

# SAN DIEGO CITY COLLEGE



**2017 Student Equity Data Update**

**June 2018**

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## Executive Summary

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### Overview

In 2014 and 2015, San Diego City College developed Student Equity plans<sup>1</sup> intended to support the college's efforts in implementing high-impact activities to serve disproportionately impacted students. With equity initiatives underway, the Office of Institutional Research continues to provide supportive services around student equity through ongoing reporting<sup>2</sup>. The 2017 Student Equity Report summarizes the most recent student outcome data, disaggregated by student population groups, to identify areas of disproportionate impact.

The following is a summary of the 2017 disproportionately impacted (DI) student groups by key indicator, selected through informed discussion with the Student Success and Equity Taskforce and detailed review of disaggregated data:

#### Access

2017 Primary DI Groups	Male
	DSPS

#### Course Completion

2017 Primary DI Groups	African American/Black
	Latinx
	Pacific Islander
	Students aged 18-24
	Foster Youth
2017 Secondary DI Groups	American Indian/Native Alaskan

#### ESL and English/Math Basic Skills Completion (CCCCO Metric)

##### English

2017 Primary DI Groups	Male
	DSPS
	Foster Youth

##### ESOL

2017 Primary DI Groups	Latinx
	Students aged 40-49
	Students aged 50 and over

##### Math

2017 Primary DI Groups	African American/Black
	Latinx
	Foster Youth

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<sup>1</sup> SDCC 2014 Equity Plan:

[http://www.sdccity.edu/Portals/0/Users/015/39/1039/SDCC\\_StudentEquityPlan\\_2014\\_Final\\_w%20Signatures.pdf](http://www.sdccity.edu/Portals/0/Users/015/39/1039/SDCC_StudentEquityPlan_2014_Final_w%20Signatures.pdf);

SDCC 2015 Equity Plan: [http://www.sdccity.edu/Portals/0/Users/015/39/1039/SDCC\\_StudentEquityPlan\\_2015.pdf](http://www.sdccity.edu/Portals/0/Users/015/39/1039/SDCC_StudentEquityPlan_2015.pdf);

<sup>2</sup> SDCC 2016 Equity Report:

<http://www.sdccity.edu/Portals/0/Users/015/39/1039/SDCC%20Student%20Equity%20Report%202016.pdf>

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## Executive Summary

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### Degree and Certificate Completion

2017 Primary DI Groups	African American/Black
2017 Secondary DI Groups	Male
	American Indian/Native Alaskan
	Latinx
	Pacific Islander

### Transfer

2017 Primary DI Groups	African American/Black
	Latinx
	DSPS
	Economically Disadvantaged
	Foster Youth
2017 Secondary DI Groups	Female
	American Indian/Native Alaskan

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## Methodology

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### Data Analysis

The process for identifying the 2017 disproportionately impacted (DI) student subgroups included three steps:

1. Data analysis to “flag” possible DI groups
2. Data review and discussion by the Student Success and Equity Taskforce (SSET)
3. Selection of designated DI groups, informed and approved by the SSET

Data analysis was done using the state-legislated methodology, as specified in guidelines released by the California Community Colleges Chancellor’s Office<sup>3</sup> (CCCCO). The percentage point gap (PPG) method compares subgroup performance to the overall performance of all students, identifying disproportionately impacted groups as those performing too far below the collegewide outcome, taking sample size into account.

The PPG method compares any given student subgroup outcome to the overall outcome for all students. If the subgroup’s outcome is three or more percentage points less than the collegewide outcome, the subgroup is identified as having experienced a disproportionate impact, provided that the sample size is at least 800. For sample sizes less than 800, the allowable difference increases according to the values specified in Appendix A of the CCCC guidelines. Additionally, each difference corresponds to a “count gap” that reflects the number of successes in any given outcome necessary to add or deduct from the group’s outcome to match the collegewide rate for all students.

### Metrics

The metrics included in the report reflect the equity indicators defined by the CCCC<sup>4</sup>. However, one additional metric was developed for ESL and Basic Skills Completion in order to meet local needs and stakeholder concerns at the college. The new metric differs from the state definition by including all students who entered the ESL or basic skills pipelines from any level in the initial cohort, instead of only students who completed the pipeline. The outcomes for this local metric are included in the appendix. Operational definitions are provided at the beginning of each metric’s section of the report.

### Discussion and Interpretation

The results of the data analysis were reviewed and discussed by the SSET to interpret the results and consider contextual information relevant to the selection of DI groups. The purpose of this discussion was to ensure that equity planning is done mindfully, reflecting institutional priorities and true inequities. For example, the taskforce discussed whether to include student subgroups with borderline DI results, interpreted results for groups that comprise a majority of the college population (e.g., economically disadvantaged) and thus drive the collegewide rates, and discussed whether DI groups identified by the methodology reflected structural inequities requiring planned intervention (e.g., disproportionately low enrollment of white students relative to the surrounding community).

Data analysis results were reviewed with SSET members at two meetings in March 2018 and April 2018. Following these reviews, members completed an online survey to indicate which student groups should be identified as DI for each indicator. Members had the option to provide detailed reasoning and input on institutional planning for student subgroups, regardless of DI status.

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<sup>3</sup> <http://extranet.cccco.edu/Portals/1/TRIS/Research/Analysis/PercentagePointGapMethod2017.pdf>

<sup>4</sup> <http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity/Indicators.aspx>

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## Methodology

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Two types of disproportionate impact were identified:

1. 2017 DI Groups: identified as disproportionately impacted if selected by at least 50% of the survey respondents
2. 2017 Secondary DI Groups: identified as disproportionately impacted, assuming the group performed below the collegewide rate in the most recent year/cohort and the average of all years/cohorts reported, if selected by at least 40% of the survey respondents.

### Reading the Data Tables

With the exception of Access, the data tables in the report have the same structure for every student outcome metric. Two sets of tables are included: 1) a detailed summary of the PPG analysis for the most recent year/cohort of data, and 2) an overview of the results for the past five years/cohorts of data. In the single year tables, a shaded row indicates DI flagged by the PPG analysis. In the multi-year tables, shaded cells indicate DI flagged by the PPG for the year(s) indicated.

The single year tables include six columns to the right of the subgroup, from left to right:

1. Enrollment/Cohort: Split into two values. On the left is the number of enrollments or students in the student group, and on the right is the percentage of the total population represented by that group.
2. Success Metric: Displays the metric for the student subgroup indicated, such as transfer rate or successful course completion rate.
3. College Average: The collegewide performance on the metric displayed; will be the same on all rows.
4. Difference %: The percentage point gap between the student subgroup and the collegewide rate; negative values indicate that the group performed at a lower rate than the college overall.
5. Error %: The margin of error to determine DI; percentage point gaps must be negative and greater in magnitude than the margin of error to be flagged as DI.
6. Count Gap: The number of additional successful outcomes needed in the student subgroup to achieve the collegewide rate, calculated by multiplying the percentage point gap and group size.

The multi-year tables display the metric for the student subgroups, for each of the past five years of data available. They also display the 5-year average. The last column is split into two values, displaying the number of enrollments or students in the group and the percentage of the total population represented by that group. Detailed analysis results beyond what is included in the report can be accessed on the SDCC institutional research website<sup>5</sup>.

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<sup>5</sup> Detailed student equity tables:

<https://www.sdccity.edu/Portals/0/Users/015/39/1039/2017%20Student%20Equity%20Detailed%20Data%20Tables.pdf>;

Detailed student equity tables with alternative ethnicity coding:

<https://www.sdccity.edu/Portals/0/Users/015/39/1039/2017%20SDCC%20Equity%20Report%20Ethnicity%20Expanded%20Tables.pdf>

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## Access

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**A. ACCESS.** *Access* is the percentage of students enrolled from a population group out of the total student population residing in the City College service area, compared to each group's representation in the adult population residing within the City College service area. Tables 1.7 - 1.10 compare the populations of students residing in the SDCCD service area to the adult population of the SDCCD service area but were not analyzed in determining disproportionate impact.

### SUMMARY OF FINDINGS

2017 Primary DI Groups	Male
	DSPS

Disproportionately impacted groups identified by the SSET deviated from the results of the PPG analysis. The only group identified by both the analysis and the taskforce was male students. The taskforce did not select either white students or students who are not economically disadvantaged, though flagged by the analysis, since these groups do not reflect populations with historically limited access to higher education. Similarly, the SSET did not select students aged 30 and older, since a lower representation of older students is expected in higher education, given traditional college ages. The taskforce did opt to include DSPS students, though they were not identified by the analysis, because the difference of 3.2 percentage points was deemed a relevant difference, despite sample size.

## Access

Table 1.1. City College Service Area Fall 2016 Headcount & Demographic Comparison by Gender

	Fall 2016 Headcount City College Service Area		Adult Population City College Service	Difference %	Error %	Population Gap
	Female	4,140	55%	49%	5.7	3.0
Male	3,436	45%	51%	-5.7	3.0	-430

*Note. Students less than 18 years of age are excluded.*

Sources: SDCCD Information System; American Community Survey 2016 5-year estimates

Table 1.2. City College Service Area Fall 2016 Headcount & Demographic Comparison by Ethnicity

	Fall 2016 Headcount City College Service Area		Population City College Service	Difference %	Error %	Population Gap
	African American	1,059	14%	10%	3.4	3.0
American Indian	17	0%	0%	0.0	23.8	-2
Asian	690	9%	12%	-3.1	3.7	-236
Latinx	4,060	53%	40%	13.0	3.0	990
Pacific Islander	30	0%	0%	0.0	17.9	-2
White	1,423	19%	34%	-14.8	3.0	-1,131
Other race	9	0%	0%	0.0	32.7	-2
More than one race	334	4%	3%	1.6	5.4	122

*Note. Students who did not report an ethnicity are excluded.*

Sources: SDCCD Information System; American Community Survey 2016 5-year estimates

Table 1.3. City College Service Area Fall 2016 Headcount & Demographic Comparison by Age

	Fall 2016 Headcount City College Service Area		Adult Population City College Service	Difference %	Error %	Population Gap
	18 - 24	4,130	55%	17%	38.0	3.0
25 - 29	1,461	19%	14%	5.4	3.0	406
30 - 39	1,196	16%	21%	-5.0	3.0	-376
40 - 49	423	6%	15%	-9.8	4.8	-740
50 and >	366	5%	33%	-28.6	5.1	-2,169

*Note. Students less than 18 years of age are excluded.*

Sources: SDCCD Information System; American Community Survey 2016 5-year estimates

## Access

Table 1.4. City College Service Area Fall 2016 Headcount & Demographic Comparison by DSPS Status

	Fall 2016 Headcount City College Service Area		Adult Population City College Service	Difference %	Error %	Population Gap
	DSPS	339	5%	8%	-3.2	5.3
Not DSPS	7,181	95%	92%	3.2	3.0	238

*Note. Students aged 18 to 64 who enrolled in a credit DSPS course or received DSPS services at SDCCD in Fall 2016 classified as DSPS. Service area population excludes adults aged 65 or older.*

Sources: SDCCD Information System; American Community Survey 2016 5-year estimates

Table 1.5. City College Service Area Fall 2016 Headcount & Demographic Comparison by Economic Disadvantage Status

	Fall 2016 Headcount City College Service Area		Adult Population City College Service	Difference %	Error %	Population Gap
	Economically Disadvantaged	5,964	79%	18%	60.3	3.0
Not Economically Disadvantaged	1,612	21%	82%	-60.3	3.0	-4,572

*Note 1. Students aged 18 & over who self-identified as a recipient of CalWORKs/TANF/AFDC, SSI, general assistance, were eligible under the guidelines provided in the "California State Plan for Vocational & Technical Education" (VTEA indicator), or those who received a BOG waiver are considered Economically Disadvantaged.*

*Note 2. Economically Disadvantaged is defined in the community as people age 18 & over at or below the federal poverty line.*

Sources: SDCCD Information System; American Community Survey 2016 5-year estimates

Table 1.6. City College Service Area Fall 2016 Headcount & Demographic Comparison by Veteran Status

	Fall 2016 Headcount City College Service Area		Adult Population City College Service	Difference %	Error %	Population Gap
	Veteran	414	5%	8%	-2.6	4.8
Not a Veteran	7,162	95%	92%	2.6	3.0	199

*Note. Students aged 18 & over who identified themselves as veterans are classified as Veteran. Students who identified as active duty but not veteran are excluded.*

Sources: SDCCD Information System; American Community Survey 2016 5-year estimates

## Access

Table 1.7. SDCCD Service Area Fall 2016 Headcount & Demographic Comparison by Gender

	Fall 2016 Headcount SDCCD Service Area		Adult Population SDCCD Service Area	Difference %	Error %	Population Gap
	Female	5,284	54%	50%	4.5	3.0
Male	4,470	46%	50%	-4.5	3.0	-202

*Note. Students less than 18 years of age are excluded.*

Sources: SDCCD Information System; American Community Survey 2016 5-year estimates

Table 1.8. SDCCD Service Area Fall 2016 Headcount & Demographic Comparison by Ethnicity

	Fall 2016 Headcount SDCCD Service Area		Population SDCCD Service Area	Difference %	Error %	Population Gap
	African American	1,205	12%	7%	5.7	3.0
American Indian	27	0%	0%	0.0	18.9	0
Asian	1,027	11%	17%	-6.1	3.0	-62
Latinx	4,658	48%	27%	20.9	3.0	975
Pacific Islander	44	0%	0%	0.1	14.8	0
White	2,254	23%	45%	-21.9	3.0	-495
Other race	12	0%	0%	0.0	28.3	0
More than one race	454	5%	3%	1.3	4.6	6

*Note. Students who did not report an ethnicity are excluded.*

Sources: SDCCD Information System; American Community Survey 2016 5-year estimates

Table 1.9. SDCCD Service Area Fall 2016 Headcount & Demographic Comparison by Age

	Fall 2016 Headcount SDCCD Service Area		Adult Population SDCCD Service Area	Difference %	Error %	Population Gap
	18 - 24	5,147	53%	15%	37.4	3.0
25 - 29	1,950	20%	13%	6.9	3.0	135
30 - 39	1,611	17%	20%	-3.4	3.0	-55
40 - 49	568	6%	15%	-9.6	4.1	-55
50 and >	478	5%	36%	-31.3	4.5	-150

*Note. Students less than 18 years of age are excluded.*

Sources: SDCCD Information System; American Community Survey 2016 5-year estimates

## Access

Table 1.10. SDCCD Service Area Fall 2016 Headcount & Demographic Comparison by DSPS Status

	Fall 2016 Headcount SDCCD Service Area		Adult Population SDCCD Service Area	Difference %	Error %	Population Gap
	DSPS	412	4%	6%	-2.1	4.8
Not DSPS	9,269	96%	94%	2.1	3.0	195

*Note. Students ages 18 to 64 who enrolled in a credit DSPS course or received DSPS services at SDCCD in Fall 2016 classified as DSPS. Service area population excludes adults aged 65 or older.*

Sources: SDCCD Information System; American Community Survey 2016 5-year estimates

Table 1.11. SDCCD Service Area Fall 2016 Headcount & Demographic Comparison by Economic Disadvantage

	Fall 2016 Headcount SDCCD Service Area		Adult Population SDCCD Service Area	Difference %	Error %	Population Gap
	Economically Disadvantaged	7,365	76%	14%	61.3	3.0
Not Economically Disadvantaged	2,389	24%	86%	-61.3	3.0	-1,464

*Note 1. Students aged 18 & over who self-identified as a recipient of CalWORKs/TANF/AFDC, SSI, general assistance, were eligible under the guidelines provided in the "California State Plan for Vocational & Technical Education" (VTEA indicator), or those who received a BOG waiver are considered Economically Disadvantaged.*

*Note 2. Economically Disadvantaged is defined in the community as people age 18 & over at or below the federal poverty line.*

Sources: SDCCD Information System; American Community Survey 2016 5-year estimates

Table 1.12. SDCCD Service Area Fall 2016 Headcount & Demographic Comparison by Veteran Status

	Fall 2016 Headcount SDCCD Service Area		Adult Population SDCCD Service Area	Difference %	Error %	Population Gap
	Veteran	6,821	6%	9%	-3.0	3.0
Not a Veteran	2,933	94%	91%	3.0	3.0	88

*Note. Students aged 18 & over who identified themselves as veterans are classified as Veteran. Students who identified as active duty but not veteran are excluded.*

Sources: SDCCD Information System; American Community Survey 2016 5-year estimates

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## Course Completion

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**B. COURSE COMPLETION.** *Successful course completion rate* is the percentage of course enrollments resulting in a successful grade notation (A, B, C, or P) out of the total course enrollments as of official census.

### SUMMARY OF FINDINGS

2017 Primary DI Groups	African American/Black
	Latinx
	Pacific Islander
	Students Aged 18-24
	Foster Youth
2017 Secondary DI Groups	American Indian/Native Alaskan

Disproportionately impacted groups identified by the Student Success and Equity Taskforce aligned closely with the results of the PPG analysis. Specifically, African American/Black students and foster youth students were identified as disproportionately impacted in the most recent year of data and over the past five years. Latinx students were identified as disproportionately impacted in the most recent year of data, and Pacific Islander students over the past five years.

Though initial analysis did not identify American Indian/Native Alaskan students as disproportionately impacted, the analysis completed with alternatively coded ethnicity categories demonstrated a consistently negative gap from the collegewide rate. This group was therefore selected as a secondary DI group. Similarly, students aged 18 to 24 were not identified by the analysis, but also demonstrated a consistently negative gap from the collegewide rate. Students aged 18 to 24 also comprise the majority of enrollments and weigh heavily on the collegewide rate.

## Course Completion

Table 2.1.1. Successful Course Completion Rates by Gender

	2016/17 Enrollment		Successful Course Completion Rate	College Average	Difference %	Error %	Count Gap
Female	46,538	54%	69%	69%	0.8	3.0	394
Male	39,403	46%	68%	69%	-1.0	3.0	-394

Table 2.1.2. Successful Course Completion Rates by Ethnicity

	2016/17 Enrollment		Successful Course Completion Rate	College Average	Difference %	Error %	Count Gap
African American	8,970	10%	63%	69%	-6.1	3.0	-549
American Indian	230	0%	71%	69%	2.7	6.5	6
Asian	4,517	5%	78%	69%	9.4	3.0	425
Filipino	2,477	3%	75%	69%	6.7	3.0	166
Latinx	46,000	54%	66%	69%	-3.1	3.0	-1,404
Pacific Islander	408	0%	70%	69%	1.4	4.9	6
White	17,646	21%	76%	69%	7.8	3.0	1,385
More than one race	4,021	5%	68%	69%	-0.3	3.0	-10
Other race	52	0%	54%	69%	-14.8	13.6	-8
Unreported	1,620	2%	68%	69%	-1.1	3.0	-17

Table 2.1.3. Successful Course Completion Rates by Age

	2016/17 Enrollment		Successful Course Completion Rate	College Average	Difference %	Error %	Count Gap
Under 18	709	1%	83%	69%	14.3	3.7	101
18 - 24	50,297	59%	66%	69%	-2.3	3.0	-1,137
25 - 29	15,853	18%	70%	69%	1.7	3.0	276
30 - 39	11,455	13%	72%	69%	3.8	3.0	430
40 - 49	4,327	5%	73%	69%	4.8	3.0	209
50 and >	3,298	4%	72%	69%	3.6	3.0	120
Unreported	2	0%	100%	69%	31.3	69.3	1

*Note. 2016-17 data are utilized for the gap analysis.*

Source: SDCCD Information System

## Course Completion

Table 2.1.4. Successful Course Completion Rates by DSPS Status

	2016/17 Enrollment		Successful Course Completion Rate	College Average	Difference %	Error %	Count Gap
DSPS	4,857	6%	71%	69%	2.8	3.0	135
Not DSPS	81,084	94%	68%	69%	-0.2	3.0	-135

Table 2.1.5. Successful Course Completion Rates by Economic Disadvantage Status

	2016/17 Enrollment		Successful Course Completion Rate	College Average	Difference %	Error %	Count Gap
Economically Disadvantaged	67,497	79%	67%	69%	-1.6	3.0	-1,055
Not Economically Disadvantaged	18,444	21%	74%	69%	5.7	3.0	1,056

Table 2.1.6. Successful Course Completion Rates by Foster Youth Status

	2016/17 Enrollment		Successful Course Completion Rate	College Average	Difference %	Error %	Count Gap
Foster Youth	2,437	3%	63%	69%	-5.9	3.0	-144
Not Foster Youth	83,504	97%	69%	69%	0.2	3.0	144

Table 2.1.7. Successful Course Completion Rates by Veteran/Active Duty Military Status

	2016/17 Enrollment		Successful Course Completion Rate	College Average	Difference %	Error %	Count Gap
Veteran/Active Duty Military	9,659	11%	73%	69%	4.0	3.0	391
Not a Veteran/Active Duty Military	76,282	89%	68%	69%	-0.5	3.0	-391

*Note. 2016-17 data are utilized for the gap analysis.*

Source: SDCCD Information System

## Course Completion

Table 2.2.1. City College Successful Course Completion Rates by Academic Year

	2012/13	2013/14	2014/15	2015/16	2016/17	Total/ Average
Enrollment	79,713	78,915	85,418	86,596	85,941	416,583
Success Rate	67%	68%	68%	69%	69%	68%

Table 2.2.2. City College Successful Course Completion Rates by Gender

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	Total Enrollment	
Female	68%	68%	69%	70%	69%	69%	225,233	54%
Male	66%	67%	67%	67%	68%	67%	191,328	46%
Unreported	93%	57%	100%	0%	0%	82%	22	0%

Table 2.2.3. City College Successful Course Completion Rates by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	Total Enrollment	
African American	61%	62%	64%	63%	63%	62%	49,793	12%
American Indian	71%	62%	69%	70%	71%	69%	1,217	0%
Asian	76%	79%	79%	79%	78%	78%	21,435	5%
Filipino	75%	77%	74%	74%	75%	75%	11,770	3%
Latinx	64%	65%	65%	66%	66%	65%	215,917	52%
Pacific Islander	60%	63%	66%	66%	70%	65%	1,926	0%
White	74%	75%	76%	76%	76%	76%	86,022	21%
More than one race	69%	65%	64%	68%	68%	67%	18,215	4%
Other race	73%	71%	68%	80%	54%	72%	1,312	0%
Unreported	69%	66%	65%	67%	68%	67%	8,976	2%

Table 2.2.4. City College Successful Course Completion Rates by Age

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	Total Enrollment	
Under 18	87%	86%	85%	82%	83%	84%	3,823	1%
18 - 24	64%	65%	65%	66%	66%	65%	240,726	58%
25 - 29	70%	71%	70%	70%	70%	70%	73,542	18%
30 - 39	72%	73%	73%	73%	72%	73%	56,025	13%
40 - 49	71%	71%	74%	73%	73%	73%	23,165	6%
50 and >	71%	68%	70%	72%	72%	70%	19,300	5%
Unreported	0%	0%	0%	0%	100%	100%	2	0%

Source: SDCCD Information System

## Course Completion

Table 2.2.5. City College Successful Course Completion Rates by DSPS Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	Total Enrollment	
DSPS	67%	68%	69%	68%	71%	69%	21,406	5%
Not DSPS	67%	68%	68%	69%	68%	68%	395,177	95%

Table 2.2.6. City College Successful Course Completion Rates by Economic Disadvantage Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	Total Enrollment	
Economically Disadvantaged	65%	66%	67%	67%	67%	67%	332,879	80%
Not Economically Disadvantaged	73%	74%	75%	73%	74%	74%	83,704	20%

Table 2.2.7. City College Successful Course Completion Rates by Foster Youth Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	Total Enrollment	
Foster Youth	61%	62%	64%	64%	63%	63%	12,452	3%
Not Foster Youth	67%	68%	68%	69%	69%	68%	404,131	97%

Table 2.2.8. City College Successful Course Completion Rates by Veteran/Active Duty Military Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	Total Enrollment	
Veteran/Active Duty Military	72%	72%	73%	72%	73%	72%	44,319	11%
Not a Veteran/Active Duty Military	67%	67%	67%	68%	68%	68%	372,264	89%

Source: SDCCD Information System

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## ESL & Basic Skills Completion

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**C. ESL AND BASIC SKILLS COMPLETION.** The percentage of students who successfully complete a transfer-level (ENGL/ESOL) or degree-applicable (MATH) course within one (ENGL/MATH) or three (ESOL) years, after completing the final ESOL or basic skills course.

### OPERATIONAL DEFINITIONS

#### English

*Cohort:* The number of students who successfully completed (received an A, B, C, or P) their final City College English course(s) in basic skills English (ENGL 047A, 048, and/or 049).

*Subsequent Success Rate:* The number of cohort students who subsequently enrolled in and successfully completed (with a grade of A, B, C or P) transfer-level English at SDCCD within one year of their final English basic skills enrollment.

#### ESOL

*Cohort:* The number of students who successfully completed (received an A, B, C, or P) the final City College ESOL course (ESOL 040 or 045).

*Subsequent Success Rate:* The number of cohort students who subsequently enrolled in and successfully completed (with a grade of A, B, C or P) transfer-level English at SDCCD within three years of their final ESOL enrollment.

#### Math

*Cohort:* The number of students who successfully completed (received an A, B, C, or P) the final City College basic skills math course (MATH 046).

*Subsequent Success Rate:* The number of cohort students who subsequently enrolled in and successfully completed (with a grade of A, B, C or P) degree-applicable math at SDCCD within one year of their final basic skills math enrollment.

### SUMMARY OF FINDINGS

#### English

2017 Primary DI Groups	Male
	DSPS
	Foster Youth

Male students were identified by the taskforce as DI in alignment with the results of the analysis, which flagged male students as DI in the most recent year of data. The taskforce additionally selected DSPS and foster youth students as DI based on consistently negative gaps from the collegewide rate over the past five years (with the exception of 2015/16 for DSPS students).

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## ESL & Basic Skills Completion

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### ESOL

2017 Primary DI Groups	Latinx
	Students aged 40-49
	Students aged 50 and over

Student groups identified as DI aligned with the results of the PPG analysis. Students aged 40 and over and Latinx students were identified as DI in the analysis based on the combined past five cohorts of students, reflected in the taskforce's final selection of DI groups. No other student groups were identified as DI by the analysis or taskforce based on the most recent year or five years of data.

### Math

2017 Primary DI Groups	African American/Black
	Latinx
	Foster Youth

Latinx students were identified by the taskforce as DI in alignment with the results of the analysis, which flagged Latinx students as DI in the most recent year of data. The taskforce additionally selected African American/Black and foster youth students as DI based on negative gaps from the collegewide rate over the past five years (2013/14, 2016/17, and five-year total for African American/Black students and all years except 2016/17 for foster youth students).

## ESL & Basic Skills Completion – English

Table 3.1.1. Subsequent Successful Course Completion Rate by Gender

	2016/17 ENGL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
	Female	905	56%	60%	57%	3.2	3.0
Male	699	44%	52%	57%	-4.2	3.7	-29

Table 3.1.2. Subsequent Successful Course Completion Rate by Ethnicity

	2016/17 ENGL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
	African American	169	11%	58%	57%	1.4	7.5
American Indian	5	0%	40%	57%	-16.5	43.8	-1
Asian	120	7%	70%	57%	13.5	8.9	16
Latinx	1,090	68%	55%	57%	-1.5	3.0	-16
Pacific Islander	9	1%	56%	57%	-1.0	32.7	0
White	143	9%	55%	57%	-2.0	8.2	-3
More than one race	54	3%	57%	57%	0.9	13.3	0
Unreported	14	1%	64%	57%	7.7	26.2	1

Table 3.1.3. Subsequent Successful Course Completion Rate by Age

	2016/17 ENGL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
	Under 18	83	5%	58%	57%	1.3	10.8
18 - 24	1,133	71%	58%	57%	1.4	3.0	16
25 - 29	187	12%	52%	57%	-4.1	7.2	-8
30 - 39	130	8%	48%	57%	-8.1	8.6	-11
40 - 49	49	3%	59%	57%	2.6	14.0	1
50 and >	22	1%	55%	57%	-2.0	20.9	0

Note. 2016-17 cohort data are utilized for the gap analysis.

Source: SDCCD Information System

## ESL & Basic Skills Completion – English

Table 3.1.4. Subsequent Successful Course Completion Rate by DSPS Status

	2016/17 ENGL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
DSPS	84	5%	54%	57%	-3.0	10.7	-2
Not DSPS	1,520	95%	57%	57%	0.2	3.0	2

Table 3.1.5. Subsequent Successful Course Completion Rate by Economic Disadvantage Status

	2016/17 ENGL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
Economically Disadvantaged	1,227	76%	59%	57%	2.5	3.0	30
Not Economically Disadvantaged	377	24%	50%	57%	-6.5	5.0	-25

Table 3.1.6. Subsequent Successful Course Completion Rate by Foster Youth Status

	2016/17 ENGL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
Foster Youth	64	4%	48%	57%	-8.1	12.3	-5
Not Foster Youth	1,540	96%	57%	57%	0.3	3.0	5

Table 3.1.7. Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status

	2016/17 ENGL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
Veteran/Active Duty Military	136	8%	54%	57%	-2.9	8.4	-4
Not a Veteran/Active Duty Military	1,468	92%	57%	57%	0.3	3.0	4

*Note. 2016-17 cohort data are utilized for the gap analysis.*

Source: SDCCD Information System

## ESL & Basic Skills Completion – English

Table 3.2.1. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English

	2012/13	2013/14	2014/15	2015/16	2016/17	Total/ Average
ENGL Basic Skills Cohort	1,084	1,229	1,500	1,614	1,621	7,048
Subsequent Success Rate in Transfer Level English	53%	56%	55%	57%	57%	56%

Table 3.2.2. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English by Gender

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	ENGL Basic Skills Cohort Total	
Female	56%	56%	56%	57%	60%	57%	3,925	56%
Male	48%	56%	54%	57%	52%	54%	3,042	44%
Unreported	100%					100%	1	0%

Table 3.2.3. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	ENGL Basic Skills Cohort Total	
African American	56%	59%	60%	54%	58%	58%	826	12%
American Indian	0%		67%		40%	50%	12	0%
Asian	54%	63%	66%	59%	70%	63%	569	8%
Latinx	52%	54%	54%	57%	55%	55%	4,481	64%
Pacific Islander	50%	50%	60%	50%	56%	54%	28	0%
White	52%	59%	52%	60%	55%	56%	725	10%
More than one race	50%	53%	47%	53%	57%	52%	233	3%
Other race	57%	80%	67%			67%	15	0%
Unreported	64%	47%	50%	63%	64%	57%	79	1%

Table 3.2.4. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English by Age

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	ENGL Basic Skills Cohort Total	
Under 18	50%	33%	25%	60%	58%	56%	109	2%
18 - 24	52%	57%	54%	57%	58%	56%	5,066	73%
25 - 29	58%	56%	59%	54%	52%	56%	840	12%
30 - 39	51%	54%	57%	63%	48%	55%	580	8%
40 - 49	52%	47%	62%	55%	59%	56%	239	3%
50 and >	50%	54%	40%	62%	55%	52%	134	2%

Source: SDCCD Information System

## ESL & Basic Skills Completion – English

Table 3.2.5. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English by DSPS Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	ENGL Basic Skills Cohort Total	
DSPS	49%	50%	49%	62%	54%	53%	310	4%
Not DSPS	53%	56%	55%	57%	57%	56%	6,658	96%

Table 3.2.6. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English by Economic Disadvantage Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	ENGL Basic Skills Cohort Total	
Economically Disadvantaged	53%	55%	55%	57%	59%	56%	5,865	84%
Not Economically Disadvantaged	50%	61%	54%	59%	50%	54%	1,103	16%

Table 3.2.7. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English by Foster Youth Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	ENGL Basic Skills Cohort Total	
Foster Youth	49%	49%	55%	57%	48%	52%	297	4%
Not Foster Youth	53%	56%	55%	57%	57%	56%	6,671	96%

Table 3.2.8. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English by Veteran/Active Duty Military Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	ENGL Basic Skills Cohort Total	
Veteran/Active Duty Military	55%	61%	61%	63%	54%	59%	612	9%
Not a Veteran/Active Duty Military	53%	56%	55%	57%	57%	55%	6,356	91%

Source: SDCCD Information System

## ESL & Basic Skills Completion – ESOL

Table 3.1.8. Subsequent Successful Course Completion Rate by Gender

	2014/15 ESOL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
Female	98	62%	64%	60%	3.9	9.9	4
Male	61	38%	54%	60%	-6.3	12.5	-4

Table 3.1.9. Subsequent Successful Course Completion Rate by Ethnicity

	2014/15 ESOL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
African American	29	18%	55%	60%	-5.2	18.2	-2
Asian	42	26%	71%	60%	11.1	15.1	5
Latinx	58	36%	52%	60%	-8.7	12.9	-5
Pacific Islander	1	1%	100%	60%	39.6	98.0	0
White	25	16%	60%	60%	-0.4	19.6	0
Other race	1	1%	100%	60%	39.6	98.0	0
Unreported	3	2%	100%	60%	39.6	56.6	1

Table 3.1.10. Subsequent Successful Course Completion Rate by Age

	2014/15 ESOL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
18 - 24	77	48%	66%	60%	5.9	11.2	5
25 - 29	35	22%	60%	60%	-0.4	16.6	0
30 - 39	27	17%	48%	60%	-12.2	18.9	-3
40 - 49	14	9%	43%	60%	-17.5	26.2	-2
50 and >	6	4%	83%	60%	23.0	40.0	1

*Note. 2014-15 data are utilized for the gap analysis.*

Source: SDCCD Information System

## ESL & Basic Skills Completion – ESOL

Table 3.1.11. Subsequent Successful Course Completion Rate by DSPS Status

	2014/15 ESOL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
DSPS	5	3%	100%	60%	39.6	43.8	2
Not DSPS	154	97%	59%	60%	-1.3	7.9	-2

Table 3.1.12. Subsequent Successful Course Completion Rate by Economic Disadvantage Status

	2014/15 ESOL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
Economically Disadvantaged	140	88%	61%	60%	1.1	8.3	1
Not Economically Disadvantaged	19	12%	53%	60%	-7.7	22.5	-1

Table 3.1.13. Subsequent Successful Course Completion Rate by Foster Youth Status

	2014/15 ESOL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
Foster Youth	22	14%	73%	60%	12.3	20.9	3
Not Foster Youth	137	86%	58%	60%	-2.0	8.4	-3

Table 3.1.14. Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status

	2014/15 ESOL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
Veteran/Active Duty Military	3	2%	33%	60%	-27.0	56.6	-1
Not a Veteran/Active Duty Military	156	98%	61%	60%	0.5	7.8	1

*Note. 2014-15 cohort data are utilized for the gap analysis.*

Source: SDCCD Information System

## ESL & Basic Skills Completion – ESOL

Table 3.2.8. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English

	2010/11	2011/12	2012/13	2013/14	2014/15	Total/ Average
ESOL Basic Skills Cohort	125	100	122	161	159	667
Subsequent Success Rate in Transfer Level English	38%	59%	60%	61%	60%	56%

Table 3.2.9. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English by Gender

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	ESOL Basic Skills Cohort Total	
Female	38%	61%	60%	62%	64%	57%	411	62%
Male	40%	55%	59%	61%	54%	55%	256	38%

Table 3.2.10. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	ESOL Basic Skills Cohort Total	
African American	36%	50%	73%	68%	55%	61%	126	19%
American Indian	0%					0%	1	0%
Asian	42%	74%	56%	57%	71%	60%	177	27%
Latinx	34%	51%	50%	58%	52%	48%	247	37%
Pacific Islander					100%	100%	1	0%
White	67%	43%	62%	64%	60%	60%	68	10%
More than one race				100%		100%	1	0%
Other race	27%	64%	100%	0%	100%	50%	30	4%
Unreported	60%	100%		100%	100%	88%	16	2%

Table 3.2.11. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English by Age

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	ESOL Basic Skills Cohort Total	
Under 18				100%		100%	1	0%
18 - 24	43%	69%	65%	71%	66%	64%	280	42%
25 - 29	42%	50%	56%	72%	60%	57%	131	20%
30 - 39	39%	59%	61%	64%	48%	53%	144	22%
40 - 49	29%	50%	50%	37%	43%	41%	71	11%
50 and >	0%	25%	60%	9%	83%	35%	40	6%

Source: SDCCD Information System

## ESL & Basic Skills Completion – ESOL

Table 3.2.12. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English by DSPS Status

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	ESOL Basic Skills Cohort Total	
DSPS	50%		50%	50%	100%	69%	13	2%
Not DSPS	38%	59%	60%	62%	59%	56%	654	98%

Table 3.2.13. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English by Economic Disadvantage Status

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	ESOL Basic Skills Cohort Total	
Economically Disadvantaged	38%	63%	61%	60%	61%	57%	576	86%
Not Economically Disadvantaged	38%	41%	54%	75%	53%	51%	91	14%

Table 3.2.14. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English by Foster Youth Status

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	ESOL Basic Skills Cohort Total	
Foster Youth	50%	75%	69%	68%	73%	70%	89	13%
Not Foster Youth	38%	55%	59%	60%	58%	54%	578	87%

Table 3.2.15. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English by Veteran/Active Duty Military Status

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	ESOL Basic Skills Cohort Total	
Veteran/Active Duty Military	0%		100%	50%	33%	47%	15	2%
Not a Veteran/Active Duty Military	39%	59%	59%	62%	61%	56%	652	98%

Source: SDCCD Information System

## ESL & Basic Skills Completion – Math

Table 3.1.15. Subsequent Successful Course Completion Rate by Gender

	2016/17 MATH Basic Skills		Degree Applicable MATH Subsequent Success	College Average	Difference %	Error %	Count Gap
Female	490	53%	35%	36%	-0.9	4.4	-4
Male	433	47%	37%	36%	1.0	4.7	4

Table 3.1.16. Subsequent Successful Course Completion Rate by Ethnicity

	2016/17 MATH Basic Skills		Degree Applicable MATH Subsequent Success	College Average	Difference %	Error %	Count Gap
African American	68	7%	26%	36%	-9.7	11.9	-7
Asian	48	5%	56%	36%	20.1	14.1	10
Latinx	576	62%	32%	36%	-4.2	4.1	-24
Pacific Islander	7	1%	43%	36%	6.7	37.0	0
White	173	19%	47%	36%	10.6	7.5	18
More than one race	39	4%	44%	36%	7.4	15.7	3
Unreported	12	1%	33%	36%	-2.9	28.3	0

Table 3.1.17. Subsequent Successful Course Completion Rate by Age

	2016/17 MATH Basic Skills		Degree Applicable MATH Subsequent Success	College Average	Difference %	Error %	Count Gap
Under 18	1	0%	100%	36%	63.8	98.0	1
18 - 24	567	61%	34%	36%	-2.1	4.1	-12
25 - 29	199	22%	35%	36%	-1.0	6.9	-2
30 - 39	100	11%	47%	36%	10.8	9.8	11
40 - 49	41	4%	37%	36%	0.4	15.3	0
50 and >	15	2%	53%	36%	17.1	25.3	3

*Note. 2016-17 cohort data are utilized for the gap analysis.*

Source: SDCCD Information System

## ESL & Basic Skills Completion – Math

Table 3.1.18. Subsequent Successful Course Completion Rate by DSPTS Status

	2016/17 MATH Basic Skills		Degree Applicable MATH Subsequent Success	College Average	Difference %	Error %	Count Gap
DSPTS	35	4%	51%	36%	15.2	16.6	5
Not DSPTS	888	96%	36%	36%	-0.6	3.0	-5

Table 3.1.19. Subsequent Successful Course Completion Rate by Economic Disadvantage Status

	2016/17 MATH Basic Skills		Degree Applicable MATH Subsequent Success	College Average	Difference %	Error %	Count Gap
Economically Disadvantaged	749	81%	36%	36%	0.0	3.6	0
Not Economically Disadvantaged	174	19%	36%	36%	0.0	7.4	0

Table 3.1.20. Subsequent Successful Course Completion Rate by Foster Youth Status

	2016/17 MATH Basic Skills		Degree Applicable MATH Subsequent Success	College Average	Difference %	Error %	Count Gap
Foster Youth	35	4%	40%	36%	3.8	16.6	1
Not Foster Youth	888	96%	36%	36%	-0.2	3.0	-1

Table 3.1.21. Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status

	2016/17 MATH Basic Skills		Degree Applicable MATH Subsequent Success	College Average	Difference %	Error %	Count Gap
Veteran/Active Duty Military	152	16%	45%	36%	9.2	7.9	14
Not a Veteran/Active Duty Military	771	84%	34%	36%	-1.8	3.5	-14

*Note. 2016-17 cohort data are utilized for the gap analysis.*

Source: SDCCD Information System

## ESL & Basic Skills Completion – Math

Table 3.2.16. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math

	2012/13	2013/14	2014/15	2015/16	2016/17	Total/ Average
MATH Basic Skills Cohort	1,065	927	999	1,071	920	4,982
Subsequent Success Rate in Degree Applicable Math	30%	39%	39%	39%	36%	37%

Table 3.2.17. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math by Gender

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	MATH Basic Skills Cohort Total	
Female	29%	37%	41%	38%	35%	36%	2,743	55%
Male	31%	41%	38%	40%	37%	37%	2,239	45%

Table 3.2.18. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	MATH Basic Skills Cohort Total	
African American	31%	34%	41%	40%	26%	35%	446	9%
American Indian	20%		67%	0%		27%	11	0%
Asian	32%	53%	40%	46%	56%	45%	293	6%
Latinx	27%	37%	38%	36%	32%	34%	2,973	60%
Pacific Islander	67%	60%	29%	29%	43%	41%	29	1%
White	36%	43%	47%	45%	47%	43%	939	19%
More than one race	39%	41%	35%	32%	44%	38%	199	4%
Other race	33%		0%	67%		36%	14	0%
Unreported	33%	44%	22%	47%	33%	36%	78	2%

Table 3.2.19. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math by Age

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	MATH Basic Skills Cohort Total	
Under 18	0%	67%	100%	50%	100%	50%	10	0%
18 - 24	29%	40%	38%	39%	34%	36%	3,179	64%
25 - 29	28%	41%	44%	41%	35%	38%	912	18%
30 - 39	40%	31%	42%	39%	47%	40%	582	12%
40 - 49	24%	43%	29%	36%	37%	32%	201	4%
50 and >	32%	50%	39%	37%	53%	40%	98	2%

Source: SDCCD Information System

## ESL & Basic Skills Completion – Math

Table 3.2.20. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math by DSPS Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	MATH Basic Skills Cohort Total	
DSPS	27%	43%	46%	33%	51%	42%	149	3%
Not DSPS	30%	39%	39%	39%	36%	36%	4,833	97%

Table 3.2.21. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math by Economic Disadvantage Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	MATH Basic Skills Cohort Total	
Economically Disadvantaged	30%	40%	40%	40%	36%	37%	4,190	84%
Not Economically Disadvantaged	29%	36%	39%	34%	36%	34%	792	16%

Table 3.2.22. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math by Foster Youth Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	MATH Basic Skills Cohort Total	
Foster Youth	16%	27%	32%	32%	40%	30%	143	3%
Not Foster Youth	30%	40%	40%	39%	36%	37%	4,839	97%

Table 3.2.23. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math by Veteran/Active Duty Military Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	MATH Basic Skills Cohort Total	
Veteran/Active Duty Military	33%	46%	50%	45%	45%	45%	703	14%
Not a Veteran/Active Duty Military	30%	38%	37%	38%	34%	35%	4,279	86%

Source: SDCCD Information System

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## Degree & Certificate Completion

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**D. DEGREE AND CERTIFICATE COMPLETION.** The percent of first-time students with an informed matriculation goal (or educational objective, when matriculation goal is missing) of completing a degree or certificate who complete a degree or certificate within three academic years.

### SUMMARY OF FINDINGS

2017 Primary DI Groups	African American/Black
2017 Secondary DI Groups	Male
	American Indian/Native Alaskan
	Latinx
	Pacific Islander

The PPG analysis for degree and certificate completion did not result in the identification of any DI groups, possibly due to overall low completion rates collegewide. However, the taskforce did identify one primary DI group and four secondary DI groups based on the data. African American/Black students were selected as a primary DI group due to consistently negative gaps from the collegewide rate across all the past five years. Though gaps and group sizes were smaller, male, American Indian/Native Alaskan, and Pacific Islander students also demonstrated consistently negative gaps. American Indian/Native Alaskan and Pacific Islander students in fact showed completion rates near 0% over five years. Latinx students were also selected by the taskforce. Though close to the collegewide rate, Latinx students comprise a majority of students and thus drive the collegewide rate.

## Degree & Certificate Completion

Table 5.1.1. Award Rates by Gender

	2013/14 Cohort		Award Rate	College Average	Difference %	Error %	Count Gap
Female	710	48%	7%	6%	1.4	4	10
Male	763	52%	5%	6%	-1.3	4	-10

Table 5.1.2. Award Rates by Ethnicity

	2013/14 Cohort		Award Rate	College Average	Difference %	Error %	Count Gap
African American	212	14%	3%	6%	-3.3	7	-7
American Indian	3	0%	0%	6%	-6.1	57	0
Asian	88	6%	15%	6%	8.7	10	8
Latinx	824	56%	5%	6%	-0.8	3	-6
Pacific Islander	6	0%	0%	6%	-6.1	40	0
White	247	17%	9%	6%	3.2	6	8
More than one race	72	5%	3%	6%	-3.3	12	-2
Unreported	21	1%	10%	6%	3.4	21	1

Table 5.1.3. Award Rates by Age

	2013/14 Cohort		Award Rate	College Average	Difference %	Error %	Count Gap
Under 18	12	1%	8%	6%	2.2	28	0
18 - 24	1,114	76%	7%	6%	0.7	3	8
25 - 29	138	9%	1%	6%	-4.7	8	-6
30 - 39	118	8%	7%	6%	0.7	9	1
40 - 49	49	3%	4%	6%	-2.0	14	-1
50 and >	42	3%	2%	6%	-3.7	15	-2

Source: SDCCD Information System

## Degree & Certificate Completion

Table 5.1.4. Award Rates by DSPS Status

	2013/14 Cohort		Award Rate	College Average	Difference %	Error %	Count Gap
	Count	%					
DSPS	74	5%	5%	6%	-0.7	11	-1
Not DSPS	1,399	95%	6%	6%	0.0	3	1

Table 5.1.5. Award Rates by Economic Disadvantage Status

	2013/14 Cohort		Award Rate	College Average	Difference %	Error %	Count Gap
	Count	%					
Economically Disadvantaged	1,311	89%	6%	6%	-0.2	3	-2
Not Economically Disadvantaged	162	11%	7%	6%	1.3	8	2

Table 5.1.6. Award Rates by Foster Youth Status

	2013/14 Cohort		Award Rate	College Average	Difference %	Error %	Count Gap
	Count	%					
Foster Youth	62	4%	2%	6%	-4.5	12	-3
Not Foster Youth	1,411	96%	6%	6%	0.2	3	3

Table 5.1.7. Award Rates by Veteran/Active Duty Military Status

	2013/14 Cohort		Award Rate	College Average	Difference %	Error %	Count Gap
	Count	%					
Veteran/Active Duty Military	158	11%	7%	6%	0.9	8	1
Not a Veteran/Active Duty Military	1,315	89%	6%	6%	-0.1	3	-1

Source: SDCCD Information System

## Degree & Certificate Completion

Table 5.2.1. City College Award Rates by Academic Year

	2009/10	2010/11	2011/12	2012/13	2013/14	Total/ Average
Cohort	1,345	1,569	1,245	1,430	1,473	7,062
Award Rate	3%	2%	4%	4%	6%	4%

Table 5.2.2. City College Award Rates by Gender

	2009/10	2010/11	2011/12	2012/13	2013/14	5-Year Average	Award Cohort Total	
Female	4%	2%	5%	5%	7%	5%	3,264	46%
Male	3%	2%	3%	4%	5%	3%	3,796	54%
Unreported				50%		50%	2	0%

Table 5.2.3. City College Award Rates by Ethnicity

	2009/10	2010/11	2011/12	2012/13	2013/14	5-Year Average	Award Cohort Total	
African American	1%	0%	2%	3%	3%	2%	1,162	16%
American Indian	0%	0%	0%	0%	0%	0%	33	0%
Asian	6%	6%	3%	11%	15%	8%	451	6%
Latino	3%	3%	5%	4%	5%	4%	3,655	52%
Pacific Islander	0%	0%	0%	0%	0%	0%	38	1%
White	5%	4%	4%	5%	9%	5%	1,284	18%
More than one race	0%	0%	2%	5%	3%	2%	261	4%
Other race	3%	0%	0%			2%	60	1%
Unreported	4%	0%	0%	0%	10%	3%	118	2%

Table 5.2.4. City College Award Rates by Age

	2009/10	2010/11	2011/12	2012/13	2013/14	5-Year Average	Award Cohort Total	
Under 18	18%	0%	0%	23%	8%	10%	59	1%
18 - 24	3%	2%	4%	4%	7%	4%	5,208	74%
25 - 29	1%	2%	2%	7%	1%	3%	721	10%
30 - 39	2%	2%	6%	5%	7%	4%	587	8%
40 - 49	11%	1%	3%	1%	4%	4%	290	4%
50 and >	0%	5%	0%	2%	2%	2%	197	3%

Source: SDCCD Information System

## Degree & Certificate Completion

Table 5.2.5. City College Award Rates by DSPS Status

	2009/10	2010/11	2011/12	2012/13	2013/14	5-Year Average	Award Cohort Total	
DSPS	5%	0%	5%	6%	5%	5%	238	3%
Not DSPS	3%	2%	4%	4%	6%	4%	6,824	97%

Table 5.2.6. City College Award Rates by Economic Disadvantage Status

	2009/10	2010/11	2011/12	2012/13	2013/14	5-Year Average	Award Cohort Total	
Economically Disadvantaged	4%	3%	4%	5%	6%	4%	5,886	83%
Not Economically Disadvantaged	3%	1%	3%	4%	7%	3%	1,176	17%

Table 5.2.7. City College Award Rates by Foster Youth Status

	2009/10	2010/11	2011/12	2012/13	2013/14	5-Year Average	Award Cohort Total	
Foster Youth		0%	3%	9%	2%	3%	234	4%
Not Foster Youth		3%	4%	4%	6%	4%	5,483	96%

*Note. Foster Youth data began collection in Fall 2010.*

Table 5.2.8. City College Award Rates by Veteran/Active Duty Military Status

	2009/10	2010/11	2011/12	2012/13	2013/14	5-Year Average	Award Cohort Total	
Veteran/Active Duty Military	1%	4%	2%	3%	7%	3%	761	11%
Not a Veteran/Active Duty Military	4%	2%	4%	5%	6%	4%	6,301	89%

Source: SDCCD Information System

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## Transfer

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**E. TRANSFER.** The percent of first-time students with a minimum of 12 units and an attempt at a transfer-level course in mathematics or English, who start at a four-year institution within three years after their initial enrollment term.

### SUMMARY OF FINDINGS

2017 Primary DI Groups	African American/Black
	Latinx
	DSPS
	Economically Disadvantaged
	Foster Youth
2017 Secondary DI Groups	Female
	American Indian/Native Alaskan

With relatively low transfer rates, very few student groups were flagged as DI by the PPG analysis, with the exception of Latinx students using the past five years of data. The taskforce therefore included Latinx students as a primary DI group. Additionally, the taskforce selected DSPS and economically disadvantaged students as primary DI groups due to consistently negative gaps from the collegewide rates over the past five years of data. African American/Black students and foster youth students were also selected as a result of negative gaps in most of the past five years of data. Female students and American Indian/Native Alaskan students were selected as secondary DI groups. Both groups also demonstrated consistently negative gaps over the past five years of data.

## Transfer

Table 4.1.1. Transfer Rates by Gender

	2013/14 Cohort		Transfer Rate	College Average	Difference %	Error %	Count Gap
	Count	%					
Female	545	54%	14%	15%	-1.3	4.2	-7
Male	468	46%	17%	15%	1.5	4.5	7

Table 4.1.2. Transfer Rates by Ethnicity

	2013/14 Cohort		Transfer Rate	College Average	Difference %	Error %	Count Gap
	Count	%					
African American	95	9%	15%	15%	-0.5	10.1	0
Asian	83	8%	22%	15%	6.5	10.8	5
Latinx	603	60%	11%	15%	-3.8	4.0	-23
Pacific Islander	2	0%	0%	15%	-15.2	69.3	0
White	169	17%	28%	15%	12.6	7.5	21
More than one race	48	5%	8%	15%	-6.9	14.1	-3
Unreported	13	1%	15%	15%	0.2	27.2	0

Table 4.1.3. Transfer Rates by Age

	2013/14 Cohort		Transfer Rate	College Average	Difference %	Error %	Count Gap
	Count	%					
Under 18	8	1%	50%	15%	34.8	34.6	3
18 - 24	860	85%	16%	15%	0.5	3.0	4
25 - 29	74	7%	14%	15%	-1.7	11.4	-1
30 - 39	48	5%	10%	15%	-4.8	14.1	-2
40 - 49	15	1%	0%	15%	-15.2	25.3	-2
50 and >	8	1%	0%	15%	-15.2	34.6	-1

Source: SDCCD Information System

## Transfer

Table 4.1.4. Transfer Rates by DSPS Status

	2013/14 Cohort		Transfer Rate	College Average	Difference %	Error %	Count Gap
	Count	%					
DSPS	34	3%	3%	15%	-12.3	16.8	-4
Not DSPS	979	97%	16%	15%	0.4	3.0	4

Table 4.1.5. Transfer Rates by Economic Disadvantage Status

	2013/14 Cohort		Transfer Rate	College Average	Difference %	Error %	Count Gap
	Count	%					
Economically Disadvantaged	908	90%	14%	15%	-1.3	3.0	-12
Not Economically Disadvantaged	105	10%	27%	15%	11.5	9.6	12

Table 4.1.6. Transfer Rates by Foster Youth Status

	2013/14 Cohort		Transfer Rate	College Average	Difference %	Error %	Count Gap
	Count	%					
Foster Youth	39	4%	8%	15%	-7.5	15.7	-3
Not Foster Youth	974	96%	16%	15%	0.3	3.0	3

Table 4.1.7. Transfer Rates by Veteran/Active Duty Military Status

	2013/14 Cohort		Transfer Rate	College Average	Difference %	Error %	Count Gap
	Count	%					
Veteran/Active Duty Military	110	11%	24%	15%	8.4	9.3	9
Not a Veteran/Active Duty Military	903	89%	14%	15%	-1.0	3.0	-9

Source: SDCCD Information System

## Transfer

Table 2.2.1. City College Transfer Rates by Academic Year

	2009/10	2010/11	2011/12	2012/13	2013/14	Total/ Average
Cohort	773	937	920	1,002	1,013	4,645
Transfer Rate	16%	18%	15%	13%	15%	15%

Table 2.2.2. City College Transfer Rates by Gender

	2009/10	2010/11	2011/12	2012/13	2013/14	5-Year Average	Transfer Cohort Total	
Female	14%	16%	14%	10%	14%	14%	2,418	52%
Male	18%	20%	16%	16%	17%	17%	2,224	48%
Unreported		0%		0%		0%	3	0%

Table 2.2.3. City College Transfer Rates by Ethnicity

	2009/10	2010/11	2011/12	2012/13	2013/14	5-Year Average	Transfer Cohort Total	
African American	11%	15%	23%	11%	15%	15%	412	9%
American Indian	0%	0%	0%	0%		0%	11	0%
Asian	31%	18%	21%	16%	22%	21%	424	9%
Latinx	11%	16%	11%	11%	11%	12%	2,720	59%
Pacific Islander	0%	0%	25%	0%	0%	10%	21	0%
White	21%	30%	21%	22%	28%	25%	775	17%
More than one race	6%	26%	20%	19%	8%	16%	172	4%
Other race	22%	14%	0%			18%	38	1%
Unreported	18%	0%	13%	0%	15%	13%	72	2%

Table 2.2.4. City College Transfer Rates by Age

	2009/10	2010/11	2011/12	2012/13	2013/14	5-Year Average	Transfer Cohort Total	
Under 18	20%	20%	30%	0%	50%	23%	48	1%
18 - 24	16%	19%	14%	12%	16%	15%	3,880	84%
25 - 29	23%	18%	22%	19%	14%	19%	380	8%
30 - 39	8%	11%	12%	18%	10%	12%	225	5%
40 - 49	18%	8%	8%	5%	0%	8%	79	2%
50 and >	0%	0%	0%	0%	0%	0%	33	1%

Source: SDCCD Information System; National Student Clearing House

## Transfer

Table 2.2.5. City College Transfer Rates by DSPS Status

	2009/10	2010/11	2011/12	2012/13	2013/14	5-Year Average	Transfer Cohort Total	
DSPS	0%	7%	13%	8%	3%	6%	103	2%
Not DSPS	16%	19%	15%	13%	16%	16%	4,542	98%

Table 2.2.6. City College Transfer Rates by Economic Disadvantage Status

	2009/10	2010/11	2011/12	2012/13	2013/14	5-Year Average	Transfer Cohort Total	
Economically Disadvantaged	15%	18%	14%	13%	14%	15%	4,007	86%
Not Economically Disadvantaged	19%	22%	18%	14%	27%	20%	638	14%

Table 2.2.7. City College Transfer Rates by Foster Youth Status

	2009/10	2010/11	2011/12	2012/13	2013/14	5-Year Average	Transfer Cohort Total	
Foster Youth		0%	15%	4%	8%	8%	130	3%
Not Foster Youth		19%	15%	13%	16%	15%	3,742	97%

*Note. Foster Youth data began collection in Fall 2010.*

Table 2.2.8. City College Transfer Rates by Veteran/Active Duty Military Status

	2009/10	2010/11	2011/12	2012/13	2013/14	5-Year Average	Transfer Cohort Total	
Veteran/Active Duty Military	37%	33%	27%	34%	24%	31%	462	10%
Not a Veteran/Active Duty Military	13%	17%	13%	11%	14%	14%	4,183	90%

Source: SDCCD Information System

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## Appendix: ESL & Basic Skills Completion – Internal

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**ESL AND BASIC SKILLS COMPLETION – INTERNAL.** The percentage of students who successfully complete a transfer-level (ENGL/ESOL) or degree-applicable (MATH) course within one (ENGL/MATH) or three (ESOL) years, after enrolling in a basic skills math or English course or ESOL course within their first year at City College.

### OPERATIONAL DEFINITIONS

#### English

*Cohort:* The number of students who enroll in a City College basic skills English course (ENGL 042, 043, 048, 049, or 047A) within their first year of their enrollment at SDCCD. Cohort year is determined by the first term of English basic skills enrollment. Students who begin the English pipeline at another SDCCD college are excluded.

*Subsequent Success Rate:* The number of cohort students who subsequently enrolled in and successfully completed (with a grade of A, B, C or P) transfer-level English at SDCCD within one year of their initial English basic skills enrollment.

#### ESOL

*Cohort:* The number of students who enroll in a City College ESOL course (ESOL 019, 020, 021, 022, 030, 031, 032 or 040) within their first year of their enrollment at SDCCD. Cohort year is determined by the first term of ESOL enrollment. Students who begin the ESOL pipeline at another SDCCD college are excluded.

*Subsequent Success Rate:* The number of cohort students who subsequently enrolled in and successfully completed (with a grade of A, B, C or P) transfer-level English at SDCCD within three years of their initial ESOL enrollment.

#### Math

*Cohort:* Number of students who enroll in a City College basic skills math course (MATH 034A, 038 or 046) within their first year of their enrollment at SDCCD. Cohort year is determined by the first term of basic skills math enrollment. Students who begin the math pipeline at another SDCCD college are excluded.

*Subsequent Success Rate:* The number of cohort students who subsequently enrolled in and successfully completed (with a grade of A, B, C or P) degree-applicable math at SDCCD within one year of their initial basic skills math enrollment.

### SUMMARY OF FINDINGS

#### English

2017 Primary DI Groups	Male
	Students aged 50 and over
	DSPS
	Foster Youth
2017 Secondary DI Groups	African American/Black

All of the primary DI groups selected based on the internal basic skills metric for English were flagged by the analysis for either the most recent cohort or for the past five cohorts overall. African American/Black students were additionally identified as a secondary DI group due to consistently negative gaps from the collegewide rate over the past five cohorts.

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## Appendix: ESL & Basic Skills Completion – Internal

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### ESOL

2017 Primary DI Groups	Latinx
	Students aged 40-49
	Students aged 50 and over

Students aged 40 and over were identified by the taskforce as DI in alignment with the results of the analysis, which identified DI based on the data from the combined past five cohorts of students. Additionally, the taskforce selected Latinx students due to consistently negative gaps from the collegewide rate, with the exception of the most recent cohort.

### Math

2017 Primary DI Groups	African American/Black
	Latinx
	DSPS
	Foster Youth

The only group identified by the analysis of the basic skills math metric was African American/Black students, also selected by the taskforce. Additionally, Latinx students were selected due to consistently negative gaps from the collegewide rate, and consideration of the fact that Latinx student comprise a majority of students, having a relatively larger impact on the collegewide rate. DSPS and foster youth students were selected due to consistently negative gaps from the collegewide rate, with the exception of the most recent cohort of DSPS students.

## Appendix: ESL & Basic Skills Completion – Internal (English)

Table A.1.1. Subsequent Successful Course Completion Rate by Gender

	2016/17 ENGL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
	Female	739	52%	39%	35%	4.4	3.6
Male	687	48%	30%	35%	-4.7	3.7	-33

Table A.1.2. Subsequent Successful Course Completion Rate by Ethnicity

	2016/17 ENGL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
	African American	134	9%	33%	35%	-1.7	8.5
American Indian	4	0%	50%	35%	15.4	49.0	1
Asian	66	5%	53%	35%	18.5	12.1	12
Latinx	994	70%	33%	35%	-1.8	3.0	-18
Pacific Islander	11	1%	36%	35%	1.8	29.5	0
White	152	11%	37%	35%	2.3	7.9	3
More than one race	52	4%	38%	35%	3.9	13.6	2
Unreported	13	1%	46%	35%	11.6	27.2	2

Table A.1.3. Subsequent Successful Course Completion Rate by Age

	2016/17 ENGL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
	Under 18	4	0%	75%	35%	40.4	49.0
18 - 24	1,113	78%	36%	35%	1.1	3.0	12
25 - 29	152	11%	34%	35%	-1.0	7.9	-2
30 - 39	102	7%	28%	35%	-6.1	9.7	-6
40 - 49	36	3%	28%	35%	-6.8	16.3	-2
50 and >	19	1%	16%	35%	-18.8	22.5	-4

Source: SDCCD Information System

## Appendix: ESL & Basic Skills Completion – Internal (English)

Table A.1.4. Subsequent Successful Course Completion Rate by DSPS Status

	2016/17 ENGL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	<i>Error</i> %	Count Gap
DSPS	80	6%	29%	35%	-5.8	11.0	-5
Not DSPS	1,346	94%	35%	35%	0.3	3.0	5

Table A.1.5. Subsequent Successful Course Completion Rate by Economic Disadvantage Status

	2016/17 ENGL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	<i>Error</i> %	Count Gap
Economically Disadvantaged	1,189	83%	34%	35%	-0.5	3.0	-6
Not Economically Disadvantaged	237	17%	37%	35%	2.6	6.4	6

Table A.1.6. Subsequent Successful Course Completion Rate by Foster Youth Status

	2016/17 ENGL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	<i>Error</i> %	Count Gap
Foster Youth	46	3%	28%	35%	-6.3	14.4	-3
Not Foster Youth	1,380	97%	35%	35%	0.2	3.0	3

Table A.1.7. Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status

	2016/17 ENGL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	<i>Error</i> %	Count Gap
Veteran/Active Duty Military	148	10%	39%	35%	4.6	8.1	7
Not a Veteran/Active Duty Military	1,278	90%	34%	35%	-0.5	3.0	-7

Source: SDCCD Information System

## Appendix: ESL & Basic Skills Completion – Internal (English)

Table A.2.1. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English

	2012/13	2013/14	2014/15	2015/16	2016/17	Total/ Average
ENGL Basic Skills Cohort	1,163	1,158	1,488	1,494	1,426	6,729
Subsequent Success Rate in Transfer Level English	19%	24%	24%	29%	35%	27%

Table A.2.2. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English by Gender

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	ENGL Basic Skills Cohort Total	
Female	24%	25%	24%	30%	39%	29%	3,508	52%
Male	14%	23%	24%	29%	30%	24%	3,220	48%
Unreported	100%					100%	1	0%

Table A.2.3. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	ENGL Basic Skills Cohort Total	
African American	16%	22%	22%	28%	33%	24%	700	10%
American Indian	0%	0%	14%		50%	23%	13	0%
Asian	27%	29%	32%	38%	53%	36%	367	5%
Latinx	19%	23%	23%	28%	33%	26%	4,626	69%
Pacific Islander	40%	0%	0%	10%	36%	20%	35	1%
White	30%	32%	28%	34%	37%	32%	675	10%
More than one race	12%	17%	25%	26%	38%	25%	250	4%
Other race	0%					0%	1	0%
Unreported	11%	25%	30%	32%	46%	31%	62	1%

Table A.2.4. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English by Age

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	ENGL Basic Skills Cohort Total	
Under 18	25%	40%	33%	56%	75%	45%	29	0%
18 - 24	19%	25%	24%	29%	36%	27%	5,421	81%
25 - 29	22%	24%	24%	27%	34%	27%	647	10%
30 - 39	17%	21%	25%	27%	28%	25%	392	6%
40 - 49	11%	25%	30%	38%	28%	28%	156	2%
50 and >	13%	0%	0%	32%	16%	15%	84	1%

Source: SDCCD Information System

## Appendix: ESL & Basic Skills Completion – Internal (English)

Table A.2.5. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English by DSPS Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	ENGL Basic Skills Cohort Total	
DSPS	6%	10%	8%	21%	29%	16%	316	5%
Not DSPS	20%	25%	25%	30%	35%	27%	6,413	95%

Table A.2.6. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English by Economic Disadvantage Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	ENGL Basic Skills Cohort Total	
Economically Disadvantaged	19%	23%	24%	28%	34%	26%	5,803	86%
Not Economically Disadvantaged	22%	30%	25%	37%	37%	31%	926	14%

Table A.2.7. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English by Foster Youth Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	ENGL Basic Skills Cohort Total	
Foster Youth	12%	17%	12%	24%	28%	19%	227	3%
Not Foster Youth	19%	25%	24%	30%	35%	27%	6,502	97%

Table A.2.8. Basic Skills ENGL Cohort Subsequent Success in Transfer Level English by Veteran/Active Duty Military Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	ENGL Basic Skills Cohort Total	
Veteran/Active Duty Military	25%	38%	38%	42%	39%	38%	608	9%
Not a Veteran/Active Duty Military	19%	23%	23%	28%	34%	26%	6,121	91%

Source: SDCCD Information System

## Appendix: ESL & Basic Skills Completion – Internal (ESOL)

Table A.1.8. Subsequent Successful Course Completion Rate by Gender

	2014/15 ESOL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
	Count	%					
Female	93	56%	33%	32%	1.8	10.2	2
Male	72	44%	29%	32%	-2.3	11.5	-2

Table A.1.9. Subsequent Successful Course Completion Rate by Ethnicity

	2014/15 ESOL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
	Count	%					
African American	39	24%	18%	32%	-13.6	15.7	-5
Asian	42	25%	43%	32%	11.3	15.1	5
Latinx	62	38%	32%	32%	0.7	12.4	0
White	19	12%	26%	32%	-5.2	22.5	-1
Unreported	3	2%	67%	32%	35.2	56.6	1

Table A.1.10. Subsequent Successful Course Completion Rate by Age

	2014/15 ESOL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
	Count	%					
18 - 24	79	48%	41%	32%	9.0	11.0	7
25 - 29	28	17%	25%	32%	-6.5	18.5	-2
30 - 39	37	22%	27%	32%	-4.5	16.1	-2
40 - 49	14	8%	14%	32%	-17.2	26.2	-2
50 and >	7	4%	14%	32%	-17.2	37.0	-1

Source: SDCCD Information System

## Appendix: ESL & Basic Skills Completion – Internal (ESOL)

Table A.1.11. Subsequent Successful Course Completion Rate by DSPS Status

	2014/15 ESOL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
	Count	%					
DSPS	2	1%	50%	32%	18.5	69.3	0
Not DSPS	163	99%	31%	32%	-0.2	7.7	0

Table A.1.12. Subsequent Successful Course Completion Rate by Economic Disadvantage Status

	2014/15 ESOL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
	Count	%					
Economically Disadvantaged	139	84%	31%	32%	-0.6	8.3	-1
Not Economically Disadvantaged	26	16%	35%	32%	3.1	19.2	1

Table A.1.13. Subsequent Successful Course Completion Rate by Foster Youth Status

	2014/15 ESOL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
	Count	%					
Foster Youth	25	15%	20%	32%	-11.5	19.6	-3
Not Foster Youth	140	85%	34%	32%	2.1	8.3	3

Table A.1.14. Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status

	2014/15 ESOL Basic Skills		Transfer Level ENGL Subsequent Success	College Average	Difference %	Error %	Count Gap
	Count	%					
Veteran/Active Duty Military	8	5%	13%	32%	-19.0	34.6	-2
Not a Veteran/Active Duty Military	157	95%	32%	32%	1.0	7.8	2

Source: SDCCD Information System

## Appendix: ESL & Basic Skills Completion – Internal (ESOL)

Table A.2.8. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English

	2010/11	2011/12	2012/13	2013/14	2014/15	Total/ Average
ESOL Basic Skills Cohort	194	140	142	169	165	810
Subsequent Success Rate in Transfer Level English	20%	29%	26%	38%	32%	29%

Table A.2.9. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English by Gender

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	ESOL Basic Skills Cohort Total	
Female	22%	27%	25%	43%	33%	30%	493	61%
Male	17%	31%	27%	30%	29%	27%	317	39%

Table A.2.10. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English by Ethnicity

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	ESOL Basic Skills Cohort Total	
African American	9%	43%	48%	38%	18%	32%	155	19%
Asian	36%	37%	25%	46%	43%	38%	171	21%
Latinx	19%	22%	19%	32%	32%	24%	338	42%
White	23%	7%	17%	39%	26%	25%	110	14%
More than one race				100%		100%	1	0%
Other race	18%	0%				17%	23	3%
Unreported	0%	33%		33%	67%	33%	12	1%

Table A.2.11. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English by Age

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	ESOL Basic Skills Cohort Total	
Under 18				100%		100%	1	0%
18 - 24	25%	36%	26%	44%	41%	35%	396	49%
25 - 29	31%	24%	30%	38%	25%	30%	133	16%
30 - 39	19%	23%	26%	30%	27%	25%	148	18%
40 - 49	6%	23%	27%	21%	14%	16%	83	10%
50 and >	0%	0%	11%	25%	14%	8%	49	6%

Source: SDCCD Information System

## Appendix: ESL & Basic Skills Completion – Internal (ESOL)

Table A.2.12. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English by DSPTS Status

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	ESOL Basic Skills Cohort Total	
DSPTS	0%	0%	33%	50%	50%	21%	14	2%
Not DSPTS	20%	29%	26%	38%	31%	29%	796	98%

Table A.2.13. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English by Economic Disadvantage Status

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	ESOL Basic Skills Cohort Total	
Economically Disadvantaged	21%	30%	27%	37%	31%	29%	682	84%
Not Economically Disadvantaged	16%	24%	19%	44%	35%	26%	128	16%

Table A.2.14. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English by Foster Youth Status

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	ESOL Basic Skills Cohort Total	
Foster Youth	27%	40%	26%	45%	20%	32%	132	16%
Not Foster Youth	19%	26%	26%	36%	34%	28%	678	84%

Table A.2.15. Basic Skills ESOL Cohort Subsequent Success in Transfer Level English by Veteran/Active Duty Military Status

	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Average	ESOL Basic Skills Cohort Total	
Veteran/Active Duty Military	0%	0%	50%	22%	13%	19%	21	3%
Not a Veteran/Active Duty Military	20%	29%	26%	39%	32%	29%	789	97%

Source: SDCCD Information System

## Appendix: ESL & Basic Skills Completion – Internal (Math)

Table A.1.15. Subsequent Successful Course Completion Rate by Gender

	2016/17 MATH Basic Skills		Degree Applicable MATH Subsequent Success	College Average	Difference %	Error %	Count Gap
	Female	676	50%	12%	12%	-0.2	3.8
Male	665	50%	12%	12%	0.2	3.8	1

Table A.1.16. Subsequent Successful Course Completion Rate by Ethnicity

	2016/17 MATH Basic Skills		Degree Applicable MATH Subsequent Success	College Average	Difference %	Error %	Count Gap
	African American	116	9%	3%	12%	-9.3	9.1
American Indian	3	0%	33%	12%	21.5	56.6	1
Asian	57	4%	25%	12%	12.7	13.0	7
Latinx	860	64%	10%	12%	-2.0	3.0	-17
Pacific Islander	9	1%	0%	12%	-11.9	32.7	-1
White	222	17%	21%	12%	9.3	6.6	21
More than one race	62	5%	13%	12%	1.0	12.4	1
Other race	1	0%	0%	12%	-11.9	98.0	0
Unreported	11	1%	9%	12%	-2.8	29.5	0

Table A.1.17. Subsequent Successful Course Completion Rate by Age

	2016/17 MATH Basic Skills		Degree Applicable MATH Subsequent Success	College Average	Difference %	Error %	Count Gap
	Under 18	3	0%	33%	12%	21.5	56.6
18 - 24	973	73%	10%	12%	-1.8	3.0	-17
25 - 29	198	15%	19%	12%	6.8	7.0	14
30 - 39	120	9%	14%	12%	2.3	8.9	3
40 - 49	37	3%	14%	12%	1.7	16.1	1
50 and >	10	1%	10%	12%	-1.9	31.0	0

Source: SDCCD Information System

## Appendix: ESL & Basic Skills Completion – Internal (Math)

Table A.1.18. Subsequent Successful Course Completion Rate by DSPS Status

	2016/17 MATH Basic Skills		Degree Applicable MATH Subsequent Success	College Average	Difference %	Error %	Count Gap
	DSPS	66	5%	12%	12%	0.3	12.1
Not DSPS	1,275	95%	12%	12%	0.0	3.0	0

Table A.1.19. Subsequent Successful Course Completion Rate by Economic Disadvantage Status

	2016/17 MATH Basic Skills		Degree Applicable MATH Subsequent Success	College Average	Difference %	Error %	Count Gap
	Economically Disadvantaged	1,111	83%	11%	12%	-1.0	3.0
Not Economically Disadvantaged	230	17%	17%	12%	4.7	6.5	11

Table A.1.20. Subsequent Successful Course Completion Rate by Foster Youth Status

	2016/17 MATH Basic Skills		Degree Applicable MATH Subsequent Success	College Average	Difference %	Error %	Count Gap
	Foster Youth	54	4%	11%	12%	-0.7	13.3
Not Foster Youth	1,287	96%	12%	12%	0.0	3.0	0

Table A.1.21. Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status

	2016/17 MATH Basic Skills		Degree Applicable MATH Subsequent Success	College Average	Difference %	Error %	Count Gap
	Veteran/Active Duty Military	221	16%	22%	12%	9.9	6.6
Not a Veteran/Active Duty Military	1,120	84%	10%	12%	-1.9	3.0	-22

Source: SDCCD Information System

## Appendix: ESL & Basic Skills Completion – Internal (Math)

Table A.2.16. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math

	2012/13	2013/14	2014/15	2015/16	2016/17	Total/ Average
MATH Basic Skills Cohort	1,362	1,298	1,452	1,512	1,341	6,965
Subsequent Success Rate in Degree Applicable Math	8%	12%	13%	13%	12%	12%

Table A.2.17. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math by Gender

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	MATH Basic Skills Cohort Total	
Female	8%	11%	13%	12%	12%	11%	3,672	53%
Male	8%	13%	14%	15%	12%	13%	3,293	47%

Table A.2.18. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	MATH Basic Skills Cohort Total	
African American	3%	6%	8%	12%	3%	7%	750	11%
American Indian	20%	0%	14%	0%	33%	15%	20	0%
Asian	19%	20%	22%	29%	25%	23%	299	4%
Latinx	6%	10%	11%	11%	10%	10%	4,452	64%
Pacific Islander	14%	50%	8%	9%	0%	11%	44	1%
White	16%	20%	26%	20%	21%	21%	1,040	15%
More than one race	8%	11%	11%	16%	13%	12%	293	4%
Other race	0%				0%	0%	2	0%
Unreported	0%	8%	13%	24%	9%	12%	65	1%

Table A.2.19. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math by Age

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	MATH Basic Skills Cohort Total	
Under 18	0%	29%	50%	0%	33%	17%	24	0%
18 - 24	6%	11%	12%	13%	10%	11%	5,217	75%
25 - 29	13%	18%	22%	16%	19%	18%	898	13%
30 - 39	14%	10%	16%	17%	14%	15%	565	8%
40 - 49	10%	9%	5%	8%	14%	9%	176	3%
50 and >	6%	4%	5%	13%	10%	7%	85	1%

Source: SDCCD Information System

## Appendix: ESL & Basic Skills Completion – Internal (Math)

Table A.2.20. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math by DSPS Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	MATH Basic Skills Cohort Total	
DSPS	4%	8%	4%	5%	12%	7%	277	4%
Not DSPS	8%	12%	14%	14%	12%	12%	6,688	96%

Table A.2.21. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math by Economic Disadvantage Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	MATH Basic Skills Cohort Total	
Economically Disadvantaged	7%	12%	13%	13%	11%	11%	5,972	86%
Not Economically Disadvantaged	10%	13%	14%	15%	17%	14%	993	14%

Table A.2.22. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math by Foster Youth Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	MATH Basic Skills Cohort Total	
Foster Youth	2%	8%	5%	12%	11%	8%	245	4%
Not Foster Youth	8%	12%	14%	13%	12%	12%	6,720	96%

Table A.2.23. Basic Skills MATH Cohort Subsequent Success in Degree Applicable Math by Veteran/Active Duty Military Status

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Year Average	MATH Basic Skills Cohort Total	
Veteran/Active Duty Military	18%	21%	29%	26%	22%	24%	894	13%
Not a Veteran/Active Duty Military	7%	11%	11%	11%	10%	10%	6,071	87%

Source: SDCCD Information System