

San Diego Community College District

All Colleges Basic Skills Report 2008

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Office of Institutional Research and Planning
Fall 2008

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Overview of the Basic Skills Report

This report on students enrolled in Basic Skills courses provides college-level information and is a follow-up to *The Performance of Basic Skills Report 2007* which was a district-level report. This report is intended to be used by the college Basic Skills Committees, and other interested constituency groups for the purpose of program and services planning. The report includes both college-level information and district-wide information for benchmarking purposes. The report contains information on Basic Skills student placement, enrollment and student characteristics, persistence, student outcomes (success, retention and subsequent success in a transfer level course) and productivity (FTES). The key questions that this report will serve to answer are:

- 1) How many students place into Basic Skills level courses?
- 2) What are the course taking patterns of assessed and non-assessed students?
- 3) Who are the Basic Skills students and what are the enrollment trends of these students?
- 4) How well do Basic Skills students perform in Basic Skills courses?
- 5) How prepared are Basic Skills students for transfer-level courses?

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 this includes English 42 and 43, Math 32, 33 and 35 and all ESOL courses. Note that in Fall 2008, English 51 and 56 were recognized as Basic Skills level courses and as of Fall 2009 Math 95 will be Basic Skills level course. Subsequent studies will include these courses as Basic Skills courses.

For comparison purposes this report uses *All Colleges* as a comparison group. This category includes Basic Skills courses students from all three colleges (City, Mesa and Miramar) which may be used as a benchmark or point of reference.

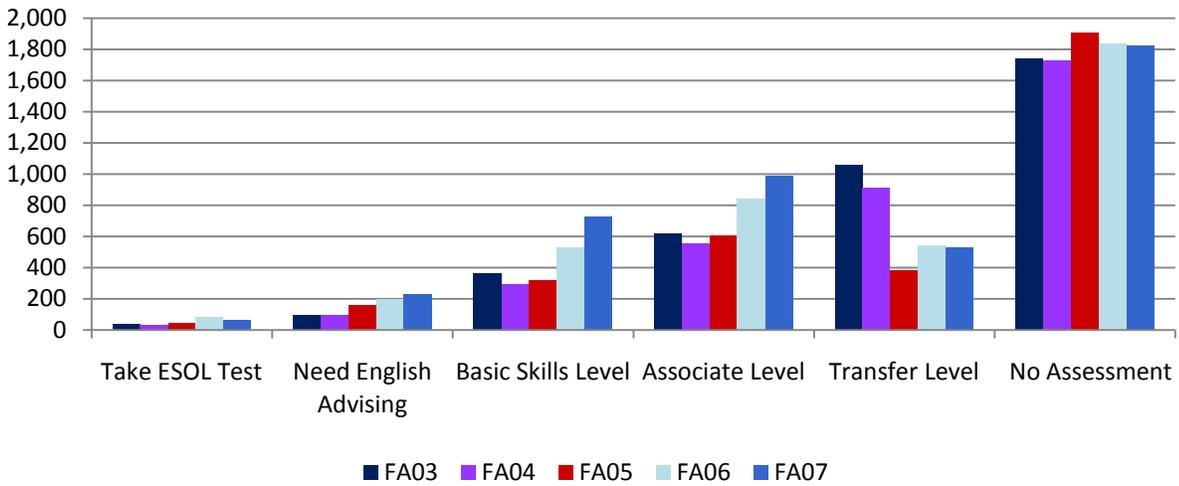
Assessment & Course Taking Trends

A decorative graphic consisting of two overlapping curved shapes. The top shape is a dark teal color, and the bottom shape is a lighter teal color. Both shapes are curved upwards, creating a bowl-like or semi-circular effect.

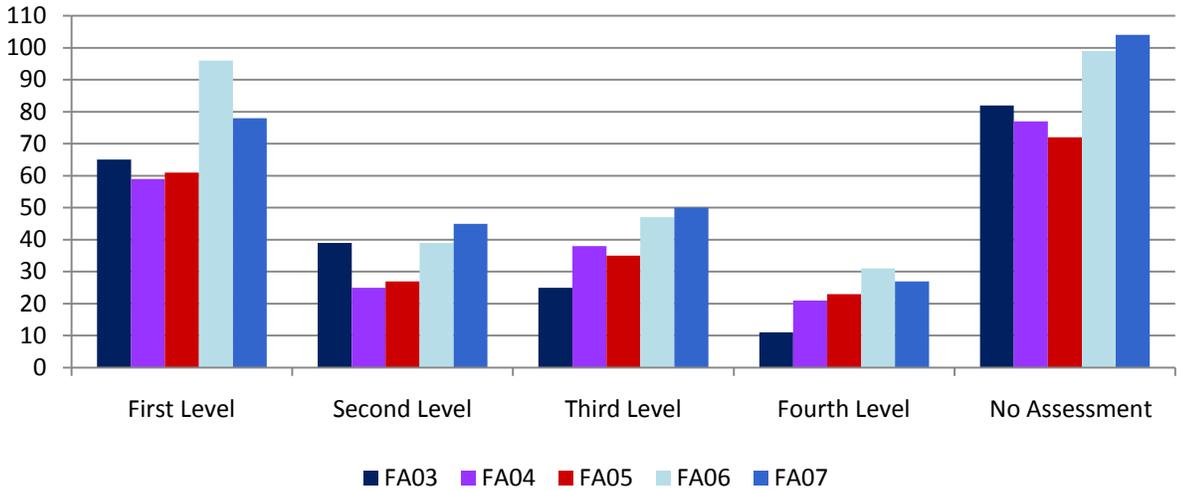
All Colleges Assessment Trends

- On average 34% of first-time to college ESOL students do not take a placement test.
- On average, 42% of first-time to college ESOL students who are assessed, place into the first or second level of the ESOL sequence.
- Nearly half (49%) of the first-time to college students who are enrolled in classes as of first census do not take a Math placement test.
- On average, 47% of first-time to college students who are assessed, do not take an English placement test when entering one of the SDCCD colleges.
- On average, 22% of all first-time to college students who are enrolled as of first census place into a Basic Skills Math course. This trend has been constant over the last five fall semesters.
- On average, 18% of students who take the placement test, place into transfer-level English and 8% place into transfer-level Math.
- On average, 17% of the first-time to college students who are assessed, place into a Basic Skills English course. This trend has changed slightly over the last five fall semesters with an increasing number of students placing into the Basic Skills level.
- If Math 95 were included in the Basic Skills sequence of classes beginning Fall 2009, there will be approximately 21% more students placing into a Basic Skills Math course.
- With the change in English Basic Skills course sequencing this Fall 2008, there will be approximately 19% more students placing into a Basic Skills English course.

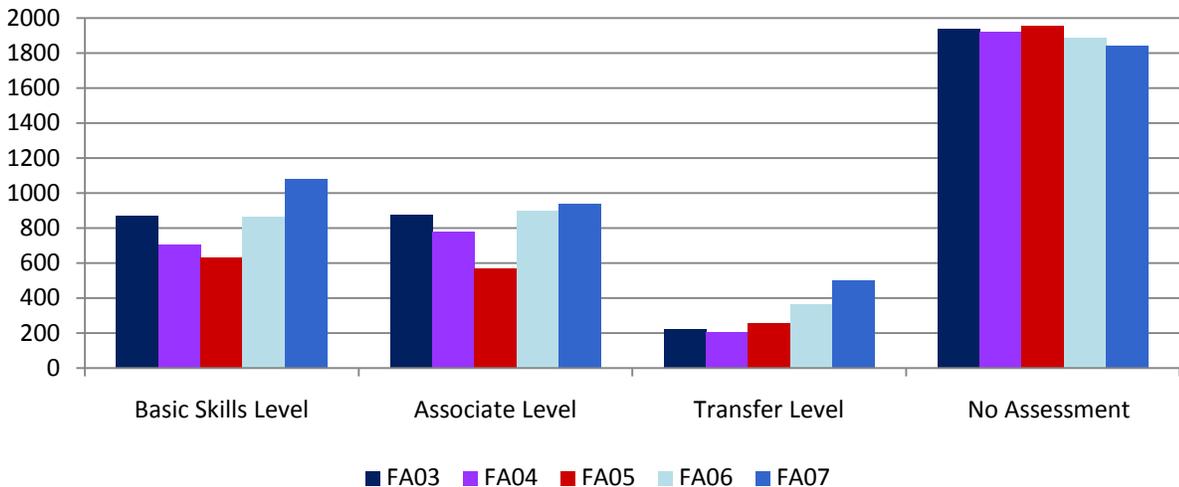
All Colleges English Assessment Trends



All Colleges ESOL Assessment Trends



All Colleges Math Assessment Trends



All Colleges Basic Skills Assessment Levels

All Colleges

		Fall 03	Fall 04	Fall 05	Fall 06	Fall 07
ENGL	Take ESOL Test	34	27	41	78	61
	Need English Advising	98	97	160	198	227
	Basic Skills Level	361	295	315	526	726
	Associate Level	618	554	608	841	988
	Transfer Level	1055	909	381	538	529
	No Placement	1739	1727	1909	1834	1827
ENGL Total		3,905	3,609	3,414	4,015	4,358
ESOL	First Level	65	59	61	96	78
	Second Level	39	25	27	39	45
	Third Level	25	38	35	47	50
	Fourth Level	11	21	23	31	27
	No Placement	82	77	72	99	104
ESOL Total		222	220	218	312	304
MATH	Basic Skills Level	871	705	631	865	1,080
	Associate Level	873	780	571	898	937
	Transfer Level	220	206	257	363	500
	No Placement	1,941	1,918	1,955	1,889	1,841
MATH Total		3,905	3,609	3,414	4,015	4,358

Source: SDCCD Information System

All Colleges Basic Skills Course Taking Patterns of Freshmen by Assessment Status

Top 20 Courses Taken by Freshmen and Assessment Status at All Colleges Fall 2003

Assessed			Not-Assessed		
Subject/Course	Count	Percent	Subject/Course	Count	Percent
ENGL101	585	5.6%	PSYC101	186	3.8%
MATH095	451	4.4%	HEAL101	153	3.1%
ENGL051	378	3.6%	SPEE103	127	2.6%
PSYC101	355	3.4%	ADJU385	123	2.5%
MATH035	348	3.4%	SOCO101	84	1.7%
HEAL101	298	2.9%	HIST109	83	1.7%
ENGL045L	290	2.8%	ENGL101	82	1.7%
ENGL056	227	2.2%	SPAN101	72	1.5%
PERG127	215	2.1%	ENGL051	70	1.4%
SPEE103	208	2.0%	PHYE166	67	1.4%
ENGL043	205	2.0%	MATH095	62	1.3%
ENGL044	198	1.9%	PERG127	61	1.2%
MATH032	186	1.8%	MATH035	56	1.1%
MATH096	170	1.6%	HUMA101	52	1.1%
HIST109	159	1.5%	ENGL045L	52	1.1%
PHYE166	139	1.3%	ECON120	52	1.1%
ECON120	138	1.3%	ARTF100	52	1.1%
SOCO101	128	1.2%	HIST105	48	1.0%
MATH104	122	1.2%	ANTH103	47	1.0%
SPAN101	120	1.2%	MATH096	46	0.9%

Source: SDCCD Information System

Top 20 Courses Taken by Freshmen and Assessment Status at All Colleges Fall 2004

Assessed			Not-Assessed		
Subject/Course	Count	Percent	Subject/Course	Count	Percent
ENGL101	537	5.6%	PSYC101	207	4.3%
MATH095	412	4.3%	HEAL101	144	3.0%
ENGL051	370	3.9%	SPEE103	133	2.8%
PSYC101	321	3.3%	ENGL101	93	1.9%
ENGL045L	312	3.3%	SOCO101	89	1.9%
MATH035	296	3.1%	ENGL051	84	1.8%
HEAL101	278	2.9%	HIST109	74	1.5%
SPEE103	230	2.4%	ECON120	72	1.5%
ENGL056	220	2.3%	SPAN101	71	1.5%
PERG127	203	2.1%	PHYE166	71	1.5%
ENGL043	194	2.0%	PERG127	70	1.5%
MATH096	159	1.7%	PERG065	56	1.2%
SOCO101	149	1.6%	HUMA101	51	1.1%
MATH032	133	1.4%	MATH096	49	1.0%
HIST109	133	1.4%	MATH035	48	1.0%
ECON120	126	1.3%	HIST105	47	1.0%
ENGL044	118	1.2%	MATH095	46	1.0%
ENGL105	113	1.2%	POLI102	45	0.9%
POLI102	111	1.2%	ENGL045L	45	0.9%
SPAN101	110	1.1%	ENGL056	42	0.9%

Source: SDCCD Information System

All Colleges Basic Skills Course Taking Patterns of Freshmen by Assessment Status

Top 20 Courses Taken by Freshmen and Assessment Status at All Colleges Fall 2005

Assessed			Not-Assessed		
Subject/Course	Count	Percent	Subject/Course	Count	Percent
ENGL051	390	5.3%	PSYC101	222	4.2%
MATH095	306	4.1%	HEAL101	181	3.4%
MATH035	295	4.0%	SPEE103	139	2.6%
PSYC101	287	3.9%	SOCO101	122	2.3%
ENGL101	272	3.7%	SPAN101	117	2.2%
HEAL101	219	3.0%	PERG127	109	2.1%
ENGL043	201	2.7%	MATH035	99	1.9%
PERG127	191	2.6%	ENGL101	96	1.8%
ENGL056	189	2.5%	PHYE166	91	1.7%
MATH096	138	1.9%	ENGL051	80	1.5%
SPEE103	136	1.8%	ECON120	75	1.4%
ENGL042	120	1.6%	ENGL043	70	1.3%
ECON120	117	1.6%	POLI102	59	1.1%
SOCO101	113	1.5%	HIST109	54	1.0%
SPAN101	111	1.5%	MATH032	52	1.0%
ENGL044	107	1.4%	MATH095	51	1.0%
PHYE166	100	1.3%	ENGL042	50	0.9%
MATH032	97	1.3%	ENGL056	49	0.9%
MATH044	92	1.2%	MATH096	48	0.9%
MATH104	89	1.2%	EMGM105	47	0.9%

Source: SDCCD Information System

Top 20 Courses Taken by Freshmen and Assessment Status at All Colleges Fall 2006

Assessed			Not-Assessed		
Subject/Course	Count	Percent	Subject/Course	Count	Percent
ENGL051	592	5.7%	PSYC101	194	4.2%
MATH095	492	4.8%	HEAL101	143	3.1%
MATH035	484	4.7%	SPEE103	105	2.3%
PSYC101	431	4.2%	MATH035	95	2.0%
ENGL101	383	3.7%	SOCO101	91	2.0%
ENGL043	357	3.5%	ENGL101	85	1.8%
HEAL101	275	2.7%	PERG127	81	1.7%
ENGL056	271	2.6%	SPAN101	79	1.7%
PERG127	255	2.5%	HIST109	78	1.7%
MATH044	252	2.4%	ENGL092A	76	1.6%
MATH096	241	2.3%	ECON120	70	1.5%
SPEE103	206	2.0%	ENGL051	66	1.4%
ENGL042	190	1.8%	ENGL043	66	1.4%
ENGL044	188	1.8%	MATH095	56	1.2%
SPAN101	166	1.6%	BIOL107	52	1.1%
ECON120	166	1.6%	PHYE166	49	1.1%
SOCO101	156	1.5%	MATH090	48	1.0%
MATH032	125	1.2%	MUSI100	46	1.0%
MATH104	119	1.2%	CHIL101	45	1.0%
BIOL107	118	1.1%	MATH096	41	0.9%

Source: SDCCD Information System

All Colleges Basic Skills Course Taking Patterns of Freshmen by Assessment Status

Top 20 Courses Taken by Freshmen and Assessment Status at All Colleges Fall 2007

Assessed			Not-Assessed		
Subject/Course	Count	Percent	Subject/Course	Count	Percent
ENGL051	720	5.9%	PSYC101	184	4.2%
MATH035	541	4.5%	HEAL101	151	3.5%
MATH095	521	4.3%	SPEE103	112	2.6%
ENGL043	472	3.9%	SPAN101	84	1.9%
PSYC101	410	3.4%	ENGL101	84	1.9%
ENGL101	401	3.3%	SOCO101	77	1.8%
PERG127	390	3.2%	PERG127	70	1.6%
ENGL056	365	3.0%	MATH035	66	1.5%
MATH044	300	2.5%	EMGM105	65	1.5%
HEAL101	297	2.5%	HIST109	62	1.4%
ENGL044	288	2.4%	ECON120	60	1.4%
ENGL042	268	2.2%	ENGL051	59	1.3%
MATH096	264	2.2%	PHYE166	57	1.3%
SPEE103	258	2.1%	ENGL092A	57	1.3%
MATH032	184	1.5%	CHIL101	55	1.3%
MATH104	174	1.4%	MATH096	48	1.1%
ECON120	171	1.4%	MATH044	48	1.1%
SPAN101	161	1.3%	HIST100	46	1.1%
SOCO101	159	1.3%	POLI101	44	1.0%
PHYE166	150	1.2%	MATH090	44	1.0%

Source: SDCCD Information System

Headcount & Student Characteristics

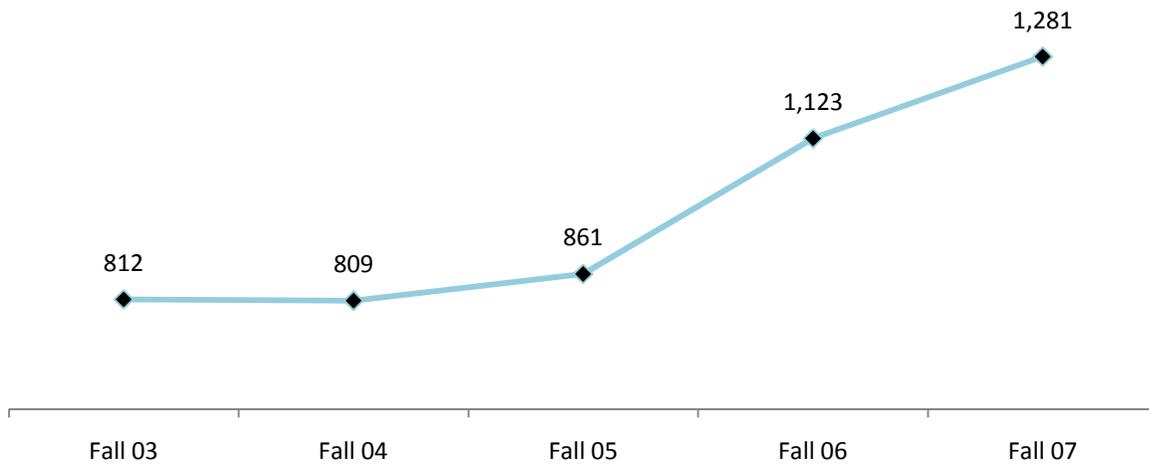


All Colleges Basic Skills Headcount & Student Characteristics

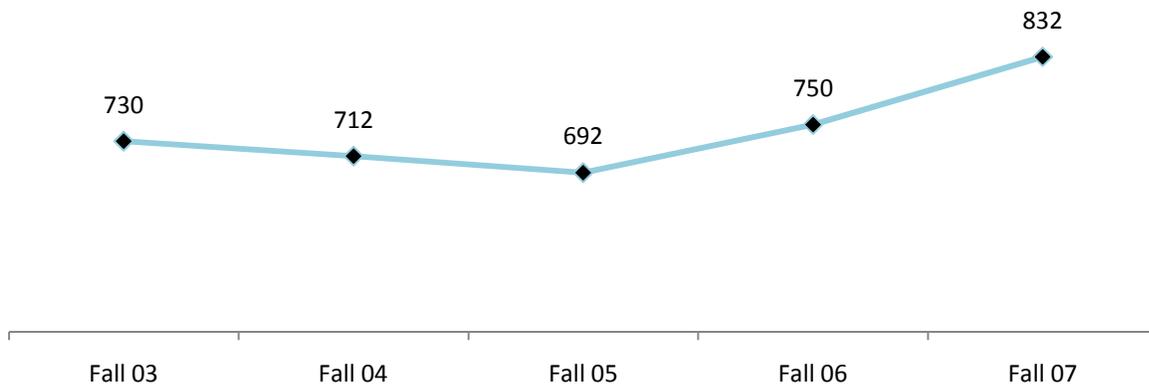
The headcounts are based on census figures which exclude those students who dropped or never attended prior to census.

- Math enrollments make up the majority of enrollments among the three Basic Skills subjects: English, ESOL and Math (52% on average). However, all three subject areas have seen an upward trend in enrollments between Fall 2003 and Fall 2007.
- There are 58% more enrollments in Basic Skills English in Fall 2007 compared to Fall 2003, 14% more in ESOL and 3% more in Basic Skills Math.
- The majority of students enrolling in the English Basic Skills courses on average are either continuing students or first-time to college students (48% and 38% respectively). This is a trend that has shifted over the past five fall terms to where there are proportionately more first-time students and fewer continuing students.
- The majority of students enrolling in the ESOL Basic Skills courses on average are either continuing students or first-time to college students (64% and 21% respectively). This is a trend that has shifted over the past five fall terms to where there are proportionately more first-time students and fewer continuing students.
- The majority of students enrolling in the Math Basic Skills courses on average are either continuing students or first-time to college students (54% and 30% respectively). This is a trend that has shifted over the past five fall terms to where there are proportionately more first-time students and fewer continuing students.
- Students enrolled in the Basic Skills courses are proportionately different in ethnicity and as diverse when compared to the three college Basic Skills populations as a whole. Approximately 20% on average, are Asian/Pacific Islanders across all three colleges and approximately 32% are Latino.
- The majority of students in the Basic Skills courses are female with nearly twice as many females in ESOL courses and approximately one-third more females in the Basic Skills Math courses. This is a trend that has not changed over the past five fall terms and is consistent with the Basic Skills enrollments at all three colleges.
- The majority of students enrolled in the Basic Skills English and Math courses are between the ages of 18-24 (76% of those students in English and 67% of those students in Math). However, only 37% of the ESOL students on average are between the ages of 18-24.

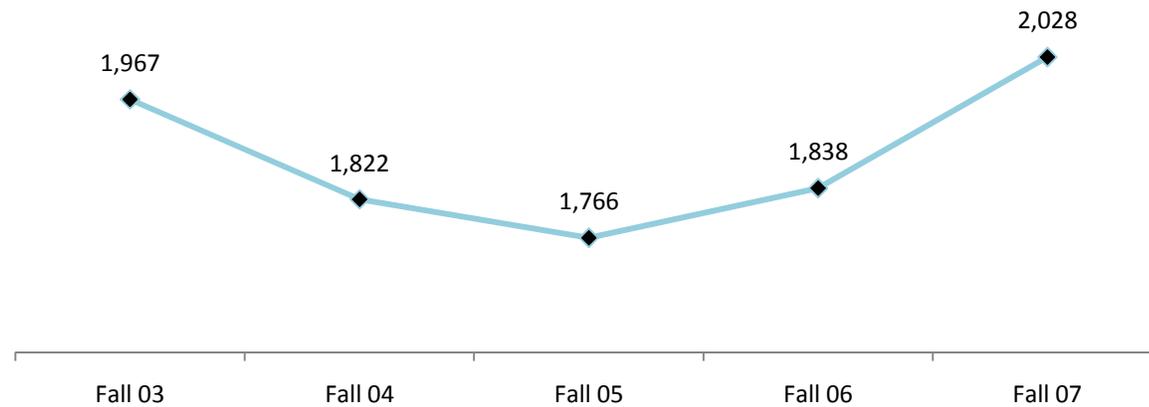
All Colleges Basic Skills Headcount - English



All Colleges Basic Skills Headcount - ESOL



All Colleges Basic Skills Headcount - Math



All Colleges Basic Skills Headcount By Subject

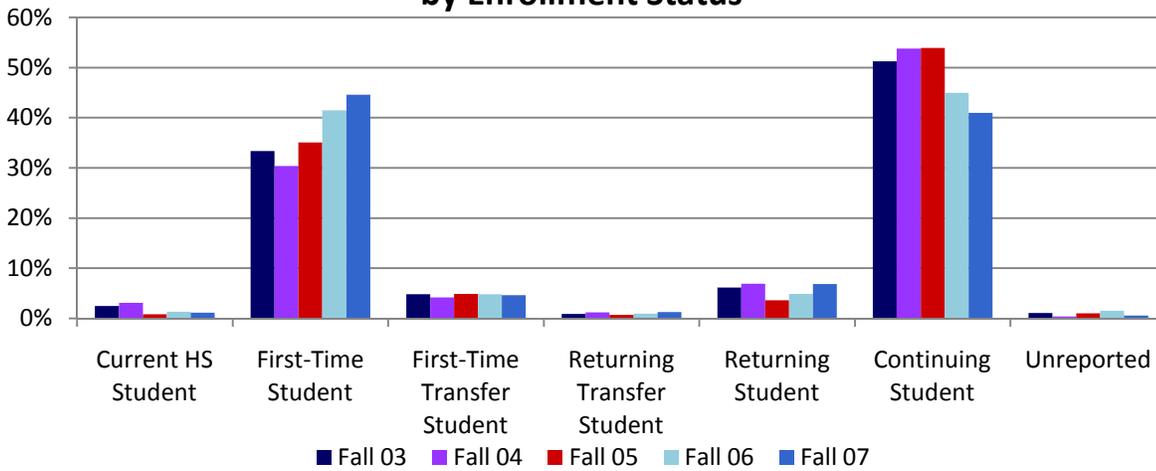
All Colleges

SUBJECT	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07		Total/Average	
	#	%	#	%	#	%	#	%	#	%	#	%
ENGL	812	23%	809	24%	861	26%	1,123	30%	1,281	31%	4,886	27%
ESOL	730	21%	712	21%	692	21%	750	20%	832	20%	3,716	21%
MATH	1,967	56%	1,822	55%	1,766	53%	1,838	50%	2,028	49%	9,421	52%
Total	3,509	100%	3,343	100%	3,319	100%	3,711	100%	4,141	100%	18,023	100%

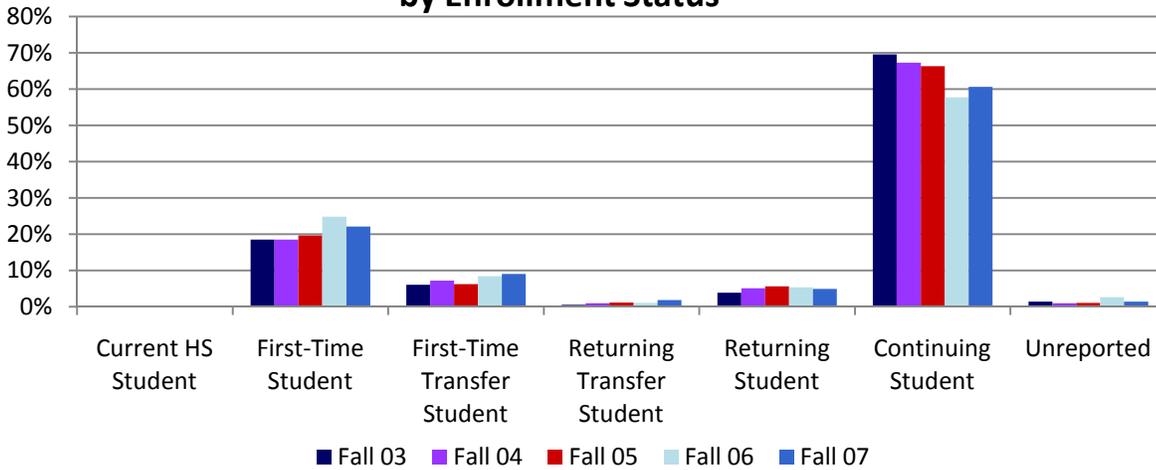
Source: SDCCD Information System

Note: Headcount is unduplicated within each subject; there may be duplication in the total.

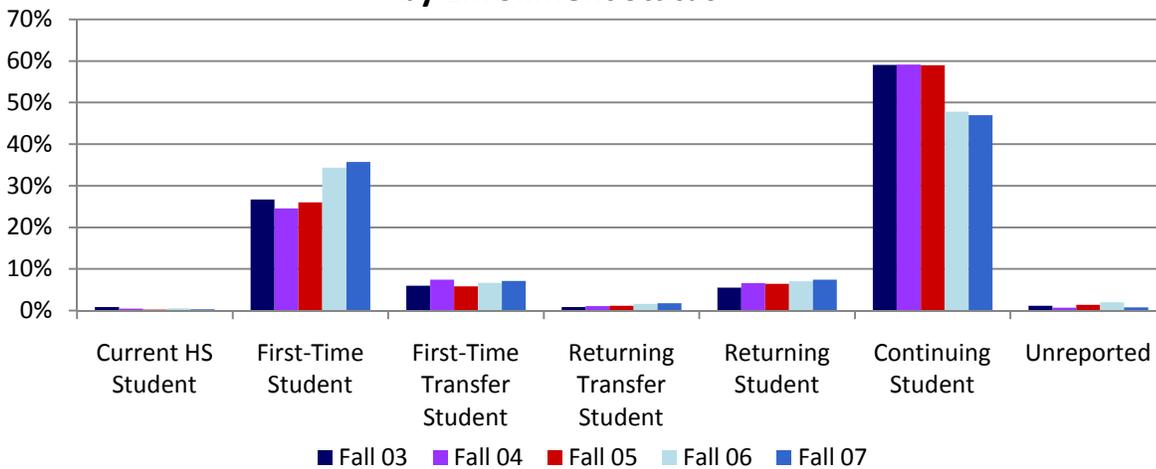
All Colleges English Basic Skills Headcount by Enrollment Status



All Colleges ESOL Basic Skills Headcount by Enrollment Status



All Colleges Math Basic Skills Headcount by Enrollment Status



Note: Where there are gaps in the charts, there are no values for that term.

All Colleges Basic Skills Headcount by Enrollment Status

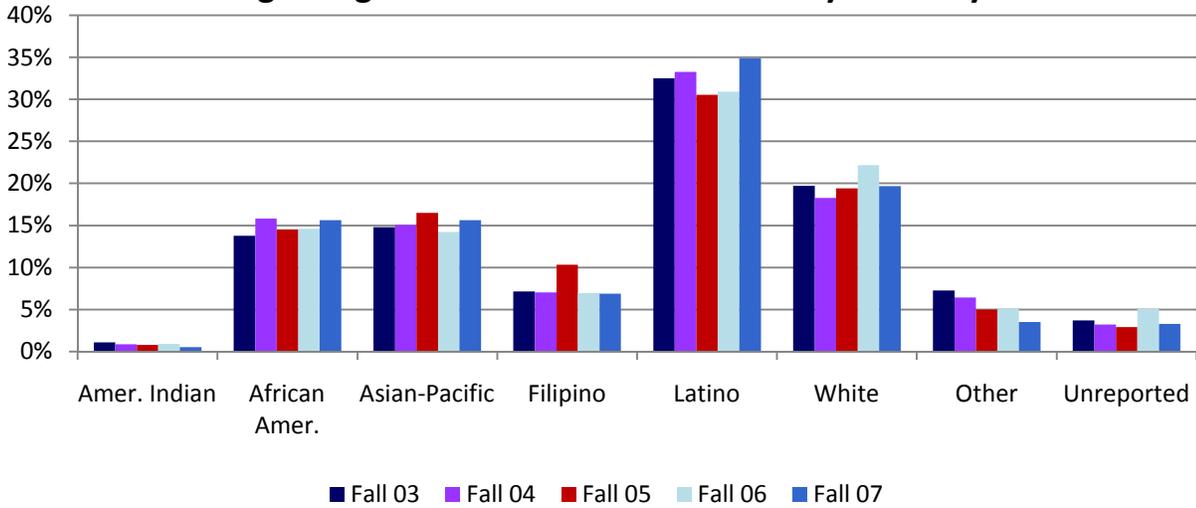
All Colleges

	ENRLSTAT	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07		Total/Average	
		#	%	#	%	#	%	#	%	#	%	#	%
ENGL	Current HS Student	20	2%	25	3%	7	1%	15	1%	15	1%	82	2%
	First-Time Student	271	33%	246	30%	302	35%	466	41%	571	45%	1,856	38%
	First-Time Transfer	39	5%	34	4%	42	5%	54	5%	59	5%	228	5%
	Returning Transfer	7	1%	10	1%	6	1%	11	1%	16	1%	50	1%
	Returning Student	50	6%	56	7%	31	4%	55	5%	88	7%	280	6%
	Continuing Student	416	51%	435	54%	464	54%	505	45%	525	41%	2,345	48%
	Unreported	9	1%	3	0%	9	1%	17	2%	7	1%	45	1%
ENGL Total	812	100%	809	100%	861	100%	1,123	100%	1,281	100%	4,886	100%	
ESOL	Current HS Student	1	0%	0	0%	0	0%	0	0%	1	0%	2	0%
	First-Time Student	135	18%	132	19%	136	20%	186	25%	184	22%	773	21%
	First-Time Transfer	44	6%	51	7%	43	6%	63	8%	75	9%	276	7%
	Returning Transfer	4	1%	7	1%	8	1%	8	1%	15	2%	42	1%
	Returning Student	28	4%	36	5%	39	6%	40	5%	41	5%	184	5%
	Continuing Student	508	70%	479	67%	459	66%	433	58%	504	61%	2,383	64%
	Unreported	10	1%	7	1%	7	1%	20	3%	12	1%	56	2%
ESOL Total	730	100%	712	100%	692	100%	750	100%	832	100%	3,716	100%	
MATH	Current HS Student	17	1%	8	0%	4	0%	10	1%	6	0%	45	0%
	First-Time Student	525	27%	448	25%	460	26%	631	34%	725	36%	2,789	30%
	First-Time Transfer	117	6%	135	7%	103	6%	123	7%	145	7%	623	7%
	Returning Transfer	17	1%	20	1%	20	1%	30	2%	35	2%	122	1%
	Returning Student	108	5%	120	7%	114	6%	129	7%	150	7%	621	7%
	Continuing Student	1,161	59%	1,078	59%	1,041	59%	879	48%	952	47%	5,111	54%
	Unreported	22	1%	13	1%	24	1%	36	2%	15	1%	110	1%
MATH Total	1,967	100%	1,822	100%	1,766	100%	1,838	100%	2,028	100%	9,421	100%	
Grand Total	3,509		3,343		3,319		3,711		4,141		18,023		

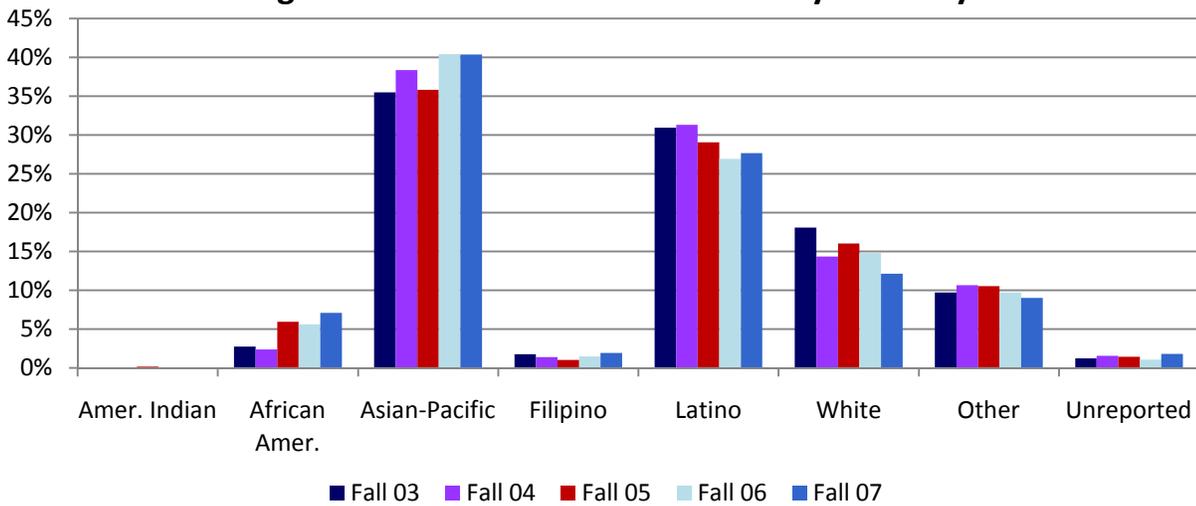
Source: SDCCD Information System

Note: Headcount is unduplicated within each subject; there may be duplication in the total.

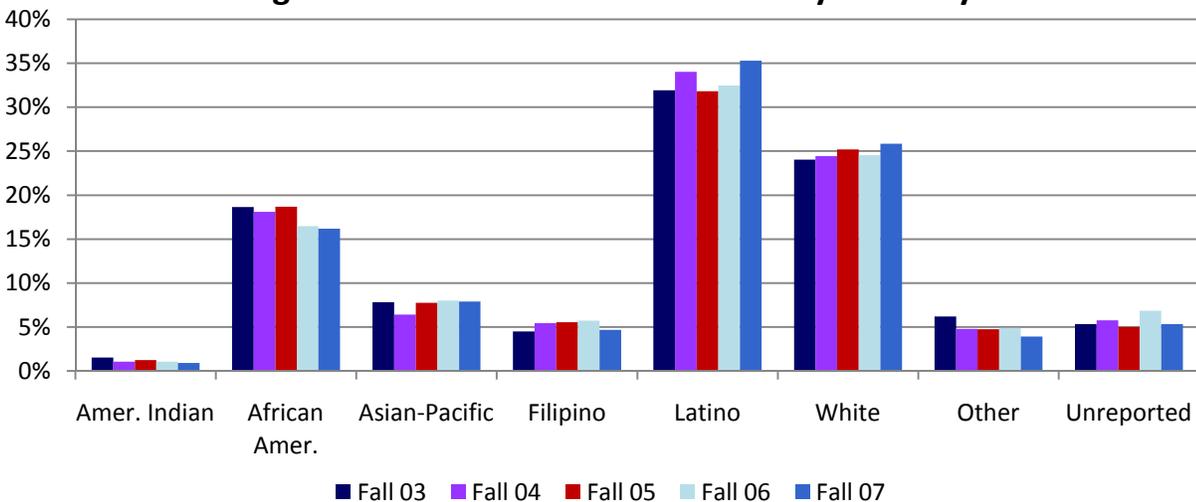
All Colleges English Basic Skills Headcount - by Ethnicity



All Colleges ESOL Basic Skills Headcount - by Ethnicity



All Colleges Math Basic Skills Headcount - by Ethnicity



Note: Where there are gaps in the charts, there are no values for that term.

All Colleges Basic Skills Headcount by Ethnicity

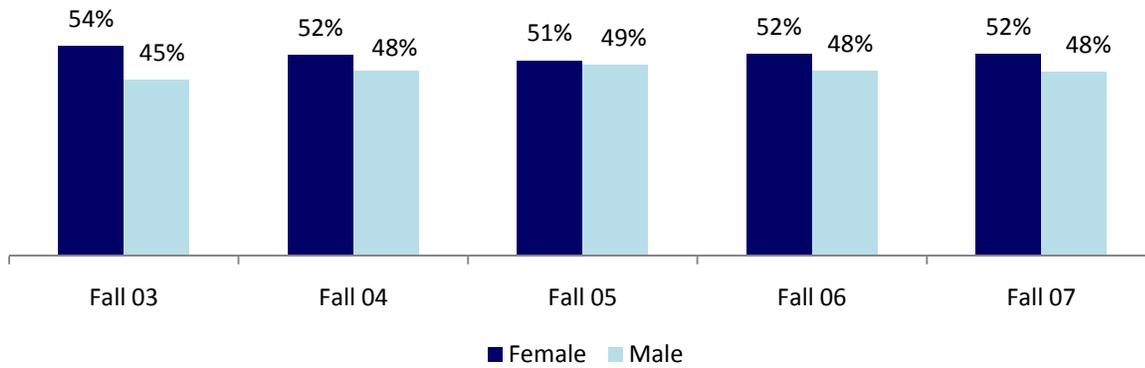
All Colleges

	ETHNICITY	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07		Total/Average	
		#	%	#	%	#	%	#	%	#	%	#	%
ENGL	Amer. Indian	9	1%	7	1%	7	1%	10	1%	7	1%	40	1%
	African Amer.	112	14%	128	16%	125	15%	164	15%	200	16%	729	15%
	Asian-Pacific	120	15%	122	15%	142	16%	160	14%	200	16%	744	15%
	Filipino	58	7%	57	7%	89	10%	78	7%	88	7%	370	8%
	Latino	264	33%	269	33%	263	31%	347	31%	447	35%	1,590	33%
	White	160	20%	148	18%	167	19%	249	22%	252	20%	976	20%
	Other	59	7%	52	6%	43	5%	58	5%	45	4%	257	5%
	Unreported	30	4%	26	3%	25	3%	57	5%	42	3%	180	4%
ENGL Total	812	100%	809	100%	861	100%	1,123	100%	1,281	100%	4,886	100%	
ESOL	Amer. Indian	0	0%	0	0%	1	0%	0	0%	0	0%	1	0%
	African Amer.	20	3%	17	2%	41	6%	42	6%	59	7%	179	5%
	Asian-Pacific	259	35%	273	38%	248	36%	303	40%	336	40%	1,419	38%
	Filipino	13	2%	10	1%	7	1%	11	1%	16	2%	57	2%
	Latino	226	31%	223	31%	201	29%	202	27%	230	28%	1,082	29%
	White	132	18%	102	14%	111	16%	111	15%	101	12%	557	15%
	Other	71	10%	76	11%	73	11%	73	10%	75	9%	368	10%
	Unreported	9	1%	11	2%	10	1%	8	1%	15	2%	53	1%
ESOL Total	730	100%	712	100%	692	100%	750	100%	832	100%	3,716	100%	
MATH	Amer. Indian	30	2%	19	1%	22	1%	19	1%	18	1%	108	1%
	African Amer.	367	19%	330	18%	330	19%	303	16%	328	16%	1,658	18%
	Asian-Pacific	154	8%	117	6%	137	8%	147	8%	160	8%	715	8%
	Filipino	88	4%	99	5%	98	6%	105	6%	95	5%	485	5%
	Latino	628	32%	620	34%	562	32%	597	32%	716	35%	3,123	33%
	White	473	24%	445	24%	445	25%	451	25%	524	26%	2,338	25%
	Other	122	6%	87	5%	84	5%	90	5%	79	4%	462	5%
	Unreported	105	5%	105	6%	88	5%	126	7%	108	5%	532	6%
MATH Total	1,967	100%	1,822	100%	1,766	100%	1,838	100%	2,028	100%	9,421	100%	
Grand Total	3,509		3,343		3,319		3,711		4,141		18,023		

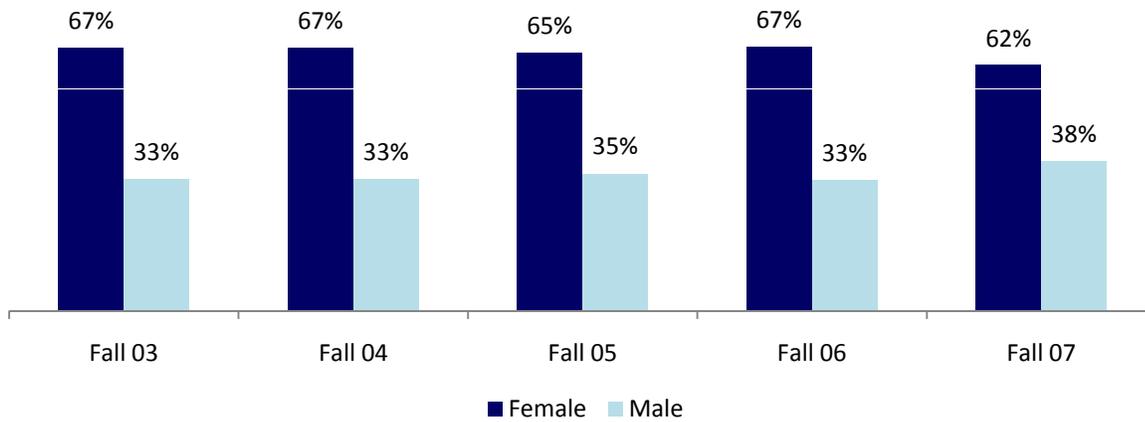
Source: SDCCD Information System

Note: Headcount is unduplicated within each subject; there may be duplication in the total.

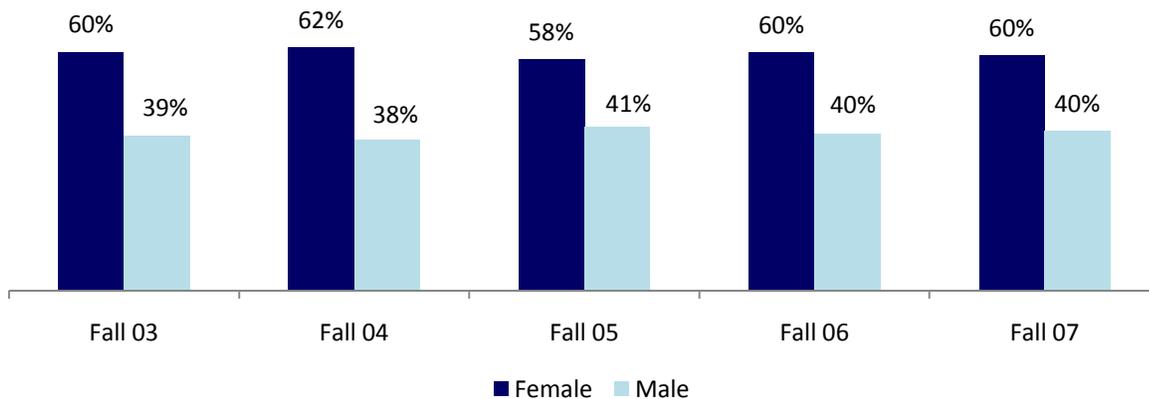
All Colleges English Basic Skills Headcount - by Gender



All Colleges ESOL Basic Skills Headcount - by Gender



All Colleges Math Basic Skills Headcount - by Gender



All Colleges Basic Skills Headcount by Gender

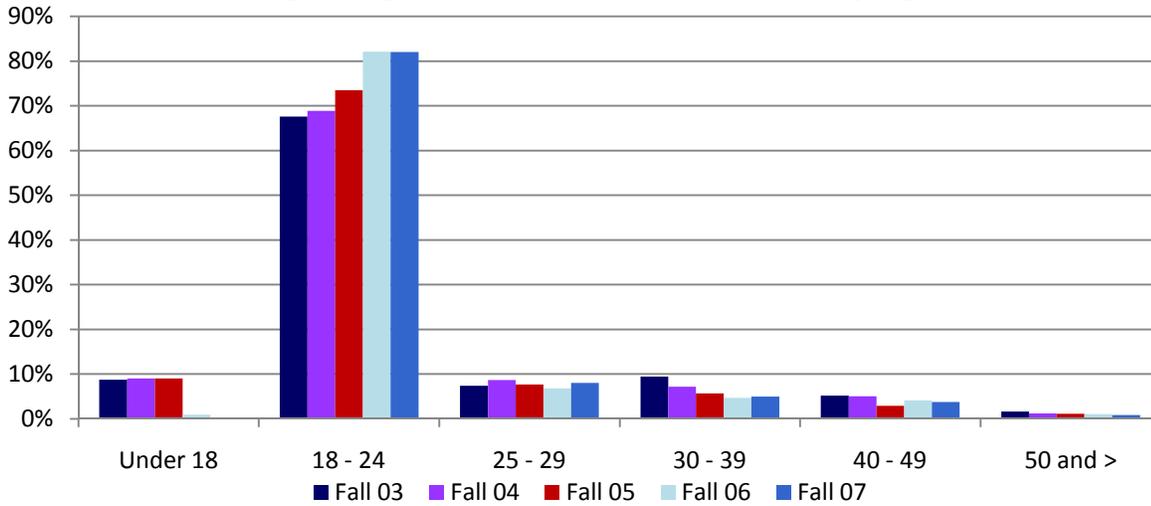
All Colleges

	GENDER	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07		Total/Average	
		#	%	#	%	#	%	#	%	#	%	#	%
ENGL	Female	441	54%	421	52%	435	51%	586	52%	670	52%	2,553	52%
	Male	369	45%	388	48%	426	49%	536	48%	611	48%	2,330	48%
	Unreported	2	0%	0	0%	0	0%	1	0%	0	0%	3	0%
ENGL Total		812	100%	809	100%	861	100%	1,123	100%	1,281	100%	4,886	100%
ESOL	Female	486	67%	474	67%	452	65%	501	67%	517	62%	2,430	65%
	Male	244	33%	238	33%	240	35%	249	33%	315	38%	1,286	35%
	Unreported	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
ESOL Total		730	100%	712	100%	692	100%	750	100%	832	100%	3,716	100%
MATH	Female	1,189	60%	1,123	62%	1,033	58%	1,109	60%	1,208	60%	5,662	60%
	Male	773	39%	698	38%	732	41%	728	40%	819	40%	3,750	40%
	Unreported	5	0%	1	0%	1	0%	1	0%	1	0%	9	0%
MATH Total		1,967	100%	1,822	100%	1,766	100%	1,838	100%	2,028	100%	9,421	100%
Grand Total		3,509		3,343		3,319		3,711		4,141		18,023	

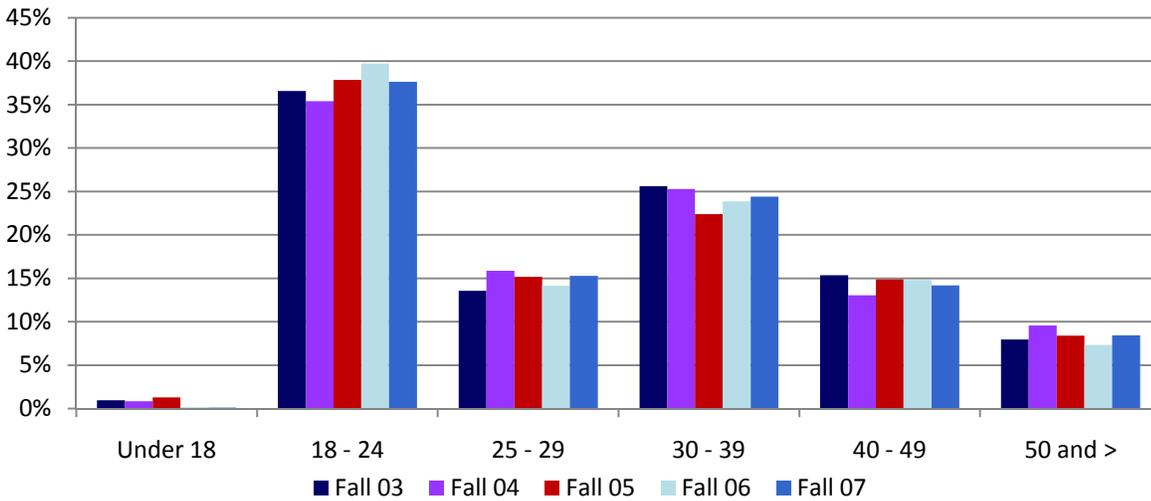
Source: SDCCD Information System

Note: Headcount is unduplicated within each subject; there may be duplication in the total.

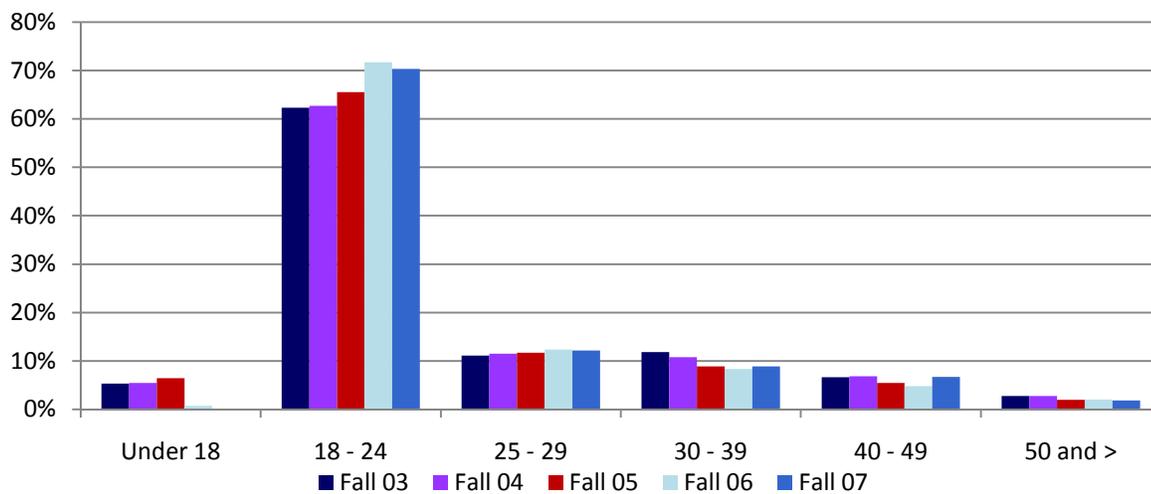
All Colleges English Basic Skills Headcount - by Age



All Colleges ESOL Basic Skills Headcount - by Age



All Colleges Math Basic Skills Headcount - by Age



Note: Where there are gaps in the charts, there are no values for that term.

All Colleges Basic Skills Headcount by Age

All Colleges

	AGE	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07		Total/Average	
		#	%	#	%	#	%	#	%	#	%	#	%
ENGL	Under 18	71	9%	73	9%	78	9%	10	1%	4	0%	236	5%
	18 - 24	549	68%	557	69%	633	74%	922	82%	1,051	82%	3,712	76%
	25 - 29	60	7%	70	9%	66	8%	77	7%	103	8%	376	8%
	30 - 39	77	9%	58	7%	49	6%	53	5%	64	5%	301	6%
	40 - 49	42	5%	41	5%	25	3%	46	4%	48	4%	202	4%
	50 and >	13	2%	10	1%	10	1%	12	1%	11	1%	56	1%
	Unreported	0	0%	0	0%	0	0%	3	0%	0	0%	3	0%
ENGL Total	812	100%	809	100%	861	100%	1,123	100%	1,281	100%	4,886	100%	
ESOL		#	%	#	%	#	%	#	%	#	%	#	%
	Under 18	7	1%	6	1%	9	1%	1	0%	1	0%	24	1%
	18 - 24	267	37%	252	35%	262	38%	298	40%	313	38%	1,392	37%
	25 - 29	99	14%	113	16%	105	15%	106	14%	127	15%	550	15%
	30 - 39	187	26%	180	25%	155	22%	179	24%	203	24%	904	24%
	40 - 49	112	15%	93	13%	103	15%	111	15%	118	14%	537	14%
	50 and >	58	8%	68	10%	58	8%	55	7%	70	8%	309	8%
Unreported	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
ESOL Total	730	100%	712	100%	692	100%	750	100%	832	100%	3,716	100%	
MATH		#	%	#	%	#	%	#	%	#	%	#	%
	Under 18	105	5%	99	5%	114	6%	13	1%	1	0%	332	4%
	18 - 24	1,226	62%	1,143	63%	1,157	66%	1,318	72%	1,427	70%	6,271	67%
	25 - 29	219	11%	209	11%	207	12%	227	12%	247	12%	1,109	12%
	30 - 39	233	12%	197	11%	157	9%	153	8%	180	9%	920	10%
	40 - 49	130	7%	124	7%	96	5%	88	5%	136	7%	574	6%
	50 and >	54	3%	50	3%	35	2%	38	2%	37	2%	214	2%
Unreported	0	0%	0	0%	0	0%	1	0%	0	0%	1	0%	
MATH Total	1,967	100%	1,822	100%	1,766	100%	1,838	100%	2,028	100%	9,421	100%	
Grand Total	3,509		3,343		3,319		3,711		4,141		18,023		

Source: SDCCD Information System

Note: Headcount is unduplicated within each subject; there may be duplication in the total.

FTES



San Diego Community College District

BASIC SKILLS FTES

	2006-07 Final	2007-08 Final	Difference	% Difference
City/ECC				
Credit	552.64	552.16	-0.48	-0.1%
Non-Credit	68.36	67.29	-1.07	-1.6%
Total	621.00	619.45	-1.55	-0.2%
Mesa				
Credit	418.29	396.59	-21.70	-5.2%
Non-Credit	54.23	56.94	2.72	5.0%
Total	472.52	453.53	-18.98	-4.0%
Miramar				
Credit	329.70	312.47	-17.23	-5.2%
Non-Credit	18.35	20.19	1.84	10.0%
Total	348.05	332.66	-15.39	-4.4%
Continuing Education				
Regular	697.40	656.84	-40.56	-5.8%
CDCP	4,700.14	4,469.61	-230.53	-4.9%
Total	5,397.54	5,126.45	-271.09	-5.0%
Credit Total	1,300.63	1,261.22	-39.41	-3.0%
Non-credit Total	5,538.48	5,270.87	-267.61	-4.8%
District Total	6,839.11	6,532.09	-307.02	-4.5%

Source: SDCCD Information System

Notes:

For strategic reasons 356 FTES were moved to the next accounting year from Continuing Education. This caused a reduction of 290 FTES from CE basic skills. This accounts for the large difference between 2006-07 and 2007-08.

Success & Retention

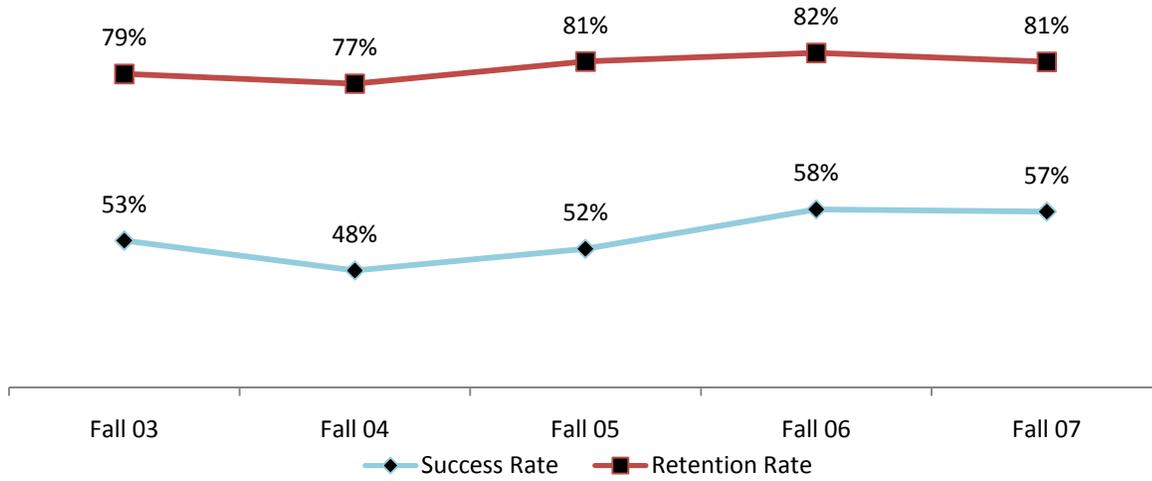
A decorative graphic consisting of two overlapping curved shapes. The top shape is a solid dark green, and the bottom shape is a lighter, semi-transparent green, creating a layered effect.

All Colleges College Success and Retention Rates

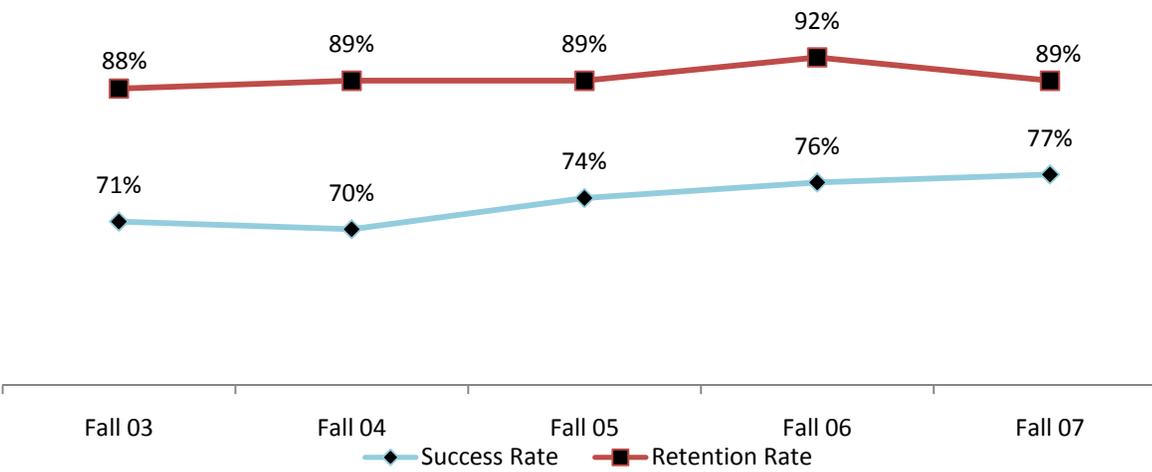
For purposes of this report, success rates are the percentage of students who complete a course with a grade of A, B, C, or CR out of total census enrollments. Retention rates are the percentage of students who complete a course with a grade of A, B, C, D, F, CR, NC, I or RD out of total census enrollments.

- On average, 54% of the students in the Basic Skills English courses successfully complete the course compared to 74% in ESOL and 50% in Math.
- The success rates in the Basic Skills English courses have fluctuated over the past five years from 53% in Fall 2003 to 57% in Fall 2007 with a dip in Fall 2002 to 48%.
- The average retention rate for Basic Skills English courses is 80% compared to 89% in ESOL and 77% in Basic Skills Math.
- Retention rates in Basic Skills Math courses have increased slightly over the past five years (between 76%-78%), as have success rates (48%-51%).
- Retention rates in the Basic Skills English have fluctuated over the past five years between 71% and 81%.
- ESOL retention rates have remained relatively high, between 88%-92%, over the past five years. Success rates have also remained relatively high, between 70%-77%.
- First-time transfer students have the highest success rates overall (65%) and first-time students have the highest retention rates overall (85%).
- Asian/Pacific Islander students have the highest success rates on average (72%) while African American students have the lowest (42%).
- Female students in all of the Basic Skills subject areas (English, ESOL and Math) have higher success and retention rates than their male counterparts (61% compared to 53% for success rates and 83% compared to 79% retention rates).

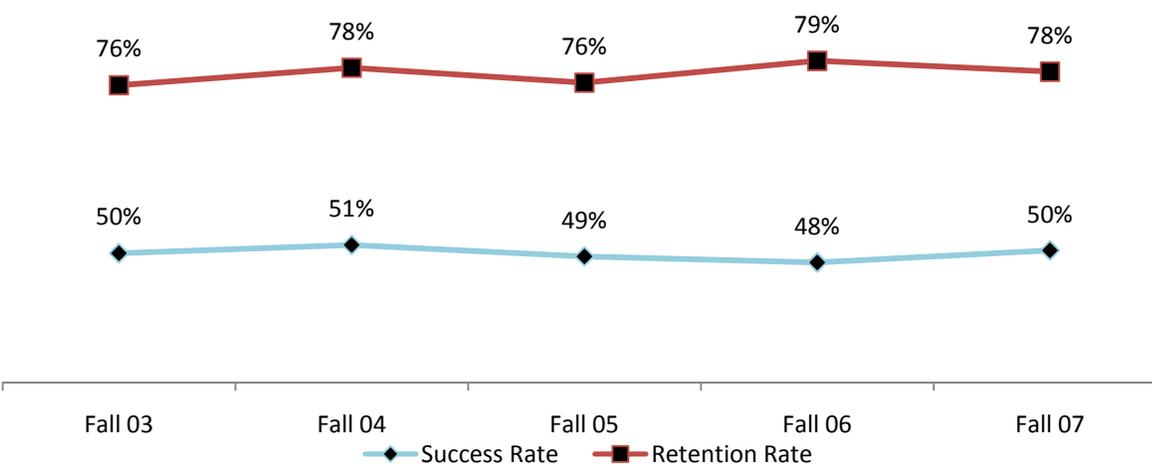
All Colleges Basic Skills Success/Retention Rate - English



All Colleges Basic Skills Success/Retention Rate - ESOL



All Colleges Basic Skills Success/Retention Rate - Math



All Colleges Basic Skills Term Success and Retention By Subject

All Colleges

	Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
SUBJECT	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate
ENGL	53%	79%	48%	77%	52%	81%	58%	82%	57%	81%
ESOL	71%	88%	70%	89%	74%	89%	76%	92%	77%	89%
MATH	50%	76%	51%	78%	49%	76%	48%	79%	50%	78%

Source: SDCCD Information System

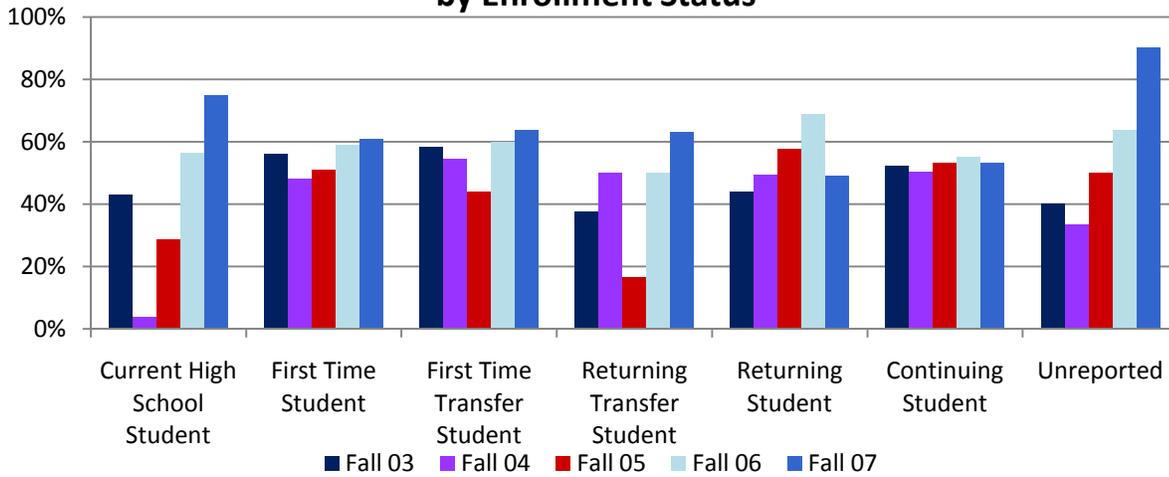
All Colleges Basic Skills Term Success and Retention By Subject and Course

All Colleges

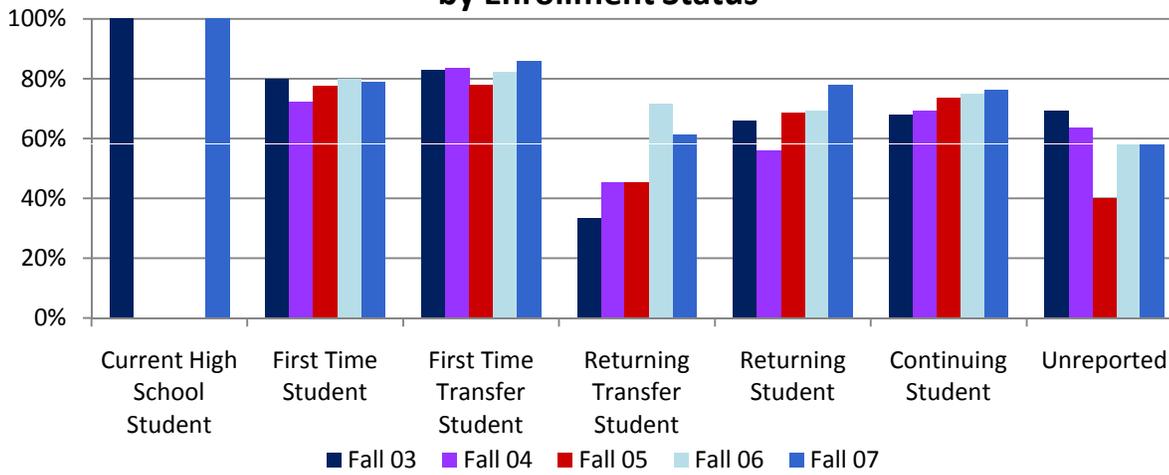
		Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
SUBJECT	CRSE #	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate
ENGL	042	52%	76%	41%	77%	50%	84%	64%	84%	57%	82%
	043	53%	80%	51%	78%	52%	79%	55%	81%	58%	80%
ENGL Total		53%	79%	48%	77%	52%	81%	58%	82%	57%	81%
ESOL	019	55%	84%	60%	88%	67%	90%	69%	89%	68%	85%
	020	61%	84%	61%	85%	64%	88%	64%	92%	69%	86%
	021	77%	95%	63%	84%	74%	87%	71%	88%	82%	96%
	022	78%	91%	66%	83%	78%	94%	77%	90%	80%	87%
	030	71%	90%	73%	93%	70%	85%	79%	93%	73%	87%
	031	79%	84%	79%	95%	85%	91%	89%	96%	77%	85%
	032	79%	88%	85%	94%	83%	88%	88%	92%	88%	93%
	040	70%	90%	71%	89%	71%	89%	72%	91%	83%	92%
ESOL Total		71%	88%	70%	89%	74%	89%	76%	92%	77%	89%
MATH	032	58%	78%	54%	79%	50%	80%	51%	80%	51%	82%
	033	-	-	43%	85%	61%	94%	-	-	-	-
	035	47%	75%	51%	78%	49%	75%	48%	79%	50%	76%
MATH Total		50%	76%	51%	78%	49%	76%	48%	79%	50%	78%

Source: SDCCD Information System

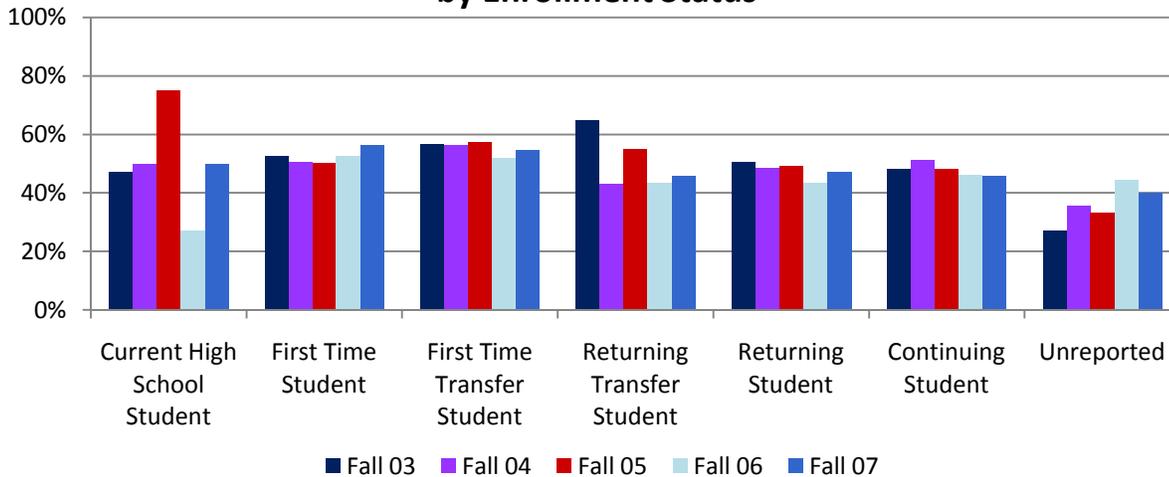
All Colleges English Basic Skills Success Rate by Enrollment Status



All Colleges ESOL Basic Skills Success Rate by Enrollment Status

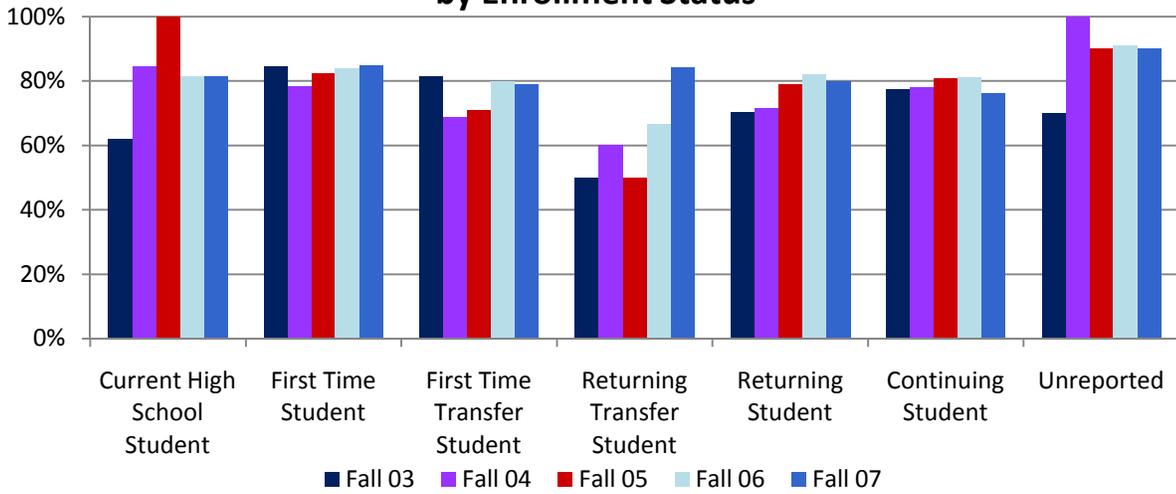


All Colleges Math Basic Skills Success Rate by Enrollment Status

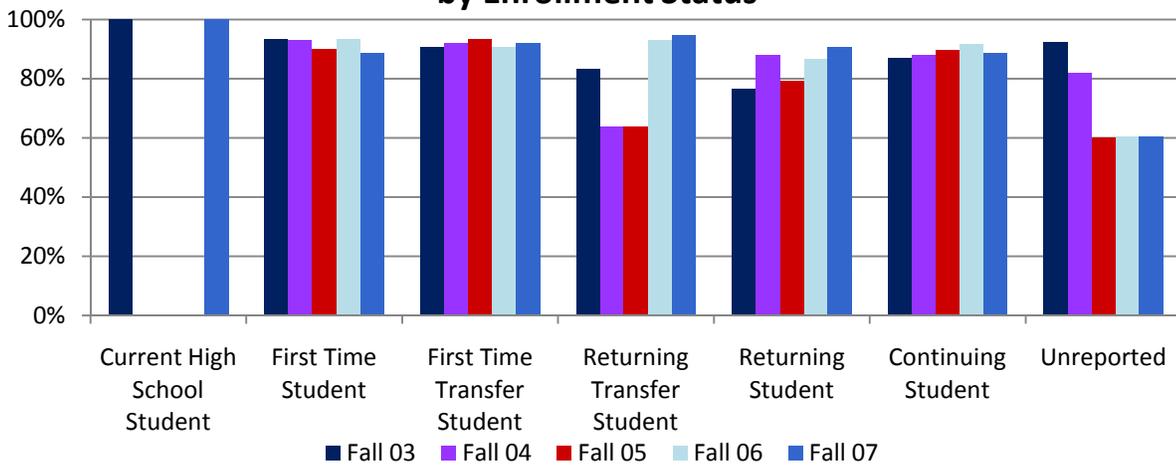


Note: Where there are gaps in the charts, there are no values for that term.

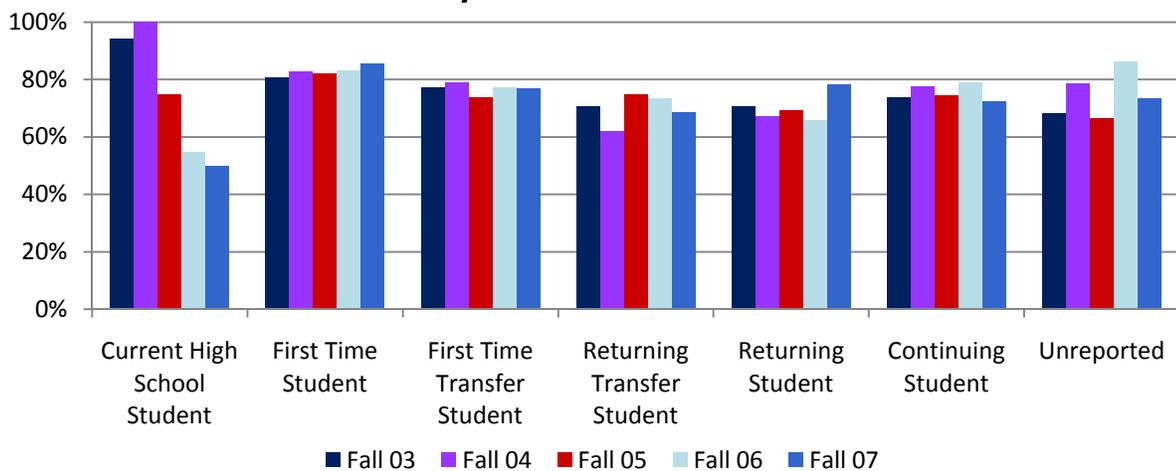
All Colleges English Basic Skills Retention Rate by Enrollment Status



All Colleges ESOL Basic Skills Retention Rate by Enrollment Status



All Colleges Math Basic Skills Retention Rate by Enrollment Status



Note: Where there are gaps in the charts, there are no values for that term.

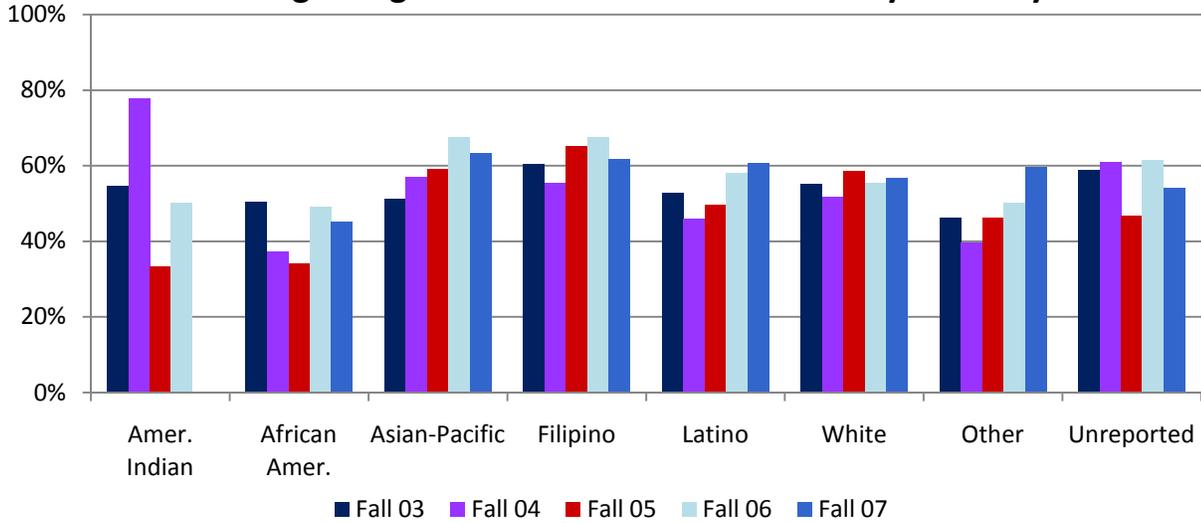
All Colleges Basic Skills Term Success and Retention by Enrollment Status

All Colleges

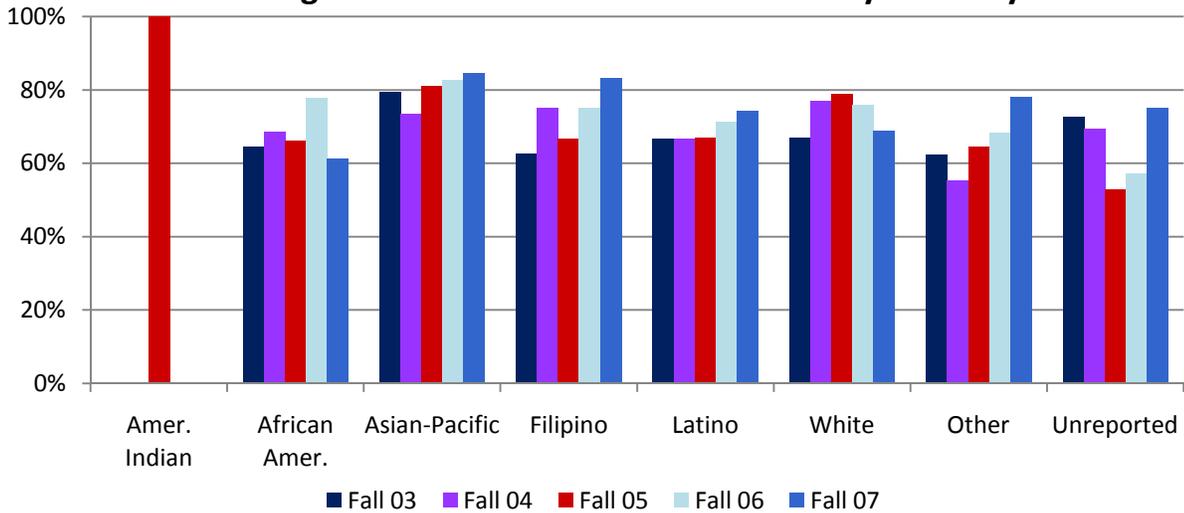
		Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
SUBJECT	ENRLSTAT	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate
ENGL	Current High School Student	43%	62%	4%	85%	29%	100%	56%	81%	75%	81%
	First Time Student	56%	85%	48%	78%	51%	82%	59%	84%	61%	85%
	First Time Transfer Student	58%	81%	54%	69%	44%	71%	60%	80%	64%	79%
	Returning Transfer Student	38%	50%	50%	60%	17%	50%	50%	67%	63%	84%
	Returning Student	44%	70%	49%	72%	58%	79%	69%	82%	49%	80%
	Continuing Student	52%	77%	50%	78%	53%	81%	55%	81%	53%	76%
	Unreported	40%	70%	33%	100%	50%	90%	64%	91%	90%	90%
ENGL Total		53%	79%	48%	77%	52%	81%	58%	82%	57%	81%
ESOL	Current High School Student	100%	100%	-	-	-	-	-	-	100%	100%
	First Time Student	80%	93%	72%	93%	77%	90%	80%	93%	79%	89%
	First Time Transfer Student	83%	91%	84%	92%	78%	93%	82%	91%	86%	92%
	Returning Transfer Student	33%	83%	45%	64%	45%	64%	71%	93%	61%	94%
	Returning Student	66%	76%	56%	88%	68%	79%	69%	87%	78%	91%
	Continuing Student	68%	87%	69%	88%	74%	90%	75%	91%	76%	88%
	Unreported	69%	92%	64%	82%	40%	60%	81%	88%	63%	81%
ESOL Total		71%	88%	70%	89%	74%	89%	76%	92%	77%	89%
MATH	Current High School Student	47%	94%	50%	100%	75%	75%	27%	55%	50%	50%
	First Time Student	53%	81%	51%	83%	50%	82%	52%	83%	56%	86%
	First Time Transfer Student	57%	77%	56%	79%	57%	74%	52%	77%	55%	77%
	Returning Transfer Student	65%	71%	43%	62%	55%	75%	43%	73%	46%	69%
	Returning Student	50%	71%	48%	67%	49%	69%	44%	66%	47%	78%
	Continuing Student	48%	74%	51%	78%	48%	74%	46%	79%	46%	72%
	Unreported	27%	68%	36%	79%	33%	67%	44%	86%	40%	73%
MATH Total		50%	76%	51%	78%	49%	76%	48%	79%	50%	78%

Source: SDCCD Information System

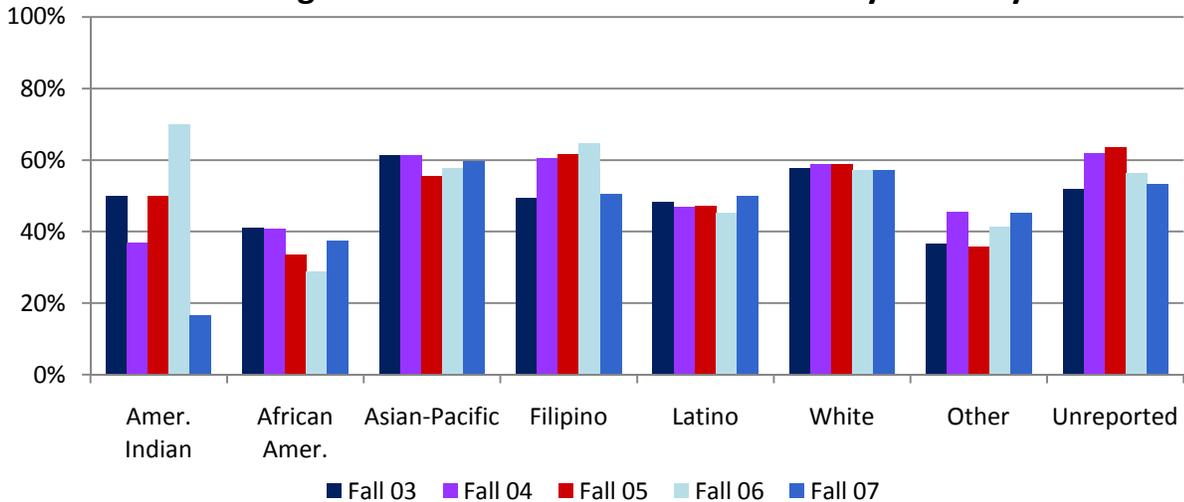
All Colleges English Basic Skills Success Rate - by Ethnicity



All Colleges ESOL Basic Skills Success Rate - by Ethnicity

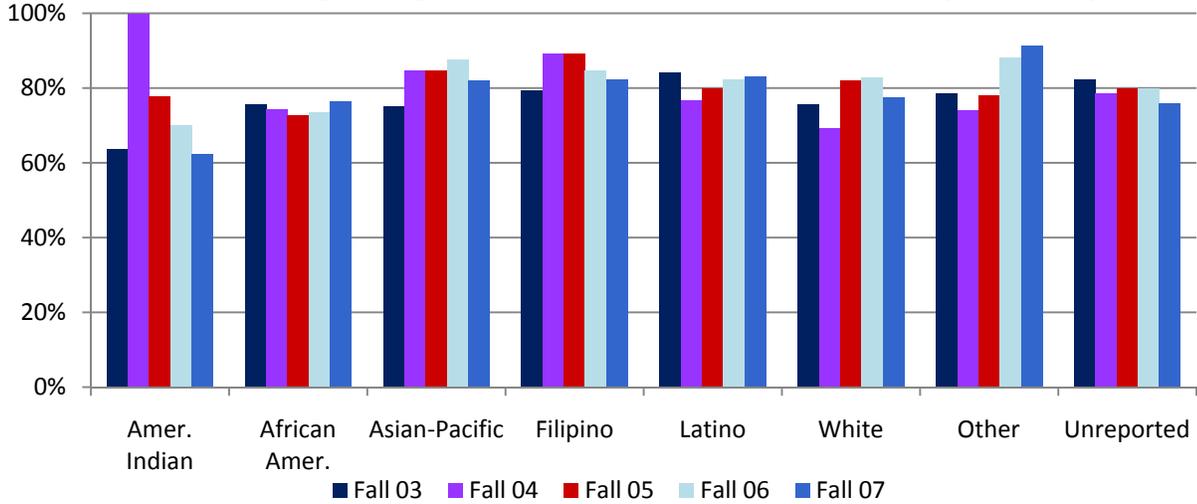


All Colleges Math Basic Skills Success Rate - by Ethnicity

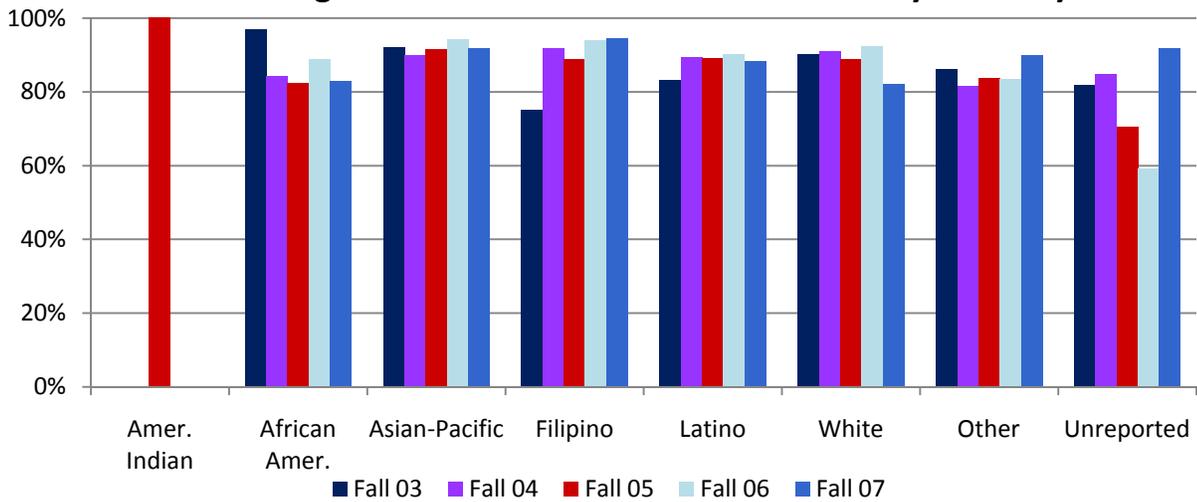


Note: Where there are gaps in the charts, there are no values for that term.

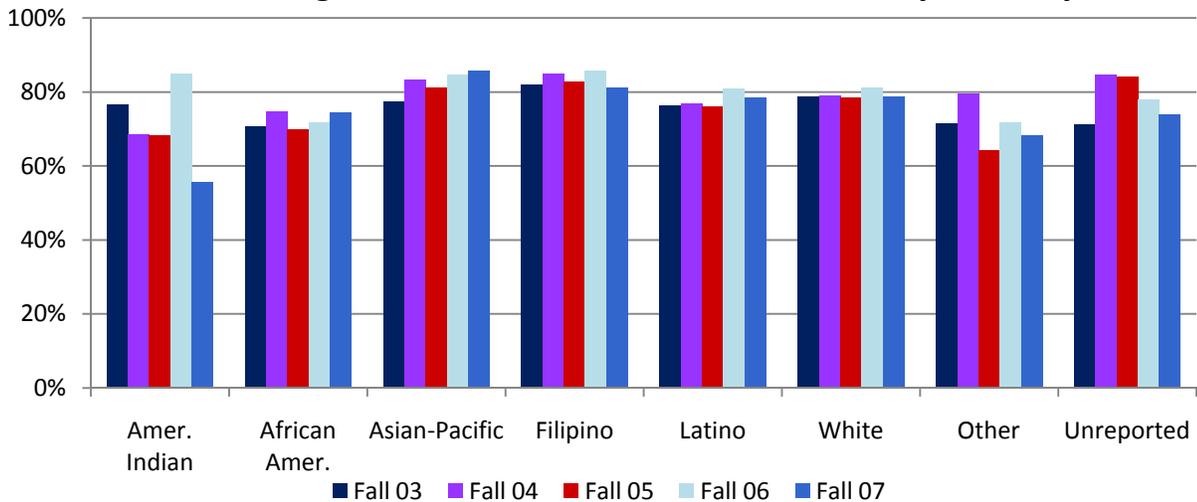
All Colleges English Basic Skills Retention Rate - by Ethnicity



All Colleges ESOL Basic Skills Retention Rate - by Ethnicity



All Colleges Math Basic Skills Retention Rate - by Ethnicity



Note: Where there are gaps in the charts, there are no values for that term.

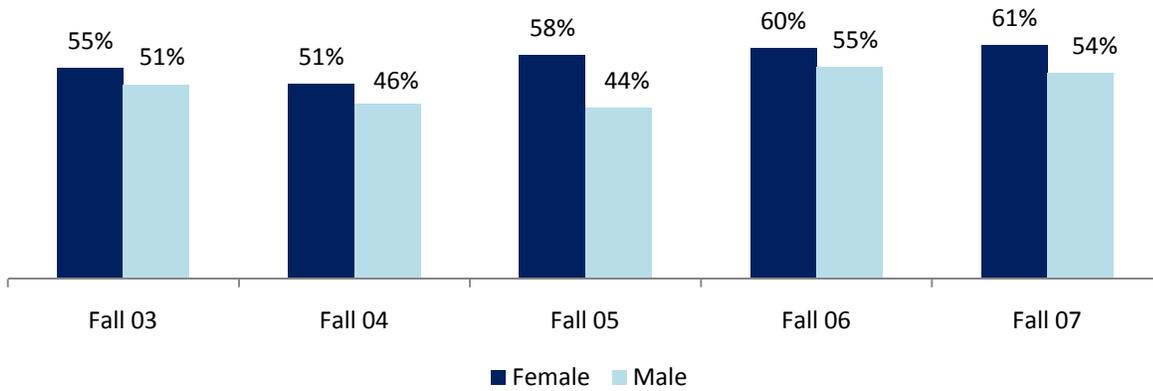
All Colleges Basic Skills Term Success and Retention by Ethnicity

All Colleges

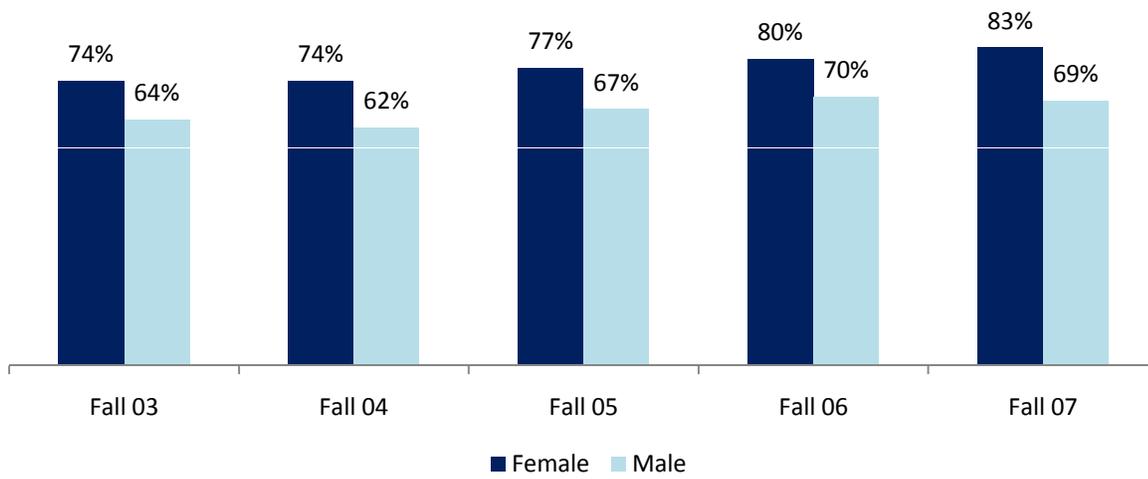
		Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
SUBJECT	ETHNICITY	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate
ENGL	Amer. Indian	55%	64%	78%	100%	33%	78%	50%	70%	0%	63%
	African Amer.	50%	76%	37%	74%	34%	73%	49%	73%	45%	77%
	Asian-Pacific	51%	75%	57%	85%	59%	85%	67%	88%	63%	82%
	Filipino	60%	79%	55%	89%	65%	89%	67%	85%	62%	82%
	Latino	53%	84%	46%	77%	50%	80%	58%	82%	61%	83%
	White	55%	76%	52%	69%	58%	82%	55%	83%	57%	78%
	Other	46%	78%	40%	74%	46%	78%	50%	88%	60%	91%
	Unreported	59%	82%	61%	79%	47%	80%	62%	80%	54%	76%
ENGL Total		53%	79%	48%	77%	52%	81%	58%	82%	57%	81%
ESOL	Amer. Indian	-	-	-	-	100%	100%	-	-	-	-
	African Amer.	65%	97%	68%	84%	66%	82%	78%	89%	61%	83%
	Asian-Pacific	79%	92%	73%	90%	81%	91%	83%	94%	84%	92%
	Filipino	63%	75%	75%	92%	67%	89%	75%	94%	83%	94%
	Latino	67%	83%	67%	89%	67%	89%	71%	90%	74%	88%
	White	67%	90%	77%	91%	79%	89%	76%	92%	69%	82%
	Other	62%	86%	55%	82%	65%	84%	68%	83%	78%	90%
	Unreported	73%	82%	69%	85%	53%	71%	57%	100%	75%	92%
ESOL Total		71%	88%	70%	89%	74%	89%	76%	92%	77%	89%
MATH	Amer. Indian	50%	77%	37%	68%	50%	68%	70%	85%	17%	56%
	African Amer.	41%	71%	41%	75%	34%	70%	29%	72%	37%	74%
	Asian-Pacific	61%	77%	61%	83%	55%	81%	58%	85%	60%	86%
	Filipino	49%	82%	61%	85%	62%	83%	65%	86%	51%	81%
	Latino	48%	76%	47%	77%	47%	76%	45%	81%	50%	78%
	White	58%	79%	59%	79%	59%	78%	57%	81%	57%	79%
	Other	37%	72%	45%	80%	36%	64%	41%	72%	45%	68%
	Unreported	52%	71%	62%	85%	64%	84%	56%	78%	53%	74%
MATH Total		50%	76%	51%	78%	49%	76%	48%	79%	50%	78%

Source: SDCCD Information System

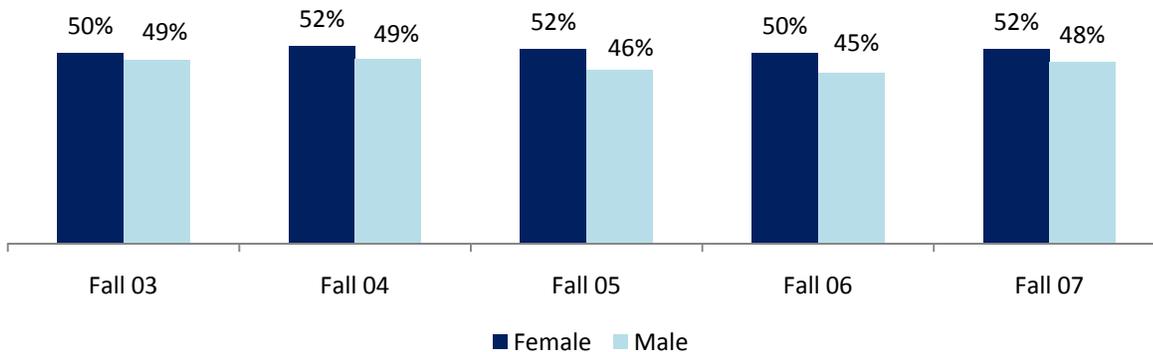
All Colleges English Basic Skills Success Rate - by Gender



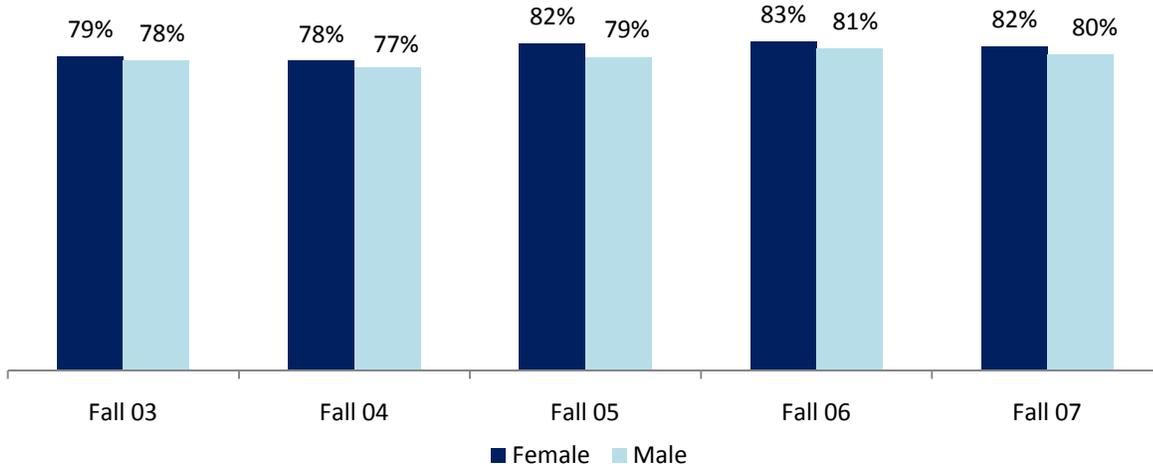
All Colleges ESOL Basic Skills Success Rate - by Gender



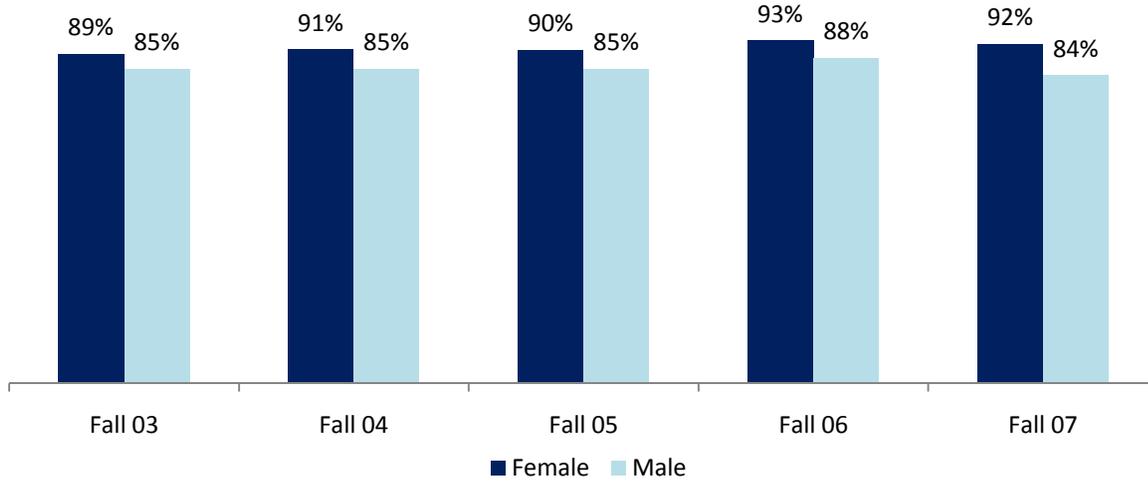
All Colleges Math Basic Skills Success Rate - by Gender



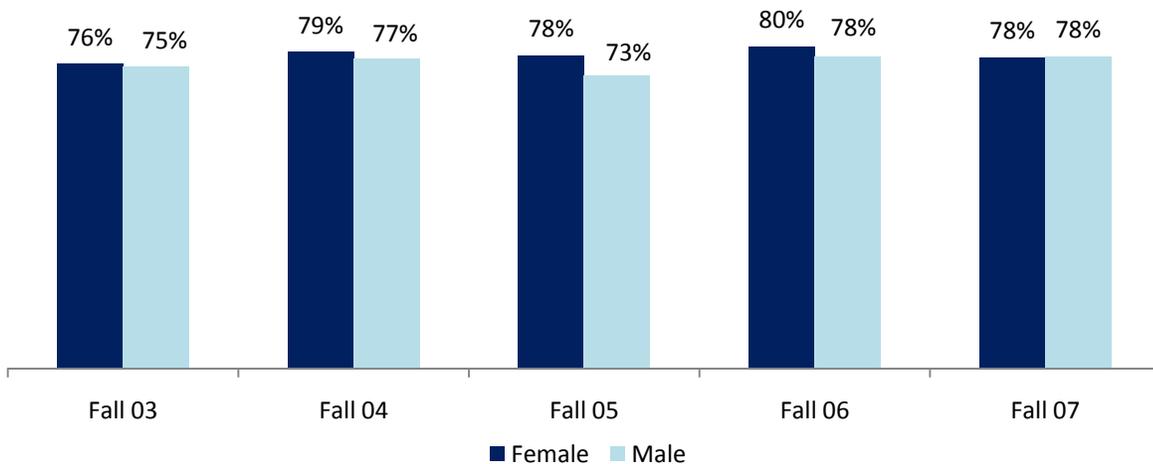
All Colleges English Basic Skills Retention Rate - by Gender



All Colleges ESOL Basic Skills Retention Rate - by Gender



All Colleges Math Basic Skills Retention Rate - by Gender



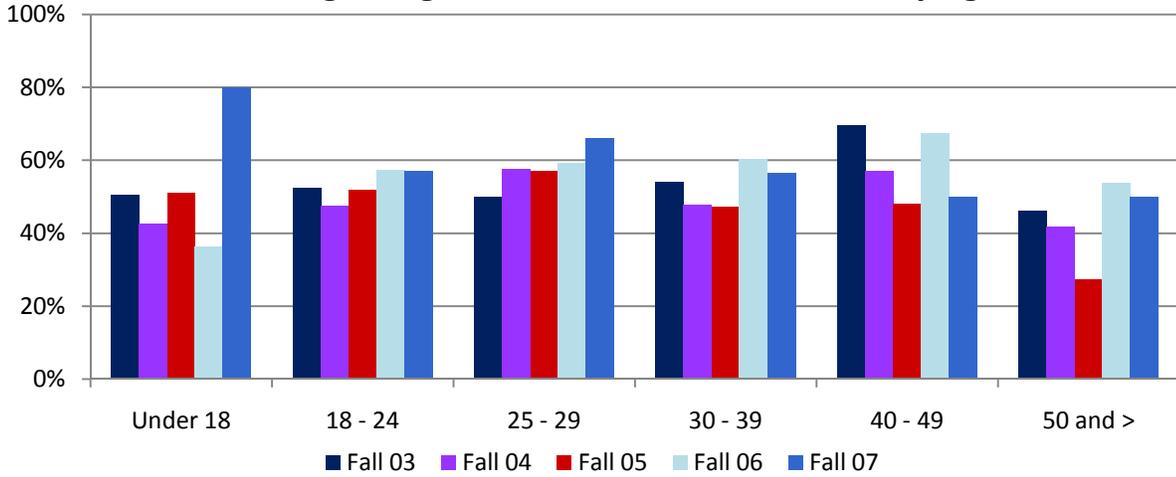
All Colleges Basic Skills Term Success and Retention by Gender

All Colleges

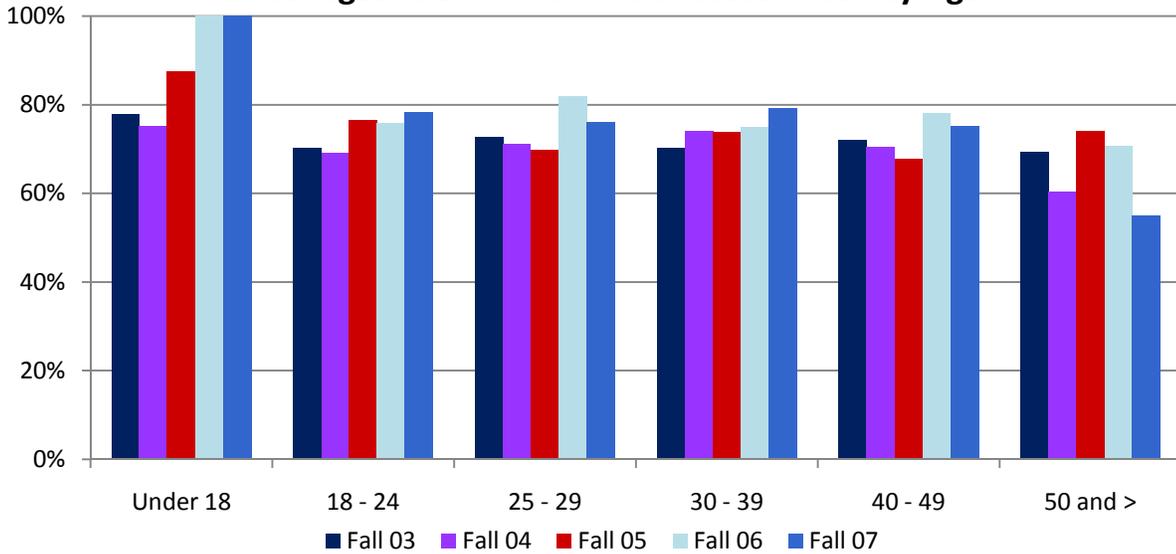
		Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
SUBJECT	GENDER	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate
ENGL	Female	55%	79%	51%	78%	58%	82%	60%	83%	61%	82%
	Male	51%	78%	46%	77%	44%	79%	55%	81%	54%	80%
	Unreported	50%	100%	-	-	-	-	0%	0%	-	-
ENGL Total		53%	79%	48%	77%	52%	81%	58%	82%	57%	81%
ESOL	Female	74%	89%	74%	91%	77%	90%	80%	93%	83%	92%
	Male	64%	85%	62%	85%	67%	85%	70%	88%	69%	84%
	Unreported	-	-	-	-	-	-	-	-	-	-
ESOL Total		71%	88%	70%	89%	74%	89%	76%	92%	77%	89%
MATH	Female	50%	76%	52%	79%	52%	78%	50%	80%	52%	78%
	Male	49%	75%	49%	77%	46%	73%	45%	78%	48%	78%
	Unreported	33%	67%	0%	0%	100%	100%	0%	0%	100%	100%
MATH Total		50%	76%	51%	78%	49%	76%	48%	79%	50%	78%

Source: SDCCD Information System

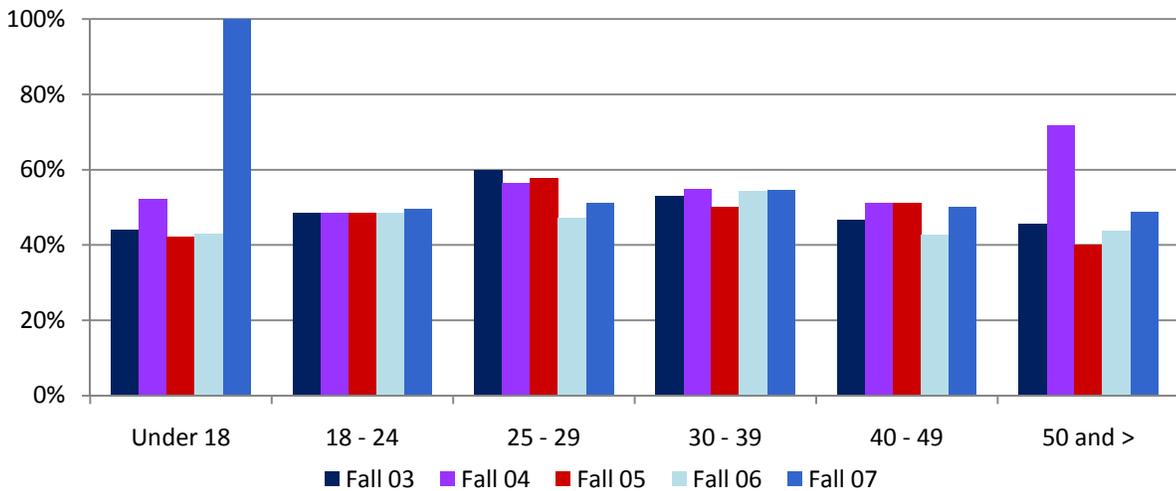
All Colleges English Basic Skills Success Rate - by Age



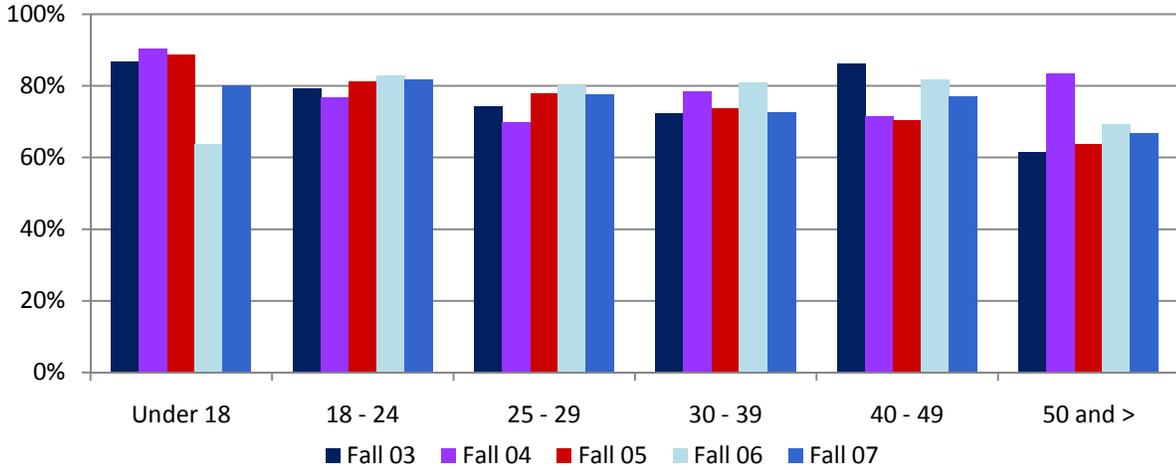
All Colleges ESOL Basic Skills Success Rate - by Age



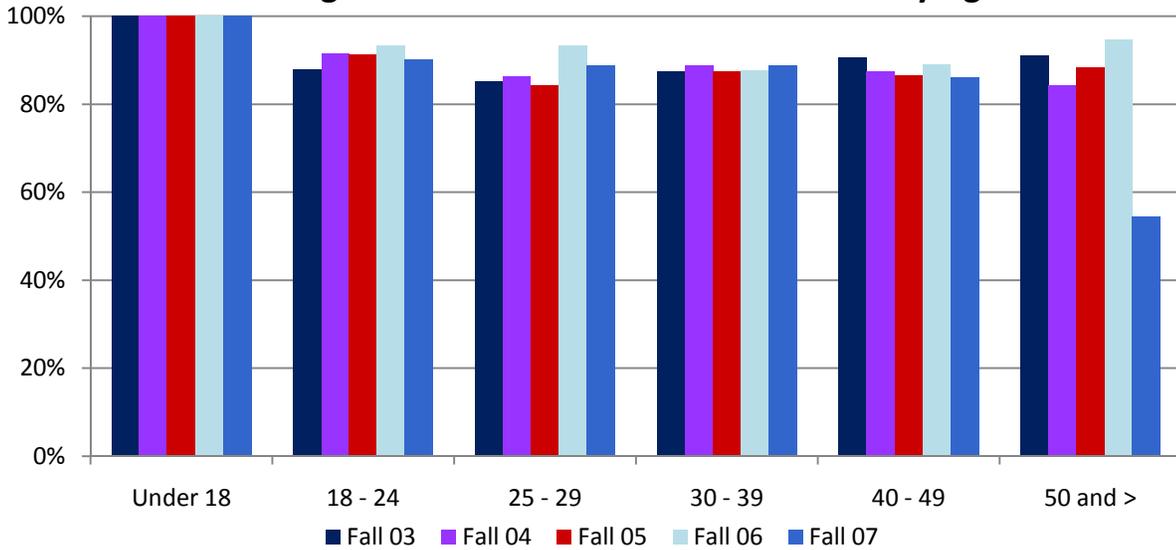
All Colleges Math Basic Skills Success Rate - by Age



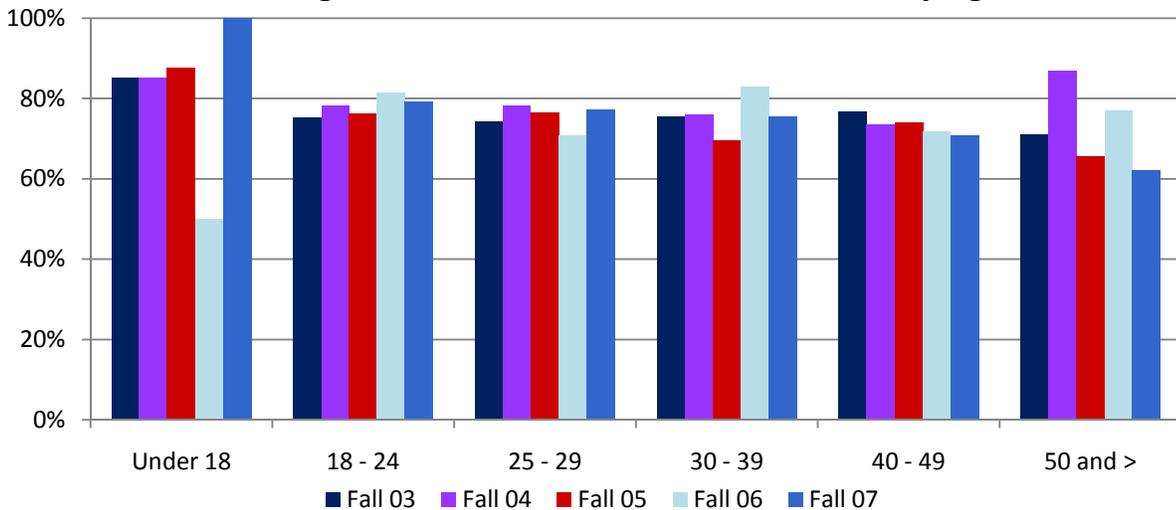
All Colleges English Basic Skills Retention Rate - by Age



All Colleges ESOL Basic Skills Retention Rate - by Age



All Colleges Math Basic Skills Retention Rate - by Age



All Colleges Basic Skills Term Success and Retention by Age

All Colleges

		Fall 03		Fall 04		Fall 05		Fall 06		Fall 07	
SUBJECT	AGE	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate
ENGL	Under 18	51%	87%	43%	90%	51%	89%	36%	64%	80%	80%
	18 - 24	52%	79%	47%	77%	52%	81%	57%	83%	57%	82%
	25 - 29	50%	74%	58%	70%	57%	78%	59%	80%	66%	78%
	30 - 39	54%	72%	48%	78%	47%	74%	60%	81%	57%	72%
	40 - 49	70%	86%	57%	71%	48%	70%	67%	82%	50%	77%
	50 and >	46%	62%	42%	83%	27%	64%	54%	69%	50%	67%
	Unreported	-	-	-	-	-	-	67%	67%	-	-
ENGL Total		53%	79%	48%	77%	52%	81%	58%	82%	57%	81%
ESOL	Under 18	78%	100%	75%	100%	88%	100%	100%	100%	100%	100%
	18 - 24	70%	88%	69%	91%	76%	91%	76%	93%	78%	90%
	25 - 29	73%	85%	71%	86%	70%	84%	82%	93%	76%	89%
	30 - 39	70%	88%	74%	89%	74%	87%	75%	88%	79%	89%
	40 - 49	72%	90%	70%	87%	68%	87%	78%	89%	75%	86%
	50 and >	69%	91%	60%	84%	74%	88%	71%	95%	75%	89%
	Unreported	-	-	-	-	-	-	-	-	-	-
ESOL Total		71%	88%	70%	89%	74%	89%	76%	92%	77%	89%
MATH	Under 18	44%	85%	52%	85%	42%	88%	43%	50%	100%	100%
	18 - 24	48%	75%	48%	78%	49%	76%	48%	81%	50%	79%
	25 - 29	60%	74%	56%	78%	58%	76%	47%	71%	51%	77%
	30 - 39	53%	75%	55%	76%	50%	70%	54%	83%	55%	75%
	40 - 49	47%	77%	51%	74%	51%	74%	43%	72%	50%	71%
	50 and >	45%	71%	72%	87%	40%	66%	44%	77%	49%	62%
	Unreported	-	-	-	-	-	-	100%	100%	-	-
MATH Total		50%	76%	51%	78%	49%	76%	48%	79%	50%	78%

Source: SDCCD Information System

Persistence

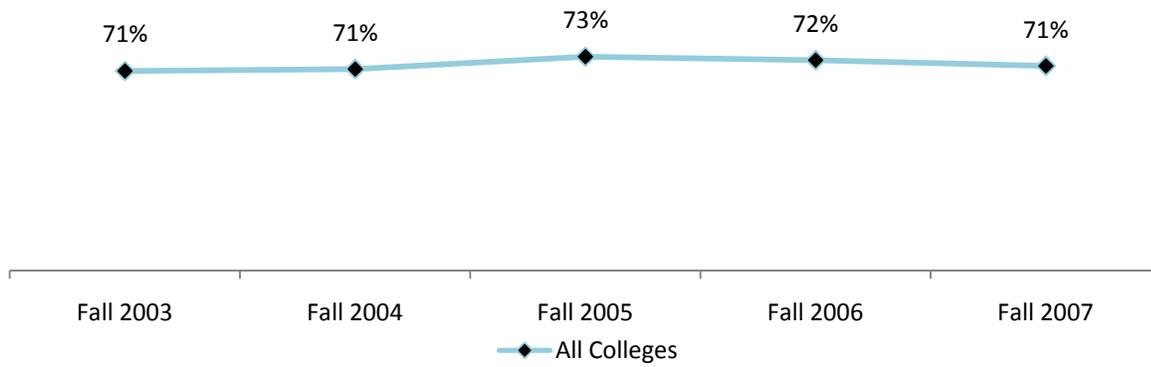
A decorative graphic element consisting of two overlapping, curved shapes. The top shape is a dark teal color, and the bottom shape is a lighter teal color. Both shapes are curved upwards, creating a bowl-like or wave-like appearance.

All Colleges Term Persistence Rates

For purposes of this report, term persistence rate is a measure of students who are enrolled in a fall term as of first census (eliminating drops prior to census) and who complete the term with a grade notation (A, B, C, CR, D, F, I, NC, RD), then are enrolled as of first census in the subsequent spring term and receive a grade notation for that term.

- On average, 72% of the students in the Basic Skills courses who are enrolled in a fall term as of first census, persist to the spring term.
- Female students on average have a slightly higher persistence rate than males (72% compared to 70%).
- The persistence rates for Asian/Pacific Islander students have increased over the past five years, from 71% in 2003/04 to 76% in 2007/08, with an average persistence rate of 77%.
- The persistence rates for Latino students have fluctuated over the past five years; from 68% in 2003 to 71% in 2005, to 69% in 2007, with an average rate of 69%.
- The persistence rates for African American students has fluctuated slightly over the past five years; from 67% in 2003, to 73% in 2004, to 66% in 2005 then to 70% in 2006, with an average persistence rate of 69%.
- Students with the highest persistence rates on average are students who are under 18 and between 18-24 years old (78% and 74% respectively).

All Colleges All Basic Skills Persistence Rates



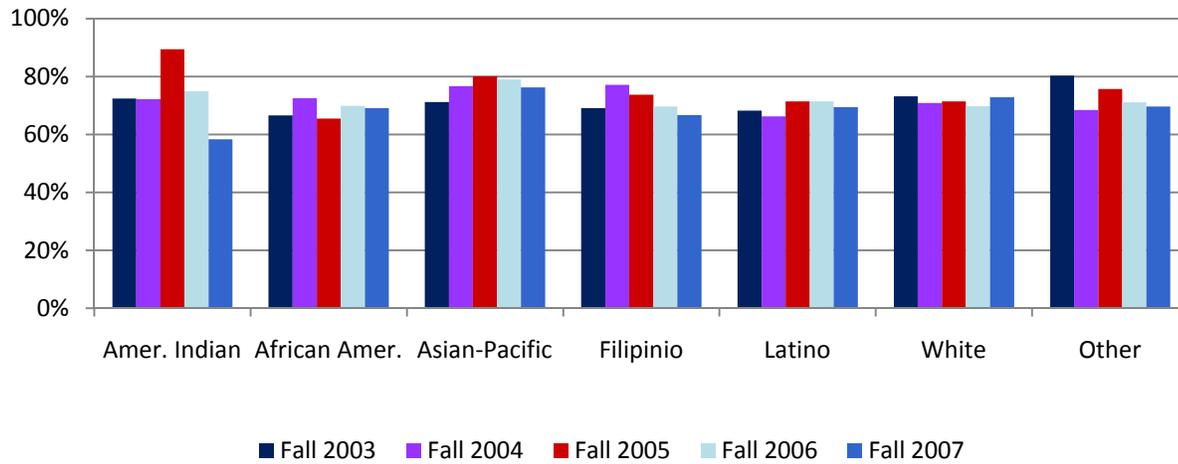
All Colleges All Basic Skills Fall to Spring Persistence

All Colleges

Cohort	Fall	Spring	Persistence
Fall 2003	2,525	1,783	71%
Fall 2004	2,455	1,740	71%
Fall 2005	2,376	1,730	73%
Fall 2006	2,691	1,944	72%
Fall 2007	2,954	2,108	71%
Average			72%

Source: SDCCD Information System

All Colleges All Basic Skills Persistence - by Ethnicity



All Colleges Basic Skills Fall to Spring Persistence by Ethnicity

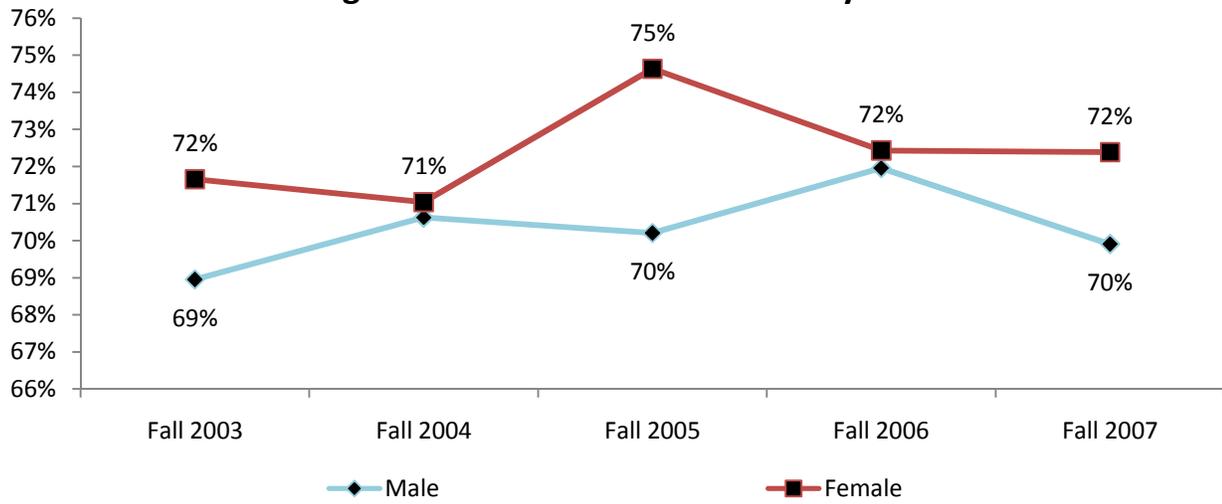
All Colleges

Cohort	American Indian			African American			Asian-Pacific Islander			Filipino		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2003	29	21	72%	335	223	67%	414	295	71%	110	76	69%
Fall 2004	18	13	72%	320	232	73%	412	316	77%	127	98	77%
Fall 2005	19	17	89%	316	207	66%	423	339	80%	137	101	74%
Fall 2006	20	15	75%	315	220	70%	509	402	79%	142	99	70%
Fall 2007	12	7	58%	376	260	69%	568	433	76%	141	94	67%
Average			74%			69%			77%			71%

Cohort	Latino			White			Other		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2003	791	540	68%	578	423	73%	168	135	80%
Fall 2004	801	531	66%	516	366	71%	152	104	68%
Fall 2005	721	515	71%	529	378	71%	140	106	76%
Fall 2006	828	591	71%	595	415	70%	152	108	71%
Fall 2007	985	684	69%	612	446	73%	145	101	70%
Average			69%			72%			73%

Source: SDCCD Information System

All Colleges All Basic Skills Persistence- by Gender



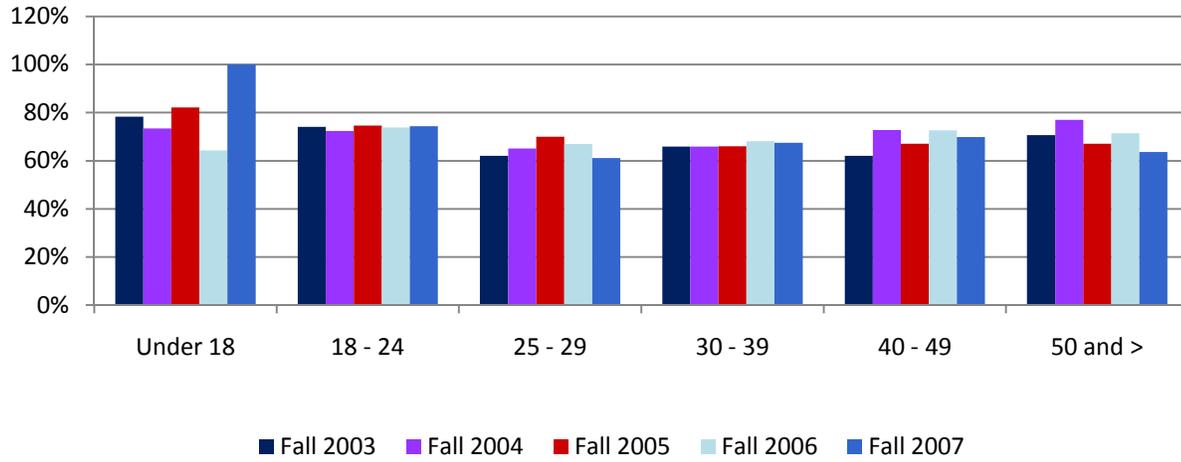
All Colleges Basic Skills Fall to Spring Persistence by Gender

All Colleges

Cohort	Male			Female		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2003	976	673	69%	1,545	1,107	72%
Fall 2004	960	678	71%	1,495	1,062	71%
Fall 2005	960	674	70%	1,415	1,056	75%
Fall 2006	1,077	775	72%	1,614	1,169	72%
Fall 2007	1,233	862	70%	1,720	1,245	72%
Average			70%			72%

Source: SDCCD Information System

All Colleges All Basic Skills Persistence - by Age



All Colleges Basic Skills Fall to Spring Persistence by Age

All Colleges

	Under 18			18 - 24			25 - 29		
Cohort	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2003	134	105	78%	1,426	1,057	74%	277	172	62%
Fall 2004	139	102	73%	1,395	1,009	72%	295	192	65%
Fall 2005	146	120	82%	1,436	1,072	75%	280	196	70%
Fall 2006	14	9	64%	1,800	1,329	74%	293	196	67%
Fall 2007	5	5	100%	1,939	1,442	74%	352	215	61%
Average			78%			74%			65%

	30 - 39			40 - 49			50 and >		
Cohort	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2003	372	245	66%	224	139	62%	92	65	71%
Fall 2004	328	216	66%	198	144	73%	100	77	77%
Fall 2005	268	177	66%	170	114	67%	76	51	67%
Fall 2006	311	212	68%	186	135	73%	84	60	71%
Fall 2007	348	235	68%	222	155	70%	88	56	64%
Average			67%			69%			70%

Source: SDCCD Information System

Subsequent Enrollment & Success

A decorative graphic element consisting of two overlapping, curved teal shapes. The top shape is a darker shade of teal and is positioned above the bottom shape, which is a lighter shade. Both shapes are curved upwards at their ends, creating a sense of movement or a stylized underline.

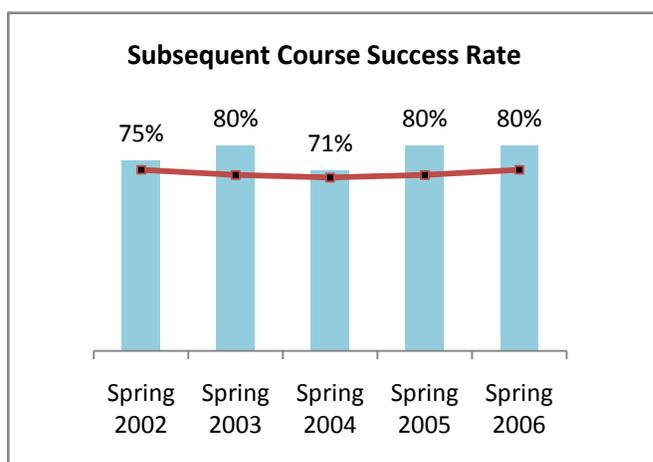
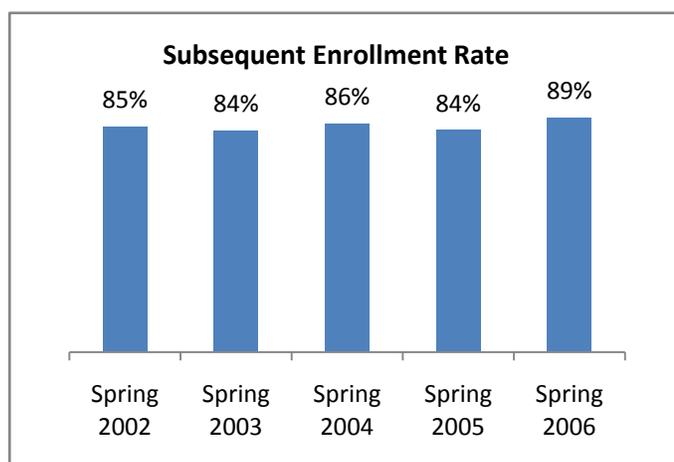
All Colleges Subsequent Enrollment and Success

This section of the report tracks cohorts of fall term students who are transfer, degree, certificate seeking or undecided who successfully completed the highest Basic Skills or Associate level course (the pre-requisite course for the transfer-level course) with a grade of A, B, C or CR and then enrolled in the transfer or associate level course within five terms of completing the pre-requisite course (referred to as subsequent enrollment and success). This section also provides success rate information on the cohort in comparison to a non-cohort group.

- The subsequent success rates of students who took a pre-requisite course have been consistently higher over the past five years than success rates of students who were not enrolled in Basic Skills courses.
- On average, 86% of those students who successfully completed English 51 & 56 within a six semester period enroll in English 101 or 105 in a subsequent term within five terms.
- Of those who subsequently enrolled in the transfer level English course, 77% successfully completed the course within five terms compared to 69% of their non-cohort counterparts (students who either placed or transferred into the course).
- On average, 69% of those students who successfully completed ESOL 40 in a fall term enrolled in both subsequent English courses within a five term period.
- Of those ESOL students who subsequently enrolled in both associate level courses, 73% successfully completed the course compared to 56% of their non-cohort counterparts (students who either placed or transferred into the course).
- On average, 76% of those students who successfully completed Math 35 in a Fall term enrolled in Math 95 in a subsequent term.
- Of those who subsequently enrolled in the transfer level Math course, 60% successfully completed the course within five terms compared to 59% of their non-cohort counterparts (students who either placed or transferred into the course).

All Colleges
Subsequent Course Enrollment and Success Over Two Years
English Course Sequence 51 and 56 to 101 or 105

Term	ENGLISH 51 & 56	Term	ENGLISH 101/105				
	Cohort		Subsequent Course Enrollment		Subsequent Course Success		Non Cohort Course Success
			Count	%	Count	%	%
Fall 2001	190	Spring 2002	162	85%	121	75%	71 %
Fall 2002	171	Spring 2003	143	84%	115	80%	69 %
Fall 2003	233	Spring 2004	201	86%	142	71%	68 %
Fall 2004	225	Spring 2005	189	84%	152	80%	69 %
Fall 2005	259	Spring 2006	230	89%	185	80%	71 %
Total	1078	Total/Average	925	86%	715	77%	69 %



*Red line is benchmark representing Non Cohort Course Success

Source: SDCCD Information System

Cohort: Number of transfer, degree, certificate seeking and undecided students in each fall term who enrolled and successfully completed English 51 and 56 in the fall term period or completed English 51 and 56 in the fall term and within six previous term periods with a grade of A, B, C or CR.

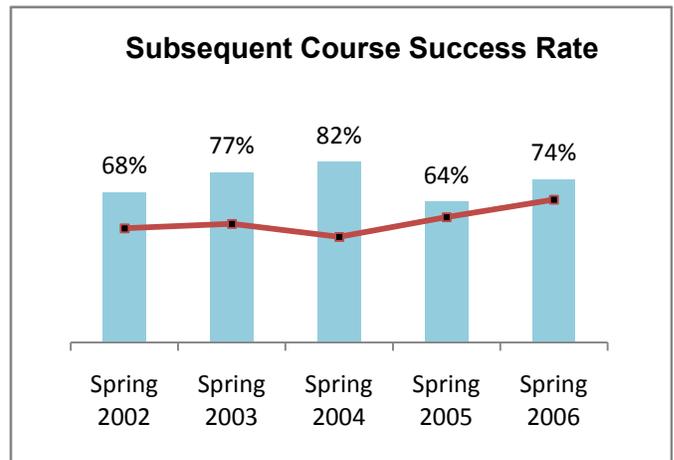
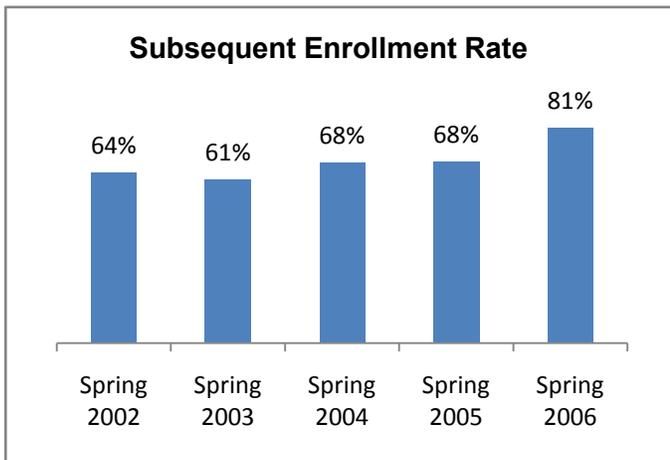
Subsequent Course Enrollment: Number of cohort students who successfully completed English 51 and 56 in the fall term period or completed English 51 and 56 in the fall term and within six previous term periods and subsequently enrolled in English 101 or 105 during a five term period.

Subsequent Course Success: Number of cohort students who subsequently enrolled in English 101 or 105 and received an A, B, C or CR grade notation during a five term period. Students may have repeated the same course one or more times during five term periods but only the highest grade is used to calculate the course success rate.

Non Cohort Course Success: Percent of non Basic Skills students who enrolled in English 101 or 105 for the first time in the spring term following the cohort term and successfully completed English 101 or 105 during a five term period. Non cohort students are considered first time if they did not enroll in an English 101 or 105 course in the previous six terms. Non cohort students may have repeated the same course one or more times during five term periods but only the highest grade is used to calculate the course success rate.

All Colleges
Subsequent Course Enrollment and Success Over Two Years
ESOL Course Sequence ESOL 40 to English 51 and 56

Term	ESOL 40	Term	ENGLISH 51 & 56				
	Cohort		Subsequent Course Enrollment		Subsequent Course Success		Non Cohort Course Success
			Count	%	Count	%	%
Fall 2001	64	Spring 2002	41	64%	28	68%	52 %
Fall 2002	57	Spring 2003	35	61%	27	77%	54 %
Fall 2003	65	Spring 2004	44	68%	36	82%	48 %
Fall 2004	69	Spring 2005	47	68%	30	64%	57 %
Fall 2005	67	Spring 2006	54	81%	40	74%	65 %
Total	322	Total/Average	221	69%	161	73%	56 %



*Red line is benchmark representing Non Cohort Course Success

Source: SDCCD Information System

Cohort: Number of transfer, degree, certificate seeking and undecided students in each fall term who enrolled and successfully completed ESOL 40 with a grade of A, B, C or CR.

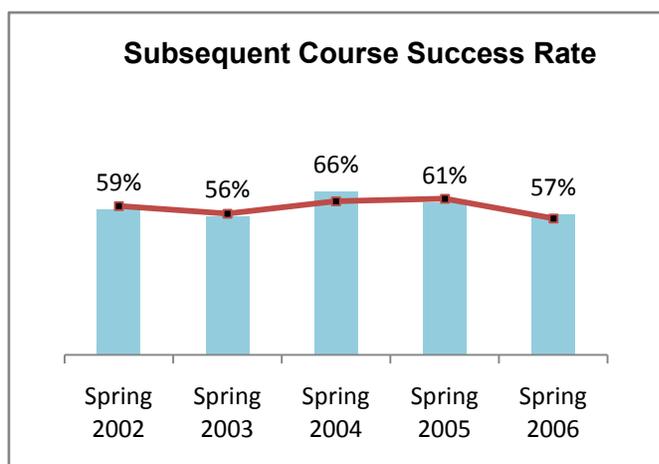
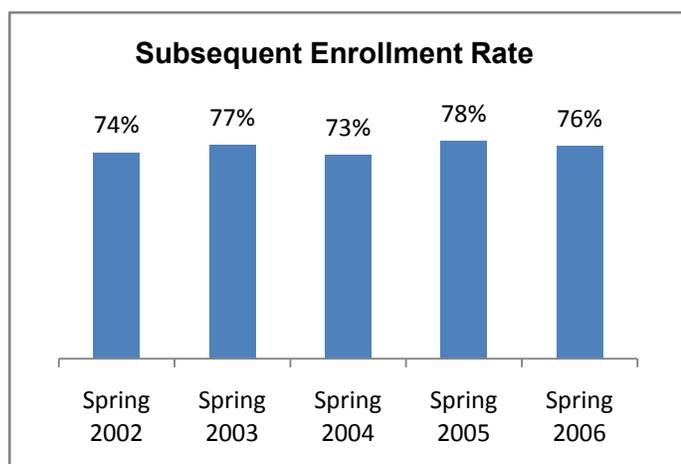
Subsequent Course Enrollment: Number of cohort students who successfully completed ESOL 40 and subsequently enrolled in English 51 or 56 in the spring term period and enrolled in both English 51 and 56 during a five term period.

Subsequent Course Success: Number of cohort students who subsequently enrolled in English 51 or 56 in the spring term period and enrolled in both English 51 and 56 during a five term period and received an A, B, C or CR grade notation. Students may have repeated the same course one or more times during five term periods but only the highest grade is used to calculate the course success rate.

Non Cohort Course Success: Percent of non Basic Skills students who enrolled in English 51 or 56 for the first time in the spring term following the cohort term and successfully completed both English 51 and 56 during a five term period. Non cohort students are considered first time if they did not enroll in an English 51 or 56 course in the previous six terms. Non cohort students may have repeated the same course one or more times during five term periods but only the highest grade is used to calculate the course success rate.

All Colleges
Subsequent Course Enrollment and Success Over Two Years
Math Course Sequence 35 to 95

Term	MATH 35	Term	MATH 95				
	Cohort		Subsequent Course Enrollment		Subsequent Course Success		Non Cohort Course Success
			Count	%	Count	%	%
Fall 2001	527	Spring 2002	390	74%	229	59%	60 %
Fall 2002	722	Spring 2003	553	77%	309	56%	57 %
Fall 2003	621	Spring 2004	454	73%	299	66%	62 %
Fall 2004	601	Spring 2005	470	78%	288	61%	63 %
Fall 2005	583	Spring 2006	445	76%	252	57%	55 %
Total	3054	TotalAverage	2312	76%	1377	60%	59 %



*Red line is benchmark representing Non Cohort Course Success

Source: SDCCD Information System

Cohort: Number of transfer, degree, certificate seeking and undecided students in each fall term who enrolled and successfully completed Math 35 with a grade of A, B, C or CR.

Subsequent Course Enrollment: Number of cohort students who successfully completed Math 35 and subsequently enrolled in Math 95 during a five term period.

Subsequent Course Success: Number of cohort students who subsequently enrolled in Math 95 and received an A, B, C or CR grade notation during a five term period. Students may have repeated the same course one or more times during five term periods but only the highest grade is used to calculate the course success rate.

Non Cohort Course Success: Percent of non Basic Skills students who enrolled in Math 95 for the first time in the spring term following the cohort term and successfully completed Math 95 during a five term period. Non cohort students are considered first time if they did not enroll in a Math 95 course in the previous six terms. Non cohort students may have repeated the same course one or more times during five term periods but only the highest grade is used to calculate the course success rate.

Conclusions

A decorative graphic element consisting of two overlapping, curved teal shapes. The top shape is a darker shade of teal and is positioned above the bottom shape, which is a lighter shade. Both shapes are curved, with the top shape curving downwards and the bottom shape curving upwards, creating a layered, wave-like effect.

All Colleges Summary of the Findings

Assessment

On average 34% of first-time to college ESOL students do not take a placement test. On average, 42% of first-time to college ESOL students who are enrolled as of first census place into the first or second level of the ESOL sequence. On average, 17% of the first-time to college students who are enrolled as of first census place into a Basic Skills English course or below. This trend has changed slightly over the last five fall semesters with an increasing number of students placing into the Basic Skills level. If Math 95 is to be included in the Basic Skills sequence of classes beginning Fall 2009, there will be approximately 21% more students placing into a Basic Skills Math course. With the change in English Basic Skills course sequencing this Fall 2008, there will be approximately 19% more students placing into a Basic Skills English course.

Headcount and Student Characteristics

Math enrollments make up the majority of enrollments among the three Basic Skills subjects: English, ESOL and Math (52% on average). However, all three subject areas have seen an upward trend in enrollments between Fall 2003 and Fall 2007. The majority of students enrolling in the English Basic Skills courses, on average, are either continuing students or first-time to college students (48% and 38% respectively). This is a trend that has shifted over the past five fall terms to where there are proportionately more first-time students and fewer continuing students. The majority of students enrolled in Basic Skills English and Math courses are between the ages of 18-24 (76% of those students in English and 67% of those students in Math). However, only 37% of the ESOL students, on average, are between the ages of 18-24. Both of these trends are consistent with the Basic Skills enrollments overall for all three colleges.

Persistence

On average, 72% of the students in the Basic Skills courses who are enrolled in a fall term as of first census, persist to the spring term. Female students on average have a slightly higher persistence rate than males (72% compared to 70%). Students with the highest persistence rates, on average, are students who are under 18 or between 18-24 years old (78% and 74% respectively).

Success and Retention

On average, 54% of the students in the Basic Skills English courses successfully complete the course compared to 74% in ESOL and 50% in Math. The success rates in the Basic Skills English courses have fluctuated over the past five years from 53% in Fall 2003 to 57% in Fall 2007 with a dip in Fall 2002 to 48%. The average retention rate for Basic Skills English courses is 80% compared to 89% in ESOL and 77% in Basic Skills Math. Retention rates in the Basic Skills Math courses have increased slightly over the past five years (between 76%-78%) while success rates have

remained relatively steady (48%-51%). First-time transfer students have the highest success rates overall (65%) and first-time students have the highest retention rates overall (85%). Female students in all of the Basic Skills subject areas (English, ESOL and Math) have a higher success and retention rates than their male counterparts (61% compared to 53% for success rates and 83% compared to 79% retention rates).

Subsequent Enrollment and Success to Transfer-level Courses

The subsequent success rates of students who took a pre-requisite course have been consistently higher over the past five years than success rates of students who were not enrolled in a Basic Skills course. On average, 86% of those students who successfully completed English 51 & 56 within a six semester period, enroll in English 101 or 105 within five subsequent terms. Of those who subsequently enrolled in the transfer level English course, 77% successfully completed the course within five terms compared to 69% of their non-cohort counterparts (students who either placed or transferred into the course). Of those ESOL students who subsequently enrolled in both associate level courses (English 51 and 56), 73% successfully completed the course compared to 56% of their non-cohort counterparts (students who either placed or transferred into the course). Of those who subsequently enrolled in the transfer level Math course, 60% successfully completed the course within five terms compared to 59% of their non-cohort counterparts (students who either placed or transferred into the course).