

Basic Skills Report 2011 - 2016

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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 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
- ESOL 045: Accelerated ESOL Reading, Writing, and Grammar

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
- ESOL 045: Accelerated ESOL Reading, Writing, and Grammar

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 2016.

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 → ENGL 042, 043, 47A, 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 or 045

MATH PLACEMENT LEVELS

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

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: 2013/14 to 2015/16. 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 for reading, writing, ESOL, and math (see Tables 1 through 4).

TERMS AND DEFINITIONS:

First-Time Students: Defined in this report as any first-time student who 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.

Miramar College Basic Skills Report 2016

Table 1. Reading Placement of First-Time Students

		2013/14		2014/15		2015/16		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	1,155	62%	1,411	67%	1,561	69%	4,127	66%	35%
	Not Tested	721	38%	706	33%	699	31%	2,126	34%	-3%
	Total Students	1,876	100%	2,117	100%	2,260	100%	6,253	100%	20%
Distribution of Students who Took a Test	Transfer/Associate Level	657	57%	890	63%	1,050	67%	2,597	63%	60%
	Basic Skills	391	34%	399	28%	408	26%	1,198	29%	4%
	Need English Advising	84	7%	91	6%	84	5%	259	6%	0%
	Take ESOL Test	23	2%	31	2%	19	1%	73	2%	-17%
	Total Tested	1,155	100%	1,411	100%	1,561	100%	4,127	100%	35%

Table 2. Writing Placement of First-Time Students

		2013/14		2014/15		2015/16		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	1,155	62%	1,413	67%	1,561	69%	4,129	66%	35%
	Not Tested	721	38%	704	33%	699	31%	2,124	34%	-3%
	Total Students	1,876	100%	2,117	100%	2,260	100%	6,253	100%	20%
Distribution of Students who Took a Test	Transfer/Associate Level	347	30%	497	35%	653	42%	1,497	36%	88%
	Basic Skills	701	61%	794	56%	805	52%	2,300	56%	15%
	Need English Advising	84	7%	91	6%	84	5%	259	6%	0%
	Take ESOL Test	23	2%	31	2%	19	1%	73	2%	-17%
	Total Tested	1,155	100%	1,413	100%	1,561	100%	4,129	100%	35%

Table 3. ESOL Placement of First-Time Students

		2013/14		2014/15		2015/16		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	85	5%	118	6%	113	5%	316	5%	33%
	Not Tested	1,791	95%	1,999	94%	2,147	95%	5,937	95%	20%
	Total Students	1,876	100%	2,117	100%	2,260	100%	6,253	100%	20%
Distribution of Students who Took a Test	Level 19	59	69%	65	55%	67	59%	191	60%	14%
	Level 20	7	8%	29	25%	18	16%	54	17%	157%
	Level 30	17	20%	18	15%	17	15%	52	16%	0%
	Level 40	2	2%	6	5%	11	10%	19	6%	450%
	Total Tested	85	100%	118	100%	113	100%	316	100%	33%

Table 4. Math Placement of First-Time Students

		2013/14		2014/15		2015/16		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	1,151	61%	1,429	68%	1,593	70%	4,173	67%	38%
	Not Tested	725	39%	688	32%	667	30%	2,080	33%	-8%
	Total Students	1,876	100%	2,117	100%	2,260	100%	6,253	100%	20%
Distribution of Students who Took a Test	Transfer Level	345	30%	539	38%	633	40%	1,517	36%	83%
	Associate Level	188	16%	180	13%	194	12%	562	13%	3%
	Basic Skills	617	54%	710	50%	766	48%	2,093	50%	24%
	Take Algebra Test	1	0%	0	0%	0	0%	1	0%	-100%
	Total Tested	1,151	100%	1,429	100%	1,593	100%	4,173	100%	38%

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 2011 to Spring 2016. 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 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5-Year Total/Average	
ENGL 042	212	20%	210	19%	210	19%	216	21%	192	19%	1,040	20%
ENGL 043	327	30%	329	30%	315	29%	286	28%	285	28%	1,542	29%
ENGL 048	223	21%	222	20%	225	21%	241	23%	226	22%	1,137	21%
ENGL 049	320	30%	329	30%	331	31%	296	28%	317	31%	1,593	30%
Total	1,082	100%	1,090	100%	1,081	100%	1,039	100%	1,020	100%	5,312	100%

Table 6. ESOL Writing Course Enrollments

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5-Year Total/Average	
ESOL 019	52	23%	50	23%	48	22%	53	26%	43	20%	246	23%
ESOL 020	59	26%	59	27%	61	28%	50	25%	56	26%	285	26%
ESOL 030	62	27%	55	25%	53	24%	50	25%	53	25%	273	25%
ESOL 040	57	25%	55	25%	58	26%	50	25%	62	29%	282	26%
Total	230	100%	219	100%	220	100%	203	100%	214	100%	1,086	100%

Table 7. ESOL Reading Course Enrollments

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5-Year Total/Average	
ESOL 019	52	23%	50	23%	48	22%	53	25%	43	20%	246	23%
ESOL 021	58	26%	55	25%	57	26%	52	25%	58	26%	280	26%
ESOL 031	58	26%	56	26%	53	25%	55	26%	56	26%	278	26%
ESOL 040	57	25%	55	25%	58	27%	50	24%	62	28%	282	26%
Total	225	100%	216	100%	216	100%	210	100%	219	100%	1,086	100%

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5-Year Total/Average	
ESOL 019	52	30%	50	30%	48	33%	53	35%	43	28%	246	31%
ESOL 022	62	36%	57	34%	43	29%	46	30%	54	35%	262	33%
ESOL 032	57	33%	61	36%	56	38%	53	35%	58	37%	285	36%
Total	171	100%	168	100%	147	100%	152	100%	155	100%	793	100%

Table 9. Math Basic Skills Course Enrollments

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5-Year Total/Average	
MATH 034A	121	12%	46	5%	0	0%	0	0%	0	0%	167	4%
MATH 038	398	39%	387	41%	365	46%	299	38%	373	46%	1,822	42%
MATH 046	496	49%	502	54%	429	54%	488	62%	441	54%	2,356	54%
Total	1,015	100%	935	100%	794	100%	787	100%	814	100%	4,345	100%

Table 10. English Basic Skills Course Enrollments

	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016		5-Year Total/Average	
ENGL 042	171	15%	173	16%	173	18%	116	12%	69	8%	702	14%
ENGL 043	267	24%	226	21%	241	24%	203	21%	143	16%	1,080	21%
ENGL 048	279	25%	289	26%	235	24%	258	27%	252	28%	1,313	26%
ENGL 049	408	36%	407	37%	338	34%	391	40%	427	48%	1,971	39%
Total	1,125	100%	1,095	100%	987	100%	968	100%	891	100%	5,066	100%

Table 11. ESOL Writing Course Enrollments

	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016		5-Year Total/Average	
ESOL 019	58	26%	53	23%	48	23%	54	27%	44	23%	257	24%
ESOL 020	57	25%	58	25%	56	27%	50	25%	48	25%	269	25%
ESOL 030	57	25%	58	25%	46	22%	51	26%	52	27%	264	25%
ESOL 040	53	24%	60	26%	59	28%	45	23%	50	26%	267	25%
Total	225	100%	229	100%	209	100%	200	100%	194	100%	1,057	100%

Table 12. ESOL Reading Course Enrollments

	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016		5-Year Total/Average	
ESOL 019	58	26%	53	24%	48	23%	54	25%	44	24%	257	25%
ESOL 021	51	23%	47	21%	55	27%	54	25%	42	23%	249	24%
ESOL 031	57	26%	65	29%	44	21%	59	28%	46	25%	271	26%
ESOL 040	53	24%	60	27%	59	29%	45	21%	50	27%	267	26%
Total	219	100%	225	100%	206	100%	212	100%	182	100%	1,044	100%

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016		5-Year Total/Average	
ESOL 019	58	33%	53	34%	48	33%	54	33%	44	31%	257	33%
ESOL 022	58	33%	47	31%	54	37%	54	33%	44	31%	257	33%
ESOL 032	60	34%	54	35%	44	30%	54	33%	54	38%	266	34%
Total	176	100%	154	100%	146	100%	162	100%	142	100%	780	100%

Table 14. Math Basic Skills Course Enrollments

	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016		5-Year Total/Average	
MATH 034A	104	12%	34	4%	0	0%	0	0%	0	0%	138	4%
MATH 038	332	37%	351	45%	327	46%	324	42%	286	43%	1,620	42%
MATH 046	456	51%	392	50%	382	54%	451	58%	384	57%	2,065	54%
Total	892	100%	777	100%	709	100%	775	100%	670	100%	3,823	100%

Table 15. English Basic Skills Enrollments by Ethnicity

	2011/12		2012/13		2013/14		2014/15		2015/16		5-Year Total/Average	
African American	148	7%	146	7%	144	7%	122	6%	96	5%	656	6%
American Indian	8	0%	7	0%	7	0%	8	0%	7	0%	37	0%
Asian/Pacific Islander	485	22%	453	21%	401	19%	428	21%	315	16%	2,082	20%
Filipino	254	12%	252	12%	266	13%	281	14%	242	13%	1,295	12%
Latino	588	27%	575	26%	538	26%	510	25%	551	29%	2,762	27%
White	546	25%	563	26%	574	28%	489	24%	553	29%	2,725	26%
Other	131	6%	139	6%	110	5%	136	7%	120	6%	636	6%
Unreported	47	2%	50	2%	28	1%	33	2%	27	1%	185	2%
Total	2,207	100%	2,185	100%	2,068	100%	2,007	100%	1,911	100%	10,378	100%

Table 16. ESOL Enrollments by Ethnicity

	2011/12		2012/13		2013/14		2014/15		2015/16		5-Year Total/Average	
African American	13	1%	16	2%	23	3%	18	2%	11	1%	81	2%
Asian/Pacific Islander	434	47%	430	48%	358	43%	301	36%	280	34%	1,803	42%
Filipino	29	3%	38	4%	25	3%	20	2%	27	3%	139	3%
Latino	91	10%	67	8%	42	5%	56	7%	55	7%	311	7%
White	294	32%	303	34%	351	42%	382	46%	400	49%	1,730	40%
Other	20	2%	15	2%	9	1%	29	3%	30	4%	103	2%
Unreported	35	4%	21	2%	27	3%	24	3%	17	2%	124	3%
Total	916	100%	890	100%	835	100%	830	100%	820	100%	4,291	100%

Table 17. Math Basic Skills Enrollments by Ethnicity

	2011/12		2012/13		2013/14		2014/15		2015/16		5-Year Total/Average	
African American	128	7%	128	7%	109	7%	98	6%	113	8%	576	7%
American Indian	11	1%	9	1%	5	0%	6	0%	2	0%	33	0%
Asian/Pacific Islander	190	10%	172	10%	150	10%	161	10%	152	10%	825	10%
Filipino	168	9%	148	9%	163	11%	145	9%	133	9%	757	9%
Latino	505	26%	472	28%	447	30%	453	29%	476	32%	2,353	29%
White	700	37%	602	35%	495	33%	530	34%	498	34%	2,825	35%
Other	155	8%	146	9%	110	7%	144	9%	90	6%	645	8%
Unreported	50	3%	35	2%	24	2%	25	2%	20	1%	154	2%
Total	1,907	100%	1,712	100%	1,503	100%	1,562	100%	1,484	100%	8,168	100%

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 2010 to Fall 2015. 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 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	1,045	71%	710	48%
Fall 2014	1,412	1,011	72%	717	51%
Fall 2015	1,477	1,025	69%	0	---
Total/Average	9,128	6,390	70%	3,702	48%
All Colleges Total/Avg	40,784	32,027	79%	19,734	58%

Note. Annual persistence counts and rates are not available for the Fall 2015 cohort due to the unavailability of Fall 2016 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 2010	802	387	48%	757	347	46%
Fall 2011	776	372	48%	793	378	48%
Fall 2012	836	438	52%	805	352	44%
Fall 2013	740	369	50%	729	341	47%
Fall 2014	705	379	54%	707	338	48%
Total/Average	3,859	1,945	50%	3,791	1,756	46%

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 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%
Fall 2013	87	41%	2	---	299	54%	134	59%
Fall 2014	80	40%	5	---	265	53%	156	63%
Total/Average	446	35%	29	48%	1,570	55%	773	57%

Cohort	Latino		White		Other		Unreported	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 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%
Fall 2013	344	41%	511	48%	70	54%	22	45%
Fall 2014	337	42%	440	54%	100	52%	29	59%
Total/Average	1,753	41%	2,402	49%	501	50%	177	42%

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 2010	9	78%	977	50%	229	42%
Fall 2011	6	83%	975	52%	199	36%
Fall 2012	5	40%	1,074	51%	203	41%
Fall 2013	5	40%	956	52%	181	38%
Fall 2014	6	83%	943	55%	168	41%
Total/Average	31	68%	4,925	52%	980	40%

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 2010	198	44%	95	46%	52	31%
Fall 2011	210	40%	122	46%	57	42%
Fall 2012	222	45%	89	43%	48	46%
Fall 2013	172	45%	93	43%	62	32%
Fall 2014	141	43%	99	42%	55	35%
Total/Average	943	44%	498	44%	274	37%

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: 2011/12 through 2015/16. 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 year 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

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
ENGL 042	84%	88%	90%	86%	82%	86%
ENGL 043	85%	87%	87%	89%	89%	87%
ENGL 048	85%	85%	85%	83%	88%	85%
ENGL 049	90%	91%	92%	86%	89%	90%
Total	86%	88%	88%	86%	88%	87%

Table 23. ESOL Writing Course Retention Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
ESOL 019	92%	89%	93%	94%	90%	92%
ESOL 020	92%	88%	96%	93%	93%	92%
ESOL 030	97%	95%	89%	94%	92%	93%
ESOL 040	90%	93%	94%	93%	90%	92%
Total	93%	91%	93%	94%	91%	92%

Table 24. ESOL Reading Course Retention Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
ESOL 019	92%	89%	93%	94%	90%	92%
ESOL 021	94%	85%	94%	92%	90%	91%
ESOL 031	90%	93%	90%	88%	89%	90%
ESOL 040	90%	93%	94%	93%	90%	92%
Total	92%	90%	93%	92%	90%	91%

Table 25. ESOL Listening/Speaking Course Retention Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
ESOL 019	92%	89%	93%	94%	90%	92%
ESOL 022	96%	94%	96%	92%	94%	94%
ESOL 032	95%	97%	96%	93%	92%	95%
Total	94%	94%	95%	93%	92%	94%

Table 26. Math Basic Skills Course Retention Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
MATH 034A	83%	88%	--	--	--	84%
MATH 038	88%	89%	84%	88%	84%	87%
MATH 046	77%	86%	80%	82%	84%	82%
Total	82%	88%	82%	84%	84%	84%

Table 27. English Basic Skills Retention Rates by Ethnicity

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
African American	80%	87%	87%	83%	83%	84%
American Indian	75%	86%	57%	88%	100%	81%
Asian/Pacific Islander	88%	88%	91%	89%	89%	89%
Filipino	89%	88%	91%	90%	90%	90%
Latino	87%	89%	87%	83%	85%	86%
White	86%	89%	89%	84%	88%	87%
Other	84%	85%	85%	85%	93%	86%
Unreported	81%	94%	96%	94%	81%	89%
Total	86%	88%	88%	86%	88%	87%

Table 28. ESOL Retention Rates by Ethnicity

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
African American	62%	75%	83%	89%	100%	81%
Asian/Pacific Islander	94%	93%	92%	92%	92%	93%
Filipino	100%	92%	96%	100%	100%	97%
Latino	93%	88%	93%	96%	85%	91%
White	95%	91%	95%	92%	91%	93%
Other	75%	93%	89%	97%	93%	90%
Unreported	89%	100%	100%	83%	94%	93%
Total	93%	92%	93%	92%	91%	93%

Table 29. Math Basic Skills Retention Rates by Ethnicity

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
African American	78%	85%	80%	84%	79%	81%
American Indian	82%	100%	60%	100%	100%	88%
Asian/Pacific Islander	82%	92%	85%	80%	87%	85%
Filipino	87%	86%	87%	83%	87%	86%
Latino	83%	88%	81%	83%	82%	83%
White	82%	87%	84%	89%	85%	85%
Other	79%	86%	71%	78%	88%	80%
Unreported	70%	89%	75%	84%	80%	79%
Total	82%	88%	82%	84%	84%	84%

Table 30. English Basic Skills Course Success Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
ENGL 042	61%	64%	65%	58%	55%	61%
ENGL 043	62%	61%	64%	60%	61%	61%
ENGL 048	67%	69%	65%	59%	64%	65%
ENGL 049	78%	79%	77%	73%	76%	77%
Total	68%	69%	69%	64%	67%	67%

Table 31. ESOL Writing Course Success Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
ESOL 019	71%	75%	77%	79%	77%	76%
ESOL 020	81%	70%	85%	91%	72%	80%
ESOL 030	82%	81%	72%	77%	81%	79%
ESOL 040	82%	86%	91%	72%	79%	82%
Total	79%	78%	82%	80%	77%	79%

Table 32. ESOL Reading Course Success Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
ESOL 019	71%	75%	77%	79%	77%	76%
ESOL 021	91%	75%	83%	87%	80%	83%
ESOL 031	76%	82%	71%	77%	84%	78%
ESOL 040	82%	86%	91%	72%	79%	82%
Total	80%	80%	81%	79%	80%	80%

Table 33. ESOL Listening/Speaking Course Success Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
ESOL 019	71%	75%	77%	79%	77%	76%
ESOL 022	91%	89%	84%	86%	87%	87%
ESOL 032	91%	96%	92%	92%	89%	92%
Total	85%	87%	84%	86%	85%	85%

Table 34. Math Basic Skills Course Success Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
MATH 034A	59%	69%	--	--	--	62%
MATH 038	62%	56%	63%	64%	63%	62%
MATH 046	48%	54%	49%	56%	55%	52%
Total	55%	55%	56%	59%	59%	57%

Table 35. English Basic Skills Success Rates by Ethnicity

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
African American	55%	60%	56%	51%	53%	55%
American Indian	50%	57%	29%	25%	57%	43%
Asian/Pacific Islander	74%	74%	77%	70%	70%	73%
Filipino	77%	71%	70%	67%	69%	71%
Latino	64%	64%	67%	55%	61%	62%
White	68%	72%	69%	69%	71%	70%
Other	65%	70%	57%	68%	75%	67%
Unreported	57%	82%	64%	58%	74%	68%
Total	68%	69%	69%	64%	67%	67%

Table 36. ESOL Success Rates by Ethnicity

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
African American	46%	63%	74%	78%	64%	67%
Asian/Pacific Islander	82%	82%	80%	80%	82%	81%
Filipino	100%	84%	84%	95%	96%	91%
Latino	80%	79%	81%	82%	78%	80%
White	86%	82%	83%	85%	81%	83%
Other	75%	73%	89%	83%	80%	80%
Unreported	83%	95%	93%	75%	76%	85%
Total	83%	82%	82%	83%	81%	82%

Table 37. Math Basic Skills Success Rates by Ethnicity

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
African American	41%	44%	39%	48%	52%	44%
American Indian	55%	33%	20%	50%	100%	45%
Asian/Pacific Islander	58%	62%	67%	58%	64%	61%
Filipino	64%	52%	61%	60%	67%	61%
Latino	51%	54%	53%	56%	54%	53%
White	60%	61%	59%	66%	61%	61%
Other	48%	47%	50%	56%	57%	51%
Unreported	38%	49%	63%	52%	70%	51%
Total	55%	55%	56%	59%	59%	57%