



All Colleges Basic Skills Report 2011 - 2016

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Table of Contents

Overview of the Basic Skills Report 2016	1
Listing of Basic Skills Courses Included in the Basic Skills Report 2016.....	2
Placement Levels and Corresponding Outcomes	3
Part I: Placement of First-Time Students	4
Subject Placement Trends	6
Part II: Term Enrollments.....	7
Course Enrollments	9
Subject Enrollments by Ethnicity.....	11
Part III: Persistence	12
Overall Persistence	14
Persistence by Gender	14
Persistence by Ethnicity	15
Persistence by Age	15
Part IV: Student Outcomes: Retention and Success.....	16
Course Retention Rates	18
Subject Retention Rates by Ethnicity	19
Course Success Rates	20
Subject Success Rates by Ethnicity.....	21

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
- ESOL 045: Accelerated ESOL Reading, Writing, and Grammar

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
- ESOL 045: Accelerated ESOL Reading, Writing, and Grammar

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 2016.

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 → 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 or 045

MATH PLACEMENT LEVELS

- Basic Skills → MATH 034A, 038, 046, 047A
- Associate Level → MATH 084, 085, 092, 096, 098
- Transfer Level → MATH 104, 107, 116, 118, 119, 181, 210A

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 SDCCCD during the three most recent years for which data are available: 2013/14 to 2015/16. 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 for reading, writing, ESOL, and math (see Tables 1 through 4).

TERMS AND DEFINITIONS:

First-Time Students: Defined in this report as any first-time student who applied to a SDCCCD 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

		2013/14		2014/15		2015/16		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	5,884	68%	6,384	72%	6,675	75%	18,943	71%	13%
	Not Tested	2,799	32%	2,483	28%	2,284	25%	7,566	29%	-18%
	Total Students	8,683	100%	8,867	100%	8,959	100%	26,509	100%	3%
Distribution of Students who Took a Test	Transfer/Associate Level	2,994	51%	3,445	54%	3,890	58%	10,329	55%	30%
	Basic Skills	2,217	38%	2,220	35%	2,169	32%	6,606	35%	-2%
	Need English Advising	531	9%	534	8%	473	7%	1,538	8%	-11%
	Take ESOL Test	142	2%	185	3%	143	2%	470	2%	1%
	Total Tested	5,884	100%	6,384	100%	6,675	100%	18,943	100%	13%

Table 2. Writing Placement of First-Time Students

		2013/14		2014/15		2015/16		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	5,885	68%	6,388	72%	6,676	75%	18,949	71%	13%
	Not Tested	2,798	32%	2,479	28%	2,283	25%	7,560	29%	-18%
	Total Students	8,683	100%	8,867	100%	8,959	100%	26,509	100%	3%
Distribution of Students who Took a Test	Transfer/Associate Level	1,452	25%	1,702	27%	2,170	33%	5,324	28%	49%
	Basic Skills	3,760	64%	3,967	62%	3,891	58%	11,618	61%	3%
	Need English Advising	531	9%	534	8%	472	7%	1,537	8%	-11%
	Take ESOL Test	142	2%	185	3%	143	2%	470	2%	1%
	Total Tested	5,885	100%	6,388	100%	6,676	100%	18,949	100%	13%

Table 3. ESOL Placement of First-Time Students

		2013/14		2014/15		2015/16		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	424	5%	438	5%	395	4%	1,257	5%	-7%
	Not Tested	8,259	95%	8,429	95%	8,564	96%	25,252	95%	4%
	Total Students	8,683	100%	8,867	100%	8,959	100%	26,509	100%	3%
Distribution of Students who Took a Test	Level 19	271	64%	282	64%	269	68%	822	65%	-1%
	Level 20	44	10%	58	13%	51	13%	153	12%	16%
	Level 30	74	17%	66	15%	55	14%	195	16%	-26%
	Level 40	35	8%	32	7%	20	5%	87	7%	-43%
	Total Tested	424	100%	438	100%	395	100%	1,257	100%	-7%

Table 4. Math Placement of First-Time Students

		2013/14		2014/15		2015/16		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	5,980	69%	6,472	73%	6,765	76%	19,217	72%	13%
	Not Tested	2,703	31%	2,395	27%	2,194	24%	7,292	28%	-19%
	Total Students	8,683	100%	8,867	100%	8,959	100%	26,509	100%	3%
Distribution of Students who Took a Test	Transfer Level	1,218	20%	1,485	23%	1,872	28%	4,575	24%	54%
	Associate Level	710	12%	771	12%	759	11%	2,240	12%	7%
	Basic Skills	4,049	68%	4,212	65%	4,134	61%	12,395	65%	2%
	Take Algebra Test	3	0%	4	0%	0	0%	7	0%	-100%
	Total Tested	5,980	100%	6,472	100%	6,765	100%	19,217	100%	13%

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 2011 to Spring 2016. 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 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5-Year Total/Average	
ENGL 042	663	14%	671	15%	668	14%	695	14%	620	12%	3,317	14%
ENGL 043	1,057	23%	1,063	23%	1,029	22%	1,026	21%	954	18%	5,129	21%
ENGL 047A	149	3%	160	3%	238	5%	301	6%	784	15%	1,632	7%
ENGL 048	1,114	24%	1,056	23%	1,072	23%	1,132	23%	1,137	22%	5,511	23%
ENGL 049	1,659	36%	1,627	36%	1,731	37%	1,795	36%	1,721	33%	8,533	35%
Total	4,642	100%	4,577	100%	4,738	100%	4,949	100%	5,216	100%	24,122	100%

Table 6. ESOL Writing Course Enrollments

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5-Year Total/Average	
ESOL 019	120	19%	114	19%	109	18%	122	20%	116	20%	581	19%
ESOL 020	163	25%	148	24%	147	24%	140	23%	145	25%	743	24%
ESOL 030	182	28%	176	29%	180	29%	171	28%	170	29%	879	29%
ESOL 040	178	28%	176	29%	186	30%	171	28%	155	26%	866	28%
Total	643	100%	614	100%	622	100%	604	100%	586	100%	3,069	100%

Table 7. ESOL Reading Course Enrollments

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5-Year Total/Average	
ESOL 019	120	19%	114	17%	109	17%	122	20%	116	21%	581	19%
ESOL 021	159	25%	161	24%	145	23%	137	22%	134	24%	736	24%
ESOL 031	183	29%	209	32%	186	30%	190	31%	157	28%	925	30%
ESOL 040	178	28%	176	27%	186	30%	171	28%	155	28%	866	28%
Total	640	100%	660	100%	626	100%	620	100%	562	100%	3,108	100%

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5-Year Total/Average	
ESOL 019	120	27%	114	27%	109	27%	122	30%	116	30%	581	28%
ESOL 022	147	33%	143	34%	117	29%	129	32%	134	35%	670	32%
ESOL 032	185	41%	163	39%	183	45%	156	38%	134	35%	821	40%
Total	452	100%	420	100%	409	100%	407	100%	384	100%	2,072	100%

Table 9. Math Basic Skills Course Enrollments

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		5-Year Total/Average	
MATH 034A	654	12%	266	5%	221	5%	201	5%	200	5%	1,542	6%
MATH 038	2,092	38%	2,073	41%	2,126	43%	1,935	44%	1,947	46%	10,173	42%
MATH 046	2,722	50%	2,664	53%	2,551	52%	2,280	52%	2,064	49%	12,281	51%
Total	5,468	100%	5,003	100%	4,898	100%	4,416	100%	4,211	100%	23,996	100%

Table 10. English Basic Skills Course Enrollments

	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ENGL 042	599	13%	553	11%	570	12%	547	11%	327	7%	2,596	11%
ENGL 043	980	21%	942	19%	858	18%	842	16%	516	11%	4,138	17%
ENGL 047A	0	0%	164	3%	281	6%	376	7%	747	16%	1,568	7%
ENGL 048	1,193	25%	1,173	24%	1,159	24%	1,225	24%	978	22%	5,728	24%
ENGL 049	1,928	41%	2,045	42%	1,999	41%	2,138	42%	1,968	43%	10,078	42%
Total	4,700	100%	4,877	100%	4,867	100%	5,128	100%	4,536	100%	24,108	100%

Table 11. ESOL Writing Course Enrollments

	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	126	19%	112	18%	112	18%	119	20%	111	20%	580	19%
ESOL 020	152	23%	150	24%	149	24%	135	23%	129	23%	715	23%
ESOL 030	182	28%	181	29%	161	26%	170	29%	159	28%	853	28%
ESOL 040	192	29%	184	29%	208	33%	167	28%	114	20%	865	28%
ESOL 045	0	0%	0	0%	0	0%	0	0%	50	9%	50	2%
Total	652	100%	627	100%	630	100%	591	100%	563	100%	3,063	100%

Table 12. ESOL Reading Course Enrollments

	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	126	18%	112	13%	112	18%	119	20%	111	21%	580	17%
ESOL 021	154	22%	135	15%	136	22%	134	23%	119	22%	678	20%
ESOL 031	233	33%	441	51%	155	25%	173	29%	146	27%	1,148	35%
ESOL 040	192	27%	184	21%	208	34%	167	28%	114	21%	865	26%
ESOL 045	0	0%	0	0%	0	0%	0	0%	50	9%	50	2%
Total	705	100%	872	100%	611	100%	593	100%	540	100%	3,321	100%

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	126	24%	112	23%	112	28%	119	30%	111	30%	580	27%
ESOL 022	147	28%	135	28%	129	32%	123	31%	123	33%	657	30%
ESOL 032	260	49%	233	49%	156	39%	157	39%	138	37%	944	43%
Total	533	100%	480	100%	397	100%	399	100%	372	100%	2,181	100%

Table 14. Math Basic Skills Course Enrollments

	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
MATH 034A	595	12%	290	7%	239	6%	226	6%	188	5%	1,538	7%
MATH 038	1,819	36%	1,757	41%	1,682	43%	1,718	43%	1,613	44%	8,589	41%
MATH 046	2,608	52%	2,221	52%	2,023	51%	2,052	51%	1,904	51%	10,808	52%
Total	5,022	100%	4,268	100%	3,944	100%	3,996	100%	3,705	100%	20,935	100%

Table 15. English Basic Skills Enrollments by Ethnicity

	2011/12		2012/13		2013/14		2014/15		2015/16		5-Year Total/Average	
African American	949	10%	1,036	11%	1,038	11%	1,027	10%	926	9%	4,976	10%
American Indian	37	0%	21	0%	23	0%	38	0%	27	0%	146	0%
Asian/Pacific Islander	1,222	13%	1,206	13%	1,095	11%	1,069	11%	960	10%	5,552	12%
Filipino	464	5%	482	5%	485	5%	564	6%	483	5%	2,478	5%
Latino	4,456	48%	4,603	49%	4,746	49%	5,075	50%	5,072	52%	23,952	50%
White	1,619	17%	1,547	16%	1,634	17%	1,672	17%	1,669	17%	8,141	17%
Other	421	5%	414	4%	452	5%	496	5%	488	5%	2,271	5%
Unreported	174	2%	145	2%	132	1%	136	1%	127	1%	714	1%
Total	9,342	100%	9,454	100%	9,605	100%	10,077	100%	9,752	100%	48,230	100%

Table 16. ESOL Enrollments by Ethnicity

	2011/12		2012/13		2013/14		2014/15		2015/16		5-Year Total/Average	
African American	231	8%	305	11%	332	14%	305	13%	236	11%	1,409	11%
Asian/Pacific Islander	1,166	42%	1,261	44%	860	35%	833	35%	778	35%	4,898	39%
Filipino	43	2%	45	2%	44	2%	38	2%	55	2%	225	2%
Latino	605	22%	472	16%	483	20%	491	21%	388	17%	2,439	19%
White	544	20%	552	19%	644	26%	631	26%	682	31%	3,053	24%
Other	104	4%	48	2%	33	1%	40	2%	41	2%	266	2%
Unreported	70	3%	178	6%	63	3%	56	2%	54	2%	421	3%
Total	2,763	100%	2,861	100%	2,459	100%	2,394	100%	2,234	100%	12,711	100%

Table 17. Math Basic Skills Enrollments by Ethnicity

	2011/12		2012/13		2013/14		2014/15		2015/16		5-Year Total/Average	
African American	1,191	11%	1,103	12%	1,058	12%	945	11%	859	11%	5,156	11%
American Indian	61	1%	34	0%	27	0%	33	0%	13	0%	168	0%
Asian/Pacific Islander	663	6%	512	6%	477	5%	446	5%	414	5%	2,512	6%
Filipino	375	4%	317	3%	333	4%	316	4%	270	3%	1,611	4%
Latino	4,777	46%	4,522	49%	4,372	49%	4,301	51%	4,194	53%	22,166	49%
White	2,617	25%	2,113	23%	1,960	22%	1,778	21%	1,684	21%	10,152	23%
Other	570	5%	516	6%	485	5%	486	6%	387	5%	2,444	5%
Unreported	236	2%	154	2%	130	1%	107	1%	95	1%	722	2%
Total	10,490	100%	9,271	100%	8,842	100%	8,412	100%	7,916	100%	44,931	100%

Persistence

Part III: Persistence

This section of the report looks at the persistence rates of students who enrolled in Basic Skills courses during the five most recent fall terms for which data are available: Fall 2010 to Fall 2015. Overall term and annual persistence rates are displayed (see Table 18). Annual persistence is also reported by gender, ethnicity, and age (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 2010	7,009	5,433	78%	3,888	55%
Fall 2011	6,852	5,408	79%	4,001	58%
Fall 2012	6,921	5,453	79%	4,096	59%
Fall 2013	6,835	5,392	79%	3,955	58%
Fall 2014	6,521	5,147	79%	3,794	58%
Fall 2015	6,646	5,194	78%	0	---
Total/Average	40,784	32,027	79%	19,734	58%

Note. Annual persistence counts and rates are not available for the Fall 2015 cohort due to the unavailability of Fall 2016 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 2010	3,788	2,107	56%	3,220	1,780	55%
Fall 2011	3,700	2,182	59%	3,151	1,819	58%
Fall 2012	3,740	2,272	61%	3,181	1,824	57%
Fall 2013	3,633	2,148	59%	3,202	1,807	56%
Fall 2014	3,455	2,073	60%	3,066	1,721	56%
Total/Average	18,316	10,782	59%	15,820	8,951	57%

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 2010	802	47%	31	45%	844	65%	319	57%
Fall 2011	669	52%	33	52%	883	65%	277	64%
Fall 2012	760	54%	23	52%	793	69%	292	61%
Fall 2013	731	58%	17	71%	761	65%	278	65%
Fall 2014	692	52%	24	33%	698	66%	303	64%
Total/Average	3,654	52%	128	49%	3,979	66%	1,469	62%

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 2010	2,786	56%	1,631	54%	384	59%	212	49%
Fall 2011	2,933	58%	1,544	57%	363	58%	150	57%
Fall 2012	3,121	59%	1,479	59%	349	59%	104	49%
Fall 2013	3,126	57%	1,488	54%	325	55%	109	58%
Fall 2014	3,057	57%	1,317	60%	337	55%	93	62%
Total/Average	15,023	57%	7,459	57%	1,758	57%	668	54%

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 2010	23	87%	4,738	58%	963	51%
Fall 2011	19	89%	4,600	61%	893	52%
Fall 2012	18	72%	4,788	61%	891	54%
Fall 2013	14	43%	4,789	60%	884	52%
Fall 2014	13	92%	4,585	61%	833	53%
Total/Average	87	78%	23,500	60%	4,464	52%

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 2010	737	48%	344	51%	204	49%
Fall 2011	759	52%	386	54%	195	55%
Fall 2012	733	56%	308	55%	183	58%
Fall 2013	652	52%	288	55%	208	47%
Fall 2014	627	52%	274	52%	189	46%
Total/Average	3,508	52%	1,600	53%	979	51%

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: 2011/12 through 2015/16. 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 year 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

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/ Average
ENGL 042	85%	88%	87%	87%	85%	87%
ENGL 043	86%	87%	87%	87%	86%	87%
ENGL 047A	90%	91%	86%	90%	89%	89%
ENGL 048	86%	90%	90%	87%	88%	88%
ENGL 049	88%	91%	88%	87%	86%	88%
Total	87%	90%	88%	87%	87%	88%

Table 23. ESOL Writing Course Retention Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/ Average
ESOL 019	91%	91%	92%	92%	90%	91%
ESOL 020	91%	90%	96%	91%	95%	93%
ESOL 030	94%	94%	92%	94%	93%	93%
ESOL 040	92%	90%	93%	90%	90%	91%
Total	92%	91%	93%	92%	92%	92%

Table 24. ESOL Reading Course Retention Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/ Average
ESOL 019	91%	91%	92%	92%	90%	91%
ESOL 021	94%	90%	94%	93%	94%	93%
ESOL 031	93%	96%	90%	90%	93%	93%
ESOL 040	92%	90%	93%	90%	90%	91%
Total	92%	93%	92%	91%	92%	92%

Table 25. ESOL Listening/Speaking Course Retention Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/ Average
ESOL 019	91%	91%	92%	92%	90%	91%
ESOL 022	96%	95%	94%	92%	95%	94%
ESOL 032	95%	97%	96%	94%	94%	95%
Total	94%	95%	94%	93%	93%	94%

Table 26. Math Basic Skills Course Retention Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/ Average
MATH 034A	85%	91%	88%	81%	81%	86%
MATH 038	81%	85%	82%	83%	85%	83%
MATH 046	78%	82%	81%	80%	83%	81%
Total	80%	84%	82%	82%	84%	82%

Table 27. English Basic Skills Retention Rates by Ethnicity

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
African American	83%	88%	85%	87%	83%	85%
American Indian	81%	90%	74%	87%	93%	85%
Asian/Pacific Islander	89%	90%	89%	91%	89%	90%
Filipino	89%	89%	93%	90%	90%	90%
Latino	88%	90%	88%	87%	86%	88%
White	85%	89%	89%	87%	89%	88%
Other	85%	87%	88%	85%	87%	86%
Unreported	78%	93%	89%	89%	91%	88%
Total	87%	90%	88%	87%	87%	88%

Table 28. ESOL Retention Rates by Ethnicity

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
African American	90%	92%	95%	92%	97%	93%
Asian/Pacific Islander	95%	96%	92%	92%	93%	94%
Filipino	95%	93%	98%	87%	100%	95%
Latino	92%	90%	93%	92%	91%	92%
White	93%	92%	95%	92%	92%	93%
Other	89%	94%	97%	93%	95%	92%
Unreported	94%	97%	95%	86%	98%	95%
Total	93%	94%	93%	92%	93%	93%

Table 29. Math Basic Skills Retention Rates by Ethnicity

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
African American	73%	81%	78%	76%	79%	77%
American Indian	74%	88%	81%	88%	85%	82%
Asian/Pacific Islander	86%	88%	85%	83%	86%	86%
Filipino	85%	84%	86%	84%	85%	85%
Latino	80%	84%	82%	81%	83%	82%
White	81%	85%	82%	86%	86%	84%
Other	78%	85%	78%	78%	85%	81%
Unreported	71%	78%	86%	84%	88%	79%
Total	80%	84%	82%	82%	84%	82%

Table 30. English Basic Skills Course Success Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
ENGL 042	66%	69%	67%	65%	65%	67%
ENGL 043	65%	67%	68%	68%	66%	67%
ENGL 047A	69%	74%	68%	76%	70%	71%
ENGL 048	72%	75%	75%	70%	72%	73%
ENGL 049	71%	74%	74%	70%	71%	72%
Total	69%	72%	72%	70%	70%	71%

Table 31. ESOL Writing Course Success Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
ESOL 019	72%	73%	71%	71%	71%	72%
ESOL 020	73%	73%	80%	78%	81%	77%
ESOL 030	81%	83%	81%	82%	86%	83%
ESOL 040	79%	79%	86%	75%	78%	80%
Total	77%	78%	81%	77%	80%	78%

Table 32. ESOL Reading Course Success Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
ESOL 019	72%	73%	71%	71%	71%	72%
ESOL 021	85%	77%	85%	87%	85%	84%
ESOL 031	81%	82%	79%	82%	87%	82%
ESOL 040	79%	79%	86%	75%	78%	80%
Total	80%	79%	81%	79%	81%	80%

Table 33. ESOL Listening/Speaking Course Success Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
ESOL 019	72%	73%	71%	71%	71%	72%
ESOL 022	87%	86%	86%	87%	89%	87%
ESOL 032	89%	90%	92%	90%	88%	90%
Total	84%	85%	84%	83%	83%	84%

Table 34. Math Basic Skills Course Success Rates

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
MATH 034A	56%	65%	59%	53%	56%	58%
MATH 038	55%	54%	53%	52%	56%	54%
MATH 046	48%	51%	49%	52%	53%	50%
Total	52%	53%	51%	52%	54%	52%

Table 35. English Basic Skills Success Rates by Ethnicity

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
African American	62%	68%	68%	69%	66%	67%
American Indian	68%	67%	57%	63%	63%	64%
Asian/Pacific Islander	74%	77%	79%	74%	77%	76%
Filipino	78%	73%	76%	73%	71%	74%
Latino	68%	71%	70%	68%	68%	69%
White	71%	75%	75%	72%	74%	74%
Other	70%	71%	64%	66%	69%	68%
Unreported	62%	72%	74%	68%	77%	70%
Total	69%	72%	72%	70%	70%	71%

Table 36. ESOL Success Rates by Ethnicity

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
African American	77%	81%	86%	83%	80%	82%
Asian/Pacific Islander	83%	85%	83%	84%	86%	84%
Filipino	93%	76%	89%	82%	98%	88%
Latino	75%	77%	79%	78%	81%	78%
White	84%	82%	83%	82%	82%	82%
Other	82%	69%	88%	80%	85%	80%
Unreported	86%	69%	87%	73%	85%	77%
Total	81%	81%	83%	82%	84%	82%

Table 37. Math Basic Skills Success Rates by Ethnicity

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Year Total/Average
African American	41%	42%	41%	43%	44%	42%
American Indian	51%	50%	59%	39%	54%	50%
Asian/Pacific Islander	62%	60%	62%	58%	66%	62%
Filipino	63%	54%	57%	63%	65%	60%
Latino	49%	51%	48%	49%	51%	50%
White	59%	61%	59%	61%	62%	60%
Other	53%	55%	47%	50%	57%	52%
Unreported	44%	45%	54%	57%	63%	51%
Total	52%	53%	51%	52%	54%	52%