



# **Mesa College Basic Skills Report 2009**

*Prepared by:*  
Office of Institutional Research and Planning  
September 2009

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## Overview of the Basic Skills Report 2009

This report on students enrolled in Basic Skills courses provides follow-up and additional information to the Basic Skills Report that was produced in 2008/09. This report is intended for the college Basic Skills Committees, faculty, student support staff, and District leaders and managers. The information in the report may be useful for program and services planning and improvement decisions by the colleges. The report contains information on Basic Skills student placement, enrollment, and student outcomes (i.e., success, retention and degree attainment). New information on the impact of Supplemental Instruction / Instructional Assistants and degree/certificate attainment and transfer has been added to this report. 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. How well do students perform in their Basic Skills courses?
4. Is there a difference in student outcomes between classes with Supplemental Instruction / Instructional Assistants and those without?
5. What are the rates of degree/certificate attainment and transfer for students who take a transition Basic Skills course?

Whenever possible, these research questions are examined with respect to ethnicity, as well as longitudinal trends, and benchmarked as point of reference.

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 042, 043, 051 (currently numbered English 049), and 056 (currently numbered English 048); Math 032 (currently numbered Math 034), 035 (currently numbered 038) and 095 (currently numbered Math 046); and all ESOL courses. Note that this report recognizes English 051 and 056, and Math 095 as Basic Skills level 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 course students from all three colleges (City, Mesa and Miramar), and may be used as a point of reference for each college.

Also note that this report uses the SDCCD Information System, as well as the National Student Clearinghouse transfer data for cohort-tracking purposes.

## Listing of Basic Skills Courses Included in the BSI Report 2009\*

### ENGLISH COURSES:

- ENGL 042: College Reading and Study Skills I
- ENGL 043: English Review
- ENGL 051: Basic Composition (currently ENGL 049)
- ENGL 056: College Reading and Study Skills II (currently ENGL 048)

### 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 032: Fundamentals of Mathematics (currently MATH 034)
- MATH 035: Pre-Algebra (currently MATH 038)
- MATH 095: Elementary Algebra and Geometry (currently 046)

\*NOTE: The BSI Report 2009 provides data on all courses that are considered Basic Skills during the reporting term of Fall 2009. Recent revisions of course numbering are not reflected in this Report.

## 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<sup>1</sup> → ENGL 042, 043, 051, or 056
- Transfer Level → ENGL 101 or 105

### ESOL PLACEMENT LEVELS

- First Level → ESOL 19
- Second Level → ESOL 020-series sequence
- Third Level → ESOL 030-series sequence
- Fourth Level → ESOL 040

### MATH PLACEMENT LEVELS

- Basic Skills<sup>2</sup> → MATH 032, 035, 095
- Associate Level → MATH 096
- Transfer Level → MATH 104, 107, 116, 118, 119, 210A

Note 1: ENGL 051 and 056 were designated Basic Skills courses, effective Fall 2008

Note 2: MATH 095 was designated a Basic Skills course, effective Fall 2009. For the purposes of this report, MATH 095 is considered a Basic Skills course. Recent revisions of course numbering are not reflected in this Report.

# Placement of Incoming Students

## Part I: Placement of Incoming Students

This section of the report looks at the placement levels of incoming students during the five most recent fall terms for which data are available: Fall 2004 – Fall 2008. Placement levels by subject are shown both graphically (see Figures 1 through 3) and in tabular form (see Table 1) for English, ESOL, and math. Figures 4 through 10 graphically display Basic Skills placements by ethnicity.

### TERMS AND DEFINITIONS:

**Incoming Students:** Defined in this report as any first-time student enrolled in units as of first census. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and high school students.

## Summary of Findings

On average, 58% of incoming students placed into a Basic Skills level English course, and another 8% placed into levels below Basic Skills. This trend continued to increase with 23% placing into Basic Skills in Fall 2004 to 39% in Fall 2008. The proportion placing into transfer level English increased from 16% in Fall 2007 to 28% in Fall 2008.

Of those incoming students who took the ESOL placement test, 41% on average placed into the first level while a relatively small percentage (16%) placed into the highest level. The proportion of students placing into the first level has increased (from 23% in Fall 2004 to 34% in Fall 2008) while the proportion of students who did not take the ESOL placement test decreased (from 46% in Fall 2004 to 33% in Fall 2008) over the five-year period being reported (Fall 2004-Fall 2008).

On average, the majority (65%) of incoming students placed into a Basic Skills level Math course. This proportion has fluctuated over the five fall terms being reported (2004-2008). Additionally, on average, a relatively small percentage of students placed into Associate level math (15%) or Transfer level math (20%).

A relatively large percentage of incoming students did not take either the English or Math placement test. On average, 39% did not take the English placement test and 41% did not take the math placement test. These percentages have decreased (from 47% to 28% for English and from 52% to 30% for math) over the five fall terms being reported (2004-2008).

White students and Latino students on average made up the largest portion of students who placed into English Basic Skills levels (36% and 25%, respectively). Similarly, more than one third (38%) of those who placed into math Basic Skills levels were White students and one-quarter (26%) were Latino students. In comparison with the percentages for All Colleges, Whites were overrepresented while Latinos were underrepresented in the Basic Skills student population at Mesa (All Colleges Basic Skills English: 30% for White students and 31% for Latino students; All Colleges Basic Skills math: 30% for White students and 33% for Latino students). The proportion of students who placed into Basic Skills English and were Asian has declined from 24% in Fall 2004 to 11% in Fall 2008. Similarly, the percentage of students who placed into math Basic Skills levels and were Asian decreased from 14% in Fall 2004 to 8% in Fall 2008.



Mesa College Placement of Incoming Students by Subject  
Fall Terms Only: 2004 – 2008

Figure 1  
English placement trends (Fall terms only)

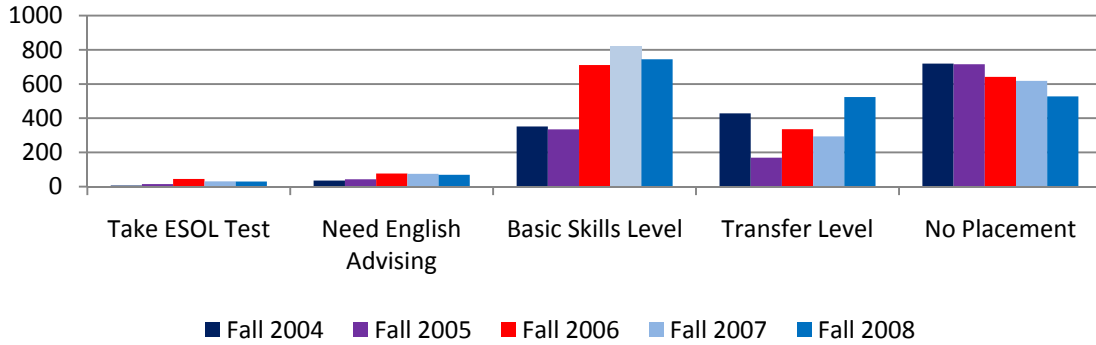


Figure 2  
ESOL placement trends (Fall terms only)

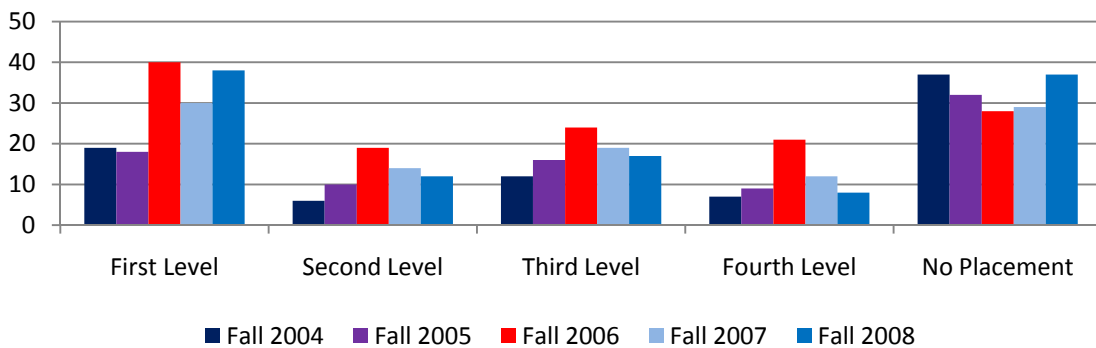
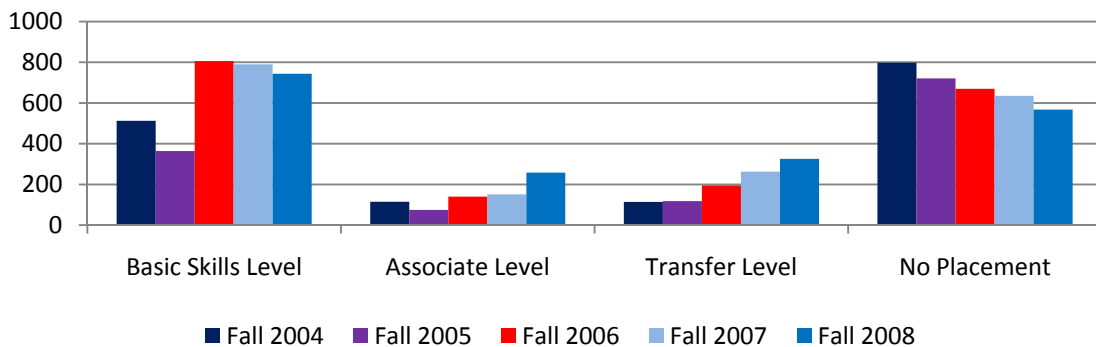


Figure 3  
Math placement trends (Fall terms only)



Mesa College Placement of Incoming Students by Subject  
Fall Terms Only: 2004 – 2008

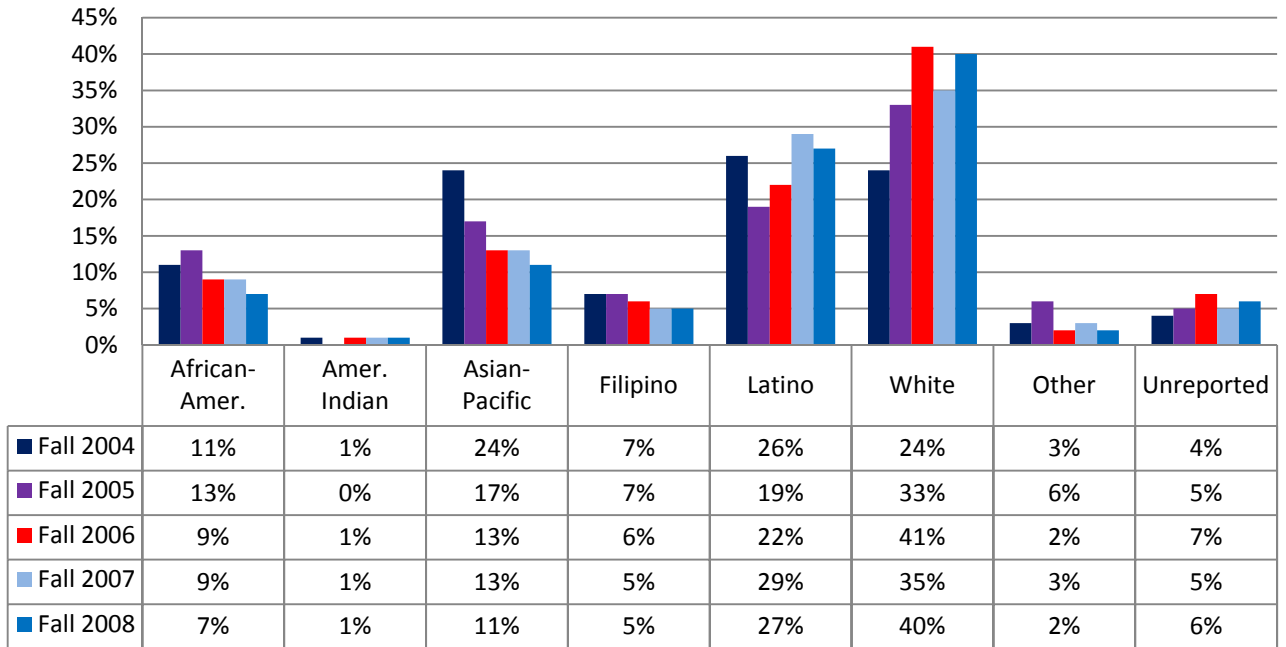
Table 1  
Placement levels for Incoming Students (Fall terms only)

		Fall 04		Fall 05		Fall 06		Fall 07		Fall 08		5-Year Total/Average	
		N	%	N	%	N	%	N	%	N	%	N	%
ENGL	Take ESOL Test	6	0%	15	1%	45	2%	31	2%	30	2%	127	2%
	Need English Advising	35	2%	43	3%	77	4%	75	4%	69	4%	299	4%
	Basic Skills Level	352	23%	335	26%	711	39%	821	45%	745	39%	2,964	35%
	Transfer Level	428	28%	169	13%	336	19%	294	16%	524	28%	1,751	21%
	No Placement	719	47%	716	56%	642	35%	618	34%	528	28%	3,223	39%
<b>ENGL Total</b>		<b>1,540</b>	<b>100%</b>	<b>1,278</b>	<b>100%</b>	<b>1,811</b>	<b>100%</b>	<b>1,839</b>	<b>100%</b>	<b>1,896</b>	<b>100%</b>	<b>8,364</b>	<b>100%</b>
ESOL	First Level	19	23%	18	21%	40	30%	30	29%	38	34%	145	28%
	Second Level	6	7%	10	12%	19	14%	14	13%	12	11%	61	12%
	Third Level	12	15%	16	19%	24	18%	19	18%	17	15%	88	17%
	Fourth Level	7	9%	9	11%	21	16%	12	12%	8	7%	57	11%
	No Placement	37	46%	32	38%	28	21%	29	28%	37	33%	163	32%
<b>ESOL Total</b>		<b>81</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>132</b>	<b>100%</b>	<b>104</b>	<b>100%</b>	<b>112</b>	<b>100%</b>	<b>514</b>	<b>100%</b>
MATH	Basic Skills Level	513	33%	364	28%	806	45%	790	43%	744	39%	3,217	38%
	Associate Level	115	7%	75	6%	140	8%	151	8%	258	14%	739	9%
	Transfer Level	114	7%	118	9%	195	11%	263	14%	326	17%	1,016	12%
	No Placement	798	52%	721	56%	670	37%	635	35%	568	30%	3,392	41%
<b>Math Total</b>		<b>1,540</b>	<b>100%</b>	<b>1,278</b>	<b>100%</b>	<b>1,811</b>	<b>100%</b>	<b>1,839</b>	<b>100%</b>	<b>1,896</b>	<b>100%</b>	<b>8,364</b>	<b>100%</b>

Source: SDCCD Information System

Mesa College English Basic Skills Placement Levels by Ethnicity  
Fall Terms Only: 2004 – 2008

Figure 4  
English Basic Skills placement by ethnicity (Fall terms only)



Mesa College ESOL Basic Skills Placement Levels by Ethnicity  
Fall Terms Only: 2004 – 2008

Figure 5  
ESOL First Level placement by ethnicity (Fall terms only)

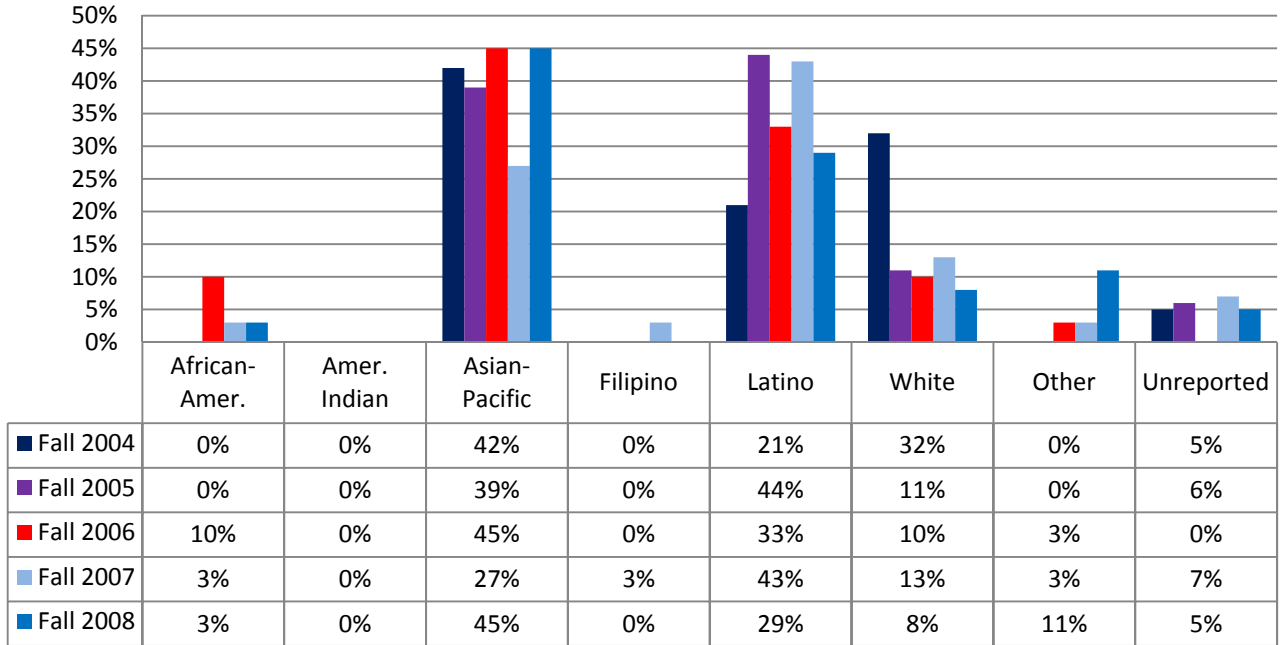


Figure 6  
ESOL Second Level placement by ethnicity (Fall terms only)

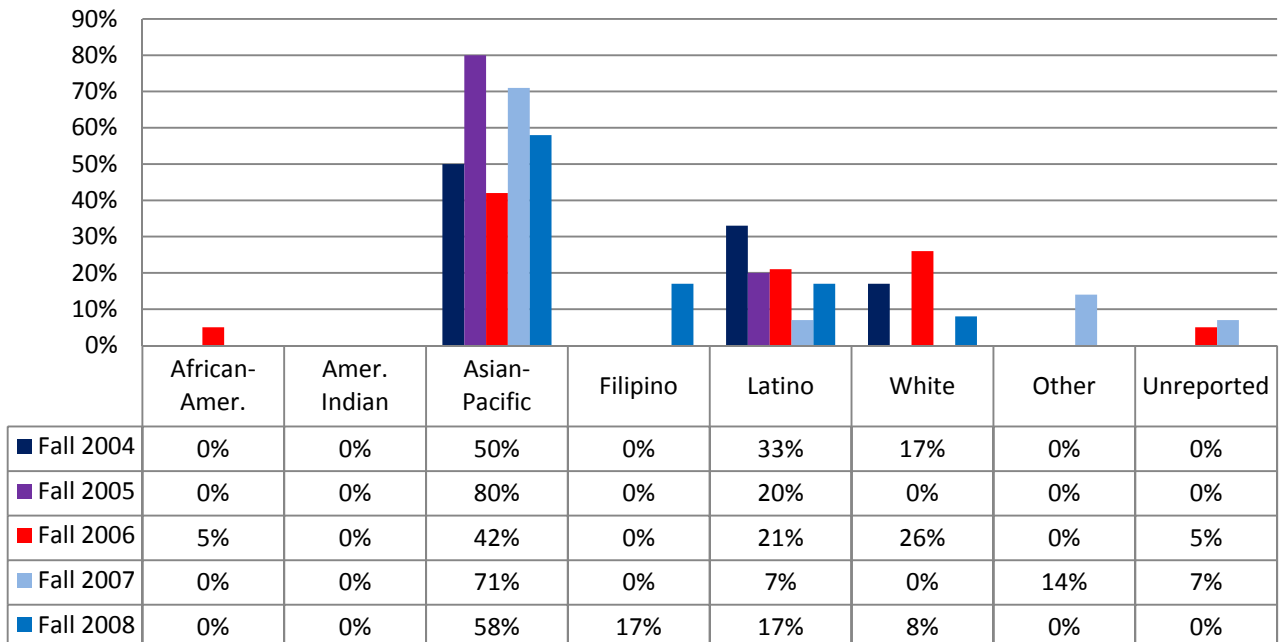


Figure 7  
ESOL Third Level placement by ethnicity (Fall terms only)

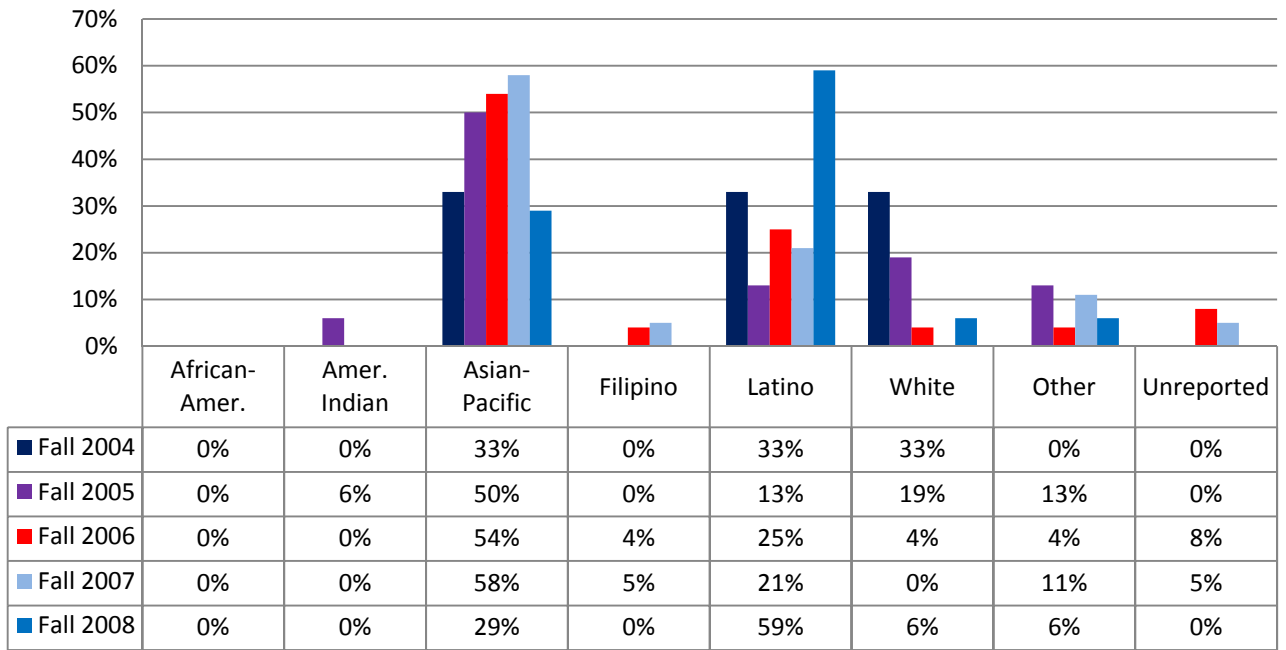


Figure 8  
ESOL Fourth Level placement by ethnicity (Fall terms only)

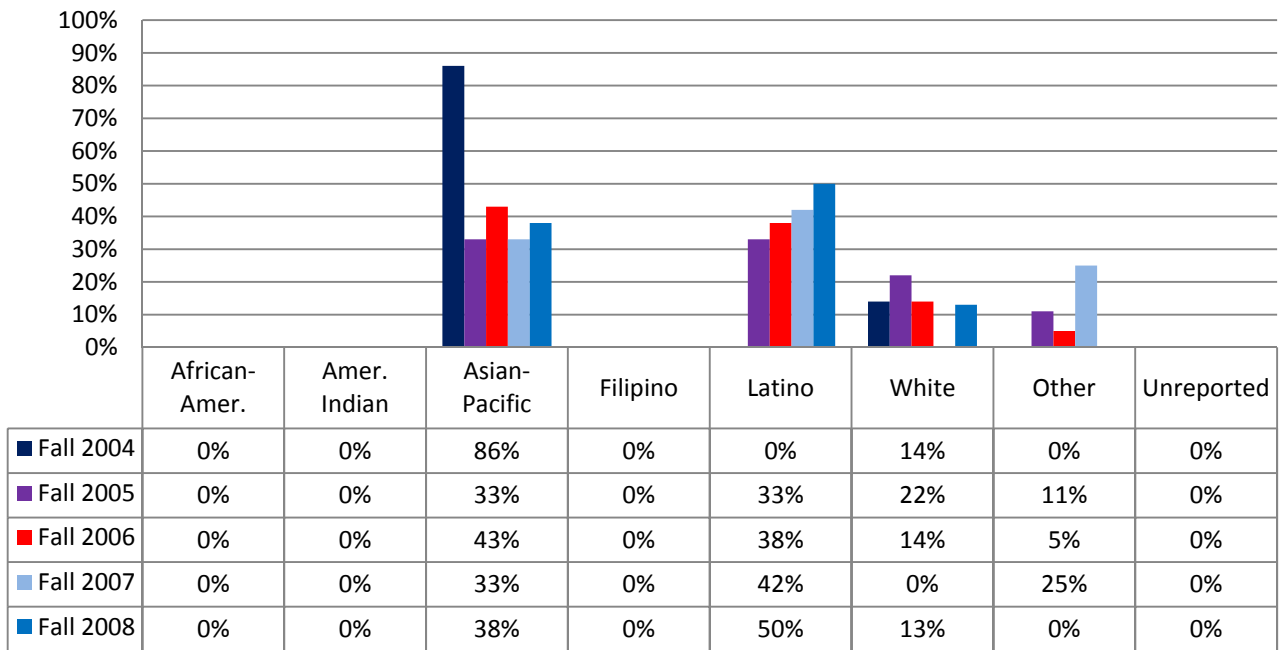
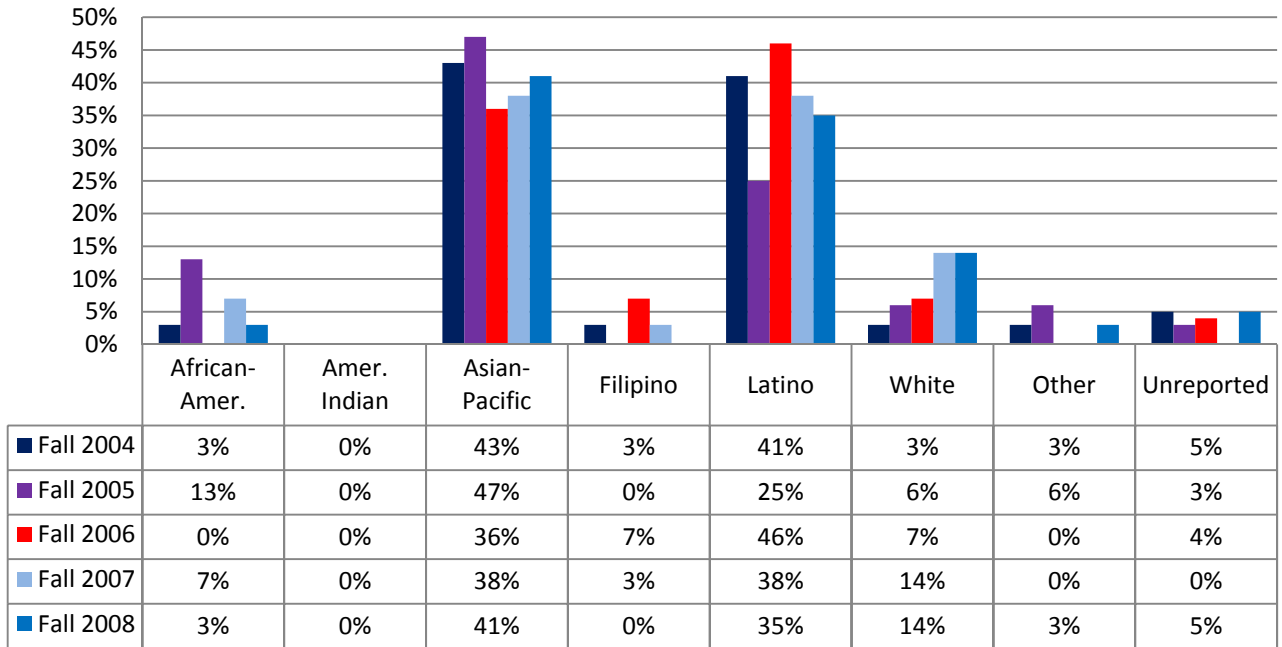
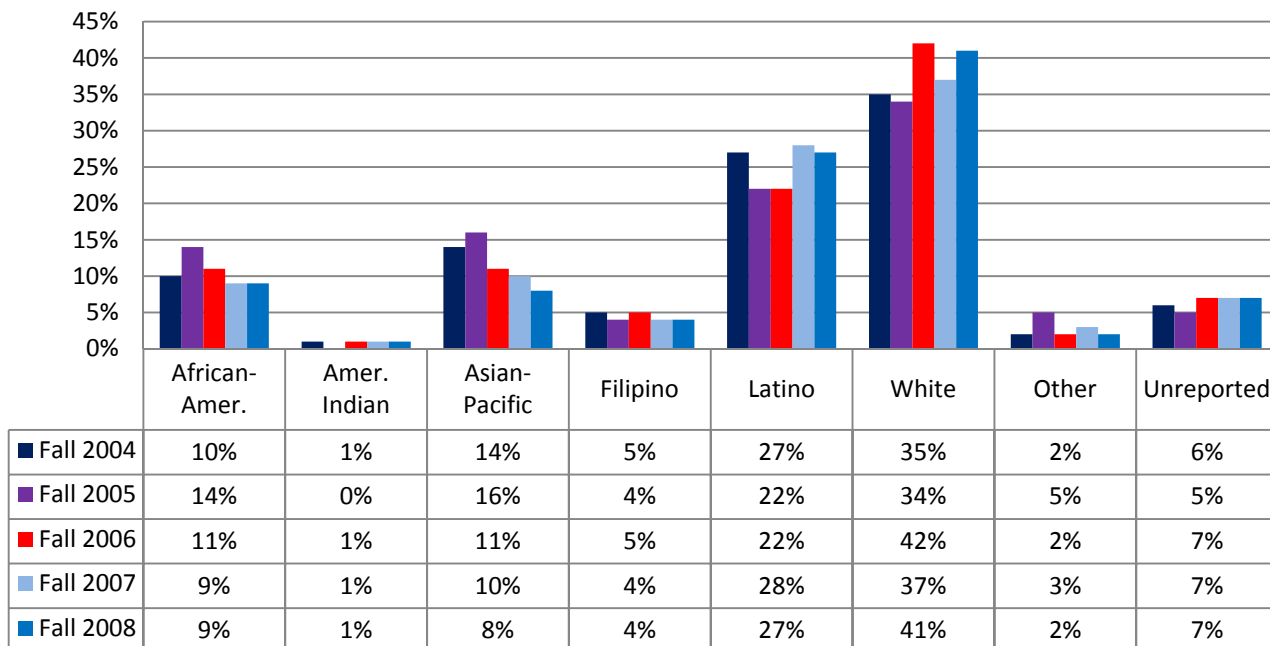


Figure 9  
ESOL No Assessment by ethnicity (Fall terms only)



Mesa College Math Basic Skills Placement Levels by Ethnicity  
Fall Terms Only: 2004 – 2008

Figure 10  
Math Basic Skills placement by ethnicity (Fall terms only)



# Enrollment



## **Part II: Term Enrollments**

This section of the report documents enrollments in basic skills courses during the fall and spring terms of the five most recent years for which data are available: Fall 2004 through Spring 2009. Fall and spring terms are examined separately. Enrollment counts are shown by subject for each course (see Tables 2 through 11). Enrollments are also displayed graphically for each subject by ethnicity (see Figures 11 through 16).

## Summary of Findings

For Fall and Spring terms combined, on average, half of the Basic Skills English enrollments, were in English 051 (50%), approximately one-quarter were in English 056 (24%), and the remaining one-quarter were in English 042 or 043 (26%). English 042 enrollments have seen a 179% increase from academic year Fall 2004/Spring 2005 to Fall 2008/Spring 2009.

The greatest percentage of ESOL enrollments were in the ESOL 30 series (43% on average in the Fall semesters and 51% in the Spring semesters). ESOL enrollments have neither increased nor decreased, but rather remained steady, over the five-year period from academic year Fall 2004/Spring 2005 to Fall 2008/Spring 2009.

The majority of enrollments, on average, were in Math 095 (65% in Fall and 61% in Spring semesters). Math 032 has seen the greatest increase in enrollment between 2004 and 2008 (44% in fall and 118% in spring).

Looking at averages for the Fall and Spring terms combined of the five most recent years of data, approximately 29% of Basic Skills English students were White, one-quarter were Latinos (26%), and 23% were Asian/Pacific Islanders. Whites and Asian/Pacific Islanders were overrepresented, and Latinos were underrepresented in Basic Skills English at Mesa compared to the All Colleges percentages (17% Asian/Pacific Islander, 33% Latino, and 22% White).

On average over the past five years, for Fall and Spring terms combined, 40% of Basic Skills math students were White students, one-quarter were Latinos (25%), and one-tenth were Asian/Pacific-Islanders (10%). Whites and Asian/Pacific Islanders were overrepresented, and Latinos were underrepresented in Basic Skills math at Mesa compared to the All Colleges percentages (17% Asian/Pacific Islander, 33% Latino, and 22% White).

Mesa College Basic Skills Course Enrollments  
Fall Terms: 2004 – 2008

Table 2  
Basic Skills English course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ENGLISH	ENGL 042	65	67	127	158	193
	ENGL 043	233	227	299	318	269
	ENGL 051	736	771	804	811	769
	ENGL 056	378	368	388	466	404

Table 3  
Basic Skills ESOL Writing course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ESOL	ESOL 019	41	43	35	39	47
	ESOL 020	49	42	51	46	43
	ESOL 030	61	69	63	62	46
	ESOL 040	49	31	61	45	41

Table 4  
Basic Skills ESOL Reading course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ESOL	ESOL 019	41	43	35	39	47
	ESOL 021	41	34	46	46	36
	ESOL 031	45	53	58	51	51
	ESOL 040	49	31	61	45	41

Table 5  
Basic Skills ESOL Listening/Speaking course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ESOL	ESOL 019	41	43	35	39	47
	ESOL 022	20	18	35	40	38
	ESOL 032	41	42	44	40	44

Table 6  
Basic Skills math course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
MATH	MATH 032	73	77	69	108	105
	MATH 035	455	462	536	534	499
	MATH 095	1101	1074	1077	1030	1037

Mesa College Basic Skills Course Enrollments  
Spring Terms: 2005 – 2009

Table 7  
Basic Skills English course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ENGLISH	ENGL 042	73	141	123	173	192
	ENGL 043	191	357	231	286	302
	ENGL 051	769	593	724	923	807
	ENGL 056	283	350	400	352	369

Table 8  
Basic Skills ESOL Writing course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESOL	ESOL 019	37	42	40	41	46
	ESOL 020	40	32	50	43	43
	ESOL 030	48	59	47	42	46
	ESOL 040	64	61	63	43	43

Table 9  
Basic Skills ESOL Reading course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESOL	ESOL 019	37	42	40	41	46
	ESOL 021	30	37	48	50	42
	ESOL 031	80	135	111	78	87
	ESOL 040	64	61	63	43	43

Table 10  
Basic Skills ESOL Listening/Speaking course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESOL	ESOL 019	37	42	40	41	46
	ESOL 022	36	38	35	43	44
	ESOL 032	127	78	73	61	49

Table 11  
Basic Skills math course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
MATH	MATH 032	49	49	57	78	107
	MATH 035	516	497	479	478	577
	MATH 095	973	928	895	865	860

Mesa College Basic Skills Subject Enrollments by Ethnicity  
Fall Terms: 2004 – 2008

Figure 11  
Basic Skills English enrollments by ethnicity (Fall terms)

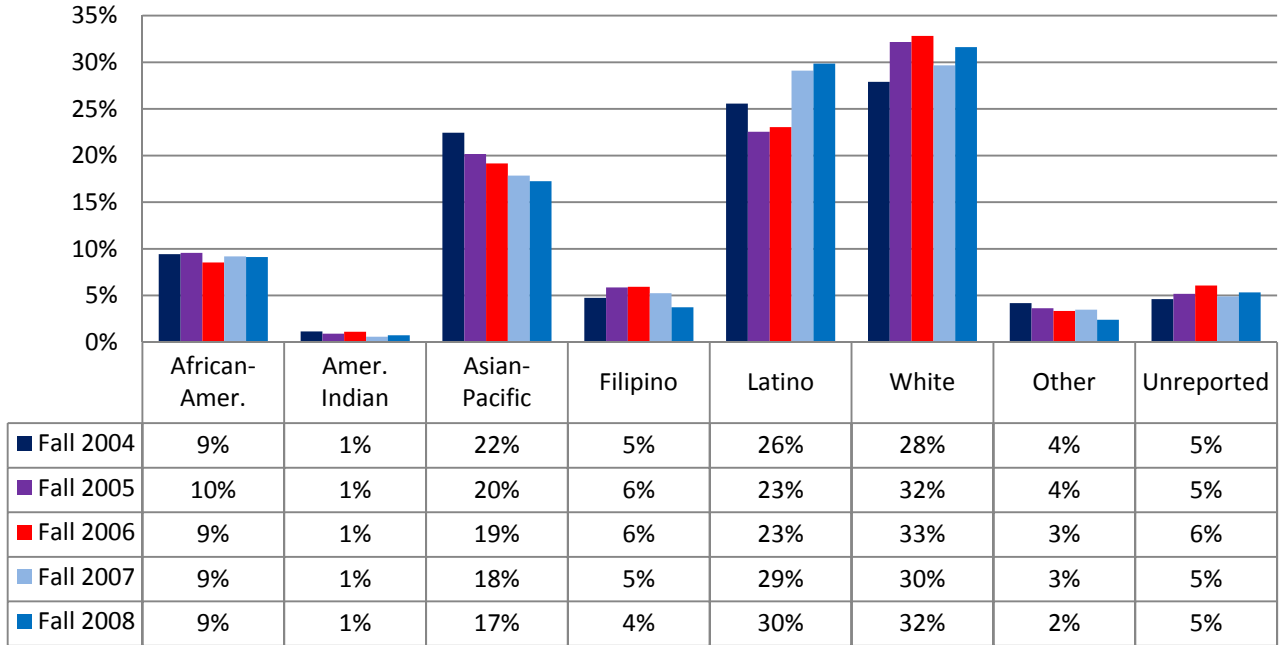


Figure 12  
Basic Skills ESOL enrollments by ethnicity (Fall terms)

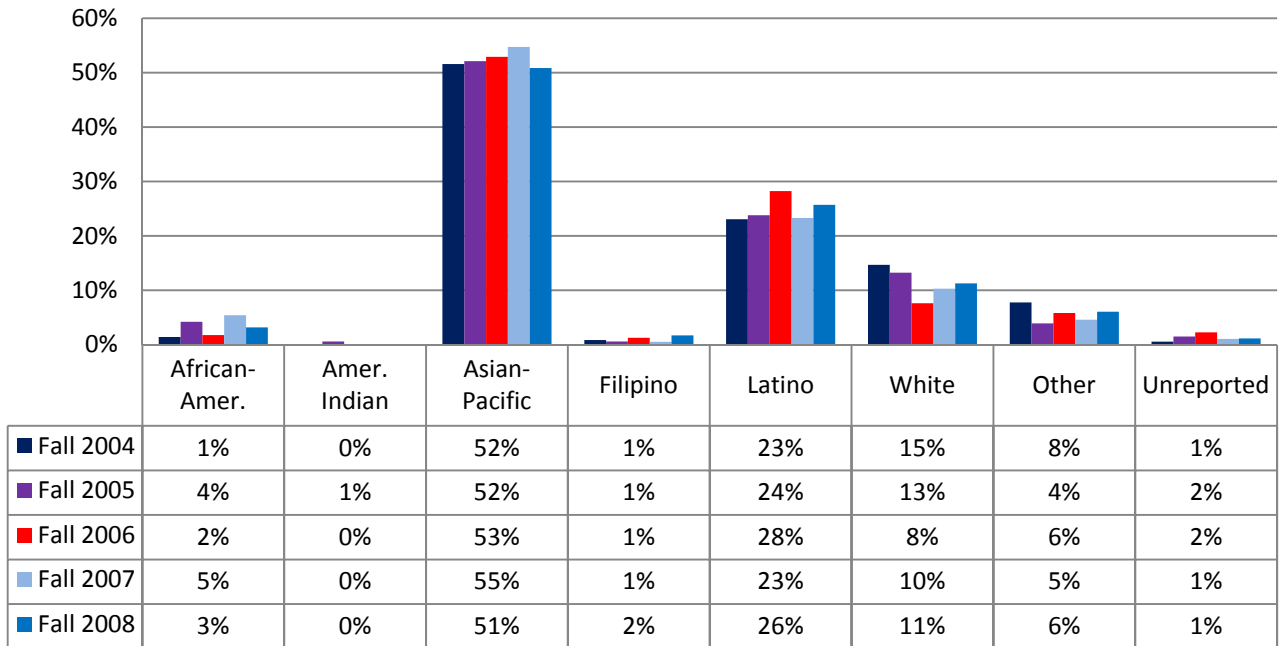
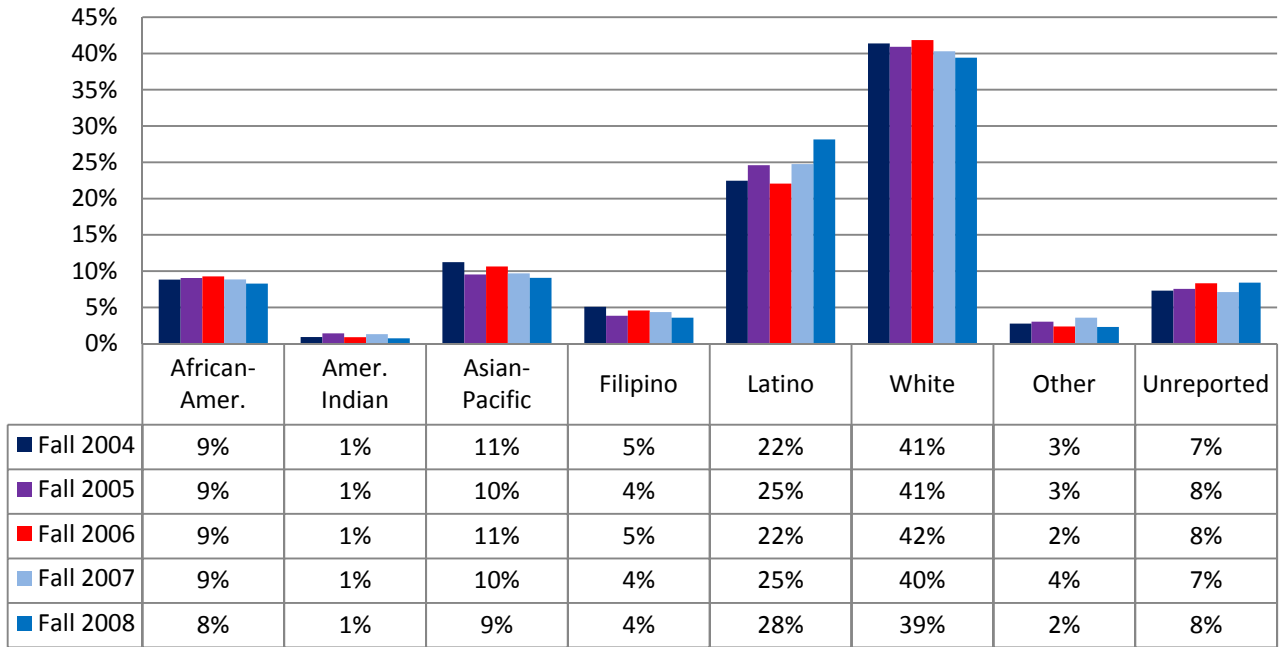


Figure 13  
Basic Skills math enrollments by ethnicity (Fall terms)



Mesa College Basic Skills Subject Enrollments by Ethnicity  
Spring Terms: 2005 – 2009

Figure 14  
Basic Skills English enrollments by ethnicity (Spring terms)

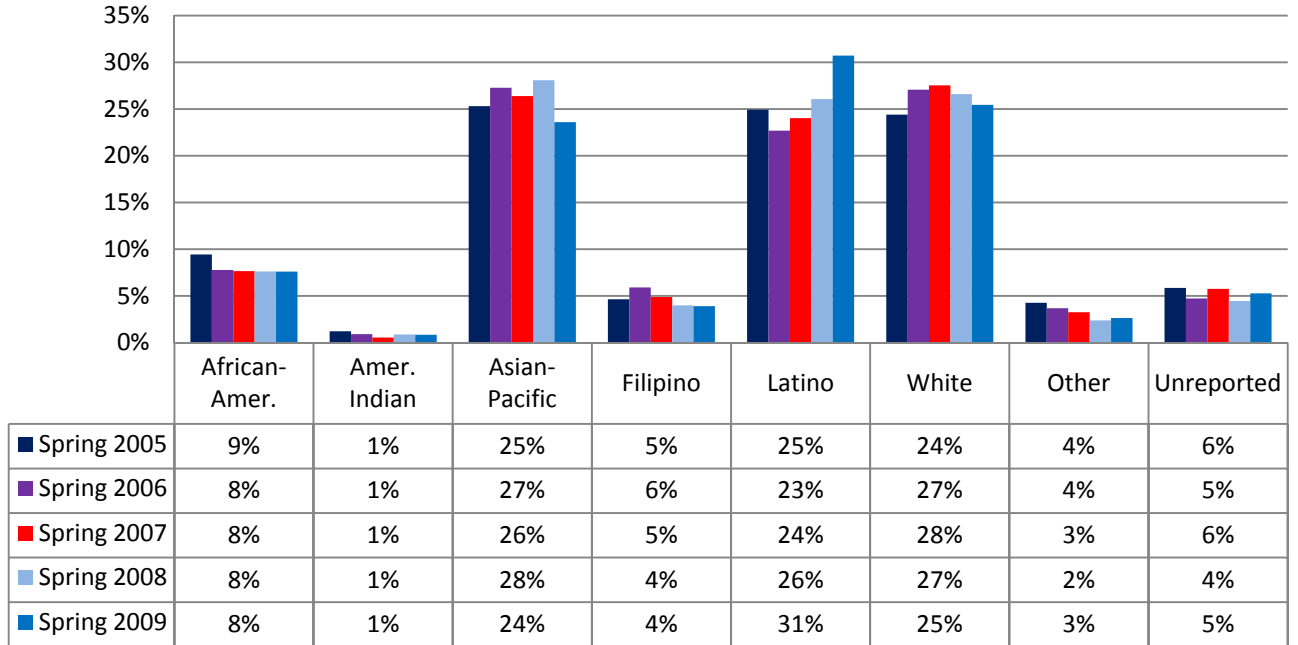


Figure 15  
Basic Skills ESOL enrollments by ethnicity (Spring terms)

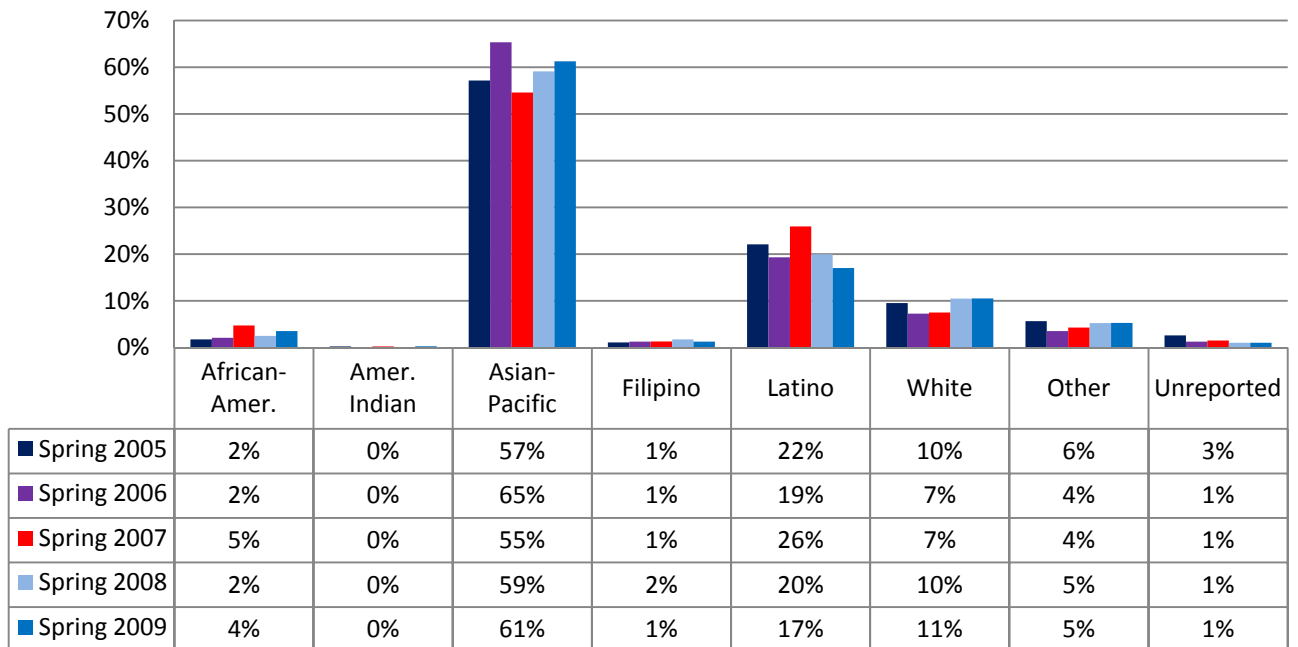
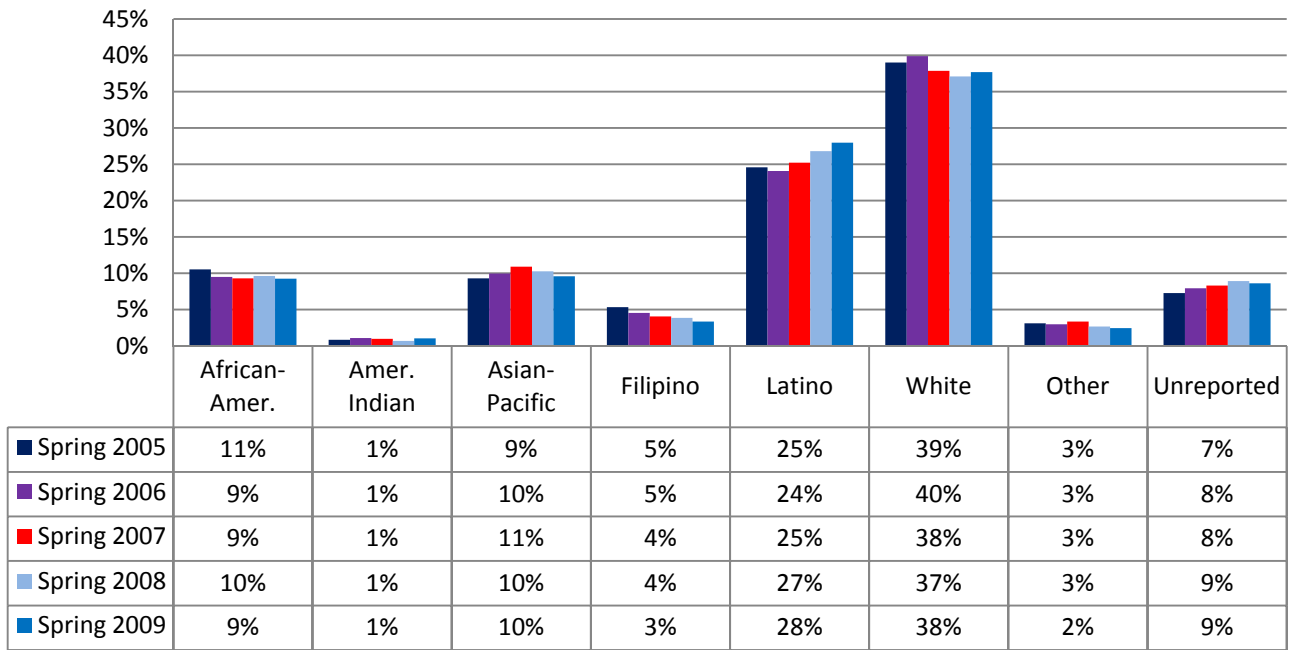


Figure 16  
Basic Skills math enrollments by ethnicity (Spring terms)





# Student Outcomes

### Part III: Student Outcomes: Success and Retention

This section of the report examines the student outcomes of retention and success for the fall and spring terms of the five most recent years for which data are available: Fall 2004 through Spring 2009. Due to their differing patterns of retention and success, fall and spring terms are examined separately. Five-year trends in retention rates are shown graphically for each Basic Skills course (see Figures 17 through 21 for Fall terms and Figures 22 through 26 for Spring terms). Five-year trends in retention rates are also displayed for each subject by ethnicity (see Figures 27 through 29 for Fall terms and Figures 30 through 32 for Spring terms). Similarly, five-year trends in success rates are demonstrated for each course (see Figures 33 through 37 for Fall terms and Figures 38 through 42 for Spring terms), as well as for each subject by ethnicity (see Figures 43 through 45 for Fall terms and Figures 46 through 48 for Spring terms).

#### TERMS AND DEFINITIONS:

**Retention Rates:** Percent of students retained in courses out of total enrolled in courses. 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 first census.

**Success Rates:** Percent of students who successfully complete a course out of total students enrolled in the course. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students with grade notations A, B, C, or CR and denominator = Total number of valid enrollments as of first census.

## Summary of Findings

Retention rates increased for all English courses over the five Fall and Spring terms. Success rates also increased for all English courses during the same five-year time period, fall-to-fall and spring-to-spring. This trend is consistent with the All Colleges retention and success data.

Over the five-year period, Basic Skills English retention rates and success rates decreased slightly for Filipinos yet increased or remained the same for all other ethnic groups except American Indians, for whom success rates decreased over the Fall terms but increased over the Spring terms. However, discretion should be exercised when considering trends for American Indians as their population at Mesa is very small. Over the five Fall terms, the gap widened slightly between the lower Basic Skills English success rates of African-Americans and Latinos and those higher rates of Asian/Pacific-Islanders and White students, while over the Spring terms the small gap narrowed slightly for Latinos and the large gap narrowed substantially for African-Americans. These trends differ from those seen in the All Colleges data.

Retention rates increased from Fall 2004 to Fall 2008 and from Spring 2005 to Spring 2009 for all ESOL courses except for ESOL 019, ESOL 031, and ESOL 032 in Fall and ESOL 020, as well as all three of the ESOL 30-series courses, in Spring. For Fall terms, ESOL success rates increased overall over the five-year period with the exceptions of ESOL 022, ESOL 031, and ESOL 032 which all decreased and ESOL 040 which remained the same. For Spring terms, ESOL success rates increased overall over the five-year period for ESOL 020, ESOL 030, and ESOL 040. Spring success rates decreased overall over the five years for ESOL 19, ESOL 021, ESOL 022, ESOL 031, and ESOL 032. These trends differ from those seen in the All Colleges data.

No clear five-year trends emerged for ESOL subject outcomes as the ethnic composition of ESOL enrollments was not proportionate.

Over the five Fall terms, retention rates and success rates decreased for Math 032 and 035 but increased for Math 095. Over the five Spring terms, retention rates increased for Math 032 and Math 035 but decreased for Math 095, while success rates increased for Math 032, decreased for Math 035, and remained the same for Math 095. These trends differ from those seen in the All Colleges data.

Overall five-year averages comparing across ethnic groups show that retention is comparable across ethnic groups while success rates are lowest for African-Americans. On average, Asian/Pacific-Islanders had the highest success rates

during Fall terms while White students had the highest success rates over the Spring terms. Over the five Fall terms, the gap between the lower success rates of Latinos and the higher success rates of Asian/Pacific-Islanders disappeared and then reversed such that the success rate for Latinos was slightly higher than that of Asian/Pacific-Islanders. Over the five Spring terms, the gap between the lower success rates of Latinos and the higher success rates of White students neither increased nor decreased but remained the same. These trends differ from those seen in the All Colleges data.

Mesa College Basic Skills Course Retention Rates  
Fall Terms: 2004 – 2008

Figure 17  
Basic Skills English course retention rates (Fall terms)

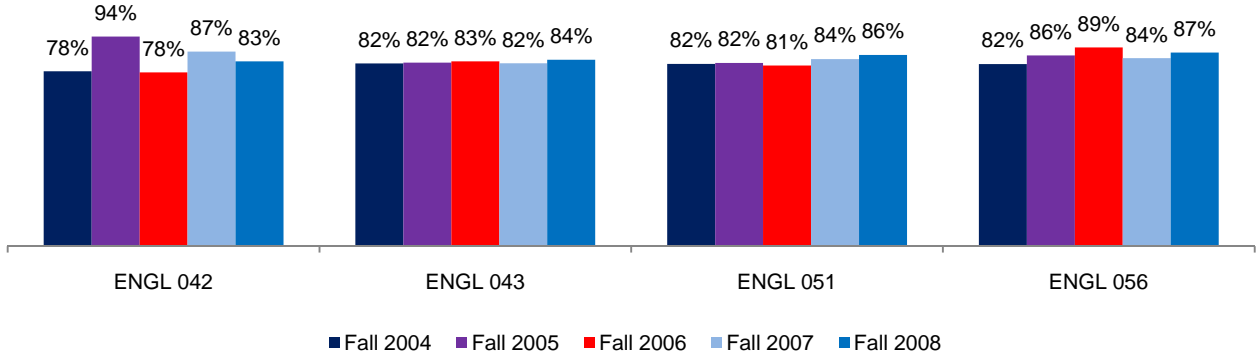


Figure 18  
Basic Skills ESOL Writing course retention rates (Fall terms)

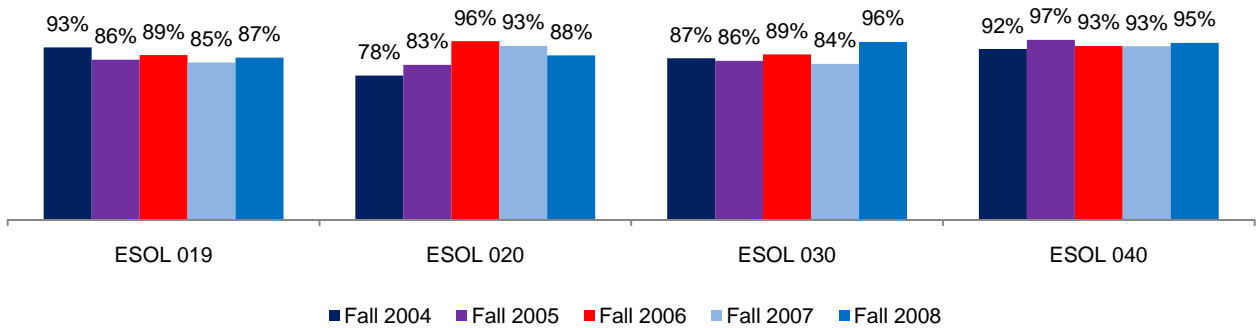


Figure 19  
Basic Skills ESOL Reading course retention rates (Fall terms)

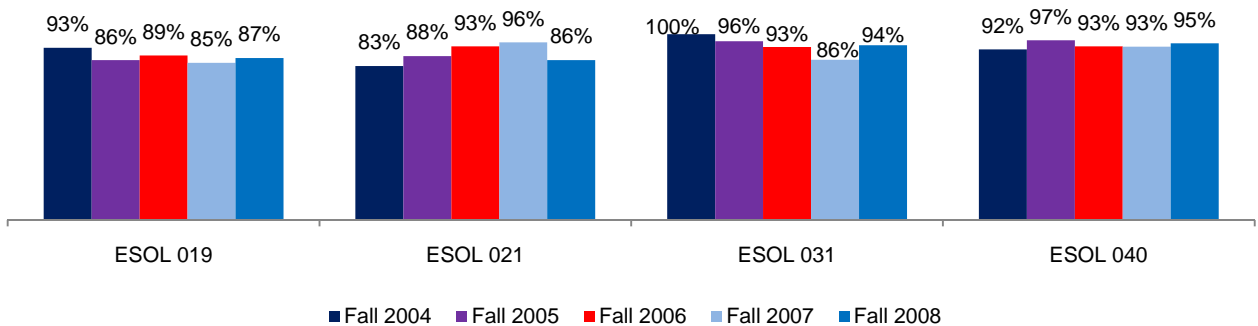


Figure 20  
Basic Skills ESOL Listening/Speaking course retention rates (Fall terms)

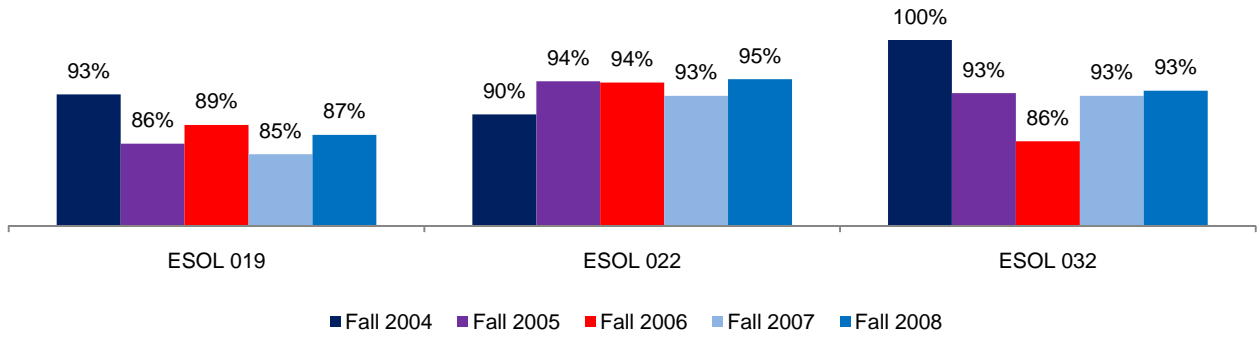
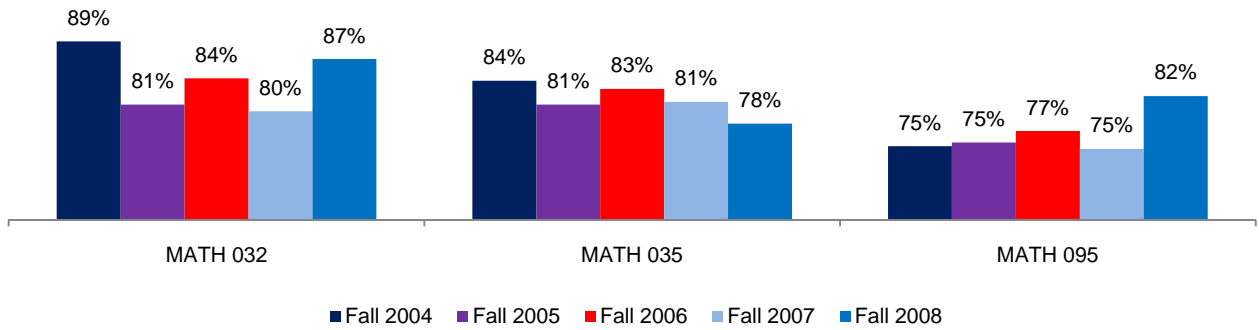


Figure 21  
Basic Skills math course retention rates (Fall terms)



Mesa College Basic Skills Course Retention Rates  
Spring Terms: 2005 – 2009

Figure 22  
Basic Skills English course retention rates (Spring terms)

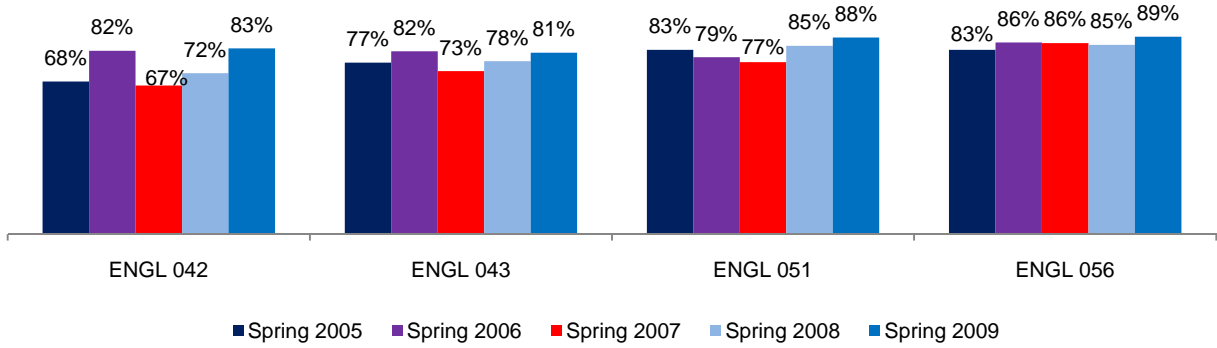


Figure 23  
Basic Skills ESOL Writing course retention rates (Spring terms)

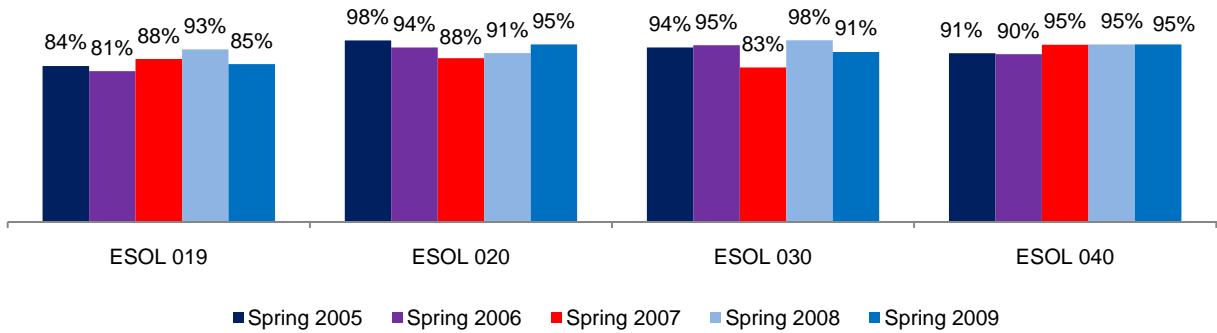


Figure 24  
Basic Skills ESOL Reading course retention rates (Spring terms)

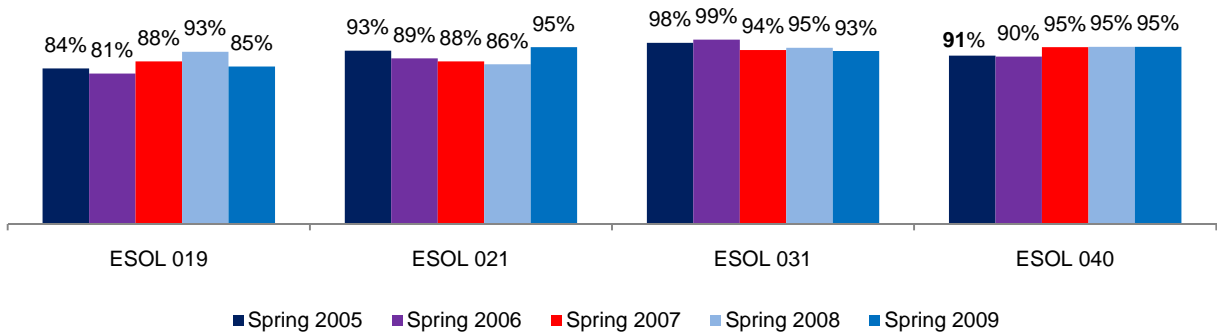


Figure 25  
Basic Skills ESOL Listening/Speaking course retention rates (Spring terms)

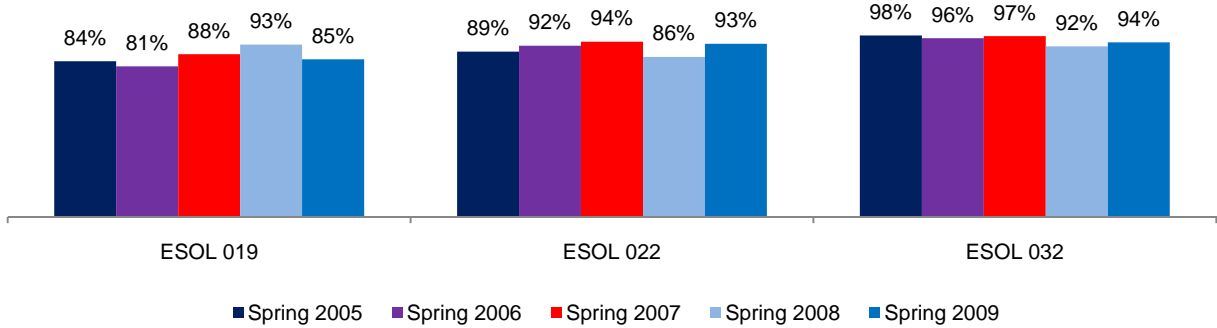
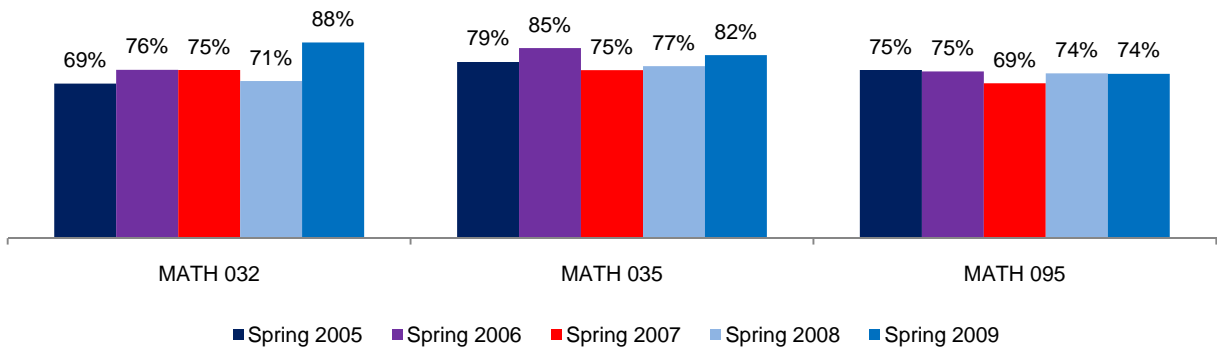


Figure 26  
Basic Skills math course retention rates (Spring terms)





Mesa College Basic Skills Subject Retention Rates by Ethnicity  
Fall Terms: 2004 – 2008

Figure 27  
Basic Skills English retention rates by ethnicity (Fall terms)

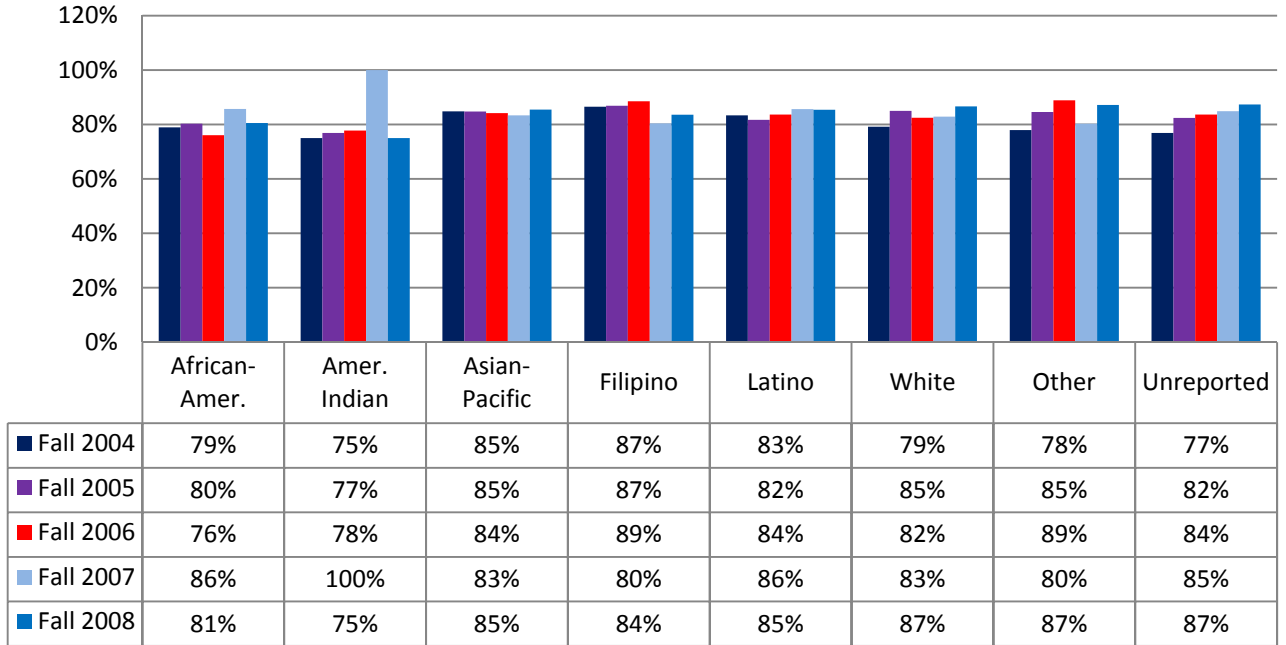


Figure 28  
Basic Skills ESOL retention rates by ethnicity (Fall terms)

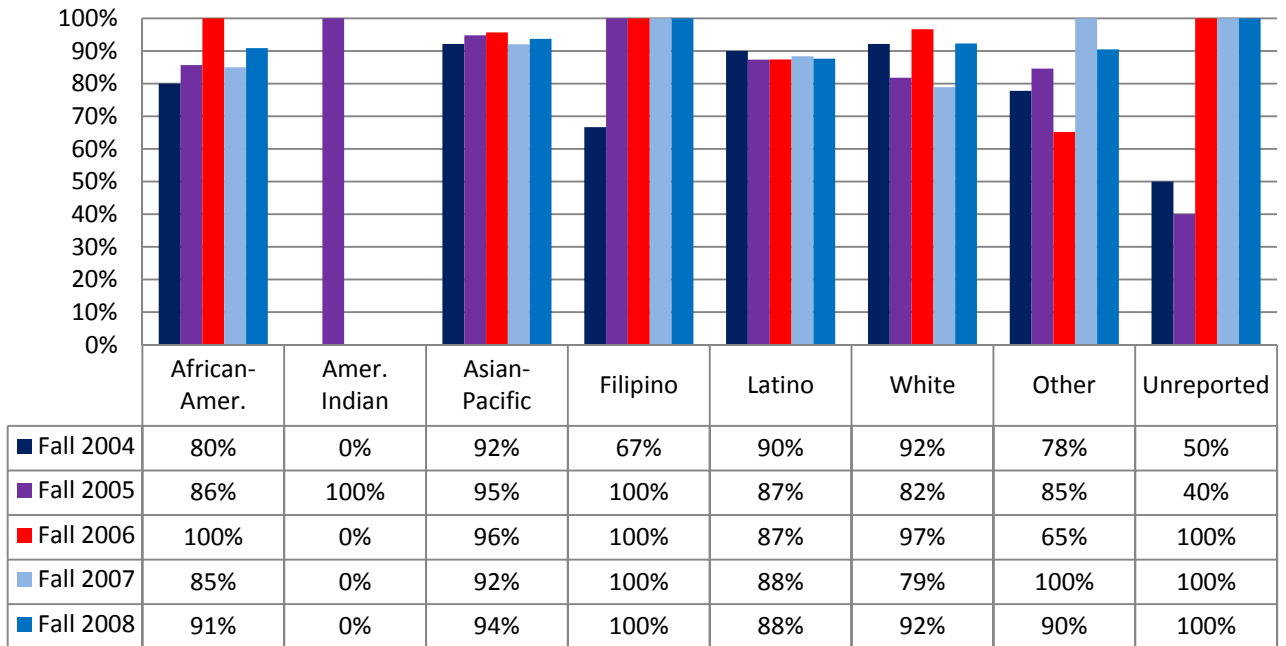
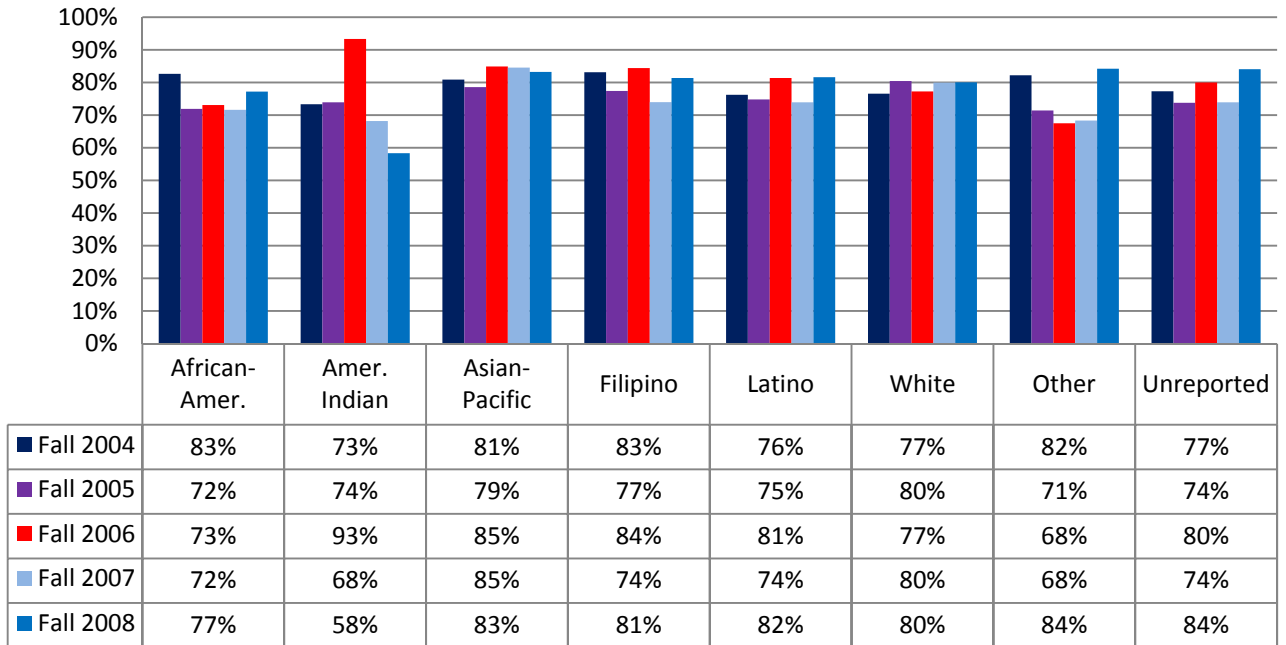


Figure 29  
Basic Skills math retention rates by ethnicity (Fall terms)



Mesa College Basic Skills Subject Retention Rates by Ethnicity  
Spring Terms: 2005 – 2009

Figure 30  
Basic Skills English retention rates by ethnicity (Spring terms)

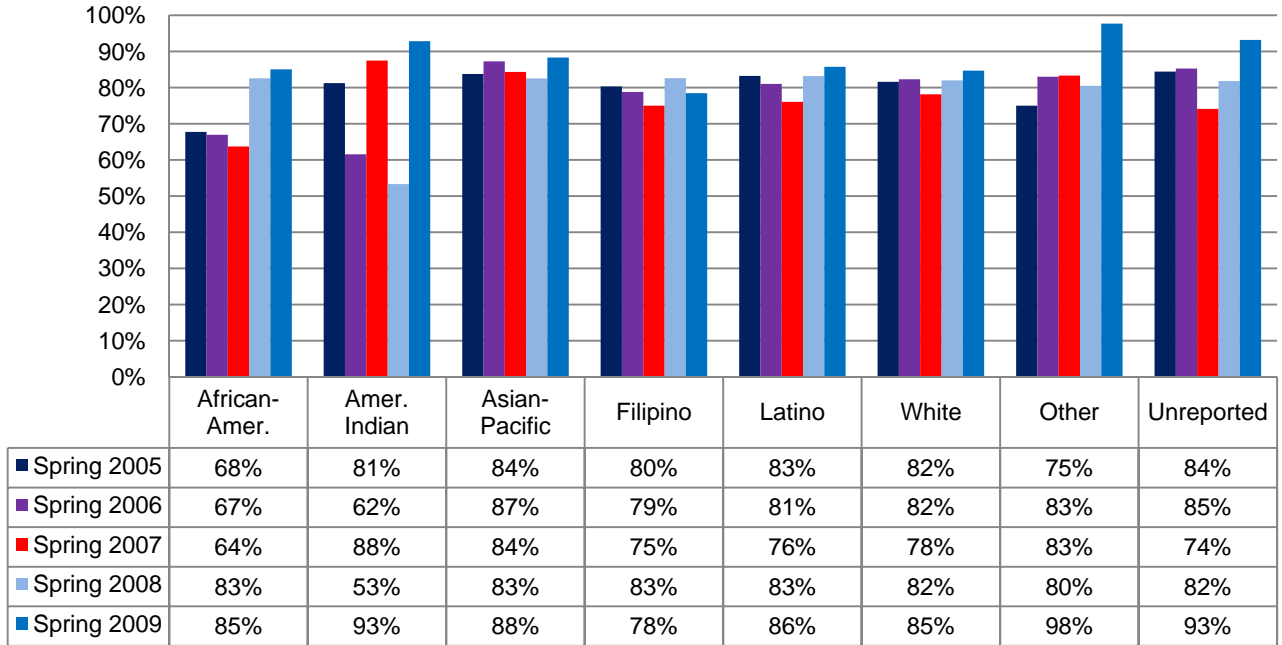


Figure 31  
Basic Skills ESOL retention rates by ethnicity (Spring terms)

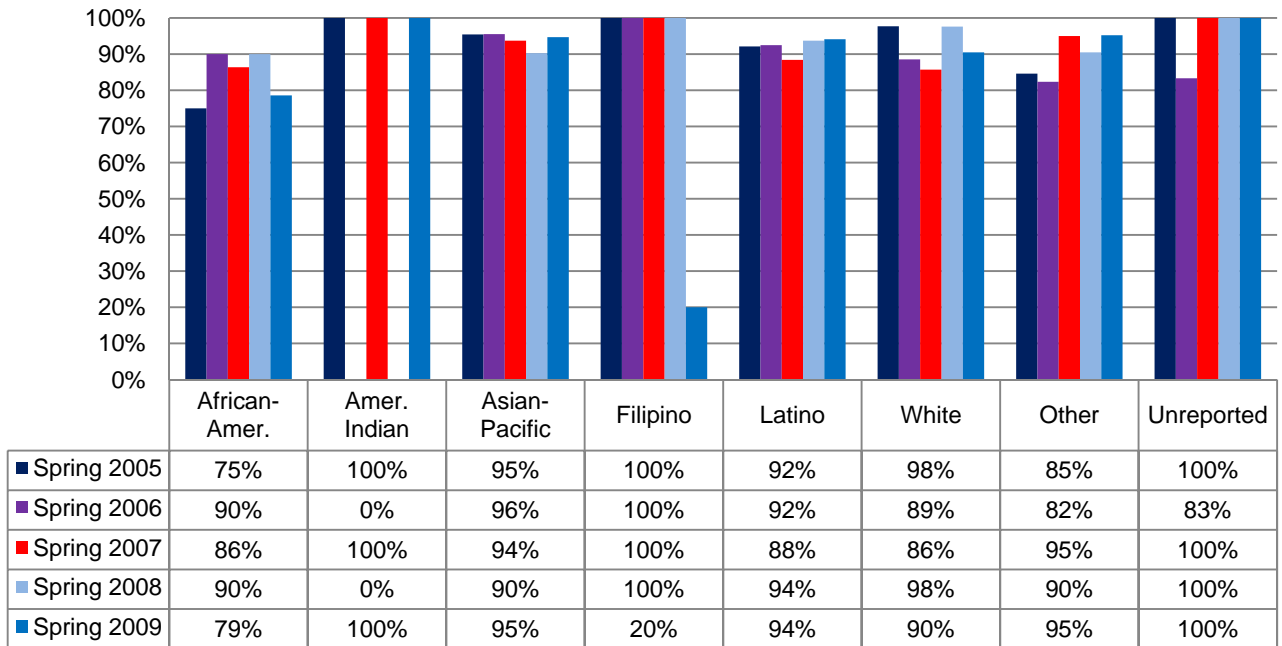
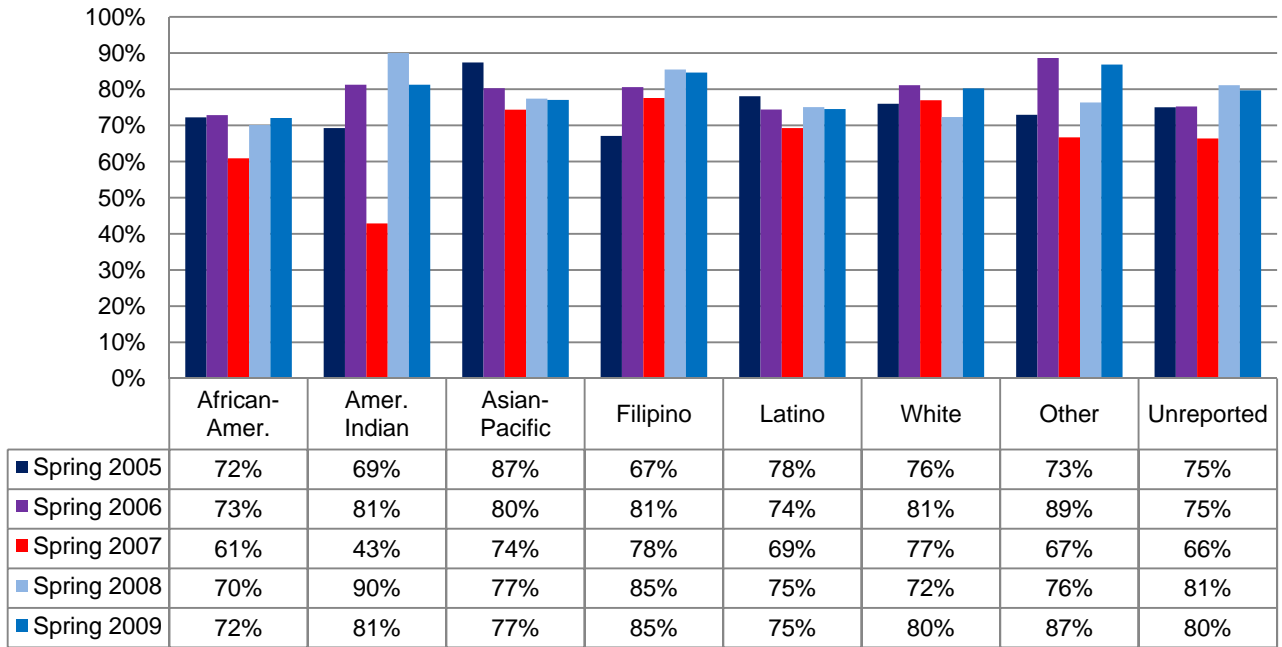


Figure 32  
Basic Skills math retention rates by ethnicity (Spring terms)



Mesa College Basic Skills Course Success Rates  
Fall Terms: 2004 – 2008

Figure 33  
Basic Skills English course success rates (Fall terms)

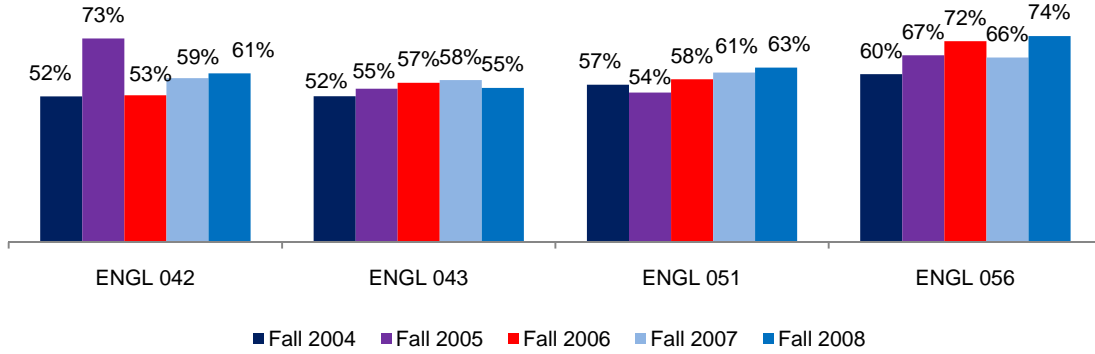


Figure 34  
Basic Skills ESOL Writing course success rates (Fall terms)

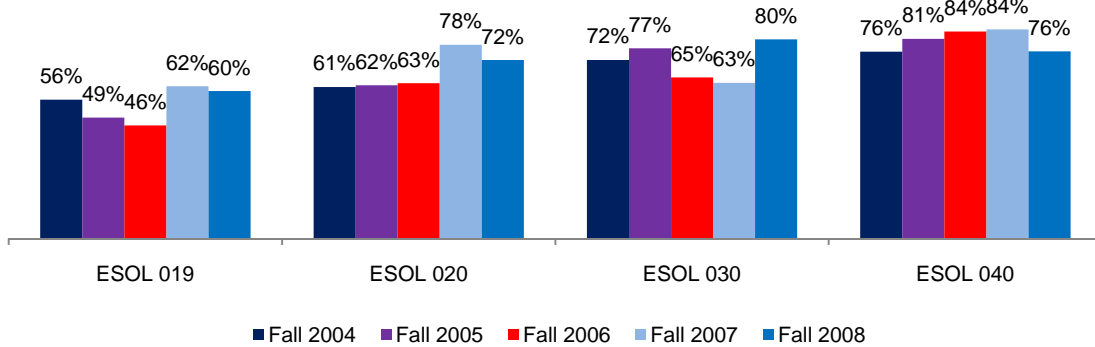


Figure 35  
Basic Skills ESOL Reading course success rates (Fall terms)

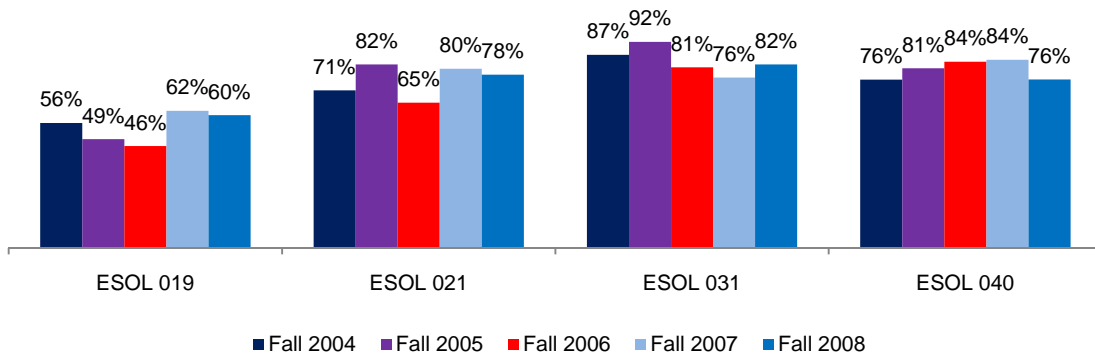


Figure 36  
Basic Skills ESOL Listening/Speaking course success rates (Fall terms)

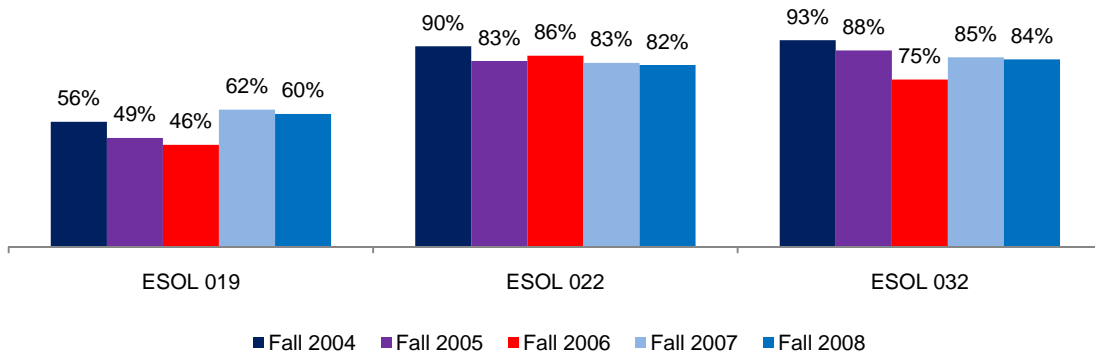
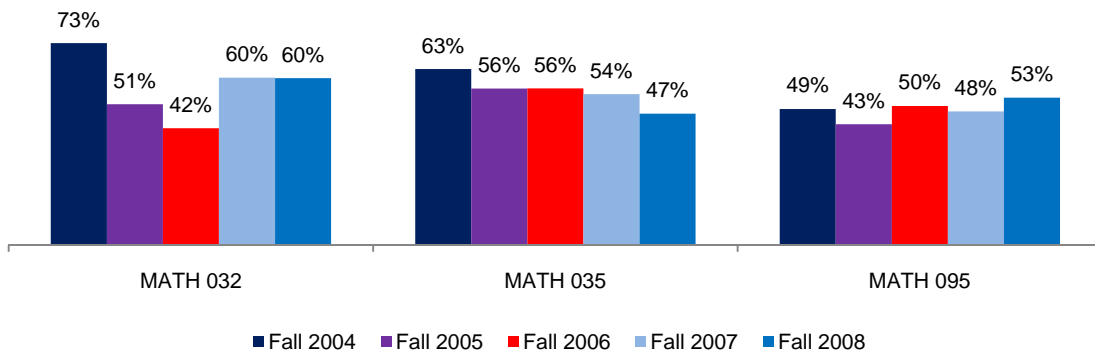


Figure 37  
Basic Skills math course success rates (Fall terms)



Mesa College Basic Skills Course Success Rates  
Spring Terms: 2005 – 2009

Figure 38  
Basic Skills English course success rates (Spring terms)

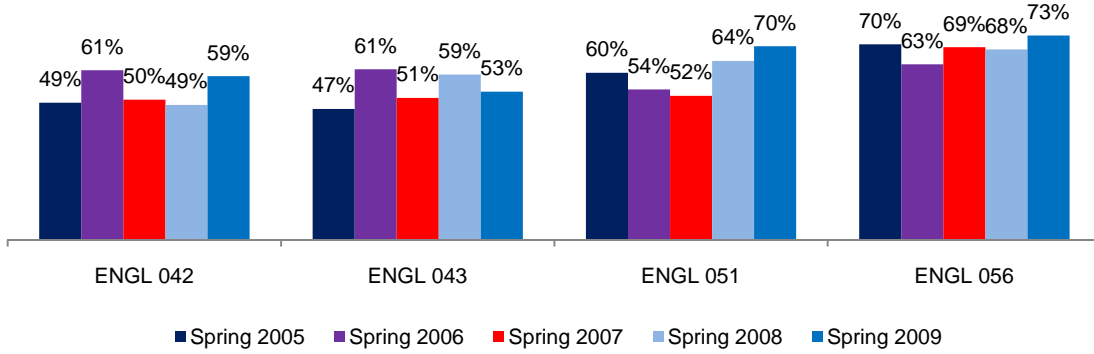


Figure 39  
Basic Skills ESOL Writing course success rates (Spring terms)

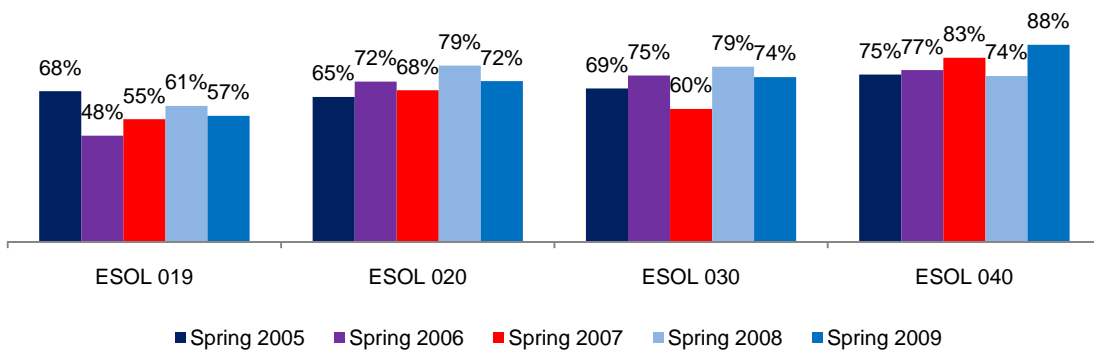


Figure 40  
Basic Skills ESOL Reading course success rates (Spring terms)

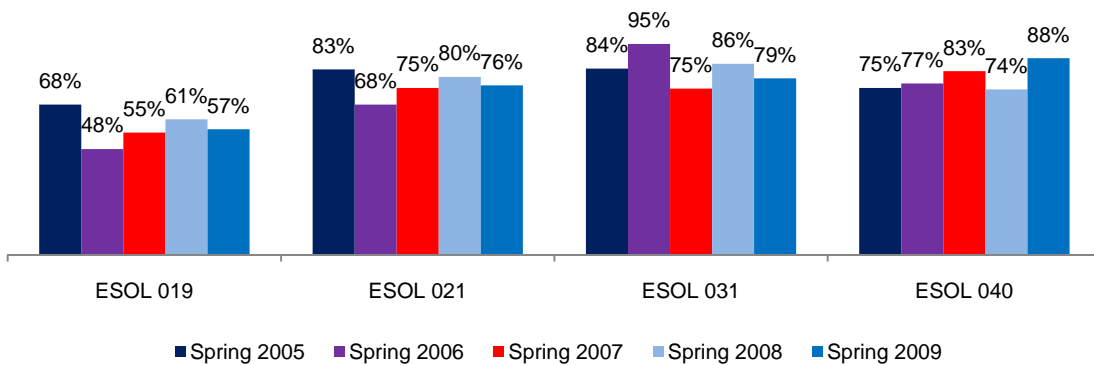


Figure 41  
Basic Skills ESOL Listening/Speaking course success rates (Spring terms)

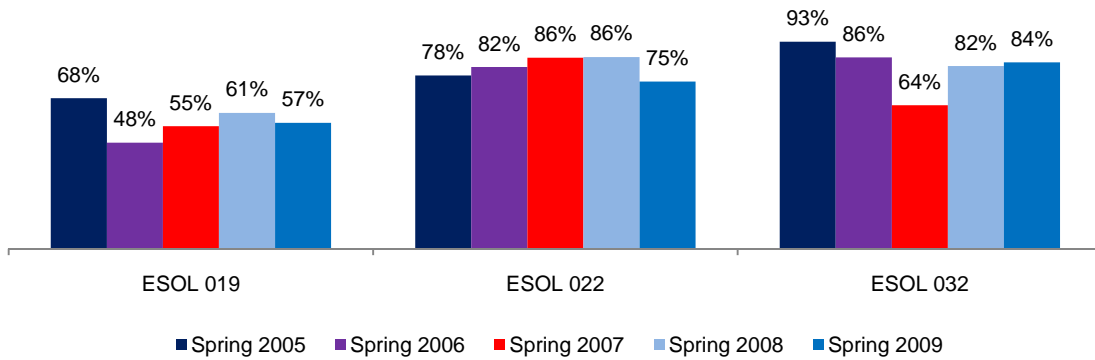
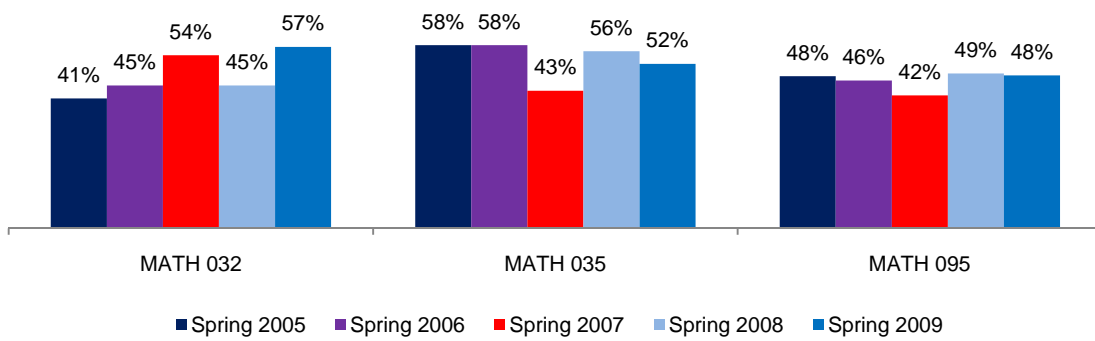


Figure 42  
Basic Skills math course success rates (Spring terms)





Mesa College Basic Skills Subject Success Rates by Ethnicity  
Fall Terms: Fall 2004 – 2008

Figure 43  
Basic Skills English success rates by ethnicity (Fall terms)

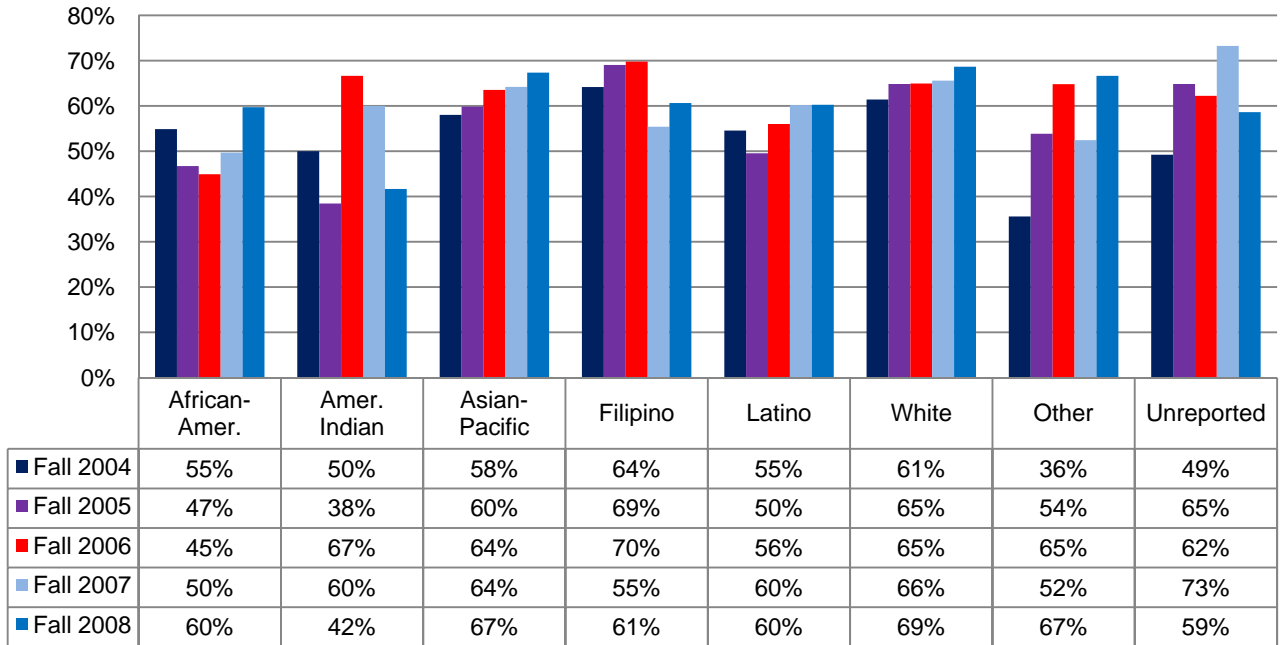


Figure 44  
Basic Skills ESOL success rates by ethnicity (Fall terms)

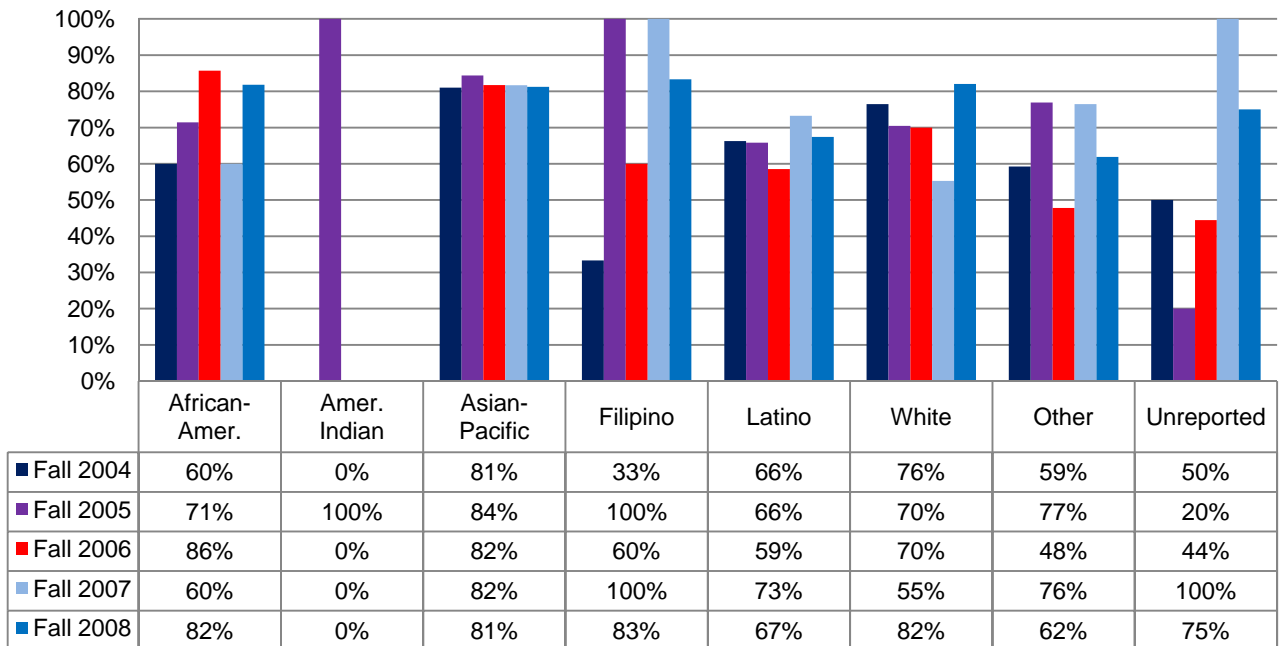
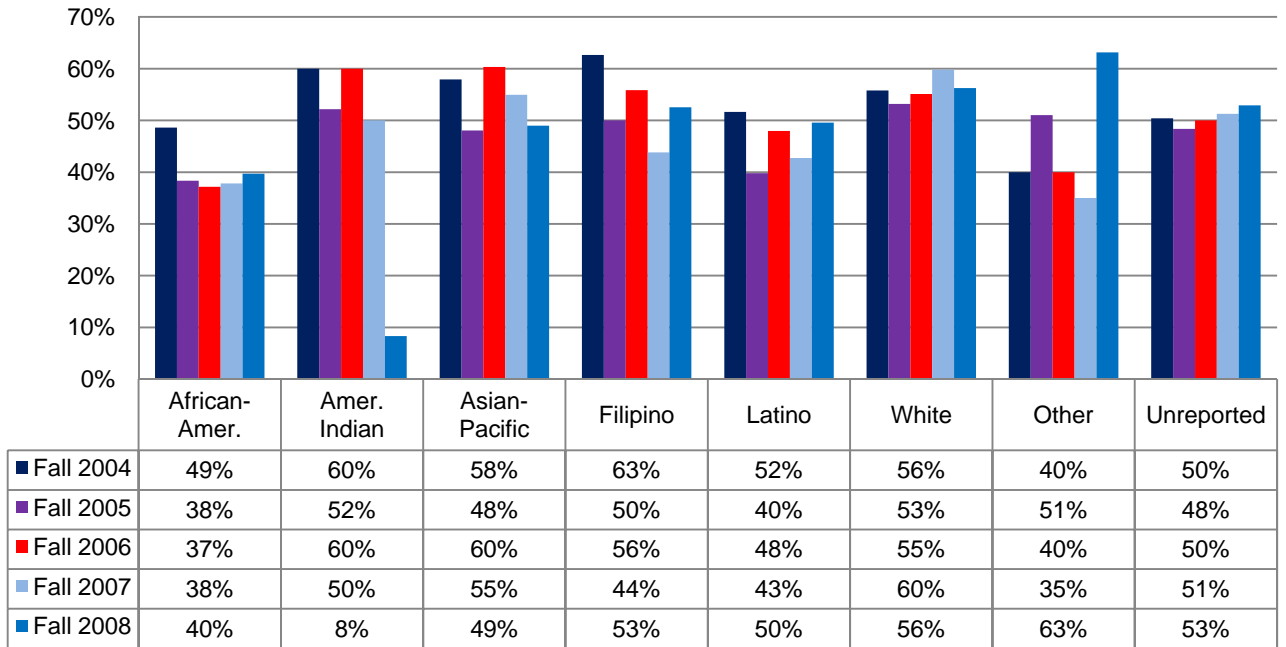


Figure 45  
Basic Skills math success rates by ethnicity (Fall terms)



Mesa College Basic Skills Subject Success Rates by Ethnicity  
Spring Terms: 2005 – 2009

Figure 46  
Basic Skills English success rates by ethnicity (Spring terms)

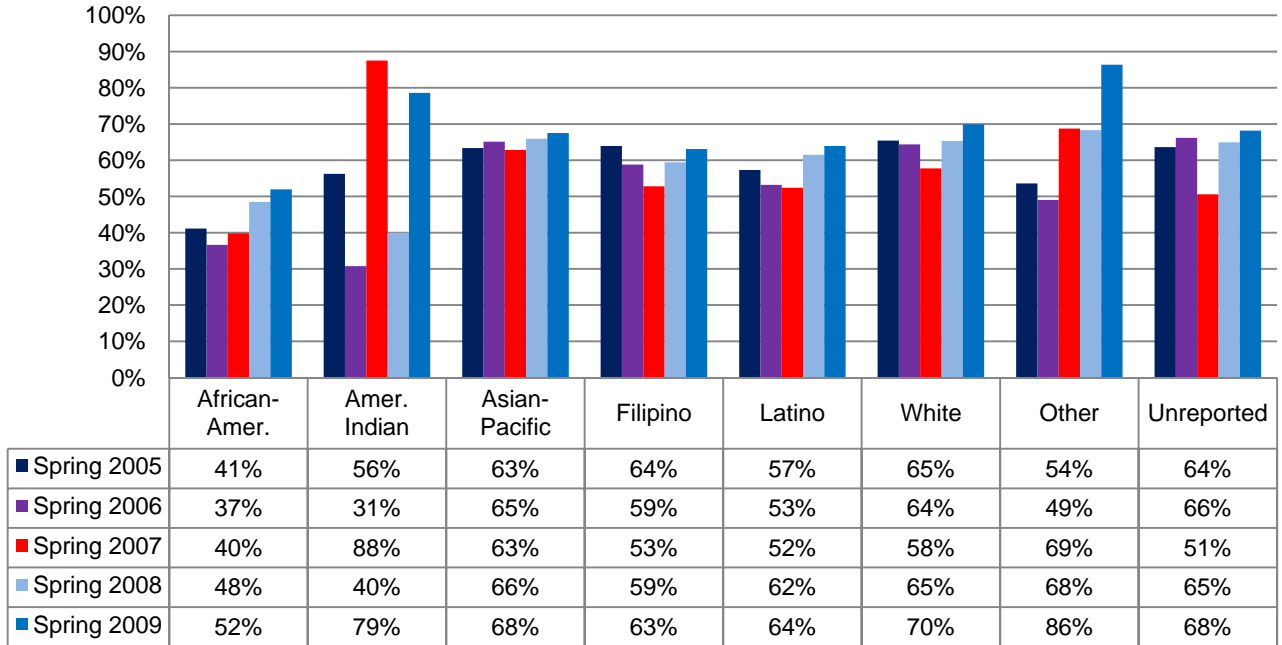


Figure 47  
Basic Skills ESOL success rates by ethnicity (Spring terms)

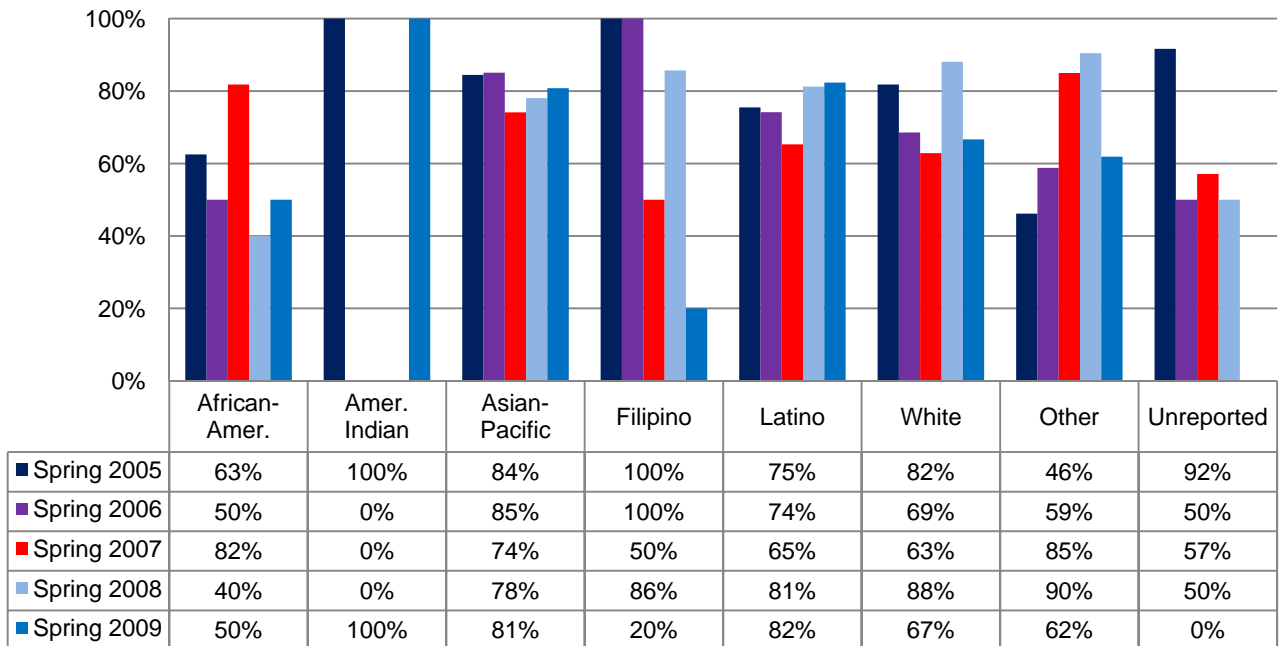
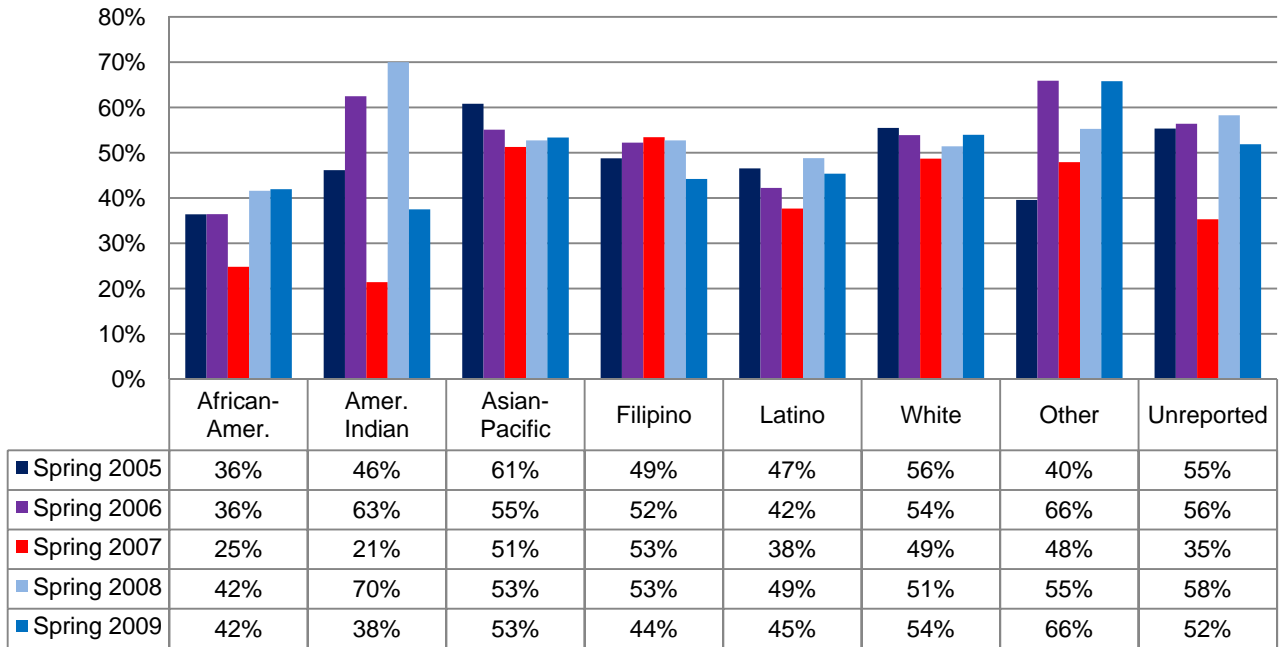


Figure 48  
Basic Skills math success rates by ethnicity (Spring terms)



# Supplemental Instruction

## Part IV: Supplemental Instruction / Instructional Assistants

This section of the report investigates whether there are any differences in student outcomes, retention and success, between students in sections with Supplemental Instruction (SI) and those in sections without Supplemental Instruction (non-SI). Figures 49 through 52 show the course retention rates for SI v. Non-SI, while Figures 53 through 56 display the course success rates for SI v. Non-SI.

### TERMS AND DEFINITIONS:

**Supplemental Instruction / Instructional Assistants:** signifies tutors, educational technicians, instructional aides, or other paraprofessionals who supplement instruction with one-to-one tutoring and/or student peer-group facilitation.

**Retention Rates:** Percent of students retained in courses out of total enrolled in courses. 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 first census.

**Success Rates:** Percent of students who successfully complete a course out of total students enrolled in the course. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students with grade notations A, B, C, or CR and denominator = Total number of valid enrollments as of first census.

### SAMPLE SIZES:

	Fall 2008 Number of course sections		Spring 2009 Number of course sections	
	SI	Not SI	SI	Not SI
ENGLISH	8	66	5	81
MATHEMATICS	12	26	10	26

**NOTE:** Caution should be exercised in the consideration of findings regarding Supplemental Instruction as the number of course sections with SI/IA was considerably smaller than the number of those without SI/IA.

## Summary of Findings

In Fall 2008, the English 042 sections with SI had lower retention rates (81%) than did those without SI (83%), while the reverse was true for English 051 as the sections with SI had higher success rates (92%) than did those without SI (84%). In Spring 2009, for the two English courses that offered Supplemental Instruction, the retention rates for sections with SI were lower than for those without SI.

In Fall 2008, for English courses, SI sections had higher success rates than did non-SI sections, while the reverse was true for Spring 2009 whereby SI sections had lower success rates than did non-SI sections.

In Fall 2008 and Spring 2009, for Math 035 and Math 095, the sections with SI had retention rates that were either equal to or lower than those for sections without SI.

In Fall 2008 and Spring 2009, for Math 035 and Math 095, the sections with SI had lower success rates than did those without SI.

Mesa College Supplemental Instruction (SI) Course Retention Rates  
Fall 2008 and Spring 2009

Figure 49  
Basic Skills English course retention rates for SI v. Non-SI (Fall 2008)

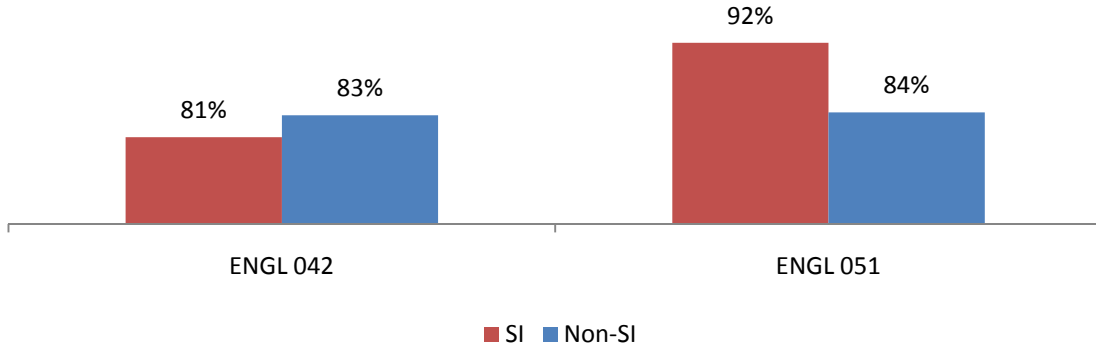


Figure 50  
Basic Skills math course retention rates for SI v. Non-SI (Fall 2008)

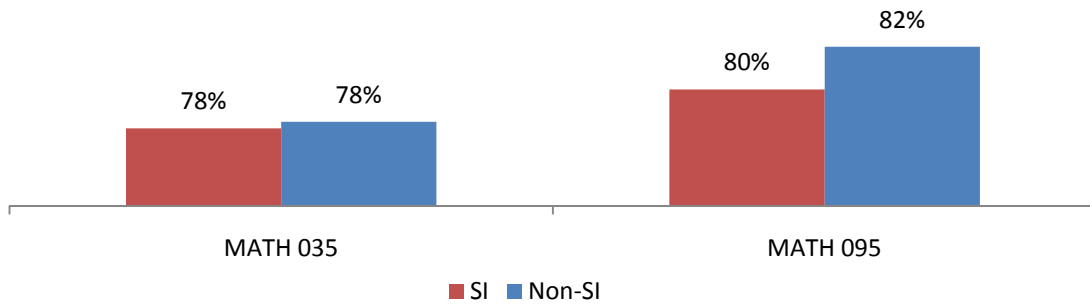




Figure 51  
Basic Skills English course retention rates for SI v. Non-SI (Spring 2009)

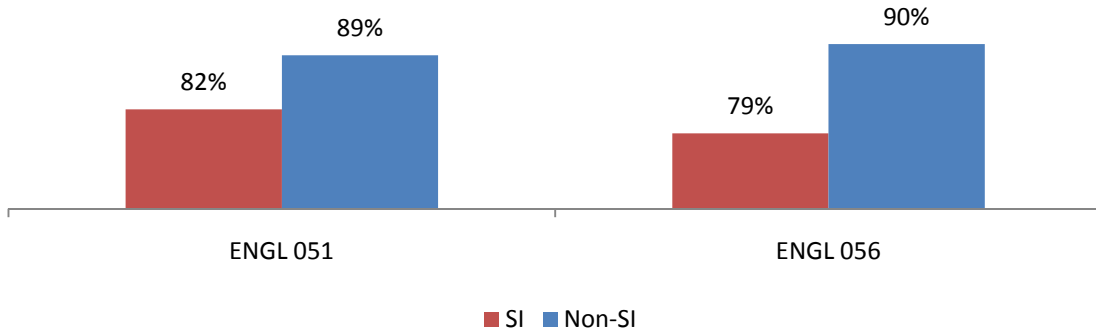
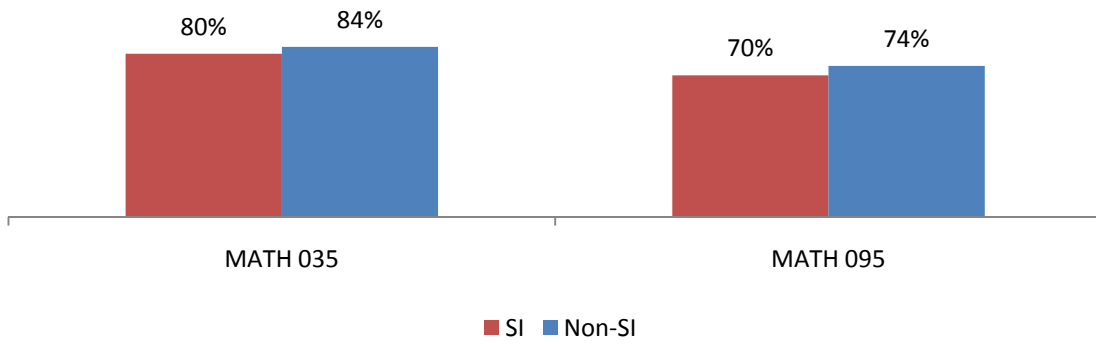


Figure 52  
Basic Skills math course retention rates for SI v. Non-SI (Spring 2009)



Mesa College Supplemental Instruction (SI) Course Success Rates  
Fall 2008 and Spring 2009

Figure 53  
Basic Skills English course success rates for SI v. Non-SI (Fall 2008)

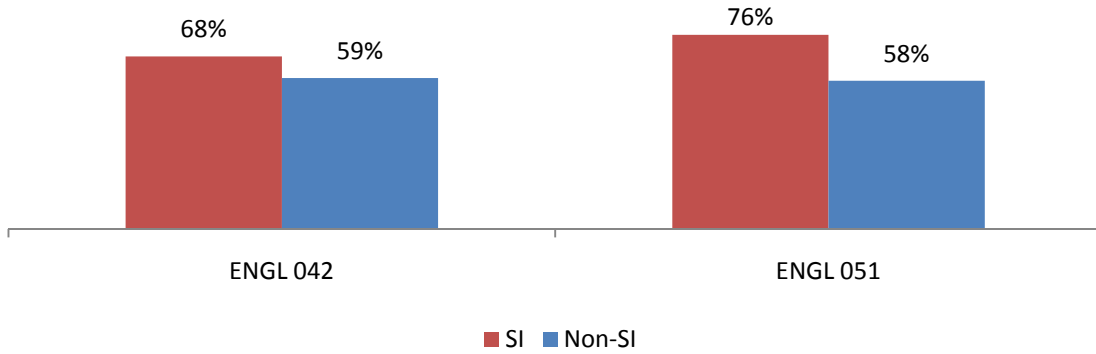


Figure 54  
Basic Skills math course success rates for SI v. Non-SI (Fall 2008)

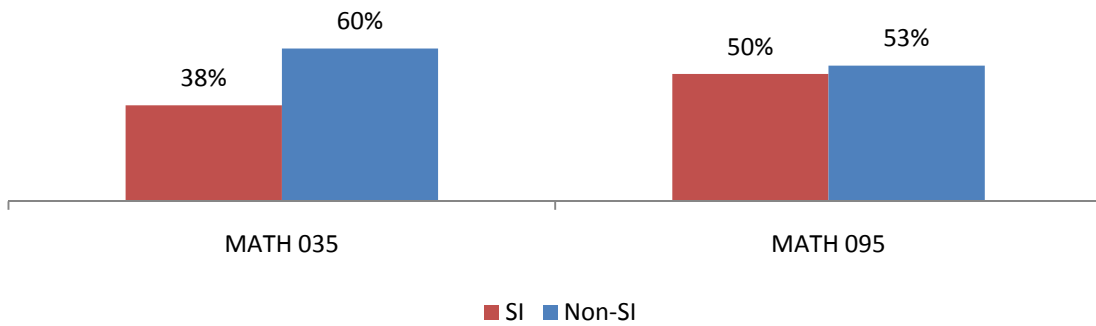


Figure 55  
Basic Skills English course success rates for SI v. Non-SI (Spring 2009)

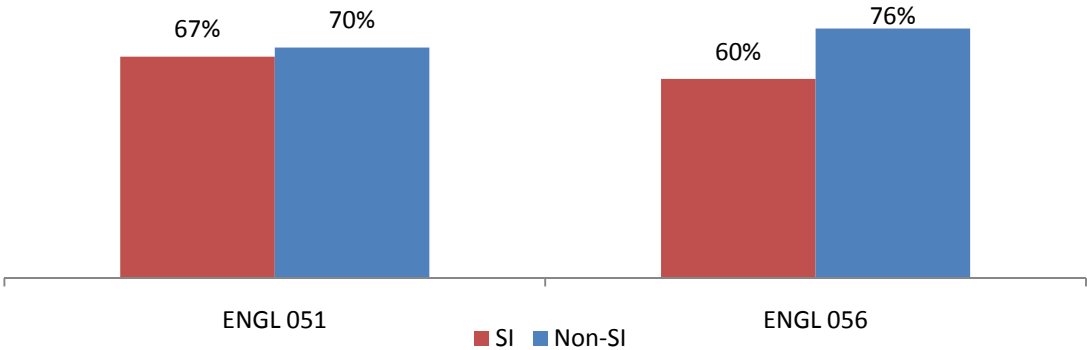
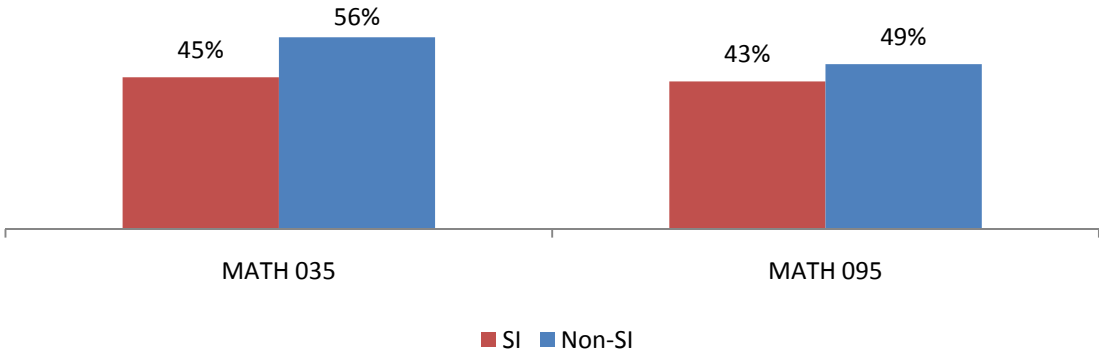


Figure 56  
Basic Skills math course success rates for SI v. Non-SI (Spring 2009)



# **Cohort Tracking: Transition Basic Skills Courses**

## Part V: Transition Courses Cohort Tracking

In this section of the report, three fall term cohorts (Fall 2002, Fall 2003, and Fall 2004) for each of three Basic Skills transition courses (ENGL 051, ESOL 040, and MATH 095) are tracked to determine when they attain degrees, certificates, or transfer and how many of them achieved these outcomes. The Fall term cohorts are tracked beginning with the cohort term and ending with the most recent term for which data are available. Thus, the Fall 2002 and Fall 2003 cohorts are tracked for six years each, and the Fall 2004 cohort is tracked for five years, with the 2008/2009 academic year being the final year of tracking for each cohort. In each data table, *Enrollment* represents the total number of students who enrolled in a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) excluding those who concurrently enrolled in a four-year university, degree holders, and high school students. In addition, *Cohort size* represents the total number of students eligible to be included in the cohort (see cohort description under Cohort). Any student who achieves a particular milestone is counted as having attained that milestone, regardless of the number of units earned or the educational objective stated. Tables 12 through 14 display cohort tracking for degrees earned, certificates attained, and transfer.

### TERMS AND DEFINITIONS:

**Cohort:** Defined in this report as incoming students (any first-time student enrolled in units as of first census, excluding students concurrently enrolled in a four-year university, degree holders, and high school students) who enrolled in and successfully completed a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) during one of three fall terms: Fall 2002, Fall 2003, and Fall 2004.

**Transition Course:** The highest-level course in a Basic Skills sequence, defined in this study as ENGL 051, ESOL 040, and MATH 095.

## Summary of Findings

For the terms being tracked, the average enrollment in ENGL 051 was 221 per Fall term with an average course success rate of 48%, yielding an average cohort size of 107 students. Similarly, MATH 095 cohorts had an average enrollment of 238 per Fall term, and on average 60% of the students successfully completed the course, yielding an average cohort size of 142. The enrollment in ESOL 040 was much lower (6, on average) compared to the average enrollment in the other transition courses. About 88% of the students successfully completed the course which yielded an average cohort size of 5.

For ENGL 051, degree attainment tracked quite evenly throughout the years for the Fall 2002 cohort, whereas for the Fall 2003 and Fall 2004 cohorts, degree attainment did not occur in the initial Cohort Year, peaked in Year 3 or Year 4, and was quite sparse in the other years. For the ENGL 051 Fall 2002 cohort, transfer was at a plateau from Years 3 through 6, while for the Fall 2003 and Fall 2004 cohorts transfer was normally distributed with peaks in Year 4.

For all three MATH 095 Fall cohorts, degree attainment did not occur in the initial Cohort Year, peaked in Year 3, and was quite sparse during all other years being tracked. For all three MATH 095 Fall cohorts, transfer was normally distributed with peaks occurring in Year 4.

More students transferred than attained degrees within the ENGL 051 and the MATH 095 cohorts, and certificate attainment comparatively had the smallest number of students across all cohorts. For the ENGL 051 cohorts that were tracked for 6 years (Fall 2002 cohort and Fall 2003 cohort), on average, 35% of the students transferred, 16% received one or more degrees, and 2% were awarded one or more certificates. The MATH 095 Fall 2002 and Fall 2003 cohorts displayed comparable trends (38%, 21%, and 4%, on average, respectively). Note that within each cohort, students could achieve more than one outcome.

For the ESOL 040 cohorts, of all three outcomes, certificate attainment generally had the smallest number of students. No clear patterns emerged with regard to degree attainment or transfer, however, the number of students in each cohort was very small to begin with.

## Mesa College ENGL 051 Cohort Tracking for Success Outcomes

Table 12  
ENGL 051 cohort by Success Outcomes

Outcome	ENGL 051 Cohort	Enrollment	Cohort size	Cohort Year		Year 2		Year 3		Year 4		Year 5		Year 6		Cohort Total	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
Degree	Fall 2002	290	129	0	0%	3	2%	3	2%	7	5%	5	4%	3	2%	21	16%
	Fall 2003	209	102	0	0%	1	1%	11	11%	3	3%	1	1%	1	1%	17	17%
	Fall 2004	165	91	0	0%	0	0%	3	3%	10	11%	3	3%	--	--	16	18%
Certificate	Fall 2002	290	129	0	0%	0	0%	0	0%	1	1%	3	2%	1	1%	5	4%
	Fall 2003	209	102	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	1	1%
	Fall 2004	165	91	0	0%	0	0%	1	1%	1	1%	0	0%	--	--	2	2%
Transfer	Fall 2002	290	129	0	0%	3	2%	10	8%	10	8%	10	8%	10	8%	43	33%
	Fall 2003	209	102	2	2%	5	5%	7	7%	13	13%	2	2%	3	3%	32	31%
	Fall 2004	165	91	1	1%	7	8%	9	10%	16	18%	6	7%	--	--	39	43%

Source: SDCCD Information System

Note. 1) **Cohort:** Defined in this report as incoming students (any first-time student enrolled in units as of first census, excluding students concurrently enrolled in a four-year university, degree holders, and high school students) who enrolled in and successfully completed a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) during one of three fall terms: Fall 2002, Fall 2003, and Fall 2004.

2) **Transition Course:** The highest-level course in a Basic Skills sequence, defined in this study as ENGL 051, ESOL 040, and MATH 095.

## Mesa College ESOL 040 Cohort Tracking for Success Outcomes

Table 13  
ESOL 040 cohort by Success Outcomes

Outcome	ESOL 040 Cohort	Enrollment	Cohort size	Cohort Year		Year 2		Year 3		Year 4		Year 5		Year 6		Cohort Total	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
Degree	Fall 2002	10	8	0	0%	0	0%	0	0%	3	38%	0	0%	0	0%	3	38%
	Fall 2003	3	3	0	0%	0	0%	1	33%	1	33%	0	0%	0	0%	2	67%
	Fall 2004	4	4	0	0%	0	0%	0	0%	0	0%	0	0%	--	--	0	0%
Certificate	Fall 2002	10	8	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Fall 2003	3	3	0	0%	0	0%	1	33%	0	0%	0	0%	0	0%	1	33%
	Fall 2004	4	4	0	0%	0	0%	0	0%	1	25%	0	0%	--	--	1	25%
Transfer	Fall 2002	10	8	0	0%	0	0%	0	0%	0	0%	1	13%	0	0%	1	13%
	Fall 2003	3	3	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	2	67%
	Fall 2004	4	4	0	0%	0	0%	0	0%	2	50%	0	0%	--	--	2	50%

Source: SDCCD Information System

Note. 1) **Cohort:** Defined in this report as incoming students (any first-time student enrolled in units as of first census, excluding students concurrently enrolled in a four-year university, degree holders, and high school students) who enrolled in and successfully completed a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) during one of three fall terms: Fall 2002, Fall 2003, and Fall 2004.

2) **Transition Course:** The highest-level course in a Basic Skills sequence, defined in this study as ENGL 051, ESOL 040, and MATH 095.



Mesa College MATH 095 Cohort Tracking for Success Outcomes

Table 14  
MATH 095 cohort by Success Outcomes

Outcome	MATH 095 Cohort	Enrollment	Cohort size	Cohort Year		Year 2		Year 3		Year 4		Year 5		Year 6		Cohort Total	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
Degree	Fall 2002	335	193	0	0%	2	1%	19	10%	12	6%	3	2%	8	4%	44	23%
	Fall 2003	232	150	0	0%	4	3%	16	11%	6	4%	5	3%	1	1%	32	21%
	Fall 2004	147	82	0	0%	1	1%	8	10%	5	6%	3	4%	--	--	17	21%
Certificate	Fall 2002	335	193	0	0%	1	1%	3	2%	2	1%	2	1%	1	1%	9	5%
	Fall 2003	232	150	0	0%	1	1%	2	1%	1	1%	0	0%	0	0%	4	3%
	Fall 2004	147	82	0	0%	2	2%	1	1%	1	1%	0	0%	--	--	4	5%
Transfer	Fall 2002	335	193	1	1%	14	7%	11	6%	24	12%	21	11%	9	5%	80	41%
	Fall 2003	232	150	0	0%	3	2%	13	9%	19	13%	9	6%	3	2%	47	31%
	Fall 2004	147	82	0	0%	3	4%	9	11%	17	21%	7	9%	--	--	36	44%

Source: SDCCD Information System

Note. 1) **Cohort:** Defined in this report as incoming students (any first-time student enrolled in units as of first census, excluding students concurrently enrolled in a four-year university, degree holders, and high school students) who enrolled in and successfully completed a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) during one of three fall terms: Fall 2002, Fall 2003, and Fall 2004.

2) **Transition Course:** The highest-level course in a Basic Skills sequence, defined in this study as ENGL 051, ESOL 040, and MATH 095.

## Concluding Remarks

## Concluding Remarks

Increasingly over the past five fall terms, more and more incoming students at Mesa placed into Basic Skills-level English and math. While the increase in these numbers is consistent with the overall increase in general student enrollment at Mesa, the proportion of incoming students placing into Basic Skills levels outpaces the general increase in student enrollment. Over the past five fall terms, the proportion of incoming students placing into Basic Skills English and math has increased for White students, decreased and then increased but remained stable overall for Latino students, and decreased for Asian/Pacific Islanders and African-Americans. African-American and Latino students are over-represented among incoming students who place below Basic Skills-level English. Similarly, enrollments in all Basic Skills-level English and math courses have increased in number over the past five years, with the exception of Math 095.

The increase in proportions of incoming students at Mesa placing into and enrolling in Basic Skills level courses, at a rate that outpaces general increases in enrollment, is concurrent with a regional and national trend of improvement in high school attainments. The SDCCD High School to Community College Pipeline Report 2009 suggests that educational attainments have been improving among San Diego high school students; yet at Mesa College placement into and enrollment in Basic Skills-level courses has been on the rise. This contradiction in trends suggests that perhaps the alignment between K-12 and community college curricula needs to be examined.

Retention and success rates in Basic Skills English have improved over the past five years, yet in Basic Skills math, retention rates and success rates have had mixed. These mixed results for math suggest, again, that perhaps the alignment between K-12 and community college curricula, particularly in math, needs to be examined.

Success rates across ethnic groups in Basic Skills courses at Mesa have generally proven to be inequitable. Overall five-year averages comparing across ethnic groups shows that success rates in math are lowest for African-Americans, those categorized as Other, and Latinos and comparatively higher for Whites, Asian/Pacific-Islanders, and Filipinos. However, the gaps in success rates at Mesa have generally narrowed over the past five years, and in one case, the gap disappeared and then reversed. These findings are consistent with those of the National Center for Education Statistics (<http://www.nces.ed.gov/fastfacts/display.asp?id=27>), which posits that positive gains have been made in high school attainments, particularly among African-American and Latino students, during the past 38 years and that achievement gaps, although still existent, are narrowing. Also, the Environmental Scan 2006 ([http://research.sdccd.edu/Include/Miscellaneous/Environmental%20Scan\\_July%202006.pdf](http://research.sdccd.edu/Include/Miscellaneous/Environmental%20Scan_July%202006.pdf)) projects that in San Diego, which is currently a “minority-majority” city, the bulk of population growth will be in the Latino community and the economy will continue to become increasingly knowledge-based. Jobs in the San Diego region

requiring an Associate degree are among the fastest-growing in the job market. Nationwide as well, the focus has sharpened on community colleges and the potential that they have to rebuild our economy. Thus, continuation of efforts to strengthen K-16 educational pipelines and increase equity in outcomes among Latino students is critical to rebuilding the regional and national economy.

Supplemental Instruction (SI) at Mesa has produced mixed outcomes with regard to success and retention rates of sections with SI and those without SI. Since this was the first year of implementation (2008/09), further data analysis would likely reveal whether there is improvement in outcomes as the implementation of SI is refined and expanded.

Research shows that a student who enrolls in English 051 during the first term at Mesa would need a minimum of two years to earn an Associate degree or transfer to a four-year institution, taking into account course sequencing, pre-requisites, and degree and transfer requirements and provided that the student remains enrolled in at least 16 degree-applicable or transferrable units per term continuously and passes all levels of coursework successfully upon first try. Under the same assumptions, a student who enrolls in Math 095 during the first term at Mesa would similarly need a minimum of two years to earn an Associate degree or transfer. Cohort Tracking of Transition Courses showed that degree attainment and transfer peaked in the third or fourth year out of the six years being tracked (five years tracked for the most recent cohort). Considering the fact that the majority of our students are part-time, not full-time, and juggle multiple responsibilities that may inhibit continuous full-time enrollment, the cohort-tracking findings for the English 051 and/or Math 095 cohorts examined in this study suggest that students were generally “on track” for degree completion and/or transfer.