



All Colleges Basic Skills Report 2012 - 2017

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Table of Contents

Overview of the Basic Skills Report 2017	1
Listing of Basic Skills Courses Included in the Basic Skills Report 2017.....	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 committees, 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 031, 042, 043, 047A, 048, and 049; Math 034A, 038, 046, and 047A; 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 031: Academic Literacy
- ENGL 042: College Reading and Study Skills I
- ENGL 043: English Review
- ENGL 047A: Accelerated Reading, Writing, and Reasoning
- ENGL 048: College Reading and Study Skills II
- ENGL 049: Basic Composition

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
- MATH 038: Pre-Algebra and Study Skills
- MATH 046: Elementary Algebra and Geometry
- MATH 047A: Beginning Algebra and Practical Descriptive Statistics

Note. The Basic Skills Report provides data on all courses that are considered Basic Skills during the reporting 2016/2017.

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 031, 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 SDCCD during the three most recent years for which data are available: 2014/15 to 2016/17. 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 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

		2014/15		2015/16		2016/17		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	6,385	72%	6,675	75%	6,230	73%	19,290	73%	-2%
	Not Tested	2,485	28%	2,284	25%	2,285	27%	7,054	27%	-8%
	Total Students	8,870	100%	8,959	100%	8,515	100%	26,344	100%	-4%
Distribution of Students who Took a Test	Transfer/Associate Level	3,445	54%	3,890	58%	3,822	61%	11,157	58%	11%
	Basic Skills	2,221	35%	2,169	32%	1,831	29%	6,221	32%	-18%
	Need English Advising	534	8%	473	7%	453	7%	1,460	8%	-15%
	Take ESOL Test	185	3%	143	2%	124	2%	452	2%	-33%
	Total Tested	6,385	100%	6,675	100%	6,230	100%	19,290	100%	-2%

Table 2. Writing Placement of First-Time Students

		2014/15		2015/16		2016/17		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	6,389	72%	6,676	75%	6,234	73%	19,299	73%	-2%
	Not Tested	2,481	28%	2,283	25%	2,281	27%	7,045	27%	-8%
	Total Students	8,870	100%	8,959	100%	8,515	100%	26,344	100%	-4%
Distribution of Students who Took a Test	Transfer/Associate Level	1,702	27%	2,170	33%	2,168	35%	6,040	31%	27%
	Basic Skills	3,968	62%	3,891	58%	3,489	56%	11,348	59%	-12%
	Need English Advising	534	8%	472	7%	453	7%	1,459	8%	-15%
	Take ESOL Test	185	3%	143	2%	124	2%	452	2%	-33%
	Total Tested	6,389	100%	6,676	100%	6,234	100%	19,299	100%	-2%

Table 3. ESOL Placement of First-Time Students

		2014/15		2015/16		2016/17		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	438	5%	395	4%	375	4%	1,208	5%	-14%
	Not Tested	8,432	95%	8,564	96%	8,140	96%	25,136	95%	-3%
	Total Students	8,870	100%	8,959	100%	8,515	100%	26,344	100%	-4%
Distribution of Students who Took a Test	Level 19	282	64%	269	68%	228	61%	779	64%	-19%
	Level 20	58	13%	51	13%	56	15%	165	14%	-3%
	Level 30	66	15%	55	14%	58	15%	179	15%	-12%
	Level 40	32	7%	20	5%	33	9%	85	7%	3%
	Total Tested	438	100%	395	100%	375	100%	1,208	100%	-14%

Table 4. Math Placement of First-Time Students

		2014/15		2015/16		2016/17		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	6,473	73%	6,765	76%	6,299	74%	19,537	74%	-3%
	Not Tested	2,397	27%	2,194	24%	2,216	26%	6,807	26%	-8%
	Total Students	8,870	100%	8,959	100%	8,515	100%	26,344	100%	-4%
Distribution of Students who Took a Test	Transfer Level	1,485	23%	1,872	28%	1,833	29%	5,190	27%	23%
	Associate Level	772	12%	759	11%	773	12%	2,304	12%	0%
	Basic Skills	4,212	65%	4,134	61%	3,693	59%	12,039	62%	-12%
	Take Algebra Test	4	0%	0	0%	0	0%	4	0%	-100%
	Total Tested	6,473	100%	6,765	100%	6,299	100%	19,537	100%	-3%

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 2012 to Spring 2017. 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 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Total/Average	
ENGL 031	0	0%	0	0%	0	0%	0	0%	106	2%	106	0%
ENGL 042	671	15%	668	14%	695	14%	620	12%	321	7%	2,975	12%
ENGL 043	1,063	23%	1,029	22%	1,026	21%	954	18%	513	10%	4,585	19%
ENGL 047A	160	3%	238	5%	301	6%	784	15%	1,245	25%	2,728	11%
ENGL 048	1,056	23%	1,072	23%	1,132	23%	1,137	22%	898	18%	5,295	22%
ENGL 049	1,627	36%	1,731	37%	1,795	36%	1,721	33%	1,803	37%	8,677	36%
Total	4,577	100%	4,738	100%	4,949	100%	5,216	100%	4,886	100%	24,366	100%

Table 6. ESOL Writing Course Enrollments

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Total/Average	
ESOL 019	114	19%	109	18%	122	20%	116	20%	117	21%	578	19%
ESOL 020	148	24%	147	24%	140	23%	145	25%	137	24%	717	24%
ESOL 030	176	29%	180	29%	171	28%	170	29%	158	28%	855	29%
ESOL 040	176	29%	186	30%	171	28%	155	26%	114	20%	802	27%
ESOL 045	0	0%	0	0%	0	0%	0	0%	41	7%	41	1%
Total	614	100%	622	100%	604	100%	586	100%	567	100%	2,993	100%

Table 7. ESOL Reading Course Enrollments

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Total/Average	
ESOL 019	114	17%	109	17%	122	20%	116	21%	117	21%	578	19%
ESOL 021	161	24%	145	23%	137	22%	134	24%	131	24%	708	23%
ESOL 031	209	32%	186	30%	190	31%	157	28%	142	26%	884	29%
ESOL 040	176	27%	186	30%	171	28%	155	28%	114	21%	802	27%
ESOL 045	0	0%	0	0%	0	0%	0	0%	41	8%	41	1%
Total	660	100%	626	100%	620	100%	562	100%	545	100%	3,013	100%

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Total/Average	
ESOL 019	114	27%	109	27%	122	30%	116	30%	117	35%	578	30%
ESOL 022	143	34%	117	29%	129	32%	134	35%	104	31%	627	32%
ESOL 032	163	39%	183	45%	156	38%	134	35%	117	35%	753	38%
Total	420	100%	409	100%	407	100%	384	100%	338	100%	1,958	100%

Table 9. Math Basic Skills Course Enrollments

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		5-Year Total/Average	
MATH 034A	266	5%	221	4%	201	4%	200	5%	155	4%	1,043	5%
MATH 038	2,073	41%	2,126	43%	1,935	43%	1,947	46%	1,819	48%	9,900	44%
MATH 046	2,664	52%	2,551	51%	2,280	51%	2,064	49%	1,789	47%	11,348	50%
MATH 047A	72	1%	71	1%	63	1%	39	1%	40	1%	285	1%
Total	5,075	100%	4,969	100%	4,479	100%	4,250	100%	3,803	100%	22,576	100%

Table 10. English Basic Skills Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ENGL 031	0	0%	0	0%	0	0%	0	0%	321	9%	321	1%
ENGL 042	553	11%	570	12%	547	11%	327	7%	210	6%	2,207	10%
ENGL 043	942	19%	858	18%	842	16%	516	11%	325	9%	3,483	15%
ENGL 047A	164	3%	281	6%	376	7%	747	16%	884	25%	2,452	11%
ENGL 048	1,173	24%	1,159	24%	1,225	24%	978	22%	581	16%	5,116	22%
ENGL 049	2,045	42%	1,999	41%	2,138	42%	1,968	43%	1,233	35%	9,383	41%
Total	4,877	100%	4,867	100%	5,128	100%	4,536	100%	3,554	100%	22,962	100%

Table 11. ESOL Writing Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	112	18%	112	18%	119	20%	111	20%	101	19%	555	19%
ESOL 020	150	24%	149	24%	135	23%	129	23%	127	24%	690	23%
ESOL 030	181	29%	161	26%	170	29%	159	28%	154	29%	825	28%
ESOL 040	184	29%	208	33%	167	28%	114	20%	103	19%	776	26%
ESOL 045	0	0%	0	0%	0	0%	50	9%	49	9%	99	3%
Total	627	100%	630	100%	591	100%	563	100%	534	100%	2,945	100%

Table 12. ESOL Reading Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	112	13%	112	18%	119	20%	111	21%	101	20%	555	18%
ESOL 021	135	15%	136	22%	134	23%	119	22%	118	23%	642	21%
ESOL 031	441	51%	155	25%	173	29%	146	27%	142	28%	1,057	34%
ESOL 040	184	21%	208	34%	167	28%	114	21%	103	20%	776	25%
ESOL 045	0	0%	0	0%	0	0%	50	9%	49	10%	99	3%
Total	872	100%	611	100%	593	100%	540	100%	513	100%	3,129	100%

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
ESOL 019	112	23%	112	28%	119	30%	111	30%	101	29%	555	28%
ESOL 022	135	28%	129	32%	123	31%	123	33%	115	33%	625	31%
ESOL 032	233	49%	156	39%	157	39%	138	37%	131	38%	815	41%
Total	480	100%	397	100%	399	100%	372	100%	347	100%	1,995	100%

Table 14. Math Basic Skills Course Enrollments

	Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
MATH 034A	290	7%	239	6%	226	6%	188	5%	148	4%	1,091	6%
MATH 038	1,757	41%	1,682	43%	1,718	43%	1,613	44%	1,500	44%	8,270	43%
MATH 046	2,221	52%	2,023	51%	2,052	51%	1,904	51%	1,734	51%	9,934	51%
MATH 047A	22	1%	0	0%	0	0%	0	0%	0	0%	22	0%
Total	4,290	100%	3,944	100%	3,996	100%	3,705	100%	3,382	100%	19,317	100%

Source: SDCCD Information System

Table 15. English Basic Skills Enrollments by Ethnicity

	2012/13		2013/14		2014/15		2015/16		2016/17		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	1,036	11%	1,038	11%	1,027	10%	926	9%	778	9%	4,805	10%
American Indian	21	0%	23	0%	38	0%	27	0%	20	0%	129	0%
Asian/Pacific Islander	1,206	13%	1,095	11%	1,069	11%	960	10%	781	9%	5,111	11%
Filipino	482	5%	485	5%	564	6%	483	5%	446	5%	2,460	5%
Latino	4,603	49%	4,746	49%	5,075	50%	5,072	52%	4,426	52%	23,922	51%
White	1,547	16%	1,634	17%	1,672	17%	1,669	17%	1,515	18%	8,037	17%
Other	414	4%	452	5%	496	5%	488	5%	371	4%	2,221	5%
Unreported	145	2%	132	1%	136	1%	127	1%	103	1%	643	1%
Total	9,454	100%	9,605	100%	10,077	100%	9,752	100%	8,440	100%	47,328	100%

Table 16. ESOL Enrollments by Ethnicity

	2012/13		2013/14		2014/15		2015/16		2016/17		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	305	11%	332	14%	305	13%	236	11%	158	8%	1,336	11%
Asian/Pacific Islander	1,261	44%	860	35%	833	35%	778	35%	828	39%	4,560	38%
Filipino	45	2%	44	2%	38	2%	55	2%	32	2%	214	2%
Latino	472	16%	483	20%	491	21%	388	17%	496	24%	2,330	19%
White	552	19%	644	26%	631	26%	682	31%	532	25%	3,041	25%
Other	48	2%	33	1%	40	2%	41	2%	19	1%	181	2%
Unreported	178	6%	63	3%	56	2%	54	2%	36	2%	387	3%
Total	2,861	100%	2,459	100%	2,394	100%	2,234	100%	2,101	100%	12,049	100%

Table 17. Math Basic Skills Enrollments by Ethnicity

	2012/13		2013/14		2014/15		2015/16		2016/17		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	1,117	12%	1,068	12%	954	11%	862	11%	678	9%	4,679	11%
American Indian	34	0%	27	0%	33	0%	13	0%	19	0%	126	0%
Asian/Pacific Islander	514	5%	481	5%	450	5%	415	5%	347	5%	2,207	5%
Filipino	319	3%	335	4%	318	4%	271	3%	265	4%	1,508	4%
Latino	4,569	49%	4,410	49%	4,338	51%	4,218	53%	3,954	55%	21,489	51%
White	2,133	23%	1,973	22%	1,785	21%	1,691	21%	1,489	21%	9,071	22%
Other	521	6%	488	5%	488	6%	389	5%	345	5%	2,231	5%
Unreported	158	2%	131	1%	109	1%	96	1%	88	1%	582	1%
Total	9,365	100%	8,913	100%	8,475	100%	7,955	100%	7,185	100%	41,893	100%

Source: SDCCD Information System

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 2011 to Fall 2016. 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 2011	6,901	5,442	79%	4,018	58%
Fall 2012	6,976	5,502	79%	4,120	59%
Fall 2013	6,886	5,435	79%	3,982	58%
Fall 2014	6,565	5,187	79%	3,816	58%
Fall 2015	6,673	5,214	78%	3,762	56%
Fall 2016	6,323	4,844	77%	0	---
Total/Average	40,324	31,624	78%	19,698	58%

Note. Annual persistence counts and rates are not available for the Fall 2016 cohort due to the unavailability of Fall 2017 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 2011	3,718	2,187	59%	3,182	1,831	58%
Fall 2012	3,769	2,285	61%	3,207	1,835	57%
Fall 2013	3,656	2,164	59%	3,230	1,818	56%
Fall 2014	3,479	2,086	60%	3,086	1,730	56%
Fall 2015	3,624	2,080	57%	3,049	1,682	55%
Total/Average	18,246	10,802	59%	15,754	8,896	56%

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 2011	677	52%	33	52%	884	65%	280	63%
Fall 2012	767	53%	23	52%	795	69%	294	61%
Fall 2013	738	58%	17	71%	764	65%	280	65%
Fall 2014	698	52%	24	33%	701	66%	305	63%
Fall 2015	621	51%	16	50%	661	64%	290	57%
Total/Average	3,501	53%	113	50%	3,805	66%	1,449	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 2011	2,953	58%	1,554	57%	368	57%	152	57%
Fall 2012	3,147	59%	1,492	58%	351	59%	107	49%
Fall 2013	3,153	57%	1,498	54%	326	55%	110	57%
Fall 2014	3,081	57%	1,323	60%	338	54%	95	62%
Fall 2015	3,244	56%	1,435	57%	318	53%	88	59%
Total/Average	15,578	57%	7,302	57%	1,701	56%	552	57%

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 2011	19	89%	4,634	61%	897	51%
Fall 2012	18	72%	4,822	61%	898	54%
Fall 2013	14	43%	4,824	60%	893	52%
Fall 2014	13	92%	4,615	61%	835	53%
Fall 2015	85	27%	4,695	60%	815	51%
Total/Average	149	48%	23,590	61%	4,338	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 2011	765	52%	388	54%	198	55%
Fall 2012	740	56%	310	54%	188	59%
Fall 2013	653	52%	291	55%	211	46%
Fall 2014	632	52%	277	52%	193	46%
Fall 2015	591	48%	288	52%	199	46%
Total/Average	3,381	52%	1,554	53%	989	50%

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: 2012/13 through 2016/17. 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

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ENGL 031	---	---	---	---	91%	91%
ENGL 042	88%	87%	87%	85%	85%	87%
ENGL 043	87%	87%	87%	86%	86%	87%
ENGL 047A	91%	86%	90%	89%	87%	88%
ENGL 048	90%	90%	87%	88%	83%	88%
ENGL 049	91%	88%	87%	86%	85%	88%
Total	90%	88%	87%	87%	86%	88%

Table 23. ESOL Writing Course Retention Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	91%	92%	92%	90%	94%	92%
ESOL 020	90%	96%	91%	95%	97%	94%
ESOL 030	94%	92%	94%	93%	94%	93%
ESOL 040	90%	93%	90%	90%	91%	91%
ESOL 045	---	---	---	88%	92%	91%
Total	91%	93%	92%	92%	94%	92%

Table 24. ESOL Reading Course Retention Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	91%	92%	92%	90%	94%	92%
ESOL 021	90%	94%	93%	94%	93%	93%
ESOL 031	96%	90%	90%	93%	92%	93%
ESOL 040	90%	93%	90%	90%	91%	91%
ESOL 045	---	---	---	88%	92%	91%
Total	93%	92%	91%	92%	93%	92%

Table 25. ESOL Listening/Speaking Course Retention Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	91%	92%	92%	90%	94%	92%
ESOL 022	95%	94%	92%	95%	95%	94%
ESOL 032	97%	96%	94%	94%	94%	95%
Total	95%	94%	93%	93%	94%	94%

Table 26. Math Basic Skills Course Retention Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
MATH 034A	91%	88%	81%	81%	86%	86%
MATH 038	85%	82%	83%	85%	84%	84%
MATH 046	82%	81%	80%	83%	82%	82%
MATH 047A	90%	86%	89%	92%	90%	89%
Total	84%	82%	82%	84%	83%	83%

Table 27. English Basic Skills Retention Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	88%	85%	87%	83%	84%	85%
American Indian	90%	74%	87%	93%	95%	88%
Asian/Pacific Islander	90%	89%	91%	89%	90%	90%
Filipino	89%	93%	90%	90%	84%	89%
Latino	90%	88%	87%	86%	85%	87%
White	89%	89%	87%	89%	86%	88%
Other	87%	88%	85%	87%	83%	86%
Unreported	93%	89%	89%	91%	85%	90%
Total	90%	88%	87%	87%	86%	88%

Table 28. ESOL Retention Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	92%	95%	92%	97%	94%	94%
Asian/Pacific Islander	96%	92%	92%	93%	95%	94%
Filipino	93%	98%	87%	100%	94%	95%
Latino	90%	93%	92%	91%	95%	92%
White	92%	95%	92%	92%	92%	92%
Other	94%	97%	93%	93%	89%	93%
Unreported	97%	95%	86%	98%	83%	94%
Total	94%	93%	92%	93%	94%	93%

Table 29. Math Basic Skills Retention Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	81%	78%	76%	79%	79%	79%
American Indian	88%	81%	88%	85%	74%	84%
Asian/Pacific Islander	88%	85%	83%	86%	85%	85%
Filipino	84%	86%	85%	85%	82%	84%
Latino	84%	82%	81%	83%	82%	83%
White	85%	82%	86%	86%	86%	85%
Other	85%	78%	78%	85%	85%	82%
Unreported	78%	86%	84%	89%	83%	84%
Total	84%	82%	82%	84%	83%	83%

Source: SDCCD Information System

Table 30. English Basic Skills Course Success Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ENGL 031	---	---	---	---	72%	72%
ENGL 042	69%	67%	65%	65%	66%	67%
ENGL 043	67%	68%	68%	66%	68%	68%
ENGL 047A	74%	68%	76%	70%	71%	71%
ENGL 048	75%	75%	70%	72%	63%	72%
ENGL 049	74%	74%	70%	71%	68%	72%
Total	72%	72%	70%	70%	68%	70%

Table 31. ESOL Writing Course Success Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	73%	71%	71%	71%	79%	73%
ESOL 020	73%	80%	78%	81%	89%	80%
ESOL 030	83%	81%	82%	86%	84%	83%
ESOL 040	79%	86%	75%	79%	75%	79%
ESOL 045	---	---	---	84%	83%	84%
Total	78%	81%	77%	80%	82%	79%

Table 32. ESOL Reading Course Success Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	73%	71%	71%	71%	79%	73%
ESOL 021	77%	85%	87%	85%	86%	84%
ESOL 031	82%	79%	82%	87%	82%	82%
ESOL 040	79%	86%	75%	79%	75%	79%
ESOL 045	---	---	---	84%	83%	84%
Total	79%	81%	79%	81%	81%	80%

Table 33. ESOL Listening/Speaking Course Success Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
ESOL 019	73%	71%	71%	71%	79%	73%
ESOL 022	86%	86%	87%	89%	90%	88%
ESOL 032	90%	92%	90%	88%	90%	90%
Total	85%	84%	83%	83%	86%	84%

Table 34. Math Basic Skills Course Success Rates

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
MATH 034A	65%	59%	53%	56%	55%	58%
MATH 038	54%	53%	52%	56%	53%	54%
MATH 046	51%	49%	52%	53%	50%	51%
MATH 047A	79%	79%	75%	64%	78%	76%
Total	53%	51%	52%	54%	52%	53%

Source: SDCCD Information System

Table 35. English Basic Skills Success Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	68%	68%	69%	66%	65%	67%
American Indian	67%	57%	63%	63%	75%	64%
Asian/Pacific Islander	77%	79%	74%	77%	75%	76%
Filipino	73%	76%	73%	71%	71%	73%
Latino	71%	70%	68%	68%	66%	69%
White	75%	75%	72%	74%	71%	74%
Other	71%	64%	66%	69%	64%	67%
Unreported	72%	74%	68%	77%	72%	73%
Total	72%	72%	70%	70%	68%	70%

Table 36. ESOL Success Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	81%	86%	83%	80%	82%	83%
Asian/Pacific Islander	85%	83%	84%	86%	87%	85%
Filipino	76%	89%	82%	98%	88%	87%
Latino	77%	79%	78%	81%	84%	80%
White	82%	83%	82%	82%	82%	82%
Other	69%	88%	80%	83%	84%	80%
Unreported	69%	87%	73%	85%	67%	75%
Total	81%	83%	82%	84%	84%	83%

Table 37. Math Basic Skills Success Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average
African American	42%	42%	44%	44%	42%	43%
American Indian	50%	59%	39%	54%	42%	48%
Asian/Pacific Islander	61%	62%	58%	66%	60%	61%
Filipino	54%	57%	63%	65%	55%	59%
Latino	52%	49%	49%	51%	49%	50%
White	61%	59%	61%	63%	62%	61%
Other	55%	47%	50%	57%	51%	52%
Unreported	46%	54%	57%	64%	56%	54%
Total	53%	51%	52%	54%	52%	53%

Source: SDCCD Information System