



All Colleges High School to College Pipeline Report 2009/10 - 2013/14

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Excerpts from the 2013/14 Findings

Participation Rates

- In 2013/14, 32% of the 2012/13 feeder high school graduates and 11% of the 2012/13 non-feeder high school graduates entered an SDCCD college in the year following high school completion. Both were comparable to the five-year averages of 33% and 11%, respectively.
- Concurrent high school seniors, who were both enrolled at an SDCCD college and attended a District feeder high school in 2012/13, continued their SDCCD enrollment the following year as college-only students at a 16% participation rate.

Matriculation

- A majority of the first-time to college high school graduates completed an assessment test in reading, writing, and math in 2013/14 (74% each for reading and writing, 75% for math).
- In 2013/14, nearly half of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level (49%; equal to the three-year average of 49%), and 40% placed at basic skills (equal to the three-year average of 40%).

Enrollment Patterns

- Sixty-three percent of the Fall 2013 first-time to college high school graduates who placed in transfer/associate level English enrolled in an English course at or below their placement level by the end of their first year at an SDCCD college (comparable to the three-year average of 61%). Of these students that placed in the transfer/associate English level and enrolled in a course in 2013/14, 51% took a course at their placement level.
- By the end of their first year at an SDCCD college, 72% of the Fall 2013 first-time to college high school graduates who placed in transfer level math enrolled in a math course at or below their placement level (comparable to the three-year average of 75%), and 78% of those who placed in associate level math enrolled in a math course at or below their placement level (comparable the three-year average of 76%).

Outcomes

- Over half (55%) of the students who were enrolled in school full-time (12+ units) in 2013/14 completed the total number of attempted units (comparable to the five-year average of 53%).
- Among the Fall 2012 first-time to college high school graduates, approximately four out of five students on average (82%) persisted to the next spring term and nearly two thirds (62%) annually persisted to a second fall term, which is comparable to the five-year average term-to-term (79%) and annual (59%) persistence.

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 high school graduates enter college for the first time. The first section focuses on students' entry into an SDCCD college, and is reported as high school-to-college graduate participation, and concurrent student participation rates. Student characteristics and college enrollment patterns are detailed in Section II; reading, writing, ESOL, and math placements are detailed in Section III; and finally, English and math enrollments by placement level are detailed 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 prior to enrolling at an SDCCD college for the first time. Specifically, unless otherwise noted, this population comprises the following parameters:

- **First-time to college students** are defined as any first-time student who enrolled at an SDCCD college. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and high school students. Additionally, for this study, students attending adult school are excluded.
- **High school graduates** are defined in this study as having 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).
- Students enrolled at an SDCCD college either in the year following high school completion or within four years of high school completion.

Operational Definitions

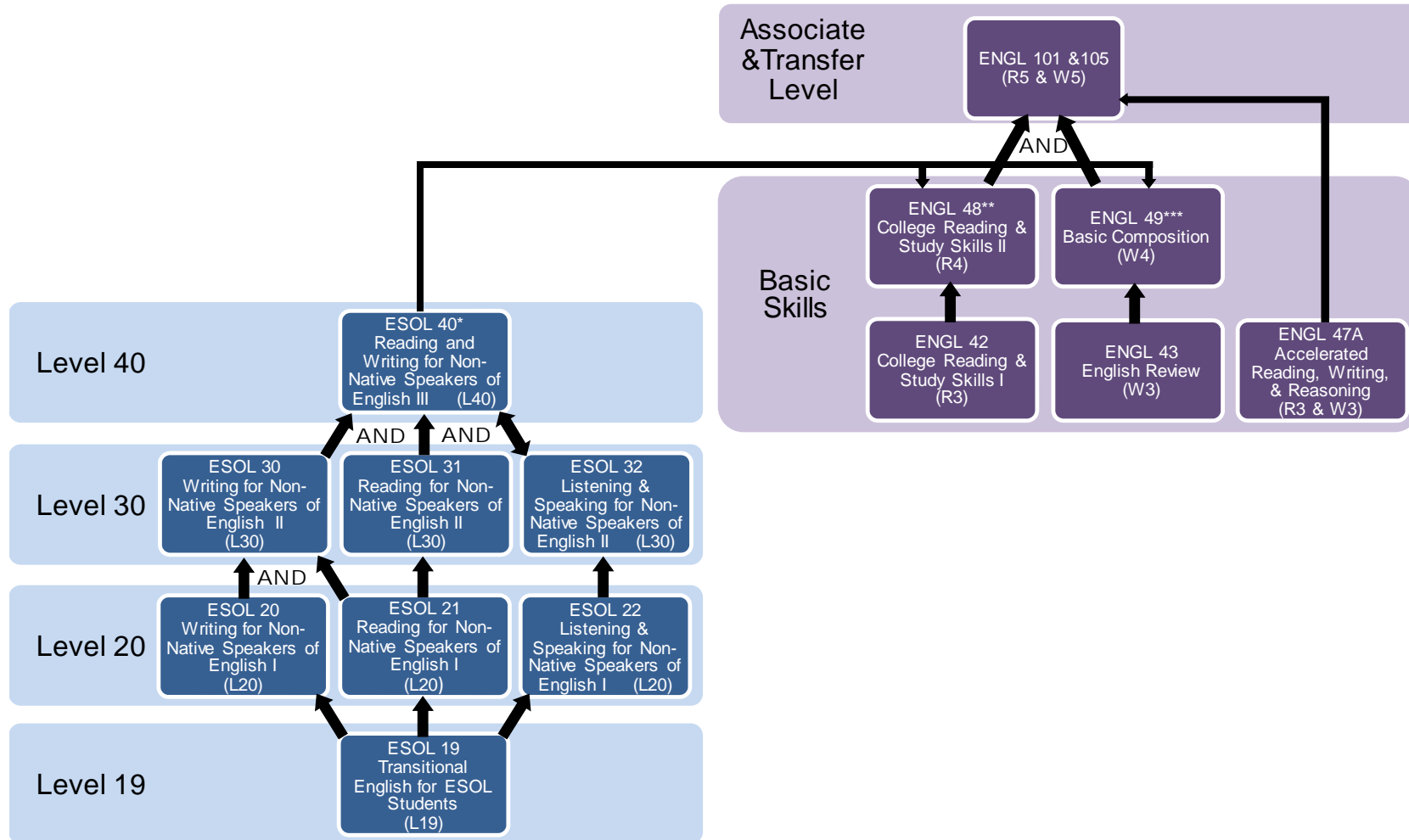
Enrollment: The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, and tutoring classes are excluded, as well as year-long summer in-service classes at Miramar.

Headcount: The individual count of students, or unduplicated headcount. Drops, never attends, and cancelled classes are excluded, as well as year-long summer in-service classes at Miramar.

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.

Placement Sequences

Figure 1. Current English and ESOL placement sequence

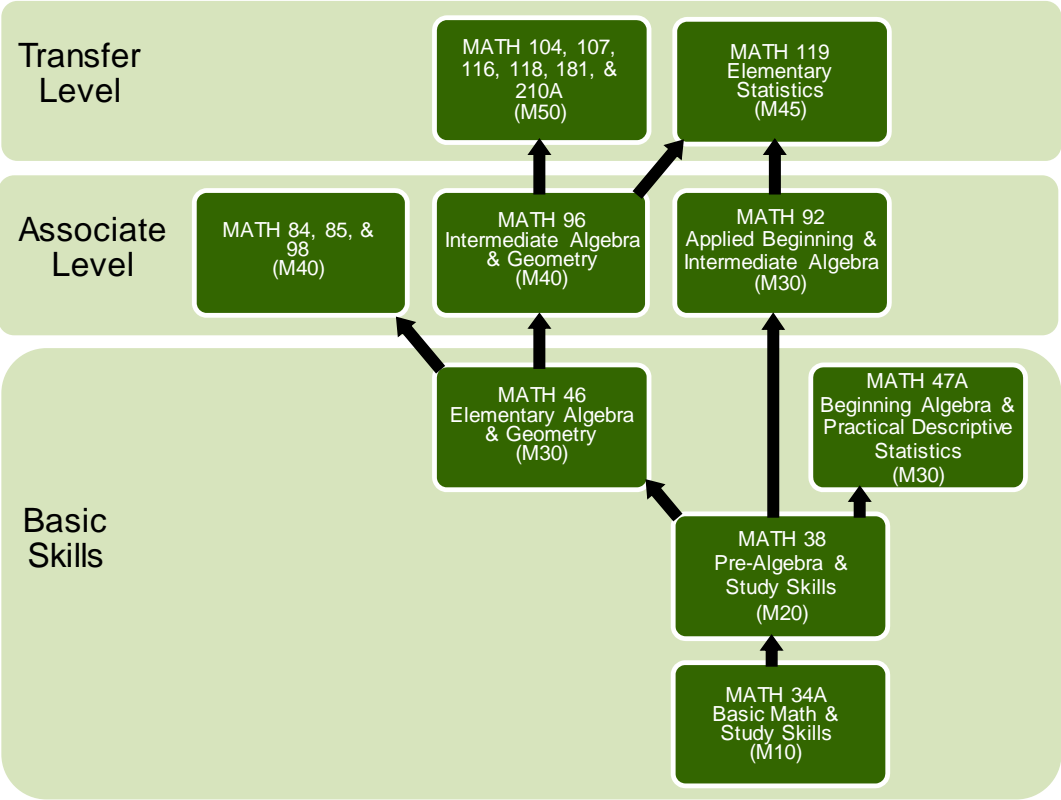


* ESOL 40 requires a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

** ENGL 48 requires a prerequisite skill level L40 AND completion of ESOL 40; or completion of ESOL 32 and 40; or ENGL 42; or skill level R4.

*** ENGL 49 requires a prerequisite skill level L40 AND completion of ESOL 40; or completion of ESOL 32 and 40; or ENGL 43; or skill level W4.

Figure 2. Current math placement sequence



Section I: Entering the Community College Pipeline

This section describes different aspects of high school graduate student entry to the colleges. Student trends are measured across five years, from 2009/10 to 2013/14.

Tables 1 and 2 focus on high school-to-college participation rates and high school GPA among first-time to college high school graduates who enrolled at an SDCCD college in the year following high school completion. 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.

Table 3 tracks high school seniors who were concurrently enrolled at an SDCCD college to the subsequent year to determine the rate of continued participation at one of the credit colleges as college-only students. Students who re-enrolled as concurrent high school students in the subsequent year are excluded from college re-enrollment figures. Results are disaggregated by feeder high schools and provide aggregate totals/averages for non-feeder students as a point of comparison.

Highlight of the Findings

- In 2013/14, 32% of the 2012/13 feeder high school graduates and 11% of the 2012/13 non-feeder high school graduates entered an SDCCD college in the year following high school completion. Both were comparable to the five-year averages of 33% and 11%, 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, Mira Mesa, Clairemont, and Kearny Ed Complex had the top feeder school graduate participation rates (51%, 50%, and 50%, respectively). Mt. Carmel had the top non-feeder graduate participation rate (24%).
- Over half (55%) of the students who enrolled at an SDCCD credit college in 2013/14 following high school completion in 2012/13 (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 57%) and 43% reported that they had earned higher than a 3.0 GPA (comparable to the five-year average of 41%; see Table 2).
- Between 2008/09 and 2012/13, the number of concurrently enrolled seniors declined 39% among feeder students and 84% among non-feeder students. Concurrent high school seniors, enrolled at an SDCCD college and a District feeder high school in 2012/13, continued their SDCCD enrollment the following year as college-only students at a 16% participation rate (see Table 3). This does not include concurrently enrolled non-feeder high school seniors in 2012/13, nor concurrently enrolled seniors in 2012/13 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 SDCCD enrollment the year following high school graduation varied among feeder (16%-22%) and non-feeder school students (14%-30%). However, the 2010/11 senior cohort was the first cohort for which non-feeder participation rates exceeded feeder participation rates the following year. On average over five years, Kearny Ed Complex (60%), Mira Mesa (37%), and Hoover (35%) high schools had the top student participation rates.

College Participation Rates of High School Graduates

Table 1. Headcount and participation rates of high school graduates who enroll at an SDCCD credit college within one year of graduation

		08/09		09/10		09/10		10/11		10/11		11/12		11/12		12/13		12/13		13/14		08/09-12/13		09/10-13/14				
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %			
City Feeder	Crawford Ed Complex	220	73	33%	236	82	35%	193	59	31%	189	67	35%	200	60	30%	-9%	-18%	33%									
	Garfield	190	67	35%	160	70	44%	144	54	38%	139	46	33%	139	36	26%	-27%	-46%	35%									
	Gompers Prep	0	0	--	0	0	--	0	0	--	71	25	35%	81	41	51%	---	---	---									
	Hoover	343	108	31%	322	134	42%	311	106	34%	292	111	38%	324	146	45%	-6%	35%	38%									
	Lincoln	251	95	38%	354	115	32%	389	115	30%	316	119	38%	290	104	36%	16%	9%	34%									
	Morse	447	74	17%	442	88	20%	380	65	17%	381	117	31%	349	92	26%	-22%	24%	22%									
	San Diego Ed Complex	393	129	33%	452	177	39%	485	177	36%	422	129	31%	430	140	33%	9%	9%	34%									
	San Diego SCPA	179	32	18%	169	43	25%	181	35	19%	168	41	24%	178	45	25%	-1%	41%	22%									
Mesa Feeder	Charter School of SD	341	126	37%	436	126	29%	479	154	32%	559	166	30%	526	156	30%	54%	24%	31%									
	Clairemont	243	126	52%	250	133	53%	278	133	48%	230	110	48%	265	128	48%	9%	2%	50%									
	Kearny Ed Complex	292	149	51%	331	154	47%	319	149	47%	381	198	52%	294	164	56%	1%	10%	50%									
	La Jolla	384	90	23%	338	70	21%	359	69	19%	374	71	19%	342	79	23%	-11%	-12%	21%									
	Madison	199	79	40%	224	111	50%	247	107	43%	224	98	44%	230	94	41%	16%	19%	44%									
	Mark Twain	207	41	20%	208	33	16%	187	30	16%	226	43	19%	183	26	14%	-12%	-37%	17%									
	Mission Bay	310	115	37%	266	111	42%	277	97	35%	311	128	41%	273	88	32%	-12%	-23%	38%									
	Patrick Henry	447	65	15%	471	75	16%	503	70	14%	484	67	14%	517	62	12%	16%	-5%	14%									
Point Loma	369	148	40%	402	151	38%	424	163	38%	408	132	32%	441	148	34%	20%	0%	36%										
Miramar Feeder	Mira Mesa	504	267	53%	598	336	56%	593	274	46%	552	283	51%	550	263	48%	9%	-1%	51%									
	Scripps Ranch	476	144	30%	494	167	34%	531	159	30%	579	182	31%	558	124	22%	17%	-14%	29%									
	Serra	417	153	37%	397	122	31%	365	143	39%	406	141	35%	381	85	22%	-9%	-44%	33%									
	University City	378	118	31%	401	130	32%	416	130	31%	387	118	30%	427	133	31%	13%	13%	31%									
District Feeder Total		6,590	2,199	33%	6,951	2,428	35%	7,061	2,289	32%	7,099	2,392	34%	6,978	2,214	32%	6%	1%	33%									
Non-Feeder High Schools	Abraxas	109	17	16%	147	23	16%	123	22	18%	98	19	19%	70	8	11%	-36%	-53%	16%									
	Bonita Vista	549	23	4%	536	43	8%	497	24	5%	541	38	7%	540	38	7%	-2%	65%	6%									
	Castle Park	366	18	5%	352	78	22%	294	63	21%	260	33	13%	372	43	12%	2%	139%	14%									
	Chula Vista	574	63	11%	567	155	27%	510	95	19%	538	98	18%	578	98	17%	1%	56%	18%									
	Coronado	254	50	20%	261	52	20%	277	48	17%	248	45	18%	255	23	9%	0%	-54%	17%									
	Del Norte	0	0	--	0	0	--	1	0	0%	243	44	18%	458	62	14%	---	---	---									
	Eastlake	602	2	0%	555	7	1%	502	25	5%	512	26	5%	670	16	2%	11%	700%	3%									
	Grossmont	451	15	3%	518	29	6%	470	16	3%	519	19	4%	514	19	4%	14%	27%	4%									

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

All Colleges High School to College Pipeline Report

Table 1. Headcount and participation rates of high school graduates who enroll at an SDCCD credit college within one year of graduation (continued)

		08/09		09/10		09/10		10/11		10/11		11/12		11/12		12/13		12/13		13/14		08/09-12/13		09/10-13/14			
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		% Change	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%					
Non-Feeder High Schools, cont.	Helix	458	32	7%	436	27	6%	477	30	6%	469	57	12%	461	23	5%	1%	-28%	7%								
	Hilltop	471	24	5%	546	61	11%	467	50	11%	486	51	10%	495	51	10%	5%	113%	10%								
	Mar Vista	506	35	7%	399	92	23%	310	78	25%	337	68	20%	354	53	15%	-30%	51%	17%								
	Montgomery	410	27	7%	366	66	18%	309	42	14%	303	27	9%	391	43	11%	-5%	59%	12%								
	Mount Miguel	296	18	6%	365	28	8%	340	18	5%	327	25	8%	259	16	6%	-13%	-11%	7%								
	Mt. Carmel	527	141	27%	564	141	25%	547	126	23%	505	120	24%	445	102	23%	-16%	-28%	24%								
	Olympian	188	0	0%	262	3	1%	329	31	9%	374	19	5%	440	13	3%	134%	---	4%								
	Otay Ranch	598	0	0%	615	18	3%	604	52	9%	591	35	6%	627	30	5%	5%	---	4%								
	Poway	597	76	13%	633	89	14%	676	106	16%	581	101	17%	537	93	17%	-10%	22%	15%								
	Ramona	414	12	3%	398	14	4%	385	26	7%	406	30	7%	367	27	7%	-11%	125%	6%								
	Rancho Bernardo	643	83	13%	665	109	16%	680	83	12%	546	81	15%	489	81	17%	-24%	-2%	14%								
	San Ysidro	495	26	5%	399	69	17%	408	46	11%	449	62	14%	506	52	10%	2%	100%	11%								
	Southwest	395	25	6%	347	63	18%	337	55	16%	333	55	17%	367	53	14%	-7%	112%	14%								
	Sweetwater	626	71	11%	543	130	24%	489	105	21%	469	108	23%	643	117	18%	3%	65%	19%								
	Torrey Pines	647	25	4%	610	28	5%	647	13	2%	625	16	3%	592	15	3%	-9%	-40%	3%								
	West View	576	116	20%	592	120	20%	577	111	19%	593	106	18%	567	117	21%	-2%	1%	20%								
Non-Feeder Total		10,752	899	8%	10,676	1,445	14%	10,256	1,265	12%	10,353	1,283	12%	10,997	1,193	11%	2%	33%	11%								
Other High Schools	Foreign School	---	97	---	---	94	---	---	91	---	---	79	---	---	77	---	---	-21%	---								
	Other	---	681	---	---	833	---	---	804	---	---	884	---	---	857	---	---	26%	---								
	Out of State	---	197	---	---	168	---	---	160	---	---	167	---	---	183	---	---	-7%	---								
	San Diego County	---	143	---	---	146	---	---	78	---	---	62	---	---	77	---	---	-46%	---								
	Other Total	---	1,118	---	---	1,241	---	---	1,133	---	---	1,192	---	---	1,194	---	---	---	7%	---							
Total		---	4,216	---	---	5,114	---	---	4,687	---	---	4,867	---	---	4,601	---	---	---	9%	---							

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, 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, Mt. Everest, Preuss, San Diego MET, etc.), private schools, and schools with no/unreported/invalid SDCCD or CDE data (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.

Note. Students who enrolled in the year following high school completion are first-time to college high school graduates.

High School GPA of College-Enrolled High School Graduates

Table 2. High School GPA of high school graduates who enroll at an SDCCD credit college within one year of graduation

	09/10 Entrants	10/11 Entrants	11/12 Entrants	12/13 Entrants	13/14 Entrants	Five-Year Avg/Total	09/10-13/14 % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	33%
1.6-1.9	1%	1%	1%	2%	2%	1%	33%
2.0-2.5	25%	22%	23%	23%	20%	22%	-8%
2.6-3.0	34%	34%	36%	34%	35%	35%	16%
3.1-3.5	27%	28%	28%	29%	29%	28%	21%
Over 3.5	13%	15%	12%	13%	14%	13%	19%
Total	100%	100%	100%	100%	100%	100%	12%
Students Who Reported GPA	3,735	4,557	4,231	4,452	4,184	21,159	12%
Total of All Students	4,216	5,114	4,687	4,867	4,601	23,485	9%

Source: SDCCD Information System

Note 1. High School GPA is self-reported on students' college applications. On average, across five years, 10% 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.

Note. Students who enrolled in the year following high school completion are first-time to college high school graduates.

Participation Rates of Concurrent Students

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

		08/09 Seniors (Concur)		09/10 Re-Enroll		09/10 Seniors (Concur)		10/11 Re-Enroll		10/11 Seniors (Concur)		11/12 Re-Enroll		11/12 Seniors (Concur)		12/13 Re-Enroll		12/13 Seniors (Concur)		13/14 Re-Enroll		08/09-12/13 Seniors (Concur)		09/10-13/14 Re-Enroll	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg %	
City Feeder	Crawford Ed Complex	5	1	20%	9	2	22%	3	1	33%	3	0	0%	0	0	0%	0	0	0%	0	0	0%	-100%	-100%	20%
	Garfield	137	14	10%	78	21	27%	52	15	29%	43	8	19%	29	5	17%	5	17%	5	17%	5	17%	-79%	-64%	19%
	Hoover	7	1	14%	11	5	45%	0	0	0%	1	1	100%	1	0	0%	0	0%	0	0%	0	0%	-86%	-100%	35%
	Lincoln	8	3	38%	9	2	22%	2	0	0%	13	4	31%	0	0	0%	0	0%	0	0%	0	0%	-100%	-100%	28%
	Morse	74	5	7%	59	6	10%	41	3	7%	35	7	20%	32	3	9%	3	9%	3	9%	3	9%	-57%	-40%	10%
	San Diego Ed Complex	118	27	23%	64	13	20%	32	2	6%	3	0	0%	3	1	33%	1	33%	1	33%	1	33%	-97%	-96%	20%
	San Diego SCPA	9	2	22%	3	1	33%	2	0	0%	2	1	50%	0	0	0%	0	0%	0	0%	0	0%	-100%	-100%	25%
Mesa Feeder	Charter School of SD	10	2	20%	10	3	30%	4	2	50%	1	0	0%	0	0	0%	0	0	0	0	0	0%	-100%	-100%	28%
	Clairemont	80	29	36%	79	30	38%	49	9	18%	59	15	25%	35	2	6%	2	6%	2	6%	2	6%	-56%	-93%	28%
	John Muir	1	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0%	0	0	0	0%	-100%	---	0%
	Kearny Ed Complex	145	75	52%	99	53	54%	89	61	69%	72	43	60%	86	64	74%	64	74%	64	74%	64	74%	-41%	-15%	60%
	La Jolla	140	12	9%	141	15	11%	110	6	5%	85	1	1%	107	6	6%	6	6%	6	6%	6	6%	-24%	-50%	7%
	Madison	49	11	22%	58	15	26%	27	9	33%	26	1	4%	28	3	11%	3	11%	3	11%	3	11%	-43%	-73%	21%
	Mark Twain High	56	10	18%	30	6	20%	79	14	18%	78	13	17%	108	13	12%	108	13	12%	108	13	12%	93%	30%	16%
	Mission Bay	20	3	15%	6	2	33%	1	1	100%	17	4	24%	1	0	0%	1	0	0%	1	0	0%	-95%	-100%	22%
	Patrick Henry	75	6	8%	96	11	11%	109	5	5%	122	7	6%	66	5	8%	5	8%	5	8%	5	8%	-12%	-17%	7%
	Point Loma	163	38	23%	115	26	23%	145	22	15%	125	15	12%	138	20	14%	138	20	14%	138	20	14%	-15%	-47%	18%
San Diego MET	77	6	8%	47	1	2%	48	2	4%	36	9	25%	15	1	7%	15	1	7%	15	1	7%	-81%	-83%	9%	
Miramar Feeder	Mira Mesa	88	38	43%	100	32	32%	55	14	25%	28	14	50%	19	8	42%	8	42%	8	42%	8	42%	-78%	-79%	37%
	Scripps Ranch	124	15	12%	102	19	19%	127	6	5%	153	13	8%	143	6	4%	143	6	4%	143	6	4%	15%	-60%	9%
	Serra	99	33	33%	90	13	14%	69	17	25%	38	7	18%	34	4	12%	34	4	12%	34	4	12%	-66%	-88%	22%
	University City	61	6	10%	68	9	13%	62	8	13%	51	4	8%	94	10	11%	94	10	11%	94	10	11%	54%	67%	11%
District Feeder Total		1,546	337	22%	1,274	285	22%	1,106	197	18%	991	167	17%	939	151	16%	939	151	16%	939	151	16%	-39%	-55%	19%
Non-Feeder Total		315	43	14%	245	47	19%	139	27	19%	64	19	30%	50	12	24%	50	12	24%	50	12	24%	-84%	-72%	18%
Other/Unreported		204	5	2%	192	8	4%	236	7	3%	248	15	6%	98	25	26%	98	25	26%	98	25	26%	-52%	400%	6%
Grand Total		2,065	385	19%	1,711	340	20%	1,481	231	16%	1,303	201	15%	1,087	188	17%	1,087	188	17%	1,087	188	17%	-47%	-51%	18%

Source: SDCCD Information System

Note 1. The concurrent student cohort comprises all self-reported seniors at a District feeder or non-feeder who are also enrolled at an SDCCD credit college. There are no exclusions that limit the concurrent student cohort to only AP students. Re-enrollment counts exclude students who continue SDCCD enrollment as concurrent students.

Note 2. Students are unduplicated within each year. SDSU, UCSD, tutoring, cancelled classes, and year-long summer in-service classes at Miramar 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

Note. Students are high school seniors and are currently enrolled at an SDCCD college.

Section II: Student Characteristics and Enrollments

This section describes different student characteristics and enrollment patterns among first-time to college high school graduates who enrolled at an SDCCD college within four years of high school completion. Headcount, gender, ethnicity, first generation to college, and student educational goals of the first-time to college high school graduates are measured between 2009/10 and 2013/14 (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 the same five years are displayed among first-time to college high school graduates in Table 5. The longitudinal term and annual persistence of the Fall 2008 to Fall 2012 cohorts of first-time to college high school graduates are displayed in Table 6.

Highlight of the Findings

- Thirty-one percent of the 2013/14 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 31%.
- In terms of ethnic composition in 2013/14, first-time to college high school graduates were 48% Latino, 23% White, 8% African American, 8% Asian/Pacific Islander, 7% “Other” ethnicities, 5% Filipino, and less than 1% were American Indian (see Table 4). The proportions of all ethnic groups in 2013/14 are equal to, or comparable to, the five-year average for the same group. Over five years, the Latino student population increased by 50%, while the American Indian student population decreased by 52%.
- In 2013/14, over half of the first-time to college high school graduates cited transfer, either with or without their AA/AS, as their educational goal (54%; comparable to the five-year average of 51%; see Table 4).
- In 2013/14, 78% 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 77%), while fewer than half of the students who enrolled in 6.0-8.9 units and 9.0-11.9 units completed the total number of attempted units (47% and 43%, respectively; equal to the five-year averages of 47% and 43%; see Table 5). Over half (55%) of the students who were enrolled in school full-time (12+ units) in 2013/14 completed the total number of attempted units (comparable to the five-year average of 53%).
- Among the Fall 2012 first-time to college high school graduates, approximately four out of five students on average (82%) persisted to the next spring term and nearly two thirds (62%) annually persisted to a second fall term, which is comparable to the five-year average term-to-term (79%) and annual (59%) persistence (see Table 6).

Student Characteristics

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

	2009/10	2010/11	2011/12	2012/13	2013/14	Total/ Five-Year Avg	09/10-13/14 % Change
Total N of Students	4,213	5,098	4,829	5,012	4,791	23,943	14%
Gender							
Female	47%	47%	47%	48%	49%	48%	18%
Male	53%	53%	53%	52%	51%	52%	10%
Unreported	0%	0%	0%	0%	0%	0%	-100%
Ethnicity							
African American	10%	8%	7%	8%	8%	8%	-10%
American Indian	0%	0%	0%	0%	0%	0%	-52%
Asian/Pacific Islander	10%	9%	9%	8%	8%	9%	-1%
Filipino	6%	5%	5%	5%	5%	5%	-5%
Latino	36%	45%	47%	48%	48%	45%	50%
White	29%	25%	24%	22%	23%	25%	-9%
Other	5%	6%	7%	7%	7%	6%	67%
Unreported	5%	1%	1%	1%	1%	2%	-70%
First Generation							
First Generation	30%	31%	31%	31%	31%	31%	18%
Not First Generation	70%	69%	69%	69%	69%	69%	12%
Unreported	0%	0%	0%	0%	0%	0%	-100%
Educational Goal							
4 Yr College Student	11%	12%	12%	12%	11%	12%	16%
AA/AS w/out Transfer	5%	5%	5%	6%	5%	5%	10%
BA/BS after Completing AA/AS	41%	42%	43%	44%	45%	43%	25%
BA/BS w/out Completing AA/AS	7%	8%	7%	8%	9%	8%	56%
Basic Skills Improvement	1%	1%	1%	1%	1%	1%	7%
Certificate/License Maintenance	1%	2%	1%	1%	1%	1%	5%
Current Job/Career Advancement	1%	0%	0%	0%	0%	1%	-57%
Educational Development	1%	1%	1%	0%	1%	1%	-14%
HS Diploma/GED Certificate	1%	0%	0%	1%	0%	0%	-33%
New Career Preparation	9%	9%	9%	9%	8%	9%	-4%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	-50%
Voc Cert/Degree w/out Transfer	1%	1%	1%	1%	1%	1%	6%
Undecided	20%	18%	18%	17%	17%	18%	-8%
Unreported	0%	0%	0%	0%	0%	0%	-92%

Source: SDCCD Information System

Note. Students who enrolled within four years of high school completion are first-time to college high school graduates.

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	2009/10	0.1 - 2.9 Units	23%	77%			
		3.0 - 5.9 Units	31%	3%	67%		
		6.0 - 8.9 Units	27%	2%	25%	46%	
		9.0 - 11.9 Units	16%	3%	17%	21%	42%
		12.0 + Units	9%	1%	8%	12%	20%
	2010/11	0.1 - 2.9 Units	22%	78%			
		3.0 - 5.9 Units	32%	2%	66%		
		6.0 - 8.9 Units	25%	2%	24%	49%	
		9.0 - 11.9 Units	18%	2%	17%	22%	42%
		12.0 + Units	8%	1%	8%	11%	19%
	2011/12	0.1 - 2.9 Units	24%	76%			
		3.0 - 5.9 Units	42%	3%	55%		
		6.0 - 8.9 Units	24%	3%	27%	47%	
		9.0 - 11.9 Units	16%	3%	16%	20%	45%
		12.0 + Units	7%	1%	7%	13%	19%
	2012/13	0.1 - 2.9 Units	24%	76%			
		3.0 - 5.9 Units	35%	4%	61%		
		6.0 - 8.9 Units	23%	4%	25%	48%	
		9.0 - 11.9 Units	15%	1%	17%	23%	44%
		12.0 + Units	7%	1%	8%	11%	18%
2013/14	0.1 - 2.9 Units	22%	78%				
	3.0 - 5.9 Units	35%	3%	62%			
	6.0 - 8.9 Units	25%	2%	26%	47%		
	9.0 - 11.9 Units	16%	1%	16%	24%	43%	
	12.0 + Units	7%	1%	7%	11%	19%	55%
Five-Year Average		--	77%	63%	47%	43%	53%
09/10-13/14 % Change		--	-19%	-20%	13%	16%	43%

Source: SDCCD Information System

Note. Tutoring and non-graded courses are excluded. Percentage change is based on counts.

Note. Students who enrolled within four years of high school completion are first-time to college high school graduates.

Persistence

Table 6. Term and annual persistence

Fall Cohorts		Term Persistence		Annual Persistence	
2008	2,645	1,967	74%	1,436	54%
2009	2,659	2,068	78%	1,541	58%
2010	3,337	2,631	79%	1,897	57%
2011	3,457	2,825	82%	2,137	62%
2012	3,535	2,884	82%	2,195	62%
Total/Five-Year Avg	15,633	12,375	79%	9,206	59%

Source: SDCCD Information System

Note. Students who enrolled within four years of high school completion are first-time to college high school graduates.

Section III: College Placement of Incoming Students

This section of the report looks at the placement levels of first-time to college high school graduates who applied to an SDCCCD college within four years of high school completion. It is possible that a student can apply and take the placement test, but not register for classes. The placement information, therefore, may differ from enrollment information. Note that the English and math placement sequences may change from year to year; therefore, data are represented by current placement level categories (see Figures 1 and 2 in the Course Sequences section). Additionally, students are categorized as ‘tested’ or ‘not tested’ based on the following parameters:

- **Total Tested** – This group includes students who completed an assessment test or submitted their scores from a standardized test (e.g., SAT, ACT, EAP, EPT, and ELM).
- **Not Tested** – This group includes students who did not complete an assessment test. Additionally, this group includes students that received a placement level from degree completion, transfer work, or course completion.

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 2013/14 (74% each for reading and writing, 75% for math; see Tables 7-8 and Table 10). The percentages of students who completed reading, writing, and math assessment tests displayed little variation over the past three years.
- In 2013/14, nearly half of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level (49%; equal to the three-year average of 49%), and 40% placed at basic skills (equal to the three-year average of 40%; see Table 7).
- In 2013/14, 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).
- In 2013/14, among first-time to college high school graduates who completed an assessment test in ESOL, 73% of the students placed four to five levels below English transfer level (ESOL levels 19 and 20), which is comparable to the three-year average of 71% (see Table 9).
- The majority of first-time to college high school graduates who completed an assessment test in math in 2013/14 placed at basic skills (64%; comparable to the three-year average of 63%; see Table 10).

Reading and Writing Placement

Table 7. Reading placement

		2011/12		2012/13		2013/14		2011/12 - 2013/14		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	4,208	73%	4,607	78%	4,381	74%	13,196	75%	4%
	Not Tested	1,519	27%	1,337	22%	1,544	26%	4,400	25%	2%
	Total Students	5,727	100%	5,944	100%	5,925	100%	17,596	100%	3%
Distribution of Students Who Took a Test	Transfer/Associate Level	2,055	49%	2,264	49%	2,136	49%	6,455	49%	4%
	Basic Skills	1,720	41%	1,822	40%	1,754	40%	5,296	40%	2%
	Need English Advising	319	8%	408	9%	396	9%	1,123	9%	24%
	Take ESOL Test	114	3%	113	2%	95	2%	322	2%	-17%
	Total Tested	4,208	100%	4,607	100%	4,381	100%	13,196	100%	4%

Source: SDCCD Information System

Table 8. Writing placement

		2011/12		2012/13		2013/14		2011/12 - 2013/14		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	4,206	73%	4,607	78%	4,382	74%	13,195	75%	4%
	Not Tested	1,521	27%	1,337	22%	1,543	26%	4,401	25%	1%
	Total Students	5,727	100%	5,944	100%	5,925	100%	17,596	100%	3%
Distribution of Students Who Took a Test	Transfer/Associate Level	947	23%	1,128	24%	1,084	25%	3,159	24%	14%
	Basic Skills	2,826	67%	2,958	64%	2,807	64%	8,591	65%	-1%
	Need English Advising	319	8%	408	9%	396	9%	1,123	9%	24%
	Take ESOL Test	114	3%	113	2%	95	2%	322	2%	-17%
	Total Tested	4,206	100%	4,607	100%	4,382	100%	13,195	100%	4%

Source: SDCCD Information System

Note. Students who applied within four years of high school completion are first-time to college high school graduates.

ESOL Placement

Table 9. ESOL placement

		2011/12		2012/13		2013/14		2011/12 - 2013/14		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	184	3%	172	3%	191	3%	547	3%	4%
	Not Tested	5,543	97%	5,772	97%	5,734	97%	17,049	97%	3%
	Total Students	5,727	100%	5,944	100%	5,925	100%	17,596	100%	3%
Distribution of Students Who Took a Test	Level 40	24	13%	6	3%	18	9%	48	9%	-25%
	Level 30	59	32%	18	10%	33	17%	110	20%	-44%
	Level 20	34	18%	21	12%	16	8%	71	13%	-53%
	Level 19	67	36%	127	74%	124	65%	318	58%	85%
	Total Tested	184	100%	172	100%	191	100%	547	100%	4%

Source: SDCCD Information System

Math Placement

Table 10. Math placement

		2011/12		2012/13		2013/14		2011/12 - 2013/14		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	4,288	75%	4,600	77%	4,442	75%	13,330	76%	4%
	Not Tested	1,439	25%	1,344	23%	1,483	25%	4,266	24%	3%
	Total Students	5,727	100%	5,944	100%	5,925	100%	17,596	100%	3%
Distribution of Students Who Took a Test	Transfer Level	887	21%	1,043	23%	1,027	23%	2,957	22%	16%
	Associate Level	642	15%	690	15%	566	13%	1,898	14%	-12%
	Basic Skills	2,756	64%	2,854	62%	2,848	64%	8,458	63%	3%
	Take Algebra Test	3	0%	13	0%	1	0%	17	0%	-67%
	Total Tested	4,288	100%	4,600	100%	4,442	100%	13,330	100%	4%

Source: SDCCD Information System

Note. Students who applied within four years of high school completion are first-time to college high school graduates.

Section IV: Course Enrollment by Placement

This section longitudinally tracks English and math enrollments by placement level among three cohorts of **first-time to college high school graduates who enrolled at an SDCCD college within four years of high school completion** (see Tables 11 and 12). First-time students who remained enrolled in an English or math sequence course as of official census in Fall 2011, 2012, or 2013 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 Placement Sequences section) and **only students who tested (i.e., completed an assessment test or submitted their scores from a standardized test) were included**. For English cohorts, students were excluded if they did not have skill levels in both reading and writing. Among students who took both tests but did not score in the same placement level, English placement level was measured at the highest placement (32% in Fall 2011, 30% in Fall 2012, and 29% in Fall 2013 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. 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

- Sixty-three percent of the Fall 2013 first-time to college high school graduates who placed in transfer/associate level English enrolled in an English course at or below their placement level by the end of their first year at an SDCCD college (comparable to the three-year average of 61%; see Table 11). Of these students that placed in the transfer/associate English level and enrolled in a course in 2013/14, 51% took a course at their placement level.
- Among Fall 2013 first-time to college high school graduates who placed in basic skills level reading or writing, 71% enrolled in an English course at their placement level by the end of their first year at an SDCCD college (comparable to the three-year average of 69%; see Table 11).
- By the end of their first year at an SDCCD college, 72% of the Fall 2013 first-time to college high school graduates who placed in transfer level math enrolled in a math course at or below their placement level (comparable to the three-year average of 75%), and 78% 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 76%; see Table 12). Of these students that placed in transfer or associate level math and enrolled in a course in 2013/14, most (95%) took a math course at their placement level.
- Seventy-one percent of the Fall 2013 first-time to college high school graduates who placed in basic skills level math enrolled in a math course at their placement level by the end of their first year at an SDCCD college (comparable to 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 11 Cohort	Total Enrolled 2011/12		Fall 12 Cohort	Total Enrolled 2012/13		Fall 13 Cohort	Total Enrolled 2013/14		All Cohorts	Total Enrolled 2011/12-2013/14	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer/Associate Level	1,548	976	63%	1,723	971	56%	1,594	1,008	63%	4,865	2,955	61%
Basic Skills	1,107	780	70%	1,054	694	66%	1,066	757	71%	3,227	2,231	69%
Take ESOL Test/Need Advising	272	139	51%	340	175	51%	306	182	59%	918	496	54%
Total Count/Avg %	2,927	1,895	65%	3,117	1,840	59%	2,966	1,947	66%	9,010	5,682	63%

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 2014 enrollments are not yet available and therefore not included.

Table 12. Math course enrollment by placement level

	Fall 11 Cohort	Total Enrolled 2011/12		Fall 12 Cohort	Total Enrolled 2012/13		Fall 13 Cohort	Total Enrolled 2013/14		All Cohorts	Total Enrolled 2011/12-2013/14	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer Level	701	576	82%	837	607	73%	786	562	72%	2,324	1,745	75%
Associate Level	485	373	77%	495	356	72%	416	325	78%	1,396	1,054	76%
Basic Skills	1,800	1,358	75%	1,777	1,242	70%	1,793	1,278	71%	5,370	3,878	72%
Take Algebra Test	3	2	67%	11	10	91%	1	1	100%	15	13	87%
Total Count/Avg %	2,989	2,309	77%	3,120	2,215	71%	2,996	2,166	72%	9,105	6,690	73%

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 2014 enrollments are not yet available and therefore not included.

Note. Students who enrolled within four years of high school completion are first-time to college high school graduates.