



Mesa College Basic Skills Report 2010

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Office of Institutional Research and Planning
September 2010

Table of Contents

Overview of the Basic Skills Report 2010	1
Listing of Basic Skills Courses Included in the Basic Skills Report 2010.....	2
Placement Levels and Corresponding Outcomes	3
Part I: Placement of Incoming Students (Five-year look: fall terms only).....	5
Subject Placement Trends	7
Subject Placement Trends by Ethnicity	9
Part II: Term Enrollments (Five-year look: fall and spring terms).....	15
Course Enrollments	17
Subject Enrollments by Ethnicity	19
Part III: Term Persistence (fall to spring).....	24
Term Persistence	26
Term Persistence by Gender	27
Term Persistence by Ethnicity	28
Term Persistence by Age.....	29
Part IV: Student Outcomes: Success and Retention (Five-year look: fall and spring terms)	31
Course Retention Rates	33
Subject Retention Rates by Ethnicity.....	37
Course Success Rates.....	41
Subject Success Rates by Ethnicity	45
Part V: Cohort Tracking/Course Taking Patterns.....	50
Success Rates of Students who Placed in English 56, English 51, and Math 95	52
Concluding Remarks.....	54

Overview of the Basic Skills Report 2010

This report on students enrolled in Basic Skills courses provides follow-up and additional information to the Basic Skills Report that was produced in 2009/10. This report is intended for the college Basic Skills Committees, faculty, student support staff, college leaders and managers. The information in the report may be useful for program and services planning and improvement decisions by the colleges. The report contains information on Basic Skills student placement, enrollment, student outcomes (i.e., success, retention) and persistence. New information in this report compares the success of Basic Skills students in Non-Basic Skills courses. The key questions that this report will serve to answer are:

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

Whenever possible, these research questions are examined with respect to ethnicity, as well as longitudinal trends, and benchmarked as a point of reference.

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

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

For the San Diego Community College District this includes English 042, 043, 048 (formerly numbered English 056), and 049 (formerly numbered English 051); Math 034 (formerly numbered Math 032), 038 (formerly numbered Math 035) and 046 (formerly numbered Math 095); and all ESOL courses.

For benchmarking purposes, the college-level reports include five-year averages and may be compared with the All Colleges data. The All Colleges data include Basic Skills course students from all three colleges (City, Mesa and Miramar), and may be used as a point of reference for each college.

Also note that this report uses the SDCCD Information System.

Listing of Basic Skills Courses Included in the Basic Skills Report 2010*

ENGLISH COURSES:

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

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES:

Writing Sequence

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

Reading Sequence

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

Listening/Speaking Sequence

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

MATH COURSES:

- MATH 034: 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 2010 provides data on all courses that are considered Basic Skills during the reporting term of Fall 2010.

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

Note 1: ENGL 48 and 49 (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 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 2005 – Fall 2009. 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 10 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 a placement test placed into a Basic Skills level English course, and another 9% needed English advising or were advised to take the ESOL test due to low scores. In Fall 2005, 335 students placed into Basic Skills, and the number increased by 141% to 809 in Fall 2009. Of those that took a placement test, the proportion placing into transfer level English increased from 30% in Fall 2005 to 36% in Fall 2009.

Of those incoming students who took the ESOL placement test, 42% on average placed into the first level while a relatively small percentage (16%) placed into the highest level. The proportion of students placing into the first level has increased (from 18 in Fall 2005, increasing by 150% to 45 in Fall 2009) while the proportion of students who did not take the ESOL placement test decreased (from 38% in Fall 2005 to 23% in Fall 2009) over the five-year period being reported (Fall 2005-Fall 2009).

On average, 61% of incoming students who took the placement test placed into a Basic Skills level Math course. While this proportion has fluctuated over the five fall terms being reported (2005-2009), the volume of Basic Skills placements has increased by 117% from 364 in Fall 2005 to 791 in Fall 2009. Additionally, on average, a relatively smaller percentage of students placed into Associate level math (16%) or Transfer level math (23%).

A relatively large percentage of incoming students did not take either the English or Math placement test. On average, 34% did not take the English placement test and 35% did not take the math placement test. These percentages have decreased (from 56% to 25% for English and from 56% to 26% for math) over the five fall terms being reported (2005-2009).

White students and Latino students on average made up the largest portion of students who placed into English Basic Skills levels (37% and 26%, respectively). Similarly, more than one third (38%) of those who placed into math Basic Skills levels were White students and approximately one-quarter (27%) were Latino students. In comparison with the percentages for All Colleges, Whites were overrepresented while Latinos were underrepresented in the Basic Skills student population at Mesa (All Colleges English Basic Skills: 30% for White students and 33% for Latino students; All Colleges math Basic Skills: 30% for White students and 34% for Latino students).

Mesa College Placement of Incoming Freshmen by Subject
Fall Terms Only: 2005 – 2009

Figure 1. English Placement Trends (Fall terms)

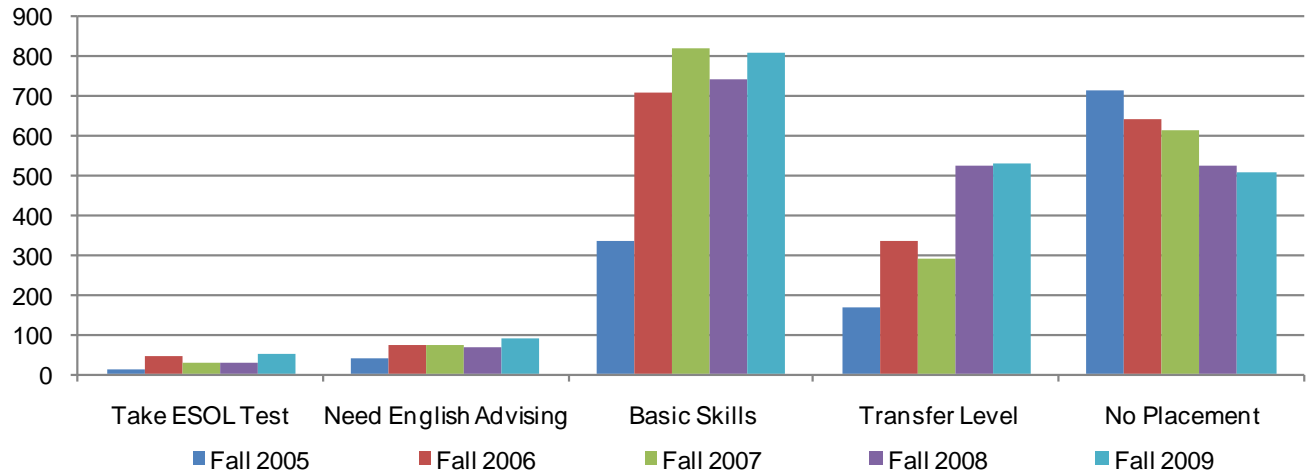


Figure 2. ESOL Placement Trends (Fall terms)

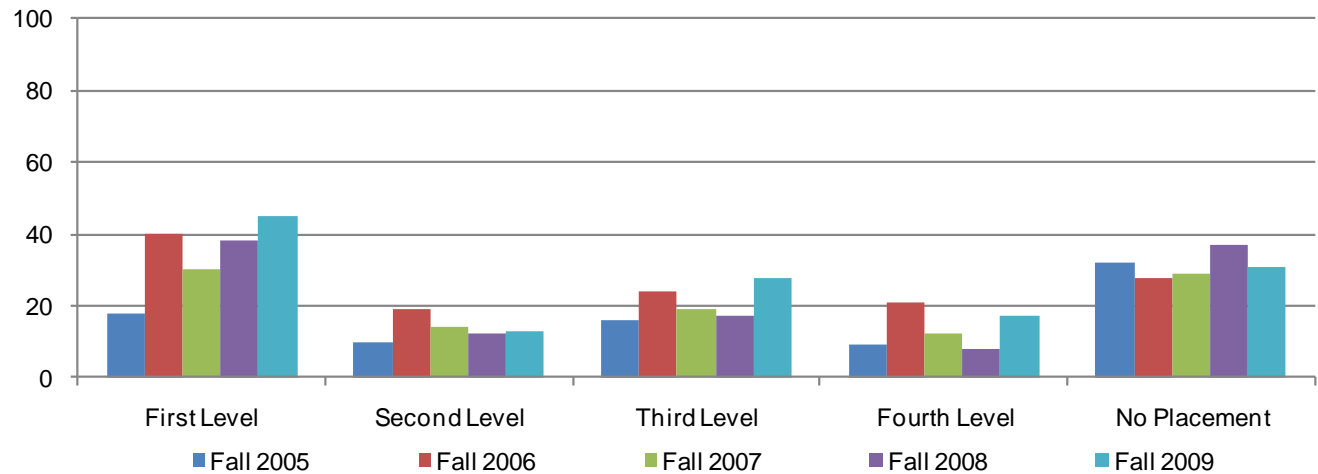
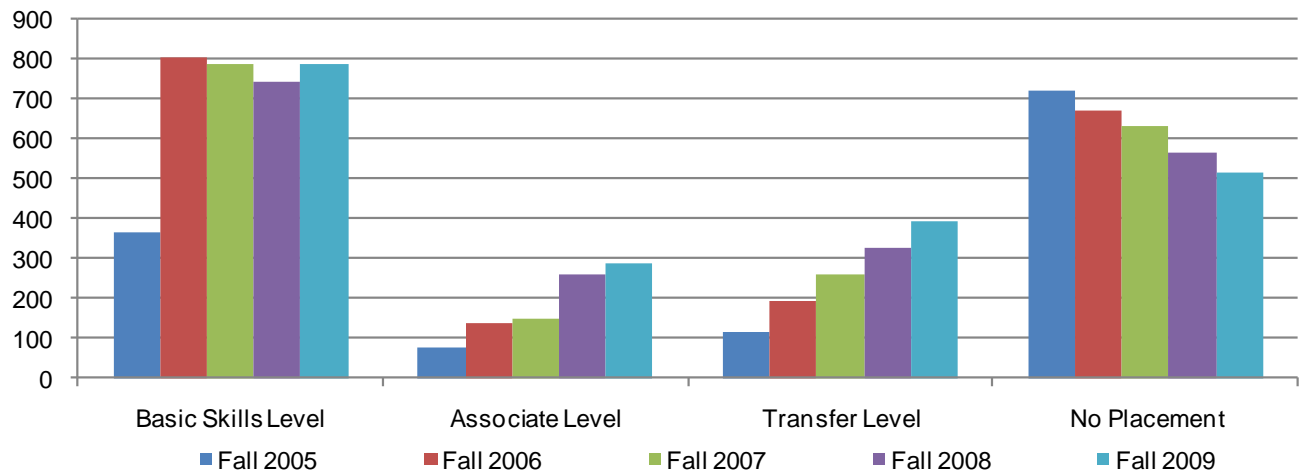


Figure 3. Math Placement Trends (Fall terms)



Mesa College Basic Skills Report 2010

Mesa College Placement of Incoming Freshmen by Subject
Fall Terms Only: 2005 – 2009

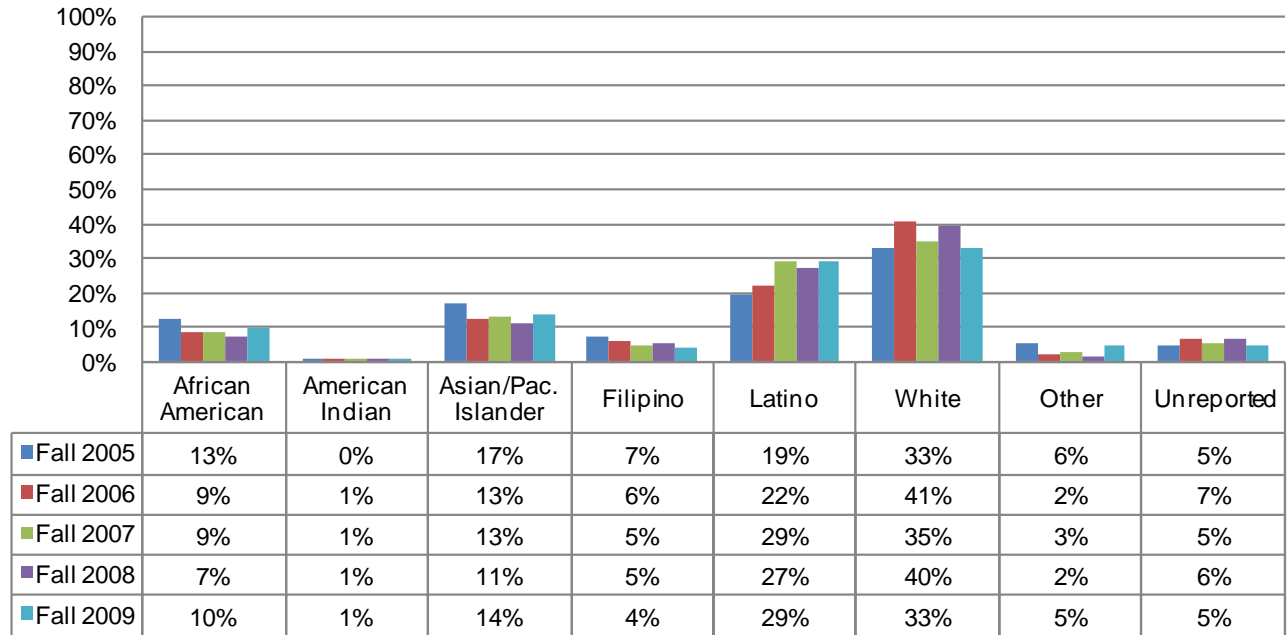
Table 1. Placement Levels for Incoming Freshmen (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
English	Take ESOL Test	15	1%	45	2%	31	2%	30	2%	55	3%	176	2%
	Need English Advising	43	3%	77	4%	75	4%	69	4%	91	5%	355	4%
	Basic Skills Level	335	26%	711	39%	821	45%	745	39%	809	41%	3,421	39%
	Transfer Level	169	13%	336	19%	294	16%	524	28%	531	27%	1,854	21%
	No Placement	716	56%	642	35%	618	34%	528	28%	507	25%	3,011	34%
	Total	1,278	100%	1,811	100%	1,839	100%	1,896	100%	1,993	100%	8,817	100%
ESOL	First Level	18	21%	40	30%	30	29%	38	34%	45	34%	171	30%
	Second Level	10	12%	19	14%	14	13%	12	11%	13	10%	68	12%
	Third Level	16	19%	24	18%	19	18%	17	15%	28	21%	104	18%
	Fourth Level	9	11%	21	16%	12	12%	8	7%	17	13%	67	12%
	No Placement	32	38%	28	21%	29	28%	37	33%	31	23%	157	28%
	Total	85	100%	132	100%	104	100%	112	100%	134	100%	567	100%
Math	Basic Skills Level	364	28%	806	45%	790	43%	744	39%	791	40%	3,495	40%
	Associate Level	75	6%	140	8%	151	8%	258	14%	290	15%	914	10%
	Transfer Level	118	9%	195	11%	263	14%	326	17%	396	20%	1,298	15%
	No Placement	721	56%	670	37%	635	35%	568	30%	516	26%	3,110	35%
	Total	1,278	100%	1,811	100%	1,839	100%	1,896	100%	1,993	100%	8,817	100%

Source: SDCCD Information System

Mesa College English Basic Skills Placement Levels by Ethnicity
Fall Terms Only: 2005 – 2009

Figure 4. English Basic Skills Placement by Ethnicity (Fall terms)



Mesa College ESOL Basic Skills Placement Levels by Ethnicity
Fall Terms Only: 2005 – 2009

Figure 5. ESOL First Level Placement by Ethnicity (Fall terms)

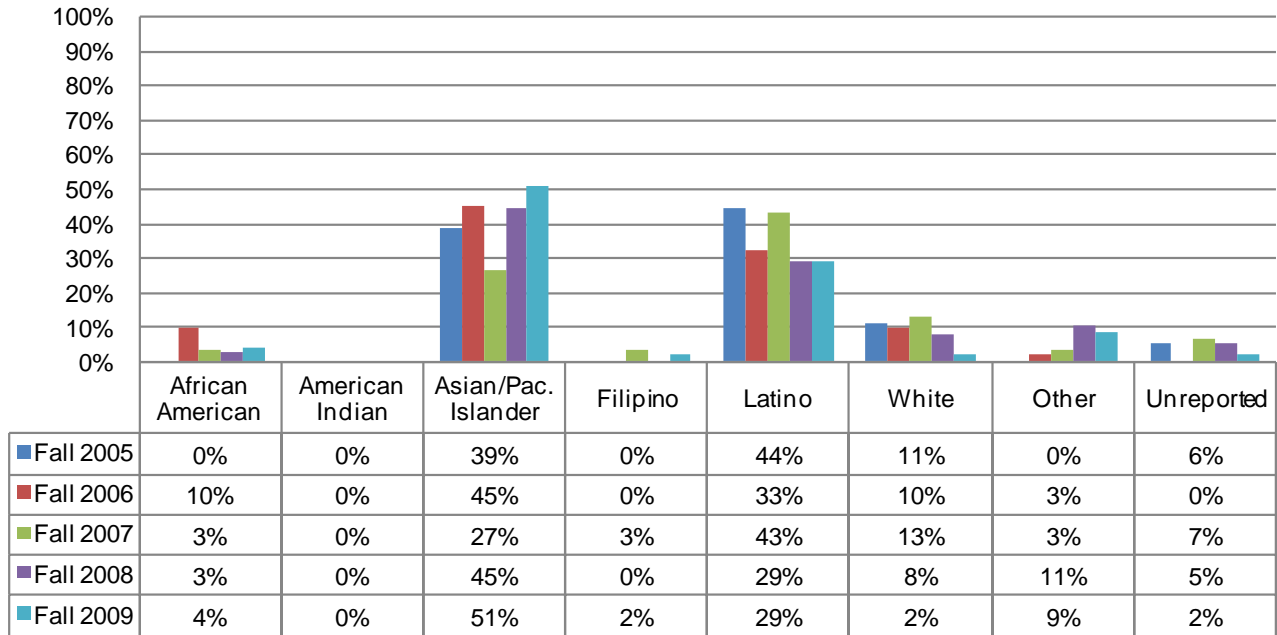


Figure 6. ESOL Second Level Placement by Ethnicity (Fall terms)

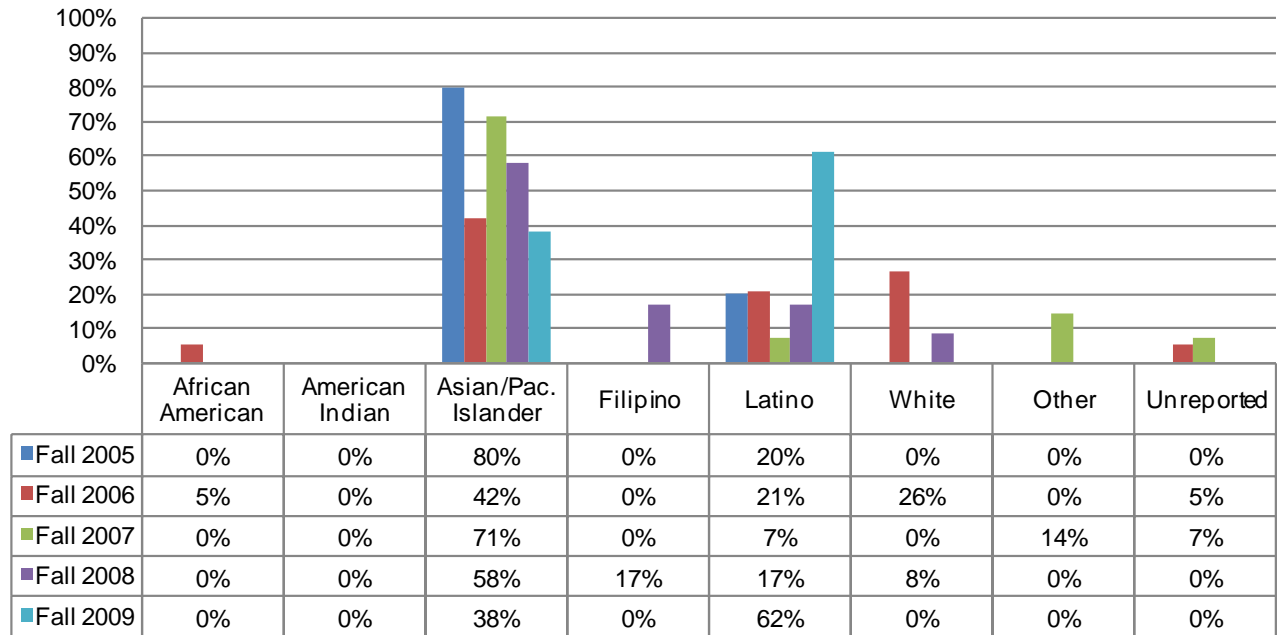


Figure 7. ESOL Third Level Placement by Ethnicity (Fall terms)

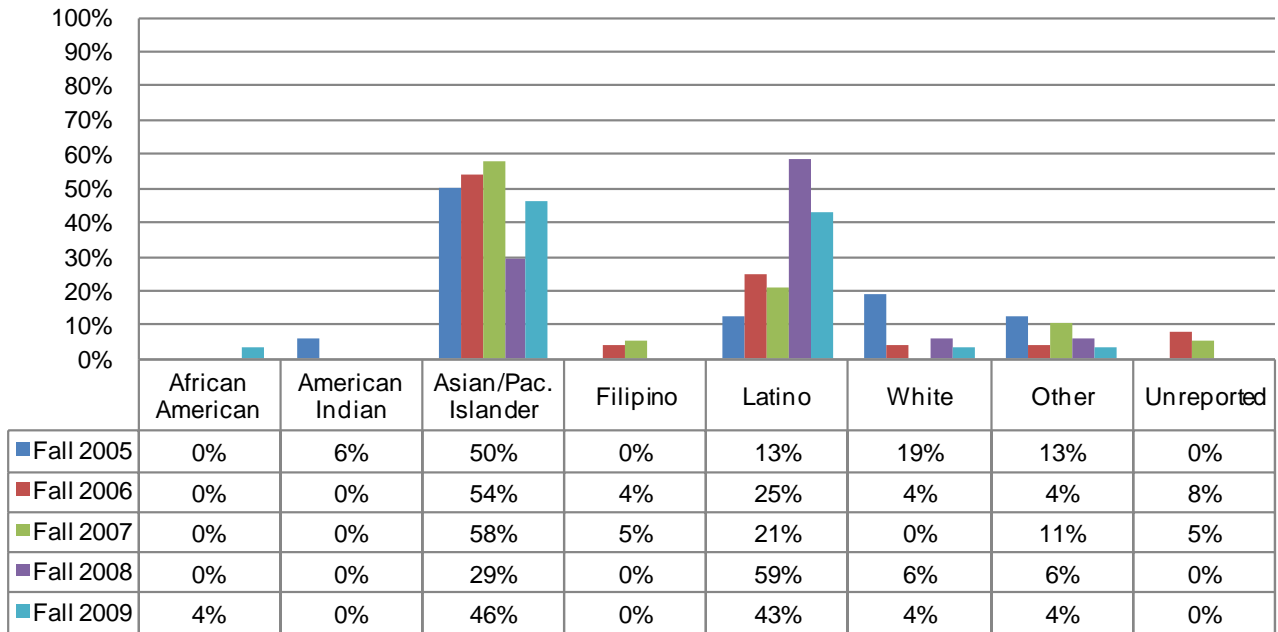


Figure 8. ESOL Fourth Level Placement by Ethnicity (Fall terms)

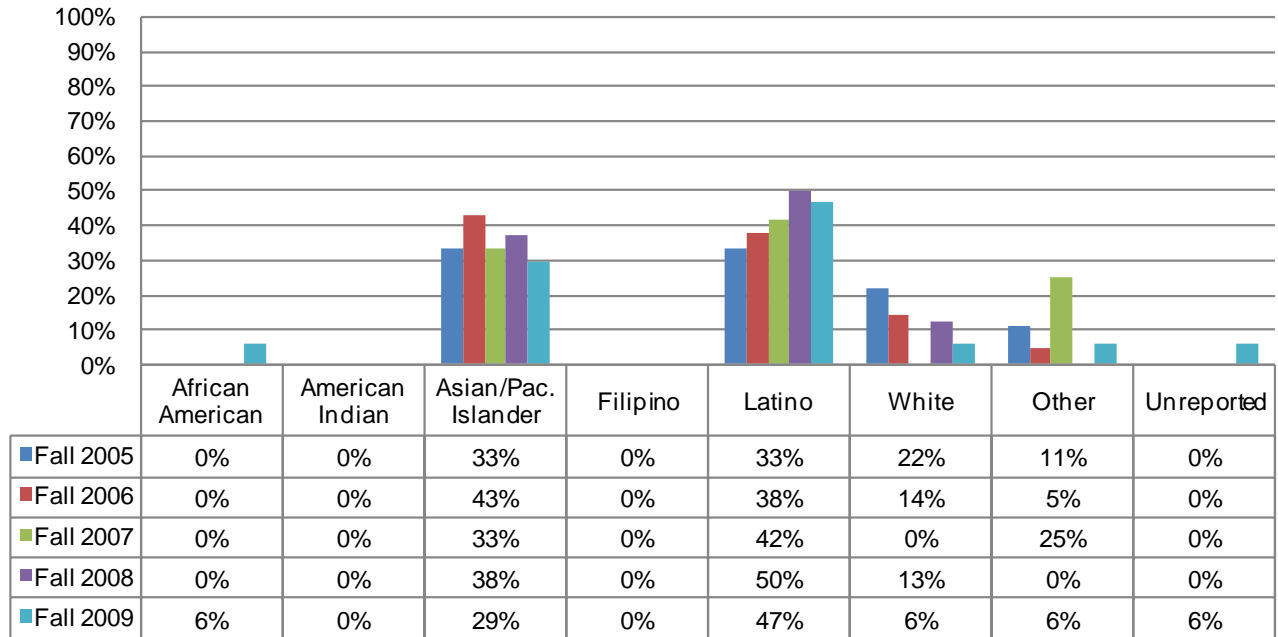
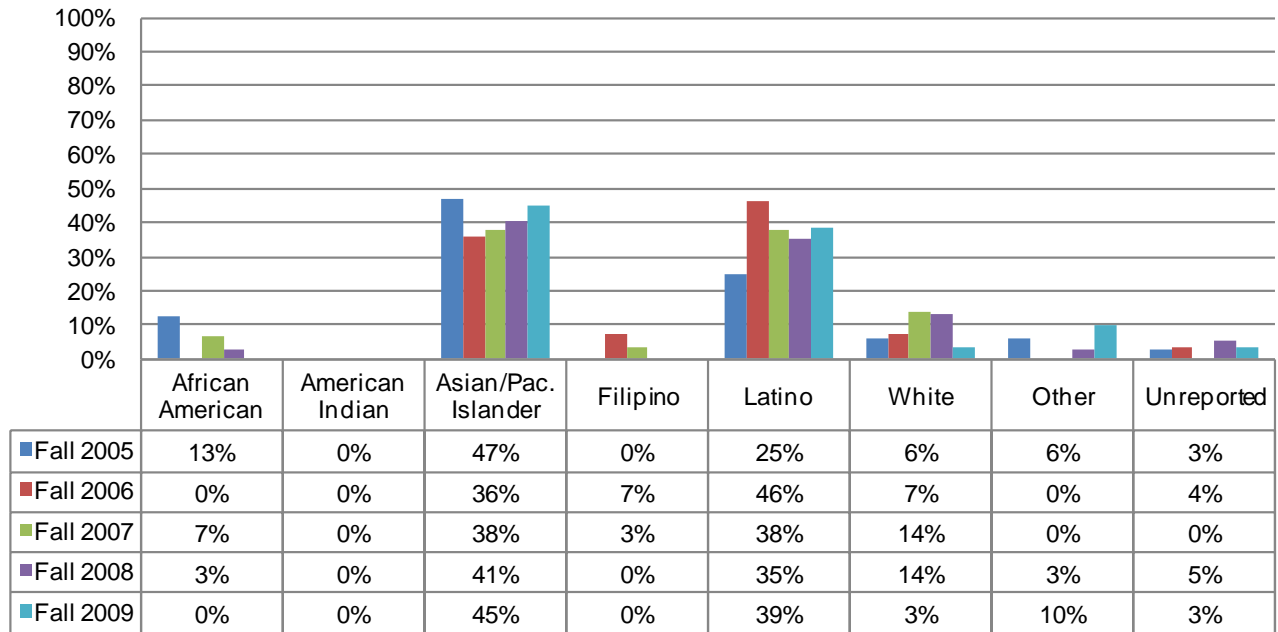
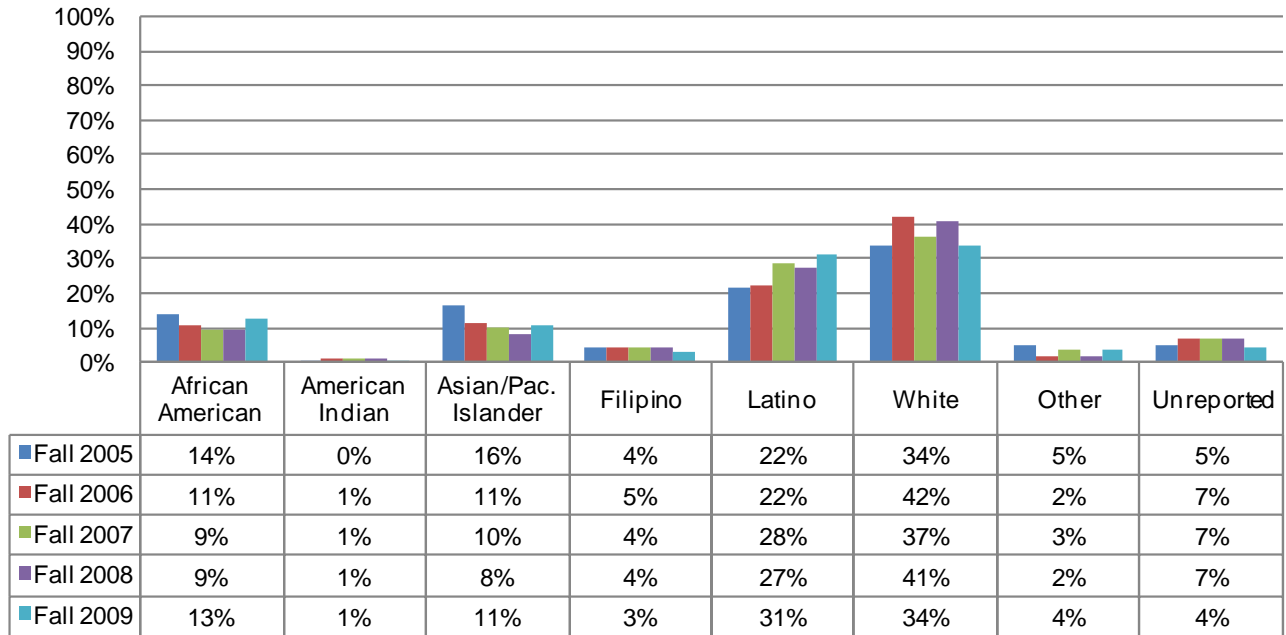


Figure 9. ESOL No Assessment by Ethnicity (Fall terms)



Mesa College Math Basic Skills Placement Levels by Ethnicity
Fall Terms Only: 2005 – 2009

Figure 10. Math Basic Skills Placement by Ethnicity (Fall terms)



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 2005 through Spring 2010. 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 11 through 16).

Summary of Findings

For fall and spring terms combined, on average, half of the English Basic Skills enrollments, were in English 049 (48%), approximately one-quarter were in English 048 (24%), and the remaining one-quarter were in English 042 or 043 (28%). English 042 enrollments have seen a 60% increase from academic year Fall 2005/Spring 2006 to Fall 2009/Spring 2010.

The greatest percentage of ESOL enrollments were in the ESOL 30 series (42% on average in the fall semesters and 49% in the spring semesters). ESOL enrollments have fluctuated over the five-year period from academic year Fall 2005/Spring 2006 to Fall 2009/Spring 2010.

The majority of math Basic Skills enrollments, on average, were in Math 046 (64% in fall and 61% in spring semesters). Math 034 has seen the greatest increase in enrollment between 2005 and 2010 (increased by 42% in fall and 143% in spring).

Looking at averages for the fall and spring terms combined of the five most recent years of data, approximately 29% of English Basic Skills students were White, one-quarter were Latino (27%), and 22% were Asian/Pacific Islander. White and Asian/Pacific Islander students were overrepresented, and Latino students were underrepresented in English Basic Skills at Mesa compared to the All Colleges percentages (22% White, 16% Asian/Pacific Islander, and 33% Latino).

On average over the past five years, for fall and spring terms combined, 39% of math Basic Skills students were White students, one-quarter were Latino (26%), and one-tenth were Asian/Pacific-Islander (10%). White and Asian/Pacific Islander students were overrepresented, and Latino students were underrepresented in math Basic Skills at Mesa compared to the All Colleges percentages (30% White, 8% Asian/Pacific Islander, and 32% Latino).

Mesa College Basic Skills Report 2010

Mesa College Basic Skills Course Enrollments Fall Terms: 2005 – 2009

Table 2. English Basic Skills Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
English	ENGL 042	67	5%	127	8%	158	9%	193	12%	163	11%	708	9%
	ENGL 043	227	16%	299	18%	318	18%	269	16%	253	17%	1,366	17%
	ENGL 048	368	26%	388	24%	466	27%	404	25%	384	25%	2,010	25%
	ENGL 049	771	54%	804	50%	811	46%	769	47%	706	47%	3,861	49%
	Total	1,433	100%	1,618	100%	1,753	100%	1,635	100%	1,506	100%	7,945	100%

Source: SDCCD Information System

Table 3. ESOL Writing Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
ESOL	ESOL 019	43	23%	35	17%	39	20%	47	27%	41	25%	205	22%
	ESOL 020	42	23%	51	24%	46	24%	43	24%	41	25%	223	24%
	ESOL 030	69	37%	63	30%	62	32%	46	26%	42	26%	282	30%
	ESOL 040	31	17%	61	29%	45	23%	41	23%	40	24%	218	23%
	Total	185	100%	210	100%	192	100%	177	100%	164	100%	928	100%

Source: SDCCD Information System

Table 4. ESOL Reading Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
ESOL	ESOL 019	43	27%	35	18%	39	22%	47	27%	41	23%	205	23%
	ESOL 021	34	21%	46	23%	46	25%	36	21%	48	27%	210	24%
	ESOL 031	53	33%	58	29%	51	28%	51	29%	47	27%	260	29%
	ESOL 040	31	19%	61	31%	45	25%	41	23%	40	23%	218	24%
	Total	161	100%	200	100%	181	100%	175	100%	176	100%	893	100%

Source: SDCCD Information System

Table 5. ESOL Listening/Speaking Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
ESOL	ESOL 019	43	42%	35	31%	39	33%	47	36%	41	32%	205	35%
	ESOL 022	18	17%	35	31%	40	34%	38	29%	42	33%	173	29%
	ESOL 032	42	41%	44	39%	40	34%	44	34%	44	35%	214	36%
	Total	103	100%	114	100%	119	100%	129	100%	127	100%	592	100%

Source: SDCCD Information System

Table 6. Math Basic Skills Course Enrollments (Fall terms)

		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5-Year Total/Average	
Math	Math 034A	77	5%	69	4%	108	6%	105	6%	109	7%	468	6%
	Math 038	462	29%	536	32%	534	32%	499	30%	489	30%	2,520	31%
	Math 046	1,074	67%	1,077	64%	1,030	62%	1,037	63%	1,056	64%	5,274	64%
	Total	1,613	100%	1,682	100%	1,672	100%	1,641	100%	1,654	100%	8,262	100%

Source: SDCCD Information System

Mesa College Basic Skills Report 2010

Mesa College Basic Skills Course Enrollments Spring Terms: 2006 – 2010

Table 7. English Basic Skills Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
English	ENGL 042	141	10%	123	8%	173	10%	192	11%	169	11%	798	10%
	ENGL 043	357	25%	231	16%	286	16%	302	18%	282	18%	1,458	18%
	ENGL 048	350	24%	400	27%	352	20%	369	22%	395	25%	1,866	24%
	ENGL 049	593	41%	724	49%	923	53%	808	48%	719	46%	3,767	48%
	Total	1,441	100%	1,478	100%	1,734	100%	1,671	100%	1,565	100%	7,889	100%

Source: SDCCD Information System

Table 8. ESOL Writing Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
ESOL	ESOL 019	42	22%	40	20%	41	24%	46	26%	39	25%	208	23%
	ESOL 020	32	16%	50	25%	43	25%	43	24%	40	25%	208	23%
	ESOL 030	59	30%	47	24%	42	25%	46	26%	40	25%	234	26%
	ESOL 040	61	31%	63	32%	43	25%	43	24%	40	25%	250	28%
	Total	194	100%	200	100%	169	100%	178	100%	159	100%	900	100%

Source: SDCCD Information System

Table 9. ESOL Reading Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
ESOL	ESOL 019	42	15%	40	15%	41	19%	46	21%	39	18%	208	18%
	ESOL 021	37	13%	48	18%	50	24%	42	19%	37	17%	214	18%
	ESOL 031	135	49%	111	42%	78	37%	87	40%	98	46%	509	43%
	ESOL 040	61	22%	63	24%	43	20%	43	20%	40	19%	250	21%
	Total	275	100%	262	100%	212	100%	218	100%	214	100%	1,181	100%

Source: SDCCD Information System

Table 10. ESOL Listening/Speaking Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
ESOL	ESOL 019	42	27%	40	27%	41	28%	46	33%	39	30%	208	29%
	ESOL 022	38	24%	35	24%	43	30%	44	32%	44	34%	204	28%
	ESOL 032	78	49%	73	49%	61	42%	49	35%	48	37%	309	43%
	Total	158	100%	148	100%	145	100%	139	100%	131	100%	721	100%

Source: SDCCD Information System

Table 11. Math Basic Skills Course Enrollments (Spring terms)

		Spring 2006		Spring 2007		Spring 2008		Spring 2009		Spring 2010		5-Year Total/Average	
Math	Math 034	49	3%	57	4%	78	5%	107	7%	119	8%	410	6%
	Math 038	497	34%	479	33%	478	34%	577	37%	467	30%	2,498	34%
	Math 046	928	63%	895	63%	865	61%	860	56%	985	63%	4,533	61%
	Total	1,474	100%	1,431	100%	1,421	100%	1,544	100%	1,571	100%	7,441	100%

Source: SDCCD Information System

Mesa College Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2005 – 2009

Figure 11. English Basic Skills Course Enrollments by Ethnicity (Fall terms)

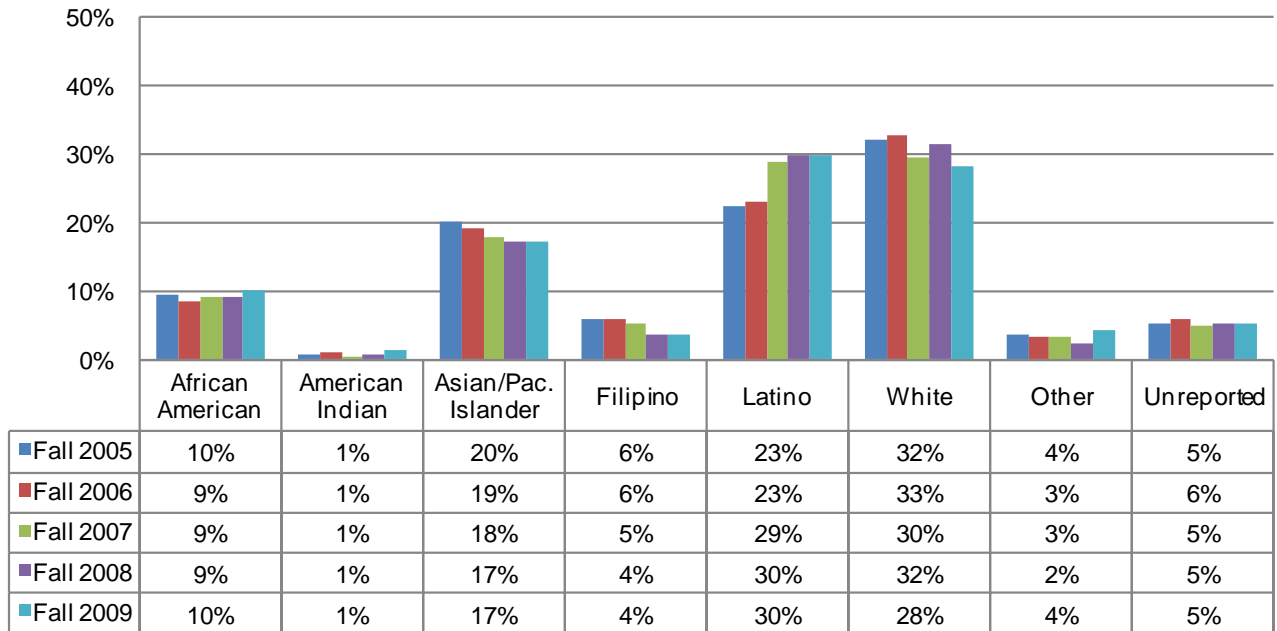


Figure 12. ESOL Course Enrollments by Ethnicity (Fall terms)

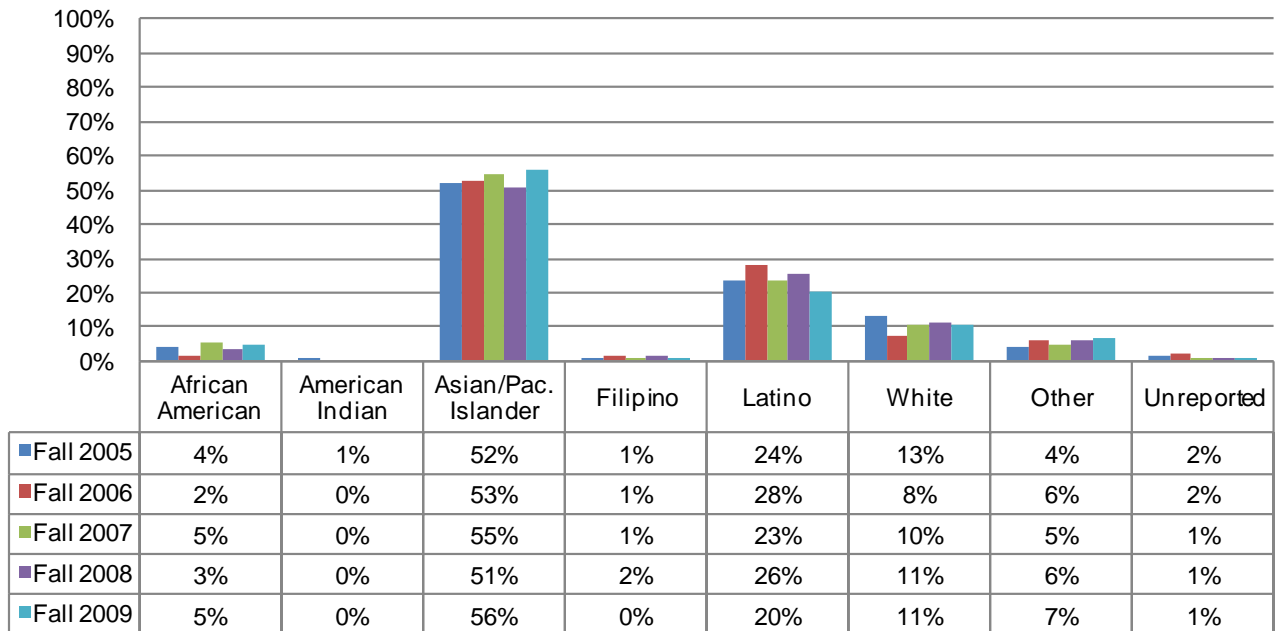
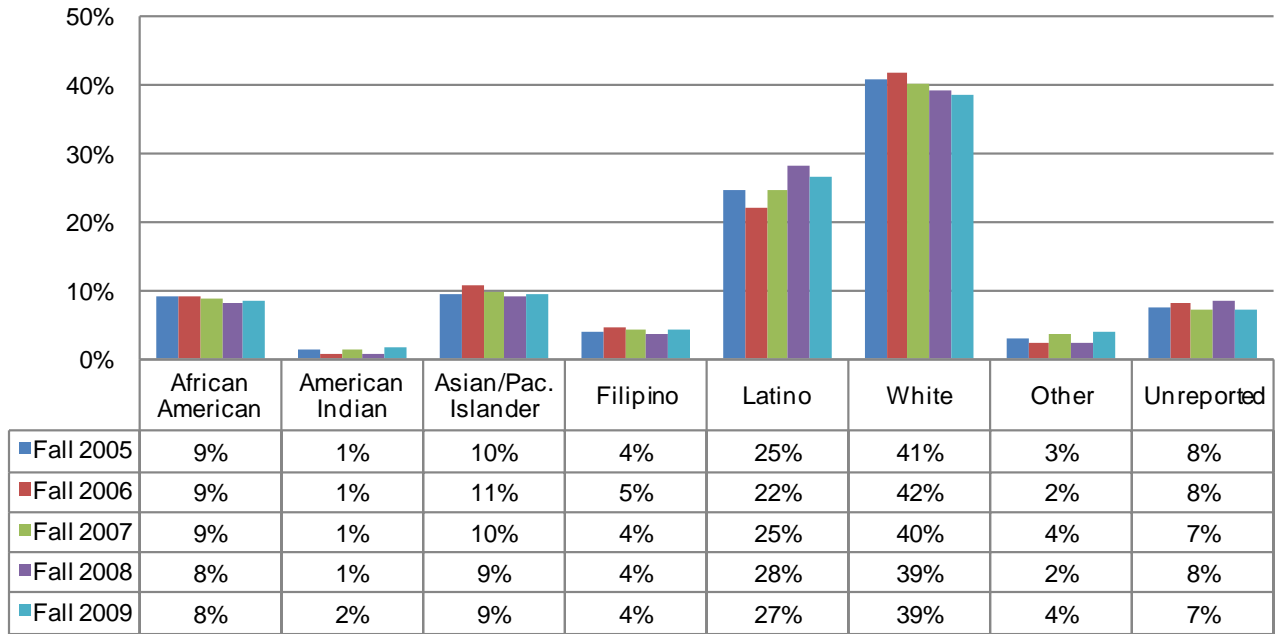


Figure 13. Math Basic Skills Course Enrollments by Ethnicity (Fall terms)



Mesa College Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2006 – 2010

Figure 14. English Basic Skills Course Enrollments by Ethnicity (Spring terms)

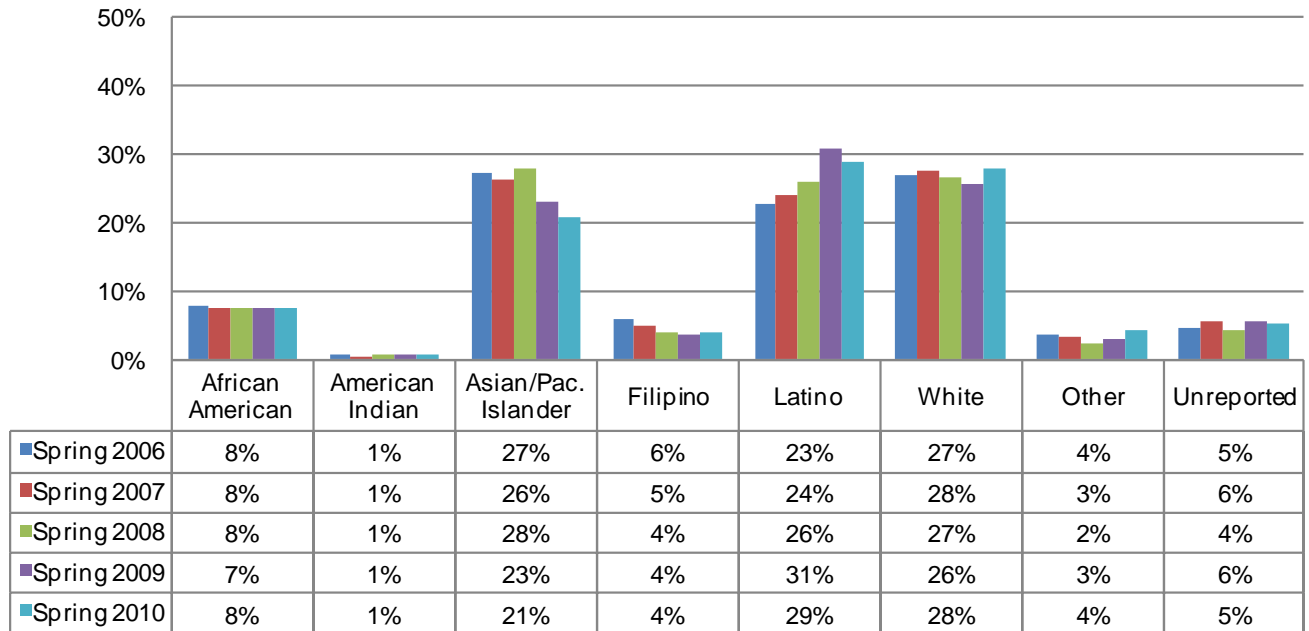


Figure 15. ESOL Course Enrollments by Ethnicity (Spring terms)

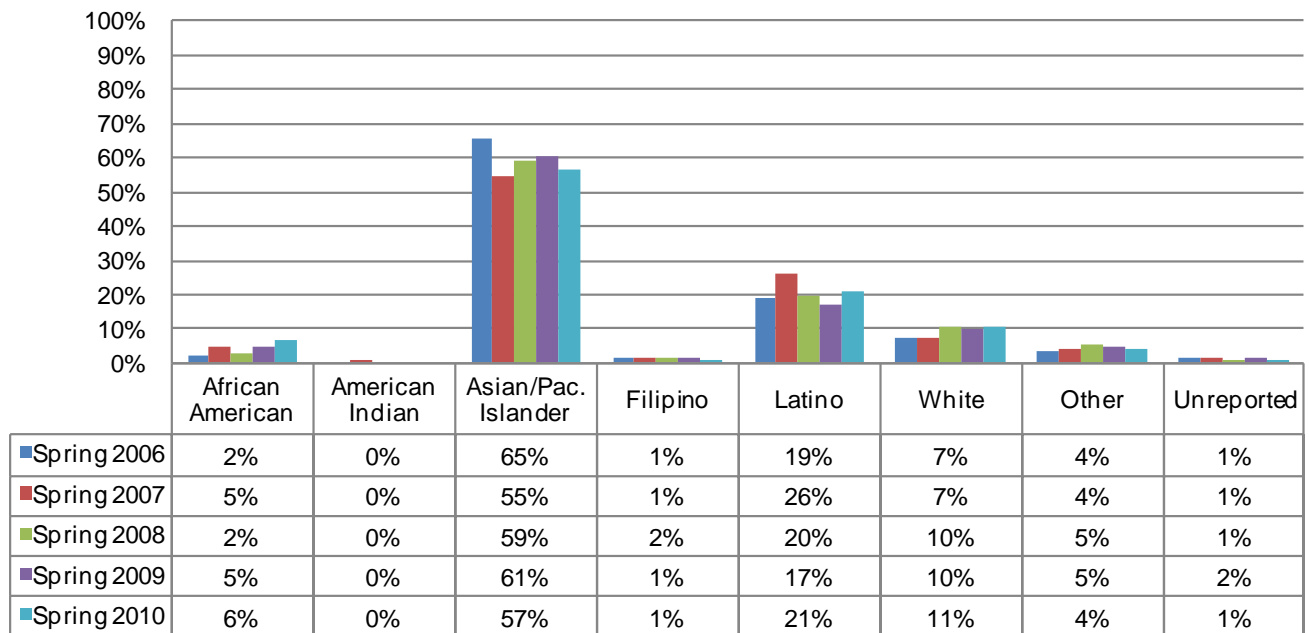
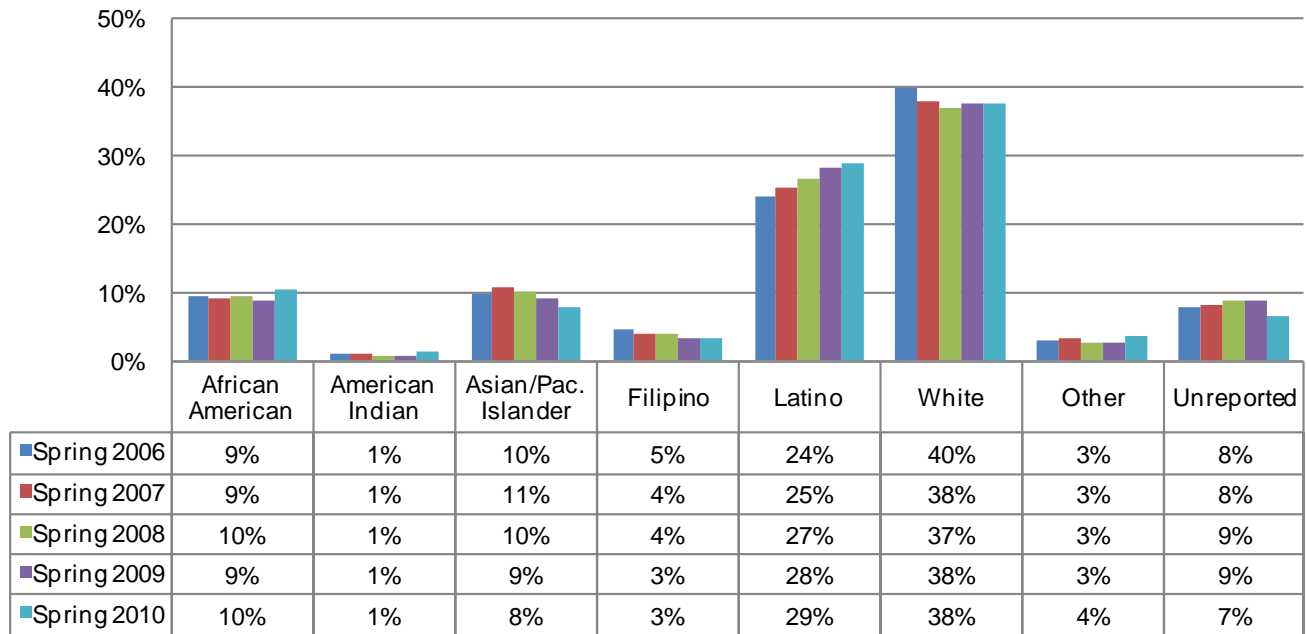


Figure 16. Math Basic Skills Course Enrollments by Ethnicity (Spring terms)



Persistence

Part III: Term Persistence

This section of the report looks at the term persistence rates of Basic Skills students during the five most recent fall terms for which data are available: Fall 2005 – Fall 2009. Term persistence rates are displayed both graphically (see Figure 17) and in tabular form (see Table 12). Term persistence is also separated by gender, ethnicity, and age (see Figures 18-20 and Tables 13-15).

TERMS AND DEFINITIONS:

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

Summary of Findings

On average, 73% of the students in the Basic Skills courses who were enrolled in a fall term as of first census, persisted to the spring term. This was lower than the district-wide trend which was 75% on average for students in all three colleges' Basic Skills courses.

Female students and male students on average had equal persistence rates (73% for each). District-wide, female students (75%) had a slightly higher persistence rate on average than did male students (74%).

The persistence rates ranged from the minimum of 64% (American Indian students in Fall 2005) to a maximum of 78% (Asian / Pacific Islander students in Fall 2005), followed by a persistence rate of 77% (African-American students in Fall 2008 and White students in Fall 2009). However, discretion should be exercised when comparing figures for American Indian students as these rates are based on very small numbers.

Students with the highest persistence rates on average were students under 18 and between 18-24 years old (90% and 75% respectively). This was consistent with the district-wide trend, although slightly lower district-wide (72% under 18 and 77% 18-24).

Mesa College Term Persistence
Fall Terms: 2005 – 2009

Figure 17. Basic Skills Term Persistence

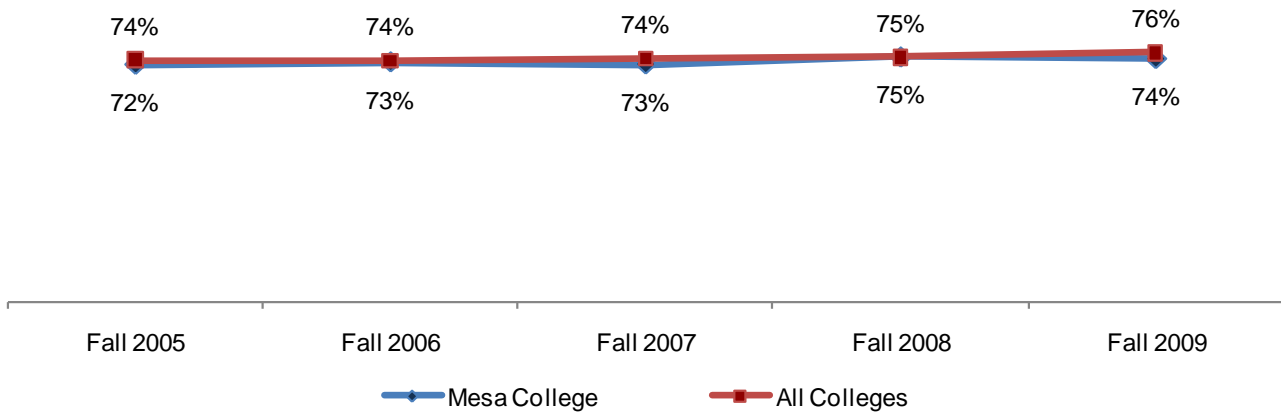


Table 12. Basic Skills Term Persistence

	Fall	Spring	Persistence	All Colleges Rate Fall to Spring
Fall 2005	2,070	1,499	72%	74%
Fall 2006	2,215	1,622	73%	74%
Fall 2007	2,251	1,633	73%	74%
Fall 2008	2,261	1,692	75%	75%
Fall 2009	2,266	1,684	74%	76%
Average			73%	75%

Source: SDCCD Information System

Mesa College Term Persistence by Gender
Fall Terms: 2005 – 2009

Figure 18. Basic Skills Term Persistence by Gender

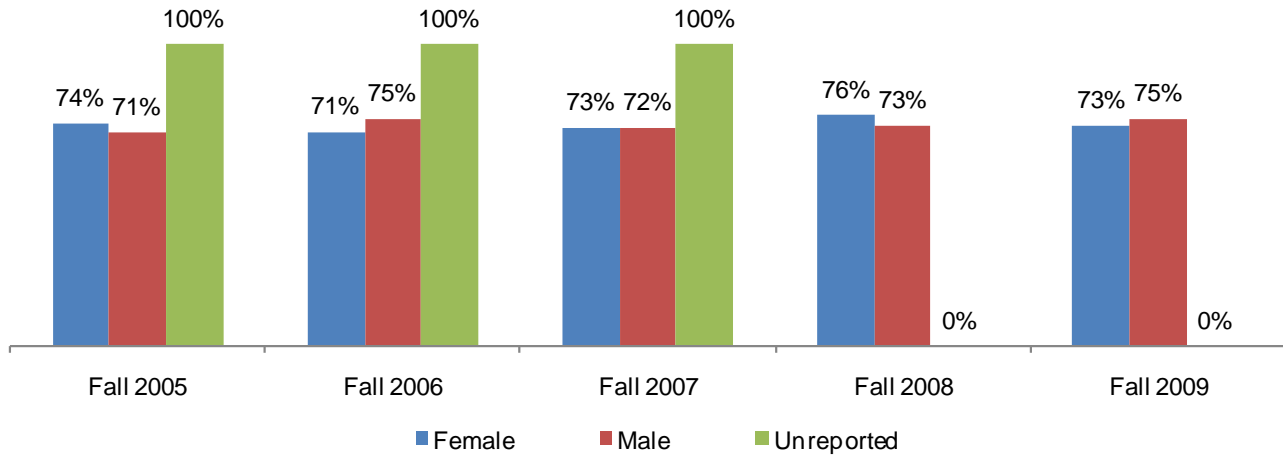


Table 13. Basic Skills Term Persistence by Gender

	Female			Male			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	1,116	823	74%	952	674	71%	2	2	100%
Fall 2006	1,140	812	71%	1,073	808	75%	2	2	100%
Fall 2007	1,151	836	73%	1,099	796	72%	1	1	100%
Fall 2008	1,153	882	76%	1,108	810	73%	0	0	---
Fall 2009	1,148	841	73%	1,117	843	75%	1	0	0%
Average			73%			73%			83%

Source: SDCCD Information System

Mesa College Basic Skills Report 2010

Mesa College Term Persistence by Ethnicity Fall Terms: 2005 – 2009

Figure 19. Basic Skills Term Persistence by Ethnicity

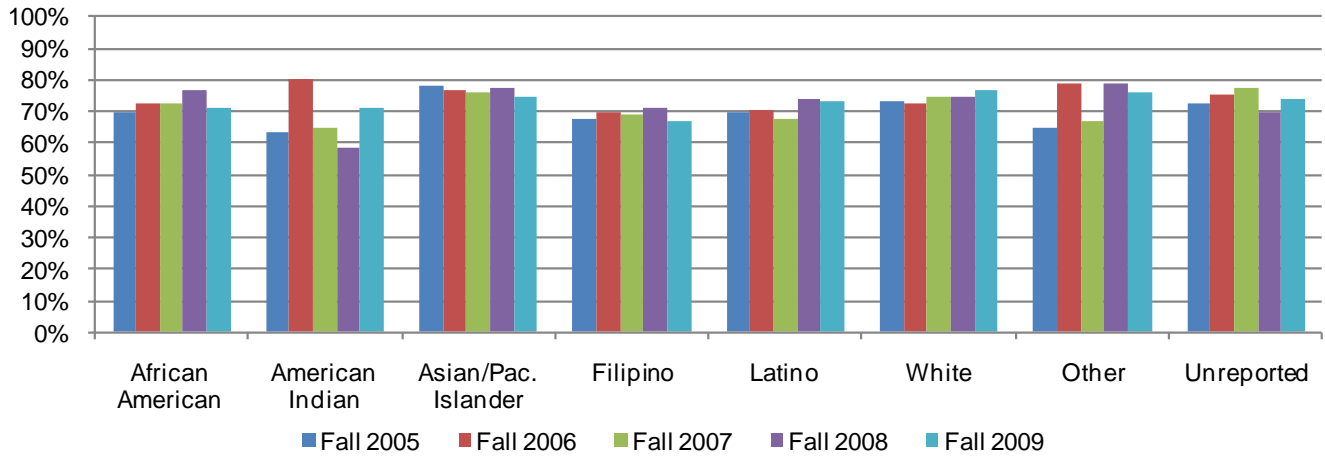


Table 14. Basic Skills Term Persistence by Ethnicity

	African American			American Indian			Asian/Pac. Islander			Filipino		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	168	117	70%	22	14	64%	383	300	78%	87	59	68%
Fall 2006	169	122	72%	20	16	80%	423	326	77%	113	79	70%
Fall 2007	184	133	72%	20	13	65%	412	314	76%	100	69	69%
Fall 2008	177	136	77%	12	7	58%	381	295	77%	77	55	71%
Fall 2009	195	139	71%	28	20	71%	395	295	75%	84	56	67%
Average			72%			69%			77%			69%

	Latino			White			Other			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	475	330	69%	738	542	73%	71	46	65%	126	91	72%
Fall 2006	517	365	71%	762	553	73%	61	48	79%	150	113	75%
Fall 2007	575	388	67%	762	570	75%	73	49	67%	125	97	78%
Fall 2008	631	468	74%	765	573	75%	61	48	79%	157	110	70%
Fall 2009	590	431	73%	743	570	77%	97	74	76%	134	99	74%
Average			71%			74%			73%			74%

Source: SDCCD Information System

Mesa College Basic Skills Report 2010

Mesa College Term Persistence by Age Fall Terms: 2005 – 2009

Figure 20. Basic Skills Term Persistence by Age

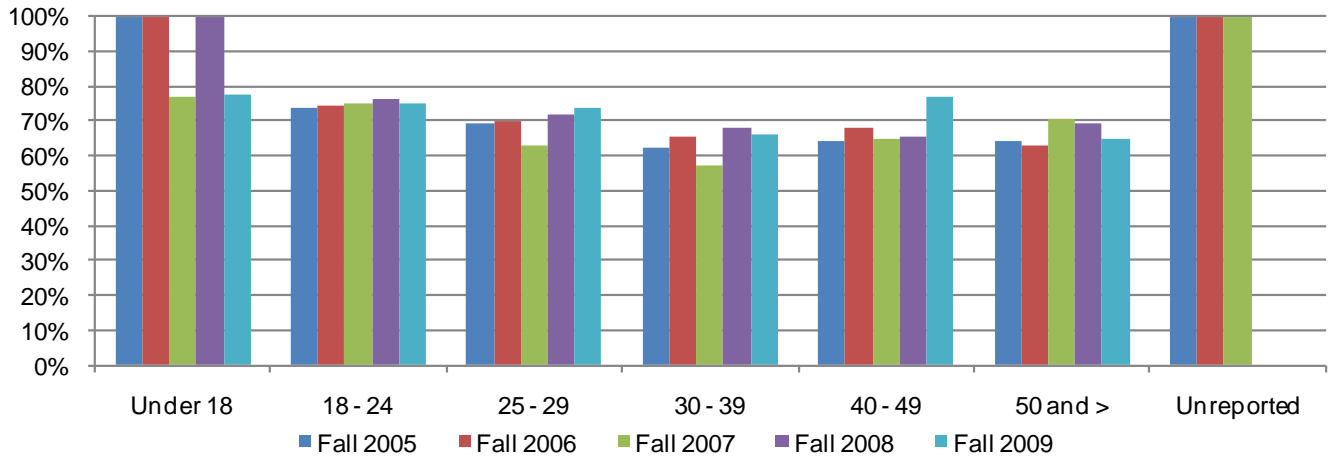


Table 15. Basic Skills Term Persistence by Age

	Under 18			18 - 24			25 - 29			30 - 39		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	8	8	100%	1,637	1,209	74%	203	141	69%	133	83	62%
Fall 2006	7	7	100%	1,768	1,314	74%	229	161	70%	130	85	65%
Fall 2007	13	10	77%	1,806	1,355	75%	228	144	63%	121	69	57%
Fall 2008	11	11	100%	1,761	1,340	76%	233	168	72%	169	115	68%
Fall 2009	9	7	78%	1,658	1,249	75%	300	222	74%	175	116	66%
Average			90%			75%			70%			64%

	40 - 49			50 and >			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2005	62	40	65%	25	16	64%	2	2	100%
Fall 2006	60	41	68%	19	12	63%	2	2	100%
Fall 2007	65	42	65%	17	12	71%	1	1	100%
Fall 2008	61	40	66%	26	18	69%	0	0	---
Fall 2009	78	60	77%	46	30	65%	0	0	---
Average			68%			66%			100%

Source: SDCCD Information System

Student Outcomes

Part IV: 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 2005 through Spring 2010. 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 21 through 25 for fall terms and Figures 26 through 30 for spring terms). Five-year trends in retention rates are also displayed for each subject by ethnicity (see Figures 31 through 33 for fall terms and Figures 34 through 36 for spring terms). Similarly, five-year trends in success rates are demonstrated for each course (see Figures 37 through 41 for fall terms and Figures 42 through 46 for spring terms), as well as for each subject by ethnicity (see Figures 47 through 49 for fall terms and Figures 50 through 52 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 official 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 P and denominator = Total number of valid enrollments as of official census.

Summary of Findings

Over the five years, retention rates increased for all English courses except English 042, which decreased over fall terms and remained the same over the spring terms. Success rates also increased for all English courses during the same five-year time period, fall-to-fall and spring-to-spring, except for English 042 which decreased for both fall and spring terms and English 043 which decreased over the spring terms. This overall trend of increased retention and success rates was consistent with the All Colleges retention and success data.

Over the five-year period, English Basic Skills retention and success rates increased for all ethnic groups over both fall and spring terms. The two exceptions to this trend were the slight decrease in retention and success for Filipino students over the fall terms only and the decrease in retention for American Indian students over fall terms only. Spring retention rates increased 18% over the five-year period for African American students. For fall terms, the greatest five-year gains in success rates were seen for African-American students and Latino students (11% and 9%, respectively). Over the spring terms, success rates for African-American students increased 21%. These trends differ from those seen in the All Colleges data.

Retention rates for ESOL 019 increased over the five fall terms and five spring terms, while success rates for ESOL 019 decreased over the five fall terms and increased over the five spring terms. Both retention rates and success rates for ESOL 040 decreased over the five fall terms and increased over the five spring terms. Over the five fall terms, both retention rates and success rates increased or remained level for the 20- and 30-series ESOL courses in Writing and Listening/Speaking yet decreased for Reading with the exception of increased retention for ESOL 021 (Reading). Over the five spring terms, both retention rates and success rates increased for all 20-series courses and decreased for all 30-series courses with the exception of a slight decrease in retention for ESOL 020. These trends differ from those seen in the All Colleges data.

No clear five-year trends emerged based on ethnicity for ESOL subject outcomes as the ethnic composition of ESOL enrollments was not proportionate.

For Math 034, fall retention rates increased slightly, while spring retention rates and both fall and spring success rates decreased. For Math 038, fall retention rates and success rates increased while spring retention rates and success rates decreased. For Math 046, both fall and spring retention rates and success rates increased over the five-year period. These trends differ from those seen in the All Colleges data.

For Math Basic Skills, retention rates were lowest among African-American students initially but then increased 14% during fall terms and 8% during spring terms over the five-year period. The greatest gains in math success rates were seen among Latino students (14% over fall terms). The overall trend of increased retention and success in Math Basic Skills for African-American and Latino students is also seen in the All Colleges data.

Mesa College Basic Skills Course Retention Rates
Fall Terms: 2005 – 2009

Figure 21. English Basic Skills Course Retention Rates (Fall terms)

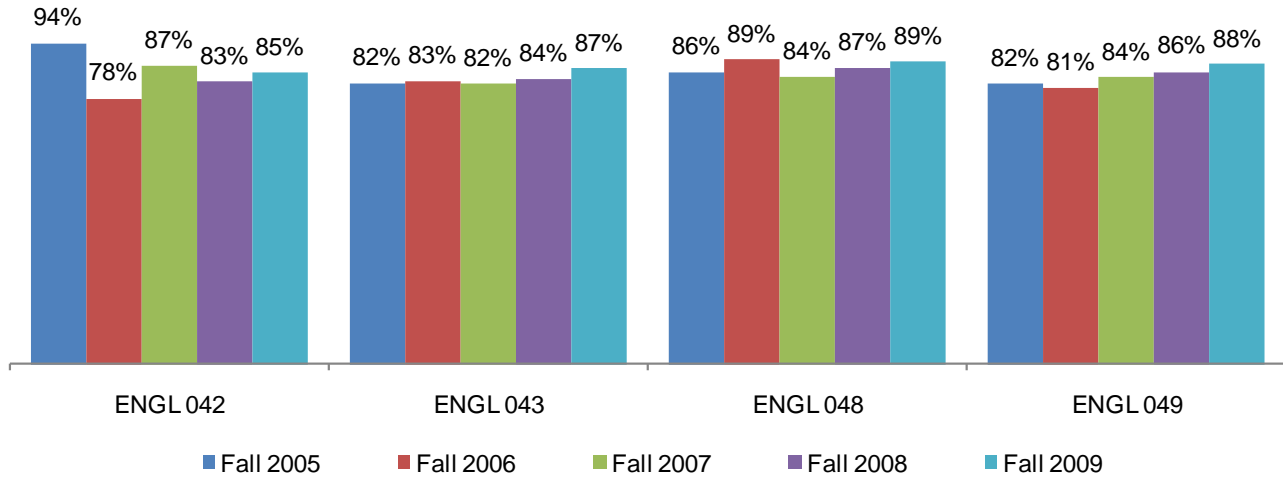


Figure 22. ESOL Writing Course Retention Rates (Fall terms)

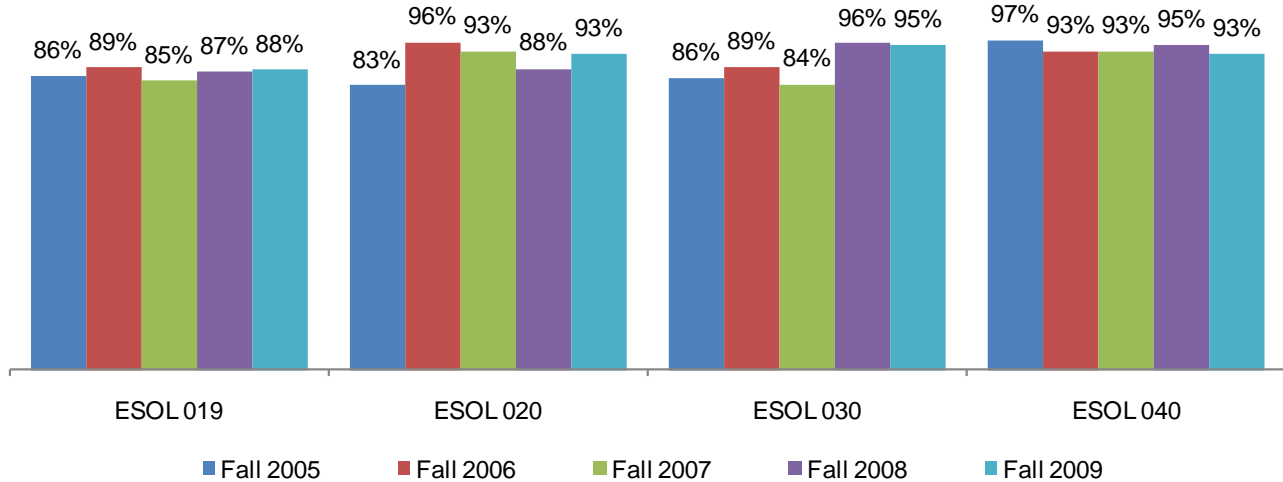


Figure 23. ESOL Reading Course Retention Rates (Fall terms)

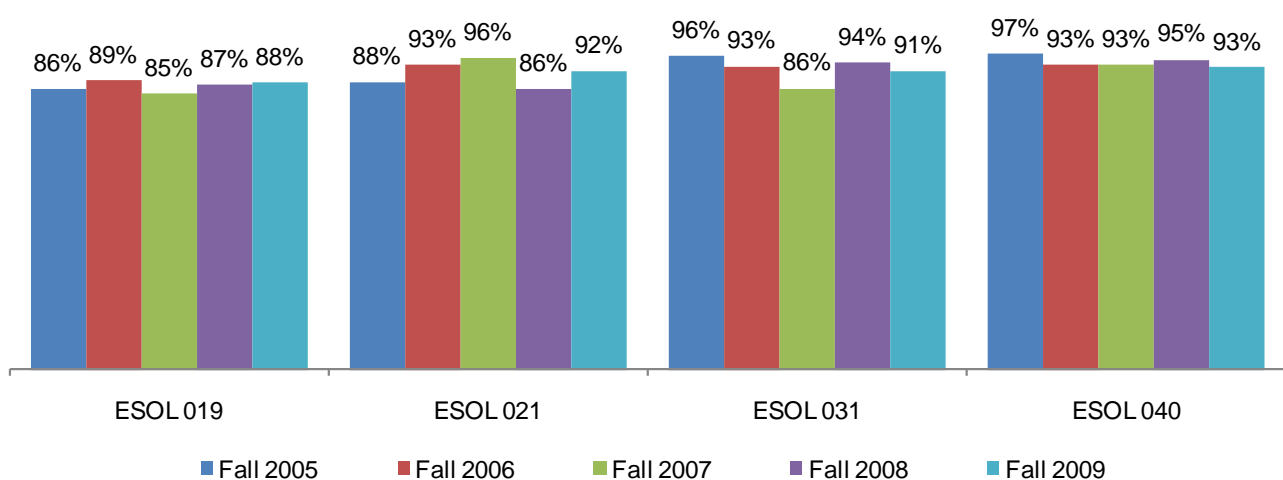


Figure 24. ESOL Listening/Speaking Course Retention Rates (Fall terms)

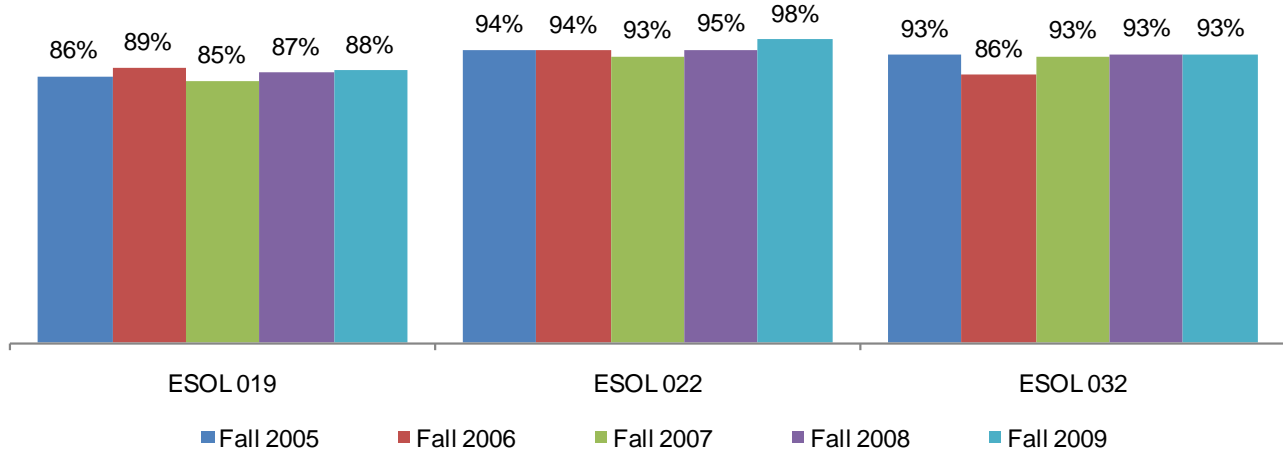
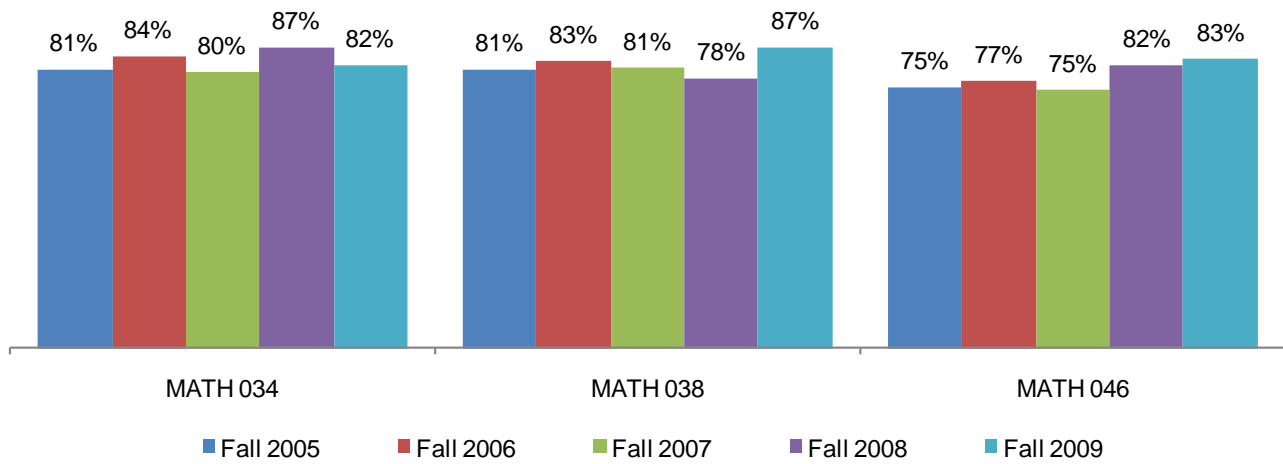


Figure 25. Math Basic Skills Course Course Retention Rates (Fall terms)



Mesa College Basic Skills Course Retention Rates
Spring Terms: 2006 – 2010

Figure 26. English Basic Skills Course Retention Rates (Spring terms)

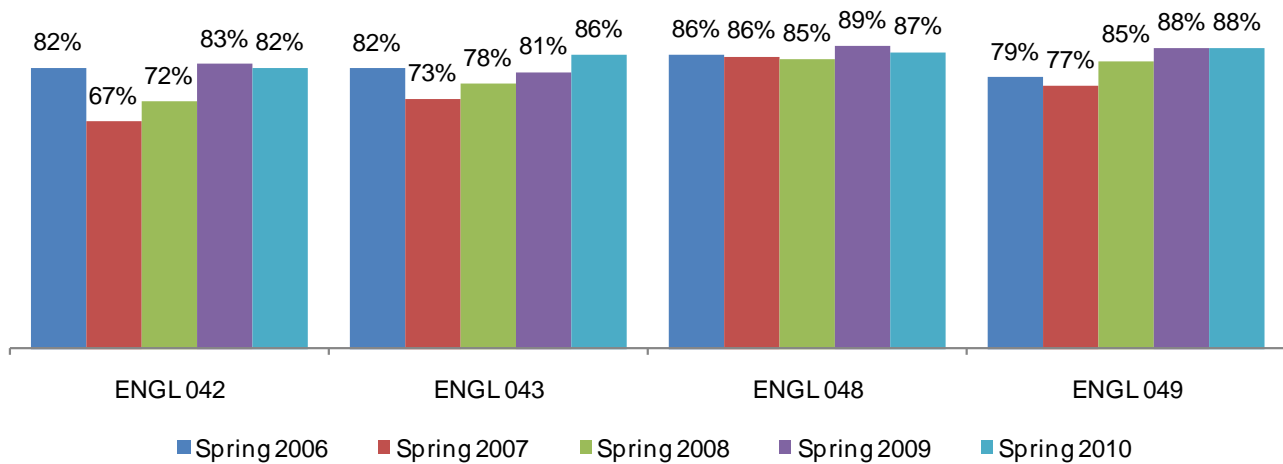


Figure 27. ESOL Writing Course Retention Rates (Spring terms)

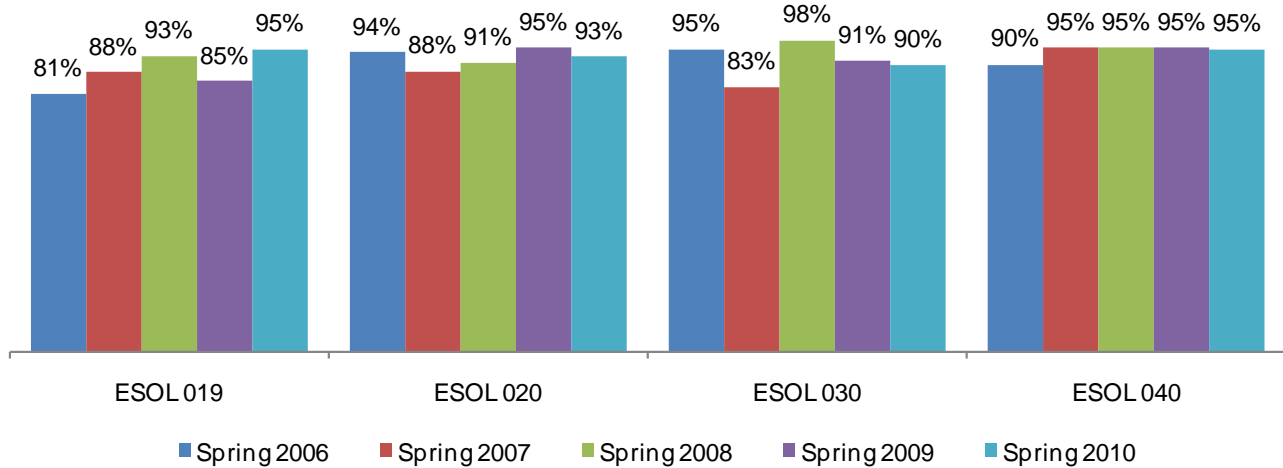


Figure 28. ESOL Reading Course Retention Rates (Spring terms)

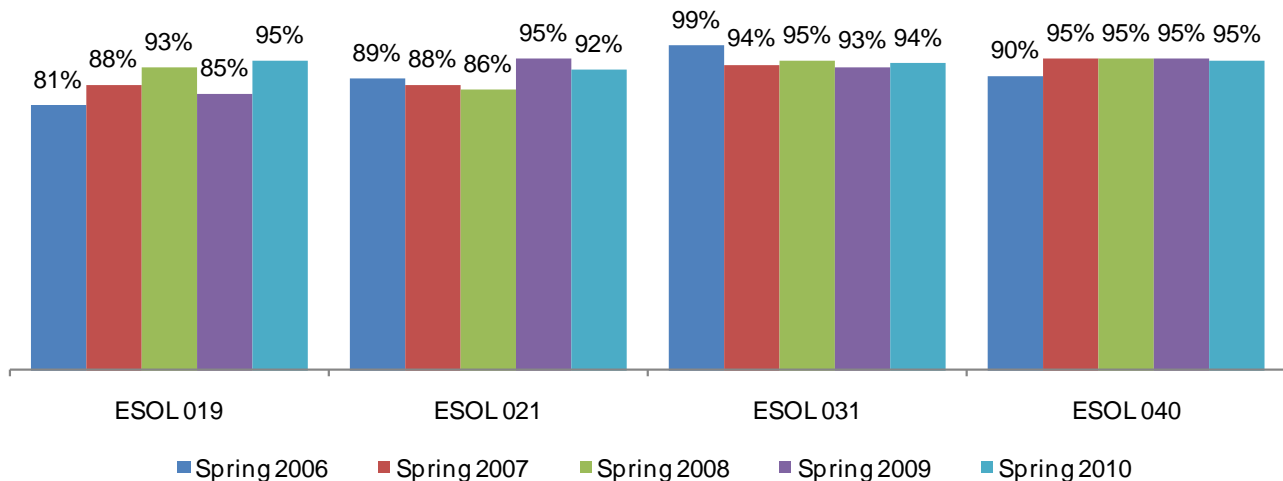


Figure 29. ESOL Listening/Speaking Course Retention Rates (Spring terms)

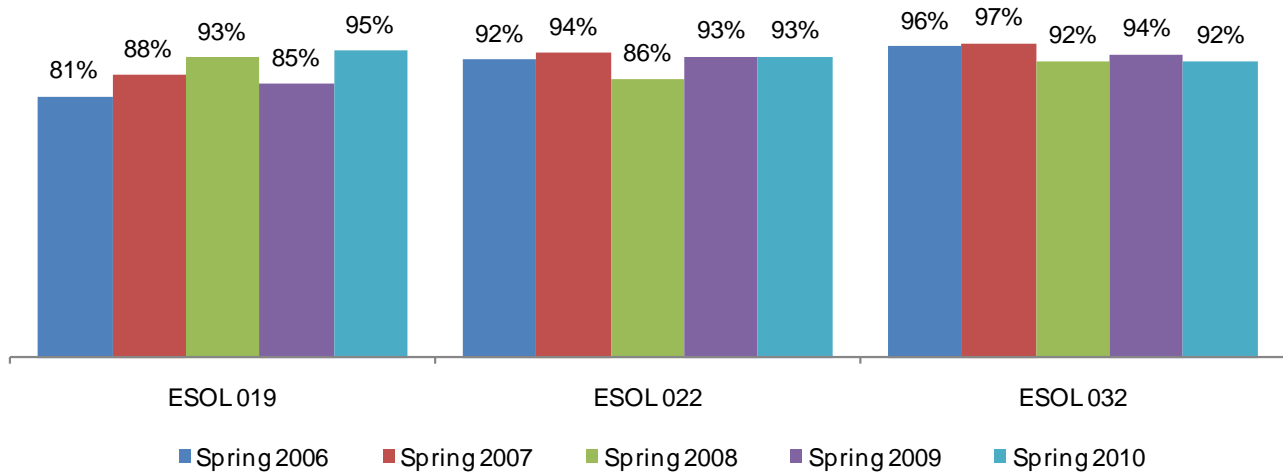
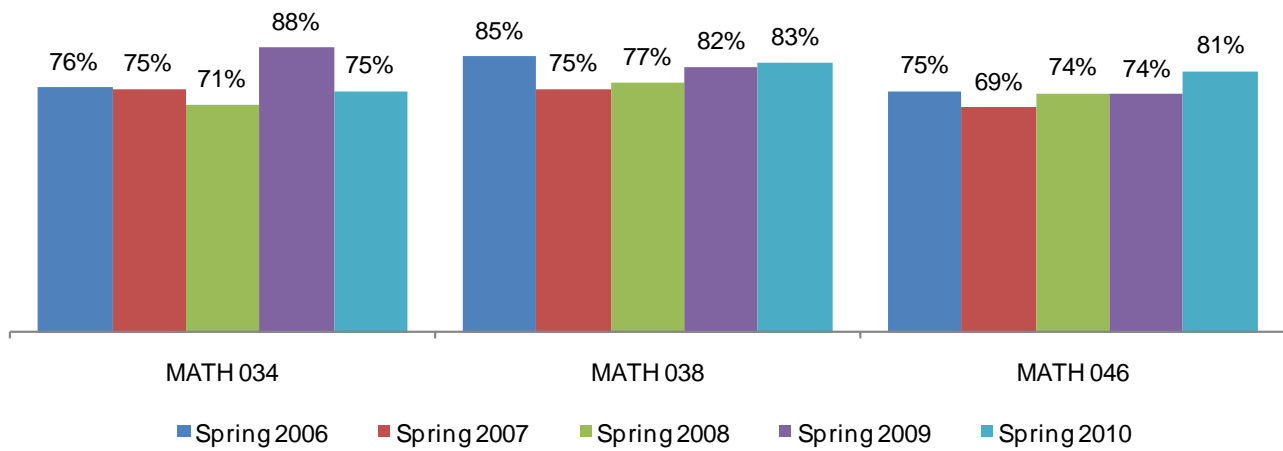


Figure 30. Math Basic Skills Course Retention Rates (Spring terms)



Mesa College Basic Skills Subject Retention Rates by Ethnicity
Fall Terms: 2005 – 2009

Figure 31. English Basic Skills Course Retention Rates by Ethnicity (Fall terms)

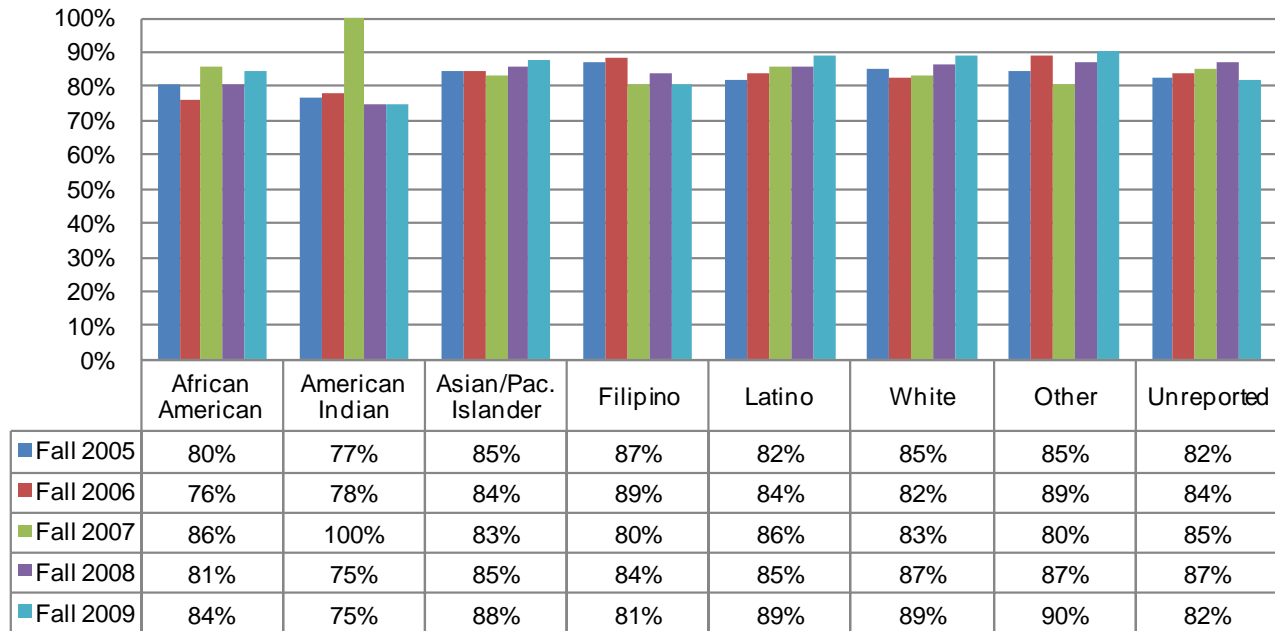


Figure 32. ESOL Course Retention Rates by Ethnicity (Fall terms)

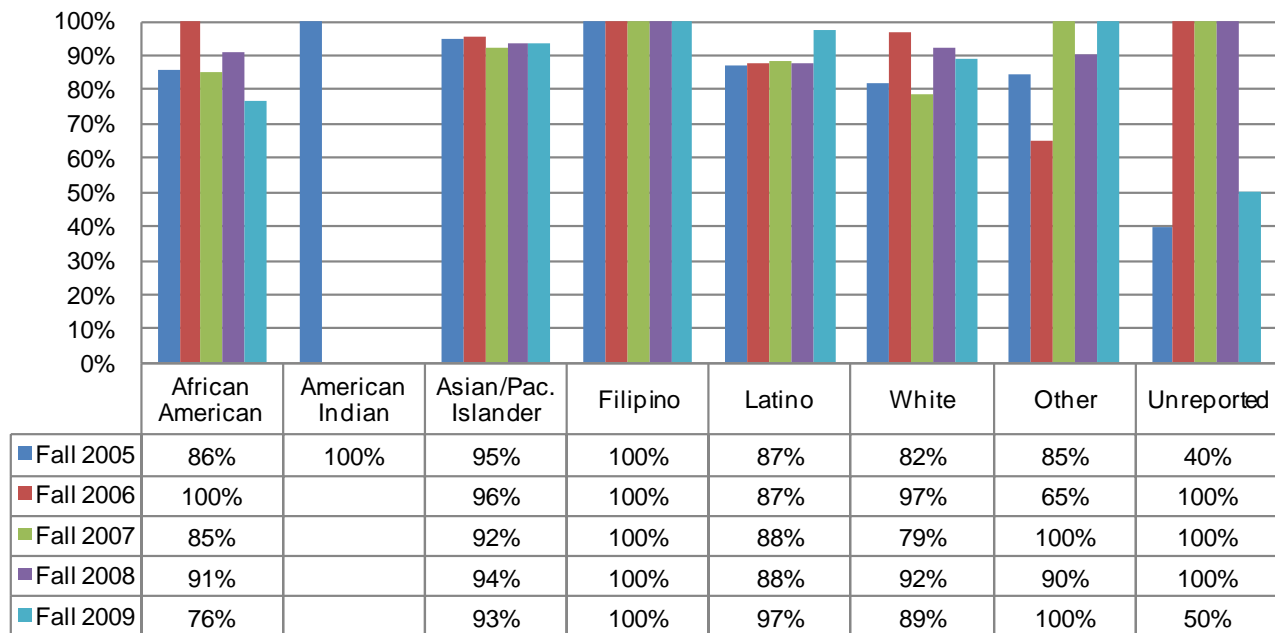
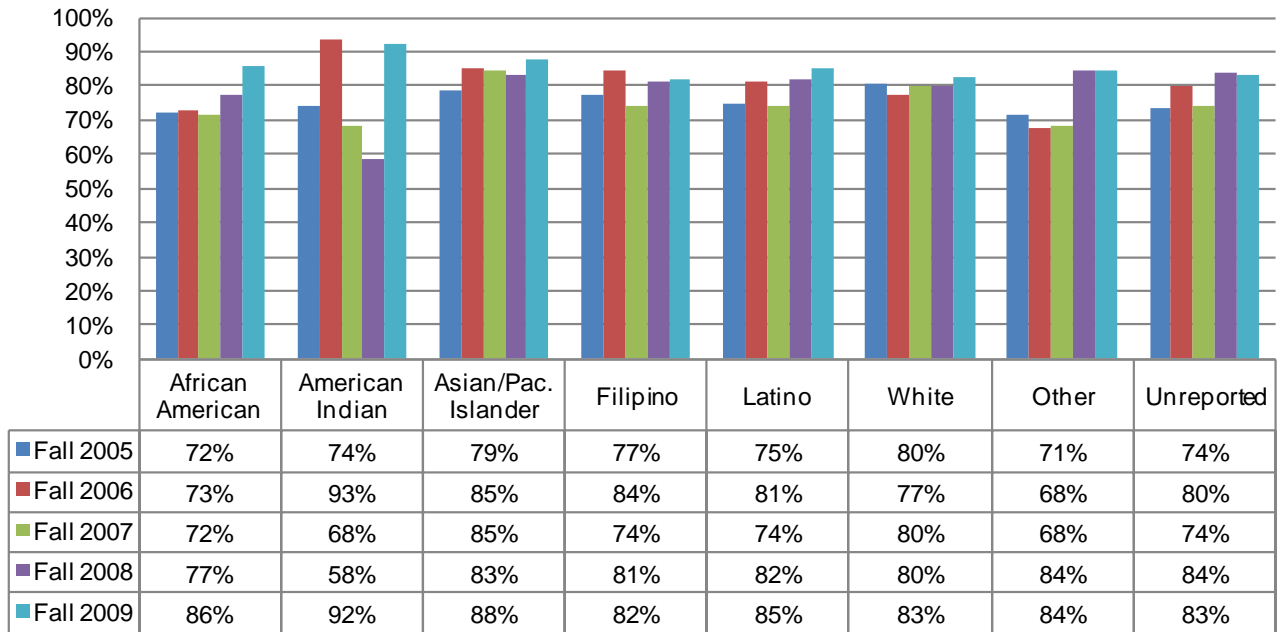


Figure 33. Math Basic Skills Course Retention Rates by Ethnicity (Fall terms)



Mesa College Basic Skills Subject Retention Rates by Ethnicity
Spring Terms: 2006 – 2010

Figure 34. English Basic Skills Course Retention Rates by Ethnicity (Spring terms)

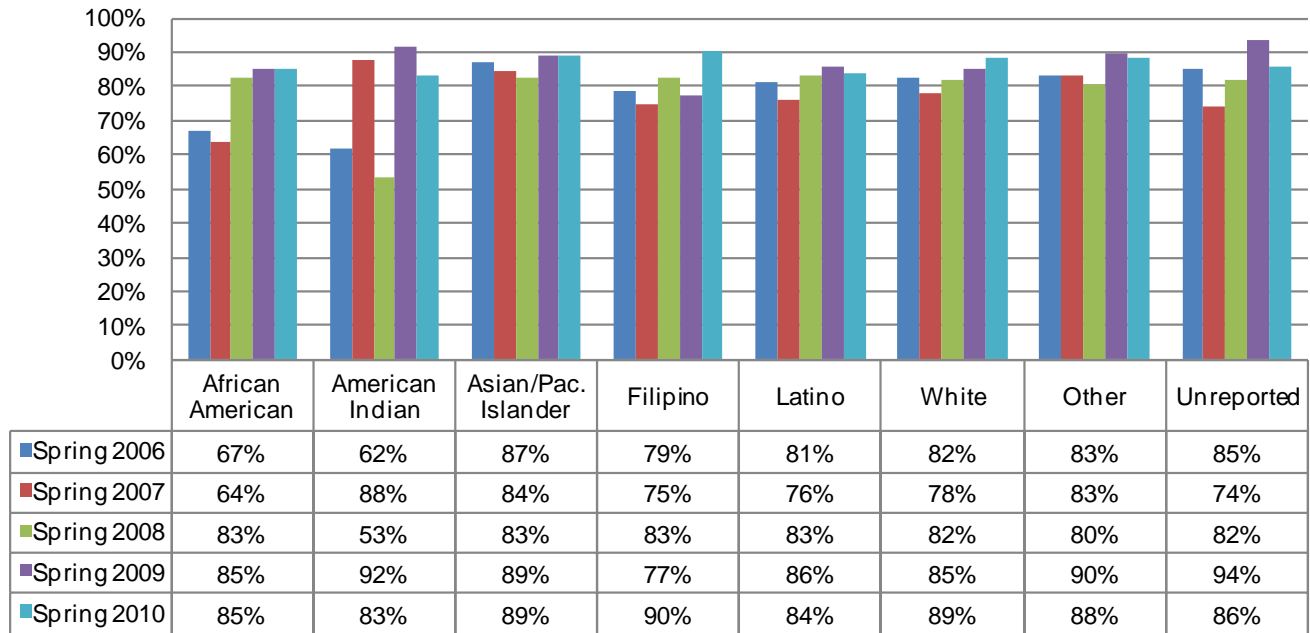


Figure 35. ESOL Course Retention Rates by Ethnicity (Spring terms)

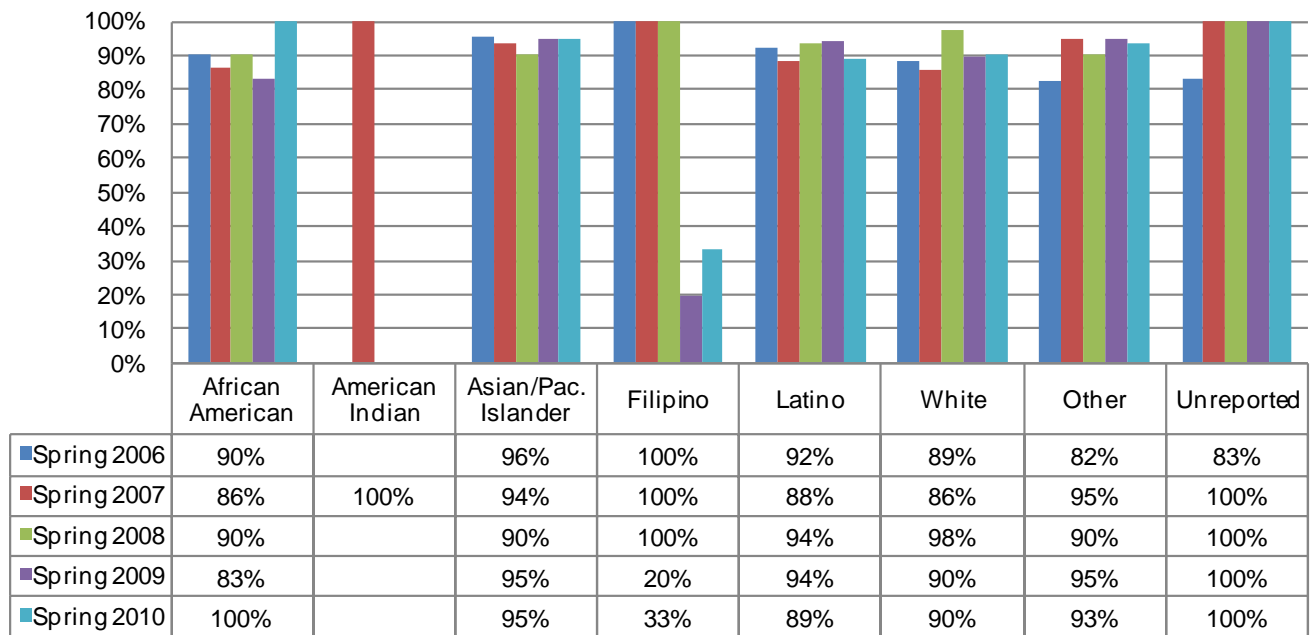
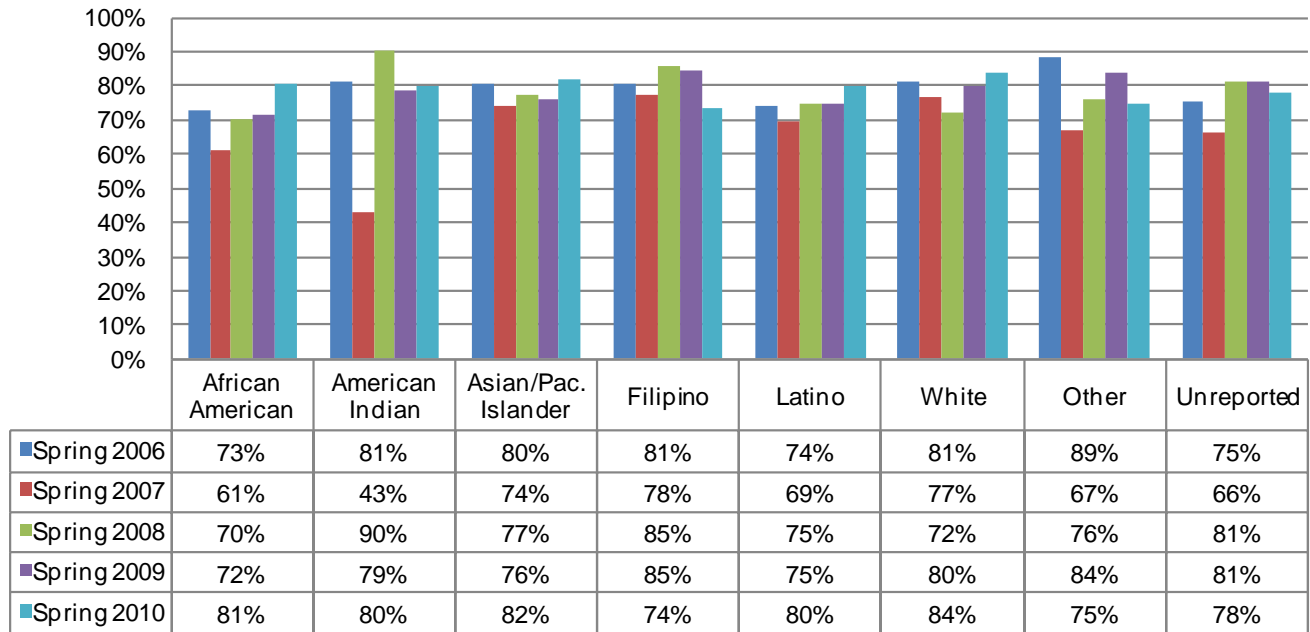


Figure 36. Math Basic Skills Course Retention Rates by Ethnicity (Spring terms)



Mesa College Basic Skills Course Success Rates
Fall Terms: 2005 – 2009

Figure 37. English Basic Skills Course Success Rates (Fall terms)

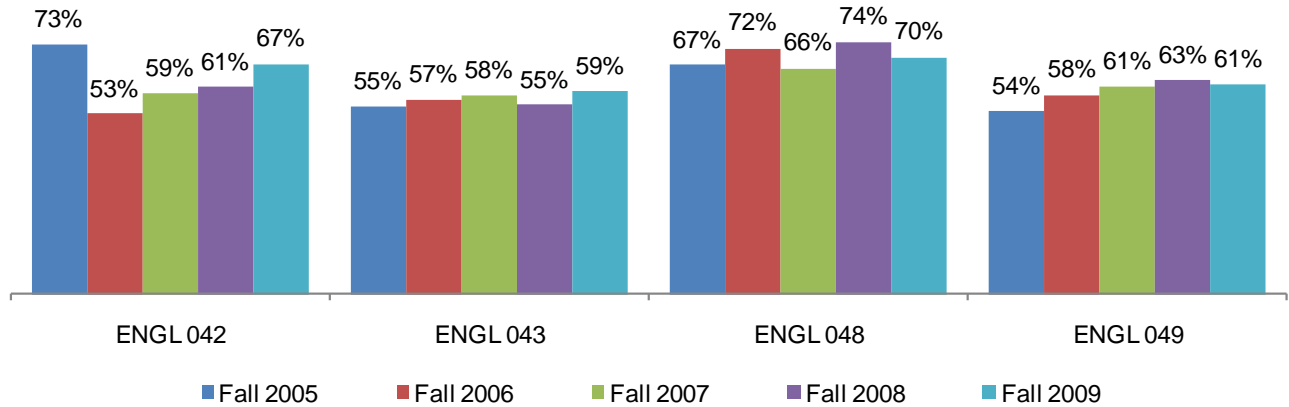


Figure 38. ESOL Writing Course Success Rates (Fall terms)

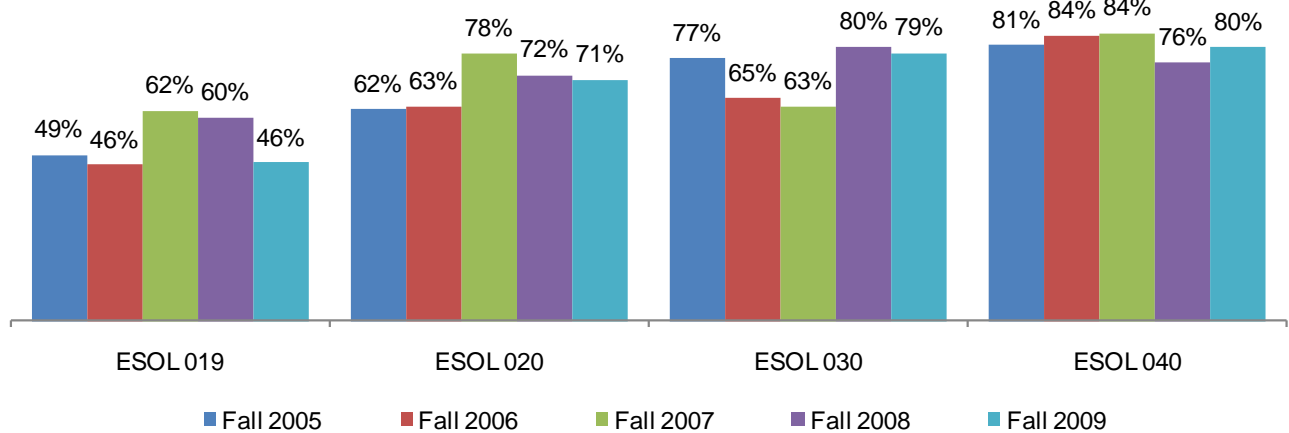


Figure 39. ESOL Reading Course Success Rates (Fall terms)

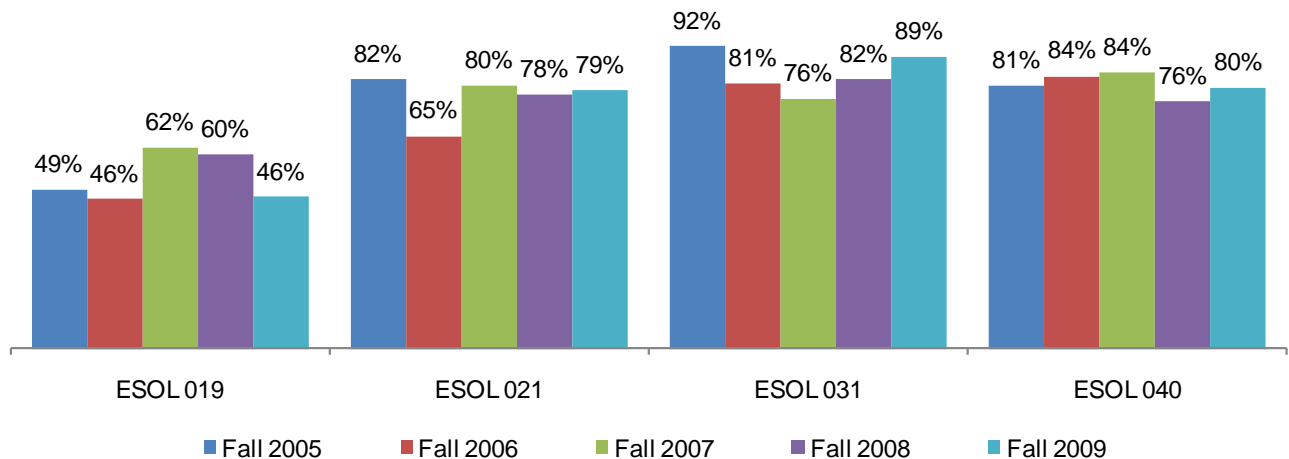


Figure 40. ESOL Listening/Speaking Course Success Rates (Fall terms)

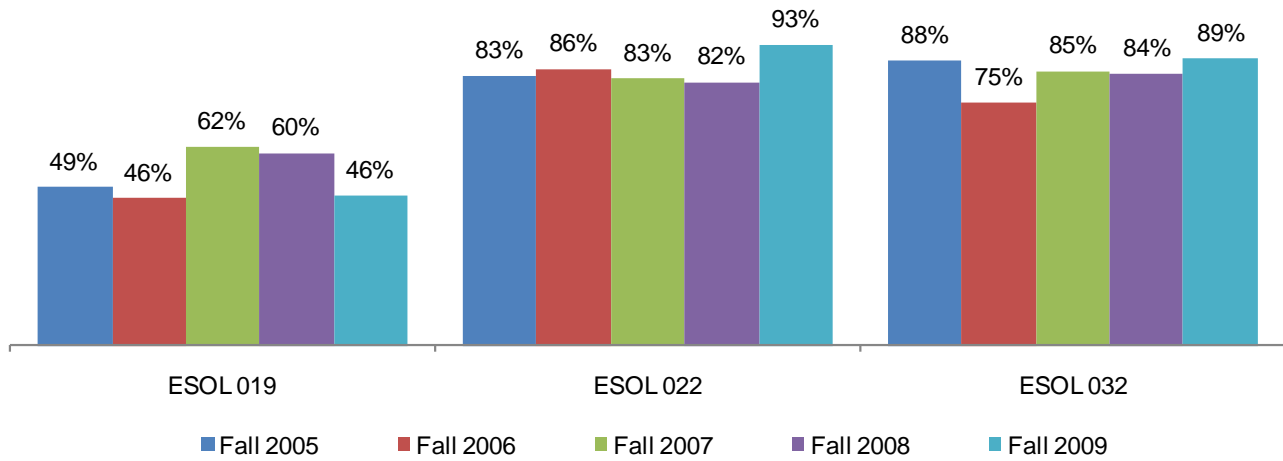
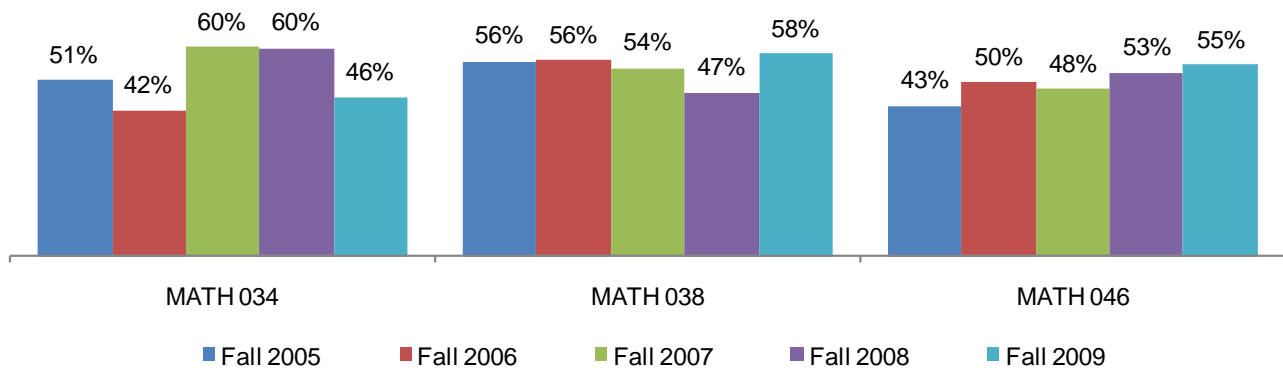


Figure 41. Math Basic Skills Course Success Rates (Fall terms)



Mesa College Basic Skills Course Success Rates
Spring Terms: 2006 – 2010

Figure 42. English Basic Skills Course Success Rates (Spring terms)

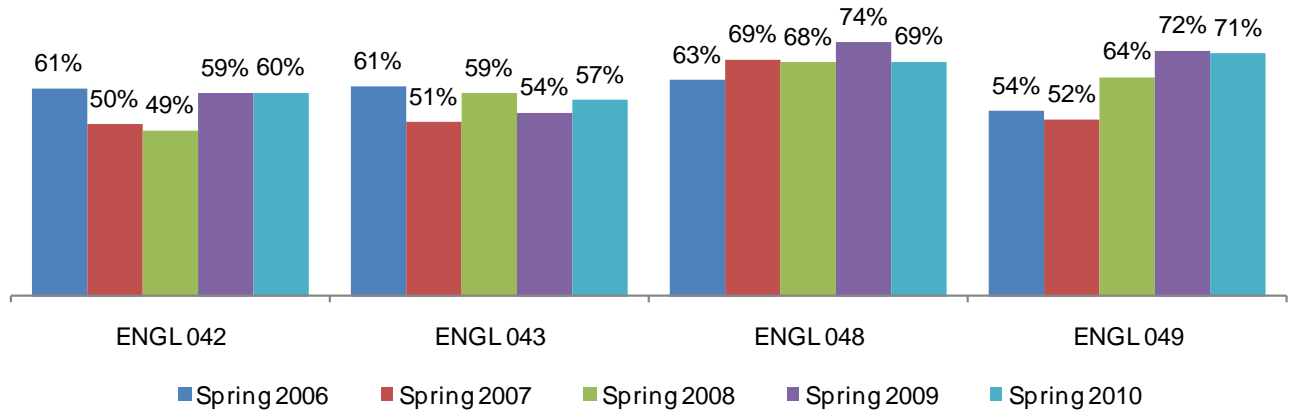


Figure 43. ESOL Writing Course Success Rates (Spring terms)

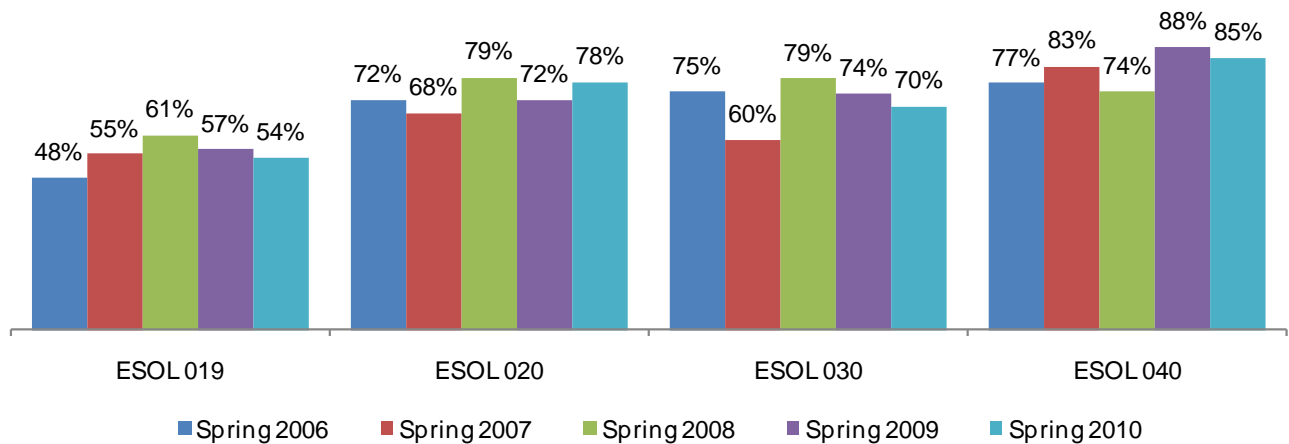


Figure 44. ESOL Reading Course Success Rates (Spring terms)

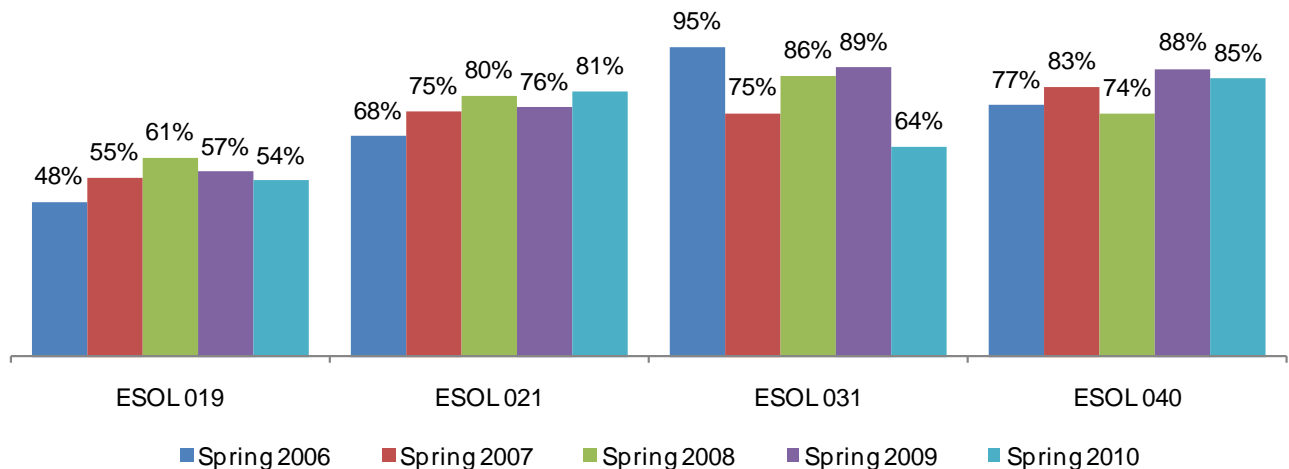


Figure 45. ESOL Listening/Speaking Course Success Rates (Spring terms)

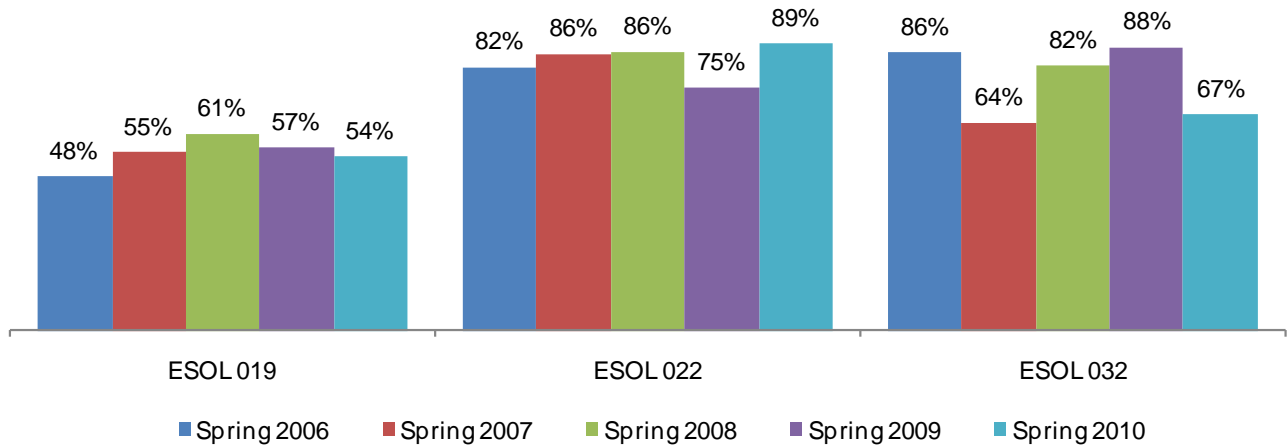
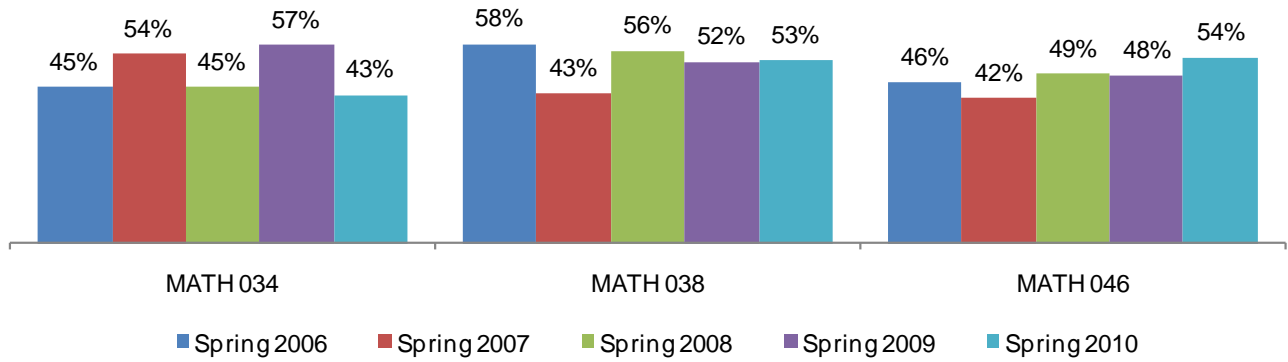


Figure 46. Math Basic Skills Course Success Rates (Spring terms)



Mesa College Basic Skills Subject Success Rates by Ethnicity
Fall Terms: Fall 2005 – 2009

Figure 47. English Basic Skills Course Success Rates by Ethnicity (Fall terms)

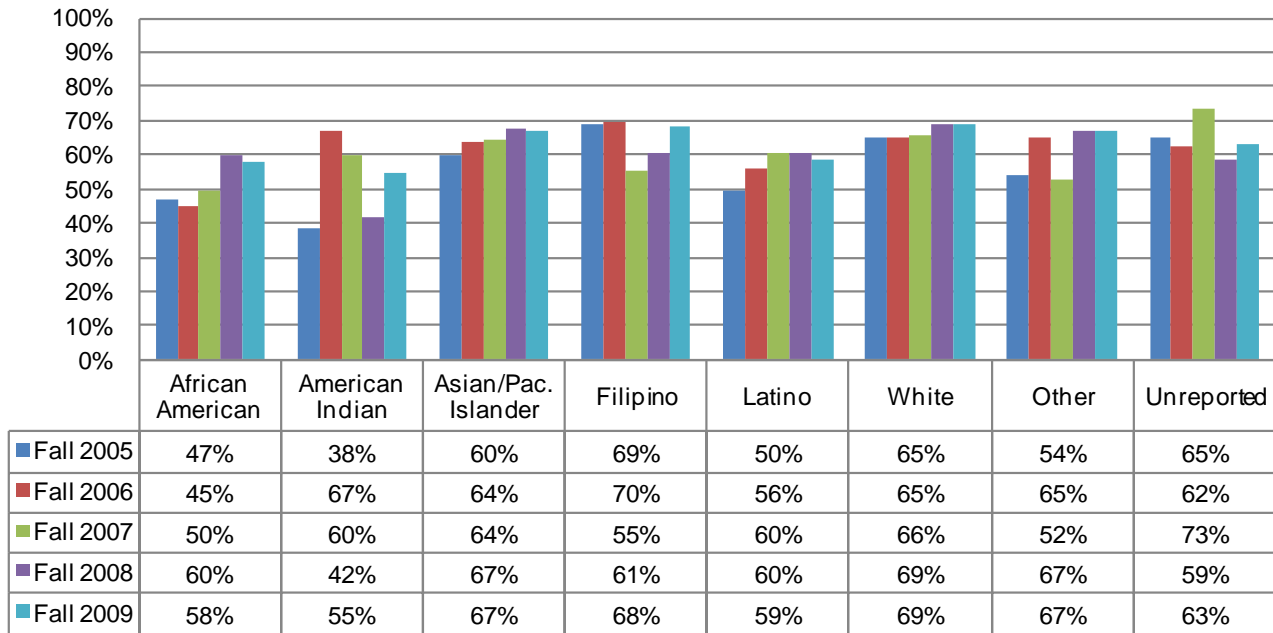


Figure 48. ESOL Course Success Rates by Ethnicity (Fall terms)

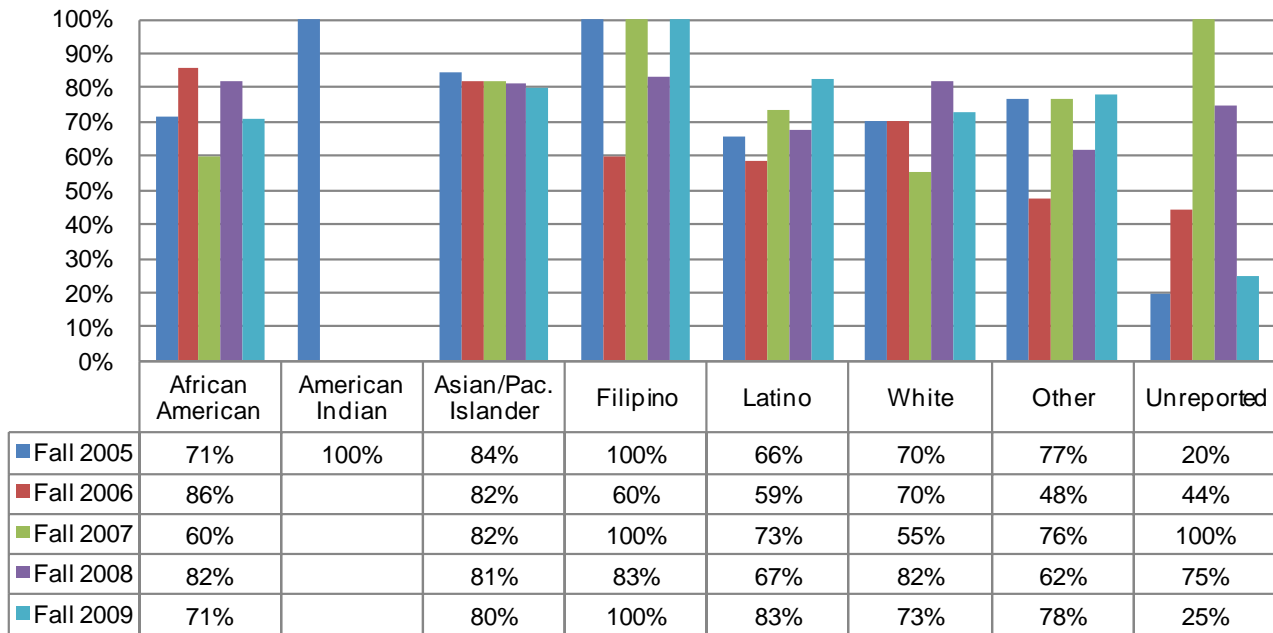
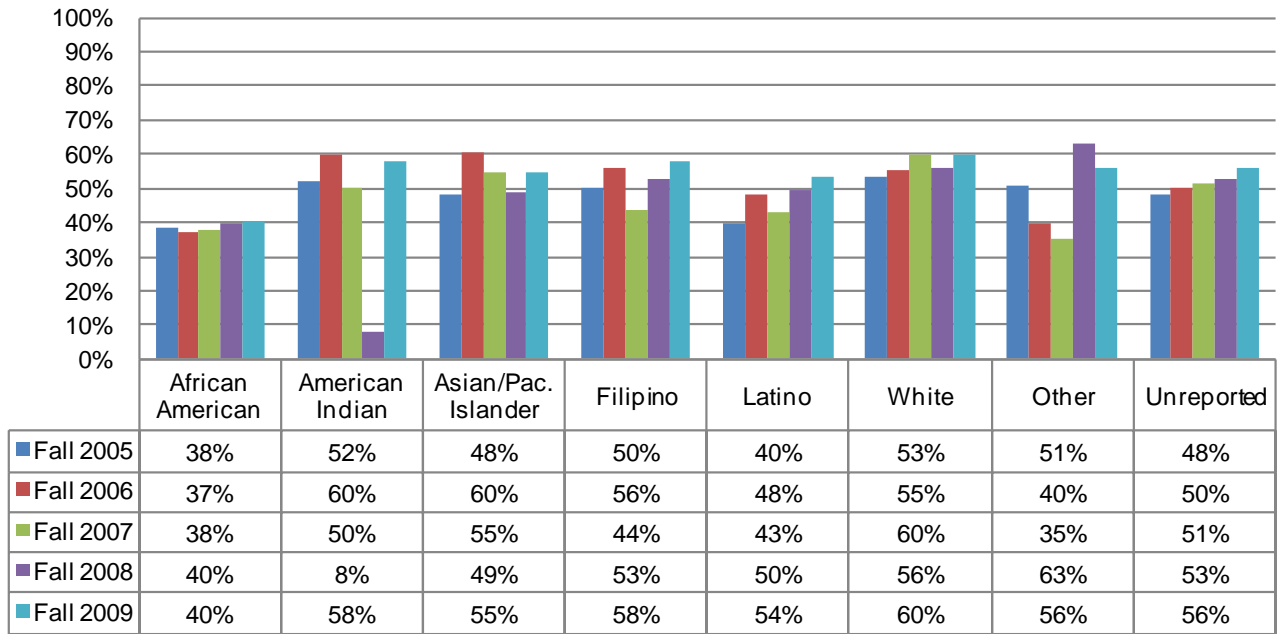


Figure 49. Math Basic Skills Course Success Rates by Ethnicity (Fall terms)



Mesa College Basic Skills Subject Success Rates by Ethnicity
Spring Terms: 2006 – 2010

Figure 50. English Basic Skills Course Success Rates by Ethnicity (Spring terms)

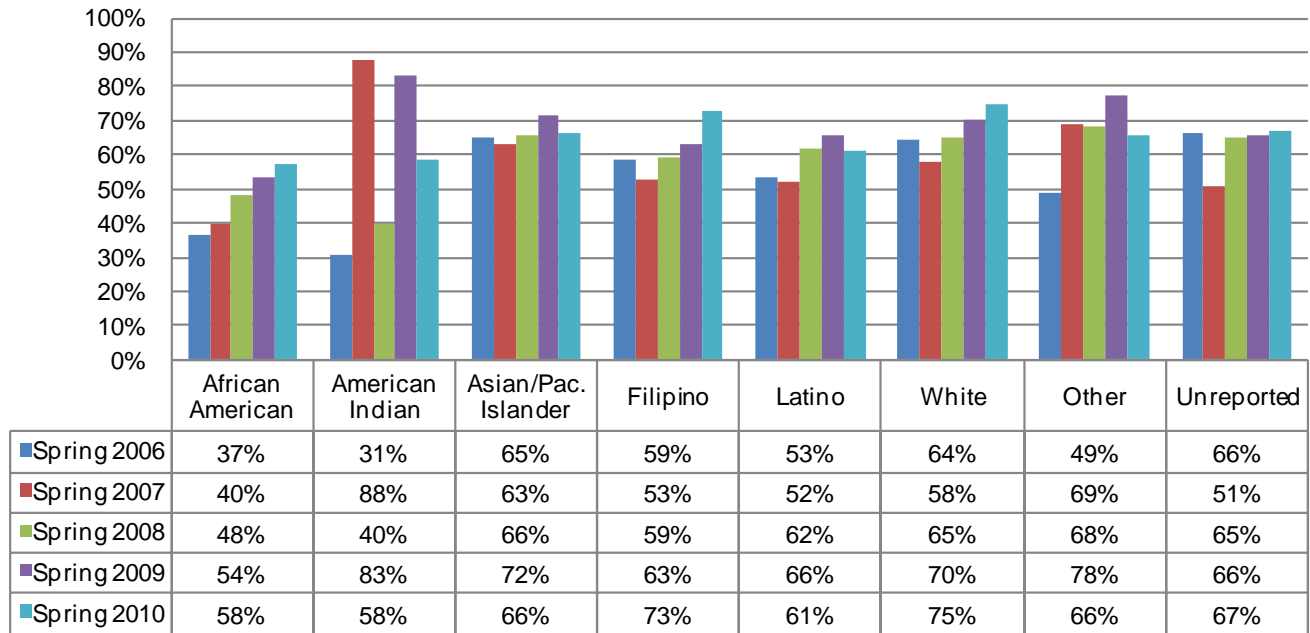


Figure 51. ESOL Course Success Rates by Ethnicity (Spring terms)

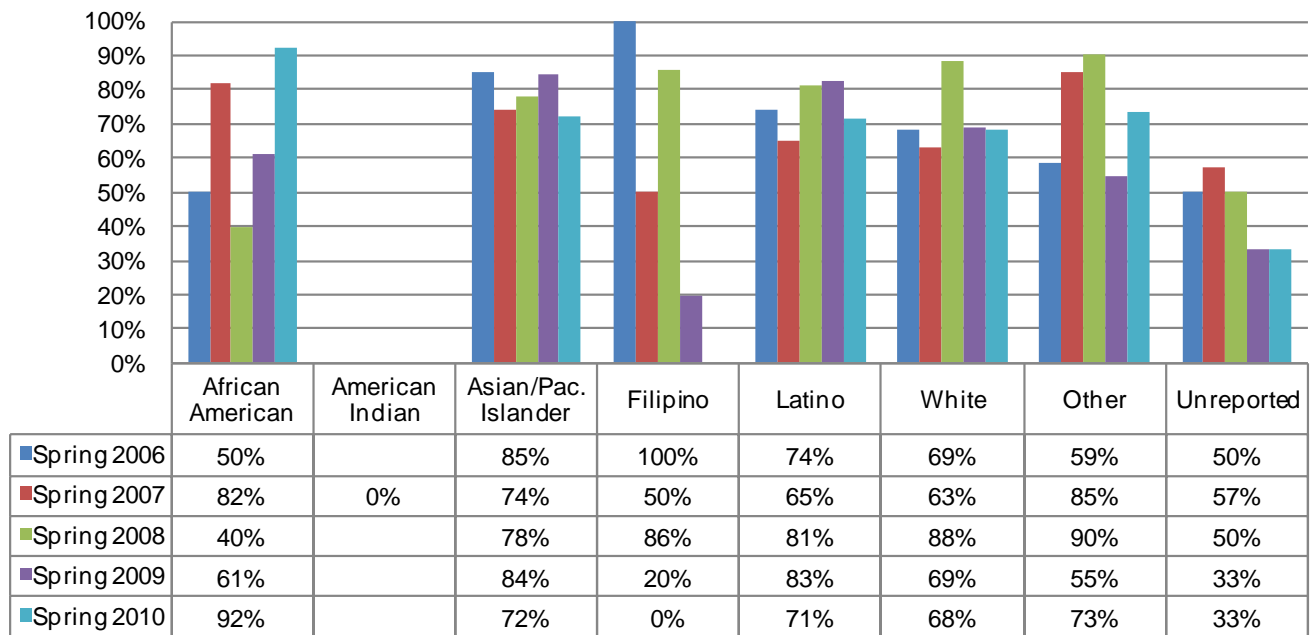
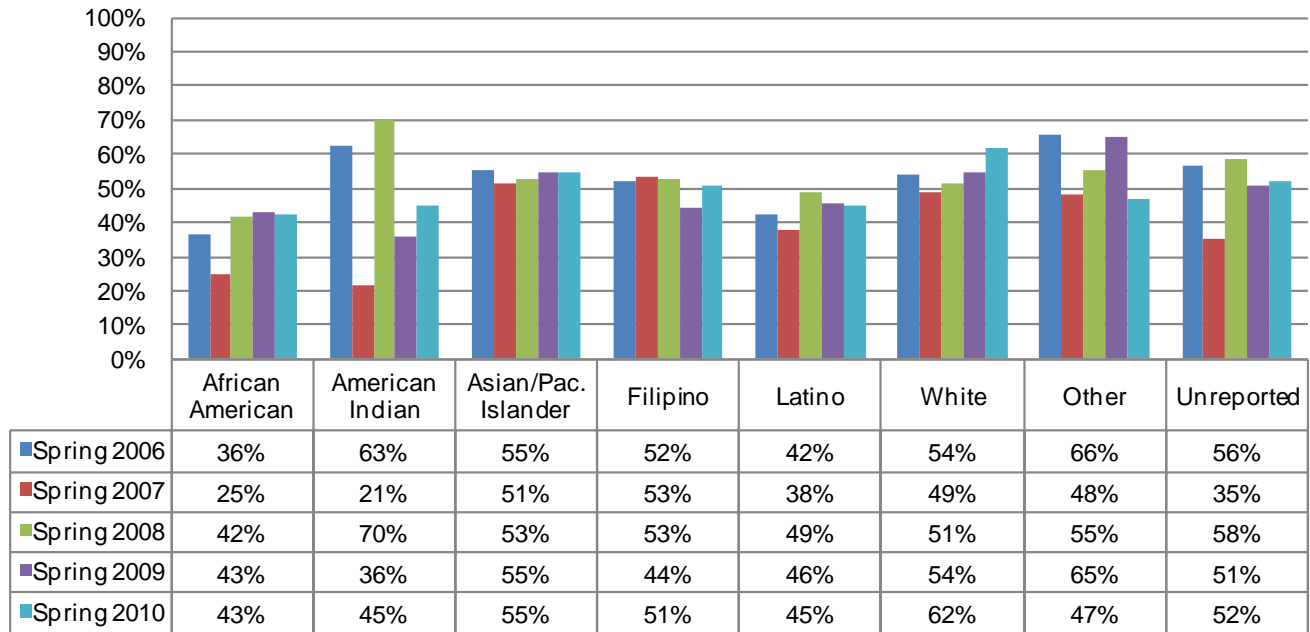


Figure 52. Math Basic Skills Course Success Rates by Ethnicity (Spring terms)



Cohort Tracking

Part V: Cohort Tracking/Course Taking Patterns

This section of the report looks at the performance of Basic Skills students in Non-Basic Skills classes from three fall terms (Fall 2006, 2007, and 2008). Students who placed at the highest level of Basic Skills (English 051, English 056, and Math 095) and had less than ten cumulative units earned were placed into one of two groups. The first group included students who placed at the highest Basic Skills level and successfully completed the Basic Skills course in the first semester. The second group included students who placed at the highest level of Basic Skills but did not enroll or successfully complete the relevant course within the first semester. The success rates were examined for the two groups that enrolled in Non-Basic Skills classes following the initial term of Basic Skills placement.

The following Non-Basic Skills classes were selected because of high enrollments from the two groups: BIOL 107, ECON 120, HEAL 101, SPEE 103 and PSYC 101. Each fall cohort was tracked for three subsequent terms following the initial term. Due to the low number of student in the subsequent Non-Basic Skills classes the three cohorts were combined.

TERMS AND DEFINITIONS:

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 number of students with grade notations A, B, C, or P by the total number of valid enrollments as of official census and multiplying by 100.

Summary of Findings

Overall, students who completed their English Basic Skills placement course in the first term had higher success rates in the selected Non-Basic Skills classes compared to students who did not complete their Basic Skills class. The success rates in Non-Basic Skills classes were higher for students who completed English 056 (Reading) compared to students who did not enroll or complete the course their first term. This held true for Health 101, Speech 103, and Psychology 101. The success rates of Mesa College students were equal or comparable to the all colleges success rates for Health 101 and Psychology 101. The Mesa College success rates for Speech 103 (67% for those who did not enroll or complete English 056 and 80% for those who successfully completed English 056) were higher than the all colleges success rates (60% for those who did not enroll or complete English 056 and 72% for those who successfully completed English 056).

Success rates in Non-Basic Skills classes were higher for students who completed their Basic Skills placement for English 051 (Writing) compared to those who did not enroll or successfully complete their placement in the first term. The success rates were consistently higher for Health 101, Speech 103, and Psychology 101.

The success rates in Non-Basic Skills classes were higher for students who completed their Basic Skills placement for Math 095 compared to those who did not enroll or successfully complete the course. The success rate was 23% higher in Economics 120 for students who completed their Basic Skills course compared to students who did not. The success rate was 3% higher in Biology 107 for students who completed their Basic Skills course compared to those who did not.

Success Rates of Mesa College Students from 2006 to 2008
Who Placed in English 56, English 51, and Math 95

Figure 53. Success Rates of Students from 2006 to 2008 who Placed in English 56 (Currently English 48)

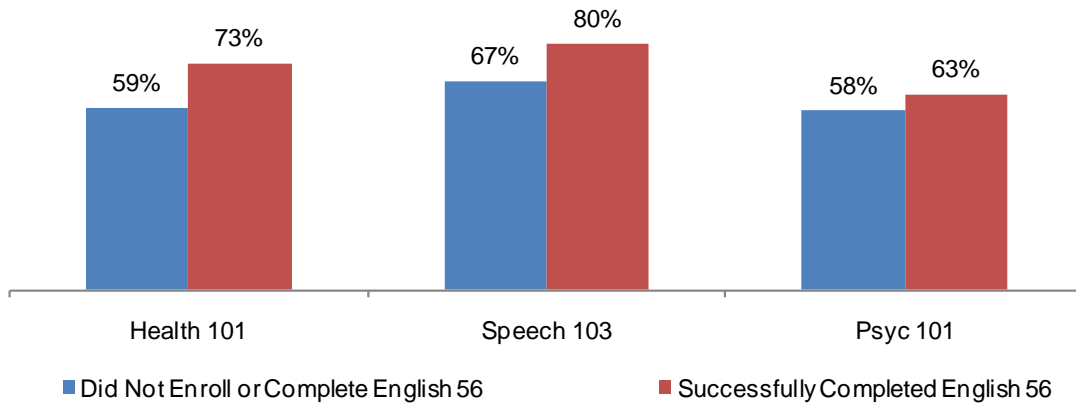


Figure 54. Success Rates of Students from 2006 to 2008 who Placed in English 51 (Currently English 49)

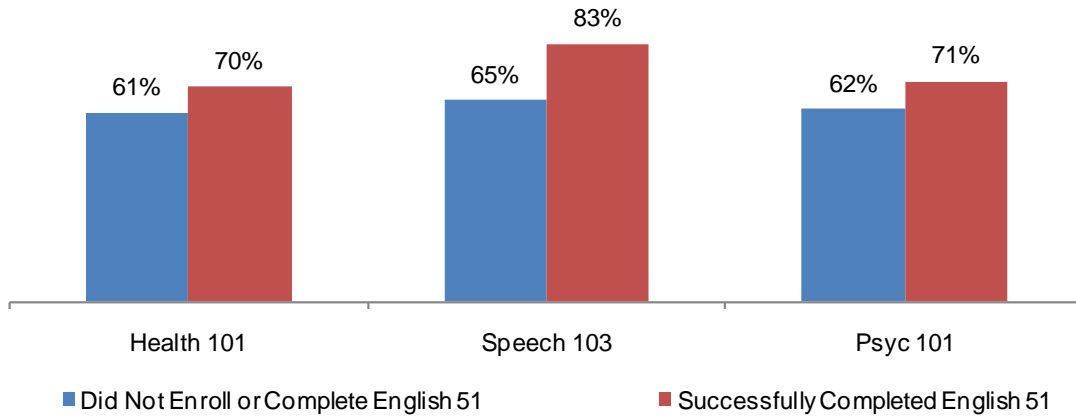
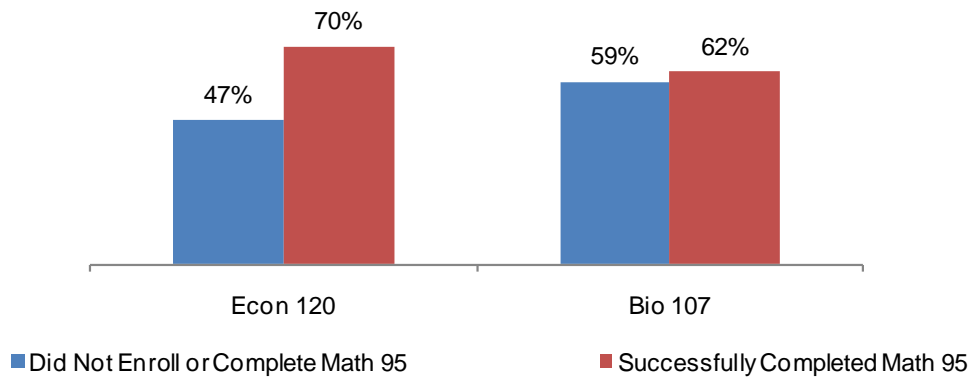


Figure 55. Success Rates of Students from 2006 to 2008 who Placed in Math 95 (Currently Math 046)



Concluding Remarks

Concluding Remarks

While the proportion of total placements that are at the Basic Skills level has fluctuated over the past five years, the sheer volume of Basic Skills placements has increased by over 100% in English and math between Fall 2005 and Fall 2009. The fastest-growing segment of the Basic Skills student population comprises Latino students, and according to the SDCCD Environmental Scan 2006 (http://research.sdccd.edu/Include/Miscellaneous/Environmental%20Scan_July%202006.pdf), 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. Nationwide the focus has sharpened on community colleges and the potential that they have to rebuild our economy. Thus, continuation of efforts to increase equity in outcomes among our Basic Skills students is critical to rebuilding the regional and national economy.

The persistence rate at San Diego Mesa College among Basic Skill students, although slightly lower than the all colleges’ benchmark average, is equitable between male and female students. Among those ethnic groups with the highest persistence rates during the course of the five most recent years are Asian/Pacific Islander students (78% in Fall 2005), African-American students (77% in Fall 2008), and White students (77% in Fall 2009). Younger students, comprising those under 18 and between 18 and 24 years, showed the highest persistence rates, perhaps due to the fact that they are in the earlier stages of their academic careers and generally tend to demonstrate more degree- and/or transfer-seeking enrollment behavior.

Basic Skills retention and success rates in English and math over the past five years show great gains among African-American and Latino students: in English Basic Skills spring retention rates increased 18% for African American students, fall success rates increased 9% for both African-American and Latino students, and spring success rates for African-American students increased 21%, while in math Basic Skills retention rates were lowest among African-American students initially but then increased 14% during fall terms and 8% during spring terms and success rates increased significantly for Latino students (14% over fall terms) in math Basic Skills.

According to the operational definition set forth by the Basic Skills Initiative, “Basic skills are those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work.” Thus, Part V of the Basic Skill Report 2010 examines success in college-level courses in content areas other than English and math. Outcomes were examined in such courses with the highest concentration of enrollments by students who placed into Basic Skills, and success was then compared for students who successfully completed their placement-appropriate English and math Basic Skills during their first terms and those who did not pass nor attempt these same courses. Across the board, outcomes in these college-level courses, comprising Health 101, Speech 103, Psychology 101, Economics 120, and Biology 107, were higher for those students who successfully completed their placement-appropriate English and math Basic Skills courses during their first terms.