All Colleges

High School to College Pipeline

Summary Report
2014/15 - 2018/19

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Introduction

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

The High School to College Pipeline Report series comprises four reports: 1) All Colleges, 2) City College/ECC, 3) Mesa College, and 4) Miramar College. Each report contains four sections that focus on enrollment patterns and placement as high school graduates enter college for the first-time. The first section (Focus of Analysis I) focuses on students' entry into an SDCCD college, and is reported as high school-to-college graduate participation and concurrent student participation rates. Student high school GPA, and reading, writing, ELAC(ESOL/ESL), and Math placements are detailed in the second section (Focus of Analysis II); student characteristics and college enrollment patterns are detailed in the third section (Focus of Analysis III); and finally, English and Math success rates are detailed in the fourth section (Focus of Analysis IV). In most instances, benchmark information is provided as a point of comparison, such as three-year or five-year averages and/or percentage change.

Population of Interest

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

✓ **First-time to college students** are defined as any first-time student who enrolled at an SDCCD college. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and students currently enrolled in high school. Additionally, for this study, students attending adult school are excluded.

✓ **High school graduates** are defined in this study as having received a certification of California high school proficiency, a G.E.D./high school certificate, or a high school diploma (including a foreign high school diploma).

Students enrolled at an SDCCD college either in the year following high school completion or within four years of high school completion.

Definitions

1. **Enrollment:** The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, and tutoring classes are excluded, as well as year-long summer in-service classes at Miramar.

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

3. **Persistence Rate – Term and Annual:** The percentage of census enrolled students in a fall term who enrolled in at least one course in the subsequent spring term (term persistence) or fall terms (annual persistence) and were officially enrolled at a census (SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded).

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

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

6. **Capture Rates:** The percent of previous year high school graduates that enroll at an SDCCD institution.

Placement: Transition to Multiple Measures

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

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

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

Mesa College fully implemented Multiple Measures placement in Fall of 2018. Outcomes for these students will be presented as part of an upcoming AB705 report.

Overall Highlight of the Findings

Participation Rates

✓ In 2018/19, 32% of the 2017/18 SDCCD high school feeder graduates and 11% of the 2017/18 non-SDCCD high school feeder graduates entered an SDCCD college in the year following high school completion. These are in line with the five-year averages of 32% and 12%, respectively.

✓ Concurrent high school seniors, who were both enrolled at an SDCCD college and attended a District feeder high school in 2017/18, continued their SDCCD enrollment the following year as college-only students at a rate of 24%, higher than the five-year average of 20% for all first-time to SDCCD high school graduates.

✓ 2018/19 SDCCD top 10 feeders of first-time to college high school graduates by student count

High School Name	Student Count
Mira Mesa	242
Kearny Ed Complex	166
San Diego Ed Complex	164
University City	151
Point Loma	146
West View	137
Scripps Ranch	136
Hoover	129
Mt. Carmel	125
Sweetwater	108

✓ Slightly over half our first-time to college high school graduates in 2018/19 attended an SDCCD feeder high school (51%).

Incoming Placement Rates

✓ Nearly half of 2018/19 first-time to college high school graduates completed an assessment test in Reading, Writing, and Math (48%, 48%, and 49%, respectively). This is a large reduction from previous years due to the implementation of the new MMAP placing scheme.

✓ Over half (57%) of the 2018/19 first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level, lower than the three-year average of 59%. Of those who completed a reading assessment in 2018/19, 32% placed at the basic skills level, which is in line with the three-year average of 32%.

✓ In 2018/19, 32% of the first-time to college high school graduates who completed an assessment in writing placed at the transfer/associate level (lower than the three-year average of 35%) and 57% placed at the basic skills level (in line with the three-year average of 56%).

✓ Thirty-eight percent of the 2018/19 first-time to college high school graduates who completed an assessment test in Math placed at the transfer/associate level (lower than the three-year average of 42%) and 63% placed at the basic skills level (higher than the three-year average of 58%).

Access/Profiles
✓ Demographics of 2018/19 first-time to college high school graduates remained fairly stable as compared to the five-year average
  - 52% male (52% five-year average)
  - 50% Latinx and 22% White (49% and 23% five-year averages, respectively)
  - 30% first generation (30% five-year average)
  - 6% DSPS (5% five-year average)

✓ There was an increase in self-reported incoming high school GPA as compared to previous years
  - 48% of students in 2018/19 reported a GPA over 3.0 as compared to a 44% average over the past five years, while 50% of students reported an incoming high school GPA of between 2.0 and 3.0 as compared to the 54% five-year average.

Outcomes
✓ 57% of first-time to college high school graduates who were enrolled in school full time (12+ units) in 2018/19 successfully completed 12 or more of those units, similar to the five-year average of 58%.

✓ 81% of Fall 2017 first-time to college high school graduates persisted to the next spring and 64% persisted to fall of the next academic year (similar to the five-year averages of 82% and 65%, respectively).

✓ In 2018-19, first-time to college high school graduates completed English and Math courses in their first term at higher rates than the comparison group of all other students enrolled in those courses.
  - 87% of first-time to college high school graduates **completed** their *transfer-level* Math courses, compared to 84% of the comparison group. In *basic skills* Math courses, these students **completed** at a 90% rate, compared to 84% for the comparison group.
  - 90% of first-time to college high school graduates **completed** their *transfer-level* English courses, compared to 88% for the comparison group. In *basic skills* English courses, first-time to college high school graduates **completed** at a 91% rate, compared to 83% for the comparison group.

✓ In 2018-19, first-time to college high school graduates **succeeded** in their English and Math courses in their first term at higher rates than the comparison group of all other students enrolled in those courses.
  - 62% of first-time to college high school graduates **succeeded** in their *transfer-level* Math courses, compared to 60% for the comparison group. In *basic skills* Math courses, first-time to college high

school graduates **succeeded** at a 55% rate, compared to 44% for the comparison group.

- o 74% of first-time to college high school graduates **succeeded** in their *transfer-level* English courses, compared to 71% for the comparison group. In *basic skills* English courses, first-time to college high school graduates **succeeded** at a 70% rate, compared to 56% for the comparison group.

- ✓ In 2018/19, 23% of first-time to college high school graduates passed both *transfer-level* Math and *transfer-level* English in their first year, lower than the five-year average of 31%. *This may be the result of the large increase in transfer-level Math and English courses being offered to students during their dually enrolled high school years.*

- ✓ 59% of first-time to college high school graduates who attempted both *transfer-level* Math and English in their first year were successful in both.

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

College Participation Rates of High School Graduates

The capture rate has remained stable over the last five years for the feeders within the SDCCD District (32% five-year average). City feeders had a slight drop (-4%) in the last two years from 33% to 29%, Mesa feeders have been trending upward, and Miramar feeders have displayed the highest capture rate. SDCCD captured 12% of surrounding San Diego County non-feeders.

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

Capture Rates 2014/15- 2018/19

	City Feeder Total	Mesa Feeder Total	Miramar Feeder Total	District Feeder Total
14/15 Entrants	34%	28%	36%	32%
15/16 Entrants	33%	29%	36%	32%
16/17 Entrants	34%	29%	39%	33%
17/18 Entrants	33%	31%	38%	33%
18/19 Entrants	29%	32%	35%	32%
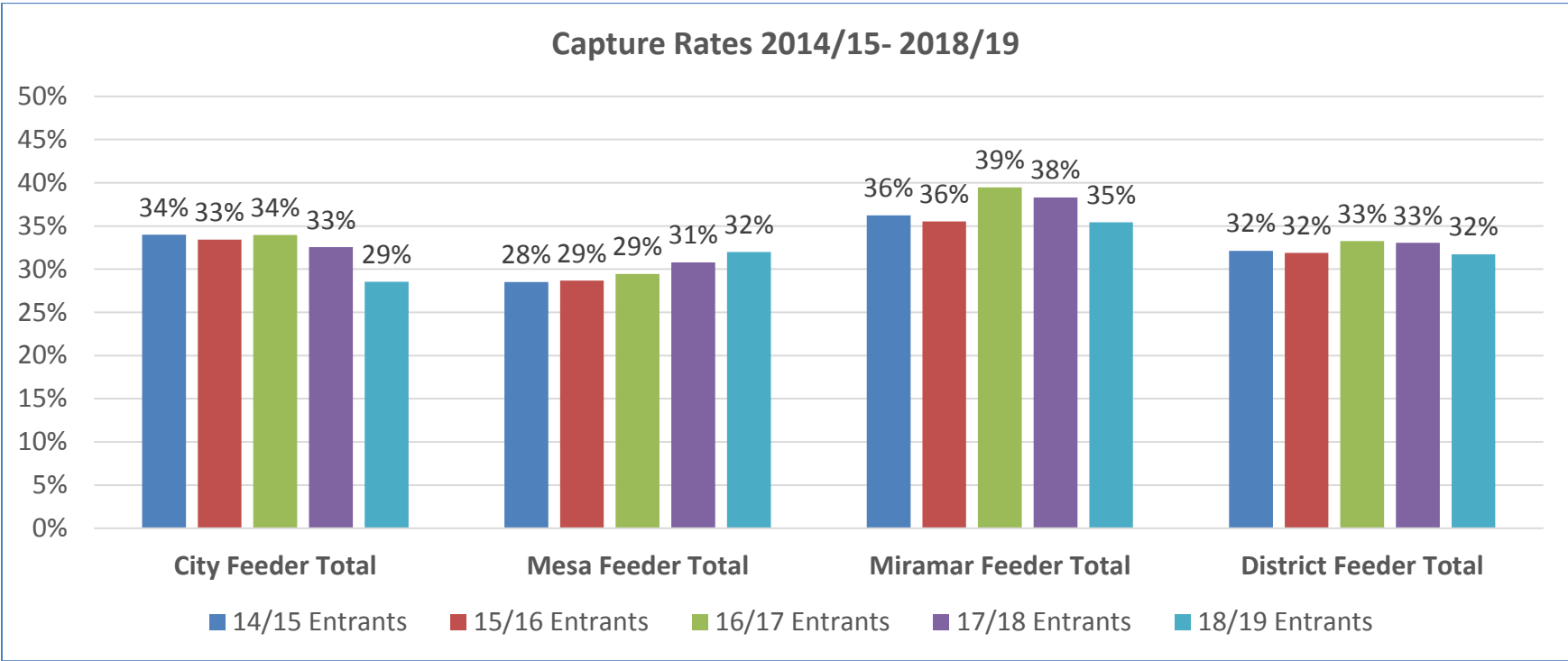
14/15-18/19 Top 15 Capture Rates of First-Time to College High School Graduates

The top 15 capture rates for the credit colleges are listed below. The highest capture rate was for Kearny Ed Complex (54%), followed by Mira Mesa (51%) and Madison (50%). The following tables display the top 15 capture rate feeders by Service Area. In addition, as mentioned in the highlights, the top feeders by student count were Mira Mesa (242), Kearny Ed Complex (166), San Diego Ed Complex (164), University City (151), and Point Loma (146).

Top 15 Capture Rates All Colleges

School	Rate
Kearny Ed Complex	54%
Mira Mesa	51%
Madison	50%
Clairemont	46%
Hoover	41%
Crawford Ed Complex	39%
Lincoln	38%
Mission Bay	37%
San Diego Ed Complex	37%
Serra	35%
Garfield	33%
University City	32%
Charter School of SD	31%
Health Sciences	29%
Point Loma	29%
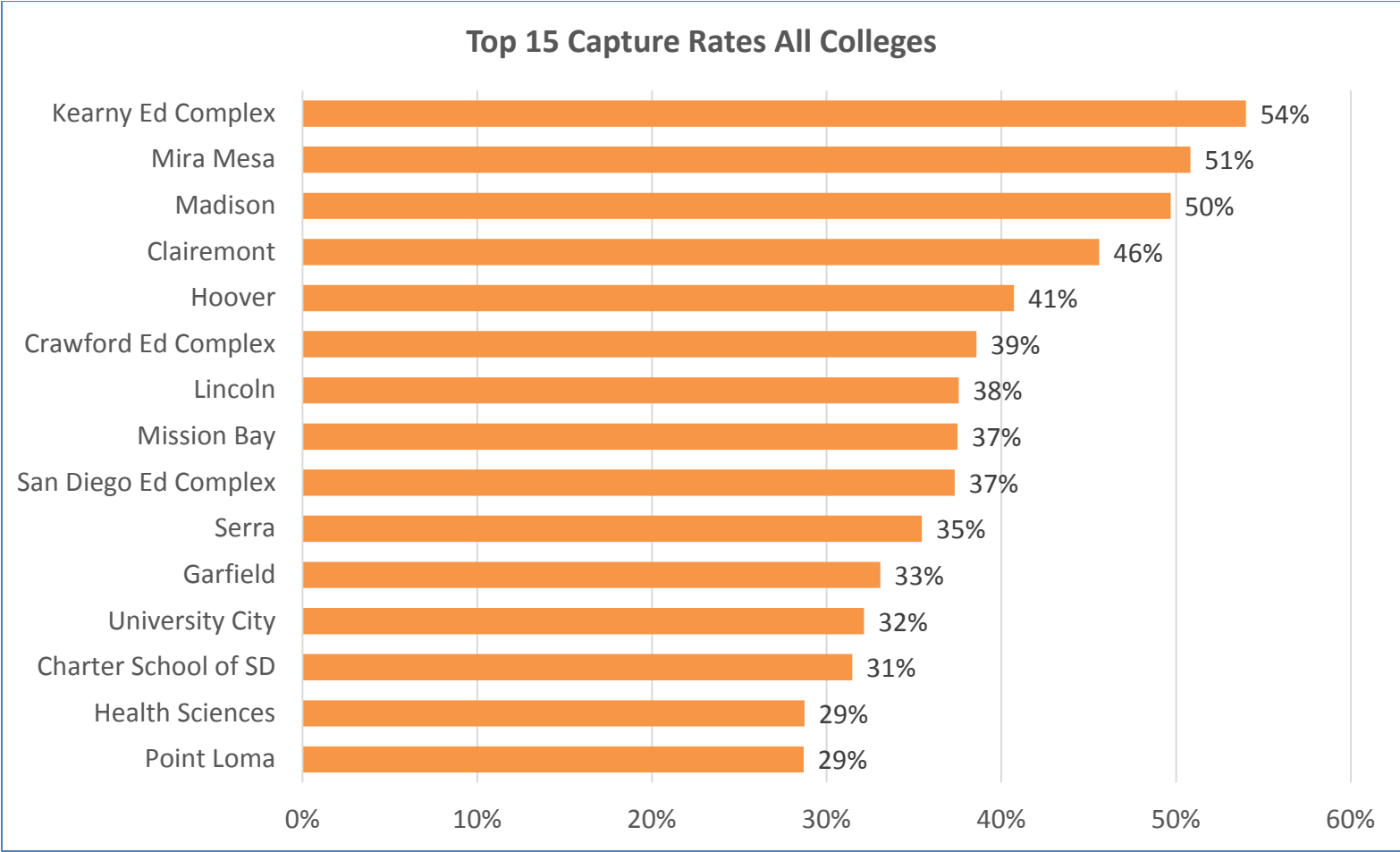
Top 15 Capture Rates of First-Time to College Students by Service Area

Top Capture Rate from City Service Area

School	Rate
Hoover	41%
Crawford Ed Complex	39%
Lincoln	38%
San Diego Ed Complex	37%
Garfield	33%
Health Sciences	29%

Top Capture Rate from Mesa Service Area

School	Rate
Kearny Ed Complex	54%
Madison	50%
Clairemont	46%
Mission Bay	37%
Charter School of SD	31%
Point Loma	29%

Top Capture Rate from Miramar Service Area

School	Rate
Mira Mesa	51%
Serra	35%
University City	32%

Participation Rates of Concurrent Students

Concurrent high school seniors, who were both enrolled at an SDCCD college and attended a District feeder high school in 2017/18, continued their SDCCD enrollment the following year as college-only students at a 24% participation rate, higher than the five-year average of 22% (District Feeder Total). Non-Feeders capture rate was only 14% in 2018/19, a considerable drop from 2017/18 (27%).

Capture Rate per Service Area

Legend:
- 14/15 Re-Enroll
- 15/16 Re-Enroll
- 16/17 Re-Enroll
- 17/18 Re-Enroll
- 18/19 Re-Enroll
- 14/15-18/19 Re-Enroll Avg

Service Area	14/15	15/16	16/17	17/18	18/19	14/15-18/19 Avg
City Feeder Total	23%	27%	28%	29%	21%	25%
Mesa Feeder Total	12%	10%	17%	26%	23%	19%
Miramar Feeder Total	10%	10%	22%	27%	27%	23%
District Feeder Total	13%	13%	21%	27%	24%	22%
Non-Feeder Total	28%	29%	21%	27%	14%	20%
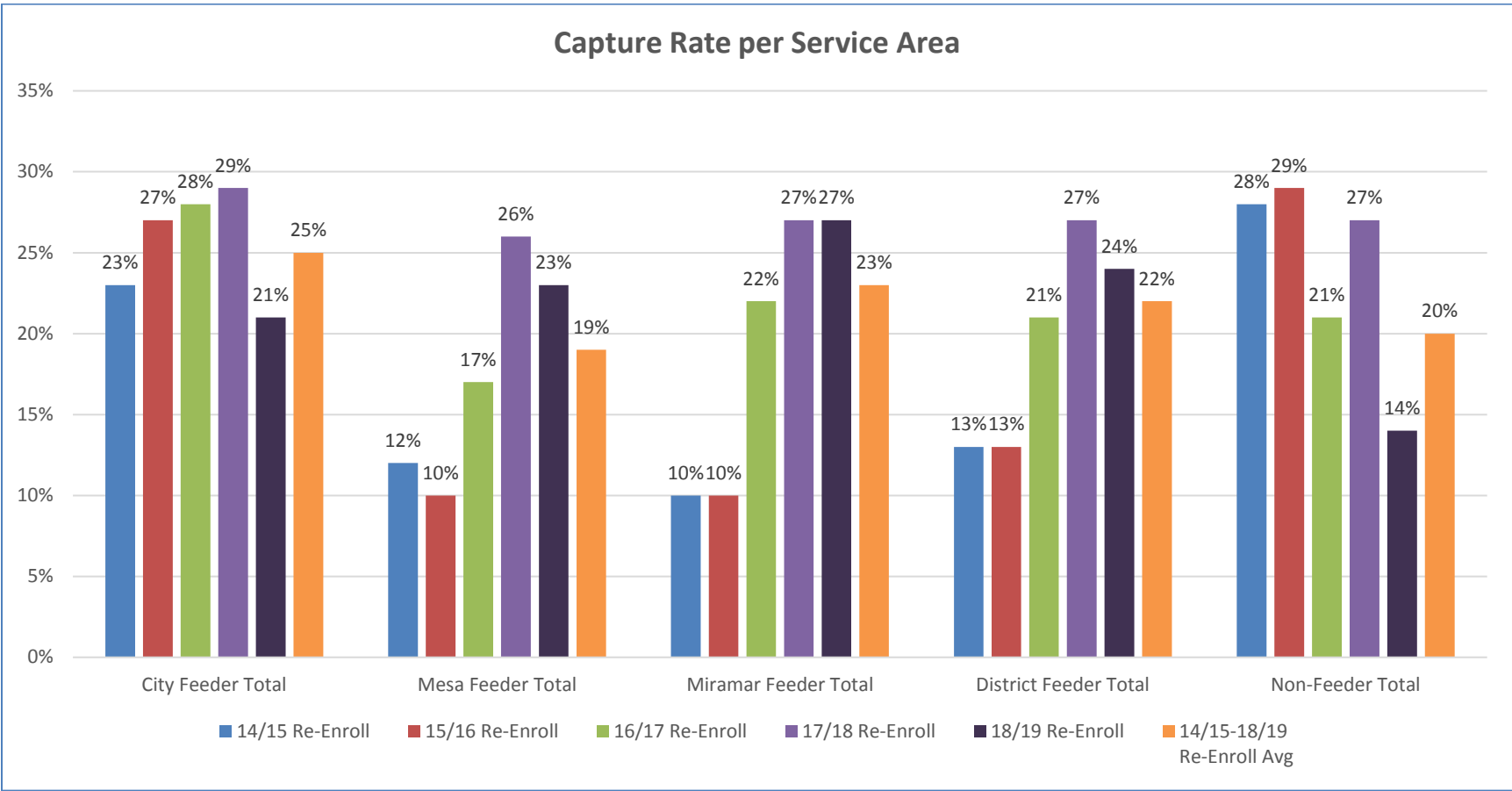
The volume of high school seniors grew considerably in the last five years, (221%) among all services areas. The following table illustrates the changes for each service area and Non-Feeder high schools as well.

	13/14 Seniors (Concur)	14/15 Seniors (Concur)	15/16 Seniors (Concur)	16/17 Seniors (Concur)	17/18 Seniors (Concur)	14/15-18/19 Re-Enroll Avg. %	% Change last five years
City Feeder Total	101	124	277	246	407	25%	303%
Mesa Feeder Total	435	399	490	693	930	19%	114%
Miramar Feeder Total	220	217	329	586	901	23%	310%
District Feeder Total	756	740	1,096	1,525	2,238	22%	196%
Non-Feeder Total	39	58	137	135	281	20%	621%
Grand Total	795	805	1,244	1,672	2,552	22%	221%

Top 15 Capture Rates for First-Time to College Prior SDCCD Concurrent Students

The 5-year average highest capture rates of first-time to college prior concurrent students to SDCCD belong to Kearny Ed Complex (43%), Mira Mesa (39%), Clairemont (37%), Garfield (35%), and San Diego Ed Complex (32%).

Table 2 of the Appendix displays high school seniors who were concurrently enrolled at an SDCCD college to the subsequent year to determine the rate of continued participation at one of the credit colleges 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 are disaggregated by feeder high schools and provide aggregate totals/averages for non-feeder high school students as a point of comparison.

Top 15 Capture Rates for Prior Concurrent Students (Five-Year Average)

High School	Capture Rate
Kearny Ed Complex	43%
Mira Mesa	39%
Clairemont	37%
Garfield	35%
San Diego Ed Complex	32%
Hoover	31%
Serra	30%
Madison	26%
University City	25%
Scripps Ranch	14%
La Jolla	13%
Point Loma	13%
Morse	12%
Patrick Henry	10%
High Tech Ed Complex	9%
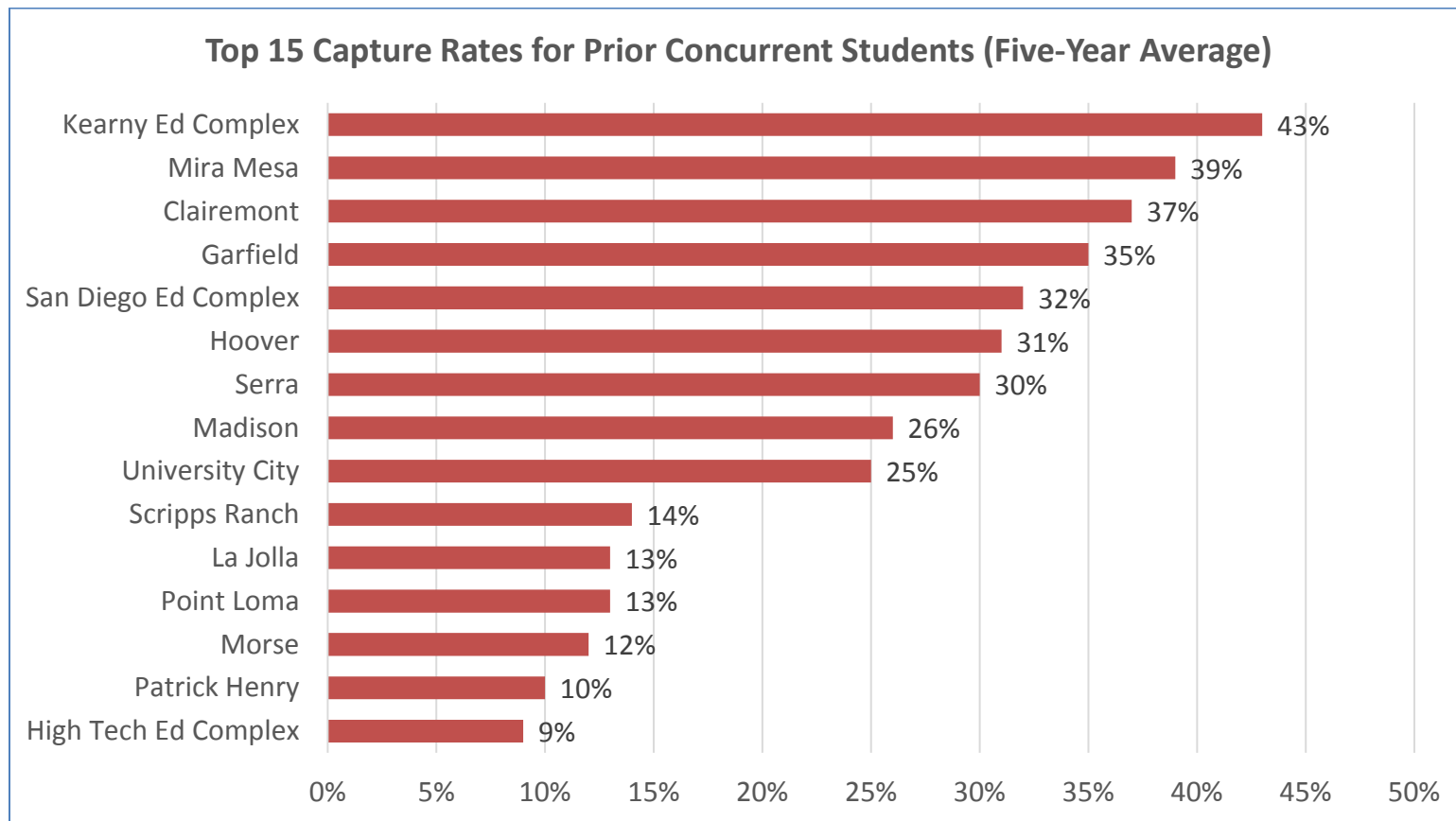
Focus of Analysis II: College Preparedness and Placement

This section of the report looks at high school GPA and the placement levels of first-time to college high school graduates who applied to an SDCCD college within four years of high school completion. It is possible that a student can apply and take the placement test, but not register for classes. The placement information, therefore, may differ from enrollment information. Note that the English and Math placement sequences may change from year to year; therefore, data are represented by current placement level. 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 or submitted their scores from a standardized test (e.g., SAT, ACT, EAP, EPT, and ELM).

✓ **Not Tested** – This group includes students who did not complete an assessment test or were placed through the MMAP placement assistant. Additionally, this group includes students who received a placement level from degree completion, transfer work, or course completion.

High School GPA of College-Enrolled High School Graduates

48% of students in 2018/19 reported a GPA over 3.0 as compared to a 44% average over the past five years, while 50% of students reported an incoming high school GPA of between 2.0 and 3.0 as compared to the 54% five-year average. **Table 3** in the Appendix displays the detail of proportion per year and the total students with reported GPA.
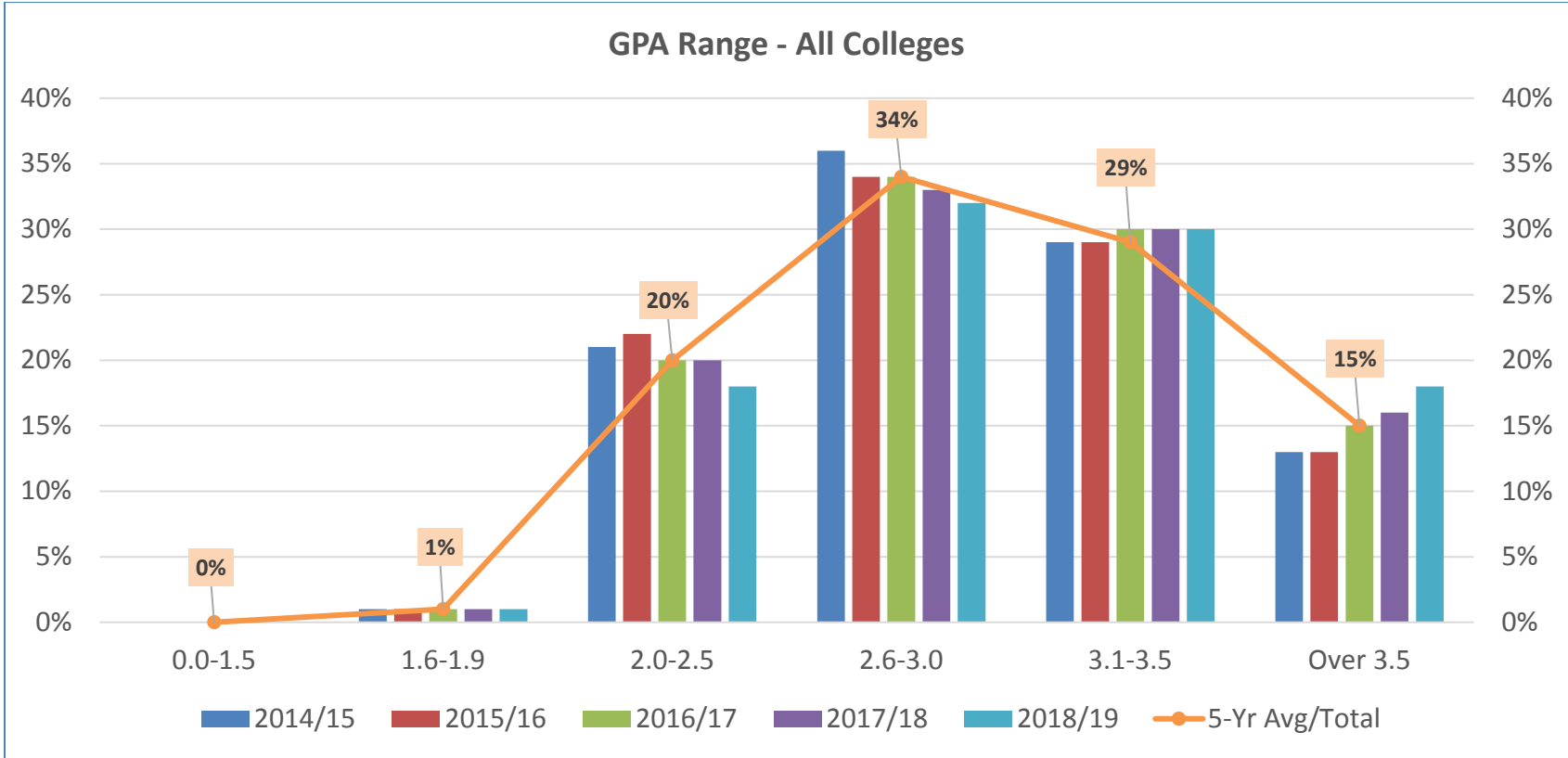
Reading Placement

The proportion of first-time to college high school graduates taking the **Reading and Writing** tests has decreased by 22% as compared to 2017/18, from 70% to 48%. This is explained by the implementation of AB705 regulations which call for the usage of multiple measures. For students who took a **Reading** test, the placement has remained fairly stable with 60% placing at the transfer/associate level. **Table 4** in the Appendix displays the full figures for each subject of testing.
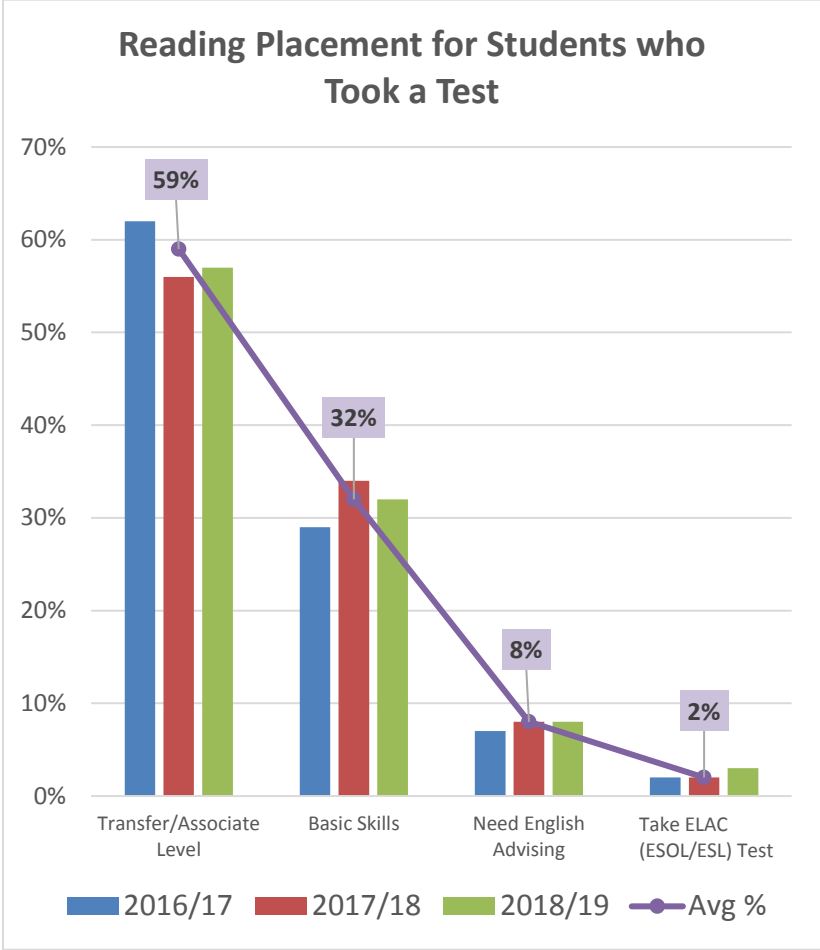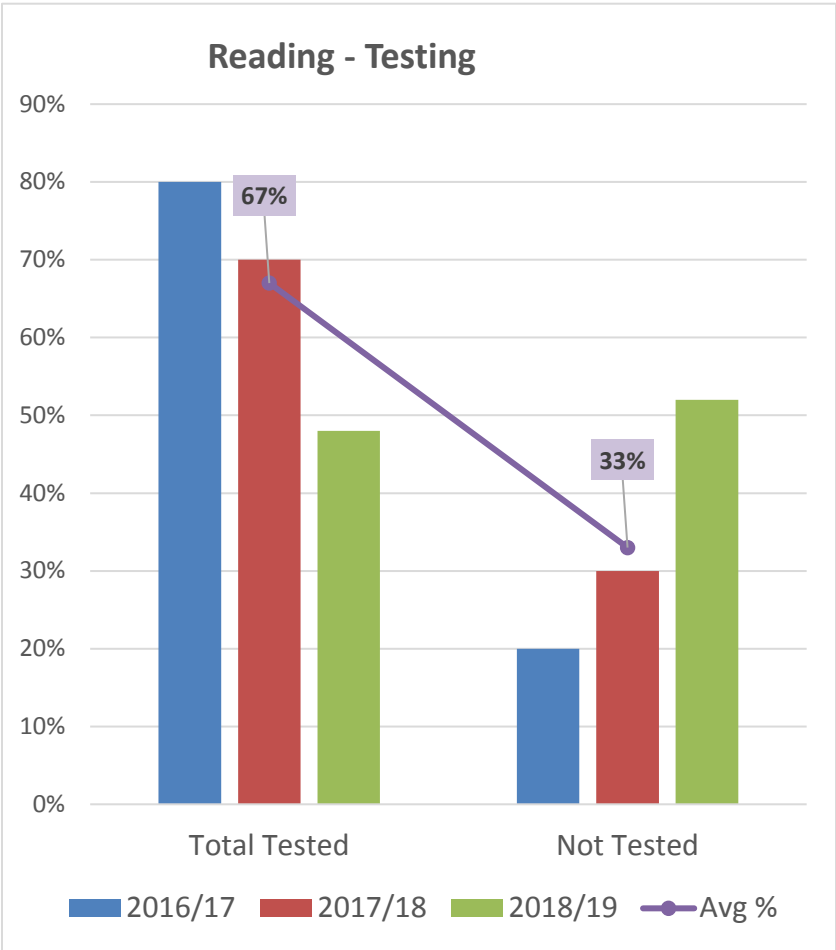
Writing Placement

For first-time to college high school graduates who took a **Writing** test (67%), transfer/associate level placement has dropped 5% since 2016/17 (from 37% to 32% in 2018/19). **Table 4** in the Appendix displays the full figures for each subject of testing.
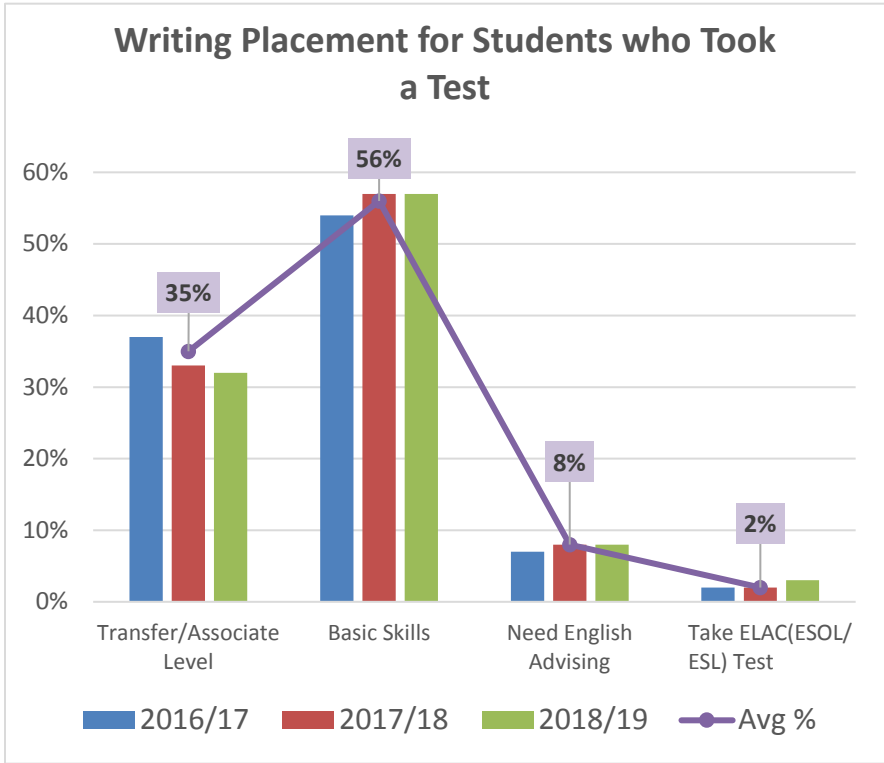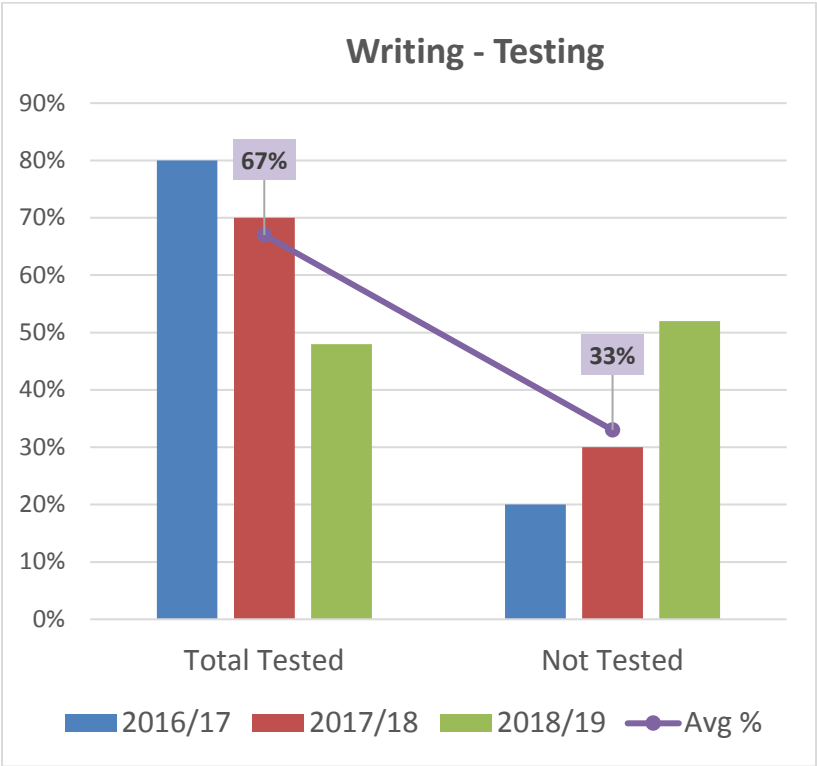
Math Placement

Slightly less than half of first-time to college high school graduates (49%) took a Math assessment test in 2018/19. This is a change of 21% from the prior year and displays early stages of compliance with the implementation of multiple measures as required by AB705. For the students who tested, the proportion of those who placed in basic skills decreased by 6% compared to 2016/17. **Table 4** of the Appendix shows the number of total students for this subject as well as others.
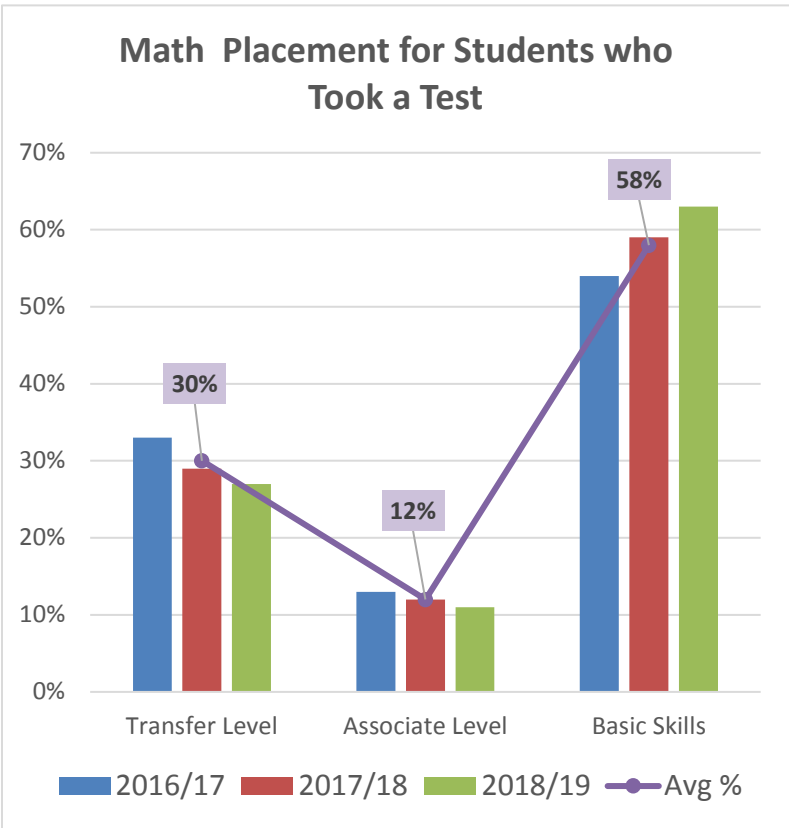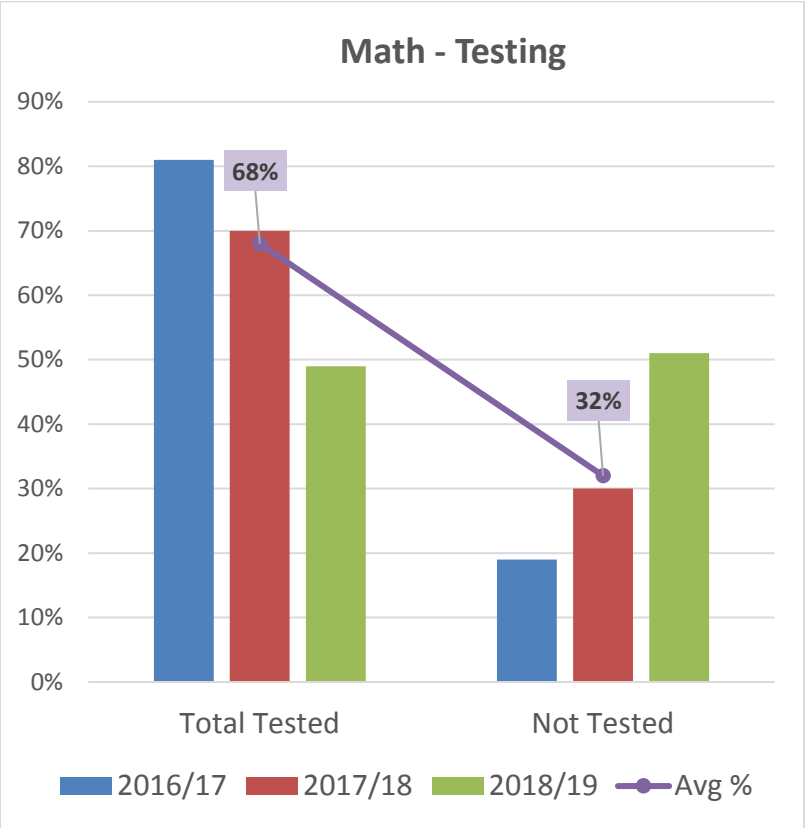
ELAC(ESOL/ESL) Placement

On average, 3% of students have taken the ELAC (ESOL/ESL) placement test over the past 3 years. In 2018/19, students placed in level 40 at nearly half the rate of 2017/18 and placed at Level 20 at nearly twice the rate.

ELAC (ESOL/ESL) - Testing

ELAC (ESOL/ESL) Placement for Students who Took a Test
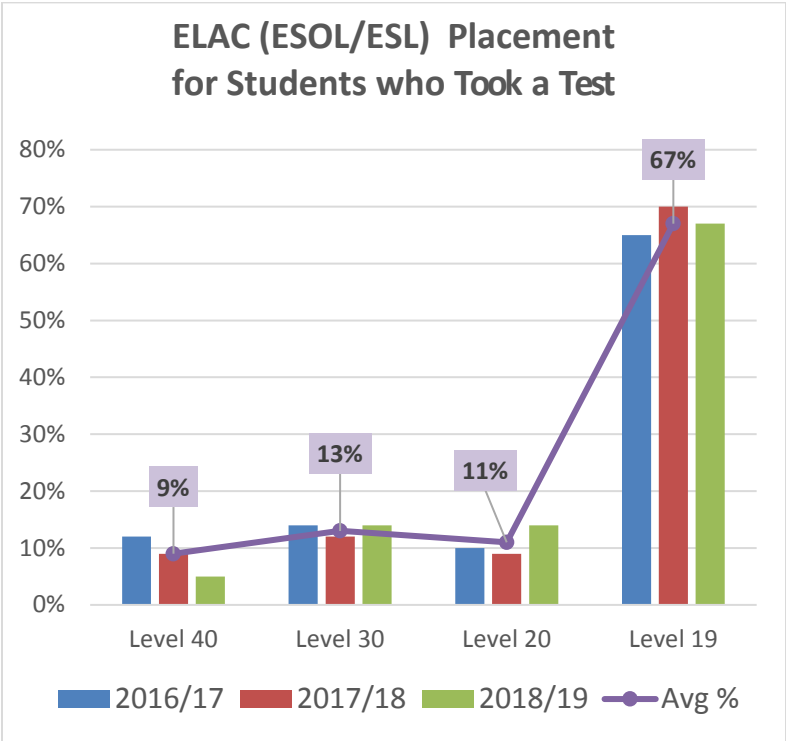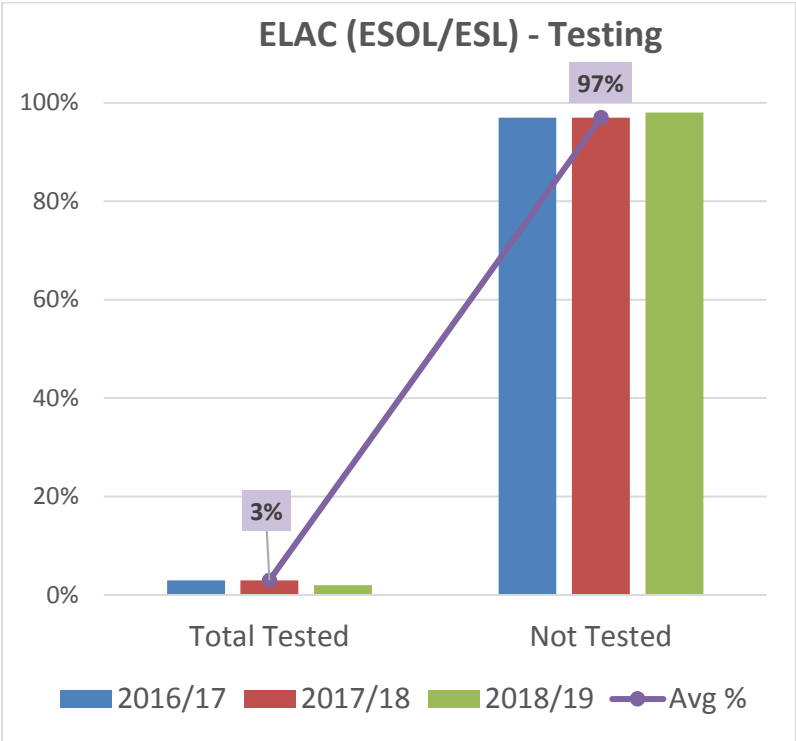
Focus of Analysis III: Student Characteristics and Enrollments Patterns

This section describes different student characteristics and enrollment patterns among first-time to college high school graduates who enrolled at an SDCCD college within four years of high school completion. Headcount, gender, ethnicity, first generation to college, student educational goals, and DSPS status of first-time to college high school graduates are measured between 2014/15 and 2018/19 (see **Table 8.1 to 8.6** in the Appendix).

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** of the Appendix. The longitudinal term and annual persistence of the Fall 2013 to Fall 2017 cohorts of first-time to college high school graduates are displayed in **Table 10** of the Appendix.

Student Characteristics

Headcount

The unduplicated headcount of students for All Colleges has decreased by 18% in the last five years (See **Table 8.1** in the Appendix).

Total Student Headcount

Year	Headcount
2014/15	5,200
2015/16	5,339
2016/17	5,180
2017/18	4,811
2018/19	4,251
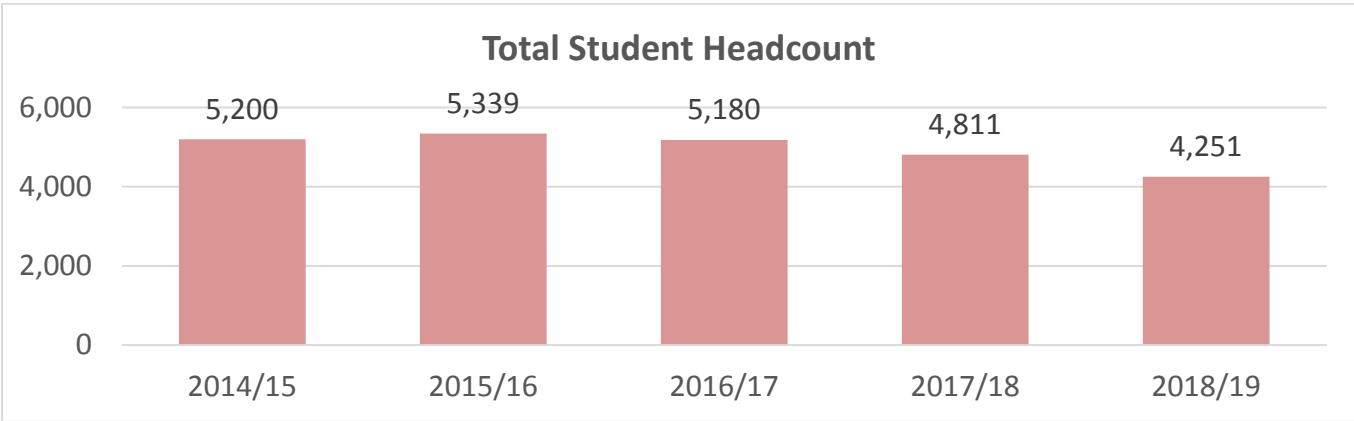
Gender

The proportion of males remained stable as compared to the five-year average of 52%. **Table 8.2** shows the trends per year.

Gender- 5 Year Average

Female 48%
Male 52%

Ethnicity

Ethnicity 5-Year Average

- African American
- American Indian
- Asian/Pacific Islander
- Filipino
- Latinx
- White
- Other
- Unreported

1% | 0% | 6% | 7% | 9% | 5% | 23% | 49%
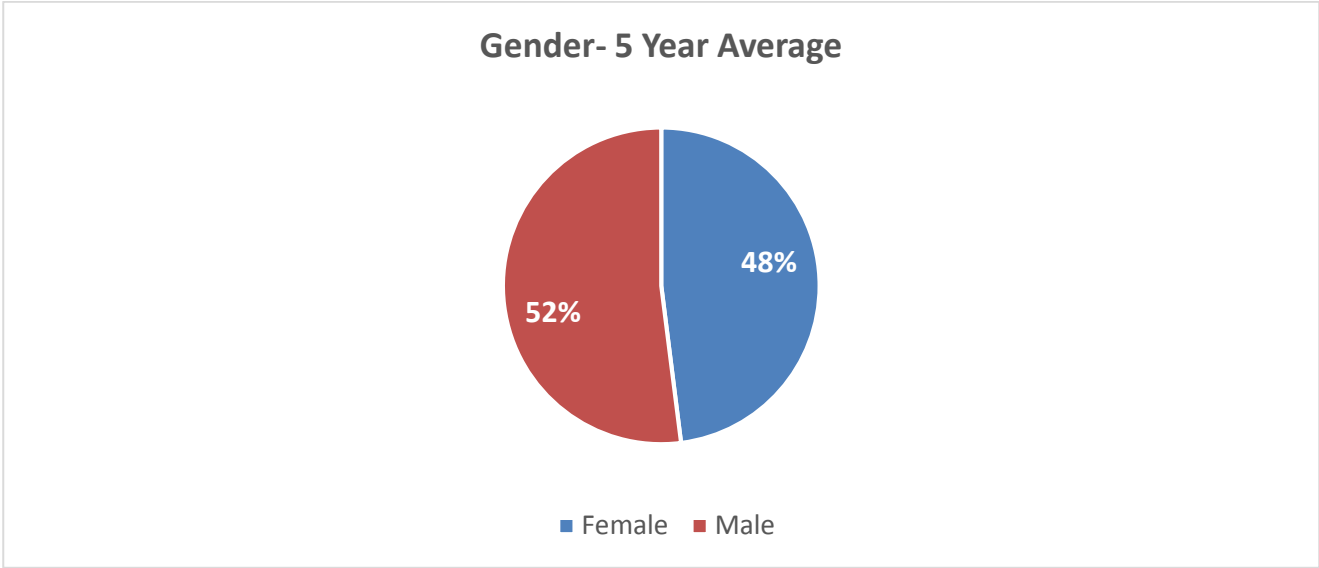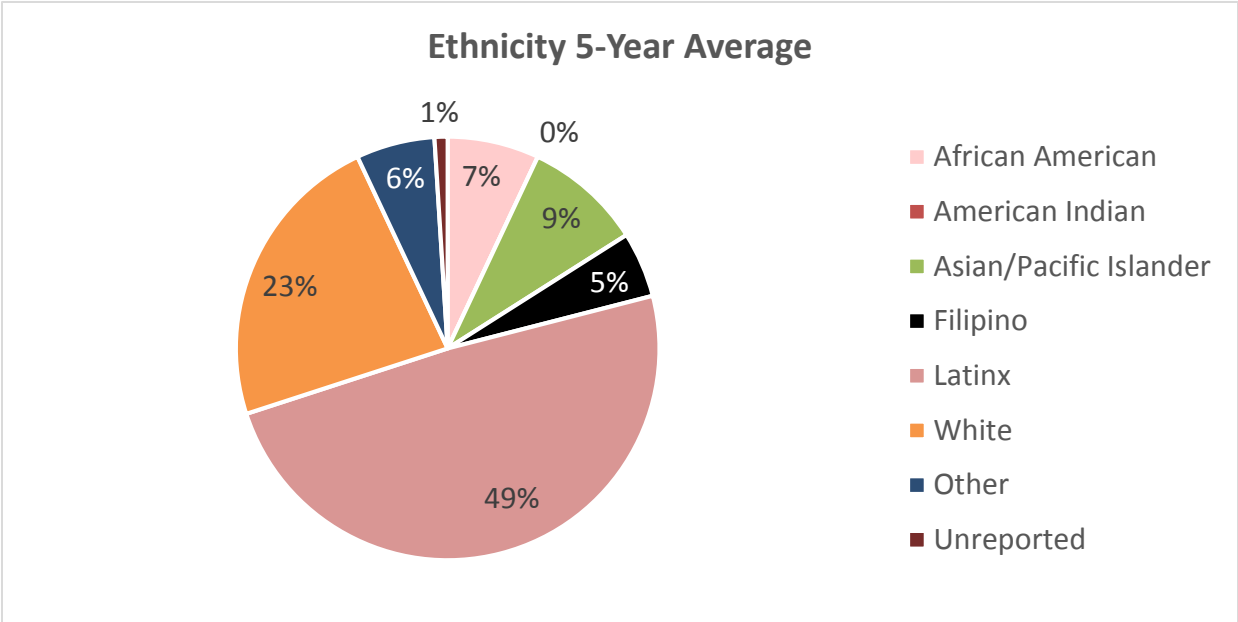
Latinx students made up 49% of first-time to college students who enroll at City, Mesa, and/or Miramar College within four years of high school graduation. This is higher than the overall student population, both over the last five fall terms (37%) and in Fall 2017 (39%).

Table 8.3 in the Appendix displays the historical trends in detail.

First Generation

First Generation 5-Year Average

Not First Generation — 70%
First Generation — 30%

0% 10% 20% 30% 40% 50% 60% 70% 80%
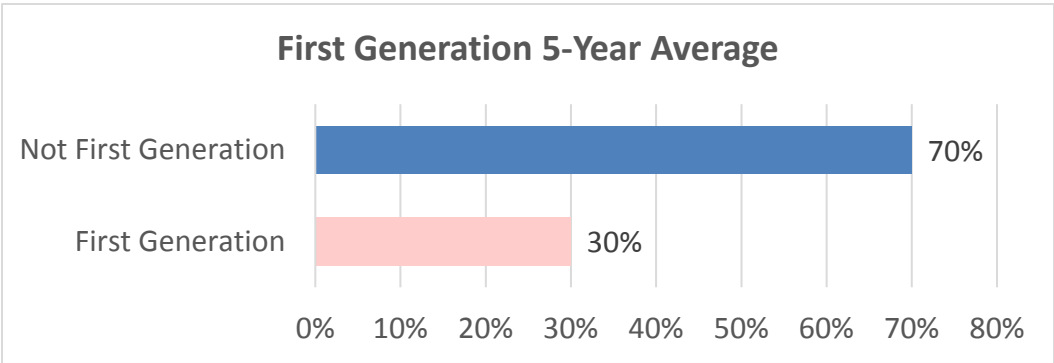
3 out of 10 students at the credit colleges were first generation. This has remained stable over the past 5 years.

Table 8.4 in the Appendix shows historical trends.

Educational Goal

66% percent of first-time to college high school graduates indicated a desire to transfer to a four-year university (bold label in the graph). **Table 8.5** in the Appendix displays the historical trends of the last five years.

Educational Goal 5-Year Average

Category	Percent
BA/BS after Completing AA/AS	**49%**
Undecided	15%
4 Yr College Student	**9%**
New Career Preparation	8%
BA/BS w/out Completing AA/AS	**8%**
AA/AS w/out Transfer	**5%**
Certificate/License Maintenance	2%
Voc Cert/Degree w/out Transfer	1%
HS Diploma/GED Certificate	1%
Educational Development	1%
Current Job/Career Advancement	1%
Basic Skills Improvement	1%
Non-Credit to Credit Transition	0%

DSPS

In 2018/19, 6% of first-time to college high school graduates at SDCCD received DSPS services, as compared to the 5% five-year average. See **Table 8.6** in the Appendix for more detail.

Units Attempted vs. Units Earned

The average rate of units earned by units attempted has remained fairly stable over the past 5 years. Based on the five-year average, the higher the unit load, the lesser the likelihood that the student completed that range of units attempted, with the exception students who attempted 12+ units (58% of those that attempted 12+units actually earned 12+ units). **Table 9** in the Appendix shows the proportion of units earned according to the units attempted per each academic year analyzed.

Completion of units attempted - 5-yr Average
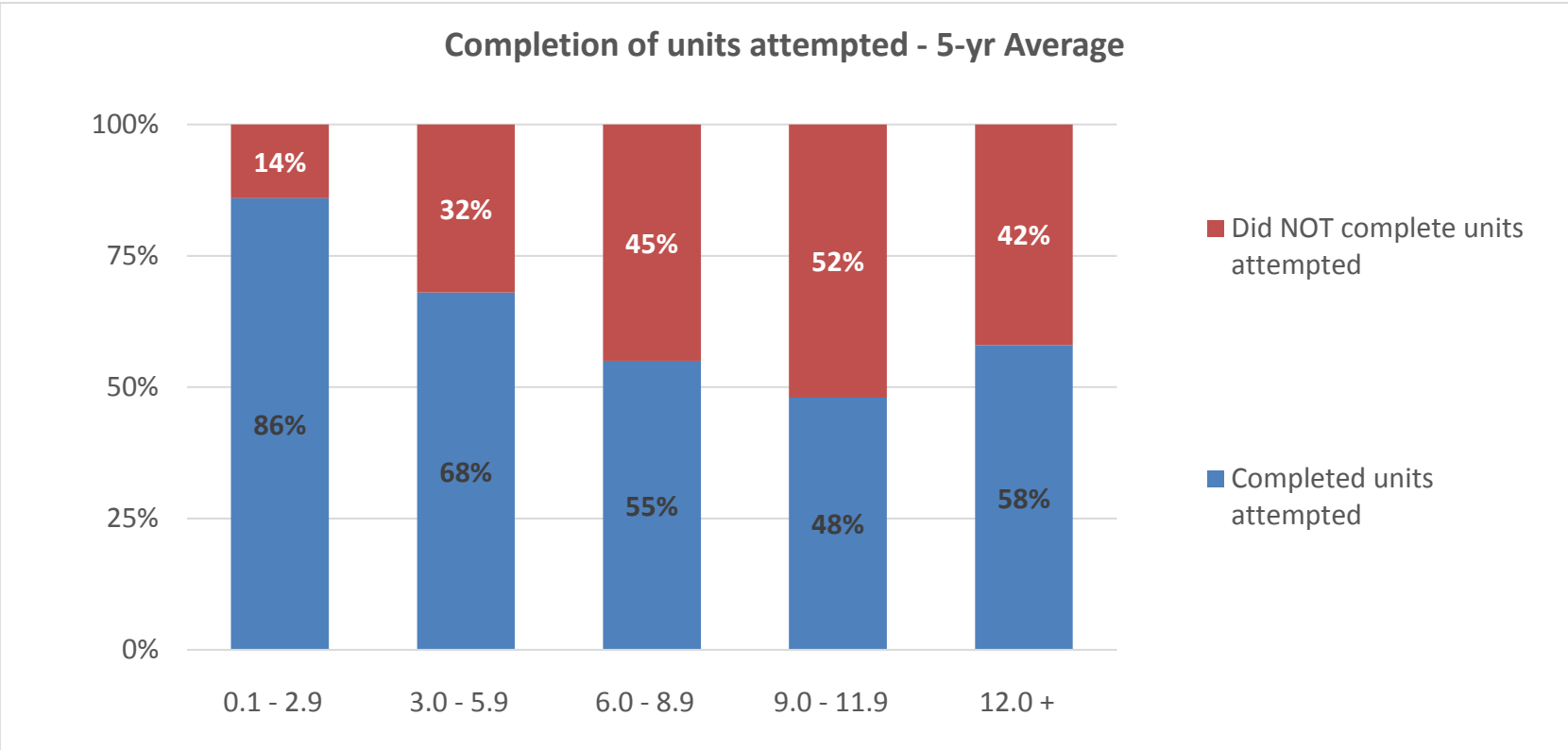
Persistence

Term and annual persistence across the credit colleges for first-time to college high school graduates has remained fairly stable over the past five years. **Table 10** in the Appendix shows the detail level on the number of students included in each starting cohort.

Persistence

Year	Term Persistence %	Annual Persistence %
2013	81%	65%
2014	83%	65%
2015	83%	66%
2016	82%	66%
2017	81%	64%
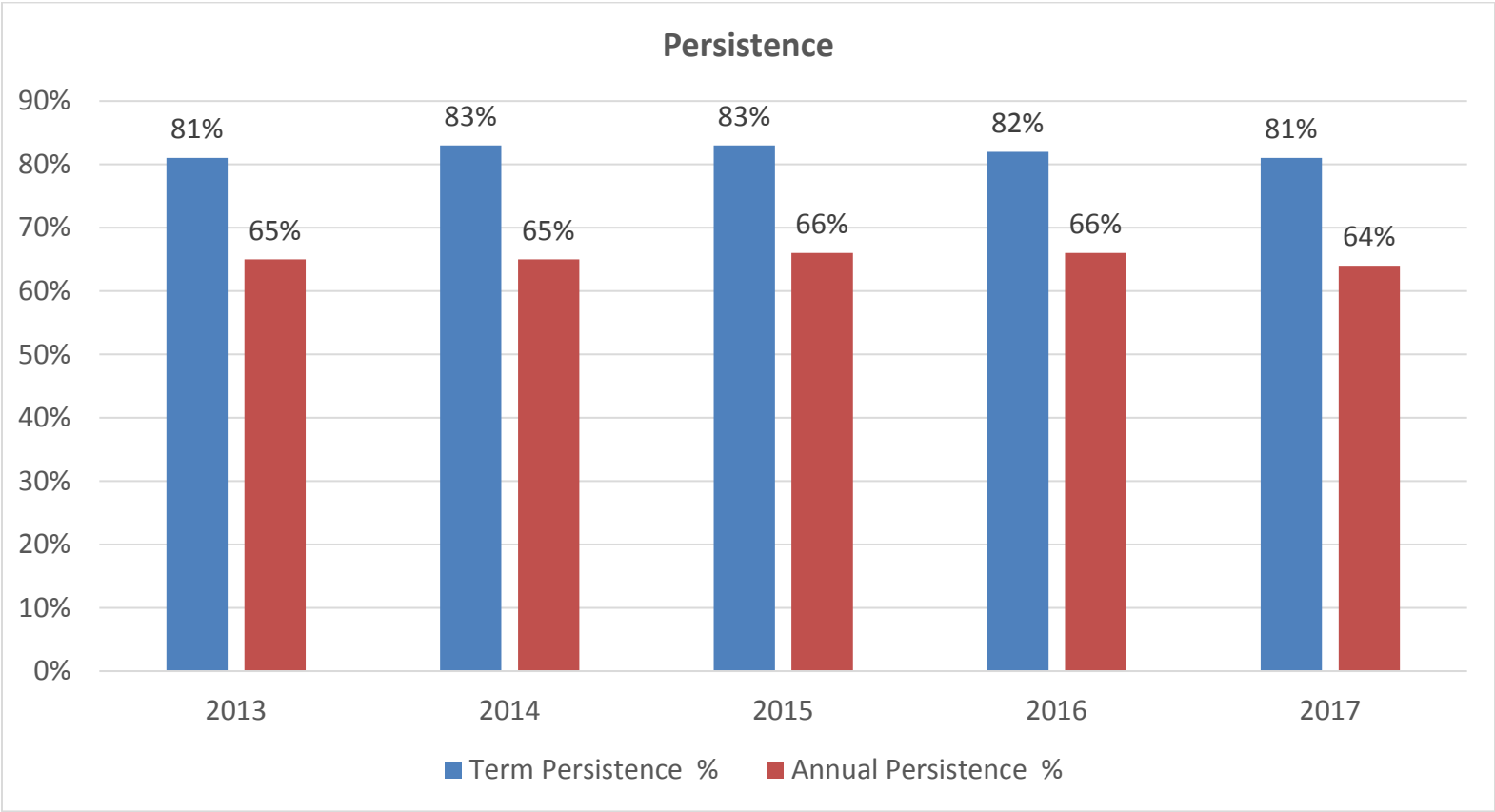
Focus of Analysis IV: Student Outcomes

This section examines English and Math course first term outcomes of **first-time to college high school graduates who enrolled at an SDCCD college within four years of high school completion** (see **Tables 11 and 12**). Enrollments, retention rates, and successful course completion rates of first-time students who enrolled in an English or Math course as of census between 2014/15 and 2018/19 are reported. Data are represented by basic skills, associate, and transfer-level courses.

English Retention and Success Rates

Basic skills and transfer-level English Retention and Success have remained fairly stable until this past year. Basic skills English dipped in both retention and success rates. **Table 11** in the Appendix shows the cohort number as well as the retention and success counts.
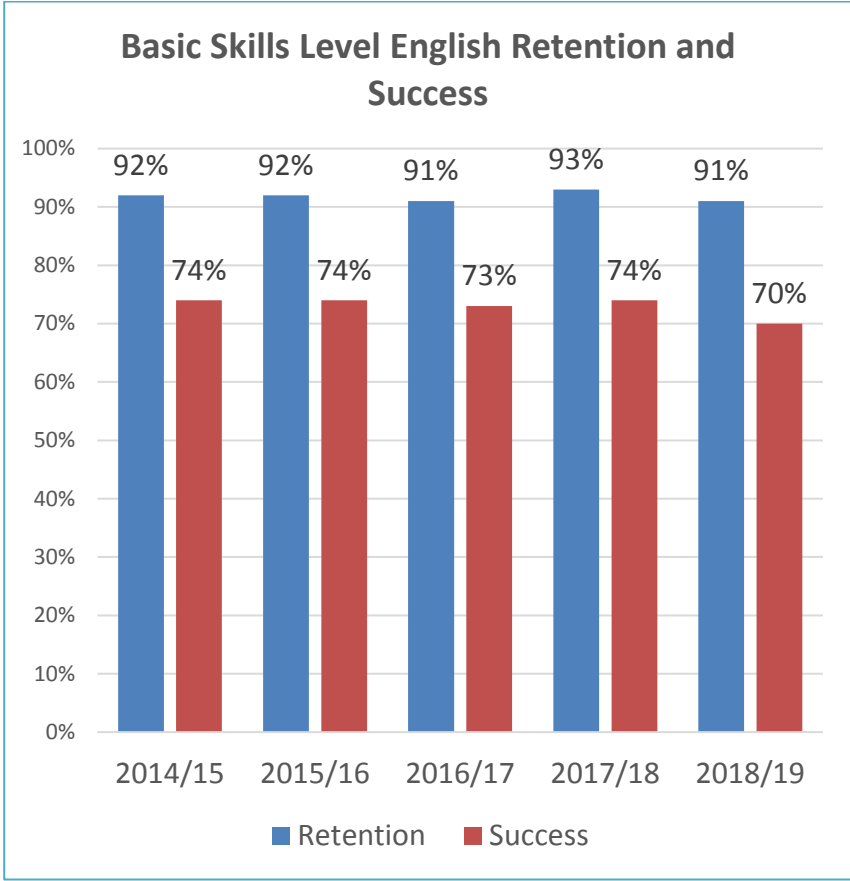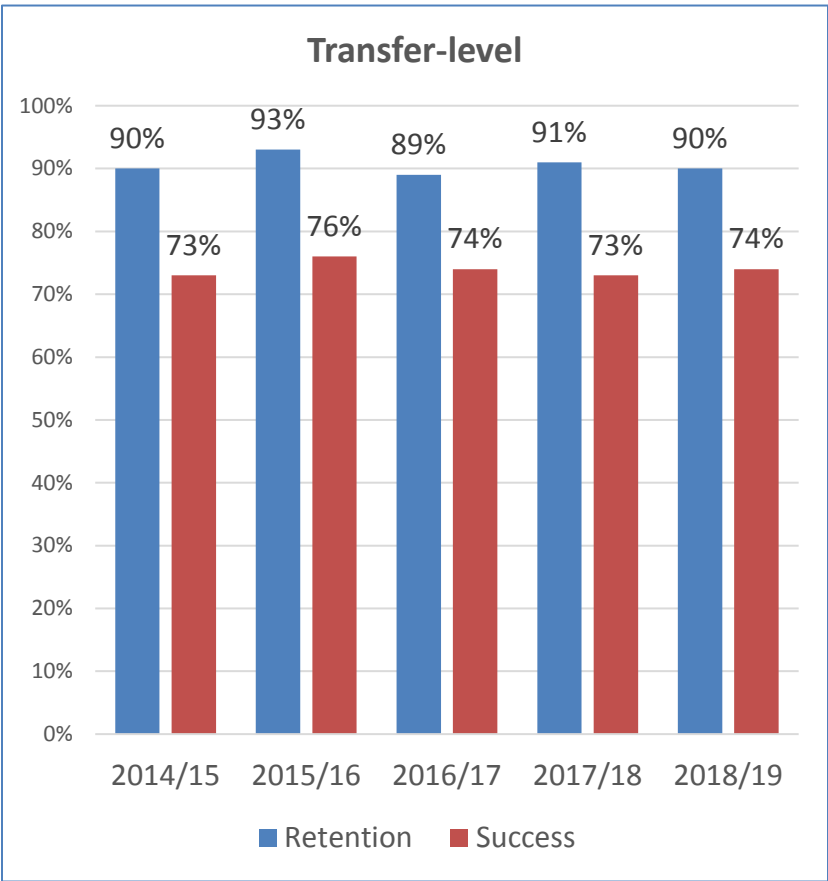
Math Retention and Success Rates

The Success rate for students in transfer-level Math are higher than students in basic skills Math and associate level Math. **Table 12** in the Appendix shows the detail-level of the cohort size and counts of Retention and Success.

Math Transfer-level Retention and Success Rates
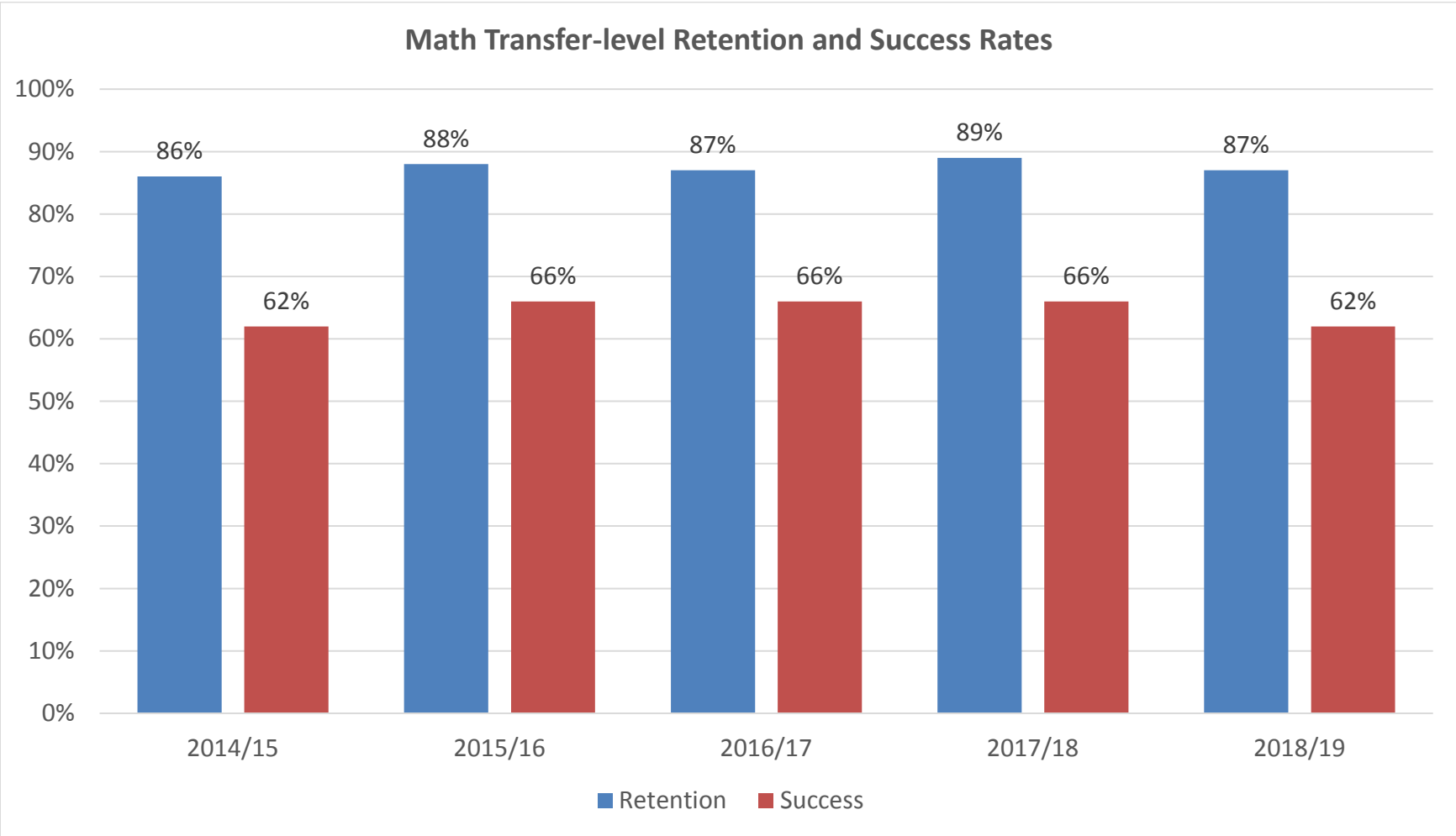
The Success rates for students in associate and basic skills level Math are considerably lower as compared to the transfer-level Math students. **Table 12** in the Appendix shows the detail-level on the cohort size and counts of Retention and Success.
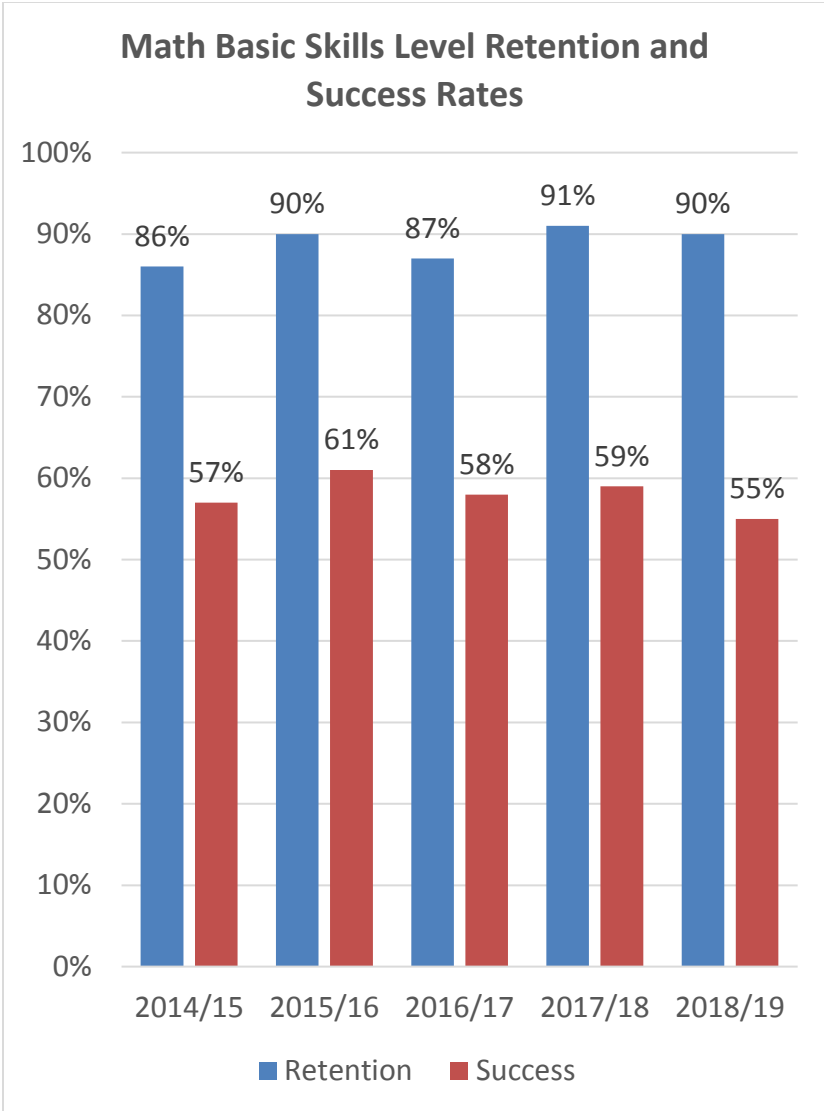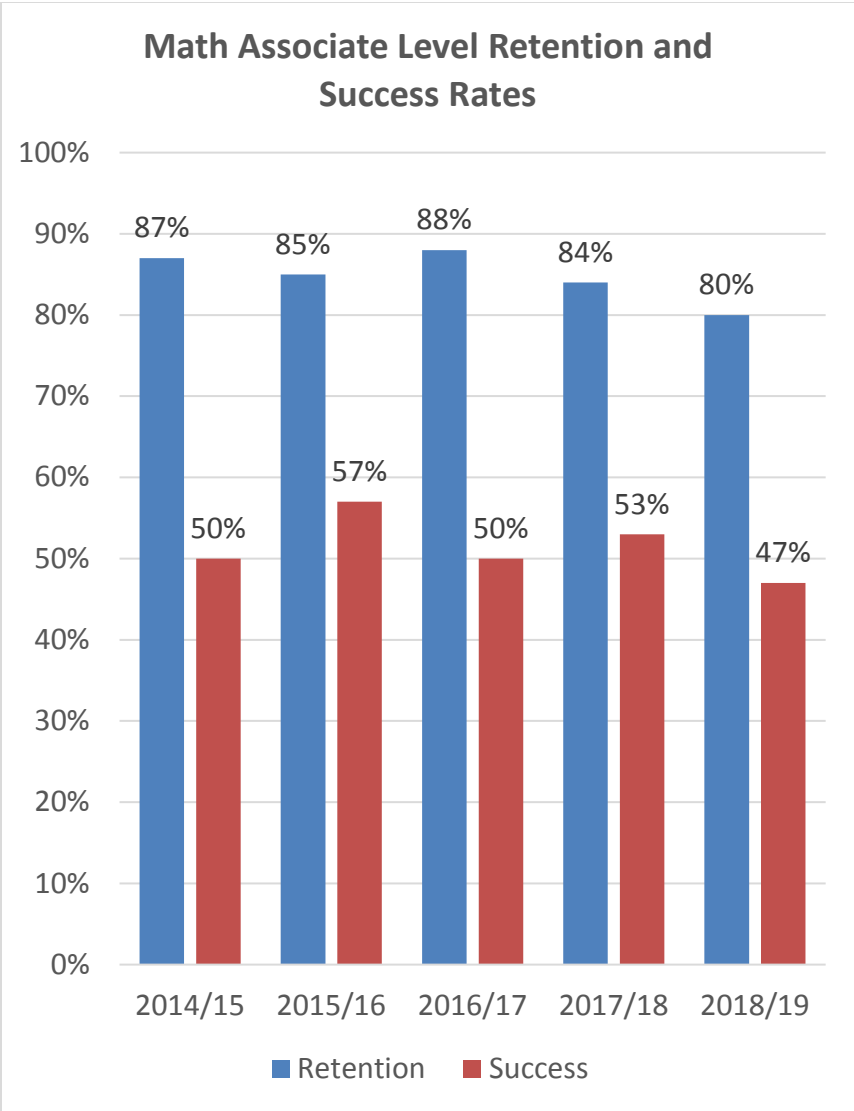
Math Associate Level Retention and Success Rates

Year	Retention	Success
2014/15	87%	50%
2015/16	85%	57%
2016/17	88%	50%
2017/18	84%	53%
2018/19	80%	47%

Math Basic Skills Level Retention and Success Rates

Year	Retention	Success
2014/15	86%	57%
2015/16	90%	61%
2016/17	87%	58%
2017/18	91%	59%
2018/19	90%	55%

Completion of transfer-level Math and English in first year for first-time to college high school graduates

As mentioned in preface, AB705 has been put into law with the intention of increasing completion of transfer-level Math and transfer-level English in the first year. The following table displays the rate of completion of both transfer-level English and transfer-level Math in the first year for first-time to college high school graduates who then attended a SDCCD credit campus.

SDCCD first-time to college high school graduates completed transfer-level English and transfer-level Math within their first year at the lowest rate of the past five years (23%). This is 8% lower than the five-year average of 31%.

Passed Transfer-level English and Transfer-level Math in first year	2014/15		2015/16		2016/17		2017/18		2018/19	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate
Did not pass	1,574	65%	1,891	67%	1,957	68%	1,865	70%	1,926	77%
Passed	854	35%	934	33%	936	32%	800	30%	570	23%
Total	2,428	100%	2,825	100%	2,893	100%	2,665	100%	2,496	100%

Appendices

Table 1	Headcount and participation rates of high school graduates who enroll at an SDCCD credit college within one year of graduation
Table 2	Percentage of concurrent high school seniors who re-enroll the subsequent year as college-only students
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Table 4	Reading Placement
Table 5	Writing Placement
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Table 8.1	Headcount
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Table 9	Units attempted vs. Units earned
Table 10	Term and annual persistence
Table 11	English course retention and success rates of first-time to college graduates in their first term compared to all others
Table 12	Math course retention and success rates of first-time to college graduates in their first term compared to all others
Table 13	Completion of transfer-level Math and English in first year by students who attended high school in the colleges service area

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

		13/14 Grads	14/15 Entrants		14/15 Grads	15/16 Entrants		15/16 Grads	16/17 Entrants		16/17 Grads	17/18 Entrants		17/18 Grads	18/19 Entrants		13/14-17/18 Grads	14/15-18/19 Entrants
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg%
City Feeder	Crawford Ed Complex	232	96	41%	195	73	37%	174	81	47%	208	78	38%	220	66	30%	-5%	-31%	39%
	Garfield	127	46	36%	107	29	27%	138	49	36%	117	31	26%	70	28	40%	-45%	-39%	33%
	Gompers Prep	89	34	38%	97	25	26%	122	34	28%	112	24	21%	139	36	26%	56%	6%	28%
	Health Sciences	135	59	44%	149	46	31%	151	37	25%	160	41	26%	153	29	19%	13%	-51%	29%
	Hoover	344	123	36%	343	163	48%	318	142	45%	360	159	44%	410	129	31%	19%	5%	41%
	King-Chavez Comm High	95	17	18%	139	59	42%	110	31	28%	115	23	20%	120	31	26%	26%	82%	27%
	Lincoln	298	127	43%	285	106	37%	222	85	38%	228	84	37%	268	88	33%	-10%	-31%	38%
	Morse	377	89	24%	340	70	21%	387	98	25%	318	73	23%	339	58	17%	-10%	-35%	22%
	San Diego Ed Complex	393	146	37%	462	156	34%	422	158	37%	410	162	40%	423	164	39%	8%	12%	37%
	San Diego SCPA	144	22	15%	186	43	23%	197	46	23%	145	32	22%	171	31	18%	19%	41%	20%
	City Feeder Total	**2,234**	**759**	**34%**	**2,303**	**770**	**33%**	**2,241**	**761**	**34%**	**2,173**	**707**	**33%**	**2,313**	**660**	**29%**	**4%**	**-13%**	**32%**
Mesa Feeder	Charter School of SD	441	115	26%	464	152	33%	587	158	27%	495	149	30%	246	102	41%	-44%	-11%	31%
	Clairemont	256	121	47%	210	100	48%	221	97	44%	203	92	45%	205	90	44%	-20%	-26%	46%
	High Tech Ed Complex	312	79	25%	329	71	22%	311	59	19%	341	72	21%	325	73	22%	4%	-8%	22%
	Kearny Ed Complex	322	170	53%	309	168	54%	327	191	58%	264	140	53%	323	166	51%	0%	-2%	54%
	La Jolla	338	61	18%	348	82	24%	352	82	23%	371	109	29%	350	78	22%	4%	28%	23%
	Madison	216	90	42%	214	105	49%	242	135	56%	246	130	53%	210	103	49%	-3%	14%	50%
	Mark Twain	152	29	19%	156	20	13%	145	27	19%	186	34	18%	187	46	25%	23%	59%	19%
	Mission Bay	274	81	30%	237	98	41%	208	68	33%	213	78	37%	199	94	47%	-27%	16%	37%
	Patrick Henry	523	63	12%	504	48	10%	523	72	14%	487	81	17%	500	65	13%	-4%	3%	13%
	Point Loma	401	124	31%	426	92	22%	398	97	24%	395	122	31%	410	146	36%	2%	18%	29%
	Preuss School	88	14	16%	103	10	10%	132	29	22%	102	10	10%	94	12	13%	7%	-14%	14%
	Mesa Feeder Total	**3,323**	**947**	**28%**	**3,300**	**946**	**29%**	**3,446**	**1,015**	**29%**	**3,303**	**1,017**	**31%**	**3,049**	**975**	**32%**	**-8%**	**3%**	**30%**
Miramar Feeder	Mira Mesa	609	324	53%	581	274	47%	555	304	55%	514	260	51%	500	242	48%	-18%	-25%	51%
	Scripps Ranch	509	132	26%	517	117	23%	513	156	30%	485	135	28%	505	136	27%	-1%	3%	27%
	Serra	408	137	34%	379	151	40%	372	137	37%	296	110	37%	359	107	30%	-12%	-22%	35%
	University City	409	108	26%	417	131	31%	397	128	32%	345	123	36%	432	151	35%	6%	40%	32%
	Miramar Feeder Total	**1,935**	**701**	**36%**	**1,894**	**673**	**36%**	**1,837**	**725**	**39%**	**1,640**	**628**	**38%**	**1,796**	**636**	**35%**	**-7%**	**-9%**	**37%**
	District Feeder Total	**7,492**	**2,407**	**32%**	**7,497**	**2,389**	**32%**	**7,524**	**2,501**	**33%**	**7,116**	**2,352**	**33%**	**7,158**	**2,271**	**32%**	**-4%**	**-6%**	**32%**

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

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

		13/14 Grads	14/15 Entrants		14/15 Grads	15/16 Entrants		15/16 Grads	16/17 Entrants		16/17 Grads	17/18 Entrants		17/18 Grads	18/19 Entrants		13/14-17/18 Grads	14/15-18/19 Entrants
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change	Avg%
	Bonita Vista	550	26	5%	580	29	5%	597	37	6%	551	20	4%	552	27	5%	0%	4%	5%
	Castle Park	373	49	13%	359	38	11%	342	25	7%	318	22	7%	295	24	8%	-21%	-51%	9%
	Chula Vista	577	94	16%	612	124	20%	644	79	12%	586	74	13%	566	75	13%	-2%	-20%	15%
	Coronado	274	37	14%	288	50	17%	283	51	18%	285	63	22%	288	50	17%	5%	35%	18%
	Del Norte	380	63	17%	435	57	13%	504	85	17%	483	67	14%	484	72	15%	27%	14%	15%
	Eastlake	710	28	4%	721	28	4%	731	45	6%	708	29	4%	788	25	3%	11%	-11%	4%
	Grossmont	428	14	3%	508	30	6%	448	18	4%	464	29	6%	467	25	5%	9%	79%	5%
	Helix	477	25	5%	469	39	8%	467	16	3%	536	18	3%	518	21	4%	9%	-16%	5%
	Hilltop	526	69	13%	502	50	10%	481	47	10%	463	42	9%	441	39	9%	-16%	-43%	10%
	Mar Vista	358	54	15%	341	41	12%	377	53	14%	355	77	22%	362	35	10%	1%	-35%	15%
	Montgomery	347	43	12%	404	43	11%	360	40	11%	366	38	10%	371	37	10%	7%	-14%	11%
	Mt. Carmel	488	136	28%	483	133	28%	475	136	29%	503	120	24%	450	125	28%	-8%	-8%	27%
	Olympian	435	20	5%	416	24	6%	521	25	5%	689	30	4%	668	37	6%	54%	85%	5%
	Otay Ranch	637	36	6%	664	39	6%	656	40	6%	569	28	5%	630	16	3%	-1%	-56%	5%
	Poway	578	103	18%	496	100	20%	492	105	21%	538	111	21%	504	79	16%	-13%	-23%	19%
	Ramona	363	31	9%	362	22	6%	330	30	9%	351	35	10%	321	32	10%	-12%	3%	9%
	Rancho Bernardo	548	103	19%	520	110	21%	535	133	25%	542	114	21%	531	82	15%	-3%	-20%	20%
	San Ysidro	483	86	18%	538	79	15%	500	64	13%	498	61	12%	512	93	18%	6%	8%	15%
	Southwest	382	67	18%	374	96	26%	326	65	20%	381	71	19%	396	66	17%	4%	-1%	20%
	Sweetwater	653	143	22%	628	105	17%	614	99	16%	646	110	17%	645	108	17%	-1%	-24%	18%
	Torrey Pines	591	28	5%	700	43	6%	676	42	6%	692	39	6%	579	33	6%	-2%	18%	6%
	West Hills	389	12	3%	405	24	6%	423	15	4%	429	15	3%	368	21	6%	-5%	75%	4%
	West View	595	106	18%	558	104	19%	554	125	23%	567	128	23%	573	137	24%	-4%	29%	21%
	Non-Feeder Total	**11,142**	**1,373**	**12%**	**11,363**	**1,408**	**12%**	**11,336**	**1,375**	**12%**	**11,520**	**1,341**	**12%**	**11,309**	**1,259**	**11%**	**1%**	**-8%**	**12%**
	Foreign School	---	92	---	---	96	---	---	106	---	---	81	---	---	84	---	---	-9%	---
	Other	---	698	---	---	742	---	---	687	---	---	721	---	---	608	---	---	-13%	---
	Out of State	---	197	---	---	179	---	---	172	---	---	146	---	---	149	---	---	-24%	---
	San Diego County	---	84	---	---	110	---	---	96	---	---	94	---	---	69	---	---	-18%	---
	Total	---	1071	---	---	1127	---	---	1061	---	---	1042	---	---	910	---	---	-15%	---
	Entrants Total	**---**	**4,855**	**---**	**---**	**4,937**	**---**	**---**	**4,947**	**---**	**---**	**4,752**	**---**	**---**	**4,468**	**---**	**---**	**-8%**	**---**

Note: Left margin vertical labels: "Non-Feeder High Schools" (Bonita Vista through West View rows); "Other High Schools" (Foreign School through Total rows).

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

Note 1. Students are unduplicated within each year.

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

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

Note 4. Non feeder schools with an average fewer than 17 SDCCD entrants over the five years), private schools, and schools with no reported/incalidad SDCCD or CDE data are indated as "Other".

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

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

		13/14 Seniors (Concur)	14/15 Re-Enroll	14/15 Re-Enroll	14/15 Seniors (Concur)	15/16 Re-Enroll	15/16 Re-Enroll	15/16 Seniors (Concur)	16/17 Re-Enroll	16/17 Re-Enroll	16/17 Seniors (Concur)	17/18 Re-Enroll	17/18 Re-Enroll	17/18 Seniors (Concur)	18/19 Re-Enroll	18/19 Re-Enroll	Concurrent % Change 13/14-17/18	Re-Enroll % Change 14/15-18/19	14/15-18/19 Re-Enroll Avg %
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	%	%	%
City Feeder	Crawford Ed Complex	0	0	0%	0	0	0%	0	0	0%	11	2	18%	43	9	21%	---	---	---
	Garfield	14	6	43%	7	1	14%	25	14	56%	32	9	28%	35	10	29%	150%	67%	35%
	Health Sciences	21	2	10%	71	20	28%	97	19	20%	9	4	44%	9	0	0%	-57%	-100%	22%
	Hoover	3	2	67%	8	5	63%	27	8	30%	15	5	33%	55	14	25%	1733%	600%	31%
	King-Chavez	1	1	100%	0	0	0%	6	4	67%	1	0	0%	0	0	0%	-100%	-100%	63%
	Lincoln	0	0	0%	22	6	27%	23	8	35%	82	25	30%	76	17	22%	---	---	---
	Morse	45	6	13%	14	1	7%	27	1	4%	60	13	22%	68	4	6%	51%	-33%	12%
	San Diego Ed Complex	17	6	35%	2	1	50%	72	23	32%	35	14	40%	99	29	29%	482%	383%	32%
	San Diego SCPA	0	0	0%	0	0	0%	0	0	0%	1	0	0%	22	1	5%	---	---	---
	City Feeder Total	**101**	**23**	**23%**	**124**	**34**	**27%**	**277**	**77**	**28%**	**246**	**72**	**29%**	**407**	**84**	**21%**	**303%**	**265%**	**25%**
Mesa Feeder	Charter School of SD	0	0	0%	0	0	0%	6	0	0%	7	5	71%	6	1	17%	---	---	---
	Clairemont	31	7	23%	30	5	17%	64	14	22%	85	39	46%	98	50	51%	216%	614%	37%
	High Tech Ed Complex	47	2	4%	13	1	8%	18	1	6%	32	4	13%	83	9	11%	77%	350%	9%
	Kearny Ed Complex	5	2	40%	20	7	35%	33	13	39%	74	33	45%	107	48	45%	2040%	2300%	43%
	La Jolla	82	2	2%	95	6	6%	107	15	14%	196	39	20%	176	23	13%	115%	1050%	13%
	Madison	33	3	9%	29	8	28%	72	16	22%	81	24	30%	79	26	33%	139%	767%	26%
	Mark Twain	25	6	24%	13	1	8%	13	5	38%	2	1	50%	2	1	50%	-92%	-83%	25%
	Mission Bay	1	0	0%	0	0	0%	1	1	100%	1	0	0%	6	3	50%	500%	---	44%
	Mt. Everest	0	0	0%	0	0	0%	0	0	0%	0	0	0%	1	0	0%	---	---	---
	Patrick Henry	39	3	8%	44	0	0%	49	3	6%	36	5	14%	151	20	13%	287%	567%	10%
	Point Loma	148	25	17%	146	6	4%	116	13	11%	160	26	16%	209	33	16%	41%	32%	13%
	San Diego MET	24	3	13%	9	4	44%	11	2	18%	19	2	11%	12	3	25%	-50%	0%	19%
	Mesa Feeder Total	**435**	**53**	**12%**	**399**	**38**	**10%**	**490**	**83**	**17%**	**693**	**178**	**26%**	**930**	**217**	**23%**	**114%**	**309%**	**19%**
Miramar	Mira Mesa	1	0	0%	1	0	0%	57	20	35%	99	43	43%	145	55	38%	14400%	---	39%
	Scripps Ranch	109	10	9%	132	8	6%	157	17	11%	241	39	16%	319	61	19%	193%	510%	14%
	Serra	21	5	24%	22	7	32%	45	20	44%	92	28	30%	164	44	27%	681%	780%	30%
	University City	89	6	7%	62	6	10%	70	14	20%	154	51	33%	273	85	31%	207%	1317%	25%
	Miramar Feeder Total	**220**	**21**	**10%**	**217**	**21**	**10%**	**329**	**71**	**22%**	**586**	**161**	**27%**	**901**	**245**	**27%**	**310%**	**1067%**	**23%**
	District Feeder Total	756	97	13%	740	93	13%	1,096	231	21%	1,525	411	27%	2,238	546	24%	196%	463%	22%
	Non-Feeder Total	39	11	28%	58	17	29%	137	29	21%	135	37	27%	281	39	14%	621%	255%	20%
	Other/Unreported	0	0	0%	7	3	43%	11	6	55%	12	4	33%	33	16	48%	---	---	---
	Grand Total	**795**	**108**	**14%**	**805**	**113**	**14%**	**1,244**	**266**	**21%**	**1,672**	**452**	**27%**	**2,552**	**601**	**24%**	**221%**	**456%**	**22%**

Source: SDCCD Information System

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

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

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

Note 4. Students are high school seniors and are currently enrolled at an SDCCD college.

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

GPA Range	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr Avg./Total	5-Yr % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	120%
1.6-1.9	1%	1%	1%	1%	1%	1%	-24%
2.0-2.5	21%	22%	20%	20%	18%	20%	-30%
2.6-3.0	36%	34%	34%	33%	32%	34%	-27%
3.1-3.5	29%	29%	30%	30%	30%	29%	-14%
Over 3.5	13%	13%	15%	16%	18%	15%	15%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**-18%**
Reported GPA	**4,720**	**4,909**	**4,631**	**4,335**	**3,864**	**22,459**	**-18%**
Total of All Students	**5,295**	**5,455**	**5,211**	**4,848**	**4,291**	**25,100**	**-19%**

Source: SDCCD Information System
Note 1. High school GPA is self-reported on students' college applications. On average, across five years, 11% of students did not report their GPA.
Note 2. In cases where there are few students, the percentage distribution may be 0%; however, a percentage is still calculated.
Note 3. Students who enrolled within four years of high school completion are first-time to college high school graduates.

Table 4. Reading Placement

Testing	Reading	2016/17		2017/18		2018/19		Total N	Avg. %	% Change
		N	%	N	%	N	%			
Test/No-Test	**Total Tested**	**4,748**	**80%**	**3,802**	**70%**	**2,306**	**48%**	**10,856**	**67%**	**-51%**
	Not Tested	1,154	20%	1,663	30%	2,496	52%	5,313	33%	116%
	Total Students	5,902	100%	5,465	100%	4,802	100%	16,169	100%	-19%
Distribution of Students who Took a Test	Transfer/Associate Level	2,939	62%	2,134	56%	1,316	57%	6,389	59%	-55%
	Basic Skills	1,397	29%	1,290	34%	740	32%	3,427	32%	-47%
	Need English Advising	336	7%	289	8%	192	8%	817	8%	-43%
	Take ELAC (ESOL/ESL) Test	76	2%	89	2%	58	3%	223	2%	-24%
	Total Tested	**4,748**	**100%**	**3,802**	**100%**	**2,306**	**100%**	**10,856**	**100%**	**-51%**

Table 5. Writing Placement

Testing	Writing	2016/17		2017/18		2018/19		Total N	Avg. %	% Change
		N	%	N	%	N	%			
Test/No-Test	**Total Tested**	**4,751**	**80%**	**3,802**	**70%**	**2,306**	**48%**	**10,859**	**67%**	**-51%**
	Not Tested	1,151	20%	1,663	30%	2,496	52%	5,310	33%	117%
	Total Students	5,902	100%	5,465	100%	4,802	100%	16,169	100%	-19%
Distribution of Students who Took a Test	Transfer/Associate Level	1,762	37%	1,251	33%	735	32%	3,748	35%	-58%
	Basic Skills	2,577	54%	2,173	57%	1,321	57%	6,071	56%	-49%
	Need English Advising	336	7%	289	8%	192	8%	817	8%	-43%
	Take ELAC (ESOL/ESL) Test	76	2%	89	2%	58	3%	223	2%	-24%
	Total Tested	**4,751**	**100%**	**3,802**	**100%**	**2,306**	**100%**	**10,859**	**100%**	**-51%**

Table 6. ELAC (ESOL/ESL) Placement

Testing	ELAC (ESOL/ESL)	2016/17		2017/18		2018/19		Total N	Avg. %	% Change
		N	%	N	%	N	%			
Test/No-Test	**Total Tested**	**182**	**3%**	**161**	**3%**	**110**	**2%**	453	3%	-40%
	Not Tested	5,720	97%	5,304	97%	4,692	98%	15,716	97%	-18%
	Total Students	5,902	100%	5,465	100%	4,802	100%	16,169	100%	-19%
Distribution of Students who Took a Test	Level 40	21	12%	15	9%	6	5%	42	9%	-71%
	Level 30	25	14%	19	12%	15	14%	59	13%	-40%
	Level 20	18	10%	15	9%	15	14%	48	11%	-17%
	Level 19	118	65%	112	70%	74	67%	304	67%	-37%
	Total Tested	182	100%	161	100%	110	100%	453	100%	-40%

Table 7. Math Placement

Testing	Math	2016/17		2017/18		2018/19		Total N	Avg. %	% Change
		N	%	N	%	N	%			
Test/No-Test	**Total Tested**	**4,766**	**81%**	**3,815**	**70%**	**2,349**	**49%**	10,930	68%	-51%
	Not Tested	1,136	19%	1,650	30%	2,453	51%	5,239	32%	116%
	Total Students	5,902	100%	5,465	100%	4,802	100%	16,169	100%	-19%
Distribution of Students who Took a Test	Transfer-level	1,574	33%	1,097	29%	632	27%	3,303	30%	-60%
	Associate Level	620	13%	472	12%	248	11%	1,340	12%	-60%
	Basic Skills	2,572	54%	2,246	59%	1,469	63%	6,287	58%	-43%
	Total Tested	**4,766**	**100%**	**3,815**	**100%**	**2,349**	**100%**	10,930	100%	-51%

Table 8.1. Headcount

Headcount	2014/15	2015/16	2016/17	2017/18	2018/19	Total	5-Yr % Change
Total Student Headcount	5,200	5,339	5,180	4,811	4,251	24,781	-18%

Table 8.2. Gender

Gender	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr. Avg.	5-Yr % Change
Female	48%	49%	47%	48%	48%	48%	-18%
Male	52%	51%	53%	52%	52%	52%	-18%

Table 8.3. Ethnicity

Ethnicity	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr. Avg.	5-Yr % Change
African American	7%	7%	6%	7%	7%	7%	-21%
American Indian	0%	0%	0%	0%	0%	0%	-31%
Asian/Pacific Islander	9%	9%	9%	8%	9%	9%	-17%
Filipino	5%	4%	5%	5%	4%	5%	-31%
Latinx	49%	49%	48%	49%	50%	49%	-16%
White	22%	23%	23%	24%	22%	23%	-19%
Other	6%	7%	6%	6%	6%	6%	-14%
Unreported	1%	1%	1%	1%	1%	1%	-42%

Table 8.4. First Generation

First Generation	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr. Avg.	5-Yr % Change
First Generation	31%	30%	29%	30%	30%	30%	-22%
Not First Generation	69%	70%	71%	70%	70%	70%	-17%

Table 8.5. Educational Goal

Educational Goal	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr. Avg.	5-Yr % Change
4 Yr. College Student	9%	10%	9%	9%	8%	9%	-27%
AA/AS w/out Transfer	6%	6%	5%	5%	6%	5%	-25%
BA/BS after Completing AA/AS	48%	48%	50%	52%	50%	49%	-15%
BA/BS w/out Completing AA/AS	8%	9%	8%	8%	8%	8%	-20%
Basic Skills Improvement	1%	0%	0%	0%	1%	1%	-34%
Certificate/License Maintenance	1%	1%	1%	2%	2%	2%	6%
Current Job/Career Advancement	1%	1%	0%	0%	1%	1%	-17%
Educational Development	1%	0%	1%	1%	1%	1%	-20%
HS Diploma/GED Certificate	0%	1%	1%	1%	0%	1%	-26%
New Career Preparation	8%	7%	8%	7%	8%	8%	-17%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	50%
Voc. Cert/Degree w/out Transfer	1%	1%	1%	1%	2%	1%	48%
Undecided	16%	15%	15%	14%	14%	15%	-27%

Table 8.6 DSPS

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

Table 9. Units attempted vs. units earned

Academic Year	Units Attempted	Units Earned					
		0 Units	0.1 - 2.9	3.0 - 5.9	6.0 - 8.9	9.0 - 11.9	12.0 +
2014/15	0.1 - 2.9 Units	18%	82%				
	3.0 - 5.9 Units	32%	3%	65%			
	6.0 - 8.9 Units	24%	2%	20%	53%		
	9.0 - 11.9 Units	15%	1%	12%	23%	49%	
	12.0 + Units	7%	1%	7%	12%	17%	56%
2015/16	0.1 - 2.9 Units	15%	85%				
	3.0 - 5.9 Units	27%	1%	72%			
	6.0 - 8.9 Units	22%	2%	20%	56%		
	9.0 - 11.9 Units	14%	0%	16%	21%	49%	
	12.0 + Units	8%	1%	6%	10%	18%	57%
2016/17	0.1 - 2.9 Units	17%	83%				
	3.0 - 5.9 Units	33%	2%	66%			
	6.0 - 8.9 Units	22%	3%	20%	55%		
	9.0 - 11.9 Units	18%	2%	13%	21%	47%	
	12.0 + Units	7%	1%	7%	10%	18%	58%
2017/18	0.1 - 2.9 Units	9%	91%				
	3.0 - 5.9 Units	28%	2%	70%			
	6.0 - 8.9 Units	21%	3%	19%	58%		
	9.0 - 11.9 Units	18%	1%	15%	18%	48%	
	12.0 + Units	7%	1%	8%	9%	14%	61%
2018/19	0.1 - 2.9 Units	10%	90%				
	3.0 - 5.9 Units	32%	1%	66%			
	6.0 - 8.9 Units	23%	2%	21%	54%		
	9.0 - 11.9 Units	20%	2%	14%	20%	45%	
	12.0 + Units	7%	1%	8%	11%	16%	57%
Five-Year Average		---	86%	68%	55%	48%	58%
% Change 2014/15 to 2018/19		---	-9%	-16%	-29%	-48%	-4%

(Note: leftmost column header reads "Units Attempted" vertically.)

Table 10. Term and annual persistence

Start Year	Fall Cohorts Count	Term Persistence Count	Term Persistence %	Annual Persistence Count	Annual Persistence %
2013	3,618	2,944	81%	2,336	65%
2014	3,632	2,999	83%	2,370	65%
2015	3,826	3,168	83%	2,522	66%
2016	3,765	3,078	82%	2,478	66%
2017	3,408	2,748	81%	2,192	64%
Total/5-Year Avg.	**18,249**	**14,937**	**82%**	**11,898**	**65%**

Table 11. English course success rates in first term for First-time to college high school graduates compared to all others

			Enrollments	Retention	Retention	Success	Success
			Count	Count	Rate	Counts	Rate
First-time students who enrolled in English in their first term	Basic Skills	2014/15	1,473	1,355	92%	1,090	74%
		2015/16	1,831	1,676	92%	1,358	74%
		2016/17	1,721	1,568	91%	1,253	73%
		2017/18	1,391	1,298	93%	1,027	74%
		2018/19	1,081	984	91%	755	70%
		Total	**7,497**	**6,881**	**92%**	**5,483**	**73%**
	Transfer-level	2014/15	505	457	90%	370	73%
		2015/16	758	702	93%	573	76%
		2016/17	1,088	973	89%	810	74%
		2017/18	1,235	1,119	91%	897	73%
		2018/19	1,450	1,305	90%	1,070	74%
		Total	**5,036**	**4,556**	**90%**	**3,720**	**74%**
	Total		**12,533**	**11,437**	**91%**	**9,203**	**73%**

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			Enrollments	Retention	Retention	Success	Success
			Count	Count	Rate	Counts	Rate
All Other students	Basic Skills	2014/15	942	840	89%	666	71%
		2015/16	1,233	1,058	86%	807	65%
		2016/17	989	816	83%	630	64%
		2017/18	745	616	83%	461	62%
		2018/19	534	442	83%	300	56%
		Total	**4,443**	**3,772**	**85%**	**2,864**	**64%**
	Transfer-level	2014/15	738	667	90%	547	74%
		2015/16	2,154	1,919	89%	1,584	74%
		2016/17	2,991	2,624	88%	2,137	71%
		2017/18	3,247	2,820	87%	2,291	71%
		2018/19	3,046	2,644	87%	2,126	70%
		Total	**12,176**	**10,674**	**88%**	**8,685**	**71%**
	Total		**16,619**	**14,446**	**87%**	**11,549**	**69%**

Source: SDCCD Information System
Note 1. Tutoring and cancelled classes are excluded. Only students enrolled as of official census are counted in the enrollments.
Note 2. First-time students who enrolled within four years of high school completion are first-time to college high school graduates.
*Note 3. **'All other students'** encompasses all students who were not first-time to college high school graduates.*

Table 12. Math Course success rates in first term for First-time to college high school graduates compared to all others

			Enrollments	Retention	Retention	Success	Success
			Count	Count	Rate	Counts	Rate
First-time students who enrolled in Math in their first term	Associate	2014/15	347	301	87%	174	50%
		2015/16	403	344	85%	229	57%
		2016/17	377	331	88%	188	50%
		2017/18	370	311	84%	196	53%
		2018/19	535	428	80%	253	47%
		Total	**2,032**	**1,715**	**84%**	**1,040**	**51%**
	Basic Skills	2014/15	1,089	939	86%	621	57%
		2015/16	1,196	1,075	90%	728	61%
		2016/17	1,101	960	87%	636	58%
		2017/18	1,019	924	91%	599	59%
		2018/19	740	668	90%	409	55%
		Total	**5,145**	**4,566**	**89%**	**2,993**	**58%**
	Transfer-level	2014/15	621	534	86%	385	62%
		2015/16	711	624	88%	468	66%
		2016/17	738	644	87%	484	66%
		2017/18	759	673	89%	499	66%
		2018/19	822	717	87%	507	62%
		Total	**3,651**	**3,192**	**87%**	**2,343**	**64%**
	Total		**10,828**	**9,473**	**87%**	**6,376**	**59%**

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			Enrollments	Retention	Retention	Success	Success
			Count	Count	Rate	Counts	Rate
All others	Associate	2014/15	312	253	81%	166	53%
		2015/16	733	617	84%	381	52%
		2016/17	928	753	81%	430	46%
		2017/18	1,036	853	82%	537	52%
		2018/19	897	731	81%	422	47%
		Total	**3,906**	**3,207**	**82%**	**1,936**	**50%**
	Basic Skills	2014/15	520	432	83%	277	53%
		2015/16	992	818	82%	469	47%
		2016/17	1,068	882	83%	484	45%
		2017/18	1,142	933	82%	500	44%
		2018/19	859	723	84%	377	44%
		Total	**4,581**	**3,788**	**83%**	**2,107**	**46%**
	Transfer-level	2014/15	486	408	84%	305	63%
		2015/16	1,538	1,291	84%	945	61%
		2016/17	2,452	2,092	85%	1,538	63%
		2017/18	2,913	2,462	85%	1,802	62%
		2018/19	3,201	2,691	84%	1,922	60%
		Total	**10,590**	**8,944**	**84%**	**6,512**	**61%**
	Total		**19,077**	**15,939**	**84%**	**10,555**	**55%**

Source: SDCCD Information System
Note 1. Tutoring and cancelled classes are excluded. Only students enrolled as of official census are counted in the enrollments.
Note 2. First-time students who enrolled within four years of high school completion are first-time to college high school graduates.
Note 3. **'All other students'** encompasses all students who were not first-time to college high school graduates.

Table 13. Completion of transfer-level Math and English in first year for first-time to college high school graduates

Passed Transfer-level English and Transfer-level Math in first year	2014/15		2015/16		2016/17		2017/18		2018/19	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate
Did not pass	1,574	65%	1,891	67%	1,957	68%	1,865	70%	1,926	77%
Passed	854	35%	934	33%	936	32%	800	30%	570	23%
Total	**2,428**	**100%**	**2,825**	**100%**	**2,893**	**100%**	**2,665**	**100%**	**2,496**	**100%**