014 (16%). A similar increase occurred from Spring 2010 to Spring 2014 for English 043 (40%).

The greatest percentage of ESOL enrollments were in the ESOL 30-series (40% on average in the fall semesters and 38% in the spring semesters). ESOL 20 showed the greatest increase in enrollment between Fall 2009 and Spring 2014 (20% on average in the fall terms & 2% in the spring terms).

The majority of Basic Skills math enrollments, on average, were in Math 046 (52% in both fall & spring). Math 038 has seen the greatest increase in enrollment between Fall 2009 and Fall 2013 (20% on average), and between Spring 2010 and Spring 2014 (23% on average).

On average, approximately half of the students who enrolled in Basic Skills English courses were White (27%) or Asian/Pacific Islander (20%) across the fall and spring terms. Both Asian/Pacific Islander and White students were overrepresented in English Basic Skills courses at Miramar relative to the all colleges' averages for White and Asian/Pacific Islander students (18% & 13%, respectively) across the fall and spring terms.

On average, three quarters of the ESOL Basic Skills enrollments were Asian/Pacific Islander or White students (48% & 32%, respectively) across the fall and spring terms. Both Asian/Pacific Islander and White students were overrepresented in ESOL Basic Skills courses at Miramar relative to the all colleges' averages for Asian/Pacific Islander and White students (40% & 19%, respectively) across the fall and spring terms.

On average, more than one-third of the students who enrolled in Basic Skills math courses were White (35%) and more than one-fifth were Latino students (26%) across the fall and spring terms. White students were overrepresented, while Latino students were underrepresented in math Basic Skills courses at Miramar compared to the all colleges' averages for White and Latino students (25% & 44%, respectively) across the fall and spring terms.

Miramar 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	212	17%	231	20%	212	20%	210	19%	210	19%	1,075	19%
ENGL 043	355	28%	331	28%	327	30%	329	30%	315	29%	1,657	29%
ENGL 048	254	20%	246	21%	223	21%	222	20%	225	21%	1,170	21%
ENGL 049	446	35%	375	32%	320	30%	329	30%	331	31%	1,801	32%
<b>Total</b>	<b>1,267</b>	<b>100%</b>	<b>1,183</b>	<b>100%</b>	<b>1,082</b>	<b>100%</b>	<b>1,090</b>	<b>100%</b>	<b>1,081</b>	<b>100%</b>	<b>5,703</b>	<b>100%</b>

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	52	21%	45	21%	52	23%	50	23%	48	22%	247	22%
ESOL 020	51	21%	55	25%	59	26%	59	27%	61	28%	285	25%
ESOL 030	79	32%	61	28%	62	27%	55	25%	53	24%	310	27%
ESOL 040	65	26%	58	26%	57	25%	55	25%	58	26%	293	26%
<b>Total</b>	<b>247</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>230</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>220</b>	<b>100%</b>	<b>1,135</b>	<b>100%</b>

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	52	23%	45	21%	52	23%	50	23%	48	22%	247	22%
ESOL 021	55	24%	49	23%	58	26%	55	25%	57	26%	274	25%
ESOL 031	58	25%	60	28%	58	26%	56	26%	53	25%	285	26%
ESOL 040	65	28%	58	27%	57	25%	55	25%	58	27%	293	27%
<b>Total</b>	<b>230</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>225</b>	<b>100%</b>	<b>216</b>	<b>100%</b>	<b>216</b>	<b>100%</b>	<b>1,099</b>	<b>100%</b>

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	52	32%	45	29%	52	30%	50	30%	48	33%	247	31%
ESOL 022	48	30%	49	32%	62	36%	57	34%	43	29%	259	32%
ESOL 032	62	38%	61	39%	57	33%	61	36%	56	38%	297	37%
<b>Total</b>	<b>162</b>	<b>100%</b>	<b>155</b>	<b>100%</b>	<b>171</b>	<b>100%</b>	<b>168</b>	<b>100%</b>	<b>147</b>	<b>100%</b>	<b>803</b>	<b>100%</b>

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	45	6%	89	10%	121	12%	46	5%	0	0%	301	7%
MATH 038	304	39%	340	39%	398	39%	387	41%	365	46%	1,794	41%
MATH 046	431	55%	452	51%	496	49%	502	54%	429	54%	2,310	52%
<b>Total</b>	<b>780</b>	<b>100%</b>	<b>881</b>	<b>100%</b>	<b>1,015</b>	<b>100%</b>	<b>935</b>	<b>100%</b>	<b>794</b>	<b>100%</b>	<b>4,405</b>	<b>100%</b>

Source: SDCCD Information System



Miramar 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	
ENGL 042	149	17%	166	15%	171	15%	173	16%	173	18%	832	16%
ENGL 043	172	20%	244	22%	267	24%	226	21%	241	24%	1,150	22%
ENGL 048	244	28%	265	24%	279	25%	289	26%	235	24%	1,312	25%
ENGL 049	313	36%	411	38%	408	36%	407	37%	338	34%	1,877	36%
<b>Total</b>	<b>878</b>	<b>100%</b>	<b>1,086</b>	<b>100%</b>	<b>1,125</b>	<b>100%</b>	<b>1,095</b>	<b>100%</b>	<b>987</b>	<b>100%</b>	<b>5,171</b>	<b>100%</b>

Source: SDCCD Information System

Table 11. ESOL Writing Course Enrollments

	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014		5-Year Total/Average	
ESOL 019	27	14%	52	21%	58	26%	53	23%	48	23%	238	22%
ESOL 020	55	29%	57	23%	57	25%	58	25%	56	27%	283	26%
ESOL 030	52	28%	71	29%	57	25%	58	25%	46	22%	284	26%
ESOL 040	54	29%	66	27%	53	24%	60	26%	59	28%	292	27%
<b>Total</b>	<b>188</b>	<b>100%</b>	<b>246</b>	<b>100%</b>	<b>225</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>209</b>	<b>100%</b>	<b>1,097</b>	<b>100%</b>

Source: SDCCD Information System

Table 12. ESOL Reading Course Enrollments

	Spring 2010		Spring 2011		Spring 2012		Spring 2013		Spring 2014		5-Year Total/Average	
ESOL 019	27	14%	52	23%	58	26%	53	24%	48	23%	238	22%
ESOL 021	55	29%	52	23%	51	23%	47	21%	55	27%	260	24%
ESOL 031	53	28%	58	25%	57	26%	65	29%	44	21%	277	26%
ESOL 040	54	29%	66	29%	53	24%	60	27%	59	29%	292	27%
<b>Total</b>	<b>189</b>	<b>100%</b>	<b>228</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>225</b>	<b>100%</b>	<b>206</b>	<b>100%</b>	<b>1,067</b>	<b>100%</b>

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	
ESOL 019	27	21%	52	31%	58	33%	53	34%	48	33%	238	31%
ESOL 022	50	39%	53	32%	58	33%	47	31%	54	37%	262	34%
ESOL 032	52	40%	62	37%	60	34%	54	35%	44	30%	272	35%
<b>Total</b>	<b>129</b>	<b>100%</b>	<b>167</b>	<b>100%</b>	<b>176</b>	<b>100%</b>	<b>154</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>772</b>	<b>100%</b>

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	
MATH 034A	35	5%	99	12%	104	12%	34	4%	0	0%	272	7%
MATH 038	265	40%	316	37%	332	37%	351	45%	327	46%	1,591	41%
MATH 046	369	55%	431	51%	456	51%	392	50%	382	54%	2,030	52%
<b>Total</b>	<b>669</b>	<b>100%</b>	<b>846</b>	<b>100%</b>	<b>892</b>	<b>100%</b>	<b>777</b>	<b>100%</b>	<b>709</b>	<b>100%</b>	<b>3,893</b>	<b>100%</b>

Source: SDCCD Information System

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

Figure 5. English Basic Skills Enrollments by Ethnicity

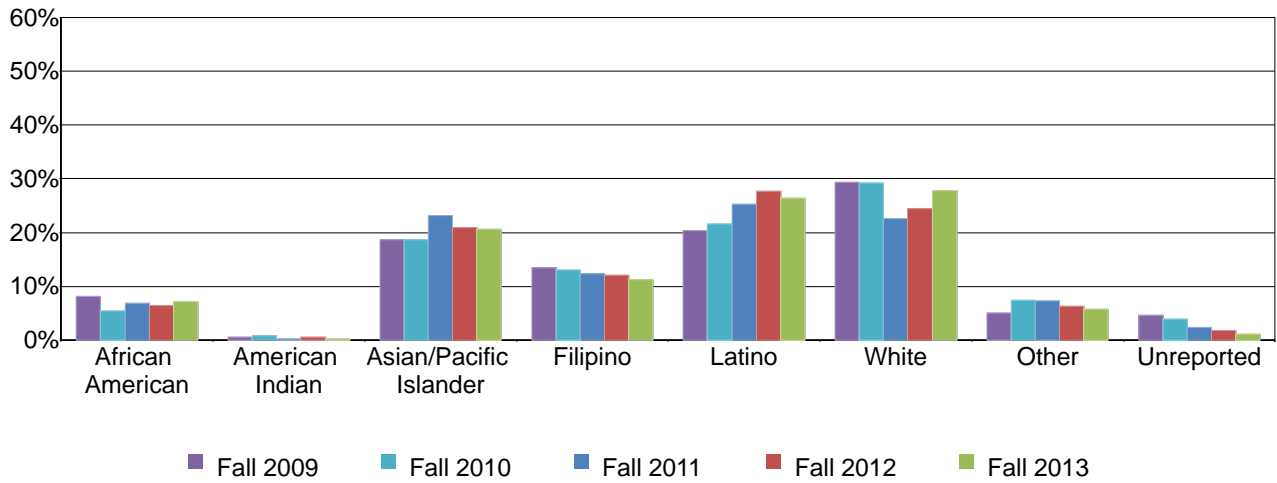


Figure 6. ESOL Enrollments by Ethnicity

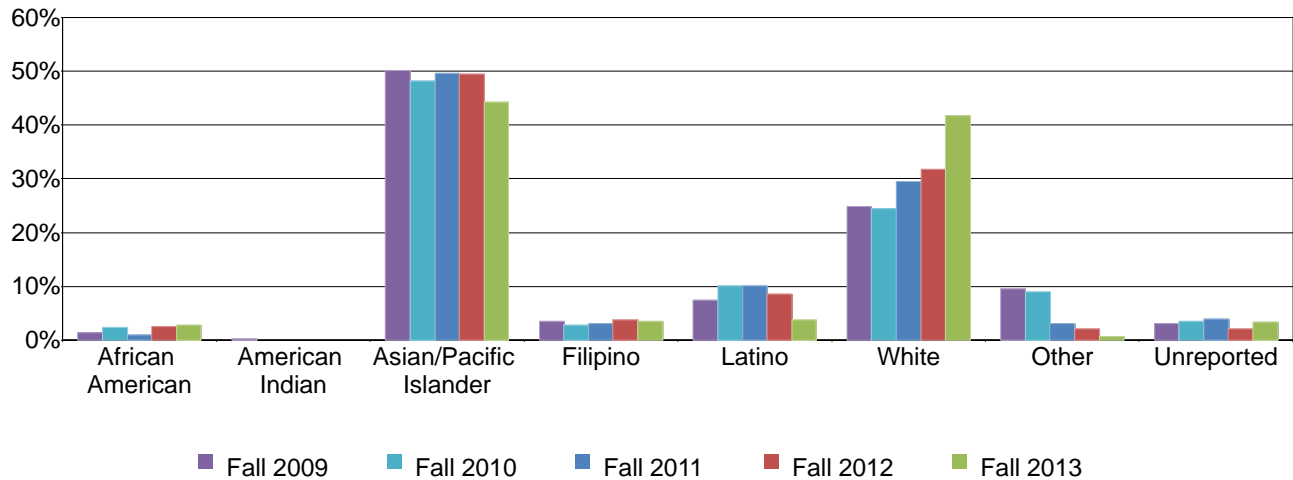
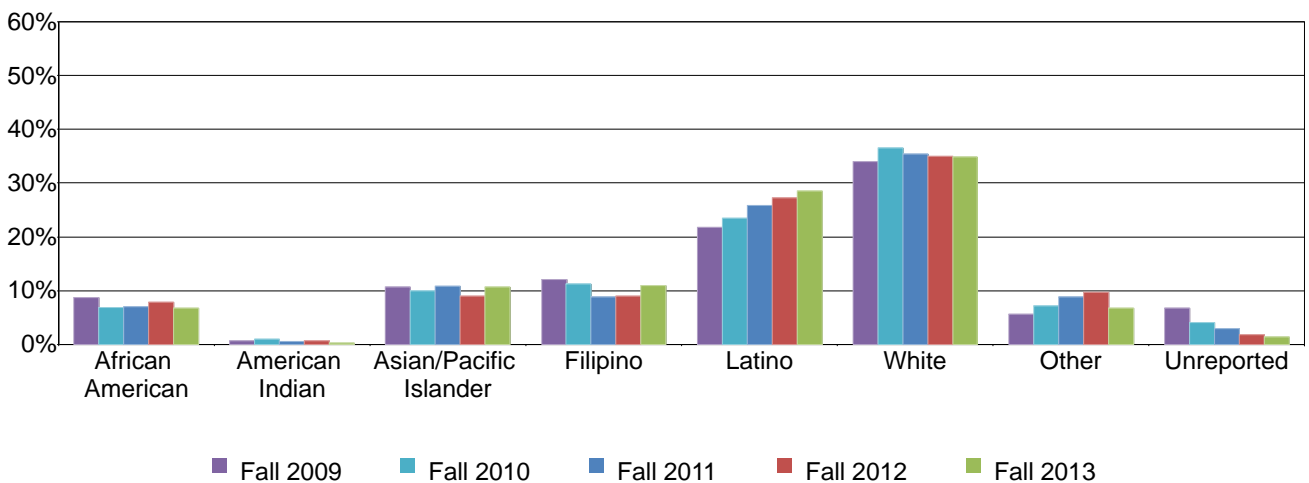


Figure 7. Math Basic Skills Enrollments by Ethnicity



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

Figure 8. English Basic Skills Enrollments by Ethnicity

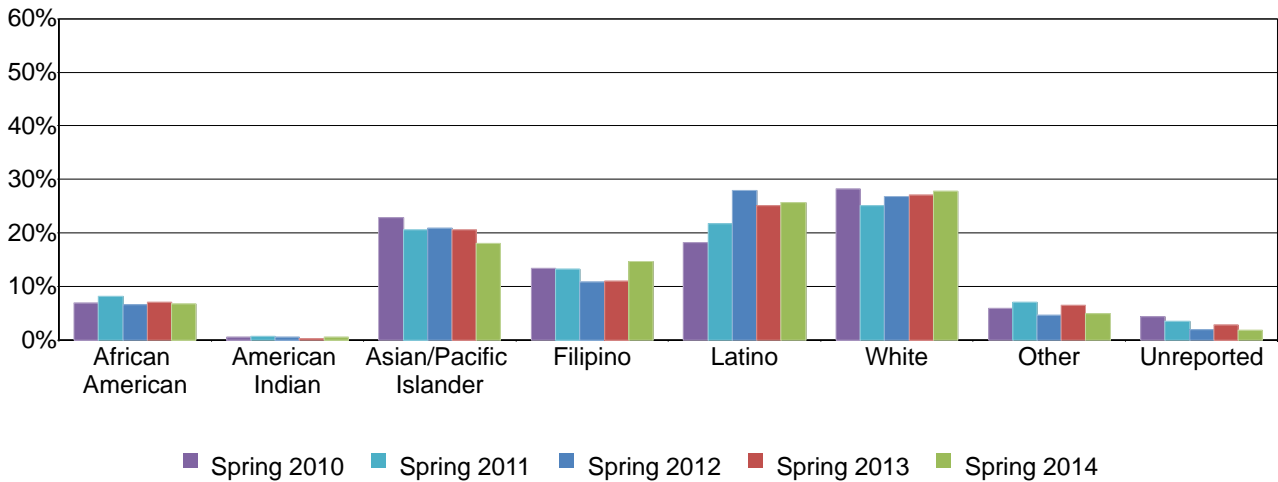


Figure 9. ESOL Enrollments by Ethnicity

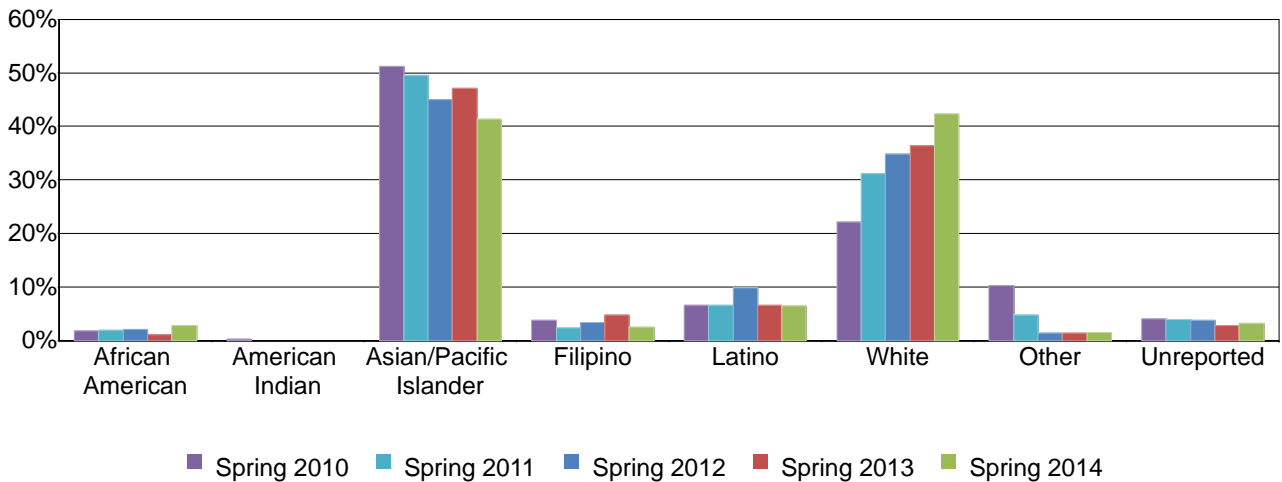
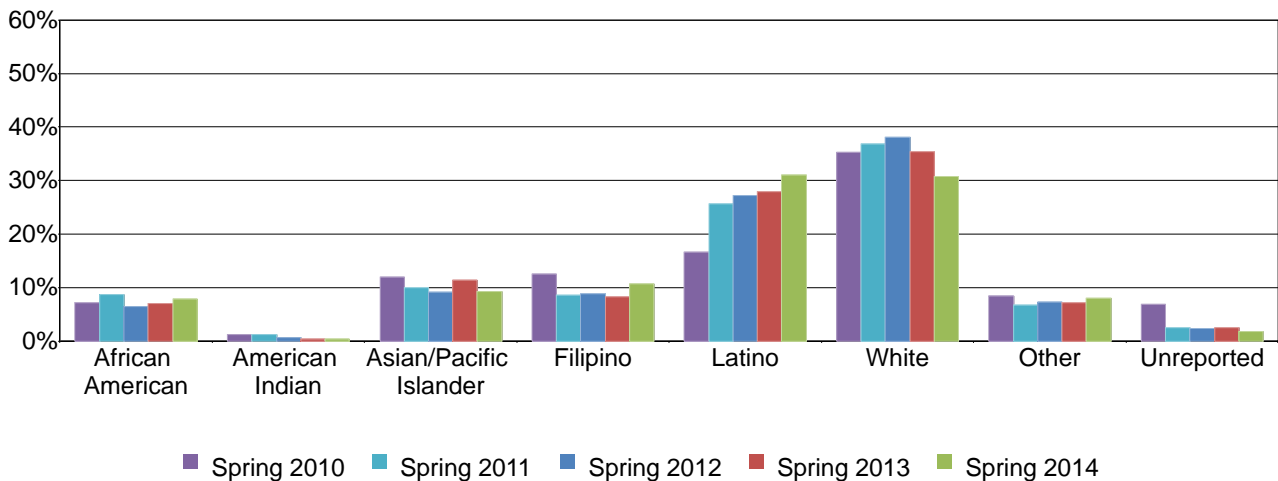


Figure 10. Math Basic Skills Enrollments by Ethnicity



Miramar 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	102	8%	64	5%	74	7%	70	6%	77	7%	387	7%
American Indian	6	0%	9	1%	2	0%	5	0%	2	0%	24	0%
Asian/Pacific Islander	236	19%	220	19%	250	23%	228	21%	223	21%	1,157	20%
Filipino	171	13%	154	13%	133	12%	132	12%	121	11%	711	12%
Latino	258	20%	256	22%	274	25%	301	28%	285	26%	1,374	24%
White	372	29%	346	29%	245	23%	266	24%	300	28%	1,529	27%
Other	64	5%	88	7%	79	7%	69	6%	62	6%	362	6%
Unreported	58	5%	46	4%	25	2%	19	2%	11	1%	159	3%
<b>Total</b>	<b>1,267</b>	<b>100%</b>	<b>1,183</b>	<b>100%</b>	<b>1,082</b>	<b>100%</b>	<b>1,090</b>	<b>100%</b>	<b>1,081</b>	<b>100%</b>	<b>5,703</b>	<b>100%</b>

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	6	1%	10	2%	4	1%	11	2%	12	3%	43	2%
American Indian	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%
Asian/Pacific Islander	236	50%	211	48%	231	50%	222	50%	190	44%	1,090	48%
Filipino	16	3%	12	3%	14	3%	17	4%	15	3%	74	3%
Latino	35	7%	44	10%	47	10%	38	8%	16	4%	180	8%
White	117	25%	107	24%	137	29%	142	32%	179	42%	682	30%
Other	45	10%	39	9%	14	3%	9	2%	3	1%	110	5%
Unreported	14	3%	15	3%	18	4%	9	2%	14	3%	70	3%
<b>Total</b>	<b>470</b>	<b>100%</b>	<b>438</b>	<b>100%</b>	<b>465</b>	<b>100%</b>	<b>448</b>	<b>100%</b>	<b>429</b>	<b>100%</b>	<b>2,250</b>	<b>100%</b>

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	68	9%	60	7%	71	7%	73	8%	53	7%	325	7%
American Indian	5	1%	8	1%	5	0%	6	1%	2	0%	26	1%
Asian/Pacific Islander	83	11%	87	10%	109	11%	84	9%	84	11%	447	10%
Filipino	94	12%	99	11%	89	9%	84	9%	87	11%	453	10%
Latino	170	22%	206	23%	262	26%	255	27%	227	29%	1,120	25%
White	265	34%	322	37%	360	35%	327	35%	277	35%	1,551	35%
Other	43	6%	63	7%	90	9%	90	10%	53	7%	339	8%
Unreported	52	7%	36	4%	29	3%	16	2%	11	1%	144	3%
<b>Total</b>	<b>780</b>	<b>100%</b>	<b>881</b>	<b>100%</b>	<b>1,015</b>	<b>100%</b>	<b>935</b>	<b>100%</b>	<b>794</b>	<b>100%</b>	<b>4,405</b>	<b>100%</b>

Source: SDCCD Information System

Miramar 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	60	7%	89	8%	74	7%	76	7%	67	7%	366	7%
American Indian	4	0%	7	1%	6	1%	2	0%	5	1%	24	0%
Asian/Pacific Islander	201	23%	224	21%	235	21%	225	21%	178	18%	1,063	21%
Filipino	117	13%	144	13%	121	11%	120	11%	145	15%	647	13%
Latino	159	18%	236	22%	314	28%	274	25%	253	26%	1,236	24%
White	247	28%	273	25%	301	27%	297	27%	274	28%	1,392	27%
Other	52	6%	76	7%	52	5%	70	6%	48	5%	298	6%
Unreported	38	4%	37	3%	22	2%	31	3%	17	2%	145	3%
<b>Total</b>	<b>878</b>	<b>100%</b>	<b>1,086</b>	<b>100%</b>	<b>1,125</b>	<b>100%</b>	<b>1,095</b>	<b>100%</b>	<b>987</b>	<b>100%</b>	<b>5,171</b>	<b>100%</b>

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	7	2%	9	2%	9	2%	5	1%	11	3%	41	2%
American Indian	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%
Asian/Pacific Islander	204	51%	233	49%	203	45%	208	47%	168	41%	1,016	47%
Filipino	15	4%	11	2%	15	3%	21	5%	10	2%	72	3%
Latino	26	7%	31	7%	44	10%	29	7%	26	6%	156	7%
White	88	22%	147	31%	157	35%	161	36%	172	42%	725	33%
Other	41	10%	22	5%	6	1%	6	1%	6	1%	81	4%
Unreported	16	4%	18	4%	17	4%	12	3%	13	3%	76	4%
<b>Total</b>	<b>398</b>	<b>100%</b>	<b>471</b>	<b>100%</b>	<b>451</b>	<b>100%</b>	<b>442</b>	<b>100%</b>	<b>406</b>	<b>100%</b>	<b>2,168</b>	<b>100%</b>

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	48	7%	74	9%	57	6%	55	7%	56	8%	290	7%
American Indian	8	1%	10	1%	6	1%	3	0%	3	0%	30	1%
Asian/Pacific Islander	80	12%	84	10%	81	9%	88	11%	66	9%	399	10%
Filipino	84	13%	72	9%	79	9%	64	8%	76	11%	375	10%
Latino	111	17%	217	26%	243	27%	217	28%	220	31%	1,008	26%
White	236	35%	311	37%	340	38%	275	35%	218	31%	1,380	35%
Other	56	8%	57	7%	65	7%	56	7%	57	8%	291	7%
Unreported	46	7%	21	2%	21	2%	19	2%	13	2%	120	3%
<b>Total</b>	<b>669</b>	<b>100%</b>	<b>846</b>	<b>100%</b>	<b>892</b>	<b>100%</b>	<b>777</b>	<b>100%</b>	<b>709</b>	<b>100%</b>	<b>3,893</b>	<b>100%</b>

Source: SDCCD Information System

# Persistence

### Part III: Persistence

This section of the report looks at the persistence rates of Basic Skills students during the five most recent fall terms for which data are available: Fall 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, 68% of the students in the Basic Skills courses who were enrolled in a fall term as of official census persisted to the spring term, and another 46% persisted to the subsequent fall term. The Districtwide average term persistence rate of 77% was higher than the Miramar College average term persistence rate. Furthermore, the Districtwide average annual persistence rate of 57% was higher than the Miramar College average annual persistence rate.

Female students, on average, had a comparable persistence rate to males (47% & 45%, respectively). This is consistent with the Districtwide trend (57% & 56%, respectively).

On average, both American Indian, Filipino, and Asian/Pacific Islander students had the highest persistence rates (56%, 54%, 54% & respectively). All ethnic groups showed an increased trend in persistence rates between the Fall 2008 and Fall 2012 cohorts. The persistence rates of American Indian students have increased the most over the past five years, from 33% in the Fall 2008 cohort to 57% in the Fall 2012 cohort. It is important to note that the raw cohort numbers of American Indian students were considerably lower than their ethnic group counterparts. The persistence rates of both African American and Latino students showed a slight increase over the past five years, with average five-year persistence rates of 30% and 38%, respectively.

The age groups with the highest persistence rates, on average, were students under 18 and between 18-24 years old (63% & 50%, respectively). There was a similar trend across the colleges (56% for students under 18 and 59% for students between ages 18-24, respectively). Students under age 18 showed the only decrease in persistence rates (16%), while students between ages 30 and 39 years old showed the greatest increase in persistence rates (18%) between the Fall 2008 and Fall 2012 cohorts. It is important to note that the raw cohort numbers of students under 18 years old were considerably lower than their age group counterparts.



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

Figure 11. Basic Skills Annual Persistence

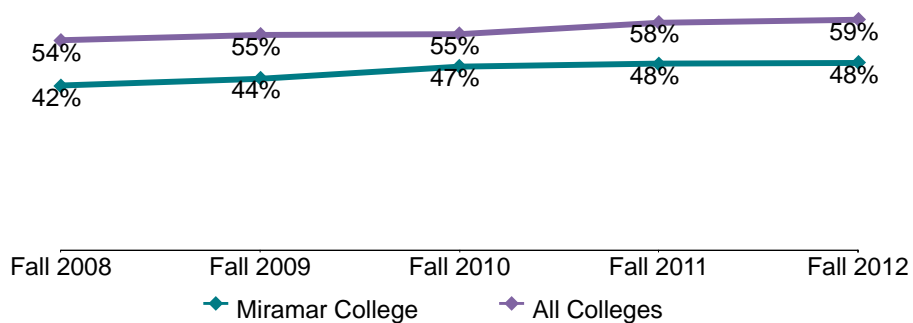


Table 21. Basic Skills Term and Annual Persistence

Cohort	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rates	Annual Persistence Counts	Annual Persistence Rates
Fall 2008	1,539	990	64%	650	42%
Fall 2009	1,565	1,006	64%	689	44%
Fall 2010	1,560	1,070	69%	735	47%
Fall 2011	1,569	1,079	69%	750	48%
Fall 2012	1,641	1,160	71%	790	48%
Fall 2013	1,469	1,046	71%	0	---
<b>Total/Average</b>	<b>9,343</b>	<b>6,351</b>	<b>68%</b>	<b>3,614</b>	<b>46%</b>

Source: SDCCD Information System

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

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

Figure 12. Basic Skills Annual Persistence by Gender

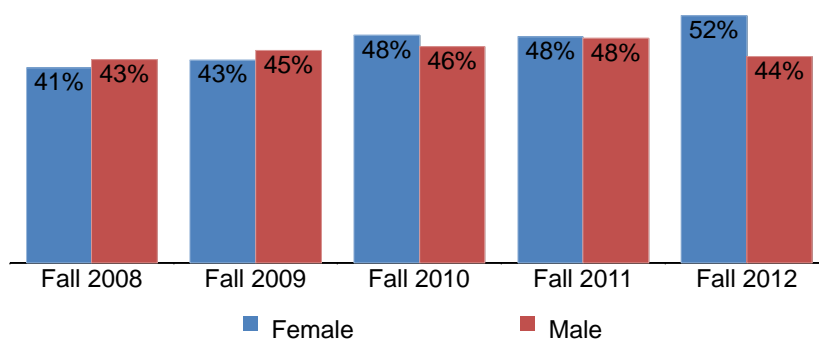


Table 22. Basic Skills Annual Persistence by Gender

Cohort	Female			Male		
	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates
Fall 2008	802	332	41%	736	318	43%
Fall 2009	823	354	43%	742	335	45%
Fall 2010	802	387	48%	757	347	46%
Fall 2011	776	372	48%	793	378	48%
Fall 2012	836	438	52%	805	352	44%
<b>Total/Average</b>	<b>4,039</b>	<b>1,883</b>	<b>47%</b>	<b>3,833</b>	<b>1,730</b>	<b>45%</b>

Source: SDCCD Information System

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

Figure 13. Basic Skills Annual Persistence by Ethnicity

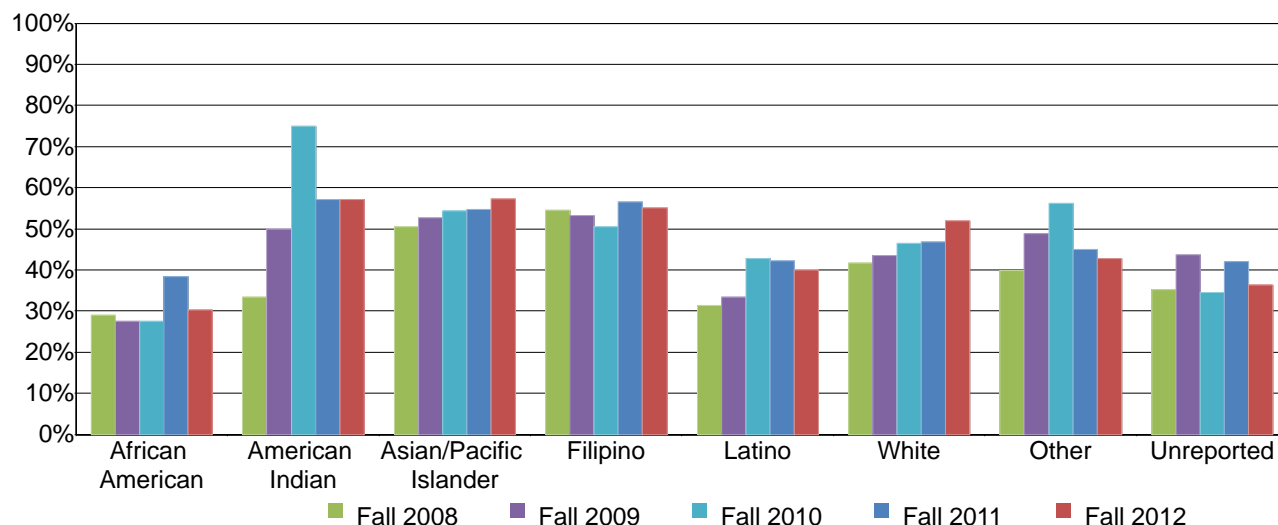


Table 23. Basic Skills Annual Persistence by Ethnicity

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	107	29%	6	33%	341	50%	202	54%
Fall 2009	109	28%	8	50%	347	53%	167	53%
Fall 2010	87	28%	8	75%	313	54%	178	51%
Fall 2011	86	38%	7	57%	360	55%	147	56%
Fall 2012	106	30%	7	57%	333	57%	158	55%
<b>Total/Average</b>	<b>495</b>	<b>30%</b>	<b>36</b>	<b>56%</b>	<b>1,694</b>	<b>54%</b>	<b>852</b>	<b>54%</b>

Cohort	Latino		White		Other		Unreported	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2008	249	31%	470	42%	73	40%	91	35%
Fall 2009	287	33%	475	44%	92	49%	80	44%
Fall 2010	307	43%	500	46%	112	56%	55	35%
Fall 2011	363	42%	459	47%	109	45%	38	42%
Fall 2012	402	40%	492	52%	110	43%	33	36%
<b>Total/Average</b>	<b>1,608</b>	<b>38%</b>	<b>2,396</b>	<b>46%</b>	<b>496</b>	<b>47%</b>	<b>297</b>	<b>38%</b>

Source: SDCCD Information System

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

Figure 14. Basic Skills Annual Persistence by Age

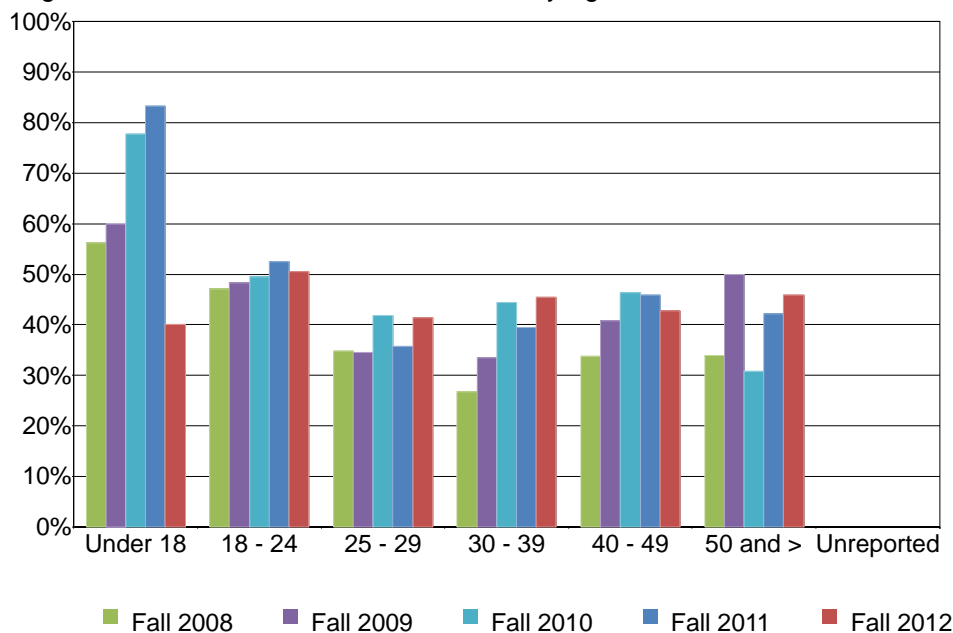


Table 24. Basic Skills Annual Persistence by Age

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	16	56%	1,029	47%	184	35%
Fall 2009	5	60%	986	48%	200	35%
Fall 2010	9	78%	977	50%	229	42%
Fall 2011	6	83%	975	52%	199	36%
Fall 2012	5	40%	1,074	51%	203	41%
<b>Total/Average</b>	<b>41</b>	<b>63%</b>	<b>5,041</b>	<b>50%</b>	<b>1,015</b>	<b>38%</b>

Cohort	30 - 39		40 - 49		50 and >	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2008	176	27%	80	34%	53	34%
Fall 2009	221	33%	103	41%	50	50%
Fall 2010	198	44%	95	46%	52	31%
Fall 2011	210	40%	122	46%	57	42%
Fall 2012	222	45%	89	43%	48	46%
<b>Total/Average</b>	<b>1,027</b>	<b>38%</b>	<b>489</b>	<b>42%</b>	<b>260</b>	<b>40%</b>

Source: SDCCD Information System

# Student Outcomes

## Part IV: Student Outcomes: Retention and Success

This section of the report examines retention and success for the fall and spring terms of the five most recent years for which data are available: Fall 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 English 042, 048 and 049, and were mixed for English 043 courses across the fall and spring terms. Success rates showed an increased trend for English 043, 048, and 049 during the five-year time period from Fall 2009 to Spring 2014. However, English 042 and 047A showed a decline in success rates from Fall 2009 to Fall 2012 and was mixed for the spring terms.

An examination of five-year trends for English subject outcomes by ethnicity reveals that both retention and success rates across fall and spring semesters were mixed for most of the ethnic groups. Further investigation of overall fall five-year averages comparing across ethnic groups indicates that Asian/Pacific Islanders, Filipinos, Latinos, and Whites had the highest average retention rates in English, and the highest average success rates in English. Both retention and success rates were lowest for African American and American Indian students.

Retention rates were mixed from Fall 2009 to Fall 2013, for most of the ESOL courses, with the exception of ESOL 030 which showed an increase and ESOL 040 which showed a decrease. From Spring 2010 to Spring 2014, retention rates were mixed for most ESOL courses except for ESOL 030 which increased over the five year period . Furthermore, most of the ESOL course success rates showed mixed results from Fall 2008 to Fall 2012 except for ESOL 030 which showed an increase in success rates and ESOL 019 which showed a decline in success rates. From Spring 2010 to Spring 2014 all ESOL course success rates showed mixed results.

No clear five-year trends emerged for ESOL subject outcomes by ethnicity as success and retention rates showed mixed results. However, further investigation of overall five-year averages comparing across ethnic groups showed that retention rates were highest among American Indian, Asian/Pacific Islander, Filipino and White students. Furthermore, overall five-year average success rates of American Indian, Asian/Pacific Islander, Filipino and White students were the highest among all ethnic groups.

Retention rates for both Math 034A and 038 showed an increase from Fall 2009 to Fall 2013. For spring terms, from 2010 to 2014, the retention rates for Math 038 Math 046, and Math 34A were increased. The success rates for Math 046 increased, remained stable for Math 038, and increased for Math 034A from Fall 2009 to Fall 2013. From Spring 2010 to Spring 2014 the success rates were mixed for Math 038 and Math 034A. Math 046 showed an increased trend.

No clear five year trends emerged for Math subject outcomes by ethnicity as success and retention rates showed mixed results. However, for their investigation of overall five-year averages comparing across ethnic groups showed that retention rates were highest among Latino, Asian/Pacific Islander, and Filipino students. Furthermore, overall five-year average success rates of White, Asian/Pacific Islander, and Filipino students were the highest among all ethnic groups.

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

Figure 15. English Basic Skills Course Retention Rates

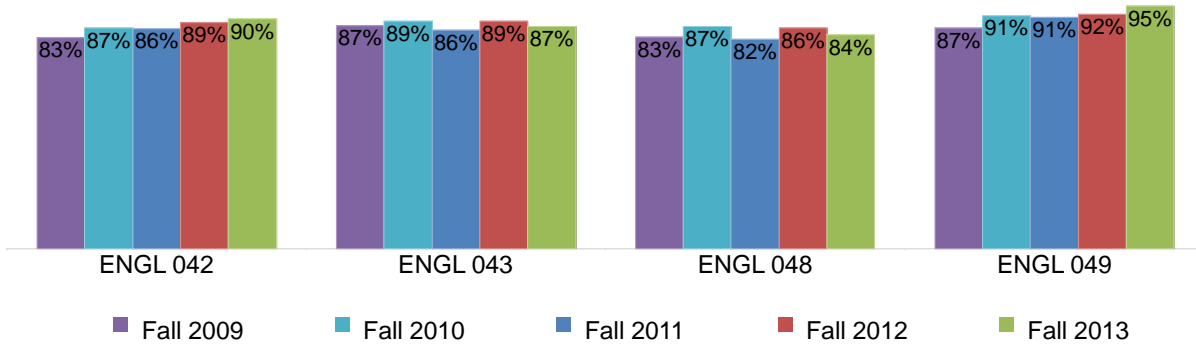


Figure 16. ESOL Writing Course Retention Rates

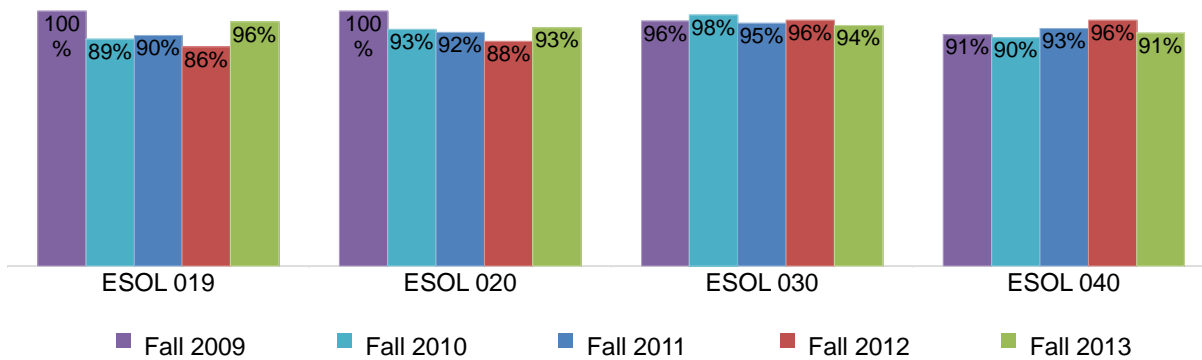


Figure 17. ESOL Reading Course Retention Rates

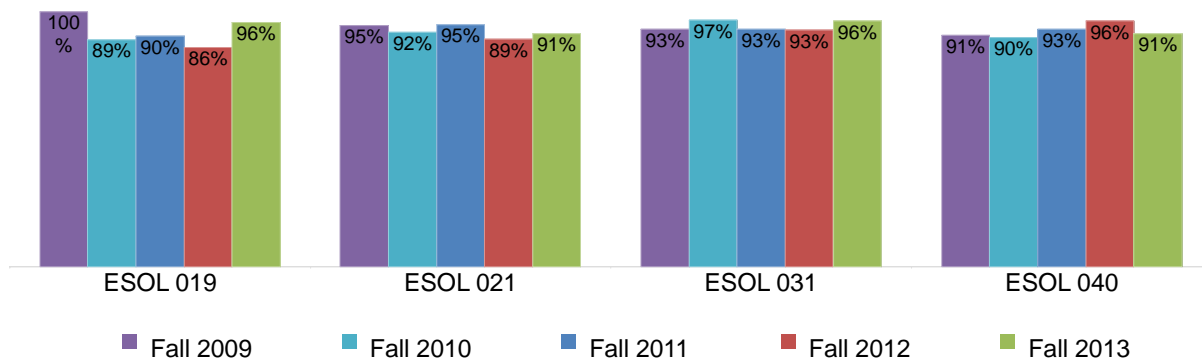




Figure 18. ESOL Listening/Speaking Course Retention Rates

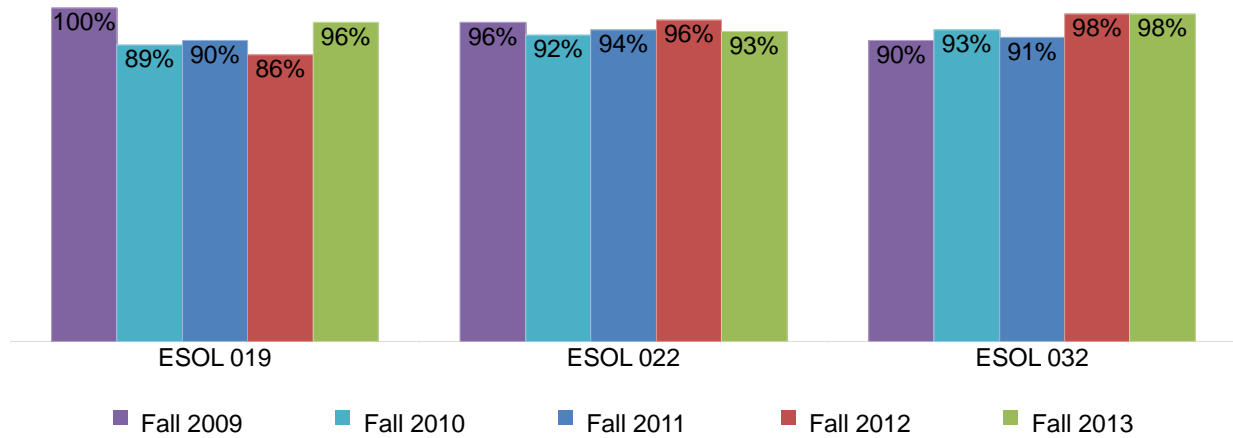
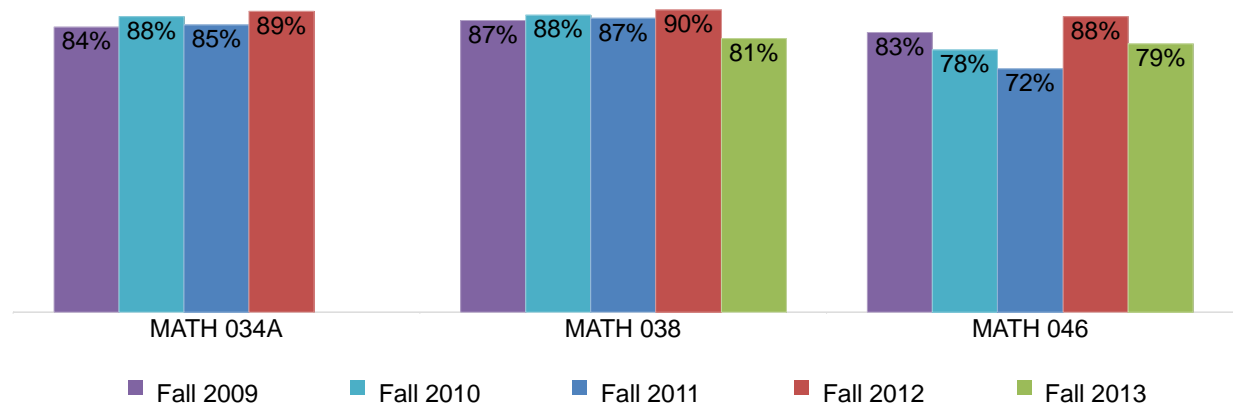


Figure 19. Math Basic Skills Course Retention Rates



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

Figure 20. English Basic Skills Course Retention Rates

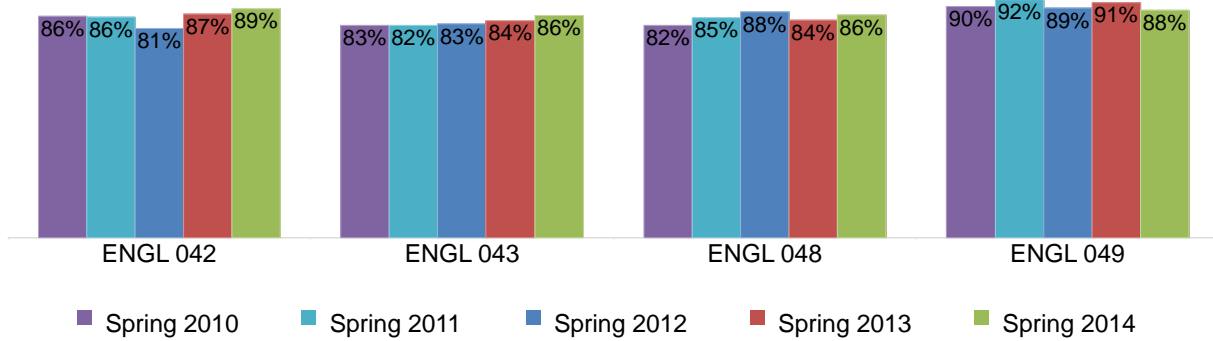


Figure 21. ESOL Writing Course Retention Rates

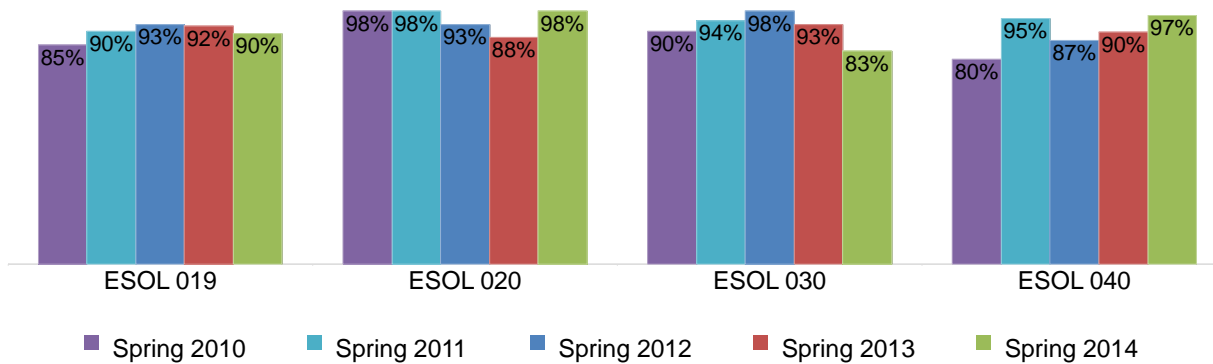


Figure 22. ESOL Reading Course Retention Rates

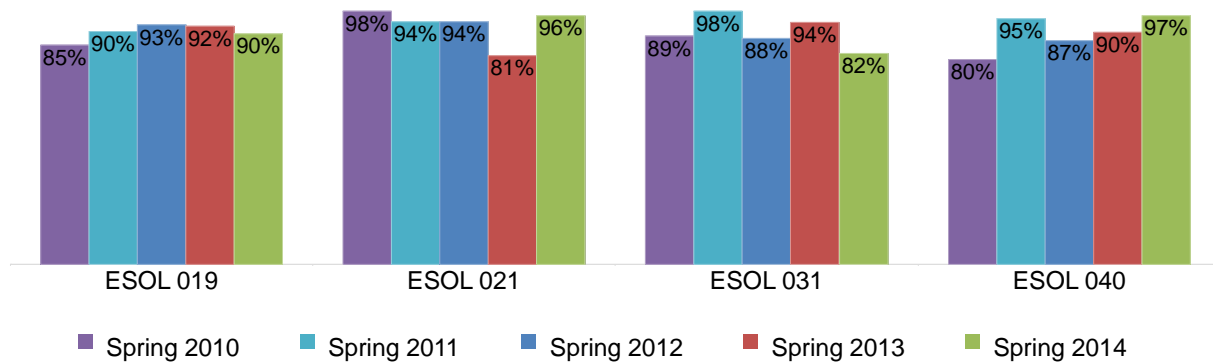


Figure 23. ESOL Listening/Speaking Course Retention Rates

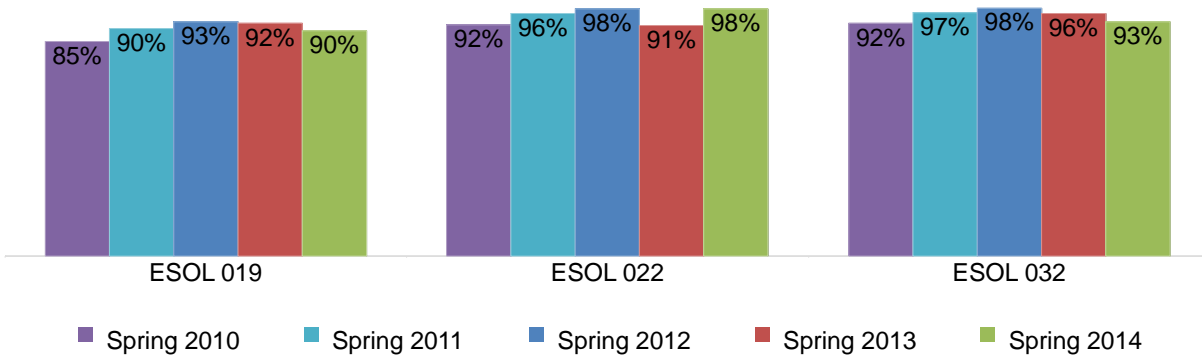
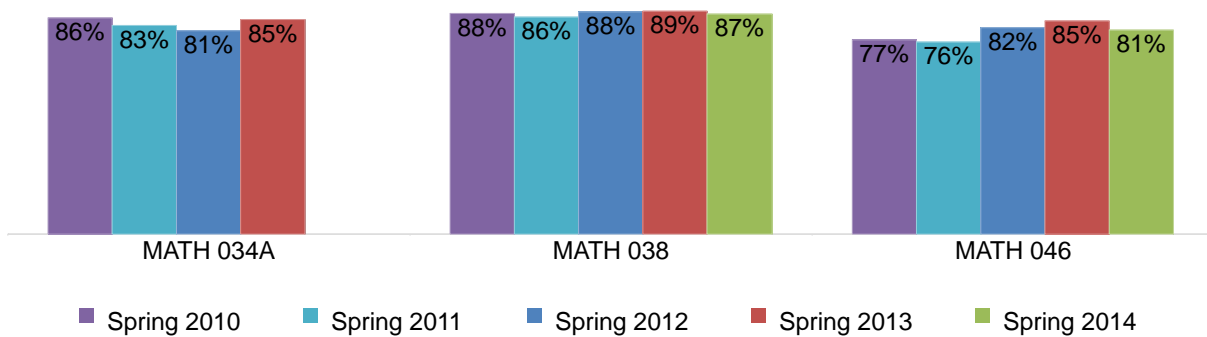


Figure 24. Math Basic Skills Course Retention Rates



Miramar 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	81%	86%	86%	93%	87%	86%
American Indian	83%	100%	100%	80%	50%	88%
Asian/Pac. Islander	90%	85%	88%	90%	90%	89%
Filipino	85%	94%	91%	89%	89%	90%
Latino	86%	91%	88%	90%	88%	89%
White	87%	90%	82%	88%	91%	88%
Other	75%	84%	85%	83%	89%	83%
Unreported	76%	83%	80%	100%	100%	83%
<b>Total</b>	<b>85%</b>	<b>89%</b>	<b>87%</b>	<b>89%</b>	<b>89%</b>	<b>88%</b>

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	100%	50%	75%	73%	92%	77%
American Indian	100%	0%	0%	0%	0%	100%
Asian/Pac. Islander	95%	95%	94%	94%	94%	94%
Filipino	88%	100%	100%	100%	93%	96%
Latino	91%	95%	91%	89%	100%	93%
White	96%	94%	95%	93%	93%	94%
Other	93%	95%	71%	100%	100%	92%
Unreported	100%	73%	83%	100%	100%	90%
<b>Total</b>	<b>95%</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>	<b>94%</b>	<b>94%</b>

Source: SDCCD Information System

Table 27. Math Basic Skills Retention Rates by Ethnicity

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-Year Total/ Average
African American	82%	72%	75%	86%	72%	78%
American Indian	80%	63%	100%	100%	50%	81%
Asian/Pac. Islander	88%	80%	83%	94%	85%	86%
Filipino	84%	87%	90%	87%	84%	86%
Latino	81%	85%	80%	88%	82%	83%
White	88%	86%	79%	88%	82%	84%
Other	86%	76%	74%	89%	64%	78%
Unreported	75%	69%	62%	100%	55%	72%
<b>Total</b>	<b>84%</b>	<b>83%</b>	<b>80%</b>	<b>89%</b>	<b>80%</b>	<b>83%</b>

Source: SDCCD Information System

Miramar 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	90%	69%	74%	82%	87%	79%
American Indian	50%	43%	67%	100%	60%	58%
Asian/Pac. Islander	87%	88%	89%	86%	91%	88%
Filipino	86%	90%	86%	87%	92%	88%
Latino	85%	91%	86%	88%	85%	87%
White	85%	90%	89%	89%	86%	88%
Other	83%	87%	83%	87%	81%	85%
Unreported	87%	89%	82%	90%	94%	88%
<b>Total</b>	<b>86%</b>	<b>87%</b>	<b>86%</b>	<b>87%</b>	<b>87%</b>	<b>87%</b>

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%	100%	56%	80%	73%	80%
American Indian	100%	0%	0%	0%	0%	100%
Asian/Pac. Islander	91%	96%	94%	93%	90%	93%
Filipino	87%	100%	100%	86%	100%	93%
Latino	100%	97%	95%	86%	88%	94%
White	93%	95%	95%	90%	96%	94%
Other	83%	95%	83%	83%	83%	86%
Unreported	88%	94%	94%	100%	100%	95%
<b>Total</b>	<b>91%</b>	<b>96%</b>	<b>94%</b>	<b>91%</b>	<b>93%</b>	<b>93%</b>

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	75%	78%	82%	84%	88%	81%
American Indian	75%	80%	67%	100%	67%	77%
Asian/Pac. Islander	86%	77%	80%	91%	86%	84%
Filipino	83%	85%	84%	86%	89%	85%
Latino	80%	77%	85%	87%	80%	82%
White	85%	83%	85%	87%	86%	85%
Other	70%	82%	85%	82%	77%	79%
Unreported	83%	81%	81%	79%	92%	83%
<b>Total</b>	<b>82%</b>	<b>81%</b>	<b>84%</b>	<b>86%</b>	<b>84%</b>	<b>83%</b>

Source: SDCCD Information System

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

Figure 25. English Basic Skills Course Success Rates

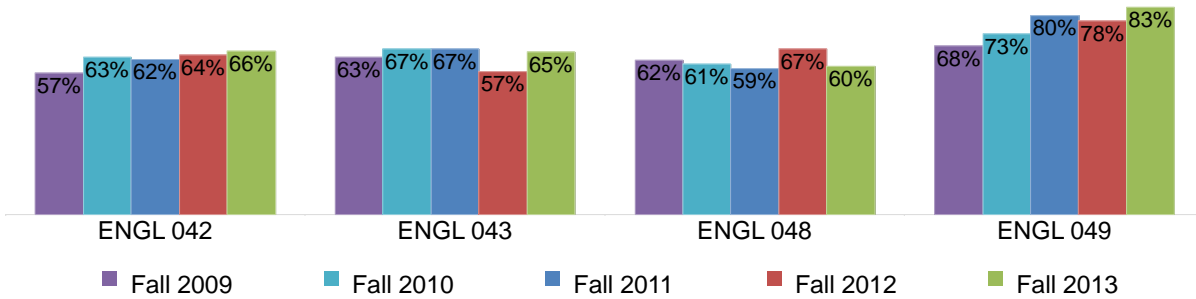


Figure 26. ESOL Writing Course Success Rates

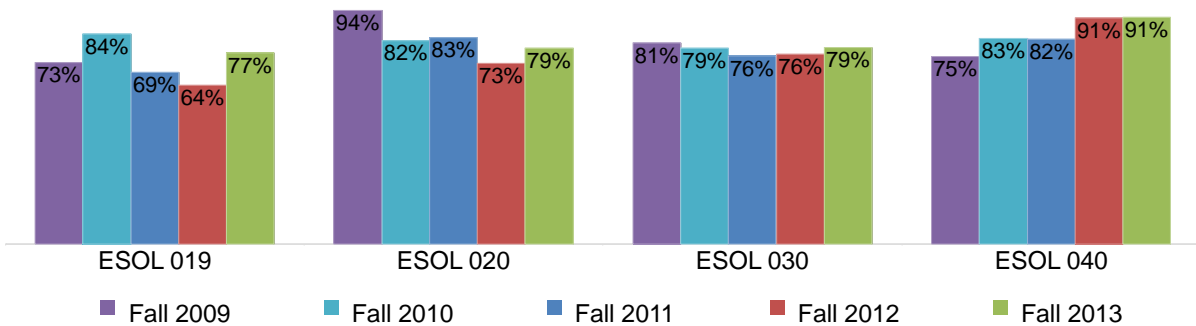


Figure 27. ESOL Reading Course Success Rates

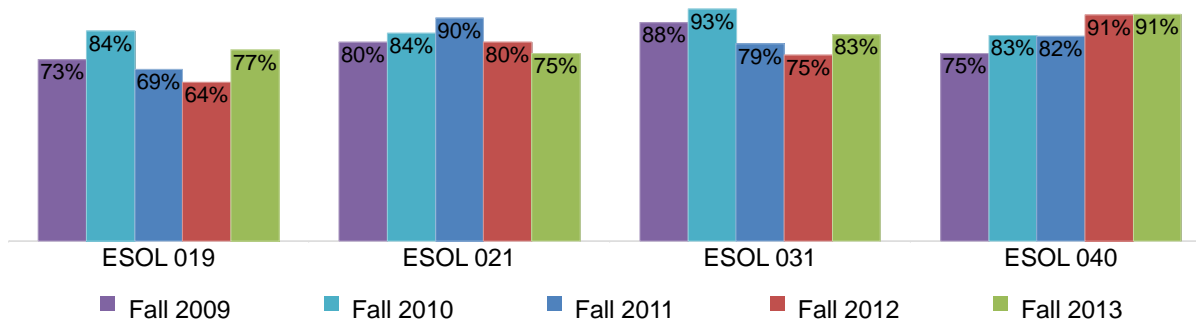




Figure 28. ESOL Listening/Speaking Course Success Rates

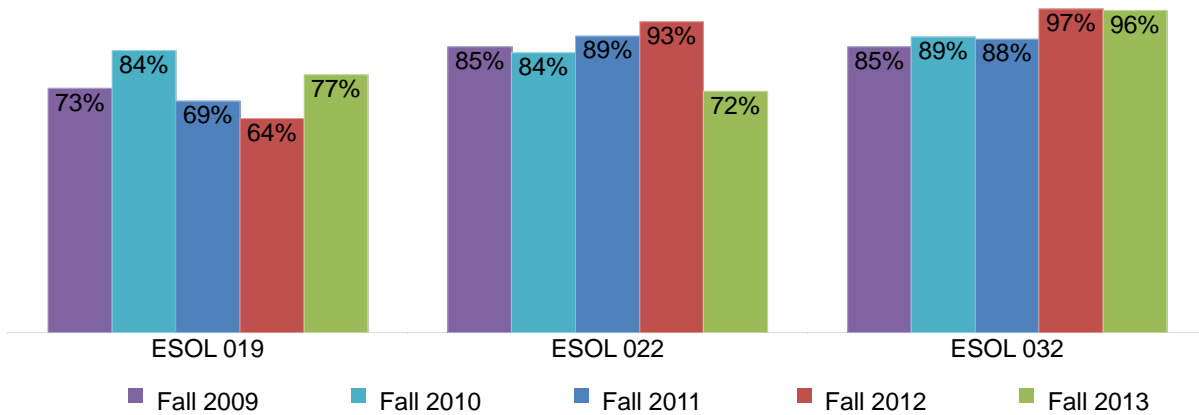
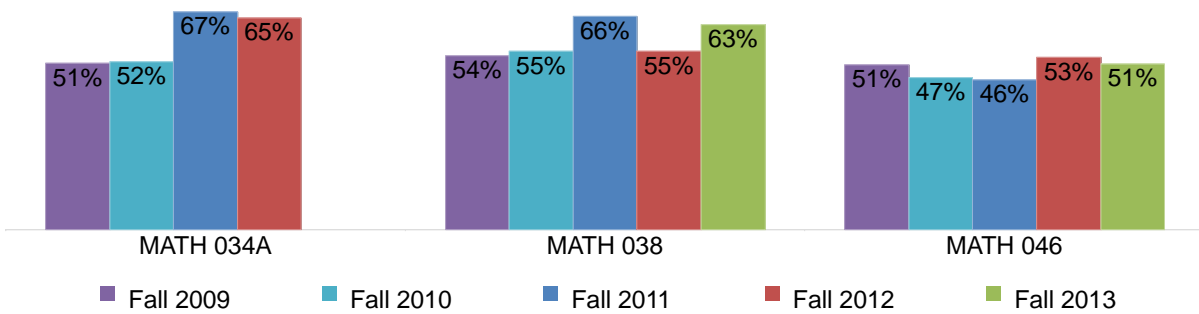


Figure 29. Math Basic Skills Course Success Rates



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

Figure 30. English Basic Skills Course Success Rates

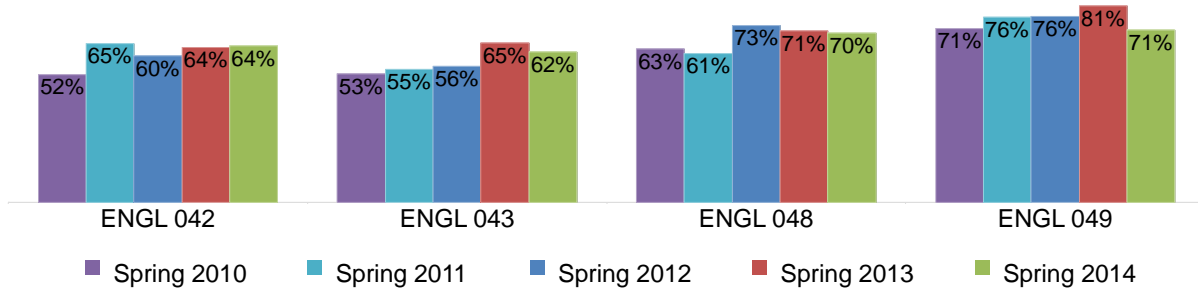


Figure 31. ESOL Writing Course Success Rates

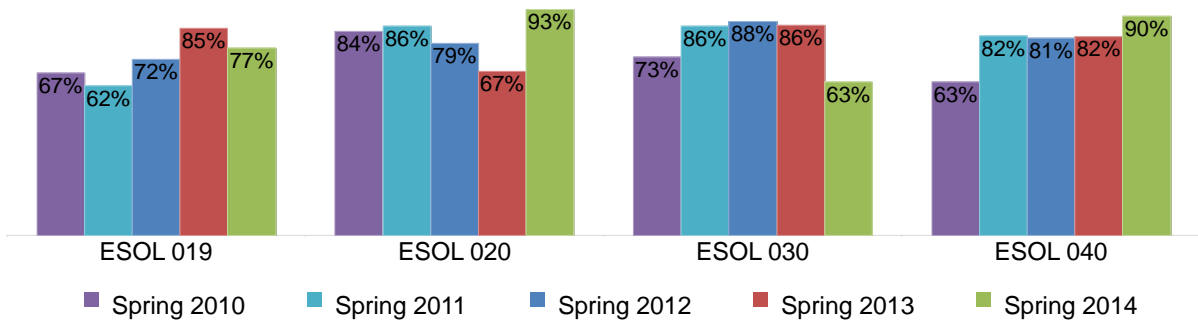


Figure 32. ESOL Reading Course Success Rates

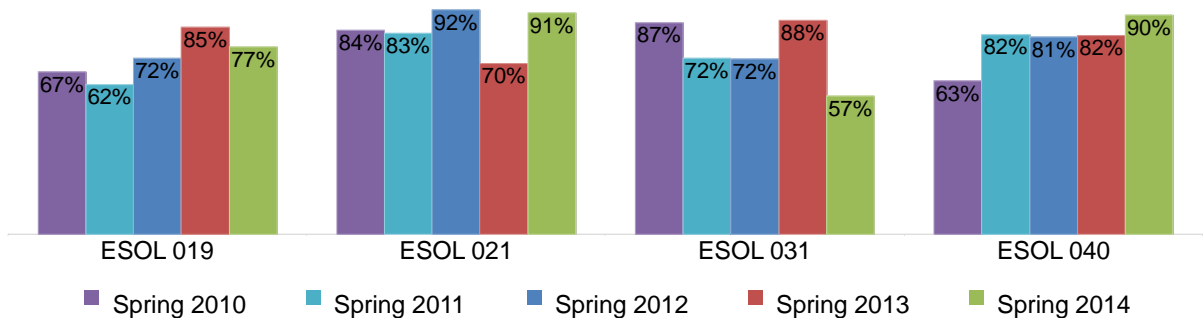


Figure 33. ESOL Listening/Speaking Course Success Rates

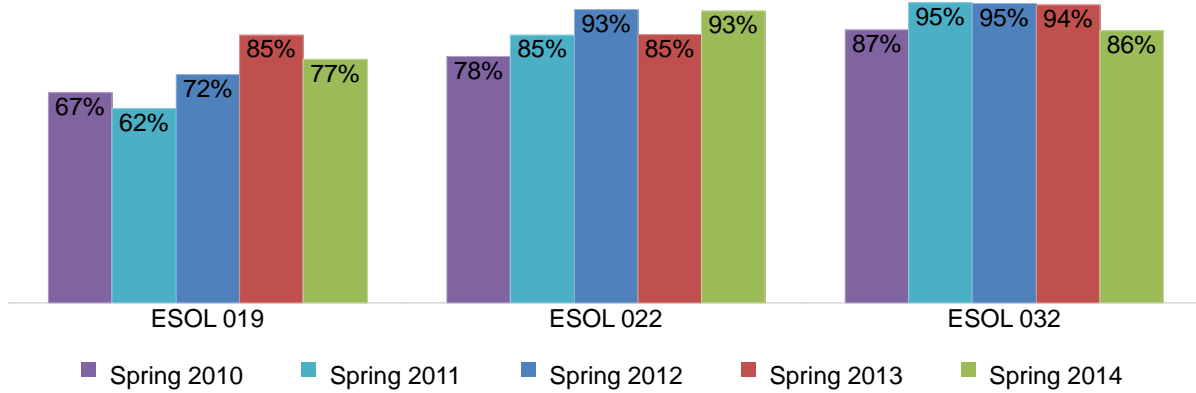
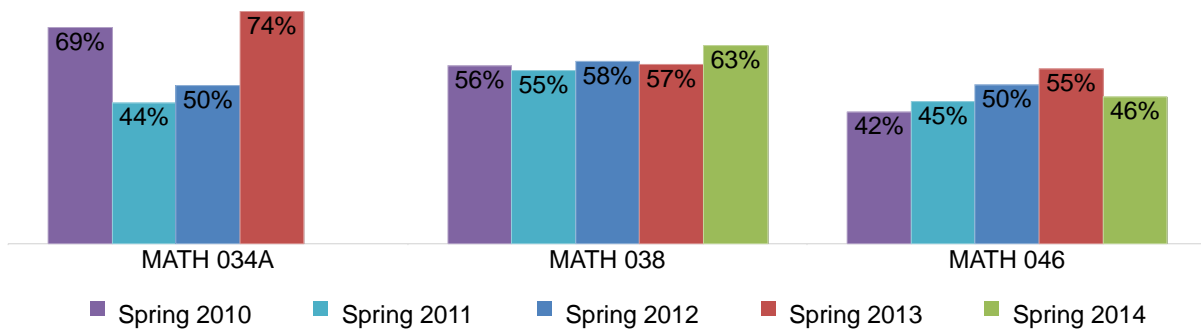


Figure 34. Math Basic Skills Course Success Rates



Miramar 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	54%	47%	59%	63%	58%	56%
American Indian	67%	33%	0%	80%	50%	50%
Asian/Pac. Islander	78%	69%	74%	71%	78%	74%
Filipino	66%	73%	80%	70%	70%	72%
Latino	55%	64%	62%	58%	68%	61%
White	66%	71%	68%	71%	72%	70%
Other	58%	64%	66%	61%	56%	61%
Unreported	48%	50%	56%	89%	55%	55%

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	67%	20%	50%	64%	83%	58%
American Indian	100%	0%	0%	0%	0%	100%
Asian/Pac. Islander	85%	88%	81%	82%	81%	83%
Filipino	69%	92%	100%	82%	87%	85%
Latino	74%	82%	83%	82%	81%	81%
White	86%	89%	86%	81%	83%	85%
Other	69%	77%	71%	67%	100%	73%
Unreported	93%	73%	72%	100%	86%	83%

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	43%	28%	42%	48%	43%	41%
American Indian	40%	38%	80%	50%	50%	50%
Asian/Pac. Islander	59%	47%	63%	63%	70%	61%
Filipino	54%	56%	72%	46%	57%	57%
Latino	42%	52%	53%	51%	55%	51%
White	57%	54%	59%	60%	58%	58%
Other	56%	52%	46%	49%	47%	49%
Unreported	52%	39%	38%	56%	45%	46%

Source: SDCCD Information System

Miramar 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%	40%	51%	57%	54%	51%
American Indian	25%	43%	67%	0%	20%	38%
Asian/Pac. Islander	67%	71%	74%	77%	75%	73%
Filipino	66%	70%	74%	73%	70%	71%
Latino	61%	61%	67%	69%	67%	66%
White	62%	73%	69%	73%	66%	69%
Other	65%	63%	63%	79%	58%	66%
Unreported	45%	65%	59%	77%	71%	62%

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	100%	56%	44%	60%	64%	63%
American Indian	100%	0%	0%	0%	0%	100%
Asian/Pac. Islander	79%	86%	84%	82%	80%	82%
Filipino	73%	91%	100%	86%	80%	86%
Latino	88%	81%	77%	76%	81%	80%
White	82%	75%	86%	83%	84%	82%
Other	59%	77%	83%	83%	83%	69%
Unreported	81%	94%	94%	92%	100%	92%

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	40%	36%	39%	38%	34%	37%
American Indian	63%	70%	33%	0%	0%	47%
Asian/Pac. Islander	50%	46%	51%	61%	61%	54%
Filipino	45%	56%	54%	59%	64%	55%
Latino	49%	43%	49%	58%	50%	50%
White	54%	55%	60%	62%	57%	58%
Other	41%	46%	51%	43%	53%	47%
Unreported	46%	43%	38%	42%	77%	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. On average, the majority of these cohorts (76%) 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 (88%). This subsequent successful course completion rate was higher when compared to those students who placed into college-level English (74%). 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 students 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, further disaggregation of the data showed that females had higher subsequent enrollment rates compared to male students (79% compared to 72%). However, the subsequent successful course completion rates were reversed (85% compared to 92%). No disproportionality or inequity is indicated here. When examining success rates by ethnic groups, African American students on average demonstrated the lowest subsequent enrollment (47%) and the lowest subsequent successful course completion rate (63%) in English 101/105. American Indian students on average demonstrated the highest for subsequent success (100%), and the highest subsequent enrollment (100%). When applying the 80% Disproportionality Index for the subsequent successful course completion rates, it was found that both African American students (63%) experienced adverse impact, with disproportionate indices lower than 80%.

### ESOL

#### 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 ESOL 040 series within two years. On average, the majority of these cohorts (30%) 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 (89%). This subsequent successful course completion rate was higher when compared to those students who placed into college-level English (74%). This implies that the teaching and learning in Basic Skills 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, further disaggregation of the data showed that females had higher subsequent enrollment rates compared to male students (35% compared to 17%), as well as higher subsequent successful course completion rates (92% compared to 73%). No disproportionality or inequity is indicated here. When examining success rates by ethnic groups, Filipino students on average demonstrated the lowest subsequent enrollment (21%) and Asian/Pacific Islander students had the lowest subsequent successful course completion rate (88%) in English 101/105. Latino students on average demonstrated the highest for subsequent success (100%), while Asian/Pacific Islander students on average demonstrated the highest subsequent enrollment (31%). No disproportionality or inequity is indicated here.

**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 within two years. On average, the majority of these cohorts (70%) subsequently enrolled in a college-level 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 (68%). This subsequent successful course completion rate was higher when compared to those students who placed into college-level English (50%). This implies that the teaching and learning in Basic Skills Math 046 provided the training and preparation students needed to be successful in the college-level English course. Additionally, the relatively high percentage of Basic Skills Math students who subsequently enrolled in a college-level Math 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, further disaggregation of the data showed that female and male students had comparable subsequent enrollment rates (70% each), as well as comparable subsequent successful course completion rates (68% compared to 69%). No disproportionality or inequity is indicated here. When examining success rates by ethnic groups, African American students on average demonstrated the lowest subsequent enrollment (63%) and American Indian students displayed the lowest subsequent successful course completion rate (60%) in Math 096. Asian and Latino students on average demonstrated the highest for subsequent success (71% each), while Filipino on average demonstrated the highest subsequent enrollment (78%). No disproportionality or inequity is indicated here.

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	61	46	75%	40	87%	73%
Fall 2008	102	80	78%	67	84%	74%
Fall 2009	106	77	73%	69	90%	76%
Fall 2010	86	68	79%	61	90%	75%
Fall 2011	85	64	75%	58	91%	70%
<b>Total/Average</b>	<b>440</b>	<b>335</b>	<b>76%</b>	<b>295</b>	<b>88%</b>	<b>74%</b>

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	252	199	79%	170	85%	79%
Male	188	136	72%	125	92%	70%
Unreported	0	0	---	0	---	---
<b>Total/Average</b>	<b>440</b>	<b>335</b>	<b>76%</b>	<b>295</b>	<b>88%</b>	<b>74%</b>

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	17	8	47%	5	63%	52%
American Indian	2	2	100%	2	100%	80%
Asian/Pacific Islander	120	97	81%	89	92%	70%
Filipino	75	61	81%	53	87%	76%
Latino	67	49	73%	43	88%	66%
White	115	83	72%	69	83%	79%
Other	27	21	78%	21	100%	70%
Unreported	17	14	82%	13	93%	75%
<b>Total/Average</b>	<b>440</b>	<b>335</b>	<b>76%</b>	<b>295</b>	<b>88%</b>	<b>74%</b>

Source: SDCCD Information System

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

Table 40. Subsequent Successful Course Completion Rate by Gender

Gender	ENGL 048/049 to ENGL 101/105	80-Percent Index
	Subsequent Successful Course Completion Rate	
Female	85%	92%
Male	92%	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	63%	63%
American Indian	100%	100%
Asian/Pacific Islander	92%	92%
Filipino	87%	87%
Latino	88%	88%
White	83%	83%
Other	100%	100%
Unreported	93%	93%

Source: SDCCD Information System

**ESOL**

Table 42. Subsequent Enrollment and Success of ESOL 040 Students

	ESOL 040	ENGL 101/105				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
Fall 2006	39	8	21%	7	88%	72%
Fall 2007	62	19	31%	17	89%	73%
Fall 2008	37	12	32%	12	100%	74%
Fall 2009	49	16	33%	14	88%	76%
Fall 2010	48	15	31%	12	80%	75%
<b>Total/Average</b>	<b>235</b>	<b>70</b>	<b>30%</b>	<b>62</b>	<b>89%</b>	<b>74%</b>

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

	ESOL 040	ENGL 101/105				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
Female	169	59	35%	54	92%	79%
Male	66	11	17%	8	73%	69%
Unreported	0	0	---	0	---	---
<b>Total/Average</b>	<b>235</b>	<b>70</b>	<b>30%</b>	<b>62</b>	<b>89%</b>	<b>74%</b>

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

	ESOL 040	ENGL 101/105				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
African American	2	0	---	0	---	52%
American Indian	0	0	---	0	---	63%
Asian/Pacific Islander	132	41	31%	36	88%	71%
Filipino	1	0	---	0	---	71%
Latino	14	3	21%	3	100%	69%
White	60	18	30%	16	89%	79%
Other	21	7	33%	6	86%	76%
Unreported	5	1	20%	1	100%	75%
<b>Total/Average</b>	<b>235</b>	<b>70</b>	<b>30%</b>	<b>62</b>	<b>89%</b>	<b>74%</b>

Source: SDCCD Information System

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

Table 45. Subsequent Successful Course Completion Rate by Gender

Gender	ESOL 40 to ENGL 101/105	80-Percent Index
	Subsequent Successful Course Completion Rate	
Female	92%	100%
Male	73%	79%
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	88%	88%
Filipino	---	---
Latino	100%	100%
White	89%	89%
Other	86%	86%
Unreported	100%	100%

Source: SDCCD Information System



**Math**

Table 47. Subsequent Enrollment and Success of Math 046 Students

	MATH 046	MATH 096				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
Fall 2007	269	199	74%	129	65%	53%
Fall 2008	268	167	62%	118	71%	58%
Fall 2009	219	150	68%	99	66%	54%
Fall 2010	211	152	72%	98	64%	42%
Fall 2011	229	165	72%	125	76%	46%
<b>Total/Average</b>	<b>1,196</b>	<b>833</b>	<b>70%</b>	<b>569</b>	<b>68%</b>	<b>50%</b>

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

	MATH 046	MATH 096				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
Female	578	403	70%	274	68%	50%
Male	616	429	70%	294	69%	50%
Unreported	2	1	50%	1	100%	---
<b>Total/Average</b>	<b>1,196</b>	<b>833</b>	<b>70%</b>	<b>569</b>	<b>68%</b>	<b>50%</b>

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

	MATH 046	MATH 096				
		Subsequent Enrollment		Subsequent Success		Non-Cohort Success Rate
	Cohort	Count	Rate	Count	Rate	
African American	57	36	63%	25	69%	39%
American Indian	7	5	71%	3	60%	50%
Asian/Pacific Islander	143	107	75%	76	71%	54%
Filipino	143	112	78%	69	62%	56%
Latino	214	139	65%	99	71%	41%
White	486	338	70%	233	69%	53%
Other	70	47	67%	30	64%	39%
Unreported	76	49	64%	34	69%	62%
<b>Total/Average</b>	<b>1,196</b>	<b>833</b>	<b>70%</b>	<b>569</b>	<b>68%</b>	<b>50%</b>

Source: SDCCD Information System

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

Table 50. Subsequent Successful Course Completion Rate by Gender

Gender	MATH 046 to MATH 096	80-Percent Index
	Subsequent Successful Course Completion Rate	
Female	68%	99%
Male	69%	100%
Unreported	100%	100%

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	69%	97%
American Indian	60%	85%
Asian/Pacific Islander	71%	100%
Filipino	62%	87%
Latino	71%	100%
White	69%	97%
Other	64%	90%
Unreported	69%	97%

Source: SDCCD Information System