

# **Basic Skills Report 2013 - 2018**

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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	2,704	79%	2,548	79%	1,765	56%	7,017	72%	-35%
	Not Tested	723	21%	693	21%	1,359	44%	2,775	28%	88%
	<b>Total Students</b>	<b>3,427</b>	<b>100%</b>	<b>3,241</b>	<b>100%</b>	<b>3,124</b>	<b>100%</b>	<b>9,792</b>	<b>100%</b>	<b>-9%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	1,587	59%	1,565	61%	1,010	57%	4,162	59%	-36%
	Basic Skills	911	34%	760	30%	566	32%	2,237	32%	-38%
	Need English Advising	168	6%	180	7%	140	8%	488	7%	-17%
	Take ESOL Test	38	1%	43	2%	49	3%	130	2%	29%
	<b>Total Tested</b>	<b>2,704</b>	<b>100%</b>	<b>2,548</b>	<b>100%</b>	<b>1,765</b>	<b>100%</b>	<b>7,017</b>	<b>100%</b>	<b>-35%</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	2,704	79%	2,550	79%	1,765	56%	7,019	72%	-35%
	Not Tested	723	21%	691	21%	1,359	44%	2,773	28%	88%
	<b>Total Students</b>	<b>3,427</b>	<b>100%</b>	<b>3,241</b>	<b>100%</b>	<b>3,124</b>	<b>100%</b>	<b>9,792</b>	<b>100%</b>	<b>-9%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	911	34%	906	36%	525	30%	2,342	33%	-42%
	Basic Skills	1,588	59%	1,421	56%	1,051	60%	4,060	58%	-34%
	Need English Advising	167	6%	180	7%	140	8%	487	7%	-16%
	Take ESOL Test	38	1%	43	2%	49	3%	130	2%	29%
	<b>Total Tested</b>	<b>2,704</b>	<b>100%</b>	<b>2,550</b>	<b>100%</b>	<b>1,765</b>	<b>100%</b>	<b>7,019</b>	<b>100%</b>	<b>-35%</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	126	4%	127	4%	95	3%	348	4%	-25%
	Not Tested	3,301	96%	3,114	96%	3,029	97%	9,444	96%	-8%
	<b>Total Students</b>	<b>3,427</b>	<b>100%</b>	<b>3,241</b>	<b>100%</b>	<b>3,124</b>	<b>100%</b>	<b>9,792</b>	<b>100%</b>	<b>-9%</b>
Distribution of Students who Took a Test	Level 19	82	65%	71	56%	63	66%	216	62%	-23%
	Level 20	17	13%	22	17%	12	13%	51	15%	-29%
	Level 30	23	18%	21	17%	14	15%	58	17%	-39%
	Level 40	4	3%	13	10%	6	6%	23	7%	50%
	<b>Total Tested</b>	<b>126</b>	<b>100%</b>	<b>127</b>	<b>100%</b>	<b>95</b>	<b>100%</b>	<b>348</b>	<b>100%</b>	<b>-25%</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	2,723	79%	2,558	79%	1,800	58%	7,081	72%	-34%
	Not Tested	704	21%	683	21%	1,324	42%	2,711	28%	88%
	<b>Total Students</b>	<b>3,427</b>	<b>100%</b>	<b>3,241</b>	<b>100%</b>	<b>3,124</b>	<b>100%</b>	<b>9,792</b>	<b>100%</b>	<b>-9%</b>
Distribution of Students who Took a Test	Transfer Level	796	29%	811	32%	462	26%	2,069	29%	-42%
	Associate Level	349	13%	359	14%	254	14%	962	14%	-27%
	Basic Skills	1,578	58%	1,388	54%	1,084	60%	4,050	57%	-31%
	<b>Total Tested</b>	<b>2,723</b>	<b>100%</b>	<b>2,558</b>	<b>100%</b>	<b>1,800</b>	<b>100%</b>	<b>7,081</b>	<b>100%</b>	<b>-34%</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%	106	6%	364	27%	470	5%
ENGL 042	198	12%	207	12%	193	9%	23	1%	---	0%	621	7%
ENGL 043	280	17%	297	18%	282	14%	83	4%	24	2%	966	11%
ENGL 047A	130	8%	129	8%	536	26%	652	35%	631	46%	2,078	24%
ENGL 048	384	23%	362	21%	373	18%	278	15%	122	9%	1,519	17%
ENGL 049	703	41%	694	41%	675	33%	735	39%	225	16%	3,032	35%
<b>Total</b>	<b>1,695</b>	<b>100%</b>	<b>1,689</b>	<b>100%</b>	<b>2,059</b>	<b>100%</b>	<b>1,877</b>	<b>100%</b>	<b>1,366</b>	<b>100%</b>	<b>8,686</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	38	24%	35	23%	39	24%	31	18%	39	22%	182	22%
ESOL 020	38	24%	36	24%	42	26%	39	23%	34	19%	189	23%
ESOL 030	41	26%	39	26%	44	28%	44	26%	44	24%	212	26%
ESOL 040	43	27%	41	27%	35	22%	32	19%	24	13%	175	21%
ESOL 045	---	0%	---	0%	---	0%	23	14%	39	22%	62	8%
<b>Total</b>	<b>160</b>	<b>100%</b>	<b>151</b>	<b>100%</b>	<b>160</b>	<b>100%</b>	<b>169</b>	<b>100%</b>	<b>180</b>	<b>100%</b>	<b>820</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	38	22%	35	22%	39	24%	31	19%	39	23%	182	22%
ESOL 021	42	24%	33	21%	42	26%	34	21%	32	19%	183	22%
ESOL 031	52	30%	47	30%	45	28%	42	26%	34	20%	220	27%
ESOL 040	43	25%	41	26%	35	22%	32	20%	24	14%	175	21%
ESOL 045	---	0%	---	0%	---	0%	23	14%	39	23%	62	8%
<b>Total</b>	<b>175</b>	<b>100%</b>	<b>156</b>	<b>100%</b>	<b>161</b>	<b>100%</b>	<b>162</b>	<b>100%</b>	<b>168</b>	<b>100%</b>	<b>822</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	38	34%	35	33%	39	36%	31	30%	39	38%	182	34%
ESOL 022	34	30%	36	34%	37	34%	32	31%	24	24%	163	31%
ESOL 032	41	36%	35	33%	33	30%	40	39%	39	38%	188	35%
<b>Total</b>	<b>113</b>	<b>100%</b>	<b>106</b>	<b>100%</b>	<b>109</b>	<b>100%</b>	<b>103</b>	<b>100%</b>	<b>102</b>	<b>100%</b>	<b>533</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	37	2%	38	2%	41	3%	0	0%	0	0%	116	2%
MATH 038	795	40%	691	44%	627	45%	612	50%	617	55%	3,342	46%
MATH 046	1,131	58%	856	54%	717	52%	622	50%	515	45%	3,841	53%
<b>Total</b>	<b>1,963</b>	<b>100%</b>	<b>1,585</b>	<b>100%</b>	<b>1,385</b>	<b>100%</b>	<b>1,234</b>	<b>100%</b>	<b>1,132</b>	<b>100%</b>	<b>7,299</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%	194	15%	288	31%	482	6%
ENGL 042	210	11%	192	9%	100	5%	51	4%	0	0%	553	7%
ENGL 043	256	13%	272	13%	134	7%	63	5%	21	2%	746	9%
ENGL 047A	151	8%	232	11%	441	24%	491	39%	420	45%	1,735	21%
ENGL 048	433	22%	452	22%	313	17%	115	9%	76	8%	1,389	17%
ENGL 049	937	47%	943	45%	834	46%	360	28%	127	14%	3,201	39%
<b>Total</b>	<b>1,987</b>	<b>100%</b>	<b>2,091</b>	<b>100%</b>	<b>1,822</b>	<b>100%</b>	<b>1,274</b>	<b>100%</b>	<b>932</b>	<b>100%</b>	<b>8,106</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	38	24%	37	24%	31	19%	26	16%	33	23%	165	21%
ESOL 020	41	26%	38	25%	41	25%	37	23%	33	23%	190	24%
ESOL 030	41	26%	40	26%	39	24%	49	31%	29	20%	198	25%
ESOL 040	39	25%	37	24%	28	17%	27	17%	11	8%	142	18%
ESOL 045	0	0%	0	0%	25	15%	20	13%	37	26%	82	11%
<b>Total</b>	<b>159</b>	<b>100%</b>	<b>152</b>	<b>100%</b>	<b>164</b>	<b>100%</b>	<b>159</b>	<b>100%</b>	<b>143</b>	<b>100%</b>	<b>777</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	38	23%	37	24%	31	18%	26	18%	33	23%	165	21%
ESOL 021	39	24%	35	22%	38	22%	29	20%	29	20%	170	22%
ESOL 031	48	29%	47	30%	48	28%	42	29%	33	23%	218	28%
ESOL 040	39	24%	37	24%	28	16%	27	19%	11	8%	142	18%
ESOL 045	0	0%	0	0%	25	15%	20	14%	37	26%	82	11%
<b>Total</b>	<b>164</b>	<b>100%</b>	<b>156</b>	<b>100%</b>	<b>170</b>	<b>100%</b>	<b>144</b>	<b>100%</b>	<b>143</b>	<b>100%</b>	<b>777</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	38	34%	37	35%	31	29%	26	30%	33	42%	165	33%
ESOL 022	35	31%	29	27%	39	36%	29	33%	19	24%	151	31%
ESOL 032	39	35%	41	38%	37	35%	33	38%	27	34%	177	36%
<b>Total</b>	<b>112</b>	<b>100%</b>	<b>107</b>	<b>100%</b>	<b>107</b>	<b>100%</b>	<b>88</b>	<b>100%</b>	<b>79</b>	<b>100%</b>	<b>493</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	49	3%	33	2%	0	0%	0	0%	0	0%	82	1%
MATH 038	634	42%	631	43%	607	48%	554	50%	502	52%	2,928	46%
MATH 046	831	55%	794	54%	651	52%	544	50%	472	48%	3,292	52%
<b>Total</b>	<b>1,514</b>	<b>100%</b>	<b>1,458</b>	<b>100%</b>	<b>1,258</b>	<b>100%</b>	<b>1,098</b>	<b>100%</b>	<b>974</b>	<b>100%</b>	<b>6,302</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	
African American	353	10%	359	9%	326	8%	280	9%	168	7%	1,486	9%
American Indian	14	0%	12	0%	18	0%	11	0%	8	0%	63	0%
Asian/Pacific Islander	474	13%	405	11%	416	11%	341	11%	259	11%	1,895	11%
Filipino	146	4%	188	5%	170	4%	125	4%	92	4%	721	4%
Latino	1,703	46%	1,769	47%	1,880	48%	1,505	48%	1,093	48%	7,950	47%
White	737	20%	781	21%	792	20%	685	22%	508	22%	3,503	21%
Other	208	6%	217	6%	225	6%	155	5%	120	5%	925	6%
Unreported	47	1%	49	1%	54	1%	49	2%	50	2%	249	1%
<b>Total</b>	<b>3,682</b>	<b>100%</b>	<b>3,780</b>	<b>100%</b>	<b>3,881</b>	<b>100%</b>	<b>3,151</b>	<b>100%</b>	<b>2,298</b>	<b>100%</b>	<b>16,792</b>	<b>100%</b>

Table 16. ESOL Enrollments by Ethnicity

	2013/14		2014/15		2015/16		2016/17		2017/18		5-Year Total/Average	
African American	51	8%	45	7%	23	4%	23	4%	20	4%	162	5%
Asian/Pacific Islander	287	44%	292	48%	313	49%	319	52%	286	51%	1,497	49%
Filipino	7	1%	7	1%	6	1%	6	1%	10	2%	36	1%
Latino	121	19%	99	16%	87	14%	107	18%	92	16%	506	16%
White	161	25%	138	23%	189	29%	140	23%	136	24%	764	25%
Other	10	2%	7	1%	9	1%	4	1%	8	1%	38	1%
Unreported	12	2%	18	3%	16	2%	10	2%	8	1%	64	2%
<b>Total</b>	<b>649</b>	<b>100%</b>	<b>606</b>	<b>100%</b>	<b>643</b>	<b>100%</b>	<b>609</b>	<b>100%</b>	<b>560</b>	<b>100%</b>	<b>3,067</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	
African American	360	10%	324	11%	248	9%	191	8%	177	8%	1,300	10%
American Indian	16	0%	12	0%	6	0%	12	1%	12	1%	58	0%
Asian/Pacific Islander	212	6%	163	5%	150	6%	120	5%	114	5%	759	6%
Filipino	111	3%	114	4%	74	3%	69	3%	62	3%	430	3%
Latino	1,561	45%	1,476	49%	1,284	49%	1,180	51%	1,105	52%	6,606	49%
White	956	27%	751	25%	707	27%	610	26%	478	23%	3,502	26%
Other	211	6%	172	6%	145	5%	124	5%	129	6%	781	6%
Unreported	50	1%	31	1%	29	1%	26	1%	29	1%	165	1%
<b>Total</b>	<b>3,477</b>	<b>100%</b>	<b>3,043</b>	<b>100%</b>	<b>2,643</b>	<b>100%</b>	<b>2,332</b>	<b>100%</b>	<b>2,106</b>	<b>100%</b>	<b>13,601</b>	<b>100%</b>

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 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	2,472	1,848	75%	1,373	56%
Fall 2013	2,709	2,022	75%	1,436	53%
Fall 2014	2,368	1,778	75%	1,273	54%
Fall 2015	2,559	1,835	72%	1,295	51%
Fall 2016	2,385	1,734	73%	1,190	50%
Fall 2017	2,040	1,506	74%	---	---
<b>Total/Average</b>	<b>14,533</b>	<b>10,723</b>	<b>74%</b>	<b>6,567</b>	<b>53%</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	1,276	730	57%	1,196	643	54%
Fall 2013	1,381	741	54%	1,328	695	52%
Fall 2014	1,192	653	55%	1,176	620	53%
Fall 2015	1,336	693	52%	1,223	602	49%
Fall 2016	1,230	643	52%	1,155	547	47%
<b>Total/Average</b>	<b>6,415</b>	<b>3,460</b>	<b>54%</b>	<b>6,078</b>	<b>3,107</b>	<b>51%</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	222	50%	7	43%	323	63%	83	61%
Fall 2013	246	49%	12	67%	305	62%	100	57%
Fall 2014	210	56%	9	22%	273	60%	96	47%
Fall 2015	193	53%	10	50%	267	59%	101	46%
Fall 2016	190	50%	10	30%	283	61%	77	53%
<b>Total/Average</b>	<b>1,061</b>	<b>51%</b>	<b>48</b>	<b>44%</b>	<b>1,451</b>	<b>61%</b>	<b>457</b>	<b>53%</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	1,013	55%	660	53%	134	57%	30	50%
Fall 2013	1,167	53%	679	50%	162	51%	38	50%
Fall 2014	1,074	51%	550	59%	128	43%	28	54%
Fall 2015	1,172	49%	640	51%	142	44%	34	53%
Fall 2016	1,115	48%	566	46%	114	50%	30	63%
<b>Total/Average</b>	<b>5,541</b>	<b>51%</b>	<b>3,095</b>	<b>52%</b>	<b>680</b>	<b>49%</b>	<b>160</b>	<b>54%</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	4	50%	1,843	58%	323	48%
Fall 2013	2	---	2,045	56%	333	46%
Fall 2014	5	60%	1,815	56%	286	49%
Fall 2015	70	4%	1,911	54%	287	48%
Fall 2016	65	45%	1,790	52%	281	46%
<b>Total/Average</b>	<b>146</b>	<b>25%</b>	<b>9,404</b>	<b>55%</b>	<b>1,510</b>	<b>47%</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	199	48%	72	54%	31	52%
Fall 2013	200	45%	81	48%	48	42%
Fall 2014	180	44%	50	50%	32	41%
Fall 2015	169	44%	80	45%	42	40%
Fall 2016	162	41%	59	47%	28	39%
<b>Total/Average</b>	<b>910</b>	<b>45%</b>	<b>342</b>	<b>49%</b>	<b>181</b>	<b>43%</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%	92%	92%
ENGL 042	86%	87%	85%	86%	---	86%
ENGL 043	87%	82%	82%	86%	71%	84%
ENGL 047A	87%	89%	89%	87%	90%	88%
ENGL 048	91%	90%	91%	86%	88%	90%
ENGL 049	86%	87%	85%	83%	81%	85%
<b>Total</b>	<b>87%</b>	<b>87%</b>	<b>87%</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	87%	92%	90%	88%	86%	88%
ESOL 020	96%	88%	95%	99%	94%	94%
ESOL 030	88%	89%	94%	96%	96%	92%
ESOL 040	94%	85%	97%	95%	94%	92%
ESOL 045	---	---	88%	88%	96%	92%
<b>Total</b>	<b>91%</b>	<b>88%</b>	<b>94%</b>	<b>94%</b>	<b>93%</b>	<b>92%</b>

Table 24. ESOL Reading Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	87%	92%	90%	88%	86%	88%
ESOL 021	90%	91%	99%	89%	93%	93%
ESOL 031	88%	88%	96%	89%	91%	90%
ESOL 040	94%	85%	97%	95%	94%	92%
ESOL 045	---	---	88%	88%	96%	92%
<b>Total</b>	<b>90%</b>	<b>89%</b>	<b>95%</b>	<b>90%</b>	<b>92%</b>	<b>91%</b>

Table 25. ESOL Listening/Speaking Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	87%	92%	90%	88%	86%	88%
ESOL 022	86%	88%	96%	93%	98%	92%
ESOL 032	95%	93%	93%	86%	97%	93%
<b>Total</b>	<b>89%</b>	<b>91%</b>	<b>93%</b>	<b>89%</b>	<b>93%</b>	<b>91%</b>

Table 26. Math Basic Skills Course Retention Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
MATH 034A	83%	72%	73%	---	---	77%
MATH 038	85%	87%	90%	86%	86%	87%
MATH 046	83%	81%	84%	81%	81%	82%
<b>Total</b>	<b>84%</b>	<b>83%</b>	<b>87%</b>	<b>83%</b>	<b>84%</b>	<b>84%</b>

Source: SDCCD Information System

Table 27. English Basic Skills Retention Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	84%	88%	82%	86%	83%	85%
American Indian	93%	67%	89%	91%	88%	86%
Asian/Pacific Islander	87%	90%	89%	89%	91%	89%
Filipino	93%	87%	86%	78%	90%	87%
Latino	87%	87%	87%	84%	89%	87%
White	89%	86%	89%	88%	89%	88%
Other	89%	87%	85%	86%	85%	86%
Unreported	81%	86%	93%	88%	84%	86%
<b>Total</b>	<b>87%</b>	<b>87%</b>	<b>87%</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	88%	87%	100%	83%	80%	88%
Asian/Pacific Islander	88%	91%	95%	94%	97%	93%
Filipino	100%	57%	100%	67%	90%	83%
Latino	93%	90%	93%	93%	93%	92%
White	93%	88%	94%	90%	89%	91%
Other	100%	86%	89%	50%	100%	89%
Unreported	92%	78%	100%	90%	88%	89%
<b>Total</b>	<b>90%</b>	<b>89%</b>	<b>95%</b>	<b>92%</b>	<b>94%</b>	<b>92%</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	80%	78%	83%	83%	82%	81%
American Indian	88%	100%	67%	75%	100%	88%
Asian/Pacific Islander	85%	85%	85%	86%	80%	84%
Filipino	82%	87%	81%	83%	87%	84%
Latino	84%	83%	87%	81%	84%	84%
White	84%	86%	88%	87%	83%	86%
Other	82%	78%	88%	89%	87%	84%
Unreported	84%	87%	93%	88%	90%	88%
<b>Total</b>	<b>84%</b>	<b>83%</b>	<b>87%</b>	<b>83%</b>	<b>84%</b>	<b>84%</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	---	---	---	73%	71%	72%
ENGL 042	69%	67%	72%	76%	---	70%
ENGL 043	69%	67%	62%	69%	53%	66%
ENGL 047A	70%	72%	68%	69%	74%	71%
ENGL 048	81%	78%	77%	72%	81%	78%
ENGL 049	71%	69%	69%	64%	66%	69%
<b>Total</b>	<b>73%</b>	<b>71%</b>	<b>70%</b>	<b>68%</b>	<b>72%</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	61%	67%	60%	60%	58%	61%
ESOL 020	66%	64%	87%	80%	87%	77%
ESOL 030	80%	78%	92%	90%	90%	86%
ESOL 040	85%	68%	89%	86%	91%	83%
ESOL 045	---	---	80%	84%	92%	88%
<b>Total</b>	<b>73%</b>	<b>69%</b>	<b>82%</b>	<b>81%</b>	<b>83%</b>	<b>78%</b>

Table 32. ESOL Reading Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	61%	67%	60%	60%	58%	61%
ESOL 021	80%	84%	91%	78%	89%	84%
ESOL 031	82%	80%	87%	83%	85%	83%
ESOL 040	85%	68%	89%	86%	91%	83%
ESOL 045	---	---	80%	84%	92%	88%
<b>Total</b>	<b>78%</b>	<b>75%</b>	<b>82%</b>	<b>78%</b>	<b>82%</b>	<b>79%</b>

Table 33. ESOL Listening/Speaking Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
ESOL 019	61%	67%	60%	60%	58%	61%
ESOL 022	83%	80%	95%	85%	98%	88%
ESOL 032	94%	88%	90%	78%	92%	88%
<b>Total</b>	<b>79%</b>	<b>78%</b>	<b>82%</b>	<b>75%</b>	<b>80%</b>	<b>79%</b>

Table 34. Math Basic Skills Course Success Rates

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
MATH 034A	48%	34%	51%	---	---	43%
MATH 038	59%	61%	67%	56%	61%	61%
MATH 046	51%	52%	55%	51%	49%	52%
<b>Total</b>	<b>54%</b>	<b>56%</b>	<b>60%</b>	<b>53%</b>	<b>56%</b>	<b>56%</b>

Source: SDCCD Information System

Table 35. English Basic Skills Success Rates by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Year Average
African American	66%	71%	62%	66%	63%	66%
American Indian	79%	50%	67%	73%	88%	70%
Asian/Pacific Islander	79%	74%	79%	75%	78%	77%
Filipino	82%	77%	72%	64%	84%	75%
Latino	70%	69%	66%	64%	69%	68%
White	78%	73%	75%	74%	77%	75%
Other	69%	63%	68%	68%	69%	67%
Unreported	74%	73%	85%	76%	70%	76%
<b>Total</b>	<b>73%</b>	<b>71%</b>	<b>70%</b>	<b>68%</b>	<b>72%</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	67%	73%	70%	61%	65%	68%
Asian/Pacific Islander	81%	82%	90%	84%	91%	86%
Filipino	86%	43%	100%	67%	90%	78%
Latino	78%	70%	78%	77%	83%	77%
White	80%	72%	84%	82%	82%	80%
Other	80%	71%	89%	50%	88%	79%
Unreported	92%	61%	100%	80%	75%	81%
<b>Total</b>	<b>79%</b>	<b>76%</b>	<b>86%</b>	<b>81%</b>	<b>86%</b>	<b>82%</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	44%	50%	49%	45%	45%	47%
American Indian	81%	58%	33%	42%	50%	57%
Asian/Pacific Islander	59%	59%	71%	61%	61%	62%
Filipino	51%	63%	64%	51%	66%	59%
Latino	52%	53%	56%	50%	55%	53%
White	62%	62%	67%	62%	60%	63%
Other	49%	51%	66%	52%	53%	54%
Unreported	50%	65%	72%	65%	59%	61%
<b>Total</b>	<b>54%</b>	<b>56%</b>	<b>60%</b>	<b>53%</b>	<b>56%</b>	<b>56%</b>

Source: SDCCD Information System