

# **Basic Skills Report 2012 - 2017**

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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 committees, 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 031, 042, 043, 047A, 048, and 049; Math 034A, 038, 046, and 047A; 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 031: Academic Literacy
- ENGL 042: College Reading and Study Skills I
- ENGL 043: English Review
- ENGL 047A: Accelerated Reading, Writing, and Reasoning
- ENGL 048: College Reading and Study Skills II
- ENGL 049: Basic Composition

### 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
- MATH 038: Pre-Algebra and Study Skills
- MATH 046: Elementary Algebra and Geometry
- MATH 047A: Beginning Algebra and Practical Descriptive Statistics

*Note. The Basic Skills Report provides data on all courses that are considered Basic Skills during the reporting 2016/2017.*

## 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 031, 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 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: 2014/15 to 2016/17. 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.

Table 1. Reading Placement of First-Time Students

		2014/15		2015/16		2016/17		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,486	70%	2,410	74%	2,123	71%	7,019	72%	-15%
	Not Tested	1,067	30%	862	26%	854	29%	2,783	28%	-20%
	<b>Total Students</b>	<b>3,553</b>	<b>100%</b>	<b>3,272</b>	<b>100%</b>	<b>2,977</b>	<b>100%</b>	<b>9,802</b>	<b>100%</b>	<b>-16%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	1,161	47%	1,253	52%	1,157	54%	3,571	51%	-0%
	Basic Skills	984	40%	850	35%	706	33%	2,540	36%	-28%
	Need English Advising	265	11%	221	9%	198	9%	684	10%	-25%
	Take ESOL Test	76	3%	86	4%	62	3%	224	3%	-18%
	<b>Total Tested</b>	<b>2,486</b>	<b>100%</b>	<b>2,410</b>	<b>100%</b>	<b>2,123</b>	<b>100%</b>	<b>7,019</b>	<b>100%</b>	<b>-15%</b>

Table 2. Writing Placement of First-Time Students

		2014/15		2015/16		2016/17		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,486	70%	2,411	74%	2,123	71%	7,020	72%	-15%
	Not Tested	1,067	30%	861	26%	854	29%	2,782	28%	-20%
	<b>Total Students</b>	<b>3,553</b>	<b>100%</b>	<b>3,272</b>	<b>100%</b>	<b>2,977</b>	<b>100%</b>	<b>9,802</b>	<b>100%</b>	<b>-16%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	502	20%	606	25%	568	27%	1,676	24%	13%
	Basic Skills	1,643	66%	1,498	62%	1,295	61%	4,436	63%	-21%
	Need English Advising	265	11%	221	9%	198	9%	684	10%	-25%
	Take ESOL Test	76	3%	86	4%	62	3%	224	3%	-18%
	<b>Total Tested</b>	<b>2,486</b>	<b>100%</b>	<b>2,411</b>	<b>100%</b>	<b>2,123</b>	<b>100%</b>	<b>7,020</b>	<b>100%</b>	<b>-15%</b>

Table 3. ESOL Placement of First-Time Students

		2014/15		2015/16		2016/17		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	149	4%	156	5%	154	5%	459	5%	3%
	Not Tested	3,404	96%	3,116	95%	2,823	95%	9,343	95%	-17%
	<b>Total Students</b>	<b>3,553</b>	<b>100%</b>	<b>3,272</b>	<b>100%</b>	<b>2,977</b>	<b>100%</b>	<b>9,802</b>	<b>100%</b>	<b>-16%</b>
Distribution of Students who Took a Test	Level 19	107	72%	120	77%	102	66%	329	72%	-5%
	Level 20	18	12%	16	10%	15	10%	49	11%	-17%
	Level 30	15	10%	15	10%	22	14%	52	11%	47%
	Level 40	9	6%	5	3%	15	10%	29	6%	67%
	<b>Total Tested</b>	<b>149</b>	<b>100%</b>	<b>156</b>	<b>100%</b>	<b>154</b>	<b>100%</b>	<b>459</b>	<b>100%</b>	<b>3%</b>

Table 4. Math Placement of First-Time Students

		2014/15		2015/16		2016/17		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,525	71%	2,449	75%	2,160	73%	7,134	73%	-14%
	Not Tested	1,028	29%	823	25%	817	27%	2,668	27%	-21%
	<b>Total Students</b>	<b>3,553</b>	<b>100%</b>	<b>3,272</b>	<b>100%</b>	<b>2,977</b>	<b>100%</b>	<b>9,802</b>	<b>100%</b>	<b>-16%</b>
Distribution of Students who Took a Test	Transfer Level	325	13%	443	18%	395	18%	1,163	16%	22%
	Associate Level	199	8%	216	9%	205	9%	620	9%	3%
	Basic Skills	1,998	79%	1,790	73%	1,560	72%	5,348	75%	-22%
	Take Algebra Test	3	0%	0	0%	0	0%	3	0%	-100%
	<b>Total Tested</b>	<b>2,525</b>	<b>100%</b>	<b>2,449</b>	<b>100%</b>	<b>2,160</b>	<b>100%</b>	<b>7,134</b>	<b>100%</b>	<b>-14%</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 2012 to Spring 2017. 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 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Total/Average	
ENGL 042	272	14%	260	13%	272	12%	235	11%	144	7%	1,183	12%
ENGL 043	470	24%	434	22%	443	20%	387	18%	182	9%	1,916	19%
ENGL 047A	56	3%	108	6%	172	8%	248	12%	593	30%	1,177	12%
ENGL 048	443	23%	463	24%	529	24%	538	25%	396	20%	2,369	23%
ENGL 049	693	36%	697	36%	805	36%	729	34%	654	33%	3,578	35%
<b>Total</b>	<b>1,934</b>	<b>100%</b>	<b>1,962</b>	<b>100%</b>	<b>2,221</b>	<b>100%</b>	<b>2,137</b>	<b>100%</b>	<b>1,969</b>	<b>100%</b>	<b>10,223</b>	<b>100%</b>

Table 6. ESOL Writing Course Enrollments

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Total/Average	
ESOL 019	26	11%	23	10%	34	14%	34	16%	39	19%	156	14%
ESOL 020	49	21%	48	20%	54	22%	47	22%	50	25%	248	22%
ESOL 030	81	34%	86	36%	82	33%	73	34%	63	31%	385	34%
ESOL 040	81	34%	85	35%	80	32%	58	27%	33	16%	337	29%
ESOL 045	0	0%	0	0%	0	0%	0	0%	18	9%	18	2%
<b>Total</b>	<b>237</b>	<b>100%</b>	<b>242</b>	<b>100%</b>	<b>250</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>203</b>	<b>100%</b>	<b>1,144</b>	<b>100%</b>

Table 7. ESOL Reading Course Enrollments

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Total/Average	
ESOL 019	26	10%	23	10%	34	13%	34	19%	39	21%	156	14%
ESOL 021	57	23%	46	20%	52	20%	34	19%	45	24%	234	21%
ESOL 031	87	35%	81	34%	88	35%	56	31%	52	28%	364	33%
ESOL 040	81	32%	85	36%	80	31%	58	32%	33	18%	337	30%
ESOL 045	0	0%	0	0%	0	0%	0	0%	18	10%	18	2%
<b>Total</b>	<b>251</b>	<b>100%</b>	<b>235</b>	<b>100%</b>	<b>254</b>	<b>100%</b>	<b>182</b>	<b>100%</b>	<b>187</b>	<b>100%</b>	<b>1,109</b>	<b>100%</b>

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Total/Average	
ESOL 019	26	20%	23	15%	34	23%	34	28%	39	39%	156	24%
ESOL 022	47	37%	40	27%	47	32%	43	36%	27	27%	204	32%
ESOL 032	55	43%	86	58%	68	46%	43	36%	33	33%	285	44%
<b>Total</b>	<b>128</b>	<b>100%</b>	<b>149</b>	<b>100%</b>	<b>149</b>	<b>100%</b>	<b>120</b>	<b>100%</b>	<b>99</b>	<b>100%</b>	<b>645</b>	<b>100%</b>

Table 9. Math Basic Skills Course Enrollments

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Total/Average	
MATH 034A	192	8%	184	8%	163	8%	159	8%	155	8%	853	8%
MATH 038	1,021	43%	966	44%	945	45%	947	46%	870	47%	4,749	45%
MATH 046	1,106	47%	991	45%	936	44%	906	44%	792	43%	4,731	45%
MATH 047A	56	2%	58	3%	63	3%	39	2%	40	2%	256	2%
<b>Total</b>	<b>2,375</b>	<b>100%</b>	<b>2,199</b>	<b>100%</b>	<b>2,107</b>	<b>100%</b>	<b>2,051</b>	<b>100%</b>	<b>1,857</b>	<b>100%</b>	<b>10,589</b>	<b>100%</b>

Source: SDCCD Information System

Table 10. English Basic Skills Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
ENGL 031	0	0%	0	0%	0	0%	0	0%	127	9%	127	1%
ENGL 042	209	11%	187	10%	239	12%	158	9%	104	7%	897	10%
ENGL 043	403	21%	361	19%	367	18%	239	13%	127	9%	1,497	16%
ENGL 047A	57	3%	130	7%	144	7%	306	17%	393	27%	1,030	11%
ENGL 048	517	27%	491	26%	515	25%	413	23%	277	19%	2,213	24%
ENGL 049	724	38%	724	38%	804	39%	707	39%	426	29%	3,385	37%
<b>Total</b>	<b>1,910</b>	<b>100%</b>	<b>1,893</b>	<b>100%</b>	<b>2,069</b>	<b>100%</b>	<b>1,823</b>	<b>100%</b>	<b>1,454</b>	<b>100%</b>	<b>9,149</b>	<b>100%</b>

Table 11. ESOL Writing Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
ESOL 019	22	9%	26	10%	28	12%	36	18%	32	17%	144	13%
ESOL 020	53	22%	52	20%	47	20%	40	20%	40	22%	232	21%
ESOL 030	81	34%	74	28%	79	33%	68	33%	54	30%	356	32%
ESOL 040	83	35%	110	42%	85	36%	36	18%	28	15%	342	30%
ESOL 045	0	0%	0	0%	0	0%	25	12%	29	16%	54	5%
<b>Total</b>	<b>239</b>	<b>100%</b>	<b>262</b>	<b>100%</b>	<b>239</b>	<b>100%</b>	<b>205</b>	<b>100%</b>	<b>183</b>	<b>100%</b>	<b>1,128</b>	<b>100%</b>

Table 12. ESOL Reading Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
ESOL 019	22	11%	26	11%	28	12%	36	19%	32	18%	144	14%
ESOL 021	45	22%	42	17%	45	20%	39	21%	38	22%	209	20%
ESOL 031	59	28%	63	26%	67	30%	52	28%	47	27%	288	28%
ESOL 040	83	40%	110	46%	85	38%	36	19%	28	16%	342	33%
ESOL 045	0	0%	0	0%	0	0%	25	13%	29	17%	54	5%
<b>Total</b>	<b>209</b>	<b>100%</b>	<b>241</b>	<b>100%</b>	<b>225</b>	<b>100%</b>	<b>188</b>	<b>100%</b>	<b>174</b>	<b>100%</b>	<b>1,037</b>	<b>100%</b>

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
ESOL 019	22	18%	26	19%	28	22%	36	29%	32	26%	144	23%
ESOL 022	48	38%	40	29%	40	31%	40	33%	41	34%	209	33%
ESOL 032	55	44%	73	53%	62	48%	47	38%	48	40%	285	45%
<b>Total</b>	<b>125</b>	<b>100%</b>	<b>139</b>	<b>100%</b>	<b>130</b>	<b>100%</b>	<b>123</b>	<b>100%</b>	<b>121</b>	<b>100%</b>	<b>638</b>	<b>100%</b>

Table 14. Math Basic Skills Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
MATH 034A	218	11%	190	11%	193	11%	188	11%	148	9%	937	11%
MATH 038	761	40%	721	42%	763	43%	720	41%	659	41%	3,624	41%
MATH 046	913	48%	810	47%	807	46%	869	49%	800	50%	4,199	48%
MATH 047A	22	1%	0	0%	0	0%	0	0%	0	0%	22	0%
<b>Total</b>	<b>1,914</b>	<b>100%</b>	<b>1,721</b>	<b>100%</b>	<b>1,763</b>	<b>100%</b>	<b>1,777</b>	<b>100%</b>	<b>1,607</b>	<b>100%</b>	<b>8,782</b>	<b>100%</b>

Source: SDCCD Information System

Table 15. English Basic Skills Enrollments by Ethnicity

	2012/13		2013/14		2014/15		2015/16		2016/17		5-Year Total/Average	
African American	565	15%	541	14%	546	13%	504	13%	405	12%	2,561	13%
American Indian	4	0%	2	0%	18	0%	2	0%	5	0%	31	0%
Asian/Pacific Islander	185	5%	220	6%	236	6%	229	6%	130	4%	1,000	5%
Filipino	91	2%	73	2%	95	2%	71	2%	79	2%	409	2%
Latino	2,554	66%	2,505	65%	2,796	65%	2,641	67%	2,402	70%	12,898	67%
White	296	8%	323	8%	402	9%	324	8%	275	8%	1,620	8%
Other	116	3%	134	3%	143	3%	143	4%	100	3%	636	3%
Unreported	33	1%	57	1%	54	1%	46	1%	27	1%	217	1%
<b>Total</b>	<b>3,844</b>	<b>100%</b>	<b>3,855</b>	<b>100%</b>	<b>4,290</b>	<b>100%</b>	<b>3,960</b>	<b>100%</b>	<b>3,423</b>	<b>100%</b>	<b>19,372</b>	<b>100%</b>

Table 16. ESOL Enrollments by Ethnicity

	2012/13		2013/14		2014/15		2015/16		2016/17		5-Year Total/Average	
African American	237	26%	258	26%	242	25%	202	26%	128	18%	1,067	25%
Asian/Pacific Islander	239	26%	215	22%	240	25%	185	24%	175	24%	1,054	24%
Filipino	1	0%	12	1%	11	1%	22	3%	10	1%	56	1%
Latino	291	31%	320	33%	336	35%	246	32%	316	44%	1,509	35%
White	114	12%	132	14%	111	12%	93	12%	67	9%	517	12%
Other	28	3%	14	1%	4	0%	2	0%	6	1%	54	1%
Unreported	19	2%	24	2%	14	1%	21	3%	15	2%	93	2%
<b>Total</b>	<b>929</b>	<b>100%</b>	<b>975</b>	<b>100%</b>	<b>958</b>	<b>100%</b>	<b>771</b>	<b>100%</b>	<b>717</b>	<b>100%</b>	<b>4,350</b>	<b>100%</b>

Table 17. Math Basic Skills Enrollments by Ethnicity

	2012/13		2013/14		2014/15		2015/16		2016/17		5-Year Total/Average	
African American	661	15%	598	15%	532	14%	501	13%	387	11%	2,679	14%
American Indian	13	0%	6	0%	15	0%	5	0%	5	0%	44	0%
Asian/Pacific Islander	129	3%	117	3%	126	3%	113	3%	92	3%	577	3%
Filipino	63	1%	60	2%	59	2%	64	2%	66	2%	312	2%
Latino	2,631	61%	2,399	61%	2,409	62%	2,458	64%	2,334	67%	12,231	63%
White	564	13%	518	13%	504	13%	486	13%	420	12%	2,492	13%
Other	167	4%	165	4%	172	4%	154	4%	125	4%	783	4%
Unreported	61	1%	57	1%	53	1%	47	1%	35	1%	253	1%
<b>Total</b>	<b>4,289</b>	<b>100%</b>	<b>3,920</b>	<b>100%</b>	<b>3,870</b>	<b>100%</b>	<b>3,828</b>	<b>100%</b>	<b>3,464</b>	<b>100%</b>	<b>19,371</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 2011 to Fall 2016. 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 2011	2,872	2,066	72%	1,425	50%
Fall 2012	2,970	2,167	73%	1,500	51%
Fall 2013	2,840	2,059	73%	1,429	50%
Fall 2014	2,894	2,092	72%	1,408	49%
Fall 2015	2,787	1,984	71%	1,329	48%
Fall 2016	2,695	1,858	69%	0	---
<b>Total/Average</b>	<b>17,058</b>	<b>12,226</b>	<b>72%</b>	<b>7,091</b>	<b>49%</b>
<b>All Colleges Total/Avg</b>	<b>40,324</b>	<b>31,624</b>	<b>78%</b>	<b>19,698</b>	<b>58%</b>

Note. Annual persistence counts and rates are not available for the Fall 2016 cohort due to the unavailability of Fall 2017 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 2011	1,631	835	51%	1,240	590	48%
Fall 2012	1,722	910	53%	1,248	590	47%
Fall 2013	1,607	854	53%	1,233	575	47%
Fall 2014	1,637	828	51%	1,257	580	46%
Fall 2015	1,593	793	50%	1,194	536	45%
<b>Total/Average</b>	<b>8,190</b>	<b>4,220</b>	<b>52%</b>	<b>6,172</b>	<b>2,871</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 2011	396	52%	13	54%	182	47%	51	49%
Fall 2012	447	50%	9	44%	164	53%	58	41%
Fall 2013	420	55%	3	67%	184	54%	51	43%
Fall 2014	414	44%	10	40%	176	53%	61	52%
Fall 2015	356	44%	3	67%	174	43%	53	55%
<b>Total/Average</b>	<b>2,033</b>	<b>49%</b>	<b>38</b>	<b>50%</b>	<b>880</b>	<b>50%</b>	<b>274</b>	<b>48%</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 2011	1,664	52%	386	40%	123	53%	57	39%
Fall 2012	1,776	53%	360	42%	112	53%	44	39%
Fall 2013	1,698	52%	334	38%	98	46%	52	54%
Fall 2014	1,719	51%	357	40%	117	49%	40	45%
Fall 2015	1,745	51%	325	39%	97	39%	34	50%
<b>Total/Average</b>	<b>8,602</b>	<b>52%</b>	<b>1,762</b>	<b>40%</b>	<b>547</b>	<b>48%</b>	<b>227</b>	<b>45%</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 2011	6	83%	1,854	52%	377	42%
Fall 2012	10	50%	1,970	52%	393	46%
Fall 2013	7	43%	1,906	53%	402	44%
Fall 2014	2	50%	1,930	51%	401	41%
Fall 2015	10	60%	1,900	51%	371	37%
<b>Total/Average</b>	<b>35</b>	<b>57%</b>	<b>9,560</b>	<b>52%</b>	<b>1,944</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 2011	352	43%	172	51%	111	53%
Fall 2012	334	46%	152	49%	111	53%
Fall 2013	296	45%	126	50%	103	48%
Fall 2014	324	44%	129	47%	108	45%
Fall 2015	285	39%	124	50%	97	39%
<b>Total/Average</b>	<b>1,591</b>	<b>44%</b>	<b>703</b>	<b>49%</b>	<b>530</b>	<b>48%</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: 2012/13 through 2016/17. 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

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ENGL 031	---	---	---	---	91%	91%
ENGL 042	89%	87%	88%	87%	84%	88%
ENGL 043	89%	86%	90%	87%	85%	88%
ENGL 047A	89%	86%	91%	88%	88%	88%
ENGL 048	91%	90%	86%	85%	82%	87%
ENGL 049	91%	90%	87%	86%	86%	88%
<b>Total</b>	<b>90%</b>	<b>89%</b>	<b>88%</b>	<b>86%</b>	<b>86%</b>	<b>88%</b>

Table 23. ESOL Writing Course Retention Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	92%	98%	89%	90%	94%	92%
ESOL 020	90%	97%	91%	98%	98%	95%
ESOL 030	94%	96%	96%	92%	92%	94%
ESOL 040	87%	92%	90%	86%	90%	89%
ESOL 045	---	---	---	88%	96%	93%
<b>Total</b>	<b>90%</b>	<b>95%</b>	<b>92%</b>	<b>91%</b>	<b>94%</b>	<b>93%</b>

Table 24. ESOL Reading Course Retention Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	92%	98%	89%	90%	94%	92%
ESOL 021	93%	97%	96%	96%	95%	95%
ESOL 031	95%	92%	92%	94%	96%	94%
ESOL 040	87%	92%	90%	86%	90%	89%
ESOL 045	---	---	---	88%	96%	93%
<b>Total</b>	<b>91%</b>	<b>93%</b>	<b>92%</b>	<b>91%</b>	<b>94%</b>	<b>92%</b>

Table 25. ESOL Listening/Speaking Course Retention Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	92%	98%	89%	90%	94%	92%
ESOL 022	97%	100%	94%	95%	97%	97%
ESOL 032	96%	96%	95%	98%	94%	96%
<b>Total</b>	<b>96%</b>	<b>98%</b>	<b>93%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>

Table 26. Math Basic Skills Course Retention Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
MATH 034A	93%	90%	83%	82%	86%	87%
MATH 038	81%	78%	78%	81%	83%	80%
MATH 046	79%	80%	79%	82%	82%	80%
MATH 047A	90%	93%	89%	92%	90%	91%
<b>Total</b>	<b>81%</b>	<b>80%</b>	<b>79%</b>	<b>82%</b>	<b>83%</b>	<b>81%</b>

Table 27. English Basic Skills Retention Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	90%	85%	87%	83%	84%	86%
American Indian	100%	0%	100%	100%	100%	94%
Asian/Pacific Islander	90%	93%	94%	89%	93%	92%
Filipino	91%	97%	94%	96%	92%	94%
Latino	91%	88%	87%	86%	87%	88%
White	88%	89%	91%	89%	82%	88%
Other	91%	89%	81%	84%	76%	84%
Unreported	91%	93%	89%	93%	78%	90%
<b>Total</b>	<b>90%</b>	<b>89%</b>	<b>88%</b>	<b>86%</b>	<b>86%</b>	<b>88%</b>

Table 28. ESOL Retention Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	92%	97%	94%	97%	95%	95%
Asian/Pacific Islander	98%	96%	94%	91%	94%	95%
Filipino	100%	100%	82%	100%	100%	96%
Latino	90%	93%	91%	91%	96%	92%
White	92%	96%	95%	92%	96%	94%
Other	93%	100%	75%	100%	100%	94%
Unreported	84%	92%	100%	100%	67%	89%
<b>Total</b>	<b>93%</b>	<b>95%</b>	<b>93%</b>	<b>93%</b>	<b>95%</b>	<b>94%</b>

Table 29. Math Basic Skills Retention Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	79%	76%	74%	77%	77%	77%
American Indian	85%	83%	73%	100%	60%	80%
Asian/Pacific Islander	83%	83%	84%	85%	86%	84%
Filipino	79%	90%	85%	84%	80%	84%
Latino	83%	81%	79%	82%	83%	82%
White	79%	78%	83%	83%	86%	82%
Other	77%	78%	77%	81%	78%	78%
Unreported	82%	93%	83%	89%	86%	87%
<b>Total</b>	<b>81%</b>	<b>80%</b>	<b>79%</b>	<b>82%</b>	<b>83%</b>	<b>81%</b>

Source: SDCCD Information System

Table 30. English Basic Skills Course Success Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ENGL 031	---	---	---	---	76%	76%
ENGL 042	71%	68%	68%	67%	69%	69%
ENGL 043	71%	71%	75%	72%	72%	72%
ENGL 047A	73%	66%	81%	73%	72%	73%
ENGL 048	75%	75%	70%	73%	64%	72%
ENGL 049	73%	76%	71%	70%	66%	71%
<b>Total</b>	<b>73%</b>	<b>73%</b>	<b>72%</b>	<b>71%</b>	<b>69%</b>	<b>72%</b>

Table 31. ESOL Writing Course Success Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	71%	76%	63%	74%	80%	73%
ESOL 020	76%	86%	75%	85%	94%	83%
ESOL 030	83%	88%	86%	87%	80%	85%
ESOL 040	74%	83%	81%	72%	75%	78%
ESOL 045	---	---	---	88%	83%	85%
<b>Total</b>	<b>77%</b>	<b>84%</b>	<b>79%</b>	<b>81%</b>	<b>83%</b>	<b>81%</b>

Table 32. ESOL Reading Course Success Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	71%	76%	63%	74%	80%	73%
ESOL 021	84%	93%	90%	86%	90%	89%
ESOL 031	91%	83%	86%	90%	88%	87%
ESOL 040	74%	83%	81%	72%	75%	78%
ESOL 045	---	---	---	88%	83%	85%
<b>Total</b>	<b>82%</b>	<b>84%</b>	<b>82%</b>	<b>82%</b>	<b>84%</b>	<b>83%</b>

Table 33. ESOL Listening/Speaking Course Success Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	71%	76%	63%	74%	80%	73%
ESOL 022	79%	93%	93%	88%	96%	89%
ESOL 032	92%	91%	90%	84%	91%	90%
<b>Total</b>	<b>83%</b>	<b>89%</b>	<b>85%</b>	<b>83%</b>	<b>89%</b>	<b>86%</b>

Table 34. Math Basic Skills Course Success Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
MATH 034A	68%	62%	57%	56%	55%	60%
MATH 038	45%	43%	42%	44%	49%	44%
MATH 046	48%	46%	49%	50%	49%	48%
MATH 047A	76%	86%	75%	64%	78%	76%
<b>Total</b>	<b>49%</b>	<b>47%</b>	<b>47%</b>	<b>48%</b>	<b>50%</b>	<b>48%</b>

Table 35. English Basic Skills Success Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	72%	72%	72%	71%	66%	71%
American Indian	50%	0%	89%	50%	100%	77%
Asian/Pacific Islander	82%	83%	82%	82%	82%	82%
Filipino	75%	89%	81%	80%	89%	82%
Latino	72%	72%	70%	70%	68%	70%
White	74%	80%	76%	76%	69%	75%
Other	78%	63%	69%	66%	57%	67%
Unreported	76%	79%	70%	70%	63%	72%
<b>Total</b>	<b>73%</b>	<b>73%</b>	<b>72%</b>	<b>71%</b>	<b>69%</b>	<b>72%</b>

Table 36. ESOL Success Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	82%	90%	85%	82%	85%	85%
Asian/Pacific Islander	90%	92%	89%	86%	91%	89%
Filipino	0%	100%	82%	100%	100%	95%
Latino	79%	79%	80%	83%	86%	82%
White	79%	87%	83%	84%	85%	84%
Other	75%	93%	75%	100%	100%	83%
Unreported	68%	79%	86%	81%	53%	74%
<b>Total</b>	<b>82%</b>	<b>86%</b>	<b>84%</b>	<b>84%</b>	<b>87%</b>	<b>85%</b>

Table 37. Math Basic Skills Success Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	40%	41%	39%	39%	40%	39%
American Indian	62%	33%	20%	60%	40%	41%
Asian/Pacific Islander	55%	62%	59%	64%	58%	59%
Filipino	60%	58%	69%	64%	59%	62%
Latino	49%	46%	46%	47%	48%	47%
White	57%	55%	54%	56%	61%	57%
Other	51%	43%	45%	50%	50%	48%
Unreported	46%	54%	55%	55%	57%	53%
<b>Total</b>	<b>49%</b>	<b>47%</b>	<b>47%</b>	<b>48%</b>	<b>50%</b>	<b>48%</b>

Source: SDCCD Information System