

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 LCOM 101; 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
- 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

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 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 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: 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.

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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	1,561	69%	1,561	68%	1,454	67%	4,576	68%	-7%
	Not Tested	699	31%	739	32%	706	33%	2,144	32%	1%
	Total Students	2,260	100%	2,300	100%	2,160	100%	6,720	100%	-4%
Distribution of Students who Took a Test	Transfer/Associate Level	1,050	67%	1,102	71%	980	67%	3,132	68%	-7%
	Basic Skills	408	26%	365	23%	383	26%	1,156	25%	-6%
	Need English Advising	84	5%	75	5%	65	4%	224	5%	-23%
	Take ESOL Test	19	1%	19	1%	26	2%	64	1%	37%
	Total Tested	1,561	100%	1,561	100%	1,454	100%	4,576	100%	-7%

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	1,561	69%	1,563	68%	1,454	67%	4,578	68%	-7%
	Not Tested	699	31%	737	32%	706	33%	2,142	32%	1%
	Total Students	2,260	100%	2,300	100%	2,160	100%	6,720	100%	-4%
Distribution of Students who Took a Test	Transfer/Associate Level	653	42%	696	45%	616	42%	1,965	43%	-6%
	Basic Skills	805	52%	773	49%	747	51%	2,325	51%	-7%
	Need English Advising	84	5%	75	5%	65	4%	224	5%	-23%
	Take ESOL Test	19	1%	19	1%	26	2%	64	1%	37%
	Total Tested	1,561	100%	1,563	100%	1,454	100%	4,578	100%	-7%

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	113	5%	94	4%	106	5%	313	5%	-6%
	Not Tested	2,147	95%	2,206	96%	2,054	95%	6,407	95%	-4%
	Total Students	2,260	100%	2,300	100%	2,160	100%	6,720	100%	-4%
Distribution of Students who Took a Test	Level 19	67	59%	55	59%	62	58%	184	59%	-7%
	Level 20	18	16%	19	20%	15	14%	52	17%	-17%
	Level 30	17	15%	15	16%	16	15%	48	15%	-6%
	Level 40	11	10%	5	5%	13	12%	29	9%	18%
	Total Tested	113	100%	94	100%	106	100%	313	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	1,593	70%	1,583	69%	1,467	68%	4,643	69%	-8%
	Not Tested	667	30%	717	31%	693	32%	2,077	31%	4%
	Total Students	2,260	100%	2,300	100%	2,160	100%	6,720	100%	-4%
Distribution of Students who Took a Test	Transfer Level	633	40%	627	40%	586	40%	1,846	40%	-7%
	Associate Level	194	12%	210	13%	170	12%	574	12%	-12%
	Basic Skills	766	48%	746	47%	711	48%	2,223	48%	-7%
	Total Tested	1,593	100%	1,583	100%	1,467	100%	4,643	100%	-8%

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	
ENGL 042	210	19%	216	21%	192	19%	154	15%	161	15%	933	18%
ENGL 043	315	29%	286	28%	285	28%	248	24%	241	22%	1,375	26%
ENGL 048	225	21%	241	23%	226	22%	224	22%	190	18%	1,106	21%
ENGL 049	331	31%	296	28%	317	31%	414	40%	462	43%	1,820	35%
LCOM 101	0	0%	0	0%	0	0%	0	0%	19	2%	19	0%
Total	1,081	100%	1,039	100%	1,020	100%	1,040	100%	1,073	100%	5,253	100%

Table 6. ESOL Writing Course Enrollments

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Year Total/Average	
ESOL 019	48	22%	53	26%	43	20%	47	24%	52	27%	243	24%
ESOL 020	61	28%	50	25%	56	26%	48	25%	49	26%	264	26%
ESOL 030	53	24%	50	25%	53	25%	51	26%	46	24%	253	25%
ESOL 040	58	26%	50	25%	62	29%	49	25%	44	23%	263	26%
Total	220	100%	203	100%	214	100%	195	100%	191	100%	1,023	100%

Table 7. ESOL Reading Course Enrollments

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Year Total/Average	
ESOL 019	48	22%	53	25%	43	20%	47	24%	52	26%	243	23%
ESOL 021	57	26%	52	25%	58	26%	52	27%	53	26%	272	26%
ESOL 031	53	25%	55	26%	56	26%	48	24%	54	27%	266	25%
ESOL 040	58	27%	50	24%	62	28%	49	25%	44	22%	263	25%
Total	216	100%	210	100%	219	100%	196	100%	203	100%	1,044	100%

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Year Total/Average	
ESOL 019	48	33%	53	35%	43	28%	47	35%	52	32%	243	32%
ESOL 022	43	29%	46	30%	54	35%	45	33%	49	30%	237	32%
ESOL 032	56	38%	53	35%	58	37%	44	32%	61	38%	272	36%
Total	147	100%	152	100%	155	100%	136	100%	162	100%	752	100%

Table 9. Math Basic Skills Course Enrollments

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Year Total/Average	
MATH 038	365	45%	299	38%	373	46%	337	47%	265	40%	1,639	43%
MATH 046	429	53%	488	62%	441	54%	375	53%	358	54%	2,091	55%
MATH 047A	13	2%	---	0%	---	0%	---	0%	43	6%	56	1%
Total	807	100%	787	100%	814	100%	712	100%	666	100%	3,786	100%

Source: SDCCD Information System

Table 10. English Basic Skills Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
ENGL 042	173	18%	116	12%	69	8%	55	7%	60	8%	473	11%
ENGL 043	241	24%	203	21%	143	16%	135	16%	140	18%	862	19%
ENGL 048	235	24%	258	27%	252	28%	189	23%	149	20%	1,083	24%
ENGL 049	338	34%	391	40%	427	48%	447	54%	355	47%	1,958	44%
LCOM 101	0	0%	0	0%	0	0%	0	0%	55	7%	55	1%
Total	987	100%	968	100%	891	100%	826	100%	759	100%	4,431	100%

Table 11. ESOL Writing Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
ESOL 019	48	23%	54	27%	44	23%	43	22%	50	25%	239	24%
ESOL 020	56	27%	50	25%	48	25%	50	26%	51	26%	255	26%
ESOL 030	46	22%	51	26%	52	27%	51	27%	54	27%	254	26%
ESOL 040	59	28%	45	23%	50	26%	48	25%	44	22%	246	25%
Total	209	100%	200	100%	194	100%	192	100%	199	100%	994	100%

Table 12. ESOL Reading Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
ESOL 019	48	23%	54	25%	44	24%	43	22%	50	24%	239	24%
ESOL 021	55	27%	54	25%	42	23%	51	26%	58	28%	260	26%
ESOL 031	44	21%	59	28%	46	25%	53	27%	58	28%	260	26%
ESOL 040	59	29%	45	21%	50	27%	48	25%	44	21%	246	24%
Total	206	100%	212	100%	182	100%	195	100%	210	100%	1,005	100%

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
ESOL 019	48	33%	54	33%	44	31%	43	31%	50	34%	239	33%
ESOL 022	54	37%	54	33%	44	31%	45	33%	47	32%	244	33%
ESOL 032	44	30%	54	33%	54	38%	50	36%	49	34%	251	34%
Total	146	100%	162	100%	142	100%	138	100%	146	100%	734	100%

Table 14. Math Basic Skills Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
MATH 038	327	46%	324	42%	286	43%	287	42%	274	47%	1,498	44%
MATH 046	382	54%	451	58%	384	57%	390	58%	306	53%	1,913	56%
Total	709	100%	775	100%	670	100%	677	100%	580	100%	3,411	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	144	7%	122	6%	96	5%	93	5%	96	5%	551	6%
American Indian	7	0%	8	0%	7	0%	4	0%	3	0%	29	0%
Asian/Pacific Islander	401	19%	428	21%	315	16%	311	17%	324	18%	1,779	18%
Filipino	266	13%	281	14%	242	13%	242	13%	211	12%	1,242	13%
Latino	538	26%	510	25%	551	29%	519	28%	573	31%	2,691	28%
White	574	28%	489	24%	553	29%	555	30%	465	25%	2,636	27%
Other	110	5%	136	7%	120	6%	116	6%	128	7%	610	6%
Unreported	28	1%	33	2%	27	1%	26	1%	32	2%	146	2%
Total	2,068	100%	2,007	100%	1,911	100%	1,866	100%	1,832	100%	9,684	100%

Table 16. ESOL Enrollments by Ethnicity

	2013/14		2014/15		2015/16		2016/17		2017/18		5-Year Total/Average	
African American	23	3%	18	2%	11	1%	7	1%	12	1%	71	2%
Asian/Pacific Islander	358	43%	301	36%	280	34%	334	43%	366	45%	1,639	40%
Filipino	25	3%	20	2%	27	3%	16	2%	16	2%	104	3%
Latino	42	5%	56	7%	55	7%	73	9%	56	7%	282	7%
White	351	42%	382	46%	400	49%	325	42%	338	41%	1,796	44%
Other	9	1%	29	3%	30	4%	9	1%	19	2%	96	2%
Unreported	27	3%	24	3%	17	2%	11	1%	12	1%	91	2%
Total	835	100%	830	100%	820	100%	775	100%	819	100%	4,079	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	110	7%	98	6%	113	8%	100	7%	86	7%	507	7%
American Indian	5	0%	6	0%	2	0%	2	0%	1	0%	16	0%
Asian/Pacific Islander	152	10%	161	10%	152	10%	135	10%	135	10%	735	10%
Filipino	164	11%	145	9%	133	9%	130	9%	114	9%	686	9%
Latino	450	30%	453	29%	476	32%	440	32%	458	35%	2,277	31%
White	499	33%	530	34%	498	34%	459	33%	385	30%	2,371	33%
Other	112	7%	144	9%	90	6%	96	7%	90	7%	532	7%
Unreported	24	2%	25	2%	20	1%	27	2%	22	2%	118	2%
Total	1,516	100%	1,562	100%	1,484	100%	1,389	100%	1,291	100%	7,242	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 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 (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 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%	672	49%
Fall 2017	1,417	985	70%	0	---
Total/Average	8,811	6,216	71%	3,570	48%
All Colleges Total/Avg	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	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%
Fall 2016	681	355	52%	693	317	46%
Total/Average	3,742	1,890	51%	3,652	1,680	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 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%
Fall 2016	71	41%	2	---	264	58%	130	56%
Total/Average	428	38%	19	26%	1,408	56%	725	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 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%
Fall 2016	353	42%	448	47%	89	53%	17	59%
Total/Average	1,830	40%	2,405	50%	457	48%	122	48%

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	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%
Fall 2016	4	75%	945	54%	146	36%
Total/Average	25	52%	4,911	52%	882	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 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%
Fall 2016	155	35%	83	41%	41	37%
Total/Average	850	42%	458	42%	268	38%

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 042	90%	86%	82%	86%	90%	87%
ENGL 043	87%	89%	89%	87%	88%	88%
ENGL 048	85%	83%	88%	80%	84%	84%
ENGL 049	92%	86%	89%	87%	84%	87%
LCOM 101	---	---	---	---	85%	85%
Total	88%	86%	88%	86%	86%	87%

Table 23. ESOL Writing Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	93%	94%	90%	99%	93%	94%
ESOL 020	96%	93%	93%	96%	93%	94%
ESOL 030	89%	94%	92%	94%	97%	93%
ESOL 040	94%	93%	90%	89%	97%	92%
Total	93%	94%	91%	94%	95%	93%

Table 24. ESOL Reading Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	93%	94%	90%	99%	93%	94%
ESOL 021	94%	92%	90%	93%	92%	92%
ESOL 031	90%	88%	89%	91%	96%	91%
ESOL 040	94%	93%	90%	89%	97%	92%
Total	93%	92%	90%	93%	94%	92%

Table 25. ESOL Listening/Speaking Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	93%	94%	90%	99%	93%	94%
ESOL 022	96%	92%	94%	93%	88%	93%
ESOL 032	96%	93%	92%	99%	97%	95%
Total	95%	93%	92%	97%	93%	94%

Table 26. Math Basic Skills Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
MATH 038	84%	88%	84%	84%	90%	86%
MATH 046	80%	82%	83%	82%	86%	83%
MATH 047A	54%	---	---	---	92%	87%
Total	82%	84%	84%	83%	88%	84%

Source: SDCCD Information System

Table 27. English Basic Skills Retention Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	87%	83%	83%	80%	86%	84%
American Indian	57%	88%	100%	100%	67%	83%
Asian/Pacific Islander	91%	89%	89%	89%	87%	89%
Filipino	91%	90%	90%	85%	90%	89%
Latino	87%	83%	85%	84%	83%	84%
White	89%	84%	88%	86%	85%	87%
Other	85%	85%	93%	85%	84%	87%
Unreported	96%	94%	81%	88%	91%	90%
Total	88%	86%	88%	86%	86%	87%

Table 28. ESOL Retention Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	83%	89%	100%	100%	100%	92%
Asian/Pacific Islander	92%	92%	92%	96%	95%	94%
Filipino	96%	100%	100%	100%	100%	99%
Latino	93%	96%	85%	92%	89%	91%
White	95%	92%	91%	92%	93%	92%
Other	89%	97%	93%	100%	95%	95%
Unreported	100%	83%	94%	100%	100%	95%
Total	93%	92%	91%	94%	94%	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	80%	84%	79%	82%	93%	83%
American Indian	60%	100%	100%	100%	100%	88%
Asian/Pacific Islander	86%	80%	87%	84%	90%	85%
Filipino	87%	83%	87%	83%	89%	86%
Latino	81%	83%	82%	80%	88%	83%
White	84%	89%	85%	85%	87%	86%
Other	70%	78%	88%	88%	83%	80%
Unreported	75%	84%	80%	74%	82%	79%
Total	82%	84%	84%	83%	88%	84%

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 042	65%	58%	55%	59%	59%	60%
ENGL 043	64%	60%	61%	64%	64%	62%
ENGL 048	65%	59%	64%	51%	61%	60%
ENGL 049	77%	73%	76%	76%	71%	74%
LCOM 101	---	---	---	---	66%	66%
Total	69%	64%	67%	66%	66%	66%

Table 31. ESOL Writing Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	77%	79%	77%	90%	75%	80%
ESOL 020	85%	91%	72%	92%	87%	85%
ESOL 030	72%	77%	81%	81%	84%	79%
ESOL 040	91%	72%	79%	86%	91%	83%
Total	82%	80%	77%	87%	84%	82%

Table 32. ESOL Reading Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	77%	79%	77%	90%	75%	80%
ESOL 021	83%	87%	80%	87%	86%	85%
ESOL 031	71%	77%	84%	76%	95%	81%
ESOL 040	91%	72%	79%	86%	91%	83%
Total	81%	79%	80%	85%	87%	82%

Table 33. ESOL Listening/Speaking Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	77%	79%	77%	90%	75%	80%
ESOL 022	84%	86%	87%	90%	81%	85%
ESOL 032	92%	92%	89%	97%	95%	93%
Total	84%	86%	85%	92%	84%	86%

Table 34. Math Basic Skills Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
MATH 038	63%	64%	63%	58%	64%	62%
MATH 046	49%	56%	56%	53%	56%	54%
MATH 047A	46%	---	---	---	65%	62%
Total	56%	59%	59%	55%	60%	58%

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	56%	51%	53%	54%	60%	55%
American Indian	29%	25%	57%	50%	67%	41%
Asian/Pacific Islander	77%	70%	70%	72%	69%	72%
Filipino	70%	67%	69%	69%	72%	69%
Latino	67%	55%	61%	62%	60%	61%
White	69%	69%	71%	68%	69%	69%
Other	57%	68%	75%	64%	66%	66%
Unreported	64%	58%	74%	73%	78%	69%
Total	69%	64%	67%	66%	66%	66%

Table 36. ESOL Success Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	74%	78%	64%	86%	100%	79%
Asian/Pacific Islander	80%	80%	82%	90%	90%	85%
Filipino	84%	95%	96%	94%	94%	92%
Latino	81%	82%	78%	88%	79%	82%
White	83%	85%	81%	84%	84%	83%
Other	89%	83%	80%	89%	95%	85%
Unreported	93%	75%	76%	73%	92%	82%
Total	82%	83%	81%	87%	87%	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	39%	48%	53%	47%	53%	48%
American Indian	20%	50%	100%	50%	0%	44%
Asian/Pacific Islander	66%	58%	64%	61%	59%	62%
Filipino	61%	60%	67%	55%	67%	62%
Latino	52%	56%	54%	50%	58%	54%
White	59%	66%	62%	61%	63%	62%
Other	49%	56%	57%	51%	54%	54%
Unreported	63%	52%	70%	44%	64%	58%
Total	56%	59%	59%	55%	60%	58%

Source: SDCCD Information System