



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

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 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 Miramar 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 Miramar College for the first time. First-time to college students are those students who indicated on their application for admission that they had not previously attended Miramar College or another college or university. For the purposes of this study, high school graduates are those students that received a certification of California high school proficiency, a G.E.D./high school certificate, or a high school diploma, including a foreign high school diploma. Unless otherwise noted, students who are concurrently attending high school, a 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

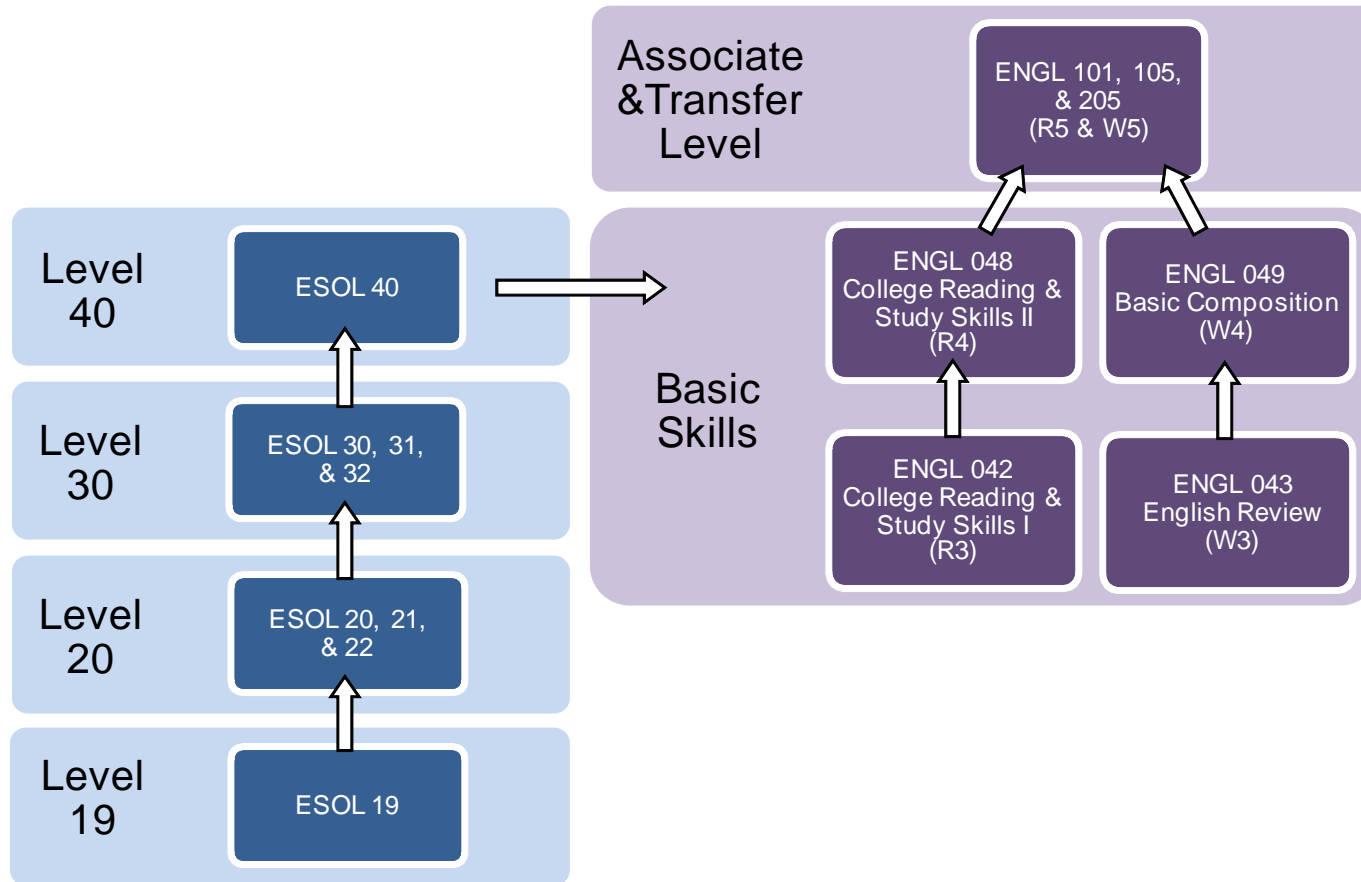
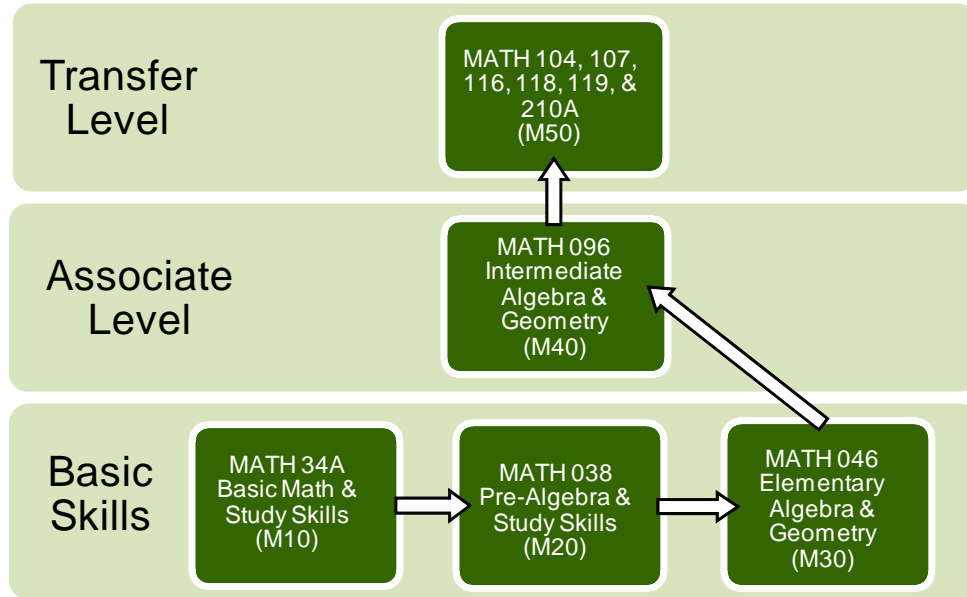


Figure 2. Current math course sequence



Overall Highlight of the Findings

1. In 2011/12, approximately 9% of the 2010/11 feeder high school graduates (546 out of 5,924 students) and 4% of the 2010/11 non-feeder high school graduates (525 out of 12,204 students) directly entered Miramar College within the year following high school completion. This does not include 258 direct entrants for whom high school graduate data were unavailable or whose high schools enrolled fewer than 20 SDCCCD direct entrants in each of the five years. The 2011/12 feeder and non-feeder school student entry rates equal the five-year averages of 9% and 4%, respectively.
2. Among the 2010/11 concurrent high school seniors enrolled at Miramar College, 19% continued their enrollment as college-only students the following year (30 out of 158 students). Concurrent seniors who had attended district feeder high schools in 2010/11 participated the following year at a higher rate (21%; 21 out of 99 students) than students who had concurrently attended non-feeder high schools (15%; 9 out of 59 students). Over five years, participation rates among students who had concurrently attended feeder schools steadily decreased from 36% to 21%, while the participation rates of students who had attended non-feeder schools varied throughout the five years studied (range of 12%-20%).
3. Twenty-two 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 (258 out of 1,164 students). This is comparable to the five-year average of 21%.
4. In 2011/12, over three-fourths (76%) of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of units (41 out of 54 students), while just over half (55%) of the students who enrolled in 9.0-11.9 units completed the total number of units (100 out of 182 students).
5. Approximately two-thirds (69%) of the Fall 2010 first-time to college high school graduates at Miramar College persisted to the next spring term (501 out of 730 students) and about half (51%) annually persisted to a second fall term (375 out of 730 students), which is comparable to the five-year average term-to-term (67%) and annual (49%) 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 (72%; 829 out of 1,153 students), writing (72%; 828 out of 1,153 students), and math (72%; 834 out of 1,153 students). This is higher than the three-year reading, writing and math test-taking rate of first-time to college graduates (65% each). 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 Miramar that affected access and demand.

7. In 2011/12, 38% of the first-time to college high school graduates who tested in **reading** placed at basic skills (315 out of 829 students). The majority (62%) of first-time to college high school graduates who tested in **writing** placed at basic skills (514 out of 828 students). About half (52%) of the first-time to college high school graduates who tested in **math** in 2011/12 placed at basic skills (433 out of 834 students).
8. Over half (53%) 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 by the end of their first year at Miramar College (200 out of 378 students).
9. By the end of their first year at Miramar College, 71% 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 (163 out of 228 students) and nearly two-thirds (65%) of those who placed in Associate level math enrolled in a math course at or below their placement level (84 out of 129 students).
10. Among Fall 2011 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 (167 out of 233 students). Sixty-one 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 (191 out of 311 students).

Section I: Entering the Community College Pipeline

This section describes different aspects of high school student entry to Miramar College. Student trends are measured across 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 Miramar 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 Miramar College are tracked to determine the rate of continued participation as college-only students (see Table 3). **Students who re-enroll as concurrent students in the subsequent year are excluded from re-enrollment figures.** Results provide aggregate totals/averages for students attending feeder and non-feeder high schools as a point of comparison.

Highlight of the Findings

- In 2011/12, approximately 9% of the 2010/11 feeder high school graduates and 4% of the 2010/11 non-feeder high school graduates directly entered Miramar College within the year following high school completion, which are equal to the five-year averages of 9% and 4%, 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. Mira Mesa, Scripps Ranch, and Serra high schools had the highest feeder graduate participation rates on average over five years (46%, 23%, and 9%, respectively). During the same timeframe, several non-feeder schools had graduate participation rates above the feeder school average of 9% (Mt. Carmel, 23%; Westview, 17%; Abraxas, 14%; Poway, 12%; Rancho Bernardo, 11%).
- Over half (55%) 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 (equal to the five-year average of 55%) and 43% reported that they had earned higher than a 3.0 GPA (equal to the five-year average of 43%; see Table 2).
- Among the 2010/11 concurrent high school seniors enrolled at Miramar College (N=158), 19% 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 higher rate than students who had concurrently attended non-feeder high schools (21% and 15%, respectively). Over five years, participation rates among students who had concurrently attended feeder schools steadily decreased from 36% to 21%, while the participation rates of students who had attended non-feeder schools varied throughout the five years studied (range of 12%-20%).

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Participation Rates of Direct to College High School Graduates

Table 1. Headcount and participation rates of high school graduates who directly enroll at Miramar 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	%	N	N	%	N	N	%	% Change	Avg %
Feeder High Schools	Clairemont**	249	16	6%	232	14	6%	243	10	4%	250	12	5%	278	12	4%	12%	-25%	5%					
	Crawford*	217	3	1%	208	4	2%	220	6	3%	236	6	3%	193	4	2%	-11%	33%	2%					
	Hoover*	285	2	1%	273	8	3%	343	7	2%	322	10	3%	311	12	4%	9%	500%	3%					
	Kearny**	264	15	6%	302	12	4%	292	8	3%	331	13	4%	318	8	3%	20%	-47%	4%					
	La Jolla**	358	5	1%	358	10	3%	384	7	2%	338	9	3%	358	12	3%	0%	140%	2%					
	Lincoln*	0	0	--	200	4	2%	251	14	6%	354	3	1%	389	6	2%	--	---	2%					
	Madison**	239	12	5%	229	7	3%	199	10	5%	224	7	3%	247	7	3%	3%	-42%	4%					
	Mark Twain**	44	6	14%	61	4	7%	207	9	4%	208	10	5%	186	5	3%	323%	-17%	5%					
	Mira Mesa***	519	219	42%	505	231	46%	504	242	48%	598	310	52%	591	252	43%	14%	15%	46%					
	Mission Bay**	261	6	2%	287	5	2%	310	7	2%	267	8	3%	276	10	4%	6%	67%	3%					
	Morse*	453	7	2%	446	4	1%	447	2	0%	442	4	1%	380	2	1%	-16%	-71%	1%					
	Point Loma**	309	5	2%	400	6	2%	369	21	6%	402	16	4%	424	7	2%	37%	40%	3%					
	San Diego High*	411	3	1%	386	9	2%	393	5	1%	452	5	1%	484	15	3%	18%	400%	2%					
	San Diego SCPA*	174	0	0%	161	4	2%	179	2	1%	169	5	3%	179	11	6%	3%	---	3%					
	Scripps Ranch***	483	106	22%	479	117	24%	476	102	21%	494	119	24%	530	111	21%	10%	5%	23%					
Serra***	360	26	7%	395	31	8%	417	43	10%	397	33	8%	365	38	10%	1%	46%	9%						
University City***	387	14	4%	418	16	4%	378	13	3%	401	27	7%	415	34	8%	7%	143%	5%						
	Feeder Total	5,013	445	9%	5,340	486	9%	5,612	508	9%	5,885	597	10%	5,924	546	9%	18%	23%	9%					
Non-Feeder High Schools	Abraxas	139	18	13%	151	22	15%	109	11	10%	147	22	15%	122	18	15%	-12%	0%	14%					
	Bonita Vista	544	2	0%	531	4	1%	549	1	0%	536	7	1%	497	2	0%	-9%	0%	1%					
	Castle Park	377	2	1%	395	1	0%	366	0	0%	352	5	1%	294	3	1%	-22%	50%	1%					
	Charter School SD	297	1	0%	339	40	12%	341	39	11%	436	30	7%	450	37	8%	52%	3,600%	8%					
	Chula Vista	519	1	0%	542	6	1%	574	5	1%	567	9	2%	510	2	0%	-2%	100%	1%					
	Coronado	247	5	2%	226	5	2%	254	6	2%	261	5	2%	277	9	3%	12%	80%	2%					
	Eastlake	551	0	0%	628	1	0%	602	1	0%	555	1	0%	502	1	0%	-9%	---	0%					
	Granite Hills	546	7	1%	571	4	1%	559	7	1%	532	10	2%	552	11	2%	1%	57%	1%					
	Grossmont	467	7	1%	465	5	1%	451	4	1%	518	6	1%	470	2	0%	1%	-71%	1%					
	Helix	460	4	1%	440	1	0%	458	9	2%	436	7	2%	466	2	0%	1%	-50%	1%					

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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		Grads	Entrants	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	% Change	Avg %	
Non-Feeder High Schools cont.	Hilltop	462	2	0%	477	1	0%	471	1	0%	546	3	1%	467	7	1%	1%	250%	1%					
	Mar Vista	430	2	0%	474	4	1%	506	6	1%	399	9	2%	310	3	1%	-28%	50%	1%					
	Montgomery	405	0	0%	431	3	1%	410	8	2%	366	1	0%	309	4	1%	-24%	---	1%					
	Mount Miguel	307	3	1%	319	0	0%	296	3	1%	365	2	1%	340	4	1%	11%	33%	1%					
	Mt. Carmel	537	145	27%	495	113	23%	527	109	21%	564	124	22%	544	111	20%	1%	-23%	23%					
	Olympian	0	0	--	2	0	0%	188	0	0%	262	0	0%	327	4	1%	--	---	1%					
	Otay Ranch	616	0	0%	741	0	0%	598	0	0%	615	3	0%	604	4	1%	-2%	---	0%					
	Patrick Henry	444	6	1%	447	6	1%	447	10	2%	471	7	1%	502	9	2%	13%	50%	2%					
	Poway	666	77	12%	700	80	11%	597	65	11%	633	77	12%	672	99	15%	1%	29%	12%					
	Ramona	365	6	2%	389	12	3%	414	10	2%	398	11	3%	386	9	2%	6%	50%	2%					
	Rancho Bernardo	646	64	10%	686	70	10%	643	67	10%	665	89	13%	679	65	10%	5%	2%	11%					
	San Ysidro	427	0	0%	464	1	0%	495	1	0%	399	2	1%	407	4	1%	-5%	---	0%					
	Southwest	383	2	1%	429	2	0%	395	3	1%	347	2	1%	337	5	1%	-12%	150%	1%					
	Sweetwater	560	1	0%	598	6	1%	626	3	0%	543	5	1%	489	1	0%	-13%	0%	1%					
	Torrey Pines	882	16	2%	620	16	3%	647	12	2%	610	12	2%	647	6	1%	-27%	-63%	2%					
	West Hills	505	8	2%	488	9	2%	475	5	1%	485	10	2%	467	5	1%	-8%	-38%	2%					
	Westview	534	94	18%	533	95	18%	576	91	16%	592	100	17%	577	98	17%	8%	4%	17%					
Non-Feeder Total		12,316	473	4%	12,581	507	4%	12,574	477	4%	12,600	559	4%	12,204	525	4%	-1%	11%	4%					
Other Non-Feeder High Schools	Foreign School	---	25	---	---	21	---	---	19	---	---	15	---	---	25	---	---	0%	---					
	Other	---	161	---	---	140	---	---	178	---	---	205	---	---	178	---	---	11%	---					
	Out of State	---	48	---	---	51	---	---	49	---	---	46	---	---	41	---	---	-15%	---					
	San Diego County	---	33	---	---	32	---	---	25	---	---	15	---	---	14	---	---	-58%	---					
	Other Total	---	267	---	---	244	---	---	271	---	---	281	---	---	258	---	---	-3%	---					
Total		---	1,185	---	---	1,237	---	---	1,256	---	---	1,437	---	---	1,329	---	---	12%	---					

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 Miramar 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%	50%
1.6-1.9	2%	2%	1%	1%	1%	1%	-10%
2.0-2.5	23%	22%	21%	18%	19%	20%	-4%
2.6-3.0	37%	34%	34%	32%	36%	35%	13%
3.1-3.5	27%	29%	29%	30%	30%	29%	27%
Over 3.5	11%	13%	16%	18%	13%	14%	36%
Total	100%	100%	100%	100%	100%	100%	15%
Total N of GPA-Reporting Students	1,046	1,064	1,122	1,296	1,204	5,732	15%
Total N of All Students	1,185	1,237	1,256	1,437	1,329	6,444	12%

Source: SDCCD Information System

Note. High School GPA is self-reported on students' college applications. On average, across five years 11% of students did not report their GPA.

Participation Rates of Concurrent Students

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

	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 %	
	N	%	N	%	N	%	N	%	N	%	N	%				
Feeder Total	165	36%	140	34%	141	29%	130	25%	99	21%	21	21%	-40%	-64%	30%	
Non-Feeder Total	90	19%	146	12%	125	15%	79	20%	59	9	15%	15%	-34%	-47%	16%	
Grand Total	255	30%	286	23%	266	23%	209	23%	158	30	19%	19%	-38%	-61%	24%	

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-two 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 21%.
- In terms of ethnic composition, in 2011/12, first-time to college high school graduates were 33% White, 27% Latino, 16% Asian/Pacific Islander, 11% Filipino, 8% Other ethnicity, 5% African American, and less than 1% were American Indian (see Table 4). The proportion of Latino students in 2011/12 (27%) is higher than the five-year average (21%).
- In 2011/12, approximately half (51%) 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 48%; see Table 4).
- In 2011/12, over three-fourths (76%) 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 81%), while just over half (55%) of the students who enrolled in 9.0-11.9 units completed the total number of units (higher than the five-year average of 49%; see Table 5).
- Approximately two-thirds (69%) of the Fall 2010 first-time to college high school graduates at Miramar College persisted to the next spring term and about half (51%) annually persisted to a second fall term, which is comparable to the five-year average term-to-term (67%) and annual (49%) persistence of first-time to college graduates (see Table 6).

Student Profile

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

	2007/08	2008/09	2009/10	2010/11	2011/12	Total/ Five-Year Avg	07/08-11/12 % Change
Total N of Students	1,133	1,165	1,073	1,167	1,164	5,702	3%
Gender							
Female	38%	39%	41%	38%	42%	40%	13%
Male	61%	61%	59%	62%	58%	60%	-3%
Unreported	0%	0%	0%	0%	0%	0%	-100%
Ethnicity							
African American	5%	6%	5%	4%	5%	5%	-15%
American Indian	1%	1%	0%	1%	0%	1%	-83%
Asian/Pacific Islander	14%	18%	13%	14%	16%	15%	12%
Filipino	12%	12%	12%	11%	11%	12%	-10%
Latino	17%	16%	22%	24%	27%	21%	66%
White	40%	38%	36%	36%	33%	36%	-15%
Other	4%	4%	5%	8%	8%	6%	98%
Unreported	7%	6%	6%	2%	1%	4%	-81%
First Generation							
First Generation	22%	21%	21%	19%	22%	21%	5%
Not First Generation	78%	79%	79%	81%	78%	79%	2%
Educational Goal							
4 Yr College Student	9%	11%	10%	14%	13%	11%	50%
AA/AS w/out Transfer	4%	5%	5%	5%	5%	5%	22%
BA/BS after Completing AA/AS	40%	39%	40%	39%	43%	40%	10%
BA/BS w/out Completing AA/AS	9%	7%	6%	8%	8%	8%	-8%
Basic Skills Improvement	0%	0%	1%	0%	1%	0%	133%
Certificate/License Maintenance	1%	2%	2%	2%	1%	2%	-25%
Current Job/Career Advancement	1%	1%	1%	1%	1%	1%	-56%
Educational Development	1%	1%	1%	1%	1%	1%	-11%
HS Diploma/GED Certificate	1%	1%	1%	1%	1%	1%	-45%
New Career Preparation	9%	10%	12%	10%	10%	10%	6%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	---
Voc Cert/Degree w/out Transfer	2%	2%	2%	2%	2%	2%	-26%
Undecided	21%	20%	20%	17%	17%	19%	-18%
Unreported	1%	0%	0%	0%	0%	0%	-100%

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	17%	83%				
		3.0 - 5.9 Units	30%	1%	69%			
		6.0 - 8.9 Units	25%	1%	17%	57%		
		9.0 - 11.9 Units	19%	0%	14%	24%	43%	
		12.0 + Units	8%	0%	7%	13%	19%	53%
	2008/09	0.1 - 2.9 Units	2%	98%				
		3.0 - 5.9 Units	35%	0%	65%			
		6.0 - 8.9 Units	27%	1%	19%	53%		
		9.0 - 11.9 Units	15%	1%	14%	17%	54%	
		12.0 + Units	8%	1%	6%	15%	19%	52%
	2009/10	0.1 - 2.9 Units	19%	81%				
		3.0 - 5.9 Units	34%	2%	63%			
		6.0 - 8.9 Units	27%	1%	18%	54%		
		9.0 - 11.9 Units	14%	2%	18%	22%	44%	
		12.0 + Units	6%	1%	6%	11%	21%	55%
	2010/11	0.1 - 2.9 Units	33%	67%				
		3.0 - 5.9 Units	26%	1%	72%			
		6.0 - 8.9 Units	21%	2%	23%	54%		
		9.0 - 11.9 Units	14%	1%	15%	22%	48%	
		12.0 + Units	5%	0%	8%	8%	17%	62%
2011/12	0.1 - 2.9 Units	24%	76%					
	3.0 - 5.9 Units	34%	2%	65%				
	6.0 - 8.9 Units	20%	2%	18%	59%			
	9.0 - 11.9 Units	8%	2%	13%	22%	55%		
	12.0 + Units	7%	0%	4%	7%	17%	65%	
Five-Year Average		--	81%	67%	56%	49%	57%	
07/08-11/12 % Change		--	-9%	21%	7%	69%	-5%	

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	617	397	64%	281	46%
2007	702	468	67%	314	45%
2008	721	498	69%	357	50%
2009	672	457	68%	345	51%
2010	730	501	69%	375	51%
Total/Five-Year Avg	3,442	2,321	67%	1,672	49%

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 Miramar College (placement data are not tied to enrollment information). Note that changes were made within the English and math course sequences; however, data are represented by current placement level categories.

Highlight of the Findings

- A majority of the first-time to college high school graduates tested in reading, writing, and math in 2011/12 (72% each; see Tables 7-9). This is higher than the three-year reading, writing and math test-taking rate of first-time to college graduates (65% each). 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 Miramar that affected access and demand.
- In 2011/12, just over half (53%) of the first-time to college high school graduates who tested in reading placed at the transfer/Associate level and 38% placed at basic skills (comparable to the three-year averages of 55% and 37%, 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 (62%; comparable to the three-year average of 63%; see Table 8).
- About half of the first-time to college high school graduates who tested in math in 2011/12 placed at basic skills (52%; equal to the three-year average of 52%) and nearly one-third had a transfer level math placement (31%; comparable to the three-year average of 30%; see Table 9).

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	718	64%	684	60%	829	72%	2,231	65%	15%
	No Placement	408	36%	453	40%	324	28%	1,185	35%	-21%
	Total Students	1,126	100%	1,137	100%	1,153	100%	3,416	100%	2%
Distribution of Students Who Took a Test	Transfer/Associate Level	398	55%	389	57%	442	53%	1,229	55%	11%
	Basic Skills	265	37%	239	35%	315	38%	819	37%	19%
	Need English Advising	55	8%	51	7%	49	6%	155	7%	-11%
	Take ESOL Test	0	0%	5	1%	23	3%	28	1%	---
	Total Tested	718	100%	684	100%	829	100%	2,231	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.

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	718	64%	684	60%	828	72%	2,230	65%	15%
	No Placement	408	36%	453	40%	325	28%	1,186	35%	-20%
	Total Students	1,126	100%	1,137	100%	1,153	100%	3,416	100%	2%
Distribution of Students Who Took a Test	Transfer/Associate Level	203	28%	193	28%	242	29%	638	29%	19%
	Basic Skills	460	64%	435	64%	514	62%	1,409	63%	12%
	Need English Advising	55	8%	51	7%	49	6%	155	7%	-11%
	Take ESOL Test	0	0%	5	1%	23	3%	28	1%	---
	Total Tested	718	100%	684	100%	828	100%	2,230	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.

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	719	64%	667	59%	834	72%	2,220	65%	16%
	No Placement	407	36%	470	41%	319	28%	1,196	35%	-22%
	Total Students	1,126	100%	1,137	100%	1,153	100%	3,416	100%	2%
Distribution of Students Who Took a Test	Transfer Level	207	29%	207	31%	257	31%	671	30%	24%
	Associate Level	119	17%	113	17%	144	17%	376	17%	21%
	Basic Skills	375	52%	347	52%	433	52%	1,155	52%	15%
	Take Algebra Test	18	3%	0	0%	0	0%	18	1%	-100%
	Total Tested	719	100%	667	100%	834	100%	2,220	100%	16%

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	24	2%	22	2%	34	3%	80	2%	42%
	No Placement	1,102	98%	1,115	98%	1,119	97%	3,336	98%	2%
	Total Students	1,126	100%	1,137	100%	1,153	100%	3,416	100%	2%
Distribution of Students Who Took a Test	Level 40	4	17%	2	9%	2	6%	8	10%	-50%
	Level 30	5	21%	11	50%	11	32%	27	34%	120%
	Level 20	7	29%	5	23%	7	21%	19	24%	0%
	Level 19	8	33%	4	18%	14	41%	26	33%	75%
	Total Tested	24	100%	22	100%	34	100%	80	100%	42%

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 Miramar 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, 34% in Fall 2010, and 31% 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

- Over half (53%) 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 by the end of their first year at Miramar College (less than the three-year average of 62%; see Table 11). Of these students that placed in transfer/Associate level English and enrolled in a course in 2011/12, about half (52%) 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 three-fourths (72%) enrolled in an English course at their placement level by the end of their first year at Miramar College (less than the three-year average of 76%; see Table 11).
- By the end of their first year at Miramar College, 71% 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 (higher than the three-year average of 63%) and nearly two-thirds (65%) of those who placed in Associate level math placement enrolled in a math course at or below their placement level (comparable to 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-one percent of the Fall 2011 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 (comparable to the three-year average of 62%; 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	300	218	73%	315	199	63%	378	200	53%	993	617	62%
Basic Skills	176	138	78%	166	133	80%	233	167	72%	575	438	76%
Take ESOL Test/Need Advising	36	27	75%	31	24	77%	54	29	54%	121	80	66%
Total Count/Avg %	512	383	75%	512	356	70%	665	396	60%	1,689	1,135	67%

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	154	83	54%	179	108	60%	228	163	71%	561	354	63%
Associate Level	83	53	64%	78	49	63%	129	84	65%	290	186	64%
Basic Skills	246	143	58%	238	159	67%	311	191	61%	795	493	62%
Take Algebra Test	23	16	70%	0	0	0%	0	0	0%	23	16	70%
Total Count/Avg %	506	295	58%	495	316	64%	668	438	66%	1,669	1,049	63%

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.