



All Colleges Basic Skills Report 2007 - 2013

Prepared by:
Office of Institutional Research and Planning
August 2013

Table of Contents

Overview of the Basic Skills Report 2013	1
Listing of Basic Skills Courses Included in the Basic Skills Report 2013.....	2
Placement Levels and Corresponding Outcomes	3
Part I: Placement of First-Time Students (Three-year look)	4
Summary of Findings	6
Subject Placement Trends	7
Part II: Term Enrollments (Five-year look: fall and spring terms)	11
Summary of Findings	13
Course Enrollments	14
Subject Enrollments by Ethnicity	16
Part III: Persistence	20
Summary of Findings	22
Persistence	23
Persistence by Gender	24
Persistence by Ethnicity	25
Persistence by Age	26
Part IV: Student Outcomes: Retention and Success (Five-year look: fall and spring terms)	27
Summary of Findings	29
Course Retention Rates	30
Subject Retention Rates by Ethnicity	34
Course Success Rates	38
Subject Success Rates by Ethnicity	42
Part V: Student Success Scorecard Indicators.....	46
Summary of Findings	48
Completion Rates	50
30 Unit Completion Rates	50
Remedial Progress Rates	50

Overview of the Basic Skills Report

This report on students enrolled in Basic Skills courses provides information for the college Basic Skills Committee, faculty, student support staff, college leaders, and managers. The information in the report is 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 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 for comparison purposes.

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, 047A (formerly numbered English 265B), 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 courses from all three colleges (City, Mesa, and Miramar), and may be used as a point of reference for each college.

Listing of Basic Skills Courses Included in the Basic Skills Report

ENGLISH COURSES:

- ENGL 042: College Reading and Study Skills I
- ENGL 043: English Review
- ENGL 047A: Accelerated Reading, Writing, and Reasoning (previously ENGL 265B)
- 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 provides data on all courses that are considered Basic Skills during the reporting term of Spring 2013.

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, 047a, 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 034A, 038, 046
- Associate Level → MATH 092, 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 students during the three most recent years for which data are available: 2010/11 to 2012/13. 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, ESOL, and math.

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

On average, 37% of first-time students did not take a reading placement test. Of those who took a reading placement test, an average of 52% placed at the Transfer/Associate level and 37% placed at the Basic Skills level. From 2010/11 to 2012/13 there was a 7% increase in the number students placing at the Transfer/Associate level. However, this is likely due to the increase in the number of students being tested, and not a shift in the percentage of students testing into this level.

Out of all first-time students, 63% took a writing placement test between 2010/11 to 2012/13. On average, the majority of students who took a writing placement test placed at the Basic Skills level (65%) followed by the Transfer/Associate level (24%). From 2010/11 to 2012/13, there was a 3% increase in the number of students placing at the Basic Skills level. This is likely due to an increase in the number of students being tested and not a shift in percentages.

On average, the majority of first-time students who took a math placement test placed into a Basic Skills level math course (68%). This trend has decreased from 71% in 2010/11 to 65% in 2012/13. Additionally, on average a relatively small percentage of students placed into Associate level math (12%) or Transfer level math (19%).

The majority of first-time students who took the ESOL placement test placed into Level 019 (49% on average) while a relatively small percentage (9%) placed into the highest level (Level 040). This trend has shifted over the three year period; 2010/11 to 2012/13, with a larger percentage of students placing at the lowest level and fewer students placing at the highest level.

A relatively large percentage of first-time students did not take the reading, writing, or math placement test. On average, 37% did not take the reading or writing placement test and 36% did not take the math placement test. The percentage of students not taking the reading, writing, and math placement tests has declined from 44% to 31% for reading and writing, and from 42% to 30% for math across the 2010/11 to 2012/13 reporting period.

All Colleges Placement of First-Time Students by Subject
2010/11 – 2012/13

Figure 1. Reading Placement Trends of First-Time Students

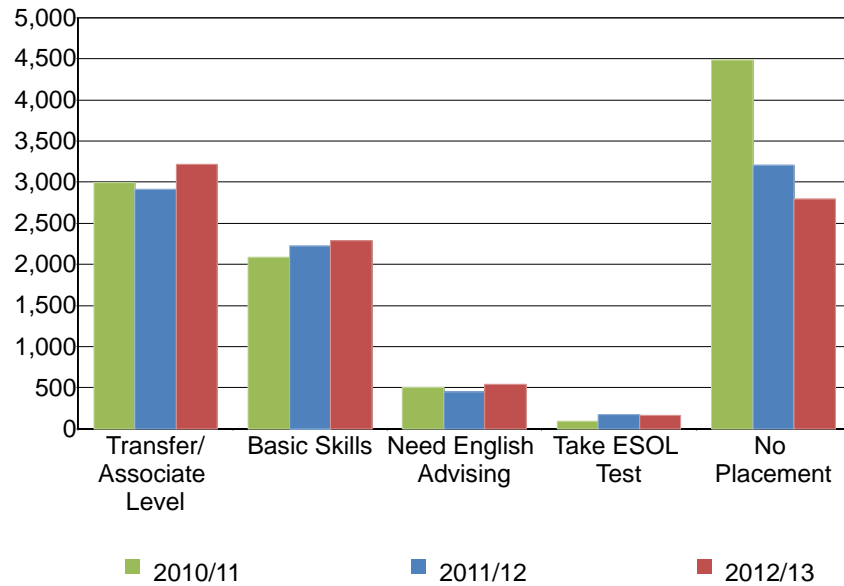
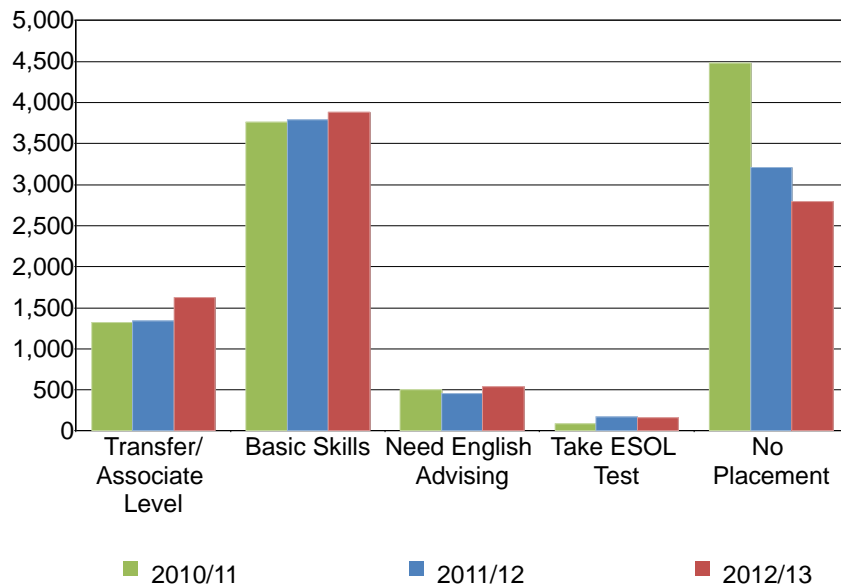


Figure 2. Writing Placement Trends of First-Time Students



All Colleges Placement of First-Time Students by Subject
2010/11 – 2012/13

Figure 3. ESOL Placement Trends of First-Time Students

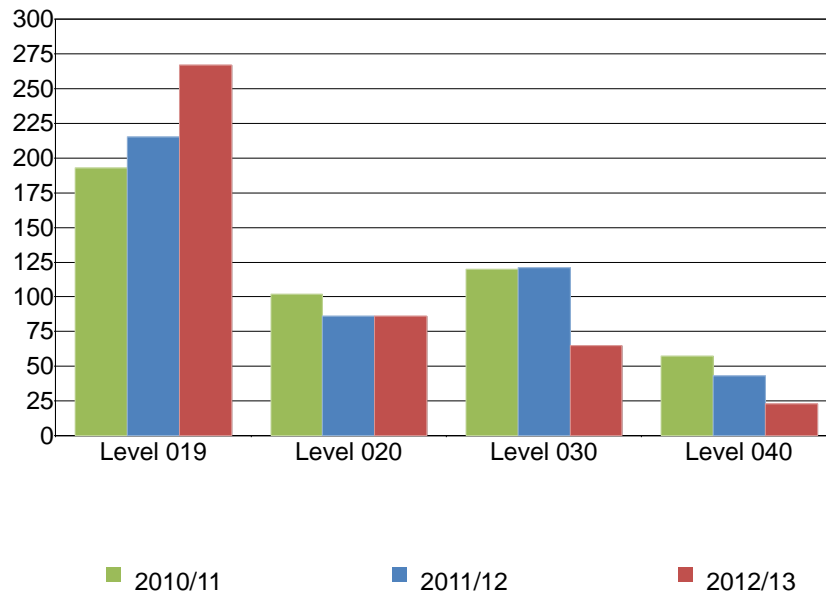
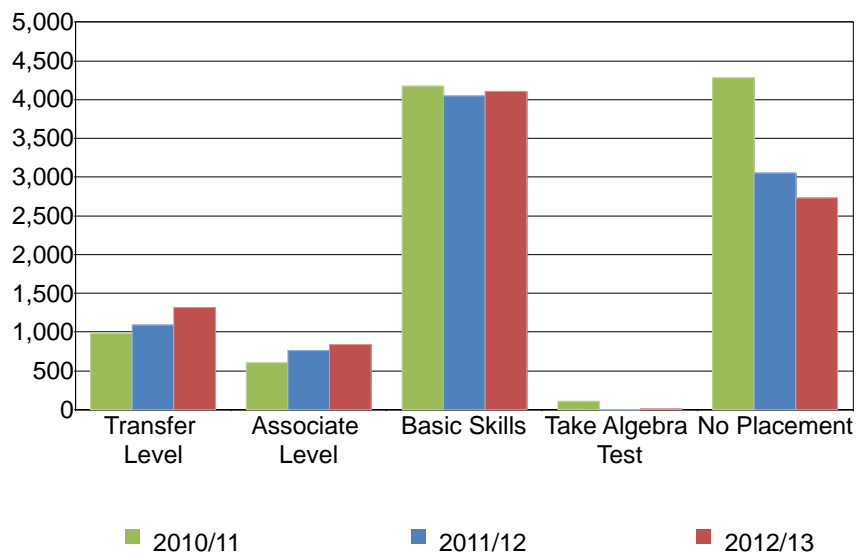


Figure 4. Math Placement Trends of First-Time Students



All Colleges Placement of First-Time Students by Subject
2010/11 – 2012/13

Table 1. Reading Placement of First-Time Students

		2010/11		2011/12		2012/13		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	5,668	56%	5,754	64%	6,200	69%	17,622	63%	9%
	No Placement	4,480	44%	3,205	36%	2,796	31%	10,481	37%	-38%
	Total Students	10,148	100%	8,959	100%	8,996	100%	28,103	100%	-11%
Distribution of Students who Took a Test	Transfer/Associate Level	2,993	53%	2,912	51%	3,213	52%	9,118	52%	7%
	Basic Skills	2,087	37%	2,219	39%	2,286	37%	6,592	37%	10%
	Need English Advising	502	9%	451	8%	540	9%	1,493	8%	8%
	Take ESOL Test	86	2%	172	3%	161	3%	419	2%	87%
	Total Tested	5,668	100%	5,754	100%	6,200	100%	17,622	100%	9%

Source: SDCCD Information System

Table 2. Writing Placement of First-Time Students

		2010/11		2011/12		2012/13		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	5,668	56%	5,750	64%	6,206	69%	17,624	63%	9%
	No Placement	4,480	44%	3,209	36%	2,790	31%	10,479	37%	-38%
	Total Students	10,148	100%	8,959	100%	8,996	100%	28,103	100%	-11%
Distribution of Students who Took a Test	Transfer/Associate Level	1,318	23%	1,336	23%	1,622	26%	4,276	24%	23%
	Basic Skills	3,763	66%	3,791	66%	3,883	63%	11,437	65%	3%
	Need English Advising	501	9%	451	8%	540	9%	1,492	8%	8%
	Take ESOL Test	86	2%	172	3%	161	3%	419	2%	87%
	Total Tested	5,668	100%	5,750	100%	6,206	100%	17,624	100%	9%

Source: SDCCD Information System

All Colleges Placement of First-Time Students by Subject
2010/11 – 2012/13

Table 3. ESOL Placement of First-Time Students

		2010/11		2011/12		2012/13		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	472	5%	465	5%	441	5%	1,378	5%	-7%
	No Placement	9,676	95%	8,494	95%	8,555	95%	26,725	95%	-12%
	Total Students	10,148	100%	8,959	100%	8,996	100%	28,103	100%	-11%
Distribution of Students who Took a Test	Level 040	57	12%	43	9%	23	5%	123	9%	-60%
	Level 030	120	25%	121	26%	65	15%	306	22%	-46%
	Level 020	102	22%	86	18%	86	20%	274	20%	-16%
	Level 019	193	41%	215	46%	267	61%	675	49%	38%
	Total Tested	472	100%	465	100%	441	100%	1,378	100%	-7%

Source: SDCCD Information System

Table 4. Math Placement of First-Time Students

		2010/11		2011/12		2012/13		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	5,868	58%	5,903	66%	6,270	70%	18,041	64%	7%
	No Placement	4,280	42%	3,056	34%	2,726	30%	10,062	36%	-36%
	Total Students	10,148	100%	8,959	100%	8,996	100%	28,103	100%	-11%
Distribution of Students who Took a Test	Transfer Level	988	17%	1,095	19%	1,317	21%	3,400	19%	33%
	Associate Level	607	10%	760	13%	836	13%	2,203	12%	38%
	Basic Skills	4,170	71%	4,043	68%	4,103	65%	12,316	68%	-2%
	Take Algebra Test	103	2%	5	0%	14	0%	122	1%	-86%
	Total Tested	5,868	100%	5,903	100%	6,270	100%	18,041	100%	7%

Source: SDCCD Information System

Term Enrollments

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 2008 to Spring 2013. 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

The majority of English Basic Skills enrollments in the fall, on average, were in English 049 (39%) while almost one-quarter (23%) were in English 043 or 048. English 049 saw a decrease in the percentage of enrollment between Fall 2008 and Fall 2012 (42% to 36%) and between Spring 2009 and 2013 (44% to 42%).

The largest percentage of ESOL reading/writing enrollments in the fall semesters were in ESOL 030 (29% on average). In spring semesters ESOL 031 had the largest percentage of reading/writing enrollments (37% on average). ESOL 019 experienced the largest decrease in enrollment between Fall 2008 and Fall 2012 (17%).

On average, the majority of math Basic Skills enrollments were in Math 046 across both fall and spring terms (52% each). Math 038 saw the greatest increase in enrollment between Fall 2008 and Fall 2012 (20%). Math 034A saw the greatest decrease in enrollment for both fall and spring between 2008 and 2013 (32% and 33%).

More than one-third (42%) of students who enrolled in English Basic Skills courses were Latino, making up the largest percentage of students. On average, Asian/Pacific Islanders made up the largest percentage (39%) of students enrolled in ESOL courses between Fall 2008 and Fall 2012, and Latino students accounted for 22% of ESOL enrollments between Spring 2009 and Spring 2013. On average, 41% of the students who enrolled in Basic Skills math courses were Latino, while 26% were White.

All Colleges Basic Skills Course Enrollments
Fall Terms: 2008 - 2012

Table 5. English Basic Skills Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
ENGL 042	628	14%	593	13%	661	13%	663	14%	671	15%	3,216	14%
ENGL 043	978	21%	1,005	23%	1,165	23%	1,057	23%	1,063	23%	5,268	23%
ENGL 047A	0	0%	0	0%	117	2%	149	3%	160	3%	426	2%
ENGL 048	1,038	23%	1,001	23%	1,126	22%	1,114	24%	1,056	23%	5,335	23%
ENGL 049	1,933	42%	1,820	41%	2,083	40%	1,659	36%	1,627	36%	9,122	39%
Total	4,577	100%	4,419	100%	5,152	100%	4,642	100%	4,577	100%	23,367	100%

Source: SDCCD Information System

Table 6. ESOL Writing Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
ESOL 019	137	22%	150	22%	138	21%	120	19%	114	19%	659	21%
ESOL 020	143	23%	151	22%	148	23%	163	25%	148	24%	753	24%
ESOL 030	175	29%	198	29%	203	31%	182	28%	176	29%	934	29%
ESOL 040	158	26%	175	26%	167	25%	178	28%	176	29%	854	27%
Total	613	100%	674	100%	656	100%	643	100%	614	100%	3,200	100%

Source: SDCCD Information System

Table 7. ESOL Reading Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
ESOL 019	137	23%	150	23%	138	22%	120	19%	114	17%	659	21%
ESOL 021	121	21%	157	24%	154	24%	159	25%	161	24%	752	24%
ESOL 031	167	29%	164	25%	171	27%	183	29%	209	32%	894	28%
ESOL 040	158	27%	175	27%	167	27%	178	28%	176	27%	854	27%
Total	583	100%	646	100%	630	100%	640	100%	660	100%	3,159	100%

Source: SDCCD Information System

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
ESOL 019	137	33%	150	34%	138	31%	120	27%	114	27%	659	30%
ESOL 022	124	30%	138	31%	140	32%	147	33%	143	34%	692	32%
ESOL 032	155	37%	159	36%	165	37%	185	41%	163	39%	827	38%
Total	416	100%	447	100%	443	100%	452	100%	420	100%	2,178	100%

Source: SDCCD Information System

Table 9. Math Basic Skills Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
MATH 034A	394	8%	472	10%	534	10%	654	12%	266	5%	2,320	9%
MATH 038	1,728	37%	1,689	36%	2,026	39%	2,093	38%	2,073	41%	9,609	38%
MATH 046	2,547	55%	2,495	54%	2,662	51%	2,722	50%	2,664	53%	13,090	52%
Total	4,669	100%	4,656	100%	5,222	100%	5,469	100%	5,003	100%	25,019	100%

Source: SDCCD Information System

All Colleges Basic Skills Course Enrollments
Spring Terms: 2009 - 2013

Table 10. English Basic Skills Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
ENGL 042	537	12%	476	11%	548	11%	599	13%	553	11%	2,713	12%
ENGL 043	896	20%	830	20%	944	19%	980	21%	942	19%	4,592	20%
ENGL 047A	0	0%	0	0%	100	2%	0	0%	164	3%	264	1%
ENGL 048	1,037	23%	1,048	25%	1,156	24%	1,193	25%	1,173	24%	5,607	24%
ENGL 049	1,961	44%	1,841	44%	2,103	43%	1,928	41%	2,045	42%	9,878	43%
Total	4,431	100%	4,195	100%	4,851	100%	4,700	100%	4,877	100%	23,054	100%

Source: SDCCD Information System

Table 11. ESOL Writing Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
ESOL 019	143	20%	124	20%	145	21%	126	19%	112	18%	650	20%
ESOL 020	164	23%	148	24%	156	23%	152	23%	150	24%	770	24%
ESOL 030	196	28%	169	28%	210	30%	182	28%	181	29%	938	29%
ESOL 040	195	28%	166	27%	180	26%	192	29%	184	29%	917	28%
Total	698	100%	607	100%	691	100%	652	100%	627	100%	3,275	100%

Source: SDCCD Information System

Table 12. ESOL Reading Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
ESOL 019	143	20%	124	19%	145	20%	126	18%	112	13%	650	18%
ESOL 021	158	23%	144	22%	153	21%	154	22%	135	15%	744	20%
ESOL 031	205	29%	215	33%	254	35%	233	33%	441	51%	1,348	37%
ESOL 040	195	28%	166	26%	180	25%	192	27%	184	21%	917	25%
Total	701	100%	649	100%	732	100%	705	100%	872	100%	3,659	100%

Source: SDCCD Information System

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
ESOL 019	143	31%	124	29%	145	31%	126	24%	112	23%	650	27%
ESOL 022	158	34%	146	35%	147	31%	147	28%	135	28%	733	31%
ESOL 032	161	35%	153	36%	176	38%	260	49%	233	49%	983	42%
Total	462	100%	423	100%	468	100%	533	100%	480	100%	2,366	100%

Source: SDCCD Information System

Table 14. Math Basic Skills Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
MATH 034A	431	10%	430	10%	575	12%	595	12%	290	7%	2,321	10%
MATH 038	1,711	39%	1,635	37%	1,804	37%	1,819	36%	1,757	41%	8,726	38%
MATH 046	2,231	51%	2,320	53%	2,520	51%	2,609	52%	2,221	52%	11,901	52%
Total	4,373	100%	4,385	100%	4,899	100%	5,023	100%	4,268	100%	22,948	100%

Source: SDCCD Information System

All Colleges Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2008 - 2012

Figure 5. English Basic Skills Enrollments by Ethnicity

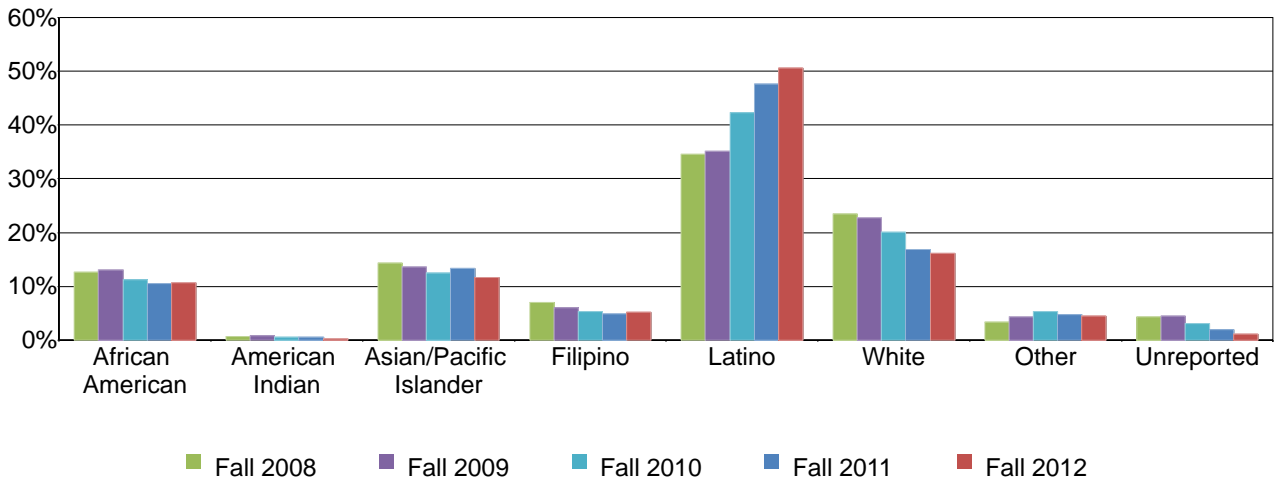


Figure 6. ESOL Enrollments by Ethnicity

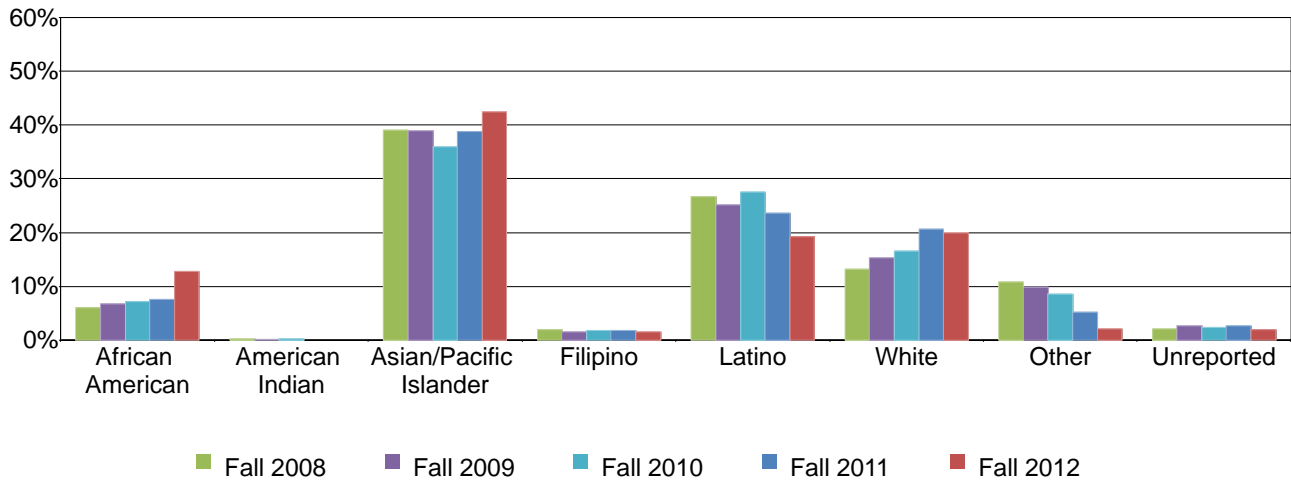
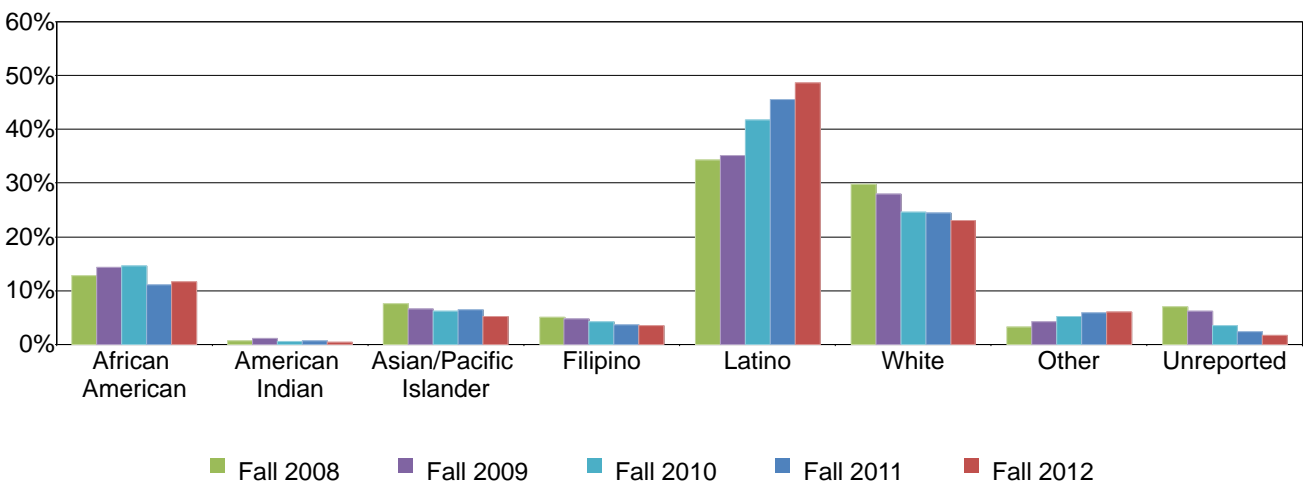


Figure 7. Math Basic Skills Enrollments by Ethnicity



All Colleges Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2009 - 2013

Figure 8. English Basic Skills Enrollments by Ethnicity

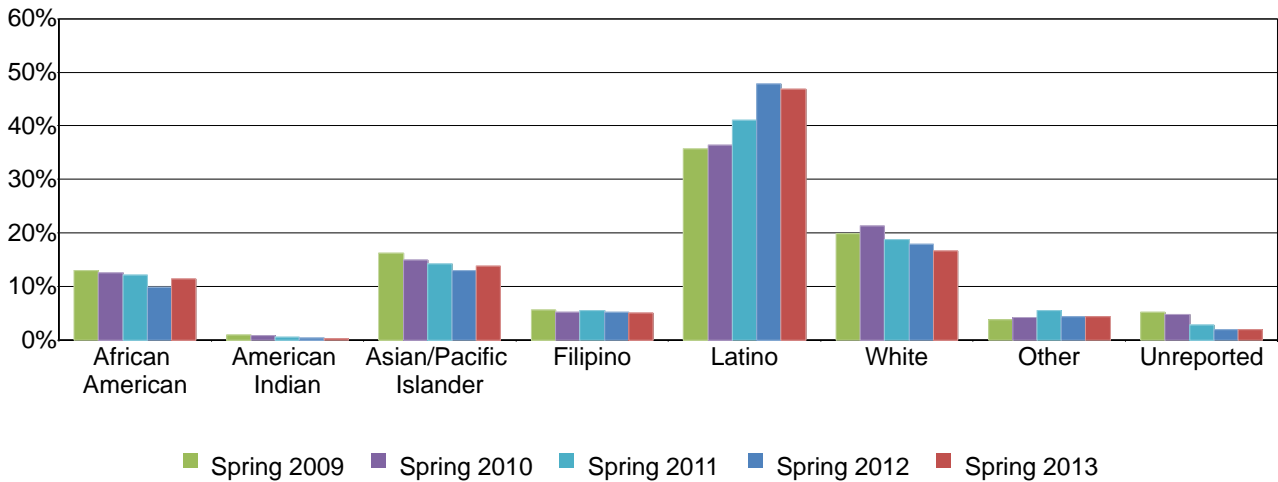


Figure 9. ESOL Enrollments by Ethnicity

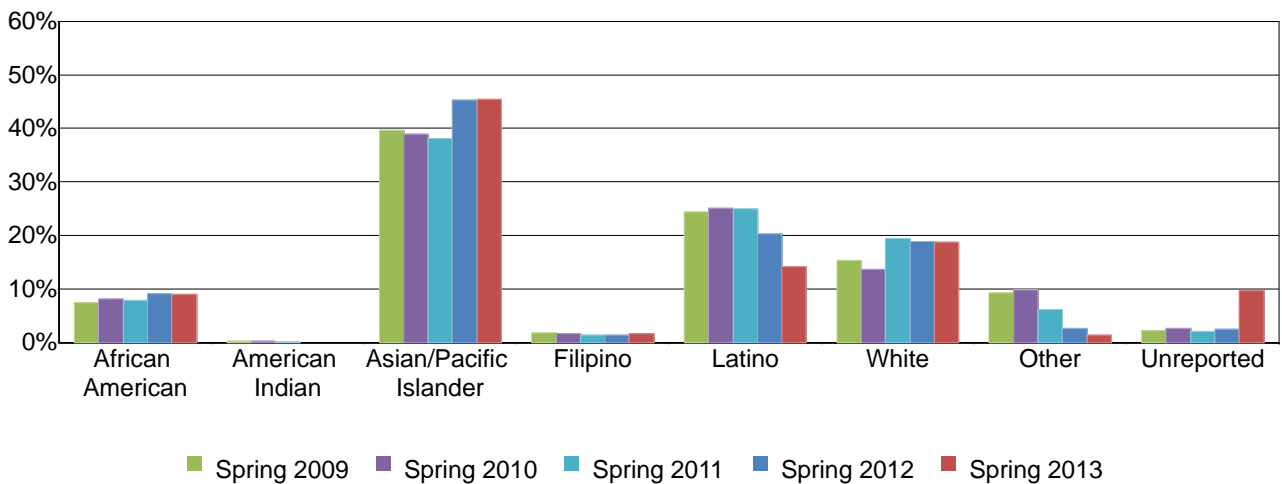
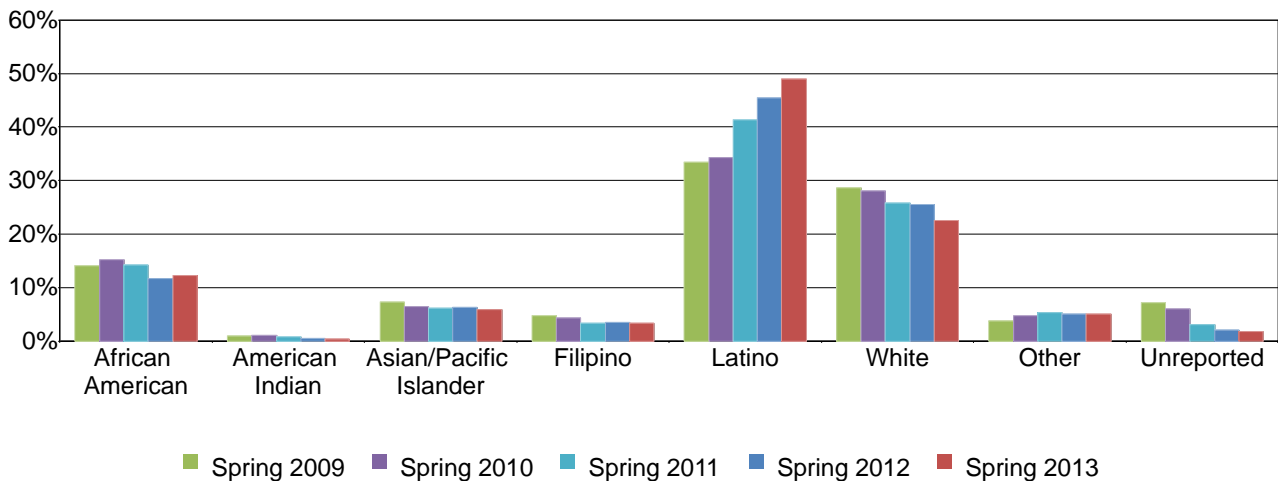


Figure 10. Math Basic Skills Enrollments by Ethnicity



**All Colleges Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2008 - 2012**

Table 15. English Basic Skills Enrollments by Ethnicity

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
African American	575	13%	575	13%	574	11%	488	11%	484	11%	2,696	12%
American Indian	27	1%	36	1%	26	1%	20	0%	12	0%	121	1%
Asian/Pacific Islander	655	14%	599	14%	639	12%	615	13%	534	12%	3,042	13%
Filipino	318	7%	266	6%	274	5%	223	5%	237	5%	1,318	6%
Latino	1,581	35%	1,552	35%	2,183	42%	2,211	48%	2,317	51%	9,844	42%
White	1,070	23%	1,008	23%	1,031	20%	781	17%	737	16%	4,627	20%
Other	151	3%	187	4%	269	5%	217	5%	206	5%	1,030	4%
Unreported	200	4%	196	4%	156	3%	87	2%	50	1%	689	3%
Total	4,577	100%	4,419	100%	5,152	100%	4,642	100%	4,577	100%	23,367	100%

Source: SDCCD Information System

Table 16. ESOL Enrollments by Ethnicity

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
African American	70	6%	87	7%	91	7%	100	8%	165	13%	513	8%
American Indian	3	0%	1	0%	3	0%	0	0%	0	0%	7	0%
Asian/Pacific Islander	462	39%	503	39%	463	36%	511	39%	548	42%	2,487	39%
Filipino	23	2%	20	2%	23	2%	23	2%	20	2%	109	2%
Latino	315	27%	324	25%	354	28%	311	24%	248	19%	1,552	24%
White	156	13%	197	15%	212	16%	271	21%	257	20%	1,093	17%
Other	127	11%	126	10%	110	9%	67	5%	27	2%	457	7%
Unreported	24	2%	34	3%	30	2%	34	3%	25	2%	147	2%
Total	1,180	100%	1,292	100%	1,286	100%	1,317	100%	1,290	100%	6,365	100%

Source: SDCCD Information System

Table 17. Math Basic Skills Enrollments by Ethnicity

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
African American	593	13%	665	14%	758	15%	606	11%	579	12%	3,201	13%
American Indian	32	1%	47	1%	28	1%	34	1%	21	0%	162	1%
Asian/Pacific Islander	351	8%	304	7%	319	6%	347	6%	259	5%	1,580	6%
Filipino	234	5%	220	5%	214	4%	200	4%	176	4%	1,044	4%
Latino	1,599	34%	1,639	35%	2,177	42%	2,495	46%	2,435	49%	10,345	41%
White	1,389	30%	1,300	28%	1,283	25%	1,339	24%	1,153	23%	6,464	26%
Other	147	3%	194	4%	266	5%	319	6%	300	6%	1,226	5%
Unreported	324	7%	287	6%	177	3%	129	2%	80	2%	997	4%
Total	4,669	100%	4,656	100%	5,222	100%	5,469	100%	5,003	100%	25,019	100%

Source: SDCCD Information System

All Colleges Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2009 - 2013

Table 18. English Basic Skills Enrollments by Ethnicity

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	572	13%	522	12%	586	12%	461	10%	552	11%	2,693	12%
American Indian	38	1%	30	1%	26	1%	17	0%	9	0%	120	1%
Asian/Pacific Islander	717	16%	626	15%	687	14%	607	13%	672	14%	3,309	14%
Filipino	246	6%	219	5%	262	5%	241	5%	245	5%	1,213	5%
Latino	1,580	36%	1,529	36%	1,989	41%	2,245	48%	2,286	47%	9,629	42%
White	882	20%	894	21%	905	19%	838	18%	810	17%	4,329	19%
Other	166	4%	175	4%	261	5%	204	4%	208	4%	1,014	4%
Unreported	230	5%	200	5%	135	3%	87	2%	95	2%	747	3%
Total	4,431	100%	4,195	100%	4,851	100%	4,700	100%	4,877	100%	23,054	100%

Source: SDCCD Information System

Table 19. ESOL Enrollments by Ethnicity

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	102	7%	102	8%	112	8%	131	9%	140	9%	587	8%
American Indian	3	0%	2	0%	1	0%	0	0%	0	0%	6	0%
Asian/Pacific Islander	546	40%	493	39%	542	38%	655	45%	713	45%	2,949	42%
Filipino	24	2%	20	2%	19	1%	20	1%	25	2%	108	2%
Latino	336	24%	318	25%	354	25%	294	20%	224	14%	1,526	22%
White	211	15%	172	14%	276	19%	273	19%	295	19%	1,227	17%
Other	128	9%	125	10%	87	6%	37	3%	21	1%	398	6%
Unreported	30	2%	33	3%	30	2%	36	2%	153	10%	282	4%
Total	1,380	100%	1,265	100%	1,421	100%	1,446	100%	1,571	100%	7,083	100%

Source: SDCCD Information System

Table 20. Math Basic Skills Enrollments by Ethnicity

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	618	14%	666	15%	695	14%	585	12%	524	12%	3,088	13%
American Indian	40	1%	45	1%	38	1%	27	1%	13	0%	163	1%
Asian/Pacific Islander	317	7%	284	6%	300	6%	316	6%	253	6%	1,470	6%
Filipino	207	5%	187	4%	167	3%	175	3%	141	3%	877	4%
Latino	1,461	33%	1,503	34%	2,025	41%	2,282	45%	2,087	49%	9,358	41%
White	1,252	29%	1,227	28%	1,266	26%	1,280	25%	960	22%	5,985	26%
Other	163	4%	209	5%	258	5%	251	5%	216	5%	1,097	5%
Unreported	315	7%	264	6%	150	3%	107	2%	74	2%	910	4%
Total	4,373	100%	4,385	100%	4,899	100%	5,023	100%	4,268	100%	22,948	100%

Source: SDCCD Information System

Persistence

Part III: Persistence

This section of the report looks at the persistence rates of Basic Skills students during the five most recent fall terms for which data are available: Fall 2007 to Fall 2012. Term persistence rates are displayed both graphically (see Figure 11), and in tabular form (see Table 21). Term persistence is also reported by gender, ethnicity, and age (see Figures 12 through 14, and Tables 22 through 24).

TERMS AND DEFINITIONS:

Term Persistence: The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I or RD and who enrolled in at least one course in the subsequent spring term and received a grade notation of A, B, C, D, F, P, NP, I, or RD. SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded.

Annual Persistence: The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring and fall terms and received a grade notation of A, B, C, D, F, P, NP, I, or RD in each term. SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded.

Summary of Findings

On average, 77% of the students in the Basic Skills courses who are enrolled in a fall term as of official census persist to the spring term. The average annual persistence rate is 55%. Both the term and annual persistence rate trends have steadily increased from Fall 2007 (73% and 51%) to Fall 2011 (79% and 58%). The average term persistence rate of students in Basic Skills courses (77%) is higher than the term persistence rate of first-time students across all courses (74%).

Female and male students in Basic Skills courses, on average, have a similar annual persistence rate (55% and 54% respectively). Between Fall 2007 and Fall 2011 the annual persistence rate for both genders increased from 51% to 59% for females, and 51% to 58% for males.

The annual persistence rates for African American students in the Basic Skills courses have increased over the past five years, from 45% in Fall 2007 to 52% in 2011, with an average annual persistence rate of 49%. Latino students in Basic Skills courses also showed an increase in annual persistence rates, from 51% in Fall 2007 to 58% in Fall 2011 with an average annual persistence rate of 55%.

Students with the highest annual persistence rates on average were students 18 to 24 years old (58%). The age groups that showed the greatest increase in annual persistence rates were the 40 to 49 years old and the 50 and older group.

All Colleges Term and Annual Persistence
Fall Terms: 2007 – 2012

Figure 11. Basic Skills Annual Persistence

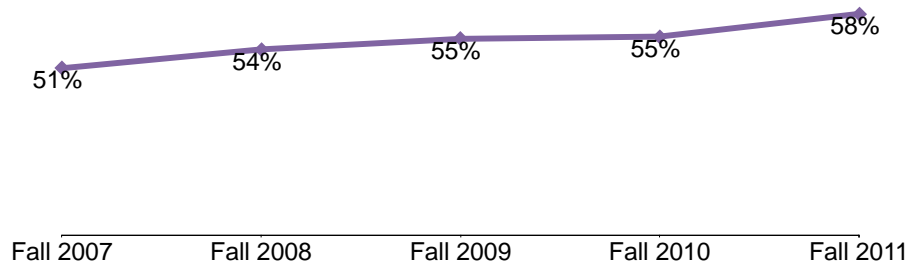


Table 21. Basic Skills Term and Annual Persistence

Cohort	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rates	Annual Persistence Counts	Annual Persistence Rates
Fall 2007	5,860	4,292	73%	3,016	51%
Fall 2008	6,059	4,497	74%	3,261	54%
Fall 2009	6,161	4,688	76%	3,403	55%
Fall 2010	7,009	5,433	78%	3,888	55%
Fall 2011	6,855	5,409	79%	4,002	58%
Fall 2012	6,921	5,453	79%	0	---
Total/Average	38,865	29,772	77%	17,570	55%

Source: SDCCD Information System

Note. Overall annual persistence counts and rates exclude the Fall 2012 cohort due to the unavailability of Fall 2013 data.

All Colleges Annual Persistence by Gender
Fall Terms: 2007 – 2011

Figure 12. Basic Skills Annual Persistence by Gender

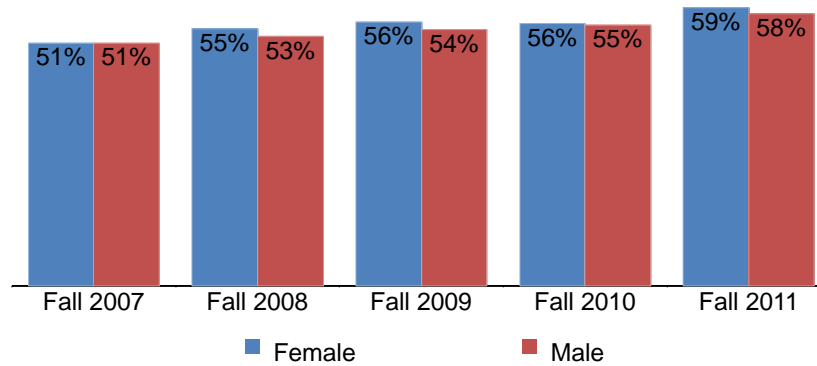


Table 22. Basic Skills Annual Persistence by Gender

Cohort	Female			Male		
	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates
Fall 2007	3,218	1,656	51%	2,638	1,357	51%
Fall 2008	3,338	1,820	55%	2,720	1,440	53%
Fall 2009	3,336	1,869	56%	2,824	1,534	54%
Fall 2010	3,788	2,107	56%	3,220	1,780	55%
Fall 2011	3,701	2,183	59%	3,153	1,819	58%
Total/Average	17,381	9,635	55%	14,555	7,930	54%

Source: SDCCD Information System

All Colleges Annual Persistence by Ethnicity
Fall Terms: 2007 – 2011

Figure 13. Basic Skills Annual Persistence by Ethnicity

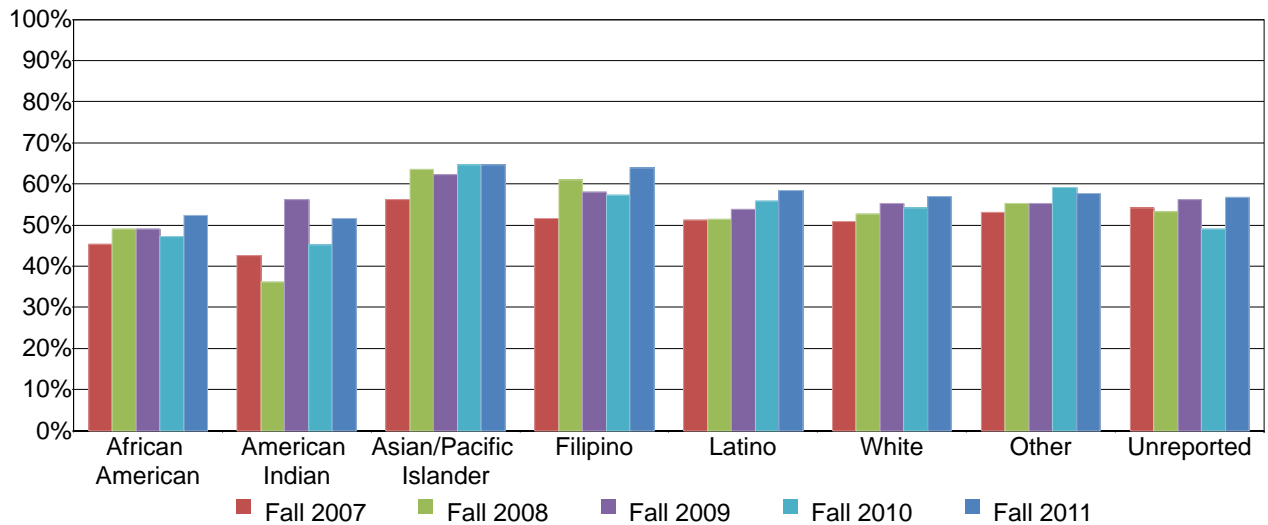


Table 23. Basic Skills Annual Persistence by Ethnicity

Cohort	African American		American Indian		Asian/Pacific Islander		Filipino	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2007	633	45%	40	43%	920	56%	343	52%
Fall 2008	672	49%	36	36%	838	64%	325	61%
Fall 2009	732	49%	48	56%	848	62%	307	58%
Fall 2010	802	47%	31	45%	844	65%	319	57%
Fall 2011	669	52%	33	52%	884	65%	277	64%
Total/Average	3,508	49%	188	47%	4,334	62%	1,571	58%

Cohort	Latino		White		Other		Unreported	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2007	1,830	51%	1,546	51%	251	53%	297	54%
Fall 2008	1,986	51%	1,613	53%	241	55%	348	53%
Fall 2009	2,026	54%	1,578	55%	300	55%	322	56%
Fall 2010	2,786	56%	1,631	54%	384	59%	212	49%
Fall 2011	2,934	58%	1,545	57%	363	58%	150	57%
Total/Average	11,562	55%	7,913	54%	1,539	56%	1,329	54%

Source: SDCCD Information System

All Colleges Annual Persistence by Age
Fall Terms: 2007 – 2011

Figure 14. Basic Skills Annual Persistence by Age

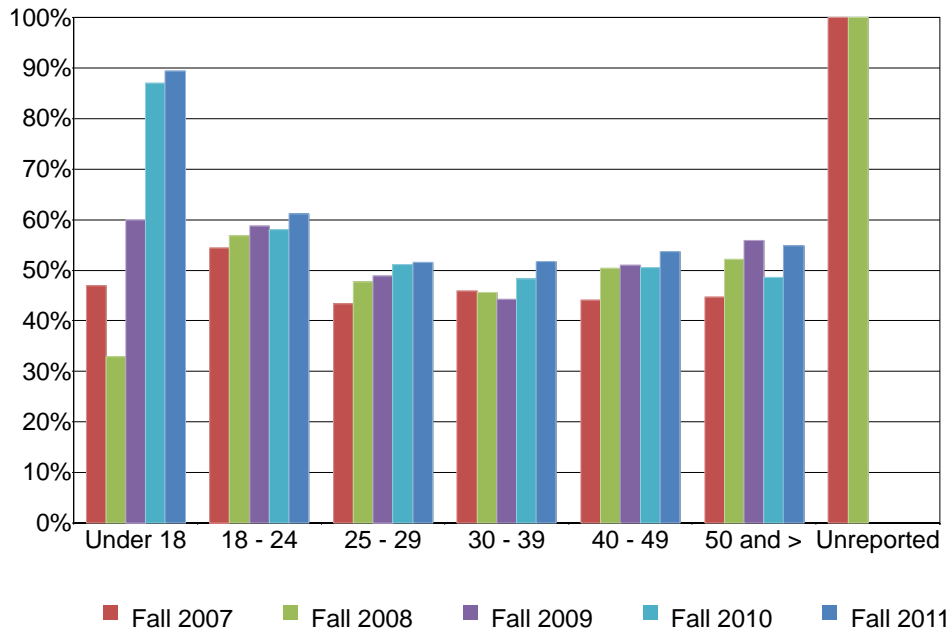


Table 24. Basic Skills Annual Persistence by Age

Cohort	Under 18		18 - 24		25 - 29	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2007	32	47%	4,126	54%	706	43%
Fall 2008	73	33%	4,183	57%	730	48%
Fall 2009	25	60%	4,043	59%	866	49%
Fall 2010	23	87%	4,738	58%	963	51%
Fall 2011	19	89%	4,603	61%	893	52%
Total/Average	172	53%	21,693	58%	4,158	49%

Cohort	30 - 39		40 - 49		50 and >	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2007	540	46%	331	44%	123	45%
Fall 2008	623	46%	290	50%	159	52%
Fall 2009	713	44%	326	51%	188	56%
Fall 2010	737	48%	344	51%	204	49%
Fall 2011	759	52%	386	54%	195	55%
Total/Average	3,372	47%	1,677	50%	869	52%

Source: SDCCD Information System

Student Outcomes

Part IV: Student Outcomes: Retention and Success

This section of the report examines retention and success for the fall and spring terms of the five most recent years for which data are available: Fall 2008 through Spring 2013. 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 most English courses from Fall 2008 to Fall 2012, as well as from Spring 2009 to Spring 2013. Success rates also increased for most English courses during the same five-year time

An examination of five-year trends for English subject outcomes by ethnicity revealed that both retention and success rates for both fall and spring semesters increased overall for each ethnic group. Further investigation of overall five-year averages comparing across ethnic groups indicates that Asian/Pacific Islander, Latino, Filipino, and White students had the highest average retention rates in English, Asian/Pacific Islanders, Whites, and Filipinos had the highest average success rates in English.

Retention rates increased from Fall 2008 to Fall 2012, for all ESOL courses except for 019, 033, and 040. From Spring 2009 to Spring 2012 retention rates increased for all ESOL courses except for 019, 031, and 040. All ESOL success rates increased from Fall 2008 to Fall 2012 except for ESOL 019, 030, and 031.

Success rates for Latinos in ESOL courses have steadily increased between Fall 2008 and Fall 2012. The overall five-year averages comparing across ethnic groups shows that both retention and success rates were highest among Asian/Pacific Islander, Latino, and White students.

Retention rates for Math 038 had the largest increase (10%) between Fall 2008 to Fall 2012. Between Spring 2009 and Spring 2013 the retention rates for all three math courses increased between 7% and 10%. The success rates for all math courses increased between Fall 2008 to Fall 2012 and Spring 2009 and Spring 2013. Math 034A showed the greatest increase overall (14% increase over the Fall period, and 17% increase over the Spring period).

Retention rates for all ethnic groups reported in math courses increased from Fall 2008 to Fall 2012. A comparison of the five-year averages across ethnic groups shows that the math retention rate were highest for Asian/Pacific Islander, Filipino, Latino and White students. Success rates were highest for Asian/Pacific Islander, Filipino and White students.

All Colleges Basic Skills Course Retention Rates
Fall Terms: 2008 - 2012

Figure 15. English Basic Skills Course Retention Rates

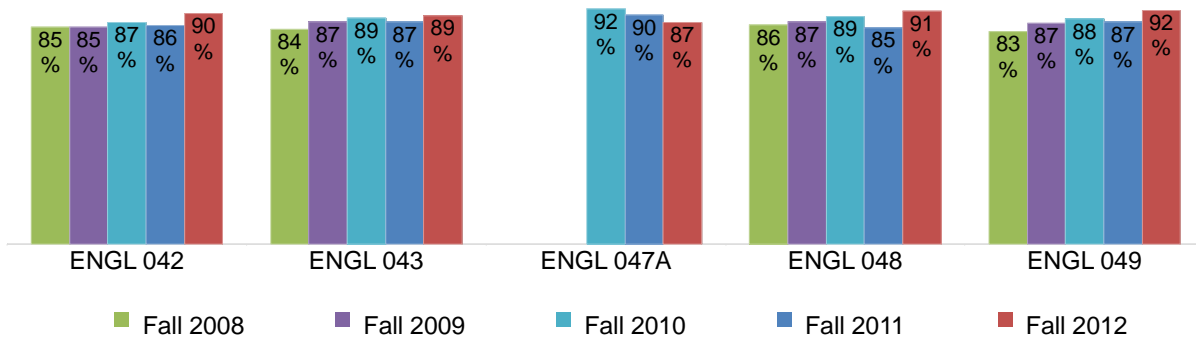


Figure 16. ESOL Writing Course Retention Rates

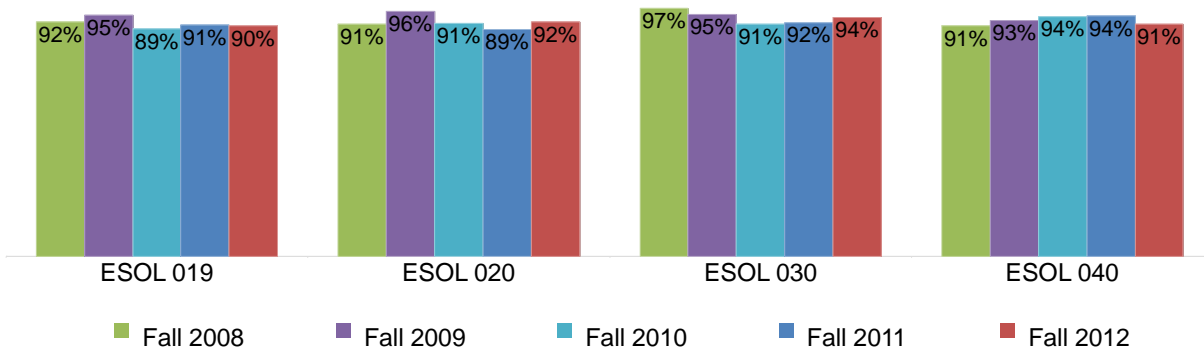


Figure 17. ESOL Reading Course Retention Rates

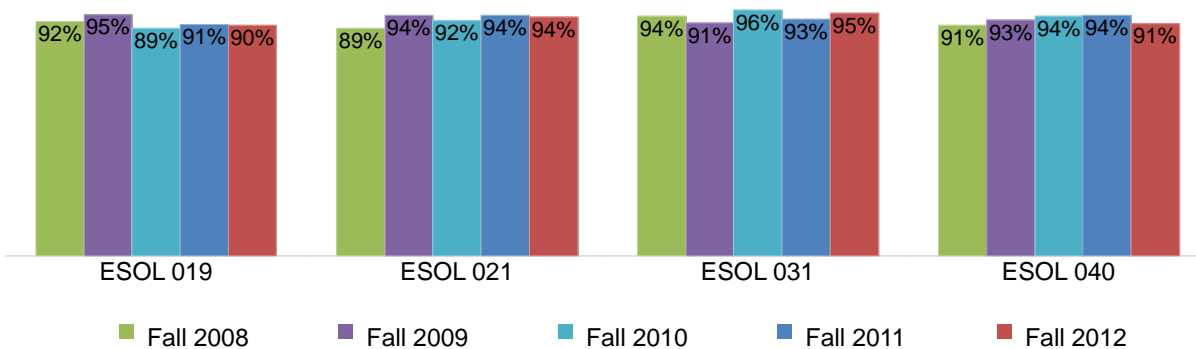


Figure 18. ESOL Listening/Speaking Course Retention Rates

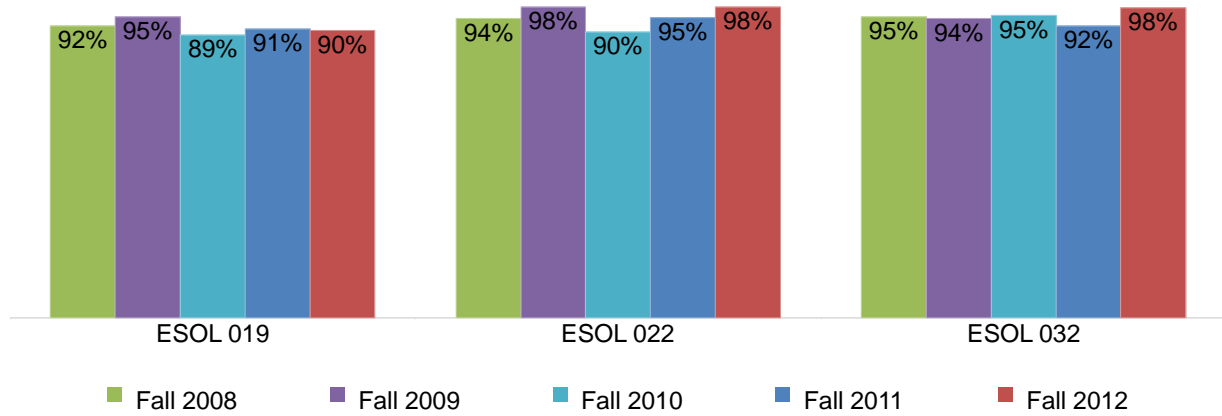
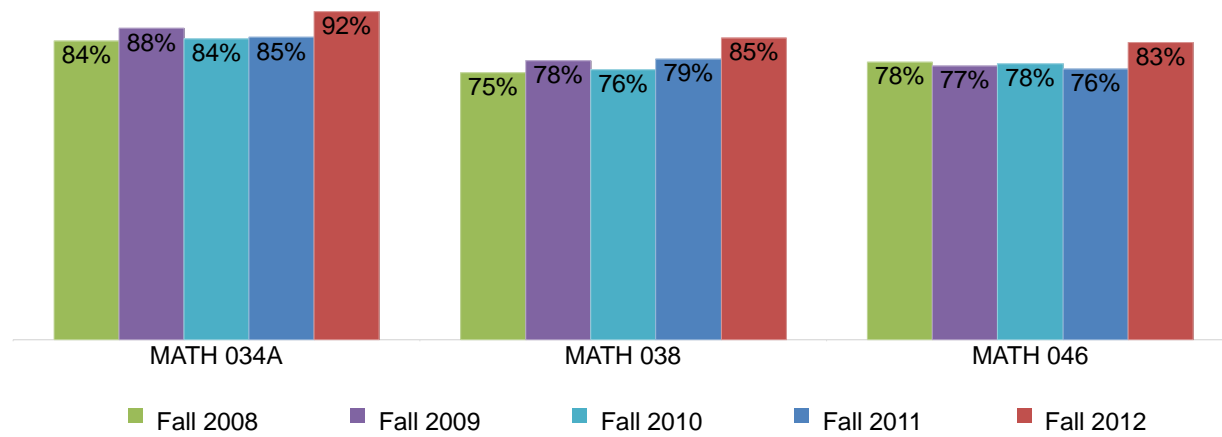


Figure 19. Math Basic Skills Course Retention Rates



All Colleges Basic Skills Course Retention Rates
Spring Terms: 2009 - 2013

Figure 20. English Basic Skills Course Retention Rates

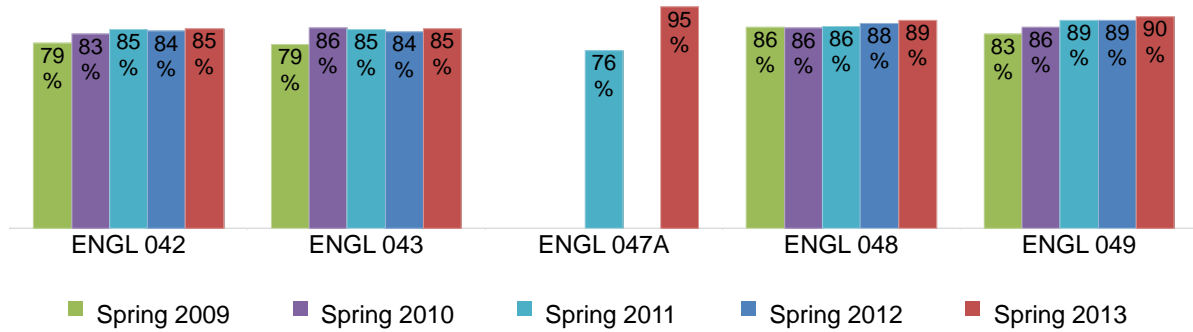


Figure 21. ESOL Writing Course Retention Rates

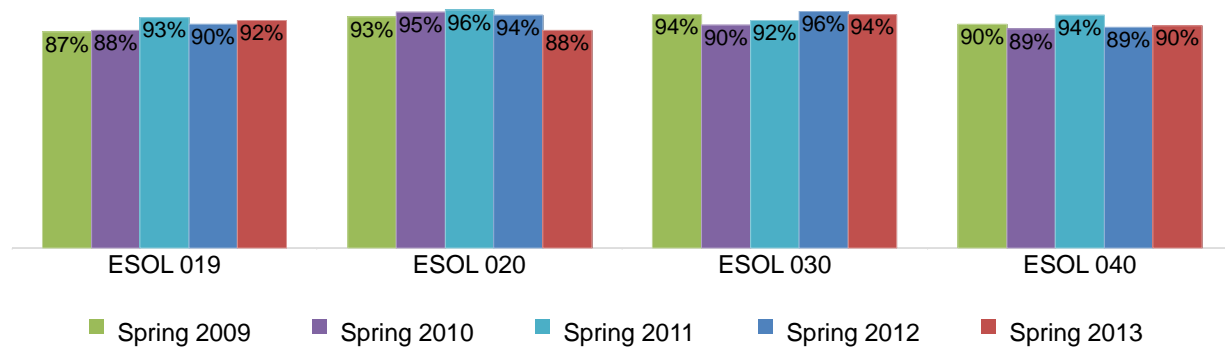


Figure 22. ESOL Reading Course Retention Rates

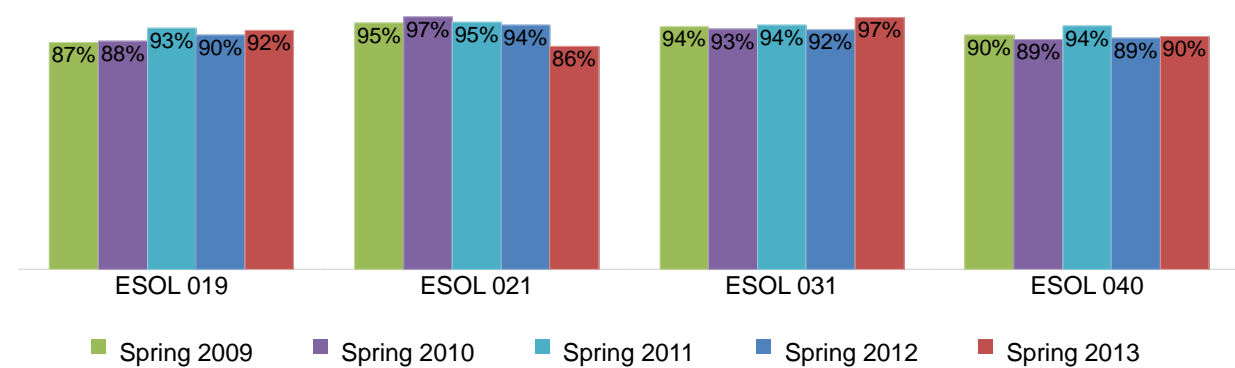


Figure 23. ESOL Listening/Speaking Course Retention Rates

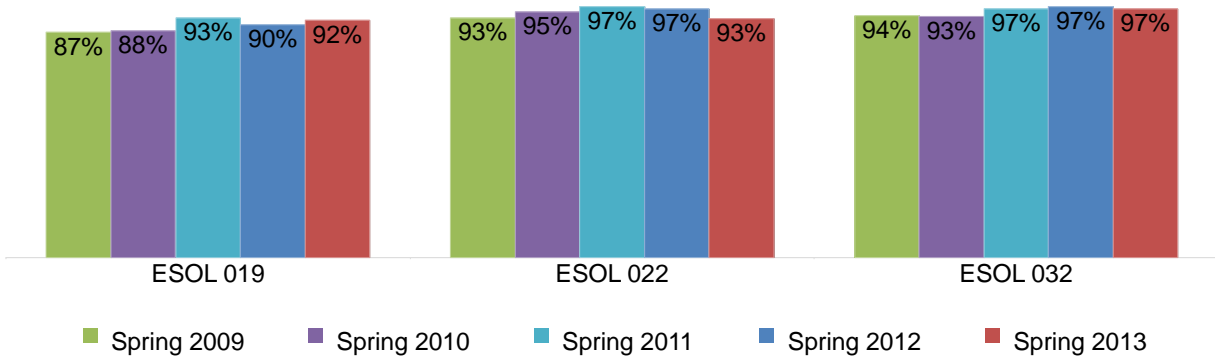
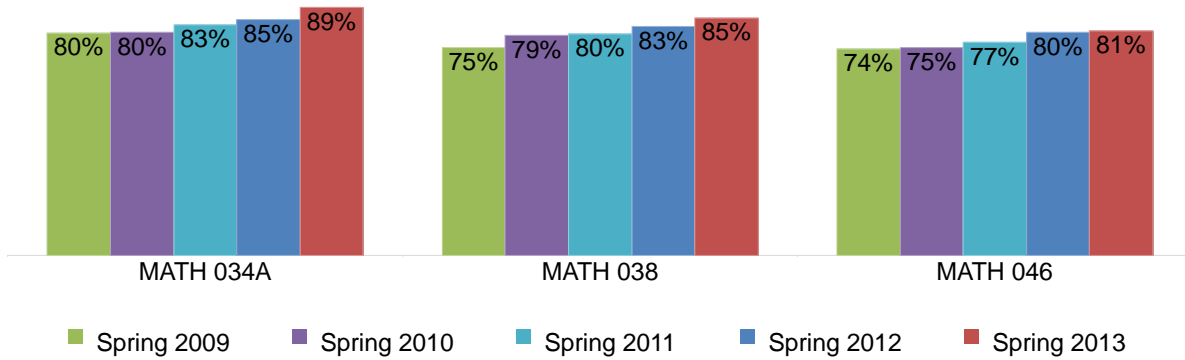


Figure 24. Math Basic Skills Course Retention Rates



All Colleges Basic Skills Subject Retention Rates by Ethnicity
Fall Terms: 2008 - 2012

Figure 25. English Basic Skills Retention Rates by Ethnicity

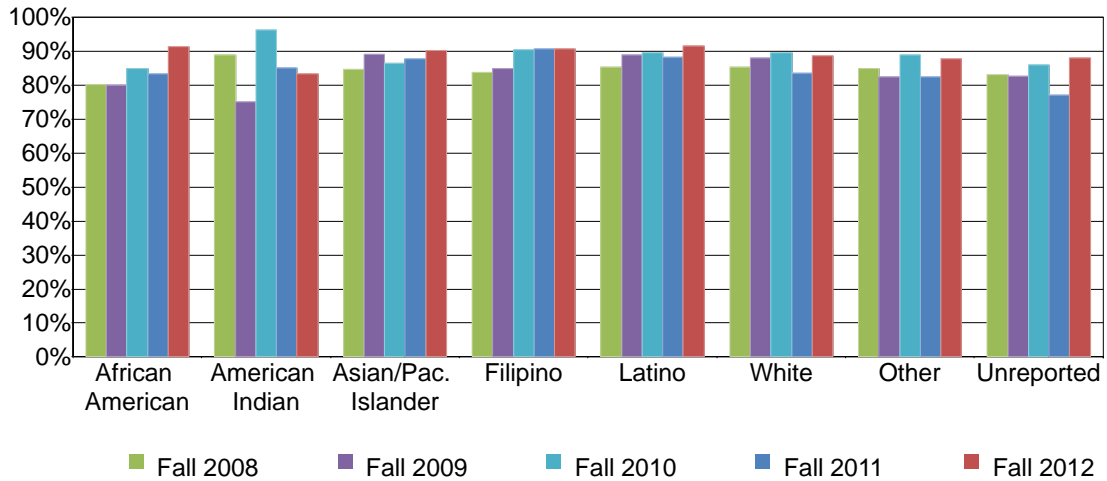


Figure 26. ESOL Retention Rates by Ethnicity

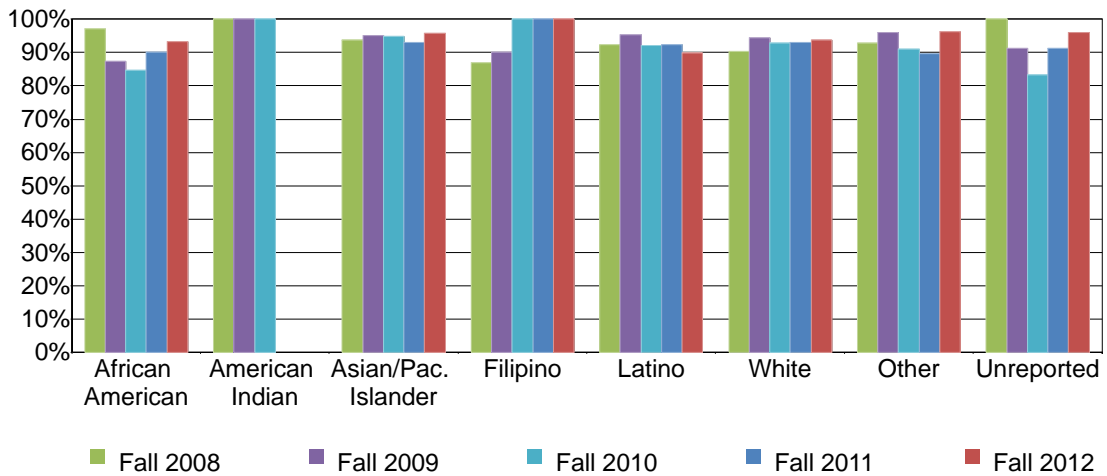
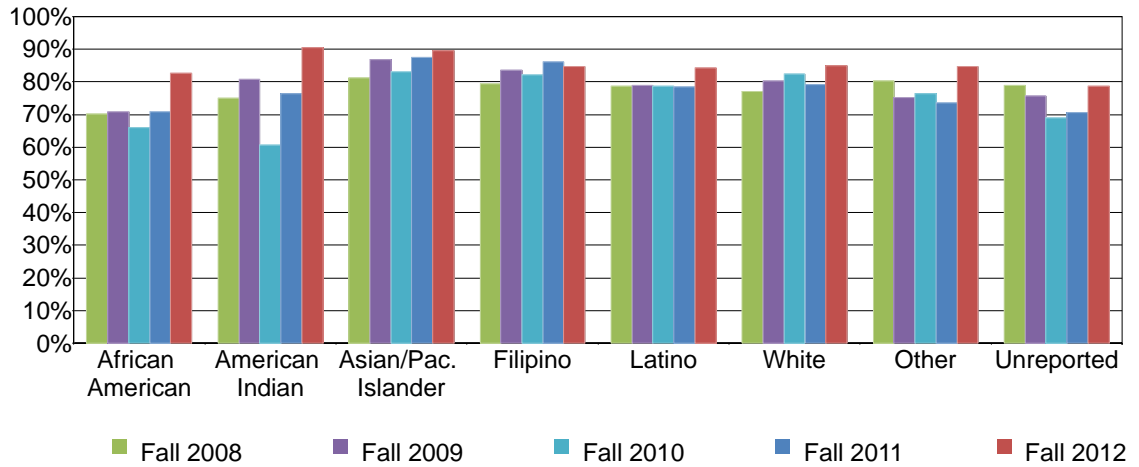


Figure 27. Math Basic Skills Retention Rates by Ethnicity



All Colleges Basic Skills Subject Retention Rates by Ethnicity
Spring Terms: 2009 - 2013

Figure 28. English Basic Skills Retention Rates by Ethnicity

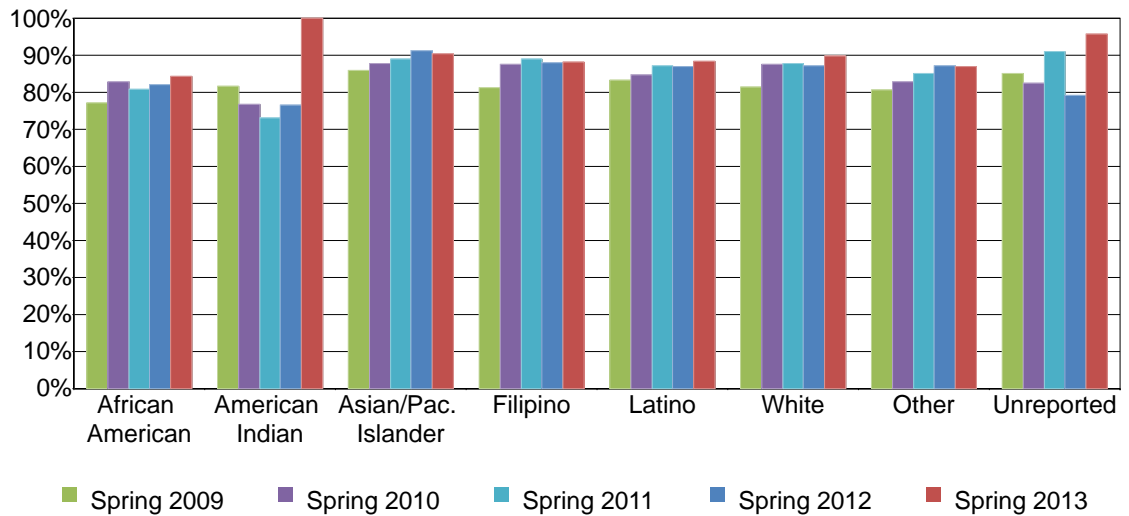


Figure 29. ESOL Retention Rates by Ethnicity

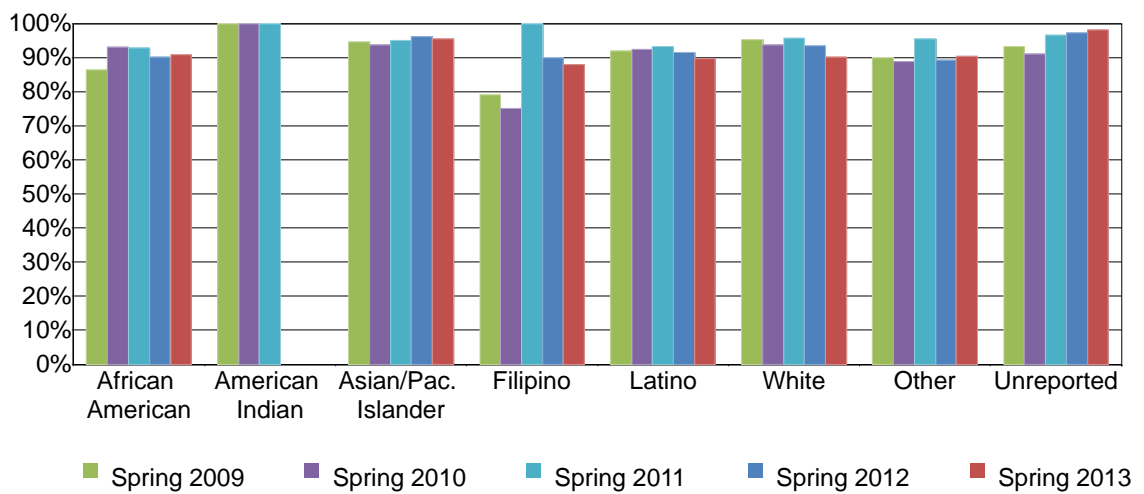
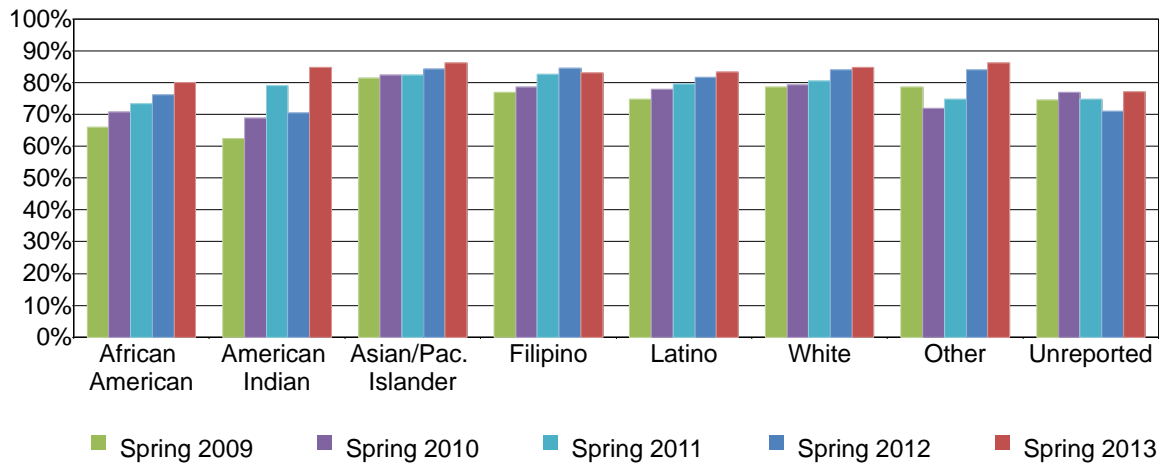


Figure 30. Math Basic Skills Retention Rates by Ethnicity



All Colleges Basic Skills Course Success Rates
Fall Terms: 2008 - 2012

Figure 31. English Basic Skills Course Success Rates

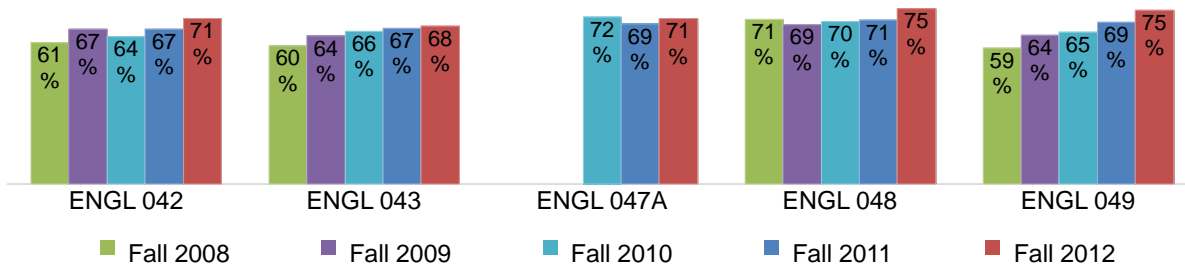


Figure 32. ESOL Writing Course Success Rates

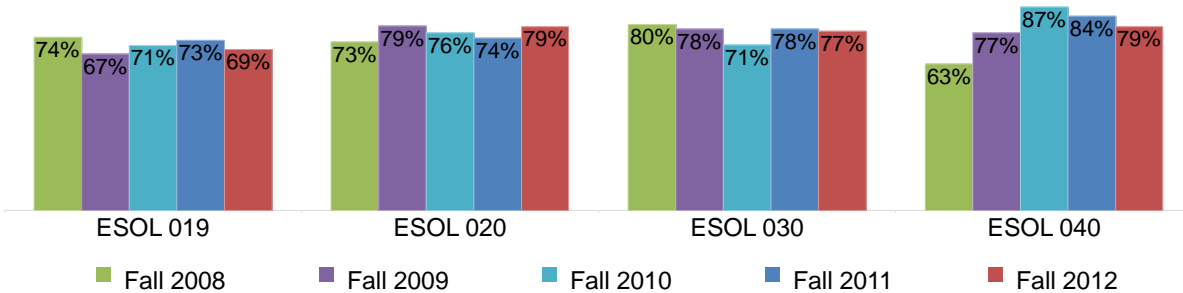


Figure 33. ESOL Reading Course Success Rates

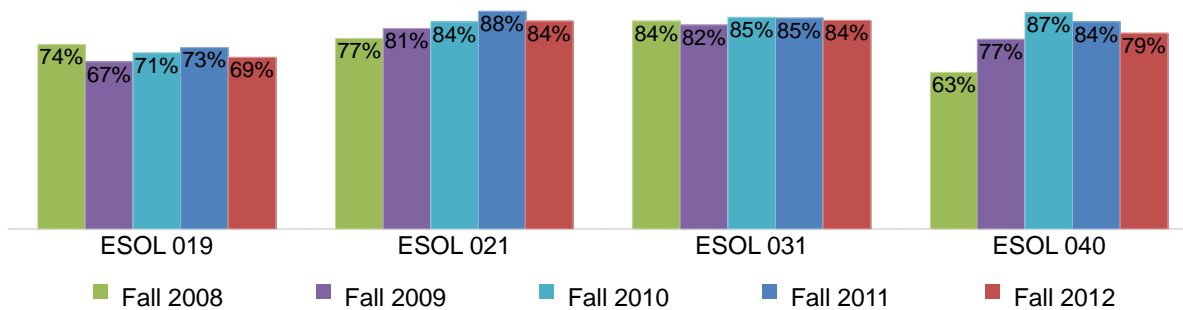


Figure 34. ESOL Listening/Speaking Course Success Rates

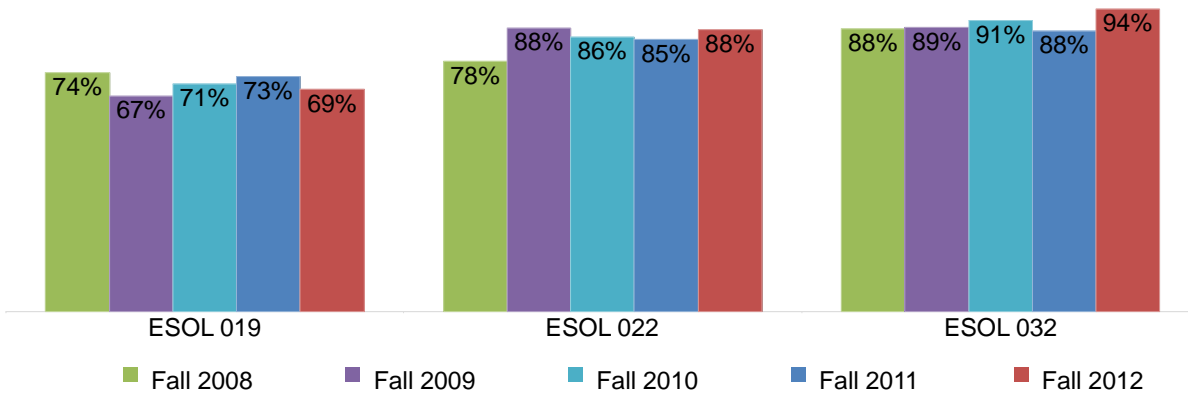
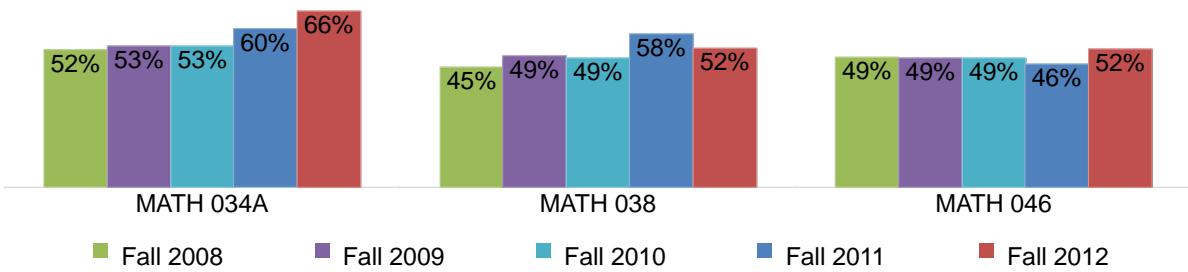


Figure 35. Math Basic Skills Course Success Rates



All Colleges Basic Skills Course Success Rates
Spring Terms: 2009 - 2013

Figure 36. English Basic Skills Course Success Rates

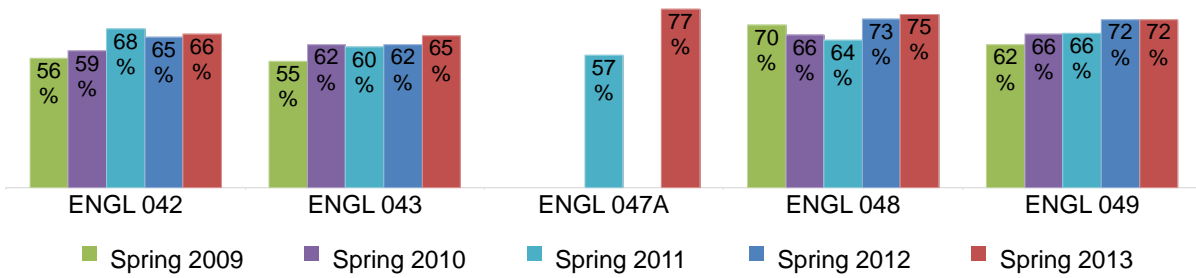


Figure 37. ESOL Writing Course Success Rates

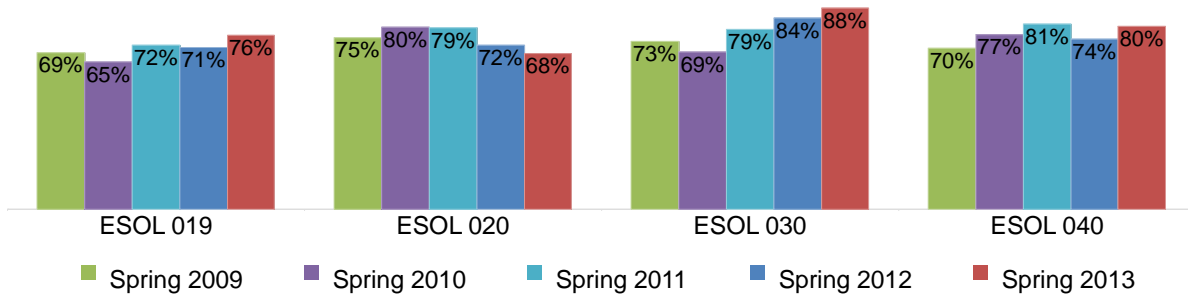


Figure 38. ESOL Reading Course Success Rates

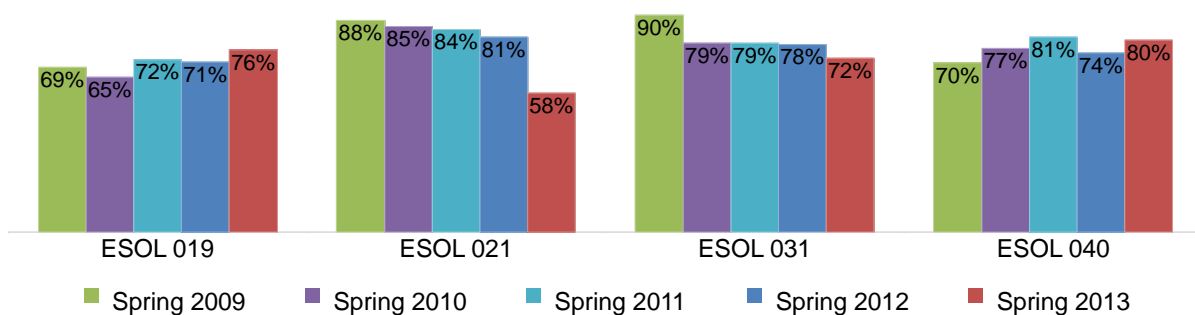


Figure 39. ESOL Listening/Speaking Course Success Rates

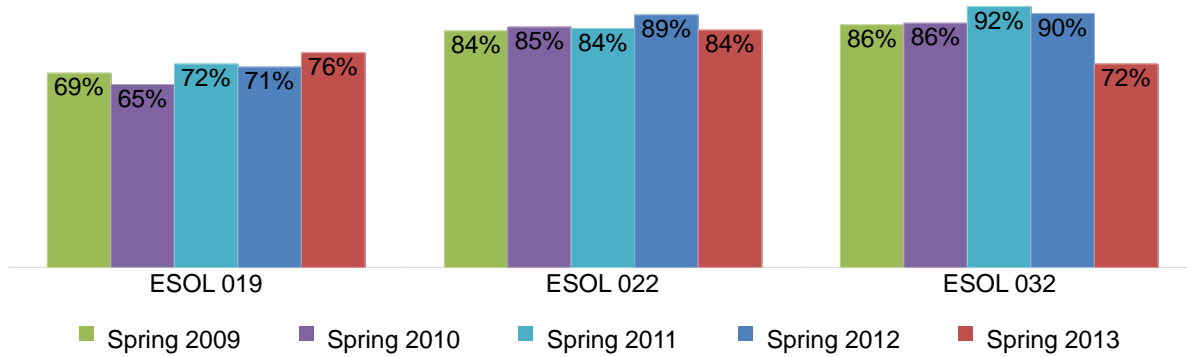
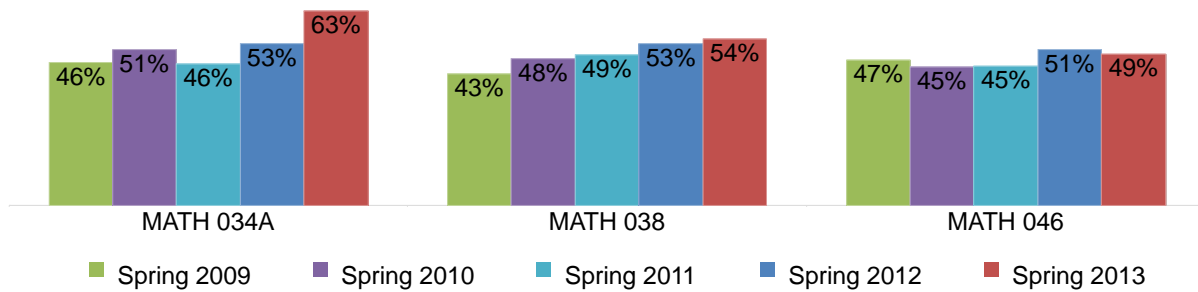


Figure 40. Math Basic Skills Course Success Rates



All Colleges Basic Skills Subject Success Rates by Ethnicity
Fall Terms: Fall 2008 - 2012

Figure 41. English Basic Skills Success Rates by Ethnicity

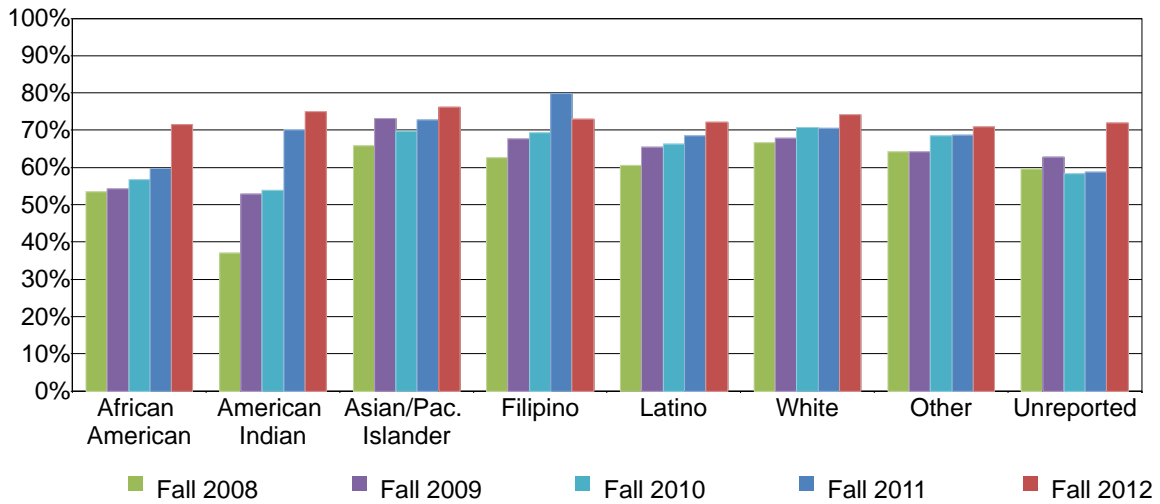


Figure 42. ESOL Success Rates by Ethnicity

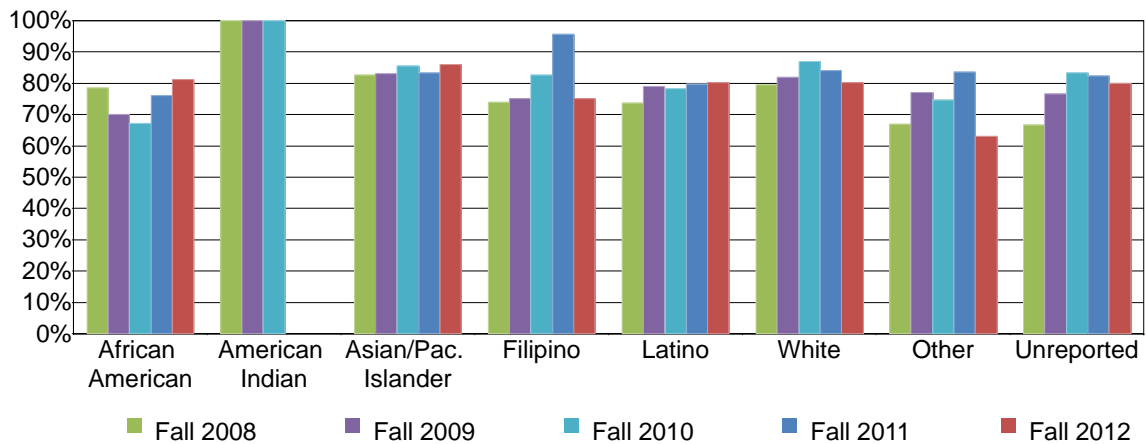
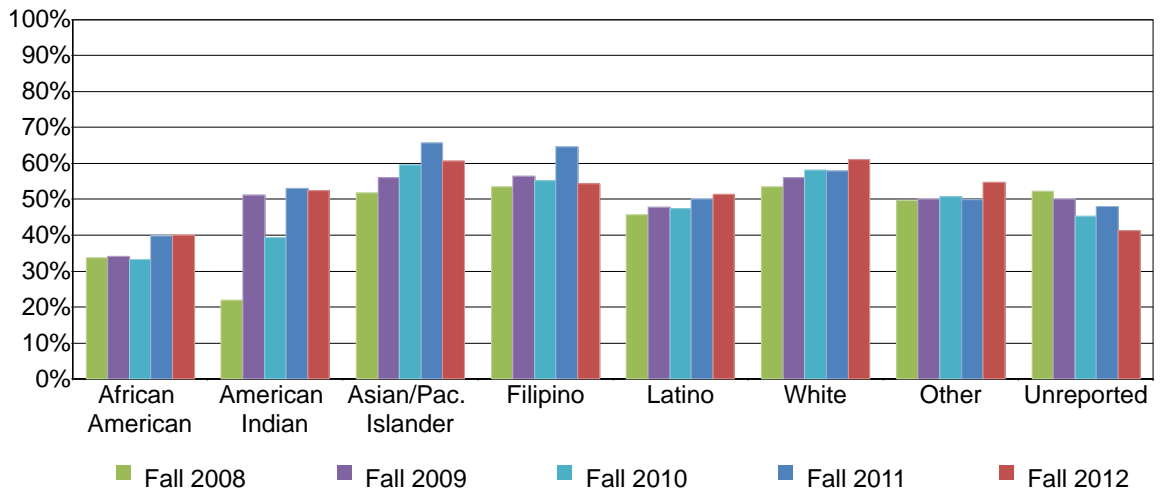


Figure 43. Math Basic Skills Success Rates by Ethnicity



All Colleges Basic Skills Subject Success Rates by Ethnicity
Spring Terms: 2009 - 2013

Figure 44. English Basic Skills Success Rates by Ethnicity

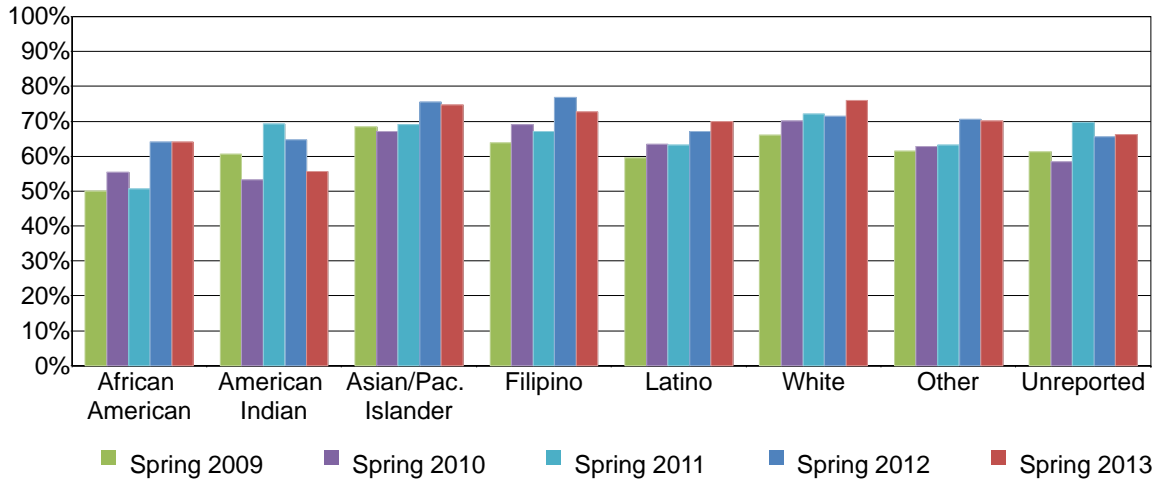


Figure 45. ESOL Success Rates by Ethnicity

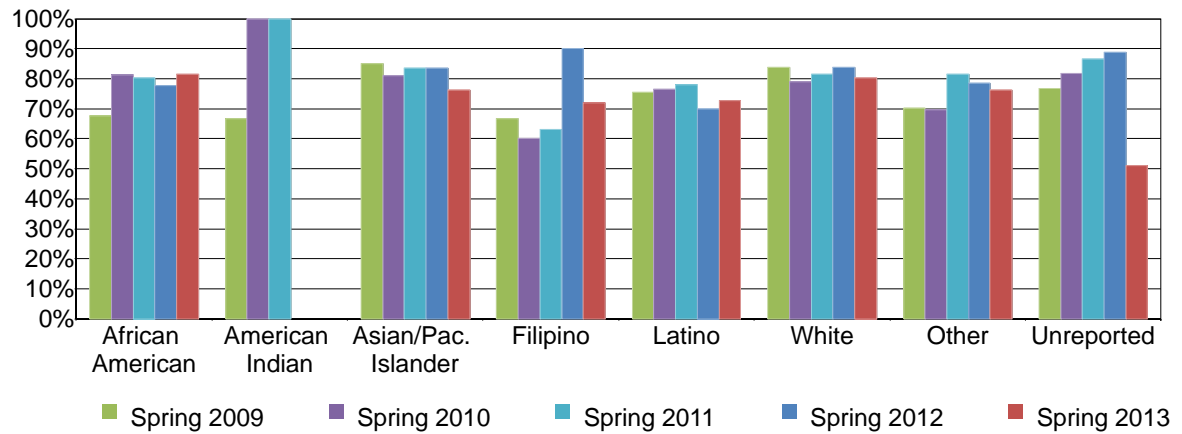
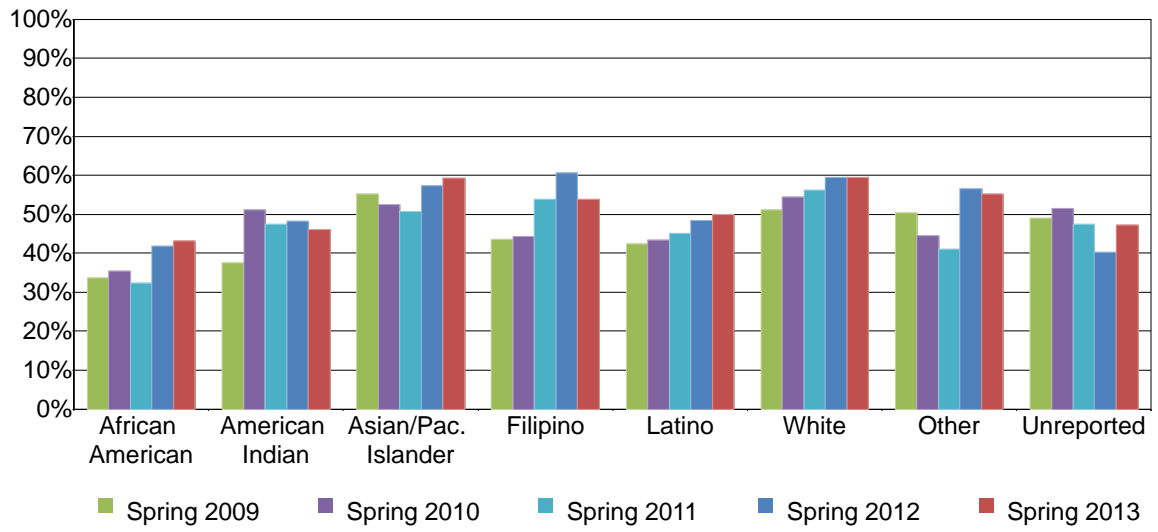


Figure 46. Math Basic Skills Success Rates by Ethnicity



Student Success Scorecard Indicators

Part V: Student Success Scorecard Indicators

This section of the report looks at three of the indicators from the Student Success Scorecard: completion rate, 30-unit completion rate, and a remedial progress rate for prepared and unprepared students. The data are provided by the California Community College State Chancellor's Office through the Student Success Act of 2012, SB1456.

TERMS AND DEFINITIONS:

Completion Rate: The percentage of first-time students with a minimum of six units earned who attempted any math or English course in the first three years, and who achieved any of the following outcomes anywhere in the California community college system within six years of entry:

- Earned AA/AS or credit certificate
- Transferred to a four-year institution
- Achieved 'Transfer-prepared' (successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or higher)

30 Unit Completion Rate: The percentage of first-time students with a minimum of six units earned who attempted any math or English course in the first three years, and who earned at least 30 units anywhere in the California community college system within six years of entry.

Remedial Progress Rate: The percentage of credit students who attempted a math, English, or ESL course designated as below transfer, and successfully completed a college level course in the same subject anywhere in the California community college system within six years of entry.

COHORT DEFINITIONS:

Overall: Student attempted any level of a math or English course in the first three years.

Prepared: Student's lowest course attempted in math and/or English was college level.

Unprepared: Student's lowest course attempted in math and/or English was remedial level.

Researcher's Note: *The data contain students who were enrolled in special programs, which may have resulted in underestimation or overestimation of the Scorecard indicators.*

Summary of Findings

City College

Completion Rate

Over the past five cohorts (2002/03 and 2006/07), between 53% and 62% of students completed an associate degree or certificate, transferred, or achieved transfer-prepared status within six years. Across the five cohorts, the Completion Rate averaged 58%. The Completion Rate was, on average, considerably lower for unprepared students (51%) than for prepared students (73%).

30-Unit Completion Rate

Across the previous five cohorts (2002/03 and 2006/07), approximately half of the students (between 49% and 53%) completed 30 units. The 30-unit completion rates were generally similar between prepared and unprepared students, averaging 51% for each group.

Remedial Progress Rate

For the past five cohorts (2002/03 and 2006/07), over one third of the students (35% on average) who started in a Basic Skills English class successfully completed a college-level English course within six years. Over the same five cohorts, nearly one in three students (30%) who started in a Basic Skills math class successfully completed a college-level math class within six years, and nearly one in five (19% on average) students who started in Basic Skills ESOL courses went on to enroll in college-level English or completed the ESOL course sequence.

Mesa College

Completion Rate

Over the past five cohorts (2002/03 and 2006/07), between 60% and 64% of students completed an associate degree or certificate, transferred, or achieved transfer-prepared status within six years. Across the five cohorts, the Completion Rate averaged 62%. The Completion Rate was, on average, considerably lower for unprepared students (55%) than for prepared students (73%).

30-Unit Completion Rate

Across the previous five cohorts (2002/03 and 2006/07), the majority of students (between 60 and 63%) completed 30 units. The 30-unit completion rates were generally similar between prepared and unprepared students, averaging 61% for each group.

Remedial Progress Rate

For the past five cohorts (2002/03 and 2006/07), just under half of the students (45% on average) who started in a Basic Skills English class went on to complete a college-level English course within six years. Over the same five cohorts, just over one in three students who started in a Basic Skills math class successfully completed a college-level math class within six years, and roughly one in four (26% on average) students who started in Basic Skills ESOL courses went on to enroll in college-level English or completed the ESOL course sequence.

Miramar College

Completion Rate

Over the past five cohorts (2002/03 to 2006/07), between 53% and 62% of students completed an associate degree or certificate, transferred, or achieved transfer-prepared status within six years. Across the five cohorts, the Completion Rate averaged 58%. The Completion Rate was, on average, considerably lower for unprepared students (49%) than for prepared students (71%).

30-Unit Completion Rate

Across the previous five cohorts (2002/03 to 2006/07), the majority of students (between 67% and 72%) completed 30 units. The 30-unit completion rate, on average, was lower for underprepared student (67%) relative to prepared students (70%).

Remedial Progress Rate

For the past five cohorts (2002/03 to 2006/07), just under half of the students (46% on average) who started in a Basic Skills English class went on to complete a college-level English course within six years. Over the same five cohorts, 40% of students who started in a Basic Skills math class successfully completed a college-level math class within six years, and roughly one in five (19% on average) students who started in Basic Skills ESOL courses went on to enroll in college-level English or completed the ESOL course sequence.

Table 25. City College Completion Rates

		2002/03	2003/04	2004/05	2005/06	2006/07
Overall Completion	Cohort	1,913	1,613	1,888	1,790	2,303
	Rate	52.8%	53.5%	60.1%	61.8%	62.0%
Prepared Student Completion	Cohort	675	565	623	526	625
	Rate	67.7%	69.2%	74.8%	79.5%	78.2%
Unprepared Student Completion	Cohort	1,238	1,048	1,265	1,264	1,678
	Rate	44.7%	45.0%	52.8%	54.5%	56.0%

Source: CCCC - Student Success Scorecard

Table 26. City College 30 Unit Completion Rates

		2002/03	2003/04	2004/05	2005/06	2006/07
Overall Completion	Cohort	1,913	1,613	1,888	1,790	2,303
	Rate	52.9%	53.4%	48.5%	51.9%	49.4%
Prepared Student Completion	Cohort	675	565	623	526	625
	Rate	53.8%	57.2%	50.4%	47.5%	45.4%
Unprepared Student Completion	Cohort	1,238	1,048	1,265	1,264	1,678
	Rate	52.4%	51.3%	47.5%	53.7%	50.8%

Source: CCCC - Student Success Scorecard

Table 27. City College Remedial Progress Rates

		2002/03	2003/04	2004/05	2005/06	2006/07
Remedial English	Cohort	1,162	1,109	1,126	1,213	1,301
	Rate	31.0%	32.0%	35.7%	38.3%	39.5%
Remedial Math	Cohort	1,156	1,068	1,069	931	1,035
	Rate	31.6%	32.6%	29.6%	28.9%	27.4%
Remedial ESL	Cohort	219	201	195	185	207
	Rate	17.4%	16.4%	16.9%	27.0%	24.2%
Career Technical Education	Cohort	1,441	1,358	1,456	1,550	1,671
	Rate	54.1%	56.8%	55.3%	56.1%	53.9%

Source: CCCC - Student Success Scorecard

Table 28. Mesa College Completion Rates

		2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
Overall Completion	Cohort	2,811	2,335	2,587	2,127	2,376
	Rate	63.6%	60.0%	64.1%	62.6%	62.0%
Prepared Student Completion	Cohort	1,438	1,160	1,138	781	871
	Rate	71.6%	72.2%	71.9%	74.0%	73.7%
Unprepared Student Completion	Cohort	1,373	1,175	1,449	1,346	1,505
	Rate	55.3%	48.0%	58.0%	56.0%	55.3%

Source: CCCC - Student Success Scorecard

Table 29. Mesa College 30 Unit Completion Rates

		2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
Overall Completion	Cohort	2,811	2,335	2,587	2,127	2,376
	Rate	59.8%	62.9%	62.1%	59.9%	59.4%
Prepared Student Completion	Cohort	1,438	1,160	1,138	781	871
	Rate	59.9%	62.7%	62.7%	61.1%	58.4%
Unprepared Student Completion	Cohort	1,373	1,175	1,449	1,346	1,505
	Rate	59.7%	63.1%	61.6%	59.3%	59.9%

Source: CCCC - Student Success Scorecard

Table 30. Mesa College Remedial Progress Rates

		2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
Remedial English	Cohort	1,053	1,281	1,241	1,206	1,365
	Rate	43.0%	43.6%	45.4%	47.2%	47.5%
Remedial Math	Cohort	1,039	957	863	858	895
	Rate	36.5%	36.5%	38.6%	35.9%	34.0%
Remedial ESL	Cohort	227	194	178	183	207
	Rate	23.8%	21.1%	22.5%	30.1%	32.9%
Career Technical Education	Cohort	1,910	1,709	1,754	1,657	1,722
	Rate	60.0%	59.8%	60.5%	60.8%	59.1%

Source: CCCC - Student Success Scorecard

Table 31. Miramar College Completion Rates

		2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
Overall Completion	Cohort	1,109	976	949	946	1,051
	Rate	61.8%	58.8%	58.8%	55.4%	53.0%
Prepared Student Completion	Cohort	554	431	377	318	326
	Rate	74.5%	69.8%	69.8%	67.9%	70.9%
Unprepared Student Completion	Cohort	555	545	572	628	725
	Rate	49.0%	50.1%	51.6%	49.0%	45.0%

Source: CCCC - Student Success Scorecard

Table 32. Miramar College 30 Unit Completion Rates

		2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
Overall Completion	Cohort	1,109	976	949	946	1,051
	Rate	68.5%	66.2%	71.5%	67.0%	67.9%
Prepared Student Completion	Cohort	554	431	377	318	326
	Rate	71.5%	68.7%	74.8%	63.8%	68.7%
Unprepared Student Completion	Cohort	555	545	572	628	725
	Rate	65.6%	64.2%	69.4%	68.6%	67.6%

Source: CCCC - Student Success Scorecard

Table 33. Miramar College Remedial Progress Rates

		2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
Remedial English	Cohort	373	568	586	663	843
	Rate	49.6%	42.1%	41.3%	49.5%	46.1%
Remedial Math	Cohort	386	400	381	485	549
	Rate	41.7%	42.5%	45.1%	36.3%	35.5%
Remedial ESL	Cohort	236	170	194	158	197
	Rate	16.9%	17.6%	18.6%	22.8%	22.3%
Career Technical Education	Cohort	2,009	1,803	1,596	1,584	1,710
	Rate	45.4%	48.9%	49.5%	47.9%	48.4%

Source: CCCC - Student Success Scorecard