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**Miramar 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 Miramar 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 Miramar 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 Miramar 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 Miramar College either in the year following high school completion or within four years of high school completion.

## Operational Definitions

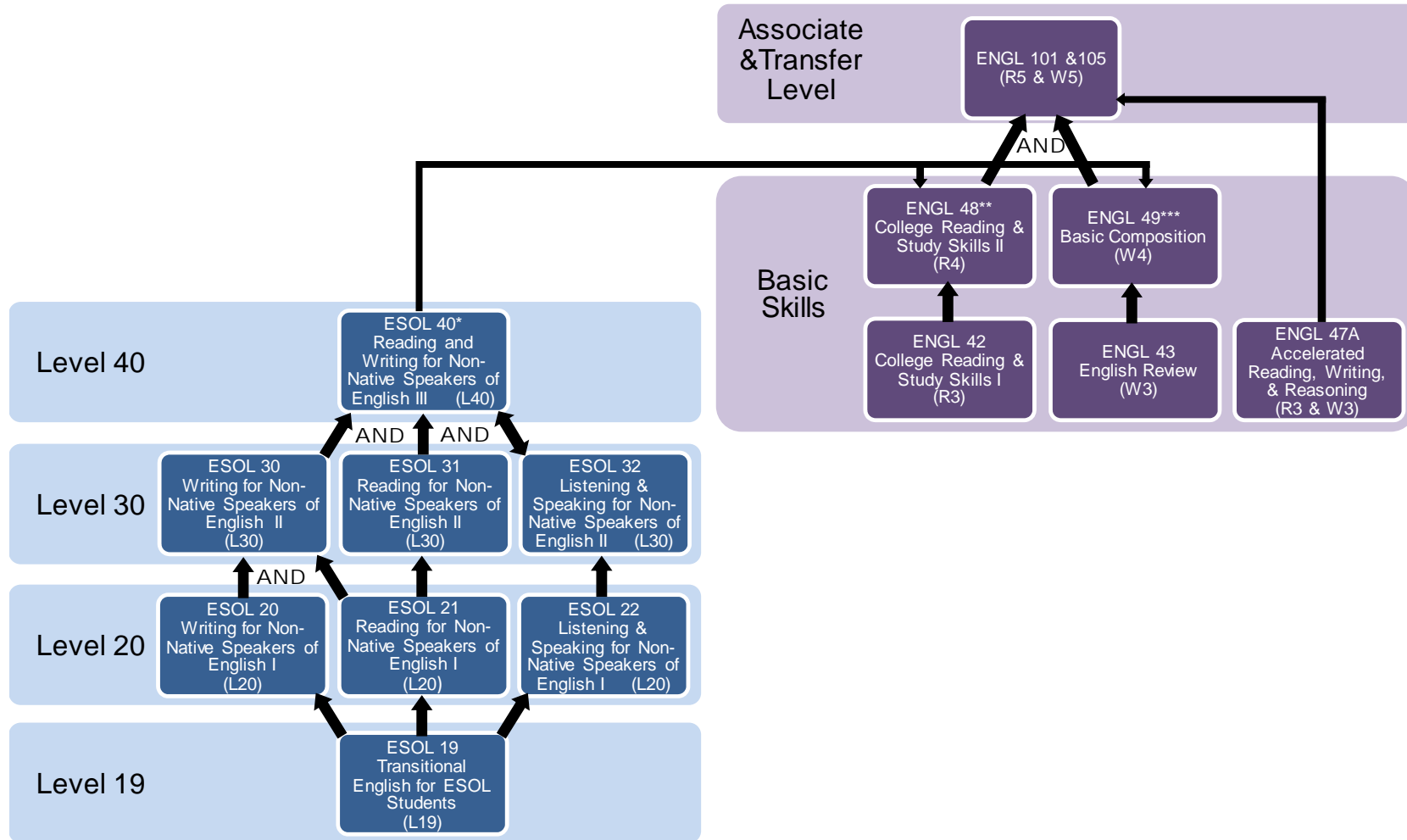
**Enrollment:** The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, tutoring, and year-long summer in-service classes are excluded.

**Headcount:** The individual count of students, or unduplicated headcount. Drops, never attends, cancelled, and year-long summer in-service 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

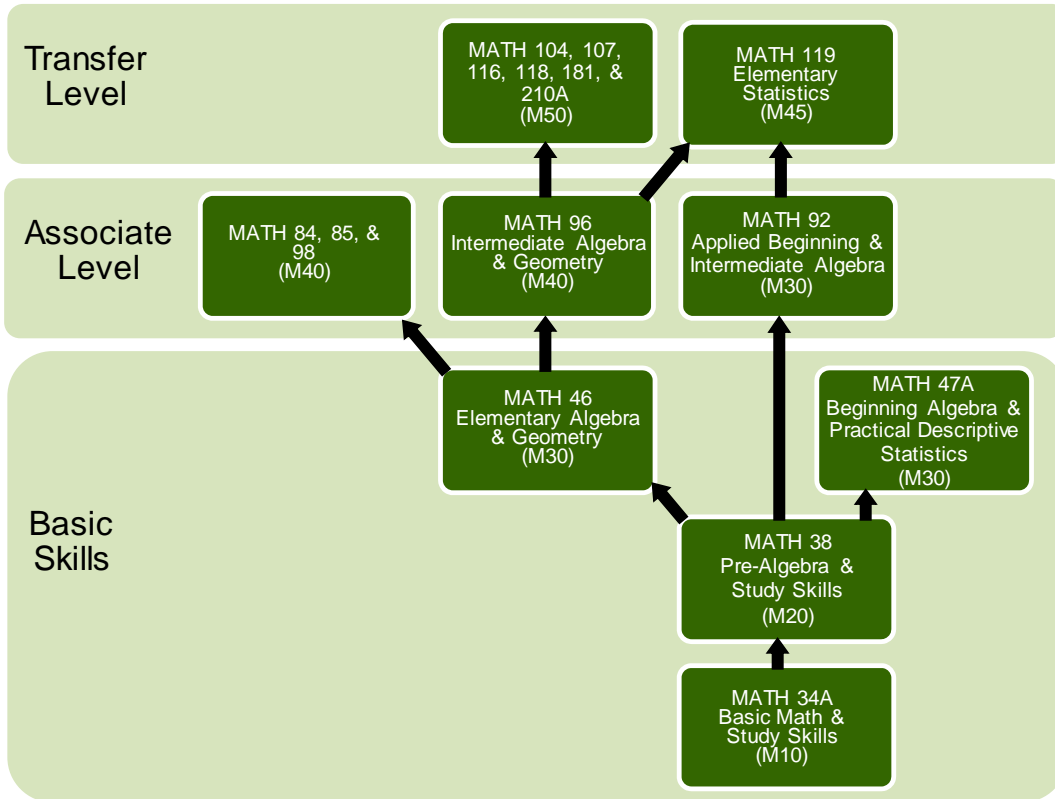


\* ESOL 40 requires a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

\*\* 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, 8% of the 2013/14 feeder high school graduates (617 out of 7,309 students) and 5% of the 2013/14 non-feeder high school graduates (551 out of 10,442 students) entered Miramar College in the year following high school completion. This does not include 234 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 school student entry rates are equal to the five-year averages of 8% and 5%, respectively.
2. Between 2009/10 and 2013/14, the number of concurrently enrolled seniors declined 84% among feeder students (from 134 in 2009/10 to 22 in 2013/14) and 69% among non-feeder students (from 71 in 2009/10 to 22 in 2013/14). Concurrent high school seniors, who were both enrolled at Miramar College and attended a District feeder high school in 2013/14, continued their enrollment the following year as college-only students at a lower rate (14%; 3 out of 22 students) than students who had concurrently attended non-feeder high schools (18%; 4 out of 22 students). Over five years, participation rates of concurrently enrolled feeder school seniors who continued Miramar College enrollment the year following high school graduation ranged from 14% to 32%, while the participation rates of students who had attended non-feeder high schools ranged from 5% to 21%.
3. Twenty-two 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 (291 out of 1,353 students). This is comparable to the five-year average of 21%.
4. In 2014/15, 88% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units (49 out of 56 students) and 63% of the students, who were enrolled in school full-time (12+ units) in 2014/15, completed the total number of attempted units (306 out of 486 students).
5. Seventy-one percent of the Fall 2013 first-time to college high school graduates at Miramar College persisted to the next spring term (625 out of 882 students), which is equal to the five-year average of 71%. Over half (54%) annually persisted to a second fall term (472 out of 882 students), which is comparable to the five-year annual persistence average of 53%.
6. In 2014/15, a majority of the first-time to college high school graduates completed an assessment test in reading (74%; 1,120 out of 1,518 students), writing (74%; 1,122 out of 1,518 students), and math (73%; 1,115 out of 1,518 students). The percentage of students who completed an assessment test in reading, writing, or math decreased by three percentage points between 2012/13 and 2013/14, and then increased by three to four percentage points in 2014/15.

7. In 2014/15, 65% of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer level (728 out of 1,120 students), and over half (55%) of first-time to college high school graduates who completed an assessment test in writing placed at basic skills (618 out of 1,122 students). The same percentage of first-time to college high school graduates who completed an assessment test in math in 2014/15 placed at the transfer or basic skills levels (43% each; 474 and 485, respectively, out of 1,115 students).
8. Fifty-one 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 Miramar College (262 out of 515 students).
9. By the end of their first year at Miramar College, 70% 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 (257 out of 368 students). Eighty-two percent of those who placed in associate level math enrolled in a math course at or below their placement level (86 out of 105 students).
10. Among Fall 2014 first-time to college high school graduates who placed in basic skills level reading or writing, about three out of four students (74%) enrolled in an English course at their placement level by the end of their first year at Miramar College (140 out of 190 students). Seventy-one 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 at Miramar College (202 out of 283 students).



## Section I: Entering the Community College Pipeline

This section describes different aspects of high school graduate student entry to Miramar 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 Miramar 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 Miramar 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.

Miramar College High School to College Pipeline Report

College Participation Rates of High School Graduates

Table 1. Headcount and participation rates of high school graduates who enroll at Miramar 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		Grads		Grads		Entrants
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %			
City Feeder	Crawford Ed Complex	236	6	3%	193	4	2%	189	4	2%	200	11	6%	232	7	3%	-2%	17%	3%			
	Garfield	160	3	2%	144	1	1%	139	0	0%	139	3	2%	127	2	2%	-21%	-33%	1%			
	Gompers Prep	0	0	--	0	0	--	71	0	0%	81	1	1%	89	0	0%	---	---	---			
	Health Sciences	84	2	2%	127	2	2%	128	2	2%	138	5	4%	135	6	4%	61%	200%	3%			
	Hoover	322	10	3%	311	12	4%	292	3	1%	324	9	3%	344	14	4%	7%	40%	3%			
	Lincoln	354	3	1%	389	6	2%	316	6	2%	290	8	3%	298	8	3%	-16%	167%	2%			
	Morse	442	4	1%	380	2	1%	381	12	3%	349	3	1%	377	3	1%	-15%	-25%	1%			
	San Diego Ed Complex	452	4	1%	485	15	3%	422	6	1%	430	5	1%	393	8	2%	-13%	100%	2%			
	San Diego SCPA	169	5	3%	181	11	6%	168	7	4%	178	5	3%	144	5	3%	-15%	0%	4%			
Mesa Feeder	Charter School of SD	436	29	7%	479	36	8%	559	42	8%	526	38	7%	441	25	6%	1%	-14%	7%			
	Clairemont	250	12	5%	278	12	4%	230	9	4%	265	10	4%	256	10	4%	2%	-17%	4%			
	High Tech Ed Complex	306	3	1%	294	2	1%	288	2	1%	317	1	0%	312	2	1%	2%	-33%	1%			
	Kearny Ed Complex	331	13	4%	319	11	3%	381	16	4%	294	10	3%	322	13	4%	-3%	0%	4%			
	La Jolla	338	8	2%	359	11	3%	374	10	3%	342	12	4%	338	8	2%	0%	0%	3%			
	Madison	224	7	3%	247	7	3%	224	11	5%	230	10	4%	216	8	4%	-4%	14%	4%			
	Mark Twain	208	10	5%	187	5	3%	226	8	4%	183	6	3%	152	5	3%	-27%	-50%	4%			
	Mission Bay	266	8	3%	277	9	3%	311	9	3%	273	9	3%	274	4	1%	3%	-50%	3%			
	Patrick Henry	471	7	1%	503	9	2%	484	8	2%	517	7	1%	523	5	1%	11%	-29%	1%			
Point Loma	402	16	4%	424	8	2%	408	14	3%	441	20	5%	401	14	3%	0%	-13%	3%				
Miramar Feeder	Mira Mesa	598	307	51%	593	250	42%	552	255	46%	550	247	45%	609	301	49%	2%	-2%	47%			
	Scripps Ranch	494	119	24%	531	111	21%	579	123	21%	558	87	16%	509	100	20%	3%	-16%	20%			
	Serra	397	33	8%	365	38	10%	406	23	6%	381	19	5%	408	43	11%	3%	30%	8%			
	University City	401	27	7%	416	34	8%	387	19	5%	427	22	5%	409	26	6%	2%	-4%	6%			
<b>District Feeder Total</b>		<b>7,341</b>	<b>636</b>	<b>9%</b>	<b>7,482</b>	<b>596</b>	<b>8%</b>	<b>7,515</b>	<b>589</b>	<b>8%</b>	<b>7,433</b>	<b>548</b>	<b>7%</b>	<b>7,309</b>	<b>617</b>	<b>8%</b>	<b>0%</b>	<b>-3%</b>	<b>8%</b>			
Non-Feeder High Schools	Abraxas	147	20	14%	123	18	15%	98	16	16%	70	5	7%	78	14	18%	-47%	-30%	14%			
	Bonita Vista	536	6	1%	497	1	0%	541	3	1%	540	3	1%	550	0	0%	3%	-100%	0%			
	Castle Park	352	5	1%	294	3	1%	260	2	1%	372	0	0%	373	0	0%	6%	-100%	1%			
	Chula Vista	567	8	1%	510	2	0%	538	2	0%	578	5	1%	577	6	1%	2%	-25%	1%			
	Coronado	261	5	2%	277	8	3%	248	6	2%	255	0	0%	274	8	3%	5%	60%	2%			
	Del Norte	0	0	--	1	0	0%	243	34	14%	458	53	12%	380	56	15%	---	---	---			
	Eastlake	555	1	0%	502	1	0%	512	1	0%	670	2	0%	71	1	1%	-87%	0%	0%			

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

## Miramar College High School to College Pipeline Report

Table 1. Headcount and participation rates of high school graduates who enroll at Miramar 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	5	1%	470	2	0%	519	3	1%	514	1	0%	428	3	1%	-17%	-40%	1%						
	Helix	436	7	2%	477	2	0%	469	4	1%	461	5	1%	477	0	0%	9%	-100%	1%						
	Hilltop	546	3	1%	467	7	1%	486	2	0%	495	2	0%	526	5	1%	-4%	67%	1%						
	Mar Vista	399	9	2%	310	3	1%	337	9	3%	354	2	1%	358	0	0%	-10%	-100%	1%						
	Montgomery	366	1	0%	309	4	1%	303	0	0%	391	0	0%	347	1	0%	-5%	0%	0%						
	Mount Miguel	365	2	1%	340	4	1%	327	3	1%	259	1	0%	230	2	1%	-37%	0%	1%						
	Mt. Carmel	564	119	21%	547	108	20%	505	99	20%	445	92	21%	488	124	25%	-13%	4%	21%						
	Olympian	262	0	0%	329	4	1%	374	1	0%	440	1	0%	435	2	0%	66%	---	0%						
	Otay Ranch	615	3	0%	604	4	1%	591	4	1%	627	0	0%	637	3	0%	4%	0%	0%						
	Poway	633	69	11%	676	92	14%	581	85	15%	537	75	14%	578	95	16%	-9%	38%	14%						
	Ramona	398	9	2%	385	9	2%	406	21	5%	367	12	3%	363	21	6%	-9%	133%	4%						
	Rancho Bernardo	665	85	13%	680	61	9%	546	67	12%	489	66	13%	548	91	17%	-18%	7%	13%						
	San Ysidro	399	2	1%	408	3	1%	449	2	0%	506	1	0%	483	2	0%	21%	0%	0%						
	Southwest	347	2	1%	337	5	1%	333	1	0%	367	5	1%	382	2	1%	10%	0%	1%						
	Sweetwater	543	4	1%	489	1	0%	469	1	0%	643	5	1%	653	6	1%	20%	50%	1%						
	Torrey Pines	610	10	2%	647	5	1%	625	7	1%	592	6	1%	591	10	2%	-3%	0%	1%						
	West View	592	96	16%	577	95	16%	593	94	16%	567	108	19%	595	99	17%	1%	3%	17%						
<b>Non-Feeder Total</b>		<b>10,676</b>	<b>471</b>	<b>4%</b>	<b>10,256</b>	<b>442</b>	<b>4%</b>	<b>10,353</b>	<b>467</b>	<b>5%</b>	<b>10,997</b>	<b>450</b>	<b>4%</b>	<b>10,422</b>	<b>551</b>	<b>5%</b>	<b>-2%</b>	<b>17%</b>	<b>5%</b>						
Other High Schools	Foreign School	---	15	---	---	22	---	---	20	---	---	19	---	---	16	---	---	7%	---						
	Other	---	163	---	---	167	---	---	174	---	---	168	---	---	160	---	---	-2%	---						
	Out of State	---	39	---	---	38	---	---	30	---	---	46	---	---	44	---	---	13%	---						
	San Diego County	---	15	---	---	13	---	---	8	---	---	10	---	---	14	---	---	-7%	---						
	<b>Other Total</b>	---	<b>232</b>	---	---	<b>240</b>	---	---	<b>232</b>	---	---	<b>243</b>	---	---	<b>234</b>	---	---	<b>1%</b>	---						
<b>Total</b>		---	<b>1,339</b>	---	---	<b>1,278</b>	---	---	<b>1,288</b>	---	---	<b>1,241</b>	---	---	<b>1,402</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 Miramar College 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%	-50%
1.6-1.9	1%	2%	1%	1%	1%	1%	-33%
2.0-2.5	19%	19%	21%	18%	16%	18%	-8%
2.6-3.0	33%	37%	33%	35%	33%	34%	9%
3.1-3.5	29%	30%	28%	31%	31%	30%	13%
Over 3.5	18%	13%	17%	15%	18%	16%	10%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>7%</b>
Students Who Reported GPA	1,218	1,160	1,192	1,142	1,298	6,010	7%
Total of All Students	1,345	1,281	1,292	1,249	1,406	6,573	5%

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

	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>	134	35	26%	102	24	24%	74	24	32%	48	12	25%	22	3	14%	-84%	-91%	26%
<b>Non-Feeder</b>	71	15	21%	50	6	12%	20	2	10%	20	1	5%	22	4	18%	-69%	-73%	15%
Other/Unreported	3	0	0%	4	0	0%	2	0	0%	2	0	0%	0	0	0%	-100%	---	0%
<b>Grand Total</b>	<b>208</b>	<b>50</b>	<b>24%</b>	<b>156</b>	<b>30</b>	<b>19%</b>	<b>96</b>	<b>26</b>	<b>27%</b>	<b>70</b>	<b>13</b>	<b>19%</b>	<b>44</b>	<b>7</b>	<b>16%</b>	<b>-79%</b>	<b>-86%</b>	<b>22%</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 Miramar College. No exclusions limit the concurrent student cohort to AP students. Re-enrollment counts exclude students who continue Miramar College enrollment as concurrent students.

Note 2. Students are unduplicated within each year. SDSU, UCSD, tutoring, cancelled, and year-long summer in-service 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 Miramar 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 Miramar 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	1,166	1,179	1,180	1,183	1,353	6,061	16%
<b>Gender</b>							
Female	38%	42%	42%	44%	42%	42%	27%
Male	62%	58%	58%	56%	58%	58%	10%
Unreported	0%	0%	0%	0%	0%	0%	0%
<b>Ethnicity</b>							
African American	4%	4%	4%	5%	3%	4%	-4%
American Indian	1%	0%	0%	0%	0%	0%	-50%
Asian/Pacific Islander	14%	16%	14%	14%	17%	15%	44%
Filipino	11%	11%	10%	11%	11%	11%	7%
Latino	24%	27%	28%	26%	28%	27%	35%
White	36%	32%	33%	34%	31%	33%	-1%
Other	8%	8%	9%	9%	9%	9%	23%
Unreported	2%	1%	1%	1%	1%	1%	-5%
<b>First Generation</b>							
First Generation	19%	22%	21%	22%	22%	21%	30%
Not First Generation	81%	78%	79%	78%	78%	79%	13%
<b>Educational Goal</b>							
4 Yr College Student	14%	13%	12%	11%	10%	12%	-18%
AA/AS w/out Transfer	5%	5%	7%	4%	7%	6%	52%
BA/BS after Completing AA/AS	39%	42%	40%	44%	45%	42%	33%
BA/BS w/out Completing AA/AS	8%	8%	8%	8%	10%	9%	36%
Basic Skills Improvement	0%	1%	1%	1%	1%	1%	100%
Certificate/License Maintenance	2%	1%	1%	2%	2%	1%	0%
Current Job/Career Advancement	1%	1%	1%	0%	1%	1%	67%
Educational Development	1%	1%	1%	1%	1%	1%	36%
HS Diploma/GED Certificate	1%	1%	1%	0%	1%	0%	14%
New Career Preparation	10%	10%	10%	9%	8%	9%	-10%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	0%
Voc Cert/Degree w/out Transfer	2%	2%	1%	2%	1%	1%	-22%
Undecided	17%	17%	17%	18%	14%	16%	1%
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	33%	<b>67%</b>				
		3.0 - 5.9 Units	26%	1%	<b>72%</b>			
		6.0 - 8.9 Units	21%	2%	23%	<b>54%</b>		
		9.0 - 11.9 Units	14%	1%	15%	22%	<b>48%</b>	
		12.0 + Units	5%	0%	8%	8%	17%	<b>62%</b>
	2011/12	0.1 - 2.9 Units	21%	<b>79%</b>				
		3.0 - 5.9 Units	35%	2%	<b>64%</b>			
		6.0 - 8.9 Units	20%	2%	20%	<b>58%</b>		
		9.0 - 11.9 Units	10%	2%	16%	21%	<b>51%</b>	
		12.0 + Units	6%	0%	4%	7%	18%	<b>66%</b>
	2012/13	0.1 - 2.9 Units	30%	<b>70%</b>				
		3.0 - 5.9 Units	35%	1%	<b>64%</b>			
		6.0 - 8.9 Units	20%	2%	21%	<b>57%</b>		
		9.0 - 11.9 Units	9%	1%	14%	25%	<b>52%</b>	
		12.0 + Units	4%	1%	6%	7%	17%	<b>67%</b>
	2013/14	0.1 - 2.9 Units	20%	<b>80%</b>				
		3.0 - 5.9 Units	36%	2%	<b>62%</b>			
		6.0 - 8.9 Units	27%	2%	21%	<b>51%</b>		
		9.0 - 11.9 Units	11%	1%	14%	20%	<b>54%</b>	
		12.0 + Units	7%	0%	4%	8%	18%	<b>63%</b>
2014/15	0.1 - 2.9 Units	13%	<b>88%</b>					
	3.0 - 5.9 Units	30%	1%	<b>69%</b>				
	6.0 - 8.9 Units	20%	2%	18%	<b>60%</b>			
	9.0 - 11.9 Units	13%	0%	11%	15%	<b>62%</b>		
	12.0 + Units	7%	0%	5%	8%	17%	<b>63%</b>	
<b>Five-Year Average</b>		--	<b>77%</b>	<b>66%</b>	<b>56%</b>	<b>54%</b>	<b>64%</b>	
<b>10/11-14/15 % Change</b>		--	<b>53%</b>	<b>-12%</b>	<b>14%</b>	<b>89%</b>	<b>35%</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	671	456	68%	344	51%
2010	730	501	69%	375	51%
2011	857	615	72%	463	54%
2012	876	667	76%	493	56%
2013	882	625	71%	472	54%
<b>Total/Five-Year Avg</b>	<b>4,016</b>	<b>2,864</b>	<b>71%</b>	<b>2,147</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 Miramar 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	904	73%	879	69%	1,120	74%	2,903	72%	24%
	Not Tested	327	27%	386	31%	398	26%	1,111	28%	22%
	<b>Total Students</b>	<b>1,231</b>	<b>100%</b>	<b>1,265</b>	<b>100%</b>	<b>1,518</b>	<b>100%</b>	<b>4,014</b>	<b>100%</b>	<b>23%</b>
Distribution of Students Who Took a Test	Transfer/Associate Level	553	61%	489	56%	728	65%	1,770	61%	32%
	Basic Skills	279	31%	313	36%	311	28%	903	31%	11%
	Need English Advising	54	6%	64	7%	71	6%	189	7%	31%
	Take ESOL Test	18	2%	13	1%	10	1%	41	1%	-44%
	<b>Total Tested</b>	<b>904</b>	<b>100%</b>	<b>879</b>	<b>100%</b>	<b>1,120</b>	<b>100%</b>	<b>2,903</b>	<b>100%</b>	<b>24%</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	904	73%	879	69%	1,122	74%	2,905	72%	24%
	Not Tested	327	27%	386	31%	396	26%	1,109	28%	21%
	<b>Total Students</b>	<b>1,231</b>	<b>100%</b>	<b>1,265</b>	<b>100%</b>	<b>1,518</b>	<b>100%</b>	<b>4,014</b>	<b>100%</b>	<b>23%</b>
Distribution of Students Who Took a Test	Transfer/Associate Level	301	33%	281	32%	423	38%	1,005	35%	41%
	Basic Skills	531	59%	521	59%	618	55%	1,670	57%	16%
	Need English Advising	54	6%	64	7%	71	6%	189	7%	31%
	Take ESOL Test	18	2%	13	1%	10	1%	41	1%	-44%
	<b>Total Tested</b>	<b>904</b>	<b>100%</b>	<b>879</b>	<b>100%</b>	<b>1,122</b>	<b>100%</b>	<b>2,905</b>	<b>100%</b>	<b>24%</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	30	2%	26	2%	31	2%	87	2%	3%
	Not Tested	1,201	98%	1,239	98%	1,487	98%	3,927	98%	24%
	<b>Total Students</b>	<b>1,231</b>	<b>100%</b>	<b>1,265</b>	<b>100%</b>	<b>1,518</b>	<b>100%</b>	<b>4,014</b>	<b>100%</b>	<b>23%</b>
Distribution of Students Who Took a Test	Level 40	2	7%	2	8%	2	6%	6	7%	0%
	Level 30	4	13%	5	19%	7	23%	16	18%	75%
	Level 20	4	13%	1	4%	8	26%	13	15%	100%
	Level 19	20	67%	18	69%	14	45%	52	60%	-30%
	<b>Total Tested</b>	<b>30</b>	<b>100%</b>	<b>26</b>	<b>100%</b>	<b>31</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>3%</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	894	73%	877	69%	1,115	73%	2,886	72%	25%
	Not Tested	337	27%	388	31%	403	27%	1,128	28%	20%
	<b>Total Students</b>	<b>1,231</b>	<b>100%</b>	<b>1,265</b>	<b>100%</b>	<b>1,518</b>	<b>100%</b>	<b>4,014</b>	<b>100%</b>	<b>23%</b>
Distribution of Students Who Took a Test	Transfer Level	308	34%	301	34%	474	43%	1,083	38%	54%
	Associate Level	155	17%	151	17%	156	14%	462	16%	1%
	Basic Skills	431	48%	425	48%	485	43%	1,341	46%	13%
	<b>Transfer Level</b>	<b>894</b>	<b>100%</b>	<b>877</b>	<b>100%</b>	<b>1,115</b>	<b>100%</b>	<b>2,886</b>	<b>100%</b>	<b>25%</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 Miramar College English and math enrollments by placement level among three cohorts of **first-time to college high school graduates who enrolled at Miramar 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 (31% in Fall 2012, 29% in Fall 2013, and 29% in Fall 2014 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	479	260	54%	430	181	42%	515	262	51%	1,424	703	49%
Basic Skills	202	144	71%	239	171	72%	190	140	74%	631	455	72%
Take ESOL Test/Need Advising	63	35	56%	52	37	71%	45	32	71%	160	104	65%
<b>Total Count/Avg %</b>	<b>744</b>	<b>439</b>	<b>59%</b>	<b>721</b>	<b>389</b>	<b>54%</b>	<b>750</b>	<b>434</b>	<b>58%</b>	<b>2,215</b>	<b>1,262</b>	<b>57%</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	282	205	73%	258	175	68%	368	257	70%	908	637	70%
Associate Level	135	101	75%	133	94	71%	105	86	82%	373	281	75%
Basic Skills	325	229	70%	324	201	62%	283	202	71%	932	632	68%
<b>Total Count/Avg %</b>	<b>742</b>	<b>535</b>	<b>72%</b>	<b>715</b>	<b>470</b>	<b>66%</b>	<b>756</b>	<b>545</b>	<b>72%</b>	<b>2,213</b>	<b>1,550</b>	<b>70%</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.