



Miramar College Basic Skills Report 2010

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Office of Institutional Research and Planning
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Table of Contents

Overview of the Basic Skills Report 2010	1
Listing of Basic Skills Courses Included in the Basic Skills Report 2010.....	2
Placement Levels and Corresponding Outcomes	3
Part I: Placement of Incoming Students (Five-year look: fall terms only).....	5
Subject Placement Trends	7
Subject Placement Trends by Ethnicity	9
Part II: Term Enrollments (Five-year look: fall and spring terms).....	15
Course Enrollments	17
Subject Enrollments by Ethnicity	19
Part III: Term Persistence (fall to spring).....	24
Term Persistence	26
Term Persistence by Gender	27
Term Persistence by Ethnicity	28
Term Persistence by Age.....	29
Part IV: Student Outcomes: Success and Retention (Five-year look: fall and spring terms)	31
Course Retention Rates	34
Subject Retention Rates by Ethnicity.....	38
Course Success Rates.....	42
Subject Success Rates by Ethnicity	46
Part V: Cohort Tracking/Course Taking Patterns.....	51
Success Rates of Students who Placed in English 56, English 51, and Math 95	53
Concluding Remarks.....	55

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.

Placement of Incoming Students

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, 35% of incoming students who took an English placement test placed into a Basic Skills level English course, and another 5% placed into levels below Basic Skills. This trend has continued to increase with 33% placing into Basic Skills in Fall 2005 to 36% in Fall 2009. The proportion placing into transfer level English doubled, from 15% in Fall 2005 to 30% in Fall 2009.

The majority of incoming students who took the ESOL placement test, placed into the first level (32% on average), while a relatively small percentage (9%) placed into the highest level. This trend varied over the five year period; Fall 2005 to Fall 2009.

On average, the majority of students placed into a Basic Skills level Math course (30%). This is a trend that has remained consistent over the five fall terms being reported (2005-2009). Additionally, a relatively small percentage of students placed into Associate level math (10%) or Transfer level math (18%).

A relatively large percentage of incoming students did not take either the English or Math placement tests. On average, 41% did not take the English placement test and 42% did not take the math placement test. For both English and math non-placement takers, the trend has decreased over the five fall terms being reported (from 47% to 28% for English and from 50% to 30% for math).

White students, on average, made up the largest portion of students who placed into English Basic Skills levels (34%) followed by Latino students (19%). On average, the proportions of Asian/Pacific-Islander and Filipino students (16% each) were comparable. Similarly, more than one-third of those who placed into math Basic Skills levels were White students (36%) followed by Latino students (20%). The proportions of Asian/Pacific-Islander and Filipino were comparable (12% & 13%, respectively). Both of these trends were disproportional to the all colleges Basic Skills English and math White student populations (30% for both).

Miramar College Basic Skills Report 2010

Miramar College Placement of Incoming Freshmen by Subject Fall Terms Only: 2005 – 2009

Figure 1. English Placement Trends (Fall terms)

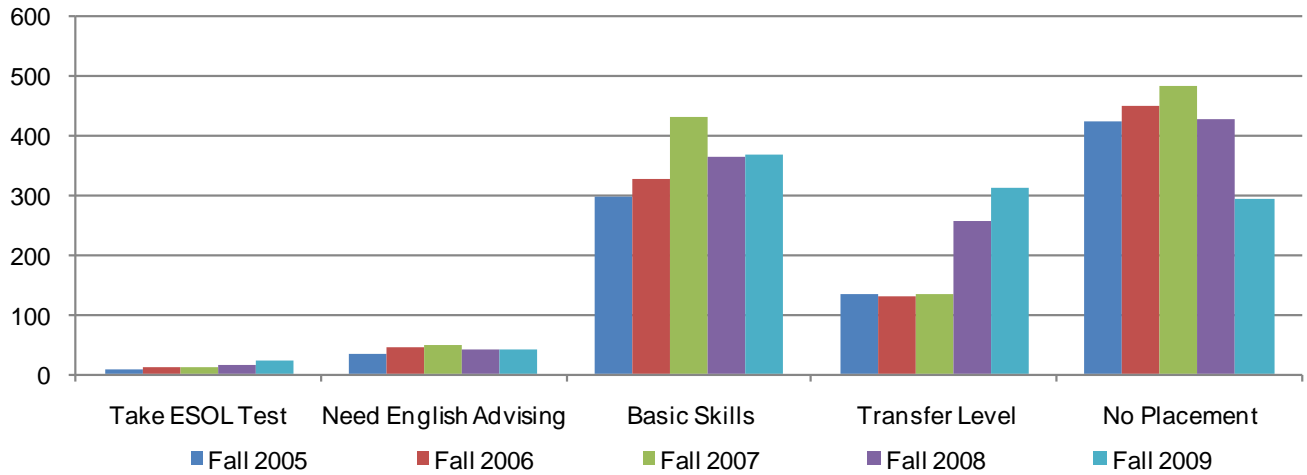


Figure 2. ESOL Placement Trends (Fall terms)

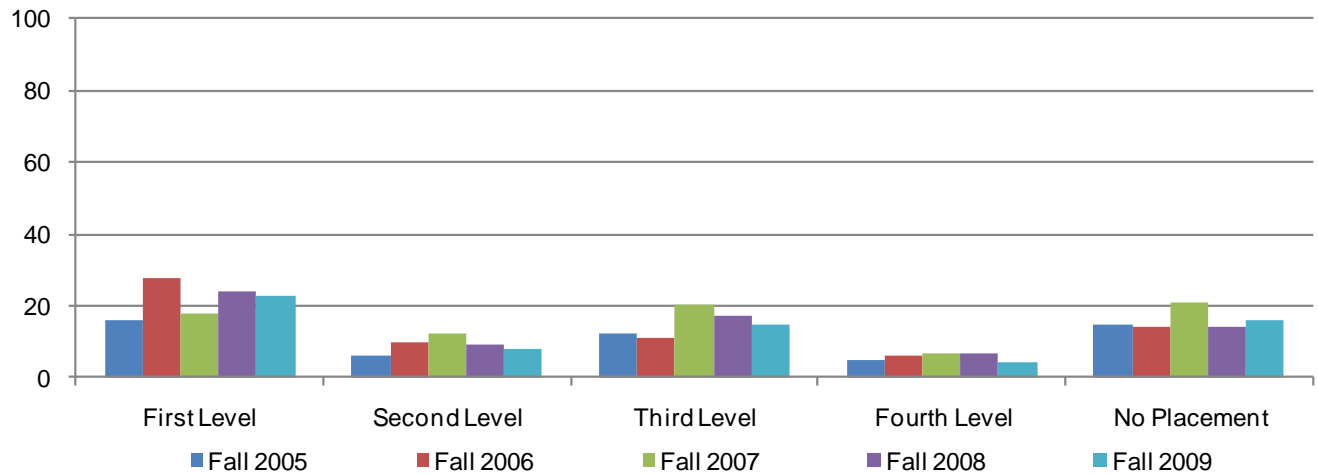
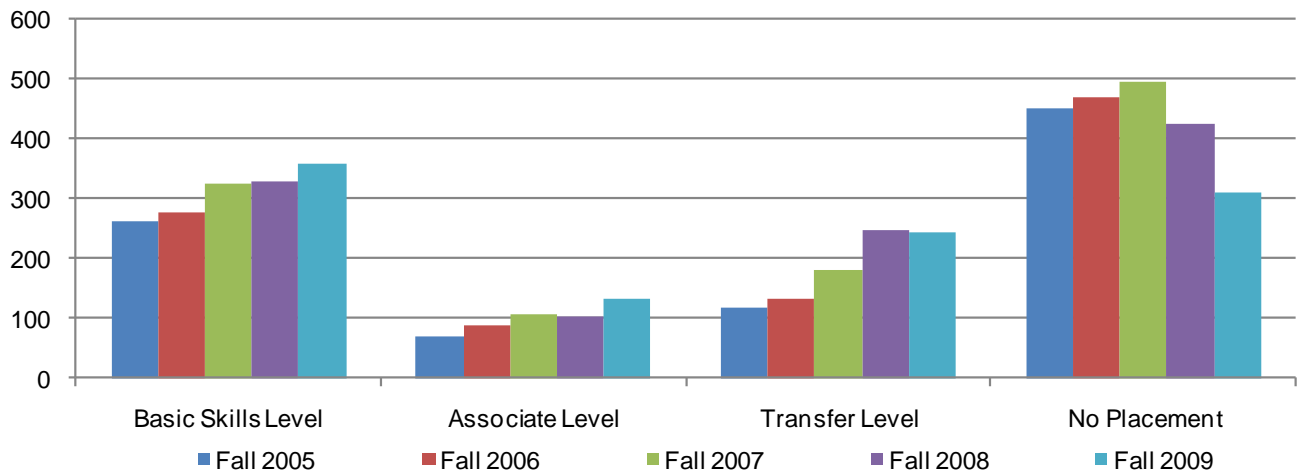


Figure 3. Math Placement Trends (Fall terms)



Miramar College Basic Skills Report 2010

Miramar College Placement of Incoming Freshmen by Subject Fall Terms Only: 2005 – 2009

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

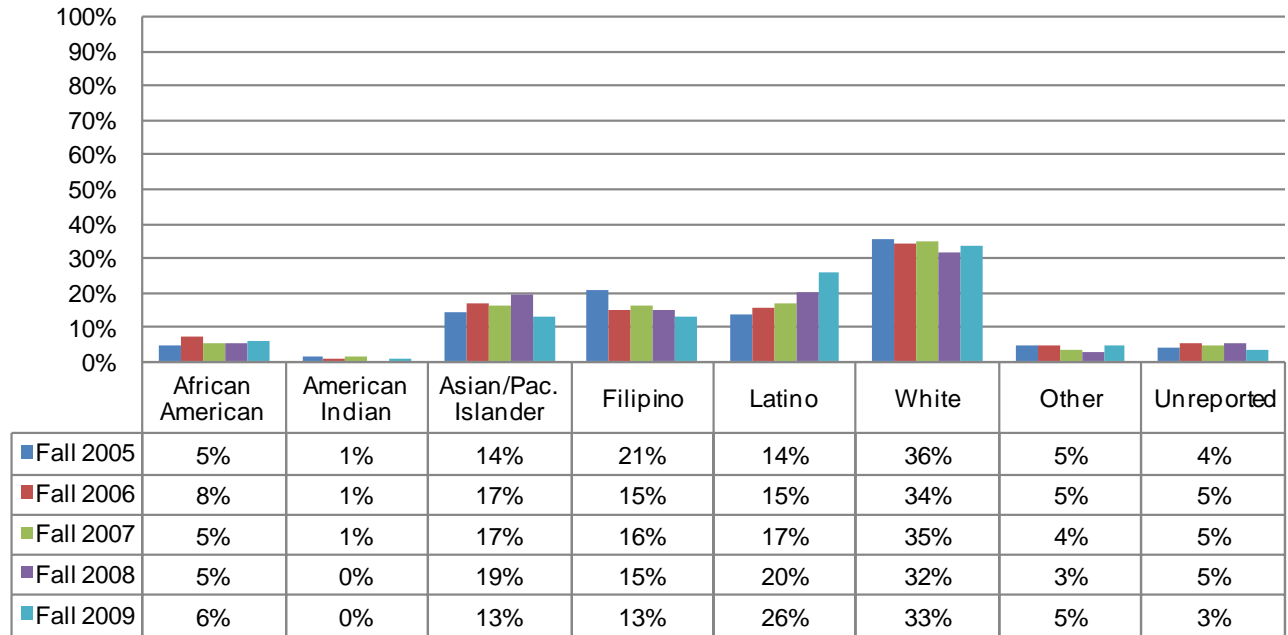
		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
English	Take ESOL Test	9	1%	11	1%	11	1%	15	1%	22	2%	68	1%
	Need English Advising	34	4%	45	5%	48	4%	43	4%	42	4%	212	4%
	Basic Skills Level	297	33%	330	34%	434	39%	365	33%	371	36%	1,797	35%
	Transfer Level	135	15%	132	14%	135	12%	257	23%	313	30%	972	19%
	No Placement	426	47%	451	47%	485	44%	428	39%	296	28%	2,086	41%
	Total	901	100%	969	100%	1,113	100%	1,108	100%	1,044	100%	5,135	100%
ESOL	First Level	16	30%	28	41%	18	23%	24	34%	23	35%	109	32%
	Second Level	6	11%	10	14%	12	15%	9	13%	8	12%	45	13%
	Third Level	12	22%	11	16%	20	26%	17	24%	15	23%	75	22%
	Fourth Level	5	9%	6	9%	7	9%	7	10%	4	6%	29	9%
	No Placement	15	28%	14	20%	21	27%	14	20%	16	24%	80	24%
	Total	54	100%	69	100%	78	100%	71	100%	66	100%	338	100%
Math	Basic Skills Level	261	29%	279	29%	327	29%	329	30%	359	34%	1,555	30%
	Associate Level	70	8%	87	9%	107	10%	103	9%	131	13%	498	10%
	Transfer Level	118	13%	131	14%	182	16%	249	22%	243	23%	923	18%
	No Placement	452	50%	472	49%	497	45%	427	39%	311	30%	2,159	42%
	Total	901	100%	969	100%	1,113	100%	1,108	100%	1,044	100%	5,135	100%

Source: SDCCD Information System

Miramar College Basic Skills Report 2010

Miramar College English Basic Skills Placement Levels by Ethnicity Fall Terms Only: 2005 – 2009

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



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Miramar College ESOL Basic Skills Placement Levels by Ethnicity Fall Terms Only: 2005 – 2009

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

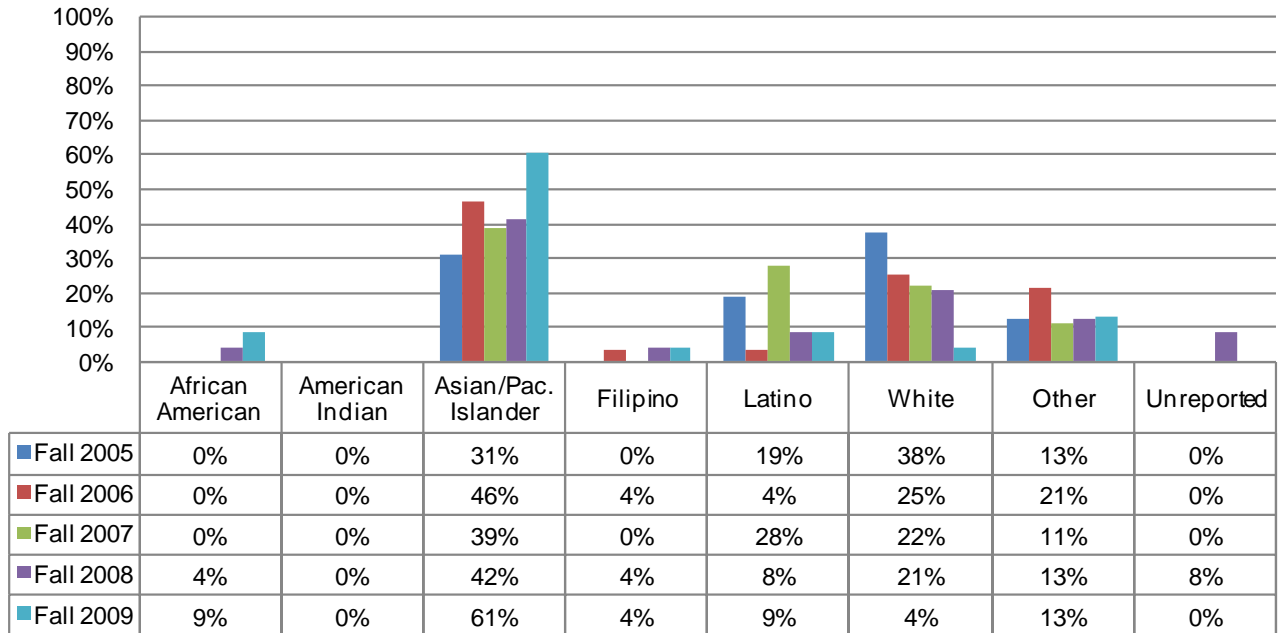


Figure 6. ESOL Second Level Placement by Ethnicity (Fall terms)

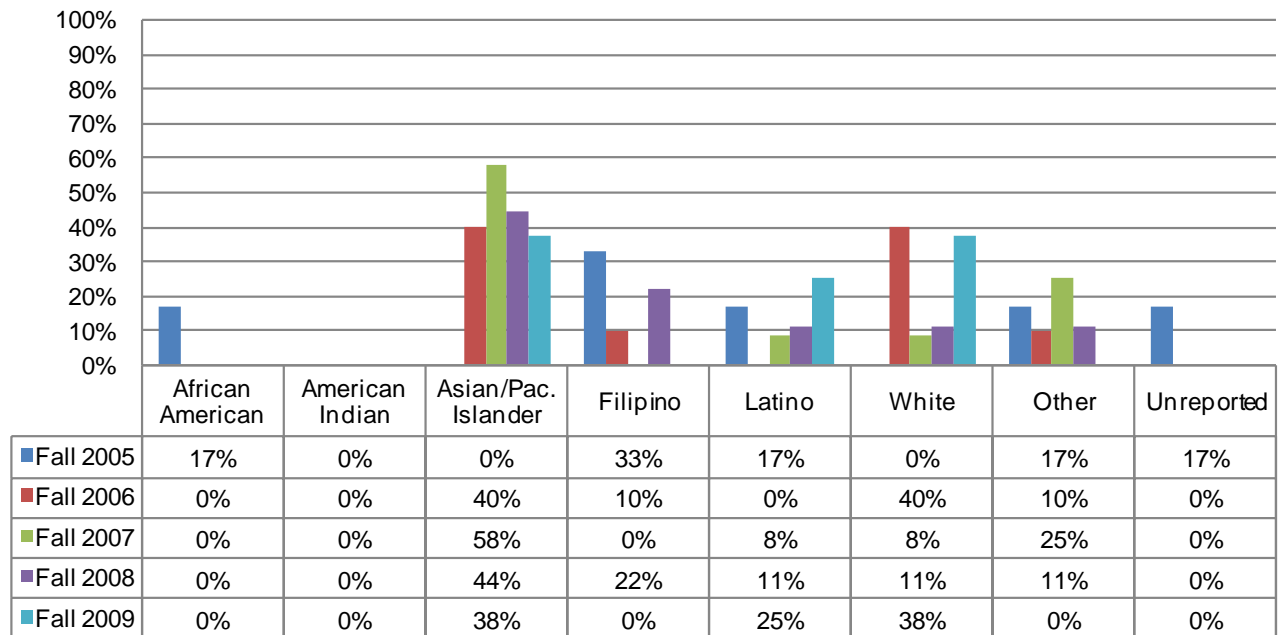


Figure 7. ESOL Third Level Placement by Ethnicity (Fall terms)

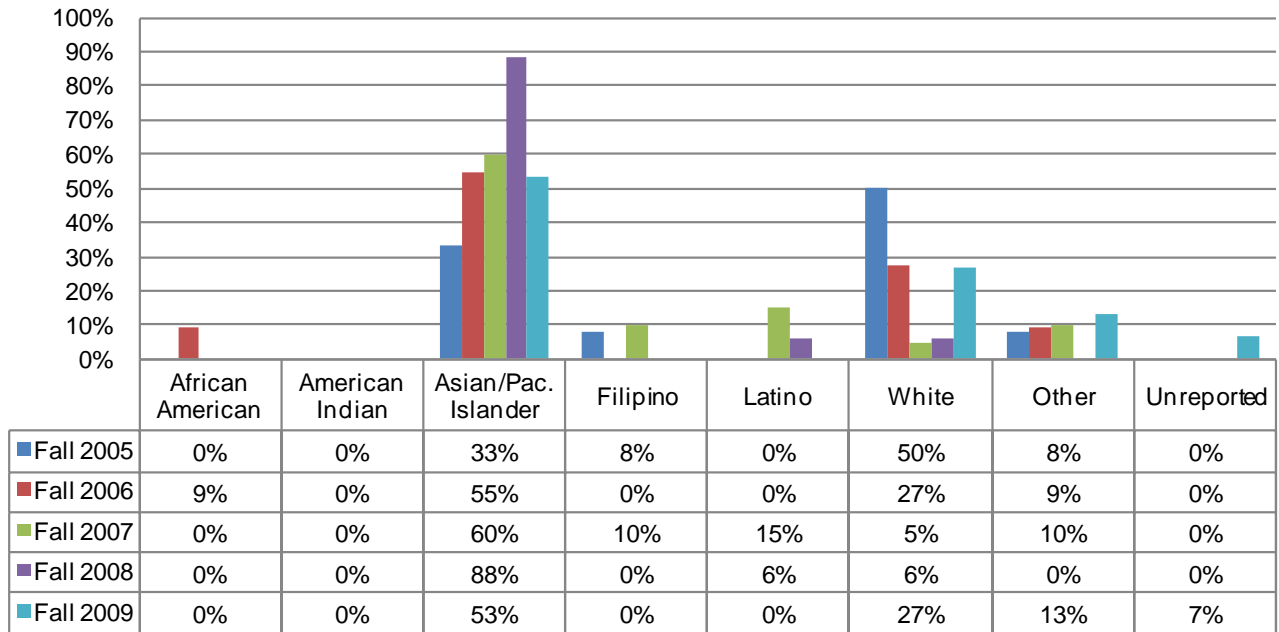


Figure 8. ESOL Fourth Level Placement by Ethnicity (Fall terms)

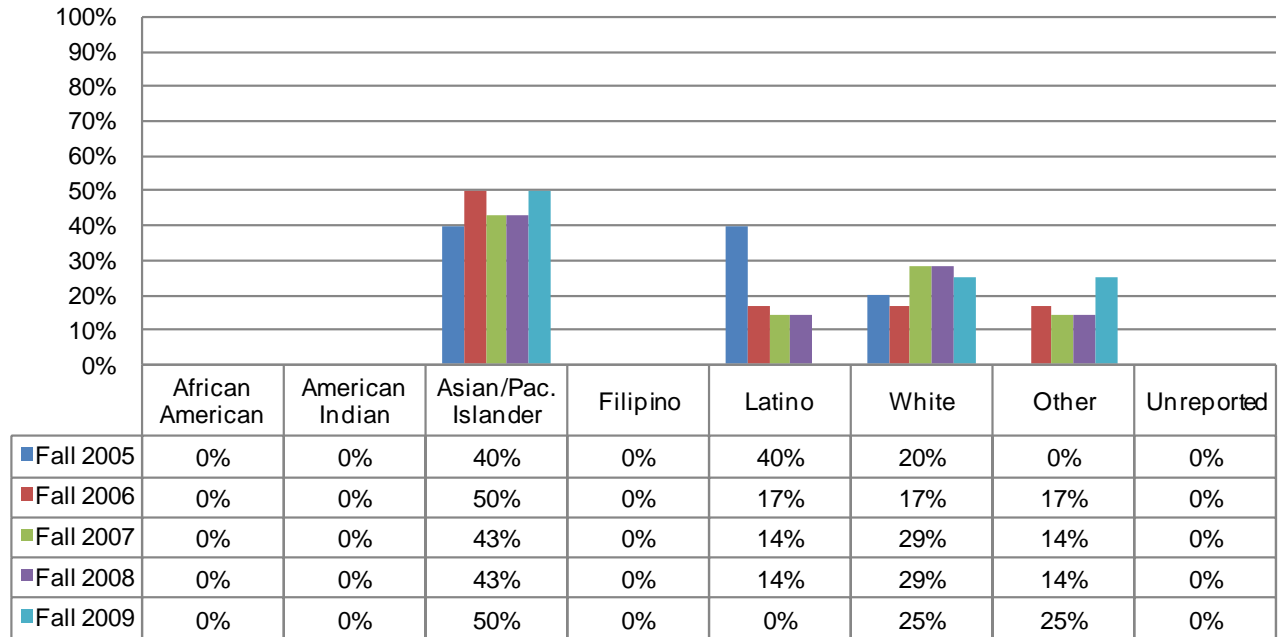
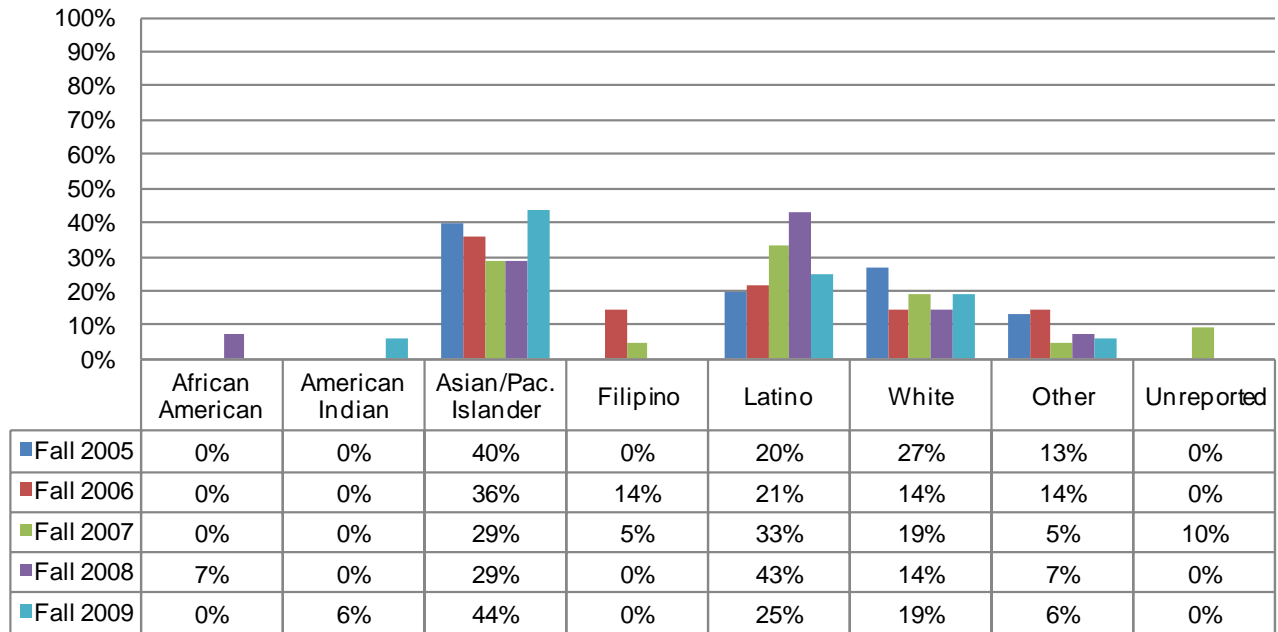


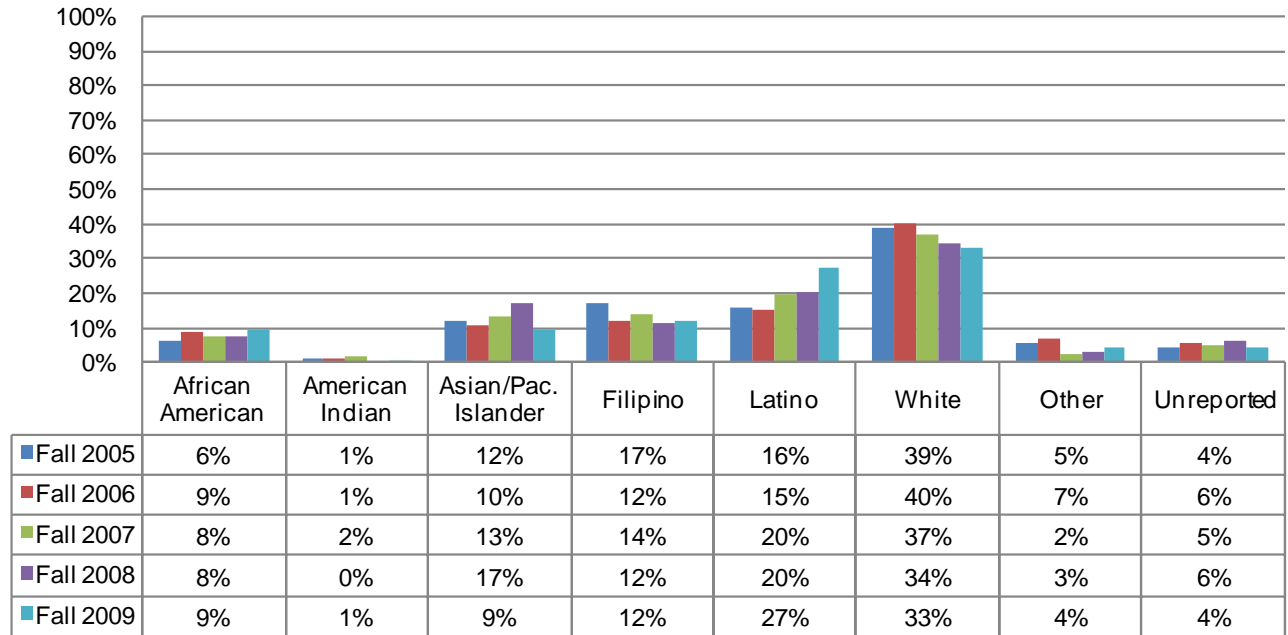
Figure 9. ESOL No Assessment by Ethnicity (Fall terms)



Miramar College Basic Skills Report 2010

Miramar College Math Basic Skills Placement Levels by Ethnicity Fall Terms Only: 2005 – 2009

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



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 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

Nearly half of the Basic Skills English enrollments, on average, were in English 049 (Fall-40% and Spring-43%). Both courses, English 042 and 043 have seen a significant increase in enrollment between Fall 2005 and Fall 2009 (81% and 211%, respectively). A similar increase occurred from Spring 2006 to Spring 2010 for English 042 (80%).

The greatest percentage of ESOL enrollments were in the ESOL 040 series (30% on average in the Fall semesters and 31% in the Spring semesters). The ESOL 030 series witnessed increases in enrollment between Fall 2005 and Fall 2009 (52%), while ESOL 019 series showed the greatest decrease in enrollment (13%) between Spring 2006 and Spring 2010.

The majority of Basic Skills math enrollments, on average, were in Math 046 (55% in fall and 57% spring). Math 038 has seen the greatest increase in enrollment between 2005 and 2010 (4% in fall & 9% in spring).

On average, approximately half of the students who enrolled in Basic Skills English courses were White (27%) and Asian/Pacific Islander (22%) across the fall and spring terms. This was higher than the all colleges' averages for White and Asian/Pacific Islander Basic Skills English enrollments (22% White & 16% Asian/Pacific Islander, respectively).

On average, more than one-third of the students who enrolled in Basic Skills math courses were White (35%) across the fall and spring terms. This was higher than the all colleges' average for White students in Basic Skills (30%) across the fall and spring terms.

Miramar College Basic Skills Report 2010

Miramar College 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	117	17%	124	13%	180	16%	209	17%	212	17%	842	16%
	ENGL 043	114	17%	231	24%	274	24%	299	24%	355	28%	1,273	24%
	ENGL 048	148	22%	180	18%	218	19%	244	20%	254	20%	1,044	20%
	ENGL 049	304	45%	440	45%	485	42%	472	39%	446	35%	2,147	40%
	Total	683	100%	975	100%	1,157	100%	1,224	100%	1,267	100%	5,306	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	38	20%	48	23%	46	21%	31	16%	52	21%	215	20%
	ESOL 020	46	24%	37	18%	35	16%	40	21%	51	21%	209	20%
	ESOL 030	52	27%	63	31%	58	26%	59	31%	79	32%	311	30%
	ESOL 040	55	29%	58	28%	80	37%	59	31%	65	26%	317	30%
	Total	191	100%	206	100%	219	100%	189	100%	247	100%	1,052	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	38	21%	48	24%	46	20%	31	16%	52	23%	215	21%
	ESOL 021	42	24%	41	21%	40	17%	38	20%	55	24%	216	21%
	ESOL 031	42	24%	52	26%	65	28%	62	33%	58	25%	279	27%
	ESOL 040	55	31%	58	29%	80	35%	59	31%	65	28%	317	31%
	Total	177	100%	199	100%	231	100%	190	100%	230	100%	1,027	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	38	34%	48	35%	46	31%	31	24%	52	32%	215	31%
	ESOL 022	35	31%	41	29%	42	28%	38	30%	48	30%	204	30%
	ESOL 032	40	35%	50	36%	60	41%	59	46%	62	38%	271	39%
	Total	113	100%	139	100%	148	100%	128	100%	162	100%	690	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 036	54	7%	58	7%	83	9%	40	4%	45	6%	280	6%
	Math 038	291	37%	335	39%	346	38%	412	42%	304	39%	1,688	39%
	Math 046	447	56%	466	54%	492	53%	530	54%	431	55%	2,366	55%
	Total	792	100%	859	100%	921	100%	982	100%	780	100%	4,334	100%

Source: SDCCD Information System

Miramar College Basic Skills Report 2010

Miramar College 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	83	12%	109	12%	131	13%	136	14%	149	17%	608	14%
	ENGL 043	124	17%	154	18%	195	20%	200	20%	172	20%	845	19%
	ENGL 048	144	20%	202	23%	228	23%	255	26%	244	28%	1,073	24%
	ENGL 049	369	51%	409	47%	442	44%	386	40%	313	36%	1,919	43%
	Total	720	100%	874	100%	996	100%	977	100%	878	100%	4,445	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	31	17%	33	18%	28	15%	49	19%	27	14%	168	17%
	ESOL 020	54	29%	39	21%	36	19%	56	22%	55	29%	240	24%
	ESOL 030	48	26%	47	25%	59	32%	77	30%	52	28%	283	28%
	ESOL 040	52	28%	68	36%	63	34%	71	28%	54	29%	308	31%
	Total	185	100%	187	100%	186	100%	253	100%	188	100%	999	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	31	18%	33	17%	28	16%	49	21%	27	14%	168	17%
	ESOL 021	48	27%	45	23%	39	23%	58	25%	55	29%	245	25%
	ESOL 031	46	26%	54	27%	41	24%	55	24%	53	28%	249	26%
	ESOL 040	52	29%	68	34%	63	37%	71	30%	54	29%	308	32%
	Total	177	100%	200	100%	171	100%	233	100%	189	100%	970	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	31	23%	33	26%	28	26%	49	31%	27	21%	168	26%
	ESOL 022	57	42%	35	27%	37	35%	56	35%	50	39%	235	36%
	ESOL 032	49	36%	60	47%	41	39%	53	34%	52	40%	255	39%
	Total	137	100%	128	100%	106	100%	158	100%	129	100%	658	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	39	6%	77	9%	53	6%	40	4%	35	5%	244	6%
	Math 038	244	36%	270	33%	298	36%	364	40%	265	40%	1,441	37%
	Math 046	392	58%	464	57%	481	58%	495	55%	369	55%	2,201	57%
	Total	675	100%	811	100%	832	100%	899	100%	669	100%	3,886	100%

Source: SDCCD Information System

Miramar College Basic Skills Report 2010

Miramar College Basic Skills Subject Enrollments by Ethnicity Fall Terms: 2005 – 2009

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

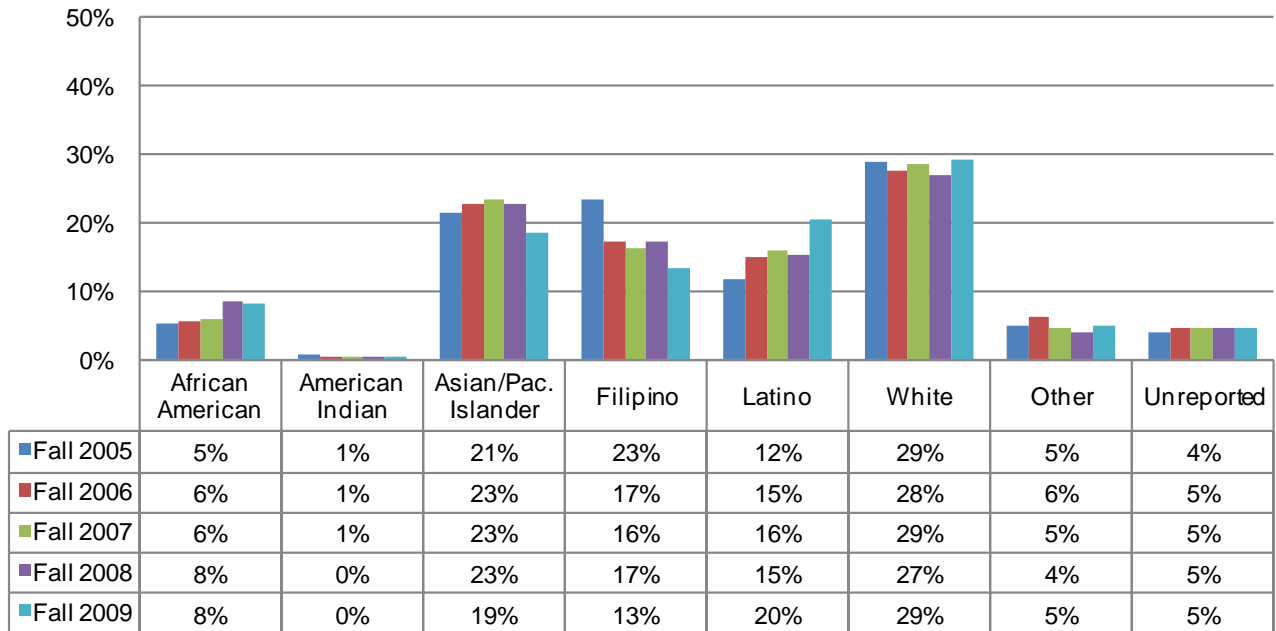


Figure 12. ESOL Course Enrollments by Ethnicity (Fall terms)

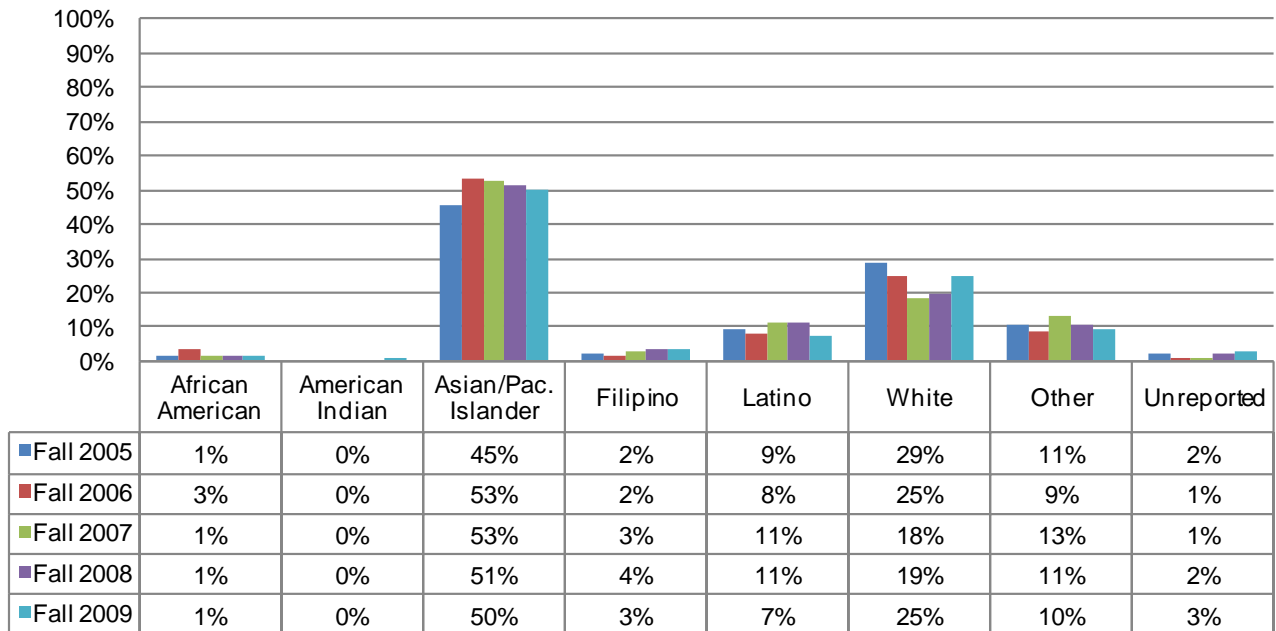
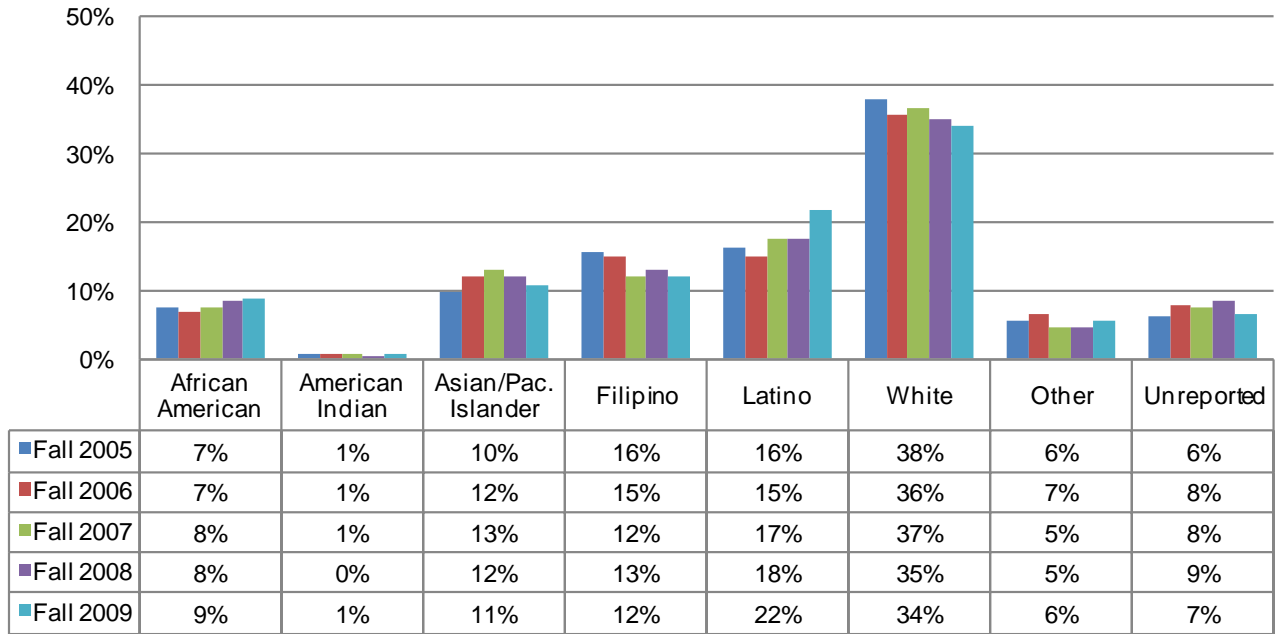


Figure 13. Math Basic Skills Course Enrollments by Ethnicity (Fall terms)



Miramar College Basic Skills Report 2010

Miramar College Basic Skills Subject Enrollments by Ethnicity Spring Terms: 2006 – 2010

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

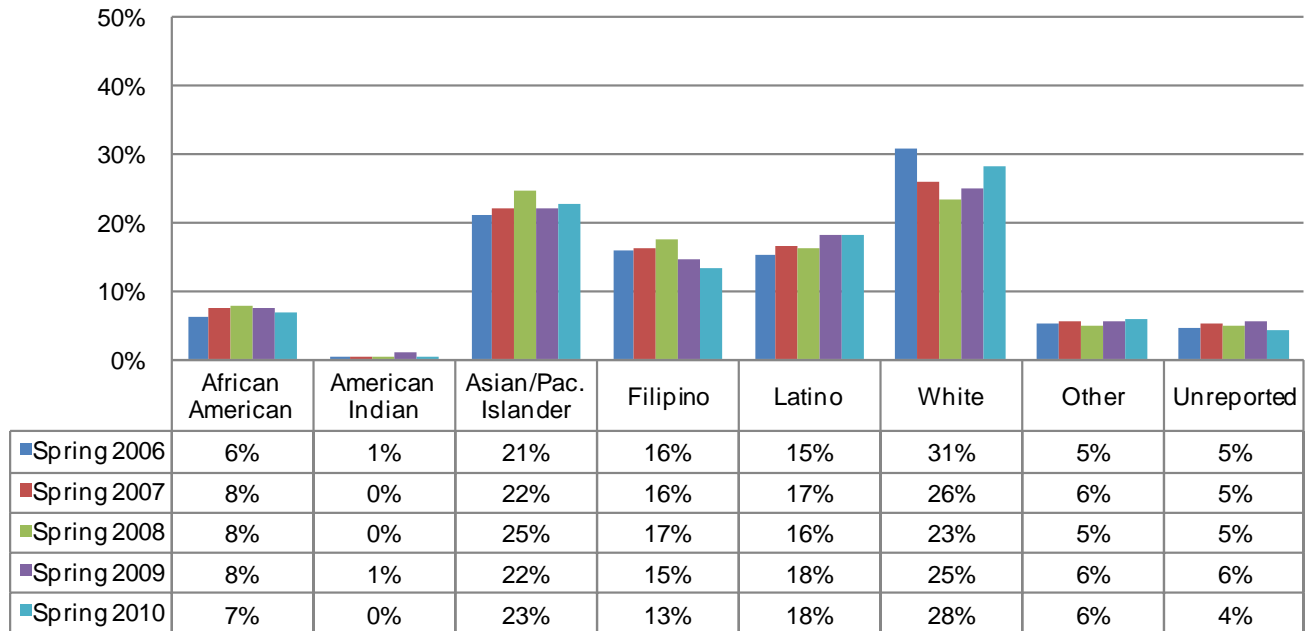


Figure 15. ESOL Course Enrollments by Ethnicity (Spring terms)

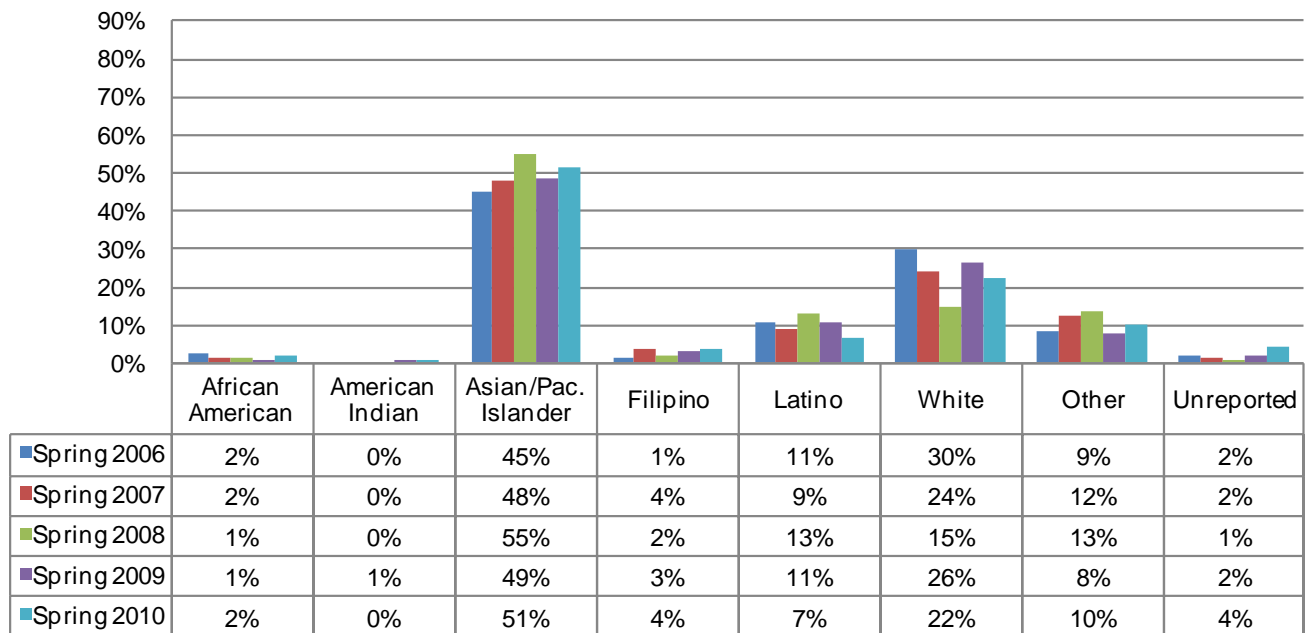
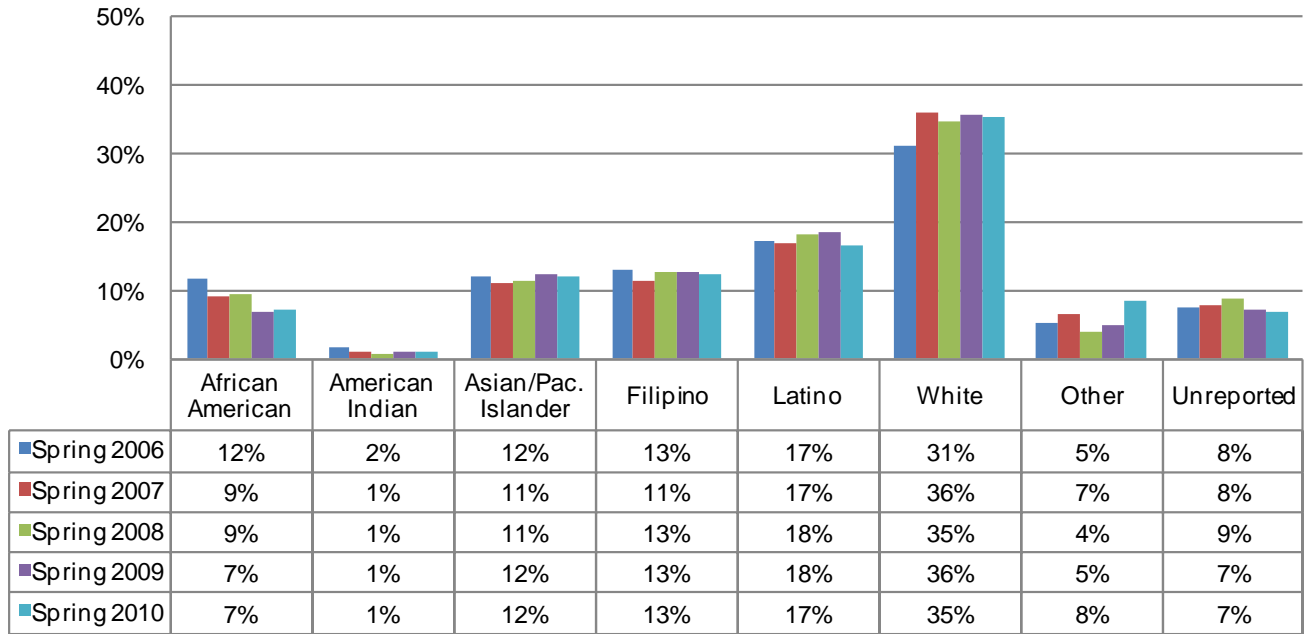


Figure 16. Math Basic Skills Course Enrollments by Ethnicity (Spring terms)



Persistence

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, 66% of the students in the Basic Skills courses who are enrolled in a fall term as of first census, persist to the spring term. This is lower than the districtwide trend which is 75% on average for students in all three colleges Basic Skills courses.

Female students, on average, had a comparable persistence rate to males (66% compared to 65%). This is consistent with the districtwide trend (75% compared to 74%).

On average, Filipino students had the highest persistence rates (71%), followed by both Asian/Pacific Islander students and students categorized as 'Other' ethnicities (70% each). The persistence rates of African American students have increased the most over the past five years, from 43% in the Fall 2005 cohort to 48% in the Fall 2009, with a average five-year persistence rate of 53%. The persistence rates for Latino students have decreased the most over the past five years, from 61% in the Fall 2005 cohort to 53% in the Fall 2009, with a average five-year persistence rate of 59%.

The age groups with the highest persistence rates, on average, were students under 18 and between 18-24 years old (82% & 69% respectively). The opposite trend was true for districtwide (72% for students under 18 & 77% for students between ages 18-24, respectively). Students under age 18 showed the greatest decrease in persistence rates (8%), while students ages 50 and older showed the greatest increase in persistence rates (7%) between the Fall 2005 and Fall 2009 cohorts.

Miramar College Basic Skills Report 2010

Miramar College Term Persistence Fall Terms: 2005 – 2009

Figure 17. Basic Skills Term Persistence

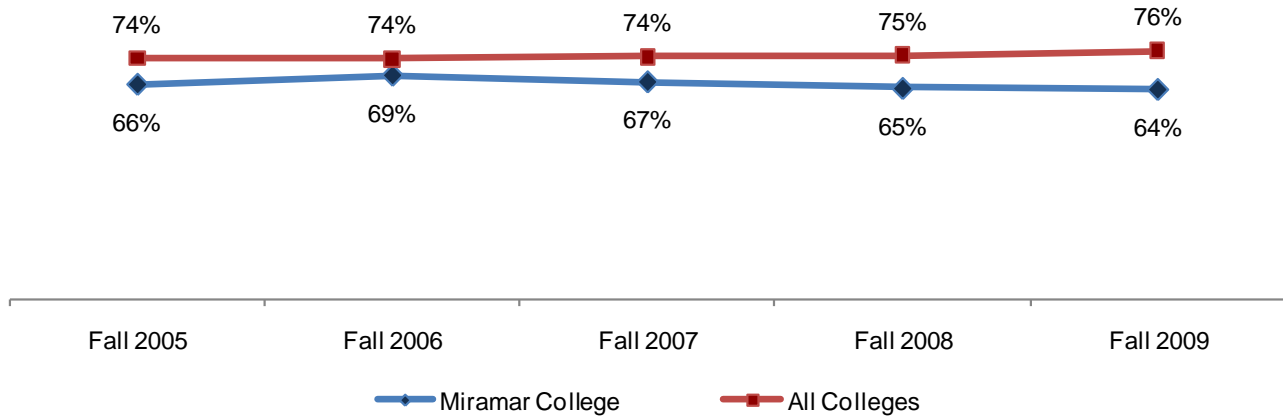


Table 12. Basic Skills Term Persistence

	Fall	Spring	Persistence	All Colleges Persistence Fall to Spring
Fall 2005	1,122	740	66%	74%
Fall 2006	1,356	931	69%	74%
Fall 2007	1,471	981	67%	74%
Fall 2008	1,539	996	65%	75%
Fall 2009	1,565	1,008	64%	76%
Average			66%	75%

Source: SDCCD Information System

Miramar College Basic Skills Report 2010

Miramar College Term Persistence by Gender Fall Terms: 2005 – 2009

Figure 18. Basic Skills Term Persistence by Gender

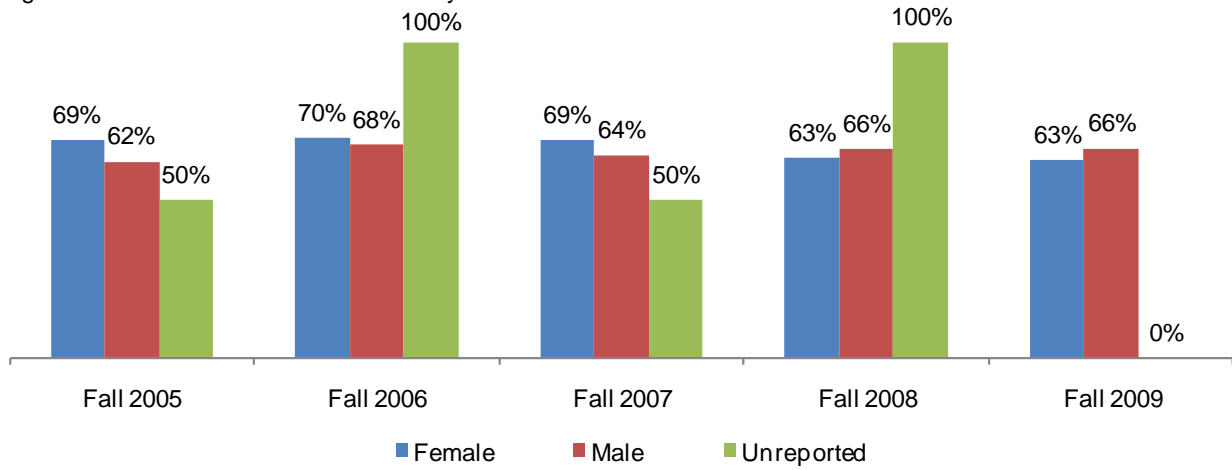


Table 13. Basic Skills Term Persistence by Gender

	Female			Male			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	626	431	69%	494	308	62%	2	1	50%
Fall 2006	721	502	70%	634	428	68%	1	1	100%
Fall 2007	764	528	69%	705	452	64%	2	1	50%
Fall 2008	802	508	63%	736	487	66%	1	1	100%
Fall 2009	823	515	63%	742	493	66%	0	0	---
Average			66%			65%			67%

Source: SDCCD Information System

Miramar College Basic Skills Report 2010

Miramar College Term Persistence by Ethnicity Fall Terms: 2005 – 2009

Figure 19. Basic Skills Term Persistence by Ethnicity

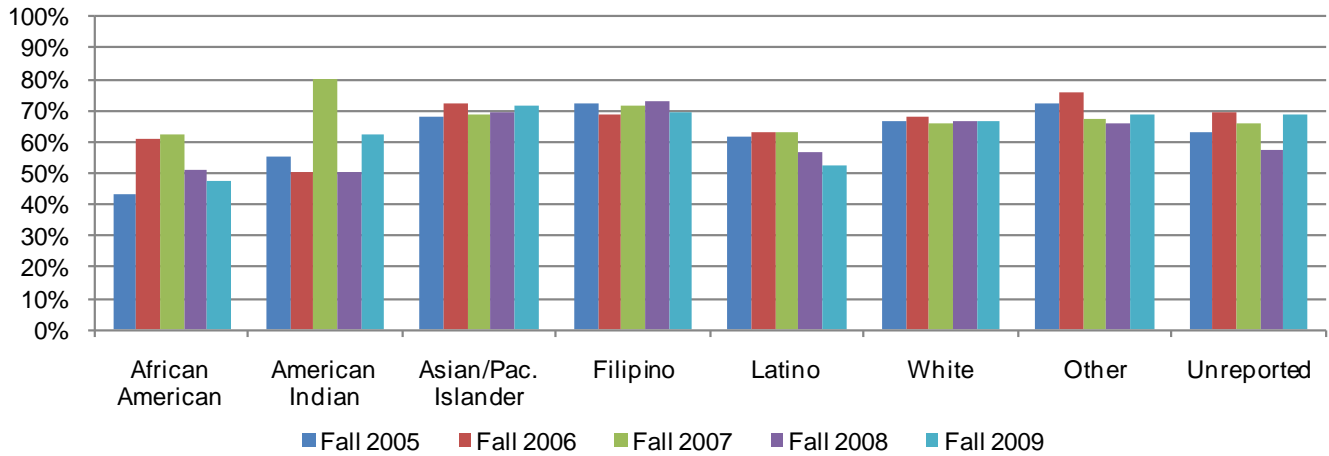


Table 14. Basic Skills Term Persistence by Ethnicity

	African American			American Indian			Asian/Pac. Islander			Filipino		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	58	25	43%	9	5	56%	230	156	68%	173	125	72%
Fall 2006	74	45	61%	8	4	50%	330	239	72%	181	125	69%
Fall 2007	82	51	62%	5	4	80%	357	246	69%	188	134	71%
Fall 2008	107	55	51%	6	3	50%	341	237	70%	202	147	73%
Fall 2009	109	52	48%	8	5	63%	347	248	71%	167	116	69%
Average			53%			58%			70%			71%

	Latino			White			Other			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	161	99	61%	369	247	67%	68	49	72%	54	34	63%
Fall 2006	182	115	63%	422	287	68%	90	68	76%	69	48	70%
Fall 2007	223	140	63%	448	294	66%	86	58	67%	82	54	66%
Fall 2008	249	141	57%	470	313	67%	73	48	66%	91	52	57%
Fall 2009	287	151	53%	475	318	67%	92	63	68%	80	55	69%
Average			59%			67%			70%			65%

Source: SDCCD Information System

Miramar College Basic Skills Report 2010

Miramar College Term Persistence by Age Fall Terms: 2005 – 2009

Figure 20. Basic Skills Term Persistence by Age

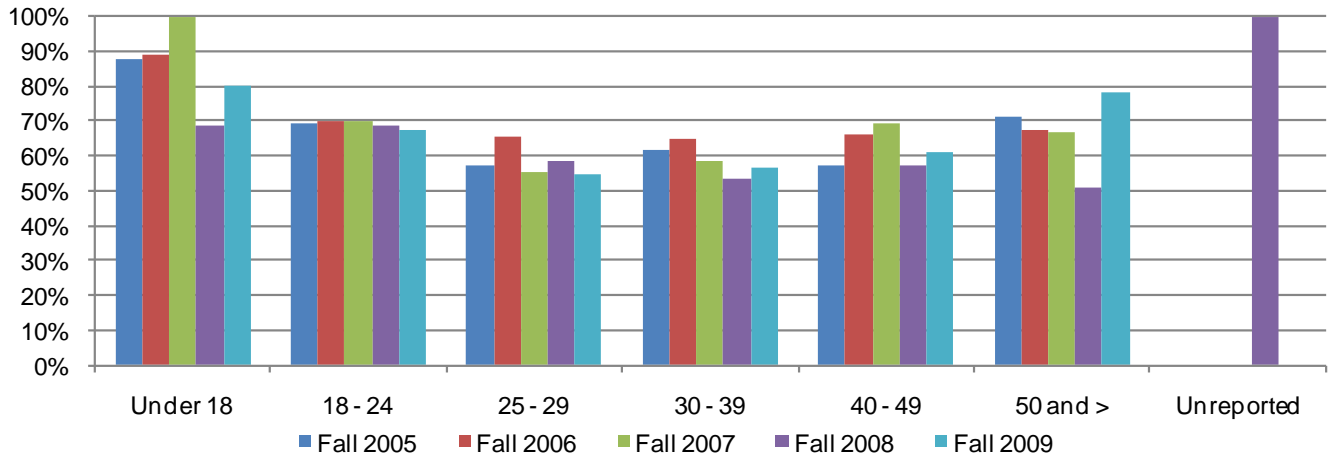


Table 15. Basic Skills Term Persistence by Age

	Under 18			18 - 24			25 - 29			30 - 39		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	8	7	88%	714	493	69%	135	77	57%	140	86	61%
Fall 2006	9	8	89%	912	638	70%	151	99	66%	153	99	65%
Fall 2007	7	7	100%	964	673	70%	192	106	55%	165	97	59%
Fall 2008	16	11	69%	1,029	709	69%	184	108	59%	176	94	53%
Fall 2009	5	4	80%	986	667	68%	200	110	55%	221	125	57%
Average			82%			69%			58%			59%

	40 - 49			50 and >			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	87	50	57%	38	27	71%	0	0	---
Fall 2006	85	56	66%	46	31	67%	0	0	---
Fall 2007	92	64	70%	51	34	67%	0	0	---
Fall 2008	80	46	58%	53	27	51%	1	1	100%
Fall 2009	103	63	61%	50	39	78%	0	0	---
Average			62%			66%			100%

Source: SDCCD Information System

Student Outcomes

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

Between Fall 2005 and Fall 2009 all Basic Skills English courses displayed varied patterns in retention rates. For the spring terms, retention rates increased for both English 043 and English 049, was normally distributed for English 048, and varied for English 042.

Success rates for the Fall 2005 to the Fall 2009 terms varied. Success rates for English 042, English 048 and English 049 increased between Spring 2006 and Spring 2010. The retention and success rates patterns of Miramar College Basic Skills English courses were inconsistent compared to the retention and success rates patterns of Basic Skills English courses for all colleges in the district across the fall and spring terms.

An examination of five-year trends for English subject outcomes by ethnicity revealed that the retention rates showed varied results for the fall terms, while retention rates showed an increased trend for the spring terms. Further investigation of overall five-year averages comparing across ethnic groups showed that Latinos had moderately average retention and success rates. The five-year average retention and success rates were lowest for African Americans and American Indians. Whites, Asian/Pacific-Islanders, and Filipinos displayed the highest five-year average retention and success rates across the fall and spring terms. The trends were consistent with the trends displayed by Basic Skills English students across all three colleges.

Both retention and success rates displayed varied results for ESOL courses across the fall and spring terms. With the exception of students categorized as ‘Other’ ethnicities, no clear five-year trends emerged for ESOL subject outcomes by ethnicity as success and retention rates showed varied results. However, further investigation of overall five-year averages comparing across ethnic groups showed that both retention and success rates were lowest for students categorized as ‘Other’ ethnicities across the fall and spring terms. Both African American and White ESOL students had the highest five-year average retention rates across the fall and spring terms. Furthermore, Asian/Pacific Islander and White ESOL students had the highest five-year average retention and success rates across the fall and spring terms. The trends were inconsistent with the trends displayed by Basic Skills ESOL students across all three colleges.

From Fall 2005 to Fall 2009, MATH 046 showed a steady increase in retention rates, while MATH 034 retention rates varied from year to year. From Spring 2006 to Spring 2010, MATH 038 displayed a steady increase in retention rates, while both MATH 034 and 046 retention rates varied from year to year.

MATH 034 showed varied results across the five fall and spring terms being reported. MATH 038 remained relatively stable in success rates between Fall 2005 and Fall 2009, however, showed an overall decreasing trend in success rates between Spring 2006 and Spring 2010. MATH 046 showed varied results in success rates across the five fall and spring terms being reported, however, showed an overall increasing trend in success rates between Spring 2006 and Spring 2010.

No clear five-year trends emerged for math subject outcomes by ethnicity as success and retention rates showed mixed results. However, further investigation of overall five-year averages comparing across ethnic groups showed that both retention and success rates were highest for Asian/Pacific Islander math students across the fall and spring terms. The five-year average retention and success

rates of African-American math students were lowest compared to all other ethnic groups across the fall and spring terms. The five-year average success and retention rates were also high for White and Filipino students, while comparatively lower for students categorized as ‘Other’ ethnicities and Latino students. The trends were consistent with the trends displayed by Basic Skills math students across all three colleges.

Miramar College Basic Skills Course Retention Rates
Fall Terms: 2005 – 2009

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

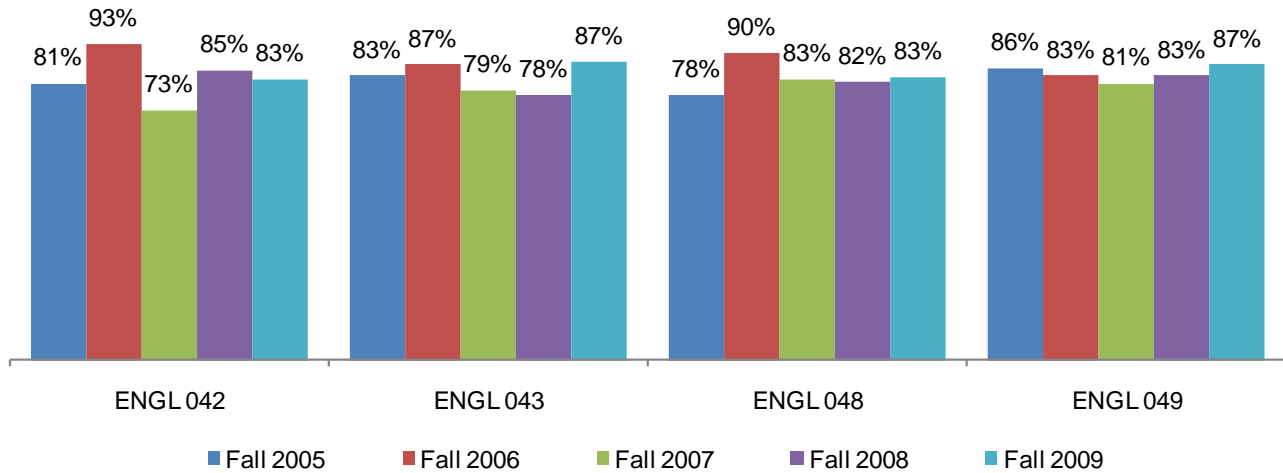


Figure 22. ESOL Writing Course Retention Rates (Fall terms)

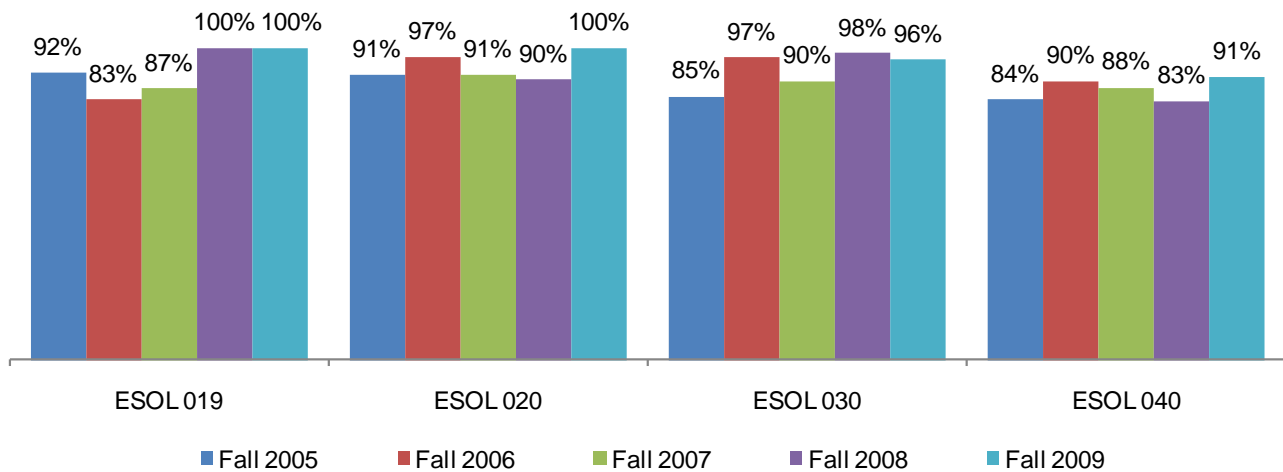


Figure 23. ESOL Reading Course Retention Rates (Fall terms)

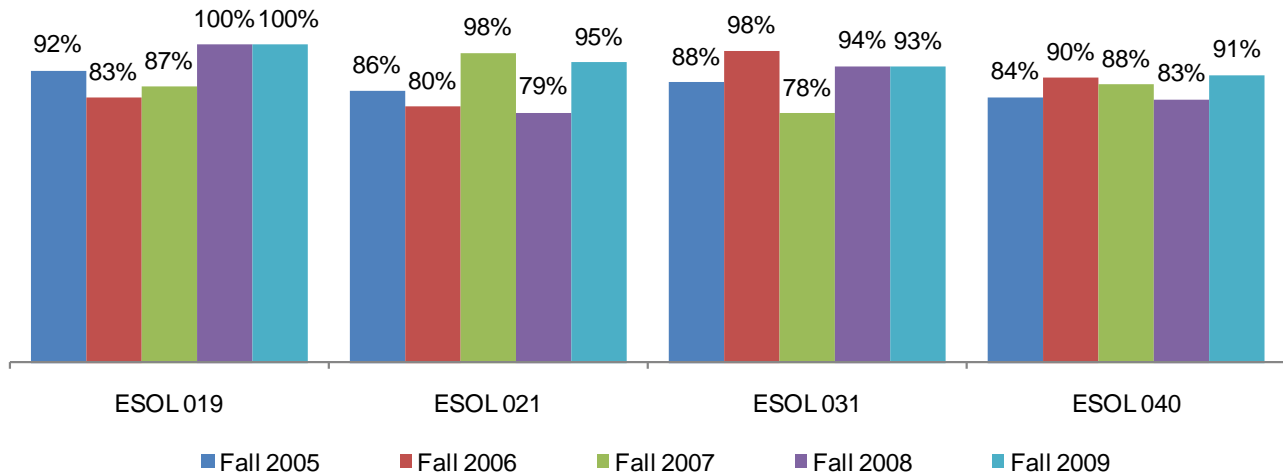


Figure 24. ESOL Listening/Speaking Course Retention Rates (Fall terms)

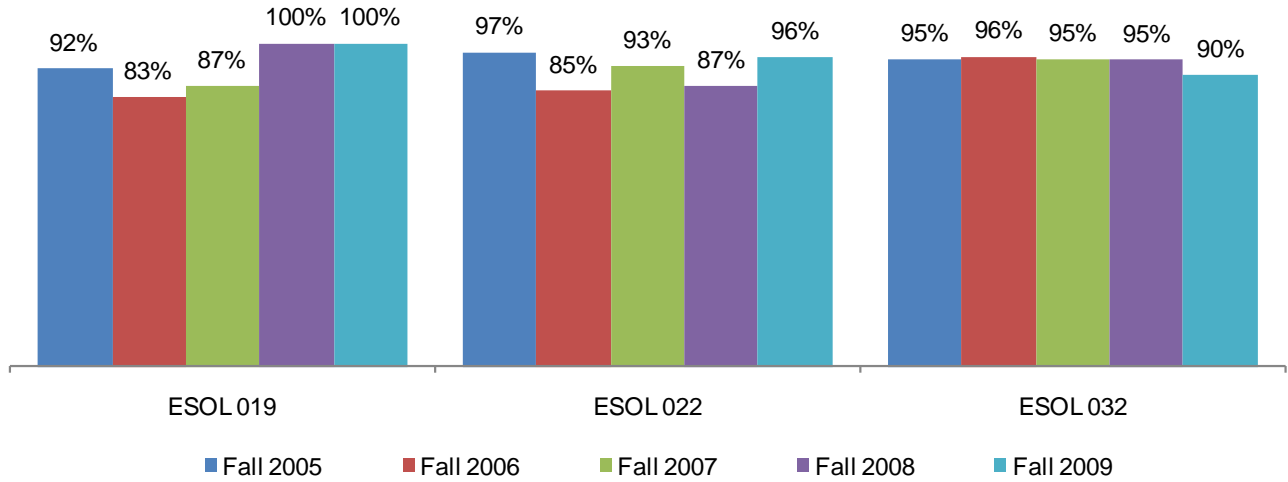
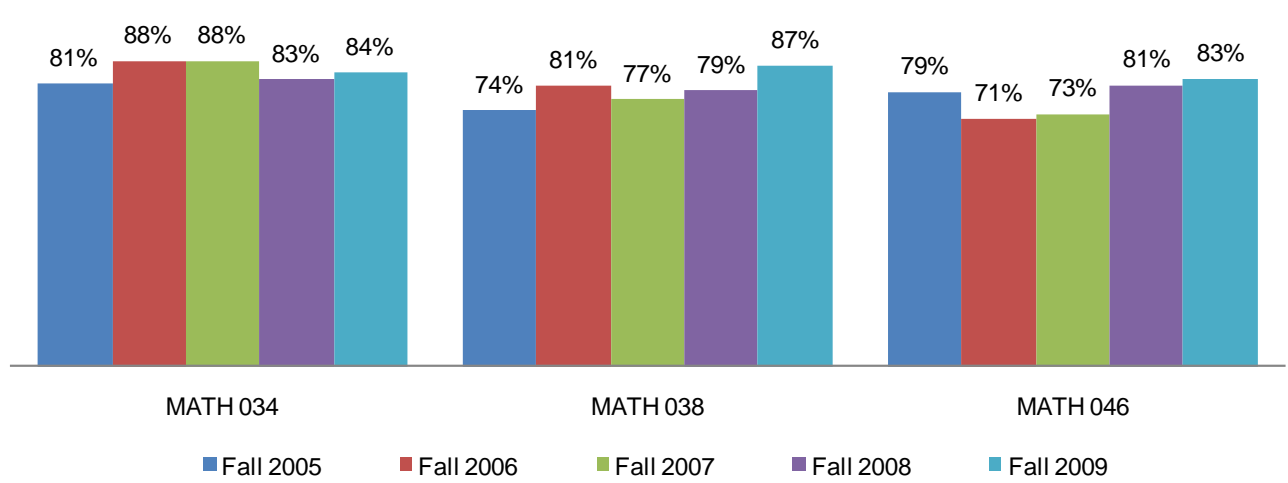


Figure 25. Math Basic Skills Course Retention Rates (Fall terms)



Miramar College Basic Skills Course Retention Rates
Spring Terms: 2006 – 2010

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

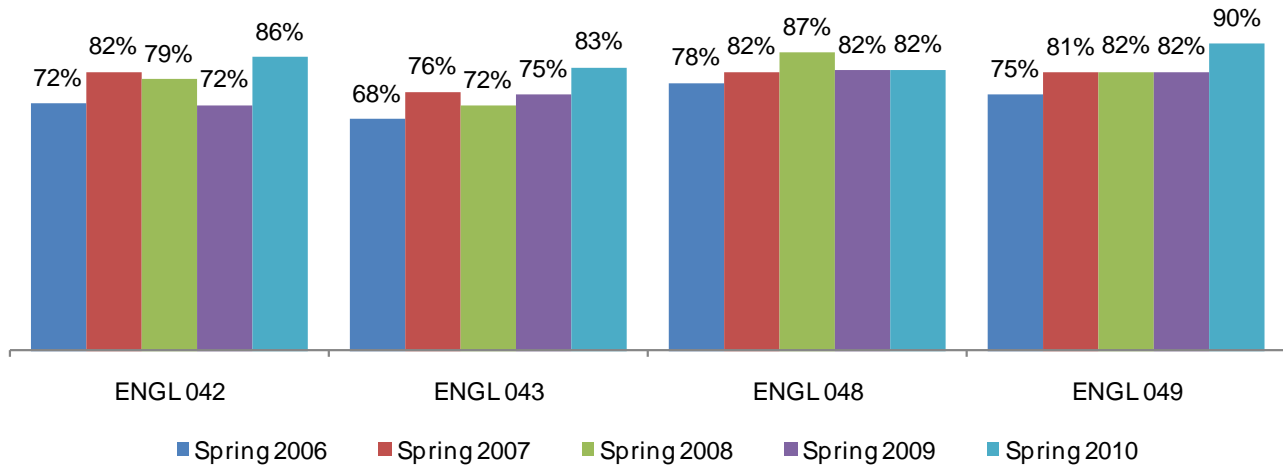


Figure 27. ESOL Writing Course Retention Rates (Spring terms)

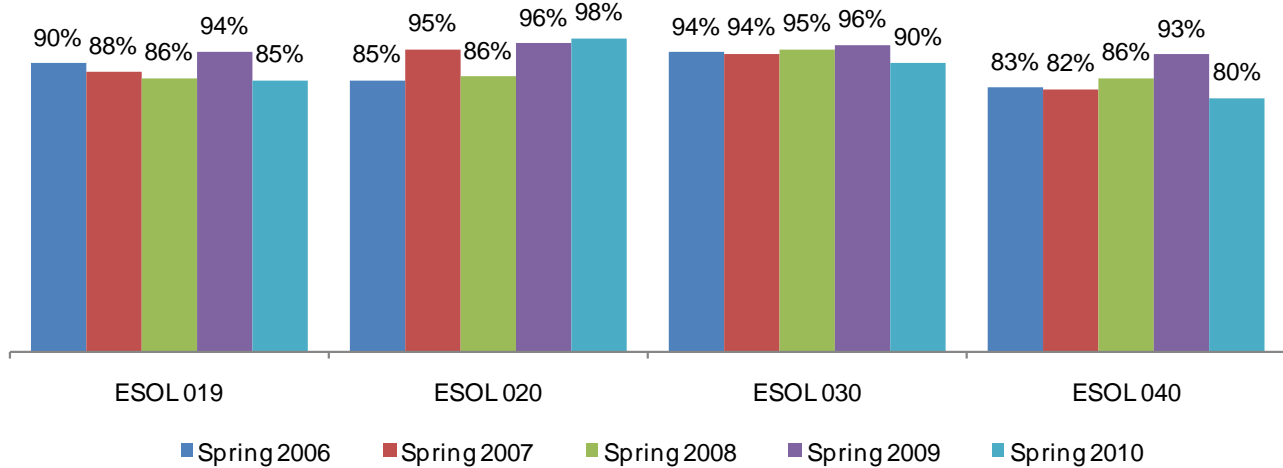


Figure 28. ESOL Reading Course Retention Rates (Spring terms)

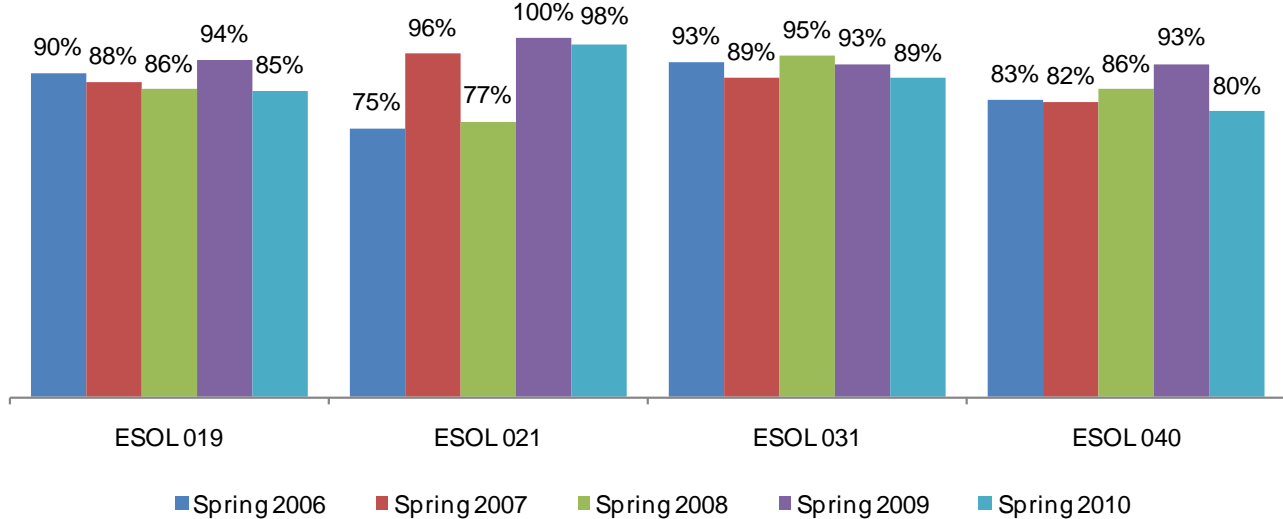


Figure 29. ESOL Listening/Speaking Course Retention Rates (Spring terms)

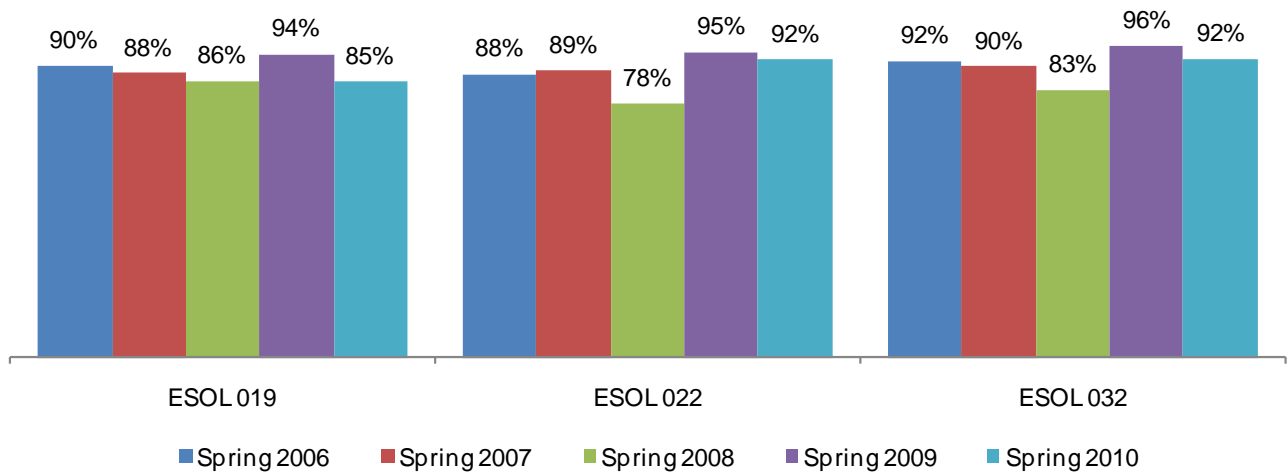
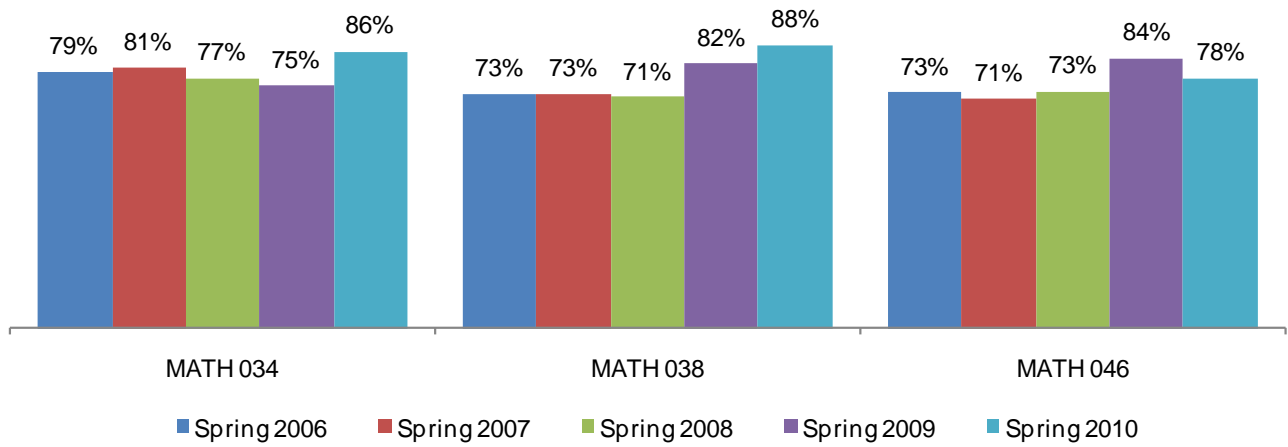


Figure 30. Math Basic Skills Course Retention Rates (Spring terms)



Miramar College Basic Skills Subject Retention Rates by Ethnicity
Fall Terms: 2005 – 2009

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

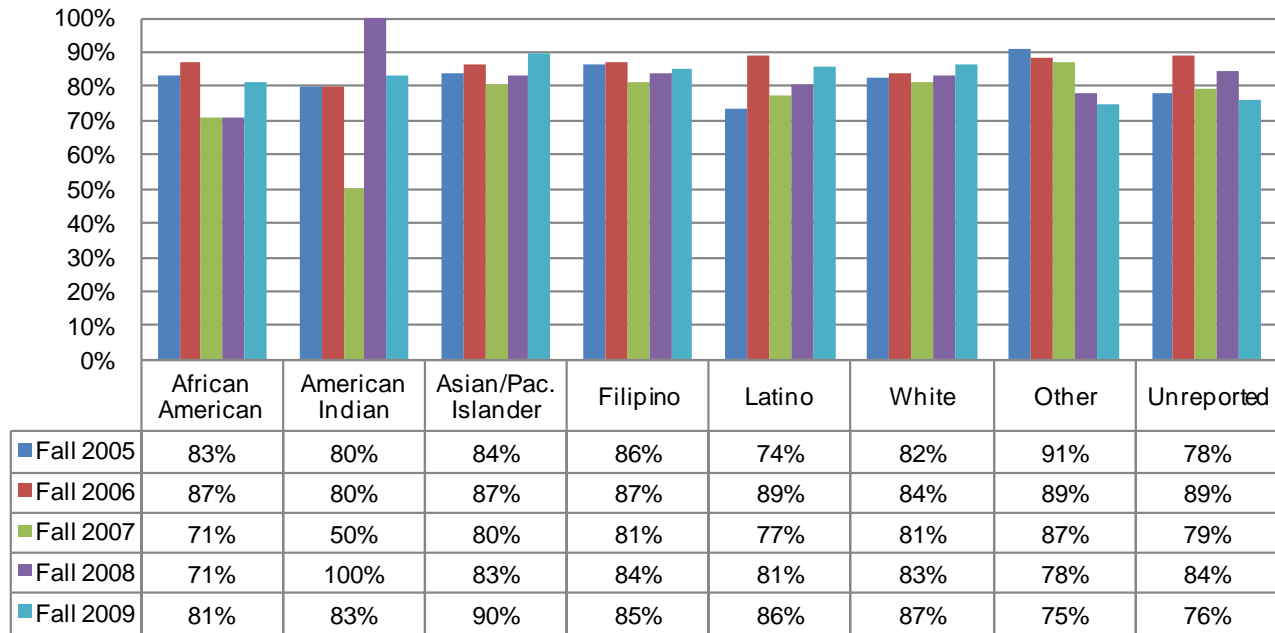


Figure 32. ESOL Course Retention Rates by Ethnicity (Fall terms)

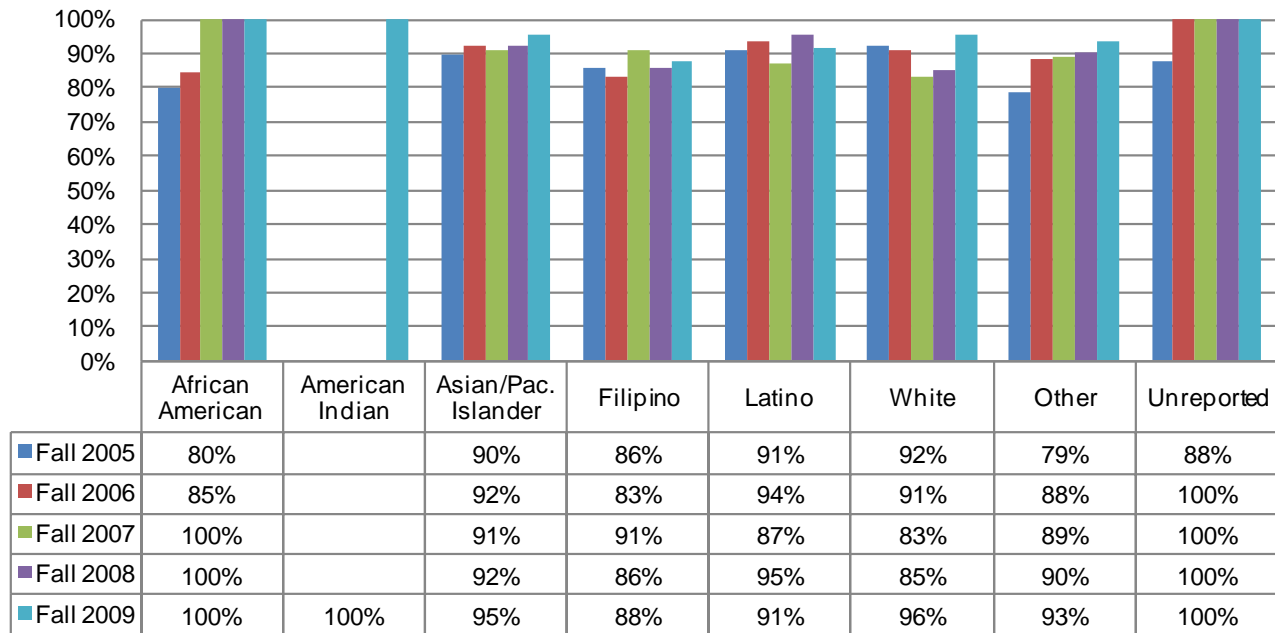
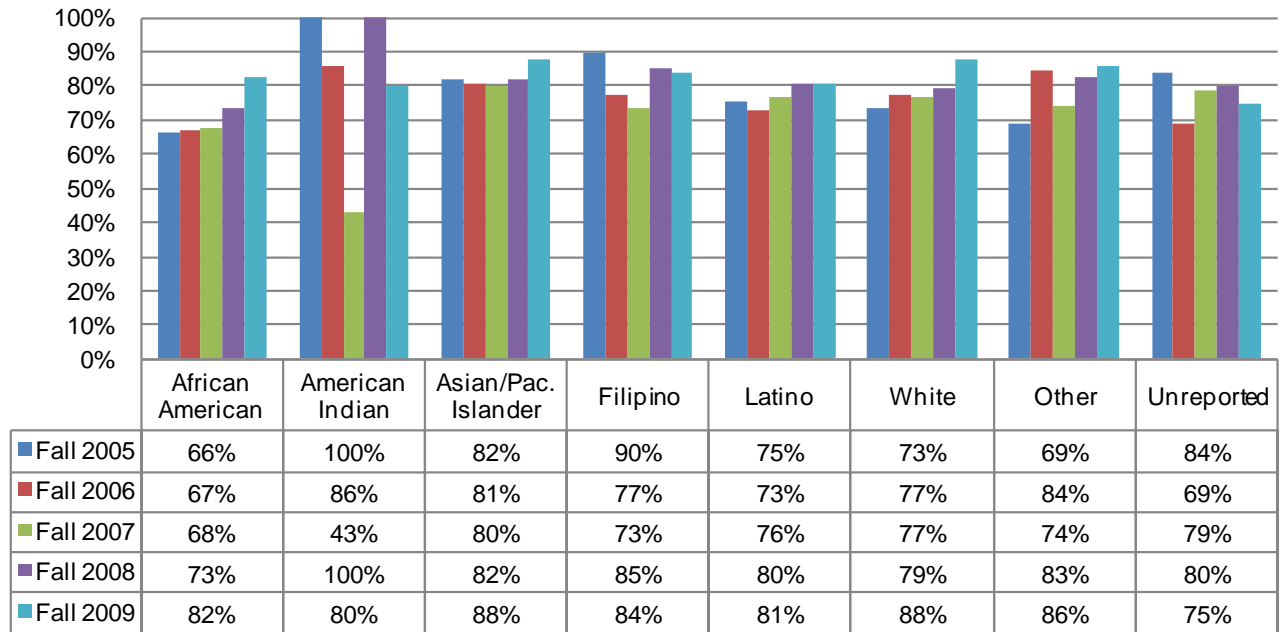


Figure 33. Math Basic Skills Course Retention Rates by Ethnicity (Fall terms)



Miramar College Basic Skills Report 2010

Miramar College Basic Skills Subject Retention Rates by Ethnicity Spring Terms: 2006 – 2010

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

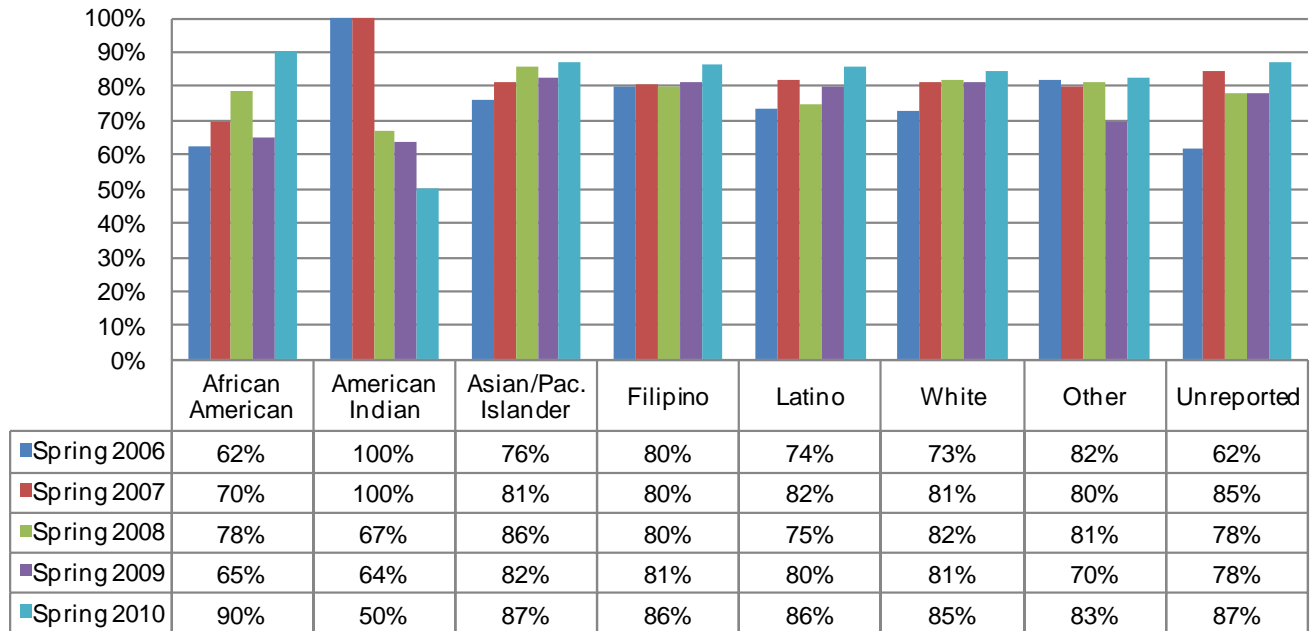


Figure 35. ESOL Course Retention Rates by Ethnicity (Spring terms)

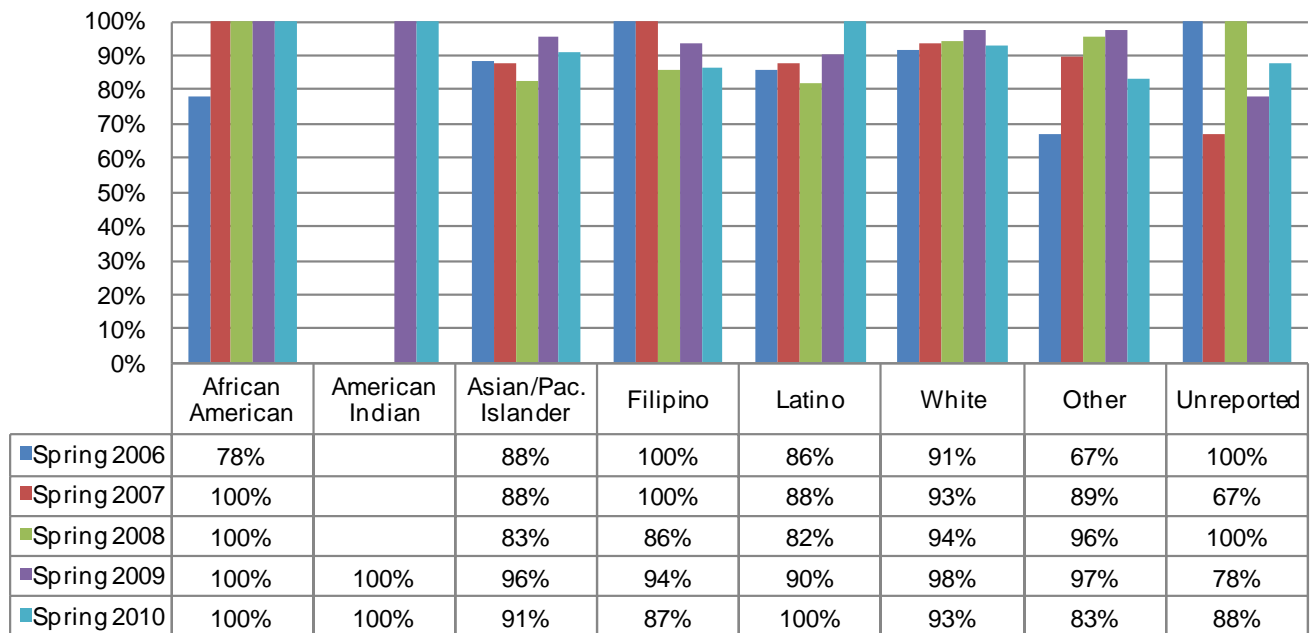
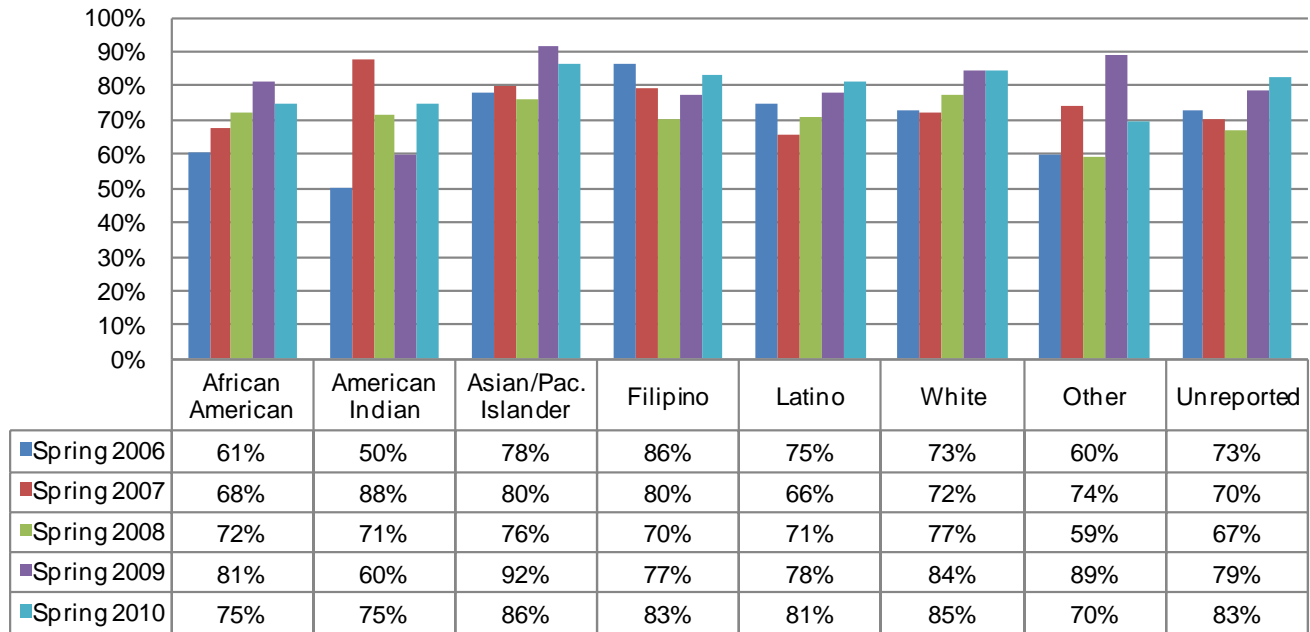


Figure 36. Math Basic Skills Course Retention Rates by Ethnicity (Spring terms)



Miramar College Basic Skills Course Success Rates
Fall Terms: 2005 – 2009

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

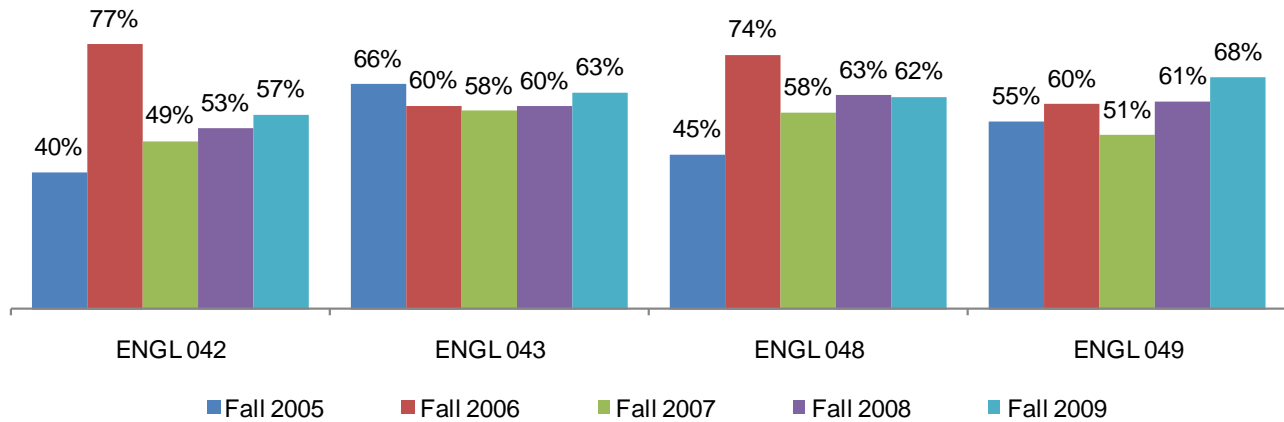


Figure 38. ESOL Writing Course Success Rates (Fall terms)

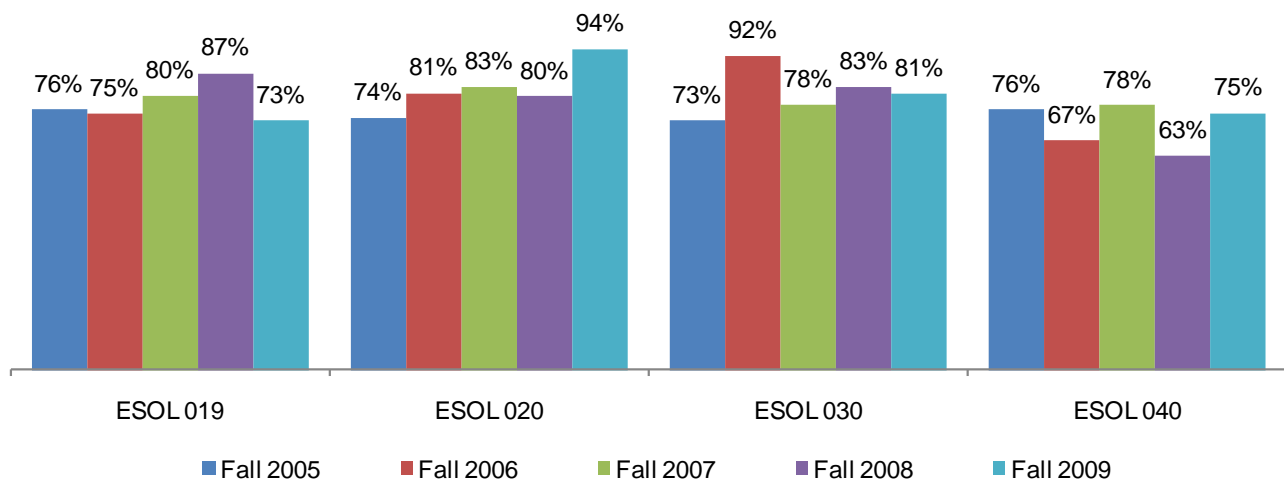


Figure 39. ESOL Reading Course Success Rates (Fall terms)

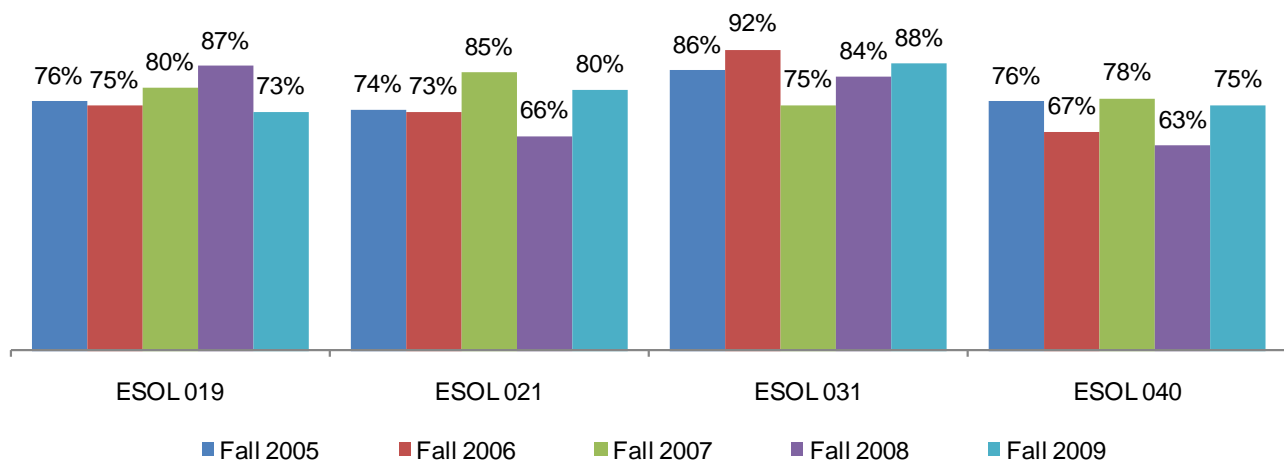


Figure 40. ESOL Listening/Speaking Course Success Rates (Fall terms)

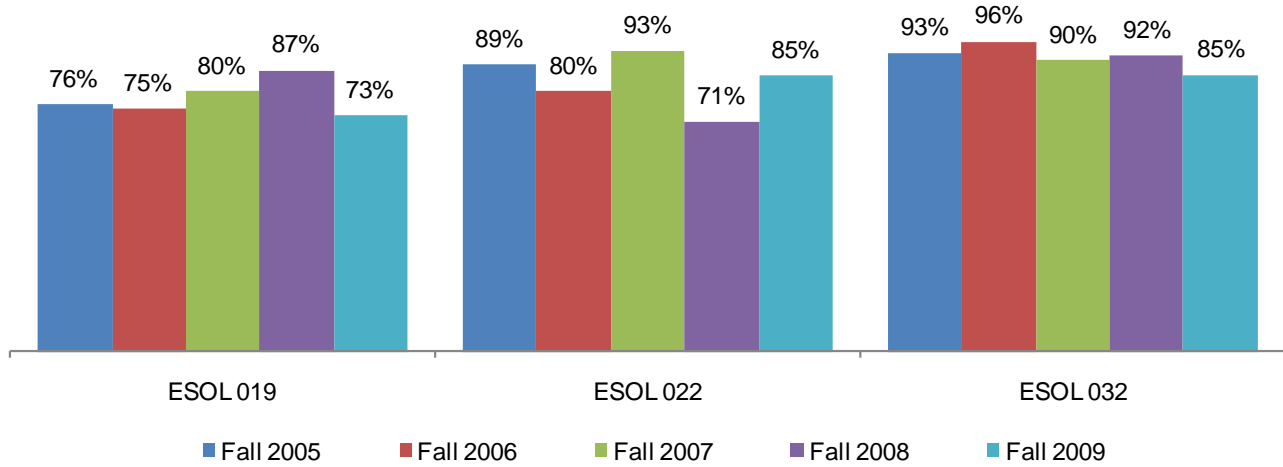
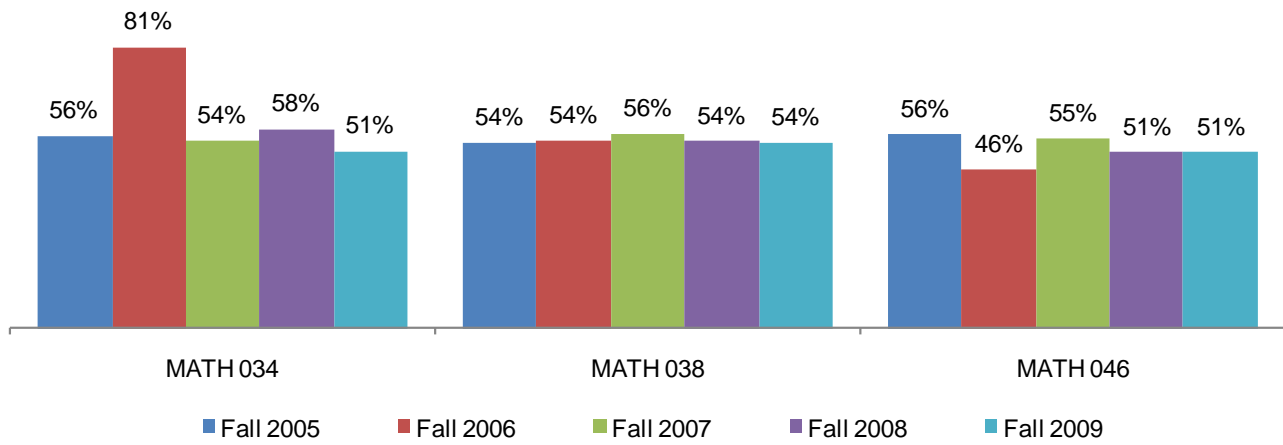


Figure 41. Math Basic Skills Course Success Rates (Fall terms)



Miramar College Basic Skills Course Success Rates
Spring Terms: 2006 – 2010

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

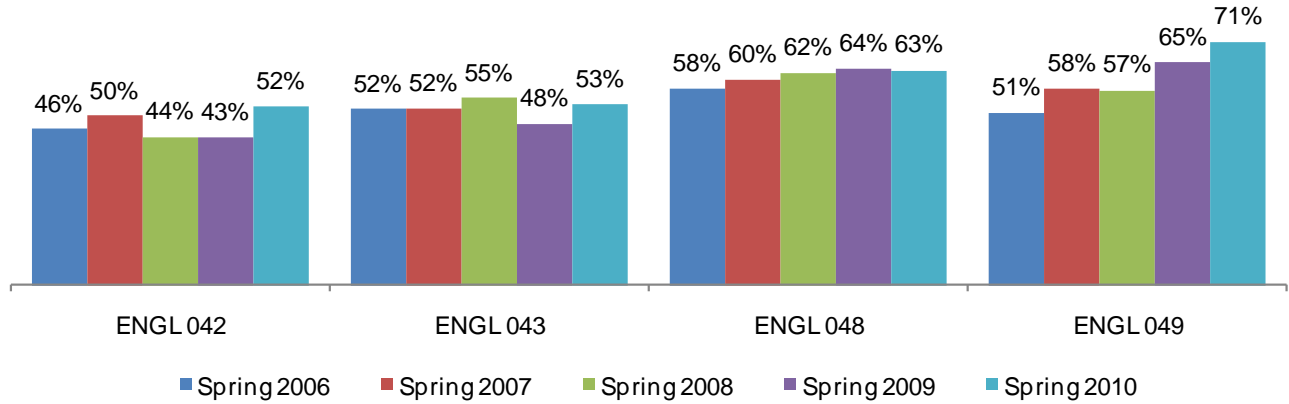


Figure 43. ESOL Writing Course Success Rates (Spring terms)

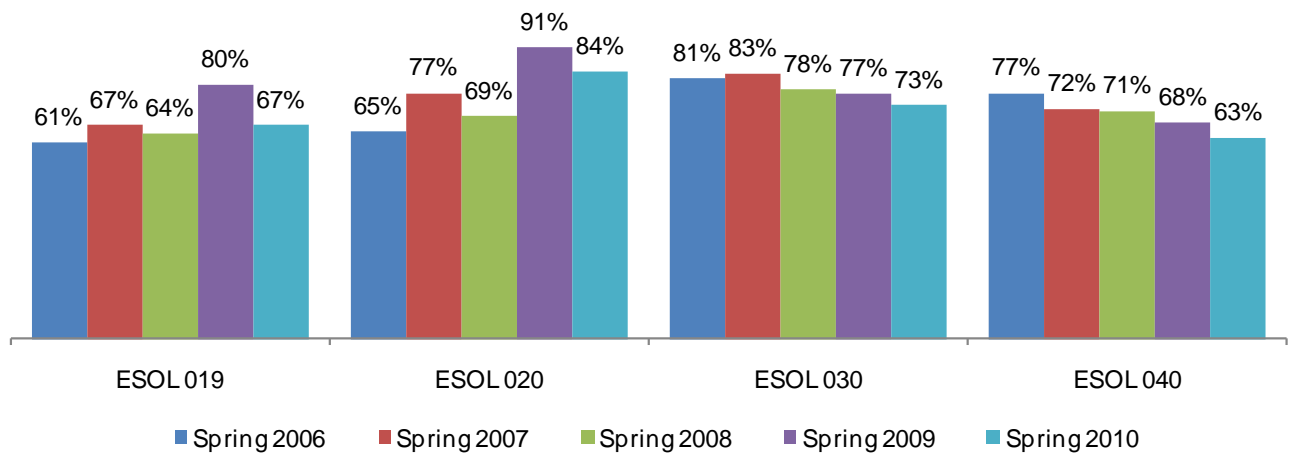


Figure 44. ESOL Reading Course Success Rates (Spring terms)

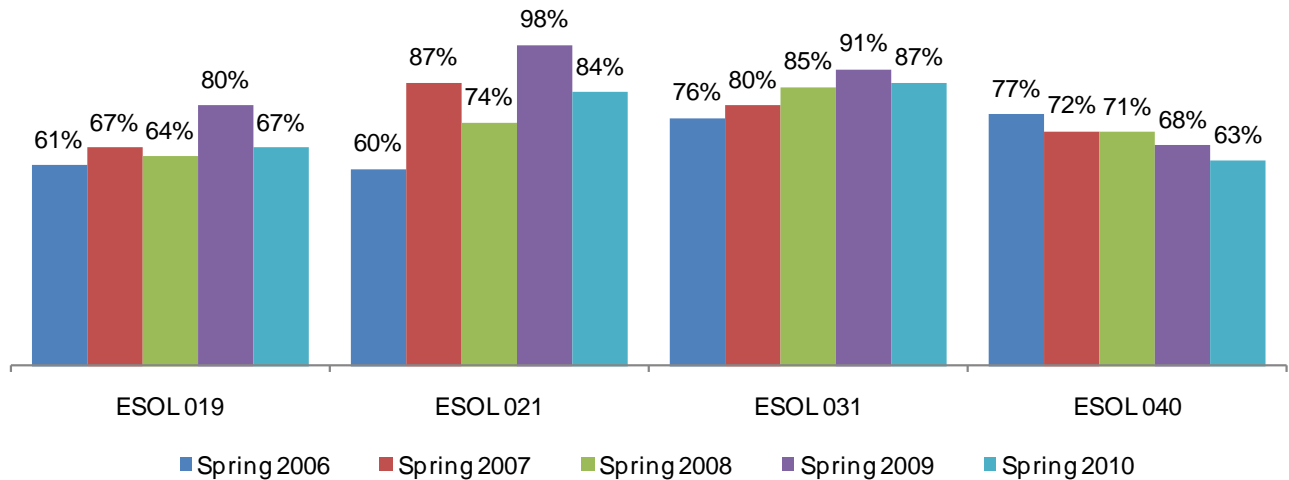


Figure 45. ESOL Listening/Speaking Course Success Rates (Spring terms)

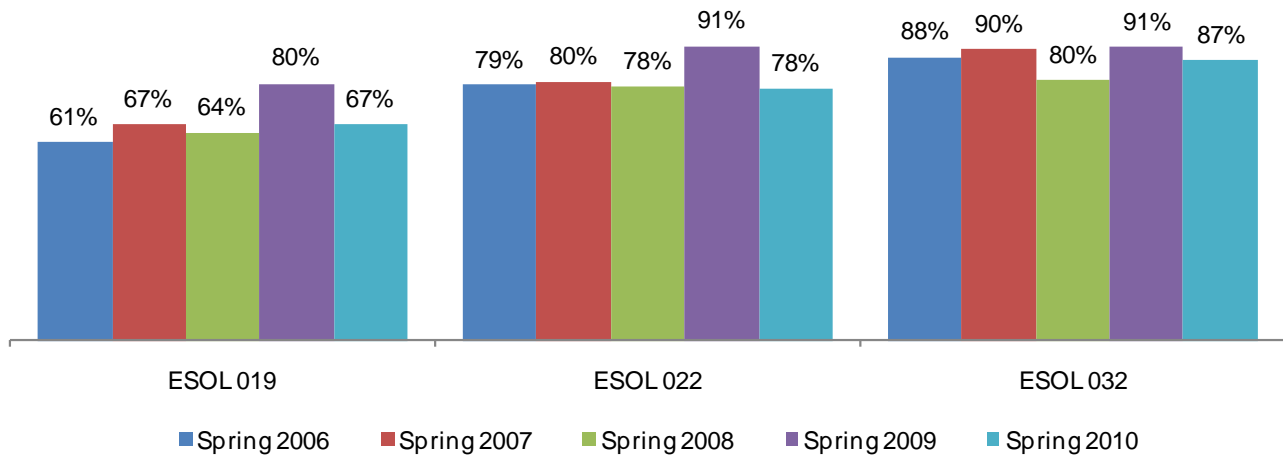
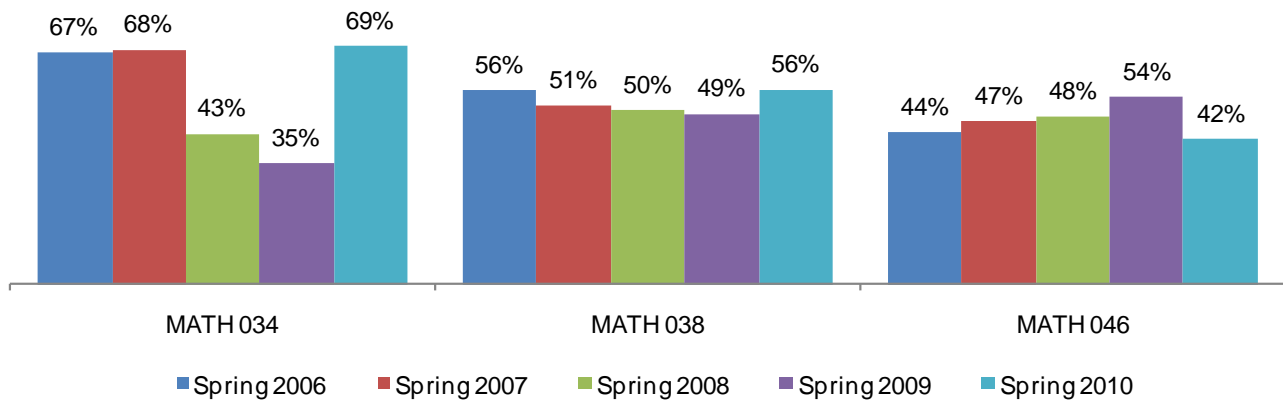


Figure 46. Math Basic Skills Course Success Rates (Spring terms)



Miramar College Basic Skills Report 2010

Miramar College Basic Skills Subject Success Rates by Ethnicity Fall Terms: Fall 2005 – 2009

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

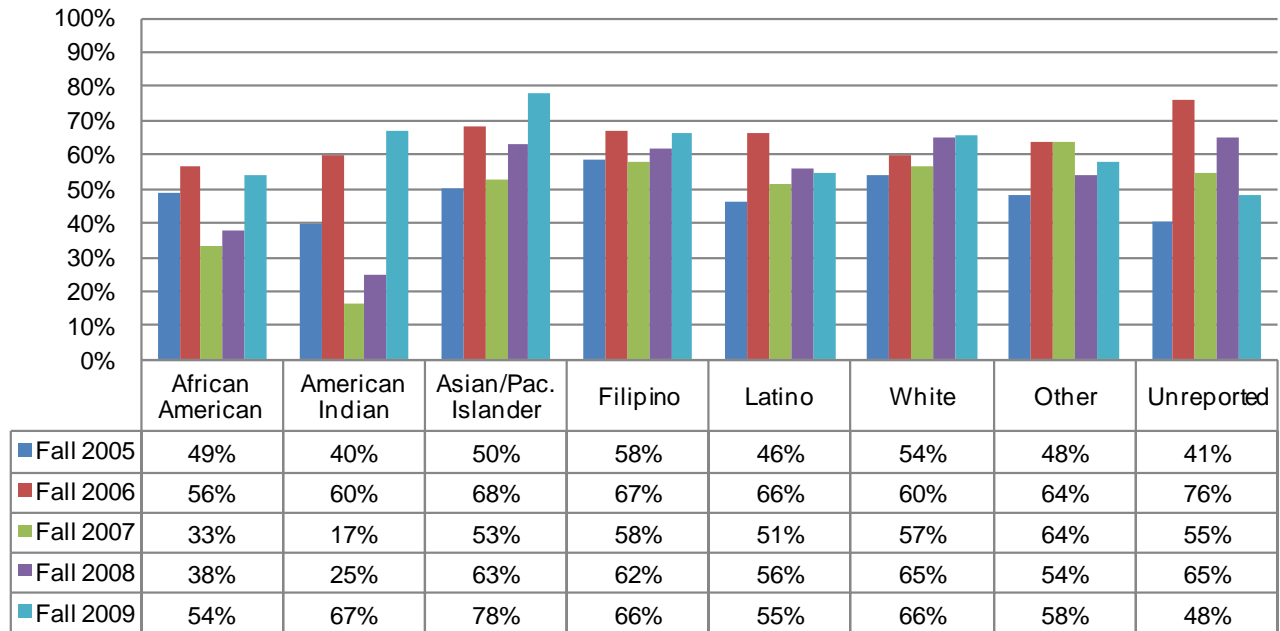


Figure 48. ESOL Course Success Rates by Ethnicity (Fall terms)

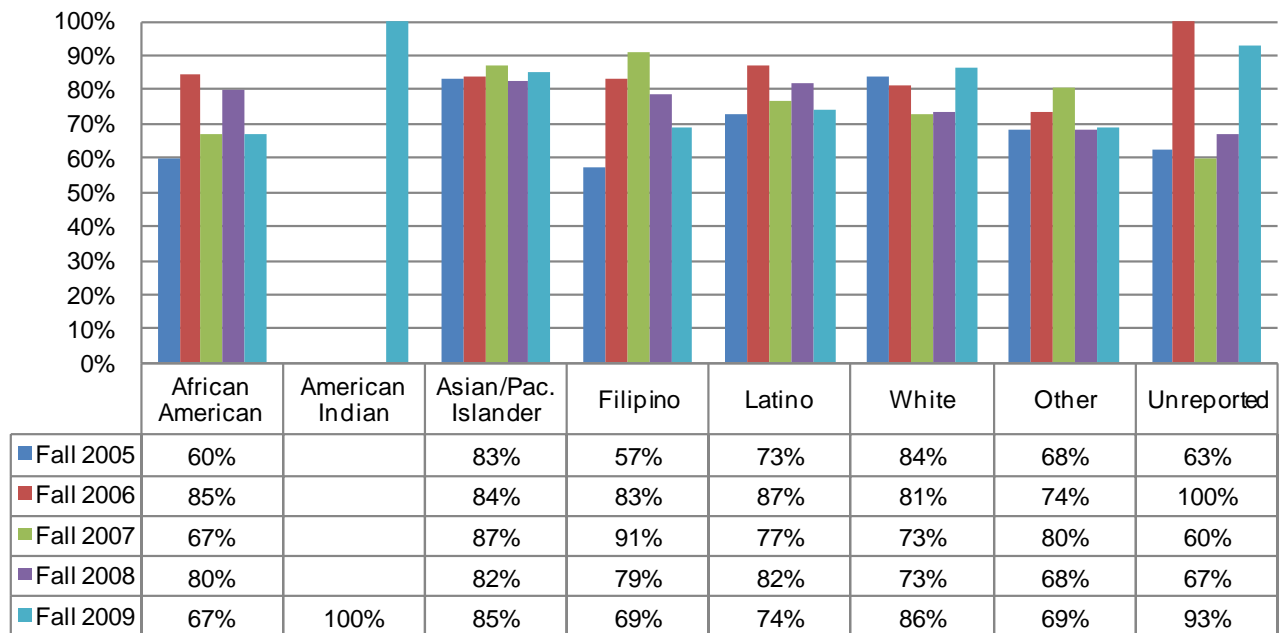
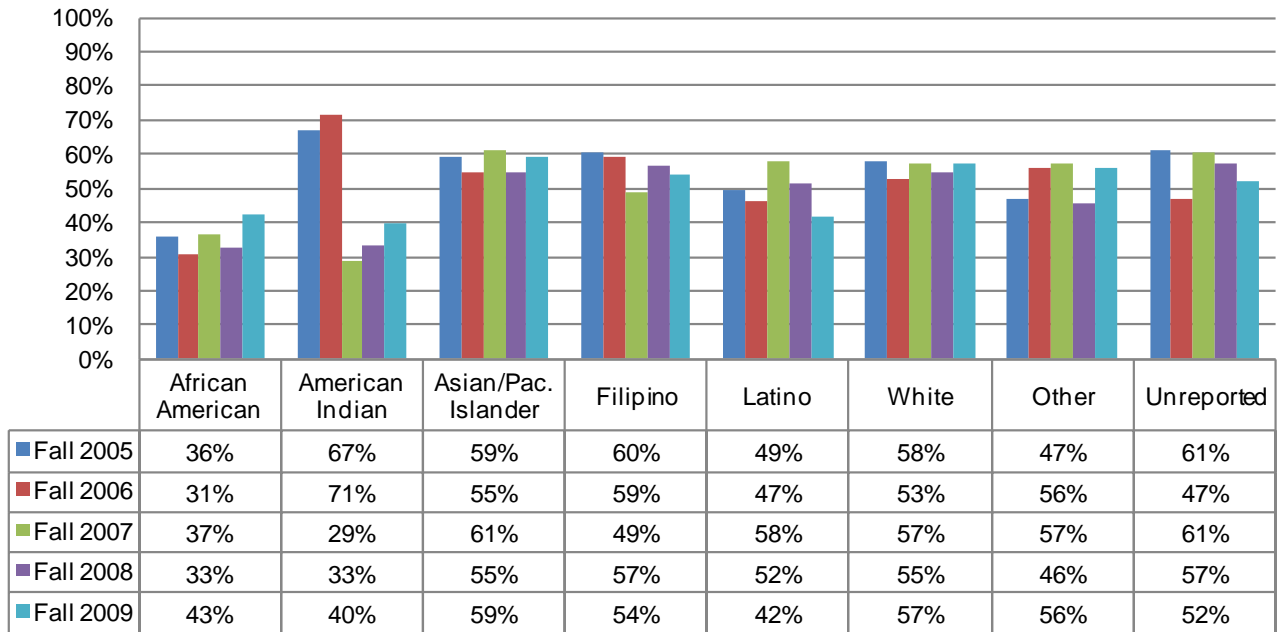


Figure 49. Math Basic Skills Course Success Rates by Ethnicity (Fall terms)



Miramar College Basic Skills Report 2010

Miramar College Basic Skills Subject Success Rates by Ethnicity Spring Terms: 2006 – 2010

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

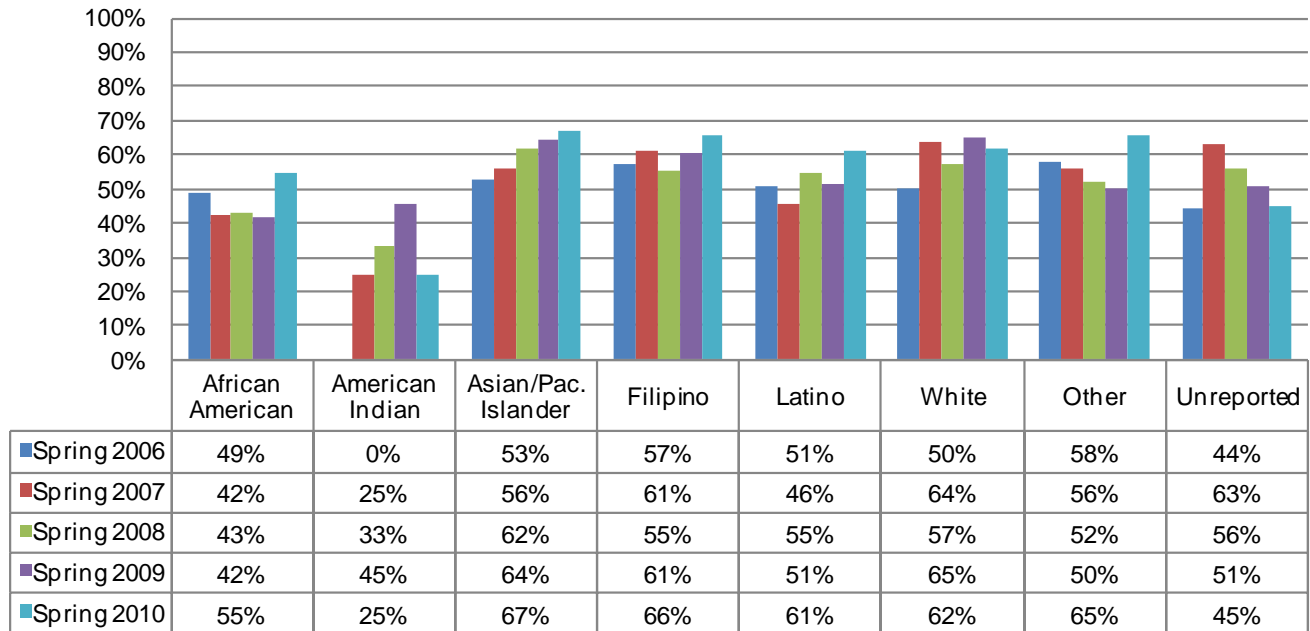


Figure 51. ESOL Course Success Rates by Ethnicity (Spring terms)

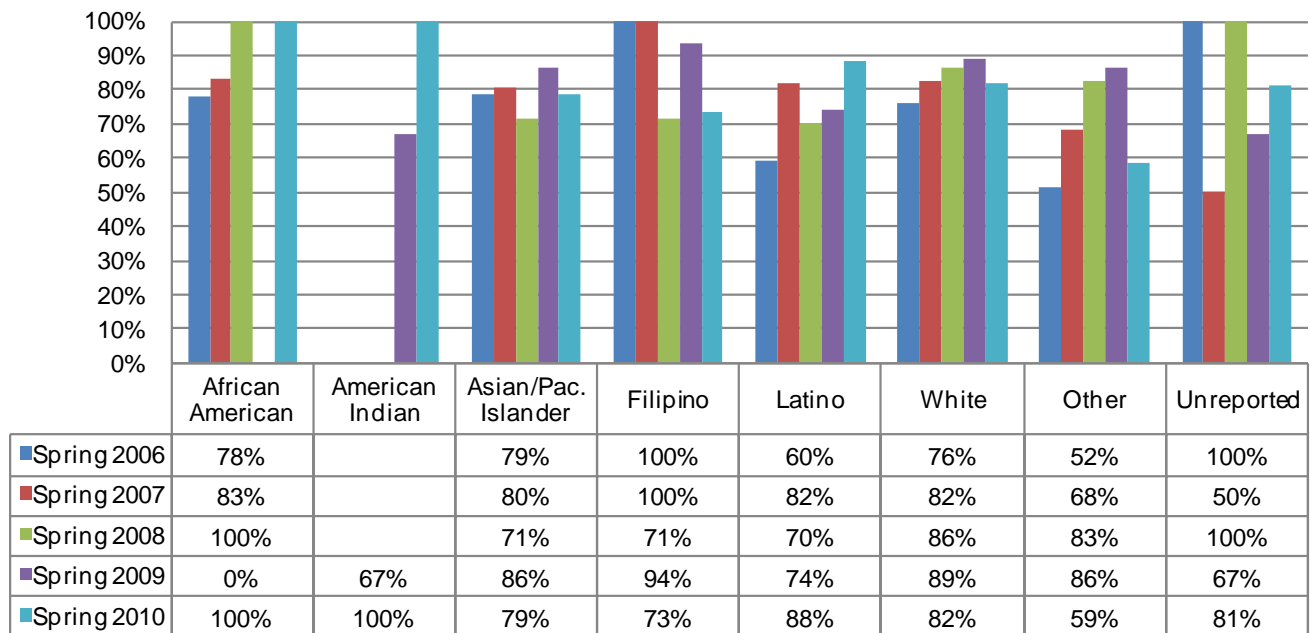
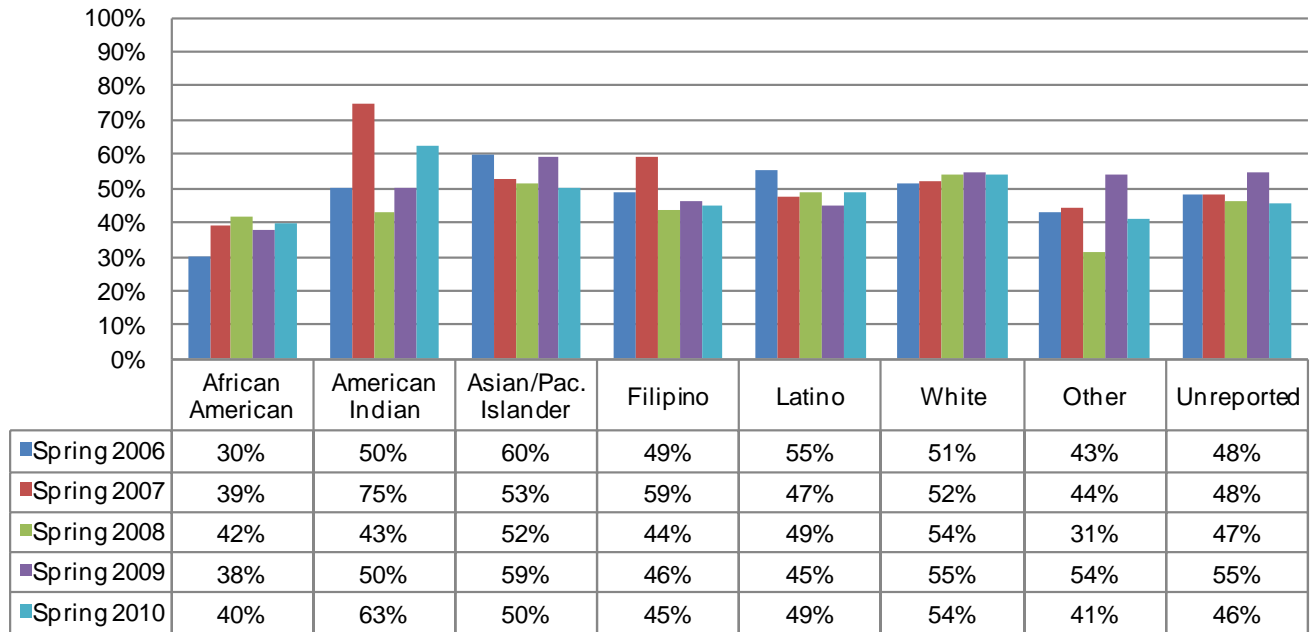


Figure 52. Math Basic Skills Course Success Rates by Ethnicity (Spring terms)



Cohort Tracking

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 students 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 multiplied 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 subsequent 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 successfully 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. The success rates of Miramar College students were higher compared to the all colleges success rates for Health 101, Speech 103, and Psychology 101 (87% compared to 73%, 76% compared to 72%, & 72% compared to 65%).

Success rates in Non-Basic Skills classes were higher for students who successfully 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 Miramar College students were higher for Health 101 (82%), Speech 103 (84%), and Psychology 101 (73%) compared to the all colleges success rates (72%, 78% & 72%, respectively).

The success rates in Non-Basic Skills classes were higher for students who successfully completed their Basic Skills placement for Math 095 compared to those who did not enroll or successfully complete the course. The success rate was 11% higher in Economics 120 for students who successfully completed their Basic Skills course compared to students who did not. The success rate was 25% higher in Biology 107 for students who successfully completed their Basic Skills course compared to those who did not. The Miramar College success rate for Economics 120 (72%) was slightly higher compared to the all colleges success rate (71%). The Miramar College success rate for Biology 107 (73%) was higher compared to the all colleges success rate (67%).

Miramar College Basic Skills Report 2010

Success Rates of Miramar College 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)

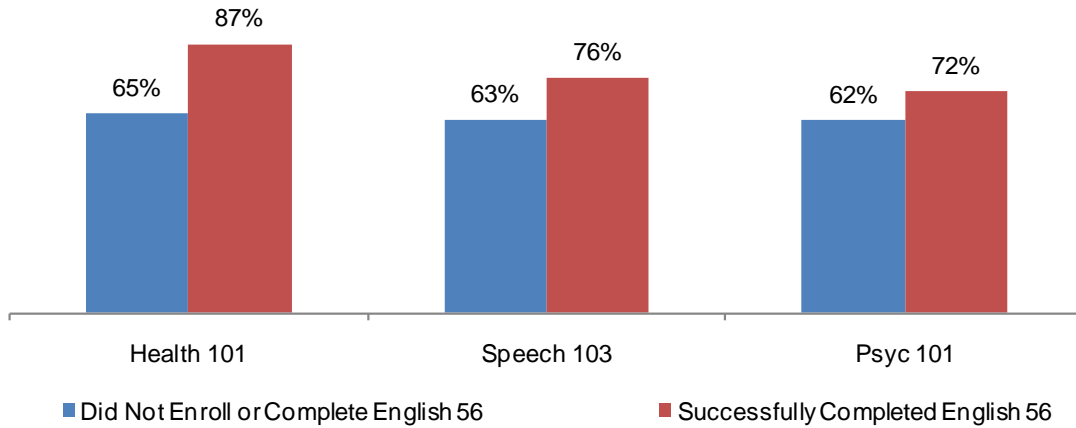


Figure 54. Success Rates of Students from 2006 to 2008 who Placed in English 51 (Currently English 49)

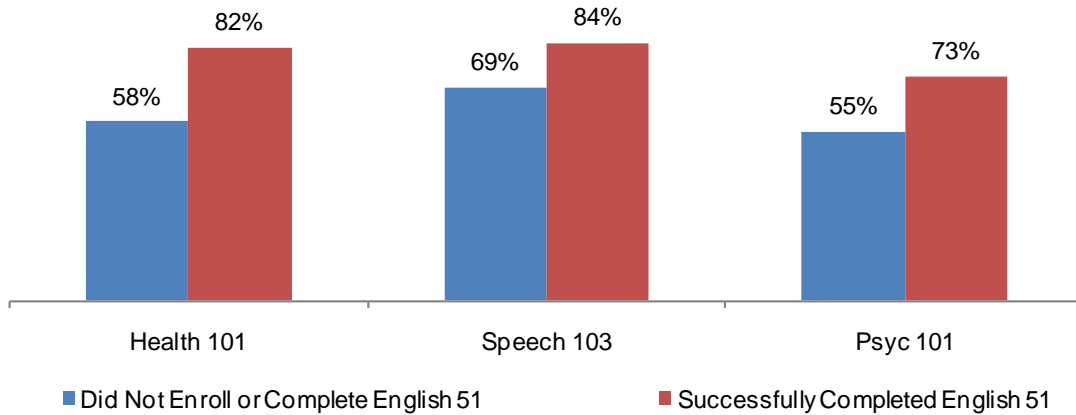
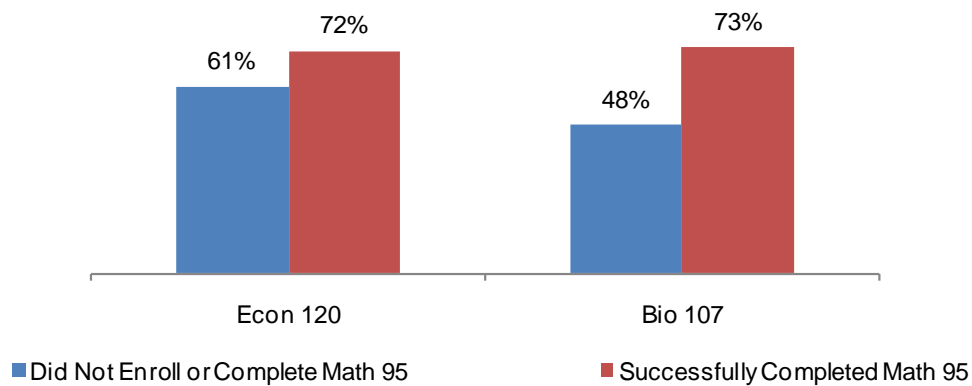


Figure 55. Success Rates of Students from 2006 to 2008 who Placed in Math 95 (Currently Math 046)



Concluding Remarks

Concluding Remarks

On average, 35% of incoming students who took an English placement test placed into a Basic Skills level English course, and another 5% placed into levels below Basic Skills. This trend has continued to increase with 33% placing into Basic Skills in Fall 2005 to 36% in Fall 2009. The proportion placing into transfer level English doubled, from 15% in Fall 2005 to 30% in Fall 2009.

The majority of incoming students who took the ESOL placement test, placed into the first level (32% on average), while a relatively small percentage (9%) placed into the highest level. This trend varied over the five year period; Fall 2005 to Fall 2009.

On average, the majority of students placed into a Basic Skills level Math course (30%). This is a trend that has remained consistent over the five fall terms being reported (2005-2009). Additionally, a relatively small percentage of students placed into Associate level math (10%) or Transfer level math (18%).

Nearly half of the Basic Skills English enrollments, on average, were in English 049 (Fall-40% and Spring-43%). Both courses, English 042 and 043 have seen a significant increase in enrollment between Fall 2005 and Fall 2009 (81% and 211%, respectively). A similar increase occurred from Spring 2006 to Spring 2010 for English 042 (80%).

The greatest percentage of ESOL enrollments were in the ESOL 040 series (30% on average in the Fall semesters and 31% in the Spring semesters). The ESOL 030 series witnessed increases in enrollment between Fall 2005 and Fall 2009 (52%), while ESOL 019 series showed the greatest decrease in enrollment (13%) between Spring 2006 and Spring 2010.

The majority of Basic Skills math enrollments, on average, were in Math 046 (55% in fall and 57% spring). Math 038 has seen the greatest increase in enrollment between 2005 and 2010 (4% in fall & 9% in spring).

On average, 66% of the students in the Basic Skills courses who are enrolled in a fall term as of first census, persist to the spring term. This is lower than the districtwide trend which is 75% on average for students in all three colleges Basic Skills courses.

Between Fall 2005 and Fall 2009 all Basic Skills English courses displayed varied patterns in retention rates. For the spring terms, retention rates increased for both English 043 and English 049, was normally distributed for English 048, and varied for English 042.

Success rates for the Fall 2005 to the Fall 2009 terms varied. Success rates for English 042, English 048 and English 049 increased between Spring 2006 and Spring 2010. The retention and success rates patterns of Miramar College Basic Skills English courses were inconsistent compared to the retention and success rates patterns of Basic Skills English courses for all colleges in the district across the fall and spring terms. Both retention and success rates displayed varied results for ESOL courses across the fall and spring terms.

Miramar College Basic Skills Report 2010

From Fall 2005 to Fall 2009, MATH 046 showed a steady increase in retention rates, while MATH 034 retention rates varied from year to year. From Spring 2006 to Spring 2010, MATH 038 displayed a steady increase in retention rates, while both MATH 034 and 046 retention rates varied from year to year.

MATH 034 showed varied results across the five fall and spring terms being reported. MATH 038 remained relatively stable in success rates between Fall 2005 and Fall 2009, however, showed an overall decreasing trend in success rates between Spring 2006 and Spring 2010. MATH 046 showed varied results in success rates across the five fall and spring terms being reported, however, showed an overall increasing trend in success rates between Spring 2006 and Spring 2010.