

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 042: College Reading and Study Skills I
- ENGL 043: English Review
- 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

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
- 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 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: 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	1,411	67%	1,561	69%	1,560	68%	4,532	68%	11%
	Not Tested	707	33%	699	31%	738	32%	2,144	32%	4%
	Total Students	2,118	100%	2,260	100%	2,298	100%	6,676	100%	8%
Distribution of Students who Took a Test	Transfer/Associate Level	890	63%	1,050	67%	1,101	71%	3,041	67%	24%
	Basic Skills	399	28%	408	26%	365	23%	1,172	26%	-9%
	Need English Advising	91	6%	84	5%	75	5%	250	6%	-18%
	Take ESOL Test	31	2%	19	1%	19	1%	69	2%	-39%
	Total Tested	1,411	100%	1,561	100%	1,560	100%	4,532	100%	11%

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	1,413	67%	1,561	69%	1,562	68%	4,536	68%	11%
	Not Tested	705	33%	699	31%	736	32%	2,140	32%	4%
	Total Students	2,118	100%	2,260	100%	2,298	100%	6,676	100%	8%
Distribution of Students who Took a Test	Transfer/Associate Level	497	35%	653	42%	695	44%	1,845	41%	40%
	Basic Skills	794	56%	805	52%	773	49%	2,372	52%	-3%
	Need English Advising	91	6%	84	5%	75	5%	250	6%	-18%
	Take ESOL Test	31	2%	19	1%	19	1%	69	2%	-39%
	Total Tested	1,413	100%	1,561	100%	1,562	100%	4,536	100%	11%

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	118	6%	113	5%	94	4%	325	5%	-20%
	Not Tested	2,000	94%	2,147	95%	2,204	96%	6,351	95%	10%
	Total Students	2,118	100%	2,260	100%	2,298	100%	6,676	100%	8%
Distribution of Students who Took a Test	Level 19	65	55%	67	59%	55	59%	187	58%	-15%
	Level 20	29	25%	18	16%	19	20%	66	20%	-34%
	Level 30	18	15%	17	15%	15	16%	50	15%	-17%
	Level 40	6	5%	11	10%	5	5%	22	7%	-17%
	Total Tested	118	100%	113	100%	94	100%	325	100%	-20%

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	1,429	67%	1,593	70%	1,582	69%	4,604	69%	11%
	Not Tested	689	33%	667	30%	716	31%	2,072	31%	4%
	Total Students	2,118	100%	2,260	100%	2,298	100%	6,676	100%	8%
Distribution of Students who Took a Test	Transfer Level	539	38%	633	40%	627	40%	1,799	39%	16%
	Associate Level	180	13%	194	12%	209	13%	583	13%	16%
	Basic Skills	710	50%	766	48%	746	47%	2,222	48%	5%
	Total Tested	1,429	100%	1,593	100%	1,582	100%	4,604	100%	11%

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	210	19%	210	19%	216	21%	192	19%	154	15%	982	19%
ENGL 043	329	30%	315	29%	286	28%	285	28%	248	24%	1,463	28%
ENGL 048	222	20%	225	21%	241	23%	226	22%	224	22%	1,138	22%
ENGL 049	329	30%	331	31%	296	28%	317	31%	414	40%	1,687	32%
Total	1,090	100%	1,081	100%	1,039	100%	1,020	100%	1,040	100%	5,270	100%

Table 6. ESOL Writing Course Enrollments

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Total/Average	
ESOL 019	50	23%	48	22%	53	26%	43	20%	47	24%	241	23%
ESOL 020	59	27%	61	28%	50	25%	56	26%	48	25%	274	26%
ESOL 030	55	25%	53	24%	50	25%	53	25%	51	26%	262	25%
ESOL 040	55	25%	58	26%	50	25%	62	29%	49	25%	274	26%
Total	219	100%	220	100%	203	100%	214	100%	195	100%	1,051	100%

Table 7. ESOL Reading Course Enrollments

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Total/Average	
ESOL 019	50	23%	48	22%	53	25%	43	20%	47	24%	241	23%
ESOL 021	55	25%	57	26%	52	25%	58	26%	52	27%	274	26%
ESOL 031	56	26%	53	25%	55	26%	56	26%	48	24%	268	25%
ESOL 040	55	25%	58	27%	50	24%	62	28%	49	25%	274	26%
Total	216	100%	216	100%	210	100%	219	100%	196	100%	1,057	100%

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Total/Average	
ESOL 019	50	30%	48	33%	53	35%	43	28%	47	35%	241	32%
ESOL 022	57	34%	43	29%	46	30%	54	35%	45	33%	245	32%
ESOL 032	61	36%	56	38%	53	35%	58	37%	44	32%	272	36%
Total	168	100%	147	100%	152	100%	155	100%	136	100%	758	100%

Table 9. Math Basic Skills Course Enrollments

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Total/Average	
MATH 034A	46	5%	---	0%	---	0%	---	0%	---	0%	50	1%
MATH 038	387	41%	365	45%	299	38%	373	46%	337	47%	1,761	43%
MATH 046	502	53%	429	53%	488	62%	441	54%	375	53%	2,235	55%
MATH 047A	16	2%	13	2%	---	0%	---	0%	---	0%	32	1%
Total	951	100%	807	100%	788	100%	815	100%	713	100%	4,074	100%

Table 10. English Basic Skills Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
ENGL 042	173	16%	173	18%	116	12%	69	8%	55	7%	586	12%
ENGL 043	226	21%	241	24%	203	21%	143	16%	135	16%	948	20%
ENGL 048	289	26%	235	24%	258	27%	252	28%	189	23%	1,223	26%
ENGL 049	407	37%	338	34%	391	40%	427	48%	447	54%	2,010	42%
Total	1,095	100%	987	100%	968	100%	891	100%	826	100%	4,767	100%

Table 11. ESOL Writing Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
ESOL 019	53	23%	48	23%	54	27%	44	23%	43	22%	242	24%
ESOL 020	58	25%	56	27%	50	25%	48	25%	50	26%	262	26%
ESOL 030	58	25%	46	22%	51	26%	52	27%	51	27%	258	25%
ESOL 040	60	26%	59	28%	45	23%	50	26%	48	25%	262	26%
Total	229	100%	209	100%	200	100%	194	100%	192	100%	1,024	100%

Table 12. ESOL Reading Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
ESOL 019	53	24%	48	23%	54	25%	44	24%	43	22%	242	24%
ESOL 021	47	21%	55	27%	54	25%	42	23%	51	26%	249	24%
ESOL 031	65	29%	44	21%	59	28%	46	25%	53	27%	267	26%
ESOL 040	60	27%	59	29%	45	21%	50	27%	48	25%	262	26%
Total	225	100%	206	100%	212	100%	182	100%	195	100%	1,020	100%

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
ESOL 019	53	34%	48	33%	54	33%	44	31%	43	31%	242	33%
ESOL 022	47	31%	54	37%	54	33%	44	31%	45	33%	244	33%
ESOL 032	54	35%	44	30%	54	33%	54	38%	50	36%	256	35%
Total	154	100%	146	100%	162	100%	142	100%	138	100%	742	100%

Table 14. Math Basic Skills Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
MATH 034A	34	4%	---	0%	---	0%	---	0%	---	0%	38	1%
MATH 038	351	45%	327	46%	324	42%	286	43%	287	42%	1,575	44%
MATH 046	392	50%	382	54%	451	58%	384	57%	390	58%	1,999	55%
Total	777	100%	709	100%	775	100%	670	100%	677	100%	3,608	100%

Table 15. English Basic Skills Enrollments by Ethnicity

	2012/13		2013/14		2014/15		2015/16		2016/17		5-Year Total/Average	
African American	146	7%	144	7%	122	6%	96	5%	93	5%	601	6%
American Indian	7	0%	7	0%	8	0%	7	0%	4	0%	33	0%
Asian/Pacific Islander	453	21%	401	19%	428	21%	315	16%	311	17%	1,908	19%
Filipino	252	12%	266	13%	281	14%	242	13%	242	13%	1,283	13%
Latino	575	26%	538	26%	510	25%	551	29%	519	28%	2,693	27%
White	563	26%	574	28%	489	24%	553	29%	555	30%	2,734	27%
Other	139	6%	110	5%	136	7%	120	6%	116	6%	621	6%
Unreported	50	2%	28	1%	33	2%	27	1%	26	1%	164	2%
Total	2,185	100%	2,068	100%	2,007	100%	1,911	100%	1,866	100%	10,037	100%

Table 16. ESOL Enrollments by Ethnicity

	2012/13		2013/14		2014/15		2015/16		2016/17		5-Year Total/Average	
African American	16	2%	23	3%	18	2%	11	1%	7	1%	75	2%
Asian/Pacific Islander	430	48%	358	43%	301	36%	280	34%	334	43%	1,703	41%
Filipino	38	4%	25	3%	20	2%	27	3%	16	2%	126	3%
Latino	67	8%	42	5%	56	7%	55	7%	73	9%	293	7%
White	303	34%	351	42%	382	46%	400	49%	325	42%	1,761	42%
Other	15	2%	9	1%	29	3%	30	4%	9	1%	92	2%
Unreported	21	2%	27	3%	24	3%	17	2%	11	1%	100	2%
Total	890	100%	835	100%	830	100%	820	100%	775	100%	4,150	100%

Table 17. Math Basic Skills Enrollments by Ethnicity

	2012/13		2013/14		2014/15		2015/16		2016/17		5-Year Total/Average	
African American	130	8%	110	7%	98	6%	113	8%	100	7%	551	7%
American Indian	9	1%	5	0%	6	0%	2	0%	2	0%	24	0%
Asian/Pacific Islander	173	10%	152	10%	161	10%	152	10%	135	10%	773	10%
Filipino	149	9%	164	11%	145	9%	133	9%	130	9%	721	9%
Latino	475	27%	450	30%	453	29%	476	32%	440	32%	2,294	30%
White	608	35%	499	33%	530	34%	498	34%	459	33%	2,594	34%
Other	148	9%	112	7%	144	9%	90	6%	96	7%	590	8%
Unreported	36	2%	24	2%	25	2%	20	1%	27	2%	132	2%
Total	1,728	100%	1,516	100%	1,562	100%	1,484	100%	1,389	100%	7,679	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 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	1,569	1,079	69%	750	48%
Fall 2012	1,655	1,174	71%	798	48%
Fall 2013	1,476	1,046	71%	710	48%
Fall 2014	1,412	1,011	72%	717	51%
Fall 2015	1,477	1,025	69%	673	46%
Fall 2016	1,374	975	71%	0	---
Total/Average	8,963	6,310	70%	3,648	48%
All Colleges Total/Avg	40,324	31,624	78%	19,698	58%

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	776	372	48%	793	378	48%
Fall 2012	840	440	52%	815	358	44%
Fall 2013	741	369	50%	735	341	46%
Fall 2014	705	379	54%	707	338	48%
Fall 2015	775	347	45%	702	326	46%
Total/Average	3,837	1,907	50%	3,752	1,741	46%

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	86	38%	7	57%	360	55%	147	56%
Fall 2012	107	31%	7	57%	334	57%	159	55%
Fall 2013	88	41%	2	---	301	53%	135	59%
Fall 2014	80	40%	5	---	265	53%	156	63%
Fall 2015	82	38%	3	33%	244	59%	145	50%
Total/Average	443	37%	24	38%	1,504	55%	742	56%

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	363	42%	459	47%	109	45%	38	42%
Fall 2012	405	40%	497	52%	112	42%	34	38%
Fall 2013	345	41%	513	48%	70	54%	22	45%
Fall 2014	337	42%	440	54%	100	52%	29	59%
Fall 2015	390	35%	507	49%	86	40%	20	45%
Total/Average	1,840	40%	2,416	50%	477	46%	143	45%

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%	975	52%	199	36%
Fall 2012	5	40%	1,083	51%	206	41%
Fall 2013	5	40%	958	52%	184	38%
Fall 2014	6	83%	943	55%	168	41%
Fall 2015	5	20%	982	49%	178	38%
Total/Average	27	56%	4,941	52%	935	39%

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	210	40%	122	46%	57	42%
Fall 2012	224	46%	89	43%	48	46%
Fall 2013	173	45%	93	43%	63	32%
Fall 2014	141	43%	99	42%	55	35%
Fall 2015	157	38%	94	41%	61	43%
Total/Average	905	42%	497	43%	284	39%

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 042	88%	90%	86%	82%	86%	87%
ENGL 043	87%	87%	89%	89%	87%	88%
ENGL 048	85%	85%	83%	88%	80%	84%
ENGL 049	91%	92%	86%	89%	87%	89%
Total	88%	88%	86%	88%	86%	87%

Table 23. ESOL Writing Course Retention Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	89%	93%	94%	90%	99%	93%
ESOL 020	88%	96%	93%	93%	96%	93%
ESOL 030	95%	89%	94%	92%	94%	93%
ESOL 040	93%	94%	93%	90%	89%	92%
Total	91%	93%	94%	91%	94%	93%

Table 24. ESOL Reading Course Retention Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	89%	93%	94%	90%	99%	93%
ESOL 021	85%	94%	92%	90%	93%	91%
ESOL 031	93%	90%	88%	89%	91%	90%
ESOL 040	93%	94%	93%	90%	89%	92%
Total	90%	93%	92%	90%	93%	91%

Table 25. ESOL Listening/Speaking Course Retention Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	89%	93%	94%	90%	99%	93%
ESOL 022	94%	96%	92%	94%	93%	94%
ESOL 032	97%	96%	93%	92%	99%	95%
Total	94%	95%	93%	92%	97%	94%

Table 26. Math Basic Skills Course Retention Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
MATH 034A	88%	--	--	--	--	88%
MATH 038	89%	84%	88%	84%	84%	86%
MATH 046	86%	80%	82%	83%	82%	83%
MATH 047A	94%	54%	--	--	--	76%
Total	88%	82%	84%	84%	83%	84%

Table 27. English Basic Skills Retention Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	87%	87%	83%	83%	80%	84%
American Indian	86%	57%	88%	100%	100%	85%
Asian/Pacific Islander	88%	91%	89%	89%	89%	89%
Filipino	88%	91%	90%	90%	85%	89%
Latino	89%	87%	83%	85%	84%	86%
White	89%	89%	84%	88%	86%	87%
Other	85%	85%	85%	93%	85%	87%
Unreported	94%	96%	94%	81%	88%	91%
Total	88%	88%	86%	88%	86%	87%

Table 28. ESOL Retention Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	75%	83%	89%	100%	100%	87%
Asian/Pacific Islander	93%	92%	92%	92%	96%	93%
Filipino	92%	96%	100%	100%	100%	97%
Latino	88%	93%	96%	85%	92%	91%
White	91%	95%	92%	91%	92%	92%
Other	93%	89%	97%	93%	100%	95%
Unreported	100%	100%	83%	94%	100%	95%
Total	92%	93%	92%	91%	94%	93%

Table 29. Math Basic Skills Retention Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	85%	80%	84%	79%	82%	82%
American Indian	100%	60%	100%	100%	100%	92%
Asian/Pacific Islander	92%	86%	80%	87%	84%	86%
Filipino	87%	87%	83%	87%	83%	85%
Latino	88%	81%	83%	82%	80%	83%
White	87%	84%	89%	85%	85%	86%
Other	86%	70%	78%	88%	88%	82%
Unreported	89%	75%	84%	80%	74%	81%
Total	88%	82%	84%	84%	83%	84%

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 042	64%	65%	58%	55%	59%	61%
ENGL 043	61%	64%	60%	61%	64%	62%
ENGL 048	69%	65%	59%	64%	51%	62%
ENGL 049	79%	77%	73%	76%	76%	76%
Total	69%	69%	64%	67%	66%	67%

Table 31. ESOL Writing Course Success Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	75%	77%	79%	77%	90%	80%
ESOL 020	70%	85%	91%	72%	92%	82%
ESOL 030	81%	72%	77%	81%	81%	79%
ESOL 040	86%	91%	72%	79%	68%	80%
Total	78%	82%	80%	77%	83%	80%

Table 32. ESOL Reading Course Success Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	75%	77%	79%	77%	90%	80%
ESOL 021	75%	83%	87%	80%	87%	83%
ESOL 031	82%	71%	77%	84%	76%	78%
ESOL 040	86%	91%	72%	79%	68%	80%
Total	80%	81%	79%	80%	80%	80%

Table 33. ESOL Listening/Speaking Course Success Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	75%	77%	79%	77%	90%	80%
ESOL 022	89%	84%	86%	87%	90%	87%
ESOL 032	96%	92%	92%	89%	97%	93%
Total	87%	84%	86%	85%	92%	87%

Table 34. Math Basic Skills Course Success Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
MATH 034A	69%	--	--	--	--	69%
MATH 038	56%	63%	64%	63%	58%	61%
MATH 046	54%	49%	56%	56%	52%	54%
MATH 047A	94%	46%	--	--	--	72%
Total	56%	56%	59%	59%	55%	57%

Table 35. English Basic Skills Success Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	60%	56%	51%	53%	54%	55%
American Indian	57%	29%	25%	57%	50%	42%
Asian/Pacific Islander	74%	77%	70%	70%	71%	73%
Filipino	71%	70%	67%	69%	69%	69%
Latino	64%	67%	55%	61%	62%	62%
White	72%	69%	69%	71%	68%	70%
Other	70%	57%	68%	75%	64%	67%
Unreported	82%	64%	58%	74%	73%	71%
Total	69%	69%	64%	67%	66%	67%

Table 36. ESOL Success Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	63%	74%	78%	64%	86%	72%
Asian/Pacific Islander	82%	80%	80%	82%	89%	83%
Filipino	84%	84%	95%	96%	88%	89%
Latino	79%	81%	82%	78%	85%	81%
White	82%	83%	85%	81%	82%	83%
Other	73%	89%	83%	80%	89%	82%
Unreported	95%	93%	75%	76%	73%	84%
Total	82%	82%	83%	81%	85%	83%

Table 37. Math Basic Skills Success Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	44%	39%	48%	53%	47%	46%
American Indian	33%	20%	50%	100%	50%	42%
Asian/Pacific Islander	62%	66%	58%	64%	61%	62%
Filipino	52%	61%	60%	67%	55%	59%
Latino	54%	52%	56%	54%	50%	53%
White	61%	59%	66%	62%	61%	62%
Other	47%	49%	56%	57%	50%	52%
Unreported	50%	63%	52%	70%	44%	55%
Total	56%	56%	59%	59%	55%	57%

Source: SDCCD Information System