



All Colleges High School to College Pipeline Report 2011/12 - 2015/16

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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 an SDCCD college, and is reported as high school-to-college graduate participation and concurrent student participation rates. Student high school GPA, and reading, writing, ESOL, and math placements are detailed in Section II; student characteristics and college enrollment patterns are detailed in Section III; and finally, English and math success rates are detailed in Section IV. In most instances, benchmark information is provided as a point of comparison, such as three-year or five-year averages and/or percentage change.

Population of Interest

First-time to college high school graduates are students who reported completion from a high school prior to enrolling at an SDCCD college for the first time. Specifically, unless otherwise noted, this population comprises the following parameters:

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

Operational Definitions

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

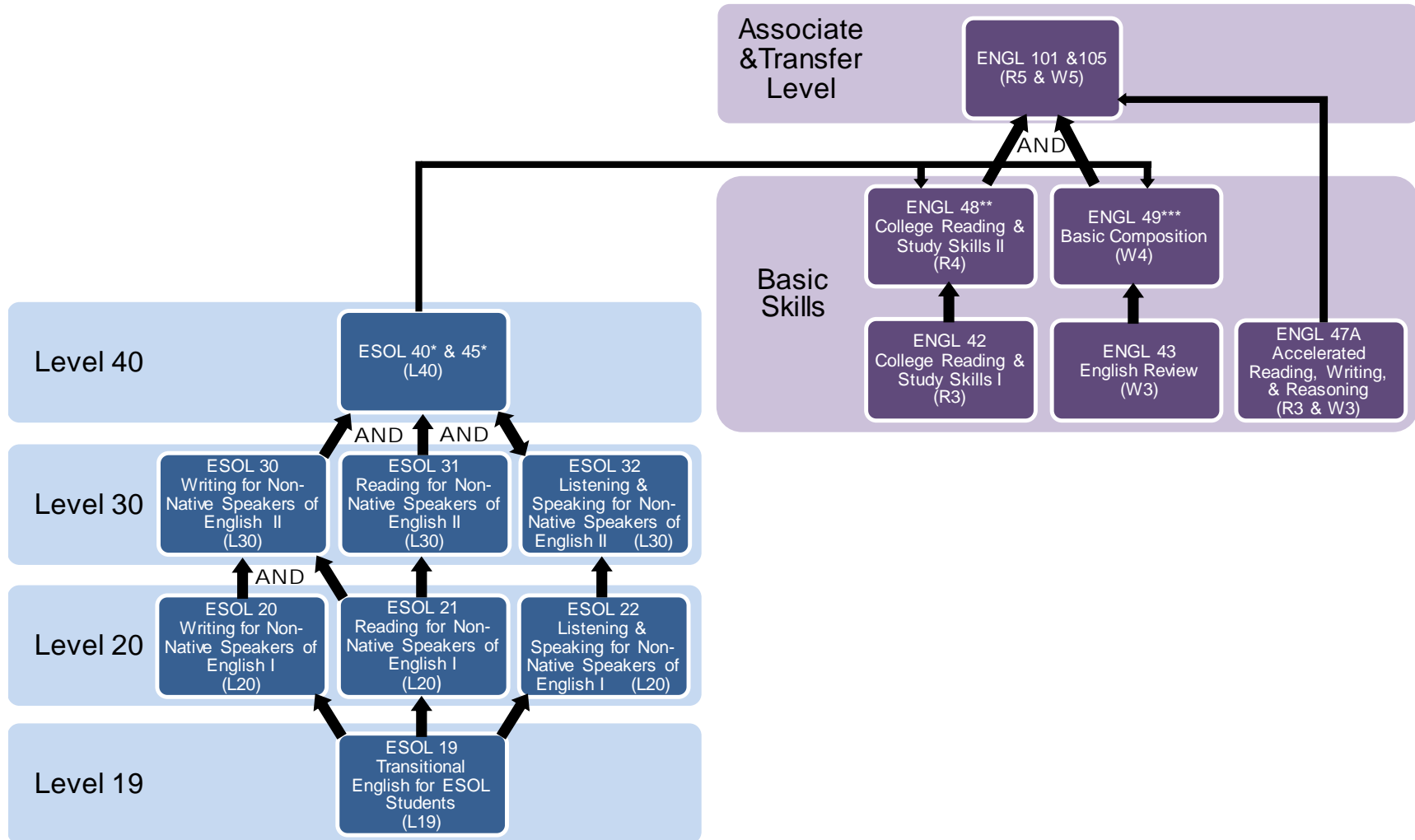
Headcount: The individual count of students, or unduplicated headcount. Drops, never attends, and cancelled classes are excluded, as well as year-long summer in-service classes at Miramar.

Persistence Rate – Term and Annual: The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring term (term persistence) and fall terms (annual persistence) and received a grade notation of A, B, C, D, F, P, NP, I, or RD (SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded).

Success Rate: The percentage of students who complete a course with a grade of A, B, C, or P out of official census enrollments. Tutoring, non-credit, and cancelled classes are excluded.

Placement Sequences

Figure 1. Current English and ESOL placement sequence

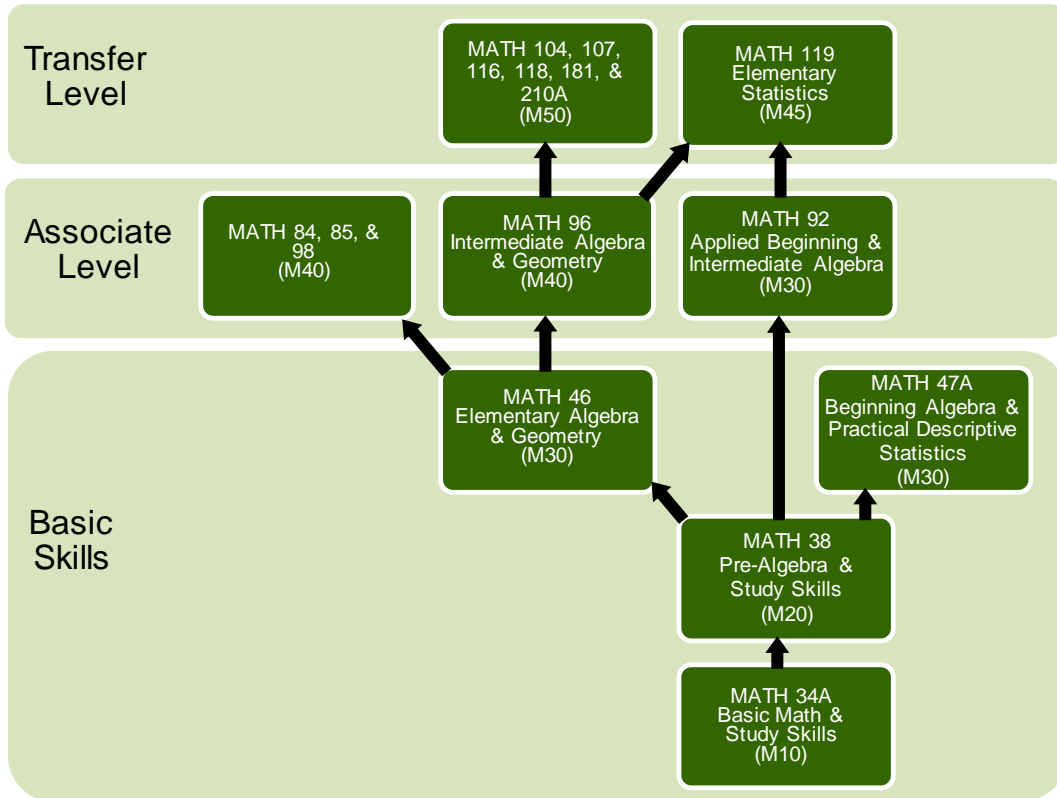


* ESOL 40 and ESOL 45 require a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

** 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

Participation Rates

- In 2015/16, 32% of the 2014/15 feeder high school graduates and 12% of the 2014/15 non-feeder high school graduates entered an SDCCD college in the year following high school completion. Both were equal to the five-year averages of 32% and 12%, respectively.
- Concurrent high school seniors, who were both enrolled at an SDCCD college and attended a District feeder high school in 2014/15 continued their SDCCD enrollment the following year as college-only students at a 12% participation rate, comparable to the five-year average of 15%.

Matriculation

- A majority of the 2015/16 first-time to college high school graduates completed an assessment test in reading, writing, and math (81%, 81%, & 82%, respectively).
- Over half (57%) of the 2015/16 first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level, higher than the three-year average of 53%. Of those who completed a reading assessment in 2015/16, 34% placed at the basic skills level, comparable to the three-year average of 37%.
- In 2015/16, 33% of the first-time to college high school graduates who completed an assessment test in writing placed at the transfer/associate level (higher than the three-year average of 29%) and 58% placed at the basic skills level (comparable to the three-year average of 61%).
- Thirty-two percent of the 2015/16 first-time to college high school graduates who completed an assessment test in math placed at the associate or transfer levels (higher than the three-year average of 27%), and 56% placed at the basic skills level (lower than the three-year average of 60%).

Outcomes

- Over half (57%) of the students who were enrolled in school full-time (12+ units) in 2015/16 completed the total number of attempted units, comparable to the five-year average of 55%.
- On average, 81% of the Fall 2014 first-time to college high school graduates persisted to the next spring term and 62% persisted to a second fall term (comparable to the five-year averages of 81% & 61%, respectively).

- In 2015/16, 75% of students who enrolled in a transfer or associate level English course successfully completed the course (equal to the five-year average of 75%), and 74% of students who enrolled in a basic skills level English course successfully completed the course (comparable to the 75% five-year average).
- Sixty-six percent of students who enrolled in a transfer level math course successfully completed the course in 2015/16, which is comparable to the five-year average of 63%. In 2015/16, over half (57%) of students who enrolled in an associate level math course successfully completed the course, which is higher than the five-year average of 50%. Finally, 63% of students who enrolled in a basic skills level math course successfully completed the course in 2015/16, which is comparable to the five-year average of 61%.

Section I: Entering the Community College Pipeline

This section describes different aspects of high school graduate student entry to the colleges. Student trends are measured across five years, from 2011/12 to 2015/16.

Table 1 focuses on high school-to-college participation rates among first-time to college high school graduates who enrolled at an SDCCD college in the year following high school completion. When possible, high school-to-college participation rates are disaggregated by feeder and non-feeder high schools. College feeders are based on a combination of the zip codes within each college's service area, as well as other college-specific outreach designations.

Table 2 tracks high school seniors who were concurrently enrolled at an SDCCD college to the subsequent year to determine the rate of continued participation at one of the credit colleges as college-only students. Students who re-enrolled as concurrent high school students in the subsequent year are excluded from college-only re-enrollment figures. Results are disaggregated by feeder high schools and provide aggregate totals/averages for non-feeder high school students 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 an SDCCD credit college within one year of graduation

		10/11	11/12		11/12	12/13		12/13	13/14		13/14	14/15		14/15	15/16		10/11-14/15	11/12-15/16	
		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg %	
City Feeder	Crawford Ed Complex	193	59	31%	189	67	35%	200	59	30%	232	96	41%	195	73	37%	1%	24%	35%
	Garfield	144	54	38%	139	46	33%	139	36	26%	127	46	36%	107	29	27%	-26%	-46%	32%
	Gompers Prep	0	0	--	71	25	35%	81	41	51%	89	34	38%	97	25	26%	---	---	---
	Health Sciences	127	27	21%	128	28	22%	138	48	35%	135	59	44%	149	46	31%	17%	70%	31%
	Hoover	311	106	34%	292	111	38%	324	146	45%	344	123	36%	343	163	48%	10%	54%	40%
	King-Chavez Comm	0	0	--	0	0	--	137	0	0%	95	17	18%	139	59	42%	---	---	---
	Lincoln	389	115	30%	316	119	38%	290	104	36%	298	127	43%	285	106	37%	-27%	-8%	36%
	Morse	380	64	17%	381	117	31%	349	92	26%	377	89	24%	340	70	21%	-11%	9%	24%
	San Diego Ed Complex	485	176	36%	422	129	31%	430	139	32%	393	146	37%	462	156	34%	-5%	-11%	34%
	San Diego SCPA	181	35	19%	168	41	24%	178	45	25%	144	22	15%	186	43	23%	3%	23%	22%
Mesa Feeder	Charter School of SD	479	154	32%	559	166	30%	526	156	30%	441	115	26%	464	152	33%	-3%	-1%	30%
	Clairemont	278	133	48%	230	110	48%	265	128	48%	256	121	47%	210	100	48%	-24%	-25%	48%
	High Tech Ed Complex	294	77	26%	288	68	24%	317	68	21%	312	79	25%	329	71	22%	12%	-8%	24%
	Kearny Ed Complex	319	149	47%	381	198	52%	294	164	56%	322	170	53%	309	168	54%	-3%	13%	52%
	La Jolla	359	68	19%	374	71	19%	342	78	23%	338	61	18%	348	82	24%	-3%	21%	20%
	Madison	247	107	43%	224	98	44%	230	94	41%	216	90	42%	214	105	49%	-13%	-2%	44%
	Mark Twain	187	30	16%	226	43	19%	183	26	14%	152	29	19%	156	20	13%	-17%	-33%	16%
	Mission Bay	277	97	35%	311	128	41%	273	88	32%	274	81	30%	237	98	41%	-14%	1%	36%
	Patrick Henry	503	70	14%	484	67	14%	517	62	12%	523	63	12%	504	48	10%	0%	-31%	12%
Point Loma	424	163	38%	408	132	32%	441	146	33%	401	124	31%	426	92	22%	0%	-44%	31%	
Miramar Feeder	Mira Mesa	593	274	46%	552	283	51%	550	261	47%	609	324	53%	581	274	47%	-2%	0%	49%
	Scripps Ranch	531	159	30%	579	182	31%	558	124	22%	509	132	26%	517	117	23%	-3%	-26%	27%
	Serra	365	143	39%	406	141	35%	381	85	22%	408	137	34%	379	151	40%	4%	6%	34%
	University City	416	130	31%	387	118	30%	427	132	31%	409	108	26%	417	131	31%	0%	1%	30%
District Feeder Total		7,482	2,390	32%	7,515	2,488	33%	7,570	2,322	31%	7,404	2,393	32%	7,394	2,379	32%	-1%	0%	32%
Non-Feeder High Schools	Abraxas	123	22	18%	98	19	19%	70	8	11%	78	16	21%	80	14	18%	-35%	-36%	18%
	Bonita Vista	497	23	5%	541	38	7%	540	37	7%	550	26	5%	580	29	5%	17%	26%	6%
	Castle Park	294	63	21%	260	33	13%	372	43	12%	373	49	13%	359	38	11%	22%	-40%	14%
	Chula Vista	510	95	19%	538	98	18%	578	97	17%	577	94	16%	612	124	20%	20%	31%	18%
	Coronado	277	48	17%	248	45	18%	255	23	9%	274	37	14%	288	50	17%	4%	4%	15%
	Del Norte	1	0	0%	243	44	18%	458	62	14%	380	63	17%	435	57	13%	43,400%	---	15%
	Eastlake	502	24	5%	512	26	5%	670	16	2%	71	28	39%	721	28	4%	44%	17%	5%

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

All Colleges High School to College Pipeline Report

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

		10/11 Grads		11/12 Entrants		11/12 Grads		12/13 Entrants		12/13 Grads		13/14 Entrants		13/14 Grads		14/15 Entrants		14/15 Grads		15/16 Entrants		10/11-14/15 Grads		11/12-15/16 Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %
Non-Feeder High Schools, cont.	Grossmont	470	16	3%	519	19	4%	514	18	4%	428	14	3%	508	30	6%	8%	88%	4%						
	Helix	477	29	6%	469	57	12%	461	23	5%	477	25	5%	469	39	8%	-2%	34%	7%						
	Hilltop	467	50	11%	486	51	10%	495	50	10%	526	69	13%	502	50	10%	7%	0%	11%						
	Mar Vista	310	78	25%	337	68	20%	354	53	15%	358	54	15%	341	41	12%	10%	-47%	17%						
	Montgomery	309	42	14%	303	27	9%	391	43	11%	347	43	12%	404	43	11%	31%	2%	11%						
	Mount Miguel	340	18	5%	327	25	8%	259	16	6%	230	19	8%	277	16	6%	-19%	-11%	7%						
	Mt. Carmel	547	126	23%	505	120	24%	445	101	23%	488	136	28%	483	133	28%	-12%	6%	25%						
	Olympian	329	30	9%	374	19	5%	440	13	3%	435	20	5%	416	24	6%	26%	-20%	5%						
	Otay Ranch	604	52	9%	591	34	6%	627	28	4%	637	36	6%	664	39	6%	10%	-25%	6%						
	Poway	676	106	16%	581	101	17%	537	92	17%	578	103	18%	496	100	20%	-27%	-6%	18%						
	Ramona	385	26	7%	406	29	7%	367	26	7%	363	31	9%	362	22	6%	-6%	-15%	7%						
	Rancho Bernardo	680	83	12%	546	81	15%	489	80	16%	548	103	19%	520	110	21%	-24%	33%	16%						
	San Ysidro	408	46	11%	449	62	14%	506	52	10%	483	86	18%	538	79	15%	32%	72%	14%						
	Southwest	337	55	16%	333	55	17%	367	53	14%	382	67	18%	374	96	26%	11%	75%	18%						
	Sweetwater	489	104	21%	469	108	23%	643	117	18%	653	143	22%	628	105	17%	28%	1%	20%						
	Torrey Pines	647	13	2%	625	16	3%	592	14	2%	591	28	5%	700	43	6%	8%	231%	4%						
	West Hills High School	468	10	2%	401	16	4%	441	16	4%	389	12	3%	405	24	6%	-13%	140%	4%						
West View	577	111	19%	593	106	18%	567	117	21%	595	106	18%	558	104	19%	-3%	-6%	19%							
Non-Feeder Total		10,724	1,270	12%	10,754	1,297	12%	11,438	1,198	10%	10,811	1,408	13%	11,720	1,438	12%	9%	13%	12%						
Other High Schools	Foreign School	---	91	---	---	79	---	---	77	---	---	92	---	---	96	---	---	5%	---						
	Other	---	691	---	---	727	---	---	671	---	---	681	---	---	735	---	---	6%	---						
	Out of State	---	160	---	---	167	---	---	183	---	---	197	---	---	179	---	---	12%	---						
	San Diego County	---	78	---	---	62	---	---	77	---	---	84	---	---	110	---	---	41%	---						
	Other Total	---	1,020	---	---	1,035	---	---	1,008	---	---	1,054	---	---	1,120	---	---	10%	---						
Total		---	4,680	---	---	4,820	---	---	4,528	---	---	4,855	---	---	4,937	---	---	5%	---						

Source: High School Data - Education Data Partnership (Ed-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, 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.

Participation Rates of Concurrent Students

Table 2. Percentage of concurrent high school seniors who re-enroll the subsequent year as college-only students

		10/11 Seniors (Concur) N	11/12 Re- Enroll N	11/12 Re- Enroll %	11/12 Seniors (Concur) N	12/13 Re- Enroll N	12/13 Re- Enroll %	12/13 Seniors (Concur) N	13/14 Re- Enroll N	13/14 Re- Enroll %	13/14 Seniors (Concur) N	14/15 Re- Enroll N	14/15 Re- Enroll %	14/15 Seniors (Concur) N	15/16 Re- Enroll N	15/16 Re- Enroll %	Concurrent % Change	Re-Enroll % Change	Re-Enroll Avg %
City Feeder	Crawford Ed Complex	3	1	33%	3	0	0%	0	0	0%	0	0	0%	0	0	0%	-100%	-100%	17%
	Garfield	52	15	29%	43	8	19%	29	5	17%	14	6	43%	7	1	14%	-87%	-93%	24%
	Health Sciences	205	4	2%	240	15	6%	59	21	36%	21	2	10%	71	20	28%	-65%	400%	10%
	Hoover	0	0	0%	1	1	100%	1	0	0%	3	2	67%	8	5	63%	---	---	---
	King-Chavez	0	0	0%	0	0	0%	0	0	0%	1	1	100%	0	0	0%	---	---	---
	Lincoln	2	0	0%	13	4	31%	0	0	0%	0	0	0%	22	6	27%	1,000%	---	27%
	Morse	41	3	7%	35	7	20%	32	3	9%	45	5	11%	15	1	7%	-63%	-67%	11%
	San Diego Ed Complex	32	2	6%	3	0	0%	3	1	33%	17	6	35%	2	1	50%	-94%	-50%	18%
	San Diego SCPA	2	0	0%	2	1	50%	0	0	0%	0	0	0%	0	0	0%	-100%	---	25%
Mesa Feeder	Charter School of SD	4	2	50%	1	0	0%	0	0	0%	0	0	0%	0	0	0%	-100%	-100%	40%
	Clairemont	49	9	18%	59	15	25%	35	2	6%	31	7	23%	30	5	17%	-39%	-44%	19%
	High Tech Ed Complex	16	2	13%	2	0	0%	35	2	6%	47	2	4%	13	1	8%	-19%	-50%	6%
	Kearny Ed Complex	89	61	69%	72	43	60%	86	64	74%	5	2	40%	20	7	35%	-78%	-89%	65%
	La Jolla	110	6	5%	85	1	1%	107	6	6%	82	2	2%	95	6	6%	-14%	0%	4%
	Madison	27	9	33%	26	1	4%	28	3	11%	33	3	9%	29	8	28%	7%	-11%	17%
	Mark Twain	79	14	18%	78	13	17%	108	13	12%	25	6	24%	13	1	8%	-84%	-93%	16%
	Mission Bay	1	1	100%	17	5	29%	1	0	0%	1	0	0%	0	0	0%	-100%	-100%	30%
	Patrick Henry	109	5	5%	122	7	6%	66	5	8%	39	3	8%	44	0	0%	-60%	-100%	5%
	Point Loma	145	22	15%	125	15	12%	138	21	15%	148	25	17%	146	5	3%	1%	-77%	13%
Miramar Feeder	San Diego MET	48	2	4%	36	9	25%	15	1	7%	24	3	13%	9	4	44%	-81%	100%	14%
	Mira Mesa	55	14	25%	28	14	50%	19	8	42%	1	0	0%	1	0	0%	-98%	-100%	35%
	Scripps Ranch	127	6	5%	153	13	8%	143	6	4%	109	10	9%	132	7	5%	4%	17%	6%
	Serra	69	17	25%	38	7	18%	34	4	12%	21	5	24%	22	7	32%	-68%	-59%	22%
	University City	62	8	13%	51	4	8%	94	11	12%	89	6	7%	62	6	10%	0%	-25%	10%
District Feeder Total		1,327	203	15%	1,233	183	15%	1,033	176	17%	756	96	13%	741	91	12%	-44%	-55%	15%
Non-Feeder Total		140	27	19%	64	19	30%	50	12	24%	39	11	28%	58	17	29%	-59%	-37%	25%
Other/Unreported		14	1	7%	6	0	0%	4	1	25%	0	0	0%	7	3	43%	-50%	200%	16%
Grand Total		1,481	231	16%	1,303	202	16%	1,087	189	17%	795	107	13%	806	111	14%	-46%	-52%	15%

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 a SDCCD credit college. No exclusions limit the concurrent student cohort to AP students. Re-enrollment counts exclude students who continue SDCCD enrollment as concurrent students.

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

This section of the report looks at high school GPA and the placement levels of first-time to college high school graduates who applied to an SDCCD 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, had high school transcript information available for Multiple Measures Assessment Project (MMAP) placement, 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 who received a placement level from degree completion, transfer work, or course completion.

High School GPA of College-Enrolled High School Graduates

Table 3. High school GPA of high school graduates who enroll at a SDCCD credit college within four years of graduation

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Yr Avg/ Total	5-Yr % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	-17%
1.6-1.9	1%	1%	1%	1%	1%	1%	3%
2.0-2.5	23%	22%	21%	20%	19%	21%	-3%
2.6-3.0	35%	34%	35%	34%	33%	34%	8%
3.1-3.5	28%	29%	30%	30%	31%	30%	23%
Over 3.5	13%	13%	13%	14%	15%	14%	37%
Total	100%	100%	100%	100%	100%	100%	13%
Reported GPA	12,401	12,861	13,044	13,689	14,053	66,048	13%
Total of All Students	14,096	14,371	14,543	15,209	15,570	73,789	10%

Source: SDCCD Information System

Note 1. High school GPA is self-reported on students' college applications. On average, across five years, 10% of students did not report their GPA.

Note 2. In cases where there are few students, the percentage distribution may be 0%; however, a percentage is still calculated.

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

Reading and Writing Placement

Table 4. Reading Placement

		2013/14		2014/15		2015/16		Total N	Avg %	% Change
Test/No-Test	Total Tested	4,382	74%	4,779	77%	5,033	81%	14,194	78%	15%
	Not Tested	1,544	26%	1,422	23%	1,151	19%	4,117	22%	-25%
	Total Students	5,926	100%	6,201	100%	6,184	100%	18,311	100%	4%
Distribution of Students who Took a Test	Transfer/Associate Level	2,136	49%	2,508	52%	2,879	57%	7,523	53%	35%
	Basic Skills	1,755	40%	1,746	37%	1,722	34%	5,223	37%	-2%
	Need English Advising	396	9%	406	8%	352	7%	1,154	8%	-11%
	Take ESOL Test	95	2%	119	2%	80	2%	294	2%	-16%
	Total Tested	4,382	100%	4,779	100%	5,033	100%	14,194	100%	15%

Source: SDCCD Information System

Table 5. Writing Placement

		2013/14		2014/15		2015/16		Total N	Avg %	% Change
Test/No-Test	Total Tested	4,383	74%	4,783	77%	5,035	81%	14,201	78%	15%
	Not Tested	1,543	26%	1,418	23%	1,149	19%	4,110	22%	-26%
	Total Students	5,926	100%	6,201	100%	6,184	100%	18,311	100%	4%
Distribution of Students who Took a Test	Transfer/Associate Level	1,084	25%	1,293	27%	1,676	33%	4,053	29%	55%
	Basic Skills	2,808	64%	2,965	62%	2,927	58%	8,700	61%	4%
	Need English Advising	396	9%	406	8%	352	7%	1,154	8%	-11%
	Take ESOL Test	95	2%	119	2%	80	2%	294	2%	-16%
	Total Tested	4,383	100%	4,783	100%	5,035	100%	14,201	100%	15%

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 6. ESOL Placement

		2013/14		2014/15		2015/16		Total N	Avg %	% Change
Test/No-Test	Total Tested	191	3%	199	3%	143	2%	533	3%	-25%
	Not Tested	5,735	97%	6,002	97%	6,041	98%	17,778	97%	5%
	Total Students	5,926	100%	6,201	100%	6,184	100%	18,311	100%	4%
Distribution of Students who Took a Test	Level 40	18	9%	20	10%	10	7%	48	9%	-44%
	Level 30	33	17%	22	11%	21	15%	76	14%	-36%
	Level 20	16	8%	20	10%	11	8%	47	9%	-31%
	Level 19	124	65%	137	69%	101	71%	362	68%	-19%
	Total Tested	191	100%	199	100%	143	100%	533	100%	-25%

Source: SDCCD Information System

Math Placement

Table 7. Math Placement

		2013/14		2014/15		2015/16		Total N	Avg %	% Change
Test/No-Test	Total Tested	4,443	75%	4,795	77%	5,068	82%	14,306	78%	14%
	Not Tested	1,483	25%	1,406	23%	1,116	18%	4,005	22%	-25%
	Total Students	5,926	100%	6,201	100%	6,184	100%	18,311	100%	4%
Distribution of Students who Took a Test	Transfer Level	1,027	23%	1,262	26%	1,619	32%	3,908	27%	58%
	Associate Level	566	13%	656	14%	626	12%	1,848	13%	11%
	Basic Skills	2,849	64%	2,876	60%	2,823	56%	8,548	60%	-1%
	Take Algebra Test	1	0%	1	0%		0%	2	0%	-100%
	Total Tested	4,443	100%	4,795	100%	5,068	100%	14,306	100%	14%

Source: SDCCD Information System

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

Section III: Student Characteristics and Enrollments

This section describes different student characteristics and enrollment patterns among first-time to college high school graduates who enrolled at an SDCCD college within four years of high school completion. Headcount, gender, ethnicity, first generation to college, and student educational goals of the first-time to college high school graduates are measured between 2011/12 and 2015/16 (see Table 8). 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 9. The longitudinal term and annual persistence of the Fall 2010 to Fall 2014 cohorts of first-time to college high school graduates are displayed in Table 10.

Student Characteristics

Table 8. Headcount by gender, ethnicity, first generation to college, and educational goal

	2011/12	2012/13	2013/14	2014/15	2015/16	Total/ 5-Yr Avg	5-Yr % Change
Total N of Students	4,822	4,964	4,719	5,202	5,346	25,053	11%
Gender							
Female	47%	48%	49%	48%	49%	48%	16%
Male	53%	52%	51%	52%	51%	52%	6%
Unreported	0%	0%	0%	0%	0%	0%	---
Ethnicity							
African American	7%	8%	8%	7%	7%	7%	5%
American Indian	0%	0%	0%	0%	0%	0%	0%
Asian/Pacific Islander	9%	8%	8%	9%	9%	9%	4%
Filipino	5%	5%	5%	5%	4%	5%	3%
Latino	47%	48%	48%	49%	50%	48%	17%
White	24%	22%	23%	22%	23%	23%	5%
Other	7%	7%	7%	6%	7%	7%	8%
Unreported	1%	1%	1%	1%	1%	1%	24%
First Generation							
First Generation	31%	31%	31%	31%	30%	31%	7%
Not First Generation	69%	69%	69%	69%	70%	69%	12%
Educational Goal							
4 Yr College Student	12%	12%	11%	9%	10%	11%	-11%
AA/AS w/out Transfer	5%	6%	5%	6%	6%	6%	21%
BA/BS after Completing AA/AS	43%	44%	46%	48%	48%	46%	23%
BA/BS w/out Completing AA/AS	7%	8%	9%	8%	9%	8%	32%
Basic Skills Improvement	1%	1%	1%	1%	0%	1%	-46%
Certificate/License Maintenance	1%	1%	1%	1%	1%	1%	21%
Current Job/Career Advancement	0%	1%	0%	1%	1%	0%	32%
Educational Development	1%	0%	1%	1%	0%	1%	-32%
HS Diploma/GED Certificate	0%	1%	0%	0%	1%	1%	70%
New Career Preparation	9%	9%	8%	8%	7%	8%	-4%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	50%
Voc Cert/Degree w/out Transfer	1%	1%	1%	1%	1%	1%	-23%
Undecided	18%	17%	17%	16%	15%	17%	-5%
Unreported	0%	0%	0%	0%	0%	0%	-50%

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 9. 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	2011/12	0.1 - 2.9 Units	24%	76%				
		3.0 - 5.9 Units	42%	3%	55%			
		6.0 - 8.9 Units	24%	3%	27%	47%		
		9.0 - 11.9 Units	16%	3%	16%	20%	45%	
		12.0 + Units	7%	1%	7%	13%	19%	53%
	2012/13	0.1 - 2.9 Units	24%	76%				
		3.0 - 5.9 Units	34%	4%	61%			
		6.0 - 8.9 Units	23%	4%	25%	48%		
		9.0 - 11.9 Units	15%	1%	17%	23%	44%	
		12.0 + Units	7%	1%	8%	11%	18%	55%
	2013/14	0.1 - 2.9 Units	21%	79%				
		3.0 - 5.9 Units	34%	3%	62%			
		6.0 - 8.9 Units	25%	2%	26%	47%		
		9.0 - 11.9 Units	16%	1%	15%	24%	43%	
		12.0 + Units	7%	1%	7%	11%	19%	55%
	2014/15	0.1 - 2.9 Units	18%	82%				
		3.0 - 5.9 Units	32%	3%	65%			
		6.0 - 8.9 Units	24%	2%	20%	53%		
		9.0 - 11.9 Units	15%	1%	12%	23%	49%	
		12.0 + Units	7%	1%	7%	12%	17%	56%
2015/16	0.1 - 2.9 Units	15%	85%					
	3.0 - 5.9 Units	27%	1%	72%				
	6.0 - 8.9 Units	22%	2%	21%	56%			
	9.0 - 11.9 Units	14%	0%	16%	21%	49%		
	12.0 + Units	8%	1%	6%	10%	18%	57%	
Five-Year Average		--	80%	63%	50%	46%	55%	
% Change 11/12-15/16		--	-2%	57%	37%	15%	19%	

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 10. Term and annual persistence

	Fall Cohorts	Term Persistence Counts	Term Persistence %	Annual Persistence Counts	Annual Persistence %
2010	3,339	2,632	79%	1,898	57%
2011	3,458	2,825	82%	2,137	62%
2012	3,535	2,884	82%	2,195	62%
2013	3,443	2,781	81%	2,094	61%
2014	3,460	2,817	81%	2,155	62%
Total/5-Year Avg	17,235	13,939	81%	10,479	61%

Source: SDCCD Information System

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

Section IV: Student Successful Course Completion

This section examines English and math course success rates of **first-time to college high school graduates who enrolled at an SDCCD college within four years of high school completion** (see Tables 11 and 12). Enrollments and successful course completion rates of first-time students who enrolled in an English or math course as of official census between 2011/12 and 2015/16 are reported. Data are represented by basic skills, associate, and transfer level courses (see Figures 1 and 2 in the Placement Sequences section for specific courses in each level).

English Successful Course Completion Rates

Table 11. English course success rates

		Enrollments	Success Counts	Success Rate
Transfer/ Associate	2011/12	365	256	70%
	2012/13	354	268	76%
	2013/14	415	331	80%
	2014/15	505	370	73%
	2015/16	758	572	75%
	Total	2,397	1,797	75%
Basic Skills	2011/12	1,279	969	76%
	2012/13	1,254	936	75%
	2013/14	1,219	947	78%
	2014/15	1,464	1,090	74%
	2015/16	1,823	1,356	74%
	Total	7,039	5,298	75%
English Total		9,436	7,095	75%

Source: SDCCD Information System

Note. Tutoring and cancelled classes are excluded. Only students enrolled as of official census are counted in the enrollments.

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

Math Successful Course Completion Rates

Table 12. Math course success rates

		Enrollments	Success Counts	Success Rate
Transfer Level	2011/12	598	376	63%
	2012/13	534	316	59%
	2013/14	519	331	64%
	2014/15	621	385	62%
	2015/16	711	468	66%
	Total	2,983	1,876	63%
Associate Level	2011/12	309	149	48%
	2012/13	286	122	43%
	2013/14	267	138	52%
	2014/15	347	174	50%
	2015/16	403	229	57%
	Total	1,612	812	50%
Basic Skills	2011/12	1,134	688	61%
	2012/13	993	604	61%
	2013/14	1,075	656	61%
	2014/15	1,034	611	59%
	2015/16	1,129	710	63%
	Total	5,365	3,269	61%
Math Total		9,960	5,957	60%

Source: SDCCD Information System

Note. Tutoring and cancelled classes are excluded. Only students enrolled as of official census are counted in the enrollments.

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