

**Mesa College
Basic Skills Report 2012**

Prepared by:
Office of Institutional Research and Planning
August 2012

Table of Contents

Overview of the Basic Skills Report 2012	1
Listing of Basic Skills Courses Included in the Basic Skills Report 2012.....	2
Placement Levels and Corresponding Outcomes	3
Part I: Placement of First-Time Students (Three-year look).....	4
Placement of First-Time Students Summary of Findings	6
Subject Placement Trends	7
Part II: Term Enrollments (Five-year look: fall and spring terms)	11
Term Enrollments Summary of Findings	13
Course Enrollments	14
Subject Enrollments by Ethnicity	16
Part III: Term Persistence (fall to spring).....	22
Term Persistence Summary of Findings	24
Term Persistence	25
Term Persistence by Gender.....	26
Term Persistence by Ethnicity.....	27
Term Persistence by Age.....	28
Part IV: Student Outcomes: Retention and Success (Five-year look: fall and spring terms)	29
Student Outcomes Summary of Findings.....	31
Course Retention Rates	32
Subject Retention Rates by Ethnicity	36
Course Success Rates	40
Subject Success Rates by Ethnicity.....	44

Overview of the Basic Skills Report 2012

This report on students enrolled in Basic Skills courses provides follow-up and additional information to the Basic Skills Report that was produced in 2011. This report is intended for the college Basic Skills Committee, 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, persistence, and student outcomes (i.e., retention, and success). The key questions that this report will serve to answer are:

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

Whenever possible, these research questions are examined with respect to ethnicity, as well as longitudinal trends, and benchmarked 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 (SDCCD) this includes English 042, 043, 048 (formerly numbered English 056), and 049 (formerly numbered English 051); Math 034A (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 2012

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 034A: 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 2012 provides data on all courses that are considered Basic Skills during the reporting term of Spring 2012.

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 Skills¹ → 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 Skills² → MATH 034A, 038, 046
- Associate Level → MATH 096
- Transfer Level → MATH 104, 107, 116, 118, 119, 210A

Note 1. ENGL 048 and 049 (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 First-Time Students

Part I: Placement of First-Time Students

This section of the report looks at the placement levels of first-time Basic Skills students during the three most recent years for which data are available: 2009/10 to 2011/12. Placement levels by subject are shown both graphically (see Figures 1 through 4) and in tabular form (see Tables 1 through 4) for reading, writing, math, and ESOL.

TERMS AND DEFINITIONS:

First-Time Students: Defined in this report as any first-time student that was officially enrolled in a class. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and high school students.

Summary of Findings

From 2009/10 to 2011/12, nearly two in three first-time students (62%) took the reading and writing placement tests. Among students who took the reading placement test, just over half (54%) assessed at transfer/associate level reading, while 37% placed into Basic Skills reading levels. Another 9% required English advising or were directed to take the ESOL test due to low scores. From 2009/10 to 2011/12, the number of students placing into Basic Skills reading increased by 16%. By comparison, the number of first-time students placing at transfer/associate-level reading increased by 20% during the same time period.

Although 65% of students who took the writing placement test placed into a Basic Skills writing course, just 26% assessed at transfer/associate level writing. Another 9% needed English advising or were advised to take the ESOL test due to low scores. Between 2009/10 and 2011/12, the number of students assessing into Basic Skills writing levels increased by 21%, compared to an 11% increase in students placing at transfer/associate writing levels.

Between 2009/10 and 2011/12, only 4% of first-time students took the ESOL placement test. Of these students, an average of 35% placed at the first level (ESOL 019), 21% placed at the second level (ESOL 020), 26% placed at the third level (ESOL 030), and 18% placed at the fourth, or highest, level (ESOL 040). The number of students placing into the two lowest ESOL levels increased sharply (91% for ESOL 019 and 57% for ESOL 020), while the number of students placing into the two highest levels decreased (5% for ESOL 030 and 50% for ESOL 040).

About two in three first-time students (65%) took the math placement test between 2009/10 and 2011/12. Of these, 64% assessed into Basic Skills math, 13% placed at associate level math, and 19% placed at transfer level math. Another 4% were advised to take the algebra test. While the number of students placing into a Basic Skills math course increased somewhat (13%) from 2009/10 to 2011/12, the number of students placing into associate and transfer level math courses increased substantially (48% and 54%, respectively).

Mesa College Placement of First-Time Students by Subject
2009/10 – 2011/12

Figure 1. Reading Placement Trends of First-Time Students

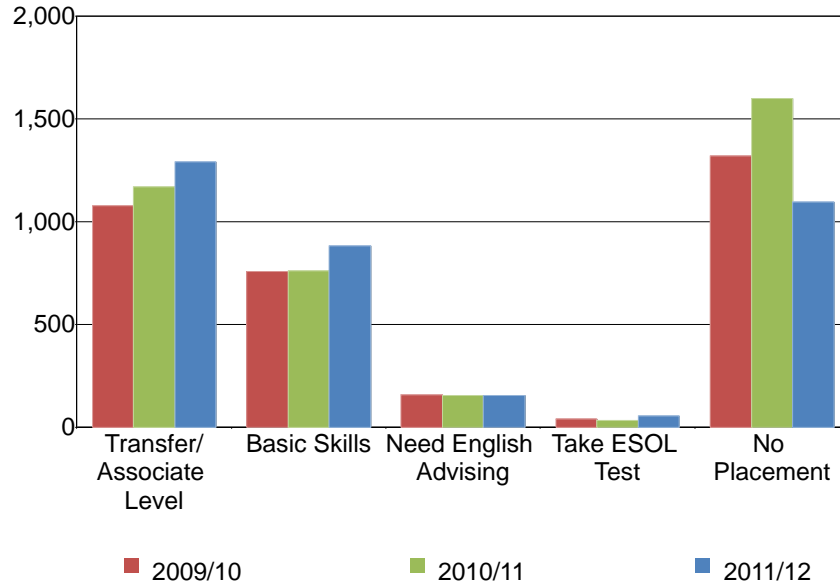
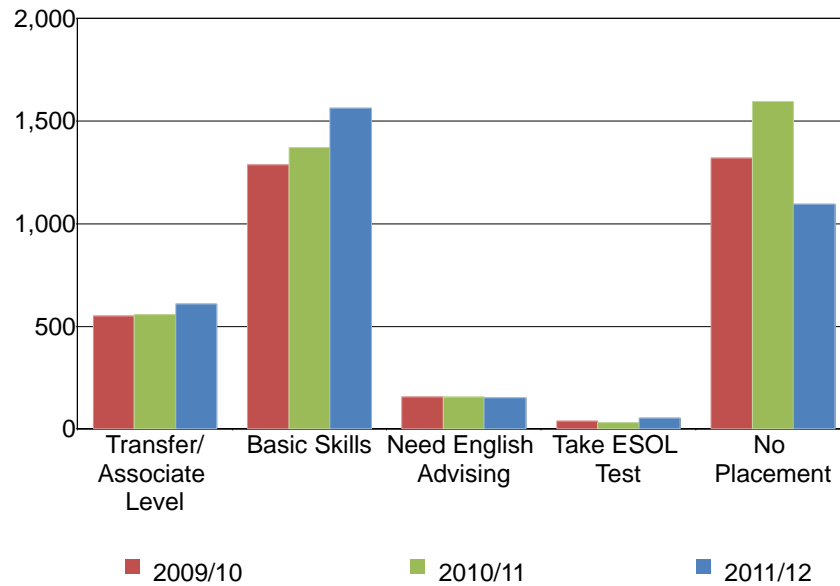


Figure 2. Writing Placement Trends of First-Time Students



Mesa College Placement of First-Time Students by Subject
2009/10 – 2011/12

Figure 3. ESOL Placement Trends of First-Time Students

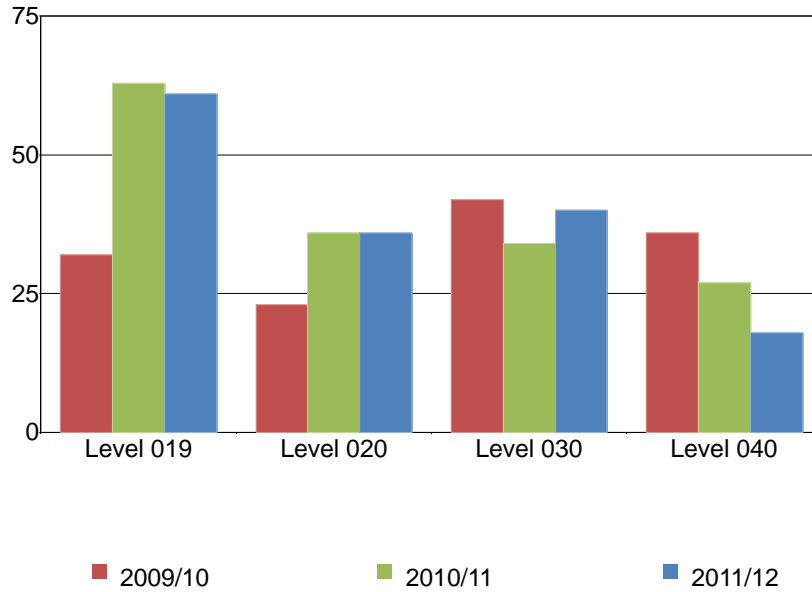
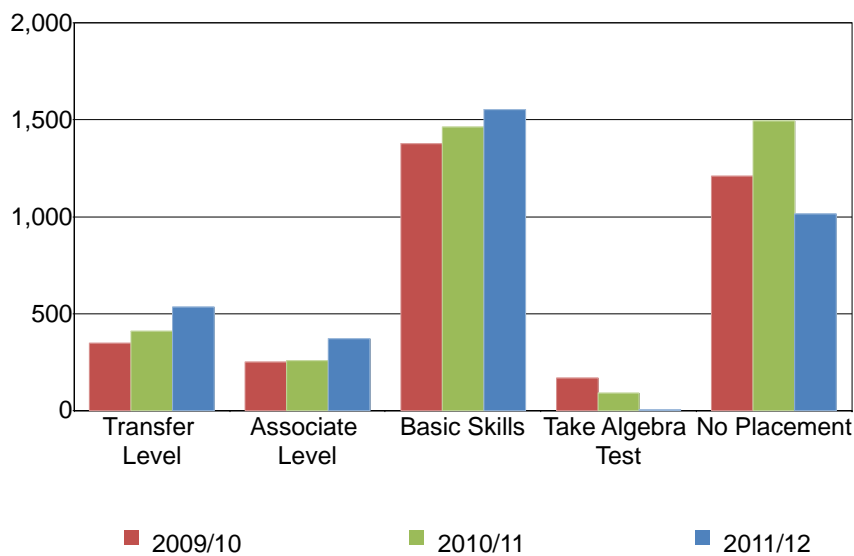


Figure 4. Math Placement Trends of First-Time Students



Mesa College Placement of First-Time Students by Subject
2009/10 – 2011/12

Table 1. Reading Placement of First-Time Students

		2009/10		2010/11		2011/12		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,031	61%	2,114	57%	2,379	68%	6,524	62%	17%
	No Placement	1,320	39%	1,598	43%	1,096	32%	4,014	38%	-17%
	Total Students	3,351	100%	3,712	100%	3,475	100%	10,538	100%	4%
Distribution of Students who Took a Test	Transfer/Associate Level	1,076	53%	1,167	55%	1,290	54%	3,533	54%	20%
	Basic Skills	758	37%	760	36%	882	37%	2,400	37%	16%
	Need English Advising	157	8%	155	7%	154	6%	466	7%	-2%
	Take ESOL Test	40	2%	32	2%	53	2%	125	2%	33%
	Total Tested	2,031	100%	2,114	100%	2,379	100%	6,524	100%	17%

Source: SDCCD Information System

Table 2. Writing Placement of First-Time Students

		2009/10		2010/11		2011/12		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,032	61%	2,114	57%	2,378	68%	6,524	62%	17%
	No Placement	1,319	39%	1,598	43%	1,097	32%	4,014	38%	-17%
	Total Students	3,351	100%	3,712	100%	3,475	100%	10,538	100%	4%
Distribution of Students who Took a Test	Transfer/Associate Level	549	27%	556	26%	609	26%	1,714	26%	11%
	Basic Skills	1,286	63%	1,371	65%	1,562	66%	4,219	65%	21%
	Need English Advising	157	8%	155	7%	154	6%	466	7%	-2%
	Take ESOL Test	40	2%	32	2%	53	2%	125	2%	33%
	Total Tested	2,032	100%	2,114	100%	2,378	100%	6,524	100%	17%

Source: SDCCD Information System

Mesa College Placement of First-Time Students by Subject
2009/10 – 2011/12

Table 3. ESOL Placement of First-Time Students

		2009/10		2010/11		2011/12		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	133	4%	160	4%	155	4%	448	4%	17%
	No Placement	3,218	96%	3,552	96%	3,320	96%	10,090	96%	3%
	Total Students	3,351	100%	3,712	100%	3,475	100%	10,538	100%	4%
Distribution of Students who Took a Test	Level 019	32	24%	63	39%	61	39%	156	35%	91%
	Level 020	23	17%	36	23%	36	23%	95	21%	57%
	Level 030	42	32%	34	21%	40	26%	116	26%	-5%
	Level 040	36	27%	27	17%	18	12%	81	18%	-50%
	Total Tested	133	100%	160	100%	155	100%	448	100%	17%

Source: SDCCD Information System

Table 4. Math Placement of First-Time Students

		2009/10		2010/11		2011/12		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,141	64%	2,219	60%	2,460	71%	6,820	65%	15%
	No Placement	1,210	36%	1,493	40%	1,015	29%	3,718	35%	-16%
	Total Students	3,351	100%	3,712	100%	3,475	100%	10,538	100%	4%
Distribution of Students who Took a Test	Transfer Level	348	16%	409	18%	535	22%	1,292	19%	54%
	Associate Level	250	12%	257	12%	370	15%	877	13%	48%
	Basic Skills	1,375	64%	1,463	66%	1,552	63%	4,390	64%	13%
	Take Algebra Test	168	8%	90	4%	3	0%	261	4%	-98%
	Total Tested	2,141	100%	2,219	100%	2,460	100%	6,820	100%	15%

Source: SDCCD Information System

Enrollment

Part II: Term Enrollments

This section of the report summarizes enrollments in Basic Skills courses during the fall and spring terms of the five most recent years for which data are available: Fall 2007 to Spring 2012. Enrollments are shown by subject for each course, with fall and spring terms reported separately (see Tables 5 through 14). Enrollments are also displayed graphically and in tabular form for each subject by ethnicity (see Figures 5 through 10 and Tables 15 through 20, respectively).

Summary of Findings

Over the past five years, English 049 enrollments have comprised nearly half of all Basic Skills English enrollments, averaging 46% in fall and 48% in spring. About one in four enrollments were in English 048 (26% in fall and 23% in spring); 18% were in English 043, and 11% were in English 042 (both fall and spring terms). From Fall 2007 to Fall 2011, Basic Skills English enrollment decreased by 14% overall; similar decreases were observed for all courses except English 042, which increased by 27%. From Spring 2008 to Spring 2012, Basic Skills English enrollment remained relatively stable. Moderate increases were observed for all courses but English 049, which decreased by 20%. It should be noted that Basic Skills English enrollment figures exclude English 047A (formerly English 265B), an accelerated basic skills English course initially offered in Fall 2010.

Over the past five years (fall and spring terms combined), on average, Latino students comprised one in three Basic Skills English enrollments (33%), White students comprised about one in four enrollments (26%), Asian/Pacific Islander students comprised one in five enrollments (19%), and African American students comprised just under one in ten enrollments (8%).

ESOL 030-series courses accounted for the largest portion of ESOL enrollment in fall (39%) and spring (50%) terms. Overall ESOL enrollment remained stable from Fall 2007 to Fall 2011, with a modest increase of just 4%; however, ESOL enrollment increased by 30% from Spring 2008 to Spring 2012. ESOL 040 saw the greatest increase in enrollment over the five-year period (44% fall to fall and 33% spring to spring). ESOL 032 also had a substantial increase in enrollment over the five-year time frame (20% fall to fall and 141% spring to spring).

For the past five years, Asian/Pacific Islander students comprised just over half of all ESOL enrollments (55%), Latino students comprised 21% of ESOL enrollments, and White students comprised 14% of ESOL enrollments.

In the past five years, the majority of Basic Skills math enrollments were in Math 046 (61% in fall and 58% in spring). While Math 038 accounted for roughly one-third of Basic Skills math enrollment, Math 034A accounted for just 8% of Basic Skills math enrollment. Overall Basic Skills math enrollment increased substantially during the five-year period (20% fall to fall, and 47% spring to spring). Although enrollment increased for all three Basic Skills math courses, Math 034A saw the greatest increase in enrollment across fall (94%) and spring (132%) terms.

In Basic Skills math courses over the past five years, White students comprised 35% of enrollments, Latino students comprised 32% of enrollments, African American students comprised 10% of enrollments, and Asian/Pacific Islander students comprised 9% of enrollments.

Mesa College Basic Skills Course Enrollments
Fall Terms: 2007 - 2011

Table 5. English Basic Skills Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
ENGL 042	158	9%	193	12%	163	11%	168	10%	201	13%	883	11%
ENGL 043	318	18%	269	16%	253	17%	311	18%	284	19%	1,435	18%
ENGL 048	466	27%	404	25%	384	25%	408	24%	420	28%	2,082	26%
ENGL 049	811	46%	769	47%	706	47%	801	47%	595	40%	3,682	46%
Total	1,753	100%	1,635	100%	1,506	100%	1,688	100%	1,500	100%	8,082	100%

Source: SDCCD Information System

Table 6. ESOL Writing Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
ESOL 019	39	20%	47	27%	41	25%	41	23%	40	21%	208	23%
ESOL 020	46	24%	43	24%	41	25%	39	22%	43	23%	212	24%
ESOL 030	62	32%	46	26%	42	26%	38	22%	40	21%	228	25%
ESOL 040	45	23%	41	23%	40	24%	57	33%	65	35%	248	28%
Total	192	100%	177	100%	164	100%	175	100%	188	100%	896	100%

Source: SDCCD Information System

Table 7. ESOL Reading Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
ESOL 019	39	22%	47	27%	41	23%	41	21%	40	19%	208	22%
ESOL 021	46	25%	36	21%	48	27%	45	23%	50	24%	225	24%
ESOL 031	51	28%	51	29%	47	27%	50	26%	55	26%	254	27%
ESOL 040	45	25%	41	23%	40	23%	57	30%	65	31%	248	27%
Total	181	100%	175	100%	176	100%	193	100%	210	100%	935	100%

Source: SDCCD Information System

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
ESOL 019	39	33%	47	36%	41	32%	41	31%	40	31%	208	33%
ESOL 022	40	34%	38	29%	42	33%	42	32%	41	32%	203	32%
ESOL 032	40	34%	44	34%	44	35%	48	37%	48	37%	224	35%
Total	119	100%	129	100%	127	100%	131	100%	129	100%	635	100%

Source: SDCCD Information System

Table 9. Math Basic Skills Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
MATH 034A	108	6%	105	6%	109	7%	138	8%	210	10%	670	8%
MATH 038	534	32%	499	30%	489	30%	548	31%	674	34%	2,744	31%
MATH 046	1,030	62%	1,037	63%	1,056	64%	1,085	61%	1,126	56%	5,334	61%
Total	1,672	100%	1,641	100%	1,654	100%	1,771	100%	2,010	100%	8,748	100%

Source: SDCCD Information System

Mesa College Basic Skills Course Enrollments
Spring Terms: 2008 - 2012

Table 10. English Basic Skills Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
ENGL 042	173	10%	192	11%	169	11%	179	10%	209	12%	922	11%
ENGL 043	286	16%	302	18%	282	18%	310	17%	334	19%	1,514	18%
ENGL 048	352	20%	369	22%	395	25%	445	25%	433	25%	1,994	23%
ENGL 049	923	53%	808	48%	719	46%	881	49%	743	43%	4,074	48%
Total	1,734	100%	1,671	100%	1,565	100%	1,815	100%	1,719	100%	8,504	100%

Source: SDCCD Information System

Table 11. ESOL Writing Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
ESOL 019	41	24%	46	26%	39	25%	42	21%	40	22%	208	24%
ESOL 020	43	25%	43	24%	40	25%	44	22%	38	21%	208	24%
ESOL 030	42	25%	46	26%	40	25%	62	31%	43	24%	233	26%
ESOL 040	43	25%	43	24%	40	25%	50	25%	57	32%	233	26%
Total	169	100%	178	100%	159	100%	198	100%	178	100%	882	100%

Source: SDCCD Information System

Table 12. ESOL Reading Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
ESOL 019	41	19%	46	21%	39	18%	42	17%	40	16%	208	18%
ESOL 021	50	24%	42	19%	37	17%	45	18%	46	18%	220	19%
ESOL 031	78	37%	87	40%	98	46%	117	46%	108	43%	488	42%
ESOL 040	43	20%	43	20%	40	19%	50	20%	57	23%	233	20%
Total	212	100%	218	100%	214	100%	254	100%	251	100%	1,149	100%

Source: SDCCD Information System

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
ESOL 019	41	28%	46	33%	39	30%	42	31%	40	17%	208	27%
ESOL 022	43	30%	44	32%	44	34%	41	30%	44	19%	216	28%
ESOL 032	61	42%	49	35%	48	37%	53	39%	147	64%	358	46%
Total	145	100%	139	100%	131	100%	136	100%	231	100%	782	100%

Source: SDCCD Information System

Table 14. Math Basic Skills Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
MATH 034A	78	5%	107	7%	119	8%	178	9%	181	9%	663	8%
MATH 038	478	34%	577	37%	467	30%	692	36%	703	34%	2,917	34%
MATH 046	865	61%	860	56%	985	63%	1,068	55%	1,201	58%	4,979	58%
Total	1,421	100%	1,544	100%	1,571	100%	1,938	100%	2,085	100%	8,559	100%

Source: SDCCD Information System

Mesa College Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2007 - 2011

Figure 5. English Basic Skills Enrollments by Ethnicity

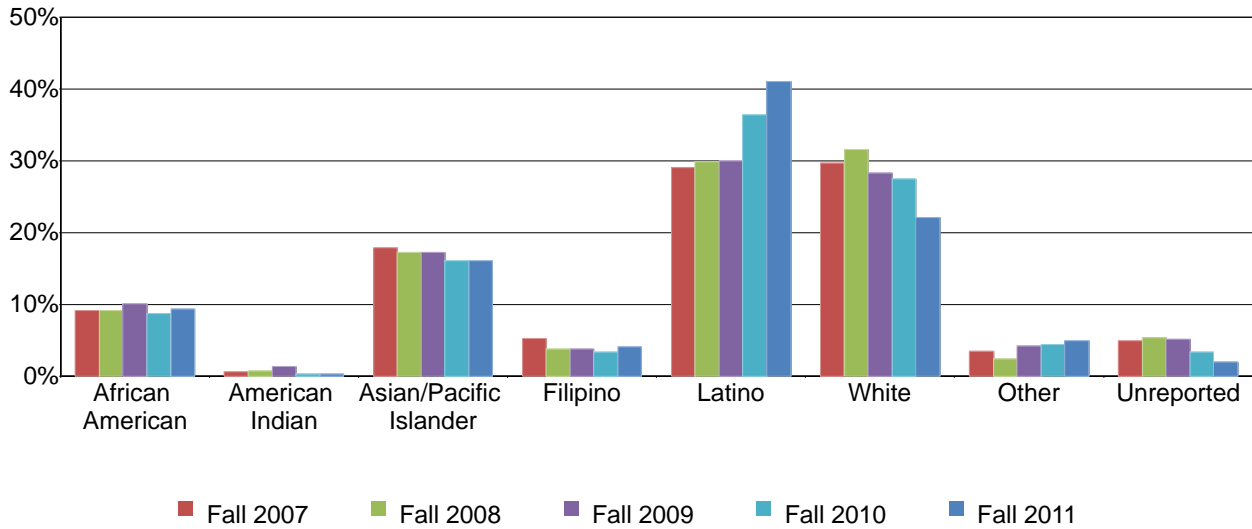


Figure 6. ESOL Enrollments by Ethnicity

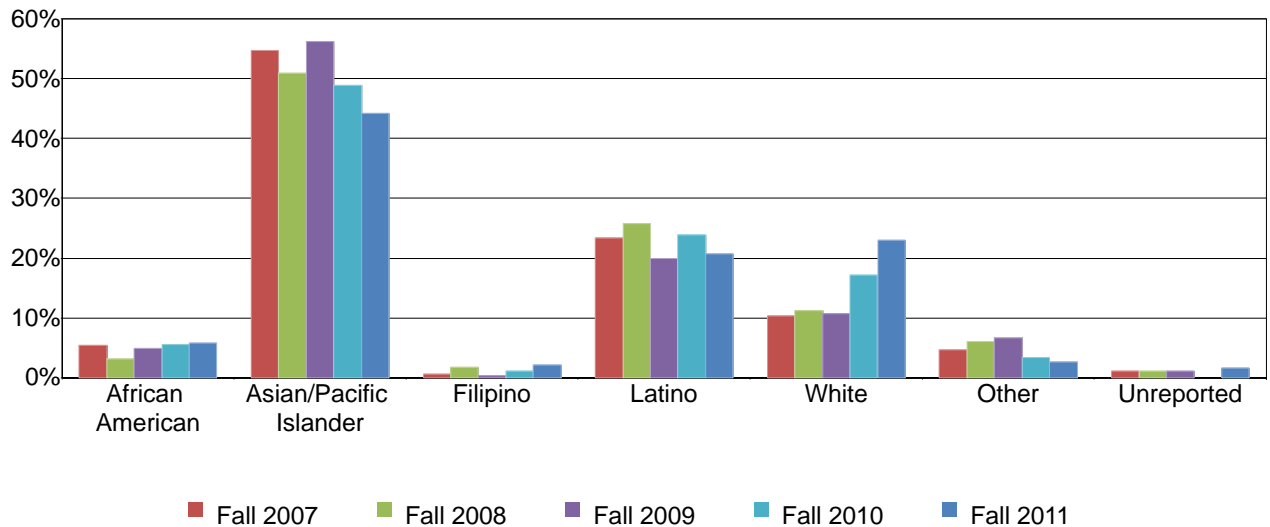
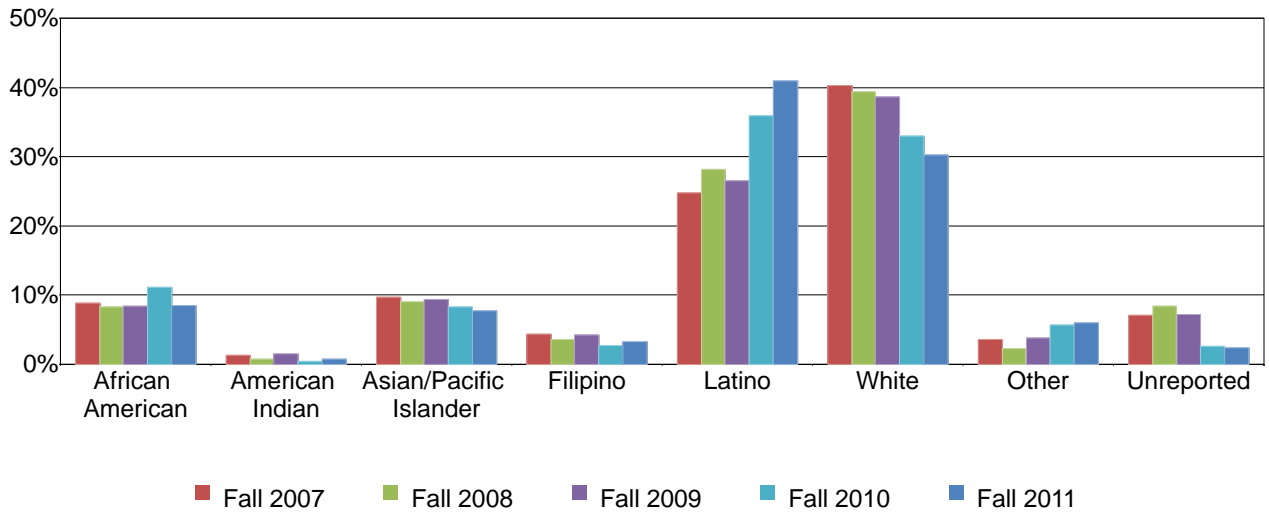


Figure 7. Math Basic Skills Enrollments by Ethnicity



Mesa College Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2008 - 2012

Figure 8. English Basic Skills Enrollments by Ethnicity

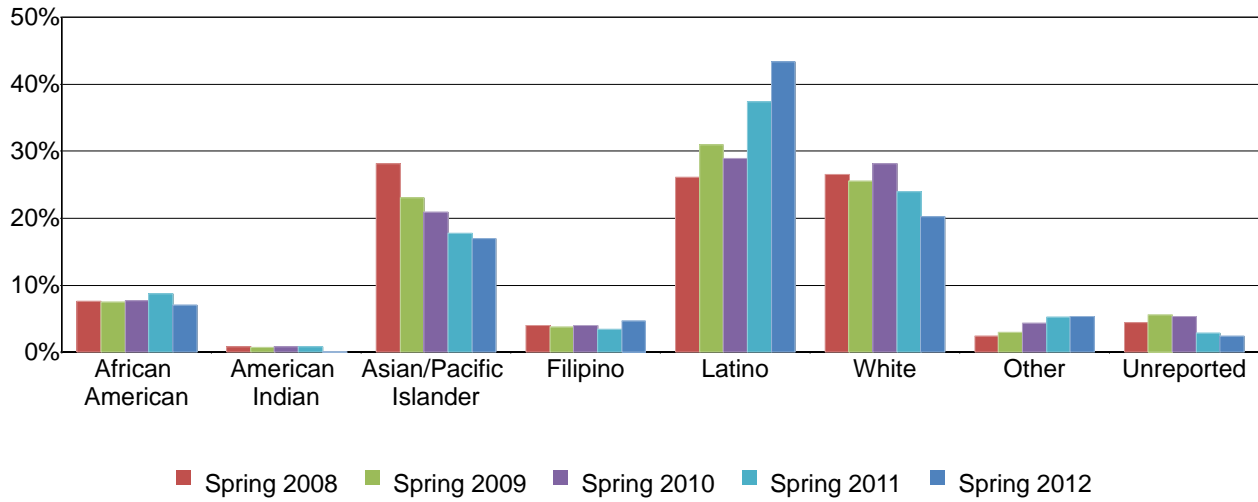


Figure 9. ESOL Enrollments by Ethnicity

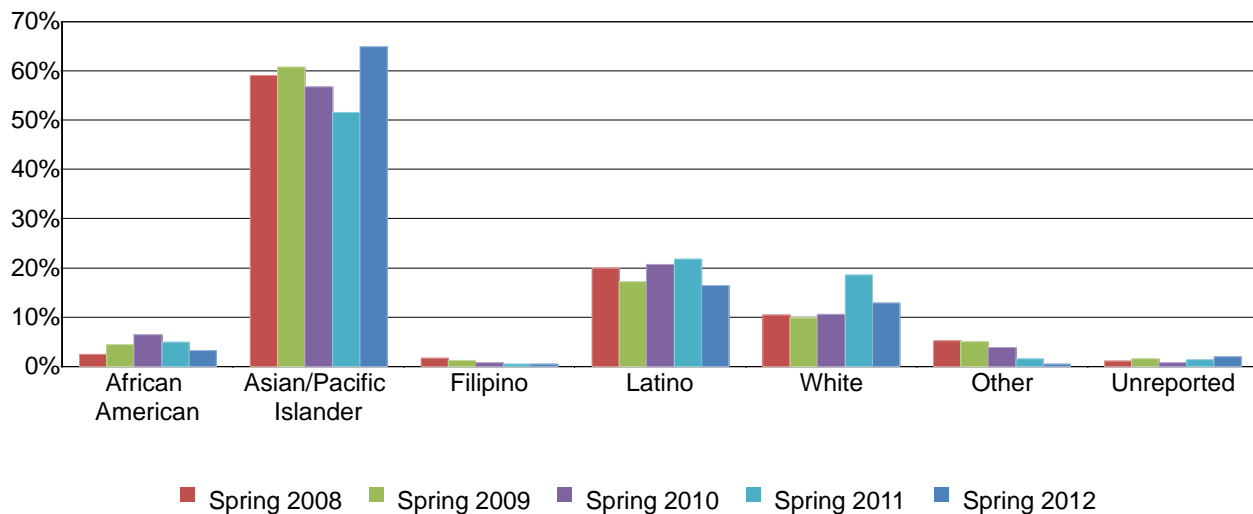
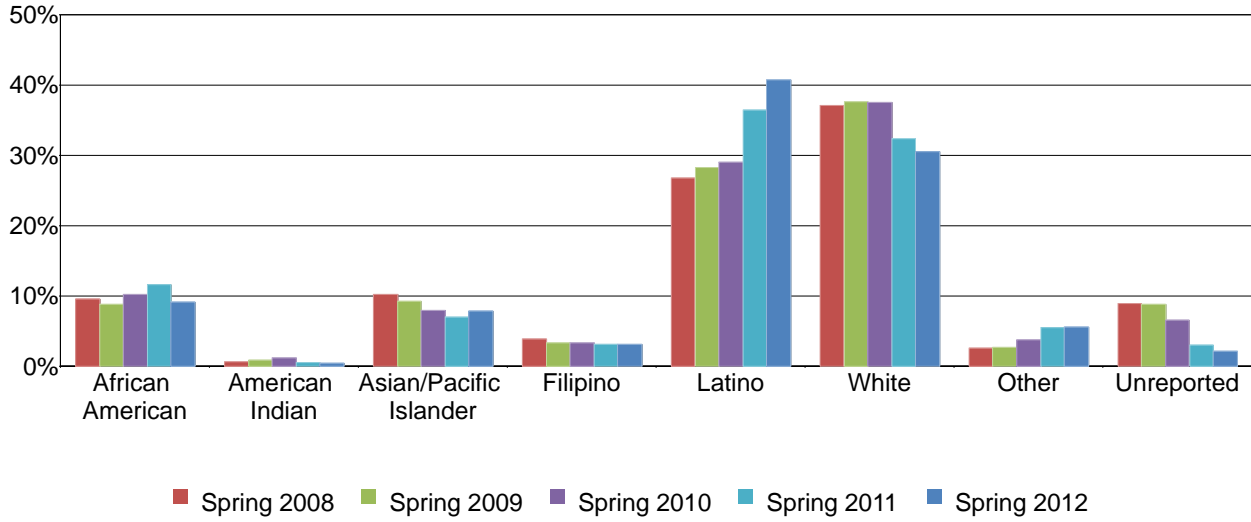


Figure 10. Math Basic Skills Enrollments by Ethnicity



Mesa College Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2007 - 2011

Table 15. English Basic Skills Enrollments by Ethnicity

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	161	9%	149	9%	152	10%	147	9%	140	9%	749	9%
American Indian	10	1%	12	1%	20	1%	5	0%	5	0%	52	1%
Asian/Pacific Islander	313	18%	282	17%	259	17%	271	16%	242	16%	1,367	17%
Filipino	92	5%	61	4%	57	4%	57	3%	62	4%	329	4%
Latino	510	29%	488	30%	451	30%	614	36%	616	41%	2,679	33%
White	520	30%	517	32%	426	28%	464	27%	332	22%	2,259	28%
Other	61	3%	39	2%	63	4%	74	4%	74	5%	311	4%
Unreported	86	5%	87	5%	78	5%	56	3%	29	2%	336	4%
Total	1,753	100%	1,635	100%	1,506	100%	1,688	100%	1,500	100%	8,082	100%

Source: SDCCD Information System

Table 16. ESOL Enrollments by Ethnicity

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	20	5%	11	3%	17	5%	20	6%	22	6%	90	5%
Asian/Pacific Islander	202	55%	176	51%	194	56%	176	49%	169	44%	917	51%
Filipino	2	1%	6	2%	1	0%	4	1%	8	2%	21	1%
Latino	86	23%	89	26%	69	20%	86	24%	79	21%	409	23%
White	38	10%	39	11%	37	11%	62	17%	88	23%	264	15%
Other	17	5%	21	6%	23	7%	12	3%	10	3%	83	5%
Unreported	4	1%	4	1%	4	1%	0	0%	6	2%	18	1%
Total	369	100%	346	100%	345	100%	360	100%	382	100%	1,802	100%

Source: SDCCD Information System

Table 17. Math Basic Skills Enrollments by Ethnicity

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	148	9%	136	8%	139	8%	197	11%	171	9%	791	9%
American Indian	22	1%	12	1%	26	2%	8	0%	15	1%	83	1%
Asian/Pacific Islander	162	10%	149	9%	155	9%	147	8%	157	8%	770	9%
Filipino	73	4%	59	4%	71	4%	49	3%	67	3%	319	4%
Latino	414	25%	462	28%	439	27%	637	36%	823	41%	2,775	32%
White	674	40%	647	39%	640	39%	585	33%	609	30%	3,155	36%
Other	60	4%	38	2%	64	4%	101	6%	120	6%	383	4%
Unreported	119	7%	138	8%	120	7%	47	3%	48	2%	472	5%
Total	1,672	100%	1,641	100%	1,654	100%	1,771	100%	2,010	100%	8,748	100%

Source: SDCCD Information System

Mesa College Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2008 - 2012

Table 18. English Basic Skills Enrollments by Ethnicity

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	132	8%	125	7%	120	8%	159	9%	120	7%	656	8%
American Indian	15	1%	12	1%	12	1%	14	1%	1	0%	54	1%
Asian/Pacific Islander	487	28%	386	23%	328	21%	322	18%	291	17%	1,814	21%
Filipino	69	4%	62	4%	62	4%	62	3%	81	5%	336	4%
Latino	452	26%	517	31%	452	29%	678	37%	746	43%	2,845	33%
White	461	27%	427	26%	440	28%	434	24%	348	20%	2,110	25%
Other	41	2%	49	3%	67	4%	95	5%	91	5%	343	4%
Unreported	77	4%	93	6%	84	5%	51	3%	41	2%	346	4%
Total	1,734	100%	1,671	100%	1,565	100%	1,815	100%	1,719	100%	8,504	100%

Source: SDCCD Information System

Table 19. ESOL Enrollments by Ethnicity

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	10	2%	18	5%	25	6%	22	5%	17	3%	92	4%
Asian/Pacific Islander	237	59%	243	61%	219	57%	234	52%	339	65%	1,272	59%
Filipino	7	2%	5	1%	3	1%	2	0%	2	0%	19	1%
Latino	80	20%	69	17%	80	21%	99	22%	86	16%	414	19%
White	42	10%	39	10%	41	11%	84	19%	67	13%	273	13%
Other	21	5%	20	5%	15	4%	7	2%	2	0%	65	3%
Unreported	4	1%	6	2%	3	1%	6	1%	10	2%	29	1%
Total	401	100%	400	100%	386	100%	454	100%	523	100%	2,164	100%

Source: SDCCD Information System

Table 20. Math Basic Skills Enrollments by Ethnicity

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	137	10%	137	9%	162	10%	226	12%	192	9%	854	10%
American Indian	10	1%	14	1%	20	1%	12	1%	11	1%	67	1%
Asian/Pacific Islander	146	10%	143	9%	126	8%	137	7%	165	8%	717	8%
Filipino	55	4%	52	3%	53	3%	61	3%	65	3%	286	3%
Latino	381	27%	437	28%	456	29%	707	36%	850	41%	2,831	33%
White	527	37%	581	38%	590	38%	628	32%	638	31%	2,964	35%
Other	38	3%	43	3%	60	4%	108	6%	118	6%	367	4%
Unreported	127	9%	137	9%	104	7%	59	3%	46	2%	473	6%
Total	1,421	100%	1,544	100%	1,571	100%	1,938	100%	2,085	100%	8,559	100%

Source: SDCCD Information System

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 2007 to Fall 2011. Term persistence rates are displayed both graphically (see Figure 11) and in tabular form (see Table 21). Term persistence is also separated by gender, ethnicity, and age (see Figures 12 through 14, and Tables 22 through 24).

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 fall Basic Skills courses persisted to the subsequent spring term. This was comparable to the average of 76% across all three colleges' Basic Skills courses. Over the five Basic Skills cohort years examined, persistence rates increased by 4%.

When persistence was disaggregated by gender, no differences were observed. Female and male students persisted at the same rate, on average, over the past five cohorts (75%).

However, persistence varied somewhat by ethnicity. Across the five cohorts included in the study, average persistence rates ranged from 68% (American Indian students) to 78% (Asian/Pacific Islander students). Over the previous five cohort years, persistence increased for all groups but African American students. The greatest increases in persistence were observed for Filipino students (11%) and American Indian students (10%). However, discretion should be exercised when examining figures for American Indian students, as these rates are based on a very small number of students.

Persistence rates were highest, on average, for students under 18 years of age and students between the ages of 18 and 24 years (85% and 77%, respectively). It should be noted that the counts for students under 18 were very small; thus, trends for this group should be examined with caution. Over the five cohort years included in the study, persistence rates increased for all age groups except students age 50 years and over.

Mesa College Term Persistence
Fall Terms: 2007 – 2011

Figure 11. Basic Skills Term Persistence

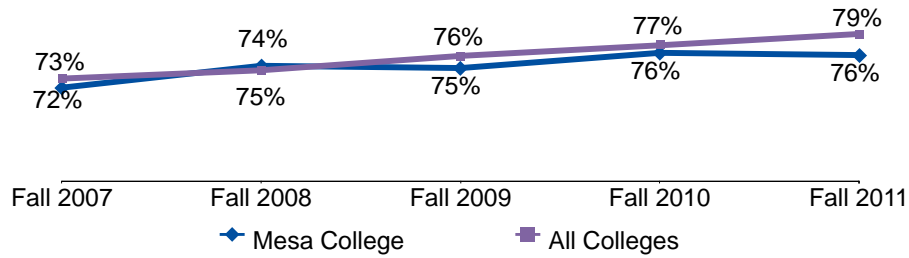


Table 21. Basic Skills Term Persistence

Cohort	Fall	Spring	Persistence	All Colleges Persistence Fall to Spring
Fall 2007	2,234	1,609	72%	73%
Fall 2008	2,243	1,678	75%	74%
Fall 2009	2,238	1,668	75%	76%
Fall 2010	2,523	1,929	76%	77%
Fall 2011	2,538	1,933	76%	79%
Average			75%	76%

Source: SDCCD Information System

Note. SDSU and UCSD students are excluded.

Mesa College Term Persistence by Gender
Fall Terms: 2007 – 2011

Figure 12. Basic Skills Term Persistence by Gender

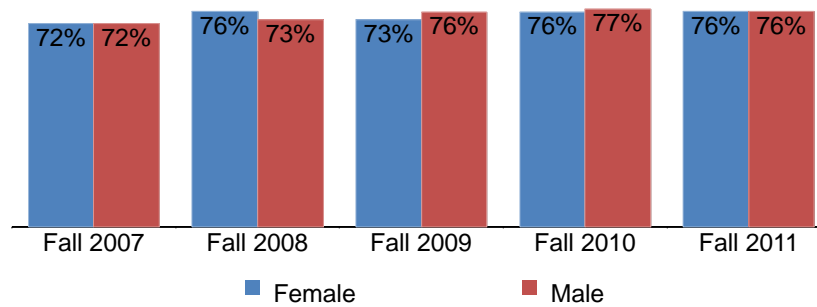


Table 22. Basic Skills Term Persistence by Gender

Cohort	Female			Male		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	1,141	822	72%	1,092	786	72%
Fall 2008	1,145	873	76%	1,098	805	73%
Fall 2009	1,140	836	73%	1,097	832	76%
Fall 2010	1,304	991	76%	1,219	938	77%
Fall 2011	1,350	1,029	76%	1,188	904	76%
Average			75%			75%

Source: SDCCD Information System

Note. SDSU and UCSD students are excluded.

Mesa College Term Persistence by Ethnicity
Fall Terms: 2007 – 2011

Figure 13. Basic Skills Term Persistence by Ethnicity

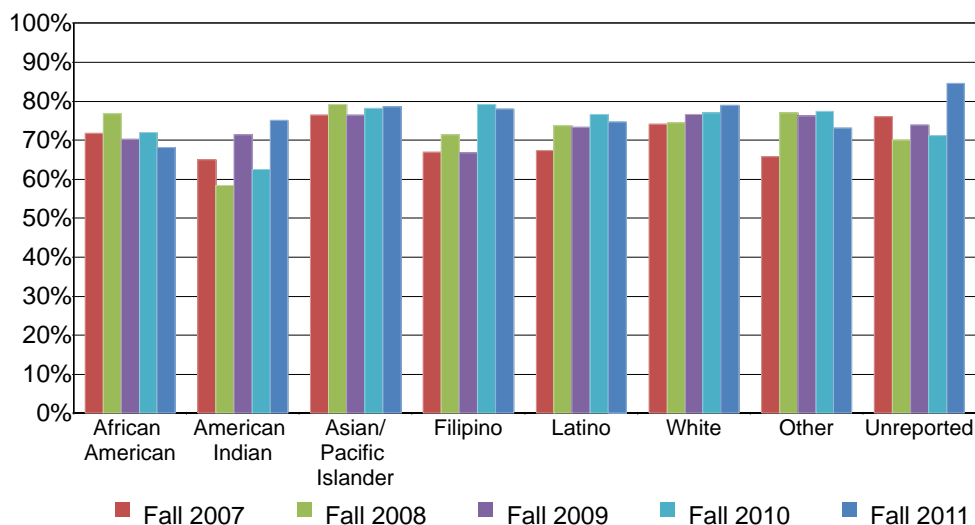


Table 23. Basic Skills Term Persistence by Ethnicity

Cohort	African American			American Indian			Asian/Pacific Islander			Filipino		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	184	132	72%	20	13	65%	396	303	77%	100	67	67%
Fall 2008	177	136	77%	12	7	58%	365	289	79%	77	55	71%
Fall 2009	195	137	70%	28	20	71%	370	283	76%	84	56	67%
Fall 2010	236	170	72%	8	5	63%	367	287	78%	67	53	79%
Fall 2011	198	135	68%	16	12	75%	358	281	78%	86	67	78%
Average			72%			68%			78%			72%

Cohort	Latino			White			Other			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	574	386	67%	762	565	74%	73	48	66%	125	95	76%
Fall 2008	629	464	74%	765	570	75%	61	47	77%	157	110	70%
Fall 2009	587	430	73%	743	569	77%	97	74	76%	134	99	74%
Fall 2010	875	671	77%	780	600	77%	124	96	77%	66	47	71%
Fall 2011	964	720	75%	717	566	79%	141	103	73%	58	49	84%
Average			74%			76%			74%			74%

Source: SDCCD Information System

Note. SDSU and UCSD students are excluded.

Mesa College Term Persistence by Age
Fall Terms: 2007 – 2011

Figure 14. Basic Skills Term Persistence by Age

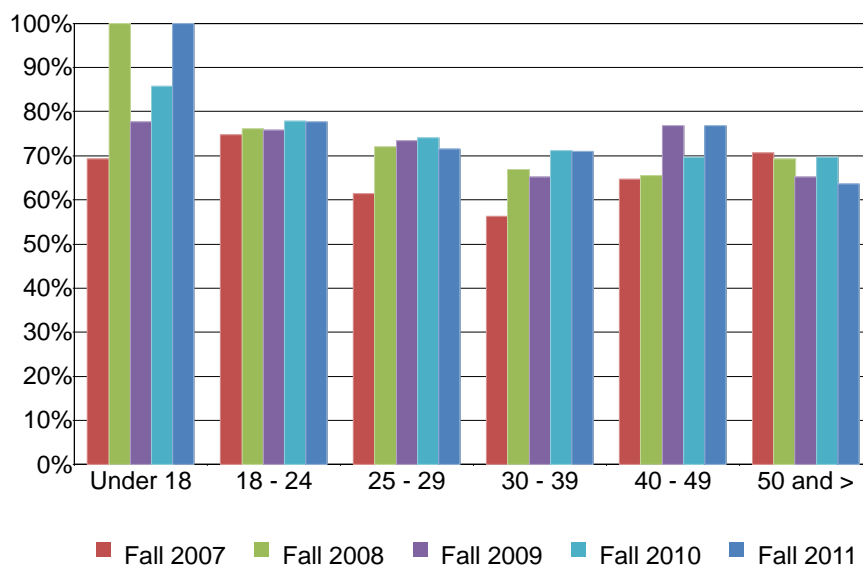


Table 24. Basic Skills Term Persistence by Age

Cohort	Under 18			18 - 24			25 - 29			30 - 39		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	13	9	69%	1,789	1,337	75%	228	140	61%	121	68	56%
Fall 2008	11	11	100%	1,743	1,328	76%	233	168	72%	169	113	67%
Fall 2009	9	7	78%	1,630	1,237	76%	300	220	73%	175	114	65%
Fall 2010	7	6	86%	1,845	1,437	78%	348	258	74%	201	143	71%
Fall 2011	7	7	100%	1,849	1,437	78%	340	243	71%	214	152	71%
Average			85%			77%			71%			67%

Cohort	40 - 49			50 and >		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	65	42	65%	17	12	71%
Fall 2008	61	40	66%	26	18	69%
Fall 2009	78	60	77%	46	30	65%
Fall 2010	89	62	70%	33	23	70%
Fall 2011	95	73	77%	33	21	64%
Average			71%			67%

Source: SDCCD Information System

Note. SDSU and UCSD students are excluded.

Student Outcomes

Part IV: Student Outcomes: Retention and Success

This section of the report examines retention and success as student outcomes for the fall and spring terms of the five most recent years for which data are available: Fall 2007 through Spring 2012. Due to the differing patterns of retention and success, fall and spring terms are reported separately. Five-year trends in retention rates are shown graphically by term for each Basic Skills course (see Figures 15 through 24), and for each subject by ethnicity (see Figures 25 through 30). Similarly, five-year trends in success rates are presented graphically by term for each course (see Figures 31 through 40), and for each subject by ethnicity (see Figures 41 through 46).

TERMS AND DEFINITIONS:

Retention Rates: The percentage of students who complete a course out of the total course enrollments. The retention rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students who received any grade notation except W (Withdrawal) and Denominator = Total number of valid enrollments as of official census.

Success Rates: The percentage of students who successfully complete a course out of the total course enrollments. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students who receive grade notations A, B, C, or P and Denominator = Total number of valid enrollments as of official census.

Summary of Findings

Retention rates increased for all four Basic Skills English courses (English 042, English 043, English 048, English 049) from spring to spring and for three of the four courses fall to fall. Success rates also increased all four courses from Fall 2007 to Fall 2011 and from Spring 2008 to Spring 2012. Filipino students saw the greatest increases in success and retention from fall to fall (9% increase in retention; 21% increase in success), and American Indian students saw the greatest gains in retention and success from spring to spring (47% increase in retention; 60% increase in success). However, figures for American Indian students were particularly low to begin with; thus, retention and success trends for this group should be interpreted with caution.

In ESOL 019, retention rates increased slightly from fall to fall but decreased slightly from spring to spring; success rates increased somewhat over the five-year period. Contrastingly, ESOL 020 retention rates decreased from fall to fall but increased slightly from spring to spring; success rates decreased in from fall to fall and spring to spring. ESOL 021 retention rates decreased over the five fall terms but increased over the five spring terms; success rates increased somewhat from fall to fall and spring to spring. For ESOL 022, retention and success rates increased slightly over the five fall and spring terms.

Across ESOL 030-series courses, success and retention patterns varied by term and course. ESOL 030 retention rates increased from fall to fall but decreased slightly from spring to spring; success rates increased from fall to fall and spring to spring; For ESOL 031, retention rates remained relatively stable over the five-year period, while success rates increased from fall to fall but decreased from spring to spring. In ESOL 032, retention rates increased slightly from fall to fall and spring to spring; success rates decreased slightly from fall to fall but remained relatively similar from spring to spring.

ESOL 040 retention rates increased slightly from fall to fall and spring to spring; spring success rates followed a similar pattern, but fall success rates were almost equal in Fall 2007 and Fall 2011.

No clear five-year trends emerged based on ethnicity for ESOL course outcomes.

In general, retention and success rates in Basic Skills math courses increased over the past five years. The single exception to this trend was Math 034A, in which success rates decreased slightly from Fall 2007 to Fall 2011.

For Basic Skills math courses, American Indian had the greatest increases in retention for fall (19% increase) and White students had the greatest increases in retention in spring (14% increase). Filipino students had the greatest increases in success rates from fall to fall (20%) and spring to spring (16%).

Mesa College Basic Skills Course Retention Rates
Fall Terms: 2007 - 2011

Figure 15. English Basic Skills Course Retention Rates

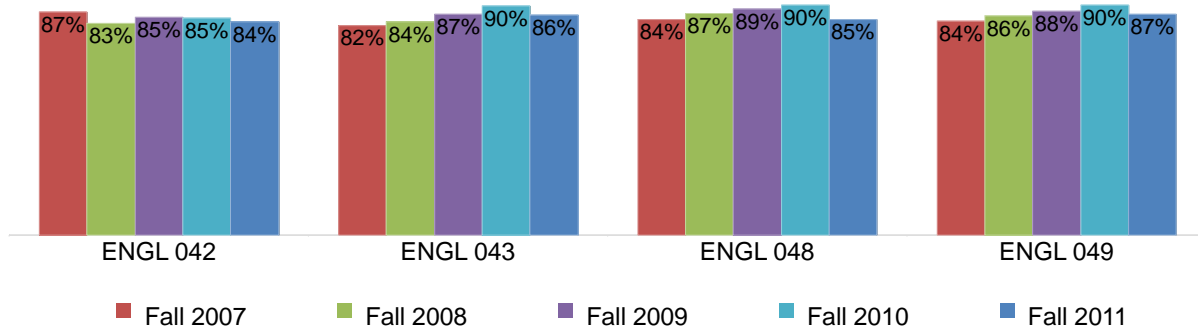


Figure 16. ESOL Writing Course Retention Rates

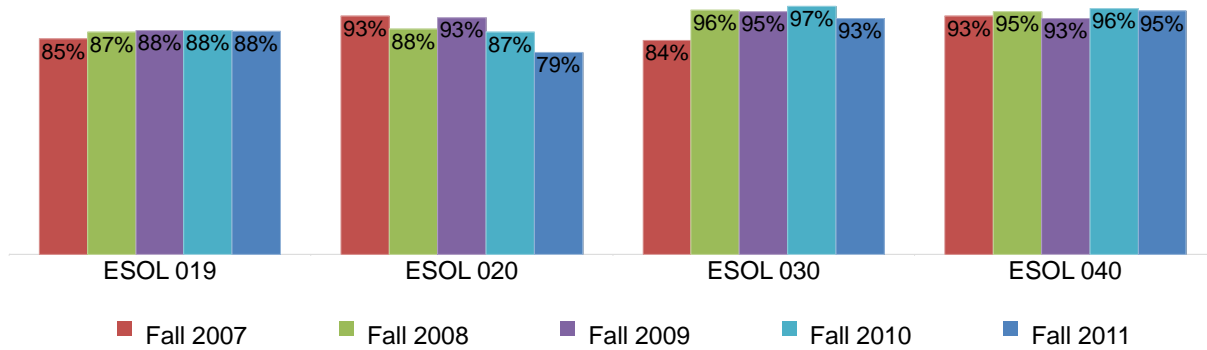


Figure 17. ESOL Reading Course Retention Rates

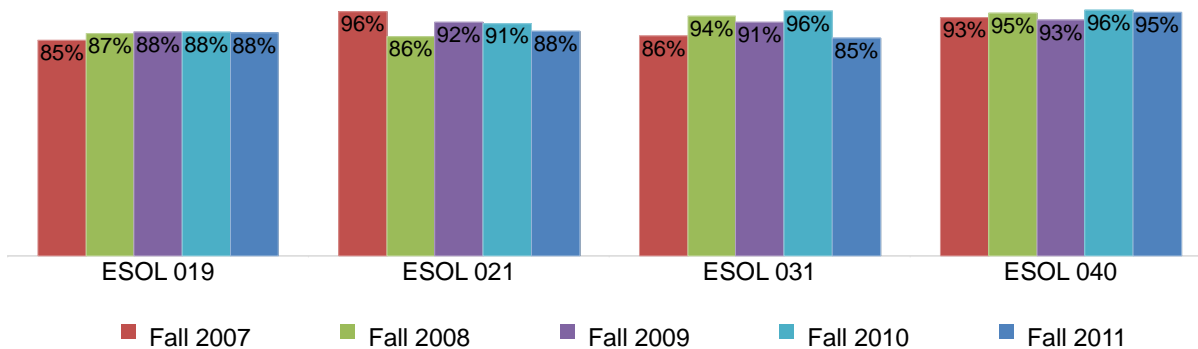


Figure 18. ESOL Listening/Speaking Course Retention Rates

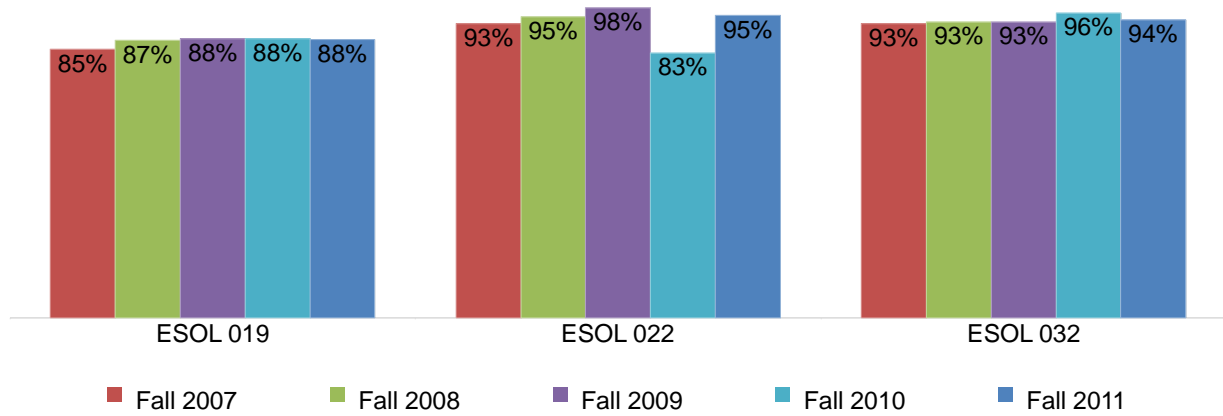
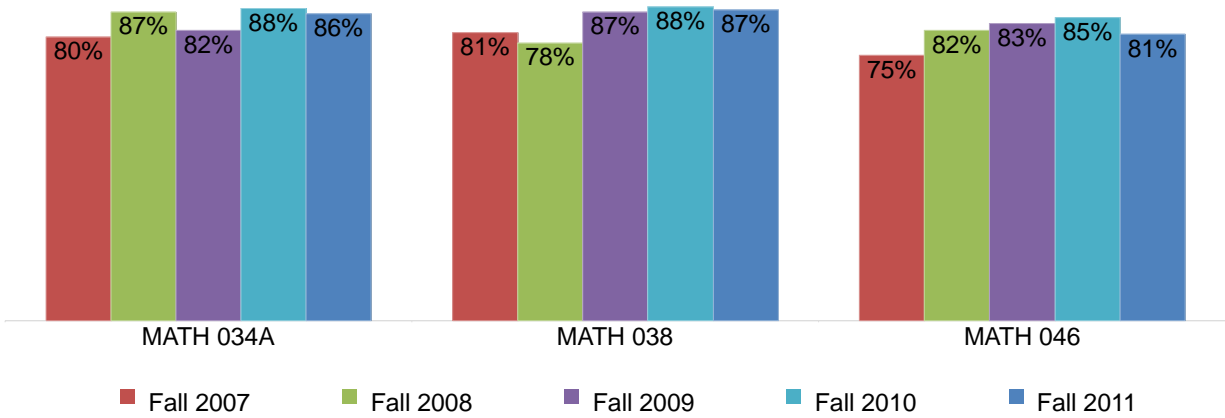


Figure 19. Math Basic Skills Course Retention Rates



Mesa College Basic Skills Course Retention Rates
Spring Terms: 2008 - 2012

Figure 20. English Basic Skills Course Retention Rates

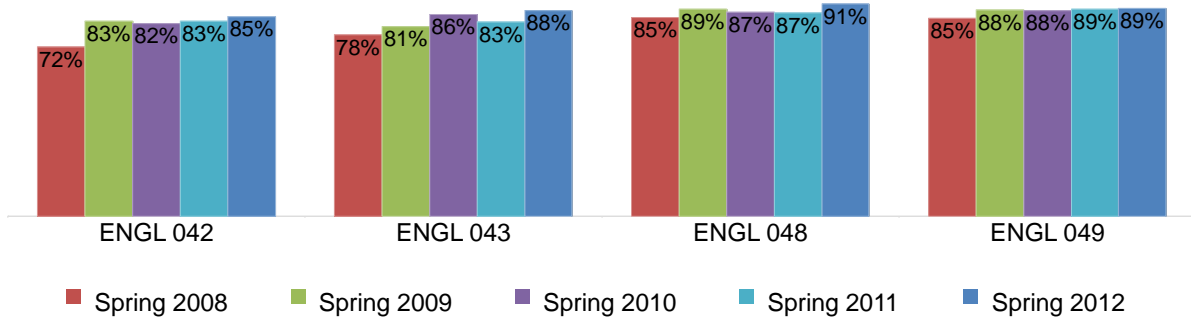


Figure 21. ESOL Writing Course Retention Rates

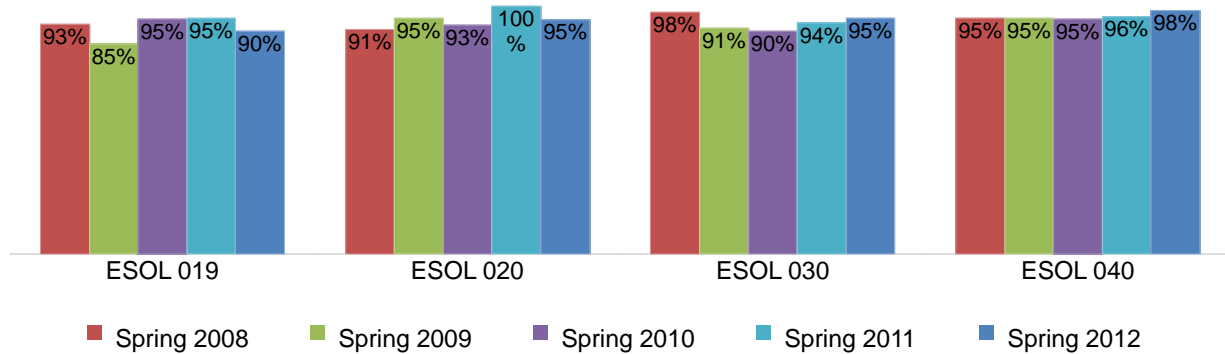


Figure 22. ESOL Reading Course Retention Rates

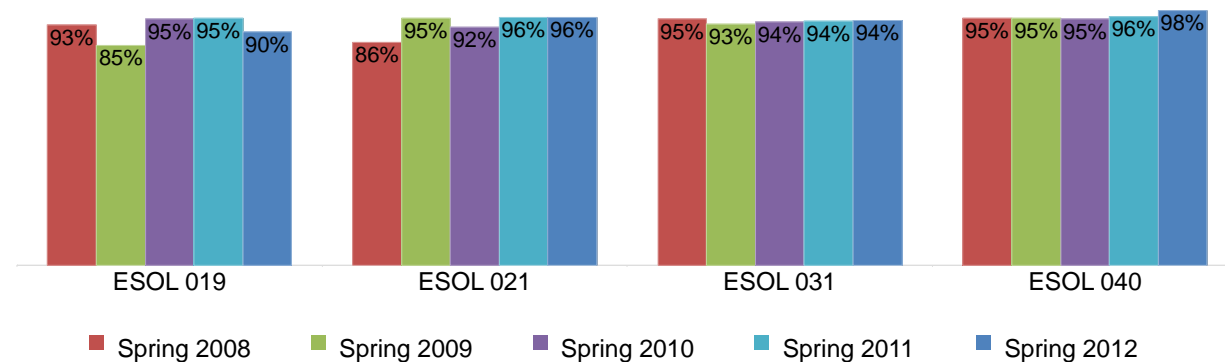


Figure 23. ESOL Listening/Speaking Course Retention Rates

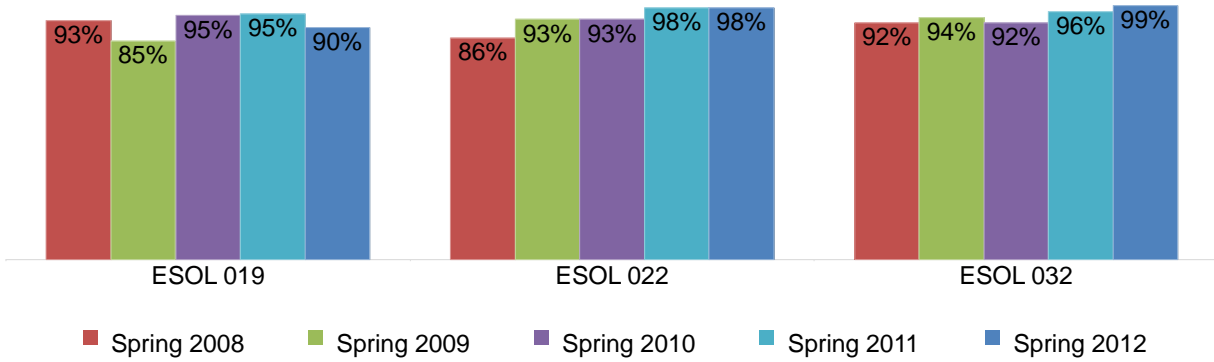
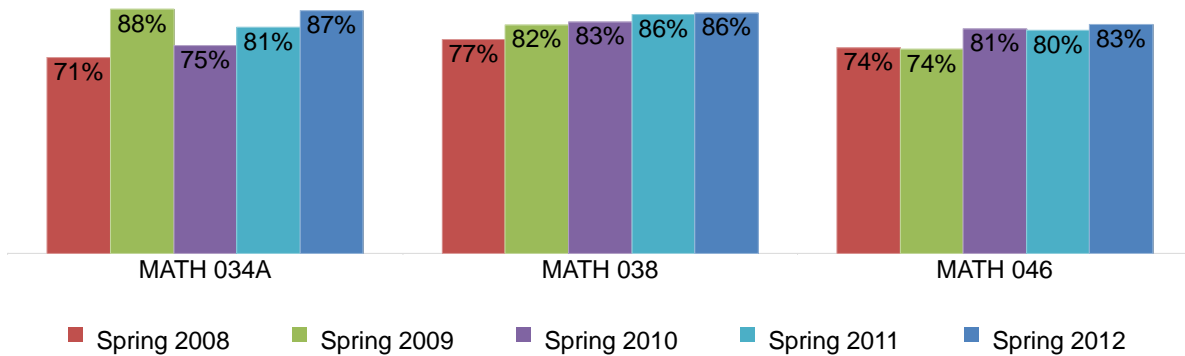


Figure 24. Math Basic Skills Course Retention Rates



Mesa College Basic Skills Subject Retention Rates by Ethnicity
Fall Terms: 2007 - 2011

Figure 25. English Basic Skills Retention Rates by Ethnicity

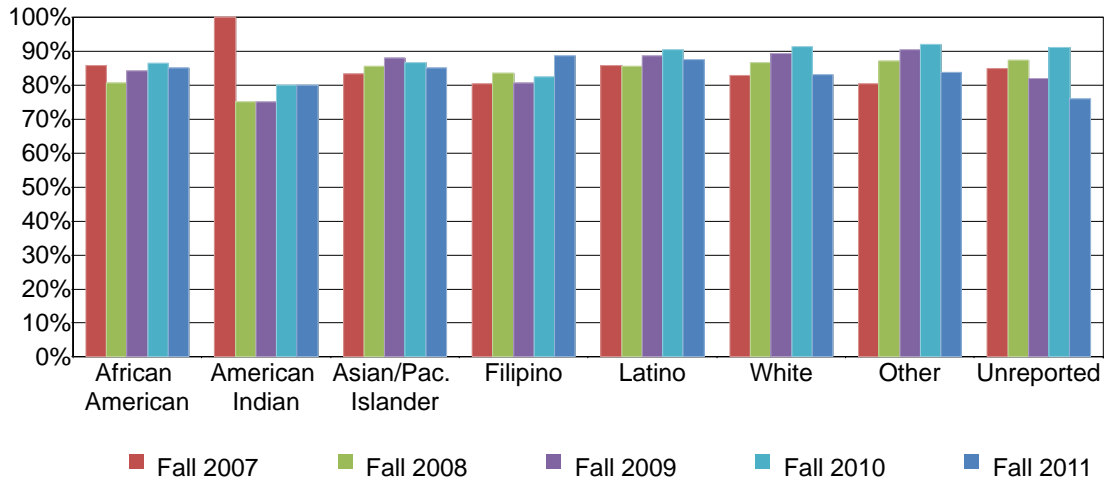


Figure 26. ESOL Retention Rates by Ethnicity

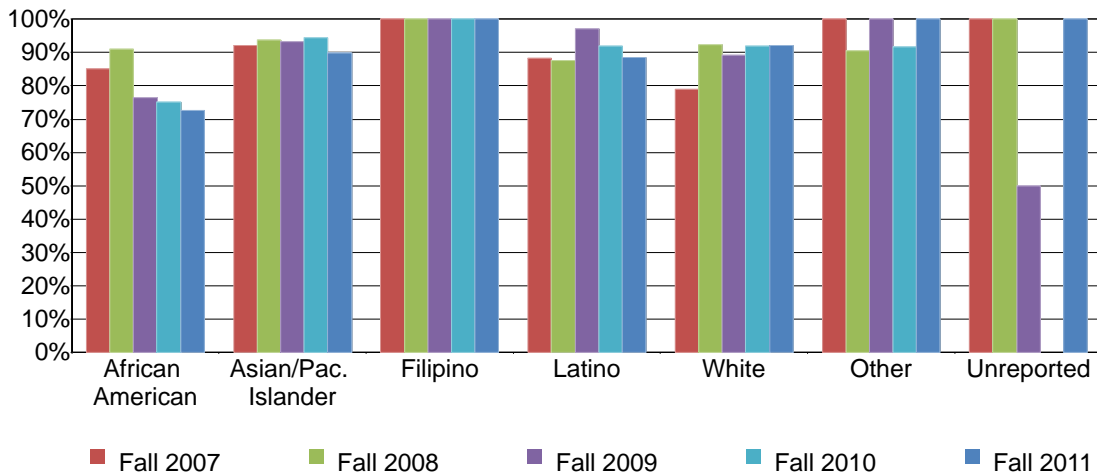
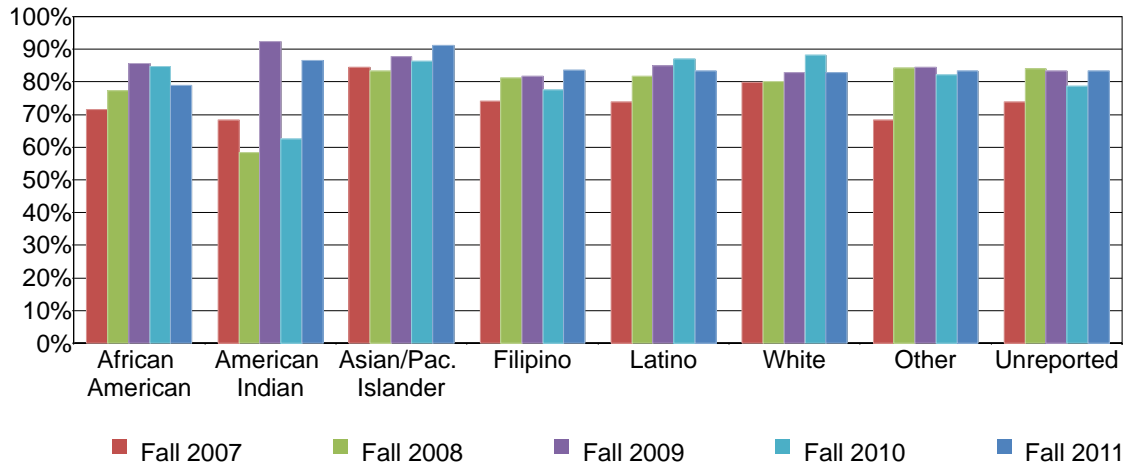


Figure 27. Math Basic Skills Retention Rates by Ethnicity



Mesa College Basic Skills Subject Retention Rates by Ethnicity
Spring Terms: 2008 - 2012

Figure 28. English Basic Skills Retention Rates by Ethnicity

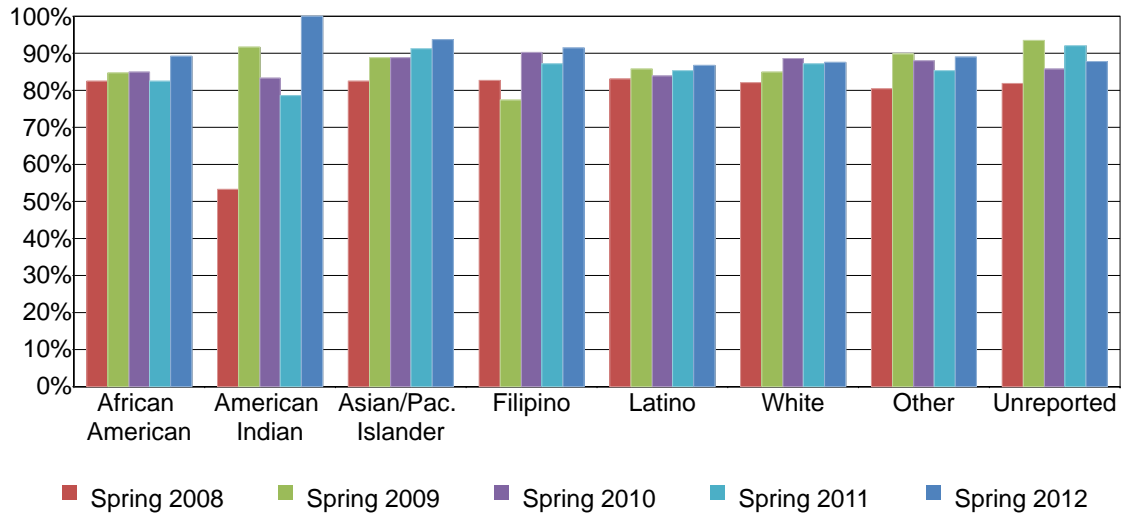


Figure 29. ESOL Retention Rates by Ethnicity

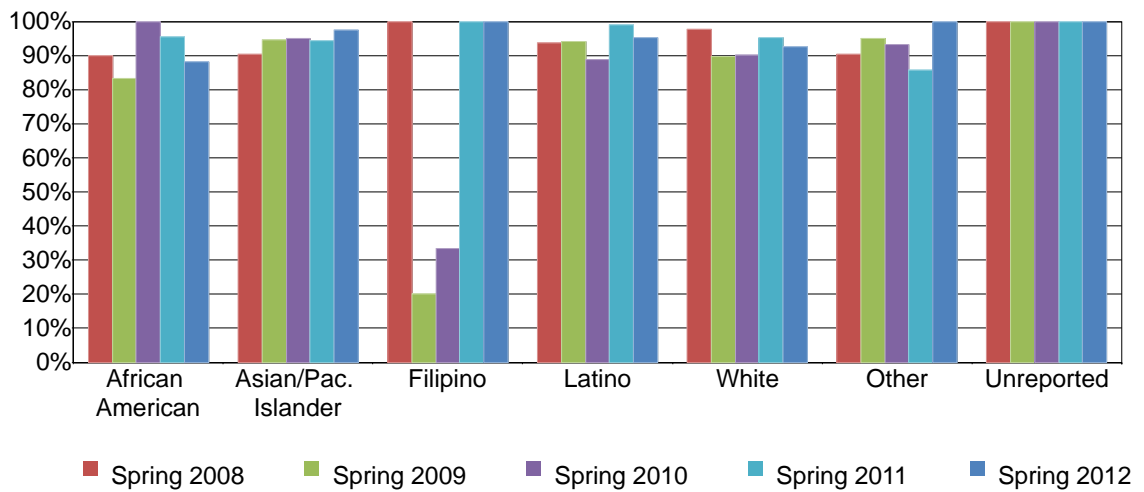
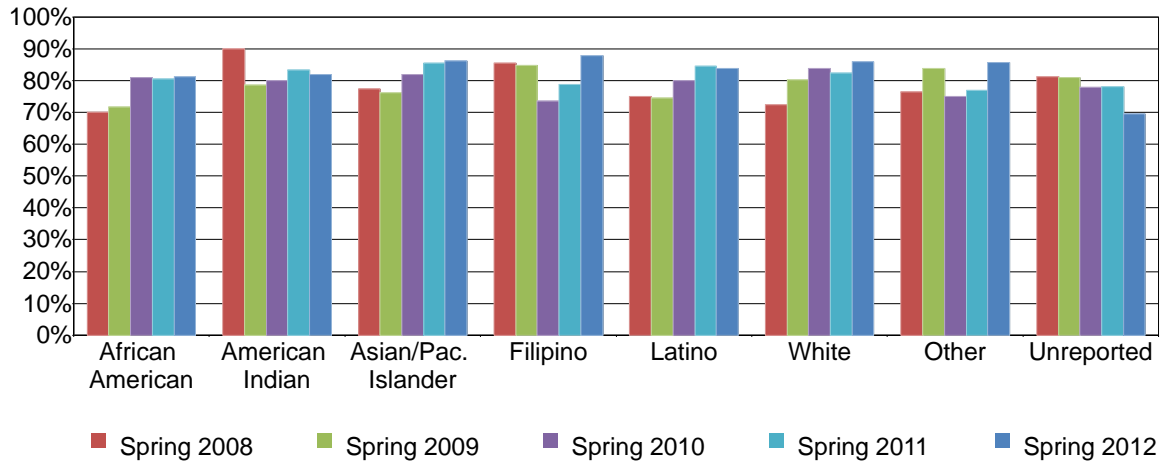


Figure 30. Math Basic Skills Retention Rates by Ethnicity



Mesa College Basic Skills Course Success Rates
Fall Terms: 2007 - 2011

Figure 31. English Basic Skills Course Success Rates

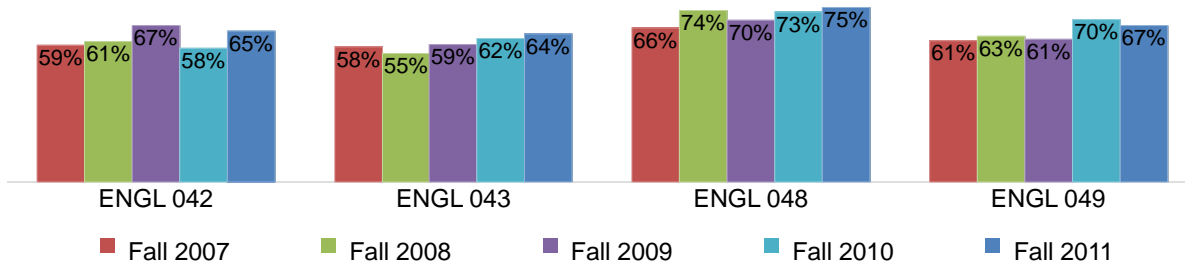


Figure 32. ESOL Writing Course Success Rates

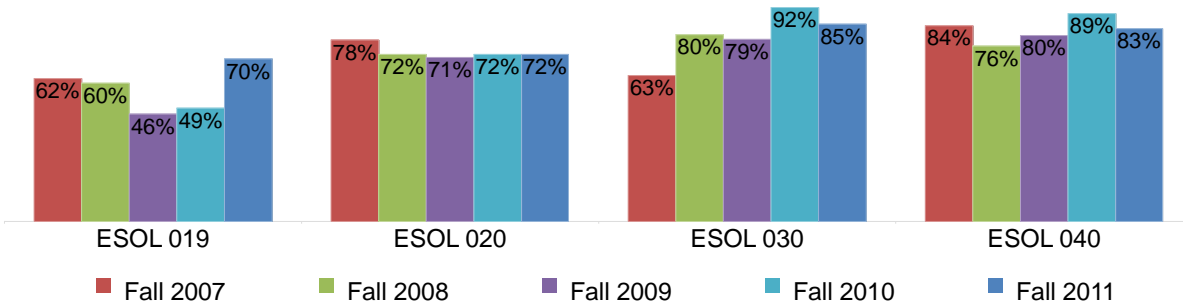


Figure 33. ESOL Reading Course Success Rates

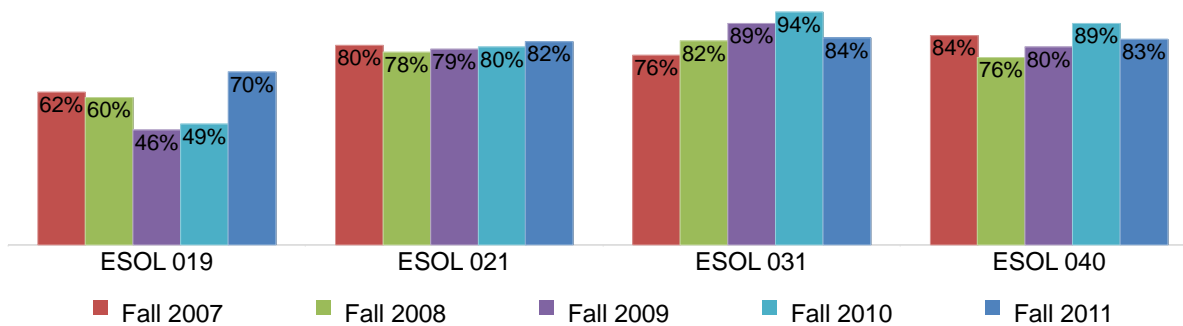


Figure 34. ESOL Listening/Speaking Course Success Rates

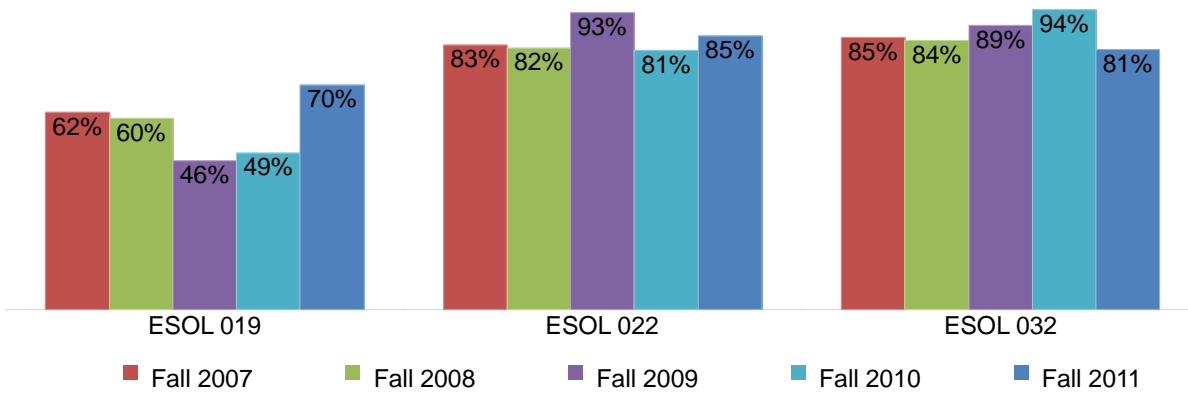
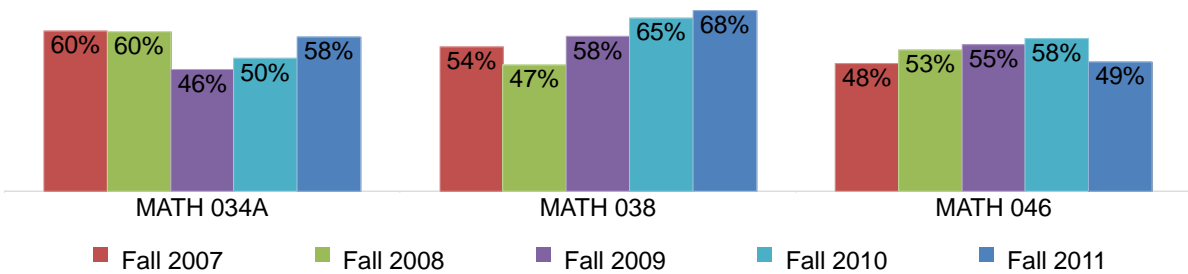


Figure 35. Math Basic Skills Course Success Rates



Mesa College Basic Skills Course Success Rates
Spring Terms: 2008 - 2012

Figure 36. English Basic Skills Course Success Rates

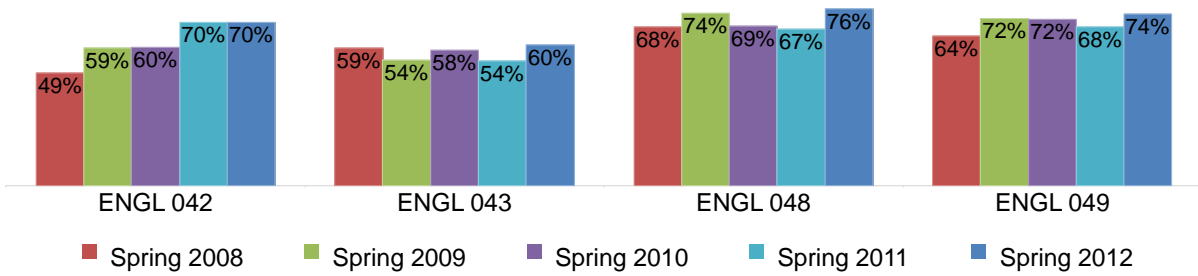


Figure 37. ESOL Writing Course Success Rates

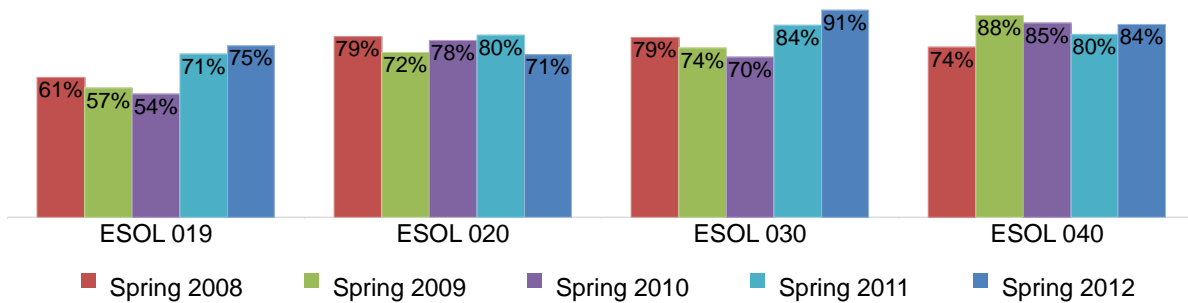


Figure 38. ESOL Reading Course Success Rates

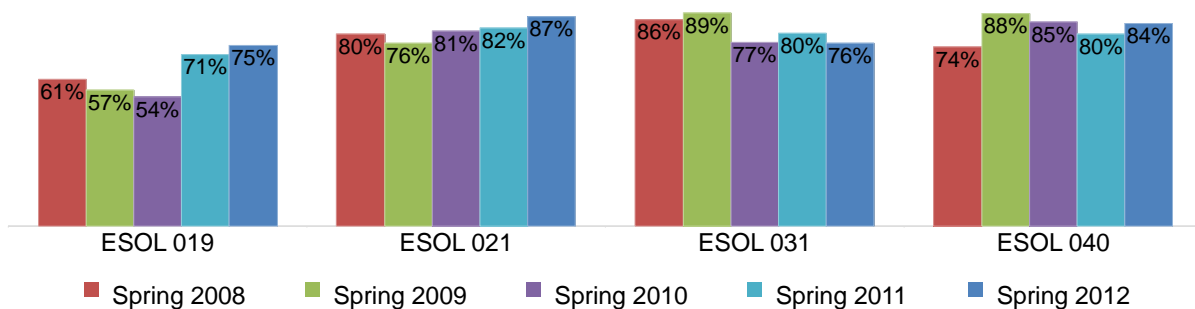


Figure 39. ESOL Listening/Speaking Course Success Rates

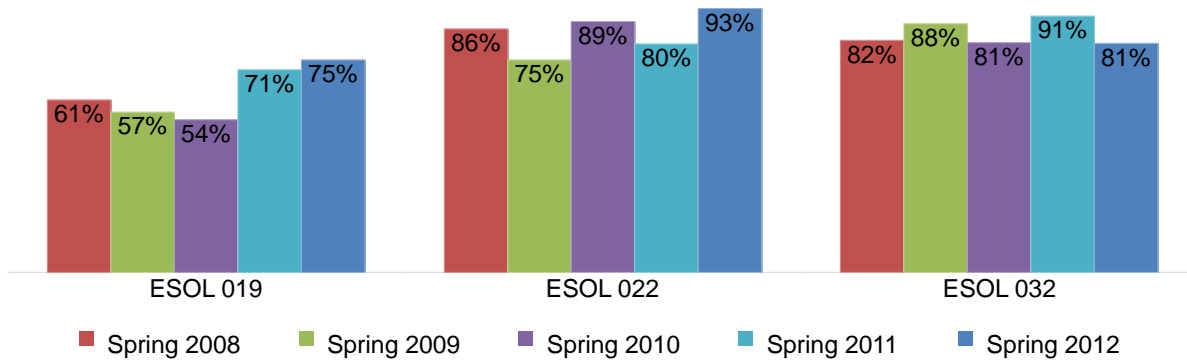
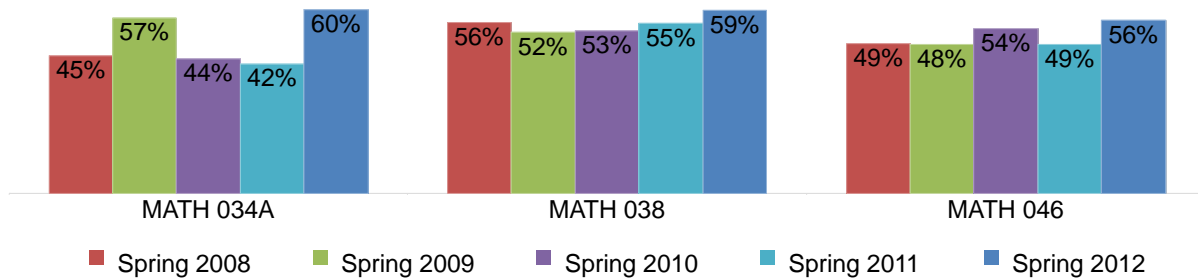


Figure 40. Math Basic Skills Course Success Rates



Mesa College Basic Skills Subject Success Rates by Ethnicity
Fall Terms: Fall 2007 - 2011

Figure 41. English Basic Skills Success Rates by Ethnicity

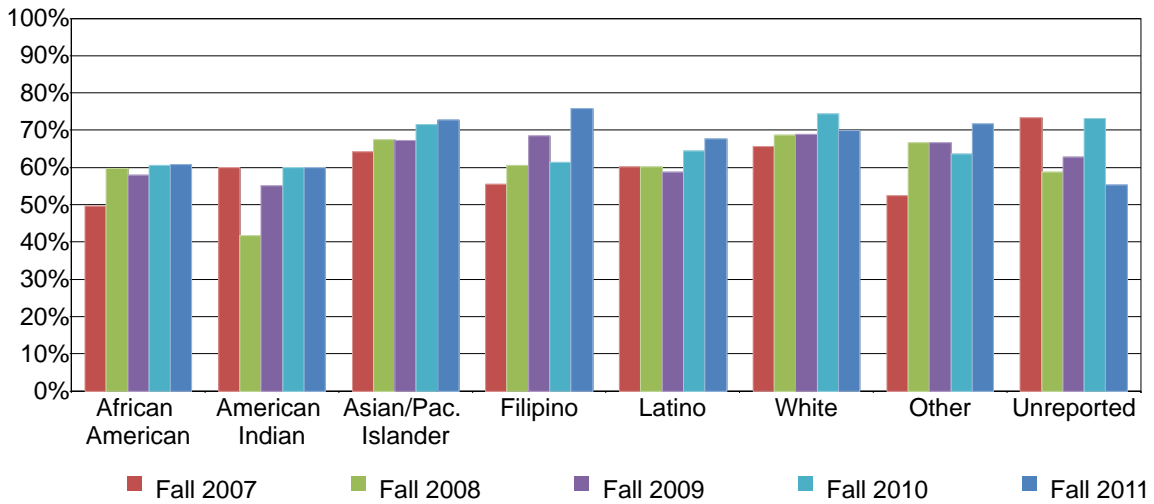


Figure 42. ESOL Success Rates by Ethnicity

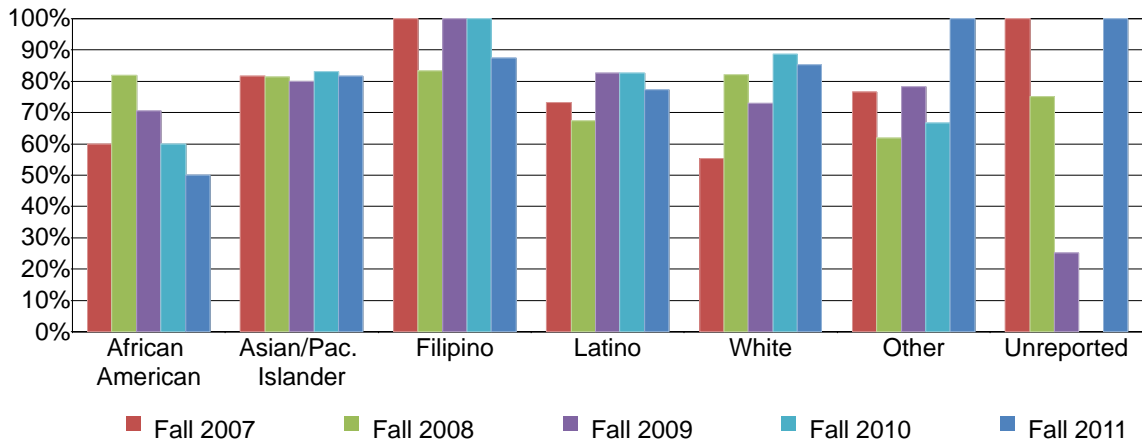
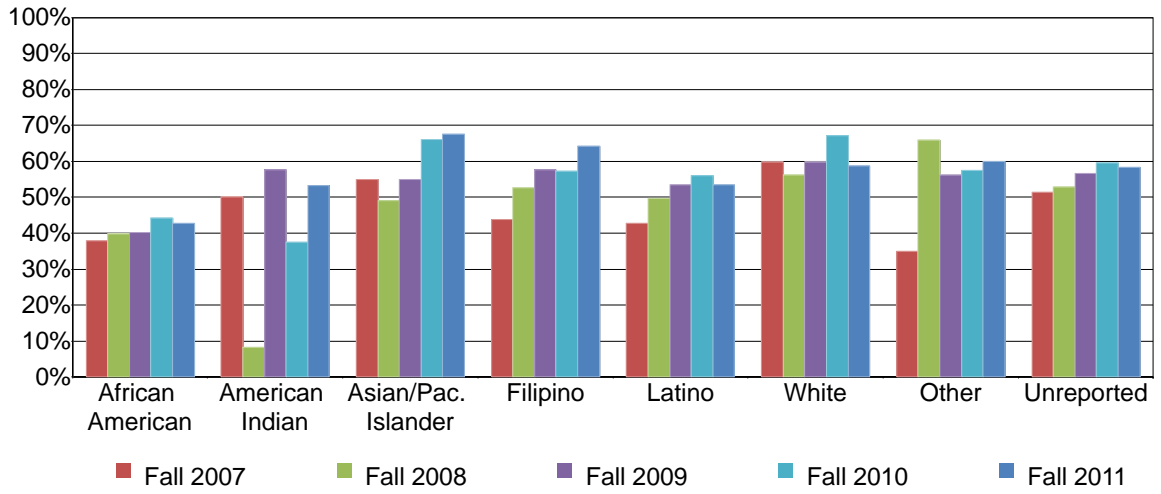


Figure 43. Math Basic Skills Success Rates by Ethnicity



Mesa College Basic Skills Subject Success Rates by Ethnicity
Spring Terms: 2008 - 2012

Figure 44. English Basic Skills Success Rates by Ethnicity

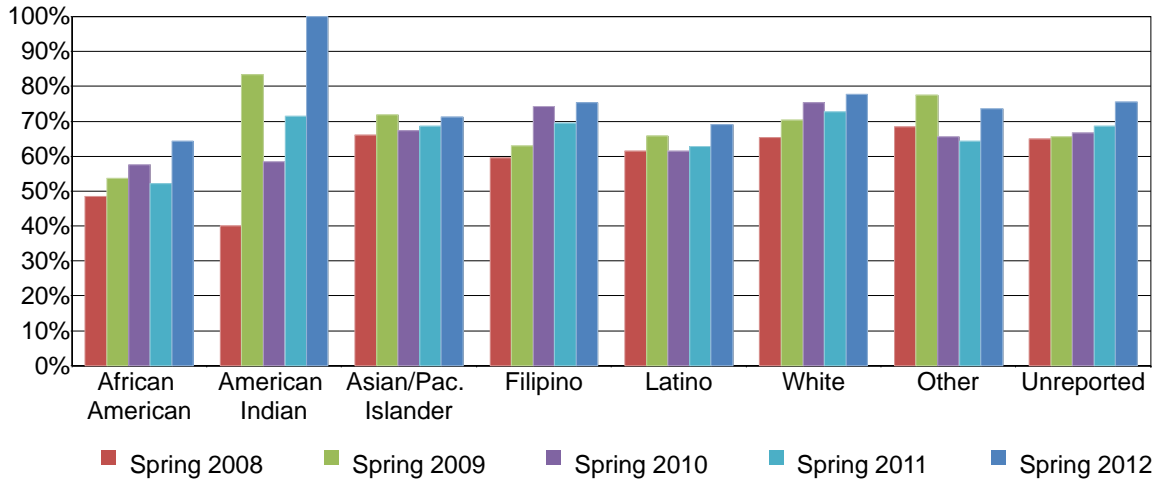


Figure 45. ESOL Success Rates by Ethnicity

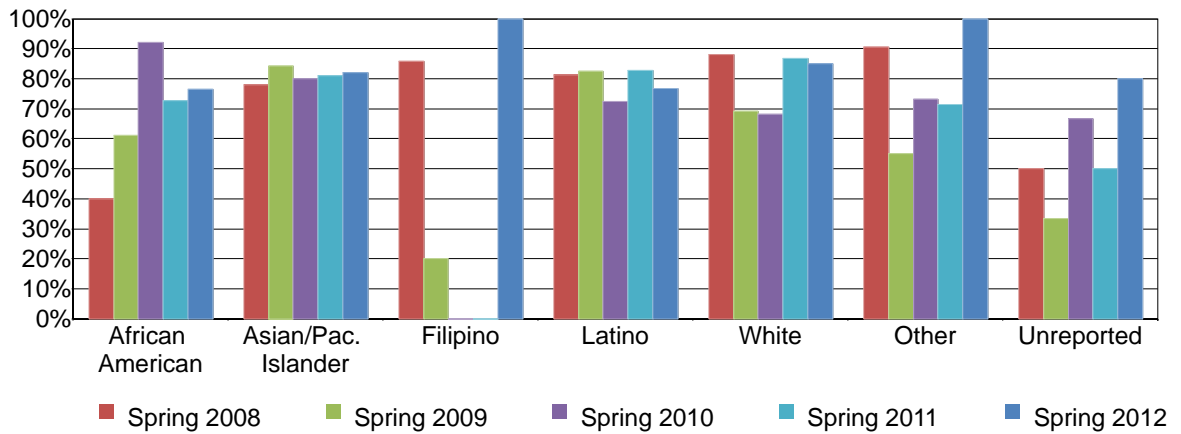


Figure 46. Math Basic Skills Success Rates by Ethnicity

