



Professor Rachel Mudge, left, assists a student during a MATH MY WAY class at Foothill College. Assisting the under-prepared student to attain the basic skills needed to succeed in college has been a core function of the California Community Colleges throughout its history. (Photo by Barbara Kinney, Bill & Melinda Gates Foundation)

Basic Skills Accountability

Supplement to the ARCC Report

*California Community Colleges Chancellor's Office
Erik Skinner, Acting Chancellor*



NOVEMBER 2012

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

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November 1, 2012

The Honorable Jerry Brown
Governor of California
State Capitol
Sacramento, California 95814

Dear Governor Brown:

I am pleased to present to you the Chancellor's Office 2012 report on *Basic Skills Accountability*.

For a variety of reasons, the majority of students entering the California Community Colleges are not prepared to complete college-level course work. Many of these underprepared students come directly from California high schools, but significant numbers are older adults who have been out of school for some time. Throughout its history, an important function of the California Community Colleges has been to provide such students with a "second chance" to develop the basic skills in reading, writing, mathematics, and English as a Second Language (ESL) that will allow them to succeed at college-level course work. By providing these foundational skills, our Basic Skills programs equip our students to pursue their educational goals such as earning degrees or vocational certificates, transferring to a four-year institution and improving career readiness.

This report provides information on our Basic Skills programs, the students they serve, the courses offered, and educational outcomes. If you or your staff has questions regarding this report, please contact me at (916) 323-7007 or eskiner@cccco.edu.

Thank you for your interest in these programs and the students they serve.

Sincerely,

A handwritten signature in blue ink, appearing to read "Erik Skinner", with a long horizontal flourish extending to the right.

Erik Skinner
Acting Chancellor

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Basic Skills Accountability

September 2012

***Prepared by the
Chancellor's Office
Technology, Research and
Information Systems Division
and the
Office of Communications***

Basic Skills Accountability Executive Summary

The California Community Colleges serve 2.4 million students and is the largest system of higher education in the nation. The state’s 112 colleges offer certificates and degrees for tomorrow’s careers, provide basic skills education, and prepare students for transfer to four-year universities and colleges.

As open access institutions, community colleges address a diverse population of learners with varying levels of academic preparation. Assisting the under-prepared student to attain the basic skills needed to succeed in college has been a core function of the California Community Colleges throughout its history.

This 2012 annual report defines basic skills as “those foundation skills in reading, writing, mathematics, and English as a Second Language (ESL), as well as learning skills and study skills, which are necessary for students to succeed in college-level work.” Academic support and basic skills programs educate students and strengthen their knowledge and potential so they are more likely to achieve their goals.

For example, in reading and writing, classes help students develop skills at or below the enrollment level required (one level below freshman composition); in ESL courses, they aim to achieve levels consistent with those defined for English. Mathematics courses are designed to help students improve computational skills (below algebra).

The objective of this report is to make policymakers aware of the systemwide efforts and outcomes in basic skills. As such, performance is measured with four categories of metrics: descriptive metrics or “demographic snapshots;” workload metrics; assessment and placement metrics; and student progress metrics.

Basic Skills Accountability captures new data in two significant ways. First, the system has added a new year of student, course, and assessment data since the 2010 report. Second, it uses data that have undergone statewide recoding for standardization of

Table of Contents

Executive Summary
Page 2

Background
Page 3

Summary of Key Findings
Page 4

Results
Page 6

Appendix A: Methodology for Deriving Counts and Rates
Page 32

Acknowledgments
Page 45

critical course data elements, i.e., the code for levels below transfer-level and the Taxonomy of Programs (TOP) codes for identifying courses.

As a result of this standardization, the comparability of courses across community colleges has increased and some courses that had previously been counted as basic skills courses have now lost that designation. Therefore, readers should exercise caution if they elect to compare data from this report to data from any prior report.

Background

This report meets the requirement set forth in Assembly Bill 194 (chapter 489, statutes of 2007) that the Chancellor’s Office will publish an annual basic skills accountability report and provide it to the Department of Finance and the Legislative Analyst’s Office.

Through AB 194 and subsequent budget acts, supplemental funding is allocated to community college districts for improving outcomes of students who enter a college needing at least one course in basic skills or ESL. AB 194 further directs colleges and districts to expend allocated funds for “... program and curriculum planning and development, student assessment, advisement and counseling services, supplemental instruction and tutoring, articulation, instructional materials and equipment, and any other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs.”

“Developmental education is one of the most difficult issues confronting community colleges today.”

*THOMAS BAILEY, Director
Community College Research
Center, Teacher’s College,
Columbia University*

AB 194 also requires accountability for the outcomes to be produced through this funding. To accomplish this, the Chancellor’s Office created a framework in collaboration with representatives from the Department of Finance and the Legislative Analyst’s Office. They formed a special technical advisory workgroup, adding statewide representatives from the Academic Senate for California Community Colleges, researchers from different community colleges, and technical/research/program personnel from the Chancellor’s Office -- all dedicated to the task of accountability reporting.

The framework was presented in a November 2008 report, *Basic Skills Accountability Framework for the California Community College System*, and this framework is also reflected in this report.

Summary of Key Findings

Basic Skills: Descriptive Metrics

Descriptive metrics offer demographic snapshots of the systemwide population (rather than individual colleges or districts) of basic skills students, both credit and noncredit. Wherever possible, the metrics are presented across specified time periods to give readers historical comparisons. Selected findings include the following:

- During the three academic years of 2008-09 through 2010-11, the distribution of headcount for credit and noncredit basic skills students has remained relatively stable across gender, age, and race/ethnicity.
- For 2010-11 females account for 57% of the headcount for credit basic skills.
- For 2010-11 students age 19 or younger account for 37% of the headcount of credit basic skills students, while students of age 25-49 account for 30%.
- For 2010-11 Hispanic students account for 45% of the headcount, and white students have the second highest proportion at 21% for credit basic skills.
- The demographic distribution of those who are noncredit basic skills students varies from the distribution of those who are credit basic skills students, specifically among age and race/ethnicity groups.

Basic Skills: Workload Metrics

Workload metrics are short-term in nature. They demonstrate the system's responsiveness to students' basic skills needs. Selected findings include the following:

- The percentage of credit mathematics sections that are basic skills has varied between 24% and 26% over this study's three-year data window.
- The percentage of credit English (writing) sections that are basic skills has varied between 24% and 25% over this study's three-year data window.

The report includes the results of a survey of colleges describing systemwide percentages of assessments at transfer level and below transfer level in mathematics, English, reading, ESL writing, ESL reading, and integrated ESL. Selected findings include the following:

- About 15% of students assess at transfer level mathematics.
- About 28% of students assess at transfer level English (writing).

Basic Skills: Student Progress Metrics

Student progress metrics include both long-term and short-term performance measures. The long-term performance metric represents progress to completion of courses above the basic skills sequence along with eventual degree/transfer attainment. Selected findings include the following:

- Of those who assessed at below transfer level in mathematics, the largest proportion assessed at three levels below transfer level, and 14% of this proportion succeeded in completing transfer-level mathematics.
- Of those who assessed at below transfer level in English writing, the largest proportion assessed at two levels below transfer level, and about 38% of this proportion succeeded in completing transfer-level English.

Results

Basic Skills: Descriptions of Accountability Metrics

The four categories of results presented below show metrics for both credit and noncredit basic skills students where data are available. The data specifications for these metrics are included in Appendix A.

Descriptive metrics (Tables A1 to A6) offer demographic snapshots of the systemwide population of basic skills students, both credit and noncredit. Demographics include headcounts of basic skills students by gender, age and ethnicity.

Workload metrics (Tables B1 to B14) are short-term in nature. They demonstrate the system's responsiveness to students' basic skills needs. The workload data tables show historical counts and percentages of basic skills sections and students for comparison.

Assessment and placement ladder metrics (Tables C1 to C9) describe assessment and placement in the California Community Colleges. Tables C1 to C6 present the results of a survey of colleges describing systemwide percentages of assessments at transfer level and below transfer level in mathematics, English, reading, ESL writing, ESL reading, and integrated ESL. Table C7 shows the volumes and percentages of students who receive exemptions from assessment. Tables C8 and C9 display the volumes and percentages of students receiving matriculation services (i.e., orientation, placement assessment, counseling, and/or follow-up).

Student progress metrics (Tables D1 to D9) include long-term performance measures. The long-term performance metric represents progress to completion of courses above the basic skills sequence along with eventual degree/transfer attainment. The other performance metrics are the fall to spring and fall to fall persistence rates for credit basic skills students.

Systemwide basic skills performance indicators (Tables E1 to E3) include the state-level data from the Chancellor's Office report, *Focus on Results: Accountability Reporting for the California Community Colleges* (the 2012 ARCC report). Table E1 - Annual Number of Credit Basic Skills Improvements is cited directly from the 2012 ARCC report. The annual successful course completion rate for credit basic skills courses and its decomposition by TOP code (mathematics, English, reading and ESL) are presented in Table E2. Similarly, Table E3 presents improvement rates for ESL and credit basic skills courses and further breakdowns in mathematics, English, and reading.

Descriptive Metrics: Student Enrollment in Credit Basic Skills, Statewide

Tables A1-A3: These tables present the annual unduplicated headcount and percentage of students enrolled in at least one credit basic skills course in the academic years of interest (2008-09, 2009-10, and 2010-11), by gender, age and race/ethnicity.

**Table A1
Annual Unduplicated Headcount and
Percentage of Credit Basic Skills Students by Gender**

Gender	2008-09		2009-10		2010-11	
	Number	Percent	Number	Percent	Number	Percent
Female	193,946	58.2%	202,285	57.3%	197,143	56.8%
Male	135,585	40.7%	147,682	41.8%	147,066	42.4%
Unknown	3,433	1.0%	3,144	0.9%	2,986	0.9%

**Table A2
Annual Unduplicated Headcount and
Percentage of Credit Basic Skills Students by Age Group**

Age	2008-09		2009-10		2010-11	
	Number	Percent	Number	Percent	Number	Percent
19 or less	131,588	39.5%	134,993	38.2%	128,801	37.1%
20 – 24	87,896	26.4%	95,583	27.1%	98,038	28.2%
25 – 49	100,604	30.2%	108,205	30.6%	105,238	30.3%
Over 49	12,809	3.8%	14,265	4.0%	15,092	4.3%
Unknown	67	0.0%	65	0.0%	26	0.0%

Table A3
Annual Unduplicated Headcount
and Percentage of Credit Basic Skills Students by Race/Ethnicity

Race/ Ethnicity	2008-09		2009-10		2010-11	
	Number	Percent	Number	Percent	Number	Percent
Asian	41,259	12.4%	39,051	11.1%	39,634	11.4%
African American	38,296	11.5%	37,381	10.6%	37,821	10.9%
Filipino	9,592	2.9%	9,143	2.6%	8,784	2.5%
Hispanic	139,906	42.0%	146,203	41.4%	156,140	45.0%
American Indian/ Alaskan Native	2,896	0.9%	2,386	0.7%	2,053	0.6%
Pacific Islander	3,105	0.9%	2,640	0.7%	2,276	0.7%
Two or More Races	45	0.0%	4,235	1.2%	7,531	2.2%
White Non-Hispanic	69,639	20.9%	69,918	19.8%	71,983	20.7%
Unknown/Non Respondent	28,226	8.5%	42,154	11.9%	20,973	6.0%

Descriptive Metrics: Student Enrollment in Noncredit Basic Skills, Statewide

Tables A4-A6: These tables show the annual unduplicated headcount and percentage of students enrolled in at least one noncredit basic skills course in the academic years of interest (2008-09, 2009-10, and 2010-11), by gender, age and race/ethnicity.

Table A4
Annual Unduplicated Headcount
and Percentage of Noncredit Basic Skills Students by Gender

Gender	2008-09		2009-10		2010-11	
	Number	Percent	Number	Percent	Number	Percent
Female	58,546	54.8%	55,708	55.6%	58,931	58.2%
Male	44,888	42.0%	41,233	41.1%	39,867	39.4%
Unknown	3,457	3.2%	3,263	3.3%	2,442	2.4%

Table A5
Annual Unduplicated Headcount
and Percentage of Noncredit Basic Skills Students by Age Group

Age	2008-09		2009-10		2010-11	
	Number	Percent	Number	Percent	Number	Percent
19 or less	10,414	9.7%	10,804	10.8%	8,583	8.5%
20 – 24	16,061	15.0%	13,613	13.6%	13,979	13.8%
25 – 49	56,718	53.1%	53,201	53.1%	58,063	57.4%
Over 49	17,413	16.3%	16,827	16.8%	20,372	20.1%
Unknown	6,285	5.9%	5,759	5.7%	243	0.2%

Table A6
Annual Unduplicated Headcount
and Percentage of Noncredit Basic Skills Students by Race/Ethnicity

Race/ Ethnicity	2008-09		2009-10		2010-11	
	Number	Percent	Number	Percent	Number	Percent
Asian	22,368	20.9%	21,389	21.3%	24,110	23.8%
African American	1,144	1.1%	844	0.8%	1,252	1.2%
Filipino	430	0.4%	390	0.4%	561	0.6%
Hispanic	59,381	55.6%	51,103	51.0%	52,750	52.1%
American Indian/ Alaskan Native	66	0.1%	70	0.1%	70	0.1%
Pacific Islander	99	0.1%	81	0.1%	118	0.1%
Two or More Races	0	0.0%	74	0.1%	291	0.3%
White Non-Hispanic	8,866	8.3%	8,188	8.2%	9,396	9.3%
Unknown/ Non-Respondent	14,537	13.6%	18,065	18.0%	12,692	12.5%

Workload Metrics: Basic Skills and Credit Sections, Statewide

These tables present the number of credit sections and basic skills credit sections offered in mathematics, English and ESL, as a percentage of all basic skills sections in 2008-09, 2009-10, and 2010-11. In addition, they show the total number of noncredit sections offered in those disciplines for the same years.

Table B1
Credit/Noncredit Mathematics Basic Skills Sections
by All Sections Offered (Volume and Percentage)

	Mathematics		
	2008-09	2009-10	2010-11
Total Number of Credit Mathematics Sections	27,867	27,147	26,892
Total Number of Credit Mathematics Sections that are Basic Skills	6,733	7,020	6,793
Percentage of Credit Mathematics Sections that are Basic Skills	24.2%	25.9%	25.3%
Total Number of Noncredit Mathematics Sections	299	343	244

Table B2
Credit/Noncredit English (Writing) Basic Skills Sections
by All Sections Offered (Volume and Percentage)

	English (Writing)		
	2008-09	2009-10	2010-11
Total Number of Credit English Writing Sections	30,830	29,756	29,503
Total Number of Credit English Writing Sections that are Basic Skills	7,592	7,442	7,147
Percentage of Credit English Writing Sections that are Basic Skills	24.6%	25.0%	24.2%
Total Number of Noncredit English Writing Sections	459	336	307

Table B3
Credit/Noncredit English (Reading) Basic Skills Sections
by All Sections Offered (Volume and Percentage)

	English (Reading)		
	2008-09	2009-10	2010-11
Total Number of Credit English Reading Sections	5,014	5,005	4,807
Total Number of Credit English Reading Sections that are Basic Skills	3,629	3,596	3,416
Percentage of Credit English Reading Sections that are Basic Skills	72.4%	71.8%	71.1%
Total Number of Noncredit English Reading Sections	65	74	74

Table B4
Credit/Noncredit ESL (Writing) Basic Skills Sections
by All Sections Offered (Volume and Percentage)

	ESL (Writing)		
	2008-09	2009-10	2010-11
Total Number of Credit ESL Writing Sections	3,337	3,059	2,943
Total Number of Credit ESL Writing Sections that are Basic Skills	2,090	1,893	1,733
Percentage of Credit ESL Writing Sections that are Basic Skills	62.6%	61.9%	58.9%
Total Number of Noncredit ESL Writing Sections	342	317	307

Table B5
Credit/Noncredit ESL (Reading) Basic Skills Sections
All Sections Offered (Volume and Percentage)

	ESL (Reading)		
	2008-09	2009-10	2010-11
Total Number of Credit ESL Reading Sections	1,481	1,390	1,398
Total Number of Credit ESL Reading Sections that are Basic Skills	1,090	1,033	983
Percentage of Credit ESL Reading Sections that are Basic Skills	73.6%	74.3%	70.3%
Total Number of Noncredit ESL Reading Sections	185	131	119

Table B6
Credit/Noncredit ESL (Listening and Speaking) Basic Skills Sections
by All Sections Offered (Volume and Percentage)

	ESL (Listening and Speaking)		
	2008-09	2009-10	2010-11
Total Number of Credit ESL Listening and Speaking Sections	1,832	1,595	1,417
Total Number of Credit ESL Listening and Speaking Sections that are Basic Skills	1,560	1,379	1,217
Percentage of Credit ESL Listening and Speaking Sections that are Basic Skills	85.2%	86.5%	85.9%
Total Number of Noncredit ESL Listening and Speaking Sections	654	591	529

Table B7
Credit/Noncredit Integrated ESL Basic Skills Sections
by All Sections Offered (Volume and Percentage)

	Integrated ESL		
	2008-09	2009-10	2010-11
Total Number of Credit Integrated ESL Sections	2,129	2,097	1,970
Total Number of Credit Integrated ESL Sections that are Basic Skills	1,659	1,632	1,485
Percentage of Credit Integrated ESL Sections that are Basic Skills	77.9%	77.8%	75.4%
Total Number of Noncredit Integrated ESL Sections	6,505	5,832	5,799

Workload Metrics: Basic Skills FTES, Statewide

Tables B8-B14: These tables present the number of credit basic skills FTES as a percentage of all FTES in the basic skills categories (mathematics, English and ESL), by age groups (under 25, and 25 or older). They also show the total number of noncredit FTES counted in the mathematics, English and ESL basic skills categories.

Table B8
Credit/Noncredit Mathematics Basic Skills FTES
by Age Categories in 2010-11 (Volume and Percentage)

	Mathematics	
	Under 25	25 or older
Total Count Credit FTES in Mathematics	102,216	35,261
Total Count Credit FTES in Mathematics that are Basic Skills	20,060	9,991
Percentage of Credit FTES in Mathematics that are Basic Skills	19.6%	28.3%
Total Count Noncredit FTES in Mathematics	1,034	276

Table B9
Credit/Noncredit English (Writing) Basic Skills FTES
by Age Categories in 2010-11 (Volume and Percentage)

	English (Writing)	
	Under 25	25 or older
Total Count Credit FTES in English Writing	73,146	20,373
Total Count Credit FTES in English Writing that are Basic Skills	17,800	5,296
Percentage of Credit FTES in English Writing that are Basic Skills	24.3%	26.0%
Total Count Noncredit FTES in English Writing	151	357

Table B10
Credit/Noncredit English (Reading) Basic Skills FTES
by Age Categories in 2010-11 (Volume and Percentage)

	English (Reading)	
	Under 25	25 or older
Total Count Credit FTES in English Reading	11,268	3,375
Total Count Credit FTES in English Reading that are Basic Skills	8,058	2,460
Percentage of Credit FTES in English Reading that are Basic Skills	71.5%	72.9%
Total Count Noncredit FTES in English Reading	35	22

Table B11
Credit/Noncredit ESL (Writing) Basic Skills FTES
by Age Categories in 2010-11 (Volume and Percentage)

	ESL (Writing)	
	Under 25	25 or older
Total Count Credit FTES in ESL Writing	4,575	6,331
Total Count Credit FTES in ESL Writing that are Basic Skills	2,147	3,768
Percentage of Credit FTES in ESL Writing that are Basic Skills	46.9%	59.5%
Total Count Noncredit FTES in ESL Writing	97	359

Table B12
Credit/Noncredit ESL (Reading) Basic Skills FTES
by Age Categories in 2010-11 (Volume and Percentage)

	ESL (Reading)	
	Under 25	25 or older
Total Count Credit FTES in ESL Reading	1,463	2,705
Total Count Credit FTES in ESL Reading that are Basic Skills	947	1,956
Percentage of Credit FTES in ESL Reading that are Basic Skills	64.8%	72.3%
Total Count Noncredit FTES in ESL Reading	39	127

Table B13
Credit/Noncredit ESL Listening and Speaking Basic Skills FTES
by Age Categories in 2010-11 (Volume and Percentage)

	ESL (Listening and Speaking)	
	Under 25	25 or older
Total Count Credit FTES in ESL Listening and Speaking	1,095	3,137
Total Count Credit FTES in ESL Listening and Speaking that are Basic Skills	883	2,714
Percentage of Credit FTES in ESL Listening and Speaking that are Basic Skills	80.6%	86.5%
Total Count Noncredit FTES in ESL Listening and Speaking	174	923

Table B14
Credit/Noncredit Integrated ESL Basic Skills FTES by
Age Categories in 2010-11 (Volume and Percentage)

	Integrated ESL	
	Under 25	25 or older
Total Count Credit FTES in Integrated ESL	2,431	4,551
Total Count Credit FTES in Integrated ESL that are Basic Skills	1,499	3,506
Percentage of Credit FTES in Integrated ESL that are Basic Skills	61.7%	77.0%
Total Count Noncredit FTES in Integrated ESL	4,349	24,301

Assessment/Placement Ladder Metrics: Credit and Noncredit Assessments, Fall 2010

Tables C1-C6: These tables show the percentages of assessments at a given level for mathematics, English, writing, ESL writing, ESL reading, and integrated ESL for Fall 2010.

**Table C1
Percentage of Credit and Noncredit Assessments
in Mathematics Levels (Fall 2010)**

Discipline: Mathematics	Percent of Credit and Noncredit Assessments for Fall 2010 (Total = 350,129)
Assessed at:	
Transfer Level	14.6%
1 Level Below Transfer	20.6%
2 Levels Below Transfer	24.2%
3 Levels Below Transfer	20.1%
4 Levels Below Transfer	18.7%
5 Levels Below Transfer	1.9%
6 Levels Below Transfer	0.0%

**Table C2
Percentage of Credit and Noncredit Assessments
in English Writing Levels (Fall 2010)**

Discipline: English Writing	Percent of Credit and Noncredit Assessments for Fall 2010 (Total = 319,892)
Assessed at:	
Transfer Level	28.4%
1 Level Below Transfer	35.1%
2 Levels Below Transfer	20.3%
3 Levels Below Transfer	13.8%
4 Levels Below Transfer	1.7%
5 Levels Below Transfer	0.6%
6 Levels Below Transfer	0.0%
7 Levels Below Transfer	0.0%

Table C3
Percentage of Credit and Noncredit Assessments
in English Reading Levels (Fall 2010)

Discipline: English Reading	Percent of Credit and Noncredit Assessments for Fall 2010 (Total = 282,936)
Assessed at:	
Transfer Level	37.8%
1 Level Below Transfer	28.1%
2 Levels Below Transfer	19.6%
3 Levels Below Transfer	11.1%
4 Levels Below Transfer	2.6%
5 Levels Below Transfer	0.8%

Table C4
Percentage of Credit and Noncredit Assessments
in ESL Writing Levels (Fall 2010)

Discipline: ESL Writing	Percent of Credit and Noncredit Assessments for Fall 2010 (Total = 20,925)
Assessed at:	
Transfer Level	5.2%
1 Level Below Transfer	14.5%
2 Levels Below Transfer	18.6%
3 Levels Below Transfer	21.7%
4 Levels Below Transfer	17.0%
5 Levels Below Transfer	14.1%
6 Levels Below Transfer	8.8%

Table C5
Percentage of Credit and Noncredit Assessments
in ESL Reading Levels (Fall 2010)

Discipline: ESL Reading	Percent of Credit and Noncredit Assessments for Fall 2010 (Total = 21,560)
Assessed at:	
Transfer Level	7.6%
1 Level Below Transfer	19.0%
2 Levels Below Transfer	14.9%
3 Levels Below Transfer	20.8%
4 Levels Below Transfer	14.5%
5 Levels Below Transfer	13.5%
6 Levels Below Transfer	9.7%

Table C6
Percentage of Credit and Noncredit Assessments
in Integrated ESL Levels (Fall 2010)

Discipline: Integrated ESL	Percent of Credit and Noncredit Assessments for Fall 2010 (Total = 31,297)
Assessed at:	
Transfer Level	3.6%
1 Level Below Transfer	11.4%
2 Levels Below Transfer	13.0%
3 Levels Below Transfer	15.4%
4 Levels Below Transfer	13.3%
5 Levels Below Transfer	14.5%
6 Levels Below Transfer	11.1%
7 Levels Below Transfer	9.9%
8 Levels Below Transfer	7.9%

Assessment/Placement Ladder Metrics: First-Time Students Exempt from Assessment

Table C7: This table shows the volumes and percentages of first-time students enrolled in Fall 2008, Fall 2009 and Fall 2010 who were exempt from assessment. For each percentage, the denominator is the total number of first-time students for the term, and the numerator is the number of freshmen who were exempt from assessment.

Table C7
Credit/Noncredit First-Time Students (FTS)
Who Are Exempt from Assessment (Volume and Percentage)

	Term First Enrolled		
	Fall 2008	Fall 2009	Fall 2010
Total Count FTS Credit	262,466	255,503	234,603
Total Count FTS Credit Exempt from Assessment	29,840	19,802	15,831
Percentage of FTS Credit Exempt from Assessment	11.4%	7.8%	6.7%
Total Count FTS Noncredit	49,634	52,408	45,517
Total Count FTS Noncredit Exempt from Assessment	2,163	1,166	933
Percentage of FTS Noncredit Exempt from Assessment	4.4%	2.2%	2.0%

Tables C8 and C9: These tables present volumes and percentages of first-time students receiving: (a) orientation, (b) placement assessment, (c) counseling, and (d) follow-up services in Fall 2008, Fall 2009 or Fall 2010 term at the same college. (*Special admits are excluded and prior assessment and orientation included.*) Students receiving services the term prior to enrollment are counted.

Table C8
Volume and Percentage of First-Time Students
Receiving Matriculation Services (Credit)

		Term Enrolled as First-time Students					
		Fall 2008 (Number = 262,466)		Fall 2009 (Number = 255,503)		Fall 2010 (Number = 234,603)	
		Number	Percent of FTS	Number	Percent of FTS	Number	Percent of FTS
Credit	Orientation	130,274	49.6%	124,341	48.7%	118,395	50.5%
	Placement Assessment	167,213	63.7%	180,410	70.6%	168,070	71.6%
	Counseling	104,051	39.6%	103,505	40.5%	89,004	37.9%
	Follow-up	69,091	26.3%	64,466	25.2%	57,781	24.6%

Table C9
Volume and Percentage of First-Time Students
Receiving Matriculation Services (Noncredit)

		Term Enrolled as First-Time Students					
		Fall 2008 (Number = 49,634)		Fall 2009 (Number = 52,408)		Fall 2010 (Number = 45,517)	
		Number	Percent of FTS	Number	Percent of FTS	Number	Percent of FTS
Non-credit	Orientation	6,313	12.7%	7,256	13.8%	12,842	28.2%
	Placement Assessment	8,219	16.6%	9,025	17.2%	13,925	30.6%
	Counseling	4,071	8.2%	4,548	8.7%	10,833	23.8%
	Follow-up	766	1.5%	629	1.2%	879	1.9%

Student Progress and Persistence Metrics: Credit and Noncredit

Tables D1-D7: These tables present the volumes and percentages of credit and noncredit basic skills students successfully completing courses and awards in a particular discipline. The metric describes student progress. A First-Time Student cohort (2003-04) is tracked for eight years (2010-11). Students must have enrolled in basic skills mathematics, English or an ESL course and their basic skills level is identified by the LOWEST level in those courses taken at any point as identified by a basic skills TOP Code.

**Table D1
Progress in Mathematics for FTS 2003-04 to 2010-11 (Credit and Noncredit)**

	Level (s) below Transfer	FTS Cohort	Completed Degree- Applicable Non- Transferable Mathematics Courses		Completed Transfer-Level Mathematics Courses		Completed Degree/Certificate* and/or Became Transfer/Transfer- Prepared	
			Number	Percent	Number	Percent	Number	Percent
Credit	1 Level Below	84	38	45.2%	26	31.0%	37	44.0%
	2 Levels Below	11,676	4,659	39.9%	3,176	27.2%	5,264	45.1%
	3 Levels Below	33,187	11,181	33.7%	4,665	14.1%	10,341	31.2%
	4 Levels Below	22,011	5,546	25.2%	2,090	9.5%	5,701	25.9%
Non- credit	1 Level Below	2	Not available		Not available		2	100.0%
	2 Levels Below	3					1	33.3%
	3 Levels Below	207					121	58.5%
	4 Levels Below	0					0	
	5 Levels Below	0					0	
	6 Levels Below	1,066					310	29.1%

*Includes noncredit certificates

Table D2
Progress in English Writing for FTS 2003-04 to 2010-11
(Credit and Noncredit)

	Level (s) below Transfer	FTS Cohort	Completed Degree-Applicable Non-Transferable English Courses		Completed Transfer-Level English Courses		Completed Degree/Certificate* and/or Became Transfer/Transfer- Prepared	
			Number	Percent	Number	Percent	Number	Percent
Credit	1 Level Below	12,431	904	7.3%	7,051	56.7%	5,721	46.0%
	2 Levels Below	35,203	12,264	34.8%	13,443	38.2%	11,856	33.7%
	3 Levels Below	15,730	4,427	28.1%	4,238	26.9%	4,181	26.6%
	4 Levels Below	4,112	825	20.1%	1,237	30.1%	1,147	27.9%
Non- credit	1 Level Below	0	Not available		Not available		0	
	2 Levels Below	43					8	18.6%
	3 Levels Below	0					0	
	4 Levels Below	25					4	16.0%
	5 Levels Below	13					2	15.4%
	6 Levels Below	2					0	0.0%
	7 Levels Below	118					5	4.2%

*Includes noncredit certificates

Table D3
Progress in English Reading for FTS 2003-04 to 2010-11
(Credit and Noncredit)

	Level (s) below Transfer	FTS Cohort	Completed Degree-Applicable Non-Transferable English Courses		Completed Transfer-Level English Courses		Completed Degree/Certificate* and/or Became Transfer/Transfer- Prepared	
		Number	Number	Percent	Number	Percent	Number	Percent
Credit	1 Level Below	4,865	992	20.4%	2,664	54.8%	2,254	46.3%
	2 Levels Below	15,053	4,788	31.8%	5,453	36.2%	4,547	30.2%
	3 Levels Below	7,530	1,875	24.9%	1,690	22.4%	1,672	22.2%
	4 Levels Below	3,050	601	19.7%	576	18.9%	707	23.2%
Non- credit	1 Level Below	0	Not available		Not available		0	
	2 Levels Below	50					7	14.0%
	3 Levels Below	3					0	0.0%
	4 Levels Below	1					0	0.0%
	5 Levels Below	23					0	0.0%

*Includes noncredit certificates

Table D4
Progress in ESL Writing for FTS 2003-04 to 2010-11
(Credit and Noncredit)

	Level (s) below Transfer	FTS Cohort Number	Completed Degree- Applicable Non- Transferable English/ESL Courses		Completed Transfer-Level English/ESL Courses		Completed Degree/Certificate* and/or Became Transfer/Transfer- Prepared	
			Number	Percent	Number	Percent	Number	Percent
Credit	1 Level Below	370	64	17.3%	213	57.6%	169	45.7%
	2 Levels Below	1,892	576	30.4%	970	51.3%	805	42.5%
	3 Levels Below	3,693	763	20.7%	1,378	37.3%	1,037	28.1%
	4 Levels Below	2,463	515	20.9%	578	23.5%	483	19.6%
	5 Levels Below	2,471	356	14.4%	441	17.8%	324	13.1%
	6 Levels Below	2,083	142	6.8%	227	10.9%	177	8.5%
Non- credit	1 Level Below	1	Not available		Not available		0	0.0%
	2 Levels Below	114					16	14.0%
	3 Levels Below	109					8	7.3%
	4 Levels Below	359					31	8.6%
	5 Levels Below	26					1	3.8%
	6 Levels Below	745					48	6.4%

*Includes noncredit certificates

Table D5
Progress in ESL Reading for FTS 2003-04 to 2010-11
(Credit and Noncredit)

	Level (s) below Transfer	FTS Cohort	Completed Degree-Applicable Non-Transferable English/ESL Courses		Completed Transfer-Level English/ESL Courses		Completed Degree/Certificate* and/or Became Transfer/Transfer- Prepared	
			Number	Percent	Number	Percent	Number	Percent
Credit	1 Level Below	479	127	26.5%	233	48.6%	206	43.0%
	2 Levels Below	949	260	27.4%	415	43.7%	382	40.3%
	3 Levels Below	2,016	310	15.4%	644	31.9%	589	29.2%
	4 Levels Below	1,815	230	12.7%	357	19.7%	347	19.1%
	5 Levels Below	1,933	184	9.5%	252	13.0%	233	12.1%
	6 Levels Below	1,307	57	4.4%	130	9.9%	113	8.6%
Non- credit	1 Level Below	0	Not available		Not available		0	
	2 Levels Below	12					0	0.0%
	3 Levels Below	54					9	16.7%
	4 Levels Below	70					2	2.9%
	5 Levels Below	19					1	5.3%
	6 Levels Below	375					24	6.4%

*Includes noncredit certificates

Table D6
Progress in ESL Listening and Speaking for FTS 2003-04 to 2010-11
(Credit and Noncredit)

	Level (s) below Transfer	FTS Cohort	Completed Degree-Applicable Non-Transferable English/ESL Courses		Completed Transfer-Level English/ESL Courses		Completed Degree/Certificate* and/or Became Transfer/Transfer- Prepared	
			Number	Percent	Number	Percent	Number	Percent
Credit	1 Level Below	296	127	42.9%	139	47.0%	144	48.6%
	2 Levels Below	862	161	18.7%	308	35.7%	302	35.0%
	3 Levels Below	2,931	577	19.7%	672	22.9%	764	26.1%
	4 Levels Below	2,186	309	14.1%	345	15.8%	376	17.2%
	5 Levels Below	2,569	340	13.2%	296	11.5%	323	12.6%
	6 Levels Below	1,748	190	10.9%	186	10.6%	213	12.2%
Non- credit	1 Level Below	2	Not available		Not available		0	0.0%
	2 Levels Below	89					11	12.4%
	3 Levels Below	134					7	5.2%
	4 Levels Below	1,121					55	4.9%
	5 Levels Below	202					4	2.0%
	6 Levels Below	1,760					44	2.5%

*Includes noncredit certificates

Table D7
Progress in Integrated ESL for FTS 2003-04 to 2010-11
(Credit and Noncredit)

	Level(s) below Transfer	FTS Cohort	Completed Degree-Applicable Non-Transferable English/ESL Courses		Completed Transfer-Level English/ESL Courses		Completed Degree/Certificate* and/or Became Transfer/Transfer- Prepared	
			Number	Percent	Number	Percent	Number	Percent
Credit	1 Level Below	75	11	14.7%	57	76.0%	36	48.0%
	2 Levels Below	772	315	40.8%	352	45.6%	262	33.9%
	3 Levels Below	1,900	403	21.2%	607	31.9%	405	21.3%
	4 Levels Below	2,281	500	21.9%	741	32.5%	597	26.2%
	5 Levels Below	2,313	338	14.6%	342	14.8%	291	12.6%
	6 Levels Below	3,361	448	13.3%	502	14.9%	309	9.2%
Non- credit	1 Level Below	376	Not available		Not available		27	7.2%
	2 Levels Below	945					57	6.0%
	3 Levels Below	1,652					112	6.8%
	4 Levels Below	3,567					160	4.5%
	5 Levels Below	6,566					169	2.6%
	6 Levels Below	27,780					241	0.9%
	7 Levels Below	0					0	
	8 Levels Below	0					0	

*Includes noncredit certificates

Student Progress and Persistence Metrics: First-Time Students

Tables D8-D9: These tables show the percentages of first-time students who completed at least one credit basic skills course in the community college system and enrolled in at least one basic skills or college-level credit course in the subsequent spring or fall. The rate is based on three first-time student cohorts enrolled in Fall 2008, Fall 2009, and Fall 2010.

Table D8
Persistence Rate (Fall to Spring) of Credit Basic Skills Students

Fall 2008 to Spring 2009	Fall 2009 to Spring 2010	Fall 2010 to Spring 2011
89.3%	88.8%	90.2%

Table D9
Persistence Rate (Fall to Fall) of Credit Basic Skills Students

Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011
74.6%	75.0%	76.1%

Systemwide Basic Skills Performance Indicators

Table E1 reports the unduplicated headcount for students completing coursework at least one level above their prior basic skills enrollment within the three-year cohort period.

Table E1
Annual Number of Credit Basic Skills Improvements

	2006-07 to 2008-09	2007-08 to 2009-10	2008-09 to 2010-11
Number of Students	104,343	111,858	124,522

The annual successful course completion rate for credit basic skills courses reflects any ARCC cohort credit course coded as basic skills (i.e., CB08 = B). Decomposition of the total rate by mathematics, English, and ESL is provided in Table E2 and constitutes most credit courses coded as basic skills. However, some colleges coded credit courses other than mathematics, English, or ESL as basic skills. These are included as part of the annual successful course completion rate for credit basic skills courses.

Table E2
Annual Successful Course Completion Rate
for Credit Basic Skills Courses

	Systemwide Rate		
	2008-09	2009-10	2010-11
Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5%	61.4%	62.0%
Mathematics Course Completion Rate	51.4%	52.7%	53.4%
English Writing Course Completion Rate	59.9%	61.7%	62.6%
Reading Course Completion Rate	63.0%	65.0%	65.7%
ESL Course Completion Rate	72.5%	73.4%	74.3%

The rate for credit basic skills courses is a product of the numbers used to calculate mathematics and English course improvement rates, and there was no attempt to provide an unduplicated count. That is, a student could be counted in both mathematics and English if that student improved in both during the same cohort period.

Table E3
Improvement Rates for Credit Basic Skills Courses

	Systemwide Rate		
	2006-07 to 2008-09	2007-08 to 2009-10	2008-09 to 2010-11
Improvement Rate for Credit Basic Skills Courses	57.6%	58.6%	58.6%
Mathematics Course Improvement	52.7%	53.7%	54.4%
English Writing Course Improvement	62.4%	63.0%	62.7%
Reading Course Improvement	57.7%	59.2%	58.6%
Improvement Rate for ESL Courses	54.2%	54.6%	54.6%

APPENDIX A

Methodology for Deriving Counts and Rates

TABLES A1-A3: DESCRIPTIVE METRICS – CREDIT BASIC SKILLS

Definition: The annual unduplicated headcount and percentage of basic skills students enrolled in at least one credit basic skills course in the academic years of interest (2008-09, 2009-10 and 2010-11) by gender, age and race/ethnicity (includes special admits).

Dataset:

All of the following must be true:

STD7 STUDENT-HEADCOUNT-STATUS = A, B, C

CB08 COURSE-BASIC-SKILLS-STATUS = B (identifies basic skills)

CB21 COURSE-PRIOR-TO-TRANSFER-LEVEL = A through F

CB03 COURSE-TOP-CODE = 1520.00 (Reading)

1501.00 (Writing)

1701.00 (Mathematics)

4930.84 (ESL Writing)

4930.85 (ESL Reading)

4930.86 (ESL Listening and Speaking)

4930.87 (Integrated ESL)

SX04 ENROLLMENT-GRADE = A, B, C, D, F, CR/P, NC/NP, I*, W, DR, MW, RD (identifies enrollment)

GI03 TERM-IDENTIFIER (2008-09 - Summer 2008 to Spring 2009)

(2009-10 - Summer 2009 to Spring 2010)

(2010-11 - Summer 2010 to Spring 2011)

TABLES A4-A6: DESCRIPTIVE METRICS – NONCREDIT BASIC SKILLS

Definition: The annual unduplicated headcount and percentage of basic skills students enrolled in at least one noncredit basic skills course in the academic years of interest (2008/09, 2009/10 and 2010/11) by gender, age and race/ethnicity.

Dataset:

All of the following must be true:

STD7 STUDENT-HEADCOUNT-STATUS = A, B, C, F (enrolled in at least one noncredit basic skills course)

CB08 COURSE-BASIC-SKILLS-STATUS = B (identifies basic skills)

CB04 COURSE-CREDIT-STATUS = N (identifies noncredit)

CB21 COURSE-PRIOR-TO-TRANSFER-LEVEL = A through H

CB03 COURSE-TOP-CODE = 4930.84 (ESL Writing)
4930.85 (ESL Reading)
4930.86 (ESL Listening and Speaking)
4930.87 (Integrated ESL)
4930.90 (Citizenship/ESL Civics)
4931.100 (Vocational ESL)
1701.00 (Mathematics)
1501.00 (Writing)
1520.00 (Reading)

SX05 ENROLLMENT-POSITIVE-ATTENDANCE-HOURS = 8 (to determine enrollment in noncredit)

GI03 TERM-IDENTIFIER (2008-09 - Summer 2008 to Spring 2009)
(2009-10 - Summer 2009 to Spring 2010)
(2010-11 - Summer 2010 to Spring 2011)

TABLES B1-B7: WORKLOAD METRICS – BASIC SKILLS SECTIONS

Definition: The number of credit sections and basic skills credit sections offered in mathematics, English and ESL, as a percentage of all basic skills sections in the academic years of interest (2008-09, 2009-10 and 2010-11). In addition, the total number of noncredit sections offered in those disciplines for the same years.

Dataset:

All of the following must be true:

XB00 SECTION-IDENTIFIER (identifies unique sections)

CB08 COURSE-BASIC-SKILLS-STATUS = B (identifies basic skills courses only)

CB21 COURSE-PRIOR-TO-TRANSFER-LEVEL= A through F (credit)
= A through H (noncredit)

CB04 COURSE-CREDIT-STATUS = C (credit) and/or N (noncredit)

GI03 TERM-IDENTIFIER (2008-09 - Summer 2008 to Spring 2009)
(2009-10 - Summer 2009 to Spring 2010)
(2010-11 - Summer 2010 to Spring 2011)

TABLES B8-B14: WORKLOAD METRICS – BASIC SKILLS FTES BY COLLEGE

Definition: The number of credit basic skills FTES as a percentage of all FTES in the basic skills categories (mathematics, English and ESL) by two age groups (under 25 and 25 or older). In addition, the total number of noncredit FTES counted in the math, English and ESL Basic Skills categories. FTES is calculated by summing the "Total Hours" (SXD4) in all the enrollment records reported to the California Community Colleges Chancellor's Office Management Information System during the requested time period (2010/11), then dividing by 525. If Total Hours cannot be derived because data are missing or set to "Unknown/Unreported", the enrollments are not included. Only enrollments in classes that are eligible for state apportionment payments are included.

Dataset:

All of the following must be true:

CB08 COURSE-BASIC-SKILLS-STATUS = B (identifies basic skills courses only)

CB21 COURSE-PRIOR-TO-TRANSFER-LEVEL= A through F (credit)

= A through H (noncredit)

CB03 COURSE-TOP-CODE = 1701.00 (Mathematics) for Table B8

1501.00 (Writing) for Table B9

1520.00 (Reading) for Table B10

4930.84 (ESL Writing) for Table B11

4930.85 (ESL Reading) for Table B12

4930.86 (ESL Listening and Speaking) for Table B13

4930.87 (Integrated ESL) for Table B14

CB04 COURSE-CREDIT-STATUS = C (credit) and/or N (non-credit)

GI03 TERM-IDENTIFIER (2010-11 - Summer 2010 to Spring 2011)

SXD4 TOTAL- HOURS

Tables C1-C7: ASSESSMENT/PLACEMENT LADDER METRICS BY COLLEGE

Tables C1-C6: Percentages of Credit and Noncredit Assessments in Mathematics, English and ESL Levels for Fall 2010

Definition: Volume and percentages of assessments at a given level for mathematics, English and ESL for Fall 2010. This information was collected by surveying the colleges. The response rate for this survey was 100% (responses received from all colleges).

Survey Specifications:

- Base college assessment data on multiple measures.
- In the survey, specify the assessment period the college defined as applying to Fall 2010.
- Assessment data cover both credit and noncredit assessments.
- Do not include retests. If retests occurred, then provide the results of the earliest test.
- If the college ran an assessment, but no students placed into that level, respondent entered zero.
- If the college did not assess for a particular discipline in this time period, respondent entered 9999.
- Colleges were asked to refer to their current Course-Prior-to-College-Level (CB 21) to determine the level of the course into which the student assessed.

Table C7: Credit/Noncredit First-Time Students (FTS) Who Are Exempt from Assessment

Definition: Volumes and percentages of First-Time Students enrolled in Fall 2008, Fall 2009 and Fall 2010 that are exempt from assessment. For percentage, the denominator is the total number of First-Time Students and the numerator is the number of those freshmen that are exempt from assessment. *Cohorts exclude special admits. Assessments can occur prior to the fall semester for which the FTS were assessed (e.g., FTS in Fall 2008 could have been assessed in Summer 2008).* Enrollment in fall with prior summer enrollment also qualifies.

Dataset:

First-Time Students - First-time status is defined as a student who took a credit or noncredit course in the community college system for the first time. Students with prior enrollments outside the California Community Colleges are excluded.

GI03 TERM-IDENTIFIER (Fall 2008)
 (Fall 2009)
 (Fall 2010)

CB04 COURSE-CREDIT-STATUS = C (credit) and/or N (non-credit)
SM05 STUDENT-MATRIC-ASSESSMENT-EXEMPT-STATUS = D or O
STD7 STUDENT-HEADCOUNT-STATUS = A, B, C, or F

Tables C8-C9: Volume and Percentage of FTS Receiving Matriculation Services (Credit and Noncredit)

Definition: Volume and percentage of First-Time Freshmen receiving: (a) orientation, (b) placement assessment, (c) counseling, and (d) follow-up services in Fall 2008, Fall 2009 or Fall 2010 term AT THE SAME COLLEGE (*special admits are excluded and prior assessment and orientation included*). Students receiving services the term prior to enrollment are counted.

Credit Cohort:

First-time students are defined as students taking credit course(s) for the first time at any community college during the specified term. Students with prior enrollments outside the California Community College system are excluded.

GI03 TERM-IDENTIFIER (Fall 2008, Fall 2009, Fall 2010)

STD7 STUDENT-HEADCOUNT-STATUS = A, B or C

Noncredit Cohort:

First-time students are defined as students taking noncredit course(s) for the first time at any California Community College during the specified term. Exclude students with prior enrollments outside the system.

AND

Completed eight or more positive attendance hours in noncredit course(s) within two successive terms (e.g. if the student enrolled in more than one noncredit course, the sum of attendance hours for all noncredit courses in either term or accumulated across both terms must equal or exceed eight hours).

AND

Did not enroll in any credit courses during the first term they enrolled in noncredit.

STD7 STUDENT-HEADCOUNT-STATUS = F

Orientation Outcomes:

SM07 STUDENT-MATRIC-ORIENTATION-SERVICES = A (identifies if orientation services were provided)

Assessment Outcomes:

SM08 STUDENT-MATRIC-ASSESSMENT-SERVICES-PLACEMENT = H or B (identifies if assessment services were provided)

Counseling Outcomes:

SM12 STUDENT-MATRIC-COUNSELING-ADVISEMENT-SERVICES = A or P (identifies if student received counseling/advisement services)

Follow-Up Outcomes:

SM13 STUDENT-MATRIC-ACADEMIC-FOLLOW-UP-SERVICES = A (identifies if student received follow-up services)

Tables D1-D7: STUDENT PROGRESS METRICS**Tables D1-D7: Progress in Mathematics, English, Reading and ESL for FTS in 2003-04 to 2010-11 (Credit and Noncredit)**

Definition: The volumes and percentages of credit and noncredit basic skills students successfully completing courses and awards. The First-Time Student cohort (2003-04) is tracked for eight years (2010-11). Student must have enrolled in a basic skills mathematics, English or ESL course and their basic skills level is identified by the LOWEST level of mathematics, English and ESL taken at any point as identified.

Credit Cohort:

All of the following must be true:

First-Time Students - First-time status is defined as a student who took a credit course in a California Community College for the first time. Students with prior enrollments outside the system are excluded.

CB21 COURSE-PRIOR-TO-TRANSFER-LEVEL (identifies lowest level)

STD7 STUDENT-HEADCOUNT-STATUS = A, B or C

CB04 COURSE-CREDIT-STATUS = C (credit)

Noncredit Cohort:

All of the following must be true:

First-Time Students - First-time status is defined as a student who took a noncredit course in a California Community College for the first time. Students with prior enrollments outside the system are excluded.

The noncredit student must have completed at least 8 hours of positive attendance hours within two successive terms. If the student enrolled in more than one noncredit

course, the sum of attendance hours for all noncredit courses in either term or accumulated across both terms must equal or exceed 8 hours.

CB21 COURSE-PRIOR-TO-TRANSFER-LEVEL (identifies lowest level)

STD7 STUDENT-HEADCOUNT-STATUS = F

CB04 COURSE-CREDIT-STATUS = N (to determine noncredit)

1. Completed Degree Applicable Courses (Mathematics, English and ESL)

CB03 COURSE-TOP-CODE = 17*(Mathematics)

1501*, 1503*, 1504*, 1507*(English)

1520.00 (Reading)

4930.84, 4930.85, 4930.86, 4930.87 (ESL)

CB04 COURSE-CREDIT-STATUS = D

SX04 ENROLLMENT-GRADE = A, B, C, P (successfully completed)

Or

2. Completed Transfer Level Courses (Mathematics, English and ESL)

CB03 COURSE-TOP-CODE = 17*(Mathematics)

1501*, 1503*, 1504*, 1507*(English)

1520.00 (Reading)

4930.84, 4930.85, 4930.86, 4930.87 (ESL)

CB05 COURSE-TRANSFER-STATUS = A, B

SX04 ENROLLMENT-GRADE = A, B, C, P (successfully completed)

Or

3. Completed Degree/Certificate and/or Became Transfer/Transfer Prepared -

Percentage of cohort of first-time students who are shown to have achieved ANY of the following outcomes within eight years of entry:

Earned any AA/AS or certificate (any certificate, including noncredit)

Actual transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a California Community College)

Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

Completed any of the following:

Associate of Arts or Sciences Degree/Certificates

SP02 STUDENT-PROGRAM-AWARD = Any award, including any noncredit.

Transfer Prepared

CB05 COURSE-TRANSFER-STATUS = A, B

SX03 ENROLLMENT-UNITS-EARNED \geq 60 anywhere in the system

SX04 ENROLLMENT-GRADE = A, B, C, P

Transferred to Four-Year Institution
Match with NSC, UC, CSU file

Outcomes for Noncredit Cohort:

1. Completed Degree/Certificate and/or Transfer/Transfer Prepared - Percentage of cohort of first-time students who are shown to have achieved ANY of the following outcomes within eight years of entry:

Earned any AA/AS or Certificate (any certificate, including noncredit)

Actual transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)

Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

Completed any of the following:

Associate of Arts or Sciences Degree/Certificates

SP02 STUDENT-PROGRAM-AWARD = Any award, including any noncredit.

Transfer Prepared

CB05 COURSE-TRANSFER-STATUS = A, B

SX03 ENROLLMENT-UNITS-EARNED \geq 60 at your college and/or anywhere in the system

SX04 ENROLLMENT-GRADE = A, B, C, P

Transferred to Four-Year Institution
Match with NSC, UC, CSU file

Tables D8-D9: Persistence Rates of Basic Skills Students (Fall-to-Spring and Fall-to-Fall)

Definition: Percentage of first-time students who completed at least one credit basic skills course in the California Community Colleges and enrolled in credit course in the subsequent Spring or Fall. The rate is based on three first-time student cohorts enrolled in Fall 2008, Fall 2009 and Fall 2010.

Cohort:

Look systemwide to determine first-time status. First-time status is defined as a student who completed at least one credit basic skills course in the system for the first time. Enrolled in fall with prior summer enrollment also qualifies. The rate is based on three first-time student cohorts enrolled in Fall 2008, Fall 2009 and Fall 2010.

All of the following must be true for cohort selection:

SB11 STUDENT-EDUCATION-STATUS NE 10000

CB03 COURSE-TOP-CODE = 1520.00 (Reading)

1501.00 (Writing)

1701.00 (Mathematics)

4930.87 (Integrated ESL)

4930.86 (ESL Listening and Speaking)

4930.85 (ESL Reading)

4930.84 (ESL Writing)

CB04 COURSE-CREDIT-STATUS = C

CB08 COURSE-BASIC-SKILLS-STATUS = B

CB21 COURSE-PRIOR-TO-TRANSFER-LEVEL = A through F

SX04 ENROLLMENT-GRADE = A, B, C, CR/P (this means completed)

Remove students who transferred to a four-year institution or received an award prior to the subsequent spring or fall.

Outcome:

Persisted in the subsequent spring or fall

Attempted any credit course

CB04 COURSE-CREDIT-STATUS = C, D

Remove students taking only PE classes:

CB03 COURSE-TOP-CODE NE 083500 OR 083510

E1-E3: SYSTEMWIDE BASIC SKILLS PERFORMANCE INDICATORS

Table E1 comes directly from the California Community Colleges Chancellor's Office annual report titled: *Focus on Results: Accountability Reporting for the Community Colleges* (the 2012 ARCC report).

Table E1: Annual Number of Credit Basic Skills Improvements

Definition: Annual statewide volume of students completing credit coursework at least one level above their prior credit basic skills enrollment. Students in the cohorts for this indicator (2006-07 to 2008-09, 2007-08 to 2009-10, and 2008-09 to 2010-11) must have enrolled in a credit basic skills English, reading, ESL, or mathematics course, then in a subsequent term enrolled in a higher-level credit course (basic skills or not basic skills).

Basic skills courses are those with a COURSE-BASIC-SKILLS-STATUS (CB08) of "B".

To be counted as "improved" a student must have enrolled in a credit basic skills course, then in a subsequent term, the student must enroll in a credit course with a course program code in the same discipline (English, reading, ESL, or Math), but which is at a higher level.

The criterion for improvement was that the student completed the higher level course with a grade of C or better.

A student is counted only once in Mathematics and/or English regardless of how many times they improve.

Table E2: Annual Successful Course Completion Rate for Credit Basic Skills Courses

Definition: The cohorts for credit basic skills course completion rate consisted of enrollments in basic skills courses for credit in the academic years of interest (2008-09, 2009-10, and 2010-11). These cohorts excluded "special admit" students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of B in CB08 (basic skills course). (Note that the CB08 = P for "Pre-collegiate basic skills" designation is no longer used under title 5 or in the Chancellor's Office Management Information System and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Cohort:

All of the following must be true:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB04 COURSE-CREDIT-STATUS = C
3. CB08 COURSE-BASIC-SKILLS-STATUS = B
4. SX04 ENROLLMENT-GRADE = A, B, C, D, F, CR/P, NC/NP, I*, W, DR

Outcome:

The student must complete the course with:
SX04 ENROLLMENT-GRADE = A, B, C, or CR/P

Breakdown Rates by Course TOP Code: The same method is applied for each type of course: mathematics, English, reading, and ESL. Since some colleges coded other credit courses as basic skills, the annual successful course completion rate for credit basic skills courses is not equal to the sum of mathematics, English, reading, and ESL course completions.

Table E3: Improvement Rates for ESL and Credit Basic Skills Courses**1. Improvement Rate for Credit Basic Skills Courses**

Definition: The improvement rate for credit basic skills cohorts consisted of students enrolled in a credit basic skills English or mathematics course that successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the basic skills course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify mathematics and English courses. Basic skills courses were those having a course designation of B in CB08 (basic skills course). (Note that the CB08 = P for “Pre-collegiate basic skills” designation is no longer used under title 5 or in the Chancellor’s Office Management Information System and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Students who successfully completed the initial credit basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level credit course in the same discipline within three academic years of completing the first credit basic skills course.

Cohorts were developed and followed for academic years 2006-07 to 2008-09, 2007-08 to 2009-10, and 2008-09 to 2010-11.

Cohort:

All of the following must be true for cohort selection:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB03 COURSE-TOP-CODE
For Math: 4930.40, 4930.41, 4930.42
For English: 4930.21, 4930.70
3. CB04 COURSE-CREDIT-STATUS = C
4. CB08 COURSE-BASIC-SKILLS-STATUS = B
5. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL NE A
6. SX04 ENROLLMENT-GRADE = A, B, C, CR/P

Outcome:

Within 2 years from the qualifying enrollment for the cohort, the student completes a course with:

CB03 COURSE-TOP-CODE =

For Math: 17**.***, 4930.40, 4930.41, 4930.42

For English: 1501.**, 1503.**, 1504.**, 1507.**, 1520.00, 4930.21, 4930.70, 4930.71

For reading: 1520.00, 1501.**, 1503.**, 1504.**, 1507.**, 4930.21, 4930.70, 4930.71

CB04 COURSE-CREDIT-STATUS = C, D

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort course.

SX04 ENROLLMENT-GRADE = A, B, C, CR/P

Breakdown Rates by Course TOP Code: The same method is applied for each type of course: mathematics and English.

2. Improvement Rates for Credit ESL Courses

Definition: The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were “special admit” students, i.e., students currently enrolled in K-12 when they took the ESL course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify ESL courses. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR/P.

Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL

course or college level English course within three academic years of completing the first ESL course.

Cohorts were developed and followed for academic years 2006-07 to 2008-09, 2007-08 to 2009-10, and 2008-09 to 2010-11.

Cohort:

All of the following must be true for cohort selection:

1. SB11 STUDENT-EDUCATION-STATUS NE 10000
2. CB03 COURSE-TOP-CODE = 4930.80, 4930.81, 4930.82, 4930.91, 4931.00
3. CB04 COURSE-CREDIT-STATUS = C
4. CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL NE A
5. SX04 ENROLLMENT-GRADE = A, B, C, CR/P

Outcome:

Within 2 years from the qualifying enrollment for the cohort, the student completes a course with:

CB03 COURSE-TOP-CODE = 4930.80, 4930.81, 4930.82, 4930.83, 4931.00, 1501.**,
1503.**, 1504.**, 1507.**

CB04 COURSE-CREDIT-STATUS = C, D

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL = Higher level than CB21 for cohort course

SX04 ENROLLMENT-GRADE = A, B, C, CR/P

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