



All Colleges High School to College Pipeline Report 2008/09 - 2012/13

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Excerpts from the 2012/13 Findings

Participation Rates

- Approximately one-third (34%) of feeder high school graduates entered an SDCCD college in the year following high school completion.
- Approximately 17% of the high school seniors who were concurrently enrolled at an SDCCD college and a feeder high school continued their SDCCD enrollment the following year as a college-only student.

Matriculation

- The majority of first-time to college high school graduates completed an assessment test in reading, writing, and/or math (77% each) upon entering an SDCCD college.
- Nearly half of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level (49%), and over half placed into basic skills writing and/or math (64% and 62%, respectively).

Enrollment Patterns

- By the end of their first year at an SDCCD college, approximately half (56%) of those students who placed into transfer/associate level English enrolled in an English course at or below their placement level, and 66% of those who placed in basic skills level reading or writing enrolled in an English course at their placement level.
- By the end of their first year at an SDCCD college, 72% of those students who placed into transfer level math enrolled in a math course at or below their placement level, 72% of those who placed in associate level math enrolled in a math course at or below their placement level, and 69% of those who placed in basic skills level math enrolled in a math course at their placement level.

Outcomes

- Over half (54%) of the first-time to college high school graduates who were enrolled full-time (12+ units), completed the total number of attempted units.
- Approximately four out of five students on average (82%) persisted from fall to spring, and nearly two-thirds (62%) persisted to the next fall term.

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 students enter college for the first time. The first section focuses on students' entry into an SDCCD college via high school-to-college graduate participation and concurrent student participation rates. First-time to college high school graduates are the focus of the remaining sections, including: student characteristics and college enrollment patterns in Section II; reading, writing, math, and ESOL placements in Section III; and finally, English and math enrollments by placement level 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

Unless otherwise noted, **first-time to college high school graduates are students who reported completion from a high school within four years of subsequently enrolling at an SDCCD college for the first time.** First-time to college students are students who indicated on their application for admission that they had not previously attended SDCCD, nor another college or university. For this study, high school graduates are students who reported receipt of 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. Unless otherwise noted, students who concurrently attend high school, a four-year institution, or adult school are excluded from this population.

Operational Definitions

Enrollment: The number of seats enrolled, or duplicated headcount. Student drops and never attended, cancelled classes, and tutoring classes are excluded.

Headcount: The individual count of students, or unduplicated headcount. Student drops and never attended, 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.

Course Sequences

Figure 1. Current English and ESOL course sequence

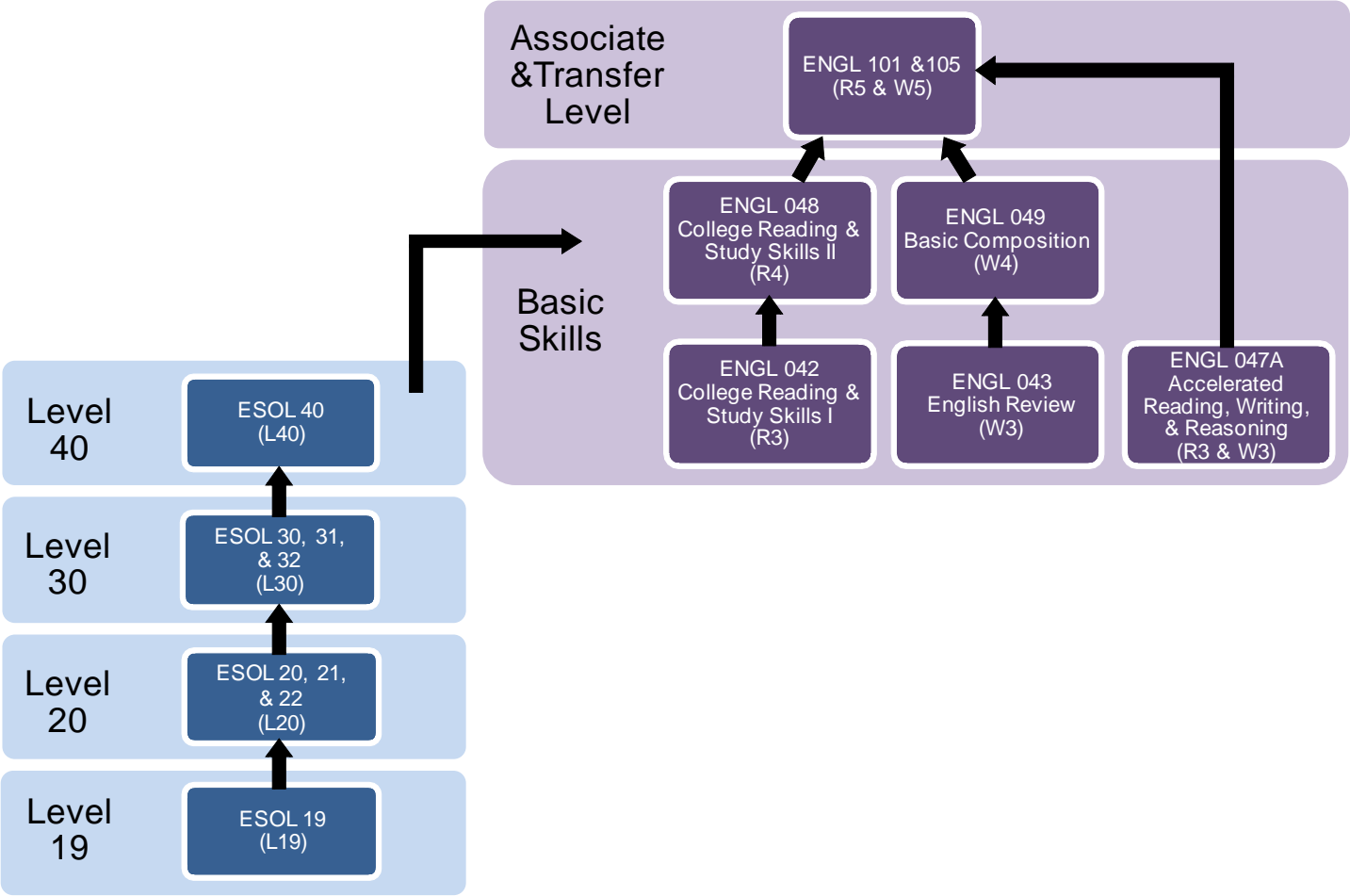
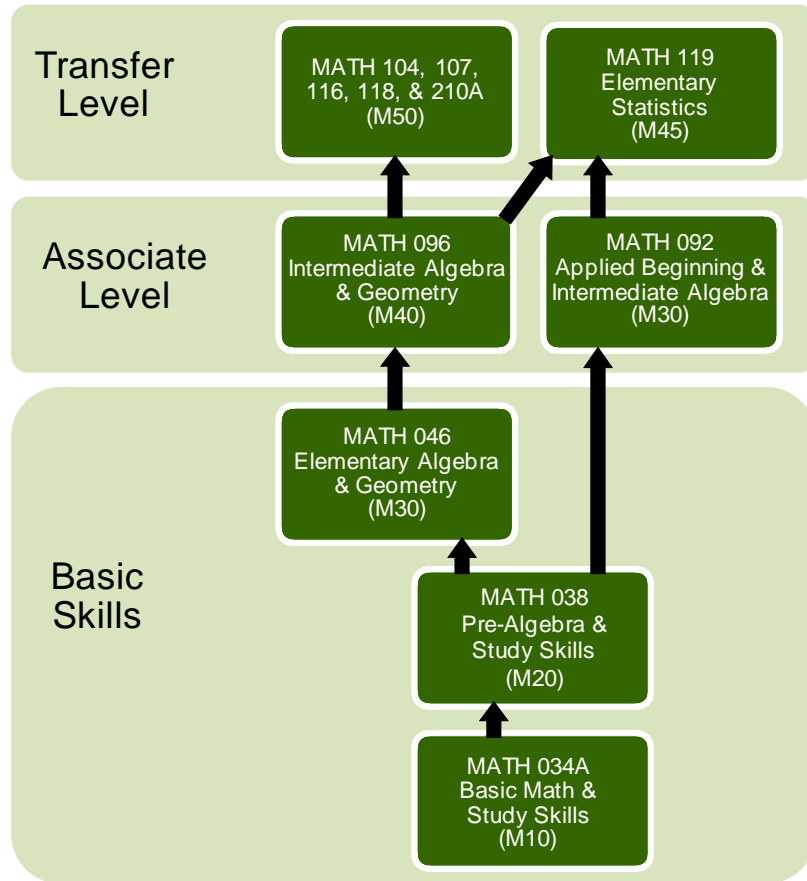


Figure 2. Current math course sequence



Note. In this study, Statway courses are excluded from the placement sequence due to their unique course enrollment protocol.

Overall Highlight of the Findings

1. In 2012/13, approximately 34% of the 2011/12 feeder high school graduates (2,347 out of 6,960 students) and 12% of the 2011/12 non-feeder high school graduates (1,283 out of 10,353 students) entered an SDCCD college in the year following high school completion. This does not include 1,238 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 2012/13 feeder and non-feeder school student entry rates are comparable to the five-year averages of 34% and 11%, respectively.
2. Concurrent high school seniors who were both enrolled at an SDCCD college and attended a District feeder high school in 2011/12, continued their SDCCD enrollment the following year as college-only students at a 17% participation rate (160 out of 952 students). This does not include 64 concurrently enrolled non-feeder high school seniors in 2011/12, nor 298 concurrently enrolled seniors in 2011/12 for whom high school feeder or non-feeder data were unavailable or invalid. Over five years, participation rates of concurrently enrolled school seniors who continued SDCCD enrollment the year following high school graduation varied among feeder (17%-23%) and non-feeder school students (12%-30%). However, the 2010/11 senior cohort was the first cohort for which non-feeder participation rates exceeded feeder participation rates the following year.
3. Thirty-one percent of the 2012/13 first-time to college high school graduates reported that they were the first generation of college-going students in their family (1,565 out of 5,013 students). This is comparable to the five-year average of 30%.
4. In 2012/13, 76% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units (166 out of 218 students), while fewer than half (44%) of the students who enrolled in 9.0-11.9 units completed the total number of attempted units (422 out of 953 students). Over half (54%) of the students who were enrolled in school full-time (12+ units) in 2012/13, completed the total number of attempted units (1,243 out of 2,281 students).
5. Among the Fall 2011 first-time to college high school graduates, approximately four out of five students on average persisted to the next spring term (82%; 2,827 out of 3,459 students), and nearly two-thirds persisted to a second fall term (62%; 2,139 out of 3,459 students). This is higher than the five-year average term-to-term (77%) and annual (57%) persistence.

6. In 2012/13, a majority of the first-time to college high school graduates completed an assessment test in reading (77%; 4,608 out of 5,946 students), writing (77%; 4,608 out of 5,946 students), and math (77%; 4,602 out of 5,946 students). The percentages of students who completed an assessment test increased over the past three years (reading, 65%-77%; writing, 65%-77%; and math, 66%-77%).
7. In 2012/13, 40% of the first-time to college high school graduates who completed an assessment test in reading placed at basic skills (1,822 out of 4,608 students). The majority of first-time to college high school graduates who completed an assessment test in writing placed at basic skills (64%; 2,959 out of 4,608 students). The majority of first-time to college high school graduates who completed an assessment test in math in 2012/13 placed at basic skills (62%; 2,855 out of 4,602 students). Among first-time to college high school graduates who completed an assessment test in ESOL, 86% of the students placed four to five levels below English transfer level (ESOL levels 19 and 20; 148 out of 172 students).
8. Fifty-six percent of the Fall 2012 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 an SDCCD college (970 out of 1,723 students).
9. By the end of their first year at an SDCCD college, 72% of the Fall 2012 first-time to college high school graduates who placed in transfer level math enrolled in a math course at or below their placement level (606 out of 837 students), and 72% of those who placed in associate level math enrolled in a math course at or below their placement level (355 out of 495 students).
10. Among the Fall 2012 first-time to college high school graduates who placed in basic skills level reading or writing, two-thirds (66%) enrolled in an English course at their placement level by the end of their first year at an SDCCD college (691 out of 1,054 students), and over two-thirds (69%) of the Fall 2012 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 an SDCCD college (1,233 out of 1,778 students).

Section I: Entering the Community College Pipeline

This section describes different aspects of high school student entry to the colleges. Student trends are measured across five years, from 2008/09 to 2012/13. Students who are concurrently attending SDSU or UCSD are excluded.

High school-to-college participation rates and high school GPA of incoming high school graduates who enroll at an SDCCD college in the year following high school completion are reported in Tables 1 and 2. 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.

High school seniors who are concurrently enrolled at an SDCCD college are tracked to determine the rate of continued participation at one of the credit colleges as college-only students (see Table 3). **Students who re-enroll as concurrent students in the subsequent year are excluded from re-enrollment figures.** Results are disaggregated by feeder high schools and provide aggregate totals/averages for non-feeder students as a point of comparison.

Highlight of the Findings

- In 2012/13, approximately 34% of the 2011/12 feeder high school graduates and 12% of the 2011/12 non-feeder high school graduates entered an SDCCD college in the year following high school completion. Both were comparable to the five-year averages of 34% and 11%, respectively (see Table 1). This does not include those entrants for whom high school graduate data were unavailable, nor whose high schools enrolled fewer than 20 SDCCD entrants in each of the five years. On average over five years, Mira Mesa, Clairemont, and Kearny Ed Complex had the top feeder school graduate participation rates (51%, 50%, and 49%, respectively). Mt. Carmel had the top non-feeder graduate participation rate (25%).
- Over half (57%) of the students who enrolled at an SDCCD credit college in 2012/13 following high school completion in 2011/12 (and included their GPA on their college application) reported that they had earned a 2.0-3.0 high school GPA (comparable to the five-year average of 58%) and 42% reported that they had earned higher than a 3.0 GPA (comparable to the five-year average of 41%; see Table 2).
- Concurrent high school seniors who were both enrolled at an SDCCD college and attended a District feeder high school in 2011/12, continued their SDCCD enrollment the following year as college-only students at a 17% participation rate (see Table 3). This does not include concurrently enrolled non-feeder high school seniors in 2011/12, nor concurrently enrolled seniors in 2011/12 for whom high school feeder or non-feeder data were unavailable or invalid. Over five years, participation rates of concurrently enrolled high school seniors who continued SDCCD enrollment the year following high school graduation varied among feeder (17%-23%) and non-feeder school students (12%-30%). However, the 2010/11 senior cohort was the first cohort for which non-feeder participation rates exceeded feeder participation rates the following year. On average over five years, Kearny (55%), Mira Mesa (37%), and Clairemont (31%) high schools had the top student participation rates.

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

		07/08		08/09		08/09		09/10		09/10		10/11		10/11		11/12		11/12		12/13		07/08-11/12		08/09-12/13	
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %			
City Feeder	Crawford Ed Complex	208	78	38%	220	73	33%	236	82	35%	193	59	31%	189	67	35%	-9%	-14%	34%						
	Gompers Prep	0	0	--	0	0	--	0	0	--	0	0	--	71	25	35%	---	---	---						
	Hoover	273	89	33%	343	109	32%	322	134	42%	311	106	34%	292	111	38%	7%	25%	36%						
	Lincoln	200	70	35%	251	95	38%	354	115	32%	389	115	30%	316	119	38%	58%	70%	34%						
	Morse	446	59	13%	447	74	17%	442	88	20%	380	65	17%	381	117	31%	-15%	98%	19%						
	San Diego Ed Complex	386	149	39%	393	129	33%	452	177	39%	485	177	36%	422	129	31%	9%	-13%	36%						
	San Diego SCPA	161	30	19%	179	32	18%	169	43	25%	181	35	19%	168	41	24%	4%	37%	21%						
Mesa Feeder	Charter School of SD	339	142	42%	341	125	37%	436	126	29%	479	154	32%	559	166	30%	65%	17%	33%						
	Clairemont	232	112	48%	243	126	52%	250	133	53%	278	133	48%	230	110	48%	-1%	-2%	50%						
	Kearny Ed Complex	302	145	48%	292	149	51%	331	153	46%	319	149	47%	381	198	52%	26%	37%	49%						
	La Jolla	358	74	21%	384	90	23%	338	70	21%	359	69	19%	374	71	19%	4%	-4%	21%						
	Madison	229	118	52%	199	79	40%	224	111	50%	247	107	43%	224	98	44%	-2%	-17%	46%						
	Mark Twain	61	37	61%	207	41	20%	208	33	16%	187	30	16%	226	43	19%	270%	16%	21%						
	Mission Bay	287	101	35%	310	115	37%	266	111	42%	277	96	35%	311	128	41%	8%	27%	38%						
Patrick Henry	447	58	13%	447	65	15%	471	75	16%	503	70	14%	484	67	14%	8%	16%	14%							
Point Loma	400	159	40%	369	148	40%	402	151	38%	424	163	38%	408	132	32%	2%	-17%	38%							
Miramar Feeder	Mira Mesa	505	249	49%	504	267	53%	598	336	56%	593	274	46%	552	284	51%	9%	14%	51%						
	Scripps Ranch	479	156	33%	476	144	30%	494	167	34%	531	159	30%	579	182	31%	21%	17%	32%						
	Serra	395	127	32%	417	153	37%	397	122	31%	365	143	39%	406	141	35%	3%	11%	35%						
	University City	418	121	29%	378	118	31%	401	130	32%	416	130	31%	387	118	30%	-7%	-2%	31%						
District Feeder Total		6,126	2,074	34%	6,400	2,132	33%	6,791	2,357	35%	6,917	2,234	32%	6,960	2,347	34%	14%	13%	34%						
Non-Feeder High Schools	Abraxas	151	27	18%	109	17	16%	147	23	16%	123	22	18%	98	19	19%	-35%	-30%	17%						
	Bonita Vista	531	29	5%	549	23	4%	536	43	8%	497	24	5%	541	38	7%	2%	31%	6%						
	Castle Park	395	21	5%	366	18	5%	352	78	22%	294	63	21%	260	33	13%	-34%	57%	13%						
	Chula Vista	542	50	9%	574	63	11%	567	155	27%	510	95	19%	538	98	18%	-1%	96%	17%						
	Coronado	226	33	15%	254	50	20%	261	52	20%	277	48	17%	248	45	18%	10%	36%	18%						
	Del Norte	0	0	--	0	0	--	0	0	--	1	0	0%	243	44	18%	---	---	---						
	Eastlake	628	1	0%	602	2	0%	555	7	1%	502	25	5%	512	26	5%	-18%	2,500%	2%						
	Grossmont	465	14	3%	451	15	3%	518	29	6%	470	16	3%	519	19	4%	12%	36%	4%						

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)

		07/08			08/09			09/10			10/11			11/12			12/13			07/08-11/12		08/09-12/13	
		Grads			Entrants			Grads			Entrants			Grads			Entrants			Grads		Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %	
Non-Feeder High Schools, cont.	Helix	440	23	5%	458	32	7%	436	27	6%	477	30	6%	469	57	12%	7%	148%	7%				
	Hilltop	477	22	5%	471	24	5%	546	61	11%	467	50	11%	486	51	10%	2%	132%	9%				
	Mar Vista	474	54	11%	506	35	7%	399	92	23%	310	78	25%	337	68	20%	-29%	26%	16%				
	Montgomery	431	15	3%	410	27	7%	366	66	18%	309	42	14%	303	27	9%	-30%	80%	10%				
	Mount Miguel	319	13	4%	296	18	6%	365	28	8%	340	18	5%	327	25	8%	3%	92%	6%				
	Mt. Carmel	495	127	26%	527	141	27%	564	142	25%	547	126	23%	505	120	24%	2%	-6%	25%				
	Olympian	2	0	0%	188	0	0%	262	3	1%	329	32	10%	374	19	5%	18,600%	---	5%				
	Otay Ranch	741	0	0%	598	0	0%	615	18	3%	604	52	9%	591	35	6%	-20%	---	3%				
	Poway	700	87	12%	597	76	13%	633	89	14%	676	107	16%	581	101	17%	-17%	16%	14%				
	Ramona	389	20	5%	414	12	3%	398	14	4%	385	26	7%	406	30	7%	4%	50%	5%				
	Rancho Bernardo	686	91	13%	643	83	13%	665	109	16%	680	83	12%	546	81	15%	-20%	-11%	14%				
	San Ysidro	464	7	2%	495	26	5%	399	69	17%	408	46	11%	449	62	14%	-3%	786%	9%				
	Southwest	429	33	8%	395	25	6%	347	63	18%	337	55	16%	333	55	17%	-22%	67%	13%				
	Sweetwater	598	60	10%	626	71	11%	543	130	24%	489	105	21%	469	108	23%	-22%	80%	17%				
	Torrey Pines	620	32	5%	647	25	4%	610	28	5%	647	13	2%	625	16	3%	1%	-50%	4%				
	West View	533	100	19%	576	116	20%	592	120	20%	577	111	19%	593	106	18%	11%	6%	19%				
Non-Feeder Total		10,736	859	8%	10,752	899	8%	10,676	1,446	14%	10,256	1,267	12%	10,353	1,283	12%	-4%	49%	11%				
Other High Schools	Foreign School	---	80	---	---	97	---	---	94	---	---	91	---	---	79	---	---	-1%	---				
	Other	---	722	---	---	748	---	---	904	---	---	859	---	---	930	---	---	29%	---				
	Out of State	---	211	---	---	197	---	---	168	---	---	160	---	---	167	---	---	-21%	---				
	San Diego County	---	132	---	---	143	---	---	146	---	---	78	---	---	62	---	---	-53%	---				
	Other Total	---	1,145	---	---	1,185	---	---	1,312	---	---	1,188	---	---	1,238	---	---	8%	---				
Total		---	4,078	---	---	4,216	---	---	5,115	---	---	4,689	---	---	4,868	---	---	19%	---				

Source: High School Data - California Department of Education (CDE) and Entrant Data - SDCCD Information System

Note 1. Students are unduplicated within each year.

Note 2. SDSU, UCSD, tutoring, and cancelled classes are excluded from student enrollments. Students with no/unreported high school are excluded.

Note 3. Schools with no SDCCD Entrants are excluded (ALBA, Arroyo Paseo, Audeo, Coleman Tech, Iftin, iHigh, King-Chavez, Learning Choice, Mt. Everest, Riley/New Dawn, San Diego Early/Middle College, TRACE, and Whittier).

Note 4. Schools with fewer than 20 SDCCD Entrants enrolled in each of the five years (John Muir, Preuss, San Diego MET, etc.), private schools, and schools with no/unreported/invalid SDCCD or CDE data (Garfield, Health Sciences, the High Tech Highs) are indicated as 'Other'.

Note 5. 'Other High Schools' have no data available on high school graduates; therefore, no participation rates are calculated.

High School GPA of College-Enrolled High School Graduates

Table 2. High School GPA of high school graduates who enroll at an SDCCD credit college within one year of graduation

	08/09 Entrants	09/10 Entrants	10/11 Entrants	11/12 Entrants	12/13 Entrants	Five-Year Avg/Total	08/09-12/13 % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	233%
1.6-1.9	1%	1%	1%	1%	2%	1%	31%
2.0-2.5	24%	25%	22%	22%	23%	23%	18%
2.6-3.0	35%	34%	34%	36%	34%	35%	20%
3.1-3.5	26%	27%	28%	28%	29%	28%	37%
Over 3.5	13%	13%	15%	12%	13%	13%	27%
Total	100%	100%	100%	100%	100%	100%	25%
Students Who Reported GPA	3,555	3,733	4,558	4,233	4,453	20,532	25%
Total of All Students	4,078	4,216	5,115	4,689	4,868	22,966	19%

Source: SDCCD Information System

Note 1. High School GPA is self-reported on students' college applications. On average, across five years 11% of students did not report their GPA.

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

Participation Rates of Concurrent Students

Table 3. Percentage of concurrent seniors who re-enroll the subsequent year as college-only students

		07/08		08/09		08/09		09/10		10/11		10/11		11/12		11/12		07/08-11/12		08/09-12/13	
		Seniors (Concur)		Re-Enroll		Seniors (Concur)		Re-Enroll		Seniors (Concur)		Re-Enroll		Seniors (Concur)		Re-Enroll		Seniors (Concur)		Re-Enroll	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg %
City Feeder	Crawford Ed Complex	12	3	25%	6	1	17%	9	2	22%	3	1	33%	3	0	0%	-75%	-100%	21%		
	Hoover	7	0	0%	7	1	14%	11	5	45%	0	0	0%	1	1	100%	-86%	---	27%		
	Lincoln	2	0	0%	8	3	38%	9	2	22%	2	0	0%	13	4	31%	550%	---	26%		
	Morse	53	1	2%	74	5	7%	59	6	10%	41	3	7%	35	7	20%	-34%	600%	8%		
	San Diego Ed Complex	81	34	42%	118	27	23%	64	13	20%	32	2	6%	3	0	0%	-96%	-100%	26%		
	San Diego SCPA	9	2	22%	9	2	22%	3	1	33%	2	0	0%	2	1	50%	-78%	-50%	24%		
Mesa Feeder	Charter School of SD	2	1	50%	10	2	20%	10	3	30%	4	2	50%	1	0	0%	-50%	-100%	30%		
	Clairemont	68	21	31%	80	29	36%	80	31	39%	49	9	18%	61	15	25%	-10%	-29%	31%		
	John Muir	2	0	0%	1	0	0%	0	0	0%	0	0	0%	0	0	0%	-100%	---	0%		
	Kearny Ed Complex	164	79	48%	146	75	51%	99	53	54%	89	61	69%	72	43	60%	-56%	-46%	55%		
	La Jolla	165	7	4%	140	12	9%	141	15	11%	110	5	5%	85	1	1%	-48%	-86%	6%		
	Madison	76	18	24%	50	12	24%	58	15	26%	27	9	33%	26	1	4%	-66%	-94%	23%		
	Mark Twain	53	14	26%	56	10	18%	30	6	20%	79	14	18%	78	13	17%	47%	-7%	19%		
	Mission Bay	22	5	23%	20	3	15%	7	2	29%	1	1	100%	17	4	24%	-23%	-20%	22%		
	Patrick Henry	105	13	12%	75	6	8%	96	11	11%	109	5	5%	122	7	6%	16%	-46%	8%		
	Point Loma	187	33	18%	163	38	23%	115	26	23%	146	23	16%	126	16	13%	-33%	-52%	18%		
San Diego MET	34	6	18%	78	6	8%	47	1	2%	48	2	4%	37	9	24%	9%	50%	10%			
Mira Mesa Feeder	Mira Mesa	90	36	40%	88	38	43%	101	32	32%	55	14	25%	28	14	50%	-69%	-61%	37%		
	Scripps Ranch	139	11	8%	124	15	12%	102	19	19%	128	6	5%	153	13	8%	10%	18%	10%		
	Serra	90	23	26%	99	33	33%	90	13	14%	70	17	24%	38	7	18%	-58%	-70%	24%		
	University City	59	8	14%	61	6	10%	68	9	13%	62	8	13%	51	4	8%	-14%	-50%	12%		
District Feeder Total		1,420	315	22%	1,413	324	23%	1,199	265	22%	1,057	182	17%	952	160	17%	-33%	-49%	21%		
Non-Feeder Total		259	32	12%	319	43	13%	247	47	19%	139	27	19%	64	19	30%	-75%	-41%	16%		
Other/Unreported		414	50	12%	348	19	5%	278	29	10%	291	21	7%	298	27	9%	-28%	-46%	9%		
Grand Total		2,093	397	19%	2,080	386	19%	1,724	341	20%	1,487	230	15%	1,314	206	16%	-37%	-48%	18%		

Source: SDCCD Information System

Note 1. The concurrent student cohort comprises all self-reported seniors at a district-wide feeder or non-feeder who are also enrolled at an SDCCD credit college. There were no exclusions made to limit the concurrent student cohort to only 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, and cancelled classes are excluded from student enrollments.

Note 3. Students with no/unreported high school are indicated as 'Other/Unreported'. Students from feeder schools with no/unreported/invalid SDCCD or CDE data (Garfield, Health Sciences, the High Tech Highs) are indicated as 'Other/Unreported'.

Section II: Student Characteristics and Enrollments

This section describes different student characteristics and enrollment patterns among first-time to college high school graduates. Unless otherwise noted, student trends are measured over five years, from 2008/09 to 2012/13.

Headcount, gender, ethnicity, first generation to college, and student educational goals of the **first-time to college high school graduates** are measured (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 five years are displayed among first-time to college high school graduates in Table 5. The longitudinal term and annual persistence of the Fall 2007 to Fall 2011 cohorts of first-time to college high school graduates are displayed in Table 6.

Highlight of the Findings

- Thirty-one percent of the 2012/13 first-time to college high school graduates reported that they were the first generation of college-going students in their family (see Table 4). This is comparable to the five-year average of 30%.
- In terms of ethnic composition, in 2012/13, first-time to college high school graduates were 48% Latino, 22% White, 8% African American, 8% Asian/Pacific Islander, 7% Other ethnicity, 5% Filipino, and less than 1% were American Indian (see Table 4). The proportion of Latino students in 2012/13 (48%) is higher than the five-year average (42%), and the percentage of White students in 2012/13 (22%) is lower than the five-year average (27%). Over five years, the Latino student population increased by 85%, while the American Indian and White student populations decreased by 70% and 21%, respectively.
- In 2012/13, just over half of the first-time to college high school graduates cited transfer, either with or without their AA/AS, as their educational goal (52%; comparable to the five-year average of 50%; see Table 4).
- In 2012/13, 76% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units (comparable to the five-year average of 78%), while fewer than half (44%) of the students who enrolled in 9.0-11.9 units completed the total number of attempted units (comparable to the five-year average of 43%; see Table 5). Over half (54%) of the students who were enrolled in school full-time (12+ units) in 2012/13, completed the total number of attempted units (comparable to the five-year average of 52%).
- Among the Fall 2011 first-time to college high school graduates, approximately four out of five students on average (82%) persisted to the next spring term and nearly two-thirds (62%) annually persisted to a second fall term, which is higher than the five-year average term-to-term (77%) and annual (57%) persistence (see Table 6).

Student Characteristics

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

	2008/09	2009/10	2010/11	2011/12	2012/13	Total/ Five-Year Avg	08/09-12/13 % Change
Total N of Students	4,232	4,212	5,099	4,831	5,013	23,387	18%
Gender							
Female	47%	47%	47%	47%	48%	47%	21%
Male	53%	53%	53%	53%	52%	53%	16%
Unreported	0%	0%	0%	0%	0%	0%	0%
Ethnicity							
African American	10%	10%	8%	7%	8%	8%	-3%
American Indian	1%	0%	0%	0%	0%	0%	-70%
Asian/Pacific Islander	10%	10%	9%	9%	8%	9%	-5%
Filipino	6%	6%	5%	5%	5%	5%	-10%
Latino	31%	36%	45%	47%	48%	42%	85%
White	34%	29%	25%	24%	22%	27%	-21%
Other	3%	5%	6%	7%	7%	6%	182%
Unreported	5%	5%	1%	1%	1%	3%	-75%
First Generation							
First Generation	28%	30%	31%	31%	31%	30%	32%
Not First Generation	72%	70%	69%	69%	69%	70%	13%
Unreported	0%	0%	0%	0%	0%	0%	---
Educational Goal							
4 Yr College Student	12%	11%	12%	12%	12%	12%	24%
AA/AS w/out Transfer	4%	5%	5%	5%	6%	5%	49%
BA/BS after Completing AA/AS	39%	41%	42%	43%	44%	42%	32%
BA/BS w/out Completing AA/AS	8%	7%	8%	7%	8%	8%	24%
Basic Skills Improvement	0%	1%	1%	1%	1%	1%	58%
Certificate/License Maintenance	1%	1%	2%	1%	1%	1%	-7%
Current Job/Career Advancement	1%	1%	0%	0%	0%	1%	-43%
Educational Development	1%	1%	1%	1%	0%	1%	-56%
HS Diploma/GED Certificate	1%	1%	0%	0%	1%	1%	8%
New Career Preparation	9%	9%	9%	9%	9%	9%	21%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	-40%
Voc Cert/Degree w/out Transfer	1%	1%	1%	1%	1%	1%	6%
Undecided	22%	20%	18%	18%	17%	19%	-8%
Unreported	0%	0%	0%	0%	0%	0%	-100%

Source: SDCCD Information System

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	2008/09	0.1 - 2.9 Units	19%	81%				
		3.0 - 5.9 Units	35%	4%	61%			
		6.0 - 8.9 Units	29%	2%	22%	48%		
		9.0 - 11.9 Units	18%	2%	18%	19%	43%	
		12.0 + Units	9%	2%	8%	12%	19%	50%
	2009/10	0.1 - 2.9 Units	23%	77%				
		3.0 - 5.9 Units	31%	3%	67%			
		6.0 - 8.9 Units	27%	2%	24%	46%		
		9.0 - 11.9 Units	16%	3%	17%	21%	42%	
		12.0 + Units	9%	1%	8%	12%	20%	50%
	2010/11	0.1 - 2.9 Units	22%	78%				
		3.0 - 5.9 Units	32%	2%	66%			
		6.0 - 8.9 Units	25%	2%	24%	49%		
		9.0 - 11.9 Units	18%	2%	17%	22%	42%	
		12.0 + Units	8%	1%	8%	11%	19%	53%
	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	35%	4%	61%				
	6.0 - 8.9 Units	23%	4%	25%	47%			
	9.0 - 11.9 Units	15%	1%	17%	23%	44%		
	12.0 + Units	7%	1%	8%	11%	18%	54%	
Five-Year Average		--	78%	62%	48%	43%	52%	
08/09-12/13 % Change		--	0%	-5%	26%	46%	27%	

Source: SDCCD Information System

Note. Tutoring and non-graded courses were excluded. Percent change was based on counts.

Persistence

Table 6. Term and annual persistence

Fall Cohorts		Term Persistence		Annual Persistence	
2007	2,644	1,904	72%	1,334	50%
2008	2,646	1,968	74%	1,436	54%
2009	2,658	2,067	78%	1,540	58%
2010	3,338	2,632	79%	1,898	57%
2011	3,459	2,827	82%	2,139	62%
Total/Five-Year Avg	14,745	11,398	77%	8,347	57%

Source: SDCCD Information System

Section III: College Assessment and Placement of Incoming Students

The assessment tests used in the San Diego Community College District help determine which levels of English and math courses would offer students the greatest opportunities for learning, academic challenge, and success. Students are encouraged to take the assessment tests as they matriculate in the college. Beginning with a pilot in Fall 2010, SDCCD now also accepts select standardized tests (i.e., SAT, ACT, EAP, EPT, and ELM) as an alternative measure to determine skill levels as an assessment of readiness for specified English and math courses. This section summarizes which course levels (transfer level, associate degree-level, basic skills, ESOL level 40, 30, etc.) first-time to college high school graduates qualified to enroll in for reading, writing, math, and ESOL courses based on their originally assessed skill level (see Tables 7-10).

Student assessment and placement trends are measured over three years, from 2010/11 to 2012/13 among students that applied to an SDCCD college (assessment and placement data are not tied to enrollment information). Note that changes were made within the English and math course sequences; however, data are represented by current placement level categories.

Highlight of the Findings

- A majority of the first-time to college high school graduates completed an assessment test in reading, writing, and math in 2012/13 (77% each; see Tables 7-9). The percentages of students who completed an assessment test increased over the past three years (reading, 65%-77%; writing, 65%-77%; and math, 66%-77%).
- In 2012/13, nearly half of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level (49%; equal to the three-year average of 49%), and 40% placed at basic skills (equal to the three year average of 40%; see Table 7).
- In 2012/13, the majority of first-time to college high school graduates who completed an assessment test in writing placed at basic skills (64%; comparable to the three-year average of 66%; see Table 8).
- The majority of first-time to college high school graduates who completed an assessment test in math in 2012/13 placed at basic skills (62%; comparable to the three-year average of 64%; see Table 9).
- In 2012/13, among first-time to college high school graduates who completed an assessment test in ESOL, 86% of the students placed four to five levels below English transfer level (ESOL levels 19 and 20), which is higher than the three-year average of 64% (see Table 10).

Reading and Writing Assessment and Placement

Table 7. Reading assessment and placement

		2010/11		2011/12		2012/13		2010/11 - 2012/13		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	4,010	65%	4,206	73%	4,608	77%	12,824	72%	15%
	Not Tested	2,153	35%	1,522	27%	1,338	23%	5,013	28%	-38%
	Total Students	6,163	100%	5,728	100%	5,946	100%	17,837	100%	-4%
Distribution of Students Who Took a Test	Transfer/Associate Level	2,014	50%	2,054	49%	2,265	49%	6,333	49%	12%
	Basic Skills	1,583	39%	1,721	41%	1,822	40%	5,126	40%	15%
	Need English Advising	356	9%	317	8%	408	9%	1,081	8%	15%
	Take ESOL Test	57	1%	114	3%	113	2%	284	2%	98%
	Total Tested	4,010	100%	4,206	100%	4,608	100%	12,824	100%	15%

Source: SDCCD Information System

Note. Students are categorized as tested if they received a placement based on an SDCCD or other approved assessment test. For the purposes of this study, all others are recorded as Not Tested.

Table 8. Writing assessment and placement

		2010/11		2011/12		2012/13		2010/11 - 2012/13		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	4,010	65%	4,204	73%	4,608	77%	12,822	72%	15%
	Not Tested	2,153	35%	1,524	27%	1,338	23%	5,015	28%	-38%
	Total Students	6,163	100%	5,728	100%	5,946	100%	17,837	100%	-4%
Distribution of Students Who Took a Test	Transfer/Associate Level	924	23%	947	23%	1,128	24%	2,999	23%	22%
	Basic Skills	2,673	67%	2,826	67%	2,959	64%	8,458	66%	11%
	Need English Advising	356	9%	317	8%	408	9%	1,081	8%	15%
	Take ESOL Test	57	1%	114	3%	113	2%	284	2%	98%
	Total Tested	4,010	100%	4,204	100%	4,608	100%	12,822	100%	15%

Source: SDCCD Information System

Note. Students are categorized as tested if they received a placement based on an SDCCD or other approved assessment test. For the purposes of this study, all others are recorded as Not Tested.

Math Assessment and Placement

Table 9. Math assessment and placement

		2010/11		2011/12		2012/13		2010/11 - 2012/13		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	4,096	66%	4,286	75%	4,602	77%	12,984	73%	12%
	Not Tested	2,067	34%	1,442	25%	1,344	23%	4,853	27%	-35%
	Total Students	6,163	100%	5,728	100%	5,946	100%	17,837	100%	-4%
Distribution of Students Who Took a Test	Transfer Level	799	20%	888	21%	1,044	23%	2,731	21%	31%
	Associate Level	503	12%	641	15%	690	15%	1,834	14%	37%
	Basic Skills	2,699	66%	2,754	64%	2,855	62%	8,308	64%	6%
	Take Algebra Test	95	2%	3	0%	13	0%	111	1%	-86%
	Total Tested	4,096	100%	4,286	100%	4,602	100%	12,984	100%	12%

Source: SDCCD Information System

Note. Students are categorized as tested if they received a placement based on an SDCCD or other approved assessment test. For the purposes of this study, all others are recorded as Not Tested.

ESOL Assessment and Placement

Table 10. ESOL assessment and placement

		2010/11		2011/12		2012/13		2010/11 - 2012/13		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	161	3%	184	3%	172	3%	517	3%	7%
	Not Tested	6,002	97%	5,544	97%	5,774	97%	17,320	97%	-4%
	Total Students	6,163	100%	5,728	100%	5,946	100%	17,837	100%	-4%
Distribution of Students Who Took a Test	Level 40	30	19%	24	13%	6	3%	60	12%	-80%
	Level 30	52	32%	59	32%	18	10%	129	25%	-65%
	Level 20	37	23%	34	18%	21	12%	92	18%	-43%
	Level 19	42	26%	67	36%	127	74%	236	46%	202%
	Total Tested	161	100%	184	100%	172	100%	517	100%	7%

Source: SDCCD Information System

Note. Students are categorized as tested if they received a placement based on an SDCCD or other approved assessment test. For the purposes of this study, all others are recorded as Not Tested.

Section IV: Course Enrollment by Placement

This section longitudinally tracks English and math enrollments by placement level among three first-time to college high school graduate cohorts (see Tables 11 and 12). First-time students who remained enrolled in an English or math sequence course as of official census in Fall 2010, 2011, or 2012 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 Course Sequences section) and **only students who had recorded skill levels via SDCCD or other approved assessment tests were included.** For English cohorts, students were excluded if they did not have skill levels in both reading and writing. Among students who took both tests but did not score in the same placement level, English placement level was measured at the highest placement (34% in Fall 2010, 32% in Fall 2011, and 30% in Fall 2012 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. (Note that students who placed at the basic skills level with an M30 skill level were considered to be enrolled at their placement level if they enrolled in the associate level MATH 092 course offered at Mesa College, as it requires an M30 skill level.) For those students who placed below basic skills, course enrollment was measured at any placement level.

Highlight of the Findings

- Fifty-six percent of the Fall 2012 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 an SDCCD college (lower than the three-year average of 63%; see Table 11). Of these students that placed in the transfer/associate English level and enrolled in a course in 2012/13, 48% took a course at their placement level.
- Among Fall 2012 first-time to college high school graduates who placed in basic skills level reading or writing, two-thirds (66%) enrolled in an English course at their placement level by the end of their first year at an SDCCD college (lower than the three-year average of 70%; see Table 11).
- By the end of their first year at an SDCCD college, 72% of the Fall 2012 first-time to college high school graduates who placed in transfer level math enrolled in a math course at or below their placement level (lower than the three-year average of 77%), and 72% of those who placed in associate level math enrolled in a math course at or below their placement level (lower than the three-year average of 76%; see Table 12). Of these students that placed in transfer or associate level math and enrolled in a course in 2012/13, most (96%) took a math course at their placement level.
- Over two-thirds (69%) of the Fall 2012 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 an SDCCD college (lower than the three-year average of 74%; see Table 12).

English and Math Course Enrollment by Placement Level

Table 11. English course enrollment by placement level

	Fall 10 Cohort	Total Enrolled 2010/11		Fall 11 Cohort	Total Enrolled 2011/12		Fall 12 Cohort	Total Enrolled 2012/13		All Cohorts	Total Enrolled 2010/11-2012/13	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer/Associate Level	1,442	1,026	71%	1,549	977	63%	1,723	970	56%	4,714	2,973	63%
Basic Skills	896	675	75%	1,107	780	70%	1,054	691	66%	3,057	2,146	70%
Take ESOL Test/Need Advising	206	138	67%	272	139	51%	340	175	51%	818	452	55%
Total Count/Avg %	2,544	1,839	72%	2,928	1,896	65%	3,117	1,836	59%	8,589	5,571	65%

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 2013 enrollments are not yet available and therefore not included.

Table 12. Math course enrollment by placement level

	Fall 10 Cohort	Total Enrolled 2010/11		Fall 11 Cohort	Total Enrolled 2011/12		Fall 12 Cohort	Total Enrolled 2012/13		All Cohorts	Total Enrolled 2010/11-2012/13	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer Level	583	461	79%	701	574	82%	837	606	72%	2,121	1,641	77%
Associate Level	331	267	81%	485	373	77%	495	355	72%	1,311	995	76%
Basic Skills	1,608	1,228	76%	1,801	1,353	75%	1,778	1,233	69%	5,187	3,814	74%
Take Algebra Test	72	59	82%	3	2	67%	11	9	82%	86	70	81%
Total Count/Avg %	2,594	2,015	78%	2,990	2,302	77%	3,121	2,203	71%	8,705	6,520	75%

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 2013 enrollments are not yet available and therefore not included.