



Miramar College Basic Skills Report 2011

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Overview of the Basic Skills Report 2011

This report on students enrolled in Basic Skills courses provides follow-up and additional information to the Basic Skills Report that was produced in 2010. 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 examines Basic Skills improvement rates and matriculation services used by first-time students. 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. What is the Basic Skills improvement rate?
6. What is the volume and percent of matriculation services being used?

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

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

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

For the San Diego Community College District (SDCCD) this includes English 042, 043, 048 (formerly numbered English 056), and 049 (formerly numbered English 051); Math 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 2011*

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 2011 provides data on all courses that are considered Basic Skills during the reporting term of Spring 2011.

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 048 and 049 (previously ENGL 056 and 051) were designated Basic Skills courses, effective Fall 2008.

Note 2: MATH 046 (previously MATH 095) was designated a Basic Skills course, effective Fall 2009.

Placement of Incoming Students

Part I: Placement of Incoming Students

This section of the report looks at the placement levels of Basic Skills students during the three most recent years for which data are available: 2008/09 – 2010/11. Placement levels by subject are shown both graphically (see Figures 1 through 4) and in tabular form (see Tables 1 through 4) for reading, writing, math, and ESOL.

TERMS AND DEFINITIONS:

Incoming Students: Defined in this report as any first-time student that was officially enrolled in a class. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and high school students.

Summary of Findings

On average, 34% of incoming students who took the reading placement test placed into a Basic Skills level English course, and another 11% placed into levels below Basic Skills. This trend has decreased by 14%, with 367 placing into Basic Skills English in 2008/09 to 316 in 2010/11. The number of incoming students who placed into Transfer/Associate level English Basic Skills accounts for more than half of those who took a reading placement test (56%) and showed an increasing trend of 7%, from 536 in 2008/09 to 573 in 2010/11.

A majority of incoming students who took the writing placement test (63% on average) placed into a Basic Skills level English course, and another 11% placed into levels below Basic Skills. This trend has decreased by 3%, with 632 placing into Basic Skills English in 2008/09 to 614 in 2010/11. The number of incoming students who placed into Transfer/Associate level English Basic Skills accounts for 27% of those who took a writing placement test and showed an increase of 1%, from 270 in 2008/09 to 272 in 2010/11.

On average, 59% of incoming students who took the math placement test placed into a Basic Skills level math course. This trend has increased by 4%, with 557 placing into Basic Skills in 2008/09 to 581 in 2010/11. The number of incoming students who placed into Transfer/Associate level math Basic Skills accounts for a total of 41% of those who took a math placement test.

Almost half of incoming students who took the ESOL placement test placed into the first level, Level 19 (41% on average), while a relatively small percentage (9%) placed into the highest level, Level 40. The number of students who took the ESOL test and placed into Level 20 increased by 20%, from 20 in 2008/09 to 24 in 2010/11.

A relatively large percentage of incoming students did not take the English reading or writing placement test, nor the math placement test. Furthermore, an even larger percentage of incoming students did not take the ESOL placement exam. On average, 51% did not take the English reading or writing placement tests, 52% did not take the math placement test, and 95% did not take the ESOL placement test. For English (writing & reading), math, and ESOL non-placements takers, the trends have decreased over the three years being reported (25% for English reading and writing, 24% for math, and 15% for ESOL).

Miramar College Placement of Incoming Freshmen by Subject
2008/09 – 2010/11

Figure 1. Reading Placement Trends

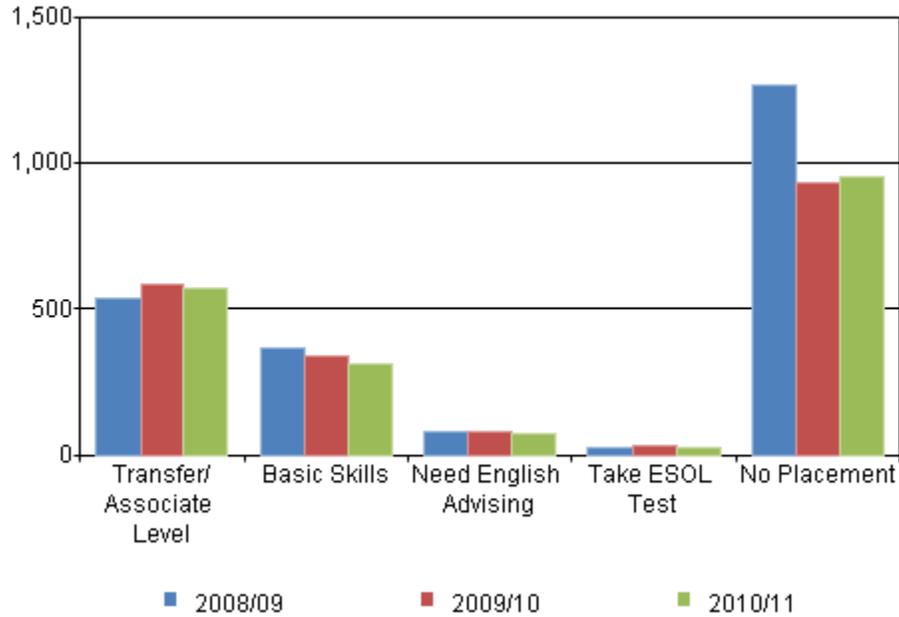
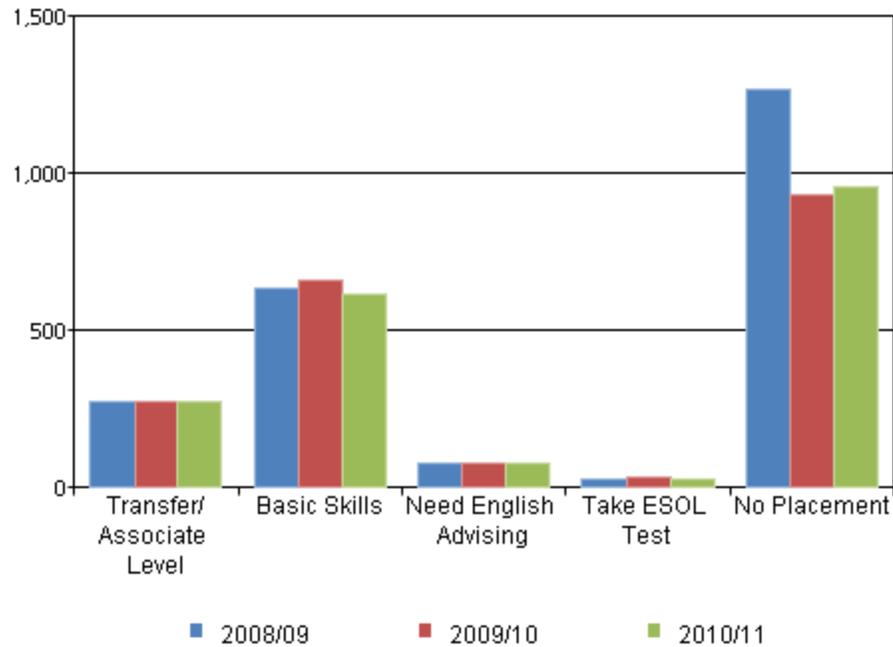


Figure 2. Writing Placement Trends



Miramar College Placement of Incoming Freshmen by Subject
2008/09 – 2010/11

Figure 3. Math Placement Trends

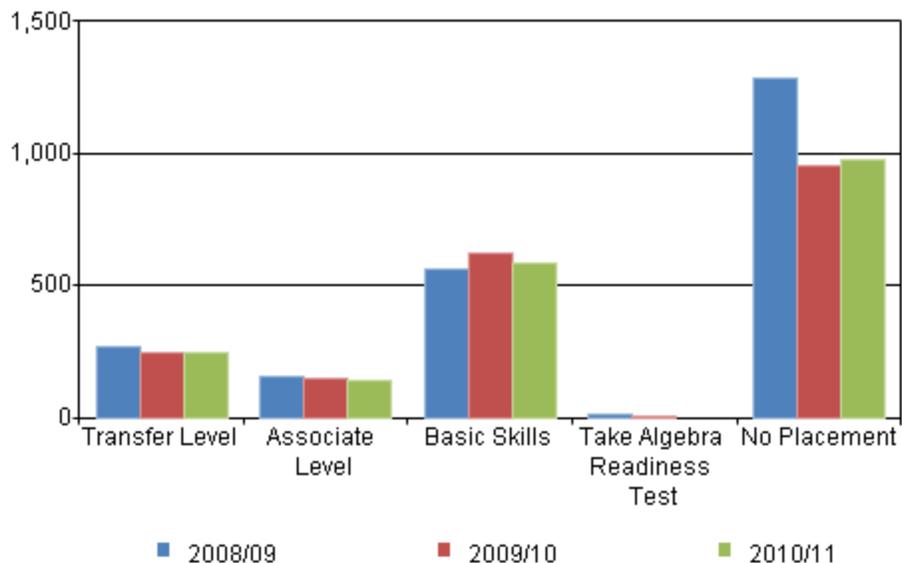
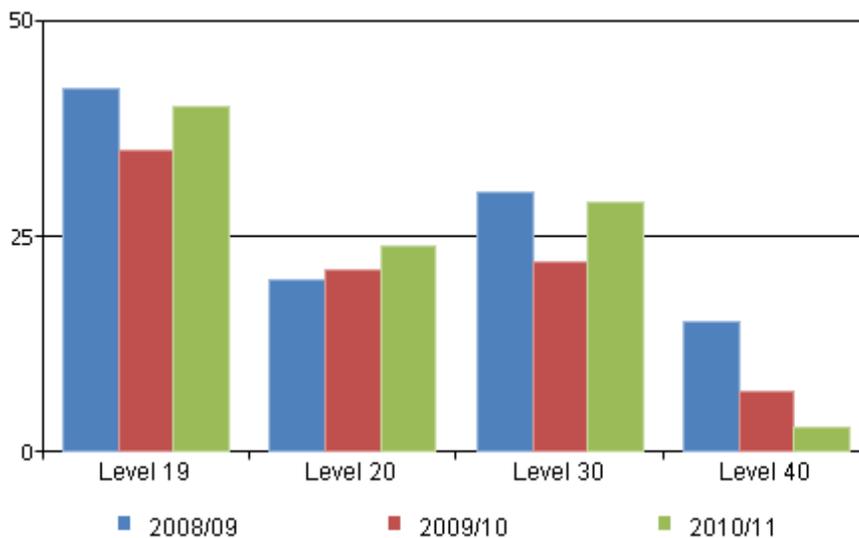


Figure 4. ESOL Placement Trends



Miramar College Placement of Incoming Freshmen by Subject
2008/09 – 2010/11

Table 1. Reading Placement of Incoming First-Time Students

		2008/09		2009/10		2010/11		2008/09 - 2010/11		
		N	%	N	%	N	%	Total N	3-Yr Avg	% Change
Test/ No-Test	Total Tested	1,003	44%	1,039	53%	987	51%	3,029	49%	-2%
	No Placement	1,268	56%	931	47%	955	49%	3,154	51%	-25%
	Total Students	2,271	100%	1,970	100%	1,942	100%	6,183	100%	-14%
Distribution of Students Who Took a Test	Transfer/Associate Level	536	53%	587	56%	573	58%	1,696	56%	7%
	Basic Skills	367	37%	342	33%	316	32%	1,025	34%	-14%
	Need English Advising	77	8%	80	8%	73	7%	230	8%	-5%
	Take ESOL Test	23	2%	30	3%	25	3%	78	3%	9%
	Total Tested	1,003	100%	1,039	100%	987	100%	3,029	100%	-2%

Source: SDCCD Information System

Table 2. Writing Placement of Incoming First-Time Students

		2008/09		2009/10		2010/11		2008/09 - 2010/11		
		N	%	N	%	N	%	Total N	3-Yr Avg	% Change
Test/ No-Test	Total Tested	1,002	44%	1,040	53%	984	51%	3,026	49%	-2%
	No Placement	1,269	56%	930	47%	958	49%	3,157	51%	-25%
	Total Students	2,271	100%	1,970	100%	1,942	100%	6,183	100%	-14%
Distribution of Students Who Took a Test	Transfer/Associate Level	270	27%	273	26%	272	28%	815	27%	1%
	Basic Skills	632	63%	656	63%	614	62%	1,902	63%	-3%
	Need English Advising	77	8%	80	8%	73	7%	230	8%	-5%
	Take ESOL Test	23	2%	31	3%	25	3%	79	3%	9%
	Total Tested	1,002	100%	1,040	100%	984	100%	3,026	100%	-2%

Source: SDCCD Information System

Miramar College Placement of Incoming Freshmen by Subject
2008/09 – 2010/11

Table 3. Math Placement of Incoming First-Time Students

		2008/09		2009/10		2010/11		2008/09 - 2010/11		
		N	%	N	%	N	%	Total N	3-Yr Avg	% Change
Test/ No-Test	Total Tested	988	44%	1,020	52%	969	50%	2,977	48%	-2%
	No Placement	1,283	56%	950	48%	973	50%	3,206	52%	-24%
	Total Students	2,271	100%	1,970	100%	1,942	100%	6,183	100%	-14%
Distribution of Students Who Took a Test	Transfer Level	271	27%	243	24%	249	26%	763	26%	-8%
	Associate Level	152	15%	150	15%	139	14%	441	15%	-9%
	Basic Skills	557	56%	622	61%	581	60%	1,760	59%	4%
	Take Algebra Test	8	1%	5	0%	0	0%	0	0%	0%
	Total Tested	988	100%	1,020	100%	969	100%	2,977	100%	-2%

Source: SDCCD Information System

Table 4. ESOL Placement of Incoming First-Time Students

		2008/09		2009/10		2010/11		2008/09 - 2010/11		
		N	%	N	%	N	%	Total N	3-Yr Avg	% Change
Test/ No-Test	Total Tested	107	5%	85	4%	96	5%	288	5%	-10%
	No Placement	2,164	95%	1,885	96%	1,846	95%	5,895	95%	-15%
	Total Students	2,271	100%	1,970	100%	1,942	100%	6,183	100%	-14%
Distribution of Students Who Took a Test	Level 40	15	14%	7	8%	3	3%	25	9%	-80%
	Level 30	30	28%	22	26%	29	30%	81	28%	-3%
	Level 20	20	19%	21	25%	24	25%	65	23%	20%
	Level 19	42	39%	35	41%	40	42%	117	41%	-5%
	Total Tested	107	100%	85	100%	96	100%	288	100%	-10%

Source: SDCCD Information System

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 2006 through Spring 2011. Fall and spring terms are examined separately. Enrollment counts are shown by subject for each course (see Tables 5 through 14). Enrollments are also displayed graphically and in tabular form for each subject by ethnicity (see Figures 5 through 10 and Tables 15 through 20, respectively).

Summary of Findings

More than one-third of the Basic Skills English enrollments, on average, were in English 049 (38% on average in fall and 41% on average in spring). English 042 showed an increase in enrollment between Fall 2006 and Fall 2010 (86%). A similar increase occurred from Spring 2007 to Spring 2011 for English 043 (58%).

The greatest percentage of ESOL enrollments were in the ESOL 30-series (43% on average in the Fall semesters and 40% in the Spring semesters). ESOL 019 showed the greatest increase in enrollment between Spring 2007 and Spring 2011 (58%), while displaying the greatest decrease in enrollment between Fall 2006 and Fall 2010 (6%).

The majority of Basic Skills math enrollments, on average, were in Math 046 (54% in fall and 55% spring). Math 034A has seen the greatest increase in enrollment between 2006 and 2011 (53% in fall & 29% in spring).

On average, approximately half of the students who enrolled in Basic Skills English courses were White (27%) or Asian/Pacific Islander (22%) across the fall and spring terms. Both Asian/Pacific Islander and White students were overrepresented in English Basic Skills courses at Miramar relative to the all colleges' averages for White and Asian/Pacific Islander students (21% & 15%, respectively) across the fall and spring terms.

On average, approximately three-quarters of the ESOL Basic Skills enrollments were Asian/Pacific Islander or White students (51% & 23%, respectively) across the fall and spring terms. Both Asian/Pacific Islander and White students were overrepresented in ESOL Basic Skills courses at Miramar relative to the all colleges' averages for Asian/Pacific Islander and White students (40% & 14%, respectively) across the fall and spring terms.

On average, more than one-third of the students who enrolled in Basic Skills math courses were White (36%) and nearly one-fifth were Latino students (19%) across the fall and spring terms. White students were overrepresented, while Latino students were underrepresented in math Basic Skills courses at Miramar compared to the all colleges' averages for White and Latino students (29% & 35%, respectively) across the fall and spring terms.

Miramar College Basic Skills Course Enrollments
Fall Terms: 2006 - 2010

Table 5. Basic Skills English Course Enrollments (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
ENGL 042	124	13%	180	16%	209	17%	212	17%	231	20%	956	16%
ENGL 043	231	24%	274	24%	299	24%	355	28%	331	28%	1,490	26%
ENGL 048	180	18%	218	19%	244	20%	254	20%	246	21%	1,142	20%
ENGL 049	440	45%	485	42%	472	39%	446	35%	375	32%	2,218	38%
Total	975	100%	1,157	100%	1,224	100%	1,267	100%	1,183	100%	5,806	100%

Source: SDCCD Information System

Table 6. ESOL Writing Course Enrollments (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
ESOL 019	48	23%	46	21%	31	16%	52	21%	45	21%	222	21%
ESOL 020	37	18%	35	16%	40	21%	51	21%	55	25%	218	20%
ESOL 030	63	31%	58	26%	59	31%	79	32%	61	28%	320	30%
ESOL 040	58	28%	80	37%	59	31%	65	26%	58	26%	320	30%
Total	206	100%	219	100%	189	100%	247	100%	219	100%	1,080	100%

Source: SDCCD Information System

Table 7. ESOL Reading Course Enrollments (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
ESOL 019	48	24%	46	20%	31	16%	52	23%	45	21%	222	21%
ESOL 021	41	21%	40	17%	38	20%	55	24%	49	23%	223	21%
ESOL 031	52	26%	65	28%	62	33%	58	25%	60	28%	297	28%
ESOL 040	58	29%	80	35%	59	31%	65	28%	58	27%	320	30%
Total	199	100%	231	100%	190	100%	230	100%	212	100%	1,062	100%

Source: SDCCD Information System

Table 8. ESOL Listening/Speaking Course Enrollments (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
ESOL 019	48	35%	46	31%	31	24%	52	32%	45	29%	222	30%
ESOL 022	41	29%	42	28%	38	30%	48	30%	49	32%	218	30%
ESOL 032	50	36%	60	41%	59	46%	62	38%	61	39%	292	40%
Total	139	100%	148	100%	128	100%	162	100%	155	100%	732	100%

Source: SDCCD Information System

Table 9. Math Basic Skills Course Enrollments (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
MATH 034A	58	7%	83	9%	40	4%	45	6%	89	10%	315	7%
MATH 038	335	39%	346	38%	412	42%	304	39%	340	39%	1,737	39%
MATH 046	466	54%	492	53%	530	54%	431	55%	452	51%	2,371	54%
Total	859	100%	921	100%	982	100%	780	100%	881	100%	4,423	100%

Source: SDCCD Information System

Miramar College Basic Skills Course Enrollments
Spring Terms: 2007 - 2011

Table 10. English Basic Skills Course Enrollments (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
ENGL 042	109	12%	131	13%	136	14%	149	17%	166	15%	691	14%
ENGL 043	154	18%	195	20%	200	20%	172	20%	244	22%	965	20%
ENGL 048	202	23%	228	23%	255	26%	244	28%	265	24%	1,194	25%
ENGL 049	409	47%	442	44%	386	40%	313	36%	411	38%	1,961	41%
Total	874	100%	996	100%	977	100%	878	100%	1,086	100%	4,811	100%

Source: SDCCD Information System

Table 11. ESOL Writing Course Enrollments (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
ESOL 019	33	18%	28	15%	49	19%	27	14%	52	21%	189	18%
ESOL 020	39	21%	36	19%	56	22%	55	29%	57	23%	243	23%
ESOL 030	47	25%	59	32%	77	30%	52	28%	71	29%	306	29%
ESOL 040	68	36%	63	34%	71	28%	54	29%	66	27%	322	30%
Total	187	100%	186	100%	253	100%	188	100%	246	100%	1,060	100%

Source: SDCCD Information System

Table 12. ESOL Reading Course Enrollments (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
ESOL 019	33	17%	28	16%	49	21%	27	14%	52	23%	189	19%
ESOL 021	45	23%	39	23%	58	25%	55	29%	52	23%	249	24%
ESOL 031	54	27%	41	24%	55	24%	53	28%	58	25%	261	26%
ESOL 040	68	34%	63	37%	71	30%	54	29%	66	29%	322	32%
Total	200	100%	171	100%	233	100%	189	100%	228	100%	1,021	100%

Source: SDCCD Information System

Table 13. ESOL Listening/Speaking Course Enrollments (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
ESOL 019	33	26%	28	26%	49	31%	27	21%	52	31%	189	27%
ESOL 022	35	27%	37	35%	56	35%	50	39%	53	32%	231	34%
ESOL 032	60	47%	41	39%	53	34%	52	40%	62	37%	268	39%
Total	128	100%	106	100%	158	100%	129	100%	167	100%	688	100%

Source: SDCCD Information System

Table 14. Math Basic Skills Course Enrollments (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
MATH 034A	77	9%	53	6%	40	4%	35	5%	99	12%	304	7%
MATH 038	270	33%	298	36%	364	40%	265	40%	316	37%	1,513	37%
MATH 046	464	57%	481	58%	495	55%	369	55%	431	51%	2,240	55%
Total	811	100%	832	100%	899	100%	669	100%	846	100%	4,057	100%

Source: SDCCD Information System

Miramar College Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2006 - 2010

Figure 5. English Basic Skills Course Enrollments by Ethnicity (Fall terms)

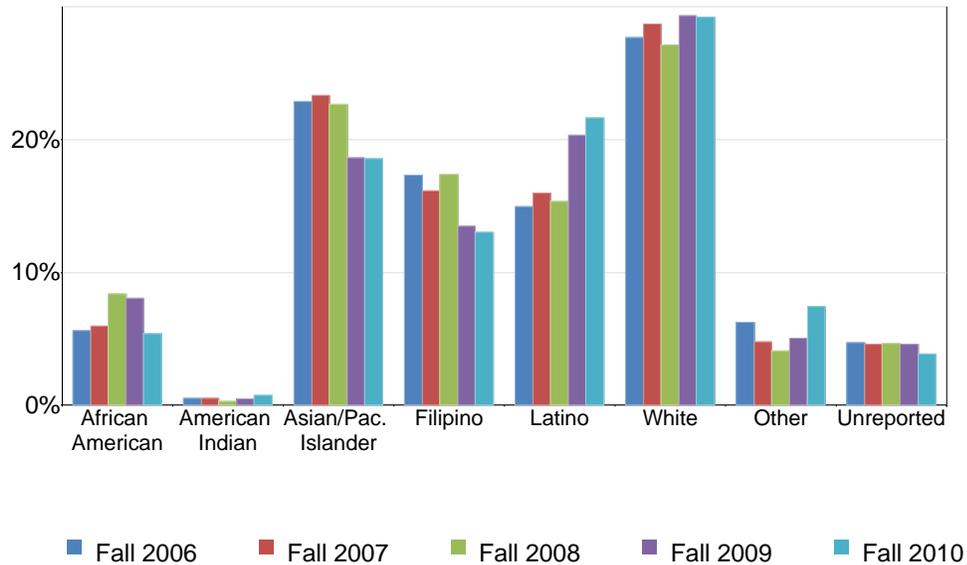


Figure 6. ESOL Course Enrollments by Ethnicity (Fall terms)

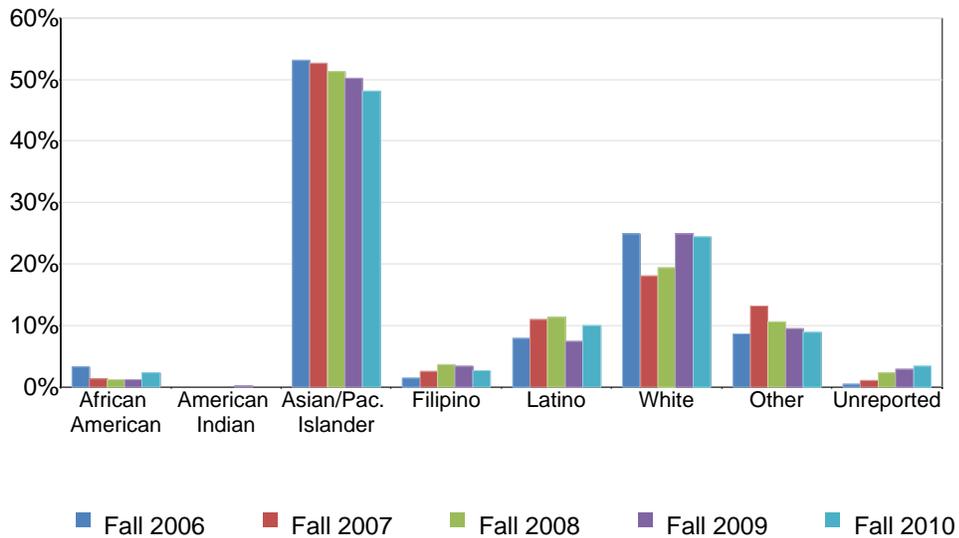
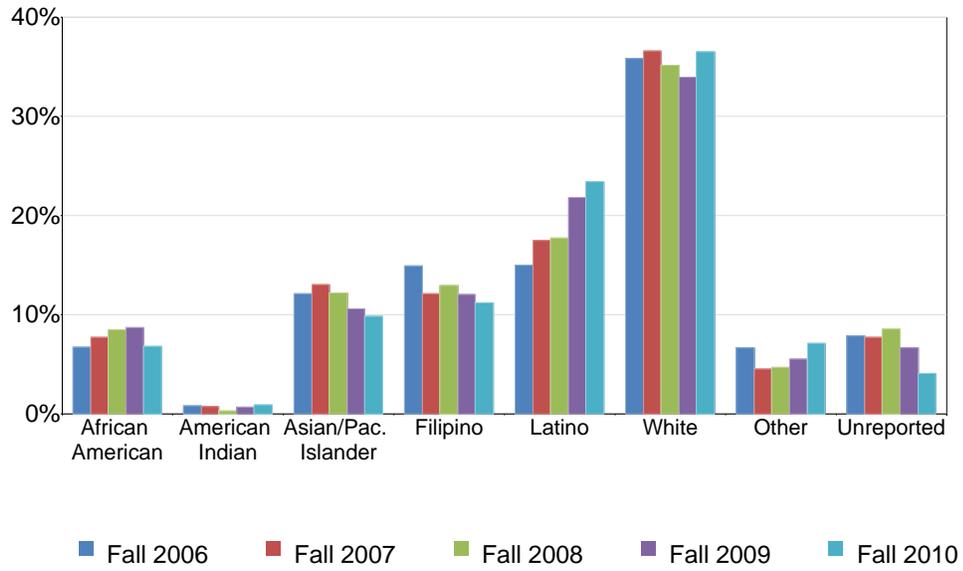


Figure 7. Math Basic Skills Course Enrollments by Ethnicity (Fall terms)



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

Figure 8. English Basic Skills Course Enrollments by Ethnicity (Spring terms)

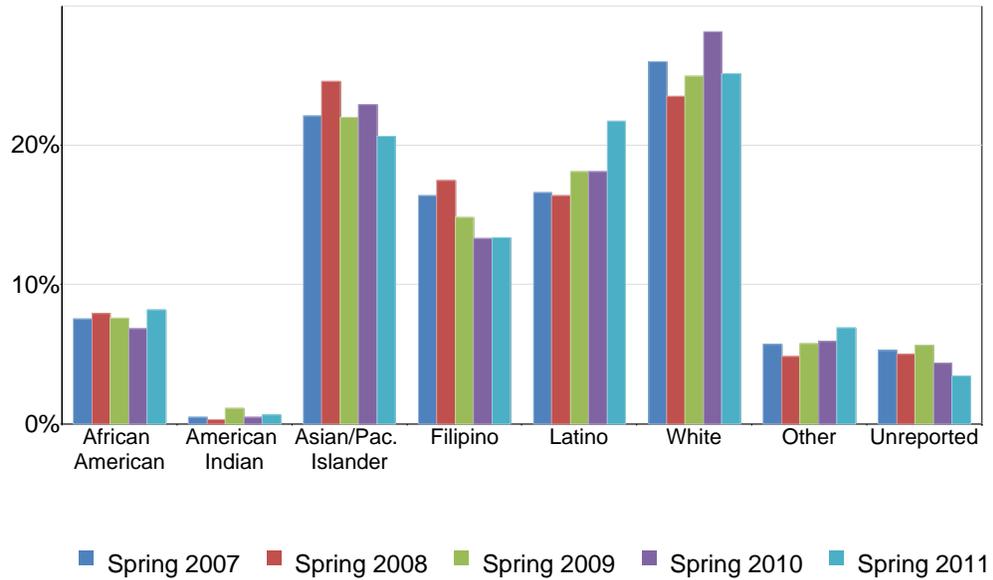


Figure 9. ESOL Course Enrollments by Ethnicity (Spring terms)

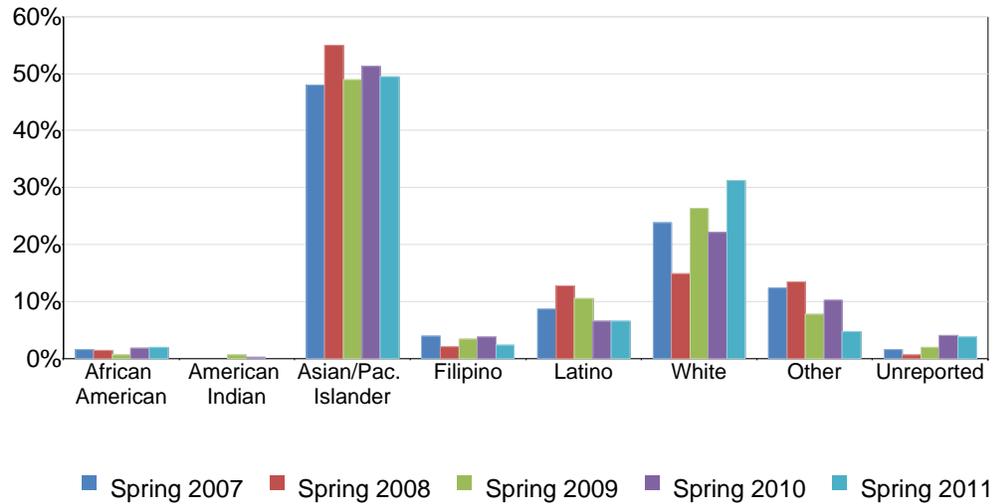
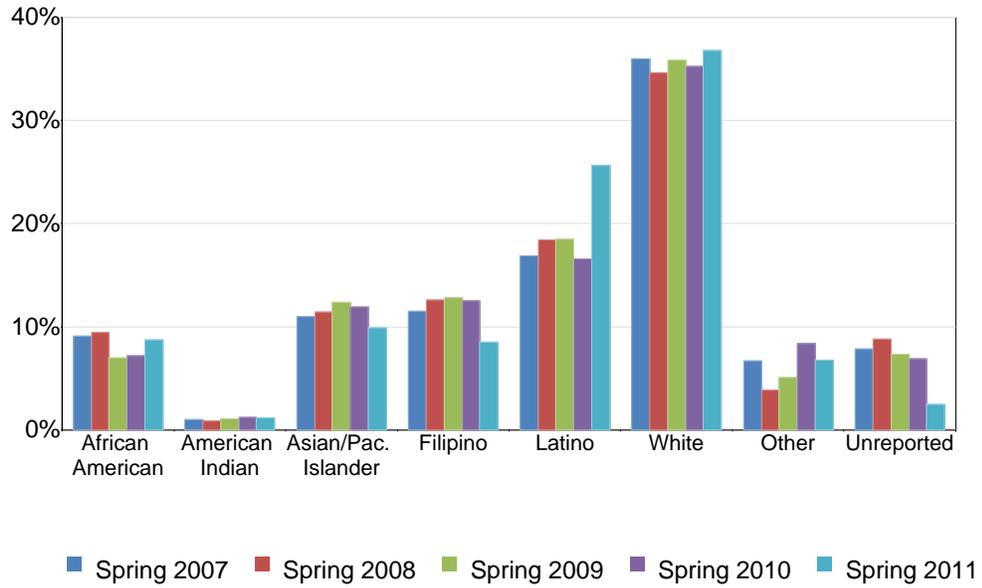


Figure 10. Math Basic Skills Enrollments by Ethnicity (Spring terms)



Miramar College Basic Skills Subject Enrollments by Ethnicity
Fall Terms: 2006 - 2010

Table 15. English Basic Skills Enrollments by Ethnicity (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
African American	55	6%	69	6%	103	8%	102	8%	64	5%	393	7%
American Indian	5	1%	6	1%	4	0%	6	0%	9	1%	30	1%
Asian/Pac. Islander	223	23%	270	23%	277	23%	236	19%	220	19%	1,226	21%
Filipino	169	17%	187	16%	213	17%	171	13%	154	13%	894	15%
Latino	146	15%	185	16%	188	15%	258	20%	256	22%	1,033	18%
White	270	28%	332	29%	332	27%	372	29%	346	29%	1,652	28%
Other	61	6%	55	5%	50	4%	64	5%	88	7%	318	5%
Unreported	46	5%	53	5%	57	5%	58	5%	46	4%	260	4%
Total	975	100%	1,157	100%	1,224	100%	1,267	100%	1,183	100%	5,806	100%

Source: SDCCD Information System

Table 16. ESOL Basic Skills Enrollments by Ethnicity (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
African American	13	3%	6	1%	5	1%	6	1%	10	2%	40	2%
American Indian	0	0%	0	0%	0	0%	1	0%	0	0%	1	0%
Asian/Pac. Islander	207	53%	224	53%	198	51%	236	50%	211	48%	1,076	51%
Filipino	6	2%	11	3%	14	4%	16	3%	12	3%	59	3%
Latino	31	8%	47	11%	44	11%	35	7%	44	10%	201	10%
White	97	25%	77	18%	75	19%	117	25%	107	24%	473	22%
Other	34	9%	56	13%	41	11%	45	10%	39	9%	215	10%
Unreported	2	1%	5	1%	9	2%	14	3%	15	3%	45	2%
Total	390	100%	426	100%	386	100%	470	100%	438	100%	2,110	100%

Source: SDCCD Information System

Table 17. Math Basic Skills Enrollments by Ethnicity (Fall terms)

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		5-Year Total/Average	
African American	58	7%	71	8%	83	8%	68	9%	60	7%	340	8%
American Indian	7	1%	7	1%	3	0%	5	1%	8	1%	30	1%
Asian/Pac. Islander	104	12%	120	13%	120	12%	83	11%	87	10%	514	12%
Filipino	128	15%	112	12%	127	13%	94	12%	99	11%	560	13%
Latino	129	15%	161	17%	174	18%	170	22%	206	23%	840	19%
White	308	36%	337	37%	345	35%	265	34%	322	37%	1,577	36%
Other	57	7%	42	5%	46	5%	43	6%	63	7%	251	6%
Unreported	68	8%	71	8%	84	9%	52	7%	36	4%	311	7%
Total	859	100%	921	100%	982	100%	780	100%	881	100%	4,423	100%

Source: SDCCD Information System

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

Table 18. English Basic Skills Enrollments by Ethnicity (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
African American	66	8%	79	8%	74	8%	60	7%	89	8%	368	8%
American Indian	4	0%	3	0%	11	1%	4	0%	7	1%	29	1%
Asian/Pac. Islander	193	22%	245	25%	215	22%	201	23%	224	21%	1,078	22%
Filipino	143	16%	174	17%	145	15%	117	13%	145	13%	724	15%
Latino	145	17%	163	16%	177	18%	159	18%	236	22%	880	18%
White	227	26%	234	23%	244	25%	247	28%	273	25%	1,225	25%
Other	50	6%	48	5%	56	6%	52	6%	75	7%	281	6%
Unreported	46	5%	50	5%	55	6%	38	4%	37	3%	226	5%
Total	874	100%	996	100%	977	100%	878	100%	1,086	100%	4,811	100%

Source: SDCCD Information System

Table 19. ESOL Basic Skills Enrollments by Ethnicity (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
African American	6	2%	5	1%	3	1%	7	2%	9	2%	30	1%
American Indian	0	0%	0	0%	3	1%	1	0%	0	0%	4	0%
Asian/Pac. Islander	183	48%	189	55%	232	49%	204	51%	233	49%	1,041	50%
Filipino	15	4%	7	2%	16	3%	15	4%	11	2%	64	3%
Latino	33	9%	44	13%	50	11%	26	7%	31	7%	184	9%
White	91	24%	51	15%	125	26%	88	22%	147	31%	502	24%
Other	47	12%	46	13%	37	8%	41	10%	22	5%	193	9%
Unreported	6	2%	2	1%	9	2%	16	4%	18	4%	51	2%
Total	381	100%	344	100%	475	100%	398	100%	471	100%	2,069	100%

Source: SDCCD Information System

Table 20. Math Basic Skills Enrollments by Ethnicity (Spring terms)

	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011		5-Year Total/Average	
African American	74	9%	79	9%	63	7%	48	7%	74	9%	338	8%
American Indian	8	1%	7	1%	10	1%	8	1%	10	1%	43	1%
Asian/Pac. Islander	89	11%	95	11%	111	12%	80	12%	84	10%	459	11%
Filipino	93	11%	105	13%	115	13%	84	13%	72	9%	469	12%
Latino	137	17%	153	18%	166	18%	111	17%	217	26%	784	19%
White	292	36%	288	35%	322	36%	236	35%	311	37%	1,449	36%
Other	54	7%	32	4%	46	5%	56	8%	57	7%	245	6%
Unreported	64	8%	73	9%	66	7%	46	7%	21	2%	270	7%
Total	811	100%	832	100%	899	100%	669	100%	846	100%	4,057	100%

Source: SDCCD Information System

Persistence

Part III: Term Persistence

This section of the report looks at the term persistence rates of Basic Skills students during the five most recent fall terms for which data are available: Fall 2006 – Fall 2010. Term persistence rates are displayed both graphically (see Figure 11) and in tabular form (see Table 21). Term persistence is also separated by gender, ethnicity, and age (see Figures 12-14, and Tables 22-24).

TERMS AND DEFINITIONS:

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

Summary of Findings

On average, 66% of the students in the Basic Skills courses who are enrolled in a fall term as of first census, persist to the spring term. This is lower than the districtwide trend which is 75% on average for students in all three colleges Basic Skills courses.

Female students, on average, had a comparable persistence rate to males (66% each). This is consistent with the districtwide trend (75% each).

On average, Asian/Pacific Islander students had the highest persistence rates (71%), followed by both Filipino students and students categorized as 'Other' ethnicities (70% each). The persistence rates of Latino students have increased over the past five years, from 61% in the Fall 2006 cohort to 66% in the Fall 2010 cohort, with an average five-year persistence rate of 60%. The persistence rates of African American students have decreased the most over the past five years, from 59% in the Fall 2006 cohort to 57% in the Fall 2010 cohort, with an average five-year persistence rate of 54%.

The age groups with the highest persistence rates, on average, were students under 18 and between 18-24 years old (80% and 69%, respectively). The opposite trend was true for districtwide (72% for students under 18 and 77% for students between ages 18-24, respectively). Students under age 18 showed the greatest increase in persistence rates (11%), while students between ages 40 and 49 years old showed the greatest decrease in persistence rates (2%) between the Fall 2006 and Fall 2010 cohorts.

Miramar College Term Persistence
Fall Terms: 2006 – 2010

Figure 11. Basic Skills Term Persistence

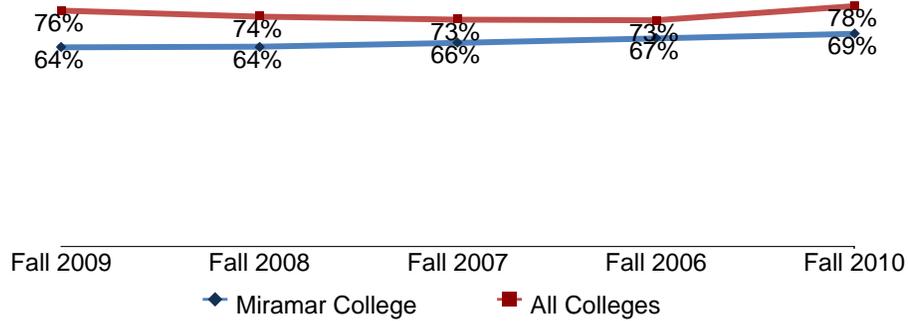


Table 21. Basic Skills Term Persistence

Cohort	Fall	Spring	Persistence	All Colleges Persistence Fall to Spring
Fall 2006	1,356	911	67%	73%
Fall 2007	1,471	966	66%	73%
Fall 2008	1,539	990	64%	74%
Fall 2009	1,565	1,006	64%	76%
Fall 2010	1,560	1,071	69%	78%
Average			66%	75%

Source: SDCCD Information System

Note: SDSU and UCSD students are excluded

Miramar College Term Persistence by Gender
Fall Terms: 2006 – 2010

Figure 12. Basic Skills Term Persistence by Gender

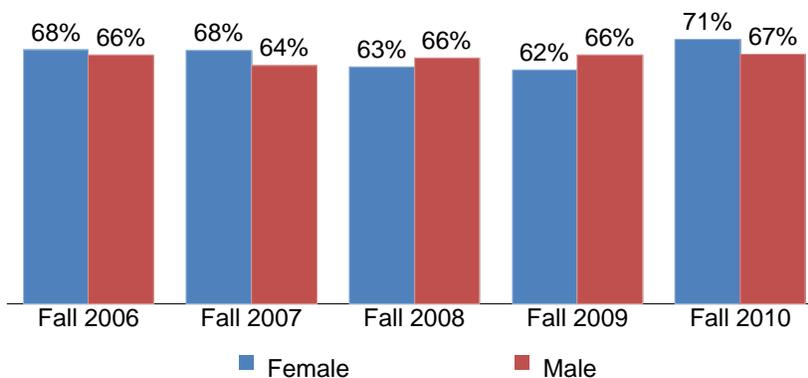


Table 22. Basic Skills Term Persistence by Gender

Cohort	Female			Male		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	721	489	68%	634	421	66%
Fall 2007	764	517	68%	705	448	64%
Fall 2008	802	506	63%	736	483	66%
Fall 2009	823	514	62%	742	492	66%
Fall 2010	802	566	71%	757	504	67%
Average			66%			66%

Source: SDCCD Information System

Note: SDSU and UCSD students are excluded

Miramar College Term Persistence by Ethnicity

Fall Terms: 2006 – 2010

Figure 13. Basic Skills Term Persistence by Ethnicity

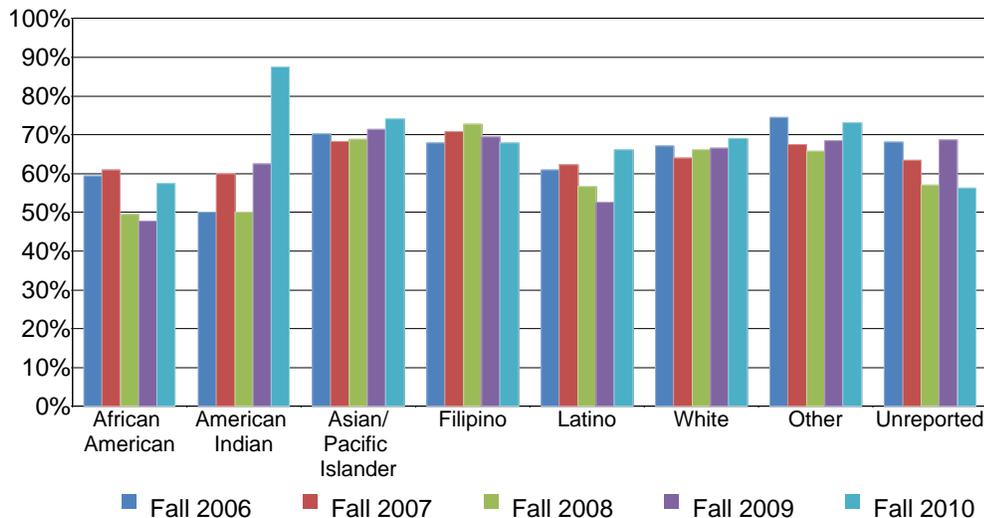


Table 23. Basic Skills Term Persistence by Ethnicity

Cohort	African American			American Indian			Asian/Pacific Islander			Filipino		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	74	44	59%	8	4	50%	330	232	70%	181	123	68%
Fall 2007	82	50	61%	5	3	60%	357	244	68%	188	133	71%
Fall 2008	107	53	50%	6	3	50%	341	235	69%	202	147	73%
Fall 2009	109	52	48%	8	5	63%	347	248	71%	167	116	69%
Fall 2010	87	50	57%	8	7	88%	313	232	74%	178	121	68%
Average			54%			63%			71%			70%

Cohort	Latino			White			Other			Unreported		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	182	111	61%	422	283	67%	90	67	74%	69	47	68%
Fall 2007	223	139	62%	448	287	64%	86	58	67%	82	52	63%
Fall 2008	249	141	57%	470	311	66%	73	48	66%	91	52	57%
Fall 2009	287	151	53%	475	316	67%	92	63	68%	80	55	69%
Fall 2010	307	203	66%	500	345	69%	112	82	73%	55	31	56%
Average			60%			67%			70%			63%

Source: SDCCD Information System

Note: SDSU and UCSD students are excluded

Miramar College Term Persistence by Age
Fall Terms: 2006 – 2010

Figure 14. Basic Skills Term Persistence by Age

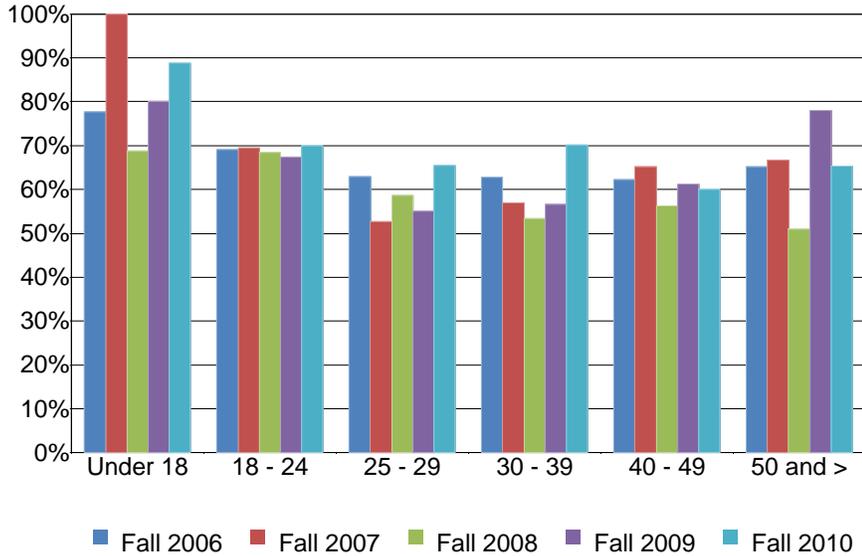


Table 24. Basic Skills Term Persistence by Age

Cohort	Under 18			18 - 24			25 - 29			30 - 39		
	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	9	7	78%	912	630	69%	151	95	63%	153	96	63%
Fall 2007	7	7	100%	964	670	70%	192	101	53%	165	94	57%
Fall 2008	16	11	69%	1,029	704	68%	184	108	59%	176	94	53%
Fall 2009	5	4	80%	986	665	67%	200	110	55%	221	125	57%
Fall 2010	9	8	89%	977	683	70%	229	150	66%	198	139	70%
Average			80%			69%			59%			60%

Cohort	40 - 49			50 and >		
	Fall	Spring	Persistence	Fall	Spring	Persistence
Fall 2006	85	53	62%	46	30	65%
Fall 2007	92	60	65%	51	34	67%
Fall 2008	80	45	56%	53	27	51%
Fall 2009	103	63	61%	50	39	78%
Fall 2010	95	57	60%	52	34	65%
Average			61%			65%

Source: SDCCD Information System

Note: SDSU and UCSD students are excluded

Student Outcomes

Part IV: Student Outcomes: Retention and Success

This section of the report examines 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 2006 through Spring 2011. 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 15 through 19 for Fall terms and Figures 20 through 24 for Spring terms). Five-year trends in retention rates are also displayed for each subject by ethnicity (see Figures 25 through 27 for Fall terms and Figures 28 through 30 for Spring terms). Similarly, five-year trends in success rates are demonstrated for each course (see Figures 31 through 35 for Fall terms and Figures 36 through 40 for Spring terms), as well as for each subject by ethnicity (see Figures 41 through 43 for Fall terms and Figures 44 through 46 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

Between Fall 2006 and Fall 2010 most of the Basic Skills English courses displayed varied patterns in retention rates. English 049 showed an upward trend between Fall 2007 and Fall 2010. For the spring terms, retention rates increased for English 049, and varied for English 042, 043, and 048.

Success rates for English 042, 043 and 049 increased between Fall 2007 and Fall 2010, and varied for English 048. For the spring terms, success rates increased for English 049, was normally distributed for English 048, and varied for English 042 and 043. The retention and success rates patterns of Miramar College Basic Skills English courses were inconsistent compared to the retention and success rates patterns of Basic Skills English courses for all colleges in the district across the fall and spring terms.

An examination of five-year trends for English subject outcomes by ethnicity revealed that the retention rates for fall and spring terms showed an increased trend for Filipino, Latino and White students, a decreased trend for African American and American Indian students (spring terms only), and varied results for the remaining ethnic groups. Further investigation of overall five-year averages comparing across ethnic groups showed that Latino students had moderately average retention and success rates. The five-year average retention and success rates were lowest for African American and American Indian students. White, Asian/Pacific-Islander, and Filipino students displayed the highest five-year average retention and success rates across the fall and spring terms. The trends were somewhat consistent with the trends displayed by Basic Skills English students across all three colleges.

For the most part, both retention and success rates displayed varied results for ESOL courses across the fall and spring terms. 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 retention and success rates were lowest for African American students across the fall and spring terms. American Indian ESOL students (n = 5) had the highest five-year average retention rates across the fall and spring terms, while Filipino ESOL students had the highest success rates during the same reporting period. The trends were inconsistent with the trends displayed by Basic Skills ESOL students across all three colleges.

From Fall 2006 to Fall 2010, Math 038 showed a steady increase in retention rates, while both Math 034A and 046 retention rates varied from year to year. From Spring 2007 to Spring 2011, Math 046 displayed a normal distribution in retention rates, while both MATH 034A and 038 retention rates varied from year to year.

Math 034A showed varied results in success rates across the five fall and spring terms being reported. MATH 038 remained relatively stable in success rates between Fall 2006 and Fall 2010, however, showed varied results in success rates between Spring 2007 and Spring 2011. MATH 046 showed a decreasing trend in success rates across the five fall terms being reported, however, showed a normal distribution in success rates between Spring 2007 and Spring 2011.

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 showed that both retention and success rates were highest for Asian/Pacific Islander and White math students across the fall and spring terms. The five-year average retention and success rates of African American math students were among the lowest compared to all other ethnic groups across the fall and spring terms. The five-year average success and retention rates were also high for Filipino students, while comparatively lower for students categorized as 'Other' ethnicities and Latino students. The trends were somewhat consistent with the trends displayed by Basic Skills math students across all three colleges.

Miramar College Basic Skills Course Retention Rates
Fall Terms: 2006 - 2010

Figure 15. English Basic Skills Course Retention Rates (Fall terms)

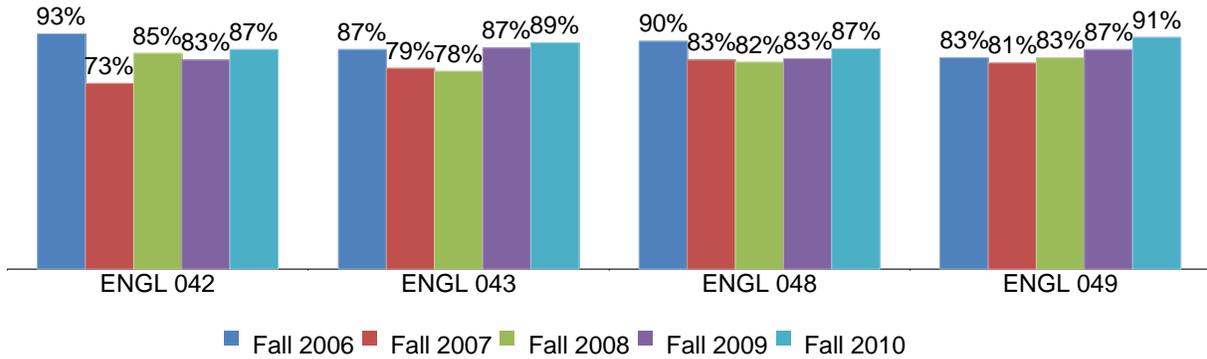


Figure 16. ESOL Writing Course Retention Rates (Fall terms)

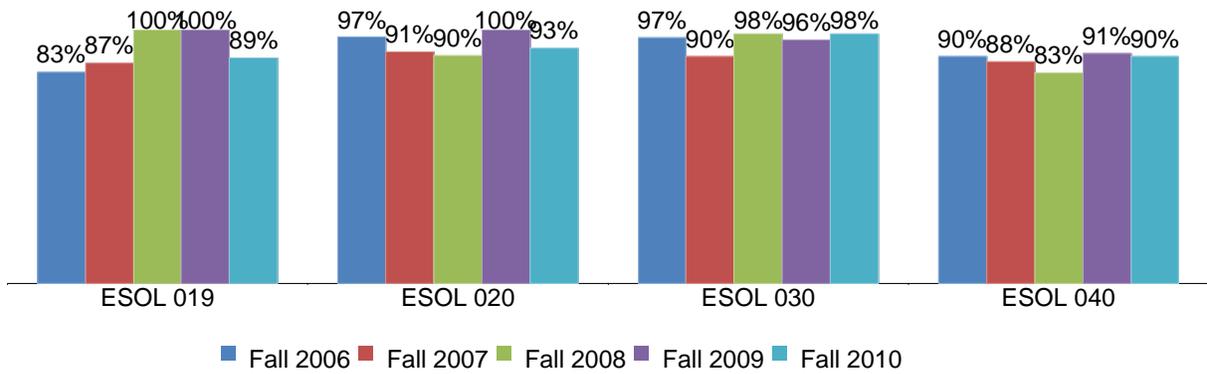


Figure 17. ESOL Reading Course Retention Rates (Fall terms)

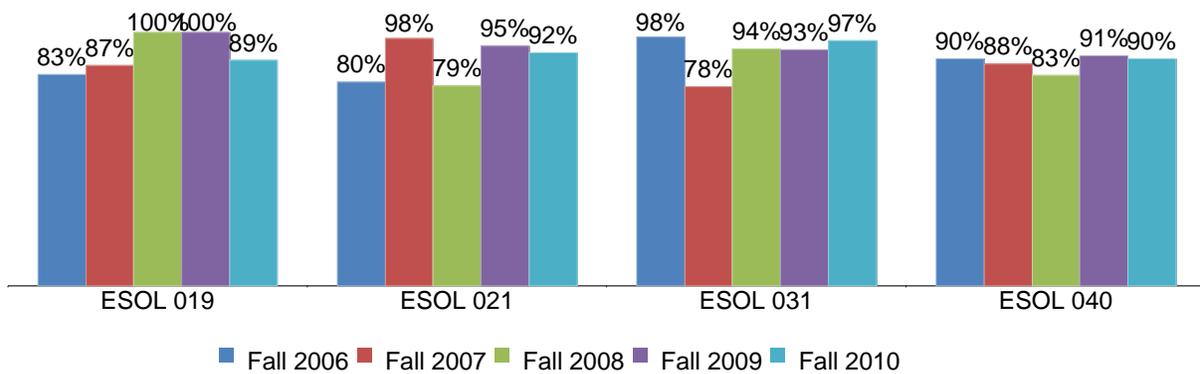


Figure 18. ESOL Listening/Speaking Course Retention Rates (Fall terms)

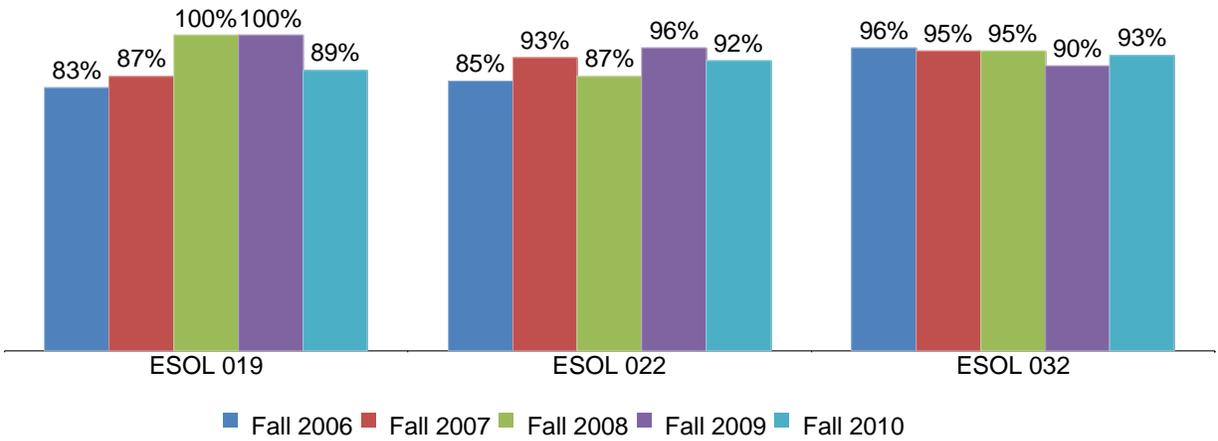
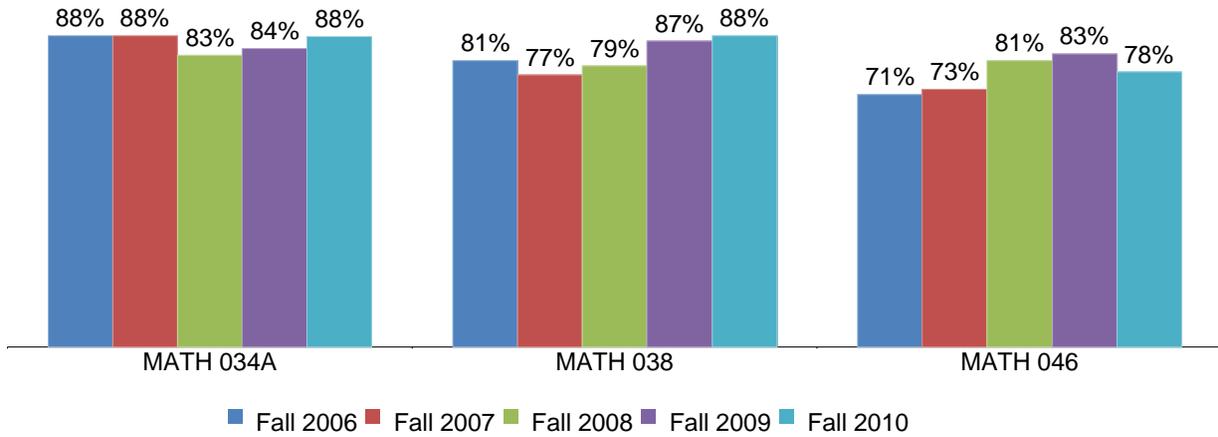


Figure 19. Math Basic Skills Course Retention Rates (Fall terms)



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

Figure 20. English Basic Skills Course Retention Rates (Spring terms)

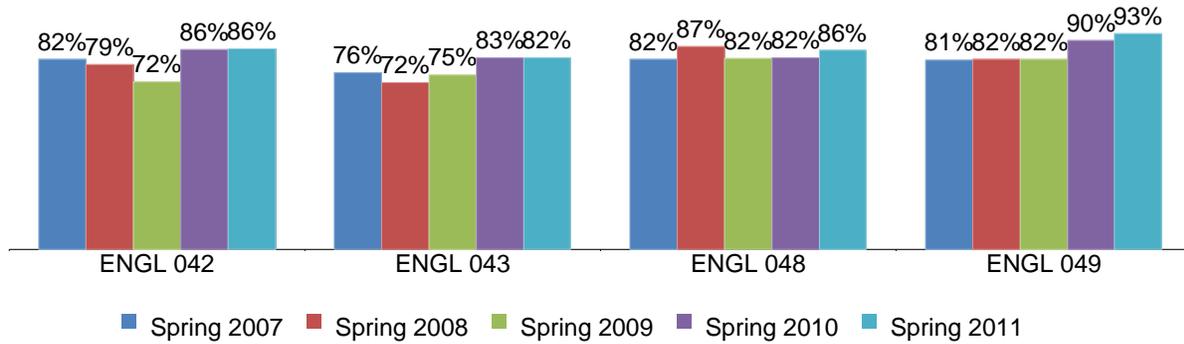


Figure 21. ESOL Writing Course Retention Rates (Spring terms)

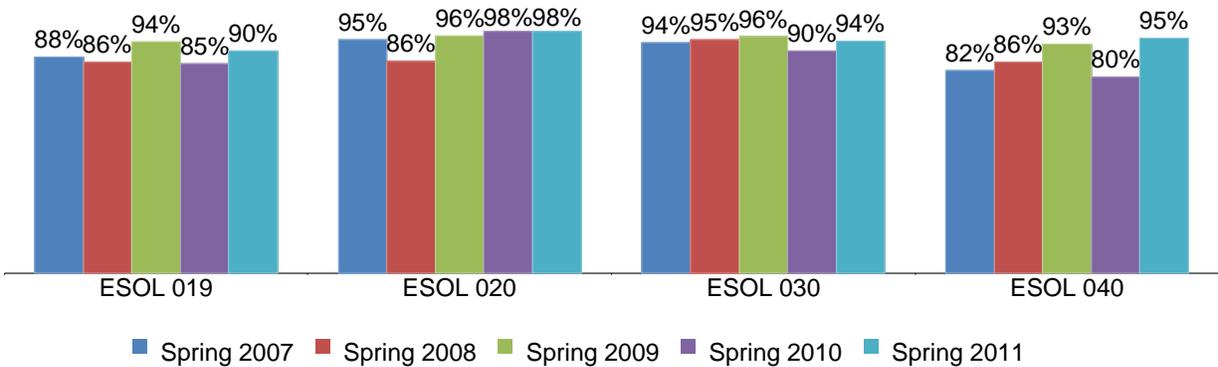


Figure 22. ESOL Reading Course Retention Rates (Spring terms)

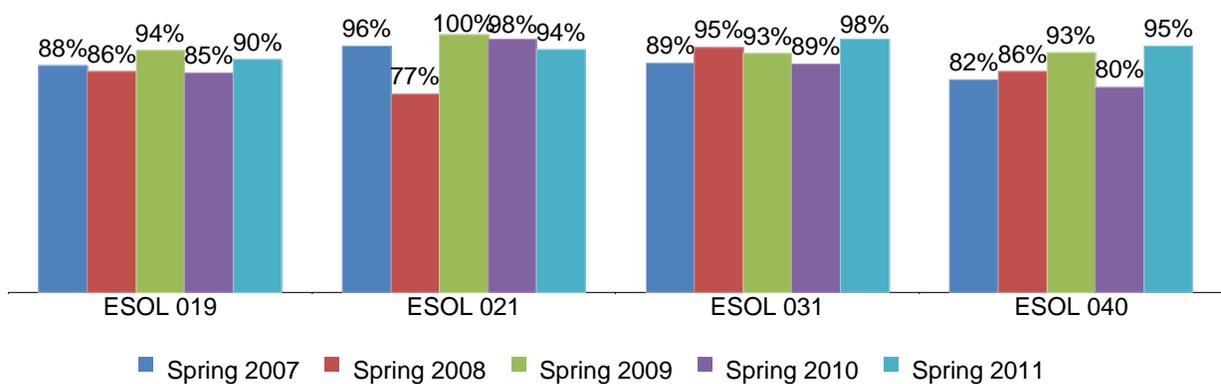


Figure 23. ESOL Listening/Speaking Course Retention Rates (Spring terms)

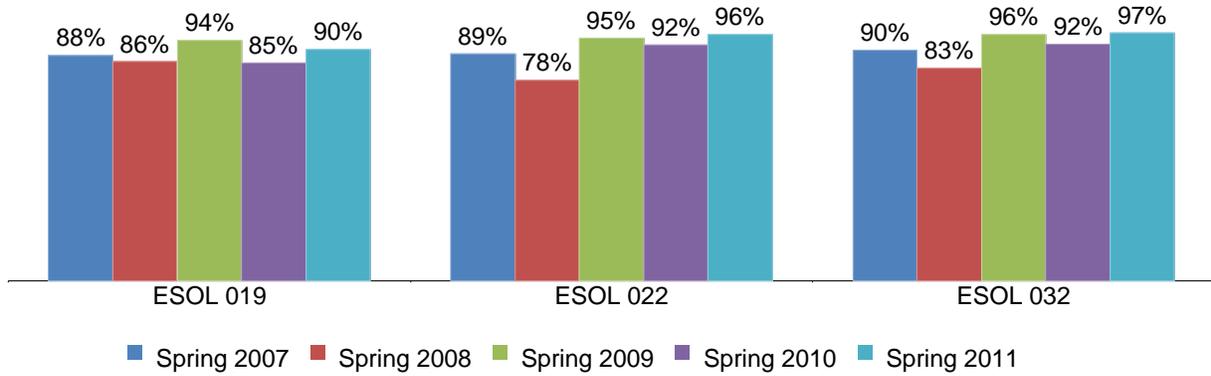
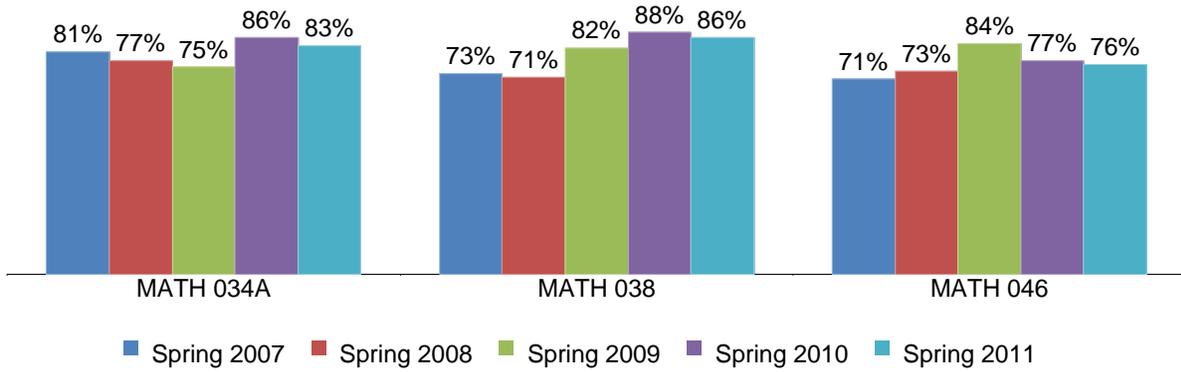


Figure 24. Math Basic Skills Courses Retention Rates (Spring terms)



Miramar College Basic Skills Subject Retention Rates by Ethnicity
Fall Terms: 2006 - 2010

Figure 25. English Basic Skills Course Retention Rates by Ethnicity (Fall terms)

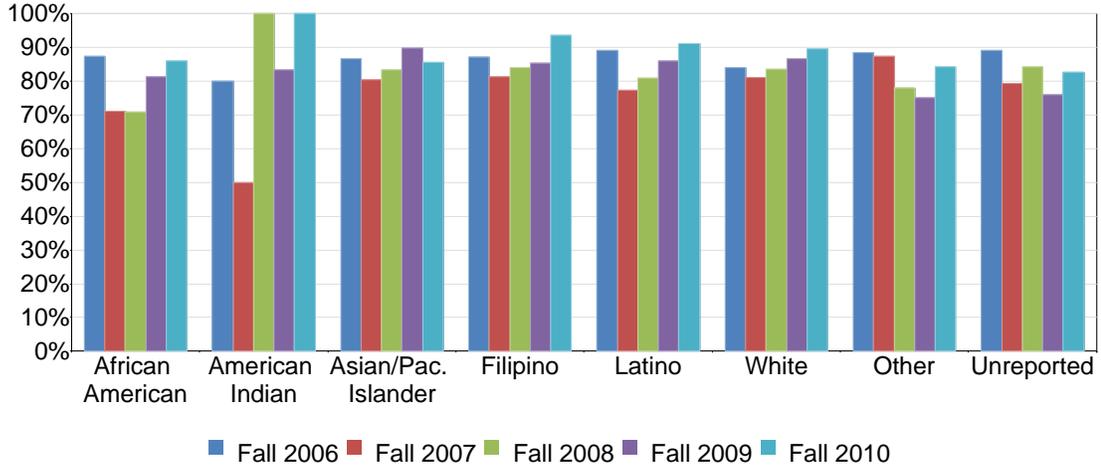


Figure 26. ESOL Course Retention Rates by Ethnicity (Fall terms)

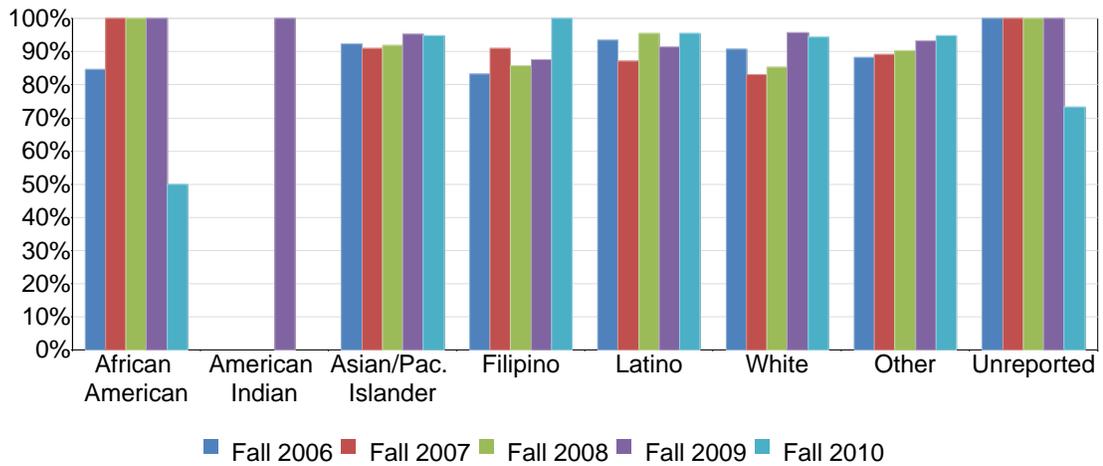
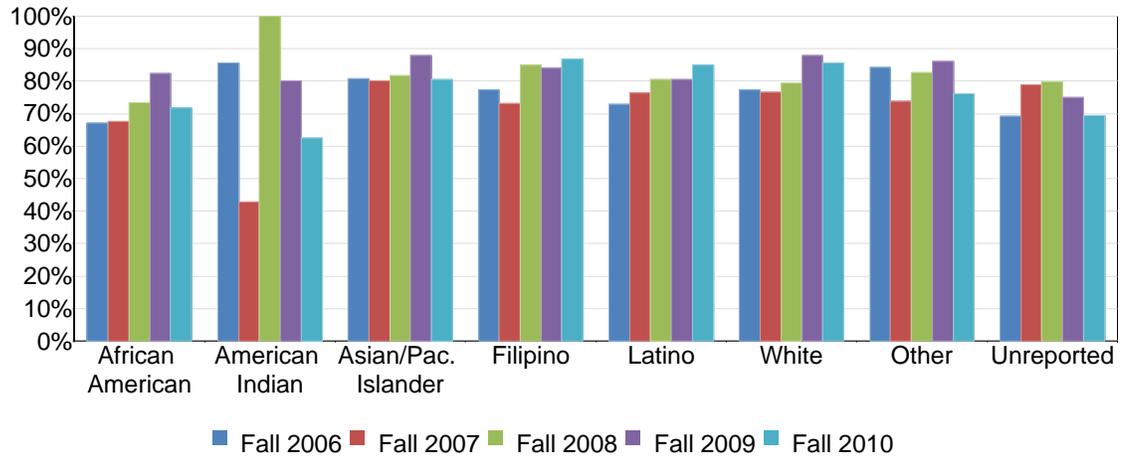


Figure 27. Math Basic Skills Course Retention Rates by Ethnicity (Fall terms)



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

Figure 28. English Basic Skills Course Retention Rates by Ethnicity (Spring terms)

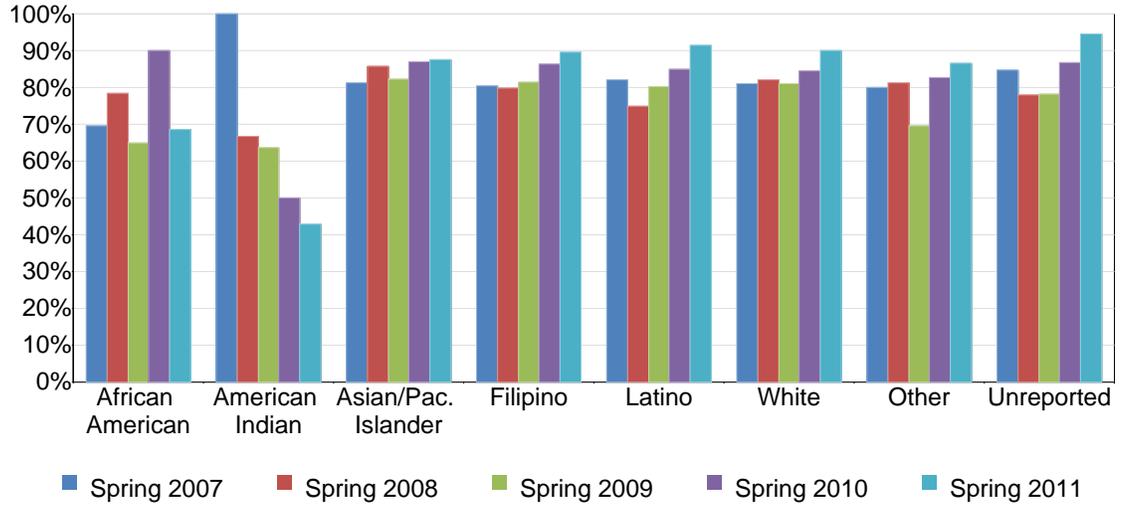


Figure 29. ESOL Course Retention Rates by Ethnicity (Spring terms)

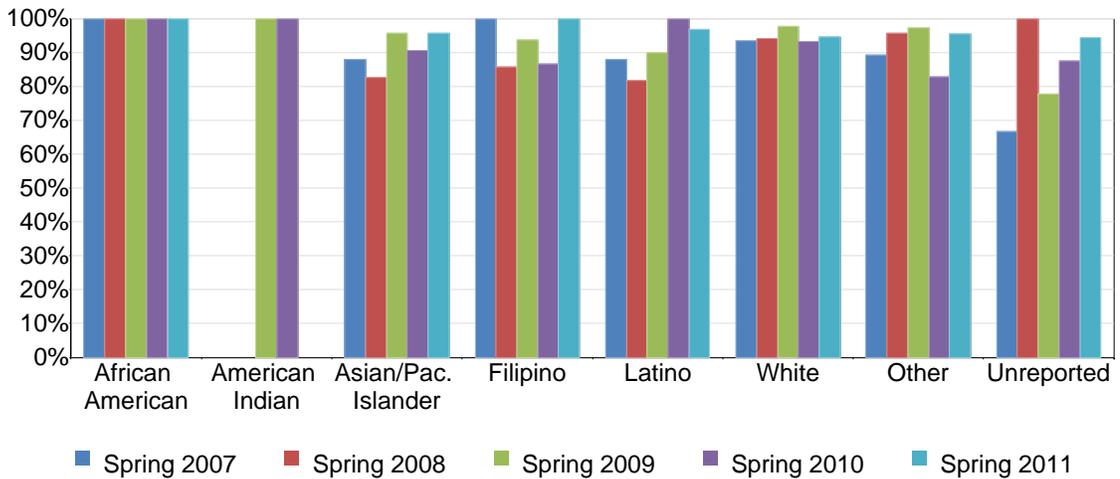
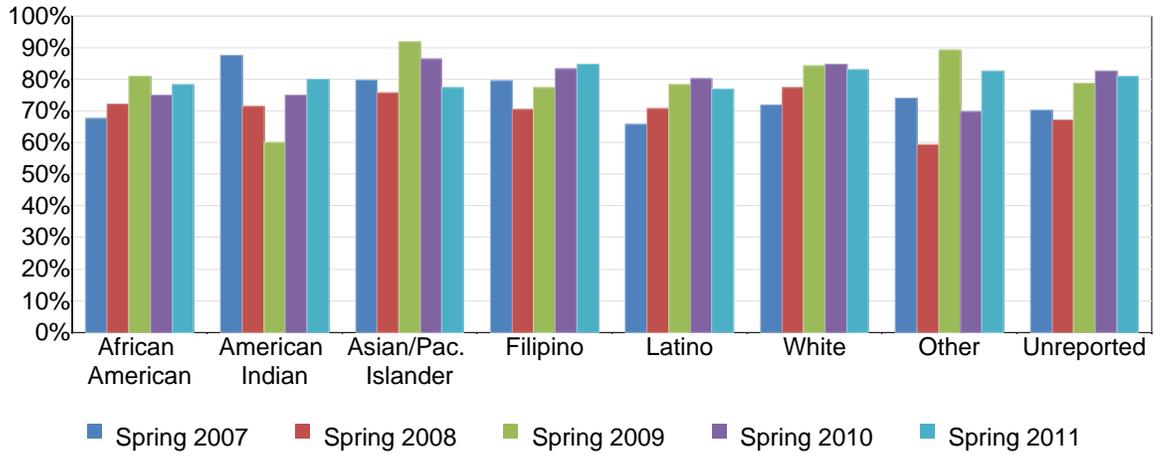


Figure 30. Math Basic Skills Course Retention Rates by Ethnicity (Spring terms)



Miramar College Basic Skills Course Success Rates
Fall Terms: 2006 - 2010

Figure 31. English Basic Skills Course Success Rates (Fall terms)

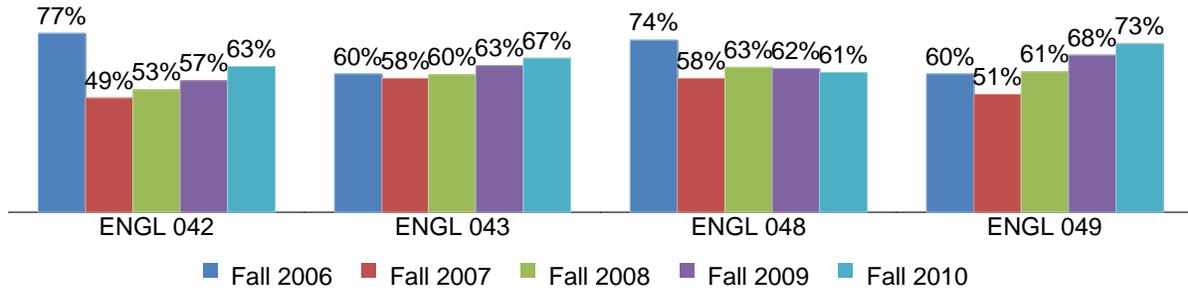


Figure 32. ESOL Writing Courses Success Rates (Fall terms)

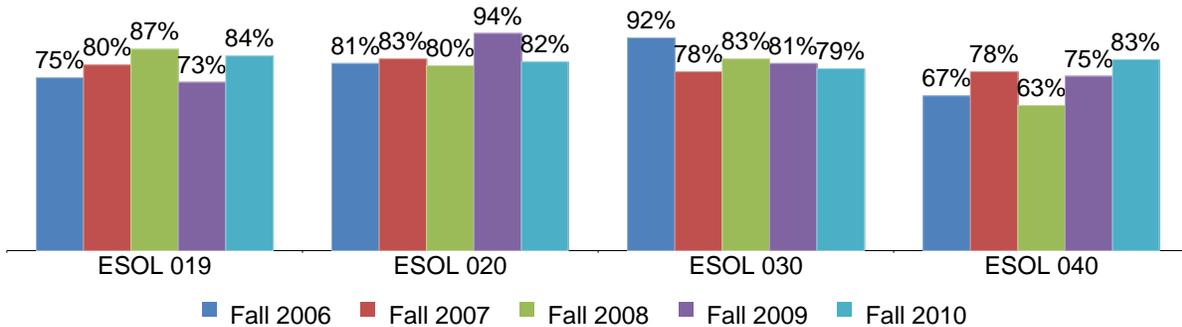


Figure 33. ESOL Reading Courses Success Rates (Fall terms)

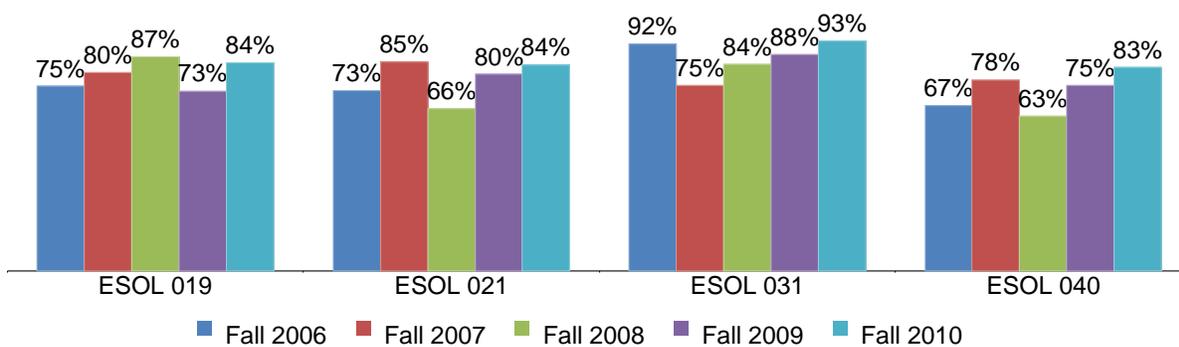


Figure 34. ESOL Listening/Speaking Course Success Rates (Fall terms)

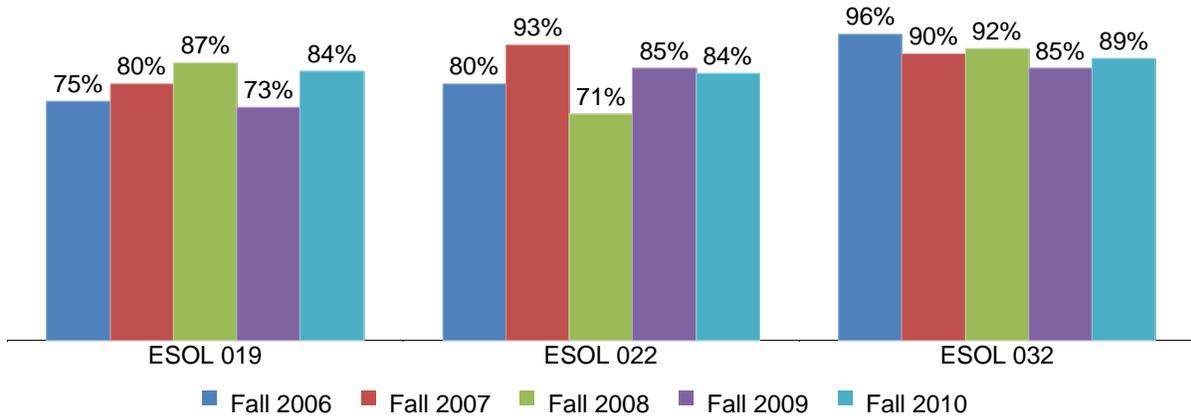
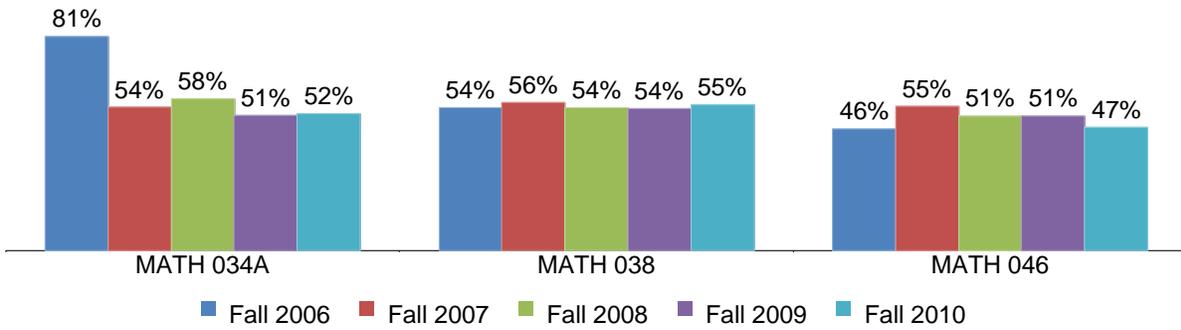


Figure 35. Math Basic Skills Course Success Rates (Fall terms)



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

Figure 36. English Basic Skills Course Success Rates (Spring terms)

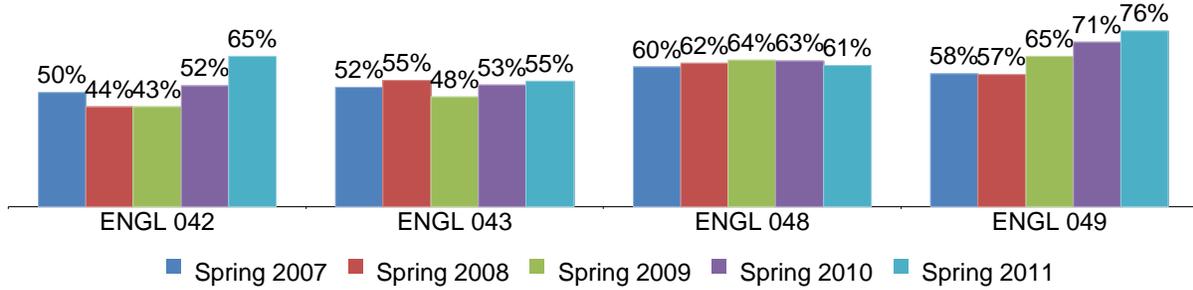


Figure 37. ESOL Writing Course Success Rates (Spring terms)

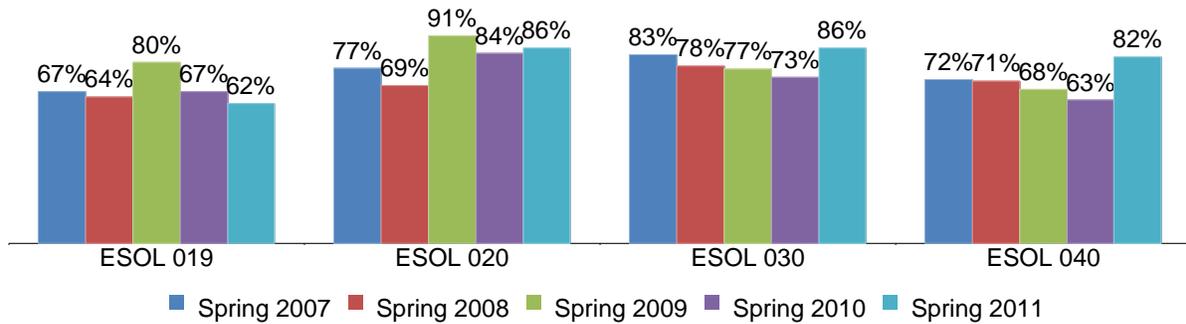


Figure 38. ESOL Reading Course Success Rates (Spring terms)

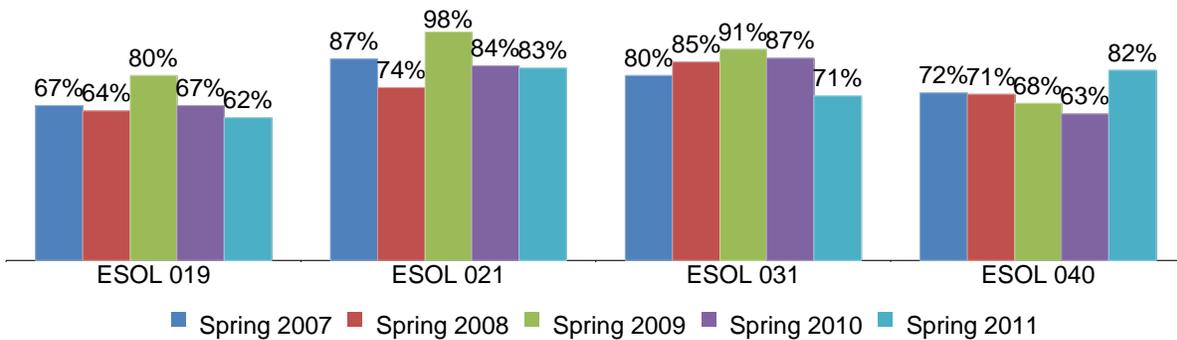


Figure 39. ESOL Listening/Speaking Course Success Rates (Spring terms)

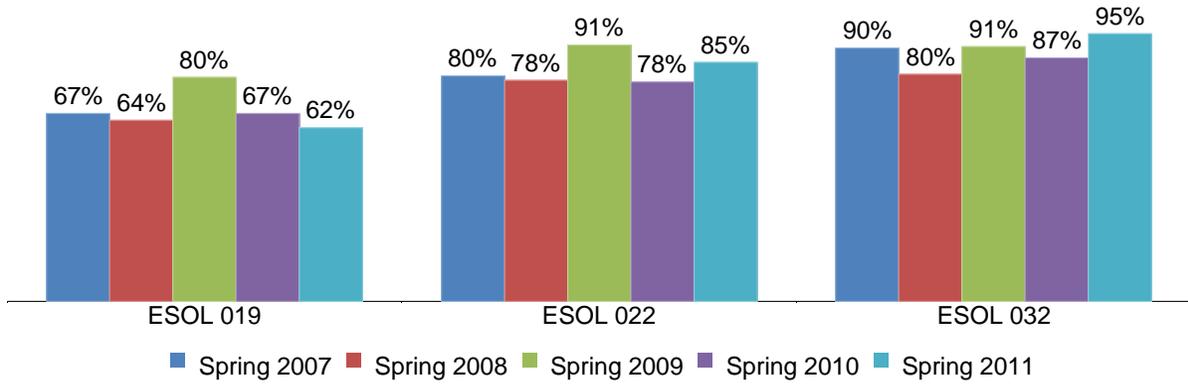
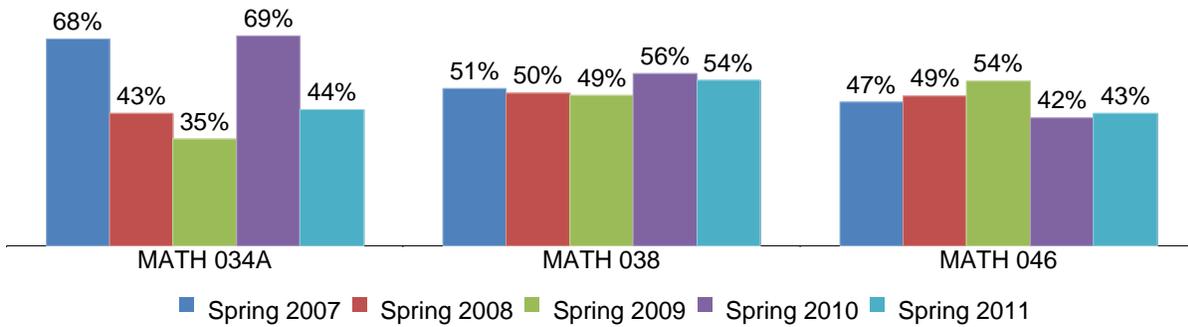


Figure 40. Math Basic Skills Course Success Rates (Spring terms)



Miramar College Basic Skills Subject Success Rates by Ethnicity
Fall Terms: Fall 2006 - 2010

Figure 41. English Basic Skills Course Success Rates by Ethnicity (Fall terms)

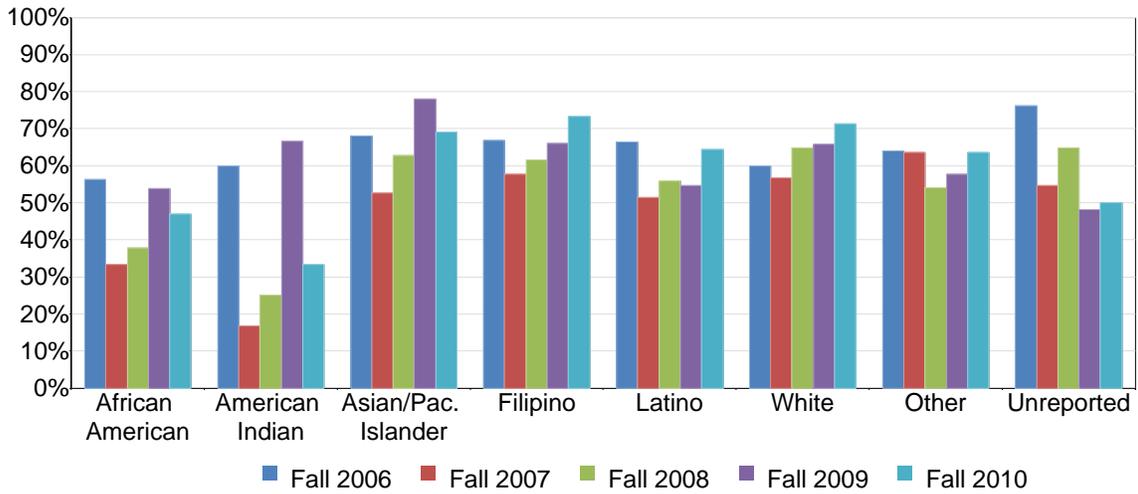


Figure 42. ESOL Course Success Rates by Ethnicity (Fall terms)

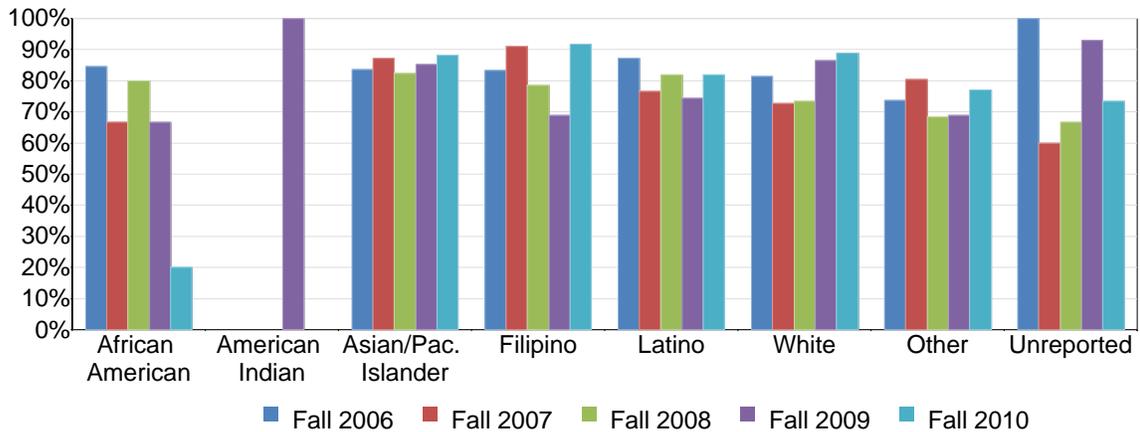
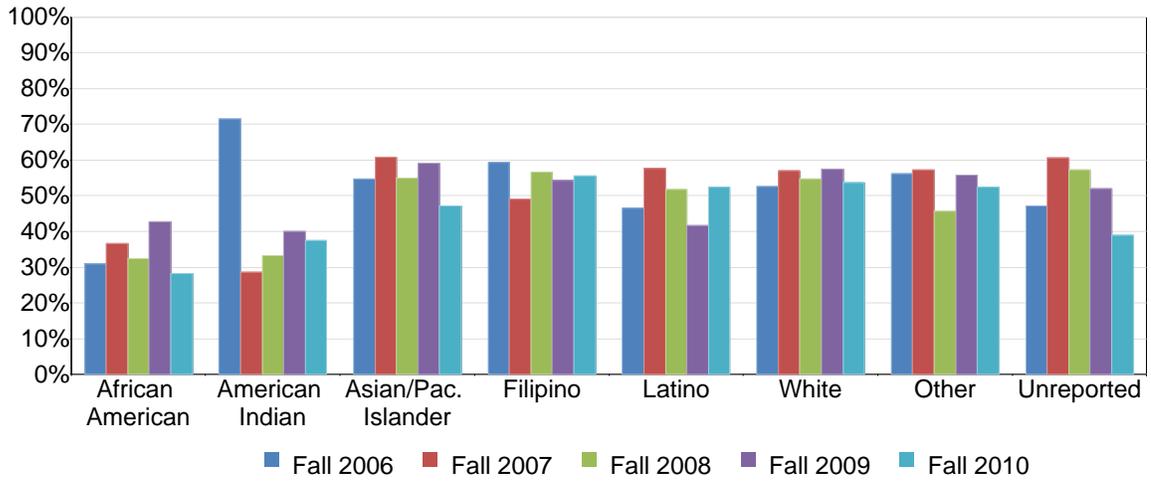


Figure 43. Math Basic Skills Course Success Rates by Ethnicity (Fall terms)



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

Figure 44. English Basic Skills Course Success Rates by Ethnicity (Spring terms)

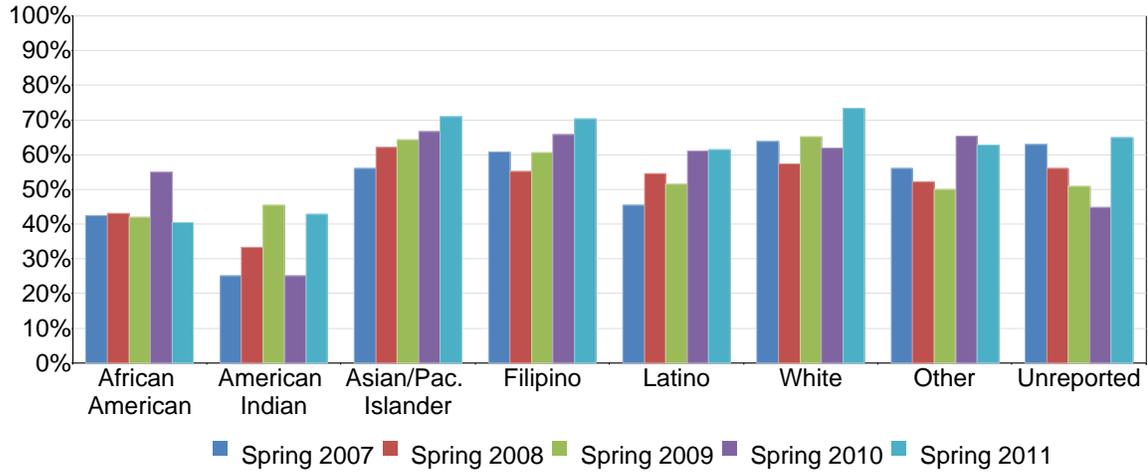


Figure 45. ESOL Course Success Rates by Ethnicity (Spring terms)

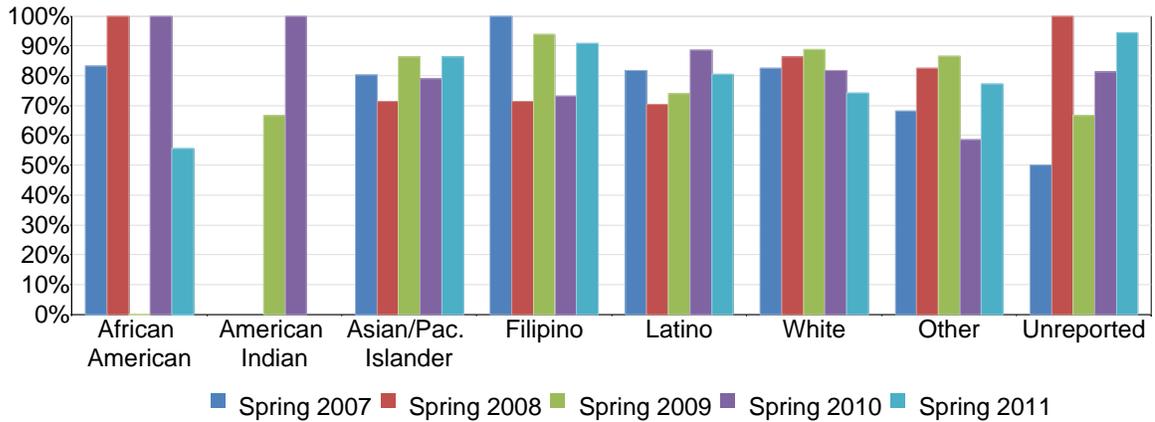
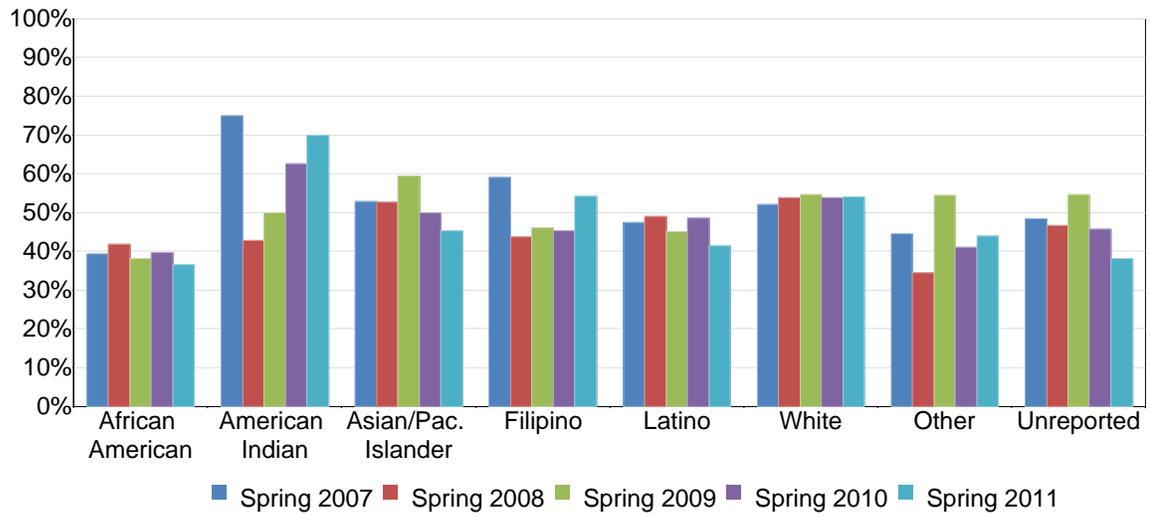


Figure 46. Math Basic Skills Course Success Rates by Ethnicity (Spring terms)



Improvement Rates

Part V: Improvement Rates

This section of the report presents improvement rates in Basic Skills courses. Percentages are presented for 2004/05 - 2006/07, 2005/06 - 2007/08, and 2006/07 - 2008/09. Data are drawn from the 2010 Basic Skills Accountability Report, a supplement to the Accountability Reporting for the Community Colleges (ARCC).

TERMS AND DEFINITIONS:

Improvement Rate Cohort: The initial cohort consists of students who successfully completed their initial Basic Skills course. Only students who started two or more levels below transfer level were included.

Improvement Rate: Percent of students who successfully complete a higher level Basic Skills course out of the total initial cohort. Students are tracked over a three year period which includes the year and term of the initial course.

Summary of Findings

The overall improvement rates for credit basic skills courses (English and math combined) showed a decreasing trend, from 52% in the 2004-05 to 2006-07 cohort to 47% in the 2006-07 to 2008-09 cohort. The improvement rates for Basic Skills Math courses demonstrated a similar decreasing trend, from 52% in the 2004-05 to 2006-07 cohort to 42% in the 2006-07 to 2008-09 cohort. The math course improvement rate (52%) for the 2004-05 to 2006-07 cohort was higher compared to the statewide rate (46%). Both the English and ESL course improvement rates showed varied results across the three cohort years being reported. However, the English course improvement rate (61%) for the 2005-06 to 2007-08 cohort was higher compared to the statewide rate (57%).

Miramar College Improvement Rates by Subject
2004/05-2006/07 to 2006/07-2008/09

Table 25. Miramar College Improvement Rates for Credit Basic Skills Courses

	2004-05 to 2006-07	2005-06 to 2007-08	2006-07 to 2008-09
Math Course Improvement Rate	52%	46%	42%
English Course Improvement Rate	51%	61%	57%
ESL Courses Improvement Rate	29%	36%	33%
All Basic Skills Courses Improvement Rate (Mathematics + English)	52%	51%	47%

Source: California Community College Chancellor's Office MIS

Table 26. Statewide Improvement Rates for Credit Basic Skills Courses

	2004-05 to 2006-07	2005-06 to 2007-08	2006-07 to 2008-09
Math Course Improvement Rate	46%	47%	48%
English Course Improvement Rate	57%	57%	59%
ESL Courses Improvement Rate	49%	50%	50%
All Basic Skills Courses Improvement Rate (Mathematics + English)	51%	52%	53%

Source: California Community College Chancellor's Office MIS

Matriculation

Part VI: Matriculation

This section of the report presents matriculation services (e.g., assessment, counseling, and orientation) received by students enrolled in Basic Skills courses. The counts and percentages are presented for first-time students receiving orientation, placement assessment, counseling, and follow-up services in Fall 2006 to Fall 2008. Data are drawn from the 2010 Basic Skills Accountability Report, a supplement to the Accountability Reporting for the Community Colleges (ARCC).

Summary of Findings

On average, 52% of the first time Basic Skills students received orientation, 62% received placement assessment, 30% received counseling, and 21% received follow-up services over the three fall terms being reported (Fall 2006, Fall 2007, & Fall 2008). These rates are highest for the Fall 2007 cohort relative to the other two terms.

Miramar College Matriculation Services
Fall Terms: 2006 – 2008

Table 27. Miramar College First-Time Students Receiving Matriculation Services

	Total Students	Received Orientation	Percent	Received Placement Assessment	Percent	Received Counseling	Percent	Received Follow-up	Percent
Fall 2006	1,142	585	51%	726	64%	367	32%	157	14%
Fall 2007	1,312	686	52%	879	67%	479	37%	337	26%
Fall 2008	1,300	681	52%	715	55%	267	21%	276	21%
Total/Ave	3,754	1,952	52%	2,320	62%	1,113	30%	770	21%

Source: California Community College Chancellor's Office MIS