



All Colleges High School to College Pipeline Report 2010/11 - 2014/15

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Overall Highlight of the Findings

Participation Rates

- In 2014/15, 33% of the 2013/14 feeder high school graduates and 13% of the 2013/14 non-feeder high school graduates entered an SDCCD college in the year following high school completion. Both were comparable to the five-year averages of 33% and 12%, respectively.
- Concurrent high school seniors, who were both enrolled at an SDCCD college and attended a District feeder high school in 2013/14, continued their SDCCD enrollment the following year as college-only students at a 12% participation rate, which is lower than the five-year average of 16%

Matriculation

- A majority of the 2014/15 first-time to college high school graduates completed an assessment test in reading, writing, and math (77% each).
- Nearly half of the 2014/15 first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level (52%; comparable to the three-year average of 50%), and 37% placed at basic skills (comparable to the three-year average of 39%).
- In 2014/15, 27% of the first-time to college high school graduates who completed an assessment test in writing placed at the transfer/associate level (comparable to the three-year average of 25%), and 62% placed at basic skills (comparable to the three-year average of 63%).
- Forty percent of the 2014/15 first-time to college high school graduates who completed an assessment test in math placed at the associate or transfer levels (comparable to the three-year average of 38%), and 60% placed at basic skills (comparable to the three-year average of 62%).

Enrollment Patterns

- Seventy-two percent of the Fall 2014 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 an SDCCD college (higher than the three-year average of 65%). Of these students that placed in the transfer/associate English level and enrolled in a course in 2014/15, 50% took a course at their placement level.

- By the end of their first year at an SDCCD college, 71% of the Fall 2014 first-time to college high school graduates who placed in transfer level math enrolled in a math course at or below their placement level (comparable to the three-year average of 72%), and 84% of those who placed in associate level math enrolled in a math course at or below their placement level (higher than the three-year average of 78%).

Outcomes

- Over half (56%) of the students who were enrolled in school full-time (12+ units) in 2014/15 completed the total number of attempted units (comparable to the five-year average of 54%).
- On average, 81% of the Fall 2013 first-time to college high school graduates persisted to the next spring term and 61% annually persisted to a second fall term (comparable to the five-year averages of 80% and 60%, respectively).

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 an SDCCD 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 an SDCCD 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 an SDCCD 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 an SDCCD college either in the year following high school completion or within four years of high school completion.

Operational Definitions

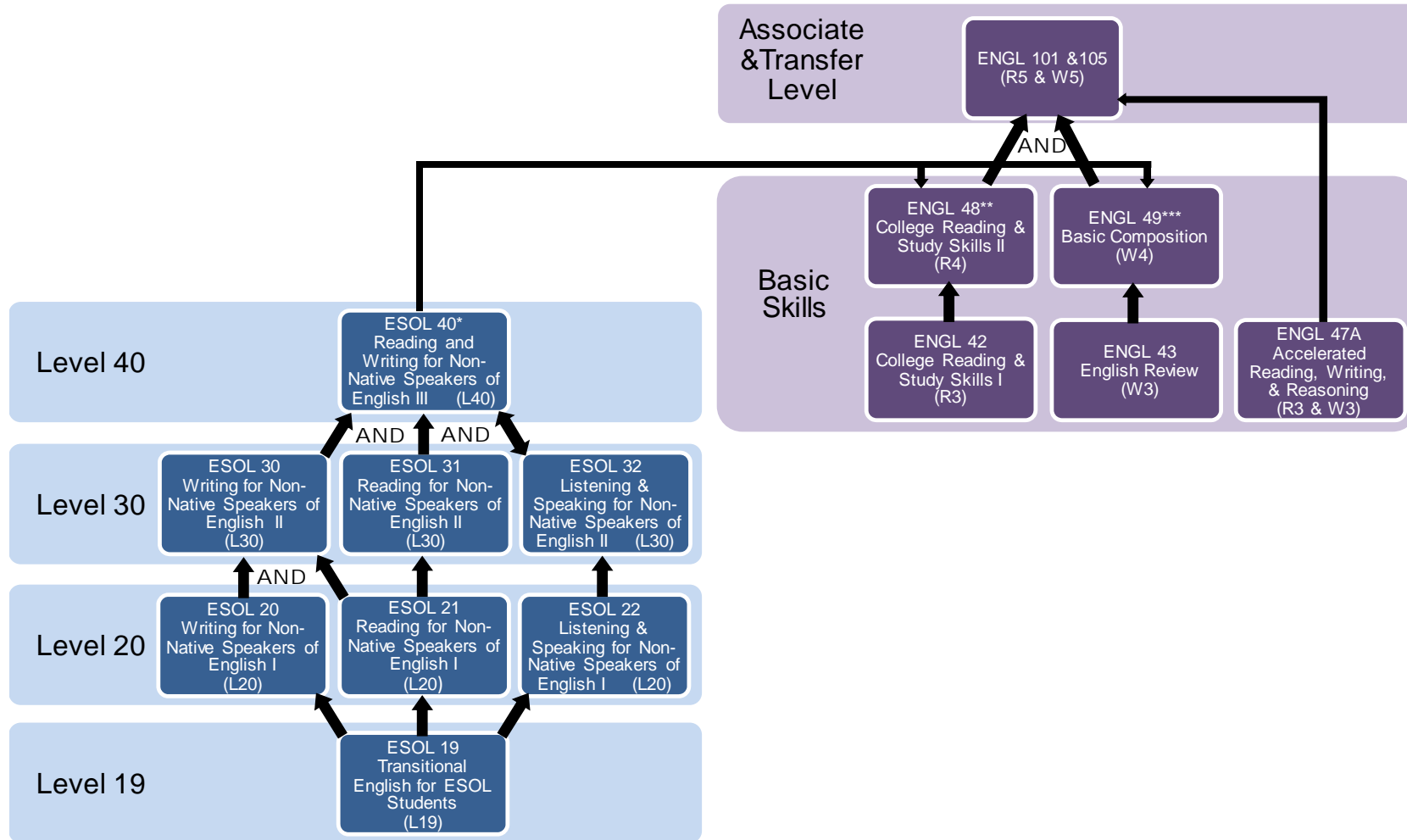
Enrollment: The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, and tutoring classes are excluded, as well as year-long summer in-service classes at Miramar.

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

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

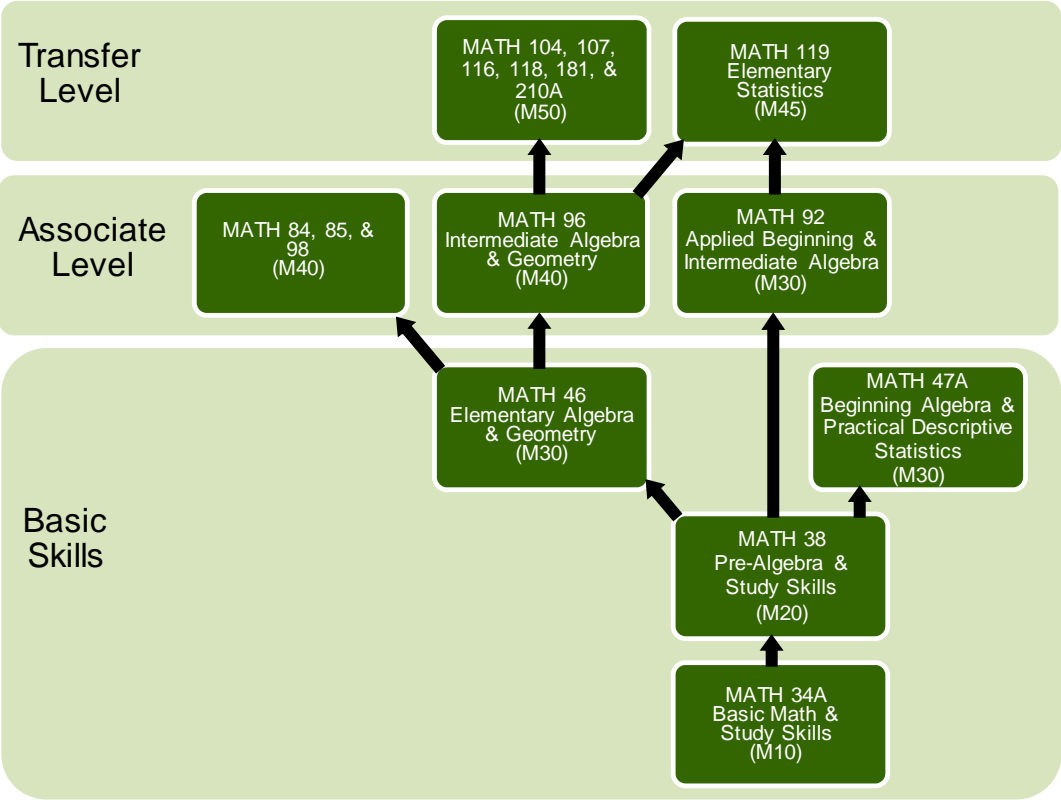


* ESOL 40 requires a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

** 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



Section I: Entering the Community College Pipeline

This section describes different aspects of high school graduate student entry to the colleges. Student trends are measured across five years, from 2010/11 to 2014/15.

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 an SDCCD 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 an SDCCD college to the subsequent year to determine the rate of continued participation at one of the credit colleges 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 are disaggregated by feeder high schools and provide aggregate totals/averages for non-feeder students as a point of comparison.

College Participation Rates of High School Graduates

Table 1. Headcount and participation rates of high school graduates who enroll at an SDCCD credit college within one year of graduation

		09/10		10/11		10/11		11/12		11/12		12/13		12/13		13/14		13/14		14/15		09/10-13/14		10/11-14/15		
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %	
City Feeder	Crawford Ed Complex	236	82	35%	193	59	31%	189	67	35%	200	59	30%	232	96	41%	-2%	17%	35%							
	Garfield	160	70	44%	144	54	38%	139	46	33%	139	36	26%	127	46	36%	-21%	-34%	36%							
	Gompers Prep	0	0	--	0	0	--	71	25	35%	81	41	51%	89	34	38%	---	---	---							
	Health Sciences	84	22	26%	127	27	21%	128	28	22%	138	48	35%	135	59	44%	61%	168%	30%							
	Hoover	322	135	42%	311	106	34%	292	111	38%	324	146	45%	344	123	36%	7%	-9%	39%							
	Lincoln	354	115	32%	389	115	30%	316	119	38%	290	104	36%	298	127	43%	-16%	10%	35%							
	Morse	442	88	20%	380	64	17%	381	117	31%	349	92	26%	377	89	24%	-15%	1%	23%							
	San Diego Ed Complex	452	177	39%	485	176	36%	422	129	31%	430	139	32%	393	146	37%	-13%	-18%	35%							
	San Diego SCPA	169	43	25%	181	35	19%	168	41	24%	178	45	25%	144	22	15%	-15%	-49%	22%							
Mesa Feeder	Charter School of SD	436	126	29%	479	154	32%	559	166	30%	526	156	30%	441	115	26%	1%	-9%	29%							
	Clairemont	250	133	53%	278	133	48%	230	110	48%	265	128	48%	256	121	47%	2%	-9%	49%							
	High Tech Ed Complex	306	81	26%	294	77	26%	288	68	24%	317	68	21%	312	79	25%	2%	-2%	25%							
	Kearny Ed Complex	331	154	47%	319	149	47%	381	198	52%	294	164	56%	322	170	53%	-3%	10%	51%							
	La Jolla	338	70	21%	359	68	19%	374	71	19%	342	78	23%	338	61	18%	0%	-13%	20%							
	Madison	224	111	50%	247	107	43%	224	98	44%	230	94	41%	216	90	42%	-4%	-19%	44%							
	Mark Twain	208	33	16%	187	30	16%	226	43	19%	183	26	14%	152	29	19%	-27%	-12%	17%							
	Mission Bay	266	111	42%	277	97	35%	311	128	41%	273	88	32%	274	81	30%	3%	-27%	36%							
	Patrick Henry	471	75	16%	503	70	14%	484	67	14%	517	62	12%	523	63	12%	11%	-16%	13%							
Point Loma	402	151	38%	424	163	38%	408	132	32%	441	146	33%	401	124	31%	0%	-18%	34%								
Miramar Feeder	Mira Mesa	598	336	56%	593	274	46%	552	283	51%	550	261	47%	609	324	53%	2%	-4%	51%							
	Scripps Ranch	494	167	34%	531	159	30%	579	182	31%	558	124	22%	509	132	26%	3%	-21%	29%							
	Serra	397	122	31%	365	143	39%	406	141	35%	381	85	22%	408	137	34%	3%	12%	32%							
	University City	401	130	32%	416	130	31%	387	118	30%	427	132	31%	409	108	26%	2%	-17%	30%							
District Feeder Total		7,341	2,532	34%	7,482	2,390	32%	7,515	2,488	33%	7,433	2,322	31%	7,309	2,376	33%	0%	-6%	33%							
Non-Feeder High Schools	Abraxas	147	23	16%	123	22	18%	98	19	19%	70	8	11%	78	16	21%	-47%	-30%	17%							
	Bonita Vista	536	43	8%	497	23	5%	541	38	7%	540	37	7%	550	26	5%	3%	-40%	6%							
	Castle Park	352	78	22%	294	63	21%	260	33	13%	372	43	12%	373	49	13%	6%	-37%	16%							
	Chula Vista	567	155	27%	510	95	19%	538	98	18%	578	97	17%	577	94	16%	2%	-39%	19%							
	Coronado	261	52	20%	277	48	17%	248	45	18%	255	23	9%	274	37	14%	5%	-29%	16%							
	Del Norte	0	0	--	1	0	0%	243	44	18%	458	62	14%	380	63	17%	---	---	---							
	Eastlake	555	7	1%	502	24	5%	512	26	5%	670	16	2%	71	28	39%	-87%	300%	4%							

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

All Colleges High School to College Pipeline Report

Table 1. Headcount and participation rates of high school graduates who enroll at an SDCCD credit college within one year of graduation (continued)

		09/10		10/11		10/11		11/12		11/12		12/13		12/13		13/14		13/14		14/15		09/10-13/14		10/11-14/15			
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		% Change	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%					
Non-Feeder High Schools, cont.	Grossmont	518	29	6%	470	16	3%	519	19	4%	514	18	4%	428	14	3%	-17%	-52%	4%								
	Helix	436	27	6%	477	29	6%	469	57	12%	461	23	5%	477	25	5%	9%	-7%	7%								
	Hilltop	546	61	11%	467	50	11%	486	51	10%	495	50	10%	526	69	13%	-4%	13%	11%								
	Mar Vista	399	92	23%	310	78	25%	337	68	20%	354	53	15%	358	54	15%	-10%	-41%	20%								
	Montgomery	366	66	18%	309	42	14%	303	27	9%	391	43	11%	347	43	12%	-5%	-35%	13%								
	Mount Miguel	365	28	8%	340	18	5%	327	25	8%	259	16	6%	230	19	8%	-37%	-32%	7%								
	Mt. Carmel	564	141	25%	547	126	23%	505	120	24%	445	101	23%	488	136	28%	-13%	-4%	24%								
	Olympian	262	3	1%	329	30	9%	374	19	5%	440	13	3%	435	20	5%	66%	567%	5%								
	Otay Ranch	615	18	3%	604	52	9%	591	34	6%	627	28	4%	637	36	6%	4%	100%	5%								
	Poway	633	89	14%	676	106	16%	581	101	17%	537	92	17%	578	103	18%	-9%	16%	16%								
	Ramona	398	14	4%	385	26	7%	406	29	7%	367	26	7%	363	31	9%	-9%	121%	7%								
	Rancho Bernardo	665	109	16%	680	83	12%	546	81	15%	489	80	16%	548	103	19%	-18%	-6%	16%								
	San Ysidro	399	69	17%	408	46	11%	449	62	14%	506	52	10%	483	86	18%	21%	25%	14%								
	Southwest	347	64	18%	337	55	16%	333	55	17%	367	53	14%	382	67	18%	10%	5%	17%								
	Sweetwater	543	130	24%	489	104	21%	469	108	23%	643	117	18%	653	143	22%	20%	10%	22%								
	Torrey Pines	610	28	5%	647	13	2%	625	16	3%	592	14	2%	591	28	5%	-3%	0%	3%								
	West View	592	120	20%	577	111	19%	593	106	18%	567	117	21%	595	106	18%	1%	-12%	19%								
Non-Feeder Total		10,676	1,446	14%	10,256	1,260	12%	10,353	1,281	12%	10,997	1,182	11%	10,422	1,396	13%	-2%	-3%	12%								
Other High Schools	Foreign School	---	95	---	---	91	---	---	79	---	---	77	---	---	92	---	---	-3%	---								
	Other	---	730	---	---	701	---	---	743	---	---	687	---	---	710	---	---	-3%	---								
	Out of State	---	168	---	---	160	---	---	167	---	---	183	---	---	197	---	---	17%	---								
	San Diego County	---	146	---	---	78	---	---	62	---	---	77	---	---	84	---	---	-42%	---								
	Other Total	---	1,139	---	---	1,030	---	---	1,051	---	---	1,024	---	---	1,083	---	---	---	-5%	---							
Total		---	5,117	---	---	4,680	---	---	4,820	---	---	4,528	---	---	4,855	---	---	---	-5%	---							

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, e3 Civic, Iftin, iHigh, Laurel Prep, Learning Choice, Riley/New Dawn, San Diego Early/Middle College, The O'Farrell Charter, TRACE, and Whittier).

Note 4. Schools with fewer than 20 SDCCD Entrants enrolled in each of the five years (John Muir, King-Chavez, Mt. Everest, Preuss, San Diego MET, etc.), private schools, and schools with no/unreported/invalid SDCCD or CDE data 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 an SDCCD credit college within one year of graduation

	10/11 Entrants	11/12 Entrants	12/13 Entrants	13/14 Entrants	14/15 Entrants	Five-Year Avg/Total	10/11-14/15 % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	-20%
1.6-1.9	1%	1%	2%	2%	1%	1%	-29%
2.0-2.5	22%	23%	23%	21%	20%	21%	-11%
2.6-3.0	34%	36%	34%	36%	35%	35%	0%
3.1-3.5	28%	28%	28%	29%	30%	29%	2%
Over 3.5	15%	12%	13%	13%	14%	13%	-4%
Total	100%	100%	100%	100%	100%	100%	-3%
Students Who Reported GPA	4,560	4,224	4,405	4,114	4,431	21,734	-3%
Total of All Students	5,117	4,680	4,820	4,528	4,855	24,000	-5%

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

		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			13/14 Seniors (Concur)			14/15 Re-Enroll			09/10-13/14 Seniors (Concur)		10/11-14/15 Re-Enroll			
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg %				
City Feeder	Crawford Ed Complex	9	2	22%	3	1	33%	3	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	-100%	-100%	20%
	Garfield	78	21	27%	52	15	29%	43	8	19%	29	5	17%	14	6	43%	82%	-71%	25%																		
	Health Sciences	147	2	1%	205	4	2%	240	15	6%	59	21	36%	21	2	10%	-86%	0%	7%																		
	Hoover	11	5	45%	0	0	0%	1	1	100%	1	0	0%	3	2	67%	-73%	-60%	50%																		
	King-Chavez	0	0	0%	0	0	0%	0	0	0%	0	0	0%	1	1	100%	---	---	---																		
	Lincoln	9	2	22%	2	0	0%	13	4	31%	0	0	0%	0	0	0%	0	0	0%	-100%	-100%	25%															
	Morse	59	6	10%	41	3	7%	35	7	20%	32	3	9%	45	5	11%	-24%	-17%	11%																		
	San Diego Ed Complex	64	13	20%	32	2	6%	3	0	0%	3	1	33%	17	6	35%	-73%	-54%	18%																		
	San Diego SCPA	3	1	33%	2	0	0%	2	1	50%	0	0	0%	0	0	0%	0	0	0%	-100%	-100%	29%															
Mesa Feeder	Charter School of SD	10	3	30%	4	2	50%	1	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	-100%	-100%	33%						
	Clairemont	79	30	38%	49	9	18%	59	15	25%	35	2	6%	31	7	23%	-61%	-77%	25%																		
	High Tech Ed Complex	28	5	18%	16	2	13%	2	0	0%	35	2	6%	47	2	4%	68%	-60%	9%																		
	Kearny Ed Complex	99	53	54%	89	61	69%	72	43	60%	86	64	74%	5	2	40%	-95%	-96%	64%																		
	La Jolla	141	15	11%	110	6	5%	85	1	1%	107	6	6%	82	2	2%	-42%	-87%	6%																		
	Madison	58	15	26%	27	9	33%	26	1	4%	28	3	11%	33	3	9%	-43%	-80%	18%																		
	Mark Twain	30	6	20%	79	14	18%	78	13	17%	108	13	12%	25	6	24%	-17%	0%	16%																		
	Mission Bay	6	2	33%	1	1	100%	17	5	29%	1	0	0%	1	0	0%	-83%	-100%	31%																		
	Patrick Henry	96	11	11%	109	5	5%	122	7	6%	66	5	8%	39	2	5%	-59%	-82%	7%																		
	Point Loma	115	26	23%	145	22	15%	125	15	12%	138	21	15%	148	24	16%	29%	-8%	16%																		
San Diego MET	47	1	2%	48	2	4%	36	9	25%	15	1	7%	24	3	13%	-49%	200%	9%																			
Miramar Feeder	Mira Mesa	100	32	32%	55	14	25%	28	14	50%	19	8	42%	1	0	0%	-99%	-100%	33%																		
	Scripps Ranch	102	19	19%	127	6	5%	153	13	8%	143	6	4%	109	10	9%	7%	-47%	9%																		
	Serra	90	13	14%	69	17	25%	38	7	18%	34	4	12%	21	5	24%	-77%	-62%	18%																		
	University City	68	9	13%	62	8	13%	51	4	8%	94	11	12%	89	6	7%	31%	-33%	10%																		
District Feeder Total		1,449	292	20%	1,327	203	15%	1,233	183	15%	1,033	176	17%	756	94	12%	-48%	-68%	16%																		
Non-Feeder Total		245	47	19%	140	27	19%	64	19	30%	50	12	24%	39	11	28%	-84%	-77%	22%																		
Other/Unreported		17	1	6%	14	1	7%	6	0	0%	4	1	25%	0	0	0%	-100%	-100%	7%																		
Grand Total		1,711	340	20%	1,481	231	16%	1,303	202	16%	1,087	189	17%	795	105	13%	-54%	-69%	17%																		

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 an SDCCD credit college. No exclusions limit the concurrent student cohort to AP students. Re-enrollment counts exclude students who continue SDCCD enrollment as concurrent students.

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

Note 3. Students with an unreported high school are indicated as "Other/Unreported".

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

Section II: Student Characteristics and Enrollments

This section describes different student characteristics and enrollment patterns among first-time to college high school graduates who enrolled at an SDCCD 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 2010/11 and 2014/15 (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 2009 to Fall 2013 cohorts of first-time to college high school graduates are displayed in Table 6.

Student Characteristics

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

	2010/11	2011/12	2012/13	2013/14	2014/15	Total/ Five-Year Avg	10/11-14/15 % Change
Total N of Students	5,100	4,822	4,964	4,719	5,202	24,807	2%
Gender							
Female	47%	47%	48%	49%	48%	48%	4%
Male	53%	53%	52%	51%	52%	52%	0%
Unreported	0%	0%	0%	0%	0%	0%	-100%
Ethnicity							
African American	8%	7%	8%	8%	7%	8%	-14%
American Indian	0%	0%	0%	0%	0%	0%	-43%
Asian/Pacific Islander	9%	9%	8%	8%	9%	9%	5%
Filipino	5%	5%	5%	5%	5%	5%	-1%
Latino	45%	47%	48%	48%	49%	47%	12%
White	25%	24%	22%	23%	22%	23%	-10%
Other	6%	7%	7%	7%	6%	7%	0%
Unreported	1%	1%	1%	1%	1%	1%	19%
First Generation							
First Generation	31%	31%	31%	31%	31%	31%	3%
Not First Generation	69%	69%	69%	69%	69%	69%	1%
Unreported	0%	0%	0%	0%	0%	0%	-100%
Educational Goal							
4 Yr College Student	12%	12%	12%	11%	9%	11%	-18%
AA/AS w/out Transfer	5%	5%	6%	5%	6%	5%	22%
BA/BS after Completing AA/AS	42%	43%	44%	46%	48%	45%	15%
BA/BS w/out Completing AA/AS	8%	7%	8%	9%	8%	8%	2%
Basic Skills Improvement	1%	1%	1%	1%	1%	1%	27%
Certificate/License Maintenance	2%	1%	1%	1%	1%	1%	-27%
Current Job/Career Advancement	0%	0%	1%	0%	1%	0%	26%
Educational Development	1%	1%	0%	1%	1%	1%	-15%
HS Diploma/GED Certificate	0%	0%	1%	0%	0%	0%	15%
New Career Preparation	9%	9%	9%	8%	8%	8%	-5%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	-33%
Voc Cert/Degree w/out Transfer	1%	1%	1%	1%	1%	1%	-33%
Undecided	18%	18%	17%	17%	16%	17%	-12%
Unreported	0%	0%	0%	0%	0%	0%	-100%

Source: SDCCD Information System

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

Units Attempted/Earned

Table 5. Units attempted by units earned

		Units Earned					
		0 Units	0.1 - 2.9 Units	3.0 - 5.9 Units	6.0 - 8.9 Units	9.0 - 11.9 Units	12.0 + Units
Units Attempted	2010/11	0.1 - 2.9 Units	22%	78%			
		3.0 - 5.9 Units	32%	2%	66%		
		6.0 - 8.9 Units	25%	2%	24%	49%	
		9.0 - 11.9 Units	18%	2%	17%	22%	42%
		12.0 + Units	8%	1%	8%	11%	19%
	2011/12	0.1 - 2.9 Units	24%	76%			
		3.0 - 5.9 Units	42%	3%	55%		
		6.0 - 8.9 Units	24%	3%	27%	47%	
		9.0 - 11.9 Units	16%	3%	16%	20%	45%
		12.0 + Units	7%	1%	7%	13%	19%
	2012/13	0.1 - 2.9 Units	24%	76%			
		3.0 - 5.9 Units	34%	4%	61%		
		6.0 - 8.9 Units	23%	4%	25%	48%	
		9.0 - 11.9 Units	15%	1%	17%	23%	44%
		12.0 + Units	7%	1%	8%	11%	18%
	2013/14	0.1 - 2.9 Units	21%	79%			
		3.0 - 5.9 Units	34%	3%	62%		
		6.0 - 8.9 Units	25%	2%	26%	47%	
		9.0 - 11.9 Units	16%	1%	15%	24%	43%
		12.0 + Units	7%	1%	7%	11%	19%
2014/15	0.1 - 2.9 Units	18%	82%				
	3.0 - 5.9 Units	32%	3%	65%			
	6.0 - 8.9 Units	24%	2%	20%	53%		
	9.0 - 11.9 Units	15%	1%	12%	23%	49%	
	12.0 + Units	7%	1%	7%	12%	17%	56%
Five-Year Average		--	78%	62%	49%	45%	54%
10/11-14/15 % Change		--	-6%	-15%	8%	29%	15%

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	
2009	2,659	2,068	78%	1,541	58%
2010	3,339	2,631	79%	1,897	57%
2011	3,458	2,825	82%	2,137	62%
2012	3,535	2,884	82%	2,195	62%
2013	3,443	2,781	81%	2,094	61%
Total/Five-Year Avg	16,434	13,189	80%	9,864	60%

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 an SDCCD 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.

Reading and Writing Placement

Table 7. Reading placement

		2012/13		2013/14		2014/15		2012/13 - 2014/15		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	4,608	78%	4,380	74%	4,779	77%	13,767	76%	4%
	Not Tested	1,337	22%	1,544	26%	1,422	23%	4,303	24%	6%
	Total Students	5,945	100%	5,924	100%	6,201	100%	18,070	100%	4%
Distribution of Students Who Took a Test	Transfer/Associate Level	2,264	49%	2,135	49%	2,508	52%	6,907	50%	11%
	Basic Skills	1,822	40%	1,754	40%	1,746	37%	5,322	39%	-4%
	Need English Advising	409	9%	396	9%	406	8%	1,211	9%	-1%
	Take ESOL Test	113	2%	95	2%	119	2%	327	2%	5%
	Total Tested	4,608	100%	4,380	100%	4,779	100%	13,767	100%	4%

Source: SDCCD Information System

Table 8. Writing placement

		2012/13		2013/14		2014/15		2012/13 - 2014/15		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	4,608	78%	4,381	74%	4,783	77%	13,772	76%	4%
	Not Tested	1,337	22%	1,543	26%	1,418	23%	4,298	24%	6%
	Total Students	5,945	100%	5,924	100%	6,201	100%	18,070	100%	4%
Distribution of Students Who Took a Test	Transfer/Associate Level	1,128	24%	1,083	25%	1,293	27%	3,504	25%	15%
	Basic Skills	2,958	64%	2,807	64%	2,965	62%	8,730	63%	0%
	Need English Advising	409	9%	396	9%	406	8%	1,211	9%	-1%
	Take ESOL Test	113	2%	95	2%	119	2%	327	2%	5%
	Total Tested	4,608	100%	4,381	100%	4,783	100%	13,772	100%	4%

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

		2012/13		2013/14		2014/15		2012/13 - 2014/15		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	172	3%	191	3%	199	3%	562	3%	16%
	Not Tested	5,773	97%	5,733	97%	6,002	97%	17,508	97%	4%
	Total Students	5,945	100%	5,924	100%	6,201	100%	18,070	100%	4%
Distribution of Students Who Took a Test	Level 40	6	3%	18	9%	20	10%	44	8%	233%
	Level 30	18	10%	33	17%	22	11%	73	13%	22%
	Level 20	21	12%	16	8%	20	10%	57	10%	-5%
	Level 19	127	74%	124	65%	137	69%	388	69%	8%
	Total Tested	172	100%	191	100%	199	100%	562	100%	16%

Source: SDCCD Information System

Math Placement

Table 10. Math placement

		2012/13		2013/14		2014/15		2012/13 - 2014/15		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	4,600	77%	4,442	75%	4,795	77%	13,837	77%	4%
	Not Tested	1,345	23%	1,482	25%	1,406	23%	4,233	23%	5%
	Total Students	5,945	100%	5,924	100%	6,201	100%	18,070	100%	4%
Distribution of Students Who Took a Test	Transfer Level	1,043	23%	1,027	23%	1,262	26%	3,332	24%	21%
	Associate Level	690	15%	566	13%	656	14%	1,912	14%	-5%
	Basic Skills	2,854	62%	2,848	64%	2,876	60%	8,578	62%	1%
	Take Algebra Test	13	0%	1	0%	1	0%	15	0%	-92%
	Total Tested	4,600	100%	4,442	100%	4,795	100%	13,837	100%	4%

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 English and math enrollments by placement level among three cohorts of **first-time to college high school graduates who enrolled at an SDCCD 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 2012, 2013, or 2014 were tracked through their first year (fall, spring, and summer). Data are represented by current placement level categories (see Figures 1 and 2 in the Placement Sequences section) and **only students who tested (i.e., completed an assessment test or submitted their scores from a standardized test) were included**. For English cohorts, students were excluded if they did not have skill levels in both reading and writing. Among students who took both tests but did not score in the same placement level, English placement level was measured at the highest placement (30% in Fall 2012, 29% in Fall 2013, and 30% in Fall 2014 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. Students who placed at the basic skills level with an M30 skill level were considered to be enrolled at their placement level if they enrolled in the associate level MATH 092 course offered at Mesa College, as it requires an M30 skill level. For those students who placed below basic skills, course enrollment was measured at any placement level.

English and Math Course Enrollment by Placement Level

Table 11. English course enrollment by placement level

	Fall 12 Cohort	Total Enrolled 2012/13		Fall 13 Cohort	Total Enrolled 2013/14		Fall 14 Cohort	Total Enrolled 2014/15		All Cohorts	Total Enrolled 2012/13-2014/15	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer/Associate Level	1,723	971	56%	1,594	1,046	66%	1,778	1,284	72%	5,095	3,301	65%
Basic Skills	1,054	694	66%	1,066	773	73%	1,018	758	74%	3,138	2,225	71%
Take ESOL Test/Need Advising	340	175	51%	306	186	61%	302	179	59%	948	540	57%
Total Count/Avg %	3,117	1,840	59%	2,966	2,005	68%	3,098	2,221	72%	9,181	6,066	66%

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 2015 enrollments are not yet available and therefore not included.

Table 12. Math course enrollment by placement level

	Fall 12 Cohort	Total Enrolled 2012/13		Fall 13 Cohort	Total Enrolled 2013/14		Fall 14 Cohort	Total Enrolled 2014/15		All Cohorts	Total Enrolled 2012/13-2014/15	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer Level	837	607	73%	786	570	73%	937	667	71%	2,560	1,844	72%
Associate Level	495	356	72%	416	328	79%	450	379	84%	1,361	1,063	78%
Basic Skills	1,777	1,242	70%	1,793	1,289	72%	1,736	1,233	71%	5,306	3,764	71%
Take Algebra Test	11	10	91%	1	1	100%	0	0	0%	12	11	92%
Total Count/Avg %	3,120	2,215	71%	2,996	2,188	73%	3,123	2,279	73%	9,239	6,682	72%

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 2015 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.