

**City College/ECC
High School to College Pipeline Report
2009/10 - 2013/14**

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

Population of Interest

First-time to college high school graduates are students who reported completion from a high school prior to enrolling at City College/ECC 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 City College/ECC. 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 City College/ECC either in the year following high school completion or within four years of high school completion.

Operational Definitions

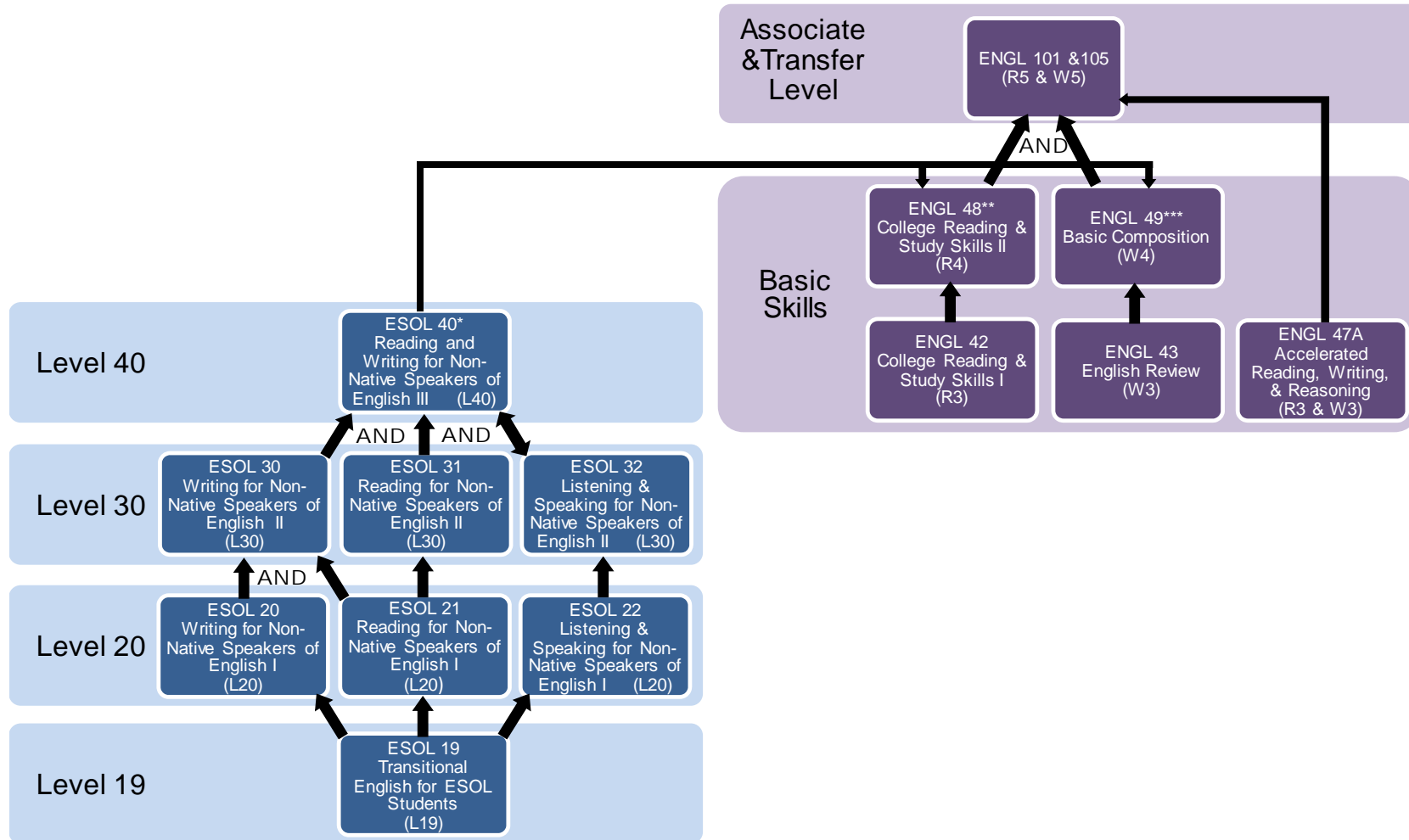
Enrollment: The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, and tutoring classes are excluded.

Headcount: The individual count of students, or unduplicated headcount. Drops, never attends, and cancelled classes are excluded.

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

Placement Sequences

Figure 1. Current English and ESOL placement sequence

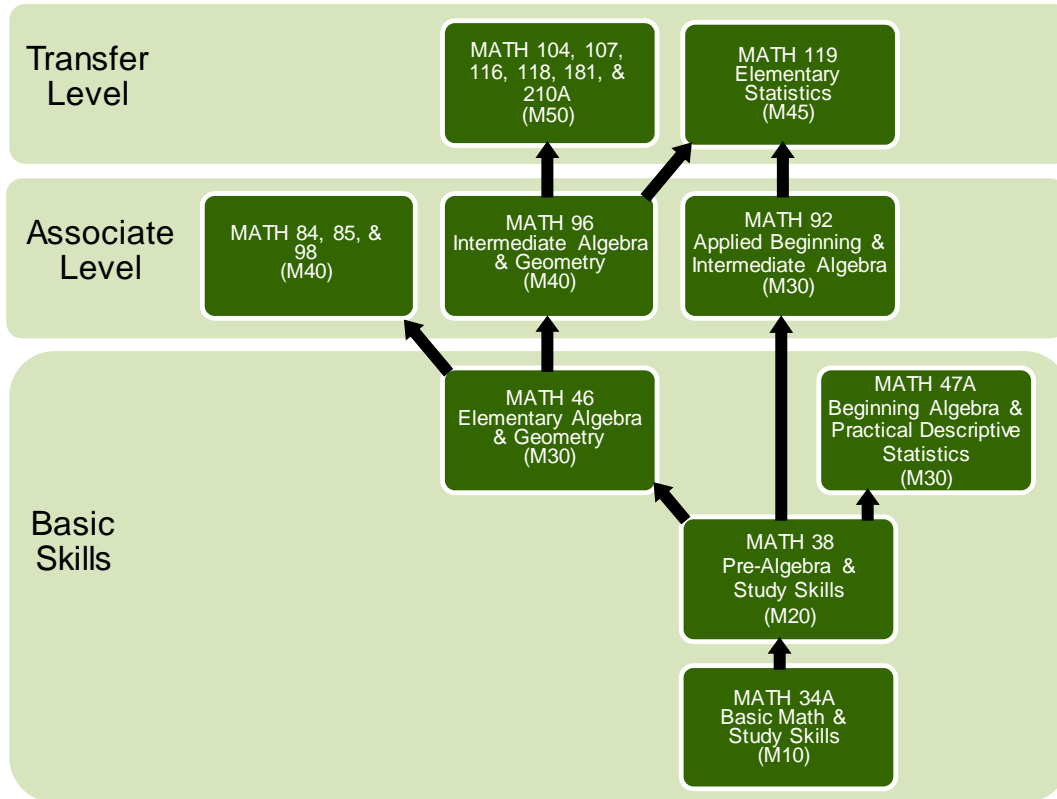


* ESOL 40 requires a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

** ENGL 48 requires a prerequisite skill level L40 AND completion of ESOL 40; or completion of ESOL 32 and 40; or ENGL 42; or skill level R4.

*** ENGL 49 requires a prerequisite skill level L40 AND completion of ESOL 40; or completion of ESOL 32 and 40; or ENGL 43; or skill level W4.

Figure 2. Current math placement sequence



Overall Highlight of the Findings

1. In 2013/14, 12% of the 2012/13 feeder high school graduates (869 out of 6,978 students) and 5% of the 2012/13 non-feeder high school graduates (525 out of 10,997 students) entered City College/ECC in the year following high school completion. This does not include 395 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. Both the 2013/14 feeder and non-feeder school student entry rates are equal to the five-year averages of 12% and 5%, respectively.
2. Between 2008/09 and 2012/13, the number of concurrently enrolled seniors declined 66% among feeder students (from 303 in 2008/09 to 104 in 2012/13) and 83% among non-feeder students (from 144 in 2008/09 to 25 in 2012/13). Concurrent high school seniors, enrolled at City College/ECC and a District feeder high school in 2012/13, continued their enrollment the following year as college-only students at an 11% participation rate (11 out of 104 students). This does not include 25 concurrently enrolled non-feeder high school seniors in 2012/13, nor 25 concurrently enrolled seniors in 2012/13 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 City College/ECC enrollment the following year varied among feeder (11%-23%) and non-feeder school students (7%-32%). However, the 2010/11 senior cohort was the first cohort for which non-feeder participation rates exceeded feeder participation rates the following year.
3. Forty percent of the 2013/14 first-time to college high school graduates reported that they were the first generation of college-going students in their family (709 out of 1,778 students). This is equal to the five-year average of 40%.
4. In 2013/14, roughly two thirds of the first-time to college high school graduates who enrolled in either 0.1-2.9 units (69%; 56 out of 81 students) or 3.0-5.9 units (65%; 246 out of 380 students) completed the total number of attempted units. Only 40% of the students who enrolled in 9.0-11.9 units completed the total number of attempted units (123 out of 308 students). Finally, over half (55%) of the students who enrolled in school full-time (12+ units) in 2013/14, completed the total number of attempted units (363 out of 658 students).
5. Seventy-two percent of the Fall 2012 first-time to college high school graduates at City College/ECC persisted to the next spring term (877 out of 1,214 students), and nearly half (48%) annually persisted to a second fall term (581 out of 1,214 students). This is comparable to the five-year average term-to-term (70%) and annual (47%) persistence.

6. In 2013/14, nearly three fourths of the first-time to college high school graduates completed an assessment test in reading (72%; 1,649 out of 2,281 students), writing (72%; 1,649 out of 2,281 students), and math (73%; 1,670 out of 2,281 students). However, the percentages of students who completed an assessment test peaked in 2012/13 (78% each).
7. In 2013/14, 44% of the first-time to college high school graduates who completed an assessment test in reading placed at basic skills (718 out of 1,649 students). The majority of first-time to college high school graduates who completed an assessment test in writing placed at basic skills (66%; 1,095 out of 1,649 students). More than three fourths (78%) of first-time to college high school graduates who completed an assessment test in math placed at basic skills during the same time frame (1,303 out of 1,670 students). Among first-time to college high school graduates who completed an assessment test in ESOL, 79% of the students placed four to five levels below English transfer level (ESOL levels 19 and 20; 74 out of 94 students).
8. Nearly two thirds (63%) of the Fall 2013 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 City College/ECC (317 out of 505 students).
9. By the end of their first year at City College/ECC, 60% of the Fall 2013 first-time to college high school graduates who placed in transfer level math enrolled in a math course at or below their placement level (111 out of 184 students), and 60% of those who placed in associate level math enrolled in a math course at or below their placement level (61 out of 101 students).
10. Among the Fall 2013 first-time to college high school graduates who placed in basic skills level reading or writing, 66% enrolled in an English course at their placement level by the end of their first year at City College/ECC (265 out of 401 students). Over two thirds (69%) of the Fall 2013 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 (539 out of 786 students).

Section I: Entering the Community College Pipeline

This section describes different aspects of high school graduate student entry to the City College/ECC. Student trends are measured across five years, from 2009/10 to 2013/14.

Tables 1 and 2 focus on high school-to-college participation rates and high school GPA among first-time to college high school graduates who enrolled at City College/ECC in the year following high school completion. When possible, high school-to-college participation rates are disaggregated by feeder and non-feeder high schools. College feeders are based on a combination of the zip codes within each college's service area, as well as other college-specific outreach designations.

Table 3 tracks high school seniors who were concurrently enrolled at City College/ECC to the subsequent year to determine the rate of continued participation as college-only students. Students who re-enrolled as concurrent high school students in the subsequent year are excluded from college re-enrollment figures. Results provide aggregate totals/averages for students attending feeder and non-feeder high schools as a point of comparison.

Highlight of the Findings

- In 2013/14, 12% of the 2012/13 feeder high school graduates and 5% of the 2012/13 non-feeder high school graduates entered City College/ECC in the year following high school completion. Both were equal to the five-year averages of 12% and 5%, 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, Garfield, San Diego Ed Complex, and Lincoln high schools had the highest feeder participation rates (31%, 29%, and 27%, respectively). Chula Vista, Mar Vista, and Sweetwater had the highest non-feeder participation rates on average over five years (15%, 15%, and 14%, respectively).
- Fifty-eight percent of the students who enrolled at City College/ECC in 2013/14 following high school completion in 2012/13 (and included their GPA on their college application) reported that they had earned a 2.0-3.0 high school GPA (lower than the five-year average of 62%) and 39% reported that they had earned higher than a 3.0 GPA (comparable to the five-year average of 36%; see Table 2).
- Between 2008/09 and 2012/13, the number of concurrently enrolled seniors declined 66% among feeder students and 83% among non-feeder students. Concurrent high school seniors, enrolled at City College/ECC and a District feeder high school in 2012/13, continued their enrollment the following year as college-only students at a lower rate than students who had concurrently attended non-feeder high schools (11% and 32%, respectively; see Table 3). This does not include concurrently enrolled seniors in 2012/13 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 City College/ECC enrollment the following year varied among feeder (11%-23%) and non-feeder school students (7%-32%). However, the 2010/11 senior cohort was the first cohort for which non-feeder participation rates exceeded feeder participation rates the following year.

College Participation Rates High School Graduates

Table 1. Headcount and participation rates of high school graduates who enroll at City College/ECC within one year of graduation

		08/09		09/10		09/10		10/11		10/11		11/12		11/12		12/13		12/13		13/14		08/09-12/13		09/10-13/14	
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %
City Feeder	Crawford Ed Complex	220	49	22%	236	46	19%	193	29	15%	189	53	28%	200	39	20%	-9%	-20%	21%						
	Garfield	190	59	31%	160	61	38%	144	50	35%	139	36	26%	139	31	22%	-27%	-47%	31%						
	Gompers Prep	0	0	--	0	0	--	0	0	--	71	25	35%	81	41	51%	---	---	---						
	Hoover	343	77	22%	322	87	27%	311	68	22%	292	79	27%	324	77	24%	-6%	0%	24%						
	Lincoln	251	77	31%	354	89	25%	389	90	23%	316	96	30%	290	78	27%	16%	1%	27%						
	Morse	447	59	13%	442	54	12%	380	45	12%	381	78	20%	349	53	15%	-22%	-10%	14%						
	San Diego Ed Complex	393	114	29%	452	145	32%	485	152	31%	422	101	24%	430	119	28%	9%	4%	29%						
	San Diego SCPA	179	18	10%	169	26	15%	181	12	7%	168	15	9%	178	25	14%	-1%	39%	11%						
Mesa Feeder	Charter School of SD	341	43	13%	436	40	9%	479	57	12%	559	54	10%	526	68	13%	54%	58%	11%						
	Clairemont	243	25	10%	250	35	14%	278	30	11%	230	25	11%	265	32	12%	9%	28%	12%						
	Kearny Ed Complex	292	12	4%	331	12	4%	319	17	5%	381	19	5%	294	23	8%	1%	92%	5%						
	La Jolla	384	19	5%	338	10	3%	359	13	4%	374	27	7%	342	25	7%	-11%	32%	5%						
	Madison	199	16	8%	224	17	8%	247	19	8%	224	21	9%	230	19	8%	16%	19%	8%						
	Mark Twain	207	7	3%	208	11	5%	187	11	6%	226	13	6%	183	8	4%	-12%	14%	5%						
	Mission Bay	310	58	19%	266	51	19%	277	42	15%	311	42	14%	273	39	14%	-12%	-33%	16%						
	Patrick Henry	447	19	4%	471	23	5%	503	28	6%	484	25	5%	517	25	5%	16%	32%	5%						
Point Loma	369	57	15%	402	56	14%	424	55	13%	408	59	14%	441	70	16%	20%	23%	15%							
Miramar Feeder	Mira Mesa	504	18	4%	598	25	4%	593	15	3%	552	21	4%	550	16	3%	9%	-11%	3%						
	Scripps Ranch	476	21	4%	494	13	3%	531	18	3%	579	32	6%	558	17	3%	17%	-19%	4%						
	Serra	417	44	11%	397	33	8%	365	39	11%	406	36	9%	381	27	7%	-9%	-39%	9%						
	University City	378	23	6%	401	35	9%	416	31	7%	387	34	9%	427	37	9%	13%	61%	8%						
District Feeder Total		6,590	815	12%	6,951	869	13%	7,061	821	12%	7,099	891	13%	6,978	869	12%	6%	7%	12%						
Non-Feeder High Schools	Abraxas	109	0	0%	147	0	0%	123	2	2%	98	0	0%	70	1	1%	-36%	---	1%						
	Bonita Vista	549	11	2%	536	19	4%	497	13	3%	541	20	4%	540	17	3%	-2%	55%	3%						
	Castle Park	366	15	4%	352	69	20%	294	51	17%	260	29	11%	372	32	9%	2%	113%	12%						
	Chula Vista	574	55	10%	567	124	22%	510	81	16%	538	78	14%	578	79	14%	1%	44%	15%						
	Coronado	254	30	12%	261	27	10%	277	24	9%	248	25	10%	255	9	4%	0%	-70%	9%						
	Del Norte	0	0	--	0	0	--	1	0	0%	243	2	1%	458	4	1%	---	---	---						
	Eastlake	602	1	0%	555	3	1%	502	6	1%	512	14	3%	670	2	0%	11%	100%	1%						
	Grossmont	451	5	1%	518	14	3%	470	6	1%	519	8	2%	514	8	2%	14%	60%	2%						

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

City College/ECC High School to College Pipeline Report

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

		08/09		09/10		09/10		10/11		10/11		11/12		11/12		12/13		12/13		13/14		08/09-12/13		09/10-13/14		
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %	
Non-Feeder High Schools, cont.	Helix	458	18	4%	436	12	3%	477	16	3%	469	39	8%	461	10	2%	1%	-44%	4%							
	Hilltop	471	19	4%	546	41	8%	467	28	6%	486	35	7%	495	40	8%	5%	111%	7%							
	Mar Vista	506	30	6%	399	77	19%	310	73	24%	337	62	18%	354	44	12%	-30%	47%	15%							
	Montgomery	410	15	4%	366	59	16%	309	33	11%	303	24	8%	391	36	9%	-5%	140%	9%							
	Mount Miguel	296	12	4%	365	19	5%	340	14	4%	327	18	6%	259	11	4%	-13%	-8%	5%							
	Mt. Carmel	527	9	2%	564	10	2%	547	5	1%	505	6	1%	445	6	1%	-16%	-33%	1%							
	Olympian	188	0	0%	262	2	1%	329	17	5%	374	11	3%	440	5	1%	134%	---	2%							
	Otay Ranch	598	0	0%	615	9	1%	604	26	4%	591	22	4%	627	23	4%	5%	---	3%							
	Poway	597	4	1%	633	6	1%	676	9	1%	581	4	1%	537	7	1%	-10%	75%	1%							
	Ramona	414	2	0%	398	4	1%	385	2	1%	406	1	0%	367	2	1%	-11%	0%	1%							
	Rancho Bernardo	643	12	2%	665	6	1%	680	7	1%	546	6	1%	489	3	1%	-24%	-75%	1%							
	San Ysidro	495	23	5%	399	62	16%	408	38	9%	449	54	12%	506	47	9%	2%	104%	10%							
	Southwest	395	21	5%	347	55	16%	337	46	14%	333	45	14%	367	48	13%	-7%	129%	12%							
	Sweetwater	626	51	8%	543	96	18%	489	82	17%	469	82	17%	643	86	13%	3%	69%	14%							
	Torrey Pines	647	2	0%	610	2	0%	647	0	0%	625	1	0%	592	3	1%	-9%	50%	0%							
	West View	576	5	1%	592	9	2%	577	5	1%	593	7	1%	567	2	0%	-2%	-60%	1%							
Non-Feeder Total		10,752	340	3%	10,676	725	7%	10,256	584	6%	10,353	593	6%	10,997	525	5%	2%	54%	5%							
Other High Schools	Foreign School	---	29	---	---	25	---	---	24	---	---	12	---	---	22	---	---	-24%	---							
	Other	---	200	---	---	252	---	---	229	---	---	280	---	---	279	---	---	40%	---							
	Out of State	---	64	---	---	57	---	---	48	---	---	58	---	---	54	---	---	-16%	---							
	San Diego County	---	102	---	---	95	---	---	39	---	---	28	---	---	40	---	---	-61%	---							
	Other Total	---	395	---	---	429	---	---	340	---	---	378	---	---	395	---	---	0%	---							
Total	---	1,550	---	---	2,023	---	---	1,745	---	---	1,862	---	---	1,789	---	---	15%	---								

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, 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, Mt. Everest, Preuss, San Diego MET, etc.), private schools, and schools with no/unreported/invalid SDCCD or CDE data (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.

Note. Students who enrolled in the year following high school completion are first-time to college high school graduates.

High School GPA of College-Enrolled High School Graduates

Table 2. High School GPA of high school graduates who enroll at City College/ECC within one year of graduation

	09/10 Entrants	10/11 Entrants	11/12 Entrants	12/13 Entrants	13/14 Entrants	Five-Year Avg/Total	09/10-13/14 % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	0%
1.6-1.9	2%	1%	2%	2%	2%	2%	70%
2.0-2.5	30%	25%	26%	26%	22%	26%	-10%
2.6-3.0	35%	36%	37%	35%	36%	36%	22%
3.1-3.5	23%	26%	26%	27%	25%	25%	34%
Over 3.5	10%	12%	9%	10%	14%	11%	75%
Total	100%	100%	100%	100%	100%	100%	21%
Students Who Reported GPA	1,330	1,748	1,557	1,688	1,609	7,932	21%
Total of All Students	1,550	2,023	1,745	1,862	1,789	8,969	15%

Source: SDCCD Information System

Note 1. High School GPA is self-reported on students' college applications. On average, across five years, 12% of students did not report their GPA.

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

Note. Students who enrolled in the year following high school completion are first-time to college high school graduates.

Participation Rates of Concurrent Students

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

	08/09 Seniors (Concur)		09/10 Re-Enroll		09/10 Seniors (Concur)		10/11 Re-Enroll		10/11 Seniors (Concur)		11/12 Re-Enroll		11/12 Seniors (Concur)		12/13 Re-Enroll		12/13 Seniors (Concur)		13/14 Re-Enroll		08/09-12/13 Seniors (Concur)		09/10-13/14 Re-Enroll	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	% Change	Avg %		
District Feeder	303		41	14%	189		44	23%	137		20	15%	98		13	13%	104		11	11%	-66%	-73%	16%	
Non-Feeder	144		10	7%	121		11	9%	46		11	24%	41		12	29%	25		8	32%	-83%	-20%	14%	
Other/Unreported	17		0	0%	10		0	0%	21		0	0%	19		0	0%	25		4	16%	47%	---	4%	
Grand Total	464		51	11%	320		55	17%	204		31	15%	158		25	16%	154		23	15%	-67%	-55%	14%	

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 City College/ECC. There are no exclusions that limit the concurrent student cohort to only AP students. Re-enrollment counts exclude students who continue City College/ECC 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 (Health Sciences, the High Tech Highs) are indicated as "Other/Unreported".

Note. Students are high school seniors and are currently enrolled at an SDCCD college.

Section II: Student Characteristics and Enrollments

This section describes different student characteristics and enrollment patterns among first-time to college high school graduates who enrolled at City College/ECC 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 2009/10 and 2013/14 (see Table 4). Note that the count of students is an unduplicated headcount. The number of units attempted (in rows) by the number of units earned (in columns) across the same five years are displayed among first-time to college high school graduates in Table 5. The longitudinal term and annual persistence of the Fall 2008 to Fall 2012 cohorts of first-time to college high school graduates are displayed in Table 6.

Highlight of the Findings

- Forty percent of the 2013/14 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 40%.
- In terms of ethnic composition in 2013/14, first-time to college high school graduates were 66% Latino, 12% White, 10% African American, 5% “Other” ethnicities, 4% Asian/Pacific Islander, 3% Filipino, and less than 1% were American Indian (see Table 4). The proportions of all ethnic groups in 2013/14 are equal to, or comparable to, the five-year average for the same group. Over five years, the Latino student population increased by 39%, while the American Indian and African American student populations decreased by 75% and 19%, respectively.
- In 2013/14, 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 2013/14, 69% 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 67%) and 65% of the first-time to college high school graduates who enrolled in 3.0-5.9 units completed the total number of attempted units (comparable to the five-year average of 63%; see Table 5). Only 40% of the students who enrolled in 9.0-11.9 units completed the total number of attempted units (lower than the five-year average of 45%). Over half (55%) of the students who were enrolled in school full-time (12+ units) in 2013/14 completed the total number of attempted units (higher than the five-year average of 51%).
- Seventy-two percent of the Fall 2012 first-time to college high school graduates at City College/ECC persisted to the next spring term and nearly half (48%) annually persisted to a second fall term, which is comparable to the five-year average term-to-term (70%) and annual (47%) persistence (see Table 6).

Student Characteristics

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

	2009/10	2010/11	2011/12	2012/13	2013/14	Total/ Five-Year Avg	09/10-13/14 % Change
Total N of Students	1,524	2,005	1,733	1,936	1,778	8,976	17%
Gender							
Female	52%	50%	51%	51%	53%	52%	18%
Male	48%	50%	49%	49%	47%	48%	15%
Unreported	0%	0%	0%	0%	0%	0%	---
Ethnicity							
African American	14%	11%	10%	12%	10%	11%	-19%
American Indian	1%	0%	0%	0%	0%	0%	-75%
Asian/Pacific Islander	5%	4%	4%	3%	4%	4%	3%
Filipino	3%	3%	2%	3%	3%	3%	-4%
Latino	55%	64%	67%	67%	66%	64%	39%
White	15%	12%	11%	9%	12%	12%	-8%
Other	4%	4%	4%	5%	5%	4%	48%
Unreported	4%	1%	1%	1%	1%	1%	-70%
First Generation							
First Generation	40%	40%	40%	41%	40%	40%	15%
Not First Generation	59%	60%	60%	59%	60%	60%	18%
Unreported	0%	0%	0%	0%	0%	0%	-100%
Educational Goal							
4 Yr College Student	9%	9%	11%	12%	10%	10%	23%
AA/AS w/out Transfer	6%	6%	5%	5%	7%	6%	39%
BA/BS after Completing AA/AS	44%	43%	41%	43%	44%	43%	18%
BA/BS w/out Completing AA/AS	5%	6%	6%	7%	8%	7%	75%
Basic Skills Improvement	1%	1%	1%	1%	1%	1%	0%
Certificate/License Maintenance	2%	2%	2%	1%	2%	2%	8%
Current Job/Career Advancement	1%	0%	0%	0%	1%	1%	-50%
Educational Development	1%	1%	1%	0%	1%	1%	-9%
HS Diploma/GED Certificate	0%	0%	0%	0%	0%	0%	0%
New Career Preparation	10%	9%	9%	9%	9%	9%	3%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	-100%
Voc Cert/Degree w/out Transfer	2%	2%	2%	2%	1%	2%	-20%
Undecided	19%	20%	20%	18%	18%	19%	9%
Unreported	0%	0%	0%	0%	0%	0%	-100%

Source: SDCCD Information System

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

Units Attempted/Earned

Table 5. Units attempted by units earned

		Units Earned					
		0 Units	0.1 - 2.9 Units	3.0 - 5.9 Units	6.0 - 8.9 Units	9.0 - 11.9 Units	12.0 + Units
Units Attempted	2009/10	0.1 - 2.9 Units	31%	69%			
		3.0 - 5.9 Units	34%	2%	64%		
		6.0 - 8.9 Units	20%	4%	27%	48%	
		9.0 - 11.9 Units	16%	4%	17%	15%	47%
		12.0 + Units	8%	1%	10%	16%	21%
	2010/11	0.1 - 2.9 Units	27%	73%			
		3.0 - 5.9 Units	37%	1%	62%		
		6.0 - 8.9 Units	21%	3%	26%	50%	
		9.0 - 11.9 Units	16%	2%	18%	22%	43%
		12.0 + Units	9%	1%	9%	13%	19%
	2011/12	0.1 - 2.9 Units	42%	58%			
		3.0 - 5.9 Units	38%	2%	59%		
		6.0 - 8.9 Units	23%	3%	23%	51%	
		9.0 - 11.9 Units	15%	3%	15%	21%	46%
		12.0 + Units	8%	1%	8%	12%	21%
	2012/13	0.1 - 2.9 Units	33%	67%			
		3.0 - 5.9 Units	33%	2%	64%		
		6.0 - 8.9 Units	22%	5%	26%	48%	
		9.0 - 11.9 Units	13%	1%	16%	20%	49%
		12.0 + Units	7%	1%	10%	11%	18%
2013/14	0.1 - 2.9 Units	31%	69%				
	3.0 - 5.9 Units	33%	3%	65%			
	6.0 - 8.9 Units	20%	3%	27%	50%		
	9.0 - 11.9 Units	16%	1%	18%	25%	40%	
	12.0 + Units	6%	1%	9%	11%	19%	55%
Five-Year Average		--	67%	63%	50%	45%	51%
09/10-13/14 % Change		--	10%	6%	34%	-11%	56%

Source: SDCCD Information System

Note. Tutoring and non-graded courses are excluded. Percentage change is based on counts.

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

Persistence

Table 6. Term and annual persistence

Fall Cohorts		Term Persistence		Annual Persistence	
2008	872	559	64%	378	43%
2009	914	648	71%	433	47%
2010	1,271	870	68%	580	46%
2011	1,178	853	72%	585	50%
2012	1,214	877	72%	581	48%
Total/Five-Year Avg	5,449	3,807	70%	2,557	47%

Source: SDCCD Information System

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

Section III: College Placement of Incoming Students

This section of the report looks at the placement levels of first-time to college high school graduates who applied to City College/ECC within four years of high school completion. It is possible that a student can apply and take the placement test, but not register for classes. The placement information, therefore, may differ from enrollment information. Note that the English and math placement sequences may change from year to year; therefore, data are represented by current placement level categories (see Figures 1 and 2 in the Course Sequences section). Additionally, students are categorized as ‘tested’ or ‘not tested’ based on the following parameters:

- **Total Tested** – This group includes students who completed an assessment test or submitted their scores from a standardized test (e.g., SAT, ACT, EAP, EPT, and ELM).
- **Not Tested** – This group includes students who did not complete an assessment test. Additionally, this group includes students that received a placement level from degree completion, transfer work, or course completion.

Highlight of the Findings

- Nearly three fourths of the first-time to college high school graduates completed an assessment test in reading, writing, and math in 2013/14 (72%, 72%, and 73%, respectively; see Tables 7-8 and Table 10). However, the percentages of students who completed an assessment test peaked in 2012/13 (78% each).
- In 2013/14, 42% of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level (comparable to the three-year average of 41%), and 44% placed at basic skills (equal to the three-year average of 44%; see Table 7).
- In 2013/14, two thirds of first-time to college high school graduates who completed an assessment test in writing placed at basic skills (66%; comparable to the three-year average of 68%; see Table 8).
- In 2013/14, among first-time to college high school graduates who completed an assessment test in ESOL, 79% 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 73% (see Table 9).
- Over three fourths (78%) of first-time to college high school graduates who completed an assessment test in math in 2013/14 placed at basic skills (comparable to the three-year average of 76%; see Table 10).

Reading and Writing Placement

Table 7. Reading placement

		2011/12		2012/13		2013/14		2011/12 - 2013/14		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	1,551	72%	1,733	78%	1,649	72%	4,933	74%	6%
	Not Tested	605	28%	490	22%	632	28%	1,727	26%	4%
	Total Students	2,156	100%	2,223	100%	2,281	100%	6,660	100%	6%
Distribution of Students Who Took a Test	Transfer/Associate Level	651	42%	666	38%	694	42%	2,011	41%	7%
	Basic Skills	693	45%	783	45%	718	44%	2,194	44%	4%
	Need English Advising	152	10%	228	13%	183	11%	563	11%	20%
	Take ESOL Test	55	4%	56	3%	54	3%	165	3%	-2%
	Total Tested	1,551	100%	1,733	100%	1,649	100%	4,933	100%	6%

Source: SDCCD Information System

Table 8. Writing placement

		2011/12		2012/13		2013/14		2011/12 - 2013/14		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	1,550	72%	1,733	78%	1,649	72%	4,932	74%	6%
	Not Tested	606	28%	490	22%	632	28%	1,728	26%	4%
	Total Students	2,156	100%	2,223	100%	2,281	100%	6,660	100%	6%
Distribution of Students Who Took a Test	Transfer/Associate Level	257	17%	273	16%	317	19%	847	17%	23%
	Basic Skills	1,086	70%	1,176	68%	1,095	66%	3,357	68%	1%
	Need English Advising	152	10%	228	13%	183	11%	563	11%	20%
	Take ESOL Test	55	4%	56	3%	54	3%	165	3%	-2%
	Total Tested	1,550	100%	1,733	100%	1,649	100%	4,932	100%	6%

Source: SDCCD Information System

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

ESOL Placement

Table 9. ESOL placement

		2011/12		2012/13		2013/14		2011/12 - 2013/14		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	81	4%	73	3%	94	4%	248	4%	16%
	Not Tested	2,075	96%	2,150	97%	2,187	96%	6,412	96%	5%
	Total Students	2,156	100%	2,223	100%	2,281	100%	6,660	100%	6%
Distribution of Students Who Took a Test	Level 40	10	12%	3	4%	7	7%	20	8%	-30%
	Level 30	27	33%	5	7%	13	14%	45	18%	-52%
	Level 20	11	14%	7	10%	8	9%	26	10%	-27%
	Level 19	33	41%	58	79%	66	70%	157	63%	100%
	Total Tested	81	100%	73	100%	94	100%	248	100%	16%

Source: SDCCD Information System

Math Placement

Table 10. Math placement

		2011/12		2012/13		2013/14		2011/12 - 2013/14		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	1,583	73%	1,738	78%	1,670	73%	4,991	75%	5%
	Not Tested	573	27%	485	22%	611	27%	1,669	25%	7%
	Total Students	2,156	100%	2,223	100%	2,281	100%	6,660	100%	6%
Distribution of Students Who Took a Test	Transfer Level	204	13%	245	14%	222	13%	671	13%	9%
	Associate Level	189	12%	190	11%	144	9%	523	10%	-24%
	Basic Skills	1,189	75%	1,303	75%	1,303	78%	3,795	76%	10%
	Take Algebra Test	1	0%	0	0%	1	0%	2	0%	0%
	Total Tested	1,583	100%	1,738	100%	1,670	100%	4,991	100%	5%

Source: SDCCD Information System

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

Section IV: Course Enrollment by Placement

This section longitudinally tracks City College/ECC English and math enrollments by placement level among three cohorts of **first-time to college high school graduates who enrolled at City College/ECC within four years of high school completion** (see Tables 11 and 12). First-time students who remained enrolled in an English or math sequence course as of official census in Fall 2011, 2012, or 2013 were tracked through their first year (fall, spring, and summer). Data are represented by current placement level categories (see Figures 1 and 2 in the Placement Sequences section) and **only students who tested (i.e., completed an assessment test or submitted their scores from a standardized test) 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 (30% in Fall 2011, 28% in Fall 2012, and 28% in Fall 2013 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

- Nearly two thirds (63%) of the Fall 2013 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 City College/ECC (comparable to the three-year average of 61%; see Table 11). Of these students that placed in the transfer/associate English level and enrolled in a course in 2012/13, 38% took a course at their placement level.
- Among Fall 2013 first-time to college high school graduates who placed in basic skills level reading or writing, 66% enrolled in an English course at their placement level by the end of their first year at City College/ECC (equal to the three-year average of 66%; see Table 11).
- By the end of their first year at City College/ECC, 60% of the Fall 2013 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 66%), and 60% 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 68%; see Table 12). Of these students that placed in transfer or associate level math and enrolled in a course in 2012/13, most (94%) took a math course at their placement level.
- Over two thirds (69%) of the Fall 2013 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 City College/ECC (comparable to the three-year average of 70%; see Table 12).

English and Math Course Enrollment by Placement Level

Table 11. English course enrollment by placement level

	Fall 11 Cohort	Total Enrolled 2011/12		Fall 12 Cohort	Total Enrolled 2012/13		Fall 13 Cohort	Total Enrolled 2013/14		All Cohorts	Total Enrolled 2011/12-2013/14	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer/Associate Level	460	303	66%	511	273	53%	505	317	63%	1,476	893	61%
Basic Skills	458	316	69%	452	286	63%	401	265	66%	1,311	867	66%
Take ESOL Test/Need Advising	121	55	45%	197	95	48%	147	75	51%	465	225	48%
Total Count/Avg %	1,039	674	65%	1,160	654	56%	1,053	657	62%	3,252	1,985	61%

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 2014 enrollments are not yet available and therefore not included.

Table 12. Math course enrollment by placement level

	Fall 11 Cohort	Total Enrolled 2011/12		Fall 12 Cohort	Total Enrolled 2012/13		Fall 13 Cohort	Total Enrolled 2013/14		All Cohorts	Total Enrolled 2011/12-2013/14	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer Level	173	125	72%	218	142	65%	184	111	60%	575	378	66%
Associate Level	156	107	69%	136	98	72%	101	61	60%	393	266	68%
Basic Skills	731	546	75%	811	553	68%	786	539	69%	2,328	1,638	70%
Take Algebra Test	1	1	100%	2	1	50%	1	1	100%	4	3	75%
Total Count/Avg %	1,061	779	73%	1,167	794	68%	1,072	712	66%	3,300	2,285	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 2014 enrollments are not yet available and therefore not included.

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