



Miramar College

High School to College Pipeline

Summary Report
2014/15 - 2018/19

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Introduction

The annual High School to College Pipeline Report provides a longitudinal overview 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 (Focus of Analysis I) 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, ELAC (ESOL/ESL), and Math placements are detailed in the second section (Focus of Analysis II); student characteristics and college enrollment patterns are detailed in the third section (Focus of Analysis III); and finally, English and Math success rates are detailed in the fourth section (Focus of Analysis 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 students currently enrolled in high school. 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.

Definitions

1. **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.
2. **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.
3. **Persistence Rate – Term and Annual:** The percentage of census enrolled students in a fall term who enrolled in at least one course in the subsequent spring term (term persistence) or fall terms (annual persistence) and were officially enrolled at a census (SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded).
4. **Retention (Completion) 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.
5. **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.
6. **Capture Rates:** The percent of previous year high school graduates that enroll at an SDCCD institution.

Placement: Transition to Multiple Measures

In October 2017, Assembly Bill (AB) 705 was signed to take effect on January 1, 2018. AB 705 requires California Community Colleges to maximize the probability that students will enter and complete transfer-level coursework in Mathematics and English within one year of beginning their program of study. English as a second language students have a three-year period to complete transfer-level Mathematics and English in their programs of study.

Although colleges are prohibited from compelling a student to take a pre-requisite course unless they are highly unlikely to succeed, AB 705 enhances the use of multiple measures assessment for course placement. This puts an emphasis on using prior history, such as the use of high school GPA, as a placement measure. The intent of the law, along with the foundational research behind the legislation, puts a focus on improving throughput of students through transfer-level Mathematics and English sequences, which tend to work as gatekeepers to program and transfer completion.

Colleges were given until Fall 2019 to implement their new placement measures and to become AB 705 compliant. Each SDCCD college developed placement rules based on high school GPA for students with GPAs within 10 years, with Placement Assistant options for all students. Curricula were developed to offer support for students with cumulative high school GPAs lower than 2.6.

Miramar College fully implemented Multiple Measures placement in the Fall of 2019. The data reflected in this report will not include any data on these new placements.

Overall Highlight of the Findings

Participation Rates

- ✓ In 2018/19, 9% of the 2017/18 SDCCD high school feeder graduates and 5% of the 2017/18 non-SDCCD high school feeder graduates entered Miramar College in the year following high school completion. These are in line with the five-year averages of 9% and 5%, respectively.
- ✓ Concurrent high school seniors, who were both enrolled at Miramar college and attended a District feeder high school in 2017/18, continued their SDCCD enrollment at Miramar College the following year as college-only students at a rate of 17%, lower than the five year average of 18% for all first time to SDCCD high school graduates.
- ✓ 2018/19 Miramar College top 5 feeders of first-time to college high school graduates by student count:

High School Name	Student Count
Mira Mesa	223
West View	128
Scripps Ranch	119
Mt. Carmel	115
Rancho Bernardo	74

- ✓ Less than half of Miramar College first-time to college high school graduates in 2018/19 attended an SDCCD feeder high school (44%).

Incoming Placement Rates

- ✓ 69% of the 2018/19 Miramar College first-time to college high school graduates completed an assessment test in Reading, Writing, and Math.
- ✓ Nearly three-quarters (71%) of the 2018/19 Miramar College first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level, equal to the three-year average of 71%. Of those who completed a reading assessment in 2018/19, 22% placed at the basic skills level, which is slightly lower than the three-year average of 23%.
- ✓ In 2018/19, 48% of the Miramar College first-time to college high school graduates who completed an assessment in writing placed at the transfer/associate level (equal to the three-year average of 48%) and 44% placed at the basic skills level (lower than the three-year average of 46%).
- ✓ 55% percent of the 2018/19 Miramar College first-time to college high school graduates who completed an assessment test in Math placed at the transfer/associate level (lower than the three-year average of 58%) and 45% placed at the basic skills level (higher than the three-year average of 43%).

Access/Profiles

- ✓ Demographics of 2018/19 Miramar College first-time to college high school graduates as compared to the five year average:
 - 59% Male (60% five-year average)
 - 32% Latinx and 31% White (30% and 33% five-year averages, respectively)
 - 21% first generation (21% five-year average)
 - 7% DSPS (6% five-year average)
- ✓ There was an increase in self-reported incoming high school GPA as compared to previous years
 - 54% of students in 2018/19 reported a GPA over 3.0 as compared to a 49% average over the past five years, while 44% of students reported an incoming high school GPA of between 2.0 and 3.0 as compared to the 49% five-year average.

Outcomes

- ✓ 69% of Miramar College first-time to college high school graduates who were enrolled in school full time (12+ units) in 2018/19 successfully completed 12 or more of those units, higher than the five-year Miramar College average of 66%.
- ✓ 75% of Fall 2017 Miramar College first-time to college high school graduates persisted to the next spring and 63% persisted to fall of the next academic year (Term persistence was equal to the five-year average, while annual persistence is 2% higher than average).

- ✓ In 2018-19, Miramar College first-time to college high school graduates completed English and Math courses in their first term at higher rates than the comparison group of all other students enrolled in those courses.
 - 93% of Miramar College first-time to college high school graduates **completed** their *transfer-level* Math courses, compared to 88% of the comparison group. In *basic skills* Math courses, these students **completed** at a 91%% rate, compared to 88% for the comparison group.
 - 95% of Miramar College first-time to college high school graduates **completed** their *transfer-level* English courses, compared to 89% of the comparison group. In *basic skills* English courses, first-time to college high school graduates **completed** at a 91% rate, compared to 89% of the comparison group.
- ✓ In 2018-19, Miramar College first-time to college high school graduates succeeded in English and Math courses in their first term at higher rates than the comparison group of all other students enrolled in those courses.
 - 73% of Miramar College first-time to college high school graduates **succeeded** in their *transfer-level* Math courses, compared to 68% for the comparison group. In *basic skills* Math courses, first-time to college high school

graduates **succeeded** at a 67% rate, compared to 54% for the comparison group.

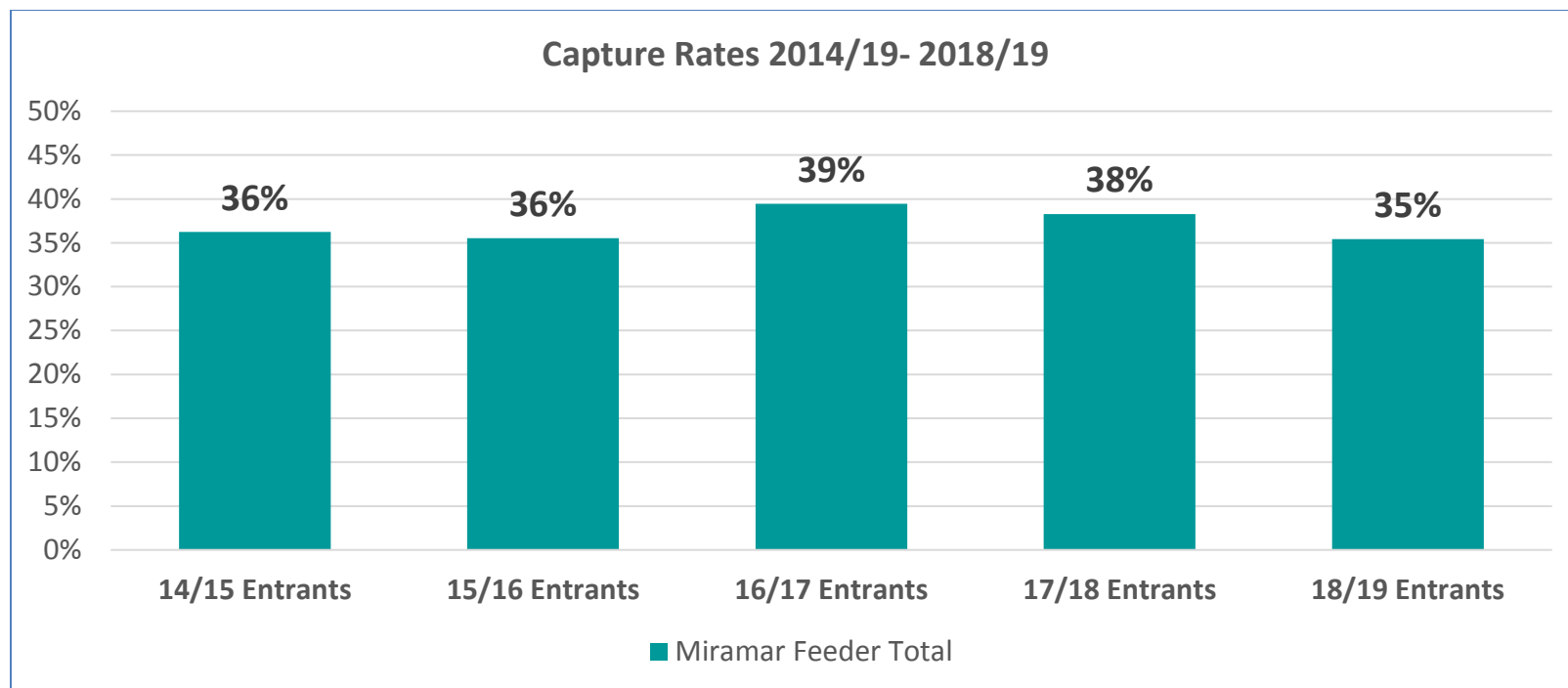
- 86% of Miramar College first-time to college high school graduates **succeeded** in their *transfer-level English* courses, compared to 76% of the comparison group. In *basic skills* English courses, first-time to college high school graduates **succeeded** at a 65% rate, compared to 61% for the comparison group.
- ✓ In 2018/19, 28% of first-time to college high school graduates from Miramar College feeder high schools passed both *transfer-level* Math and *transfer-level* English in their first year, lower than the five-year average of 42% from Miramar College feeder high schools. *This may be the result of the large increase in transfer-level Math and English courses being offered to students during their dually enrolled high school years.*
- ✓ 62% of first-time college high school graduates from Miramar College feeder high schools who attempted both *transfer-level* Math and English in their first year succeeded at both.

Focus of Analysis I: Entering the Community College Pipeline from High School Feeders

Miramar College Participation Rates of High School Graduates

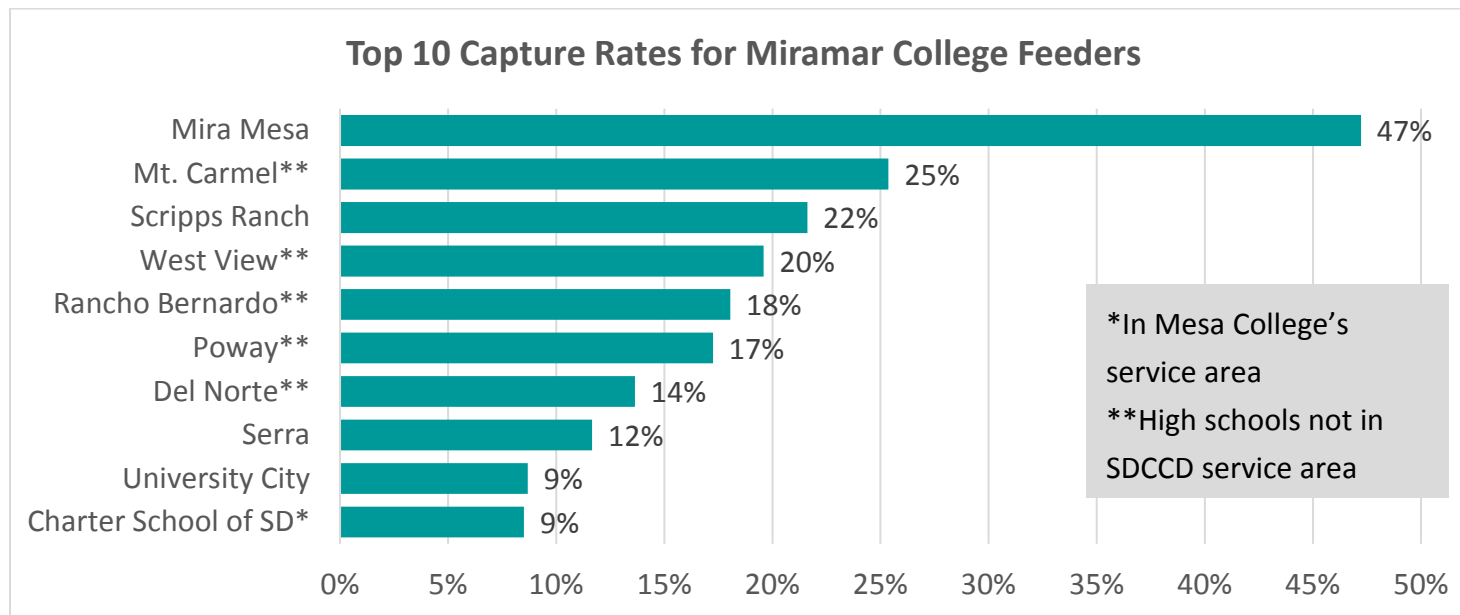
The capture rate from Miramar College feeder schools increased from 36% in 2014/15 to 39% in 2016/17, then decreased to 35% in 2018/19. The peak in 2016/17 in capture rate reflects a trend in the volume of first-time to college students who enrolled at Miramar College within four years of graduating high school (see **Focus Area III, Student Headcount**, page 20).

Table 1 in the Appendix displays high school-to-college participation rates among first-time to college high school graduates who enrolled at Miramar 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.



2014/15-2018/19 Top 10 Capture Rates for Miramar College Feeders

Over the last five years, the top feeder school by capture rate for Miramar College has been Mira Mesa High School, with nearly half of its students (47%) enrolling at Miramar College the year following high school graduation. Lower percentages of students directly enrolled at Miramar College from its other three feeder schools (Scripps Ranch: 22%, Serra: 12%, University City: 9%). Of the 10 high schools with the highest capture rate at Miramar College, 5 were outside of the SDCCD service area. In addition, as mentioned earlier, the top five feeders by student count to Miramar in 2018/19 were Mira Mesa (223), West View (128), Scripps Ranch (119), Mt. Carmel (115), and Rancho Bernardo (74).



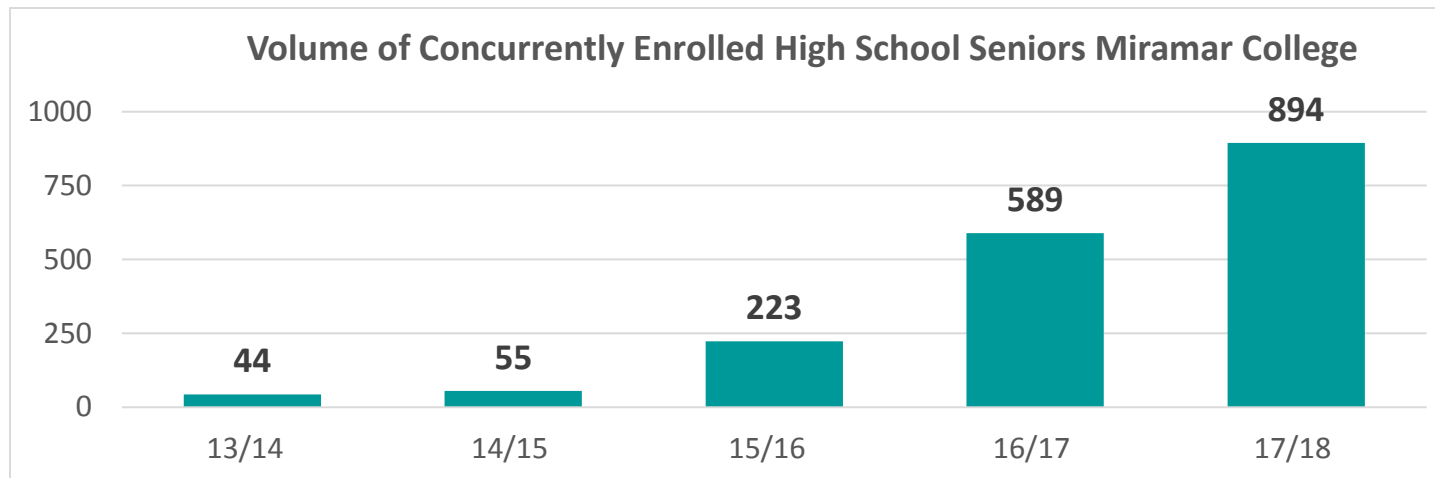
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Participation Rates of Concurrent Students

Concurrent high school seniors, who were both enrolled at Miramar College and attended a District feeder high school in 2017/18, continued their SDCCD enrollment in 2018/19 at a 17% participation rate ("18/19 Re-Enroll %" in the table below). This is 3% lower than the re-enroll rate for the previous year, and slightly lower than the five-year average of 18%.

	14/15 Re-Enroll %	15/16 Re-Enroll %	16/17 Re-Enroll %	17/18 Re-Enroll %	18/19 Re-Enroll %	14/15-18/19 Re-Enroll Avg %
District Feeder Total	14%	10%	21%	20%	17%	18%
Non-Feeder Total	18%	7%	23%	18%	16%	16%
Other/Unreported	0%	50%	33%	50%	0%	---
Grand Total	16%	11%	22%	20%	17%	18%

Re-enroll rates have increased since the low point of 11% in 2015/16. This coincides with the increase in concurrently enrolled seniors as shown below.



Note. The totals in the graph above are the denominators for the "Grand Total" percentages in the table above. For example, the 16% re-enroll rate in 2014/15 represents 7 of the 44 seniors concurrently enrolled in 2013/14.

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Table 2 in the Appendix displays the percentage of Miramar College concurrently enrolled high school seniors who enrolled at an SDCCD college in the year following graduation from high school. Results are disaggregated by feeder high schools and provide aggregate totals/averages for non-feeder high school students as a point of comparison.

Focus of Analysis 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. Additionally, students are categorized as 'tested' or 'not tested' based on the following parameters:

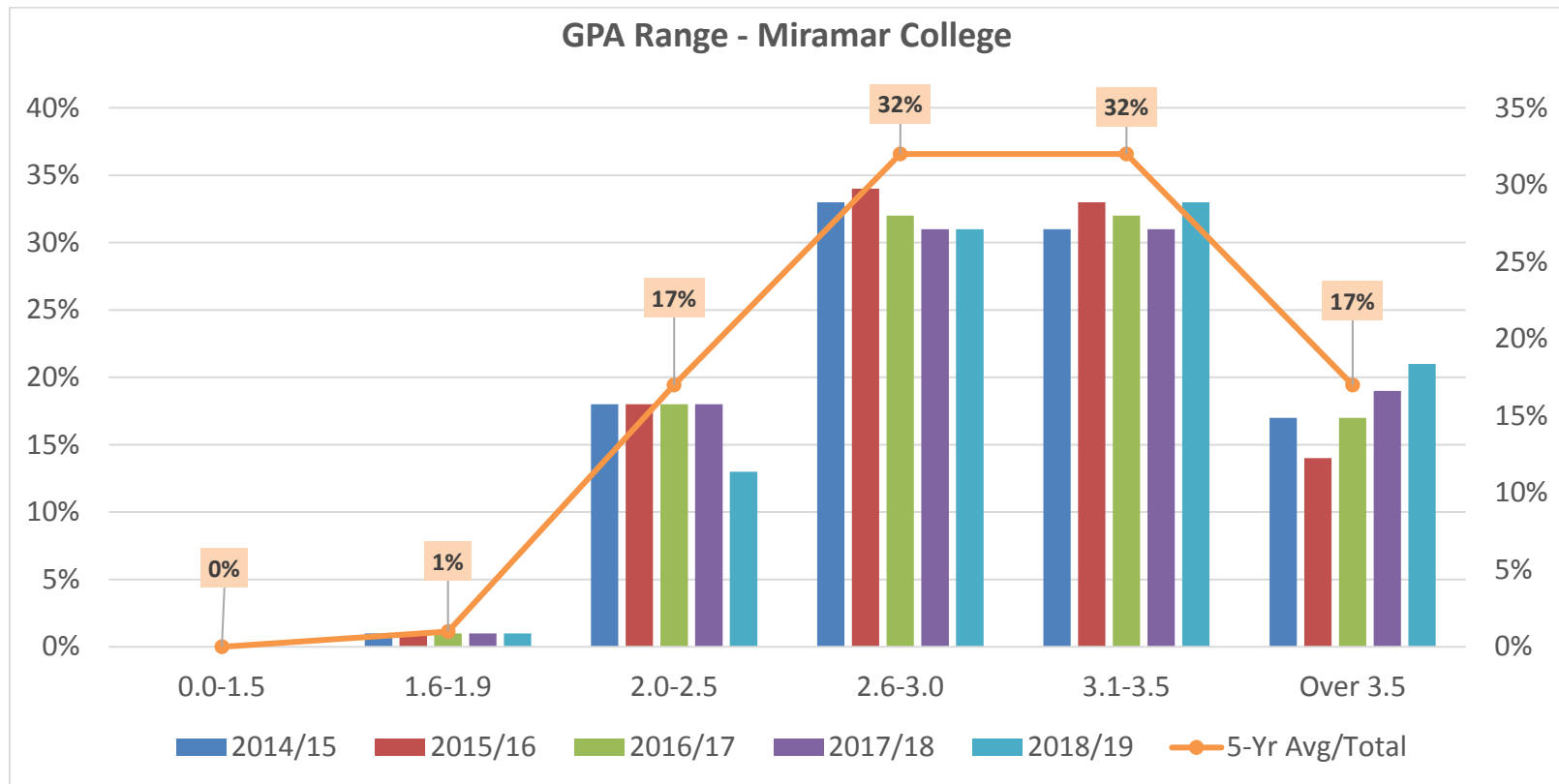
- ✓ **Total Tested** – This group includes students who completed an assessment test, had high school transcript information available for Multiple Measures Assessment Project (MMAP) placement, or submitted their scores from a standardized test (e.g., SAT, ACT, EAP, EPT, and ELM).
- ✓ **Not Tested** – This group includes students who did not complete an assessment test or were placed through the MMAP placement assistant. Additionally, this group includes students who received a placement level from degree completion, transfer work, or course completion.

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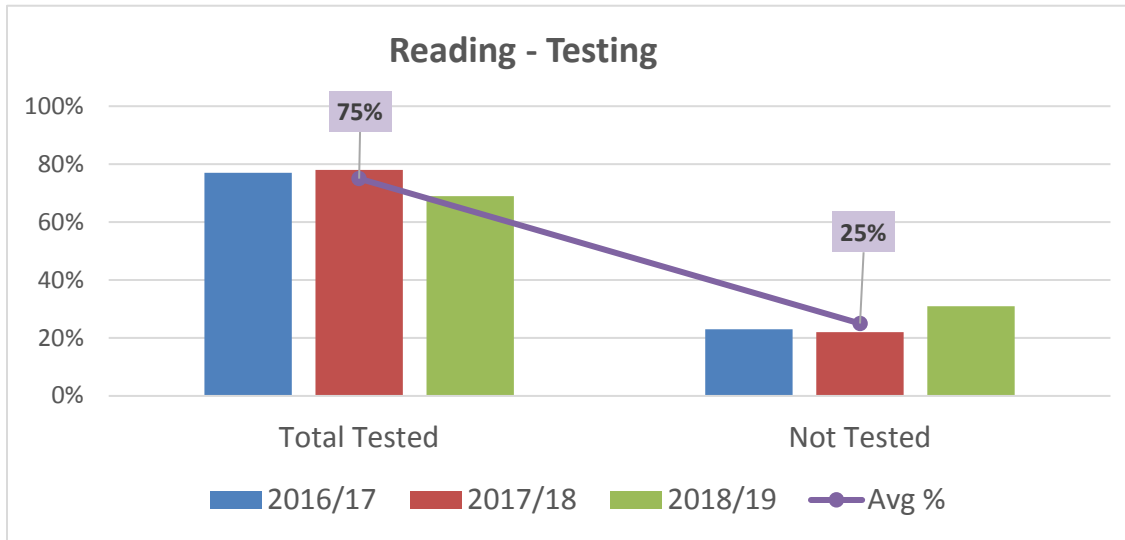
High School GPA of College-Enrolled High School Graduates

Among first-time to college students who enrolled at Miramar College within four years of high school graduation, there has been a decrease in the number of students reporting GPAs between 2.0 and 2.9 (from 51% in 2014/15 to 44% in 2018/19), along with an increase in the percent of students reporting GPAs over 3.0 (from 48% in 2014/15 to 54% in 2018/19).

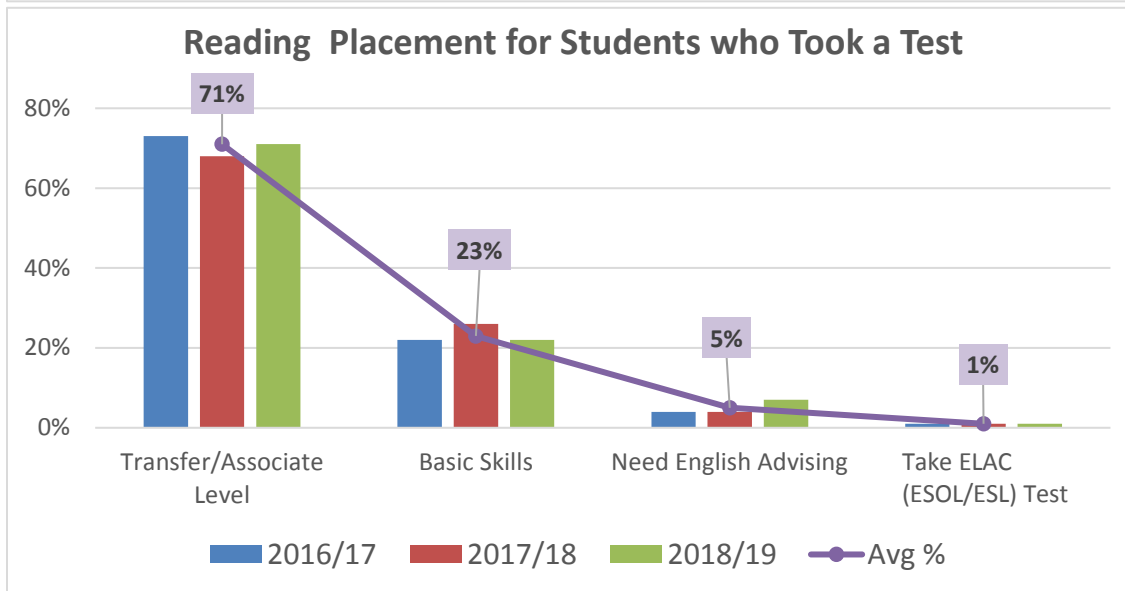
See **Table 3** in the Appendix for further detail.



Reading and Writing Placement



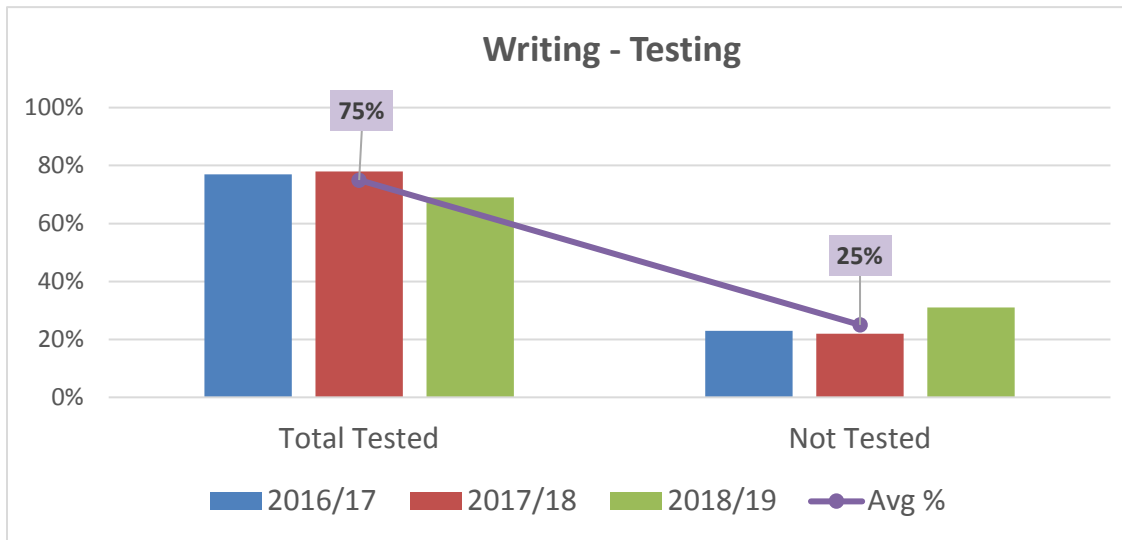
The percent of first-time to college high school graduates who applied to Miramar College within four years of high school graduation and took a Reading placement test decreased from 77% in 2016/17 to 69% in 2018/19.



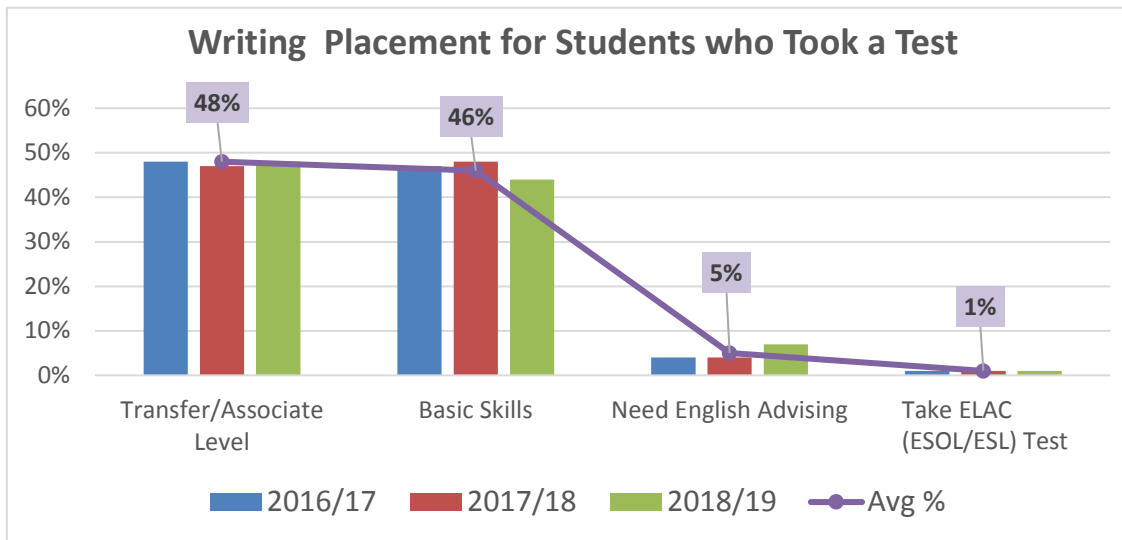
Of the students who took Reading placement tests, 71% percent were placed in transfer/associate Reading classes in 2018/19.

See **Table 4** in the Appendix for further detail.

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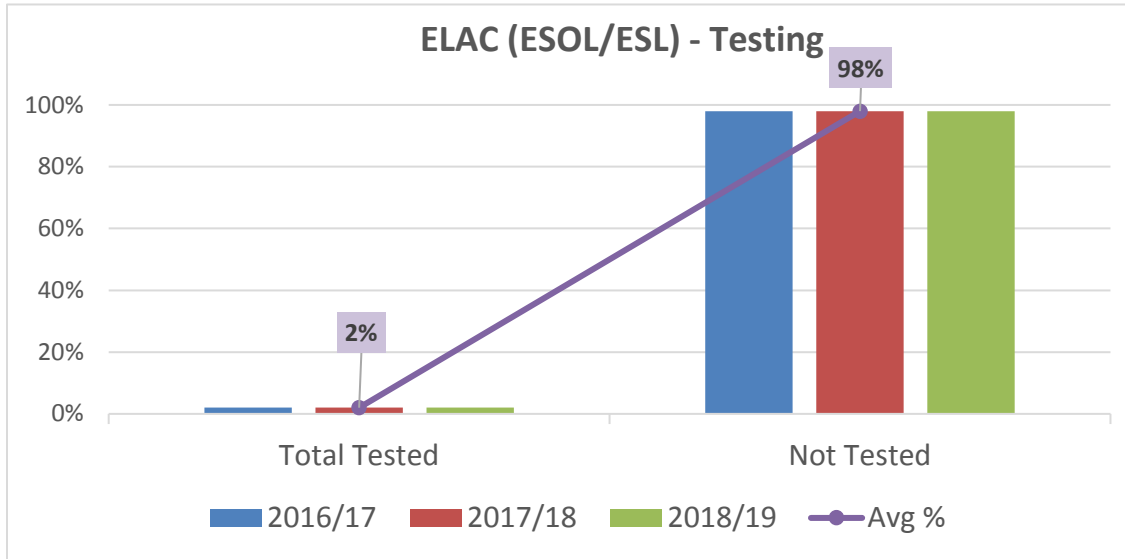
The percent of first-time to college high school graduates who applied to Miramar College within four years of high school graduation and took a Writing placement test decreased from 77% in 2016/17 to 69% in 2018/19.



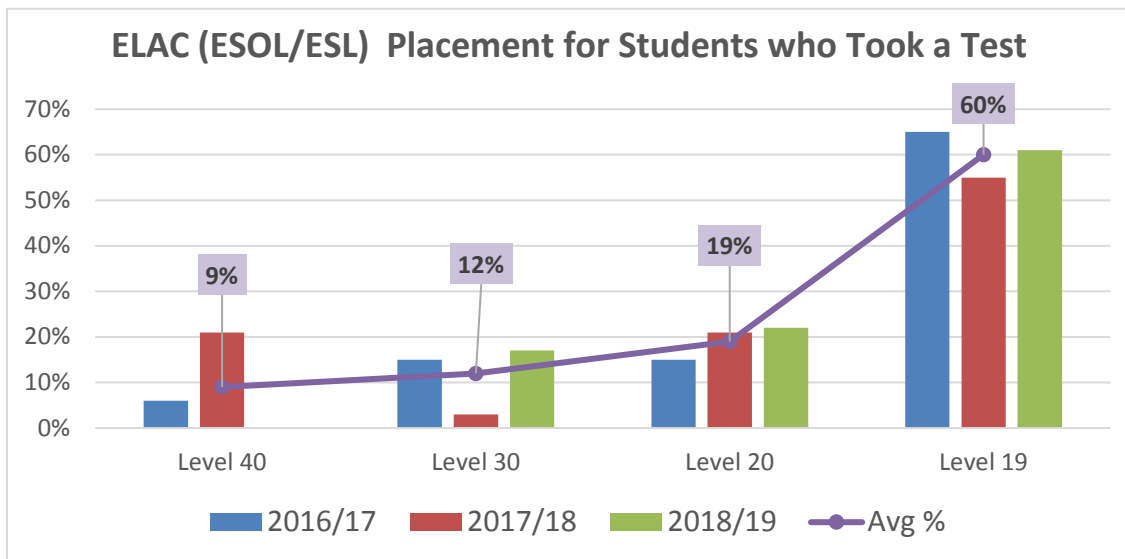
Of the students who took Writing placement tests, 48% percent were placed in transfer/associate Writing classes in 2018/19.

See **Table 5** in the Appendix for further detail.

ELAC (ESOL/ESL) Placement



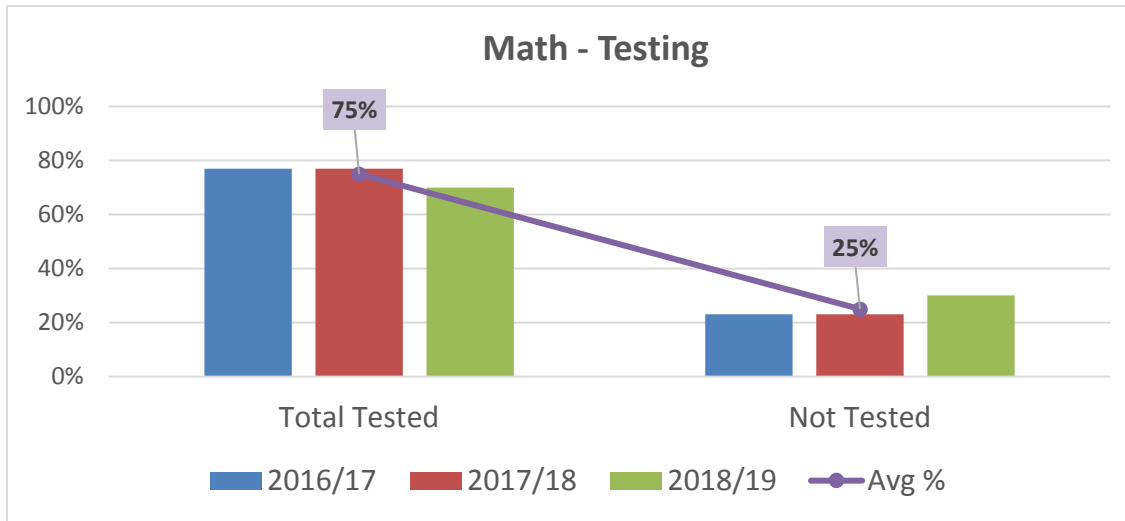
The percent of first-time to college high school graduates who applied to Miramar College within four years of high school graduation and took an ELAC (ESOL/ESL) placement test has remained stable at 2% over the last three years.



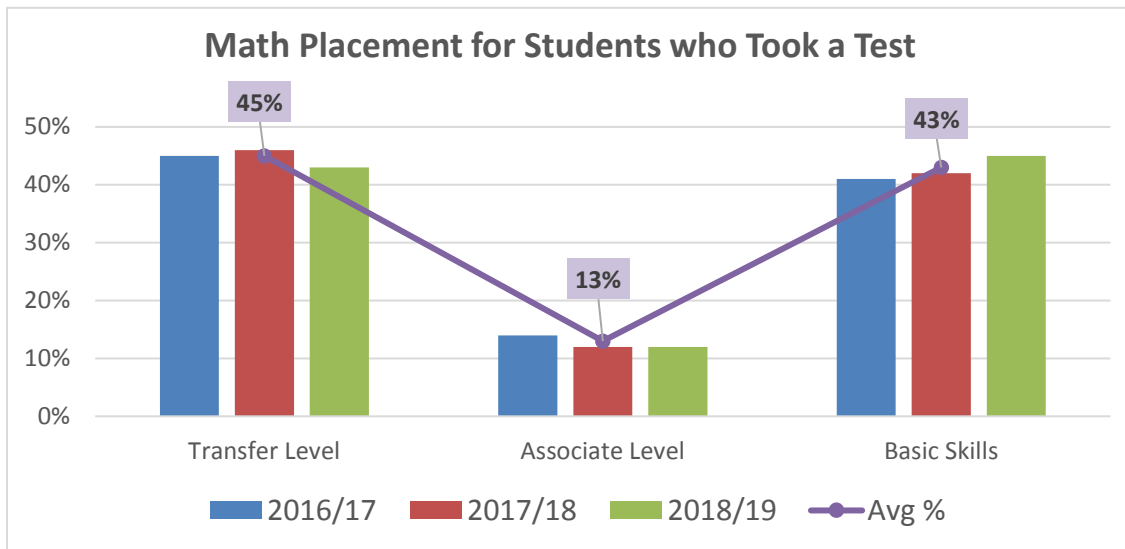
Of the 2% of students who took ELAC (ESOL/ESL) placement tests, over half (60%) were placed in Level 19 ELAC (ESOL/ESL) classes over the last three years.

See **Table 7** in the Appendix for further detail.

Math Placement



The percent first-time to college high school graduates who applied to Miramar College within four years of high school graduation and took a Math placement test decreased from 77% in 2016/17 to 70% in 2018/19.



Of students who took a placement test over the last three years, 45% placed into transfer-level coursework (course numbers 104 and above), 13% placed into associate level coursework (Math 96), and 43% placed into basic skills coursework (course numbers 15A to 47A).

See **Table 6** in the Appendix for further detail.

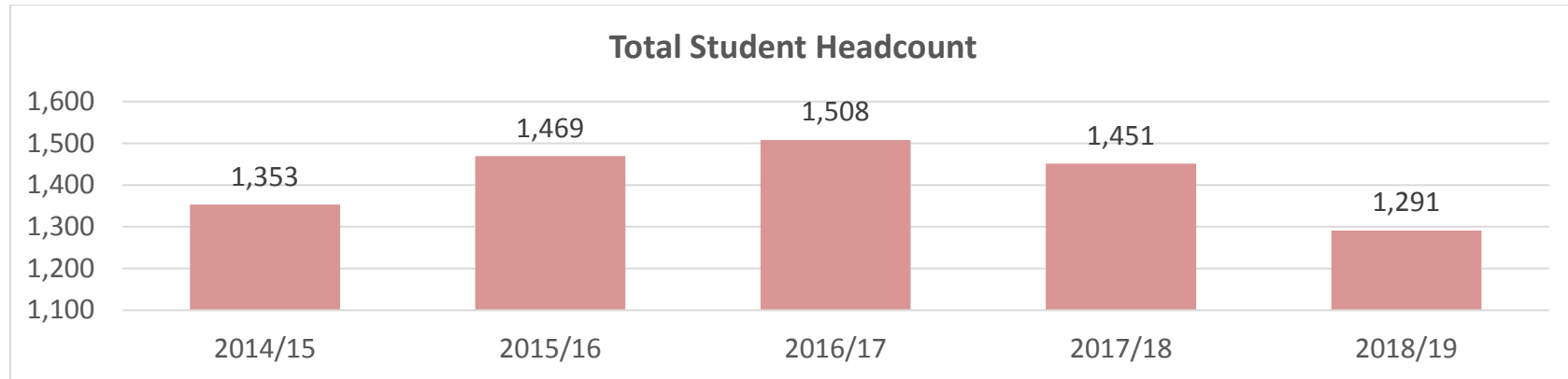
Focus of Analysis III: Student Characteristics and Enrollments Patterns

This section describes 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, student educational goals, and DSPS status of first-time to college high school graduates are measured between 2014/15 and 2018/19 (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 2013 to Fall 2017 cohorts of first-time to college high school graduates are displayed in **Table 10** of the Appendix.

Student Characteristics

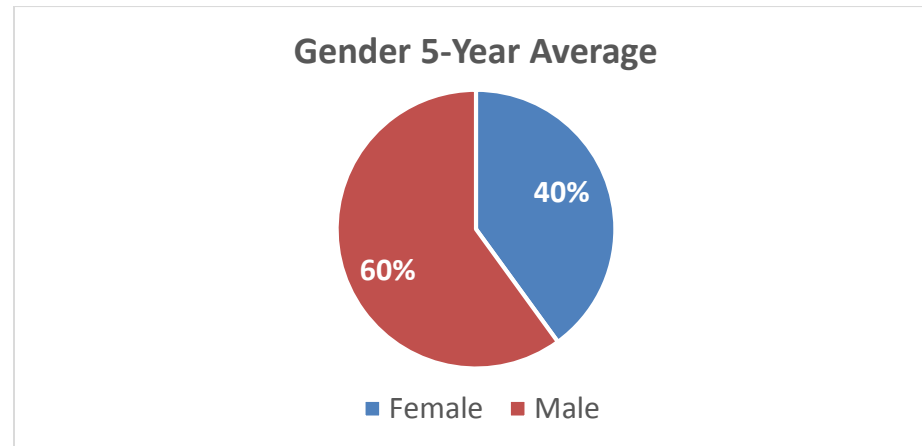
Headcount

The number of first-time to college high school graduates who enrolled at Miramar College within four years of high school completion increased from 1,352 in 2014/15 to 1,508 in 2016/17 (+11%), then decreased to 1,291 in 2018/19 (-14%). See **Table 8.1** in the Appendix for more detail.

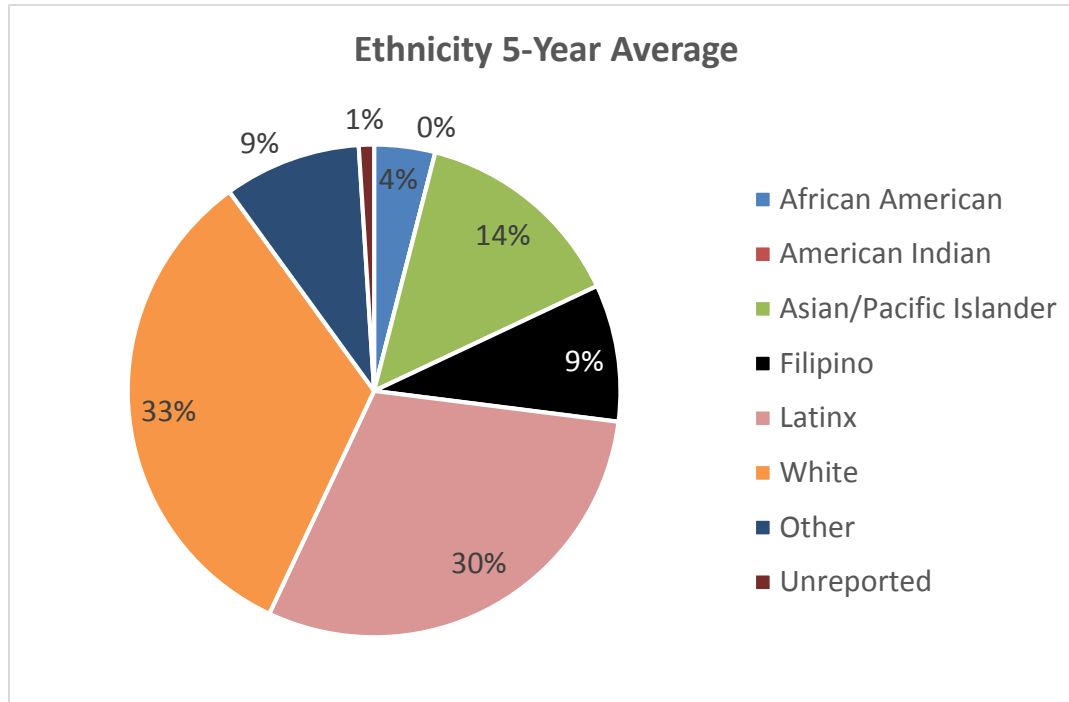


Gender

Among first-time to college high school graduates who enrolled at Miramar College within four years of high school completion, about 60% have been male over the last five years. See **Table 8.2** in the Appendix for more detail.

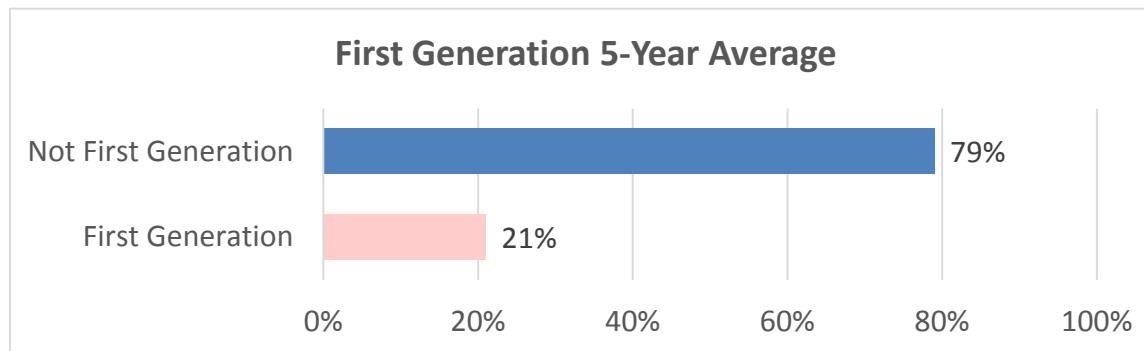


Ethnicity



Over the last five years, white students made up 33% of first-time to college students who enrolled at Miramar College within four years of high school graduation. This is slightly lower than the overall Miramar College population, both over the last five fall terms¹ (38%) and in Fall 2017 (37%). The second largest group of first-time to college students who enrolled at Miramar College within four years of high school graduation was Latinx students (30% of this group, compared to 26% of the overall student population over the last five fall terms).

First Generation



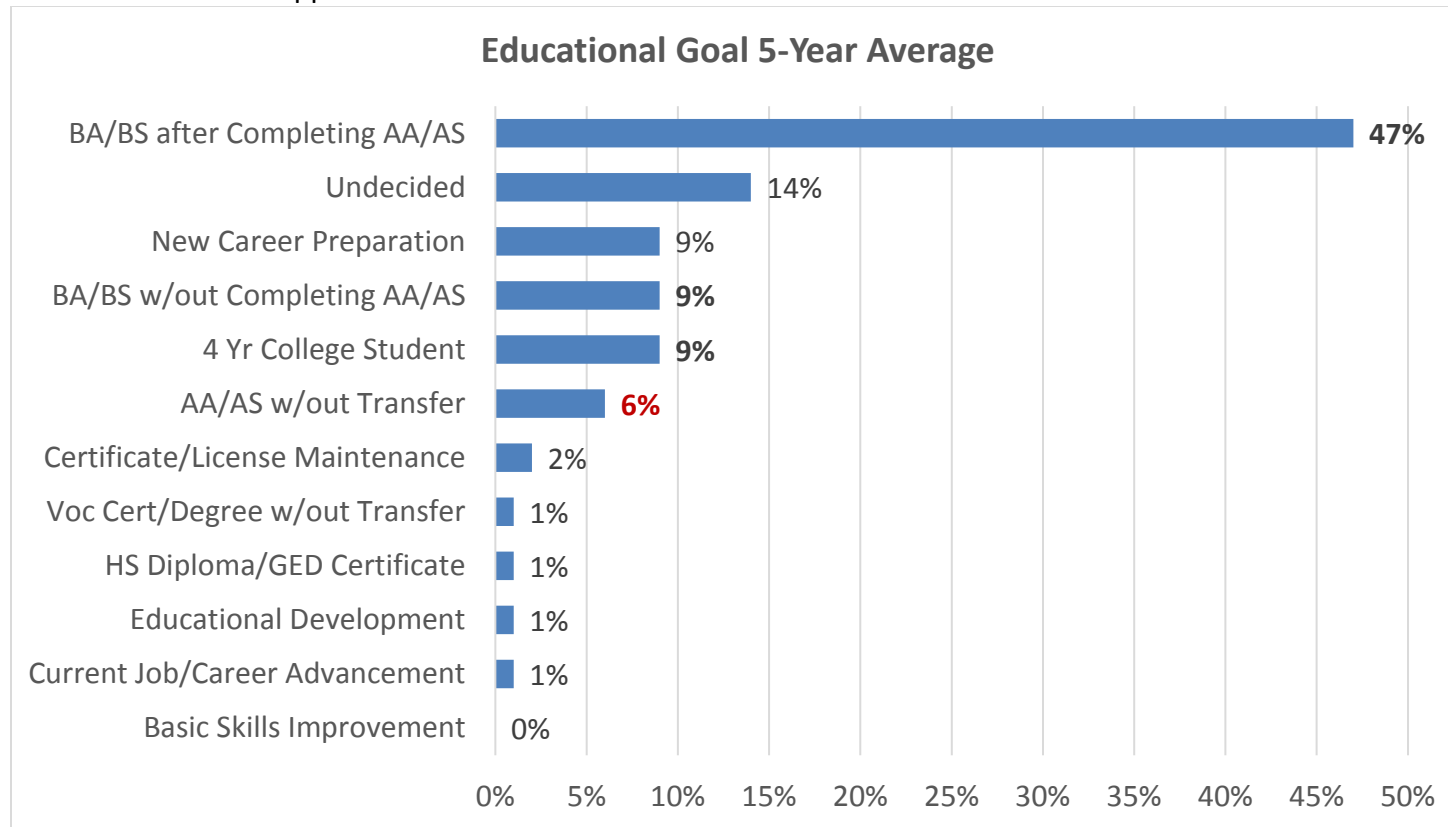
Over the last five years, 2 out of 10 first-time to college students who enrolled at Miramar College within four years of high school graduation have been First Generation. See **Table 8.4** in the Appendix for more detail.

¹ Data from Fall 2012 to Fall 2017 was the most recent available comparison data as of the production of this report (from Factbook 2018).

Educational Goal

Among first-time to college students who enrolled at Miramar College within four years of high school graduation, 65% percent of students indicated their educational goal was to complete a bachelor’s degree (bold labels in the graph). Another 6% indicated their goal was an Associate degree without transfer (red label in the graph).

See **Table 8.5** in the Appendix for more detail.



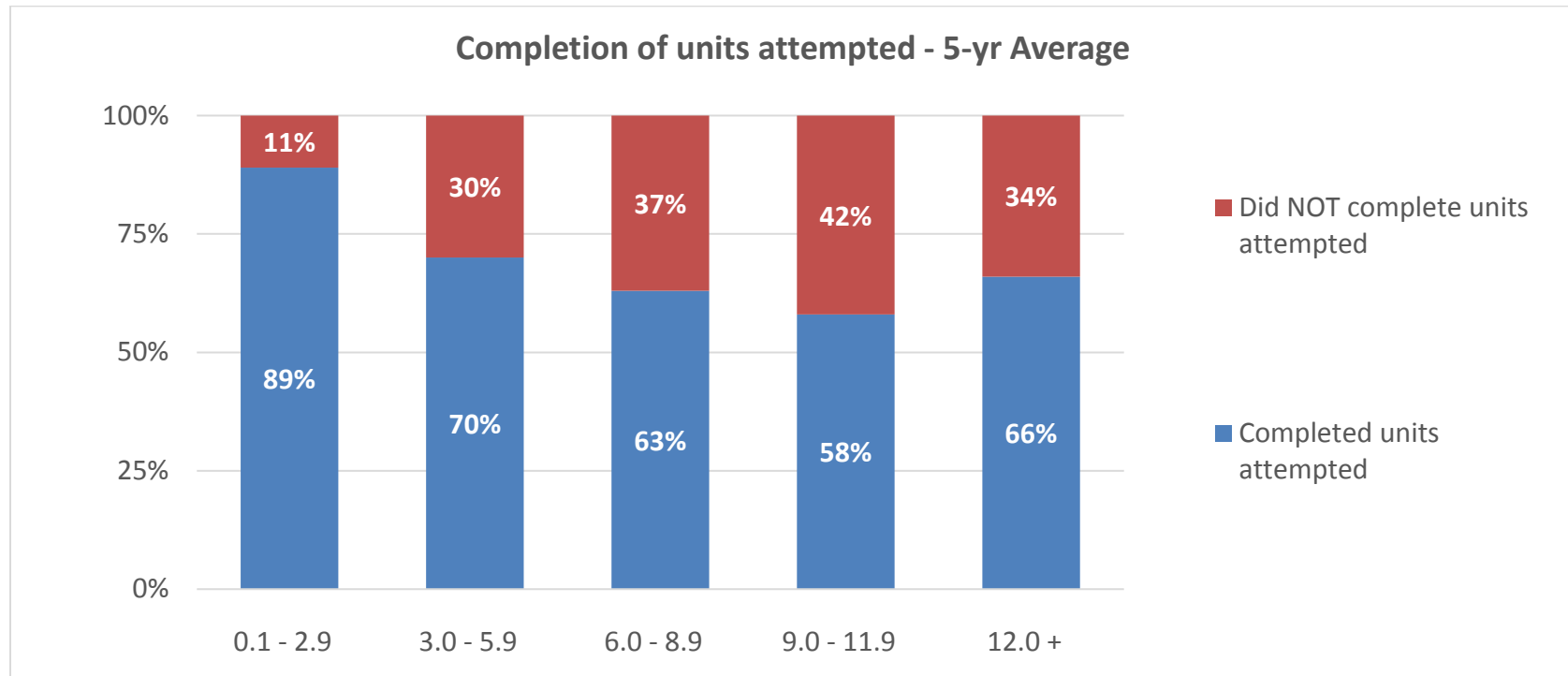
DSPS

In 2018/19 7% of first-time to college high school graduates at Miramar College received DSPS services, as compared to the 6% five-year average. See **Table 8.6** in Appendix for more detail.

Units Attempted/Earned

Over the last five years, among first-time students to college who enroll at Miramar College within four years of completing high school, students who attempted more units completed that range of units at a lower rate, except for students who attempted a full-time load. Among students who attempted between 0.1 and 2.9 units, 89% completed between 0.1 and 2.9 units. That proportion decreased to 58% for students who attempted between 9.0 and 11.9 units. However, two-thirds (66%) of students who attempted 12 or more units completed 12 or more units.

See **Table 9** in the Appendix for more detail.

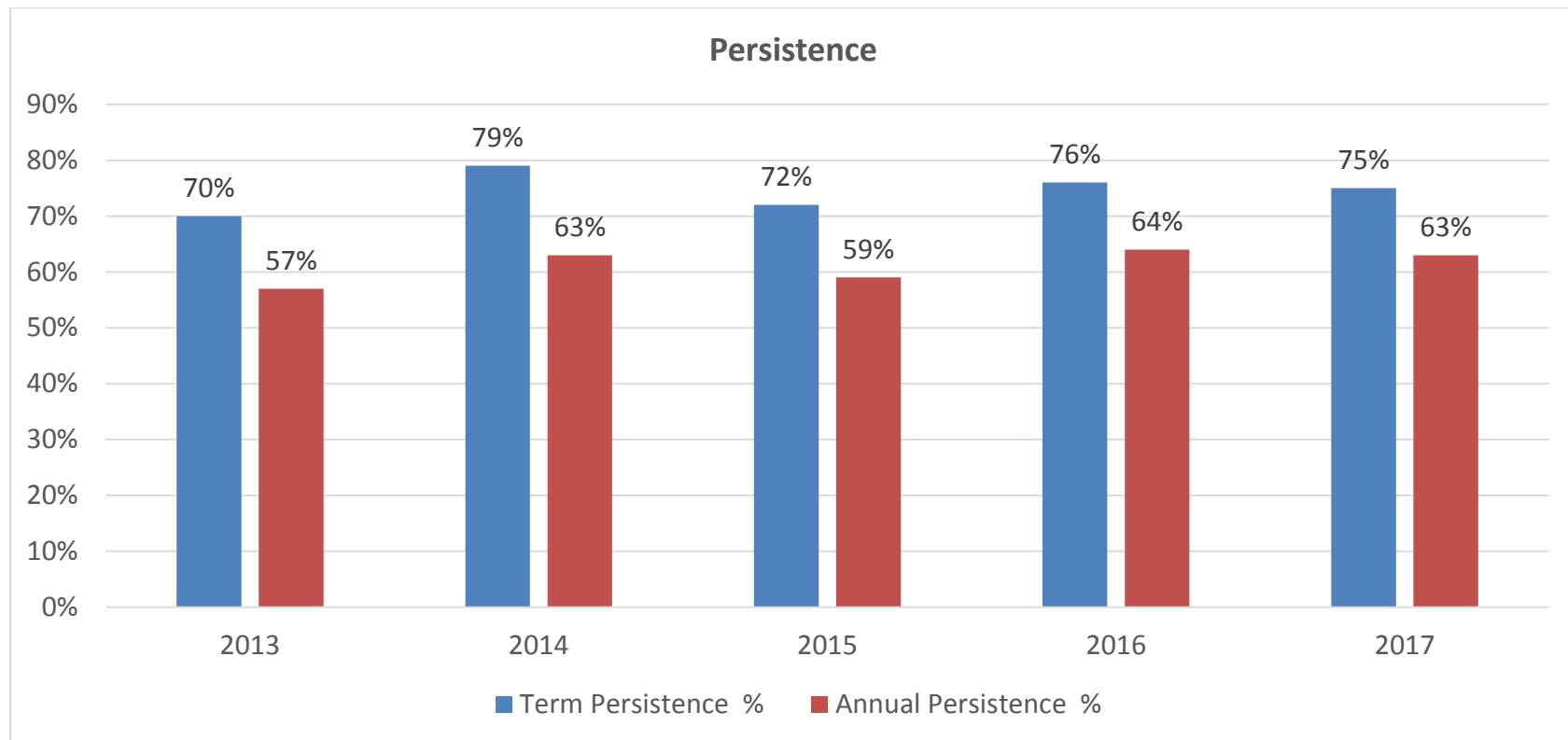


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Persistence

Over the last five years, term persistence has been 12% to 16% higher than annual persistence for first-time to college students who enrolled at Miramar College within four years of completing high school.

See **Table 10** for more detail, including numbers of students included in each cohort.

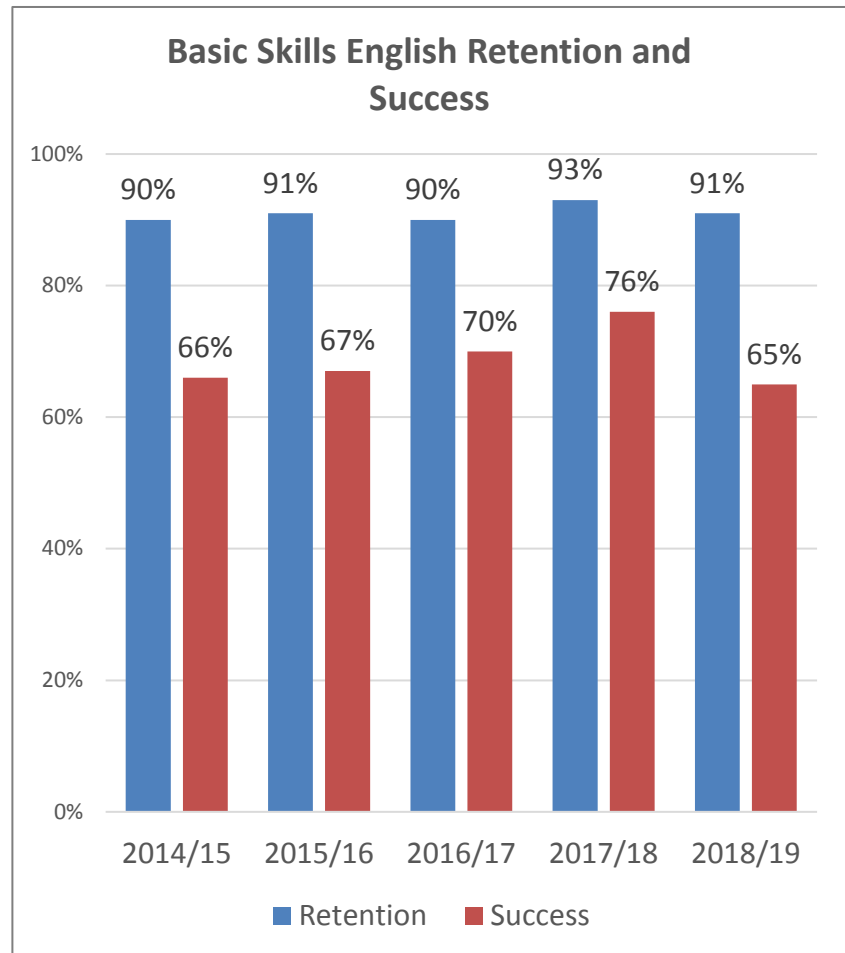
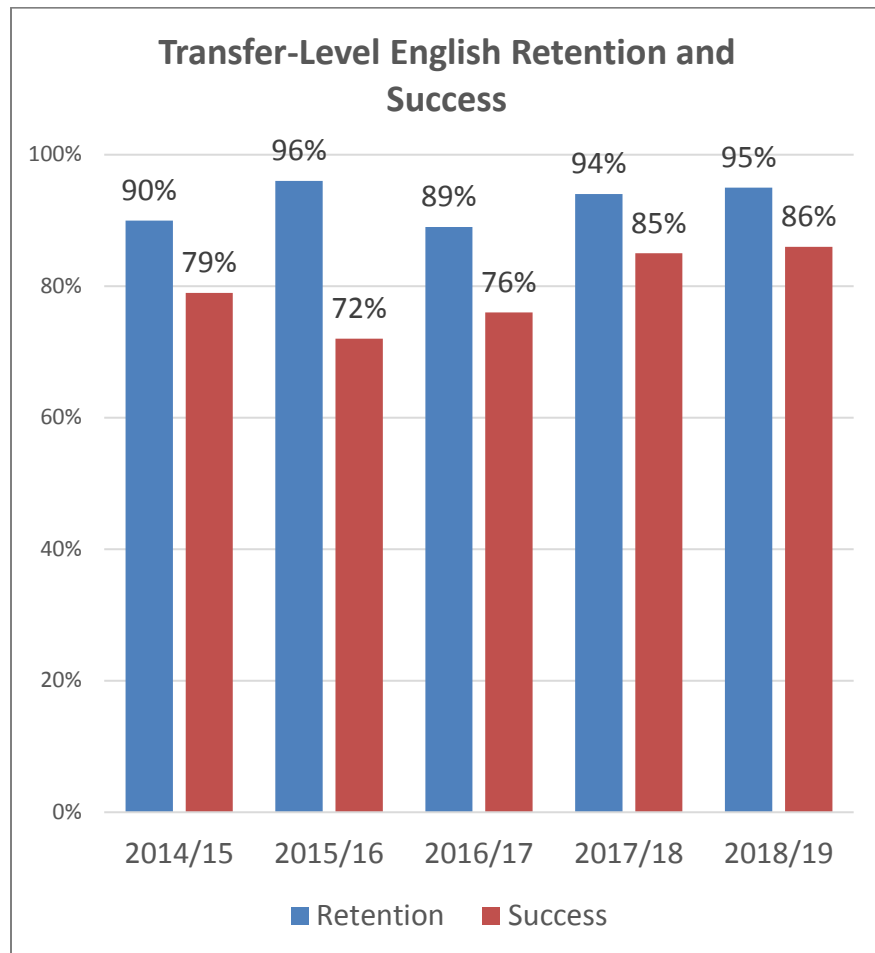


Focus of Analysis IV: Student Outcomes

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 2014/15 and 2018/19 are reported. Data are represented by basic skills, associate, and transfer-level courses.

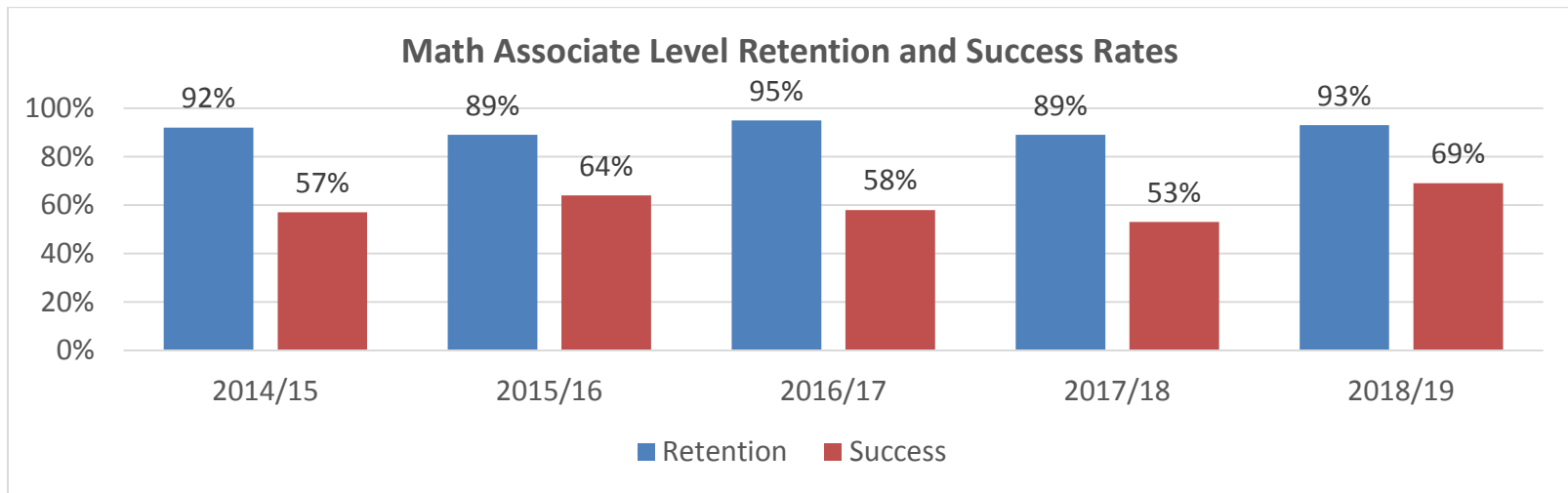
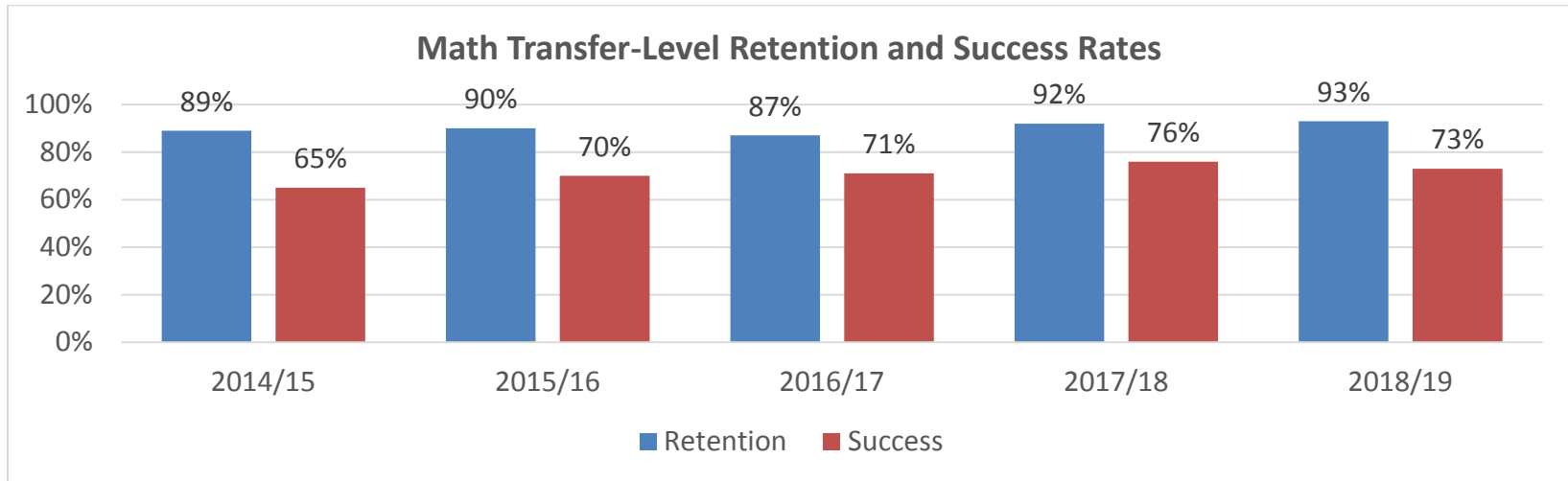
English Retention and Success Rates

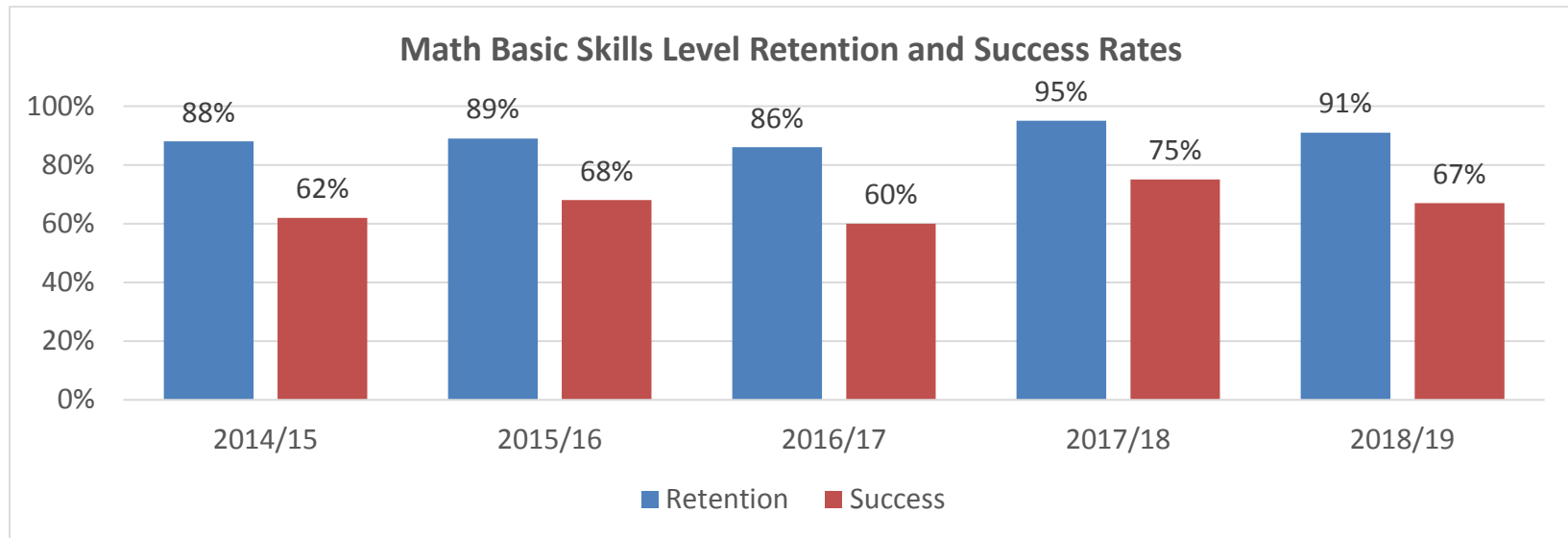
Over the last five years, course retention has been similar in transfer and basic skills English courses. Success rates, however, have been higher in transfer-level courses in each of the last five years. The difference between transfer-level and basic skills success has increased from a 5% difference in 2015/16 to 21% in 2018/19. See **Table 11** in the Appendix for more detail, including the counts of starting cohorts.



Math Retention and Success Rates

Over the last five years, course retention has been similar in transfer, associate, and basic skills Math courses. Success rates have been higher in transfer-level courses than basic skills courses in each of the last five years, although that difference varies between 1% (in 2017/18) and 11% (in 2016/17).





Miramar College High School to College Pipeline Summary Report

Completion of transfer-level Math and English in first year by students who attended high school in Miramar service area

As mentioned in preface, AB705 has been put into law and intends to increase completion of transfer-level Math and transfer-level English in the first year. The following table displays the rate of completion of both transfer-level English and transfer-level Math in the first year for first-time to college high school graduates who graduated within the Miramar College Service Area and then attended an SDCCD college.

In 2018/19, students completed both transfer-level Math and transfer-level English at a much lower rate than in previous years.

Passed Transfer-level English and Transfer-level Math in first year	2014/15		2015/16		2016/17		2017/18		2018/19	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate
Did not pass	202	55%	209	55%	242	55%	146	57%	170	72%
Passed	168	45%	173	45%	200	45%	109	43%	66	28%
Total	370	100%	382	100%	442	100%	255	100%	236	100%

Appendices

Table 1	Headcount and participation rates of high school graduates who enroll at an SDCCD credit college within one year of graduation
Table 2	Percentage of concurrent high school seniors who re-enroll the subsequent year as college-only students
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
Table 4	Reading Placement
Table 5	Writing Placement
Table 6	ELAC (ESOL/ESL) Placement
Table 7	Math Placement
Table 8.1	Headcount
Table 8.2	Gender
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Miramar College High School to College Pipeline Summary Report

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

		13/14 Grads		14/15 Entrants		14/15 Grads		15/16 Entrants		15/16 Grads		16/17 Entrants		16/17 Grads		17/18 Entrants		17/18 Grads		18/19 Entrants		13/14-17/18 Grads		14/15-18/19 Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg%				
City Feeder	Crawford Ed Complex	232	7	3%	195	4	2%	174	5	3%	208	6	3%	220	10	5%	-5%	43%	3%						
	Garfield	127	2	2%	107	2	2%	138	4	3%	117	3	3%	70	2	3%	-45%	0%	2%						
	Gompers Prep	89	0	0%	97	0	0%	122	2	2%	112	0	0%	139	2	1%	56%	---	1%						
	Health Sciences	135	6	4%	149	4	3%	151	3	2%	160	9	6%	153	4	3%	13%	-33%	3%						
	Hoover	344	14	4%	343	14	4%	318	17	5%	360	24	7%	410	12	3%	19%	-14%	5%						
	King-Chavez Comm High	95	0	0%	139	8	6%	110	3	3%	115	2	2%	120	2	2%	26%	---	2%						
	Lincoln	298	8	3%	285	4	1%	222	8	4%	228	6	3%	268	5	2%	-10%	-38%	2%						
	Morse	377	3	1%	340	4	1%	387	8	2%	318	6	2%	339	5	1%	-10%	67%	1%						
	San Diego Ed Complex	393	8	2%	462	11	2%	422	17	4%	410	11	3%	423	8	2%	8%	0%	3%						
	San Diego SCPA	144	5	3%	186	7	4%	197	2	1%	145	2	1%	171	4	2%	19%	-20%	2%						
	City Feeder Total	2,234	53	2%	2,303	58	3%	2,241	69	3%	2,173	69	3%	2,313	54	2%	4%	2%	3%						
Mesa Feeder	Charter School of SD	441	25	6%	464	29	6%	587	38	6%	495	47	9%	246	36	15%	-44%	44%	9%						
	Clairemont	256	10	4%	210	9	4%	221	6	3%	203	8	4%	205	7	3%	-20%	-30%	4%						
	High Tech Ed Complex	312	6	2%	329	6	2%	311	3	1%	341	12	4%	325	6	2%	4%	0%	2%						
	Kearny Ed Complex	322	13	4%	309	10	3%	327	20	6%	264	15	6%	323	29	9%	0%	123%	6%						
	La Jolla	338	8	2%	348	11	3%	352	17	5%	371	16	4%	350	11	3%	4%	38%	4%						
	Madison	216	8	4%	214	9	4%	242	16	7%	246	14	6%	210	16	8%	-3%	100%	6%						
	Mark Twain	152	5	3%	156	4	3%	145	6	4%	186	7	4%	187	15	8%	23%	200%	4%						
	Mission Bay	274	4	1%	237	9	4%	208	6	3%	213	14	7%	199	14	7%	-27%	250%	4%						
	Patrick Henry	523	5	1%	504	8	2%	523	12	2%	487	19	4%	500	11	2%	-4%	120%	2%						
	Point Loma	401	14	3%	426	8	2%	398	10	3%	395	15	4%	410	9	2%	2%	-36%	3%						
	Preuss School	88	1	1%	103	0	0%	132	3	2%	102	1	1%	94	4	4%	7%	300%	2%						
	Mesa Feeder Total	3,323	99	3%	3,300	103	3%	3,446	137	4%	3,303	168	5%	3,049	158	5%	-8%	60%	4%						
	Miramar Feeder	Mira Mesa	609	301	49%	581	256	44%	555	286	52%	514	239	46%	500	223	45%	-18%	-26%	47%					
Scripps Ranch		509	100	20%	517	93	18%	513	120	23%	485	114	24%	505	119	24%	-1%	19%	22%						
Serra		408	43	11%	379	38	10%	372	32	9%	296	50	17%	359	44	12%	-12%	2%	12%						
University City		409	26	6%	417	38	9%	397	38	10%	345	33	10%	432	38	9%	6%	46%	9%						
Miramar Feeder Total		1,935	470	24%	1,894	425	22%	1,837	476	26%	1,640	436	27%	1,796	424	24%	-7%	-10%	25%						
District Feeder Total	7,492	622	8%	7,497	586	8%	7,524	682	9%	7,116	673	9%	7,158	636	9%		2%	9%							

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

Miramar College High School to College Pipeline Summary Report

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

	13/14 Grads	14/15 Entrants		14/15 Grads	15/16 Entrants		15/16 Grads	16/17 Entrants		16/17 Grads	17/18 Entrants		17/18 Grads	18/19 Entrants		13/14- 17/18 Grads	14/15-18/19 Entrants		
		N	%		N	%		N	%		N	%		N	%		% Change	Avg%	
Non-Feeder High Schools	Bonita Vista	550	0%	580	2	0%	597	4	1%	551	2	0%	552	6	1%	0%	---	0%	
	Castle Park	373	0%	359	2	1%	342	1	0%	318	2	1%	295	4	1%	-21%	---	1%	
	Chula Vista	577	1%	612	2	0%	644	3	0%	586	7	1%	566	2	0%	-2%	-67%	1%	
	Coronado	274	3%	288	9	3%	283	8	3%	285	8	3%	288	7	2%	5%	-13%	3%	
	Del Norte	380	15%	435	50	11%	504	76	15%	483	61	13%	484	69	14%	27%	23%	14%	
	Eastlake	710	0%	721	5	1%	731	4	1%	708	5	1%	788	6	1%	11%	500%	1%	
	Grossmont	428	1%	508	5	1%	448	6	1%	464	7	2%	467	4	1%	9%	33%	1%	
	Helix	477	0%	469	4	1%	467	2	0%	536	2	0%	518	3	1%	9%	---	0%	
	Hilltop	526	1%	502	7	1%	481	7	1%	463	3	1%	441	5	1%	-16%	0%	1%	
	Mar Vista	358	0%	341	2	1%	377	4	1%	355	7	2%	362	4	1%	1%	---	1%	
	Montgomery	347	0%	404	2	0%	360	4	1%	366	3	1%	371	3	1%	7%	200%	1%	
	Mt. Carmel	488	25%	483	124	26%	475	128	27%	503	117	23%	450	115	26%	-8%	-7%	25%	
	Olympian	435	0%	416	3	1%	521	1	0%	689	1	0%	668	4	1%	54%	100%	0%	
	Otay Ranch	637	0%	664	4	1%	656	0	0%	569	4	1%	630	1	0%	-1%	-67%	0%	
	Poway	578	16%	496	90	18%	492	98	20%	538	95	18%	504	71	14%	-13%	-25%	17%	
	Ramona	363	6%	362	19	5%	330	19	6%	351	30	9%	321	23	7%	-12%	10%	7%	
	Rancho Bernardo	548	17%	520	98	19%	535	118	22%	542	102	19%	531	74	14%	-3%	-19%	18%	
	San Ysidro	483	0%	538	4	1%	500	2	0%	498	0	0%	512	8	2%	6%	300%	1%	
	Southwest	382	1%	374	4	1%	326	3	1%	381	5	1%	396	4	1%	4%	100%	1%	
	Sweetwater	653	1%	628	3	0%	614	7	1%	646	8	1%	645	7	1%	-1%	17%	1%	
Torrey Pines	591	2%	700	25	4%	676	32	5%	692	20	3%	579	20	3%	-2%	100%	3%		
West Hills	389	1%	405	5	1%	423	7	2%	429	6	1%	368	7	2%	-5%	133%	1%		
West View	595	17%	558	98	18%	554	115	21%	567	117	21%	573	128	22%	-4%	29%	20%		
Non-Feeder Total	11,142	538	5%	11,363	567	5%	11,336	649	6%	11,520	612	5%	11,309	575	5%	1%	7%	5%	
Other High Schools	Foreign School	---	16	---	---	17	---	---	11	---	---	17	---	---	18	---	---	13%	---
	Other	---	169	---	---	170	---	---	167	---	---	211	---	---	158	---	---	-7%	---
	Out of State	---	44	---	---	56	---	---	43	---	---	34	---	---	41	---	---	-7%	---
	San Diego County	---	14	---	---	19	---	---	26	---	---	34	---	---	22	---	---	57%	---
	Total	---	243	---	---	262	---	---	247	---	---	296	---	---	239	---	---	-2%	---
Entrants Total	---	1,403	---	---	1,415	---	---	1,578	---	---	1,581	---	---	1,450	---	---	3%	---	

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. Non feeder schools with an average fewer than 17 SDCCD entrants over the five years), private schools, and schools with no reported/incalid SDCCD or CDE data are indated as "Other".

Note 5. "Other High Schools" have no data available on high school graduates; therefore, no participation rates are calculated.

Miramar College High School to College Pipeline Summary Report

Table 2. Percentage of high school seniors who re-enroll the subsequent year as college-only students (Miramar College)

	13/14 Seniors (Concur)	14/15 Re- Enroll	14/15 Re- Enroll	14/15 Seniors (Concur)	15/16 Re- Enroll	15/16 Re- Enroll	15/16 Seniors (Concur)	16/17 Re- Enroll	16/17 Re-Enroll	16/17 Seniors (Concur)	17/18 Re- Enroll	17/18 Re- Enroll	17/18 Seniors (Concur)	18/19 Re- Enroll	18/19 Re- Enroll	Concurrent % Change 13/14- 17/18	Re-Enroll % Change 14/15- 18/19	14/15- 18/19 Re- Enroll Avg %
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	%	%	%
District Feeder Total	22	3	14%	21	2	10%	189	40	21%	526	105	20%	829	143	17%	3668%	4667%	18%
Non-Feeder Total	22	4	18%	30	2	7%	31	7	23%	61	11	18%	64	10	16%	191%	150%	16%
Other/Unreported	0	0	0%	4	2	50%	3	1	33%	2	1	50%	1	0	0%	---	---	---
Grand Total	44	7	16%	55	6	11%	223	48	22%	589	117	20%	894	153	17%	1932%	2086%	18%

Source: SDCCD Information System

Note 1. The concurrent student cohort comprises all concurrent seniors at a District feeder or non-feeder who were also enrolled at Miramar College. No exclusions limit the concurrent student cohort to AP students. Re-enrollment counts exclude students who continue City College/ECC 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".

Miramar College High School to College Pipeline Summary Report

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

GPA Range	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr Avg./Total	5-Yr % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	0%
1.6-1.9	1%	1%	1%	1%	1%	1%	14%
2.0-2.5	18%	18%	18%	18%	13%	17%	-29%
2.6-3.0	33%	34%	32%	31%	31%	32%	-11%
3.1-3.5	31%	33%	32%	31%	33%	32%	-1%
Over 3.5	17%	14%	17%	19%	21%	17%	20%
Total	100%	100%	100%	100%	100%	100%	-5%
Reported GPA	1,228	1,327	1,365	1,324	1,161	6,405	-5%
Total of All Students	1,361	1,478	1,514	1,460	1,299	7,112	-5%

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.

Miramar College High School to College Pipeline Summary Report

Table 4. Reading Placement

Testing	Reading	2016/17		2017/18		2018/19		Total N	Avg.%	% Change
		N	%	N	%	N	%			
Test/No-Test	Total Tested	1,234	77%	1,120	78%	934	69%	3,288	75%	-24%
	Not Tested	375	23%	318	22%	426	31%	1,119	25%	14%
	Total Students	1,609	100%	1,438	100%	1,360	100%	4,407	100%	-15%
Distribution of Students who Took a Test	Transfer/Associate Level	900	73%	767	68%	659	71%	2,326	71%	-27%
	Basic Skills	273	22%	293	26%	204	22%	770	23%	-25%
	Need English Advising	51	4%	49	4%	61	7%	161	5%	20%
	Take ELAC (ESOL/ESL) Test	10	1%	11	1%	10	1%	31	1%	0%
	Total Tested	1,234	100%	1,120	100%	934	100%	3,288	100%	-24%

Table 5. Writing Placement

Testing	Writing	2016/17		2017/18		2018/19		Total N	Avg.%	% Change
		N	%	N	%	N	%			
Test/No-Test	Total Tested	1,236	77%	1,120	78%	934	69%	3,290	75%	-24%
	Not Tested	373	23%	318	22%	426	31%	1,117	25%	14%
	Total Students	1,609	100%	1,438	100%	1,360	100%	4,407	100%	-15%
Distribution of Students who Took a Test	Transfer/Associate Level	599	48%	521	47%	449	48%	1,569	48%	-25%
	Basic Skills	576	47%	539	48%	414	44%	1,529	46%	-28%
	Need English Advising	51	4%	49	4%	61	7%	161	5%	20%
	Take ELAC (ESOL/ESL) Test	10	1%	11	1%	10	1%	31	1%	0%
	Total Tested	1,236	100%	1,120	100%	934	100%	3,290	100%	-24%

Miramar College High School to College Pipeline Summary Report

Table 6. Math

Testing	Math	2016/17		2017/18		2018/19		Total N	Avg.%	% Change
		N	%	N	%	N	%			
Test/No-Test	Total Tested	1,241	77%	1,109	77%	946	70%	3,296	75%	-24%
	Not Tested	368	23%	329	23%	414	30%	1,111	25%	13%
	Total Students	1,609	100%	1,438	100%	1,360	100%	4,407	100%	-15%
Distribution of Students who Took a Test	Transfer-Level	557	45%	505	46%	406	43%	1,468	45%	-27%
	Associate Level	173	14%	133	12%	110	12%	416	13%	-36%
	Basic Skills	511	41%	471	42%	430	45%	1,412	43%	-16%
	Total Tested	1,241	100%	1,109	100%	946	100%	3,296	100%	-24%

Table 7. ELAC (ESOL/ESL)

Testing	ELAC (ESOL/ESL)	2016/17		2017/18		2018/19		Total N	Avg.%	% Change
		N	%	N	%	N	%			
Test/No-Test	Total Tested	34	2%	29	2%	23	2%	86	2%	-32%
	Not Tested	1,575	98%	1,409	98%	1,337	98%	4,321	98%	-15%
	Total Students	1,609	100%	1,438	100%	1,360	100%	4,407	100%	-15%
Distribution of Students who Took a Test	Level 40	2	6%	6	21%	0	0%	8	9%	-100%
	Level 30	5	15%	1	3%	4	17%	10	12%	-20%
	Level 20	5	15%	6	21%	5	22%	16	19%	0%
	Level 19	22	65%	16	55%	14	61%	52	60%	-36%
	Total Tested	34	100%	29	100%	23	100%	86	100%	-32%

Miramar College High School to College Pipeline Summary Report

Table 8.1. Headcount

Headcount	2014/15	2015/16	2016/17	2017/18	2018/19	Total	5-Yr % Change
Total Student Headcount	1,353	1,469	1,508	1,451	1,291	7,072	-5%

Table 8.2. Gender

Gender	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr. Avg.	5-Yr % Change
Female	42%	40%	40%	40%	41%	40%	-5%
Male	58%	60%	60%	60%	59%	60%	-4%

Table 8.3. Ethnicity

Ethnicity	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr. Avg.	5-Yr % Change
African American	3%	4%	5%	4%	4%	4%	15%
American Indian	0%	0%	0%	0%	0%	0%	0%
Asian/Pacific Islander	17%	14%	13%	12%	15%	14%	-18%
Filipino	11%	9%	11%	8%	8%	9%	-27%
Latinx	28%	29%	29%	32%	32%	30%	8%
White	31%	34%	33%	35%	31%	33%	-3%
Other	9%	9%	8%	8%	9%	9%	0%
Unreported	1%	1%	1%	1%	1%	1%	-32%

Miramar College High School to College Pipeline Summary Report

Table 8.4. First Generation

First Generation	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr. Avg.	5-Yr % Change
First Generation	22%	21%	21%	21%	21%	21%	-9%
Not First Generation	78%	79%	79%	79%	79%	79%	-3%

Table 8.5. Educational Goal

Educational Goal	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr. Avg.	5-Yr % Change
4 Yr College Student	10%	10%	9%	8%	9%	9%	-14%
AA/AS w/out Transfer	7%	6%	5%	5%	5%	6%	-32%
BA/BS after Completing AA/AS	45%	45%	48%	50%	46%	47%	-3%
BA/BS w/out Completing AA/AS	10%	9%	9%	9%	10%	9%	-4%
Basic Skills Improvement	1%	0%	1%	0%	0%	0%	-50%
Certificate/License Maintenance	2%	1%	1%	2%	2%	2%	5%
Current Job/Career Advancement	1%	0%	1%	1%	1%	1%	20%
Educational Development	1%	1%	1%	1%	1%	1%	-40%
HS Diploma/GED Certificate	1%	1%	1%	0%	0%	1%	-25%
New Career Preparation	8%	10%	8%	9%	10%	9%	21%
Voc Cert/Degree w/out Transfer	1%	1%	2%	2%	2%	1%	93%
Undecided	14%	15%	15%	14%	14%	14%	-8%

Miramar College High School to College Pipeline Summary Report

Table 8.6. Disable Students Program Services (DSPS)

DSPS	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr. Avg.	5-Yr % Change
NOT	93%	95%	95%	94%	93%	94%	-5%
DSPS	7%	5%	5%	6%	7%	6%	-6%

Miramar College High School to College Pipeline Summary Report

Table 9. Units attempted vs. units earned

	Academic Year	Units Attempted	Units Earned					
			0 Units	0.1 - 2.9	3.0 - 5.9	6.0 - 8.9	9.0 - 11.9	12.0 +
Units Attempted	2014/15	0.1 - 2.9 Units	13%	88%				
		3.0 - 5.9 Units	29%	1%	70%			
		6.0 - 8.9 Units	20%	2%	18%	60%		
		9.0 - 11.9 Units	13%	0%	11%	15%	62%	
		12.0 + Units	7%	0%	5%	8%	17%	63%
	2015/16	0.1 - 2.9 Units	11%	89%				
		3.0 - 5.9 Units	26%	1%	74%			
		6.0 - 8.9 Units	18%	1%	14%	66%		
		9.0 - 11.9 Units	10%	0%	13%	22%	56%	
		12.0 + Units	6%	0%	5%	9%	17%	63%
	2016/17	0.1 - 2.9 Units	12%	88%				
		3.0 - 5.9 Units	29%	1%	70%			
		6.0 - 8.9 Units	16%	7%	18%	59%		
		9.0 - 11.9 Units	11%	2%	11%	20%	55%	
		12.0 + Units	8%	0%	6%	6%	15%	64%
	2017/18	0.1 - 2.9 Units	3%	97%				
		3.0 - 5.9 Units	31%	1%	68%			
		6.0 - 8.9 Units	14%	4%	16%	65%		
		9.0 - 11.9 Units	12%	2%	6%	18%	61%	
		12.0 + Units	6%	0%	5%	4%	14%	71%
2018/19	0.1 - 2.9 Units	18%	82%					
	3.0 - 5.9 Units	33%	1%	67%				
	6.0 - 8.9 Units	16%	5%	17%	61%			
	9.0 - 11.9 Units	14%	2%	9%	18%	57%		
	12.0 + Units	6%	1%	6%	7%	11%	69%	
Five-Year Average			---	89%	70%	63%	58%	66%
% Change 2014/15 to 2018/19			---	-18%	-6%	-22%	-29%	25%

Miramar College High School to College Pipeline Summary Report

Table 10. Term and annual persistence

Start Year	Fall Cohorts	Term Persistence	Term Persistence	Annual Persistence	Annual Persistence
	Count	Count	%	Count	%
2013	945	666	70%	540	57%
2014	953	756	79%	600	63%
2015	1,039	753	72%	618	59%
2016	1,097	833	76%	699	64%
2017	1,008	758	75%	639	63%
Total/5-Year Avg	5,042	3,766	75%	3,096	61%

Miramar College High School to College Pipeline Summary Report

Table 11. English course retention and success rates of first-time to college graduates in their first term compared to all others

			Enrollments	Retention	Retention	Success	Success
			Count	Count	Rate	Counts	Rate
First time students who enrolled in English in their first term	Basic Skills	2014/15	315	283	90%	208	66%
		2015/16	360	329	91%	242	67%
		2016/17	378	342	90%	263	70%
		2017/18	380	355	93%	289	76%
		2018/19	314	286	91%	205	65%
		Total	1,747	1,595	91%	1,207	69%
	Transfer-Level	2014/15	103	93	90%	81	79%
		2015/16	134	128	96%	96	72%
		2016/17	291	260	89%	221	76%
		2017/18	299	282	94%	255	85%
		2018/19	304	290	95%	261	86%
		Total	1,131	1,053	93%	914	81%
	Total		2,878	2,648	92%	2,121	74%

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Miramar College High School to College Pipeline Summary Report

Table 11. (Cont.)

			Enrollments	Retention	Retention	Success	Success
			Count	Count	Rate	Counts	Rate
All Other students	Basic Skills	2014/15	252	224	89%	169	67%
		2015/16	325	286	88%	210	65%
		2016/17	317	267	84%	207	65%
		2017/18	285	234	82%	166	58%
		2018/19	221	196	89%	134	61%
		Total	1,400	1,207	86%	886	63%
	Transfer-Level	2014/15	152	138	91%	122	80%
		2015/16	422	376	89%	326	77%
		2016/17	639	567	89%	472	74%
		2017/18	739	657	89%	590	80%
		2018/19	692	615	89%	523	76%
		Total	2,644	2,353	89%	2,033	77%
	Total		4,044	3,560	88%	2,919	72%

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

Note 3. 'All other students' encompasses all students who were not first-time to college high school graduates.

Miramar College High School to College Pipeline Summary Report

Table 12. Math course retention and success rates of first-time to college graduates in their first term compared to all others

			Enrollments	Retention	Retention	Success	Success
			Count	Count	Rate	Counts	Rate
First time students who enrolled in Math in their first term	Associate	2014/15	99	91	92%	56	57%
		2015/16	100	89	89%	64	64%
		2016/17	113	107	95%	65	58%
		2017/18	89	79	89%	47	53%
		2018/19	97	90	93%	67	69%
		Total	498	456	92%	299	60%
	Basic Skills	2014/15	192	169	88%	119	62%
		2015/16	228	203	89%	156	68%
		2016/17	239	206	86%	144	60%
		2017/18	171	162	95%	128	75%
		2018/19	168	153	91%	112	67%
		Total	998	893	89%	659	66%
	Transfer-Level	2014/15	251	224	89%	164	65%
		2015/16	240	215	90%	167	70%
		2016/17	272	236	87%	192	71%
		2017/18	259	237	92%	196	76%
		2018/19	267	247	93%	194	73%
		Total	1,289	1,159	90%	913	71%
	Total		2,785	2,508	90%	1,871	67%

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Miramar College High School to College Pipeline Summary Report

Table 12. (Cont.)

			Enrollments	Retention	Retention	Success	Success
			Count	Count	Rate	Counts	Rate
All others	Associate	2014/15	62	42	68%	29	47%
		2015/16	139	120	86%	79	57%
		2016/17	177	147	83%	103	58%
		2017/18	195	161	83%	112	57%
		2018/19	170	147	86%	85	50%
		Total	743	617	83%	408	55%
	Basic Skills	2014/15	83	70	84%	48	58%
		2015/16	158	134	85%	82	52%
		2016/17	221	181	82%	108	49%
		2017/18	225	189	84%	112	50%
		2018/19	198	175	88%	107	54%
		Total	885	749	85%	457	52%
	Transfer-Level	2014/15	197	175	89%	145	74%
		2015/16	508	445	88%	357	70%
		2016/17	748	669	89%	511	68%
		2017/18	959	847	88%	687	72%
		2018/19	1,002	886	88%	683	68%
		Total	3,414	3,022	89%	2,383	70%
Total		5,042	4,388	87%	3,248	64%	

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

Note 3. 'All other students' encompasses all students who were not first-time to college high school graduates.

Miramar College High School to College Pipeline Summary Report

Table 13. Completion of Transfer-level English and Math in first year by students who attended high school in Miramar service area

Passed Transfer-level English and Transfer-level Math in first year	2014/15		2015/16		2016/17		2017/18		2018/19	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate
Did not pass	202	55%	209	55%	242	55%	146	57%	170	72%
Passed	168	45%	173	45%	200	45%	109	43%	66	28%
Total	370	100%	382	100%	442	100%	255	100%	236	100%