

Mesa College
High School to College Pipeline Report
2010/11 - 2014/15

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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

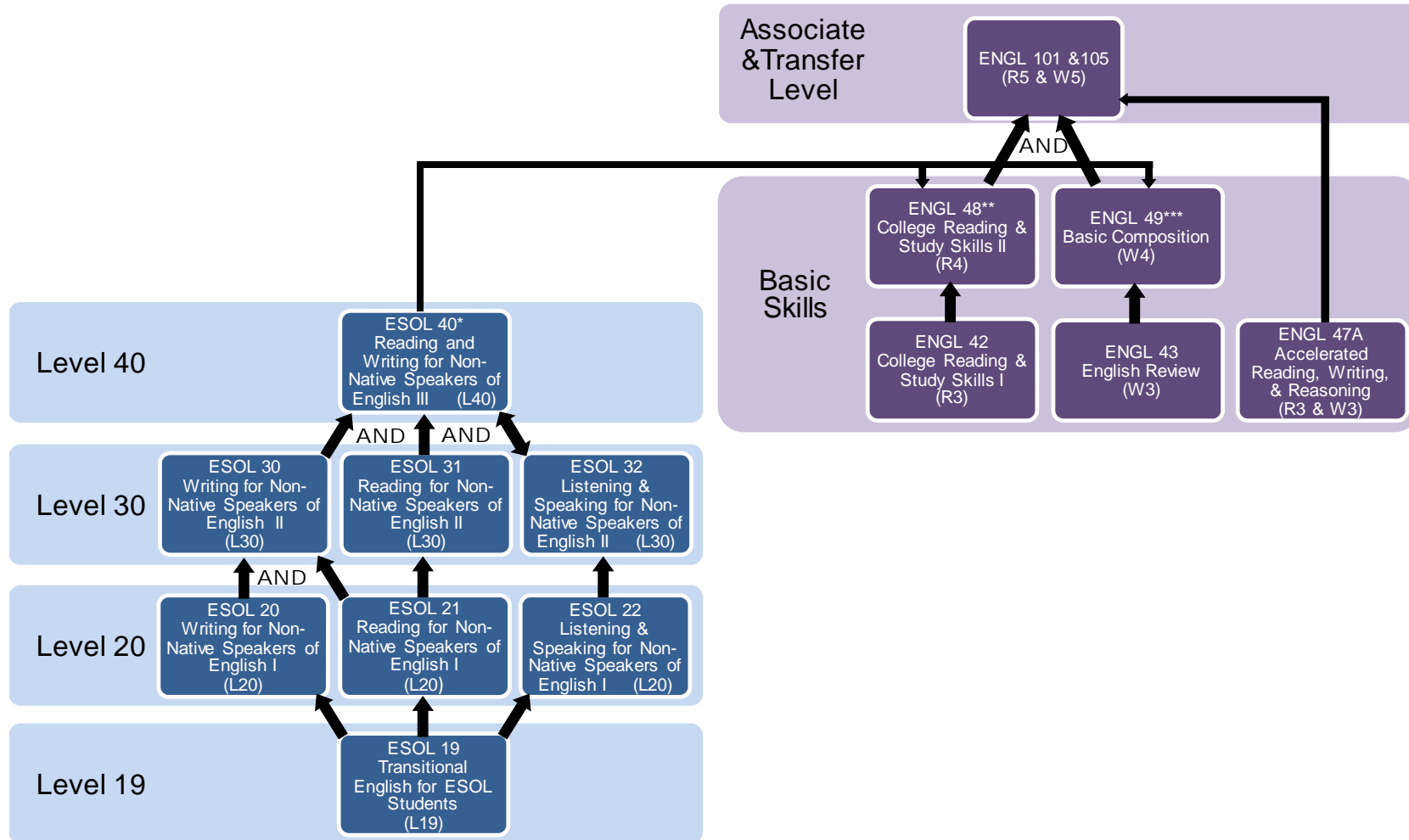
Enrollment: The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, and tutoring classes are excluded.

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

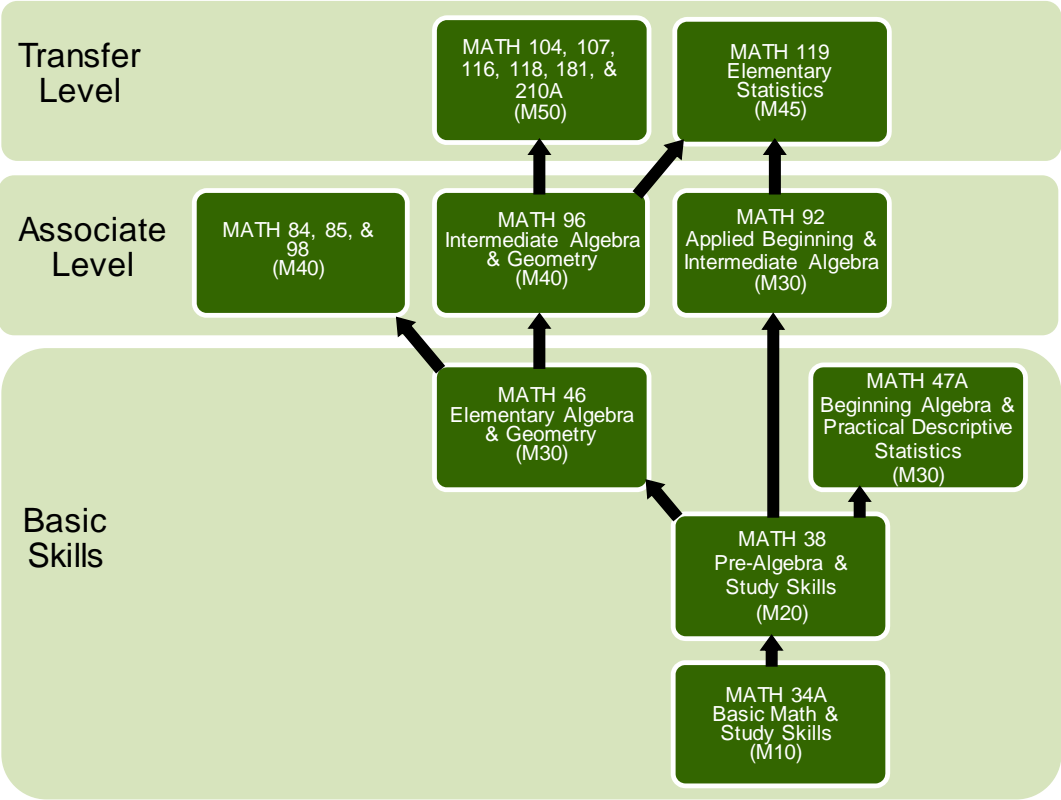


* ESOL 40 requires a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

** 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 2014/15, 18% of the 2013/14 feeder high school graduates (1,323 out of 7,309 students) and 5% of the 2013/14 non-feeder high school graduates (515 out of 10,442 students) entered Mesa College in the year following high school completion. This does not include 686 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 2014/15 feeder and non-feeder high school student entry rates are comparable to the five-year averages of 19% and 5%, respectively.
2. Between 2009/10 and 2013/14, the number of concurrently enrolled seniors declined 38% among feeder students (from 1,131 in 2009/10 to 696 in 2013/14) and 94% among non-feeder students (from 53 in 2009/10 to 3 in 2013/14). Concurrent high school seniors, who were both enrolled at Mesa College and attended a District feeder high school in 2013/14, continued their enrollment the following year as college-only students at an 8% participation rate. Participation rates of concurrently enrolled feeder school seniors who continued enrollment at Mesa College the year following high school graduation was at its lowest in 2013/14 (8%) compared to the four prior years (12%-15%).
3. Twenty-eight 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 (658 out of 2,367 students). This is equal to the five-year average of 28%.
4. In 2014/15, 83% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units (105 out of 126 students), while approximately half of the students who enrolled in 6.0-8.9 units and 9.0-11.9 units (52% and 47%, respectively) completed the total number of attempted units (6.0-8.9 units, 207 out of 400 students; 9.0-11.9 units, 203 out of 432 students). Over half (56%) of the students who were enrolled in school full-time (12+ units) in 2014/15, completed the total number of attempted units (564 out of 1,005 students).
5. Approximately three quarters (76%) of first-time to college high school graduates at Mesa College persisted from the Fall 2013 term to the following spring term (1,362 out of 1,783 students), and over half (54%) annually persisted to a second fall term (954 out of 1,783 students). This is comparable to the five-year averages for term-to-term persistence (75%) and annual persistence (53%).
6. In 2014/15, a majority of the first-time to college high school graduates completed an assessment test in reading (82%; 1,875 out of 2,278 students), writing (82%; 1,877 out of 2,278 students), and math (83%; 1,887 out of 2,278 students). Overall, the percentages of students who completed an assessment test in reading, writing, and math increased from 2012/13 to 2014/15 (79% to 82%; 79% to 82%; and 79% to 83%, respectively).

7. In 2014/15, 54% of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level (1,007 out of 1,875 students). The majority of first-time to college high school graduates who completed an assessment test in writing placed at basic skills (62%; 1,155 out of 1,877 students). The majority of first-time to college high school graduates who completed an assessment test in math in 2014/15 also placed at basic skills (55%; 1,042 out of 1,887 students). Among first-time to college high school graduates who completed an assessment test in ESOL in 2014/15, approximately two thirds (67%) of the students placed five levels below English transfer level (ESOL level 19; 57 out of 85 students).
8. Sixty-nine percent 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 Mesa College (623 out of 900 students).
9. By the end of their first year at Mesa College, 60% 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 (280 out of 468 students), and 75% of those who placed in associate level math enrolled in a math course at or below their placement level (200 out of 267 students).
10. Among the Fall 2014 first-time to college high school graduates who placed in basic skills level reading or writing, 63% enrolled in an English course at their placement level by the end of their first year at Mesa College (298 out of 470 students). Sixty-two percent 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 (477 out of 774 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 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 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.

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

		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	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %	
City Feeder	Crawford Ed Complex	236	56	24%	193	30	16%	189	29	15%	200	27	14%	232	43	19%	-2%	-23%	18%				
	Garfield	160	15	9%	144	10	7%	139	16	12%	139	8	6%	127	11	9%	-21%	-27%	8%				
	Gompers Prep	0	0	--	0	0	--	71	1	1%	81	2	2%	89	4	4%	---	---	---				
	Health Sciences	84	18	21%	127	17	13%	128	23	18%	138	30	22%	135	44	33%	61%	144%	22%				
	Hoover	322	64	20%	311	56	18%	292	49	17%	324	83	26%	344	48	14%	7%	-25%	19%				
	Lincoln	354	45	13%	389	33	8%	316	40	13%	290	34	12%	298	37	12%	-16%	-18%	11%				
	Morse	442	43	10%	380	33	9%	381	57	15%	349	50	14%	377	42	11%	-15%	-2%	12%				
	San Diego Ed Complex	452	57	13%	485	51	11%	422	42	10%	430	45	10%	393	45	11%	-13%	-21%	11%				
	San Diego SCPA	169	21	12%	181	21	12%	168	30	18%	178	25	14%	144	14	10%	-15%	-33%	13%				
Mesa Feeder	Charter School of SD	436	86	20%	479	101	21%	559	98	18%	526	82	16%	441	65	15%	1%	-24%	18%				
	Clairemont	250	103	41%	278	109	39%	230	88	38%	265	106	40%	256	103	40%	2%	0%	40%				
	High Tech Ed Complex	306	26	8%	294	27	9%	288	28	10%	317	13	4%	312	36	12%	2%	38%	9%				
	Kearny Ed Complex	331	149	45%	319	143	45%	381	189	50%	294	155	53%	322	156	48%	-3%	5%	48%				
	La Jolla	338	64	19%	359	61	17%	374	54	14%	342	65	19%	338	50	15%	0%	-22%	17%				
	Madison	224	96	43%	247	86	35%	224	85	38%	230	80	35%	216	82	38%	-4%	-15%	38%				
	Mark Twain	208	17	8%	187	18	10%	226	30	13%	183	15	8%	152	22	14%	-27%	29%	11%				
	Mission Bay	266	74	28%	277	65	23%	311	95	31%	273	55	20%	274	50	18%	3%	-32%	24%				
	Patrick Henry	471	59	13%	503	52	10%	484	46	10%	517	43	8%	523	41	8%	11%	-31%	10%				
Point Loma	402	106	26%	424	135	32%	408	84	21%	441	100	23%	401	101	25%	0%	-5%	25%					
Miramar Feeder	Mira Mesa	598	143	24%	593	82	14%	552	79	14%	550	85	15%	609	96	16%	2%	-33%	17%				
	Scripps Ranch	494	93	19%	531	89	17%	579	102	18%	558	68	12%	509	65	13%	3%	-30%	16%				
	Serra	397	85	21%	365	106	29%	406	115	28%	381	58	15%	408	93	23%	3%	9%	23%				
	University City	401	97	24%	416	103	25%	387	90	23%	427	104	24%	409	75	18%	2%	-23%	23%				
District Feeder Total		7,341	1,517	21%	7,482	1,428	19%	7,515	1,470	20%	7,433	1,333	18%	7,309	1,323	18%	0%	-13%	19%				
Non-Feeder High Schools	Abraxas	147	7	5%	123	7	6%	98	8	8%	70	5	7%	78	10	13%	-47%	43%	7%				
	Bonita Vista	536	23	4%	497	16	3%	541	20	4%	540	22	4%	550	14	3%	3%	-39%	4%				
	Castle Park	352	22	6%	294	19	6%	260	6	2%	372	13	3%	373	14	4%	6%	-36%	4%				
	Chula Vista	567	51	9%	510	25	5%	538	29	5%	578	29	5%	577	27	5%	2%	-47%	6%				
	Coronado	261	34	13%	277	33	12%	248	32	13%	255	15	6%	274	23	8%	5%	-32%	10%				
	Del Norte	0	0	--	1	0	0%	243	23	9%	458	29	6%	380	29	8%	---	---	---				
	Eastlake	555	5	1%	502	21	4%	512	13	3%	670	12	2%	71	15	21%	-87%	200%	3%				

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

Mesa College High School to College Pipeline Report

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

		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	Entrants		
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %
Non-Feeder High Schools, cont.	Grossmont	518	12	2%	470	9	2%	519	13	3%	514	12	2%	428	9	2%	-17%	-25%	2%						
	Helix	436	16	4%	477	16	3%	469	25	5%	461	13	3%	477	16	3%	9%	0%	4%						
	Hilltop	546	25	5%	467	25	5%	486	23	5%	495	16	3%	526	26	5%	-4%	4%	5%						
	Mar Vista	399	20	5%	310	13	4%	337	12	4%	354	16	5%	358	10	3%	-10%	-50%	4%						
	Montgomery	366	13	4%	309	8	3%	303	10	3%	391	14	4%	347	13	4%	-5%	0%	3%						
	Mount Miguel	365	9	2%	340	9	3%	327	12	4%	259	6	2%	230	7	3%	-37%	-22%	3%						
	Mt. Carmel	564	65	12%	547	48	9%	505	47	9%	445	38	9%	488	50	10%	-13%	-23%	10%						
	Olympian	262	2	1%	329	17	5%	374	13	3%	440	7	2%	435	16	4%	66%	700%	3%						
	Otay Ranch	615	9	1%	604	30	5%	591	17	3%	627	10	2%	637	25	4%	4%	178%	3%						
	Poway	633	45	7%	676	39	6%	581	51	9%	537	34	6%	578	29	5%	-9%	-36%	7%						
	Ramona	398	8	2%	385	23	6%	406	15	4%	367	17	5%	363	13	4%	-9%	63%	4%						
	Rancho Bernardo	665	53	8%	680	49	7%	546	42	8%	489	41	8%	548	46	8%	-18%	-13%	8%						
	San Ysidro	399	15	4%	408	12	3%	449	13	3%	506	5	1%	483	11	2%	21%	-27%	2%						
	Southwest	347	13	4%	337	10	3%	333	10	3%	367	10	3%	382	14	4%	10%	8%	3%						
	Sweetwater	543	50	9%	489	31	6%	469	33	7%	643	43	7%	653	44	7%	20%	-12%	7%						
	Torrey Pines	610	24	4%	647	10	2%	625	13	2%	592	11	2%	591	18	3%	-3%	-25%	2%						
	West View	592	57	10%	577	54	9%	593	43	7%	567	45	8%	595	36	6%	1%	-37%	8%						
Non-Feeder Total		10,676	578	5%	10,256	524	5%	10,353	523	5%	10,997	463	4%	10,422	515	5%	-2%	-11%	5%						
Other High Schools	Foreign School	---	72	---	---	67	---	---	60	---	---	51	---	---	70	---	---	-3%	---						
	Other	---	481	---	---	483	---	---	531	---	---	470	---	---	435	---	---	-10%	---						
	Out of State	---	109	---	---	106	---	---	110	---	---	120	---	---	140	---	---	28%	---						
	San Diego County	---	74	---	---	43	---	---	39	---	---	42	---	---	41	---	---	-45%	---						
Other Total		---	736	---	---	699	---	---	740	---	---	683	---	---	686	---	---	-7%	---						
Total		---	2,831	---	---	2,651	---	---	2,733	---	---	2,479	---	---	2,524	---	---	-11%	---						

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 Mesa College within one year of graduation

	10/11	11/12	12/13	13/14	14/15	Five-Year	10/11-14/15
	Entrants	Entrants	Entrants	Entrants	Entrants	Avg/Total	% Change
0.0-1.5	0%	0%	0%	0%	0%	0%	-33%
1.6-1.9	1%	1%	1%	1%	1%	1%	-36%
2.0-2.5	19%	21%	21%	18%	18%	20%	-15%
2.6-3.0	34%	35%	34%	36%	35%	35%	-5%
3.1-3.5	30%	29%	30%	30%	31%	30%	-9%
Over 3.5	16%	14%	14%	15%	15%	15%	-15%
Total	100%	100%	100%	100%	100%	100%	-10%
Students Who Reported GPA	2,603	2,438	2,550	2,316	2,336	12,243	-10%
Total of All Students	2,870	2,689	2,756	2,517	2,554	13,386	-11%

Source: SDCCD Information System

Note 1. High School GPA is self-reported on students' college applications. On average, across five years, 8% 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	%	N	N	%	N	N	%	% Change	Avg %
District Feeder	1,131	171	15%	1,098	141	13%	1,069	130	12%	885	133	15%	696	57	8%	-38%	-67%	13%					
Non-Feeder	53	10	19%	46	6	13%	4	2	50%	6	1	17%	3	2	67%	-94%	-80%	19%					
Other/Unreported	14	1	7%	7	0	0%	4	0	0%	1	0	0%	0	0	0%	-100%	-100%	4%					
Grand Total	1,198	182	15%	1,151	147	13%	1,077	132	12%	892	134	15%	699	59	8%	-42%	-68%	13%					

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. No exclusions limit the concurrent student cohort to 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.

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 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 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	2,483	2,529	2,485	2,349	2,367	12,213	-5%
Gender							
Female	49%	45%	49%	48%	49%	48%	-3%
Male	51%	55%	51%	52%	51%	52%	-6%
Unreported	0%	0%	0%	0%	0%	0%	0%
Ethnicity							
African American	8%	7%	8%	7%	8%	7%	-5%
American Indian	0%	0%	0%	0%	0%	0%	-27%
Asian/Pacific Islander	10%	11%	10%	9%	9%	10%	-19%
Filipino	4%	4%	4%	4%	4%	4%	-3%
Latino	38%	40%	42%	44%	44%	42%	10%
White	31%	29%	28%	27%	27%	28%	-18%
Other	7%	8%	8%	7%	7%	7%	-8%
Unreported	1%	1%	1%	1%	2%	1%	33%
First Generation							
First Generation	27%	29%	27%	28%	28%	28%	-2%
Not First Generation	73%	71%	73%	72%	72%	72%	-6%
Educational Goal							
4 Yr College Student	13%	13%	13%	12%	10%	12%	-26%
AA/AS w/out Transfer	5%	5%	5%	4%	5%	5%	5%
BA/BS after Completing AA/AS	43%	45%	47%	47%	50%	46%	11%
BA/BS w/out Completing AA/AS	10%	8%	9%	11%	9%	9%	-7%
Basic Skills Improvement	0%	1%	0%	0%	1%	1%	40%
Certificate/License Maintenance	2%	1%	1%	1%	1%	1%	-37%
Current Job/Career Advancement	0%	0%	0%	0%	0%	0%	14%
Educational Development	1%	1%	0%	1%	1%	1%	-37%
HS Diploma/GED Certificate	0%	1%	1%	0%	0%	0%	10%
New Career Preparation	8%	7%	7%	7%	7%	7%	-16%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	0%
Voc Cert/Degree w/out Transfer	1%	1%	1%	1%	1%	1%	-28%
Undecided	18%	17%	16%	15%	15%	16%	-19%
Unreported	0%	0%	0%	0%	0%	0%	---

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%	73%				
		3.0 - 5.9 Units	32%	3%	66%			
		6.0 - 8.9 Units	27%	2%	25%	46%		
		9.0 - 11.9 Units	16%	1%	19%	21%	42%	
		12.0 + Units	8%	1%	7%	10%	20%	54%
	2011/12	0.1 - 2.9 Units	30%	70%				
		3.0 - 5.9 Units	41%	3%	56%			
		6.0 - 8.9 Units	26%	2%	28%	44%		
		9.0 - 11.9 Units	17%	2%	16%	21%	44%	
		12.0 + Units	6%	1%	7%	15%	20%	51%
	2012/13	0.1 - 2.9 Units	28%	72%				
		3.0 - 5.9 Units	37%	3%	61%			
		6.0 - 8.9 Units	23%	3%	28%	46%		
		9.0 - 11.9 Units	17%	1%	17%	21%	44%	
		12.0 + Units	7%	1%	8%	12%	18%	54%
	2013/14	0.1 - 2.9 Units	19%	81%				
		3.0 - 5.9 Units	36%	3%	61%			
		6.0 - 8.9 Units	21%	2%	27%	50%		
		9.0 - 11.9 Units	15%	2%	13%	25%	46%	
		12.0 + Units	7%	1%	7%	12%	19%	54%
2014/15	0.1 - 2.9 Units	17%	83%					
	3.0 - 5.9 Units	33%	2%	66%				
	6.0 - 8.9 Units	23%	1%	24%	52%			
	9.0 - 11.9 Units	15%	0%	13%	24%	47%		
	12.0 + Units	8%	0%	7%	12%	17%	56%	
Five-Year Average		--	76%	62%	47%	45%	54%	
10/11-14/15 % Change		--	-17%	-13%	5%	17%	5%	

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	1,285	953	74%	679	53%
2010	1,704	1,245	73%	845	50%
2011	1,826	1,393	76%	996	55%
2012	1,827	1,399	77%	1,021	56%
2013	1,783	1,362	76%	954	54%
Total/Five-Year Avg	8,425	6,352	75%	4,495	53%

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.

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	1,971	79%	1,853	78%	1,875	82%	5,699	80%	-5%
	Not Tested	520	21%	526	22%	403	18%	1,449	20%	-23%
	Total Students	2,491	100%	2,379	100%	2,278	100%	7,148	100%	-9%
Distribution of Students Who Took a Test	Transfer/Associate Level	1,045	53%	953	51%	1,007	54%	3,005	53%	-4%
	Basic Skills	760	39%	723	39%	676	36%	2,159	38%	-11%
	Need English Advising	127	6%	149	8%	141	8%	417	7%	11%
	Take ESOL Test	39	2%	28	2%	51	3%	118	2%	31%
	Total Tested	1,971	100%	1,853	100%	1,875	100%	5,699	100%	-5%

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	1,971	79%	1,854	78%	1,877	82%	5,702	80%	-5%
	Not Tested	520	21%	525	22%	401	18%	1,446	20%	-23%
	Total Students	2,491	100%	2,379	100%	2,278	100%	7,148	100%	-9%
Distribution of Students Who Took a Test	Transfer/Associate Level	554	28%	486	26%	530	28%	1,570	28%	-4%
	Basic Skills	1,251	63%	1,191	64%	1,155	62%	3,597	63%	-8%
	Need English Advising	127	6%	149	8%	141	8%	417	7%	11%
	Take ESOL Test	39	2%	28	2%	51	3%	118	2%	31%
	Total Tested	1,971	100%	1,854	100%	1,877	100%	5,702	100%	-5%

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	69	3%	71	3%	85	4%	225	3%	23%
	Not Tested	2,422	97%	2,308	97%	2,193	96%	6,923	97%	-9%
	Total Students	2,491	100%	2,379	100%	2,278	100%	7,148	100%	-9%
Distribution of Students Who Took a Test	Level 40	1	1%	9	13%	12	14%	22	10%	1100%
	Level 30	9	13%	15	21%	10	12%	34	15%	11%
	Level 20	10	14%	7	10%	6	7%	23	10%	-40%
	Level 19	49	71%	40	56%	57	67%	146	65%	16%
	Total Tested	69	100%	71	100%	85	100%	225	100%	23%

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	1,968	79%	1,895	80%	1,887	83%	5,750	80%	-4%
	Not Tested	523	21%	484	20%	391	17%	1,398	20%	-25%
	Total Students	2,491	100%	2,379	100%	2,278	100%	7,148	100%	-9%
Distribution of Students Who Took a Test	Transfer Level	490	25%	504	27%	515	27%	1,509	26%	5%
	Associate Level	345	18%	271	14%	330	17%	946	16%	-4%
	Basic Skills	1,120	57%	1,120	59%	1,042	55%	3,282	57%	-7%
	Take Algebra Test	13	1%	0	0%	0	0%	13	0%	-100%
	Total Tested	1,968	100%	1,895	100%	1,887	100%	5,750	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 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 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) 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 (32% in Fall 2012, 30% in Fall 2013, and 30% in Fall 2014, respectively, 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.

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	984	429	44%	871	514	59%	900	623	69%	2,755	1,566	57%
Basic Skills	511	265	52%	541	331	61%	470	298	63%	1,522	894	59%
Take ESOL Test/Need Advising	122	40	33%	126	74	59%	126	65	52%	374	179	48%
Total Count/Avg %	1,617	734	45%	1,538	919	60%	1,496	986	66%	4,651	2,639	57%

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	469	258	55%	461	275	60%	468	280	60%	1,398	813	58%
Associate Level	282	150	53%	243	163	67%	267	200	75%	792	513	65%
Basic Skills	856	464	54%	857	545	64%	774	477	62%	2,487	1,486	60%
Take Algebra Test	11	9	82%	0	0	0%	0	0	0%	11	9	82%
Total Count/Avg %	1,618	881	54%	1,561	983	63%	1,509	957	63%	4,688	2,821	60%

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.