



**Mesa College  
High School to College Pipeline Report  
2006/07 - 2010/2011**

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### Introduction

The Annual High School Pipeline Report provides a comprehensive and 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 success and enrollment management. The report is intended to inform college and district decision-making, instructional programs and support services planning, and outreach and marketing.

The High School 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 Mesa College via high school-to-college graduate participation rates, and high school-to-college 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 3- or 5-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 within four years of subsequently enrolling at Mesa College for the first time. First-time to college students are those students who indicated on their application for admission that they had not previously attended Mesa College or another college or university. For the purposes of this study, high school graduates are those students that 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. Unless otherwise noted, students who are concurrently attending high school, a 4-year institution, or adult school are excluded from this population.

### Operational Definitions

**Annual Persistence Rate:** Continuous fall-spring-fall enrollment: 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 and fall terms and received a grade notation of A, B, C, D, F, P, NP, I or RD in each term. (SDSU and UCSD-only students and sections are excluded. In-service, intersession, and cancelled classes are excluded.)

**Enrollment:** The number of seats or duplicated headcount. Includes students who are enrolled as of the course designated census day (excludes Drops, Never Attends, cancelled and tutoring classes).

**Headcount:** The unduplicated count of students. Includes students who are enrolled as of the course designated census day (excludes Drops, Never Attends, cancelled and tutoring classes).

### Course Sequences

Figure 1. Current English/ESOL course sequence & placements

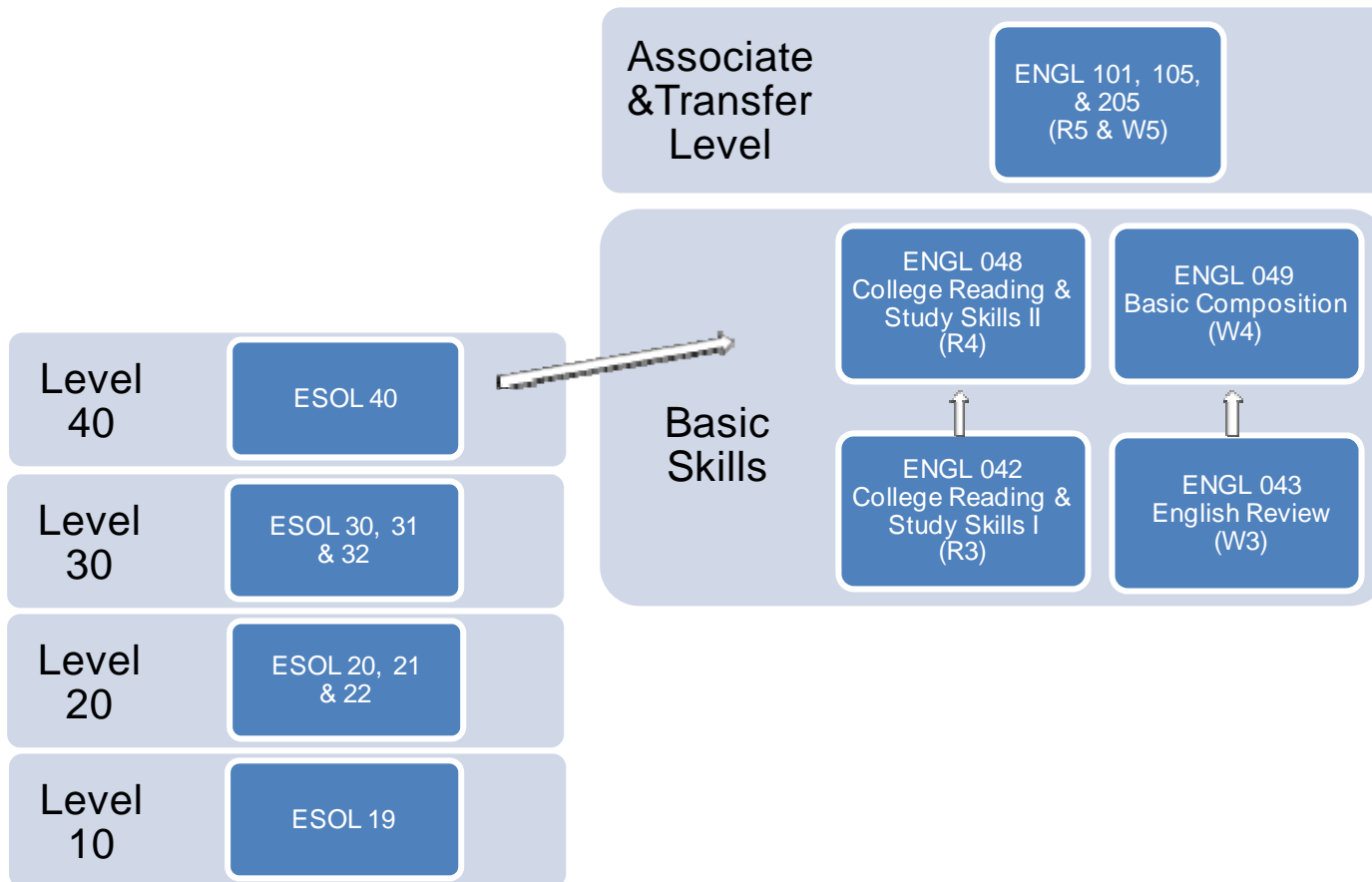
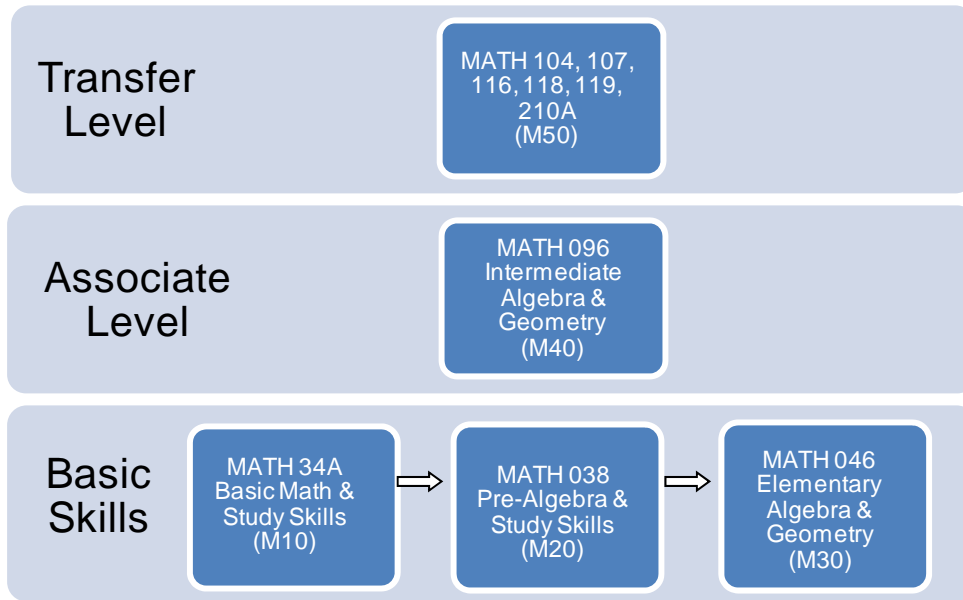


Figure 2. Current math course sequence & placements



## Overall Highlight of the Findings

1. In 2010/11, approximately 23% of the 2009/10 feeder high school graduates and 7% of the 2009/10 non-feeder high school graduates directly entered Mesa College within the year following high school completion, which is comparable to the 5-year averages of 20% and 5%, respectively.
2. Among the 2009/10 concurrent high school seniors enrolled at Mesa College (N=1,208), 15% continued their enrollment as college only students the following year. Concurrent seniors who had attended district feeder high schools in 2009/10 participated the following year at double the rate as students who had concurrently attended non-feeder high schools (19% and 8%, respectively). Over 5 years, participation rates remained relatively steady among students who had concurrently attended feeder schools (17%-21%) and non-feeder schools (7%-10%).
3. Twenty-seven percent of the 2010/11 first-time to college high school graduates reported that they were the first generation of college-going students in their family. This is comparable to the 5-year average of 25%. Furthermore, the percentage of these first generation to college students increased by 55% from 2006/07 to 2010/11.
4. In 2010/11, the first-time to college high school graduates attempted and earned their total units enrolled at the highest rate among those who enrolled in the 0.1-2.9 unit range (73%), followed by students enrolled in the 3.0-5.9 unit range (66%). The least proportion of students who attempted and earned their total units enrolled were those in the 9.0-11.9 unit range (42%), which is higher than the 5-year average of 38%.
5. Nearly three out of four first-time to college high school graduates at Mesa College persisted from the Fall 2009 term to the following spring term and over half (53%) annually persisted to a second fall term, which is higher than the 5-year average term-to-term (71%) and annual (49%) persistence of first-time to college graduates.
6. A majority of the first-time to college high school graduates took the reading, writing, and math placement tests in 2010/11 (64%, 59%, and 65%); however the percentages are lower than in previous years. The percentage decreases are likely a result of several changes that took place at Mesa in 2010/11, including:
  - An alternative measures pilot allowed students to submit select standardized tests (e.g., SAT, ACT) as an alternative measure for assessment skill levels for several courses which resulted in a lowered demand for services
  - Relocation to a smaller testing site with fewer testing stations and diminished hours of operation resulted in greater limitations placed on the capacity of the testing office to test
  - Budgetary cuts resulted in the elimination of testing at the high schools

7. In 2010/11 52% of the first-time to college high school graduates who took the reading placement test placed at the transfer/Associate level and 38% placed at basic skills. However, the majority of first-time to college high school graduates who took the writing placement test placed at basic skills (65%). The majority of first-time to college high school graduates who took the math placement test in 2010/11 also placed at basic skills (64%). Among first-time to college high school graduates who took the ESOL placement test in 2010/11, 56% of the students placed two to three levels below English transfer level (ESOL levels 30 and 40).
8. By the end of their first year at Mesa College, over half (57%) of the 2010/11 first-time to college high school graduates who earned a transfer/Associate level English placement, had enrolled in a matriculating English course at or below their placement level. Of the 57% of students that took a matriculating transfer/Associate level English course, nearly half (49%) took a course at their placement level.
9. In 2010/11, by the end of their first year at Mesa College, 60% of first-time to college high school graduates who earned a transfer level math placement, enrolled in a matriculating math course and two-thirds (66%) of those who earned an Associate level math placement, enrolled in a matriculating math course. Among the students that enrolled in a transfer or Associate level math course, nearly all (98%) did so at their placement level.
10. Among first-time to college high school graduates who earned a basic skills level reading or writing placement in 2010/11, over half (56%) enrolled in a matriculating English course at their placement level by the end of their first year at Mesa College. Nearly two-thirds (63%) of first-time to college high school graduates who earned a basic skills level math placement in 2010/11, enrolled in a matriculating math course at their placement level by the end of their first year.

## Section I: Entering the Community College Pipeline

This section describes different aspects of high school student entry to Mesa College. Student trends are measured across 5 years, from 2006/07 to 2010/11. Students who are concurrently attending SDSU or UCSD are excluded.

High school-to-college participation rates and high school GPA of direct incoming high school graduates are reported in Tables 1 and 2. Direct incoming graduates are students who enrolled at Mesa College in the year following their reported high school completion. High school-to-college participation rates are disaggregated by feeder and non-feeder high schools. District feeders are those high schools located within the district's service area zip codes. Non-district feeders are remaining high schools located outside the district's service area zip codes.

High school seniors who are concurrently enrolled at Mesa 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 2010/11, approximately 23% of the 2009/10 feeder high school graduates and 7% of the 2009/10 non-feeder high school graduates directly entered Mesa College within the year following high school completion, which is comparable to the 5-year averages of 20% and 5%, respectively (see Table 1). Over 5 years, Kearny, Clairemont, and Madison high schools had the highest graduate participation rates at Mesa College (47%, 41%, and 40%, respectively).
- Just over half (53%) of the direct-to-college high school graduates in 2010/11 who included their GPA on their college application reported that they had earned a 2.0-3.0 high school GPA (comparable to the 5-year average of 55%) and 46% reported that they had earned higher than a 3.0 GPA (comparable to the 5-year average of 45%; see Table 2).
- Among the 2009/10 concurrent high school seniors enrolled at Mesa College (N=1,208), 15% continued their enrollment as college only students the following year (see Table 3). Concurrent seniors who had attended district feeder high schools in 2009/10 participated the following year at double the rate as students who had concurrently attended non-feeder high schools (19% and 8%, respectively). Over 5 years, participation rates remained relatively steady among students who had concurrently attended feeder schools (17%-21%) and non-feeder schools (7%-10%).



Participation Rates of Direct to College High School Graduates

Table 1. Headcount of and participation rates of high school graduates who directly enroll at Mesa College

|                         |                     | 05/06        | 06/07      |            | 06/07        | 07/08      |            | 07/08        | 08/09      |            | 08/09        | 09/10        |            | 09/10        | 10/11        |            | 05/06-     | 06/07-     | 5-Yr       |
|-------------------------|---------------------|--------------|------------|------------|--------------|------------|------------|--------------|------------|------------|--------------|--------------|------------|--------------|--------------|------------|------------|------------|------------|
|                         |                     | Grads        | Entrants   |            | Grads        | Entrants   |            | Grads        | Entrants   |            | Grads        | Entrants     |            | Grads        | Entrants     |            | 09/10      | 10/11      | Avg        |
|                         |                     | N            | N          | %          | N            | N          | %          | N            | N          | %          | N            | N            | %          | N            | N            | %          | 5-Yr %     | Change     | Entry      |
| Feeder High Schools     | Clairemont**        | 226          | 97         | 43%        | 249          | 99         | 40%        | 232          | 86         | 37%        | 243          | 104          | 43%        | 250          | 104          | 42%        | 11%        | 7%         | 41%        |
|                         | Crawford*           | 213          | 30         | 14%        | 217          | 24         | 11%        | 208          | 27         | 13%        | 220          | 30           | 14%        | 236          | 56           | 24%        | 11%        | 87%        | 15%        |
|                         | Hoover*             | 276          | 37         | 13%        | 285          | 31         | 11%        | 273          | 21         | 8%         | 343          | 48           | 14%        | 322          | 63           | 20%        | 17%        | 70%        | 13%        |
|                         | Kearny**            | 251          | 117        | 47%        | 264          | 121        | 46%        | 302          | 140        | 46%        | 292          | 141          | 48%        | 331          | 151          | 46%        | 32%        | 29%        | 47%        |
|                         | Lincoln*            | 0            | 0          | --         | 0            | 0          | --         | 200          | 10         | 5%         | 251          | 23           | 9%         | 354          | 46           | 13%        | --         | --         | 10%        |
|                         | Madison**           | 247          | 90         | 36%        | 239          | 88         | 37%        | 229          | 110        | 48%        | 199          | 69           | 35%        | 224          | 99           | 44%        | -9%        | 10%        | 40%        |
|                         | Mira Mesa***        | 510          | 66         | 13%        | 519          | 81         | 16%        | 505          | 74         | 15%        | 504          | 106          | 21%        | 598          | 144          | 24%        | 17%        | 118%       | 18%        |
|                         | Mission Bay**       | 249          | 55         | 22%        | 261          | 81         | 31%        | 287          | 66         | 23%        | 310          | 64           | 21%        | 267          | 75           | 28%        | 7%         | 36%        | 25%        |
|                         | Morse*              | 548          | 50         | 9%         | 453          | 18         | 4%         | 446          | 16         | 4%         | 447          | 18           | 4%         | 442          | 44           | 10%        | -19%       | -12%       | 6%         |
|                         | Patrick Henry**     | 443          | 29         | 7%         | 444          | 45         | 10%        | 447          | 46         | 10%        | 447          | 47           | 11%        | 471          | 59           | 13%        | 6%         | 103%       | 10%        |
|                         | Point Loma**        | 326          | 75         | 23%        | 309          | 83         | 27%        | 400          | 103        | 26%        | 369          | 92           | 25%        | 402          | 110          | 27%        | 23%        | 47%        | 26%        |
|                         | San Diego High*     | 382          | 39         | 10%        | 411          | 28         | 7%         | 386          | 29         | 8%         | 393          | 21           | 5%         | 452          | 59           | 13%        | 18%        | 51%        | 9%         |
|                         | San Diego SCPA*     | 179          | 17         | 9%         | 174          | 17         | 10%        | 161          | 20         | 12%        | 179          | 21           | 12%        | 169          | 22           | 13%        | -6%        | 29%        | 11%        |
|                         | Scripps Ranch***    | 483          | 63         | 13%        | 483          | 65         | 13%        | 479          | 66         | 14%        | 476          | 80           | 17%        | 494          | 95           | 19%        | 2%         | 51%        | 15%        |
|                         | Serra***            | 329          | 77         | 23%        | 360          | 76         | 21%        | 395          | 90         | 23%        | 417          | 112          | 27%        | 397          | 85           | 21%        | 21%        | 10%        | 23%        |
| University City***      | 395                 | 101          | 26%        | 387        | 81           | 21%        | 418        | 93           | 22%        | 378        | 100          | 26%          | 401        | 98           | 24%          | 2%         | -3%        | 24%        |            |
|                         | <b>Feeder Total</b> | <b>5,057</b> | <b>943</b> | <b>19%</b> | <b>5,055</b> | <b>938</b> | <b>19%</b> | <b>5,368</b> | <b>997</b> | <b>19%</b> | <b>5,468</b> | <b>1,076</b> | <b>20%</b> | <b>5,810</b> | <b>1,310</b> | <b>23%</b> | <b>15%</b> | <b>39%</b> | <b>20%</b> |
| Non-Feeder High Schools | Abraxas             | 77           | 6          | 8%         | 139          | 5          | 4%         | 151          | 9          | 6%         | 109          | 7            | 6%         | 147          | 7            | 5%         | 91%        | 17%        | 5%         |
|                         | Bonita Vista        | 610          | 26         | 4%         | 544          | 17         | 3%         | 531          | 15         | 3%         | 549          | 14           | 3%         | 536          | 23           | 4%         | -12%       | -12%       | 3%         |
|                         | Castle Park         | 394          | 3          | 1%         | 377          | 3          | 1%         | 395          | 5          | 1%         | 366          | 3            | 1%         | 352          | 23           | 7%         | -11%       | 667%       | 2%         |
|                         | Charter School SD   | 306          | 0          | 0%         | 297          | 10         | 3%         | 339          | 94         | 28%        | 341          | 82           | 24%        | 436          | 87           | 20%        | 42%        | --         | 16%        |
|                         | Chula Vista         | 462          | 19         | 4%         | 519          | 8          | 2%         | 542          | 13         | 2%         | 574          | 16           | 3%         | 567          | 53           | 9%         | 23%        | 179%       | 4%         |
|                         | Coronado            | 218          | 26         | 12%        | 247          | 18         | 7%         | 226          | 15         | 7%         | 254          | 29           | 11%        | 261          | 35           | 13%        | 20%        | 35%        | 10%        |
|                         | Grossmont           | 401          | 6          | 1%         | 467          | 7          | 1%         | 465          | 4          | 1%         | 451          | 9            | 2%         | 518          | 13           | 3%         | 29%        | 117%       | 2%         |
|                         | Helix               | 413          | 11         | 3%         | 460          | 17         | 4%         | 440          | 15         | 3%         | 458          | 20           | 4%         | 436          | 18           | 4%         | 6%         | 64%        | 4%         |
|                         | Hilltop             | 431          | 14         | 3%         | 462          | 7          | 2%         | 477          | 11         | 2%         | 471          | 8            | 2%         | 546          | 25           | 5%         | 27%        | 79%        | 3%         |
|                         | La Jolla            | 371          | 73         | 20%        | 358          | 78         | 22%        | 358          | 67         | 19%        | 384          | 73           | 19%        | 338          | 68           | 20%        | -9%        | -7%        | 20%        |
|                         | Mar Vista           | 421          | 9          | 2%         | 430          | 7          | 2%         | 474          | 10         | 2%         | 506          | 3            | 1%         | 399          | 20           | 5%         | -5%        | 122%       | 2%         |

## Mesa College High School Pipeline Report

Table 1 continued,

|                               |                  | 05/06                   |              | 06/07      |           | 06/07         |            | 07/08     |               | 07/08      |           | 08/09         |            | 08/09     |               | 09/10      |           | 09/10      |            | 10/11     |        | 05/06- | 06/07- | 5-Yr |
|-------------------------------|------------------|-------------------------|--------------|------------|-----------|---------------|------------|-----------|---------------|------------|-----------|---------------|------------|-----------|---------------|------------|-----------|------------|------------|-----------|--------|--------|--------|------|
|                               |                  | Grads                   |              | Entrants   |           | Grads         |            | Entrants  |               | Grads      |           | Entrants      |            | Grads     |               | Entrants   |           | Grads      |            | Entrants  |        | 09/10  | 10/11  | Avg  |
|                               |                  | N                       | N            | %          | N         | N             | %          | N         | N             | %          | N         | N             | %          | N         | N             | %          | N         | N          | %          | 5-Yr %    | Change | %      |        |      |
| Non-Feeder High Schools cont. | Mark Twain       | 96                      | 12           | 13%        | 44        | 20            | 45%        | 61        | 24            | 39%        | 207       | 30            | 14%        | 208       | 17            | 8%         | 117%      | 42%        | 17%        |           |        |        |        |      |
|                               | Montgomery       | 402                     | 4            | 1%         | 405       | 11            | 3%         | 431       | 2             | 0%         | 410       | 16            | 4%         | 366       | 13            | 4%         | -9%       | 225%       | 2%         |           |        |        |        |      |
|                               | Mount Miguel     | 326                     | 7            | 2%         | 307       | 6             | 2%         | 319       | 7             | 2%         | 296       | 6             | 2%         | 365       | 10            | 3%         | 12%       | 43%        | 2%         |           |        |        |        |      |
|                               | Mt. Carmel       | 429                     | 42           | 10%        | 537       | 60            | 11%        | 495       | 50            | 10%        | 527       | 68            | 13%        | 564       | 68            | 12%        | 31%       | 62%        | 11%        |           |        |        |        |      |
|                               | Poway            | 636                     | 33           | 5%         | 666       | 37            | 6%         | 700       | 43            | 6%         | 597       | 30            | 5%         | 633       | 52            | 8%         | 0%        | 58%        | 6%         |           |        |        |        |      |
|                               | Ramona           | 375                     | 8            | 2%         | 365       | 11            | 3%         | 389       | 15            | 4%         | 414       | 12            | 3%         | 398       | 8             | 2%         | 6%        | 0%         | 3%         |           |        |        |        |      |
|                               | Rancho Bernardo  | 690                     | 44           | 6%         | 646       | 39            | 6%         | 686       | 44            | 6%         | 643       | 48            | 7%         | 665       | 56            | 8%         | -4%       | 27%        | 7%         |           |        |        |        |      |
|                               | San Ysidro       | 328                     | 0            | 0%         | 427       | 0             | 0%         | 464       | 1             | 0%         | 495       | 4             | 1%         | 399       | 17            | 4%         | 22%       | --         | 1%         |           |        |        |        |      |
|                               | Southwest        | 342                     | 7            | 2%         | 383       | 1             | 0%         | 429       | 9             | 2%         | 395       | 3             | 1%         | 347       | 13            | 4%         | 1%        | 86%        | 2%         |           |        |        |        |      |
|                               | Sweetwater       | 502                     | 10           | 2%         | 560       | 10            | 2%         | 598       | 12            | 2%         | 626       | 26            | 4%         | 543       | 50            | 9%         | 8%        | 400%       | 4%         |           |        |        |        |      |
|                               | Torrey Pines     | 784                     | 32           | 4%         | 882       | 21            | 2%         | 620       | 22            | 4%         | 647       | 18            | 3%         | 610       | 26            | 4%         | -22%      | -19%       | 3%         |           |        |        |        |      |
|                               | West Hills       | 446                     | 7            | 2%         | 505       | 12            | 2%         | 488       | 8             | 2%         | 475       | 9             | 2%         | 485       | 13            | 3%         | 9%        | 86%        | 2%         |           |        |        |        |      |
|                               | Westview         | 526                     | 40           | 8%         | 534       | 41            | 8%         | 533       | 39            | 7%         | 576       | 58            | 10%        | 592       | 58            | 10%        | 13%       | 45%        | 9%         |           |        |        |        |      |
|                               |                  | <b>Non-Feeder Total</b> | <b>9,986</b> | <b>439</b> | <b>4%</b> | <b>10,561</b> | <b>446</b> | <b>4%</b> | <b>10,611</b> | <b>534</b> | <b>5%</b> | <b>10,771</b> | <b>592</b> | <b>5%</b> | <b>10,711</b> | <b>773</b> | <b>7%</b> | <b>7%</b>  | <b>76%</b> | <b>5%</b> |        |        |        |      |
| Other Non-Feeder High Schools | Foreign School   | --                      | 65           | --         | --        | 59            | --         | --        | 50            | --         | --        | 65            | --         | --        | 73            | --         | --        | 12%        | --         |           |        |        |        |      |
|                               | Other            | --                      | 501          | --         | --        | 471           | --         | --        | 485           | --         | --        | 478           | --         | --        | 645           | --         | --        | 29%        | --         |           |        |        |        |      |
|                               | Out of State     | --                      | 160          | --         | --        | 142           | --         | --        | 155           | --         | --        | 155           | --         | --        | 125           | --         | --        | -22%       | --         |           |        |        |        |      |
|                               | San Diego County | --                      | 44           | --         | --        | 61            | --         | --        | 45            | --         | --        | 39            | --         | --        | 75            | --         | --        | 70%        | --         |           |        |        |        |      |
|                               |                  | <b>Other Total</b>      | --           | <b>770</b> | --        | --            | <b>733</b> | --        | --            | <b>735</b> | --        | --            | <b>737</b> | --        | --            | <b>918</b> | --        | --         | <b>19%</b> | --        |        |        |        |      |
| <b>Total</b>                  |                  | --                      | <b>2,152</b> | --         | --        | <b>2,117</b>  | --         | --        | <b>2,266</b>  | --         | --        | <b>2,405</b>  | --         | --        | <b>3,001</b>  | --         | --        | <b>39%</b> | --         |           |        |        |        |      |

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

Note 1: Students are unduplicated within each year.

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

Note 3: Schools with fewer than 20 SDCCD Direct Entrants enrolled in all 5 years and schools, such as Garfield\*, with no/unreported/invalid CDE data are indicated as 'Other'.

\*City College Feeder School

\*\*Mesa College Feeder School

\*\*\*Miramar College Feeder School

### High School GPA of Direct to College High School Graduates

Table 2. High School GPA of high school graduates who directly enroll at Mesa College

|                                   | 06/07<br>Entrants | 07/08<br>Entrants | 08/09<br>Entrants | 09/10<br>Entrants | 10/11<br>Entrants | Total/5-Yr<br>Avg | 5-Yr %<br>Change |
|-----------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|
| 0.0-1.5                           | 0%                | 0%                | 0%                | 0%                | 0%                | 0%                | 200%             |
| 1.6-1.9                           | 1%                | 1%                | 2%                | 1%                | 1%                | 1%                | 8%               |
| 2.0-2.5                           | 20%               | 24%               | 20%               | 21%               | 19%               | 21%               | 30%              |
| 2.6-3.0                           | 34%               | 33%               | 34%               | 33%               | 34%               | 34%               | 39%              |
| 3.1-3.5                           | 27%               | 29%               | 28%               | 28%               | 30%               | 29%               | 54%              |
| Over 3.5                          | 18%               | 14%               | 16%               | 17%               | 16%               | 16%               | 25%              |
| <b>Total</b>                      | <b>100%</b>       | <b>100%</b>       | <b>100%</b>       | <b>100%</b>       | <b>100%</b>       | <b>100%</b>       | <b>39%</b>       |
| Total N of GPA-Reporting Students | 1,961             | 1,915             | 2,023             | 2,193             | 2,717             | 10,809            | 39%              |
| <b>Total N of All Students</b>    | <b>2,152</b>      | <b>2,117</b>      | <b>2,266</b>      | <b>2,405</b>      | <b>3,001</b>      | <b>11,941</b>     | <b>39%</b>       |

Source: SDCCD Information System

Note 1: High School GPA is self-reported on students' college applications. On average, across 5-years 9% of students did not report their GPA.

### Participation Rates of Concurrent Students

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

|              | 05/06<br>Seniors<br>(Concur) |            | 06/07<br>Seniors<br>(Concur) |            | 07/08<br>Seniors<br>(Concur) |            | 08/09<br>Seniors<br>(Concur) |            | 09/10<br>Seniors<br>(Concur) |            | 10/11<br>Seniors<br>(Concur) |            | 5-Yr<br>% Change<br>Seniors<br>(Concur) | 5-Yr<br>% Change<br>Re-Enroll | 5-Yr Avg<br>Re-Enroll |
|--------------|------------------------------|------------|------------------------------|------------|------------------------------|------------|------------------------------|------------|------------------------------|------------|------------------------------|------------|---|-------------------------------|-----------------------|
|              | N                            | %          | N                            | %          | N                            | %          | N                            | %          | N                            | %          | N                            | %          |   |                               |                       |
| Feeder       | 763                          | 18%        | 811                          | 17%        | 866                          | 19%        | 854                          | 21%        | 747                          | 19%        | 144                          | 19%        | -2%                                     | 2%                            | 19%                   |
| Non-Feeder   | 184                          | 9%         | 323                          | 10%        | 500                          | 7%         | 537                          | 7%         | 461                          | 8%         | 35                           | 8%         | 151%                                    | 119%                          | 8%                    |
| <b>Total</b> | <b>947</b>                   | <b>17%</b> | <b>1,134</b>                 | <b>15%</b> | <b>1,366</b>                 | <b>14%</b> | <b>1,391</b>                 | <b>15%</b> | <b>1,208</b>                 | <b>15%</b> | <b>179</b>                   | <b>15%</b> | <b>28%</b>                              | <b>14%</b>                    | <b>15%</b>            |

Source: SDCCD Information System

Note 1: The concurrent student cohort comprises self-reported seniors. Re-enrollment counts exclude students who continue as concurrent students.

Note 2: Students are unduplicated within each year. SDSU, UCSD, tutoring, and cancelled classes are excluded from student enrollments.

## 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 5 years, from 2006/07 to 2010/11.

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 5 years are displayed among first-time to college high school graduates in Table 5. The longitudinal annual persistence of the Fall 2005 to Fall 2009 cohorts of first-time to college high school graduates are displayed in Table 6.

### Highlight of the Findings

- Twenty-seven percent of the 2010/11 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 5-year average of 25%. Furthermore, the percentage of these first generation to college students increased by 55% from 2006/07 to 2010/11.
- In terms of ethnic composition, in 2010/11, first-time to college high school graduates were 38% Latino, 31% White, 10% Asian/Pacific Islander, 8% African American, 7% Other ethnicity, 4% Filipino, and less than 1% were American Indian (see Table 4). The proportion of Latino students in 2010/11 (38%) is higher than the 5-year average (28%), and the percentage of White students in 2010/11 (31%) is lower than the 5-year average (38%).
- In 2010/11, over half of the first-time to college high school graduates cited transfer, either with or without their AA/AS, as their educational goal (53%; comparable to the 5-year average of 52%; see Table 4).
- In 2010/11, the first-time to college high school graduates attempted and earned their total units enrolled at the highest rate among those who enrolled in the 0.1-2.9 unit range (73%; comparable to the 5-year average of 76%), followed by students enrolled in the 3.0-5.9 unit range (66%; higher than the 5-year average of 61%; see Table 5). The least proportion of students who attempted and earned their total units enrolled were those in the 9.0-11.9 unit range (42%; higher than the 5-year average of 38%).
- Nearly three out of four first-time to college high school graduates at Mesa College persisted from the Fall 2009 term to the following spring term and over half (53%) annually persisted to a second fall term, which is higher than the 5-year average term-to-term (71%) and annual (49%) persistence of first-time to college graduates (see Table 6).

**Student Profile**

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

|                                 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | Total/5-Yr Avg | % Change |
|---------------------------------|---------|---------|---------|---------|---------|----------------|----------|
| Total N of Students             | 1,898   | 1,896   | 1,899   | 1,991   | 2,491   | 10,175         | 31%      |
| Gender                          |         |         |         |         |         |                |          |
| Female                          | 46%     | 44%     | 48%     | 47%     | 48%     | 47%            | 38%      |
| Male                            | 54%     | 56%     | 52%     | 53%     | 51%     | 53%            | 26%      |
| Unreported                      | 0%      | 0%      | 0%      | 0%      | 0%      | 0%             | --       |
| Ethnicity                       |         |         |         |         |         |                |          |
| African American                | 8%      | 8%      | 7%      | 9%      | 8%      | 8%             | 24%      |
| American Indian                 | 1%      | 1%      | 1%      | 1%      | 0%      | 1%             | -21%     |
| Asian/Pacific Islander          | 13%     | 13%     | 11%     | 13%     | 10%     | 12%            | -1%      |
| Filipino                        | 4%      | 3%      | 5%      | 4%      | 4%      | 4%             | 12%      |
| Latino                          | 22%     | 24%     | 25%     | 28%     | 38%     | 28%            | 123%     |
| White                           | 40%     | 41%     | 41%     | 36%     | 31%     | 38%            | 2%       |
| Other                           | 3%      | 3%      | 3%      | 5%      | 7%      | 4%             | 224%     |
| Unreported                      | 8%      | 7%      | 7%      | 5%      | 1%      | 5%             | -77%     |
| First Generation                |         |         |         |         |         |                |          |
| First Generation                | 23%     | 25%     | 25%     | 25%     | 27%     | 25%            | 55%      |
| Not First Generation            | 77%     | 75%     | 75%     | 75%     | 73%     | 75%            | 24%      |
| Unreported                      | 0%      | 0%      | 0%      | 0%      | 0%      | 0%             | --       |
| Educational Goal                |         |         |         |         |         |                |          |
| 4 Yr College Student            | 0%      | 13%     | 14%     | 13%     | 13%     | 11%            | --       |
| AA/AS w/out Transfer            | 4%      | 3%      | 3%      | 5%      | 5%      | 4%             | 49%      |
| BA/BS after Completing AA/AS    | 46%     | 42%     | 40%     | 41%     | 43%     | 42%            | 22%      |
| BA/BS w/out Completing AA/AS    | 11%     | 10%     | 10%     | 9%      | 10%     | 10%            | 18%      |
| Basic Skills Improvement        | 1%      | 0%      | 0%      | 0%      | 0%      | 1%             | -41%     |
| Certificate/License Maintenance | 1%      | 1%      | 1%      | 1%      | 2%      | 1%             | 71%      |
| Current Job/Career Advancement  | 1%      | 1%      | 1%      | 0%      | 0%      | 0%             | -30%     |
| Educational Development         | 1%      | 0%      | 1%      | 1%      | 1%      | 1%             | 69%      |
| HS Diploma/GED Certificate      | 1%      | 1%      | 1%      | 1%      | 0%      | 1%             | -17%     |
| New Career Preparation          | 9%      | 8%      | 7%      | 7%      | 8%      | 8%             | 13%      |
| Non-Credit to Credit Transition | 0%      | 0%      | 0%      | 0%      | 0%      | 0%             | --       |
| Voc Cert/Degree w/out Transfer  | 1%      | 1%      | 1%      | 1%      | 1%      | 1%             | 50%      |
| Undecided                       | 25%     | 20%     | 21%     | 20%     | 18%     | 21%            | -6%      |
| Unreported                      | 0%      | 0%      | 0%      | 0%      | 0%      | 0%             | --       |

Source: SDCCD Information System

Note: A new ed goal classification was available to students on their application in 2007/08 that allowed for a college-university concurrent student classification. Therefore, a more concise average might be between the most recent four years: 07/08 and 10/11.

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        | 2006/07          | 0.1 - 2.9 Units  | 18%             | <b>82%</b>      |                 |                  |              |            |
|                        |                  | 3.0 - 5.9 Units  | 41%             | 3%              | <b>56%</b>      |                  |              |            |
|                        |                  | 6.0 - 8.9 Units  | 31%             | 1%              | 21%             | <b>47%</b>       |              |            |
|                        |                  | 9.0 - 11.9 Units | 24%             | 2%              | 15%             | 21%              | <b>38%</b>   |            |
|                        |                  | 12.0 + Units     | 11%             | 1%              | 9%              | 12%              | 19%          | <b>47%</b> |
|                        | 2007/08          | 0.1 - 2.9 Units  | 19%             | <b>81%</b>      |                 |                  |              |            |
|                        |                  | 3.0 - 5.9 Units  | 38%             | 2%              | <b>60%</b>      |                  |              |            |
|                        |                  | 6.0 - 8.9 Units  | 32%             | 2%              | 27%             | <b>38%</b>       |              |            |
|                        |                  | 9.0 - 11.9 Units | 21%             | 2%              | 20%             | 24%              | <b>33%</b>   |            |
|                        |                  | 12.0 + Units     | 9%              | 0%              | 8%              | 12%              | 22%          | <b>48%</b> |
|                        | 2008/09          | 0.1 - 2.9 Units  | 27%             | <b>73%</b>      |                 |                  |              |            |
|                        |                  | 3.0 - 5.9 Units  | 40%             | 4%              | <b>56%</b>      |                  |              |            |
|                        |                  | 6.0 - 8.9 Units  | 29%             | 2%              | 24%             | <b>45%</b>       |              |            |
|                        |                  | 9.0 - 11.9 Units | 20%             | 3%              | 21%             | 20%              | <b>37%</b>   |            |
|                        |                  | 12.0 + Units     | 9%              | 1%              | 8%              | 11%              | 18%          | <b>53%</b> |
|                        | 2009/10          | 0.1 - 2.9 Units  | 26%             | <b>74%</b>      |                 |                  |              |            |
|                        |                  | 3.0 - 5.9 Units  | 35%             | 1%              | <b>64%</b>      |                  |              |            |
|                        |                  | 6.0 - 8.9 Units  | 29%             | 1%              | 26%             | <b>44%</b>       |              |            |
|                        |                  | 9.0 - 11.9 Units | 17%             | 2%              | 13%             | 26%              | <b>41%</b>   |            |
|                        |                  | 12.0 + Units     | 10%             | 1%              | 8%              | 12%              | 18%          | <b>51%</b> |
| 2010/11                | 0.1 - 2.9 Units  | 27%              | <b>73%</b>      |                 |                 |                  |              |            |
|                        | 3.0 - 5.9 Units  | 32%              | 3%              | <b>66%</b>      |                 |                  |              |            |
|                        | 6.0 - 8.9 Units  | 27%              | 2%              | 25%             | <b>46%</b>      |                  |              |            |
|                        | 9.0 - 11.9 Units | 16%              | 1%              | 19%             | 21%             | <b>42%</b>       |              |            |
|                        | 12.0 + Units     | 8%               | 1%              | 7%              | 10%             | 20%              | <b>54%</b>   |            |
| <b>5-Year Average</b>  |                  | --               | <b>76%</b>      | <b>61%</b>      | <b>44%</b>      | <b>38%</b>       | <b>51%</b>   |            |
| <b>5-Year % Change</b> |                  | --               | <b>26%</b>      | <b>67%</b>      | <b>33%</b>      | <b>40%</b>       | <b>45%</b>   |            |

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

| First Fall Term             |              | Persisted to Spring Term |            | Persisted to 2nd Fall Term |            |
|-----------------------------|--------------|--------------------------|------------|----------------------------|------------|
| 2005                        | 763          | 499                      | 65%        | 335                        | 44%        |
| 2006                        | 1,178        | 825                      | 70%        | 576                        | 49%        |
| 2007                        | 1,250        | 872                      | 70%        | 569                        | 46%        |
| 2008                        | 1,243        | 905                      | 73%        | 634                        | 51%        |
| 2009                        | 1,290        | 957                      | 74%        | 682                        | 53%        |
| <b>Total N / 5-yr Avg %</b> | <b>5,724</b> | <b>4,058</b>             | <b>71%</b> | <b>2,796</b>               | <b>49%</b> |

Source: SDCCD Information System

### Section III: College 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. This section summarizes which course levels (i.e., 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 highest assessed score (see Tables 7-10).

Student placement trends are measured over 3 years, from 2008/09 to 2010/11 among students that applied to Mesa College (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 took the reading, writing, and math placement tests in 2010/11 (64%, 59%, and 65%; see Tables 7-9); however the percentages are lower than in previous years. The percentage decreases are likely a result of several changes that took place at Mesa in 2010/11, including:
  - 1) An alternative measures pilot allowed students to submit select standardized tests (e.g., SAT, ACT) as an alternative measure for assessment skill levels for several courses which resulted in a lowered demand for services
  - 2) Relocation to a smaller testing site with fewer testing stations and diminished hours of operation resulted in greater limitations placed on the capacity of the testing office to test
  - 3) Budgetary cuts resulted in the elimination of testing at the high schools
- In 2010/11 52% of the first-time to college high school graduates who took the reading placement test placed at the transfer/Associate level and 38% placed at basic skills (comparable to the 3-year averages of 51% and 38%, respectively; see Table 7). However, the majority of first-time to college high school graduates who took the writing placement test placed at basic skills (65%; comparable to the 3-year average of 63%; see Table 8).
- The majority of first-time to college high school graduates who took the math placement test in 2010/11 placed at basic skills (64%; comparable to the 3-year average of 63%; see Table 9).
- In 2010/11, among first-time to college high school graduates who took the ESOL placement test, 56% placed two to three levels below English transfer level (ESOL levels 30 and 40), which is lower than the 3-year average of 60% (see Table 10).



Reading and Writing Placement

Table 7. Reading placement

|  |                          | 2008/09      |             | 2009/10      |             | 2010/11      |             | 2008/09 - 2010/11 |             |            |
|--|--------------------------|--------------|-------------|--------------|-------------|--------------|-------------|-------------------|-------------|------------|
|  |                          | N            | %           | N            | %           | N            | %           | Total N           | 3-Yr Avg    | % Change   |
| Test/<br>No-Test                               | Total Tested             | 1,430        | 67%         | 1,506        | 71%         | 1,599        | 64%         | 4,535             | 67%         | 12%        |
|  | No Placement             | 713          | 33%         | 618          | 29%         | 911          | 36%         | 2,242             | 33%         | 28%        |
|  | <b>Total Students</b>    | <b>2,143</b> | <b>100%</b> | <b>2,124</b> | <b>100%</b> | <b>2,510</b> | <b>100%</b> | <b>6,777</b>      | <b>100%</b> | <b>17%</b> |
| Distribution of<br>Students Who<br>Took a Test | Transfer/Associate Level | 747          | 52%         | 742          | 49%         | 836          | 52%         | 2,325             | 51%         | 12%        |
|  | Basic Skills             | 541          | 38%         | 586          | 39%         | 601          | 38%         | 1,728             | 38%         | 11%        |
|  | Need English Advising    | 103          | 7%          | 111          | 7%          | 120          | 8%          | 334               | 7%          | 17%        |
|  | Take ESOL Test           | 39           | 3%          | 67           | 4%          | 42           | 3%          | 148               | 3%          | 8%         |
|  | <b>Total Tested</b>      | <b>1,430</b> | <b>100%</b> | <b>1,506</b> | <b>100%</b> | <b>1,599</b> | <b>100%</b> | <b>4,535</b>      | <b>100%</b> | <b>12%</b> |

Source: SDCCD Information System

Table 8. Writing placement

|  |                          | 2008/09      |             | 2009/10      |             | 2010/11      |             | 2008/09 - 2010/11 |             |            |
|--|--------------------------|--------------|-------------|--------------|-------------|--------------|-------------|-------------------|-------------|------------|
|  |                          | N            | %           | N            | %           | N            | %           | Total N           | 3-Yr Avg    | % Change   |
| Test/<br>No-Test                               | Total Tested             | 1,430        | 67%         | 1,506        | 71%         | 1,492        | 59%         | 4,428             | 65%         | 4%         |
|  | No Placement             | 713          | 33%         | 618          | 29%         | 1,018        | 41%         | 2,349             | 35%         | 43%        |
|  | <b>Total Students</b>    | <b>2,143</b> | <b>100%</b> | <b>2,124</b> | <b>100%</b> | <b>2,510</b> | <b>100%</b> | <b>6,777</b>      | <b>100%</b> | <b>17%</b> |
| Distribution of<br>Students Who<br>Took a Test | Transfer/Associate Level | 378          | 26%         | 403          | 27%         | 371          | 25%         | 1,152             | 26%         | -2%        |
|  | Basic Skills             | 909          | 64%         | 925          | 61%         | 968          | 65%         | 2,802             | 63%         | 6%         |
|  | Need English Advising    | 104          | 7%          | 111          | 7%          | 116          | 8%          | 331               | 7%          | 12%        |
|  | Take ESOL Test           | 39           | 3%          | 67           | 4%          | 37           | 2%          | 143               | 3%          | -5%        |
|  | <b>Total Tested</b>      | <b>1,430</b> | <b>100%</b> | <b>1,506</b> | <b>100%</b> | <b>1,492</b> | <b>100%</b> | <b>4,428</b>      | <b>100%</b> | <b>4%</b>  |

Source: SDCCD Information System

**Math Placement**

Table 9. Math placement

|  |                       | 2008/09      |             | 2009/10      |             | 2010/11      |             | 2008/09 - 2010/11 |             |            |
|--|-----------------------|--------------|-------------|--------------|-------------|--------------|-------------|-------------------|-------------|------------|
|  |                       | N            | %           | N            | %           | N            | %           | Total N           | 3-Yr Avg    | % Change   |
| Test/<br>No-Test                               | Total Tested          | 1,443        | 67%         | 1,516        | 71%         | 1,624        | 65%         | 4,583             | 68%         | 13%        |
|  | No Placement          | 700          | 33%         | 608          | 29%         | 886          | 35%         | 2,194             | 32%         | 27%        |
|  | <b>Total Students</b> | <b>2,143</b> | <b>100%</b> | <b>2,124</b> | <b>100%</b> | <b>2,510</b> | <b>100%</b> | <b>6,777</b>      | <b>100%</b> | <b>17%</b> |
| Distribution of<br>Students Who<br>Took a Test | Transfer Level        | 252          | 17%         | 279          | 18%         | 346          | 21%         | 877               | 19%         | 37%        |
|  | Associate Level       | 203          | 14%         | 206          | 14%         | 226          | 14%         | 635               | 14%         | 11%        |
|  | Basic Skills          | 905          | 63%         | 937          | 62%         | 1,038        | 64%         | 2,880             | 63%         | 15%        |
|  | Take Algebra Test     | 83           | 6%          | 94           | 6%          | 14           | 1%          | 191               | 4%          | -83%       |
|  | <b>Total Tested</b>   | <b>1,443</b> | <b>100%</b> | <b>1,516</b> | <b>100%</b> | <b>1,624</b> | <b>100%</b> | <b>4,583</b>      | <b>100%</b> | <b>13%</b> |

Source: SDCCD Information System

**ESOL Placement**

Table 10. ESOL placement

|  |                       | 2008/09      |             | 2009/10      |             | 2010/11      |             | 2008/09 - 2010/11 |             |            |
|--|-----------------------|--------------|-------------|--------------|-------------|--------------|-------------|-------------------|-------------|------------|
|  |                       | N            | %           | N            | %           | N            | %           | Total N           | 3-Yr Avg    | % Change   |
| Test/<br>No-Test                               | Total Tested          | 60           | 3%          | 60           | 3%          | 57           | 2%          | 177               | 3%          | -5%        |
|  | No Placement          | 2,083        | 97%         | 2,064        | 97%         | 2,453        | 98%         | 6,600             | 97%         | 18%        |
|  | <b>Total Students</b> | <b>2,143</b> | <b>100%</b> | <b>2,124</b> | <b>100%</b> | <b>2,510</b> | <b>100%</b> | <b>6,777</b>      | <b>100%</b> | <b>17%</b> |
| Distribution of<br>Students Who<br>Took a Test | Level 40              | 10           | 17%         | 19           | 32%         | 16           | 28%         | 45                | 25%         | 60%        |
|  | Level 30              | 21           | 35%         | 25           | 42%         | 16           | 28%         | 62                | 35%         | -24%       |
|  | Level 20              | 15           | 25%         | 11           | 18%         | 13           | 23%         | 39                | 22%         | -13%       |
|  | Level 19              | 14           | 23%         | 5            | 8%          | 12           | 21%         | 31                | 18%         | -14%       |
|  | <b>Total Tested</b>   | <b>60</b>    | <b>100%</b> | <b>60</b>    | <b>100%</b> | <b>57</b>    | <b>100%</b> | <b>177</b>        | <b>100%</b> | <b>-5%</b> |

Source: SDCCD Information System

## Section IV: Course Enrollment by Placement

This section longitudinally tracks Mesa College English and math enrollments by placement level among three **first-time to college high school graduate** cohorts (Fall 2008, 2009, and 2010). Please see table notes for additional details about the cohort parameters (see Tables 11 and 12). 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

- By the end of their first year at Mesa College, over half (57%) of the 2010/11 first-time to college high school graduates who earned a transfer/Associate level English placement, enrolled in a matriculating English course (less than the 3-year average of 60%; see Table 11). In 2010/11, nearly half (49%) of the students who placed at the transfer/Associate level and enrolled in an English course, did so at their placement level.
- Among first-time to college high school graduates who earned a basic skills level reading or writing placement in 2010/11, over half (56%) enrolled in a matriculating English course at their placement level by the end of their first year at Mesa College (less than the 3-year average of 61%; see Table 11).
- In 2010/11, by the end of their first year at Mesa College, 60% of first-time to college high school graduates who earned a transfer level math placement, enrolled in a matriculating math course (less than the 3-year average of 68%; see Table 12). Two-thirds (66%) of those who earned an Associate level math placement enrolled in a matriculating math course (less than the 3-year average of 71%). In 2010/11, 98% of the students who placed at the transfer or Associate levels and enrolled in a math course, did so at their placement level.
- Among first-time to college high school graduates who earned a basic skills level math placement in 2010/11, 63% enrolled in a matriculating math course at their placement level by the end of their first year at Mesa College (comparable to the 3-year average of 63%; see Table 12).

**English and Math Course Enrollment by Placement Level**

Table 11. English course enrollment by placement level

|                              | Fall 08 cohort | Total enrolled 2008/09 |            | Fall 09 cohort | Total enrolled 2009/10 |            | Fall 10 cohort | Total enrolled 2010/11 |            | All cohorts  | Total enrolled 2008/09-2010/11 |            |
|------------------------------|----------------|------------------------|------------|----------------|------------------------|------------|----------------|------------------------|------------|--------------|--------------------------------|------------|
|                              | N              | N                      | %          | N              | N                      | %          | N              | N                      | %          | N            | N                              | %          |
| Transfer/Associate Level     | 594            | 384                    | 65%        | 606            | 369                    | 61%        | 725            | 411                    | 57%        | 1,925        | 1,164                          | 60%        |
| Basic Skills                 | 313            | 209                    | 67%        | 341            | 212                    | 62%        | 402            | 227                    | 56%        | 1,056        | 648                            | 61%        |
| Take ESOL Test/Need Advising | 77             | 36                     | 47%        | 107            | 44                     | 41%        | 108            | 46                     | 43%        | 292          | 126                            | 43%        |
| <b>Total Count/Avg %</b>     | <b>984</b>     | <b>629</b>             | <b>64%</b> | <b>1,054</b>   | <b>625</b>             | <b>59%</b> | <b>1,235</b>   | <b>684</b>             | <b>55%</b> | <b>3,273</b> | <b>1,938</b>                   | <b>59%</b> |

Source: SDCCD Information System

Note 1: Only English courses that are part of the matriculating course sequence are included: ENGL042, ENGL043, ENGL048, ENGL049, ENGL101, ENGL105, or ENGL 205.

Note 2: The cohort is organized by English placement level which is based on the reading and writing assessment tests. For students who did not score in the same placement level on both the reading and writing tests, English placement level is measured at the highest placement (27% in Fall 2008, 26% in Fall 2009, and 23% in Fall 2010 placed at different levels).

Note 3: The cohorts consist of first-time high school graduates enrolled in Fall 2008, Fall 2009, or Fall 2010 as of official census. Only students that received a letter grade are counted in the enrollments. Students are tracked through the first three terms they may enroll in: fall, spring, and summer. Note that Summer 2011 enrollments are not yet available and therefore not included. However, due to the reduction in course offerings in Summer 2011 the exclusion would not significantly impact the findings.

Note 4: **Among students who placed at the transfer/Associate level, course enrollment was measured at or below their placement level.** In 2008/09, 2009/10, and 2010/11 approximately half of the students who placed at the transfer/Associate level and took at least one English course, took a course at their placement level (48%, 52%, and 49%, respectively). **For those students who placed at the basic skills level, course enrollment was measured at their placement level. For those students who placed below basic skills, course enrollment was measured at any placement level.** Among students that placed below basic skills and enrolled in at least one English course, almost all enrolled in basic skills courses (92% in 2008/09, 100% in 2009/10, and 98% in 2010/11).

Table 12. Math course enrollment by placement level

|                          | Fall 08 cohort | Total enrolled 2008/09 |            | Fall 09 cohort | Total enrolled 2009/10 |            | Fall 10 cohort | Total enrolled 2010/11 |            | All cohorts  | Total enrolled 2008/09-2010/11 |            |
|--------------------------|----------------|------------------------|------------|----------------|------------------------|------------|----------------|------------------------|------------|--------------|--------------------------------|------------|
|                          | N              | N                      | %          | N              | N                      | %          | N              | N                      | %          | N            | N                              | %          |
| Transfer Level           | 214            | 167                    | 78%        | 234            | 164                    | 70%        | 301            | 180                    | 60%        | 749          | 511                            | 68%        |
| Associate Level          | 154            | 113                    | 73%        | 153            | 112                    | 73%        | 185            | 123                    | 66%        | 492          | 348                            | 71%        |
| Basic Skills             | 582            | 377                    | 65%        | 625            | 392                    | 63%        | 752            | 474                    | 63%        | 1,959        | 1,243                          | 63%        |
| Take Algebra Test        | 43             | 23                     | 53%        | 50             | 28                     | 56%        | 10             | 5                      | 50%        | 103          | 56                             | 54%        |
| <b>Total Count/Avg %</b> | <b>993</b>     | <b>680</b>             | <b>68%</b> | <b>1,062</b>   | <b>696</b>             | <b>66%</b> | <b>1,248</b>   | <b>782</b>             | <b>63%</b> | <b>3,303</b> | <b>2,158</b>                   | <b>65%</b> |

Source: SDCCD Information System

Note 1: Only math courses that are part of the matriculating course sequence are included: MATH34A, MATH038, MATH046, MATH096, MATH104, MATH107, MATH116, MATH118, MATH119, or MATH210A.

Note 2: The cohorts consist of first-time high school graduates enrolled in Fall 2008, Fall 2009, or Fall 2010 as of official census. Only students that received a letter grade are counted in the enrollments. Students are tracked through the first three terms they may enroll in: fall, spring, and summer. Note that Summer 2011 enrollments are not yet available and therefore not included. However, due to the reduction in course offerings in Summer 2011 the exclusion would not significantly impact the findings.

Note 3: **Among students who placed at the transfer or Associate levels, course enrollment was measured at or below their placement level.** In 2008/09, 2009/10, and 2010/11 the majority of students who placed at the transfer or Associate levels and took at least one math course, did so at their placement level (98%, 99%, and 98%, respectively). **For those students who placed at the basic skills level, course enrollment was measured at their placement level. For those students who placed below basic skills, course enrollment was measured at any placement level.** Among students that placed below basic skills and enrolled in at least one math course, the majority enrolled in basic skills courses (96% in 2008/09, 82% in 2009/10, and 60% in 2010/11). The remaining students enrolled in Associate level courses.