



All Colleges Basic Skills Report 2013 - 2018

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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, 049, and LCOM101; 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
- LCOM101: Learning Community course that links sections of ENGL 31 and ENGL 101

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 2017/2018.

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: 2015/16 to 2017/18. 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

		2015/16		2016/17		2017/18		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	6,675	75%	6,231	73%	5,177	65%	18,083	71%	-22%
	Not Tested	2,284	25%	2,286	27%	2,846	35%	7,416	29%	25%
	Total Students	8,959	100%	8,517	100%	8,023	100%	25,499	100%	-10%
Distribution of Students who Took a Test	Transfer/Associate Level	3,890	58%	3,823	61%	2,960	57%	10,673	59%	-24%
	Basic Skills	2,169	32%	1,831	29%	1,671	32%	5,671	31%	-23%
	Need English Advising	473	7%	453	7%	406	8%	1,332	7%	-14%
	Take ESOL Test	143	2%	124	2%	140	3%	407	2%	-2%
	Total Tested	6,675	100%	6,231	100%	5,177	100%	18,083	100%	-22%

Table 2. Writing Placement of First-Time Students

		2015/16		2016/17		2017/18		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	6,676	75%	6,235	73%	5,177	65%	18,088	71%	-22%
	Not Tested	2,283	25%	2,282	27%	2,846	35%	7,411	29%	25%
	Total Students	8,959	100%	8,517	100%	8,023	100%	25,499	100%	-10%
Distribution of Students who Took a Test	Transfer/Associate Level	2,170	33%	2,169	35%	1,618	31%	5,957	33%	-25%
	Basic Skills	3,891	58%	3,489	56%	3,013	58%	10,393	57%	-23%
	Need English Advising	472	7%	453	7%	406	8%	1,331	7%	-14%
	Take ESOL Test	143	2%	124	2%	140	3%	407	2%	-2%
	Total Tested	6,676	100%	6,235	100%	5,177	100%	18,088	100%	-22%

Table 3. ESOL Placement of First-Time Students

		2015/16		2016/17		2017/18		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	395	4%	375	4%	372	5%	1,142	4%	-6%
	Not Tested	8,564	96%	8,142	96%	7,651	95%	24,357	96%	-11%
	Total Students	8,959	100%	8,517	100%	8,023	100%	25,499	100%	-10%
Distribution of Students who Took a Test	Level 19	269	68%	228	61%	238	64%	735	64%	-12%
	Level 20	51	13%	56	15%	43	12%	150	13%	-16%
	Level 30	55	14%	58	15%	57	15%	170	15%	4%
	Level 40	20	5%	33	9%	34	9%	87	8%	70%
	Total Tested	395	100%	375	100%	372	100%	1,142	100%	-6%

Table 4. Math Placement of First-Time Students

		2015/16		2016/17		2017/18		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	6,765	76%	6,300	74%	5,307	66%	18,372	72%	-22%
	Not Tested	2,194	24%	2,217	26%	2,716	34%	7,127	28%	24%
	Total Students	8,959	100%	8,517	100%	8,023	100%	25,499	100%	-10%
Distribution of Students who Took a Test	Transfer Level	1,872	28%	1,833	29%	1,351	25%	5,056	28%	-28%
	Associate Level	759	11%	774	12%	605	11%	2,138	12%	-20%
	Basic Skills	4,134	61%	3,693	59%	3,351	63%	11,178	61%	-19%
	Total Tested	6,765	100%	6,300	100%	5,307	100%	18,372	100%	-22%

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 2013 to Spring 2018. 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 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ENGL 031	0	0%	0	0%	0	0%	106	2%	639	16%	745	3%
ENGL 042	668	14%	695	14%	620	12%	321	7%	161	4%	2,465	10%
ENGL 043	1,029	22%	1,026	21%	954	18%	513	10%	265	7%	3,787	16%
ENGL 047A	238	5%	301	6%	784	15%	1,245	25%	1,598	40%	4,166	17%
ENGL 048	1,072	23%	1,132	23%	1,137	22%	898	18%	435	11%	4,674	20%
ENGL 049	1,731	37%	1,795	36%	1,721	33%	1,803	37%	913	23%	7,963	33%
LCOM101	0	0%	0	0%	0	0%	0	0%	19	0%	19	0%
Total	4,738	100%	4,949	100%	5,216	100%	4,886	100%	4,030	100%	23,819	100%

Table 6. ESOL Writing Course Enrollments

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	109	18%	122	20%	116	20%	117	21%	137	24%	601	20%
ESOL 020	147	24%	140	23%	145	25%	137	24%	119	21%	688	23%
ESOL 030	180	29%	171	28%	170	29%	158	28%	149	27%	828	28%
ESOL 040	186	30%	171	28%	155	26%	114	20%	90	16%	716	24%
ESOL 045	0	0%	0	0%	0	0%	41	7%	67	12%	108	4%
Total	622	100%	604	100%	586	100%	567	100%	562	100%	2,941	100%

Table 7. ESOL Reading Course Enrollments

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	109	17%	122	20%	116	21%	117	21%	137	24%	601	21%
ESOL 021	145	23%	137	22%	134	24%	131	24%	127	23%	674	23%
ESOL 031	186	30%	190	31%	157	28%	142	26%	141	25%	816	28%
ESOL 040	186	30%	171	28%	155	28%	114	21%	90	16%	716	25%
ESOL 045	0	0%	0	0%	0	0%	41	8%	67	12%	108	4%
Total	626	100%	620	100%	562	100%	545	100%	562	100%	2,915	100%

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	109	27%	122	30%	116	30%	117	35%	137	35%	601	31%
ESOL 022	117	29%	129	32%	134	35%	104	31%	102	26%	586	30%
ESOL 032	183	45%	156	38%	134	35%	117	35%	148	38%	738	38%
Total	409	100%	407	100%	384	100%	338	100%	387	100%	1,925	100%

Table 9. Math Basic Skills Course Enrollments

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
MATH 034A	221	4%	201	4%	200	5%	155	4%	124	3%	901	4%
MATH 038	2,126	43%	1,935	43%	1,947	46%	1,819	48%	1,773	48%	9,600	45%
MATH 046	2,551	51%	2,280	51%	2,064	49%	1,789	47%	1,686	46%	10,370	49%
MATH 047A	71	1%	63	1%	39	1%	40	1%	106	3%	319	2%
Total	4,969	100%	4,479	100%	4,250	100%	3,803	100%	3,689	100%	21,190	100%

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Table 10. English Basic Skills Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ENGL 031	0	0%	0	0%	0	0%	321	9%	570	22%	891	4%
ENGL 042	570	12%	547	11%	327	7%	210	6%	60	2%	1,714	8%
ENGL 043	858	18%	842	16%	516	11%	325	9%	161	6%	2,702	13%
ENGL 047A	281	6%	376	7%	747	16%	884	25%	924	35%	3,212	16%
ENGL 048	1,159	24%	1,225	24%	978	22%	581	16%	269	10%	4,212	20%
ENGL 049	1,999	41%	2,138	42%	1,968	43%	1,233	35%	581	22%	7,919	38%
LCOM101	0	0%	0	0%	0	0%	0	0%	55	2%	55	0%
Total	4,867	100%	5,128	100%	4,536	100%	3,554	100%	2,620	100%	20,705	100%

Table 11. ESOL Writing Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	112	18%	119	20%	111	20%	101	19%	99	20%	542	19%
ESOL 020	149	24%	135	23%	129	23%	127	24%	126	26%	666	24%
ESOL 030	161	26%	170	29%	159	28%	154	29%	134	27%	778	28%
ESOL 040	208	33%	167	28%	114	20%	103	19%	70	14%	662	24%
ESOL 045	0	0%	0	0%	50	9%	49	9%	65	13%	164	6%
Total	630	100%	591	100%	563	100%	534	100%	494	100%	2,812	100%

Table 12. ESOL Reading Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	112	18%	119	20%	111	21%	101	20%	99	19%	542	20%
ESOL 021	136	22%	134	23%	119	22%	118	23%	127	25%	634	23%
ESOL 031	155	25%	173	29%	146	27%	142	28%	148	29%	764	28%
ESOL 040	208	34%	167	28%	114	21%	103	20%	70	14%	662	24%
ESOL 045	0	0%	0	0%	50	9%	49	10%	65	13%	164	6%
Total	611	100%	593	100%	540	100%	513	100%	509	100%	2,766	100%

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	112	28%	119	30%	111	30%	101	29%	99	31%	542	30%
ESOL 022	129	32%	123	31%	123	33%	115	33%	101	32%	591	32%
ESOL 032	156	39%	157	39%	138	37%	131	38%	120	38%	702	38%
Total	397	100%	399	100%	372	100%	347	100%	320	100%	1,835	100%

Table 14. Math Basic Skills Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
MATH 034A	239	6%	226	6%	188	5%	148	4%	119	4%	920	5%
MATH 038	1,682	43%	1,718	43%	1,613	44%	1,500	44%	1,337	45%	7,850	44%
MATH 046	2,023	51%	2,052	51%	1,904	51%	1,734	51%	1,471	49%	9,184	51%
MATH 047A	0	0%	0	0%	0	0%	0	0%	45	2%	45	0%
Total	3,944	100%	3,996	100%	3,705	100%	3,382	100%	2,972	100%	17,999	100%

Source: SDCCD Information System

Table 15. English Basic Skills Enrollments by Ethnicity

	2013/14		2014/15		2015/16		2016/17		2017/18		5-Year Total/Average	
African American	1,038	11%	1,027	10%	926	9%	778	9%	569	9%	4,338	10%
American Indian	23	0%	38	0%	27	0%	20	0%	20	0%	128	0%
Asian/Pacific Islander	1,095	11%	1,069	11%	960	10%	782	9%	695	10%	4,601	10%
Filipino	485	5%	564	6%	483	5%	446	5%	366	6%	2,344	5%
Latino	4,746	49%	5,075	50%	5,072	52%	4,426	52%	3,370	51%	22,689	51%
White	1,634	17%	1,672	17%	1,669	17%	1,515	18%	1,189	18%	7,679	17%
Other	452	5%	496	5%	488	5%	371	4%	336	5%	2,143	5%
Unreported	132	1%	136	1%	127	1%	102	1%	105	2%	602	1%
Total	9,605	100%	10,077	100%	9,752	100%	8,440	100%	6,650	100%	44,524	100%

Table 16. ESOL Enrollments by Ethnicity

	2013/14		2014/15		2015/16		2016/17		2017/18		5-Year Total/Average	
African American	332	14%	305	13%	236	11%	158	8%	154	7%	1,185	11%
Asian/Pacific Islander	860	35%	833	35%	778	35%	828	39%	859	41%	4,158	37%
Filipino	44	2%	38	2%	55	2%	32	2%	32	2%	201	2%
Latino	483	20%	491	21%	388	17%	496	24%	374	18%	2,232	20%
White	644	26%	631	26%	682	31%	532	25%	581	28%	3,070	27%
Other	33	1%	40	2%	41	2%	19	1%	27	1%	160	1%
Unreported	63	3%	56	2%	54	2%	36	2%	43	2%	252	2%
Total	2,459	100%	2,394	100%	2,234	100%	2,101	100%	2,070	100%	11,258	100%

Table 17. Math Basic Skills Enrollments by Ethnicity

	2013/14		2014/15		2015/16		2016/17		2017/18		5-Year Total/Average	
African American	1,068	12%	954	11%	862	11%	678	9%	644	10%	4,206	11%
American Indian	27	0%	33	0%	13	0%	19	0%	23	0%	115	0%
Asian/Pacific Islander	481	5%	450	5%	415	5%	347	5%	342	5%	2,035	5%
Filipino	335	4%	318	4%	271	3%	265	4%	229	3%	1,418	4%
Latino	4,410	49%	4,338	51%	4,218	53%	3,954	55%	3,756	56%	20,676	53%
White	1,973	22%	1,785	21%	1,691	21%	1,489	21%	1,246	19%	8,184	21%
Other	488	5%	488	6%	389	5%	345	5%	342	5%	2,052	5%
Unreported	131	1%	109	1%	96	1%	88	1%	79	1%	503	1%
Total	8,913	100%	8,475	100%	7,955	100%	7,185	100%	6,661	100%	39,189	100%

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 2012 to Fall 2017. Overall term and annual persistence rates are displayed (see Table 18). Annual persistence is also reported by gender, ethnicity, and age (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 2012	6,976	5,502	79%	4,120	59%
Fall 2013	6,886	5,435	79%	3,982	58%
Fall 2014	6,565	5,187	79%	3,816	58%
Fall 2015	6,673	5,214	78%	3,762	56%
Fall 2016	6,323	4,844	77%	3,494	55%
Fall 2017	5,980	4,611	77%	0	---
Total/Average	39,403	30,793	78%	19,174	57%

Note. Annual persistence counts and rates are not available for the Fall 2017 cohort due to the unavailability of Fall 2018 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 2012	3,769	2,285	61%	3,207	1,835	57%
Fall 2013	3,656	2,164	59%	3,230	1,818	56%
Fall 2014	3,479	2,086	60%	3,086	1,730	56%
Fall 2015	3,624	2,080	57%	3,049	1,682	55%
Fall 2016	3,373	1,944	58%	2,950	1,550	53%
Total/Average	17,901	10,559	59%	15,522	8,615	56%

Source: SDCCD Information System

Table 20. Basic Skills Annual Persistence by Ethnicity

Ethnicity	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 2012	767	53%	23	52%	795	69%	294	61%
Fall 2013	738	58%	17	71%	764	65%	280	65%
Fall 2014	698	52%	24	33%	701	66%	305	63%
Fall 2015	621	51%	16	50%	661	64%	290	57%
Fall 2016	572	52%	14	29%	660	65%	257	61%
Total/Average	3,396	53%	94	47%	3,581	66%	1,426	61%

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 2012	3,147	59%	1,492	58%	351	59%	107	49%
Fall 2013	3,153	57%	1,498	54%	326	55%	110	57%
Fall 2014	3,081	57%	1,323	60%	338	54%	95	62%
Fall 2015	3,244	56%	1,435	57%	318	53%	88	59%
Fall 2016	3,213	54%	1,266	53%	271	55%	70	61%
Total/Average	15,838	57%	7,014	57%	1,604	55%	470	57%

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 2012	18	72%	4,822	61%	898	54%
Fall 2013	14	43%	4,824	60%	893	52%
Fall 2014	13	92%	4,615	61%	835	53%
Fall 2015	85	27%	4,695	60%	815	51%
Fall 2016	128	45%	4,457	58%	754	51%
Total/Average	258	43%	23,413	60%	4,195	52%

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 2012	740	56%	310	54%	188	59%
Fall 2013	653	52%	291	55%	211	46%
Fall 2014	632	52%	277	52%	193	46%
Fall 2015	591	48%	288	52%	199	46%
Fall 2016	584	48%	253	49%	147	48%
Total/Average	3,200	51%	1,419	53%	938	49%

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: 2013/14 through 2017/18. 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

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ENGL 031	---	---	---	91%	90%	90%
ENGL 042	87%	87%	85%	85%	90%	87%
ENGL 043	87%	87%	86%	86%	86%	87%
ENGL 047A	86%	90%	89%	87%	89%	89%
ENGL 048	90%	87%	88%	83%	84%	87%
ENGL 049	88%	87%	86%	85%	83%	86%
LCOM 101	---	---	---	---	85%	85%
Total	88%	87%	87%	86%	87%	87%

Table 23. ESOL Writing Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	92%	92%	90%	94%	90%	92%
ESOL 020	96%	91%	95%	97%	93%	95%
ESOL 030	92%	94%	93%	94%	94%	93%
ESOL 040	93%	90%	90%	91%	94%	91%
ESOL 045	---	---	88%	92%	96%	93%
Total	93%	92%	92%	94%	93%	93%

Table 24. ESOL Reading Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	92%	92%	90%	94%	90%	92%
ESOL 021	94%	93%	94%	93%	93%	93%
ESOL 031	90%	90%	93%	92%	94%	92%
ESOL 040	93%	90%	90%	91%	94%	91%
ESOL 045	---	---	88%	92%	96%	93%
Total	92%	91%	92%	93%	93%	92%

Table 25. ESOL Listening/Speaking Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	92%	92%	90%	94%	90%	92%
ESOL 022	94%	92%	95%	95%	91%	93%
ESOL 032	96%	94%	94%	94%	96%	95%
Total	94%	93%	93%	94%	93%	93%

Table 26. Math Basic Skills Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
MATH 034A	88%	81%	81%	86%	83%	84%
MATH 038	82%	83%	85%	84%	86%	84%
MATH 046	81%	80%	83%	82%	82%	82%
MATH 047A	86%	89%	92%	90%	91%	90%
Total	82%	82%	84%	83%	84%	83%

Table 27. English Basic Skills Retention Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	85%	87%	83%	84%	86%	85%
American Indian	74%	87%	93%	95%	90%	88%
Asian/Pacific Islander	89%	91%	89%	90%	89%	90%
Filipino	93%	90%	90%	84%	90%	89%
Latino	88%	87%	86%	85%	87%	87%
White	89%	87%	89%	86%	88%	88%
Other	88%	85%	87%	83%	86%	86%
Unreported	89%	89%	91%	85%	86%	88%
Total	88%	87%	87%	86%	87%	87%

Table 28. ESOL Retention Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	95%	92%	97%	94%	92%	94%
Asian/Pacific Islander	92%	92%	93%	95%	95%	93%
Filipino	98%	87%	100%	94%	97%	96%
Latino	93%	92%	91%	95%	92%	93%
White	95%	92%	92%	92%	92%	92%
Other	97%	93%	93%	89%	96%	94%
Unreported	95%	86%	98%	83%	86%	90%
Total	93%	92%	93%	94%	93%	93%

Table 29. Math Basic Skills Retention Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	78%	76%	79%	79%	81%	79%
American Indian	81%	88%	85%	74%	91%	84%
Asian/Pacific Islander	85%	83%	86%	85%	84%	85%
Filipino	86%	85%	85%	82%	90%	85%
Latino	82%	81%	83%	82%	84%	83%
White	82%	86%	86%	86%	83%	85%
Other	78%	78%	85%	85%	86%	82%
Unreported	86%	84%	89%	83%	84%	85%
Total	82%	82%	84%	83%	84%	83%

Source: SDCCD Information System

Table 30. English Basic Skills Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ENGL 031	---	---	---	74%	72%	73%
ENGL 042	67%	65%	65%	66%	59%	66%
ENGL 043	68%	68%	66%	68%	63%	67%
ENGL 047A	68%	76%	70%	71%	72%	71%
ENGL 048	75%	70%	72%	63%	67%	70%
ENGL 049	74%	70%	71%	68%	68%	71%
LCOM 101	---	---	---	---	66%	66%
Total	72%	70%	70%	68%	69%	70%

Table 31. ESOL Writing Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	71%	71%	71%	79%	72%	73%
ESOL 020	80%	78%	81%	89%	87%	83%
ESOL 030	81%	82%	86%	84%	83%	83%
ESOL 040	86%	75%	79%	83%	87%	81%
ESOL 045	---	---	84%	83%	89%	86%
Total	81%	77%	80%	84%	83%	81%

Table 32. ESOL Reading Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	71%	71%	71%	79%	72%	73%
ESOL 021	85%	87%	85%	86%	87%	86%
ESOL 031	79%	82%	87%	82%	89%	84%
ESOL 040	86%	75%	79%	83%	87%	81%
ESOL 045	---	---	84%	83%	89%	86%
Total	81%	79%	81%	83%	85%	82%

Table 33. ESOL Listening/Speaking Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	71%	71%	71%	79%	72%	73%
ESOL 022	86%	87%	89%	90%	86%	88%
ESOL 032	92%	90%	88%	90%	90%	90%
Total	84%	83%	83%	86%	83%	84%

Table 34. Math Basic Skills Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
MATH 034A	59%	53%	56%	55%	60%	57%
MATH 038	53%	52%	56%	53%	56%	54%
MATH 046	49%	52%	53%	50%	50%	51%
MATH 047A	79%	75%	64%	78%	66%	71%
Total	51%	52%	54%	52%	54%	53%

Source: SDCCD Information System

Table 35. English Basic Skills Success Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	68%	69%	66%	65%	65%	67%
American Indian	57%	63%	63%	75%	60%	63%
Asian/Pacific Islander	79%	74%	77%	75%	75%	76%
Filipino	76%	73%	71%	71%	76%	73%
Latino	70%	68%	68%	66%	67%	68%
White	75%	72%	74%	71%	73%	73%
Other	64%	66%	69%	64%	70%	67%
Unreported	74%	68%	77%	72%	73%	73%
Total	72%	70%	70%	68%	69%	70%

Table 36. ESOL Success Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	86%	83%	80%	82%	82%	83%
Asian/Pacific Islander	83%	84%	86%	88%	90%	86%
Filipino	89%	82%	98%	91%	94%	91%
Latino	79%	78%	81%	84%	81%	81%
White	83%	82%	82%	84%	83%	83%
Other	88%	80%	83%	84%	93%	85%
Unreported	87%	73%	85%	67%	79%	79%
Total	83%	82%	84%	85%	86%	84%

Table 37. Math Basic Skills Success Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	42%	44%	44%	42%	45%	43%
American Indian	59%	39%	54%	42%	48%	48%
Asian/Pacific Islander	62%	58%	66%	60%	60%	61%
Filipino	57%	63%	65%	55%	66%	61%
Latino	49%	49%	51%	49%	52%	50%
White	59%	61%	63%	62%	60%	61%
Other	47%	50%	57%	51%	53%	51%
Unreported	54%	57%	64%	56%	59%	58%
Total	51%	52%	54%	52%	54%	53%

Source: SDCCD Information System