

**City College/ECC  
High School to College Pipeline Report  
2010/11 - 2014/15**

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**Table of Contents**

Introduction..... 2

Population of Interest..... 2

Operational Definitions..... 3

Placement Sequences ..... 4

Overall Highlight of the Findings..... 6

Section I: Entering the Community College Pipeline..... 8

    College Participation Rates High School Graduates..... 9

    High School GPA of College-Enrolled High School Graduates..... 11

    Participation Rates of Concurrent Students ..... 12

Section II: Student Characteristics and Enrollments ..... 13

    Student Characteristics ..... 14

    Units Attempted/Earned..... 15

    Persistence..... 16

Section III: College Placement of Incoming Students..... 17

    Reading and Writing Placement..... 18

    ESOL Placement ..... 19

    Math Placement..... 19

Section IV: Course Enrollment by Placement ..... 20

    English and Math Course Enrollment by Placement Level ..... 21

## 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 City College/ECC, 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 City College/ECC 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 City College/ECC. 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 City College/ECC either in the year following high school completion or within four years of high school completion.

## Operational Definitions

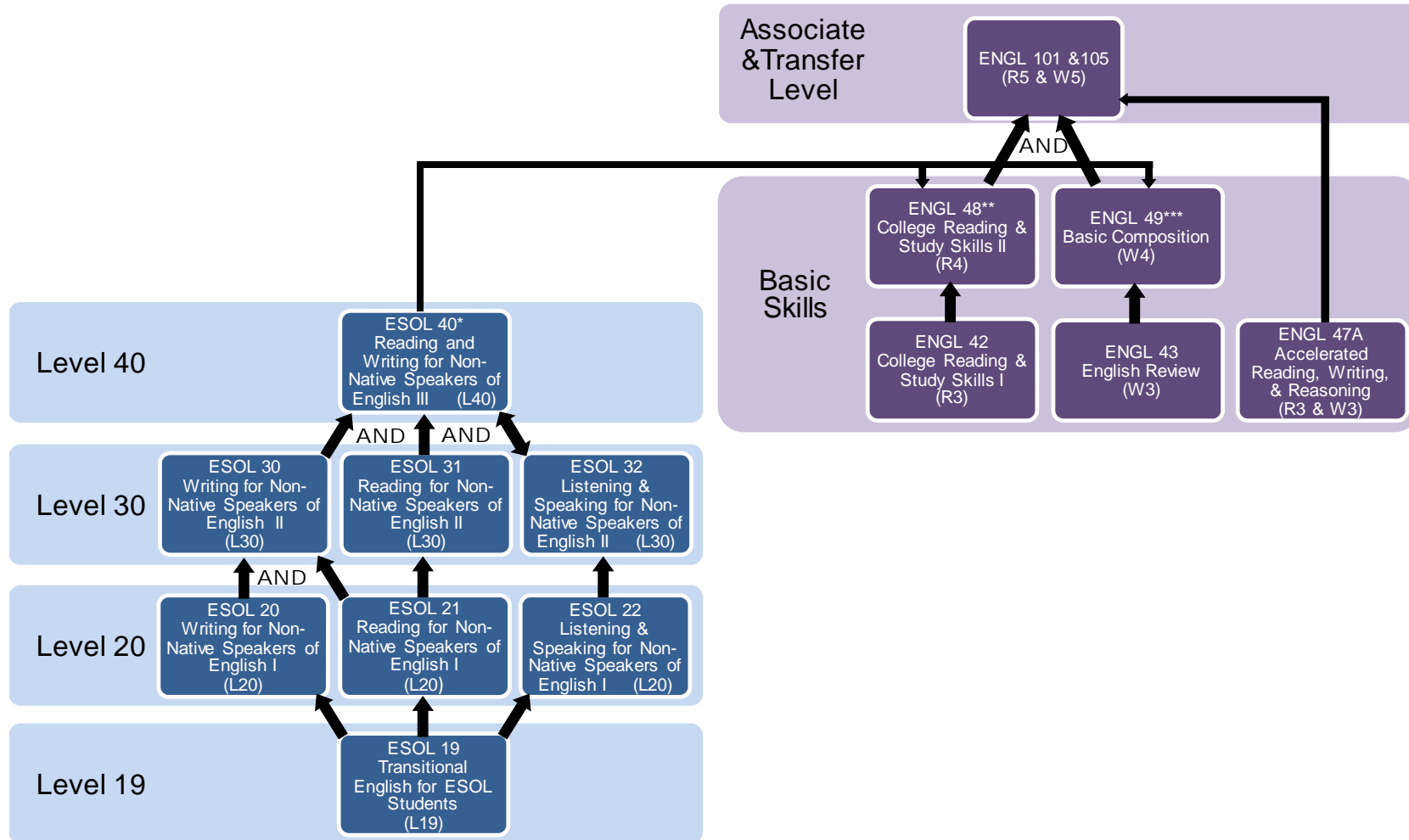
**Enrollment:** The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, and tutoring classes are excluded.

**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

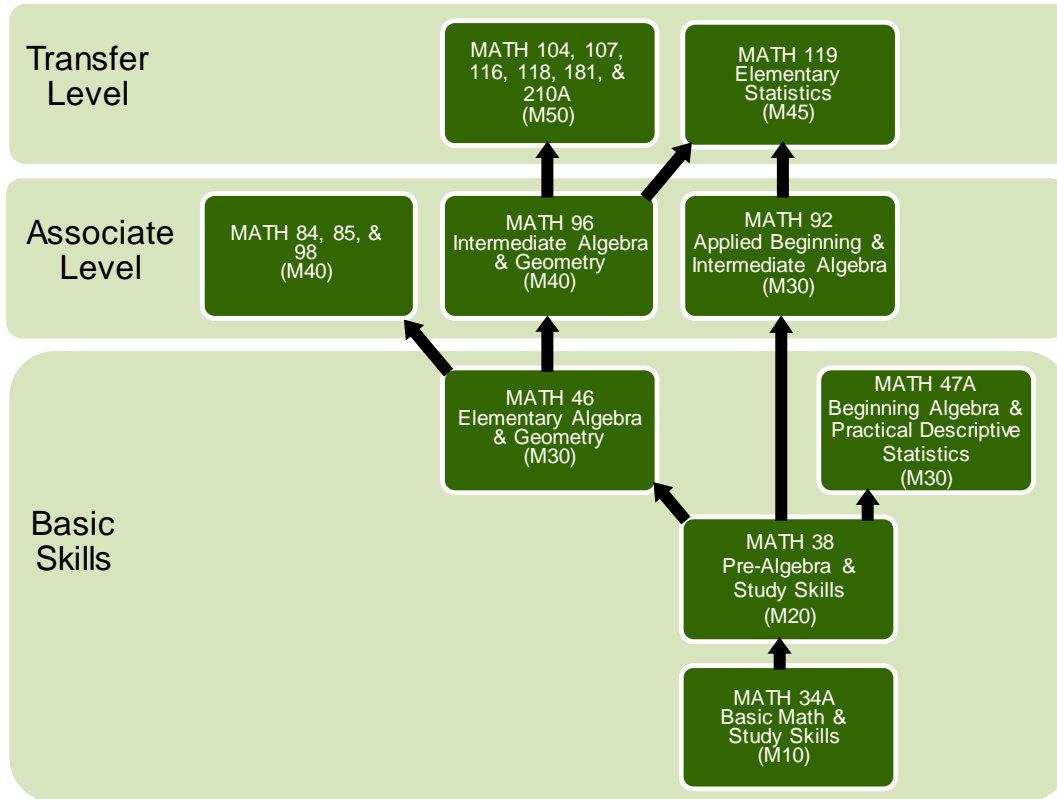


\* ESOL 40 requires a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

\*\* 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 2014/15, 12% of the 2013/14 feeder high school graduates (876 out of 7,309 students) and 6% of the 2013/14 non-feeder high school graduates (645 out of 10,422 students) entered City College/ECC in the year following high school completion. This does not include 383 entrants for whom high school graduate data were unavailable, nor whose high schools enrolled fewer than 20 SDCCD entrants in each of the five years. Both the 2014/15 feeder and non-feeder school student entry rates are equal to the five-year averages of 12% and 6%, respectively.
2. Between 2009/10 and 2013/14, the number of concurrently enrolled seniors declined 72% among feeder students (from 199 in 2009/10 to 55 in 2013/14) and 88% among non-feeder students (from 121 in 2009/10 to 14 in 2013/14). Concurrent high school seniors, enrolled at City College/ECC and a District feeder high school in 2013/14, continued their enrollment the following year as college-only students at an 18% participation rate (10 out of 55 students). Over five years, participation rates of concurrently enrolled high school seniors who continued City College/ECC enrollment the following year varied among feeder (10%-22%) and non-feeder school students (9%-36%). However, the 2010/11 senior cohort was the first cohort for which non-feeder participation rates exceeded feeder participation rates the following year.
3. Forty percent of the 2014/15 first-time to college high school graduates reported that they were the first generation of college-going students in their family (804 out of 2,004 students). This is equal to the five-year average of 40%.
4. In 2014/15, 71% of the first-time to college high school graduates who enrolled in 0.1-2.9 units (60 out of 85 students) completed the total number of attempted units, and 60% of the students who enrolled in 3.0-5.9 units (240 out of 403 students) completed the total number of attempted units. Over half (53%) of the students who enrolled in school full-time (12+ units) in 2014/15, completed the total number of attempted units (401 out of 753 students).
5. Seventy-three percent of the Fall 2013 first-time to college high school graduates at City College/ECC persisted to the next spring term (831 out of 1,142 students), and half (50%) annually persisted to a second fall term (573 out of 1,142 students). This is comparable to the five-year average term-to-term and annual persistence rates (71% and 48%, respectively).
6. In 2014/15, approximately three fourths of the first-time to college high school graduates completed an assessment test in reading (74%; 1,784 out of 2,405 students), writing (74%; 1,784 out of 2,405 students), and math (75%; 1,793 out of 2,405 students). However, the percentages of students who completed an assessment test peaked in 2012/13 (78% each).

7. In 2014/15, equal percentages of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level (43%; 773 out of 1,784 students) or at basic skills (43%; 759 out of 1,784 students). The majority of first-time to college high school graduates who completed an assessment test in writing placed at basic skills (67%; 1,192 out of 1,784 students). Three fourths (75%) of first-time to college high school graduates who completed an assessment test in math placed at basic skills during the same time frame (1,349 out of 1,793 students). Among first-time to college high school graduates who completed an assessment test in ESOL, 80% of the students placed five levels below English transfer level (ESOL level 19; 66 out of 83 students).
8. Over two thirds (67%) of the Fall 2014 first-time to college high school graduates who placed in transfer/associate level English enrolled in an English course at or below their placement level by the end of their first year at City College/ECC (379 out of 564 students).
9. By the end of their first year at City College/ECC, 59% of the Fall 2014 first-time to college high school graduates who placed in transfer level math enrolled in a math course at or below their placement level (133 out of 227 students), and 75% of those who placed in associate level math enrolled in a math course at or below their placement level (88 out of 118 students).
10. Among the Fall 2014 first-time to college high school graduates who placed in basic skills level reading or writing, 69% enrolled in an English course at their placement level by the end of their first year at City College/ECC (322 out of 465 students). Close to two thirds (65%) of the Fall 2014 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 (545 out of 838 students).



## Section I: Entering the Community College Pipeline

This section describes different aspects of high school graduate student entry to the City College/ECC. Student trends are measured across five years, from 2010/11 to 2014/15.

**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 City College/ECC 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 City College/ECC 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.

College Participation Rates High School Graduates

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

		09/10	10/11		10/11	11/12		11/12	12/13		12/13	13/14		13/14	14/15		09/10-13/14	10/11-14/15	
		Grads	Entrants	%	Grads	Entrants	%	Grads	Entrants	%	Grads	Entrants	%	Grads	Entrants	%	Grads	% Change	Avg %
City Feeder	Crawford Ed Complex	236	46	19%	193	29	15%	189	53	28%	200	38	19%	232	66	28%	-2%	43%	22%
	Garfield	160	61	38%	144	50	35%	139	36	26%	139	31	22%	127	37	29%	-21%	-39%	30%
	Gompers Prep	0	0	--	0	0	--	71	25	35%	81	41	51%	89	33	37%	---	---	---
	Health Sciences	84	5	6%	127	12	9%	128	7	5%	138	19	14%	135	27	20%	61%	440%	11%
	Hoover	322	87	27%	311	68	22%	292	79	27%	324	77	24%	344	90	26%	7%	3%	25%
	Lincoln	354	89	25%	389	90	23%	316	96	30%	290	78	27%	298	110	37%	-16%	24%	28%
	Morse	442	54	12%	380	44	12%	381	78	20%	349	53	15%	377	52	14%	-15%	-4%	15%
	San Diego Ed Complex	452	145	32%	485	151	31%	422	101	24%	430	118	27%	393	123	31%	-13%	-15%	29%
	San Diego SCPA	169	26	15%	181	12	7%	168	15	9%	178	25	14%	144	9	6%	-15%	-65%	10%
Mesa Feeder	Charter School of SD	436	40	9%	479	57	12%	559	54	10%	526	68	13%	441	48	11%	1%	20%	11%
	Clairemont	250	35	14%	278	30	11%	230	25	11%	265	32	12%	256	22	9%	2%	-37%	11%
	High Tech Ed Complex	306	6	2%	294	5	2%	288	8	3%	317	2	1%	312	8	3%	2%	33%	2%
	Kearny Ed Complex	331	12	4%	319	17	5%	381	19	5%	294	23	8%	322	24	7%	-3%	100%	6%
	La Jolla	338	10	3%	359	12	3%	374	27	7%	342	24	7%	338	12	4%	0%	20%	5%
	Madison	224	17	8%	247	19	8%	224	21	9%	230	19	8%	216	7	3%	-4%	-59%	7%
	Mark Twain	208	11	5%	187	11	6%	226	13	6%	183	8	4%	152	7	5%	-27%	-36%	5%
	Mission Bay	266	51	19%	277	42	15%	311	42	14%	273	39	14%	274	39	14%	3%	-24%	15%
	Patrick Henry	471	23	5%	503	28	6%	484	25	5%	517	25	5%	523	24	5%	11%	4%	5%
Point Loma	402	56	14%	424	55	13%	408	59	14%	441	68	15%	401	42	10%	0%	-25%	13%	
Miramar Feeder	Mira Mesa	598	25	4%	593	15	3%	552	21	4%	550	14	3%	609	19	3%	2%	-24%	3%
	Scripps Ranch	494	13	3%	531	18	3%	579	32	6%	558	17	3%	509	18	4%	3%	38%	4%
	Serra	397	33	8%	365	39	11%	406	36	9%	381	27	7%	408	29	7%	3%	-12%	8%
	University City	401	35	9%	416	31	7%	387	34	9%	427	36	8%	409	30	7%	2%	-14%	8%
<b>District Feeder Total</b>		<b>7,341</b>	<b>880</b>	<b>12%</b>	<b>7,482</b>	<b>835</b>	<b>11%</b>	<b>7,515</b>	<b>906</b>	<b>12%</b>	<b>7,433</b>	<b>882</b>	<b>12%</b>	<b>7,309</b>	<b>876</b>	<b>12%</b>	<b>0%</b>	<b>0%</b>	<b>12%</b>
Non-Feeder High Schools	Abraxas	147	0	0%	123	2	2%	98	0	0%	70	1	1%	78	2	3%	-47%	---	1%
	Bonita Vista	536	19	4%	497	12	2%	541	20	4%	540	16	3%	550	18	3%	3%	-5%	3%
	Castle Park	352	69	20%	294	51	17%	260	29	11%	372	32	9%	373	39	10%	6%	-43%	13%
	Chula Vista	567	124	22%	510	81	16%	538	78	14%	578	78	13%	577	74	13%	2%	-40%	16%
	Coronado	261	27	10%	277	24	9%	248	25	10%	255	9	4%	274	20	7%	5%	-26%	8%
	Del Norte	0	0	--	1	0	0%	243	2	1%	458	4	1%	380	4	1%	---	---	---
	Eastlake	555	3	1%	502	5	1%	512	14	3%	670	2	0%	71	14	20%	-87%	367%	2%

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

City College/ECC High School to College Pipeline Report

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

		09/10		10/11			11/12			12/13			13/14			14/15			09/10-13/14		10/11-14/15	
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %
Non-Feeder High Schools, cont.	Grossmont	518	14	3%	470	6	1%	519	8	2%	514	7	1%	428	3	1%	-17%	-79%	2%			
	Helix	436	12	3%	477	15	3%	469	39	8%	461	10	2%	477	17	4%	9%	42%	4%			
	Hilltop	546	41	8%	467	28	6%	486	35	7%	495	39	8%	526	47	9%	-4%	15%	8%			
	Mar Vista	399	77	19%	310	73	24%	337	62	18%	354	44	12%	358	50	14%	-10%	-35%	17%			
	Montgomery	366	59	16%	309	33	11%	303	24	8%	391	36	9%	347	32	9%	-5%	-46%	11%			
	Mount Miguel	365	19	5%	340	14	4%	327	18	6%	259	11	4%	230	12	5%	-37%	-37%	5%			
	Mt. Carmel	564	10	2%	547	5	1%	505	6	1%	445	5	1%	488	7	1%	-13%	-30%	1%			
	Olympian	262	2	1%	329	16	5%	374	11	3%	440	5	1%	435	5	1%	66%	150%	2%			
	Otay Ranch	615	9	1%	604	26	4%	591	21	4%	627	21	3%	637	9	1%	4%	0%	3%			
	Poway	633	6	1%	676	9	1%	581	4	1%	537	6	1%	578	8	1%	-9%	33%	1%			
	Ramona	398	4	1%	385	2	1%	406	0	0%	367	1	0%	363	2	1%	-9%	-50%	0%			
	Rancho Bernardo	665	6	1%	680	7	1%	546	6	1%	489	2	0%	548	8	1%	-18%	33%	1%			
	San Ysidro	399	62	16%	408	38	9%	449	54	12%	506	47	9%	483	83	17%	21%	34%	13%			
	Southwest	347	55	16%	337	46	14%	333	45	14%	367	48	13%	382	60	16%	10%	9%	14%			
	Sweetwater	543	96	18%	489	81	17%	469	82	17%	643	86	13%	653	116	18%	20%	21%	16%			
	Torrey Pines	610	2	0%	647	0	0%	625	1	0%	592	2	0%	591	4	1%	-3%	100%	0%			
	West View	592	9	2%	577	5	1%	593	7	1%	567	2	0%	595	11	2%	1%	22%	1%			
<b>Non-Feeder Total</b>		<b>10,676</b>	<b>725</b>	<b>7%</b>	<b>10,256</b>	<b>579</b>	<b>6%</b>	<b>10,353</b>	<b>591</b>	<b>6%</b>	<b>10,997</b>	<b>514</b>	<b>5%</b>	<b>10,422</b>	<b>645</b>	<b>6%</b>	<b>-2%</b>	<b>-11%</b>	<b>6%</b>			
Other High Schools	Foreign School	---	25	---	---	24	---	---	12	---	---	22	---	---	22	---	---	---	-12%	---		
	Other	---	226	---	---	204	---	---	207	---	---	186	---	---	260	---	---	---	15%	---		
	Out of State	---	57	---	---	48	---	---	58	---	---	54	---	---	52	---	---	---	-9%	---		
	San Diego County	---	95	---	---	39	---	---	28	---	---	40	---	---	49	---	---	---	-48%	---		
	<b>Other Total</b>	---	<b>403</b>	---	---	<b>315</b>	---	---	<b>305</b>	---	---	<b>302</b>	---	---	<b>383</b>	---	---	---	<b>-5%</b>	---		
<b>Total</b>		---	<b>2,008</b>	---	---	<b>1,729</b>	---	---	<b>1,802</b>	---	---	<b>1,698</b>	---	---	<b>1,904</b>	---	---	---	<b>-5%</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, e3 Civic, Iftin, iHigh, Laurel Prep, Learning Choice, Riley/New Dawn, San Diego Early/Middle College, The O'Farrell Charter, TRACE, and Whittier).

Note 4. Schools with fewer than 20 SDCCD Entrants enrolled in each of the five years (John Muir, King-Chavez, Mt. Everest, Preuss, San Diego MET, etc.), private schools, and schools with no/unreported/invalid SDCCD or CDE data 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 City College/ECC within one year of graduation

	10/11 Entrants	11/12 Entrants	12/13 Entrants	13/14 Entrants	14/15 Entrants	Five-Year Avg/Total	10/11-14/15 % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	0%
1.6-1.9	1%	2%	2%	2%	1%	2%	-17%
2.0-2.5	25%	26%	26%	23%	23%	25%	-6%
2.6-3.0	36%	37%	36%	37%	36%	37%	-2%
3.1-3.5	26%	26%	26%	25%	28%	26%	7%
Over 3.5	12%	8%	9%	12%	12%	11%	-1%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>-1%</b>
Students Who Reported GPA	1,748	1,549	1,641	1,539	1,735	8,212	-1%
Total of All Students	2,023	1,737	1,815	1,716	1,918	9,209	-5%

Source: SDCCD Information System

Note 1. High School GPA is self-reported on students' college applications. On average, across five years, 11% 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

	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		13/14 Seniors (Concur)	14/15 Re-Enroll		09/10- 13/14 Seniors (Concur)	10/11-14/15 Re-Enroll	
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg %	
<b>District Feeder</b>	199	44	22%	155	20	13%	117	13	11%	127	13	10%	55	10	18%	-72%	-77%	15%
<b>Non-Feeder</b>	121	11	9%	46	11	24%	41	12	29%	25	8	32%	14	5	36%	-88%	-55%	19%
Other/Unreported	0	0	0%	3	0	0%	0	0	0%	2	1	50%	0	0	0%	---	---	---
<b>Grand Total</b>	<b>320</b>	<b>55</b>	<b>17%</b>	<b>204</b>	<b>31</b>	<b>15%</b>	<b>158</b>	<b>25</b>	<b>16%</b>	<b>154</b>	<b>22</b>	<b>14%</b>	<b>69</b>	<b>15</b>	<b>22%</b>	<b>-78%</b>	<b>-73%</b>	<b>16%</b>

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 City College/ECC. No exclusions limit the concurrent student cohort to AP students. Re-enrollment counts exclude students who continue City College/ECC enrollment as concurrent students.

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

Note 3. Students with an unreported high school 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 City College/ECC 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 2010/11 and 2014/15 (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 2009 to Fall 2013 cohorts of first-time to college high school graduates are displayed in Table 6.

Student Characteristics

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

	2010/11	2011/12	2012/13	2013/14	2014/15	Total/ Five-Year Avg	10/11-14/15 % Change
Total N of Students	2,005	1,725	1,888	1,706	2,004	9,328	0%
<b>Gender</b>							
Female	50%	51%	51%	52%	51%	51%	2%
Male	50%	49%	49%	48%	49%	49%	-2%
Unreported	0%	0%	0%	0%	0%	0%	0%
<b>Ethnicity</b>							
African American	11%	10%	11%	10%	9%	10%	-19%
American Indian	0%	0%	0%	0%	0%	0%	-50%
Asian/Pacific Islander	4%	4%	3%	3%	4%	4%	-6%
Filipino	3%	2%	3%	3%	2%	3%	-22%
Latino	64%	67%	68%	66%	68%	66%	7%
White	12%	11%	9%	11%	12%	11%	-6%
Other	4%	4%	5%	5%	4%	4%	-12%
Unreported	1%	1%	1%	1%	1%	1%	36%
<b>First Generation</b>							
First Generation	40%	40%	41%	40%	40%	40%	0%
Not First Generation	60%	60%	59%	60%	60%	60%	0%
Unreported	0%	0%	0%	0%	0%	0%	-100%
<b>Educational Goal</b>							
4 Yr College Student	9%	11%	11%	9%	8%	10%	-11%
AA/AS w/out Transfer	6%	5%	5%	7%	7%	6%	19%
BA/BS after Completing AA/AS	43%	41%	44%	45%	49%	44%	12%
BA/BS w/out Completing AA/AS	6%	6%	7%	7%	6%	7%	-1%
Basic Skills Improvement	1%	1%	1%	1%	1%	1%	7%
Certificate/License Maintenance	2%	2%	1%	2%	1%	2%	-38%
Current Job/Career Advancement	0%	0%	0%	1%	1%	0%	10%
Educational Development	1%	1%	0%	1%	1%	1%	-29%
HS Diploma/GED Certificate	0%	0%	0%	0%	0%	0%	0%
New Career Preparation	9%	9%	10%	9%	9%	9%	0%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	-67%
Voc Cert/Degree w/out Transfer	2%	2%	2%	1%	1%	2%	-48%
Undecided	20%	20%	18%	18%	17%	19%	-14%
Unreported	0%	0%	0%	0%	0%	0%	-100%

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	2010/11	0.1 - 2.9 Units	27%	<b>73%</b>			
		3.0 - 5.9 Units	37%	1%	<b>62%</b>		
		6.0 - 8.9 Units	21%	3%	26%	<b>50%</b>	
		9.0 - 11.9 Units	16%	2%	18%	22%	<b>43%</b>
		12.0 + Units	9%	1%	9%	13%	19%
	2011/12	0.1 - 2.9 Units	42%	<b>58%</b>			
		3.0 - 5.9 Units	39%	2%	<b>59%</b>		
		6.0 - 8.9 Units	23%	3%	23%	<b>51%</b>	
		9.0 - 11.9 Units	15%	3%	15%	21%	<b>46%</b>
		12.0 + Units	8%	1%	8%	12%	21%
	2012/13	0.1 - 2.9 Units	33%	<b>67%</b>			
		3.0 - 5.9 Units	33%	3%	<b>65%</b>		
		6.0 - 8.9 Units	21%	5%	25%	<b>49%</b>	
		9.0 - 11.9 Units	13%	1%	16%	20%	<b>49%</b>
		12.0 + Units	7%	1%	10%	11%	18%
	2013/14	0.1 - 2.9 Units	30%	<b>70%</b>			
		3.0 - 5.9 Units	32%	3%	<b>65%</b>		
		6.0 - 8.9 Units	20%	3%	26%	<b>51%</b>	
		9.0 - 11.9 Units	16%	1%	17%	25%	<b>40%</b>
		12.0 + Units	6%	1%	8%	11%	19%
2014/15	0.1 - 2.9 Units	29%	<b>71%</b>				
	3.0 - 5.9 Units	38%	3%	<b>60%</b>			
	6.0 - 8.9 Units	22%	3%	20%	<b>56%</b>		
	9.0 - 11.9 Units	14%	1%	13%	24%	<b>49%</b>	
	12.0 + Units	6%	1%	7%	14%	19%	<b>53%</b>
<b>Five-Year Average</b>		--	<b>67%</b>	<b>62%</b>	<b>51%</b>	<b>45%</b>	<b>52%</b>
<b>10/11-14/15 % Change</b>		--	<b>-2%</b>	<b>-14%</b>	<b>13%</b>	<b>8%</b>	<b>20%</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	
2009	914	648	71%	433	47%
2010	1,271	870	68%	580	46%
2011	1,178	853	72%	585	50%
2012	1,214	877	72%	581	48%
2013	1,142	831	73%	573	50%
<b>Total/Five-Year Avg</b>	<b>5,719</b>	<b>4,079</b>	<b>71%</b>	<b>2,752</b>	<b>48%</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 City College/ECC 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.

**Reading and Writing Placement**

Table 7. Reading placement

		2012/13		2013/14		2014/15		2012/13 - 2014/15		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	1,733	78%	1,649	72%	1,784	74%	5,166	75%	3%
	Not Tested	490	22%	632	28%	621	26%	1,743	25%	27%
	<b>Total Students</b>	<b>2,223</b>	<b>100%</b>	<b>2,281</b>	<b>100%</b>	<b>2,405</b>	<b>100%</b>	<b>6,909</b>	<b>100%</b>	<b>8%</b>
Distribution of Students Who Took a Test	Transfer/Associate Level	666	38%	694	42%	773	43%	2,133	41%	16%
	Basic Skills	783	45%	718	44%	759	43%	2,260	44%	-3%
	Need English Advising	228	13%	183	11%	194	11%	605	12%	-15%
	Take ESOL Test	56	3%	54	3%	58	3%	168	3%	4%
	<b>Total Tested</b>	<b>1,733</b>	<b>100%</b>	<b>1,649</b>	<b>100%</b>	<b>1,784</b>	<b>100%</b>	<b>5,166</b>	<b>100%</b>	<b>3%</b>

Source: SDCCD Information System

Table 8. Writing placement

		2012/13		2013/14		2014/15		2012/13 - 2014/15		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	1,733	78%	1,649	72%	1,784	74%	5,166	75%	3%
	Not Tested	490	22%	632	28%	621	26%	1,743	25%	27%
	<b>Total Students</b>	<b>2,223</b>	<b>100%</b>	<b>2,281</b>	<b>100%</b>	<b>2,405</b>	<b>100%</b>	<b>6,909</b>	<b>100%</b>	<b>8%</b>
Distribution of Students Who Took a Test	Transfer/Associate Level	273	16%	317	19%	340	19%	930	18%	25%
	Basic Skills	1,176	68%	1,095	66%	1,192	67%	3,463	67%	1%
	Need English Advising	228	13%	183	11%	194	11%	605	12%	-15%
	Take ESOL Test	56	3%	54	3%	58	3%	168	3%	4%
	<b>Total Tested</b>	<b>1,733</b>	<b>100%</b>	<b>1,649</b>	<b>100%</b>	<b>1,784</b>	<b>100%</b>	<b>5,166</b>	<b>100%</b>	<b>3%</b>

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

		2012/13		2013/14		2014/15		2012/13 - 2014/15		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	73	3%	94	4%	83	3%	250	4%	14%
	Not Tested	2,150	97%	2,187	96%	2,322	97%	6,659	96%	8%
	<b>Total Students</b>	<b>2,223</b>	<b>100%</b>	<b>2,281</b>	<b>100%</b>	<b>2,405</b>	<b>100%</b>	<b>6,909</b>	<b>100%</b>	<b>8%</b>
Distribution of Students Who Took a Test	Level 40	3	4%	7	7%	6	7%	16	6%	100%
	Level 30	5	7%	13	14%	5	6%	23	9%	0%
	Level 20	7	10%	8	9%	6	7%	21	8%	-14%
	Level 19	58	79%	66	70%	66	80%	190	76%	14%
	<b>Total Tested</b>	<b>73</b>	<b>100%</b>	<b>94</b>	<b>100%</b>	<b>83</b>	<b>100%</b>	<b>250</b>	<b>100%</b>	<b>14%</b>

Source: SDCCD Information System

**Math Placement**

Table 10. Math placement

		2012/13		2013/14		2014/15		2012/13 - 2014/15		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	1,738	78%	1,670	73%	1,793	75%	5,201	75%	3%
	Not Tested	485	22%	611	27%	612	25%	1,708	25%	26%
	<b>Total Students</b>	<b>2,223</b>	<b>100%</b>	<b>2,281</b>	<b>100%</b>	<b>2,405</b>	<b>100%</b>	<b>6,909</b>	<b>100%</b>	<b>8%</b>
Distribution of Students Who Took a Test	Transfer Level	245	14%	222	13%	273	15%	740	14%	11%
	Associate Level	190	11%	144	9%	170	9%	504	10%	-11%
	Basic Skills	1,303	75%	1,303	78%	1,349	75%	3,955	76%	4%
	Take Algebra Test	0	0%	1	0%	1	0%	2	0%	---
	<b>Total Tested</b>	<b>1,738</b>	<b>100%</b>	<b>1,670</b>	<b>100%</b>	<b>1,793</b>	<b>100%</b>	<b>5,201</b>	<b>100%</b>	<b>3%</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 City College/ECC English and math enrollments by placement level among three cohorts of **first-time to college high school graduates who enrolled at City College/ECC 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 2012, 2013, or 2014 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 (28% in in each term placed at different reading and writing levels).

Among students who placed at the transfer or associate levels, course enrollment was measured at or below their placement level. For those students who placed at the basic skills levels, course enrollment was measured at their placement level. For those students who placed below basic skills, course enrollment was measured at any placement level.

**English and Math Course Enrollment by Placement Level**

Table 11. English course enrollment by placement level

	Fall 12 Cohort	Total Enrolled 2012/13		Fall 13 Cohort	Total Enrolled 2013/14		Fall 14 Cohort	Total Enrolled 2014/15		All Cohorts	Total Enrolled 2012/13-2014/15	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer/Associate Level	511	273	53%	505	325	64%	564	379	67%	1,580	977	62%
Basic Skills	452	286	63%	401	268	67%	465	322	69%	1,318	876	66%
Take ESOL Test/Need Advising	197	95	48%	147	77	52%	148	79	53%	492	251	51%
<b>Total Count/Avg %</b>	<b>1,160</b>	<b>654</b>	<b>56%</b>	<b>1,053</b>	<b>670</b>	<b>64%</b>	<b>1,177</b>	<b>780</b>	<b>66%</b>	<b>3,390</b>	<b>2,104</b>	<b>62%</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 2015 enrollments are not yet available and therefore not included.

Table 12. Math course enrollment by placement level

	Fall 12 Cohort	Total Enrolled 2012/13		Fall 13 Cohort	Total Enrolled 2013/14		Fall 14 Cohort	Total Enrolled 2014/15		All Cohorts	Total Enrolled 2012/13-2014/15	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer Level	218	142	65%	184	112	61%	227	133	59%	629	387	62%
Associate Level	136	98	72%	101	63	62%	118	88	75%	355	249	70%
Basic Skills	811	553	68%	786	543	69%	838	545	65%	2,435	1,641	67%
Take Algebra Test	2	1	50%	1	1	100%	0	0	0%	3	2	67%
<b>Total Count/Avg %</b>	<b>1,167</b>	<b>794</b>	<b>68%</b>	<b>1,072</b>	<b>719</b>	<b>67%</b>	<b>1,183</b>	<b>766</b>	<b>65%</b>	<b>3,422</b>	<b>2,279</b>	<b>67%</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 2015 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.