

**Basic Skills  
Report 2013 - 2018**

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SDCCD Office of Institutional Research and  
Planning July 2018

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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 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, 049, and LCOM101; 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
- LCOM101: Learning Community course that links sections of ENGL 31 and ENGL 101

### 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 2017/2018.*

## 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: 2015/16 to 2017/18. 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

		2015/16		2016/17		2017/18		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,410	74%	2,123	71%	1,958	71%	6,491	72%	-19%
	Not Tested	862	26%	854	29%	781	29%	2,497	28%	-9%
	<b>Total Students</b>	<b>3,272</b>	<b>100%</b>	<b>2,977</b>	<b>100%</b>	<b>2,739</b>	<b>100%</b>	<b>8,988</b>	<b>100%</b>	<b>-16%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	1,253	52%	1,157	54%	970	50%	3,380	52%	-23%
	Basic Skills	850	35%	706	33%	722	37%	2,278	35%	-15%
	Need English Advising	221	9%	198	9%	201	10%	620	10%	-9%
	Take ESOL Test	86	4%	62	3%	65	3%	213	3%	-24%
	<b>Total Tested</b>	<b>2,410</b>	<b>100%</b>	<b>2,123</b>	<b>100%</b>	<b>1,958</b>	<b>100%</b>	<b>6,491</b>	<b>100%</b>	<b>-19%</b>

Table 2. Writing Placement of First-Time Students

		2015/16		2016/17		2017/18		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,411	74%	2,123	71%	1,958	71%	6,492	72%	-19%
	Not Tested	861	26%	854	29%	781	29%	2,496	28%	-9%
	<b>Total Students</b>	<b>3,272</b>	<b>100%</b>	<b>2,977</b>	<b>100%</b>	<b>2,739</b>	<b>100%</b>	<b>8,988</b>	<b>100%</b>	<b>-16%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	606	25%	568	27%	477	24%	1,651	25%	-21%
	Basic Skills	1,498	62%	1,295	61%	1,215	62%	4,008	62%	-19%
	Need English Advising	221	9%	198	9%	201	10%	620	10%	-9%
	Take ESOL Test	86	4%	62	3%	65	3%	213	3%	-24%
	<b>Total Tested</b>	<b>2,411</b>	<b>100%</b>	<b>2,123</b>	<b>100%</b>	<b>1,958</b>	<b>100%</b>	<b>6,492</b>	<b>100%</b>	<b>-19%</b>

Table 3. ESOL Placement of First-Time Students

		2015/16		2016/17		2017/18		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	156	5%	154	5%	171	6%	481	5%	10%
	Not Tested	3,116	95%	2,823	95%	2,568	94%	8,507	95%	-18%
	<b>Total Students</b>	<b>3,272</b>	<b>100%</b>	<b>2,977</b>	<b>100%</b>	<b>2,739</b>	<b>100%</b>	<b>8,988</b>	<b>100%</b>	<b>-16%</b>
Distribution of Students who Took a Test	Level 19	120	77%	102	66%	113	66%	335	70%	-6%
	Level 20	16	10%	15	10%	16	9%	47	10%	0%
	Level 30	15	10%	22	14%	27	16%	64	13%	80%
	Level 40	5	3%	15	10%	15	9%	35	7%	200%
	<b>Total Tested</b>	<b>156</b>	<b>100%</b>	<b>154</b>	<b>100%</b>	<b>171</b>	<b>100%</b>	<b>481</b>	<b>100%</b>	<b>10%</b>

Table 4. Math Placement of First-Time Students

		2015/16		2016/17		2017/18		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,449	75%	2,160	73%	2,040	74%	6,649	74%	-17%
	Not Tested	823	25%	817	27%	699	26%	2,339	26%	-15%
	<b>Total Students</b>	<b>3,272</b>	<b>100%</b>	<b>2,977</b>	<b>100%</b>	<b>2,739</b>	<b>100%</b>	<b>8,988</b>	<b>100%</b>	<b>-16%</b>
Distribution of Students who Took a Test	Transfer Level	443	18%	395	18%	303	15%	1,141	17%	-32%
	Associate Level	216	9%	205	9%	181	9%	602	9%	-16%
	Basic Skills	1,790	73%	1,560	72%	1,556	76%	4,906	74%	-13%
	<b>Total Tested</b>	<b>2,449</b>	<b>100%</b>	<b>2,160</b>	<b>100%</b>	<b>2,040</b>	<b>100%</b>	<b>6,649</b>	<b>100%</b>	<b>-17%</b>

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 2013 to Spring 2018. 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 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Year Total/Average	
ENGL 031	0	0%	0	0%	0	0%	0	0%	275	17%	275	3%
ENGL 042	260	13%	272	12%	235	11%	144	7%	0	0%	911	9%
ENGL 043	434	22%	443	20%	387	18%	182	9%	0	0%	1,446	15%
ENGL 047A	108	6%	172	8%	248	12%	593	30%	967	61%	2,088	21%
ENGL 048	463	24%	529	24%	538	25%	396	20%	123	8%	2,049	21%
ENGL 049	697	36%	805	36%	729	34%	654	33%	226	14%	3,111	31%
<b>Total</b>	<b>1,962</b>	<b>100%</b>	<b>2,221</b>	<b>100%</b>	<b>2,137</b>	<b>100%</b>	<b>1,969</b>	<b>100%</b>	<b>1,591</b>	<b>100%</b>	<b>9,880</b>	<b>100%</b>

Table 6. ESOL Writing Course Enrollments

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Year Total/Average	
ESOL 019	23	10%	34	14%	34	16%	39	19%	46	24%	176	16%
ESOL 020	48	20%	54	22%	47	22%	50	25%	36	19%	235	21%
ESOL 030	86	36%	82	33%	73	34%	63	31%	59	31%	363	33%
ESOL 040	85	35%	80	32%	58	27%	33	16%	22	12%	278	25%
ESOL 045	0	0%	0	0%	0	0%	18	9%	28	15%	46	4%
<b>Total</b>	<b>242</b>	<b>100%</b>	<b>250</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>203</b>	<b>100%</b>	<b>191</b>	<b>100%</b>	<b>1,098</b>	<b>100%</b>

Table 7. ESOL Reading Course Enrollments

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Year Total/Average	
ESOL 019	23	10%	34	13%	34	19%	39	21%	46	24%	176	17%
ESOL 021	46	20%	52	20%	34	19%	45	24%	42	22%	219	21%
ESOL 031	81	34%	88	35%	56	31%	52	28%	53	28%	330	31%
ESOL 040	85	36%	80	31%	58	32%	33	18%	22	12%	278	27%
ESOL 045	0	0%	0	0%	0	0%	18	10%	28	15%	46	4%
<b>Total</b>	<b>235</b>	<b>100%</b>	<b>254</b>	<b>100%</b>	<b>182</b>	<b>100%</b>	<b>187</b>	<b>100%</b>	<b>191</b>	<b>100%</b>	<b>1,049</b>	<b>100%</b>

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Year Total/Average	
ESOL 019	23	15%	34	23%	34	28%	39	39%	46	37%	176	28%
ESOL 022	40	27%	47	32%	43	36%	27	27%	29	24%	186	29%
ESOL 032	86	58%	68	46%	43	36%	33	33%	48	39%	278	43%
<b>Total</b>	<b>149</b>	<b>100%</b>	<b>149</b>	<b>100%</b>	<b>120</b>	<b>100%</b>	<b>99</b>	<b>100%</b>	<b>123</b>	<b>100%</b>	<b>640</b>	<b>100%</b>

Table 9. Math Basic Skills Course Enrollments

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Year Total/Average	
MATH 034A	184	8%	163	8%	159	8%	155	8%	124	7%	785	8%
MATH 038	966	44%	945	45%	947	46%	870	47%	891	47%	4,619	46%
MATH 046	991	45%	936	44%	906	44%	792	43%	813	43%	4,438	44%
MATH 047A	58	3%	63	3%	39	2%	40	2%	63	3%	263	3%
<b>Total</b>	<b>2,199</b>	<b>100%</b>	<b>2,107</b>	<b>100%</b>	<b>2,051</b>	<b>100%</b>	<b>1,857</b>	<b>100%</b>	<b>1,891</b>	<b>100%</b>	<b>10,105</b>	<b>100%</b>

Source: SDCCD Information System

Table 10. English Basic Skills Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
ENGL 031	0	0%	0	0%	0	0%	127	9%	282	30%	409	5%
ENGL 042	187	10%	239	12%	158	9%	104	7%	0	0%	688	8%
ENGL 043	361	19%	367	18%	239	13%	127	9%	0	0%	1,094	13%
ENGL 047A	130	7%	144	7%	306	17%	393	27%	504	54%	1,477	18%
ENGL 048	491	26%	515	25%	413	23%	277	19%	44	5%	1,740	21%
ENGL 049	724	38%	804	39%	707	39%	426	29%	99	11%	2,760	34%
<b>Total</b>	<b>1,893</b>	<b>100%</b>	<b>2,069</b>	<b>100%</b>	<b>1,823</b>	<b>100%</b>	<b>1,454</b>	<b>100%</b>	<b>929</b>	<b>100%</b>	<b>8,168</b>	<b>100%</b>

Table 11. ESOL Writing Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
ESOL 019	26	10%	28	12%	36	18%	32	17%	16	11%	138	13%
ESOL 020	52	20%	47	20%	40	20%	40	22%	42	28%	221	21%
ESOL 030	74	28%	79	33%	68	33%	54	30%	51	34%	326	31%
ESOL 040	110	42%	85	36%	36	18%	28	15%	15	10%	274	26%
ESOL 045	0	0%	0	0%	25	12%	29	16%	28	18%	82	8%
<b>Total</b>	<b>262</b>	<b>100%</b>	<b>239</b>	<b>100%</b>	<b>205</b>	<b>100%</b>	<b>183</b>	<b>100%</b>	<b>152</b>	<b>100%</b>	<b>1,041</b>	<b>100%</b>

Table 12. ESOL Reading Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
ESOL 019	26	11%	28	12%	36	19%	32	18%	16	10%	138	14%
ESOL 021	42	17%	45	20%	39	21%	38	22%	40	26%	204	21%
ESOL 031	63	26%	67	30%	52	28%	47	27%	57	37%	286	29%
ESOL 040	110	46%	85	38%	36	19%	28	16%	15	10%	274	28%
ESOL 045	0	0%	0	0%	25	13%	29	17%	28	18%	82	8%
<b>Total</b>	<b>241</b>	<b>100%</b>	<b>225</b>	<b>100%</b>	<b>188</b>	<b>100%</b>	<b>174</b>	<b>100%</b>	<b>156</b>	<b>100%</b>	<b>984</b>	<b>100%</b>

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
ESOL 019	26	19%	28	22%	36	29%	32	26%	16	17%	138	23%
ESOL 022	40	29%	40	31%	40	33%	41	34%	35	37%	196	32%
ESOL 032	73	53%	62	48%	47	38%	48	40%	44	46%	274	45%
<b>Total</b>	<b>139</b>	<b>100%</b>	<b>130</b>	<b>100%</b>	<b>123</b>	<b>100%</b>	<b>121</b>	<b>100%</b>	<b>95</b>	<b>100%</b>	<b>608</b>	<b>100%</b>

Table 14. Math Basic Skills Course Enrollments

	Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018		5-Year Total/Average	
MATH 034A	190	11%	193	11%	188	11%	148	9%	119	9%	838	10%
MATH 038	721	42%	763	43%	720	41%	659	41%	561	41%	3,424	42%
MATH 046	810	47%	807	46%	869	49%	800	50%	693	50%	3,979	48%
<b>Total</b>	<b>1,721</b>	<b>100%</b>	<b>1,763</b>	<b>100%</b>	<b>1,777</b>	<b>100%</b>	<b>1,607</b>	<b>100%</b>	<b>1,373</b>	<b>100%</b>	<b>8,241</b>	<b>100%</b>

Source: SDCCD Information System

Table 15. English Basic Skills Enrollments by Ethnicity

	2013/14		2014/15		2015/16		2016/17		2017/18		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	541	14%	546	13%	504	13%	405	12%	305	12%	2,301	13%
American Indian	2	0%	18	0%	2	0%	5	0%	9	0%	36	0%
Asian/Pacific Islander	220	6%	236	6%	229	6%	130	4%	112	4%	927	5%
Filipino	73	2%	95	2%	71	2%	79	2%	63	3%	381	2%
Latino	2,505	65%	2,796	65%	2,641	67%	2,402	70%	1,704	68%	12,048	67%
White	323	8%	402	9%	324	8%	275	8%	216	9%	1,540	9%
Other	134	3%	143	3%	143	4%	100	3%	88	3%	608	3%
Unreported	57	1%	54	1%	46	1%	27	1%	23	1%	207	1%
<b>Total</b>	<b>3,855</b>	<b>100%</b>	<b>4,290</b>	<b>100%</b>	<b>3,960</b>	<b>100%</b>	<b>3,423</b>	<b>100%</b>	<b>2,520</b>	<b>100%</b>	<b>18,048</b>	<b>100%</b>

Table 16. ESOL Enrollments by Ethnicity

	2013/14		2014/15		2015/16		2016/17		2017/18		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	258	26%	242	25%	202	26%	128	18%	122	18%	952	23%
Asian/Pacific Islander	215	22%	240	25%	185	24%	175	24%	207	30%	1,022	25%
Filipino	12	1%	11	1%	22	3%	10	1%	6	1%	61	1%
Latino	320	33%	336	35%	246	32%	316	44%	226	33%	1,444	35%
White	132	14%	111	12%	93	12%	67	9%	107	15%	510	12%
Other	14	1%	4	0%	2	0%	6	1%	0	0%	26	1%
Unreported	24	2%	14	1%	21	3%	15	2%	23	3%	97	2%
<b>Total</b>	<b>975</b>	<b>100%</b>	<b>958</b>	<b>100%</b>	<b>771</b>	<b>100%</b>	<b>717</b>	<b>100%</b>	<b>691</b>	<b>100%</b>	<b>4,112</b>	<b>100%</b>

Table 17. Math Basic Skills Enrollments by Ethnicity

	2013/14		2014/15		2015/16		2016/17		2017/18		5-Year Total/Average	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African American	598	15%	532	14%	501	13%	387	11%	381	12%	2,399	13%
American Indian	6	0%	15	0%	5	0%	5	0%	10	0%	41	0%
Asian/Pacific Islander	117	3%	126	3%	113	3%	92	3%	93	3%	541	3%
Filipino	60	2%	59	2%	64	2%	66	2%	53	2%	302	2%
Latino	2,399	61%	2,409	62%	2,458	64%	2,334	67%	2,193	67%	11,793	64%
White	518	13%	504	13%	486	13%	420	12%	383	12%	2,311	13%
Other	165	4%	172	4%	154	4%	125	4%	123	4%	739	4%
Unreported	57	1%	53	1%	47	1%	35	1%	28	1%	220	1%
<b>Total</b>	<b>3,920</b>	<b>100%</b>	<b>3,870</b>	<b>100%</b>	<b>3,828</b>	<b>100%</b>	<b>3,464</b>	<b>100%</b>	<b>3,264</b>	<b>100%</b>	<b>18,346</b>	<b>100%</b>

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 2012 to Fall 2017. 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 2012	2,970	2,167	73%	1,500	51%
Fall 2013	2,840	2,059	73%	1,429	50%
Fall 2014	2,894	2,092	72%	1,408	49%
Fall 2015	2,787	1,984	71%	1,329	48%
Fall 2016	2,695	1,858	69%	1,250	46%
Fall 2017	2,651	1,874	71%	0	---
<b>Total/Average</b>	<b>16,837</b>	<b>12,034</b>	<b>71%</b>	<b>6,916</b>	<b>49%</b>
<b>All Colleges Total/Avg</b>	<b>39,403</b>	<b>30,793</b>	<b>78%</b>	<b>19,174</b>	<b>57%</b>

Note. Annual persistence counts and rates are not available for the Fall 2017 cohort due to the unavailability of Fall 2018 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 2012	1,722	910	53%	1,248	590	47%
Fall 2013	1,607	854	53%	1,233	575	47%
Fall 2014	1,637	828	51%	1,257	580	46%
Fall 2015	1,593	793	50%	1,194	536	45%
Fall 2016	1,526	750	49%	1,169	500	43%
<b>Total/Average</b>	<b>8,085</b>	<b>4,135</b>	<b>51%</b>	<b>6,101</b>	<b>2,781</b>	<b>46%</b>

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 2012	447	50%	9	44%	164	53%	58	41%
Fall 2013	420	55%	3	67%	184	54%	51	43%
Fall 2014	414	44%	10	40%	176	53%	61	52%
Fall 2015	356	44%	3	67%	174	43%	53	55%
Fall 2016	325	43%	2	---	127	46%	60	53%
<b>Total/Average</b>	<b>1,962</b>	<b>48%</b>	<b>27</b>	<b>44%</b>	<b>825</b>	<b>50%</b>	<b>283</b>	<b>49%</b>

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 2012	1,776	53%	360	42%	112	53%	44	39%
Fall 2013	1,698	52%	334	38%	98	46%	52	54%
Fall 2014	1,719	51%	357	40%	117	49%	40	45%
Fall 2015	1,745	51%	325	39%	97	39%	34	50%
Fall 2016	1,803	48%	276	42%	78	33%	24	33%
<b>Total/Average</b>	<b>8,741</b>	<b>51%</b>	<b>1,652</b>	<b>40%</b>	<b>502</b>	<b>45%</b>	<b>194</b>	<b>45%</b>

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 2012	10	50%	1,970	52%	393	46%
Fall 2013	7	43%	1,906	53%	402	44%
Fall 2014	2	50%	1,930	51%	401	41%
Fall 2015	10	60%	1,900	51%	371	37%
Fall 2016	59	37%	1,824	49%	341	43%
<b>Total/Average</b>	<b>88</b>	<b>42%</b>	<b>9,530</b>	<b>51%</b>	<b>1,908</b>	<b>42%</b>

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 2012	334	46%	152	49%	111	53%
Fall 2013	296	45%	126	50%	103	48%
Fall 2014	324	44%	129	47%	108	45%
Fall 2015	285	39%	124	50%	97	39%
Fall 2016	279	41%	113	36%	79	48%
<b>Total/Average</b>	<b>1,518</b>	<b>43%</b>	<b>644</b>	<b>47%</b>	<b>498</b>	<b>47%</b>

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: 2013/14 through 2017/18. 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

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ENGL 031	---	---	---	91%	89%	89%
ENGL 042	87%	88%	87%	84%	---	87%
ENGL 043	86%	90%	87%	85%	---	87%
ENGL 047A	86%	91%	88%	88%	89%	89%
ENGL 048	90%	86%	85%	82%	79%	86%
ENGL 049	90%	87%	86%	86%	85%	87%
<b>Total</b>	<b>89%</b>	<b>88%</b>	<b>86%</b>	<b>86%</b>	<b>88%</b>	<b>87%</b>

Table 23. ESOL Writing Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	98%	89%	90%	94%	90%	92%
ESOL 020	97%	91%	98%	98%	94%	95%
ESOL 030	96%	96%	92%	92%	90%	94%
ESOL 040	92%	90%	86%	90%	89%	90%
ESOL 045	---	---	88%	96%	96%	95%
<b>Total</b>	<b>95%</b>	<b>92%</b>	<b>91%</b>	<b>94%</b>	<b>92%</b>	<b>93%</b>

Table 24. ESOL Reading Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	98%	89%	90%	94%	90%	92%
ESOL 021	97%	96%	96%	95%	94%	96%
ESOL 031	92%	92%	94%	96%	93%	93%
ESOL 040	92%	90%	86%	90%	89%	90%
ESOL 045	---	---	88%	96%	96%	95%
<b>Total</b>	<b>93%</b>	<b>92%</b>	<b>91%</b>	<b>94%</b>	<b>93%</b>	<b>93%</b>

Table 25. ESOL Listening/Speaking Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	98%	89%	90%	94%	90%	92%
ESOL 022	100%	94%	95%	97%	92%	96%
ESOL 032	96%	95%	98%	94%	92%	95%
<b>Total</b>	<b>98%</b>	<b>93%</b>	<b>95%</b>	<b>95%</b>	<b>92%</b>	<b>95%</b>

Table 26. Math Basic Skills Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
MATH 034A	90%	83%	82%	86%	83%	85%
MATH 038	78%	78%	81%	83%	84%	81%
MATH 046	80%	79%	82%	82%	82%	81%
MATH 047A	93%	89%	92%	90%	89%	90%
<b>Total</b>	<b>80%</b>	<b>79%</b>	<b>82%</b>	<b>83%</b>	<b>83%</b>	<b>81%</b>

Table 27. English Basic Skills Retention Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	85%	87%	83%	84%	88%	85%
American Indian	0%	100%	100%	100%	100%	94%
Asian/Pacific Islander	93%	94%	89%	93%	92%	92%
Filipino	97%	94%	96%	92%	89%	94%
Latino	88%	87%	86%	87%	87%	87%
White	89%	91%	89%	82%	90%	89%
Other	89%	81%	84%	76%	89%	84%
Unreported	93%	89%	93%	78%	83%	89%
<b>Total</b>	<b>89%</b>	<b>88%</b>	<b>86%</b>	<b>86%</b>	<b>88%</b>	<b>87%</b>

Table 28. ESOL Retention Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	97%	94%	97%	95%	93%	95%
Asian/Pacific Islander	96%	94%	91%	94%	93%	94%
Filipino	100%	82%	100%	100%	100%	97%
Latino	93%	91%	91%	96%	92%	93%
White	96%	95%	92%	96%	93%	95%
Other	100%	75%	100%	100%	---	96%
Unreported	92%	100%	100%	67%	78%	88%
<b>Total</b>	<b>95%</b>	<b>93%</b>	<b>93%</b>	<b>95%</b>	<b>92%</b>	<b>94%</b>

Table 29. Math Basic Skills Retention Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	76%	74%	77%	77%	78%	76%
American Indian	83%	73%	100%	60%	80%	78%
Asian/Pacific Islander	83%	84%	85%	86%	82%	84%
Filipino	90%	85%	84%	80%	94%	86%
Latino	81%	79%	82%	83%	84%	82%
White	78%	83%	83%	86%	80%	82%
Other	78%	77%	81%	78%	88%	80%
Unreported	93%	83%	89%	86%	79%	87%
<b>Total</b>	<b>80%</b>	<b>79%</b>	<b>82%</b>	<b>83%</b>	<b>83%</b>	<b>81%</b>

Source: SDCCD Information System

Table 30. English Basic Skills Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ENGL 031	---	---	---	76%	74%	74%
ENGL 042	68%	68%	67%	69%	---	68%
ENGL 043	71%	75%	72%	72%	---	73%
ENGL 047A	66%	81%	73%	72%	70%	72%
ENGL 048	75%	70%	73%	64%	62%	71%
ENGL 049	76%	71%	70%	66%	63%	71%
<b>Total</b>	<b>73%</b>	<b>72%</b>	<b>71%</b>	<b>69%</b>	<b>70%</b>	<b>71%</b>

Table 31. ESOL Writing Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	76%	63%	74%	80%	81%	75%
ESOL 020	86%	75%	85%	94%	88%	86%
ESOL 030	88%	86%	87%	80%	77%	84%
ESOL 040	83%	81%	72%	75%	73%	79%
ESOL 045	---	---	88%	83%	86%	85%
<b>Total</b>	<b>84%</b>	<b>79%</b>	<b>81%</b>	<b>83%</b>	<b>81%</b>	<b>82%</b>

Table 32. ESOL Reading Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	76%	63%	74%	80%	81%	75%
ESOL 021	93%	90%	86%	90%	88%	90%
ESOL 031	83%	86%	90%	88%	86%	86%
ESOL 040	83%	81%	72%	75%	73%	79%
ESOL 045	---	---	88%	83%	86%	85%
<b>Total</b>	<b>84%</b>	<b>82%</b>	<b>82%</b>	<b>84%</b>	<b>84%</b>	<b>83%</b>

Table 33. ESOL Listening/Speaking Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	76%	63%	74%	80%	81%	75%
ESOL 022	93%	93%	88%	96%	84%	91%
ESOL 032	91%	90%	84%	91%	83%	88%
<b>Total</b>	<b>89%</b>	<b>85%</b>	<b>83%</b>	<b>89%</b>	<b>83%</b>	<b>86%</b>

Table 34. Math Basic Skills Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
MATH 034A	62%	57%	56%	55%	60%	58%
MATH 038	43%	42%	44%	49%	49%	45%
MATH 046	46%	49%	50%	49%	49%	48%
MATH 047A	86%	75%	64%	78%	68%	75%
<b>Total</b>	<b>47%</b>	<b>47%</b>	<b>48%</b>	<b>50%</b>	<b>50%</b>	<b>48%</b>

Table 35. English Basic Skills Success Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	72%	72%	71%	66%	68%	70%
American Indian	0%	89%	50%	100%	33%	69%
Asian/Pacific Islander	83%	82%	82%	82%	82%	82%
Filipino	89%	81%	80%	89%	78%	83%
Latino	72%	70%	70%	68%	68%	70%
White	80%	76%	76%	69%	73%	75%
Other	63%	69%	66%	57%	77%	66%
Unreported	79%	70%	70%	63%	74%	72%
<b>Total</b>	<b>73%</b>	<b>72%</b>	<b>71%</b>	<b>69%</b>	<b>70%</b>	<b>71%</b>

Table 36. ESOL Success Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	90%	85%	82%	85%	83%	86%
Asian/Pacific Islander	92%	89%	86%	91%	87%	89%
Filipino	100%	82%	100%	100%	100%	97%
Latino	79%	80%	83%	86%	81%	82%
White	87%	83%	84%	85%	83%	85%
Other	93%	75%	100%	100%	---	92%
Unreported	79%	86%	81%	53%	74%	75%
<b>Total</b>	<b>86%</b>	<b>84%</b>	<b>84%</b>	<b>87%</b>	<b>83%</b>	<b>85%</b>

Table 37. Math Basic Skills Success Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	41%	39%	39%	40%	43%	40%
American Indian	33%	20%	60%	40%	50%	37%
Asian/Pacific Islander	62%	59%	64%	58%	59%	60%
Filipino	58%	69%	64%	59%	66%	63%
Latino	46%	46%	47%	48%	49%	47%
White	55%	54%	56%	61%	58%	57%
Other	43%	45%	50%	50%	51%	47%
Unreported	54%	55%	55%	57%	57%	55%
<b>Total</b>	<b>47%</b>	<b>47%</b>	<b>48%</b>	<b>50%</b>	<b>50%</b>	<b>48%</b>

Source: SDCCD Information System