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

*Prepared by:*  
Office of Institutional Research and Planning  
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## Introduction

The annual High School to College Pipeline Report provides a comprehensive descriptive analysis of incoming first-time to college high school graduates. The report is part of a larger initiative to provide the colleges and the District with information for integrating plans and strategies that support student completion and enrollment management. The report is intended to inform college and District decision-making, instructional and services planning, outreach, and marketing.

The High School to College Pipeline Report series comprises four reports: 1) All Colleges, 2) City College/ECC, 3) Mesa College, and 4) Miramar College. Each report contains four sections that focus on enrollment patterns and placement as high school graduates enter college for the first time. The first section focuses on students' entry into Miramar College, and is reported as high school-to-college graduate participation, and concurrent student participation rates. Student characteristics and college enrollment patterns are detailed in Section II; reading, writing, ESOL, and math placements are detailed in Section III; and finally, English and math enrollments by placement level are detailed in Section IV. In most instances, benchmark information is provided as a point of comparison, such as three or five-year averages and/or percentage change.

## Population of Interest

**First-time to college high school graduates** are students who reported completion from a high school prior to enrolling at Miramar College for the first time. Specifically, unless otherwise noted, this population comprises the following parameters:

- **First-time to college students** are defined as any first-time student who enrolled at Miramar College. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and high school students. Additionally, for this study, students attending adult school are excluded.
- **High school graduates** are defined in this study as having received a certification of California high school proficiency, a G.E.D./high school certificate, or a high school diploma (including a foreign high school diploma).
- Students enrolled at Miramar College either in the year following high school completion or within four years of high school completion.

## Operational Definitions

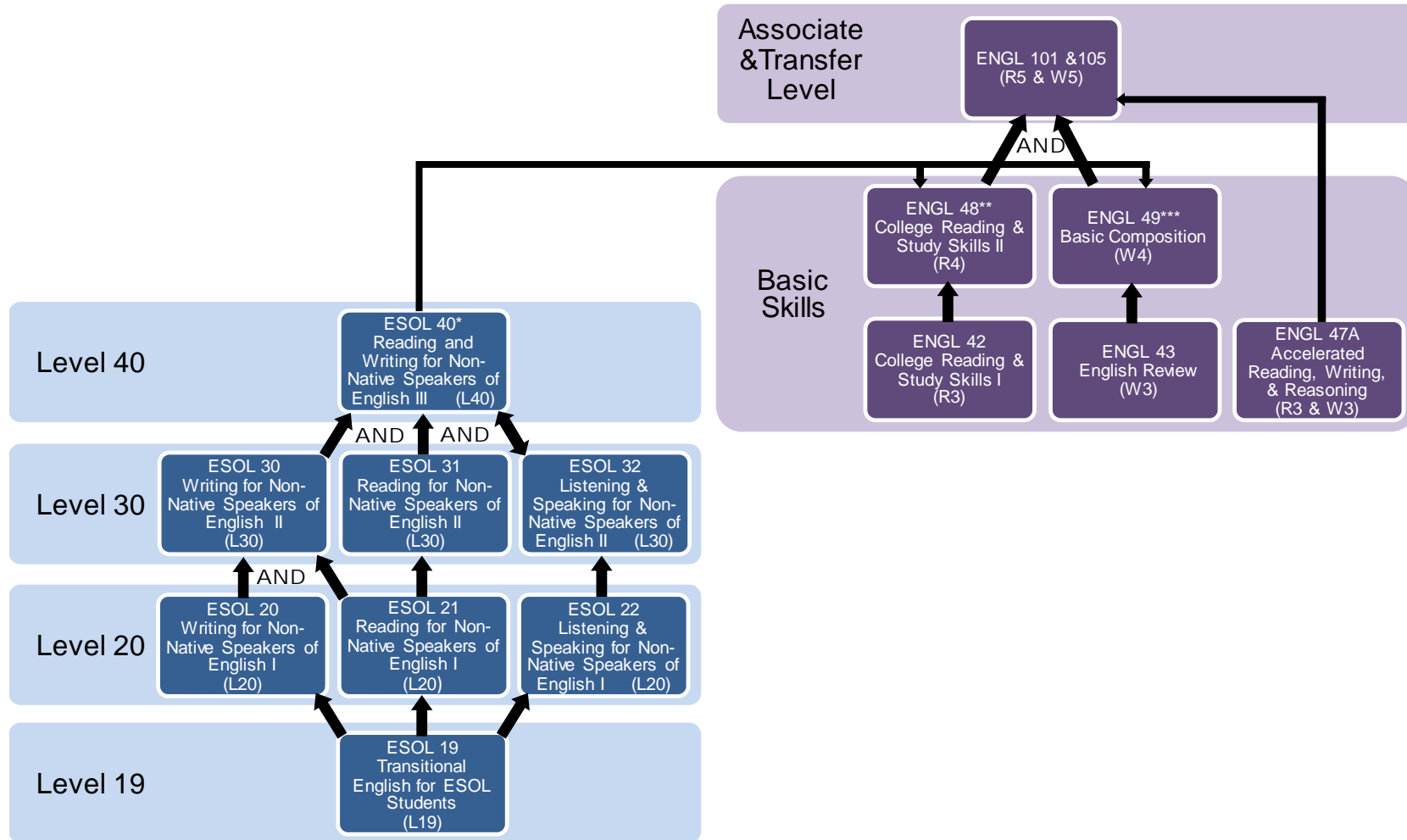
**Enrollment:** The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, tutoring, and year-long summer in-service classes are excluded.

**Headcount:** The individual count of students, or unduplicated headcount. Drops, never attends, cancelled, and year-long summer in-service classes are excluded.

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

## Placement Sequences

Figure 1. Current English and ESOL placement sequence

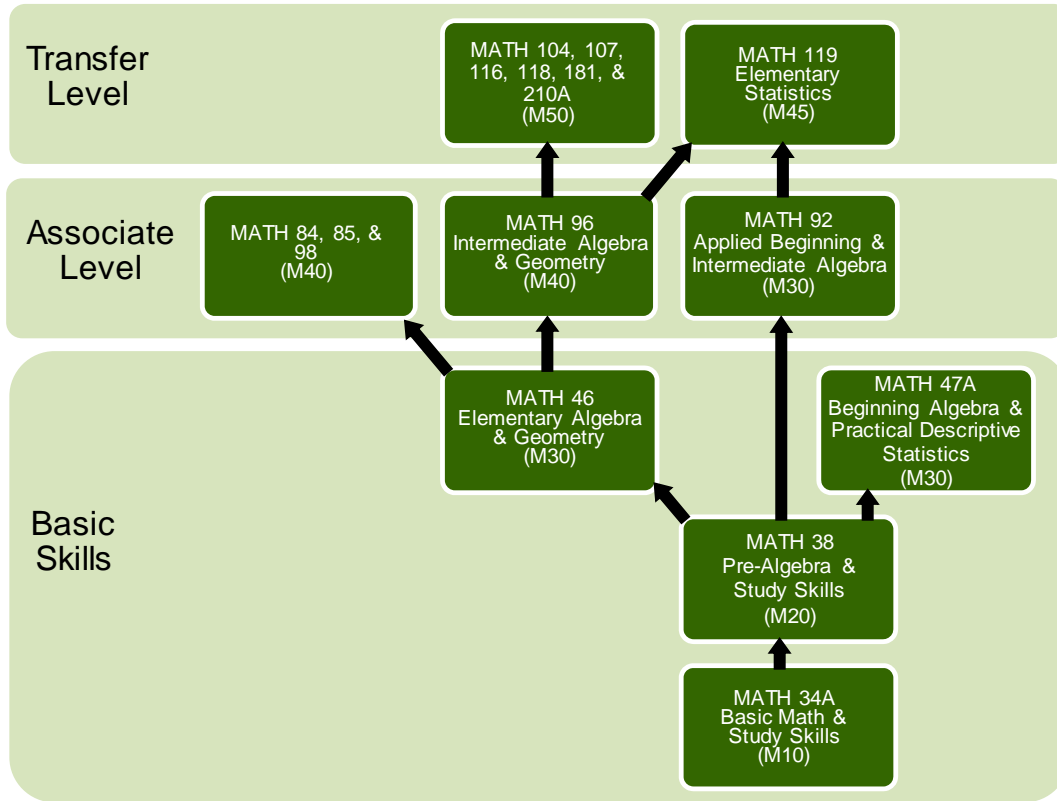


\* ESOL 40 requires a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

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

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

Figure 2. Current math placement sequence



## Overall Highlight of the Findings

1. In 2013/14, 8% of the 2012/13 feeder high school graduates (542 out of 6,978 students) and 4% of the 2012/13 non-feeder high school graduates (450 out of 10,997 students) entered Miramar College in the year following high school completion. This does not include 257 entrants for whom high school graduate data were unavailable, nor whose high schools enrolled fewer than 20 SDCCD entrants in each of the five years. The 2013/14 feeder and non-feeder school student entry rates are equal to the five-year averages of 8% and 4%, respectively.
2. Between 2008/09 and 2012/13, the number of concurrently enrolled seniors declined 70% among feeder students (from 158 in 2008/09 to 47 in 2012/13) and 81% among non-feeder students (from 104 in 2008/09 to 20 in 2012/13). Concurrent high school seniors, who were both enrolled at Miramar College and attended a District feeder high school in 2012/13, continued their enrollment the following year as college-only students at a higher rate (26%; 12 out of 47 students) than students who had concurrently attended non-feeder high schools (5%; 1 out of 20 students). Over five years, participation rates of concurrently enrolled feeder school seniors who continued Miramar College enrollment the year following high school graduation ranged from 24% to 33%, while the participation rates of students who had attended non-feeder high schools ranged from 5% to 21%.
3. Twenty-two percent of the 2013/14 first-time to college high school graduates reported that they were the first generation of college-going students in their family (255 out of 1,183 students). This is comparable to the five-year average of 21%.
4. In 2013/14, 80% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units (40 out of 50 students) and 63% of the students, who were enrolled in school full-time (12+ units) in 2013/14, completed the total number of attempted units (243 out of 385 students).
5. Seventy-six percent of the Fall 2012 first-time to college high school graduates at Miramar College persisted to the next spring term (667 out of 876 students), which is higher than the five-year average of 71%. Over half (56%) annually persisted to a second fall term (493 out of 876 students), which is comparable to the five-year annual persistence average of 53%.
6. In 2013/14, a majority of the first-time to college high school graduates completed an assessment test in reading (69%; 879 out of 1,265 students), writing (69%; 879 out of 1,265 students), and math (69%; 877 out of 1,265 students). The percentage of students who completed an assessment test decreased three percentage points over the past three years in all three subject areas, from 72% in 2011/12 to 69% in 2013/14.

7. In 2013/14, 36% of the first-time to college high school graduates who completed an assessment test in reading placed at basic skills (313 out of 879 students), and the majority (59%) of first-time to college high school graduates who completed an assessment test in writing placed at basic skills (521 out of 879 students). Nearly half (48%) of the first-time to college high school graduates who completed an assessment test in math in 2013/14 placed at basic skills (425 out of 877 students).
8. Forty-one percent of the Fall 2013 first-time to college high school graduates who placed in transfer/associate level English enrolled in an English course at or below their placement level by the end of their first year at Miramar College (175 out of 430 students).
9. By the end of their first year at Miramar College, 68% of the Fall 2013 first-time to college high school graduates who placed in transfer level math enrolled in a math course at or below their placement level (175 out of 258 students). Seventy-one percent of those who placed in associate level math enrolled in a math course at or below their placement level (94 out of 133 students).
10. Among Fall 2013 first-time to college high school graduates who placed in basic skills level reading or writing, nearly three fourths (72%) enrolled in an English course at their placement level by the end of their first year at Miramar College (171 out of 239 students). Sixty percent of the Fall 2013 first-time to college high school graduates who placed in basic skills level math enrolled in a math course at their placement level by the end of their first year at Miramar College (196 out of 324 students).



## Section I: Entering the Community College Pipeline

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

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

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

### Highlight of the Findings

- In 2013/14, 8% of the 2012/13 feeder high school graduates and 4% of the 2012/13 non-feeder high school graduates entered Miramar College in the year following high school completion. Both were equal to the five-year averages of 8% and 4%, respectively (see Table 1). This does not include those entrants for whom high school graduate data were unavailable, nor whose high schools enrolled fewer than 20 SDCCD entrants in each of the five years. On average over five years, Mira Mesa and Scripps Ranch high schools had the highest feeder graduate participation rates (46% and 20%, respectively). During the same time frame, several non-feeder high schools had graduate participation rates above the feeder high school average of 8% (Mt. Carmel, 20%; West View, 17%; Abraxas, 13%; Poway, 13%; and Rancho Bernardo, 11%).
- Over half (53%) of the students who enrolled at Miramar College in 2013/14 following high school completion in 2012/13 (and included their GPA on their college application) reported that they had earned a 2.0-3.0 high school GPA (comparable to the five-year average of 54%) and 46% reported that they had earned higher than a 3.0 GPA (comparable to the five-year average of 45%; see Table 2).
- Between 2008/09 and 2012/13, the number of concurrently enrolled seniors declined 70% among feeder students and 81% among non-feeder students. Concurrent high school seniors, enrolled at Miramar College and a District feeder high school in 2012/13, continued their enrollment the following year as college-only students at a higher rate than students who had concurrently attended non-feeder high schools (26% and 5%, respectively; see Table 3). This does not include concurrent high school seniors enrolled at Miramar College in 2012/13 for whom feeder or non-feeder high school data were unavailable or invalid. Over five years, participation rates of concurrently enrolled feeder high school seniors who continued Miramar College enrollment the year following high school graduation ranged from 24% to 33%, while the participation rates of students who had attended non-feeder high schools ranged from 5% to 21%.

College Participation Rates of High School Graduates

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

		08/09		09/10		09/10		10/11		10/11		11/12		11/12		12/13		12/13		13/14		08/09-12/13		09/10-13/14	
		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		% Change		Avg %
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%						
City Feeder	Crawford Ed Complex	220	6	3%	236	6	3%	193	4	2%	189	4	2%	200	11	6%	-9%	83%	3%						
	Garfield	190	3	2%	160	3	2%	144	1	1%	139	0	0%	139	3	2%	-27%	0%	1%						
	Gompers Prep	0	0	--	0	0	--	0	0	--	71	0	0%	81	1	1%	---	---	---						
	Hoover	343	6	2%	322	10	3%	311	12	4%	292	3	1%	324	9	3%	-6%	50%	3%						
	Lincoln	251	14	6%	354	3	1%	389	6	2%	316	6	2%	290	8	3%	16%	-43%	2%						
	Morse	447	2	0%	442	4	1%	380	2	1%	381	12	3%	349	3	1%	-22%	50%	1%						
	San Diego Ed Complex	393	5	1%	452	4	1%	485	15	3%	422	6	1%	430	5	1%	9%	0%	2%						
	San Diego SCPA	179	2	1%	169	5	3%	181	11	6%	168	7	4%	178	5	3%	-1%	150%	3%						
Mesa Feeder	Charter School of SD	341	38	11%	436	29	7%	479	36	8%	559	42	8%	526	38	7%	54%	0%	8%						
	Clairemont	243	10	4%	250	12	5%	278	12	4%	230	9	4%	265	10	4%	9%	0%	4%						
	Kearny Ed Complex	292	7	2%	331	13	4%	319	11	3%	381	16	4%	294	10	3%	1%	43%	4%						
	La Jolla	384	7	2%	338	8	2%	359	11	3%	374	10	3%	342	12	4%	-11%	71%	3%						
	Madison	199	10	5%	224	7	3%	247	7	3%	224	11	5%	230	10	4%	16%	0%	4%						
	Mark Twain	207	9	4%	208	10	5%	187	5	3%	226	8	4%	183	6	3%	-12%	-33%	4%						
	Mission Bay	310	7	2%	266	8	3%	277	9	3%	311	9	3%	273	9	3%	-12%	29%	3%						
	Patrick Henry	447	7	2%	471	7	1%	503	9	2%	484	8	2%	517	7	1%	16%	0%	2%						
Point Loma	369	20	5%	402	16	4%	424	8	2%	408	14	3%	441	20	5%	20%	0%	4%							
Miramar Feeder	Mira Mesa	504	235	47%	598	307	51%	593	250	42%	552	255	46%	550	247	45%	9%	5%	46%						
	Scripps Ranch	476	97	20%	494	119	24%	531	111	21%	579	123	21%	558	87	16%	17%	-10%	20%						
	Serra	417	44	11%	397	33	8%	365	38	10%	406	23	6%	381	19	5%	-9%	-57%	8%						
	University City	378	13	3%	401	27	7%	416	34	8%	387	19	5%	427	22	5%	13%	69%	6%						
<b>District Feeder Total</b>		<b>6,590</b>	<b>542</b>	<b>8%</b>	<b>6,951</b>	<b>631</b>	<b>9%</b>	<b>7,061</b>	<b>592</b>	<b>8%</b>	<b>7,099</b>	<b>585</b>	<b>8%</b>	<b>6,978</b>	<b>542</b>	<b>8%</b>	<b>6%</b>	<b>0%</b>	<b>8%</b>						
Non-Feeder High Schools	Abraxas	109	11	10%	147	20	14%	123	18	15%	98	16	16%	70	5	7%	-36%	-55%	13%						
	Bonita Vista	549	1	0%	536	6	1%	497	1	0%	541	3	1%	540	3	1%	-2%	200%	1%						
	Castle Park	366	0	0%	352	5	1%	294	3	1%	260	2	1%	372	0	0%	2%	---	1%						
	Chula Vista	574	4	1%	567	8	1%	510	2	0%	538	2	0%	578	5	1%	1%	25%	1%						
	Coronado	254	6	2%	261	5	2%	277	8	3%	248	6	2%	255	0	0%	0%	-100%	2%						
	Del Norte	0	0	--	0	0	--	1	0	0%	243	34	14%	458	53	12%	---	---	---						
	Eastlake	602	1	0%	555	1	0%	502	1	0%	512	1	0%	670	2	0%	11%	100%	0%						
	Grossmont	451	4	1%	518	5	1%	470	2	0%	519	3	1%	514	1	0%	14%	-75%	1%						

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

## Miramar College High School to College Pipeline Report

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

		08/09		09/10		09/10		10/11		10/11		11/12		11/12		12/13		12/13		13/14		08/09-	09/10-13/14		
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		12/13	Entrants		
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg %	
Non-Feeder High Schools, cont.	Helix	458	6	1%	436	7	2%	477	2	0%	469	4	1%	461	5	1%	1%	-17%	1%						
	Hilltop	471	1	0%	546	3	1%	467	7	1%	486	2	0%	495	2	0%	5%	100%	1%						
	Mar Vista	506	6	1%	399	9	2%	310	3	1%	337	9	3%	354	2	1%	-30%	-67%	2%						
	Montgomery	410	7	2%	366	1	0%	309	4	1%	303	0	0%	391	0	0%	-5%	-100%	1%						
	Mount Miguel	296	3	1%	365	2	1%	340	4	1%	327	3	1%	259	1	0%	-13%	-67%	1%						
	Mt. Carmel	527	106	20%	564	119	21%	547	108	20%	505	99	20%	445	92	21%	-16%	-13%	20%						
	Olympian	188	0	0%	262	0	0%	329	4	1%	374	1	0%	440	1	0%	134%	---	0%						
	Otay Ranch	598	0	0%	615	3	0%	604	4	1%	591	4	1%	627	0	0%	5%	---	0%						
	Poway	597	61	10%	633	69	11%	676	92	14%	581	85	15%	537	75	14%	-10%	23%	13%						
	Ramona	414	6	1%	398	9	2%	385	9	2%	406	21	5%	367	12	3%	-11%	100%	3%						
	Rancho Bernardo	643	60	9%	665	85	13%	680	61	9%	546	67	12%	489	66	13%	-24%	10%	11%						
	San Ysidro	495	0	0%	399	2	1%	408	3	1%	449	2	0%	506	1	0%	2%	---	0%						
	Southwest	395	3	1%	347	2	1%	337	5	1%	333	1	0%	367	5	1%	-7%	67%	1%						
	Sweetwater	626	2	0%	543	4	1%	489	1	0%	469	1	0%	643	5	1%	3%	150%	0%						
	Torrey Pines	647	10	2%	610	10	2%	647	5	1%	625	7	1%	592	6	1%	-9%	-40%	1%						
	West View	576	88	15%	592	96	16%	577	95	16%	593	94	16%	567	108	19%	-2%	23%	17%						
<b>Non-Feeder Total</b>		<b>10,752</b>	<b>386</b>	<b>4%</b>	<b>10,676</b>	<b>471</b>	<b>4%</b>	<b>10,256</b>	<b>442</b>	<b>4%</b>	<b>10,353</b>	<b>467</b>	<b>5%</b>	<b>10,997</b>	<b>450</b>	<b>4%</b>	<b>2%</b>	<b>17%</b>	<b>4%</b>						
Other High Schools	Foreign School	---	19	---	---	15	---	---	22	---	---	20	---	---	19	---	---	0%	---						
	Other	---	172	---	---	174	---	---	174	---	---	182	---	---	182	---	---	6%	---						
	Out of State	---	43	---	---	39	---	---	38	---	---	30	---	---	46	---	---	7%	---						
	San Diego County	---	20	---	---	15	---	---	13	---	---	8	---	---	10	---	---	-50%	---						
	<b>Other Total</b>	---	<b>254</b>	---	---	<b>243</b>	---	---	<b>247</b>	---	---	<b>240</b>	---	---	<b>257</b>	---	---	<b>1%</b>	---						
<b>Total</b>		---	<b>1,182</b>	---	---	<b>1,345</b>	---	---	<b>1,281</b>	---	---	<b>1,292</b>	---	---	<b>1,249</b>	---	---	<b>6%</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 no SDCCD Entrants are excluded (ALBA, Arroyo Paseo, Audeo, Coleman Tech, Iftin, iHigh, King-Chavez, Learning Choice, Riley/New Dawn, San Diego Early/Middle College, TRACE, and Whittier).

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

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

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

**High School GPA of College-Enrolled High School Graduates**

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

	09/10 Entrants	10/11 Entrants	11/12 Entrants	12/13 Entrants	13/14 Entrants	Five-Year Avg/Total	09/10-13/14 % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	100%
1.6-1.9	1%	1%	2%	1%	1%	1%	183%
2.0-2.5	22%	19%	19%	21%	18%	20%	-11%
2.6-3.0	34%	33%	37%	33%	35%	34%	12%
3.1-3.5	29%	29%	30%	28%	31%	30%	17%
Over 3.5	15%	18%	13%	17%	15%	15%	4%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>8%</b>
Students Who Reported GPA	1,054	1,218	1,160	1,192	1,142	5,766	8%
Total of All Students	1,182	1,345	1,281	1,292	1,249	6,349	6%

Source: SDCCD Information System

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

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

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

**Participation Rates of Concurrent Students**

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

	08/09 Seniors (Concur)		09/10 Re-Enroll		09/10 Seniors (Concur)		10/11 Re-Enroll		10/11 Seniors (Concur)		11/12 Re-Enroll		11/12 Seniors (Concur)		12/13 Re-Enroll		12/13 Seniors (Concur)		13/14 Re-Enroll		08/09-12/13 Seniors (Concur)		09/10-13/14 Re-Enroll	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	% Change	Avg %		
<b>District Feeder</b>	158		42	27%	132		35	27%	101		24	24%	72		24	33%	47		12	26%	-70%	-71%	27%	
<b>Non-Feeder</b>	104		18	17%	71		15	21%	49		6	12%	20		2	10%	20		1	5%	-81%	-94%	16%	
<b>Other/Unreported</b>	3		0	0%	5		0	0%	6		0	0%	4		0	0%	3		0	0%	0%	---	0%	
<b>Grand Total</b>	265		60	23%	208		50	24%	156		30	19%	96		26	27%	70		13	19%	-74%	-78%	23%	

Source: SDCCD Information System

Note 1. The concurrent student cohort comprises all self-reported seniors at a District feeder or non-feeder who are also enrolled at Miramar College. There are no exclusions that limit the concurrent student cohort to only AP students. Re-enrollment counts exclude students who continue Miramar College enrollment as concurrent students.

Note 2. Students are unduplicated within each year. SDSU, UCSD, tutoring, cancelled classes, and year-long summer in-service classes are excluded from student enrollments.

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

Note. Students are high school seniors and are currently enrolled at Miramar College.

## Section II: Student Characteristics and Enrollments

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

### Highlight of the Findings

- Twenty-two percent of the 2013/14 first-time to college high school graduates reported that they were the first generation of college-going students in their family (see Table 4). This is comparable to the five-year average of 21%.
- In terms of ethnic composition in 2013/14, first-time to college high school graduates were 34% White, 26% Latino, 14% Asian/Pacific Islander, 11% Filipino, 9% “Other” ethnicities, 5% African American, and less than 1% were American Indian (see Table 4). The proportions of all ethnic groups in 2013/14 are equal to, or comparable to, the five-year average for the same group. Over five years, the Latino, Asian/Pacific Islander, and African American student populations increased (32%, 19%, and 9%, respectively), while the American Indian student population decreased by 67%.
- In 2013/14, just over half (52%) of the first-time to college high school graduates cited transfer, either with or without their AA/AS, as their educational goal (comparable to the five-year average of 49%; see Table 4).
- In 2013/14, 80% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units (higher than the five-year average of 75%), while half (50%) of the students who enrolled in 6.0-8.9 units completed the total number of attempted units (lower than the five-year average of 55%; see Table 5). Sixty-three percent of the students who were enrolled in school full-time (12+ units) in 2013/14 completed the total number of attempted units (equal to the five-year average of 63%).
- Seventy-six percent of the Fall 2012 first-time to college high school graduates at Miramar College persisted to the next spring term (higher than the five-year average of 71%) and over half (56%) annually persisted to a second fall term, which is comparable to the five-year annual persistence average of 53% (see Table 6).

**Student Characteristics**

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

	2009/10	2010/11	2011/12	2012/13	2013/14	Total/ Five-Year Avg	09/10-13/14 % Change
Total N of Students	1,068	1,166	1,179	1,180	1,183	5,776	11%
<b>Gender</b>							
Female	41%	38%	42%	42%	44%	41%	21%
Male	59%	62%	58%	58%	56%	58%	4%
Unreported	0%	0%	0%	0%	0%	0%	-100%
<b>Ethnicity</b>							
African American	5%	4%	4%	4%	5%	5%	9%
American Indian	0%	1%	0%	0%	0%	0%	-67%
Asian/Pacific Islander	13%	14%	16%	14%	14%	14%	19%
Filipino	12%	11%	11%	10%	11%	11%	-4%
Latino	22%	24%	27%	28%	26%	26%	32%
White	36%	36%	32%	33%	34%	34%	4%
Other	5%	8%	8%	9%	9%	8%	95%
Unreported	6%	2%	1%	1%	1%	2%	-84%
<b>First Generation</b>							
First Generation	21%	19%	22%	21%	22%	21%	11%
Not First Generation	79%	81%	78%	79%	78%	79%	11%
<b>Educational Goal</b>							
4 Yr College Student	10%	14%	13%	12%	11%	12%	19%
AA/AS w/out Transfer	5%	5%	5%	7%	4%	5%	-9%
BA/BS after Completing AA/AS	40%	39%	42%	40%	44%	41%	22%
BA/BS w/out Completing AA/AS	6%	8%	8%	8%	8%	8%	55%
Basic Skills Improvement	1%	0%	1%	1%	1%	1%	17%
Certificate/License Maintenance	2%	2%	1%	1%	2%	1%	6%
Current Job/Career Advancement	1%	1%	1%	1%	0%	1%	-80%
Educational Development	1%	1%	1%	1%	1%	1%	0%
HS Diploma/GED Certificate	1%	1%	1%	1%	0%	1%	-75%
New Career Preparation	12%	10%	10%	10%	9%	10%	-14%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	---
Voc Cert/Degree w/out Transfer	2%	2%	2%	1%	2%	2%	5%
Undecided	20%	17%	17%	17%	18%	18%	-1%
Unreported	0%	0%	0%	0%	0%	0%	-80%

Source: SDCCD Information System

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

**Units Attempted/Earned**

Table 5. Units attempted by units earned

		Units Earned						
		0 Units	0.1 - 2.9 Units	3.0 - 5.9 Units	6.0 - 8.9 Units	9.0 - 11.9 Units	12.0 + Units	
Units Attempted	2009/10	0.1 - 2.9 Units	18%	<b>82%</b>				
		3.0 - 5.9 Units	34%	2%	<b>63%</b>			
		6.0 - 8.9 Units	27%	1%	18%	<b>54%</b>		
		9.0 - 11.9 Units	14%	2%	18%	22%	<b>44%</b>	
		12.0 + Units	6%	1%	6%	11%	22%	<b>55%</b>
	2010/11	0.1 - 2.9 Units	33%	<b>67%</b>				
		3.0 - 5.9 Units	26%	1%	<b>72%</b>			
		6.0 - 8.9 Units	21%	2%	23%	<b>54%</b>		
		9.0 - 11.9 Units	14%	1%	15%	22%	<b>48%</b>	
		12.0 + Units	5%	0%	8%	8%	17%	<b>62%</b>
	2011/12	0.1 - 2.9 Units	21%	<b>79%</b>				
		3.0 - 5.9 Units	35%	2%	<b>64%</b>			
		6.0 - 8.9 Units	20%	2%	20%	<b>58%</b>		
		9.0 - 11.9 Units	10%	2%	16%	21%	<b>51%</b>	
		12.0 + Units	6%	0%	4%	7%	18%	<b>66%</b>
	2012/13	0.1 - 2.9 Units	30%	<b>70%</b>				
		3.0 - 5.9 Units	35%	1%	<b>64%</b>			
		6.0 - 8.9 Units	20%	2%	21%	<b>57%</b>		
		9.0 - 11.9 Units	9%	1%	14%	25%	<b>52%</b>	
		12.0 + Units	4%	1%	6%	7%	17%	<b>67%</b>
2013/14	0.1 - 2.9 Units	20%	<b>80%</b>					
	3.0 - 5.9 Units	36%	2%	<b>62%</b>				
	6.0 - 8.9 Units	27%	2%	21%	<b>50%</b>			
	9.0 - 11.9 Units	11%	1%	15%	19%	<b>54%</b>		
	12.0 + Units	7%	0%	4%	8%	18%	<b>63%</b>	
<b>Five-Year Average</b>		--	<b>75%</b>	<b>65%</b>	<b>55%</b>	<b>50%</b>	<b>63%</b>	
<b>09/10-13/14 % Change</b>		--	<b>8%</b>	<b>10%</b>	<b>-1%</b>	<b>54%</b>	<b>23%</b>	

Source: SDCCD Information System

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

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



**Persistence**

Table 6. Term and annual persistence

Fall Cohorts		Term Persistence		Annual Persistence	
2008	719	496	69%	356	50%
2009	671	456	68%	344	51%
2010	730	501	69%	375	51%
2011	857	615	72%	463	54%
2012	876	667	76%	493	56%
<b>Total/Five-Year Avg</b>	<b>3,853</b>	<b>2,735</b>	<b>71%</b>	<b>2,031</b>	<b>53%</b>

Source: SDCCD Information System

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

### Section III: College Placement of Incoming Students

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

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

#### Highlight of the Findings

- A majority of the first-time to college high school graduates completed an assessment test in reading, writing, and math in 2013/14 (69% each; see Tables 7-8 and Table 10). The percentage of students who completed an assessment test decreased three percentage points over the past three years in all three subject areas, from 72% in 2011/12 to 69% in 2013/14.
- In 2013/14, 56% of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level (comparable to the three-year average of 57%), and 36% placed at basic skills (comparable to the three-year average of 35%; see Table 7).
- In 2013/14, the majority of first-time to college high school graduates who completed an assessment test in writing placed at basic skills (59%; comparable to the three-year average of 60%; see Table 8).
- In 2013/14, among first-time to college high school graduates who completed an assessment test in ESOL, 73% of the students placed four to five levels below English transfer level (ESOL levels 19 and 20), which is comparable to the three-year average of 71% (see Table 9).
- Nearly half of the first-time to college high school graduates who completed an assessment test in math in 2013/14 placed at basic skills (48%; comparable to the three-year average of 49%) and about one third had a transfer level math placement (34%; comparable to the three-year average of 33%; see Table 10).

**Reading and Writing Placement**

Table 7. Reading placement

		2011/12		2012/13		2013/14		2011/12 - 2013/14		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	827	72%	904	73%	879	69%	2,610	72%	6%
	Not Tested	322	28%	327	27%	386	31%	1,035	28%	20%
	<b>Total Students</b>	<b>1,149</b>	<b>100%</b>	<b>1,231</b>	<b>100%</b>	<b>1,265</b>	<b>100%</b>	<b>3,645</b>	<b>100%</b>	<b>10%</b>
Distribution of Students Who Took a Test	Transfer/Associate Level	441	53%	553	61%	489	56%	1,483	57%	11%
	Basic Skills	314	38%	279	31%	313	36%	906	35%	0%
	Need English Advising	49	6%	54	6%	64	7%	167	6%	31%
	Take ESOL Test	23	3%	18	2%	13	1%	54	2%	-43%
	<b>Total Tested</b>	<b>827</b>	<b>100%</b>	<b>904</b>	<b>100%</b>	<b>879</b>	<b>100%</b>	<b>2,610</b>	<b>100%</b>	<b>6%</b>

Source: SDCCD Information System

Table 8. Writing placement

		2011/12		2012/13		2013/14		2011/12 - 2013/14		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	826	72%	904	73%	879	69%	2,609	72%	6%
	Not Tested	323	28%	327	27%	386	31%	1,036	28%	20%
	<b>Total Students</b>	<b>1,149</b>	<b>100%</b>	<b>1,231</b>	<b>100%</b>	<b>1,265</b>	<b>100%</b>	<b>3,645</b>	<b>100%</b>	<b>10%</b>
Distribution of Students Who Took a Test	Transfer/Associate Level	242	29%	301	33%	281	32%	824	32%	16%
	Basic Skills	512	62%	531	59%	521	59%	1,564	60%	2%
	Need English Advising	49	6%	54	6%	64	7%	167	6%	31%
	Take ESOL Test	23	3%	18	2%	13	1%	54	2%	-43%
	<b>Total Tested</b>	<b>826</b>	<b>100%</b>	<b>904</b>	<b>100%</b>	<b>879</b>	<b>100%</b>	<b>2,609</b>	<b>100%</b>	<b>6%</b>

Source: SDCCD Information System

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

**ESOL Placement**

Table 9. ESOL placement

		2011/12		2012/13		2013/14		2011/12 - 2013/14		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	34	3%	30	2%	26	2%	90	2%	-24%
	Not Tested	1,115	97%	1,201	98%	1,239	98%	3,555	98%	11%
	<b>Total Students</b>	<b>1,149</b>	<b>100%</b>	<b>1,231</b>	<b>100%</b>	<b>1,265</b>	<b>100%</b>	<b>3,645</b>	<b>100%</b>	<b>10%</b>
Distribution of Students Who Took a Test	Level 40	2	6%	2	7%	2	8%	6	7%	0%
	Level 30	11	32%	4	13%	5	19%	20	22%	-55%
	Level 20	7	21%	4	13%	1	4%	12	13%	-86%
	Level 19	14	41%	20	67%	18	69%	52	58%	29%
	<b>Total Tested</b>	<b>34</b>	<b>100%</b>	<b>30</b>	<b>100%</b>	<b>26</b>	<b>100%</b>	<b>90</b>	<b>100%</b>	<b>-24%</b>

Source: SDCCD Information System

**Math Placement**

Table 10. Math placement

		2011/12		2012/13		2013/14		2011/12 - 2013/14		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	832	72%	894	73%	877	69%	2,603	71%	5%
	Not Tested	317	28%	337	27%	388	31%	1,042	29%	22%
	<b>Total Students</b>	<b>1,149</b>	<b>100%</b>	<b>1,231</b>	<b>100%</b>	<b>1,265</b>	<b>100%</b>	<b>3,645</b>	<b>100%</b>	<b>10%</b>
Distribution of Students Who Took a Test	Transfer Level	256	31%	308	34%	301	34%	865	33%	18%
	Associate Level	145	17%	155	17%	151	17%	451	17%	4%
	Basic Skills	431	52%	431	48%	425	48%	1,287	49%	-1%
	<b>Total Tested</b>	<b>832</b>	<b>100%</b>	<b>894</b>	<b>100%</b>	<b>877</b>	<b>100%</b>	<b>2,603</b>	<b>100%</b>	<b>5%</b>

Source: SDCCD Information System

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

## Section IV: Course Enrollment by Placement

This section longitudinally tracks Miramar College English and math enrollments by placement level among three cohorts of **first-time to college high school graduates who enrolled at Miramar College within four years of high school completion** (see Tables 11 and 12). First-time students who remained enrolled in an English or math sequence course as of official census in Fall 2011, 2012, or 2013 were tracked through their first year (fall, spring, and summer). Data are represented by current placement level categories (see Figures 1 and 2 in the Placement Sequences section) and **only students who tested (i.e., completed an assessment test or submitted their scores from a standardized test) are included**. For English cohorts, students were excluded if they did not have skill levels in both reading and writing. Among students who took both tests but did not score in the same placement level, English placement level was measured at the highest placement (30% in Fall 2011, 31% in Fall 2012, and 29% in Fall 2013 placed at different reading and writing levels).

Among students who placed at the transfer or associate levels, course enrollment was measured at or below their placement level. For those students who placed at the basic skills levels, course enrollment was measured at their placement level. For those students who placed below basic skills, course enrollment was measured at any placement level.

### Highlight of the Findings

- Forty-one percent of the Fall 2013 first-time to college high school graduates who placed in transfer/associate level English enrolled in an English course at or below their placement level by the end of their first year at Miramar College (lower than the three-year average of 49%; see Table 11). Of the students that placed in transfer/associate level English and enrolled in a course in 2013/14, more than half (55%) took a course at their placement level.
- Among Fall 2013 first-time to college high school graduates who placed in basic skills level reading or writing, nearly three fourths (72%) enrolled in an English course at their placement level by the end of their first year at Miramar College (comparable to the three-year average of 71%; see Table 11).
- By the end of their first year at Miramar College, 68% of the Fall 2013 first-time to college high school graduates who placed in transfer level math enrolled in a math course at or below their placement level (lower than the three-year average of 72%). Seventy-one percent of those who placed in associate level math enrolled in a math course at or below their placement level (equal to the three-year average of 71%; see Table 12). Of the students that placed in transfer or associate level math and enrolled in a course in 2013/14, most (96%) took a math course at their placement level.
- Sixty percent of the Fall 2013 first-time to college high school graduates who earned a basic skills level math placement enrolled in a math course at their placement level by the end of their first year at Miramar College (lower than the three-year average of 65%; see Table 12).

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

Table 11. English course enrollment by placement level

	Fall 11 Cohort	Total Enrolled 2011/12		Fall 12 Cohort	Total Enrolled 2012/13		Fall 13 Cohort	Total Enrolled 2013/14		All Cohorts	Total Enrolled 2011/12-2013/14	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer/Associate Level	398	211	53%	479	260	54%	430	175	41%	1,307	646	49%
Basic Skills	255	180	71%	202	144	71%	239	171	72%	696	495	71%
Take ESOL Test/Need Advising	62	31	50%	63	35	56%	52	36	69%	177	102	58%
<b>Total Count/Avg %</b>	<b>715</b>	<b>422</b>	<b>59%</b>	<b>744</b>	<b>439</b>	<b>59%</b>	<b>721</b>	<b>382</b>	<b>53%</b>	<b>2,180</b>	<b>1,243</b>	<b>57%</b>

Source: SDCCD Information System

Note. Tutoring and cancelled classes are excluded. Only students that are enrolled as of official census are counted in the enrollments. Note that Summer 2014 enrollments are not yet available and therefore not included.

Table 12. Math course enrollment by placement level

	Fall 11 Cohort	Total Enrolled 2011/12		Fall 12 Cohort	Total Enrolled 2012/13		Fall 13 Cohort	Total Enrolled 2013/14		All Cohorts	Total Enrolled 2011/12-2013/14	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer Level	235	177	75%	282	205	73%	258	175	68%	775	557	72%
Associate Level	139	95	68%	135	101	75%	133	94	71%	407	290	71%
Basic Skills	345	220	64%	325	229	70%	324	196	60%	994	645	65%
<b>Total Count/Avg %</b>	<b>719</b>	<b>492</b>	<b>68%</b>	<b>742</b>	<b>535</b>	<b>72%</b>	<b>715</b>	<b>465</b>	<b>65%</b>	<b>2,176</b>	<b>1,492</b>	<b>69%</b>

Source: SDCCD Information System

Note. Tutoring and cancelled classes are excluded. Only students that are enrolled as of official census are counted in the enrollments. Note that Summer 2014 enrollments are not yet available and therefore not included.

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