

**Basic Skills Report
2007 - 2013**

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

This report on students enrolled in Basic Skills courses provides information for the college Basic Skills Committee, faculty, student support staff, college leaders, and managers. The information in the report is useful for program and services planning and improvement decisions by the colleges. The report contains information on Basic Skills student placement, enrollment, persistence, and student outcomes (i.e., retention and success). The key questions that this report will serve to answer are:

1. What proportion of incoming students place into Basic Skills courses?
2. How has the number of enrollments in Basic Skills courses changed over the past five years?
3. What is the persistence rate of students in Basic Skills courses?
4. How well do students perform in their Basic Skills courses?

Whenever possible, these research questions are examined with respect to ethnicity, as well as longitudinal trends, and benchmarked for comparison purposes.

The target group of students for this report is consistent with the Basic Skills definition provided by the California Community College Chancellor's Office as of 2007/08:

Basic skills courses are those courses in reading, writing, math, computation, learning skills, study skills, and English as a Second Language, which are designated by the community college district as non-transferrable and non-degree applicable courses.

For the San Diego Community College District (SDCCD), this includes English 042, 043, 047A (formerly numbered English 265B), 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 courses from all three colleges (City, Mesa, and Miramar), and may be used as a point of reference for each college.

Listing of Basic Skills Courses Included in the Basic Skills Report

ENGLISH COURSES:

- ENGL 042: College Reading and Study Skills I
- ENGL 043: English Review
- ENGL 047A: Accelerated Reading, Writing, and Reasoning (previously ENGL 265B)
- 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 provides data on all courses that are considered Basic Skills during the reporting term of Spring 2013.

Placement Levels and Corresponding Outcomes

ENGLISH PLACEMENT LEVELS

- Take ESOL Test → Advised to take ESOL Placement Test
- Needs Advising → Advised to meet with a counselor
- Basic Skills ¹ → ENGL 042, 043, 047a, 048, or 049
- Transfer Level → ENGL 101 or 105

ESOL PLACEMENT LEVELS

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

MATH PLACEMENT LEVELS

- Basic Skills ² → MATH 034A, 038, 046
- Associate Level → MATH 092, 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 students during the three most recent years for which data are available: 2010/11 to 2012/13. 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, ESOL, and math.

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, 41% of incoming students who took the reading placement test placed into a Basic Skills English course, and another 14% placed into the levels below Basic Skills. The number of first-time students who took the reading test and placed into Basic Skills has remained about the same between 2010/11 and 2012/13. The number of first-time students who placed into Take ESOL Test increased by 77% from 2010/11 to 2012/13. However, the number of first-time students who placed into Transfer/Associate level English has decreased by 15% from 1,244 in 2010/11 to 1,059 in 2012/13.

On average, 67% of first-time students who took the writing placement test placed into a Basic Skills English course, and another 14% placed into the levels below Basic Skills. The number of first-time student who took the writing test and placed into Basic Skills has decreased by 10% with 1,770 in 2010/11 and 1,601 in 2012/13. Similarly, the number of first-time students who placed into Transfer/Associate level English has slightly decreased by 2% from 486 in 2010/11 to 476 in 2012/13.

The majority of first-time students who took the ESOL placement test placed into the first level (Level 019, 52% on average) while a relatively small percentage (9%) placed into the highest level (Level 040). The number of students who took the ESOL test and placed into the first level increased by 29% from 89 in 2010/11 to 115 in 2012/13.

On average, approximately 79% of first-time students who took a math placement test placed into a Basic Skills level math course. The number has decreased by 10% from 2,114 in 2010/11 to 1,912 in 2012/13. Additionally, a relatively small percentage of first-time students who took the math test placed into Associate level math (9%) or Transfer level math (12%) on average, with an increase in the number by 17% and a decrease in the number by 7%, respectively.

A relatively large percentage of first-time students did not take the English reading nor writing placement test, nor math placement test. On average, 38% did not take the English reading placement test nor the English writing placement test, and 37% did not take the math placement test. The percentages of students who did not take the placement tests have decreased by 40% for English reading and writing, and by 38% for math demonstrating the same trend over the three years being reported (2010/11 to 2012/13).

City College Placement of First-Time Students by Subject
2010/11 – 2012/13

Figure 1. Reading Placement Trends of First-Time Students

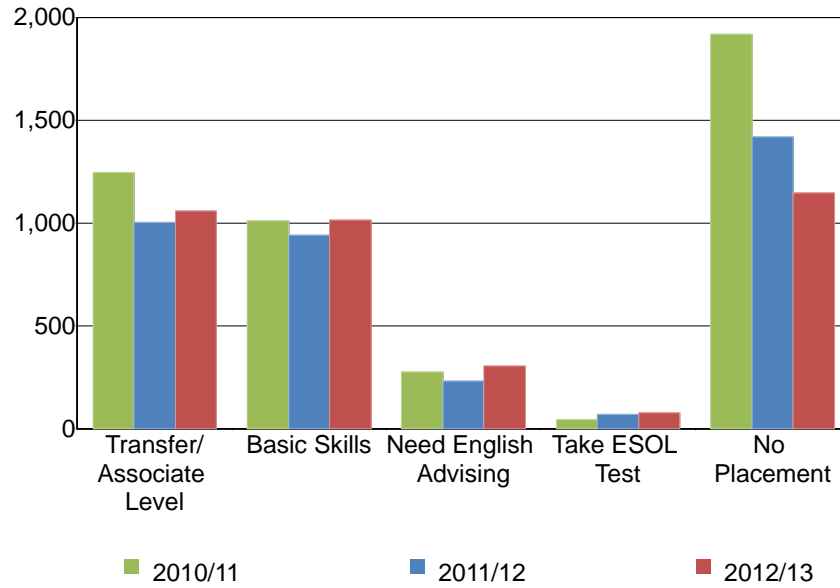
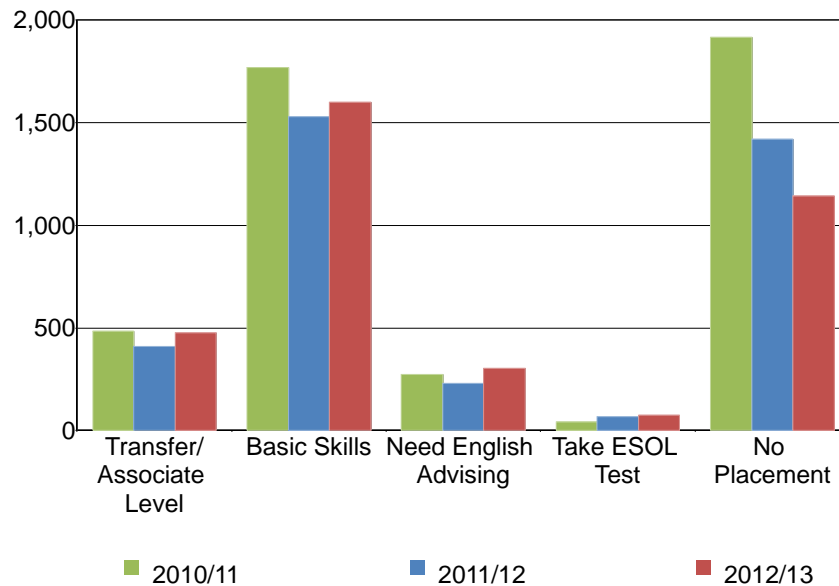


Figure 2. Writing Placement Trends of First-Time Students



City College Placement of First-Time Students by Subject
2010/11 – 2012/13

Figure 3. ESOL Placement Trends of First-Time Students

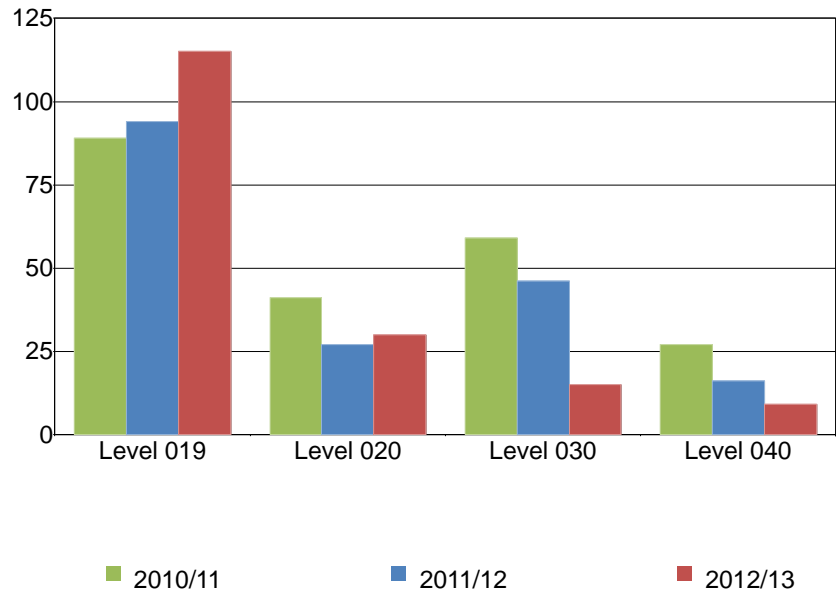
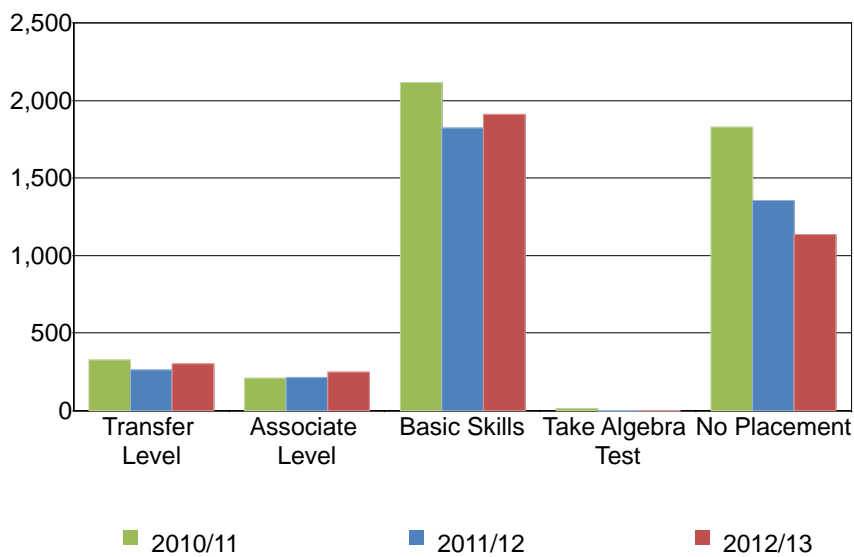


Figure 4. Math Placement Trends of First-Time Students



City College Placement of First-Time Students by Subject
2010/11 – 2012/13

Table 1. Reading Placement of First-Time Students

		2010/11		2011/12		2012/13		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,575	57%	2,242	61%	2,453	68%	7,270	62%	-5%
	No Placement	1,918	43%	1,418	39%	1,145	32%	4,481	38%	-40%
	Total Students	4,493	100%	3,660	100%	3,598	100%	11,751	100%	-20%
Distribution of Students who Took a Test	Transfer/Associate Level	1,244	48%	1,002	45%	1,059	43%	3,305	45%	-15%
	Basic Skills	1,012	39%	941	42%	1,015	41%	2,968	41%	0%
	Need English Advising	276	11%	230	10%	303	12%	809	11%	10%
	Take ESOL Test	43	2%	69	3%	76	3%	188	3%	77%
	Total Tested	2,575	100%	2,242	100%	2,453	100%	7,270	100%	-5%

Source: SDCCD Information System

Table 2. Writing Placement of First-Time Students

		2010/11		2011/12		2012/13		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,575	57%	2,241	61%	2,456	68%	7,272	62%	-5%
	No Placement	1,918	43%	1,419	39%	1,142	32%	4,479	38%	-40%
	Total Students	4,493	100%	3,660	100%	3,598	100%	11,751	100%	-20%
Distribution of Students who Took a Test	Transfer/Associate Level	486	19%	412	18%	476	19%	1,374	19%	-2%
	Basic Skills	1,770	69%	1,530	68%	1,601	65%	4,901	67%	-10%
	Need English Advising	276	11%	230	10%	303	12%	809	11%	10%
	Take ESOL Test	43	2%	69	3%	76	3%	188	3%	77%
	Total Tested	2,575	100%	2,241	100%	2,456	100%	7,272	100%	-5%

Source: SDCCD Information System

City College Placement of First-Time Students by Subject
2010/11 – 2012/13

Table 3. ESOL Placement of First-Time Students

		2010/11		2011/12		2012/13		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	216	5%	183	5%	169	5%	568	5%	-22%
	No Placement	4,277	95%	3,477	95%	3,429	95%	11,183	95%	-20%
	Total Students	4,493	100%	3,660	100%	3,598	100%	11,751	100%	-20%
Distribution of Students who Took a Test	Level 040	27	13%	16	9%	9	5%	52	9%	-67%
	Level 030	59	27%	46	25%	15	9%	120	21%	-75%
	Level 020	41	19%	27	15%	30	18%	98	17%	-27%
	Level 019	89	41%	94	51%	115	68%	298	52%	29%
	Total Tested	216	100%	183	100%	169	100%	568	100%	-22%

Source: SDCCD Information System

Table 4. Math Placement of First-Time Students

		2010/11		2011/12		2012/13		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	2,664	59%	2,303	63%	2,464	68%	7,431	63%	-8%
	No Placement	1,829	41%	1,357	37%	1,134	32%	4,320	37%	-38%
	Total Students	4,493	100%	3,660	100%	3,598	100%	11,751	100%	-20%
Distribution of Students who Took a Test	Transfer Level	326	12%	263	11%	304	12%	893	12%	-7%
	Associate Level	211	8%	216	9%	247	10%	674	9%	17%
	Basic Skills	2,114	79%	1,822	79%	1,912	78%	5,848	79%	-10%
	Take Algebra Test	13	0%	2	0%	1	0%	16	0%	-92%
	Total Tested	2,664	100%	2,303	100%	2,464	100%	7,431	100%	-8%

Source: SDCCD Information System

Term Enrollments

Part II: Term Enrollments

This section of the report summarizes enrollments in basic skills courses during the fall and spring terms of the five most recent years for which data are available: Fall 2008 to Spring 2013. 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 for all English courses, on average, were in English 049 (39% on average in the fall semesters and 42% in the spring semesters). English 042 has seen an increase in enrollment between Fall 2008-2012 (20%) while English 048 has witnessed an increase in enrollment between Spring 2009-2013 (25%). In addition, enrollments for all English courses have witnessed a sharp increase by 33% on average from Fall 2009 to Fall 2010 but followed by a remarkable decrease by 11% on average from Fall 2010 to Fall 2011.

In the fall semesters, enrollments for all ESOL courses have witnessed a slight increase by 8% on average from Fall 2008 to Fall 2012 except the ESOL 030-series, for which the enrollments witnessed a sharp increase by 27%. Additionally, in the fall semesters, ESOL 019 had the greatest decrease in enrollments (by 56%) whereas ESOL 031 had the greatest increase in enrollments (by 61%). Similarly, enrollments for all ESOL courses decreased on average by 12% in the spring semesters. ESOL 019 also has witnessed the greatest decrease in enrollment (by 54%) between Spring 2009-2013.

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 2008 and Fall 2012 (by 25%), whereas Math 034A witnessed the greatest decrease on average (by 23%).

On average over the five-year period, more than half of the students (59%) 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 (42% and 12%, respectively).

Across the fall and spring terms, on average, more than half of the students who enrolled in Basic Skills math courses were Latino students (53%), followed by African American students and White students (18% and 16%, respectively). These were higher than the All Colleges' averages for Latino and African American Basic Skills math enrollments (41% and 13%, respectively).

**City College Basic Skills Course Enrollments
Fall Terms: 2008 - 2012**

Table 5. English Basic Skills Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
ENGL 042	226	13%	218	13%	262	12%	250	13%	272	14%	1,228	13%
ENGL 043	410	24%	397	24%	523	24%	447	23%	470	24%	2,247	24%
ENGL 047A	0	0%	0	0%	32	1%	51	3%	56	3%	139	1%
ENGL 048	390	23%	363	22%	472	21%	471	24%	443	23%	2,139	23%
ENGL 049	692	40%	668	41%	907	41%	744	38%	693	36%	3,704	39%
Total	1,718	100%	1,646	100%	2,196	100%	1,963	100%	1,934	100%	9,457	100%

Source: SDCCD Information System

Table 6. ESOL Writing Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
ESOL 019	59	24%	57	22%	52	20%	28	12%	26	11%	222	18%
ESOL 020	60	24%	59	22%	54	21%	61	27%	49	21%	283	23%
ESOL 030	70	28%	77	29%	104	40%	80	36%	81	34%	412	33%
ESOL 040	58	23%	70	27%	52	20%	56	25%	81	34%	317	26%
Total	247	100%	263	100%	262	100%	225	100%	237	100%	1,234	100%

Source: SDCCD Information System

Table 7. ESOL Reading Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
ESOL 019	59	27%	57	24%	52	23%	28	14%	26	10%	222	19%
ESOL 021	47	22%	54	23%	60	27%	51	25%	57	23%	269	24%
ESOL 031	54	25%	59	25%	61	27%	70	34%	87	35%	331	29%
ESOL 040	58	27%	70	29%	52	23%	56	27%	81	32%	317	28%
Total	218	100%	240	100%	225	100%	205	100%	251	100%	1,139	100%

Source: SDCCD Information System

Table 8. ESOL Listening/Speaking Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
ESOL 019	59	37%	57	36%	52	33%	28	18%	26	20%	222	29%
ESOL 022	48	30%	48	30%	49	31%	44	29%	47	37%	236	31%
ESOL 032	52	33%	53	34%	56	36%	80	53%	55	43%	296	39%
Total	159	100%	158	100%	157	100%	152	100%	128	100%	754	100%

Source: SDCCD Information System

Table 9. Math Basic Skills Course Enrollments

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
MATH 034A	249	12%	318	14%	307	12%	323	13%	192	8%	1,389	12%
MATH 038	817	40%	896	40%	1,138	44%	1,021	42%	1,021	44%	4,893	42%
MATH 046	980	48%	1,008	45%	1,125	44%	1,100	45%	1,106	48%	5,319	46%
Total	2,046	100%	2,222	100%	2,570	100%	2,444	100%	2,319	100%	11,601	100%

Source: SDCCD Information System

City College Basic Skills Course Enrollments
Spring Terms: 2009 - 2013

Table 10. English Basic Skills Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
ENGL 042	209	12%	158	9%	203	11%	219	12%	209	11%	998	11%
ENGL 043	394	22%	376	21%	390	21%	379	20%	403	21%	1,942	21%
ENGL 047A	0	0%	0	0%	24	1%	0	0%	57	3%	81	1%
ENGL 048	413	23%	409	23%	446	24%	481	26%	517	27%	2,266	25%
ENGL 049	767	43%	809	46%	811	43%	777	42%	724	38%	3,888	42%
Total	1,783	100%	1,752	100%	1,874	100%	1,856	100%	1,910	100%	9,175	100%

Source: SDCCD Information System

Table 11. ESOL Writing Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
ESOL 019	48	18%	58	22%	51	21%	28	11%	22	9%	207	16%
ESOL 020	65	24%	53	20%	55	22%	57	23%	53	22%	283	22%
ESOL 030	73	27%	77	30%	77	31%	82	33%	81	34%	390	31%
ESOL 040	81	30%	72	28%	64	26%	82	33%	83	35%	382	30%
Total	267	100%	260	100%	247	100%	249	100%	239	100%	1,262	100%

Source: SDCCD Information System

Table 12. ESOL Reading Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
ESOL 019	48	19%	58	24%	51	20%	28	12%	22	11%	207	17%
ESOL 021	58	23%	52	21%	56	22%	57	24%	45	22%	268	23%
ESOL 031	63	25%	64	26%	79	32%	68	29%	59	28%	333	28%
ESOL 040	81	32%	72	29%	64	26%	82	35%	83	40%	382	32%
Total	250	100%	246	100%	250	100%	235	100%	209	100%	1,190	100%

Source: SDCCD Information System

Table 13. ESOL Listening/Speaking Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
ESOL 019	48	29%	58	36%	51	31%	28	22%	22	18%	207	28%
ESOL 022	58	35%	52	32%	53	32%	45	36%	48	38%	256	34%
ESOL 032	59	36%	53	33%	61	37%	53	42%	55	44%	281	38%
Total	165	100%	163	100%	165	100%	126	100%	125	100%	744	100%

Source: SDCCD Information System

Table 14. Math Basic Skills Course Enrollments

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Enrollments	Percentage	Total	Average
MATH 034A	284	15%	276	13%	298	14%	310	15%	218	12%	1,386	14%
MATH 038	770	40%	903	42%	796	38%	784	38%	761	40%	4,014	40%
MATH 046	876	45%	966	45%	1,021	48%	952	47%	913	48%	4,728	47%
Total	1,930	100%	2,145	100%	2,115	100%	2,046	100%	1,892	100%	10,128	100%

Source: SDCCD Information System

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

Figure 5. English Basic Skills Enrollments by Ethnicity

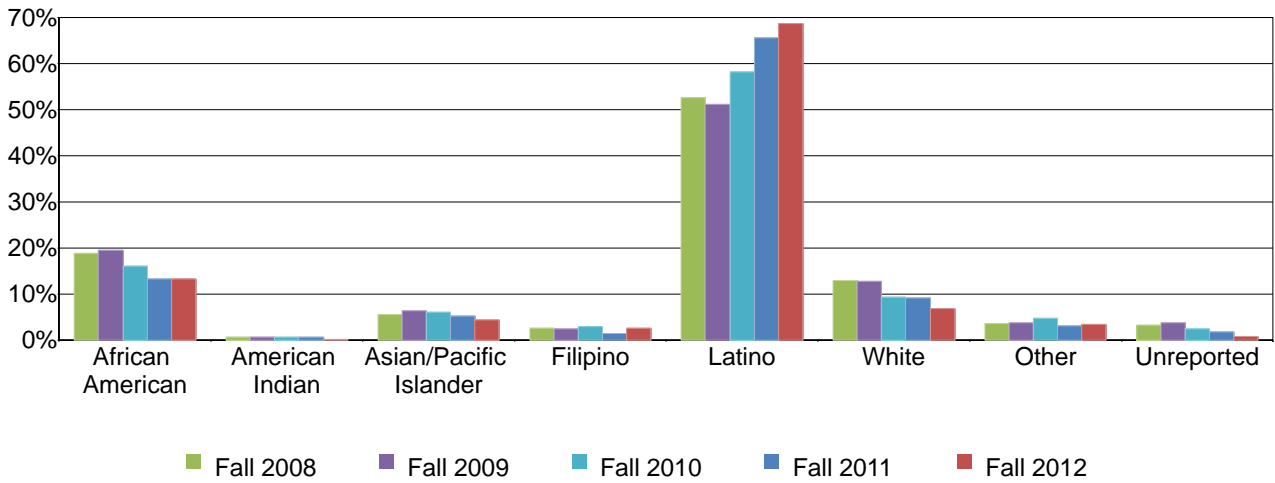


Figure 6. ESOL Enrollments by Ethnicity

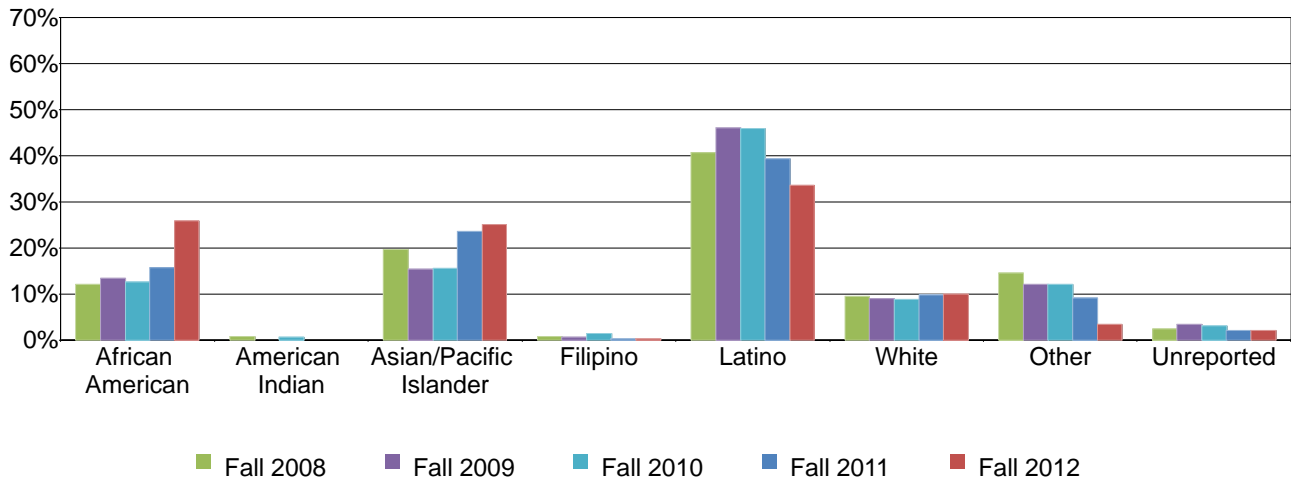
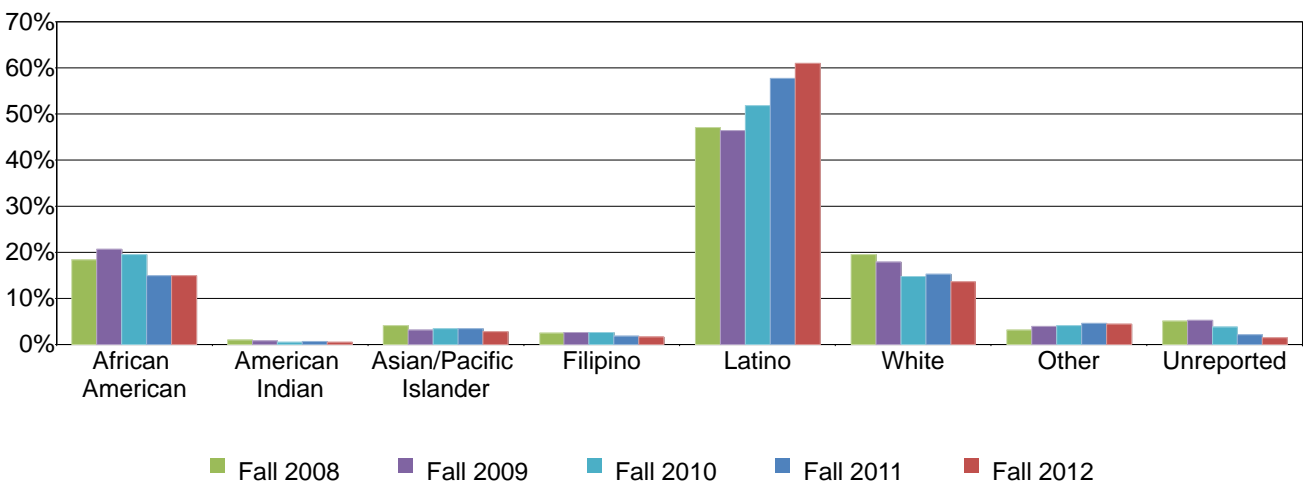


Figure 7. Math Basic Skills Enrollments by Ethnicity



City College Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2009 - 2013

Figure 8. English Basic Skills Enrollments by Ethnicity

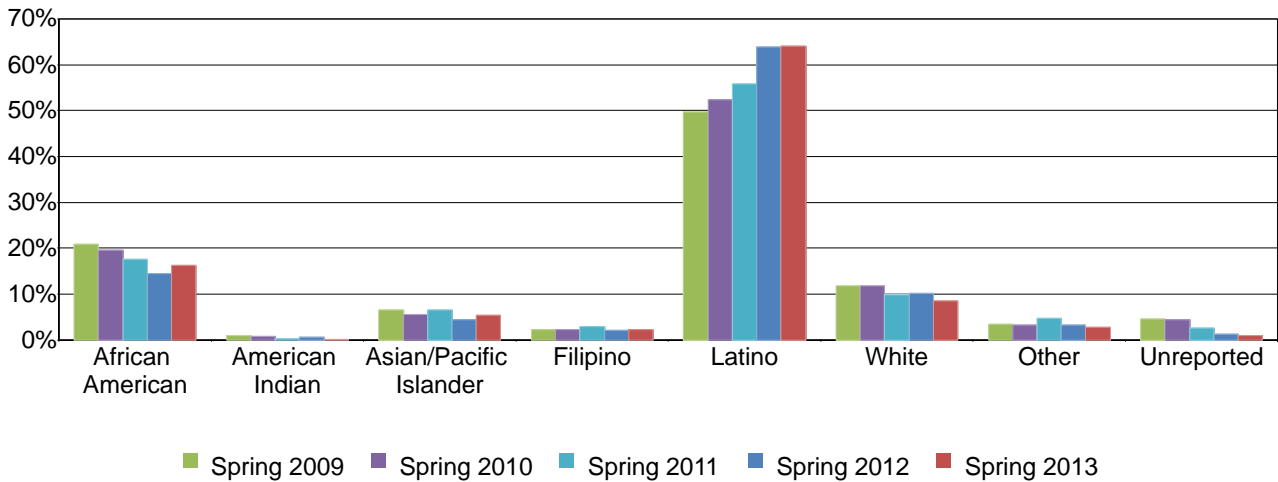


Figure 9. ESOL Enrollments by Ethnicity

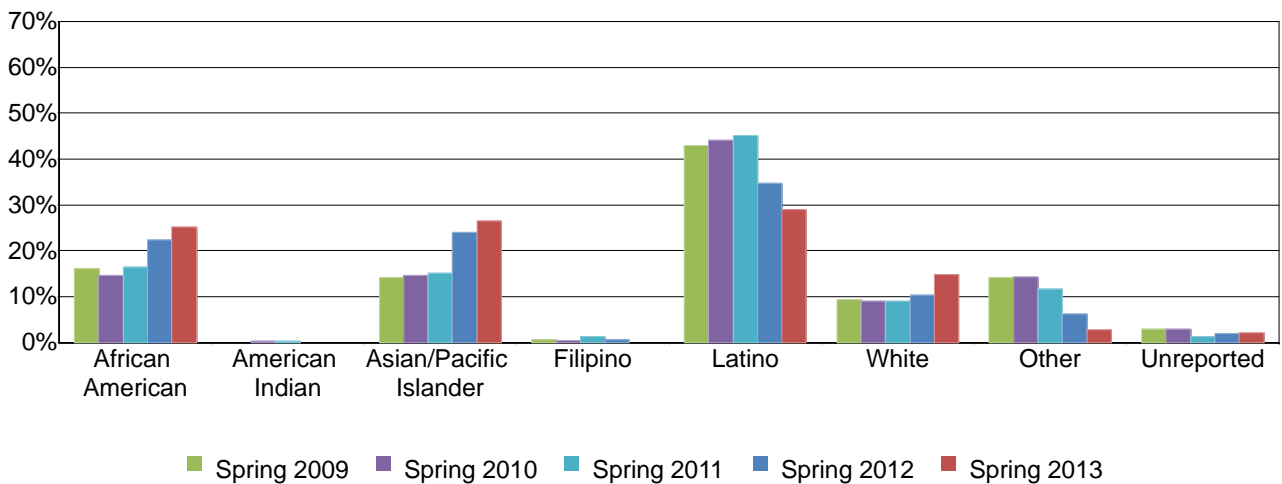
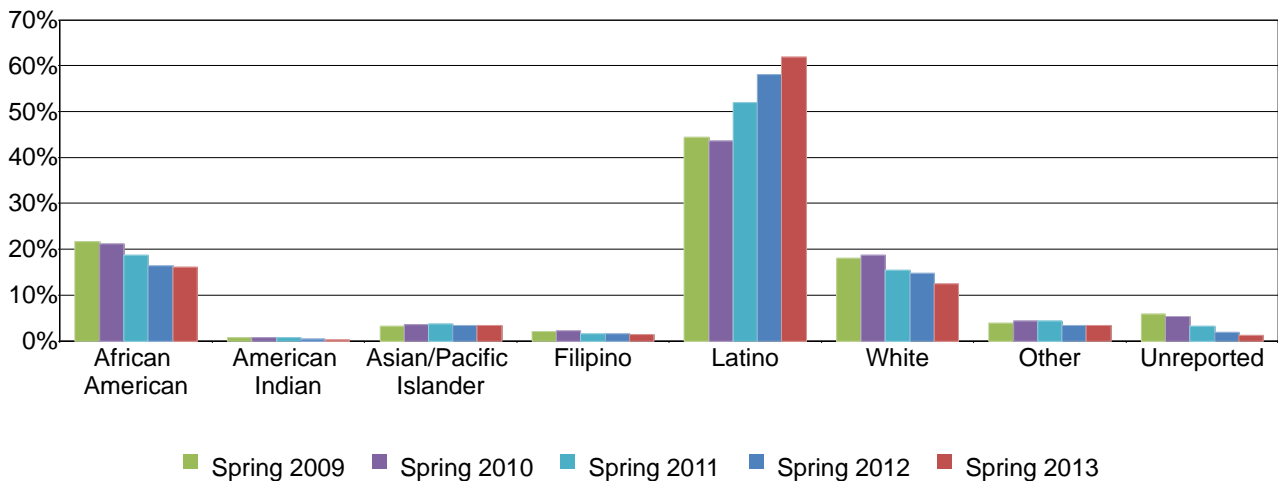


Figure 10. Math Basic Skills Enrollments by Ethnicity



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

Table 15. English Basic Skills Enrollments by Ethnicity

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
African American	323	19%	321	20%	352	16%	259	13%	256	13%	1,511	16%
American Indian	11	1%	10	1%	12	1%	11	1%	2	0%	46	0%
Asian/Pacific Islander	96	6%	104	6%	132	6%	103	5%	84	4%	519	5%
Filipino	44	3%	38	2%	62	3%	27	1%	48	2%	219	2%
Latino	905	53%	843	51%	1,278	58%	1,289	66%	1,330	69%	5,645	60%
White	221	13%	210	13%	205	9%	180	9%	133	7%	949	10%
Other	62	4%	60	4%	102	5%	61	3%	65	3%	350	4%
Unreported	56	3%	60	4%	53	2%	33	2%	16	1%	218	2%
Total	1,718	100%	1,646	100%	2,196	100%	1,963	100%	1,934	100%	9,457	100%

Source: SDCCD Information System

Table 16. ESOL Enrollments by Ethnicity

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
African American	54	12%	64	13%	61	13%	74	16%	125	26%	378	16%
American Indian	3	1%	0	0%	3	1%	0	0%	0	0%	6	0%
Asian/Pacific Islander	88	20%	73	15%	76	16%	111	24%	121	25%	469	20%
Filipino	3	1%	3	1%	7	1%	1	0%	1	0%	15	1%
Latino	182	41%	220	46%	224	46%	185	39%	162	34%	973	41%
White	42	9%	43	9%	43	9%	46	10%	48	10%	222	9%
Other	65	15%	58	12%	59	12%	43	9%	16	3%	241	10%
Unreported	11	2%	16	3%	15	3%	10	2%	10	2%	62	3%
Total	448	100%	477	100%	488	100%	470	100%	483	100%	2,366	100%

Source: SDCCD Information System

Table 17. Math Basic Skills Enrollments by Ethnicity

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5-Year Total/Average	
African American	374	18%	458	21%	501	19%	364	15%	346	15%	2,043	18%
American Indian	17	1%	16	1%	12	0%	14	1%	9	0%	68	1%
Asian/Pacific Islander	82	4%	66	3%	85	3%	81	3%	64	3%	378	3%
Filipino	48	2%	55	2%	66	3%	44	2%	36	2%	249	2%
Latino	963	47%	1,030	46%	1,334	52%	1,410	58%	1,416	61%	6,153	53%
White	397	19%	395	18%	376	15%	370	15%	314	14%	1,852	16%
Other	63	3%	87	4%	102	4%	109	4%	100	4%	461	4%
Unreported	102	5%	115	5%	94	4%	52	2%	34	1%	397	3%
Total	2,046	100%	2,222	100%	2,570	100%	2,444	100%	2,319	100%	11,601	100%

Source: SDCCD Information System

City College Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2009 - 2013

Table 18. English Basic Skills Enrollments by Ethnicity

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	373	21%	342	20%	329	18%	267	14%	309	16%	1,620	18%
American Indian	15	1%	14	1%	5	0%	10	1%	2	0%	46	1%
Asian/Pacific Islander	116	7%	97	6%	122	7%	81	4%	101	5%	517	6%
Filipino	39	2%	40	2%	54	3%	39	2%	43	2%	215	2%
Latino	886	50%	918	52%	1,045	56%	1,185	64%	1,224	64%	5,258	57%
White	211	12%	207	12%	185	10%	189	10%	163	9%	955	10%
Other	61	3%	56	3%	87	5%	61	3%	51	3%	316	3%
Unreported	82	5%	78	4%	47	3%	24	1%	17	1%	248	3%
Total	1,783	100%	1,752	100%	1,874	100%	1,856	100%	1,910	100%	9,175	100%

Source: SDCCD Information System

Table 19. ESOL Enrollments by Ethnicity

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	81	16%	70	15%	81	16%	105	22%	112	25%	449	19%
American Indian	0	0%	1	0%	1	0%	0	0%	0	0%	2	0%
Asian/Pacific Islander	71	14%	70	15%	75	15%	113	24%	118	26%	447	19%
Filipino	3	1%	2	0%	6	1%	3	1%	0	0%	14	1%
Latino	217	43%	212	44%	224	45%	164	35%	129	29%	946	39%
White	47	9%	43	9%	45	9%	49	10%	66	15%	250	10%
Other	71	14%	69	14%	58	12%	29	6%	12	3%	239	10%
Unreported	15	3%	14	3%	6	1%	9	2%	9	2%	53	2%
Total	505	100%	481	100%	496	100%	472	100%	446	100%	2,400	100%

Source: SDCCD Information System

Table 20. Math Basic Skills Enrollments by Ethnicity

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013		5-Year Total/Average	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	418	22%	456	21%	395	19%	336	16%	303	16%	1,908	19%
American Indian	16	1%	17	1%	16	1%	10	0%	4	0%	63	1%
Asian/Pacific Islander	63	3%	78	4%	79	4%	70	3%	64	3%	354	3%
Filipino	40	2%	50	2%	34	2%	31	2%	26	1%	181	2%
Latino	858	44%	936	44%	1,101	52%	1,189	58%	1,171	62%	5,255	52%
White	349	18%	401	19%	327	15%	302	15%	236	12%	1,615	16%
Other	74	4%	93	4%	93	4%	68	3%	64	3%	392	4%
Unreported	112	6%	114	5%	70	3%	40	2%	24	1%	360	4%
Total	1,930	100%	2,145	100%	2,115	100%	2,046	100%	1,892	100%	10,128	100%

Source: SDCCD Information System

Persistence

Part III: 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 2012. Term persistence rates are displayed both graphically (see Figure 11), and in tabular form (see Table 21). Term persistence is also reported by gender, ethnicity, and age (see Figures 12 through 14, and Tables 22 through 24).

TERMS AND DEFINITIONS:

Term Persistence: The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I or RD and who enrolled in at least one course in the subsequent spring term and received a grade notation of A, B, C, D, F, P, NP, I, or RD. SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded.

Annual Persistence: The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring and fall terms and received a grade notation of A, B, C, D, F, P, NP, I, or RD in each term. SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded.

Summary of Findings

Over the past five fall terms from Fall 2007 to Fall 2012, an average of 70% of the students in the Basic Skills courses who are enrolled in a fall term as of census, persist to the spring term, and 47% persisted to the following fall term. Both the term persistence rates and the annual persistence rates have been increasing between Fall 2007-2011. The City College average term persistence (70%) and annual persistence rate (47%) is lower than the All College term and annual persistence rate (77% and 55%, respectively).

Female students on average had a higher annual persistence rate than males (48% compared to 45%). The annual persistence rates for females have increased from 46% in Fall 2007 to 51% in Fall 2011. The annual persistence rates for males have been increasing gradually over the past five years as well. Both rates are lower compared to the All Colleges persistence rates for females and males (55% and 54%, respectively) compared to 48% and 45%, respectively.

On average, the ethnic groups with the highest annual persistence rates were Latino students (50%), students categorized as 'Other' (50%), and Asian/Pacific Islanders (47%). From Fall 2007 to Fall 2011, the annual persistence rate increased by 27% for American Indian students, 10% for African American students, and 7% for Filipino students.

Students with the highest annual persistence rates on average were students who were 50 years and older (52%) followed by students between 18-24 years old (49%). From Fall 2007 to Fall 2011, the term persistence rate increased by 50% for students under 18 years old and 11% for students who were 50 years and older.

City College Term and Annual Persistence
Fall Terms: 2007 – 2012

Figure 11. Basic Skills Annual Persistence

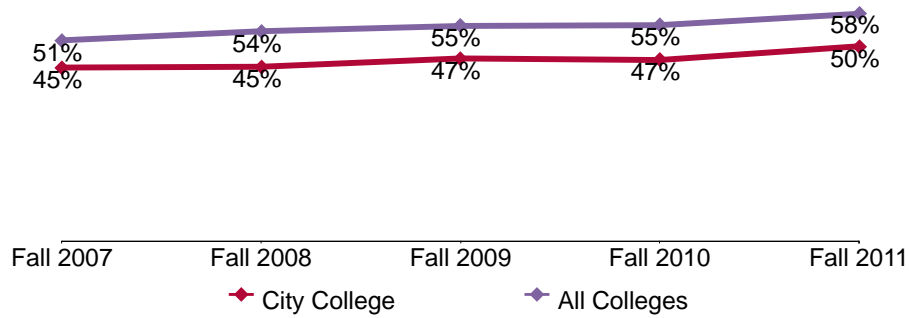


Table 21. Basic Skills Term and Annual Persistence

Cohort	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rates	Annual Persistence Counts	Annual Persistence Rates
Fall 2007	2,221	1,499	67%	990	45%
Fall 2008	2,356	1,573	67%	1,053	45%
Fall 2009	2,471	1,746	71%	1,158	47%
Fall 2010	3,018	2,113	70%	1,405	47%
Fall 2011	2,823	2,032	72%	1,409	50%
Fall 2012	2,929	2,133	73%	0	---
Total/Average	15,818	11,096	70%	6,015	47%

Source: SDCCD Information System

Note. Overall annual persistence counts and rates exclude the Fall 2012 cohort due to the unavailability of Fall 2013 data.

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

Figure 12. Basic Skills Annual Persistence by Gender

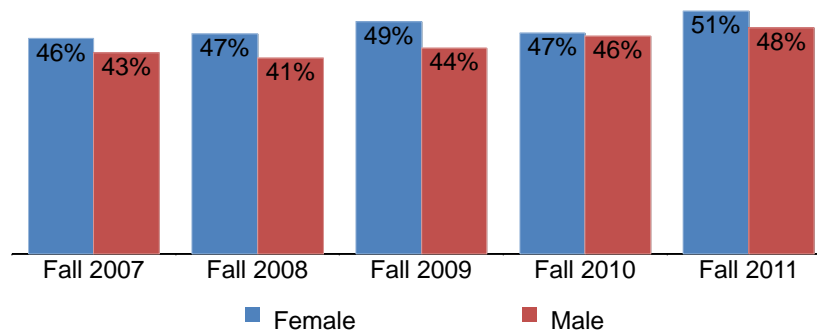


Table 22. Basic Skills Annual Persistence by Gender

Cohort	Female			Male		
	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates
Fall 2007	1,356	621	46%	864	368	43%
Fall 2008	1,433	670	47%	923	383	41%
Fall 2009	1,435	706	49%	1,036	452	44%
Fall 2010	1,729	810	47%	1,289	595	46%
Fall 2011	1,613	830	51%	1,209	579	48%
Total/Average	7,566	3,637	48%	5,321	2,377	45%

Source: SDCCD Information System

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

Figure 13. Basic Skills Annual Persistence by Ethnicity

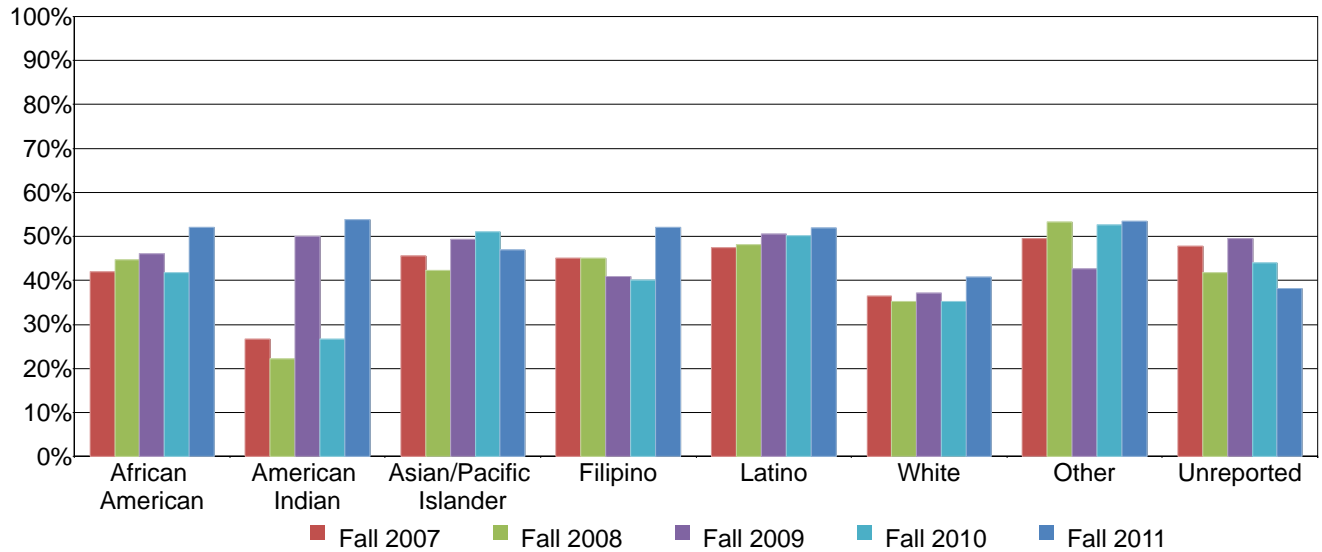


Table 23. Basic Skills Annual Persistence by Ethnicity

Cohort	African American		American Indian		Asian/Pacific Islander		Filipino	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2007	371	42%	15	27%	182	46%	60	45%
Fall 2008	394	45%	18	22%	151	42%	51	45%
Fall 2009	444	46%	12	50%	154	49%	61	41%
Fall 2010	484	42%	15	27%	178	51%	80	40%
Fall 2011	388	52%	13	54%	181	47%	48	52%
Total/Average	2,081	45%	73	34%	846	47%	300	44%

Cohort	Latino		White		Other		Unreported	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2007	1,050	48%	354	36%	95	49%	94	48%
Fall 2008	1,131	48%	399	35%	109	53%	103	42%
Fall 2009	1,174	51%	396	37%	117	43%	113	50%
Fall 2010	1,629	50%	385	35%	154	53%	93	44%
Fall 2011	1,644	52%	376	41%	118	53%	55	38%
Total/Average	6,628	50%	1,910	37%	593	50%	458	45%

Source: SDCCD Information System

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

Figure 14. Basic Skills Annual Persistence by Age

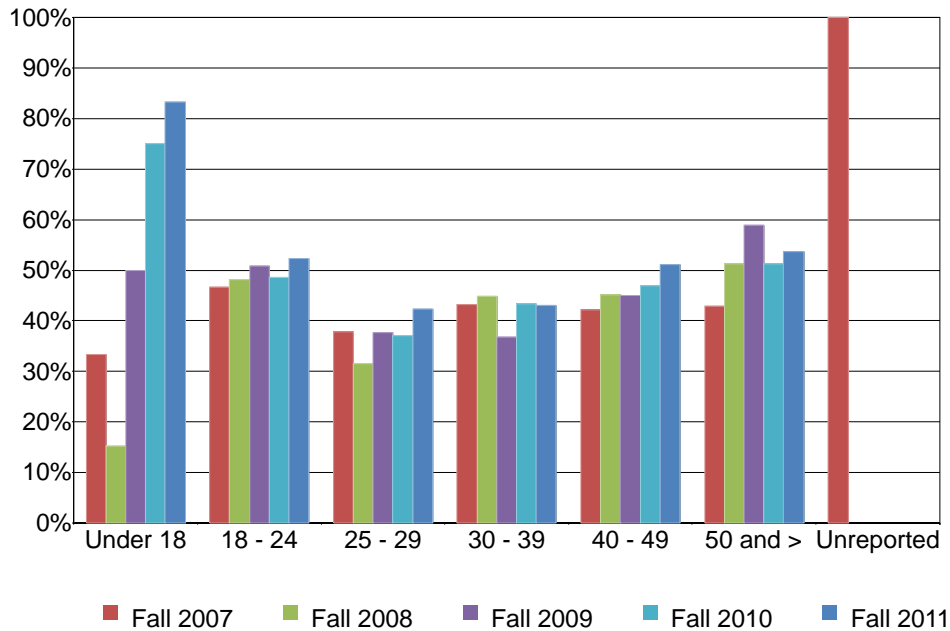


Table 24. Basic Skills Annual Persistence by Age

Cohort	Under 18		18 - 24		25 - 29	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2007	12	33%	1,414	47%	296	38%
Fall 2008	46	15%	1,465	48%	324	31%
Fall 2009	12	50%	1,498	51%	385	38%
Fall 2010	8	75%	1,967	49%	408	37%
Fall 2011	6	83%	1,820	52%	373	42%
Total/Average	84	33%	8,164	49%	1,786	37%

Cohort	30 - 39		40 - 49		50 and >	
	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Rates
Fall 2007	264	43%	178	42%	56	43%
Fall 2008	288	45%	153	45%	80	51%
Fall 2009	332	37%	149	45%	95	59%
Fall 2010	350	43%	164	47%	121	51%
Fall 2011	346	43%	170	51%	108	54%
Total/Average	1,580	42%	814	46%	460	52%

Source: SDCCD Information System

Student Outcomes

Part IV: Student Outcomes: Retention and Success

This section of the report examines retention and success for the fall and spring terms of the five most recent years for which data are available: Fall 2008 through Spring 2013. 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

Over the five fall terms from Fall 2008 to Fall 2012, the retention rates for all English courses remained relatively stable but all increased to over 90% in Fall 2012. English 048 and English 049 demonstrated the same trend between the five spring terms from Spring 2009 to Spring 2013. However, the retention rates for English 042 and 043 fluctuated over the same spring terms. The success rates of all English courses displayed an upward trend between Fall 2008-2012 except for English 047A, which demonstrated relatively stable success rates between Fall 2010-2012. Between Spring 2011-2013, English 048 and 049 had increasing success rates while the success rates for the other English courses fluctuated during the same spring terms. Both the retention rate patterns and the success rate patterns of City College students 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 (89%), Asian/Pacific Islander, and Latino students had the highest retention rate (88% each) in Basic Skills English courses. African American students and White students had comparatively low average retention rate (83% and 85%, 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 (88%). Success rates were the highest for Filipino students and Asian/Pacific Islander students (72% each) and lowest for African American and American Indian students (59% each) over the five year period. The ethnic groups with the highest success rate for All Colleges were Asian/Pacific Islander (71%), Filipino students, and White students (70% each).

The retention rates displayed variations for all ESOL courses from Fall 2008 to Fall 2012, as well as from Spring 2009 to Spring 2013. However, ESOL 030 displayed increasing retention rates between Fall 2010-2012 as well as between Spring 2011-2013; and ESOL 021 witnessed a decreased trend in the retention rates from 100% in Spring 2010 to 91% in Spring 2013. Success rates also displayed varied results for ESOL 019, the ESOL 020 series, and ESOL 040 across the fall and spring terms. However, success rates for the ESOL 030 series increased or remained relatively stable between Fall 2010-2012 as well as between Spring 2010 and 2013. ESOL 022, on the contrary, witnessed a decreased trend in success rates from 88% in Spring 2010 to 79% in Spring 2013. 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 87%, respectively). Filipino students had both the lowest retention rates (86% on average) and success rates (45% on average). This trend of retention and success rates at City College resembled the trend at All Colleges.

The retention rates for all Math courses displayed an increased trend between Spring 2009-2012. The same trend was observed in the retention rates for all Math courses between Fall 2010-2012. Noticeably, the retention rates for Math 034A leveled off to 93% in Fall 2012 and 92% in Spring 2013. The success rates for both Math 034A and Math 046 demonstrated an increased trend between Fall 2008-2012, as well as over the five spring terms from Spring 2009 to Spring 2013. In particular, Math 034A witnessed a remarkable increase in both Fall 2012 (increased to 71%) and Spring 2013 (increased to 66%). In addition, the success rates for Math 038 displayed an upward trend between Spring 2009-2013, however fluctuated during the five fall terms between Fall 2008-2012. The retention rates patterns of City College closely resembled the patterns for Basic Skills Math students at all colleges combined across the fall and spring terms. However, the success rates patterns were different than the patterns for the same comparison group at all colleges combined across the same 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 (81% and 56%, respectively) but lowest for African American students (67% and 33%, respectively) and American Indian students (65% and 41%, respectively). 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: 2008 - 2012

Figure 15. English Basic Skills Course Retention Rates

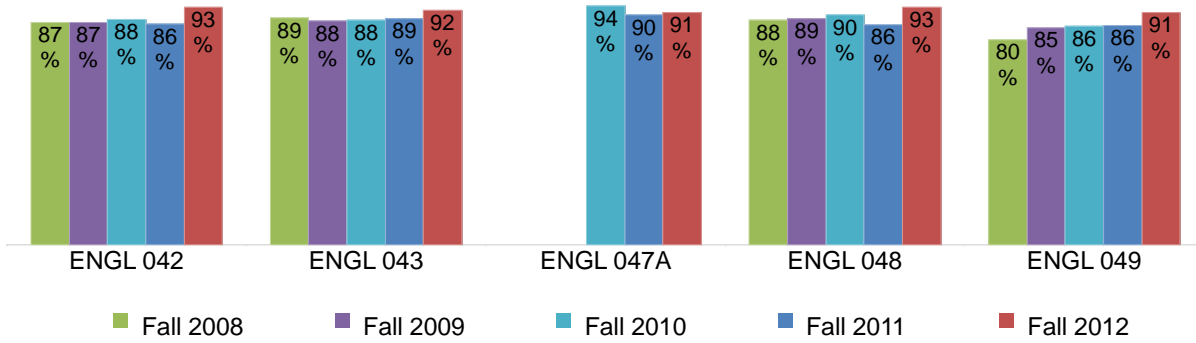


Figure 16. ESOL Writing Course Retention Rates

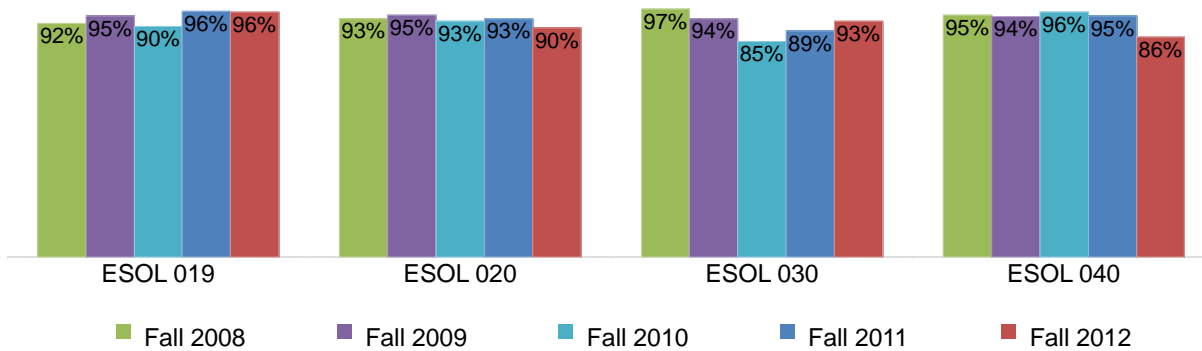


Figure 17. ESOL Reading Course Retention Rates

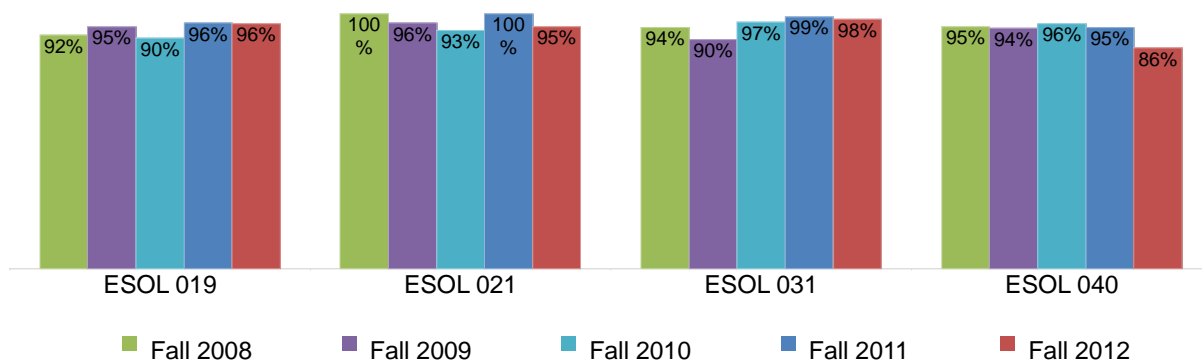


Figure 18. ESOL Listening/Speaking Course Retention Rates

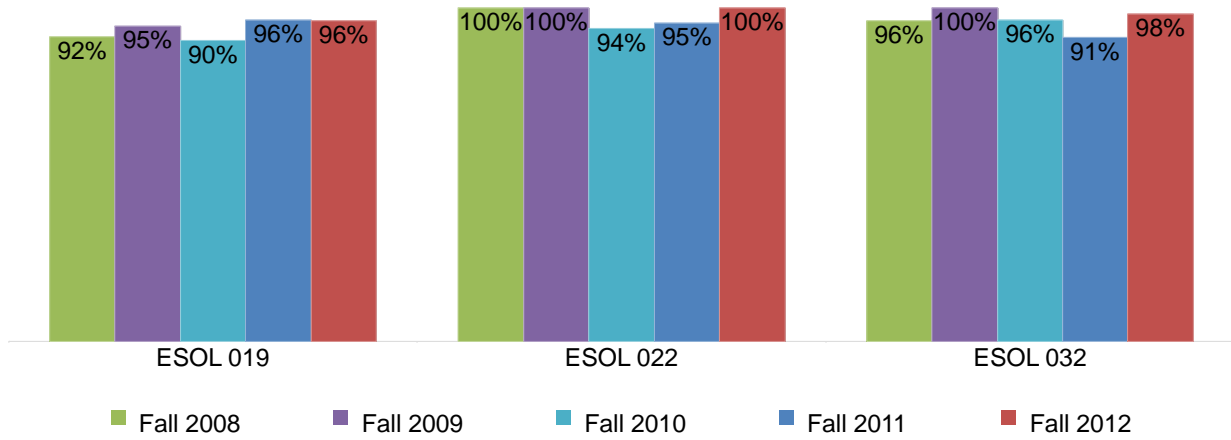
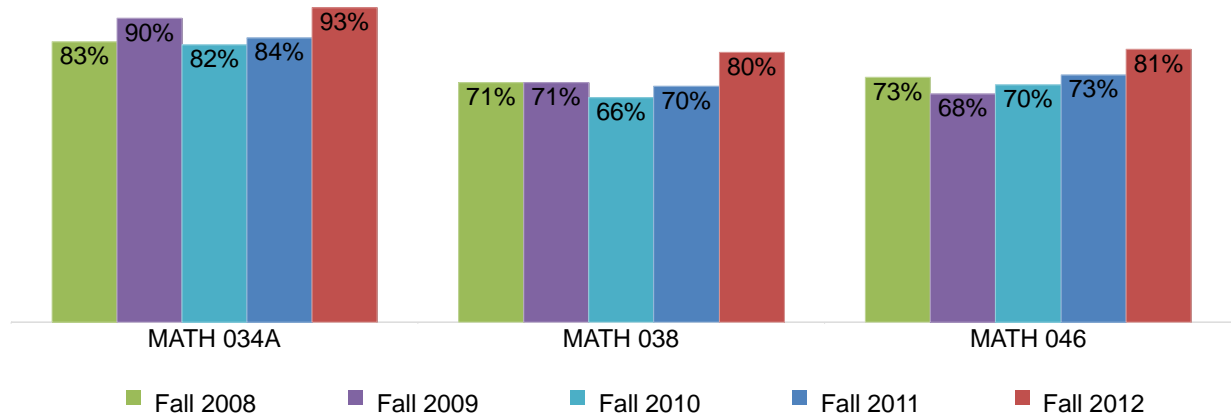


Figure 19. Math Basic Skills Course Retention Rates



City College Basic Skills Course Retention Rates
Spring Terms: 2009 - 2013

Figure 20. English Basic Skills Course Retention Rates

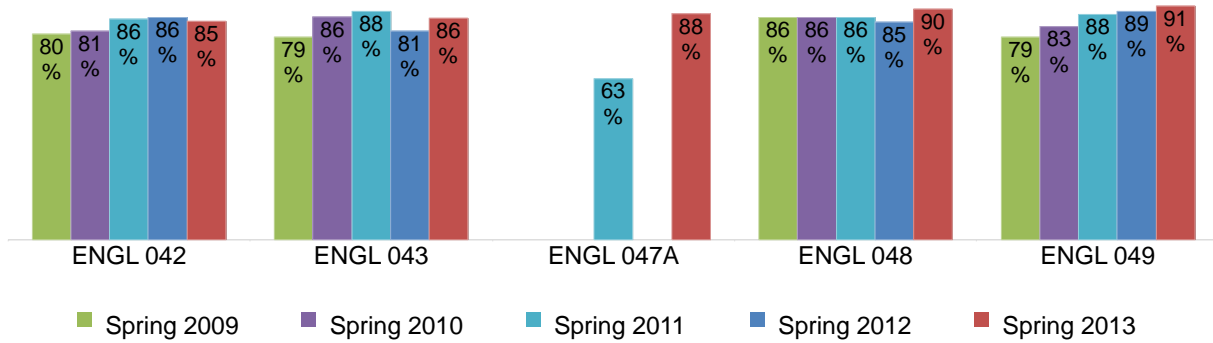


Figure 21. ESOL Writing Course Retention Rates

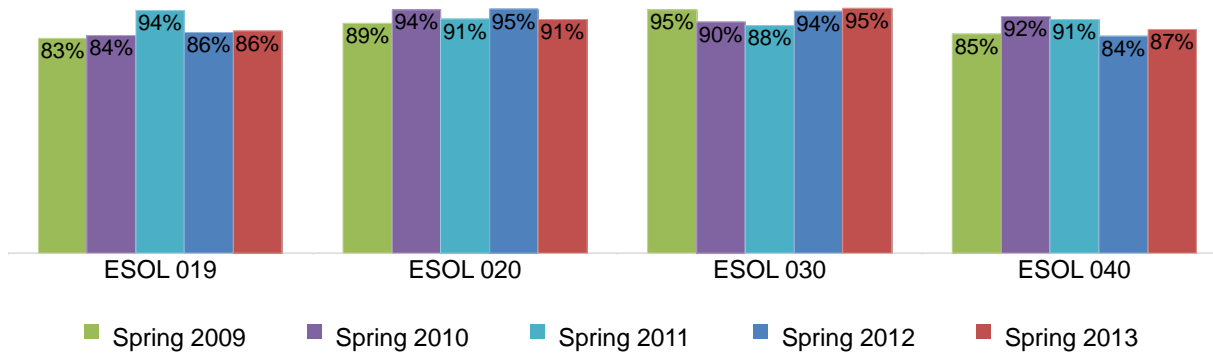


Figure 22. ESOL Reading Course Retention Rates

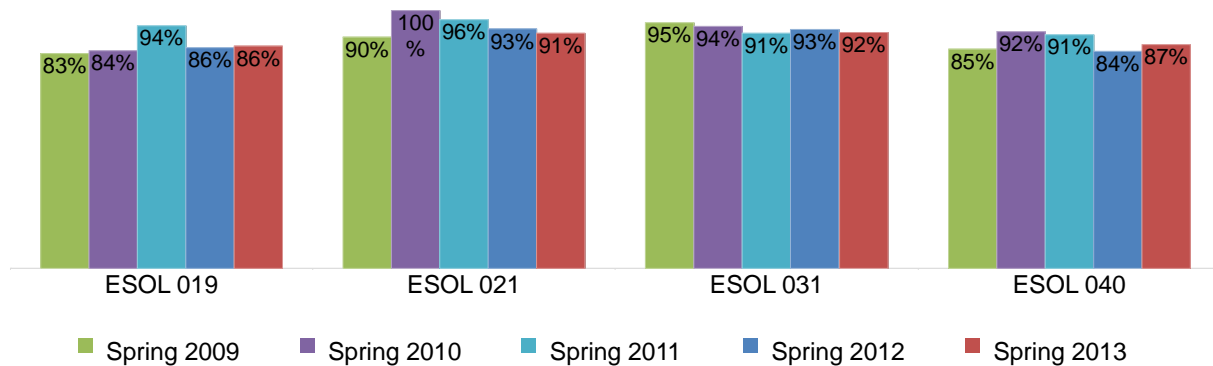


Figure 23. ESOL Listening/Speaking Course Retention Rates

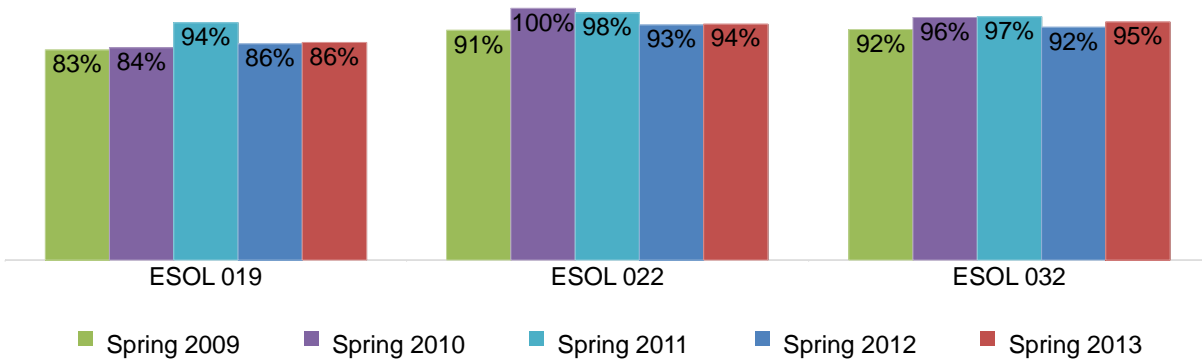
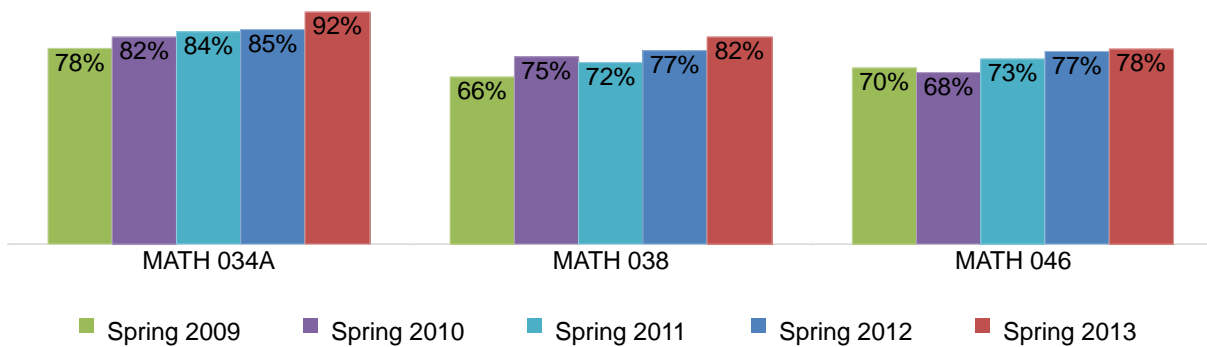


Figure 24. Math Basic Skills Course Retention Rates



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

Figure 25. English Basic Skills Retention Rates by Ethnicity

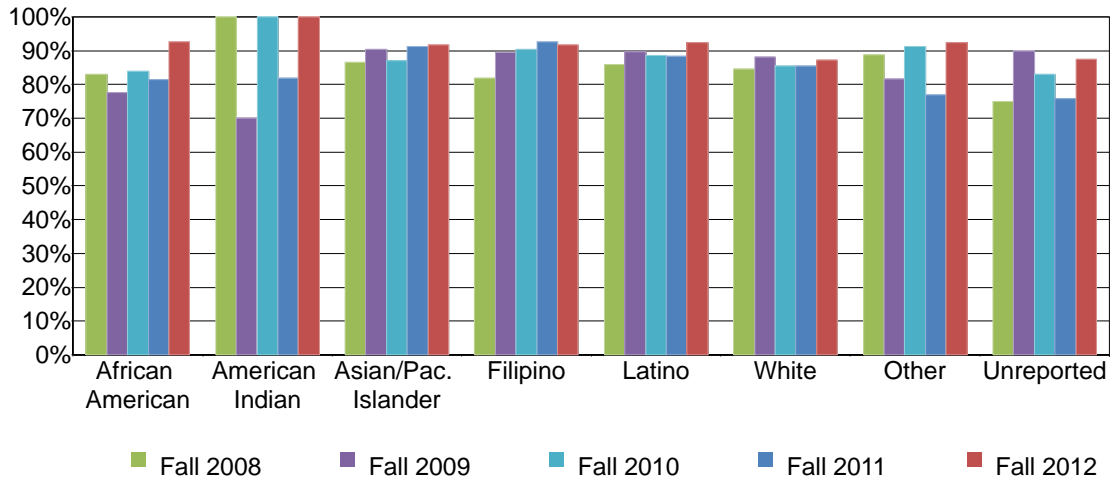


Figure 26. ESOL Retention Rates by Ethnicity

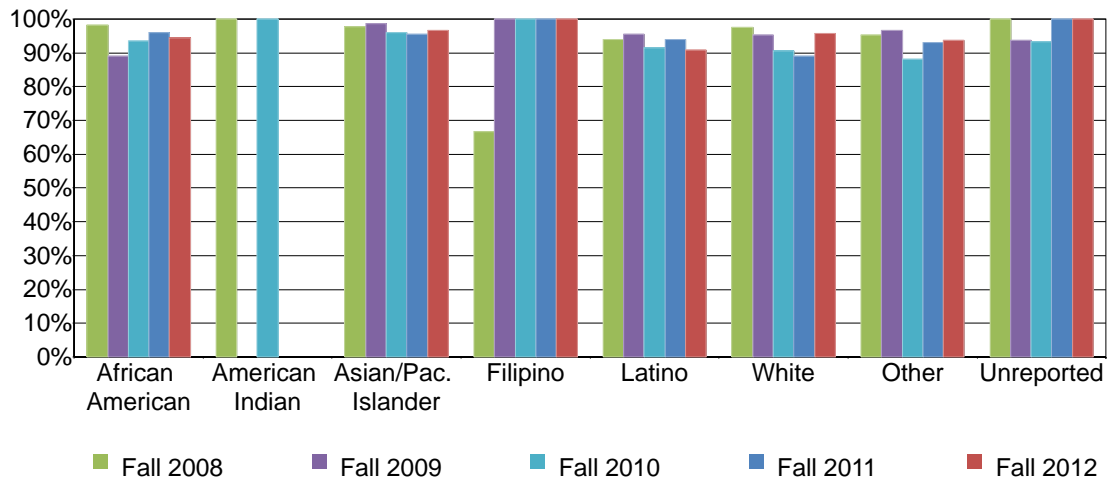
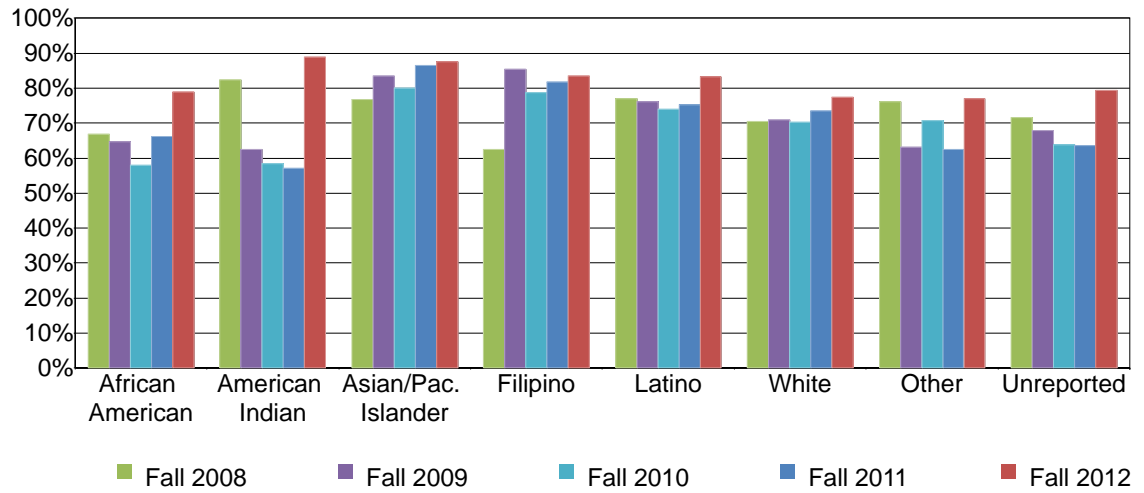


Figure 27. Math Basic Skills Retention Rates by Ethnicity



City College Basic Skills Subject Retention Rates by Ethnicity
Spring Terms: 2009 - 2013

Figure 28. English Basic Skills Retention Rates by Ethnicity

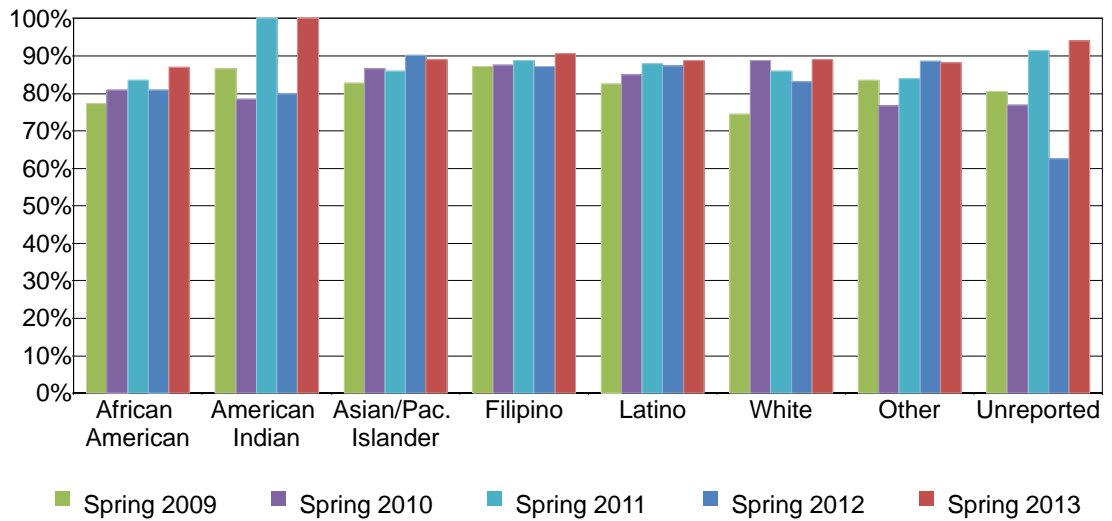


Figure 29. ESOL Retention Rates by Ethnicity

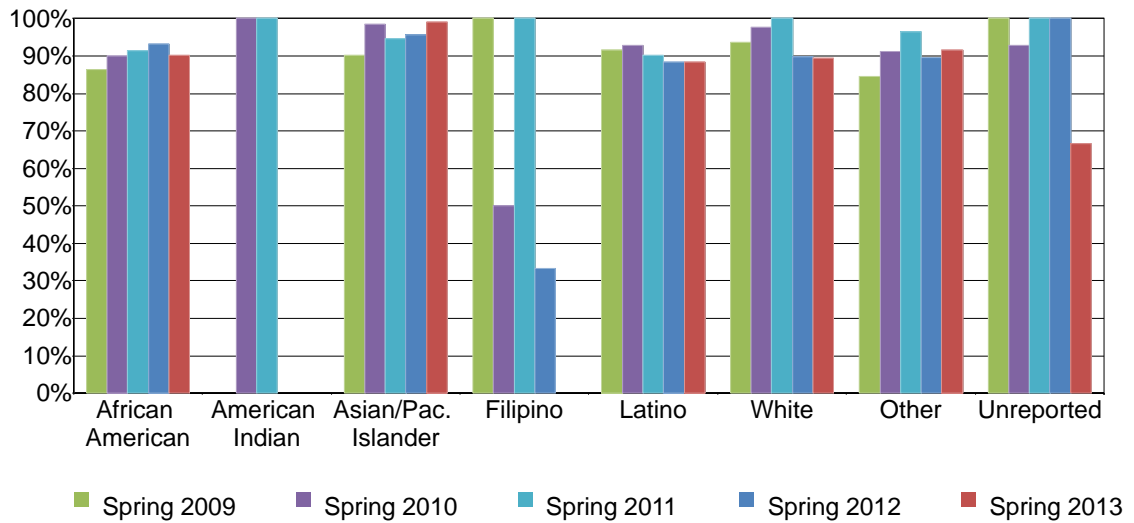
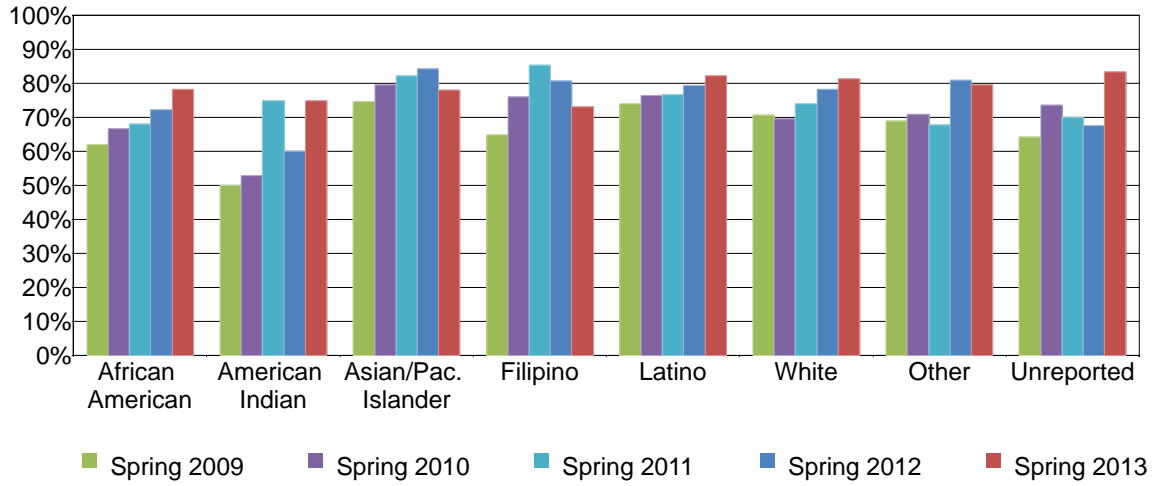


Figure 30. Math Basic Skills Retention Rates by Ethnicity



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

Figure 31. English Basic Skills Course Success Rates

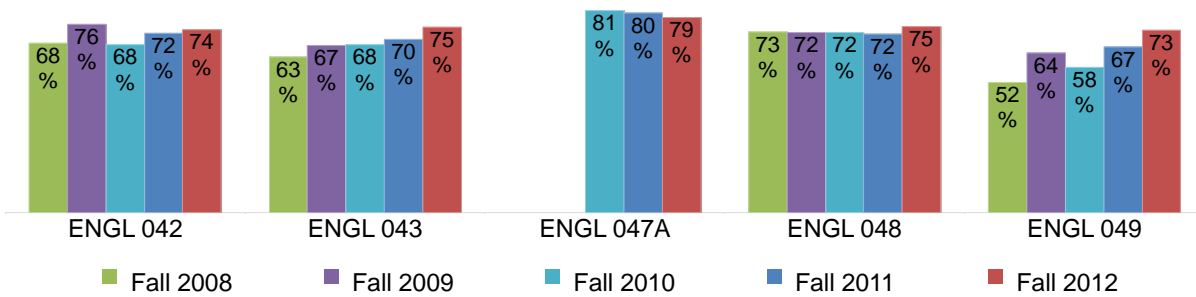


Figure 32. ESOL Writing Course Success Rates

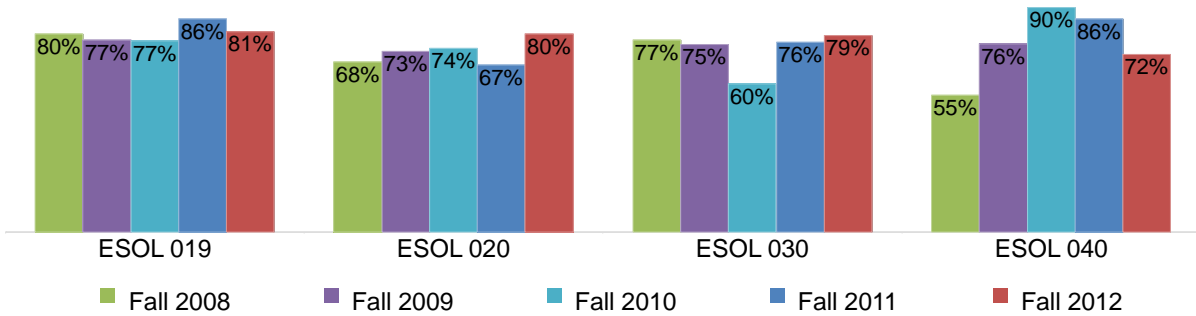


Figure 33. ESOL Reading Course Success Rates

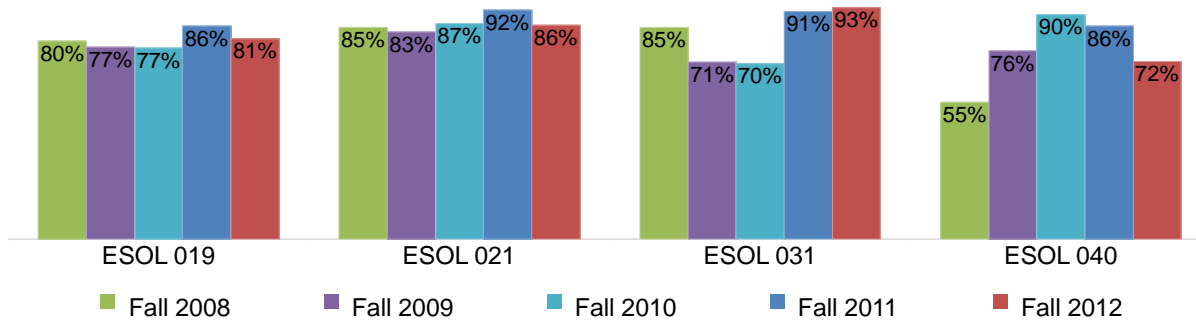


Figure 34. ESOL Listening/Speaking Course Success Rates

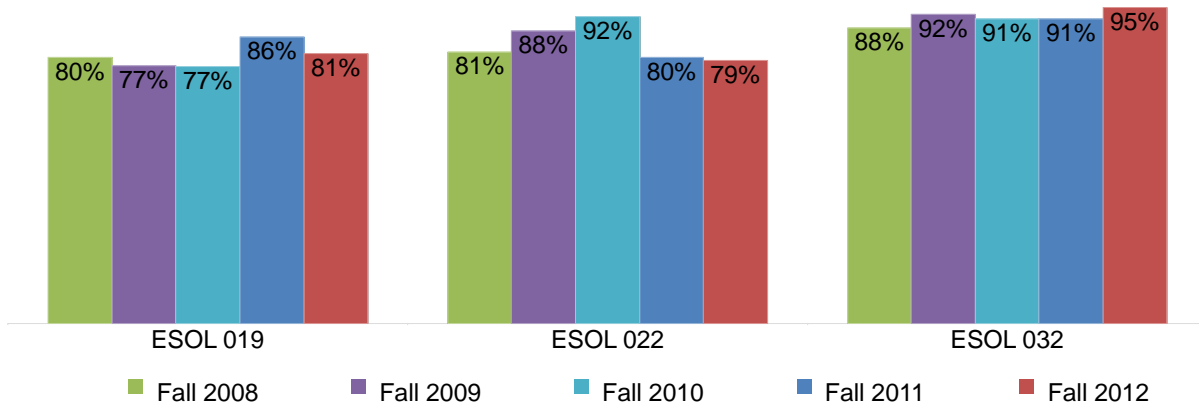
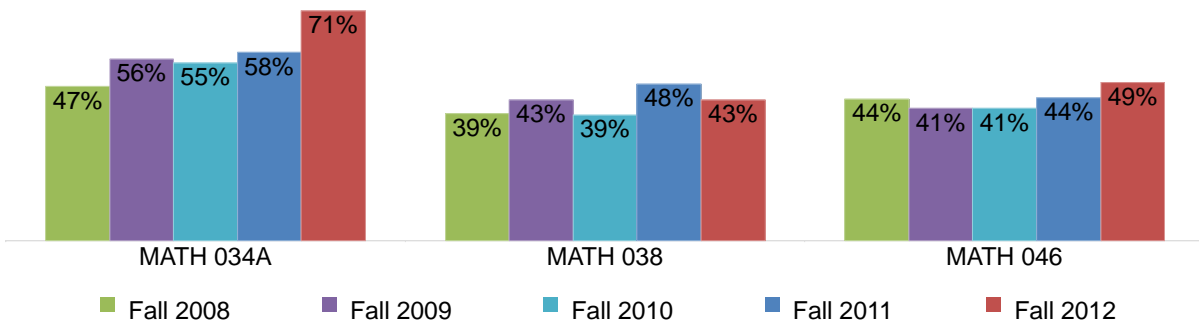


Figure 35. Math Basic Skills Course Success Rates



City College Basic Skills Course Success Rates
Spring Terms: 2009 - 2013

Figure 36. English Basic Skills Course Success Rates

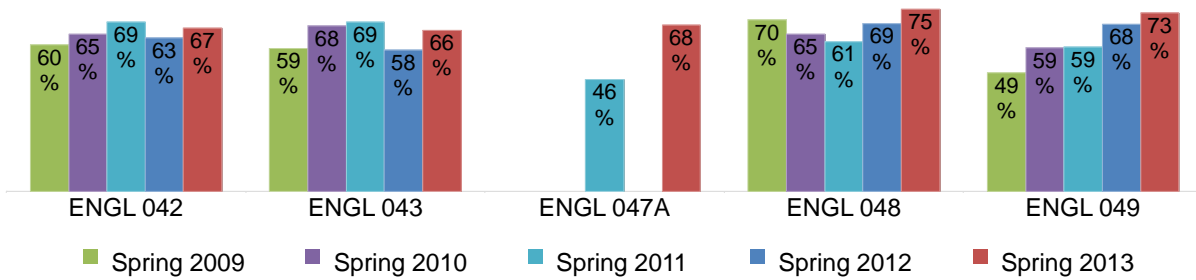


Figure 37. ESOL Writing Course Success Rates

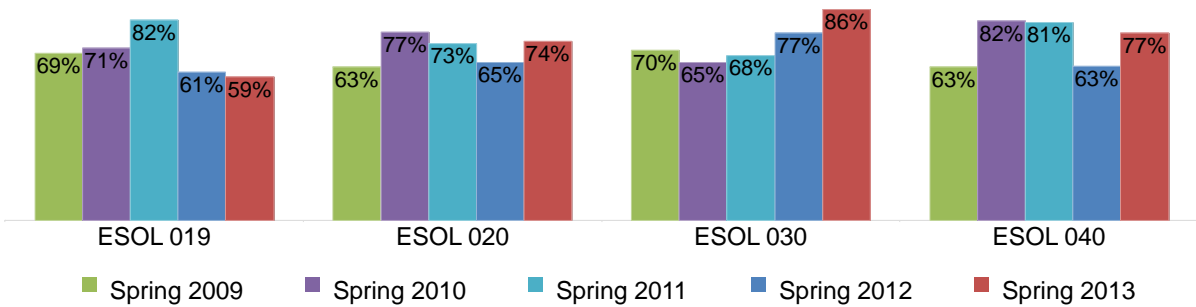


Figure 38. ESOL Reading Course Success Rates

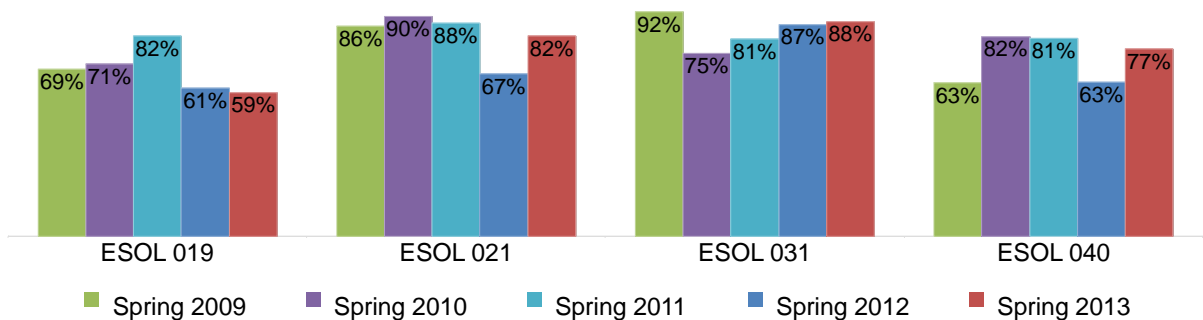


Figure 39. ESOL Listening/Speaking Course Success Rates

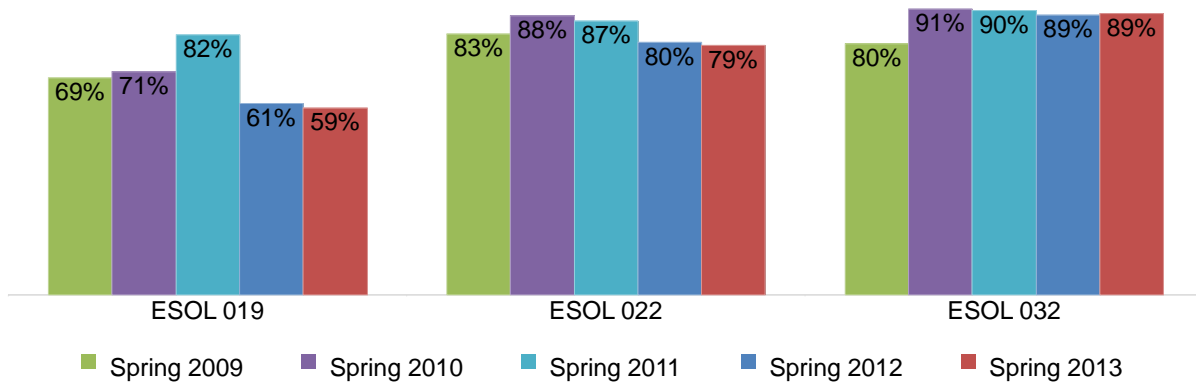
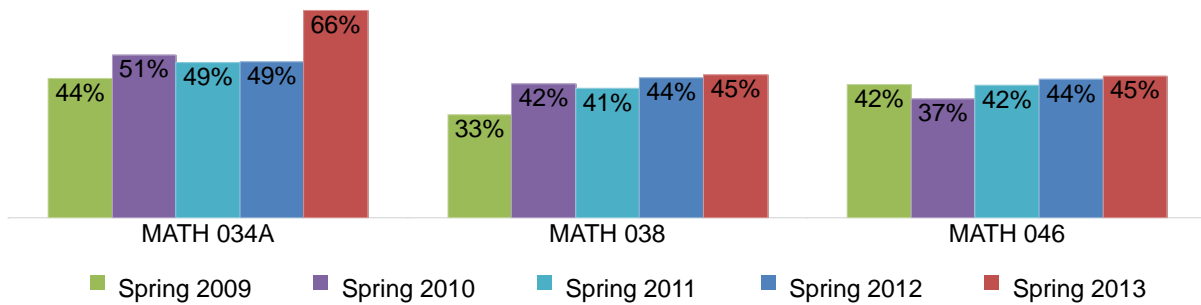


Figure 40. Math Basic Skills Course Success Rates



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

Figure 41. English Basic Skills Success Rates by Ethnicity

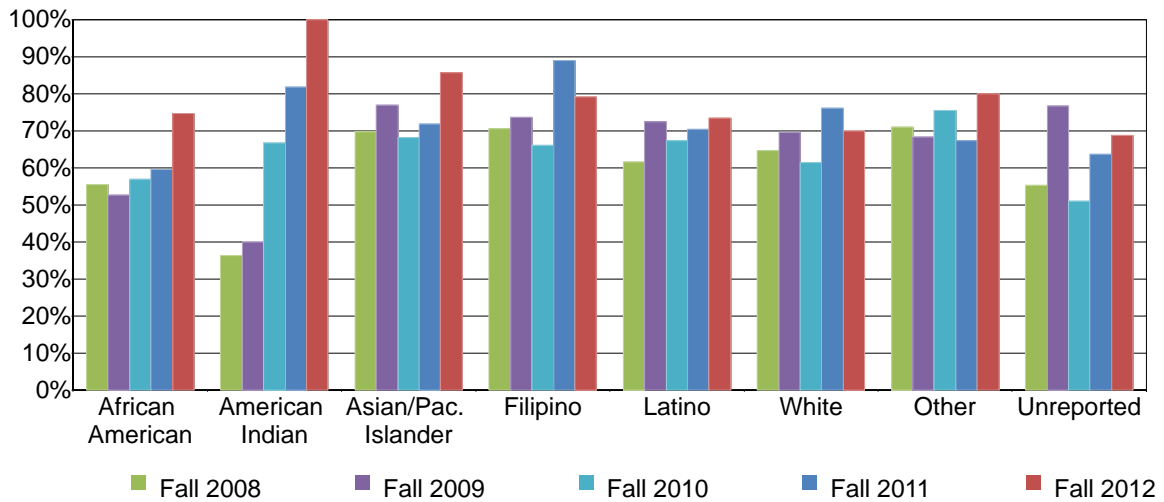


Figure 42. ESOL Success Rates by Ethnicity

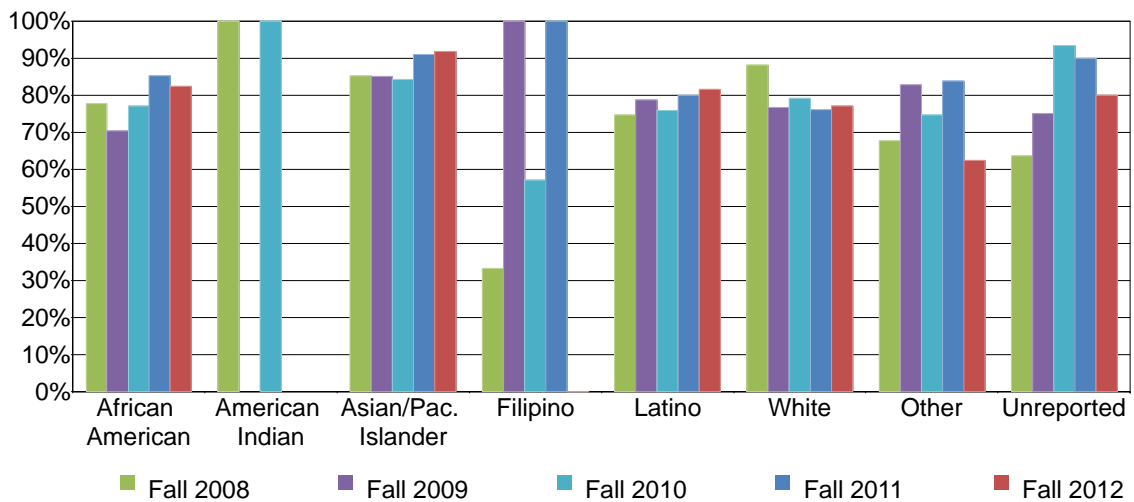
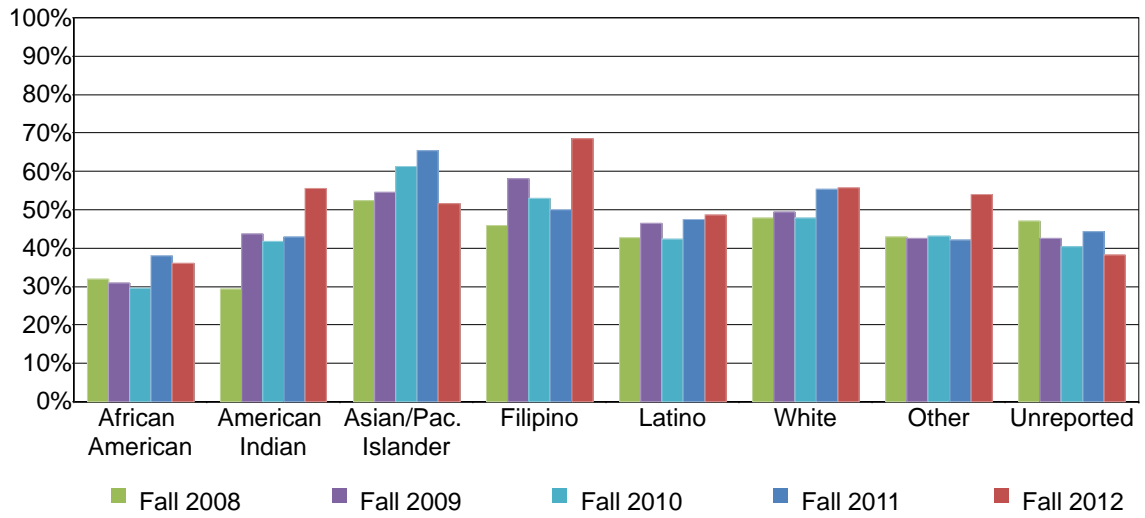


Figure 43. Math Basic Skills Success Rates by Ethnicity



City College Basic Skills Subject Success Rates by Ethnicity
Spring Terms: 2009 - 2013

Figure 44. English Basic Skills Success Rates by Ethnicity

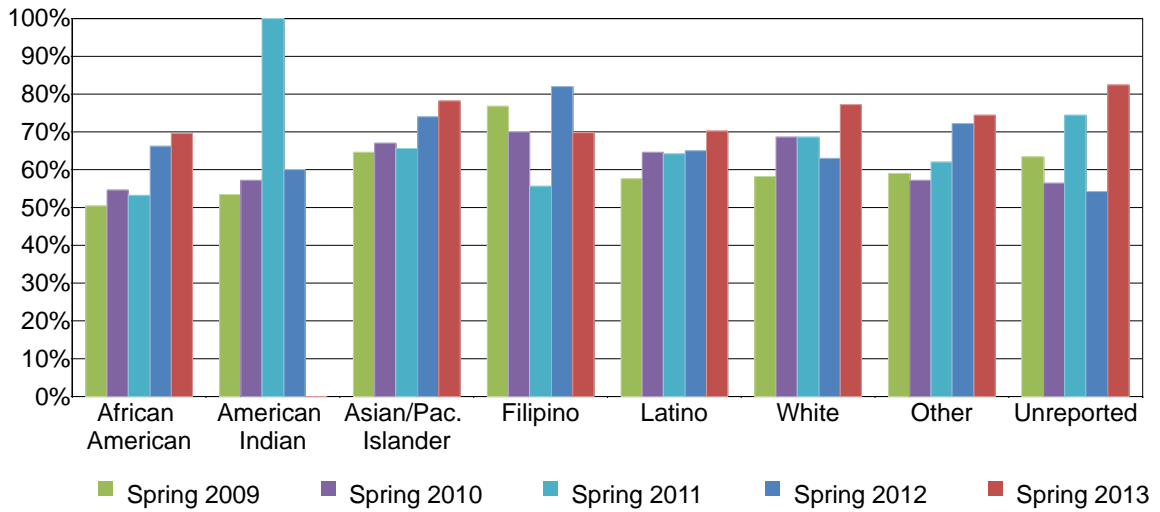


Figure 45. ESOL Success Rates by Ethnicity

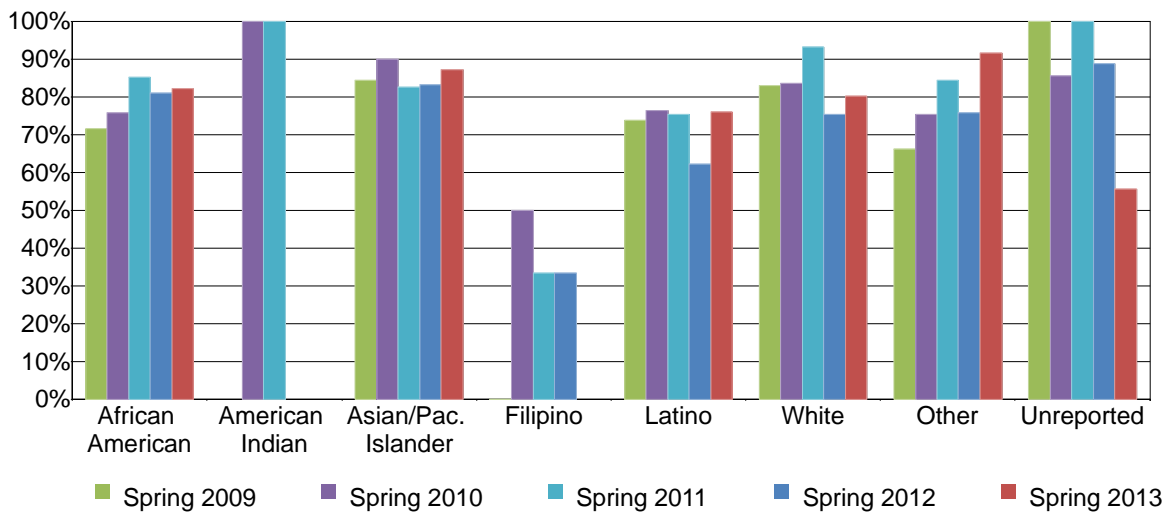
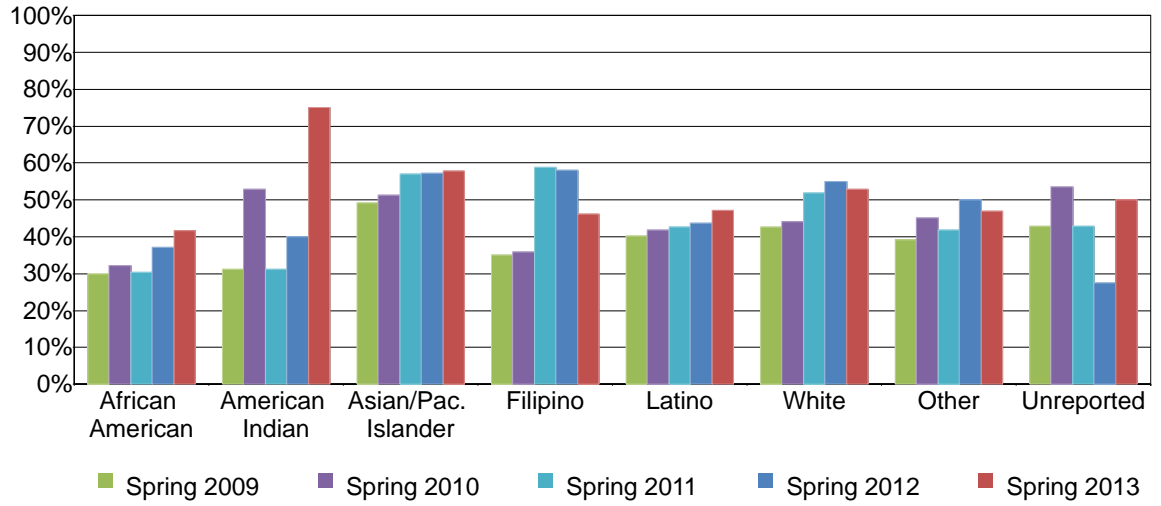


Figure 46. Math Basic Skills Success Rates by Ethnicity



Student Success Scorecard Indicators

Part V: Student Success Scorecard Indicators

This section of the report looks at three of the indicators from the Student Success Scorecard: completion rate, 30-unit completion rate, and a remedial progress rate for prepared and unprepared students. The data are provided by the California Community College State Chancellor's Office through the Student Success Act of 2012, SB1456.

TERMS AND DEFINITIONS:

Completion Rate: The percentage of first-time students with a minimum of six units earned who attempted any math or English course in the first three years, and who achieved any of the following outcomes anywhere in the California community college system within six years of entry:

- Earned AA/AS or credit certificate
- Transferred to a four-year institution
- Achieved 'Transfer-prepared' (successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or higher)

30 Unit Completion Rate: The percentage of first-time students with a minimum of six units earned who attempted any math or English course in the first three years, and who earned at least 30 units anywhere in the California community college system within six years of entry.

Remedial Progress Rate: The percentage of credit students who attempted a math, English, or ESL course designated as below transfer, and successfully completed a college level course in the same subject anywhere in the California community college system within six years of entry.

COHORT DEFINITIONS:

Overall: Student attempted any level of a math or English course in the first three years.

Prepared: Student's lowest course attempted in math and/or English was college level.

Unprepared: Student's lowest course attempted in math and/or English was remedial level.

Researcher's Note: *The data contain students who were enrolled in special programs, which may have resulted in underestimation or overestimation of the Scorecard indicators.*

Summary of Findings

Completion Rate

Over the past five cohorts (2002/03 and 2006/07), between 53% and 62% of students completed an associate degree or certificate, transferred, or achieved transfer-prepared status within six years. Across the five cohorts, the Completion Rate averaged 58%. The Completion Rate was, on average, considerably lower for unprepared students (51%) than for prepared students (73%).

30-Unit Completion Rate

Across the previous five cohorts (2002/03 and 2006/07), approximately half of the students (between 49% and 53%) completed 30 units. The 30-unit completion rates were generally similar between prepared and unprepared students, averaging 51% for each group.

Remedial Progress Rate

For the past five cohorts (2002/03 and 2006/07), over one third of the students (35% on average) who started in a Basic Skills English class successfully completed a college-level English course within six years. Over the same five cohorts, nearly one in three students (30%) who started in a Basic Skills math class successfully completed a college-level math class within six years, and nearly one in five (19% on average) students who started in Basic Skills ESOL courses went on to enroll in college-level English or completed the ESOL course sequence.

Table 25. City College Completion Rates

		2002/03	2003/04	2004/05	2005/06	2006/07
Overall Completion	Cohort	1,913	1,613	1,888	1,790	2,303
	Rate	52.8%	53.5%	60.1%	61.8%	62.0%
Prepared Student Completion	Cohort	675	565	623	526	625
	Rate	67.7%	69.2%	74.8%	79.5%	78.2%
Unprepared Student Completion	Cohort	1,238	1,048	1,265	1,264	1,678
	Rate	44.7%	45.0%	52.8%	54.5%	56.0%

Source: CCCC - Student Success Scorecard

Table 26. City College 30 Unit Completion Rates

		2002/03	2003/04	2004/05	2005/06	2006/07
Overall Completion	Cohort	1,913	1,613	1,888	1,790	2,303
	Rate	52.9%	53.4%	48.5%	51.9%	49.4%
Prepared Student Completion	Cohort	675	565	623	526	625
	Rate	53.8%	57.2%	50.4%	47.5%	45.4%
Unprepared Student Completion	Cohort	1,238	1,048	1,265	1,264	1,678
	Rate	52.4%	51.3%	47.5%	53.7%	50.8%

Source: CCCC - Student Success Scorecard

Table 27. City College Remedial Progress Rates

		2002/03	2003/04	2004/05	2005/06	2006/07
Remedial English	Cohort	1,162	1,109	1,126	1,213	1,301
	Rate	31.0%	32.0%	35.7%	38.3%	39.5%
Remedial Math	Cohort	1,156	1,068	1,069	931	1,035
	Rate	31.6%	32.6%	29.6%	28.9%	27.4%
Remedial ESL	Cohort	219	201	195	185	207
	Rate	17.4%	16.4%	16.9%	27.0%	24.2%
Career Technical Education	Cohort	1,441	1,358	1,456	1,550	1,671
	Rate	54.1%	56.8%	55.3%	56.1%	53.9%

Source: CCCC - Student Success Scorecard