



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

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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 City College/ECC 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 City College/ECC 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 City College/ECC 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

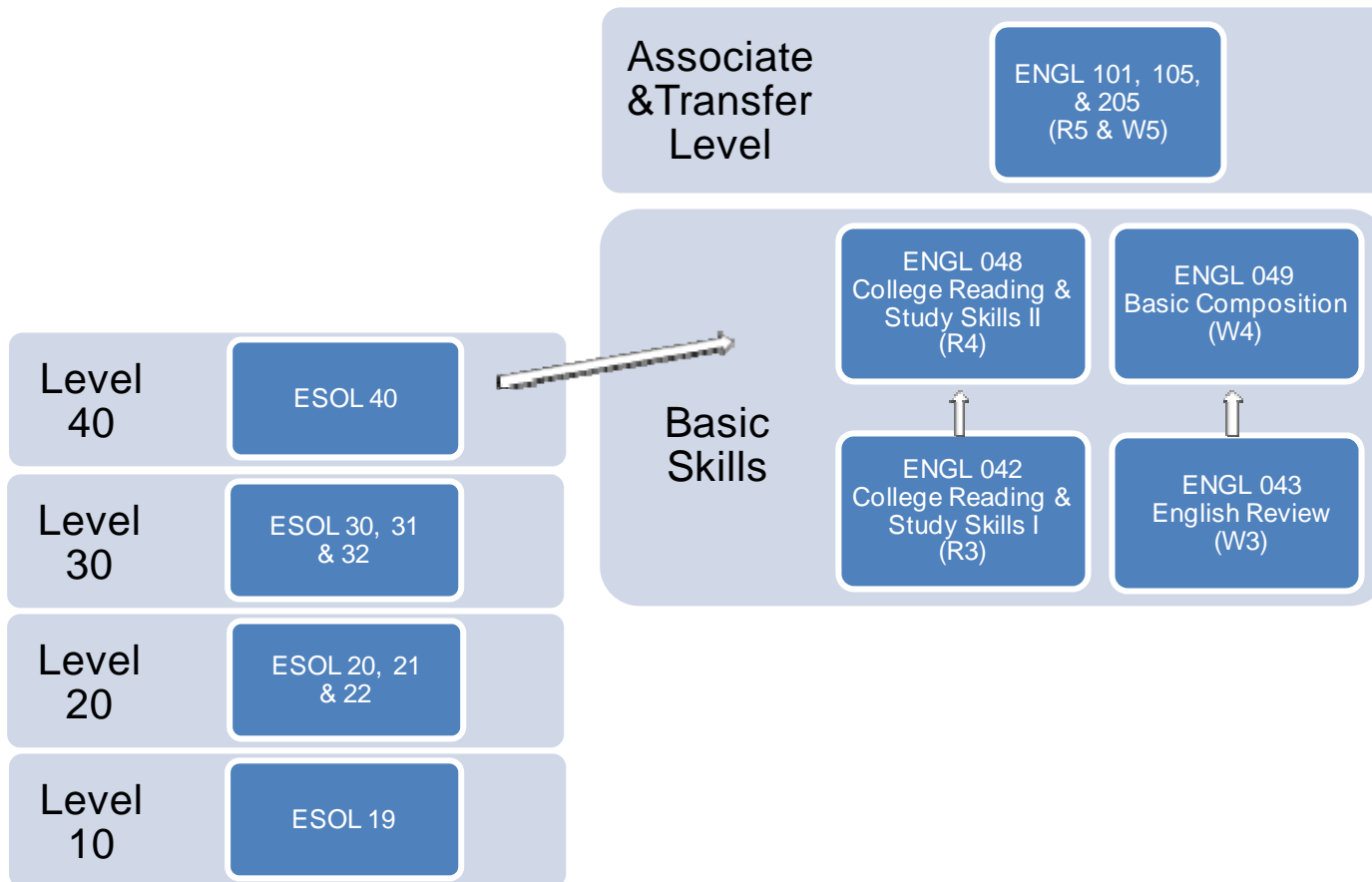
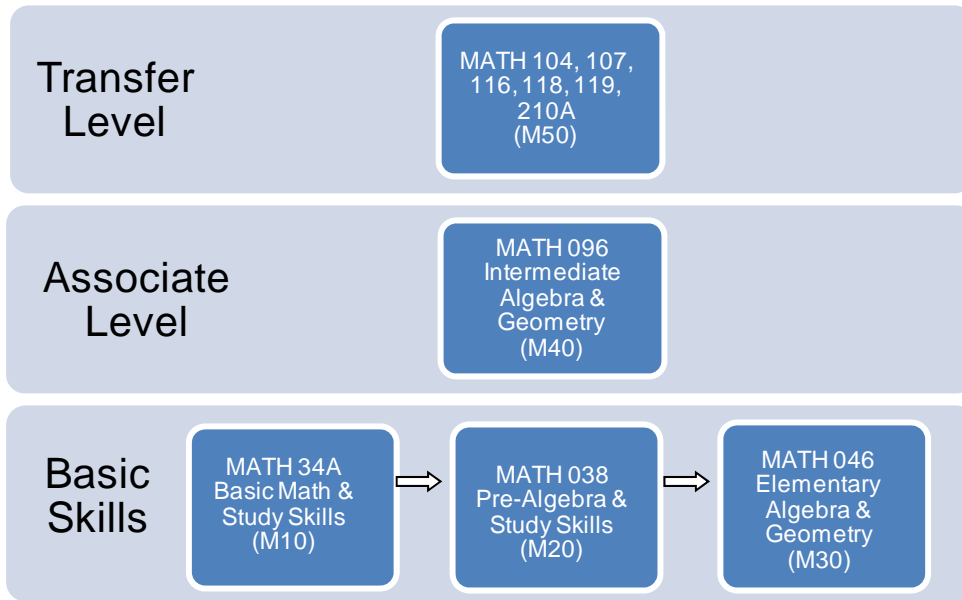


Figure 2. Current math course sequence & placements



Overall Highlight of the Findings

1. In 2010/11, approximately 13% of the 2009/10 feeder high school graduates and 7% of the 2009/10 non-feeder high school graduates directly entered City College/ECC within the year following high school completion. While the 2010/11 feeder school student entry rate is comparable to the 5-year average of 13%, the non-feeder school student entry rate is higher than the 5-year average of 4%.
2. Among the 2009/10 concurrent high school seniors enrolled at City College/ECC (N=323), 17% 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 nearly triple the rate as students who had concurrently attended non-feeder high schools (24% and 9%, respectively). Over 5 years, participation rates varied among students who had concurrently attended feeder schools (14%-24%) and non-feeder schools (6%-18%).
3. Forty 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. This is comparable to the 5-year average of 39%. Furthermore, the percentage of these first generation to college students increased by 54% 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 (75%), followed by students enrolled in the 3.0-5.9 unit range (61%). The least proportion of students who attempted and earned their total units enrolled were those in the 9.0-11.9 unit range (43%).
5. Seventy-one percent of the Fall 2009 first-time to college high school graduates at City College/ECC persisted to the next spring term and nearly half (47%) annually persisted to a second fall term, which is higher than the 5-year average term-to-term (66%) and annual (43%) 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 (68% each). Despite staff changes, budget cuts, reduced hours, and implementation of the alternative measures pilot that allowed students to submit select standardized tests (e.g., SAT, ACT) as alternative measures for assessment skill levels, the percentages of students who placed by test increased over the past 3 years. Some strategies that were used by the counseling office staff and counselors that may have had an impact on the number of students taking placement tests were: 1) counselors increased their efforts to explain the steps to enrollment to the students emphasizing taking placement tests and attending the student orientation, and 2) the new student orientation was restructured in 2010/11 to have all new students put together their first year plan at the orientation.

7. In 2010/11 44% of the first-time to college high school graduates who took the reading placement test placed at the transfer/Associate level and 42% placed at basic skills. However, the majority of first-time to college high school graduates who took the writing placement test placed at basic skills (67%). The majority of first-time to college high school graduates who took the math placement test in 2010/11 also placed at basic skills (76%). Among first-time to college high school graduates who took the ESOL placement test during the same timeframe, 55% of the students placed four to five levels below English transfer level (ESOL levels 19 and 20), which is higher than the 3-year average of 50%.
8. By the end of their first year at City College/ECC, two-thirds (65%) 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 64% of students that took a matriculating transfer/Associate level English course, 37% took a course at their placement level.
9. In 2010/11, by the end of their first year at City College/ECC, over two-thirds (68%) of first-time to college high school graduates who earned a transfer level math placement, enrolled in a matriculating math course and half (50%) 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, 61% enrolled in a matriculating English course at their placement level by the end of their first year at City College/ECC. Nearly two-thirds (66%) 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.

Section I: Entering the Community College Pipeline

This section describes different aspects of high school student entry to City College/ECC. 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 City College/ECC 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 City College/ECC are tracked to determine the rate of continued participation 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 provide aggregate totals/averages for students attending feeder and non-feeder high schools as a point of comparison.

Highlight of the Findings

- In 2010/11, approximately 13% of the 2009/10 feeder high school graduates and 7% of the 2009/10 non-feeder high school graduates directly entered City College/ECC within the year following high school completion. While the 2010/11 feeder school student entry rate is comparable to the 5-year average of 13%, the non-feeder school student entry rate is higher than the 5-year average of 4% (see Table 1). On average over 5 years, San Diego, Lincoln, and Hoover high schools had the highest graduate participation rates at City College/ECC (31%, 29%, and 27%, respectively).
- Sixty percent 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 62%) and thirty-eight percent reported that they had earned higher than a 3.0 GPA (comparable to the 5-year average of 36%; see Table 2).
- Among the 2009/10 concurrent high school seniors enrolled at City College/ECC (N=323), 17% 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 nearly triple the rate as students who had concurrently attended non-feeder high schools (24% and 9%, respectively). Over 5 years, participation rates varied among students who had concurrently attended feeder schools (14%-24%) and non-feeder schools (6%-18%).

Participation Rates of Direct to College High School Graduates

Table 1. Headcount of and participation rates of high school graduates who directly enroll at City College/ECC

		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	%	5-Yr %	Change	Entry
Feeder High Schools	Clairemont**	226	8%	18	8%	249	36	14%	232	32	14%	243	25	10%	250	36	14%	11%	100%	12%				
	Crawford*	213	26%	55	26%	217	56	26%	208	53	25%	220	49	22%	236	47	20%	11%	-15%	24%				
	Hoover*	276	26%	73	26%	285	82	29%	273	78	29%	343	82	24%	322	87	27%	17%	19%	27%				
	Kearny**	251	8%	20	8%	264	14	5%	302	24	8%	292	12	4%	331	13	4%	32%	-35%	6%				
	Lincoln*	0	--	0	--	0	0	--	200	64	32%	251	78	31%	354	89	25%	--	--	29%				
	Madison**	247	6%	16	6%	239	19	8%	229	14	6%	199	16	8%	224	17	8%	-9%	6%	7%				
	Mira Mesa***	510	4%	19	4%	519	22	4%	505	19	4%	504	19	4%	598	26	4%	17%	37%	4%				
	Mission Bay**	249	19%	48	19%	261	35	13%	287	37	13%	310	58	19%	267	51	19%	7%	6%	17%				
	Morse*	548	11%	59	11%	453	61	13%	446	47	11%	447	62	14%	442	55	12%	-19%	-7%	12%				
	Patrick Henry**	443	2%	8	2%	444	27	6%	447	24	5%	447	19	4%	471	23	5%	6%	188%	4%				
	Point Loma**	326	15%	48	15%	309	61	20%	400	73	18%	369	60	16%	402	59	15%	23%	23%	17%				
	San Diego High*	382	33%	126	33%	411	109	27%	386	130	34%	393	117	30%	452	147	33%	18%	17%	31%				
	San Diego SCPA*	179	8%	14	8%	174	16	9%	161	17	11%	179	18	10%	169	27	16%	-6%	93%	11%				
	Scripps Ranch***	483	3%	15	3%	483	23	5%	479	20	4%	476	21	4%	494	13	3%	2%	-13%	4%				
	Serra***	329	10%	32	10%	360	42	12%	395	37	9%	417	46	11%	397	33	8%	21%	3%	10%				
University City***	395	5%	21	5%	387	25	6%	418	32	8%	378	23	6%	401	36	9%	2%	71%	7%					
	Feeder Total	5,057	11%	572	11%	5,055	628	12%	5,368	701	13%	5,468	705	13%	5,810	759	13%	15%	33%	13%				
Non-Feeder High Schools	Abraxas	77	0%	0	0%	139	2	1%	151	5	3%	109	0	0%	147	0	0%	91%	--	1%				
	Bonita Vista	610	1%	4	1%	544	10	2%	531	17	3%	549	12	2%	536	20	4%	-12%	400%	2%				
	Castle Park	394	4%	16	4%	377	20	5%	395	19	5%	366	17	5%	352	70	20%	-11%	338%	8%				
	Charter School SD	306	0%	0	0%	297	5	2%	339	38	11%	341	44	13%	436	40	9%	42%	--	7%				
	Chula Vista	462	10%	45	10%	519	36	7%	542	40	7%	574	60	10%	567	126	22%	23%	180%	12%				
	Coronado	218	11%	24	11%	247	33	13%	226	23	10%	254	34	13%	261	27	10%	20%	13%	12%				
	Grossmont	401	0%	2	0%	467	6	1%	465	8	2%	451	7	2%	518	15	3%	29%	650%	2%				
	Helix	413	3%	12	3%	460	20	4%	440	14	3%	458	19	4%	436	14	3%	6%	17%	4%				
	Hilltop	431	3%	12	3%	462	20	4%	477	16	3%	471	21	4%	546	44	8%	27%	267%	5%				
	La Jolla	371	7%	25	7%	358	24	7%	358	15	4%	384	19	5%	338	11	3%	-9%	-56%	5%				
	Mar Vista	421	5%	22	5%	430	30	7%	474	43	9%	506	32	6%	399	78	20%	-5%	255%	9%				

City College/ECC 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	%	5-Yr %	Change	Entry
Non-Feeder High Schools cont.	Mark Twain	96	4%	4	4%	44	12%	27%	61	11%	18%	207	7%	3%	208	11%	5%	117%	175%	7%				
	Montgomery	402	10%	2%	405	15%	4%	431	12%	3%	410	15%	4%	366	60	16%	-9%	500%	6%					
	Mount Miguel	326	16%	5%	307	13%	4%	319	7%	2%	296	13%	4%	365	23	6%	12%	44%	4%					
	Mt. Carmel	429	2%	0%	537	9%	2%	495	6%	1%	527	9%	2%	564	10	2%	31%	400%	1%					
	Poway	636	11%	2%	666	10%	2%	700	8%	1%	597	5%	1%	633	8	1%	0%	-27%	1%					
	Ramona	375	4%	1%	365	0%	0%	389	3%	1%	414	4%	1%	398	5	1%	6%	25%	1%					
	Rancho Bernardo	690	6%	1%	646	8%	1%	686	8%	1%	643	13%	2%	665	6	1%	-4%	0%	1%					
	San Ysidro	328	0%	0%	427	0%	0%	464	8%	2%	495	24%	5%	399	65	16%	22%	--	5%					
	Southwest	342	11%	3%	383	16%	4%	429	27%	6%	395	24%	6%	347	55	16%	1%	400%	7%					
	Sweetwater	502	32%	6%	560	67%	12%	598	51%	9%	626	53%	8%	543	97	18%	8%	203%	11%					
	Torrey Pines	784	5%	1%	882	4%	0%	620	2%	0%	647	2%	0%	610	3	0%	-22%	-40%	0%					
	West Hills	446	1%	0%	505	5%	1%	488	2%	0%	475	0%	0%	485	2	0%	9%	100%	0%					
	Westview	526	5%	1%	534	3%	1%	533	6%	1%	576	6%	1%	592	9	2%	13%	80%	1%					
		Non-Feeder Total	9,986	269	3%	10,561	368	3%	10,611	389	4%	10,771	440	4%	10,711	799	7%	7%	197%	4%				
Other Non-Feeder High Schools	Foreign School	--	39	--	--	19	--	--	30	--	--	31	--	--	26	--	--	--	-33%	--				
	Other	--	304	--	--	326	--	--	277	--	--	276	--	--	351	--	--	--	15%	--				
	Out of State	--	75	--	--	90	--	--	74	--	--	67	--	--	63	--	--	--	-16%	--				
	San Diego County	--	77	--	--	74	--	--	86	--	--	108	--	--	95	--	--	--	23%	--				
		Other Total	--	495	--	--	509	--	--	467	--	--	482	--	--	535	--	--	--	8%	--			
Total		--	1,336	--	--	1,505	--	--	1,557	--	--	1,627	--	--	2,093	--	--	--	57%	--				

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 City College/ECC

	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%	200%
1.6-1.9	1%	1%	1%	1%	1%	1%	41%
2.0-2.5	26%	30%	27%	30%	24%	27%	49%
2.6-3.0	36%	33%	36%	36%	36%	35%	57%
3.1-3.5	24%	24%	25%	23%	26%	25%	74%
Over 3.5	13%	11%	11%	10%	12%	11%	51%
Total	100%	100%	100%	100%	100%	100%	58%
Total N of GPA-Reporting Students	1,142	1,286	1,312	1,399	1,806	6,945	58%
Total N of All Students	1,336	1,505	1,557	1,627	2,093	8,118	57%

Source: SDCCD Information System

Note 1: High School GPA is self-reported on students' college applications. On average, across 5-years 14% 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 Seniors (Concur)		06/07 Seniors (Concur)		07/08 Seniors (Concur)		08/09 Seniors (Concur)		09/10 Seniors (Concur)		10/11 Seniors (Concur)		5-Yr % Change Seniors (Concur)	5-Yr % Change Re-Enroll	5-Yr Avg Re-Enroll
	N	%	N	%	N	%	N	%	N	%	N	%			
Feeder	236	19%	267	21%	292	22%	291	14%	184	24%	44	24%	-22%	0%	20%
Non-Feeder	59	12%	119	18%	190	9%	174	6%	139	9%	12	9%	136%	71%	10%
Total	295	17%	386	20%	482	17%	465	11%	323	56	17%	9%	10%	16%	

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.

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

- Forty 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 39%. Furthermore, the percentage of these first generation to college students increased by 54% from 2006/07 to 2010/11.
- In terms of ethnic composition, in 2010/11, first-time to college high school graduates were 64% Latino, 12% White, 11% African American, 4% Asian/Pacific Islander, 4% Other ethnicity, 3% Filipino, and less than 1% were American Indian (see Table 4). The proportion of Latino students in 2010/11 (64%) is higher than the 5-year average (53%), and the percentage of White students in 2010/11 (12%) is lower than the 5-year average (18%).
- In 2010/11, nearly half of the first-time to college high school graduates cited transfer, either with or without their AA/AS, as their educational goal (49%; comparable to the 5-year average of 47%; 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 (75%; higher than the 5-year average of 70%), followed by students enrolled in the 3.0-5.9 unit range (61%; comparable to the 5-year average of 61%; 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 (43%; comparable to the 5-year average of 43%).
- Seventy-one percent of the Fall 2009 first-time to college high school graduates at City College/ECC persisted to the next spring term and nearly half (47%) annually persisted to a second fall term, which is higher than the 5-year average term-to-term (66%) and annual (43%) 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	1,388	1,580	1,515	1,536	2,011	8,030	45%
Gender							
Female	52%	52%	52%	53%	50%	52%	40%
Male	48%	48%	48%	47%	50%	48%	50%
Unreported	0%	0%	0%	0%	0%	0%	--
Ethnicity							
African American	14%	14%	16%	14%	11%	14%	14%
American Indian	1%	1%	0%	0%	0%	1%	-23%
Asian/Pacific Islander	5%	6%	4%	4%	4%	5%	17%
Filipino	3%	4%	4%	3%	3%	3%	32%
Latino	45%	48%	48%	55%	64%	53%	106%
White	23%	21%	21%	15%	12%	18%	-21%
Other	3%	3%	3%	4%	4%	4%	100%
Unreported	6%	4%	3%	4%	1%	3%	-82%
First Generation							
First Generation	38%	39%	37%	41%	40%	39%	54%
Not First Generation	62%	61%	63%	59%	60%	61%	39%
Unreported	0%	0%	0%	0%	0%	0%	--
Educational Goal							
4 Yr College Student	0%	8%	10%	9%	9%	7%	--
AA/AS w/out Transfer	5%	5%	5%	6%	6%	5%	61%
BA/BS after Completing AA/AS	39%	40%	39%	44%	43%	41%	60%
BA/BS w/out Completing AA/AS	8%	6%	5%	5%	6%	6%	16%
Basic Skills Improvement	1%	1%	1%	1%	1%	1%	7%
Certificate/License Maintenance	3%	2%	2%	2%	2%	2%	25%
Current Job/Career Advancement	2%	1%	1%	1%	0%	1%	-60%
Educational Development	1%	1%	1%	1%	1%	1%	13%
HS Diploma/GED Certificate	0%	1%	0%	0%	0%	0%	67%
New Career Preparation	14%	11%	9%	10%	9%	11%	-9%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	--
Voc Cert/Degree w/out Transfer	2%	2%	2%	2%	2%	2%	59%
Undecided	25%	21%	24%	19%	20%	22%	16%
Unreported	0%	0%	0%	0%	0%	0%	75%

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	41%	59%			
		3.0 - 5.9 Units	40%	2%	57%		
		6.0 - 8.9 Units	26%	3%	17%	54%	
		9.0 - 11.9 Units	23%	2%	12%	24%	39%
		12.0 + Units	10%	2%	9%	13%	19%
	2007/08	0.1 - 2.9 Units	28%	72%			
		3.0 - 5.9 Units	37%	2%	61%		
		6.0 - 8.9 Units	26%	3%	19%	51%	
		9.0 - 11.9 Units	19%	3%	14%	23%	40%
		12.0 + Units	14%	1%	10%	13%	17%
	2008/09	0.1 - 2.9 Units	27%	73%			
		3.0 - 5.9 Units	38%	3%	59%		
		6.0 - 8.9 Units	27%	2%	23%	49%	
		9.0 - 11.9 Units	15%	3%	19%	18%	46%
		12.0 + Units	9%	2%	10%	13%	21%
	2009/10	0.1 - 2.9 Units	31%	69%			
		3.0 - 5.9 Units	34%	2%	64%		
		6.0 - 8.9 Units	20%	4%	27%	49%	
		9.0 - 11.9 Units	17%	4%	17%	16%	47%
		12.0 + Units	8%	1%	10%	16%	20%
2010/11	0.1 - 2.9 Units	25%	75%				
	3.0 - 5.9 Units	38%	1%	61%			
	6.0 - 8.9 Units	22%	3%	26%	49%		
	9.0 - 11.9 Units	16%	2%	18%	22%	43%	
	12.0 + Units	9%	1%	9%	13%	19%	49%
5-Year Average		--	70%	61%	50%	43%	46%
5-Year % Change		--	103%	35%	4%	101%	61%

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	747	481	64%	300	40%
2006	763	498	65%	332	44%
2007	871	562	65%	360	41%
2008	885	575	65%	384	43%
2009	927	654	71%	438	47%
Total N / 5-yr Avg %	4,193	2,770	66%	1,814	43%

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 City College/ECC (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 (68% each; see Tables 7-9). Despite staff changes, budget cuts, reduced hours, and implementation of the alternative measures pilot that allowed students to submit select standardized tests (e.g., SAT, ACT) as alternative measures for assessment skill levels, the percentages of students who placed by test increased over the past 3 years (reading 58%-68%, writing 58%-68%, and math 59%-68%). Some strategies that were used by the counseling office staff and counselors that may have had an impact on the number of students taking placement tests were: 1) counselors increased their efforts to explain the steps to enrollment to the students emphasizing taking placement tests and attending the student orientation, and 2) the new student orientation was restructured in 2010/11 to have all new students put together their first year plan at the orientation.
- In 2010/11 44% of the first-time to college high school graduates who took the reading placement test placed at the transfer/Associate level and 42% placed at basic skills (comparable to the 3-year averages of 43% and 42%, respectively; see Table 7). However, the majority of first-time to college high school graduates who took the writing placement test placed at basic skills (67%; comparable to the 3-year average of 68%; 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 (76%; comparable to the 3-year average of 77%; see Table 9).
- In 2010/11, among first-time to college high school graduates who took the ESOL placement test, 55% of the students placed four to five levels below English transfer level (ESOL levels 19 and 20), which is higher than the 3-year average of 50% (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	1,091	58%	1,301	65%	1,782	68%	4,174	64%	63%
	No Placement	792	42%	687	35%	849	32%	2,328	36%	7%
	Total Students	1,883	100%	1,988	100%	2,631	100%	6,502	100%	40%
Distribution of Students Who Took a Test	Transfer/Associate Level	465	43%	551	42%	790	44%	1,806	43%	70%
	Basic Skills	447	41%	570	44%	745	42%	1,762	42%	67%
	Need English Advising	147	13%	138	11%	191	11%	476	11%	30%
	Take ESOL Test	32	3%	42	3%	56	3%	130	3%	75%
	Total Tested	1,091	100%	1,301	100%	1,782	100%	4,174	100%	63%

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	1,091	58%	1,301	65%	1,776	68%	4,168	64%	63%
	No Placement	792	42%	687	35%	855	32%	2,334	36%	8%
	Total Students	1,883	100%	1,988	100%	2,631	100%	6,502	100%	40%
Distribution of Students Who Took a Test	Transfer/Associate Level	188	17%	220	17%	331	19%	739	18%	76%
	Basic Skills	724	66%	901	69%	1,198	67%	2,823	68%	65%
	Need English Advising	147	13%	138	11%	191	11%	476	11%	30%
	Take ESOL Test	32	3%	42	3%	56	3%	130	3%	75%
	Total Tested	1,091	100%	1,301	100%	1,776	100%	4,168	100%	63%

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	1,110	59%	1,312	66%	1,797	68%	4,219	65%	62%
	No Placement	773	41%	676	34%	834	32%	2,283	35%	8%
	Total Students	1,883	100%	1,988	100%	2,631	100%	6,502	100%	40%
Distribution of Students Who Took a Test	Transfer Level	121	11%	152	12%	265	15%	538	13%	119%
	Associate Level	108	10%	138	11%	172	10%	418	10%	59%
	Basic Skills	873	79%	1,013	77%	1,357	76%	3,243	77%	55%
	Take Algebra Test	8	1%	9	1%	3	0%	20	0%	-63%
	Total Tested	1,110	100%	1,312	100%	1,797	100%	4,219	100%	62%

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	54	3%	55	3%	82	3%	191	3%	52%
	No Placement	1,829	97%	1,933	97%	2,549	97%	6,311	97%	39%
	Total Students	1,883	100%	1,988	100%	2,631	100%	6,502	100%	40%
Distribution of Students Who Took a Test	Level 40	11	20%	14	25%	12	15%	37	19%	9%
	Level 30	15	28%	18	33%	25	30%	58	30%	67%
	Level 20	9	17%	10	18%	19	23%	38	20%	111%
	Level 19	19	35%	13	24%	26	32%	58	30%	37%
	Total Tested	54	100%	55	100%	82	100%	191	100%	52%

Source: SDCCD Information System

Section IV: Course Enrollment by Placement

This section longitudinally tracks City College/ECC 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 City College/ECC, 65% 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 63%; see Table 11). In 2010/11, 37% 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, 61% enrolled in a matriculating English course at their placement level by the end of their first year at City College/ECC (comparable to the 3-year average of 63%; see Table 11).
- In 2010/11, by the end of their first year at City College/ECC, over two-thirds (68%) 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 67%; see Table 12). Half (50%) of those who earned an Associate level math placement enrolled in a matriculating math course (less than the 3-year average of 59%). In 2010/11, 98% of the students who placed at the transfer or Associate levels and enrolled in a math course, did so at their placement level.
- Among first-time to college high school graduates who earned a basic skills level math placement in 2010/11, two-thirds (66%) enrolled in a matriculating math course at their placement level by the end of their first year at City College/ECC (comparable to the 3-year average of 68%; 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	305	185	61%	342	211	62%	529	343	65%	1,176	739	63%
Basic Skills	238	152	64%	301	193	64%	401	243	61%	940	588	63%
Take ESOL Test/Need Advising	103	65	63%	95	48	51%	126	58	46%	324	171	53%
Total Count/Avg %	646	402	62%	738	452	61%	1,056	644	61%	2,440	1,498	61%

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 (21% in Fall 2008, 25% in Fall 2009, and 26% 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 (44%, 36%, and 37%, 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 (100% in 2008/09, 100% in 2009/10, and 97% 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	92	58	63%	99	69	70%	201	136	68%	392	263	67%
Associate Level	68	45	66%	91	58	64%	96	48	50%	255	151	59%
Basic Skills	494	336	68%	543	385	71%	760	498	66%	1,797	1,219	68%
Take Algebra Test	8	4	50%	8	5	63%	3	2	67%	19	11	58%
Total Count/Avg %	662	443	67%	741	517	70%	1,060	684	65%	2,463	1,644	67%

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 (95%, 96%, 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 (100% each in 2008/09, 2009/10, and 2010/11). The remaining students enrolled in Associate level courses.