



Miramar College
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 Miramar 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 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 Miramar 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 Miramar 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 Miramar 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, tutoring, and year-long summer in-service classes are excluded.

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

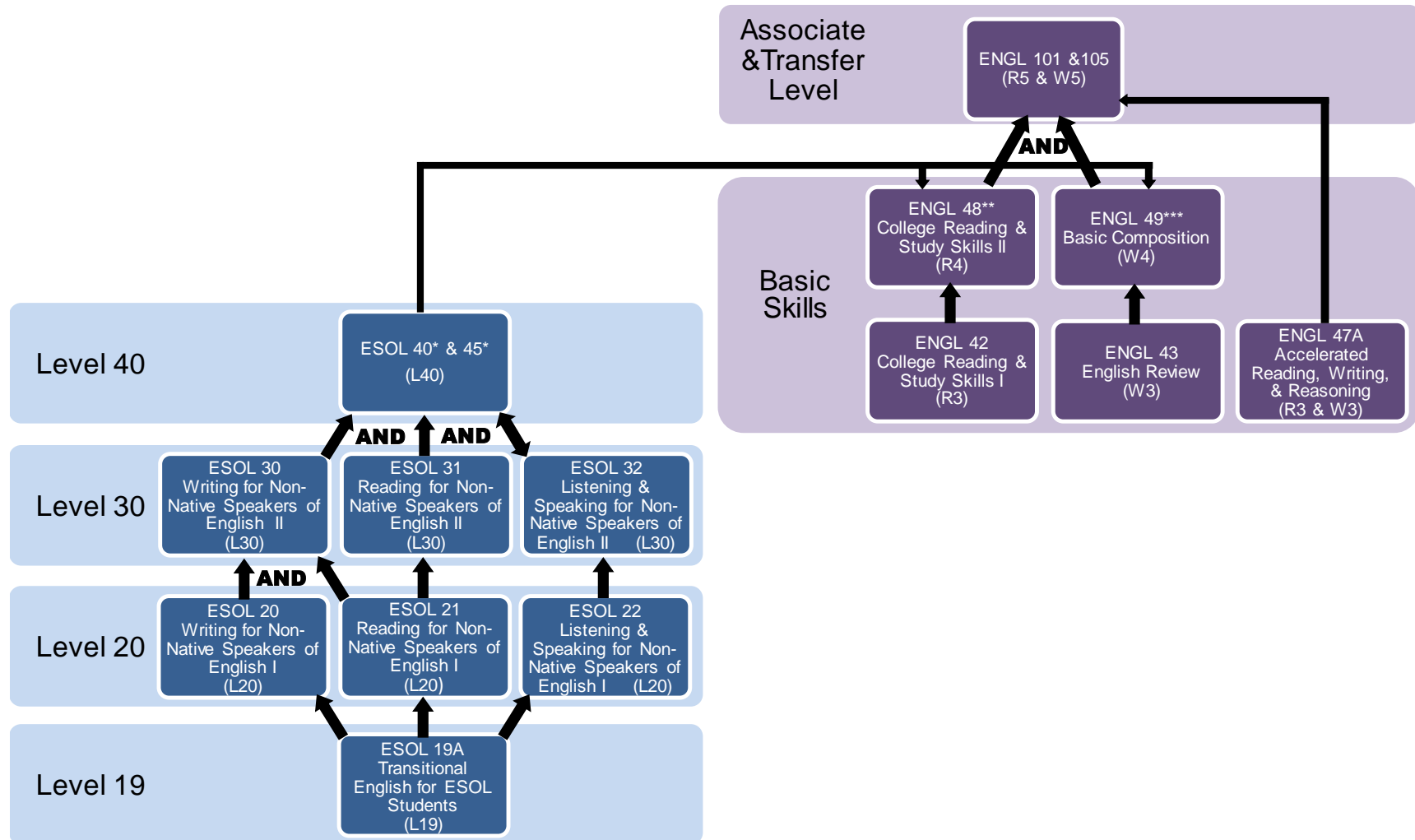
Persistence Rate – Term and Annual: The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring term (term persistence) and fall terms (annual persistence) and received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

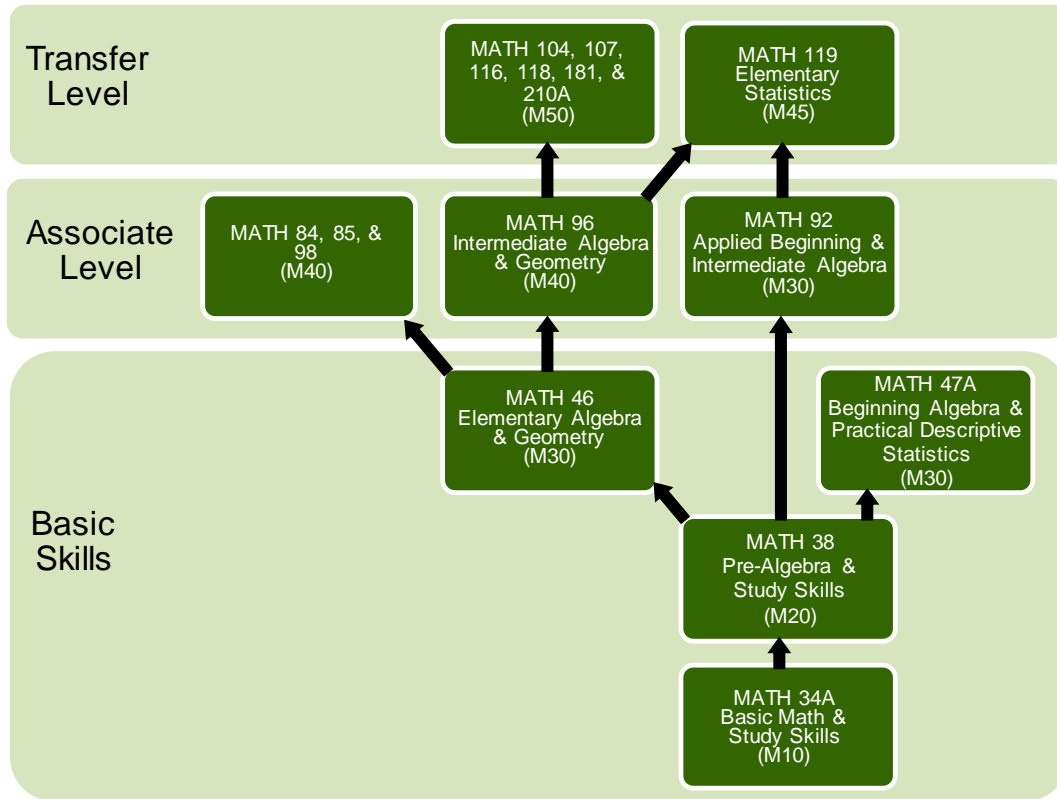


* ESOL 40 and ESOL 45 require a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

** 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, 9% of the 2015/16 feeder high school graduates and 6% of the 2015/16 non-feeder high school graduates entered Miramar College in the year following high school completion. The 2016/17 feeder and non-feeder school student participation rates are comparable to the five-year averages of 8% and 5%, respectively.
2. The number of concurrent high school seniors enrolled between 2011/12 and 2015/16, increased over 100% among feeder high schools and increased 55% among non-feeder high schools. Approximately 21% of concurrent feeder high school students continued their enrollment in 2016/17 as college-only students. Over five years, participation rates of concurrently enrolled high school students who continued Miramar College enrollment varied among feeder high school students (14% to 32%) and non-feeder high school students (5% to 23%).
3. In 2016/17, a majority of the first-time to college high school graduates completed an assessment test in reading, writing, and math (77% each). The percentage of students who completed an assessment test in reading and writing increased by three points between 2014/15 and 2016/17, while math placement testing increased by four percentage points during the same period.
4. In 2016/17, 73% of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer level, while almost half (48%) of those who completed an assessment test in writing placed at the transfer/associate level. More than half (59%) of first-time to college high school graduates who completed an assessment test in math placed at the transfer or associate levels, while 41% placed at the basic skills level during the same time frame.
5. Twenty-one 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 the same as the five-year average of 21%.
6. In 2015/16/17, 88% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units. Sixty-four percent of the students who were enrolled in school full-time (12+ units) in 2016/17 completed the total number of attempted units (same as the five-year average of 64%).

7. Seventy-two percent of the Fall 2015 first-time to college high school graduates at Miramar College persisted to the next spring term, which is comparable to the five-year average of 74%. Over half (53%) persisted annually to a second fall term, which is also comparable to the five-year annual persistence average of 55%.
8. In 2016/17, 76% of students who enrolled in a transfer or associate level English course at Miramar College successfully completed the course (comparable to the five-year average of 78%), and 70% of students who enrolled in a basic skills level English course at Miramar College successfully completed the course (comparable to the 68% five-year average).
9. Seventy-one percent of students who enrolled in a transfer level math course and 58% of students who enrolled in an associate level math course at Miramar College in 2016/17 successfully completed the course (both higher than the five-year averages of 67% & 55%, respectively). Finally, 61% of students enrolled in a basic skills level math course at Miramar College in 2016/17 successfully completed the course, which is comparable to the five-year average of 63%.

Section I: Entering the Community College Pipeline

This section describes different aspects of high school graduate student entry to Miramar College. 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 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.

Table 2 tracks high school seniors who were concurrently enrolled at Miramar 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 Miramar College within one year of graduation

		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	Grads	Entrants	Grads	Entrants	Grads	Entrants	Grads	Entrants	% Change	Avg %		
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg %	
City Feeder	Crawford Ed Complex	189	4	2%	200	11	6%	232	7	3%	195	4	2%	174	5	3%	-8%	25%	3%						
	Garfield	139	0	0%	139	3	2%	127	2	2%	107	2	2%	138	4	3%	-1%	---	2%						
	Gompers Prep	71	0	0%	81	1	1%	89	0	0%	97	0	0%	122	2	2%	72%	---	1%						
	Health Sciences	128	2	2%	138	5	4%	135	6	4%	149	4	3%	151	3	2%	18%	50%	3%						
	Hoover	292	3	1%	324	9	3%	344	14	4%	343	14	4%	318	17	5%	9%	467%	4%						
	King-Chavez	0	0	--	137	0	0%	95	0	0%	139	8	6%	110	3	3%	---	---	---						
	Lincoln	316	6	2%	290	8	3%	298	8	3%	285	4	1%	222	8	4%	-30%	33%	2%						
	Morse	381	12	3%	349	3	1%	377	3	1%	340	4	1%	387	8	2%	2%	-33%	2%						
	San Diego Ed Complex	422	6	1%	430	5	1%	393	8	2%	462	11	2%	422	17	4%	0%	183%	2%						
	San Diego SCPA	168	7	4%	178	5	3%	144	5	3%	186	7	4%	197	2	1%	17%	-71%	3%						
Mesa Feeder	Charter School of SD	559	42	8%	526	38	7%	441	25	6%	464	29	6%	587	38	6%	5%	-10%	7%						
	Clairemont	230	9	4%	265	10	4%	256	10	4%	210	9	4%	221	6	3%	-4%	-33%	4%						
	High Tech Ed Complex	288	6	2%	317	9	3%	312	6	2%	329	6	2%	311	3	1%	8%	-50%	2%						
	Kearny Ed Complex	381	16	4%	294	10	3%	322	13	4%	309	10	3%	327	20	6%	-14%	25%	4%						
	La Jolla	374	10	3%	342	12	4%	338	8	2%	348	11	3%	352	17	5%	-6%	70%	3%						
	Madison	224	11	5%	230	10	4%	216	8	4%	214	9	4%	242	16	7%	8%	45%	5%						
	Mark Twain	226	8	4%	183	6	3%	152	5	3%	156	4	3%	145	6	4%	-36%	-25%	3%						
	Mission Bay	311	9	3%	273	9	3%	274	4	1%	237	9	4%	208	6	3%	-33%	-33%	3%						
	Patrick Henry	484	8	2%	517	7	1%	523	5	1%	504	8	2%	523	12	2%	8%	50%	2%						
	Point Loma	408	14	3%	441	20	5%	401	14	3%	426	8	2%	398	10	3%	-2%	-29%	3%						
Preuss School	89	1	1%	97	0	0%	88	1	1%	103	0	0%	132	3	2%	48%	200%	1%							
Miramar Feeder	Mira Mesa	552	255	46%	581	247	43%	609	301	49%	581	256	44%	555	286	52%	1%	12%	47%						
	Serra	406	23	6%	381	19	5%	408	43	11%	379	38	10%	372	32	9%	-8%	39%	8%						
	Scripps Ranch	579	123	21%	558	87	16%	509	100	20%	517	93	18%	513	120	23%	-11%	-2%	20%						
	University City	387	19	5%	427	22	5%	409	26	6%	417	38	9%	397	38	10%	3%	100%	7%						
District Feeder Total		7,604	594	8%	7,667	556	7%	7,492	622	8%	7,497	586	8%	7,524	682	9%	-1%	15%	8%						
Non-Feeder High Schools	Bonita Vista	541	3	1%	540	3	1%	550	0	0%	580	2	0%	597	4	1%	10%	33%	0%						
	Castle Park	260	2	1%	372	0	0%	373	0	0%	359	2	1%	342	1	0%	32%	-50%	0%						
	Chula Vista	538	2	0%	578	5	1%	577	6	1%	612	2	0%	644	3	0%	20%	50%	1%						
	Coronado	248	6	2%	255	0	0%	274	8	3%	288	9	3%	283	8	3%	14%	33%	2%						
	Del Norte	243	34	14%	458	53	12%	380	56	15%	435	50	11%	504	76	15%	107%	124%	13%						
	Eastlake	512	1	0%	670	2	0%	710	1	0%	721	5	1%	731	4	1%	43%	300%	0%						

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

Miramar College High School to College Pipeline Report

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

		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	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %	
Non-Feeder High Schools, cont.	Grossmont	519	3	1%	514	1	0%	428	3	1%	508	5	1%	448	6	1%	-14%	100%	1%				
	Helix	469	4	1%	461	5	1%	477	0	0%	469	4	1%	467	2	0%	0%	-50%	1%				
	Hilltop	486	2	0%	495	2	0%	526	5	1%	502	7	1%	481	7	1%	-1%	250%	1%				
	Mar Vista	337	9	3%	354	2	1%	358	0	0%	341	2	1%	377	4	1%	12%	-56%	1%				
	Montgomery	303	0	0%	391	0	0%	347	1	0%	404	2	0%	360	4	1%	19%	---	0%				
	Mount Miguel	327	3	1%	259	1	0%	230	2	1%	277	2	1%	260	0	0%	-20%	-100%	1%				
	Mt. Carmel	505	99	20%	445	92	21%	488	124	25%	483	124	26%	475	128	27%	-6%	29%	24%				
	Olympian	374	1	0%	440	1	0%	435	2	0%	416	3	1%	521	1	0%	39%	0%	0%				
	Otay Ranch	591	4	1%	627	0	0%	637	3	0%	664	4	1%	656	0	0%	11%	-100%	0%				
	Poway	581	85	15%	537	75	14%	578	95	16%	496	90	18%	492	98	20%	-15%	15%	17%				
	Ramona	406	21	5%	367	12	3%	363	21	6%	362	19	5%	330	19	6%	-19%	-10%	5%				
	Rancho Bernardo	546	67	12%	489	66	13%	548	91	17%	520	98	19%	535	118	22%	-2%	76%	17%				
	San Ysidro	449	2	0%	506	1	0%	483	2	0%	538	4	1%	500	2	0%	11%	0%	0%				
	Southwest	333	1	0%	367	5	1%	382	2	1%	374	4	1%	326	3	1%	-2%	200%	1%				
	Sweetwater	469	1	0%	643	5	1%	653	6	1%	628	3	0%	614	7	1%	31%	600%	1%				
	Torrey Pines	625	7	1%	592	6	1%	591	10	2%	700	25	4%	676	32	5%	8%	357%	3%				
	West Hills High School	401	7	2%	441	5	1%	389	3	1%	405	5	1%	423	7	2%	5%	0%	1%				
West View	593	94	16%	567	108	19%	595	99	17%	558	98	18%	554	115	21%	-7%	22%	18%					
Non-Feeder Total		10,754	458	4%	11,438	450	4%	10,811	540	5%	11,720	569	5%	11,676	649	6%	9%	42%	5%				
Other High Schools	Foreign School	---	20	---	---	19	---	---	16	---	---	17	---	---	11	---	---	-45%	---				
	Other	---	182	---	---	168	---	---	170	---	---	173	---	---	167	---	---	-8%	---				
	Out of State	---	30	---	---	46	---	---	44	---	---	56	---	---	43	---	---	43%	---				
	San Diego County	---	8	---	---	10	---	---	14	---	---	19	---	---	26	---	---	225%	---				
	Other Total	---	240	---	---	243	---	---	244	---	---	265	---	---	247	---	---	3%	---				
Total		---	1,292	---	---	1,249	---	---	1,406	---	---	1,420	---	---	1,578	---	---	22%	---				

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 %
District Feeder Total	74	24	32%	48	12	25%	22	3	14%	21	2	10%	189	39	21%	155%	63%	23%
Non-Feeder Total	20	2	10%	20	1	5%	22	4	18%	30	2	7%	31	7	23%	55%	250%	13%
Other/Unreported	2	0	0%	2	0	0%	0	0	0%	4	2	50%	3	1	33%	50%	---	27%
Grand Total	96	26	27%	70	13	19%	44	7	16%	55	6	11%	223	47	21%	132%	81%	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 Miramar College. No exclusions limit the concurrent student cohort to AP students. Re-enrollment counts exclude students who continue Miramar College enrollment as concurrent students.

Note 2. Students are unduplicated within each year. SDSU, UCSD, tutoring, cancelled, and year-long summer in-service 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 Miramar 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 Miramar 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 Placement 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 Miramar 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%	---
1.6-1.9	1%	2%	1%	1%	1%	1%	42%
2.0-2.5	23%	18%	18%	18%	18%	19%	0%
2.6-3.0	34%	37%	33%	34%	32%	34%	23%
3.1-3.5	28%	31%	31%	33%	32%	31%	50%
Over 3.5	14%	12%	17%	14%	17%	15%	53%
Total	100%	100%	100%	100%	100%	100%	30%
Reported GPA	1,048	1,056	1,228	1,327	1,364	6,023	30%
Total of All Students	1,185	1,186	1,361	1,478	1,513	6,723	28%

Source: SDCCD Information System

Note 1. High school GPA is self-reported on students' college applications. On average, across five years, 10% 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	1,120	74%	1,224	78%	1,234	77%	3,578	76%	10%
	Not Tested	398	26%	342	22%	375	23%	1,115	24%	-6%
	Total Students	1,518	100%	1,566	100%	1,609	100%	4,693	100%	6%
Distribution of Students who Took a Test	Transfer/Associate Level	728	65%	810	66%	900	73%	2,438	68%	24%
	Basic Skills	311	28%	343	28%	273	22%	927	26%	-12%
	Need English Advising	71	6%	61	5%	51	4%	183	5%	-28%
	Take ESOL Test	10	1%	10	1%	10	1%	30	1%	0%
	Total Tested	1,120	100%	1,224	100%	1,234	100%	3,578	100%	10%

Source: SDCCD Information System

Table 5. Writing Placement

		2014/15		2015/16		2016/17		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,122	74%	1,224	78%	1,236	77%	3,582	76%	10%
	Not Tested	396	26%	342	22%	373	23%	1,111	24%	-6%
	Total Students	1,518	100%	1,566	100%	1,609	100%	4,693	100%	6%
Distribution of Students who Took a Test	Transfer/Associate Level	423	38%	524	43%	599	48%	1,546	43%	42%
	Basic Skills	618	55%	629	51%	576	47%	1,823	51%	-7%
	Need English Advising	71	6%	61	5%	51	4%	183	5%	-28%
	Take ESOL Test	10	1%	10	1%	10	1%	30	1%	0%
	Total Tested	1,122	100%	1,224	100%	1,236	100%	3,582	100%	10%

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	31	2%	31	2%	34	2%	96	2%	10%
	Not Tested	1,487	98%	1,535	98%	1,575	98%	4,597	98%	6%
	Total Students	1,518	100%	1,566	100%	1,609	100%	4,693	100%	6%
Distribution of Students who Took a Test	Level 40	2	6%	6	19%	2	6%	10	10%	0%
	Level 30	7	23%	6	19%	5	15%	18	19%	-29%
	Level 20	8	26%	4	13%	5	15%	17	18%	-38%
	Level 19	14	45%	15	48%	22	65%	51	53%	57%
	Total Tested	31	100%	31	100%	34	100%	96	100%	10%

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	1,115	73%	1,225	78%	1,241	77%	3,581	76%	11%
	Not Tested	403	27%	341	22%	368	23%	1,112	24%	-9%
	Total Students	1,518	100%	1,566	100%	1,609	100%	4,693	100%	6%
Distribution of Students who Took a Test	Transfer Level	474	43%	567	46%	557	45%	1,598	45%	18%
	Associate Level	156	14%	161	13%	173	14%	490	14%	11%
	Basic Skills	485	43%	497	41%	511	41%	1,493	42%	5%
	Total Tested	1,115	100%	1,225	100%	1,241	100%	3,581	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.

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 Miramar 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 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	1,185	1,186	1,361	1,478	1,513	6,723	28%

Table 8.2. Headcount by Gender

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Yr Avg	5-Yr % Change
Female	42%	45%	42%	40%	40%	41%	22%
Male	58%	55%	58%	60%	60%	59%	32%

Table 8.3. Headcount by Ethnicity

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Yr Avg	5-Yr % Change
African American	4%	5%	3%	4%	5%	4%	35%
American Indian	0%	0%	0%	0%	0%	0%	133%
Asian/Pacific Islander	14%	14%	17%	14%	13%	15%	19%
Filipino	10%	11%	11%	9%	11%	10%	33%
Latino	28%	26%	28%	30%	29%	28%	29%
White	33%	34%	30%	33%	33%	33%	29%
Other	9%	9%	9%	9%	8%	9%	19%
Unreported	1%	1%	1%	1%	1%	1%	23%

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	21%	22%	22%	21%	21%	21%	27%
Not First Generation	79%	78%	78%	79%	79%	79%	28%

Source: SDCCD Information System

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

Table 8.5. Headcount by Educational Objective

	2012/13	2013/14	2014/15	2015/16	2016/17	5-Yr Avg	5-Yr % Change
4 Yr College Student	12%	11%	10%	11%	9%	10%	-9%
AA/AS w/out Transfer	7%	4%	7%	6%	5%	6%	4%
BA/BS after Completing AA/AS	40%	44%	45%	45%	48%	45%	53%
BA/BS w/out Completing AA/AS	8%	8%	10%	9%	9%	9%	45%
Basic Skills Improvement	1%	1%	1%	0%	1%	1%	-17%
Certificate/License Maintenance	1%	2%	2%	1%	1%	1%	13%
Current Job/Career Advancement	1%	0%	1%	0%	1%	1%	-18%
Educational Development	1%	1%	1%	1%	1%	1%	50%
HS Diploma/GED Certificate	1%	0%	1%	1%	1%	1%	29%
New Career Preparation	10%	9%	8%	10%	8%	9%	8%
Voc Cert/Degree w/out Transfer	1%	2%	1%	1%	2%	1%	35%
Undecided	17%	18%	14%	15%	15%	16%	11%

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	30%	70%				
		3.0 - 5.9 Units	35%	1%	64%			
		6.0 - 8.9 Units	20%	2%	22%	57%		
		9.0 - 11.9 Units	9%	1%	14%	26%	52%	
		12.0 + Units	4%	1%	6%	7%	17%	66%
	2013/14	0.1 - 2.9 Units	20%	80%				
		3.0 - 5.9 Units	35%	2%	63%			
		6.0 - 8.9 Units	27%	2%	21%	51%		
		9.0 - 11.9 Units	11%	1%	14%	20%	54%	
		12.0 + Units	7%	0%	4%	8%	18%	63%
	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	12%	0%	11%	14%	62%	
		12.0 + Units	7%	0%	5%	8%	17%	63%
	2015/16	0.1 - 2.9 Units	13%	88%				
		3.0 - 5.9 Units	26%	1%	74%			
		6.0 - 8.9 Units	18%	1%	14%	67%		
		9.0 - 11.9 Units	10%	0%	13%	22%	56%	
		12.0 + Units	7%	0%	5%	9%	17%	62%
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%	
Five-Year Average		--	83%	68%	59%	56%	64%	
% Change 12/13-16/17		--	33%	27%	28%	58%	29%	

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	857	615	72%	463	54%
2012	876	667	76%	493	56%
2013	882	625	71%	472	54%
2014	908	713	79%	535	59%
2015	993	710	72%	531	53%
Total/5-Yr Avg	4,516	3,330	74%	2,494	55%

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 outcomes of **first-time to college high school graduates who enrolled at Miramar 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 2012/13-2016/17 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	113	110	97%	98	87%
	2013/14	92	88	96%	76	83%
	2014/15	103	93	90%	81	79%
	2015/16	134	128	96%	96	72%
	2016/17	291	260	89%	221	76%
	Total	733	679	93%	572	78%
Basic Skills	2012/13	322	300	93%	214	66%
	2013/14	324	304	94%	230	71%
	2014/15	315	283	90%	208	66%
	2015/16	360	329	91%	242	67%
	2016/17	378	342	90%	263	70%
	Total	1,699	1,558	92%	1,157	68%
English Total		2,432	2,237	92%	1,729	71%
All Colleges Total		10,554	9,731	92%	7,898	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 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	186	164	88%	119	64%
	2013/14	189	160	85%	126	67%
	2014/15	251	224	89%	164	65%
	2015/16	240	215	90%	167	70%
	2016/17	272	236	87%	192	71%
	Total	1,138	999	88%	768	67%
Associate Level	2012/13	94	83	88%	51	54%
	2013/14	96	72	75%	41	43%
	2014/15	99	91	92%	56	57%
	2015/16	100	89	89%	64	64%
	2016/17	113	107	95%	65	58%
	Total	502	442	88%	277	55%
Basic Skills	2012/13	219	206	94%	128	58%
	2013/14	188	157	84%	118	63%
	2014/15	192	169	88%	119	62%
	2015/16	228	203	89%	156	68%
	2016/17	236	204	86%	144	61%
	Total	1,063	939	88%	665	63%
Math Total		2,703	2,380	88%	1,710	63%
All Colleges Math Total		10,066	8,806	87%	6,033	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.