SAN DIEGO MESA COLLEGE

Mesa College
High School to College Pipeline Report
2004/05 - 2008/2009

Prepared by:
Office of Institutional Research and Planning
October 2009

Table of Contents

Office of Institutional Research and Planning

Highlight of the Findings

1. In 2008/09, approximately 12% (1,364 students) of the 2007/08 SDUSD high school seniors (11,021 students) entered Mesa College between Summer 2008 and Spring 2009. This is comparable to the 5-year average of 13%.

2. Approximately 4% (480 students) of the 2007/08 SDUSD high school seniors (11,021 students) were concurrently enrolled at Mesa College in their senior year, which is consistent with the 5-year average of 5%. Of those seniors who were concurrently enrolled in 2007/08, approximately 82% (393 students) directly entered Mesa College between Summer 2008 and Spring 2009, representing an increase from the 5-year average of 63%.

3. Twenty-seven percent of incoming SDUSD enrollees reported that they were the first person in their family to attend college. This is comparable to the 5-year average. Furthermore, the percentage of first generation to college incoming SDUSD enrollees remained steady at 27% from 2007/08 to 2008/09.

4. On average, the greatest proportion of incoming SDUSD enrollees who attempted and earned their total units enrolled were those who enrolled in the 0.1-2.9 unit range (82%). The least proportion of students who attempted and earned their total units enrolled were those in the 9.0-11.9 unit range (33%).

5. Over 3 years, 93% of the incoming SDUSD enrollees passed the CAHSEE ELA and 92% passed the CAHSEE math. This is greater than the 2008/09 proportion of incoming SDUSD enrollees who passed the ELA and math exams (89% and 87%, respectively). The proportion of incoming SDUSD enrollees who passed the ELA exam remained the same from 2006/07 to 2007/08 (95% each) and then declined in 2008/09 to 89%. The proportion of incoming SDUSD enrollees who passed the math exam followed a pattern of a slight increase from 2006/07 to 2007/08 (94% and 95%, respectively) and then a decline in 2008/09 to 87%.

6. The proportion of incoming SDUSD enrollees who took the reading and math SAT exams remained steady from 2004/05 to 2005/06 at 44% each, decreased slightly to 42% in 2006/07, increased to a high of 47% in 2007/08, and declined to 43% in 2008/09. The 5-year mean reading scores (471) were higher than the 2008/09 mean scores (461) and the 5-year mean math scores (475) were comparable to the 2008/09 mean scores (476).

7. Twenty-nine percent of the incoming SDUSD enrollees, on average, completed their A to G requirements across 5 years. This is comparable to the 2008/09 incoming SDUSD enrollees who completed their A to G requirements (30%).

8. On a 5-year average, 86% of incoming SDUSD enrollees successfully graduated from high school and 15% did not receive a diploma. There is no difference between the 5-year average and the 2008/09 average.

9. Overall, students who had higher SAT scores had higher reading, writing and math placements. Similarly, those students who met the A to G requirements and those students who received a high school diploma placed higher than those who did not.

10. From 2004/05 to 2008/09, the retention rates of students who met the A to G requirements were 4% to 11% higher than students who did not meet the A to G requirements. Likewise, from 2004/05 to 2008/09, the retention rates of students who earned honors diplomas were 6% to 12% higher than those students who earned standard diplomas and the retention rates of students who earned standard diplomas were 8% to 13% higher than those students who did not earn a diploma.

11. The success rates of students who met the A to G requirements were 19% to 22% higher than students who did not meet the A to G requirements over 5 years. From 2004/05 to 2008/09, the success rates of students who earned honors diplomas were higher by 24% to 32% above students who earned standard diplomas, and the success rates of students who earned standard diplomas were 11% to 17% above those who did not earn a diploma.

12. The mean term GPAs of students who met the A to G requirements were .50 to .66 points higher than students who did not meet the A to G requirements over 5 years. From 2004/05 to 2008/09, the mean term GPAs of students who earned honors diplomas were .84 to 1.06 points higher than students who earned standard diplomas. Students who did not earn a diploma had slightly lower mean term GPAs (a difference of .16 to .37 points) than students who earned a standard diploma across 5 years.

13. Among the Fall 2004, 2005, 2006, and 2007 incoming SDUSD enrollee cohorts, 69% on average persisted to the following spring term, while on average, nearly half (48%) of the incoming SDUSD enrollee 2004 to 2007 cohorts annually persisted through to their second fall term.

14. Over 11 terms, 9% of the SDUSD enrollees who met the A to G requirements received an award/certificate and 4% of students who did not meet the A to G requirements received an award/certificate. Across 11 terms, a greater proportion of students who earned a high school honors diploma went on to earn a college award/certificate (12%) than did those who earned a standard high school diploma (5%) or did not earn a high school diploma (3%).

15. Across 10 terms, students who scored in the highest SAT score range (1011-1600) transferred at a greater rate on average (27%) than students who scored in the mid-level (771-1010) and lowest level (400-770) of the SAT score ranges (26% and 15%, respectively). A similar pattern emerges for students who transferred by A to G completion and by diploma conferred. Over 10 terms, 23% of students who met the A to G requirements transferred to a 4-year university and 12% of students who did not meet the A to G requirements transferred to a 4-year university. Across 10 terms, the students who earned honors diplomas had the highest transfer rates (23%), followed by students who earned standard diplomas (15%), and students who did not earn a diploma (7%).

Introduction

The Annual High School to Community College Pipeline Report provides the San Diego Community College District (SDCCD) community a comprehensive and descriptive analysis of recent high school seniors from the San Diego Unified School District (SDUSD) attending one of the district colleges. The report is part of a larger initiative to provide the colleges and the district with information for integrating plans and strategies that support student success and enrollment management. The report is intended to inform college and district decision-making, instructional programs and support services planning, and outreach and marketing.

The High School Pipeline report series comprises four reports: 1) All Colleges, 2) City College/ECC, 3) Mesa College, and 4) Miramar College. Each report contains five chapters that focus on SDUSD students who have enrolled at a SDCCD college within one year of their senior year. Figure 1 depicts the flow of the pipeline as presented in the first five chapters. Chapter 1 focuses on SDUSD seniors' entry into a SDCCD college and provides a descriptive profile of the incoming enrollees from SDUSD, including demographic characteristics and college placement. Chapter 2 describes the general preparation of incoming enrollees from SDUSD. Chapter 3 describes the placement of incoming enrollees from SDUSD. First-term performance of the incoming enrollees from SDUSD is reported in Chapter 4. Finally, Chapter 5 presents a longitudinal study of performance outcomes among the fall enrollees from SDUSD. This report focuses each of its chapters on the incoming SDUSD enrollees to Mesa College.

Figure 1. High school to community college pipeline framework.
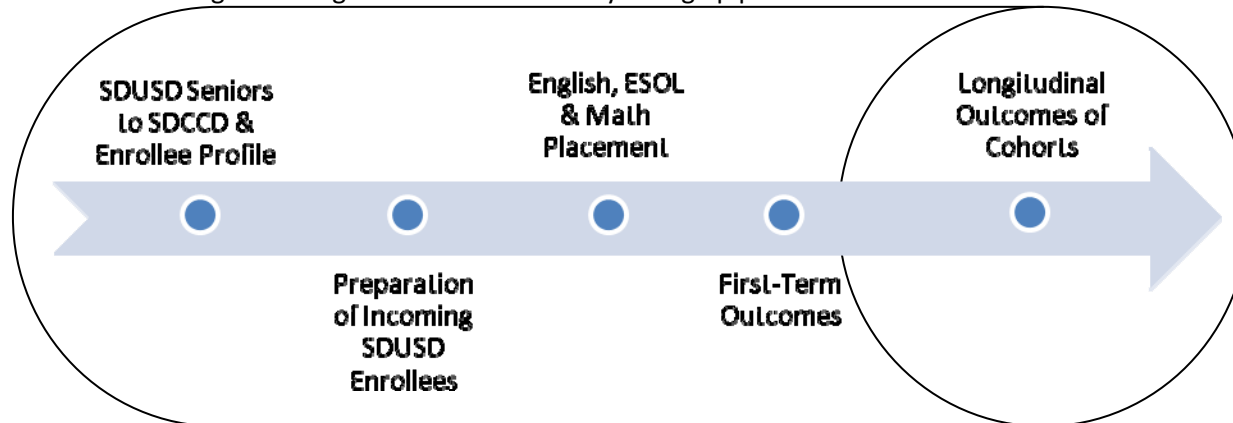
Population of Interest

Incoming enrollees from SDUSD: This population (referred to as *enrollees* in tables and charts), is defined as students who were seniors at a SDUSD high school in the years 2003/04, 2004/05, 2005/06, or 2007/08 and who subsequently enrolled at Mesa College within one year of senior status. Included were first-time students as well as students who previously took a course at Mesa College while enrolled at a SDUSD high school (previously concurred enrollees). A list of seniors was provided by SDUSD and matched to SDCCD's student database using the following three criteria: (1) the student was classified as a senior and attended a SDUSD high school in the reporting years, (2) the student reported on their Mesa College application that they were not currently enrolled in high school, and (3) the student enrolled in at least one course as of census within one year of SDUSD senior status. Note that students were matched between databases by name and birth date. While a 100% match between databases was not possible, most students were matched, thus providing a representative group of students for the study.

Disaggregated Subgroups

SAT Score Range: Incoming enrollees from SDUSD who took both the reading and math Scholastic Aptitude Tests (SAT) in high school were disaggregated into subgroups by score. Each student's highest reading and math SAT scores were summed to provide a total SAT score. (Note that as of March 2005 students were also required to take a Writing exam. Due to the scope of the years of interest in this study, writing scores were excluded from the total SAT score.) Based on incoming enrollees' mean SAT scores and the distribution of students by SAT scores, 3 disaggregated subgroups of scores were created: group 1, 400-770; group 2, 771-1010; and group 3, 1011-1600. A comparison of student characteristics and outcomes within each group is provided in Chapters 3 to 6.

A to G Completion: To satisfy the basic entrance requirements for the California State University and University of California Systems, students must complete a number of courses that fit into specified subject areas, also known as the "A to G" subjects or requirements. The academic requirements are: (a) two years of history/social science, (b) four years of English, (c) three years of college preparatory mathematics, (d) two years of laboratory science, (e) two years of a language other than English, (f) one year of visual and performing arts, and (g) one year of college preparatory electives. As a measurement of preparation, incoming enrollees from SDUSD were disaggregated into the following subgroups based on their A to G completion status: group 1 did not meet A to G requirements, and group 2 met A to G requirements. A comparison of student characteristics and outcomes within each group is provided in Chapters 3 to 6.

Diploma Conferred: Incoming enrollees from SDUSD were disaggregated into three subgroups based on their high school diploma graduating document: group 1 included students who did not receive a diploma, group 2 included students who received a standard diploma, and group 3 included students who received an honors diploma.

Operational Definitions

Annual Persistence Rate
The percentage of incoming SDUSD enrollees in their first fall term enrolled at Mesa College after SDUSD senior status who received a grade notation of A, B, C, D, F, CR, NC, I or RD and who enrolled at Mesa College in at least one course in the subsequent spring and fall terms and received a grade notation of A, B, C, D, F, CR, NC, I or RD in each term.

Direct Enrollment
The first summer, fall or spring term a student is enrolled at Mesa College after SDUSD senior status.

Headcount
The number of incoming SDUSD enrollees who enroll at Mesa College in at least one course as of the course designated census day (excludes Drops and Never Attends but includes Withdrawals). This is an unduplicated count of students. Students are measured in the first summer, fall or spring term enrolled at Mesa College after SDUSD senior status.

Incoming Enrollees from SDUSD
Students who were seniors at a SDUSD high school in the years 2003/04, 2004/05, 2005/06, and 2007/08 and who subsequently enrolled at Mesa College within one year of senior status. Included are first-time students as well as students who previously took a course at Mesa College while enrolled at a SDUSD high school.

Retention Rate
The percentage of incoming SDUSD enrollees who complete a course at Mesa College with a grade of A, B, C, D, F, CR, NC, I or RD out of total census enrollments. Students are measured in the first summer, fall or spring term enrolled at Mesa College after SDUSD senior status. (Note: Tutoring classes are included).

Success Rate
The percentage of incoming SDUSD enrollees who complete a course at Mesa College with a grade of A, B, C, or CR out of total census enrollments. Students are measured in the first summer, fall or spring term enrolled at Mesa College after SDUSD senior status. (Note: Tutoring courses are excluded).

Term Persistence Rate
The percentage of incoming SDUSD enrollees in their first fall term enrolled at Mesa College after SDUSD senior status who received a grade notation of A, B, C, D, F, CR, NC, I or RD and who enrolled at Mesa College in at least one course in the subsequent spring term and received a grade notation of A, B, C, D, F, CR, NC, I or RD.

Chapter 1:   Entering the Community College Pipeline

This chapter describes different aspects of the enrollment patterns of San Diego Unified School District (SDUSD) high school students enrolled at Mesa College and provides a profile of the entering students. In each table, San Diego Unified High School student enrollment is disaggregated by high school (see Table 1). Section 1.1 describes all SDUSD seniors who directly enrolled at Mesa College from 2004/05 to 2008/09 (*incoming SDUSD enrollees*). A subset of the direct enrollees, SDUSD students who had previously attended a San Diego Community College while in high school and directly enrolled at Mesa College after senior status (*previously concurrent enrollees*), is described in Section 1.2.

Table 1. San Diego Unified High Schools Reported

SDUSD High Schools	College Service Area
Audeo	Miramar
Charter School of San Diego	Miramar
Clairemont	Mesa
Cortez Hill	City
Crawford	City
Garfield	City
Gompers	City
Henry	Mesa
High Tech High	City
Hoover	City
Kearny	Mesa
La Jolla	Mesa
LCI Instruction	Mesa
Madison	Mesa
Mira Mesa	Miramar
Mission Bay	Mesa
Morse	City
Non-public Schools	multiple colleges
Other	multiple colleges
Point Loma	City
Preuss School UCSD	Mesa
San Diego	City
SCPA	City
Scripps Ranch	Miramar
Serra	Mesa
Trace	Miramar
Twain	Mesa
University City	Miramar

Note. The 'other' category includes high schools that had 50 or fewer students for one entry year.

Section 1.1: Headcount of Incoming SDUSD Students

Headcount of Direct Incoming SDUSD Students

- In 2008/09, approximately 12% (1,364 students) of the 2007/08 SDUSD high school seniors (11,021 students) entered Mesa College between Summer 2008 and Spring 2009 (see Table 2). This is comparable to the 5-year average of 13%.
- The average percentage of incoming SDUSD enrollees in 2008/09 ranged from 0% (LCI Instruction) to 40% (Kearney; see Table 2). Those schools with zero or few students that migrated to Mesa College tended to address special needs or were within the City College or Miramar College service areas, while higher percentages of migration were seen among schools within the Mesa College service area.
- From 2004/05 to 2008/09, the percentage change in the number of SDUSD seniors increased by 15% and the percentage change in the number of incoming SDUSD enrollees decreased by 2% (see Table 2).

Headcount of Students who Concurrently Attended SDUSD and Mesa College in Their Senior Year

- Approximately 4% (480 students) of the 2007/08 SDUSD high school seniors (11,021 students) were concurrently enrolled at Mesa College in their senior year (see Table 2 and 3). This is comparable to the 5-year average of 5%.
- On average, from 2004/05 to 2008/09 the percentage change in the number of SDUSD concurrently enrolled seniors increased by 11% (see Table 3).

Headcount of Incoming SDSUSD Enrollees who Previously had Attended SDUSD and Mesa College in Their Senior Year

- Approximately 82% (393 students) of the 2007/08 SDUSD concurrently enrolled seniors (480 students) directly entered Mesa College between Summer 2008 and Spring 2009 (see Table 3). This represents an increase from the 5-year average of 63%.
- In 2008/09, the percentage of incoming SDUSD enrollees who had been concurrent students in their senior year ranged from 20% (Hoover) to 100% (Henry, High Tech High, La Jolla, Morse, non-public schools, schools classified as 'Other', Point Loma, San Diego, SCPA and University City; see Table 3). Note the service areas and the small number of students in some categories when comparing percentages.
- From 2004/05 to 2008/09, the percentage change in the number of incoming SDUSD enrollees who previously had been concurrent students increased by 66%, from 237 students to 393 students (see Table 3).

Table 2. Mesa College Direct Incoming Enrollees from SDUSD

SDUSD High Schools	2003/04 SDUSD Seniors	2004/05 Enrollees	2004/05 Enrollees	2004/05 SDUSD Seniors	2005/06 Enrollees	2005/06 Enrollees	2005/06 SDUSD Seniors	2006/07 Enrollees	2006/07 Enrollees	2006/07 SDUSD Seniors	2007/08 Enrollees	2007/08 Enrollees	2007/08 SDUSD Seniors	2008/09 Enrollees	2008/09 Enrollees	2003/04-2007/08 SDUSD Seniors	2004/05-2008/09 Enrollees	2004/05-2008/09 Enrollees
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	5-Year % Change	5-Year % Change	5-Year Average
Audeo	68	6	9%	81	9	11%	106	10	9%	138	19	14%	204	23	11%	200%	283%	11%
Charter School of San Diego	621	53	9%	601	72	12%	682	62	9%	782	58	7%	987	99	10%	59%	87%	9%
Clairemont	271	77	28%	277	85	31%	280	83	30%	287	88	31%	282	90	32%	4%	17%	30%
Cortez Hill	19	3	16%	35	3	9%	38	4	11%	48	2	4%	50	5	10%	163%	67%	9%
Crawford	500	49	10%	601	40	7%	551	43	8%	568	29	5%	566	42	7%	13%	-14%	7%
Garfield	572	24	4%	503	19	4%	619	15	2%	636	18	3%	539	11	2%	-6%	-54%	3%
Gompers	136	11	8%	127	6	5%	125	6	5%	148	11	7%	0	0	--	-100%	-100%	6%
Henry	453	37	8%	497	27	5%	494	30	6%	492	50	10%	489	46	9%	8%	24%	8%
High Tech High	114	21	18%	84	7	8%	116	18	16%	194	24	12%	280	37	13%	146%	76%	14%
Hoover	404	49	12%	464	39	8%	420	45	11%	455	31	7%	445	23	5%	10%	-53%	9%
Kearny	319	127	40%	338	125	37%	320	98	31%	323	116	36%	348	139	40%	9%	9%	37%
La Jolla	390	77	20%	361	58	16%	391	70	18%	373	68	18%	373	60	16%	-4%	-22%	18%
LCI Instruction	70	1	1%	71	0	0%	103	1	1%	98	1	1%	124	0	0%	77%	-100%	1%
Madison	596	144	24%	544	142	26%	569	127	22%	497	136	27%	497	157	32%	-17%	9%	26%
Mira Mesa	960	131	14%	825	108	13%	811	78	10%	767	97	13%	732	83	11%	-24%	-37%	12%
Mission Bay	320	81	25%	321	75	23%	288	55	19%	299	78	26%	320	66	21%	0%	-19%	23%
Morse	697	52	7%	889	31	3%	654	49	7%	540	17	3%	548	16	3%	-21%	-69%	5%
Non-public Schools	89	3	3%	96	4	4%	128	8	6%	69	3	4%	95	6	6%	7%	100%	5%
Other	176	7	4%	116	10	9%	191	15	8%	163	16	10%	470	23	5%	167%	229%	6%
Point Loma	398	92	23%	430	66	15%	369	68	18%	349	73	21%	436	95	22%	10%	3%	20%
Preuss School UCSD	56	13	23%	75	7	9%	87	8	9%	78	4	5%	97	5	5%	73%	-62%	9%
San Diego	473	32	7%	483	34	7%	491	35	7%	524	22	4%	565	36	6%	19%	13%	6%
SCPA	177	11	6%	181	20	11%	196	14	7%	186	20	11%	174	17	10%	-2%	55%	9%
Scripps Ranch	486	83	17%	486	63	13%	514	59	11%	522	58	11%	500	64	13%	3%	-23%	13%
Serra	368	74	20%	354	56	16%	361	85	24%	393	78	20%	430	88	20%	17%	19%	20%
Trace	291	5	2%	321	2	1%	419	2	0%	738	11	1%	694	14	2%	138%	180%	1%
Twain	146	14	10%	200	18	9%	216	31	14%	378	26	7%	326	26	8%	123%	86%	9%
University City	431	112	26%	426	85	20%	420	102	24%	413	80	19%	450	93	21%	4%	-17%	22%
Total	**9,601**	**1,389**	**14%**	**9,787**	**1,211**	**12%**	**9,959**	**1,221**	**12%**	**10,458**	**1,234**	**12%**	**11,021**	**1,364**	**12%**	**15%**	**-2%**	**13%**

Source: SDUSD Senior Data and SDCCD Information Systems
Note 1. The 'other' category includes high schools that had 50 or fewer students for one entry year.
Note 2. Students are unduplicated within each year.
Note 3. An asterisk denotes a value that cannot be computed.

Table 3. Students who Previously Concurrently Attended both SDUSD and at Mesa College

SDUSD High Schools	2003/04 SDUSD Concurrent Seniors	Previously Concurrent 2004/05 Enrollees		2004/05 SDUSD Concurrent Seniors	Previously Concurrent 2005/06 Enrollees		2005/06 SDUSD Concurrent Seniors	Previously Concurrent 2006/07 Enrollees		2006/07 SDUSD Concurrent Seniors	Previously Concurrent 2007/08 Enrollees		2007/08 SDUSD Concurrent Seniors	Previously Concurrent 2008/09 Enrollees		2003/04-2007/08 SDUSD Concurrent Seniors	2004/05-2008/09 Previously Concurrent Enrollees	2004/05-2008/09 Previously Concurrent Enrollees
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	5-Year % Change	5-Year % Change	5-Year Average
Audeo	0	0	--	1	1	100%	3	2	67%	2	2	100%	6	3	50%	*	*	67%
Charter School of San Diego	2	1	50%	10	10	100%	12	11	92%	13	6	46%	20	16	80%	900%	1500%	77%
Clairemont	20	4	20%	23	13	57%	22	13	59%	56	45	80%	31	30	97%	55%	650%	69%
Cortez Hill	0	0	--	0	0	--	0	0	--	0	0	--	0	0	--	*	*	*
Crawford	34	21	62%	20	17	85%	13	5	38%	21	3	14%	15	8	53%	-56%	-62%	52%
Garfield	4	3	75%	0	0	--	14	6	43%	10	3	30%	3	2	67%	-25%	-33%	45%
Gompers	2	1	50%	0	0	--	0	0	--	0	0	--	0	0	--	-100%	-100%	50%
Henry	6	2	33%	8	2	25%	9	4	44%	4	3	75%	4	4	100%	-33%	100%	48%
High Tech High	7	4	57%	4	2	50%	2	1	50%	11	7	64%	2	2	100%	-71%	-50%	62%
Hoover	1	1	100%	1	1	100%	4	0	0%	1	0	0%	5	1	20%	400%	0%	25%
Kearny	65	51	78%	101	73	72%	105	82	78%	120	89	74%	128	109	85%	97%	114%	78%
La Jolla	53	12	23%	27	16	59%	36	15	42%	26	14	54%	10	10	100%	-81%	-17%	44%
LCI Instruction	0	0	--	0	0	--	0	0	--	0	0	--	0	0	--	*	*	*
Madison	53	35	66%	40	30	75%	95	41	43%	81	53	65%	74	48	65%	40%	37%	60%
Mira Mesa	12	9	75%	15	11	73%	34	17	50%	28	16	57%	22	14	64%	83%	56%	60%
Mission Bay	4	1	25%	6	5	83%	0	0	--	11	9	82%	6	5	83%	50%	400%	74%
Morse	46	29	63%	31	21	68%	33	17	52%	21	18	86%	8	8	100%	-83%	-72%	67%
Non-public Schools	0	0	--	0	0	--	4	2	50%	0	0	--	3	3	100%	*	*	71%
Other	2	0	0%	3	1	33%	7	5	71%	5	3	60%	6	6	100%	200%	*	65%
Point Loma	17	9	53%	23	11	48%	40	23	58%	27	14	52%	43	43	100%	153%	378%	67%
Preuss School UCSD	1	1	100%	0	0	--	0	0	--	0	0	--	0	0	--	-100%	-100%	100%
San Diego	5	4	80%	2	0	0%	1	1	100%	0	0	--	18	18	100%	260%	350%	88%
SCPA	1	0	0%	2	2	100%	0	0	--	0	0	--	1	1	100%	0%	*	75%
Scripps Ranch	38	17	45%	32	11	34%	33	14	42%	30	12	40%	11	10	91%	-71%	-41%	44%
Serra	31	19	61%	13	4	31%	27	16	59%	22	17	77%	20	19	95%	-35%	0%	66%
Trace	0	0	--	0	0	--	4	1	25%	3	2	67%	10	6	60%	*	*	53%
Twain	0	0	--	0	0	--	28	11	39%	29	13	45%	21	14	67%	*	*	49%
University City	29	13	45%	18	6	33%	10	5	50%	10	6	60%	13	13	100%	-55%	0%	54%
Total	**433**	**237**	**55%**	**380**	**237**	**62%**	**536**	**292**	**54%**	**531**	**335**	**63%**	**480**	**393**	**82%**	**11%**	**66%**	**63%**

Source: SDUSD Senior Data and SDCCD Information Systems

Note 1. The 'other' category includes high schools that had 50 or fewer students for one entry year.

Note 2. Students are unduplicated within each year.

Note 3. An asterisk denotes a value that cannot be computed.

Section 1.2: Student Profile of Incoming SDUSD Students

Table 4 shows the gender, ethnicity and first generation compositions of the incoming SDUSD enrollees from 2004/05 to 2008/09, as well as their educational goals. Table 5 shows the number of units attempted (in rows) by the number of units earned (in columns) across 5 years.

Gender

- Females (47%) encompassed a smaller percentage of the incoming SDUSD enrollees in 2008/09 than did males (53%; see Table 4). This is comparable to 5-year average (47% female and 52% male).

Ethnicity

- In terms of ethnic composition, in 2008/09, incoming SDUSD enrollees were 31% White, 31% Latino, 14% Asian/Pacific Islander, 9% African American, 5% Filipino, 2% reported 'Other' ethnicity, and 1% were American Indian (see Table 4). The percentage of Latino students was higher in 2008/09 (31%) compared to the 5-year average (25%) by 6% and the percentage of Asian/Pacific Islander students was lower in 2008/09 (14%) compared to the 5-year average (18%) by 4%.
- From 2004/05 to 2008/09, American Indian students, Latino students, and White students had the only positive percentage change (88%, 33%, and 12% increase, respectively; see Table 4).

First Generation Status

- Twenty-seven percent of incoming SDUSD enrollees reported that they were the first person in their family to attend college. This is equal to the 5-year average (see Table 4).
- The percentage of first generation to college incoming SDUSD enrollees remained steady at 27% from 2007/08 to 2008/09 (see Table 4).

Educational Goal

- In 2008/09, the majority of incoming SDUSD enrollees cited transfer (either with or without their AA/AS) as their educational objective (47%; slightly less than the 5-year average of 50%), followed by undecided (24%; less than the 5-year average of 28%) and concurrent student to meet 4-year requirements (13%; greater than the 5-year average of 5%; see Table 4).

- Note that from 2004/05 to 2008/09, the difference in the 5-year average and the percentage change may in part be due to the new concurrent student classification available to students on their application beginning in 2007/08 (see Table 4). For example, although transfer as an educational goal was lower in 2008/09 (47%) than in 2004/05 (54%), it was comparable to the previous year (46%). Although concurrent student status was higher in 2008/09 (13%) than in 2004/05 (0%), it was just slightly higher than the previous year (11%). Therefore, a more concise comparison would be between 2007/08 and 2008/09.

Units Attempted and Units Completed
- On average, the greatest proportion of incoming SDUSD enrollees who attempted and earned their total units enrolled were those who enrolled in the 0.1-2.9 unit range (82%; see Table 5). The least proportion of students who attempted and earned their total units enrolled were those in the 9.0-11.9 unit range (33%).
- The number of students who attempted and earned between 9.0-11.9 units increased by 22% from 2004/05 to 2008/09 (see Table 5). Furthermore, the number of students who attempted and earned between 0.1-2.9 units decreased by 78% over the same time period.

Table 4. Gender, Ethnicity, First Generation Status and Educational Goal

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09	
						Total/ 5-yr Average	% Change
Total N of Students	1,389	1,211	1,221	1,234	1,364	6,419	-2%
Gender							
Female	48%	47%	47%	48%	47%	47%	-4%
Male	52%	53%	53%	52%	53%	52%	1%
Unreported	<1%	<1%	<1%	<1%	0%	<1%	-67%
Ethnicity							
African American	11%	11%	11%	10%	9%	10%	-23%
American Indian	1%	1%	1%	1%	1%	1%	88%
Asian/Pacific Islander	21%	18%	19%	18%	14%	18%	-35%
Filipino	7%	8%	7%	6%	5%	7%	-29%
Latino	23%	22%	21%	26%	31%	25%	33%
White	27%	29%	30%	29%	31%	29%	12%
Other	2%	3%	3%	2%	2%	3%	-29%
Unreported	8%	6%	9%	8%	8%	8%	-2%
First Generation							
First Generation	27%	27%	26%	27%	27%	27%	0%
Not First Generation	73%	73%	74%	73%	73%	73%	-2%
Unreported	<1%	1%	<1%	0%	<1%	<1%	-50%
Educational Goal							
Transfer w/without AA/AS	54%	50%	54%	46%	47%	50%	-15%
Associate Degree No Transfer	2%	3%	2%	2%	3%	2%	16%
Vocational Certificate	1%	1%	1%	1%	1%	1%	-31%
Formulate Career Plans/Goals	6%	8%	8%	7%	6%	7%	6%
Update/Maintain Job Skills	1%	1%	1%	2%	1%	1%	0%
Ed Development	3%	2%	2%	1%	1%	2%	-65%
Complete HS Credits	2%	3%	4%	4%	4%	3%	66%
Undecided	30%	31%	27%	26%	24%	28%	-22%
Move from Noncredit to Credit	0%	0%	0%	<1%	<1%	<1%	--
Concurrent Student to Meet 4 yr.	0%	0%	0%	11%	13%	5%	--
Unreported	1%	1%	1%	<1%	<1%	1%	-63%

Source: SDUSD Senior Data and SDCCD Information Systems
Note: Students are unduplicated within each year.

14

Table 5. Percent Change in Units Attempted by Units Earned

		Units Earned					
		0 Units	**0.1 - 2.9 Units**	**3.0 - 5.9 Units**	**6.0 - 8.9 Units**	**9.0 - 11.9 Units**	**12.0 + Units**
2004/05	0.1 - 2.9 Units	12%	**88%**				
	3.0 - 5.9 Units	28%	3%	**68%**			
	6.0 - 8.9 Units	24%	4%	27%	**44%**		
	9.0 - 11.9 Units	17%	2%	20%	27%	**34%**	
	12.0 + Units	8%	1%	9%	16%	19%	**47%**
2005/06	0.1 - 2.9 Units	15%	**85%**				
	3.0 - 5.9 Units	30%	1%	**69%**			
	6.0 - 8.9 Units	31%	3%	27%	**39%**		
	9.0 - 11.9 Units	26%	1%	19%	24%	**30%**	
	12.0 + Units	15%	2%	13%	16%	17%	**36%**
2006/07	0.1 - 2.9 Units	30%	**70%**				
	3.0 - 5.9 Units	33%	3%	**64%**			
	6.0 - 8.9 Units	28%	2%	28%	**43%**		
	9.0 - 11.9 Units	22%	2%	20%	19%	**37%**	
	12.0 + Units	12%	2%	8%	12%	23%	**43%**
2007/08	0.1 - 2.9 Units	26%	**74%**				
	3.0 - 5.9 Units	33%	0%	**66%**			
	6.0 - 8.9 Units	29%	2%	26%	**43%**		
	9.0 - 11.9 Units	16%	2%	24%	27%	**30%**	
	12.0 + Units	8%	1%	10%	12%	21%	**48%**
2008/09	0.1 - 2.9 Units	31%	**69%**				
	3.0 - 5.9 Units	32%	4%	**64%**			
	6.0 - 8.9 Units	32%	2%	26%	**40%**		
	9.0 - 11.9 Units	16%	3%	25%	23%	**33%**	
	12.0 + Units	11%	2%	11%	15%	19%	**42%**
2004/05 - 2008/09 Average		--	82%	66%	42%	33%	44%
2004/05 - 2008/09 % Change		--	-78%	7%	11%	22%	17%

Source: SDCCD Information System

Note: Tutoring and non-graded courses were excluded. Percent change was based on counts.

Chapter 2: **Preparation of Incoming SDUSD Students**

This chapter examines the preparation of the incoming SDUSD enrollees for college. The measures of preparedness in this report are determined by the CAHSEE, SAT scores, A to G requirements, and diploma conferred.

Section 2.1: CAHSEE

Figures 4 and 5 as well as Tables 6 and 7 show the outcomes of the incoming SDUSD enrollees that took the California High School Exit Examination (CAHSEE) in English language arts (ELA) and math. Beginning with the class of 2005/06, all public school students were required to pass the exam to earn a high school diploma. Therefore, results are presented for the most current 3 years of incoming SDUSD enrollees.

- Over 3 years, 93% of the incoming SDUSD enrollees passed the CAHSEE ELA and 92% passed the CAHSEE math (see Tables 6 and 7). This is an increase over the 2008/09 proportion of incoming SDUSD enrollees who passed the ELA and math exams (89% and 87%, respectively; see Figures 4 and 5).
- The proportion of incoming SDUSD enrollees who passed the ELA exam remained the same from 2006/07 to 2007/08 (95% each) and then declined in 2008/09 to 89% (see Figure 4). The proportion of incoming SDUSD enrollees who passed the math exam followed a pattern of a slight increase from 2006/07 to 2007/08 (94% and 95%, respectively) and then declined in 2008/09 to 87% (see Figure 5).
- The number of incoming SDUSD enrollees who did not pass the ELA exam had a greater percentage increase (170%) than incoming SDUSD enrollees who did not pass the math exam (161%) from 2006/07 to 2008/09 (see Tables 6 and 7). The percentage change was comparable among those incoming SDUSD enrollees who passed the ELA (4% increase) or math (3% increase) exams during the same time period.

Figure 4. Percent of Incoming SDUSD Enrollees by CAHSEE
English Language Arts (ELA) Exit Status

	2006/07	2007/08	2008/09
Pass	95%	95%	89%
Did Not Pass	5%	5%	11%
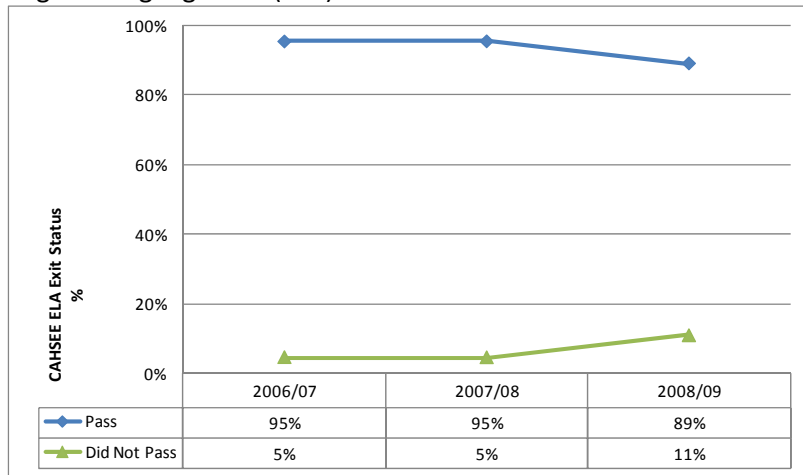
Table 6. Incoming SDUSD Enrollees by CAHSEE ELA Exit Status

	2006/07	2007/08	2008/09	2006/07 - 2008/09		
	N	N	N	Total N	Average %	% Change
Pass	1,165	1,178	1,213	3,556	93%	4%
Did Not Pass	56	56	151	263	7%	170%
Total	**1,221**	**1,234**	**1,364**	**3,819**	**100%**	**12%**

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 5. Percent of Incoming SDUSD Enrollees by CAHSEE
Math Exit Status

	2006/07	2007/08	2008/09
Pass	94%	95%	87%
Did Not Pass	6%	5%	13%
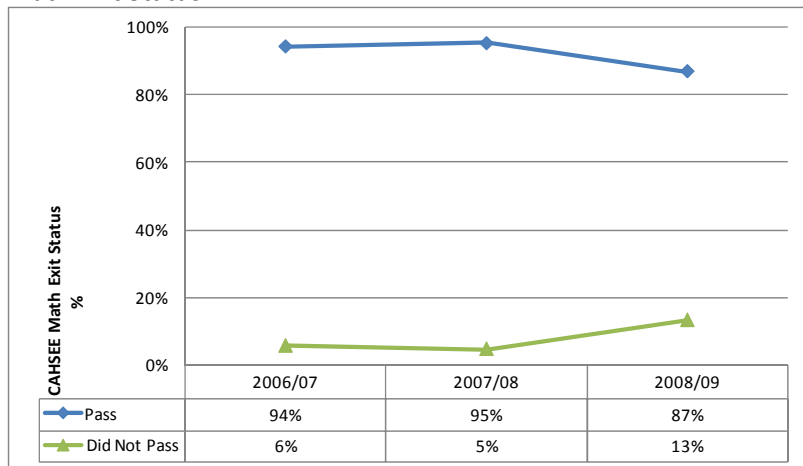
Table 7. Incoming SDUSD Enrollees by CAHSEE Math Exit Status

	2006/07	2007/08	2008/09	2006/07 - 2008/09		
	N	N	N	Total N	Average %	% Change
Pass	1,152	1,176	1,184	3,512	92%	3%
Did Not Pass	69	58	180	307	8%	161%
Total	**1,221**	**1,234**	**1,364**	**3,819**	**100%**	**12%**

Source: SDUSD Senior Data and SDCCD Information Systems

Section 2.2: SAT Scores

Scholastic Aptitude Test (SAT) scores of incoming SDUSD enrollees are presented in Table 8, including the average reading, math, writing, and combined reading and math scores. Given that a student may take the SAT exam multiple times, only the highest score was counted for each student who took the exam. Not all students entering Mesa College take the SATs; therefore, Figure 6 presents the percent of incoming SDUSD enrollees that took the reading, math, or writing exams.

Reading and Math Components

- The proportion of incoming SDUSD enrollees who took the reading and math SAT exams remained steady from 2004/05 to 2005/06 at 44% each, decreased slightly to 42% in 2006/07, increased to a high of 47% in 2007/08, and declined to 43% in 2008/09 (see Figure 6).
- The 5-year mean reading scores (471) were higher than the 2008/09 mean scores (461) and the 5-year mean math scores (475) were comparable to the 2008/09 mean scores (476; see Table 8).
- Average scores of incoming SDUSD enrollees who took the reading component of the SATs increased variably from 455 in 2004/05 to 471 in 2008/09, with a 3% change. Average scores of incoming SDUSD enrollees who took the math component of the SATs remained about the same from 2004/05 to 2008/09 (478 to 475; see Table 8).

Writing Component

- The SAT writing section was introduced in March 2005. Therefore, the first substantial data for students who took the exam were among students entering Mesa College in 2006/07. From 2006/07 to 2008/09 the proportion of students taking the writing exam (41%, 47% and 43%, respectively) was the same as those taking the reading and math components (see Figure 6).
- From 2005/06 to 2008/09, the average SAT writing score of incoming SDUSD enrollees was 457 (see Table 8), which was comparable to the 2008/09 mean score of 460.

Table 8. Incoming SDUSD Enrollees by Mean SAT Scores

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05-2008/09	
	Score	Score	Score	Score	Score	Average Score	% Change
Reading	455	459	458	462	471	461	3%
Math	478	474	479	473	475	476	0%
Writing	- - -	.	454	457	460	457	- - -
Combined Reading & Math	933	933	937	935	946	937	1%

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 6. Percent of Incoming SDUSD Enrollees by SAT Component

	2004/05	2005/06	2006/07	2007/08	2008/09
Reading	44%	44%	42%	47%	43%
Math	44%	44%	42%	47%	43%
Writing	0%	0%	41%	47%	43%
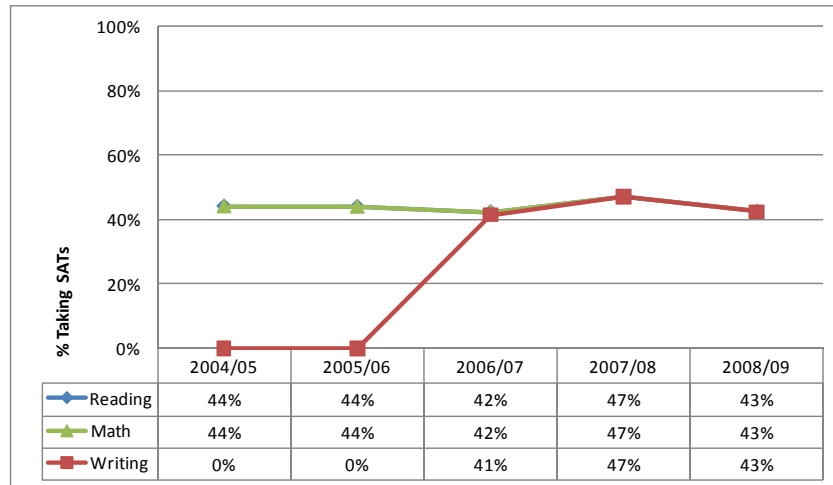
Section 2.3: A to G Requirements

Figure 7 and Table 9 shows incoming SDUSD enrollees who did and did not complete all A to G requirements.

- Twenty-nine percent of the incoming SDUSD enrollees, on average, completed their A to G requirements across 5 years (see Table 9). This is comparable to the 2008/09 incoming SDUSD enrollees who completed their A to G requirements (30%; see Figure 7).
- Those incoming SDUSD enrollees who completed their A to G requirements decreased by 3% from 2004/05 to 2008/09, while those who did not complete their A to G requirements decreased by 1% (see Table 9).

Figure 7. Percent of Incoming enrollees by A to G Completion

	2004/05	2005/06	2006/07	2007/08	2008/09
Met Requirements	30%	30%	26%	27%	30%
Did Not Meet Reqs	70%	70%	74%	73%	70%
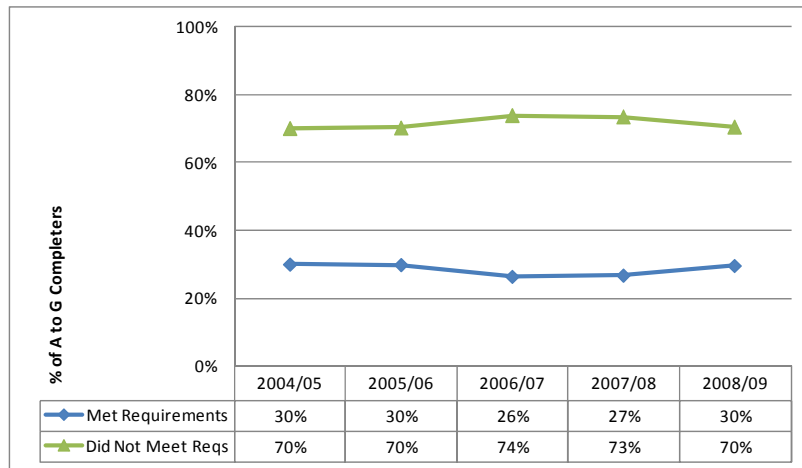
Table 9. Incoming enrollees by A to G Completion

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09		
	N	N	N	N	N	Total N	Average %	% Change
Met Requirements	416	361	321	329	403	1,830	29%	-3%
Did Not Meet Reqs	973	850	900	905	961	4,589	71%	-1%
Total	**1,389**	**1,211**	**1,221**	**1,234**	**1,364**	**6,419**	**100%**	**-2%**

Source: SDUSD Senior Data and SDCCD Information Systems

Section 2.4: Diploma Conferred

Figure 8 and Table 10 display the type of high school diploma received by incoming SDUSD enrollees and the proportion of those students who received an award.

- On a 5-year average, 86% of incoming SDUSD enrollees successfully graduated from high school and 15% did not receive a diploma (see Table 10). This is comparable to the 2008/09 average (85% received a diploma and 15% did not receive a diploma; see Figure 8).
- On average, from 2004/05 to 2008/09, 17% of the incoming SDUSD enrollees received honors diplomas (see Table 10). This is comparable to the 2008/09 proportion of incoming SDUSD enrollees who received honors diplomas (16%; see Figure 8).
- Between 2004/05 and 2008/09, the percentage change in the number of incoming SDUSD enrollees who received an honors diploma decreased by 4%, those who received a diploma decreased by 4%, and those who did not receive a diploma increased by 14% (see Table 10).

Figure 8. Percent of Incoming enrollees by Diploma Conferred

	2004/05	2005/06	2006/07	2007/08	2008/09
Honors Diploma	16%	18%	18%	17%	16%
Diploma	71%	68%	69%	66%	69%
No Diploma	13%	14%	13%	18%	15%
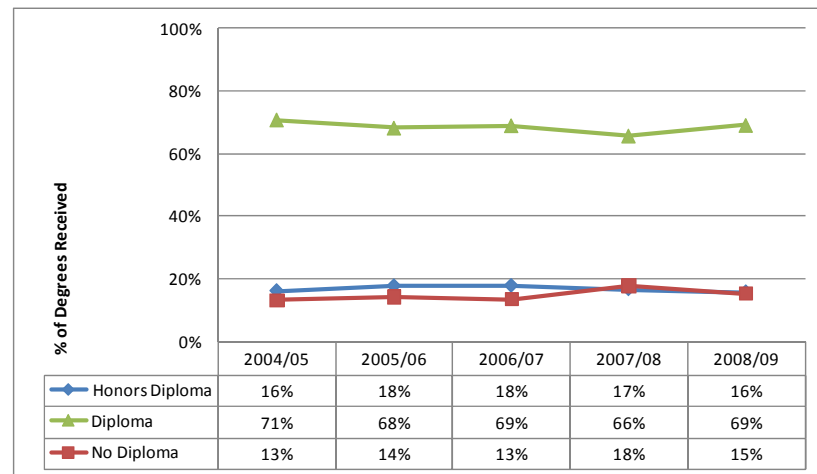
Table 10. Incoming enrollees by Diploma Conferred

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09		
	N	N	N	N	N	Total N	Average %	% Change
Honors Diploma	223	213	216	205	214	1,071	17%	-4%
Diploma	983	826	842	811	942	4,404	69%	-4%
No Diploma	183	172	163	218	208	944	15%	14%
Total	**1,389**	**1,211**	**1,221**	**1,234**	**1,364**	**6,419**	**100%**	**-2%**

Source: SDUSD Senior Data and SDCCD Information Systems

Chapter 3:   College Placement of Incoming SDUSD Enrollees by Preparation Level

The assessment tests used in the San Diego Community College District help determine which levels of English and math courses would offer students the greatest opportunities for learning, academic challenge, and success. Students are encouraged to take the assessment tests as they matriculate in the college. This section summarizes which course levels (i.e., transfer level, Associate degree-level, basic skills, ESOL level 40, 30, etc.) students qualified to enroll in for reading, writing, math, and ESOL courses. Placement levels were determined by qualification through assessment test score, course or waiver. The 2007/08 and 2008/09 course sequences for English in relation to placement scores are displayed in Figures 9 and 10. Note that changes were made within the English course sequence between 2007/08 and 2008/09. ENGL 051 and 056, previously Associate level courses, were redesignated to the basic skills course level in 2008/09. The 2007/08 and 2008/09 course sequences in relation to placement scores are displayed for math in Figure 11 and for ESOL in Figure 12.

The data described in Sections 3.1 through 3.4 reflect placement of incoming SDUSD students. In order to provide a richer understanding of the potential placement differences within preparation levels, data are also disaggregated for incoming SDUSD enrollees by high school preparation level: (1) Combined reading and math SAT score range, (2) A to G completion, and (3) Diploma Awarded (See the Population of Interest section on page 6 for additional group descriptions.).

Figure 9. English Course Sequence Relative to Placement in 2007/08.
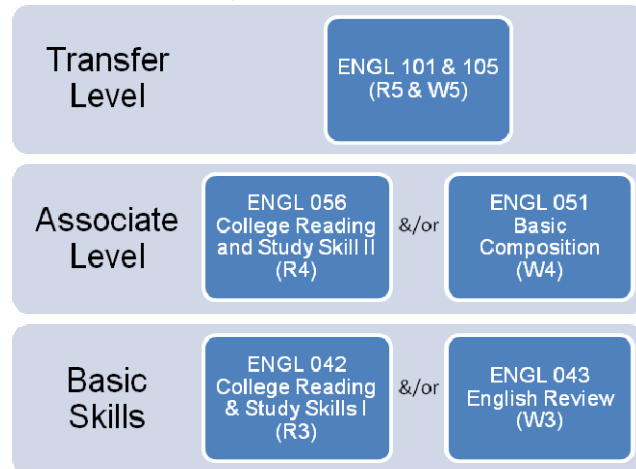
Figure 10. English Course Sequence Relative to Placement in 2008/09.
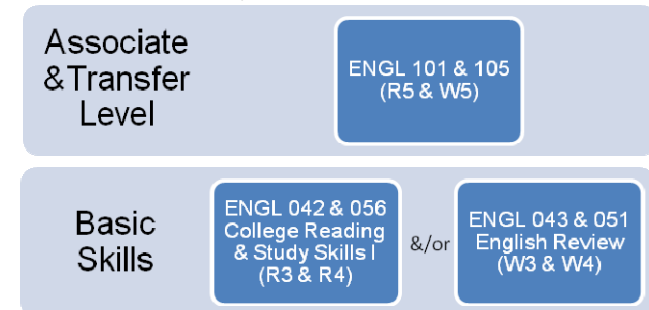
Note that English 56 and 51 have been changed to English 48 and 49, respectively, as of Fall 2009.

Figure 11. Math Course Sequence Relative to Placement in 2007/08 and 2008/09.
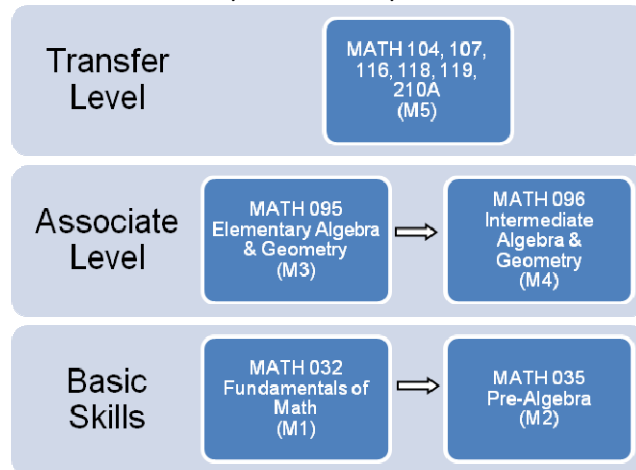
Note that Math 32, 35, and 95 have been changed to Math 34, 38, and 46, respectively, as of Fall 2009.

Figure 12. ESOL Course Sequence Relative to Placement in 2007/08 and 2008/09.

Section 3.1: Reading Placement

Reading Placement of Incoming SDUSD Enrollees

All SDUSD Enrollees
- In 2008/09, 47% of the incoming SDUSD enrollees placed at the transfer level (greater than the 5-year average of 39%), 27% placed at basic skills (greater than the 5-year average of 11%), 6% "Need Advising" which means that their test scores were very low and warranted a meeting with a counselor (equal to the 5-year average of 6%), and 18% did not have a reading placement (less than the 5-year average of 31%; see Table 11 and Figure 13). Note that due to the repositioning of ENGL 056 to basic skills in 2008/09, the Associate level was combined with the transfer level (100% decrease in Associate level from 2004/05 to 2008/09) and placement in basic skills increased dramatically (702% increase from 2004/05 to 2008/09). This would affect the average percent from 2004/05 to 2008/09.

SDUSD Enrollees Who Placed
- In 2008/09, of the incoming SDUSD enrollees who had a reading placement, 58% placed at the transfer level (slightly greater than the 5-year average of 56%), 33% placed at basic skills (greater than the 5-year average of 16%), and 7% needed advising (slightly less than the 5-year average of 9%; see Table 11 and Figure 14). The repositioning of ENGL 056 to basic skills in 2008/09 affected the average percent from 2004/05 to 2008/09.

Table 11. Incoming SDUSD Enrollees by Reading Placement

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09			Placement Only
						All Enrollees			
	N	N	N	N	N	Total N	Average %	% Change	Average %
Transfer Level	591	324	453	464	647	2,479	39%	9%	56%
Associate Level	156	157	218	251	0	782	12%	-100%	18%
Basic Skills	46	56	120	121	369	712	11%	702%	16%
Need Advising	57	77	94	104	79	411	6%	39%	9%
Take ESOL Test	0	0	0	0	27	27	0%	--	1%
Placement Only	850	614	885	940	1,122	4,411	--	32%	100%
No Placement	539	597	336	294	242	2,008	31%	-55%	--
All Enrollees	1,389	1,211	1,221	1,234	1,364	6,419	100%	-2%	--

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 13. All Incoming SDUSD Enrollees by Reading Placement

	2004/05	2005/06	2006/07	2007/08	2008/09
Transfer Level	43%	27%	37%	38%	47%
Associate Level	11%	13%	18%	20%	0%
Basic Skills	3%	5%	10%	10%	27%
Need Advising	4%	6%	8%	8%	6%
Take ESOL Test	0%	0%	0%	0%	2%
No Placement	39%	49%	28%	24%	18%
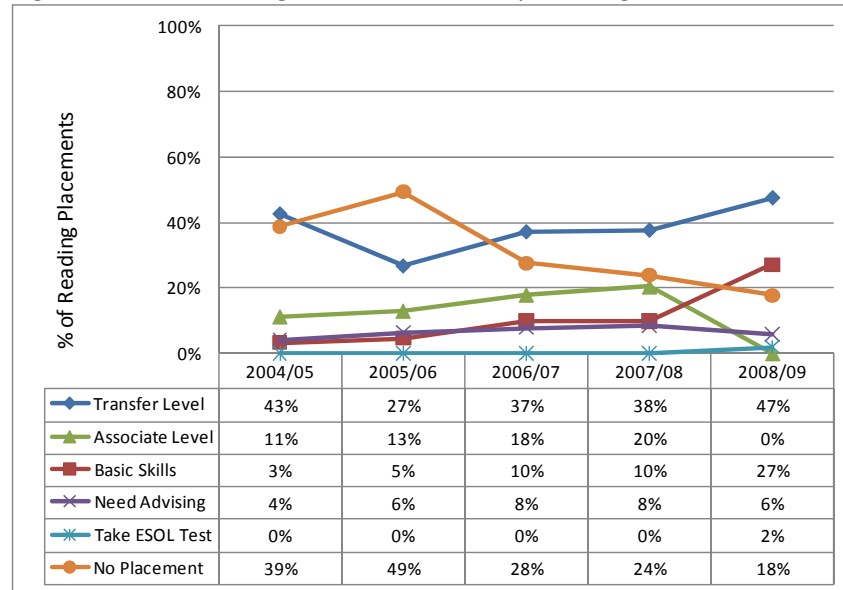
Figure 14. Incoming SDUSD Enrollees Who Placed by Reading Placement
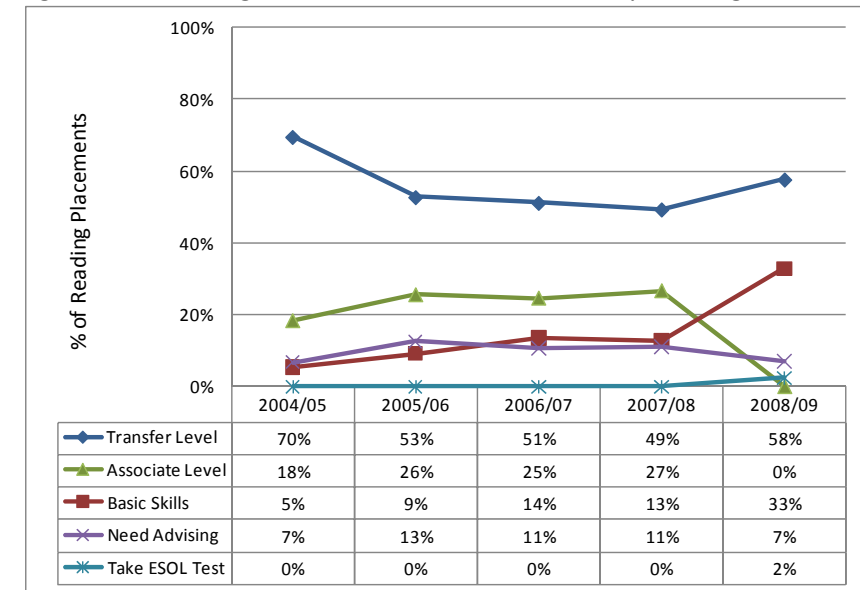
	2004/05	2005/06	2006/07	2007/08	2008/09
Transfer Level	70%	53%	51%	49%	58%
Associate Level	18%	26%	25%	27%	0%
Basic Skills	5%	9%	14%	13%	33%
Need Advising	7%	13%	11%	11%	7%
Take ESOL Test	0%	0%	0%	0%	2%

25

Reading Placement of Incoming SDUSD Enrollees Among All SDUSD Enrollees by Preparation Level

SAT Score Ranges (see Table 12)

- In 2008/09, among all incoming SDUSD enrollees who took both the reading and math SAT tests and who scored in the highest level of the SAT ranges (1011-1600), 73% placed at the transfer level (greater than the 5-year average of 54%), and 22% had no reading placement (less than the 5-year average of 43%).

- In 2008/09, among all incoming SDUSD enrollees who scored in the mid-level SAT score range (771-1010), 60% placed at the transfer level (greater than the 5-year average of 49%) and 17% had no reading placement (less than the 5-year average of 30%).

- Among all incoming SDUSD enrollees who scored in the lowest SAT score range (400-770), 54% placed at basic skills in 2008/09 and 25% placed at the transfer level. This differed from the 5-year averages in which 24% placed at basic skills and 20% placed at the transfer level. Placement comparisons among the lowest group levels were most impacted by the repositioning of English courses to basic skills.

A to G Completion (see Table 13)

- In 2008/09, among all incoming SDUSD enrollees who met the A to G requirements, 58% placed at the transfer level (greater than the 5-year average of 45%), and 21% had no placement (less than the 5-year average of 36%).

- In 2008/09, among all incoming SDUSD enrollees who did not meet the A to G requirements, 43% placed at the transfer level, 30% placed at basic skills, and 16% had no placement. This differs from the 5-year averages in which 36% placed at the transfer level, 13% placed at basic skills, and 30% had no placement. Some of the difference is due to the repositioning of the English classes in 2008/09.

Diploma Conferred (see Table 14)

- In 2008/09, among all incoming SDUSD enrollees who earned a high school honors diploma, placement in the transfer level (64%) was higher than the 5-year average of 44% and no placement (23%) was lower than the 5-year average of 43%.

- Among all incoming SDUSD enrollees who earned a standard diploma, nearly half (49%) placed at the transfer level, 32% placed at basic skills, and 12% had no placement.

- Among all incoming SDUSD enrollees who did not earn a diploma, 38% had no reading placement, one-quarter (25%) placed at the transfer level, and 21% placed at basic skills. This differs from the 5-year average in which 47% had no placement, 27% placed at the transfer level, and 8% placed at basic skills. Like the SAT score ranges, placement comparisons among the lowest group levels were most impacted by the repositioning of English courses to basic skills.

Table 12. Reading Placement of All Incoming SDUSD Enrollees by Combined Reading and Math SAT Score Ranges

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09 Average		
	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600
Transfer Level	28%	51%	46%	14%	39%	34%	17%	46%	54%	14%	45%	63%	25%	60%	73%	20%	49%	54%
Associate Level	14%	7%	0%	23%	12%	1%	24%	24%	2%	34%	26%	5%	0%	0%	0%	19%	13%	2%
Basic Skills	10%	2%	0%	11%	1%	0%	25%	3%	0%	22%	7%	1%	54%	22%	5%	24%	7%	1%
Need Advising	10%	1%	0%	13%	0%	1%	12%	2%	0%	17%	0%	0%	4%	1%	0%	11%	1%	0%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	1%	0%	0%
No Placement	38%	39%	54%	39%	47%	65%	22%	25%	43%	14%	22%	32%	14%	17%	22%	26%	30%	43%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	113	309	191	109	253	171	100	256	161	116	274	193	100	289	191	538	1,381	907

Source: SDUSD Senior Data and SDCCD Information Systems

Table 13. Reading Placement of All Incoming SDUSD Enrollees by A to G Completion

	2004/05		2005/06		2006/07		2007/08		2008/09		2004/05-2008/09 Average	
	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met
Transfer Level	41%	45%	27%	27%	35%	44%	34%	49%	43%	58%	36%	45%
Associate Level	12%	9%	13%	12%	19%	15%	22%	16%	0%	0%	13%	10%
Basic Skills	4%	2%	5%	4%	11%	6%	12%	5%	30%	20%	13%	7%
Need Advising	5%	2%	8%	2%	9%	3%	11%	2%	8%	1%	8%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	1%	0%
No Placement	38%	42%	47%	55%	26%	32%	22%	29%	16%	21%	30%	36%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	973	416	850	361	900	321	905	329	961	403	4,589	1,830

Source: SDUSD Senior Data and SDCCD Information Systems

Table 14. Reading Placement of All Incoming SDUSD Enrollees by Diploma Conferred

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09 Average		
	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma
Transfer Level	33%	43%	47%	19%	29%	25%	29%	38%	42%	27%	39%	44%	25%	49%	64%	27%	40%	44%
Associate Level	10%	13%	4%	12%	15%	4%	8%	21%	12%	11%	25%	11%	0%	0%	0%	8%	15%	6%
Basic Skills	2%	4%	1%	3%	5%	3%	6%	12%	4%	8%	12%	3%	21%	32%	11%	8%	13%	4%
Need Advising	4%	5%	1%	6%	7%	3%	9%	9%	3%	13%	9%	1%	12%	5%	1%	9%	7%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	2%	0%	1%	0%	0%
No Placement	51%	35%	47%	59%	43%	65%	48%	20%	40%	41%	15%	40%	38%	12%	23%	47%	25%	43%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	183	983	223	172	826	213	163	842	216	218	811	205	208	942	214	944	4,404	1,071

Source: SDUSD Senior Data and SDCCD Information Systems

Section 3.2: Writing Placement

Writing Placement of Incoming SDUSD Enrollees

All SDUSD Enrollees

- In 2008/09, 33% of the incoming SDUSD enrollees placed at the transfer level (greater than the 5-year average of 25%), 41% placed at basic skills (greater than the 5-year average of 18%), 6% "Need Advising" which means that their test scores were very low and warranted a meeting with a counselor (slightly less than the 5-year average of 7%), and 18% did not have a writing placement (less than the 5-year average of 31%; see Table 15 and Figure 15). Note that due to the repositioning of ENGL 051 to basic skills in 2008/09, the Associate level was combined with the transfer level (100% decrease in Associate level from 2004/05 to 2008/09) and placement in basic skills increased dramatically (354% increase from 2004/05 to 2008/09). This would affect the average percent from 2004/05 to 2008/09.

SDUSD Enrollees Who Placed

- In 2008/09, of the incoming SDUSD enrollees who had a writing placement, 40% placed at the transfer level (slightly greater than the 5-year average of 37%), 50% placed at basic skills (greater than the 5-year average of 27%), and 8% needed advising (slightly less than the 5-year average of 10%; see Table 15 and Figure 16). The repositioning of ENGL 051 to basic skills in 2008/09 affected the average percent from 2004/05 to 2008/09.

Table 15. Incoming SDUSD Enrollees by Writing Placement

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09			Placement Only
						All Enrollees			Placement Only
	N	N	N	N	N	Total N	Average %	% Change	Average %
Transfer Level	415	195	300	269	448	1,627	25%	8%	37%
Associate Level	260	220	314	369	0	1,163	18%	-100%	26%
Basic Skills	123	123	177	196	559	1,178	18%	354%	27%
Need Advising	57	78	95	106	86	422	7%	51%	10%
Take ESOL Test	0	0	0	0	28	28	0%	--	1%
Placement Only	855	616	886	940	1,121	4,418	--	31%	100%
No Placement	534	595	335	294	243	2,001	31%	-54%	--
All Enrollees	1,389	1,211	1,221	1,234	1,364	6,419	100%	-2%	--

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 15. All Incoming SDUSD Enrollees by Writing Placement

	2004/05	2005/06	2006/07	2007/08	2008/09
Transfer Level	30%	16%	25%	22%	33%
Associate Level	19%	18%	26%	30%	0%
Basic Skills	9%	10%	14%	16%	41%
Need Advising	4%	6%	8%	9%	6%
Take ESOL Test	0%	0%	0%	0%	2%
No Placement	38%	49%	27%	24%	18%
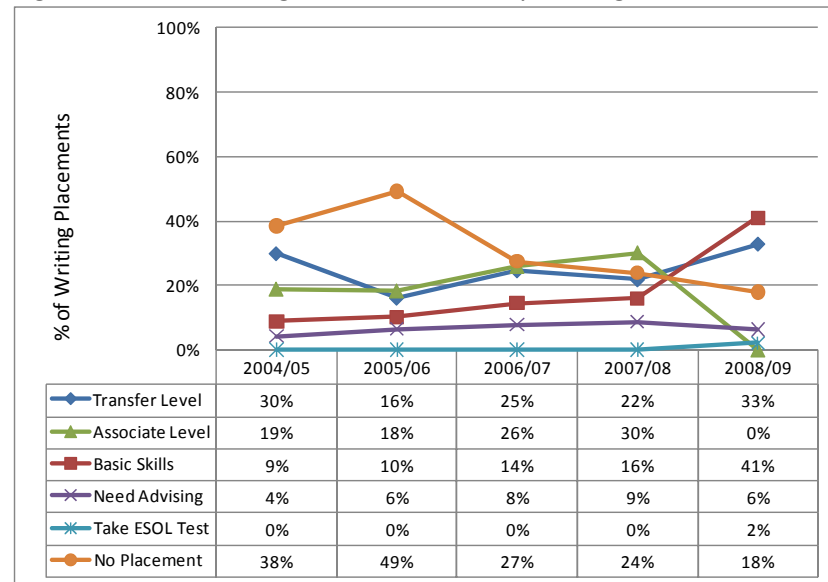
Figure 16. Incoming SDUSD Enrollees Who Placed by Writing Placement
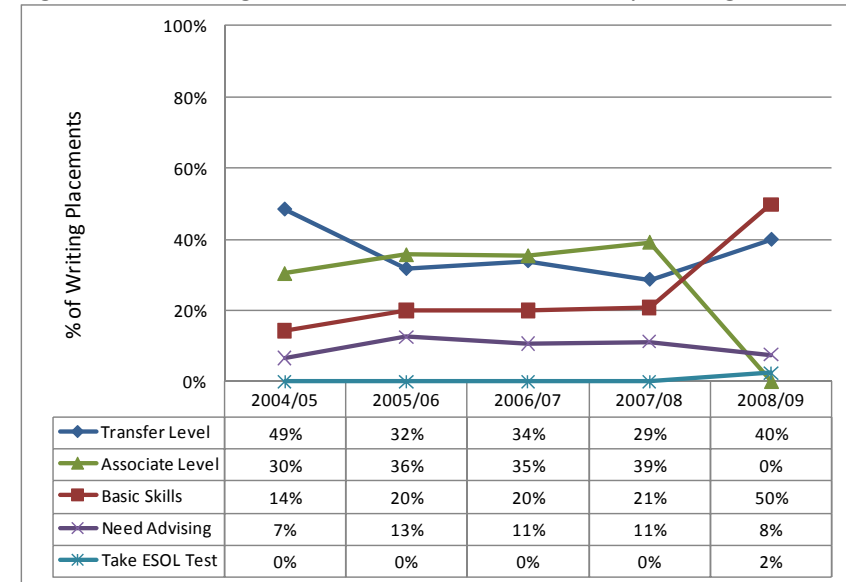
	2004/05	2005/06	2006/07	2007/08	2008/09
Transfer Level	49%	32%	34%	29%	40%
Associate Level	30%	36%	35%	39%	0%
Basic Skills	14%	20%	20%	21%	50%
Need Advising	7%	13%	11%	11%	8%
Take ESOL Test	0%	0%	0%	0%	2%

Writing Placement of Incoming SDUSD Enrollees Among All SDUSD Enrollees by Preparation Level

SAT Score Ranges (see Table 16)
- In 2008/09, among all incoming SDUSD enrollees who took both the reading and math SAT tests and who scored in the highest level of the SAT ranges (1011-1600), 69% placed at the transfer level (greater than the 5-year average of 48%) and 22% had no writing placement (less than the 5-year average of 43%).
- In 2008/09, among all incoming SDUSD enrollees who scored in the mid-level SAT range (771-1010), the percentage of students who placed at the transfer (44%) or basic skills levels (38%) was higher than the 5-year averages of 34% and 12%, respectively. The proportion of students who did not place in 2008/09 (17%) was lower than the 5-year average of 29%.
- Among all incoming SDUSD enrollees who scored in the lowest SAT range (400-770), the most dramatic change between 2008/09 placement and the 5-year average was at the basic skills level (57% compared to 28%, respectively). Note that the lowest two SAT score groups (400-770 and 771-1010) were most impacted by the repositioning of English courses to basic skills.

A to G Completion (see Table 17)
- In 2008/09, among all incoming SDUSD enrollees who met the A to G requirements, 48% placed at the transfer level (greater than the 5-year average of 34%), 29% placed at basic skills (greater than the 5-year average of 11%), and 22% had no placement (less than the 5-year average of 36%).
- In 2008/09, among all incoming SDUSD enrollees who did not meet the A to G requirements, 27% placed at the transfer level (greater than the 5-year average of 22%), 46% placed at basic skills (greater than the 5-year average of 21%), and 16% had no placement (less than the 5-year average of 29%). The difference is due in part to the repositioning of the English classes in 2008/09; however, the impact is notable among both students who did and did not meet the A to G requirements.

Diploma Conferred (see Table 18)
- Among all incoming SDUSD enrollees who earned an honors diploma, 56% placed at the transfer level and 24% had no placement. When examining the 5-year average, the trend reverses with 37% placing in the transfer level and 43% having no writing placement.
- In 2008/09, among all incoming SDUSD enrollees who earned a standard diploma, transfer (33%) and basic skills placements (47%) were higher than the 5-year averages of 25% and 22%, respectively.
- Among all incoming SDUSD enrollees who did not earn a diploma, the proportion of students in 2008/09 who had no writing placement (38%) was lower than the 5-year average of 47% and the proportion of students in 2008/09 who placed at basic skills (36%) was higher than the 5-year average of 16%. The difference is due in part to the repositioning of the English classes in 2008/09 and the impact is most notable among the students with no diploma and students with standard diplomas.

Table 16. Writing Placement of All Incoming SDUSD Enrollees by Combined Reading and Math SAT Score Ranges

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09 Average		
	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600
Transfer Level	13%	39%	40%	6%	22%	29%	9%	35%	46%	6%	26%	55%	17%	44%	69%	10%	34%	48%
Associate Level	26%	19%	5%	23%	23%	5%	26%	33%	11%	38%	44%	12%	0%	0%	0%	23%	23%	6%
Basic Skills	13%	4%	1%	19%	7%	1%	31%	5%	0%	25%	8%	2%	57%	38%	9%	28%	12%	2%
Need Advising	10%	1%	0%	13%	0%	1%	12%	2%	0%	17%	0%	0%	8%	1%	0%	12%	1%	0%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	1%	0%	0%
No Placement	38%	38%	54%	39%	47%	65%	22%	25%	43%	14%	22%	32%	15%	17%	22%	26%	29%	43%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	113	309	191	109	253	171	100	256	161	116	274	193	100	289	191	538	1,381	907

Source: SDUSD Senior Data and SDCCD Information Systems

Table 17. Writing Placement of All Incoming SDUSD Enrollees by A to G Completion

	2004/05		2005/06		2006/07		2007/08		2008/09		2004/05-2008/09 Average	
	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met
Transfer Level	28%	35%	15%	20%	22%	33%	18%	33%	27%	48%	22%	34%
Associate Level	19%	18%	19%	16%	26%	25%	30%	29%	0%	0%	19%	17%
Basic Skills	11%	4%	11%	8%	17%	7%	19%	7%	46%	29%	21%	11%
Need Advising	5%	2%	8%	2%	9%	3%	11%	2%	8%	1%	8%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	1%	0%
No Placement	37%	41%	47%	54%	26%	32%	22%	29%	16%	22%	29%	36%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	973	416	850	361	900	321	905	329	961	403	4,589	1,830

Source: SDUSD Senior Data and SDCCD Information Systems

Table 18. Writing Placement of All Incoming SDUSD Enrollees by Diploma Conferred

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09 Average		
	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma
Transfer Level	25%	29%	37%	7%	17%	20%	18%	23%	37%	13%	20%	39%	10%	33%	56%	15%	25%	37%
Associate Level	15%	21%	13%	18%	21%	6%	14%	30%	18%	17%	37%	15%	0%	0%	0%	13%	21%	10%
Basic Skills	6%	11%	4%	9%	12%	6%	10%	18%	3%	15%	19%	5%	36%	47%	18%	16%	22%	7%
Need Advising	4%	5%	1%	7%	7%	3%	9%	9%	2%	14%	9%	1%	13%	6%	2%	10%	7%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	2%	0%	1%	0%	0%
No Placement	50%	34%	46%	59%	43%	65%	48%	20%	40%	41%	15%	40%	38%	12%	24%	47%	25%	43%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	183	983	223	172	826	213	163	842	216	218	811	205	208	942	214	944	4,404	1,071

Source: SDUSD Senior Data and SDCCD Information Systems

Section 3.3: Math Placement

Math Placement of Incoming SDUSD Enrollees

All SDUSD Enrollees

- In 2008/09, 19% of the incoming SDUSD enrollees placed at the transfer level (greater than the 5-year average of 14%), 29% placed at the Associate level (slightly greater than the 5-year average of 27%), 28% placed at basic skills (greater than the 5-year average of 23%), 4% were directed to take the algebra readiness test (equal to the 5-year average of 4%), and 20% did not have a math placement test (less than the 5-year average of 31%; see Table 19 and Figure 17).
- Transfer level placements had the greatest positive percentage change (72% increase) among all placement levels from 2004/05 to 2008/09, while students who did not place had the greatest negative percentage change (50% decrease) among all placement levels during the same time period.

SDUSD Enrollees Who Placed

- In 2008/09, of the incoming SDUSD enrollees who had a math placement, 23% placed at the transfer level (slightly greater than the 5-year average of 20%), 37% placed at the Associate level (slightly less than the 5-year average of 40%), 34% placed at basic skills (equal to the 5-year average of 34%), and 5% were directed to take the algebra readiness test (slightly less than the 5-year average of 6%; see Table 19 and Figure 18).

Table 19. Incoming SDUSD Enrollees by Math Placement

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09			Placement Only
						All Enrollees			Placement Only
	N	N	N	N	N	Total N	Average %	% Change	Average %
Transfer Level	149	134	172	183	256	894	14%	72%	20%
Associate Level	373	247	362	364	401	1,747	27%	8%	40%
Basic Skills	231	215	309	353	376	1,484	23%	63%	34%
Take Algebra Readiness Test	95	29	51	40	60	275	4%	-37%	6%
Placement Only	848	625	894	940	1,093	4,400	--	29%	100%
No Placement	541	586	327	294	271	2,019	31%	-50%	--
All Enrollees	1,389	1,211	1,221	1,234	1,364	6,419	100%	-2%	--

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 17. All Incoming SDUSD Enrollees by Math Placement

	2004/05	2005/06	2006/07	2007/08	2008/09
Transfer Level	11%	11%	14%	15%	19%
Associate Level	27%	20%	30%	29%	29%
Basic Skills	17%	18%	25%	29%	28%
Take Algebra Readiness Test	7%	2%	4%	3%	4%
No Placement	39%	48%	27%	24%	20%
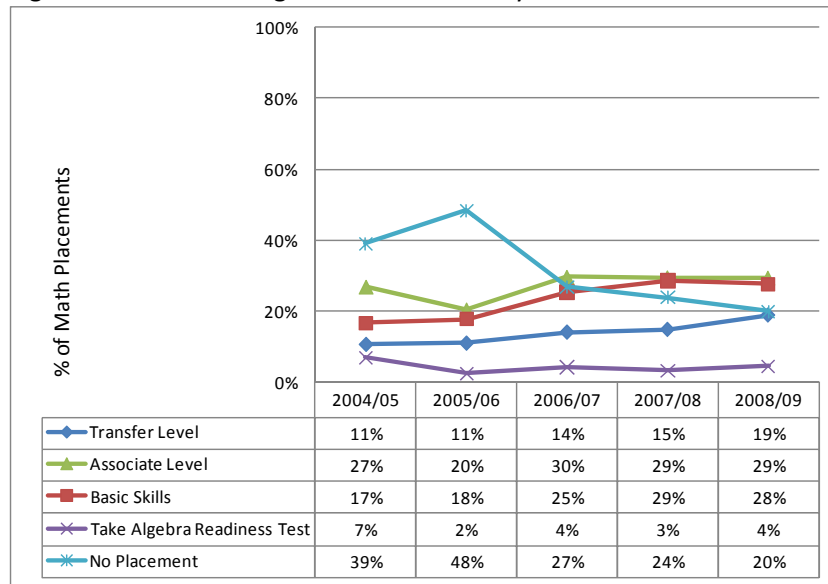
Figure 18. Incoming SDUSD Enrollees Who Placed by Math Placement
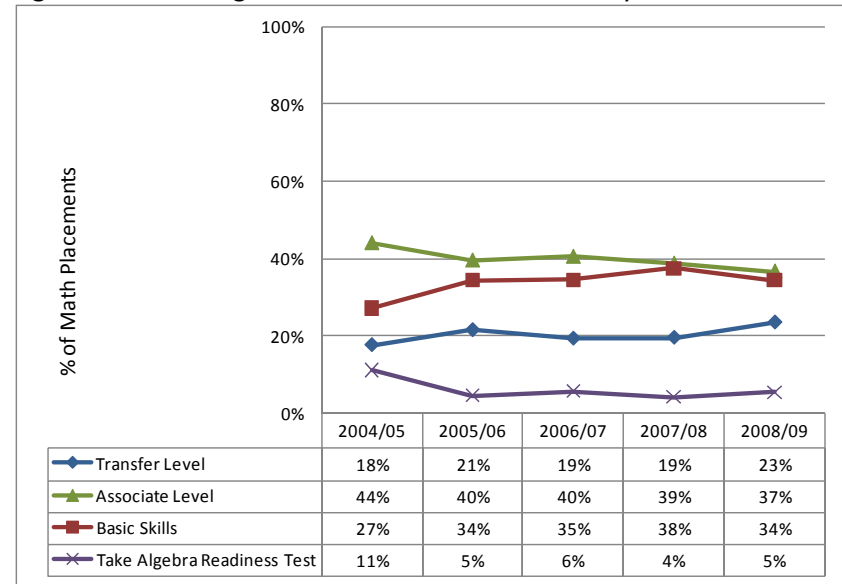
	2004/05	2005/06	2006/07	2007/08	2008/09
Transfer Level	18%	21%	19%	19%	23%
Associate Level	44%	40%	40%	39%	37%
Basic Skills	27%	34%	35%	38%	34%
Take Algebra Readiness Test	11%	5%	6%	4%	5%

33

Math Placement of Incoming SDUSD Enrollees Among All SDUSD Enrollees by Preparation Level

SAT Score Ranges (see Table 20)

- In 2008/09, among all incoming SDUSD enrollees who took both the reading and math SAT tests and who scored in the highest level of the SAT score ranges (1011-1600), just over half (51%) placed at the transfer level and 21% had no math placement. On a 5-year average, a lower proportion of students placed at the transfer level (40%) and a higher proportion of students had no placement (39%).

- In 2008/09, among all incoming SDUSD enrollees who scored in the mid-level SAT range (771-1010), 35% placed at the Associate level, 24% placed at the transfer level, and 21% had no math placement. The Associate level percentages remained stable at 35% across the 5 years, but the percentage of students who placed at the transfer level was higher in 2008/09 than the 5-year average of 17% and the percentage of students who did not place was lower in 2008/09 than the 5-year average of 31%.

- In 2008/09, among all incoming SDUSD enrollees who scored in the lowest SAT range (400-770), 45% placed at basic skills (greater than the 5-year average of 39%) and 20% placed at the Associate level (comparable to the 5-year average of 21%).

A to G Completion (see Table 21)

- Among all incoming SDUSD enrollees in 2008/09 who met the A to G requirements, nearly equal proportions placed at the transfer or Associate levels (29% and 28%, respectively). On a 5-year average, a lower proportion of students placed at the transfer level (23%) and a comparable proportion of students placed at the Associate level (27%). The percentage of students had no math placement in 2008/09 (24%) showed a decrease compared to the 5-year average of 35%.

- Among all incoming SDUSD enrollees in 2008/09 who did not meet the A to G requirements, 30% placed at the Associate level and 33% placed at basic skills. This is slightly greater than the 5-year average of 27% for Associate level placements and higher than the 5-year average of 28% for basic skills placements. The percentage of students who had no math placement in 2008/09 (18%) was less than the 5-year average of 30%.

Diploma Conferred (see Table 22)

- In 2008/09, among all incoming SDUSD enrollees who earned an honors diploma, 40% placed at the transfer level (greater than the 5-year average of 31%) and 29% had no math placement (less than the 5-year average of 41%).

- In 2008/09, among all incoming SDUSD enrollees who earned a standard diploma, 16% placed at the transfer level, comparable proportions placed at the Associate level or at basic skills (34% and 31%, respectively), and 14% had no math placement. The 5-year average differs for transfer level placements (11%) and for students who did not have a math placement (25%).

- In 2008/09, among all incoming SDUSD enrollees who did not earn a diploma, 39% had no math placement (less than the 5-year average of 50%) and 33% placed at basic skills (greater than the 5-year average of 24%).

Table 20. Math Placement of All Incoming SDUSD Enrollees by Combined Reading and Math SAT Score Ranges

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09 Average		
	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600
Transfer Level	3%	14%	29%	4%	13%	30%	8%	19%	39%	4%	15%	49%	9%	24%	51%	5%	17%	40%
Associate Level	22%	33%	18%	23%	30%	6%	17%	40%	21%	22%	37%	21%	20%	35%	21%	21%	35%	18%
Basic Skills	24%	5%	1%	27%	8%	2%	48%	11%	1%	54%	20%	1%	45%	17%	4%	39%	12%	2%
Take Algebra Readiness Test	12%	7%	4%	6%	2%	0%	7%	4%	1%	4%	6%	1%	9%	3%	2%	8%	4%	2%
No Placement	39%	41%	48%	40%	47%	61%	20%	26%	38%	15%	22%	28%	17%	21%	21%	26%	31%	39%
Total %	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Total N	113	309	191	109	253	171	100	256	161	116	274	193	100	289	191	538	1,381	907

Source: SDUSD Senior Data and SDCCD Information Systems

Table 21. Math Placement of All Incoming SDUSD Enrollees by A to G Completion

	2004/05		2005/06		2006/07		2007/08		2008/09		2004/05-2008/09 Average	
	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met
Transfer Level	8%	18%	8%	17%	10%	24%	10%	27%	15%	28%	10%	23%
Associate Level	27%	27%	20%	20%	29%	31%	30%	28%	30%	29%	27%	27%
Basic Skills	21%	7%	21%	10%	30%	12%	34%	14%	33%	15%	28%	11%
Take Algebra Readiness Test	6%	8%	3%	1%	5%	3%	3%	3%	4%	4%	4%	4%
No Placement	38%	41%	47%	52%	26%	30%	22%	28%	18%	24%	30%	35%
Total %	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Total N	973	416	850	361	900	321	905	329	961	403	4,589	1,830

Source: SDUSD Senior Data and SDCCD Information Systems

Table 22. Math Placement of All Incoming SDUSD Enrollees by Diploma Conferred

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09 Average		
	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma
Transfer Level	8%	8%	26%	3%	10%	23%	6%	11%	34%	5%	13%	33%	9%	16%	40%	6%	11%	31%
Associate Level	19%	30%	22%	19%	23%	13%	18%	34%	22%	20%	35%	20%	16%	34%	21%	18%	31%	20%
Basic Skills	17%	19%	4%	14%	23%	2%	22%	31%	6%	30%	33%	8%	33%	31%	7%	24%	27%	6%
Take Algebra Readiness Test	3%	8%	4%	2%	2%	2%	2%	5%	3%	1%	4%	1%	3%	5%	4%	2%	5%	3%
No Placement	54%	35%	44%	62%	43%	59%	52%	20%	35%	45%	15%	37%	39%	14%	29%	50%	25%	41%
Total %	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Total N	183	983	223	172	826	213	163	842	216	218	811	205	208	942	214	944	4,404	1,071

Source: SDUSD Senior Data and SDCCD Information Systems

Section 3.4: ESOL Placement

ESOL Placement of Incoming SDUSD Enrollees

All SDUSD Enrollees
- In 2008/09, most incoming SDUSD enrollees did not have an ESOL placement (97%), which is equal to the 5-year average of 97% (see Tables 23 and Figure 19).
- From 2004/05 to 2008/09, the number of students who had an ESOL placement rose by 85%. Furthermore, the number of students who did not have an ESOL placement rose by 50%.

SDUSD Enrollees Who Placed
- In 2008/09, of the incoming SDUSD enrollees who had an ESOL placement, 11% placed at level 40 (comparable to the 5-year average of 12%), 35% placed at level 30 (comparable to the 5-year average of 33%), 11% placed at level 20 (comparable to the 5-year average of 12%), and 43% placed at level 19 (equal to the 5-year average of 43%; see Table 23 and Figure 20).

Table 23. Incoming SDUSD Enrollees by ESOL Placement

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09			Placement Only
						All Enrollees			
	N	N	N	N	N	Total N	Average %	% Change	Average %
40	0	6	6	3	4	19	0%	--	12%
30	7	8	13	10	13	51	1%	86%	33%
20	3	4	5	3	4	19	0%	33%	12%
19	10	9	13	18	16	66	1%	60%	43%
Placement Only	**20**	**27**	**37**	**34**	**37**	**155**	**--**	**85%**	**100%**
No Placement	894	952	1,069	1,251	1,340	5,506	97%	50%	--
All Enrollees	**914**	**979**	**1,106**	**1,285**	**1,377**	**5,661**	**100%**	**51%**	**--**

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 19. All Incoming SDUSD Enrollees by ESOL Placement

	2004/05	2005/06	2006/07	2007/08	2008/09
40	0%	1%	1%	1%	1%
30	1%	1%	1%	1%	0%
20	1%	1%	1%	0%	0%
19	1%	1%	2%	1%	2%
No Placement	97%	97%	96%	97%	97%
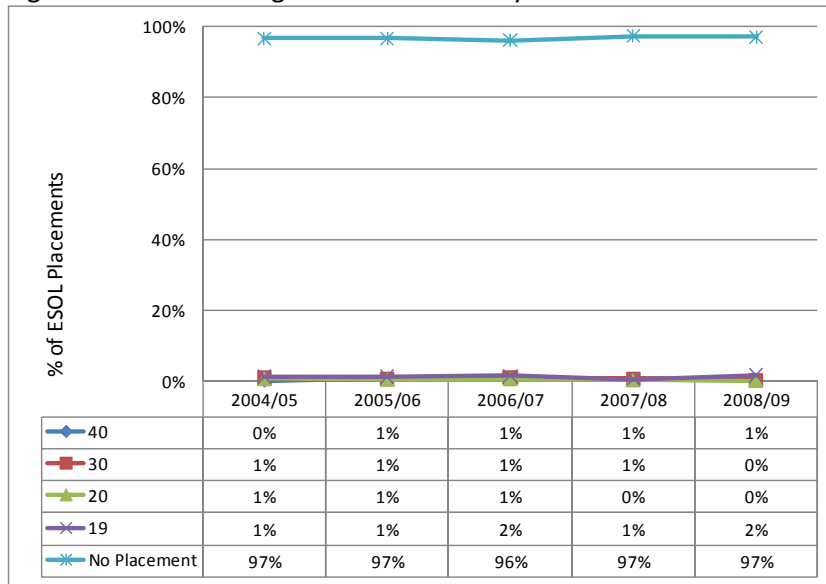
Figure 20. Incoming SDUSD Enrollees Who Placed by ESOL Placement

	2004/05	2005/06	2006/07	2007/08	2008/09
40	0%	22%	16%	9%	11%
30	35%	30%	35%	29%	35%
20	15%	15%	14%	9%	11%
19	50%	33%	35%	53%	43%

37
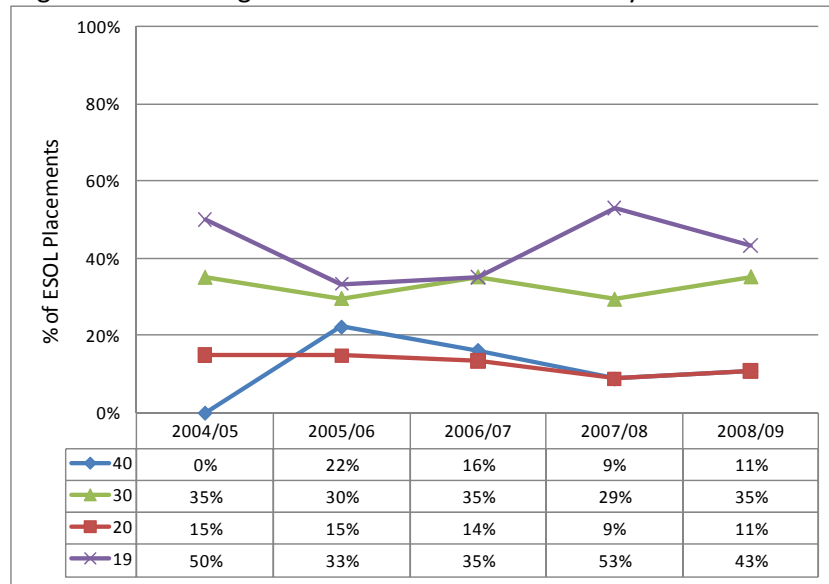
ESOL Placement Among Those Who Placed by Preparation Level

Due to the small number of students with an ESOL placement, only those who placed are discussed in this section. Also note the small counts in some categories when comparing percentages.

SAT Score Ranges (see Table 24)
- From 2004/05 to 2008/09, few of the incoming SDUSD enrollees took both the reading and math SAT tests and had an ESOL placement (34 students). Almost all of those students were in the lowest SAT score range (400-770; 28 students).
- From 2004/05 to 2008/09, among those who scored in the lowest SAT range (400-770) and who had an ESOL placement, 18% placed at level 40, 25% placed at level 30, 14% placed at level 20, and the majority (43%) placed at level 20.

A to G Completion (see Table 25)
- From 2004/05 to 2008/09, 88% of the incoming SDUSD enrollees who had an ESOL placement were students who had not completed the A to G requirements (137 students out of 155), while the remaining 12% had completed the A to G requirements (18 students).
- In 2008/09, among those who did <u>not</u> meet the A to G requirements and who had an ESOL placement, 12% placed at level 40 (equal to the 5-year average of 12%), 36% placed at level 30 (higher than the 5-year average of 32%), 12% placed at level 20 (equal to the 5-year average of 12%), and the largest proportion (39%) placed at level 19 (less than the 5-year average of 44%).

Diploma Conferred (see Table 26)
- From 2004/05 to 2008/09, the majority of the incoming SDUSD enrollees who had an ESOL placement were students who had received a standard diploma (70%; 109 students out of 155), followed by students who did not receive a diploma (19%; 30 students). Ten percent of students who had an ESOL placement received an honors diploma (16 students).
- In 2008/09, among those who earned a standard diploma and who had an ESOL placement, 14% placed at level 40 (comparable to the 5-year average of 15%), 55% placed at level 30 (greater than the 5-year average of 34%, 9% placed at level 20 (slightly less than the 5-year average of 12%), and 23% placed at level 19 (less than the 5-year average of 39%).

Table 24. ESOL Placement of Incoming SDUSD Enrollees by Combined Reading and Math SAT Score Ranges

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09 Average		
	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600
40	0%	0%	0%	20%	100%	0%	29%	0%	0%	13%	0%	0%	17%	0%	0%	18%	17%	--
30	50%	0%	0%	40%	0%	0%	14%	100%	0%	25%	0%	0%	17%	0%	0%	25%	33%	--
20	0%	0%	0%	0%	0%	0%	29%	0%	0%	25%	0%	0%	0%	0%	0%	14%	0%	--
19	50%	100%	0%	40%	0%	0%	29%	0%	0%	38%	100%	0%	67%	100%	0%	43%	50%	--
Total %	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%	--
Total N	2	1	0	5	1	0	7	2	0	8	1	0	6	1	0	28	6	0

Source: SDUSD Senior Data and SDCCD Information Systems

Table 25. ESOL Placement of Incoming SDUSD Enrollees by A to G Completion

	2004/05		2005/06		2006/07		2007/08		2008/09		2004/05-2008/09 Average	
	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met
40	0%	0%	18%	40%	19%	0%	9%	0%	12%	0%	12%	11%
30	32%	100%	32%	20%	32%	50%	28%	50%	36%	25%	32%	39%
20	16%	0%	9%	40%	13%	17%	9%	0%	12%	0%	12%	17%
19	53%	0%	41%	0%	35%	33%	53%	50%	39%	75%	44%	33%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	19	1	22	5	31	6	32	2	33	4	137	18

Source: SDUSD Senior Data and SDCCD Information Systems

Table 26. ESOL Placement of Incoming SDUSD Enrollees by Diploma Conferred

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09 Average		
	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma
40	0%	0%	0%	0%	29%	0%	20%	15%	17%	0%	13%	0%	8%	14%	0%	7%	15%	6%
30	100%	29%	50%	0%	33%	25%	40%	23%	83%	33%	30%	0%	8%	55%	0%	23%	34%	44%
20	0%	12%	50%	50%	10%	25%	0%	19%	0%	0%	9%	50%	8%	9%	50%	7%	12%	25%
19	0%	59%	0%	50%	29%	50%	40%	42%	0%	67%	48%	50%	77%	23%	50%	63%	39%	25%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	1	17	2	2	21	4	5	26	6	9	23	2	13	22	2	30	109	16

Source: SDUSD Senior Data and SDCCD Information Systems

Chapter 4:   Performance Outcomes of Incoming SDUSD Enrollees by Preparation Level

Chapter 4 describes how incoming SDUSD enrollees performed during their first academic term at Mesa College after their senior year in high school. This chapter is divided into three sections: Retention, Successful Course Completion, and Mean Term GPA. Please see page 7 for operational definitions of retention and success rates.

Section 4.1: Retention

Figure 21 shows retention rates for incoming SDUSD enrollees from 2004/05 to 2008/09. Figures 22, 23, and 24 show retention rates for incoming SDUSD enrollees from 2004/05 to 2008/09 disaggregated by incoming preparation levels.

- The overall retention rates for incoming SDUSD enrollees decreased over the 5-year period being reported, from 86% in 2004/05 to 83% in 2008/09 (see Figure 21).

Retention by Preparation Level
- The retention rates of SDUSD enrollees who scored in the highest SAT score range (1011-1600) in combined reading and math tests were higher than the mid-level SAT score range (771-1010) from 2005/06 to 2008/09 by a range of 2% to 5% (see Figure 22). With the exception of 2005/06, students who scored in the mid-level SAT score range (771-1010) had higher retention rates than those in the lowest SAT score range (400-770) by a range of 1% to 5%.
- The percentage difference between the retention rates of SDUSD enrollees by A to G completion and diploma conferred varied proportionately by preparation level. From 2004/05 to 2008/09, the retention rates of students who met the A to G requirements were 4% to 11% higher than students who did not meet the A to G requirements (see Figure 23).
- Likewise, from 2004/05 to 2008/09, the retention rates of students who earned honors diplomas were 6% to 12% higher than those students who earned standard diplomas and the retention rates of students who earned standard diplomas were 8% to 13% higher than those students who did not earn a diploma (see Figure 24).

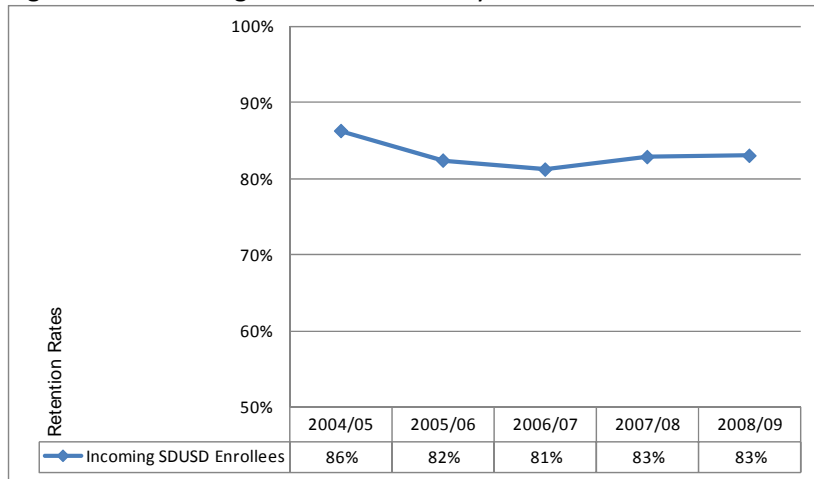Figure 21. Incoming SDUSD Enrollees by Retention Rate

	2004/05	2005/06	2006/07	2007/08	2008/09
Incoming SDUSD Enrollees	86%	82%	81%	83%	83%

Figure 22. Retention Rates by Combined Reading and Math SAT Score Range

	2004/05	2005/06	2006/07	2007/08	2008/09
1011 - 1600	87%	87%	89%	88%	89%
771 - 1010	89%	83%	84%	86%	85%
400 - 770	86%	85%	82%	81%	84%
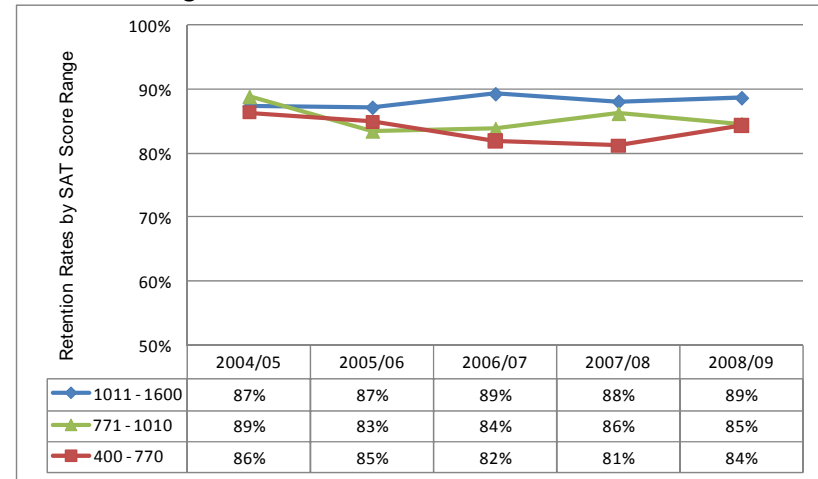
Figure 23. Retention Rates by A to G Completion

	2004/05	2005/06	2006/07	2007/08	2008/09
Met Requirements	89%	90%	87%	89%	90%
Did Not Meet Reqs	85%	79%	79%	80%	80%
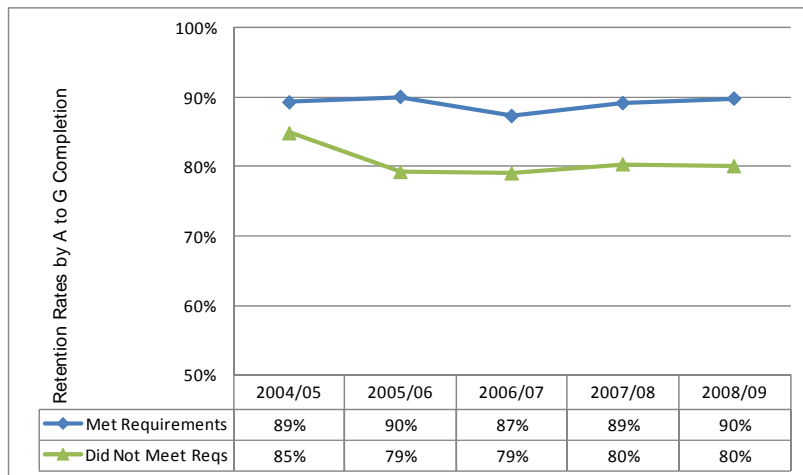
Figure 24. Retention Rates by Diploma Conferred

	2004/05	2005/06	2006/07	2007/08	2008/09
Honors Diploma	93%	91%	90%	91%	94%
Diploma	87%	82%	81%	83%	82%
No Diploma	74%	72%	69%	74%	74%

41
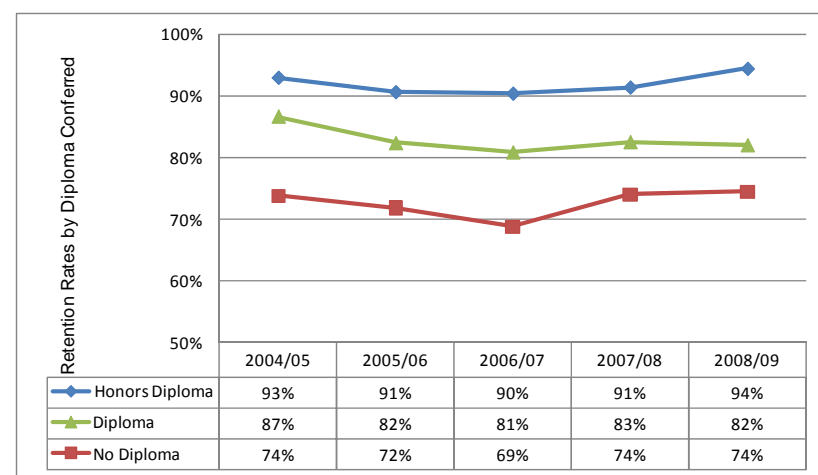
Section 4.2: Success Rates

Figure 25 shows success rates (successful course completion) for incoming SDUSD enrollees from 2004/05 to 2008/09. Figures 26, 27, and 28 show success rates for incoming SDUSD enrollees from 2004/05 to 2008/09 disaggregated by incoming preparation levels.

- The overall success rates for incoming SDUSD enrollees decreased over the 5-year period from 62% in 2004/05 to 56% in 2008/09 (see Figure 25).

Success by Preparation Level

The percentage difference between the success rates for SDUSD enrollees by SAT score range, A to G completion, and diploma conferred varied proportionately by preparation level from 2004/05 to 2008/09.

- From 2004/05 to 2008/09, the success rates of students who scored in the highest SAT score range (1011-1600) were 4% to 14% higher than the success rates of students who scored in the mid-level SAT score range (771-1010). The success rates of students who scored in the mid-level SAT score range (771-1010) were 4% to 10% higher than the success rates of students who scored in the lowest SAT score range (400-770; see Figure 26).
- The success rates of students who met the A to G requirements were 19% to 22% higher than students who did not meet the A to G requirements over 5 years (see Figure 27).
- From 2004/05 to 2008/09, the success rates of students who earned honors diplomas were higher by 24% to 32% above students who earned standard diplomas. Students who did not earn a diploma had lower success rates across 5 years and generally scored 11% to 17% below standard diploma possessors (see Figure 28).

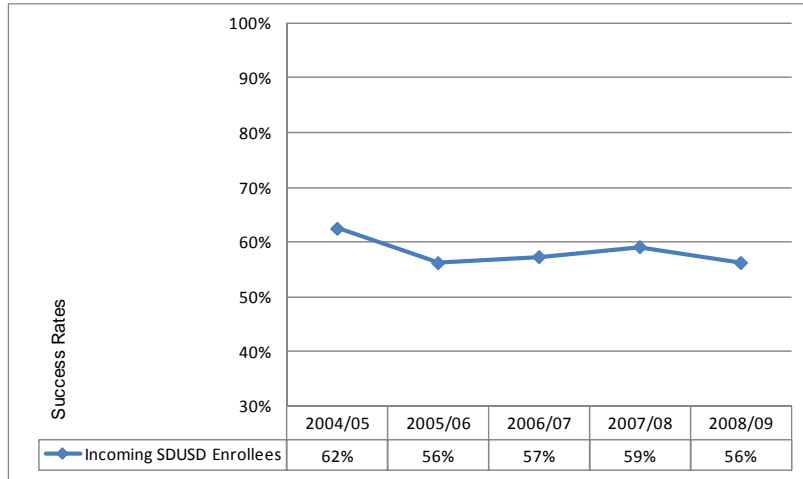Figure 25. Incoming SDUSD Enrollees by Success Rate

	2004/05	2005/06	2006/07	2007/08	2008/09
Incoming SDUSD Enrollees	62%	56%	57%	59%	56%

Figure 26. Success Rates by Combined Reading and Math SAT Score Range

	2004/05	2005/06	2006/07	2007/08	2008/09
1011 - 1600	74%	73%	75%	74%	73%
771 - 1010	70%	59%	65%	65%	64%
400 - 770	66%	55%	55%	61%	57%
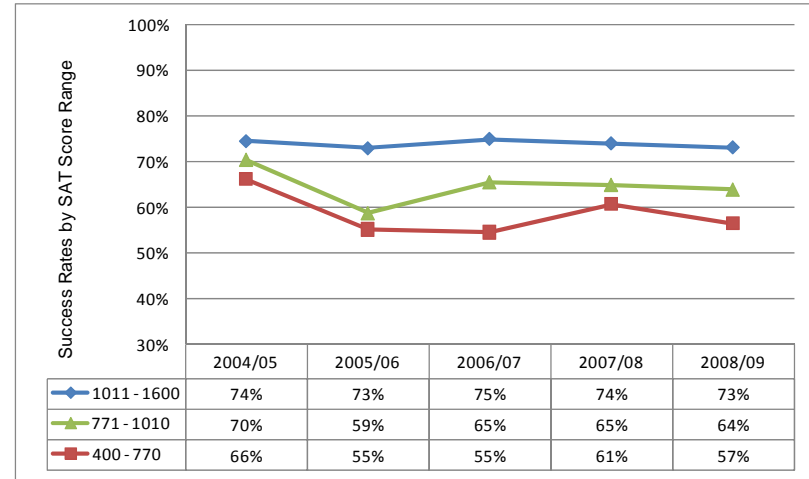
Figure 27. Success Rates by A to G Completion

	2004/05	2005/06	2006/07	2007/08	2008/09
Met Requirements	76%	70%	71%	73%	72%
Did Not Meet Reqs	57%	51%	52%	54%	50%
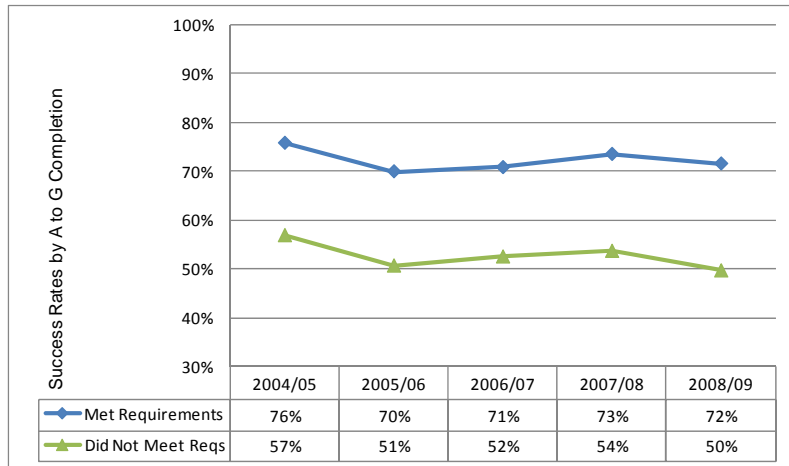
Figure 28. Success Rates by Diploma Conferred

	2004/05	2005/06	2006/07	2007/08	2008/09
Honors Diploma	85%	78%	81%	83%	85%
Diploma	61%	54%	54%	56%	53%
No Diploma	44%	41%	41%	45%	40%
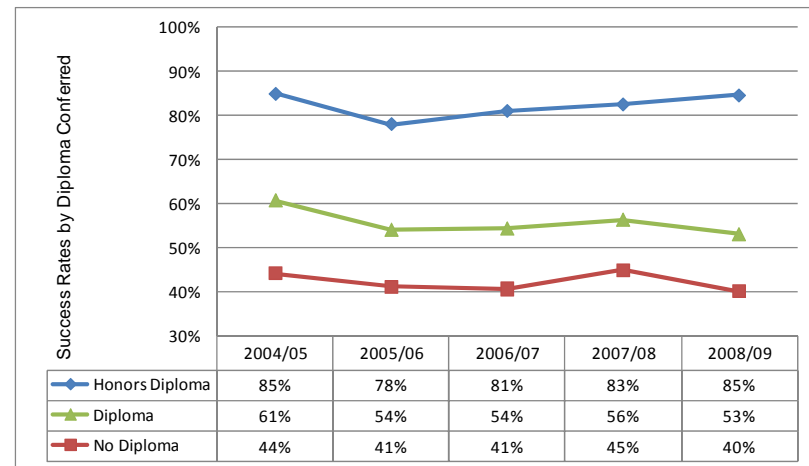
Section 4.3: Mean Term GPA

Figure 29 shows the mean term GPA of incoming SDUSD enrollees from 2004/05 to 2008/09. Figures 30, 31, and 32 show the mean term GPA for incoming SDUSD enrollees from 2004/05 to 2008/09 disaggregated by incoming preparation levels.

- The mean term GPA for incoming SDUSD enrollees remained relatively stable over the 5-year period being reported, ranging from 2.03 to 2.26 (see Figure 29).

Mean Term GPA by Preparation Level
- From 2004/05 to 2008/09, on average, the mean term GPAs of students who scored in the highest SAT score range (1011-1600) were .32 to .55 points higher than the mean term GPAs of students who scored in the mid-level SAT score range (771-1010; see Figure 30). Students who scored in the mid-level SAT score range (771-1010) had slightly higher mean term GPAs than students who scored in the lowest SAT score range (400-770) across 5 years by .16 - .35 points.
- The mean term GPAs of students who met the A to G requirements were .50 to .66 points higher than students who did not meet the A to G requirements over 5 years (see Figure 31).
- From 2004/05 to 2008/09, the mean term GPA of students who earned honors diplomas were .84 to 1.06 points higher than students who earned standard diplomas (see Figure 32). Students who did not earn a diploma had slightly lower mean term GPAs (a difference of .16 to .37 points) than students who earned a standard diploma across 5 years.

Figure 29. Incoming SDUSD Enrollees by Mean Term GPA

	2004/05	2005/06	2006/07	2007/08	2008/09
Incoming SDUSD Enrollees	2.26	2.03	2.24	2.26	2.20
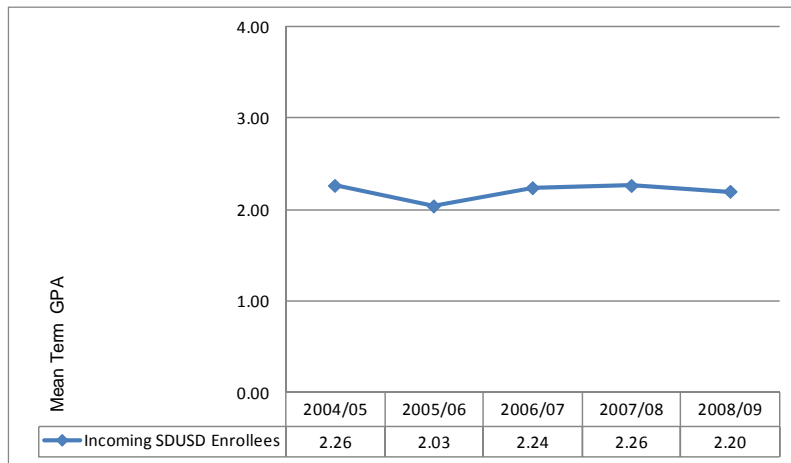
Figure 30. Mean Term GPA by Combined Reading and Math SAT Score Range

	2004/05	2005/06	2006/07	2007/08	2008/09
1011 - 1600	2.83	2.70	2.83	2.88	2.82
771 - 1010	2.51	2.15	2.46	2.42	2.44
400 - 770	2.35	1.82	2.11	2.25	2.19
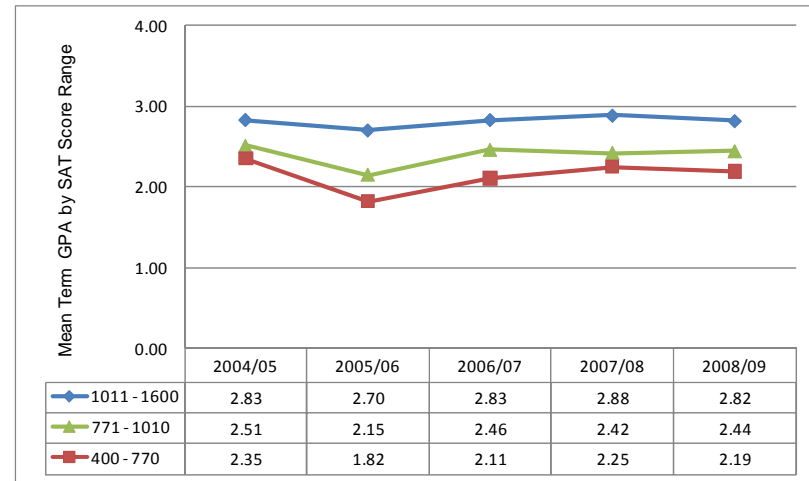
Figure 31. Mean Term GPA by A to G Completion

	2004/05	2005/06	2006/07	2007/08	2008/09
Met Requirements	2.68	2.38	2.64	2.73	2.65
Did Not Meet Reqs	2.07	1.88	2.09	2.07	1.99
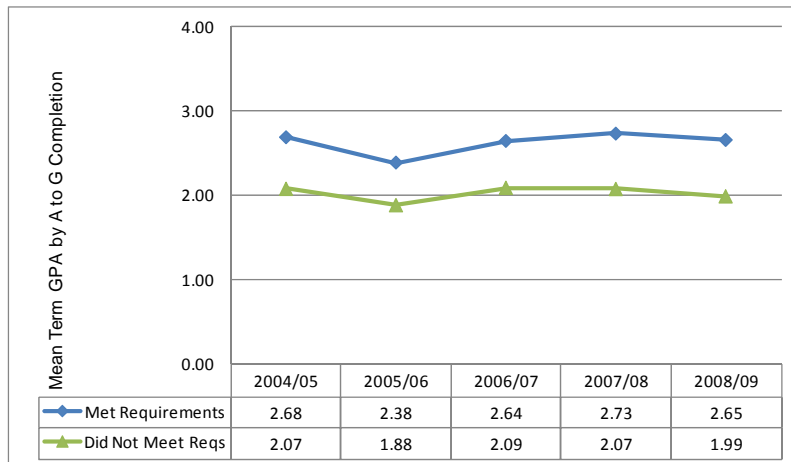
Figure 32. Mean Term GPA by Diploma Conferred

	2004/05	2005/06	2006/07	2007/08	2008/09
Honors Diploma	3.02	2.76	3.06	3.12	3.13
Diploma	2.15	1.92	2.09	2.12	2.07
No Diploma	1.90	1.71	1.93	1.87	1.70

45
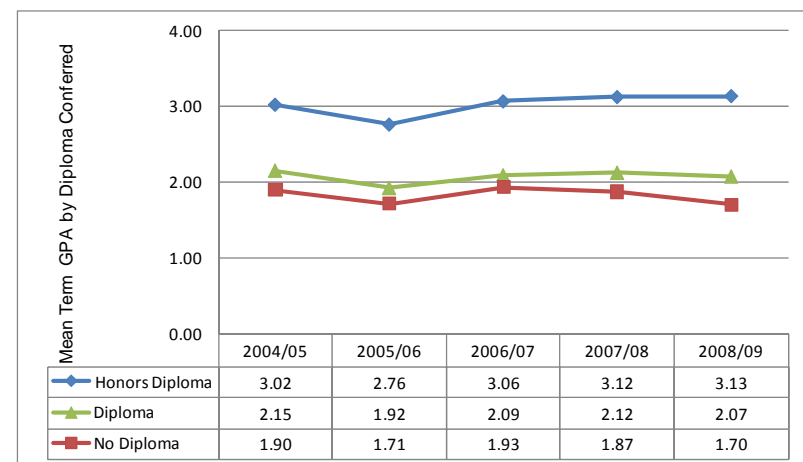
Chapter 5:   Longitudinal Performance Outcomes of Incoming SDUSD Enrollee Cohorts by Preparation Level

This chapter examines fall cohorts of incoming SDUSD enrollees and longitudinally tracks the outcomes of these cohorts over several semesters. The breadth of tracking was determined in part by the latest possible available data and in part by the size of the cohorts. Student persistence from term to term, awards/certificates conferred, and transfers to a 4-year university are the focus of this chapter and are examined in aggregate form as well as by preparation level.

Section 5.1: Persistence

Table 27 displays the longitudinal term-to-term persistence of the Fall 2004, 2005, 2006, and 2007 cohorts of incoming SDUSD enrollees as well as annual persistence. Annual persistence is continuous fall to spring to fall enrollment and completion of at least one course (see Operational Definitions for more detail). Tables 28, 29, and 30 show longitudinal term-to-term persistence by incoming preparation levels. The cohorts are tracked to 3 terms post senior year in high school.

- Among the Fall 2004, 2005, 2006, and 2007 incoming SDUSD enrollee cohorts, 69% on average persisted to the following spring term (second term post SDUSD senior year; see Table 27).
- On average, nearly half (48%) of the incoming SDUSD enrollee 2004 to 2007 cohorts annually persisted through to their second fall term (third term post SDUSD senior year; see Table 27).

Persistence by Preparation Level
- Among the Fall 2004, 2005, 2006, and 2007 incoming SDUSD enrollee cohorts who took both the reading and math SAT tests, students in the lowest SAT score range (400-770) persisted to the following spring term at a greater average rate (76%) than students in the mid-level (771-1010) and highest (1011-1600) SAT score ranges (74% and 66%, respectively; see Table 28). The pattern is comparable in terms of annual persistence. Students in the lowest SAT score range persisted to the following fall term at a greater average rate (54%) than students in the mid-level (53%) and highest SAT score ranges (48%).
- Among the Fall 2004 to 2007 cohorts, students who met the A to G requirements persisted to the following spring term at a greater rate (71%) than students who did not complete the A to G requirements (68%; see Table 29). This trend continued for students persisting annually (49% for students who met A to G requirements and 47% for students who did not meet A to G requirements).
- Among the Fall 2004 to 2007 cohorts, students who were not awarded a high school diploma displayed lower persistence rates on average (52%) compared to students who earned a standard (71%) or honors high school diploma (69%; see Table 30). This trend continues among the groups for annual persistence (29% no diploma, 50% standard diploma, and 48% honors diploma).

Table 27. Incoming SDUSD Enrollee Cohorts by Persistence

First Term Post SDUSD Senior		Second Term Post SDUSD Senior		Third Term Post SDUSD Senior	
Fall Cohort		Spring		Fall	
	N	N	%	N	%
Fall 2004 Cohort	718	482	67%	335	47%
Fall 2005 Cohort	592	390	66%	245	41%
Fall 2006 Cohort	800	571	71%	408	51%
Fall 2007 Cohort	791	553	70%	394	50%
Total N/Average %	**2,901**	**1,996**	**69%**	**1,382**	**48%**

Source: SDUSD Senior Data and SDCCD Information Systems

Table 28. Persistence by SAT Score Range

First Term Post SDUSD Senior			Second Term Post SDUSD Senior		Third Term Post SDUSD Senior	
Fall Cohort			Spring		Fall	
	SAT Score Range	N	N	%	N	%
Fall 2004 Cohort	1011 to 1600	76	54	71%	36	47%
	771 to 1010	173	124	72%	86	50%
	400 to 770	59	44	75%	33	56%
Fall 2005 Cohort	1011 to 1600	94	51	54%	30	32%
	771 to 1010	125	86	69%	53	42%
	400 to 770	64	50	78%	32	50%
Fall 2006 Cohort	1011 to 1600	95	68	72%	55	58%
	771 to 1010	173	134	78%	99	57%
	400 to 770	68	48	71%	33	49%
Fall 2007 Cohort	1011 to 1600	123	84	68%	65	53%
	771 to 1010	180	137	76%	104	58%
	400 to 770	76	61	80%	46	61%
Total N/ Average %	**1011 to 1600**	**388**	**257**	**66%**	**186**	**48%**
	771 to 1010	**651**	**481**	**74%**	**342**	**53%**
	400 to 770	**267**	**203**	**76%**	**144**	**54%**

Source: SDUSD Senior Data and SDCCD Information Systems

Table 29. Persistence by A to G Completion

First Term Post SDUSD Senior			Second Term Post SDUSD Senior		Third Term Post SDUSD Senior	
Fall Cohort			Spring		Fall	
	A to G Completion	N	N	%	N	%
Fall 2004 Cohort	Met Requirements	209	148	71%	102	49%
	Did Not Meet Reqs	509	334	66%	233	46%
Fall 2005 Cohort	Met Requirements	185	123	67%	78	42%
	Did Not Meet Reqs	407	267	66%	167	41%
Fall 2006 Cohort	Met Requirements	208	156	75%	111	53%
	Did Not Meet Reqs	592	415	70%	297	50%
Fall 2007 Cohort	Met Requirements	213	149	70%	106	50%
	Did Not Meet Reqs	578	404	70%	288	50%
Total N/ Average %	**Met Requirements**	**815**	**576**	**71%**	**397**	**49%**
	Did Not Meet Reqs	**2,086**	**1,420**	**68%**	**985**	**47%**

Source: SDUSD Senior Data and SDCCD Information Systems

Table 30. Persistence by Diploma Conferred

First Term Post SDUSD Senior			Second Term Post SDUSD Senior		Third Term Post SDUSD Senior	
Fall Cohort			Spring		Fall	
	Diploma Conferred	N	N	%	N	%
Fall 2004 Cohort	Honors Diploma	104	77	74%	49	47%
	Diploma	537	372	69%	266	50%
	No Diploma	77	33	43%	20	26%
Fall 2005 Cohort	Honors Diploma	112	70	63%	47	42%
	Diploma	419	291	70%	186	44%
	No Diploma	61	29	48%	12	20%
Fall 2006 Cohort	Honors Diploma	128	88	69%	66	52%
	Diploma	604	449	74%	319	53%
	No Diploma	68	34	50%	23	34%
Fall 2007 Cohort	Honors Diploma	121	84	69%	63	52%
	Diploma	577	411	71%	300	52%
	No Diploma	93	58	62%	31	33%
Total N/ Average %	**Honors Diploma**	**465**	**319**	**69%**	**225**	**48%**
	Diploma	**2,137**	**1,523**	**71%**	**1,071**	**50%**
	No Diploma	**299**	**154**	**52%**	**86**	**29%**

Source: SDUSD Senior Data and SDCCD Information Systems

Section 5.2: Awards/Certificates Conferred

Section 5.2.1: Incoming SDUSD Enrollees by First Award/Certificate Earned

Section 5.2.1 tracks incoming SDUSD enrollees to determine when students first earned an award/certificate within 11 terms of SDUSD senior status. Considering that the highest yield of incoming SDUSD enrollees occurred in the fall terms, and that the highest yield of awards are characteristically conferred in the spring, two cohorts of incoming SDUSD enrollees were selected to be longitudinally tracked through 11 terms of fall, summer, and spring enrollment. Tracking began with the Fall 2004 and Fall 2005 cohorts and ended in Spring 2008 and Spring 2009, respectively. Table 31 displays the number and percentage of the cohorts who received an award/certificate at Mesa College up to 11 terms post SDUSD senior status. Tables 32, 33, and 34 disaggregate the information from Table 31 by incoming preparation levels. Note that if a student received more than one award/certificate, **only the first certificate was counted to determine when the student became an award holder.**

- On average, 6% of the Fall 2004 and 2005 cohorts of incoming SDUSD enrollees earned an award or a certificate within 11 terms of being a SDUSD senior (see Table 31).

Incoming SDUSD Enrollee's First Award/Certificate Earned by Preparation Level

- Six percent of students who scored in the highest SAT score range (1011-1600) earned their first award/certificate within 11 terms of high school senior status, and ten percent of students who scored in the mid-level SAT score range (771-1010) earned their first award/certificate within 11 terms on average (see Table 32). Three percent of students who scored in the lowest SAT score range (400-770) earned their first award/certificate within 11 terms of high school senior status on average.
- On average, awards/certificates earned by the SDUSD enrollee cohorts varied proportionately by A to G completion and high school diploma conferred. Over 11 terms, 9% of the SDUSD enrollees who met the A to G requirements received an award/certificate and 4% of students who did not meet the A to G requirements received an award/certificate (see Table 33). Across 11 terms, a greater proportion of students who earned a high school honors diploma went on to earn a college award/certificate (12%) than did those who earned a standard high school diploma (5%) or did not earn a high school diploma (3%; see Table 34).

Table 31. Incoming SDUSD Enrollee Cohorts by First Award/Certificate Conferred

Fall Cohorts		Up to 11 Terms Post SDUSD Senior	
	N	N	%
Fall 2004 Cohort	718	57	8%
Fall 2005 Cohort	592	20	3%
Total N/Average %	**1,310**	**77**	**6%**

Source: SDUSD Senior Data and SDCCD Information

Table 32. First Award/Certificate Conferred by Score Range

Fall Cohorts		Up to 11 Terms Post SDUSD Senior	
	SAT Score Ranges	N	N	%
Fall 2004 Cohort	1011 to 1600	76	7	9%
	771 to 1010	173	21	12%
	400 to 770	59	4	7%
Fall 2005 Cohort	1011 to 1600	94	3	3%
	771 to 1010	125	9	7%
	400 to 770	64	0	0%
Total N/ Average %	**1011 to 1600**	**170**	**10**	**6%**
	771 to 1010	**298**	**30**	**10%**
	400 to 770	**123**	**4**	**3%**

Source: SDUSD Senior Data and SDCCD Information Systems

Table 33. First Award/Certificate Conferred by A to G Completion

Fall Cohorts			Up to 11 Terms Post SDUSD Senior	
	A to G Completion	N	N	%
Fall 2004 Cohort	Met Requirements	209	27	13%
	Did Not Meet Reqs	509	30	6%
Fall 2005 Cohort	Met Requirements	185	10	5%
	Did Not Meet Reqs	407	10	2%
Total N/ Average %	**Met Requirements**	**394**	**37**	**9%**
	Did Not Meet Reqs	**916**	**40**	**4%**

Source: SDUSD Senior Data and SDCCD Information Systems

Table 34. First Award/Certificate Conferred by High School Diploma Conferred

Fall Cohorts		Up to 11 Terms Post SDUSD Senior	
	Diploma Conferred	N	N	%
Fall 2004 Cohort	Honors Diploma	104	18	17%
	Diploma	537	35	7%
	No Diploma	77	4	5%
Fall 2005 Cohort	Honors Diploma	112	8	7%
	Diploma	419	12	3%
	No Diploma	61	0	0%
Total N/ Average %	**Honors Diploma**	**216**	**26**	**12%**
	Diploma	**956**	**47**	**5%**
	No Diploma	**138**	**4**	**3%**

Source: SDUSD Senior Data and SDCCD Information Systems

Section 5.2.2: Type of Award/Certificate Earned by Incoming SDUSD Enrollees

Section 5.2.2 uses the same 2 cohorts to describe the **proportion of awards/certificates earned** by incoming SDUSD enrollees within 11 terms of SDUSD senior status. Table 35 displays the number and percentage of awards/certificates earned by the Fall 2004 and 2005 cohorts of incoming SDUSD enrollees by type of award/certificate, and tables 36, 37, and 38 disaggregate the information by preparation level. Note that counts of awards/certificates (see Tables 35 to 38) may not total the counts of unduplicated students who received an award/certificate (see Tables 31 to 34) since students may receive more than one award/certificate. In this section, **all awards/certificates earned by incoming SDUSD enrollees are included**.

- Among all awards/certificates earned by Fall 2004 and 2005 SDUSD enrollee cohorts, 91% were AA or AS degrees, 5% were certificates that required between 30 to 59 units, and 4% were certificates that required less than 30 units (see Table 35).

Type of Award/Certificate Earned by Preparation Level

- All of the awards earned by SDUSD enrollees in the highest (1011-1600) and lowest (400-770) SAT score ranges were AA/AS degrees. Ninety-one percent of the awards earned by SDUSD enrollees in the mid-level SAT score range (771-1010) were AA/AS degrees (see Table 36). When comparing these proportions, note that the number of certificates earned by students in the lowest SAT score range (400-770) was 4.
- The majority of awards/certificates received by SDUSD enrollees who met and did not meet the A to G requirements were AA/AS degrees (90% and 93%, respectively; see Table 37).
- SDUSD enrollees who earned high school honors diplomas received a greater proportion of AA/AS degrees (93%) compared to the certificates (7%), and SDUSD enrollees who earned standard high school diplomas received a comparative proportion of awards/certificates (94%, AA/AS degree and 6%, certificates) to those who had received an honors diploma (see Table 38). Compared to the other groups, SDUSD enrollees who did not earn a high school diploma received a smaller proportion of AA/AS degrees (60%) and a larger proportion of certificates (40%). When comparing these proportions, note that the number of certificates earned by students with no high school diploma was 5.

Table 35. Incoming SDUSD Enrollee Cohorts by Type of Award/Certificate Conferred

Overall	AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
	N	%	N	%	N	%	N	%
Fall 2004 Cohort	56	95%	0	0%	2	3%	1	2%
Fall 2005 Cohort	18	82%	0	0%	2	9%	2	9%
Total N/Average %	**74**	**91%**	**0**	**0%**	**4**	**5%**	**3**	**4%**

Source: SDUSD Senior Data and SDCCD Information Systems

51

Table 36. SAT Score Range by Type of Award/Certificate Conferred

	SAT Score Range	AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
		N	%	N	%	N	%	N	%
Fall 2004 Cohort	1011 to 1600	7	100%	0	0%	0	0%	0	0%
	771 to 1010	21	100%	0	0%	0	0%	0	0%
	400 to 770	4	100%	0	0%	0	0%	0	0%
Fall 2005 Cohort	1011 to 1600	3	100%	0	0%	0	0%	0	0%
	771 to 1010	8	73%	0	0%	2	18%	1	9%
	400 to 770	0	0%	0	0%	0	0%	0	0%
Total N/ Average %	1011 to 1600	10	100%	0	0%	0	0%	0	0%
	771 to 1010	29	91%	0	0%	2	6%	1	3%
	400 to 770	4	100%	0	0%	0	0%	0	0%

Source: SDUSD Senior Data and SDCCD Information Systems

Table 37. A to G Completion by Type of Award/Certificate Conferred

	A to G Completion	AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
		N	%	N	%	N	%	N	%
Fall 2004 Cohort	Met Requirements	27	96%	0	0%	1	4%	0	0%
	Did Not Meet Reqs	29	94%	0	0%	1	3%	1	3%
Fall 2005 Cohort	Met Requirements	9	75%	0	0%	2	17%	1	8%
	Did Not Meet Reqs	9	90%	0	0%	0	0%	1	10%
Total N/ Average %	Met Requirements	36	90%	0	0%	3	8%	1	3%
	Did Not Meet Reqs	38	93%	0	0%	1	2%	2	5%

Source: SDUSD Senior Data and SDCCD Information Systems

Table 38. High School Diploma Conferred by Type of Award/Certificate Conferred

	Diploma Conferred	AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
		N	%	N	%	N	%	N	%
Fall 2004 Cohort	Honors Diploma	18	100%	0	0%	0	0%	0	0%
	Diploma	35	97%	0	0%	1	3%	0	0%
	No Diploma	3	60%	0	0%	1	20%	1	20%
Fall 2005 Cohort	Honors Diploma	8	80%	0	0%	2	20%	0	0%
	Diploma	10	83%	0	0%	0	0%	2	17%
	No Diploma	0	0%	0	0%	0	0%	0	0%
Total N/ Average %	Honors Diploma	26	93%	0	0%	2	7%	0	0%
	Diploma	45	94%	0	0%	1	2%	2	4%
	No Diploma	3	60%	0	0%	1	20%	1	20%

Source: SDUSD Senior Data and SDCCD Information Systems

Office of Institutional Research and Planning

Section 5.3: Transfer to a 4-Year University

Table 39 shows the number and proportion of incoming SDUSD enrollees that transfer to a 4-year university up to 10 terms from initial enrollment after SDUSD senior status. Considering that the highest yields of incoming SDUSD enrollees occurred in the fall terms, and that the highest yield of transfers also characteristically occurs in the fall, two cohorts of incoming SDUSD enrollees were selected to be longitudinally tracked through 10 terms of fall, summer, and spring enrollment. Tracking began with the Fall 2004 and Fall 2005 cohorts and ended in Fall 2008 or Fall 2009, respectively. Tables 40, 41, and 42 show the number and proportion of incoming SDUSD enrollees in Fall 2004 and Fall 2005 that transfer to a 4-year university disaggregated by incoming preparation levels.

- On average, 15% of the Fall 2004 and 2005 cohorts of incoming SDUSD enrollees transferred to a 4-year university within 10 terms of enrollment at Mesa College (see Table 39).

Transfer by Preparation Level
- Across 10 terms, students who scored in the highest SAT score range (1011-1600) transferred at a greater rate on average (27%) than students who scored in the mid-level (771-1010) and lowest level (400-770) of the SAT score ranges (26% and 15%, respectively; see Table 40).
- A similar pattern emerges for students who transferred by A to G completion and by diploma conferred. Over 10 terms, 23% of students who met the A to G requirements transferred to a 4-year university and 12% of students who did not meet the A to G requirements transferred to a 4-year university (see Table 41). Across 10 terms, the students who earned honors diplomas had the highest transfer rates (23%), followed by students who earned standard diplomas (15%), and students who did not earn a diploma (7%; see Table 42).

Table 39. Incoming SDUSD Enrollee Cohort Transfer

Fall Cohorts		Up to 10 Terms Post SDUSD Senior	
	N	N	%
Fall 2004 Cohort	718	129	18%
Fall 2005 Cohort	592	74	13%
Total N/Average %	**1,310**	**203**	**15%**

Source: SDUSD Senior Data, SDCCD Information Systems, and National Student Clearinghouse

Table 40. Transfer by SAT Score Range

Fall Cohorts			Up to 10 Terms Post SDUSD Senior	
		N	N	%
Fall 2004 Cohort	1011 - 1600	76	27	36%
	771 - 1010	173	51	29%
	400 - 770	59	11	19%
Fall 2005 Cohort	1011 - 1600	94	19	20%
	771 - 1010	125	25	20%
	400 - 770	64	8	13%
Total N/ Average %	**1011 - 1600**	**170**	**46**	**27%**
	771 - 1010	**298**	**76**	**26%**
	400 - 770	**123**	**19**	**15%**

Source: SDUSD Senior Data, SDCCD Information Systems, and National Student Clearinghouse

Table 41. Transfer by A to G Completion

Fall Cohorts			Up to 10 Terms Post SDUSD Senior	
		N	N	%
Fall 2004 Cohort	Met Requirements	209	57	27%
	Did Not Meet Reqs	509	72	14%
Fall 2005 Cohort	Met Requirements	185	32	17%
	Did Not Meet Reqs	407	42	10%
Total N/ Average %	**Met Requirements**	**394**	**89**	**23%**
	Did Not Meet Reqs	**916**	**114**	**12%**

Source: SDUSD Senior Data, SDCCD Information Systems, and National Student Clearinghouse

Table 42. Transfer by Diploma Conferred

Fall Cohorts			Up to 10 Terms Post SDUSD Senior	
		N	N	%
Fall 2004 Cohort	Honors Diploma	104	30	29%
	Diploma	537	93	17%
	No Diploma	77	6	8%
Fall 2005 Cohort	Honors Diploma	112	19	17%
	Diploma	419	52	12%
	No Diploma	61	3	5%
Total N/ Average %	**Honors Diploma**	**216**	**49**	**23%**
	Diploma	**956**	**145**	**15%**
	No Diploma	**138**	**9**	**7%**

Source: SDUSD Senior Data, SDCCD Information Systems, and National Student Clearinghouse