



# Basic Skills Data Packet

Office of Research, Planning and Institutional Effectiveness

Fall 2007

# SMCCCD Basic Skills Definitions

District Research Council (DRC)  
&  
Decision Support Work & Advisory Group (DSSWAG)

*Approved by DRC September 24, 2007*

## **Executive Summary**

Definitions for various data elements, including basic skills can be critically important to accurate measure of success and funding allocations. This document contains the results of work performed by the District Research Council (DRC) and DSSWAG (Decision Support Services Work Advisory Group) to clarify basic skills courses, students, programs and services. The purpose is to achieve reporting consistency and to improve data integrity. DRC reviewed literature and database documentation, as well as various reports and regulations related to basic skills. DRC determined that in order to best frame the issue, it was important to segment the definitions into database definitions for basic skills courses and operational definitions for internal or external entities associated with basic skills, such as students, services or reporting agencies. Both types of definitions are listed in the next section. DRC concluded that except for the basic skills database definitions, all other definitions are fluid, broad and situational. In light of this, DRC makes the following recommendations:

- 1) Database definitions will be reviewed by the district-wide Decision Support Work & Advisory Group (DSSWAG). This group will be responsible for defining and maintaining all non-pre-collegiate and pre-collegiate course attributes (e.g., levels) inside Banner, MIS (Management Information System) and the associated CRCC (Curriculum Reporting for Community Colleges),
- 2) Operational definitions of basic skills for courses, programs, services and various reporting and research purposes will be developed jointly by DRC, and the SMCCCD faculty and staff.

## **Database Definitions In Use at SMCCCD**

SMCCCD uses the following parameters to code the basic skills courses at SMCCCD. All MIS data submissions, internal and external reports (i.e., 320 report) are based on these parameters.

Pre-collegiate Basic Skills Courses are those courses in reading, writing, computation, and English as a Second Language, which are designated by the community college district as not AA/AS degree applicable credit courses pursuant to Section 55002(b) of Title 5. These courses are designated in the MIS data element CB08 as “P” and in the CRCC CR12 as “P.”

Non-pre-collegiate Basic Skills Courses are those courses that do not belong to the category of Pre-collegiate Basic Skills Courses and are not AA/AS degree-applicable or non-credit courses. These may include vocational education courses. They are categorized under TOP (Taxonomy of Program) code 4930.00 and are designated in the MIS data element CB08 as “B” and in the CRCC CR12 as “B.”

*Note: Within both types of basic skills courses, there are several levels as defined in MIS or CRCC. Please consult the actual report for details.*

# SMCCCD Basic Skills Definitions

## External Operational Definitions

Title 5 defines basic skills courses under section 55502(d); 55502(d) (1) Types of Courses. Non-degree applicable credit courses as: "**Pre-collegiate basic skills courses**" are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as non-degree credit courses pursuant to Section 55002(b).

The Statewide Basic Skills Initiative uses the following definition for basic skills courses: Basic skills are those foundational skills in reading, writing, mathematics, learning skills, study skills, and English as a Second Language which are necessary for students to succeed in college-level work.

The Accountability Reporting for Community College (ARCC) uses the following definition: Courses 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. (Based on a Basic Skills Study Session for the BOG.) (Page 736)

## Internal Operational Definitions

The Internal Operational Definitions are very important and useful for various internal research and reporting purposes local to a college or district. These definitions will be developed jointly between the Canada, CSM and Skyline faculty and staff and DRC as they continue to work on the Basic Skills Initiative.

As an example, below is a typical internal operational definition for Basic Skills Improvement at a local college.

Basic Skills Improvement is defined either by students who have successfully completed a certain level of basic skills course and may have enrolled and completed a higher level basic skills course; or students who have successfully completed the highest level of a basic skills course and may have enrolled and completed a degree applicable or transferrable course. For specific disciplines, such as Math, there may be several sub-levels beyond the basic skills level.

**Please Note:** Actual work for both database definitions and operational definitions may require consultation of the document called Background of Basic Skills Definitions available from DRC or Office of Vice Chancellor, Educational Services & Planning. This document contains further information on the definitions discussed above, as well as a list of resources.

from the:

## Office of Matriculation



### Math Placement Results for 2007 (N=2537)\*

	Total Tested	Placement Level													
		Undetermined		MATH 805-806		MATH 111		MATH 110,111		MATH 115,120,122		MATH 125-241		MATH 251	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>All Students</b>	<b>2537</b>	<b>268</b>	<b>10.6%</b>	<b>513</b>	<b>20.2%</b>	<b>273</b>	<b>10.8%</b>	<b>652</b>	<b>25.7%</b>	<b>445</b>	<b>17.5%</b>	<b>272</b>	<b>10.7%</b>	<b>114</b>	<b>4.5%</b>
All Females	1226	129	10.5%	302	24.6%	146	11.9%	299	24.4%	193	15.7%	121	9.9%	36	2.9%
All Males	1308	139	10.6%	208	15.9%	127	9.7%	353	27.0%	252	19.3%	151	11.5%	78	6.0%
All American Indian	14	1	7.1%	0	0.0%	1	7.1%	5	35.7%	6	42.9%	1	7.1%	0	0.0%
All Asian	600	48	8.0%	77	12.8%	44	7.3%	147	24.5%	112	18.7%	114	19.0%	58	9.7%
All Pac. Islander	110	10	9.1%	27	24.5%	11	10.0%	33	30.0%	21	19.1%	5	4.5%	3	2.7%
All Black	136	26	19.1%	47	34.6%	19	14.0%	27	19.9%	11	8.1%	3	2.2%	3	2.2%
All White	479	44	9.2%	82	17.1%	45	9.4%	138	28.8%	94	19.6%	59	12.3%	17	3.5%
All Hispanic	569	60	10.5%	170	29.9%	78	13.7%	143	25.1%	80	14.1%	27	4.7%	11	1.9%
All Filipino	352	35	9.9%	52	14.8%	49	13.9%	90	25.6%	79	22.4%	38	10.8%	9	2.6%
All Other	274	44	16.1%	55	20.1%	26	9.5%	69	25.2%	42	15.3%	25	9.1%	13	4.7%
All <20 Years	1441	172	11.9%	191	13.3%	127	8.8%	323	22.4%	323	22.4%	215	14.9%	90	6.2%
All 20 or > Years	1096	96	8.8%	322	29.4%	146	13.3%	329	30.0%	122	11.1%	57	5.2%	24	2.2%
All Native Speakers	1835	195	10.6%	343	18.7%	202	11.0%	485	26.4%	347	18.9%	191	10.4%	72	3.9%
All ESL	699	73	10.4%	167	23.9%	71	10.2%	167	23.9%	98	14.0%	81	11.6%	42	6.0%

\*Data compiled by Andy Davis, Assessment Coordinator

For the 2007 testing cycle, 2537 MDTP tests were administered. I have provided for your review a breakdown of placement recommendations by some of the categories we are asked to monitor as part of our matriculation efforts. Some noteworthy and long-standing trends that I see in the numbers include:

- ✓ Males continue to receive higher placement recommendations than females.
- ✓ The percentages of Black, Pacific Islanders, and Hispanic students receiving placements for MATH 805-806 remain disproportionately high.
- ✓ Students less than 20 years of age received significantly higher placements than students 20 years or older.
- ✓ Asian test takers continue to be most likely to receive placements for transfer level math courses.
- ✓ ESL students continue to show a pattern of above average placements for both remedial and transfer level courses.

*Andy Davis, Assessment Coordinator*

*September 27, 2007*

English Placement Results for 2007 (N=2491)\*

	Total Tested	Placement Level									
		Undetermined		ENGL 826		ENGL 836		ENGL 105		ENGL 100	
		Count	%	Count	%	Count	%	Count	%	Count	%
<b>All Students</b>	<b>2491</b>	<b>324</b>	<b>13.0%</b>	<b>516</b>	<b>20.7%</b>	<b>1093</b>	<b>43.9%</b>	<b>216</b>	<b>8.7%</b>	<b>342</b>	<b>13.7%</b>
All Females	1214	147	12.1%	250	20.6%	546	45.0%	106	8.7%	165	13.6%
All Males	1262	173	13.7%	263	20.8%	543	43.0%	108	8.6%	175	13.9%
All American Indian	16	0	0.0%	3	18.8%	7	43.8%	3	18.8%	3	18.8%
All Asian	644	128	19.9%	153	23.8%	246	38.2%	36	5.6%	81	12.6%
All Pac. Islander	106	9	8.5%	31	29.2%	52	49.1%	4	3.8%	10	9.4%
All Black	134	28	20.9%	34	25.4%	50	37.3%	13	9.7%	9	6.7%
All White	314	15	4.8%	52	16.6%	107	34.1%	58	18.5%	82	26.1%
All Hispanic	553	72	13.0%	133	24.1%	256	46.3%	40	7.2%	52	9.4%
All Filipino	301	32	10.6%	70	23.3%	160	53.2%	15	5.0%	24	8.0%
All Other	260	34	13.1%	38	14.6%	109	41.9%	34	13.1%	45	17.3%
All <20 Years	1351	168	12.4%	290	21.5%	615	45.5%	96	7.1%	182	13.5%
All 20 or >Years	1140	156	13.7%	226	19.8%	478	41.9%	120	10.5%	160	14.0%
All Native Speakers	1840	160	8.7%	338	18.4%	855	46.5%	187	10.2%	300	16.3%
All ESL	651	165	25.3%	182	28.0%	234	35.9%	30	4.6%	40	6.1%

Reading Placement Results for 2007 (N=2491)\*

	Total Tested	Placement Level							
		Undetermined		READ 826		READ 836		READ 420	
		Count	%	Count	%	Count	%	Count	%
<b>All Students</b>	<b>2491</b>	<b>291</b>	<b>11.7%</b>	<b>567</b>	<b>22.8%</b>	<b>973</b>	<b>39.1%</b>	<b>660</b>	<b>26.5%</b>
All Females	1214	137	11.3%	283	23.3%	475	39.1%	319	26.3%
All Males	1262	150	11.9%	281	22.3%	495	39.2%	336	26.6%
All American Indian	16	0	0.0%	3	18.8%	6	37.5%	7	43.8%
All Asian	624	114	18.3%	152	24.4%	225	36.1%	133	21.3%
All Pac. Islander	55	13	23.6%	17	30.9%	13	23.6%	12	21.8%
All Black	106	9	8.5%	33	31.1%	45	42.5%	19	17.9%
All White	462	15	3.2%	56	12.1%	172	37.2%	219	47.4%
All Hispanic	553	62	11.2%	135	24.4%	241	43.6%	115	20.8%
All Filipino	301	30	10.0%	78	25.9%	147	48.8%	46	15.3%
All Other	260	31	11.9%	49	18.8%	90	34.6%	90	34.6%
All <20 Years	1351	149	11.0%	326	24.1%	562	41.6%	314	23.2%
All 20 or > Years	1140	142	12.5%	241	21.1%	411	36.1%	346	30.4%
All Native Speakers	1840	139	7.6%	367	19.9%	768	41.7%	566	30.8%
All ESL	651	148	22.7%	197	30.3%	215	33.0%	91	14.0%



\*Data compiled by Andy Davis, Assessment Coordinator

For the 2007 testing cycle, 2491 English placement tests (Accuplacer and Companion) were administered. I have provided for your review a breakdown of placement recommendations by some of the categories we are asked to monitor as part of our matriculation efforts. Some noteworthy and long-standing trends that I see in the numbers include:

- ✓ White students tend to be most likely to receive placements for transfer level English and Reading courses.
- ✓ Asian, Pacific Islander, Hispanic, African American, and ESL students tend to be most likely to receive "See Counselor" or remedial placement in both English and Reading courses. This finding may indicate possible disproportionate impact among the above student groups and require further research to investigate various academic barriers and solutions.
- ✓ Students 20 years or older received significantly higher placements for transfer level English and Reading courses than students less than 20 years of age. This finding is contrary to math placement. Students less than 20 years of age received significantly higher math placements than students 20 years or older.
- ✓ Native English speakers received significantly higher placements for graduation and transfer level English and Reading courses, whereas ESL students received significantly higher placements in transfer level math courses.

# Skyline College

## 2007 Placement Results by Feeder High School

	Capuchino High School		El Camino High School		Jefferson High School		Oceana High School		So. San Fran. High School		Terra Nova High School		Westmoor High School		All Test Takers	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>English</b>																
UNDETERMINED	11	11%	22	13%	19	18%	2	2%	23	14%	3	2%	25	14%	324	13%
ENGL 826	21	22%	31	19%	35	32%	17	21%	37	23%	10	7%	31	17%	516	21%
ENGL 836	50	52%	78	47%	39	36%	43	52%	64	40%	75	50%	88	49%	1093	44%
ENGL 105	6	6%	11	7%	7	6%	4	5%	12	8%	25	17%	10	6%	216	9%
ENGL 100	8	8%	23	14%	8	7%	16	20%	23	14%	37	25%	25	14%	342	14%
<b>TOTAL</b>	<b>96</b>	<b>100%</b>	<b>165</b>	<b>100%</b>	<b>108</b>	<b>100%</b>	<b>82</b>	<b>100%</b>	<b>159</b>	<b>100%</b>	<b>150</b>	<b>100%</b>	<b>179</b>	<b>100%</b>	<b>2491</b>	<b>100%</b>
<b>Reading</b>																
UNDETERMINED	10	10%	20	12%	17	16%	2	2%	20	13%	2	1%	21	12%	291	12%
READ 826	22	23%	39	24%	34	31%	17	21%	41	26%	19	13%	37	21%	567	23%
READ 836	39	41%	69	42%	40	37%	35	43%	62	39%	61	41%	84	47%	973	39%
READ 420	25	26%	37	22%	17	16%	28	34%	36	23%	68	45%	37	21%	660	26%
<b>TOTAL</b>	<b>96</b>	<b>100%</b>	<b>165</b>	<b>100%</b>	<b>108</b>	<b>100%</b>	<b>82</b>	<b>100%</b>	<b>159</b>	<b>100%</b>	<b>150</b>	<b>100%</b>	<b>179</b>	<b>100%</b>	<b>2491</b>	<b>100%</b>
<b>Language</b>																
ESOL 810	0	0%	0	0%	1	8%	0	0%	1	4%	0	0%	2	6%	53	7%
ESOL 820	0	0%	2	25%	0	0%	1	50%	2	8%	0	0%	0	0%	70	9%
ESOL 830	0	0%	0	0%	1	8%	0	0%	4	17%	0	0%	3	8%	120	16%
ESOL 840	4	50%	0	0%	7	54%	1	50%	7	29%	0	0%	10	28%	234	30%
ESOL 400	4	50%	6	75%	4	31%	0	0%	10	42%	1	0%	21	58%	297	38%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>24</b>	<b>100%</b>	<b>1</b>	<b>0%</b>	<b>36</b>	<b>100%</b>	<b>774</b>	<b>100%</b>
<b>Math</b>																
UNDETERMINED	9	10%	11	7%	11	10%	10	13%	27	15%	1	1%	20	9%	268	11%
MATH 805 + 806	20	22%	19	12%	29	25%	14	18%	21	12%	9	7%	31	14%	513	20%
MATH 111	8	9%	16	10%	22	19%	8	10%	18	10%	13	10%	22	10%	273	11%
MATH 111, 110	27	30%	33	21%	27	24%	17	22%	41	23%	39	30%	52	23%	652	26%
MATH 115, 120, 122	12	13%	41	26%	18	16%	14	18%	41	23%	41	31%	56	24%	445	18%
BUS 120, 123; MATH 130, 150, 200, 201, 222, 241	14	15%	28	18%	3	3%	10	13%	22	12%	21	16%	34	15%	272	11%
MATH 251	1	1%	7	5%	4	4%	4	5%	8	4%	8	6%	14	6%	114	4%
<b>TOTAL</b>	<b>91</b>	<b>100%</b>	<b>155</b>	<b>100%</b>	<b>114</b>	<b>100%</b>	<b>77</b>	<b>100%</b>	<b>178</b>	<b>100%</b>	<b>132</b>	<b>100%</b>	<b>229</b>	<b>100%</b>	<b>2537</b>	<b>100%</b>

## Basic Skills Course Productivity & Efficiency Report

	Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll
<b>2003/04</b>	3,799	3,022	29.60	<b>533.67</b>	16,010	541	151	21,206
<b>2004/05</b>	3,298	2,684	30.23	<b>464.23</b>	13,927	461	155	21,968
<b>2005/06</b>	2,987	2,420	32.71	<b>382.97</b>	11,489	351	169	28,003
<b>2006/07</b>	3,267	2,666	27.99	<b>444.15</b>	13,325	476	148	26,879
<b>2007/08 YTD</b>	2,140	2,023	15.37	<b>323.44</b>	9,703	631	89	18,196

	Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll
<b>Fall 2003</b>	1,989	1,575	14.72	<b>282.81</b>	8,484	577	73	9,140
<b>Fall 2004</b>	1,679	1,400	14.57	<b>239.12</b>	7,174	492	73	10,901
<b>Fall 2005</b>	1,390	1,098	13.47	<b>184.84</b>	5,545	412	67	11,621
<b>Fall 2006</b>	1,531	1,255	13.81	<b>218.63</b>	6,559	475	74	11,694
<b>Fall 2007</b>	1,825	1,756	13.57	<b>291.95</b>	8,759	646	78	16,945
<b>Spring 2004</b>	1,588	1,262	13.68	<b>229.08</b>	6,872	502	70	11,810
<b>Spring 2005</b>	1,364	1,076	14.13	<b>193.76</b>	5,813	411	71	9,709
<b>Spring 2006</b>	1,256	1,024	16.58	<b>165.79</b>	4,974	300	84	13,902
<b>Spring 2007</b>	1,538	1,242	12.20	<b>203.01</b>	6,090	499	63	13,887
<b>Spring 2008</b>	0	0	12.51	<b>0.00</b>	0	0	74	12,430
<b>Summer 2003</b>	222	185	1.20	<b>21.78</b>	653	543	8	256
<b>Summer 2004</b>	255	208	1.53	<b>31.35</b>	941	613	11	1,358
<b>Summer 2005</b>	341	298	2.67	<b>32.34</b>	970	364	18	2,480
<b>Summer 2006</b>	198	169	1.98	<b>22.51</b>	675	341	11	1,298
<b>Summer 2007</b>	315	267	1.81	<b>31.48</b>	945	523	11	1,251

Source: SMCCD Data Warehouse

Census Headcount: Number of duplicated headcount at census.

End of Term Headcount: Number of duplicated headcount at the end of the term. For the current term, this figure rolls until the term ends.

FTEF: Total number of full time equivalent faculty assigned.

FTES: Total number of full time equivalent students enrolled at first census.

WSCH: Weekly student contact hours generated by census enrollments.

Load: The ratio of WSCH to FTEF, used to measure productivity.

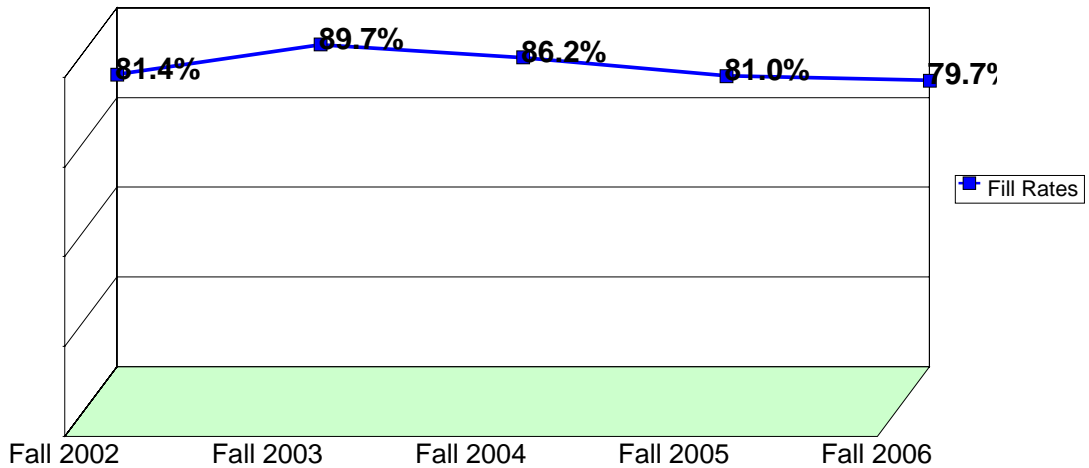
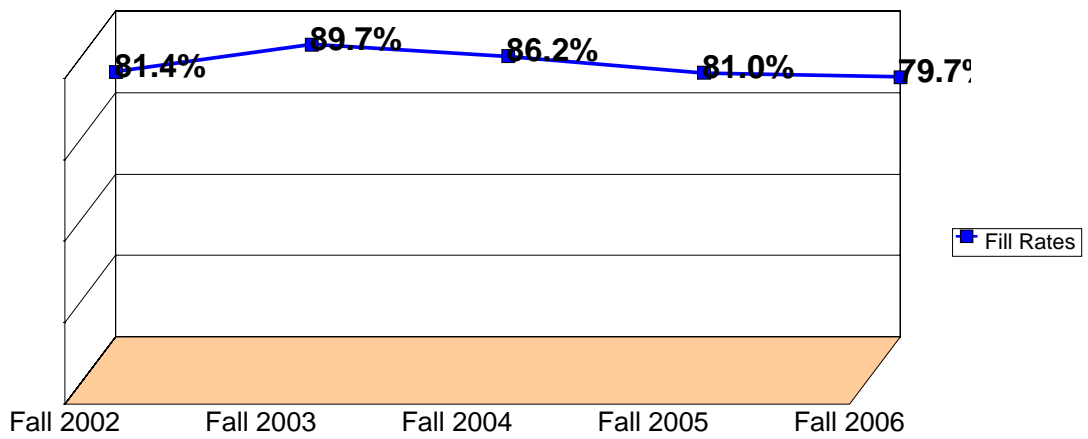
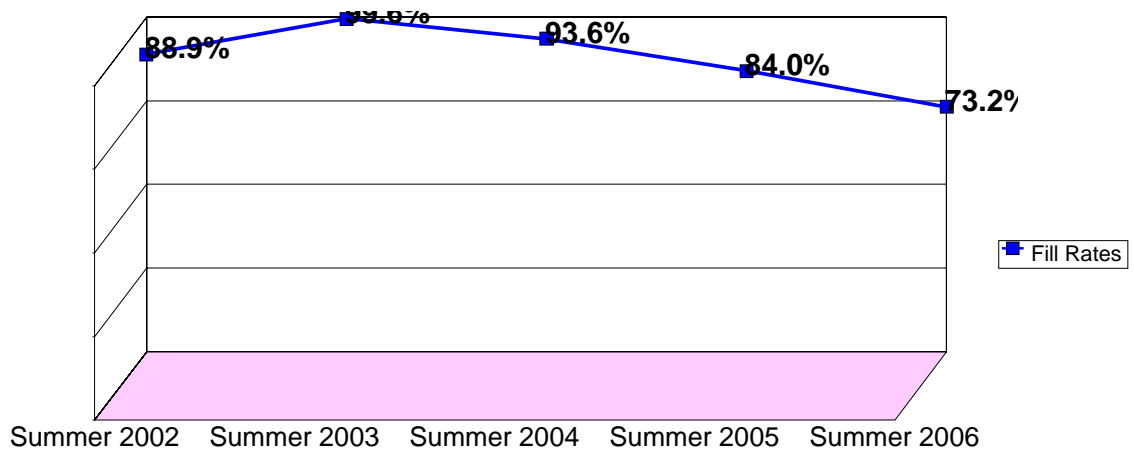
Sections: Total number of sections offered per semester.

Max Enroll: The enrollment capacity or maximum enrollment as defined in curriculum.

Office of Planning, Research and Institutional Effectiveness

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## Basic Skills Course Fill Rates By Term



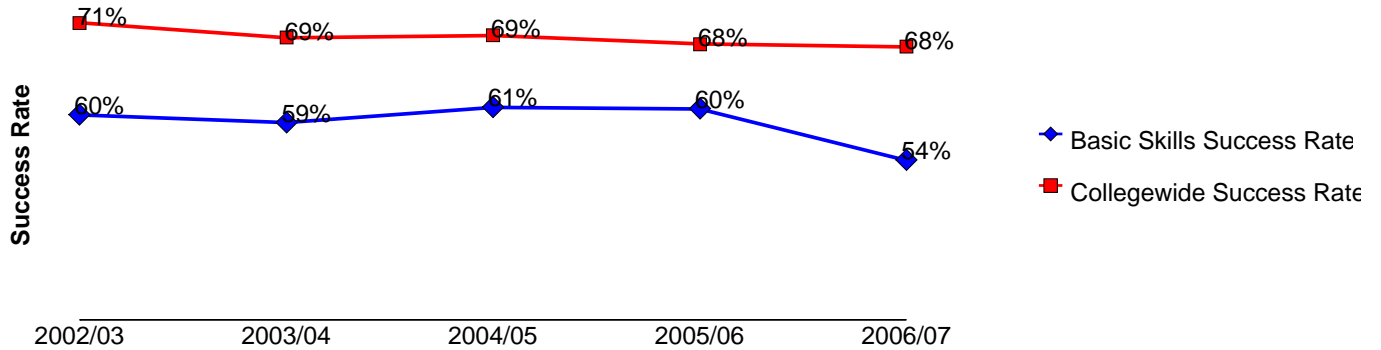
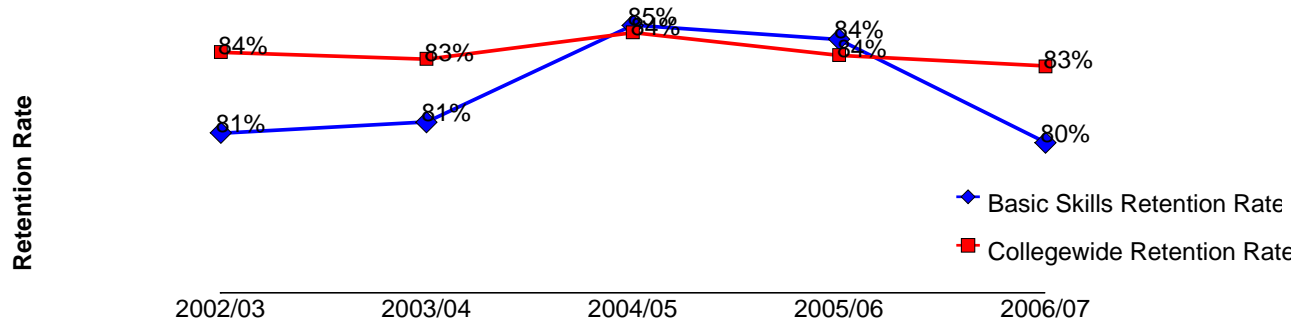
Source: SMCCCD Data Warehouse

\*Note: Crosslisted courses have been combined to calculate a single fill rate.

Fill Rates: The percent a class fills/enrolls based on capacity or enrollment maximum defined in the curriculum (does not include positive attendance, open entry/open exit, or independent study classes).

**Basic Skills Success and Retention  
2002/03 to 2006/07**

	Head Count	Retention Count	Retention Rate	Success Count	Success Rate
2002/03	3,371	2,722	81%	2,015	60%
2003/04	2,916	2,366	81%	1,715	59%
2004/05	2,498	2,114	85%	1,515	61%
2005/06	2,525	2,124	84%	1,527	60%
2006/07	2,424	1,949	80%	1,316	54%
<b>Totals &amp; Averages</b>	<b>13,734</b>	<b>11,275</b>	<b>82%</b>	<b>8,088</b>	<b>59%</b>



Source: SMCCD Data Warehouse

Retention Count: Number of students with A,B,C,D,F,CR,NC, I grades.

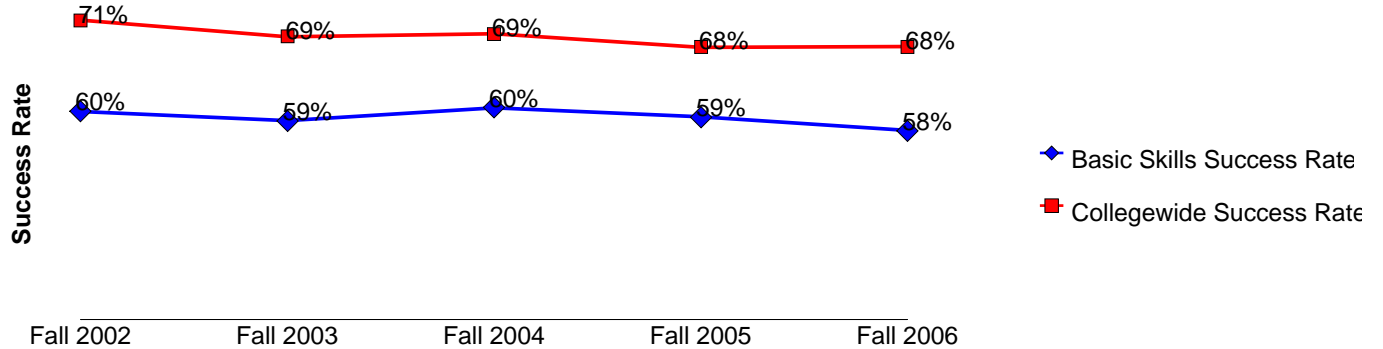
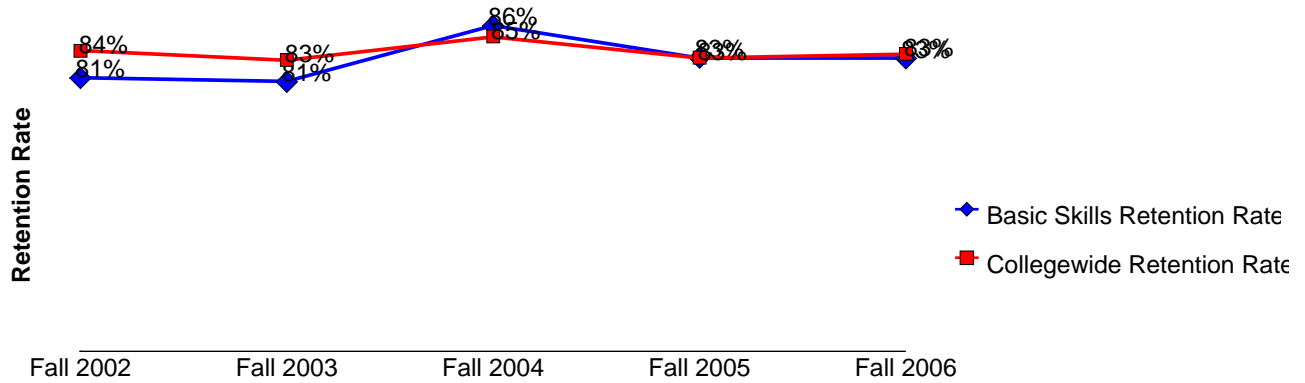
Retention Rate: The percentage of students who complete a course with a grade of A,B,C,D,F,CR,NC, I out of total enrollments.

Success Count: Number of students with A,B,C,CR grades.

Success Rate: The percentage of students who complete a course with a grade of A,B,C,CR out of total enrollments.

### Basic Skills Success and Retention Fall 2002 to 2006

	Head Count	Retention Count	Retention Rate	Success Count	Success Rate
Fall 2002	1,897	1,540	81%	1,137	60%
Fall 2003	1,635	1,321	81%	962	59%
Fall 2004	1,366	1,177	86%	825	60%
Fall 2005	1,319	1,096	83%	782	59%
Fall 2006	1,475	1,225	83%	850	58%
<b>Totals &amp; Averages</b>	<b>7,692</b>	<b>6,359</b>	<b>83%</b>	<b>4,556</b>	<b>59%</b>



Source: SMCCD Data Warehouse

Retention Count: Number of students with A,B,C,D,F,CR,NC, I grades.

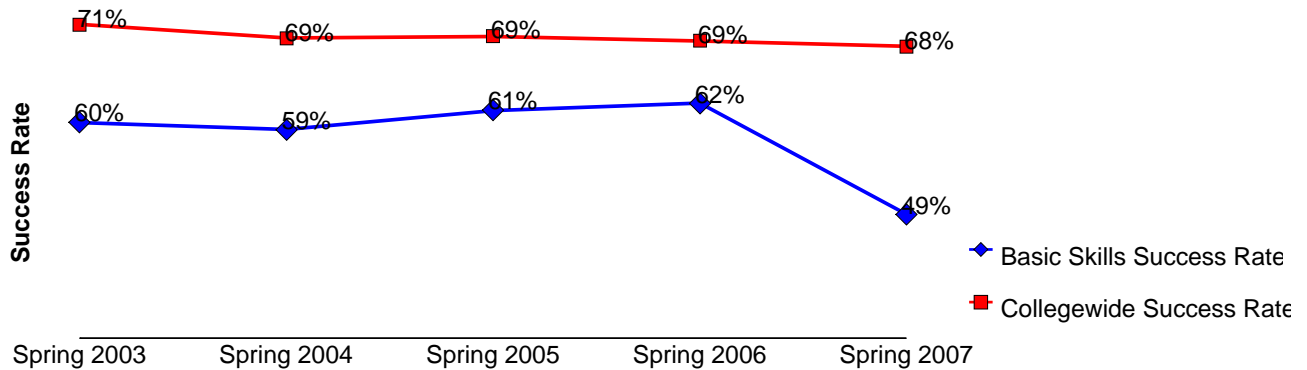
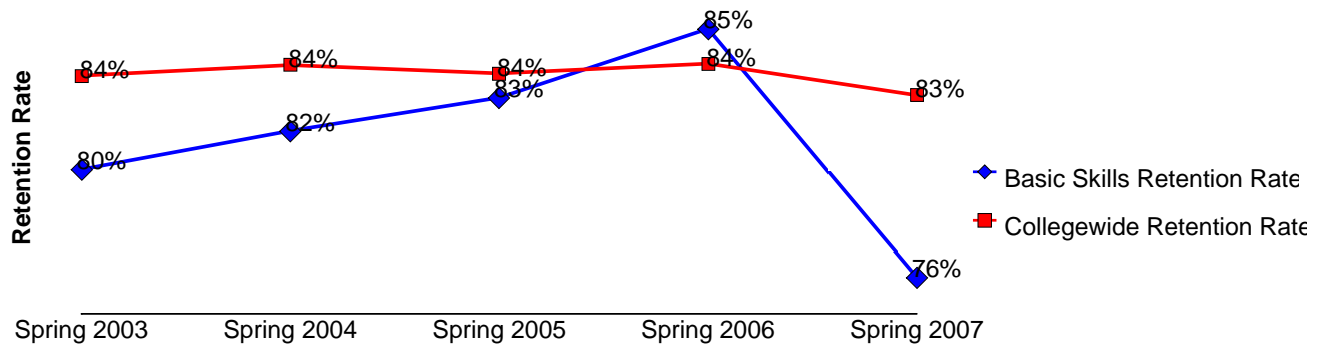
Retention Rate: The percentage of students who complete a course with a grade of A,B,C,D,F,CR,NC, I out of total enrollments.

Success Count: Number of students with A,B,C,CR grades.

Success Rate: The percentage of students who complete a course with a grade of A,B,C,CR out of total enrollments.

### Basic Skills Success and Retention Spring 2003 to 2007

	Head Count	Retention Count	Retention Rate	Success Count	Success Rate
Spring 2003	1,474	1,182	80%	878	60%
Spring 2004	1,281	1,045	82%	753	59%
Spring 2005	1,132	937	83%	690	61%
Spring 2006	1,206	1,028	85%	745	62%
Spring 2007	949	724	76%	466	49%
<b>Totals &amp; Averages</b>	<b>6,042</b>	<b>4,916</b>	<b>81%</b>	<b>3,532</b>	<b>58%</b>



Source: SMCCD Data Warehouse

Retention Count: Number of students with A,B,C,D,F,CR,NC, I grades.  
 Retention Rate: The percentage of students who complete a course with a grade of A,B,C,D,F,CR,NC, I out of total enrollments.  
 Success Count: Number of students with A,B,C,CR grades.  
 Success Rate: The percentage of students who complete a course with a grade of A,B,C,CR out of total enrollments.