

Basic Skills Report 2009 - 2015

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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 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 2015.

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, 47A, 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, 047A
- Associate Level → MATH 084, 085, 092, 096, 098
- Transfer Level → MATH 104, 107, 116, 118, 119, 181, 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 to college students who applied to the SDCCD during the three most recent years for which data are available: 2012/13 to 2014/15. It is possible that a student can apply and take the placement test, but not register for classes. The placement information, therefore, may differ from enrollment information. Note that the English and math placement sequences may change from year to year; therefore, data are represented by current placement level categories. Additionally, students are categorized as ‘tested’ or ‘not tested’ based on the parameters described below. Placement levels by subject are shown (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 applied to a SDCCD college. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and high school students.

Total Tested: This group includes students who completed an assessment test or submitted their scores from a standardized test (e.g., SAT, ACT, EAP, EPT, and ELM).

Not Tested: This group includes students who did not complete an assessment test. Additionally, this group includes students that received a placement level from degree completion, transfer work, or course completion.

Table 1. Reading Placement of First-Time Students

		2012/13		2013/14		2014/15		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	1,166	63%	1,155	62%	1,411	67%	3,732	64%	21%
	Not Tested	691	37%	721	38%	706	33%	2,118	36%	2%
	Total Students	1,857	100%	1,876	100%	2,117	100%	5,850	100%	14%
Distribution of Students who Took a Test	Transfer/Associate Level	708	61%	657	57%	890	63%	2,255	60%	26%
	Basic Skills	350	30%	391	34%	399	28%	1,140	31%	14%
	Need English Advising	76	7%	84	7%	91	6%	251	7%	20%
	Take ESOL Test	32	3%	23	2%	31	2%	86	2%	-3%
	Total Tested	1,166	100%	1,155	100%	1,411	100%	3,732	100%	21%

Table 2. Writing Placement of First-Time Students

		2012/13		2013/14		2014/15		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	1,166	63%	1,155	62%	1,413	67%	3,734	64%	21%
	Not Tested	691	37%	721	38%	704	33%	2,116	36%	2%
	Total Students	1,857	100%	1,876	100%	2,117	100%	5,850	100%	14%
Distribution of Students who Took a Test	Transfer/Associate Level	367	31%	347	30%	497	35%	1,211	32%	35%
	Basic Skills	691	59%	701	61%	794	56%	2,186	59%	15%
	Need English Advising	76	7%	84	7%	91	6%	251	7%	20%
	Take ESOL Test	32	3%	23	2%	31	2%	86	2%	-3%
	Total Tested	1,166	100%	1,155	100%	1,413	100%	3,734	100%	21%

Table 3. ESOL Placement of First-Time Students

		2012/13		2013/14		2014/15		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	87	5%	85	5%	118	6%	290	5%	36%
	Not Tested	1,770	95%	1,791	95%	1,999	94%	5,560	95%	13%
	Total Students	1,857	100%	1,876	100%	2,117	100%	5,850	100%	14%
Distribution of Students who Took a Test	Level 40	3	3%	2	2%	6	5%	11	4%	100%
	Level 30	17	20%	17	20%	18	15%	52	18%	6%
	Level 20	17	20%	7	8%	29	25%	53	18%	71%
	Level 19	50	57%	59	69%	65	55%	174	60%	30%
	Total Tested	87	100%	85	100%	118	100%	290	100%	36%

Table 4. Math Placement of First-Time Students

		2012/13		2013/14		2014/15		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	1,167	63%	1,151	61%	1,429	68%	3,747	64%	22%
	Not Tested	690	37%	725	39%	688	32%	2,103	36%	-0%
	Total Students	1,857	100%	1,876	100%	2,117	100%	5,850	100%	14%
Distribution of Students who Took a Test	Transfer Level	360	31%	345	30%	539	38%	1,244	33%	50%
	Associate Level	182	16%	188	16%	180	13%	550	15%	-1%
	Basic Skills	625	54%	617	54%	710	50%	1,952	52%	14%
	Take Algebra Test	0	0%	1	0%	0	0%	1	0%	--
	Total Tested	1,167	100%	1,151	100%	1,429	100%	3,747	100%	22%

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 2010 to Spring 2015. Enrollments are shown by subject for each course, with fall and spring terms reported separately (see Tables 5 through 14). Enrollments are also displayed in tabular form for each subject by ethnicity (see Tables 15 through 17).

Table 5. English Basic Skills Course Enrollments

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5-Year Total/Average	
ENGL 042	231	20%	212	20%	210	19%	210	19%	216	21%	1,079	20%
ENGL 043	331	28%	327	30%	329	30%	315	29%	286	28%	1,588	29%
ENGL 048	246	21%	223	21%	222	20%	225	21%	241	23%	1,157	21%
ENGL 049	375	32%	320	30%	329	30%	331	31%	296	28%	1,651	30%
Total	1,183	100%	1,082	100%	1,090	100%	1,081	100%	1,039	100%	5,475	100%

Source: SDCCD Information System

Table 6. ESOL Writing Course Enrollments

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5-Year Total/Average	
ESOL 019	45	21%	52	23%	50	23%	48	22%	53	26%	248	23%
ESOL 020	55	25%	59	26%	59	27%	61	28%	50	25%	284	26%
ESOL 030	61	28%	62	27%	55	25%	53	24%	50	25%	281	26%
ESOL 040	58	26%	57	25%	55	25%	58	26%	50	25%	278	25%
Total	219	100%	230	100%	219	100%	220	100%	203	100%	1,091	100%

Source: SDCCD Information System

Table 7. ESOL Reading Course Enrollments

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5-Year Total/Average	
ESOL 019	45	21%	52	23%	50	23%	48	22%	53	25%	248	23%
ESOL 021	49	23%	58	26%	55	25%	57	26%	52	25%	271	25%
ESOL 031	60	28%	58	26%	56	26%	53	25%	55	26%	282	26%
ESOL 040	58	27%	57	25%	55	25%	58	27%	50	24%	278	26%
Total	212	100%	225	100%	216	100%	216	100%	210	100%	1,079	100%

Source: SDCCD Information System

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5-Year Total/Average	
ESOL 019	45	29%	52	30%	50	30%	48	33%	53	35%	248	31%
ESOL 022	49	32%	62	36%	57	34%	43	29%	46	30%	257	32%
ESOL 032	61	39%	57	33%	61	36%	56	38%	53	35%	288	36%
Total	155	100%	171	100%	168	100%	147	100%	152	100%	793	100%

Source: SDCCD Information System

Table 9. Math Basic Skills Course Enrollments

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		5-Year Total/Average	
MATH 034A	89	10%	121	12%	46	5%	0	0%	0	0%	256	6%
MATH 038	340	39%	398	39%	387	41%	365	46%	299	38%	1,789	41%
MATH 046	452	51%	496	49%	502	54%	429	54%	488	62%	2,367	54%
Total	881	100%	1,015	100%	935	100%	794	100%	787	100%	4,412	100%

Source: SDCCD Information System

Table 10. English Basic Skills Course Enrollments

	Spring 2011		Spring 2012		Spring 2013		Spring 2014		Spring 2015		5-Year Total/Average	
ENGL 042	166	15%	171	15%	173	16%	173	18%	116	12%	799	15%
ENGL 043	244	22%	267	24%	226	21%	241	24%	203	21%	1,181	22%
ENGL 048	265	24%	279	25%	289	26%	235	24%	258	27%	1,326	25%
ENGL 049	411	38%	408	36%	407	37%	338	34%	391	40%	1,955	37%
Total	1,086	100%	1,125	100%	1,095	100%	987	100%	968	100%	5,261	100%

Source: SDCCD Information System

Table 11. ESOL Writing Course Enrollments

	Spring 2011		Spring 2012		Spring 2013		Spring 2014		Spring 2015		5-Year Total/Average	
ESOL 019	52	21%	58	26%	53	23%	48	23%	54	27%	265	24%
ESOL 020	57	23%	57	25%	58	25%	56	27%	50	25%	278	25%
ESOL 030	71	29%	57	25%	58	25%	46	22%	51	26%	283	26%
ESOL 040	66	27%	53	24%	60	26%	59	28%	45	23%	283	26%
Total	246	100%	225	100%	229	100%	209	100%	200	100%	1,109	100%

Source: SDCCD Information System

Table 12. ESOL Reading Course Enrollments

	Spring 2011		Spring 2012		Spring 2013		Spring 2014		Spring 2015		5-Year Total/Average	
ESOL 019	52	23%	58	26%	53	24%	48	23%	54	25%	265	24%
ESOL 021	52	23%	51	23%	47	21%	55	27%	54	25%	259	24%
ESOL 031	58	25%	57	26%	65	29%	44	21%	59	28%	283	26%
ESOL 040	66	29%	53	24%	60	27%	59	29%	45	21%	283	26%
Total	228	100%	219	100%	225	100%	206	100%	212	100%	1,090	100%

Source: SDCCD Information System

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2011		Spring 2012		Spring 2013		Spring 2014		Spring 2015		5-Year Total/Average	
ESOL 019	52	31%	58	33%	53	34%	48	33%	54	33%	265	33%
ESOL 022	53	32%	58	33%	47	31%	54	37%	54	33%	266	33%
ESOL 032	62	37%	60	34%	54	35%	44	30%	54	33%	274	34%
Total	167	100%	176	100%	154	100%	146	100%	162	100%	805	100%

Source: SDCCD Information System

Table 14. Math Basic Skills Course Enrollments

	Spring 2011		Spring 2012		Spring 2013		Spring 2014		Spring 2015		5-Year Total/Average	
MATH 034A	99	12%	104	12%	34	4%	0	0%	0	0%	237	6%
MATH 038	316	37%	332	37%	351	45%	327	46%	324	42%	1,650	41%
MATH 046	431	51%	456	51%	392	50%	382	54%	451	58%	2,112	53%
Total	846	100%	892	100%	777	100%	709	100%	775	100%	3,999	100%

Source: SDCCD Information System

Table 15. English Basic Skills Enrollments by Ethnicity

	2010/11		2011/12		2012/13		2013/14		2014/15		5-Year Total/Average	
African American	153	7%	148	7%	146	7%	144	7%	122	6%	713	7%
American Indian	16	1%	8	0%	7	0%	7	0%	8	0%	46	0%
Asian/Pacific Islander	444	20%	485	22%	453	21%	401	19%	428	21%	2,211	21%
Filipino	298	13%	254	12%	252	12%	266	13%	281	14%	1,351	13%
Latino	492	22%	588	27%	575	26%	538	26%	510	25%	2,703	25%
White	619	27%	546	25%	563	26%	574	28%	489	24%	2,791	26%
Other	164	7%	131	6%	139	6%	110	5%	136	7%	680	6%
Unreported	83	4%	47	2%	50	2%	28	1%	33	2%	241	2%
Total	2,269	100%	2,207	100%	2,185	100%	2,068	100%	2,007	100%	10,736	100%

Source: SDCCD Information System

Table 16. ESOL Enrollments by Ethnicity

	2010/11		2011/12		2012/13		2013/14		2014/15		5-Year Total/Average	
African American	19	2%	13	1%	16	2%	23	3%	18	2%	89	2%
Asian/Pacific Islander	444	49%	434	47%	430	48%	358	43%	301	36%	1,967	45%
Filipino	23	3%	29	3%	38	4%	25	3%	20	2%	135	3%
Latino	75	8%	91	10%	67	8%	42	5%	56	7%	331	8%
White	254	28%	294	32%	303	34%	351	42%	382	46%	1,584	36%
Other	61	7%	20	2%	15	2%	9	1%	29	3%	134	3%
Unreported	33	4%	35	4%	21	2%	27	3%	24	3%	140	3%
Total	909	100%	916	100%	890	100%	835	100%	830	100%	4,380	100%

Source: SDCCD Information System

Table 17. Math Basic Skills Enrollments by Ethnicity

	2010/11		2011/12		2012/13		2013/14		2014/15		5-Year Total/Average	
African American	134	8%	128	7%	128	7%	109	7%	98	6%	597	7%
American Indian	18	1%	11	1%	9	1%	5	0%	6	0%	49	1%
Asian/Pacific Islander	171	10%	190	10%	172	10%	150	10%	161	10%	844	10%
Filipino	171	10%	168	9%	148	9%	163	11%	145	9%	795	9%
Latino	423	24%	505	26%	472	28%	447	30%	453	29%	2,300	27%
White	633	37%	700	37%	602	35%	495	33%	530	34%	2,960	35%
Other	120	7%	155	8%	146	9%	110	7%	144	9%	675	8%
Unreported	57	3%	50	3%	35	2%	24	2%	25	2%	191	2%
Total	1,727	100%	1,907	100%	1,712	100%	1,503	100%	1,562	100%	8,411	100%

Source: SDCCD Information System

Persistence

Part III: Persistence

This section of the report looks at the persistence rates of students enrolled in Basic Skills courses during the five most recent fall terms for which data are available: Fall 2009 to Fall 2014. Overall term and annual persistence rates are displayed (see Table 18). Annual persistence is also reported by gender, ethnicity, and age (see Tables 19 through 21).

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.

Table 18. Basic Skills Term and Annual Persistence

Cohort	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rates	Annual Persistence Counts	Annual Persistence Rates
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%	790	48%
Fall 2013	1,469	1,045	71%	710	48%
Fall 2014	1,412	1,011	72%	0	---
Total/Average	9,216	6,371	69%	3,674	47%

Note. Overall annual persistence counts and rates exclude the Fall 2014 cohort due to the unavailability of Fall 2015 data.

Table 19. 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 2009	823	354	43%	742	335	45%
Fall 2010	802	387	48%	757	347	46%
Fall 2011	776	372	48%	793	378	48%
Fall 2012	836	438	52%	805	352	44%
Fall 2013	740	369	50%	729	341	47%
Total/Average	3,977	1,920	48%	3,826	1,753	46%

Source: SDCCD Information System

Table 20. 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 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%
Fall 2012	106	30%	7	57%	333	57%	158	55%
Fall 2013	87	41%	2	---	299	54%	134	59%
Total/Average	475	33%	32	56%	1,652	55%	784	55%

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 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%
Fall 2012	402	40%	492	52%	110	43%	33	36%
Fall 2013	344	41%	511	48%	70	54%	22	45%
Total/Average	1,703	40%	2,437	47%	493	49%	228	40%

Table 21. 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 2009	5	60%	986	48%	200	35%
Fall 2010	9	78%	977	50%	229	42%
Fall 2011	6	83%	975	52%	199	36%
Fall 2012	5	40%	1,074	51%	203	41%
Fall 2013	5	40%	956	52%	181	38%
Total/Average	30	63%	4,968	51%	1,012	38%

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 2009	221	33%	103	41%	50	50%
Fall 2010	198	44%	95	46%	52	31%
Fall 2011	210	40%	122	46%	57	42%
Fall 2012	222	45%	89	43%	48	46%
Fall 2013	172	45%	93	43%	62	32%
Total/Average	1,023	41%	502	44%	269	40%

Source: SDCCD Information System

Student Outcomes

Part IV: Student Outcomes: Retention and Success

This section of the report examines retention and success annually for the five most recent years for which data are available: 2010/11 through 2014/15. Five-year trends in retention rates are shown by year for each Basic Skills course and for each subject by ethnicity (see Tables 22 through 29). Similarly, five-year trends in success rates are presented by term for each course and for each subject by ethnicity (see Tables 30 through 37).

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.

Table 22. English Basic Skills Course Retention Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ENGL 042	86%	84%	88%	90%	86%	87%
ENGL 043	86%	85%	87%	87%	89%	87%
ENGL 048	86%	85%	85%	85%	83%	85%
ENGL 049	92%	90%	91%	92%	86%	90%
Total	88%	86%	88%	88%	86%	87%

Table 23. ESOL Writing Course Retention Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	90%	92%	89%	93%	94%	92%
ESOL 020	96%	92%	88%	96%	93%	93%
ESOL 030	96%	97%	95%	89%	94%	94%
ESOL 040	93%	90%	93%	94%	93%	93%
Total	94%	93%	91%	93%	94%	93%

Table 24. ESOL Reading Course Retention Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	90%	92%	89%	93%	94%	92%
ESOL 021	93%	94%	85%	94%	92%	92%
ESOL 031	97%	90%	93%	90%	88%	92%
ESOL 040	93%	90%	93%	94%	93%	93%
Total	93%	92%	90%	93%	92%	92%

Table 25. ESOL Listening/Speaking Course Retention Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	90%	92%	89%	93%	94%	92%
ESOL 022	94%	96%	94%	96%	92%	94%
ESOL 032	95%	95%	97%	96%	93%	95%
Total	93%	94%	94%	95%	93%	94%

Table 26. Math Basic Skills Course Retention Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
MATH 034A	85%	83%	88%	--	--	85%
MATH 038	87%	88%	89%	84%	88%	87%
MATH 046	77%	77%	86%	80%	82%	80%
Total	82%	82%	88%	82%	84%	83%

Source: SDCCD Information System

Table 27. English Basic Skills Retention Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/ Average
African American	76%	80%	87%	87%	83%	82%
American Indian	75%	75%	86%	57%	88%	76%
Asian/Pac. Islander	86%	88%	88%	91%	89%	88%
Filipino	92%	89%	88%	91%	90%	90%
Latino	91%	87%	89%	87%	83%	87%
White	90%	86%	89%	89%	84%	88%
Other	85%	84%	85%	85%	85%	85%
Unreported	86%	81%	94%	96%	94%	89%
Total	88%	86%	88%	88%	86%	87%

Table 28. ESOL Retention Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/ Average
African American	74%	62%	75%	83%	89%	78%
Asian/Pac. Islander	95%	94%	93%	92%	92%	93%
Filipino	100%	100%	92%	96%	100%	97%
Latino	96%	93%	88%	93%	96%	93%
White	94%	95%	91%	95%	92%	93%
Other	95%	75%	93%	89%	97%	92%
Unreported	85%	89%	100%	100%	83%	91%
Total	94%	93%	92%	93%	92%	93%

Table 29. Math Basic Skills Retention Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/ Average
African American	75%	78%	85%	80%	84%	80%
American Indian	72%	82%	100%	60%	100%	82%
Asian/Pac. Islander	79%	82%	92%	85%	80%	84%
Filipino	86%	87%	86%	87%	83%	86%
Latino	81%	83%	88%	81%	83%	83%
White	85%	82%	87%	84%	89%	85%
Other	79%	79%	86%	71%	78%	79%
Unreported	74%	70%	89%	75%	84%	77%
Total	82%	82%	88%	82%	84%	83%

Source: SDCCD Information System

Table 30. English Basic Skills Course Success Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ENGL 042	64%	61%	64%	65%	58%	63%
ENGL 043	62%	62%	61%	64%	60%	62%
ENGL 048	61%	67%	69%	65%	59%	64%
ENGL 049	75%	78%	79%	77%	73%	76%
Total	66%	68%	69%	69%	64%	67%

Table 31. ESOL Writing Course Success Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	72%	71%	75%	77%	79%	75%
ESOL 020	84%	81%	70%	85%	91%	82%
ESOL 030	83%	82%	81%	72%	77%	79%
ESOL 040	82%	82%	86%	91%	72%	83%
Total	81%	79%	78%	82%	80%	80%

Table 32. ESOL Reading Course Success Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	72%	71%	75%	77%	79%	75%
ESOL 021	83%	91%	75%	83%	87%	84%
ESOL 031	83%	76%	82%	71%	77%	78%
ESOL 040	82%	82%	86%	91%	72%	83%
Total	80%	80%	80%	81%	79%	80%

Table 33. ESOL Listening/Speaking Course Success Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
ESOL 019	72%	71%	75%	77%	79%	75%
ESOL 022	84%	91%	89%	84%	86%	87%
ESOL 032	92%	91%	96%	92%	92%	93%
Total	84%	85%	87%	84%	86%	85%

Table 34. Math Basic Skills Course Success Rates

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/Average
MATH 034A	48%	59%	69%	--	--	56%
MATH 038	55%	62%	56%	63%	63%	60%
MATH 046	46%	48%	54%	49%	55%	50%
Total	50%	55%	55%	56%	58%	55%

Source: SDCCD Information System

Table 35. English Basic Skills Success Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/ Average
African American	43%	55%	60%	56%	51%	53%
American Indian	38%	50%	57%	29%	25%	39%
Asian/Pac. Islander	70%	74%	74%	77%	70%	73%
Filipino	72%	77%	71%	70%	67%	71%
Latino	63%	64%	64%	67%	55%	63%
White	72%	68%	72%	69%	69%	70%
Other	63%	65%	70%	57%	68%	65%
Unreported	57%	57%	82%	64%	58%	63%
Total	66%	68%	69%	69%	64%	67%

Table 36. ESOL Success Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/ Average
African American	37%	46%	63%	74%	78%	61%
Asian/Pac. Islander	87%	82%	82%	80%	80%	83%
Filipino	91%	100%	84%	84%	95%	90%
Latino	81%	80%	79%	81%	82%	81%
White	81%	86%	82%	83%	85%	84%
Other	77%	75%	73%	89%	83%	78%
Unreported	85%	83%	95%	93%	75%	86%
Total	83%	83%	82%	82%	83%	83%

Table 37. Math Basic Skills Success Rates by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total/ Average
African American	33%	41%	44%	39%	46%	40%
American Indian	56%	55%	33%	20%	50%	47%
Asian/Pac. Islander	47%	58%	62%	67%	56%	58%
Filipino	56%	64%	52%	61%	60%	58%
Latino	48%	51%	54%	53%	54%	52%
White	54%	60%	61%	59%	65%	59%
Other	49%	48%	47%	50%	54%	49%
Unreported	40%	38%	49%	63%	52%	46%
Total	50%	55%	55%	56%	58%	55%

Source: SDCCD Information System