

**Mesa College  
High School to College Pipeline  
Report 2012/13 - 2016/17**

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### Introduction

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

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

**Headcount:** The individual count of students, or unduplicated headcount. Drops, never attends, and cancelled classes are excluded.

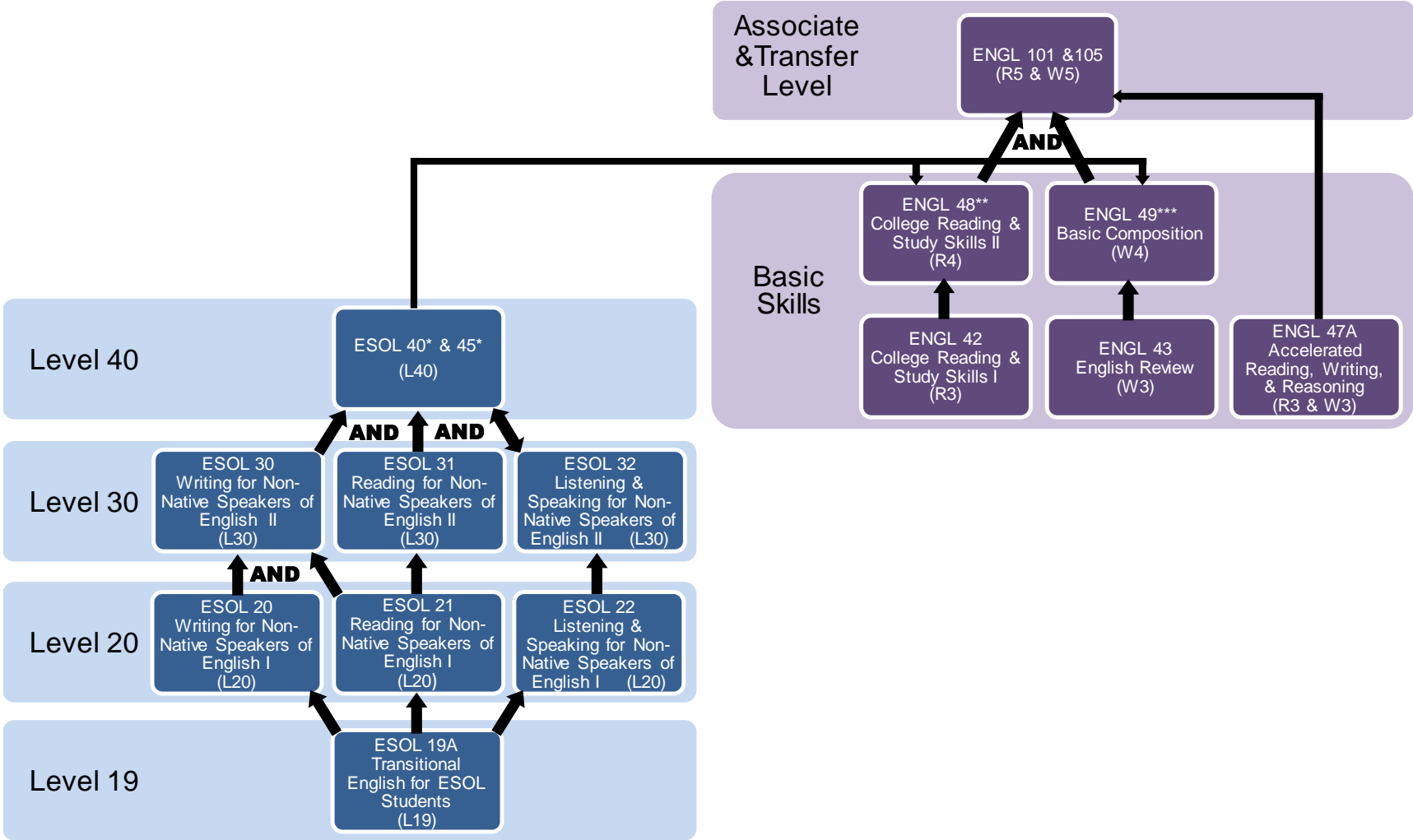
**Persistence Rate – Term and Annual:** The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring term (term persistence) and fall terms (annual persistence) and received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

**Retention Rate:** The percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD out of official census enrollments. Tutoring and cancelled classes are excluded.

**Successful Course Completion Rate:** The percentage of students who complete a course with a grade of A, B, C, or P out of official census enrollments. Tutoring, non-credit, and cancelled classes are excluded.

### Placement Sequences

Figure 1. Current English and ESOL placement sequence

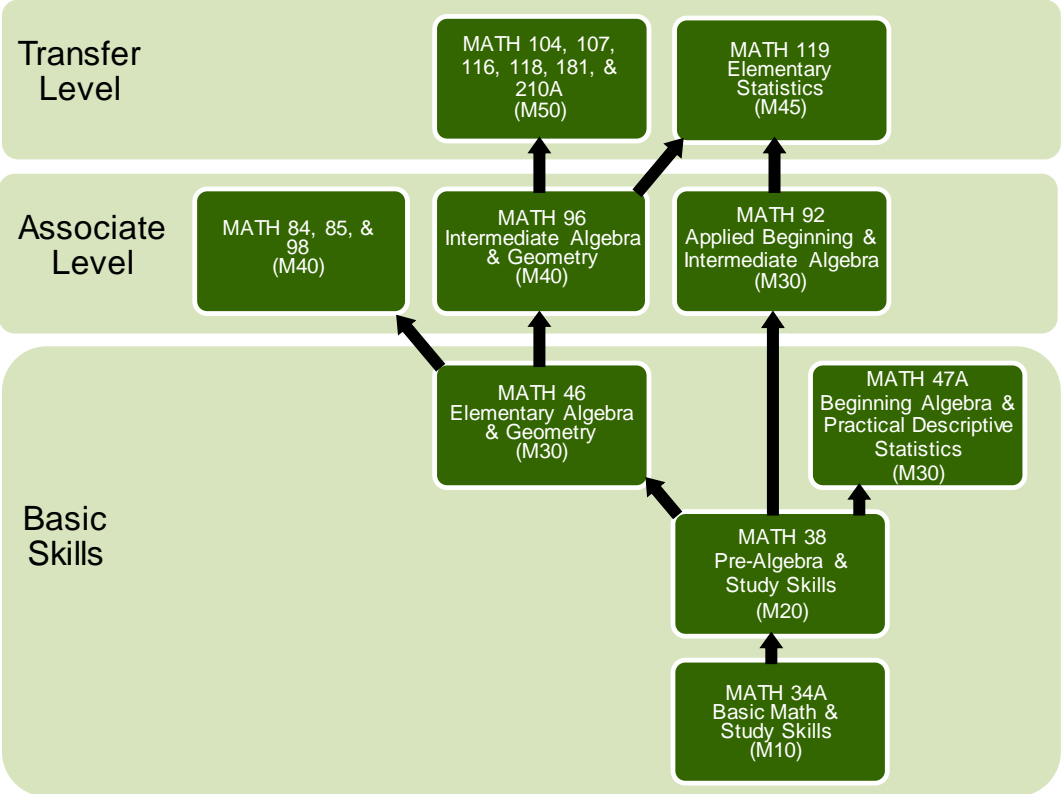


\* ESOL 40 and ESOL 45 require a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

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

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

Figure 2. Current math placement sequence



## Overall Highlight of the Findings

1. In 2016/17, 20% of the 2015/16 feeder high school graduates and 5% of the 2015/16 non-feeder high school graduates entered Mesa College in the year following high school completion. The 2016/17 feeder and non-feeder high school student participation rates are comparable to the five-year averages of 19% and 5%, respectively.
2. Approximately 24% of concurrent high school seniors continued their enrollment at City College/ECC in 2016/17 as college-only students. Over five years, participation rates of concurrently enrolled high school seniors who continued City College/ECC enrollment varied among feeder high school seniors (10% to 22%) and non-feeder high school seniors (29% to 58%).
3. The number of concurrent high school seniors enrolled between 2011/12 and 2015/16, decreased 23% among feeder high schools and increased over 100% among non-feeder high schools. Approximately 13% of concurrent high school feeder seniors continued their enrollment in 2016/17 at Mesa College as college-only students. Over five years, participation rates of concurrently enrolled high school seniors who continued Mesa College enrollment varied among feeder high school seniors (8% to 15%) and non-feeder high school seniors (9% to 67%).
4. In 2016/17, the majority of first-time to college high school graduates completed an assessment test in reading, writing, and math (83% each).
5. In 2016/17, 62% of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level. The majority of first-time to college high school graduates who completed an assessment test in writing placed at the basic skills level (55%). The majority of first-time to college high school graduates who completed an assessment test in math in 2016/17 also placed at the basic skills level (51%). Among first-time to college high school graduates who completed an assessment test in ESOL in 2016/17, over half (59%) of the students placed five levels below English transfer level (ESOL level 19).
6. Twenty-seven percent of the 2016/17 first-time to college high school graduates reported that they were the first generation of college-going students in their family. This is the same as the five-year average of 27%.
7. In 2016/17, 82% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units, while approximately half of the students who enrolled in 6.0-8.9 units and 9.0-11.9 units (57% & 47%, respectively) completed the total number of attempted units. Over half (55%) of the students who were enrolled in school full-time (12+ units) in 2016/17, completed the total number of attempted units.

8. Approximately three quarters (76%) of first-time to college high school graduates at Mesa College persisted from the Fall 2015 term to the following spring term, and over half (56%) persisted annually to a second fall term. This is comparable to the five-year averages for term-to-term persistence (76%) and annual persistence (54%).
9. In 2016/17, 74% of students who enrolled in a transfer or associate level English course at Mesa College successfully completed the course (comparable to the five-year average of 75%), and 75% of students enrolled in a basic skills level English course at Mesa College successfully completed the course (comparable to the 77% five-year average).
10. Sixty-five percent of students who enrolled in a transfer level math course at Mesa College successfully completed the course in 2016/17, which is comparable to the five-year average of 64%. In 2016/17, over half (53%) of students enrolled in an associate level math course at Mesa College successfully completed the course, which is the same as the five-year average of 53%. Finally, 60% of students enrolled in a basic skills level math course at Mesa College successfully completed the course in 2016/17, comparable to the five-year average of 63%.



## Section I: Entering the Community College Pipeline

This section describes different aspects of high school graduate student entry to Mesa College. Student trends are measured across five years, from 2012/13 to 2016/17.

**Table 1 focuses on high school-to-college participation rates among first-time to college high school graduates who enrolled at Mesa 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 2 tracks high school seniors who were concurrently enrolled at Mesa College to the subsequent year to determine the rate of continued participation as college-only students. Students who re-enrolled as concurrent high school students in the subsequent year are excluded from college-only re-enrollment figures.** Results provide aggregate totals/averages for students attending feeder and non-feeder high schools 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 Mesa College within one year of graduation

		11/12		12/13		12/13		13/14		13/14		14/15		14/15		15/16		15/16		16/17		11/12-15/16		12/13-16/17	
		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		% Change	Avg %	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%			% Change	Avg %		
City Feeder	Crawford Ed Complex	189	29	15%	200	27	14%	232	43	19%	195	27	14%	174	27	16%	-8%	-7%	15%						
	Garfield	139	16	12%	139	8	6%	127	11	9%	107	5	5%	138	13	9%	-1%	-19%	8%						
	Gompers Prep	71	0	0%	81	2	2%	89	4	4%	97	8	8%	122	4	3%	72%	---	4%						
	Health Sciences	128	23	18%	138	30	22%	135	44	33%	149	31	21%	151	31	21%	18%	35%	23%						
	Hoover	292	49	17%	324	83	26%	344	48	14%	343	68	20%	318	53	17%	9%	8%	19%						
	King-Chavez	0	0	--	137	0	0%	95	5	5%	139	22	16%	110	4	4%	---	---	---						
	Lincoln	316	40	13%	290	34	12%	298	37	12%	285	28	10%	222	25	11%	-30%	-38%	12%						
	Morse	381	57	15%	349	50	14%	377	42	11%	340	37	11%	387	51	13%	2%	-11%	13%						
	San Diego Ed Complex	422	42	10%	430	45	10%	393	45	11%	462	56	12%	422	55	13%	0%	31%	11%						
	San Diego SCPA	168	30	18%	178	25	14%	144	14	10%	186	27	15%	197	38	19%	17%	27%	15%						
Mesa Feeder	Charter School of SD	559	98	18%	526	82	16%	441	65	15%	464	86	19%	587	84	14%	5%	-14%	16%						
	Clairemont	230	88	38%	265	106	40%	256	103	40%	210	82	39%	221	85	38%	-4%	-3%	39%						
	High Tech Ed Complex	288	51	18%	317	51	16%	312	66	21%	329	58	18%	311	50	16%	8%	-2%	18%						
	Kearny Ed Complex	381	189	50%	294	155	53%	322	156	48%	309	159	51%	327	183	56%	-14%	-3%	52%						
	La Jolla	374	54	14%	342	65	19%	338	50	15%	348	67	19%	352	69	20%	-6%	28%	17%						
	Madison	224	85	38%	230	80	35%	216	82	38%	214	91	43%	242	127	52%	8%	49%	41%						
	Mark Twain	226	30	13%	183	15	8%	152	22	14%	156	13	8%	145	14	10%	-36%	-53%	11%						
	Mission Bay	311	95	31%	273	55	20%	274	50	18%	237	73	31%	208	50	24%	-33%	-47%	25%						
	Patrick Henry	484	46	10%	517	43	8%	523	41	8%	504	30	6%	523	54	10%	8%	17%	8%						
	Point Loma	408	84	21%	441	100	23%	401	101	25%	426	64	15%	398	78	20%	-2%	-7%	21%						
Preuss School	89	12	13%	97	7	7%	88	10	11%	103	7	7%	132	21	16%	48%	75%	11%							
Miramar Feeder	Mira Mesa	552	79	14%	550	85	15%	555	96	17%	581	104	18%	555	91	16%	1%	15%	16%						
	Serra	406	115	28%	381	58	15%	408	93	23%	379	102	27%	372	100	27%	-8%	-13%	24%						
	Scripps Ranch	579	102	18%	558	68	12%	513	65	13%	517	68	13%	513	92	18%	-11%	-10%	15%						
	University City	387	90	23%	427	104	24%	409	75	18%	417	112	27%	397	105	26%	3%	17%	24%						
<b>District Feeder Total</b>		<b>7,604</b>	<b>1,504</b>	<b>20%</b>	<b>7,667</b>	<b>1,378</b>	<b>18%</b>	<b>7,492</b>	<b>1,368</b>	<b>18%</b>	<b>7,497</b>	<b>1,425</b>	<b>19%</b>	<b>7,524</b>	<b>1,504</b>	<b>20%</b>	<b>-1%</b>	<b>0%</b>	<b>19%</b>						
Non-Feeder High Schools	Bonita Vista	541	20	4%	540	22	4%	550	14	3%	580	15	3%	597	27	5%	10%	35%	3%						
	Castle Park	260	6	2%	372	13	3%	373	14	4%	359	5	1%	342	8	2%	32%	33%	3%						
	Chula Vista	538	29	5%	578	29	5%	577	27	5%	612	39	6%	644	25	4%	20%	-14%	5%						
	Coronado	248	32	13%	255	15	6%	274	23	8%	288	38	13%	283	37	13%	14%	16%	11%						
	Del Norte	243	23	9%	458	29	6%	380	29	8%	435	18	4%	504	36	7%	107%	57%	7%						
	Eastlake	512	13	3%	670	12	2%	710	15	2%	721	18	2%	731	27	4%	43%	108%	3%						

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

## Mesa College High School to College Pipeline Report

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

		11/12			12/13			13/14			14/15			15/16			16/17			11/12-15/16		12/13-16/17	
		Grads			Entrants			Grads			Entrants			Grads			Entrants			Grads		Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %	
Non-Feeder High Schools, cont.	Grossmont	519	13	3%	514	12	2%	428	9	2%	508	23	5%	448	7	2%	-14%	-46%	3%				
	Helix	469	25	5%	461	13	3%	477	16	3%	469	24	5%	467	7	1%	0%	-72%	4%				
	Hilltop	486	23	5%	495	16	3%	526	26	5%	502	24	5%	481	16	3%	-1%	-30%	4%				
	Mar Vista	337	12	4%	354	16	5%	358	10	3%	341	10	3%	377	12	3%	12%	0%	3%				
	Montgomery	303	10	3%	391	14	4%	347	13	4%	404	17	4%	360	10	3%	19%	0%	4%				
	Mount Miguel	327	12	4%	259	6	2%	230	7	3%	277	7	3%	260	7	3%	-20%	-42%	3%				
	Mt. Carmel	505	47	9%	445	38	9%	488	50	10%	483	51	11%	475	36	8%	-6%	-23%	9%				
	Olympian	374	13	3%	440	7	2%	435	16	4%	416	15	4%	521	13	2%	39%	0%	3%				
	Otay Ranch	591	17	3%	627	10	2%	637	25	4%	664	21	3%	656	24	4%	11%	41%	3%				
	Poway	581	51	9%	537	34	6%	578	29	5%	496	32	6%	492	30	6%	-15%	-41%	7%				
	Ramona	406	15	4%	367	17	5%	363	13	4%	362	9	2%	330	19	6%	-19%	27%	4%				
	Rancho Bernardo	546	42	8%	489	41	8%	548	46	8%	520	42	8%	535	46	9%	-2%	10%	8%				
	San Ysidro	449	13	3%	506	5	1%	483	11	2%	538	23	4%	500	23	5%	11%	77%	3%				
	Southwest	333	10	3%	367	10	3%	382	14	4%	374	14	4%	326	8	2%	-2%	-20%	3%				
	Sweetwater	469	33	7%	643	43	7%	653	44	7%	628	32	5%	614	39	6%	31%	18%	6%				
	Torrey Pines	625	13	2%	592	11	2%	591	18	3%	700	25	4%	676	29	4%	8%	123%	3%				
	West Hills High School	401	10	2%	441	11	2%	389	9	2%	405	15	4%	423	9	2%	5%	-10%	3%				
	West View	593	43	7%	567	45	8%	595	36	6%	558	38	7%	554	41	7%	-7%	-5%	7%				
<b>Non-Feeder Total</b>		<b>10,754</b>	<b>525</b>	<b>5%</b>	<b>11,438</b>	<b>469</b>	<b>4%</b>	<b>10,811</b>	<b>514</b>	<b>5%</b>	<b>11,720</b>	<b>555</b>	<b>5%</b>	<b>11,676</b>	<b>536</b>	<b>5%</b>	<b>9%</b>	<b>2%</b>	<b>5%</b>				
Other High Schools	Foreign School	---	60	---	---	51	---	---	70	---	---	61	---	---	68	---	---	13%	---				
	Other	---	518	---	---	457	---	---	421	---	---	476	---	---	404	---	---	-22%	---				
	Out of State	---	110	---	---	120	---	---	140	---	---	120	---	---	119	---	---	8%	---				
	San Diego County	---	39	---	---	42	---	---	41	---	---	47	---	---	44	---	---	13%	---				
	<b>Other Total</b>	---	<b>727</b>	---	---	<b>670</b>	---	---	<b>672</b>	---	---	<b>704</b>	---	---	<b>635</b>	---	---	<b>-13%</b>	---				
<b>Total</b>		---	<b>2,756</b>	---	---	<b>2,517</b>	---	---	<b>2,554</b>	---	---	<b>2,684</b>	---	---	<b>2,675</b>	---	---	<b>-3%</b>	---				

Source: High School Data - Education Data Partnership (Ed-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, Mt. Everest, 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.

Participation Rates of Concurrent Students

Table 2. Percentage of concurrent high school seniors who re-enroll the subsequent year as college-only students

	11/12 Seniors (Concur) N	12/13 Re- Enroll N	12/13 Re- Enroll %	12/13 Seniors (Concur) N	13/14 Re- Enroll N	13/14 Re- Enroll %	13/14 Seniors (Concur) N	14/15 Re- Enroll N	14/15 Re- Enroll %	14/15 Seniors (Concur) N	15/16 Re- Enroll N	15/16 Re- Enroll %	15/16 Seniors (Concur) N	16/17 Re- Enroll N	16/17 Re- Enroll %	Concurrent % Change	Re-Enroll % Change	Re-Enroll Avg %
<b>District Feeder Total</b>	1,069	130	12%	885	133	15%	696	59	8%	671	62	9%	821	107	13%	-23%	-18%	12%
<b>Non-Feeder Total</b>	4	2	50%	6	1	17%	3	2	67%	16	6	38%	65	6	9%	1,525%	200%	18%
Other/Unreported	4	0	0%	1	0	0%	0	0	0%	3	1	33%	7	4	57%	75%	---	33%
<b>Grand Total</b>	1,077	132	12%	892	134	15%	699	61	9%	690	69	10%	893	117	13%	-17%	-11%	12%

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 Mesa College. No exclusions limit the concurrent student cohort to AP students. Re-enrollment counts exclude students who continue Mesa College enrollment as concurrent students.

Note 2. Students are unduplicated within each year. SDSU, UCSD, tutoring, and cancelled classes 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: College Preparedness and Placement

This section of the report looks at high school GPA and the placement levels of first-time to college high school graduates who applied to Mesa 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 Placement 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, had high school transcript information available for Multiple Measures Assessment Project (MMAP) placement, 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 who received a placement level from degree completion, transfer work, or course completion.

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

Table 3. High school GPA of first-time to college high school graduates who enroll at Mesa College within four years of graduation

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Yr Avg/ Total	5-Yr % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	-40%
1.6-1.9	1%	1%	1%	1%	1%	1%	-42%
2.0-2.5	23%	21%	19%	20%	18%	20%	-26%
2.6-3.0	35%	36%	37%	34%	33%	35%	-11%
3.1-3.5	28%	29%	29%	30%	31%	30%	5%
Over 3.5	12%	13%	13%	15%	16%	14%	24%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>-6%</b>
Reported GPA	2,299	2,173	2,193	2,362	2,165	11,192	-6%
Total of All Students	2,530	2,426	2,448	2,601	2,419	12,424	-4%

Source: SDCCD Information System

Note 1. High school GPA is self-reported on students' college applications. On average, across five years, 10% 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 is still calculated.

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

Reading and Writing Placement

Table 4. Reading Placement

		2014/15		2015/16		2016/17		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,875	82%	2,059	84%	1,996	83%	5,930	83%	6%
	Not Tested	403	18%	391	16%	399	17%	1,193	17%	-1%
	<b>Total Students</b>	<b>2,278</b>	<b>100%</b>	<b>2,450</b>	<b>100%</b>	<b>2,395</b>	<b>100%</b>	<b>7,123</b>	<b>100%</b>	<b>5%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	1,007	54%	1,201	58%	1,233	62%	3,441	58%	22%
	Basic Skills	676	36%	710	34%	599	30%	1,985	33%	-11%
	Need English Advising	141	8%	127	6%	142	7%	410	7%	1%
	Take ESOL Test	51	3%	21	1%	22	1%	94	2%	-57%
	<b>Total Tested</b>	<b>1,875</b>	<b>100%</b>	<b>2,059</b>	<b>100%</b>	<b>1,996</b>	<b>100%</b>	<b>5,930</b>	<b>100%</b>	<b>6%</b>

Source: SDCCD Information System

Table 5. Writing Placement

		2014/15		2015/16		2016/17		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,877	82%	2,060	84%	1,997	83%	5,934	83%	6%
	Not Tested	401	18%	390	16%	398	17%	1,189	17%	-1%
	<b>Total Students</b>	<b>2,278</b>	<b>100%</b>	<b>2,450</b>	<b>100%</b>	<b>2,395</b>	<b>100%</b>	<b>7,123</b>	<b>100%</b>	<b>5%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	530	28%	708	34%	744	37%	1,982	33%	40%
	Basic Skills	1,155	62%	1,204	58%	1,089	55%	3,448	58%	-6%
	Need English Advising	141	8%	127	6%	142	7%	410	7%	1%
	Take ESOL Test	51	3%	21	1%	22	1%	94	2%	-57%
	<b>Total Tested</b>	<b>1,877</b>	<b>100%</b>	<b>2,060</b>	<b>100%</b>	<b>1,997</b>	<b>100%</b>	<b>5,934</b>	<b>100%</b>	<b>6%</b>

Source: SDCCD Information System

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

**ESOL Placement**

Table 6. ESOL Placement

		2014/15		2015/16		2016/17		Total N	Avg %	% Change
Test/No-Test	Total Tested	85	4%	39	2%	49	2%	173	2%	-42%
	Not Tested	2,193	96%	2,411	98%	2,346	98%	6,950	98%	7%
	<b>Total Students</b>	<b>2,278</b>	<b>100%</b>	<b>2,450</b>	<b>100%</b>	<b>2,395</b>	<b>100%</b>	<b>7,123</b>	<b>100%</b>	<b>5%</b>
Distribution of Students who Took a Test	Level 40	12	14%	2	5%	6	12%	20	12%	-50%
	Level 30	10	12%	9	23%	8	16%	27	16%	-20%
	Level 20	6	7%	1	3%	6	12%	13	8%	0%
	Level 19	57	67%	27	69%	29	59%	113	65%	-49%
	<b>Total Tested</b>	<b>85</b>	<b>100%</b>	<b>39</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>173</b>	<b>100%</b>	<b>-42%</b>

Source: SDCCD Information System

**Math Placement**

Table 7. Math Placement

		2014/15		2015/16		2016/17		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,887	83%	2,075	85%	1,992	83%	5,954	84%	6%
	Not Tested	391	17%	375	15%	403	17%	1,169	16%	3%
	<b>Total Students</b>	<b>2,278</b>	<b>100%</b>	<b>2,450</b>	<b>100%</b>	<b>2,395</b>	<b>100%</b>	<b>7,123</b>	<b>100%</b>	<b>5%</b>
Distribution of Students who Took a Test	Transfer Level	515	27%	675	33%	688	35%	1,878	32%	34%
	Associate Level	330	17%	281	14%	279	14%	890	15%	-15%
	Basic Skills	1,042	55%	1,119	54%	1,025	51%	3,186	54%	-2%
	<b>Total Tested</b>	<b>1,887</b>	<b>100%</b>	<b>2,075</b>	<b>100%</b>	<b>1,992</b>	<b>100%</b>	<b>5,954</b>	<b>100%</b>	<b>6%</b>

Source: SDCCD Information System

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



### Section III: Student Characteristics and Enrollments

**This section describes different student characteristics and enrollment patterns among first-time to college high school graduates who enrolled at Mesa 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 2012/13 and 2016/17 (see Table 8.1-8.5). 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 9. The longitudinal term and annual persistence of the Fall 2011 to Fall 2015 cohorts of first-time to college high school graduates are displayed in Table 10.

**Student Characteristics**

Table 8.1. Overall Student Headcount

	2012/13	2013/14	2014/15	2015/16	2016/17	Total	5-Yr % Change
Total Student Headcount	2,530	2,426	2,448	2,601	2,419	12,424	-4%

Table 8.2. Headcount by Gender

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Yr Avg	5-Yr % Change
Female	49%	48%	49%	49%	49%	49%	-5%
Male	51%	52%	51%	51%	51%	51%	-4%

Table 8.3. Headcount by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Yr Avg	5-Yr % Change
African American	8%	7%	8%	6%	7%	7%	-13%
American Indian	0%	0%	0%	0%	0%	0%	-38%
Asian/Pacific Islander	10%	9%	9%	10%	10%	10%	-5%
Filipino	4%	4%	4%	4%	4%	4%	14%
Latino	42%	44%	44%	46%	44%	44%	1%
White	28%	26%	26%	25%	26%	26%	-12%
Other	8%	7%	7%	8%	7%	7%	-14%
Unreported	1%	1%	2%	1%	2%	2%	31%

Table 8.4. Headcount by First Generation

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Yr Avg	5-Yr % Change
First Generation	27%	28%	29%	28%	27%	28%	-7%
Not First Generation	73%	72%	71%	72%	73%	72%	-3%

Source: SDCCD Information System

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

Table 8.5. Headcount by Educational Objective

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Yr Avg	5-Yr % Change
4 Yr College Student	13%	12%	10%	11%	10%	11%	-24%
AA/AS w/out Transfer	5%	4%	5%	6%	4%	5%	-21%
BA/BS after Completing AA/AS	47%	47%	50%	49%	51%	49%	3%
BA/BS w/out Completing AA/AS	9%	12%	10%	10%	9%	10%	-1%
Basic Skills Improvement	0%	0%	1%	0%	0%	0%	-44%
Certificate/License Maintenance	1%	1%	1%	1%	1%	1%	70%
Current Job/Career Advancement	0%	0%	0%	0%	0%	0%	-56%
Educational Development	0%	1%	1%	0%	1%	1%	129%
HS Diploma/GED Certificate	1%	0%	0%	1%	1%	1%	143%
New Career Preparation	7%	7%	7%	6%	7%	7%	-14%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	0%
Voc Cert/Degree w/out Transfer	1%	1%	1%	0%	0%	1%	-48%
Undecided	16%	15%	15%	15%	15%	15%	-9%

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 9. 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
2012/13	0.1 - 2.9 Units	27%	<b>73%</b>				
	3.0 - 5.9 Units	36%	3%	<b>61%</b>			
	6.0 - 8.9 Units	23%	3%	28%	<b>46%</b>		
	9.0 - 11.9 Units	17%	1%	17%	21%	<b>44%</b>	
	12.0 + Units	7%	1%	9%	12%	18%	<b>54%</b>
2013/14	0.1 - 2.9 Units	19%	<b>81%</b>				
	3.0 - 5.9 Units	36%	4%	<b>60%</b>			
	6.0 - 8.9 Units	21%	1%	27%	<b>51%</b>		
	9.0 - 11.9 Units	15%	2%	13%	25%	<b>45%</b>	
	12.0 + Units	7%	1%	7%	11%	20%	<b>54%</b>
2014/15	0.1 - 2.9 Units	17%	<b>83%</b>				
	3.0 - 5.9 Units	32%	2%	<b>66%</b>			
	6.0 - 8.9 Units	23%	1%	23%	<b>52%</b>		
	9.0 - 11.9 Units	15%	1%	14%	24%	<b>47%</b>	
	12.0 + Units	8%	0%	7%	11%	17%	<b>57%</b>
2015/16	0.1 - 2.9 Units	16%	<b>84%</b>				
	3.0 - 5.9 Units	32%	0%	<b>67%</b>			
	6.0 - 8.9 Units	23%	1%	21%	<b>55%</b>		
	9.0 - 11.9 Units	15%		17%	22%	<b>46%</b>	
	12.0 + Units	8%	1%	7%	11%	19%	<b>55%</b>
2016/17	0.1 - 2.9 Units	16%	<b>84%</b>				
	3.0 - 5.9 Units	34%	3%	<b>63%</b>			
	6.0 - 8.9 Units	22%	0%	21%	<b>57%</b>		
	9.0 - 11.9 Units	17%	1%	13%	22%	<b>47%</b>	
	12.0 + Units	7%	1%	7%	11%	19%	<b>55%</b>
<b>Five-Year Average</b>		--	<b>81%</b>	<b>64%</b>	<b>52%</b>	<b>46%</b>	<b>55%</b>
<b>% Change 12/13-16/17</b>		--	<b>16%</b>	<b>5%</b>	<b>-9%</b>	<b>-12%</b>	<b>12%</b>

Source: SDCCD Information System

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

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

**Persistence**

Table 10. Term and annual persistence

	Fall Cohorts	Term Persistence Counts	Term Persistence %	Annual Persistence Counts	Annual Persistence %
2011	1,826	1,393	76%	996	55%
2012	1,827	1,399	77%	1,021	56%
2013	1,783	1,362	76%	954	54%
2014	1,654	1,227	74%	869	53%
2015	1,744	1,321	76%	970	56%
<b>Total/5-Yr Avg</b>	<b>8,834</b>	<b>6,702</b>	<b>76%</b>	<b>4,810</b>	<b>54%</b>

Source: SDCCD Information System

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

## Section IV: Student Outcomes

This section examines English and math course outcomes of **first-time to college high school graduates who enrolled at Mesa College within four years of high school completion** (see Tables 11 and 12). Enrollments, retention rates, and successful course completion rates of first-time students who enrolled in an English or math course as of official census between 2012/13 and 2016/17 are reported. Data are represented by basic skills, associate, and transfer level courses (see Figures 1 and 2 in the Placement Sequences section for specific courses in each level).

**English Retention and Successful Course Completion Rates**

Table 11. English retention and course success rates

		Enrollments	Retention Counts	Retention Rate	Success Counts	Success Rate
Transfer/ Associate	2012/13	171	154	90%	121	71%
	2013/14	216	199	92%	175	81%
	2014/15	280	249	89%	202	72%
	2015/16	436	404	93%	337	77%
	2016/17	589	530	90%	435	74%
	<b>Total</b>	<b>1,692</b>	<b>1,536</b>	<b>91%</b>	<b>1,270</b>	<b>75%</b>
Basic Skills	2012/13	322	304	94%	252	78%
	2013/14	372	347	93%	298	80%
	2014/15	500	470	94%	383	77%
	2015/16	740	684	92%	558	75%
	2016/17	625	574	92%	470	75%
	<b>Total</b>	<b>2,559</b>	<b>2,379</b>	<b>93%</b>	<b>1,961</b>	<b>77%</b>
<b>English Total</b>		<b>4,251</b>	<b>3,915</b>	<b>92%</b>	<b>3,231</b>	<b>76%</b>
<b>All Colleges Total</b>		<b>10,554</b>	<b>9,731</b>	<b>92%</b>	<b>7,898</b>	<b>75%</b>

Source: SDCCD Information System

Note. Tutoring and cancelled classes are excluded. Only students enrolled as of official census are counted in the enrollments.

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

**Math Retention and Successful Course Completion Rates**

Table 12. Math retention and course success rates

		Enrollments	Retention Counts	Retention Rate	Success Counts	Success Rate
Transfer Level	2012/13	223	198	89%	144	65%
	2013/14	223	197	88%	140	63%
	2014/15	254	217	85%	154	61%
	2015/16	345	306	89%	234	68%
	2016/17	346	303	88%	224	65%
	<b>Total</b>	<b>1,391</b>	<b>1,221</b>	<b>88%</b>	<b>896</b>	<b>64%</b>
Associate Level	2012/13	113	93	82%	46	41%
	2013/14	115	104	90%	71	62%
	2014/15	170	143	84%	88	52%
	2015/16	206	169	82%	112	54%
	2016/17	161	136	84%	85	53%
	<b>Total</b>	<b>765</b>	<b>645</b>	<b>84%</b>	<b>402</b>	<b>53%</b>
Basic Skills	2012/13	302	274	91%	202	67%
	2013/14	436	391	90%	273	63%
	2014/15	388	359	93%	234	60%
	2015/16	396	366	92%	259	65%
	2016/17	345	304	88%	208	60%
	<b>Total</b>	<b>1,867</b>	<b>1,694</b>	<b>91%</b>	<b>1,176</b>	<b>63%</b>
<b>Math Total</b>	<b>4,023</b>	<b>3,560</b>	<b>88%</b>	<b>2,474</b>	<b>61%</b>	
<b>All Colleges Math Total</b>	<b>10,066</b>	<b>8,806</b>	<b>87%</b>	<b>6,033</b>	<b>60%</b>	

Source: SDCCD Information System

Note. Tutoring and cancelled classes are excluded. Only students enrolled as of official census are counted in the enrollments.

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