



All Colleges High School to College Pipeline Report 2007/08 - 2011/12

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Introduction

The annual High School to College Pipeline Report provides a comprehensive 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 to College 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 and 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 three or five-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 four-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. Intersession, tutoring, in-service, 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. (Drops, Never Attends, cancelled, and tutoring classes are excluded.)

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

Course Sequences

Figure 1. Current English and ESOL course sequence

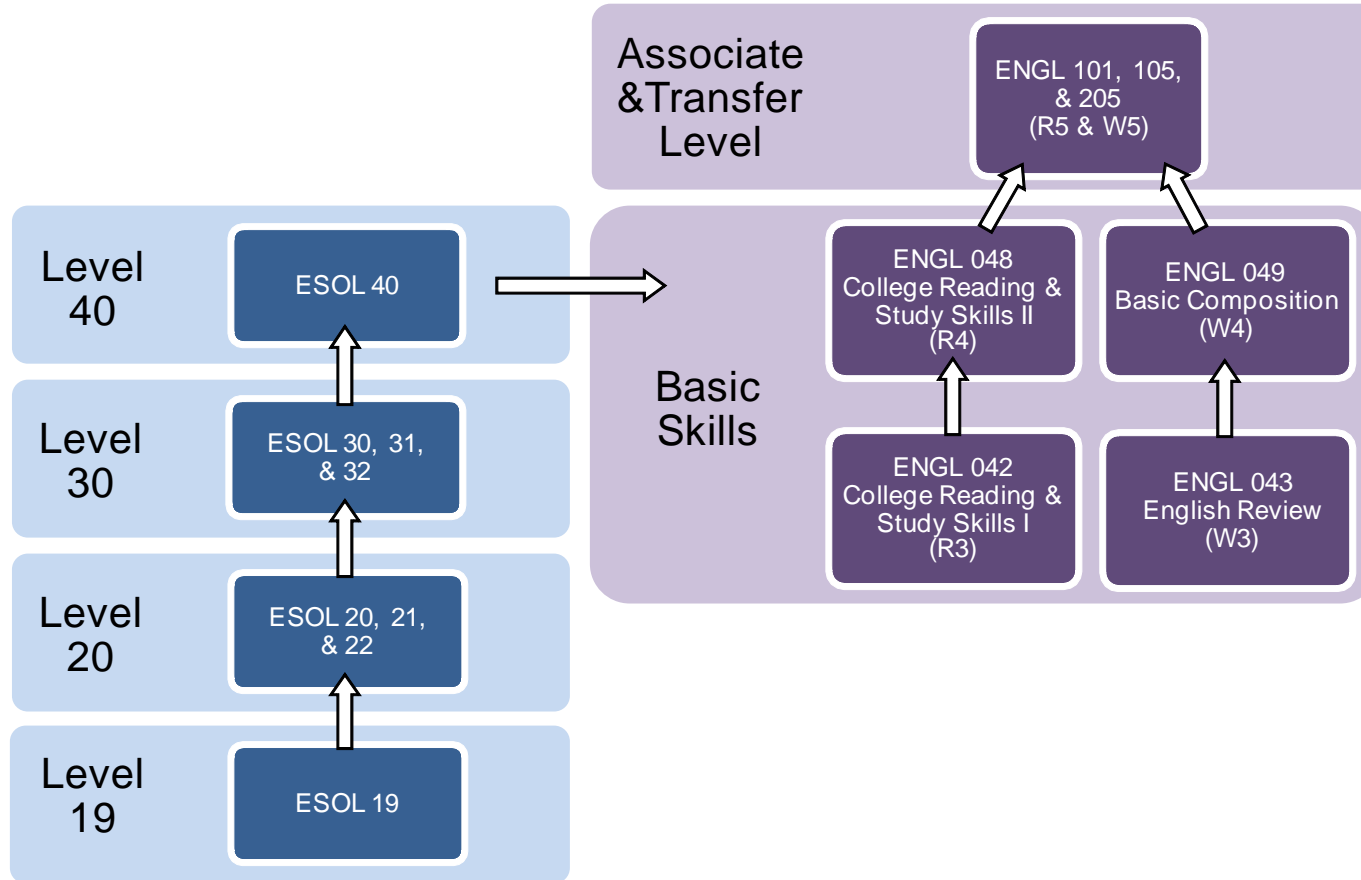
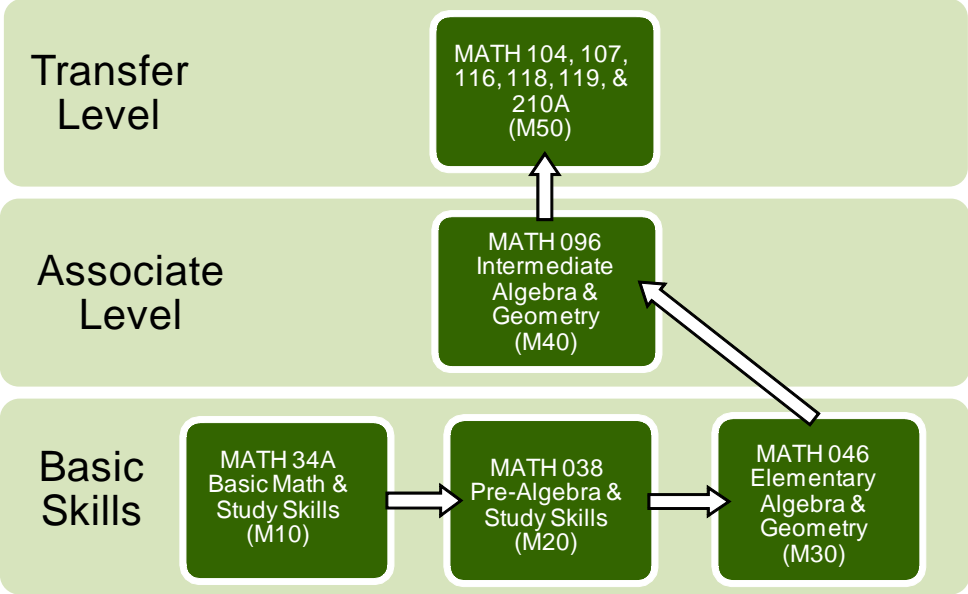


Figure 2. Current math course sequence



Overall Highlight of the Findings

1. In 2011/12, approximately 34% of the 2010/11 feeder high school graduates (2,033 out of 5,924 students) and 13% of the 2010/11 non-feeder high school graduates (1,581 out of 12,204 students) directly entered an SDCCD college within the year following high school completion. This does not include 1,246 direct entrants for whom high school graduate data were unavailable or whose high schools enrolled fewer than 20 SDCCD direct entrants in each of the five years. The 2011/12 feeder and non-feeder school student entry rates are comparable to the five-year averages of 36% and 11%, respectively.
2. Among the 2010/11 concurrent high school seniors enrolled at an SDCCD college, 15% continued their enrollment as college-only students the following year (229 out of 1,488 students). Concurrent seniors who had attended district feeder high schools in 2010/11 participated the following year at more than double the rate (20%; 187 out of 948 students) of students who had concurrently attended non-feeder high schools (8%; 42 out of 540 students). However, among both groups of students, participation rates among 2010/11 seniors were lower than any of the previous four years (feeder, 22%-24% and non-feeder, 9%-15%).
3. Thirty-one percent of the 2011/12 first-time to college high school graduates reported that they were the first generation of college-going students in their family (1,519 out of 4,836 students). This is comparable to the five-year average of 30%.
4. In 2011/12, 75% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of units (177 out of 237 students), while fewer than half (47%) of the students who enrolled in 9.0-11.9 units completed the total number of units (451 out of 956 students).
5. Among the Fall 2010 first-time to college high school graduates, approximately 3 in 4 students on average persisted to the next spring term (79%; 2,639 out of 3,347 students) and over half annually persisted to a second fall term (57%; 1,902 out of 3,347 students), which is higher than the five-year average term-to-term (75%) and annual (55%) persistence of first-time to college graduates.
6. In 2011/12, a majority of the first-time to college high school graduates tested in reading (73%; 4,226 out of 5,794 students), writing (73%; 4,224 out of 5,794 students), and math (74%; 4,306 out of 5,794 students). Overall, across all colleges, the percentages of students testing in reading, writing, and math declined between 2009/10 and 2010/11 and then peaked in 2011/12.

7. In 2011/12, 41% of the first-time to college high school graduates who tested in **reading** placed at basic skills (1,732 out of 4,226 students). The majority of first-time to college high school graduates who tested in **writing** placed at basic skills (67%; 2,841 out of 4,224 students). The majority of first-time to college high school graduates who tested in **math** in 2011/12 placed at basic skills (64%; 2,766 out of 4,306 students). Among first-time to college high school graduates who tested in **ESOL**, over half of the students placed four to five levels below English transfer level (ESOL levels 19 and 20, 54%; 101 out of 184 students).
8. Sixty percent of the Fall 2011 first-time to college high school graduates who placed in transfer/Associate level English enrolled in an English course at or below their placement level by the end of their first year at an SDCCD college (891 out of 1,488 students).
9. By the end of their first year at an SDCCD college, 71% of the Fall 2011 first-time to college high school graduates who placed in transfer level math enrolled in a math course at or below their placement level (485 out of 686 students) and over two-thirds (68%) of those who placed in Associate level math, enrolled in a math course at or below their placement level (317 out of 465 students).
10. Among the Fall 2011 first-time to college high school graduates who placed in basic skills level reading or writing, nearly two-thirds (65%) enrolled in an English course at their placement level by the end of their first year at an SDCCD college (682 out of 1,050 students). Seventy percent of the Fall 2011 first-time to college high school graduates who placed in basic skills level math enrolled in a math course at their placement level by the end of their first year at an SDCCD college (1,189 out of 1,692 students).

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 five years, from 2007/08 to 2011/12. 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. When possible, 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 non-feeder students as a point of comparison.

Highlight of the Findings

- In 2011/12, approximately 34% of the 2010/11 feeder high school graduates and 13% of the 2010/11 non-feeder high school graduates directly entered an SDCCD college within the year following high school completion, which are comparable to the five-year averages of 36% and 11%, respectively (see Table 1). This does not include direct entrants for whom high school graduate data were unavailable or whose high schools enrolled fewer than 20 SDCCD direct entrants in each of the five years. Clairemont, Mira Mesa, and Kearny high schools had the highest feeder graduate participation rates on average over five years (51%, 51%, and 50%, respectively). The Charter School of San Diego had the highest non-feeder graduate participation rate on average over five years (31%); which is close to the five-year graduate participation rate of feeder schools (36%).
- Over half (58%) of the direct-to-college high school graduates in 2011/12 who included their GPA on their college application reported that they had earned a 2.0-3.0 high school GPA (equal to the five-year average of 58%) and 40% reported that they had earned higher than a 3.0 GPA (equal to the five-year average of 40%; see Table 2).
- Among the 2010/11 concurrent high school seniors enrolled at an SDCCD college (N=1,488), 15% continued their enrollment as college-only students the following year (see Table 3). Concurrent seniors who had attended district feeder high schools in 2010/11 participated the following year at more than double the rate of students who had concurrently attended non-feeder high schools (20% and 8%, respectively). However, among both groups of students, participation rates among 2010/11 seniors were lower than any of the previous four years (feeder, 22%-24% and non-feeder, 9%-15%). On average over five years, Kearny, Mira Mesa, and Clairemont high schools had the highest participation rates (50%, 37%, and 32%, respectively).

Participation Rates of Direct to College High School Graduates

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

		06/07		07/08		07/08		08/09		08/09		09/10		09/10		10/11		10/11		11/12		06/07-	07/08-11/12	
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		10/11	Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg %
Feeder High Schools	Clairemont**	249	127	51%	232	116	50%	243	130	53%	250	134	54%	278	135	49%	12%	6%	51%					
	Crawford*	217	77	35%	208	80	38%	220	74	34%	236	83	35%	193	60	31%	-11%	-22%	35%					
	Hoover*	285	105	37%	273	92	34%	343	113	33%	322	134	42%	311	107	34%	9%	2%	36%					
	Kearny**	264	135	51%	302	150	50%	292	155	53%	331	157	47%	318	149	47%	20%	10%	50%					
	La Jolla**	358	97	27%	358	80	22%	384	91	24%	338	75	22%	358	72	20%	0%	-26%	23%					
	Lincoln*	0	0	--	200	71	36%	251	96	38%	354	116	33%	389	114	29%	--	---	33%					
	Madison**	239	105	44%	229	119	52%	199	80	40%	224	114	51%	247	109	44%	3%	4%	46%					
	Mark Twain**	44	31	70%	61	37	61%	207	41	20%	208	33	16%	186	31	17%	323%	0%	25%					
	Mira Mesa***	519	247	48%	505	257	51%	504	276	55%	598	341	57%	591	277	47%	14%	12%	51%					
	Mission Bay**	261	109	42%	287	101	35%	310	117	38%	267	112	42%	276	98	36%	6%	-10%	38%					
	Morse*	453	78	17%	446	62	14%	447	77	17%	442	90	20%	380	66	17%	-16%	-15%	17%					
	Point Loma**	309	138	45%	400	164	41%	369	154	42%	402	155	39%	424	164	39%	37%	19%	41%					
	San Diego High*	411	129	31%	386	150	39%	393	132	34%	452	182	40%	484	177	37%	18%	37%	36%					
	San Diego SCPA*	174	28	16%	161	31	19%	179	33	18%	169	45	27%	179	36	20%	3%	29%	20%					
	Scripps Ranch***	483	148	31%	479	159	33%	476	151	32%	494	169	34%	530	162	31%	10%	9%	32%					
Serra***	360	118	33%	395	132	33%	417	155	37%	397	122	31%	365	145	40%	1%	23%	35%						
University City***	387	103	27%	418	123	29%	378	121	32%	401	132	33%	415	131	32%	7%	27%	31%						
Feeder Total		5,013	1,775	35%	5,340	1,924	36%	5,612	1,996	36%	5,885	2,194	37%	5,924	2,033	34%	18%	15%	36%					
Non-Feeder High Schools	Abraxas	139	22	16%	151	29	19%	109	17	16%	147	25	17%	122	22	18%	-12%	0%	17%					
	Bonita Vista	544	27	5%	531	31	6%	549	26	5%	536	45	8%	497	27	5%	-9%	0%	6%					
	Castle Park	377	24	6%	395	23	6%	366	20	5%	352	79	22%	294	63	21%	-22%	163%	12%					
	Charter School SD	297	15	5%	339	147	43%	341	132	39%	436	128	29%	450	160	36%	52%	967%	31%					
	Chula Vista	519	44	8%	542	53	10%	574	70	12%	567	159	28%	510	98	19%	-2%	123%	16%					
	Coronado	247	50	20%	226	37	16%	254	54	21%	261	53	20%	277	49	18%	12%	-2%	19%					
	Eastlake	551	0	0%	628	2	0%	602	2	0%	555	9	2%	502	25	5%	-9%	---	1%					
	Granite Hills	546	19	3%	571	11	2%	559	13	2%	532	18	3%	552	20	4%	1%	5%	3%					
	Grossmont	467	20	4%	465	16	3%	451	19	4%	518	32	6%	470	16	3%	1%	-20%	4%					
	Helix	460	38	8%	440	25	6%	458	37	8%	436	31	7%	466	34	7%	1%	-11%	7%					

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Table 1 continued,

		06/07		07/08		07/08		08/09		08/09		09/10		09/10		10/11		10/11		11/12		06/07-	07/08-11/12	
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads	Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg %
Non-Feeder High Schools cont.	Hilltop	462	28	6%	477	24	5%	471	26	6%	546	64	12%	467	50	11%	1%	79%	8%					
	Mar Vista	430	38	9%	474	54	11%	506	37	7%	399	93	23%	310	80	26%	-28%	111%	14%					
	Montgomery	405	25	6%	431	16	4%	410	28	7%	366	67	18%	309	42	14%	-24%	68%	9%					
	Mount Miguel	307	20	7%	319	13	4%	296	19	6%	365	32	9%	340	19	6%	11%	-5%	6%					
	Mt. Carmel	537	159	30%	495	136	27%	527	145	28%	564	148	26%	544	129	24%	1%	-19%	27%					
	Olympian	0	0	--	2	0	0%	188	0	0%	262	3	1%	327	33	10%	--	---	5%					
	Otay Ranch	616	0	0%	741	0	0%	598	0	0%	615	20	3%	604	55	9%	-2%	---	2%					
	Patrick Henry	444	73	16%	447	60	13%	447	69	15%	471	75	16%	502	71	14%	13%	-3%	15%					
	Poway	666	101	15%	700	101	14%	597	81	14%	633	103	16%	672	115	17%	1%	14%	15%					
	Ramona	365	16	4%	389	21	5%	414	17	4%	398	16	4%	386	27	7%	6%	69%	5%					
	Rancho Bernardo	646	91	14%	686	95	14%	643	89	14%	665	115	17%	679	88	13%	5%	-3%	14%					
	San Ysidro	427	0	0%	464	9	2%	495	28	6%	399	74	19%	407	48	12%	-5%	---	7%					
	Southwest	383	19	5%	429	36	8%	395	28	7%	347	64	18%	337	56	17%	-12%	195%	11%					
	Sweetwater	560	73	13%	598	61	10%	626	74	12%	543	132	24%	489	107	22%	-13%	47%	16%					
	Torrey Pines	882	36	4%	620	35	6%	647	29	4%	610	32	5%	647	15	2%	-27%	-58%	4%					
	West Hills	505	23	5%	488	19	4%	475	13	3%	485	21	4%	467	14	3%	-8%	-39%	4%					
	Westview	534	109	20%	533	105	20%	576	120	21%	592	124	21%	577	118	20%	8%	8%	20%					
Non-Feeder Total		12,316	1,070	9%	12,581	1,159	9%	12,574	1,193	9%	12,600	1,762	14%	12,204	1,581	13%	-1%	48%	11%					
Other Non-Feeder High Schools	Foreign School	---	89	---	---	85	---	---	101	---	---	97	---	---	100	---	---	---	12%	---				
	Other	---	833	---	---	791	---	---	793	---	---	975	---	---	886	---	---	---	6%	---				
	Out of State	---	245	---	---	241	---	---	225	---	---	188	---	---	181	---	---	---	-26%	---				
	San Diego County	---	154	---	---	141	---	---	154	---	---	147	---	---	79	---	---	---	-49%	---				
	Other Total	---	1,321	---	---	1,258	---	---	1,273	---	---	1,407	---	---	1,246	---	---	---	-6%	---				
Total		---	4,166	---	---	4,341	---	---	4,462	---	---	5,363	---	---	4,860	---	---	---	17%	---				

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 each of the five years, private schools, and schools with no/unreported/invalid CDE data, such as Garfield*, 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

	07/08 Entrants	08/09 Entrants	09/10 Entrants	10/11 Entrants	11/12 Entrants	Five-Year Avg/Total	07/08-11/12 % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	100%
1.6-1.9	1%	1%	1%	1%	1%	1%	17%
2.0-2.5	26%	24%	24%	21%	22%	23%	1%
2.6-3.0	34%	35%	34%	34%	36%	35%	29%
3.1-3.5	27%	27%	27%	29%	28%	27%	26%
Over 3.5	12%	13%	14%	15%	12%	13%	14%
Total	100%	100%	100%	100%	100%	100%	19%
Total N of GPA-Reporting Students	3,683	3,782	3,960	4,774	4,384	20,583	19%
Total N of All Students	4,166	4,341	4,462	5,363	4,860	23,192	17%

Source: SDCCD Information System

Note. High School GPA is self-reported on students' college applications. On average, across five years 11% 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

	06/07 Seniors (Concur)			07/08 Seniors (Concur)			08/09 Seniors (Concur)			09/10 Seniors (Concur)			10/11 Seniors (Concur)			11/12 Seniors (Concur)			06/07-10/11 Seniors (Concur)	07/08-11/12 Re-Enroll	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg %	
Clairemont**	99	32	32%	68	21	31%	80	29	36%	80	30	38%	49	9	18%	-51%	-72%	32%			
Crawford*	10	0	0%	12	3	25%	6	1	17%	9	2	22%	3	1	33%	-70%	---	18%			
Garfield*	117	30	26%	148	32	22%	137	14	10%	78	21	27%	52	15	29%	-56%	-50%	21%			
Hoover*	25	5	20%	7	0	0%	7	1	14%	11	5	45%	0	0	0%	-100%	-100%	22%			
Kearny**	168	62	37%	164	79	48%	146	75	51%	99	53	54%	89	61	69%	-47%	-2%	50%			
La Jolla**	155	15	10%	165	7	4%	140	12	9%	141	15	11%	110	5	5%	-29%	-67%	8%			
Lincoln*	0	0	0%	2	0	0%	8	3	38%	9	2	22%	2	0	0%	---	---	24%			
Madison**	52	15	29%	76	17	22%	50	11	22%	58	15	26%	27	9	33%	-48%	-40%	25%			
Mark Twain**	72	16	22%	53	14	26%	56	10	18%	30	6	20%	79	14	18%	10%	-13%	21%			
Mira Mesa***	134	55	41%	90	35	39%	88	38	43%	101	31	31%	55	14	25%	-59%	-75%	37%			
Mission Bay**	24	6	25%	22	5	23%	20	3	15%	7	2	29%	1	1	100%	-96%	-83%	23%			
Morse*	104	8	8%	53	1	2%	74	5	7%	59	6	10%	41	3	7%	-61%	-63%	7%			
Point Loma**	94	16	17%	187	32	17%	163	38	23%	115	25	22%	146	22	15%	55%	38%	19%			
San Diego High*	58	14	24%	81	34	42%	119	27	23%	64	13	20%	32	2	6%	-45%	-86%	25%			
San Diego SCPA*	30	3	10%	9	2	22%	9	2	22%	3	1	33%	2	0	0%	-93%	-100%	15%			
Scripps Ranch***	141	13	9%	139	11	8%	124	15	12%	102	19	19%	128	6	5%	-9%	-54%	10%			
Serra***	70	17	24%	90	23	26%	99	32	32%	90	13	14%	70	17	24%	0%	0%	24%			
University City***	47	3	6%	59	8	14%	61	6	10%	68	9	13%	62	8	13%	32%	167%	11%			
Feeder Total	1,400	310	22%	1,425	324	23%	1,387	322	23%	1,124	268	24%	948	187	20%	-32%	-40%	22%			
Non-Feeder Total	340	50	15%	669	70	10%	694	62	9%	601	70	12%	540	42	8%	59%	-16%	10%			
Grand Total	1,740	360	21%	2,094	394	19%	2,081	384	18%	1,725	338	20%	1,488	229	15%	-14%	-36%	19%			

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 five years, from 2007/08 to 2011/12.

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 five years are displayed among first-time to college high school graduates in Table 5. The longitudinal annual persistence of the Fall 2006 to Fall 2010 cohorts of first-time to college high school graduates are displayed in Table 6.

Highlight of the Findings

- Thirty-one percent of the 2011/12 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 five-year average of 30%.
- In terms of ethnic composition, in 2011/12, first-time to college high school graduates were 47% Latino, 24% White, 9% Asian/Pacific Islander, 7% African American, 7% Other ethnicity, 5% Filipino, and less than 1% were American Indian (see Table 4). The proportion of Latino students in 2011/12 (47%) is higher than the five-year average (38%), and the percentage of White students in 2011/12 (24%) is lower than the five-year average (29%).
- In 2011/12, 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 five-year average of 49%; see Table 4).
- In 2011/12, 75% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of units (comparable to the five-year average of 78%), while fewer than half (47%) of the students who enrolled in 9.0-11.9 units completed the total number of units (higher than the five-year average of 42%; see Table 5).
- Among the Fall 2010 first-time to college high school graduates, approximately 3 in 4 students on average (79%) persisted to the next spring term and over half (57%) annually persisted to a second fall term, which is higher than the five-year average term-to-term (75%) and annual (55%) persistence of first-time to college graduates (see Table 6).

Student Profile

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

	2007/08	2008/09	2009/10	2010/11	2011/12	Total/ Five-Year Avg	07/08-11/12 % Change
Total N of Students	4,345	4,279	4,237	5,114	4,836	22,811	11%
Gender							
Female	46%	47%	47%	47%	47%	47%	14%
Male	54%	53%	53%	53%	53%	53%	9%
Unreported	0%	0%	0%	0%	0%	0%	-100%
Ethnicity							
African American	10%	10%	10%	8%	7%	9%	-18%
American Indian	1%	1%	0%	0%	0%	1%	-71%
Asian/Pacific Islander	10%	10%	10%	9%	9%	10%	0%
Filipino	6%	6%	6%	5%	5%	5%	-3%
Latino	31%	31%	36%	45%	47%	38%	67%
White	33%	34%	29%	25%	24%	29%	-20%
Other	3%	3%	5%	6%	7%	5%	128%
Unreported	6%	6%	5%	1%	1%	3%	-80%
First Generation							
First Generation	29%	28%	30%	31%	31%	30%	20%
Not First Generation	71%	72%	70%	69%	69%	70%	8%
Unreported	0%	0%	0%	0%	0%	0%	---
Educational Goal							
4 Yr College Student	10%	12%	11%	11%	12%	11%	36%
AA/AS w/out Transfer	4%	4%	5%	5%	5%	5%	51%
BA/BS after Completing AA/AS	40%	39%	41%	42%	43%	41%	20%
BA/BS w/out Completing AA/AS	8%	8%	7%	8%	7%	8%	0%
Basic Skills Improvement	1%	0%	1%	1%	1%	1%	64%
Certificate/License Maintenance	1%	1%	1%	2%	1%	2%	-3%
Current Job/Career Advancement	1%	1%	1%	0%	0%	1%	-53%
Educational Development	1%	1%	1%	1%	1%	1%	9%
HS Diploma/GED Certificate	1%	1%	1%	0%	0%	1%	-26%
New Career Preparation	10%	9%	9%	9%	9%	9%	-3%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	-17%
Voc Cert/Degree w/out Transfer	2%	1%	1%	1%	1%	1%	-16%
Undecided	21%	22%	20%	18%	18%	20%	-5%
Unreported	0%	0%	0%	0%	0%	0%	-86%

Source: SDCCD Information System

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	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%	48%
	2008/09	0.1 - 2.9 Units	19%	81%				
		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%	50%
	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%	21%	42%	
		12.0 + Units	9%	1%	8%	12%	19%	50%
	2010/11	0.1 - 2.9 Units	22%	78%				
		3.0 - 5.9 Units	32%	2%	66%			
		6.0 - 8.9 Units	25%	2%	24%	49%		
		9.0 - 11.9 Units	18%	2%	17%	21%	42%	
		12.0 + Units	7%	1%	8%	11%	19%	53%
2011/12	0.1 - 2.9 Units	25%	75%					
	3.0 - 5.9 Units	41%	3%	56%				
	6.0 - 8.9 Units	24%	2%	26%	48%			
	9.0 - 11.9 Units	15%	3%	14%	20%	47%		
	12.0 + Units	7%	1%	8%	13%	19%	52%	
Five-Year Average		--	78%	63%	48%	42%	51%	
07/08-11/12 % Change		--	1%	-31%	0%	92%	24%	

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	
2006	2,415	1,734	72%	1,270	53%
2007	2,660	1,913	72%	1,340	50%
2008	2,668	1,985	74%	1,445	54%
2009	2,667	2,075	78%	1,547	58%
2010	3,347	2,639	79%	1,902	57%
Total/Five-Year Avg	13,757	10,346	75%	7,504	55%

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. Beginning with a pilot in Fall 2010, SDCCD now also accepts select standardized tests (i.e., SAT, ACT, EAP, EPT, and ELM) as an alternative measure to determine skill levels that qualify students to enroll in specified English and math courses. This section summarizes which course levels (e.g., 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 originally recorded assessment-based skill level (see Tables 7-10).

Student placement trends are measured over three years, from 2009/10 to 2011/12 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 tested in reading, writing, and math in 2011/12 (73%, 73%, and 74%, respectively; see Tables 7-9). Overall, across all colleges, the percentages of students testing in reading, writing, and math declined between 2009/10 and 2010/11 and then peaked in 2011/12.
- In 2011/12, nearly half of the first-time to college high school graduates who tested in reading placed at the transfer/Associate level (49%; equal to the three-year average of 49%) and 41% placed at basic skills (equal to the three year average of 41%; see Table 7).
- In 2011/12, the majority of first-time to college high school graduates who tested in writing placed at basic skills (67%; equal to the three-year average of 67%; see Table 8).
- The majority of first-time to college high school graduates who tested in math in 2011/12 placed at basic skills (64%; comparable to the three-year average of 65%; see Table 9).
- In 2011/12, among first-time to college high school graduates who tested in ESOL, over half of the students placed four to five levels below English transfer level (ESOL levels 19 and 20, 54%), which is higher than the three-year average of 48% (see Table 10).

Reading and Writing Placement

Table 7. Reading placement

		2009/10		2010/11		2011/12		2009/10 - 2011/12		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	3,460	66%	4,019	64%	4,226	73%	11,705	68%	22%
	No Placement	1,779	34%	2,259	36%	1,568	27%	5,606	32%	-12%
	Total Students	5,239	100%	6,278	100%	5,794	100%	17,311	100%	11%
Distribution of Students Who Took a Test	Transfer/Associate Level	1,684	49%	2,018	50%	2,063	49%	5,765	49%	23%
	Basic Skills	1,431	41%	1,586	39%	1,732	41%	4,749	41%	21%
	Need English Advising	302	9%	358	9%	317	8%	977	8%	5%
	Take ESOL Test	43	1%	57	1%	114	3%	214	2%	165%
	Total Tested	3,460	100%	4,019	100%	4,226	100%	11,705	100%	22%

Source: SDCCD Information System

Note. Students are categorized as tested if they received a placement based on an SDCCD or other approved assessment test. For the purposes of this study, all others are recorded as No Placement.

Table 8. Writing placement

		2009/10		2010/11		2011/12		2009/10 - 2011/12		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	3,460	66%	4,019	64%	4,224	73%	11,703	68%	22%
	No Placement	1,779	34%	2,259	36%	1,570	27%	5,608	32%	-12%
	Total Students	5,239	100%	6,278	100%	5,794	100%	17,311	100%	11%
Distribution of Students Who Took a Test	Transfer/Associate Level	824	24%	926	23%	952	23%	2,702	23%	16%
	Basic Skills	2,291	66%	2,678	67%	2,841	67%	7,810	67%	24%
	Need English Advising	302	9%	358	9%	317	8%	977	8%	5%
	Take ESOL Test	43	1%	57	1%	114	3%	214	2%	165%
	Total Tested	3,460	100%	4,019	100%	4,224	100%	11,703	100%	22%

Source: SDCCD Information System

Note. Students are categorized as tested if they received a placement based on an SDCCD or other approved assessment test. For the purposes of this study, all others are recorded as No Placement.

Math Placement

Table 9. Math placement

		2009/10		2010/11		2011/12		2009/10 - 2011/12		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	3,561	68%	4,104	65%	4,306	74%	11,971	69%	21%
	No Placement	1,678	32%	2,174	35%	1,488	26%	5,340	31%	-11%
	Total Students	5,239	100%	6,278	100%	5,794	100%	17,311	100%	11%
Distribution of Students Who Took a Test	Transfer Level	634	18%	799	19%	890	21%	2,323	19%	40%
	Associate Level	459	13%	506	12%	646	15%	1,611	13%	41%
	Basic Skills	2,282	64%	2,704	66%	2,766	64%	7,752	65%	21%
	Take Algebra Test	186	5%	95	2%	4	0%	285	2%	-98%
	Total Tested	3,561	100%	4,104	100%	4,306	100%	11,971	100%	21%

Source: SDCCD Information System

Note. Students are categorized as tested if they received a placement based on an SDCCD or other approved assessment test. For the purposes of this study, all others are recorded as No Placement.

ESOL Placement

Table 10. ESOL placement

		2009/10		2010/11		2011/12		2009/10 - 2011/12		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	139	3%	161	3%	184	3%	484	3%	32%
	No Placement	5,100	97%	6,117	97%	5,610	97%	16,827	97%	10%
	Total Students	5,239	100%	6,278	100%	5,794	100%	17,311	100%	11%
Distribution of Students Who Took a Test	Level 40	37	27%	30	19%	24	13%	91	19%	-35%
	Level 30	48	35%	52	32%	59	32%	159	33%	23%
	Level 20	28	20%	37	23%	34	18%	99	20%	21%
	Level 19	26	19%	42	26%	67	36%	135	28%	158%
	Total Tested	139	100%	161	100%	184	100%	484	100%	32%

Source: SDCCD Information System

Note. Students are categorized as tested if they received a placement based on an SDCCD or other approved assessment test. For the purposes of this study, all others are recorded as No Placement.

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 (see Tables 11 and 12). First-time students who enrolled in a math or English sequence course past official census in Fall 2009, 2010, or 2011 were tracked through their first year (fall, spring, and summer). Data are represented by current placement level categories (see Figures 1 and 2 in the Course Sequences section) and **only students who had recorded skill levels via SDCCD or other approved assessment tests were included**. For English cohorts, students were excluded if they did not have skill levels in both reading and writing. Among students who took both tests but did not score in the same placement level, English placement level was measured at the highest placement (32% in Fall 2009, 34% in Fall 2010, and 32% in Fall 2011 placed at different reading and writing levels).

Among students who placed at the transfer or Associate levels, course enrollment was measured at or below their placement level. For those students who placed at the basic skills levels, course enrollment was measured at their placement level. For those students who placed below basic skills, course enrollment was measured at any placement level.

Highlight of the Findings

- Sixty percent of the Fall 2011 first-time to college high school graduates who placed in transfer/Associate level English enrolled in an English course at or below their placement level by the end of their first year at an SDCCD college (lower than the three-year average of 66%; see Table 11). Of these students that placed in the transfer/Associate English level and enrolled in a course in 2011/12, 45% took a course at their placement level.
- Among Fall 2011 first-time to college high school graduates who placed in basic skills level reading or writing, nearly two-thirds (65%) enrolled in an English course at their placement level by the end of their first year at an SDCCD college (comparable to the three-year average of 68%; see Table 11).
- By the end of their first year at an SDCCD college, 71% of the Fall 2011 first-time to college high school graduates who placed in transfer level math enrolled in a math course at or below their placement level (comparable to the three-year average of 72%) and over two-thirds (68%) of those who placed in Associate level math enrolled in a math course at or below their placement level (comparable to the three-year average of 70%; see Table 12). Of these students that placed in transfer or Associate level math and enrolled in a course in 2011/12, most (96%) took a math course at their placement level.
- Seventy percent of the Fall 2011 first-time to college high school graduates who placed in basic skills level math enrolled in a math course at their placement level by the end of their first year at an SDCCD college (equal to the three-year average of 70%; see Table 12).

English and Math Course Enrollment by Placement Level

Table 11. English course enrollment by placement level

	Fall 09 Cohort	Total Enrolled 2009/10		Fall 10 Cohort	Total Enrolled 2010/11		Fall 11 Cohort	Total Enrolled 2011/12		All Cohorts	Total Enrolled 2009/10-2011/12	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer/Associate Level	1,148	795	69%	1,396	958	69%	1,488	891	60%	4,032	2,644	66%
Basic Skills	750	543	72%	861	594	69%	1,050	682	65%	2,661	1,819	68%
Take ESOL Test/Need Advising	182	110	60%	197	119	60%	249	121	49%	628	350	56%
Total Count/Avg %	2,080	1,448	70%	2,454	1,671	68%	2,787	1,694	61%	7,321	4,813	66%

Source: SDCCD Information System

Note. Tutoring and cancelled classes are excluded. Only students that received a letter grade are counted in the enrollments (withdrawals are excluded). Note that Summer 2012 enrollments are not yet available and therefore not included.

Table 12. Math course enrollment by placement level

	Fall 09 Cohort	Total Enrolled 2009/10		Fall 10 Cohort	Total Enrolled 2010/11		Fall 11 Cohort	Total Enrolled 2011/12		All Cohorts	Total Enrolled 2009/10-2011/12	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer Level	439	318	72%	567	412	73%	686	485	71%	1,692	1,215	72%
Associate Level	298	222	74%	321	221	69%	465	317	68%	1,084	760	70%
Basic Skills	1,269	885	70%	1,545	1,089	70%	1,692	1,189	70%	4,506	3,163	70%
Take Algebra Test	126	87	69%	70	54	77%	4	3	75%	200	144	72%
Total Count/Avg %	2,132	1,512	71%	2,503	1,776	71%	2,847	1,994	70%	7,482	5,282	71%

Source: SDCCD Information System

Note. Tutoring and cancelled classes are excluded. Only students that received a letter grade are counted in the enrollments (withdrawals are excluded). Note that Summer 2012 enrollments are not yet available and therefore not included.