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September 1, 2009

The Honorable Arnold Schwarzenegger
Governor, State of California
State Capitol
Sacramento, California 95814

Dear Governor Schwarzenegger,

I am pleased to present to you the Chancellor's Office *Basic Skills Accountability Report*. This report is pursuant to stipulations outlined in annual budget act requirements.

Through these statutory provisions, the California Community Colleges were asked to work with the Department of Finance and the Legislative Analyst's Office to develop a framework for statewide accountability measures for basic skills courses. This framework was completed in November 2008 and is used in this report. This report also includes data from our *Accountability Reporting for the Community Colleges* (ARCC).

An electronic version of this report can be found at;
[www.cccco.edu/portals/4/Tris/research Basic Skills/system.pdf](http://www.cccco.edu/portals/4/Tris/research/Basic%20Skills/system.pdf)

Should you or your staff have any questions, please feel free to contact Patrick Perry, Vice Chancellor of the Technology, Research, and Information Systems Division at (916) 327-5912 or pperry@ccco.edu.

Sincerely,

Jack Scott, Ph.D.
Chancellor

cc: Members, California State Legislature
Ms. Diane Boyer-Vine, Legislative Counsel
Mr. Dotson Wilson, Chief Clerk of the Assembly
Mr. Gregory Schmidt, Secretary of the Senate
Mr. Michael Genest, Director, Department of Finance
Mr. Mac Taylor, Legislative Analyst's Office

Introduction

The California Community Colleges is the largest system of higher education in the nation, serving more than 2.9 million students. The community colleges are central to maintaining the social and economic health of the state through its certificates, degrees and workforce and transfer preparation.

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

Basic skills are defined as those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work. Basic skills courses are designed to develop reading or writing skills at or below the level required for enrollment in English courses one level below freshman composition, computational skills required in mathematics courses below Algebra, and ESL courses at levels consistent with those defined for English.

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

Background

This report meets the requirement set forth in Assembly Bill 194 (Chapter 489, Statutes of 2007) that the Chancellor's Office must publish an annual basic skills accountability report and provide this information to the Department of Finance (DOF) and the Legislative Analyst's Office (LAO).

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 English as a Second Language (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."

AB 194 also requires accountability for the outcomes produced with the help of supplemental basic skills and ESL funding. Working with DOF and LAO, the Chancellor's Office developed a statewide accountability framework for basic skills courses. A special technical advisory workgroup dedicated to the *Accountability Reporting for Community Colleges* (ARCC) provided additional expertise for developing this accountability framework. In addition to representatives from DOF and LAO, this advisory group included representatives from the Academic Senate for California Community Colleges, researchers from different community colleges, and technical/research/program personnel from the Chancellor's Office.

The framework for basic skills accountability was presented in a November 2008 report, *Basic Skills Accountability Framework for the California Community College System*. The system level basic skills accountability data featured in this report reflects the metrics specified by that framework.

Summary of Key Findings

Basic Skills: Descriptive metrics

Descriptive metrics offer “demographic snapshots” of the systemwide population of basic skills students, both credit and noncredit. Selected findings include the following:

- During the three academic years of 2005-06 through 2007-08, the distribution of unduplicated headcount for credit and noncredit basic skills students has remained relatively stable across gender, age, and race/ethnicity.
- Females account for 59 percent of the unduplicated headcount for credit basic skills.
- Students age 19 or younger account for 38 percent of the unduplicated headcount while students of age 25-49 account for 31 percent.
- Hispanic students account for 41 percent of the unduplicated headcount, and white students have the second highest proportion at 22 percent for credit basic skills.
- The demographic distribution of those who are noncredit basic skills students varies slightly from the distribution of those who are credit basic skills students.

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 been about 25 percent over this study’s three-year data window.

- The percentage of credit English sections that are basic skills has been about 18 percent 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) and ESL (Reading). Selected findings include the following:

- About 16 percent of students assess at transfer/college level mathematics.
- About 28 percent of students assess at transfer/college level English.

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 12 percent of this proportion succeeded in completing transfer-level mathematics.
- Of those who assessed at below transfer level in English, the largest proportion assessed at two levels below transfer level, and about 35 percent of this proportion succeeded in completing transfer-level English.

Detailed Key Findings

Basic Skills: Descriptions of accountability metrics

This report provides data tables for four categories of metrics: descriptive metrics, workload metrics, assessment and placement metrics, and student progress metrics. These metrics represent systemwide counts and percentages rather than measures for individual community colleges or districts. Wherever possible, we present the metrics across specified time periods to provide historical comparisons. We also present metrics for both credit and noncredit basic skills students where data are available. A brief description of each metric category follows. 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 B8) 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 for comparison.

Assessment and placement ladder metrics (Tables C1 to C8) describe assessment and placement in the California Community Colleges. Tables C1 to C5 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) and ESL (Reading). Table C6 shows the volumes and percentages of students who receive exemptions from assessment. Tables C7 and C8 display the volumes and percentages of students receiving matriculation services (i.e., placement assessment, orientation, counseling, and/or follow-up).

Student progress metrics (Tables D1 to D6) 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 from the ARCC report (Tables E1 to E4) include basic skills improvement counts, basic skills course completion rates, and basic skills and ESL improvement rates. These data come directly from the Chancellor’s Office report, *Focus on Results: Accountability Reporting for the California Community Colleges*.

Descriptive metrics: Student enrollment in credit basic skills, statewide

Tables A1-A3: These tables present 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 (2005-06, 2006-07 and 2007-08), by gender, age and ethnicity. Data specifications for the following tables can be found in Appendix A of this report.

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

	2005-06		2006-07		2007-08	
	n	%	n	%	n	%
Female	189,084	60.1	187,666	59.7	200,377	59.1
Male	122,953	39.1	124,559	39.6	136,159	40.1
Unknown	2,553	0.8	2,297	0.7	2,742	0.8

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

	2005-06		2006-07		2007-08	
	n	%	n	%	n	%
19 or less	114,089	36.3	116,758	37.1	128,763	38.0
20 - 24	83,945	26.7	82,572	26.3	89,033	26.2
25 - 49	102,628	32.6	100,886	32.1	106,331	31.3
Over 49	13,832	4.4	14,250	4.5	15,104	4.5
Unknown	96	0.0	56	0.0	47	0.0

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

	2005-06		2006-07		2007-08	
	n	%	n	%	n	%
Asian	42,015	13.4	43,247	13.8	45,880	13.5
African American	36,091	11.5	35,398	11.3	38,265	11.3
Filipino	9,548	3.0	9,670	3.1	10,069	3.0
Hispanic	130,218	41.4	131,169	41.7	140,270	41.3
Native American	2,850	0.9	2,836	0.9	3,067	0.9
Other Non-White	5,988	1.9	6,149	2.0	6,471	1.9
Pacific Islander	2,407	0.8	2,478	0.8	2,912	0.9
White	70,655	22.5	68,277	21.7	74,080	21.8
Unknown/Decline to State	14,818	4.7	15,298	4.9	18,264	5.4

Descriptive metrics: Student enrollment in noncredit basic skills, statewide

Tables A4-A6: These tables show 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 (2005-06, 2006-07 and 2007-08), by gender, age and ethnicity.

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

	2005-06		2006-07		2007-08	
	n	%	n	%	n	%
Female	110,066	53.3	117,519	54.0	122,646	54.5
Male	89,285	43.2	94,538	43.5	98,395	43.7
Unknown	7,118	3.4	5,486	2.5	4,056	1.8

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

	2005-06		2006-07		2007-08	
	n	%	n	%	n	%
19 or less	43,569	21.1	49,128	22.6	56,501	25.1
20 - 24	39,778	19.3	39,698	18.2	36,425	16.2
25 - 49	93,454	45.3	97,302	44.7	94,936	42.2
Over 49	28,006	13.6	29,729	13.7	29,643	13.2
Unknown	1,662	0.8	1,686	0.8	7,594	3.4

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

	2005-06		2006-07		2007-08	
	n	%	n	%	n	%
Asian	35,050	17.0	36,279	16.7	34,933	15.5
Black/African American	7,707	3.7	7,893	3.6	7,900	3.5
Filipino	3,076	1.5	3,162	1.5	3,012	1.3
Hispanic	107,407	52.0	115,173	52.9	117,232	52.1
Native American	742	0.4	659	0.3	694	0.3
Other Non-White	2,857	1.4	3,322	1.5	9,688	4.3
Pacific Islander	693	0.3	669	0.3	688	0.3
White	27,344	13.2	27,862	12.8	27,724	12.3
Unknown/Decline to State	21,593	10.5	22,524	10.4	23,228	10.3

Workload metrics: Basic skills credit sections, statewide

Tables B1-B4: These tables present the number of credit sections and basic skills credit sections offered in Math, English, ESL and Reading, as a percentage of all basic skills sections in the academic years of interest (2005-06, 2006-07 and 2007-08). In addition, they show the total number of noncredit sections offered in those disciplines for the same years.

Table B1: Credit/Noncredit Math Basic Skills Sections by All Sections Offered (Volume and %)

	Math		
	2005-06	2006-07	2007-08
Total Number of Credit Math Sections	28,217	28,594	29,132
Total Number of Credit Math Sections that are Basic Skills	7,100	7,187	7,359
Percentage of Credit Math Sections that are Basic Skills	25.2%	25.1%	25.3%
Total Number of Noncredit Math Sections	280	282	327

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

	English		
	2005-06	2006-07	2007-08
Total Number of Credit English Sections	30,346	31,136	31,799
Total Number of Credit English Sections that are Basic Skills	5,476	5,524	6,030
Percentage of Credit English Sections that are Basic Skills	18.0%	17.7%	19.0%
Total Number of Noncredit English Sections	634	648	703

Table B3: Credit/Noncredit ESL Basic Skills Sections by All Sections Offered (Volume and %)

	ESL		
	2005-06	2006-07	2007-08
Total Number of Credit ESL Sections	8,960	8,806	8,968
Total Number of Credit ESL Sections that are Basic Skills	6,714	6,621	6,841
Percentage of Credit ESL Sections that are Basic Skills	74.9%	75.2%	76.3%
Total Number of Noncredit ESL Sections	7,739	8,174	8,188

Table B4: Credit/Noncredit Reading Basic Skills Sections by All Sections Offered (Volume and %)

	Reading		
	2005-06	2006-07	2007-08
Total Number of Credit Reading Sections	4,541	4,679	5,003
Total Number of Credit Reading Sections that are Basic Skills	3,651	3,717	3,935
Percentage of Credit Reading Sections that are Basic Skills	80.4%	79.4%	78.7%
Total Number of Noncredit Reading Sections	90	119	86

Workload metrics: Basic skills FTES, statewide

Tables B5-B8: These tables present the number of credit basic skills Full-Time Equivalent Students (FTES) as a percentage of all FTES in the basic skills categories (Math, English, Reading and ESL), by age groups (under 25, and 25 or older). In addition, they show the total number of noncredit FTES counted in the Math, English, Reading and ESL basic skills categories.

Table B5: Credit/Noncredit Math Basic Skills FTES by Age Categories in 2007-08 (Volume and %)

Math		
	Under 25	25 or older
Total Count Credit FTES in Math	93,887	29,525
Total Count Credit FTES in Math that are Basic Skills	17,351	7,753
Percentage of Credit FTES in Math that are Basic Skills	18.5%	26.3%
Total Counts Noncredit FTES in Math	952	308

Table B6: Credit/Noncredit English Basic Skills FTES by Age Categories in 2007-08 (Volume and %)

English		
	Under 25	25 or older
Total Count Credit FTES in English	70,913	18,594
Total Count Credit FTES in English that are Basic Skills	13,165	3,492
Percentage of Credit FTES in English that are Basic Skills	18.6%	18.8%
Total Count Noncredit FTES in English	127	709

Table B7: Credit/Noncredit Reading Basic Skills FTES by Age Categories in 2007-08 (Volume and %)

Reading		
	Under 25	25 or older
Total Counts Credit FTES in Reading	10,292	2,765
Total Counts Credit FTES in Reading that are Basic Skills	8,173	2,156
Percentage of Credit FTES in Reading that are Basic Skills	79.4%	78.0%
Total Count Noncredit FTES in Reading	51	41

Table B8: Credit/Noncredit ESL Basic Skills FTES by Age Categories in 2007-08 (Volume and %)

ESL		
	Under 25	25 or older
Total Count Credit FTES in ESL	9,824	15,791
Total Count Credit FTES in ESL that are Basic Skills	6,248	12,003
Percentage of Credit FTES in ESL that are Basic Skills	63.6%	76.0%
Total Count Noncredit FTES in ESL	5,741	24,052

Workload metrics: Credit and noncredit, Fall 2007

Tables C1-C5: These tables show the percentages of assessments at a given level for Mathematics, English, Reading, ESL Reading, and ESL Writing for Fall 2007. This information was collected by surveying the colleges.

Table C1: Percentage of Credit and Noncredit Assessments in Math Levels (Fall 2007)

Discipline: Mathematics	Percent of Credit and Noncredit Assessments for Fall 2007 (N=336,528)
Assessed at:	
Transfer/College Level	16.4%
1 Level Below	22.6%
2 Levels Below	24.4%
3 Levels Below	23.1%
4 or more Levels Below	13.6%

Table C2: Percentage of Credit and Noncredit Assessments in English Levels (Fall 2007)

Discipline: English (excluding reading)	Percent of Credit and Noncredit Assessments for Fall 2007 (N=305,178)
Assessed at:	
Transfer/College Level	28.0%
1 Level Below	33.9%
2 Levels Below	26.3%
3 Levels Below	9.2%
4 or more Levels Below	2.7%

Table C3: Percentage of Credit and Noncredit Assessments in Reading Levels (Fall 2007)

Discipline: Reading	Percent of Credit and Noncredit Assessments for Fall 2007 (N=244,645)
Assessed at:	
Transfer/College Level	38.3%
1 Level Below	29.9%
2 Levels Below	20.4%
3 Levels Below	8.2%
4 or more Levels Below	3.1%

Workload metrics: Fall 2007 (cont'd)

Table C4: Percentage of Credit and Noncredit Assessments in ESL Reading Levels (Fall 2007)

Discipline: ESL Reading (Excluding ESL Listening and ESL Writing)	Percent of Credit and Noncredit Assessments for Fall 2007 (N=26,791)
Assessed at:	
Transfer/College Level	8.1%
1 Level Below	10.1%
2 Levels Below	15.7%
3 Levels Below	20.5%
4 or more Levels Below	45.6%

Table C5: Percentage of Credit and Noncredit Assessments in ESL Writing Levels (Fall 2007)

Discipline: ESL Writing	Percent of Credit and Noncredit Assessments for Fall 2007 (N=29,032)
Assessed at:	
Transfer/College Level	8.1%
1 Level Below	8.1%
2 Levels Below	15.3%
3 Levels Below	25.0%
4 or more Levels Below	43.6%

Workload metrics: First time freshmen

Table C6: This table shows the volumes and percentages of First-Time Freshmen (FTF) enrolled in Fall 2006, Fall 2007 and Fall 2008 exempt from assessment. For percentage, the denominator is the total number of FTF for the term and the numerator is the number of freshmen exempt from assessment.

Table C6: Credit/Noncredit First-Time Freshmen (FTF) Who Are Exempt from Assessment (Volume and %)

	Term First Enrolled		
	Fall 2005	Fall 2006	Fall 2007
Total Count FTF Credit	217,872	224,546	247,993
Total Count FTF Credit Exempt from Assessment	27,448	32,971	29,286
Percentage of FTF Credit Exempt from Assessment	12.6%	14.7%	11.8%
Total Count FTF Noncredit	59,733	63,666	59,852
Total Count FTF Noncredit Exempt from Assessment	2,425	2,248	3,169
Percentage of FTF Noncredit Exempt from Assessment	4.1%	3.5%	5.3%

Tables C7 and C8: These tables present volumes and percentages of First-Time Freshmen receiving: (a) orientation, (b) placement assessment, (c) counseling, and (d) follow-up services in Fall 2006, Fall 2007 or Fall 2008 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 C7: Volume and Percentage of First-Time Freshmen Receiving Matriculation Services (Credit)

		Term First Enrolled as FTF					
		Fall 2005 (N = 217,872)		Fall 2006 (N = 224,546)		Fall 2007 (N = 247,993)	
		n	% of FTF	n	% of FTF	N	% of FTF
Credit	Orientation	127,193	58.4	130,295	58.0	117,702	47.5
	Placement Assessment	146,248	67.1	154,775	68.9	163,807	66.1
	Counseling	84,653	38.9	90,009	40.1	95,375	38.5
	Follow-up	54,776	25.1	57,549	25.6	68,363	27.6

Workload metrics: First time freshmen (cont'd)

Table C8: Volume and Percentage of First-Time Freshmen Receiving Matriculation Services (Noncredit)

		Term First Enrolled as FTF					
		Fall 2005 (N = 59,733)		Fall 2006 (N = 63,666)		Fall 2007 (N = 59,852)	
		n	% of FTF	n	% of FTF	n	% of FTF
Noncredit	Orientation	5,739	9.6	6,574	10.3	12,124	20.3
	Placement Assessment	7,362	12.3	8,235	12.9	10,496	17.5
	Counseling	2,866	4.8	3,068	4.8	8,336	13.9
	Follow-up	816	1.4	973	1.5	942	1.6

Student progress and persistence metrics: Credit and noncredit

Tables D1-D4: 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 Freshmen cohort (2000-01) is tracked for 8 years (2007-08). Students must have enrolled in basic skills English, Reading, ESL, or Mathematics course and their basic skills level is identified by the LOWEST level of Math, English, Reading and ESL taken at any point as identified by a basic skill Taxonomy of Programs (TOP) Code.

Table D1: Progress in Math for FTF 2000-01 to 2007-08 (Credit and Noncredit)

	Level(s) below Transfer	FTF Cohort	Completed Degree-Applicable Non-Transferable Math Courses		Completed Transfer-Level Math Courses		Completed Degree/Certificate* and/or Became Transfer/Transfer-Prepared	
			N	%	N	%	N	%
Credit	1 Level Below	1,474	567	38.5	241	16.4	483	32.8
	2 Levels Below	5,050	1,547	30.6	764	15.1	1,428	28.3
	3 Levels Below	41,518	12,446	30.0	5,120	12.3	11,457	27.6
	4 + Levels Below	32,391	9,801	30.3	6,845	21.1	11,519	35.6
Noncredit	1 Level Below	60	Not applicable		Not applicable		16	26.7
	2 Levels Below	264					69	26.1
	3 Levels Below	1,872					489	26.1
	4 + Levels Below	3,993					1,103	27.6

*Includes noncredit certificates

Student progress and persistence metrics: Credit and noncredit

Table D2: Progress in English for FTF 2000-01 to 2007-08 (Credit and Noncredit)

	Level(s) below Transfer	FTF Cohort	Completed Degree-Applicable Non-Transferable English Courses		Completed Transfer-Level English Courses		Completed Degree/Certificate* and/or Became Transfer/Transfer-Prepared	
			N	%	N	%	N	%
Credit	1 Level Below	5,559	990	17.8	2,369	42.6	1,973	35.5
	2 Levels Below	30,091	10,295	34.2	10,405	34.6	9,224	30.7
	3 Levels Below	12,156	3,605	29.7	3,419	28.1	3,347	27.5
	4 + Levels Below	6,623	1,895	28.6	2,735	41.3	2,468	37.3
Noncredit	1 Level Below	448	<i>Not applicable</i>		<i>Not applicable</i>		147	32.8
	2 Levels Below	1,043					321	30.8
	3 Levels Below	734					178	24.3
	4 + Levels Below	911					255	28.0

*Includes noncredit certificates

Table D3: Progress in Reading for FTF 2000-01 to 2007-08 (Credit and Noncredit)

	Level(s) below Transfer	FTF Cohort	Completed Degree-Applicable Non-Transferable English Courses		Completed Transfer-Level English Courses		Completed Degree/Certificate* and/or Became Transfer/Transfer-Prepared	
			N	%	N	%	N	%
Credit	1 Level Below	5,614	1,597	28.4	2,650	47.2	2,091	37.2
	2 Levels Below	13,916	5,006	36.0	4,798	34.5	3,984	28.6
	3 Levels Below	8,278	2,033	24.6	1,927	23.3	1,927	23.3
	4 + Levels Below	10,084	2,165	21.5	4,003	39.7	3,371	33.4
Noncredit	1 Level Below	274	<i>Not applicable</i>		<i>Not applicable</i>		68	24.8
	2 Levels Below	554					144	26.0
	3 Levels Below	518					105	20.3
	4 + Levels Below	1,013					153	14.8

*Includes noncredit certificates

Student progress and persistence metrics: Credit and noncredit

Table D4: Progress in ESL for FTF 2000-01 to 2007-08 (Credit and Noncredit)

	Level(s) below Transfer	FTF Cohort	Completed Degree-Applicable Non-Transferable English Courses		Completed Transfer-Level English Courses		Completed Degree/Certificate* and/or Became Transfer/Transfer-Prepared	
			N	%	N	%	N	%
Credit	1 Level Below	1,354	352	26.0	679	50.1	461	34.0
	2 Levels Below	4,114	1,134	27.6	1,386	33.7	1,074	26.1
	3 Levels Below	6,491	1,420	21.9	1,834	28.3	1,338	20.6
	4 + Levels Below	16,867	2,489	14.8	4,204	24.9	3,225	19.1
Noncredit	1 Level Below	153	<i>Not applicable</i>		<i>Not applicable</i>		36	23.5
	2 Levels Below	249					45	18.1
	3 Levels Below	2,011					93	4.6
	4 + Levels Below	68,891					1,976	2.9

*Includes noncredit certificates

Student progress and persistence metrics: First-time students

Tables D5-D6: 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 2005, Fall 2006 and Fall 2007.

Table D5: Persistence Rate (Fall to Spring) of Credit Basic Skills Students

Fall 2005 to Spring 2006	Fall 2006 to Spring 2007	Fall 2007 to Spring 2008
87.5%	87.4%	87.2%

Table D6: Persistence Rate (Fall to Fall) of Credit Basic Skills Students

Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
69.8%	69.7%	69.7%

APPENDIX A:
Methodology for Derriving Counts and Rates for the
Basic Skills Accountability Report

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 (2005-2006, 2006-2007 and 2007-2008) by gender, age and 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)

CB04 COURSE-CREDIT-STATUS = C (identifies credit)

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

GI03 TERM-IDENTIFIER (2005-2006 - Summer 2005 to Spring 2006)
(2006-2007 - Summer 2006 to Spring 2007)
(2007-2008 - Summer 2007 to Spring 2008)

TABLES A4-A6: DESCRIPTIVE METRICS – NON-CREDIT 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 (2005-06, 2006-07 and 2007-08) by gender, age and 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)

CB03 COURSE-TOP-CODE = Basic Skills TOP Codes only, exclude supervised tutoring (TOP Code 4930.09)

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

GI03 TERM-IDENTIFIER (2005-2006 - Summer 2005 to Spring 2006)
(2006-2007 - Summer 2006 to Spring 2007)
(2007-2008 - Summer 2007 to Spring 2008)

TABLES B1-B4: WORKLOAD METRICS – BASIC SKILLS SECTIONS

Definition: The number of credit sections and basic skills credit sections offered in Math, English, ESL and Reading, as a percentage of all basic skills sections in the academic years of interest (2005-2006, 2006-2007 and 2007-2008). 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)

CB03 COURSE-TOP-CODE (identifies the basic skills courses for Math, English, ESL and Reading)

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

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

GI03 TERM-IDENTIFIER (2005-2006 - Summer 2005 to Spring 2006)

(2006-2007 - Summer 2006 to Spring 2007)

(2007-2008 - Summer 2007 to Spring 2008)

TABLES B5-B8: 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 (Math, English, Reading 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, Reading and ESL Basic Skills categories. FTES is calculated by summing the "Total Hours" (SXD4) in all the enrollment records reported to CCCCO MIS during the requested time period (2007-08), 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:

CB03 COURSE-TOP-CODE (identifies Basic Skills courses in Math, English, ESL and Reading)

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

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

GI03 TERM-IDENTIFIER (2007-2008 - Summer 2007 to Spring 2008)

SXD4 TOTAL HOURS

C1-C8: ASSESSMENT/PLACEMENT LADDER METRICS BY COLLEGE

Tables C1-C5: Percentages of Credit and Noncredit Assessments in Math, English, Reading, ESL Reading and ESL Writing Levels for Fall 2007

Definition: Volume and percentages of assessments at a given level for Mathematics, English, Reading, ESL Reading, and ESL Writing for Fall 2007. 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 2007
- Assessment data cover both credit and noncredit assessments
- Do not include retests. If multiple retests, then provide the results of the earliest retest.
- If the college ran an assessment, but no students placed into that level, respondent entered 0.
- If the college did not assess for a particular discipline in this time period, respondent entered 9999.
- We asked colleges to refer to their current Course-Prior-to-College-Level (CB 21) to determine the level of the course the student assessed into.

Table C6: Credit/Noncredit First-Time Freshmen (FTF) Who Are Exempt from Assessment (Volume and %)

Definition: Volumes and percentages of First-Time Freshmen enrolled in Fall 2006, Fall 2007 and Fall 2008 that are exempt from assessment. For percentage, denominator is the total number of First-Time Freshmen 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 FTF were assessed (e.g., FTF in Fall 2005 could have been assessed in Summer 2005).* 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 CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.

GI03 TERM-IDENTIFIER (Fall 2006)
(Fall 2007)
(Fall 2008)

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

SM05 STUDENT-MATRIC-ASSESSMENT-EXEMPT-STATUS = D or O

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

Tables C7-C8: Volume and Percentage of FTF 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 2006, Fall 2007 or Fall 2008 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 CCC during the specified term. Students with prior enrollments outside the CCC system are excluded.
GIO3 TERM-IDENTIFIER (Fall 2006, Fall 2007, Fall 2008)
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 CCC during the specified term. Exclude students with prior enrollments outside the CCC system.

AND

Completed 8 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 8 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)

D1-D4: STUDENT PROGRESS METRICS

Tables D1-D4: Progress in Math, English, Reading and ESL for FTF in 2000-01 to 2007-08 (Credit and Noncredit)

Definition: The volumes and percentages of credit and noncredit basic skills students successfully completing courses and awards. The First-Time Freshman cohort (2000-2001) is tracked for 8 years (2007-2008). Student must have enrolled in a basic skills English, Reading, ESL, or Mathematics course and their basic skills level is identified by the LOWEST level of Math, English, Reading and ESL taken at any point as identified by a basic skills TOP Code. *In the event the levels change, modifications will be made to the tables in the report to reflect the most current levels.*

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 the CCC system for the first time. Students with prior enrollments outside the CCC system are excluded.

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

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

CB04 COURSE-CREDIT-STATUS = C (to determine 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 the CCC system for the first time. Students with prior enrollments outside the CCC 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-COLLEGE-LEVEL (identifies lowest level)

STD7 STUDENT-HEADCOUNT-STATUS = F

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

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

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

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

4930.71, 4930.72 (Reading)

4930.83 (ESL)

CB04 COURSE-CREDIT-STATUS = D

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

Or

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

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

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

4930.71, 4930.72 (Reading)

4930.83 (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 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 anywhere in the system

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

Transferred to Four-Year Institution

Match with NSC, UC, CSU file

Tables D5-D6: 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 CCC system and enrolled in credit course in the subsequent Spring or Fall. The rate is based on three first-time student cohorts enrolled in Fall 2005, Fall 2006 and Fall 2007.

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 CCC 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 2005, Fall 2006 and Fall 2007.

All of the following must be true for cohort selection:

SB11 STUDENT-EDUCATION-STATUS NE 10000

CB03 COURSE-TOP-CODE = Basic Skills TOP Codes only, exclude supervised tutoring (TOP Code 4930.09)

CB04 COURSE-CREDIT-STATUS = C

CB08 COURSE-BASIC-SKILLS-STATUS = B

CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL NE A

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

Remove students taking only PE classes:

CB03 COURSE-TOP-CODE NE 083500 OR 083510

AND

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-E4: SYSTEMWIDE BASIC SKILLS PERFORMANCE INDICATORS FROM THE ARCC REPORT

Tables E1 to E4 come directly from the CCCC report titled "Focus on Results: Accountability Reporting for the Community Colleges" (the 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 (2003-2004 to 2005-2006, 2004-2005 to 2006-2007, and 2005-2006 to 2007-2008) must have enrolled in a credit basic skills English, 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, 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: Basic Skills Course Completion Rate

Definition: The cohorts for basic skills course completion rate consisted of enrollments in credit basic skills courses in the academic years of interest (2005-2006, 2006-2007, 2007-2008). 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 COMIS 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.

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

Table E3: ESL Improvement Rate

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.

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 2003-2004 to 2005-2006, 2004-05 to 2006-2007, and 2005-2006 to 2007-2008.

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

Table E4: Basic Skills Improvement Rate

Definition: The basic skills improvement rate 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 Math 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 COMIS 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.

Students who successfully completed the initial 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 course in the same discipline within three academic years of completing the first basic skills course.

Cohorts were developed and followed for academic years 2003-2004 to 2005-2006, and 2004-2005 to 2006-2007, and 2005-2006 to 2007-2008.

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.**, 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

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