

Mesa College
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 Mesa College, and is reported as high school-to-college graduate participation and concurrent student participation rates. Reading, writing, ESOL, and math placements are detailed in Section II; student characteristics and college enrollment patterns are detailed in Section III; and finally, English and math successful course completion rates are detailed in Section IV. In most instances, benchmark information is provided as a point of comparison, such as three-year or five-year averages and/or percentage change.

Population of Interest

First-time to college high school graduates are students who reported completion from a high school prior to enrolling at Mesa College for the first time. Specifically, unless otherwise noted, this population comprises the following parameters:

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

Operational Definitions

Enrollment: The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, and tutoring classes are excluded.

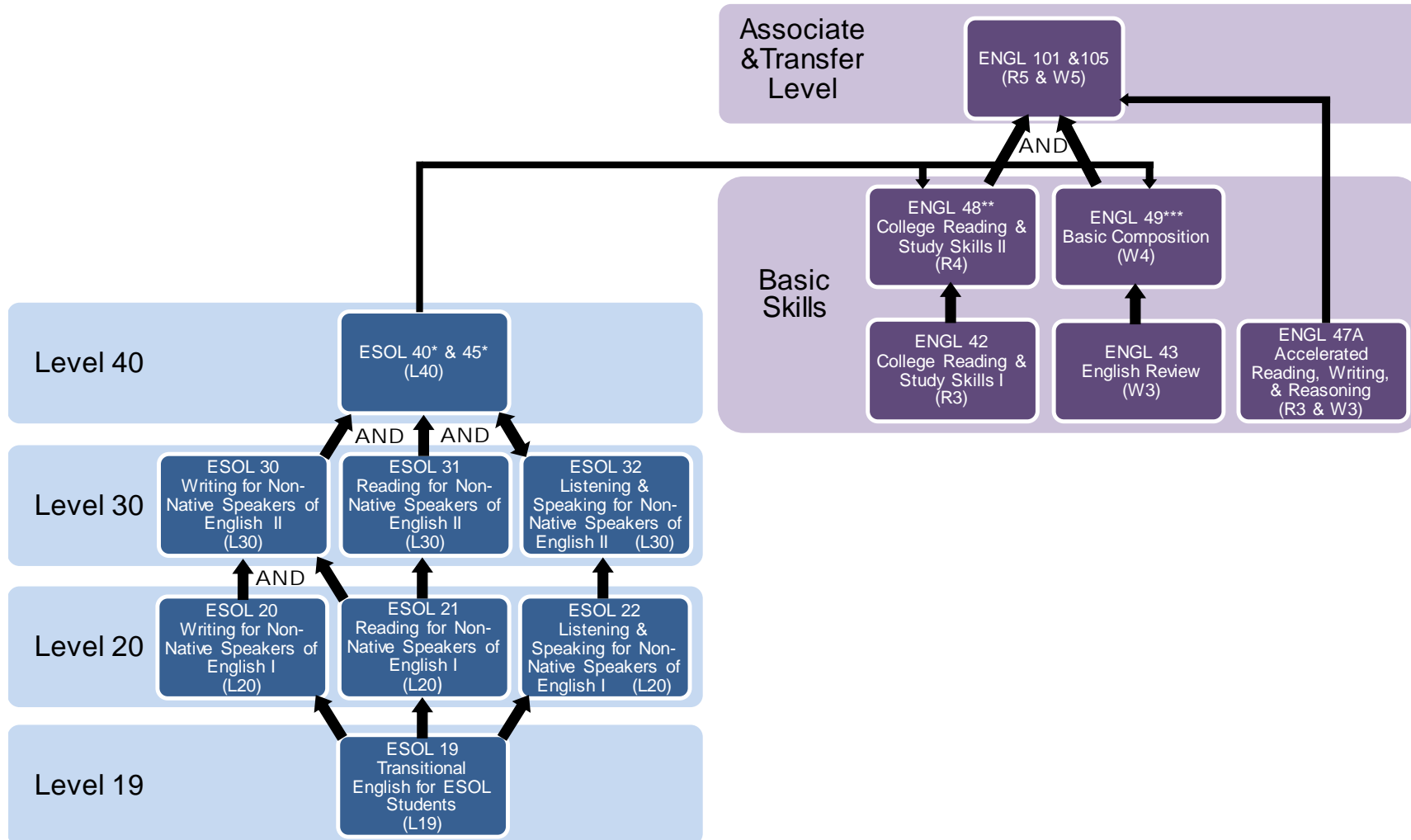
Headcount: The individual count of students, or unduplicated headcount. Drops, never attends, and cancelled classes are excluded.

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

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

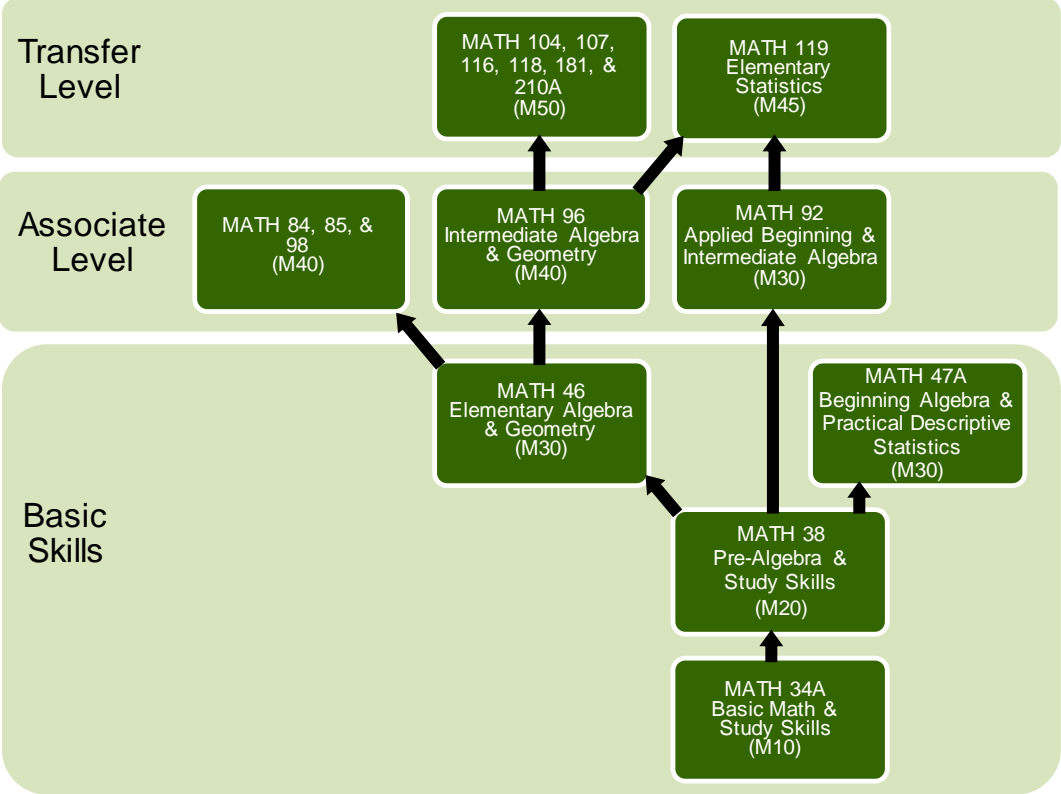


* ESOL 40 and ESOL 45 require a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

** 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, 19% of the 2014/15 feeder high school graduates and 5% of the 2014/15 non-feeder high school graduates entered Mesa College in the year following high school completion. The 2015/16 feeder and non-feeder high school student participation rates are equal to the five-year averages of 19% and 5%, respectively.
2. Between 2011/12 and 2015/16, the number of concurrently enrolled feeder high school seniors declined 39% and declined 65% among non-feeder high school seniors. Approximately 9% of concurrent feeder high school seniors continued their enrollment in 2015/16 at Mesa College as college-only students. Over five years, participation rates of concurrently enrolled high school seniors who continued their enrollment at Mesa College varied among feeder high school seniors (8% to 15%) and non-feeder high school seniors (13% to 67%).
3. In 2015/16, the majority of first-time to college high school graduates completed an assessment test in reading (84%), writing (84%), and math (85%). Overall, the percentages of students who completed an assessment test in reading, writing, and math increased from 2013/14 to 2015/16 (78% to 84%; 78% to 84%; & 80% to 85%, respectively).
4. In 2015/16, 58% of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level. The majority of first-time to college high school graduates who completed an assessment test in writing placed at the basic skills level (58%). The majority of first-time to college high school graduates who completed an assessment test in math also placed at the basic skills level (54%). Among first-time to college high school graduates who completed an assessment test in ESOL in 2015/16, over two thirds (69%) of the students placed five levels below English transfer level (ESOL level 19).
5. Twenty-seven 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 comparable to the five-year average of 28%.
6. In 2015/16, 84% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units, while approximately half of the students who enrolled in 6.0-8.9 units and 9.0-11.9 units (55% & 46%, respectively) completed the total number of attempted units. Over half (55%) of the students who were enrolled in school full-time (12+ units) in 2015/16, completed the total number of attempted units.

7. Approximately three quarters (74%) of first-time to college high school graduates at Mesa College persisted from the Fall 2014 term to the following spring term, and over half (53%) persisted annually to a second fall term. This is comparable to the five-year averages for term-to-term persistence (75%) and annual persistence (53%).
8. In 2015/16, 77% of students who enrolled in a transfer or associate level English course at Mesa College successfully completed the course (comparable to the five-year average of 75%), and 75% of students enrolled in a basic skills level English course at Mesa College successfully completed the course (comparable to the 76% five-year average).
9. Sixty-eight percent of students who enrolled in a transfer level math course at Mesa College successfully completed the course in 2015/16, which is higher than the five-year average of 64%. In 2015/16, over half (54%) of students enrolled in an associate level math course at Mesa College successfully completed the course, which is comparable to the five-year average of 53%. Finally, 65% of students enrolled in a basic skills level math course at Mesa College successfully completed the course in 2015/16, comparable to the five-year average of 64%.

Section I: Entering the Community College Pipeline

This section describes different aspects of high school graduate student entry to Mesa College. Student trends are measured across five years, from 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 Mesa College in the year following high school completion. When possible, high school-to-college participation rates are disaggregated by feeder and non-feeder high schools. College feeders are based on a combination of the zip codes within each college's service area, as well as other college-specific outreach designations.

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

College Participation Rates of High School Graduates

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

		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	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %
City Feeder	Crawford Ed Complex	193	30	16%	189	29	15%	200	27	14%	232	43	19%	195	27	14%	1%	-10%	15%
	Garfield	144	10	7%	139	16	12%	139	8	6%	127	11	9%	107	5	5%	-26%	-50%	8%
	Gompers Prep	0	0	--	71	1	1%	81	2	2%	89	4	4%	97	8	8%	---	---	---
	Health Sciences	127	17	13%	128	23	18%	138	30	22%	135	44	33%	149	31	21%	17%	82%	21%
	Hoover	311	56	18%	292	49	17%	324	83	26%	344	48	14%	343	68	20%	10%	21%	19%
	King-Chavez Comm	0	0	--	0	0	--	137	0	0%	95	5	5%	139	22	16%	---	---	---
	Lincoln	389	33	8%	316	40	13%	290	34	12%	298	37	12%	285	28	10%	-27%	-15%	11%
	Morse	380	33	9%	381	57	15%	349	50	14%	377	42	11%	340	37	11%	-11%	12%	12%
	San Diego Ed Complex	485	51	11%	422	42	10%	430	45	10%	393	45	11%	462	56	12%	-5%	10%	11%
	San Diego SCPA	181	21	12%	168	30	18%	178	25	14%	144	14	10%	186	27	15%	3%	29%	14%
Mesa Feeder	Charter School of SD	479	101	21%	559	98	18%	526	82	16%	441	65	15%	464	86	19%	-3%	-15%	17%
	Clairemont	278	109	39%	230	88	38%	265	106	40%	256	103	40%	210	82	39%	-24%	-25%	39%
	High Tech Ed Complex	294	65	22%	288	51	18%	317	51	16%	312	66	21%	329	58	18%	12%	-11%	19%
	Kearny Ed Complex	319	143	45%	381	189	50%	294	155	53%	322	156	48%	309	159	51%	-3%	11%	49%
	La Jolla	359	61	17%	374	54	14%	342	65	19%	338	50	15%	348	67	19%	-3%	10%	17%
	Madison	247	86	35%	224	85	38%	230	80	35%	216	82	38%	214	91	43%	-13%	6%	37%
	Mark Twain	187	18	10%	226	30	13%	183	15	8%	152	22	14%	156	13	8%	-17%	-28%	11%
	Mission Bay	277	65	23%	311	95	31%	273	55	20%	274	50	18%	237	73	31%	-14%	12%	25%
	Patrick Henry	503	52	10%	484	46	10%	517	43	8%	523	41	8%	504	30	6%	0%	-42%	8%
Point Loma	424	135	32%	408	84	21%	441	100	23%	401	101	25%	426	64	15%	0%	-53%	23%	
Miramar Feeder	Mira Mesa	593	82	14%	552	79	14%	550	85	15%	609	96	16%	581	104	18%	-2%	27%	15%
	Scripps Ranch	531	89	17%	579	102	18%	558	68	12%	509	65	13%	517	68	13%	-3%	-24%	15%
	Serra	365	106	29%	406	115	28%	381	58	15%	408	93	23%	379	102	27%	4%	-4%	24%
	University City	416	103	25%	387	90	23%	427	104	24%	409	75	18%	417	112	27%	0%	9%	24%
District Feeder Total		7,482	1,466	20%	7,515	1,493	20%	7,570	1,371	18%	7,404	1,358	18%	7,394	1,418	19%	-1%	-3%	19%
Non-Feeder High Schools	Abraxas	123	7	6%	98	8	8%	70	5	7%	78	10	13%	80	4	5%	-35%	-43%	8%
	Bonita Vista	497	16	3%	541	20	4%	540	22	4%	550	14	3%	580	15	3%	17%	-6%	3%
	Castle Park	294	19	6%	260	6	2%	372	13	3%	373	14	4%	359	5	1%	22%	-74%	3%
	Chula Vista	510	25	5%	538	29	5%	578	29	5%	577	27	5%	612	39	6%	20%	56%	5%
	Coronado	277	33	12%	248	32	13%	255	15	6%	274	23	8%	288	38	13%	4%	15%	11%
	Del Norte	1	0	0%	243	23	9%	458	29	6%	380	29	8%	435	18	4%	43,400%	---	7%
	Eastlake	502	21	4%	512	13	3%	670	12	2%	71	15	21%	721	18	2%	44%	-14%	3%

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

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Table 1. Headcount and participation rates of high school graduates who enroll at Mesa College 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	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %
Non-Feeder High Schools, cont.	Grossmont	470	9	2%	519	13	3%	514	12	2%	428	9	2%	508	23	5%	8%	156%	3%
	Helix	477	16	3%	469	25	5%	461	13	3%	477	16	3%	469	24	5%	-2%	50%	4%
	Hilltop	467	25	5%	486	23	5%	495	16	3%	526	26	5%	502	24	5%	7%	-4%	5%
	Mar Vista	310	13	4%	337	12	4%	354	16	5%	358	10	3%	341	10	3%	10%	-23%	4%
	Montgomery	309	8	3%	303	10	3%	391	14	4%	347	13	4%	404	17	4%	31%	113%	4%
	Mount Miguel	340	9	3%	327	12	4%	259	6	2%	230	7	3%	277	7	3%	-19%	-22%	3%
	Mt. Carmel	547	48	9%	505	47	9%	445	38	9%	488	50	10%	483	51	11%	-12%	6%	9%
	Olympian	329	17	5%	374	13	3%	440	7	2%	435	16	4%	416	15	4%	26%	-12%	3%
	Otay Ranch	604	30	5%	591	17	3%	627	10	2%	637	25	4%	664	21	3%	10%	-30%	3%
	Poway	676	39	6%	581	51	9%	537	34	6%	578	29	5%	496	32	6%	-27%	-18%	6%
	Ramona	385	23	6%	406	15	4%	367	17	5%	363	13	4%	362	9	2%	-6%	-61%	4%
	Rancho Bernardo	680	49	7%	546	42	8%	489	41	8%	548	46	8%	520	42	8%	-24%	-14%	8%
	San Ysidro	408	12	3%	449	13	3%	506	5	1%	483	11	2%	538	23	4%	32%	92%	3%
	Southwest	337	10	3%	333	10	3%	367	10	3%	382	14	4%	374	14	4%	11%	40%	3%
	Sweetwater	489	31	6%	469	33	7%	643	43	7%	653	44	7%	628	32	5%	28%	3%	6%
	Torrey Pines	647	10	2%	625	13	2%	592	11	2%	591	18	3%	700	25	4%	8%	150%	2%
	West Hills High School	468	4	1%	401	10	2%	441	11	2%	389	9	2%	405	15	4%	-13%	275%	2%
	West View	577	54	9%	593	43	7%	567	45	8%	595	36	6%	558	38	7%	-3%	-30%	7%
	Non-Feeder Total		10,724	528	5%	10,754	533	5%	11,438	474	4%	10,811	524	5%	11,720	559	5%	9%	6%
Other High Schools	Foreign School	---	67	---	---	60	---	---	51	---	---	70	---	---	62	---	---	-9%	---
	Other	---	479	---	---	521	---	---	459	---	---	421	---	---	488	---	---	2%	---
	Out of State	---	106	---	---	110	---	---	120	---	---	140	---	---	120	---	---	13%	---
	San Diego County	---	43	---	---	39	---	---	42	---	---	41	---	---	47	---	---	9%	---
	Other Total	---	695	---	---	730	---	---	672	---	---	672	---	---	716	---	---	3%	---
Total		---	2,689	---	---	2,756	---	---	2,517	---	---	2,554	---	---	2,693	---	---	0%	---

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	1,098	141	13%	1,069	130	12%	885	133	15%	696	59	8%	672	60	9%	-39%	-57%	12%
Non-Feeder Total	46	6	13%	4	2	50%	6	1	17%	3	2	67%	16	6	38%	-65%	0%	23%
Other/Unreported	7	0	0%	4	0	0%	1	0	0%	0	0	0%	3	1	33%	-57%	---	7%
Grand Total	1,151	147	13%	1,077	132	12%	892	134	15%	699	61	9%	691	67	10%	-40%	-54%	12%

Source. SDCCD Information System

Note 1. The concurrent student cohort comprises all self-reported seniors at a District feeder or non-feeder who are also enrolled at Mesa College. No exclusions limit the concurrent student cohort to AP students. Re-enrollment counts exclude students who continue Mesa College enrollment as concurrent students.

Note 2. Students are unduplicated within each year. SDSU, UCSD, tutoring, and cancelled classes are excluded.

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

Note. Students are high school seniors and are currently enrolled at an SDCCD college.

Section II: College Preparedness and Placement

This section of the report looks at high school GPA and the placement levels of first-time to college high school graduates who applied to Mesa College within four years of high school completion. It is possible that a student can apply and take the placement test, but not register for classes. The placement information, therefore, may differ from enrollment information. Note that the English and math placement sequences may change from year to year; therefore, data are represented by current placement level categories (see Figures 1 and 2 in the 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%	14%
1.6-1.9	1%	1%	1%	1%	1%	1%	-9%
2.0-2.5	19%	20%	19%	17%	16%	18%	-6%
2.6-3.0	34%	34%	34%	34%	33%	34%	8%
3.1-3.5	30%	31%	31%	32%	32%	31%	19%
Over 3.5	15%	15%	15%	16%	17%	16%	31%
Total	100%	100%	100%	100%	100%	100%	12%
Reported GPA	7,460	7,770	7,923	8,211	8,364	39,728	12%
Total of All Students	8,368	8,568	8,732	9,033	9,180	43,881	10%

Source: SDCCD Information System

Note 1. High school GPA is self-reported on students' college applications. On average, across five years, 9% 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.

Reading and Writing Placement

Table 4. Reading Placement

		2013/14		2014/15		2015/16		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,854	78%	1,875	82%	2,059	84%	5,788	81%	11%
	Not Tested	526	22%	403	18%	391	16%	1,320	19%	-26%
	Total Students	2,380	100%	2,278	100%	2,450	100%	7,108	100%	3%
Distribution of Students who Took a Test	Transfer/Associate Level	953	51%	1,007	54%	1,201	58%	3,161	55%	26%
	Basic Skills	724	39%	676	36%	710	34%	2,110	36%	-2%
	Need English Advising	149	8%	141	8%	127	6%	417	7%	-15%
	Take ESOL Test	28	2%	51	3%	21	1%	100	2%	-25%
	Total Tested	1,854	100%	1,875	100%	2,059	100%	5,788	100%	11%

Source: SDCCD Information System

Table 5. Writing Placement

		2013/14		2014/15		2015/16		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,855	78%	1,877	82%	2,060	84%	5,792	81%	11%
	Not Tested	525	22%	401	18%	390	16%	1,316	19%	-26%
	Total Students	2,380	100%	2,278	100%	2,450	100%	7,108	100%	3%
Distribution of Students who Took a Test	Transfer/Associate Level	486	26%	530	28%	708	34%	1,724	30%	46%
	Basic Skills	1,192	64%	1,155	62%	1,204	58%	3,551	61%	1%
	Need English Advising	149	8%	141	8%	127	6%	417	7%	-15%
	Take ESOL Test	28	2%	51	3%	21	1%	100	2%	-25%
	Total Tested	1,855	100%	1,877	100%	2,060	100%	5,792	100%	11%

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	71	3%	85	4%	39	2%	195	3%	-45%
	Not Tested	2,309	97%	2,193	96%	2,411	98%	6,913	97%	4%
	Total Students	2,380	100%	2,278	100%	2,450	100%	7,108	100%	3%
Distribution of Students who Took a Test	Level 40	9	13%	12	14%	2	5%	23	12%	-78%
	Level 30	15	21%	10	12%	9	23%	34	17%	-40%
	Level 20	7	10%	6	7%	1	3%	14	7%	-86%
	Level 19	40	56%	57	67%	27	69%	124	64%	-33%
	Total Tested	71	100%	85	100%	39	100%	195	100%	-45%

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	1,896	80%	1,887	83%	2,075	85%	5,858	82%	9%
	Not Tested	484	20%	391	17%	375	15%	1,250	18%	-23%
	Total Students	2,380	100%	2,278	100%	2,450	100%	7,108	100%	3%
Distribution of Students who Took a Test	Transfer Level	504	27%	515	27%	675	33%	1,694	29%	34%
	Associate Level	271	14%	330	17%	281	14%	882	15%	4%
	Basic Skills	1,121	59%	1,042	55%	1,119	54%	3,282	56%	-0%
	Total Tested	1,896	100%	1,887	100%	2,075	100%	5,858	100%	9%

Source: SDCCD Information System

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

Section III: Student Characteristics and Enrollments

This section describes different student characteristics and enrollment patterns among first-time to college high school graduates who enrolled at Mesa College within four years of high school completion. Headcount, gender, ethnicity, first generation to college, and student educational goals of the first-time to college high school graduates are measured between 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	2,529	2,485	2,349	2,367	2,499	12,229	-1%
Gender							
Female	45%	49%	48%	49%	49%	48%	8%
Male	55%	51%	52%	51%	51%	52%	-8%
Ethnicity							
African American	7%	8%	7%	8%	6%	7%	-7%
American Indian	0%	0%	0%	0%	0%	0%	0%
Asian/Pacific Islander	11%	10%	9%	9%	10%	10%	-13%
Filipino	4%	4%	4%	4%	4%	4%	-13%
Latino	40%	42%	44%	44%	45%	43%	11%
White	29%	28%	27%	27%	26%	27%	-11%
Other	8%	8%	7%	7%	8%	8%	-6%
Unreported	1%	1%	1%	2%	1%	1%	35%
First Generation							
First Generation	29%	27%	28%	28%	27%	28%	-8%
Not First Generation	71%	73%	72%	72%	73%	72%	1%
Educational Goal							
4 Yr College Student	13%	13%	12%	10%	11%	12%	-18%
AA/AS w/out Transfer	5%	5%	4%	5%	6%	5%	10%
BA/BS after Completing AA/AS	45%	47%	47%	50%	49%	48%	7%
BA/BS w/out Completing AA/AS	8%	9%	11%	9%	10%	9%	27%
Basic Skills Improvement	1%	0%	0%	1%	0%	1%	-64%
Certificate/License Maintenance	1%	1%	1%	1%	1%	1%	-11%
Current Job/Career Advancement	0%	0%	0%	0%	0%	0%	25%
Educational Development	1%	0%	1%	1%	0%	1%	-45%
HS Diploma/GED Certificate	1%	1%	0%	0%	1%	1%	69%
New Career Preparation	7%	7%	7%	7%	6%	7%	-24%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	67%
Voc Cert/Degree w/out Transfer	1%	1%	1%	1%	0%	1%	-56%
Undecided	17%	16%	15%	15%	15%	15%	-10%
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	30%	70%				
		3.0 - 5.9 Units	41%	3%	56%			
		6.0 - 8.9 Units	26%	2%	28%	44%		
		9.0 - 11.9 Units	17%	2%	16%	21%	44%	
		12.0 + Units	6%	1%	7%	15%	20%	51%
	2012/13	0.1 - 2.9 Units	28%	72%				
		3.0 - 5.9 Units	37%	3%	61%			
		6.0 - 8.9 Units	23%	3%	28%	46%		
		9.0 - 11.9 Units	17%	1%	17%	21%	44%	
		12.0 + Units	7%	1%	8%	12%	18%	54%
	2013/14	0.1 - 2.9 Units	19%	81%				
		3.0 - 5.9 Units	36%	3%	61%			
		6.0 - 8.9 Units	21%	2%	27%	50%		
		9.0 - 11.9 Units	15%	2%	13%	25%	46%	
		12.0 + Units	7%	1%	7%	12%	19%	54%
	2014/15	0.1 - 2.9 Units	17%	83%				
		3.0 - 5.9 Units	33%	2%	66%			
		6.0 - 8.9 Units	24%	1%	23%	52%		
		9.0 - 11.9 Units	15%	1%	13%	24%	47%	
		12.0 + Units	8%	0%	7%	11%	17%	56%
2015/16	0.1 - 2.9 Units	16%	84%					
	3.0 - 5.9 Units	32%	0%	68%				
	6.0 - 8.9 Units	23%	1%	21%	55%			
	9.0 - 11.9 Units	15%		18%	22%	46%		
	12.0 + Units	8%	1%	6%	11%	19%	55%	
Five-Year Average		--	78%	62%	49%	45%	54%	
% Change 11/12-15/16		--	-14%	35%	7%	-15%	20%	

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	1,704	1,246	73%	846	50%
2011	1,826	1,393	76%	996	55%
2012	1,827	1,399	77%	1,021	56%
2013	1,783	1,362	76%	954	54%
2014	1,654	1,227	74%	869	53%
Total/5-Yr Avg	8,794	6,627	75%	4,686	53%

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 Mesa College 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	181	130	72%
	2012/13	171	121	71%
	2013/14	216	175	81%
	2014/15	280	202	72%
	2015/16	436	337	77%
	Total	1,284	965	75%
Basic Skills	2011/12	390	282	72%
	2012/13	322	252	78%
	2013/14	372	298	80%
	2014/15	500	383	77%
	2015/16	740	558	75%
	Total	2,324	1,773	76%
English Total		3,608	2,738	76%
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	281	183	65%
	2012/13	223	144	65%
	2013/14	223	140	63%
	2014/15	254	154	61%
	2015/16	345	234	68%
	Total	1,326	855	64%
Associate Level	2011/12	125	68	54%
	2012/13	113	46	41%
	2013/14	115	71	62%
	2014/15	170	88	52%
	2015/16	206	112	54%
	Total	729	385	53%
Basic Skills	2011/12	440	283	64%
	2012/13	302	202	67%
	2013/14	436	273	63%
	2014/15	388	234	60%
	2015/16	396	259	65%
	Total	1,962	1,251	64%
Math Total		4,017	2,491	62%
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.