

Basic Skills Report 2007 - 2013

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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 Skills¹ → 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 Skills² → 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, 32% of incoming students who took the reading placement test placed into a Basic Skills level English course, and another 9% placed into levels below Basic Skills. This trend has increased by 15%, with 315 placing into Basic Skills English in 2010/11 to 362 in 2012/13. The number of incoming students who placed into Transfer/Associate level English Basic Skills accounts for more than half of those who took a reading placement test (58%) and showed an increasing trend of 26%, from 581 in 2010/11 to 731 in 2012/13.

A majority of incoming students who took the writing placement test (61% on average) placed into a Basic Skills level English course, and another 9% placed into levels below Basic Skills. This trend has increased by 14%, with 622 placing into Basic Skills English in 2010/11 to 706 in 2012/13. The number of incoming students who placed into Transfer/Associate level English Basic Skills accounts for 30% of those who took a writing placement test and showed an increase of 41%, from 275 in 2010/11 to 388 in 2012/13.

On average, 57% of incoming students who took the math placement test placed into a Basic Skills level math course. This trend has increased by 9%, with 593 placing into Basic Skills in 2010/11 to 646 in 2012/13. The number of incoming students who placed into Transfer/Associate level math Basic Skills accounts for a total of 43% of those who took a math placement test.

Almost half of incoming students who took the ESOL placement test placed into the first level, Level 19 (46% on average), while a relatively small percentage (5%) placed into the highest level, Level 40. The number of students who took the ESOL test and placed into Level 30 decreased by 33%, from 27 in 2010/11 to 18 in 2012/13.

A relatively large percentage of incoming students did not take the English reading or writing placement test, nor the math placement test. Furthermore, an even larger percentage of incoming students did not take the ESOL placement exam. On average, 41% did not take the English reading or writing placement tests, 41% did not take the math placement test, and 94% did not take the ESOL placement test. For English (writing & reading), math, and ESOL non-placements takers, the trends have decreased over the three years being reported (30% for English reading and writing, 32% for math, and 4% for ESOL).

Miramar College Placement of First-Time Students by Subject
2010/11 – 2012/13

Figure 1. Reading Placement Trends of First-Time Students

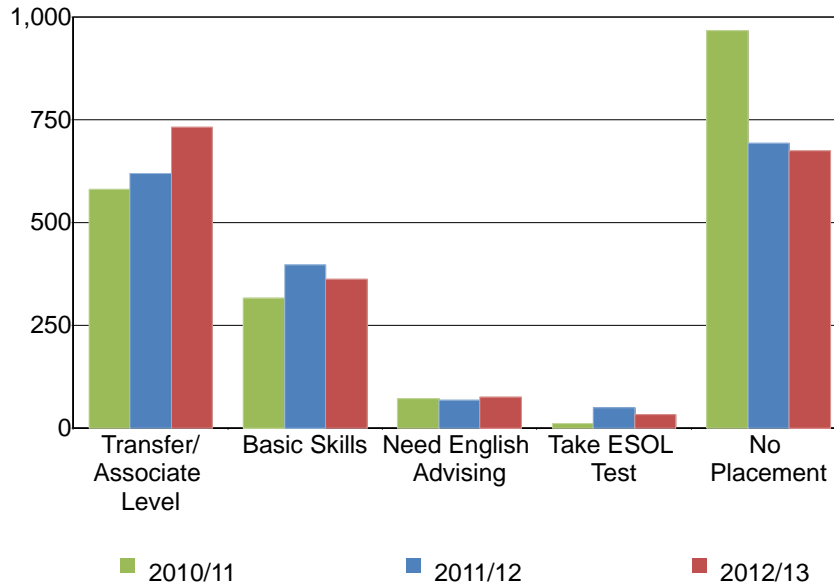
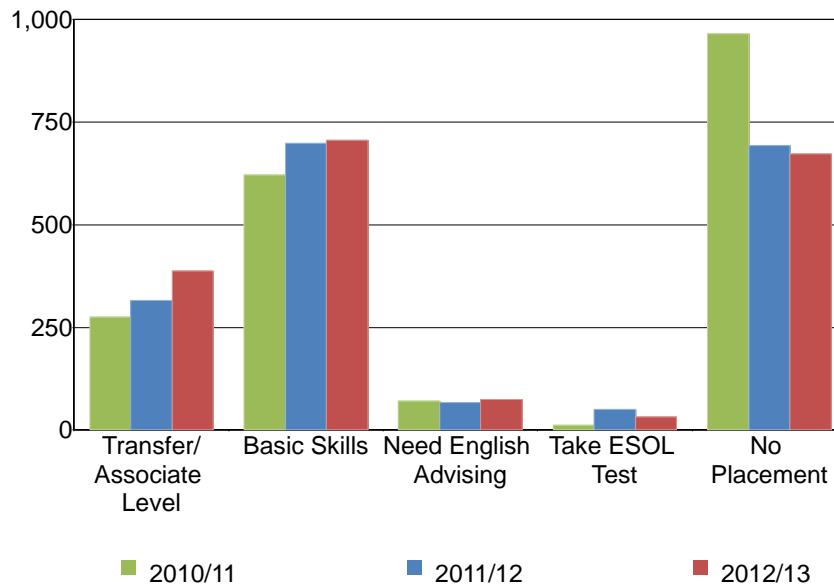


Figure 2. Writing Placement Trends of First-Time Students



Miramar College Placement of First-Time Students by Subject
2010/11 – 2012/13

Figure 3. ESOL Placement Trends of First-Time Students

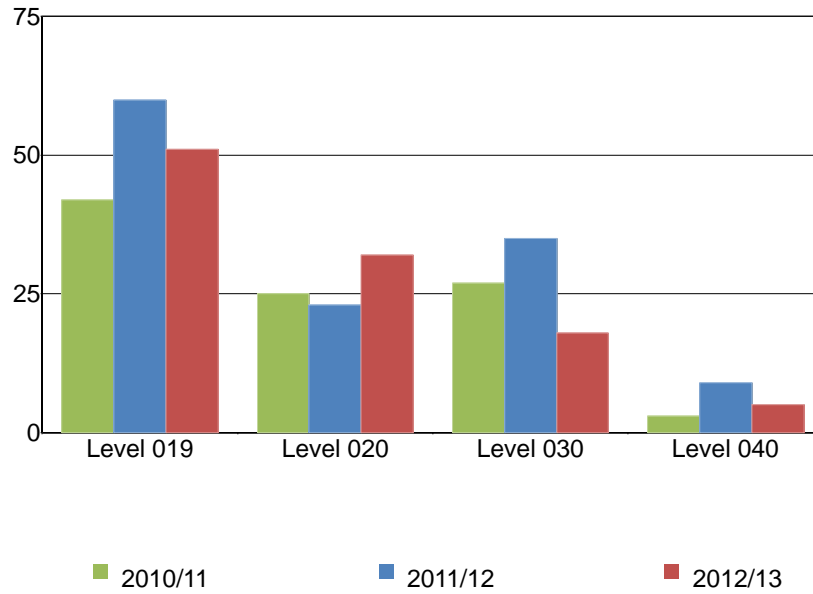
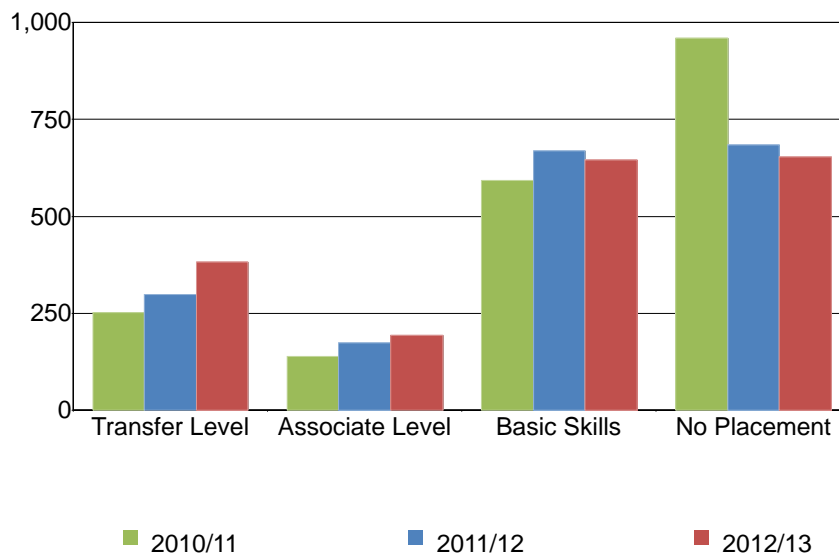


Figure 4. Math Placement Trends of First-Time Students



Miramar College 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	978	50%	1,134	62%	1,200	64%	3,312	59%	23%
	No Placement	966	50%	692	38%	674	36%	2,332	41%	-30%
	Total Students	1,944	100%	1,826	100%	1,874	100%	5,644	100%	-4%
Distribution of Students who Took a Test	Transfer/Associate Level	581	59%	620	55%	731	61%	1,932	58%	26%
	Basic Skills	315	32%	397	35%	362	30%	1,074	32%	15%
	Need English Advising	71	7%	67	6%	75	6%	213	6%	6%
	Take ESOL Test	11	1%	50	4%	32	3%	93	3%	191%
	Total Tested	978	100%	1,134	100%	1,200	100%	3,312	100%	23%

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	978	50%	1,132	62%	1,201	64%	3,311	59%	23%
	No Placement	966	50%	694	38%	673	36%	2,333	41%	-30%
	Total Students	1,944	100%	1,826	100%	1,874	100%	5,644	100%	-4%
Distribution of Students who Took a Test	Transfer/Associate Level	275	28%	316	28%	388	32%	979	30%	41%
	Basic Skills	622	64%	699	62%	706	59%	2,027	61%	14%
	Need English Advising	70	7%	67	6%	75	6%	212	6%	7%
	Take ESOL Test	11	1%	50	4%	32	3%	93	3%	191%
	Total Tested	978	100%	1,132	100%	1,201	100%	3,311	100%	23%

Source: SDCCD Information System

Miramar College 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	97	5%	127	7%	106	6%	330	6%	9%
	No Placement	1,847	95%	1,699	93%	1,768	94%	5,314	94%	-4%
	Total Students	1,944	100%	1,826	100%	1,874	100%	5,644	100%	-4%
Distribution of Students who Took a Test	Level 040	3	3%	9	7%	5	5%	17	5%	67%
	Level 030	27	28%	35	28%	18	17%	80	24%	-33%
	Level 020	25	26%	23	18%	32	30%	80	24%	28%
	Level 019	42	43%	60	47%	51	48%	153	46%	21%
	Total Tested	97	100%	127	100%	106	100%	330	100%	9%

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	984	51%	1,142	63%	1,221	65%	3,347	59%	24%
	No Placement	960	49%	684	37%	653	35%	2,297	41%	-32%
	Total Students	1,944	100%	1,826	100%	1,874	100%	5,644	100%	-4%
Distribution of Students who Took a Test	Transfer Level	252	26%	299	26%	382	31%	933	28%	52%
	Associate Level	139	14%	174	15%	193	16%	506	15%	39%
	Basic Skills	593	60%	669	59%	646	53%	1,908	57%	9%
	Total Tested	984	100%	1,142	100%	1,221	100%	3,347	100%	24%

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

More than one-third of the Basic Skills English enrollments, on average, were in English 049 (33% on average in fall & 37% on average in spring). English 043 showed an increase in enrollment between Fall 2008 and Fall 2012 (10%). A similar increase occurred from Spring 2009 to Spring 2013 for English 042 (27%).

The greatest percentage of ESOL enrollments were in the ESOL 30-series (31% on average in the Fall semesters and 29% in the Spring semesters). ESOL 19 showed the greatest increase in enrollment between Fall 2008 and Spring 2013 (61% on average in the fall terms & 8% in the spring terms).

The majority of Basic Skills math enrollments, on average, were in Math 046 (52% in both fall & spring). Math 034A has seen the greatest increase in enrollment between Fall 2008 and Fall 2012 (15% on average), while Math 046 showed the greatest decrease in enrollment between Spring 2009 and Spring 2012 (21% on average)

On average, approximately half of the students who enrolled in Basic Skills English courses were White (27%) or Asian/Pacific Islander (21%) across the fall and spring terms. Both Asian/Pacific Islander and White students were overrepresented in Basic Skills English courses at Miramar relative to the all colleges' averages for White and Asian/Pacific Islander students (19% & 14%, respectively) across the fall and spring terms.

On average, three-quarters of the ESOL Basic Skills enrollments were Asian/Pacific Islander or White students (49% & 28%, respectively) across the fall and spring terms. Both Asian/Pacific Islander and White students were overrepresented in ESOL Basic Skills courses at Miramar relative to the all colleges' averages for Asian/Pacific Islander and White students (41% & 17%, respectively) across the fall and spring terms.

On average, more than one-third of the students who enrolled in Basic Skills math courses were White (36%) and more than one-fifth were Latino students (23%) across the fall and spring terms. White students were overrepresented, while Latino students were underrepresented in math Basic Skills courses at Miramar compared to the all colleges' averages for White and Latino students (25% & 41%, respectively) across the fall and spring terms.

Miramar College 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	209	17%	212	17%	231	20%	212	20%	210	19%	1,074	18%
ENGL 043	299	24%	355	28%	331	28%	327	30%	329	30%	1,641	28%
ENGL 048	244	20%	254	20%	246	21%	223	21%	222	20%	1,189	20%
ENGL 049	472	39%	446	35%	375	32%	320	30%	329	30%	1,942	33%
Total	1,224	100%	1,267	100%	1,183	100%	1,082	100%	1,090	100%	5,846	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	31	16%	52	21%	45	21%	52	23%	50	23%	230	21%
ESOL 020	40	21%	51	21%	55	25%	59	26%	59	27%	264	24%
ESOL 030	59	31%	79	32%	61	28%	62	27%	55	25%	316	29%
ESOL 040	59	31%	65	26%	58	26%	57	25%	55	25%	294	27%
Total	189	100%	247	100%	219	100%	230	100%	219	100%	1,104	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	31	16%	52	23%	45	21%	52	23%	50	23%	230	21%
ESOL 021	38	20%	55	24%	49	23%	58	26%	55	25%	255	24%
ESOL 031	62	33%	58	25%	60	28%	58	26%	56	26%	294	27%
ESOL 040	59	31%	65	28%	58	27%	57	25%	55	25%	294	27%
Total	190	100%	230	100%	212	100%	225	100%	216	100%	1,073	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	31	24%	52	32%	45	29%	52	30%	50	30%	230	29%
ESOL 022	38	30%	48	30%	49	32%	62	36%	57	34%	254	32%
ESOL 032	59	46%	62	38%	61	39%	57	33%	61	36%	300	38%
Total	128	100%	162	100%	155	100%	171	100%	168	100%	784	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	40	4%	45	6%	89	10%	121	12%	46	5%	341	7%
MATH 038	412	42%	304	39%	340	39%	398	39%	387	41%	1,841	40%
MATH 046	530	54%	431	55%	452	51%	496	49%	502	54%	2,411	52%
Total	982	100%	780	100%	881	100%	1,015	100%	935	100%	4,593	100%

Source: SDCCD Information System

Miramar College 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	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ENGL 042	136	14%	149	17%	166	15%	171	15%	173	16%	795	15%
ENGL 043	200	20%	172	20%	244	22%	267	24%	226	21%	1,109	21%
ENGL 048	255	26%	244	28%	265	24%	279	25%	289	26%	1,332	26%
ENGL 049	386	40%	313	36%	411	38%	408	36%	407	37%	1,925	37%
Total	977	100%	878	100%	1,086	100%	1,125	100%	1,095	100%	5,161	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	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ESOL 019	49	19%	27	14%	52	21%	58	26%	53	23%	239	21%
ESOL 020	56	22%	55	29%	57	23%	57	25%	58	25%	283	25%
ESOL 030	77	30%	52	28%	71	29%	57	25%	58	25%	315	28%
ESOL 040	71	28%	54	29%	66	27%	53	24%	60	26%	304	27%
Total	253	100%	188	100%	246	100%	225	100%	229	100%	1,141	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	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ESOL 019	49	21%	27	14%	52	23%	58	26%	53	24%	239	22%
ESOL 021	58	25%	55	29%	52	23%	51	23%	47	21%	263	24%
ESOL 031	55	24%	53	28%	58	25%	57	26%	65	29%	288	26%
ESOL 040	71	30%	54	29%	66	29%	53	24%	60	27%	304	28%
Total	233	100%	189	100%	228	100%	219	100%	225	100%	1,094	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	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ESOL 019	49	31%	27	21%	52	31%	58	33%	53	34%	239	30%
ESOL 022	56	35%	50	39%	53	32%	58	33%	47	31%	264	34%
ESOL 032	53	34%	52	40%	62	37%	60	34%	54	35%	281	36%
Total	158	100%	129	100%	167	100%	176	100%	154	100%	784	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	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
MATH 034A	40	4%	35	5%	99	12%	104	12%	34	4%	312	8%
MATH 038	364	40%	265	40%	316	37%	332	37%	351	45%	1,628	40%
MATH 046	495	55%	369	55%	431	51%	456	51%	392	50%	2,143	52%
Total	899	100%	669	100%	846	100%	892	100%	777	100%	4,083	100%

Source: SDCCD Information System

Miramar College Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2008 - 2012

Figure 5. English Basic Skills Enrollments by Ethnicity

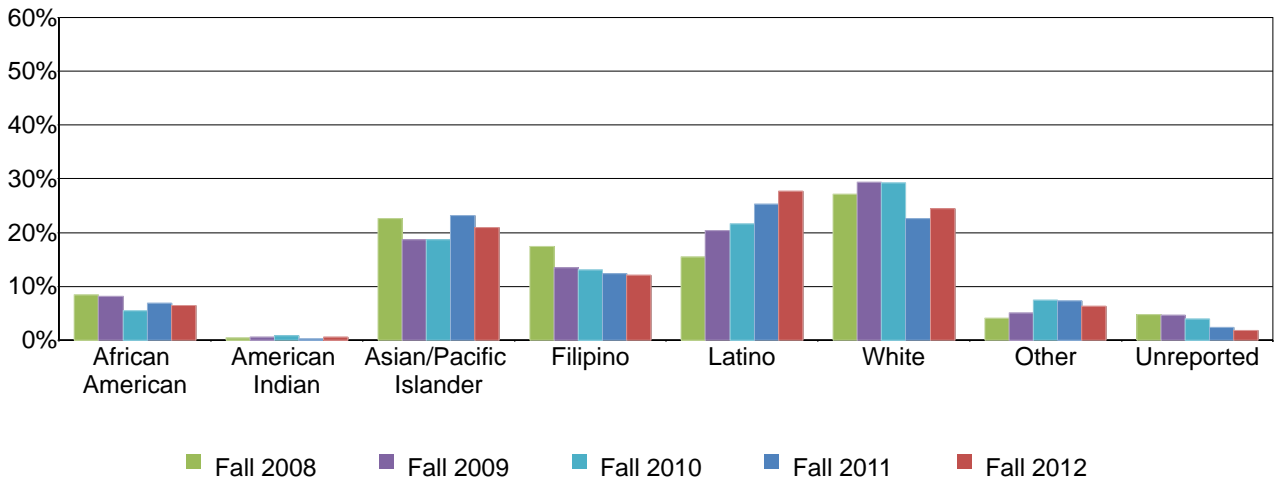


Figure 6. ESOL Enrollments by Ethnicity

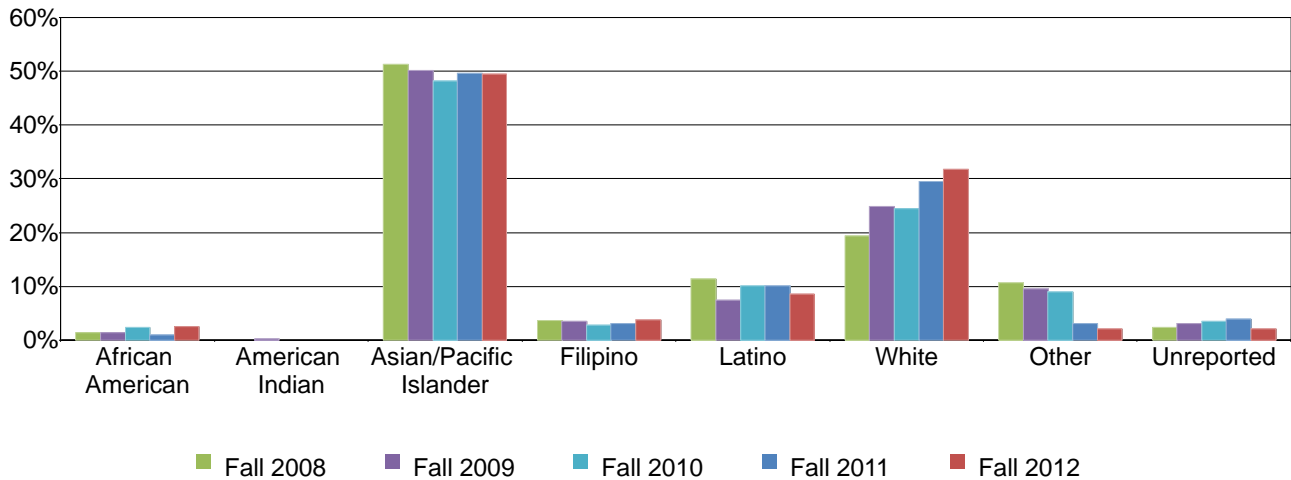
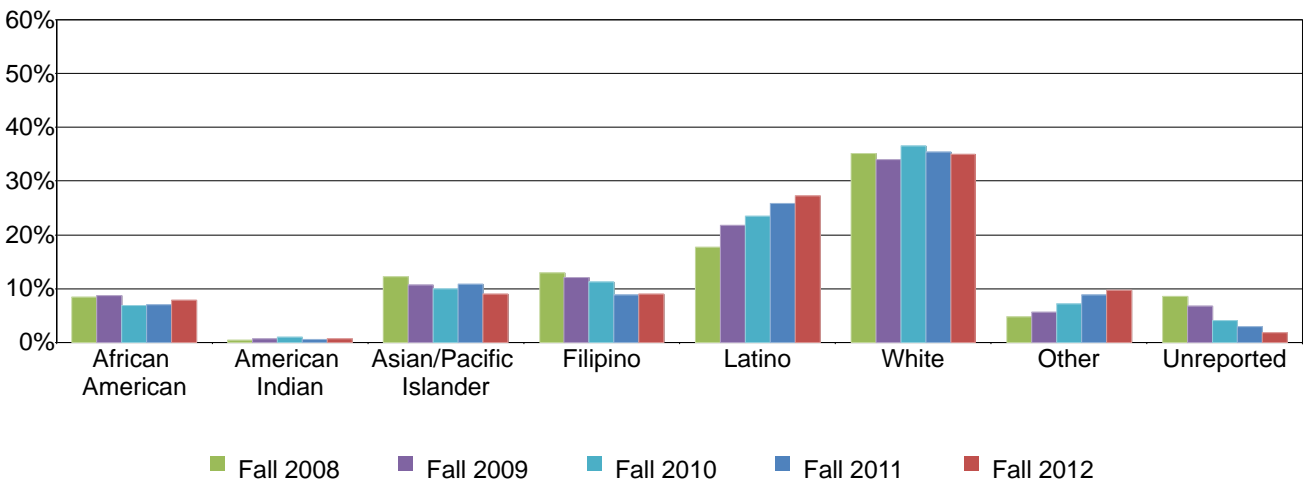


Figure 7. Math Basic Skills Enrollments by Ethnicity



Miramar College Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2009 - 2013

Figure 8. English Basic Skills Enrollments by Ethnicity

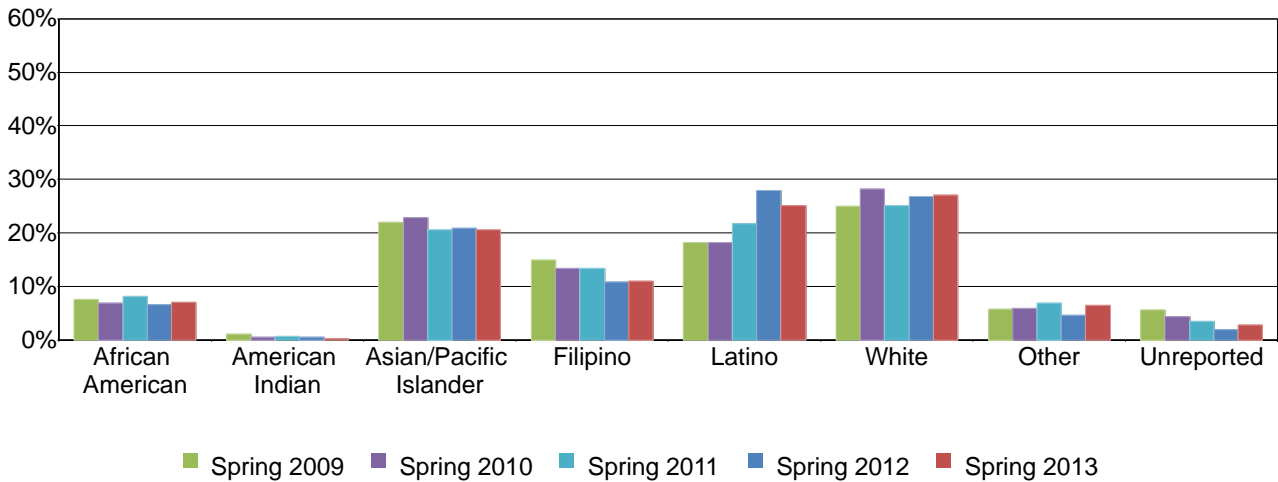


Figure 9. ESOL Enrollments by Ethnicity

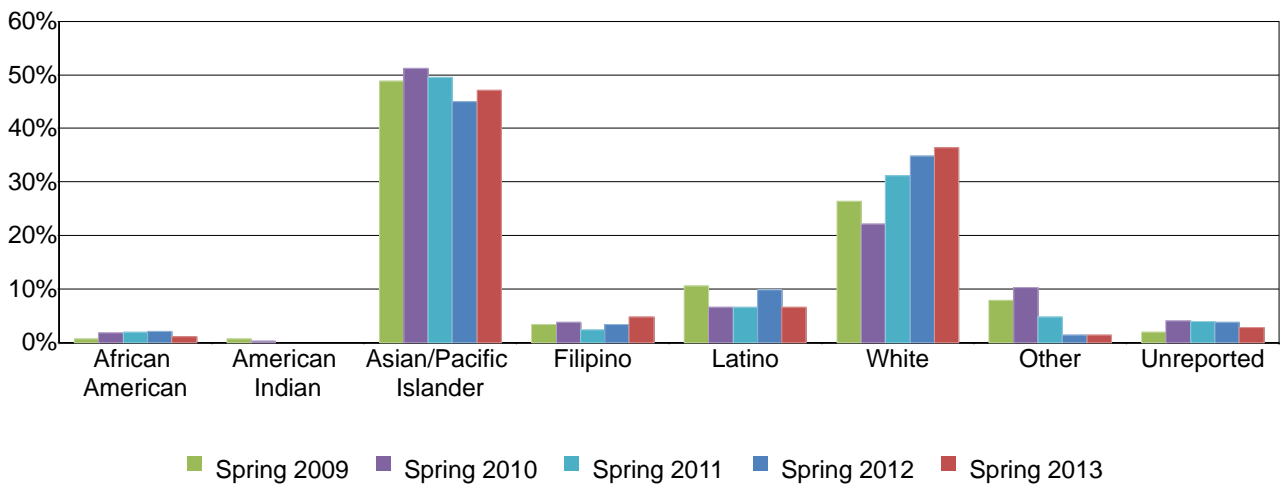
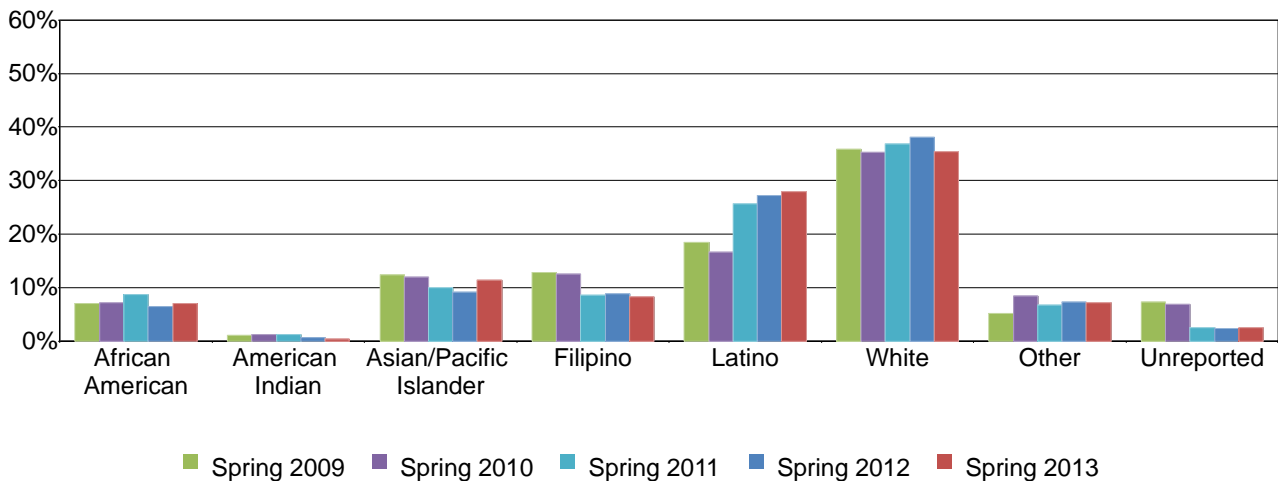


Figure 10. Math Basic Skills Enrollments by Ethnicity



Miramar College 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	103	8%	102	8%	64	5%	74	7%	70	6%	413	7%
American Indian	4	0%	6	0%	9	1%	2	0%	5	0%	26	0%
Asian/Pacific Islander	277	23%	236	19%	220	19%	250	23%	228	21%	1,211	21%
Filipino	213	17%	171	13%	154	13%	133	12%	132	12%	803	14%
Latino	188	15%	258	20%	256	22%	274	25%	301	28%	1,277	22%
White	332	27%	372	29%	346	29%	245	23%	266	24%	1,561	27%
Other	50	4%	64	5%	88	7%	79	7%	69	6%	350	6%
Unreported	57	5%	58	5%	46	4%	25	2%	19	2%	205	4%
Total	1,224	100%	1,267	100%	1,183	100%	1,082	100%	1,090	100%	5,846	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	5	1%	6	1%	10	2%	4	1%	11	2%	36	2%
American Indian	0	0%	1	0%	0	0%	0	0%	0	0%	1	0%
Asian/Pacific Islander	198	51%	236	50%	211	48%	231	50%	222	50%	1,098	50%
Filipino	14	4%	16	3%	12	3%	14	3%	17	4%	73	3%
Latino	44	11%	35	7%	44	10%	47	10%	38	8%	208	9%
White	75	19%	117	25%	107	24%	137	29%	142	32%	578	26%
Other	41	11%	45	10%	39	9%	14	3%	9	2%	148	7%
Unreported	9	2%	14	3%	15	3%	18	4%	9	2%	65	3%
Total	386	100%	470	100%	438	100%	465	100%	448	100%	2,207	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	83	8%	68	9%	60	7%	71	7%	73	8%	355	8%
American Indian	3	0%	5	1%	8	1%	5	0%	6	1%	27	1%
Asian/Pacific Islander	120	12%	83	11%	87	10%	109	11%	84	9%	483	11%
Filipino	127	13%	94	12%	99	11%	89	9%	84	9%	493	11%
Latino	174	18%	170	22%	206	23%	262	26%	255	27%	1,067	23%
White	345	35%	265	34%	322	37%	360	35%	327	35%	1,619	35%
Other	46	5%	43	6%	63	7%	90	9%	90	10%	332	7%
Unreported	84	9%	52	7%	36	4%	29	3%	16	2%	217	5%
Total	982	100%	780	100%	881	100%	1,015	100%	935	100%	4,593	100%

Source: SDCCD Information System

Miramar College 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	
African American	74	8%	60	7%	89	8%	74	7%	76	7%	373	7%
American Indian	11	1%	4	0%	7	1%	6	1%	2	0%	30	1%
Asian/Pacific Islander	215	22%	201	23%	224	21%	235	21%	225	21%	1,100	21%
Filipino	145	15%	117	13%	145	13%	121	11%	120	11%	648	13%
Latino	177	18%	159	18%	236	22%	314	28%	274	25%	1,160	22%
White	244	25%	247	28%	273	25%	301	27%	297	27%	1,362	26%
Other	56	6%	52	6%	75	7%	52	5%	70	6%	305	6%
Unreported	55	6%	38	4%	37	3%	22	2%	31	3%	183	4%
Total	977	100%	878	100%	1,086	100%	1,125	100%	1,095	100%	5,161	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	
African American	3	1%	7	2%	9	2%	9	2%	5	1%	33	1%
American Indian	3	1%	1	0%	0	0%	0	0%	0	0%	4	0%
Asian/Pacific Islander	232	49%	204	51%	233	49%	203	45%	208	47%	1,080	48%
Filipino	16	3%	15	4%	11	2%	15	3%	21	5%	78	3%
Latino	50	11%	26	7%	31	7%	44	10%	29	7%	180	8%
White	125	26%	88	22%	147	31%	157	35%	161	36%	678	30%
Other	37	8%	41	10%	22	5%	6	1%	6	1%	112	5%
Unreported	9	2%	16	4%	18	4%	17	4%	12	3%	72	3%
Total	475	100%	398	100%	471	100%	451	100%	442	100%	2,237	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	
African American	63	7%	48	7%	74	9%	57	6%	55	7%	297	7%
American Indian	10	1%	8	1%	10	1%	6	1%	3	0%	37	1%
Asian/Pacific Islander	111	12%	80	12%	84	10%	81	9%	88	11%	444	11%
Filipino	115	13%	84	13%	72	9%	79	9%	64	8%	414	10%
Latino	166	18%	111	17%	217	26%	243	27%	217	28%	954	23%
White	322	36%	236	35%	311	37%	340	38%	275	35%	1,484	36%
Other	46	5%	56	8%	57	7%	65	7%	56	7%	280	7%
Unreported	66	7%	46	7%	21	2%	21	2%	19	2%	173	4%
Total	899	100%	669	100%	846	100%	892	100%	777	100%	4,083	100%

Source: SDCCD Information System

Persistence

Part III: 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 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, 67% of the students in the Basic Skills courses who are enrolled in a fall term as of official census persist to the spring term, and another 44% persist to the subsequent fall term. The districtwide average term persistence rate of 77% was higher than the Miramar College average term persistence rate. However, the districtwide average annual persistence rate of 55% was higher than the Miramar College average annual persistence rate.

Female students, on average, had a comparable persistence rate to males (44% each). This is consistent with the districtwide trend (55% & 54%, respectively).

On average, both American Indian and Filipino students had the highest persistence rates (53% & 52%, respectively), followed by Asian/Pacific Islander students (51%). All ethnic groups showed an increased trend in persistence rates between the Fall 2007 and Fall 2011 cohorts. The persistence rates of American Indian students have increased the most over the past five years, from 40% in the Fall 2007 cohort to 57% in the Fall 2011 cohort. It is important to note that the raw cohort numbers of American Indian students are considerably lower than their ethnic group counterparts. The persistence rates of both African American and Latino students showed a slight increase over the past five years, with average five-year persistence rates of 31% and 38%, respectively.

The age groups with the highest persistence rates, on average, were students under 18 and between 18-24 years old (70% & 49%, respectively). The opposite trend was true for districtwide (53% for students under 18 and 58% for students between ages 18-24, respectively). Students under age 18 showed the only decrease in persistence rates (3%), while students between ages 40 and 49 years old showed the greatest increase in persistence rates (13%) between the Fall 2007 and Fall 2011 cohorts. It is important to note that the raw cohort numbers of students under 18 years old are considerably lower than their age group counterparts.

Miramar College Term and Annual Persistence
Fall Terms: 2007 – 2012

Figure 11. Basic Skills Annual Persistence

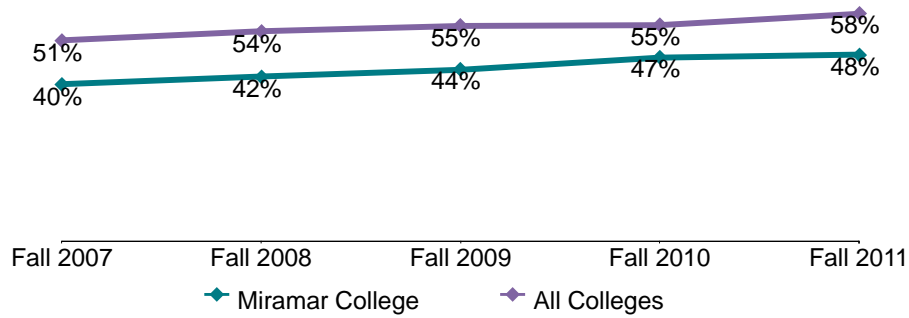


Table 21. Basic Skills Term and Annual Persistence

Cohort	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rates	Annual Persistence Counts	Annual Persistence Rates
Fall 2007	1,471	966	66%	592	40%
Fall 2008	1,539	990	64%	650	42%
Fall 2009	1,565	1,006	64%	689	44%
Fall 2010	1,560	1,070	69%	735	47%
Fall 2011	1,569	1,079	69%	750	48%
Fall 2012	1,641	1,160	71%	0	---
Total/Average	9,345	6,271	67%	3,416	44%

Source: SDCCD Information System

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

Miramar College Annual Persistence by Gender
Fall Terms: 2007 – 2011

Figure 12. Basic Skills Annual Persistence by Gender

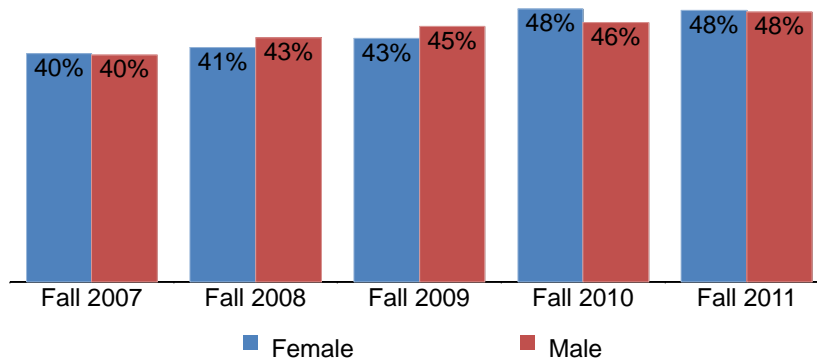


Table 22. Basic Skills Annual Persistence by Gender

Cohort	Female			Male		
	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates
Fall 2007	764	308	40%	705	283	40%
Fall 2008	802	332	41%	736	318	43%
Fall 2009	823	354	43%	742	335	45%
Fall 2010	802	387	48%	757	347	46%
Fall 2011	776	372	48%	793	378	48%
Total/Average	3,967	1,753	44%	3,733	1,661	44%

Source: SDCCD Information System

Miramar College Annual Persistence by Ethnicity
Fall Terms: 2007 – 2011

Figure 13. Basic Skills Annual Persistence by Ethnicity

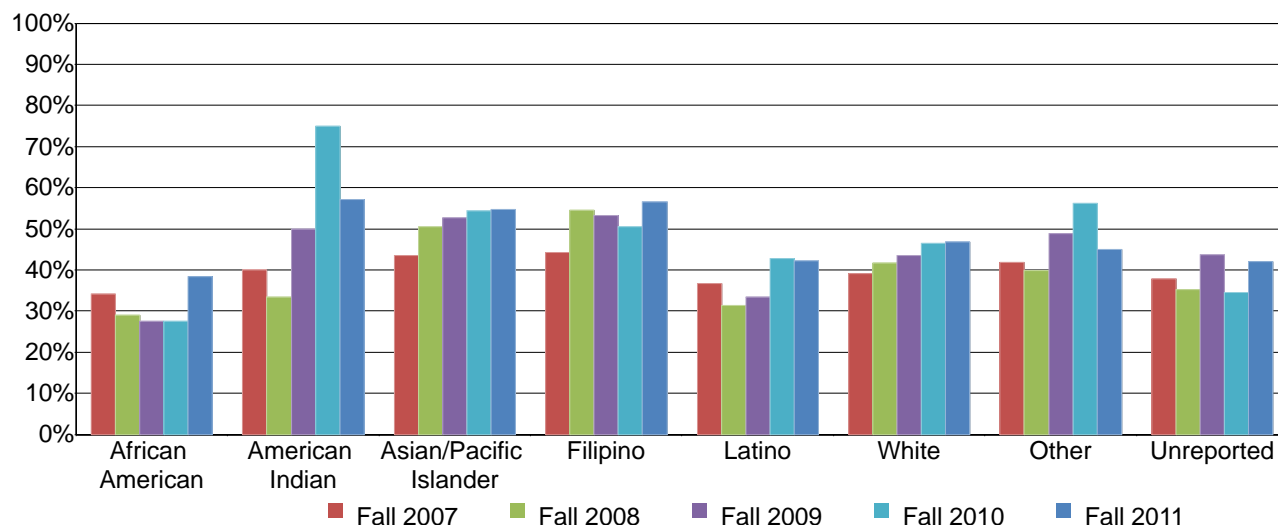


Table 23. Basic Skills Annual Persistence by Ethnicity

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	82	34%	5	40%	357	43%	188	44%
Fall 2008	107	29%	6	33%	341	50%	202	54%
Fall 2009	109	28%	8	50%	347	53%	167	53%
Fall 2010	87	28%	8	75%	313	54%	178	51%
Fall 2011	86	38%	7	57%	360	55%	147	56%
Total/Average	471	31%	34	53%	1,718	51%	882	52%

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	223	37%	448	39%	86	42%	82	38%
Fall 2008	249	31%	470	42%	73	40%	91	35%
Fall 2009	287	33%	475	44%	92	49%	80	44%
Fall 2010	307	43%	500	46%	112	56%	55	35%
Fall 2011	363	42%	459	47%	109	45%	38	42%
Total/Average	1,429	38%	2,352	44%	472	47%	346	38%

Source: SDCCD Information System

Miramar College Annual Persistence by Age
Fall Terms: 2007 – 2011

Figure 14. Basic Skills Annual Persistence by Age

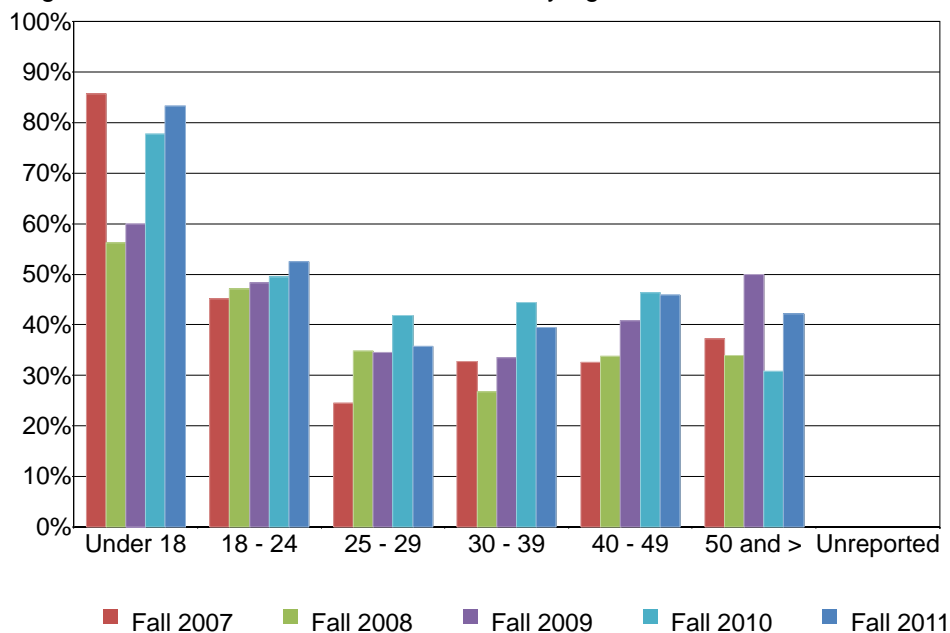


Table 24. Basic Skills Annual Persistence by Age

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	7	86%	964	45%	192	24%
Fall 2008	16	56%	1,029	47%	184	35%
Fall 2009	5	60%	986	48%	200	35%
Fall 2010	9	78%	977	50%	229	42%
Fall 2011	6	83%	975	52%	199	36%
Total/Average	43	70%	4,931	49%	1,004	35%

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	165	33%	92	33%	51	37%
Fall 2008	176	27%	80	34%	53	34%
Fall 2009	221	33%	103	41%	50	50%
Fall 2010	198	44%	95	46%	52	31%
Fall 2011	210	40%	122	46%	57	42%
Total/Average	970	36%	492	40%	263	39%

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 English 049, remained stable for English 048, and were mixed for English 042 and 043 courses across the fall and spring terms. Success rates showed an increased trend for English 042, 043 and 049 during the five-year time period from Fall 2008 to Spring 2013. However, English 048 showed a slight decline in success rates from Fall 2008 to Fall 2011 and was mixed for the spring terms.

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

Retention rates were mixed from Fall 2008 to Fall 2012, for most of the ESOL courses, with the exception of ESOL 040 which showed an increase and ESOL 019 which showed a decrease. From Spring 2009 to Spring 2013, retention rates were mixed for most ESOL courses. Furthermore, most of the ESOL course success rates showed mixed results from Fall 2008 to Fall 2012 except for ESOL 040 which showed an increase in success rates and ESOL 019 which showed a decline in success rates. From Spring 2009 to Spring 2013 all ESOL course success rates showed mixed results.

No clear five-year trends emerged for ESOL subject outcomes by ethnicity as success and retention rates showed mixed results. However, further investigation of overall five-year averages comparing across ethnic groups showed that retention rates were highest among American Indian, Asian/Pacific Islander and White students. Furthermore, overall five-year average success rates of Filipino, Asian/Pacific Islander, and White students were the highest among all ethnic groups.

Retention rates for both Math 034A and 038 showed an increase from Fall 2008 to Fall 2012. For spring terms, from 2009 to 2013, the retention rates for Math 038 Math 046, and Math 34A were mixed. The success rates for Math 046 decreased, remained stable for Math 038, and were mixed for Math 034A from Fall 2008 to Fall 2012. From Spring 2009 to Spring 2013 the success rates were mixed for Math 038 and Math 034A. Math 046 showed an increased trend.

No clear five year trends emerged for Math subject outcomes by ethnicity as success and retention rates showed mixed results. However, for their investigation of overall five-year averages comparing across ethnic groups showed that retention rates were highest among Latino, White, Asian/Pacific Islander, and Filipino students. Furthermore, overall five-year average success rates of White, Asian/Pacific Islander, and Filipino students were the highest among all ethnic groups.

Miramar College Basic Skills Course Retention Rates
Fall Terms: 2008 - 2012

Figure 15. English Basic Skills Course Retention Rates

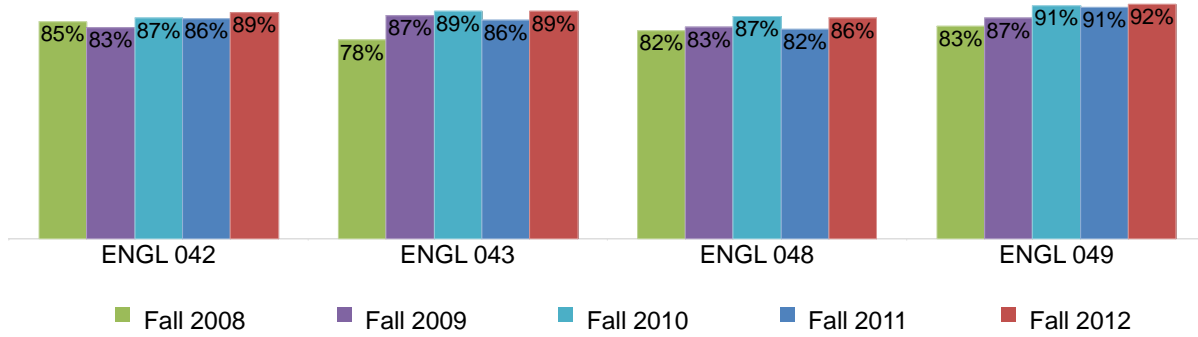


Figure 16. ESOL Writing Course Retention Rates

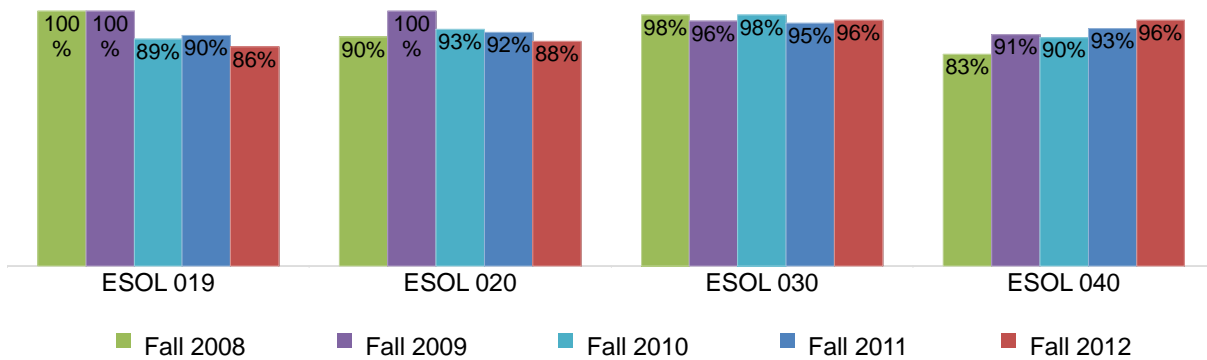


Figure 17. ESOL Reading Course Retention Rates

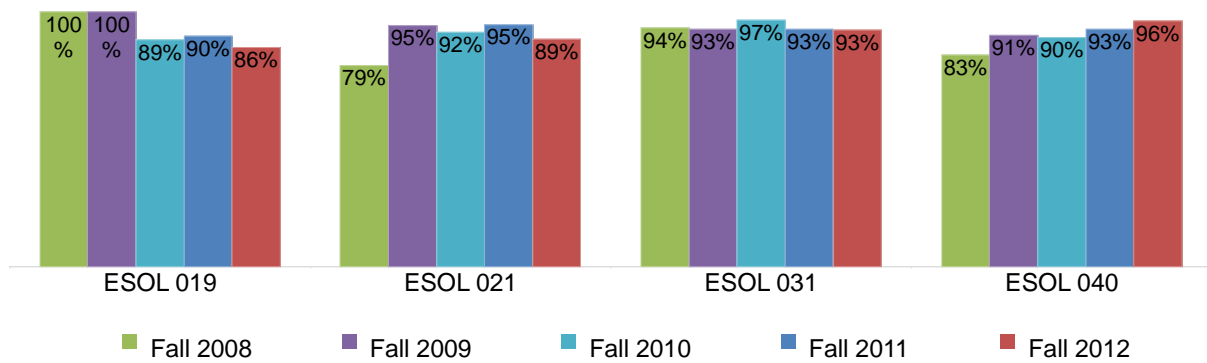


Figure 18. ESOL Listening/Speaking Course Retention Rates

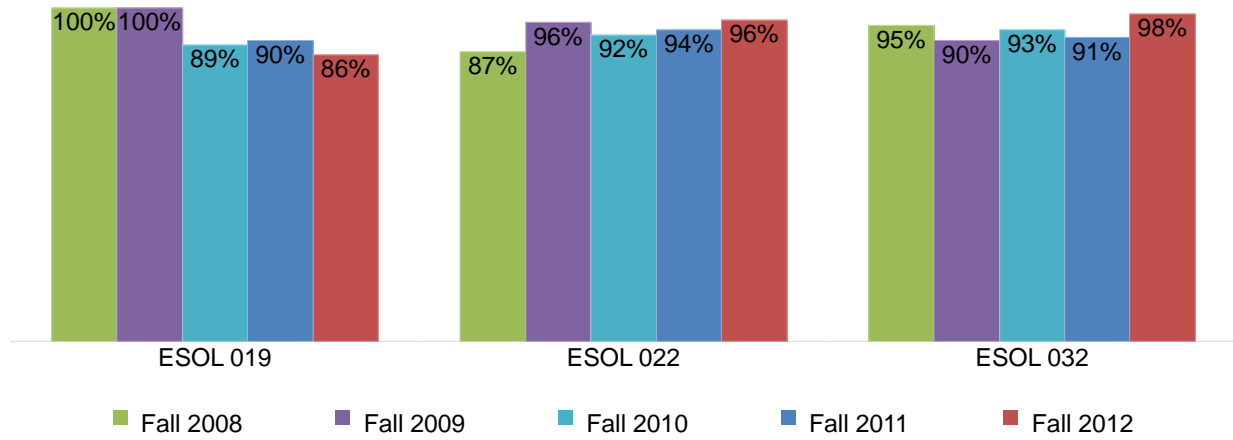
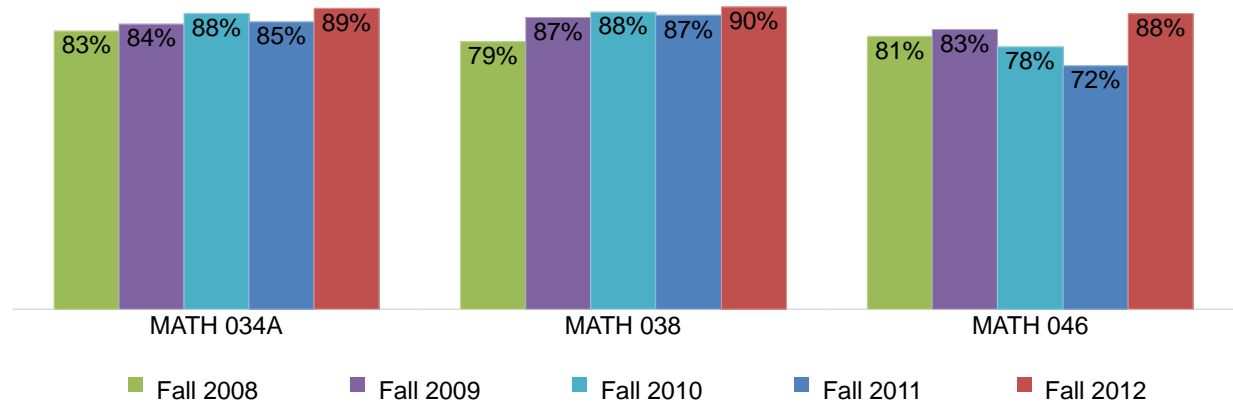


Figure 19. Math Basic Skills Course Retention Rates



Miramar College Basic Skills Course Retention Rates
Spring Terms: 2009 - 2013

Figure 20. English Basic Skills Course Retention Rates

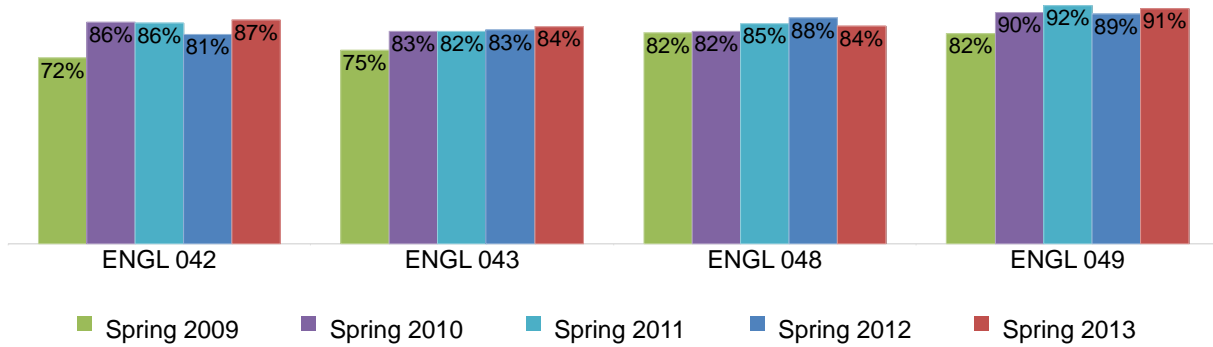


Figure 21. ESOL Writing Course Retention Rates

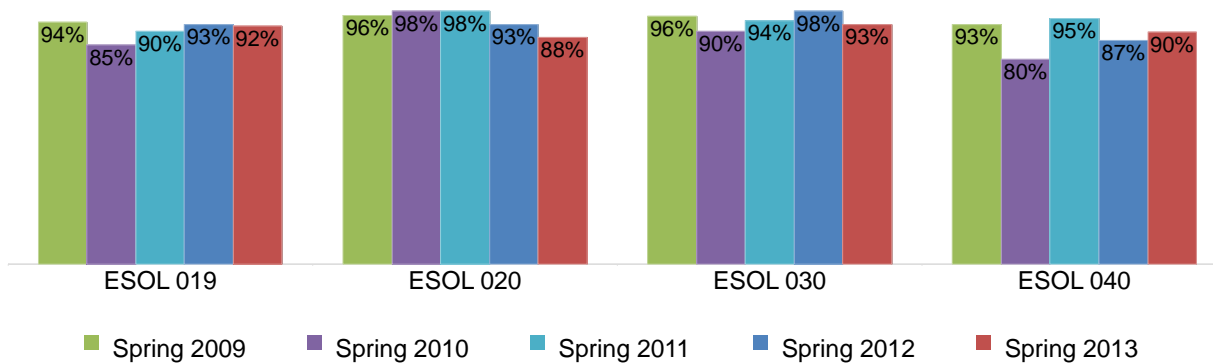


Figure 22. ESOL Reading Course Retention Rates

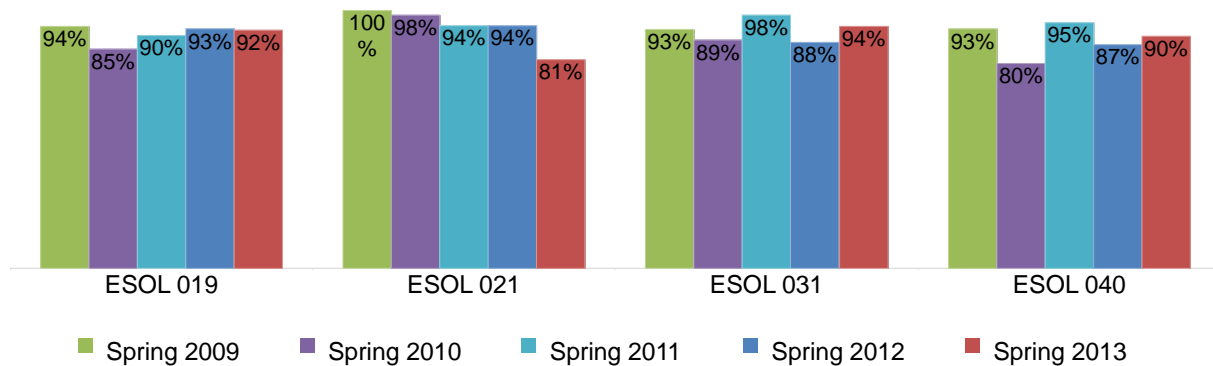


Figure 23. ESOL Listening/Speaking Course Retention Rates

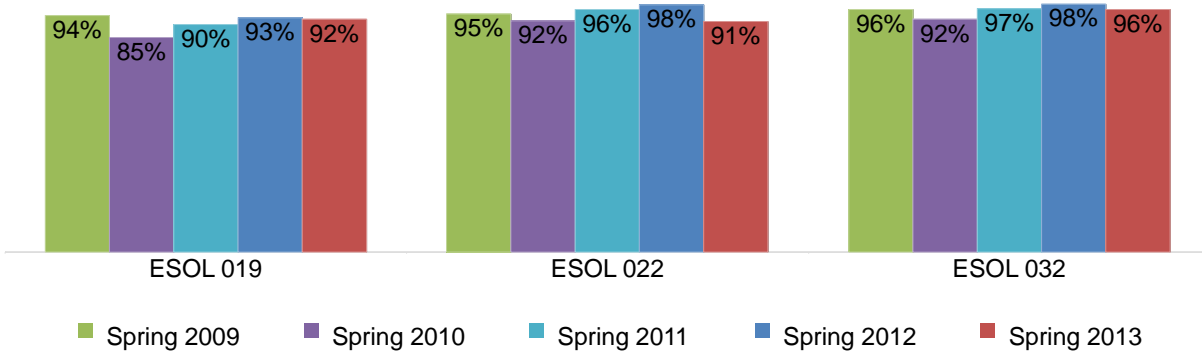
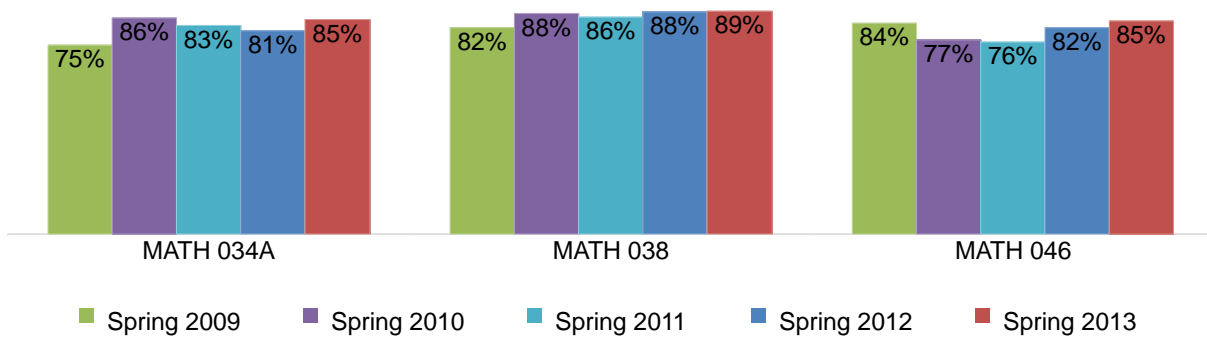


Figure 24. Math Basic Skills Course Retention Rates



Miramar College Basic Skills Subject Retention Rates by Ethnicity
Fall Terms: 2008 - 2012

Figure 25. English Basic Skills Retention Rates by Ethnicity

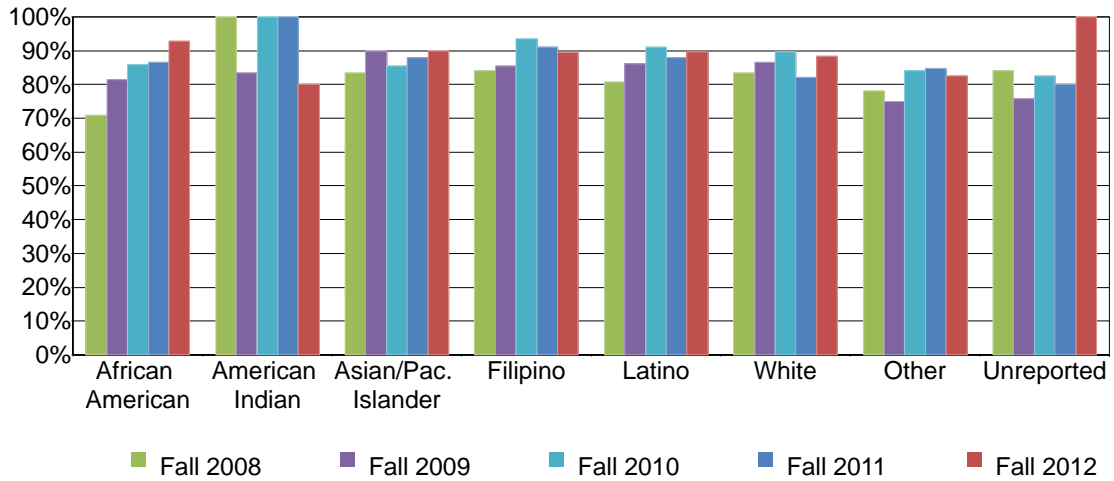


Figure 26. ESOL Retention Rates by Ethnicity

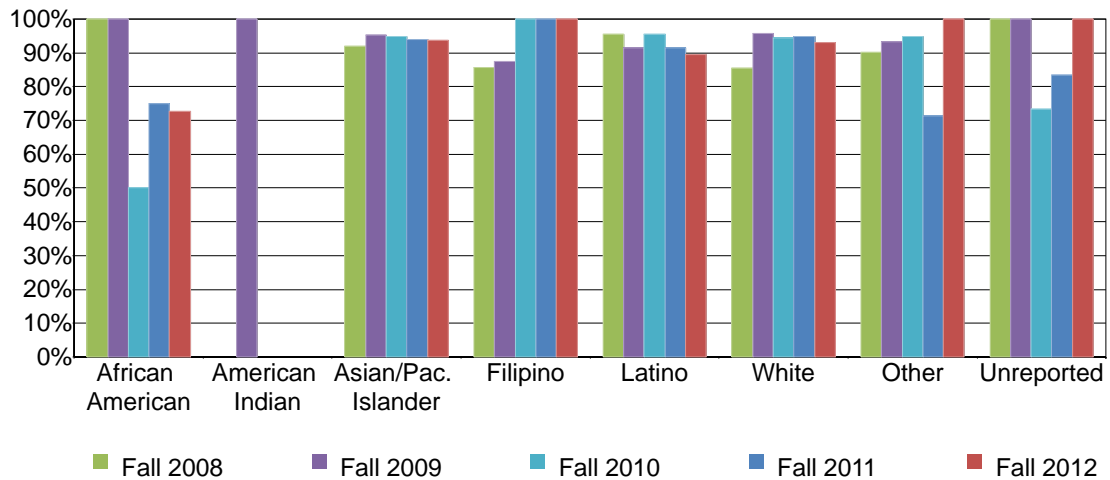
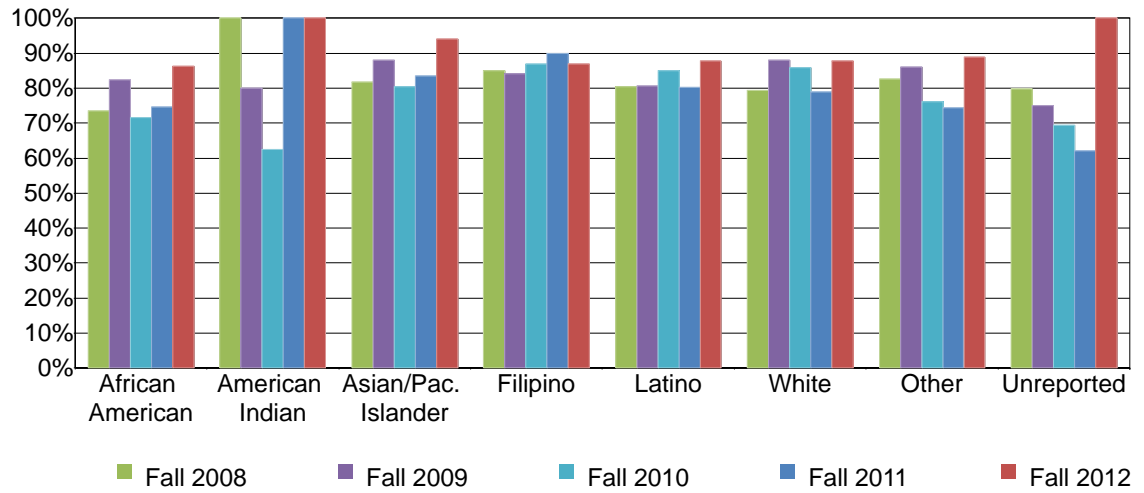


Figure 27. Math Basic Skills Retention Rates by Ethnicity



Miramar College Basic Skills Subject Retention Rates by Ethnicity
Spring Terms: 2009 - 2013

Figure 28. English Basic Skills Retention Rates by Ethnicity

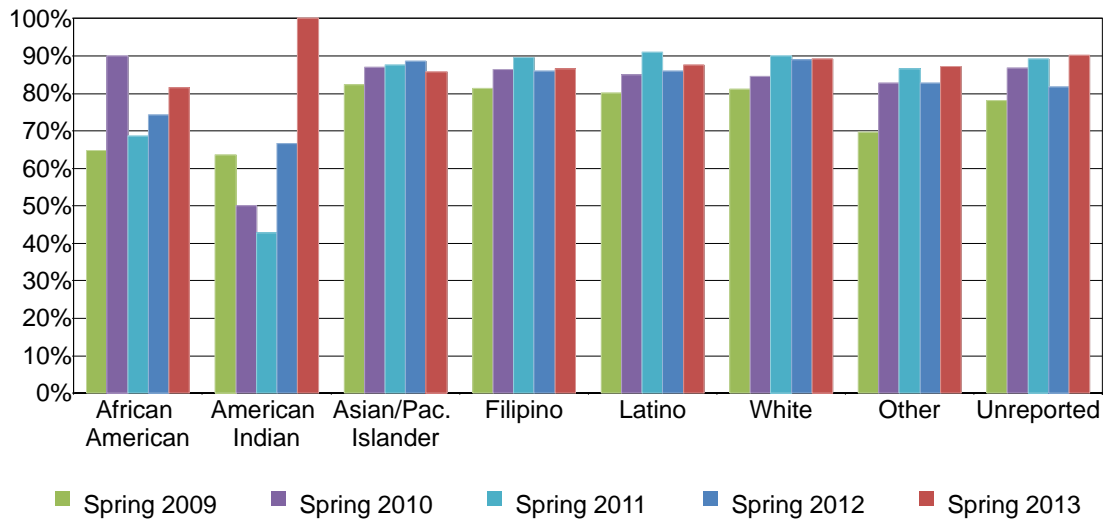


Figure 29. ESOL Retention Rates by Ethnicity

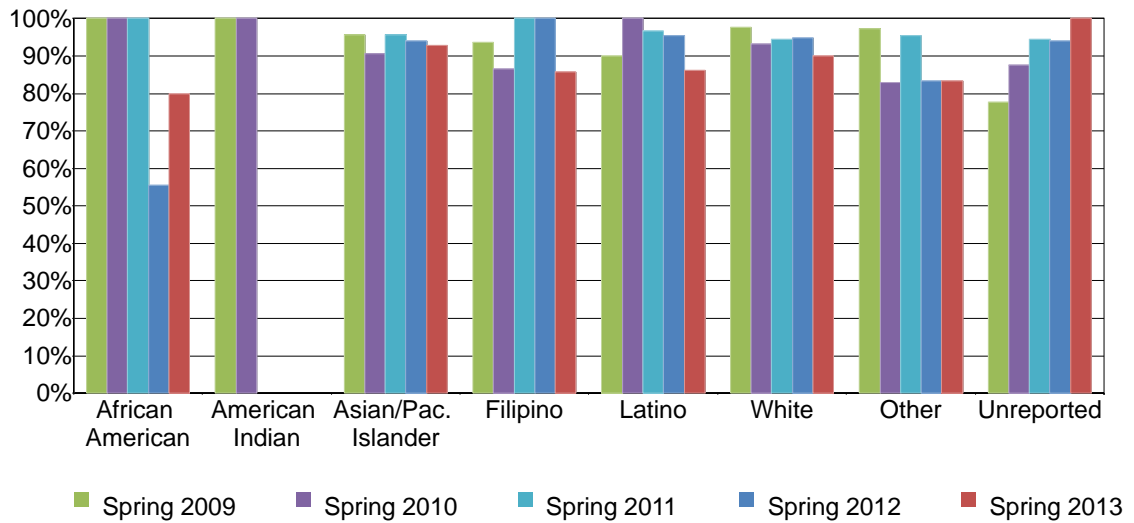
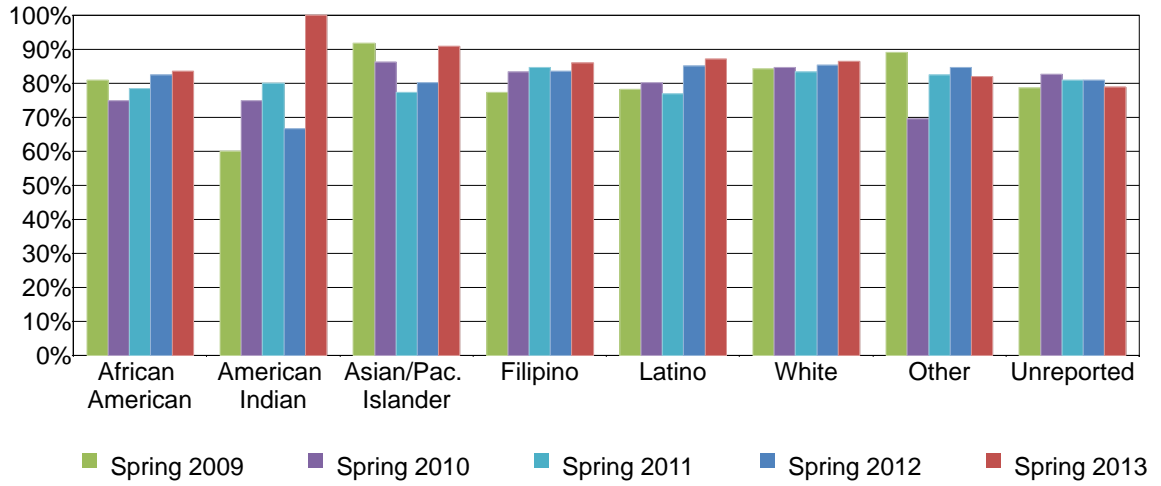


Figure 30. Math Basic Skills Retention Rates by Ethnicity



Miramar College Basic Skills Course Success Rates
Fall Terms: 2008 - 2012

Figure 31. English Basic Skills Course Success Rates

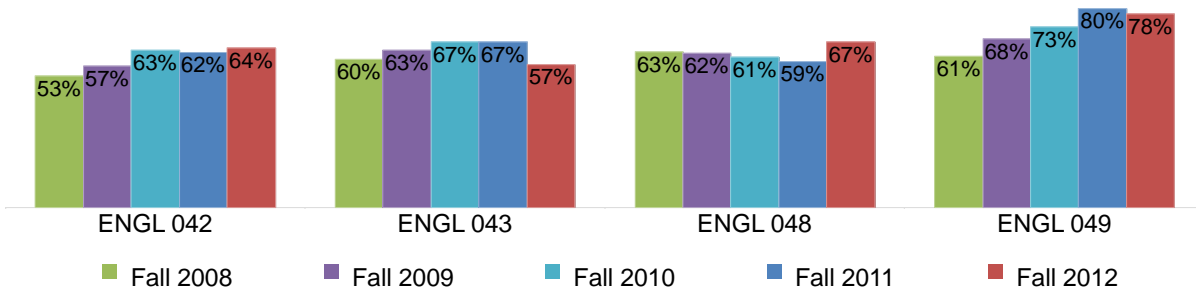


Figure 32. ESOL Writing Course Success Rates

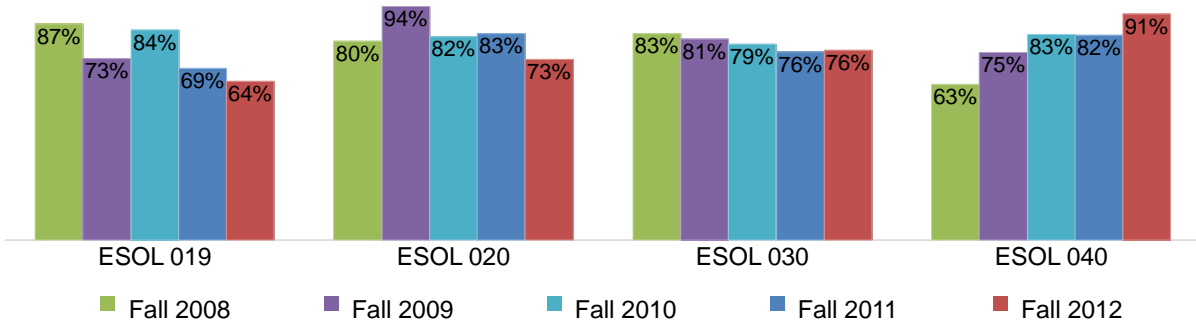


Figure 33. ESOL Reading Course Success Rates

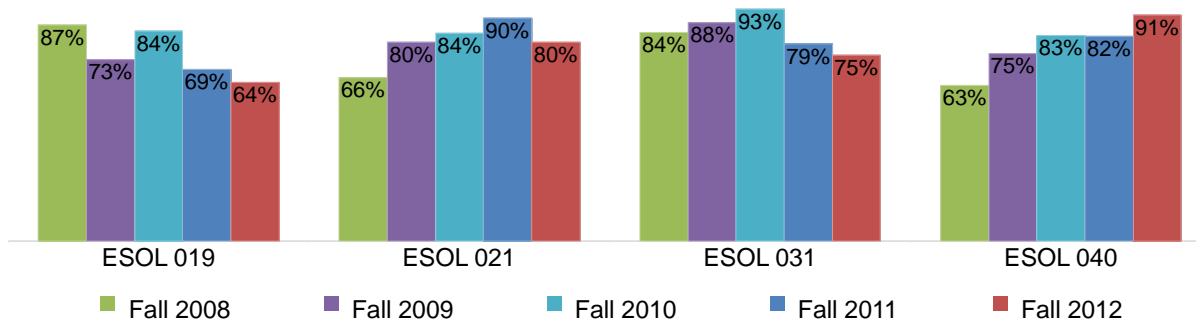


Figure 34. ESOL Listening/Speaking Course Success Rates

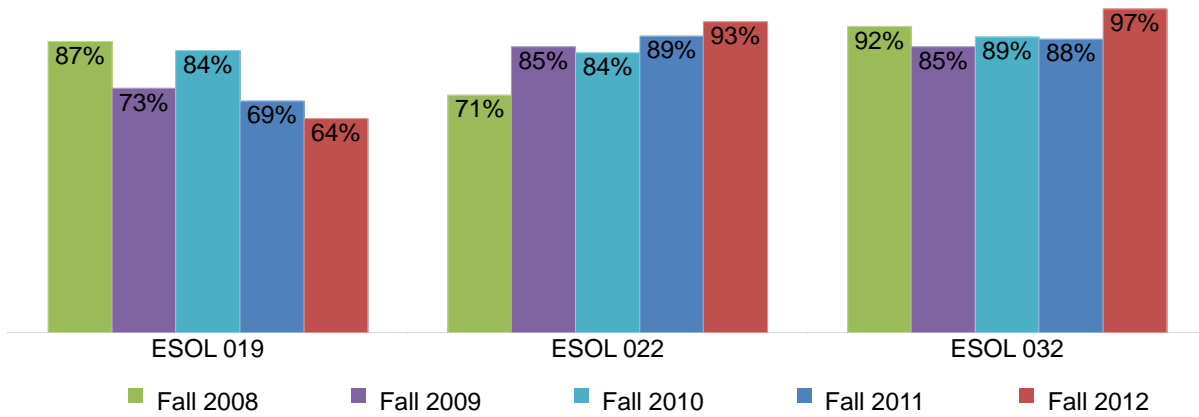
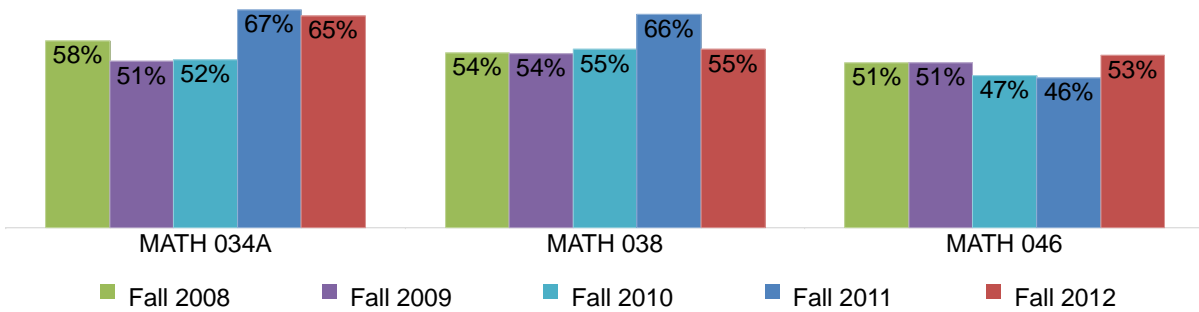


Figure 35. Math Basic Skills Course Success Rates



Miramar College Basic Skills Course Success Rates
Spring Terms: 2009 - 2013

Figure 36. English Basic Skills Course Success Rates

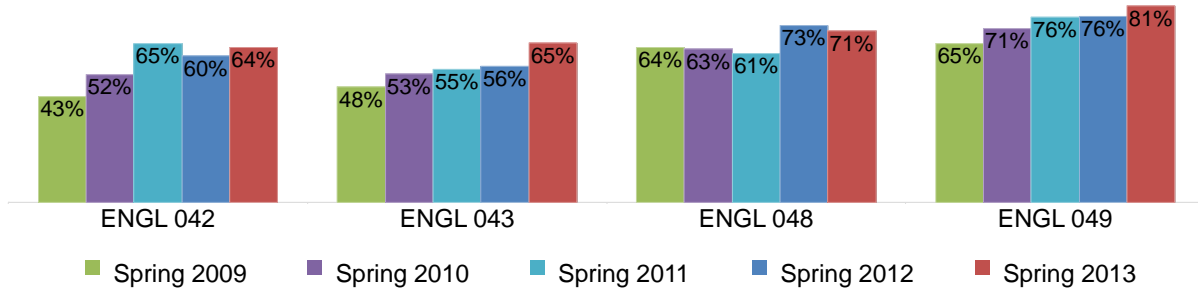


Figure 37. ESOL Writing Course Success Rates

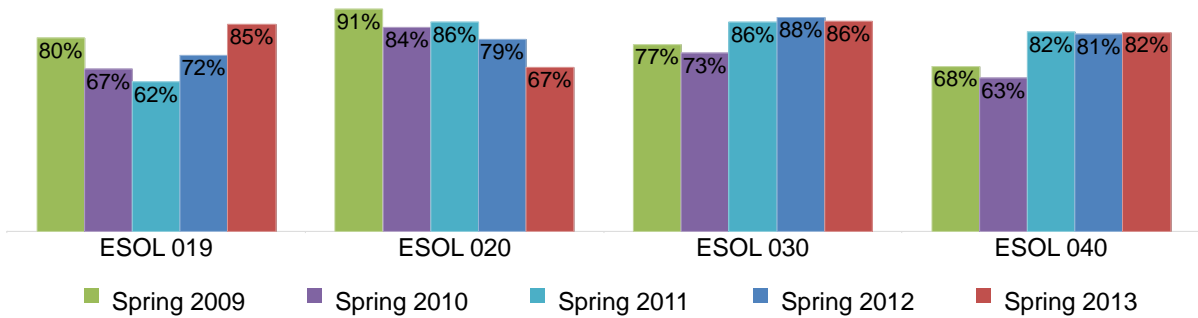


Figure 38. ESOL Reading Course Success Rates

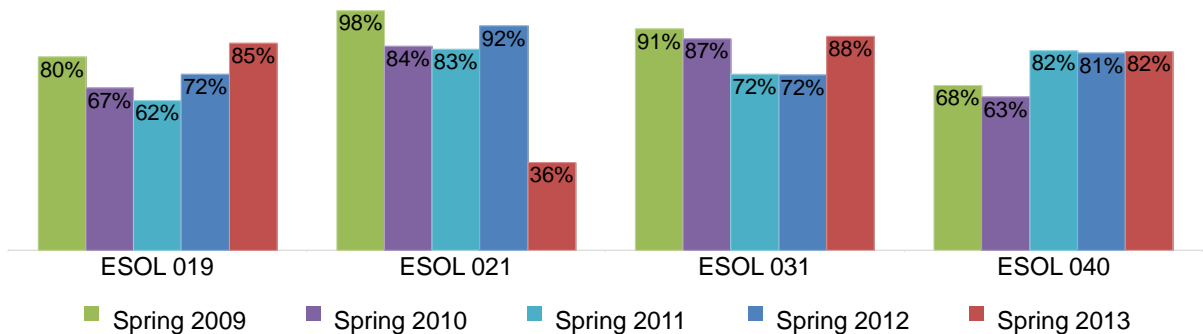


Figure 39. ESOL Listening/Speaking Course Success Rates

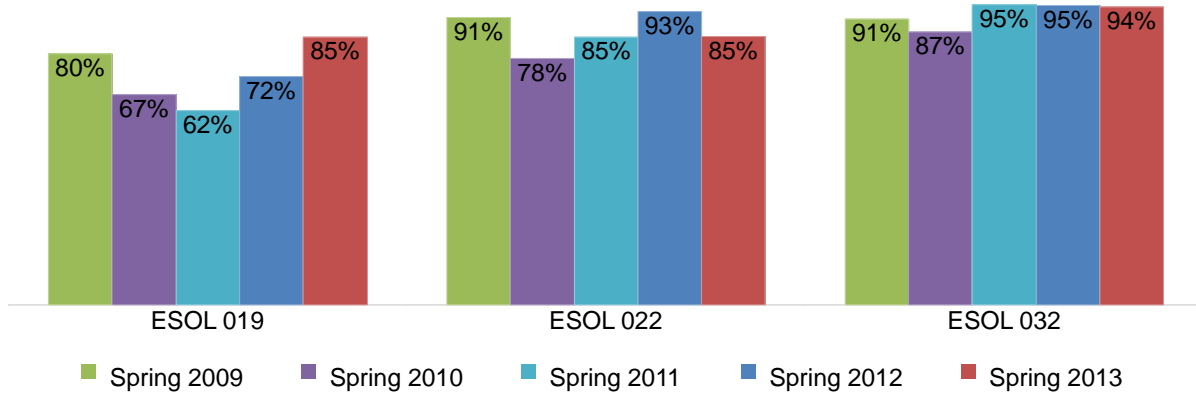
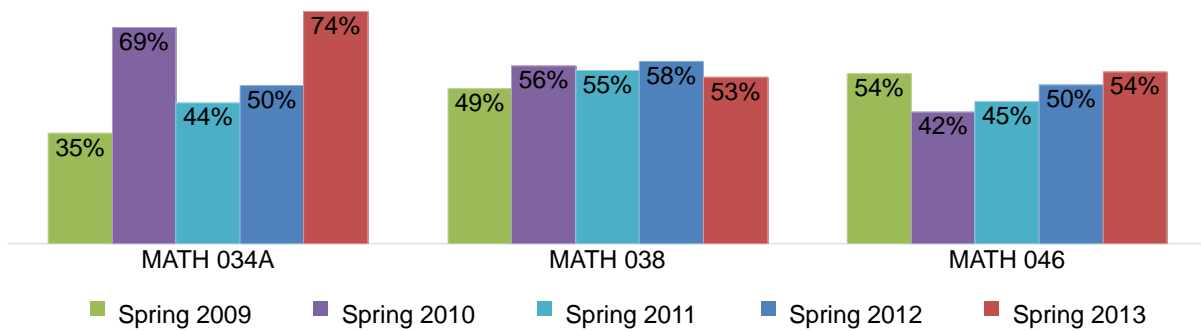


Figure 40. Math Basic Skills Course Success Rates



Miramar College Basic Skills Subject Success Rates by Ethnicity
Fall Terms: Fall 2008 - 2012

Figure 41. English Basic Skills Success Rates by Ethnicity

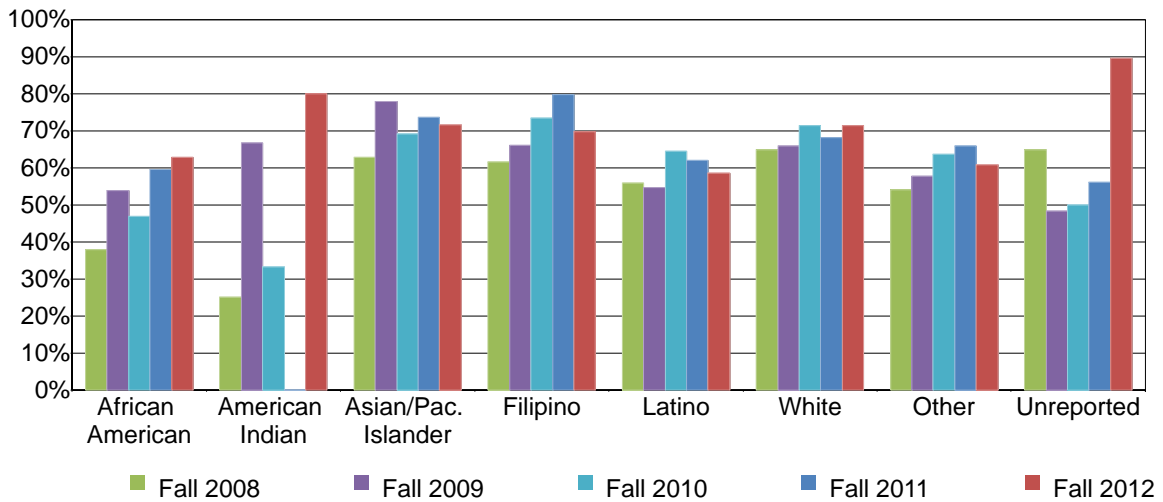


Figure 42. ESOL Success Rates by Ethnicity

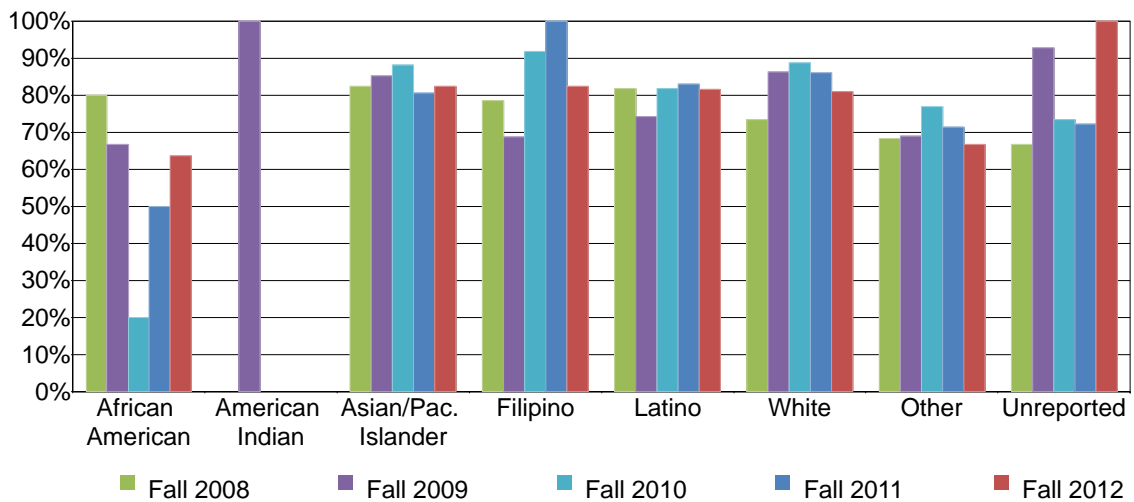
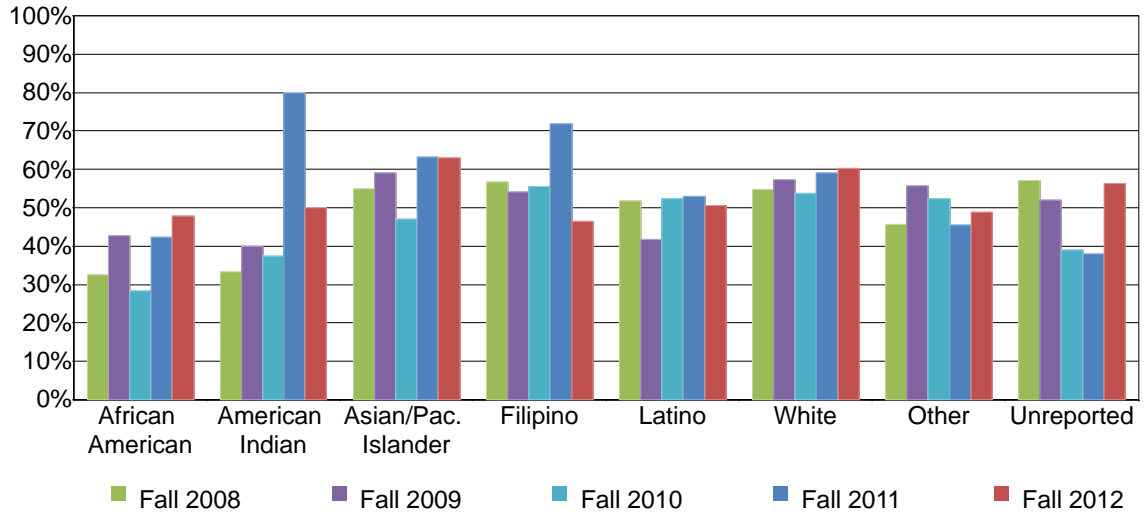


Figure 43. Math Basic Skills Success Rates by Ethnicity



Miramar College Basic Skills Subject Success Rates by Ethnicity
Spring Terms: 2009 - 2013

Figure 44. English Basic Skills Success Rates by Ethnicity

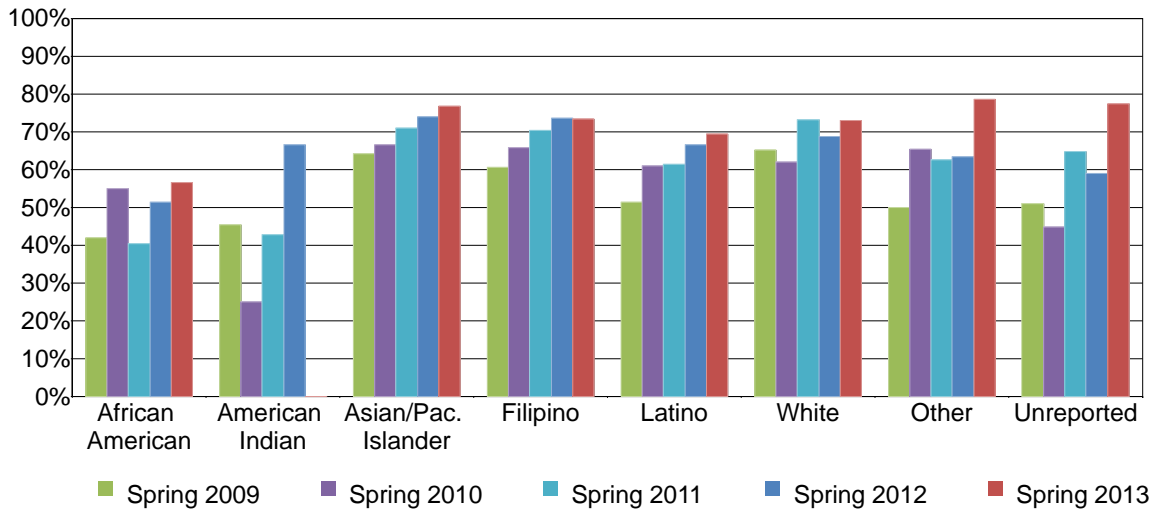


Figure 45. ESOL Success Rates by Ethnicity

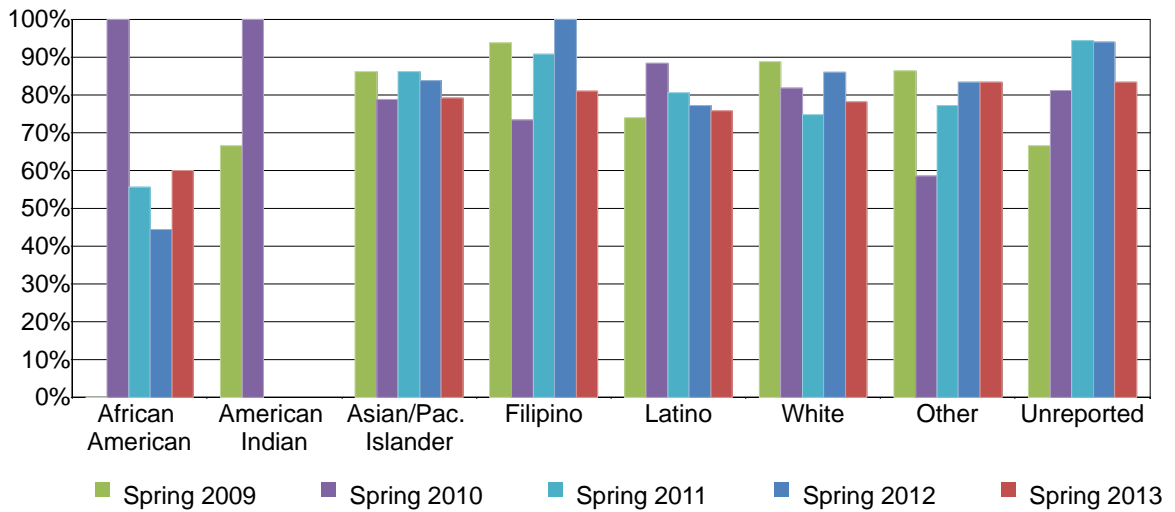
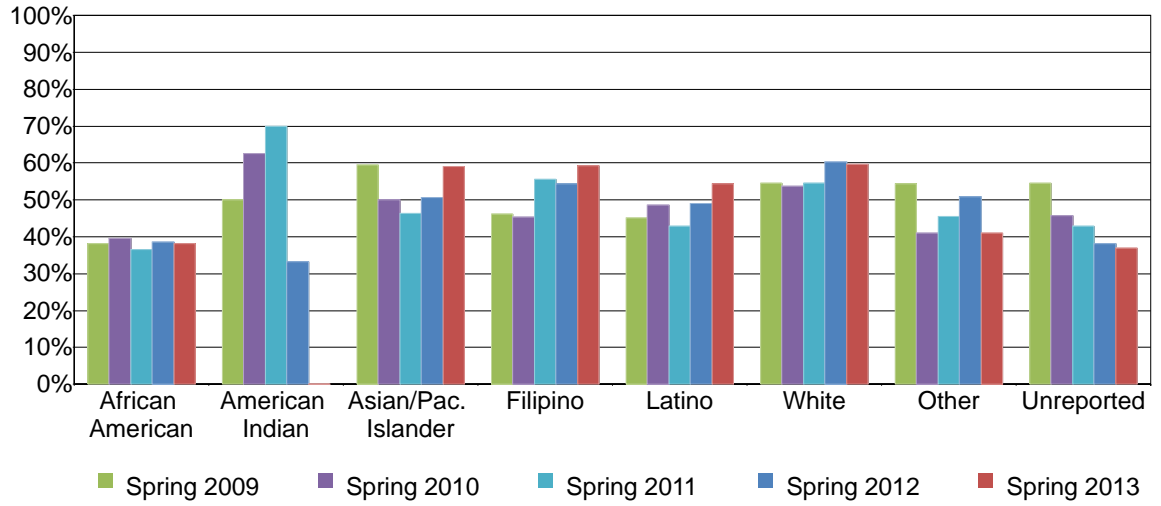


Figure 46. Math Basic Skills Success Rates by Ethnicity



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

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. 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 26. 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 27. 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