



Miramar College Basic Skills Report 2011

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Office of Institutional Research and Planning
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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 Skills¹ → 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 Skills² → 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

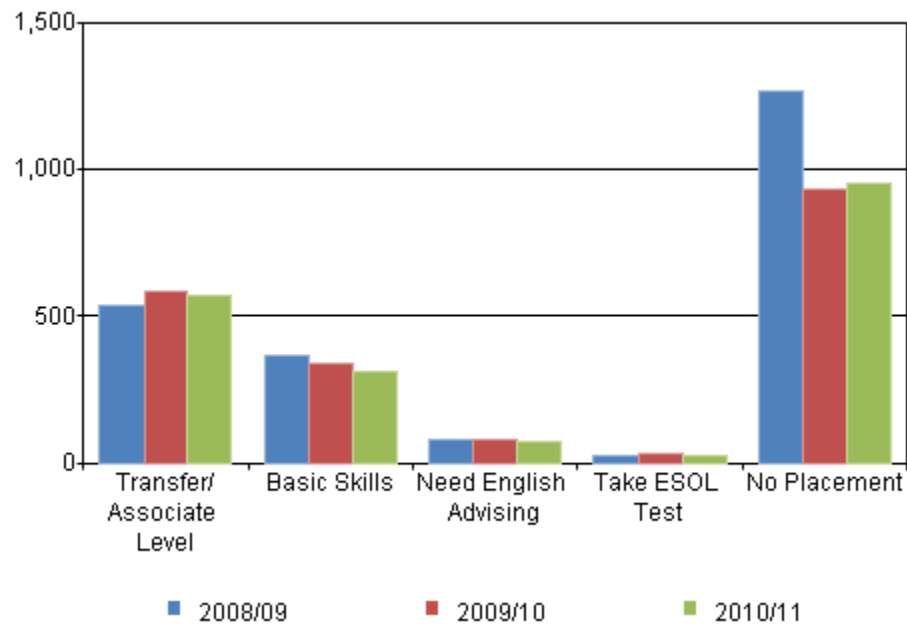
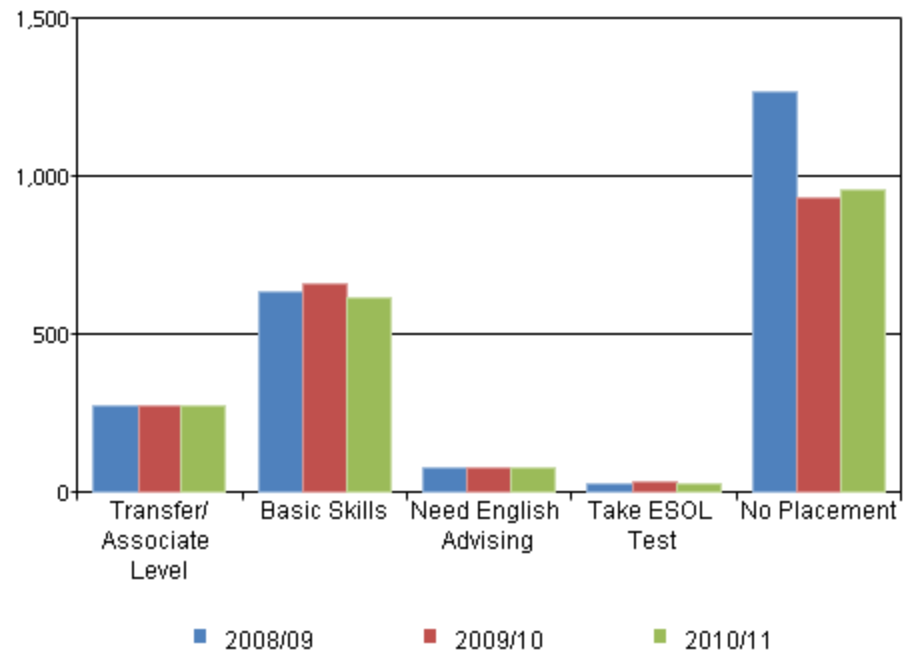


Figure 2. Writing Placement Trends



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

Figure 3. Math Placement Trends

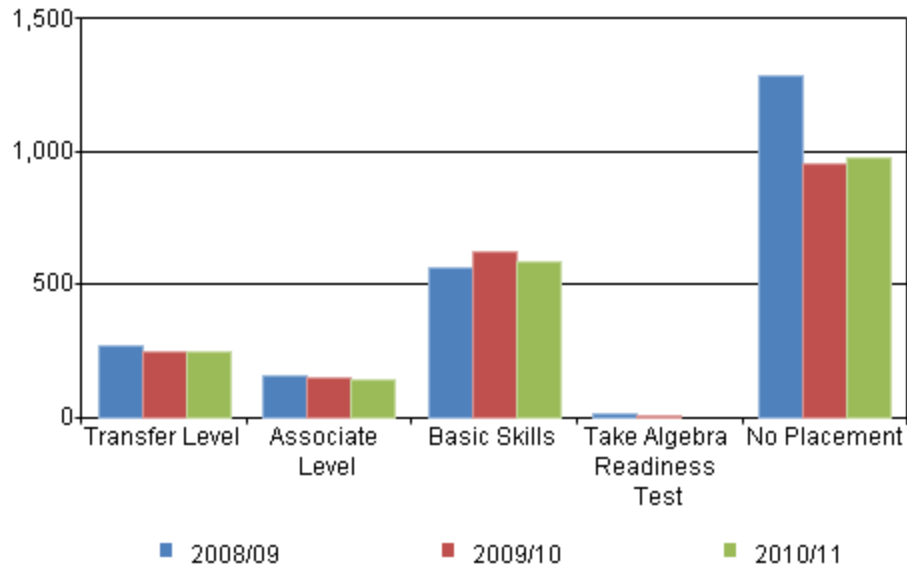
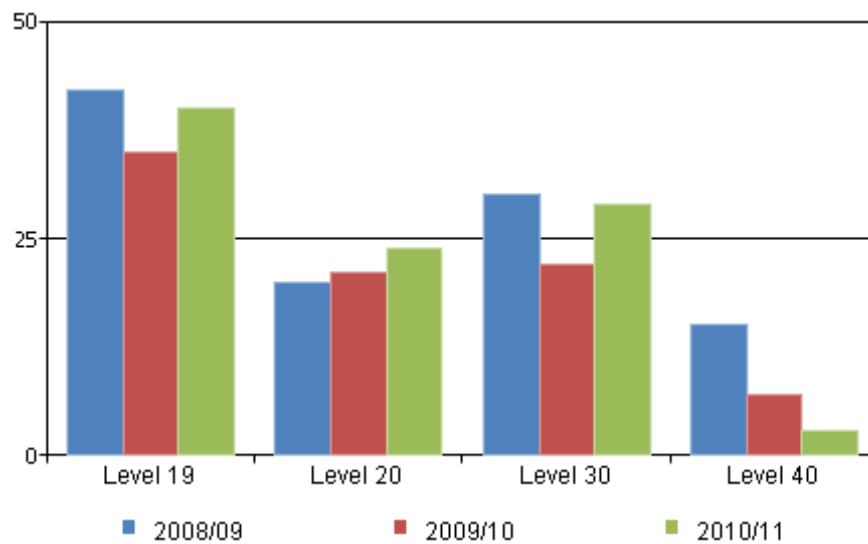


Figure 4. ESOL Placement Trends



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)

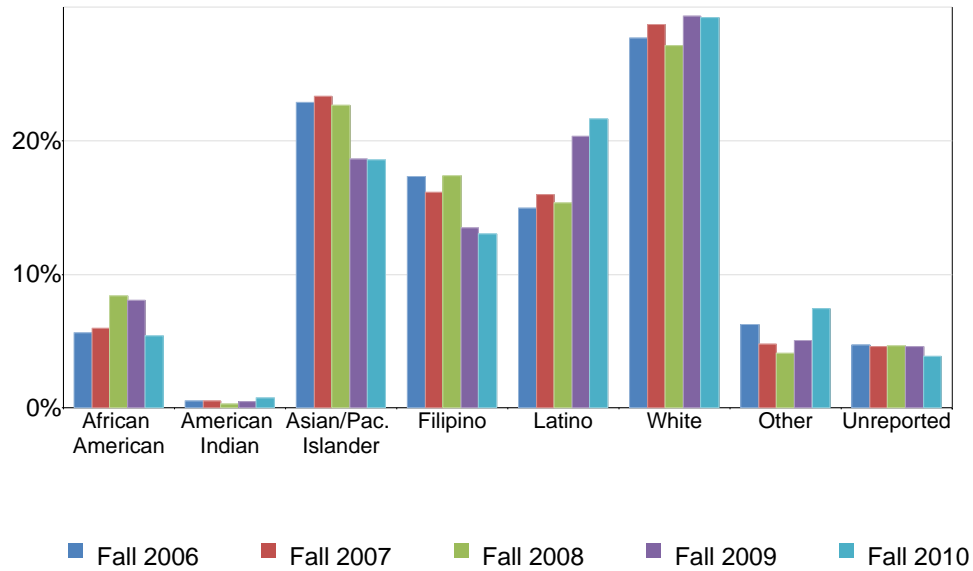


Figure 6. ESOL Course Enrollments by Ethnicity (Fall terms)

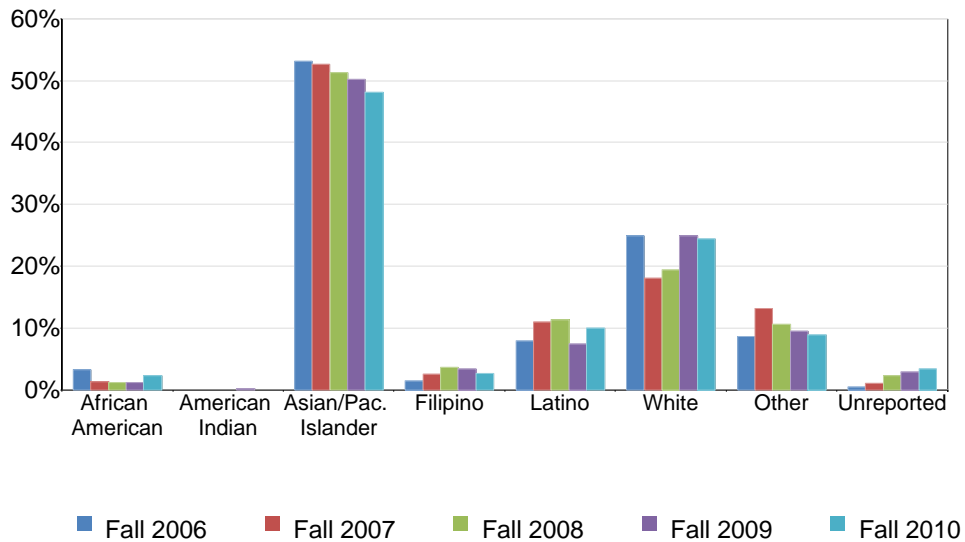
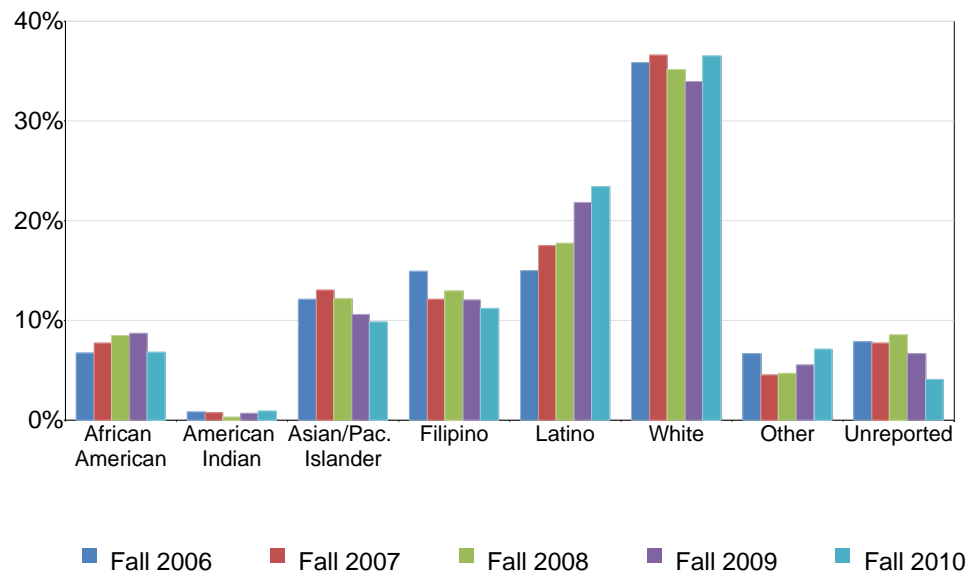


Figure 7. Math Basic Skills Course Enrollments by Ethnicity (Fall terms)



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

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

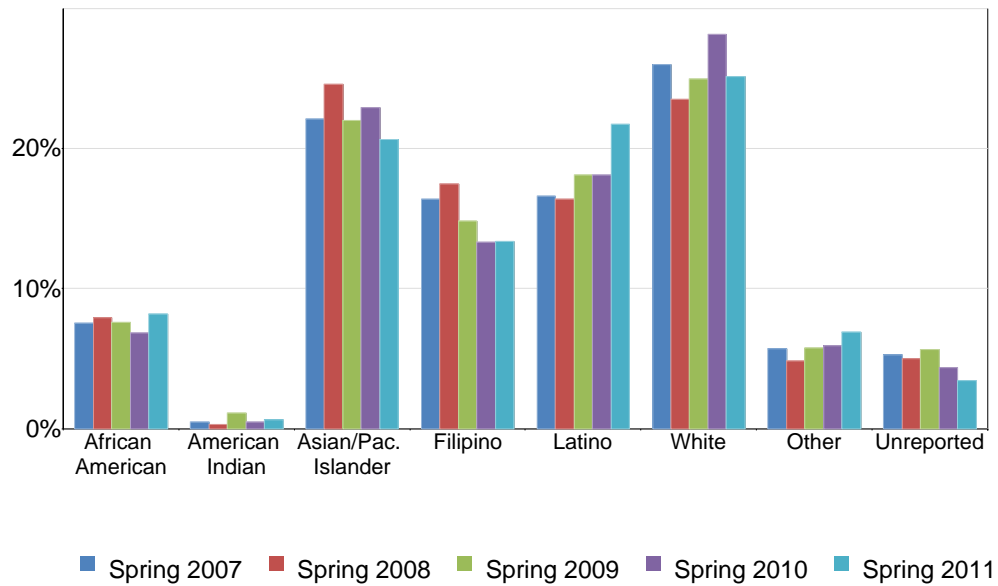


Figure 9. ESOL Course Enrollments by Ethnicity (Spring terms)

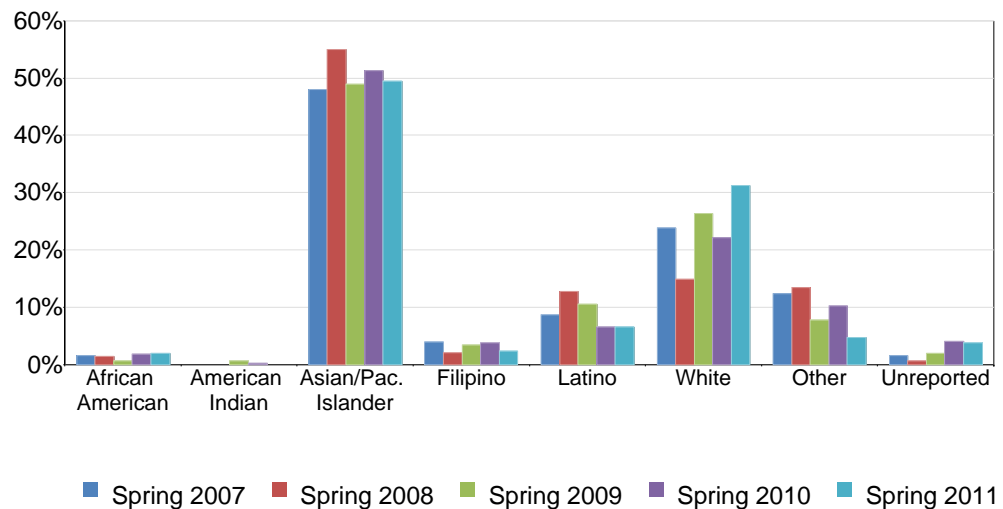
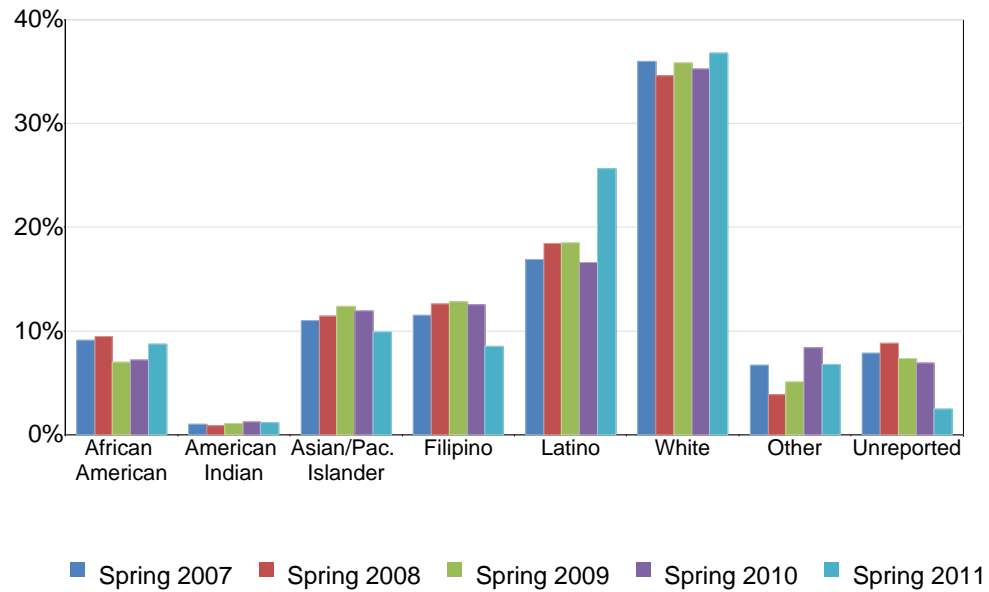


Figure 10. Math Basic Skills Enrollments by Ethnicity (Spring terms)



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

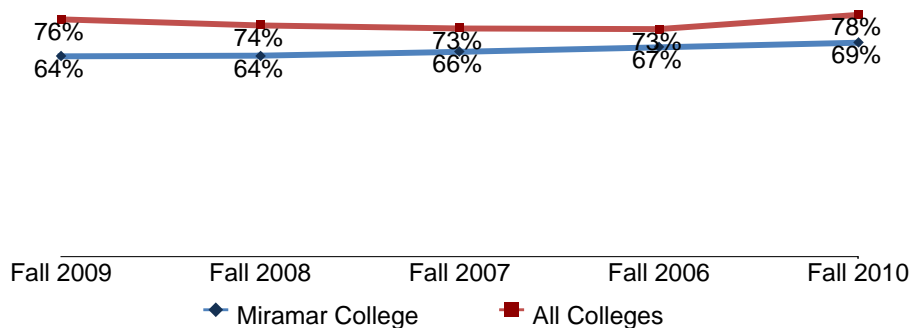


Table 21. Basic Skills Term Persistence

| 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

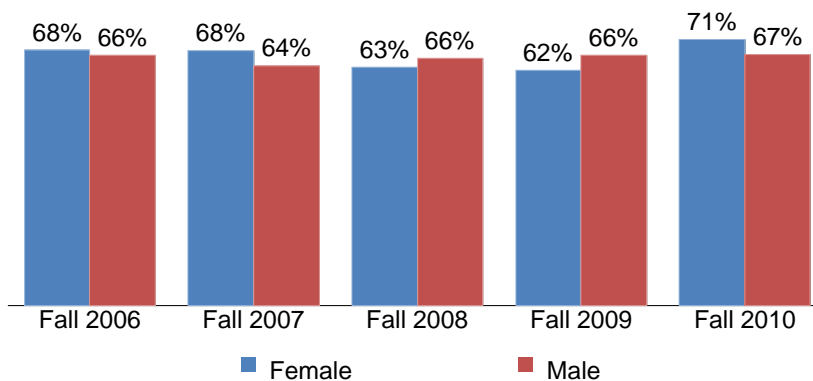


Table 22. Basic Skills Term Persistence by Gender

| 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

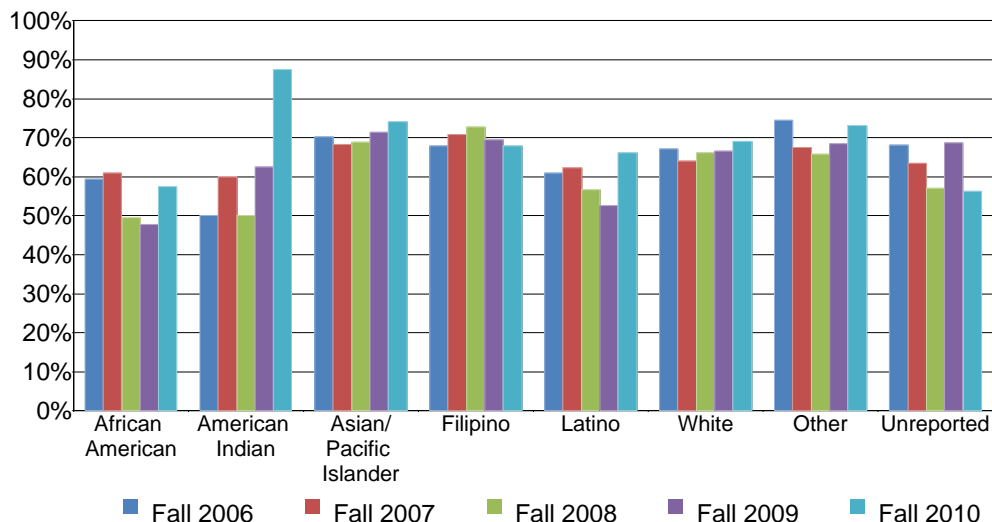


Table 23. Basic Skills Term Persistence by Ethnicity

| 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

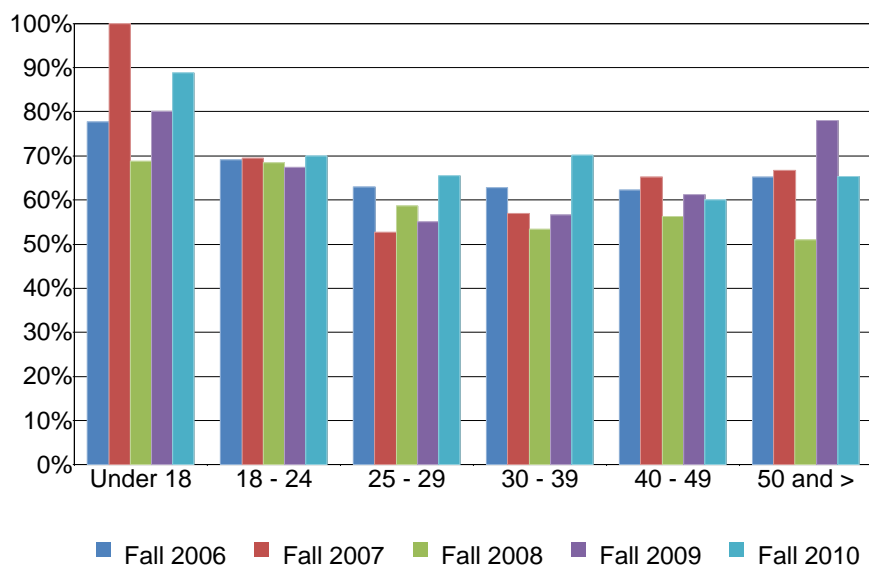


Table 24. Basic Skills Term Persistence by Age

| 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)

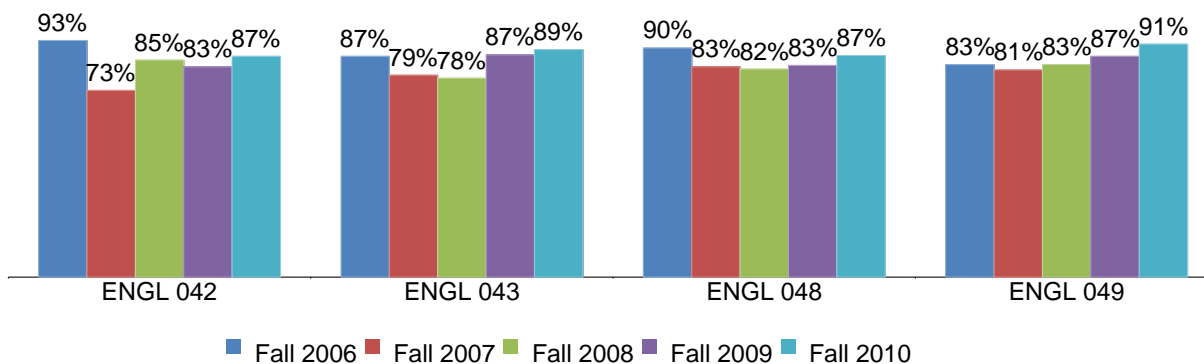


Figure 16. ESOL Writing Course Retention Rates (Fall terms)

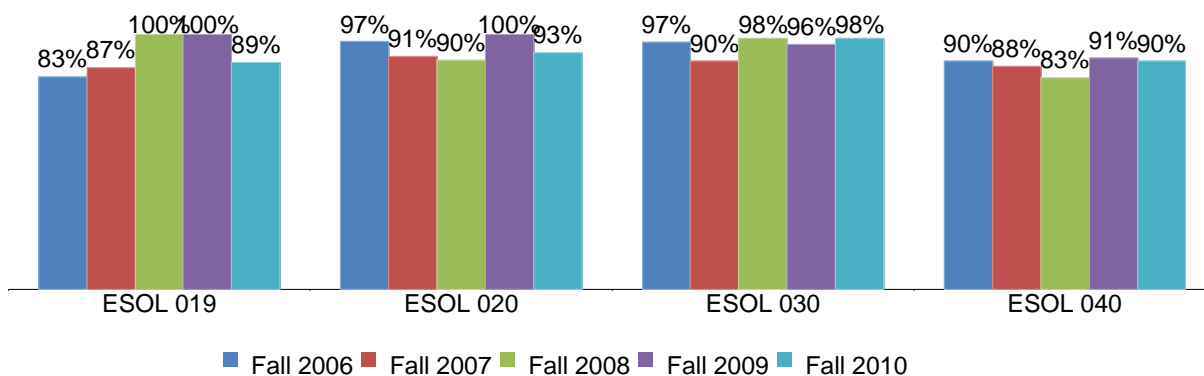


Figure 17. ESOL Reading Course Retention Rates (Fall terms)

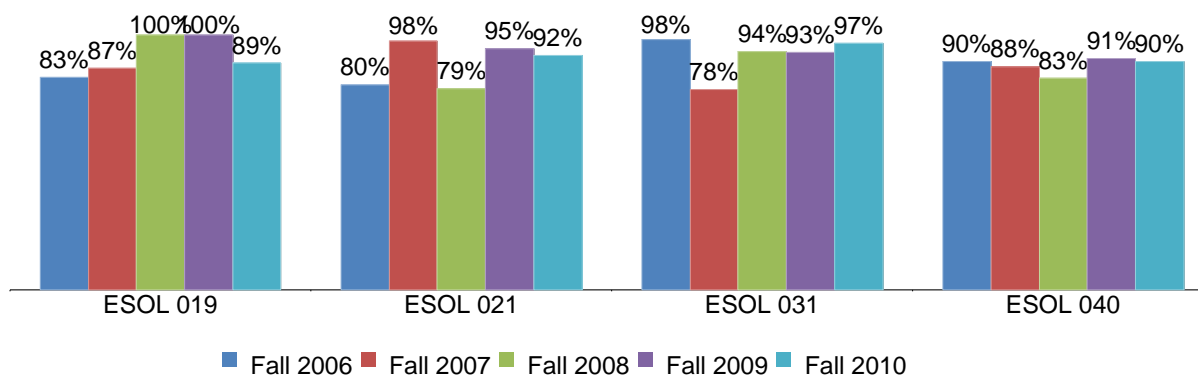


Figure 18. ESOL Listening/Speaking Course Retention Rates (Fall terms)

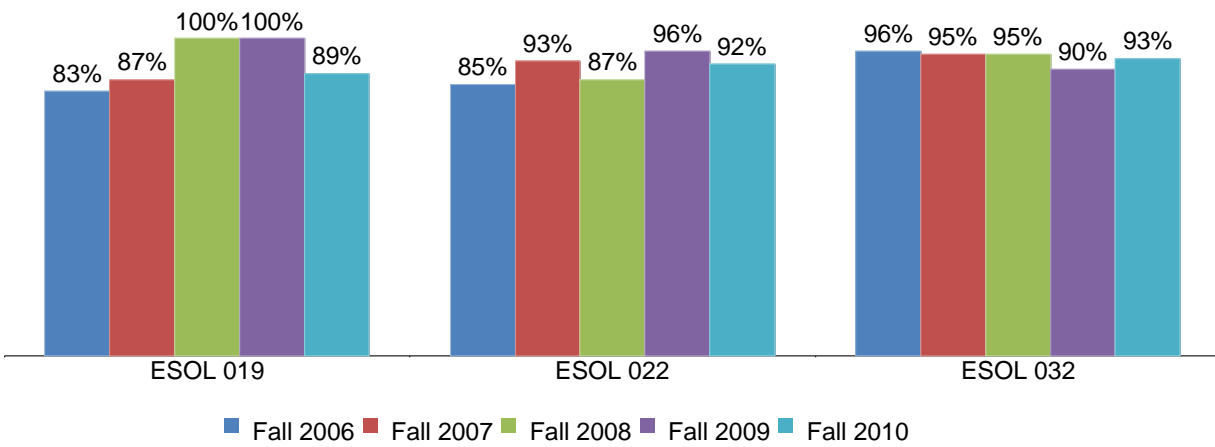
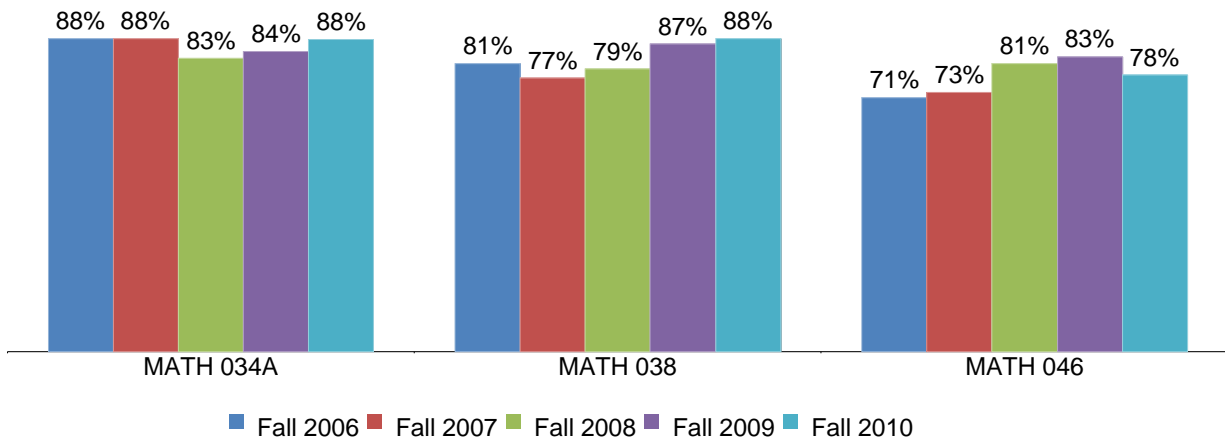


Figure 19. Math Basic Skills Course Retention Rates (Fall terms)



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

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

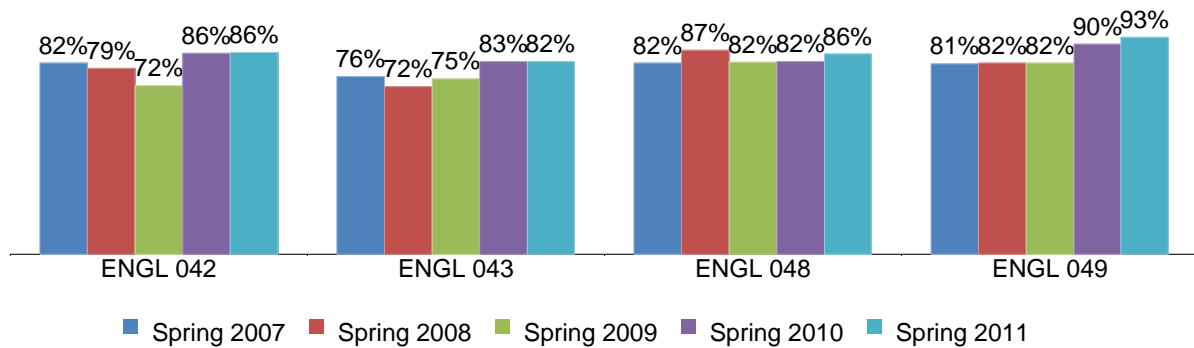


Figure 21. ESOL Writing Course Retention Rates (Spring terms)

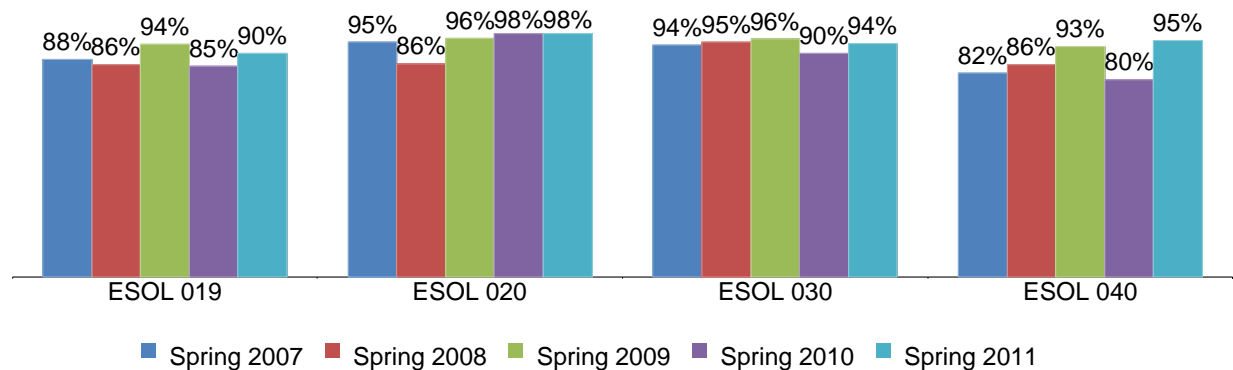


Figure 22. ESOL Reading Course Retention Rates (Spring terms)

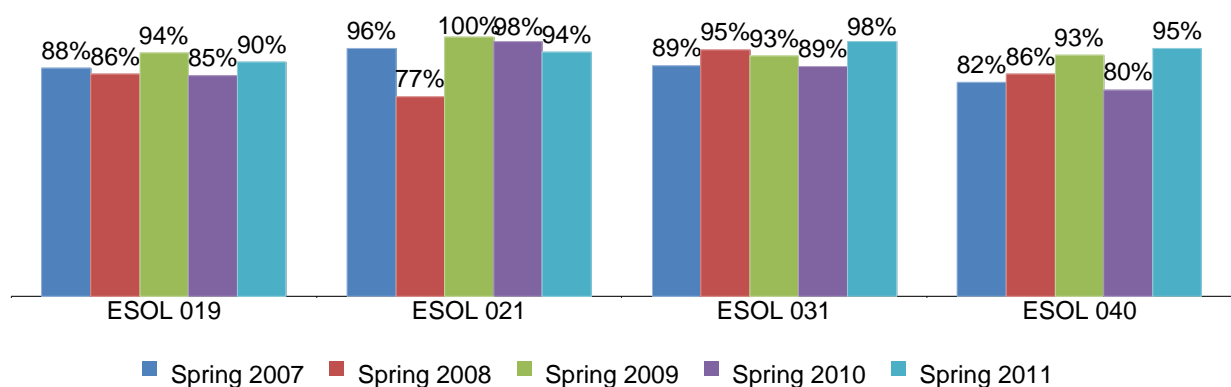


Figure 23. ESOL Listening/Speaking Course Retention Rates (Spring terms)

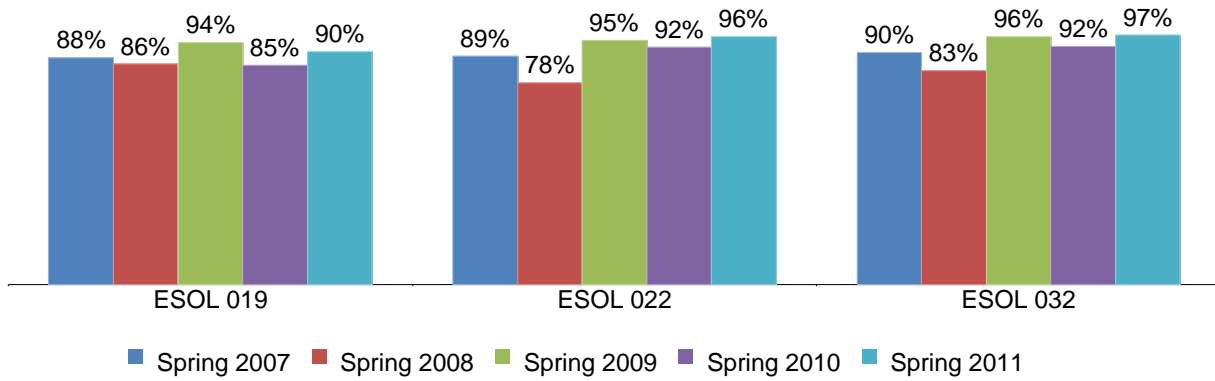
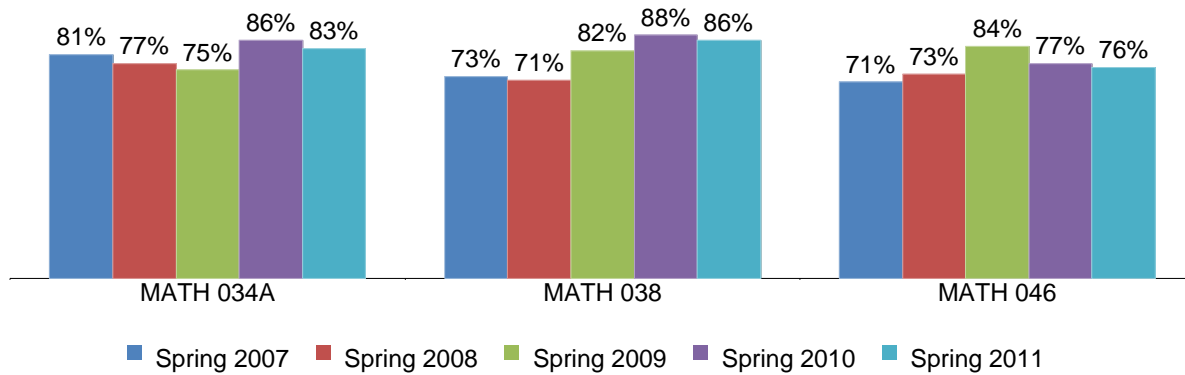


Figure 24. Math Basic Skills Courses Retention Rates (Spring terms)



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)

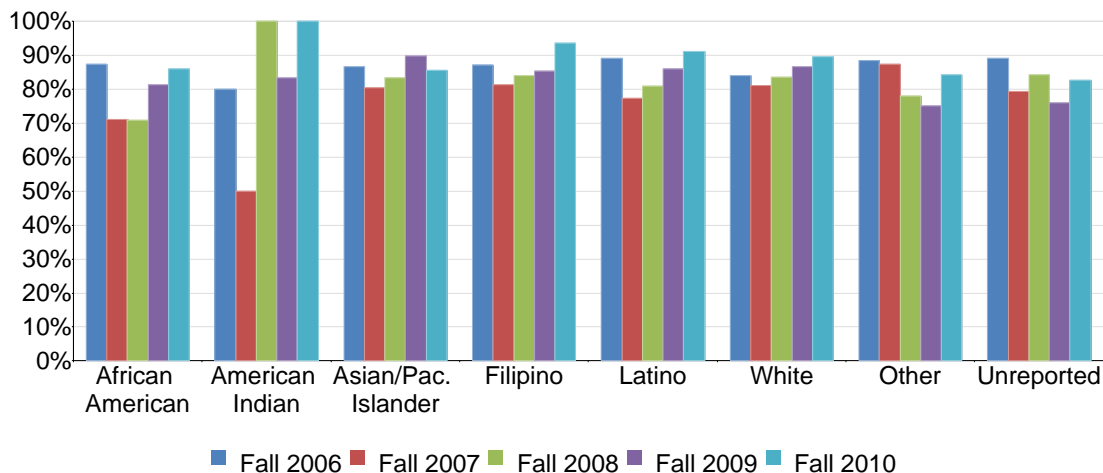


Figure 26. ESOL Course Retention Rates by Ethnicity (Fall terms)

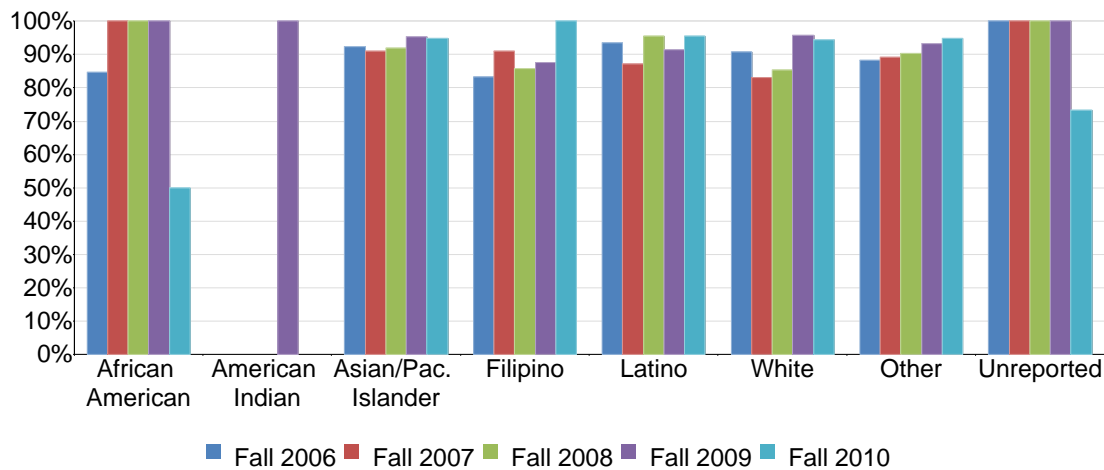
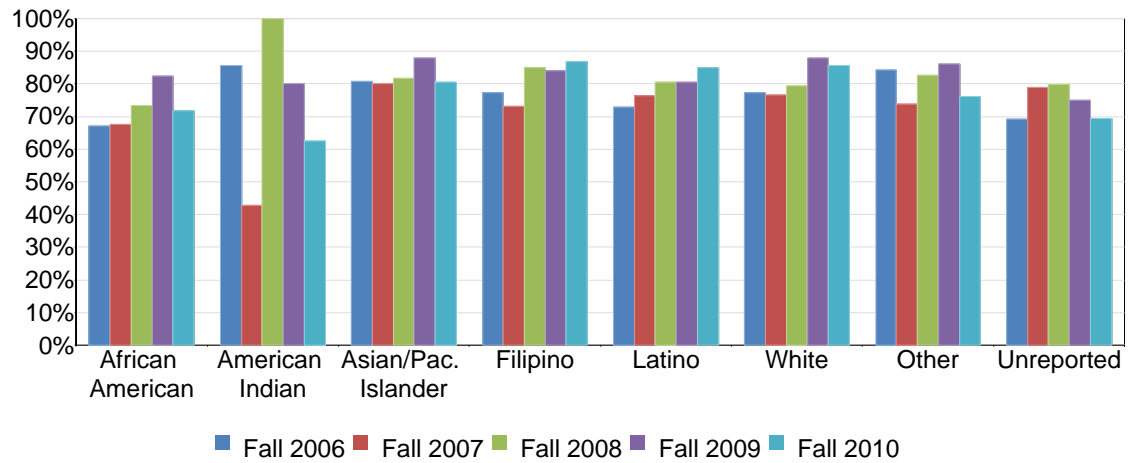


Figure 27. Math Basic Skills Course Retention Rates by Ethnicity (Fall terms)



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)

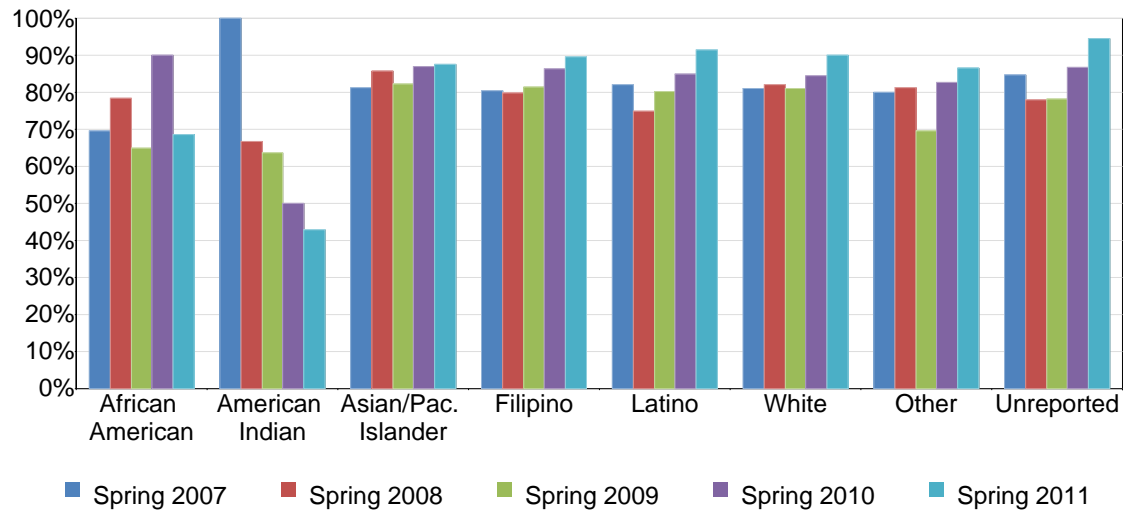


Figure 29. ESOL Course Retention Rates by Ethnicity (Spring terms)

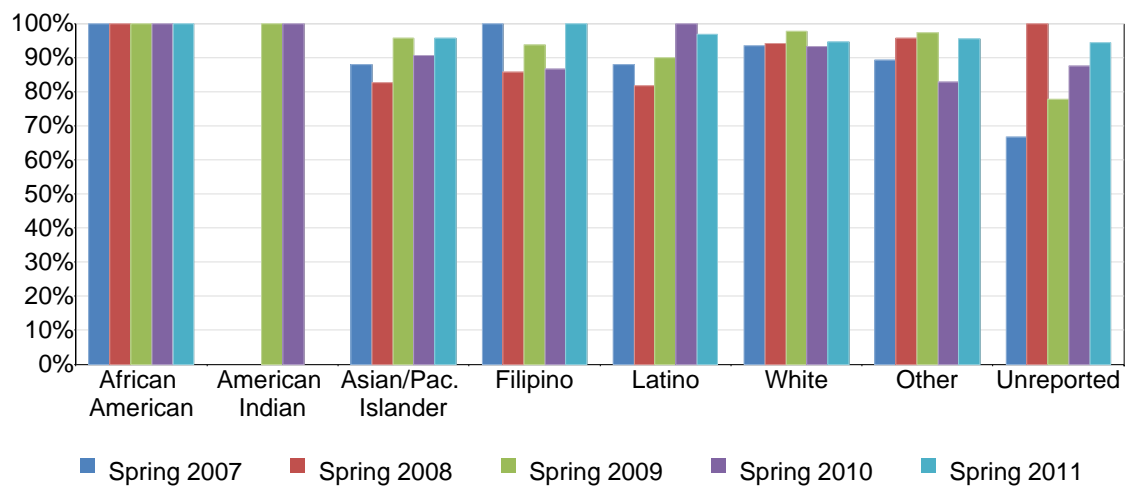
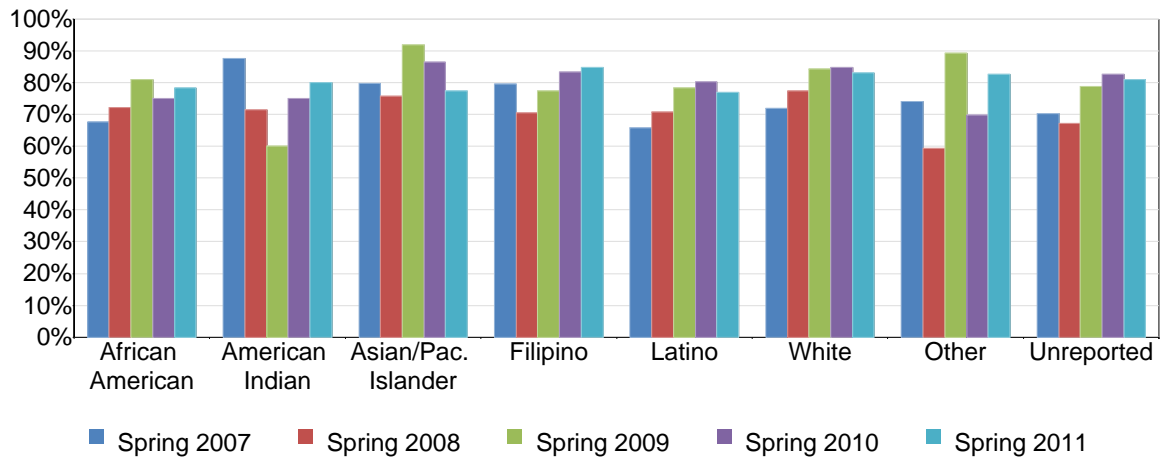


Figure 30. Math Basic Skills Course Retention Rates by Ethnicity (Spring terms)



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

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

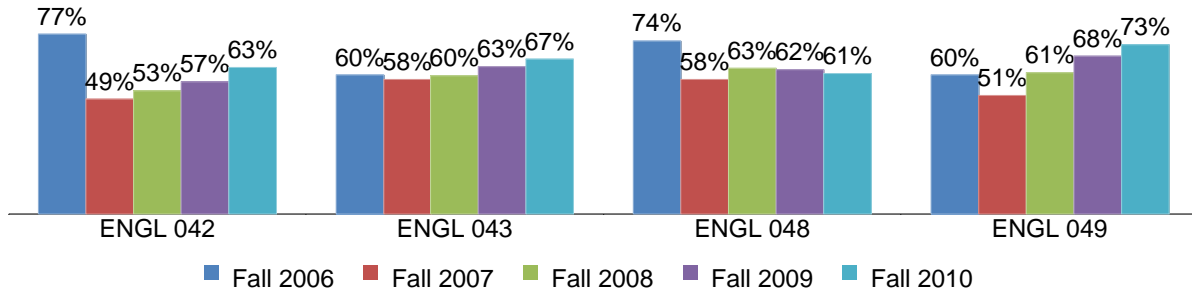


Figure 32. ESOL Writing Courses Success Rates (Fall terms)

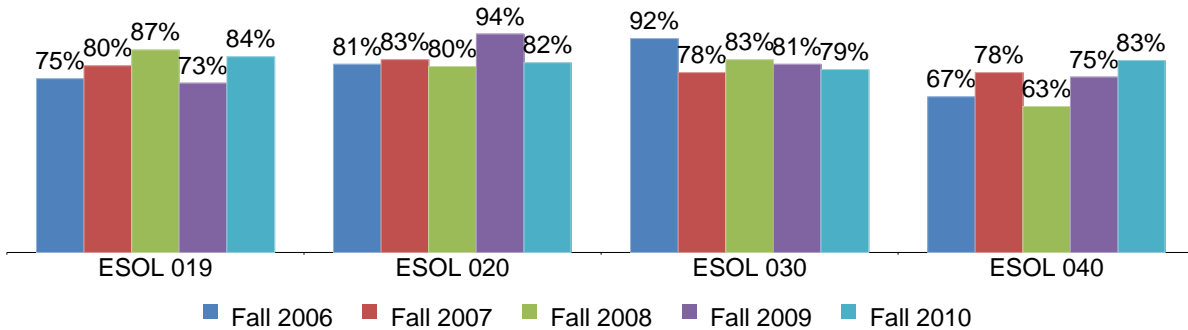


Figure 33. ESOL Reading Courses Success Rates (Fall terms)

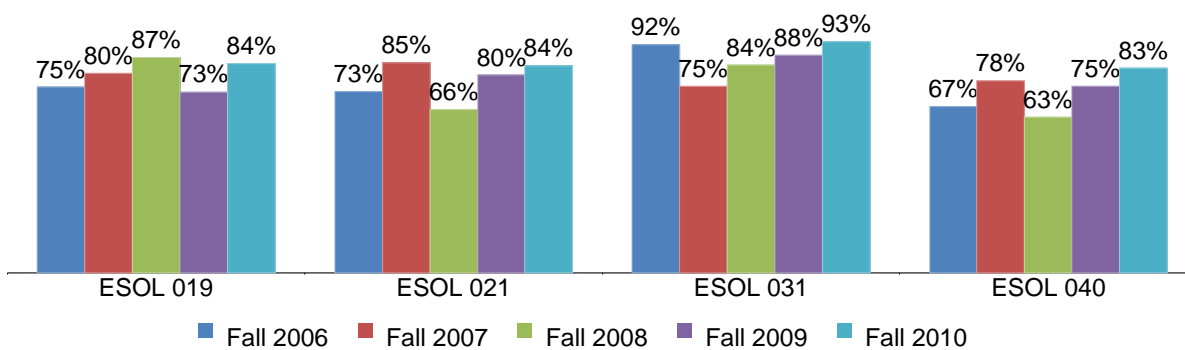


Figure 34. ESOL Listening/Speaking Course Success Rates (Fall terms)

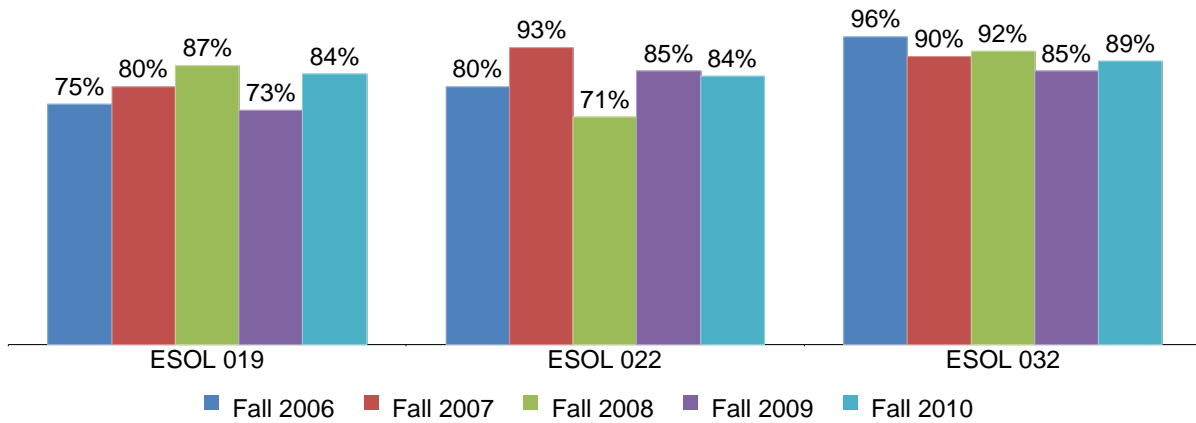
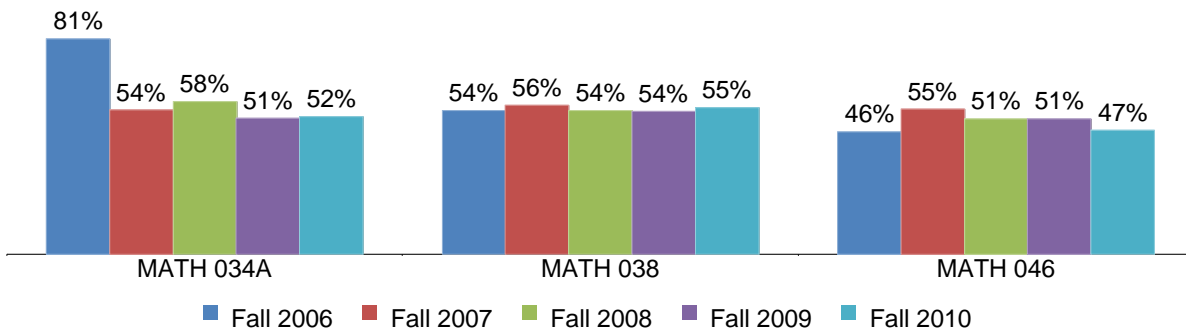


Figure 35. Math Basic Skills Course Success Rates (Fall terms)



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

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

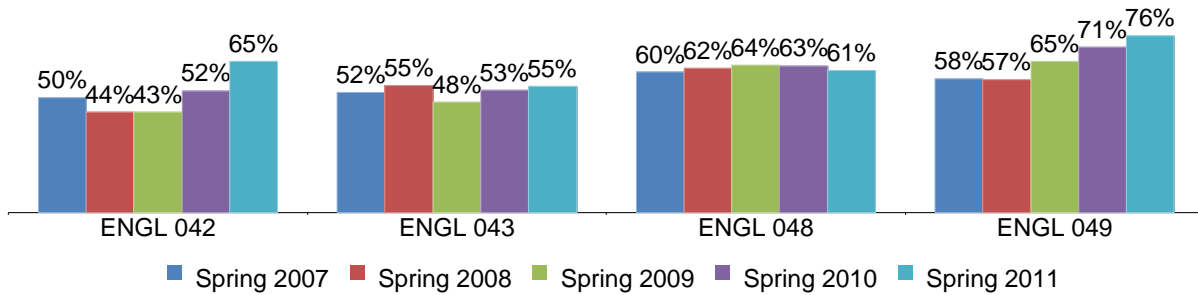


Figure 37. ESOL Writing Course Success Rates (Spring terms)

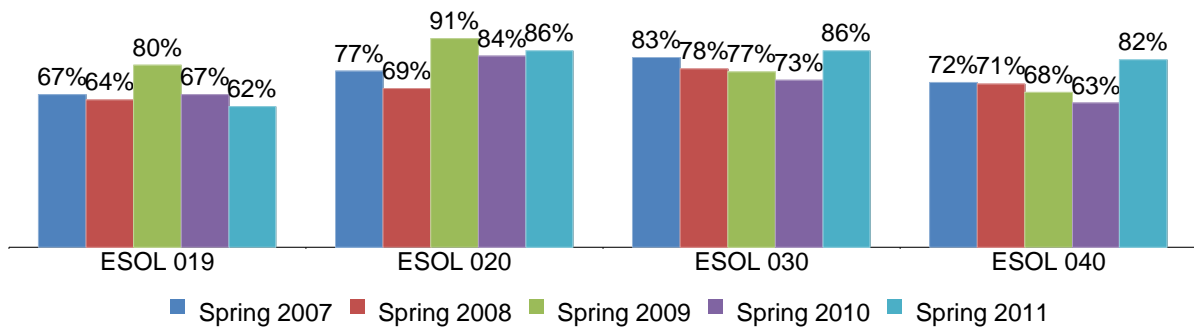


Figure 38. ESOL Reading Course Success Rates (Spring terms)

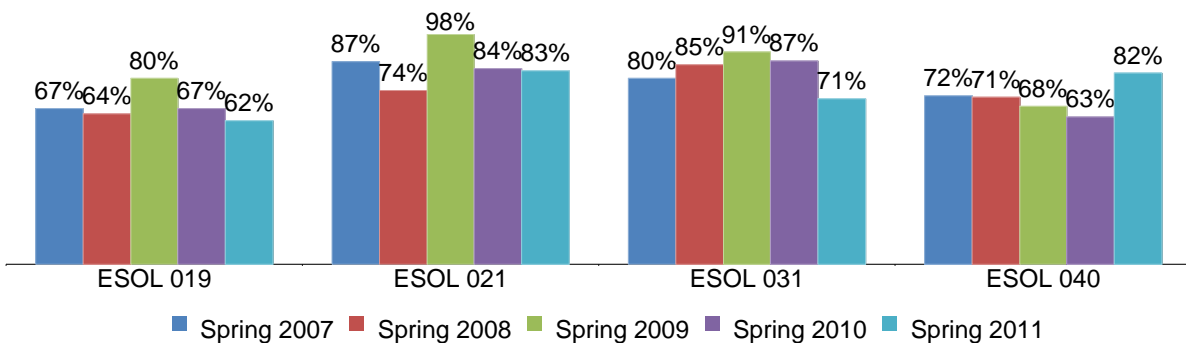


Figure 39. ESOL Listening/Speaking Course Success Rates (Spring terms)

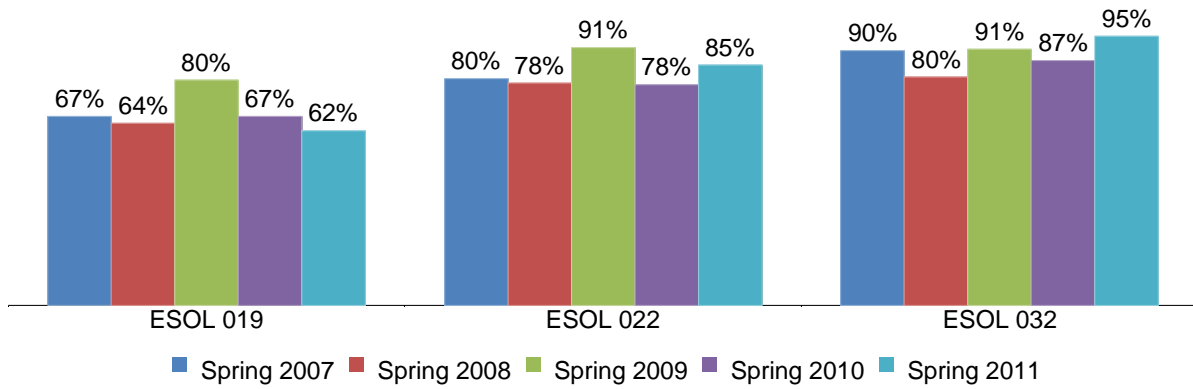
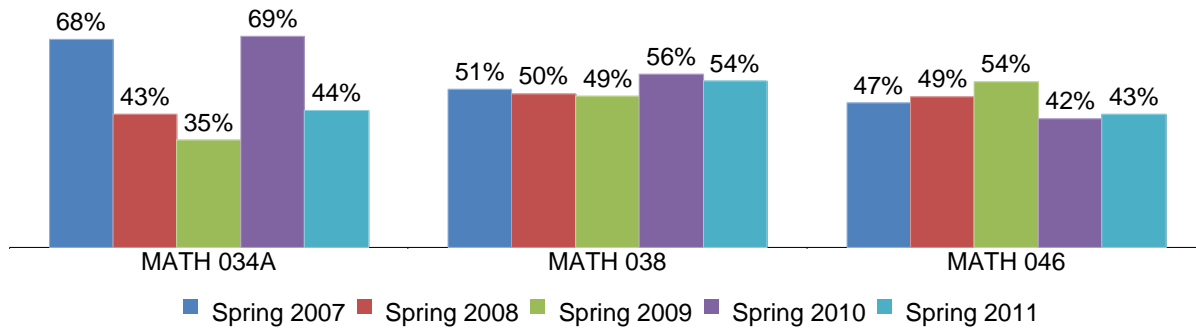


Figure 40. Math Basic Skills Course Success Rates (Spring terms)



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)

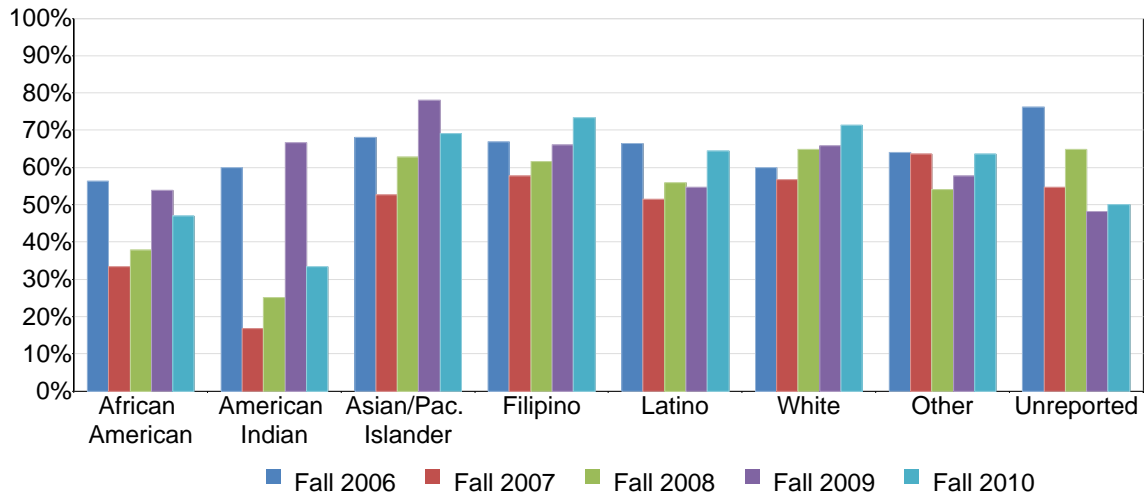


Figure 42. ESOL Course Success Rates by Ethnicity (Fall terms)

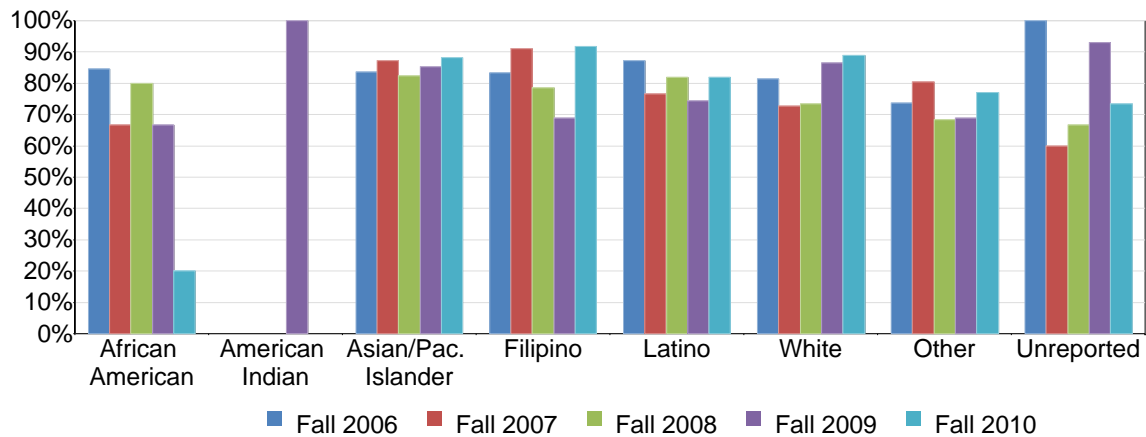
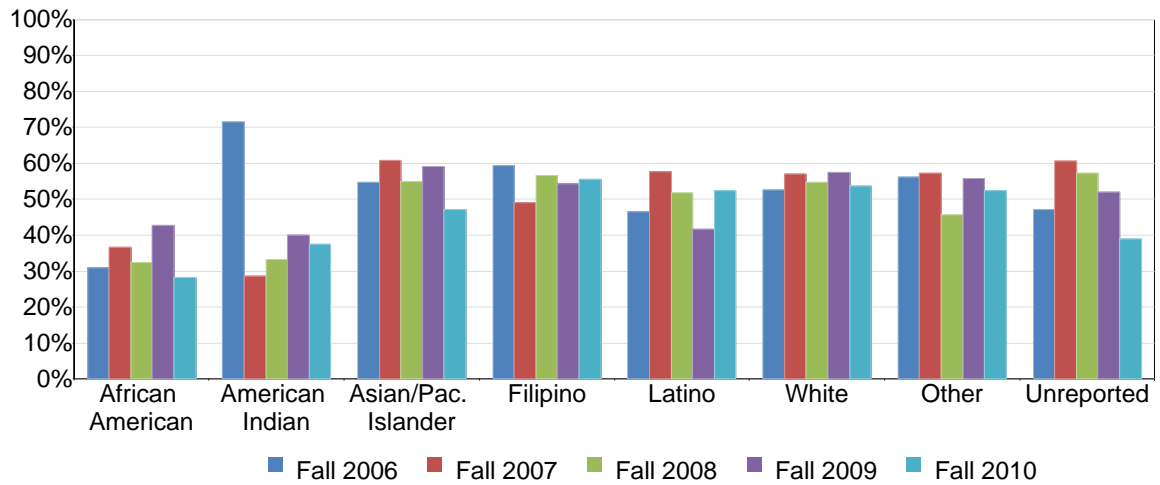


Figure 43. Math Basic Skills Course Success Rates by Ethnicity (Fall terms)



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)

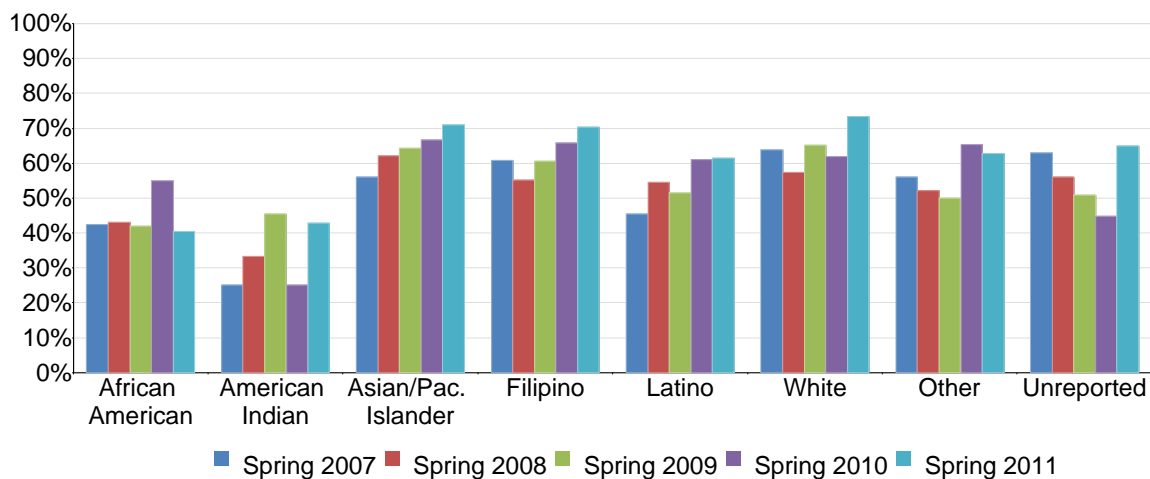


Figure 45. ESOL Course Success Rates by Ethnicity (Spring terms)

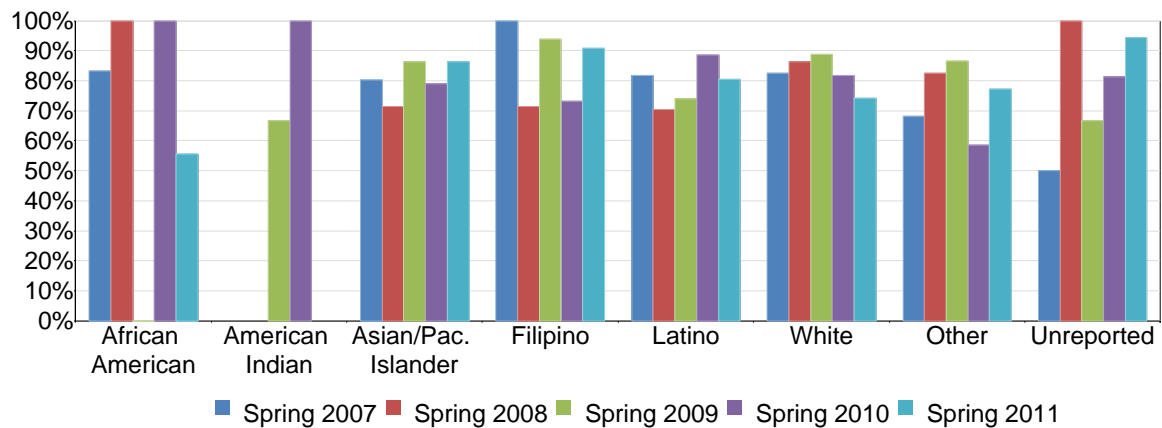
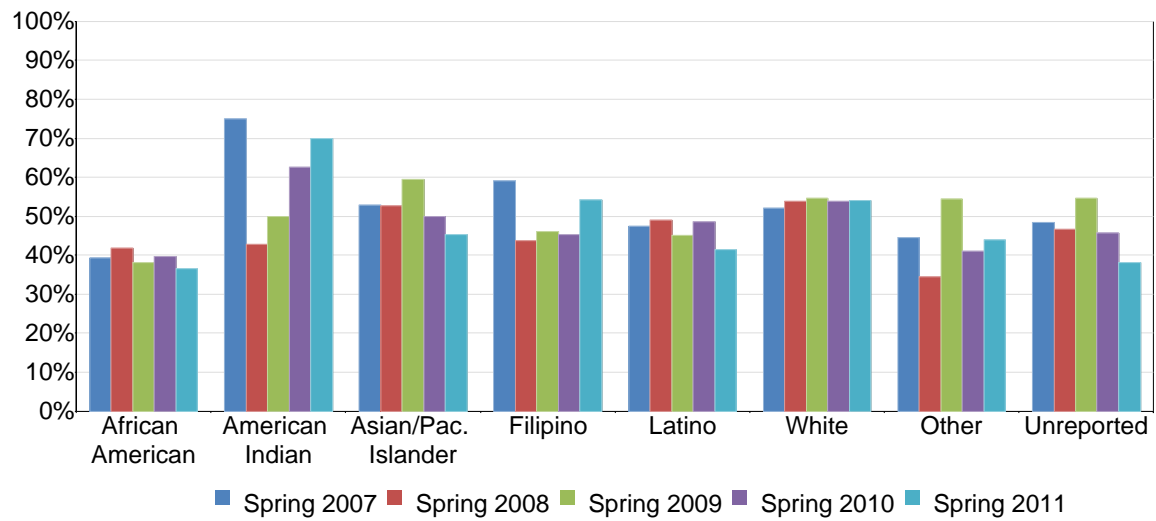


Figure 46. Math Basic Skills Course Success Rates by Ethnicity (Spring terms)



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