

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

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### Introduction

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

The High School to College Pipeline Report series comprises four reports: 1) All Colleges, 2) City College/ECC, 3) Mesa College, and 4) Miramar College. Each report contains four sections that focus on enrollment patterns and placement as high school graduates enter college for the first time. The first section focuses on students' entry into 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 retention and successful course completion rates are detailed in Section IV. In most instances, benchmark information is provided as a point of comparison, such as three-year or five-year averages and/or percentage change.

### Population of Interest

**First-time to college high school graduates** are students who reported completion from a high school prior to enrolling at 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.

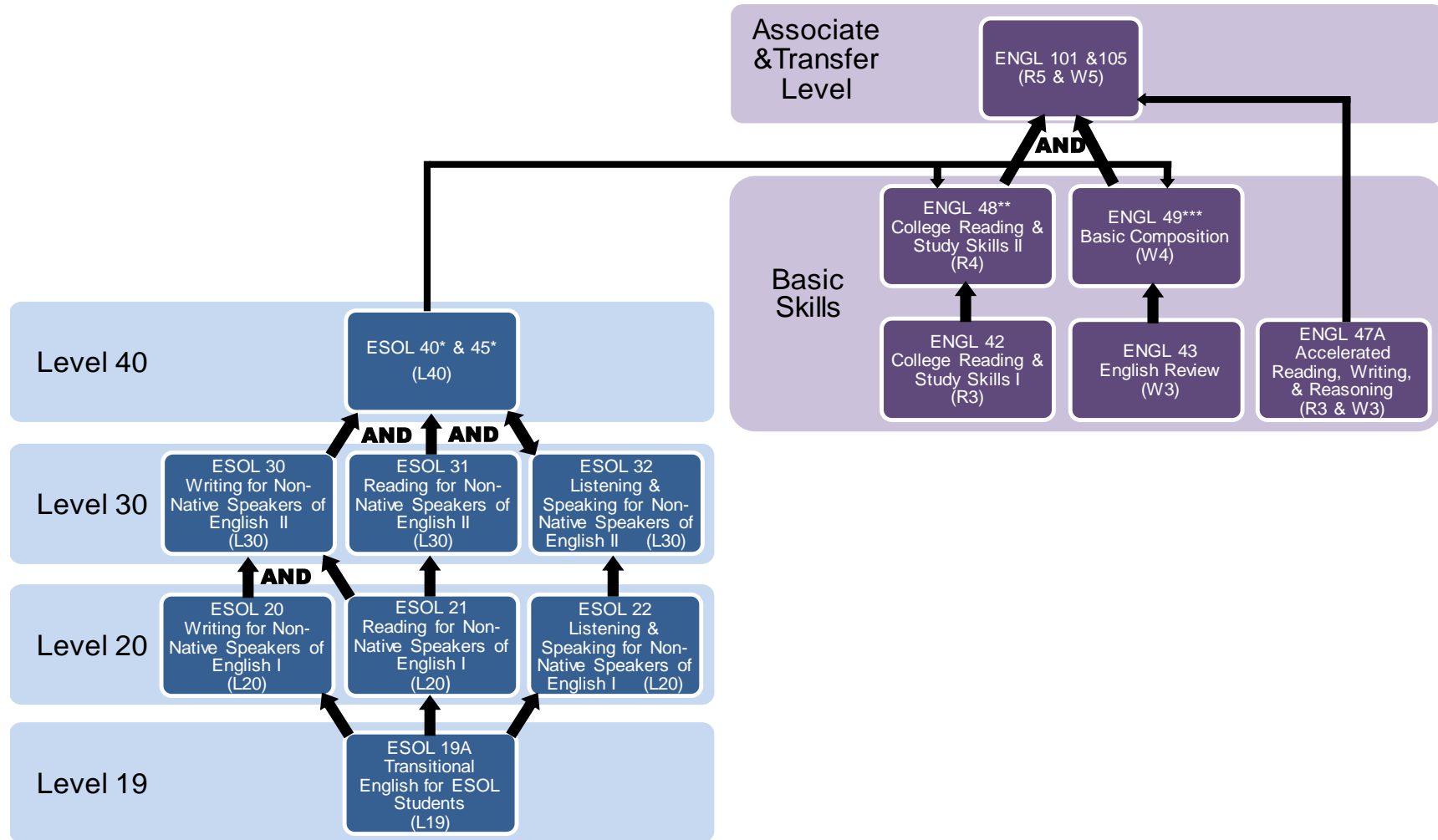
**Persistence Rate – Term and Annual:** The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring term (term persistence) and fall terms (annual persistence) and received 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).

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

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

## Placement Sequences

Figure 1. Current English and ESOL placement sequence

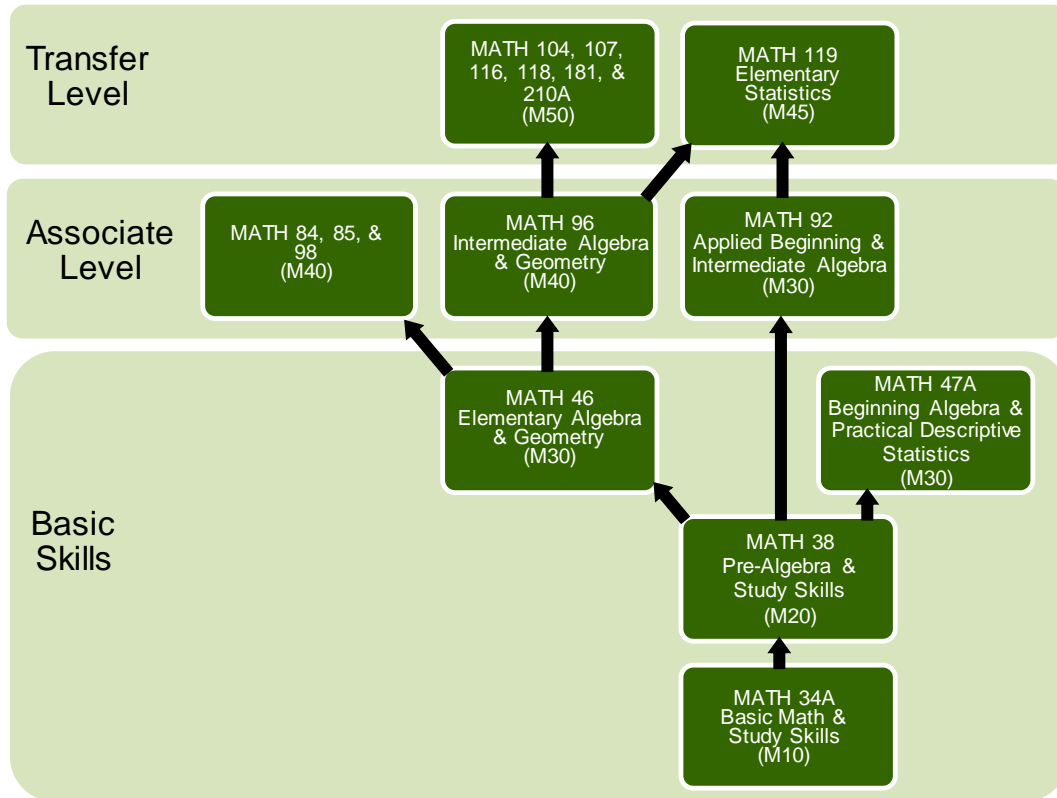


\* ESOL 40 and ESOL 45 require a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

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

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

Figure 2. Current math placement sequence



## **Overall Highlight of the Findings**

1. In 2016/17, 12% of the 2015/16 feeder high school graduates and 5% of the 2015/16 non-feeder high school graduates entered City College/ECC in the year following high school completion. Both the 2016/17 feeder high school and non-feeder high school student participation rates are equal to the five-year averages of 12% and 5%, respectively.
2. The number of concurrent high school seniors enrolled between 2011/12 and 2015/16, increased among both feeder and non-feeder high schools (69% and 2%, respectively). Approximately 24% of concurrent high school seniors continued their enrollment at City College/ECC in 2016/17 as college-only students. Over five years, participation rates of concurrently enrolled high school seniors who continued City College/ECC enrollment varied among feeder high school seniors (10% to 22%) and non-feeder high school seniors (29% to 58%).
3. In 2016/17, the majority of the first-time to college high school graduates completed an assessment test in reading (80%), writing (80%), and math (81%).
4. In 2016/17, 53 % of first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level, and 35% 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 (60%). Approximately 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, 68% of the students placed five levels below English transfer level (ESOL level 19).
5. Thirty-nine percent of the 2016/17 first-time to college high school graduates reported that they were the first generation of college-going students in their family. This is comparable to the five-year average of 40%.
6. In 2016/17, 67% 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 69% of students who enrolled in 3.0-5.9 units completed the total number of attempted units. Over half (57%) of the students who enrolled in school full-time (12+ units) in 2016/17, completed the total number of attempted units.

## City College High School to College Pipeline Report

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7. Seventy-six percent of the Fall 2015 first-time to college high school graduates at City College/ECC persisted to the next spring term, and half (51%) persisted annually to a second fall term. This is comparable to the five-year average term-to-term and annual persistence rates (73% & 50%, respectively).
8. In 2016/17, 74% of students who enrolled in a transfer or associate level English course at City College/ECC successfully completed the course (comparable to the five-year average of 73%). During the same time frame, 72% of students enrolled in a basic skills level English course at City College/ECC successfully completed the course (lower than the 76% five-year average).
9. Fifty-seven percent of students who enrolled in a transfer level math course at City College/ECC in 2016/17 successfully completed the course, which is higher than the five-year average of 54%. In 2016/17, just over a third (37%) of students who enrolled in an associate level math course at City College/ECC successfully completed the course, which is lower than the five-year average of 42%. Finally, 59% of students enrolled in a basic skills level math course at City College/ECC successfully completed the course in 2016/17, which is comparable 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 2012/13 to 2016/17.

**Table 1 focuses on high school-to-college participation rates among first-time to college high school graduates who enrolled at 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 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.

City College High School to College Pipeline Report

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

		11/12			12/13			13/14			14/15			15/16			16/17			11/12-15/16		12/13-16/17	
		Grads	Entrants	%	Grads	Entrants	%	Grads	Entrants	%	Grads	Entrants	%	Grads	Entrants	%	Grads	Entrants	%	% Change	Avg %		
City Feeder	Crawford Ed Complex	189	53	28%	200	38	19%	232	66	28%	195	55	28%	174	60	34%	-8%	13%	27%				
	Garfield	139	36	26%	139	31	22%	127	37	29%	107	24	22%	138	46	33%	-1%	28%	27%				
	Gompers Prep	71	0	0%	81	41	51%	89	33	37%	97	21	22%	122	31	25%	72%	---	27%				
	Health Sciences	128	7	5%	138	19	14%	135	27	20%	149	29	19%	151	9	6%	18%	29%	13%				
	Hoover	292	79	27%	324	77	24%	344	90	26%	343	111	32%	318	101	32%	9%	28%	28%				
	King-Chavez	0	0	--	137	0	0%	95	14	15%	139	41	29%	110	29	26%	---	---	---				
	Lincoln	316	96	30%	290	78	27%	298	110	37%	285	83	29%	222	65	29%	-30%	-32%	31%				
	Morse	381	78	20%	349	53	15%	377	52	14%	340	41	12%	387	51	13%	2%	-35%	15%				
	San Diego Ed Complex	422	101	24%	430	118	27%	393	123	31%	462	123	27%	422	122	29%	0%	21%	28%				
	San Diego SCPA	168	15	9%	178	25	14%	144	9	6%	186	14	8%	197	12	6%	17%	-20%	9%				
Mesa Feeder	Charter School of SD	559	54	10%	526	68	13%	441	48	11%	464	66	14%	587	62	11%	5%	15%	12%				
	Clairemont	230	25	11%	265	32	12%	256	22	9%	210	21	10%	221	17	8%	-4%	-32%	10%				
	High Tech Ed Complex	288	21	7%	317	20	6%	312	22	7%	329	20	6%	311	18	6%	8%	-14%	6%				
	Kearny Ed Complex	381	19	5%	294	23	8%	322	24	7%	309	17	6%	327	23	7%	-14%	21%	6%				
	La Jolla	374	27	7%	342	24	7%	338	12	4%	348	17	5%	352	16	5%	-6%	-41%	5%				
	Madison	224	21	9%	230	19	8%	216	7	3%	214	14	7%	242	14	6%	8%	-33%	7%				
	Mark Twain	226	13	6%	183	8	4%	152	7	5%	156	6	4%	145	11	8%	-36%	-15%	5%				
	Mission Bay	311	42	14%	273	39	14%	274	39	14%	237	31	13%	208	25	12%	-33%	-40%	14%				
	Patrick Henry	484	25	5%	517	25	5%	523	24	5%	504	19	4%	523	19	4%	8%	-24%	4%				
	Point Loma	408	59	14%	441	68	15%	401	42	10%	426	39	9%	398	39	10%	-2%	-34%	12%				
Preuss School	89	6	7%	97	3	3%	88	9	10%	103	3	3%	132	10	8%	48%	67%	6%					
Miramar Feeder	Mira Mesa	552	21	4%	550	14	3%	609	19	3%	581	19	3%	555	26	5%	1%	24%	3%				
	Serra	406	36	9%	381	27	7%	408	29	7%	379	46	12%	372	39	10%	-8%	8%	9%				
	Scripps Ranch	579	32	6%	558	17	3%	509	18	4%	517	11	2%	513	19	4%	-11%	-41%	4%				
	University City	387	34	9%	427	36	8%	409	30	7%	417	17	4%	397	30	8%	3%	-12%	7%				
<b>District Feeder Total</b>		<b>7,604</b>	<b>900</b>	<b>12%</b>	<b>7,667</b>	<b>903</b>	<b>12%</b>	<b>7,492</b>	<b>913</b>	<b>12%</b>	<b>7,497</b>	<b>888</b>	<b>12%</b>	<b>7,524</b>	<b>894</b>	<b>12%</b>	<b>-1%</b>	<b>-1%</b>	<b>12%</b>				
Non-Feeder High Schools	Bonita Vista	541	20	4%	540	16	3%	550	18	3%	580	16	3%	597	14	2%	10%	-30%	3%				
	Castle Park	260	29	11%	372	32	9%	373	39	10%	359	31	9%	342	20	6%	32%	-31%	9%				
	Chula Vista	538	78	14%	578	78	13%	577	74	13%	612	94	15%	644	63	10%	20%	-19%	13%				
	Coronado	248	25	10%	255	9	4%	274	20	7%	288	19	7%	283	27	10%	14%	8%	7%				
	Del Norte	243	2	1%	458	4	1%	380	4	1%	435	3	1%	504	13	3%	107%	550%	1%				
	Eastlake	512	14	3%	670	2	0%	710	14	2%	721	11	2%	731	21	3%	43%	50%	2%				

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 City College/ECC within one year of graduation (continued)

		11/12		12/13		12/13		13/14		13/14		14/15		14/15		15/16		15/16		16/17		11/12-15/16		12/13-16/17			
		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants		Grads		Entrants			
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %		
Non-Feeder High Schools, cont.	Grossmont	519	8	2%	514	7	1%	428	3	1%	508	6	1%	448	7	2%	-14%	-13%	1%								
	Helix	469	39	8%	461	10	2%	477	17	4%	469	20	4%	467	9	2%	0%	-77%	4%								
	Hilltop	486	35	7%	495	39	8%	526	47	9%	502	26	5%	481	31	6%	-1%	-11%	7%								
	Mar Vista	337	62	18%	354	44	12%	358	50	14%	341	36	11%	377	43	11%	12%	-31%	13%								
	Montgomery	303	24	8%	391	36	9%	347	32	9%	404	33	8%	360	31	9%	19%	29%	9%								
	Mount Miguel	327	18	6%	259	11	4%	230	12	5%	277	9	3%	260	10	4%	-20%	-44%	4%								
	Mt. Carmel	505	6	1%	445	5	1%	488	7	1%	483	2	0%	475	14	3%	-6%	133%	1%								
	Olympian	374	11	3%	440	5	1%	435	5	1%	416	8	2%	521	15	3%	39%	36%	2%								
	Otay Ranch	591	21	4%	627	21	3%	637	9	1%	664	22	3%	656	21	3%	11%	0%	3%								
	Poway	581	4	1%	537	6	1%	578	8	1%	496	7	1%	492	7	1%	-15%	75%	1%								
	Ramona	406	0	0%	367	1	0%	363	2	1%	362	2	1%	330	0	0%	-19%	---	0%								
	Rancho Bernardo	546	6	1%	489	2	0%	548	8	1%	520	8	2%	535	13	2%	-2%	117%	1%								
	San Ysidro	449	54	12%	506	47	9%	483	83	17%	538	67	12%	500	49	10%	11%	-9%	12%								
	Southwest	333	45	14%	367	48	13%	382	60	16%	374	81	22%	326	58	18%	-2%	29%	16%								
	Sweetwater	469	82	17%	643	86	13%	653	116	18%	628	83	13%	614	70	11%	31%	-15%	15%								
	Torrey Pines	625	1	0%	592	2	0%	591	4	1%	700	2	0%	676	6	1%	8%	500%	0%								
	West Hills High School	401	1	0%	441	2	0%	389	3	1%	405	6	1%	423	2	0%	5%	100%	1%								
	West View	593	7	1%	567	2	0%	595	11	2%	558	7	1%	554	20	4%	-7%	186%	2%								
<b>Non-Feeder Total</b>		<b>10,754</b>	<b>592</b>	<b>6%</b>	<b>11,438</b>	<b>515</b>	<b>5%</b>	<b>10,811</b>	<b>646</b>	<b>6%</b>	<b>11,720</b>	<b>599</b>	<b>5%</b>	<b>11,676</b>	<b>564</b>	<b>5%</b>	<b>9%</b>	<b>-5%</b>	<b>5%</b>								
Other High Schools	Foreign School	---	12	---	---	22	---	---	22	---	---	27	---	---	44	---	---	267%	---								
	Other	---	225	---	---	182	---	---	236	---	---	223	---	---	215	---	---	-4%	---								
	Out of State	---	58	---	---	54	---	---	52	---	---	52	---	---	55	---	---	-5%	---								
	San Diego County	---	28	---	---	40	---	---	49	---	---	60	---	---	48	---	---	71%	---								
	<b>Other Total</b>	---	<b>323</b>	---	---	<b>298</b>	---	---	<b>359</b>	---	---	<b>362</b>	---	---	<b>362</b>	---	---	<b>12%</b>	---								
<b>Total</b>		---	<b>1,815</b>	---	---	<b>1,716</b>	---	---	<b>1,918</b>	---	---	<b>1,849</b>	---	---	<b>1,820</b>	---	---	<b>0%</b>	---								

Source: High School Data - Education Data Partnership (Ed-Data) - SDCCD Information System

Note 1. Students are unduplicated within each year.

Note 2. SDSU, UCSD, tutoring, and cancelled classes are excluded from student enrollments. Students with no/unreported high school are excluded.

Note 3. Schools with no SDCCD Entrants are excluded (ALBA, Arroyo Paseo, Audeo, Coleman Tech, e3 Civic, Iftin, iHigh, Laurel Prep, Learning Choice, Riley/New Dawn, San Diego Early/Middle College, The O'Farrell Charter, TRACE, and Whittier).

Note 4. Schools with fewer than 20 SDCCD Entrants enrolled in each of the five years (John Muir, Mt. Everest, San Diego MET, etc.), private schools, and schools with no/unreported/invalid SDCCD or CDE data are indicated as "Other".

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

Note. Students who enrolled in the year following high school completion are first-time to college high school graduates.

**Participation Rates of Concurrent Students**

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

	11/12 Seniors (Concur) N	12/13 Re- Enroll N	12/13 Re- Enroll %	12/13 Seniors (Concur) N	13/14 Re- Enroll N	13/14 Re- Enroll %	13/14 Seniors (Concur) N	14/15 Re- Enroll N	14/15 Re- Enroll %	14/15 Seniors (Concur) N	15/16 Re- Enroll N	15/16 Re- Enroll %	15/16 Seniors (Concur) N	16/17 Re- Enroll N	16/17 Re- Enroll %	Concurrent % Change	Re-Enroll % Change	Re-Enroll Avg %
<b>District Feeder Total</b>	117	13	11%	127	13	10%	55	10	18%	92	17	18%	198	44	22%	69%	238%	16%
<b>Non-Feeder Total</b>	41	12	29%	25	8	32%	14	5	36%	12	7	58%	42	13	31%	2%	8%	34%
Other/Unreported	0	0	0%	2	1	50%	0	0	0%	0	0	0%	1	0	0%	---	---	---
<b>Grand Total</b>	158	25	16%	154	22	14%	69	15	22%	104	24	23%	241	57	24%	53%	128%	20%

Source. SDCCD Information System

*Note 1. The concurrent student cohort comprises all self-reported seniors at a District feeder or non-feeder who are also enrolled at 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 (MMAAP) placement, or submitted their scores from a standardized test (e.g., SAT, ACT, EAP, EPT, and ELM).
- **Not Tested** – This group includes students who did not complete an assessment test. Additionally, this group includes students who received a placement level from degree completion, transfer work, or course completion.

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

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

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Yr Avg/ Total	5-Yr % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	-29%
1.6-1.9	2%	2%	1%	1%	2%	2%	-20%
2.0-2.5	28%	26%	24%	27%	23%	26%	-22%
2.6-3.0	38%	38%	37%	34%	36%	36%	-9%
3.1-3.5	24%	24%	26%	25%	27%	25%	6%
Over 3.5	7%	9%	11%	11%	13%	10%	66%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>-4%</b>
Reported GPA	1,652	1,492	1,764	1,708	1,591	8,207	-4%
Total of All Students	1,885	1,709	2,011	1,913	1,827	9,345	-3%

Source: SDCCD Information System

Note 1. High school GPA is self-reported on students' college applications. On average, across five years, 12% of students did not report their GPA.

Note 2. In cases where there are few students, the percentage distribution may be 0%; however, a percentage is still calculated.

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

**Reading and Writing Placement**

Table 4. Reading Placement

		2014/15		2015/16		2016/17		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,784	74%	1,750	81%	1,518	80%	5,052	76%	-15%
	Not Tested	622	26%	418	19%	380	20%	1,420	24%	-39%
	<b>Total Students</b>	<b>2,406</b>	<b>100%</b>	<b>2,168</b>	<b>100%</b>	<b>1,898</b>	<b>100%</b>	<b>6,472</b>	<b>100%</b>	<b>-21%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	773	43%	868	50%	806	53%	2,447	48%	4%
	Basic Skills	759	43%	669	38%	525	35%	1,953	39%	-31%
	Need English Advising	194	11%	164	9%	143	9%	501	10%	-26%
	Take ESOL Test	58	3%	49	3%	44	3%	151	3%	-24%
		<b>1,784</b>	<b>100%</b>	<b>1,750</b>	<b>100%</b>	<b>1,518</b>	<b>100%</b>	<b>5,052</b>	<b>100%</b>	<b>-15%</b>

Source: SDCCD Information System

Table 5. Writing Placement

		2014/15		2015/16		2016/17		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,784	74%	1,751	81%	1,518	80%	5,053	78%	-15%
	Not Tested	622	26%	417	19%	380	20%	1,419	22%	-39%
	<b>Total Students</b>	<b>2,406</b>	<b>100%</b>	<b>2,168</b>	<b>100%</b>	<b>1,898</b>	<b>100%</b>	<b>6,472</b>	<b>100%</b>	<b>-21%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	340	19%	444	25%	419	28%	1,203	24%	23%
	Basic Skills	1,192	67%	1,094	62%	912	60%	3,198	63%	-23%
	Need English Advising	194	11%	164	9%	143	9%	501	10%	-26%
	Take ESOL Test	58	3%	49	3%	44	3%	151	3%	-24%
		<b>1,784</b>	<b>100%</b>	<b>1,751</b>	<b>100%</b>	<b>1,518</b>	<b>100%</b>	<b>5,053</b>	<b>100%</b>	<b>-15%</b>

Source: SDCCD Information System

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

**ESOL Placement**

Table 6. ESOL Placement

		2014/15		2015/16		2016/17		Total N	Avg %	% Change
Test/No-Test	Total Tested	83	3%	73	3%	99	5%	255	4%	19%
	Not Tested	2,323	97%	2,095	97%	1,799	95%	6,217	96%	-23%
	<b>Total Students</b>	<b>2,406</b>	<b>100%</b>	<b>2,168</b>	<b>100%</b>	<b>1,898</b>	<b>100%</b>	<b>6,472</b>	<b>100%</b>	<b>-21%</b>
Distribution of Students who Took a Test	Level 40	6	7%	2	3%	13	13%	21	8%	117%
	Level 30	5	6%	6	8%	12	12%	23	9%	140%
	Level 20	6	7%	6	8%	7	7%	19	7%	17%
	Level 19	66	80%	59	81%	67	68%	192	75%	2%
		<b>83</b>	<b>100%</b>	<b>73</b>	<b>100%</b>	<b>99</b>	<b>100%</b>	<b>255</b>	<b>100%</b>	<b>19%</b>

Source: SDCCD Information System

**Math Placement**

Table 7. Math Placement

		2014/15		2015/16		2016/17		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,793	75%	1,768	82%	1,533	81%	5,094	79%	-15%
	Not Tested	613	25%	400	18%	365	19%	1,378	21%	-40%
	<b>Total Students</b>	<b>2,406</b>	<b>100%</b>	<b>2,168</b>	<b>100%</b>	<b>1,898</b>	<b>100%</b>	<b>6,472</b>	<b>100%</b>	<b>-21%</b>
Distribution of Students who Took a Test	Transfer Level	273	15%	377	21%	329	21%	979	19%	21%
	Associate Level	170	9%	184	10%	168	11%	522	10%	-1%
	Basic Skills	1,349	75%	1,207	68%	1,036	68%	3,592	71%	-23%
	Take Algebra Test	1	0%	0	0%	0	0%	1	0%	-100%
		<b>1,793</b>	<b>100%</b>	<b>1,768</b>	<b>100%</b>	<b>1,533</b>	<b>100%</b>	<b>5,094</b>	<b>100%</b>	<b>-15%</b>

Source: SDCCD Information System

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



### Section III: Student Characteristics and Enrollments

**This section describes different student characteristics and enrollment patterns among first-time to college high school graduates who enrolled at 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 2012/13 and 2016/17 (see Table 8.1-8.5). Note that the count of students is an unduplicated headcount. The number of units attempted (in rows) by the number of units earned (in columns) across the same five years are displayed among first-time to college high school graduates in Table 9. The longitudinal term and annual persistence of the Fall 2011 to Fall 2015 cohorts of first-time to college high school graduates are displayed in Table 10.

**Student Characteristics**

Table 8.1. Overall Student Headcount

	2012/13	2013/14	2014/15	2015/16	2016/17	Total	5-Yr % Change
Total Student Headcount	1,885	1,709	2,011	1,913	1,827	9,345	-3%

Table 8.2. Headcount by Gender

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Yr Avg	5-Yr % Change
Female	51%	53%	51%	55%	51%	52%	-2%
Male	49%	47%	49%	45%	49%	48%	-4%

Table 8.3. Headcount by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Yr Avg	5-Yr % Change
African American	11%	10%	9%	10%	8%	10%	-36%
American Indian	0%	0%	0%	0%	0%	0%	150%
Asian/Pacific Islander	3%	3%	4%	4%	4%	4%	6%
Filipino	3%	3%	2%	2%	3%	3%	2%
Latino	68%	66%	68%	69%	68%	68%	-3%
White	9%	11%	12%	11%	12%	11%	34%
Other	5%	5%	4%	4%	4%	4%	-17%
Unreported	1%	1%	1%	1%	1%	1%	31%

Table 8.4. Headcount by First Generation

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Yr Avg	5-Yr % Change
First Generation	41%	40%	40%	40%	39%	40%	-9%
Not First Generation	59%	60%	60%	60%	61%	60%	1%

Source: SDCCD Information System

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

## City College High School to College Pipeline Report

Table 8.5. Headcount by Educational Objective

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Yr Avg	5-Yr % Change
4 Yr College Student	11%	9%	8%	9%	8%	9%	-31%
AA/AS w/out Transfer	5%	7%	7%	6%	6%	6%	7%
BA/BS after Completing AA/AS	44%	45%	49%	50%	50%	47%	10%
BA/BS w/out Completing AA/AS	7%	7%	6%	7%	7%	7%	-2%
Basic Skills Improvement	1%	1%	1%	0%	0%	1%	-20%
Certificate/License Maintenance	1%	2%	1%	2%	2%	2%	38%
Current Job/Career Advancement	0%	1%	1%	1%	1%	1%	38%
Educational Development	0%	1%	1%	0%	1%	1%	67%
HS Diploma/GED Certificate	0%	0%	0%	0%	1%	0%	38%
New Career Preparation	10%	9%	9%	8%	8%	9%	-20%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	-50%
Voc Cert/Degree w/out Transfer	2%	1%	1%	1%	1%	1%	-33%
Undecided	18%	18%	17%	16%	16%	17%	-16%

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	2012/13	0.1 - 2.9 Units	34%	<b>66%</b>			
		3.0 - 5.9 Units	33%	3%	<b>64%</b>		
		6.0 - 8.9 Units	21%	5%	25%	<b>49%</b>	
		9.0 - 11.9 Units	13%	1%	16%	20%	<b>49%</b>
		12.0 + Units	7%	1%	10%	11%	18%
	2013/14	0.1 - 2.9 Units	30%	<b>70%</b>			
		3.0 - 5.9 Units	32%	3%	<b>65%</b>		
		6.0 - 8.9 Units	20%	3%	26%	<b>51%</b>	
		9.0 - 11.9 Units	16%	1%	17%	25%	<b>40%</b>
		12.0 + Units	6%	1%	8%	11%	19%
	2014/15	0.1 - 2.9 Units	29%	<b>71%</b>			
		3.0 - 5.9 Units	37%	3%	<b>60%</b>		
		6.0 - 8.9 Units	22%	3%	20%	<b>55%</b>	
		9.0 - 11.9 Units	14%	1%	13%	23%	<b>49%</b>
		12.0 + Units	6%	1%	7%	14%	19%
	2015/16	0.1 - 2.9 Units	22%	<b>78%</b>			
		3.0 - 5.9 Units	27%	2%	<b>71%</b>		
		6.0 - 8.9 Units	20%	3%	23%	<b>54%</b>	
		9.0 - 11.9 Units	14%	0%	13%	20%	<b>52%</b>
		12.0 + Units	8%	1%	8%	11%	16%
2016/17	0.1 - 2.9 Units	33%	<b>67%</b>				
	3.0 - 5.9 Units	31%	0%	<b>69%</b>			
	6.0 - 8.9 Units	22%	1%	19%	<b>57%</b>		
	9.0 - 11.9 Units	17%	1%	14%	17%	<b>51%</b>	
	12.0 + Units	6%	1%	8%	11%	17%	<b>57%</b>
<b>Five-Year Average</b>		--	<b>70%</b>	<b>66%</b>	<b>53%</b>	<b>48%</b>	<b>55%</b>
<b>% Change 12/13-16/17</b>		--	<b>-45%</b>	<b>6%</b>	<b>-8%</b>	<b>-8%</b>	<b>31%</b>

Source: SDCCD Information System

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

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

**Persistence**

Table 10. Term and annual persistence

	Fall Cohorts	Term Persistence Counts	Term Persistence %	Annual Persistence Counts	Annual Persistence %
2011	1,178	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%
2015	1,276	965	76%	654	51%
<b>Total/5-Yr Avg</b>	<b>6,051</b>	<b>4,422</b>	<b>73%</b>	<b>3,017</b>	<b>50%</b>

Source: SDCCD Information System

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

#### Section IV: Student Outcomes

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

English Retention and Successful Course Completion Rates

Table 11. English retention and course success rates

		Enrollments	Retention Counts	Retention Rate	Success Counts	Success Rate
Transfer/ Associate	2012/13	70	66	94%	49	70%
	2013/14	107	102	95%	80	75%
	2014/15	122	115	94%	87	71%
	2015/16	188	170	90%	140	74%
	2016/17	208	183	88%	153	74%
	<b>Total</b>	<b>695</b>	<b>636</b>	<b>92%</b>	<b>509</b>	<b>73%</b>
Basic Skills	2012/13	610	586	96%	470	77%
	2013/14	523	491	94%	419	80%
	2014/15	649	598	92%	499	77%
	2015/16	723	660	91%	556	77%
	2016/17	671	608	91%	485	72%
	<b>Total</b>	<b>3,176</b>	<b>2,943</b>	<b>93%</b>	<b>2,429</b>	<b>76%</b>
<b>English Total</b>		<b>3,871</b>	<b>3,579</b>	<b>92%</b>	<b>2,938</b>	<b>76%</b>
<b>All Colleges Total</b>		<b>10,554</b>	<b>9,731</b>	<b>92%</b>	<b>7,898</b>	<b>75%</b>

Source: SDCCD Information System

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

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

**Math Retention and Successful Course Completion Rates**

Table 12. Math retention and course success rates

		Enrollments	Retention Counts	Retention Rate	Success Counts	Success Rate
Transfer Level	2012/13	125	97	78%	53	42%
	2013/14	107	89	83%	65	61%
	2014/15	116	93	80%	67	58%
	2015/16	126	103	82%	67	53%
	2016/17	120	105	88%	68	57%
	<b>Total</b>	<b>594</b>	<b>487</b>	<b>82%</b>	<b>320</b>	<b>54%</b>
Associate Level	2012/13	79	55	70%	25	32%
	2013/14	56	45	80%	26	46%
	2014/15	78	67	86%	30	38%
	2015/16	97	86	89%	53	55%
	2016/17	103	88	85%	38	37%
	<b>Total</b>	<b>413</b>	<b>341</b>	<b>83%</b>	<b>172</b>	<b>42%</b>
Basic Skills	2012/13	472	405	86%	274	58%
	2013/14	451	399	88%	265	59%
	2014/15	454	380	84%	258	57%
	2015/16	505	455	90%	295	58%
	2016/17	451	399	88%	265	59%
	<b>Total</b>	<b>2,333</b>	<b>2,038</b>	<b>87%</b>	<b>1,357</b>	<b>58%</b>
<b>Math Total</b>	<b>3,340</b>	<b>2,866</b>	<b>86%</b>	<b>1,849</b>	<b>55%</b>	
<b>All Colleges Math Total</b>	<b>10,066</b>	<b>8,806</b>	<b>87%</b>	<b>6,033</b>	<b>60%</b>	

Source: SDCCD Information System

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

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