

**City College
Basic Skills Report 2012**

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Office of Institutional Research and Planning
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Overview of the Basic Skills Report 2012

This report on students enrolled in Basic Skills courses provides follow-up and additional information to the Basic Skills Report that was produced in 2011. This report is intended for the college Basic Skills Committee, faculty, student support staff, college leaders and managers. The information in the report may be 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 term to term 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 as a point of reference.

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, 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 course students from all three colleges (City, Mesa, and Miramar), and may be used as a point of reference for each college.

Also note that this report uses the SDCCD Information System.

Listing of Basic Skills Courses Included in the Basic Skills Report 2012

ENGLISH COURSES:

- ENGL 042: College Reading and Study Skills I
- ENGL 043: English Review
- ENGL 048: College Reading and Study Skills II (previously ENGL 056)
- ENGL 049: Basic Composition (previously ENGL 051)

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES:

Writing Sequence

- ESOL 019: Transitional English for ESOL Students
- ESOL 020: Writing for Non-native Speakers of English I
- ESOL 030: Writing for Non-native Speakers of English II
- ESOL 040: Reading and Writing for Non-native Speakers of English III

Reading Sequence

- ESOL 019: Transitional English for ESOL Students
- ESOL 021: Reading for Non-native Speakers of English I
- ESOL 031: Reading for Non-native Speakers of English II
- ESOL 040: Reading and Writing for Non-native Speakers of English III

Listening/Speaking Sequence

- ESOL 019: Transitional English for ESOL Students
- ESOL 022: Listening and Speaking for Non-native Speakers of English I
- ESOL 032: Listening and Speaking for Non-native Speakers of English II

MATH COURSES:

- MATH 034A: Basic Mathematics and Study Skills (previously MATH 032)
- MATH 038: Pre-Algebra and Study Skills (previously MATH 035)
- MATH 046: Elementary Algebra and Geometry (previously MATH 095)

Note. The Basic Skills Report 2012 provides data on all courses that are considered Basic Skills during the reporting term of Spring 2012.

Placement Levels and Corresponding Outcomes

ENGLISH PLACEMENT LEVELS

- Take ESOL Test → Advised to take ESOL Placement Test
- Needs Advising → Advised to meet with a counselor
- Basic Skills¹ → ENGL 042, 043, 048, or 049
- Transfer Level → ENGL 101 or 105

ESOL PLACEMENT LEVELS

- First Level → ESOL 019
- Second Level → ESOL 020-series sequence
- Third Level → ESOL 030-series sequence
- Fourth Level → ESOL 040

MATH PLACEMENT LEVELS

- Basic Skills² → MATH 034A, 038, 046
- Associate Level → MATH 096
- Transfer Level → MATH 104, 107, 116, 118, 119, 210A

Note 1. ENGL 048 and 049 (previously ENGL 056 and 051) were designated Basic Skills courses, effective Fall 2008.

Note 2. MATH 046 (previously MATH 095) was designated a Basic Skills course, effective Fall 2009.

Placement of First-Time Students

Part I: Placement of First-Time Students

This section of the report looks at the placement levels of first-time Basic Skills students during the three most recent years for which data are available: 2009/10 to 2011/12. Placement levels by subject are shown both graphically (see Figures 1 through 4) and in tabular form (see Tables 1 through 4) for reading, writing, math, and ESOL.

TERMS AND DEFINITIONS:

First-Time Students: Defined in this report as any first-time student that was officially enrolled in a class. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and high school students.

Summary of Findings

On average, 40% of incoming students who took the reading placement test placed into a Basic Skills English course, and another 13% placed into the levels below Basic Skills. The number of first-time students who took the reading test and placed into Basic Skills has increased by 11% from 849 in 2009/10 to 941 in 2011/12. The number of first-time students who placed into Take ESOL Test also increased by 130% from 2009/10 to 2011/12. However, the number of first-time students who placed into Transfer/Associate level English has decreased by 2% from 1,027 in 2009/10 to 1,002 in 2011/12.

On average, 68% of first-time students who took the writing placement test placed into a Basic Skills English course, and another 13% placed into the levels below Basic Skills. The number of first-time student who took the writing test and placed into Basic Skills has slightly increased by 4% with 1,473 in 2009/10 and 1,530 in 2011/12. Similarly, the number of first-time students who placed into Transfer/Associate level English has slightly increased by 2% from 403 in 2009/10 to 412 in 2011/12.

On average, approximately 80% of first-time students who took a math placement test placed into a Basic Skills level math course. The number has decreased by 2% from 1,851 in 2009/10 to 1,822 in 2011/12. Additionally, a relatively small percentage of first-time students who took the math test placed into Associate level math (8%) or Transfer level math (11%) on average, with an increase in the number by 19% and 23%, respectively.

The majority of first-time students who took the ESOL placement test placed into the first level (Level 019, 45% on average) while a relatively small percentage (12%) placed into the highest level (Level 040). The number of students who took the ESOL test and placed into Level 030 increased by 39% from 33 in 2009/10 to 46 in 2011/12.

A relatively large percentage of first-time students did not take the English reading nor writing placement test, nor math placement test. On average, 42% did not take the English reading placement test nor the English writing placement test, and 40% did not take the math placement test. The percentages of students who did not take the placement tests have decreased by 21% for English reading and writing, and by 20% for math demonstrating the same trend over the three years being reported (2009/10 to 2011/12).

City College Placement of First-Time Students by Subject
2009/10 – 2011/12

Figure 1. Reading Placement Trends of First-Time Students

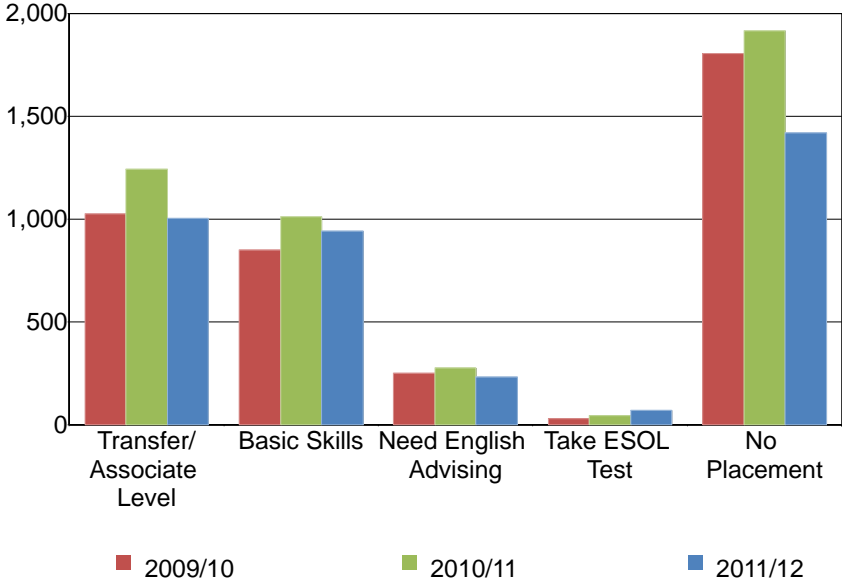
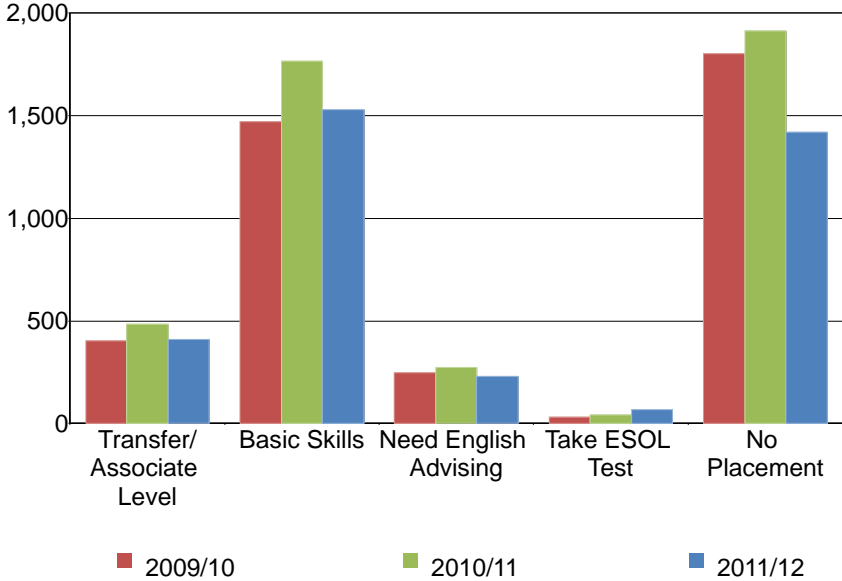


Figure 2. Writing Placement Trends of First-Time Students



City College Placement of First-Time Students by Subject
2009/10 – 2011/12

Figure 3. ESOL Placement Trends of First-Time Students

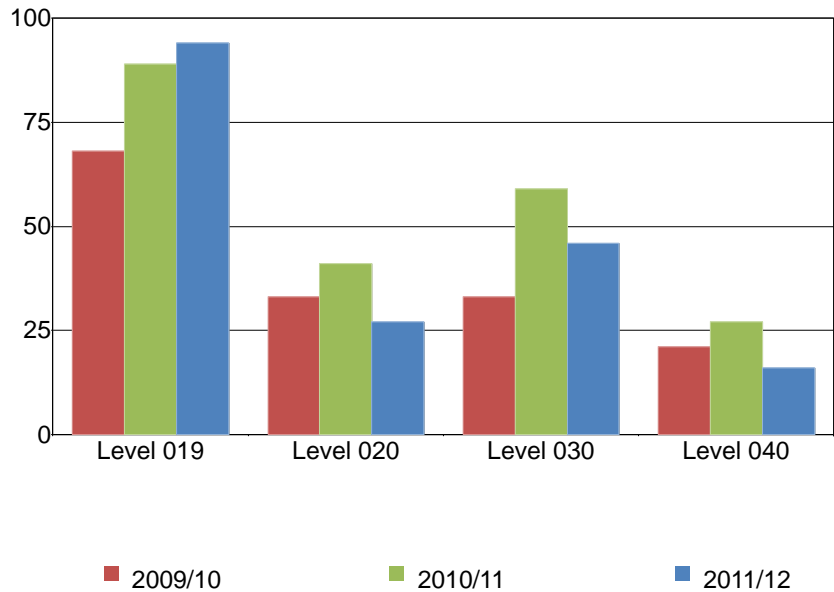
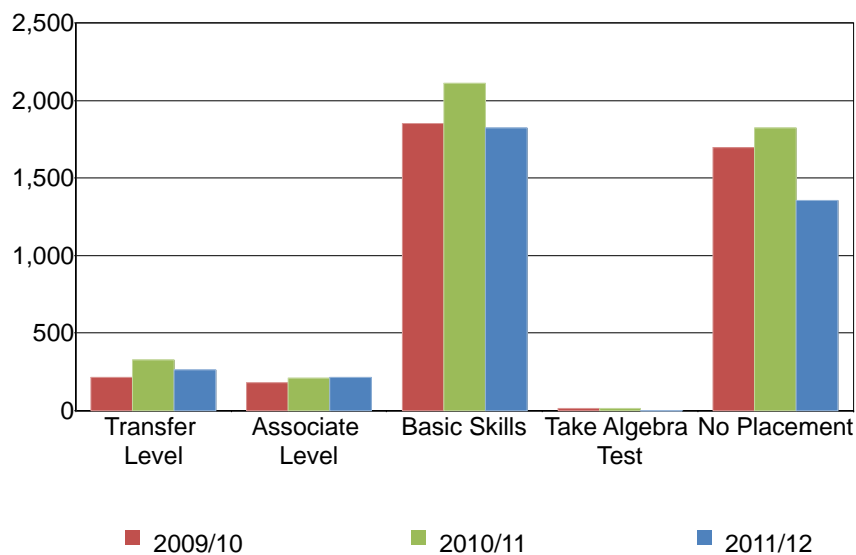


Figure 4. Math Placement Trends of First-Time Students



City College Placement of First-Time Students by Subject
2009/10 – 2011/12

Table 1. Reading Placement of First-Time Students

		2009/10		2010/11		2011/12		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,154	54%	2,572	57%	2,242	61%	6,968	58%	4%
	No Placement	1,803	46%	1,915	43%	1,418	39%	5,136	42%	-21%
	Total Students	3,957	100%	4,487	100%	3,660	100%	12,104	100%	-8%
Distribution of Students who Took a Test	Transfer/Associate Level	1,027	48%	1,242	48%	1,002	45%	3,271	47%	-2%
	Basic Skills	849	39%	1,011	39%	941	42%	2,801	40%	11%
	Need English Advising	248	12%	276	11%	230	10%	754	11%	-7%
	Take ESOL Test	30	1%	43	2%	69	3%	142	2%	130%
	Total Tested	2,154	100%	2,572	100%	2,242	100%	6,968	100%	4%

Source: SDCCD Information System

Table 2. Writing Placement of First-Time Students

		2009/10		2010/11		2011/12		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,154	54%	2,572	57%	2,241	61%	6,967	58%	4%
	No Placement	1,803	46%	1,915	43%	1,419	39%	5,137	42%	-21%
	Total Students	3,957	100%	4,487	100%	3,660	100%	12,104	100%	-8%
Distribution of Students who Took a Test	Transfer/Associate Level	403	19%	486	19%	412	18%	1,301	19%	2%
	Basic Skills	1,473	68%	1,767	69%	1,530	68%	4,770	68%	4%
	Need English Advising	248	12%	276	11%	230	10%	754	11%	-7%
	Take ESOL Test	30	1%	43	2%	69	3%	142	2%	130%
	Total Tested	2,154	100%	2,572	100%	2,241	100%	6,967	100%	4%

Source: SDCCD Information System

City College Placement of First-Time Students by Subject
2009/10 – 2011/12

Table 3. ESOL Placement of First-Time Students

		2009/10		2010/11		2011/12		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	155	4%	216	5%	183	5%	554	5%	18%
	No Placement	3,802	96%	4,271	95%	3,477	95%	11,550	95%	-9%
	Total Students	3,957	100%	4,487	100%	3,660	100%	12,104	100%	-8%
Distribution of Students who Took a Test	Level 019	68	44%	89	41%	94	51%	251	45%	38%
	Level 020	33	21%	41	19%	27	15%	101	18%	-18%
	Level 030	33	21%	59	27%	46	25%	138	25%	39%
	Level 040	21	14%	27	13%	16	9%	64	12%	-24%
	Total Tested	155	100%	216	100%	183	100%	554	100%	18%

Source: SDCCD Information System

Table 4. Math Placement of First-Time Students

		2009/10		2010/11		2011/12		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,261	57%	2,661	59%	2,303	63%	7,225	60%	2%
	No Placement	1,696	43%	1,826	41%	1,357	37%	4,879	40%	-20%
	Total Students	3,957	100%	4,487	100%	3,660	100%	12,104	100%	-8%
Distribution of Students who Took a Test	Transfer Level	213	9%	326	12%	263	11%	802	11%	23%
	Associate Level	181	8%	210	8%	216	9%	607	8%	19%
	Basic Skills	1,851	82%	2,112	79%	1,822	79%	5,785	80%	-2%
	Take Algebra Test	16	1%	13	0%	2	0%	31	0%	-88%
	Total Tested	2,261	100%	2,661	100%	2,303	100%	7,225	100%	2%

Source: SDCCD Information System

Enrollment

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 2007 to Spring 2012. Enrollments are shown by subject for each course, with fall and spring terms reported separately (see Tables 5 through 14). Enrollments are also displayed graphically and in tabular form for each subject by ethnicity (see Figures 5 through 10 and Tables 15 through 20, respectively).

Summary of Findings

The majority of enrollments, on average, were in English 049 (41% on average in the fall semesters and 44% in the spring semesters). Both English 042 and 048 have seen an increase in enrollment between Fall 2007-2011 (24% increase for English 042 and 20% increase for English 048). In addition, enrollments for all English courses have witnessed a sharp increase by 31% on average from Fall 2009 to Fall 2010 but followed by a remarkable decrease by 12% on average from Fall 2010 to Fall 2011.

In the fall semesters, enrollments for all ESOL courses have witnessed a slight decrease by 2% on average from Fall 2007 to Fall 2011 except the ESOL 030-series, for which the enrollments witnessed a sharp increase by 46%. Additionally, in the fall semesters, ESOL 019 had the greatest decrease in enrollments (by 45%) whereas ESOL 032 had the greatest increase in enrollments (by 78%). On the contrary, enrollments for all ESOL courses increased on average by 17% in the spring semesters except ESOL 019, for which the enrollments remained the same between Spring 2008 and Spring 2012. In the spring semesters, ESOL 021 and 031 witnessed the greatest increase in enrollment (on average, 36% each).

The majority of enrollments, on average, were in Math 046 (46% in Fall and 47% in Spring semesters). Math 038 saw the greatest increase in enrollment between Fall 2007 and Fall 2011 (39%), whereas among spring terms, Math 034A witnessed the greatest increase between Spring 2008 and Spring 2012 (67%).

On average over the five-year period, more than half of the students (55%) who enrolled in Basic Skills English courses were Latino, followed by African American students (17%). These were higher than the All Colleges' averages for Latino and African American Basic Skills English enrollments (39% and 12%, respectively).

Across the fall and spring terms, on average, 49% of the students who enrolled in Basic Skills math courses were Latino students, followed by African American students and White students (19% and 17%, respectively). These were higher than the All Colleges' averages for Latino and African American Basic Skills math enrollments (38% and 13%, respectively).

City College Basic Skills Course Enrollments
Fall Terms: 2007 - 2011

Table 5. English Basic Skills Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
ENGL 042	202	12%	226	13%	218	13%	262	12%	250	13%	1,158	13%
ENGL 043	400	23%	410	24%	397	24%	523	24%	447	23%	2,177	24%
ENGL 048	391	23%	390	23%	363	22%	472	22%	470	25%	2,086	23%
ENGL 049	727	42%	692	40%	668	41%	907	42%	743	39%	3,737	41%
Total	1,720	100%	1,718	100%	1,646	100%	2,164	100%	1,910	100%	9,158	100%

Source: SDCCD Information System

Table 6. ESOL Writing Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
ESOL 019	51	19%	59	24%	57	22%	52	20%	28	12%	247	19%
ESOL 020	74	27%	60	24%	59	22%	54	21%	61	27%	308	24%
ESOL 030	62	23%	70	28%	77	29%	104	40%	80	36%	393	31%
ESOL 040	88	32%	58	23%	70	27%	52	20%	56	25%	324	25%
Total	275	100%	247	100%	263	100%	262	100%	225	100%	1,272	100%

Source: SDCCD Information System

Table 7. ESOL Reading Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
ESOL 019	51	21%	59	27%	57	24%	52	23%	28	14%	247	22%
ESOL 021	51	21%	47	22%	54	23%	60	27%	51	25%	263	23%
ESOL 031	50	21%	54	25%	59	25%	61	27%	70	34%	294	26%
ESOL 040	88	37%	58	27%	70	29%	52	23%	56	27%	324	29%
Total	240	100%	218	100%	240	100%	225	100%	205	100%	1,128	100%

Source: SDCCD Information System

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
ESOL 019	51	33%	59	37%	57	36%	52	33%	28	18%	247	32%
ESOL 022	58	38%	48	30%	48	30%	49	31%	44	29%	247	32%
ESOL 032	45	29%	52	33%	53	34%	56	36%	80	53%	286	37%
Total	154	100%	159	100%	158	100%	157	100%	152	100%	780	100%

Source: SDCCD Information System

Table 9. Math Basic Skills Course Enrollments

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
MATH 034A	260	14%	249	12%	318	14%	307	12%	323	14%	1,457	13%
MATH 038	713	39%	817	40%	896	40%	1,138	44%	990	42%	4,554	41%
MATH 046	856	47%	980	48%	1,008	45%	1,125	44%	1,062	45%	5,031	46%
Total	1,829	100%	2,046	100%	2,222	100%	2,570	100%	2,375	100%	11,042	100%

Source: SDCCD Information System

City College Basic Skills Course Enrollments
Spring Terms: 2008 - 2012

Table 10. English Basic Skills Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
ENGL 042	189	11%	209	12%	158	9%	203	11%	219	12%	978	11%
ENGL 043	337	20%	394	22%	376	21%	390	21%	379	20%	1,876	21%
ENGL 048	409	24%	413	23%	409	23%	446	24%	481	26%	2,158	24%
ENGL 049	779	45%	767	43%	809	46%	811	44%	777	42%	3,943	44%
Total	1,714	100%	1,783	100%	1,752	100%	1,850	100%	1,856	100%	8,955	100%

Source: SDCCD Information System

Table 11. ESOL Writing Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
ESOL 019	28	13%	48	18%	58	22%	51	21%	28	11%	213	17%
ESOL 020	55	25%	65	24%	53	20%	55	22%	57	23%	285	23%
ESOL 030	71	32%	73	27%	77	30%	77	31%	82	33%	380	30%
ESOL 040	70	31%	81	30%	72	28%	64	26%	82	33%	369	30%
Total	224	100%	267	100%	260	100%	247	100%	249	100%	1,247	100%

Source: SDCCD Information System

Table 12. ESOL Reading Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
ESOL 019	28	15%	48	19%	58	24%	51	20%	28	12%	213	18%
ESOL 021	42	22%	58	23%	52	21%	56	22%	57	24%	265	23%
ESOL 031	50	26%	63	25%	64	26%	79	32%	68	29%	324	28%
ESOL 040	70	37%	81	32%	72	29%	64	26%	82	35%	369	32%
Total	190	100%	250	100%	246	100%	250	100%	235	100%	1,171	100%

Source: SDCCD Information System

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
ESOL 019	28	24%	48	29%	58	36%	51	31%	28	22%	213	29%
ESOL 022	40	35%	58	35%	52	32%	53	32%	45	36%	248	34%
ESOL 032	47	41%	59	36%	53	33%	61	37%	53	42%	273	37%
Total	115	100%	165	100%	163	100%	165	100%	126	100%	734	100%

Source: SDCCD Information System

Table 14. Math Basic Skills Course Enrollments

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
MATH 034A	186	11%	284	15%	276	13%	298	14%	310	15%	1,354	14%
MATH 038	672	39%	770	40%	903	42%	796	38%	784	38%	3,925	39%
MATH 046	885	51%	876	45%	966	45%	1,021	48%	952	47%	4,700	47%
Total	1,743	100%	1,930	100%	2,145	100%	2,115	100%	2,046	100%	9,979	100%

Source: SDCCD Information System

City College Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2007 - 2011

Figure 5. English Basic Skills Enrollments by Ethnicity

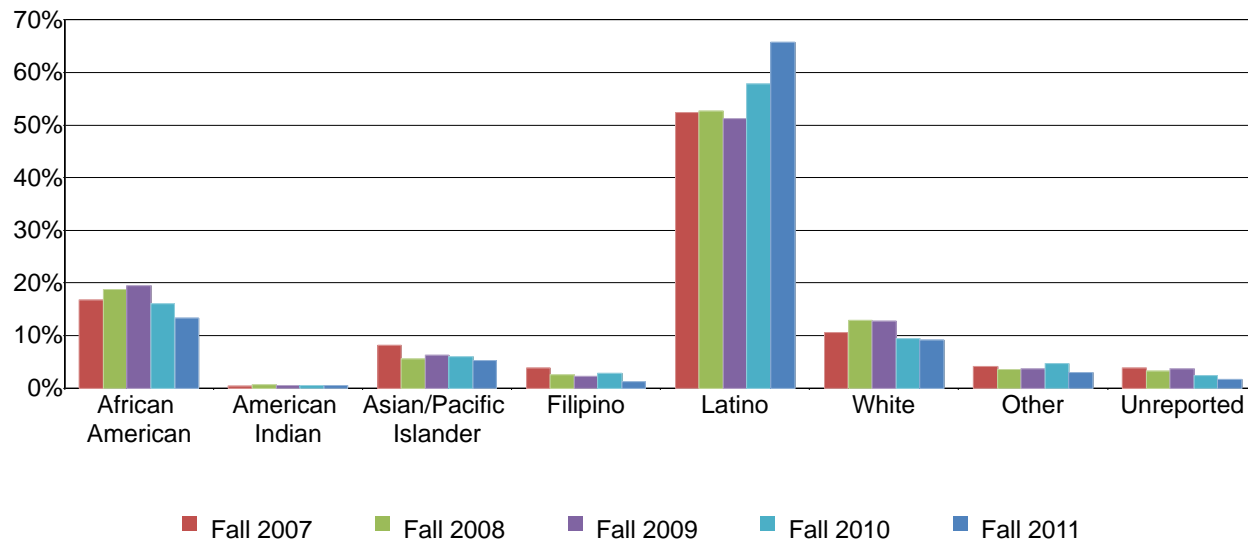


Figure 6. ESOL Enrollments by Ethnicity

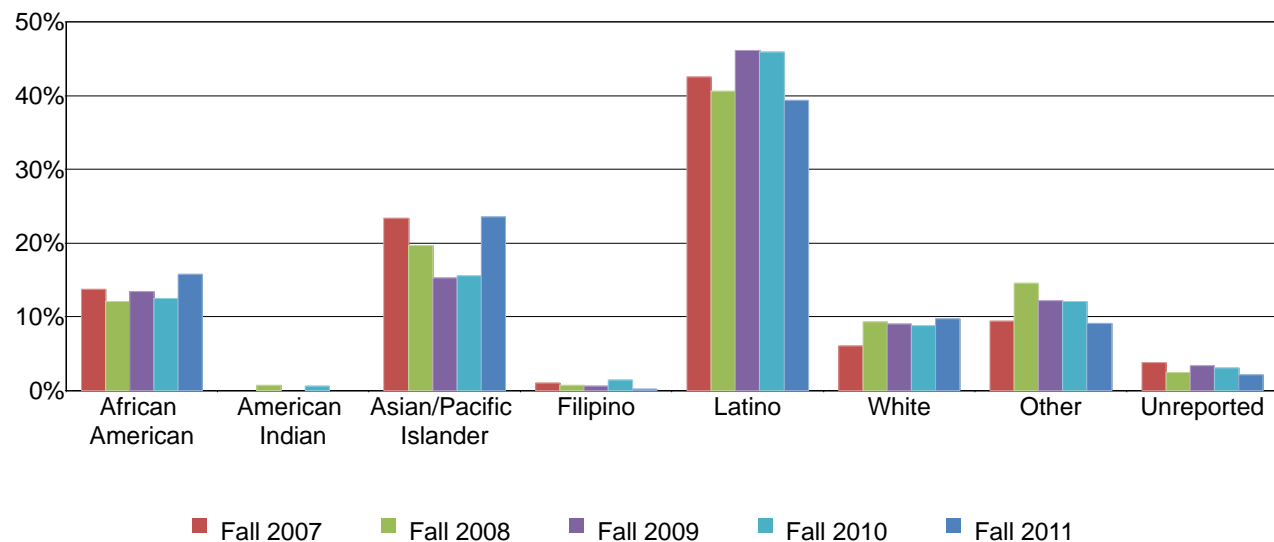
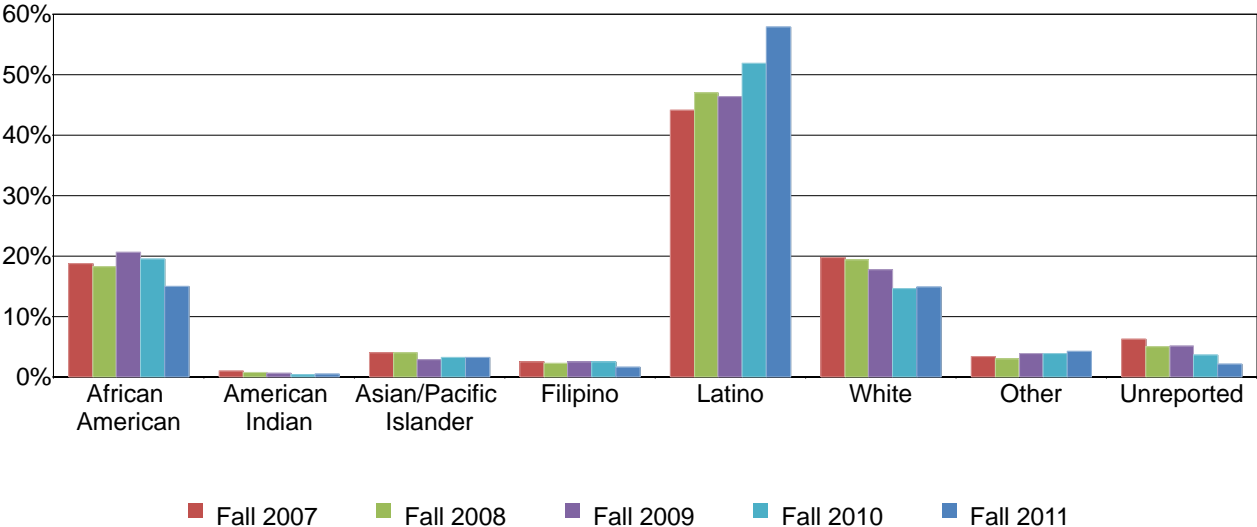


Figure 7. Math Basic Skills Enrollments by Ethnicity



City College Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2008 - 2012

Figure 8. English Basic Skills Enrollments by Ethnicity

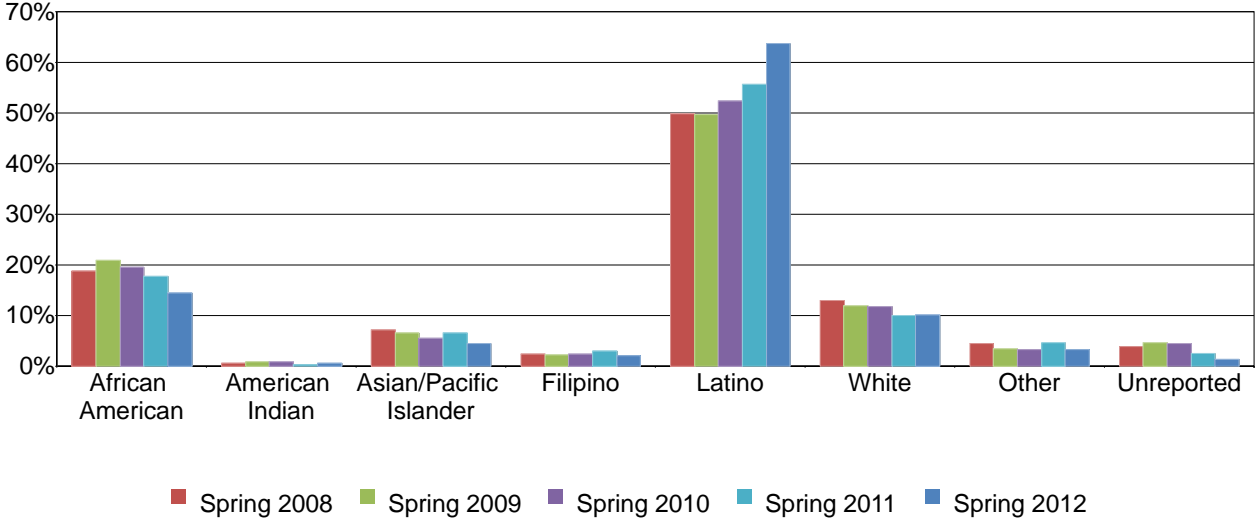


Figure 9. ESOL Enrollments by Ethnicity

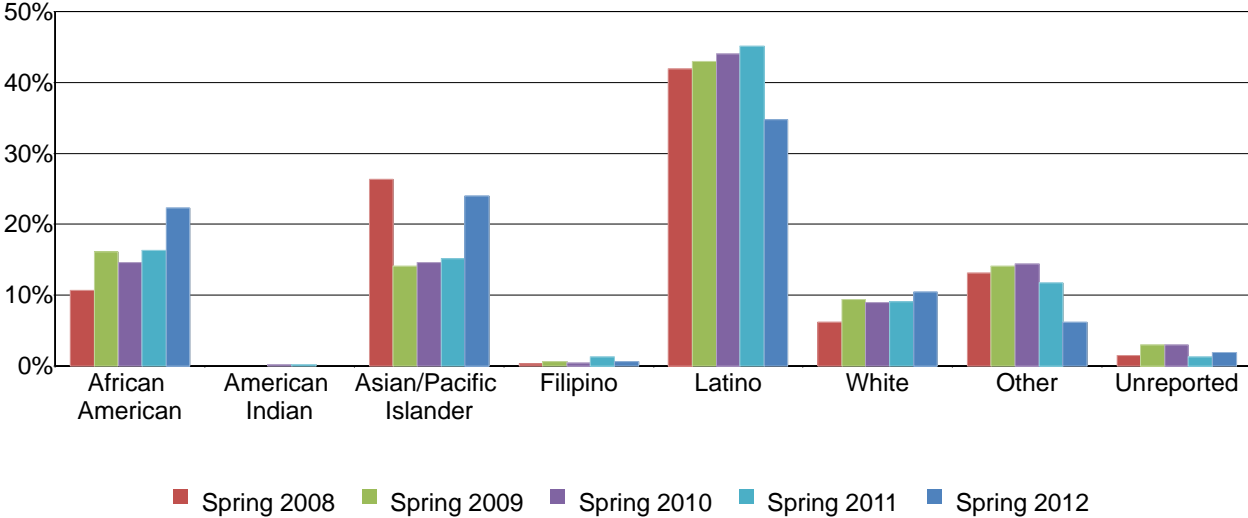
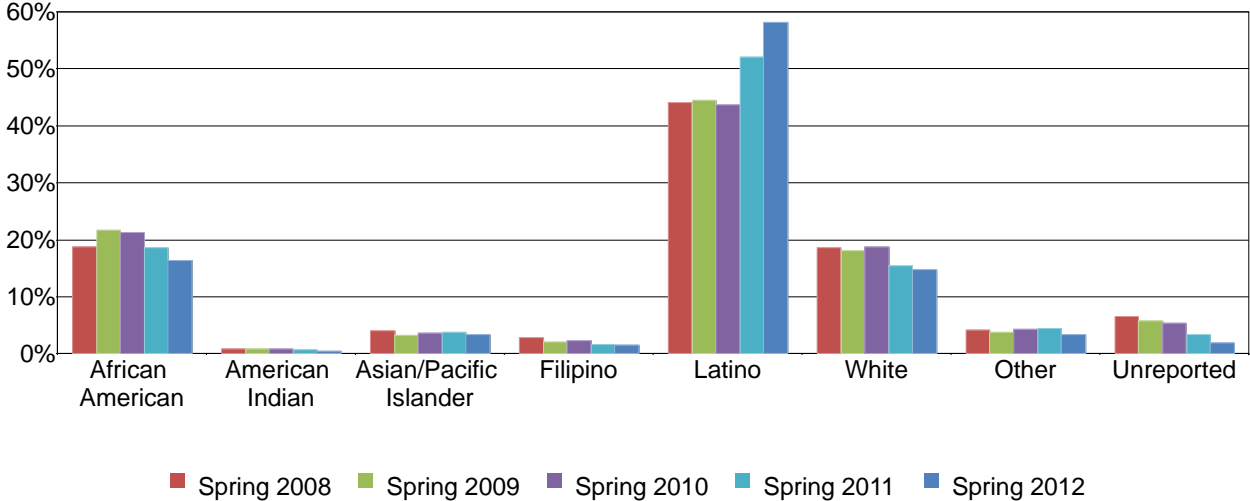


Figure 10. Math Basic Skills Enrollments by Ethnicity



**City College Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2007 - 2011**

Table 15. English Basic Skills Enrollments by Ethnicity

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	289	17%	323	19%	321	20%	348	16%	254	13%	1,535	17%
American Indian	7	0%	11	1%	10	1%	12	1%	11	1%	51	1%
Asian/Pacific Islander	140	8%	96	6%	104	6%	130	6%	100	5%	570	6%
Filipino	65	4%	44	3%	38	2%	61	3%	25	1%	233	3%
Latino	900	52%	905	53%	843	51%	1,253	58%	1,256	66%	5,157	56%
White	181	11%	221	13%	210	13%	205	9%	174	9%	991	11%
Other	72	4%	62	4%	60	4%	102	5%	57	3%	353	4%
Unreported	66	4%	56	3%	60	4%	53	2%	33	2%	268	3%
Total	1,720	100%	1,718	100%	1,646	100%	2,164	100%	1,910	100%	9,158	100%

Source: SDCCD Information System

Table 16. ESOL Enrollments by Ethnicity

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	66	14%	54	12%	64	13%	61	13%	74	16%	319	14%
American Indian	0	0%	3	1%	0	0%	3	1%	0	0%	6	0%
Asian/Pacific Islander	112	23%	88	20%	73	15%	76	16%	111	24%	460	19%
Filipino	5	1%	3	1%	3	1%	7	1%	1	0%	19	1%
Latino	204	43%	182	41%	220	46%	224	46%	185	39%	1,015	43%
White	29	6%	42	9%	43	9%	43	9%	46	10%	203	9%
Other	45	9%	65	15%	58	12%	59	12%	43	9%	270	11%
Unreported	18	4%	11	2%	16	3%	15	3%	10	2%	70	3%
Total	479	100%	448	100%	477	100%	488	100%	470	100%	2,362	100%

Source: SDCCD Information System

Table 17. Math Basic Skills Enrollments by Ethnicity

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	344	19%	374	18%	458	21%	501	19%	358	15%	2,035	18%
American Indian	18	1%	17	1%	16	1%	12	0%	14	1%	77	1%
Asian/Pacific Islander	74	4%	82	4%	66	3%	85	3%	79	3%	386	3%
Filipino	46	3%	48	2%	55	2%	66	3%	41	2%	256	2%
Latino	808	44%	963	47%	1,030	46%	1,334	52%	1,375	58%	5,510	50%
White	363	20%	397	19%	395	18%	376	15%	355	15%	1,886	17%
Other	62	3%	63	3%	87	4%	102	4%	102	4%	416	4%
Unreported	114	6%	102	5%	115	5%	94	4%	51	2%	476	4%
Total	1,829	100%	2,046	100%	2,222	100%	2,570	100%	2,375	100%	11,042	100%

Source: SDCCD Information System

**City College Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2008 - 2012**

Table 18. English Basic Skills Enrollments by Ethnicity

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	323	19%	373	21%	342	20%	327	18%	267	14%	1,632	18%
American Indian	10	1%	15	1%	14	1%	5	0%	10	1%	54	1%
Asian/Pacific Islander	123	7%	116	7%	97	6%	120	6%	81	4%	537	6%
Filipino	39	2%	39	2%	40	2%	54	3%	39	2%	211	2%
Latino	856	50%	886	50%	918	52%	1,030	56%	1,185	64%	4,875	54%
White	223	13%	211	12%	207	12%	183	10%	189	10%	1,013	11%
Other	75	4%	61	3%	56	3%	86	5%	61	3%	339	4%
Unreported	65	4%	82	5%	78	4%	45	2%	24	1%	294	3%
Total	1,714	100%	1,783	100%	1,752	100%	1,850	100%	1,856	100%	8,955	100%

Source: SDCCD Information System

Table 19. ESOL Enrollments by Ethnicity

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	43	11%	81	16%	70	15%	81	16%	105	22%	380	16%
American Indian	0	0%	0	0%	1	0%	1	0%	0	0%	2	0%
Asian/Pacific Islander	106	26%	71	14%	70	15%	75	15%	113	24%	435	18%
Filipino	1	0%	3	1%	2	0%	6	1%	3	1%	15	1%
Latino	169	42%	217	43%	212	44%	224	45%	164	35%	986	42%
White	25	6%	47	9%	43	9%	45	9%	49	10%	209	9%
Other	53	13%	71	14%	69	14%	58	12%	29	6%	280	12%
Unreported	6	1%	15	3%	14	3%	6	1%	9	2%	50	2%
Total	403	100%	505	100%	481	100%	496	100%	472	100%	2,357	100%

Source: SDCCD Information System

Table 20. Math Basic Skills Enrollments by Ethnicity

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	327	19%	418	22%	456	21%	395	19%	336	16%	1,932	19%
American Indian	16	1%	16	1%	17	1%	16	1%	10	0%	75	1%
Asian/Pacific Islander	70	4%	63	3%	78	4%	79	4%	70	3%	360	4%
Filipino	49	3%	40	2%	50	2%	34	2%	31	2%	204	2%
Latino	769	44%	858	44%	936	44%	1,101	52%	1,189	58%	4,853	49%
White	325	19%	349	18%	401	19%	327	15%	302	15%	1,704	17%
Other	72	4%	74	4%	93	4%	93	4%	68	3%	400	4%
Unreported	115	7%	112	6%	114	5%	70	3%	40	2%	451	5%
Total	1,743	100%	1,930	100%	2,145	100%	2,115	100%	2,046	100%	9,979	100%

Source: SDCCD Information System

Persistence

Part III: Term Persistence

This section of the report looks at the term persistence rates of Basic Skills students during the five most recent fall terms for which data are available: Fall 2007 to Fall 2011. Term persistence rates are displayed both graphically (see Figure 11) and in tabular form (see Table 21). Term persistence is also separated by gender, ethnicity, and age (see Figures 12 through 14, and Tables 22 through 24).

TERMS AND DEFINITIONS:

Persistence: Defined in this report as the rate of students who are enrolled in a fall term as of census (eliminating drops and never attends prior to census) and who complete the term with a grade notation A, B, C, P (Pass) D, F, I, NP (Not-Pass), RD (Report Delayed), then are enrolled as of census in the subsequent spring term and receive a grade notation for that term.

Summary of Findings

On average, 69% of the students in the Basic Skills courses who are enrolled in a fall term as of census, persist to the spring term. The term persistence rate has been increasing starting in Fall 2007 at 67% and ending in Fall 2011 at 72%. The City College average persistence rate is lower than the All Colleges persistence rate (76%).

Female students on average had a slightly higher persistence rate than males (70% compared to 69%). The term persistence rate for females has increased from 68% in Fall 2007 to 72% in Fall 2009 and remained relatively stable since Fall 2009. The term persistence rate for males has been increasing gradually over the past five years. The All Colleges persistence rate for females and males (76% each) is slightly different compared to the City College rate where females had a slightly higher rate than males.

On average the ethnic groups with the highest persistence rates were Latino students (72%), students categorized as 'Other' (70%) and African American students (69%). Persistence rates peaked for American Indian students in Fall 2009 (75%) and Latino students in Fall 2009 (74%). From Fall 2007 to Fall 2011 the term persistence rate increased by 7% for African American students, 6% for Latino students, and 3% for White students.

Students with the highest persistence rates on average were students 18-24 years old and 50 years and older (72% each). From Fall 2007 to Fall 2011 the term persistence rate increased by 17% for students under 18 years old and 16% for students who were 50 years and older.

City College Term Persistence
Fall Terms: 2007 – 2011

Figure 11. Basic Skills Term Persistence

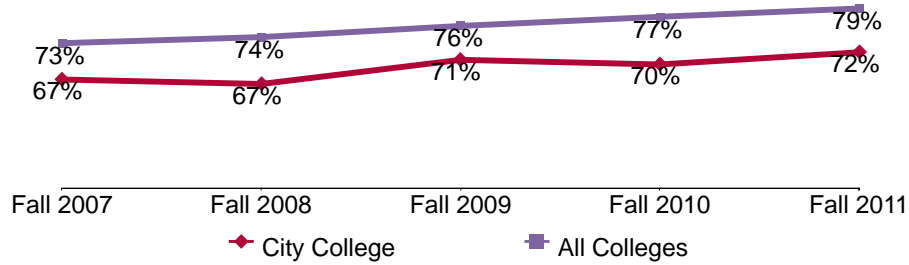


Table 21. Basic Skills Term Persistence

Cohort	Fall	Spring	Persistence	All Colleges Persistence Fall to Spring
Fall 2007	2,221	1,499	67%	73%
Fall 2008	2,356	1,573	67%	74%
Fall 2009	2,471	1,746	71%	76%
Fall 2010	3,003	2,100	70%	77%
Fall 2011	2,800	2,012	72%	79%
Average			69%	76%

Source: SDCCD Information System

Note. SDSU and UCSD students are excluded.

City College Term Persistence by Gender
Fall Terms: 2007 – 2011

Figure 12. Basic Skills Term Persistence by Gender

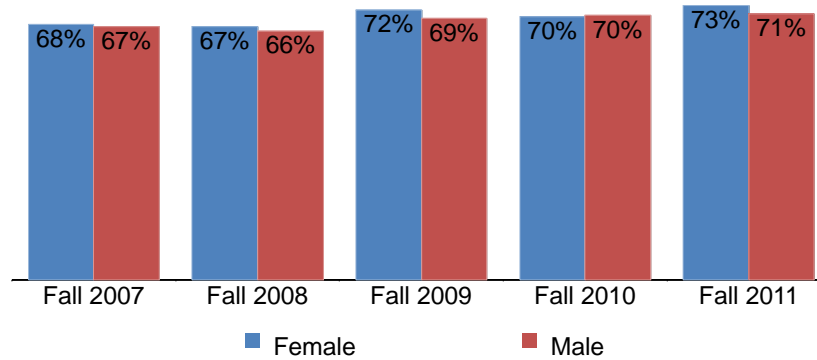


Table 22. Basic Skills Term Persistence by Gender

Cohort	Female			Male		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	1,356	918	68%	864	580	67%
Fall 2008	1,433	964	67%	923	609	66%
Fall 2009	1,435	1,027	72%	1,036	719	69%
Fall 2010	1,721	1,201	70%	1,282	899	70%
Fall 2011	1,601	1,166	73%	1,198	845	71%
Average			70%			69%

Source: SDCCD Information System

Note. SDSU and UCSD students are excluded.

City College Term Persistence by Ethnicity
Fall Terms: 2007 – 2011

Figure 13. Basic Skills Term Persistence by Ethnicity

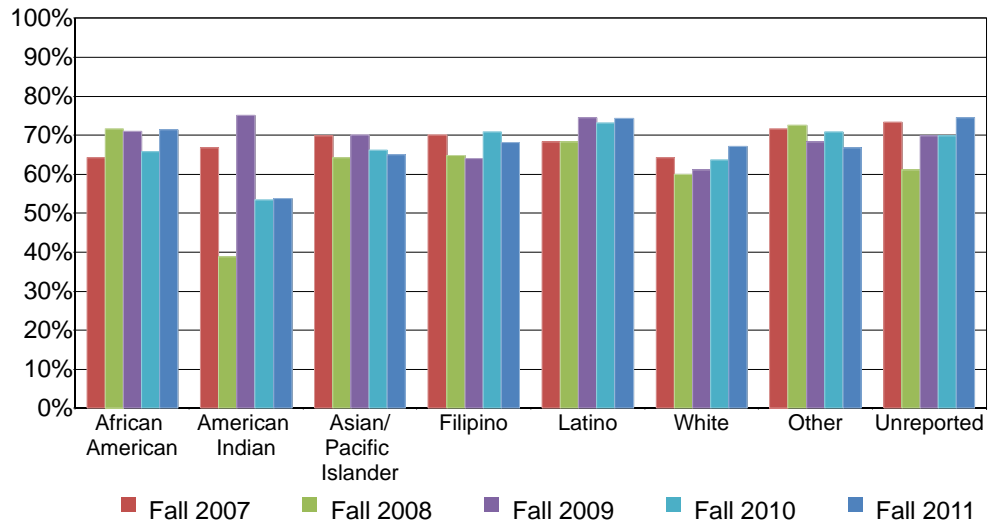


Table 23. Basic Skills Term Persistence by Ethnicity

Cohort	African American			American Indian			Asian/Pacific Islander			Filipino		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	371	238	64%	15	10	67%	182	127	70%	60	42	70%
Fall 2008	394	282	72%	18	7	39%	151	97	64%	51	33	65%
Fall 2009	444	315	71%	12	9	75%	154	108	70%	61	39	64%
Fall 2010	484	318	66%	15	8	53%	177	117	66%	79	56	71%
Fall 2011	385	275	71%	13	7	54%	180	117	65%	47	32	68%
Average			69%			56%			67%			68%

Cohort	Latino			White			Other			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	1,050	718	68%	354	227	64%	95	68	72%	94	69	73%
Fall 2008	1,131	773	68%	399	239	60%	109	79	72%	103	63	61%
Fall 2009	1,174	874	74%	396	242	61%	117	80	68%	113	79	70%
Fall 2010	1,616	1,182	73%	385	245	64%	154	109	71%	93	65	70%
Fall 2011	1,631	1,212	74%	372	250	67%	117	78	67%	55	41	75%
Average			72%			63%			70%			69%

Source: SDCCD Information System

Note. SDSU and UCSD students are excluded.

City College Term Persistence by Age
Fall Terms: 2007 – 2011

Figure 14. Basic Skills Term Persistence by Age

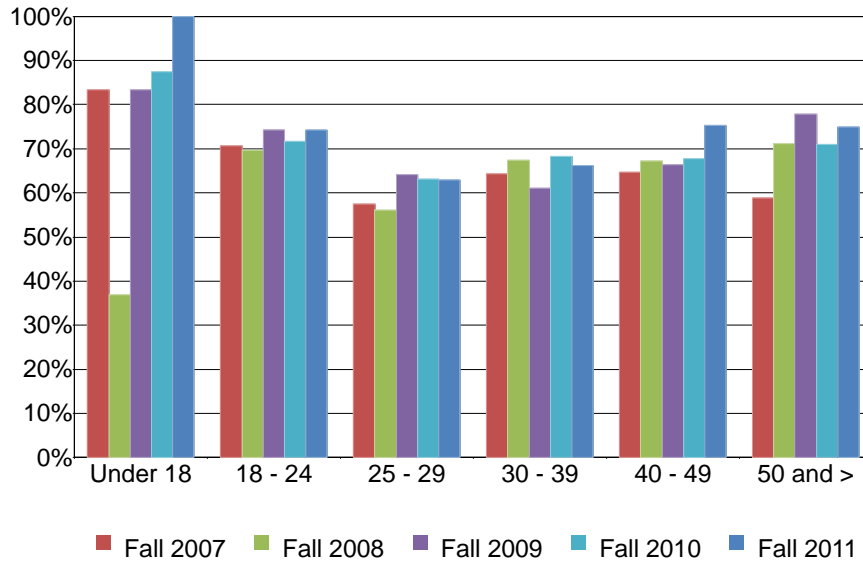


Table 24. Basic Skills Term Persistence by Age

Cohort	Under 18			18 - 24			25 - 29			30 - 39		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	12	10	83%	1,414	1,000	71%	296	170	57%	264	170	64%
Fall 2008	46	17	37%	1,465	1,020	70%	324	182	56%	288	194	67%
Fall 2009	12	10	83%	1,498	1,113	74%	385	247	64%	332	203	61%
Fall 2010	8	7	88%	1,956	1,402	72%	405	256	63%	349	238	68%
Fall 2011	6	6	100%	1,797	1,333	74%	373	235	63%	346	229	66%
Average			60%			72%			61%			65%

Cohort	40 - 49			50 and >		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2007	178	115	65%	56	33	59%
Fall 2008	153	103	67%	80	57	71%
Fall 2009	149	99	66%	95	74	78%
Fall 2010	164	111	68%	121	86	71%
Fall 2011	170	128	75%	108	81	75%
Average			68%			72%

Source: SDCCD Information System

Note. SDSU and UCSD students are excluded.

Student Outcomes

Part IV: Student Outcomes: Retention and Success

This section of the report examines retention and success as student outcomes for the fall and spring terms of the five most recent years for which data are available: Fall 2007 through Spring 2012. Due to the differing patterns of retention and success, fall and spring terms are reported separately. Five-year trends in retention rates are shown graphically by term for each Basic Skills course (see Figures 15 through 24), and for each subject by ethnicity (see Figures 25 through 30). Similarly, five-year trends in success rates are presented graphically by term for each course (see Figures 31 through 40), and for each subject by ethnicity (see Figures 41 through 46).

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.

Summary of Findings

The retention rates for English 049 and English 042 either remained relatively stable or increased steadily during the five-year period for spring and fall terms. The retention rates for English 043 remained relatively stable between the five fall terms from 2007 to 2011 but fluctuated between the five spring terms from Spring 2008 to Spring 2012. English 048 demonstrated the opposite trend compared to English 043 with the retention rates remained relatively stable during the spring terms but fluctuated over the fall terms. The success rates increased for English 043 and remained relatively stable for English 048 between the five fall terms from Fall 2007 to Fall 2011. Between the five spring terms from Spring 2008 to Spring 2012, the success rates increased steadily for English 049. Both the retention rates patterns and the success rates patterns of City College closely resembled the patterns for Basic Skills English students at all colleges combined across the fall and spring terms.

On average, over the five fall and spring terms combined Filipino (87%), American Indian, Asian/Pacific Islander, and Latino students had the highest retention rate (86% each) in Basic Skills English courses. African American students and White students had comparatively low average retention rate (80% and 83%, respectively). These retention rates differed slightly compared to the All Colleges retention rates with the Asian/Pacific Islanders and Latino students having the highest retention rate (86%). Success rates were the highest for Filipino students (70%) and lowest for African American and American Indian students (55% each) over the five year period. The ethnic groups with the highest success rate for All Colleges were Asian/Pacific Islander and White students (68% each).

The retention rates displayed variations for all ESOL courses from Fall 2007 to Fall 2011, as well as from Spring 2008 to Spring 2012. Success rates also displayed varied results for ESOL courses across the fall and spring terms. Success rates increased for ESOL 019 and 021 from Fall 2009 to Fall 2011, and for ESOL 030 and 031 from Spring 2010 to Spring 2012. The success rates for all ESOL courses dipped down considerably from Spring 2011 to Spring 2012 except the ESOL 030 series, for which the success rates had been increasing since Spring 2010. Both the retention rates patterns and the success rates patterns of City College were different compared to the patterns for Basic Skills ESOL students for All Colleges combined across the fall and spring terms.

The ethnic groups with the highest average retention and success rates over the five year period in ESOL courses was American Indian (100% each) and Asian/Pacific Islander (96% and 86%, respectively). Filipino students had both the lowest retention rates (88% on average) and success rates (50% on average). The retention and success rates at City College were similar to the rates at All Colleges except that at All Colleges, the African American group had both the lowest retention and success rates (on average 90% and 74%, respectively).

The retention rates for Math 034A increased steadily from 76% to 85% over the five spring terms from Spring 2008 to Spring 2012. Math 046 retention rates also increased by 5% from Fall 2009 to Fall 2011 and by 9% from Spring 2010 to Spring 2012. Math 038 retention rates decreased from Fall 2007 (72%) to Fall 2010 (66%) but leveled off by 3% in Fall 2011.

Math 034A success rates increased by 11% over the five fall terms but showed more variation over the spring terms. Similar to the retention rates for Math 046, Math 046 success rates increased by 3% from Fall 2009 to Fall 2011 and by 5% from Spring 2010 to Spring 2012. The success rates for Math 038 showed variation over the fall and spring terms. Both the retention rates patterns and the success rates patterns of City College were different compared to the patterns for Basic Skills English students at all colleges combined across the fall and spring terms.

The investigation of overall five-year averages, comparing across ethnic groups, shows that both retention and success rates were the highest for Asian/Pacific Islanders but lowest for African American and American Indian students. The trends were similar to the trends displayed by the Basic Skills math students across all three colleges.

City College Basic Skills Course Retention Rates
Fall Terms: 2007 - 2011

Figure 15. English Basic Skills Course Retention Rates

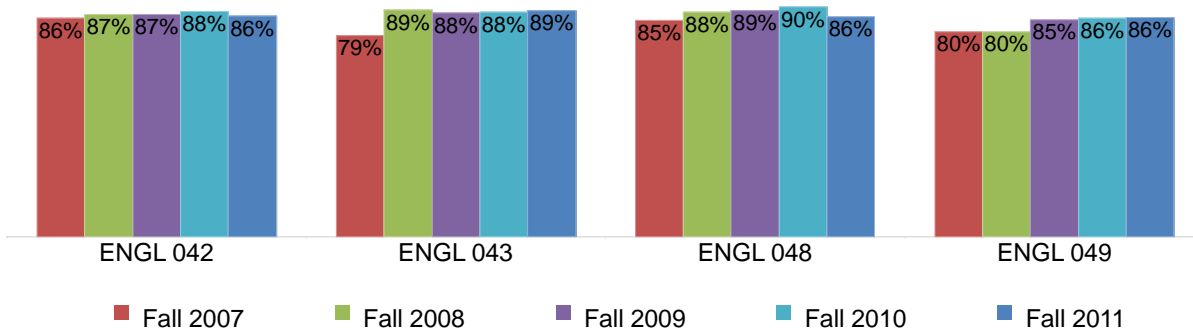


Figure 16. ESOL Writing Course Retention Rates

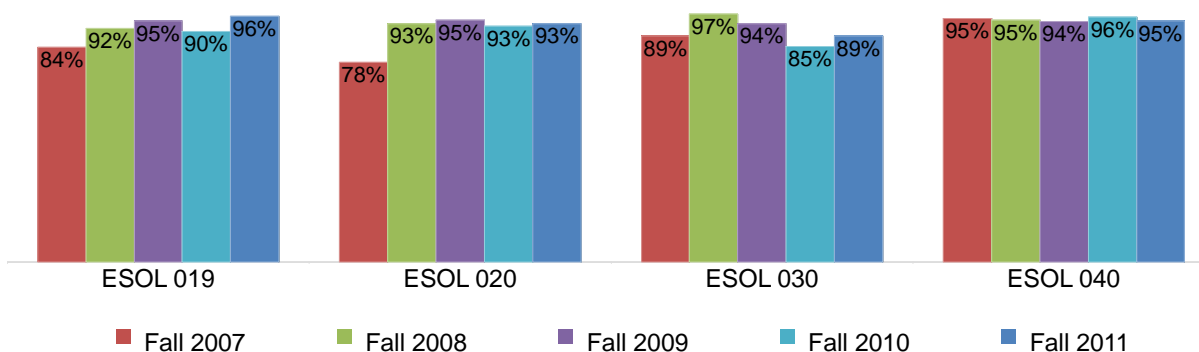


Figure 17. ESOL Reading Course Retention Rates

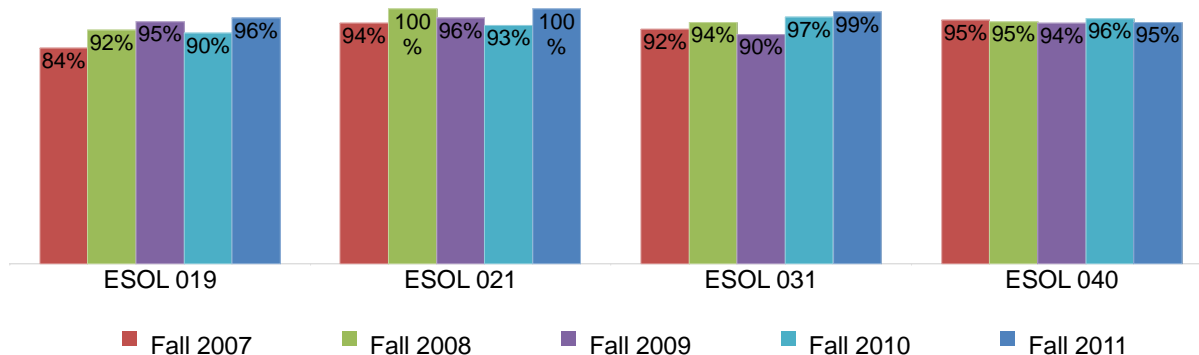


Figure 18. ESOL Listening/Speaking Course Retention Rates

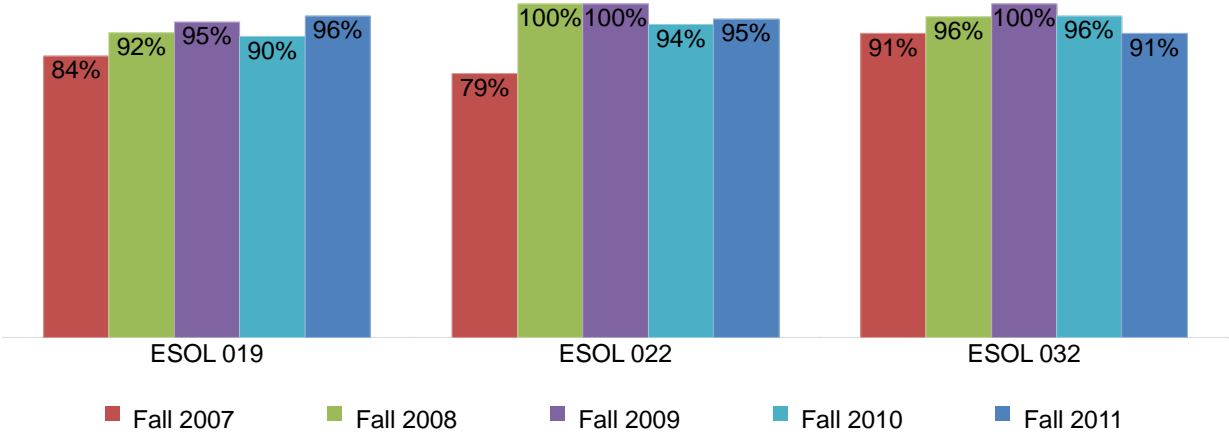
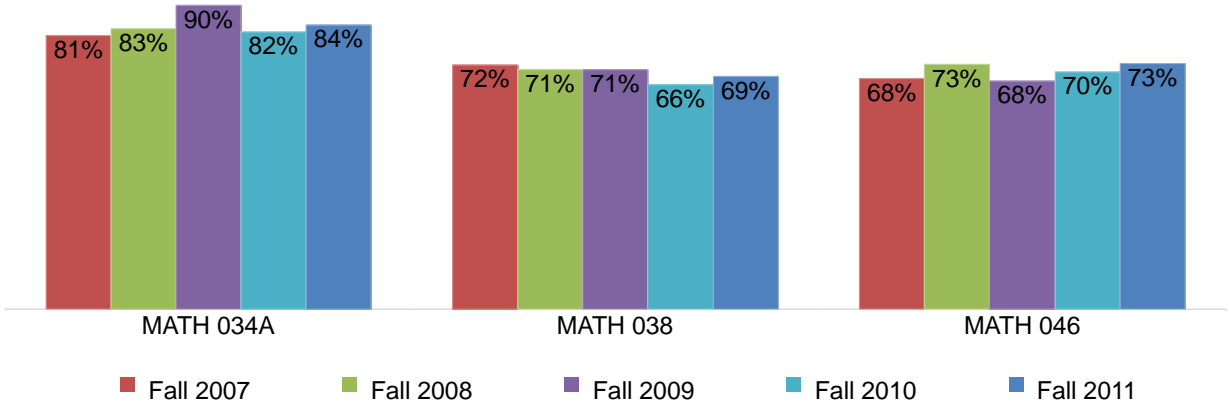


Figure 19. Math Basic Skills Course Retention Rates



City College Basic Skills Course Retention Rates
Spring Terms: 2008 - 2012

Figure 20. English Basic Skills Course Retention Rates

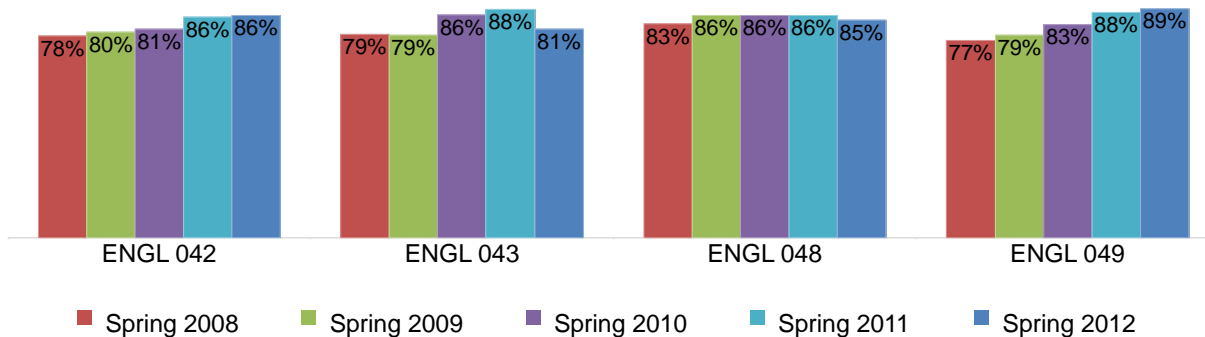


Figure 21. ESOL Writing Course Retention Rates

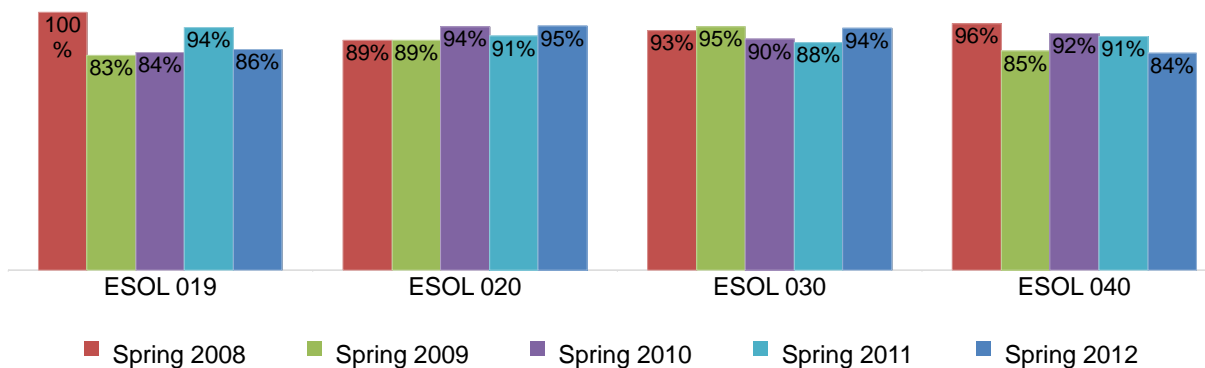


Figure 22. ESOL Reading Course Retention Rates

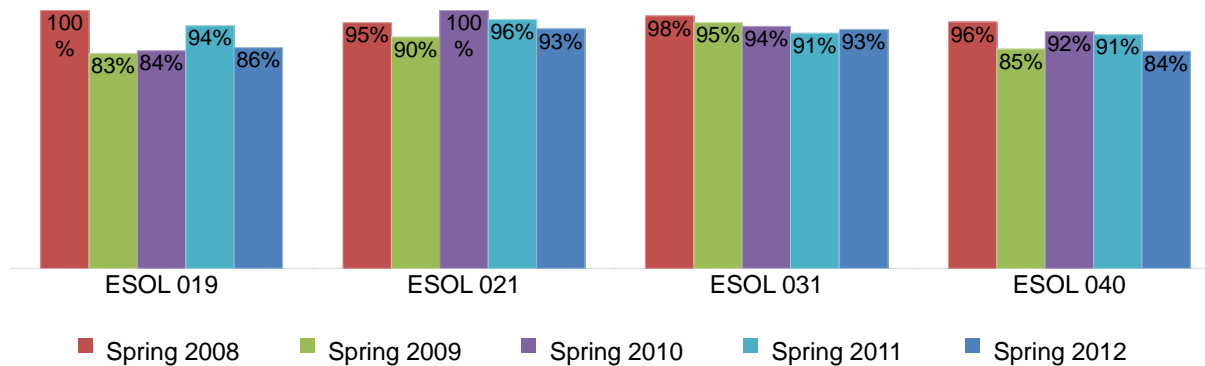


Figure 23. ESOL Listening/Speaking Course Retention Rates

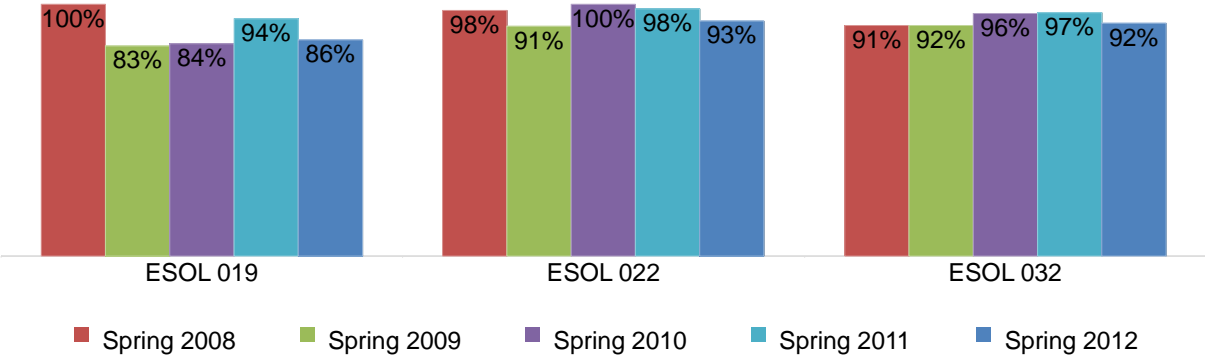
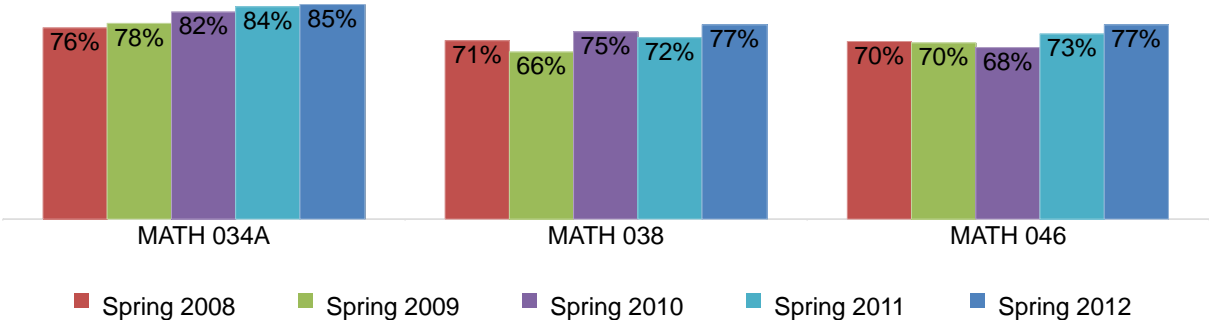


Figure 24. Math Basic Skills Course Retention Rates



City College Basic Skills Subject Retention Rates by Ethnicity
Fall Terms: 2007 - 2011

Figure 25. English Basic Skills Retention Rates by Ethnicity

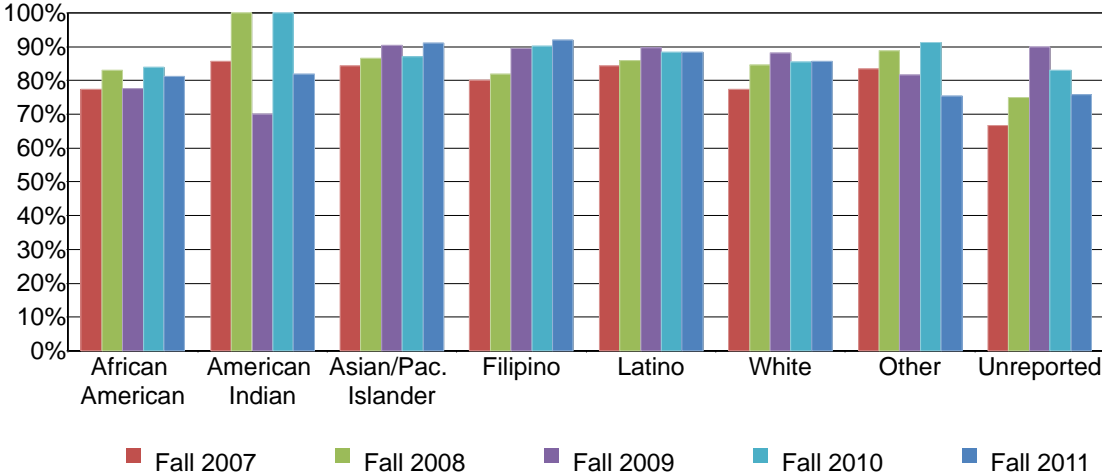


Figure 26. ESOL Retention Rates by Ethnicity

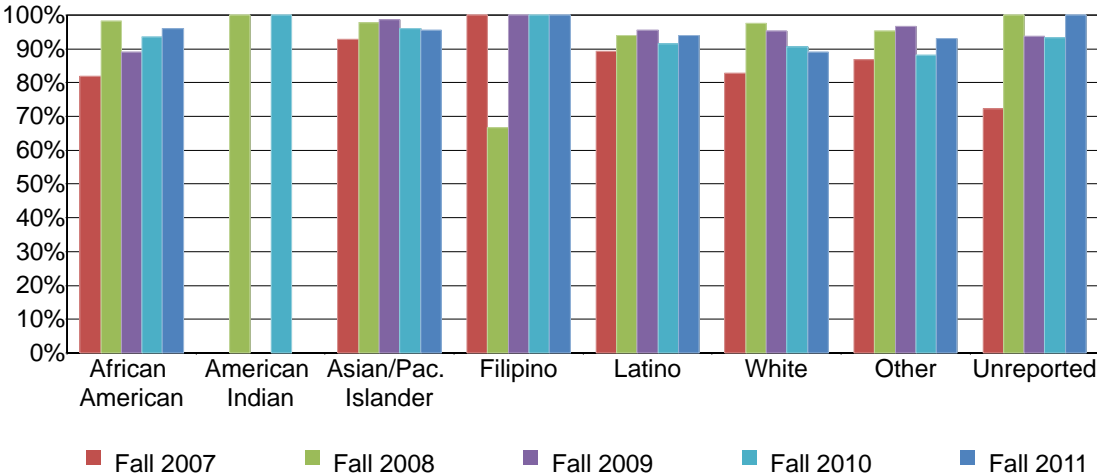
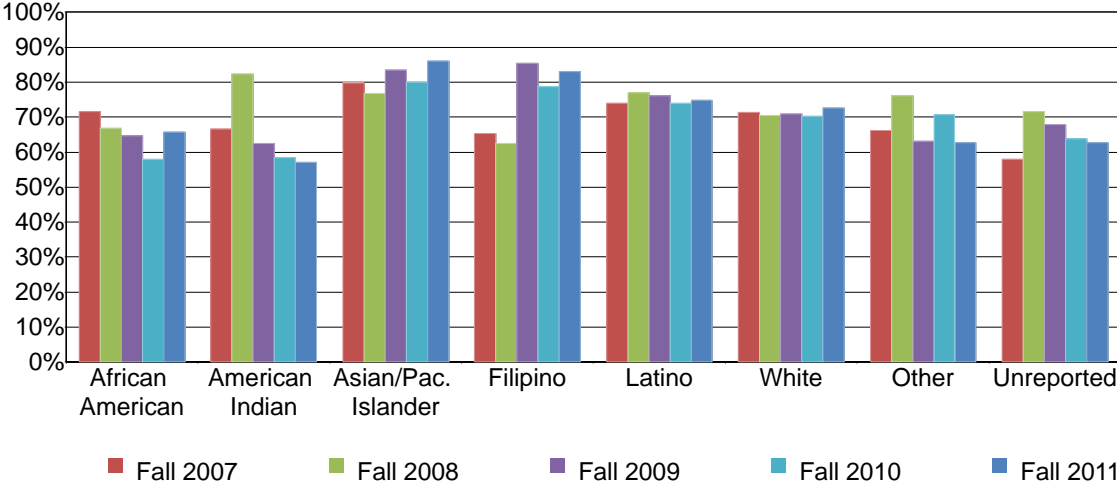


Figure 27. Math Basic Skills Retention Rates by Ethnicity



City College Basic Skills Subject Retention Rates by Ethnicity
Spring Terms: 2008 - 2012

Figure 28. English Basic Skills Retention Rates by Ethnicity

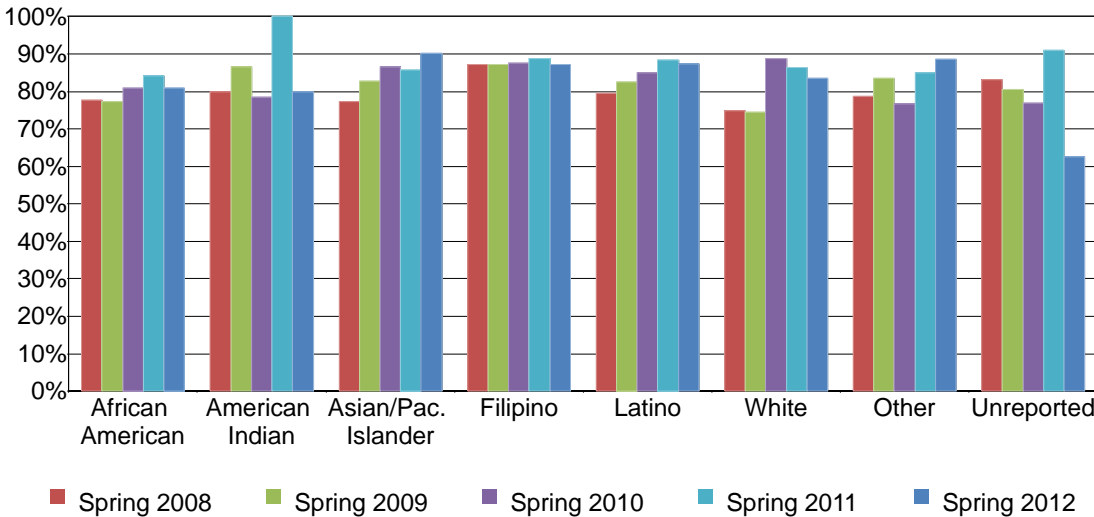


Figure 29. ESOL Retention Rates by Ethnicity

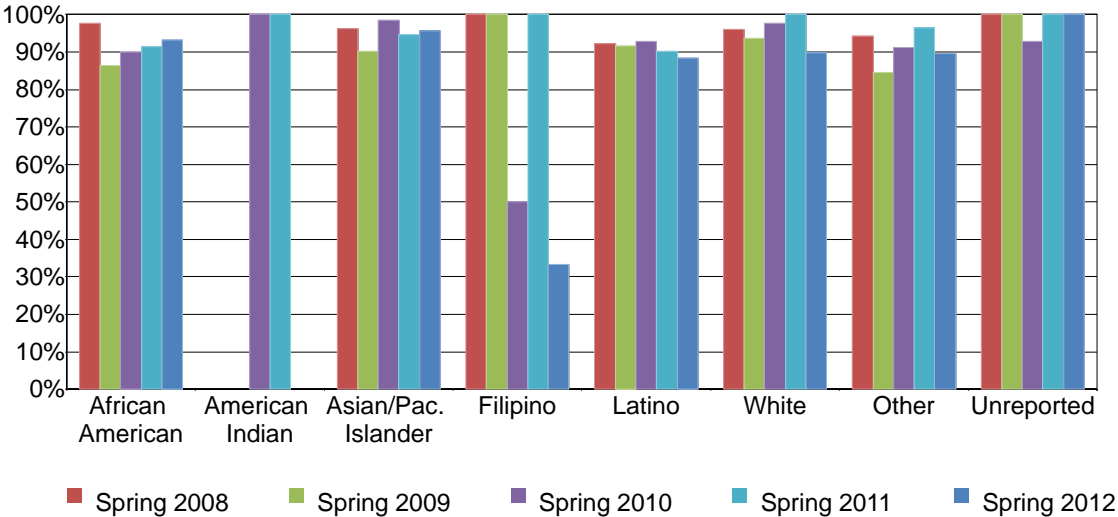
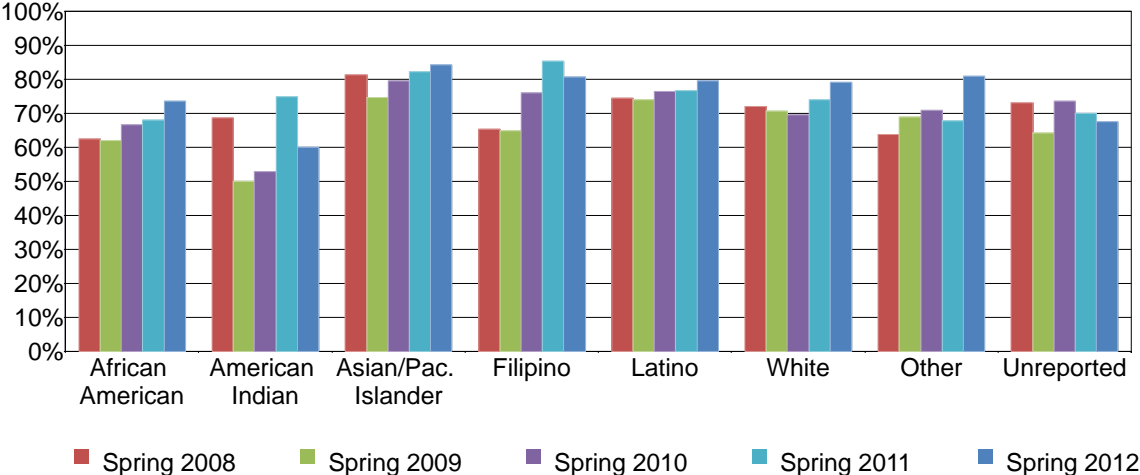


Figure 30. Math Basic Skills Retention Rates by Ethnicity



City College Basic Skills Course Success Rates
Fall Terms: 2007 - 2011

Figure 31. English Basic Skills Course Success Rates

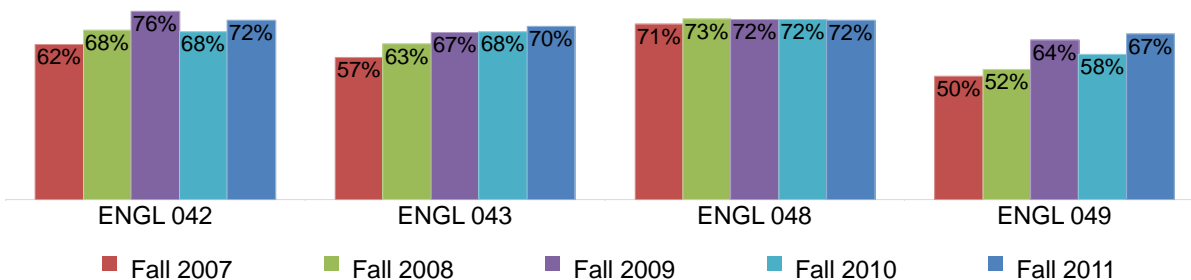


Figure 32. ESOL Writing Course Success Rates

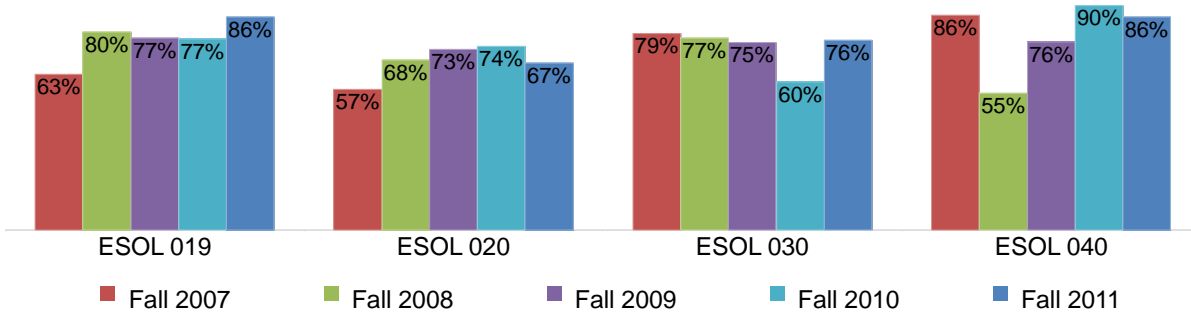


Figure 33. ESOL Reading Course Success Rates

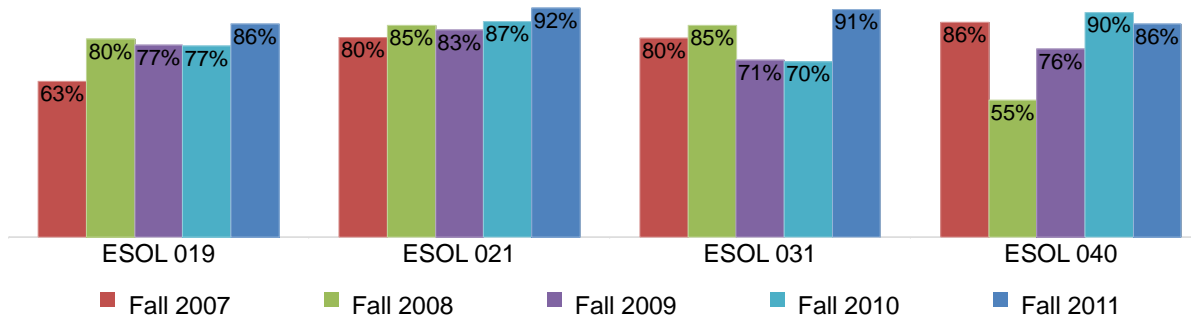


Figure 34. ESOL Listening/Speaking Course Success Rates

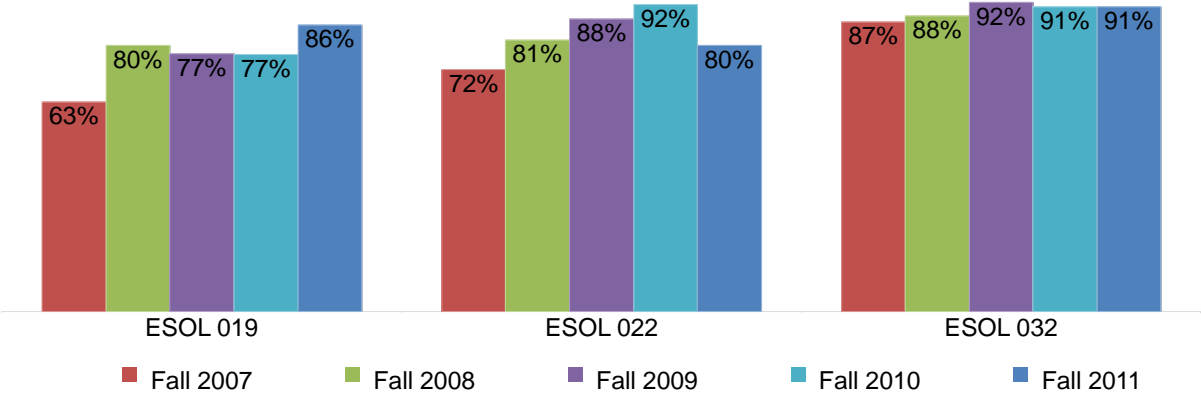
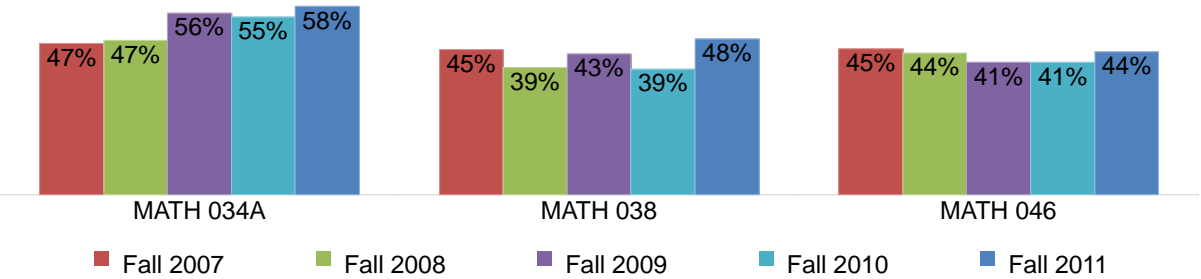


Figure 35. Math Basic Skills Course Success Rates



City College Basic Skills Course Success Rates
Spring Terms: 2008 - 2012

Figure 36. English Basic Skills Course Success Rates

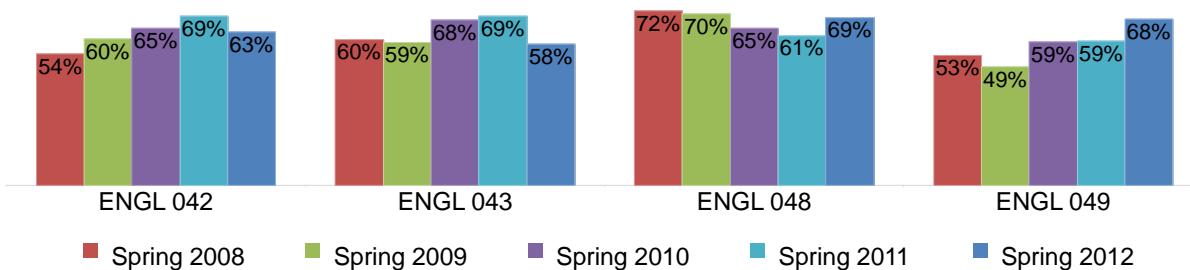


Figure 37. ESOL Writing Course Success Rates

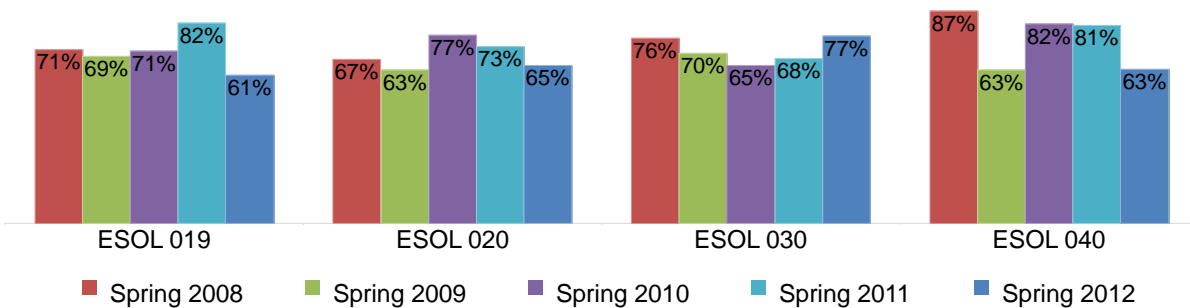


Figure 38. ESOL Reading Course Success Rates

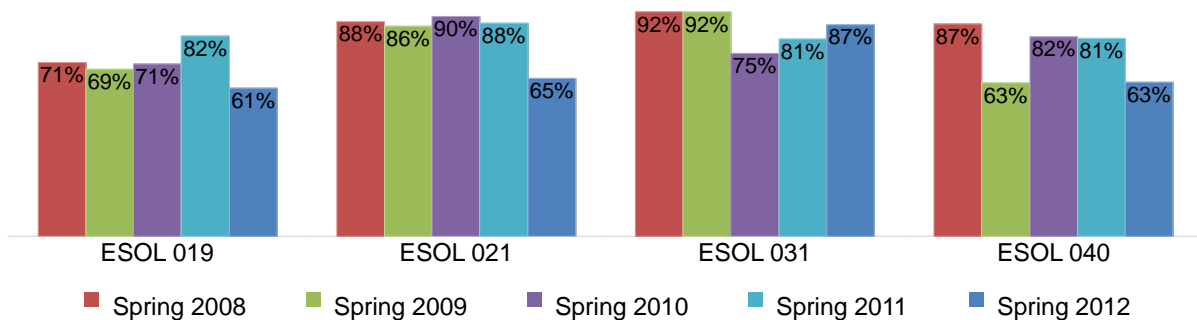


Figure 39. ESOL Listening/Speaking Course Success Rates

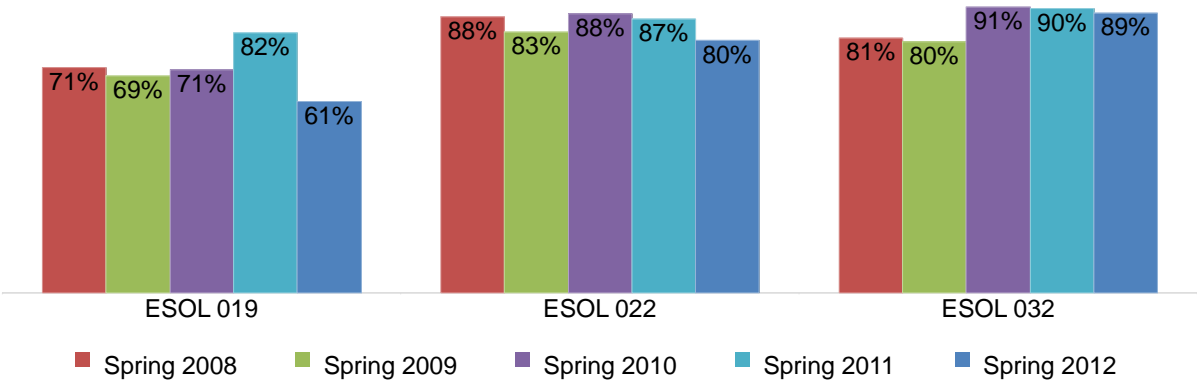
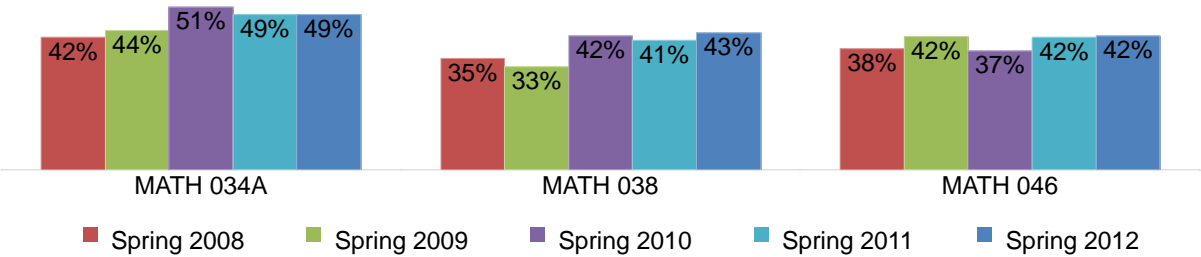


Figure 40. Math Basic Skills Course Success Rates



City College Basic Skills Subject Success Rates by Ethnicity
 Fall Terms: Fall 2007 - 2011

Figure 41. English Basic Skills Success Rates by Ethnicity

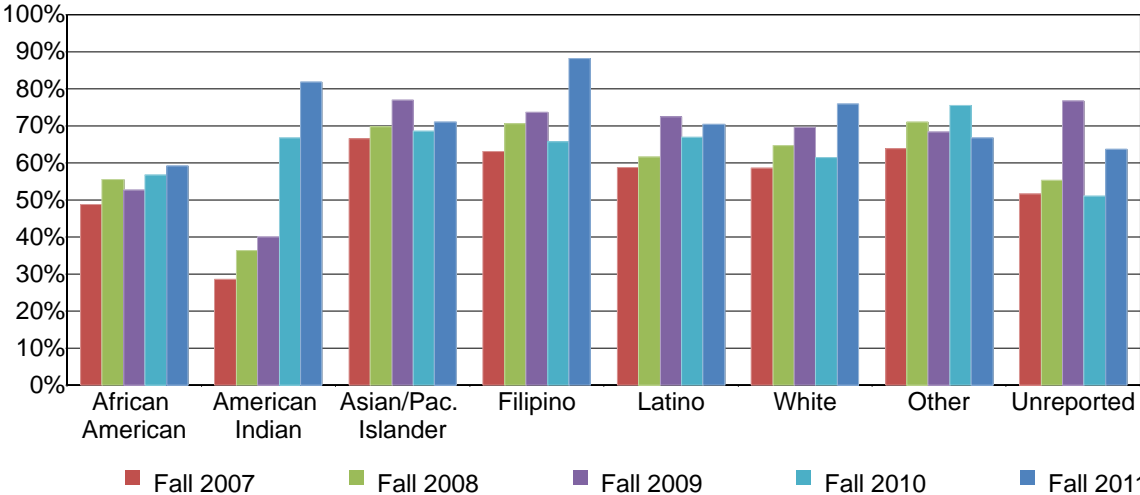


Figure 42. ESOL Success Rates by Ethnicity

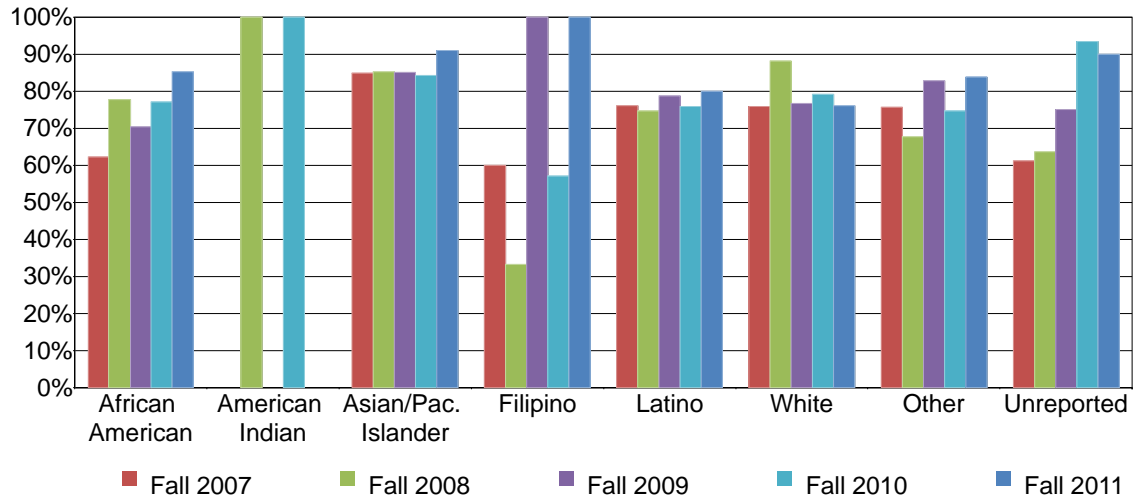
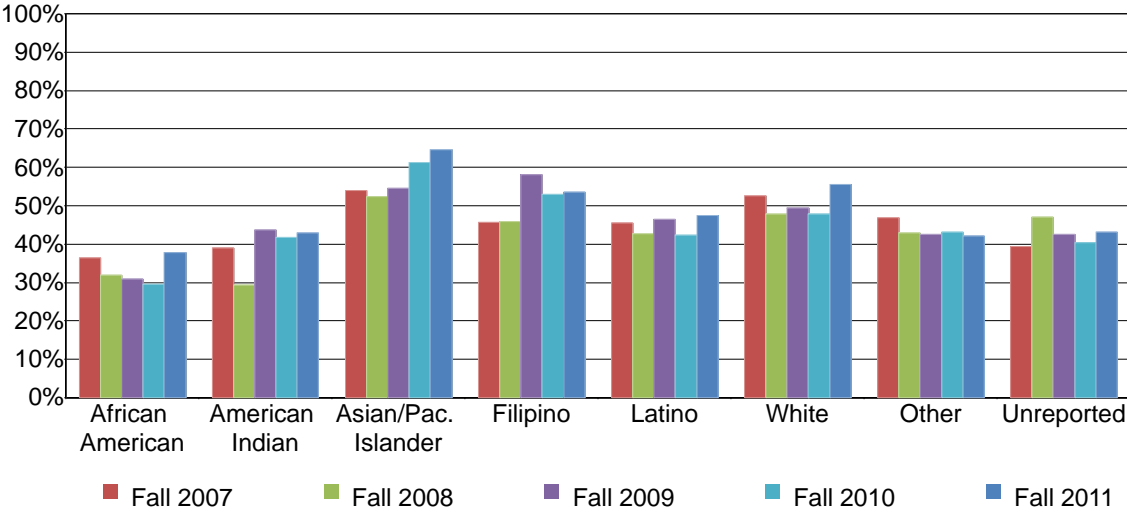


Figure 43. Math Basic Skills Success Rates by Ethnicity



City College Basic Skills Subject Success Rates by Ethnicity
Spring Terms: 2008 - 2012

Figure 44. English Basic Skills Success Rates by Ethnicity

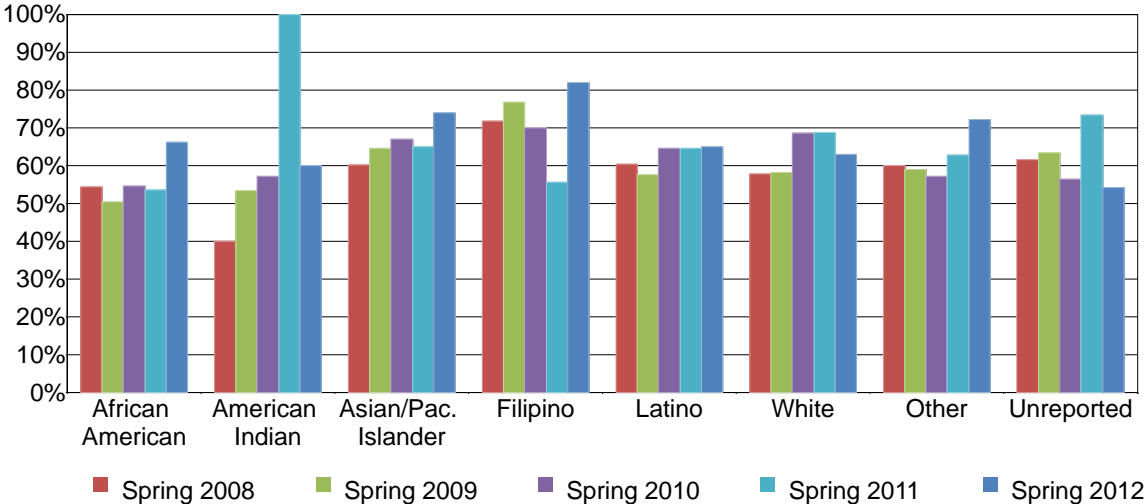


Figure 45. ESOL Success Rates by Ethnicity

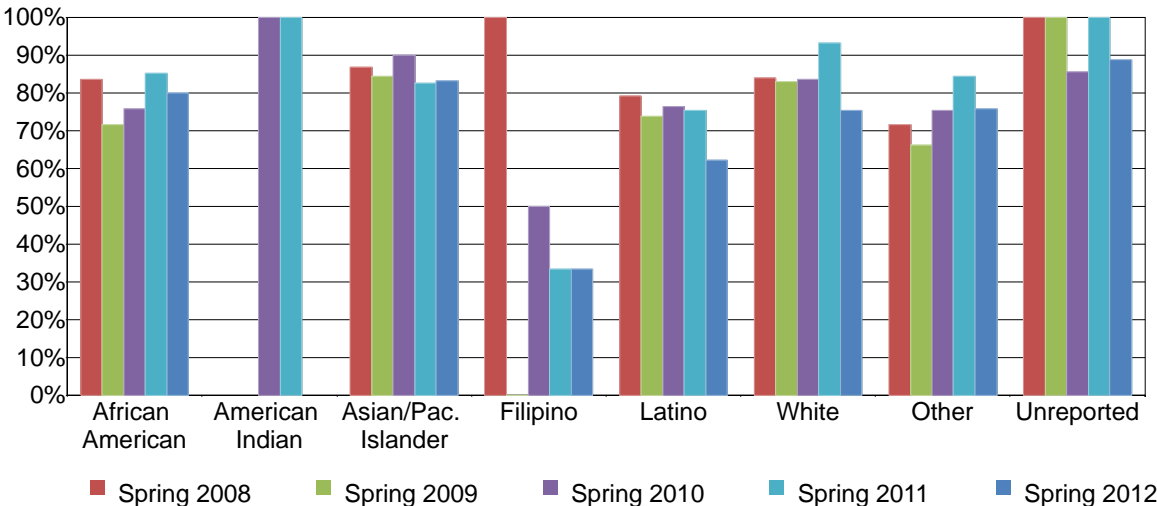


Figure 46. Math Basic Skills Success Rates by Ethnicity

