



Miramar 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, 34% of incoming students who took the reading placement test placed into a Basic Skills level English course, and another 9% placed into levels below Basic Skills. This trend has increased by 15%, with 346 placing into Basic Skills English in 2009/10 to 397 in 2011/12. The number of incoming students who placed into Transfer/Associate level English Basic Skills accounts for more than half of those who took a reading placement test (57%) and showed an increasing trend of 4%, from 594 in 2009/10 to 620 in 2011/12.

A majority of incoming students who took the writing placement test (63% on average) placed into a Basic Skills level English course, and another 9% placed into levels below Basic Skills. This trend has increased by 5%, with 667 placing into Basic Skills English in 2009/10 to 699 in 2011/12. The number of incoming students who placed into Transfer/Associate level English Basic Skills accounts for 28% of those who took a writing placement test and showed an increase of 16%, from 273 in 2009/10 to 316 in 2011/12.

On average, 60% of incoming students who took the math placement test placed into a Basic Skills level math course. This trend has increased by 6%, with 632 placing into Basic Skills in 2009/10 to 669 in 2011/12. The number of incoming students who placed into Transfer/Associate level math Basic Skills accounts for a total of 40% of those who took a math placement test.

Almost half of incoming students who took the ESOL placement test placed into the first level, Level 19 (44% on average), while a relatively small percentage (6%) placed into the highest level, Level 40. The number of students who took the ESOL test and placed into Level 30 increased by 59%, from 22 in 2009/10 to 35 in 2011/12.

A relatively large percentage of incoming students did not take the English reading or writing placement test, nor the math placement test. Furthermore, an even larger percentage of incoming students did not take the ESOL placement exam. On average, 45% did not take the English reading or writing placement tests, 45% did not take the math placement test, and 95% did not take the ESOL placement test. For English (writing & reading), math, and ESOL non-placements takers, the trends have decreased over the three years being reported (27% for English reading and writing, 26% for math, and 10% for ESOL).

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

Figure 1. Reading Placement Trends of First-Time Students

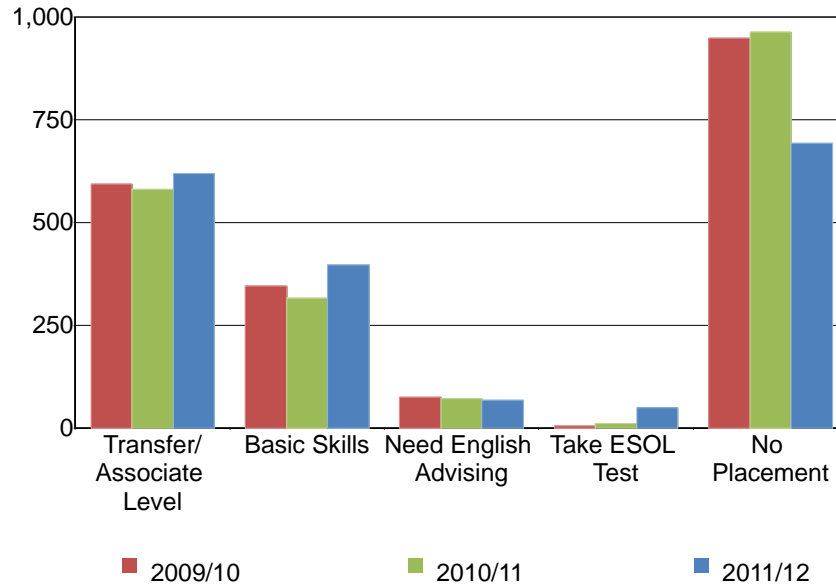
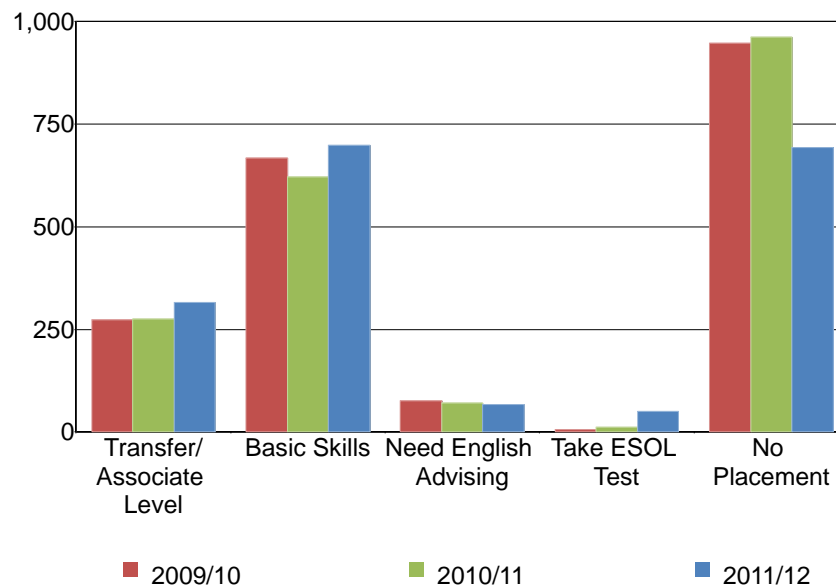


Figure 2. Writing Placement Trends of First-Time Students



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

Figure 3. ESOL Placement Trends of First-Time Students

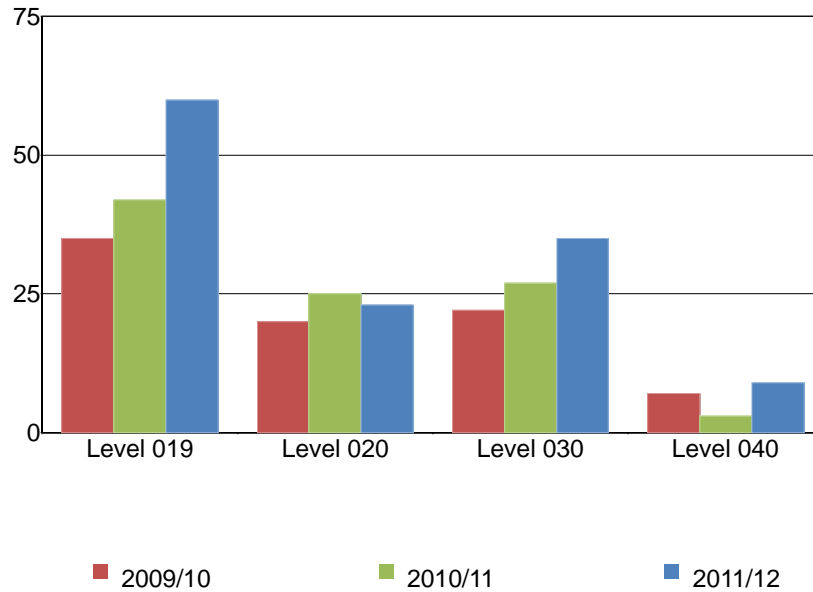
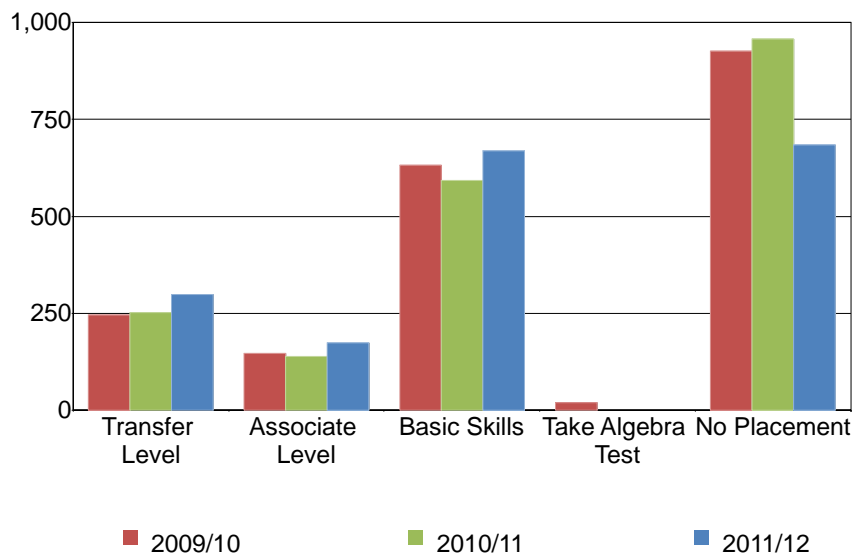


Figure 4. Math Placement Trends of First-Time Students



Miramar 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 | 1,022 | 52% | 978 | 50% | 1,134 | 62% | 3,134 | 55% | 11% |
| | No Placement | 948 | 48% | 963 | 50% | 692 | 38% | 2,603 | 45% | -27% |
| | Total Students | 1,970 | 100% | 1,941 | 100% | 1,826 | 100% | 5,737 | 100% | -7% |
| Distribution of Students who Took a Test | Transfer/Associate Level | 594 | 58% | 581 | 59% | 620 | 55% | 1,795 | 57% | 4% |
| | Basic Skills | 346 | 34% | 315 | 32% | 397 | 35% | 1,058 | 34% | 15% |
| | Need English Advising | 76 | 7% | 71 | 7% | 67 | 6% | 214 | 7% | -12% |
| | Take ESOL Test | 6 | 1% | 11 | 1% | 50 | 4% | 67 | 2% | 733% |
| | Total Tested | 1,022 | 100% | 978 | 100% | 1,134 | 100% | 3,134 | 100% | 11% |

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 | 1,022 | 52% | 978 | 50% | 1,132 | 62% | 3,132 | 55% | 11% |
| | No Placement | 948 | 48% | 963 | 50% | 694 | 38% | 2,605 | 45% | -27% |
| | Total Students | 1,970 | 100% | 1,941 | 100% | 1,826 | 100% | 5,737 | 100% | -7% |
| Distribution of Students who Took a Test | Transfer/Associate Level | 273 | 27% | 275 | 28% | 316 | 28% | 864 | 28% | 16% |
| | Basic Skills | 667 | 65% | 622 | 64% | 699 | 62% | 1,988 | 63% | 5% |
| | Need English Advising | 76 | 7% | 70 | 7% | 67 | 6% | 213 | 7% | -12% |
| | Take ESOL Test | 6 | 1% | 11 | 1% | 50 | 4% | 67 | 2% | 733% |
| | Total Tested | 1,022 | 100% | 978 | 100% | 1,132 | 100% | 3,132 | 100% | 11% |

Source: SDCCD Information System

Miramar 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 | 84 | 4% | 97 | 5% | 127 | 7% | 308 | 5% | 51% |
| | No Placement | 1,886 | 96% | 1,844 | 95% | 1,699 | 93% | 5,429 | 95% | -10% |
| | Total Students | 1,970 | 100% | 1,941 | 100% | 1,826 | 100% | 5,737 | 100% | -7% |
| Distribution of Students who Took a Test | Level 019 | 35 | 42% | 42 | 43% | 60 | 47% | 137 | 44% | 71% |
| | Level 020 | 20 | 24% | 25 | 26% | 23 | 18% | 68 | 22% | 15% |
| | Level 030 | 22 | 26% | 27 | 28% | 35 | 28% | 84 | 27% | 59% |
| | Level 040 | 7 | 8% | 3 | 3% | 9 | 7% | 19 | 6% | 29% |
| | Total Tested | 84 | 100% | 97 | 100% | 127 | 100% | 308 | 100% | 51% |

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 | 1,044 | 53% | 984 | 51% | 1,142 | 63% | 3,170 | 55% | 9% |
| | No Placement | 926 | 47% | 957 | 49% | 684 | 37% | 2,567 | 45% | -26% |
| | Total Students | 1,970 | 100% | 1,941 | 100% | 1,826 | 100% | 5,737 | 100% | -7% |
| Distribution of Students who Took a Test | Transfer Level | 246 | 24% | 252 | 26% | 299 | 26% | 797 | 25% | 22% |
| | Associate Level | 147 | 14% | 139 | 14% | 174 | 15% | 460 | 15% | 18% |
| | Basic Skills | 632 | 61% | 593 | 60% | 669 | 59% | 1,894 | 60% | 6% |
| | Take Algebra Test | 19 | 2% | 0 | 0% | 0 | 0% | 19 | 1% | -100% |
| | Total Tested | 1,044 | 100% | 984 | 100% | 1,142 | 100% | 3,170 | 100% | 9% |

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

More than one-third of the Basic Skills English enrollments, on average, were in English 049 (36% on average in fall & 39% on average in spring). English 042 showed an increase in enrollment between Fall 2007 and Fall 2011 (18%). A similar increase occurred from Spring 2008 to Spring 2012 for English 043 (37%).

The greatest percentage of ESOL enrollments were in the ESOL 30-series (42% on average in the Fall semesters and 40% in the Spring semesters). ESOL 20-series showed the greatest increase in enrollment between Fall 2007 and Fall 2011 (56% on average), while ESOL 19 displayed the greatest increase in enrollment between Spring 2008 and Spring 2012 (107%).

The majority of Basic Skills math enrollments, on average, were in Math 046 (53% in fall and 54% spring). Math 034A has seen the greatest increase in enrollment between 2007 and 2012 (43% in fall & 96% in spring).

On average, approximately half of the students who enrolled in Basic Skills English courses were White (27%) or Asian/Pacific Islander (22%) across the fall and spring terms. Both Asian/Pacific Islander and White students were overrepresented in English Basic Skills courses at Miramar relative to the all colleges' averages for White and Asian/Pacific Islander students (20% & 15%, respectively) across the fall and spring terms.

On average, three-quarters of the ESOL Basic Skills enrollments were Asian/Pacific Islander or White students (50% & 25%, respectively) across the fall and spring terms. Both Asian/Pacific Islander and White students were overrepresented in ESOL Basic Skills courses at Miramar relative to the all colleges' averages for Asian/Pacific Islander and White students (40% & 16%, respectively) across the fall and spring terms.

On average, more than one-third of the students who enrolled in Basic Skills math courses were White (36%) and more than one-fifth were Latino students (21%) across the fall and spring terms. White students were overrepresented, while Latino students were underrepresented in math Basic Skills courses at Miramar compared to the all colleges' averages for White and Latino students (27% & 38%, respectively) across the fall and spring terms.

Miramar 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 | 180 | 16% | 209 | 17% | 212 | 17% | 231 | 20% | 212 | 21% | 1,044 | 18% |
| ENGL 043 | 274 | 24% | 299 | 24% | 355 | 28% | 331 | 28% | 256 | 25% | 1,515 | 26% |
| ENGL 048 | 218 | 19% | 244 | 20% | 254 | 20% | 246 | 21% | 223 | 22% | 1,185 | 20% |
| ENGL 049 | 485 | 42% | 472 | 39% | 446 | 35% | 375 | 32% | 320 | 32% | 2,098 | 36% |
| Total | 1,157 | 100% | 1,224 | 100% | 1,267 | 100% | 1,183 | 100% | 1,011 | 100% | 5,842 | 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 | 46 | 21% | 31 | 16% | 52 | 21% | 45 | 21% | 52 | 23% | 226 | 20% |
| ESOL 020 | 35 | 16% | 40 | 21% | 51 | 21% | 55 | 25% | 59 | 26% | 240 | 22% |
| ESOL 030 | 58 | 26% | 59 | 31% | 79 | 32% | 61 | 28% | 62 | 27% | 319 | 29% |
| ESOL 040 | 80 | 37% | 59 | 31% | 65 | 26% | 58 | 26% | 57 | 25% | 319 | 29% |
| Total | 219 | 100% | 189 | 100% | 247 | 100% | 219 | 100% | 230 | 100% | 1,104 | 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 | 46 | 20% | 31 | 16% | 52 | 23% | 45 | 21% | 52 | 23% | 226 | 21% |
| ESOL 021 | 40 | 17% | 38 | 20% | 55 | 24% | 49 | 23% | 58 | 26% | 240 | 22% |
| ESOL 031 | 65 | 28% | 62 | 33% | 58 | 25% | 60 | 28% | 58 | 26% | 303 | 28% |
| ESOL 040 | 80 | 35% | 59 | 31% | 65 | 28% | 58 | 27% | 57 | 25% | 319 | 29% |
| Total | 231 | 100% | 190 | 100% | 230 | 100% | 212 | 100% | 225 | 100% | 1,088 | 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 | 46 | 31% | 31 | 24% | 52 | 32% | 45 | 29% | 52 | 30% | 226 | 30% |
| ESOL 022 | 42 | 28% | 38 | 30% | 48 | 30% | 49 | 32% | 62 | 36% | 239 | 31% |
| ESOL 032 | 60 | 41% | 59 | 46% | 62 | 38% | 61 | 39% | 57 | 33% | 299 | 39% |
| Total | 148 | 100% | 128 | 100% | 162 | 100% | 155 | 100% | 171 | 100% | 764 | 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 | 83 | 9% | 40 | 4% | 45 | 6% | 89 | 10% | 119 | 13% | 376 | 8% |
| MATH 038 | 346 | 38% | 412 | 42% | 304 | 39% | 340 | 39% | 333 | 35% | 1,735 | 39% |
| MATH 046 | 492 | 53% | 530 | 54% | 431 | 55% | 452 | 51% | 490 | 52% | 2,395 | 53% |
| Total | 921 | 100% | 982 | 100% | 780 | 100% | 881 | 100% | 942 | 100% | 4,506 | 100% |

Source: SDCCD Information System

Miramar 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 | 131 | 13% | 136 | 14% | 149 | 17% | 166 | 15% | 171 | 15% | 753 | 15% |
| ENGL 043 | 195 | 20% | 200 | 20% | 172 | 20% | 244 | 22% | 267 | 24% | 1,078 | 21% |
| ENGL 048 | 228 | 23% | 255 | 26% | 244 | 28% | 265 | 24% | 279 | 25% | 1,271 | 25% |
| ENGL 049 | 442 | 44% | 386 | 40% | 313 | 36% | 411 | 38% | 408 | 36% | 1,960 | 39% |
| Total | 996 | 100% | 977 | 100% | 878 | 100% | 1,086 | 100% | 1,125 | 100% | 5,062 | 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 | 15% | 49 | 19% | 27 | 14% | 52 | 21% | 58 | 26% | 214 | 19% |
| ESOL 020 | 36 | 19% | 56 | 22% | 55 | 29% | 57 | 23% | 57 | 25% | 261 | 24% |
| ESOL 030 | 59 | 32% | 77 | 30% | 52 | 28% | 71 | 29% | 57 | 25% | 316 | 29% |
| ESOL 040 | 63 | 34% | 71 | 28% | 54 | 29% | 66 | 27% | 53 | 24% | 307 | 28% |
| Total | 186 | 100% | 253 | 100% | 188 | 100% | 246 | 100% | 225 | 100% | 1,098 | 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 | 16% | 49 | 21% | 27 | 14% | 52 | 23% | 58 | 26% | 214 | 21% |
| ESOL 021 | 39 | 23% | 58 | 25% | 55 | 29% | 52 | 23% | 51 | 23% | 255 | 25% |
| ESOL 031 | 41 | 24% | 55 | 24% | 53 | 28% | 58 | 25% | 57 | 26% | 264 | 25% |
| ESOL 040 | 63 | 37% | 71 | 30% | 54 | 29% | 66 | 29% | 53 | 24% | 307 | 30% |
| Total | 171 | 100% | 233 | 100% | 189 | 100% | 228 | 100% | 219 | 100% | 1,040 | 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 | 26% | 49 | 31% | 27 | 21% | 52 | 31% | 58 | 33% | 214 | 29% |
| ESOL 022 | 37 | 35% | 56 | 35% | 50 | 39% | 53 | 32% | 58 | 33% | 254 | 35% |
| ESOL 032 | 41 | 39% | 53 | 34% | 52 | 40% | 62 | 37% | 60 | 34% | 268 | 36% |
| Total | 106 | 100% | 158 | 100% | 129 | 100% | 167 | 100% | 176 | 100% | 736 | 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 | 53 | 6% | 40 | 4% | 35 | 5% | 99 | 12% | 104 | 12% | 331 | 8% |
| MATH 038 | 298 | 36% | 364 | 40% | 265 | 40% | 316 | 37% | 332 | 37% | 1,575 | 38% |
| MATH 046 | 481 | 58% | 495 | 55% | 369 | 55% | 431 | 51% | 456 | 51% | 2,232 | 54% |
| Total | 832 | 100% | 899 | 100% | 669 | 100% | 846 | 100% | 892 | 100% | 4,138 | 100% |

Source: SDCCD Information System

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

Figure 5. English Basic Skills Enrollments by Ethnicity

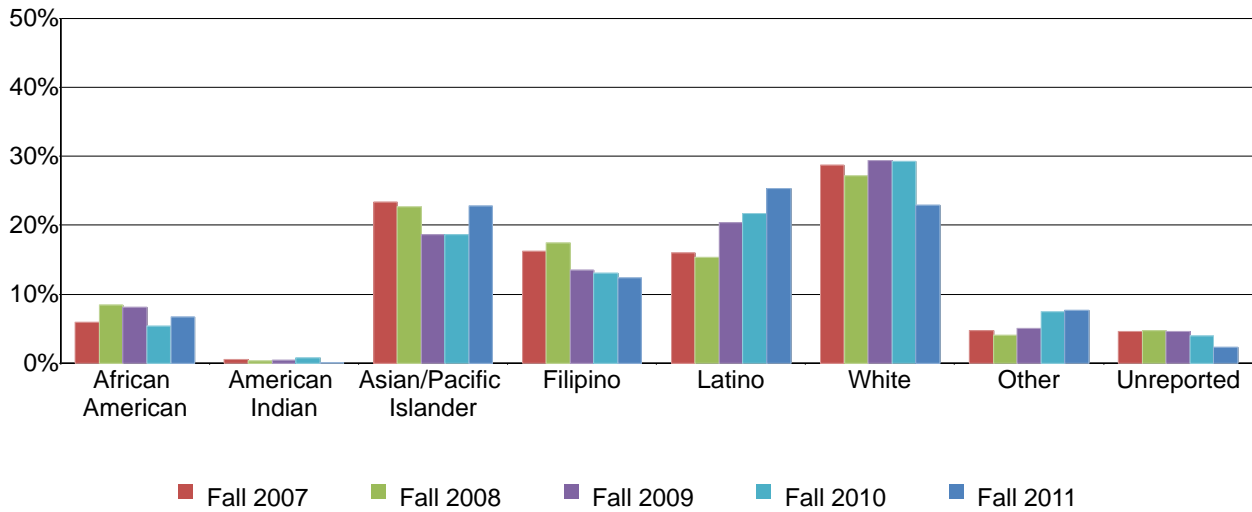


Figure 6. ESOL Enrollments by Ethnicity

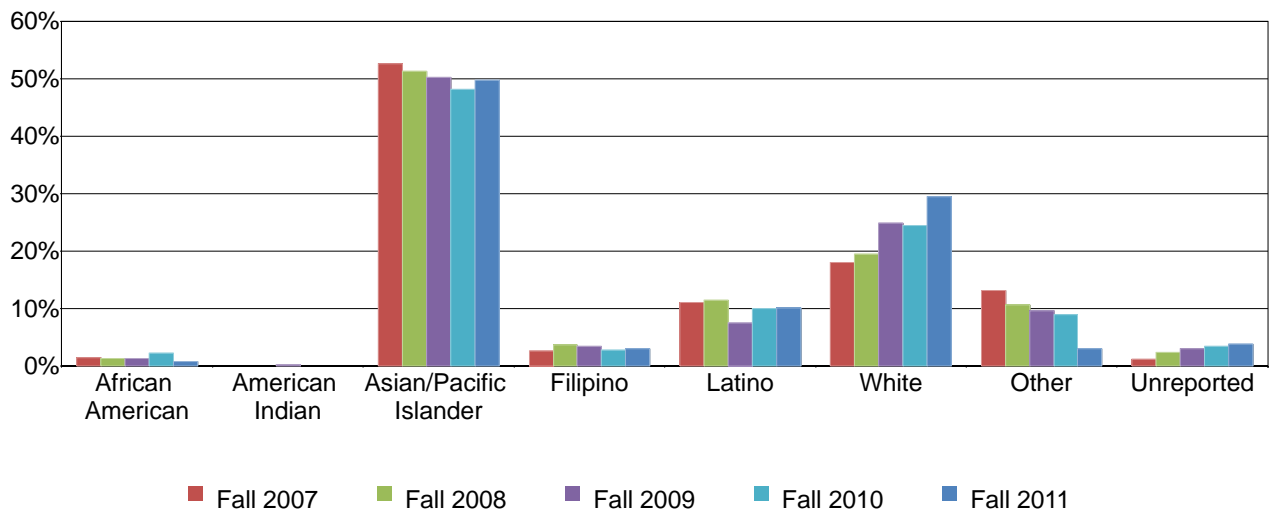
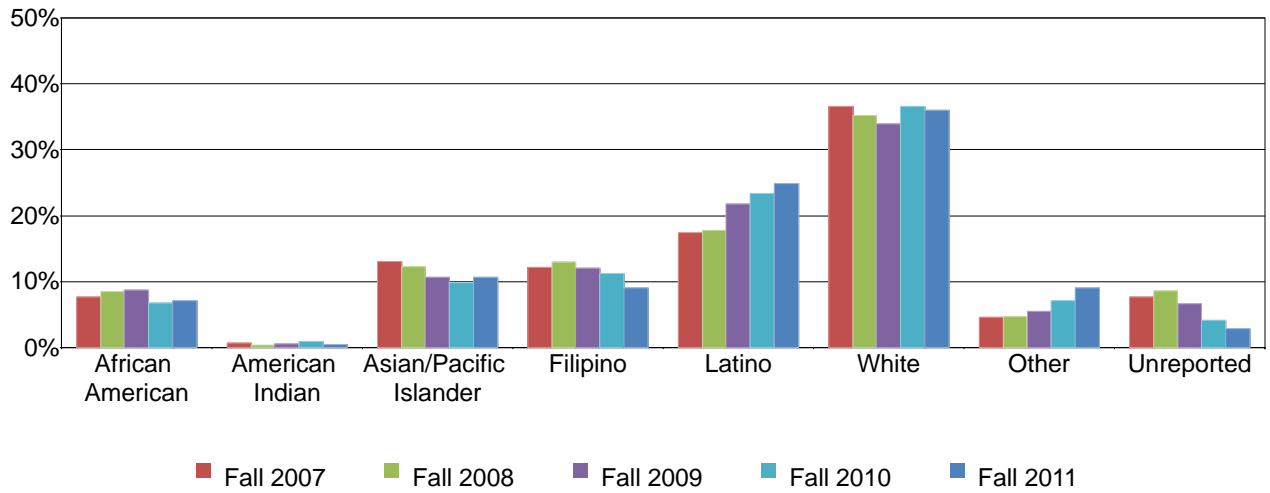


Figure 7. Math Basic Skills Enrollments by Ethnicity



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

Figure 8. English Basic Skills Enrollments by Ethnicity

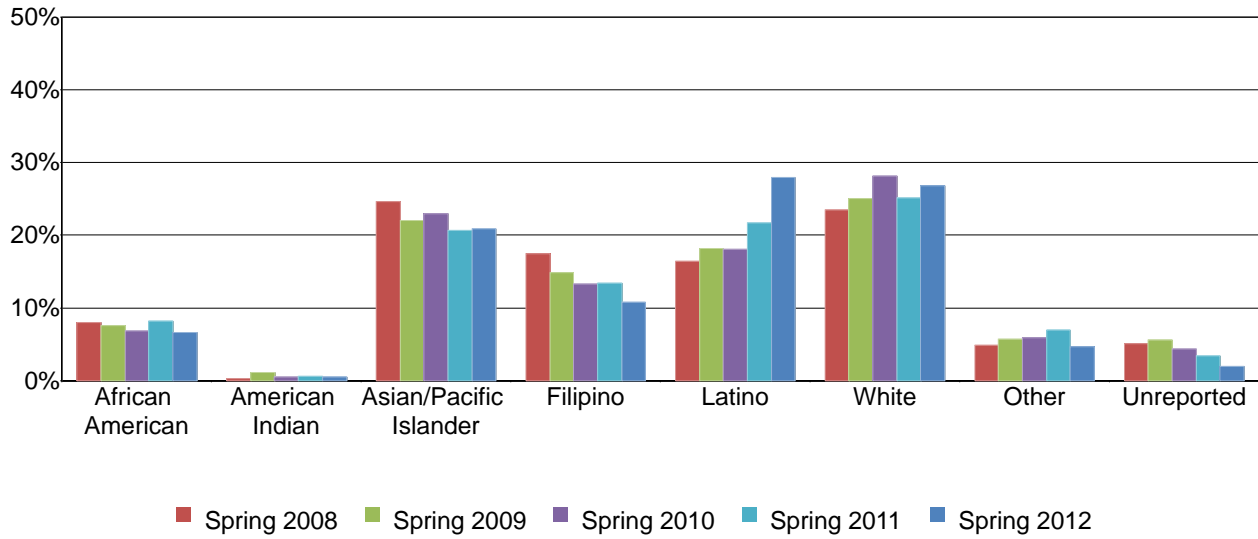


Figure 9. ESOL Enrollments by Ethnicity

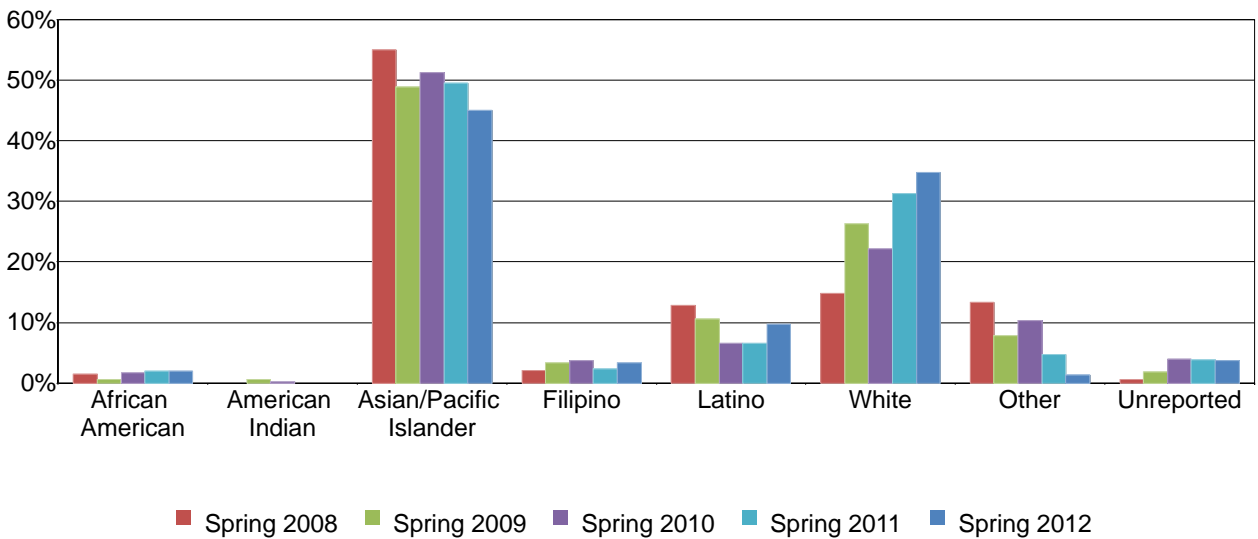
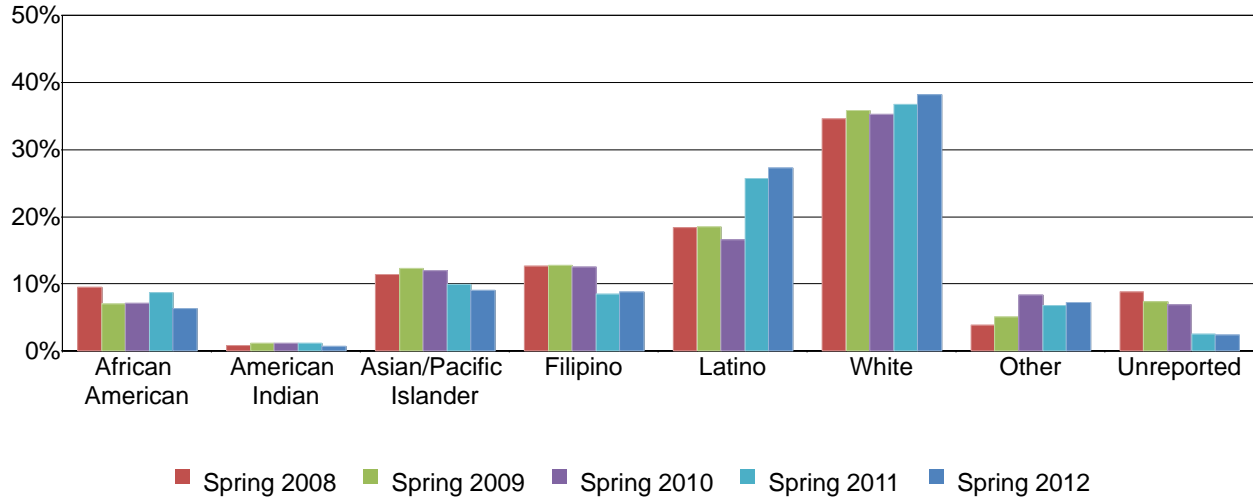


Figure 10. Math Basic Skills Enrollments by Ethnicity



Miramar 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 | 69 | 6% | 103 | 8% | 102 | 8% | 64 | 5% | 67 | 7% | 405 | 7% |
| American Indian | 6 | 1% | 4 | 0% | 6 | 0% | 9 | 1% | 1 | 0% | 26 | 0% |
| Asian/Pacific Islander | 270 | 23% | 277 | 23% | 236 | 19% | 220 | 19% | 230 | 23% | 1,233 | 21% |
| Filipino | 187 | 16% | 213 | 17% | 171 | 13% | 154 | 13% | 125 | 12% | 850 | 15% |
| Latino | 185 | 16% | 188 | 15% | 258 | 20% | 256 | 22% | 256 | 25% | 1,143 | 20% |
| White | 332 | 29% | 332 | 27% | 372 | 29% | 346 | 29% | 231 | 23% | 1,613 | 28% |
| Other | 55 | 5% | 50 | 4% | 64 | 5% | 88 | 7% | 78 | 8% | 335 | 6% |
| Unreported | 53 | 5% | 57 | 5% | 58 | 5% | 46 | 4% | 23 | 2% | 237 | 4% |
| Total | 1,157 | 100% | 1,224 | 100% | 1,267 | 100% | 1,183 | 100% | 1,011 | 100% | 5,842 | 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 | 6 | 1% | 5 | 1% | 6 | 1% | 10 | 2% | 4 | 1% | 31 | 1% |
| American Indian | 0 | 0% | 0 | 0% | 1 | 0% | 0 | 0% | 0 | 0% | 1 | 0% |
| Asian/Pacific Islander | 224 | 53% | 198 | 51% | 236 | 50% | 211 | 48% | 231 | 50% | 1,100 | 50% |
| Filipino | 11 | 3% | 14 | 4% | 16 | 3% | 12 | 3% | 14 | 3% | 67 | 3% |
| Latino | 47 | 11% | 44 | 11% | 35 | 7% | 44 | 10% | 47 | 10% | 217 | 10% |
| White | 77 | 18% | 75 | 19% | 117 | 25% | 107 | 24% | 137 | 29% | 513 | 23% |
| Other | 56 | 13% | 41 | 11% | 45 | 10% | 39 | 9% | 14 | 3% | 195 | 9% |
| Unreported | 5 | 1% | 9 | 2% | 14 | 3% | 15 | 3% | 18 | 4% | 61 | 3% |
| Total | 426 | 100% | 386 | 100% | 470 | 100% | 438 | 100% | 465 | 100% | 2,185 | 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 | 71 | 8% | 83 | 8% | 68 | 9% | 60 | 7% | 67 | 7% | 349 | 8% |
| American Indian | 7 | 1% | 3 | 0% | 5 | 1% | 8 | 1% | 5 | 1% | 28 | 1% |
| Asian/Pacific Islander | 120 | 13% | 120 | 12% | 83 | 11% | 87 | 10% | 100 | 11% | 510 | 11% |
| Filipino | 112 | 12% | 127 | 13% | 94 | 12% | 99 | 11% | 85 | 9% | 517 | 11% |
| Latino | 161 | 17% | 174 | 18% | 170 | 22% | 206 | 23% | 234 | 25% | 945 | 21% |
| White | 337 | 37% | 345 | 35% | 265 | 34% | 322 | 37% | 339 | 36% | 1,608 | 36% |
| Other | 42 | 5% | 46 | 5% | 43 | 6% | 63 | 7% | 85 | 9% | 279 | 6% |
| Unreported | 71 | 8% | 84 | 9% | 52 | 7% | 36 | 4% | 27 | 3% | 270 | 6% |
| Total | 921 | 100% | 982 | 100% | 780 | 100% | 881 | 100% | 942 | 100% | 4,506 | 100% |

Source: SDCCD Information System

Miramar 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 | Total | Average |
| African American | 79 | 8% | 74 | 8% | 60 | 7% | 89 | 8% | 74 | 7% | 376 | 7% |
| American Indian | 3 | 0% | 11 | 1% | 4 | 0% | 7 | 1% | 6 | 1% | 31 | 1% |
| Asian/Pacific Islander | 245 | 25% | 215 | 22% | 201 | 23% | 224 | 21% | 235 | 21% | 1,120 | 22% |
| Filipino | 174 | 17% | 145 | 15% | 117 | 13% | 145 | 13% | 121 | 11% | 702 | 14% |
| Latino | 163 | 16% | 177 | 18% | 159 | 18% | 236 | 22% | 314 | 28% | 1,049 | 21% |
| White | 234 | 23% | 244 | 25% | 247 | 28% | 273 | 25% | 301 | 27% | 1,299 | 26% |
| Other | 48 | 5% | 56 | 6% | 52 | 6% | 75 | 7% | 52 | 5% | 283 | 6% |
| Unreported | 50 | 5% | 55 | 6% | 38 | 4% | 37 | 3% | 22 | 2% | 202 | 4% |
| Total | 996 | 100% | 977 | 100% | 878 | 100% | 1,086 | 100% | 1,125 | 100% | 5,062 | 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 | Total | Average |
| African American | 5 | 1% | 3 | 1% | 7 | 2% | 9 | 2% | 9 | 2% | 33 | 2% |
| American Indian | 0 | 0% | 3 | 1% | 1 | 0% | 0 | 0% | 0 | 0% | 4 | 0% |
| Asian/Pacific Islander | 189 | 55% | 232 | 49% | 204 | 51% | 233 | 49% | 203 | 45% | 1,061 | 50% |
| Filipino | 7 | 2% | 16 | 3% | 15 | 4% | 11 | 2% | 15 | 3% | 64 | 3% |
| Latino | 44 | 13% | 50 | 11% | 26 | 7% | 31 | 7% | 44 | 10% | 195 | 9% |
| White | 51 | 15% | 125 | 26% | 88 | 22% | 147 | 31% | 157 | 35% | 568 | 27% |
| Other | 46 | 13% | 37 | 8% | 41 | 10% | 22 | 5% | 6 | 1% | 152 | 7% |
| Unreported | 2 | 1% | 9 | 2% | 16 | 4% | 18 | 4% | 17 | 4% | 62 | 3% |
| Total | 344 | 100% | 475 | 100% | 398 | 100% | 471 | 100% | 451 | 100% | 2,139 | 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 | Total | Average |
| African American | 79 | 9% | 63 | 7% | 48 | 7% | 74 | 9% | 57 | 6% | 321 | 8% |
| American Indian | 7 | 1% | 10 | 1% | 8 | 1% | 10 | 1% | 6 | 1% | 41 | 1% |
| Asian/Pacific Islander | 95 | 11% | 111 | 12% | 80 | 12% | 84 | 10% | 81 | 9% | 451 | 11% |
| Filipino | 105 | 13% | 115 | 13% | 84 | 13% | 72 | 9% | 79 | 9% | 455 | 11% |
| Latino | 153 | 18% | 166 | 18% | 111 | 17% | 217 | 26% | 243 | 27% | 890 | 22% |
| White | 288 | 35% | 322 | 36% | 236 | 35% | 311 | 37% | 340 | 38% | 1,497 | 36% |
| Other | 32 | 4% | 46 | 5% | 56 | 8% | 57 | 7% | 65 | 7% | 256 | 6% |
| Unreported | 73 | 9% | 66 | 7% | 46 | 7% | 21 | 2% | 21 | 2% | 227 | 5% |
| Total | 832 | 100% | 899 | 100% | 669 | 100% | 846 | 100% | 892 | 100% | 4,138 | 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, 66% of the students in the Basic Skills courses who are enrolled in a fall term as of official census, excluding withdrawals, persist to the spring term. This is lower than the districtwide trend which is 76% on average for students in all three colleges Basic Skills courses.

Female students, on average, had a comparable persistence rate to males (67% & 66%, respectively). This is consistent with the districtwide trend (76% each).

On average, both Asian/Pacific Islander and Filipino students had the highest persistence rates (71% each), followed by students categorized as 'Other' ethnicities (69%). All ethnic groups showed an increased trend in persistence rates between the Fall 2007 and Fall 2011 cohorts. The persistence rates of American Indian students have increased the most over the past five years, from 60% in the Fall 2007 cohort to 71% in the Fall 2011 cohort, with an average five-year persistence rate of 68%. It is important to note that the raw cohort numbers of American Indian students are considerably lower than their ethnic group counterparts. The persistence rates of both African American and Latino students showed a slight increase over the past five years, with average five-year persistence rates of 55% and 60%, respectively.

The age groups with the highest persistence rates, on average, were students under 18 and between 18-24 years old (81% and 69%, respectively). The opposite trend was true for districtwide (74% for students under 18 and 78% for students between ages 18-24, respectively). Students under age 18 showed the greatest decrease in persistence rates (17%), while students between ages 30 and 39 years old showed the greatest increase in persistence rates (10%) between the Fall 2007 and Fall 2011 cohorts. It is important to note that the raw cohort numbers of students under 18 years old are considerably lower than their age group counterparts.

Miramar College Term Persistence
Fall Terms: 2007 – 2011

Figure 11. Basic Skills Term Persistence

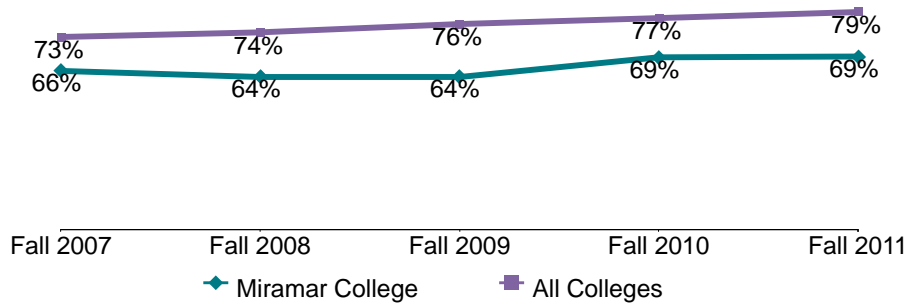


Table 21. Basic Skills Term Persistence

| Cohort | Fall | Spring | Persistence | All Colleges Persistence Fall to Spring |
|----------------|-------|--------|-------------|--|
| Fall 2007 | 1,471 | 966 | 66% | 73% |
| Fall 2008 | 1,539 | 990 | 64% | 74% |
| Fall 2009 | 1,565 | 1,006 | 64% | 76% |
| Fall 2010 | 1,560 | 1,070 | 69% | 77% |
| Fall 2011 | 1,569 | 1,079 | 69% | 79% |
| Average | | | 66% | 76% |

Source: SDCCD Information System

Note. SDSU and UCSD students are excluded.

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

Figure 12. Basic Skills Term Persistence by Gender

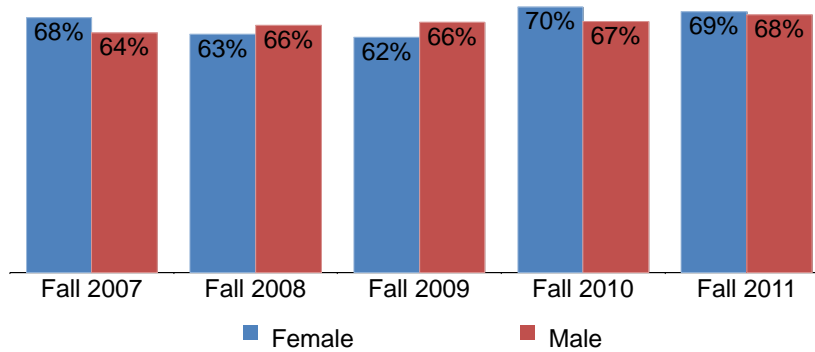


Table 22. Basic Skills Term Persistence by Gender

| Cohort | Female | | | Male | | |
|----------------|--------|--------|-------------|------|--------|-------------|
| | Fall | Spring | Persistence | Fall | Spring | Persistence |
| Fall 2007 | 764 | 517 | 68% | 705 | 448 | 64% |
| Fall 2008 | 802 | 506 | 63% | 736 | 483 | 66% |
| Fall 2009 | 823 | 514 | 62% | 742 | 492 | 66% |
| Fall 2010 | 802 | 565 | 70% | 757 | 504 | 67% |
| Fall 2011 | 776 | 537 | 69% | 793 | 542 | 68% |
| Average | | | 67% | | | 66% |

Source: SDCCD Information System

Note. SDSU and UCSD students are excluded.

Miramar College Term Persistence by Ethnicity

Fall Terms: 2007 – 2011

Figure 13. Basic Skills Term Persistence by Ethnicity

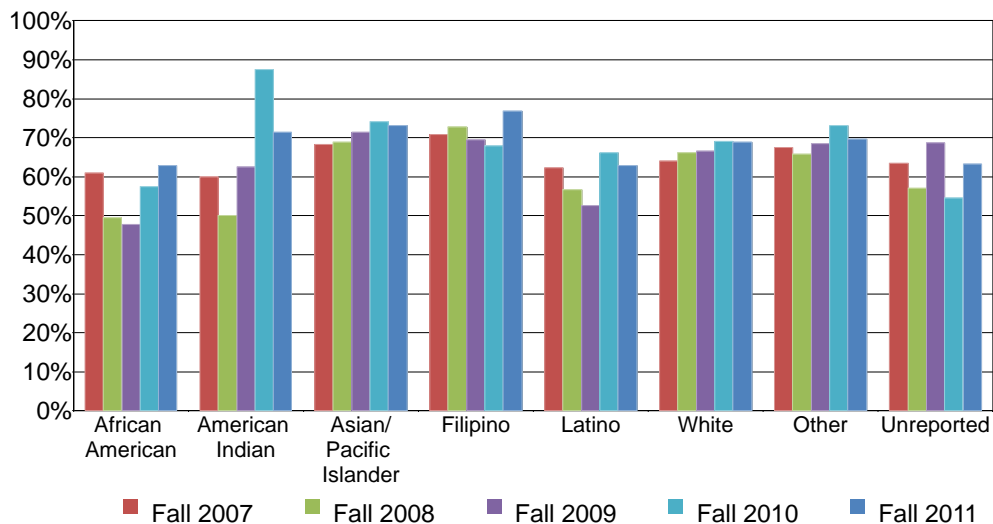


Table 23. Basic Skills Term Persistence by Ethnicity

| Cohort | African American | | | American Indian | | | Asian/Pacific Islander | | | Filipino | | |
|----------------|------------------|--------|-------------|-----------------|--------|-------------|------------------------|--------|-------------|----------|--------|-------------|
| | Fall | Spring | Persistence | Fall | Spring | Persistence | Fall | Spring | Persistence | Fall | Spring | Persistence |
| Fall 2007 | 82 | 50 | 61% | 5 | 3 | 60% | 357 | 244 | 68% | 188 | 133 | 71% |
| Fall 2008 | 107 | 53 | 50% | 6 | 3 | 50% | 341 | 235 | 69% | 202 | 147 | 73% |
| Fall 2009 | 109 | 52 | 48% | 8 | 5 | 63% | 347 | 248 | 71% | 167 | 116 | 69% |
| Fall 2010 | 87 | 50 | 57% | 8 | 7 | 88% | 313 | 232 | 74% | 178 | 121 | 68% |
| Fall 2011 | 86 | 54 | 63% | 7 | 5 | 71% | 360 | 263 | 73% | 147 | 113 | 77% |
| Average | | | 55% | | | 68% | | | 71% | | | 71% |

| Cohort | Latino | | | White | | | Other | | | Unreported | | |
|----------------|--------|--------|-------------|-------|--------|-------------|-------|--------|-------------|------------|--------|-------------|
| | Fall | Spring | Persistence | Fall | Spring | Persistence | Fall | Spring | Persistence | Fall | Spring | Persistence |
| Fall 2007 | 223 | 139 | 62% | 448 | 287 | 64% | 86 | 58 | 67% | 82 | 52 | 63% |
| Fall 2008 | 249 | 141 | 57% | 470 | 311 | 66% | 73 | 48 | 66% | 91 | 52 | 57% |
| Fall 2009 | 287 | 151 | 53% | 475 | 316 | 67% | 92 | 63 | 68% | 80 | 55 | 69% |
| Fall 2010 | 307 | 203 | 66% | 500 | 345 | 69% | 112 | 82 | 73% | 55 | 30 | 55% |
| Fall 2011 | 363 | 228 | 63% | 459 | 316 | 69% | 109 | 76 | 70% | 38 | 24 | 63% |
| Average | | | 60% | | | 67% | | | 69% | | | 62% |

Source: SDCCD Information System

Note. SDSU and UCSD students are excluded.

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

Figure 14. Basic Skills Term Persistence by Age

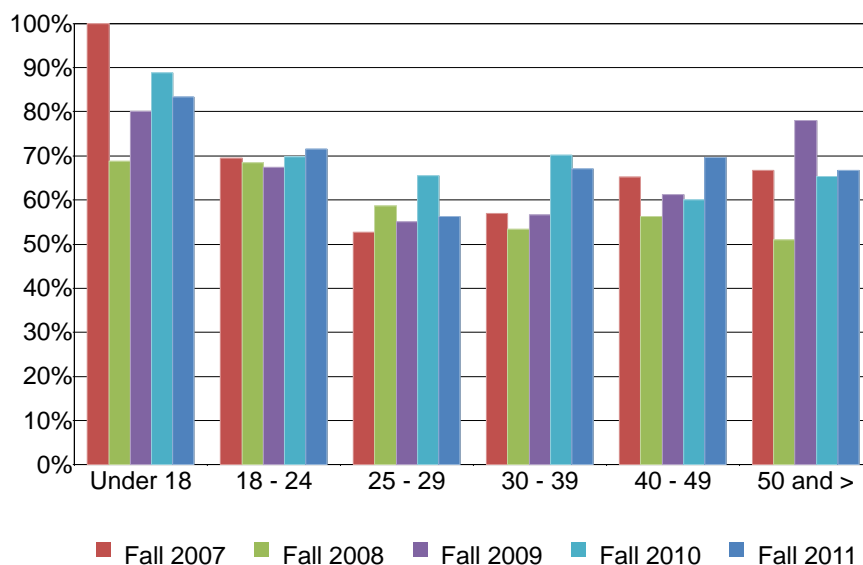


Table 24. Basic Skills Term Persistence by Age

| Cohort | Under 18 | | | 18 - 24 | | | 25 - 29 | | | 30 - 39 | | |
|----------------|----------|--------|-------------|---------|--------|-------------|---------|--------|-------------|---------|--------|-------------|
| | Fall | Spring | Persistence | Fall | Spring | Persistence | Fall | Spring | Persistence | Fall | Spring | Persistence |
| Fall 2007 | 7 | 7 | 100% | 964 | 670 | 70% | 192 | 101 | 53% | 165 | 94 | 57% |
| Fall 2008 | 16 | 11 | 69% | 1,029 | 704 | 68% | 184 | 108 | 59% | 176 | 94 | 53% |
| Fall 2009 | 5 | 4 | 80% | 986 | 665 | 67% | 200 | 110 | 55% | 221 | 125 | 57% |
| Fall 2010 | 9 | 8 | 89% | 977 | 682 | 70% | 229 | 150 | 66% | 198 | 139 | 70% |
| Fall 2011 | 6 | 5 | 83% | 975 | 698 | 72% | 199 | 112 | 56% | 210 | 141 | 67% |
| Average | | | 81% | | | 69% | | | 58% | | | 61% |

| Cohort | 40 - 49 | | | 50 and > | | |
|----------------|---------|--------|-------------|----------|--------|-------------|
| | Fall | Spring | Persistence | Fall | Spring | Persistence |
| Fall 2007 | 92 | 60 | 65% | 51 | 34 | 67% |
| Fall 2008 | 80 | 45 | 56% | 53 | 27 | 51% |
| Fall 2009 | 103 | 63 | 61% | 50 | 39 | 78% |
| Fall 2010 | 95 | 57 | 60% | 52 | 34 | 65% |
| Fall 2011 | 122 | 85 | 70% | 57 | 38 | 67% |
| Average | | | 63% | | | 65% |

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

Retention rates increased for English 049, remained stable for English 048, and were mixed for English 042 and 043 courses across the fall and spring terms. Success rates showed an increased trend for English 042, 043 and 049 during the five-year time period from Fall 2007 to Spring 2012. However, English 048 showed a slight decline in success rates from Fall 2008 to Fall 2011 and remained stable between Spring 2008 and Spring 2011.

An examination of five-year trends for English subject outcomes by ethnicity reveals that both retention and success rates across fall and spring semesters increased for most of the ethnic groups. Further investigation of overall five-year averages comparing across ethnic groups indicates that although Asian/Pacific Islanders, Filipinos, Latinos and Whites had the highest average retention rates in English, Asian/Pacific Islanders, Filipinos and Whites had the highest average success rates in English. Both retention and success rates were lowest for African American and American Indian students.

Retention rates were mixed from Fall 2007 to Fall 2011, for most of the ESOL courses, with the exception of ESOL 032 which showed a slight decline. From Spring 2008 to Spring 2012, retention rates were mixed for most ESOL courses with the exception of ESOL 019, 022, and 032, which showed an increase in success rates between Spring 2010 and Spring 2012. Furthermore, most of the ESOL course success rates showed mixed results from Fall 2007 to Fall 2011 except for ESOL 021 & 022 which showed an increase in success rates. From Spring 2007 to Spring 2011 all ESOL course success rates showed mixed results

No clear five-year trends emerged for ESOL subject outcomes by ethnicity as success and retention rates showed mixed results. However, further investigation of overall five-year averages comparing across ethnic groups showed that retention rates were highest among American Indian and White students. Furthermore, overall five-year average success rates of both Filipino and Asian/Pacific Islander students were the highest among all ethnic groups.

Retention rates for Math 038 had the largest increase (110%) from Fall 2007 to Fall 2010. For spring terms, from 2008 to 2012, the retention rates for Math 038 increased, remained stable for Math 046, and were mixed for Math 34A. The success rates for Math 046 decreased, remained stable for Math 038, and were mixed for Math 034A from Fall 2007 to Fall 2011. From Spring 2008 to Spring 2012 the success rates were mixed for Math 038, Math 034A, and Math 046.

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

Figure 15. English Basic Skills Course Retention Rates

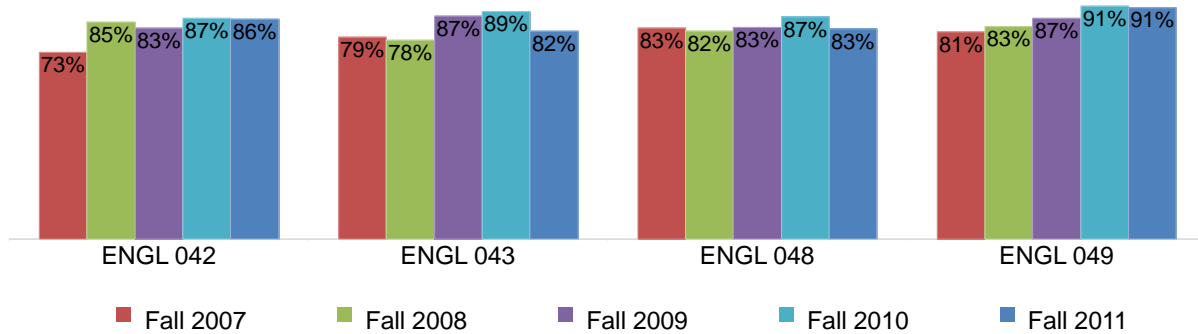


Figure 16. ESOL Writing Course Retention Rates

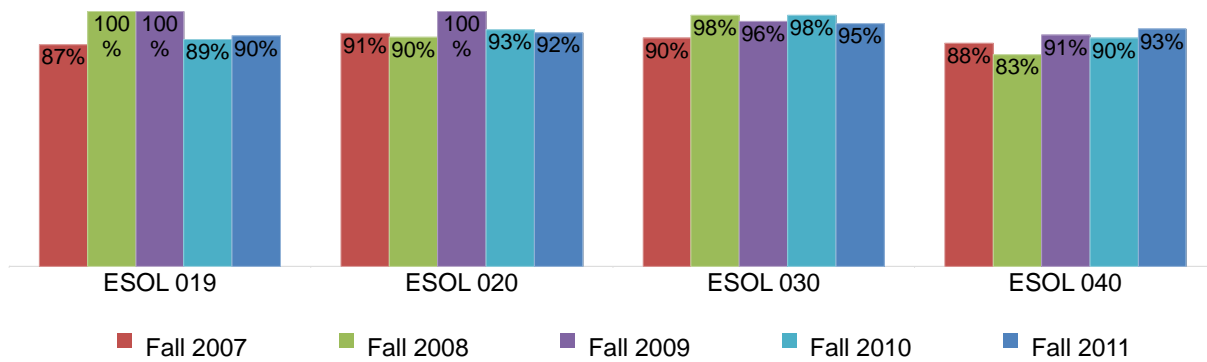


Figure 17. ESOL Reading Course Retention Rates

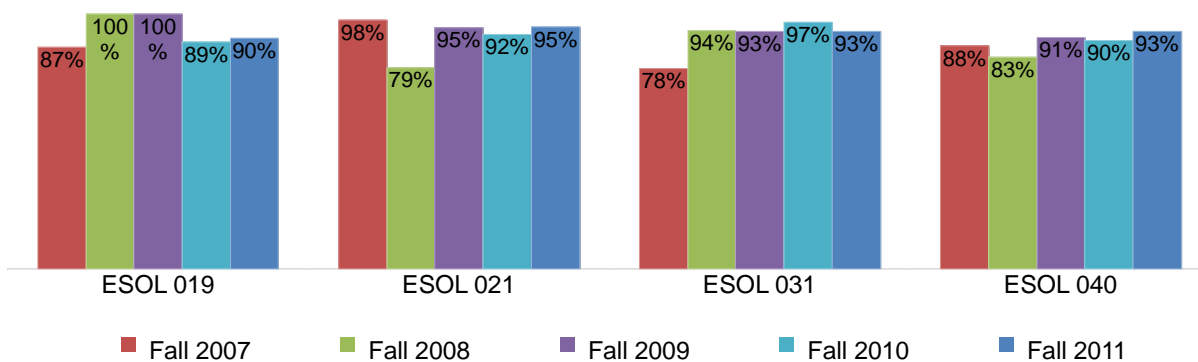


Figure 18. ESOL Listening/Speaking Course Retention Rates

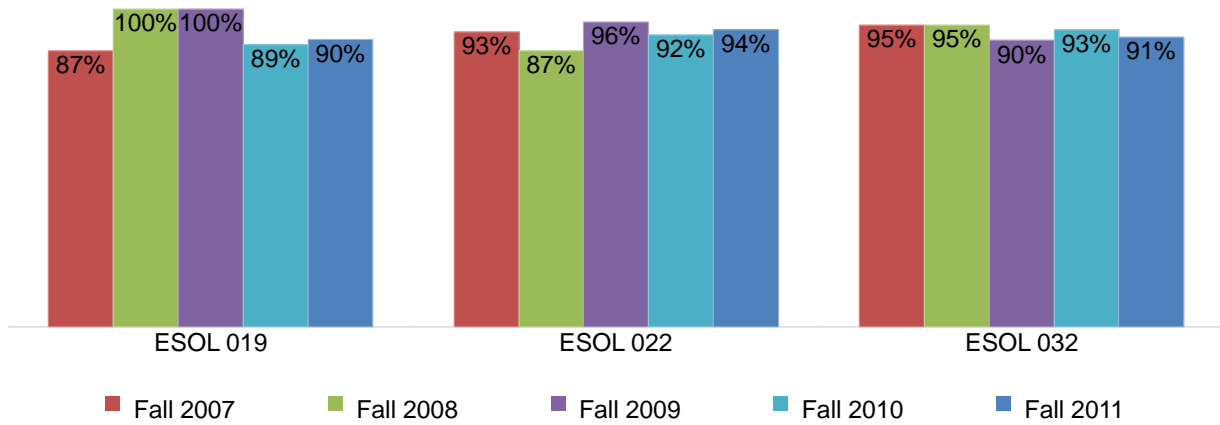
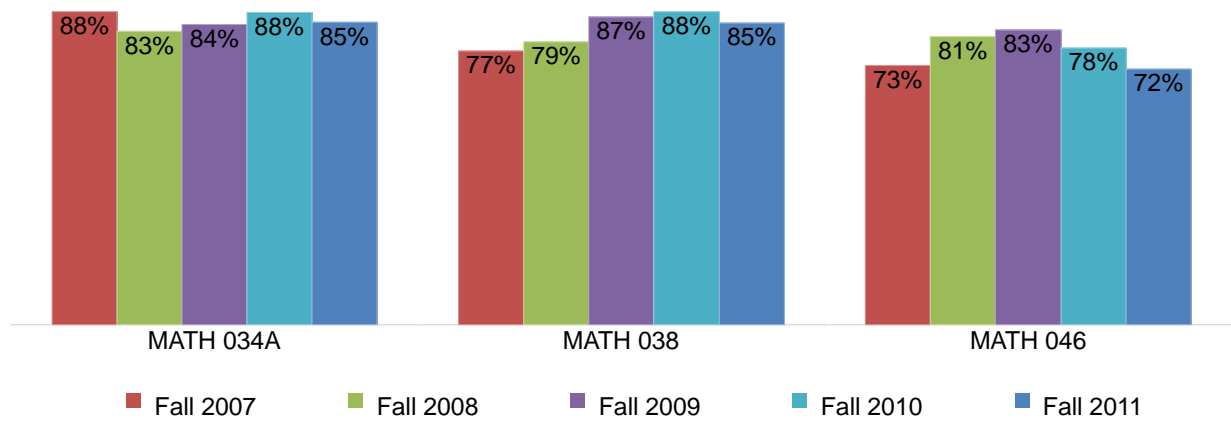


Figure 19. Math Basic Skills Course Retention Rates



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

Figure 20. English Basic Skills Course Retention Rates

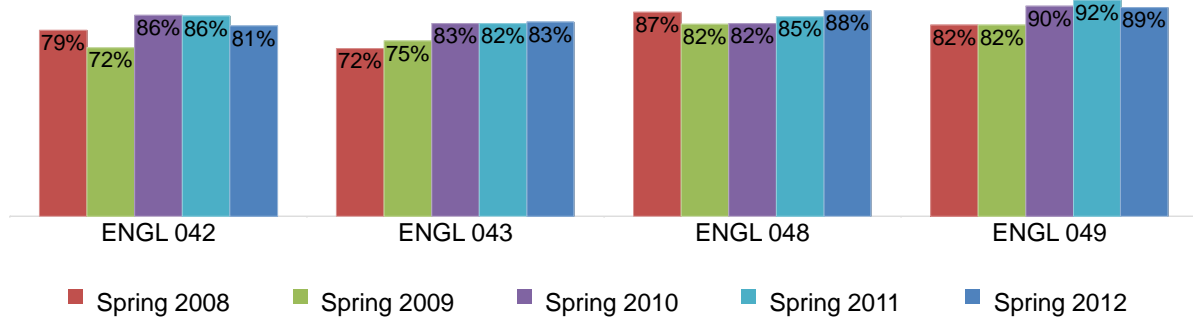


Figure 21. ESOL Writing Course Retention Rates

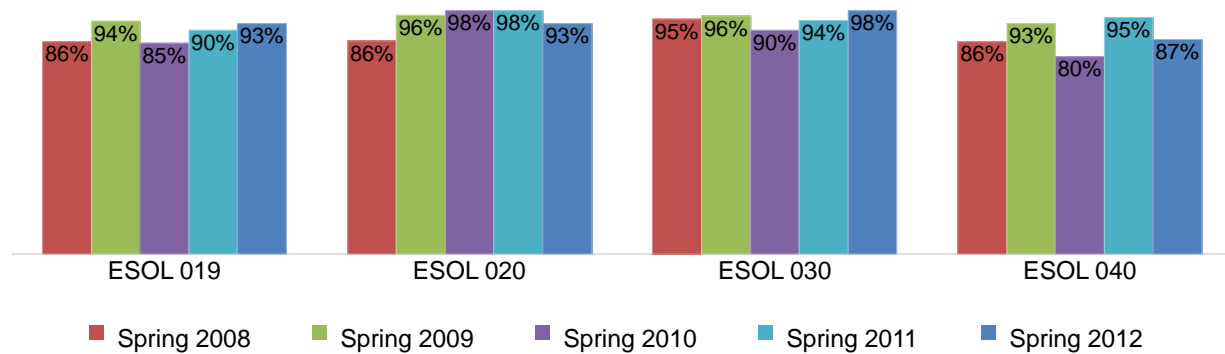


Figure 22. ESOL Reading Course Retention Rates

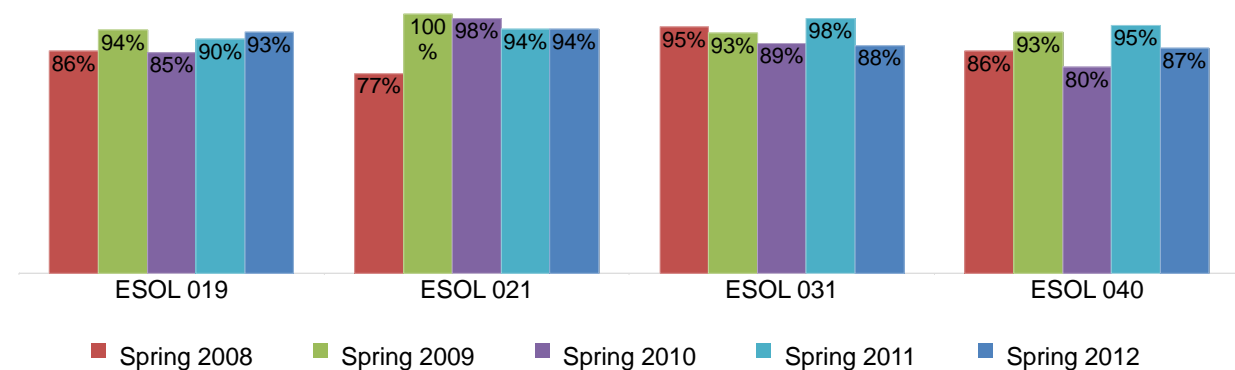


Figure 23. ESOL Listening/Speaking Course Retention Rates

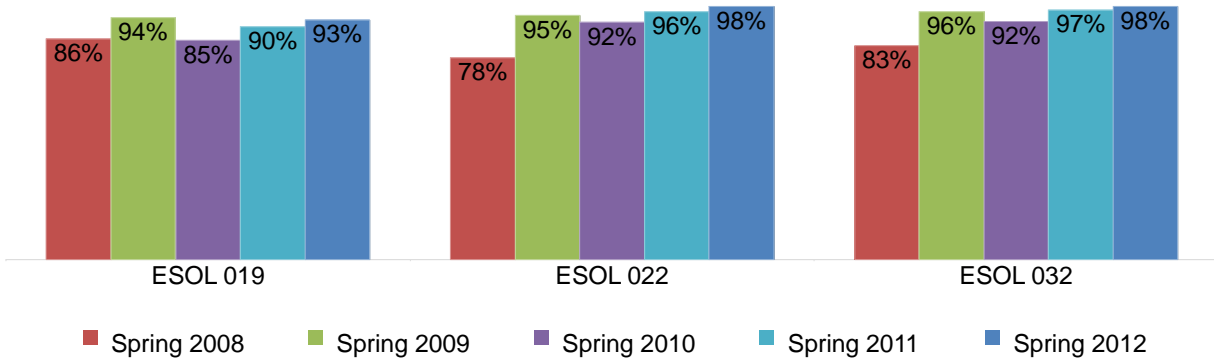
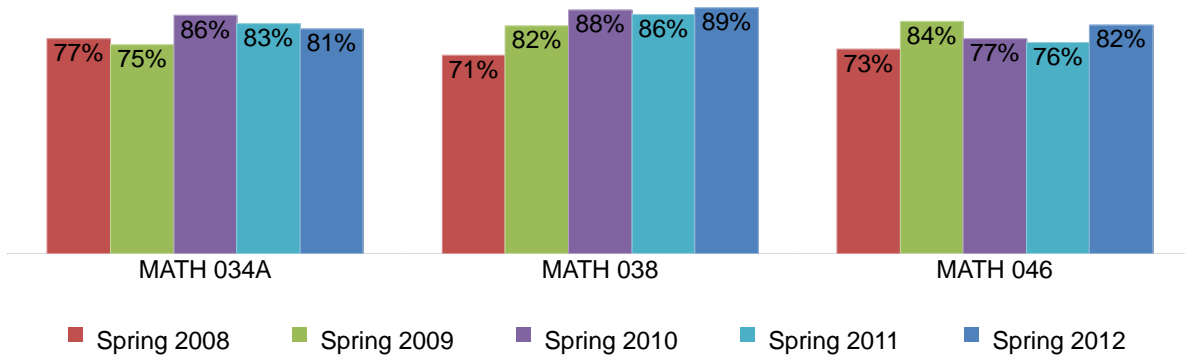


Figure 24. Math Basic Skills Course Retention Rates



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

Figure 25. English Basic Skills Retention Rates by Ethnicity

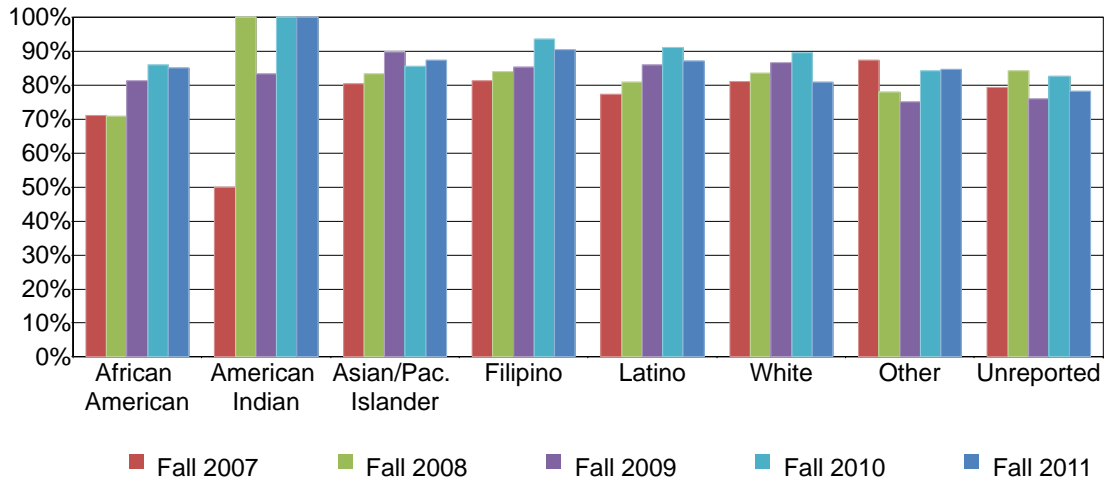


Figure 26. ESOL Retention Rates by Ethnicity

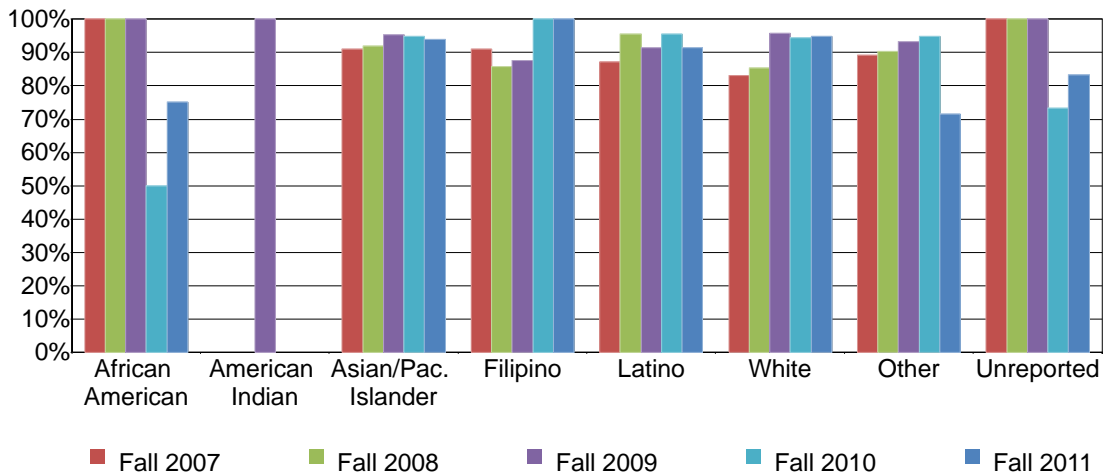
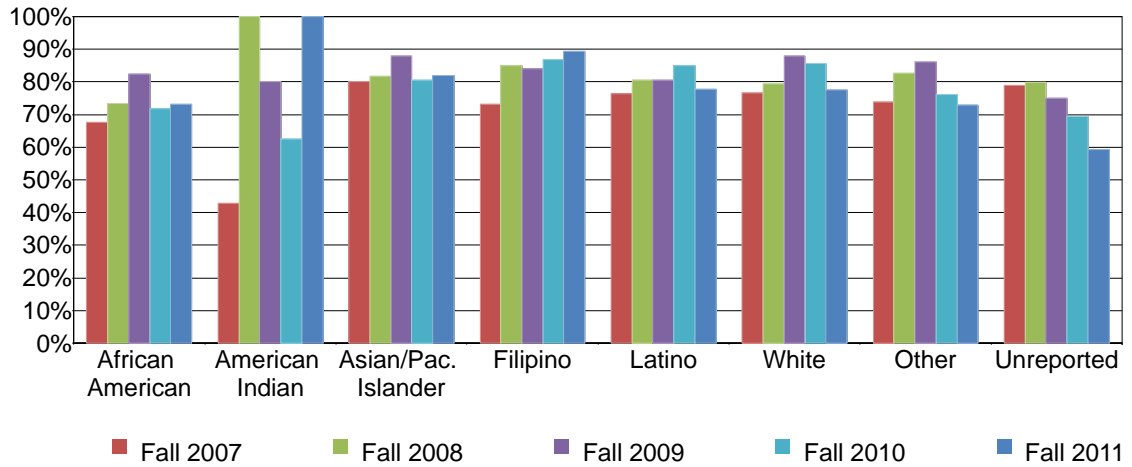


Figure 27. Math Basic Skills Retention Rates by Ethnicity



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

Figure 28. English Basic Skills Retention Rates by Ethnicity

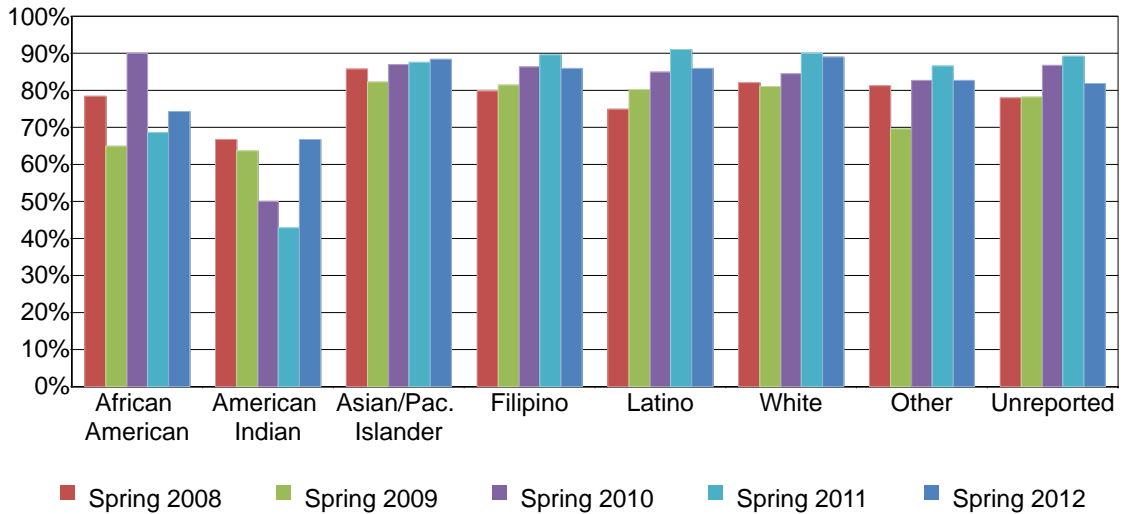


Figure 29. ESOL Retention Rates by Ethnicity

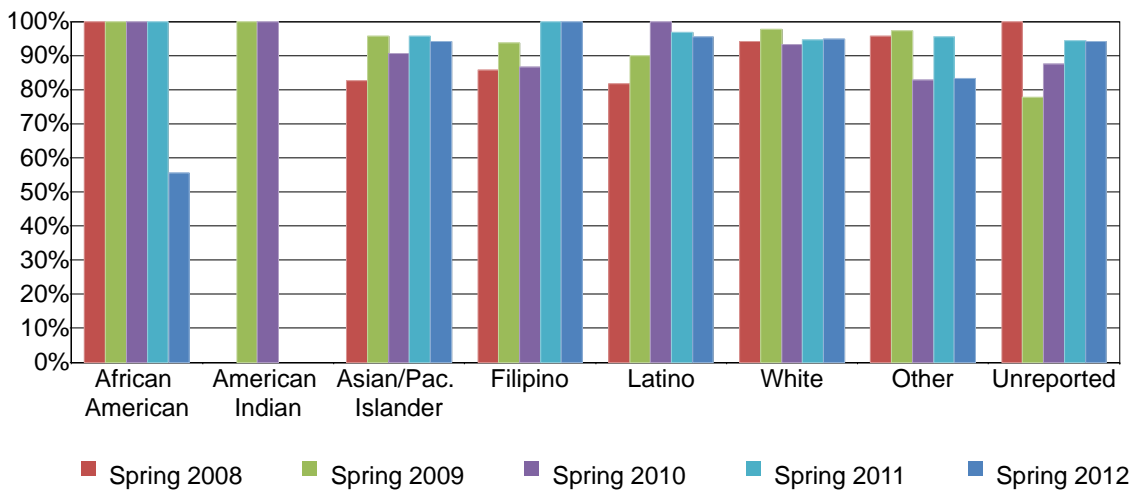
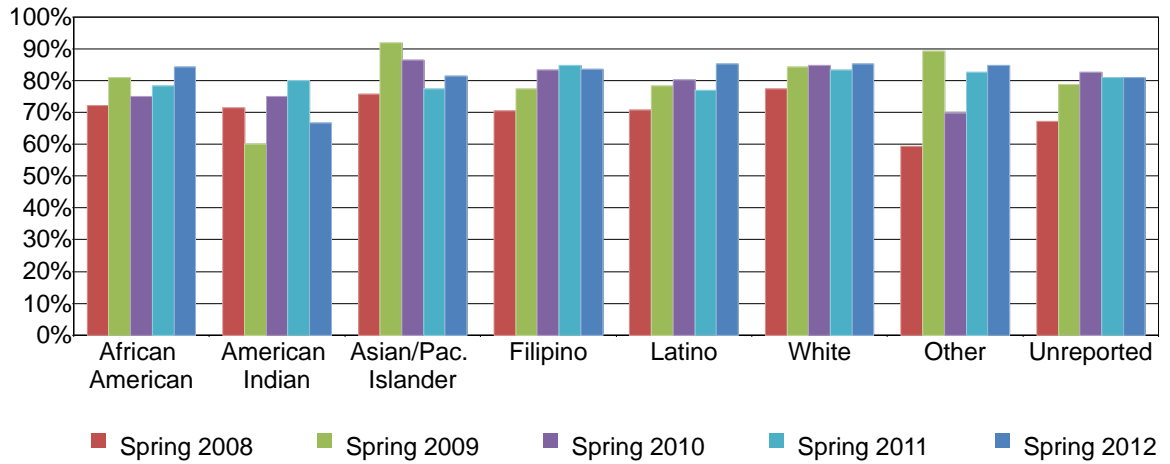


Figure 30. Math Basic Skills Retention Rates by Ethnicity



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

Figure 31. English Basic Skills Course Success Rates

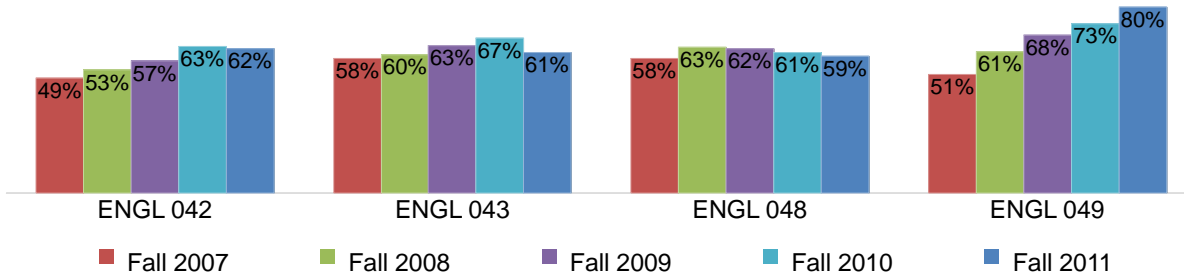


Figure 32. ESOL Writing Course Success Rates

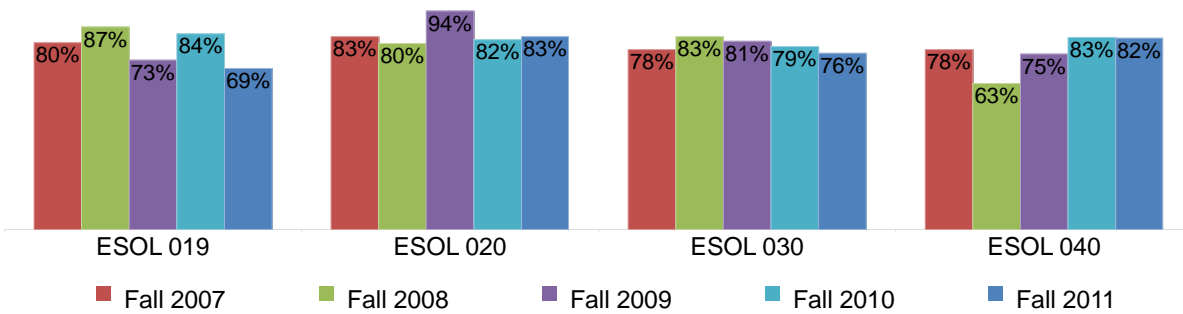


Figure 33. ESOL Reading Course Success Rates

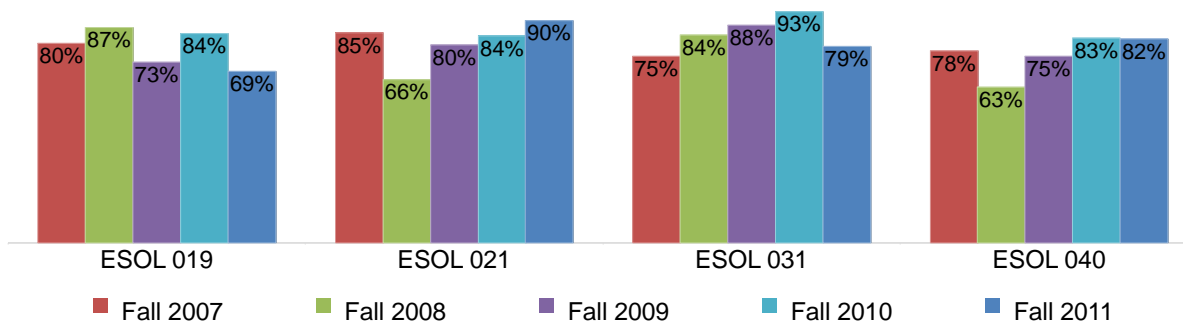


Figure 34. ESOL Listening/Speaking Course Success Rates

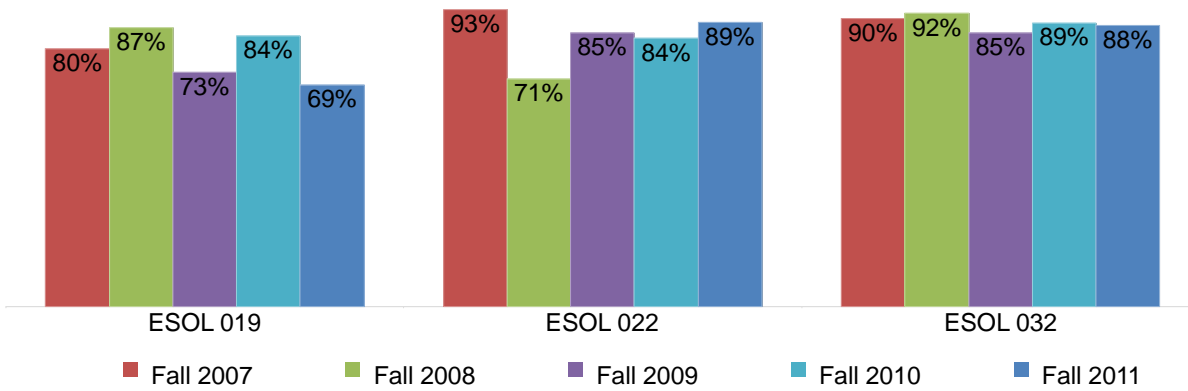
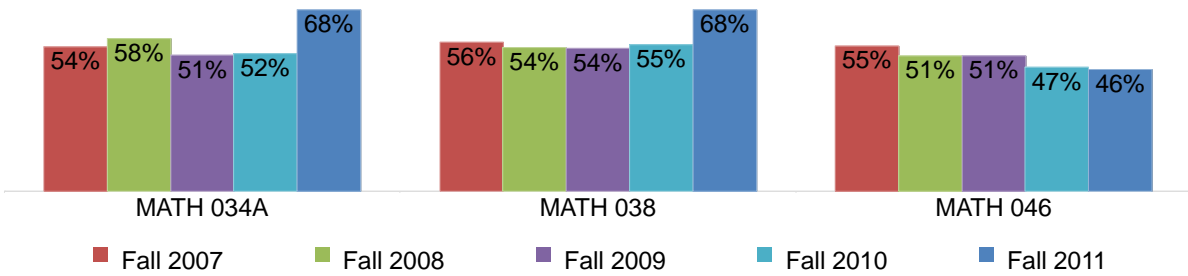


Figure 35. Math Basic Skills Course Success Rates



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

Figure 36. English Basic Skills Course Success Rates

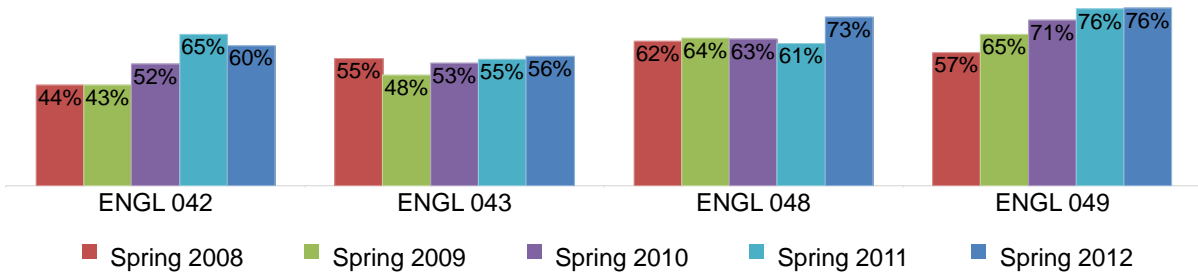


Figure 37. ESOL Writing Course Success Rates

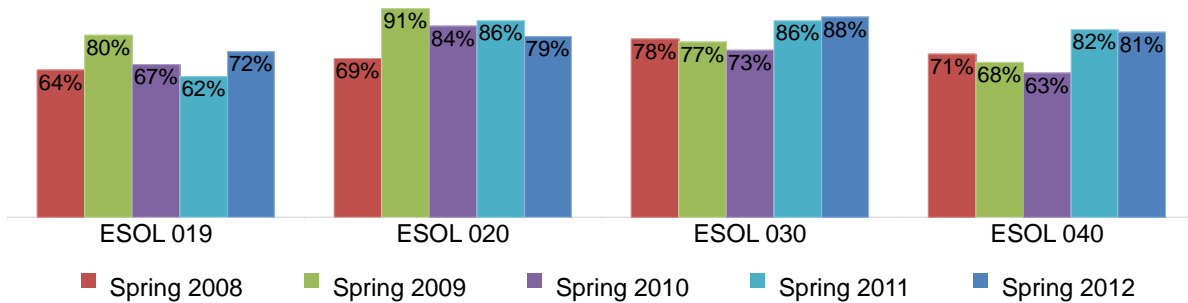


Figure 38. ESOL Reading Course Success Rates

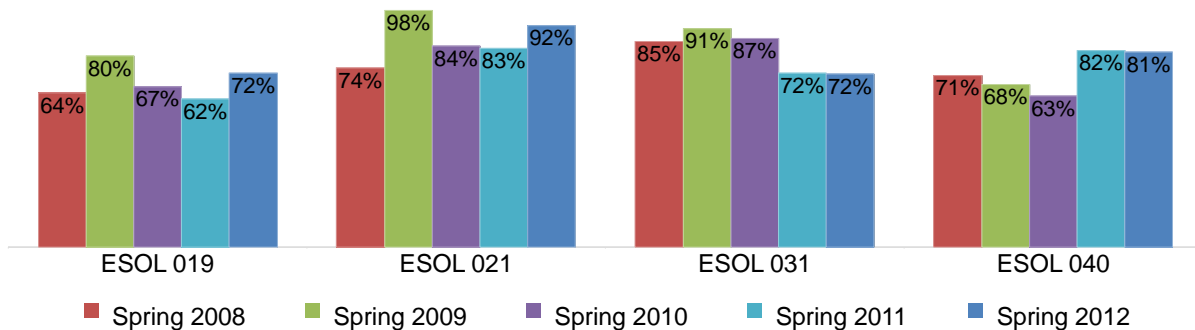


Figure 39. ESOL Listening/Speaking Course Success Rates

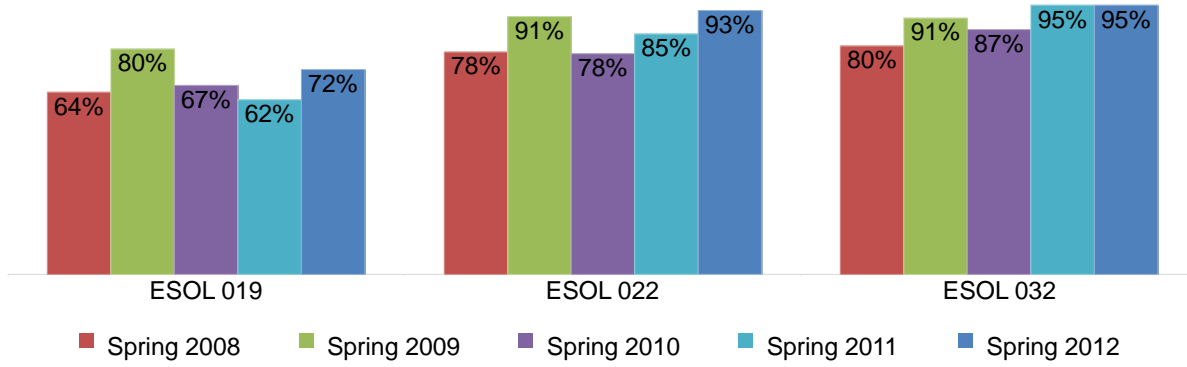
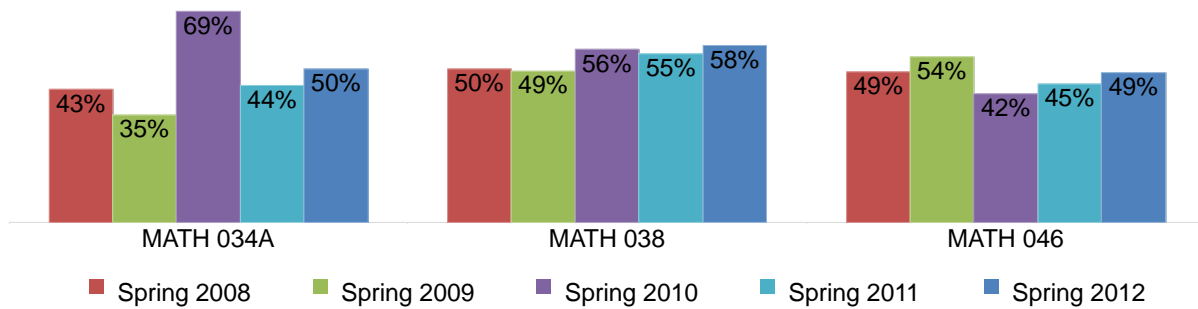


Figure 40. Math Basic Skills Course Success Rates



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

Figure 41. English Basic Skills Success Rates by Ethnicity

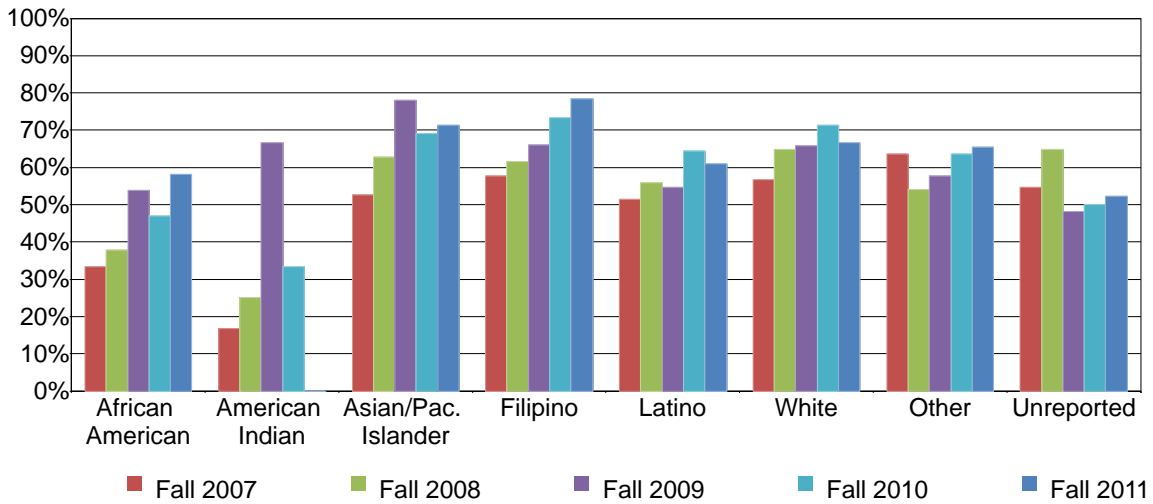


Figure 42. ESOL Success Rates by Ethnicity

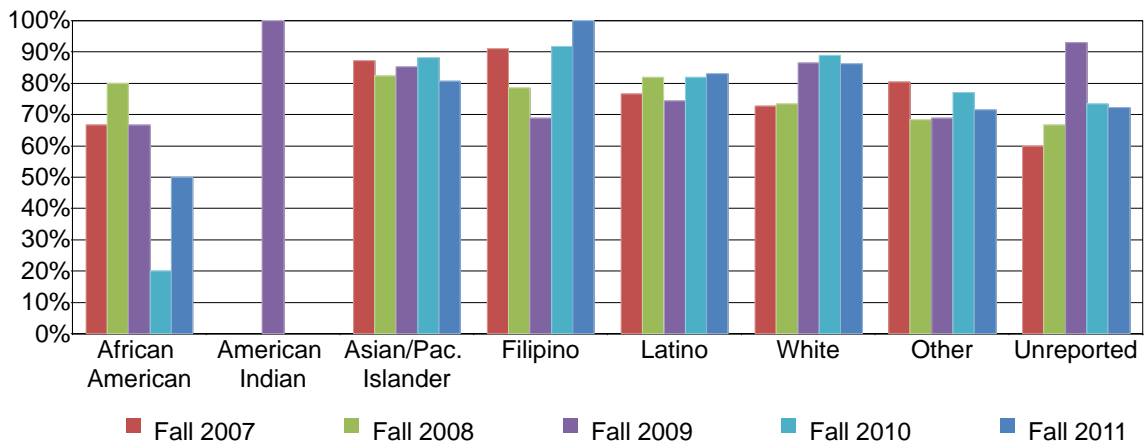
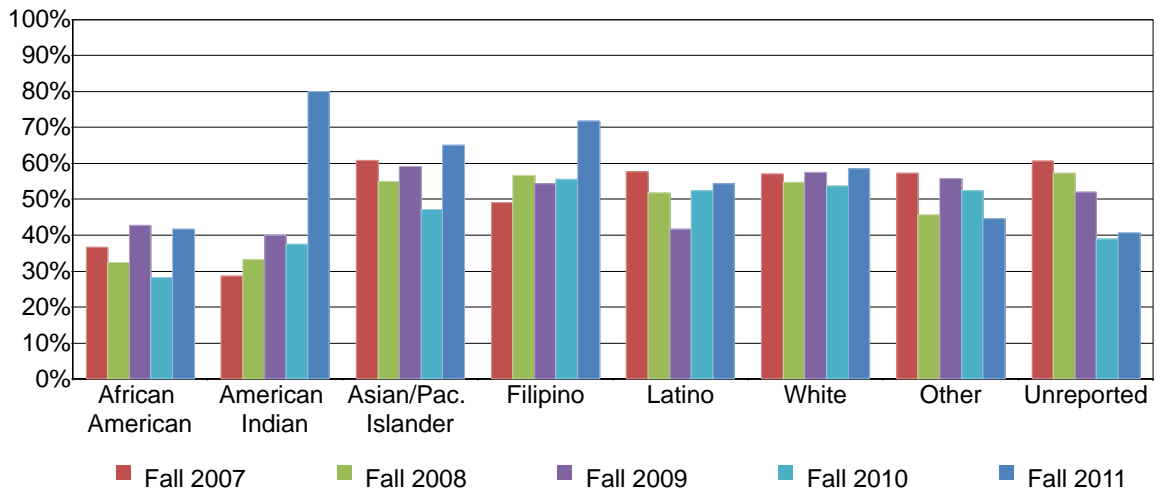


Figure 43. Math Basic Skills Success Rates by Ethnicity



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

Figure 44. English Basic Skills Success Rates by Ethnicity

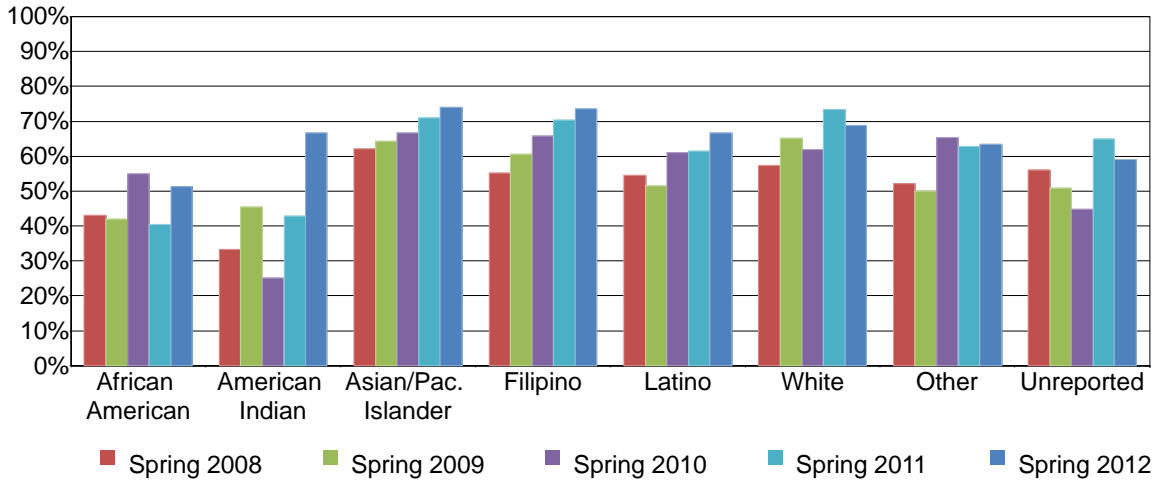


Figure 45. ESOL Success Rates by Ethnicity

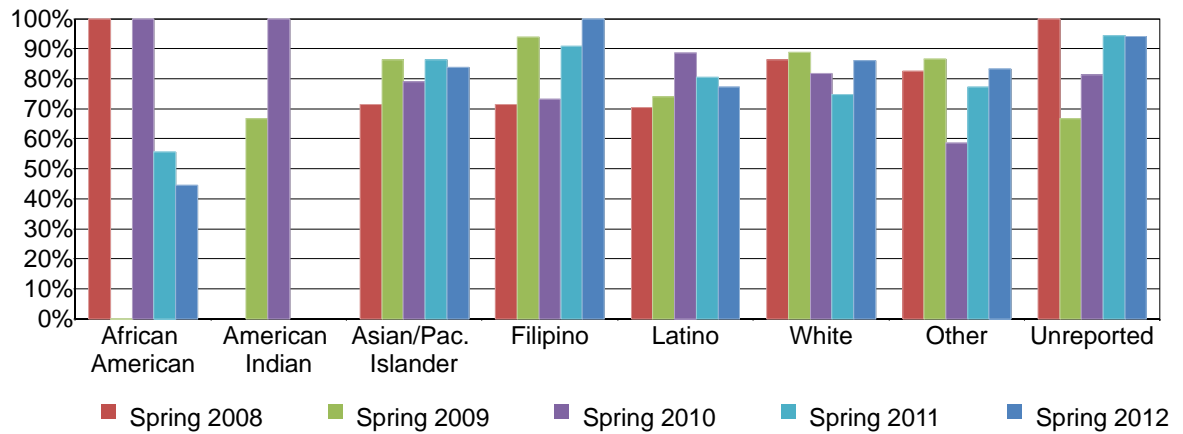


Figure 46. Math Basic Skills Success Rates by Ethnicity

