



All Colleges High School to College Pipeline Report 2013/14 - 2017/18

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Table of Contents

Introduction..... 2

Population of Interest..... 2

Operational Definitions..... 3

Placement Sequences..... 4

Overall Highlight of the Findings..... 6

Section I: Entering the Community College Pipeline..... 8

 College Participation Rates of High School Graduates..... 9

 Participation Rates of Concurrent Students..... 11

Section II: College Preparedness and Placement..... 12

 High School GPA of College-Enrolled High School Graduates..... 13

 Reading and Writing Placement..... 14

 ESOL Placement..... 15

 Math Placement..... 15

Section III: Student Characteristics and Enrollments..... 16

 Student Characteristics..... 17

 Units Attempted/Earned..... 19

 Persistence..... 20

Section IV: Student Outcomes..... 21

 English Retention and Successful Course Completion Rates..... 22

 Math Retention and Successful Course Completion Rates..... 23

Introduction

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

The High School to College Pipeline Report series comprises four reports: 1) All Colleges, 2) City College/ECC, 3) Mesa College, and 4) Miramar College. Each report contains four sections that focus on enrollment patterns and placement as high school graduates enter college for the first time. The first section focuses on students' entry into an SDCCD college, and is reported as high school-to-college graduate participation and concurrent student participation rates. Student high school GPA, and 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 success 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 an SDCCD college for the first time. Specifically, unless otherwise noted, this population comprises the following parameters:

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

Operational Definitions

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

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

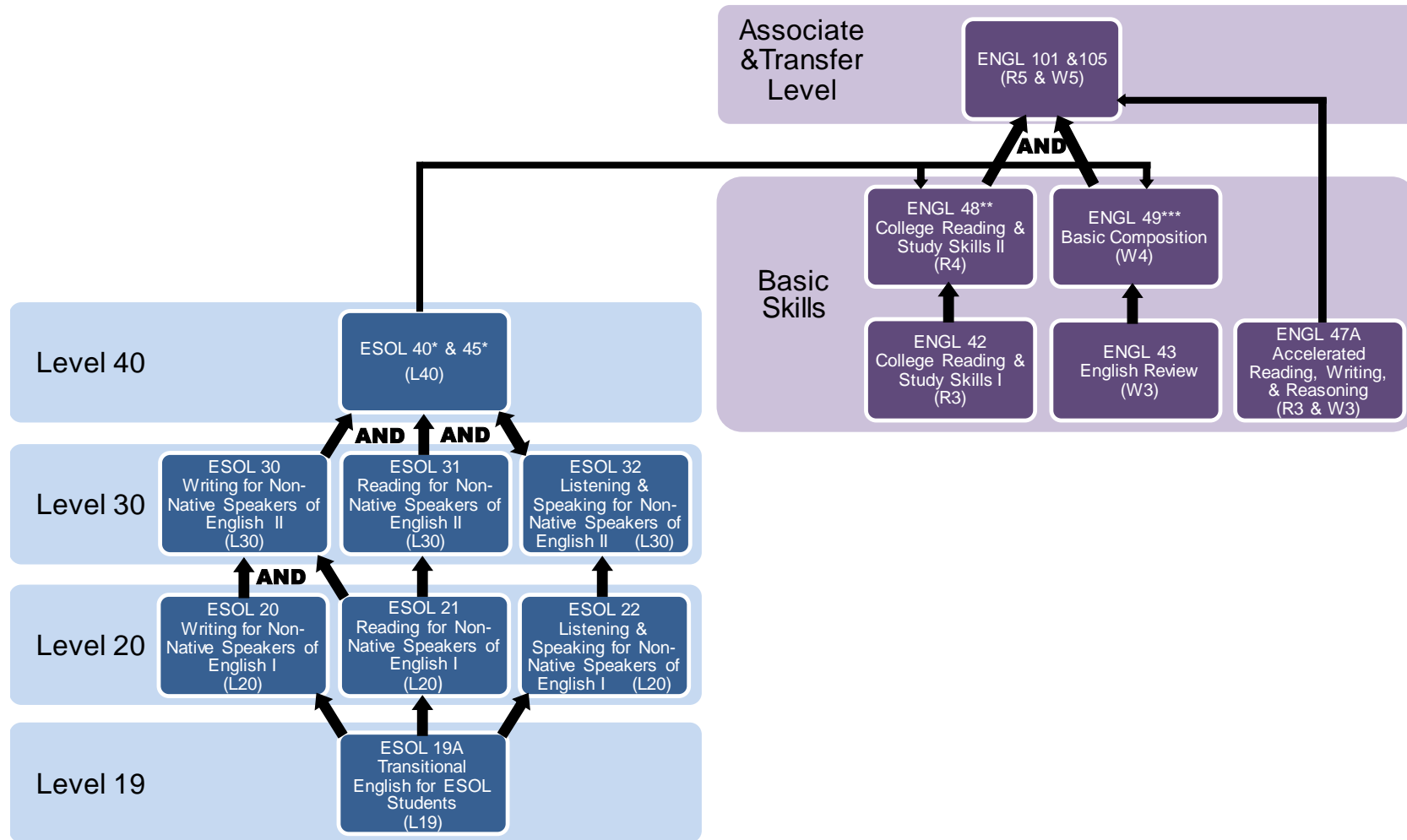
Persistence Rate – Term and Annual: The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring term (term persistence) and fall terms (annual persistence) and received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

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

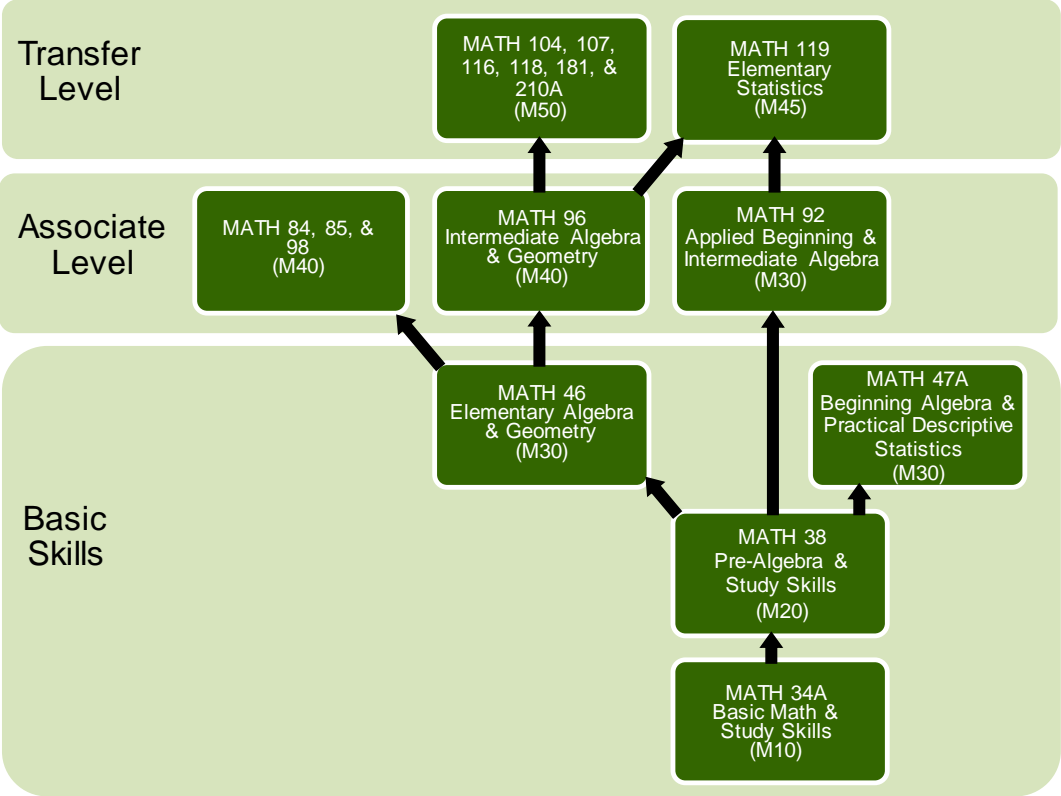


* ESOL 40 and ESOL 45 require a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

** 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

Participation Rates

- In 2017/18, 33% of the 2016/17 feeder high school graduates and 12% of the 2016/17 non-feeder high school graduates entered an SDCCD college in the year following high school completion. Both were comparable to the five-year averages of 32% and 12%, respectively.
- Concurrent high school seniors, who were both enrolled at an SDCCD college and attended a District feeder high school in 2016/17, continued their SDCCD enrollment the following year as college-only students at a 25% participation rate, higher than the five-year average of 19%.

Matriculation

- A majority of the 2017/18 first-time to college high school graduates completed an assessment test in reading, writing, and math (70% for each assessment type).
- Over half (56%) of the 2017/18 first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level, lower than the three-year average of 59%. Of those who completed a reading assessment in 2017/18, 34% placed at the basic skills level, higher than the three-year average of 32%.
- In 2017/18, 33% of the first-time to college high school graduates who completed an assessment test in writing placed at the transfer/associate level (lower than the three-year average of 35%) and 57% placed at the basic skills level (comparable to the three-year average of 57%).
- Forty-one percent of the 2017/18 first-time to college high school graduates who completed an assessment test in math placed at the associate or transfer levels (lower than the three-year average of 44%), and 59% placed at the basic skills level (higher than the three-year average of 56%).

Outcomes

- Over half (61%) of the students who were enrolled in school full-time (12+ units) in 2017/18 completed the total number of attempted units, higher than the five-year average of 57%.
- On average, 81% of the Fall 2016 first-time to college high school graduates persisted to the next spring term and 62% persisted to a second fall term (comparable to the five-year averages of 81% and 62%, respectively).

- In 2017/18, 73% of students who enrolled in a transfer or associate level English course successfully completed the course (comparable to the five-year average of 75%), and 75% of students who enrolled in a basic skills level English course successfully completed the course (comparable to the 75% five-year average).
- Sixty-six percent of students who enrolled in a transfer level math course successfully completed the course in 2017/18, which is comparable to the five-year average of 65%. In 2017/18, more than half (53%) of students who enrolled in an associate level math course successfully completed the course, which is comparable to the five-year average of 52%. Finally, 60% of students who enrolled in a basic skills level math course successfully completed the course in 2017/18, which is comparable to the five-year average of 61%.

Section I: Entering the Community College Pipeline

This section describes different aspects of high school graduate student entry to the colleges. Student trends are measured across five years, from 2013/14 to 2017/18.

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

Table 2 tracks high school seniors who were concurrently enrolled at an SDCCD college to the subsequent year to determine the rate of continued participation at one of the credit colleges as college-only students. Students who re-enrolled as concurrent high school students in the subsequent year are excluded from college-only re-enrollment figures. Results are disaggregated by feeder high schools and provide aggregate totals/averages for non-feeder high school students as a point of comparison.

College Participation Rates of High School Graduates

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

		12/13	13/14		13/14	14/15		14/15	15/16		15/16	16/17		16/17	17/18		12/13-16/17	13/14-17/18	
		Grads	Entrants		Grads	Entrants	Grads	Entrants	Grads	Entrants	Grads	Entrants	Grads	Entrants	Grads	Entrants	Grads	Grads	Entrants
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %
City Feeder	Crawford Ed Complex	200	59	30%	232	96	41%	195	73	37%	174	81	47%	208	78	38%	4%	32%	38%
	Garfield	139	36	26%	127	46	36%	107	29	27%	138	49	36%	117	31	26%	-16%	-14%	30%
	Gompers Prep	81	41	51%	89	34	38%	97	25	26%	122	34	28%	112	24	21%	38%	-41%	32%
	Health Sciences	138	48	35%	135	59	44%	149	46	31%	151	37	25%	160	41	26%	16%	-15%	32%
	Hoover	324	146	45%	344	123	36%	343	163	48%	318	142	45%	360	159	44%	11%	9%	43%
	King-Chavez Comm High	137	0	0%	95	17	18%	139	59	42%	110	31	28%	115	23	20%	-16%	---	22%
	Lincoln	290	104	36%	298	127	43%	285	106	37%	222	85	38%	228	84	37%	-21%	-19%	38%
	Morse	349	92	26%	377	89	24%	340	70	21%	387	98	25%	318	73	23%	-9%	-21%	24%
	San Diego SCPA	178	45	25%	144	22	15%	186	43	23%	197	46	23%	145	32	22%	-19%	-29%	22%
	San Diego Ed Complex	430	139	32%	393	146	37%	462	156	34%	422	158	37%	410	162	40%	-5%	17%	36%
Mesa Feeder	Clairemont	265	128	48%	256	121	47%	210	100	48%	221	97	44%	203	92	45%	-23%	-28%	47%
	High Tech Ed Complex	317	68	21%	312	79	25%	329	71	22%	311	59	19%	341	72	21%	8%	6%	22%
	Kearny Ed Complex	294	164	56%	322	170	53%	309	168	54%	327	191	58%	264	140	53%	-10%	-15%	55%
	La Jolla	342	78	23%	338	61	18%	348	82	24%	352	82	23%	371	109	29%	8%	40%	24%
	Madison	230	94	41%	216	90	42%	214	105	49%	242	135	56%	246	130	53%	7%	38%	48%
	Mark Twain	183	26	14%	152	29	19%	156	20	13%	145	27	19%	186	34	18%	2%	31%	17%
	Mission Bay	273	88	32%	274	81	30%	237	98	41%	208	68	33%	213	78	37%	-22%	-11%	34%
	Patrick Henry	517	62	12%	523	63	12%	504	48	10%	523	72	14%	487	81	17%	-6%	31%	13%
	Point Loma	441	146	33%	401	124	31%	426	92	22%	398	97	24%	395	122	31%	-10%	-16%	28%
	Charter School of SD	526	156	30%	441	115	26%	464	152	33%	587	158	27%	495	149	30%	-6%	-4%	29%
Preuss School	97	9	9%	88	14	16%	103	10	10%	132	29	22%	102	10	10%	5%	11%	14%	
Miramar Feeder	Scripps Ranch	558	124	22%	509	132	26%	517	117	23%	513	156	30%	485	135	28%	-13%	9%	26%
	Mira Mesa	550	261	47%	609	324	53%	581	274	47%	555	304	55%	514	260	51%	-7%	0%	51%
	Serra	381	85	22%	408	137	34%	379	151	40%	372	137	37%	296	110	37%	-22%	29%	34%
	University City	427	132	31%	409	108	26%	417	131	31%	397	128	32%	345	123	36%	-19%	-7%	31%
District Feeder Total		7,667	2,331	30%	7,492	2,407	32%	7,497	2,389	32%	7,524	2,501	33%	7,116	2,352	33%	-7%	1%	32%
Non-Feeder High Schools	Bonita Vista	540	37	7%	550	26	5%	580	29	5%	597	37	6%	551	20	4%	2%	-46%	5%
	Castle Park	372	43	12%	373	49	13%	359	38	11%	342	25	7%	318	22	7%	-15%	-49%	10%
	Chula Vista	578	97	17%	577	94	16%	612	124	20%	644	79	12%	586	74	13%	1%	-24%	16%
	Coronado	255	23	9%	274	37	14%	288	50	17%	283	51	18%	285	63	22%	12%	174%	16%
	Del Norte	458	62	14%	380	63	17%	435	57	13%	504	85	17%	483	67	14%	5%	8%	15%
	Eastlake	670	16	2%	710	28	4%	721	28	4%	731	45	6%	708	29	4%	6%	81%	5%
	Grossmont	514	18	4%	428	14	3%	508	30	6%	448	18	4%	464	29	6%	-10%	61%	5%

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

All Colleges High School Pipeline Report

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

		12/13	13/14		13/14	14/15		14/15	15/16		15/16	16/17		16/17	17/18		12/13-	13/14-17/18	
		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		16/17	Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg %	
Non-Feeder High Schools, cont.	Helix	461	23	5%	477	25	5%	469	39	8%	467	16	3%	536	18	3%	16%	-22%	5%
	Hilltop	495	50	10%	526	69	13%	502	50	10%	481	47	10%	463	42	9%	-6%	-16%	10%
	Mar Vista	354	53	15%	358	54	15%	341	41	12%	377	53	14%	355	77	22%	0%	45%	16%
	Montgomery	391	43	11%	347	43	12%	404	43	11%	360	40	11%	366	38	10%	-6%	-12%	11%
	Mt. Carmel	445	101	23%	488	136	28%	483	133	28%	475	136	29%	503	120	24%	13%	19%	26%
	Olympian	440	13	3%	435	20	5%	416	24	6%	521	25	5%	689	30	4%	57%	131%	4%
	Otay Ranch	627	28	4%	637	36	6%	664	39	6%	656	40	6%	569	28	5%	-9%	0%	5%
	Poway	537	92	17%	578	103	18%	496	100	20%	492	105	21%	538	111	21%	0%	21%	19%
	Ramona	367	26	7%	363	31	9%	362	22	6%	330	30	9%	351	35	10%	-4%	35%	8%
	Rancho Bernardo	489	80	16%	548	103	19%	520	110	21%	535	133	25%	542	114	21%	11%	43%	21%
	San Ysidro	506	52	10%	483	86	18%	538	79	15%	500	64	13%	498	61	12%	-2%	17%	14%
	Southwest	367	53	14%	382	67	18%	374	96	26%	326	65	20%	381	71	19%	4%	34%	19%
	Sweetwater	643	117	18%	653	143	22%	628	105	17%	614	99	16%	646	110	17%	0%	-6%	18%
	Torrey Pines	592	14	2%	591	28	5%	700	43	6%	676	42	6%	692	39	6%	17%	179%	5%
	West Hills	441	16	4%	389	12	3%	405	24	6%	423	15	4%	429	15	3%	-3%	-6%	4%
	West View	567	117	21%	595	106	18%	558	104	19%	554	125	23%	567	128	23%	0%	9%	20%
		Non-Feeder Total	11,438	1,174	10%	10,811	1,373	13%	11,720	1,427	12%	11,676	1,416	12%	11,849	1,411	12%	4%	20%
Other High Schools	Foreign School	---	77	---	---	92	---	---	96	---	---	106	---	---	81	---	---	5%	---
	Other	---	686	---	---	702	---	---	736	---	---	656	---	---	668	---	---	-3%	---
	Out of State	---	183	---	---	197	---	---	179	---	---	172	---	---	146	---	---	-20%	---
	San Diego County	---	77	---	---	84	---	---	110	---	---	96	---	---	93	---	---	21%	---
	Other Total	---	1,023	---	---	1,075	---	---	1,121	---	---	1,030	---	---	988	---	---	-3%	---
Total	---	4,528	---	---	4,855	---	---	4,937	---	---	4,947	---	---	4,751	---	---	---	5%	---

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.

Participation Rates of Concurrent Students

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

		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 %	16/17 Seniors (Concur) N	17/18 Re- Enroll N	17/18 Re- Enroll %	Concurrent % Change	Re-Enroll % Change	Re-Enroll Avg %
City Feeder	Crawford Ed Complex	0	0	0%	0	0	0%	0	0	0%	0	0	0%	11	2	18%	---	---	---
	Garfield	29	5	17%	14	6	43%	7	1	14%	25	14	56%	32	8	25%	10%	60%	32%
	Health Sciences	59	22	37%	21	2	10%	71	20	28%	97	19	20%	9	4	44%	-85%	-82%	26%
	Hoover	1	0	0%	3	2	67%	8	5	63%	27	8	30%	15	5	33%	1,400%	---	37%
	King-Chavez	0	0	0%	1	1	100%	0	0	0%	6	4	67%	1	0	0%	---	---	---
	Lincoln	0	0	0%	0	0	0%	22	6	27%	23	8	35%	82	23	28%	---	---	---
	Morse	32	3	9%	45	6	13%	14	1	7%	27	1	4%	60	12	20%	88%	300%	13%
	San Diego Ed Complex	3	1	33%	17	6	35%	2	1	50%	72	23	32%	35	13	37%	1,067%	1,200%	34%
	San Diego SCPA	0	0	0%	0	0	0%	0	0	0%	0	0	0%	1	0	0%	---	---	---
Mesa Feeder	Charter School of SD	0	0	0%	0	0	0%	0	0	0%	6	0	0%	7	5	71%	---	---	---
	Clairemont	35	2	6%	31	7	23%	30	5	17%	64	14	22%	85	36	42%	143%	1,700%	26%
	High Tech Ed Complex	35	2	6%	47	2	4%	13	1	8%	18	1	6%	32	3	9%	-9%	50%	6%
	Kearny Ed Complex	86	64	74%	5	2	40%	20	7	35%	33	13	39%	74	29	39%	-14%	-55%	53%
	La Jolla	107	7	7%	82	2	2%	95	6	6%	107	15	14%	196	37	19%	83%	429%	11%
	Madison	28	3	11%	33	3	9%	29	8	28%	72	16	22%	81	23	28%	189%	667%	22%
	Mark Twain	108	13	12%	25	6	24%	13	1	8%	13	5	38%	2	1	50%	-98%	-92%	16%
	Mission Bay	1	0	0%	1	0	0%	0	0	0%	1	1	100%	1	0	0%	0%	---	25%
	Patrick Henry	66	6	9%	39	3	8%	44	0	0%	49	3	6%	36	5	14%	-45%	-17%	7%
	Point Loma	138	21	15%	148	25	17%	146	6	4%	116	13	11%	160	26	16%	16%	24%	13%
San Diego MET	15	1	7%	24	3	13%	9	4	44%	11	2	18%	19	1	5%	27%	0%	14%	
Miramar Feeder	Mira Mesa	19	8	42%	1	0	0%	1	0	0%	57	20	35%	99	38	38%	421%	375%	37%
	Scripps Ranch	143	6	4%	109	10	9%	132	8	6%	157	17	11%	241	38	16%	69%	533%	10%
	Serra	34	4	12%	21	5	24%	22	7	32%	45	20	44%	92	28	30%	171%	600%	30%
	University City	94	11	12%	89	6	7%	62	6	10%	70	14	20%	154	49	32%	64%	345%	18%
District Feeder Total		1,033	179	17%	756	97	13%	740	93	13%	1,096	231	21%	1,525	386	25%	48%	116%	19%
Non-Feeder Total		50	12	24%	39	11	28%	58	17	29%	137	29	21%	135	36	27%	170%	200%	25%
Other/Unreported		4	1	25%	0	0	0%	7	3	43%	11	6	55%	12	3	25%	200%	200%	38%
Grand Total		1,087	192	18%	795	108	14%	805	113	14%	1,244	266	21%	1,672	425	25%	54%	121%	20%

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

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

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

Note 4. 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 an SDCCD college within four years of high school completion. It is possible that a student can apply and take the placement test, but not register for classes. The placement information, therefore, may differ from enrollment information. Note that the English and math placement sequences may change from year to year; therefore, data are represented by current placement level categories (see Figures 1 and 2 in the Course Sequences section). Additionally, students are categorized as ‘tested’ or ‘not tested’ based on the following parameters:

- **Total Tested** – This group includes students who completed an assessment test, 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 a SDCCD credit college within four years of graduation

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Yr Avg/ Total	5-Yr % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	40%
1.6-1.9	2%	1%	1%	1%	1%	1%	-33%
2.0-2.5	22%	21%	22%	20%	20%	21%	-9%
2.6-3.0	37%	36%	34%	34%	33%	35%	-8%
3.1-3.5	28%	29%	29%	30%	30%	29%	9%
Over 3.5	11%	13%	13%	15%	16%	14%	45%
Total	100%	100%	100%	100%	100%	100%	2%
Reported GPA	4,250	4,720	4,909	4,631	4,334	22,844	2%
Total of All Students	4,798	5,295	5,455	5,211	4,847	25,606	1%

Source: SDCCD Information System

Note 1. High school GPA is self-reported on students' college applications. On average, across five years, 11% 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 3. 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

		2015/16		2016/17		2017/18		Total N	Avg %	% Change
Test/No-Test	Total Tested	5,033	81%	4,747	80%	3,802	70%	13,582	77%	-24%
	Not Tested	1,151	19%	1,154	20%	1,663	30%	3,968	23%	44%
	Total Students	6,184	100%	5,901	100%	5,465	100%	17,550	100%	-12%
Distribution of Students who Took a Test	Transfer/Associate Level	2,879	57%	2,938	62%	2,134	56%	7,951	59%	-26%
	Basic Skills	1,722	34%	1,397	29%	1,290	34%	4,409	32%	-25%
	Need English Advising	352	7%	336	7%	289	8%	977	7%	-18%
	Take ESOL Test	80	2%	76	2%	89	2%	245	2%	11%
	Total Tested	5,033	100%	4,747	100%	3,802	100%	13,582	100%	-24%

Source: SDCCD Information System

Table 5. Writing Placement

		2015/16		2016/17		2017/18		Total N	Avg %	% Change
Test/No-Test	Total Tested	5,035	81%	4,750	80%	3,802	70%	13,587	77%	-24%
	Not Tested	1,149	19%	1,151	20%	1,663	30%	3,963	23%	45%
	Total Students	6,184	100%	5,901	100%	5,465	100%	17,550	100%	-12%
Distribution of Students who Took a Test	Transfer/Associate Level	1,676	33%	1,761	37%	1,251	33%	4,688	35%	-25%
	Basic Skills	2,927	58%	2,577	54%	2,173	57%	7,677	57%	-26%
	Need English Advising	352	7%	336	7%	289	8%	977	7%	-18%
	Take ESOL Test	80	2%	76	2%	89	2%	245	2%	11%
	Total Tested	5,035	100%	4,750	100%	3,802	100%	13,587	100%	-24%

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

		2015/16		2016/17		2017/18		Total N	Avg %	% Change
Test/No-Test	Total Tested	143	2%	182	3%	161	3%	486	3%	13%
	Not Tested	6,041	98%	5,719	97%	5,304	97%	17,064	97%	-12%
	Total Students	6,184	100%	5,901	100%	5,465	100%	17,550	100%	-12%
Distribution of Students who Took a Test	Level 40	10	7%	21	12%	15	9%	46	9%	50%
	Level 30	21	15%	25	14%	19	12%	65	13%	-10%
	Level 20	11	8%	18	10%	15	9%	44	9%	36%
	Level 19	101	71%	118	65%	112	70%	331	68%	11%
	Total Tested	143	100%	182	100%	161	100%	486	100%	13%

Source: SDCCD Information System

Math Placement

Table 7. Math Placement

		2015/16		2016/17		2017/18		Total N	Avg %	% Change
Test/No-Test	Total Tested	5,068	82%	4,765	81%	3,815	70%	13,648	78%	-25%
	Not Tested	1,116	18%	1,136	19%	1,650	30%	3,902	22%	48%
	Total Students	6,184	100%	5,901	100%	5,465	100%	17,550	100%	-12%
Distribution of Students who Took a Test	Transfer Level	1,619	32%	1,574	33%	1,097	29%	4,290	31%	-32%
	Associate Level	626	12%	620	13%	472	12%	1,718	13%	-25%
	Basic Skills	2,823	56%	2,571	54%	2,246	59%	7,640	56%	-20%
	Total Tested	5,068	100%	4,765	100%	3,815	100%	13,648	100%	-25%

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 an SDCCD college within four years of high school completion. Headcount, gender, ethnicity, first generation to college, and student educational goals of the first-time to college high school graduates are measured between 2013/14 and 2017/18 (see Table 8). 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 2012 to Fall 2016 cohorts of first-time to college high school graduates are displayed in Table 10.

Student Characteristics

Table 8.1. Overall Student Headcount

	2013/14	2014/15	2015/16	2016/17	2017/18	Total	5-Yr % Change
Total Student Headcount	4,798	5,295	5,455	5,211	4,847	25,606	1%

Table 8.2. Headcount by Gender

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Yr Avg	5-Yr % Change
Female	49%	48%	49%	47%	48%	48%	-1%
Male	51%	52%	51%	53%	52%	52%	3%

Table 8.3. Headcount by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Yr Avg	5-Yr % Change
African American	8%	7%	7%	6%	7%	7%	-13%
American Indian	0%	0%	0%	0%	0%	0%	50%
Asian/Pacific Islander	8%	9%	9%	9%	8%	9%	-0%
Filipino	5%	5%	4%	5%	4%	5%	-4%
Latino	48%	49%	50%	48%	49%	49%	4%
White	23%	22%	23%	24%	24%	23%	4%
Other	7%	6%	7%	6%	6%	6%	-12%
Unreported	1%	1%	1%	1%	1%	1%	14%

Table 8.4. Headcount by First Generation

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Yr Avg	5-Yr % Change
First Generation	31%	32%	31%	29%	30%	30%	-2%
Not First Generation	69%	68%	69%	71%	70%	70%	2%

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

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Yr Avg	5-Yr % Change
4 Yr College Student	11%	9%	10%	9%	9%	10%	-17%
AA/AS w/out Transfer	5%	6%	6%	5%	5%	5%	-7%
BA/BS after Completing AA/AS	45%	48%	48%	49%	52%	48%	14%
BA/BS w/out Completing AA/AS	9%	8%	9%	8%	8%	9%	-12%
Basic Skills Improvement	1%	1%	0%	0%	0%	1%	-20%
Certificate/License Maintenance	1%	1%	1%	1%	2%	1%	44%
Current Job/Career Advancement	0%	1%	1%	0%	0%	0%	60%
Educational Development	1%	1%	0%	1%	1%	1%	10%
HS Diploma/GED Certificate	0%	0%	1%	1%	1%	1%	69%
New Career Preparation	8%	8%	7%	8%	7%	8%	-9%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	33%
Voc Cert/Degree w/out Transfer	1%	1%	1%	1%	1%	1%	-12%
Undecided	17%	16%	16%	15%	14%	15%	-14%

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	
Units Attempted	2013/14	0.1 - 2.9 Units	21%	79%				
		3.0 - 5.9 Units	34%	4%	62%			
		6.0 - 8.9 Units	25%	2%	26%	47%		
		9.0 - 11.9 Units	16%	1%	15%	25%	43%	
		12.0 + Units	7%	1%	7%	11%	20%	55%
	2014/15	0.1 - 2.9 Units	18%	82%				
		3.0 - 5.9 Units	32%	3%	66%			
		6.0 - 8.9 Units	24%	2%	20%	53%		
		9.0 - 11.9 Units	15%	1%	12%	22%	49%	
		12.0 + Units	7%	1%	7%	12%	17%	57%
	2015/16	0.1 - 2.9 Units	15%	85%				
		3.0 - 5.9 Units	27%	1%	72%			
		6.0 - 8.9 Units	21%	2%	21%	56%		
		9.0 - 11.9 Units	14%	0%	16%	21%	49%	
		12.0 + Units	8%	1%	6%	10%	18%	57%
	2016/17	0.1 - 2.9 Units	17%	83%				
		3.0 - 5.9 Units	33%	2%	66%			
		6.0 - 8.9 Units	22%	3%	20%	55%		
		9.0 - 11.9 Units	18%	2%	13%	21%	47%	
		12.0 + Units	7%	1%	7%	10%	18%	58%
2017/18	0.1 - 2.9 Units	10%	90%					
	3.0 - 5.9 Units	28%	2%	70%				
	6.0 - 8.9 Units	20%	3%	19%	58%			
	9.0 - 11.9 Units	18%	1%	15%	18%	48%		
	12.0 + Units	7%	1%	8%	9%	14%	61%	
Five-Year Average		--	85%	67%	54%	47%	57%	
% Change 13/14-17/18		--	65%	44%	18%	-10%	10%	

Source: SDCCD Information System

Note 1. Tutoring and non-graded courses are excluded. Percentage change is based on counts.

Note 2. 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 %
2012	3,535	2,884	82%	2,195	62%
2013	3,443	2,781	81%	2,094	61%
2014	3,460	2,817	81%	2,155	62%
2015	3,640	2,981	82%	2,285	63%
2016	3,601	2,900	81%	2,239	62%
Total/5-Year Avg	17,679	14,363	81%	10,968	62%

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 an SDCCD 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 2013/14 and 2017/18 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 Successful Course Completion Rates

Table 11. English course success rates

		Enrollments	Retention Counts	Retention Rate	Success Counts	Success Rate
Transfer/ Associate	2013/14	415	389	94%	331	80%
	2014/15	505	457	90%	370	73%
	2015/16	758	702	93%	573	76%
	2016/17	1,088	973	89%	810	74%
	2017/18	1,235	1,119	91%	897	73%
	Total	4,001	3,640	91%	2,981	75%
Basic Skills	2013/14	1,219	1,142	94%	947	78%
	2014/15	1,464	1,351	92%	1,090	74%
	2015/16	1,823	1,673	92%	1,356	74%
	2016/17	1,674	1,524	91%	1,218	73%
	2017/18	1,123	1,049	93%	843	75%
	Total	7,303	6,739	92%	5,454	75%
English Total		11,304	10,379	92%	8,435	75%

Source: SDCCD Information System

Note 1. Tutoring and cancelled classes are excluded. Only students enrolled as of official census are counted in the enrollments.

Note 2. Students who enrolled within four years of high school completion are first-time to college high school graduates.

Math Successful Course Completion Rates

Table 12. Math course success rates

		Enrollments	Retention Counts	Retention Rate	Success Counts	Success Rate
Transfer Level	2013/14	519	446	86%	331	64%
	2014/15	621	534	86%	385	62%
	2015/16	711	624	88%	468	66%
	2016/17	738	644	87%	484	66%
	2017/18	759	673	89%	499	66%
	Total	3,348	2,921	87%	2,167	65%
Associate Level	2013/14	267	221	83%	138	52%
	2014/15	347	301	87%	174	50%
	2015/16	403	344	85%	229	57%
	2016/17	377	331	88%	188	50%
	2017/18	370	311	84%	196	53%
	Total	1,764	1,508	85%	925	52%
Basic Skills	2013/14	1,075	947	88%	656	61%
	2014/15	1,034	908	88%	611	59%
	2015/16	1,129	1,024	91%	710	63%
	2016/17	1,032	907	88%	617	60%
	2017/18	973	881	91%	586	60%
	Total	5,243	4,667	89%	3,180	61%
Math Total	10,355	9,096	88%	6,272	61%	

Source: SDCCD Information System

Note 1. Tutoring and cancelled classes are excluded. Only students enrolled as of official census are counted in the enrollments.

Note 2. Students who enrolled within four years of high school completion are first-time to college high school graduates.