



All Colleges High School to College Pipeline Report 2006/07 - 2010/2011

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August 2011

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Introduction

The Annual High School Pipeline Report provides a comprehensive and descriptive analysis of incoming first-time to college high school graduates. 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 four sections that focus on enrollment patterns and placement as students enter college for the first time. The first section focuses on students' entry into an SDCCD college via high school-to-college graduate participation rates, and high school-to-college concurrent student participation rates. First-time to college high school graduates are the focus of the remaining sections, including student characteristics and college enrollment patterns in Section II; reading, writing, math, and ESOL placements in Section III; and finally, English and math enrollments by placement level in Section IV. In most instances, benchmark information is provided as a point of comparison, such as 3- or 5-year averages and/or percentage change.

Population of Interest

First-time to college high school graduates are students who reported completion from a high school within four years of subsequently enrolling at an SDCCD college for the first time. First-time to college students are those students who indicated on their application for admission that they had not previously attended SDCCD or another college or university. For the purposes of this study, high school graduates are those students that received a certification of California high school proficiency, a G.E.D./high school certificate, or a high school diploma, including a foreign high school diploma. Unless otherwise noted, students who are concurrently attending high school, a 4-year institution, or adult school are excluded from this population.

Operational Definitions

Annual Persistence Rate: Continuous fall-spring-fall enrollment: The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I or RD and who enrolled in at least one course in the subsequent spring and fall terms and received a grade notation of A, B, C, D, F, P, NP, I or RD in each term. (SDSU and UCSD-only students and sections are excluded. In-service, intersession, and cancelled classes are excluded.)

Enrollment: The number of seats or duplicated headcount. Includes students who are enrolled as of the course designated census day (excludes Drops, Never Attends, cancelled and tutoring classes).

Headcount: The unduplicated count of students. Includes students who are enrolled as of the course designated census day (excludes Drops, Never Attends, cancelled and tutoring classes).

Course Sequences

Figure 1. Current English/ESOL course sequence & placements

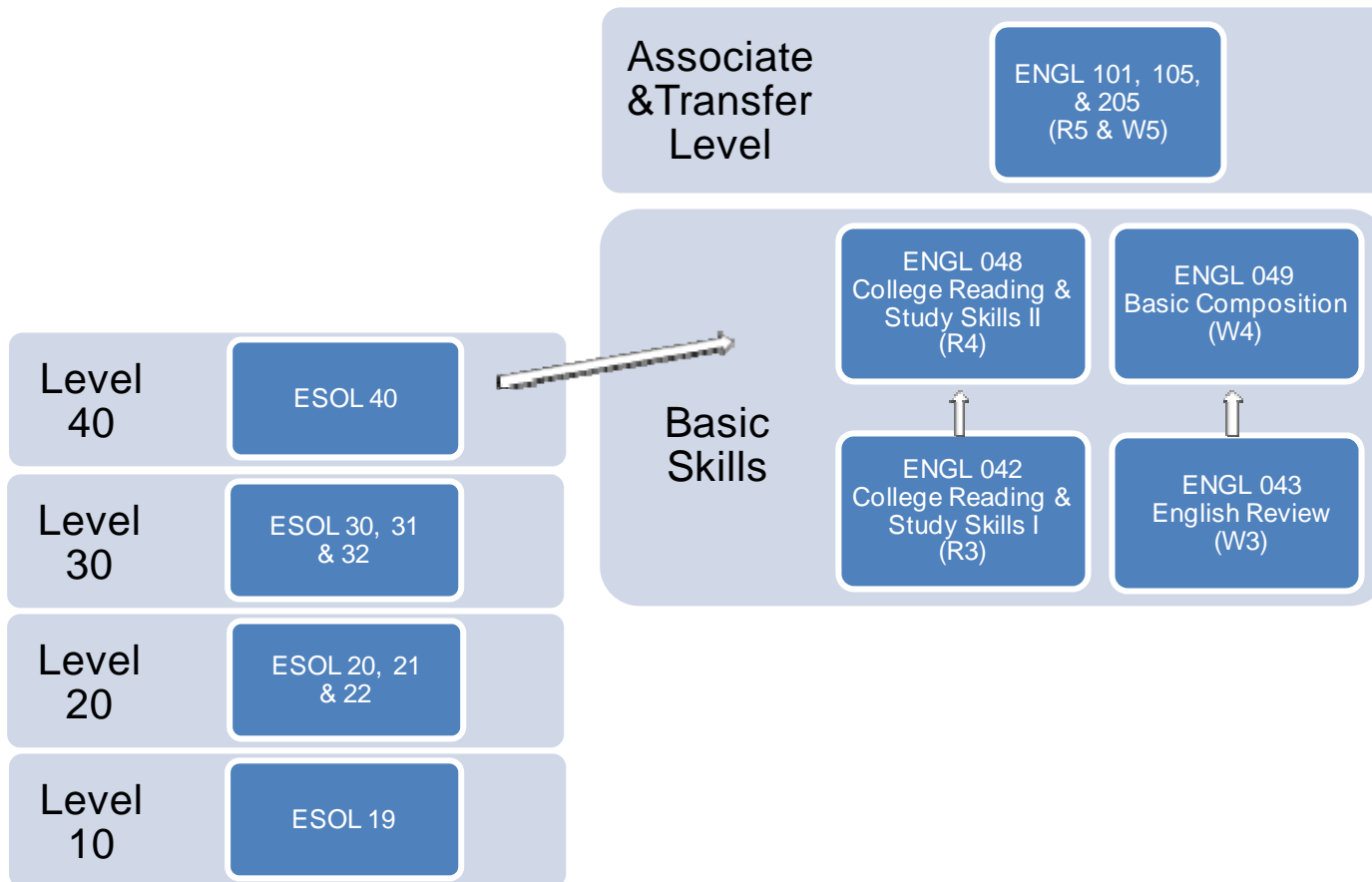
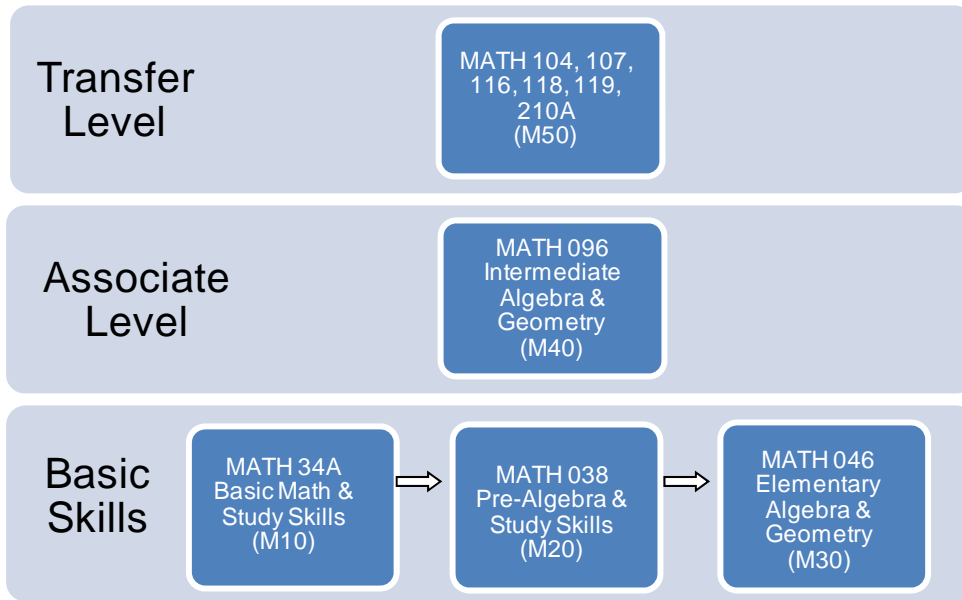


Figure 2. Current math course sequence & placements



Overall Highlight of the Findings

1. In 2010/11, approximately 37% of the 2009/10 feeder high school graduates and 16% of the 2009/10 non-feeder high school graduates directly entered an SDCCD college within the year following high school completion, which are comparatively higher than the 5-year averages of 35% and 12%, respectively.
2. Among the 2009/10 concurrent high school seniors enrolled at an SDCCD college (N=1,725), 19% continued their enrollment as college only students the following year. Concurrent seniors who had attended district feeder high schools in 2009/10 participated the following year at double the rate as students who had concurrently attended non-feeder high schools (24% and 12%, respectively). Over 5 years, participation rates remained steady among students who had concurrently attended feeder schools (23-24%), but varied among students who had concurrently attended non-feeder schools (10%-17%).
3. Thirty-one percent of the 2010/11 first-time to college high school graduates reported that they were the first generation of college-going students in their family. Furthermore, the percentage of these first generation to college students increased by 42% from 2006/07 to 2010/11.
4. In 2010/11, the first-time to college high school graduates attempted and earned their total units enrolled at the highest rate among those who enrolled in the 0.1-2.9 unit range (78%), followed by students enrolled in the 3.0-5.9 unit range (66%). The least proportion of students who attempted and earned their total units enrolled were those in the 9.0-11.9 unit range (42%).
5. Among the Fall 2009 first-time to college high school graduates, approximately 3 in 4 students on average (78%) persisted to the next spring term and over half (58%) annually persisted to a second fall term, which is higher than the 5-year average term-to-term (73%) and annual (53%) persistence of first-time to college graduates.
6. A majority of the first-time to college high school graduates took the reading, writing, and math placement tests in 2010/11 (65%, 63%, and 65%, respectively). Overall, across All Colleges, the percentages of students who took reading, writing, and math placement tests peaked in 2009/10 and then declined slightly in 2010/11.

7. In 2010/11 nearly half of the first-time to college high school graduates who took the reading placement test placed at the transfer/Associate level (49%), while the majority of first-time to college high school graduates who took the writing placement test placed at basic skills (66%). The majority of first-time to college high school graduates who took the math placement test in 2010/11 placed at basic skills (67%). Among first-time to college high school graduates who took the ESOL placement test in 2010/11, half of the students placed two to three levels below English transfer level (ESOL Levels 30 and 40, 51%), and half placed four to five levels below transfer (ESOL Levels 19 and 20, 49%).
8. By the end of their first year at an SDCCD college, more than two-thirds (69%) of the 2010/11 first-time to college high school graduates who earned a transfer/Associate level English placement, had enrolled in a matriculating English course at or below their placement level. Of the 69% of students that took a matriculating transfer/Associate level English course, 43% took a course at their placement level.
9. In 2010/11, by the end of their first year at an SDCCD college, nearly three-fourths (73%) of first-time to college high school graduates who earned a transfer level math placement, enrolled in a matriculating math course and over two-thirds (69%) of those who earned an Associate level math placement, enrolled in a matriculating math course. Among the students that enrolled in a transfer or Associate level math course, nearly all (98%) did so at their placement level.
10. Among first-time to college high school graduates who earned a basic skills level reading or writing placement in 2010/11, two-thirds (68%) enrolled in a matriculating English course at their placement level by the end of their first year at an SDCCD college. Nearly three-fourths (72%) of first-time to college high school graduates who earned a basic skills level math placement in 2010/11, enrolled in a matriculating math course at their placement level by the end of their first year at an SDCCD college.

Section I: Entering the Community College Pipeline

This section describes different aspects of high school student entry to the colleges. Student trends are measured across 5 years, from 2006/07 to 2010/11. Students who are concurrently attending SDSU or UCSD are excluded.

High school-to-college participation rates and high school GPA of direct incoming high school graduates are reported in Tables 1 and 2. Direct incoming graduates are students who enrolled at an SDCCD college in the year following their reported high school completion. High school-to-college participation rates are disaggregated by feeder and non-feeder high schools. District feeders are those high schools located within the district's service area zip codes. Non-district feeders are remaining high schools located outside the district's service area zip codes.

High school seniors who are concurrently enrolled at an SDCCD college are tracked to determine the rate of continued participation at one of our credit colleges as college-only students (see Table 3). Students who re-enroll as concurrent students in the subsequent year are excluded from re-enrollment figures. Results are disaggregated by feeder high schools and provide aggregate totals/averages for students attending high schools outside the SDCCD service area (non-feeder) as a point of comparison.

Highlight of the Findings

- In 2010/11, approximately 37% of the 2009/10 feeder high school graduates and 16% of the 2009/10 non-feeder high school graduates directly entered an SDCCD college within the year following high school completion, which are comparatively higher than the 5-year averages of 35% and 12%, respectively (see Table 1). Over 5 years, Claremont, Mira Mesa, and Kearny high schools had the highest graduate participation rates (52%, 52%, and 50%, respectively).
- Over half (55%) of the direct-to-college high school graduates in 2010/11 who included their GPA on their college application reported that they had earned a 2.0-3.0 high school GPA (comparable to the 5-year average of 58%) and 44% reported that they had earned higher than a 3.0 GPA (comparable to the 5-year average of 41%; see Table 2).
- Among the 2009/10 concurrent high school seniors enrolled at an SDCCD college (N=1,725), 19% continued their enrollment as college only students the following year (see Table 3). Concurrent seniors who had attended district feeder high schools in 2009/10 participated the following year at double the rate as students who had concurrently attended non-feeder high schools (24% and 12%, respectively). Over 5 years, participation rates remained steady among students who had concurrently attended feeder schools (23%-24%), but varied among students who had concurrently attended non-feeder schools (10%-17%). On average over 5 years, Kearny (47%) and Mira Mesa (40%) high schools had the highest participation rates.

Participation Rates of Direct to College High School Graduates

Table 1. Headcount of and participation rates of high school graduates who directly enroll at an SDCCD credit college

		05/06			06/07			07/08			08/09			09/10			10/11			05/06-	06/07-	5-Yr
		Grads			Entrants			Grads			Entrants			Grads			Entrants			09/10	10/11	Avg
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	5-Yr %	Change	Entry
Feeder High Schools	Clairemont**	226	111	49%	249	127	51%	232	116	50%	243	130	53%	250	134	54%	11%	21%	52%			
	Crawford*	213	81	38%	217	77	35%	208	80	38%	220	74	34%	236	83	35%	11%	2%	36%			
	Hoover*	276	103	37%	285	105	37%	273	92	34%	343	113	33%	322	134	42%	17%	30%	36%			
	Kearny**	251	130	52%	264	135	51%	302	150	50%	292	155	53%	331	157	47%	32%	21%	50%			
	Lincoln*	0	0	--	0	0	--	200	71	36%	251	96	38%	354	116	33%	--	--	35%			
	Madison**	247	105	43%	239	105	44%	229	119	52%	199	80	40%	224	114	51%	-9%	9%	46%			
	Mira Mesa***	510	255	50%	519	247	48%	505	257	51%	504	276	55%	598	341	57%	17%	34%	52%			
	Mission Bay**	249	100	40%	261	109	42%	287	101	35%	310	117	38%	267	112	42%	7%	12%	39%			
	Morse*	548	102	19%	453	78	17%	446	62	14%	447	77	17%	442	90	20%	-19%	-12%	18%			
	Patrick Henry**	443	44	10%	444	73	16%	447	60	13%	447	69	15%	471	76	16%	6%	73%	14%			
	Point Loma**	326	115	35%	309	137	44%	400	164	41%	369	154	42%	402	155	39%	23%	35%	40%			
	San Diego High*	382	155	41%	411	129	31%	386	150	39%	393	132	34%	452	182	40%	18%	17%	37%			
	San Diego SCPA*	179	31	17%	174	28	16%	161	31	19%	179	33	18%	169	45	27%	-6%	45%	19%			
	Scripps Ranch***	483	140	29%	483	148	31%	479	159	33%	476	151	32%	494	169	34%	2%	21%	32%			
	Serra***	329	105	32%	360	118	33%	395	132	33%	417	155	37%	397	122	31%	21%	16%	33%			
University City***	395	122	31%	387	103	27%	418	123	29%	378	121	32%	401	132	33%	2%	8%	30%				
	Feeder Total	5,057	1,699	34%	5,055	1,719	34%	5,368	1,867	35%	5,468	1,933	35%	5,810	2,162	37%	15%	27%	35%			
Non-Feeder High Schools	Abraxas	77	16	21%	139	22	16%	151	29	19%	109	17	16%	147	25	17%	91%	56%	17%			
	Bonita Vista	610	31	5%	544	27	5%	531	31	6%	549	26	5%	536	45	8%	-12%	45%	6%			
	Castle Park	394	18	5%	377	24	6%	395	23	6%	366	20	5%	352	79	22%	-11%	339%	9%			
	Charter School SD	306	0	0%	297	15	5%	339	147	43%	341	132	39%	436	128	29%	42%	--	25%			
	Chula Vista	462	61	13%	519	44	8%	542	53	10%	574	70	12%	567	159	28%	23%	161%	15%			
	Coronado	218	45	21%	247	50	20%	226	37	16%	254	54	21%	261	53	20%	20%	18%	20%			
	Grossmont	401	11	3%	467	20	4%	465	16	3%	451	19	4%	518	32	6%	29%	191%	4%			
	Helix	413	23	6%	460	38	8%	440	25	6%	458	37	8%	436	31	7%	6%	35%	7%			
	Hilltop	431	27	6%	462	28	6%	477	24	5%	471	26	6%	546	64	12%	27%	137%	7%			
	La Jolla	371	89	24%	358	97	27%	358	80	22%	384	91	24%	338	75	22%	-9%	-16%	24%			
	Mar Vista	421	29	7%	430	38	9%	474	54	11%	506	37	7%	399	93	23%	-5%	221%	11%			

All Colleges High School Pipeline Report

Table 1 continued,

		05/06		06/07		06/07		07/08		07/08		08/09		08/09		09/10		09/10		10/11		05/06-	06/07-	5-Yr
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		09/10	10/11	Avg
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	5-Yr %	Change	%		
Non-Feeder High Schools cont.	Mark Twain	96	19	20%	44	31	70%	61	37	61%	207	41	20%	208	33	16%	117%	74%	26%					
	Montgomery	402	14	3%	405	25	6%	431	16	4%	410	28	7%	366	67	18%	-9%	379%	7%					
	Mount Miguel	326	19	6%	307	20	7%	319	13	4%	296	19	6%	365	32	9%	12%	68%	6%					
	Mt. Carmel	429	116	27%	537	159	30%	495	136	27%	527	145	28%	564	148	26%	31%	28%	28%					
	Poway	636	95	15%	666	101	15%	700	101	14%	597	81	14%	633	103	16%	0%	8%	15%					
	Ramona	375	15	4%	365	16	4%	389	21	5%	414	17	4%	398	16	4%	6%	7%	4%					
	Rancho Bernardo	690	86	12%	646	91	14%	686	95	14%	643	89	14%	665	115	17%	-4%	34%	14%					
	San Ysidro	328	0	0%	427	0	0%	464	9	2%	495	28	6%	399	74	19%	22%	--	5%					
	Southwest	342	20	6%	383	19	5%	429	36	8%	395	28	7%	347	64	18%	1%	220%	9%					
	Sweetwater	502	42	8%	560	73	13%	598	61	10%	626	74	12%	543	132	24%	8%	214%	14%					
	Torrey Pines	784	38	5%	882	36	4%	620	35	6%	647	29	4%	610	32	5%	-22%	-16%	5%					
	West Hills	446	17	4%	505	23	5%	488	19	4%	475	13	3%	485	21	4%	9%	24%	4%					
	Westview	526	90	17%	534	109	20%	533	105	20%	576	120	21%	592	124	21%	13%	38%	20%					
		Non-Feeder Total	9,986	921	9%	10,561	1,106	10%	10,611	1,203	11%	10,771	1,241	12%	10,711	1,745	16%	7%	89%	12%				
Other Non-Feeder High Schools	Foreign School	--	114	--	--	89	--	--	85	--	--	101	--	--	97	--	--	-15%	--					
	Other	--	874	--	--	853	--	--	804	--	--	808	--	--	1,025	--	--	17%	--					
	Out of State	--	250	--	--	245	--	--	241	--	--	225	--	--	188	--	--	-25%	--					
	San Diego County	--	135	--	--	154	--	--	141	--	--	154	--	--	147	--	--	9%	--					
		Other Total	--	1,373	--	--	1,341	--	--	1,271	--	--	1,288	--	--	1,457	--	--	6%	--				
Total		--	3,993	--	--	4,166	--	--	4,341	--	--	4,462	--	--	5,364	--	--	34%	--					

Source: High School Data - California Department of Education (CDE) and Entrant Data - SDCCD Information System

Note 1: Students are unduplicated within each year.

Note 2: SDSU, UCSD, tutoring, and cancelled classes are excluded from student enrollments. Students with no/unreported high school are excluded.

Note 3: Schools with fewer than 20 SDCCD Direct Entrants enrolled in all 5 years and schools, such as Garfield*, with no/unreported/invalid CDE data are indicated as 'Other'.

*City College Feeder School

**Mesa College Feeder School

***Miramar College Feeder School

High School GPA of Direct to College High School Graduates

Table 2. High School GPA of high school graduates who directly enroll at an SDCCD credit college

	06/07 Entrants	07/08 Entrants	08/09 Entrants	09/10 Entrants	10/11 Entrants	Total/5-Yr Avg	5-Yr % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	67%
1.6-1.9	1%	1%	1%	1%	1%	1%	30%
2.0-2.5	23%	26%	24%	24%	21%	24%	22%
2.6-3.0	35%	34%	35%	34%	34%	34%	32%
3.1-3.5	25%	27%	27%	27%	29%	27%	53%
Over 3.5	15%	12%	13%	14%	15%	14%	31%
Total	100%	100%	100%	100%	100%	100%	35%
Total N of GPA-Reporting Students	3,547	3,683	3,782	3,960	4,775	19,747	35%
Total N of All Students	3,993	4,166	4,341	4,462	5,364	22,326	34%

Source: SDCCD Information System

Note 1: High School GPA is self-reported on students' college applications. On average, across 5-years 12% of students did not report their GPA.

Participation Rates of Concurrent Students

Table 3. Percentage of concurrent seniors who re-enroll the subsequent year as college-only students

	05/06		06/07		07/08		08/09		09/10		10/11		5-Yr % Change Seniors (Concur)	5-Yr % Change Re-Enroll	5-Yr Avg Re-Enroll
	Seniors (Concur)	Re-Enroll	Seniors (Concur)	Re-Enroll	Seniors (Concur)	Re-Enroll	Seniors (Concur)	Re-Enroll	Seniors (Concur)	Re-Enroll					
	N	N %	N	N %	N	N %	N	N %	N	N %	N	N %			
Clairemont**	42	9 21%	99	31 31%	68	21 31%	80	29 36%	80	30 38%	90%	233%	33%		
Crawford*	23	5 22%	10	0 0%	12	3 25%	6	1 17%	9	2 22%	-61%	-60%	18%		
Garfield*	133	27 20%	117	30 26%	148	32 22%	137	14 10%	78	21 27%	-41%	-22%	20%		
Hoover*	10	3 30%	25	5 20%	7	0 0%	7	1 14%	11	5 45%	10%	67%	23%		
Keamy**	155	77 50%	168	62 37%	164	79 48%	146	75 51%	99	53 54%	-36%	-31%	47%		
Lincoln*	0	0 0%	0	0 0%	2	0 0%	8	3 38%	9	2 22%	--	--	26%		
Madison**	48	15 31%	52	15 29%	76	16 21%	50	11 22%	58	15 26%	21%	0%	25%		
Mira Mesa***	127	58 46%	134	55 41%	90	34 38%	88	38 43%	101	31 31%	-20%	-47%	40%		
Mission Bay**	5	1 20%	24	6 25%	22	4 18%	20	3 15%	7	2 29%	40%	100%	21%		
Morse*	121	8 7%	104	8 8%	53	1 2%	74	5 7%	59	6 10%	-51%	-25%	7%		
Patrick Henry**	63	3 5%	40	2 5%	105	13 12%	75	6 8%	96	9 9%	52%	200%	9%		
Point Loma**	109	19 17%	94	16 17%	187	31 17%	163	37 23%	115	24 21%	6%	26%	19%		
San Diego High*	43	12 28%	58	14 24%	81	34 42%	119	27 23%	64	13 20%	49%	8%	27%		
San Diego SCPA*	7	2 29%	30	3 10%	9	2 22%	9	2 22%	3	1 33%	-57%	-50%	17%		
Scripps Ranch***	140	14 10%	141	13 9%	139	11 8%	124	15 12%	102	18 18%	-27%	29%	11%		
Serra***	44	10 23%	70	16 23%	90	23 26%	99	31 31%	90	13 14%	105%	30%	24%		
University City***	48	4 8%	47	3 6%	59	8 14%	61	6 10%	68	8 12%	42%	100%	10%		
Feeder Total	1,118	267 24%	1,213	279 23%	1,312	312 24%	1,266	304 24%	1,049	253 24%	-6%	-5%	24%		
Non-Feeder Total	307	52 17%	527	79 15%	781	78 10%	815	78 10%	676	80 12%	120%	54%	12%		
Grand Total	1,425	319 22%	1,740	358 21%	2,093	390 19%	2,081	382 18%	1,725	333 19%	21%	4%	20%		

Source: SDCCD Information System

Note 1: The concurrent student cohort comprises self-reported seniors. Re-enrollment counts exclude students who continue as concurrent students.

Note 2: Students are unduplicated within each year. SDSU, UCSD, tutoring, and cancelled classes are excluded from student enrollments.

*City College Feeder School

**Mesa College Feeder School

***Miramar College Feeder School

Section II: Student Characteristics and Enrollments

This section describes different student characteristics and enrollment patterns among first-time to college high school graduates. Unless otherwise noted, student trends are measured over 5 years, from 2006/07 to 2010/11.

Headcount, gender, ethnicity, first generation to college, and student educational goals of the **first-time to college high school graduates** are measured (see Table 4). Note that the count of students is an unduplicated headcount. The number of units attempted (in rows) by the number of units earned (in columns) across 5 years are displayed among first-time to college high school graduates in Table 5. The longitudinal annual persistence of the Fall 2005 to Fall 2009 cohorts of first-time to college high school graduates are displayed in Table 6.

Highlight of the Findings

- Thirty-one percent of the 2010/11 first-time to college high school graduates reported that they were the first generation of college-going students in their family (see Table 4). This is comparable to the 5-year average of 29%. Furthermore, the percentage of these first generation to college students increased by 42% from 2006/07 to 2010/11.
- In terms of ethnic composition, in 2010/11, first-time to college high school graduates were 45% Latino, 25% White, 9% Asian/Pacific Islander, 8% African American, 6% Other ethnicity, 5% Filipino, and less than 1% were American Indian (see Table 4). The proportion of Latino students in 2010/11 (45%) is higher than the 5-year average (35%), and the percentage of White students in 2010/11 (25%) is lower than the 5-year average (31%).
- In 2010/11, half of the first-time to college high school graduates cited transfer, either with or without their AA/AS, as their educational goal (50%; comparable to the 5-year average of 49%; see Table 4).
- In 2010/11, the first-time to college high school graduates attempted and earned their total units enrolled at the highest rate among those who enrolled in the 0.1-2.9 unit range (78%; comparable to the 5-year average of 79%), followed by students enrolled in the 3.0-5.9 unit range (66%; comparable to the 5-year average of 64%; 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 (42%; comparable to the 5-year average of 40%).
- Among the Fall 2009 first-time to college high school graduates, approximately 3 in 4 students on average (78%) persisted to the next spring term and over half (58%) annually persisted to a second fall term, which is higher than the 5-year average term-to-term (73%) and annual (53%) persistence of first-time to college graduates (see Table 6).

Student Profile

Table 4. Headcount, gender, ethnicity, first generation to college, and educational goal

	2006/07	2007/08	2008/09	2009/10	2010/11	Total/5-Yr Avg	% Change
Total N of Students	4,068	4,345	4,279	4,237	5,115	22,044	26%
Gender							
Female	46%	46%	47%	47%	47%	47%	28%
Male	54%	54%	53%	53%	53%	53%	24%
Unreported	0%	0%	0%	0%	0%	0%	--
Ethnicity							
African American	10%	10%	10%	10%	8%	9%	8%
American Indian	1%	1%	1%	0%	0%	1%	-26%
Asian/Pacific Islander	11%	10%	10%	10%	9%	10%	1%
Filipino	6%	6%	6%	6%	5%	6%	11%
Latino	28%	31%	31%	36%	45%	35%	100%
White	35%	33%	34%	29%	25%	31%	-9%
Other	4%	3%	3%	5%	6%	4%	127%
Unreported	7%	6%	6%	5%	1%	5%	-77%
First Generation							
First Generation	27%	29%	28%	30%	31%	29%	42%
Not First Generation	73%	71%	72%	70%	69%	71%	20%
Unreported	0%	0%	0%	0%	0%	0%	--
Educational Goal							
4 Yr College Student	0%	10%	12%	11%	11%	9%	--
AA/AS w/out Transfer	5%	4%	4%	5%	5%	5%	39%
BA/BS after Completing AA/AS	43%	40%	39%	41%	42%	41%	25%
BA/BS w/out Completing AA/AS	9%	8%	8%	7%	8%	8%	12%
Basic Skills Improvement	1%	1%	0%	1%	1%	1%	-19%
Certificate/License Maintenance	2%	1%	1%	1%	2%	2%	41%
Current Job/Career Advancement	1%	1%	1%	1%	0%	1%	-56%
Educational Development	1%	1%	1%	1%	1%	1%	23%
HS Diploma/GED Certificate	1%	1%	1%	1%	0%	1%	-5%
New Career Preparation	11%	10%	9%	9%	9%	9%	-6%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	--
Voc Cert/Degree w/out Transfer	1%	2%	1%	1%	1%	1%	41%
Undecided	25%	21%	22%	20%	18%	21%	-8%
Unreported	0%	0%	0%	0%	0%	0%	-56%

Source: SDCCD Information System

Note: A new ed goal classification was available to students on their application in 2007/08 that allowed for a college-university concurrent student classification. Therefore, a more concise average might be between the most recent four years: 07/08 and 10/11.

Units Attempted/Earned

Table 5. 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
Units Attempted	2006/07	0.1 - 2.9 Units	21%	79%			
		3.0 - 5.9 Units	36%	3%	61%		
		6.0 - 8.9 Units	29%	2%	20%	49%	
		9.0 - 11.9 Units	25%	2%	14%	22%	37%
		12.0 + Units	11%	1%	9%	12%	18%
	2007/08	0.1 - 2.9 Units	19%	81%			
		3.0 - 5.9 Units	34%	2%	64%		
		6.0 - 8.9 Units	29%	2%	20%	49%	
		9.0 - 11.9 Units	21%	2%	18%	24%	36%
		12.0 + Units	11%	1%	8%	13%	19%
	2008/09	0.1 - 2.9 Units	20%	80%			
		3.0 - 5.9 Units	36%	3%	61%		
		6.0 - 8.9 Units	29%	2%	21%	48%	
		9.0 - 11.9 Units	18%	2%	18%	19%	43%
		12.0 + Units	9%	2%	8%	12%	19%
	2009/10	0.1 - 2.9 Units	24%	76%			
		3.0 - 5.9 Units	30%	3%	67%		
		6.0 - 8.9 Units	27%	2%	24%	46%	
		9.0 - 11.9 Units	16%	3%	17%	22%	42%
		12.0 + Units	9%	1%	8%	12%	20%
2010/11	0.1 - 2.9 Units	22%	78%				
	3.0 - 5.9 Units	32%	2%	66%			
	6.0 - 8.9 Units	26%	2%	24%	48%		
	9.0 - 11.9 Units	18%	2%	17%	21%	42%	
	12.0 + Units	8%	1%	8%	11%	20%	52%
5-Year Average		--	79%	64%	48%	40%	50%
5-Year % Change		--	38%	13%	7%	49%	47%

Source: SDCCD Information System

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

Persistence

Table 6. Term and Annual persistence

First Fall Term		Persisted to Spring Term		Persisted to 2nd Fall Term	
2005	2,001	1,391	70%	971	49%
2006	2,419	1,736	72%	1,276	53%
2007	2,673	1,925	72%	1,346	50%
2008	2,675	1,996	75%	1,449	54%
2009	2,677	2,078	78%	1,550	58%
Total N / 5-yr Avg %	12,445	9,126	73%	6,592	53%

Source: SDCCD Information System

Section III: College Placement of Incoming Students

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.) **first-time to college high school graduates** qualified to enroll in for reading, writing, math, and ESOL courses based on their highest assessed score (see Tables 7-10).

Student placement trends are measured over 3 years, from 2008/09 to 2010/11 among students that applied to an SDCCD college (placement data are not tied to enrollment information). Note that changes were made within the English and math course sequences; however, **data are represented by current placement level categories**.

Highlight of the Findings

- A majority of the first-time to college high school graduates took the reading, writing, and math placement tests in 2010/11 (65%, 63%, and 65%, respectively; see Tables 7-9). Overall, across All Colleges, the percentages of students who took reading, writing, and math placement tests peaked in 2009/10 and then declined slightly in 2010/11.
- In 2010/11 nearly half of the first-time to college high school graduates who took the reading placement test placed at the transfer/Associate level (49%; comparable to the 3-year average of 49%; see Table 7), while the majority of first-time to college high school graduates who took the writing placement test placed at basic skills (66%; comparable to the 3-year average of 65%; see Table 8).
- The majority of first-time to college high school graduates who took the math placement test in 2010/11 placed at basic skills (67%; comparable to the 3-year average of 66%; see Table 9).
- In 2010/11, among first-time to college high school graduates who took the ESOL placement test, half of the students (51%) placed two to three levels below English transfer level (ESOL levels 30 and 40), which is lower than the 3-year average of 54% (see Table 10).

Reading and Writing Placement

Table 7. Reading placement

		2008/09		2009/10		2010/11		2008/09 - 2010/11		
		N	%	N	%	N	%	Total N	3-Yr Avg	% Change
Test/ No-Test	Total Tested	3,292	62%	3,525	67%	4,068	65%	10,885	65%	24%
	No Placement	2,021	38%	1,713	33%	2,211	35%	5,945	35%	9%
	Total Students	5,313	100%	5,238	100%	6,279	100%	16,830	100%	18%
Distribution of Students Who Took a Test	Transfer/Associate Level	1,599	49%	1,686	48%	2,010	49%	5,295	49%	26%
	Basic Skills	1,301	40%	1,419	40%	1,585	39%	4,305	40%	22%
	Need English Advising	311	9%	303	9%	363	9%	977	9%	17%
	Take ESOL Test	81	2%	117	3%	110	3%	308	3%	36%
	Total Tested	3,292	100%	3,525	100%	4,068	100%	10,885	100%	24%

Source: SDCCD Information System

Table 8. Writing placement

		2008/09		2009/10		2010/11		2008/09 - 2010/11		
		N	%	N	%	N	%	Total N	3-Yr Avg	% Change
Test/ No-Test	Total Tested	3,291	62%	3,526	67%	3,953	63%	10,770	64%	20%
	No Placement	2,022	38%	1,712	33%	2,326	37%	6,060	36%	15%
	Total Students	5,313	100%	5,238	100%	6,279	100%	16,830	100%	18%
Distribution of Students Who Took a Test	Transfer/Associate Level	765	23%	826	23%	896	23%	2,487	23%	17%
	Basic Skills	2,133	65%	2,279	65%	2,593	66%	7,005	65%	22%
	Need English Advising	312	9%	303	9%	359	9%	974	9%	15%
	Take ESOL Test	81	2%	118	3%	105	3%	304	3%	30%
	Total Tested	3,291	100%	3,526	100%	3,953	100%	10,770	100%	20%

Source: SDCCD Information System

Math Placement

Table 9. Math placement

		2008/09		2009/10		2010/11		2008/09 - 2010/11		
		N	%	N	%	N	%	Total N	3-Yr Avg	% Change
Test/ No-Test	Total Tested	3,309	62%	3,533	67%	4,081	65%	10,923	65%	23%
	No Placement	2,004	38%	1,705	33%	2,198	35%	5,907	35%	10%
	Total Students	5,313	100%	5,238	100%	6,279	100%	16,830	100%	18%
Distribution of Students Who Took a Test	Transfer Level	596	18%	634	18%	817	20%	2,047	19%	37%
	Associate Level	448	14%	466	13%	511	13%	1,425	13%	14%
	Basic Skills	2,166	65%	2,325	66%	2,736	67%	7,227	66%	26%
	Take Algebra Test	99	3%	108	3%	17	0%	224	2%	-83%
	Total Tested	3,309	100%	3,533	100%	4,081	100%	10,923	100%	23%

Source: SDCCD Information System

ESOL Placement

Table 10. ESOL placement

		2008/09		2009/10		2010/11		2008/09 - 2010/11		
		N	%	N	%	N	%	Total N	3-Yr Avg	% Change
Test/ No-Test	Total Tested	145	3%	139	3%	161	3%	445	3%	11%
	No Placement	5,168	97%	5,099	97%	6,118	97%	16,385	97%	18%
	Total Students	5,313	100%	5,238	100%	6,279	100%	16,830	100%	18%
Distribution of Students Who Took a Test	Level 40	27	19%	37	27%	30	19%	94	21%	11%
	Level 30	46	32%	48	35%	52	32%	146	33%	13%
	Level 20	31	21%	28	20%	37	23%	96	22%	19%
	Level 19	41	28%	26	19%	42	26%	109	24%	2%
	Total Tested	145	100%	139	100%	161	100%	445	100%	11%

Source: SDCCD Information System

Section IV: Course Enrollment by Placement

This section longitudinally tracks English and math enrollments by placement level among three **first-time to college high school graduate** cohorts (Fall 2008, 2009, and 2010). Please see table notes for additional details about the cohort parameters (see Tables 11 and 12). Note that changes were made within the English and math course sequences; however, **data are represented by current placement level categories**.

Highlight of the Findings

- By the end of their first year at an SDCCD college, more than two-thirds (69%) of the 2010/11 first-time to college high school graduates who earned a transfer/Associate level English placement, enrolled in a matriculating English course (comparable to the 3-year average of 70%; see Table 11). In 2010/11, 43% of the students who placed at the transfer/Associate level and enrolled in an English course, did so at their placement level.
- Among first-time to college high school graduates who earned a basic skills level reading or writing placement in 2010/11, two-thirds (68%) enrolled in a matriculating English course at their placement level by the end of their first year at an SDCCD college (less than the 3-year average of 71%; see Table 11).
- In 2010/11, by the end of their first year at an SDCCD college, nearly three-fourths (73%) of first-time to college high school graduates who earned a transfer level math placement, enrolled in a matriculating math course (comparable to the 3-year average of 74%; see Table 12). Over two-thirds (69%) of those who earned an Associate level math placement, enrolled in a matriculating math course (less than the 3-year average of 73%). In 2010/11, of the students who placed at the transfer or Associate levels and enrolled in a math course, nearly all (98%) took a course at their placement level.
- Among first-time to college high school graduates who earned a basic skills level math placement in 2010/11, nearly three-fourths (72%) enrolled in a matriculating math course at their placement level by the end of their first year at an SDCCD college (comparable to the 3-year average of 71%; see Table 12).

English and Math Course Enrollment by Placement Level

Table 11. English course enrollment by placement level

	Fall 08 cohort	Total enrolled 2008/09		Fall 09 cohort	Total enrolled 2009/10		Fall 10 cohort	Total enrolled 2010/11		All cohorts	Total enrolled 2008/09-2010/11	
	N	N	%	N	N	%	N	N	%	N	N	%
Transfer/Associate Level	1,098	790	72%	1,151	797	69%	1,392	960	69%	3,641	2,547	70%
Basic Skills	704	517	73%	754	540	72%	879	602	68%	2,337	1,659	71%
Take ESOL Test/Need Advising	214	135	63%	227	119	52%	248	126	51%	689	380	55%
Total Count/Avg %	2,016	1,442	72%	2,132	1,456	68%	2,519	1,688	67%	6,667	4,586	69%

Source: SDCCD Information System

Note 1: Only English courses that are part of the matriculating course sequence are included: ENGL042, ENGL043, ENGL048, ENGL049, ENGL101, ENGL105, or ENGL 205.

Note 2: The cohort is organized by English placement level which is based on the reading and writing assessment tests. For students who did not score in the same placement level on both the reading and writing tests, English placement level is measured at the highest placement (24% in Fall 2008, 25% in Fall 2009, and 24% in Fall 2010 placed at different levels).

Note 3: The cohorts consist of first-time high school graduates enrolled in Fall 2008, Fall 2009, or Fall 2010 as of official census. Only students that received a letter grade are counted in the enrollments. Students are tracked through the first three terms they may enroll in: fall, spring, and summer. Note that Summer 2011 enrollments are not yet available and therefore not included. However, due to the reduction in course offerings in Summer 2011 the exclusion would not significantly impact the findings.

Note 4: **Among students who placed at the transfer/Associate level, course enrollment was measured at or below their placement level.** In 2008/09, 2009/10, and 2010/11 less than half of the students who placed at the transfer/Associate level and took at least one English course, took a course at their placement level (47%, 46%, and 43%, respectively). **For those students who placed at the basic skills level, course enrollment was measured at their placement level. For those students who placed below basic skills, course enrollment was measured at any placement level.** Among students that placed below basic skills and enrolled in at least one English course, almost all enrolled in basic skills courses (98% in 2008/09, 100% in 2009/10, and 98% in 2010/11).

Table 12. Math course enrollment by placement level

	Fall 08 cohort	Total enrolled 2008/09		Fall 09 cohort	Total enrolled 2009/10		Fall 10 cohort	Total enrolled 2010/11		All cohorts	Total enrolled 2008/09-2010/11	
	N	N	%	N	N	%	N	N	%	N	N	%
Transfer Level	415	325	78%	440	320	73%	585	425	73%	1,440	1,070	74%
Associate Level	301	232	77%	304	227	75%	323	222	69%	928	681	73%
Basic Skills	1,266	911	72%	1,316	923	70%	1,592	1,143	72%	4,174	2,977	71%
Take Algebra Test	54	31	57%	65	39	60%	13	7	54%	132	77	58%
Total Count/Avg %	2,036	1,499	74%	2,125	1,509	71%	2,513	1,797	72%	6,674	4,805	72%

Source: SDCCD Information System

Note 1: Only math courses that are part of the matriculating course sequence are included: MATH34A, MATH038, MATH046, MATH096, MATH104, MATH107, MATH116, MATH118, MATH119, or MATH210A.

Note 2: The cohorts consist of first-time high school graduates enrolled in Fall 2008, Fall 2009, or Fall 2010 as of official census. Only students that received a letter grade are counted in the enrollments. Students are tracked through the first three terms they may enroll in: fall, spring, and summer. Note that Summer 2011 enrollments are not yet available and therefore not included. However, due to the reduction in course offerings in Summer 2011 the exclusion would not significantly impact the findings.

Note 3: **Among students who placed at the transfer or Associate levels, course enrollment was measured at or below their placement level.** In 2008/09, 2009/10, and 2010/11 the majority of students who placed at the transfer or Associate levels and took at least one math course, did so at their placement level (97%, 98%, and 98%, respectively). **For those students who placed at the basic skills level, course enrollment was measured at their placement level. For those students who placed below basic skills, course enrollment was measured at any placement level.** Among students that placed below basic skills and enrolled in at least one math course, the majority enrolled in basic skills courses (97% in 2008/09, 87% in 2009/10, and 71% in 2010/11). The remaining students enrolled in Associate level courses.