

**City College/ECC
High School to College Pipeline Report
2008/09 - 2012/13**

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Excerpts from the 2012/13 Findings

Participation Rates

- Approximately 12% of District feeder high school graduates entered City College/ECC in the year following high school completion.
- Approximately 13% of the high school seniors who were concurrently enrolled at City College/ECC and a District feeder high school continued their City College/ECC enrollment the following year as a college-only student.

Matriculation

- The majority of first-time to college high school graduates completed an assessment test in reading, writing, and/or math (78% each) upon entering City College/ECC.
- Nearly half of the first-time to college high school graduates who completed an assessment test in reading placed into basic skills reading (45%), and over two-thirds placed into basic skills writing and/or math (68% and 75%, respectively).

Enrollment Patterns

- By the end of their first year at City College/ECC, approximately half (53%) of those students who placed into transfer/associate level English enrolled in an English course at or below their placement level, and 63% of those who placed in basic skills level reading or writing enrolled in an English course at their placement level.
- By the end of their first year at City College/ECC, 65% of those students who placed into transfer level math enrolled in a math course at or below their placement level, 71% of those who placed in associate level math enrolled in a math course at or below their placement level, and 67% of those who placed in basic skills level math enrolled in a math course at their placement level.

Outcomes

- Approximately half (52%) of the first-time to college high school graduates who were enrolled full-time (12+ units), completed the total number of attempted units.
- Approximately three out of four students on average (72%) persisted from fall to spring, and half (50%) persisted to the next fall term.

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 completion and enrollment management. The report is intended to inform college and District decision-making, instructional and services planning, 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

Unless otherwise noted, **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 students who indicated on their application for admission that they had not previously attended City College/ECC or another college or university. For this study, high school graduates are students who reported receipt of 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 concurrently attend high school, a four-year institution, or adult school are excluded from this population.

Operational Definitions

Enrollment: The number of seats enrolled, or duplicated headcount. Student drops and never attended, cancelled classes, and tutoring classes are excluded.

Headcount: The individual count of students, or unduplicated headcount. Student drops and never attended, and cancelled classes are excluded.

Persistence Rate – Term and Annual: 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 term (term persistence) and fall terms (annual persistence) and received a grade notation of A, B, C, D, F, P, NP, I, or RD. SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded.

Course Sequences

Figure 1. Current English and ESOL course sequence

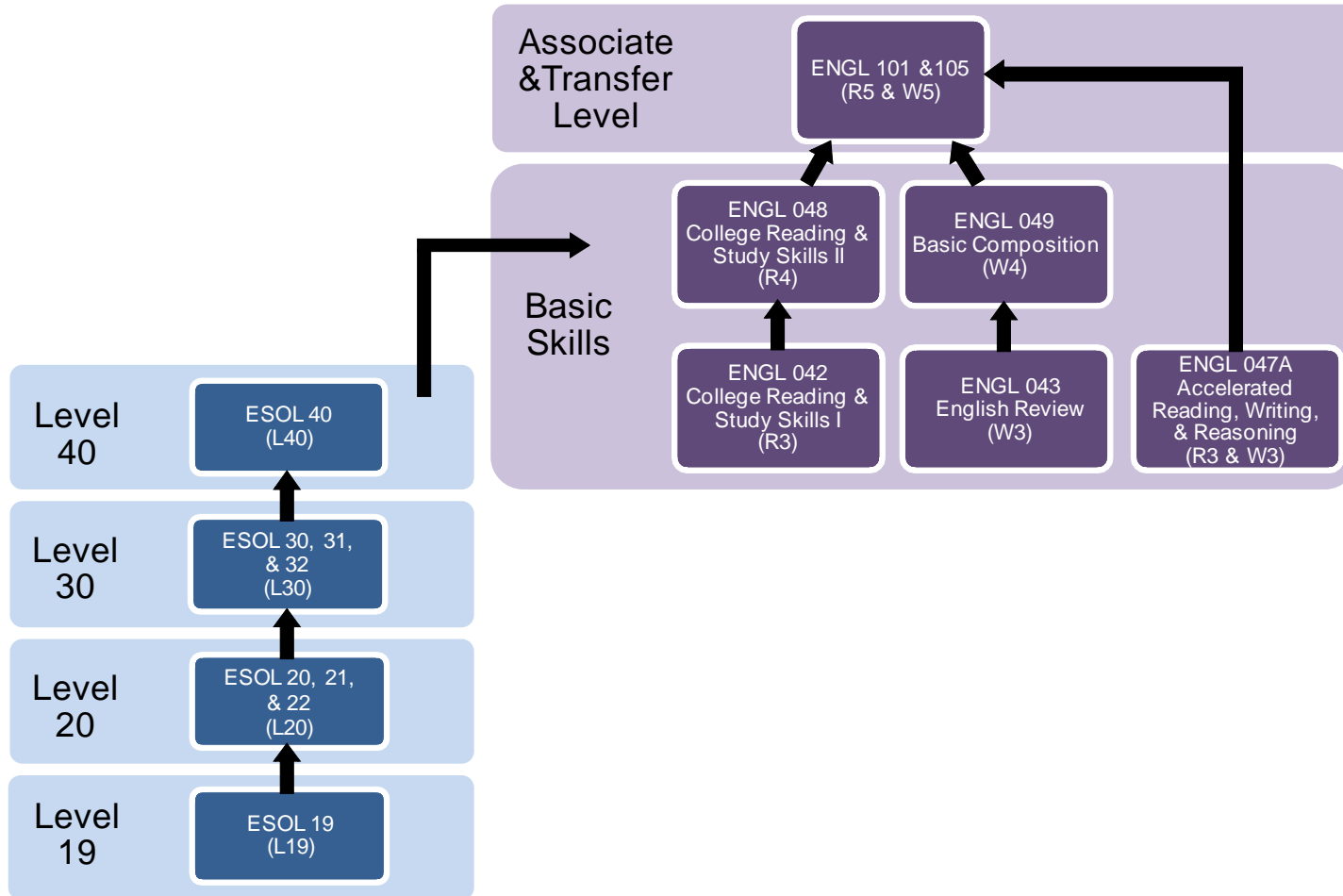
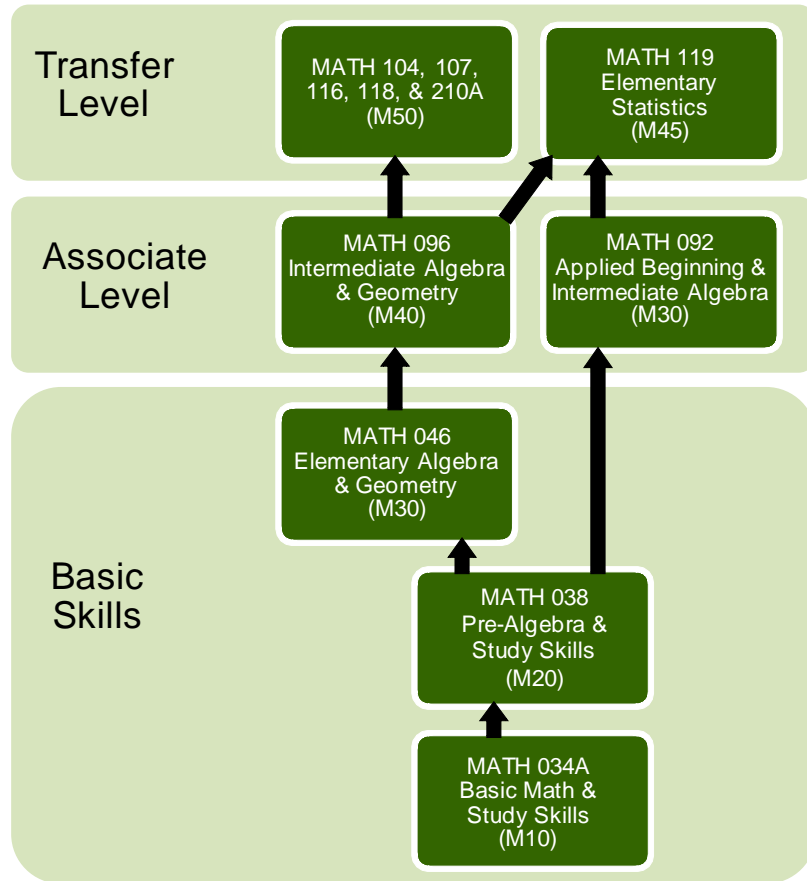


Figure 2. Current math course sequence



Note. In this study, Statway courses are excluded from the placement sequence due to their unique course enrollment protocol.

Overall Highlight of the Findings

1. In 2012/13, approximately 12% of the 2011/12 feeder high school graduates (855 out of 6,960 students) and 6% of the 2011/12 non-feeder high school graduates (593 out of 10,353 students) entered City College/ECC in the year following high school completion. This does not include 414 entrants for whom high school graduate data were unavailable, nor whose high schools enrolled fewer than 20 SDCCD entrants in each of the five years. Both the 2012/13 feeder and non-feeder school student entry rates are comparable to the five-year averages of 12% and 5%, respectively.
2. Concurrent high school seniors who were both enrolled at City College/ECC and attended a District feeder high school in 2011/12, continued their City College/ECC enrollment the following year as college-only students at a 13% participation rate (7 out of 55 students). This does not include 41 concurrently enrolled non-feeder high school seniors in 2011/12, nor 63 concurrently enrolled seniors in 2011/12 for whom high school feeder or non-feeder data were unavailable or invalid. Over five years, participation rates of concurrently enrolled high school seniors who continued City College/ECC enrollment the following year varied among feeder (6%-24%) and non-feeder school students (7%-29%). However, the 2010/11 senior cohort was the first cohort for which non-feeder participation rates exceeded feeder participation rates the following year.
3. Forty-one percent of the 2012/13 first-time to college high school graduates reported that they were the first generation of college-going students in their family (803 out of 1,936 students). This is comparable to the five-year average of 40%.
4. In 2012/13, 67% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units (74 out of 111 students) and 64% of the first-time to college high school graduates who enrolled in 3.0-5.9 units completed the total number of attempted units (292 out of 454 students). Nearly half (48%) of the students who enrolled either in 6.0-8.9 units or in 9.0-11.9 units completed the total number of attempted units (186 out of 391 students and 173 out of 358 students, respectively). Over half (52%) of the students who were enrolled in school full-time (12+ units) in 2012/13, completed the total number of attempted units (317 out of 613 students).
5. Seventy-two percent of the Fall 2011 first-time to college high school graduates at City College/ECC persisted to the next spring term (854 out of 1,179 students), and half (50%) annually persisted to a second fall term (586 out of 1,179 students). This is higher than the five-year average term-to-term (68%) and annual (46%) persistence.

6. In 2012/13, a majority of the first-time to college high school graduates completed an assessment test in reading (78%; 1,732 out of 2,223 students), writing (78%; 1,732 out of 2,223 students), and math (78%; 1,737 out of 2,223 students). The percentages of students who completed an assessment test increased over the past three years (reading 69%-78%, writing 69%-78%, and math 71%-78%).
7. In 2012/13, 45% of the first-time to college high school graduates who completed an assessment test in reading placed at basic skills (782 out of 1,732 students). The majority of first-time to college high school graduates who completed an assessment test in writing placed at basic skills (68%; 1,175 out of 1,732 students). Three-quarters (75%) of first-time to college high school graduates who completed an assessment test in math placed at basic skills during the same timeframe (1,302 out of 1,737 students). Among first-time to college high school graduates who completed an assessment test in ESOL, 89% of the students placed four to five levels below English transfer level (ESOL levels 19 and 20; 65 out of 73 students).
8. Over half (53%) of the Fall 2012 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 (273 out of 511 students).
9. By the end of their first year at City College/ECC, 65% of the Fall 2012 first-time to college high school graduates who placed in transfer level math enrolled in a math course at or below their placement level (141 out of 218 students), and 71% of those who placed in associate level math enrolled in a math course at or below their placement level (97 out of 136 students).
10. Among the Fall 2012 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 (286 out of 452 students). Approximately two-thirds (67%) of the Fall 2012 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 (546 out of 811 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 2008/09 to 2012/13. Students who are concurrently attending SDSU or UCSD are excluded.

High school-to-college participation rates and high school GPA of incoming high school graduates who enroll at City College/ECC in the year following high school completion are reported in Tables 1 and 2. When possible, high school-to-college participation rates are disaggregated by feeder and non-feeder high schools. College feeders are based on a combination of the zip codes within each college's service area, as well as other college-specific outreach designations.

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 2012/13, approximately 12% of the 2011/12 feeder high school graduates and 6% of the 2011/12 non-feeder high school graduates entered City College/ECC in the year following high school completion. Both were comparable to the five-year averages of 12% and 5%, respectively (see Table 1). This does not include those entrants for whom high school graduate data were unavailable, nor whose high schools enrolled fewer than 20 SDCCD entrants in each of the five years. On average over five years, San Diego, Lincoln, and Hoover high schools had the highest feeder participation rates (30%, 27%, and 25%, respectively). Chula Vista, Mar Vista, and Sweetwater had the highest non-feeder participation rates on average over five years (14%, 14%, and 13%, respectively). This is close to the five-year average participation rate of feeder schools (12%).
- Nearly two thirds (61%) of the students who enrolled at City College/ECC in 2012/13 following high school completion in 2011/12 (and included their GPA on their college application) reported that they had earned a 2.0-3.0 high school GPA (comparable to the five-year average of 63%) and 37% reported that they had earned higher than a 3.0 GPA (comparable to the five-year average of 35%; see Table 2).
- Concurrent high school seniors who were both enrolled at City College/ECC and attended a District feeder high school in 2011/12, continued their City College/ECC enrollment the following year as college-only students at a 13% participation rate (see Table 3). This does not include concurrently enrolled non-feeder high school seniors in 2011/12, nor concurrently enrolled seniors in 2011/12 for whom high school feeder or non-feeder data were unavailable or invalid. Over five years, participation rates of concurrently enrolled high school seniors who continued City College/ECC enrollment the following year varied among feeder (6%-24%) and non-feeder school students (7%-29%). However, the 2010/11 senior cohort was the first cohort for which non-feeder participation rates exceeded feeder participation rates the following year.

City College/ECC High School to College Pipeline Report

College Participation Rates High School Graduates

Table 1. Headcount and participation rates of high school graduates who enroll at City College/ECC within one year of graduation

		07/08		08/09		08/09		09/10		09/10		10/11		10/11		11/12		11/12		12/13		07/08-11/12		08/09-12/13		
		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 %	
City Feeder	Crawford Ed Complex	208	52	25%	220	49	22%	236	46	19%	193	29	15%	189	53	28%	-9%	2%	22%							
	Gompers Prep	0	0	--	0	0	--	0	0	--	0	0	--	71	25	35%	---	---	---							
	Hoover	273	76	28%	343	78	23%	322	87	27%	311	68	22%	292	79	27%	7%	4%	25%							
	Lincoln	200	63	32%	251	77	31%	354	89	25%	389	90	23%	316	96	30%	58%	52%	27%							
	Morse	446	46	10%	447	59	13%	442	54	12%	380	45	12%	381	78	20%	-15%	70%	13%							
	San Diego Ed Complex	386	130	34%	393	114	29%	452	145	32%	485	152	31%	422	101	24%	9%	-22%	30%							
	San Diego SCPA	161	16	10%	179	18	10%	169	26	15%	181	12	7%	168	15	9%	4%	-6%	10%							
Mesa Feeder	Charter School of SD	339	36	11%	341	43	13%	436	40	9%	479	57	12%	559	54	10%	65%	50%	11%							
	Clairemont	232	30	13%	243	25	10%	250	35	14%	278	30	11%	230	25	11%	-1%	-17%	12%							
	Kearny Ed Complex	302	24	8%	292	12	4%	331	12	4%	319	17	5%	381	19	5%	26%	-21%	5%							
	La Jolla	358	14	4%	384	19	5%	338	10	3%	359	13	4%	374	27	7%	4%	93%	5%							
	Madison	229	14	6%	199	16	8%	224	17	8%	247	19	8%	224	21	9%	-2%	50%	8%							
	Mark Twain	61	11	18%	207	7	3%	208	11	5%	187	11	6%	226	13	6%	270%	18%	6%							
	Mission Bay	287	37	13%	310	58	19%	266	51	19%	277	42	15%	311	42	14%	8%	14%	16%							
	Patrick Henry	447	23	5%	447	19	4%	471	23	5%	503	28	6%	484	25	5%	8%	9%	5%							
Point Loma	400	71	18%	369	57	15%	402	56	14%	424	55	13%	408	59	14%	2%	-17%	15%								
Miramar Feeder	Mira Mesa	505	19	4%	504	18	4%	598	25	4%	593	15	3%	552	21	4%	9%	11%	4%							
	Scripps Ranch	479	19	4%	476	21	4%	494	13	3%	531	18	3%	579	32	6%	21%	68%	4%							
	Serra	395	36	9%	417	44	11%	397	33	8%	365	39	11%	406	36	9%	3%	0%	9%							
	University City	418	32	8%	378	23	6%	401	35	9%	416	31	7%	387	34	9%	-7%	6%	8%							
District Feeder Total		6,126	749	12%	6,400	757	12%	6,791	808	12%	6,917	771	11%	6,960	855	12%	14%	14%	12%							
Non-Feeder High Schools	Abraxas	151	4	3%	109	0	0%	147	0	0%	123	2	2%	98	0	0%	-35%	-100%	1%							
	Bonita Vista	531	16	3%	549	11	2%	536	19	4%	497	13	3%	541	20	4%	2%	25%	3%							
	Castle Park	395	17	4%	366	15	4%	352	69	20%	294	51	17%	260	29	11%	-34%	71%	11%							
	Chula Vista	542	38	7%	574	55	10%	567	124	22%	510	81	16%	538	78	14%	-1%	105%	14%							
	Coronado	226	20	9%	254	30	12%	261	27	10%	277	24	9%	248	25	10%	10%	25%	10%							
	Del Norte	0	0	--	0	0	--	0	0	--	1	0	0%	243	2	1%	---	---	---							
	Eastlake	628	1	0%	602	1	0%	555	3	1%	502	6	1%	512	14	3%	-18%	1,300%	1%							
	Grossmont	465	6	1%	451	5	1%	518	14	3%	470	6	1%	519	8	2%	12%	33%	2%							

Note. Non-Feeder High Schools are continued on the next page.

City College/ECC High School to College Pipeline Report

Table 1. Headcount and participation rates of high school graduates who enroll at City College/ECC within one year of graduation (continued)

		07/08			08/09			09/10			10/11			11/12			12/13			07/08-11/12		08/09-12/13	
		Grads			Entrants			Grads			Entrants			Grads			Entrants			Grads		Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %	
Non-Feeder High Schools, cont.	Helix	440	12	3%	458	18	4%	436	12	3%	477	16	3%	469	39	8%	7%	225%	4%				
	Hilltop	477	14	3%	471	19	4%	546	41	8%	467	28	6%	486	35	7%	2%	150%	6%				
	Mar Vista	474	43	9%	506	30	6%	399	77	19%	310	73	24%	337	62	18%	-29%	44%	14%				
	Montgomery	431	11	3%	410	15	4%	366	59	16%	309	33	11%	303	24	8%	-30%	118%	8%				
	Mount Miguel	319	7	2%	296	12	4%	365	19	5%	340	14	4%	327	18	6%	3%	157%	4%				
	Mt. Carmel	495	6	1%	527	9	2%	564	10	2%	547	5	1%	505	6	1%	2%	0%	1%				
	Olympian	2	0	0%	188	0	0%	262	2	1%	329	18	5%	374	11	3%	18,600%	---	3%				
	Otay Ranch	741	0	0%	598	0	0%	615	9	1%	604	26	4%	591	22	4%	-20%	---	2%				
	Poway	700	7	1%	597	4	1%	633	6	1%	676	9	1%	581	4	1%	-17%	-43%	1%				
	Ramona	389	3	1%	414	2	0%	398	4	1%	385	2	1%	406	1	0%	4%	-67%	1%				
	Rancho Bernardo	686	7	1%	643	12	2%	665	6	1%	680	7	1%	546	6	1%	-20%	-14%	1%				
	San Ysidro	464	7	2%	495	23	5%	399	62	16%	408	38	9%	449	54	12%	-3%	671%	8%				
	Southwest	429	24	6%	395	21	5%	347	55	16%	337	46	14%	333	45	14%	-22%	88%	10%				
	Sweetwater	598	50	8%	626	51	8%	543	96	18%	489	82	17%	469	82	17%	-22%	64%	13%				
	Torrey Pines	620	2	0%	647	2	0%	610	2	0%	647	0	0%	625	1	0%	1%	-50%	0%				
	West View	533	6	1%	576	5	1%	592	9	2%	577	5	1%	593	7	1%	11%	17%	1%				
Non-Feeder Total		10,736	301	3%	10,752	340	3%	10,676	725	7%	10,256	585	6%	10,353	593	6%	-4%	97%	5%				
Other High Schools	Foreign School	---	29	---	---	29	---	---	25	---	---	24	---	---	12	---	---	-59%	---				
	Other	---	254	---	---	259	---	---	313	---	---	279	---	---	316	---	---	24%	---				
	Out of State	---	63	---	---	64	---	---	57	---	---	48	---	---	58	---	---	-8%	---				
	San Diego County	---	79	---	---	102	---	---	95	---	---	39	---	---	28	---	---	-65%	---				
Other Total		---	425	---	---	454	---	---	490	---	---	390	---	---	414	---	---	-3%	---				
Total		---	1,475	---	---	1,551	---	---	2,023	---	---	1,746	---	---	1,862	---	---	26%	---				

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 no SDCCD Entrants are excluded (ALBA, Arroyo Paseo, Audeo, Coleman Tech, Iftin, iHigh, King-Chavez, Learning Choice, Mt. Everest, Riley/New Dawn, San Diego Early/Middle College, TRACE, and Whittier).

Note 4. Schools with fewer than 20 SDCCD Entrants enrolled in each of the five years (John Muir, Preuss, San Diego MET, etc.), private schools, and schools with no/unreported/invalid SDCCD or CDE data (Garfield, Health Sciences, the High Tech Highs) are indicated as 'Other'.

Note 5. 'Other High Schools' have no data available on high school graduates; therefore, no participation rates are calculated.

High School GPA of College-Enrolled High School Graduates

Table 2. High School GPA of high school graduates who enroll at City College/ECC within one year of graduation

	08/09 Entrants	09/10 Entrants	10/11 Entrants	11/12 Entrants	12/13 Entrants	Five-Year Avg/Total	08/09-12/13 % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	400%
1.6-1.9	1%	2%	1%	2%	2%	2%	200%
2.0-2.5	27%	30%	25%	26%	26%	27%	27%
2.6-3.0	37%	35%	36%	37%	35%	36%	31%
3.1-3.5	24%	23%	26%	26%	27%	25%	48%
Over 3.5	10%	10%	12%	9%	10%	10%	30%
Total	100%	100%	100%	100%	100%	100%	36%
Students Who Reported GPA	1,242	1,329	1,748	1,558	1,688	7,565	36%
Total of All Students	1,475	1,551	2,023	1,746	1,862	8,657	26%

Source: SDCCD Information System

Note 1. High School GPA is self-reported on students' college applications. On average, across five years 13% of students did not report their GPA.

Note 2. In cases where there are few students, the percentage distribution may be 0%; however, a percentage change is still calculated.

Participation Rates of Concurrent Students

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

	07/08 Seniors (Concur)			08/09 Seniors (Concur)			09/10 Seniors (Concur)			10/11 Seniors (Concur)			11/12 Seniors (Concur)			12/13 Seniors (Concur)			07/08-11/12 Seniors (Concur)	
	Re-Enroll			Re-Enroll			Re-Enroll			Re-Enroll			Re-Enroll			Re-Enroll			08/09-12/13 Re-Enroll	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg %
District Feeder	170	41	24%	166	29	17%	112	26	23%	85	5	6%	55	7	13%	-68%	-83%	18%		
Non-Feeder	103	7	7%	144	10	7%	122	11	9%	46	11	24%	41	12	29%	-60%	71%	11%		
Other/Unreported	208	36	17%	154	12	8%	88	18	20%	73	15	21%	63	6	10%	-70%	-83%	15%		
Grand Total	481	84	17%	464	51	11%	322	55	17%	204	31	15%	159	25	16%	-67%	-70%	15%		

Source: SDCCD Information System

Note 1. The concurrent student cohort comprises all self-reported seniors at a district-wide feeder or non-feeder who are also enrolled at City College/ECC. There were no exclusions made to limit the concurrent student cohort to only AP students. Re-enrollment counts exclude students who continue City College/ECC enrollment as concurrent students.

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

Note 3. Students with no/unreported high school are indicated as 'Other/Unreported'. Students from feeder schools with no/unreported/invalid SDCCD or CDE data (Garfield, Health Sciences, the High Tech Highs) are indicated as 'Other/Unreported'.

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 2008/09 to 2012/13.

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 term and annual persistence of the Fall 2007 to Fall 2011 cohorts of first-time to college high school graduates are displayed in Table 6.

Highlight of the Findings

- Approximately 41% percent of the 2012/13 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 40%.
- In terms of ethnic composition, in 2012/13, first-time to college high school graduates were 67% Latino, 12% African American, 9% White, 5% Other ethnicity, Asian/Pacific Islander, Filipino (3% each), and less than 1% were American Indian (see Table 4). The proportion of Latino students in 2012/13 (67%) is higher than the five-year average (61%), and the percentage of White students in 2012/13 (9%) is lower than the five-year average (13%). Over five years, the Latino student population increased by 80%, while the American Indian and White student populations decreased by 67% and 43%, respectively.
- In 2012/13, 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 48%; see Table 4).
- In 2012/13, 67% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units (equal to the five-year average of 67%) and 64% of the first-time to college high school graduates who enrolled in 3.0-5.9 units completed the total number of attempted units (comparable to the five-year average of 62%; see Table 5). Nearly half (48%) of the students who enrolled either in 6.0-8.9 units or 9.0-11.9 units completed the total number of attempted units (comparable to the respective five-year average of 49% and 46%). Over half (52%) of the students who were enrolled in school full-time (12+ units) in 2012/13, completed the total number of attempted units (higher than the five-year average of 48%).
- Approximately 72% percent of the Fall 2011 first-time to college high school graduates at City College/ECC persisted to the next spring term and half (50%) annually persisted to a second fall term, which is higher than the five-year average term-to-term (68%) and annual (46%) persistence (see Table 6).

Student Characteristics

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

	2008/09	2009/10	2010/11	2011/12	2012/13	Total/ Five-Year Avg	08/09-12/13 % Change
Total N of Students	1,498	1,524	2,005	1,734	1,936	8,697	29%
Gender							
Female	52%	52%	50%	51%	51%	51%	28%
Male	48%	48%	50%	49%	49%	49%	31%
Unreported	0%	0%	0%	0%	0%	0%	---
Ethnicity							
African American	16%	14%	11%	10%	12%	12%	-9%
American Indian	0%	1%	0%	0%	0%	0%	-67%
Asian/Pacific Islander	4%	5%	4%	4%	3%	4%	0%
Filipino	4%	3%	3%	2%	3%	3%	4%
Latino	48%	55%	64%	67%	67%	61%	80%
White	20%	15%	12%	11%	9%	13%	-43%
Other	3%	4%	4%	4%	5%	4%	107%
Unreported	3%	4%	1%	1%	1%	2%	-72%
First Generation							
First Generation	37%	41%	40%	40%	41%	40%	43%
Not First Generation	63%	59%	60%	60%	59%	60%	21%
Unreported	0%	0%	0%	0%	0%	0%	---
Educational Goal							
4 Yr College Student	10%	9%	9%	11%	12%	10%	54%
AA/AS w/out Transfer	5%	6%	6%	5%	5%	5%	42%
BA/BS after Completing AA/AS	39%	44%	43%	41%	43%	42%	43%
BA/BS w/out Completing AA/AS	5%	5%	6%	6%	7%	6%	71%
Basic Skills Improvement	1%	1%	1%	1%	1%	1%	33%
Certificate/License Maintenance	2%	2%	2%	2%	1%	2%	0%
Current Job/Career Advancement	1%	1%	0%	0%	0%	1%	-64%
Educational Development	1%	1%	1%	1%	0%	1%	-59%
HS Diploma/GED Certificate	0%	0%	0%	0%	0%	0%	300%
New Career Preparation	9%	10%	9%	9%	9%	9%	28%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	100%
Voc Cert/Degree w/out Transfer	2%	2%	2%	1%	2%	2%	27%
Undecided	24%	19%	20%	20%	18%	20%	-2%
Unreported	0%	0%	0%	0%	0%	0%	-100%

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	2008/09	0.1 - 2.9 Units	26%	74%				
		3.0 - 5.9 Units	38%	3%	59%			
		6.0 - 8.9 Units	26%	2%	23%	48%		
		9.0 - 11.9 Units	15%	3%	19%	18%	45%	
		12.0 + Units	9%	2%	10%	13%	21%	45%
	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%	48%		
		9.0 - 11.9 Units	16%	4%	17%	15%	47%	
		12.0 + Units	8%	1%	10%	16%	21%	45%
	2010/11	0.1 - 2.9 Units	27%	73%				
		3.0 - 5.9 Units	37%	1%	62%			
		6.0 - 8.9 Units	21%	3%	26%	50%		
		9.0 - 11.9 Units	16%	2%	18%	22%	43%	
		12.0 + Units	9%	1%	9%	13%	19%	49%
	2011/12	0.1 - 2.9 Units	42%	58%				
		3.0 - 5.9 Units	38%	2%	59%			
		6.0 - 8.9 Units	23%	3%	23%	51%		
		9.0 - 11.9 Units	15%	3%	15%	21%	46%	
		12.0 + Units	8%	1%	8%	12%	21%	50%
2012/13	0.1 - 2.9 Units	33%	67%					
	3.0 - 5.9 Units	33%	2%	64%				
	6.0 - 8.9 Units	22%	5%	26%	48%			
	9.0 - 11.9 Units	14%	1%	16%	20%	48%		
	12.0 + Units	7%	1%	10%	12%	19%	52%	
Five-Year Average		--	67%	62%	49%	46%	48%	
08/09-12/13 % Change		--	100%	39%	41%	57%	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

Fall Cohorts		Term Persistence		Annual Persistence	
2007	854	551	65%	354	41%
2008	872	559	64%	378	43%
2009	914	648	71%	433	47%
2010	1,271	870	68%	580	46%
2011	1,179	854	72%	586	50%
Total/Five-Year Avg	5,090	3,482	68%	2,331	46%

Source: SDCCD Information System

Section III: College Assessment and 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 as an assessment of readiness for specified English and math courses. This section summarizes which course levels (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 assessed skill level (see Tables 7-10).

Student assessment and placement trends are measured over three years, from 2010/11 to 2012/13 among students that applied to City College/ECC (assessment and 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 completed an assessment test in reading, writing, and math in 2012/13 (78% each, see Tables 7-9). The percentages of students who completed an assessment test increased over the past three years (reading 69%-78%, writing 69%-78%, and math 71%-78%).
- In 2012/13, 38% of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level (lower than the three-year average of 42%), and 45% placed at basic skills (comparable to the three-year average of 44%; see Table 7).
- In 2012/13, the majority of first-time to college high school graduates who completed an assessment test in writing placed at basic skills (68%; comparable to the three-year average of 69%; see Table 8).
- Three quarters (75%) of first-time to college high school graduates who completed an assessment test in math in 2012/13 placed at basic skills (equal to the three-year average of 75%; see Table 9).
- In 2012/13, among first-time to college high school graduates who completed an assessment test in ESOL, 89% 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 66% (see Table 10).

Reading and Writing Assessment and Placement

Table 7. Reading assessment and placement

		2010/11		2011/12		2012/13		2010/11 - 2012/13		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	1,747	69%	1,550	72%	1,732	78%	5,029	73%	-1%
	Not Tested	783	31%	608	28%	491	22%	1,882	27%	-37%
	Total Students	2,530	100%	2,158	100%	2,223	100%	6,911	100%	-12%
Distribution of Students Who Took a Test	Transfer/Associate Level	787	45%	651	42%	666	38%	2,104	42%	-15%
	Basic Skills	745	43%	693	45%	782	45%	2,220	44%	5%
	Need English Advising	185	11%	151	10%	228	13%	564	11%	23%
	Take ESOL Test	30	2%	55	4%	56	3%	141	3%	87%
	Total Tested	1,747	100%	1,550	100%	1,732	100%	5,029	100%	-1%

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 Not Tested.

Table 8. Writing assessment and placement

		2010/11		2011/12		2012/13		2010/11 - 2012/13		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	1,747	69%	1,549	72%	1,732	78%	5,028	73%	-1%
	Not Tested	783	31%	609	28%	491	22%	1,883	27%	-37%
	Total Students	2,530	100%	2,158	100%	2,223	100%	6,911	100%	-12%
Distribution of Students Who Took a Test	Transfer/Associate Level	331	19%	257	17%	273	16%	861	17%	-18%
	Basic Skills	1,201	69%	1,086	70%	1,175	68%	3,462	69%	-2%
	Need English Advising	185	11%	151	10%	228	13%	564	11%	23%
	Take ESOL Test	30	2%	55	4%	56	3%	141	3%	87%
	Total Tested	1,747	100%	1,549	100%	1,732	100%	5,028	100%	-1%

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 Not Tested.

Math Assessment and Placement

Table 9. Math assessment and placement

		2010/11		2011/12		2012/13		2010/11 - 2012/13		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	1,793	71%	1,582	73%	1,737	78%	5,112	74%	-3%
	Not Tested	737	29%	576	27%	486	22%	1,799	26%	-34%
	Total Students	2,530	100%	2,158	100%	2,223	100%	6,911	100%	-12%
Distribution of Students Who Took a Test	Transfer Level	258	14%	204	13%	245	14%	707	14%	-5%
	Associate Level	168	9%	189	12%	190	11%	547	11%	13%
	Basic Skills	1,355	76%	1,188	75%	1,302	75%	3,845	75%	-4%
	Take Algebra Test	12	1%	1	0%	0	0%	13	0%	-100%
	Total Tested	1,793	100%	1,582	100%	1,737	100%	5,112	100%	-3%

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 Not Tested.

ESOL Assessment and Placement

Table 10. ESOL assessment and placement

		2010/11		2011/12		2012/13		2010/11 - 2012/13		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	82	3%	81	4%	73	3%	236	3%	-11%
	Not Tested	2,448	97%	2,077	96%	2,150	97%	6,675	97%	-12%
	Total Students	2,530	100%	2,158	100%	2,223	100%	6,911	100%	-12%
Distribution of Students Who Took a Test	Level 40	12	15%	10	12%	3	4%	25	11%	-75%
	Level 30	25	30%	27	33%	5	7%	57	24%	-80%
	Level 20	19	23%	11	14%	7	10%	37	16%	-63%
	Level 19	26	32%	33	41%	58	79%	117	50%	123%
	Total Tested	82	100%	81	100%	73	100%	236	100%	-11%

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 Not Tested.

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 remained enrolled in an English or math sequence course as of official census in Fall 2010, 2011, or 2012 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 (33% in Fall 2010, 30% in Fall 2011, and 28% in Fall 2012 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

- Over half (53%) of the Fall 2012 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 (lower than the three-year average of 62%; see Table 11). Of these students that placed in the transfer/associate English level and enrolled in a course in 2012/13, 32% took a course at their placement level.
- Among Fall 2012 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 (lower than the three-year average of 66%; see Table 11).
- By the end of their first year at City College/ECC, 65% of the Fall 2012 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 70%), and nearly three-quarters (71%) 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 2012/13, most (96%) took a math course at their placement level.
- Over two-thirds (67%) of the Fall 2012 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 (lower than the three-year average of 72%; see Table 12).

English and Math Course Enrollment by Placement Level

Table 11. English course enrollment by placement level

	Fall 10 Cohort	Total Enrolled 2010/11		Fall 11 Cohort	Total Enrolled 2011/12		Fall 12 Cohort	Total Enrolled 2012/13		All Cohorts	Total Enrolled 2010/11-2012/13	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer/Associate Level	551	367	67%	460	303	66%	511	273	53%	1,522	943	62%
Basic Skills	414	276	67%	458	316	69%	452	286	63%	1,324	878	66%
Take ESOL Test/Need Advising	103	61	59%	121	55	45%	197	94	48%	421	210	50%
Total Count/Avg %	1,068	704	66%	1,039	674	65%	1,160	653	56%	3,267	2,031	62%

Source: SDCCD Information System

Note. Tutoring and cancelled classes are excluded. Only students that are enrolled as of official census are counted in the enrollments. Note that Summer 2013 enrollments are not yet available and therefore not included.

Table 12. Math course enrollment by placement level

	Fall 10 Cohort	Total Enrolled 2010/11		Fall 11 Cohort	Total Enrolled 2011/12		Fall 12 Cohort	Total Enrolled 2012/13		All Cohorts	Total Enrolled 2010/11-2012/13	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer Level	203	154	76%	173	123	71%	218	141	65%	594	418	70%
Associate Level	99	69	70%	156	107	69%	136	97	71%	391	273	70%
Basic Skills	789	584	74%	731	540	74%	811	546	67%	2,331	1,670	72%
Take Algebra Test	8	4	50%	1	1	100%	2	0	0%	11	5	45%
Total Count/Avg %	1,099	811	74%	1,061	771	73%	1,167	784	67%	3,327	2,366	71%

Source: SDCCD Information System

Note. Tutoring and cancelled classes are excluded. Only students that are enrolled as of official census are counted in the enrollments. Note that Summer 2013 enrollments are not yet available and therefore not included.