

**Miramar 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 Miramar 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 Miramar 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 Miramar 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

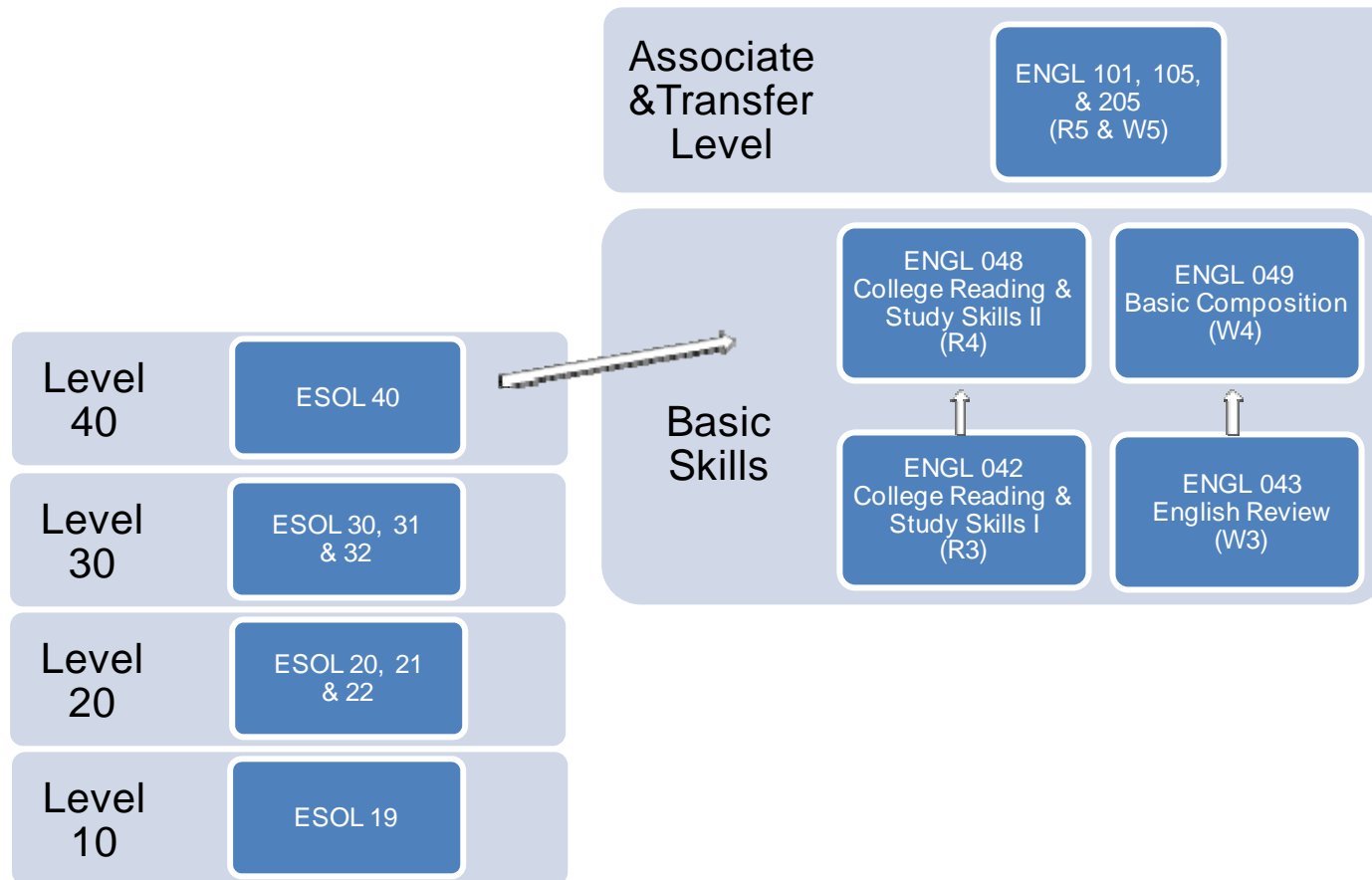
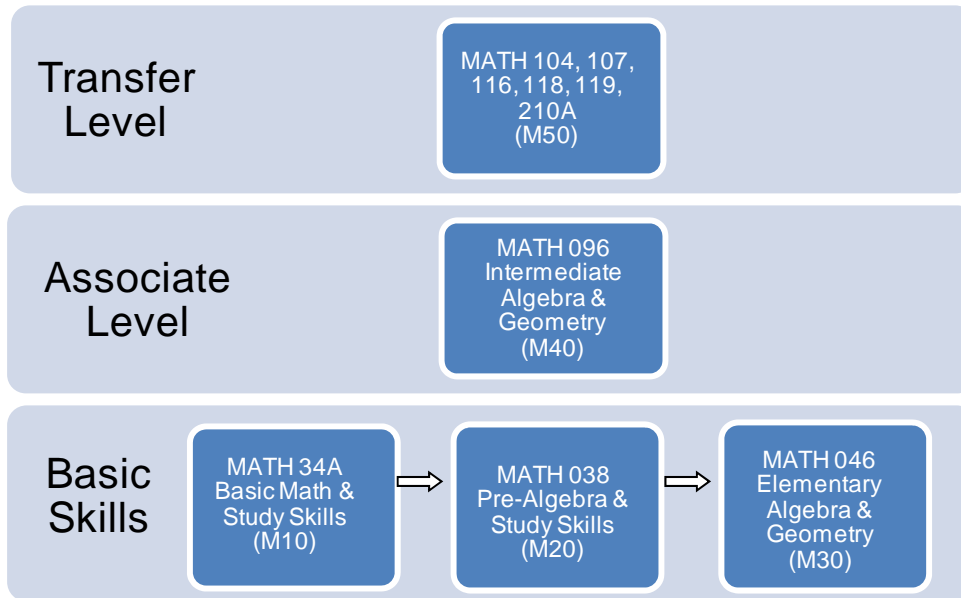


Figure 2. Current math course sequence & placements



Overall Highlight of the Findings

1. In 2010/11, approximately 10% of the 2009/10 feeder high school graduates and 5% of the 2009/10 non-feeder high school graduates directly entered Miramar College within the year following high school completion, which is comparable to the 5-year averages of 9% and 5%, respectively.
2. Among the 2009/10 concurrent high school seniors enrolled at Miramar College (N=209), 23% 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 a higher rate than students who had concurrently attended non-feeder high schools (25% and 21%, respectively). Over 5 years, participation rates among students who had concurrently attended feeder schools decreased from 40% to 25%.
3. Nineteen 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 21%.
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 3.0-5.9 unit range (72%; higher than the 5-year average of 66%), followed by students enrolled in the 0.1-2.9 unit range (67%; lower than the 5-year average of 83%). The least proportion of students who attempted and earned their total units enrolled were those in the 9.0-11.9 unit range (48%; comparable to the 5-year average of 45%).
5. Approximately two-thirds (68%) of the Fall 2009 first-time to college high school graduates at Miramar College persisted to the next spring term and about half (51%) annually persisted to a second fall term, which is comparable to the 5-year average term-to-term (67%) and annual (48%) 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 (60%, 60%, and 58%, respectively), which is lower than the previous year by 4 to 5 percentage points. The percentage decreases in placements by test are likely a result of changes that took place at Miramar in 2010/11 that affected access and demand, including: 1) facility and staffing changes which reduced student accessibility and placed greater limitations on the capacity of the testing office to test, and 2) 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.

7. In 2010/11 over half (56%) of the first-time to college high school graduates who took the reading placement test placed at the transfer/Associate level and 35% 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 (62%). About half of the first-time to college high school graduates who took the math placement test in 2010/11 placed at basic skills (52%) and nearly one-third had a transfer level math placement (31%).
8. By the end of their first year at Miramar College, nearly two-thirds (63%) 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 63% of students that took a matriculating transfer/Associate level English course, 42% took a course at their placement level.
9. In 2010/11, by the end of their first year at Miramar College, 61% of first-time to college high school graduates who earned a transfer level math placement, enrolled in a matriculating math course and nearly two-thirds (63%) 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 three-fourths (79%) enrolled in a matriculating English course at their placement level by the end of their first year at Miramar College. Two-thirds (67%) 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 Miramar 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 Miramar 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 Miramar College are tracked to determine the rate of continued participation as college-only students (see Table 3). Students who re-enroll as concurrent students in the subsequent year are excluded from re-enrollment figures. Results provide aggregate totals/averages for students attending feeder and non-feeder high schools as a point of comparison.

Highlight of the Findings

- In 2010/11, approximately 10% of the 2009/10 feeder high school graduates and 5% of the 2009/10 non-feeder high school graduates directly entered Miramar College within the year following high school completion, which is comparable to the 5-year averages of 9% and 5%, respectively (see Table 1). Over 5 years, Mira Mesa, Mt. Carmel, and Scripps Ranch high schools had the highest graduate participation rates at Miramar College (47%, 23%, and 22%, respectively).
- Half (50%) 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 (lower than the 5-year average of 55%) and 48% reported that they had earned higher than a 3.0 GPA (higher than the 5-year average of 43%; see Table 2).
- Among the 2009/10 concurrent high school seniors enrolled at Miramar College (N=209), 23% 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 a higher rate than students who had concurrently attended non-feeder high schools (25% and 21%, respectively). Over 5 years, participation rates among students who had concurrently attended feeder schools decreased from 40% to 25%.

Participation Rates of Direct to College High School Graduates

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

		05/06			06/07			07/08			08/09			09/10			10/11			05/06-	06/07-	5-Yr
		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	Entry
Feeder High Schools	Clairemont**	226	6	3%	249	16	6%	232	14	6%	243	10	4%	250	12	5%	11%	100%	5%			
	Crawford*	213	4	2%	217	3	1%	208	4	2%	220	6	3%	236	6	3%	11%	50%	2%			
	Hoover*	276	7	3%	285	2	1%	273	8	3%	343	7	2%	322	10	3%	17%	43%	2%			
	Kearny**	251	14	6%	264	15	6%	302	12	4%	292	8	3%	331	13	4%	32%	-7%	4%			
	Lincoln*	0	0	--	0	0	--	200	4	2%	251	14	6%	354	3	1%	--	--	3%			
	Madison**	247	10	4%	239	12	5%	229	7	3%	199	10	5%	224	7	3%	-9%	-30%	4%			
	Mira Mesa***	510	237	46%	519	219	42%	505	231	46%	504	242	48%	598	310	52%	17%	31%	47%			
	Mission Bay**	249	6	2%	261	6	2%	287	5	2%	310	7	2%	267	8	3%	7%	33%	2%			
	Morse*	548	6	1%	453	7	2%	446	4	1%	447	2	0%	442	4	1%	-19%	-33%	1%			
	Patrick Henry**	443	11	2%	444	6	1%	447	6	1%	447	10	2%	471	7	1%	6%	-36%	2%			
	Point Loma**	326	9	3%	309	5	2%	400	6	2%	369	21	6%	402	16	4%	23%	78%	3%			
	San Diego High*	382	6	2%	411	3	1%	386	9	2%	393	5	1%	452	5	1%	18%	-17%	1%			
	San Diego SCPA*	179	4	2%	174	0	0%	161	4	2%	179	2	1%	169	5	3%	-6%	25%	2%			
	Scripps Ranch***	483	99	20%	483	106	22%	479	117	24%	476	102	21%	494	119	24%	2%	20%	22%			
	Serra***	329	15	5%	360	26	7%	395	31	8%	417	43	10%	397	33	8%	21%	120%	8%			
University City***	395	13	3%	387	14	4%	418	16	4%	378	13	3%	401	27	7%	2%	108%	4%				
	Feeder Total	5,057	447	9%	5,055	440	9%	5,368	478	9%	5,468	502	9%	5,810	585	10%	15%	31%	9%			
Non-Feeder High Schools	Abraxas	77	14	18%	139	18	13%	151	22	15%	109	11	10%	147	22	15%	91%	57%	14%			
	Bonita Vista	610	3	0%	544	2	0%	531	4	1%	549	1	0%	536	7	1%	-12%	133%	1%			
	Castle Park	394	1	0%	377	2	1%	395	1	0%	366	0	0%	352	5	1%	-11%	400%	0%			
	Charter School SD	306	0	0%	297	1	0%	339	40	12%	341	39	11%	436	30	7%	42%	--	6%			
	Chula Vista	462	6	1%	519	1	0%	542	6	1%	574	5	1%	567	9	2%	23%	50%	1%			
	Coronado	218	4	2%	247	5	2%	226	5	2%	254	6	2%	261	5	2%	20%	25%	2%			
	Grossmont	401	3	1%	467	7	1%	465	5	1%	451	4	1%	518	6	1%	29%	100%	1%			
	Helix	413	0	0%	460	4	1%	440	1	0%	458	9	2%	436	7	2%	6%	--	1%			
	Hilltop	431	2	0%	462	2	0%	477	1	0%	471	1	0%	546	3	1%	27%	50%	0%			
	La Jolla	371	7	2%	358	5	1%	358	10	3%	384	7	2%	338	9	3%	-9%	29%	2%			
	Mar Vista	421	0	0%	430	2	0%	474	4	1%	506	6	1%	399	9	2%	-5%	--	1%			

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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	%	N	N	%	5-Yr %	Change
Non-Feeder High Schools cont.	Mark Twain	96	6	6%	44	6	14%	61	4	7%	207	9	4%	208	10	5%	117%	67%	6%					
	Montgomery	402	1	0%	405	0	0%	431	3	1%	410	8	2%	366	1	0%	-9%	0%	1%					
	Mount Miguel	326	0	0%	307	3	1%	319	0	0%	296	3	1%	365	2	1%	12%	--	0%					
	Mt. Carmel	429	101	24%	537	145	27%	495	113	23%	527	109	21%	564	124	22%	31%	23%	23%					
	Poway	636	67	11%	666	77	12%	700	80	11%	597	65	11%	633	77	12%	0%	15%	11%					
	Ramona	375	8	2%	365	6	2%	389	12	3%	414	10	2%	398	11	3%	6%	38%	2%					
	Rancho Bernardo	690	57	8%	646	64	10%	686	70	10%	643	67	10%	665	89	13%	-4%	56%	10%					
	San Ysidro	328	0	0%	427	0	0%	464	1	0%	495	1	0%	399	2	1%	22%	--	0%					
	Southwest	342	2	1%	383	2	1%	429	2	0%	395	3	1%	347	2	1%	1%	0%	1%					
	Sweetwater	502	4	1%	560	1	0%	598	6	1%	626	3	0%	543	5	1%	8%	25%	1%					
	Torrey Pines	784	14	2%	882	16	2%	620	16	3%	647	12	2%	610	12	2%	-22%	-14%	2%					
	West Hills	446	10	2%	505	8	2%	488	9	2%	475	5	1%	485	10	2%	9%	0%	2%					
	Westview	526	68	13%	534	94	18%	533	95	18%	576	91	16%	592	100	17%	13%	47%	16%					
		Non-Feeder Total	9,986	378	4%	10,561	471	4%	10,611	510	5%	10,771	475	4%	10,711	557	5%	7%	47%	5%				
Other Non-Feeder High Schools	Foreign School	--	20	--	--	25	--	--	21	--	--	19	--	--	15	--	--	-25%	--					
	Other	--	183	--	--	168	--	--	145	--	--	186	--	--	219	--	--	20%	--					
	Out of State	--	53	--	--	48	--	--	51	--	--	49	--	--	46	--	--	-13%	--					
	San Diego County	--	34	--	--	33	--	--	32	--	--	25	--	--	15	--	--	-56%	--					
		Other Total	--	290	--	--	274	--	--	249	--	--	279	--	--	295	--	--	2%	--				
Total		--	1,115	--	--	1,185	--	--	1,237	--	--	1,256	--	--	1,437	--	--	29%	--					

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 Miramar College

	06/07 Entrants	07/08 Entrants	08/09 Entrants	09/10 Entrants	10/11 Entrants	Total/5-Yr Avg	5-Yr % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	100%
1.6-1.9	1%	2%	2%	1%	1%	1%	50%
2.0-2.5	24%	23%	22%	21%	18%	21%	-2%
2.6-3.0	35%	37%	34%	34%	32%	34%	20%
3.1-3.5	25%	27%	29%	29%	30%	28%	60%
Over 3.5	15%	11%	13%	16%	18%	15%	59%
Total	100%	100%	100%	100%	100%	100%	31%
Total N of GPA-Reporting Students	993	1,046	1,064	1,122	1,296	5,521	31%
<hr/>							
Total N of All Students	1,115	1,185	1,237	1,256	1,437	6,230	29%

Source: SDCCD Information System

Note 1: High School GPA is self-reported on students' college applications. On average, across 5-years 11% 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 Seniors (Concur)		06/07 Seniors (Concur)		07/08 Seniors (Concur)		08/09 Seniors (Concur)		09/10 Seniors (Concur)		10/11 Seniors (Concur)		5-Yr % Change Seniors (Concur)	5-Yr % Change Re-Enroll	5-Yr Avg Re-Enroll
	Re-Enroll		Re-Enroll		Re-Enroll		Re-Enroll		Re-Enroll		Re-Enroll				
	N	%	N	%	N	%	N	%	N	%	N	%			
Feeder	135	40%	159	37%	185	26%	142	29%	128	25%	128	32%	-5%	-41%	31%
Non-Feeder	75	23%	96	18%	101	16%	124	15%	81	21%	81	17%	8%	0%	18%
Total	210	34%	255	30%	286	22%	266	23%	209	23%	209	49%	0%	-31%	26%

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

- Nineteen 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 21%.
- In terms of ethnic composition, in 2010/11, first-time to college high school graduates were 36% White, 24% Latino, 14% Asian/Pacific Islander, 11% Filipino, 8% Other ethnicity, 4% African American, and 1% were American Indian (see Table 4). The proportion of Latino students in 2010/11 (24%) is higher than the 5-year average (19%).
- In 2010/11, nearly half of the first-time to college high school graduates cited transfer, either with or without their AA/AS, as their educational goal (47%; comparable to the 5-year average of 48%; 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 3.0-5.9 unit range (72%; higher than the 5-year average of 66%), followed by students enrolled in the 0.1-2.9 unit range (67%; lower than the 5-year average of 83%; 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 (48%; comparable to the 5-year average of 45%).
- Approximately two-thirds (68%) of the Fall 2009 first-time to college high school graduates at Miramar College persisted to the next spring term and about half (51%) annually persisted to a second fall term, which is comparable to the 5-year average term-to-term (67%) and annual (48%) 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	1,066	1,133	1,165	1,073	1,167	5,604	9%
Gender							
Female	38%	38%	39%	41%	38%	39%	9%
Male	62%	61%	61%	59%	62%	61%	10%
Unreported	0%	0%	0%	0%	0%	0%	--
Ethnicity							
African American	6%	5%	6%	5%	4%	5%	-24%
American Indian	1%	1%	1%	0%	1%	1%	-14%
Asian/Pacific Islander	14%	14%	18%	13%	14%	15%	13%
Filipino	11%	12%	12%	12%	11%	12%	11%
Latino	16%	17%	16%	22%	24%	19%	61%
White	41%	40%	38%	36%	36%	38%	-5%
Other	5%	4%	4%	5%	8%	5%	73%
Unreported	6%	7%	6%	6%	2%	5%	-66%
First Generation							
First Generation	19%	22%	21%	21%	19%	21%	8%
Not First Generation	81%	78%	79%	79%	81%	79%	10%
Unreported	0%	0%	0%	0%	0%	0%	--
Educational Goal							
4 Yr College Student	0%	9%	11%	10%	14%	9%	--
AA/AS w/out Transfer	5%	4%	5%	5%	5%	5%	19%
BA/BS after Completing AA/AS	42%	40%	39%	40%	39%	40%	3%
BA/BS w/out Completing AA/AS	8%	9%	7%	6%	8%	8%	15%
Basic Skills Improvement	1%	0%	0%	1%	0%	0%	-44%
Certificate/License Maintenance	1%	1%	2%	2%	2%	2%	50%
Current Job/Career Advancement	2%	1%	1%	1%	1%	1%	-68%
Educational Development	1%	1%	1%	1%	1%	1%	38%
HS Diploma/GED Certificate	1%	1%	1%	1%	1%	1%	-30%
New Career Preparation	12%	9%	10%	12%	10%	11%	-8%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	--
Voc Cert/Degree w/out Transfer	1%	2%	2%	2%	2%	2%	64%
Undecided	25%	21%	20%	20%	17%	20%	-28%
Unreported	1%	1%	0%	0%	0%	0%	-90%

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	13%	87%				
		3.0 - 5.9 Units	39%	2%	60%			
		6.0 - 8.9 Units	28%	1%	18%	53%		
		9.0 - 11.9 Units	25%	1%	17%	22%	35%	
		12.0 + Units	10%	1%	8%	10%	17%	56%
	2007/08	0.1 - 2.9 Units	16%	84%				
		3.0 - 5.9 Units	30%	1%	69%			
		6.0 - 8.9 Units	25%	1%	17%	57%		
		9.0 - 11.9 Units	19%	0%	14%	24%	43%	
		12.0 + Units	8%	0%	7%	13%	19%	53%
	2008/09	0.1 - 2.9 Units	2%	98%				
		3.0 - 5.9 Units	35%	0%	65%			
		6.0 - 8.9 Units	27%	1%	19%	54%		
		9.0 - 11.9 Units	15%	1%	14%	17%	54%	
		12.0 + Units	8%	1%	6%	15%	19%	52%
	2009/10	0.1 - 2.9 Units	19%	81%				
		3.0 - 5.9 Units	34%	2%	63%			
		6.0 - 8.9 Units	27%	1%	18%	54%		
		9.0 - 11.9 Units	14%	2%	18%	22%	44%	
		12.0 + Units	6%	1%	6%	11%	21%	55%
2010/11	0.1 - 2.9 Units	33%	67%					
	3.0 - 5.9 Units	27%	1%	72%				
	6.0 - 8.9 Units	22%	2%	23%	53%			
	9.0 - 11.9 Units	14%	1%	15%	22%	48%		
	12.0 + Units	5%	0%	8%	8%	18%	61%	
5-Year Average		--	83%	66%	54%	45%	55%	
5-Year % Change		--	23%	41%	7%	42%	13%	

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	596	398	67%	277	46%
2006	617	397	64%	281	46%
2007	702	468	67%	316	45%
2008	721	498	69%	357	50%
2009	672	457	68%	345	51%
Total N / 5-yr Avg %	3,308	2,218	67%	1,576	48%

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 Miramar 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 (60%, 60%, and 58%, respectively; see Tables 7-9). This is comparable to the 3-year reading, writing and math test-taking rate of first-time to college graduates (61%, 61% and 60%, respectively), but lower than the previous year by 4 to 5 percentage points. The percentage decreases in placements by test are likely a result of changes that took place at Miramar in 2010/11 that affected access and demand, including: 1) facility and staffing changes which reduced student accessibility and placed greater limitations on the capacity of the testing office to test, and 2) 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.
- In 2010/11 over half (56%) of the first-time to college high school graduates who took the reading placement test placed at the transfer/Associate level and 35% placed at basic skills (comparable to the 3-year averages of 53% and 37%, 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 (62%; comparable to the 3-year average of 63%; see Table 8).
- About half of the first-time to college high school graduates who took the math placement test in 2010/11 placed at basic skills (52%; comparable to the 3-year average of 52%) and nearly one-third had a transfer level math placement (31%; comparable to the 3-year average of 30%; see Table 9).

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/ No-Test	Total Tested	771	60%	718	64%	687	60%	2,176	61%	-11%
	No Placement	516	40%	408	36%	451	40%	1,375	39%	-13%
	Total Students	1,287	100%	1,126	100%	1,138	100%	3,551	100%	-12%
Distribution of Students Who Took a Test	Transfer/Associate Level	387	50%	393	55%	384	56%	1,164	53%	-1%
	Basic Skills	313	41%	263	37%	239	35%	815	37%	-24%
	Need English Advising	61	8%	54	8%	52	8%	167	8%	-15%
	Take ESOL Test	10	1%	8	1%	12	2%	30	1%	20%
	Total Tested	771	100%	718	100%	687	100%	2,176	100%	-11%

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/ No-Test	Total Tested	770	60%	719	64%	685	60%	2,174	61%	-11%
	No Placement	517	40%	407	36%	453	40%	1,377	39%	-12%
	Total Students	1,287	100%	1,126	100%	1,138	100%	3,551	100%	-12%
Distribution of Students Who Took a Test	Transfer/Associate Level	199	26%	203	28%	194	28%	596	27%	-3%
	Basic Skills	500	65%	453	63%	427	62%	1,380	63%	-15%
	Need English Advising	61	8%	54	8%	52	8%	167	8%	-15%
	Take ESOL Test	10	1%	9	1%	12	2%	31	1%	20%
	Total Tested	770	100%	719	100%	685	100%	2,174	100%	-11%

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/ No-Test	Total Tested	756	59%	705	63%	660	58%	2,121	60%	-13%
	No Placement	531	41%	421	37%	478	42%	1,430	40%	-10%
	Total Students	1,287	100%	1,126	100%	1,138	100%	3,551	100%	-12%
Distribution of Students Who Took a Test	Transfer Level	223	29%	203	29%	206	31%	632	30%	-8%
	Associate Level	137	18%	122	17%	113	17%	372	18%	-18%
	Basic Skills	388	51%	375	53%	341	52%	1,104	52%	-12%
	Take Algebra Test	8	1%	5	1%	0	0%	0	0%	0%
	Total Tested	756	100%	705	100%	660	100%	2,121	100%	-13%

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/ No-Test	Total Tested	31	2%	24	2%	22	2%	77	2%	-29%
	No Placement	1,256	98%	1,102	98%	1,116	98%	3,474	98%	-11%
	Total Students	1,287	100%	1,126	100%	1,138	100%	3,551	100%	-12%
Distribution of Students Who Took a Test	Level 40	6	19%	4	17%	2	9%	12	16%	-67%
	Level 30	10	32%	5	21%	11	50%	26	34%	10%
	Level 20	7	23%	7	29%	5	23%	19	25%	-29%
	Level 19	8	26%	8	33%	4	18%	20	26%	-50%
	Total Tested	31	100%	24	100%	22	100%	77	100%	-29%

Source: SDCCD Information System

Section IV: Course Enrollment by Placement

This section longitudinally tracks Miramar College English and math enrollments by placement level among three **first-time to college high school graduate** cohorts (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 Miramar College, nearly two-thirds (63%) 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 71%; see Table 11). In 2010/11, 42% 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 three-fourths (79%) enrolled in a matriculating English course at their placement level by the end of their first year at Miramar College (comparable to the 3-year average of 79%; see Table 11).
- In 2010/11, by the end of their first year at Miramar College, 61% of first-time to college high school graduates who earned a transfer level math placement, enrolled in a matriculating math course (comparable to the 3-year average of 59%; see Table 12). Nearly two-thirds (63%) of those who earned an Associate level math placement enrolled in a matriculating math course (less than the 3-year average of 70%). 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, two-thirds (67%) enrolled in a matriculating math course at their placement level by the end of their first year at Miramar College (comparable to the 3-year average of 66%; 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	276	217	79%	297	215	72%	312	198	63%	885	630	71%
Basic Skills	197	155	79%	176	137	78%	169	134	79%	542	426	79%
Take ESOL Test/Need Advising	47	33	70%	38	28	74%	36	24	67%	121	85	70%
Total Count/Avg %	520	405	78%	511	380	74%	517	356	69%	1,548	1,141	74%

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 (20% in Fall 2008, 25% 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 less than 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 (49%, 47%, and 42%, 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 (100% each in 2008/09, 2009/10, and 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	160	99	62%	153	84	55%	180	109	61%	493	292	59%
Associate Level	89	72	81%	86	55	64%	78	49	63%	253	176	70%
Basic Skills	261	193	74%	251	145	58%	237	159	67%	749	497	66%
Take Algebra Test	7	4	57%	7	5	71%	0	0	0%	14	9	64%
Total Count/Avg %	517	368	71%	497	289	58%	495	317	64%	1,509	974	65%

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 (97%, 97%, 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 (100% each in 2008/09 and 2009/10). The remaining students enrolled in Associate level courses.