

# **Basic Skills Report 2009 - 2015**

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## Overview of the Basic Skills Report

This report on students enrolled in Basic Skills courses provides information for the college Basic Skills committee, faculty, student support staff, college leaders, and managers. The information in the report is useful for program and services planning and improvement decisions by the colleges. The report contains information on Basic Skills student placement, enrollment, persistence, and student outcomes (i.e., retention and success). The key questions that this report will serve to answer are:

1. What proportion of incoming students place into Basic Skills courses?
2. How has the number of enrollments in Basic Skills courses changed over the past five years?
3. What is the persistence rate of students in Basic Skills courses?
4. How well do students perform in their Basic Skills courses?

Whenever possible, these research questions are examined with respect to ethnicity, as well as longitudinal trends, and benchmarked for comparison purposes.

The target group of students for this report is consistent with the Basic Skills definition provided by the California Community College Chancellor's Office as of 2007/08:

Basic skills courses are those courses in reading, writing, math, computation, learning skills, study skills, and English as a Second Language, which are designated by the community college district as non-transferrable and non-degree applicable courses.

For the San Diego Community College District (SDCCD), this includes English 042, 043, 047A (formerly numbered English 265B), 048 (formerly numbered English 056), and 049 (formerly numbered English 051); Math 034A (formerly numbered Math 032), 038 (formerly numbered Math 035), and 046 (formerly numbered Math 095); and all ESOL courses.

For benchmarking purposes, the college-level reports include five-year averages and may be compared with the All Colleges data. The All Colleges data include Basic Skills courses from all three colleges (City, Mesa, and Miramar), and may be used as a point of reference for each college.

## 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 2015.*

## 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: 2012/13 to 2014/15. 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 (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 a 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.

Table 1. Reading Placement of First-Time Students

		2012/13		2013/14		2014/15		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,376	67%	2,298	66%	2,486	70%	7,160	68%	5%
	Not Tested	1,164	33%	1,180	34%	1,066	30%	3,410	32%	-8%
	<b>Total Students</b>	<b>3,540</b>	<b>100%</b>	<b>3,478</b>	<b>100%</b>	<b>3,552</b>	<b>100%</b>	<b>10,570</b>	<b>100%</b>	<b>0%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	1,007	42%	1,056	46%	1,161	47%	3,224	45%	15%
	Basic Skills	996	42%	907	39%	984	40%	2,887	40%	-1%
	Need English Advising	297	13%	262	11%	265	11%	824	12%	-11%
	Take ESOL Test	76	3%	73	3%	76	3%	225	3%	0%
	<b>Total Tested</b>	<b>2,376</b>	<b>100%</b>	<b>2,298</b>	<b>100%</b>	<b>2,486</b>	<b>100%</b>	<b>7,160</b>	<b>100%</b>	<b>5%</b>

Table 2. Writing Placement of First-Time Students

		2012/13		2013/14		2014/15		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,376	67%	2,298	66%	2,486	70%	7,160	68%	5%
	Not Tested	1,164	33%	1,180	34%	1,066	30%	3,410	32%	-8%
	<b>Total Students</b>	<b>3,540</b>	<b>100%</b>	<b>3,478</b>	<b>100%</b>	<b>3,552</b>	<b>100%</b>	<b>10,570</b>	<b>100%</b>	<b>0%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	426	18%	472	21%	502	20%	1,400	20%	18%
	Basic Skills	1,577	66%	1,491	65%	1,643	66%	4,711	66%	4%
	Need English Advising	297	13%	262	11%	265	11%	824	12%	-11%
	Take ESOL Test	76	3%	73	3%	76	3%	225	3%	0%
	<b>Total Tested</b>	<b>2,376</b>	<b>100%</b>	<b>2,298</b>	<b>100%</b>	<b>2,486</b>	<b>100%</b>	<b>7,160</b>	<b>100%</b>	<b>5%</b>

Table 3. ESOL Placement of First-Time Students

		2012/13		2013/14		2014/15		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	159	4%	173	5%	149	4%	481	5%	-6%
	Not Tested	3,381	96%	3,305	95%	3,403	96%	10,089	95%	1%
	<b>Total Students</b>	<b>3,540</b>	<b>100%</b>	<b>3,478</b>	<b>100%</b>	<b>3,552</b>	<b>100%</b>	<b>10,570</b>	<b>100%</b>	<b>0%</b>
Distribution of Students who Took a Test	Level 40	7	4%	14	8%	9	6%	30	6%	29%
	Level 30	13	8%	26	15%	15	10%	54	11%	15%
	Level 20	24	15%	12	7%	18	12%	54	11%	-25%
	Level 19	115	72%	121	70%	107	72%	343	71%	-7%
	<b>Total Tested</b>	<b>159</b>	<b>100%</b>	<b>173</b>	<b>100%</b>	<b>149</b>	<b>100%</b>	<b>481</b>	<b>100%</b>	<b>-6%</b>

Table 4. Math Placement of First-Time Students

		2012/13		2013/14		2014/15		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,409	68%	2,343	67%	2,525	71%	7,277	69%	5%
	Not Tested	1,131	32%	1,135	33%	1,027	29%	3,293	31%	-9%
	<b>Total Students</b>	<b>3,540</b>	<b>100%</b>	<b>3,478</b>	<b>100%</b>	<b>3,552</b>	<b>100%</b>	<b>10,570</b>	<b>100%</b>	<b>0%</b>
Distribution of Students who Took a Test	Transfer Level	296	12%	268	11%	325	13%	889	12%	10%
	Associate Level	233	10%	178	8%	199	8%	610	8%	-15%
	Basic Skills	1,879	78%	1,896	81%	1,998	79%	5,773	79%	6%
	Take Algebra Test	1	0%	1	0%	3	0%	5	0%	200%
	<b>Total Tested</b>	<b>2,409</b>	<b>100%</b>	<b>2,343</b>	<b>100%</b>	<b>2,525</b>	<b>100%</b>	<b>7,277</b>	<b>100%</b>	<b>5%</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 2010 to Spring 2015. Enrollments are shown by subject for each course, with fall and spring terms reported separately (see Tables 5 through 14). Enrollments are also displayed in tabular form for each subject by ethnicity (see Tables 15 through 17).

Table 5. English Basic Skills Course Enrollments

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5-Year Total/Average	
ENGL 042	262	12%	250	13%	272	14%	260	13%	272	12%	1,316	13%
ENGL 043	523	24%	447	23%	470	24%	434	22%	443	20%	2,317	23%
ENGL 047A	32	1%	51	3%	56	3%	108	6%	172	8%	419	4%
ENGL 048	472	21%	471	24%	443	23%	463	24%	529	24%	2,378	23%
ENGL 049	907	41%	744	38%	693	36%	697	36%	805	36%	3,846	37%
<b>Total</b>	<b>2,196</b>	<b>100%</b>	<b>1,963</b>	<b>100%</b>	<b>1,934</b>	<b>100%</b>	<b>1,962</b>	<b>100%</b>	<b>2,221</b>	<b>100%</b>	<b>10,276</b>	<b>100%</b>

Source: SDCCD Information System

Table 6. ESOL Writing Course Enrollments

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5-Year Total/Average	
ESOL 019	52	20%	28	12%	26	11%	23	10%	34	14%	163	13%
ESOL 020	54	21%	61	27%	49	21%	48	20%	54	22%	266	22%
ESOL 030	104	40%	80	36%	81	34%	86	36%	82	33%	433	36%
ESOL 040	52	20%	56	25%	81	34%	85	35%	80	32%	354	29%
<b>Total</b>	<b>262</b>	<b>100%</b>	<b>225</b>	<b>100%</b>	<b>237</b>	<b>100%</b>	<b>242</b>	<b>100%</b>	<b>250</b>	<b>100%</b>	<b>1,216</b>	<b>100%</b>

Source: SDCCD Information System

Table 7. ESOL Reading Course Enrollments

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5-Year Total/Average	
ESOL 019	52	23%	28	14%	26	10%	23	10%	34	13%	163	14%
ESOL 021	60	27%	51	25%	57	23%	46	20%	52	20%	266	23%
ESOL 031	61	27%	70	34%	87	35%	81	34%	88	35%	387	33%
ESOL 040	52	23%	56	27%	81	32%	85	36%	80	31%	354	30%
<b>Total</b>	<b>225</b>	<b>100%</b>	<b>205</b>	<b>100%</b>	<b>251</b>	<b>100%</b>	<b>235</b>	<b>100%</b>	<b>254</b>	<b>100%</b>	<b>1,170</b>	<b>100%</b>

Source: SDCCD Information System

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5-Year Total/Average	
ESOL 019	52	33%	28	18%	26	20%	23	15%	34	23%	163	22%
ESOL 022	49	31%	44	29%	47	37%	40	27%	47	32%	227	31%
ESOL 032	56	36%	80	53%	55	43%	86	58%	68	46%	345	47%
<b>Total</b>	<b>157</b>	<b>100%</b>	<b>152</b>	<b>100%</b>	<b>128</b>	<b>100%</b>	<b>149</b>	<b>100%</b>	<b>149</b>	<b>100%</b>	<b>735</b>	<b>100%</b>

Source: SDCCD Information System

Table 9. Math Basic Skills Course Enrollments

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5-Year Total/Average	
MATH 034A	307	12%	323	13%	192	8%	184	9%	163	8%	1,169	10%
MATH 038	1,138	44%	1,021	42%	1,021	44%	966	45%	945	46%	5,091	44%
MATH 046	1,125	44%	1,100	45%	1,106	48%	991	46%	936	46%	5,258	46%
<b>Total</b>	<b>2,570</b>	<b>100%</b>	<b>2,444</b>	<b>100%</b>	<b>2,319</b>	<b>100%</b>	<b>2,141</b>	<b>100%</b>	<b>2,044</b>	<b>100%</b>	<b>11,518</b>	<b>100%</b>

Source: SDCCD Information System

Table 10. English Basic Skills Course Enrollments

	Spring 2011		Spring 2012		Spring 2013		Spring 2014		Spring 2015		5-Year Total/Average	
ENGL 042	203	11%	219	12%	209	11%	187	10%	239	12%	1,057	11%
ENGL 043	390	21%	379	20%	403	21%	361	19%	367	18%	1,900	20%
ENGL 047A	24	1%	0	0%	57	3%	130	7%	144	7%	355	4%
ENGL 048	446	24%	481	26%	517	27%	491	26%	515	25%	2,450	26%
ENGL 049	811	43%	777	42%	724	38%	724	38%	804	39%	3,840	40%
<b>Total</b>	<b>1,874</b>	<b>100%</b>	<b>1,856</b>	<b>100%</b>	<b>1,910</b>	<b>100%</b>	<b>1,893</b>	<b>100%</b>	<b>2,069</b>	<b>100%</b>	<b>9,602</b>	<b>100%</b>

Source: SDCCD Information System

Table 11. ESOL Writing Course Enrollments

	Spring 2011		Spring 2012		Spring 2013		Spring 2014		Spring 2015		5-Year Total/Average	
ESOL 019	51	21%	28	11%	22	9%	26	10%	28	12%	155	13%
ESOL 020	55	22%	57	23%	53	22%	52	20%	47	20%	264	21%
ESOL 030	77	31%	82	33%	81	34%	74	28%	79	33%	393	32%
ESOL 040	64	26%	82	33%	83	35%	110	42%	85	36%	424	34%
<b>Total</b>	<b>247</b>	<b>100%</b>	<b>249</b>	<b>100%</b>	<b>239</b>	<b>100%</b>	<b>262</b>	<b>100%</b>	<b>239</b>	<b>100%</b>	<b>1,236</b>	<b>100%</b>

Source: SDCCD Information System

Table 12. ESOL Reading Course Enrollments

	Spring 2011		Spring 2012		Spring 2013		Spring 2014		Spring 2015		5-Year Total/Average	
ESOL 019	51	20%	28	12%	22	11%	26	11%	28	12%	155	13%
ESOL 021	56	22%	57	24%	45	22%	42	17%	45	20%	245	21%
ESOL 031	79	32%	68	29%	59	28%	63	26%	67	30%	336	29%
ESOL 040	64	26%	82	35%	83	40%	110	46%	85	38%	424	37%
<b>Total</b>	<b>250</b>	<b>100%</b>	<b>235</b>	<b>100%</b>	<b>209</b>	<b>100%</b>	<b>241</b>	<b>100%</b>	<b>225</b>	<b>100%</b>	<b>1,160</b>	<b>100%</b>

Source: SDCCD Information System

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2011		Spring 2012		Spring 2013		Spring 2014		Spring 2015		5-Year Total/Average	
ESOL 019	51	31%	28	22%	22	18%	26	19%	28	22%	155	23%
ESOL 022	53	32%	45	36%	48	38%	40	29%	40	31%	226	33%
ESOL 032	61	37%	53	42%	55	44%	73	53%	62	48%	304	44%
<b>Total</b>	<b>165</b>	<b>100%</b>	<b>126</b>	<b>100%</b>	<b>125</b>	<b>100%</b>	<b>139</b>	<b>100%</b>	<b>130</b>	<b>100%</b>	<b>685</b>	<b>100%</b>

Source: SDCCD Information System

Table 14. Math Basic Skills Course Enrollments

	Spring 2011		Spring 2012		Spring 2013		Spring 2014		Spring 2015		5-Year Total/Average	
MATH 034A	298	14%	310	15%	218	12%	190	11%	193	11%	1,209	13%
MATH 038	796	38%	784	38%	761	40%	721	42%	763	43%	3,825	40%
MATH 046	1,021	48%	952	47%	913	48%	810	47%	807	46%	4,503	47%
<b>Total</b>	<b>2,115</b>	<b>100%</b>	<b>2,046</b>	<b>100%</b>	<b>1,892</b>	<b>100%</b>	<b>1,721</b>	<b>100%</b>	<b>1,763</b>	<b>100%</b>	<b>9,537</b>	<b>100%</b>

Source: SDCCD Information System

Table 15. English Basic Skills Enrollments by Ethnicity

	2010/11		2011/12		2012/13		2013/14		2014/15		5-Year Total/Average	
African American	681	17%	526	14%	565	15%	541	14%	546	13%	2,859	14%
American Indian	17	0%	21	1%	4	0%	2	0%	18	0%	62	0%
Asian/Pacific Islander	254	6%	184	5%	185	5%	220	6%	236	6%	1,079	5%
Filipino	116	3%	66	2%	91	2%	73	2%	95	2%	441	2%
Latino	2,323	57%	2,474	65%	2,554	66%	2,505	65%	2,796	65%	12,652	64%
White	390	10%	369	10%	296	8%	323	8%	402	9%	1,780	9%
Other	189	5%	122	3%	116	3%	134	3%	143	3%	704	4%
Unreported	100	2%	57	1%	33	1%	57	1%	54	1%	301	2%
<b>Total</b>	<b>4,070</b>	<b>100%</b>	<b>3,819</b>	<b>100%</b>	<b>3,844</b>	<b>100%</b>	<b>3,855</b>	<b>100%</b>	<b>4,290</b>	<b>100%</b>	<b>19,878</b>	<b>100%</b>

Source: SDCCD Information System

Table 16. ESOL Enrollments by Ethnicity

	2010/11		2011/12		2012/13		2013/14		2014/15		5-Year Total/Average	
African American	142	14%	179	19%	237	26%	258	26%	242	25%	1,058	22%
American Indian	4	0%	0	0%	0	0%	0	0%	0	0%	4	0%
Asian/Pacific Islander	151	15%	224	24%	239	26%	215	22%	240	25%	1,069	22%
Filipino	13	1%	4	0%	1	0%	12	1%	11	1%	41	1%
Latino	448	46%	349	37%	291	31%	320	33%	336	35%	1,744	36%
White	88	9%	95	10%	114	12%	132	14%	111	12%	540	11%
Other	117	12%	72	8%	28	3%	14	1%	4	0%	235	5%
Unreported	21	2%	19	2%	19	2%	24	2%	14	1%	97	2%
<b>Total</b>	<b>984</b>	<b>100%</b>	<b>942</b>	<b>100%</b>	<b>929</b>	<b>100%</b>	<b>975</b>	<b>100%</b>	<b>958</b>	<b>100%</b>	<b>4,788</b>	<b>100%</b>

Source: SDCCD Information System

Table 17. Math Basic Skills Enrollments by Ethnicity

	2010/11		2011/12		2012/13		2013/14		2014/15		5-Year Total/Average	
African American	896	19%	700	16%	649	15%	589	15%	523	14%	3,357	16%
American Indian	28	1%	24	1%	13	0%	6	0%	15	0%	86	0%
Asian/Pacific Islander	164	4%	151	3%	128	3%	115	3%	122	3%	680	3%
Filipino	100	2%	75	2%	62	1%	59	2%	57	1%	353	2%
Latino	2,435	52%	2,599	58%	2,587	61%	2,364	61%	2,372	62%	12,357	59%
White	703	15%	672	15%	550	13%	509	13%	497	13%	2,931	14%
Other	195	4%	177	4%	164	4%	164	4%	170	4%	870	4%
Unreported	164	4%	92	2%	58	1%	56	1%	51	1%	421	2%
<b>Total</b>	<b>4,685</b>	<b>100%</b>	<b>4,490</b>	<b>100%</b>	<b>4,211</b>	<b>100%</b>	<b>3,862</b>	<b>100%</b>	<b>3,807</b>	<b>100%</b>	<b>21,055</b>	<b>100%</b>

Source: SDCCD Information System

# Persistence

### Part III: Persistence

This section of the report looks at the persistence rates of students who enrolled in Basic Skills courses during the five most recent fall terms for which data are available: Fall 2009 to Fall 2014. Overall term and annual persistence rates are displayed (see Table 18). Annual persistence is also reported by gender, ethnicity, and age (see Tables 19 through 21).

#### 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.

Table 18. Basic Skills Term and Annual Persistence

Cohort	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rates	Annual Persistence Counts	Annual Persistence Rates
Fall 2009	2,471	1,746	71%	1,158	47%
Fall 2010	3,018	2,113	70%	1,405	47%
Fall 2011	2,823	2,032	72%	1,409	50%
Fall 2012	2,929	2,133	73%	1,490	51%
Fall 2013	2,796	2,024	72%	1,409	50%
Fall 2014	2,849	2,053	72%	0	---
<b>Total/Average</b>	<b>16,886</b>	<b>12,101</b>	<b>72%</b>	<b>6,871</b>	<b>49%</b>

Note. Overall annual persistence counts and rates exclude the Fall 2014 cohort due to the unavailability of Fall 2015 data.

Table 19. 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 2009	1,435	706	49%	1,036	452	44%
Fall 2010	1,729	810	47%	1,289	595	46%
Fall 2011	1,613	830	51%	1,209	579	48%
Fall 2012	1,697	902	53%	1,232	588	48%
Fall 2013	1,585	841	53%	1,211	568	47%
<b>Total/Average</b>	<b>8,059</b>	<b>4,089</b>	<b>51%</b>	<b>5,977</b>	<b>2,782</b>	<b>47%</b>

Source: SDCCD Information System



Table 20. 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 2009	444	46%	12	50%	154	49%	61	41%
Fall 2010	484	42%	15	27%	178	51%	80	40%
Fall 2011	388	52%	13	54%	181	47%	48	52%
Fall 2012	441	50%	9	44%	163	53%	57	42%
Fall 2013	414	55%	3	67%	183	54%	50	42%
<b>Total/Average</b>	<b>2,171</b>	<b>49%</b>	<b>52</b>	<b>44%</b>	<b>859</b>	<b>51%</b>	<b>296</b>	<b>43%</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 2009	1,174	51%	396	37%	117	43%	113	50%
Fall 2010	1,629	50%	385	35%	154	53%	93	44%
Fall 2011	1,644	52%	376	41%	118	53%	55	38%
Fall 2012	1,753	53%	352	42%	112	53%	42	40%
Fall 2013	1,672	52%	326	39%	97	46%	51	55%
<b>Total/Average</b>	<b>7,872</b>	<b>51%</b>	<b>1,835</b>	<b>39%</b>	<b>598</b>	<b>50%</b>	<b>354</b>	<b>46%</b>

Table 21. 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 2009	12	50%	1,498	51%	385	38%
Fall 2010	8	75%	1,967	49%	408	37%
Fall 2011	6	83%	1,820	52%	373	42%
Fall 2012	10	50%	1,945	52%	389	47%
Fall 2013	7	43%	1,873	53%	396	44%
<b>Total/Average</b>	<b>43</b>	<b>58%</b>	<b>9,103</b>	<b>51%</b>	<b>1,951</b>	<b>42%</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 2009	332	37%	149	45%	95	59%
Fall 2010	350	43%	164	47%	121	51%
Fall 2011	346	43%	170	51%	108	54%
Fall 2012	329	47%	150	49%	106	53%
Fall 2013	296	45%	123	50%	101	49%
<b>Total/Average</b>	<b>1,653</b>	<b>43%</b>	<b>756</b>	<b>48%</b>	<b>531</b>	<b>53%</b>

Source: SDCCD Information System

# Student Outcomes

## Part IV: Student Outcomes: Retention and Success

This section of the report examines retention and success annually for the five most recent years for which data are available: 2010/11 through 2014/15. Five-year trends in retention rates are shown by year for each Basic Skills course and for each subject by ethnicity (see Tables 22 through 29). Similarly, five-year trends in success rates are presented by term for each course and for each subject by ethnicity (see Tables 30 through 37).

### 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.

Table 22. English Basic Skills Course Retention Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ENGL 042	87%	86%	89%	87%	88%	88%
ENGL 043	88%	85%	89%	86%	90%	88%
ENGL 047A	80%	90%	89%	86%	91%	88%
ENGL 048	88%	85%	91%	90%	86%	88%
ENGL 049	86%	87%	91%	90%	87%	88%
<b>Total</b>	<b>87%</b>	<b>86%</b>	<b>90%</b>	<b>89%</b>	<b>88%</b>	<b>88%</b>

Table 23. ESOL Writing Course Retention Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	92%	91%	92%	98%	89%	92%
ESOL 020	92%	94%	90%	97%	91%	93%
ESOL 030	86%	91%	94%	96%	96%	92%
ESOL 040	93%	88%	87%	92%	90%	90%
<b>Total</b>	<b>90%</b>	<b>91%</b>	<b>90%</b>	<b>95%</b>	<b>92%</b>	<b>92%</b>

Table 24. ESOL Reading Course Retention Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	92%	91%	92%	98%	89%	92%
ESOL 021	95%	96%	93%	97%	96%	95%
ESOL 031	94%	96%	95%	92%	92%	94%
ESOL 040	93%	88%	87%	92%	90%	90%
<b>Total</b>	<b>93%</b>	<b>93%</b>	<b>91%</b>	<b>93%</b>	<b>92%</b>	<b>93%</b>

Table 25. ESOL Listening/Speaking Course Retention Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	92%	91%	92%	98%	89%	92%
ESOL 022	96%	94%	97%	100%	94%	96%
ESOL 032	97%	92%	96%	96%	95%	95%
<b>Total</b>	<b>95%</b>	<b>92%</b>	<b>96%</b>	<b>98%</b>	<b>93%</b>	<b>95%</b>

Table 26. Math Basic Skills Course Retention Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
MATH 034A	83%	85%	93%	90%	83%	86%
MATH 038	69%	73%	81%	78%	78%	76%
MATH 046	72%	75%	79%	80%	79%	77%
<b>Total</b>	<b>72%</b>	<b>75%</b>	<b>81%</b>	<b>80%</b>	<b>79%</b>	<b>77%</b>

Source: SDCCD Information System

Table 27. English Basic Skills Retention Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/ Average
African American	84%	81%	90%	85%	87%	85%
American Indian	100%	81%	100%	0%	100%	90%
Asian/Pac. Islander	87%	91%	90%	93%	94%	91%
Filipino	90%	89%	91%	97%	94%	92%
Latino	88%	88%	91%	88%	87%	88%
White	86%	84%	88%	89%	91%	88%
Other	88%	83%	91%	89%	81%	86%
Unreported	87%	70%	91%	93%	89%	86%
<b>Total</b>	<b>87%</b>	<b>86%</b>	<b>90%</b>	<b>89%</b>	<b>88%</b>	<b>88%</b>

Table 28. ESOL Retention Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/ Average
African American	92%	94%	92%	97%	94%	94%
American Indian	100%	0%	0%	0%	0%	100%
Asian/Pac. Islander	95%	96%	98%	96%	94%	96%
Filipino	100%	50%	100%	100%	82%	90%
Latino	91%	91%	90%	93%	91%	91%
White	95%	89%	92%	96%	95%	94%
Other	92%	92%	93%	100%	75%	92%
Unreported	95%	100%	84%	92%	100%	94%
<b>Total</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>	<b>95%</b>	<b>93%</b>	<b>93%</b>

Table 29. Math Basic Skills Retention Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/ Average
African American	62%	69%	78%	76%	73%	71%
American Indian	68%	58%	85%	83%	73%	70%
Asian/Pac. Islander	81%	85%	83%	83%	84%	83%
Filipino	81%	81%	79%	90%	84%	83%
Latino	75%	77%	82%	81%	79%	79%
White	72%	76%	79%	78%	83%	77%
Other	69%	69%	77%	78%	76%	74%
Unreported	66%	65%	81%	93%	82%	74%
<b>Total</b>	<b>72%</b>	<b>75%</b>	<b>81%</b>	<b>80%</b>	<b>79%</b>	<b>77%</b>

Source: SDCCD Information System

Table 30. English Basic Skills Course Success Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ENGL 042	68%	68%	71%	68%	68%	69%
ENGL 043	68%	64%	71%	71%	75%	70%
ENGL 047A	66%	80%	73%	66%	80%	74%
ENGL 048	67%	70%	75%	75%	70%	71%
ENGL 049	59%	68%	73%	76%	71%	69%
<b>Total</b>	<b>64%</b>	<b>68%</b>	<b>73%</b>	<b>73%</b>	<b>72%</b>	<b>70%</b>

Table 31. ESOL Writing Course Success Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	80%	73%	71%	76%	63%	73%
ESOL 020	73%	66%	76%	86%	75%	75%
ESOL 030	63%	77%	83%	88%	86%	79%
ESOL 040	85%	72%	74%	83%	81%	79%
<b>Total</b>	<b>74%</b>	<b>72%</b>	<b>77%</b>	<b>84%</b>	<b>79%</b>	<b>77%</b>

Table 32. ESOL Reading Course Success Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	80%	73%	71%	76%	63%	73%
ESOL 021	87%	79%	84%	93%	90%	86%
ESOL 031	76%	89%	91%	83%	86%	85%
ESOL 040	85%	72%	74%	83%	81%	79%
<b>Total</b>	<b>82%</b>	<b>79%</b>	<b>82%</b>	<b>84%</b>	<b>82%</b>	<b>82%</b>

Table 33. ESOL Listening/Speaking Course Success Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	80%	73%	71%	76%	63%	73%
ESOL 022	89%	80%	79%	93%	93%	87%
ESOL 032	91%	90%	92%	91%	90%	91%
<b>Total</b>	<b>87%</b>	<b>83%</b>	<b>83%</b>	<b>89%</b>	<b>85%</b>	<b>85%</b>

Table 34. Math Basic Skills Course Success Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
MATH 034A	52%	54%	68%	62%	57%	57%
MATH 038	40%	46%	45%	43%	41%	43%
MATH 046	41%	44%	48%	46%	48%	45%
<b>Total</b>	<b>42%</b>	<b>46%</b>	<b>49%</b>	<b>46%</b>	<b>46%</b>	<b>46%</b>

Source: SDCCD Information System

Table 35. English Basic Skills Success Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/ Average
African American	55%	63%	72%	72%	72%	66%
American Indian	76%	71%	50%	0%	89%	74%
Asian/Pac. Islander	67%	73%	82%	83%	82%	77%
Filipino	61%	85%	75%	89%	81%	76%
Latino	66%	68%	72%	72%	70%	69%
White	65%	69%	74%	80%	76%	72%
Other	69%	70%	78%	63%	69%	70%
Unreported	62%	60%	76%	79%	70%	68%
<b>Total</b>	<b>64%</b>	<b>68%</b>	<b>73%</b>	<b>73%</b>	<b>72%</b>	<b>70%</b>

Table 36. ESOL Success Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/ Average
African American	82%	83%	82%	90%	85%	85%
American Indian	100%	0%	0%	0%	0%	100%
Asian/Pac. Islander	83%	87%	90%	92%	89%	88%
Filipino	46%	50%	0%	100%	82%	71%
Latino	76%	72%	79%	79%	80%	77%
White	86%	76%	79%	87%	83%	82%
Other	79%	81%	75%	93%	75%	80%
Unreported	95%	89%	68%	79%	86%	84%
<b>Total</b>	<b>79%</b>	<b>79%</b>	<b>82%</b>	<b>86%</b>	<b>84%</b>	<b>82%</b>

Table 37. Math Basic Skills Success Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/ Average
African American	30%	38%	39%	40%	38%	36%
American Indian	36%	42%	62%	33%	20%	38%
Asian/Pac. Islander	59%	62%	55%	61%	56%	59%
Filipino	55%	53%	59%	58%	68%	58%
Latino	43%	46%	49%	45%	45%	46%
White	50%	55%	56%	54%	53%	54%
Other	43%	45%	51%	43%	44%	45%
Unreported	41%	37%	45%	54%	55%	44%
<b>Total</b>	<b>42%</b>	<b>46%</b>	<b>49%</b>	<b>46%</b>	<b>46%</b>	<b>46%</b>

Source: SDCCD Information System