

**City College/ECC
High School to College Pipeline Report
2011/12 - 2015/16**

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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 City College/ECC, 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 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 City College/ECC 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 City College/ECC. 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 City College/ECC 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.

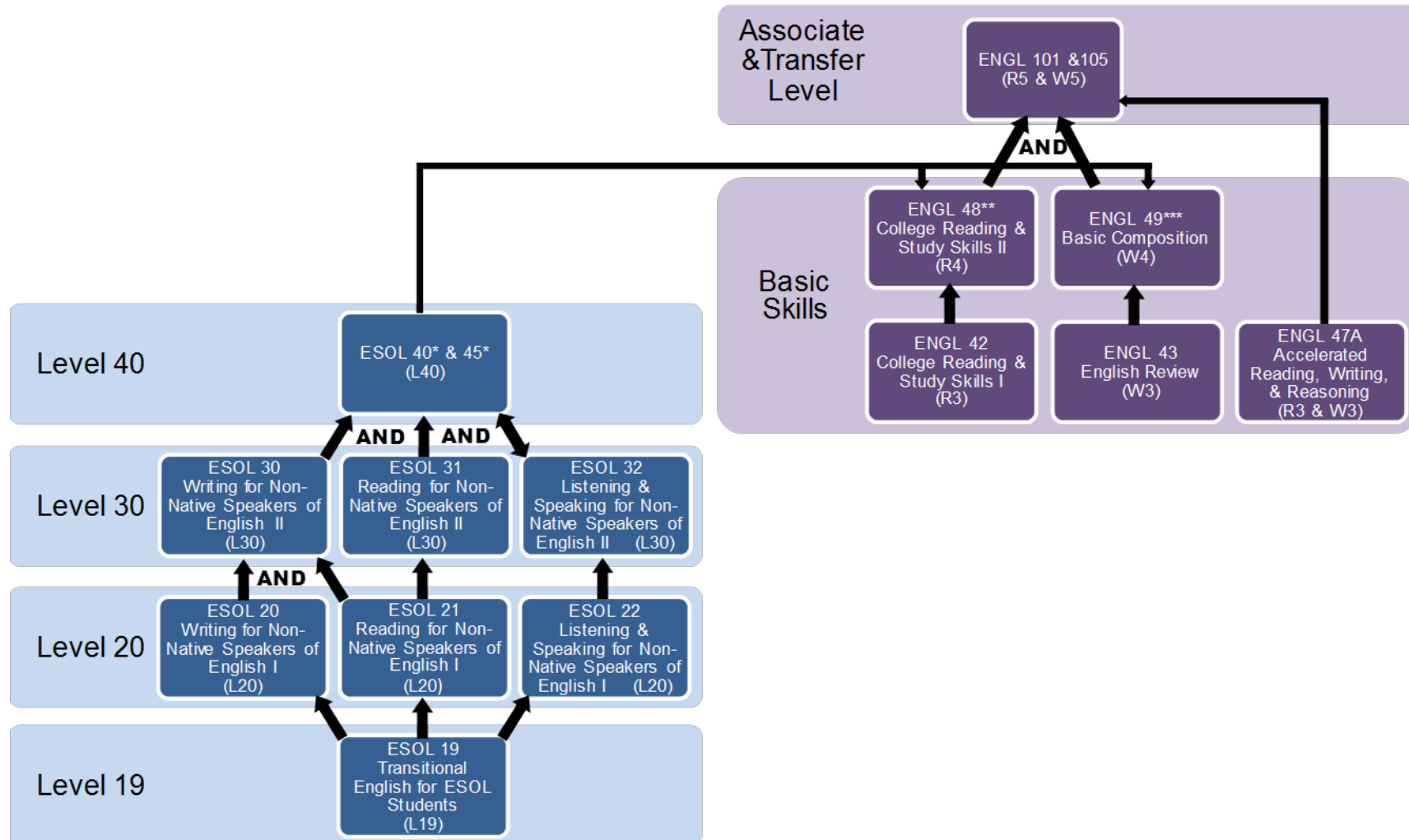
Headcount: The individual count of students, or unduplicated headcount. Drops, never attends, and cancelled classes are excluded.

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).

Success 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

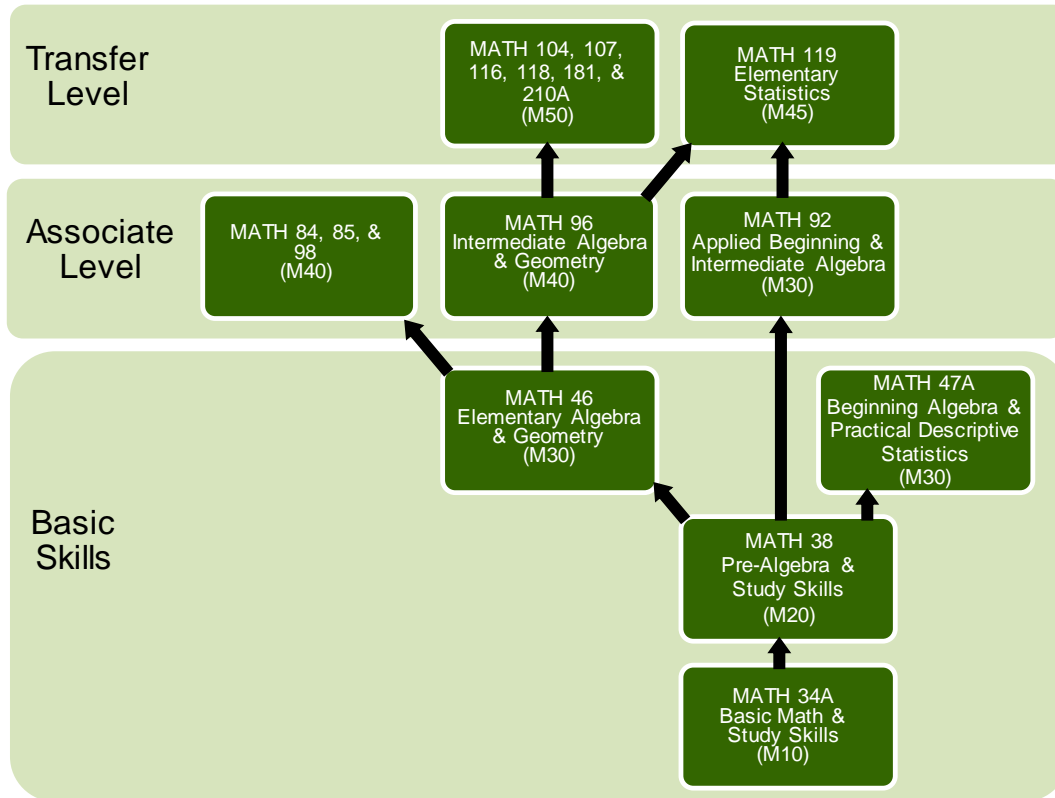


* ESOL 40 and ESOL 45 require a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

** 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 2015/16, 12% of the 2014/15 feeder high school graduates and 5% of the 2014/15 non-feeder high school graduates entered City College/ECC in the year following high school completion. Both the 2015/16 feeder high school and non-feeder high school student participation rates are equal to the five-year averages of 12% and 5%, respectively.
2. Between 2011/12 and 2015/16, the number of concurrently enrolled feeder high school seniors declined 41% and declined 74% among non-feeder high school seniors. Approximately 18% of concurrent feeder high school seniors continued their enrollment at City College/ECC in 2015/16 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 18%) and non-feeder high school seniors (24% to 58%).
3. In 2015/16, the majority of the first-time to college high school graduates completed an assessment test in reading (81%), writing (81%), and math (82%).
4. In 2015/16, 50% of first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level, and 38% placed at the basic skills level. The majority of first-time to college high school graduates who completed an assessment test in writing placed at the basic skills level (62%). Almost three fourths (68%) of first-time to college high school graduates who completed an assessment test in math placed at the basic skills level during the same time frame. Among first-time to college high school graduates who completed an assessment test in ESOL, 81% of the students placed five levels below English transfer level (ESOL level 19).
5. Forty percent of the 2015/16 first-time to college high school graduates reported that they were the first generation of college-going students in their family. This is equal to the five-year average of 40%.
6. In 2015/16, 78% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units, and 70% of students who enrolled in 3.0-5.9 units completed the total number of attempted units. Over half (56%) of the students who enrolled in school full-time (12+ units) in 2015/16, completed the total number of attempted units.
7. Seventy-two percent of the Fall 2014 first-time to college high school graduates at City College/ECC persisted to the next spring term, and half (50%) annually persisted to a second fall term. This is comparable to the five-year average term-to-term and annual persistence rates (72% & 49%, respectively).

8. In 2015/16, 74% of students who enrolled in a transfer or associate level English course at City College/ECC successfully completed the course (higher than the five-year average of 71%). During the same time frame, 77% of students enrolled in a basic skills level English course at City College/ECC successfully completed the course (comparable to the 78% five-year average).

9. Fifty-three percent of students who enrolled in a transfer level math course at City College/ECC in 2015/16 successfully completed the course, which is comparable to the five-year average of 52%. In 2015/16, over half (55%) of students who enrolled in an associate level math course at City College/ECC successfully completed the course, which is higher than the five-year average of 41%. Finally, 58% of students enrolled in a basic skills level math course at City College/ECC successfully completed the course in 2015/16, which is equal to the five-year average of 58%.

Section I: Entering the Community College Pipeline

This section describes different aspects of high school graduate student entry to City College/ECC. Student trends are measured across five years, from 2011/12 to 2015/16.

Table 1 focuses on high school-to-college participation rates among first-time to college high school graduates who enrolled at City College/ECC 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 City College/ECC 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 City College/ECC within one year of graduation

		10/11			11/12			12/13			13/14			14/15			15/16			10/11-14/15		11/12-15/16	
		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %	
City Feeder	Crawford Ed Complex	193	29	15%	189	53	28%	200	38	19%	232	66	28%	195	55	28%	1%	90%	24%				
	Garfield	144	50	35%	139	36	26%	139	31	22%	127	37	29%	107	24	22%	-26%	-52%	27%				
	Gompers Prep	0	0	--	71	25	35%	81	41	51%	89	33	37%	97	21	22%	---	---	---				
	Health Sciences	127	12	9%	128	7	5%	138	19	14%	135	27	20%	149	29	19%	17%	142%	14%				
	Hoover	311	68	22%	292	79	27%	324	77	24%	344	90	26%	343	111	32%	10%	63%	26%				
	King-Chavez Comm	0	0	--	0	0	--	137	0	0%	95	14	15%	139	41	29%	---	---	---				
	Lincoln	389	90	23%	316	96	30%	290	78	27%	298	110	37%	285	83	29%	-27%	-8%	29%				
	Morse	380	44	12%	381	78	20%	349	53	15%	377	52	14%	340	41	12%	-11%	-7%	15%				
	San Diego Ed Complex	485	151	31%	422	101	24%	430	118	27%	393	123	31%	462	123	27%	-5%	-19%	28%				
	San Diego SCPA	181	12	7%	168	15	9%	178	25	14%	144	9	6%	186	14	8%	3%	17%	9%				
Mesa Feeder	Charter School of SD	479	57	12%	559	54	10%	526	68	13%	441	48	11%	464	66	14%	-3%	16%	12%				
	Clairemont	278	30	11%	230	25	11%	265	32	12%	256	22	9%	210	21	10%	-24%	-30%	10%				
	High Tech Ed Complex	294	13	4%	288	21	7%	317	20	6%	312	22	7%	329	20	6%	12%	54%	6%				
	Kearny Ed Complex	319	17	5%	381	19	5%	294	23	8%	322	24	7%	309	17	6%	-3%	0%	6%				
	La Jolla	359	12	3%	374	27	7%	342	24	7%	338	12	4%	348	17	5%	-3%	42%	5%				
	Madison	247	19	8%	224	21	9%	230	19	8%	216	7	3%	214	14	7%	-13%	-26%	7%				
	Mark Twain	187	11	6%	226	13	6%	183	8	4%	152	7	5%	156	6	4%	-17%	-45%	5%				
	Mission Bay	277	42	15%	311	42	14%	273	39	14%	274	39	14%	237	31	13%	-14%	-26%	14%				
	Patrick Henry	503	28	6%	484	25	5%	517	25	5%	523	24	5%	504	19	4%	0%	-32%	5%				
Point Loma	424	55	13%	408	59	14%	441	68	15%	401	42	10%	426	39	9%	0%	-29%	13%					
Miramar Feeder	Mira Mesa	593	15	3%	552	21	4%	550	14	3%	609	19	3%	581	19	3%	-2%	27%	3%				
	Scripps Ranch	531	18	3%	579	32	6%	558	17	3%	509	18	4%	517	11	2%	-3%	-39%	4%				
	Serra	365	39	11%	406	36	9%	381	27	7%	408	29	7%	379	46	12%	4%	18%	9%				
	University City	416	31	7%	387	34	9%	427	36	8%	409	30	7%	417	17	4%	0%	-45%	7%				
District Feeder Total		7,482	843	11%	7,515	919	12%	7,570	900	12%	7,404	904	12%	7,394	885	12%	-1%	5%	12%				
Non-Feeder High Schools	Abraxas	123	2	2%	98	0	0%	70	1	1%	78	2	3%	80	4	5%	-35%	100%	2%				
	Bonita Vista	497	12	2%	541	20	4%	540	16	3%	550	18	3%	580	16	3%	17%	33%	3%				
	Castle Park	294	51	17%	260	29	11%	372	32	9%	373	39	10%	359	31	9%	22%	-39%	11%				
	Chula Vista	510	81	16%	538	78	14%	578	78	13%	577	74	13%	612	94	15%	20%	16%	14%				
	Coronado	277	24	9%	248	25	10%	255	9	4%	274	20	7%	288	19	7%	4%	-21%	7%				
	Del Norte	1	0	0%	243	2	1%	458	4	1%	380	4	1%	435	3	1%	43,400%	---	1%				
	Eastlake	502	5	1%	512	14	3%	670	2	0%	71	14	20%	721	11	2%	44%	120%	2%				

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

City College/ECC High School to College Pipeline Report

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

		10/11		11/12		11/12		12/13		12/13		13/14		13/14		14/15		14/15		15/16		10/11-14/15	11/12-15/16			
		Grads	Entrants	Grads	Entrants	Grads	Entrants	Grads	Entrants	Grads	Entrants	Grads	Entrants	Grads	Entrants	Grads	Entrants	Grads	Entrants	Grads	Entrants	Grads	Grads	Entrants	Grads	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %	
Non-Feeder High Schools, cont.	Grossmont	470	6	1%	519	8	2%	514	7	1%	428	3	1%	508	6	1%	8%	0%	1%							
	Helix	477	15	3%	469	39	8%	461	10	2%	477	17	4%	469	20	4%	-2%	33%	4%							
	Hilltop	467	28	6%	486	35	7%	495	39	8%	526	47	9%	502	26	5%	7%	-7%	7%							
	Mar Vista	310	73	24%	337	62	18%	354	44	12%	358	50	14%	341	36	11%	10%	-51%	16%							
	Montgomery	309	33	11%	303	24	8%	391	36	9%	347	32	9%	404	33	8%	31%	0%	9%							
	Mount Miguel	340	14	4%	327	18	6%	259	11	4%	230	12	5%	277	9	3%	-19%	-36%	4%							
	Mt. Carmel	547	5	1%	505	6	1%	445	5	1%	488	7	1%	483	2	0%	-12%	-60%	1%							
	Olympian	329	16	5%	374	11	3%	440	5	1%	435	5	1%	416	8	2%	26%	-50%	2%							
	Otay Ranch	604	26	4%	591	21	4%	627	21	3%	637	9	1%	664	22	3%	10%	-15%	3%							
	Poway	676	9	1%	581	4	1%	537	6	1%	578	8	1%	496	7	1%	-27%	-22%	1%							
	Ramona	385	2	1%	406	0	0%	367	1	0%	363	2	1%	362	2	1%	-6%	0%	0%							
	Rancho Bernardo	680	7	1%	546	6	1%	489	2	0%	548	8	1%	520	8	2%	-24%	14%	1%							
	San Ysidro	408	38	9%	449	54	12%	506	47	9%	483	83	17%	538	67	12%	32%	76%	12%							
	Southwest	337	46	14%	333	45	14%	367	48	13%	382	60	16%	374	81	22%	11%	76%	16%							
	Sweetwater	489	81	17%	469	82	17%	643	86	13%	653	116	18%	628	83	13%	28%	2%	16%							
	Torrey Pines	647	0	0%	625	1	0%	592	2	0%	591	4	1%	700	2	0%	8%	---	0%							
	West Hills High School	468	1	0%	401	1	0%	441	2	0%	389	3	1%	405	6	1%	-13%	500%	1%							
West View	577	5	1%	593	7	1%	567	2	0%	595	11	2%	558	7	1%	-3%	40%	1%								
Non-Feeder Total		10,724	580	5%	10,754	592	6%	11,438	516	5%	10,811	648	6%	11,720	603	5%	9%	4%	5%							
Other High Schools	Foreign School	---	24	---	---	12	---	---	22	---	---	22	---	---	27	---	---	13%	---							
	Other	---	203	---	---	206	---	---	184	---	---	243	---	---	229	---	---	13%	---							
	Out of State	---	48	---	---	58	---	---	54	---	---	52	---	---	52	---	---	8%	---							
	San Diego County	---	39	---	---	28	---	---	40	---	---	49	---	---	60	---	---	54%	---							
	Other Total	---	314	---	---	304	---	---	300	---	---	366	---	---	368	---	---	17%	---							
Total		---	1,737	---	---	1,815	---	---	1,716	---	---	1,918	---	---	1,856	---	---	7%	---							

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, Preuss, 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

	10/11 Seniors (Concur) N	11/12 Re- Enroll N	11/12 Re- Enroll %	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 %	Concurrent % Change	Re-Enroll % Change	Re-Enroll Avg %
District Feeder Total	155	20	13%	117	13	11%	127	13	10%	55	10	18%	92	17	18%	-41%	-15%	13%
Non-Feeder Total	46	11	24%	41	12	29%	25	8	32%	14	5	36%	12	7	58%	-74%	-36%	31%
Other/Unreported	3	0	0%	0	0	0%	2	1	50%	0	0	0%	0	0	0%	-100%	---	20%
Grand Total	204	31	15%	158	25	16%	154	22	14%	69	15	22%	104	24	23%	-49%	-23%	17%

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 City College/ECC. 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".

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 City College/ECC 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 high school graduates who enroll at a SDCCD credit college within four years of graduation

	2011/12	2012/13	2013/14	2014/15	2015/16	5-Yr Avg/ Total	5-Yr % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	0%
1.6-1.9	2%	2%	2%	1%	1%	2%	-9%
2.0-2.5	26%	25%	24%	22%	22%	24%	-2%
2.6-3.0	35%	35%	36%	35%	34%	35%	12%
3.1-3.5	26%	27%	27%	28%	28%	28%	28%
Over 3.5	10%	10%	11%	13%	14%	12%	60%
Total	100%	100%	100%	100%	100%	100%	17%
Reported GPA	4,903	5,200	5,231	5,594	5,745	26,673	17%
Total of All Students	5,665	5,868	5,885	6,278	6,434	30,130	14%

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. 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

		2013/14		2014/15		2015/16		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,649	72%	1,784	74%	1,750	81%	5,183	74%	6%
	Not Tested	632	28%	621	26%	418	19%	1,671	26%	-34%
	Total Students	2,281	100%	2,405	100%	2,168	100%	6,854	100%	-5%
Distribution of Students who Took a Test	Transfer/Associate Level	694	42%	773	43%	868	50%	2,335	45%	25%
	Basic Skills	718	44%	759	43%	669	38%	2,146	41%	-7%
	Need English Advising	183	11%	194	11%	164	9%	541	10%	-10%
	Take ESOL Test	54	3%	58	3%	49	3%	161	3%	-9%
	Total Tested	1,649	100%	1,784	100%	1,750	100%	5,183	100%	6%

Source: SDCCD Information System

Table 5. Writing Placement

		2013/14		2014/15		2015/16		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,649	72%	1,784	74%	1,751	81%	5,184	76%	6%
	Not Tested	632	28%	621	26%	417	19%	1,670	24%	-34%
	Total Students	2,281	100%	2,405	100%	2,168	100%	6,854	100%	-5%
Distribution of Students who Took a Test	Transfer/Associate Level	317	19%	340	19%	444	25%	1,101	21%	40%
	Basic Skills	1,095	66%	1,192	67%	1,094	62%	3,381	65%	-0%
	Need English Advising	183	11%	194	11%	164	9%	541	10%	-10%
	Take ESOL Test	54	3%	58	3%	49	3%	161	3%	-9%
	Total Tested	1,649	100%	1,784	100%	1,751	100%	5,184	100%	6%

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

		2013/14		2014/15		2015/16		Total N	Avg %	% Change
Test/No-Test	Total Tested	94	4%	83	3%	73	3%	250	4%	-22%
	Not Tested	2,187	96%	2,322	97%	2,095	97%	6,604	96%	-4%
	Total Students	2,281	100%	2,405	100%	2,168	100%	6,854	100%	-5%
Distribution of Students who Took a Test	Level 40	7	7%	6	7%	2	3%	15	6%	-71%
	Level 30	13	14%	5	6%	6	8%	24	10%	-54%
	Level 20	8	9%	6	7%	6	8%	20	8%	-25%
	Level 19	66	70%	66	80%	59	81%	191	76%	-11%
	Total Tested	94	100%	83	100%	73	100%	250	100%	-22%

Source: SDCCD Information System

Math Placement

Table 7. Math Placement

		2013/14		2014/15		2015/16		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,670	73%	1,793	75%	1,768	82%	5,231	76%	6%
	Not Tested	611	27%	612	25%	400	18%	1,623	24%	-35%
	Total Students	2,281	100%	2,405	100%	2,168	100%	6,854	100%	-5%
Distribution of Students who Took a Test	Transfer Level	222	13%	273	15%	377	21%	872	17%	70%
	Associate Level	144	9%	170	9%	184	10%	498	10%	28%
	Basic Skills	1,303	78%	1,349	75%	1,207	68%	3,859	74%	-7%
	Take Algebra Test	1	0%	1	0%	0	0%	2	0%	-100%
	Total Tested	1,670	100%	1,793	100%	1,768	100%	5,231	100%	6%

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 City College/ECC 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 2011/12 and 2015/16 (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 2010 to Fall 2014 cohorts of first-time to college high school graduates are displayed in Table 10.

Student Characteristics

Table 8. Headcount by gender, ethnicity, first generation to college, and educational goal

	2011/12	2012/13	2013/14	2014/15	2015/16	Total/ 5-Yr Avg	5-Yr % Change
Total N of Students	1,725	1,888	1,706	2,004	1,910	9,233	11%
	Gender						
Female	51%	51%	52%	51%	55%	52%	19%
Male	49%	49%	48%	49%	45%	48%	3%
Unreported	0%	0%	0%	0%	0%	0%	---
	Ethnicity						
African American	10%	11%	10%	9%	10%	10%	9%
American Indian	0%	0%	0%	0%	0%	0%	-67%
Asian/Pacific Islander	4%	3%	3%	4%	4%	4%	17%
Filipino	2%	3%	3%	2%	2%	3%	7%
Latino	67%	68%	66%	68%	69%	68%	14%
White	11%	9%	11%	12%	11%	11%	3%
Other	4%	5%	5%	4%	4%	4%	-4%
Unreported	1%	1%	1%	1%	1%	1%	-24%
	First Generation						
First Generation	40%	41%	40%	40%	40%	40%	11%
Not First Generation	60%	59%	60%	60%	60%	60%	10%
	Educational Goal						
4 Yr College Student	11%	11%	9%	8%	9%	10%	-13%
AA/AS w/out Transfer	5%	5%	7%	7%	6%	6%	16%
BA/BS after Completing AA/AS	41%	44%	45%	49%	50%	46%	33%
BA/BS w/out Completing AA/AS	6%	7%	7%	6%	7%	7%	29%
Basic Skills Improvement	1%	1%	1%	1%	0%	1%	-59%
Certificate/License Maintenance	2%	1%	2%	1%	2%	2%	13%
Current Job/Career Advancement	0%	0%	1%	1%	1%	1%	75%
Educational Development	1%	0%	1%	1%	0%	1%	-40%
HS Diploma/GED Certificate	0%	0%	0%	0%	0%	0%	29%
New Career Preparation	9%	10%	9%	9%	8%	9%	-8%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	-50%
Voc Cert/Degree w/out Transfer	2%	2%	1%	1%	1%	1%	0%
Undecided	20%	18%	18%	17%	16%	18%	-15%
Unreported	0%	0%	0%	0%	0%	0%	---

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	2011/12	0.1 - 2.9 Units	42%	58%			
		3.0 - 5.9 Units	39%	2%	59%		
		6.0 - 8.9 Units	23%	3%	23%	51%	
		9.0 - 11.9 Units	15%	3%	15%	21%	46%
		12.0 + Units	8%	1%	8%	12%	21%
	2012/13	0.1 - 2.9 Units	33%	67%			
		3.0 - 5.9 Units	33%	3%	65%		
		6.0 - 8.9 Units	21%	5%	25%	49%	
		9.0 - 11.9 Units	13%	1%	16%	20%	49%
		12.0 + Units	7%	1%	10%	11%	18%
	2013/14	0.1 - 2.9 Units	30%	70%			
		3.0 - 5.9 Units	32%	3%	65%		
		6.0 - 8.9 Units	20%	3%	26%	51%	
		9.0 - 11.9 Units	16%	1%	17%	25%	40%
		12.0 + Units	6%	1%	8%	11%	19%
	2014/15	0.1 - 2.9 Units	29%	71%			
		3.0 - 5.9 Units	37%	3%	60%		
		6.0 - 8.9 Units	21%	3%	20%	56%	
		9.0 - 11.9 Units	14%	1%	13%	24%	49%
		12.0 + Units	6%	1%	7%	14%	19%
2015/16	0.1 - 2.9 Units	22%	78%				
	3.0 - 5.9 Units	28%	2%	70%			
	6.0 - 8.9 Units	20%	3%	23%	54%		
	9.0 - 11.9 Units	14%	0%	13%	20%	52%	
	12.0 + Units	8%	1%	8%	11%	16%	56%
Five-Year Average		--	68%	63%	52%	48%	54%
% Change 11/12-15/16		--	-14%	17%	16%	36%	34%

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 %
2010	1,271	870	68%	580	46%
2011	1,178	853	72%	585	50%
2012	1,214	877	72%	581	48%
2013	1,142	831	73%	573	50%
2014	1,241	896	72%	624	50%
Total/5-Yr Avg	6,046	4,327	72%	2,943	49%

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 Successful Course Completion

This section examines English and math course success rates of **first-time to college high school graduates who enrolled at City College/ECC within four years of high school completion** (see Tables 11 and 12). Enrollments and successful course completion rates of first-time students who enrolled in an English or math course as of official census between 2011/12 and 2015/16 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	Success Counts	Success Rate
Transfer/ Associate	2011/12	93	54	58%
	2012/13	70	49	70%
	2013/14	107	80	75%
	2014/15	122	87	71%
	2015/16	188	139	74%
	Total	580	409	71%
Basic Skills	2011/12	558	442	79%
	2012/13	610	470	77%
	2013/14	523	419	80%
	2014/15	649	499	77%
	2015/16	723	556	77%
	Total	3,063	2,386	78%
English Total		3,643	2,795	77%
All Colleges Total		9,436	7,095	75%

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 Successful Course Completion Rates

Table 12. Math course success rates

		Enrollments	Success Counts	Success Rate
Transfer Level	2011/12	114	54	47%
	2012/13	125	53	42%
	2013/14	107	65	61%
	2014/15	116	67	58%
	2015/16	126	67	53%
	Total	588	306	52%
Associate Level	2011/12	91	32	35%
	2012/13	79	25	32%
	2013/14	56	26	46%
	2014/15	78	30	38%
	2015/16	97	53	55%
	Total	401	166	41%
Basic Skills	2011/12	487	273	56%
	2012/13	472	274	58%
	2013/14	451	265	59%
	2014/15	454	258	57%
	2015/16	505	295	58%
	Total	2,369	1,365	58%
Math Total		3,358	1,837	55%
All Colleges Math Total		9,960	5,957	60%

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.