



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

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Excerpts from the 2012/13 Findings

Participation Rates

- Approximately 8% of District feeder high school graduates entered Miramar College in the year following high school completion.
- Approximately 33% of the high school seniors who were concurrently enrolled at Miramar College and a District feeder high school continued their Miramar College 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 (73% each) upon entering Miramar College.
- Approximately six out of ten (61%) first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level, more than half placed into basic skills writing (59%), and just under half placed into basic skills math (48%).

Enrollment Patterns

- By the end of their first year at Miramar College, approximately half (54%) of those students who placed into transfer/associate level English enrolled in an English course at or below their placement level, and 71% 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 Miramar College, 73% of those students who placed into transfer level math enrolled in a math course at or below their placement level, 75% of those who placed in associate level math enrolled in a math course at or below their placement level, and 70% of those who placed in basic skills level math enrolled in a math course at their placement level.

Outcomes

- Two out of three (66%) of the first-time to college high school graduates who were enrolled full-time (12+ units), completed the total number of attempted units.
- Approximately three out of four students on average (72%) persisted from fall to spring, and about half (54%) 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 Miramar 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 Miramar 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 Miramar College, 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

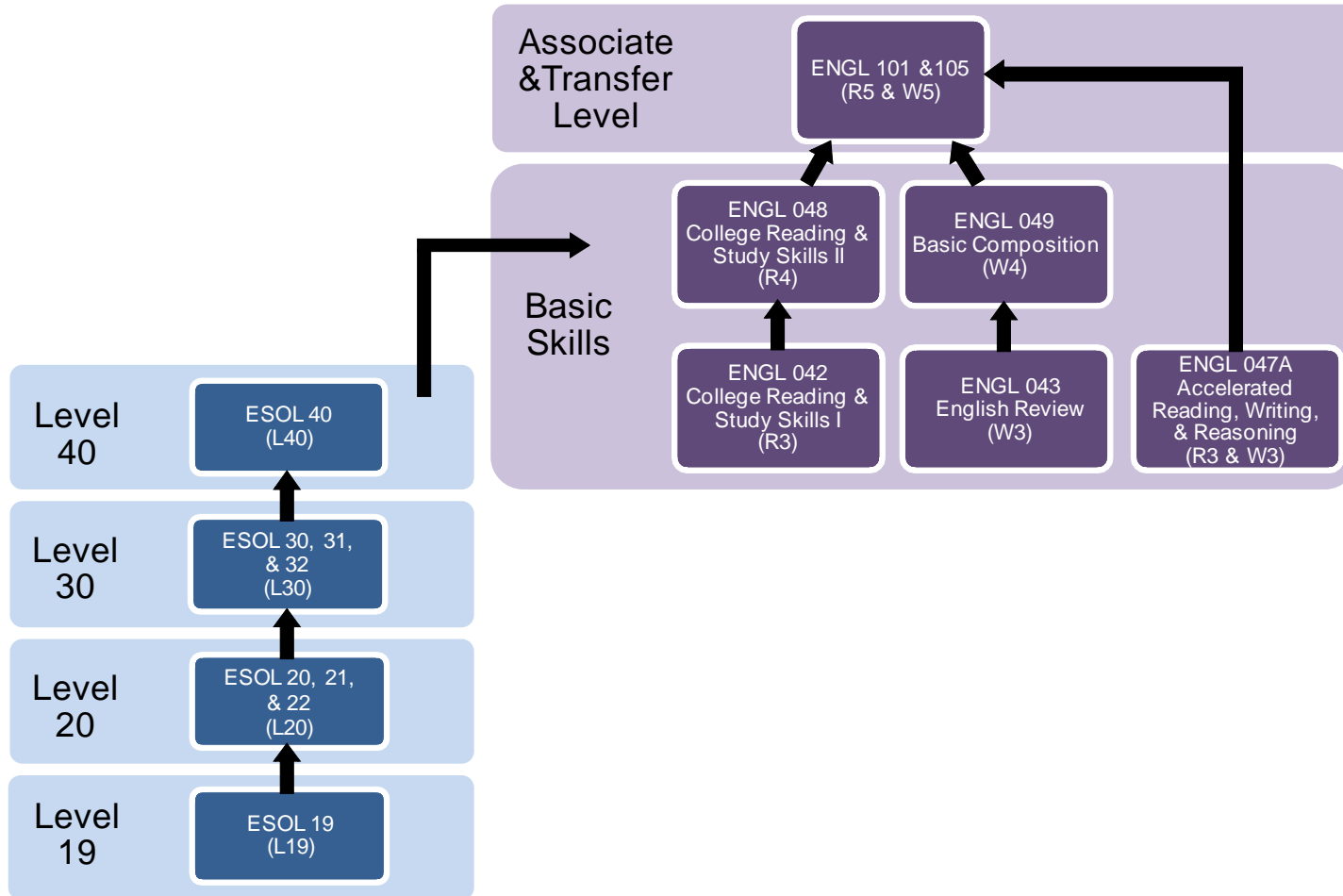
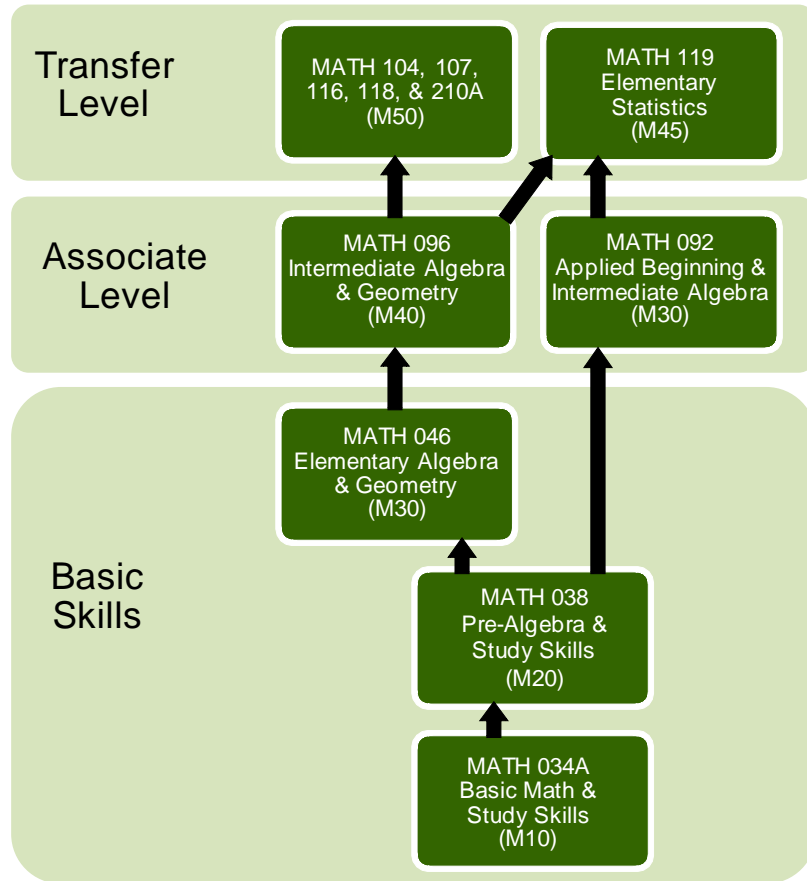


Figure 2. Current math course sequence



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 8% of the 2011/12 feeder high school graduates (586 out of 6,960 students) and 5% of the 2011/12 non-feeder high school graduates (467 out of 10,353 students) entered Miramar College in the year following high school completion. This does not include 240 entrants for whom high school graduate data were unavailable or 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 9% and 4%, respectively.
2. Concurrent high school seniors who were both enrolled at Miramar College and attended a District feeder high school in 2011/12, continued their Miramar College enrollment the following year as college-only students at a higher rate (33%; 24 out of 72 students) than students who had concurrently attended non-feeder high schools (10%; 2 out of 20 students). This does not include four concurrent high school seniors enrolled at Miramar College in 2011/12 for whom feeder or non-feeder high school data were unavailable or invalid. Over five years, participation rates of concurrently enrolled feeder school seniors who continued Miramar College enrollment the year following high school graduation ranged from 23% to 33%, while the participation rates of students who had attended non-feeder high schools ranged from 10% to 21%.
3. Twenty-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 (248 out of 1,181 students). This is equal to the five-year average of 21%.
4. In 2012/13, over two-thirds (70%) of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units (39 out of 56 students), while just over half (51%) of the students who enrolled in 9.0-11.9 units completed the total number of attempted units (94 out of 183 students). Two-thirds (66%) of the students who were enrolled in school full-time (12+ units) in 2012/13, completed the total number of attempted units (264 out of 397 students).
5. Close to three-fourths (72%) of the Fall 2011 first-time to college high school graduates at Miramar College persisted to the next spring term (615 out of 857 students), and about half (54%) annually persisted to a second fall term (463 out of 857 students). This higher than the five-year average term-to-term (69%) and annual (50%) persistence.

6. In 2012/13, a majority of the first-time to college high school graduates completed an assessment test in reading (73%; 904 out of 1,232 students), writing (73%; 904 out of 1,232 students), and math (73%; 895 out of 1,232 students). The percentages of students who completed an assessment test increased over the past three years (reading, 60%-73%; writing, 60%-73%; and math, 59%-73%).
7. In 2012/13, 31% of the first-time to college high school graduates who completed an assessment test in reading placed at basic skills (279 out of 904 students), and the majority (59%) of first-time to college high school graduates who completed an assessment test in writing placed at basic skills (531 out of 904 students). About half (48%) of the first-time to college high school graduates who completed an assessment test in math in 2012/13 placed at basic skills (432 out of 895 students).
8. Over half (54%) 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 Miramar College (260 out of 479 students).
9. By the end of their first year at Miramar College, 73% 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 (205 out of 282 students). Three-fourths (75%) of those who placed in associate level math enrolled in a math course at or below their placement level (101 out of 135 students).
10. Among Fall 2012 first-time to college high school graduates who placed in basic skills level reading or writing, nearly three-fourths (71%) enrolled in an English course at their placement level by the end of their first year at Miramar College (144 out of 202 students). Seventy percent 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 Miramar College (227 out of 326 students).

Section I: Entering the Community College Pipeline

This section describes different aspects of high school student entry to Miramar College. 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 Miramar 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 Miramar College are tracked to determine the rate of continued participation 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 provide aggregate totals/averages for students attending feeder and non-feeder high schools as a point of comparison.

Highlight of the Findings

- In 2012/13, approximately 8% of the 2011/12 feeder high school graduates and 5% of the 2011/12 non-feeder high school graduates entered Miramar College in the year following high school completion. Both were comparable to the five-year averages of 9% and 4%, 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 and Scripps Ranch high schools had the highest feeder graduate participation rates (46% and 22%, respectively). During the same timeframe, several non-feeder high schools had graduate participation rates above the feeder high school average of 9% (Mt. Carmel, 20%; Westview, 16%; Abraxas, 14%; Poway, 12%; Rancho Bernardo, 11%).
- Over half (54%) of the students who enrolled at Miramar 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 55%) and 45% reported that they had earned higher than a 3.0 GPA (comparable to the five-year average of 44%; see Table 2).
- Concurrent high school seniors who were both enrolled at Miramar College and attended a District feeder high school in 2011/12, continued their Miramar College enrollment the following year as college-only students at a higher rate than students who had concurrently attended non-feeder high schools (33% and 10%, respectively; see Table 3). This does not include concurrent high school seniors enrolled at Miramar College in 2011/12 for whom feeder or non-feeder high school data were unavailable or invalid. Over five years, participation rates of concurrently enrolled feeder high school seniors who continued Miramar College enrollment the year following high school graduation ranged from 23% to 33%, while the participation rates of students who had attended non-feeder high schools ranged from 10% to 21%.

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

		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		Grads	% Change		Avg %		
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%						
City Feeder	Crawford Ed Complex	208	4	2%	220	6	3%	236	6	3%	193	4	2%	189	4	2%	-9%	0%	2%						
	Gompers Prep	0	0	--	0	0	--	0	0	--	0	0	--	71	0	0%	---	---	---						
	Hoover	273	8	3%	343	7	2%	322	10	3%	311	12	4%	292	3	1%	7%	-63%	3%						
	Lincoln	200	4	2%	251	14	6%	354	3	1%	389	6	2%	316	6	2%	58%	50%	2%						
	Morse	446	3	1%	447	2	0%	442	4	1%	380	2	1%	381	12	3%	-15%	300%	1%						
	San Diego Ed Complex	386	9	2%	393	5	1%	452	4	1%	485	15	3%	422	6	1%	9%	-33%	2%						
	San Diego SCPA	161	4	2%	179	2	1%	169	5	3%	181	11	6%	168	7	4%	4%	75%	3%						
Mesa Feeder	Charter School of SD	339	39	12%	341	38	11%	436	29	7%	479	36	8%	559	42	8%	65%	8%	9%						
	Clairemont	232	13	6%	243	10	4%	250	12	5%	278	12	4%	230	9	4%	-1%	-31%	5%						
	Kearny Ed Complex	302	12	4%	292	7	2%	331	13	4%	319	11	3%	381	16	4%	26%	33%	4%						
	La Jolla	358	10	3%	384	7	2%	338	8	2%	359	11	3%	374	10	3%	4%	0%	3%						
	Madison	229	7	3%	199	10	5%	224	7	3%	247	7	3%	224	11	5%	-2%	57%	4%						
	Mark Twain	61	4	7%	207	9	4%	208	10	5%	187	5	3%	226	8	4%	270%	100%	4%						
	Mission Bay	287	5	2%	310	7	2%	266	8	3%	277	9	3%	311	9	3%	8%	80%	3%						
	Patrick Henry	447	6	1%	447	7	2%	471	7	1%	503	9	2%	484	8	2%	8%	33%	2%						
Point Loma	400	6	2%	369	20	5%	402	16	4%	424	8	2%	408	14	3%	2%	133%	3%							
Miramar Feeder	Mira Mesa	505	223	44%	504	235	47%	598	307	51%	593	250	42%	552	256	46%	9%	15%	46%						
	Scripps Ranch	479	114	24%	476	97	20%	494	119	24%	531	111	21%	579	123	21%	21%	8%	22%						
	Serra	395	31	8%	417	43	10%	397	33	8%	365	38	10%	406	23	6%	3%	-26%	8%						
	University City	418	16	4%	378	13	3%	401	27	7%	416	34	8%	387	19	5%	-7%	19%	5%						
District Feeder Total		6,126	518	8%	6,400	539	8%	6,791	628	9%	6,917	591	9%	6,960	586	8%	14%	13%	9%						
Non-Feeder High Schools	Abraxas	151	21	14%	109	11	10%	147	20	14%	123	18	15%	98	16	16%	-35%	-24%	14%						
	Bonita Vista	531	4	1%	549	1	0%	536	6	1%	497	1	0%	541	3	1%	2%	-25%	1%						
	Castle Park	395	1	0%	366	0	0%	352	5	1%	294	3	1%	260	2	1%	-34%	100%	1%						
	Chula Vista	542	6	1%	574	4	1%	567	8	1%	510	2	0%	538	2	0%	-1%	-67%	1%						
	Coronado	226	5	2%	254	6	2%	261	5	2%	277	8	3%	248	6	2%	10%	20%	2%						
	Del Norte	0	0	--	0	0	--	0	0	--	1	0	0%	243	34	14%	---	---	---						
	Eastlake	628	0	0%	602	1	0%	555	1	0%	502	1	0%	512	1	0%	-18%	---	0%						
	Grossmont	465	5	1%	451	4	1%	518	5	1%	470	2	0%	519	3	1%	12%	-40%	1%						

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)

		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	1	0%	458	6	1%	436	7	2%	477	2	0%	469	4	1%	7%	300%	1%				
	Hilltop	477	1	0%	471	1	0%	546	3	1%	467	7	1%	486	2	0%	2%	100%	1%				
	Mar Vista	474	4	1%	506	6	1%	399	9	2%	310	3	1%	337	9	3%	-29%	125%	2%				
	Montgomery	431	3	1%	410	7	2%	366	1	0%	309	4	1%	303	0	0%	-30%	-100%	1%				
	Mount Miguel	319	0	0%	296	3	1%	365	2	1%	340	4	1%	327	3	1%	3%	---	1%				
	Mt. Carmel	495	107	22%	527	106	20%	564	120	21%	547	108	20%	505	99	20%	2%	-7%	20%				
	Olympian	2	0	0%	188	0	0%	262	0	0%	329	4	1%	374	1	0%	18,600%	---	0%				
	Otay Ranch	741	0	0%	598	0	0%	615	3	0%	604	4	1%	591	4	1%	-20%	---	0%				
	Poway	700	69	10%	597	61	10%	633	69	11%	676	92	14%	581	85	15%	-17%	23%	12%				
	Ramona	389	12	3%	414	6	1%	398	9	2%	385	9	2%	406	21	5%	4%	75%	3%				
	Rancho Bernardo	686	68	10%	643	60	9%	665	85	13%	680	61	9%	546	67	12%	-20%	-1%	11%				
	San Ysidro	464	0	0%	495	0	0%	399	2	1%	408	3	1%	449	2	0%	-3%	---	0%				
	Southwest	429	2	0%	395	3	1%	347	2	1%	337	5	1%	333	1	0%	-22%	-50%	1%				
	Sweetwater	598	6	1%	626	2	0%	543	4	1%	489	1	0%	469	1	0%	-22%	-83%	1%				
	Torrey Pines	620	14	2%	647	10	2%	610	10	2%	647	5	1%	625	7	1%	1%	-50%	1%				
West View	533	91	17%	576	88	15%	592	96	16%	577	95	16%	593	94	16%	11%	3%	16%					
Non-Feeder Total		10,736	420	4%	10,752	386	4%	10,676	472	4%	10,256	442	4%	10,353	467	5%	-4%	11%	4%				
Other High Schools	Foreign School	---	19	---	---	19	---	---	15	---	---	22	---	---	20	---	---	5%	---				
	Other	---	118	---	---	175	---	---	177	---	---	175	---	---	182	---	---	54%	---				
	Out of State	---	45	---	---	43	---	---	39	---	---	38	---	---	30	---	---	-33%	---				
	San Diego County	---	29	---	---	20	---	---	15	---	---	13	---	---	8	---	---	-72%	---				
	Other Total	---	211	---	---	257	---	---	246	---	---	248	---	---	240	---	---	14%	---				
Total		---	1,149	---	---	1,182	---	---	1,346	---	---	1,281	---	---	1,293	---	---	13%	---				

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 Miramar 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%	-50%
1.6-1.9	2%	1%	1%	2%	1%	1%	0%
2.0-2.5	23%	22%	19%	19%	21%	21%	11%
2.6-3.0	34%	34%	33%	37%	33%	34%	16%
3.1-3.5	28%	29%	30%	30%	28%	29%	20%
Over 3.5	13%	15%	18%	13%	17%	15%	57%
Total	100%	100%	100%	100%	100%	100%	21%
Students Who Reported GPA	987	1,053	1,219	1,160	1,193	5,612	21%
Total of All Students	1,149	1,182	1,346	1,281	1,293	6,251	13%

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 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 Seniors (Concur)		08/09 Seniors (Concur)		09/10 Seniors (Concur)		10/11 Seniors (Concur)		11/12 Seniors (Concur)		12/13 Seniors (Concur)		07/08- 11/12 Seniors (Concur)		08/09-12/13 Re-Enroll			
	N	N	N	N	N	N	N	N	N	N	N	N	N	% Change	Avg %			
District Feeder	191	50	26%	157	42	27%	133	35	26%	103	24	23%	72	24	33%	-62%	-52%	27%
Non-Feeder	81	13	16%	105	18	17%	71	15	21%	49	6	12%	20	2	10%	-75%	-85%	17%
Other/Unreported	14	3	21%	4	0	0%	5	0	0%	6	0	0%	4	0	0%	-71%	-100%	9%
Grand Total	286	66	23%	266	60	23%	209	50	24%	158	30	19%	96	26	27%	-66%	-61%	23%

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 Miramar College. There were no exclusions made to limit the concurrent student cohort to only 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, 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

- Twenty-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 equal to the five-year average of 21%.
- In terms of ethnic composition, in 2012/13, first-time to college high school graduates were 33% White, 28% Latino, 14% Asian/Pacific Islander, 10% Filipino, 9% Other ethnicity, 4% African American, and less than 1% were American Indian (see Table 4). The proportion of Latino students in 2012/13 (28%) is higher than the five-year average (24%). Over five years, the Latino student population increased by 82%, while the American Indian and African American student populations decreased by 70% and 24%, respectively.
- In 2012/13, approximately half (48%) of the first-time to college high school graduates cited transfer, either with or without their AA/AS, as their educational goal (equal to the five-year average of 48%; see Table 4).
- In 2012/13, over two-thirds (70%) of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units (lower than the five-year average of 79%), while just over half (51%) 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 50%; see Table 5). Two-thirds (66%) of the students who were enrolled in school full-time (12+ units) in 2012/13, completed the total number of attempted units (higher than the five-year average of 60%).
- Close to three-fourths (72%) of the Fall 2011 first-time to college high school graduates at Miramar College persisted to the next spring term and about half (54%) annually persisted to a second fall term, which is higher than the five-year average term-to-term (69%) and annual (50%) 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	1,159	1,068	1,166	1,179	1,181	5,753	2%
Gender							
Female	39%	41%	38%	42%	42%	40%	8%
Male	61%	59%	62%	58%	58%	60%	-2%
Unreported	0%	0%	0%	0%	0%	0%	---
Ethnicity							
African American	6%	5%	4%	4%	4%	5%	-24%
American Indian	1%	0%	1%	0%	0%	0%	-70%
Asian/Pacific Islander	18%	13%	14%	16%	14%	15%	-17%
Filipino	12%	12%	11%	11%	10%	11%	-15%
Latino	16%	22%	24%	27%	28%	24%	82%
White	38%	36%	36%	32%	33%	35%	-13%
Other	4%	5%	8%	8%	9%	7%	147%
Unreported	6%	6%	2%	1%	1%	3%	-82%
First Generation							
First Generation	21%	21%	19%	22%	21%	21%	0%
Not First Generation	79%	79%	81%	78%	79%	79%	2%
Educational Goal							
4 Yr College Student	11%	10%	14%	13%	12%	12%	11%
AA/AS w/out Transfer	5%	5%	5%	5%	7%	5%	39%
BA/BS after Completing AA/AS	39%	40%	39%	42%	40%	40%	5%
BA/BS w/out Completing AA/AS	7%	6%	8%	8%	8%	8%	18%
Basic Skills Improvement	0%	1%	0%	1%	1%	1%	200%
Certificate/License Maintenance	2%	2%	2%	1%	1%	1%	-20%
Current Job/Career Advancement	1%	1%	1%	1%	1%	1%	-8%
Educational Development	1%	1%	1%	1%	1%	1%	-65%
HS Diploma/GED Certificate	1%	1%	1%	1%	1%	1%	-42%
New Career Preparation	10%	12%	10%	10%	10%	10%	0%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	-100%
Voc Cert/Degree w/out Transfer	2%	2%	2%	2%	1%	2%	-30%
Undecided	20%	20%	17%	17%	17%	18%	-12%
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	2%	98%				
		3.0 - 5.9 Units	35%	0%	65%			
		6.0 - 8.9 Units	26%	1%	20%	53%		
		9.0 - 11.9 Units	15%	1%	14%	17%	54%	
		12.0 + Units	8%	1%	6%	15%	19%	52%
	2009/10	0.1 - 2.9 Units	18%	82%				
		3.0 - 5.9 Units	34%	2%	63%			
		6.0 - 8.9 Units	27%	1%	18%	54%		
		9.0 - 11.9 Units	14%	2%	18%	22%	44%	
		12.0 + Units	6%	1%	6%	11%	22%	55%
	2010/11	0.1 - 2.9 Units	33%	67%				
		3.0 - 5.9 Units	26%	1%	72%			
		6.0 - 8.9 Units	21%	2%	23%	54%		
		9.0 - 11.9 Units	14%	1%	15%	22%	48%	
		12.0 + Units	5%	0%	8%	8%	17%	62%
	2011/12	0.1 - 2.9 Units	21%	79%				
		3.0 - 5.9 Units	35%	2%	64%			
		6.0 - 8.9 Units	20%	2%	20%	58%		
		9.0 - 11.9 Units	10%	2%	16%	21%	51%	
		12.0 + Units	6%	0%	4%	7%	18%	66%
2012/13	0.1 - 2.9 Units	30%	70%					
	3.0 - 5.9 Units	35%	1%	64%				
	6.0 - 8.9 Units	20%	2%	22%	56%			
	9.0 - 11.9 Units	9%	1%	14%	25%	51%		
	12.0 + Units	4%	1%	6%	7%	17%	66%	
Five-Year Average		--	79%	66%	55%	50%	60%	
08/09-12/13 % Change		--	-17%	18%	-3%	4%	20%	

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	701	467	67%	313	45%
2008	719	496	69%	356	50%
2009	671	456	68%	344	51%
2010	730	501	69%	375	51%
2011	857	615	72%	463	54%
Total/Five-Year Avg	3,678	2,535	69%	1,851	50%

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 Miramar 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 (73% each; see Tables 7-9). The percentages of students who completed an assessment test increased over the past three years (reading, 60%-73%; writing, 60%-73%; and math, 59%-73%).
- In 2012/13, approximately two-thirds (61%) of the 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 57%), and 31% placed at basic skills (lower than the three-year average of 34%; 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 (59%; comparable to the three-year average of 61%; see Table 8).
- About half of the first-time to college high school graduates who completed an assessment test in math in 2012/13 placed at basic skills (48%; lower than the three-year average of 51%) and over one-third had a transfer level math placement (34%; comparable to the three-year average of 32%; see Table 9).

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	683	60%	826	72%	904	73%	2,413	69%	32%
	Not Tested	452	40%	322	28%	328	27%	1,102	31%	-27%
	Total Students	1,135	100%	1,148	100%	1,232	100%	3,515	100%	9%
Distribution of Students Who Took a Test	Transfer/Associate Level	388	57%	440	53%	553	61%	1,381	57%	43%
	Basic Skills	239	35%	314	38%	279	31%	832	34%	17%
	Need English Advising	51	7%	49	6%	54	6%	154	6%	6%
	Take ESOL Test	5	1%	23	3%	18	2%	46	2%	260%
	Total Tested	683	100%	826	100%	904	100%	2,413	100%	32%

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	683	60%	825	72%	904	73%	2,412	69%	32%
	Not Tested	452	40%	323	28%	328	27%	1,103	31%	-27%
	Total Students	1,135	100%	1,148	100%	1,232	100%	3,515	100%	9%
Distribution of Students Who Took a Test	Transfer/Associate Level	192	28%	241	29%	301	33%	734	30%	57%
	Basic Skills	435	64%	512	62%	531	59%	1,478	61%	22%
	Need English Advising	51	7%	49	6%	54	6%	154	6%	6%
	Take ESOL Test	5	1%	23	3%	18	2%	46	2%	260%
	Total Tested	683	100%	825	100%	904	100%	2,412	100%	32%

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	666	59%	831	72%	895	73%	2,392	68%	34%
	Not Tested	469	41%	317	28%	337	27%	1,123	32%	-28%
	Total Students	1,135	100%	1,148	100%	1,232	100%	3,515	100%	9%
Distribution of Students Who Took a Test	Transfer Level	207	31%	256	31%	308	34%	771	32%	49%
	Associate Level	112	17%	144	17%	155	17%	411	17%	38%
	Basic Skills	347	52%	431	52%	432	48%	1,210	51%	24%
	Take Algebra Test	0	0%	0	0%	0	0%	0	0%	0%
	Total Tested	666	100%	831	100%	895	100%	2,392	100%	34%

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	22	2%	34	3%	30	2%	86	2%	36%
	Not Tested	1,113	98%	1,114	97%	1,202	98%	3,429	98%	8%
	Total Students	1,135	100%	1,148	100%	1,232	100%	3,515	100%	9%
Distribution of Students Who Took a Test	Level 40	2	9%	2	6%	2	7%	6	7%	0%
	Level 30	11	50%	11	32%	4	13%	26	30%	-64%
	Level 20	5	23%	7	21%	4	13%	16	19%	-20%
	Level 19	4	18%	14	41%	20	67%	38	44%	400%
	Total Tested	22	100%	34	100%	30	100%	86	100%	36%

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 Miramar College 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, 30% in Fall 2011, and 31% 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. For those students who placed below basic skills, course enrollment was measured at any placement level.

Highlight of the Findings

- Over half (54%) 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 Miramar College (comparable to the three-year average of 56%; see Table 11). Of the students that placed in transfer/associate level English and enrolled in a course in 2012/13, nearly half (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, nearly three-fourths (71%) enrolled in an English course at their placement level by the end of their first year at Miramar College (comparable to the three-year average of 73%; see Table 11).
- By the end of their first year at Miramar College, 73% 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 (comparable to the three-year average of 72%). Three-fourths (75%) of those who placed in associate level math enrolled in a math course at or below their placement level (higher than the three-year average of 71%; see Table 12). Of the students that placed in transfer or associate level math and enrolled in a course in 2012/13, most (98%) took a math course at their placement level.
- Seventy percent of the Fall 2012 first-time to college high school graduates who earned a basic skills level math placement enrolled in a math course at their placement level by the end of their first year at Miramar College (higher than the three-year average of 67%; 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	330	206	62%	398	211	53%	479	260	54%	1,207	677	56%
Basic Skills	176	139	79%	255	180	71%	202	144	71%	633	463	73%
Take ESOL Test/Need Advising	31	24	77%	62	31	50%	63	36	57%	156	91	58%
Total Count/Avg %	537	369	69%	715	422	59%	744	440	59%	1,996	1,231	62%

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	182	119	65%	235	177	75%	282	205	73%	699	501	72%
Associate Level	83	59	71%	139	95	68%	135	101	75%	357	255	71%
Basic Skills	254	171	67%	345	220	64%	326	227	70%	925	618	67%
Total Count/Avg %	519	349	67%	719	492	68%	743	533	72%	1,981	1,374	69%

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.