



All Colleges Basic Skills Report 2010

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Overview of the Basic Skills Report 2010

This report on students enrolled in Basic Skills courses provides follow-up and additional information to the Basic Skills Report that was produced in 2009/10. This report is intended for the college Basic Skills Committees, faculty, student support staff, college 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, student outcomes (i.e., success, retention) and persistence. New information in this report compares the success of Basic Skills students in Non-Basic Skills courses. The key questions that this report will serve to answer are:

1. What proportion of incoming students place into Basic Skills courses?
2. How has the number of enrollments in Basic Skills courses changed over the past five years?
3. What is the term to term persistence rate of students in Basic Skills courses?
4. How well do students perform in their Basic Skills courses?
5. How well do Basic Skills students perform in Non-Basic Skills courses?

Whenever possible, these research questions are examined with respect to ethnicity, as well as longitudinal trends, and benchmarked as a 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, 048 (formerly numbered English 056), and 049 (formerly numbered English 051); Math 034 (formerly numbered Math 032), 038 (formerly numbered Math 035) and 046 (formerly numbered Math 095); and all ESOL courses.

For benchmarking purposes, the college-level reports include five-year averages and may be compared with the All Colleges data. The All Colleges data include Basic Skills 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.

Listing of Basic Skills Courses Included in the Basic Skills Report 2010*

ENGLISH COURSES:

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

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 034: Basic Mathematics and Study Skills (previously MATH 032)
- MATH 038: Pre-Algebra and Study Skills (previously MATH 035)
- MATH 046: Elementary Algebra and Geometry (previously MATH 095)

*NOTE: The Basic Skills Report 2010 provides data on all courses that are considered Basic Skills during the reporting term of Fall 2010.

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 ¹ → ENGL 042, 043, 048, or 049
- Transfer Level → ENGL 101 or 105

ESOL PLACEMENT LEVELS

- First Level → ESOL 019
- Second Level → ESOL 020-series sequence
- Third Level → ESOL 030-series sequence
- Fourth Level → ESOL 040

MATH PLACEMENT LEVELS

- Basic Skills ² → MATH 034, 038, 046
- Associate Level → MATH 096
- Transfer Level → MATH 104, 107, 116, 118, 119, 210A

Note 1: ENGL 48 and 49 (previously ENGL 056 and 051) were designated Basic Skills courses, effective Fall 2008

Note 2: MATH 046 (previously MATH 095) was designated a Basic Skills course, effective Fall 2009.

Part I: Placement of Incoming Students

This section of the report looks at the placement levels of Basic Skills students during the five most recent fall terms for which data are available: Fall 2005 – Fall 2009. 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, 60% of incoming students who took an English placement test placed into a Basic Skills level English course, and another 11% placed into levels below Basic Skills. This trend has shifted slightly with 61% placing into Basic Skills in Fall 2005 to 55% in Fall 2009. The proportion placing into transfer level English increased from 25% in Fall 2005 to 35% in Fall 2009.

The majority of incoming students who took the ESOL placement test, placed into the first level (44% on average) while a relatively small percentage (14%) placed into the highest level. This trend has remained relatively constant over the five year period; Fall 2005 to Fall 2009.

On average, the majority of incoming students who took a math placement test placed into a Basic Skills level math course (64%). This is a trend that has remained constant over the five fall terms being reported (2005-2009). Additionally, a relatively small percentage of students (15%) placed into Associate level math or Transfer level math (21%).

A relatively large percentage of incoming students did not take either the English or Math placement test. On average, 41% did not take the English placement test and 42% did not take the math placement test. This trend has decreased for both English non-placement takers (from 56% in Fall 2005 down to 28% in Fall 2009) and math non-placement takers (from 57% in Fall 2005 down to 29% in Fall 2009) over the five fall terms being reported (2005-2009).

Latino students and White students on average made up the largest portion of students who placed into English Basic Skills levels (33% and 30% respectively). The proportion placing into Basic Skills English has increased for Latino students (from 26% in Fall 2005 to 38% in Fall 2009) and decreased for White students (30% in Fall 2005 to 26% in Fall 2009) over the five fall terms being reported (2005–2009).

Similarly, exactly one-third of those who placed into math Basic Skills levels were Latino students (34%) and almost one-third (30%) were White students. The proportion placing into Basic Skills Math has decreased slightly for White students (29% in both Fall 2005 to 26% Fall 2009) and has increased for Latino students (30% in Fall 2005 to 39% in Fall 2009) over the five fall terms being reported (2005–2009).

All Colleges Placement of Incoming Freshmen by Subject
Fall Terms Only: 2005 – 2009

Figure 1. English Placement Trends (Fall terms)

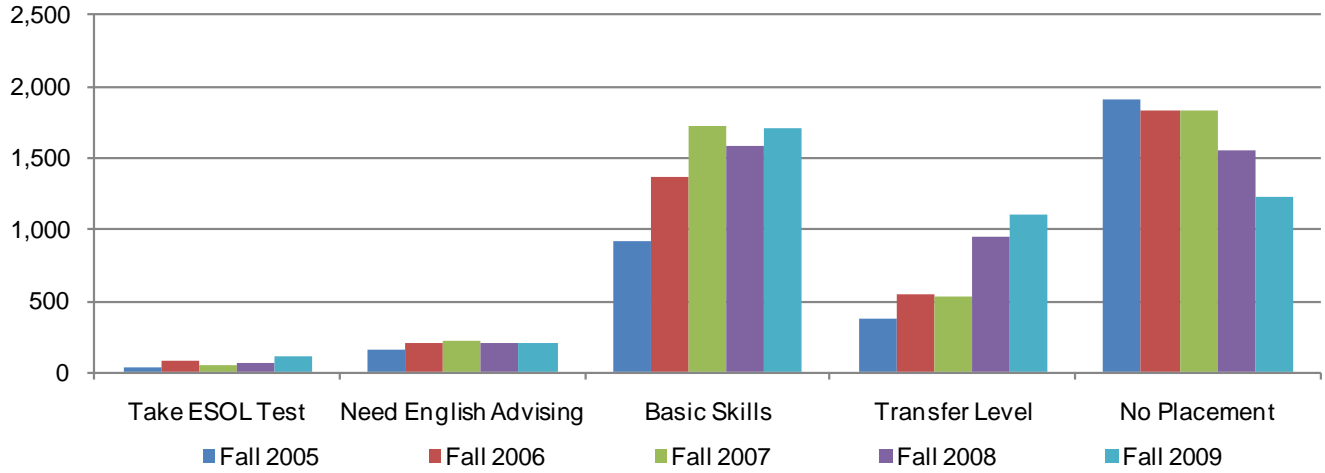


Figure 2. ESOL Placement Trends (Fall terms)

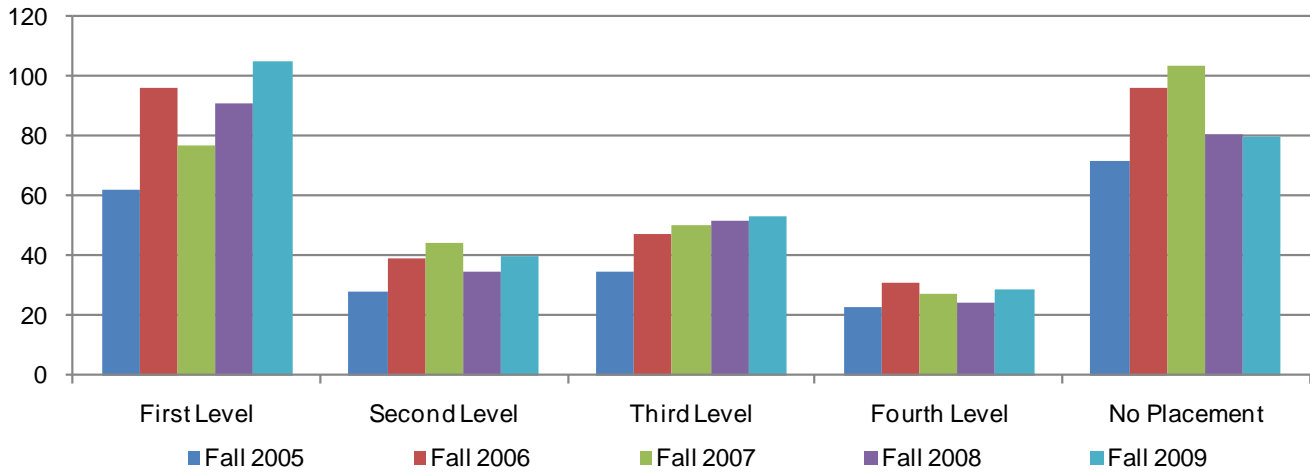
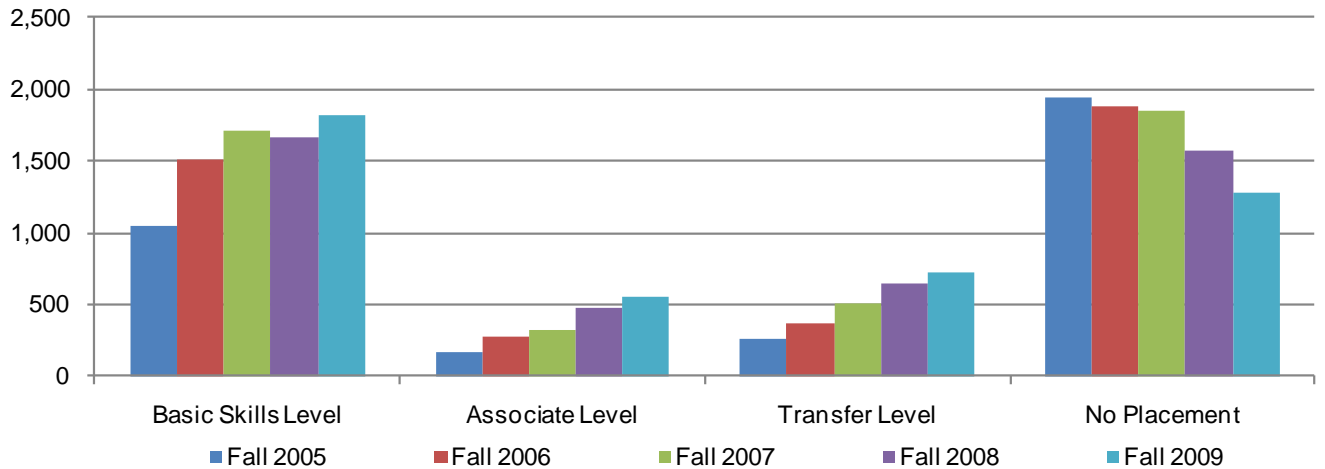


Figure 3. Math Placement Trends (Fall terms)



All Colleges Basic Skills Report 2010

All Colleges Placement of Incoming Freshmen by Subject
Fall Terms Only: 2005 – 2009

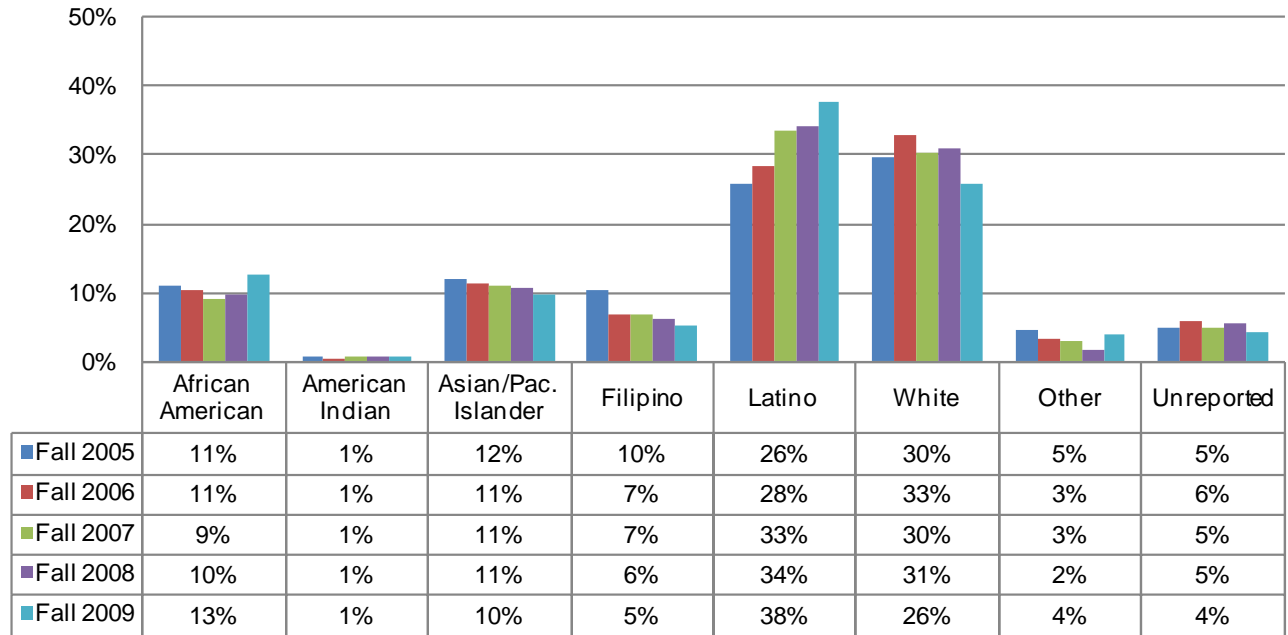
Table 1. Placement Levels for Incoming Freshmen (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
English	Take ESOL Test	42	1%	79	2%	60	1%	66	2%	109	2%	356	2%
	Need English Advising	161	5%	201	5%	230	5%	203	5%	214	5%	1,009	5%
	Basic Skills Level	924	27%	1,374	34%	1,724	39%	1,582	36%	1,717	39%	7,321	36%
	Transfer Level	380	11%	542	13%	530	12%	948	22%	1,104	25%	3,504	17%
	No Placement	1,907	56%	1,826	45%	1,830	42%	1,558	36%	1,233	28%	8,354	41%
	Total	3,414	100%	4,022	100%	4,374	100%	4,357	100%	4,377	100%	20,544	100%
ESOL	First Level	62	28%	96	31%	77	25%	91	32%	105	34%	431	30%
	Second Level	28	13%	39	13%	44	15%	35	12%	40	13%	186	13%
	Third Level	35	16%	47	15%	50	17%	52	18%	53	17%	237	17%
	Fourth Level	23	10%	31	10%	27	9%	24	8%	29	9%	134	9%
	No Placement	72	33%	96	31%	104	34%	81	29%	80	26%	433	30%
	Total	220	100%	309	100%	302	100%	283	100%	307	100%	1,421	100%
Math	Basic Skills Level	1,041	30%	1,505	37%	1,708	39%	1,670	38%	1,813	41%	7,737	38%
	Associate Level	165	5%	270	7%	321	7%	470	11%	555	13%	1,781	9%
	Transfer Level	257	8%	365	9%	501	11%	647	15%	723	17%	2,493	12%
	No Placement	1,951	57%	1,882	47%	1,844	42%	1,570	36%	1,286	29%	8,533	42%
	Total	3,414	100%	4,022	100%	4,374	100%	4,357	100%	4,377	100%	20,544	100%

Source: SDCCD Information System

All Colleges English Basic Skills Placement Levels by Ethnicity
Fall Terms Only: 2005 – 2009

Figure 4. English Basic Skills Placement by Ethnicity (Fall terms)



All Colleges ESOL Basic Skills Placement Levels by Ethnicity
Fall Terms Only: 2005 – 2009

Figure 5. ESOL First Level Placement by Ethnicity (Fall terms)

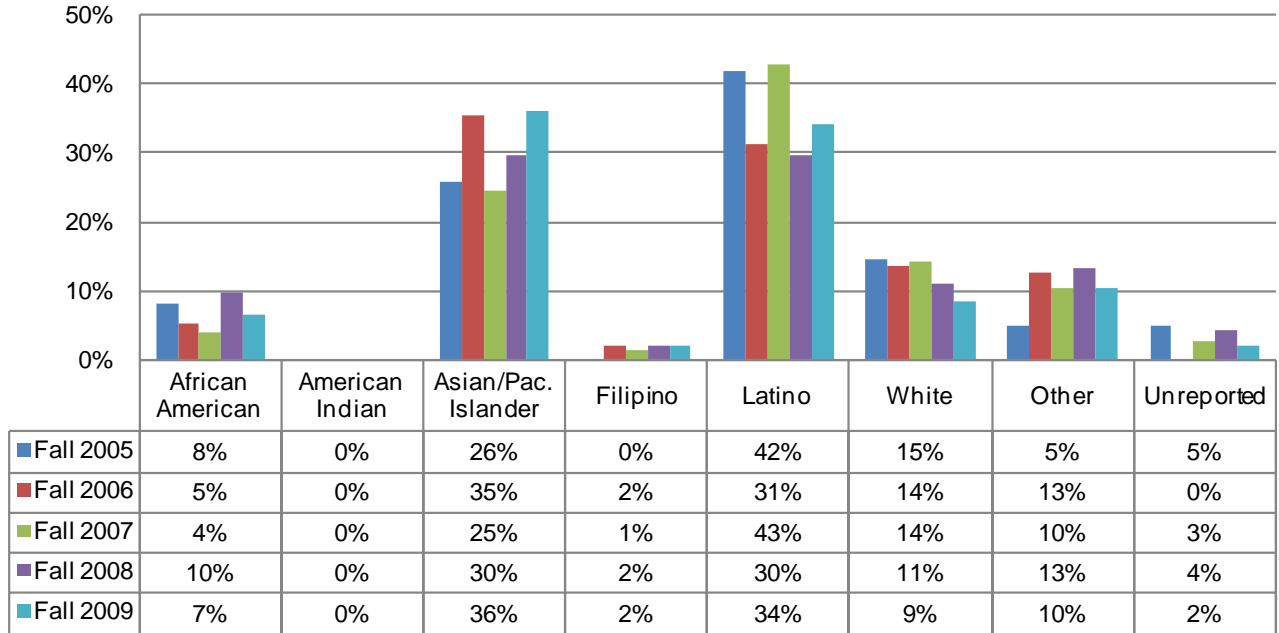


Figure 6. ESOL Second Level Placement by Ethnicity (Fall terms)

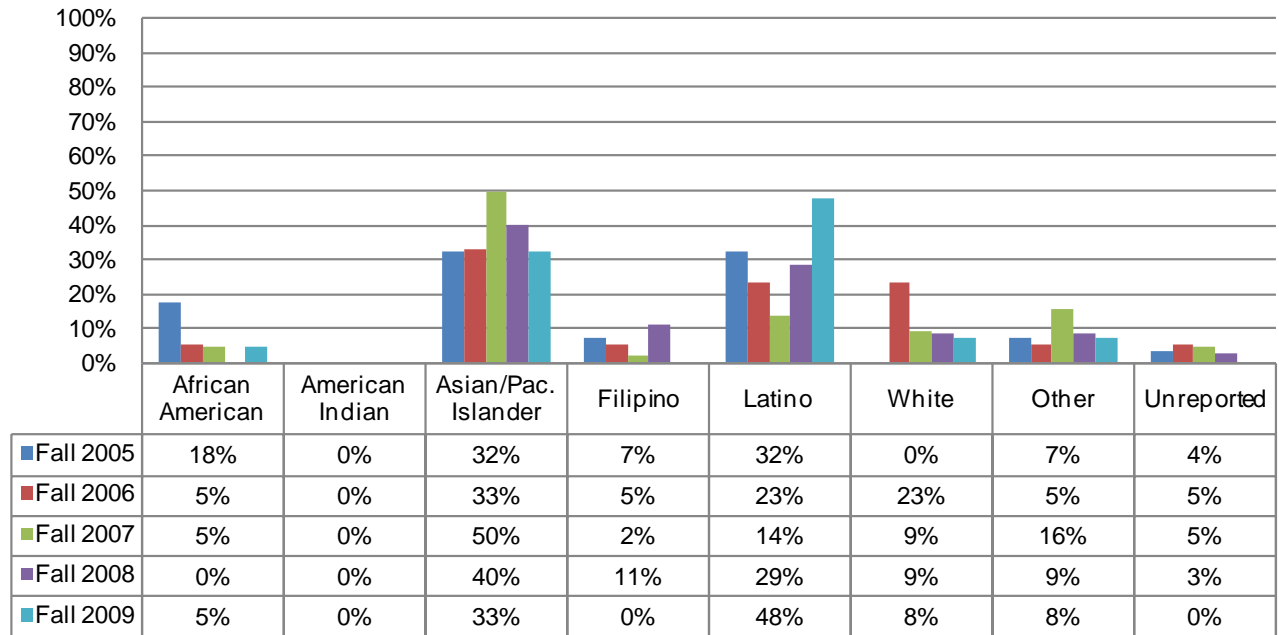


Figure 7. ESOL Third Level Placement by Ethnicity (Fall terms)

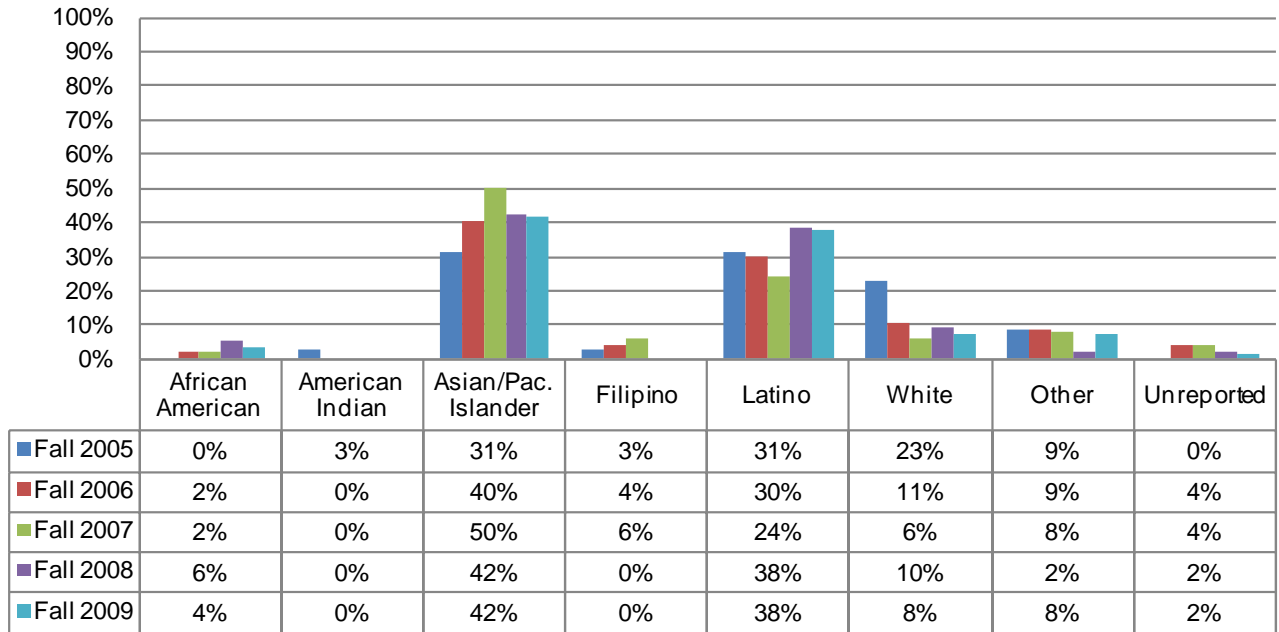


Figure 8. ESOL Fourth Level Placement by Ethnicity (Fall terms)

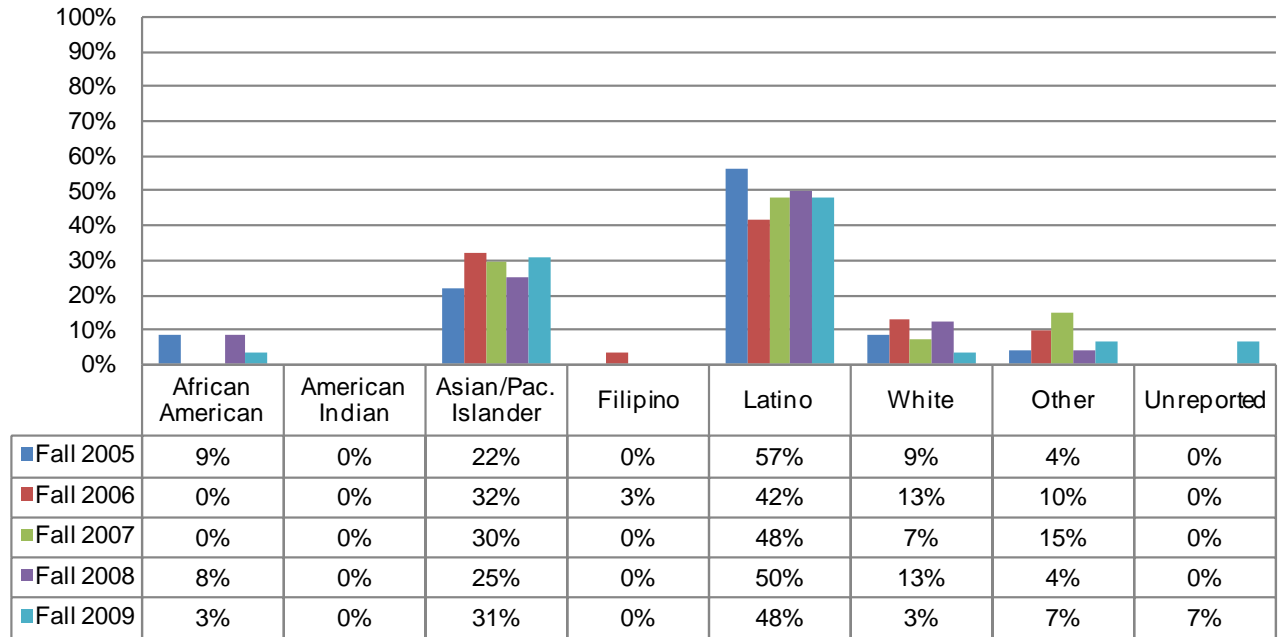
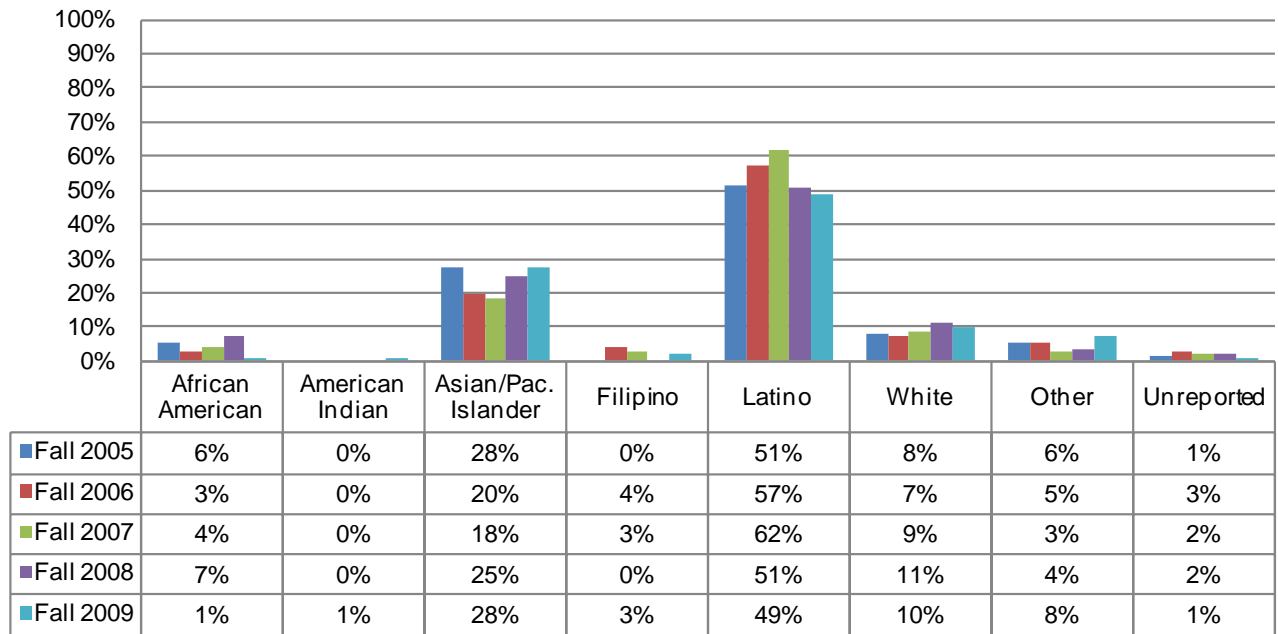
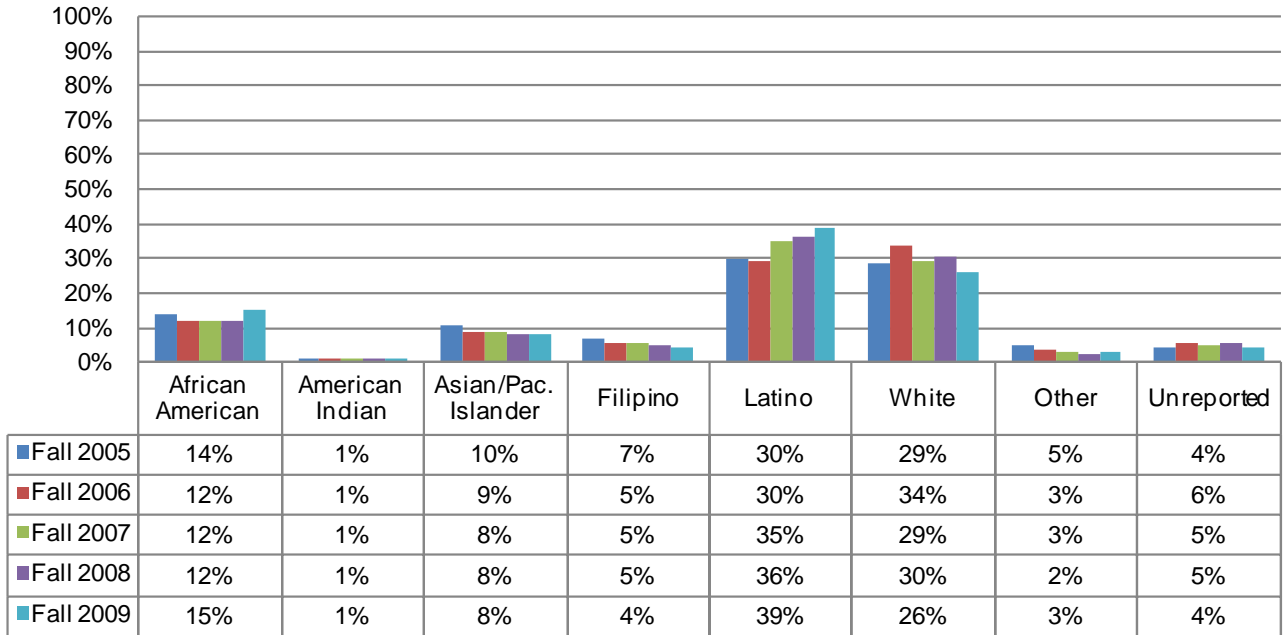


Figure 9. ESOL No Assessment by Ethnicity (Fall terms)



All Colleges Math Basic Skills Placement Levels by Ethnicity
Fall Terms Only: 2005 – 2009

Figure 10. Math Basic Skills Placement by Ethnicity (Fall terms)



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 2005 through Spring 2010. 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

The majority of Basic Skills English enrollments in the fall, on average, were in English 049 (44%) while almost one-quarter (23%) were in English 048. English 049 saw a slight decrease in enrollment between Fall 2005-2009 (48% to 41%) but remained static from Spring 2005 to Spring 2009 (44%).

The greatest percentage of ESOL enrollments were in ESOL 32 (36% on average in the Fall semesters and 39% in the Spring semesters). ESOL 22 witnessed the greatest increase in enrollment between Fall 2005-Fall 2009 (48%).

The majority of math enrollments were in Math 046 (55% in Fall and Spring semesters). Math 038 saw the greatest increase in enrollment between 2005 and 2009 (22% in fall and 30% in spring).

Approximately one-third (33%) of students who enrolled in Basic Skills English courses were Latino. On average, about 32% of the students who enrolled in Basic Skills math courses were White, while nearly 32% were Latino.

All Colleges Basic Skills Report 2010

All Colleges Basic Skills Course Enrollments
Fall Terms: 2005 – 2009

Table 2. English Basic Skills Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
English	ENGL 042	351	10%	427	10%	540	12%	628	14%	593	13%	2,539	12%
	ENGL 043	658	18%	888	21%	992	21%	978	21%	1,005	23%	4,521	21%
	ENGL 048	856	24%	939	22%	1,075	23%	1,038	23%	1,001	23%	4,909	23%
	ENGL 049	1,733	48%	1,927	46%	2,023	44%	1,933	42%	1,820	41%	9,436	44%
	Total	3,598	100%	4,181	100%	4,630	100%	4,577	100%	4,419	100%	21,405	100%

Source: SDCCD Information System

Table 3. ESOL Writing Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
ESOL	ESOL 019	136	23%	133	22%	136	20%	137	22%	150	22%	692	22%
	ESOL 020	142	24%	142	23%	155	23%	143	23%	151	22%	733	23%
	ESOL 030	176	30%	180	29%	182	27%	175	29%	198	29%	911	29%
	ESOL 040	140	24%	159	26%	213	31%	158	26%	175	26%	845	27%
	Total	594	100%	614	100%	686	100%	613	100%	674	100%	3,181	100%

Source: SDCCD Information System

Table 4. ESOL Reading Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
ESOL	ESOL 019	136	26%	133	23%	136	21%	137	23%	150	23%	692	23%
	ESOL 021	117	22%	129	22%	137	21%	121	21%	157	24%	661	22%
	ESOL 031	134	25%	166	28%	166	25%	167	29%	164	25%	797	27%
	ESOL 040	140	27%	159	27%	213	33%	158	27%	175	27%	845	28%
	Total	527	100%	587	100%	652	100%	583	100%	646	100%	2,995	100%

Source: SDCCD Information System

Table 5. ESOL Listening/Speaking Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
ESOL	ESOL 019	136	39%	133	34%	136	32%	137	33%	150	34%	692	34%
	ESOL 022	93	26%	115	29%	140	33%	124	30%	138	31%	610	30%
	ESOL 032	124	35%	146	37%	145	34%	155	37%	159	36%	729	36%
	Total	353	100%	394	100%	421	100%	416	100%	447	100%	2,031	100%

Source: SDCCD Information System

Table 6. Math Basic Skills Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
Math	Math 034	364	9%	352	8%	451	10%	394	8%	472	10%	2,033	9%
	Math 038	1,390	34%	1,498	35%	1,593	36%	1,728	37%	1,690	36%	7,899	36%
	Math 046	2,355	57%	2,370	56%	2,378	54%	2,547	55%	2,495	54%	12,145	55%
	Total	4,109	100%	4,220	100%	4,422	100%	4,669	100%	4,657	100%	22,077	100%

Source: SDCCD Information System

All Colleges Basic Skills Report 2010

All Colleges Basic Skills Course Enrollments
Spring Terms: 2006 – 2010

Table 7. English Basic Skills Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
English	ENGL 042	397	12%	425	11%	493	11%	537	12%	476	11%	2,328	11%
	ENGL 043	742	22%	660	17%	818	18%	896	20%	830	20%	3,946	19%
	ENGL 048	770	23%	939	25%	989	22%	1,037	23%	1,049	25%	4,784	24%
	ENGL 049	1,506	44%	1,760	47%	2,144	48%	1,961	44%	1,841	44%	9,212	45%
	Total	3,415	100%	3,784	100%	4,444	100%	4,431	100%	4,196	100%	20,270	100%

Source: SDCCD Information System

Table 8. ESOL Writing Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
ESOL	ESOL 019	106	18%	121	19%	97	17%	143	20%	124	20%	591	19%
	ESOL 020	146	25%	141	23%	134	23%	164	23%	148	24%	733	24%
	ESOL 030	164	28%	164	26%	172	30%	196	28%	169	28%	865	28%
	ESOL 040	166	29%	197	32%	176	30%	195	28%	166	27%	900	29%
	Total	582	100%	623	100%	579	100%	698	100%	607	100%	3,089	100%

Source: SDCCD Information System

Table 9. ESOL Reading Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
ESOL	ESOL 019	106	17%	121	18%	97	17%	143	20%	124	19%	591	18%
	ESOL 021	139	22%	131	20%	131	23%	158	23%	144	22%	703	22%
	ESOL 031	223	35%	214	32%	169	29%	205	29%	215	33%	1,026	32%
	ESOL 040	166	26%	197	30%	176	31%	195	28%	166	26%	900	28%
	Total	634	100%	663	100%	573	100%	701	100%	649	100%	3,220	100%

Source: SDCCD Information System

Table 10. ESOL Listening/Speaking Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
ESOL	ESOL 019	106	26%	121	29%	97	27%	143	31%	124	29%	591	28%
	ESOL 022	139	34%	110	27%	120	33%	158	34%	146	35%	673	32%
	ESOL 032	169	41%	181	44%	149	41%	161	35%	153	36%	813	39%
	Total	414	100%	412	100%	366	100%	462	100%	423	100%	2,077	100%

Source: SDCCD Information System

Table 11. Math Basic Skills Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
Math	Math 034	301	8%	314	8%	317	8%	431	10%	430	10%	1,793	9%
	Math 038	1,254	34%	1,412	36%	1,448	36%	1,711	39%	1,635	37%	7,460	37%
	Math 046	2,160	58%	2,233	56%	2,231	56%	2,231	51%	2,320	53%	11,175	55%
	Total	3,715	100%	3,959	100%	3,996	100%	4,373	100%	4,385	100%	20,428	100%

Source: SDCCD Information System

All Colleges Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2005 – 2009

Figure 11. English Basic Skills Course Enrollments by Ethnicity (Fall terms)

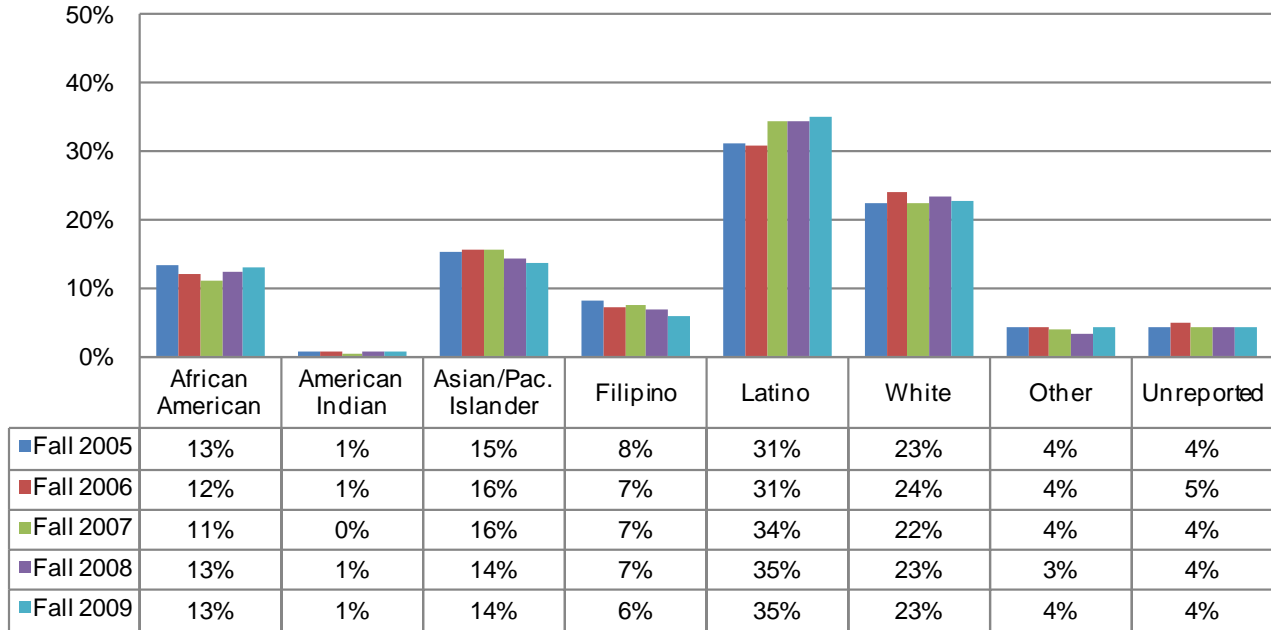


Figure 12. ESOL Course Enrollments by Ethnicity (Fall terms)

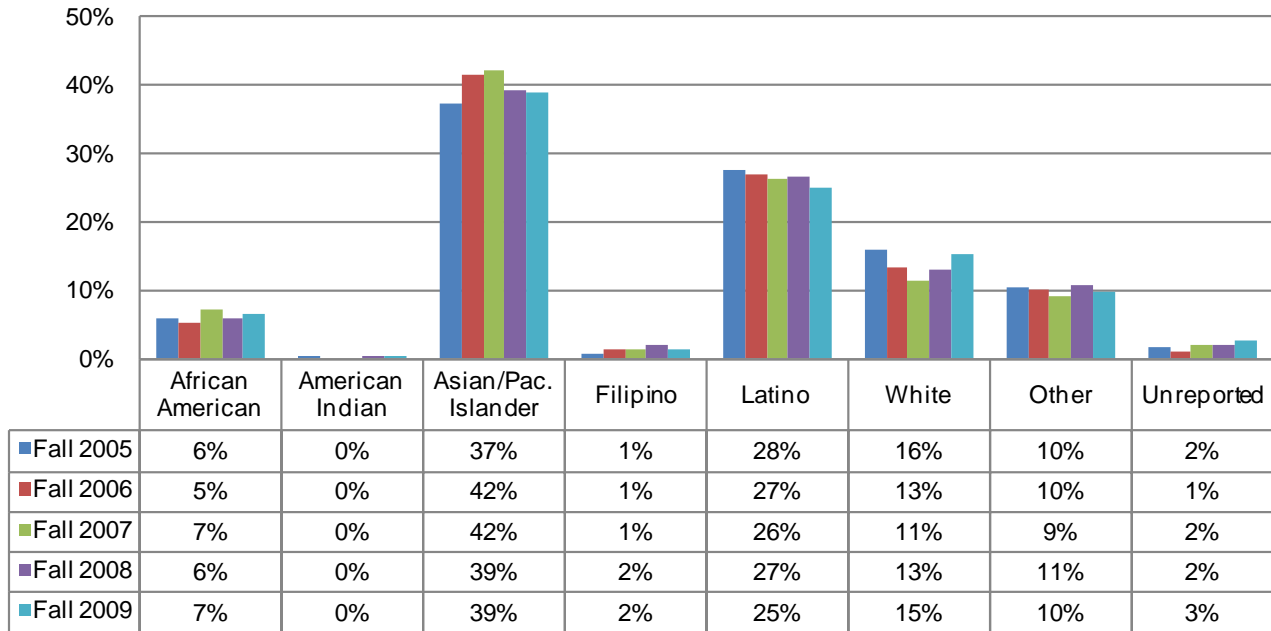
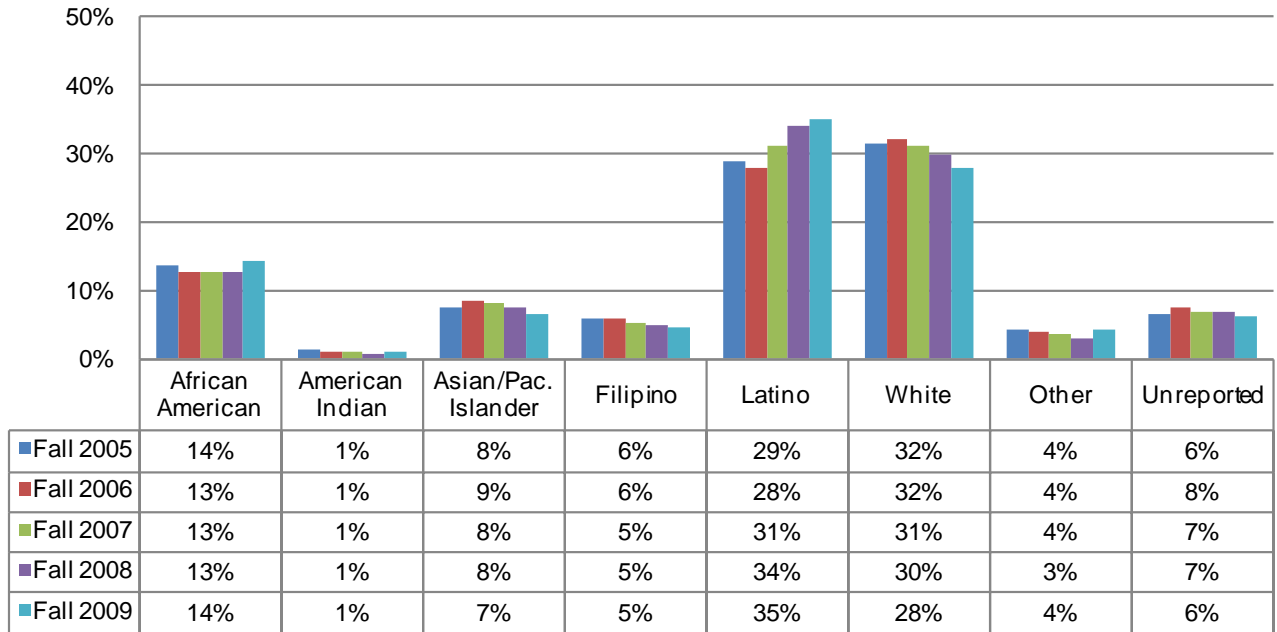


Figure 13. Math Basic Skills Course Enrollments by Ethnicity (Fall terms)



All Colleges Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2006 – 2010

Figure 14. English Basic Skills Course Enrollments by Ethnicity (Spring terms)

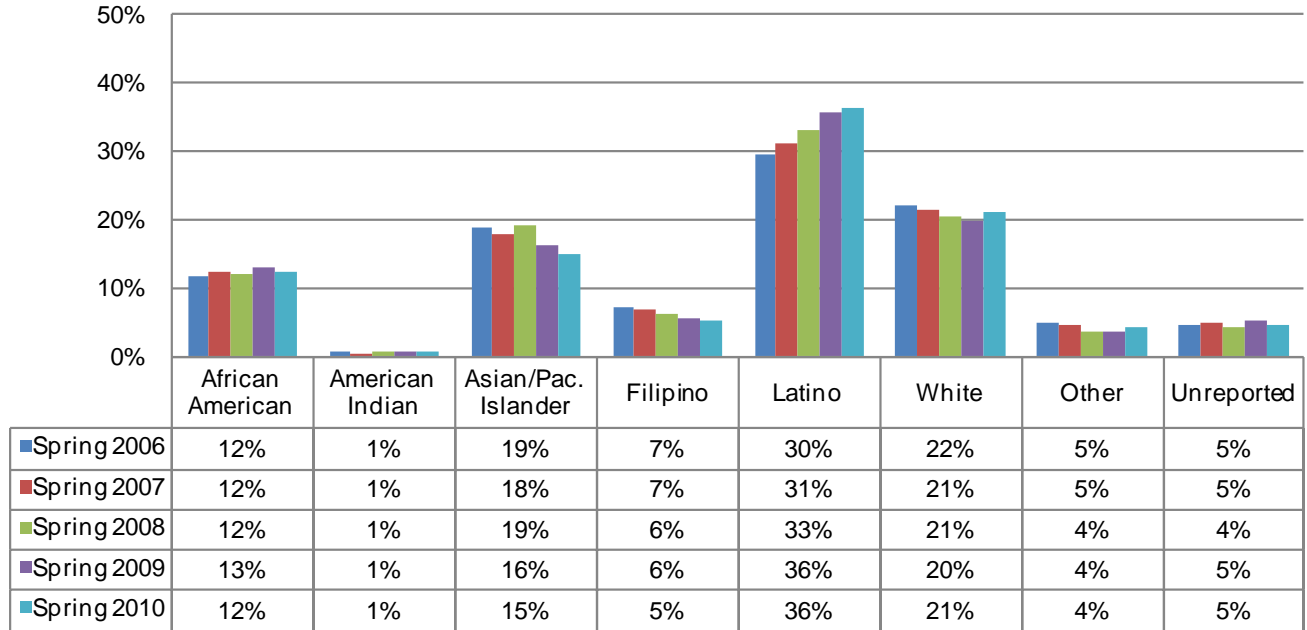


Figure 15. ESOL Course Enrollments by Ethnicity (Spring terms)

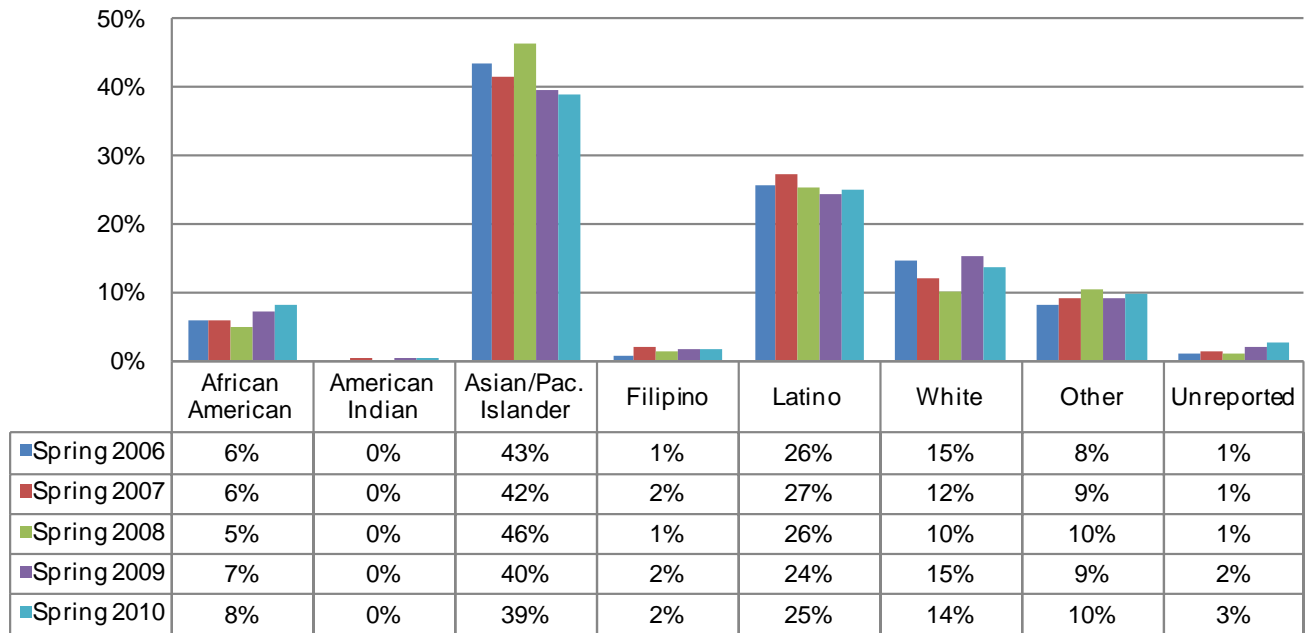
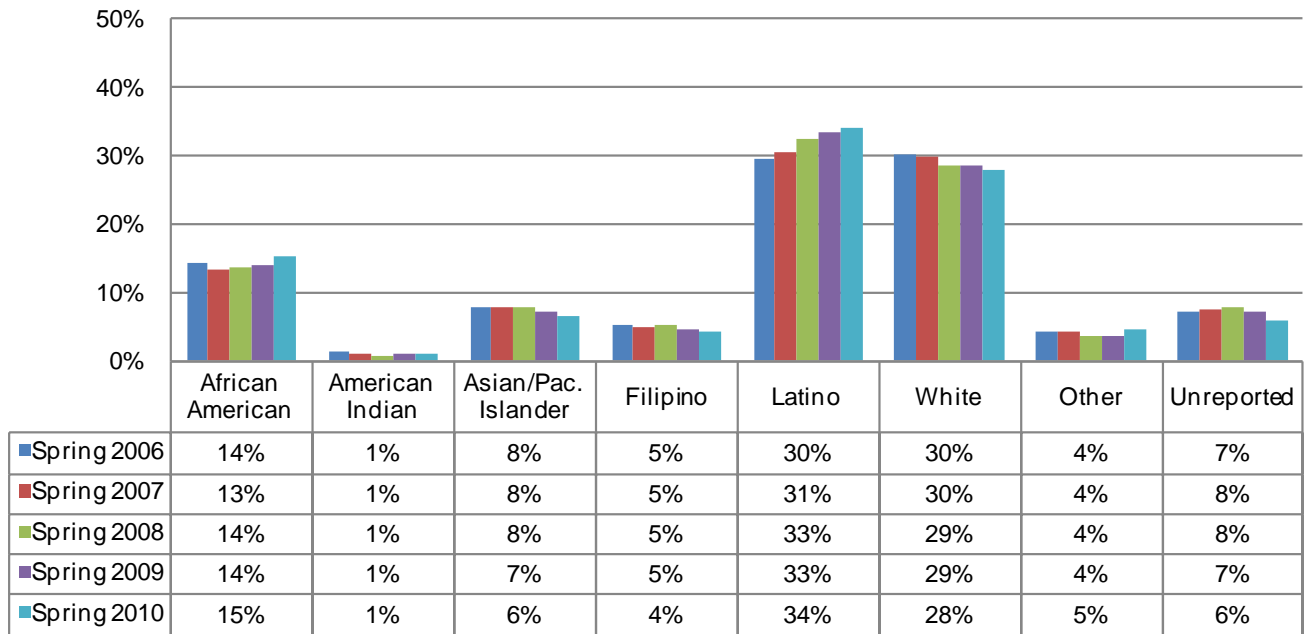


Figure 16. Math Basic Skills Course Enrollments by Ethnicity (Spring terms)



Part III: Term Persistence

This section of the report looks at the term persistence rates of Basic Skills students during the five most recent fall terms for which data are available: Fall 2005 – Fall 2009. Term persistence rates are displayed both graphically (see Figure 17) and in tabular form (see Table 12). Term persistence is also separated by gender, ethnicity, and age (see Figures 18-20, and Tables 13-15).

TERMS AND DEFINITIONS:

Persistence: Defined in this report as the rate of students who are enrolled in a fall term as of census (eliminating drops and never attends prior to census) and who complete the term with a grade notation A, B, C, P (Pass) D, F, I, NP (Not-Pass), RD (Report Delayed), then are enrolled as of census in the subsequent spring term and receive a grade notation for that term.

Summary of Findings

On average, 75% 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 in the Basic Skills courses on average have a slightly higher persistence rate than males (75% compared to 74%).

The persistence rates for African American students in the Basic Skills courses have increased slightly over the past five years, from 68% in 2005 to 73% in 2009, with an average persistence rate of 72%. Latino students in the Basic Skills courses also showed increases in persistence, from 72% in 2005 to 76% in 2009 with an average persistence rate of 73%.

Students with the highest persistence rates on average are students who are 18-24 years old (77%). The age groups that showed the greatest increase in persistence rates were the 40-49 year olds (67% in 2005 to 75% in 2009) and the 50 or greater group (67% in 2005 to 76% in 2009).

All Colleges Term Persistence
Fall Terms: 2005 – 2009

Figure 17. Basic Skills Term Persistence

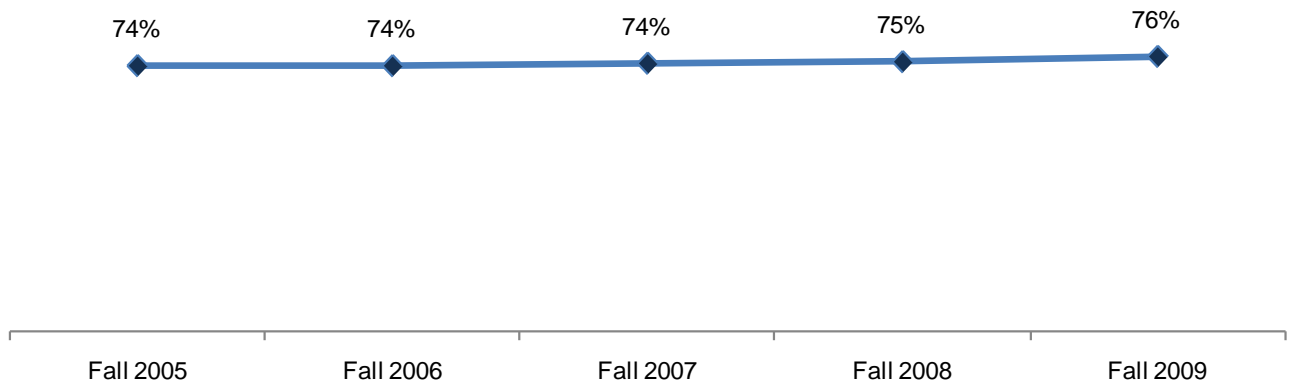


Table 12. Basic Skills Term Persistence

	Fall	Spring	Persistence
Fall 2005	5,110	3,767	74%
Fall 2006	5,586	4,117	74%
Fall 2007	5,877	4,369	74%
Fall 2008	6,077	4,543	75%
Fall 2009	6,201	4,721	76%
Average			75%

Source: SDCCD Information System

All Colleges Term Persistence by Gender
Fall Terms: 2005 – 2009

Figure 18. Basic Skills Term Persistence by Gender

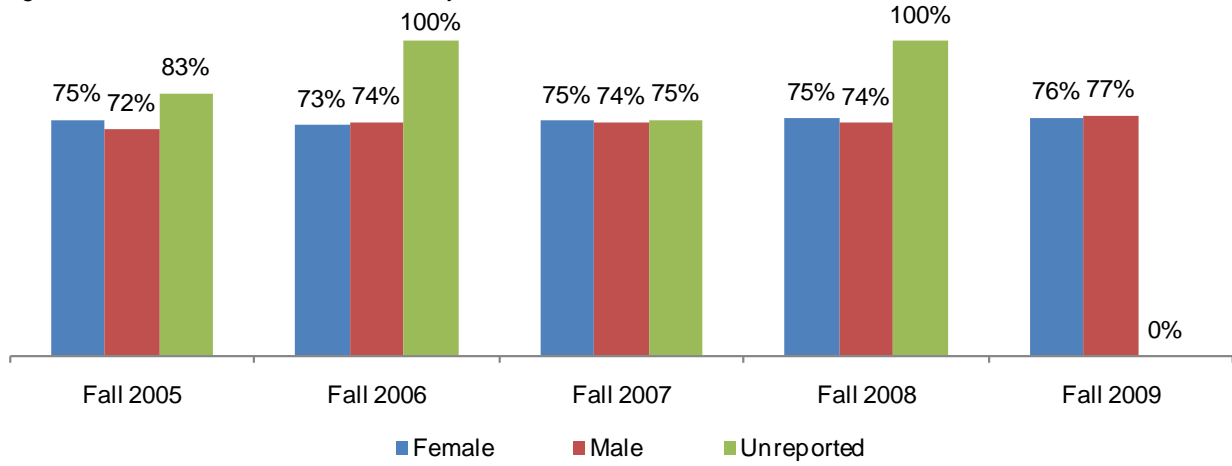


Table 13. Basic Skills Term Persistence by Gender

	Female			Male			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	2,878	2,162	75%	2,226	1,600	72%	6	5	83%
Fall 2006	3,113	2,284	73%	2,470	1,830	74%	3	3	100%
Fall 2007	3,228	2,405	75%	2,645	1,961	74%	4	3	75%
Fall 2008	3,346	2,521	75%	2,730	2,021	74%	1	1	100%
Fall 2009	3,353	2,543	76%	2,847	2,178	77%	1	0	0%
Average			75%			74%			80%

Source: SDCCD Information System

All Colleges Term Persistence by Ethnicity
Fall Terms: 2005 – 2009

Figure 19. Basic Skills Term Persistence by Ethnicity

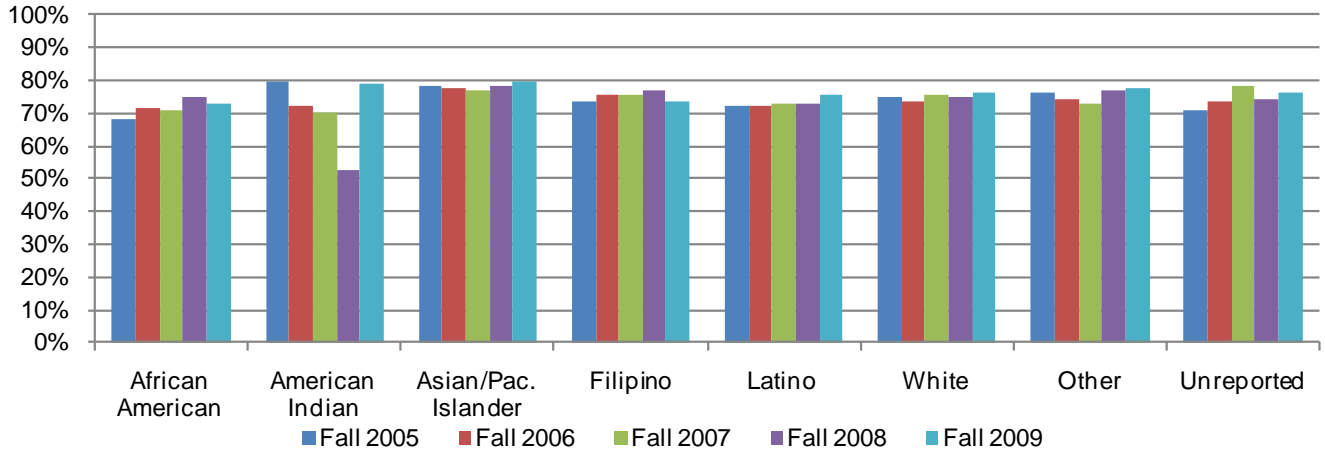


Table 14. Basic Skills Term Persistence by Ethnicity

	African American			American Indian			Asian/Pac. Islander			Filipino		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	570	390	68%	49	39	80%	747	587	79%	326	240	74%
Fall 2006	583	416	71%	43	31	72%	900	698	78%	337	254	75%
Fall 2007	633	447	71%	40	28	70%	936	719	77%	343	259	76%
Fall 2008	672	504	75%	36	19	53%	854	669	78%	325	249	77%
Fall 2009	735	535	73%	48	38	79%	873	693	79%	307	226	74%
Average			72%			72%			78%			75%

	Latino			White			Other			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	1,462	1,054	72%	1,424	1,066	75%	259	198	76%	273	193	71%
Fall 2006	1,597	1,151	72%	1,548	1,141	74%	255	189	74%	323	237	73%
Fall 2007	1,831	1,335	73%	1,546	1,166	75%	251	183	73%	297	232	78%
Fall 2008	1,988	1,451	73%	1,613	1,206	75%	241	186	77%	348	259	74%
Fall 2009	2,032	1,538	76%	1,581	1,209	76%	301	234	78%	324	248	77%
Average			73%			75%			76%			75%

Source: SDCCD Information System

All Colleges Term Persistence by Age
Fall Terms: 2005 – 2009

Figure 20. Basic Skills Term Persistence by Age

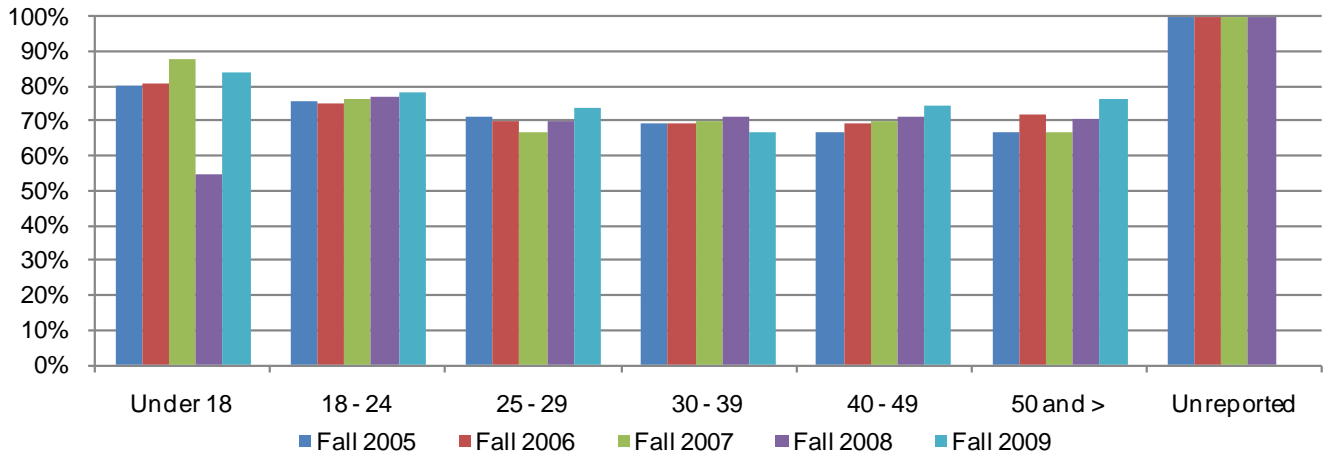


Table 15. Basic Skills Term Persistence by Age

	Under 18			18 - 24			25 - 29			30 - 39		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	25	20	80%	3,553	2,683	76%	626	445	71%	503	348	69%
Fall 2006	31	25	81%	3,913	2,942	75%	679	477	70%	530	368	69%
Fall 2007	32	28	88%	4,143	3,175	77%	706	472	67%	540	378	70%
Fall 2008	73	40	55%	4,201	3,229	77%	730	512	70%	623	443	71%
Fall 2009	25	21	84%	4,078	3,195	78%	867	638	74%	717	481	67%
Average			72%			77%			71%			69%

	40 - 49			50 and >			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	286	192	67%	114	76	67%	3	3	100%
Fall 2006	302	210	70%	129	93	72%	2	2	100%
Fall 2007	331	232	70%	123	82	67%	2	2	100%
Fall 2008	290	206	71%	159	112	70%	1	1	100%
Fall 2009	326	243	75%	188	143	76%	0	0	---
Average			71%			71%			100%

Source: SDCCD Information System

Part IV: 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 2005 through Spring 2010. 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 21 through 25 for Fall terms and Figures 26 through 30 for Spring terms). Five-year trends in retention rates are also displayed for each subject by ethnicity (see Figures 31 through 33 for Fall terms and Figures 34 through 36 for Spring terms). Similarly, five-year trends in success rates are demonstrated for each course (see Figures 37 through 41 for Fall terms and Figures 42 through 46 for Spring terms), as well as for each subject by ethnicity (see Figures 47 through 49 for Fall terms and Figures 50 through 52 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 official 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 P and denominator = Total number of valid enrollments as of official census.

Summary of Findings

Retention rates increased for all English courses from Fall 2005 to Fall 2009, as well as from Spring 2006 to Spring 2010. Success rates also increased for all English courses during the same five-year time period from Fall 2005 to Fall 2009, as well as from Spring 2006 to Spring 2010.

An examination of five-year trends for English subject outcomes by ethnicity reveals that both retention and success rates for fall and spring semesters increased for each ethnic group. Further investigation of overall five-year averages comparing across ethnic groups shows that while Asian/Pacific Islanders, Filipinos, Latinos and Whites had the highest average retention rates in English but Asian/Pacific Islanders, Filipinos and Whites had the highest average success rates. Both retention and success rates were lowest for African-American and American Indian students.

Retention rates increased from Fall 2005 to Fall 2009, as well as from Spring 2006 to Spring 2010 for all ESOL courses except ESOL 031, which remained steady at 91%. For both the fall and spring terms, ESOL success rates generally increased or remained the same overall over the five-year period

No clear five-year trends emerged for ESOL subject outcomes by ethnicity as success and retention rates showed mixed results. However, further investigation of overall five-year averages comparing across ethnic groups shows that both retention and success rates were highest among Asian/Pacific Islanders.

Retention rates for Math 034 had the most significant increase (8%) from Fall 2005 to Fall 2009. For spring terms, from 2006 to 2010, all three Math courses, 034, 038 and 046 varied from year to year for success rates.

No clear five-year trends emerged for math subject outcomes by ethnicity as success and retention rates continued to show mixed results. Comparing the five-year averages across ethnic groups shows that retention was lower for African-Americans and comparable across other ethnic groups, while success rates was highest for Asian/Pacific Islander students (81%) the Filipino (76%), White (77%) Latino (76%) and African American (68%) students.

All Colleges Basic Skills Course Retention Rates
Fall Terms: 2005 – 2009

Figure 21. English Basic Skills Course Retention Rates (Fall terms)

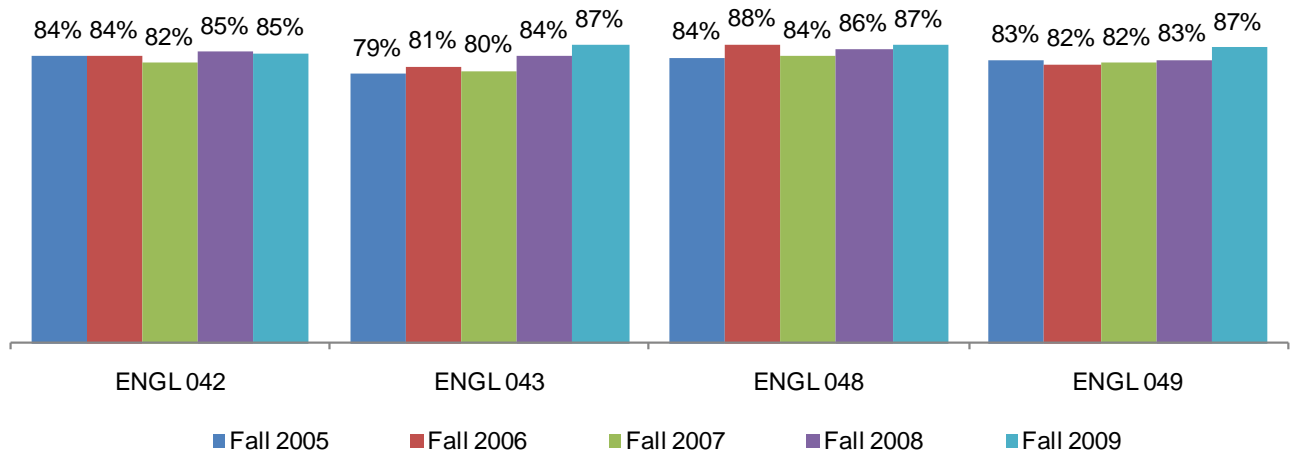


Figure 22. ESOL Writing Course Retention Rates (Fall terms)

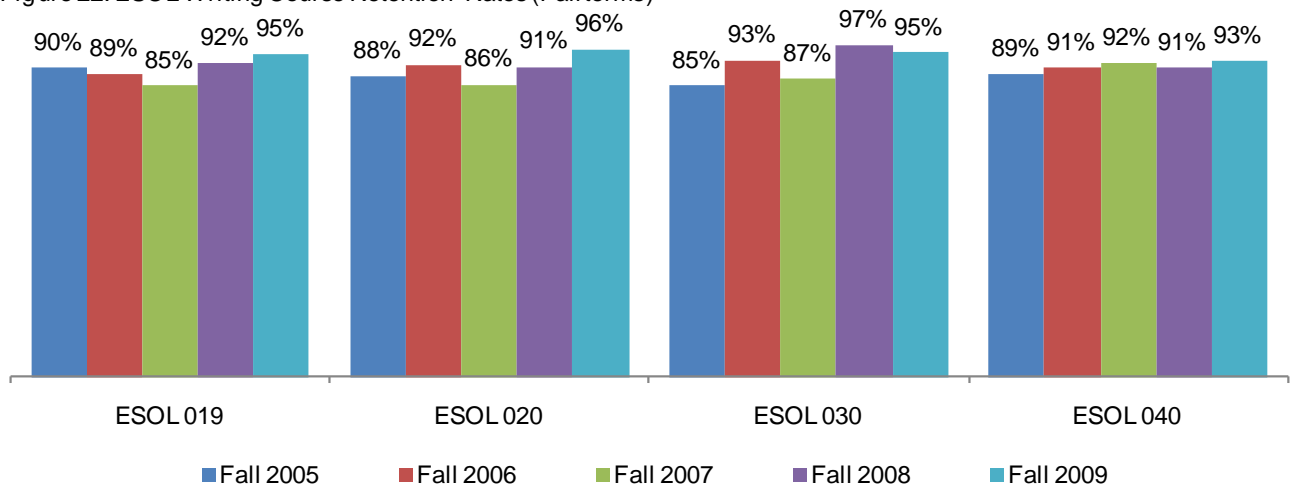


Figure 23. ESOL Reading Course Retention Rates (Fall terms)

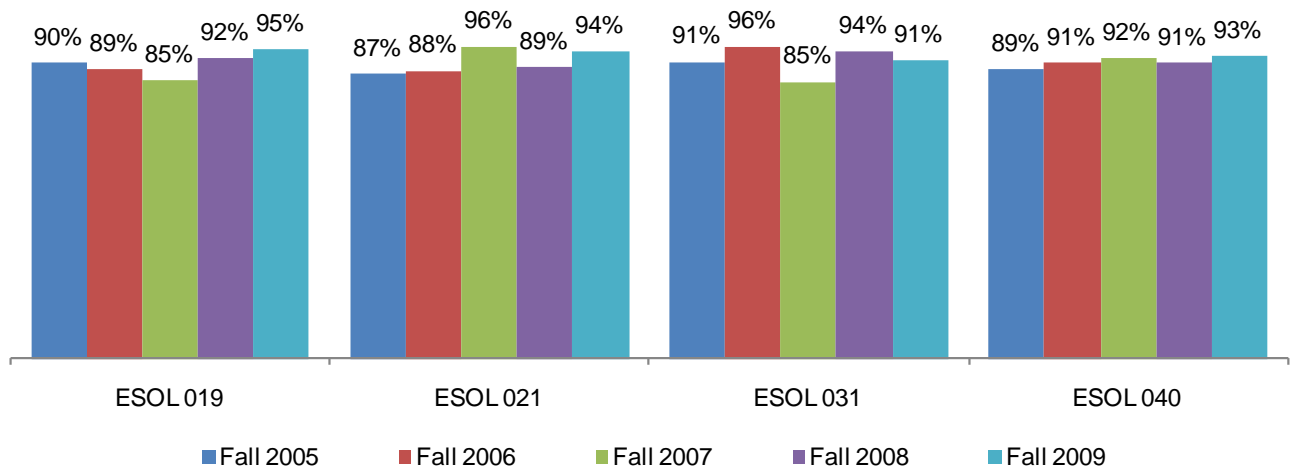


Figure 24. ESOL Listening/Speaking Course Retention Rates (Fall terms)

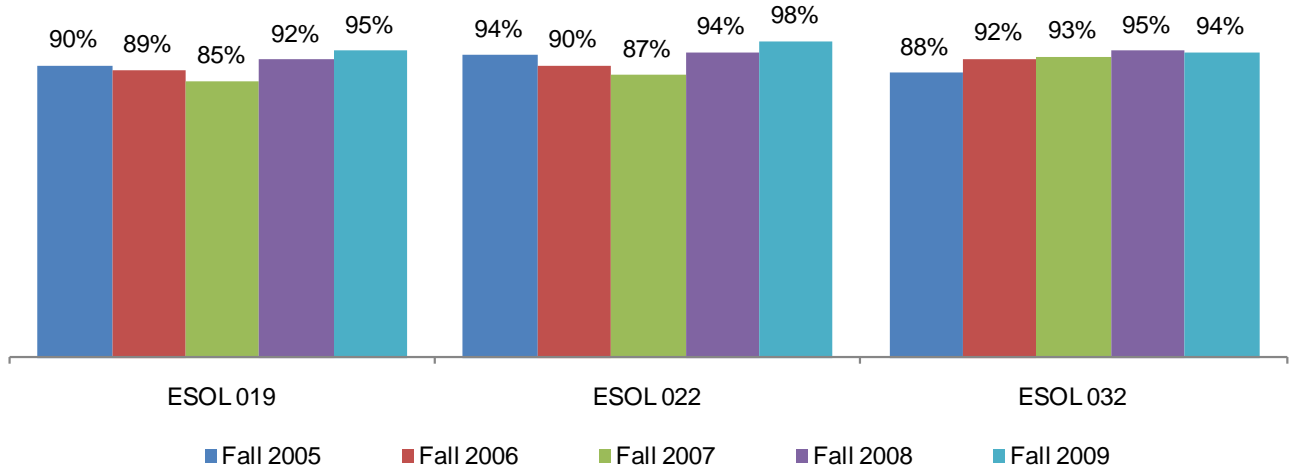
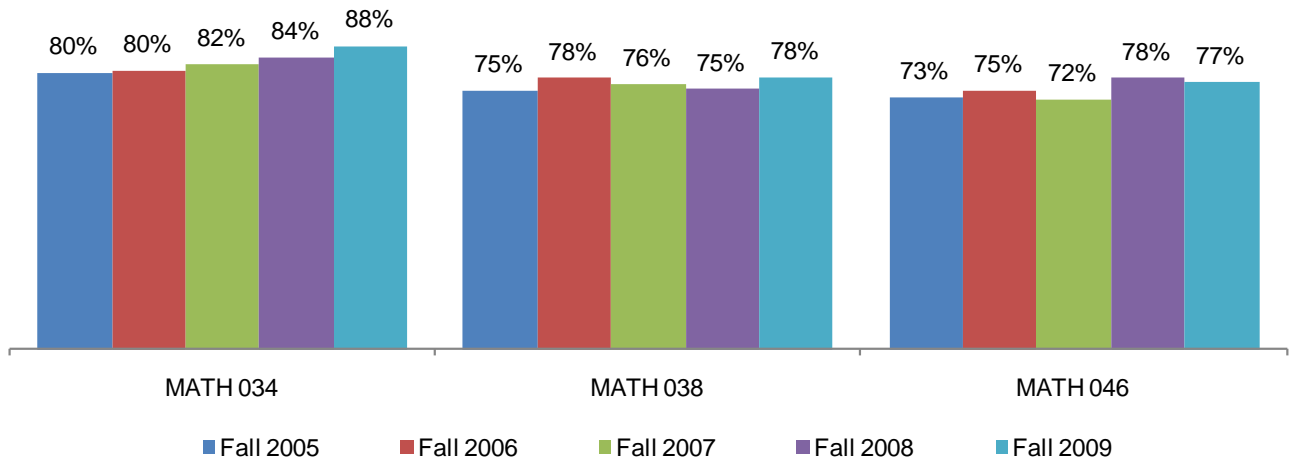


Figure 25. Math Basic Skills Course Retention Rates (Fall terms)



All Colleges Basic Skills Course Retention Rates
Spring Terms: 2006 – 2010

Figure 26. English Basic Skills Course Retention Rates (Spring terms)

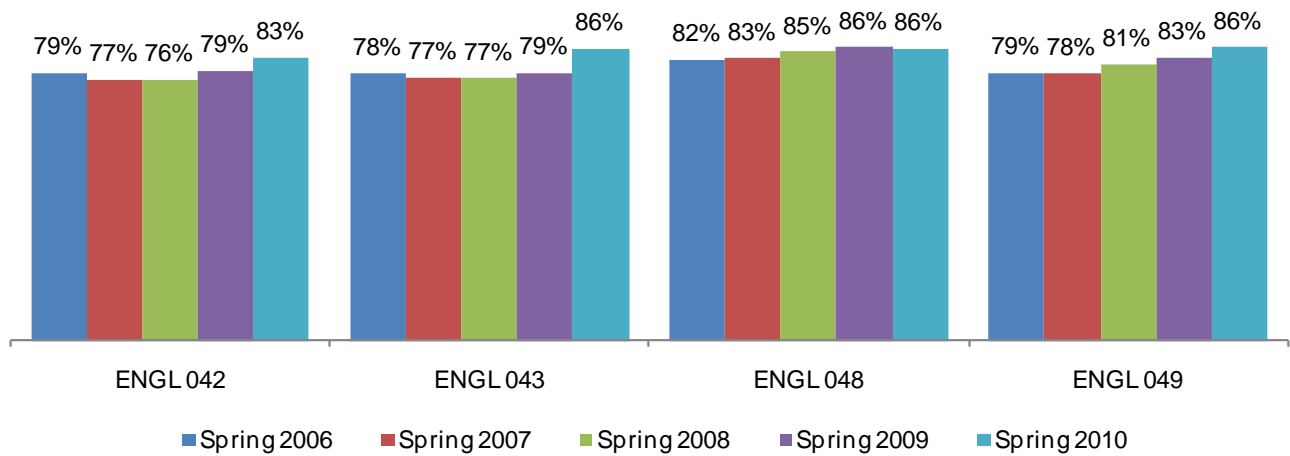


Figure 27. ESOL Writing Course Retention Rates (Spring terms)

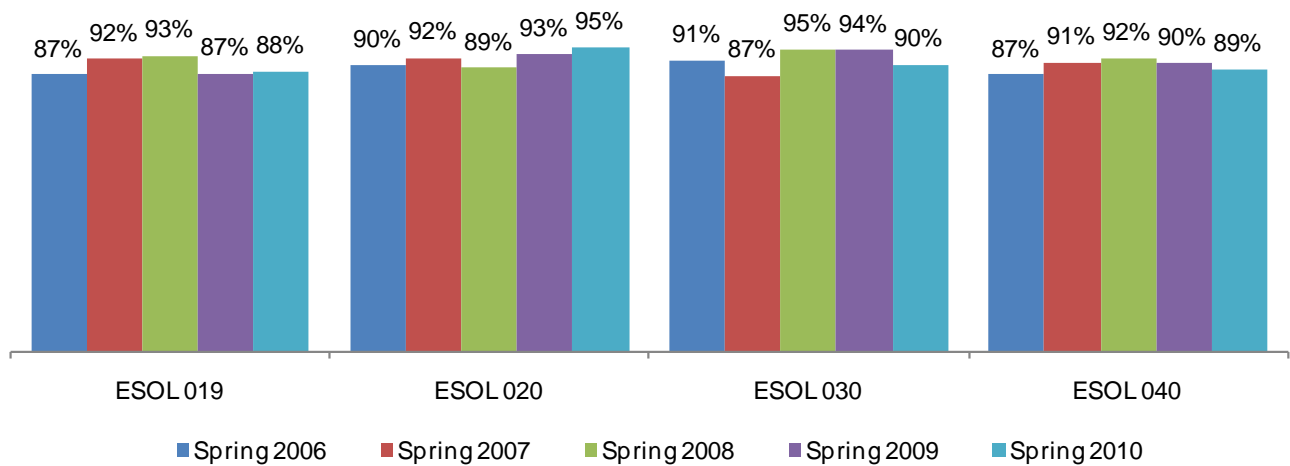


Figure 28. ESOL Reading Course Retention Rates (Spring terms)

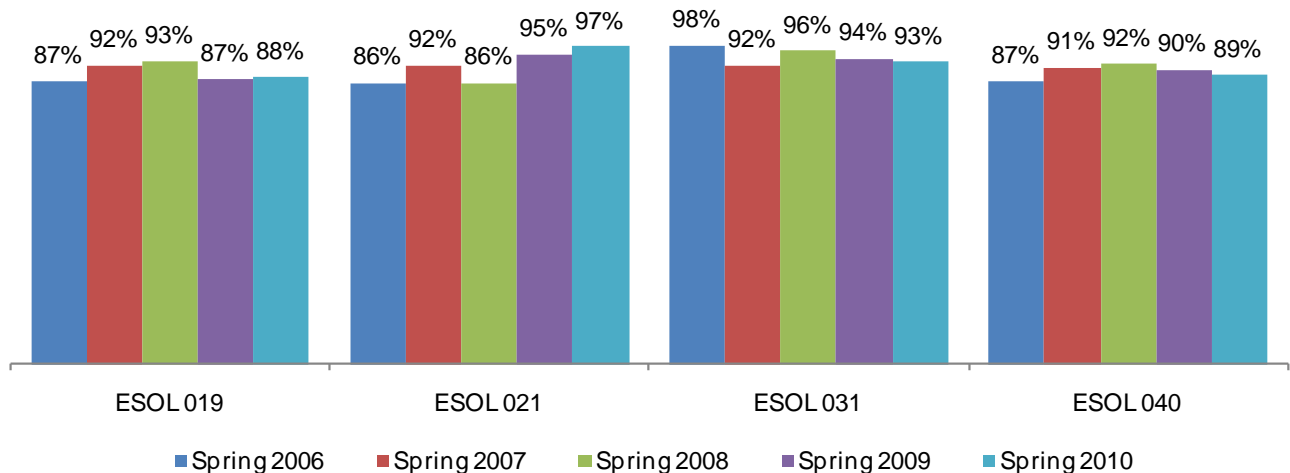


Figure 29. ESOL Listening/Speaking Course Retention Rates (Spring terms)

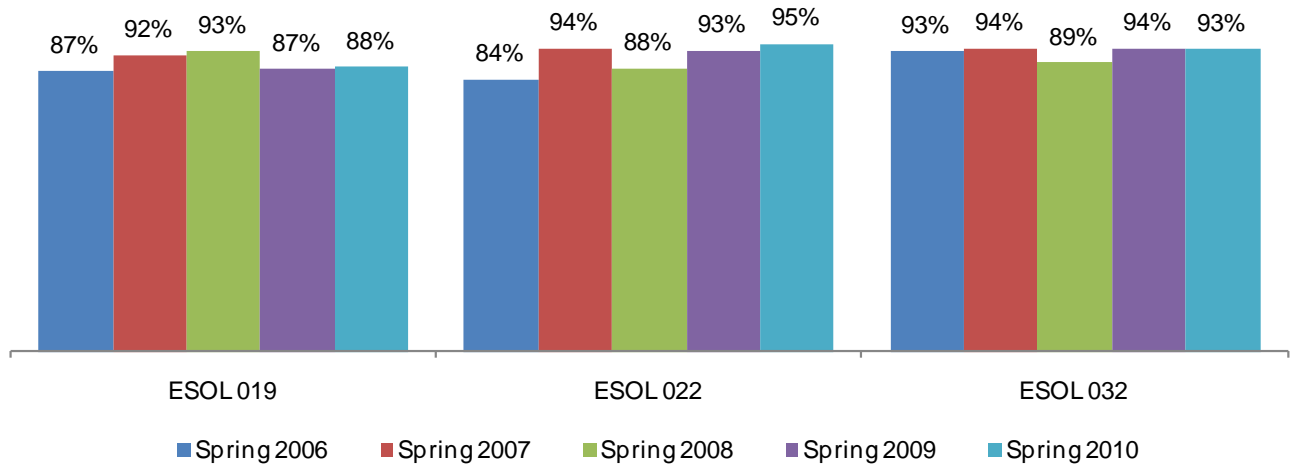
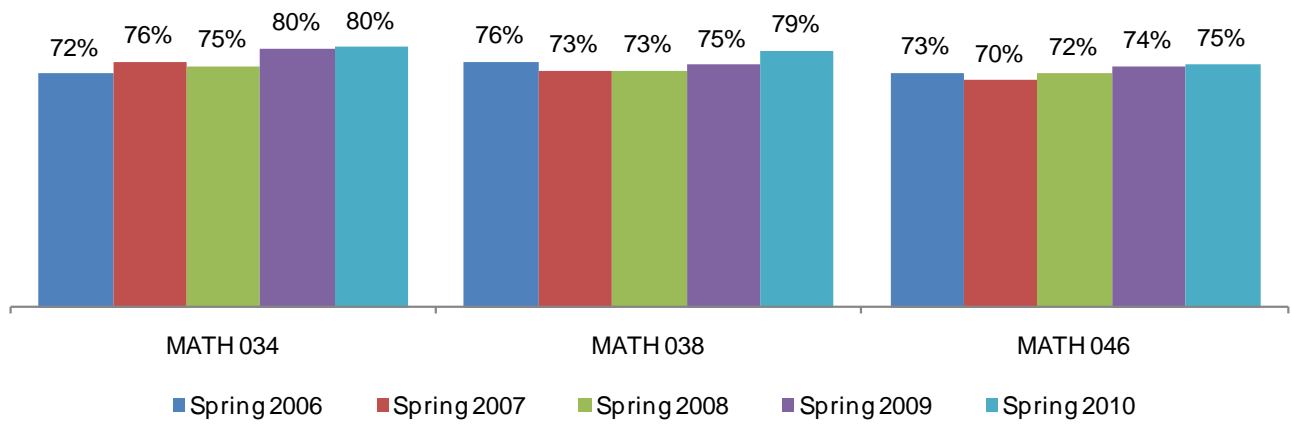


Figure 30. Math Basic Skills Course Retention Rates (Spring terms)



All Colleges Basic Skills Subject Retention Rates by Ethnicity

Fall Terms: 2005 – 2009

Figure 31. English Basic Skills Course Retention Rates by Ethnicity (Fall terms)

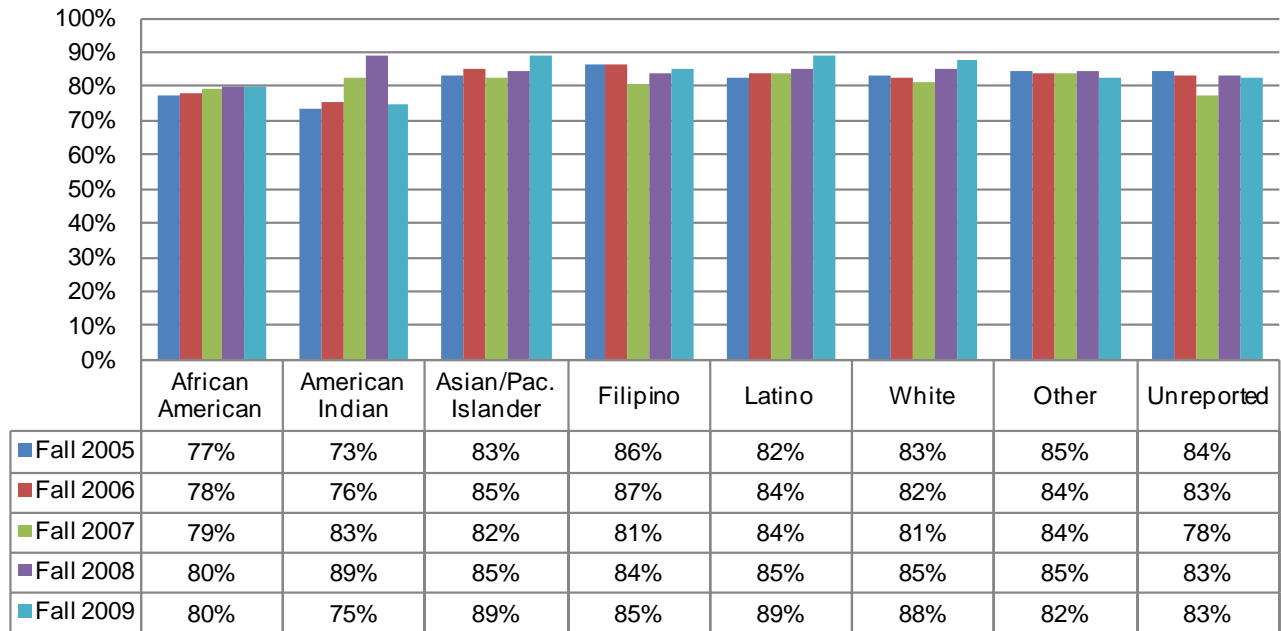


Figure 32. ESOL Course Retention Rates by Ethnicity (Fall terms)

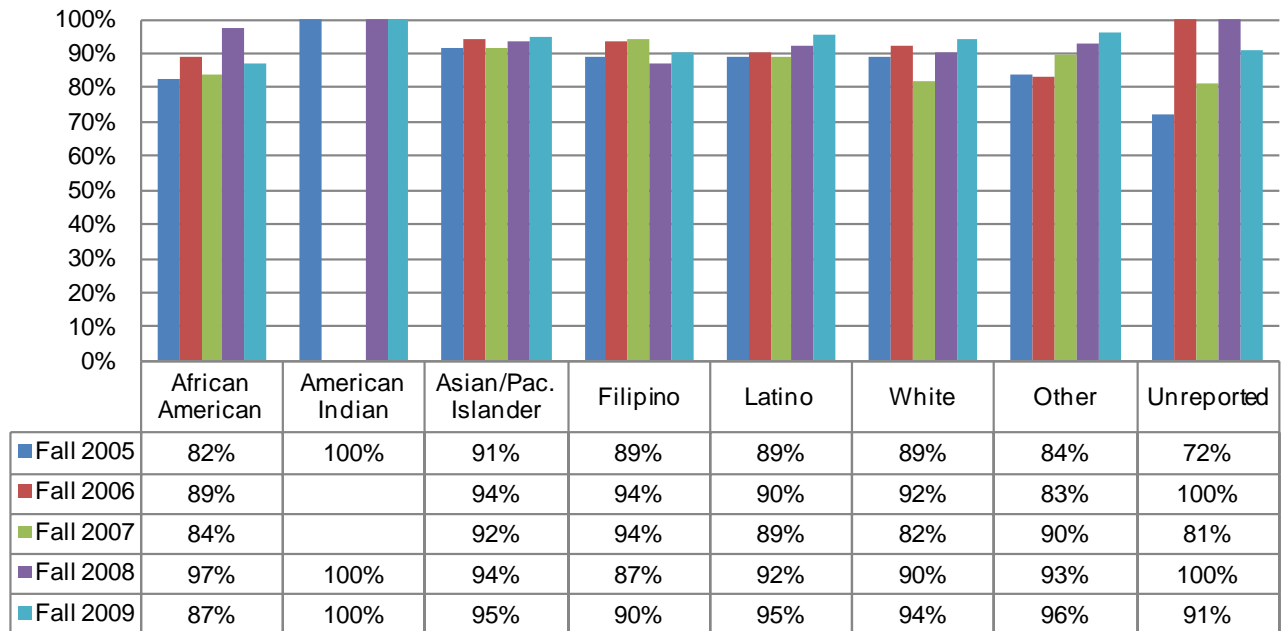
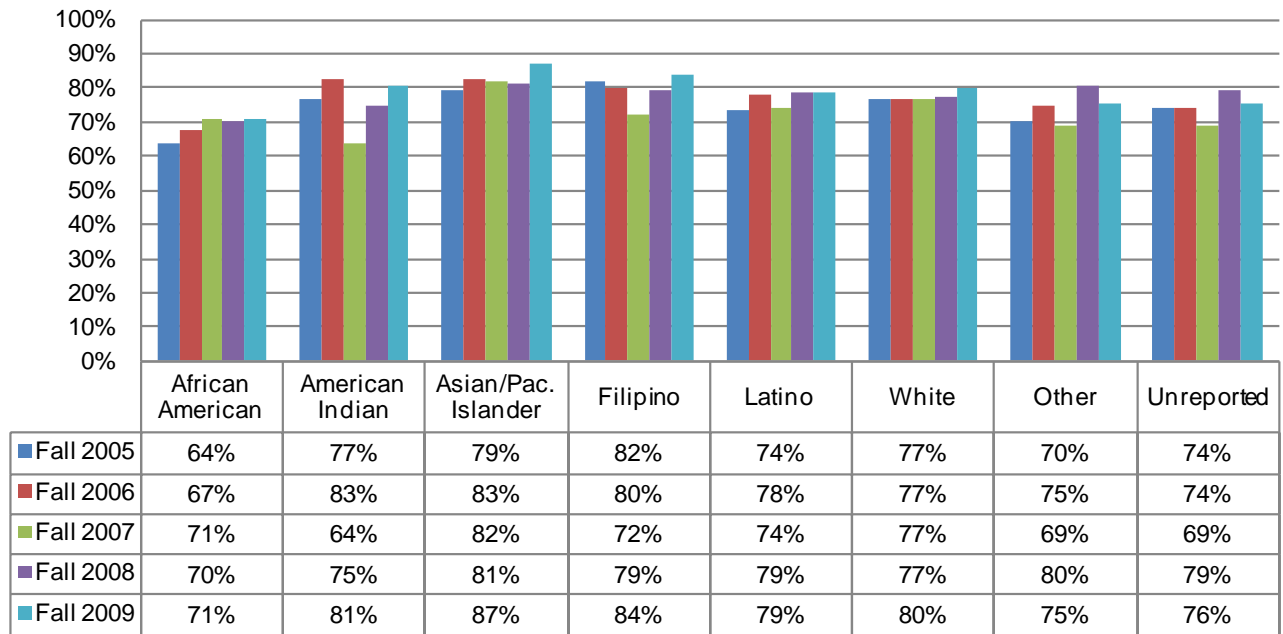


Figure 33. Math Basic Skills Course Retention Rates by Ethnicity (Fall terms)



All Colleges Basic Skills Subject Retention Rates by Ethnicity
Spring Terms: 2006 – 2010

Figure 34. English Basic Skills Course Retention Rates by Ethnicity (Spring terms)

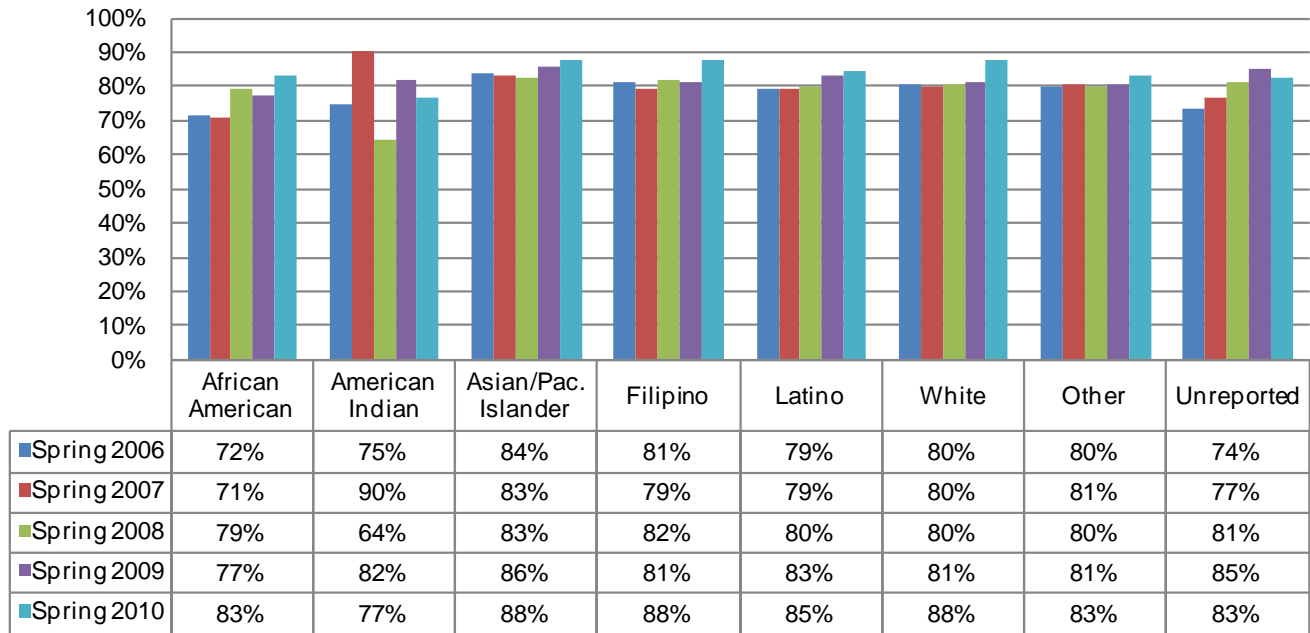


Figure 35. ESOL Course Retention Rates by Ethnicity (Spring terms)

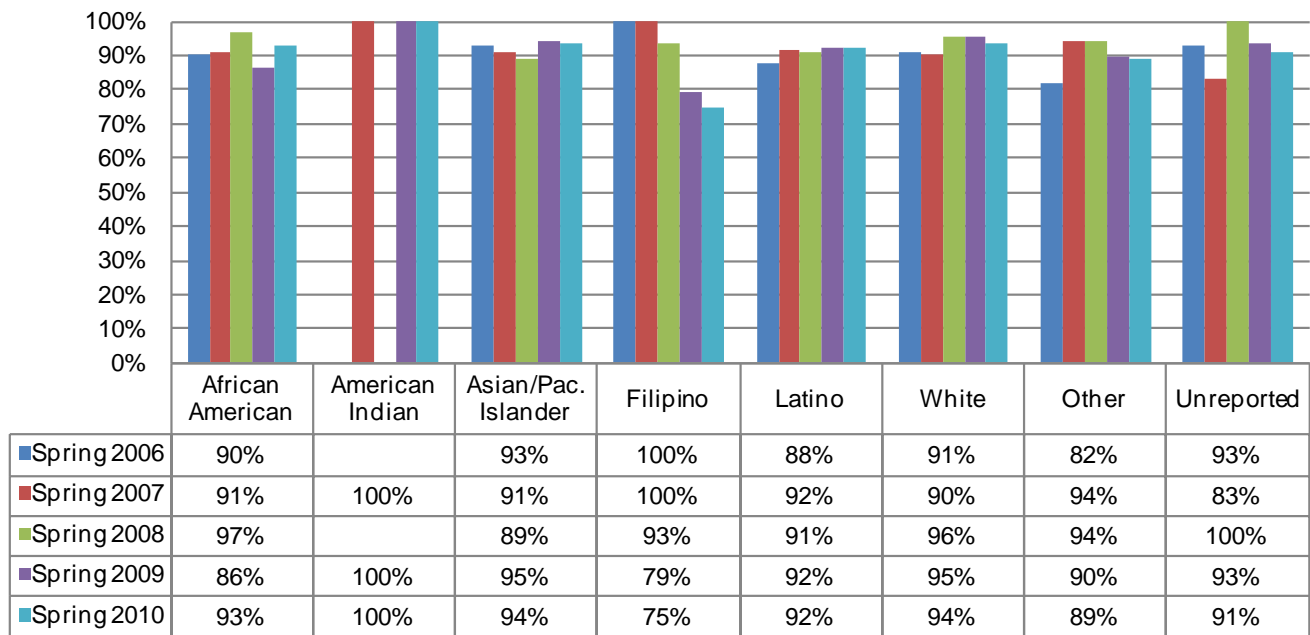
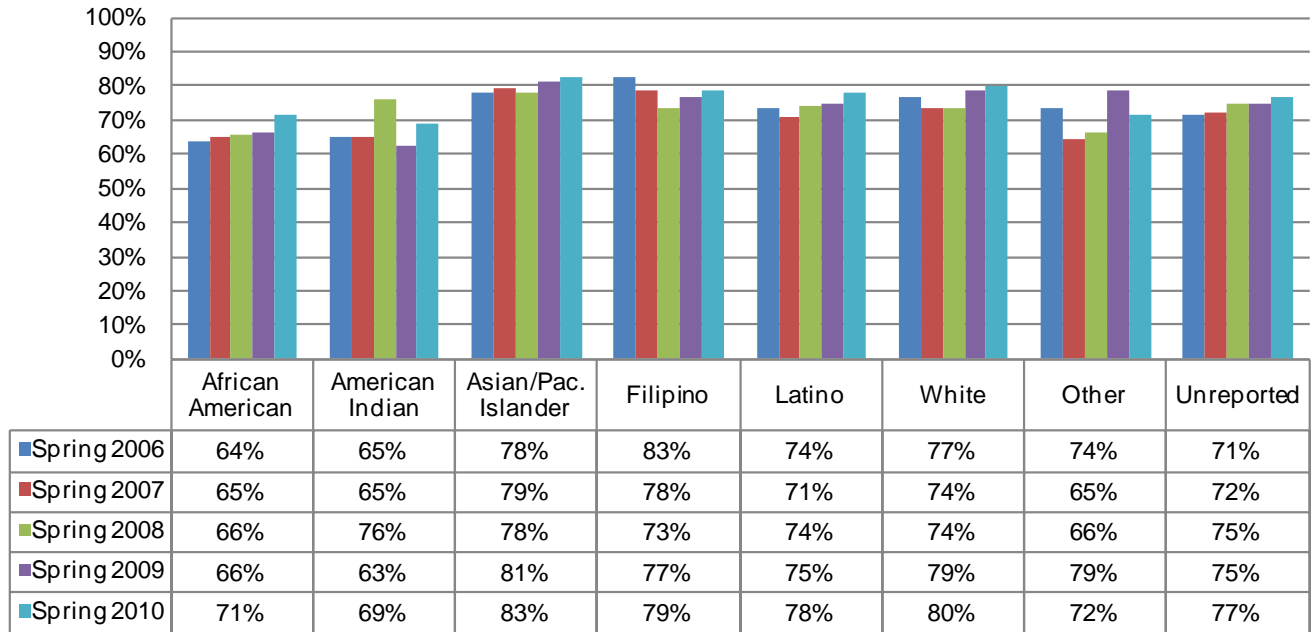


Figure 36. Math Basic Skills Course Retention Rates by Ethnicity (Spring terms)



All Colleges Basic Skills Course Success Rates
Fall Terms: 2005 – 2009

Figure 37. English Basic Skills Course Success Rates (Fall terms)

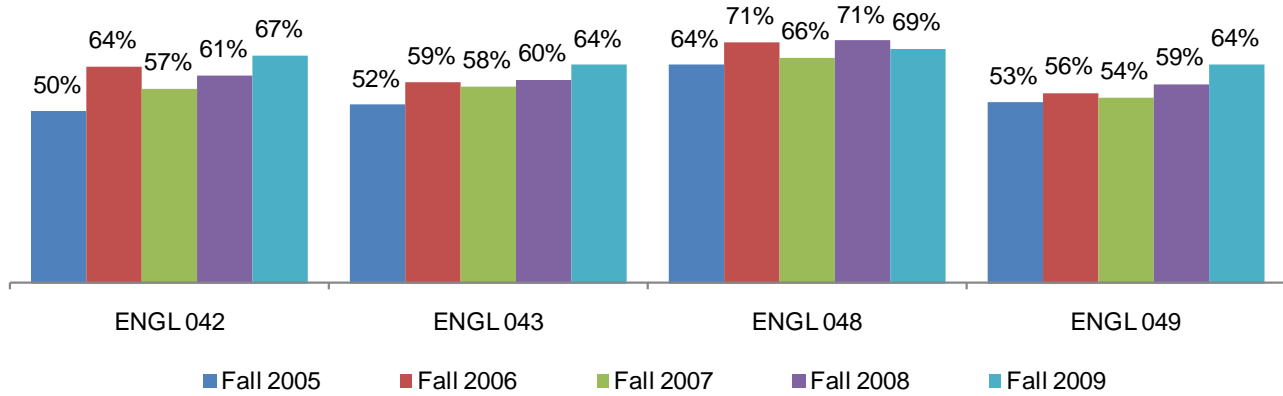


Figure 38. ESOL Writing Course Success Rates (Fall terms)

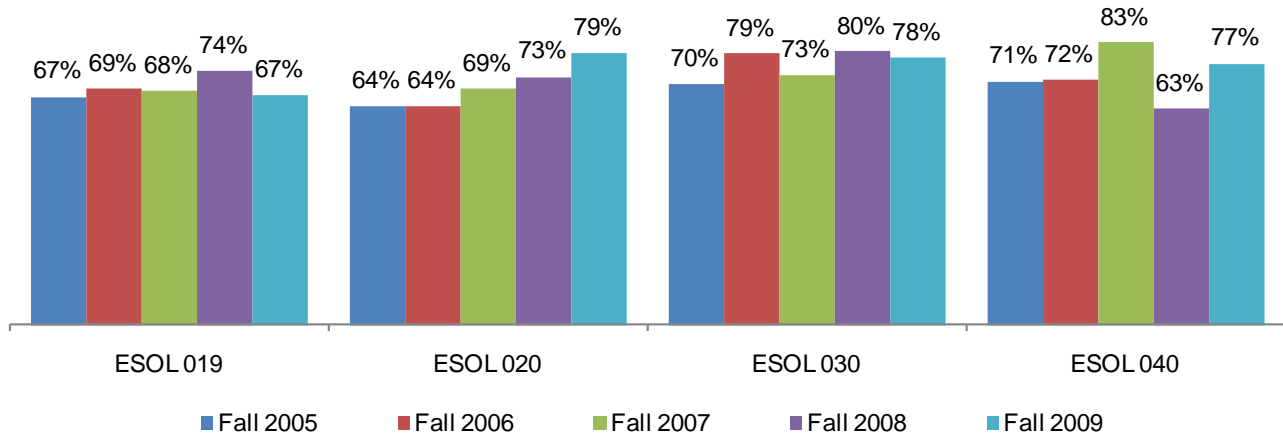


Figure 39. ESOL Reading Course Success Rates (Fall terms)

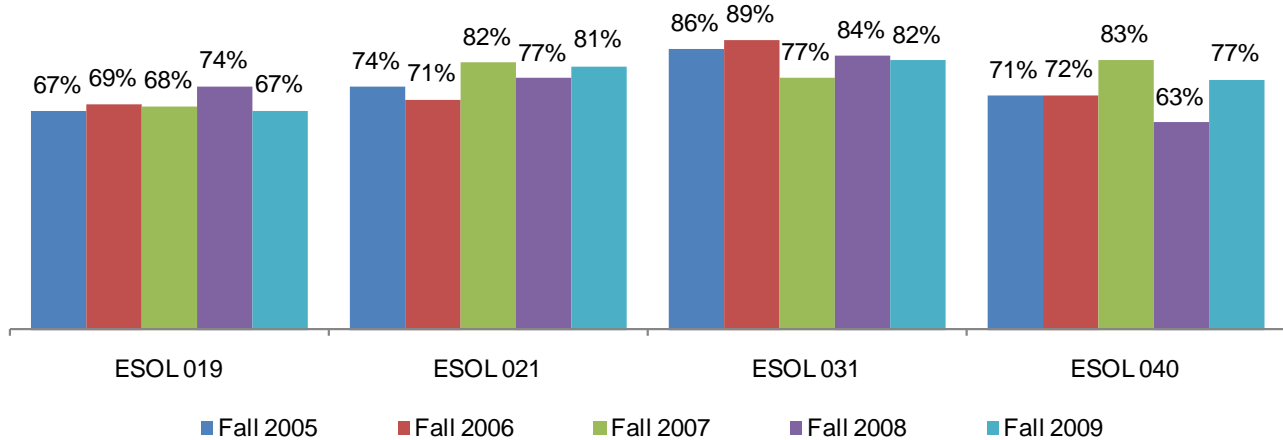


Figure 40. ESOL Listening/Speaking Course Success Rates (Fall terms)

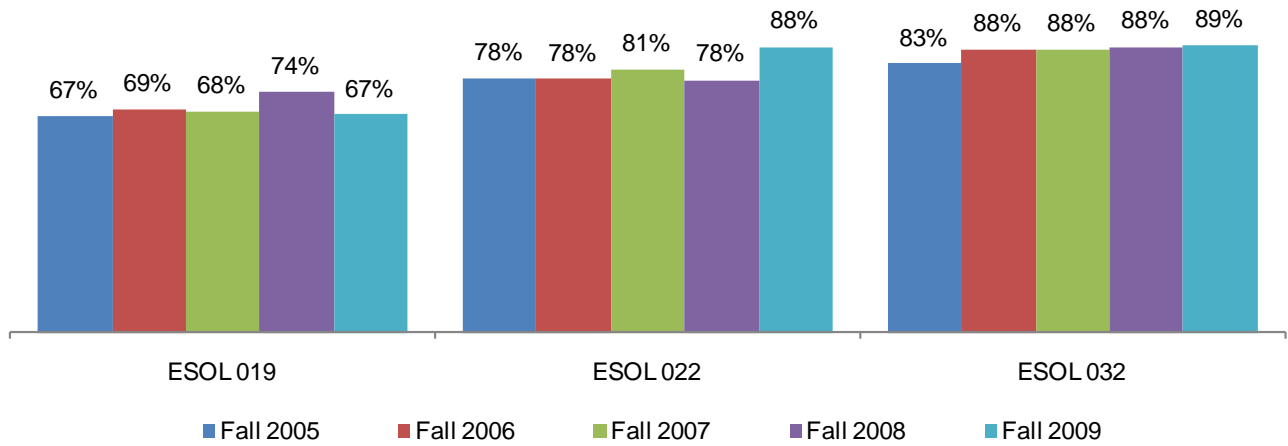
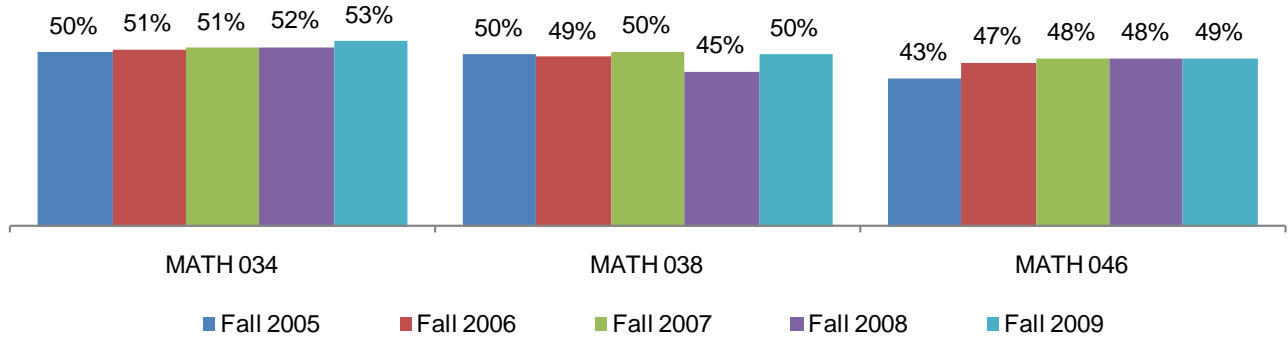


Figure 41. Math Basic Skills Course Success Rates (Fall terms)



All Colleges Basic Skills Course Success Rates
Spring Terms: 2006 – 2010

Figure 42. English Basic Skills Course Success Rates (Spring terms)

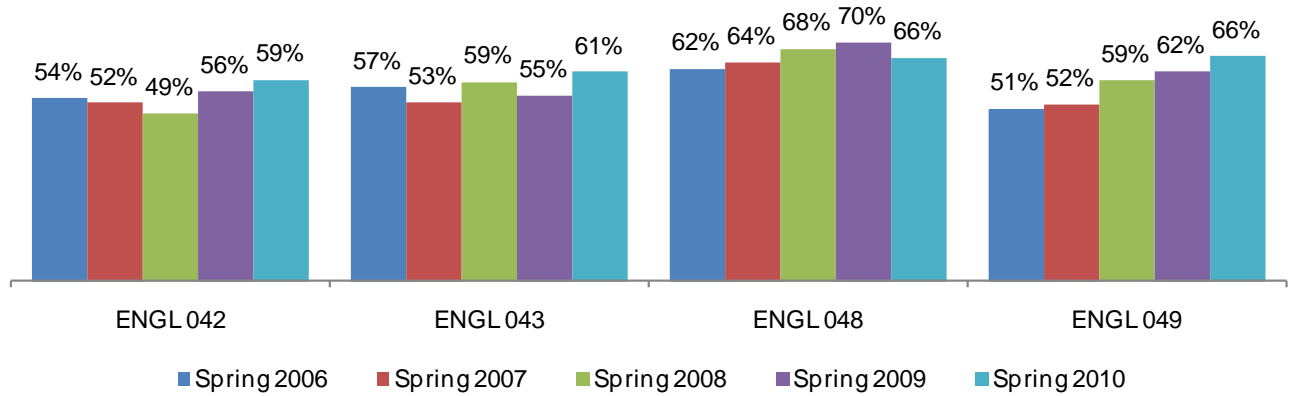


Figure 43. ESOL Writing Course Success Rates (Spring terms)

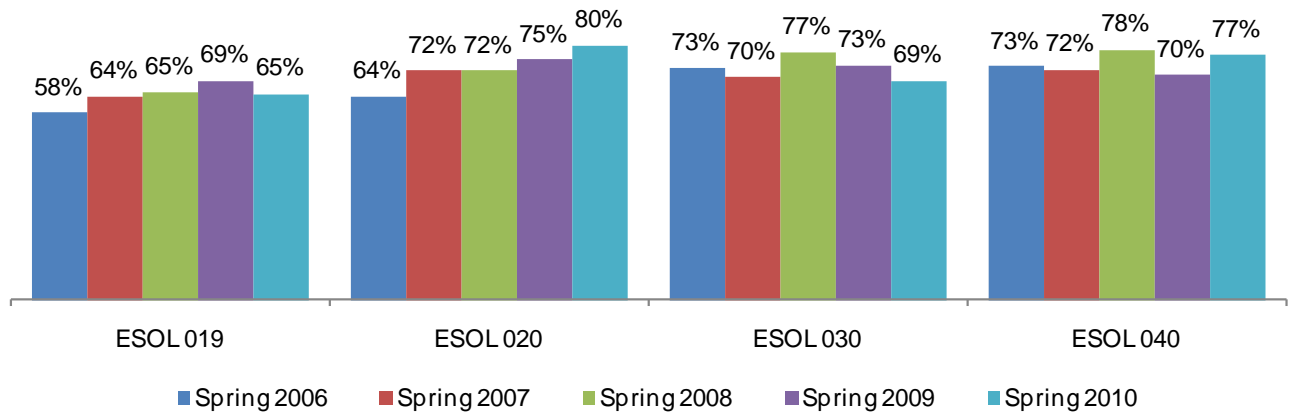


Figure 44. ESOL Reading Course Success Rates (Spring terms)

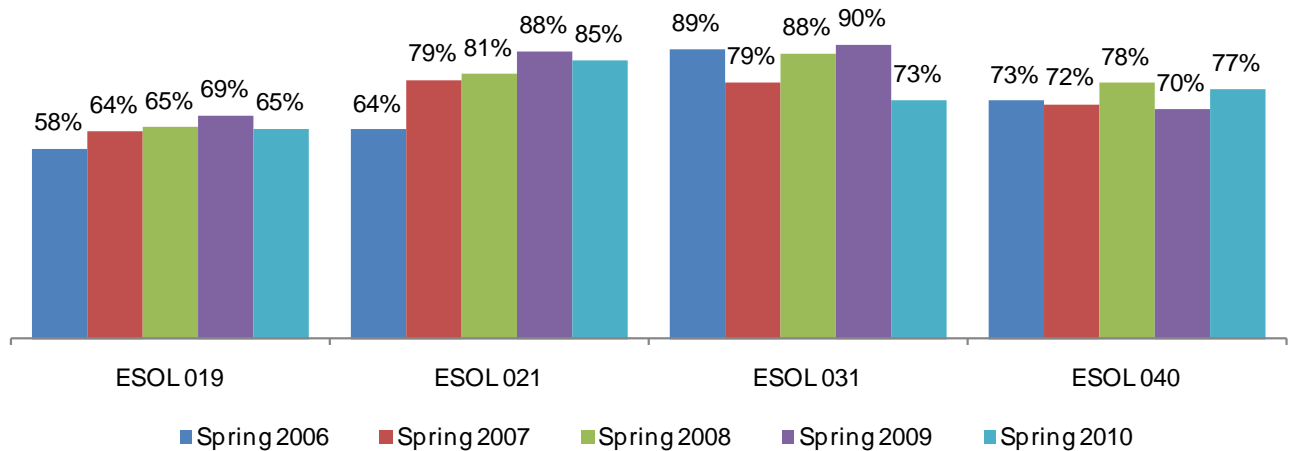


Figure 45. ESOL Listening/Speaking Course Success Rates (Spring terms)

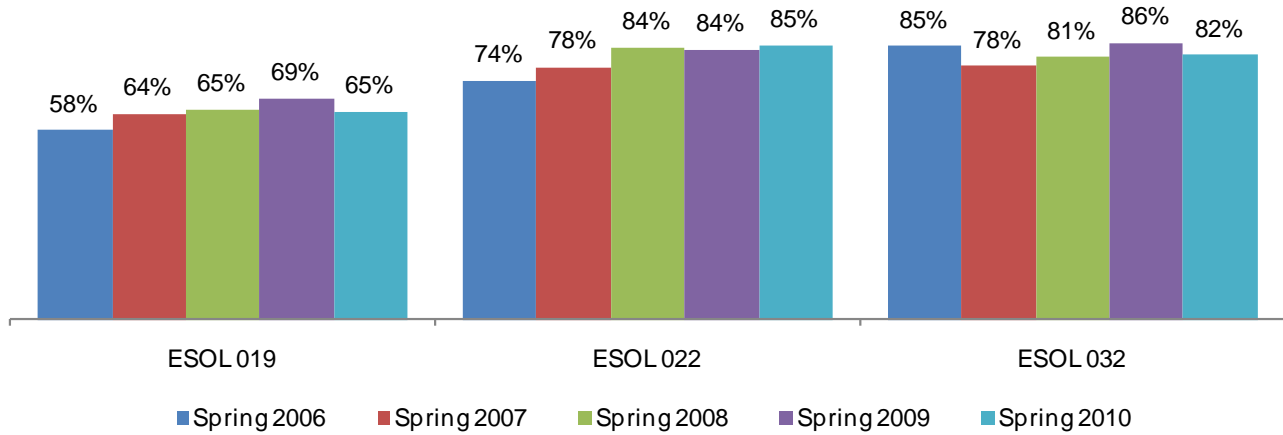
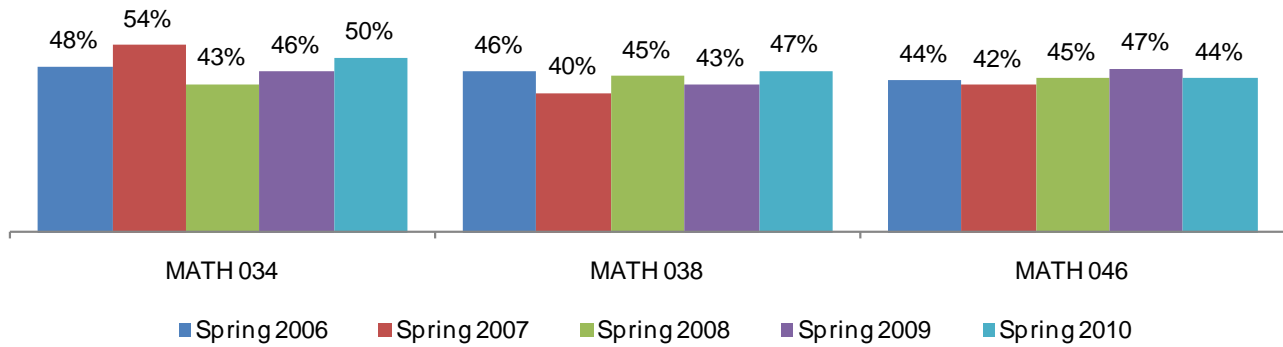


Figure 46. Math Basic Skills Course Success Rates (Spring terms)



All Colleges Basic Skills Subject Success Rates by Ethnicity
Fall Terms: Fall 2005 – 2009

Figure 47. English Basic Skills Course Success Rates by Ethnicity (Fall terms)

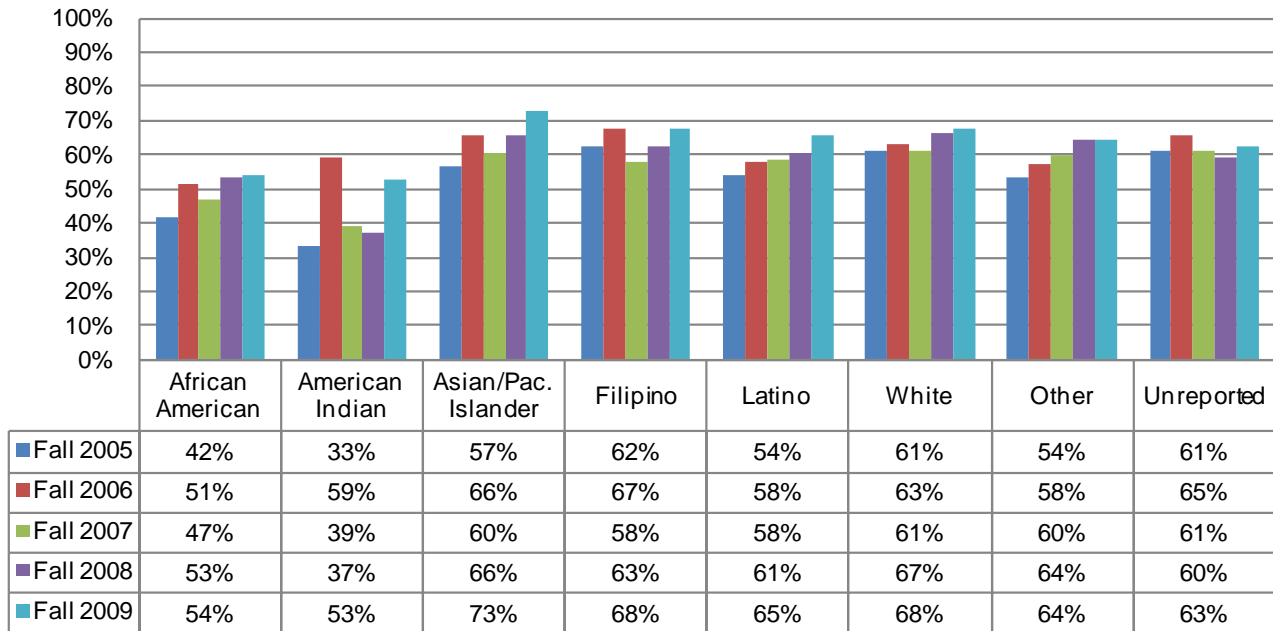


Figure 48. ESOL Course Success Rates by Ethnicity (Fall terms)

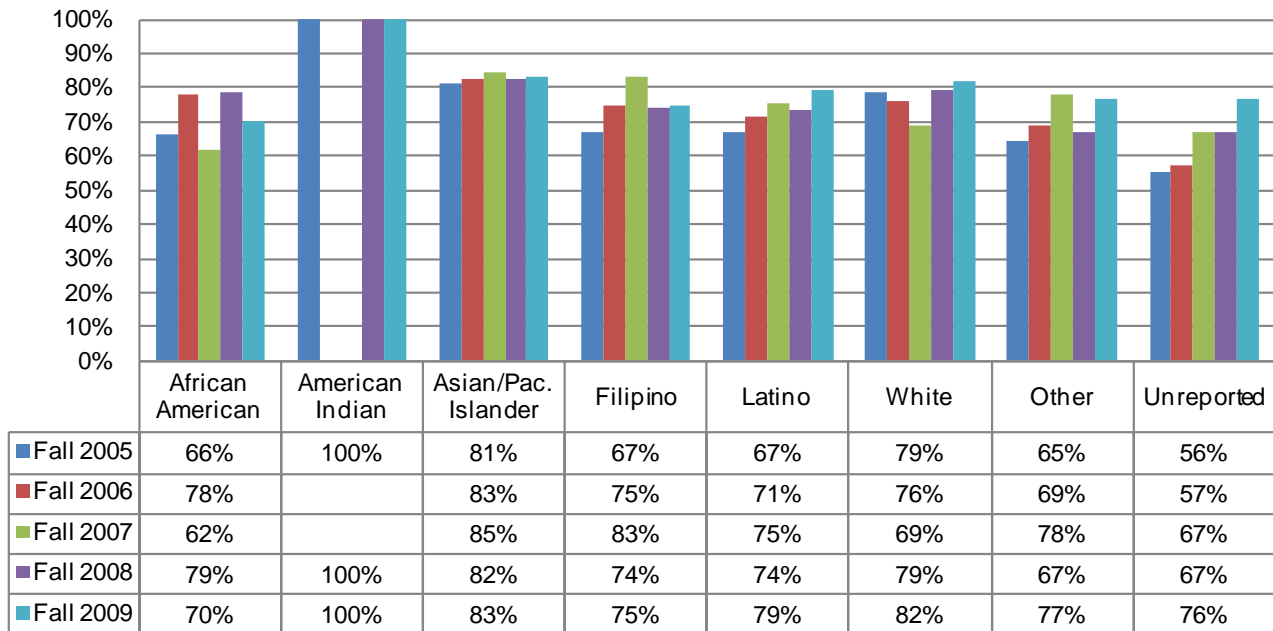
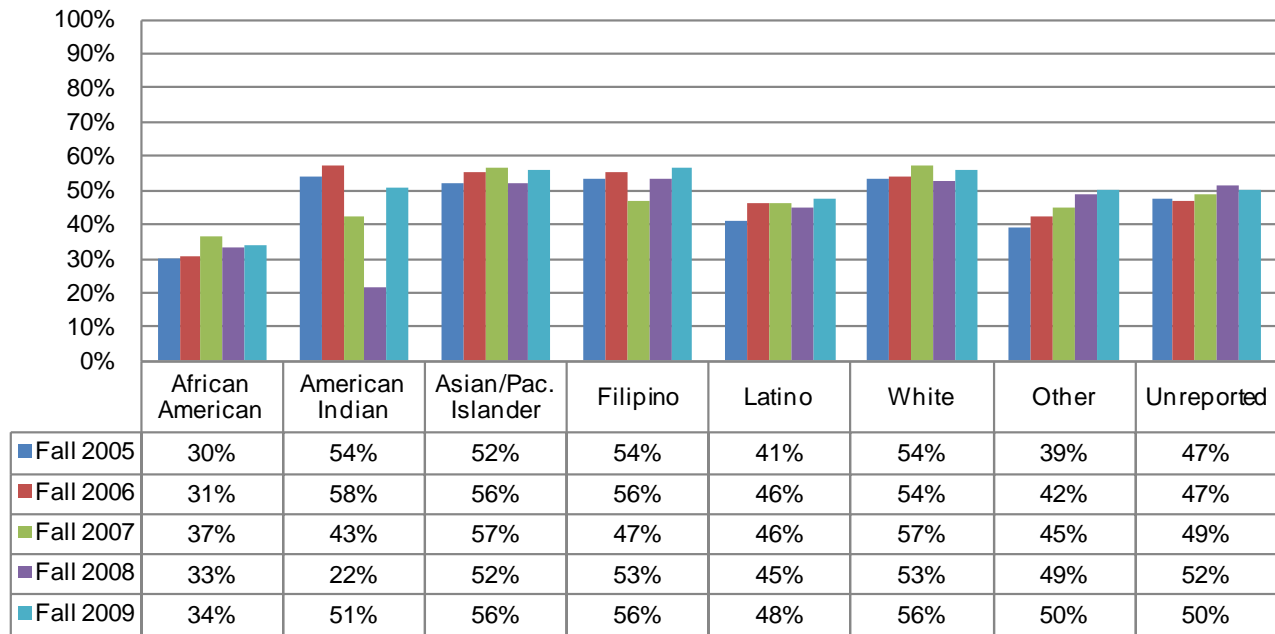


Figure 49. Math Basic Skills Course Success Rates by Ethnicity (Fall terms)



All Colleges Basic Skills Subject Success Rates by Ethnicity
Spring Terms: 2006 – 2010

Figure 50. English Basic Skills Course Success Rates by Ethnicity (Spring terms)

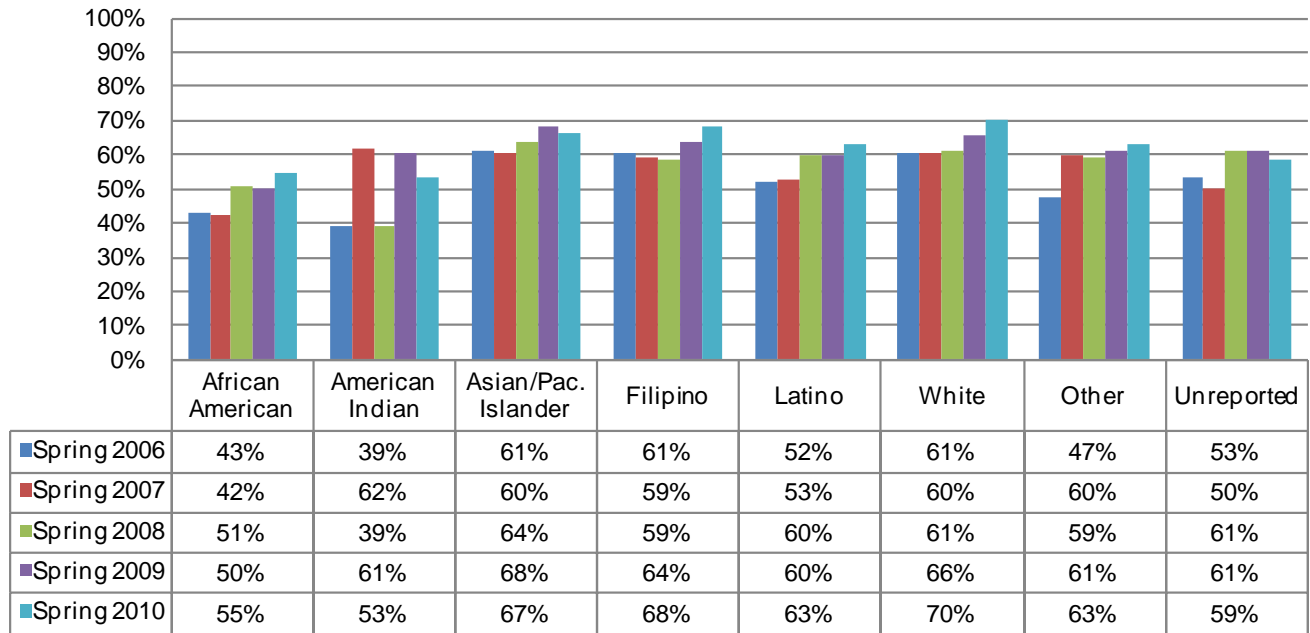


Figure 51. ESOL Course Success Rates by Ethnicity (Spring terms)

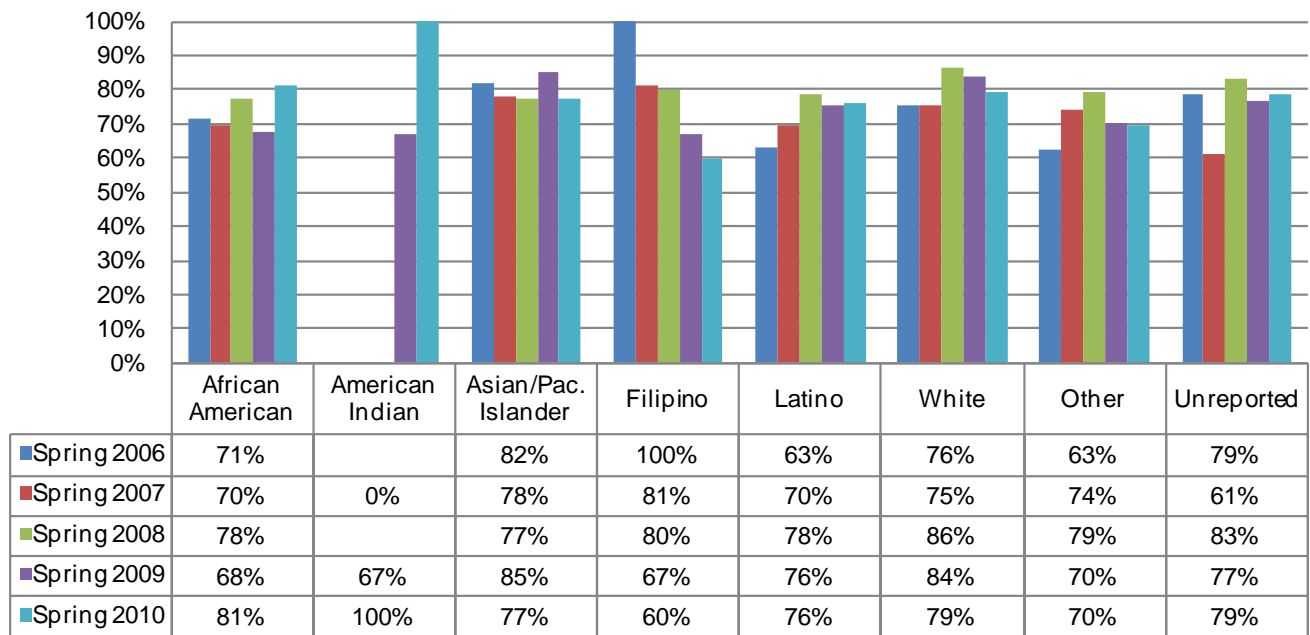
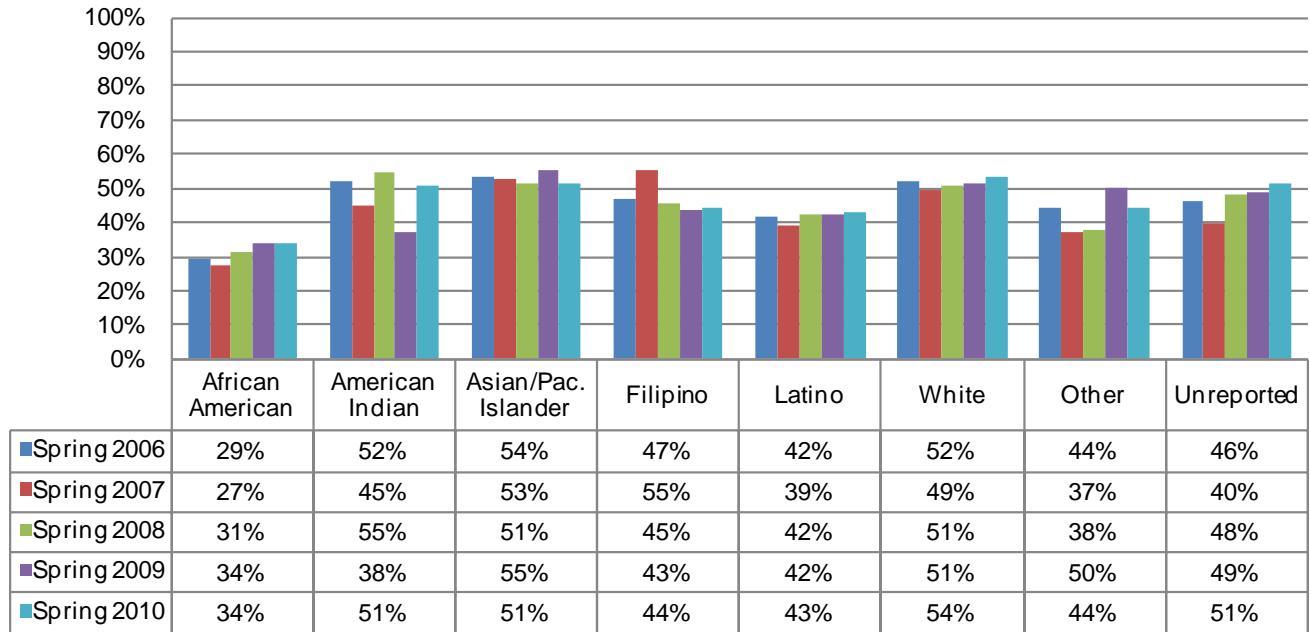


Figure 52. Math Basic Skills Course Success Rates by Ethnicity (Spring terms)



Part V: Cohort Tracking/Course Taking Patterns

This section of the report looks at the performance of Basic Skills students in Non-Basic Skills classes from three fall terms (Fall 2006, 2007, and 2008). Students who placed at the highest level of Basic Skills (English 051, English 056, and Math 095) and had less than ten cumulative units earned were placed into one of two groups. The first group included students who placed at the highest Basic Skills level and successfully completed the Basic Skills course in the first semester. The second group included students who placed at the highest level of Basic Skills but did not enroll or successfully complete the relevant course within the first semester. The success rates were examined for the two groups that enrolled in Non-Basic Skills classes following the initial term of Basic Skills placement.

The following Non-Basic Skills classes were selected because of high enrollments from the two groups: BIOL 107, ECON 120, HEAL 101, SPEE 103 and PSYC 101. Each fall cohort was tracked for three subsequent terms following the initial term. Due to the low number of student in the subsequent Non-Basic Skills classes the three cohorts were combined.

TERMS AND DEFINITIONS:

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 number of students with grade notations A, B, C, or P by the total number of valid enrollments as of official census and multiplying by 100.

Summary of Findings

Overall, students who completed their English Basic Skills placement course in the first term had higher success rates in the selected Non-Basic Skills classes compared to students who did not complete their Basic Skills class. The success rates in Non-Basic Skills classes were higher for students who completed English 056 (Reading) compared to students who did not enroll or complete the course their first term. This held true for Health 101, Speech 103, and Psychology 101.

Success rates in Non-Basic Skills classes were higher for students who completed their Basic Skills placement for English 051 (Writing) compared to those who did not enroll or successfully complete their placement in the first term. The success rates were consistently higher for Health 101, Speech 103, and Psychology 101. The success rates of the same cohort for all three colleges was the same for Health 101 (72%) as well as for Speech 103 (78%). Districtwide, students who successfully completed English 051 had a similar success rate for Psychology 101 (72%) when compared to the same cohort at all three colleges (73%).

Again, the success rates in Non-Basic Skills classes were higher for students who completed their Basic Skills placement for Math 095 compared to those who did not enroll or successfully complete the course. The success rate was 22% higher in Economics 120 for students who completed their Basic Skills course compared to students who did not. The success rate was 11% in Biology 107 for students who completed their Basic Skills course compared to those who did not. The success rates in Economics 120 for those students who successfully completed Math 095 (71%) was the same when compared to the same cohort for all three colleges success rate (71%). The success rate in Biology 107 for those students who successfully completed Math 095 (67%) was also the same when compared to the same cohort for all three colleges (67%).

Success Rates of All Colleges Students from 2006 to 2008
Who Placed in English 56, English 51, and Math 95

Figure 53. Success Rates of Students from 2006 to 2008 who Placed in English 56 (Currently English 48)

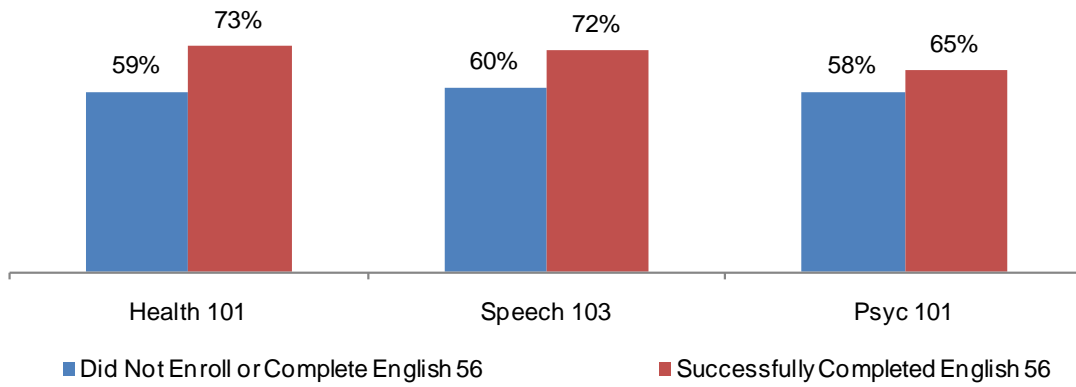


Figure 54. Success Rates of Students from 2006 to 2008 who Placed in English 51 (Currently English 49)

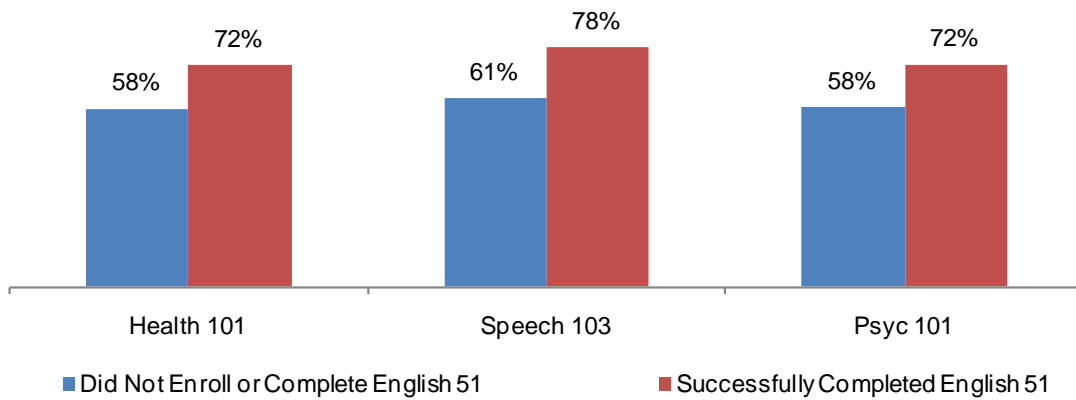
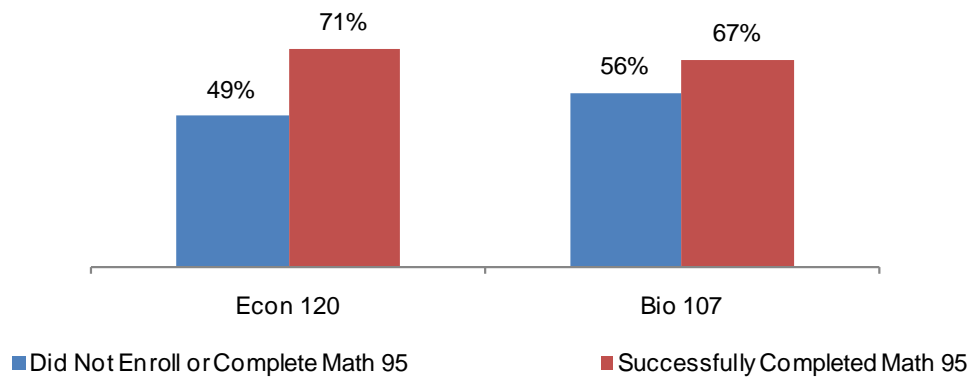


Figure 55. Success Rates of Students from 2006 to 2008 who Placed in Math 95 (Currently Math 046)



Concluding Remarks

Districtwide there is a smaller percentage of incoming freshmen that do not take the placement tests in their first semester (41% on average did not take English placement and 42% on average did not take the math placement test) than ever before. This trend in more incoming students taking the placement tests is evidenced in the shift from 56% non-English placement test takers in Fall 2005 to only 28% in Fall 2009, and from 57% non-math placement takers in Fall 2005 to only 27% in Fall 2009. This may be a result of improved outreach which focuses on encouraging students to go through the matriculation process.

Of those incoming students who took the placement test, the majority (60%) on average, continue to place into Basic Skills English or below (60% English Basic Skills and 11% below Basic Skills). However, this trend has shifted slightly with only 55% placing into English Basic Skills in Fall 2009 and an increased percentage placing into transfer level English (35% in Fall 2009). This may be due to the increase in initiatives and activities related to the Basic Skills initiative at the colleges.

Latino students and White students on average made up the largest portion of students who placed into English Basic Skills levels (33% and 30% respectively). Similarly, exactly one-third of those who placed into math Basic Skills levels were Latino students (34%) and almost one-third (30%) were White students. Each college continues to provide learning communities that address the needs of Basic Skills students and particularly those underrepresented populations.

The majority of Basic Skills English enrollments in the fall, on average, were in English 049 (44%) while almost one-quarter (23%) were in English 048. The majority of math enrollments were in Math 046 (55% in Fall and Spring semesters). Approximately one-third (33%) of students who enrolled in Basic Skills English courses were Latino. On average, about 32% of the students who enrolled in Basic Skills math courses were White, while nearly 32% were Latino.

On average, 75% of the students in the Basic Skills courses who are enrolled in a fall term as of first census, persist to the spring term compared to the districtwide average for all students of 66%. This could be an effect of the support services provided to the Basic Skills students including Instructional Assistants/Supplemental Instruction, the tutoring labs, the modified course sequence for English and math and/or improvements in the placement tests and process.

An examination of five-year trends for English subject outcomes by ethnicity reveals that both retention and success rates for fall and spring semesters increased for each ethnic group. Further investigation of overall five-year averages comparing across ethnic groups shows that while Asian/Pacific Islanders, Filipinos, Latinos and Whites had the highest average retention rates in English but Asian/Pacific Islanders, Filipinos and Whites had highest average success rates. Both retention and success rates continued to be lowest for African-American and American Indian students.

According to the operational definition set forth by the Basic Skills Initiative, "Basic skills are those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work." Thus, Part V of the Basic Skill Report 2010 examines success in college-level courses in content areas other than English and math. Outcomes were examined in such courses with the highest

concentration of enrollments by students who placed into Basic Skills, and success was then compared for students who successfully completed their placement-appropriate English and math Basic Skills during their first terms and those who did not pass nor attempt these same courses. Across the board, outcomes in these college-level courses, comprising Health 101, Speech 103, Psychology 101, Economics 120, and Biology 107, were higher for those students who successfully completed their placement-appropriate English and math Basic Skills courses during their first terms.