



# **All Colleges Basic Skills Report 2009**

*Prepared by:*  
Office of Institutional Research and Planning  
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## Overview of the Basic Skills Report 2009

This report on students enrolled in Basic Skills courses provides follow-up and additional information to the Basic Skills Report that was produced in 2008/09. This report is intended for the college Basic Skills Committees, faculty, student support staff, and District 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, and student outcomes (i.e., success, retention and degree attainment). New information on the impact of Supplemental Instruction / Instructional Assistants and degree/certificate attainment and transfer has been added to this report. 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. How well do students perform in their Basic Skills courses?
4. Is there a difference in student outcomes between classes with Supplemental Instruction / Instructional Assistants and those without?
5. What are the rates of degree/certificate attainment and transfer for students who take a transition Basic Skills course?

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 this includes English 042, 043, 051 (currently numbered English 049), and 056 (currently numbered English 048); Math 032 (currently numbered Math 034), 035 (currently numbered Math 038) and 095 (currently numbered Math 046); and all ESOL courses. Note that this report recognizes English 051 and 056, and Math 095 as Basic Skills level 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, as well as the National Student Clearinghouse transfer data for cohort-tracking purposes.

## Listing of Basic Skills Courses Included in the BSI Report 2009\*

### ENGLISH COURSES:

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

### 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 032: Fundamentals of Mathematics (currently MATH 034)
- MATH 035: Pre-Algebra (currently MATH 038)
- MATH 095: Elementary Algebra and Geometry (currently MATH 046)

\*NOTE: The BSI Report 2009 provides data on all courses that are considered Basic Skills during the reporting term of Fall 2009. Recent revisions of course numbering are not reflected in this Report.

## 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<sup>1</sup> → ENGL 042, 043, 051, or 056
- Transfer Level → ENGL 101 or 105

### ESOL PLACEMENT LEVELS

- First Level → ESOL 19
- Second Level → ESOL 020-series sequence
- Third Level → ESOL 030-series sequence
- Fourth Level → ESOL 040

### MATH PLACEMENT LEVELS

- Basic Skills<sup>2</sup> → MATH 032, 035, 095
- Associate Level → MATH 096
- Transfer Level → MATH 104, 107, 116, 118, 119, 210A

Note 1: ENGL 051 and 056 were designated Basic Skills courses, effective Fall 2008

Note 2: MATH 095 was designated a Basic Skills course, effective Fall 2009. For the purposes of this report, MATH 095 is considered a Basic Skills course. Recent revisions of course numbering are not reflected in this Report.

# Placement of Incoming Students

## Part I: Placement of Incoming Students

This section of the report looks at the placement levels of incoming students during the five most recent fall terms for which data are available: Fall 2004 – Fall 2008. Placement levels by subject are shown both graphically (see Figures 1 through 3) and in tabular form (see Table 1) for English, ESOL, and math. Figures 4 through 17 graphically display Basic Skills placements by ethnicity.

### TERMS AND DEFINITIONS:

**Incoming Students:** Defined in this report as any first-time student enrolled in units as of first census. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and high school students.

## Summary of Findings

On average, 59% of incoming students who took an English placement test placed into a Basic Skills level English course, and another 10% placed into levels below Basic Skills. This trend has continued to increase with 24% placing into Basic Skills in Fall 2004 to 36% in Fall 2008. The proportion placing into transfer level English increased from 12% in Fall 2007 to 22% in Fall 2008.

The majority of incoming students who took the ESOL placement test, placed into the first level (43% on average) while a relatively small percentage (14%) placed into the highest level. This trend has remained relatively constant over the five year period; Fall 2004 to Fall 2008.

On average, the majority of incoming students who took a math placement test placed into a Basic Skills level math course (68%). This is a trend that has remained constant over the five fall terms being reported (2004-2008). Additionally, a relatively small percentage of students (13%) placed into Associate level math or Transfer level math (19%).

A relatively large percentage of incoming students did not take either the English or Math placement test. On average, 45% did not take the English placement test and 46% did not take the math placement test. This trend has decreased for both English non-placement takers (from 48% in Fall 2004 down to 36% in Fall 2009) and math non-placement takers (from 53% in Fall 2004 down to 36% in Fall 2009) over the five fall terms being reported (2004-2009).

Latino students and White students on average made up the largest portion of students who placed into English Basic Skills levels (31% and 30% respectively). The proportion placing into Basic Skills English has increased for White students (from 22% in Fall 2004 to 31% in Fall 2008) and remained stable for Latino students (32% in Fall 2004 to 34% in Fall 2008) over the five fall terms being reported (2004–2009).

Similarly, exactly one third of those who placed into math Basic Skills levels were Latino students (33%) and almost one third (30%) were White students. The proportion placing into Basic Skills English has remained the same for White students (30% in both Fall 2004 and Fall 2008) and has increased for Latino students (31% in Fall 2004 to 36% in Fall 2008) over the five fall terms being reported (2004–2009).



All Colleges Placement of Incoming Freshmen by Subject  
Fall Terms Only: 2004 – 2008

Figure 1  
English placement trends (Fall terms only)

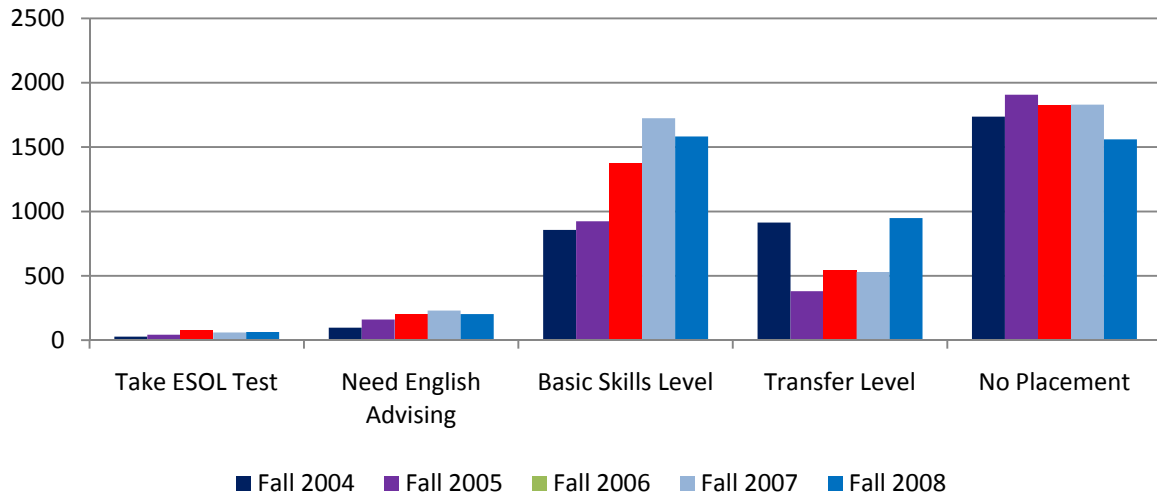


Figure 2  
ESOL placement trends (Fall terms only)

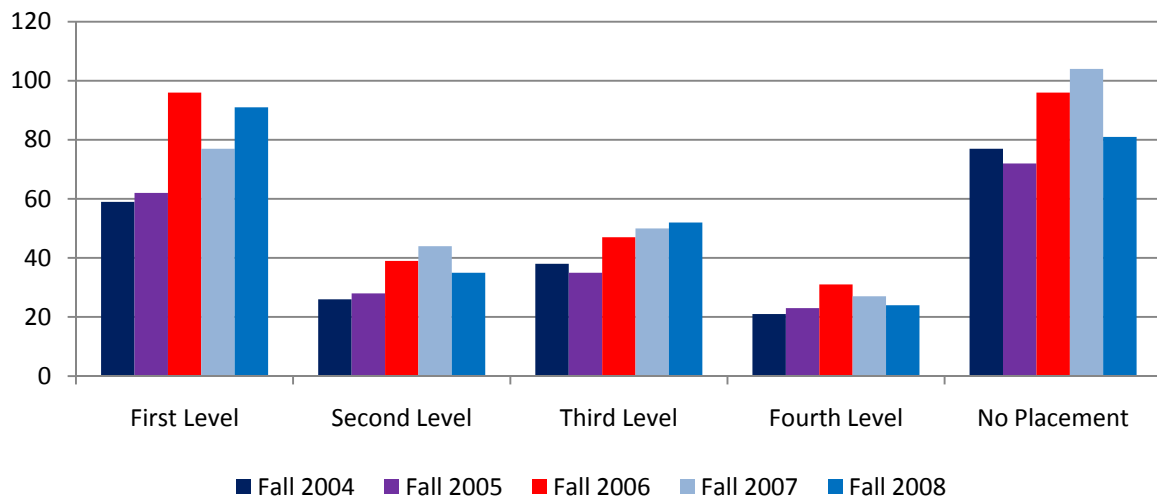
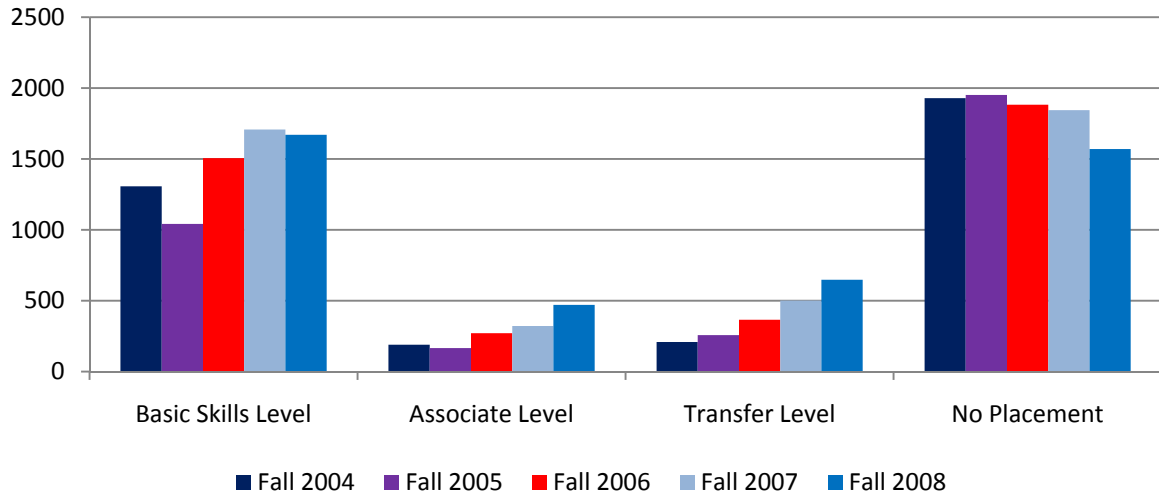


Figure 3  
Math placement trends (Fall terms only)



All Colleges Placement of Incoming Freshmen by Subject  
Fall Terms Only: 2004 – 2008

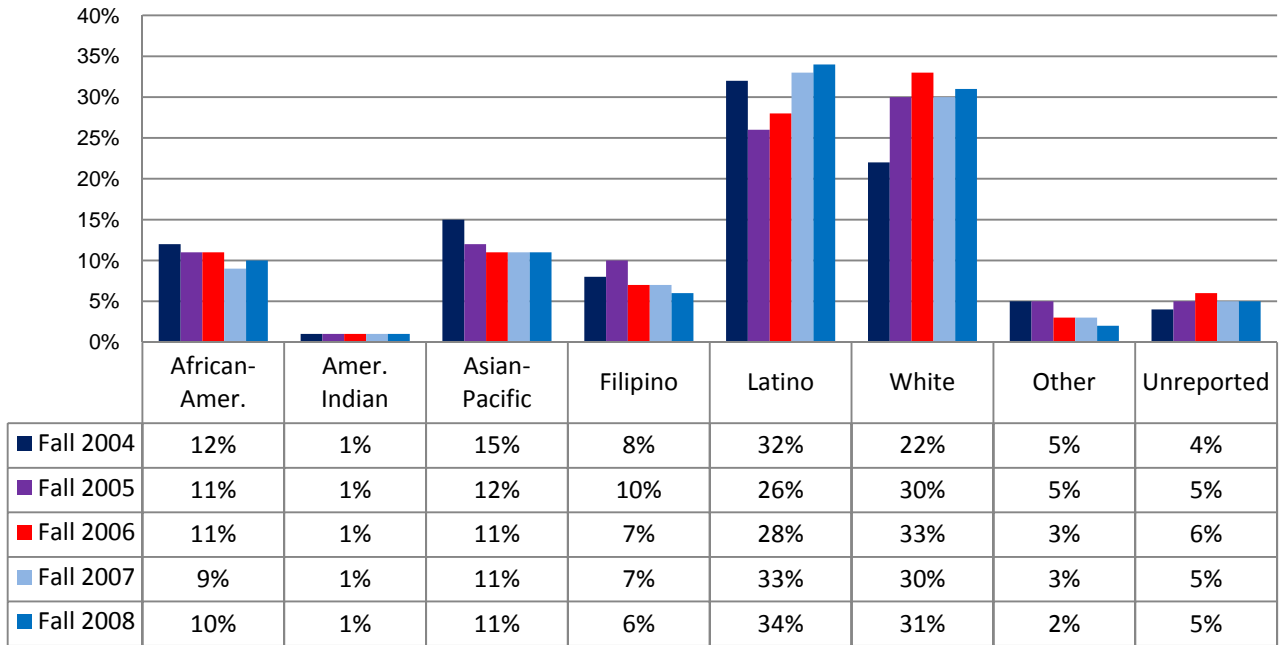
Table 1  
Placement levels for Incoming Freshmen (Fall terms only)

		Fall 04		Fall 05		Fall 06		Fall 07		Fall 08		5-Year Total/Average	
		N	%	N	%	N	%	N	%	N	%	N	%
ENGL	Take ESOL Test	28	1%	42	1%	79	2%	60	1%	64	1%	273	1%
	Need English Advising	97	3%	161	5%	201	5%	230	5%	203	5%	892	5%
	Basic Skills Level	857	24%	924	27%	1,374	34%	1,724	39%	1,582	36%	6,461	33%
	Transfer Level	914	25%	380	11%	542	13%	530	12%	948	22%	3,314	17%
	No Placement	1,737	48%	1,907	56%	1,826	45%	1,830	42%	1,560	36%	8,860	45%
<b>ENGL Total</b>		<b>3,633</b>	<b>100%</b>	<b>3,414</b>	<b>100%</b>	<b>4,022</b>	<b>100%</b>	<b>4,374</b>	<b>100%</b>	<b>4,357</b>	<b>100%</b>	<b>19,800</b>	<b>100%</b>
ESOL	First Level	59	27%	62	28%	96	31%	77	25%	91	32%	385	29%
	Second Level	26	12%	28	13%	39	13%	44	15%	35	12%	172	13%
	Third Level	38	17%	35	16%	47	15%	50	17%	52	18%	222	17%
	Fourth Level	21	10%	23	10%	31	10%	27	9%	24	8%	126	9%
	No Placement	77	35%	72	33%	96	31%	104	34%	81	29%	430	32%
<b>ESOL Total</b>		<b>221</b>	<b>100%</b>	<b>220</b>	<b>100%</b>	<b>309</b>	<b>100%</b>	<b>302</b>	<b>100%</b>	<b>283</b>	<b>100%</b>	<b>1,335</b>	<b>100%</b>
MATH	Basic Skills Level	1,307	36%	1,041	30%	1,505	37%	1,708	39%	1,670	38%	7,231	37%
	Associate Level	189	5%	165	5%	270	7%	321	7%	470	11%	1,415	7%
	Transfer Level	208	6%	257	8%	365	9%	501	11%	647	15%	1,978	10%
	No Placement	1,929	53%	1,951	57%	1,882	47%	1,844	42%	1,570	36%	9,176	46%
<b>Math Total</b>		<b>3,633</b>	<b>100%</b>	<b>3,414</b>	<b>100%</b>	<b>4,022</b>	<b>100%</b>	<b>4,374</b>	<b>100%</b>	<b>4,357</b>	<b>100%</b>	<b>19,800</b>	<b>100%</b>

Source: SDCCD Information System

All Colleges English Basic Skills Placement Levels by Ethnicity  
Fall Terms Only: 2004 – 2008

Figure 4  
English Basic Skills placement by ethnicity (Fall terms only)



All Colleges ESOL Basic Skills Placement Levels by Ethnicity  
Fall Terms Only: 2004 – 2008

Figure 5  
ESOL First Level placement by ethnicity (Fall terms only)

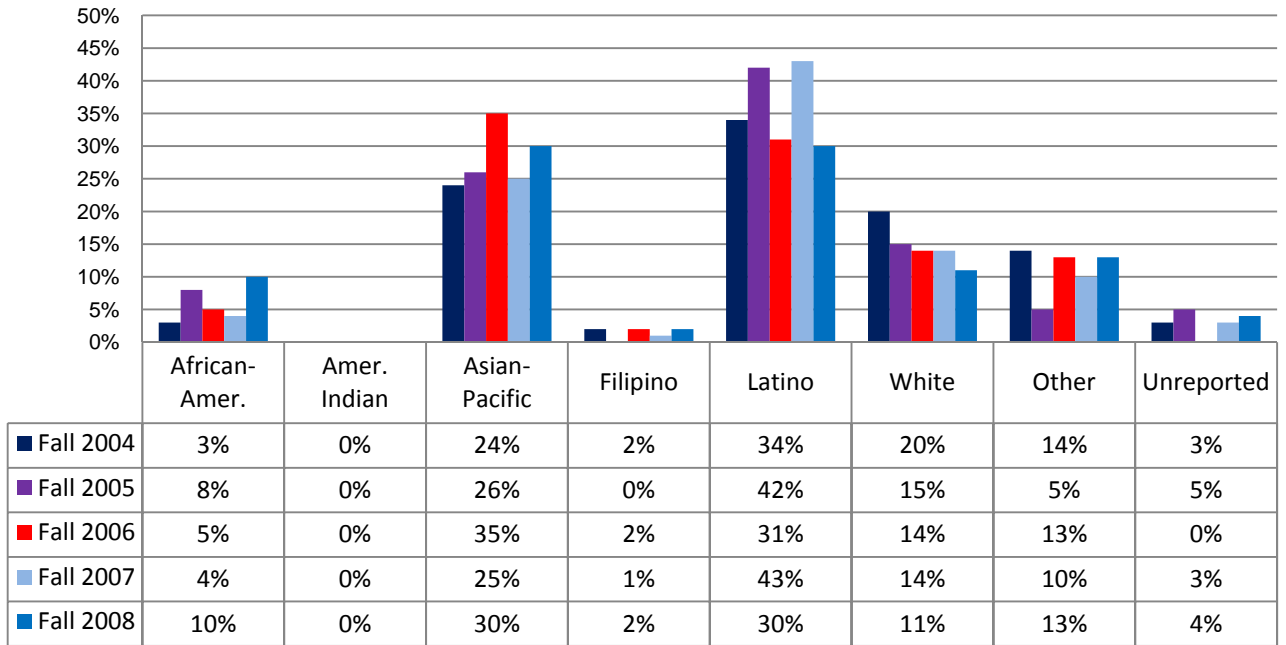


Figure 6  
ESOL Second Level placement by ethnicity (Fall terms only)

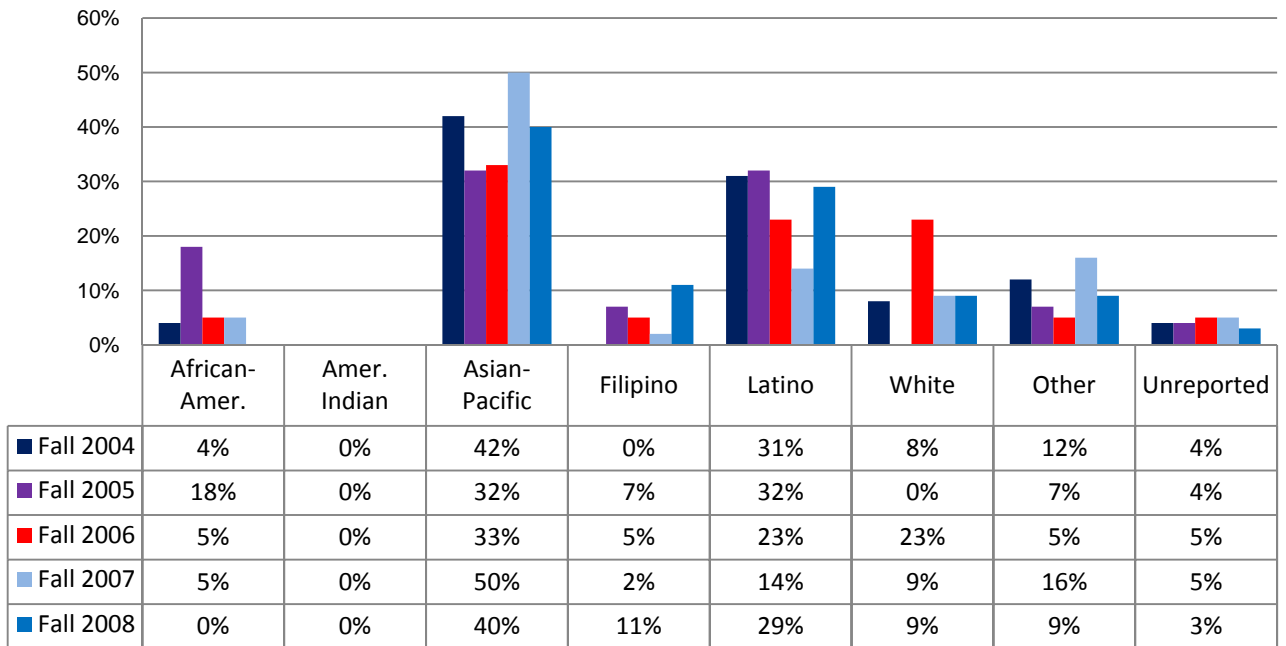


Figure 7  
ESOL Third Level placement by ethnicity (Fall terms only)

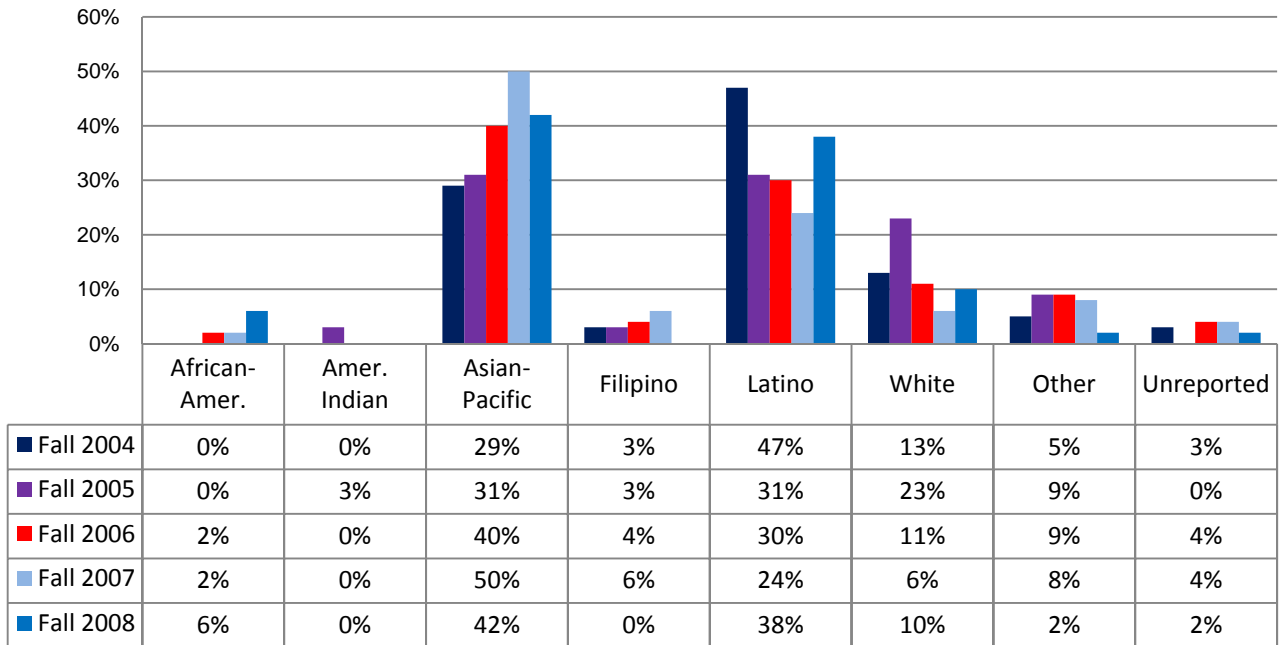


Figure 8  
ESOL Fourth Level placement by ethnicity (Fall terms only)

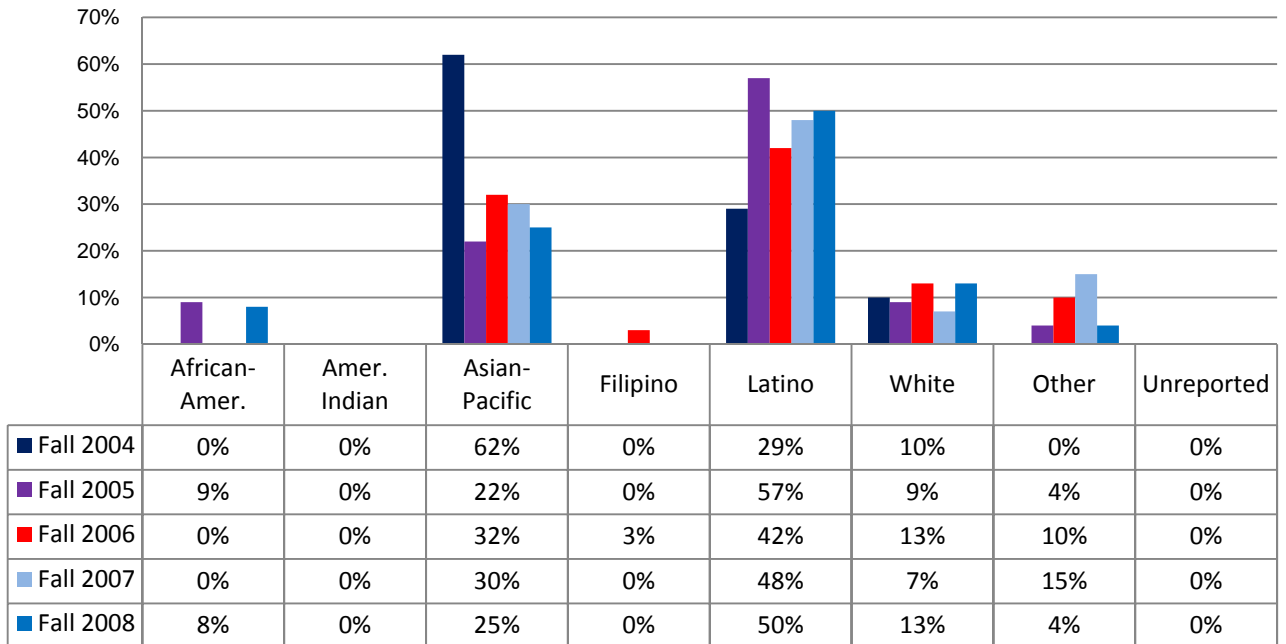
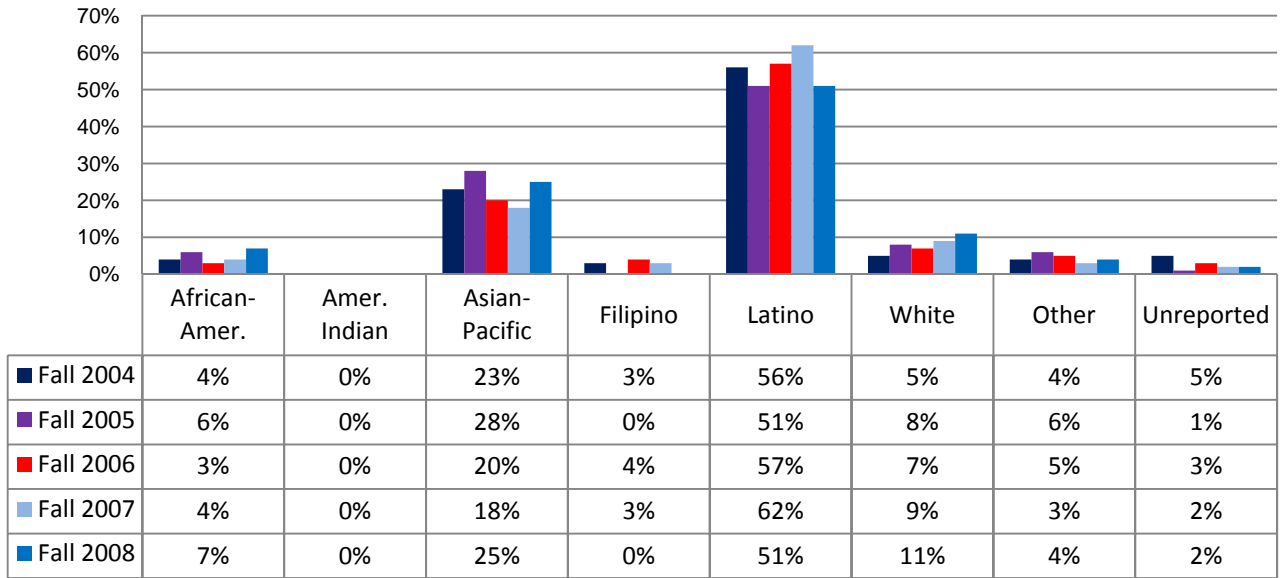
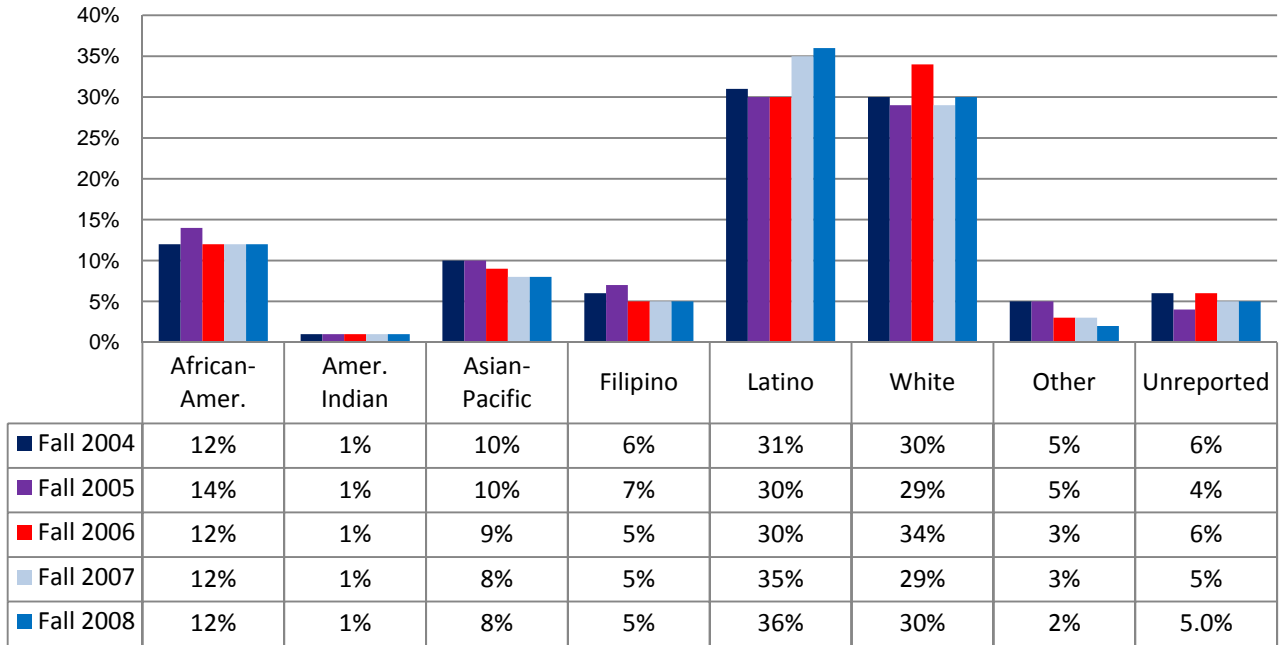


Figure 9  
ESOL No Assessment by ethnicity (Fall terms only)



All Colleges Math Basic Skills Placement Levels by Ethnicity  
Fall Terms Only: 2004 – 2008

Figure 10  
Math Basic Skills placement by ethnicity (Fall terms only)





# Enrollment

## **Part II: Term Enrollments**

This section of the report documents enrollments in Basic Skills courses during the fall and spring terms of the five most recent years for which data are available: Fall 2004 through Spring 2009. Fall and spring terms are examined separately. Enrollment counts are shown by subject for each course (see Tables 2 through 11). Enrollments are also displayed graphically for each subject by ethnicity (see Figures 18 through 23).

## Summary of Findings

The majority of Basic Skills English enrollments, on average, were in English 051 (46%) while almost one-third (31%) were in English 042 or 043. Both of these courses, English 043 and 042, saw a significant increase in enrollment between Fall 2004-2008 (119% increase for English 042 and 56% increase for English 043). A similar increase occurred from Spring 2004 to Spring 2008 (100% increase for English 042 and 77% increase for English 043).

The greatest percentage of ESOL enrollments were in the ESOL 30 series (41% on average in the Fall semesters and 43% in the Spring semesters). The ESOL 30 series also witnessed the greatest increase in enrollment between Fall 2004-Fall 2008 (15%).

The majority of math enrollments were in Math 095 (56% in Fall and Spring semesters). Math 035 saw the greatest increase in enrollment between 2004 and 2008 (25% in fall and 24% in spring).

Approximately one-third (33%) of students who enrolled in Basic Skills English courses were Latino. This was comparable to all Latino Basic Skills students which was approximately 31% on average of the Basic Skills student population.

On average, about 30% of the students who enrolled in Basic Skills math courses were White, while nearly 31% were Latino.

All Colleges Basic Skills Course Enrollments  
Fall Terms: 2004 – 2008

Table 2  
Basic Skills English course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ENGLISH	ENGL 042	287	351	427	540	628
	ENGL 043	625	658	888	992	978
	ENGL 051	1,649	1,733	1,927	2,023	1,933
	ENGL 056	843	856	939	1,075	1,038

Table 3  
Basic Skills ESOL Writing course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ESOL	ESOL 019	107	136	133	136	137
	ESOL 020	162	142	142	155	143
	ESOL 030	153	176	180	182	175
	ESOL 040	148	140	159	213	158

Table 4  
Basic Skills ESOL Reading course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ESOL	ESOL 019	107	136	133	136	137
	ESOL 021	129	117	129	137	121
	ESOL 031	140	134	166	166	167
	ESOL 040	148	140	159	213	158

Table 5  
Basic Skills ESOL Listening/Speaking course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ESOL	ESOL 019	107	136	133	136	137
	ESOL 022	120	93	115	140	124
	ESOL 032	141	124	146	145	155

Table 6  
Basic Skills math course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
MATH	MATH 032	410	364	352	451	394
	MATH 035	1,383	1,390	1,498	1,593	1,728
	MATH 095	2,505	2,355	2,370	2,378	2,547

All Colleges Basic Skills Course Enrollments  
Spring Terms: 2005 – 2009

Table 7  
Basic Skills English course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ENGLISH	ENGL 042	269	397	425	493	537
	ENGL 043	506	742	660	818	896
	ENGL 051	1596	1506	1760	2144	1960
	ENGL 056	667	770	939	989	1037

Table 8  
Basic Skills ESOL Writing course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESOL	ESOL 019	137	106	121	97	143
	ESOL 020	126	146	141	134	164
	ESOL 030	137	164	164	172	196
	ESOL 040	160	166	197	176	195

Table 9  
Basic Skills ESOL Reading course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESOL	ESOL 019	137	106	121	97	143
	ESOL 021	116	139	131	131	158
	ESOL 031	175	223	214	169	205
	ESOL 040	160	166	197	176	195

Table 10  
Basic Skills ESOL Listening/Speaking course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESOL	ESOL 019	137	106	121	97	143
	ESOL 022	129	139	110	120	158
	ESOL 032	215	169	181	149	161

Table 11  
Basic Skills math course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
MATH	MATH 032	318	301	314	317	431
	MATH 035	1,381	1,254	1,412	1,448	1,711
	MATH 095	2,229	2,160	2,233	2,231	2,231

All Colleges Basic Skills Subject Enrollments by Ethnicity  
Fall Terms: 2004 – 2008

Figure 11  
Basic Skills English enrollments by ethnicity (Fall terms)

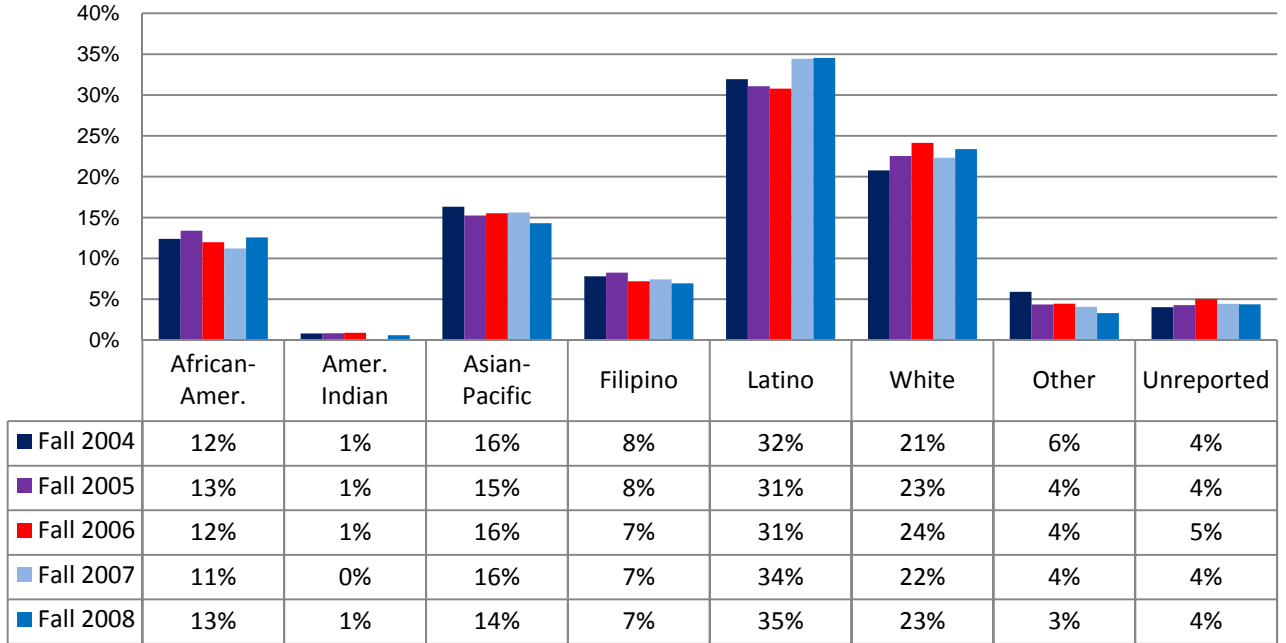


Figure 12  
Basic Skills ESOL enrollments by ethnicity (Fall terms)

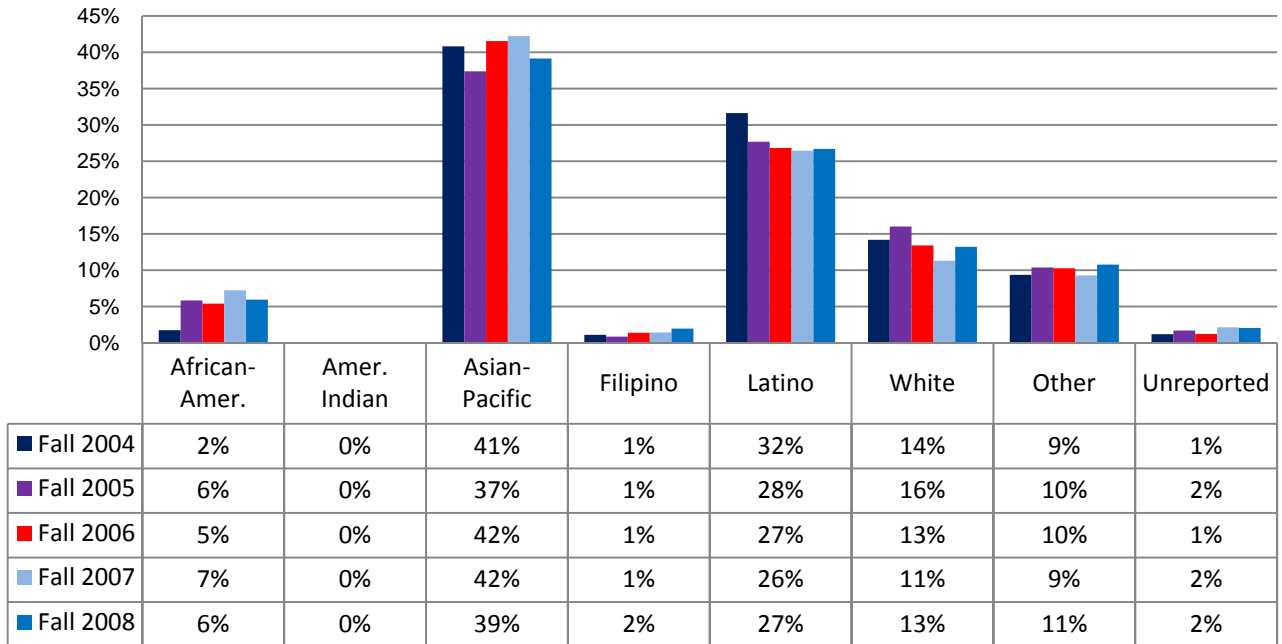
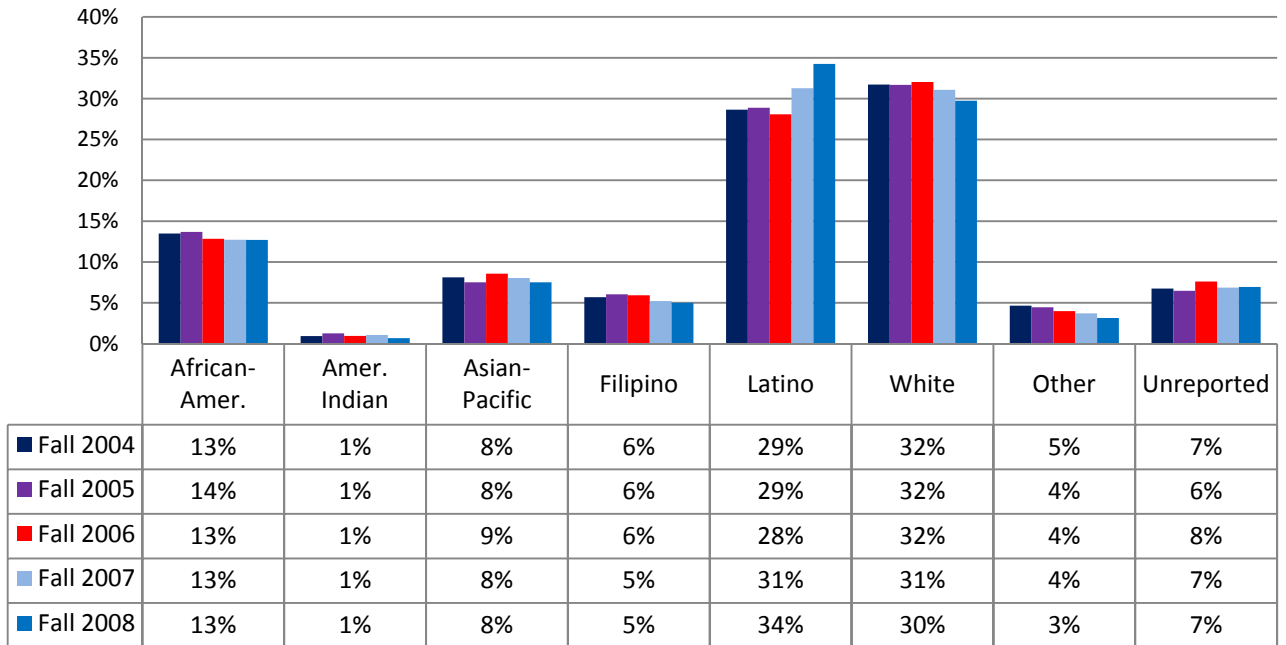


Figure 13  
Basic Skills math enrollments by ethnicity (Fall terms)



All Colleges Basic Skills Subject Enrollments by Ethnicity  
Spring Terms: 2005 – 2009

Figure 14  
Basic Skills English enrollments by ethnicity (Spring terms)

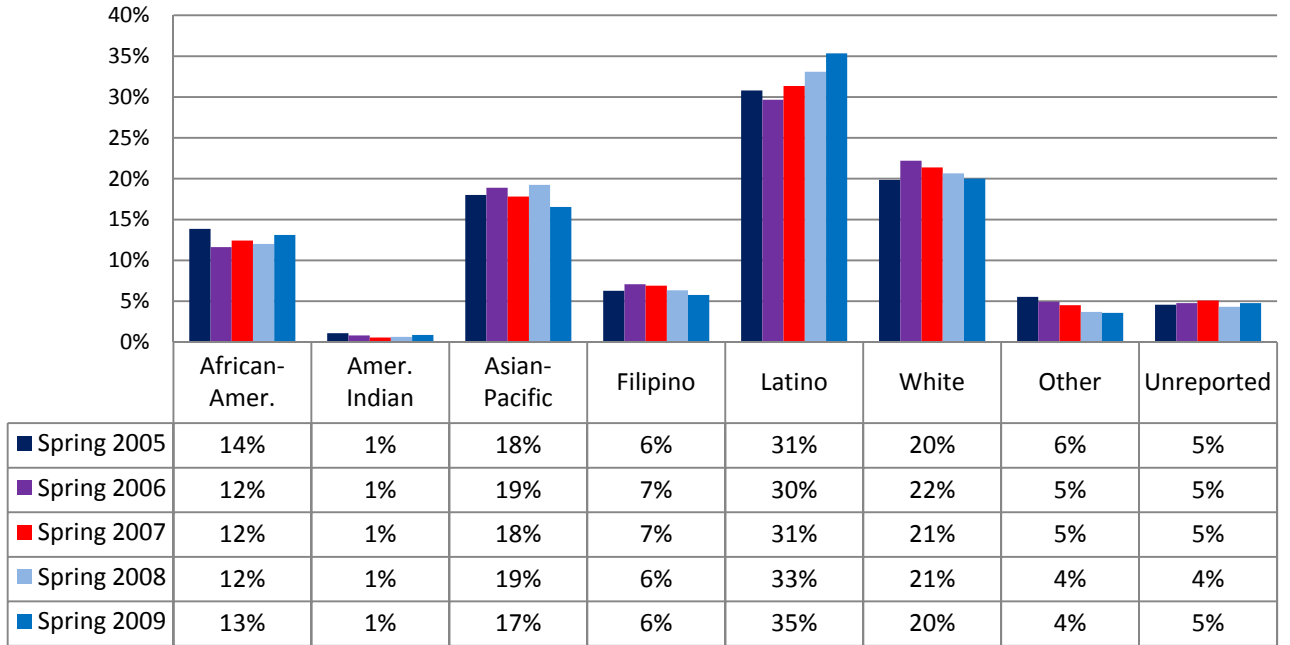


Figure 15  
Basic Skills ESOL enrollments by ethnicity (Spring terms)

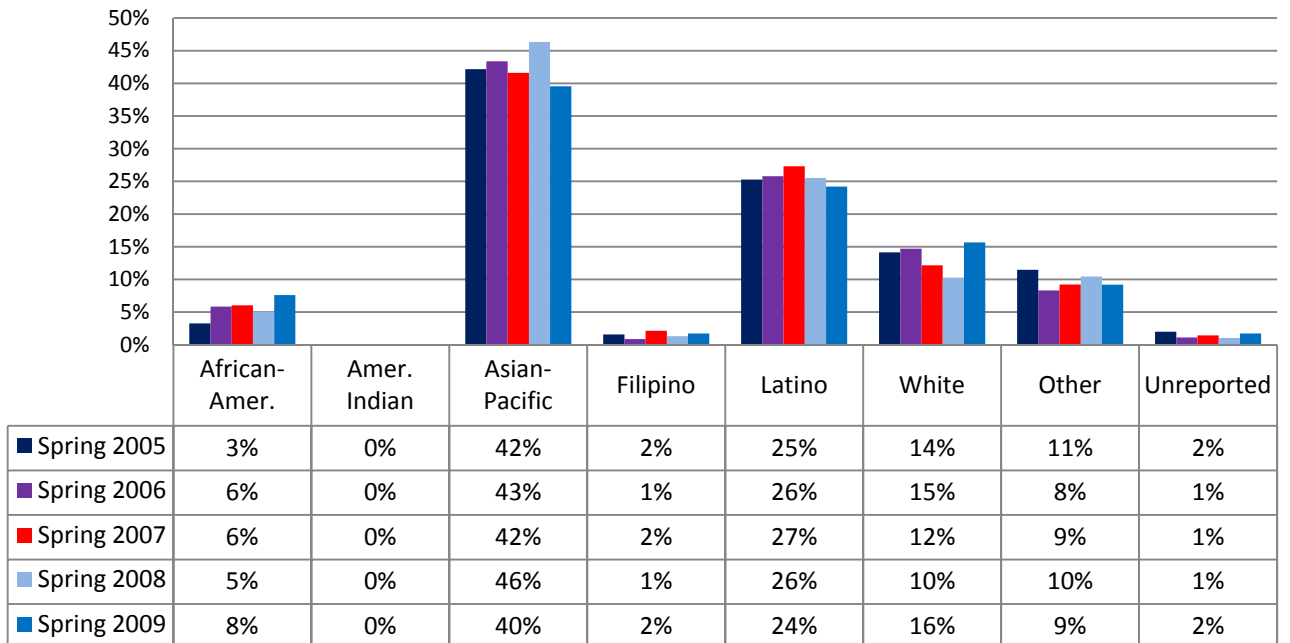
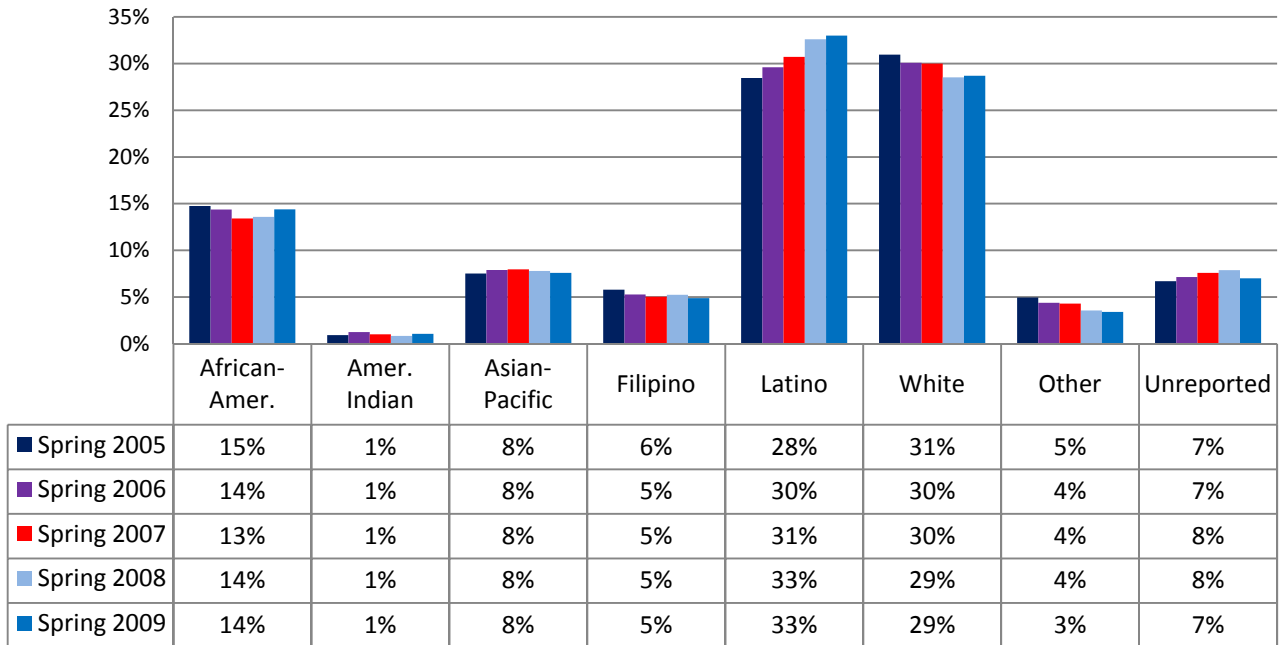




Figure 16  
Basic Skills math enrollments by ethnicity (Spring terms)



# Student Outcomes

### Part III: Student Outcomes: Success and Retention

This section of the report examines the student outcomes of retention and success for the fall and spring terms of the five most recent years for which data are available: Fall 2004 through Spring 2009. Due to their differing patterns of retention and success, fall and spring terms are examined separately. Five-year trends in retention rates are shown graphically for each Basic Skills course (see Figures 24 through 28 for Fall terms and Figures 29 through 33 for Spring terms). Five-year trends in retention rates are also displayed for each subject by ethnicity (see Figures 34 through 36 for Fall terms and Figures 37 through 39 for Spring terms). Similarly, five-year trends in success rates are demonstrated for each course (see Figures 40 through 44 for Fall terms and Figures 45 through 49 for Spring terms), as well as for each subject by ethnicity (see Figures 50 through 52 for Fall terms and Figures 53 through 55 for Spring terms).

#### TERMS AND DEFINITIONS:

**Retention Rates:** Percent of students retained in courses out of total enrolled in courses. 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 first census.

**Success Rates:** Percent of students who successfully complete a course out of total students enrolled in the course. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students with grade notations A, B, C, or CR and denominator = Total number of valid enrollments as of first census.

## Summary of Findings

Retention rates increased for all English courses from Fall 2004 to Fall 2008, as well as from Spring 2005 to Spring 2009. Success rates also increased for all English courses during the same five-year time period from Fall 2004 to Fall 2008, as well as from Spring 2005 to Spring 2009.

An examination of five-year trends for English subject outcomes by ethnicity reveals that both retention and success rates increased for each ethnic group. However, further investigation of overall five-year averages comparing across ethnic groups shows that while Latinos have some of the highest average retention rates, they have comparatively lower success rates. Both retention and success rates were lowest for African-Americans. Whites, Asian/Pacific-Islanders, and Filipinos had the highest success rates.

Retention rates increased from Fall 2004 to Fall 2008, as well as from Spring 2005 to Spring 2009 for all ESOL courses except ESOL 031, for which there was 1% decrease during the five-year time period for both Fall and Spring terms. For Fall terms, with the exception of ESOL 040, ESOL success rates increased overall over the five-year period. For Spring terms, with the exceptions of ESOL 030 and ESOL 040, ESOL success rates increased overall over the five-year period.

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 shows that both retention and success rates were lowest for African-Americans. Latinos and those categorized as Other had lower success rates, while Asian/Pacific-Islanders, Whites, and Filipinos had the highest success rates.

Over the Fall terms from 2004 to 2008, Math 032 saw a slight, yet steady increase in retention rates. Math 035 retention rates wavered yet decreased slightly overall, and Math 095 retention rates wavered yet saw an overall slight increase. For Spring terms, from 2005 to 2009, Math 032 and Math 035 retention rates varied from year to year yet saw overall increases, while Math 095 retention rates decreased and then increased, with an overall 1% decrease. Looking at both Fall- and Spring-term five-year trends, success rates exhibited overall decreases for all Math courses.

No clear five-year trends emerged for math subject outcomes by ethnicity as success and retention rates showed mixed results. However, further investigation of overall five-year averages comparing across ethnic groups shows that retention was lower for African-Americans and comparable across other ethnic groups, while success rates were lowest for African-Americans, those categorized as Other, and Latinos and comparatively higher for Asian/Pacific-Islanders, Whites, and Filipinos.

All Colleges Basic Skills Course Retention Rates  
Fall Terms: 2004 – 2008

Figure 17  
Basic Skills English course retention rates (Fall terms)

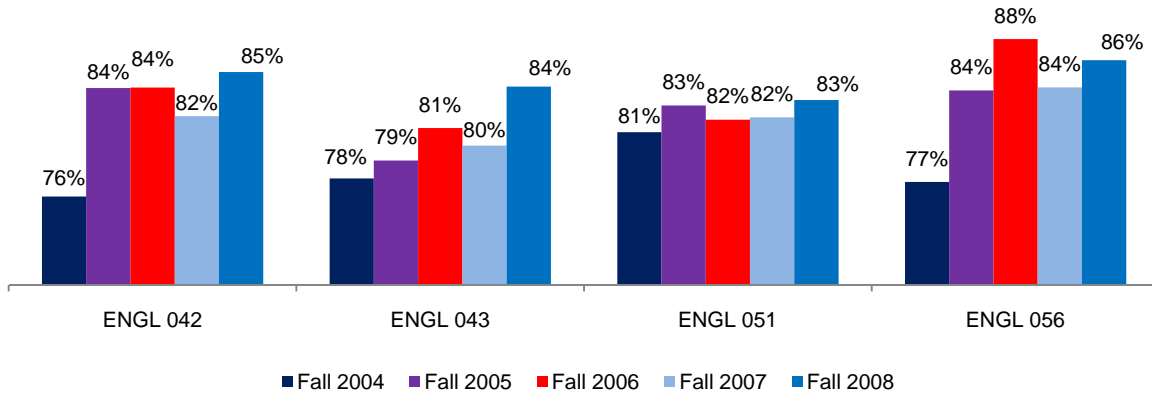


Figure 18  
Basic Skills ESOL Writing course retention rates (Fall terms)

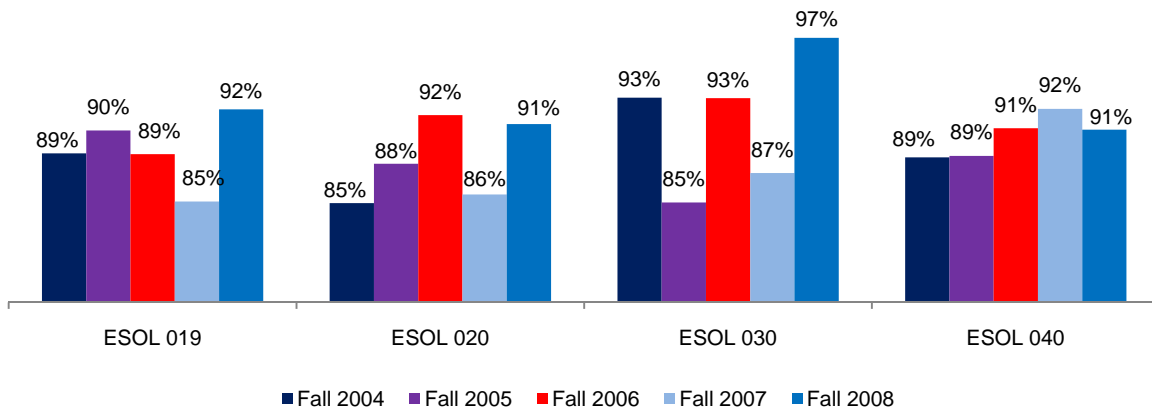


Figure 19  
Basic Skills ESOL Reading course retention rates (Fall terms)

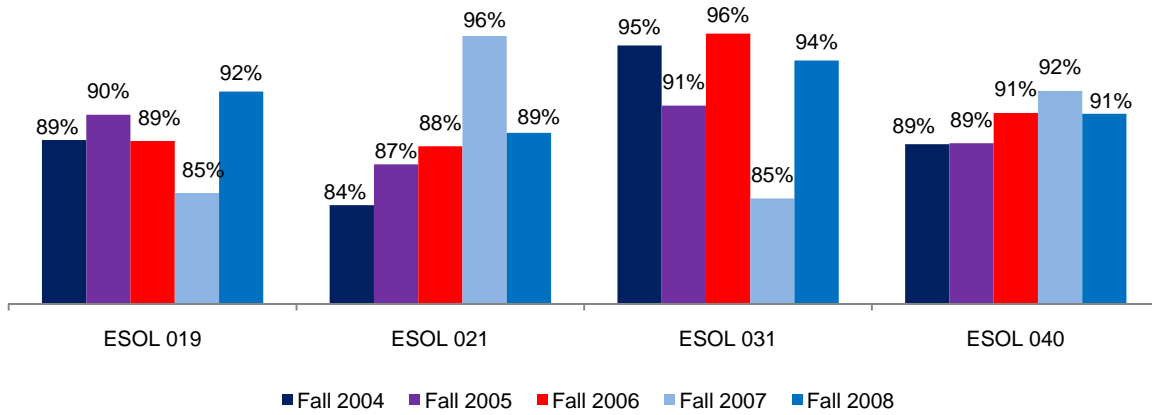


Figure 20  
Basic Skills ESOL Listening/Speaking course retention rates (Fall terms)

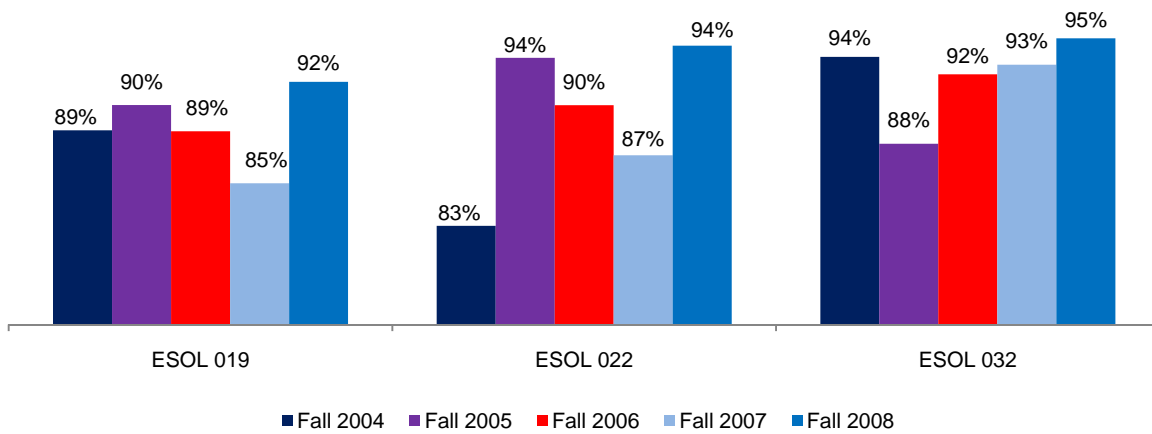
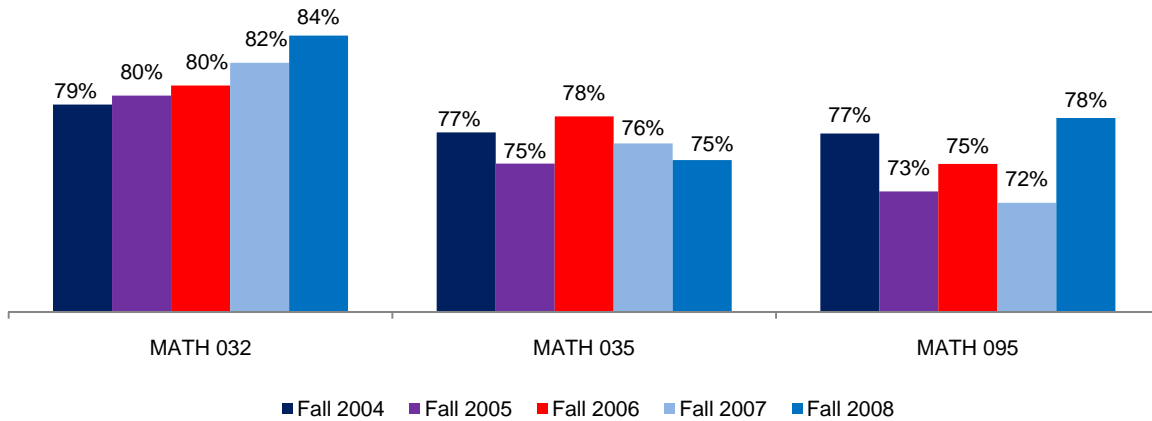


Figure 21  
Basic Skills math course retention rates (Fall terms)



All Colleges Basic Skills Course Retention Rates  
Spring Terms: 2005 – 2009

Figure 22  
Basic Skills English course retention rates (Spring terms)

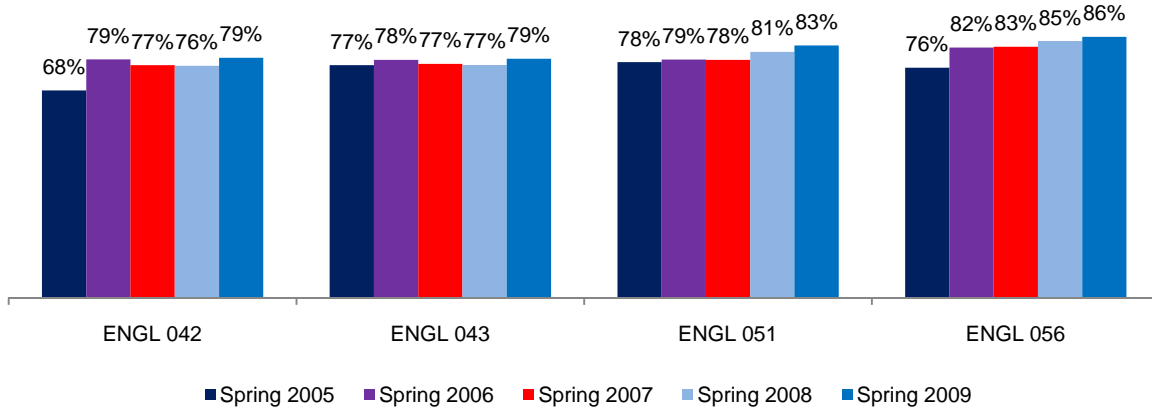


Figure 23  
Basic Skills ESOL Writing course retention rates (Spring terms)

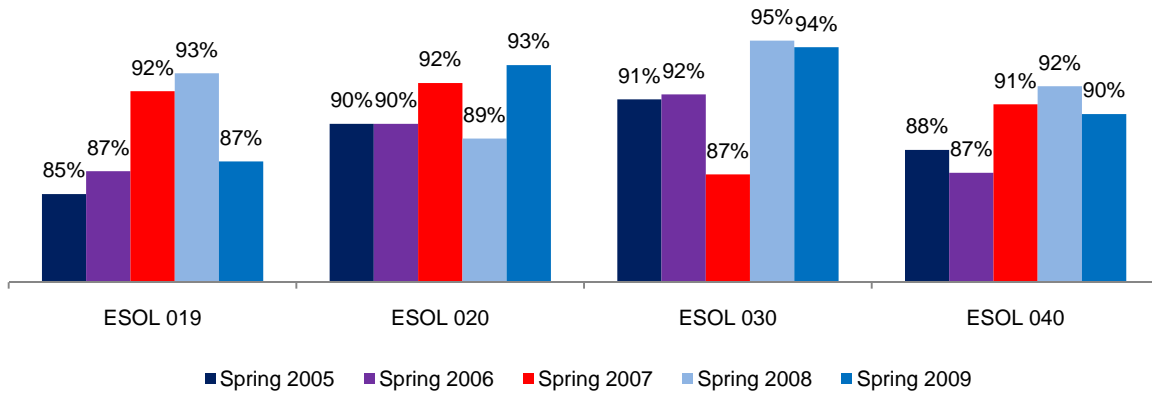


Figure 24  
Basic Skills ESOL Reading course retention rates (Spring terms)

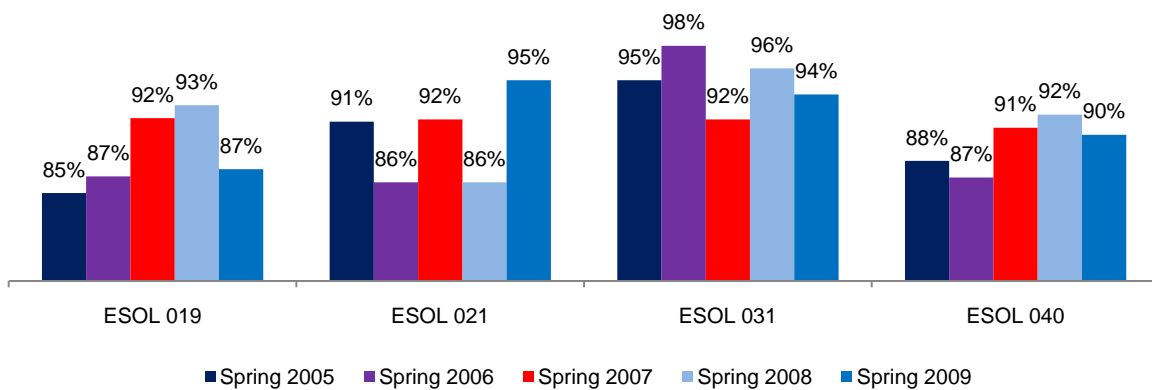


Figure 25  
Basic Skills ESOL Listening/Speaking course retention rates (Spring terms)

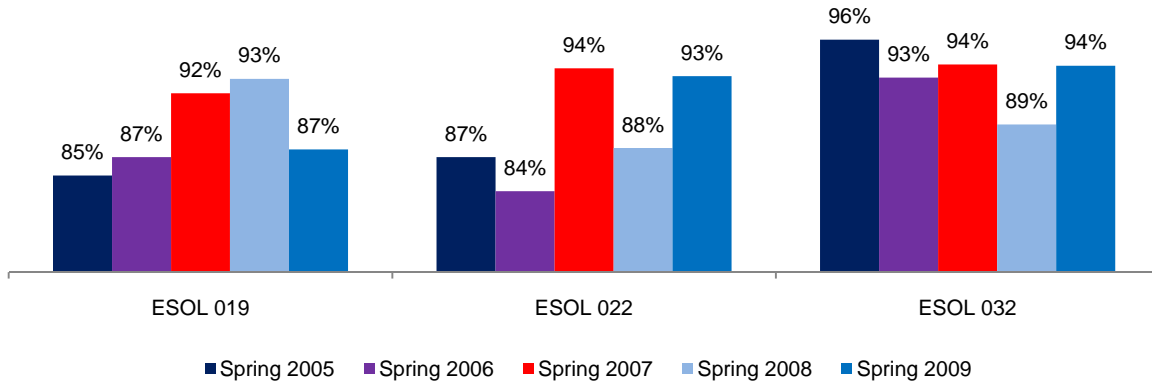
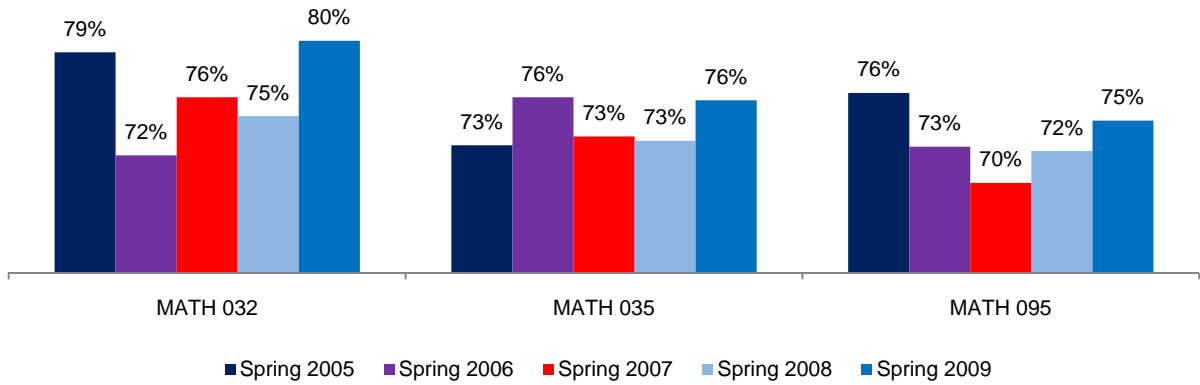


Figure 26  
Basic Skills math course retention rates (Spring terms)





All Colleges Basic Skills Subject Retention Rates by Ethnicity  
Fall Terms: 2004 – 2008

Figure 27  
Basic Skills English retention rates by ethnicity (Fall terms)

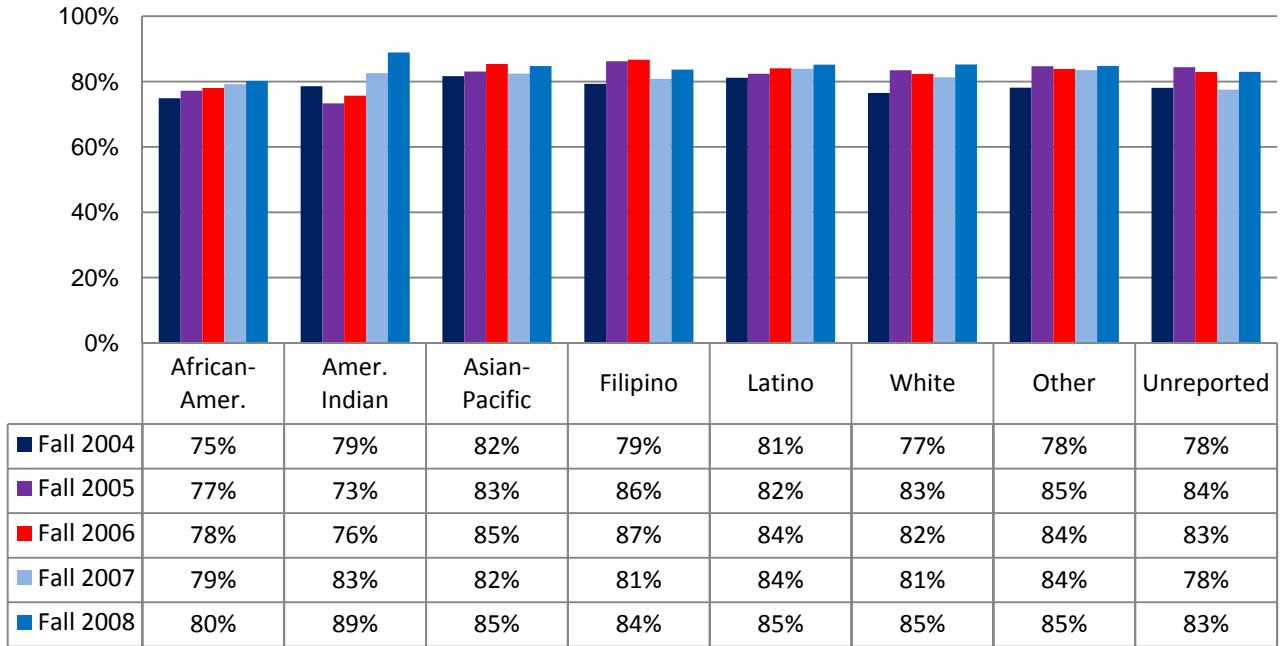


Figure 28  
Basic Skills ESOL retention rates by ethnicity (Fall terms)

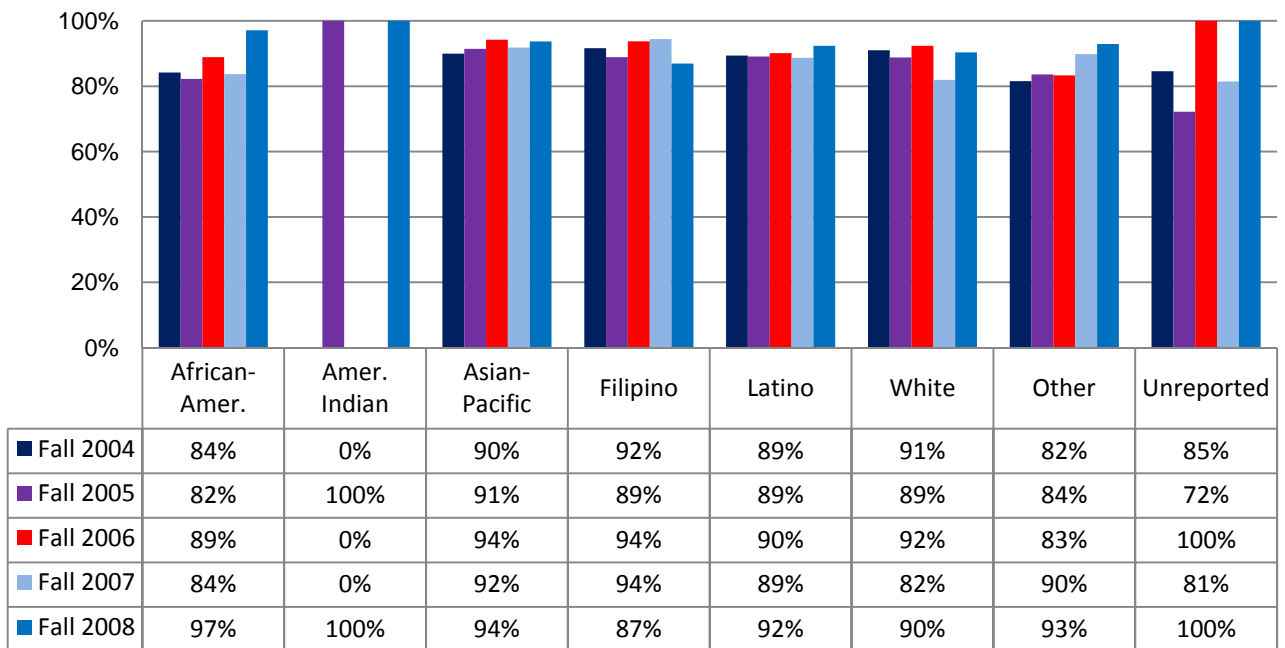
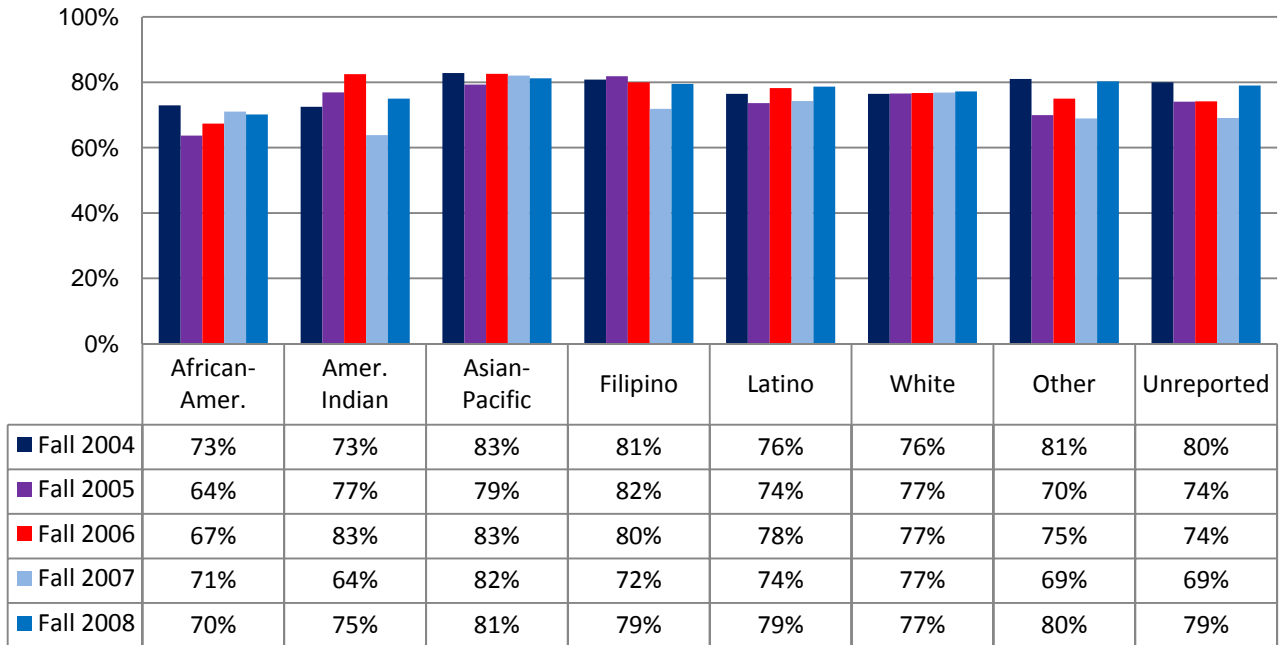


Figure 29  
Basic Skills math retention rates by ethnicity (Fall terms)



All Colleges Basic Skills Subject Retention Rates by Ethnicity  
Spring Terms: 2005 – 2009

Figure 30  
Basic Skills English retention rates by ethnicity (Spring terms)

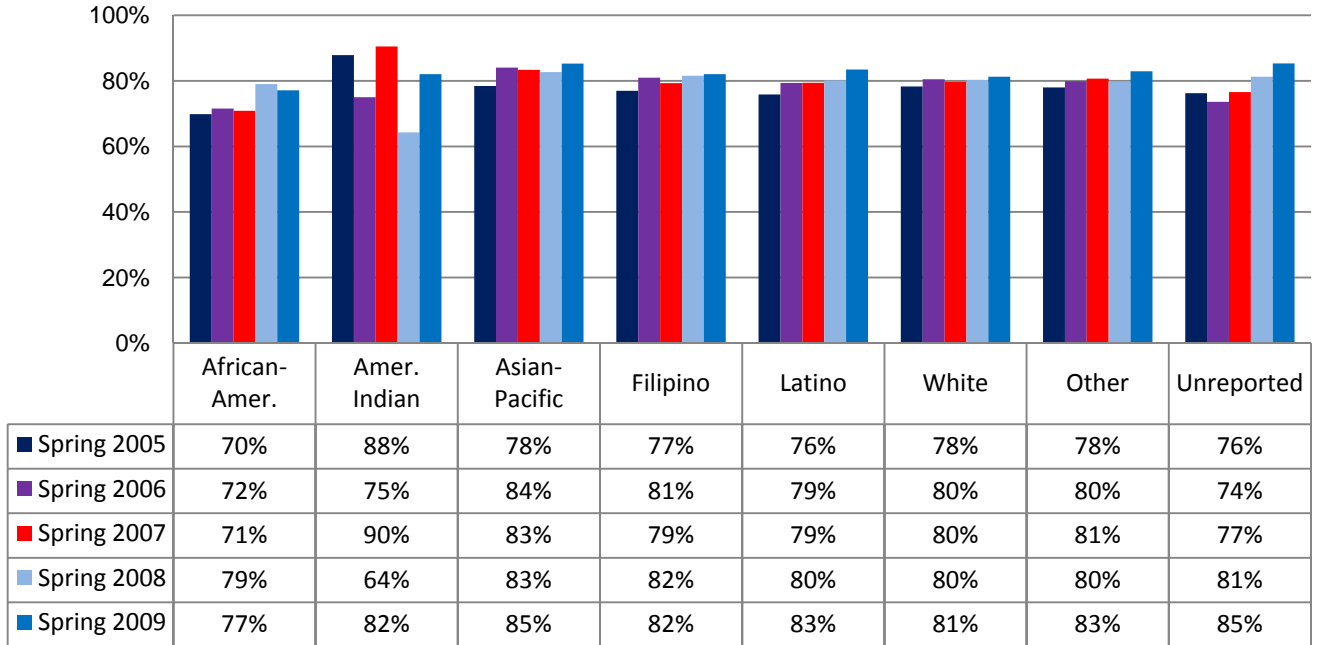


Figure 31  
Basic Skills ESOL retention rates by ethnicity (Spring terms)

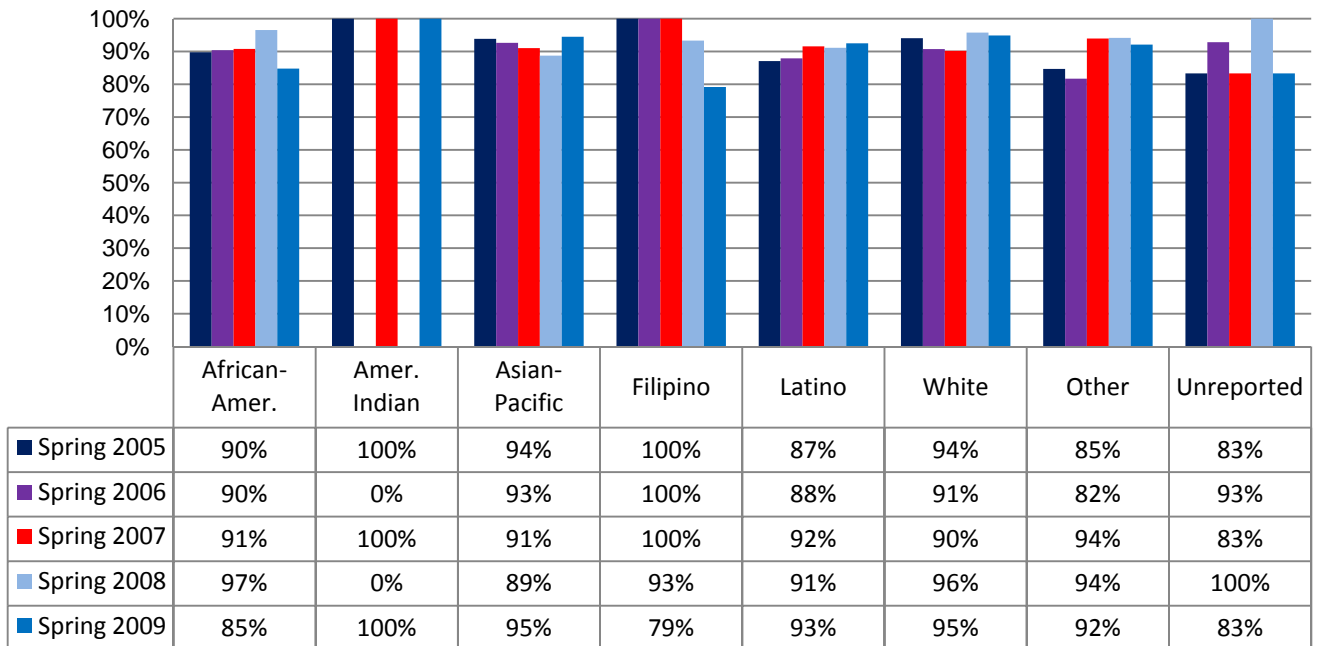
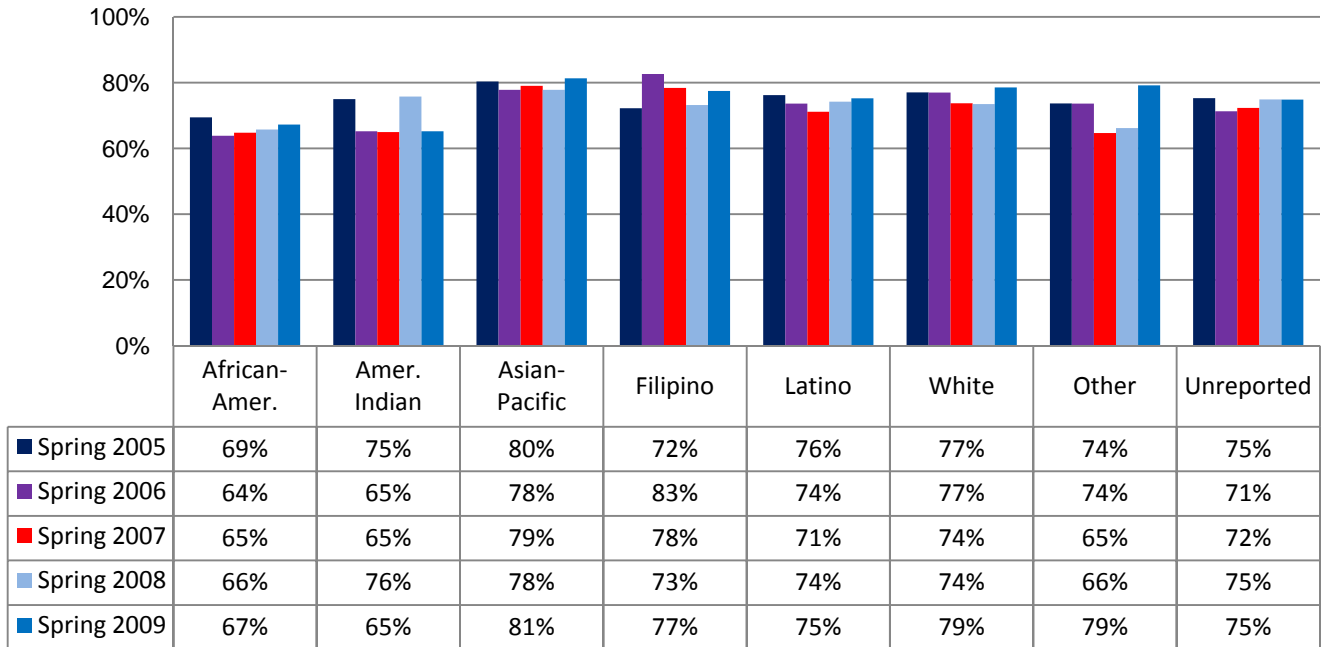


Figure 32  
Basic Skills math retention rates by ethnicity (Spring terms)



All Colleges Basic Skills Course Success Rates  
Fall Terms: 2004 – 2008

Figure 33  
Basic Skills English course success rates (Fall terms)

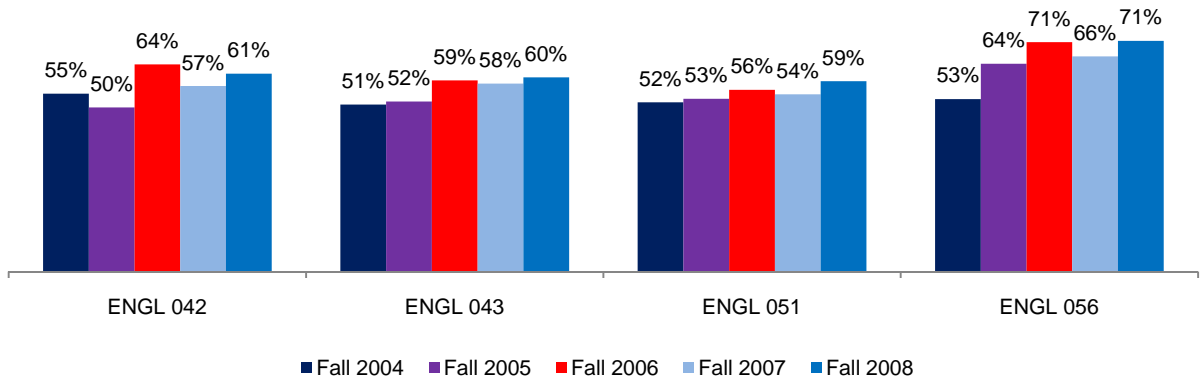


Figure 34  
Basic Skills ESOL Writing course success rates (Fall terms)

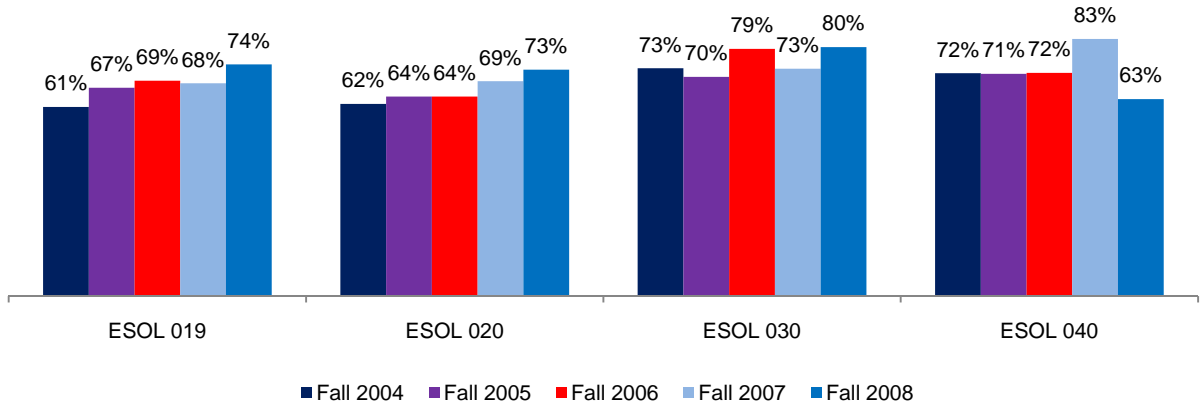


Figure 35  
Basic Skills ESOL Reading course success rates (Fall terms)

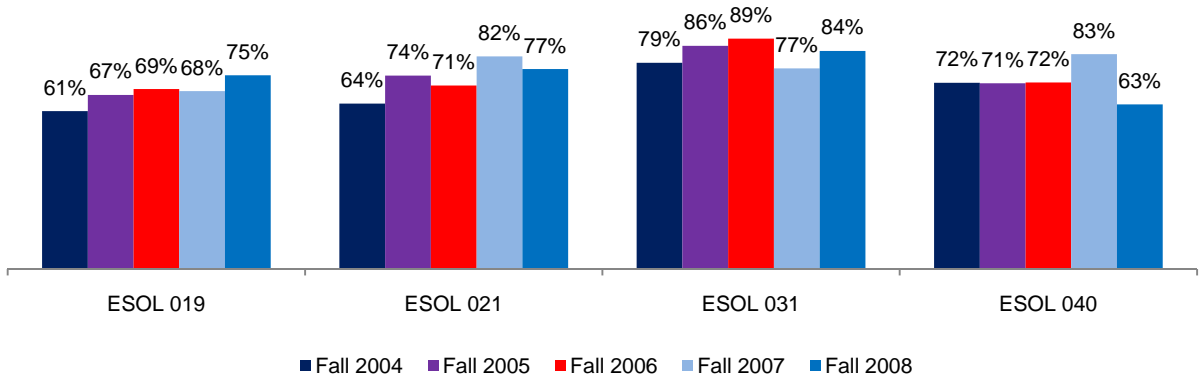


Figure 36  
Basic Skills ESOL Listening/Speaking course success rates (Fall terms)

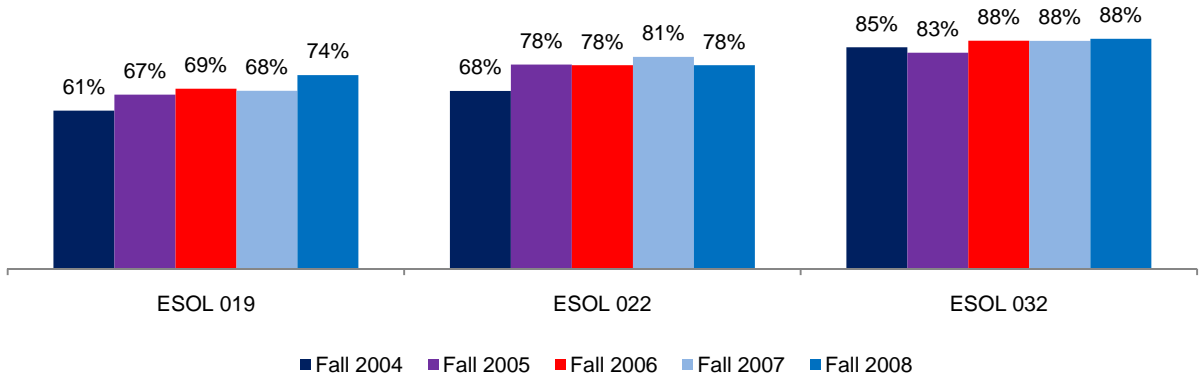
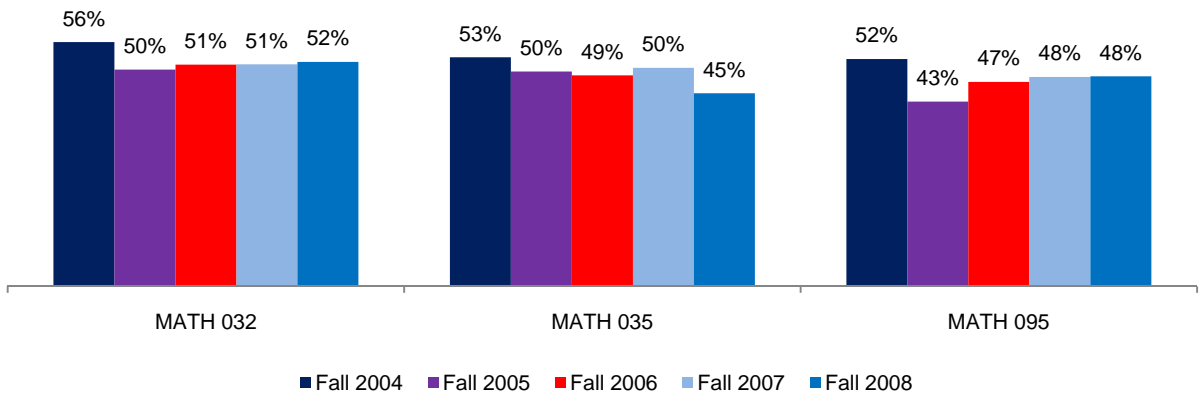


Figure 37  
Basic Skills math course success rates (Fall terms)



All Colleges Basic Skills Course Success Rates  
Spring Terms: 2005 – 2009

Figure 38  
Basic Skills English course success rates (Spring terms)

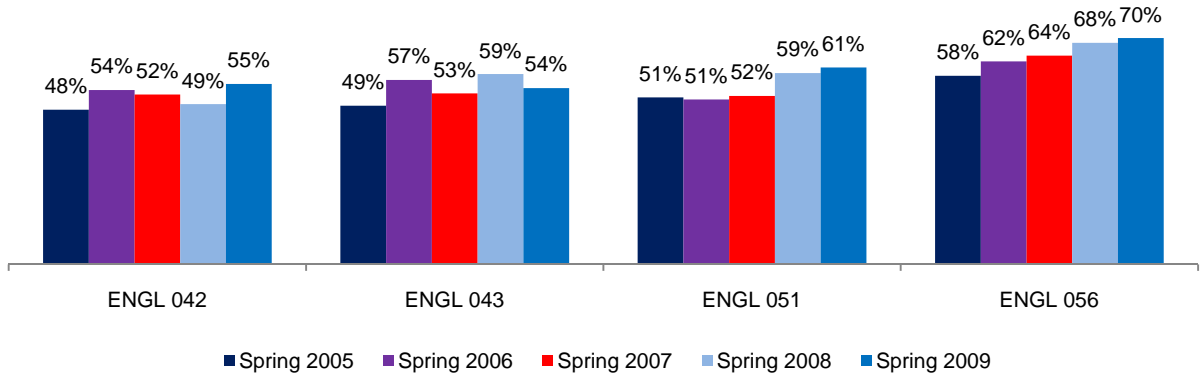


Figure 39  
Basic Skills ESOL Writing course success rates (Spring terms)

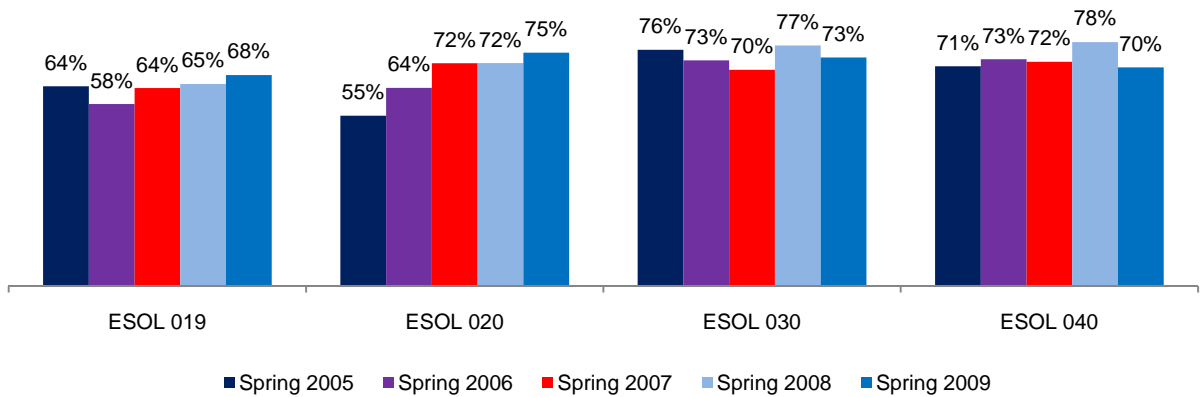


Figure 40  
Basic Skills ESOL Reading course success rates (Spring terms)

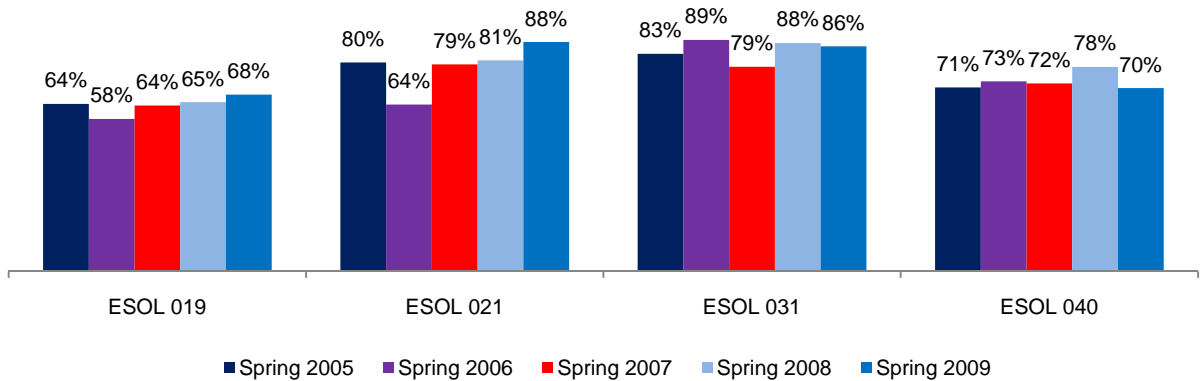


Figure 41  
Basic Skills ESOL Listening/Speaking course success rates (Spring terms)

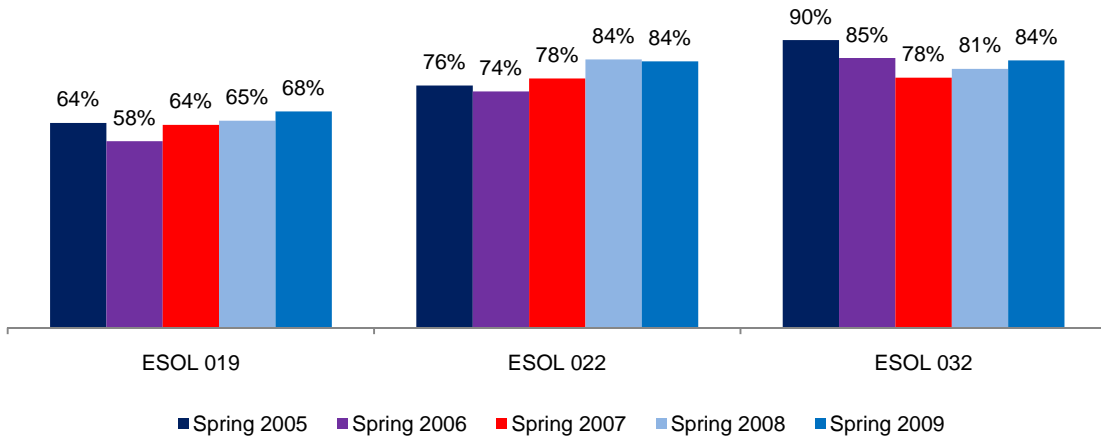
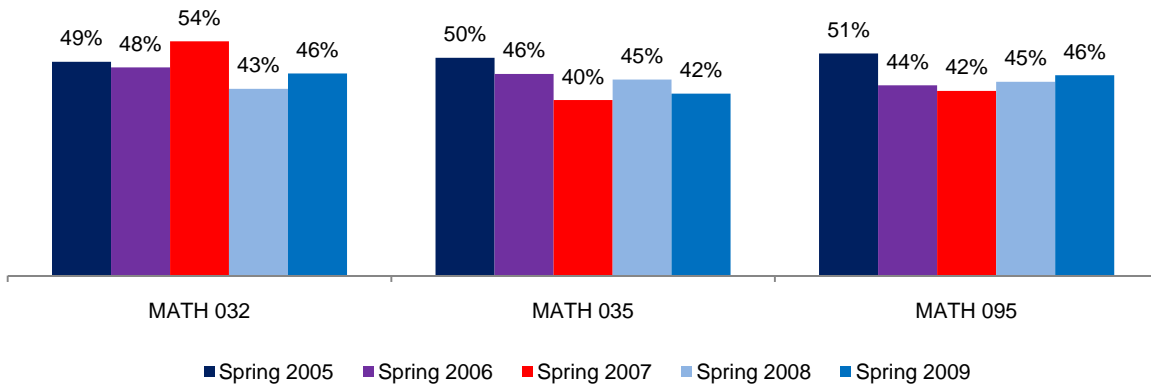


Figure 42  
Basic Skills math course success rates (Spring terms)





All Colleges Basic Skills Subject Success Rates by Ethnicity  
Fall Terms: Fall 2004 – 2008

Figure 43  
Basic Skills English success rates by ethnicity (Fall terms)

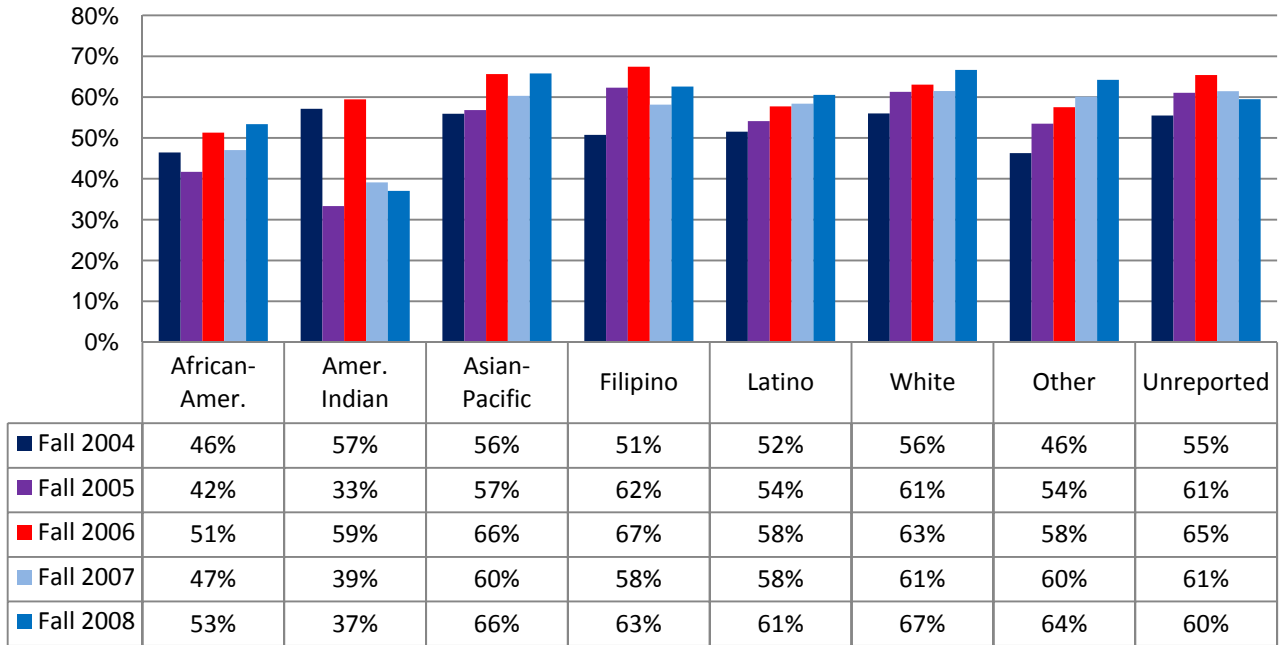


Figure 44  
Basic Skills ESOL success rates by ethnicity (Fall terms)

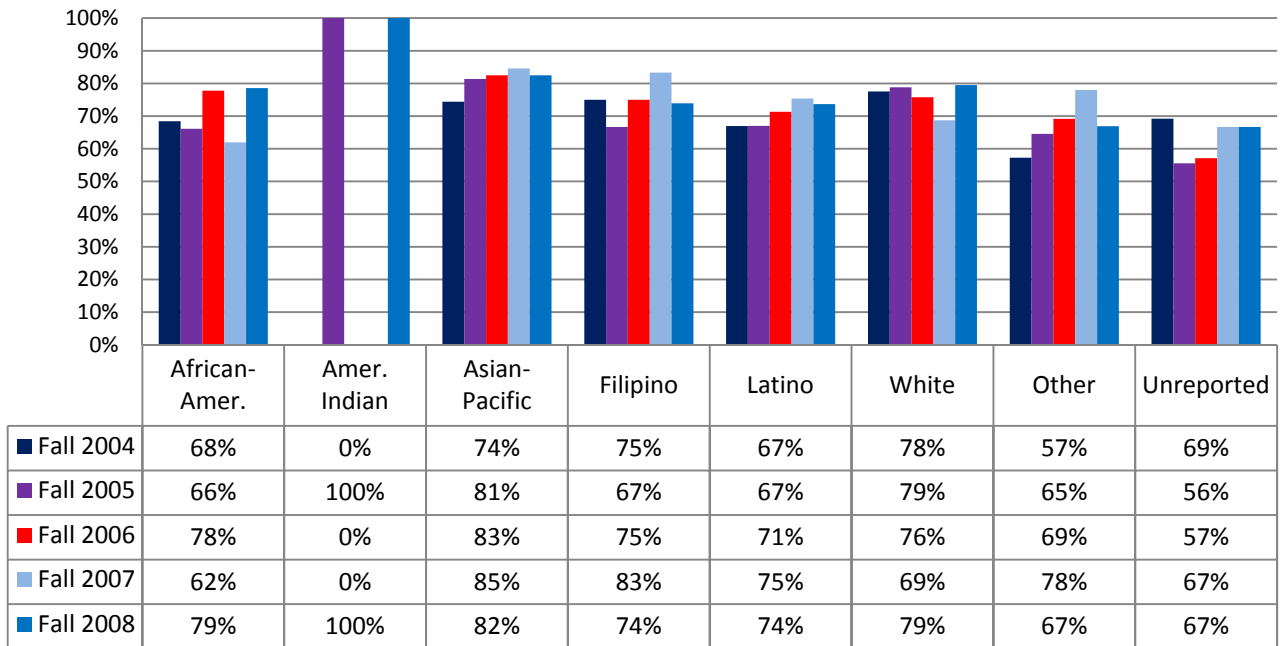
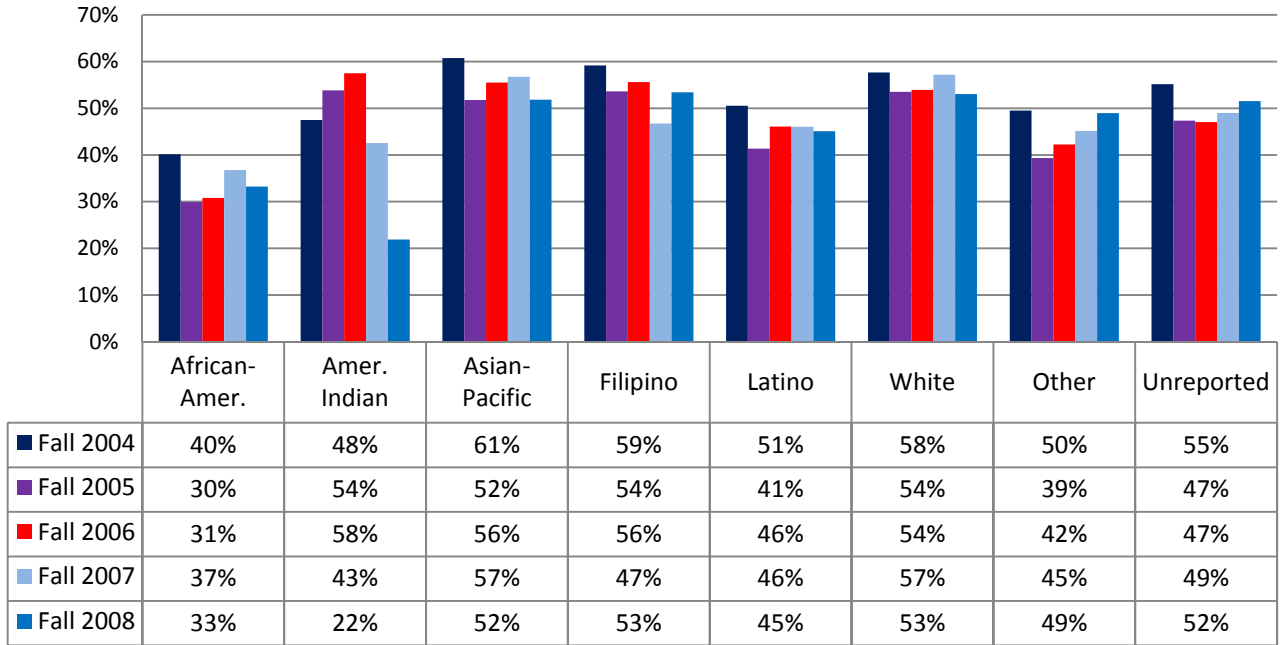


Figure 45  
Basic Skills math success rates by ethnicity (Fall terms)



All Colleges Basic Skills Subject Success Rates by Ethnicity  
Spring Terms: 2005 – 2009

Figure 46  
Basic Skills English success rates by ethnicity (Spring terms)

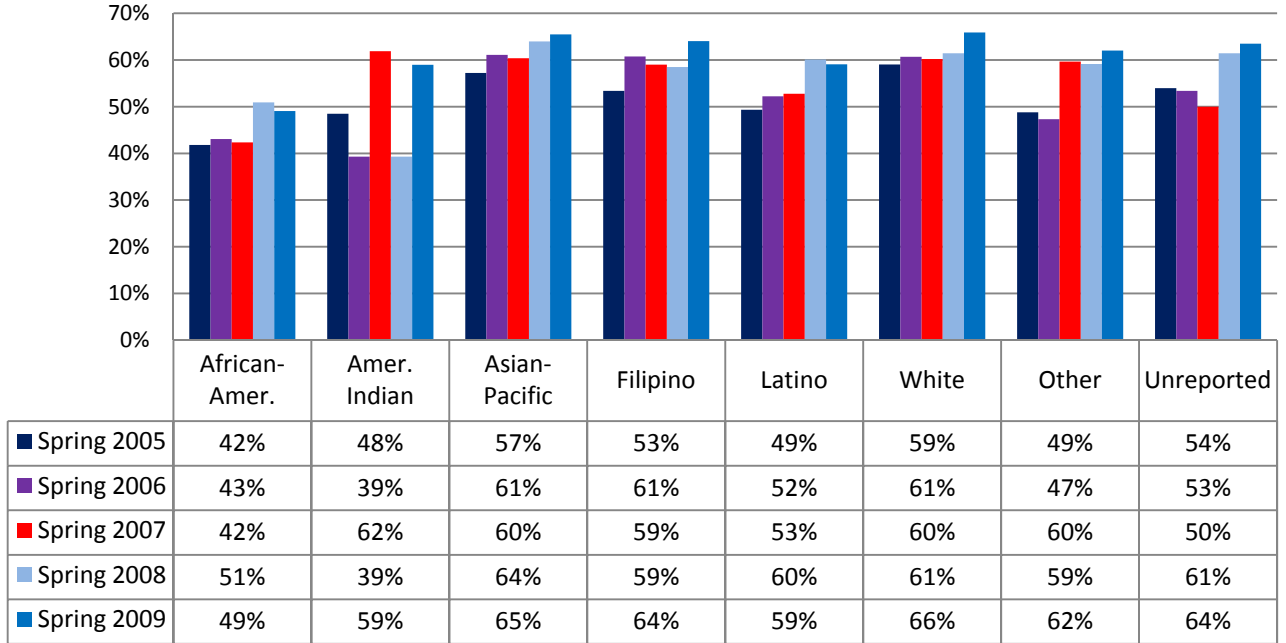


Figure 47  
Basic Skills ESOL success rates by ethnicity (Spring terms)

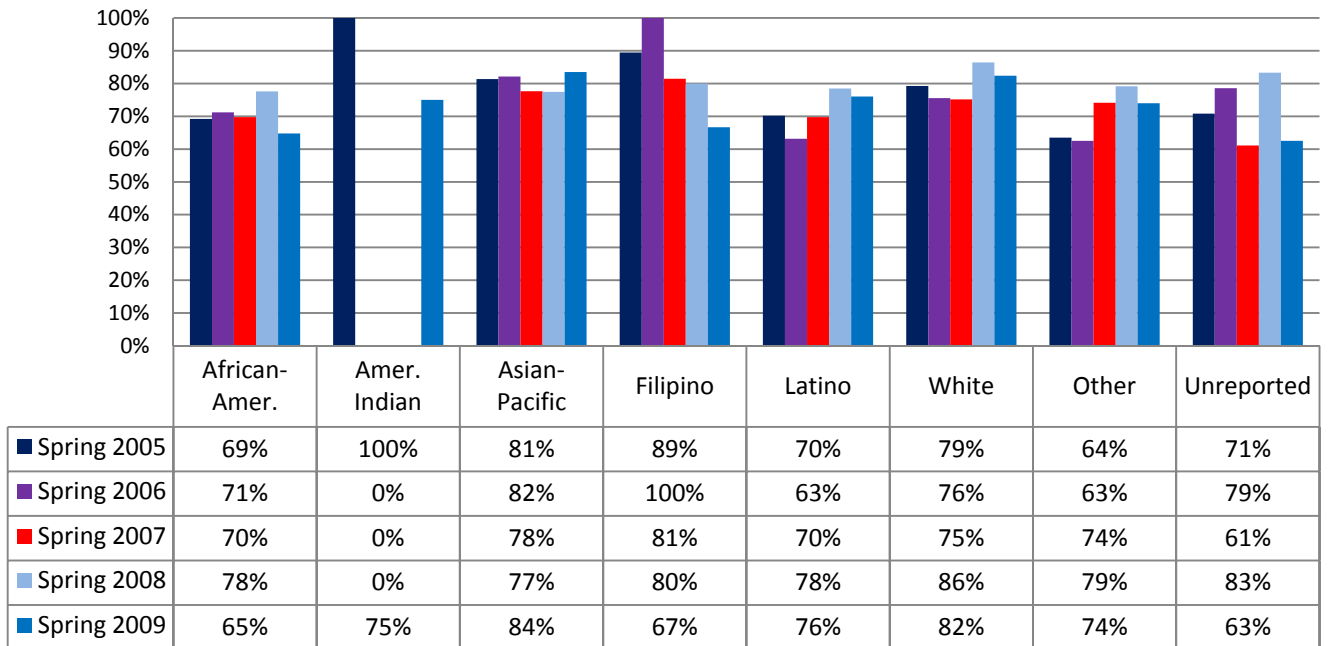
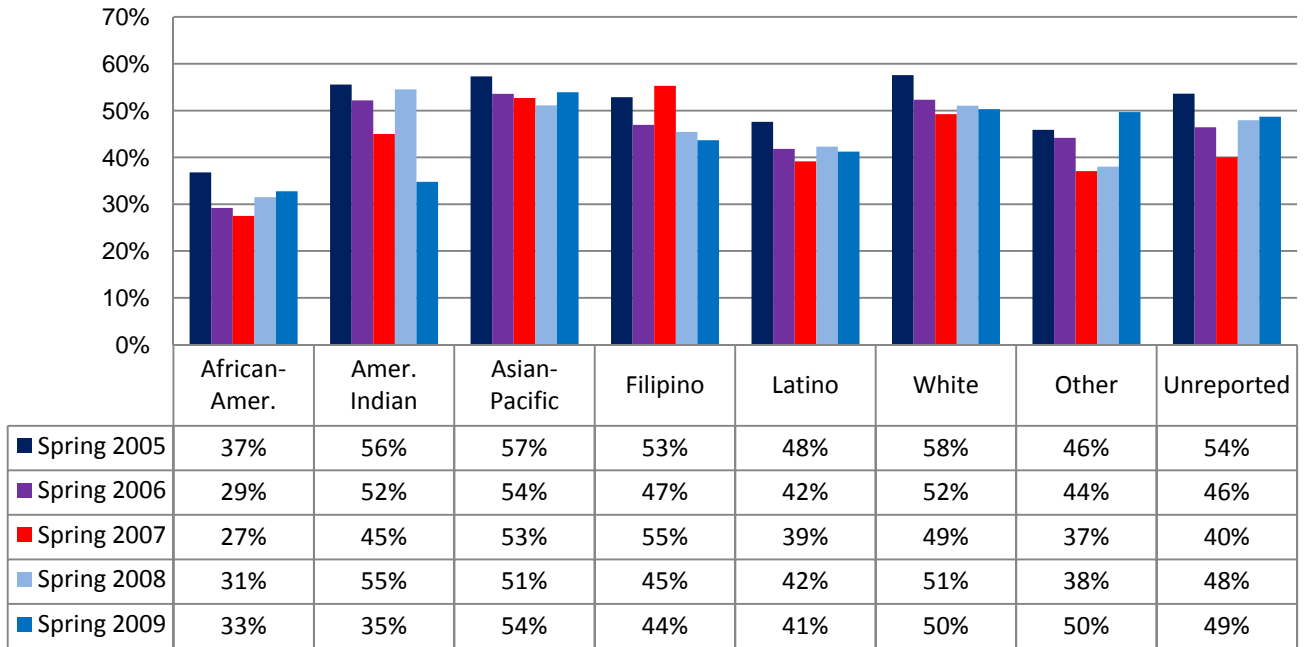


Figure 48  
Basic Skills math success rates by ethnicity (Spring terms)



# Supplemental Instruction

## Part IV: Supplemental Instruction / Instructional Assistants

This section of the report investigates whether there are any differences in student outcomes, retention and success, between students in sections with Supplemental Instruction (SI) and those in sections without Supplemental Instruction (non-SI). Figures 49 through 54 show the course retention rates for SI compared to Non-SI, while Figure 55 through 60 display the course success rates for SI compared to Non-SI.

### TERMS AND DEFINITIONS:

**Supplemental Instruction / Instructional Assistants:** signifies tutors, educational technicians, instructional aides, or other paraprofessionals who supplement instruction with one-to-one tutoring and/or student peer-group facilitation.

**Retention Rates:** Percent of students retained in courses out of total enrolled in courses. 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 first census.

**Success Rates:** Percent of students who successfully complete a course out of total students enrolled in the course. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students with grade notations A, B, C, or CR and denominator = Total number of valid enrollments as of first census.

### SAMPLE SIZES:

	Fall 2008		Spring 2009	
	Number of course sections		Number of course sections	
	SI	Not SI	SI	Not SI
ENGLISH	29	140	23	155
ESOL	5	68	8	64
MATHEMATICS	24	90	23	88

**NOTE:** Caution should be exercised in the consideration of findings regarding Supplemental Instruction as the number of course sections with SI/IA was considerably smaller than the number of those without SI/IA.

## Summary of Findings

For overall English courses, sections with Supplemental Instruction (SI) had higher retention rates than did those without Supplemental Instruction (non-SI), with the exceptions of ENGL 042 in Fall 2008, in which case the retention rates were equal, and ENGL 056 in Spring 2009, in which case the non-SI sections had higher retention rates. Both of these exceptions were courses in reading.

In Fall 2008, for English courses, SI sections had higher success rates than did non-SI sections, while the reverse was true for Spring 2009 whereby SI sections had lower success rates than did non-SI sections.

In Fall 2008, for ESOL 021, ESOL 022, ESOL 032, the SI sections had lower retention rates than did the non-SI sections. For ESOL 030, the SI sections had higher retention rates than did the non-SI section. Results were mixed for Spring 2009 as ESOL 022 and ESOL 030 had higher retention for SI and lower retention for non-SI, ESOL 031 and ESOL 032 had lower retention for SI and higher retention for non-SI, and ESOL 020 and ESOL 040 had equal retention rates for SI and non-SI.

In Fall 2008, for ESOL 020, ESOL 030, and ESOL 032, the SI sections had higher success rates than did the non-SI sections. For ESOL 021, the SI sections had lower retention rates than did the non-SI section. In Spring 2009, SI sections had higher success rates than did non-SI sections for ESOL 020 and ESOL 022. For the remaining four courses, ESOL 030, ESOL 031, ESOL 032, and ESOL 040, SI sections had lower success rates than did non-SI sections.

With the exception of Math 095 in Fall 2008 only, SI sections had higher retention rates than did non-SI sections for math courses in Fall 2008 and Spring 2009. In Fall 2008 and Spring 2009, all three math courses exhibited higher success rates in the SI sections and lower success rates in the non-SI sections.

All Colleges Supplemental Instruction (SI) Course Retention Rates  
Fall 2008 and Spring 2009

Figure 49  
Basic Skills English course retention rates for SI v. Non-SI (Fall 2008)

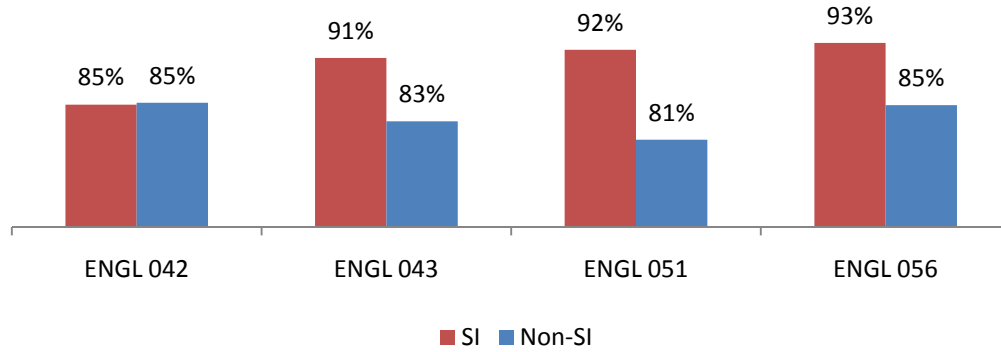


Figure 50  
Basic Skills ESOL course retention rates for SI v. Non-SI (Fall 2008)

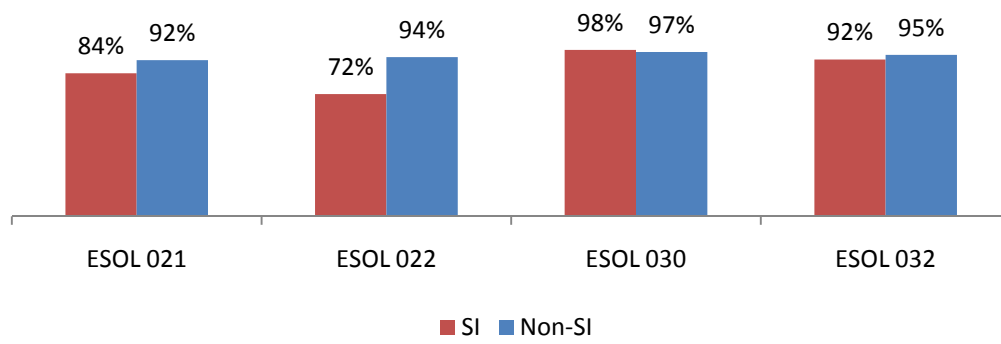


Figure 51  
Basic Skills math course retention rates for SI v. Non-SI (Fall 2008)

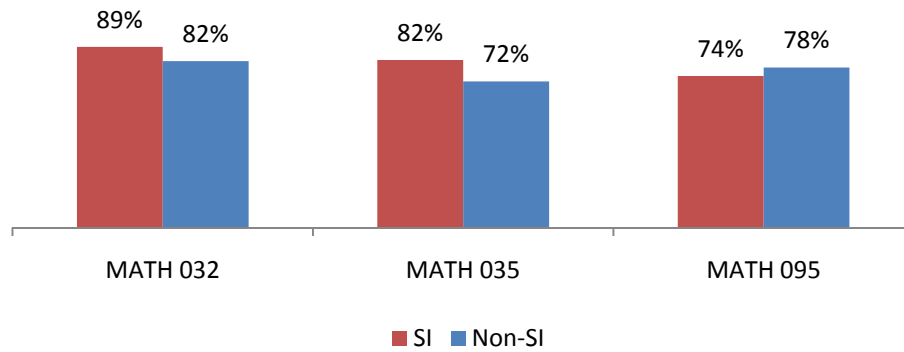




Figure 52  
Basic Skills English course retention rates for SI v. Non-SI (Spring 2009)

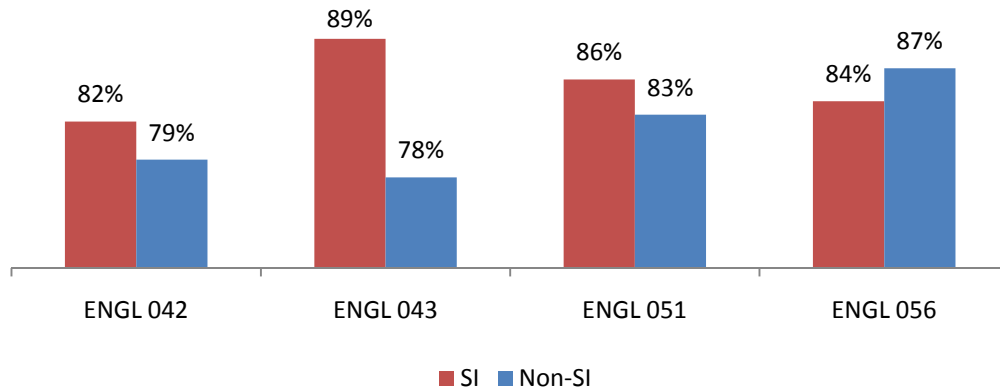


Figure 53  
Basic Skills ESOL course retention rates for SI v. Non-SI (Spring 2009)

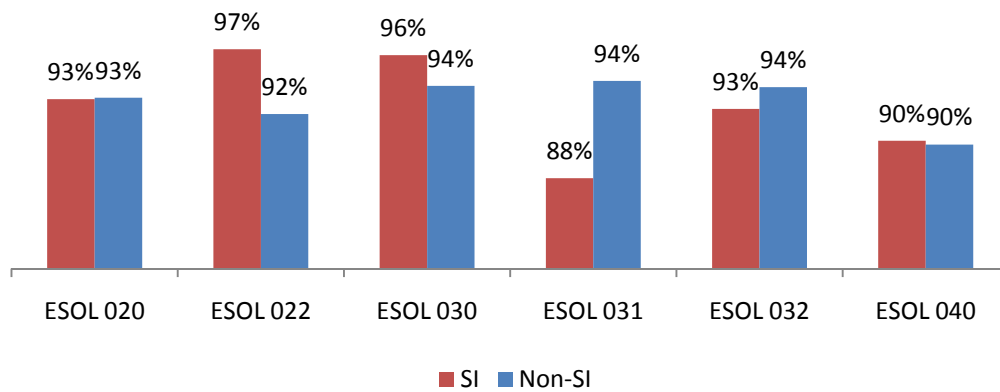
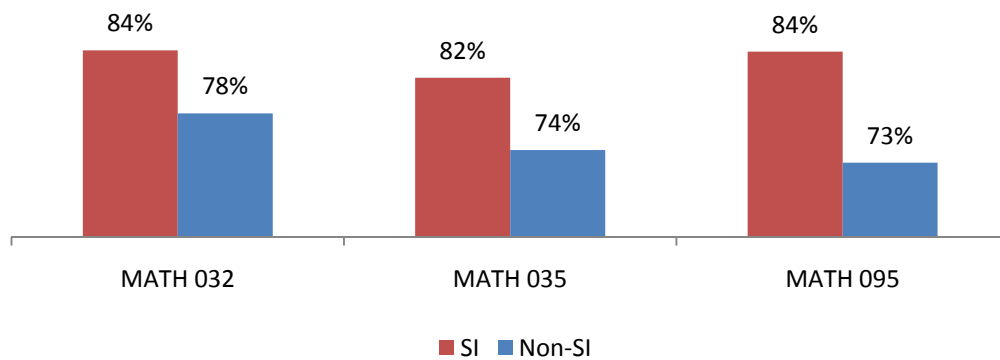


Figure 54  
Basic Skills math course retention rates for SI v. Non-SI (Spring 2009)



All Colleges Supplemental Instruction (SI) Course Success Rates  
Fall 2008 and Spring 2009

Figure 55  
Basic Skills English course success rates for SI v. Non-SI (Fall 2008)

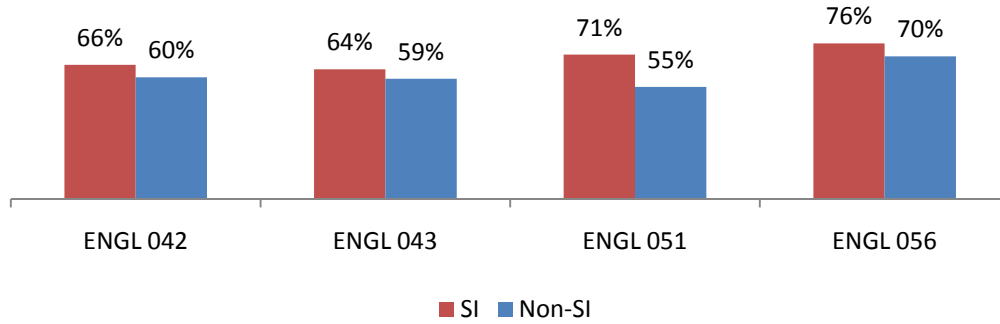


Figure 56  
Basic Skills ESOL course success rates for SI v. Non-SI (Fall 2008)

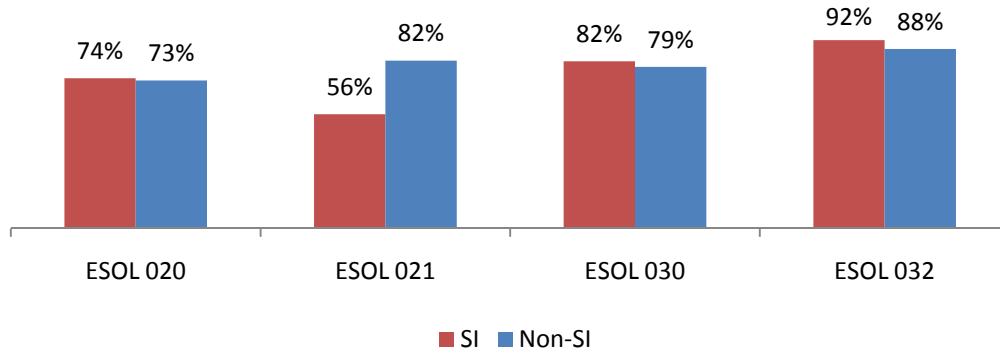


Figure 57  
Basic Skills math course success rates for SI v. Non-SI (Fall 2008)

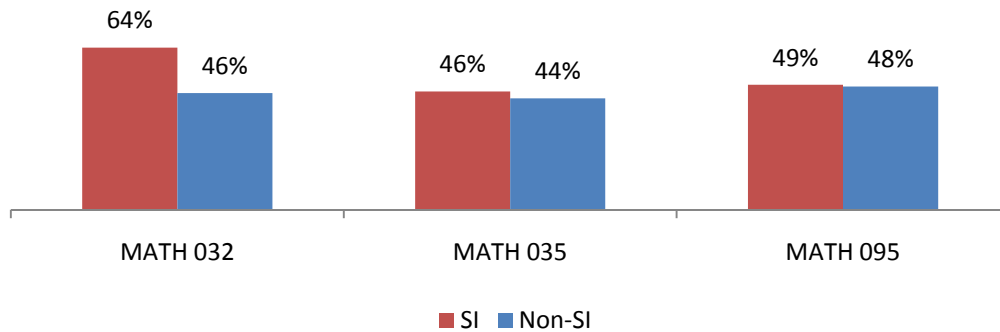


Figure 58  
Basic Skills English course success rates for SI v. Non-SI (Spring 2009)

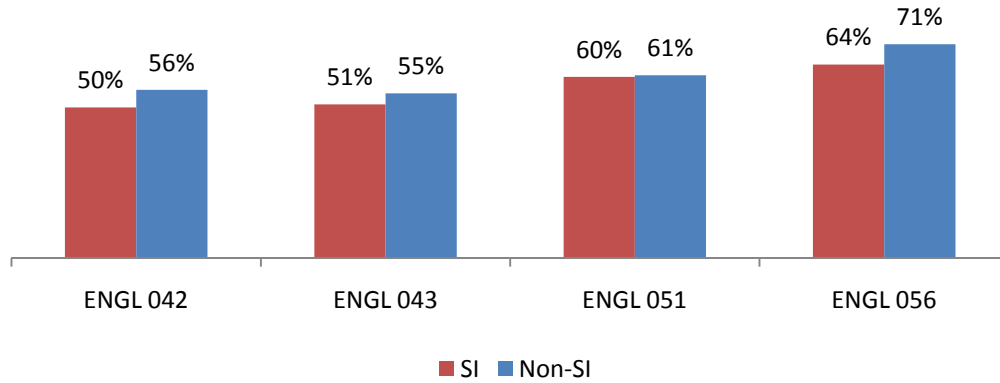


Figure 59  
Basic Skills ESOL course success rates for SI v. Non-SI (Spring 2009)

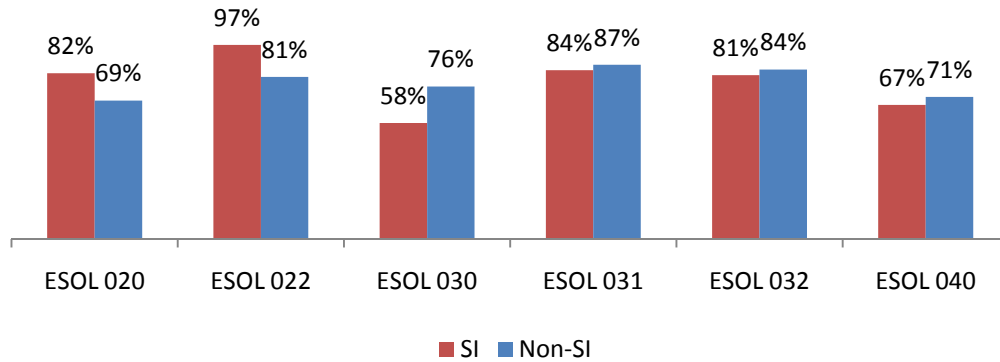
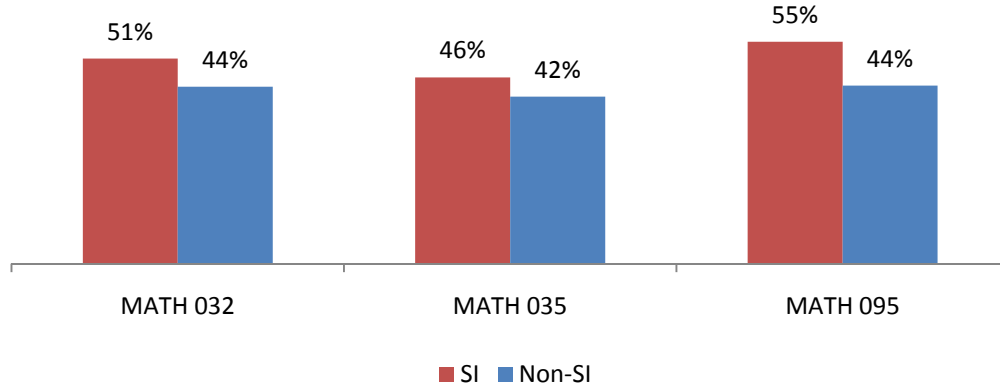


Figure 60  
Basic Skills math course success rates for SI v. Non-SI (Spring 2009)



# **Cohort Tracking: Transition Basic Skills Courses**

## Part V: Transition Courses Cohort Tracking

In this section of the report, three Fall term cohorts (Fall 2002, Fall 2003, and Fall 2004) for each of three Basic Skills transition courses (ENGL 051, ESOL 040, and MATH 095) are tracked to determine when students attain degrees, certificates, or transfer and how many of them achieved these outcomes. The Fall term cohorts are tracked beginning with the cohort term and ending with the most recent term for which data are available. Thus, the Fall 2002 and Fall 2003 cohorts are tracked for six years each, and the Fall 2004 cohort is tracked for five years, with the 2008/2009 academic year being the final year of tracking for each cohort. In each data table, *Enrollment* represents the total number of students who enrolled in a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) excluding those who were concurrently enrolled in a four-year university, were degree holders, or were high school students. In addition, *Cohort size* represents the total number of students eligible to be included in the cohort (see cohort description under Cohort). Any student who achieves a particular milestone is counted as having attained that milestone, regardless of the number of units earned or the educational objective stated. Tables 12 through 14 display cohort tracking for degrees earned, certificates attained, and transfer.

### TERMS AND DEFINITIONS:

**Cohort:** Defined in this report as incoming students (any first-time student enrolled in units as of first census, excluding students concurrently enrolled in a four-year university, degree holders, and high school students) who enrolled in and successfully completed a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) during one of three fall terms: Fall 2002, Fall 2003, and Fall 2004.

**Transition Course:** The highest-level course in a Basic Skills sequence, defined in this study as ENGL 051, ESOL 040, and MATH 095.

## Summary of Findings

For the terms being tracked, the average enrollment in ENGL 051 was 435 per Fall term with an average course success rate of 52%, yielding an average cohort size of 225 students. Similarly, MATH 095 cohorts had an average enrollment of 484 per Fall term, and on average 61% of the students successfully completed the course, yielding an average cohort size of 297. The enrollment in ESOL 040 was much lower (14, on average) compared to the average enrollment in the other transition courses. About 80% of the students successfully completed the course which yielded an average cohort size of 11.

Degree/Certificate attainment required more time compared to transfer for the ENGL 051 cohorts and the MATH 095 cohorts. For the cohorts of each transition course, very rarely did a student receive degree/certificates in the Cohort Year. Each cohort had very few students that received degrees/certificates in Year 2 as well. The bulk of degree/certificate attainment occurred in Year 3 and Year 4, followed by a smaller percentage of students being awarded degrees/certificates in Year 5 and Year 6. However, transfers started to occur as early as in the initial Cohort Year. The volume increased steadily in Year 2 and Year 3, and peaked in Year 4 and Year 5. Fewer transfers occurred in Year 6, the last cohort tracking year.

More students transferred than attained degrees within the ENGL 051 and the MATH 095 cohorts, and certificate attainment comparatively had the smallest number of students across all cohorts. For the ENGL 051 cohorts that were tracked for 6 years (Fall 2002 cohort and Fall 2003 cohort), on average, 31% of the students transferred, 16% received one or more degrees, and 2% were awarded one or more certificates. The MATH 095 Fall 2002 cohort and the MATH 095 Fall 2003 cohort displayed comparable trends (36%, 22%, and 3%, on average, respectively). Note that within each cohort, students could achieve more than one outcome.

For the ESOL 040 cohorts, of all three outcomes, certificate attainment generally had the smallest number of students. The number of students who attained degrees and the number of students who received certificates were comparable to each other and fluctuated across cohorts. In addition, the ESOL 040 cohorts generally needed more time to achieve any of the outcomes. The ESOL 040 cohorts rarely achieved any outcome in the Cohort Year as well as in Year 2. The number of students who achieved the outcomes peaked in Year 3 and Year 4, with very few outcomes being achieved in the following cohort tracking years (Year 5 and Year 6, respectively).

## All Colleges English 051 Cohort Tracking for Success Outcomes

Table 12  
ENGL 051 cohort by Success Outcomes

Outcome	ENGL 051 Cohort	Enrollment	Cohort size	Cohort Year		Year 2		Year 3		Year 4		Year 5		Year 6		Cohort Total	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
Degree	Fall 2002	487	222	0	0%	4	2%	13	6%	11	5%	7	3%	3	1%	38	17%
	Fall 2003	420	231	0	0%	3	1%	20	9%	6	3%	4	2%	4	2%	37	16%
	Fall 2004	398	223	1	0%	1	0%	10	4%	16	7%	5	2%	--	--	33	15%
Certificate	Fall 2002	487	222	0	0%	0	0%	0	0%	2	1%	3	1%	1	0%	6	3%
	Fall 2003	420	231	0	0%	1	0%	3	1%	0	0%	1	0%	1	0%	6	3%
	Fall 2004	398	223	0	0%	0	0%	3	1%	3	1%	0	0%	--	--	6	3%
Transfer	Fall 2002	487	222	0	0%	4	2%	15	7%	19	9%	18	8%	12	5%	68	31%
	Fall 2003	420	231	7	3%	7	3%	9	4%	32	14%	10	4%	8	3%	73	32%
	Fall 2004	398	223	1	0%	10	4%	15	7%	30	13%	13	6%	--	--	69	31%

Source: SDCCD Information System

Note. 1) **Cohort:** Defined in this report as incoming students (any first-time student enrolled in units as of first census, excluding students concurrently enrolled in a four-year university, degree holders, and high school students) who enrolled in and successfully completed a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) during one of three fall terms: Fall 2002, Fall 2003, and Fall 2004.

2) **Transition Course:** The highest-level course in a Basic Skills sequence, defined in this study as ENGL 051, ESOL 040, and MATH 095.

## All Colleges ESOL 040 Cohort Tracking for Success Outcomes

Table 13  
ESOL 040 cohort by Success Outcomes

Outcome	ESOL 040 Cohort	Enrollment	Cohort size	Cohort Year		Year 2		Year 3		Year 4		Year 5		Year 6		Cohort Total	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%
Degree	Fall 2002	15	11	0	0%	0	0%	1	9%	3	27%	0	0%	0	0%	4	36%
	Fall 2003	11	9	0	0%	0	0%	1	11%	1	11%	0	0%	0	0%	2	22%
	Fall 2004	15	13	0	0%	0	0%	1	8%	0	0%	1	8%	--	--	2	15%
Certificate	Fall 2002	15	11	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Fall 2003	11	9	0	0%	0	0%	1	11%	0	0%	0	0%	0	0%	1	11%
	Fall 2004	15	13	0	0%	0	0%	0	0%	1	8%	0	0%	--	--	1	8%
Transfer	Fall 2002	15	11	0	0%	0	0%	0	0%	1	9%	1	9%	0	0%	2	18%
	Fall 2003	11	9	0	0%	0	0%	1	11%	3	33%	0	0%	0	0%	4	44%
	Fall 2004	15	13	0	0%	0	0%	2	15%	2	15%	1	8%	--	--	5	38%

Source: SDCCD Information System

Note. 1) **Cohort:** Defined in this report as incoming students (any first-time student enrolled in units as of first census, excluding students concurrently enrolled in a four-year university, degree holders, and high school students) who enrolled in and successfully completed a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) during one of three fall terms: Fall 2002, Fall 2003, and Fall 2004.

2) **Transition Course:** The highest-level course in a Basic Skills sequence, defined in this study as ENGL 051, ESOL 040, and MATH 095.



## All Colleges MATH 095 Cohort Tracking for Success Outcomes

Table 14  
MATH 095 cohort by Success Outcomes

Outcome	MATH 095 Cohort	Enrollment	Cohort size	Cohort Year		Year 2		Year 3		Year 4		Year 5		Year 6		Cohort Total	
				#	%	#	%	#	%	#	%	#	%	#	%		
Degree	Fall 2002	589	342	0	0%	3	1%	27	8%	31	9%	10	3%	11	3%	82	24%
	Fall 2003	471	293	0	0%	8	3%	25	9%	14	5%	11	4%	4	1%	62	21%
	Fall 2004	391	255	0	0%	3	1%	23	9%	11	4%	11	4%	--	--	48	19%
Certificate	Fall 2002	589	342	0	0%	1	0%	3	1%	5	1%	2	1%	1	0%	12	4%
	Fall 2003	471	293	0	0%	1	0%	4	1%	2	1%	1	0%	1	0%	9	3%
	Fall 2004	391	255	0	0%	2	1%	2	1%	2	1%	2	1%	--	--	8	3%
Transfer	Fall 2002	589	342	1	0%	17	5%	21	6%	36	11%	41	12%	14	4%	130	38%
	Fall 2003	471	293	1	0%	8	3%	24	8%	31	11%	23	8%	11	4%	98	33%
	Fall 2004	391	255	0	0%	5	2%	21	8%	41	16%	22	9%	--	--	89	35%

Source: SDCCD Information System

Note. 1) **Cohort:** Defined in this report as incoming students (any first-time student enrolled in units as of first census, excluding students concurrently enrolled in a four-year university, degree holders, and high school students) who enrolled in and successfully completed a Basic Skills transition course (ENGL 051, ESOL 040, or MATH 095) during one of three fall terms: Fall 2002, Fall 2003, and Fall 2004.

2) **Transition Course:** The highest-level course in a Basic Skills sequence, defined in this study as ENGL 051, ESOL 040, and MATH 095.

## Concluding Remarks

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Increasingly over the past five fall terms, more and more incoming students at SDCCD colleges are placed into Basic Skills-level English and math. While the increase in these numbers is consistent with the overall increase in general student enrollment at the SDCCD colleges, the proportion of incoming students placing into Basic Skills levels outpaces the general increase in student enrollment. Over the past five fall terms, the proportion of incoming students placing into Basic Skills English has increased for White students, decreased and then increased but remained relatively stable overall for Latino students, and decreased for Asian/Pacific Islanders and African-Americans. African-American and Latino students are over-represented among incoming students who place below Basic Skills-level English. Over the past five fall terms, the proportion of incoming students placing into Basic Skills math has remained stable for African-Americans and White students, decreased slightly for Asian/Pacific-Islanders, and increased for Latinos. Similarly, enrollments in all Basic Skills-level English and math courses have increased in number over the past five years, with the exception of Math 095.

The increase in proportions of incoming students at the SDCCD colleges placing into and enrolling in Basic Skills level courses, at a rate that outpaces general increases in enrollment, is concurrent with a regional and national trend of improvement in high school attainments. The National Center for Education Statistics (<http://www.nces.ed.gov/fastfacts/display.asp?id=27>) posits that positive gains have been made in high school attainments, particularly among African-American and Latino students, during the past 38 years and that achievement gaps, although still existent, are narrowing. Also, the SDCCD High School to Community College Pipeline Report 2009 suggests that educational attainments have been improving among San Diego high school students; yet at the SDCCD colleges placement into and enrollment in Basic Skills-level courses has been on the rise. This contradiction in trends suggests that perhaps the alignment between K-12 and community college curricula needs to be examined.

Retention and success rates in Basic Skills English have improved over the past five years, yet in Basic Skills math, retention rates have had mixed results while success rates have uniformly decreased. This downturn in math success rates suggests, again, that perhaps the alignment between K-12 and community college curricula, particularly in math, needs to be examined.

Success rates across ethnic groups in Basic Skills courses at the SDCCD colleges have generally proven to be inequitable. In Basic Skills English, while Latinos have some of the highest average retention rates, they have comparatively lower success rates. Both retention and success rates are lowest for African-Americans. Whites, Asian/Pacific-Islanders, and Filipinos had the highest success rates. In Basic Skills math, retention is lower for African-Americans and comparable across other ethnic

groups while success rates are lowest for African-Americans, those categorized as Other, and Latinos and comparatively higher for Asian/Pacific-Islanders, Whites, and Filipinos. The Environmental Scan 2006 ([http://research.sdccd.edu/Include/Miscellaneous/Environmental%20Scan\\_July%202006.pdf](http://research.sdccd.edu/Include/Miscellaneous/Environmental%20Scan_July%202006.pdf)) projects that in San Diego, which is currently a “minority-majority” city, the bulk of population growth will be in the Latino community and the economy will continue to become increasingly knowledge-based. Jobs in the San Diego region requiring an Associate degree are among the fastest-growing in the job market. Nationwide as well, the focus has sharpened on community colleges and the potential that they have to rebuild our economy. Thus, strengthening K-16 educational pipelines and increasing equity in outcomes among Latino students is critical to rebuilding the regional and national economy.

Supplemental Instruction (SI) / Instructional Assistants (IA) at the SDCCD colleges has produced mixed outcomes with regard to success and retention rates of sections with SI and those without SI. Since this was the first year of implementation (2008/09), further data analysis would likely reveal whether there is improvement in outcomes as the implementation of SI is refined and expanded.

Research shows that a student who enrolls in English 051 during the first term at an SDCCD college would need a minimum of two years to earn an Associate degree or transfer to a four-year institution, taking into account course sequencing, prerequisites, and degree and transfer requirements and provided that the student remains enrolled in at least 16 degree-applicable or transferrable units per term continuously and passes all levels of coursework successfully upon first try. Under the same assumptions, a student who enrolls in Math 095 during the first term at an SDCCD college would similarly need a minimum of two years to earn an Associate degree or transfer. Cohort Tracking of Transition Courses showed that degree attainment peaked in Year 3 and Year 4 while transfer peaked in Year 4 and Year 5 out of the six years being tracked (five years tracked for the most recent cohort). Considering the fact that the majority of our students are part-time, not full-time, and juggle multiple responsibilities that may inhibit continuous full-time enrollment, the cohort-tracking findings for the English 051 and/or Math 095 cohorts examined in this study suggest that students were generally “on track” for degree completion and/or transfer.