

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 Skills¹ → ENGL 042, 043, 047A, 048, or 049
- Transfer Level → ENGL 101 or 105

ESOL PLACEMENT LEVELS

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

MATH PLACEMENT LEVELS

- Basic Skills² → MATH 034A, 038, 046, 047A
- Associate Level → MATH 084, 085, 092, 096, 098
- Transfer Level → MATH 104, 107, 116, 118, 119, 181, 210A

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

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

Placement of First-Time Students

Part I: Placement of First-Time Students

This section of the report looks at the placement levels of first-time to college students who applied to the SDCCD during the three most recent years for which data are available: 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	2,474	71%	2,426	73%	2,487	78%	7,387	74%	1%
	Not Tested	1,002	29%	898	27%	711	22%	2,611	26%	-29%
	Total Students	3,476	100%	3,324	100%	3,198	100%	9,998	100%	-8%
Distribution of Students who Took a Test	Transfer/Associate Level	1,366	55%	1,278	53%	1,393	56%	4,037	55%	2%
	Basic Skills	892	36%	917	38%	838	34%	2,647	36%	-6%
	Need English Advising	163	7%	185	8%	178	7%	526	7%	9%
	Take ESOL Test	53	2%	46	2%	78	3%	177	2%	47%
	Total Tested	2,474	100%	2,426	100%	2,487	100%	7,387	100%	1%

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	2,474	71%	2,427	73%	2,489	78%	7,390	74%	1%
	Not Tested	1,002	29%	897	27%	709	22%	2,608	26%	-29%
	Total Students	3,476	100%	3,324	100%	3,198	100%	9,998	100%	-8%
Distribution of Students who Took a Test	Transfer/Associate Level	710	29%	632	26%	702	28%	2,044	28%	-1%
	Basic Skills	1,548	63%	1,564	64%	1,531	62%	4,643	63%	-1%
	Need English Advising	163	7%	185	8%	178	7%	526	7%	9%
	Take ESOL Test	53	2%	46	2%	78	3%	177	2%	47%
	Total Tested	2,474	100%	2,427	100%	2,489	100%	7,390	100%	1%

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	164	5%	166	5%	171	5%	501	5%	4%
	Not Tested	3,312	95%	3,158	95%	3,027	95%	9,497	95%	-9%
	Total Students	3,476	100%	3,324	100%	3,198	100%	9,998	100%	-8%
Distribution of Students who Took a Test	Level 40	9	5%	19	11%	17	10%	45	9%	89%
	Level 30	30	18%	31	19%	33	19%	94	19%	10%
	Level 20	24	15%	25	15%	11	6%	60	12%	-54%
	Level 19	101	62%	91	55%	110	64%	302	60%	9%
	Total Tested	164	100%	166	100%	171	100%	501	100%	4%

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	2,486	72%	2,481	75%	2,518	79%	7,485	75%	1%
	Not Tested	990	28%	843	25%	680	21%	2,513	25%	-31%
	Total Students	3,476	100%	3,324	100%	3,198	100%	9,998	100%	-8%
Distribution of Students who Took a Test	Transfer Level	575	23%	604	24%	620	25%	1,799	24%	8%
	Associate Level	379	15%	344	14%	393	16%	1,116	15%	4%
	Basic Skills	1,519	61%	1,532	62%	1,504	60%	4,555	61%	-1%
	Take Algebra Test	13	1%	1	0%	1	0%	15	0%	-92%
	Total Tested	2,486	100%	2,481	100%	2,518	100%	7,485	100%	1%

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	168	9%	201	13%	189	12%	198	12%	207	12%	963	12%
ENGL 043	311	18%	283	18%	264	17%	280	17%	297	18%	1,435	17%
ENGL 047A	85	5%	98	6%	104	7%	130	8%	129	8%	546	7%
ENGL 048	408	23%	420	26%	391	25%	384	23%	362	21%	1,965	24%
ENGL 049	801	45%	595	37%	605	39%	703	41%	694	41%	3,398	41%
Total	1,773	100%	1,597	100%	1,553	100%	1,695	100%	1,689	100%	8,307	100%

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	41	23%	40	21%	38	24%	38	24%	35	23%	192	23%
ESOL 020	39	22%	43	23%	40	25%	38	24%	36	24%	196	24%
ESOL 030	38	22%	40	21%	40	25%	41	26%	39	26%	198	24%
ESOL 040	57	33%	65	35%	40	25%	43	27%	41	27%	246	30%
Total	175	100%	188	100%	158	100%	160	100%	151	100%	832	100%

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	41	21%	40	19%	38	20%	38	22%	35	22%	192	21%
ESOL 021	45	23%	50	24%	49	25%	42	24%	33	21%	219	24%
ESOL 031	50	26%	55	26%	66	34%	52	30%	47	30%	270	29%
ESOL 040	57	30%	65	31%	40	21%	43	25%	41	26%	246	27%
Total	193	100%	210	100%	193	100%	175	100%	156	100%	927	100%

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	41	31%	40	31%	38	31%	38	34%	35	33%	192	32%
ESOL 022	42	32%	41	32%	39	31%	34	30%	36	34%	192	32%
ESOL 032	48	37%	48	37%	47	38%	41	36%	35	33%	219	36%
Total	131	100%	129	100%	124	100%	113	100%	106	100%	603	100%

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	138	8%	210	10%	28	2%	37	2%	38	2%	451	5%
MATH 038	548	31%	673	33%	665	38%	795	40%	691	44%	3,372	37%
MATH 046	1,085	61%	1,126	56%	1,056	60%	1,131	58%	856	54%	5,254	58%
Total	1,771	100%	2,009	100%	1,749	100%	1,963	100%	1,585	100%	9,077	100%

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	179	9%	209	12%	171	9%	210	11%	192	9%	961	10%
ENGL 043	310	16%	334	19%	313	17%	256	13%	272	13%	1,485	16%
ENGL 047A	76	4%	0	0%	107	6%	151	8%	232	11%	566	6%
ENGL 048	445	24%	433	25%	367	20%	433	22%	452	22%	2,130	22%
ENGL 049	881	47%	743	43%	914	49%	937	47%	943	45%	4,418	46%
Total	1,891	100%	1,719	100%	1,872	100%	1,987	100%	2,091	100%	9,560	100%

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	42	21%	40	22%	37	23%	38	24%	37	24%	194	23%
ESOL 020	44	22%	38	21%	39	25%	41	26%	38	25%	200	24%
ESOL 030	62	31%	43	24%	42	26%	41	26%	40	26%	228	27%
ESOL 040	50	25%	57	32%	41	26%	39	25%	37	24%	224	26%
Total	198	100%	178	100%	159	100%	159	100%	152	100%	846	100%

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	42	17%	40	16%	37	8%	38	23%	37	24%	194	15%
ESOL 021	45	18%	46	18%	43	10%	39	24%	35	22%	208	16%
ESOL 031	117	46%	108	43%	317	72%	48	29%	47	30%	637	50%
ESOL 040	50	20%	57	23%	41	9%	39	24%	37	24%	224	18%
Total	254	100%	251	100%	438	100%	164	100%	156	100%	1,263	100%

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	42	31%	40	17%	37	18%	38	34%	37	35%	194	25%
ESOL 022	41	30%	44	19%	40	20%	35	31%	29	27%	189	24%
ESOL 032	53	39%	147	64%	124	62%	39	35%	41	38%	404	51%
Total	136	100%	231	100%	201	100%	112	100%	107	100%	787	100%

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	178	9%	181	9%	38	2%	49	3%	33	2%	479	6%
MATH 038	692	36%	703	34%	645	40%	634	42%	631	43%	3,305	38%
MATH 046	1,068	55%	1,200	58%	916	57%	831	55%	794	54%	4,809	56%
Total	1,938	100%	2,084	100%	1,599	100%	1,514	100%	1,458	100%	8,593	100%

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	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	326	9%	275	8%	325	9%	353	10%	359	9%	1,638	9%
American Indian	19	1%	8	0%	10	0%	14	0%	12	0%	63	0%
Asian/Pacific Islander	628	17%	553	17%	568	17%	474	13%	405	11%	2,628	15%
Filipino	121	3%	144	4%	139	4%	146	4%	188	5%	738	4%
Latino	1,357	37%	1,394	42%	1,474	43%	1,703	46%	1,769	47%	7,697	43%
White	927	25%	704	21%	688	20%	737	20%	781	21%	3,837	21%
Other	178	5%	168	5%	159	5%	208	6%	217	6%	930	5%
Unreported	108	3%	70	2%	62	2%	47	1%	49	1%	336	2%
Total	3,664	100%	3,316	100%	3,425	100%	3,682	100%	3,780	100%	17,867	100%

Source: SDCCD Information System

Table 16. ESOL Enrollments by Ethnicity

	2010/11		2011/12		2012/13		2013/14		2014/15		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	42	5%	39	4%	52	5%	51	8%	45	7%	229	6%
Asian/Pacific Islander	410	50%	508	56%	592	57%	287	44%	292	48%	2,089	52%
Filipino	6	1%	10	1%	6	1%	7	1%	7	1%	36	1%
Latino	185	23%	165	18%	114	11%	121	19%	99	16%	684	17%
White	146	18%	155	17%	135	13%	161	25%	138	23%	735	18%
Other	19	2%	12	1%	5	0%	10	2%	7	1%	53	1%
Unreported	6	1%	16	2%	138	13%	12	2%	18	3%	190	5%
Total	814	100%	905	100%	1,042	100%	649	100%	606	100%	4,016	100%

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	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	423	11%	363	9%	326	10%	360	10%	324	11%	1,796	10%
American Indian	20	1%	26	1%	12	0%	16	0%	12	0%	86	0%
Asian/Pacific Islander	284	8%	322	8%	212	6%	212	6%	163	5%	1,193	7%
Filipino	110	3%	132	3%	107	3%	111	3%	114	4%	574	3%
Latino	1,344	36%	1,673	41%	1,463	44%	1,561	45%	1,476	49%	7,517	43%
White	1,213	33%	1,245	30%	961	29%	956	27%	751	25%	5,126	29%
Other	209	6%	238	6%	206	6%	211	6%	172	6%	1,036	6%
Unreported	106	3%	94	2%	61	2%	50	1%	31	1%	342	2%
Total	3,709	100%	4,093	100%	3,348	100%	3,477	100%	3,043	100%	17,670	100%

Source: SDCCD Information System

Persistence

Part III: Persistence

This section of the report looks at the persistence rates of students 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	2,238	1,668	75%	1,185	53%
Fall 2010	2,574	1,967	76%	1,369	53%
Fall 2011	2,600	1,977	76%	1,413	54%
Fall 2012	2,472	1,848	75%	1,373	56%
Fall 2013	2,709	2,022	75%	1,436	53%
Fall 2014	2,368	1,778	75%	0	---
Total/Average	14,961	11,260	75%	6,776	54%

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	1,140	609	53%	1,097	576	53%
Fall 2010	1,334	706	53%	1,240	663	53%
Fall 2011	1,379	753	55%	1,221	660	54%
Fall 2012	1,276	730	57%	1,196	643	54%
Fall 2013	1,381	741	54%	1,328	695	52%
Total/Average	6,510	3,539	54%	6,082	3,237	53%

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	195	44%	28	43%	370	58%	84	52%
Fall 2010	243	49%	8	38%	379	60%	68	57%
Fall 2011	204	45%	16	31%	374	60%	87	63%
Fall 2012	222	50%	7	43%	323	63%	83	61%
Fall 2013	246	49%	12	67%	305	62%	100	57%
Total/Average	1,110	47%	71	44%	1,751	60%	422	58%

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	587	52%	743	54%	97	56%	134	49%
Fall 2010	897	52%	787	53%	125	50%	67	51%
Fall 2011	984	54%	734	55%	143	52%	58	59%
Fall 2012	1,013	55%	660	53%	134	57%	30	50%
Fall 2013	1,167	53%	679	50%	162	51%	38	50%
Total/Average	4,648	53%	3,603	53%	661	53%	327	51%

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	9	56%	1,630	56%	300	48%
Fall 2010	7	86%	1,889	55%	351	49%
Fall 2011	7	71%	1,896	57%	347	47%
Fall 2012	4	50%	1,843	58%	323	48%
Fall 2013	2	---	2,045	56%	333	46%
Total/Average	29	62%	9,303	56%	1,654	48%

Cohort	30 - 39		40 - 49		50 and >	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2009	175	41%	78	45%	46	43%
Fall 2010	204	42%	89	49%	34	38%
Fall 2011	219	47%	97	46%	34	44%
Fall 2012	199	48%	72	54%	31	52%
Fall 2013	200	45%	81	48%	48	42%
Total/Average	997	45%	417	48%	193	44%

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	84%	84%	87%	86%	87%	86%
ENGL 043	86%	87%	85%	87%	82%	86%
ENGL 047A	86%	90%	91%	87%	89%	89%
ENGL 048	88%	88%	92%	91%	90%	90%
ENGL 049	89%	88%	91%	86%	87%	88%
Total	88%	87%	90%	87%	87%	88%

Table 23. ESOL Writing Course Retention Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	92%	89%	93%	87%	92%	90%
ESOL 020	94%	86%	92%	96%	88%	91%
ESOL 030	95%	94%	94%	88%	89%	92%
ESOL 040	96%	97%	94%	94%	85%	94%
Total	94%	92%	93%	91%	88%	92%

Table 24. ESOL Reading Course Retention Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	92%	89%	93%	87%	92%	90%
ESOL 021	93%	92%	92%	90%	91%	92%
ESOL 031	95%	91%	98%	88%	88%	94%
ESOL 040	96%	97%	94%	94%	85%	94%
Total	94%	92%	96%	90%	89%	93%

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%	89%	93%	87%	92%	90%
ESOL 022	90%	96%	95%	86%	88%	91%
ESOL 032	96%	97%	96%	95%	93%	96%
Total	93%	95%	95%	89%	91%	93%

Table 26. Math Basic Skills Course Retention Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
MATH 034A	84%	87%	82%	83%	72%	84%
MATH 038	87%	87%	88%	85%	87%	87%
MATH 046	83%	82%	83%	83%	81%	82%
Total	84%	84%	85%	84%	83%	84%

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%	87%	85%	84%	88%	85%
American Indian	79%	88%	90%	93%	67%	83%
Asian/Pac. Islander	89%	90%	92%	87%	90%	90%
Filipino	85%	90%	91%	93%	87%	89%
Latino	88%	87%	89%	87%	87%	88%
White	89%	86%	90%	89%	86%	88%
Other	88%	87%	87%	89%	87%	88%
Unreported	92%	83%	94%	81%	86%	88%
Total	88%	87%	90%	87%	87%	88%

Table 28. ESOL Retention Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/ Average
African American	86%	79%	96%	88%	87%	88%
Asian/Pac. Islander	94%	95%	96%	88%	91%	94%
Filipino	100%	100%	100%	100%	57%	92%
Latino	96%	92%	91%	93%	90%	93%
White	94%	92%	93%	93%	88%	92%
Other	89%	100%	100%	100%	86%	94%
Unreported	100%	100%	99%	92%	78%	96%
Total	94%	93%	96%	90%	89%	93%

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	83%	80%	85%	80%	78%	81%
American Indian	75%	85%	83%	88%	100%	85%
Asian/Pac. Islander	86%	89%	87%	85%	85%	87%
Filipino	78%	86%	83%	82%	87%	83%
Latino	86%	84%	84%	84%	83%	84%
White	85%	84%	87%	84%	86%	85%
Other	79%	84%	90%	82%	78%	83%
Unreported	78%	77%	69%	84%	87%	78%
Total	84%	84%	85%	84%	83%	84%

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	64%	68%	72%	69%	67%	68%
ENGL 043	58%	67%	68%	69%	67%	66%
ENGL 047A	65%	63%	74%	70%	72%	70%
ENGL 048	70%	76%	80%	81%	78%	77%
ENGL 049	69%	71%	72%	71%	69%	71%
Total	67%	71%	73%	73%	71%	71%

Table 31. ESOL Writing Course Success Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	60%	73%	71%	61%	67%	66%
ESOL 020	76%	72%	75%	66%	64%	70%
ESOL 030	87%	88%	84%	80%	78%	84%
ESOL 040	85%	84%	80%	85%	68%	81%
Total	78%	80%	78%	73%	69%	76%

Table 32. ESOL Reading Course Success Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	60%	73%	71%	61%	67%	66%
ESOL 021	81%	84%	72%	80%	84%	80%
ESOL 031	84%	79%	79%	82%	80%	80%
ESOL 040	85%	84%	80%	85%	68%	81%
Total	79%	80%	77%	78%	75%	78%

Table 33. ESOL Listening/Speaking Course Success Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	60%	73%	71%	61%	67%	66%
ESOL 022	81%	89%	90%	83%	80%	85%
ESOL 032	92%	86%	86%	94%	88%	88%
Total	79%	84%	83%	79%	78%	81%

Table 34. Math Basic Skills Course Success Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
MATH 034A	46%	59%	38%	48%	32%	50%
MATH 038	60%	64%	65%	59%	61%	62%
MATH 046	53%	53%	53%	51%	52%	52%
Total	55%	57%	58%	54%	55%	56%

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	56%	63%	64%	66%	71%	64%
American Indian	68%	75%	80%	79%	50%	70%
Asian/Pac. Islander	70%	75%	77%	79%	74%	75%
Filipino	66%	78%	75%	82%	77%	76%
Latino	64%	69%	73%	70%	69%	69%
White	74%	74%	78%	78%	73%	75%
Other	65%	73%	66%	69%	63%	67%
Unreported	70%	67%	63%	74%	73%	69%
Total	67%	71%	73%	73%	71%	71%

Table 36. ESOL Success Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/ Average
African American	67%	62%	83%	67%	73%	71%
Asian/Pac. Islander	82%	83%	85%	81%	82%	83%
Filipino	67%	90%	33%	86%	43%	67%
Latino	83%	79%	70%	78%	70%	77%
White	88%	85%	83%	80%	72%	82%
Other	68%	100%	20%	80%	71%	74%
Unreported	50%	88%	65%	92%	61%	68%
Total	82%	82%	80%	79%	76%	80%

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	39%	47%	46%	44%	50%	45%
American Indian	45%	58%	50%	81%	58%	58%
Asian/Pac. Islander	58%	64%	62%	59%	59%	61%
Filipino	53%	67%	54%	51%	63%	58%
Latino	52%	54%	55%	52%	53%	53%
White	63%	60%	64%	62%	62%	62%
Other	47%	62%	64%	49%	51%	55%
Unreported	57%	55%	44%	50%	65%	54%
Total	55%	57%	58%	54%	55%	56%

Source: SDCCD Information System