

**Mesa College**  
**High School to College Pipeline Report**  
**2009/10 - 2013/14**

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## Introduction

The annual High School to College Pipeline Report provides a comprehensive descriptive analysis of incoming first-time to college high school graduates. The report is part of a larger initiative to provide the colleges and the District with information for integrating plans and strategies that support student 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 Mesa 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 Mesa 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 Mesa 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 Mesa College either in the year following high school completion or within four years of high school completion.

## Operational Definitions

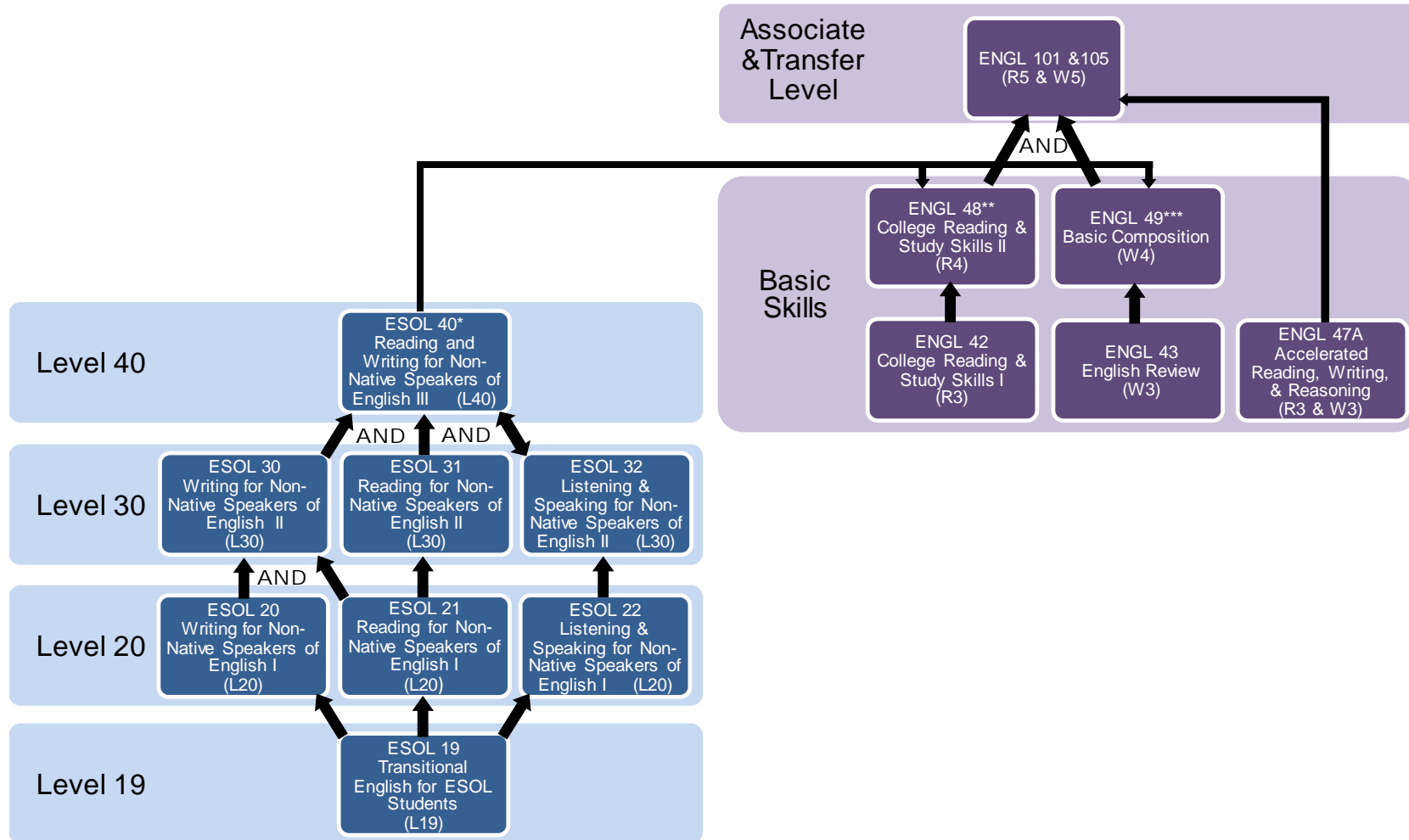
**Enrollment:** The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, and tutoring classes are excluded.

**Headcount:** The individual count of students, or unduplicated headcount. Drops, never attends, 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.

## Placement Sequences

Figure 1. Current English and ESOL placement sequence

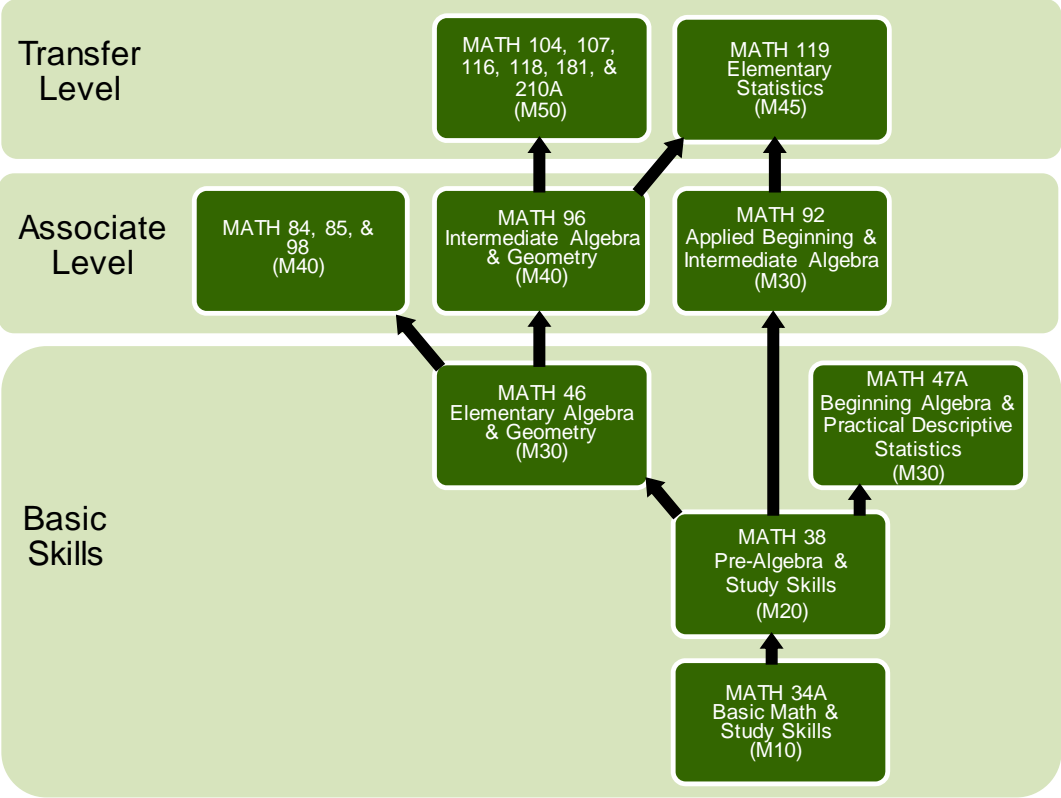


\* ESOL 40 requires a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

\*\* 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



## Overall Highlight of the Findings

1. In 2013/14, 18% of the 2012/13 feeder high school graduates (1,290 out of 6,978 students) and 4% of the 2012/13 non-feeder high school graduates (463 out of 10,997 students) entered Mesa College in the year following high school completion. This does not include 764 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 2013/14 feeder and non-feeder high school student entry rates are comparable to the five-year averages of 20% and 5%, respectively.
2. Between 2008/09 and 2012/13, the number of concurrently enrolled seniors declined 29% among feeder students (from 1,113 in 2008/09 to 795 in 2012/13) and 93% among non-feeder students (from 80 in 2008/09 to 6 in 2012/13). Concurrent high school seniors, who were both enrolled at Mesa College and attended a District feeder high school in 2012/13, continued their enrollment the following year as college-only students at a 14% participation rate. 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 feeder school seniors who continued enrollment at Mesa College the year following high school graduation remained relatively steady (14%-18%).
3. Twenty-eight 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 (649 out of 2,349 students). This is comparable to the five-year average of 27%.
4. In 2013/14, 81% 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 114 students), while approximately half of the students who enrolled in 6.0-8.9 units and 9.0-11.9 units (50% and 45%, respectively) completed the total number of attempted units (6.0-8.9 units, 200 out of 398 students; 9.0-11.9 units, 212 out of 468 students). Over half (53%) of the students who were enrolled in school full-time (12+ units) in 2013/14, completed the total number of attempted units (531 out of 996 students).
5. Approximately three quarters (77%) of first-time to college high school graduates at Mesa College persisted from the Fall 2012 term to the following spring term (1,399 out of 1,827 students), and over half (56%) annually persisted to a second fall term (1,021 out of 1,827 students). This is comparable to the five-year average for term-to-term persistence (75%) and the five-year average for annual persistence (53%).

6. In 2013/14, a majority of the first-time to college high school graduates completed an assessment test in reading (78%; 1,853 out of 2,379 students), writing (78%; 1,854 out of 2,379 students), and math (80%; 1,895 out of 2,379 students). Overall, the percentages of students who completed an assessment test in reading, writing, and math increased between 2011/12 and 2013/14 (76% to 78%, 76% to 78%, and 77% to 80%, respectively).
7. In 2013/14, 39% of the first-time to college high school graduates who completed an assessment test in reading placed at basic skills (723 out of 1,853 students). The majority of first-time to college high school graduates who completed an assessment test in writing placed at basic skills (64%; 1,191 out of 1,854 students). The majority of first-time to college high school graduates who completed an assessment test in math in 2013/14 also placed at basic skills (59%; 1,120 out of 1,895 students). Among first-time to college high school graduates who completed an assessment test in ESOL in 2013/14, two thirds (66%) of the students placed four to five levels below English transfer level (ESOL levels 19 and 20; 47 out of 71 students).
8. Fifty-six 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 Mesa College (492 out of 871 students).
9. By the end of their first year at Mesa College, 58% 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 (268 out of 461 students), and 67% of those who placed in associate level math enrolled in a math course at or below their placement level (163 out of 243 students).
10. Among the Fall 2013 first-time to college high school graduates who placed in basic skills level reading or writing, over half (59%) enrolled in an English course at their placement level by the end of their first year at Mesa College (319 out of 541 students). Nearly two thirds (63%) 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 (541 out of 857 students).



## Section I: Entering the Community College Pipeline

This section describes different aspects of high school graduate student entry to Mesa College. 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 Mesa 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 Mesa College to the subsequent year to determine the rate of continued participation 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 provide aggregate totals/averages for students attending feeder and non-feeder high schools as a point of comparison.

### Highlight of the Findings

- In 2013/14, approximately 18% of the 2012/13 feeder high school graduates and 4% of the 2012/13 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 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. Among feeder schools, Kearny Ed Complex, Clairemont, and Madison high schools had the highest graduate participation rates at Mesa College on average over five years (48%, 40%, and 37%, respectively). Among non-feeder high schools, Coronado and Mt. Carmel high schools had the highest graduate participation rates over five years (11% and 10%, respectively).
- Over half (54%) of the students who enrolled at Mesa 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 (equal to the five-year average of 54%) and 45% reported that they had earned higher than a 3.0 GPA (comparable to the five-year average of 44%; see Table 2).
- Between 2008/09 and 2012/13, the number of concurrently enrolled seniors declined 29% among feeder students and 93% among non-feeder students. Concurrent high school seniors, enrolled at Mesa College and a District feeder high school in 2012/13, continued their enrollment the following year as college-only students at a 14% 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 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

		08/09			09/10			10/11			11/12			12/13			13/14			08/09-12/13		09/10-13/14	
		Grads			Entrants			Grads			Entrants			Grads			Entrants			Grads		Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %				
City Feeder	Crawford Ed Complex	220	29	13%	236	56	24%	193	30	16%	189	29	15%	200	27	14%	-9%	-7%	16%				
	Garfield	190	11	6%	160	15	9%	144	10	7%	139	16	12%	139	8	6%	-27%	-27%	8%				
	Gompers Prep	0	0	--	0	0	--	0	0	--	71	1	1%	81	2	2%	---	---	---				
	Hoover	343	46	13%	322	63	20%	311	56	18%	292	49	17%	324	83	26%	-6%	80%	19%				
	Lincoln	251	22	9%	354	45	13%	389	33	8%	316	40	13%	290	34	12%	16%	55%	11%				
	Morse	447	18	4%	442	43	10%	380	33	9%	381	57	15%	349	50	14%	-22%	178%	10%				
	San Diego Ed Complex	393	21	5%	452	57	13%	485	51	11%	422	42	10%	430	45	10%	9%	114%	10%				
	San Diego SCPA	179	20	11%	169	21	12%	181	21	12%	168	30	18%	178	25	14%	-1%	25%	13%				
Mesa Feeder	Charter School of SD	341	78	23%	436	86	20%	479	101	21%	559	98	18%	526	82	16%	54%	5%	19%				
	Clairemont	243	100	41%	250	103	41%	278	109	39%	230	88	38%	265	106	40%	9%	6%	40%				
	Kearny Ed Complex	292	136	47%	331	149	45%	319	143	45%	381	189	50%	294	155	53%	1%	14%	48%				
	La Jolla	384	72	19%	338	64	19%	359	61	17%	374	54	14%	342	65	19%	-11%	-10%	18%				
	Madison	199	68	34%	224	96	43%	247	86	35%	224	85	38%	230	80	35%	16%	18%	37%				
	Mark Twain	207	30	14%	208	17	8%	187	18	10%	226	30	13%	183	15	8%	-12%	-50%	11%				
	Mission Bay	310	62	20%	266	74	28%	277	65	23%	311	95	31%	273	55	20%	-12%	-11%	24%				
	Patrick Henry	447	46	10%	471	59	13%	503	52	10%	484	46	10%	517	43	8%	16%	-7%	10%				
Point Loma	369	90	24%	402	106	26%	424	135	32%	408	84	21%	441	100	23%	20%	11%	25%					
Miramar Feeder	Mira Mesa	504	102	20%	598	143	24%	593	82	14%	552	79	14%	550	85	15%	9%	-17%	18%				
	Scripps Ranch	476	76	16%	494	93	19%	531	89	17%	579	102	18%	558	68	12%	17%	-11%	16%				
	Serra	417	112	27%	397	85	21%	365	106	29%	406	115	28%	381	58	15%	-9%	-48%	24%				
	University City	378	97	26%	401	97	24%	416	103	25%	387	90	23%	427	104	24%	13%	7%	24%				
<b>District Feeder Total</b>		<b>6,590</b>	<b>1,236</b>	<b>19%</b>	<b>6,951</b>	<b>1,472</b>	<b>21%</b>	<b>7,061</b>	<b>1,384</b>	<b>20%</b>	<b>7,099</b>	<b>1,419</b>	<b>20%</b>	<b>6,978</b>	<b>1,290</b>	<b>18%</b>	<b>6%</b>	<b>4%</b>	<b>20%</b>				
Non-Feeder High Schools	Abraxas	109	7	6%	147	7	5%	123	7	6%	98	8	8%	70	5	7%	-36%	-29%	6%				
	Bonita Vista	549	12	2%	536	23	4%	497	16	3%	541	20	4%	540	22	4%	-2%	83%	3%				
	Castle Park	366	3	1%	352	22	6%	294	19	6%	260	6	2%	372	13	3%	2%	333%	4%				
	Chula Vista	574	15	3%	567	51	9%	510	25	5%	538	29	5%	578	29	5%	1%	93%	5%				
	Coronado	254	28	11%	261	34	13%	277	33	12%	248	32	13%	255	15	6%	0%	-46%	11%				
	Del Norte	0	0	--	0	0	--	1	0	0%	243	23	9%	458	29	6%	---	---	---				
	Eastlake	602	1	0%	555	5	1%	502	21	4%	512	13	3%	670	12	2%	11%	1,100%	2%				
	Grossmont	451	7	2%	518	12	2%	470	9	2%	519	13	3%	514	12	2%	14%	71%	2%				

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

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Table 1. Headcount and participation rates of high school graduates who enroll at Mesa 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	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %		
Non-Feeder High Schools, cont.	Helix	458	19	4%	436	16	4%	477	16	3%	469	25	5%	461	13	3%	1%	-32%	4%					
	Hilltop	471	7	1%	546	25	5%	467	25	5%	486	23	5%	495	16	3%	5%	129%	4%					
	Mar Vista	506	3	1%	399	20	5%	310	13	4%	337	12	4%	354	16	5%	-30%	433%	3%					
	Montgomery	410	15	4%	366	13	4%	309	8	3%	303	10	3%	391	14	4%	-5%	-7%	3%					
	Mount Miguel	296	6	2%	365	9	2%	340	9	3%	327	12	4%	259	6	2%	-13%	0%	3%					
	Mt. Carmel	527	67	13%	564	65	12%	547	48	9%	505	47	9%	445	38	9%	-16%	-43%	10%					
	Olympian	188	0	0%	262	2	1%	329	17	5%	374	13	3%	440	7	2%	134%	---	2%					
	Otay Ranch	598	0	0%	615	9	1%	604	30	5%	591	17	3%	627	10	2%	5%	---	2%					
	Poway	597	29	5%	633	45	7%	676	39	6%	581	51	9%	537	34	6%	-10%	17%	7%					
	Ramona	414	8	2%	398	8	2%	385	23	6%	406	15	4%	367	17	5%	-11%	113%	4%					
	Rancho Bernardo	643	45	7%	665	53	8%	680	49	7%	546	42	8%	489	41	8%	-24%	-9%	8%					
	San Ysidro	495	4	1%	399	15	4%	408	12	3%	449	13	3%	506	5	1%	2%	25%	2%					
	Southwest	395	3	1%	347	12	3%	337	10	3%	333	10	3%	367	10	3%	-7%	233%	3%					
	Sweetwater	626	25	4%	543	50	9%	489	31	6%	469	33	7%	643	43	7%	3%	72%	7%					
	Torrey Pines	647	16	2%	610	24	4%	647	10	2%	625	13	2%	592	11	2%	-9%	-31%	2%					
	West View	576	56	10%	592	57	10%	577	54	9%	593	43	7%	567	45	8%	-2%	-20%	9%					
<b>Non-Feeder Total</b>		<b>10,752</b>	<b>376</b>	<b>3%</b>	<b>10,676</b>	<b>577</b>	<b>5%</b>	<b>10,256</b>	<b>524</b>	<b>5%</b>	<b>10,353</b>	<b>523</b>	<b>5%</b>	<b>10,997</b>	<b>463</b>	<b>4%</b>	<b>2%</b>	<b>23%</b>	<b>5%</b>					
Other High Schools	Foreign School	---	63	---	---	71	---	---	67	---	---	60	---	---	51	---	---	-19%	---					
	Other	---	430	---	---	564	---	---	564	---	---	605	---	---	551	---	---	28%	---					
	Out of State	---	134	---	---	109	---	---	106	---	---	110	---	---	120	---	---	-10%	---					
	San Diego County	---	38	---	---	74	---	---	43	---	---	39	---	---	42	---	---	11%	---					
	<b>Other Total</b>	---	<b>665</b>	---	---	<b>818</b>	---	---	<b>780</b>	---	---	<b>814</b>	---	---	<b>764</b>	---	---	<b>15%</b>	---					
<b>Total</b>	---	<b>2,277</b>	---	---	<b>2,867</b>	---	---	<b>2,688</b>	---	---	<b>2,756</b>	---	---	<b>2,517</b>	---	---	<b>11%</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, 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 Mesa 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%	0%
1.6-1.9	1%	1%	1%	1%	1%	1%	-13%
2.0-2.5	22%	19%	21%	21%	18%	20%	-6%
2.6-3.0	33%	34%	35%	34%	36%	34%	22%
3.1-3.5	28%	30%	29%	30%	30%	29%	17%
Over 3.5	15%	16%	14%	14%	15%	15%	7%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>12%</b>
Students Who Reported GPA	2,074	2,600	2,437	2,550	2,316	11,977	12%
Total of All Students	2,277	2,867	2,688	2,756	2,517	13,105	11%

Source: SDCCD Information System

Note 1. High School GPA is self-reported on students' college applications. On average, across five years, 9% 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	%	N	N	%	N	N	%	N	N	%	% Change		Avg %	
<b>District Feeder</b>	1,113	203	18%	967	167	17%	884	135	15%	830	116	14%	795	114	14%	-29%	-44%	16%																
<b>Non-Feeder</b>	80	9	11%	53	10	19%	46	6	13%	4	2	50%	6	1	17%	-93%	-89%	15%																
<b>Other/Unreported</b>	184	3	2%	178	5	3%	221	6	3%	243	13	5%	91	17	19%	-51%	467%	5%																
<b>Grand Total</b>	1,377	215	16%	1,198	182	15%	1,151	147	13%	1,077	131	12%	892	132	15%	-35%	-39%	14%																

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 Mesa College. There are no exclusions that 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 (Health Sciences, the High Tech Highs) are indicated as "Other/Unreported".

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 Mesa 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

- Twenty-eight 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 comparable to the five-year average of 27%.
- In terms of ethnic composition in 2013/14, first-time to college high school graduates were 44% Latino, 27% White, 9% Asian/Pacific Islander, 7% African American, 7% “Other” ethnicities, 4% Filipino, and less than 1% were American Indian (see Table 4). The proportion of Latino students in 2013/14 (44%) is higher than the five-year average (39%), and the percentage of White students in 2013/14 (27%) is comparable to the five-year average (30%). Over five years, the Latino student population increased by 85%, while the American Indian and Asian/Pacific Islander student populations decreased by 27% and 14%, respectively.
- 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 (58%; higher than the five-year average of 54%; see Table 4).
- In 2013/14, 81% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units (higher than the five-year average of 74%; see Table 5). Half of the students who enrolled in 6.0-8.9 units (50%; higher than the five-year average of 46%) and nearly half of student who enrolled in 9.0-11.9 units (45%; comparable to the five-year average of 43%) completed the total number of attempted units. Over half (53%) of the students who were enrolled in school full-time (12+ units) in 2013/14, completed the total number of attempted units (equal to the five-year average of 53%).
- Approximately three quarters (77%) of first-time to college high school graduates at Mesa College persisted from the Fall 2012 term to the following spring term (comparable to the five-year average of 75%), and over half (56%) persisted to a second fall term (comparable to the five-year average of 53%; 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	1,982	2,481	2,528	2,485	2,349	11,825	19%
<b>Gender</b>							
Female	47%	49%	45%	49%	48%	48%	22%
Male	53%	51%	55%	51%	52%	52%	16%
Unreported	0%	0%	0%	0%	0%	0%	---
<b>Ethnicity</b>							
African American	9%	8%	7%	8%	7%	8%	-3%
American Indian	1%	0%	0%	0%	0%	0%	-27%
Asian/Pacific Islander	13%	10%	11%	10%	9%	10%	-14%
Filipino	4%	4%	4%	4%	4%	4%	13%
Latino	28%	38%	40%	42%	44%	39%	85%
White	36%	31%	29%	28%	27%	30%	-11%
Other	5%	7%	8%	8%	7%	7%	74%
Unreported	5%	1%	1%	1%	1%	2%	-66%
<b>First Generation</b>							
First Generation	25%	27%	29%	27%	28%	27%	29%
Not First Generation	75%	73%	71%	73%	72%	73%	15%
<b>Educational Goal</b>							
4 Yr College Student	13%	13%	13%	13%	12%	13%	10%
AA/AS w/out Transfer	5%	5%	5%	5%	4%	5%	-4%
BA/BS after Completing AA/AS	41%	43%	45%	47%	47%	45%	37%
BA/BS w/out Completing AA/AS	9%	10%	8%	9%	11%	9%	49%
Basic Skills Improvement	0%	0%	1%	0%	0%	0%	25%
Certificate/License Maintenance	1%	2%	1%	1%	1%	1%	28%
Current Job/Career Advancement	0%	0%	0%	0%	0%	0%	-14%
Educational Development	1%	1%	1%	0%	1%	1%	-24%
HS Diploma/GED Certificate	1%	0%	1%	1%	0%	0%	-17%
New Career Preparation	7%	8%	7%	7%	7%	7%	18%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	-100%
Voc Cert/Degree w/out Transfer	1%	1%	1%	1%	1%	1%	39%
Undecided	20%	18%	17%	16%	15%	17%	-15%
Unreported	0%	0%	0%	0%	0%	0%	-86%

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	25%	<b>75%</b>			
		3.0 - 5.9 Units	35%	1%	<b>64%</b>		
		6.0 - 8.9 Units	28%	1%	27%	<b>44%</b>	
		9.0 - 11.9 Units	17%	2%	13%	26%	<b>41%</b>
		12.0 + Units	10%	1%	8%	12%	18%
	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%
	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%
	2012/13	0.1 - 2.9 Units	28%	<b>72%</b>			
		3.0 - 5.9 Units	37%	3%	<b>61%</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%
2013/14	0.1 - 2.9 Units	19%	<b>81%</b>				
	3.0 - 5.9 Units	36%	3%	<b>60%</b>			
	6.0 - 8.9 Units	22%	2%	27%	<b>50%</b>		
	9.0 - 11.9 Units	15%	2%	13%	25%	<b>45%</b>	
	12.0 + Units	7%	1%	7%	12%	20%	<b>53%</b>
<b>Five-Year Average</b>		--	<b>74%</b>	<b>61%</b>	<b>46%</b>	<b>43%</b>	<b>53%</b>
<b>09/10-13/14 % Change</b>		--	<b>-25%</b>	<b>-10%</b>	<b>42%</b>	<b>51%</b>	<b>36%</b>

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	1,226	894	73%	628	51%
2009	1,285	953	74%	679	53%
2010	1,702	1,245	73%	845	50%
2011	1,825	1,393	76%	996	55%
2012	1,827	1,399	77%	1,021	56%
<b>Total/Five-Year Avg</b>	<b>7,865</b>	<b>5,884</b>	<b>75%</b>	<b>4,169</b>	<b>53%</b>

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 Mesa 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 (78%, 78%, and 80%, respectively; see Tables 7-8 and Table 10). Overall, the percentages of students who completed an assessment test in reading, writing, and math increased between 2011/12 and 2013/14 (76% to 78%, 76% to 78%, and 77% to 80%, respectively).
- In 2013/14, over half (51%) 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 (comparable to the three-year averages of 52% and 39%, respectively; 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, two thirds (66%) 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 68% (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 (59%; equal to the three-year average of 59%; see Table 10).

Revised as of 06/19/2015

**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	1,831	76%	1,970	79%	1,853	78%	5,654	78%	1%
	Not Tested	592	24%	520	21%	526	22%	1,638	22%	-11%
	<b>Total Students</b>	<b>2,423</b>	<b>100%</b>	<b>2,490</b>	<b>100%</b>	<b>2,379</b>	<b>100%</b>	<b>7,292</b>	<b>100%</b>	<b>-2%</b>
Distribution of Students Who Took a Test	Transfer/Associate Level	963	53%	1,045	53%	953	51%	2,961	52%	-1%
	Basic Skills	714	39%	760	39%	723	39%	2,197	39%	1%
	Need English Advising	118	6%	126	6%	149	8%	393	7%	26%
	Take ESOL Test	36	2%	39	2%	28	2%	103	2%	-22%
	<b>Total Tested</b>	<b>1,831</b>	<b>100%</b>	<b>1,970</b>	<b>100%</b>	<b>1,853</b>	<b>100%</b>	<b>5,654</b>	<b>100%</b>	<b>1%</b>

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	1,831	76%	1,970	79%	1,854	78%	5,655	78%	1%
	Not Tested	592	24%	520	21%	525	22%	1,637	22%	-11%
	<b>Total Students</b>	<b>2,423</b>	<b>100%</b>	<b>2,490</b>	<b>100%</b>	<b>2,379</b>	<b>100%</b>	<b>7,292</b>	<b>100%</b>	<b>-2%</b>
Distribution of Students Who Took a Test	Transfer/Associate Level	449	25%	554	28%	486	26%	1,489	26%	8%
	Basic Skills	1,228	67%	1,251	64%	1,191	64%	3,670	65%	-3%
	Need English Advising	118	6%	126	6%	149	8%	393	7%	26%
	Take ESOL Test	36	2%	39	2%	28	2%	103	2%	-22%
	<b>Total Tested</b>	<b>1,831</b>	<b>100%</b>	<b>1,970</b>	<b>100%</b>	<b>1,854</b>	<b>100%</b>	<b>5,655</b>	<b>100%</b>	<b>1%</b>

Source: SDCCD Information System

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

Revised as of 06/19/2015

**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	69	3%	69	3%	71	3%	209	3%	3%
	Not Tested	2,354	97%	2,421	97%	2,308	97%	7,083	97%	-2%
	<b>Total Students</b>	<b>2,423</b>	<b>100%</b>	<b>2,490</b>	<b>100%</b>	<b>2,379</b>	<b>100%</b>	<b>7,292</b>	<b>100%</b>	<b>-2%</b>
Distribution of Students Who Took a Test	Level 40	12	17%	1	1%	9	13%	22	11%	-25%
	Level 30	21	30%	9	13%	15	21%	45	22%	-29%
	Level 20	16	23%	10	14%	7	10%	33	16%	-56%
	Level 19	20	29%	49	71%	40	56%	109	52%	100%
	<b>Total Tested</b>	<b>69</b>	<b>100%</b>	<b>69</b>	<b>100%</b>	<b>71</b>	<b>100%</b>	<b>209</b>	<b>100%</b>	<b>3%</b>

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	1,874	77%	1,968	79%	1,895	80%	5,737	79%	1%
	Not Tested	549	23%	522	21%	484	20%	1,555	21%	-12%
	<b>Total Students</b>	<b>2,423</b>	<b>100%</b>	<b>2,490</b>	<b>100%</b>	<b>2,379</b>	<b>100%</b>	<b>7,292</b>	<b>100%</b>	<b>-2%</b>
Distribution of Students Who Took a Test	Transfer Level	428	23%	490	25%	504	27%	1,422	25%	18%
	Associate Level	308	16%	345	18%	271	14%	924	16%	-12%
	Basic Skills	1,136	61%	1,120	57%	1,120	59%	3,376	59%	-1%
	Take Algebra Test	2	0%	13	1%	0	0%	15	0%	-100%
	<b>Total Tested</b>	<b>1,874</b>	<b>100%</b>	<b>1,968</b>	<b>100%</b>	<b>1,895</b>	<b>100%</b>	<b>5,737</b>	<b>100%</b>	<b>1%</b>

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 Mesa College English and math enrollments by placement level among three cohorts of **first-time to college high school graduates who enrolled at Mesa 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) are 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 (34% in Fall 2011, 32% in Fall 2012, and 30% 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

- Fifty-six 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 the end of their first year at Mesa College (higher than the three-year average of 49%; see Table 11). Of these students that placed in transfer/associate English and enrolled in a course in 2013/14, over half (59%) 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, over half (59%) enrolled in an English course at their placement level by the end of their first year at Mesa College (higher than the three-year average of 54%; see Table 11).
- By the end of their first year at Mesa College, 58% 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 60%), and 67% of those who placed in associate level math enrolled in a math course at or below their placement level (higher 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 2013/14, most (95%) took a math course at their placement level.
- Sixty-three percent of 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 (comparable to 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 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	901	441	49%	984	429	44%	871	492	56%	2,756	1,362	49%
Basic Skills	536	281	52%	511	265	52%	541	319	59%	1,588	865	54%
Take ESOL Test/Need Advising	121	53	44%	122	40	33%	126	73	58%	369	166	45%
<b>Total Count/Avg %</b>	<b>1,558</b>	<b>775</b>	<b>50%</b>	<b>1,617</b>	<b>734</b>	<b>45%</b>	<b>1,538</b>	<b>884</b>	<b>57%</b>	<b>4,713</b>	<b>2,393</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 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	413	275	67%	469	258	55%	461	268	58%	1,343	801	60%
Associate Level	258	170	66%	282	150	53%	243	163	67%	783	483	62%
Basic Skills	927	577	62%	856	464	54%	857	541	63%	2,640	1,582	60%
Take Algebra Test	2	1	50%	11	9	82%	0	0	0%	13	10	77%
<b>Total Count/Avg %</b>	<b>1,600</b>	<b>1,023</b>	<b>64%</b>	<b>1,618</b>	<b>881</b>	<b>54%</b>	<b>1,561</b>	<b>972</b>	<b>62%</b>	<b>4,779</b>	<b>2,876</b>	<b>60%</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 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.