City College
Basic Skills Report 2009

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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 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 [1] → 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 [2] → 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 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, 61% of incoming students who took an English placement test placed into a Basic Skills level English course, and another 15% placed into levels below Basic Skills. This trend has continued to increase with 25% placing into Basic Skills in Fall 2004 to 36% in Fall 2008. The proportion placing into transfer level English increased from 9% in Fall 2007 to 15% 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 from Fall 20004 to Fall 2008.

On average, approximately 80% of incoming students placed into a Basic Skills level Math course. This trend has remained constant over the five fall terms being reported (2004-2008). Additionally, a relatively small percentage of students placed into Associate level math (10%) or Transfer level math (11%).

A relatively large percentage of incoming students did not take either the English or Math placement test. On average, 50% did not take the English placement test and 51% did not take the math placement test. English non-placement takers climbed from 47% in Fall 2004 to 60% in Fall 2005 and then decreased steadily over the years that followed to 42% in Fall 2008. Math non-placement takers demonstrated the same trend over the five fall terms being reported from 2004 to 2009.

Latino students on average made up the largest portion of students who placed into English Basic Skills levels (48%). Similarly, approximately 47% of those who placed into math Basic Skills levels were Latino students. Both of these trends have remained relatively consistent throughout the five year reporting period (2004-2009) but were slightly disproportional to the all colleges Basic Skills English and Math Latino student population (31% and 33%, respectively).

City College Placement of Incoming Students by Subject
Fall Terms Only: 2004 – 2008

Figure 1
English placement trends (Fall terms only)

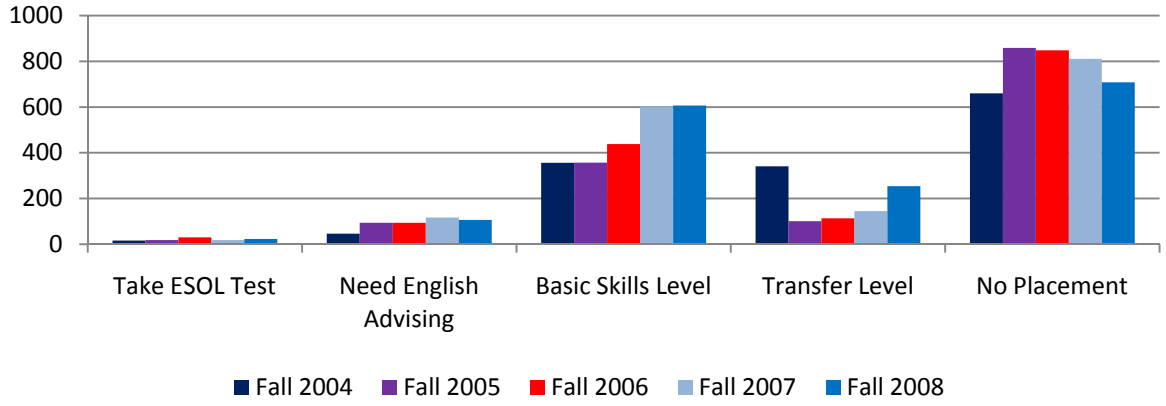


Figure 2
ESOL placement trends (Fall terms only)

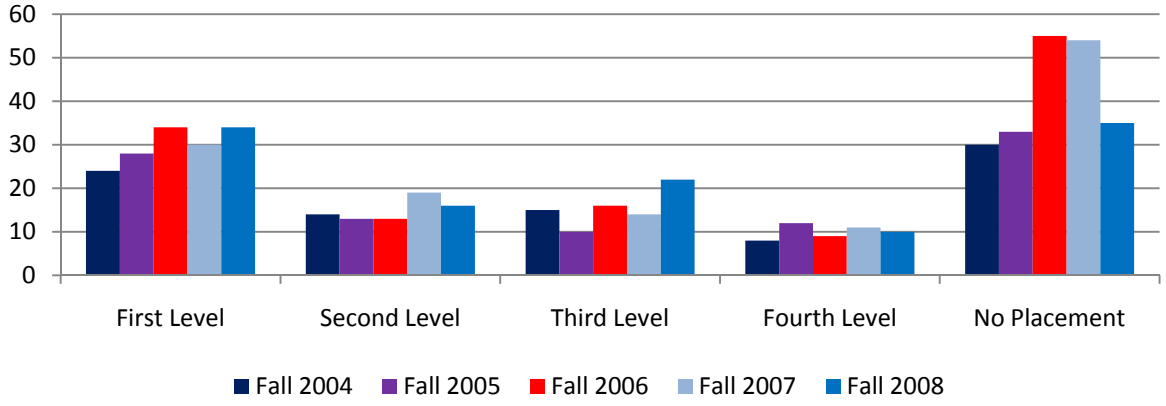
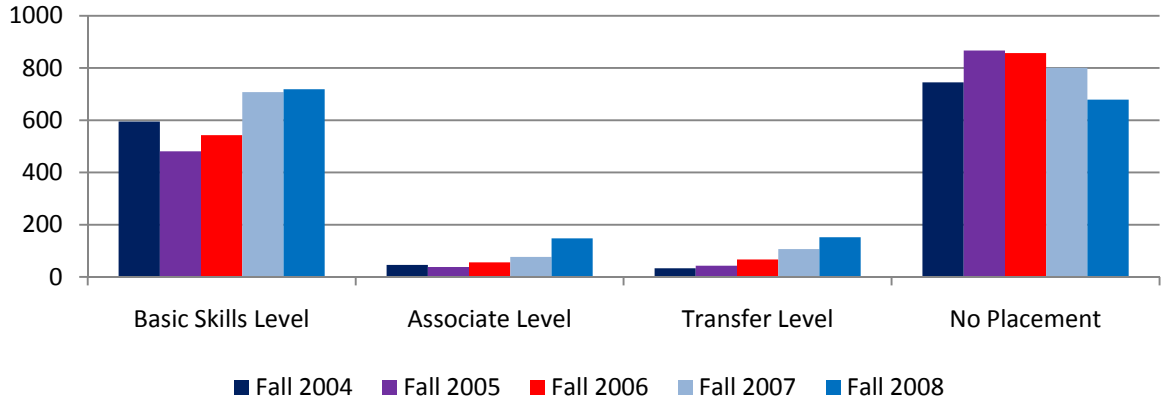


Figure 3
Math placement trends (Fall terms only)



City College Placement of Incoming Students by Subject
Fall Terms Only: 2004 – 2008

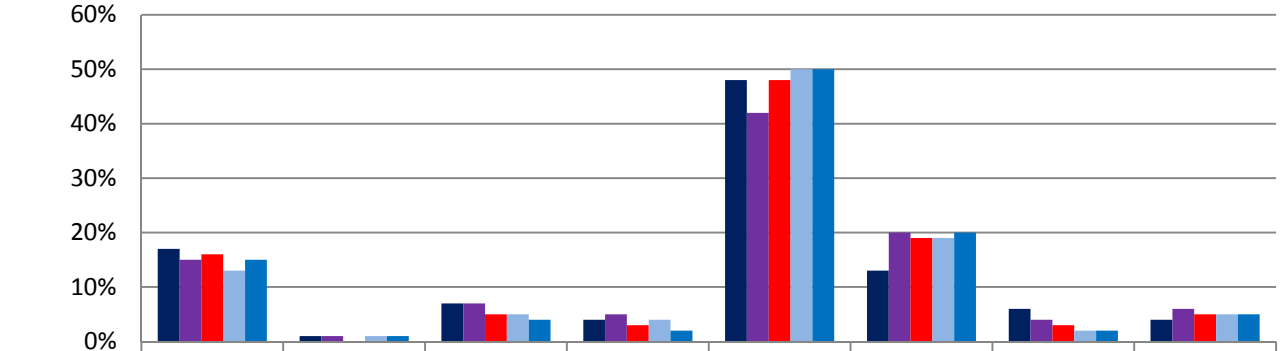
Table 1
Placement levels for Incoming Students (Fall terms only)

		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		5-Year Total/Average	
		N	%	N	%	N	%	N	%	N	%	N	%
ENGL	Take ESOL Test	16	1%	18	1%	30	2%	18	1%	23	1%	105	1%
	Need English Advising	46	3%	94	7%	94	6%	117	7%	106	6%	457	6%
	Basic Skills Level	356	25%	357	25%	438	29%	602	36%	607	36%	2,360	30%
	Transfer Level	341	24%	101	7%	113	7%	145	9%	254	15%	954	12%
	No Placement	660	47%	859	60%	848	56%	811	48%	708	42%	3,886	50%
ENGL Total		**1,419**	**100%**	**1,429**	**100%**	**1,523**	**100%**	**1,693**	**100%**	**1,698**	**100%**	**7,762**	**100%**
ESOL	First Level	24	26%	28	29%	34	27%	30	23%	34	29%	150	27%
	Second Level	14	15%	13	14%	13	10%	19	15%	16	14%	75	13%
	Third Level	15	16%	10	10%	16	13%	14	11%	22	19%	77	14%
	Fourth Level	8	9%	12	13%	9	7%	11	9%	10	9%	50	9%
	No Placement	30	33%	33	34%	55	43%	54	42%	35	30%	207	37%
ESOL Total		**91**	**100%**	**96**	**100%**	**127**	**100%**	**128**	**100%**	**117**	**100%**	**559**	**100%**
MATH	Basic Skills Level	595	42%	481	34%	543	36%	708	42%	719	42%	3,046	39%
	Associate Level	46	3%	38	3%	56	4%	77	5%	148	9%	365	5%
	Transfer Level	33	2%	43	3%	67	4%	107	6%	152	9%	402	5%
	No Placement	745	53%	867	61%	857	56%	801	47%	679	40%	3,949	51%
Math Total		**1,419**	**100%**	**1,429**	**100%**	**1,523**	**100%**	**1,693**	**100%**	**1,698**	**100%**	**7,762**	**100%**

Source: SDCCD Information System

City College English Basic Skills Placement Levels by Ethnicity
Fall Terms Only: 2004 – 2008

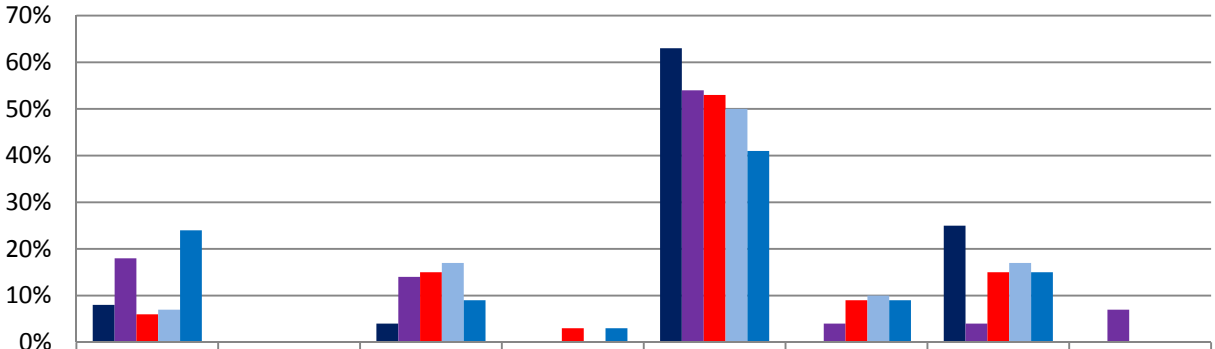
Figure 4
English Basic Skills placement by ethnicity (Fall terms only)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	17%	1%	7%	4%	48%	13%	6%	4%
Fall 2005	15%	1%	7%	5%	42%	20%	4%	6%
Fall 2006	16%	0%	5%	3%	48%	19%	3%	5%
Fall 2007	13%	1%	5%	4%	50%	19%	2%	5%
Fall 2008	15%	1%	4%	2%	50%	20%	2%	5%

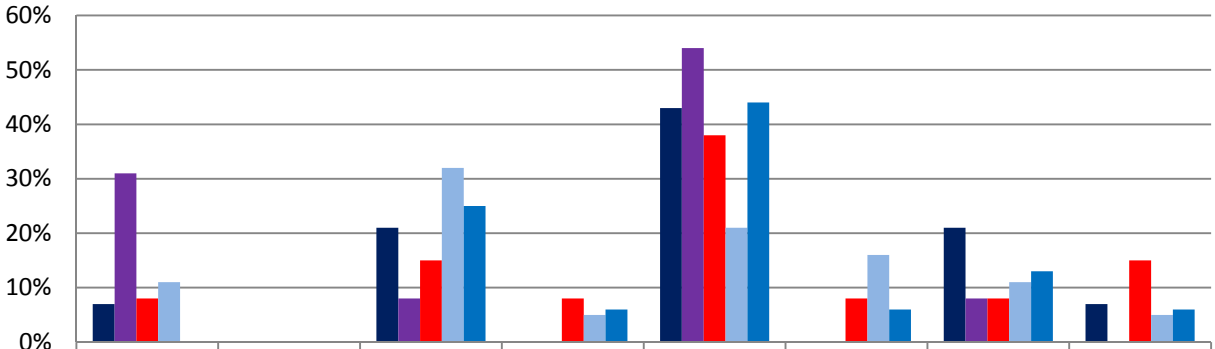
City College ESOL Basic Skills Placement Levels by Ethnicity
Fall Terms Only: 2004 – 2008

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



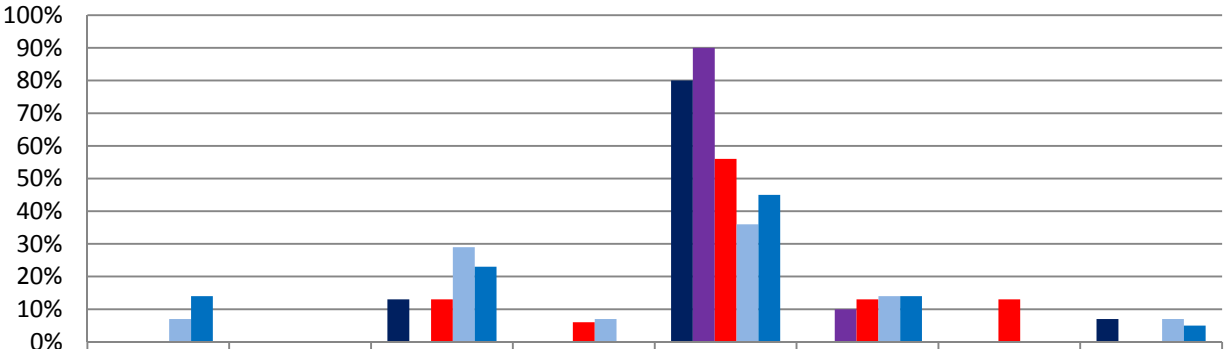
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	8%	0%	4%	0%	63%	0%	25%	0%
Fall 2005	18%	0%	14%	0%	54%	4%	4%	7%
Fall 2006	6%	0%	15%	3%	53%	9%	15%	0%
Fall 2007	7%	0%	17%	0%	50%	10%	17%	0%
Fall 2008	24%	0%	9%	3%	41%	9%	15%	0%

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



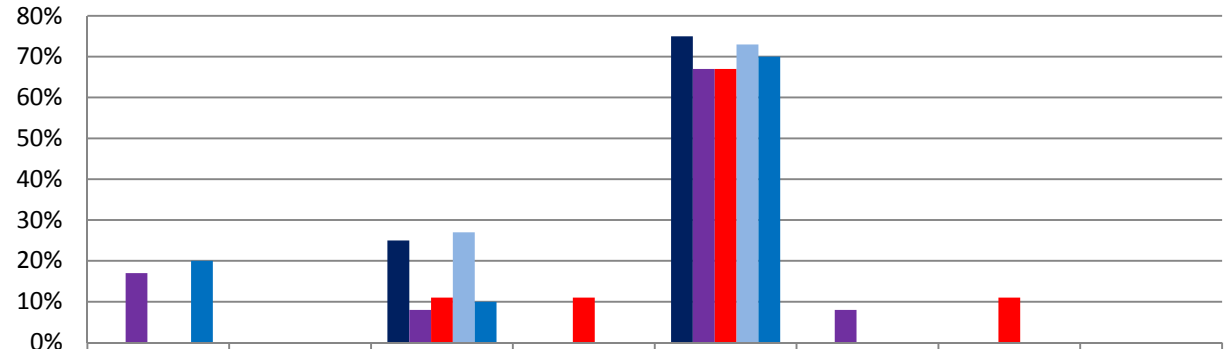
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	7%	0%	21%	0%	43%	0%	21%	7%
Fall 2005	31%	0%	8%	0%	54%	0%	8%	0%
Fall 2006	8%	0%	15%	8%	38%	8%	8%	15%
Fall 2007	11%	0%	32%	5%	21%	16%	11%	5%
Fall 2008	0%	0%	25%	6%	44%	6%	13%	6%

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



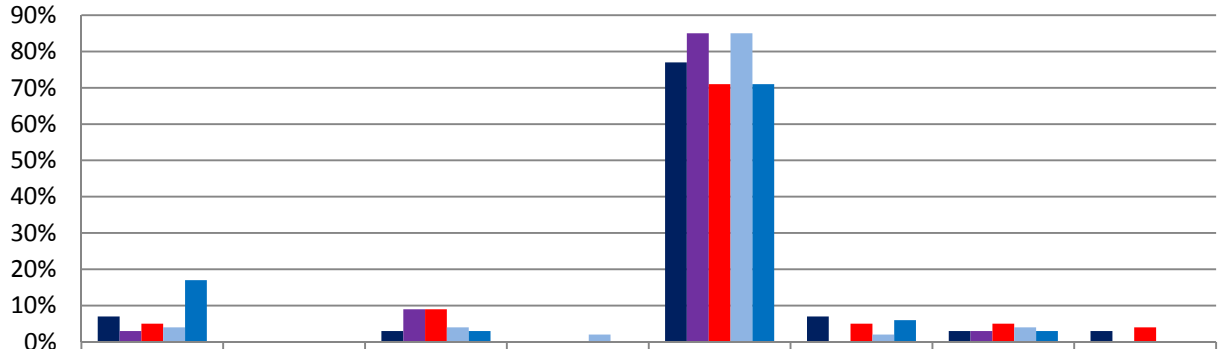
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	0%	0%	13%	0%	80%	0%	0%	7%
Fall 2005	0%	0%	0%	0%	90%	10%	0%	0%
Fall 2006	0%	0%	13%	6%	56%	13%	13%	0%
Fall 2007	7%	0%	29%	7%	36%	14%	0%	7%
Fall 2008	14%	0%	23%	0%	45%	14%	0%	5%

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



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	0%	0%	25%	0%	75%	0%	0%	0%
Fall 2005	17%	0%	8%	0%	67%	8%	0%	0%
Fall 2006	0%	0%	11%	11%	67%	0%	11%	0%
Fall 2007	0%	0%	27%	0%	73%	0%	0%	0%
Fall 2008	20%	0%	10%	0%	70%	0%	0%	0%

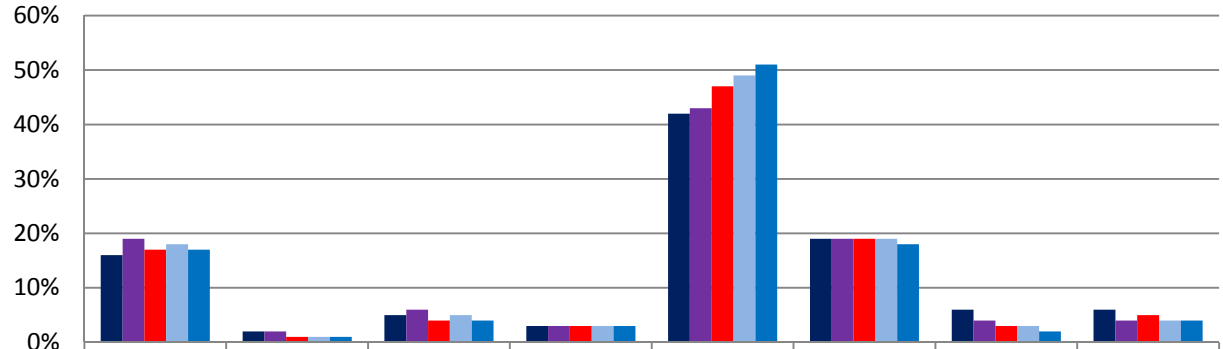
Figure 9
ESOL No Assessment by ethnicity (Fall terms only)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	7%	0%	3%	0%	77%	7%	3%	3%
Fall 2005	3%	0%	9%	0%	85%	0%	3%	0%
Fall 2006	5%	0%	9%	0%	71%	5%	5%	4%
Fall 2007	4%	0%	4%	2%	85%	2%	4%	0%
Fall 2008	17%	0%	3%	0%	71%	6%	3%	0%

City College Math Basic Skills Placement Levels by Ethnicity
Fall Terms Only: 2004 – 2008

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



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	16%	2%	5%	3%	42%	19%	6%	6%
Fall 2005	19%	2%	6%	3%	43%	19%	4%	4%
Fall 2006	17%	1%	4%	3%	47%	19%	3%	5%
Fall 2007	18%	1%	5%	3%	49%	19%	3%	4%
Fall 2008	17%	1%	4%	3%	51%	18%	2%	4%

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 11 through 16).

Summary of Findings

The majority of enrollments, on average, were in English 051 (43% on average in the Fall semesters and 44% in the Spring semesters) while nearly one-third of the enrollments (33%) were in English 043 or 042. Both English 043 and 042 have seen a steady increase in enrollment between Fall 2004-2008 (55% increase for English 042 and 57% increase for English 043). A similar increase occurred from Spring 2004 to Spring 2008 (49% increase for English 042 and 66% increase for English 043).

In the Spring semesters, the greatest ESOL enrollments were in the ESOL 30 series (39% on average). However, in the Fall semesters, both the ESOL 20 series and the ESOL 30 series had the greatest percentage of enrollments (37% each). The ESOL 30 series also witnessed the greatest increase in enrollment between Spring 2005-Spring 2009 (42%).

The majority of enrollments, on average, were in Math 095 (48% in Fall and 50% in Spring semesters). Math 032 saw the greatest increase (29%) in enrollment between Spring 2005 and Spring 2009, and Math 035 has seen the greatest increase (13%) in enrollment between Fall 2004 and Fall 2008.

Across the Fall and Spring terms, approximately half of the students (49%) who enrolled in Basic Skills English courses were Latino, followed by African American students (20%). This was higher than the all colleges' averages for Latino and African American Basic Skills English enrollments (33% and 12%, respectively).

Across the Fall and Spring terms, on average, 42% of the students who enrolled in Basic Skills Math courses were Latino students, followed by African American students and White students (20% each). This was higher than the all colleges' averages for Latino and African American Basic Skills Math enrollments (31% and 14%, respectively).

City College 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
ENGL	ENGL 042	146	167	176	202	226
	ENGL 043	261	317	358	400	410
	ENGL 051	619	658	683	727	692
	ENGL 056	311	340	371	391	390

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

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ESOL	ESOL 019	45	55	50	51	59
	ESOL 020	68	54	54	74	60
	ESOL 030	45	55	54	62	70
	ESOL 040	46	54	40	88	58

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

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ESOL	ESOL 019	45	55	50	51	59
	ESOL 021	48	41	42	51	47
	ESOL 031	44	39	56	50	54
	ESOL 040	46	54	40	88	58

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

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ESOL	ESOL 019	45	55	50	51	59
	ESOL 022	54	40	39	58	48
	ESOL 032	44	42	52	45	52

Table 6
Basic Skills Math course enrollments (Fall terms)

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
MATH	MATH 032	300	233	225	260	249
	MATH 035	721	637	627	713	817
	MATH 095	876	834	827	856	980

City College 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
ENGL	ENGL 042	140	173	193	189	209
	ENGL 043	237	261	275	337	394
	ENGL 051	530	544	627	779	767
	ENGL 056	263	276	337	409	413

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

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESOL	ESOL 019	50	33	48	28	48
	ESOL 020	56	60	52	55	65
	ESOL 030	53	57	70	71	73
	ESOL 040	49	53	66	70	81

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

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESOL	ESOL 019	50	33	48	28	48
	ESOL 021	37	54	38	42	58
	ESOL 031	44	42	49	50	63
	ESOL 040	49	53	66	70	81

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

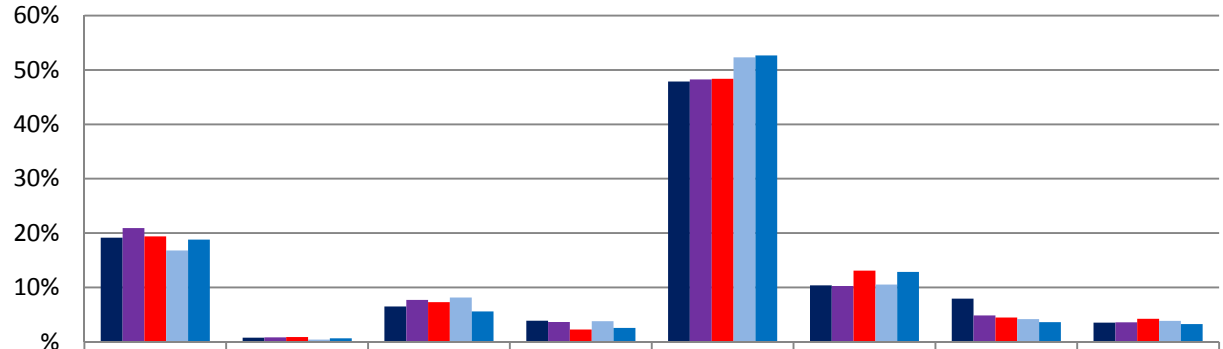
		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
ESOL	ESOL 019	50	33	48	28	48
	ESOL 022	45	44	40	40	58
	ESOL 032	40	42	48	47	59

Table 11
Basic Skills Math course enrollments (Spring terms)

		Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
MATH	MATH 032	221	213	180	186	284
	MATH 035	639	513	663	672	770
	MATH 095	820	840	874	885	876

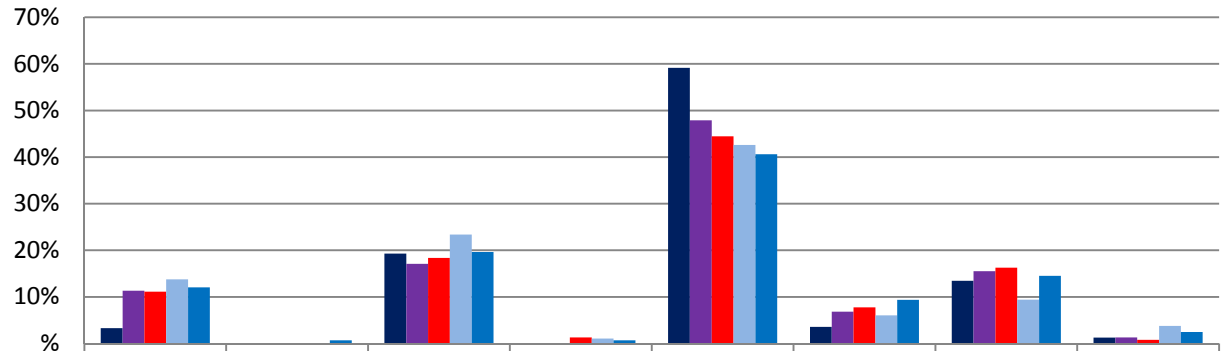
City College Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2004 – 2008

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



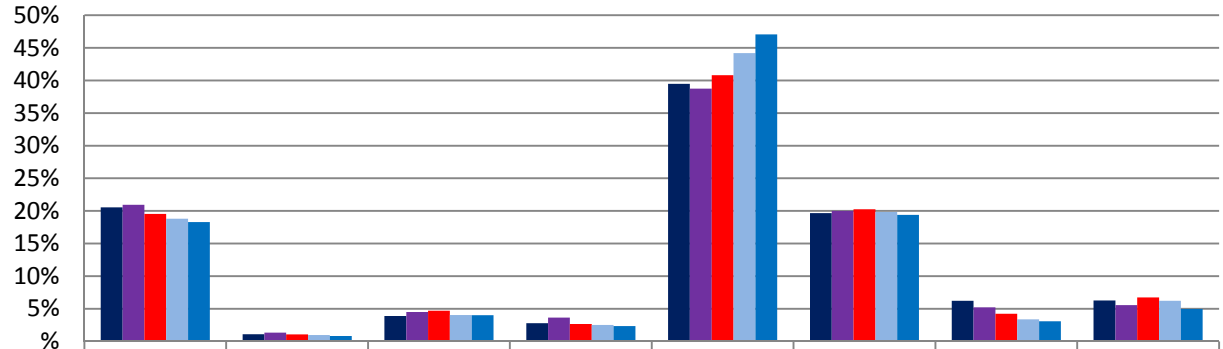
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	19%	1%	7%	4%	48%	10%	8%	4%
Fall 2005	21%	1%	8%	4%	48%	10%	5%	4%
Fall 2006	19%	1%	7%	2%	48%	13%	4%	4%
Fall 2007	17%	%	8%	4%	52%	11%	4%	4%
Fall 2008	19%	1%	6%	3%	53%	13%	4%	3%

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



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	3%	%	19%	%	59%	4%	13%	1%
Fall 2005	11%	%	17%	%	48%	7%	16%	1%
Fall 2006	11%	%	18%	1%	44%	8%	16%	1%
Fall 2007	14%	%	23%	1%	43%	6%	9%	4%
Fall 2008	12%	1%	20%	1%	41%	9%	15%	2%

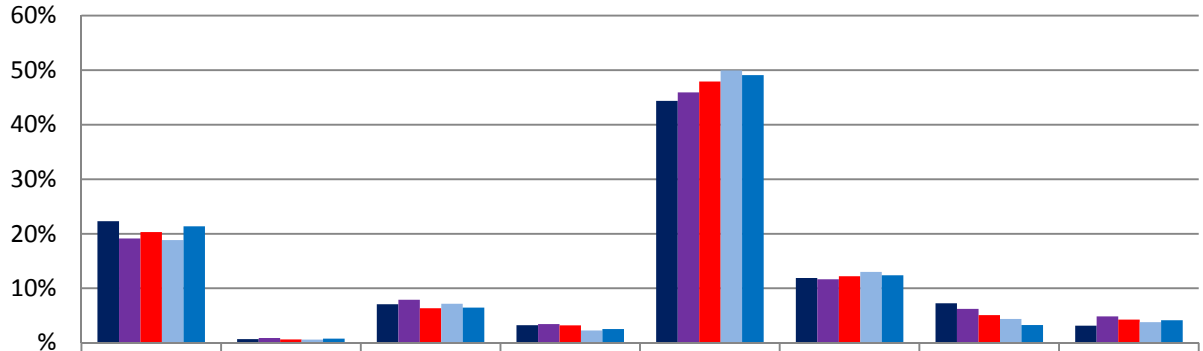
Figure 13
Basic Skills math enrollments by ethnicity (Fall terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	21%	1%	4%	3%	39%	20%	6%	6%
Fall 2005	21%	1%	5%	4%	39%	20%	5%	6%
Fall 2006	20%	1%	5%	3%	41%	20%	4%	7%
Fall 2007	19%	1%	4%	3%	44%	20%	3%	6%
Fall 2008	18%	1%	4%	2%	47%	19%	3%	5%

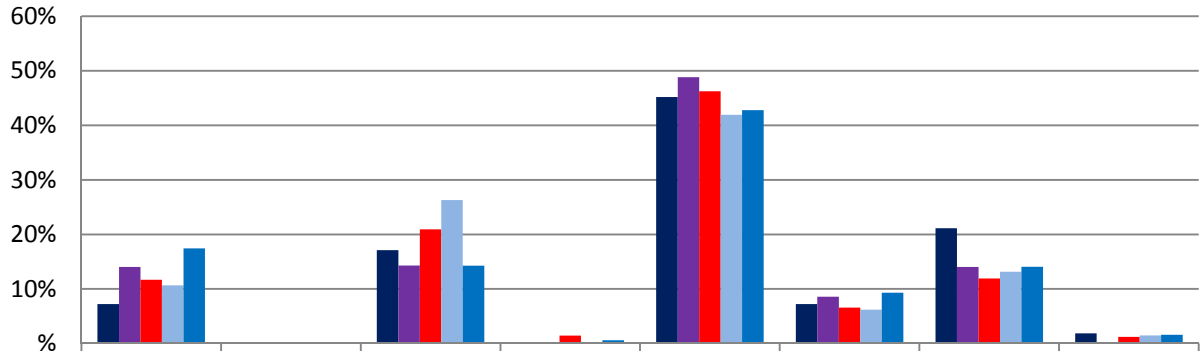
City College Basic Skills Subject Enrollments by Ethnicity
Spring Terms: 2005 – 2009

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



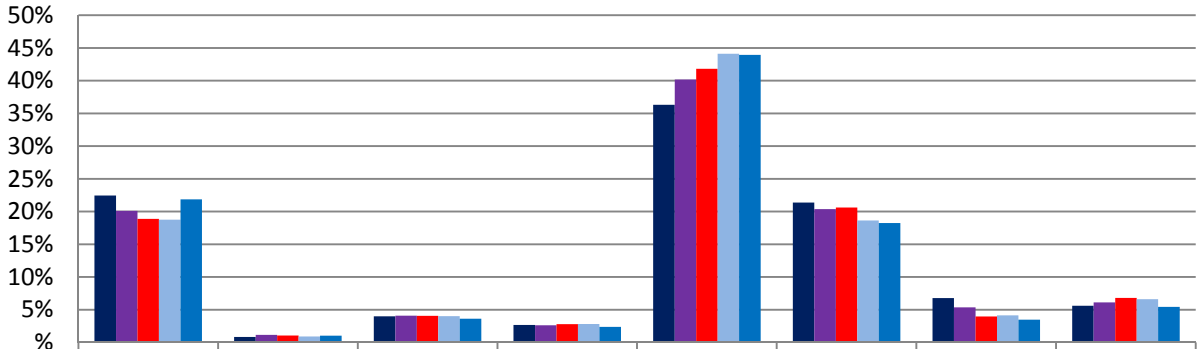
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	22%	1%	7%	3%	44%	12%	7%	3%
Spring 2006	19%	1%	8%	3%	46%	12%	6%	5%
Spring 2007	20%	1%	6%	3%	48%	12%	5%	4%
Spring 2008	19%	1%	7%	2%	50%	13%	4%	4%
Spring 2009	21%	1%	6%	3%	49%	12%	3%	4%

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



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	7%	%	17%	%	45%	7%	21%	2%
Spring 2006	14%	%	14%	%	49%	9%	14%	%
Spring 2007	12%	%	21%	1%	46%	7%	12%	1%
Spring 2008	11%	%	26%	%	42%	6%	13%	1%
Spring 2009	17%	%	14%	1%	43%	9%	14%	2%

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



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	22%	1%	4%	3%	36%	21%	7%	6%
Spring 2006	20%	1%	4%	3%	40%	20%	5%	6%
Spring 2007	19%	1%	4%	3%	42%	21%	4%	7%
Spring 2008	19%	1%	4%	3%	44%	19%	4%	7%
Spring 2009	22%	1%	4%	2%	44%	18%	3%	5%

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 17 through 21 for Fall terms and Figures 22 through 26 for Spring terms). Five-year trends in retention rates are also displayed for each subject by ethnicity (see Figures 27 through 29 for Fall terms and Figures 30 through 32 for Spring terms). Similarly, five-year trends in success rates are demonstrated for each course (see Figures 33 through 37 for Fall terms and Figures 38 through 42 for Spring terms), as well as for each subject by ethnicity (see Figures 43 through 45 for Fall terms and Figures 46 through 48 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

Over the Fall terms from 2004 to 2008, retention rates increased for both English 042 and English 056, were fluctuated yet increased for English 043, and remained relatively stable for English 051. Retention rates remained relatively stable from Spring 2005 to Spring 2009 for all English courses except English 056, for which there was a 16% increase during the five-year period for Spring terms. Success rates displayed varied results for all English courses across the fall and spring terms. The retention and success rates patterns of City College were different compared to the retention and success rates patterns for all colleges Basic Skills English students in the district across the fall and spring terms.

An examination of five-year trends for English subject outcomes by ethnicity reveals no clear trends as success and retention rates showed mixed results. However, further investigation of overall five-year averages comparing across ethnic groups shows that on average, Latino students had the highest retention rates across the Fall terms being reported. Both retention and success rates were lowest for African-Americans, but highest for Whites, Asian/Pacific-Islanders, and Filipinos students. The trends were consistent with the trends displayed by the Basic Skills English students across all three colleges.

Retention rates displayed variations from Fall 2004 to Fall 2008, as well as from Spring 2005 to Spring 2009 for all ESOL courses except ESOL 021, for which there was a 12% increase during the five-year time period for Spring terms. Success rates also displayed varied results for ESOL courses across the fall and spring terms except ESOL 021 and ESOL 022, for which during the five-year time period for fall terms, success rates increased by 20% and 27%, respectively.

No clear five-year trends emerged for ESOL subject outcomes by ethnicity as success and retention rates showed varied results. However, further investigation of overall five-year averages comparing across ethnic groups showed that both the retention and success rates for African American students were relatively higher in the Spring terms but relatively lower in the fall terms. In addition, both retention rates and success rates for Latino students were lowest, and Filipino students had relatively higher retention rates but the lowest success rates. Asian/Pacific-Islanders and Whites had some of the highest retentions rates as well as success rates, and this trend was consistent with the trends displayed by the Basic Skills ESOL students across all three colleges.

MATH 032 retention rates wavered yet increased slightly from Fall 2004 to Fall 2008, as well as from Spring 2005 to Spring 2009. MATH 035 retention rates remained relatively stable over the Fall terms but showed more variation over the Spring terms, while MATH 095 retention rates remained relatively stable over the Spring terms but varied over the Fall terms. From Fall 2004 to Fall 2009, as well as from Spring 2005

to Spring 2009, success rates displayed varied results for MATH courses with no clear five-year trends.

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 both retention and success rates were highest for Asian/Pacific-Islanders but lowest for African American students. Latino students had relatively higher retention rates but lower success rates. In addition, Whites had comparatively higher success rates. The trends were slightly different than the trends displayed by the Basic Skills Math students across all three colleges.

City College Basic Skills Course Retention Rates
Fall Terms: 2004 – 2008

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

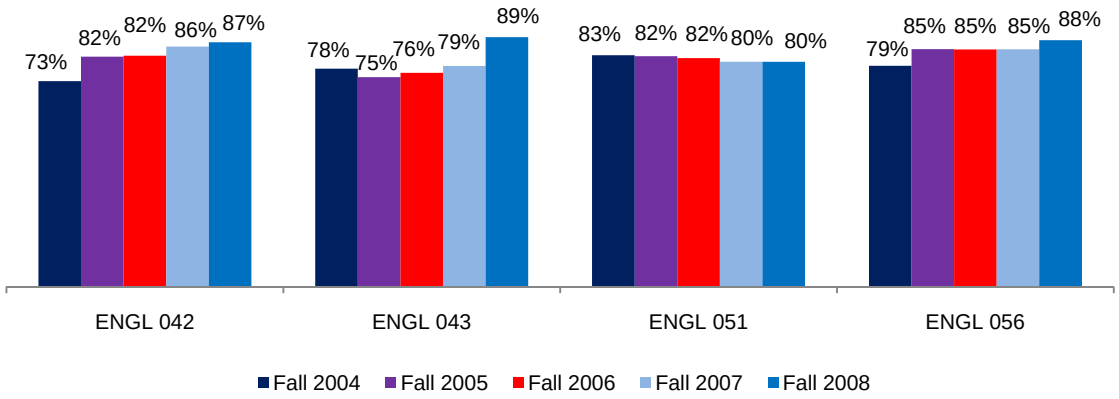


Figure 18
Basic Skills ESOL Writing course retention rates (Fall terms)

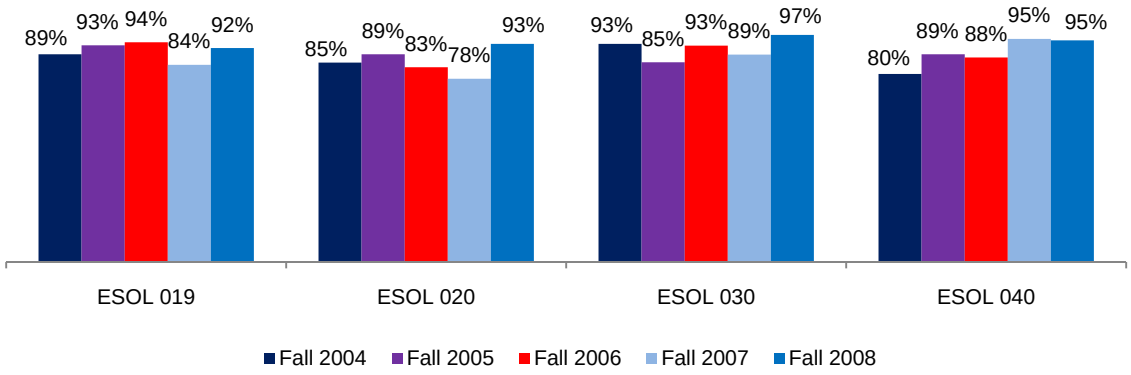


Figure 19
Basic Skills ESOL Reading course retention rates (Fall terms)

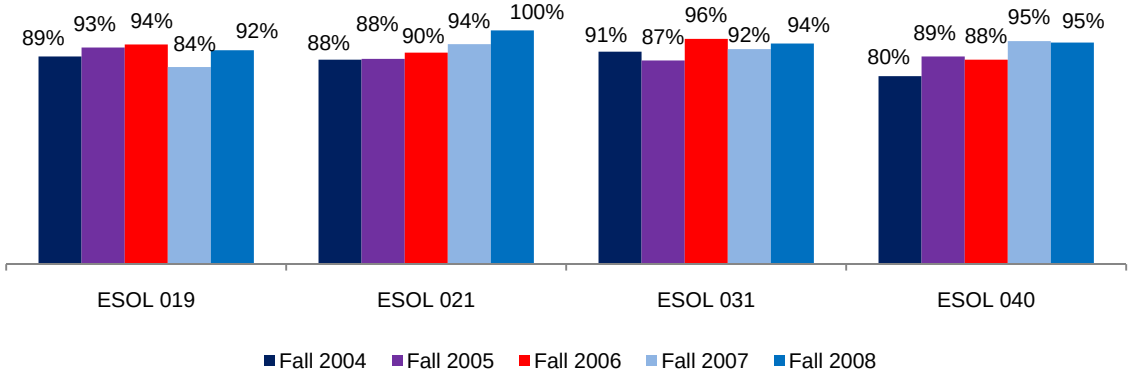


Figure 20
Basic Skills ESOL Listening/Speaking course retention rates (Fall terms)

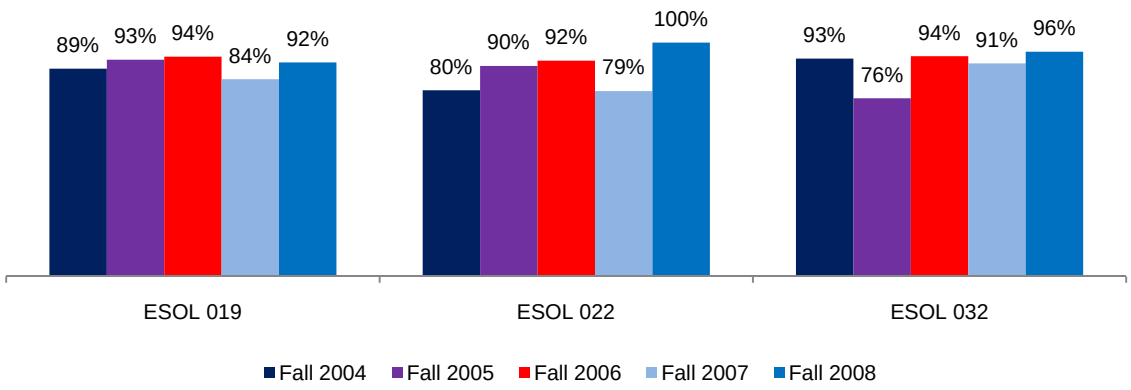
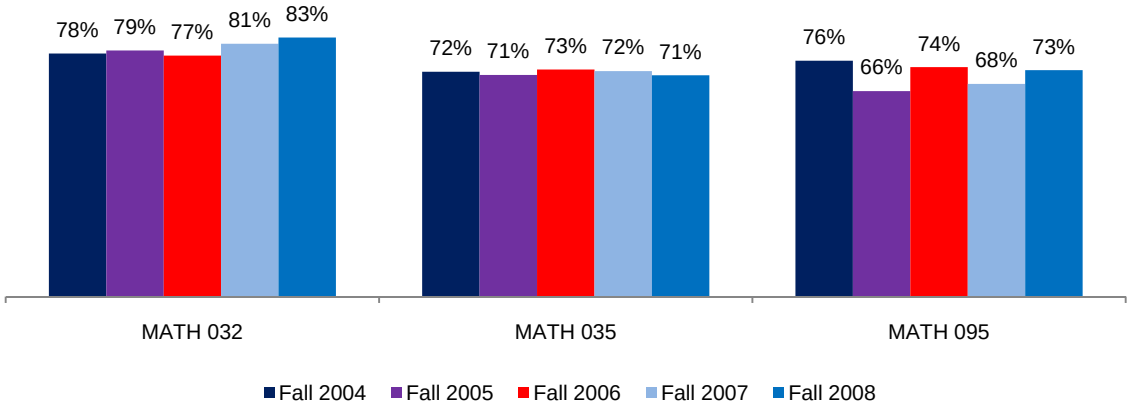


Figure 21
Basic Skills Math course retention rates (Fall terms)



City College Basic Skills Course Retention Rates
Spring Terms: 2005 – 2009

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

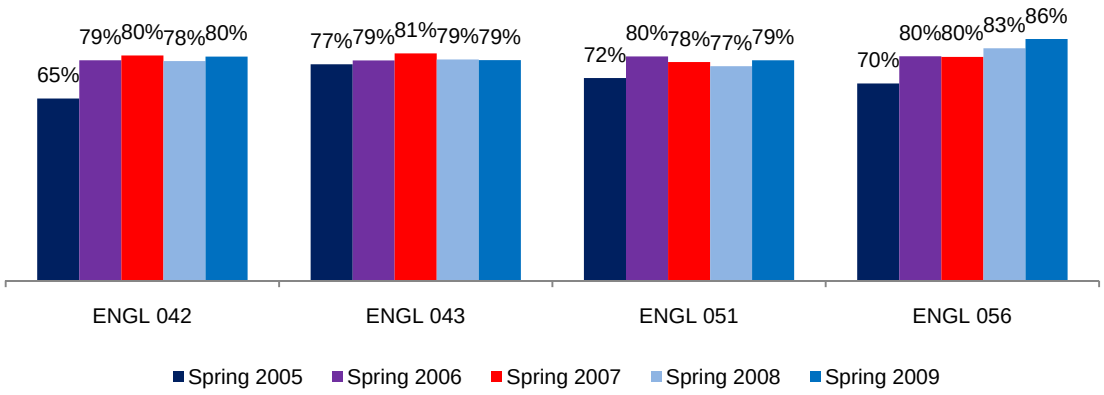


Figure 23
Basic Skills ESOL Writing course retention rates (Spring terms)

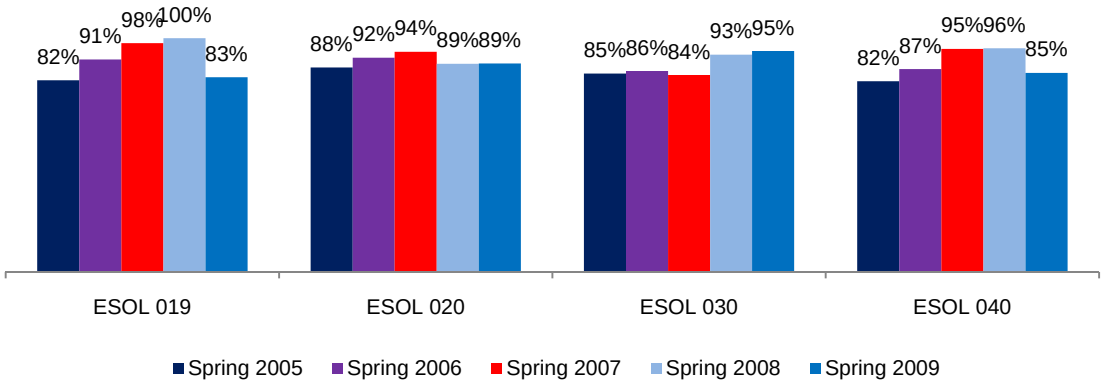


Figure 24
Basic Skills ESOL Reading course retention rates (Spring terms)

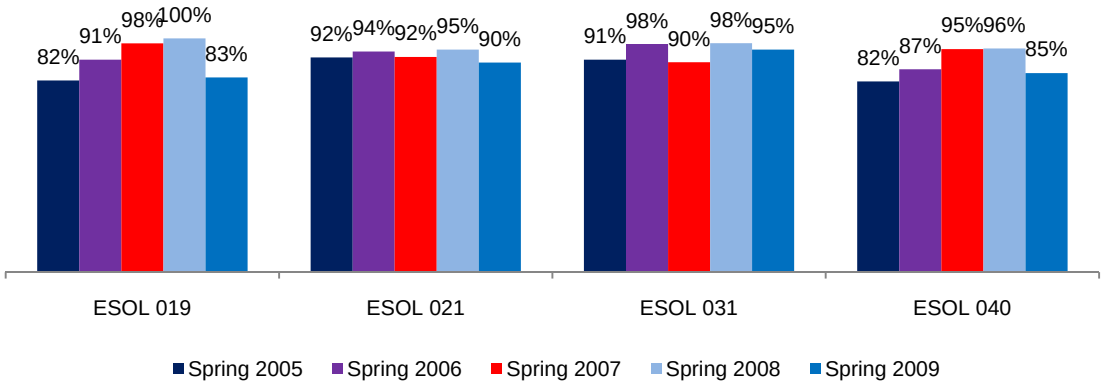


Figure 25
Basic Skills ESOL Listening/Speaking course retention rates (Spring terms)

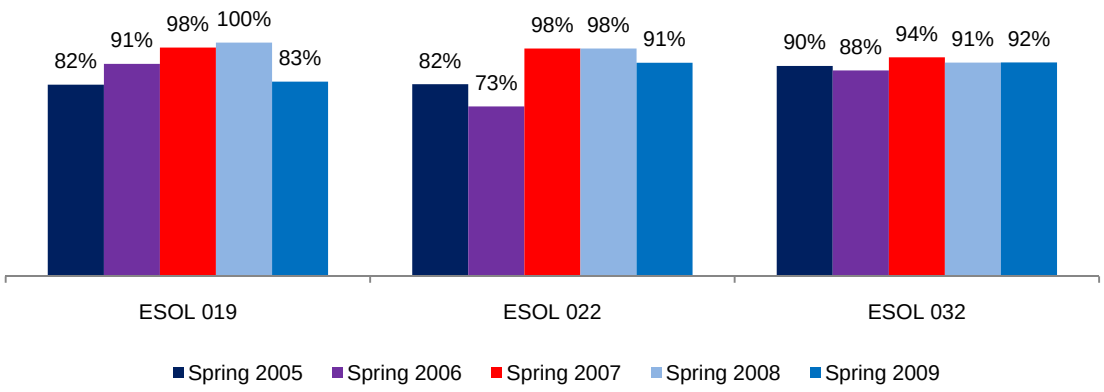
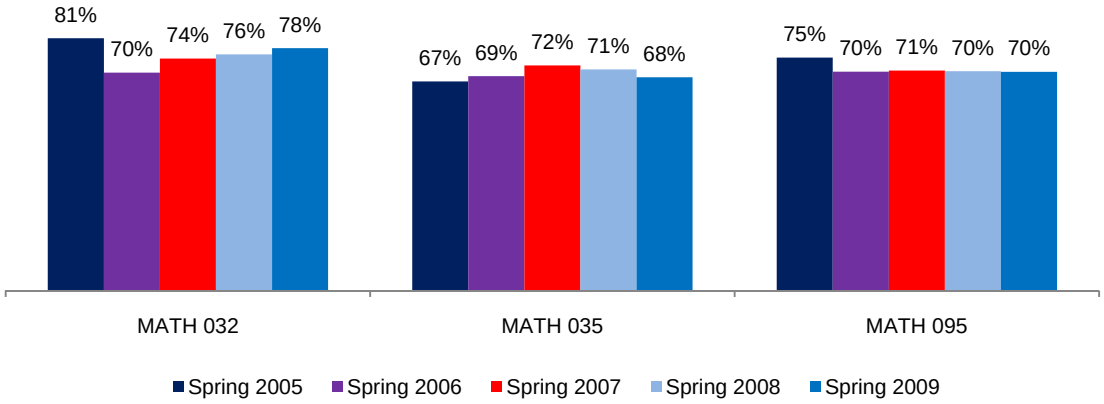
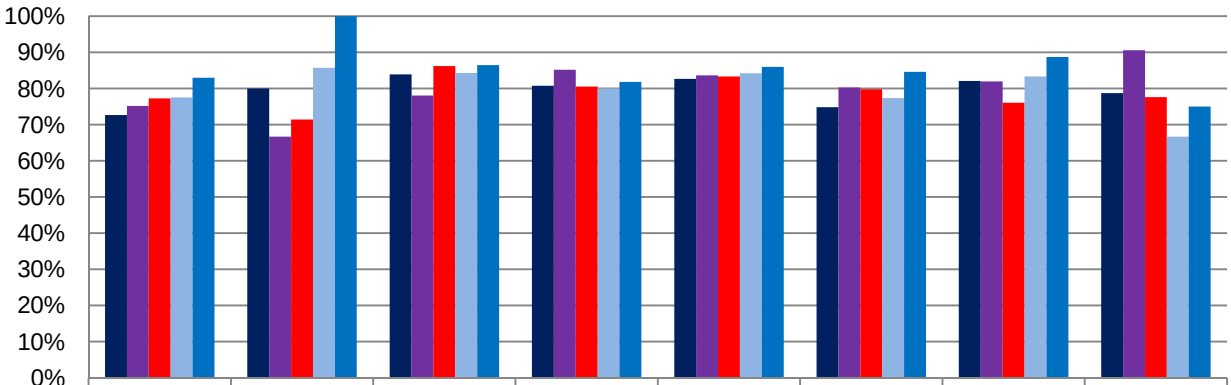


Figure 26
Basic Skills Math course retention rates (Spring terms)



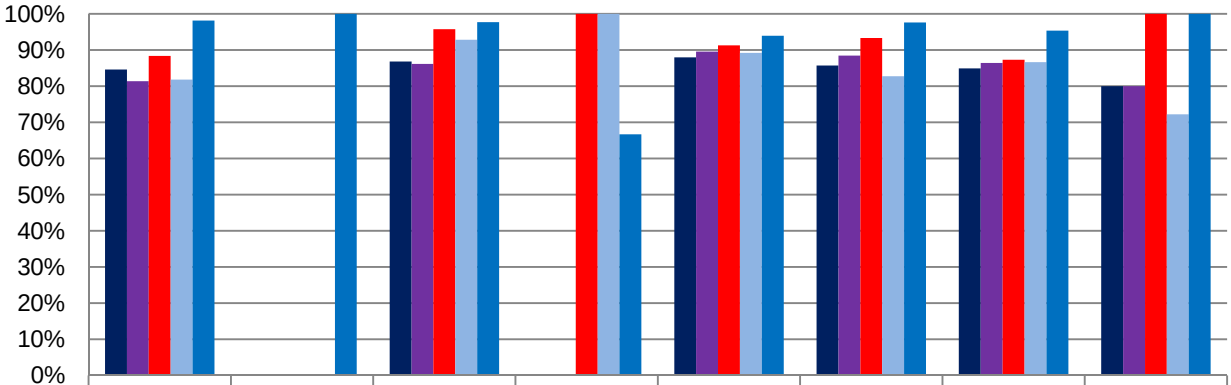
City College Basic Skills Subject Retention Rates by Ethnicity
Fall Terms: 2004 – 2008

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



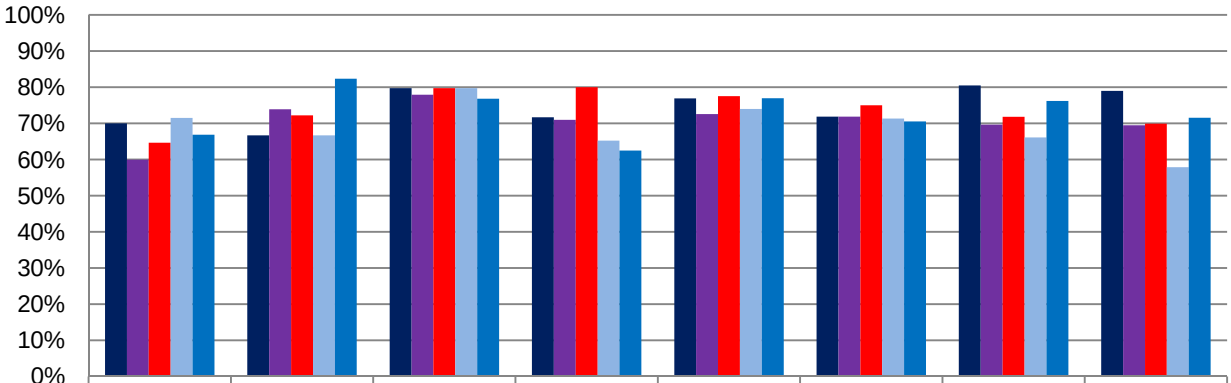
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	73%	80%	84%	81%	83%	75%	82%	79%
Fall 2005	75%	67%	78%	85%	84%	80%	82%	91%
Fall 2006	77%	71%	86%	81%	83%	80%	76%	78%
Fall 2007	78%	86%	84%	80%	84%	77%	83%	67%
Fall 2008	83%	100%	86%	82%	86%	85%	89%	75%

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



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	85%	0%	87%	0%	88%	86%	85%	80%
Fall 2005	81%	0%	86%	0%	90%	88%	86%	80%
Fall 2006	88%	0%	96%	100%	91%	93%	87%	100%
Fall 2007	82%	0%	93%	100%	89%	83%	87%	72%
Fall 2008	98%	100%	98%	67%	94%	98%	95%	100%

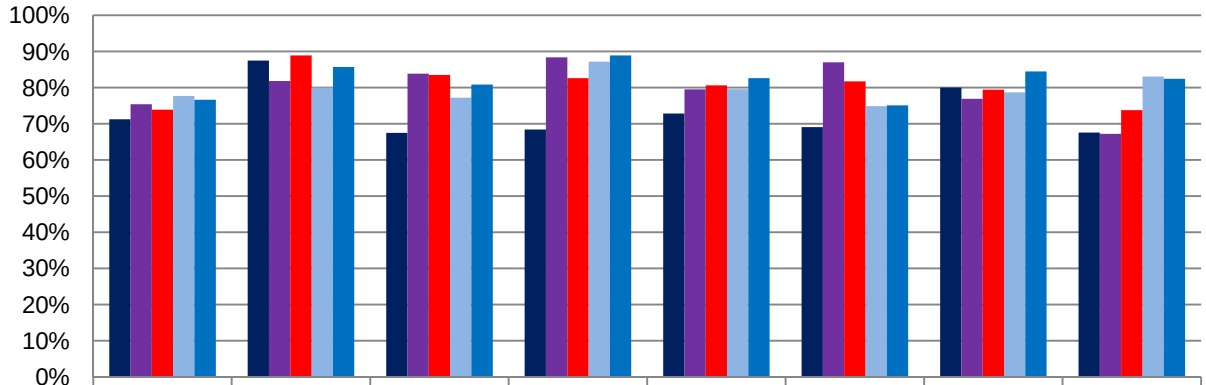
Figure 29
Basic Skills Math retention rates by ethnicity (Fall terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	70%	67%	80%	72%	77%	72%	81%	79%
Fall 2005	60%	74%	78%	71%	73%	72%	70%	69%
Fall 2006	65%	72%	80%	80%	78%	75%	72%	70%
Fall 2007	72%	67%	80%	65%	74%	71%	66%	58%
Fall 2008	67%	82%	77%	63%	77%	71%	76%	72%

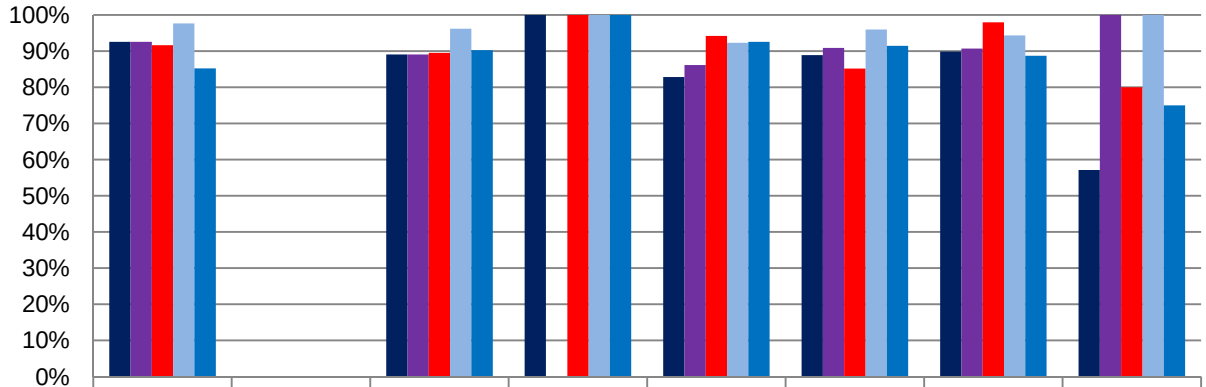
City College Basic Skills Subject Retention Rates by Ethnicity
Spring Terms: 2005 – 2009

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



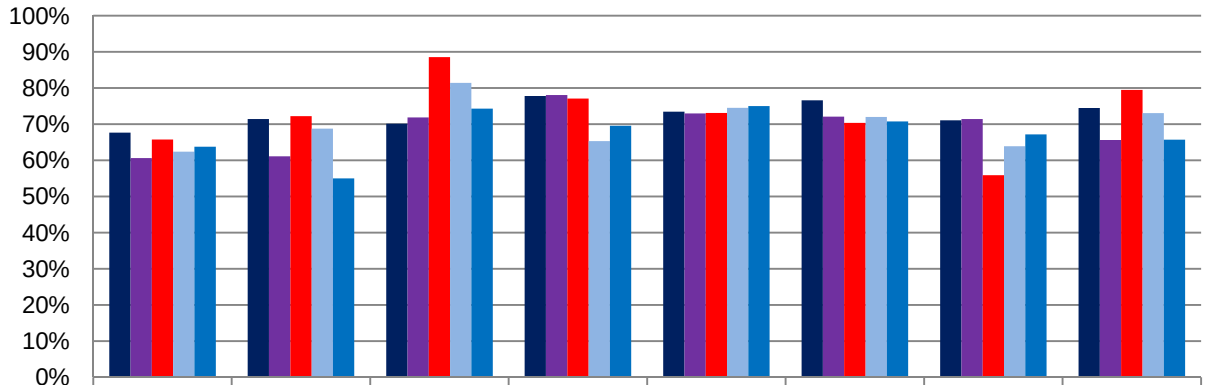
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	71%	88%	67%	68%	73%	69%	80%	68%
Spring 2006	75%	82%	84%	88%	80%	87%	77%	67%
Spring 2007	74%	89%	84%	83%	81%	82%	79%	74%
Spring 2008	78%	80%	77%	87%	80%	75%	79%	83%
Spring 2009	77%	86%	81%	89%	83%	75%	84%	82%

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



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	93%	0%	89%	100%	83%	89%	90%	57%
Spring 2006	93%	0%	89%	0%	86%	91%	91%	100%
Spring 2007	92%	0%	90%	100%	94%	85%	98%	80%
Spring 2008	98%	0%	96%	100%	92%	96%	94%	100%
Spring 2009	85%	0%	90%	100%	93%	91%	89%	75%

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



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	68%	71%	70%	78%	73%	77%	71%	74%
Spring 2006	61%	61%	72%	78%	73%	72%	71%	66%
Spring 2007	66%	72%	89%	77%	73%	70%	56%	79%
Spring 2008	62%	69%	81%	65%	75%	72%	64%	73%
Spring 2009	64%	55%	74%	70%	75%	71%	67%	66%

City College Basic Skills Course Success Rates
Fall Terms: 2004 – 2008

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

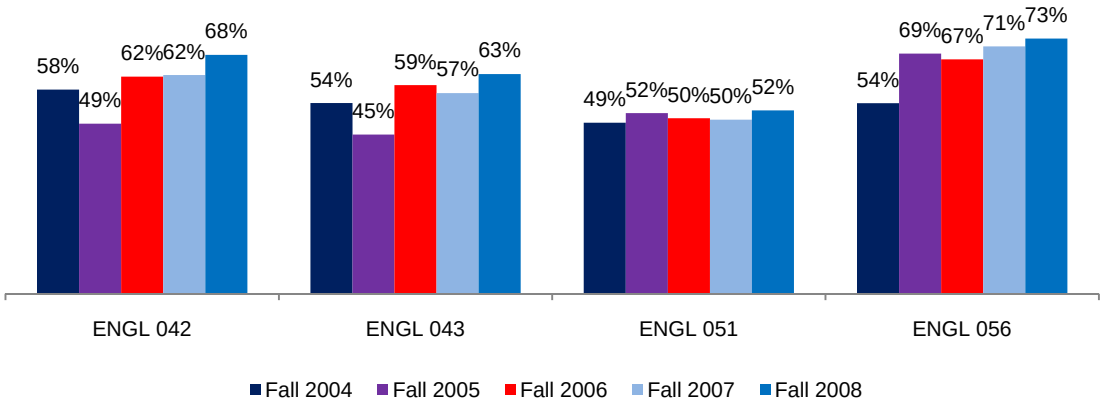


Figure 34
Basic Skills ESOL Writing course success rates (Fall terms)

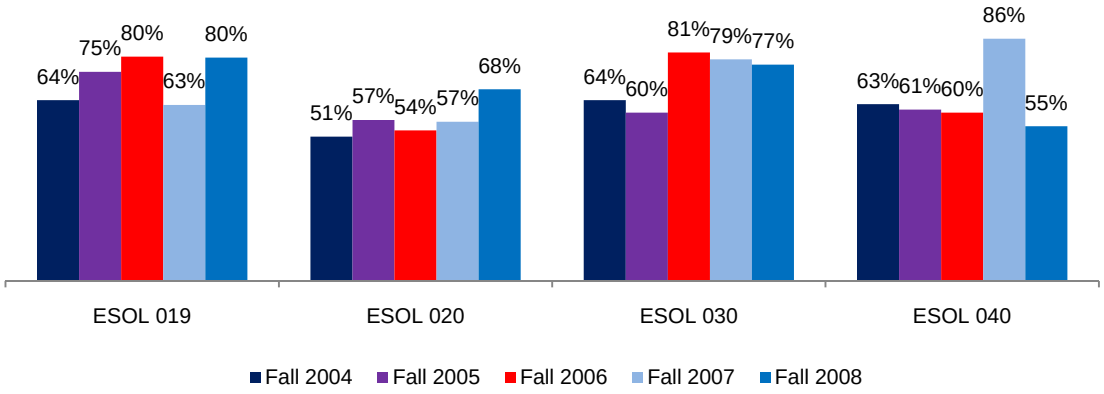


Figure 35
Basic Skills ESOL Reading course success rates (Fall terms)

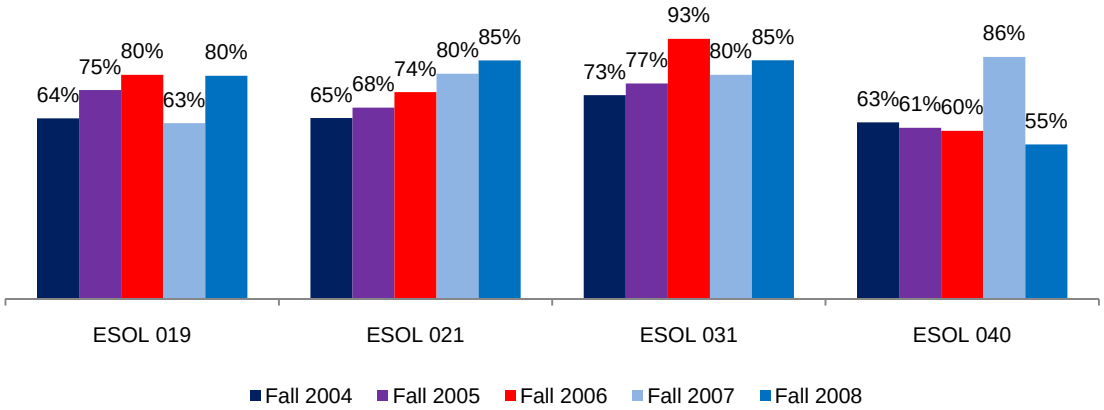


Figure 36
Basic Skills ESOL Listening/Speaking course success rates (Fall terms)

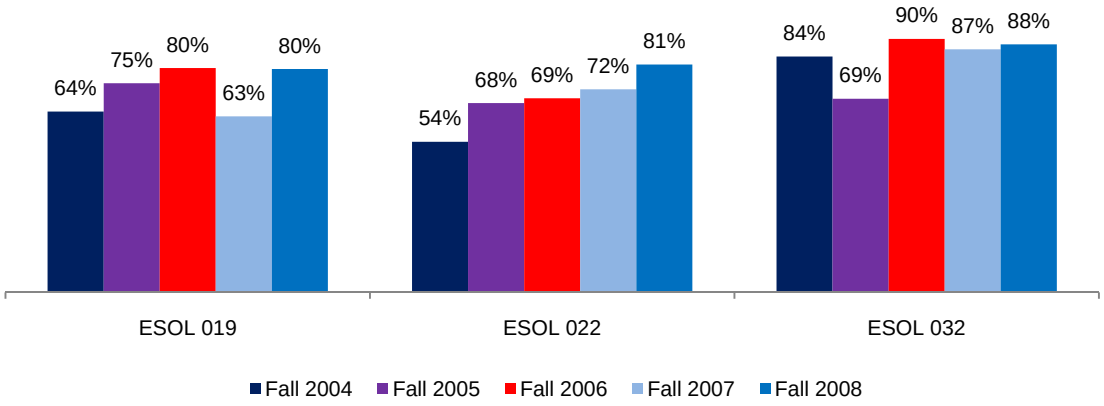
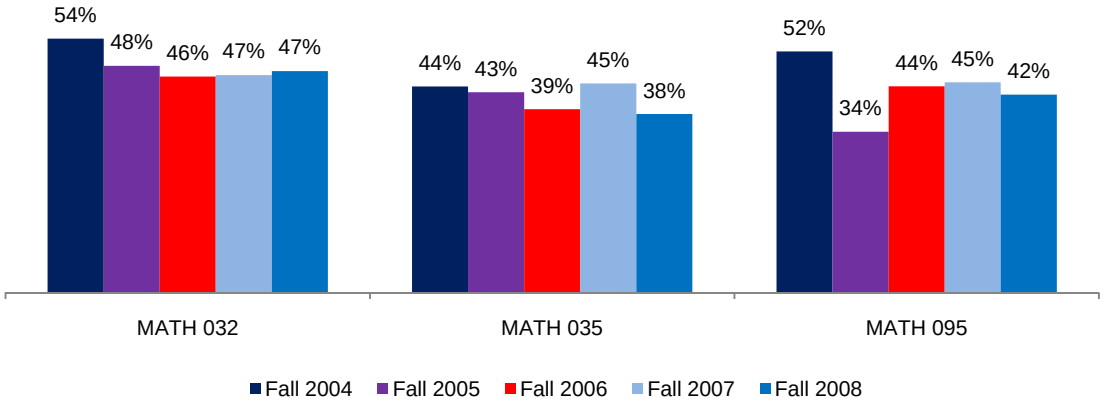


Figure 37
Basic Skills Math course success rates (Fall terms)



City College Basic Skills Course Success Rates
Spring Terms: 2005 – 2009

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

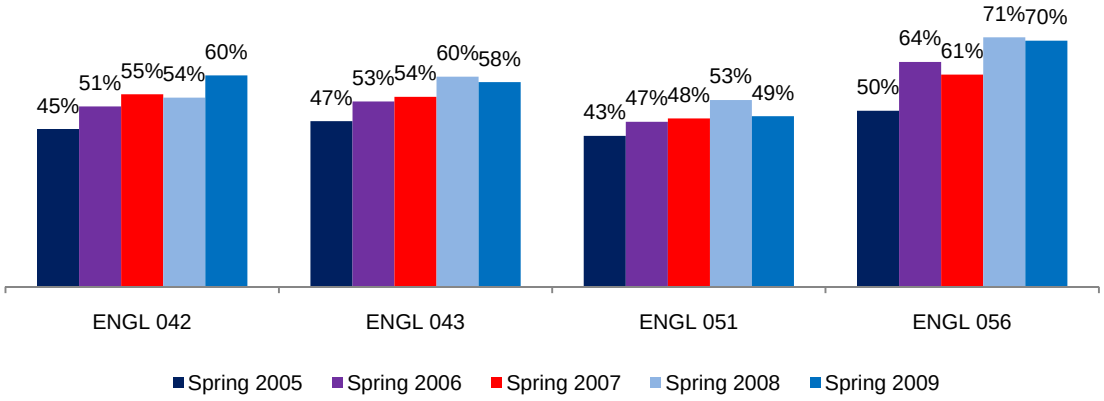


Figure 39
Basic Skills ESOL Writing course success rates (Spring terms)

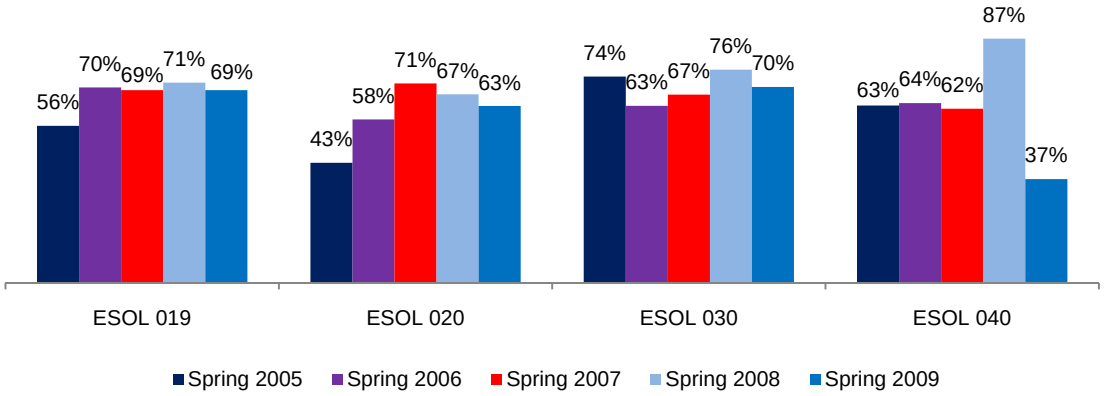


Figure 40
Basic Skills ESOL Reading course success rates (Spring terms)

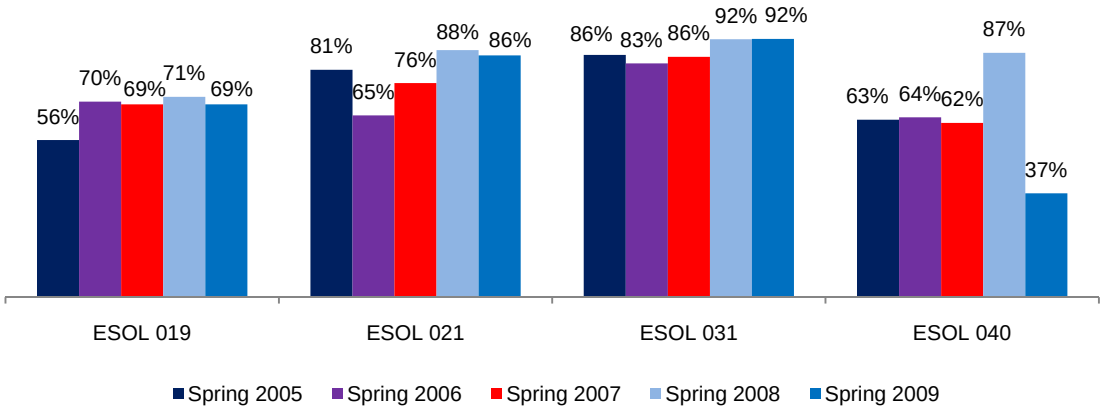


Figure 41
Basic Skills ESOL Listening/Speaking course success rates (Spring terms)

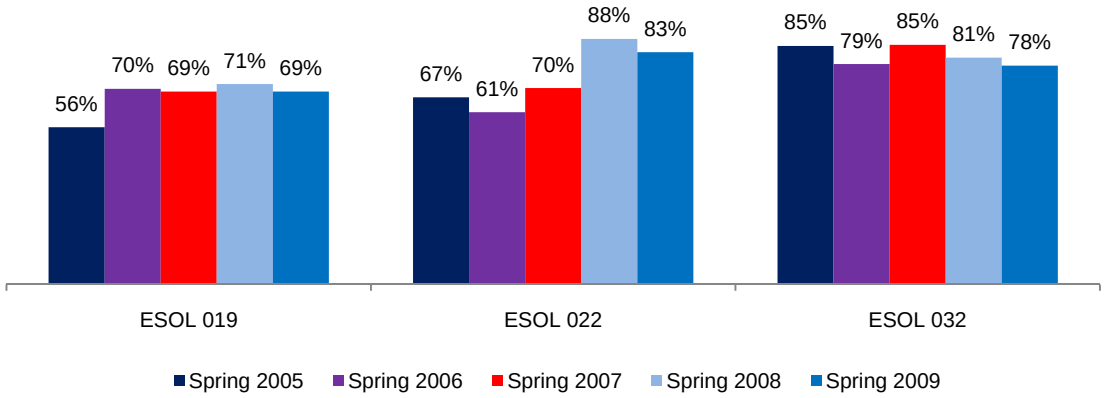
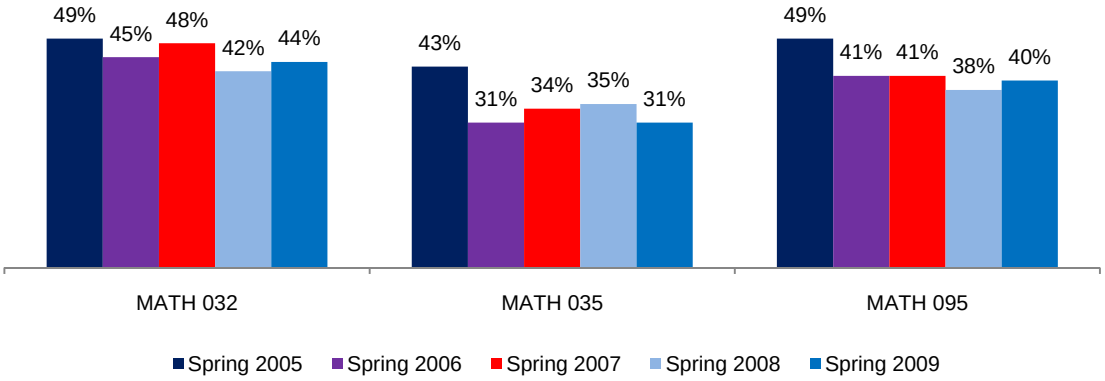
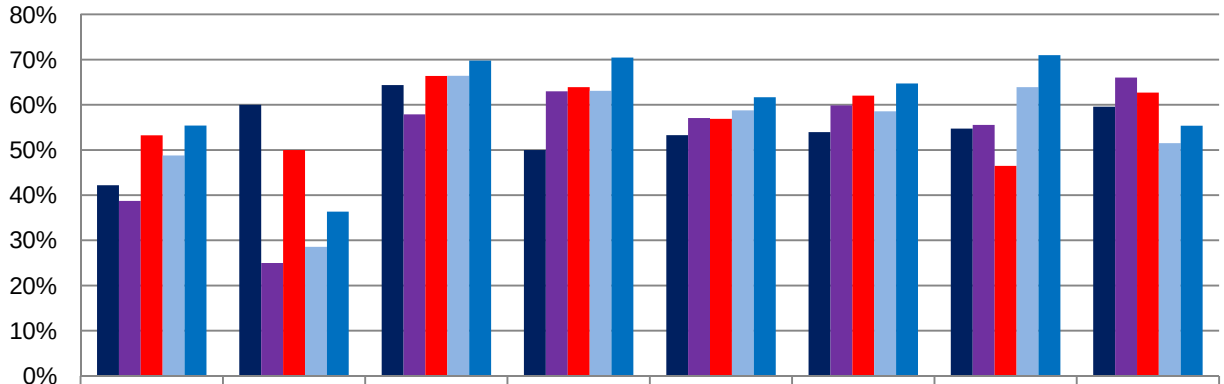


Figure 42
Basic Skills Math course success rates (Spring terms)



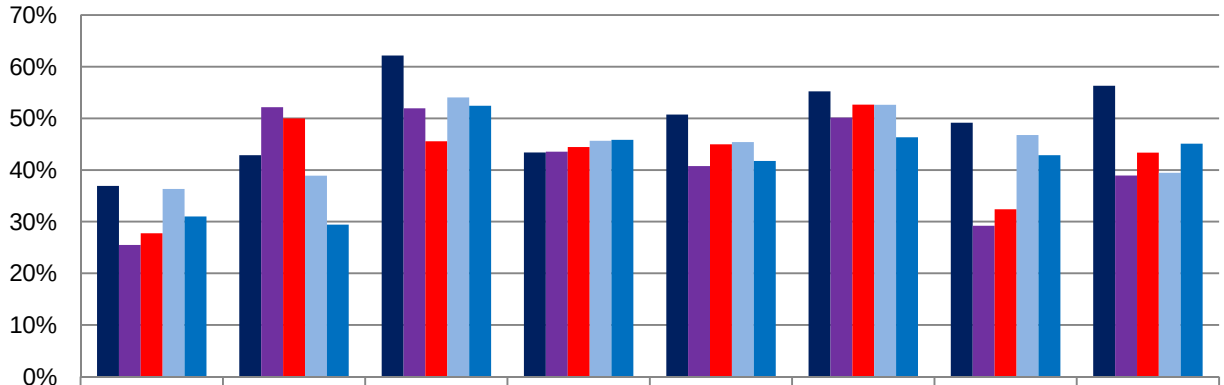
City College Basic Skills Subject Success Rates by Ethnicity
Fall Terms: Fall 2004 – 2008

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



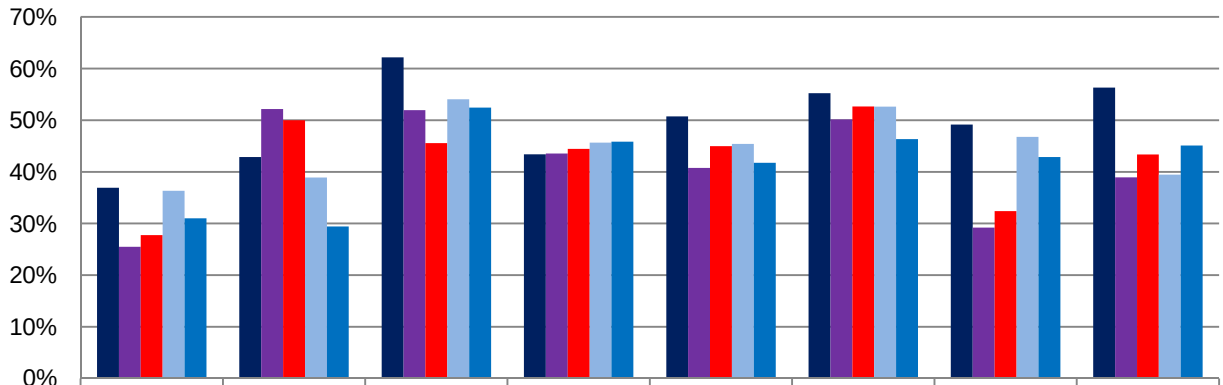
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	42%	60%	64%	50%	53%	54%	55%	60%
Fall 2005	39%	25%	58%	63%	57%	60%	56%	66%
Fall 2006	53%	50%	66%	64%	57%	62%	46%	63%
Fall 2007	49%	29%	66%	63%	59%	59%	64%	52%
Fall 2008	55%	36%	70%	70%	62%	65%	71%	55%

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



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	37%	43%	62%	43%	51%	55%	49%	56%
Fall 2005	25%	52%	52%	44%	41%	50%	29%	39%
Fall 2006	28%	50%	46%	44%	45%	53%	32%	43%
Fall 2007	36%	39%	54%	46%	45%	53%	47%	39%
Fall 2008	31%	29%	52%	46%	42%	46%	43%	45%

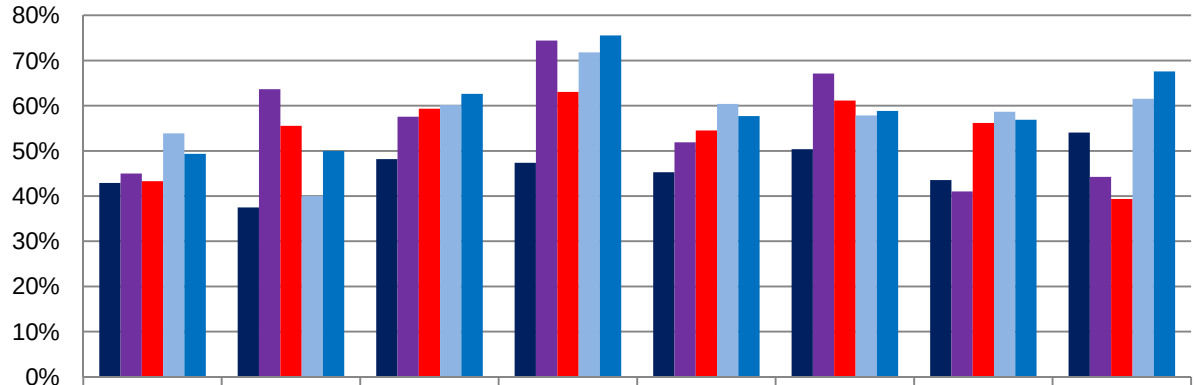
Figure 45
Basic Skills Math success rates by ethnicity (Fall terms)



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Fall 2004	37%	43%	62%	43%	51%	55%	49%	56%
Fall 2005	25%	52%	52%	44%	41%	50%	29%	39%
Fall 2006	28%	50%	46%	44%	45%	53%	32%	43%
Fall 2007	36%	39%	54%	46%	45%	53%	47%	39%
Fall 2008	31%	29%	52%	46%	42%	46%	43%	45%

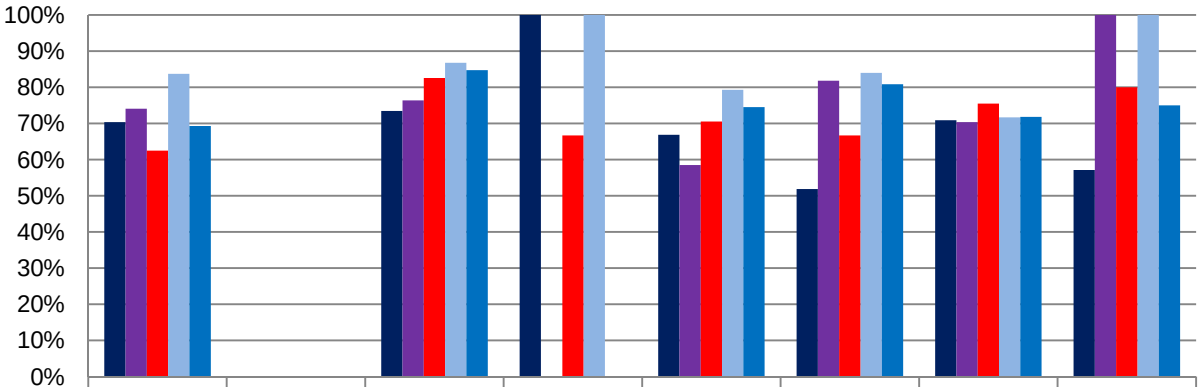
City College Basic Skills Subject Success Rates by Ethnicity
Spring Terms: 2005 – 2009

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



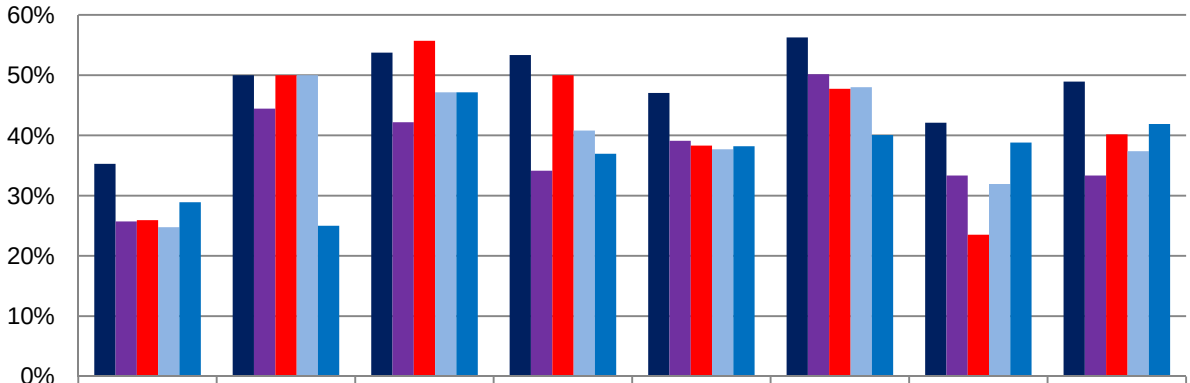
	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	43%	38%	48%	47%	45%	50%	44%	54%
Spring 2006	45%	64%	58%	74%	52%	67%	41%	44%
Spring 2007	43%	56%	59%	63%	55%	61%	56%	39%
Spring 2008	54%	40%	60%	72%	60%	58%	59%	62%
Spring 2009	49%	50%	63%	76%	58%	59%	57%	68%

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



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	70%	0%	73%	100%	67%	52%	71%	57%
Spring 2006	74%	0%	76%	0%	59%	82%	70%	100%
Spring 2007	63%	0%	83%	67%	71%	67%	76%	80%
Spring 2008	84%	0%	87%	100%	79%	84%	72%	100%
Spring 2009	69%	0%	85%	0%	75%	81%	72%	75%

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



	African-Amer.	Amer. Indian	Asian-Pacific	Filipino	Latino	White	Other	Unreported
Spring 2005	35%	50%	54%	53%	47%	56%	42%	49%
Spring 2006	26%	44%	42%	34%	39%	50%	33%	33%
Spring 2007	26%	50%	56%	50%	38%	48%	24%	40%
Spring 2008	25%	50%	47%	41%	38%	48%	32%	37%
Spring 2009	29%	25%	47%	37%	38%	40%	39%	42%

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 v. Non-SI, while Figures 55 through 60 display the course success rates for SI v. 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 Number of course sections		Spring 2009 Number of course sections	
	SI	Not SI	SI	Not SI
ENGLISH	16	40	11	46
ESOL	1	18	3	16
MATHEMATICS	5	48	4	50

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 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 lower. This trend was consistent with the trend for all three colleges.

In Fall 2008, for English courses, SI sections had equal or higher success rates than did non-SI sections, while the reverse was true for English 042 in Spring 2009 whereby SI sections had lower success rates than did non-SI sections.

For ESOL courses, SI sections had higher retention rates than did non-SI sections in Fall 2008 (ESOL 030) and Spring 2009 (ESOL 020 and ESOL 030).

In Spring 2009, ESOL 020 SI sections had higher success rates than did non-SI sections, whereas for ESOL 030, SI sections had lower success rates than did non-SI sections in Fall 2008 and Spring 2009.

In Fall 2008 and Spring 2009, all MATH courses had higher retention rates and success rates in the SI sections than did in the non-SI sections.

City College 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)

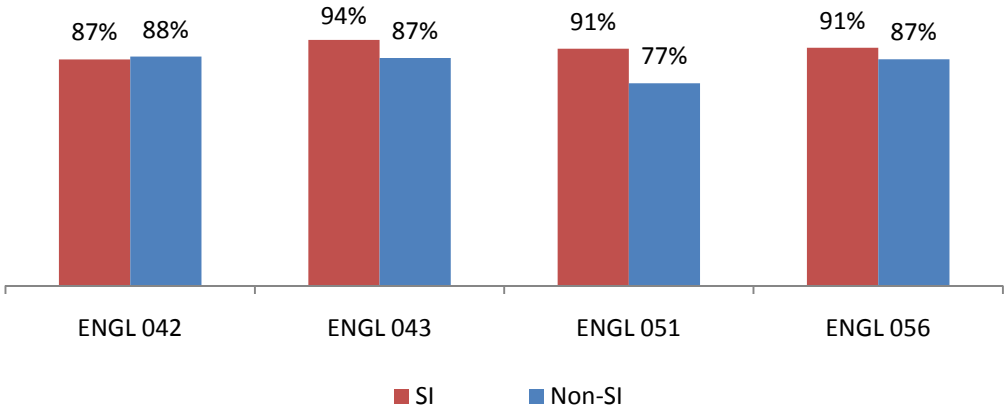


Figure 50
Basic Skills ESOL course retention rates for SI v. Non-SI (Fall 2008)

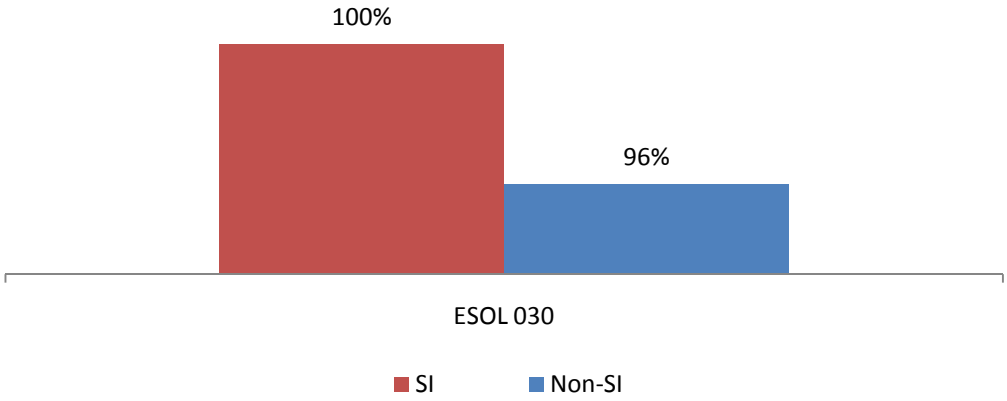


Figure 51
Basic Skills Math course retention rates for SI v. Non-SI (Fall 2008)

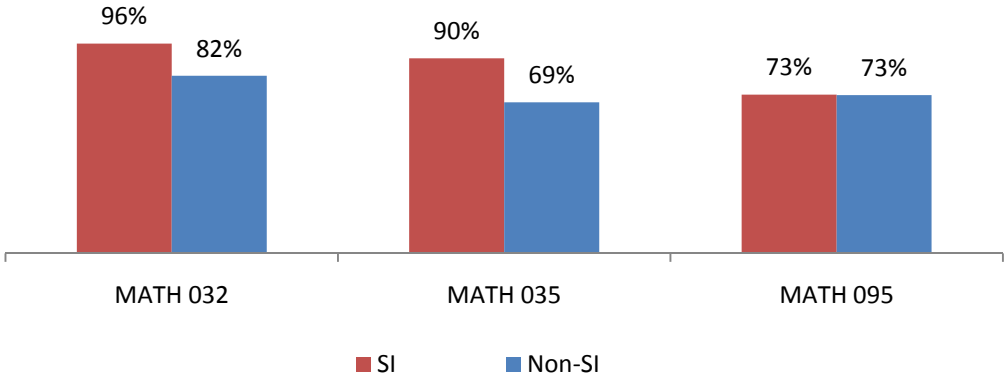


Figure 52
Basic Skills English course retention rates for SI v. Non-SI (Spring 2009)

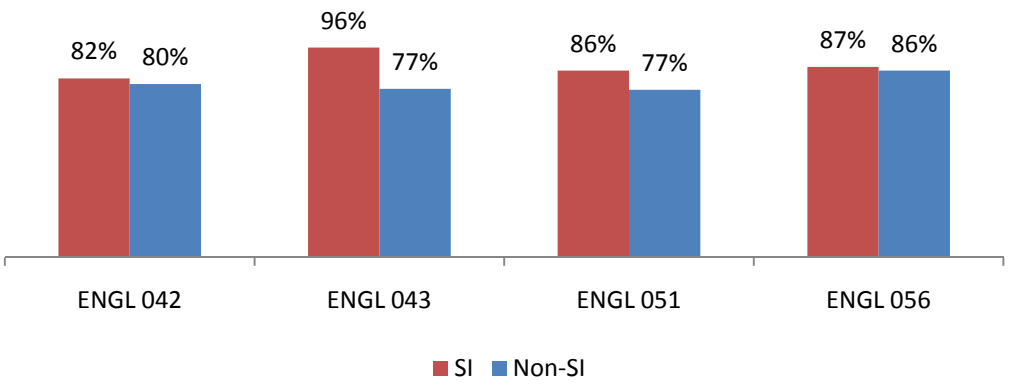


Figure 53
Basic Skills ESOL course retention rates for SI v. Non-SI (Spring 2009)

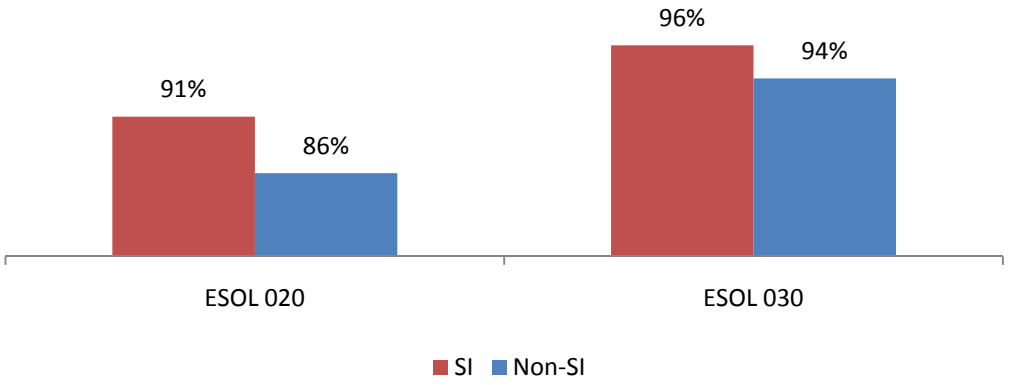
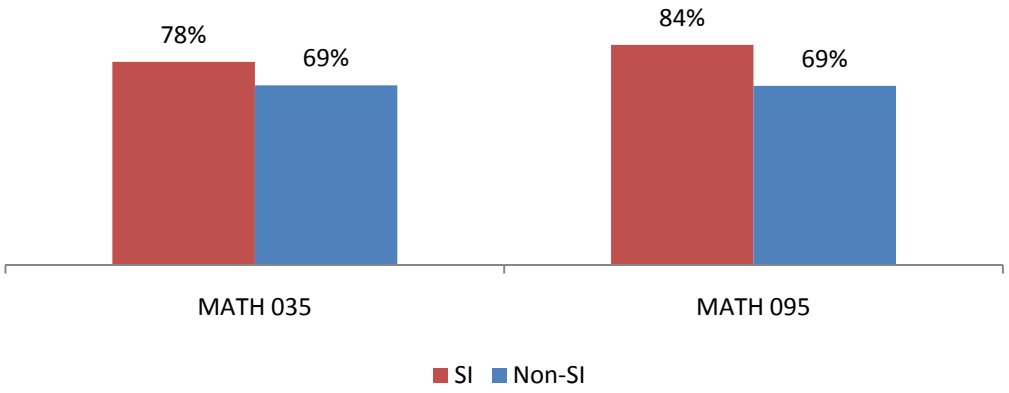


Figure 54
Basic Skills Math course retention rates for SI v. Non-SI (Spring 2009)



City College 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)

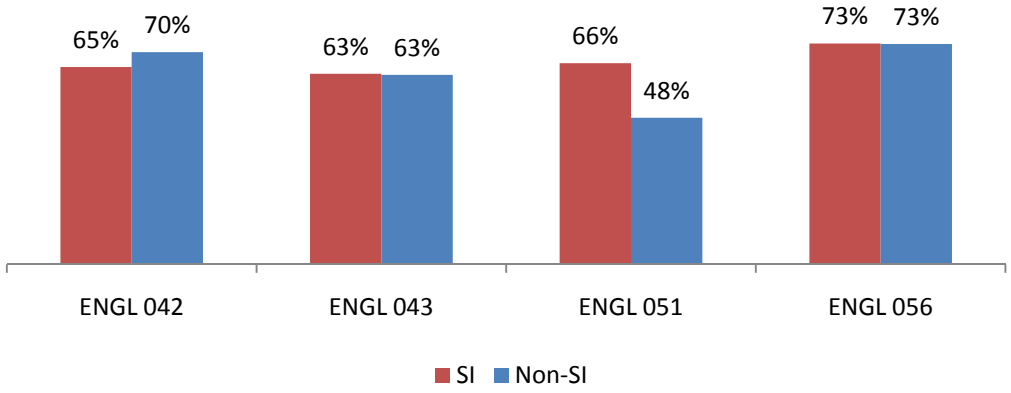


Figure 56
Basic Skills ESOL course success rates for SI v. Non-SI (Fall 2008)

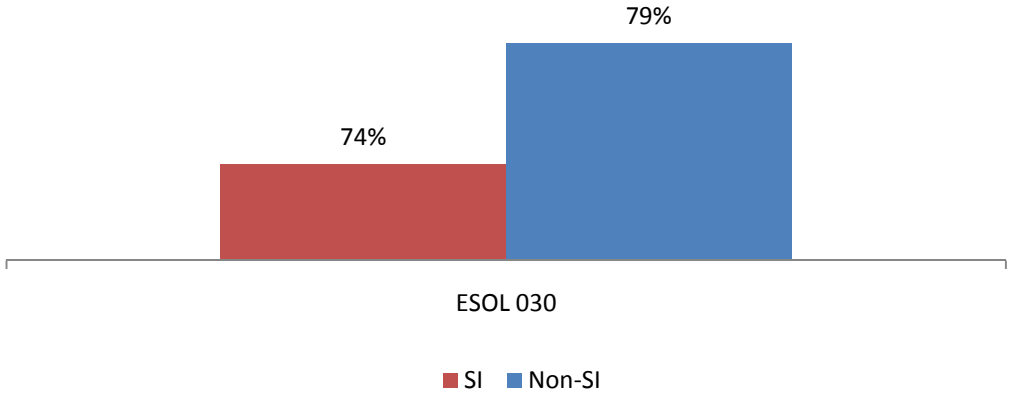


Figure 57
Basic Skills Math course success rates for SI v. Non-SI (Fall 2008)

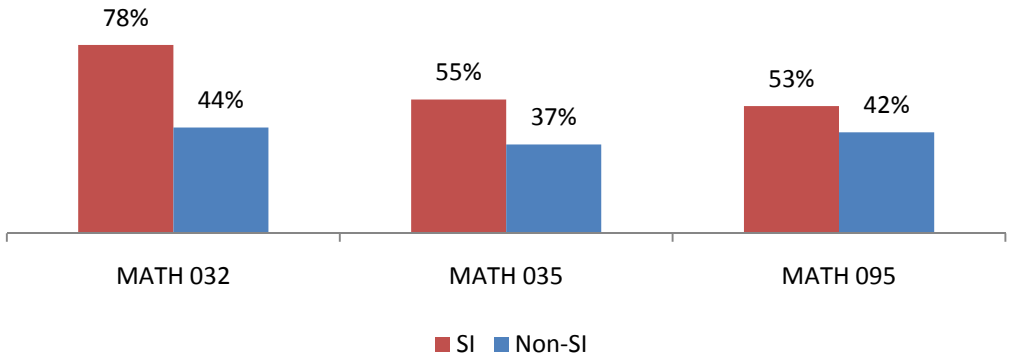


Figure 58
Basic Skills English course success rates for SI v. Non-SI (Spring 2009)

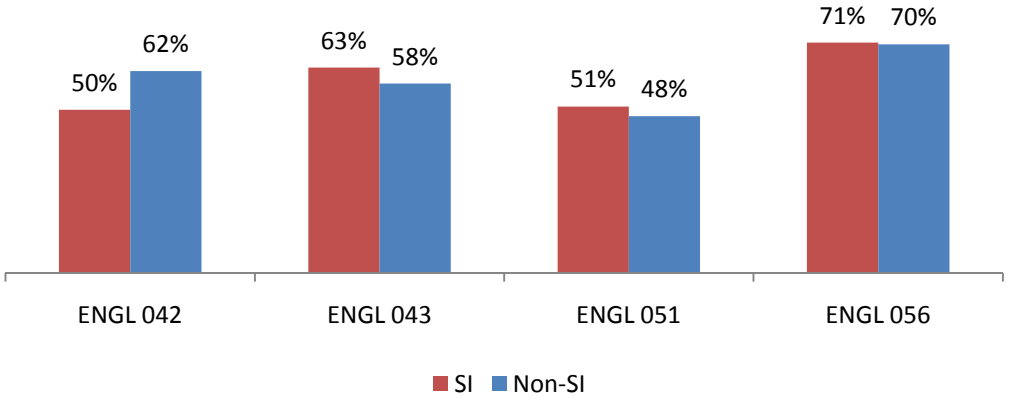


Figure 59
Basic Skills ESOL course success rates for SI v. Non-SI (Spring 2009)

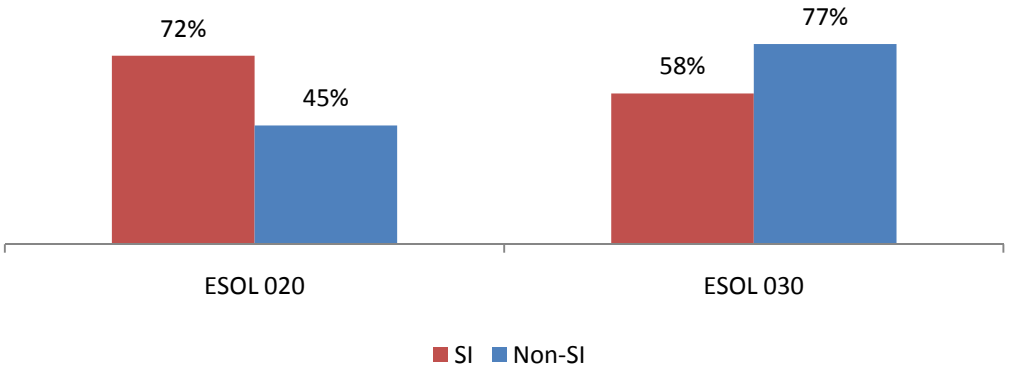
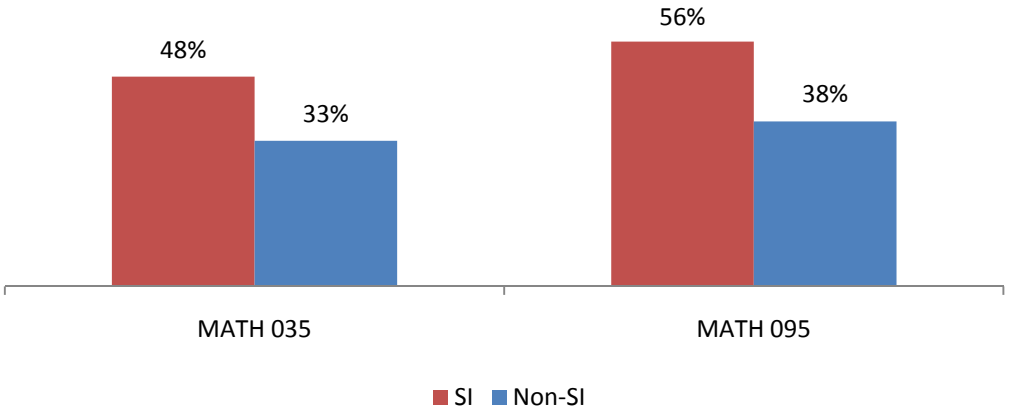


Figure 60
Basic Skills math course success rates for SI v. Non-SI (Spring 2009)



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 they 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 concurrently enrolled in a four-year university, degree holders, and 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 146 with an average course success rate of 52%, yielding an average cohort size of 76 students. Similarly, MATH 095 cohorts had an average enrollment of 129, and on average 61% of the students successfully completed the course, yielding an average cohort size of 79. The enrollment in ESOL 040 was much lower (5, on average) compared to the average enrollment in the other transition courses. About 71% of the students successfully completed the course which yielded an average cohort size of 3.

Degree/Certificate attainment requires 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 any students receive degree/certificates in the initial Cohort Year. Each cohort had very few students receive degrees/certificates in Year 2 as well. The bulk of degree/certificate attainment occurred in Year 3, Year 4, and Year 5, followed by a smaller percentage of students being awarded degrees/certificates in Year 6. However, transfers started to occur as early as in the initial Cohort Year. The volume increased steadily in Year 2, and peaked in Year 3 through 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, 20% of the students transferred, 10% received one or more degrees, and 4% were awarded one or more certificates. The MATH 095 Fall 2002 cohort and the MATH 095 Fall 2003 cohort displayed comparable trends (34%, 19%, 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. Almost no students in the ESOL 040 cohorts achieved any outcome in the initial Cohort Year as well as in Year 2. The number of students who achieved the outcomes peaked in Year 3 and Year 4, with almost no outcomes being achieved in the following cohort tracking years (Year 5 and Year 6, respectively.

City College 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	145	62	0	0%	0	0%	3	5%	3	5%	2	3%	0	0%	8	13%
	Fall 2003	140	79	0	0%	0	0%	4	5%	1	1%	1	1%	2	3%	8	10%
	Fall 2004	152	86	1	1%	0	0%	4	5%	4	5%	0	0%	--	--	9	10%
Certificate	Fall 2002	145	62	0	0%	0	0%	0	0%	1	2%	0	0%	0	0%	1	2%
	Fall 2003	140	79	0	0%	1	1%	2	3%	0	0%	1	1%	1	1%	5	6%
	Fall 2004	152	86	0	0%	0	0%	1	1%	2	2%	0	0%	--	--	3	3%
Transfer	Fall 2002	145	62	0	0%	1	2%	3	5%	4	6%	5	8%	1	2%	14	23%
	Fall 2003	140	79	1	1%	2	3%	1	1%	6	8%	4	5%	0	0%	14	18%
	Fall 2004	152	86	0	0%	1	1%	3	3%	7	8%	1	1%	--	--	12	14%

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.

City College 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	4	2	0	0%	0	0%	1	50%	0	0%	0	0%	0	0%	1	50%
	Fall 2003	4	3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Fall 2004	6	5	0	0%	0	0%	0	0%	0	0%	0	0%	--	--	0	0%
Certificate	Fall 2002	4	2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Fall 2003	4	3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Fall 2004	6	5	0	0%	0	0%	0	0%	0	0%	0	0%	--	--	0	0%
Transfer	Fall 2002	4	2	0	0%	0	0%	0	0%	1	50%	0	0%	0	0%	1	50%
	Fall 2003	4	3	0	0%	0	0%	1	33%	0	0%	0	0%	0	0%	1	33%
	Fall 2004	6	5	0	0%	1	20%	1	20%	0	0%	0	0%	--	--	1	20%

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.

City College 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	141	85	0	0%	1	1%	3	4%	8	9%	5	6%	1	1%	18	21%
	Fall 2003	113	66	0	0%	1	2%	3	5%	4	6%	2	3%	3	5%	13	20%
	Fall 2004	133	87	0	0%	1	1%	8	9%	1	1%	3	3%	--	--	13	15%
Certificate	Fall 2002	141	85	0	0%	0	0%	0	0%	3	4%	0	0%	0	0%	3	4%
	Fall 2003	113	66	0	0%	0	0%	1	2%	1	2%	0	0%	1	2%	3	5%
	Fall 2004	133	87	0	0%	0	0%	0	0%	1	1%	1	1%	--	--	2	2%
Transfer	Fall 2002	141	85	0	0%	2	2%	7	8%	5	6%	11	13%	4	5%	29	34%
	Fall 2003	113	66	1	2%	2	3%	5	8%	4	6%	7	11%	4	6%	23	35%
	Fall 2004	133	87	0	0%	1	1%	7	8%	10	11%	4	5%	--	--	22	25%

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

Concluding Remarks

Increasingly over the past five fall terms, more and more incoming students at City 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 City, 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 and math has remained relatively stable for White students. The proportion placing into Basic Skills English decreased and then increased but remained stable overall for Latino students, and the proportion of incoming Latino students placing into Basic Skills Math steadily increased over the past five fall terms. African-American and Latino students are over-represented among incoming students who place below Basic Skills-level English. Similarly, enrollments in all Basic Skills-level English courses have increased in number over the past five years, with the exception of English 51.

The increase in proportions of incoming students at City 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 SDCCD High School to Community College Pipeline Report 2009 suggests that educational attainments have been improving among San Diego high school students; yet at City College, 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, ESOL, and Math have had mixed results with upward trends in some English and ESOL classes. These mixed results for math suggest, 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 City have generally proven to be inequitable. Overall, five-year averages comparing across ethnic groups show that success rates in math are lowest for African-Americans and Latinos and comparatively higher for Asian/Pacific-Islanders and Whites. However, the gaps in success rates at City have generally narrowed over the past five years, and in a few cases, the gap disappeared and then reversed. These findings are consistent with those of the National Center for Education Statistics (http://www.nces.ed.gov/fastfacts/display.asp?id=27), which 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 Environmental Scan 2006 (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, continuation of efforts to strengthen K-16 educational pipelines and increase equity in outcomes among Latino students is critical to rebuilding the regional and national economy.

With regard to success and retention rates of sections with Supplemental Instruction (SI) and those without SI, Supplemental Instruction at City has produced overall positive outcomes with a couple of exceptions (retention and success rates for English 42, and success rates for ESOL 30). Since this was the first year of implementation (2008/09), continuation of efforts to strengthen, refine and expand the implementation of SI, along with further data analysis would likely reveal greater improvement in outcomes.

Research shows that a student who enrolls in English 051 during the first term at City would need a minimum of two years to earn an Associate degree or transfer to a four-year institution, taking into account course sequencing, pre-requisites, 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 City would similarly need a minimum of two years to earn an Associate degree or transfer. Cohort Tracking of Transition Courses showed that degree attainment and transfer peaked in the third or fourth year 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.