

Mesa College
High School to College Pipeline Report
2007/08 - 2011/12

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September 2012

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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 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 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 students enter college for the first time. The first section focuses on students' entry into Mesa College via high school-to-college graduate participation and 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 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 within four years of subsequently enrolling at Mesa College for the first time. First-time to college students are those students who indicated on their application for admission that they had not previously attended Mesa College or another college or university. For the purposes of this study, high school graduates are those students that received a certification of California high school proficiency, a G.E.D./high school certificate, or a high school diploma, including a foreign high school diploma. Unless otherwise noted, students who are concurrently attending high school, a four-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. Intersession, tutoring, in-service, 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. (Drops, Never Attends, cancelled, and tutoring classes are excluded.)

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

Course Sequences

Figure 1. Current English and ESOL course sequence

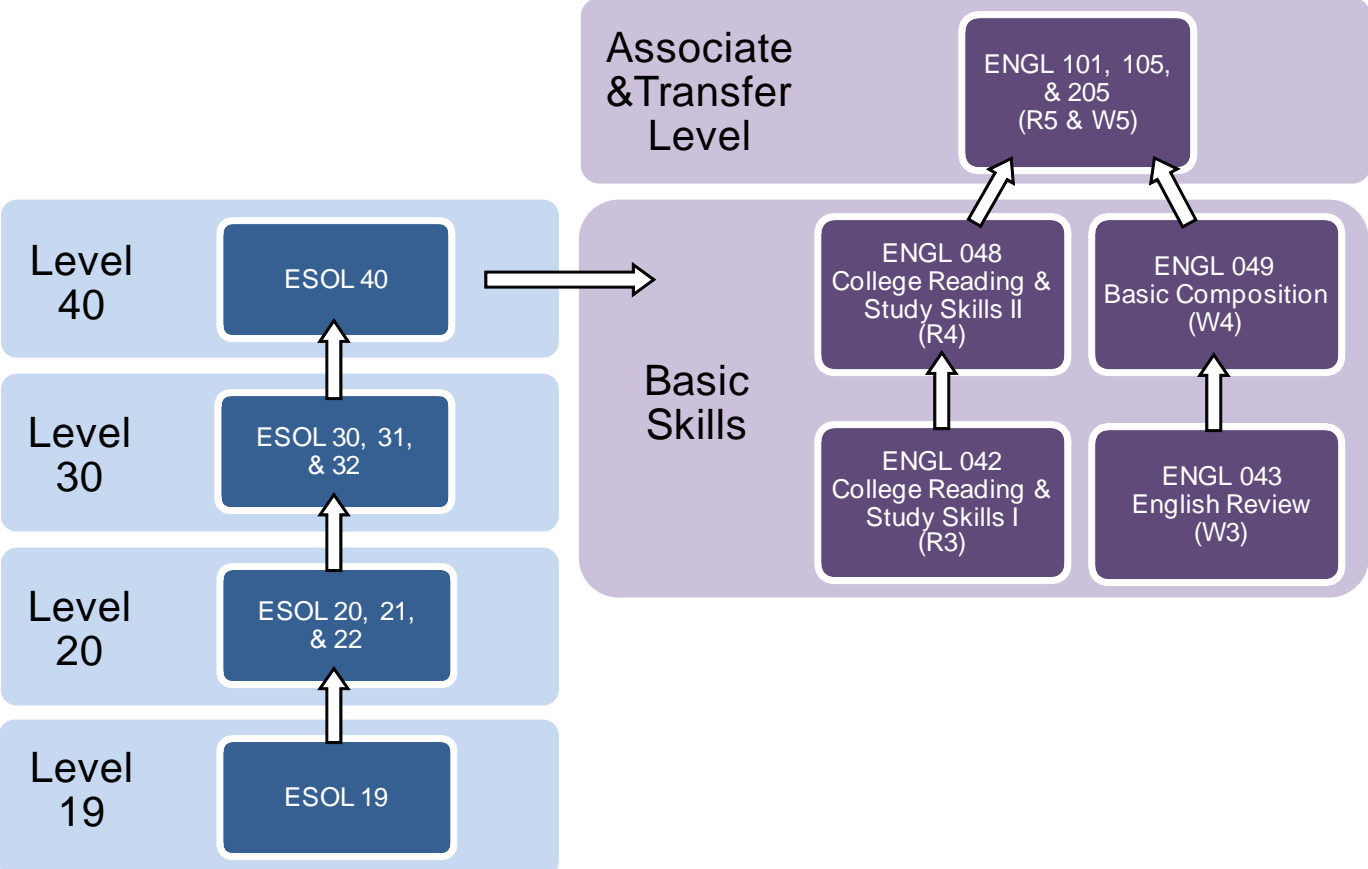
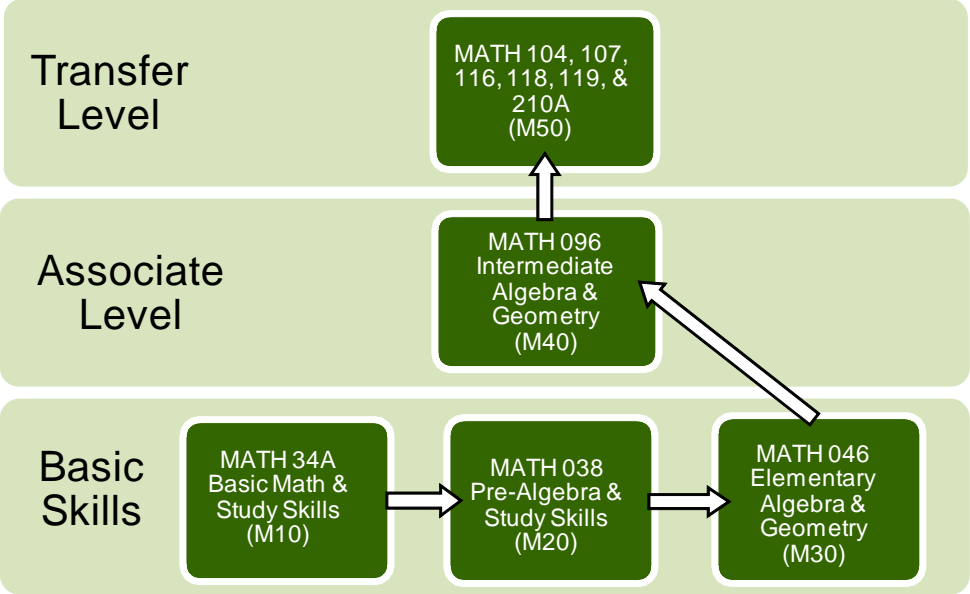


Figure 2. Current math course sequence



Overall Highlight of the Findings

1. In 2011/12, approximately 21% of the 2010/11 feeder high school graduates (1,235 out of 5,924 students) and 6% of the 2010/11 non-feeder high school graduates (728 out of 12,204 students) directly entered Mesa College within the year following high school completion. This does not include 835 direct entrants for whom high school graduate data were unavailable or whose high schools enrolled fewer than 20 SDCCD direct entrants in each of the five years. The 2011/12 feeder and non-feeder school student entry rates are comparable to the five-year averages of 21% and 5%, respectively.
2. Among the 2010/11 concurrent high school seniors enrolled at Mesa College, 13% continued their enrollment as college-only students the following year (145 out of 1,155 students). Concurrent seniors who had attended district feeder high schools in 2010/11 participated the following year at a much higher rate (18%; 131 out of 728 students) than students who had concurrently attended non-feeder high schools (3%; 14 out of 427 students). Over five years, participation rates remained relatively steady among students who had concurrently attended feeder schools (16%-20%).
3. Twenty-nine percent of the 2011/12 first-time to college high school graduates reported that they were the first generation of college-going students in their family (742 out of 2,542 students). This is comparable to the five-year average of 26%.
4. In 2011/12, 69% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of units (111 out of 162 students), while fewer than half of the students who enrolled in 6.0-8.9 units and 9.0-11.9 units (45% each) completed the total number of units (6.0-8.9 units, 197 out of 441 students; 9.0-11.9 units, 221 out of 490 students).
5. Nearly three out of four (73%) first-time to college high school graduates at Mesa College persisted from the Fall 2010 term to the following spring term (1,252 out of 1,710 students) and half (50%) annually persisted to a second fall term (849 out of 1,710 students), which is comparable to the five-year average term-to-term (72%) and annual (50%) persistence of first-time to college graduates.
6. In 2011/12, a majority of the first-time to college high school graduates tested in reading (75%; 1,843 out of 2,446 students), writing (75%; 1,843 out of 2,446 students), and math (77%; 1,886 out of 2,446 students). Overall, the percentages of students testing in reading, writing, and math declined between 2009/10 and 2010/11 and then peaked in 2011/12, likely a result of temporary changes that took place at Mesa that affected access and demand.

7. In 2011/12, 39% of the first-time to college high school graduates who tested in **reading** placed at basic skills (721 out of 1,843 students). The majority of first-time to college high school graduates who tested in **writing** placed at basic skills (67%; 1,237 out of 1,843 students). The majority of first-time to college high school graduates who tested in **math** in 2011/12 also placed at basic skills (61%; 1,143 out of 1,886 students). Among first-time to college high school graduates who tested in **ESOL** in 2011/12, over half of the students placed four to five levels below English transfer level (ESOL levels 19 and 20, 52%; 36 out of 69 students).
8. Almost half (47%) of the Fall 2011 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 the end of their first year at Mesa College (404 out of 855 students).
9. By the end of their first year at Mesa College, 56% of the Fall 2011 first-time to college high school graduates who placed in transfer level math enrolled in a math course at or below their placement level (221 out of 396 students) and 57% of those who placed in Associate level math enrolled in a math course at or below their placement level (141 out of 246 students).
10. Among the Fall 2011 first-time to college high school graduates who placed in basic skills level reading or writing, nearly half (48%) enrolled in an English course at their placement level by the end of their first year at Mesa College (243 out of 507 students). Sixty percent of the Fall 2011 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 (521 out of 869 students).

Section I: Entering the Community College Pipeline

This section describes different aspects of high school student entry to Mesa College. Student trends are measured across five years, from 2007/08 to 2011/12. Students who are concurrently attending SDSU or UCSD are excluded.

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

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

Highlight of the Findings

- In 2011/12, approximately 21% of the 2010/11 feeder high school graduates and 6% of the 2010/11 non-feeder high school graduates directly entered Mesa College within the year following high school completion, which are comparable to the five-year averages of 21% and 5%, respectively (see Table 1). This does not include direct entrants for whom high school graduate data were unavailable or whose high schools enrolled fewer than 20 SDCCD direct entrants in each of the five years. Among feeder schools, Kearny, Clairemont, and Madison high schools had the highest graduate participation rates at Mesa College on average over five years (46%, 40%, and 40%, respectively). Among non-feeder high schools, the Charter School of San Diego had the highest graduate participation rate over five years (20%), which is close to the five-year average graduate participation rate of feeder schools (21%).
- Over half (56%) of the direct-to-college high school graduates in 2011/12 who 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 55%) and 43% reported that they had earned higher than a 3.0 GPA (comparable to the five-year average of 44%; see Table 2).
- Among the 2010/11 concurrent high school seniors enrolled at Mesa College (N=1,155), 13% continued their enrollment as college-only students the following year (see Table 3). Concurrent seniors who had attended district feeder high schools in 2010/11 participated the following year at a much higher rate than students who had concurrently attended non-feeder high schools (18% and 3%, respectively). Over five years, participation rates remained relatively steady among students who had concurrently attended feeder schools (16%-20%).

Participation Rates of Direct to College High School Graduates

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

		06/07		07/08		07/08		08/09		08/09		09/10		09/10		10/11		10/11		11/12		06/07-	07/08-11/12	
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		10/11	Entrants	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	% Change	Avg %	
Feeder High Schools	Clairemont**	249	99	40%	232	86	37%	243	104	43%	250	104	42%	278	110	40%	12%	11%	40%					
	Crawford*	217	24	11%	208	27	13%	220	30	14%	236	56	24%	193	30	16%	-11%	25%	16%					
	Hoover*	285	31	11%	273	21	8%	343	48	14%	322	63	20%	311	57	18%	9%	84%	14%					
	Kearny**	264	121	46%	302	140	46%	292	141	48%	331	151	46%	318	144	45%	20%	19%	46%					
	La Jolla**	358	78	22%	358	67	19%	384	73	19%	338	68	20%	358	62	17%	0%	-21%	19%					
	Lincoln*	0	0	--	200	10	5%	251	23	9%	354	46	13%	389	33	8%	--	---	9%					
	Madison**	239	88	37%	229	110	48%	199	69	35%	224	99	44%	247	88	36%	3%	0%	40%					
	Mark Twain**	44	20	45%	61	24	39%	207	30	14%	208	17	8%	186	18	10%	323%	-10%	15%					
	Mira Mesa***	519	81	16%	505	74	15%	504	106	21%	598	144	24%	591	84	14%	14%	4%	18%					
	Mission Bay**	261	81	31%	287	66	23%	310	64	21%	267	75	28%	276	66	24%	6%	-19%	25%					
	Morse*	453	18	4%	446	16	4%	447	18	4%	442	44	10%	380	34	9%	-16%	89%	6%					
	Point Loma**	309	83	27%	400	103	26%	369	92	25%	402	110	27%	424	136	32%	37%	64%	28%					
	San Diego High*	411	28	7%	386	29	8%	393	21	5%	452	59	13%	484	51	11%	18%	82%	9%					
	San Diego SCPA*	174	17	10%	161	20	12%	179	21	12%	169	22	13%	179	21	12%	3%	24%	12%					
	Scripps Ranch***	483	65	13%	479	66	14%	476	80	17%	494	95	19%	530	90	17%	10%	38%	16%					
Serra***	360	76	21%	395	90	23%	417	112	27%	397	85	21%	365	107	29%	1%	41%	24%						
University City***	387	81	21%	418	93	22%	378	100	26%	401	98	24%	415	104	25%	7%	28%	24%						
Feeder Total		5,013	991	20%	5,340	1,042	20%	5,612	1,132	20%	5,885	1,336	23%	5,924	1,235	21%	18%	25%	21%					
Non-Feeder High Schools	Abraxas	139	5	4%	151	9	6%	109	7	6%	147	7	5%	122	7	6%	-12%	40%	5%					
	Bonita Vista	544	17	3%	531	15	3%	549	14	3%	536	23	4%	497	17	3%	-9%	0%	3%					
	Castle Park	377	3	1%	395	5	1%	366	3	1%	352	23	7%	294	19	6%	-22%	533%	3%					
	Charter School SD	297	10	3%	339	94	28%	341	82	24%	436	87	20%	450	106	24%	52%	960%	20%					
	Chula Vista	519	8	2%	542	13	2%	574	16	3%	567	53	9%	510	26	5%	-2%	225%	4%					
	Coronado	247	18	7%	226	15	7%	254	29	11%	261	35	13%	277	34	12%	12%	89%	10%					
	Eastlake	551	0	0%	628	0	0%	602	1	0%	555	6	1%	502	21	4%	-9%	---	1%					
	Granite Hills	546	10	2%	571	4	1%	559	5	1%	532	7	1%	552	10	2%	1%	0%	1%					
	Grossmont	467	7	1%	465	4	1%	451	9	2%	518	13	3%	470	9	2%	1%	29%	2%					
	Helix	460	17	4%	440	15	3%	458	20	4%	436	18	4%	466	19	4%	1%	12%	4%					

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Table 1 continued,

		06/07		07/08		07/08		08/09		08/09		09/10		09/10		10/11		10/11		11/12		06/07-	07/08-11/12	
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		10/11	Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg %
Non-Feeder High Schools cont.	Hilltop	462	7	2%	477	11	2%	471	8	2%	546	25	5%	467	25	5%	1%	257%	3%					
	Mar Vista	430	7	2%	474	10	2%	506	3	1%	399	20	5%	310	13	4%	-28%	86%	3%					
	Montgomery	405	11	3%	431	2	0%	410	16	4%	366	13	4%	309	8	3%	-24%	-27%	3%					
	Mount Miguel	307	6	2%	319	7	2%	296	6	2%	365	10	3%	340	9	3%	11%	50%	2%					
	Mt. Carmel	537	60	11%	495	50	10%	527	68	13%	564	68	12%	544	51	9%	1%	-15%	11%					
	Olympian	0	0	--	2	0	0%	188	0	0%	262	2	1%	327	18	6%	--	---	3%					
	Otay Ranch	616	0	0%	741	0	0%	598	0	0%	615	11	2%	604	32	5%	-2%	---	1%					
	Patrick Henry	444	45	10%	447	46	10%	447	47	11%	471	59	13%	502	52	10%	13%	16%	11%					
	Poway	666	37	6%	700	43	6%	597	30	5%	633	52	8%	672	46	7%	1%	24%	6%					
	Ramona	365	11	3%	389	15	4%	414	12	3%	398	8	2%	386	24	6%	6%	118%	4%					
	Rancho Bernardo	646	39	6%	686	44	6%	643	48	7%	665	56	8%	679	50	7%	5%	28%	7%					
	San Ysidro	427	0	0%	464	1	0%	495	4	1%	399	17	4%	407	14	3%	-5%	---	2%					
	Southwest	383	1	0%	429	9	2%	395	3	1%	347	13	4%	337	10	3%	-12%	900%	2%					
	Sweetwater	560	10	2%	598	12	2%	626	26	4%	543	50	9%	489	32	7%	-13%	220%	5%					
	Torrey Pines	882	21	2%	620	22	4%	647	18	3%	610	26	4%	647	11	2%	-27%	-48%	3%					
	West Hills	505	12	2%	488	8	2%	475	9	2%	485	13	3%	467	7	1%	-8%	-42%	2%					
Westview	534	41	8%	533	39	7%	576	58	10%	592	58	10%	577	58	10%	8%	41%	9%						
Non-Feeder Total		12,316	403	3%	12,581	493	4%	12,574	542	4%	12,600	773	6%	12,204	728	6%	-1%	81%	5%					
Other Non-Feeder High Schools	Foreign School	---	59	---	---	50	---	---	65	---	---	73	---	---	71	---	---	---	20%	---				
	Other	---	461	---	---	481	---	---	472	---	---	619	---	---	598	---	---	---	30%	---				
	Out of State	---	142	---	---	155	---	---	155	---	---	125	---	---	123	---	---	---	-13%	---				
	San Diego County	---	61	---	---	45	---	---	39	---	---	75	---	---	43	---	---	---	-30%	---				
	Other Total	---	723	---	---	731	---	---	731	---	---	892	---	---	835	---	---	---	15%	---				
Total		---	2,117	---	---	2,266	---	---	2,405	---	---	3,001	---	---	2,798	---	---	---	32%	---				

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 each of the five years, private schools, and schools with no/unreported/invalid CDE data, such as Garfield*, are indicated as 'Other'.

*City College Feeder School

**Mesa College Feeder School

***Miramar College Feeder School

High School GPA of Direct to College High School Graduates

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

	07/08 Entrants	08/09 Entrants	09/10 Entrants	10/11 Entrants	11/12 Entrants	Five-Year Avg/Total	07/08-11/12 % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	0%
1.6-1.9	1%	2%	1%	1%	1%	1%	47%
2.0-2.5	24%	20%	21%	19%	21%	21%	14%
2.6-3.0	33%	34%	33%	34%	35%	34%	43%
3.1-3.5	29%	28%	28%	30%	29%	29%	35%
Over 3.5	14%	16%	17%	16%	14%	15%	34%
Total	100%	100%	100%	100%	100%	100%	32%
Total N of GPA-Reporting Students	1,915	2,023	2,193	2,717	2,535	11,383	32%
Total N of All Students	2,117	2,266	2,405	3,001	2,798	12,587	32%

Source: SDCCD Information System

Note. High School GPA is self-reported on students' college applications. On average, across five years 10% 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

	06/07 Seniors (Concur)		07/08 Seniors (Concur)		08/09 Seniors (Concur)		09/10 Seniors (Concur)		10/11 Seniors (Concur)		11/12 Seniors (Concur)		06/07- 10/11 Seniors (Concur)	07/08-11/12 Re-Enroll	
	N	%	N	%	N	%	N	%	N	%	N	%	% Change	Avg %	
Feeder Total	968	16%	1,006	17%	974	20%	818	19%	728	18%	131	18%	-25%	-16%	18%
Non-Feeder Total	166	8%	361	7%	417	5%	390	7%	427	3%	14	3%	157%	0%	6%
Grand Total	1,134	15%	1,367	15%	1,391	15%	1,208	15%	1,155	13%	145	13%	2%	-15%	15%

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 five years, from 2007/08 to 2011/12.

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 five years are displayed among first-time to college high school graduates in Table 5. The longitudinal annual persistence of the Fall 2006 to Fall 2010 cohorts of first-time to college high school graduates are displayed in Table 6.

Highlight of the Findings

- Twenty-nine percent of the 2011/12 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 26%.
- In terms of ethnic composition, in 2011/12, first-time to college high school graduates were 40% Latino, 29% White, 11% Asian/Pacific Islander, 8% Other ethnicity, 6% African American, 4% Filipino, and less than 1% were American Indian (see Table 4). The proportion of Latino students in 2011/12 (40%) is higher than the five-year average (32%), and the percentage of White students in 2011/12 (29%) is lower than the five-year average (35%).
- In 2011/12, over half of the first-time to college high school graduates cited transfer, either with or without their AA/AS, as their educational goal (54%; comparable to the five-year average of 51%; see Table 4).
- In 2011/12, 69% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of units (lower than the five-year average of 74%; see Table 5). Fewer than half of the students who enrolled in 6.0-8.9 units (45%; comparable to the five-year average of 44%) and 9.0-11.9 units (45%; higher than the five-year average of 40%) completed the total number of units.
- Nearly three out of four (73%) first-time to college high school graduates at Mesa College persisted from the Fall 2010 term to the following spring term and half (50%) annually persisted to a second fall term, which is comparable to the five-year average term-to-term (72%) and annual (50%) persistence of first-time to college graduates (see Table 6).

Student Profile

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

	2007/08	2008/09	2009/10	2010/11	2011/12	Total/ Five-Year Avg	07/08-11/12 % Change
Total N of Students	1,896	1,899	1,991	2,491	2,542	10,819	34%
Gender							
Female	44%	48%	47%	48%	45%	47%	36%
Male	56%	52%	53%	51%	55%	53%	32%
Unreported	0%	0%	0%	0%	0%	0%	---
Ethnicity							
African American	8%	7%	9%	8%	6%	8%	6%
American Indian	1%	1%	1%	0%	0%	1%	-65%
Asian/Pacific Islander	13%	11%	13%	10%	11%	11%	17%
Filipino	3%	5%	4%	4%	4%	4%	57%
Latino	24%	25%	28%	38%	40%	32%	121%
White	41%	41%	36%	31%	29%	35%	-6%
Other	3%	3%	5%	7%	8%	5%	304%
Unreported	7%	7%	5%	1%	1%	4%	-79%
First Generation							
First Generation	25%	25%	25%	27%	29%	26%	60%
Not First Generation	75%	75%	75%	73%	71%	74%	26%
Educational Goal							
4 Yr College Student	13%	14%	13%	13%	13%	13%	37%
AA/AS w/out Transfer	3%	3%	5%	5%	5%	4%	118%
BA/BS after Completing AA/AS	42%	40%	41%	43%	46%	42%	47%
BA/BS w/out Completing AA/AS	10%	10%	9%	10%	8%	9%	10%
Basic Skills Improvement	0%	0%	0%	0%	1%	1%	200%
Certificate/License Maintenance	1%	1%	1%	2%	1%	1%	40%
Current Job/Career Advancement	1%	1%	0%	0%	0%	0%	-38%
Educational Development	0%	1%	1%	1%	1%	1%	150%
HS Diploma/GED Certificate	1%	1%	1%	0%	1%	1%	30%
New Career Preparation	8%	7%	7%	8%	7%	7%	17%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	-25%
Voc Cert/Degree w/out Transfer	1%	1%	1%	1%	1%	1%	9%
Undecided	20%	21%	20%	18%	16%	19%	10%
Unreported	0%	0%	0%	0%	0%	0%	-50%

Source: SDCCD Information System

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	2007/08	0.1 - 2.9 Units	19%	81%				
		3.0 - 5.9 Units	38%	2%	60%			
		6.0 - 8.9 Units	32%	2%	27%	38%		
		9.0 - 11.9 Units	21%	2%	20%	24%	33%	
		12.0 + Units	9%	0%	8%	12%	22%	48%
	2008/09	0.1 - 2.9 Units	26%	74%				
		3.0 - 5.9 Units	40%	4%	56%			
		6.0 - 8.9 Units	29%	2%	24%	45%		
		9.0 - 11.9 Units	20%	3%	21%	20%	37%	
		12.0 + Units	9%	1%	8%	11%	18%	53%
	2009/10	0.1 - 2.9 Units	26%	74%				
		3.0 - 5.9 Units	35%	1%	64%			
		6.0 - 8.9 Units	28%	1%	27%	44%		
		9.0 - 11.9 Units	17%	2%	13%	26%	41%	
		12.0 + Units	10%	1%	8%	12%	18%	51%
	2010/11	0.1 - 2.9 Units	27%	73%				
		3.0 - 5.9 Units	32%	3%	66%			
		6.0 - 8.9 Units	27%	2%	25%	46%		
		9.0 - 11.9 Units	16%	1%	20%	21%	42%	
		12.0 + Units	8%	1%	7%	10%	20%	54%
2011/12	0.1 - 2.9 Units	31%	69%					
	3.0 - 5.9 Units	40%	3%	57%				
	6.0 - 8.9 Units	25%	2%	28%	45%			
	9.0 - 11.9 Units	17%	2%	15%	22%	45%		
	12.0 + Units	6%	1%	7%	15%	20%	51%	
Five-Year Average		--	74%	61%	44%	40%	51%	
07/08-11/12 % Change		--	6%	30%	71%	110%	28%	

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	
2006	1,177	825	70%	575	49%
2007	1,250	871	70%	569	46%
2008	1,241	904	73%	633	51%
2009	1,290	957	74%	682	53%
2010	1,710	1,252	73%	849	50%
Total/Five-Year Avg	6,668	4,809	72%	3,308	50%

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. Beginning with a pilot in Fall 2010, SDCCD now also accepts select standardized tests (i.e., SAT, ACT, EAP, EPT, and ELM) as an alternative measure to determine skill levels that qualify students to enroll in specified English and math courses. This section summarizes which course levels (e.g., 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 originally recorded assessment-based skill level (see Tables 7-10).

Student placement trends are measured over three years, from 2009/10 to 2011/12 among students that applied to Mesa College (placement data are not tied to enrollment information). Note that changes were made within the English and math course sequences; however, data are represented by current placement level categories.

Highlight of the Findings

- A majority of the first-time to college high school graduates tested in reading, writing, and math in 2011/12 (75%, 75%, and 77%; see Tables 7-9). Overall, the percentages of students testing in reading, writing, and math declined between 2009/10 and 2010/11 and then peaked in 2011/12, likely a result of temporary changes that took place at Mesa that affected access and demand.
- In 2011/12, over half (53%) of the first-time to college high school graduates who tested in reading placed at the transfer/Associate level and 39% placed at basic skills (comparable to the three-year averages of 52% and 39%, respectively; see Table 7).
- In 2011/12, the majority of first-time to college high school graduates who tested in writing placed at basic skills (67%; comparable to the three-year average of 65%; see Table 8).
- The majority of first-time to college high school graduates who tested in math in 2011/12 placed at basic skills (61%; comparable to the three-year average of 60%; see Table 9).
- In 2011/12 among first-time to college high school graduates who tested in ESOL, over half of the students placed four to five levels below English transfer level (ESOL levels 19 and 20, 52%), which is higher than the three-year average of 42% (see Table 10).

Reading and Writing Placement

Table 7. Reading placement

		2009/10		2010/11		2011/12		2009/10 - 2011/12		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	1,465	69%	1,584	63%	1,843	75%	4,892	69%	26%
	No Placement	659	31%	926	37%	603	25%	2,188	31%	-8%
	Total Students	2,124	100%	2,510	100%	2,446	100%	7,080	100%	15%
Distribution of Students Who Took a Test	Transfer/Associate Level	737	50%	840	53%	969	53%	2,546	52%	31%
	Basic Skills	588	40%	602	38%	721	39%	1,911	39%	23%
	Need English Advising	114	8%	120	8%	117	6%	351	7%	3%
	Take ESOL Test	26	2%	22	1%	36	2%	84	2%	38%
	Total Tested	1,465	100%	1,584	100%	1,843	100%	4,892	100%	26%

Source: SDCCD Information System

Note. Students are categorized as tested if they received a placement based on an SDCCD or other approved assessment test. For the purposes of this study, all others are recorded as No Placement.

Table 8. Writing placement

		2009/10		2010/11		2011/12		2009/10 - 2011/12		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	1,465	69%	1,584	63%	1,843	75%	4,892	69%	26%
	No Placement	659	31%	926	37%	603	25%	2,188	31%	-8%
	Total Students	2,124	100%	2,510	100%	2,446	100%	7,080	100%	15%
Distribution of Students Who Took a Test	Transfer/Associate Level	402	27%	401	25%	453	25%	1,256	26%	13%
	Basic Skills	923	63%	1,041	66%	1,237	67%	3,201	65%	34%
	Need English Advising	114	8%	120	8%	117	6%	351	7%	3%
	Take ESOL Test	26	2%	22	1%	36	2%	84	2%	38%
	Total Tested	1,465	100%	1,584	100%	1,843	100%	4,892	100%	26%

Source: SDCCD Information System

Note. Students are categorized as tested if they received a placement based on an SDCCD or other approved assessment test. For the purposes of this study, all others are recorded as No Placement.

Math Placement

Table 9. Math placement

		2009/10		2010/11		2011/12		2009/10 - 2011/12		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	1,525	72%	1,641	65%	1,886	77%	5,052	71%	24%
	No Placement	599	28%	869	35%	560	23%	2,028	29%	-7%
	Total Students	2,124	100%	2,510	100%	2,446	100%	7,080	100%	15%
Distribution of Students Who Took a Test	Transfer Level	274	18%	334	20%	429	23%	1,037	21%	57%
	Associate Level	202	13%	224	14%	311	16%	737	15%	54%
	Basic Skills	896	59%	1,000	61%	1,143	61%	3,039	60%	28%
	Take Algebra Test	153	10%	83	5%	3	0%	239	5%	-98%
	Total Tested	1,525	100%	1,641	100%	1,886	100%	5,052	100%	24%

Source: SDCCD Information System

Note. Students are categorized as tested if they received a placement based on an SDCCD or other approved assessment test. For the purposes of this study, all others are recorded as No Placement.

ESOL Placement

Table 10. ESOL placement

		2009/10		2010/11		2011/12		2009/10 - 2011/12		
		N	%	N	%	N	%	Total N	Avg %	% Change
Test/ No-Test	Total Tested	60	3%	57	2%	69	3%	186	3%	15%
	No Placement	2,064	97%	2,453	98%	2,377	97%	6,894	97%	15%
	Total Students	2,124	100%	2,510	100%	2,446	100%	7,080	100%	15%
Distribution of Students Who Took a Test	Level 40	19	32%	16	28%	12	17%	47	25%	-37%
	Level 30	25	42%	16	28%	21	30%	62	33%	-16%
	Level 20	11	18%	13	23%	16	23%	40	22%	45%
	Level 19	5	8%	12	21%	20	29%	37	20%	300%
	Total Tested	60	100%	57	100%	69	100%	186	100%	15%

Source: SDCCD Information System

Note. Students are categorized as tested if they received a placement based on an SDCCD or other approved assessment test. For the purposes of this study, all others are recorded as No Placement.

Section IV: Course Enrollment by Placement

This section longitudinally tracks Mesa College English and math enrollments by placement level among three first-time to college high school graduate cohorts (see Tables 11 and 12). First-time students who enrolled in a math or English sequence course past official census in Fall 2009, 2010, or 2011 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 Course Sequences section) and only students who had recorded skill levels via SDCCD or other approved assessment tests 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 (33% in Fall 2009, 35% in Fall 2010, and 34% in Fall 2011 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

- Almost half (47%) of the Fall 2011 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 the end of their first year at Mesa College (less than the three-year average of 54%; see Table 11). Of these students that placed in transfer/Associate English and enrolled in a course in 2011/12, over half (53%) took a course at their placement level.
- Among Fall 2011 first-time to college high school graduates who placed in basic skills level reading or writing, nearly half (48%) enrolled in an English course at their placement level by the end of their first year at Mesa College (less than the three-year average of 55%; see Table 11).
- By the end of their first year at Mesa College, 56% of the Fall 2011 first-time to college high school graduates who placed in transfer level math enrolled in a math course at or below their placement level (less than the three-year average of 60%) and 57% of those who placed in Associate level math enrolled in a math course at or below their placement level (less than the three-year average of 64%; see Table 12). Of these students that placed in transfer or Associate level math and enrolled in a course in 2011/12, most (97%) took a math course at their placement level.
- Sixty percent of the Fall 2011 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 (comparable to the three-year average of 61%; see Table 12).

English and Math Course Enrollment by Placement Level

Table 11. English course enrollment by placement level

	Fall 09 Cohort	Total Enrolled 2009/10		Fall 10 Cohort	Total Enrolled 2010/11		Fall 11 Cohort	Total Enrolled 2011/12		All Cohorts	Total Enrolled 2009/10-2011/12	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer/Associate Level	606	367	61%	729	411	56%	855	404	47%	2,190	1,182	54%
Basic Skills	340	212	62%	390	224	57%	507	243	48%	1,237	679	55%
Take ESOL Test/Need Advising	81	39	48%	89	44	49%	108	45	42%	278	128	46%
Total Count/Avg %	1,027	618	60%	1,208	679	56%	1,470	692	47%	3,705	1,989	54%

Source: SDCCD Information System

Note. Tutoring and cancelled classes are excluded. Only students that received a letter grade are counted in the enrollments (withdrawals are excluded). Note that Summer 2012 enrollments are not yet available and therefore not included.

Table 12. Math course enrollment by placement level

	Fall 09 Cohort	Total Enrolled 2009/10		Fall 10 Cohort	Total Enrolled 2010/11		Fall 11 Cohort	Total Enrolled 2011/12		All Cohorts	Total Enrolled 2009/10-2011/12	
	N	N	%	N	N	%	N	N	%	Total N	Total N	Avg %
Transfer Level	230	161	70%	287	170	59%	396	221	56%	913	552	60%
Associate Level	149	109	73%	183	122	67%	246	141	57%	578	372	64%
Basic Skills	594	363	61%	713	433	61%	869	521	60%	2,176	1,317	61%
Take Algebra Test	95	61	64%	65	50	77%	3	2	67%	163	113	69%
Total Count/Avg %	1,068	694	65%	1,248	775	62%	1,514	885	58%	3,830	2,354	61%

Source: SDCCD Information System

Note. Tutoring and cancelled classes are excluded. Only students that received a letter grade are counted in the enrollments (withdrawals are excluded). Note that Summer 2012 enrollments are not yet available and therefore not included.