

**City College/ECC
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 City College/ECC 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 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 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

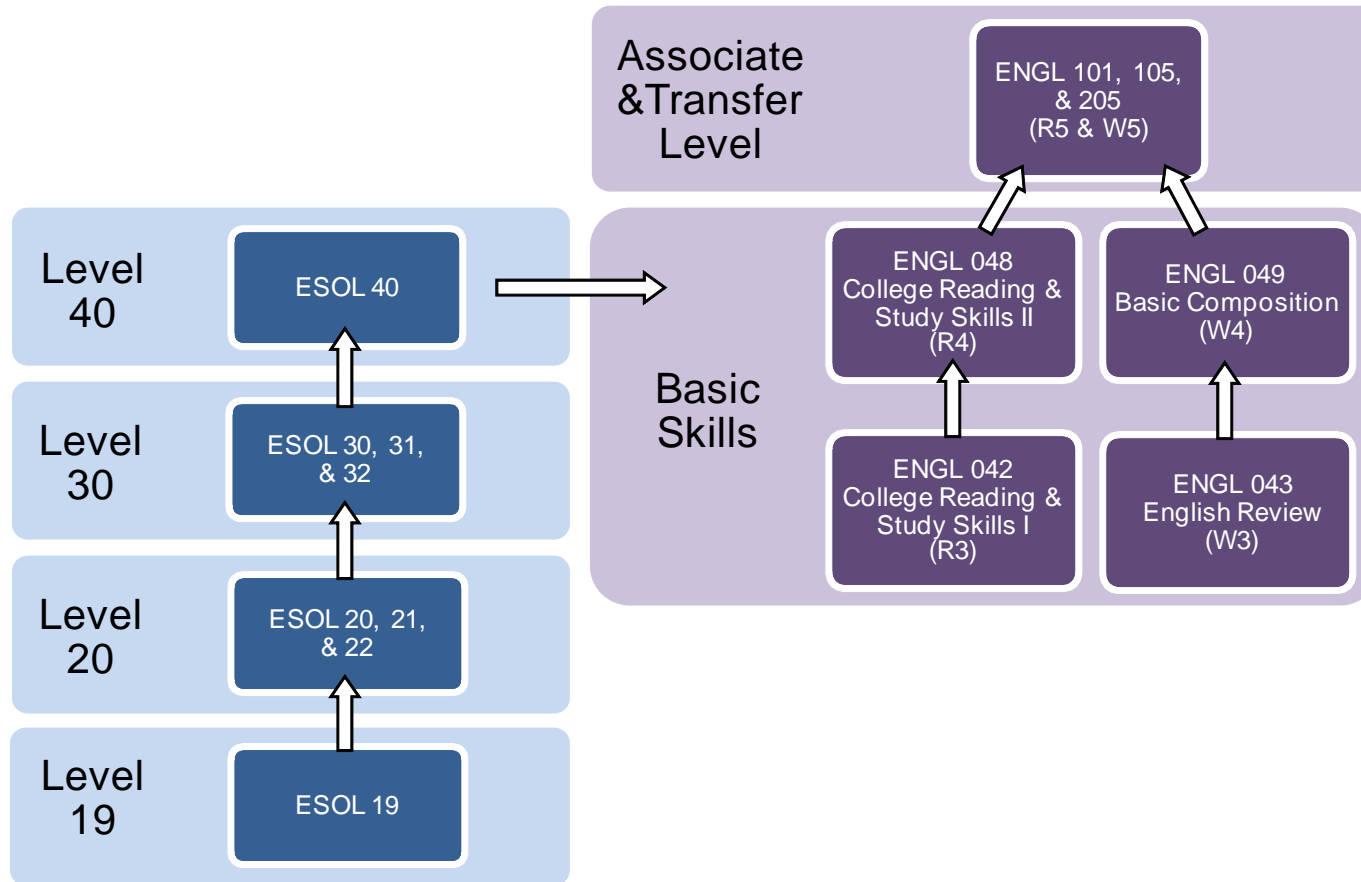
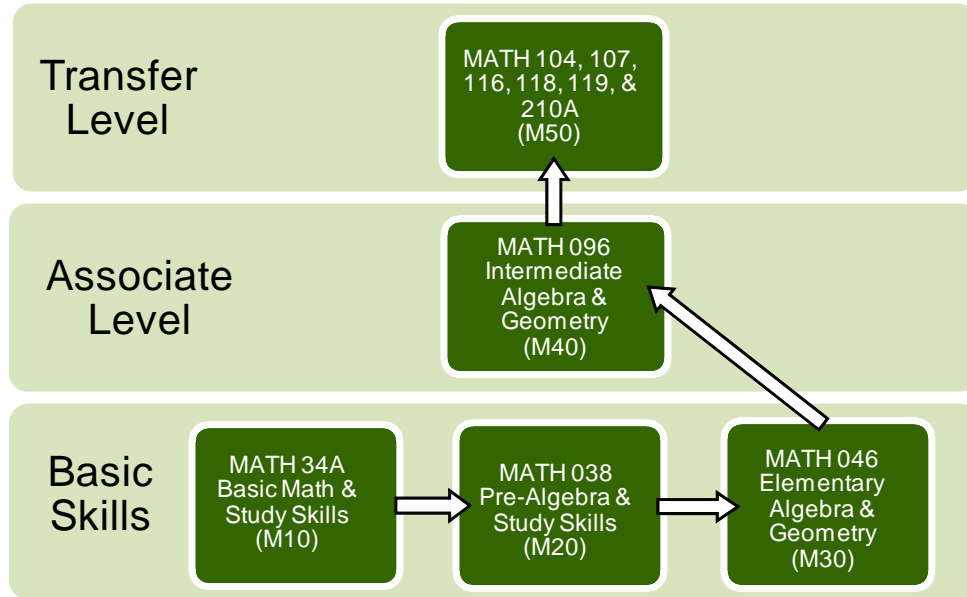


Figure 2. Current math course sequence



Overall Highlight of the Findings

1. In 2011/12, approximately 12% of the 2010/11 feeder high school graduates (688 out of 5,924 students) and 6% of the 2010/11 non-feeder high school graduates (692 out of 12,204 students) directly entered City College/ECC within the year following high school completion. This does not include 410 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. Both the 2011/12 feeder and non-feeder school student entry rates are comparable to the five-year averages of 13% and 4%, respectively.
2. Among the 2010/11 concurrent high school seniors enrolled at City College/ECC, 15% continued their enrollment as college-only students the following year (31 out of 205 students). Concurrent seniors who attended district feeder high schools in 2010/11 participated the following year at a similar rate to non-feeder students (15%; 20 out of 136 students and 16%; 11 out of 69 students, respectively). Over five years, participation rates varied among students who had concurrently attended feeder (13%-23%) and non-feeder schools (7%-16%); however, 2010/11 was the first year that non-feeder participation rates exceeded feeder participation rates.
3. Forty 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 (689 out of 1,726 students). This is comparable to the five-year average of 39%.
4. In 2011/12, 59% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of units (58 out of 99 students) and 59% of the first-time to college high school graduates who enrolled in 3.0-5.9 units completed the total number of units (225 out of 383 students). Fewer than half (47%) of the students who enrolled in 9.0-11.9 units completed the total number of units (147 out of 311 students).
5. Sixty-eight percent of the Fall 2010 first-time to college high school graduates at City College/ECC persisted to the next spring term (871 out of 1,274 students) and nearly half (46%) annually persisted to a second fall term (581 out of 1,274 students), which is higher than the five-year average term-to-term (67%) and annual (44%) 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 (71%; 1,554 out of 2,196 students), writing (71%; 1,553 out of 2,196 students), and math (72%; 1,586 out of 2,196 students). The percentages of students who placed by test increased over the past three years (reading 64%-71%, writing 64%-71%, and math 66%-72%).

7. In 2011/12, 45% of the first-time to college high school graduates who tested in **reading** placed at basic skills (696 out of 1,554 students). The majority of first-time to college high school graduates who tested in **writing** placed at basic skills (70%; 1,090 out of 1,553 students). Three quarters (75%) of first-time to college high school graduates who tested in **math** placed at basic skills during the same timeframe (1,190 out of 1,586 students). Among first-time to college high school graduates who tested in **ESOL**, 55% of the students placed four to five levels below English transfer level (ESOL levels 19 and 20; 44 out of 81 students).
8. Sixty-two 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 City College/ECC (271 out of 437 students).
9. By the end of their first year at City College/ECC, 60% 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 (101 out of 169 students) and over half (59%) of those who placed in Associate level math enrolled in a math course at or below their placement level (85 out of 144 students).
10. Among the Fall 2011 first-time to college high school graduates who placed in basic skills level reading or writing, 63% enrolled in an English course at their placement level by the end of their first year at City College/ECC (268 out of 424 students). Over two thirds (70%) 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 (471 out of 677 students).

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 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 City College/ECC 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 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 2011/12, approximately 12% of the 2010/11 feeder high school graduates and 6% of the 2010/11 non-feeder high school graduates directly entered City College/ECC within the year following high school completion, which are comparable to the five-year averages of 13% and 4%, 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. San Diego, Lincoln, and Hoover high schools had the highest feeder school graduate participation rates at City College/ECC on average over five years (31%, 27%, and 26%, respectively). Chula Vista, Mar Vista, and Sweetwater had the highest non-feeder school graduate participation rates on average over five years (13%, 12%, and 12%, respectively), which is at or close to the five-year average graduate participation rate of feeder schools (13%).
- Nearly two thirds (63%) 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 63%) and 35% reported that they had earned higher than a 3.0 GPA (equal to the five-year average of 35%; see Table 2).
- Among the 2010/11 concurrent high school seniors enrolled at City College/ECC (N=205), 15% continued their enrollment as college-only students the following year (see Table 3). Concurrent seniors who attended district feeder high schools in 2010/11 participated the following year at a similar rate to non-feeder students (15% and 16%, respectively). Over five years, participation rates varied among students who had concurrently attended feeder (13%-23%) and non-feeder schools (7%-16%); however, 2010/11 was the first year that non-feeder participation rates exceeded feeder participation rates.

City College/ECC High School to College Pipeline Report

Participation Rates of Direct to College High School Graduates

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

		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	36	14%	232	32	14%	243	25	10%	250	36	14%	278	30	11%	12%	-17%	13%					
	Crawford*	217	56	26%	208	53	25%	220	49	22%	236	47	20%	193	30	16%	-11%	-46%	22%					
	Hoover*	285	82	29%	273	78	29%	343	82	24%	322	87	27%	311	68	22%	9%	-17%	26%					
	Kearny**	264	14	5%	302	24	8%	292	12	4%	331	13	4%	318	17	5%	20%	21%	5%					
	La Jolla**	358	24	7%	358	15	4%	384	19	5%	338	11	3%	358	14	4%	0%	-42%	5%					
	Lincoln*	0	0	--	200	64	32%	251	78	31%	354	89	25%	389	89	23%	--	---	27%					
	Madison**	239	19	8%	229	14	6%	199	16	8%	224	17	8%	247	19	8%	3%	0%	7%					
	Mark Twain**	44	12	27%	61	11	18%	207	7	3%	208	11	5%	186	12	6%	323%	0%	8%					
	Mira Mesa***	519	22	4%	505	19	4%	504	19	4%	598	26	4%	591	15	3%	14%	-32%	4%					
	Mission Bay**	261	35	13%	287	37	13%	310	58	19%	267	51	19%	276	41	15%	6%	17%	16%					
	Morse*	453	61	13%	446	47	11%	447	62	14%	442	55	12%	380	45	12%	-16%	-26%	12%					
	Point Loma**	309	61	20%	400	73	18%	369	60	16%	402	59	15%	424	54	13%	37%	-11%	16%					
	San Diego High*	411	109	27%	386	130	34%	393	117	30%	452	147	33%	484	152	31%	18%	39%	31%					
	San Diego SCPA*	174	16	9%	161	17	11%	179	18	10%	169	27	16%	179	13	7%	3%	-19%	11%					
	Scripps Ranch***	483	23	5%	479	20	4%	476	21	4%	494	13	3%	530	19	4%	10%	-17%	4%					
Serra***	360	42	12%	395	37	9%	417	46	11%	397	33	8%	365	39	11%	1%	-7%	10%						
University City***	387	25	6%	418	32	8%	378	23	6%	401	36	9%	415	31	7%	7%	24%	7%						
	Feeder Total	5,013	637	13%	5,340	703	13%	5,612	712	13%	5,885	758	13%	5,924	688	12%	18%	8%	13%					
Non-Feeder High Schools	Abraxas	139	2	1%	151	5	3%	109	0	0%	147	0	0%	122	2	2%	-12%	0%	1%					
	Bonita Vista	544	10	2%	531	17	3%	549	12	2%	536	20	4%	497	15	3%	-9%	50%	3%					
	Castle Park	377	20	5%	395	19	5%	366	17	5%	352	70	20%	294	51	17%	-22%	155%	10%					
	Charter School SD	297	5	2%	339	38	11%	341	44	13%	436	40	9%	450	59	13%	52%	1,080%	10%					
	Chula Vista	519	36	7%	542	40	7%	574	60	10%	567	126	22%	510	83	16%	-2%	131%	13%					
	Coronado	247	33	13%	226	23	10%	254	34	13%	261	27	10%	277	24	9%	12%	-27%	11%					
	Eastlake	551	0	0%	628	1	0%	602	1	0%	555	4	1%	502	6	1%	-9%	---	0%					
	Granite Hills	546	3	1%	571	4	1%	559	1	0%	532	6	1%	552	3	1%	1%	0%	1%					
	Grossmont	467	6	1%	465	8	2%	451	7	2%	518	15	3%	470	6	1%	1%	0%	2%					
	Helix	460	20	4%	440	14	3%	458	19	4%	436	14	3%	466	17	4%	1%	-15%	4%					

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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	20	4%	477	16	3%	471	21	4%	546	44	8%	467	27	6%	1%	35%	5%					
	Mar Vista	430	30	7%	474	43	9%	506	32	6%	399	78	20%	310	75	24%	-28%	150%	12%					
	Montgomery	405	15	4%	431	12	3%	410	15	4%	366	60	16%	309	33	11%	-24%	120%	7%					
	Mount Miguel	307	13	4%	319	7	2%	296	13	4%	365	23	6%	340	15	4%	11%	15%	4%					
	Mt. Carmel	537	9	2%	495	6	1%	527	9	2%	564	10	2%	544	7	1%	1%	-22%	2%					
	Olympian	0	0	--	2	0	0%	188	0	0%	262	2	1%	327	18	6%	--	---	3%					
	Otay Ranch	616	0	0%	741	0	0%	598	0	0%	615	9	1%	604	27	4%	-2%	---	1%					
	Patrick Henry	444	27	6%	447	24	5%	447	19	4%	471	23	5%	502	28	6%	13%	4%	5%					
	Poway	666	10	2%	700	8	1%	597	5	1%	633	8	1%	672	9	1%	1%	-10%	1%					
	Ramona	365	0	0%	389	3	1%	414	4	1%	398	5	1%	386	2	1%	6%	---	1%					
	Rancho Bernardo	646	8	1%	686	8	1%	643	13	2%	665	6	1%	679	7	1%	5%	-13%	1%					
	San Ysidro	427	0	0%	464	8	2%	495	24	5%	399	65	16%	407	40	10%	-5%	---	6%					
	Southwest	383	16	4%	429	27	6%	395	24	6%	347	55	16%	337	47	14%	-12%	194%	9%					
	Sweetwater	560	67	12%	598	51	9%	626	53	8%	543	97	18%	489	83	17%	-13%	24%	12%					
	Torrey Pines	882	4	0%	620	2	0%	647	2	0%	610	3	0%	647	0	0%	-27%	-100%	0%					
	West Hills	505	5	1%	488	2	0%	475	0	0%	485	2	0%	467	2	0%	-8%	-60%	0%					
Westview	534	3	1%	533	6	1%	576	6	1%	592	9	2%	577	6	1%	8%	100%	1%						
Non-Feeder Total		12,316	362	3%	12,581	392	3%	12,574	435	3%	12,600	821	7%	12,204	692	6%	-1%	91%	4%					
Other Non-Feeder High Schools	Foreign School	---	19	---	---	30	---	---	31	---	---	26	---	---	27	---	---	42%	---					
	Other	---	323	---	---	272	---	---	274	---	---	330	---	---	290	---	---	-10%	---					
	Out of State	---	90	---	---	74	---	---	67	---	---	63	---	---	54	---	---	-40%	---					
	San Diego County	---	74	---	---	86	---	---	108	---	---	95	---	---	39	---	---	-47%	---					
	Other Total	---	506	---	---	462	---	---	480	---	---	514	---	---	410	---	---	-19%	---					
Total		---	1,505	---	---	1,557	---	---	1,627	---	---	2,093	---	---	1,790	---	---	19%	---					

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 City College/ECC

	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%	300%
1.6-1.9	1%	1%	1%	1%	2%	1%	106%
2.0-2.5	30%	27%	30%	24%	26%	27%	8%
2.6-3.0	33%	36%	36%	36%	37%	36%	37%
3.1-3.5	24%	25%	23%	26%	26%	25%	34%
Over 3.5	11%	11%	10%	12%	9%	10%	-2%
Total	100%	100%	100%	100%	100%	100%	24%
Total N of GPA-Reporting Students	1,286	1,312	1,399	1,806	1,596	7,399	24%
Total N of All Students	1,505	1,557	1,627	2,093	1,790	8,572	19%

Source: SDCCD Information System

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

	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	%	% Change	Avg %		
Feeder Total	296	21%	307	23%	299	13%	188	44	23%	136	20	15%	-54%	-68%	19%	
Non-Feeder Total	90	16%	175	7%	166	7%	135	12	9%	69	11	16%	-23%	-21%	9%	
Grand Total	386	20%	482	17%	465	11%	323	56	17%	205	31	15%	-47%	-59%	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 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

- Forty 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 39%.
- In terms of ethnic composition, in 2011/12, first-time to college high school graduates were 67% Latino, 11% White, 10% African American, 4% Asian/Pacific Islander, 4% Other ethnicity, 2% Filipino, and less than 1% were American Indian (see Table 4). The proportion of Latino students in 2011/12 (67%) is higher than the five-year average (57%), and the percentage of White students in 2011/12 (11%) is lower than the five-year average (16%).
- In 2011/12, nearly half of the first-time to college high school graduates cited transfer, either with or without their AA/AS, as their educational goal (47%; comparable to the five-year average of 48%; see Table 4).
- In 2011/12, 59% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of units (lower than the five-year average of 69%) and 59% of the first-time to college high school graduates who enrolled in 3.0-5.9 units completed the total number of units (comparable to the five-year average of 61%; see Table 5). Fewer than half (47%) of the students who enrolled in 9.0-11.9 units completed the total number of units (comparable to the five-year average of 45%).
- Sixty-eight percent of the Fall 2010 first-time to college high school graduates at City College/ECC persisted to the next spring term and nearly half (46%) annually persisted to a second fall term, which is higher than the five-year average term-to-term (67%) and annual (44%) 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	1,580	1,515	1,536	2,011	1,726	8,368	9%
Gender							
Female	52%	52%	53%	50%	51%	51%	9%
Male	48%	48%	47%	50%	49%	49%	10%
Unreported	0%	0%	0%	0%	0%	0%	---
Ethnicity							
African American	14%	16%	14%	11%	10%	13%	-26%
American Indian	1%	0%	1%	0%	0%	0%	-40%
Asian/Pacific Islander	6%	4%	4%	4%	4%	5%	-15%
Filipino	4%	4%	3%	3%	2%	3%	-25%
Latino	48%	48%	55%	64%	67%	57%	51%
White	21%	21%	15%	12%	11%	16%	-40%
Other	3%	3%	4%	4%	4%	4%	49%
Unreported	4%	3%	4%	1%	1%	2%	-75%
First Generation							
First Generation	39%	37%	41%	40%	40%	39%	12%
Not First Generation	61%	63%	59%	60%	60%	61%	8%
Unreported	0%	0%	0%	0%	0%	0%	---
Educational Goal							
4 Yr College Student	8%	10%	9%	9%	11%	9%	47%
AA/AS w/out Transfer	5%	5%	6%	6%	5%	5%	29%
BA/BS after Completing AA/AS	40%	39%	44%	43%	41%	42%	13%
BA/BS w/out Completing AA/AS	6%	5%	5%	6%	6%	6%	12%
Basic Skills Improvement	1%	1%	1%	1%	1%	1%	33%
Certificate/License Maintenance	2%	2%	2%	2%	2%	2%	0%
Current Job/Career Advancement	1%	1%	1%	0%	0%	1%	-58%
Educational Development	1%	1%	1%	1%	1%	1%	-21%
HS Diploma/GED Certificate	1%	0%	0%	0%	0%	0%	-36%
New Career Preparation	11%	9%	10%	9%	9%	10%	-9%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	50%
Voc Cert/Degree w/out Transfer	2%	2%	2%	2%	2%	2%	-26%
Undecided	21%	24%	19%	20%	20%	21%	4%
Unreported	0%	0%	0%	0%	0%	0%	-67%

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	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	26%	74%			
		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	27%	73%			
		3.0 - 5.9 Units	37%	1%	62%		
		6.0 - 8.9 Units	22%	3%	26%	50%	
		9.0 - 11.9 Units	16%	2%	18%	22%	43%
		12.0 + Units	9%	1%	9%	13%	19%
2011/12	0.1 - 2.9 Units	41%	59%				
	3.0 - 5.9 Units	39%	3%	59%			
	6.0 - 8.9 Units	24%	3%	23%	50%		
	9.0 - 11.9 Units	15%	3%	15%	20%	47%	
	12.0 + Units	8%	1%	8%	13%	21%	49%
Five-Year Average		--	69%	61%	50%	45%	47%
07/08-11/12 % Change		--	23%	-8%	-13%	58%	27%

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	758	496	65%	327	43%
2007	858	552	64%	355	41%
2008	878	564	64%	380	43%
2009	916	650	71%	435	47%
2010	1,274	871	68%	581	46%
Total/Five-Year Avg	4,684	3,133	67%	2,078	44%

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 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 tested in reading, writing, and math in 2011/12 (71%, 71%, and 72%, respectively; see Tables 7-9). The percentages of students who placed by test increased over the past three years (reading 64%-71%, writing 64%-71%, and math 66%-72%).
- In 2011/12, 42% of the first-time to college high school graduates who tested in reading placed at the transfer/Associate level (comparable to the three-year average of 43%) and 45% placed at basic skills (comparable to the three-year average of 44%; see Table 7).
- In 2011/12, the majority of first-time to college high school graduates who tested in writing in 2011/12 placed at basic skills (70%; equal to the three-year average of 70%; see Table 8).
- Three quarters (75%) of first-time to college high school graduates who tested in math in 2011/12 placed at basic skills (comparable to the three-year average of 76%; see Table 9).
- In 2011/12, among first-time to college high school graduates who tested in ESOL, 55% of the students placed four to five levels below English transfer level (ESOL levels 19 and 20), which is higher than the three-year average of 51% (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	1,277	64%	1,751	67%	1,554	71%	4,582	67%	22%
	No Placement	712	36%	881	33%	642	29%	2,235	33%	-10%
	Total Students	1,989	100%	2,632	100%	2,196	100%	6,817	100%	10%
Distribution of Students Who Took a Test	Transfer/Associate Level	549	43%	789	45%	652	42%	1,990	43%	19%
	Basic Skills	578	45%	745	43%	696	45%	2,019	44%	20%
	Need English Advising	133	10%	187	11%	151	10%	471	10%	14%
	Take ESOL Test	17	1%	30	2%	55	4%	102	2%	224%
	Total Tested	1,277	100%	1,751	100%	1,554	100%	4,582	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	1,277	64%	1,751	67%	1,553	71%	4,581	67%	22%
	No Placement	712	36%	881	33%	643	29%	2,236	33%	-10%
	Total Students	1,989	100%	2,632	100%	2,196	100%	6,817	100%	10%
Distribution of Students Who Took a Test	Transfer/Associate Level	219	17%	332	19%	257	17%	808	18%	17%
	Basic Skills	908	71%	1,202	69%	1,090	70%	3,200	70%	20%
	Need English Advising	133	10%	187	11%	151	10%	471	10%	14%
	Take ESOL Test	17	1%	30	2%	55	4%	102	2%	224%
	Total Tested	1,277	100%	1,751	100%	1,553	100%	4,581	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	1,317	66%	1,796	68%	1,586	72%	4,699	69%	20%
	No Placement	672	34%	836	32%	610	28%	2,118	31%	-9%
	Total Students	1,989	100%	2,632	100%	2,196	100%	6,817	100%	10%
Distribution of Students Who Took a Test	Transfer Level	153	12%	258	14%	204	13%	615	13%	33%
	Associate Level	138	10%	169	9%	191	12%	498	11%	38%
	Basic Skills	1,011	77%	1,357	76%	1,190	75%	3,558	76%	18%
	Take Algebra Test	15	1%	12	1%	1	0%	28	1%	-93%
	Total Tested	1,317	100%	1,796	100%	1,586	100%	4,699	100%	20%

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	55	3%	82	3%	81	4%	218	3%	47%
	No Placement	1,934	97%	2,550	97%	2,115	96%	6,599	97%	9%
	Total Students	1,989	100%	2,632	100%	2,196	100%	6,817	100%	10%
Distribution of Students Who Took a Test	Level 40	14	25%	12	15%	10	12%	36	17%	-29%
	Level 30	18	33%	25	30%	27	33%	70	32%	50%
	Level 20	10	18%	19	23%	11	14%	40	18%	10%
	Level 19	13	24%	26	32%	33	41%	72	33%	154%
	Total Tested	55	100%	82	100%	81	100%	218	100%	47%

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 City College/ECC 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 (31% in Fall 2009, 33% in Fall 2010, and 30% 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-two 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 City College/ECC (comparable to the three-year average of 63%; see Table 11). Of these students that placed in the transfer/Associate English level and enrolled in a course in 2011/12, 31% 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, 63% enrolled in an English course at their placement level by the end of their first year at City College/ECC (equal to the three-year average of 63%; see Table 11).
- By the end of their first year at City College/ECC, 60% 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 (lower than the three-year average of 66%) and over half (59%) 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 58%; see Table 12). Of these students that placed in transfer or Associate level math and enrolled in a course in 2011/12, most (93%) 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 City College/ECC (comparable to the three-year average of 68%; 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	335	208	62%	525	339	65%	437	271	62%	1,297	818	63%
Basic Skills	298	195	65%	395	239	61%	424	268	63%	1,117	702	63%
Take ESOL Test/Need Advising	75	45	60%	96	53	55%	111	47	42%	282	145	51%
Total Count/Avg %	708	448	63%	1,016	631	62%	972	586	60%	2,696	1,665	62%

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	99	70	71%	195	134	69%	169	101	60%	463	305	66%
Associate Level	88	57	65%	96	49	51%	144	85	59%	328	191	58%
Basic Skills	528	379	72%	749	486	65%	677	471	70%	1,954	1,336	68%
Take Algebra Test	18	10	56%	7	4	57%	1	1	100%	26	15	58%
Total Count/Avg %	733	516	70%	1,047	673	64%	991	658	66%	2,771	1,847	67%

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.