

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

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## Excerpts from the 2012/13 Findings

### Participation Rates

- Twenty percent of District feeder high school graduates entered Mesa College in the year following high school completion.
- Approximately 14% of the high school seniors who were concurrently enrolled at Mesa College and a District feeder high school continued their Mesa College 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 (79% each) upon entering Mesa College.
- Over half of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level (53%), and over half placed into basic skills writing and/or math (64% and 57%, respectively).

### Enrollment Patterns

- By the end of their first year at Mesa College, 43% of those students who placed into transfer/associate level English enrolled in an English course at or below their placement level, and 51% 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 Mesa College, 55% of those students who placed into transfer level math enrolled in a math course at or below their placement level, 53% of those who placed in associate level math enrolled in a math course at or below their placement level, and 54% of those who placed in basic skills level math enrolled in a math course at their placement level.

### Outcomes

- Over half (54%) 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 (76%) persisted from fall to spring, and over half (55%) 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 Mesa 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

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 Mesa College for the first time.** First-time to college students are students who indicated on their application for admission that they had not previously attended Mesa College nor 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

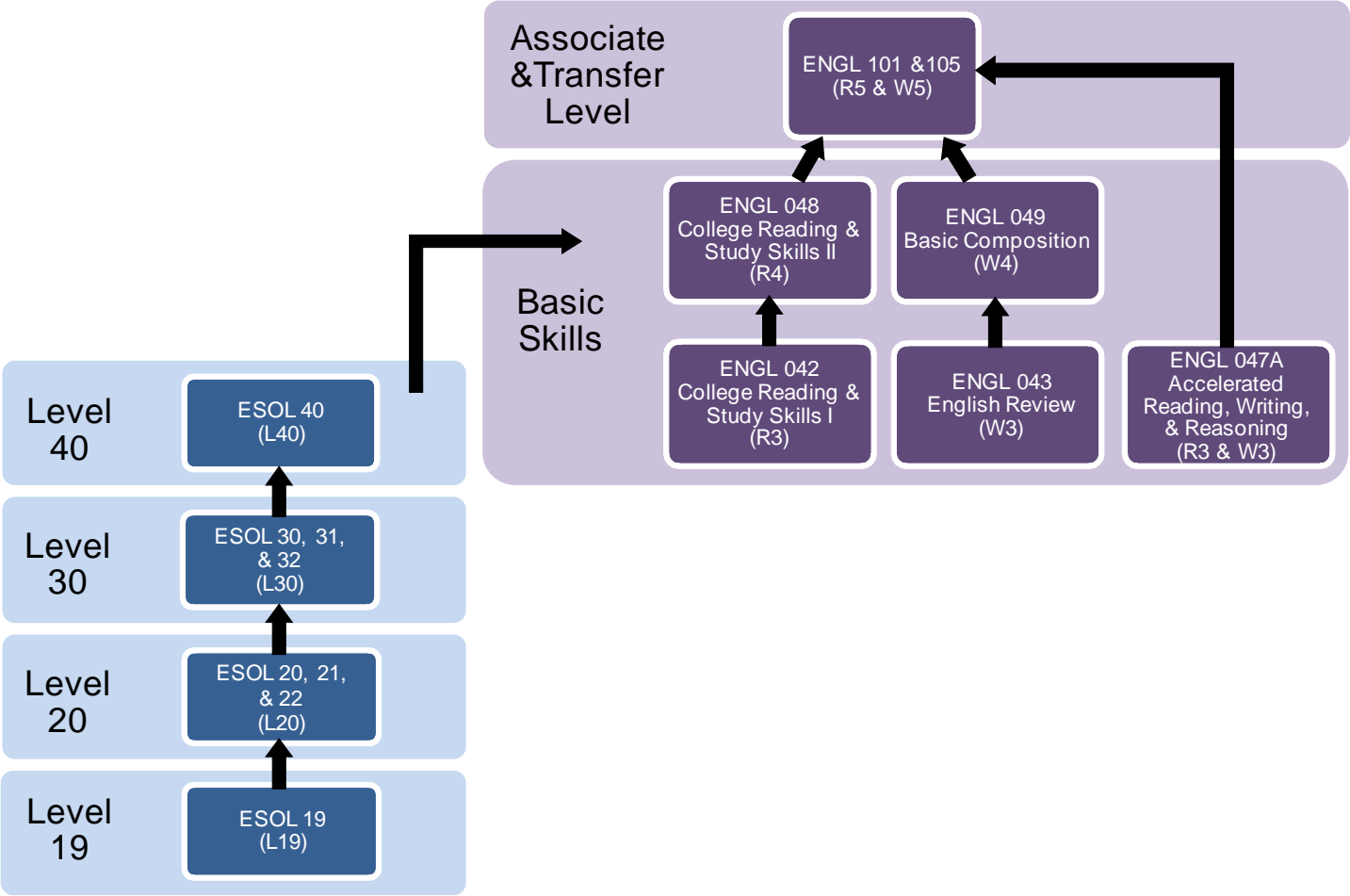
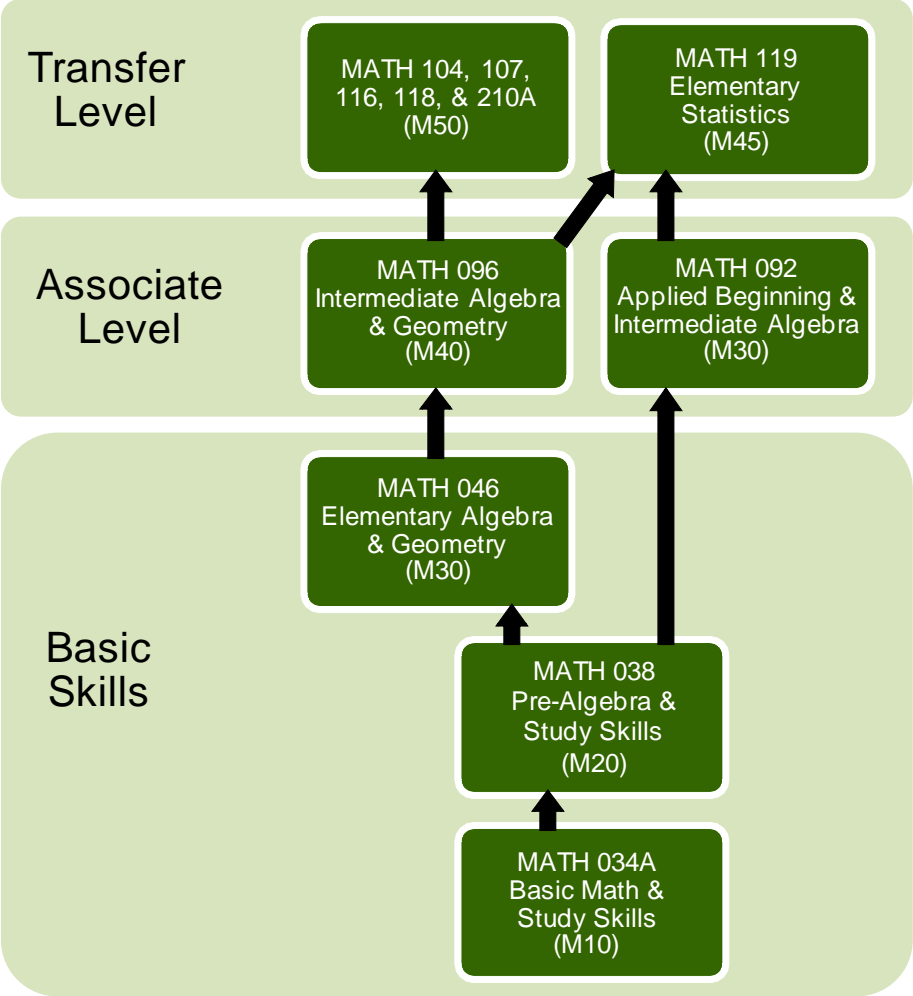


Figure 2. Current math course sequence



## Overall Highlight of the Findings

1. In 2012/13, 20% of the 2011/12 feeder high school graduates (1,403 out of 6,960 students) and 5% of the 2011/12 non-feeder high school graduates (523 out of 10,353 students) entered Mesa College in the year following high school completion. This does not include 830 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. The 2012/13 feeder and non-feeder high school student entry rates are comparable to the five-year averages of 20% and 4%, respectively.
2. Among concurrent high school seniors who were both enrolled at Mesa College and attended a District feeder high school in 2011/12, 14% continued their enrollment as college-only students the following year (117 out of 834 students). This does not include four concurrently enrolled non-feeder high school seniors in 2011/12, nor 250 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 feeder school seniors who continued enrollment at Mesa College the year following high school graduation remained relatively steady (14%-18%).
3. Twenty-seven 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 (677 out of 2,485 students). This was equal to the five-year average of 27%.
4. In 2012/13, 72% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units (92 out of 127 students), while fewer than half of the students who enrolled in 6.0-8.9 units and 9.0-11.9 units (46% and 44%, respectively) completed the total number of attempted units (6.0-8.9 units, 225 out of 494 students; 9.0-11.9 units, 209 out of 475 students). Over half (54%) of the students who were enrolled in school full-time (12+ units) in 2012/13, completed the total number of attempted units (529 out of 979 students).
5. Over three in four (76%) first-time to college high school graduates at Mesa College persisted from the Fall 2011 term to the following spring term (1,394 out of 1,826 students), and over half (55%) annually persisted to a second fall term (997 out of 1,826 students). This is comparable to the five-year average for term-to-term persistence (74%) and higher than the five-year average for annual persistence (51%).
6. In 2012/13, a majority of the first-time to college high school graduates completed an assessment test in reading (79%; 1,972 out of 2,491 students), writing (79%; 1,972 out of 2,491 students), and math (79%; 1,970 out of 2,491 students). Overall, the percentages of students who completed an assessment test in reading, writing, and math increased steadily between 2010/11 and 2012/13.

7. In 2012/13, 39% of the first-time to college high school graduates who completed an assessment test in reading placed at basic skills (761 out of 1,972 students). The majority of first-time to college high school graduates who completed an assessment test in writing placed at basic skills (64%; 1,253 out of 1,972 students). The majority of first-time to college high school graduates who completed an assessment test in math in 2012/13 also placed at basic skills (57%; 1,121 out of 1,970 students). Among first-time to college high school graduates who completed an assessment test in ESOL in 2012/13, the majority of the students placed four to five levels below English transfer level (ESOL levels 19 and 20, 85%; 59 out of 69 students).
8. Forty-three percent 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 Mesa College (428 out of 984 students).
9. By the end of their first year at Mesa College, 55% 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 (258 out of 469 students), and 53% of those who placed in associate level math enrolled in a math course at or below their placement level (149 out of 282 students).
10. Among the Fall 2012 first-time to college high school graduates who placed in basic skills level reading or writing, approximately half (51%) enrolled in an English course at their placement level by the end of their first year at Mesa College (262 out of 511 students). Over half (54%) 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 (464 out of 856 students).



## Section I: Entering the Community College Pipeline

This section describes different aspects of high school student entry to Mesa College. 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 Mesa College 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 Mesa College 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 20% of the 2011/12 feeder high school graduates and 5% of the 2011/12 non-feeder high school graduates entered Mesa College in the year following high school completion. Both were comparable to the five-year averages of 20% and 4%, 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. Among feeder schools, Kearny Educational Complex, Clairemont, and Madison high schools had the highest graduate participation rates at Mesa College on average over five years (50%, 38%, and 38%, respectively). Among non-feeder high schools, Coronado High School had the highest graduate participation rate over five years (13%).
- Over half (55%) of the students who enrolled at Mesa College 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 (equal to the five-year average of 55%) and 44% reported that they had earned higher than a 3.0 GPA (equal to the five-year average of 44%; see Table 2).
- Fourteen percent of concurrent high school seniors who were both enrolled at Mesa College and attended a District feeder high school in 2011/12 continued their enrollment at Mesa College the following year as college-only students (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 feeder school seniors who continued enrollment at Mesa College the year following high school graduation remained relatively steady (14%-18%).

College Participation Rates of High School Graduates

Table 1. Headcount and participation rates of high school graduates who enroll at Mesa College 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		Grads	% Change		Avg %		
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%						
City Feeder	Crawford Ed Complex	208	26	13%	220	29	13%	236	56	24%	193	30	16%	189	29	15%	-9%	12%	16%						
	Gompers Prep	0	0	--	0	0	--	0	0	--	0	0	--	71	1	1%	---	---	---						
	Hoover	273	19	7%	343	46	13%	322	63	20%	311	56	18%	292	49	17%	7%	158%	15%						
	Lincoln	200	9	5%	251	22	9%	354	45	13%	389	33	8%	316	40	13%	58%	344%	10%						
	Morse	446	15	3%	447	18	4%	442	43	10%	380	33	9%	381	57	15%	-15%	280%	8%						
	San Diego Ed Complex	386	28	7%	393	21	5%	452	57	13%	485	51	11%	422	42	10%	9%	50%	9%						
	San Diego SCPA	161	19	12%	179	20	11%	169	21	12%	181	21	12%	168	30	18%	4%	58%	13%						
Mesa Feeder	Charter School of SD	339	92	27%	341	77	23%	436	86	20%	479	101	21%	559	98	18%	65%	7%	21%						
	Clairemont	232	85	37%	243	100	41%	250	103	41%	278	109	39%	230	88	38%	-1%	4%	39%						
	Kearny Ed Complex	302	135	45%	292	136	47%	331	148	45%	319	143	45%	381	189	50%	26%	40%	46%						
	La Jolla	358	62	17%	384	72	19%	338	64	19%	359	61	17%	374	54	14%	4%	-13%	17%						
	Madison	229	109	48%	199	68	34%	224	96	43%	247	86	35%	224	85	38%	-2%	-22%	40%						
	Mark Twain	61	24	39%	207	30	14%	208	17	8%	187	18	10%	226	30	13%	270%	25%	13%						
	Mission Bay	287	66	23%	310	62	20%	266	74	28%	277	64	23%	311	95	31%	8%	44%	25%						
	Patrick Henry	447	44	10%	447	46	10%	471	59	13%	503	52	10%	484	46	10%	8%	5%	11%						
Point Loma	400	100	25%	369	90	24%	402	106	26%	424	135	32%	408	84	21%	2%	-16%	26%							
Miramar Feeder	Mira Mesa	505	74	15%	504	102	20%	598	143	24%	593	82	14%	552	79	14%	9%	7%	17%						
	Scripps Ranch	479	65	14%	476	76	16%	494	93	19%	531	89	17%	579	102	18%	21%	57%	17%						
	Serra	395	86	22%	417	112	27%	397	85	21%	365	106	29%	406	115	28%	3%	34%	25%						
	University City	418	91	22%	378	97	26%	401	97	24%	416	103	25%	387	90	23%	-7%	-1%	24%						
<b>District Feeder Total</b>		<b>6,126</b>	<b>1,149</b>	<b>19%</b>	<b>6,400</b>	<b>1,224</b>	<b>19%</b>	<b>6,791</b>	<b>1,456</b>	<b>21%</b>	<b>6,917</b>	<b>1,373</b>	<b>20%</b>	<b>6,960</b>	<b>1,403</b>	<b>20%</b>	<b>14%</b>	<b>22%</b>	<b>20%</b>						
Non-Feeder High Schools	Abraxas	151	9	6%	109	7	6%	147	7	5%	123	7	6%	98	8	8%	-35%	-11%	6%						
	Bonita Vista	531	14	3%	549	12	2%	536	23	4%	497	16	3%	541	20	4%	2%	43%	3%						
	Castle Park	395	5	1%	366	3	1%	352	22	6%	294	19	6%	260	6	2%	-34%	20%	3%						
	Chula Vista	542	12	2%	574	15	3%	567	51	9%	510	25	5%	538	29	5%	-1%	142%	5%						
	Coronado	226	14	6%	254	28	11%	261	34	13%	277	33	12%	248	32	13%	10%	129%	11%						
	Del Norte	0	0	--	0	0	--	0	0	--	1	0	0%	243	23	9%	---	---	---						
	Eastlake	628	0	0%	602	1	0%	555	5	1%	502	21	4%	512	13	3%	-18%	---	1%						
	Grossmont	465	4	1%	451	7	2%	518	12	2%	470	9	2%	519	13	3%	12%	225%	2%						

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

## Mesa College High School to College Pipeline Report

Table 1. Headcount and participation rates of high school graduates who enroll at Mesa College 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	15	3%	458	19	4%	436	16	4%	477	16	3%	469	25	5%	7%	67%	4%				
	Hilltop	477	11	2%	471	7	1%	546	25	5%	467	25	5%	486	23	5%	2%	109%	4%				
	Mar Vista	474	10	2%	506	3	1%	399	20	5%	310	13	4%	337	12	4%	-29%	20%	3%				
	Montgomery	431	2	0%	410	15	4%	366	13	4%	309	8	3%	303	10	3%	-30%	400%	3%				
	Mount Miguel	319	7	2%	296	6	2%	365	9	2%	340	9	3%	327	12	4%	3%	71%	3%				
	Mt. Carmel	495	45	9%	527	67	13%	564	66	12%	547	48	9%	505	47	9%	2%	4%	10%				
	Olympian	2	0	0%	188	0	0%	262	2	1%	329	17	5%	374	13	3%	18,600%	---	3%				
	Otay Ranch	741	0	0%	598	0	0%	615	9	1%	604	30	5%	591	17	3%	-20%	---	2%				
	Poway	700	36	5%	597	29	5%	633	45	7%	676	40	6%	581	51	9%	-17%	42%	6%				
	Ramona	389	14	4%	414	8	2%	398	8	2%	385	23	6%	406	15	4%	4%	7%	3%				
	Rancho Bernardo	686	41	6%	643	45	7%	665	53	8%	680	49	7%	546	42	8%	-20%	2%	7%				
	San Ysidro	464	0	0%	495	4	1%	399	15	4%	408	12	3%	449	13	3%	-3%	---	2%				
	Southwest	429	9	2%	395	3	1%	347	12	3%	337	10	3%	333	10	3%	-22%	11%	2%				
	Sweetwater	598	12	2%	626	25	4%	543	50	9%	489	31	6%	469	33	7%	-22%	175%	6%				
	Torrey Pines	620	21	3%	647	16	2%	610	24	4%	647	10	2%	625	13	2%	1%	-38%	3%				
	West View	533	38	7%	576	56	10%	592	57	10%	577	54	9%	593	43	7%	11%	13%	9%				
<b>Non-Feeder Total</b>		<b>10,736</b>	<b>319</b>	<b>3%</b>	<b>10,752</b>	<b>376</b>	<b>3%</b>	<b>10,676</b>	<b>578</b>	<b>5%</b>	<b>10,256</b>	<b>525</b>	<b>5%</b>	<b>10,353</b>	<b>523</b>	<b>5%</b>	<b>-4%</b>	<b>64%</b>	<b>4%</b>				
Other High Schools	Foreign School	---	48	---	---	63	---	---	71	---	---	67	---	---	60	---	---	25%	---				
	Other	---	431	---	---	441	---	---	580	---	---	575	---	---	621	---	---	44%	---				
	Out of State	---	139	---	---	134	---	---	109	---	---	106	---	---	110	---	---	-21%	---				
	San Diego County	---	44	---	---	38	---	---	74	---	---	43	---	---	39	---	---	-11%	---				
	<b>Other Total</b>	---	<b>662</b>	---	---	<b>676</b>	---	---	<b>834</b>	---	---	<b>791</b>	---	---	<b>830</b>	---	---	<b>25%</b>	---				
<b>Total</b>		---	<b>2,130</b>	---	---	<b>2,276</b>	---	---	<b>2,868</b>	---	---	<b>2,689</b>	---	---	<b>2,756</b>	---	---	<b>29%</b>	---				

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 Mesa College 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%	---
1.6-1.9	2%	1%	1%	1%	1%	1%	-13%
2.0-2.5	20%	22%	19%	21%	21%	21%	39%
2.6-3.0	35%	33%	34%	35%	34%	34%	30%
3.1-3.5	28%	28%	30%	29%	30%	29%	42%
Over 3.5	15%	15%	16%	14%	14%	15%	23%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>34%</b>
Students Who Reported GPA	1,905	2,073	2,601	2,438	2,550	11,567	34%
<b>Total of All Students</b>	<b>2,130</b>	<b>2,276</b>	<b>2,868</b>	<b>2,689</b>	<b>2,756</b>	<b>12,719</b>	<b>29%</b>

Source: SDCCD Information System

Note. High School GPA is self-reported on students' college applications. On average, across five years 9% 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

	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)		08/09-12/13 Re-Enroll	
	N	%	N	%	N	%	N	%	N	%	N	%	% Change	Avg %		
<b>District Feeder</b>	<b>1,094</b>	<b>17%</b>	<b>1,117</b>	<b>18%</b>	<b>968</b>	<b>17%</b>	<b>885</b>	<b>15%</b>	<b>834</b>	<b>14%</b>	<b>117</b>	<b>14%</b>	<b>-24%</b>	<b>-38%</b>	<b>17%</b>	
<b>Non-Feeder</b>	<b>81</b>	<b>10%</b>	<b>83</b>	<b>11%</b>	<b>54</b>	<b>19%</b>	<b>46</b>	<b>13%</b>	<b>4</b>	<b>50%</b>	<b>2</b>	<b>50%</b>	<b>-95%</b>	<b>-75%</b>	<b>13%</b>	
Other/Unreported	192	2%	191	2%	186	3%	224	2%	250	6%	16	6%	30%	300%	3%	
<b>Grand Total</b>	<b>1,367</b>	<b>15%</b>	<b>1,391</b>	<b>16%</b>	<b>1,208</b>	<b>15%</b>	<b>1,155</b>	<b>13%</b>	<b>1,088</b>	<b>12%</b>	<b>135</b>	<b>12%</b>	<b>-20%</b>	<b>-33%</b>	<b>14%</b>	

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 Mesa College. There were no exclusions made to limit the concurrent student cohort to only AP students. Re-enrollment counts exclude students who continue Mesa College 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

- Twenty-seven 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 equal to the five-year average of 27%.
- In terms of ethnic composition, in 2012/13, first-time to college high school graduates were 42% Latino, 28% White, 10% Asian/Pacific Islander, 8% African American, 8% Other ethnicity, 4% Filipino, and less than 1% were American Indian (see Table 4). The proportion of Latino students in 2012/13 (42%) is higher than the five-year average (35%), and the percentage of White students in 2012/13 (28%) is lower than the five-year average (33%). Over five years, the Latino and African American student population increased by 121% and 48%, respectively, while the American Indian and White student populations decreased by 53% and 9%, respectively.
- In 2012/13, over half of the first-time to college high school graduates cited transfer, either with or without their AA/AS, as their educational goal (56%; higher than the five-year average of 52%; see Table 4).
- In 2012/13, 72% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units (comparable to the five-year average of 73%; see Table 5). Fewer than half of the students who enrolled in 6.0-8.9 units (46%; comparable to the five-year average of 45%) and 9.0-11.9 units (44%; comparable to the five-year average of 42%) completed the total number of attempted units. Over half (54%) of the students who were enrolled in school full-time (12+ units) in 2012/13, completed the total number of attempted units (comparable to the five-year average of 53%).
- Nearly three out of four (76%) first-time to college high school graduates at Mesa College persisted from the Fall 2011 term to the following spring term (comparable to the five-year average of 74%), and over half (55%) persisted to a second fall term (higher than the five-year average of 51%; 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	1,875	1,981	2,482	2,529	2,485	11,352	33%
<b>Gender</b>							
Female	48%	47%	49%	45%	49%	48%	36%
Male	52%	53%	51%	55%	51%	52%	29%
Unreported	0%	0%	0%	0%	0%	0%	-100%
<b>Ethnicity</b>							
African American	7%	9%	8%	7%	8%	7%	48%
American Indian	1%	1%	0%	0%	0%	0%	-53%
Asian/Pacific Islander	11%	13%	10%	11%	10%	11%	16%
Filipino	5%	4%	4%	4%	4%	4%	-3%
Latino	25%	28%	38%	40%	42%	35%	121%
White	41%	36%	31%	29%	28%	33%	-9%
Other	3%	5%	7%	8%	8%	6%	290%
Unreported	7%	5%	1%	1%	1%	3%	-77%
<b>First Generation</b>							
First Generation	25%	25%	27%	29%	27%	27%	47%
Not First Generation	75%	75%	73%	71%	73%	73%	28%
<b>Educational Goal</b>							
4 Yr College Student	14%	13%	13%	13%	13%	13%	20%
AA/AS w/out Transfer	3%	5%	5%	5%	5%	5%	100%
BA/BS after Completing AA/AS	40%	41%	43%	45%	47%	43%	56%
BA/BS w/out Completing AA/AS	10%	9%	10%	8%	9%	9%	19%
Basic Skills Improvement	0%	0%	0%	1%	0%	1%	13%
Certificate/License Maintenance	1%	1%	2%	1%	1%	1%	11%
Current Job/Career Advancement	1%	0%	0%	0%	0%	0%	-25%
Educational Development	1%	1%	1%	1%	0%	1%	-65%
HS Diploma/GED Certificate	1%	1%	0%	1%	1%	1%	8%
New Career Preparation	7%	7%	8%	7%	7%	7%	41%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	-75%
Voc Cert/Degree w/out Transfer	1%	1%	1%	1%	1%	1%	44%
Undecided	21%	20%	18%	17%	16%	18%	-1%
Unreported	0%	0%	0%	0%	0%	0%	---

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%	<b>74%</b>				
		3.0 - 5.9 Units	40%	4%	<b>56%</b>			
		6.0 - 8.9 Units	28%	2%	24%	<b>46%</b>		
		9.0 - 11.9 Units	19%	3%	21%	20%	<b>37%</b>	
		12.0 + Units	9%	1%	8%	11%	18%	<b>53%</b>
	2009/10	0.1 - 2.9 Units	25%	<b>75%</b>				
		3.0 - 5.9 Units	35%	1%	<b>64%</b>			
		6.0 - 8.9 Units	29%	1%	26%	<b>44%</b>		
		9.0 - 11.9 Units	17%	2%	13%	26%	<b>41%</b>	
		12.0 + Units	10%	1%	8%	12%	18%	<b>51%</b>
	2010/11	0.1 - 2.9 Units	27%	<b>73%</b>				
		3.0 - 5.9 Units	31%	3%	<b>66%</b>			
		6.0 - 8.9 Units	27%	2%	25%	<b>46%</b>		
		9.0 - 11.9 Units	16%	1%	19%	21%	<b>42%</b>	
		12.0 + Units	8%	1%	7%	10%	20%	<b>54%</b>
	2011/12	0.1 - 2.9 Units	30%	<b>70%</b>				
		3.0 - 5.9 Units	41%	3%	<b>56%</b>			
		6.0 - 8.9 Units	26%	2%	28%	<b>44%</b>		
		9.0 - 11.9 Units	17%	2%	16%	21%	<b>44%</b>	
		12.0 + Units	6%	1%	7%	15%	20%	<b>51%</b>
2012/13	0.1 - 2.9 Units	28%	<b>72%</b>					
	3.0 - 5.9 Units	37%	3%	<b>60%</b>				
	6.0 - 8.9 Units	23%	3%	28%	<b>46%</b>			
	9.0 - 11.9 Units	17%	1%	17%	21%	<b>44%</b>		
	12.0 + Units	7%	1%	8%	12%	18%	<b>54%</b>	
<b>Five-Year Average</b>		--	<b>73%</b>	<b>61%</b>	<b>45%</b>	<b>42%</b>	<b>53%</b>	
<b>08/09-12/13 % Change</b>		--	<b>-16%</b>	<b>31%</b>	<b>80%</b>	<b>92%</b>	<b>20%</b>	

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	1,237	864	70%	565	46%
2008	1,227	895	73%	628	51%
2009	1,284	952	74%	678	53%
2010	1,703	1,246	73%	846	50%
2011	1,826	1,394	76%	997	55%
<b>Total/Five-Year Avg</b>	<b>7,277</b>	<b>5,351</b>	<b>74%</b>	<b>3,714</b>	<b>51%</b>

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 Mesa College (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 (79% each; see Tables 7-9). Overall, the percentages of students who completed an assessment test in reading, writing, and math increased steadily between 2010/11 and 2012/13.
- In 2012/13, over half (53%) of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level, and 39% placed at basic skills (equal to the three-year averages of 53% and 39%, respectively; 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 (64%; comparable to the three-year average of 65%; see Table 8).
- The majority of first-time to college high school graduates who completed an assessment test in math in 2012/13 placed at basic skills (57%; comparable to the three-year average of 59%; see Table 9).
- In 2012/13 among first-time to college high school graduates who completed an assessment test in ESOL, the vast majority of the students placed four to five levels below English transfer level (ESOL levels 19 and 20, 85%), which is higher than the three-year average of 62% (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	1,580	63%	1,830	76%	1,972	79%	5,382	73%	25%
	Not Tested	919	37%	593	24%	519	21%	2,031	27%	-44%
	<b>Total Students</b>	<b>2,499</b>	<b>100%</b>	<b>2,423</b>	<b>100%</b>	<b>2,491</b>	<b>100%</b>	<b>7,413</b>	<b>100%</b>	<b>0%</b>
Distribution of Students Who Took a Test	Transfer/Associate Level	839	53%	963	53%	1,046	53%	2,848	53%	25%
	Basic Skills	599	38%	714	39%	761	39%	2,074	39%	27%
	Need English Advising	120	8%	117	6%	126	6%	363	7%	5%
	Take ESOL Test	22	1%	36	2%	39	2%	97	2%	77%
	<b>Total Tested</b>	<b>1,580</b>	<b>100%</b>	<b>1,830</b>	<b>100%</b>	<b>1,972</b>	<b>100%</b>	<b>5,382</b>	<b>100%</b>	<b>25%</b>

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	1,580	63%	1,830	76%	1,972	79%	5,382	73%	25%
	Not Tested	919	37%	593	24%	519	21%	2,031	27%	-44%
	<b>Total Students</b>	<b>2,499</b>	<b>100%</b>	<b>2,423</b>	<b>100%</b>	<b>2,491</b>	<b>100%</b>	<b>7,413</b>	<b>100%</b>	<b>0%</b>
Distribution of Students Who Took a Test	Transfer/Associate Level	401	25%	449	25%	554	28%	1,404	26%	38%
	Basic Skills	1,037	66%	1,228	67%	1,253	64%	3,518	65%	21%
	Need English Advising	120	8%	117	6%	126	6%	363	7%	5%
	Take ESOL Test	22	1%	36	2%	39	2%	97	2%	77%
	<b>Total Tested</b>	<b>1,580</b>	<b>100%</b>	<b>1,830</b>	<b>100%</b>	<b>1,972</b>	<b>100%</b>	<b>5,382</b>	<b>100%</b>	<b>25%</b>

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	1,637	66%	1,873	77%	1,970	79%	5,480	74%	20%
	Not Tested	862	34%	550	23%	521	21%	1,933	26%	-40%
	<b>Total Students</b>	<b>2,499</b>	<b>100%</b>	<b>2,423</b>	<b>100%</b>	<b>2,491</b>	<b>100%</b>	<b>7,413</b>	<b>100%</b>	<b>0%</b>
Distribution of Students Who Took a Test	Transfer Level	334	20%	428	23%	491	25%	1,253	23%	47%
	Associate Level	223	14%	308	16%	345	18%	876	16%	55%
	Basic Skills	997	61%	1,135	61%	1,121	57%	3,253	59%	12%
	Take Algebra Test	83	5%	2	0%	13	1%	98	2%	-84%
	<b>Total Tested</b>	<b>1,637</b>	<b>100%</b>	<b>1,873</b>	<b>100%</b>	<b>1,970</b>	<b>100%</b>	<b>5,480</b>	<b>100%</b>	<b>20%</b>

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	57	2%	69	3%	69	3%	195	3%	21%
	Not Tested	2,442	98%	2,354	97%	2,422	97%	7,218	97%	-1%
	<b>Total Students</b>	<b>2,499</b>	<b>100%</b>	<b>2,423</b>	<b>100%</b>	<b>2,491</b>	<b>100%</b>	<b>7,413</b>	<b>100%</b>	<b>0%</b>
Distribution of Students Who Took a Test	Level 40	16	28%	12	17%	1	1%	29	15%	-94%
	Level 30	16	28%	21	30%	9	13%	46	24%	-44%
	Level 20	13	23%	16	23%	10	14%	39	20%	-23%
	Level 19	12	21%	20	29%	49	71%	81	42%	308%
	<b>Total Tested</b>	<b>57</b>	<b>100%</b>	<b>69</b>	<b>100%</b>	<b>69</b>	<b>100%</b>	<b>195</b>	<b>100%</b>	<b>21%</b>

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 Mesa College 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 (35% in Fall 2010, 34% in Fall 2011, and 32% 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. (Note that students who placed at the basic skills level with an M30 skill level were considered to be enrolled at their placement level if they enrolled in the associate level MATH 092 course offered at Mesa College, as it requires an M30 skill level.) For those students who placed below basic skills, course enrollment was measured at any placement level.

### Highlight of the Findings

- Forty-three percent 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 the end of their first year at Mesa College (lower than the three-year average of 50%; see Table 11). Of these students that placed in transfer/associate English and enrolled in a course in 2012/13, over half (58%) 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, just over half (51%) enrolled in an English course at their placement level by the end of their first year at Mesa College (lower than the three-year average of 55%; see Table 11).
- By the end of their first year at Mesa College, 55% 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 61%), and 53% of those who placed in associate level math enrolled in a math course at or below their placement level (lower than the three-year average of 62%; see Table 12). Of these students that placed in transfer or associate level math and enrolled in a course in 2012/13, most (95%) took a math course at their placement level.
- Fifty-four percent 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 (lower than the three-year average of 60%; 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	754	444	59%	902	442	49%	984	428	43%	2,640	1,314	50%
Basic Skills	406	262	65%	536	281	52%	511	262	51%	1,453	805	55%
Take ESOL Test/Need Advising	95	56	59%	121	53	44%	122	40	33%	338	149	44%
<b>Total Count/Avg %</b>	<b>1,255</b>	<b>762</b>	<b>61%</b>	<b>1,559</b>	<b>776</b>	<b>50%</b>	<b>1,617</b>	<b>730</b>	<b>45%</b>	<b>4,431</b>	<b>2,268</b>	<b>51%</b>

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	294	189	64%	413	275	67%	469	258	55%	1,176	722	61%
Associate Level	190	137	72%	258	170	66%	282	149	53%	730	456	62%
Basic Skills	744	463	62%	928	578	62%	856	464	54%	2,528	1,505	60%
Take Algebra Test	67	55	82%	2	1	50%	11	9	82%	80	65	81%
<b>Total Count/Avg %</b>	<b>1,295</b>	<b>844</b>	<b>65%</b>	<b>1,601</b>	<b>1,024</b>	<b>64%</b>	<b>1,618</b>	<b>880</b>	<b>54%</b>	<b>4,514</b>	<b>2,748</b>	<b>61%</b>

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.*