



**Mesa College**

**High School to College Pipeline**

**Summary Report**  
**2014/15 - 2018/19**

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SDCCD Office of Institutional Research and Planning  
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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, 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.
2. **Headcount:** The individual count of students, or unduplicated headcount. Drops, never attends, and cancelled classes are excluded.
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 to take 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 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.

**Figure 1** in the Appendix illustrates the placement sequence for English and Math.

## Overall Highlight of the Findings

### Participation Rates

- ✓ In 2018/19, 20% of the 2017/18 SDCCD high school feeder graduates and 4% of the 2017/18 non-SDCCD high school feeder graduates entered Mesa College in the year following high school completion. These are in line with the five-year averages of 19% and 5%, respectively.
- ✓ Concurrent high school seniors, who were both enrolled at Mesa college and attended a District feeder high school in 2017/18, continued their SDCCD enrollment at Mesa College the following year as college-only students at a rate of 20%, higher than the five-year average of 16% for all first-time to SDCCD high school graduates. Students have been re-enrolling at Mesa over the past two years at nearly double the rate they were prior to 2017/18.
- ✓ 2018/19 Mesa College top 5 feeders of first-time to college high school graduates by student count:

High School Name	Student Count
Kearney Ed Complex	154
University City	128
Point Loma	125
Madison	88
Clairemont	77

- ✓ Over half of Mesa College first-time to college high school graduates in 2018/19 attended an SDCCD feeder high school (57%).

### Incoming Placement Rates

- ✓ 10%, or approximately 200, of the 2018/19 Mesa College first-time to college high school graduates completed an assessment test in Reading, Writing, and Math. This is down from 83% in 2016/17 and 58% in 2017/18 and is due to the implementation of Multiple Measures Assessments.
- ✓ Over half (56%) of the 2018/19 Mesa College 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, 35% placed at the *basic skills level*, which is slightly higher than the three-year average of 32%.
- ✓ In 2018/19, 31% of the Mesa College 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 34%) and 60% placed at the *basic skills level* (higher than the three-year average of 57%).

- ✓ 37% percent of the 2018/19 Mesa College 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 46%) and 62% placed at the *basic skills level* (higher than the three-year average of 54%).

### Access/Profiles

- ✓ Demographics of 2018/19 Mesa College first-time to college high school graduates as compared to the five-year average:
  - 51% Male (51%, five-year average)
  - 48% Latinx and 25% White (45% and 26%, five-year averages, respectively)
  - 28% first generation (27%, 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.
  - 50% of students in 2018/19 reported a GPA over 3.0 as compared to a 46% average over the past five years, while 49% of students reported an incoming high school GPA of between 2.0 and 3.0 as compared to the 53% for the five-year average.

### Outcomes

- ✓ 51% of Mesa College 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, lower than the five-year Mesa College average of 56%.
- ✓ 74% of Fall 2017 Mesa College first-time to college high school graduates persisted to the next spring and 58% persisted to fall of the next academic year (term persistence was 2% lower than the five-year average of 76%, while annual persistence was equal to the average).
- ✓ In 2018-19, Mesa College first-time to college high the school graduates completed English and Math courses in their first year at higher rates than the comparison group of all other students enrolled in those courses.
  - 84% of Mesa College first-time to college high school graduates **completed** their *transfer-level* Math courses, compared to 83% of the comparison group. In *basic skills* Math courses, these students **completed** at an 86%% rate, compared to 83% for the comparison group.
  - 87% of Mesa College first-time to college high school graduates **completed** their *transfer-level* English courses, compared to 86% for the comparison group. In *basic skills* English courses, first-time to college high school graduates **completed** at a 90% rate, compared to 76% for the comparison group.



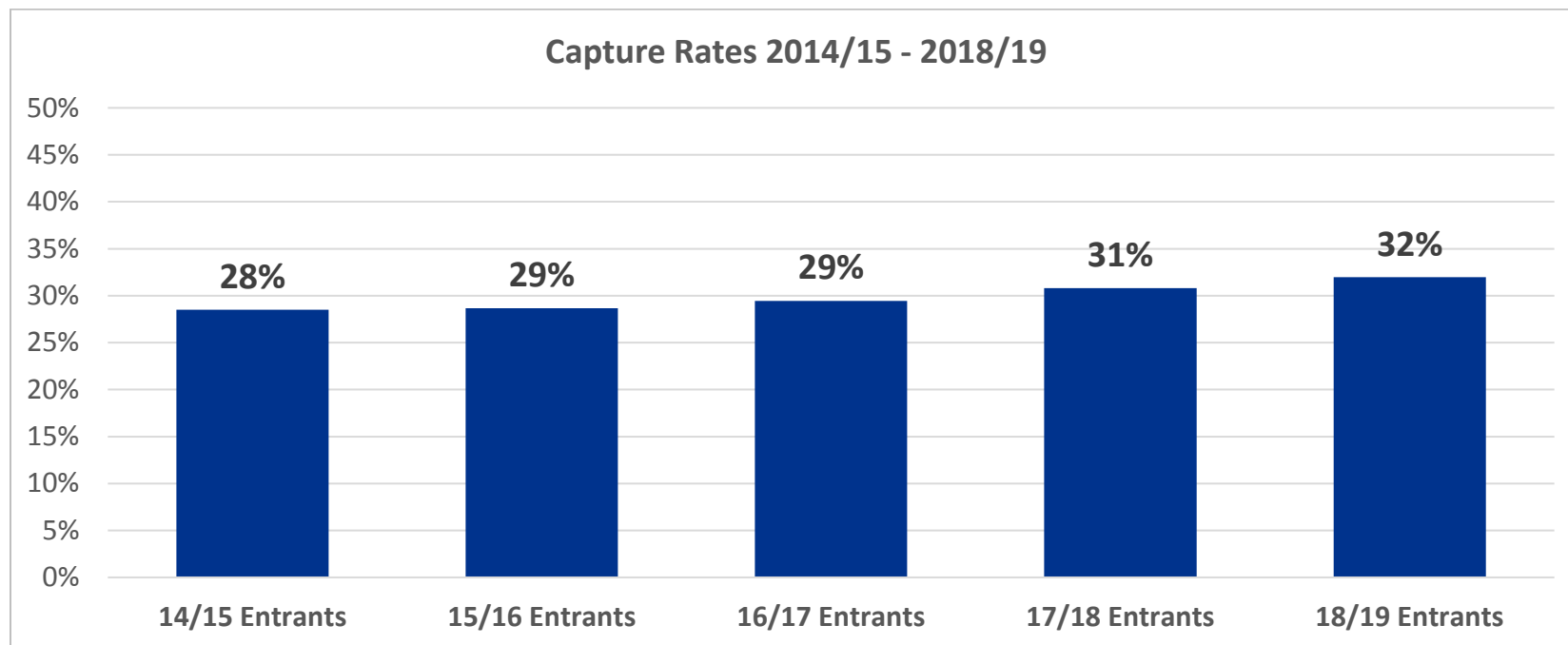
- ✓ In 2018-19, Mesa College first-time to college high school graduates **succeeded** in their English courses and *basic skills* Math courses in their first year at higher rates than the comparison group of all other students enrolled in those courses. The reverse was true for *transfer-level* Math success.
  - 58% of Mesa College first-time to college high school graduates **succeeded** in their *transfer-level* Math courses, compared to 62% for the comparison group. In *basic skills* Math courses, first-time to college high school graduates **succeeded** at a 60% rate, compared to 50% for the comparison group.
  - 69% of Mesa College first-time to college high school graduates **succeeded** in their *transfer-level* English courses, compared to 67% for the comparison group. In *basic skills* English courses, first-time to college high school graduates **succeeded** at a 68% rate, compared to 52% for the comparison group.
- ✓ In 2018/19, 15% of first-time to college high school graduates from Mesa College feeder high schools passed both *transfer-level* Math and *transfer-level* English in their first year, lower than the five-year average of 25% from Mesa College feeder high schools. *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.*
- ✓ 41% of first-time college high school graduates from Mesa College feeder high schools who attempted both *transfer-level* Math and English in their first year **succeeded** at both.

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

### Mesa College Participation Rates of High School Graduates

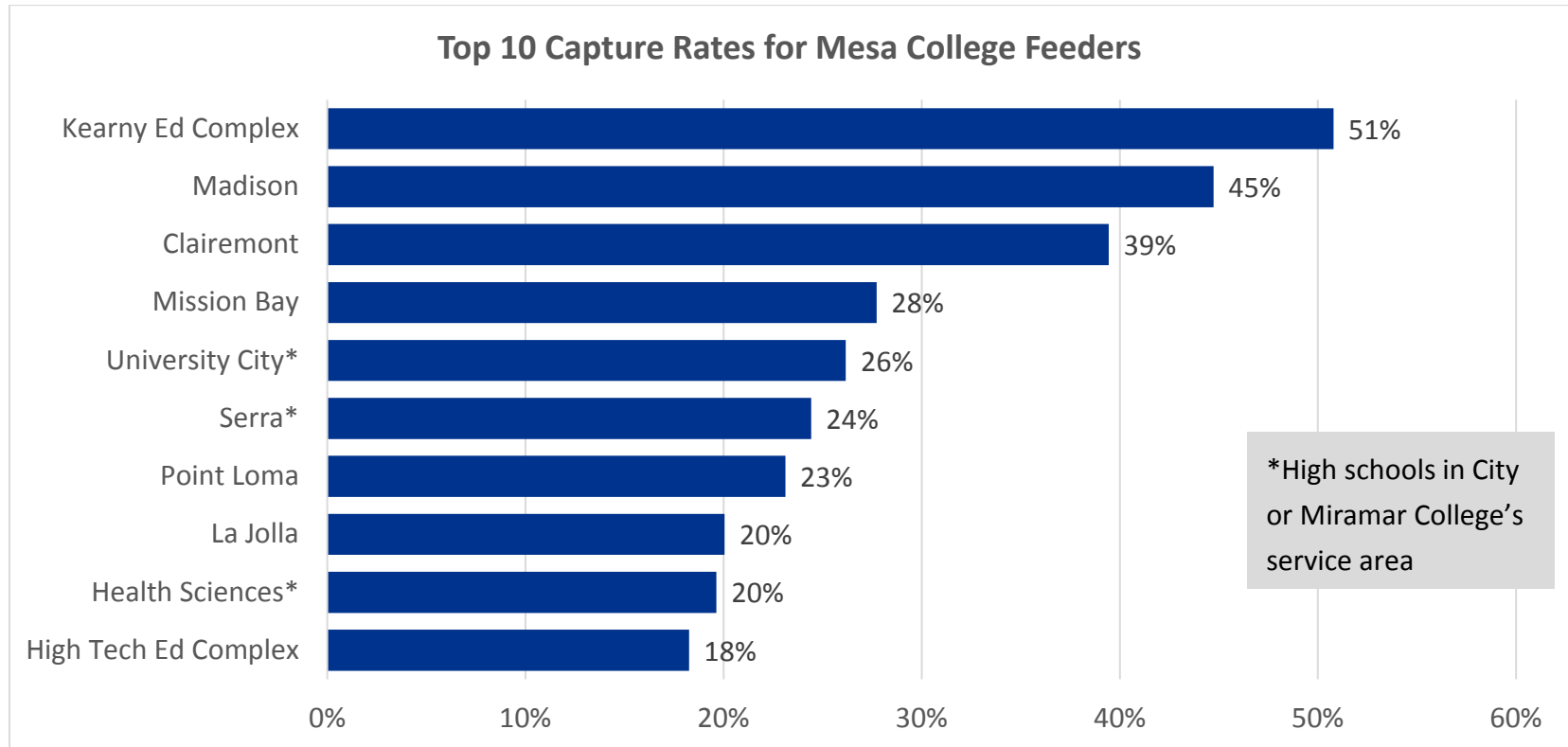
The capture rate from Mesa College feeder schools has increased 4% over the last five years.

**Table 1** in the Appendix displays high school-to-college participation rates among first-time to college high school graduates who enrolled at Mesa College in the year following high school completion. When possible, high school-to-college participation rates are disaggregated by feeder and non-feeder high schools. College feeders are based on a combination of the zip codes within each college’s service area, as well as other college-specific outreach designations.



14/15-18/19 Top 10 Capture Rates for Mesa College Feeders

The top five high school feeders by capture rate for Mesa College are Kearny Ed Complex (51%), Madison (45%), Clairemont (39%), Mission Bay (28%), and University City (26%). As mentioned in the highlights, the top five feeders by student count are Kearney Ed Complex (154), University City (128), Point Loma (125), Madison (88), and Clairemont (77).

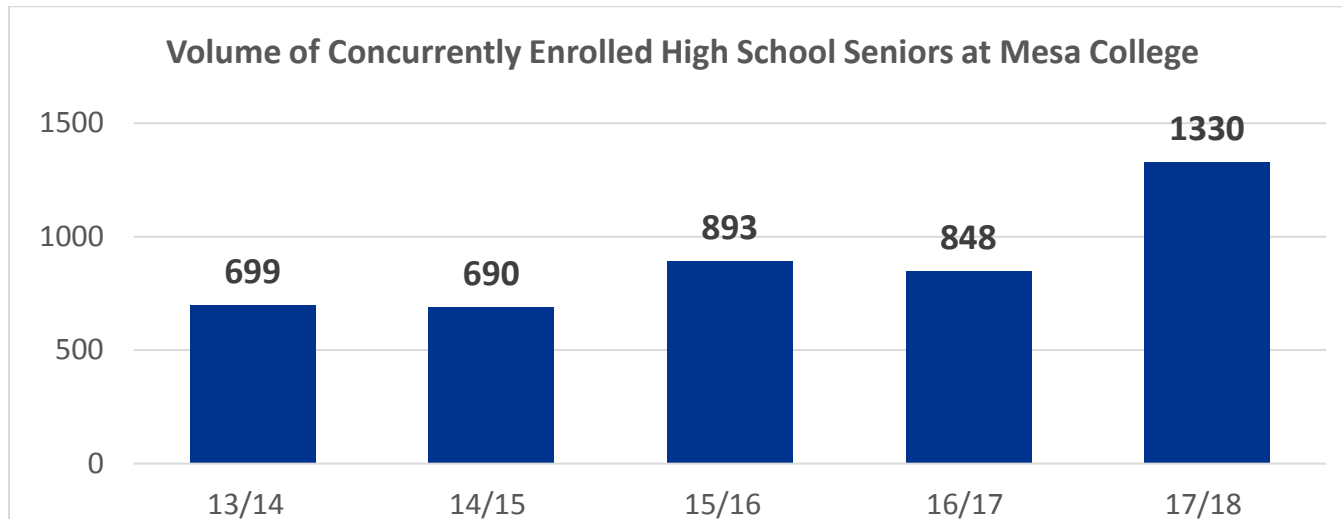


**Participation Rates of Concurrent Students**

Concurrent high school seniors, who were both enrolled at Mesa College and attended a District feeder high school in 2017/18, continued their SDCCD enrollment in 2018/19 at a 20% participation rate (“18/19 Re-Enroll %” in the table below). This is 4% lower than the re-enroll rate for the previous year, but higher than the five-year average of 16%.

	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 %
District Feeder Total	8%	9%	13%	24%	20%	16%
Non-Feeder Total	67%	38%	9%	37%	4%	11%
Other/Unreported	0%	33%	57%	13%	56%	---
<b>Grand Total</b>	<b>9%</b>	<b>10%</b>	<b>13%</b>	<b>25%</b>	<b>19%</b>	<b>16%</b>

Re-enroll rates have increased over the last five years, as the number of high school seniors concurrently enrolled at Mesa College has grown from 699 in 2013/14 to 1,330 in 2017/18, a 90% increase.



*Note. The totals in the graph above are the denominators for the “Grand Total” percentages in the table above. For example, the 9% re-enroll rate in 2014/15 represents 61 of the 699 seniors concurrently enrolled in 2013/14.*

**Table 2** in the Appendix displays the percentage of Mesa College concurrently enrolled high school seniors who enrolled at an SDCCD college in the year following graduation from high school. Results are disaggregated by feeder high schools and provide aggregate totals/averages for non-feeder high school students as a point of comparison.

## Focus of Analysis II: College Preparedness and Placement

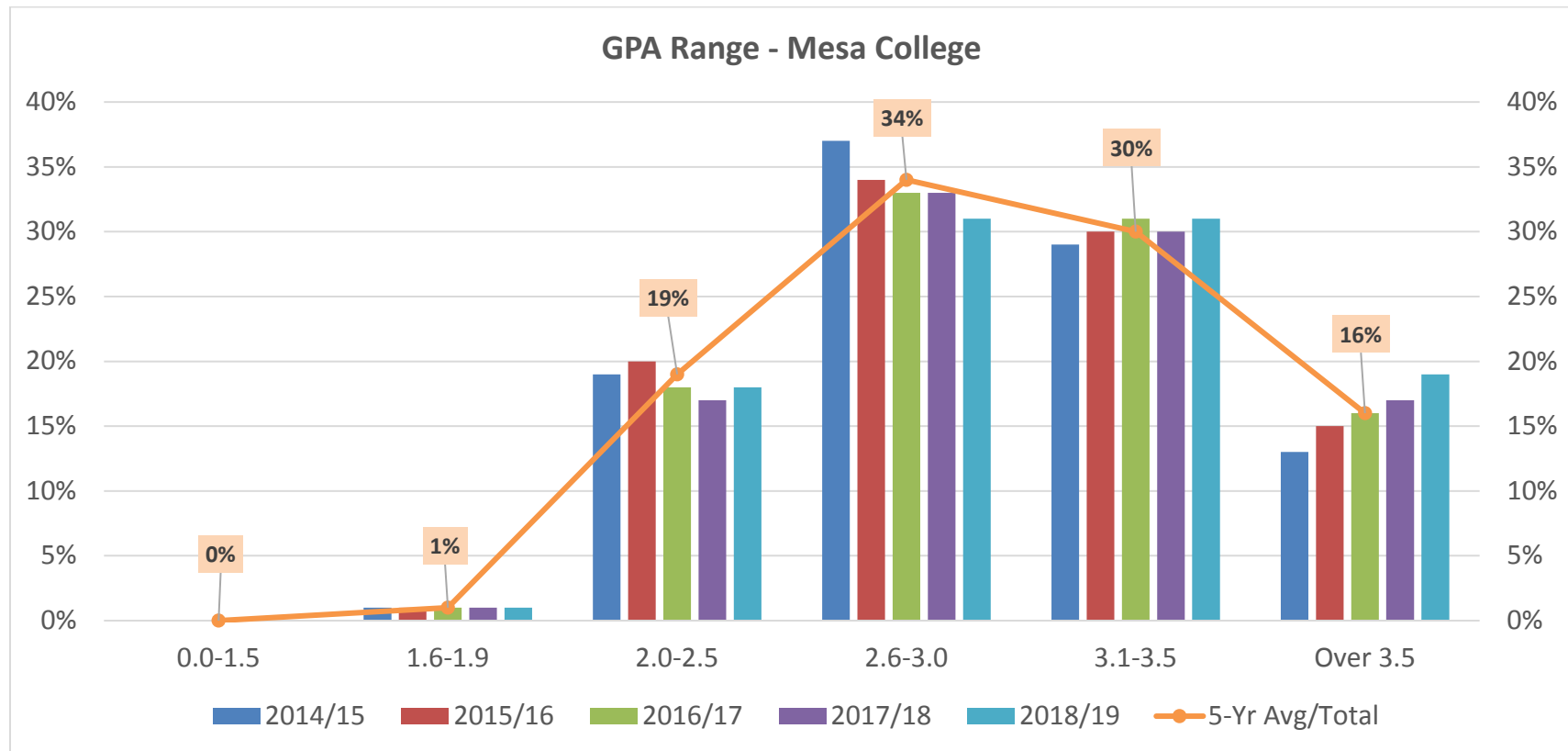
This section of the report looks at high school GPA and the placement levels of first-time to college high school graduates who applied to an SDCCD college within four years of high school completion. It is possible that a student can apply and take the placement test, but not register for classes. The 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 categories (see **Figure 1** 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 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

Among first-time to college high students who enrolled at Mesa College within four years of high school graduation, there has been a decrease in the percent of students reporting GPAs in the 2.0-3.0 ranges over the last five years (56% in 2014/15 to 49% in 2018/19) and an increase in the percent of students reporting GPAs over 3.0 (from 42% in 2014/15 to 50% in 2018/19).

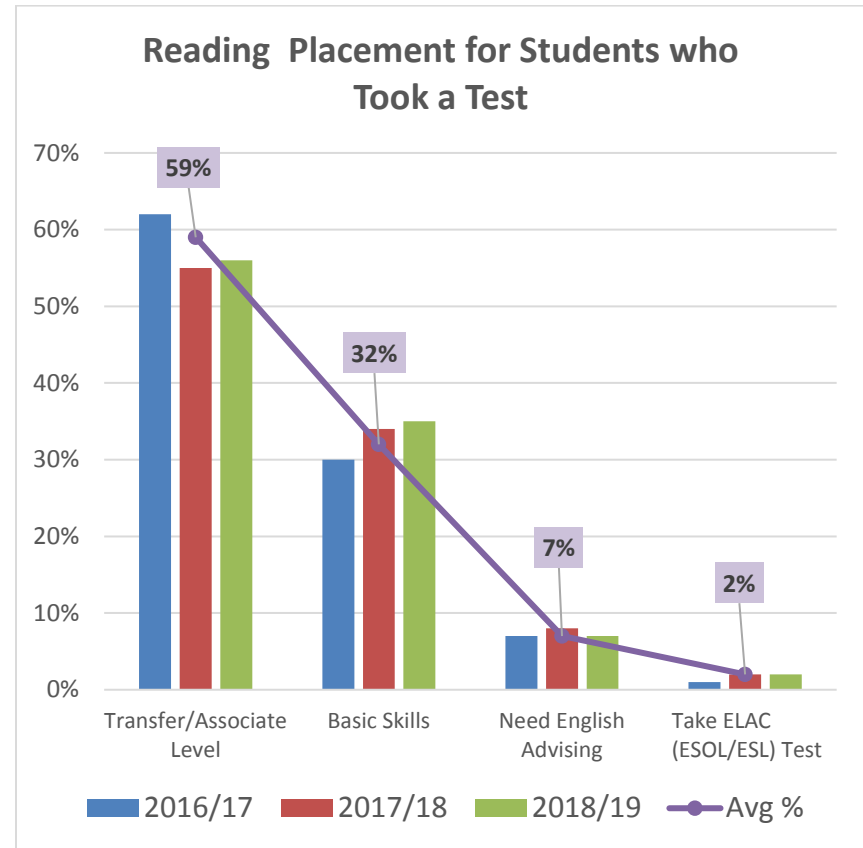
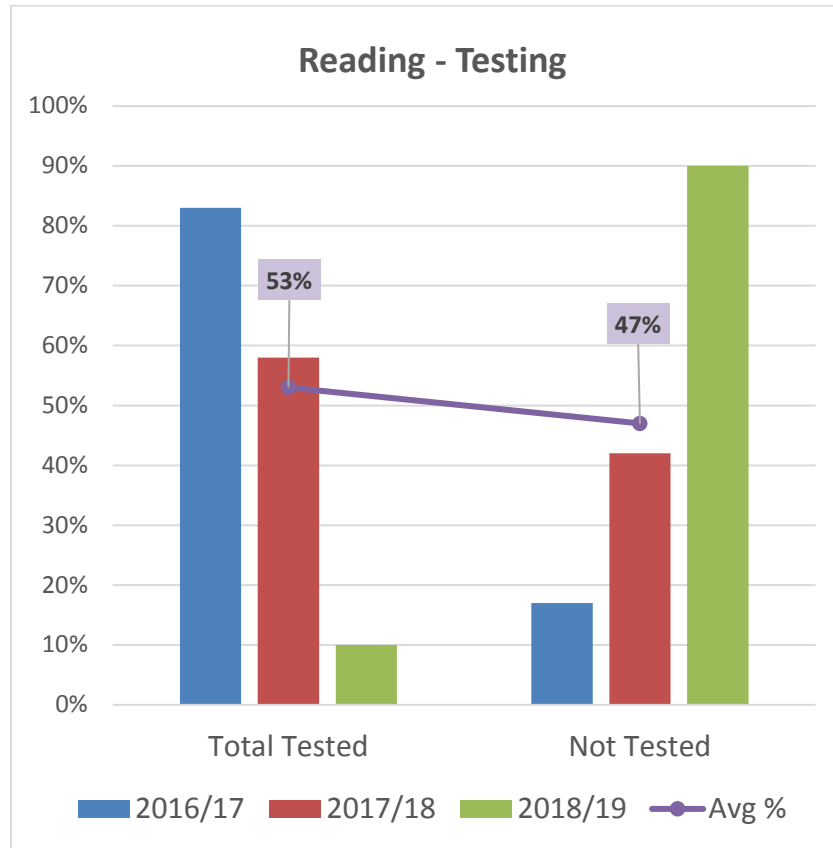
See **Table 3** in the Appendix for further detail.



**Reading Placement**

The percent of first-time to college high school graduates who entered Mesa College within four years of high school graduation and took a Reading placement test decreased from 83% in 2016/17 to 10% in 2018/19.

Of the students who took Reading placement tests, 56% percent were placed in transfer/associate level Reading classes in 2018/19. See **Table 4** in the Appendix for further detail.

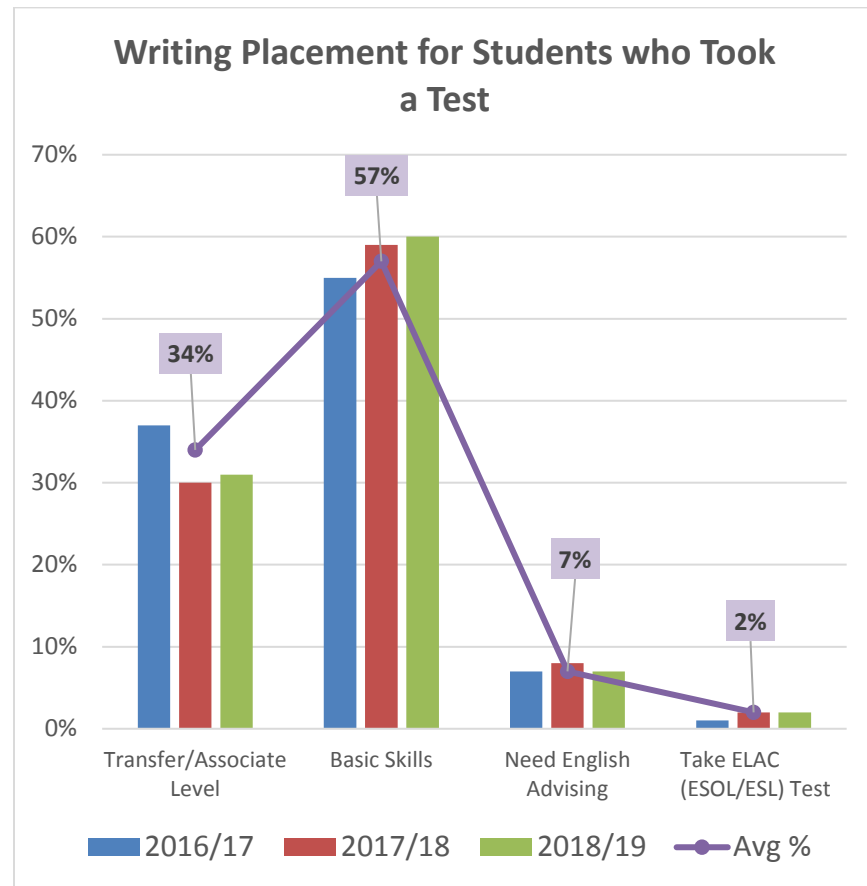
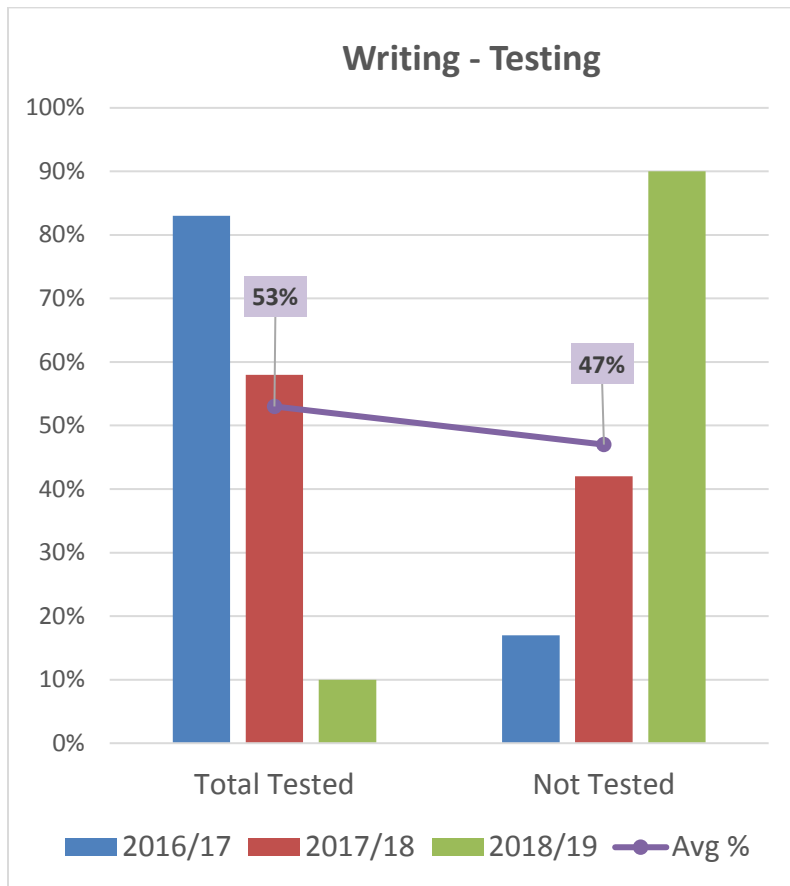




Writing Placement

The percent of first-time to college high school graduates who entered Mesa College within four years of high school graduation and took a Writing placement test decreased from 83% in 2016/17 to 10% in 2018/19.

Of the students who took Writing placement tests, 31% percent were placed in transfer/associate level Writing classes in 2018/19. See **Table 5** in the Appendix for further detail.

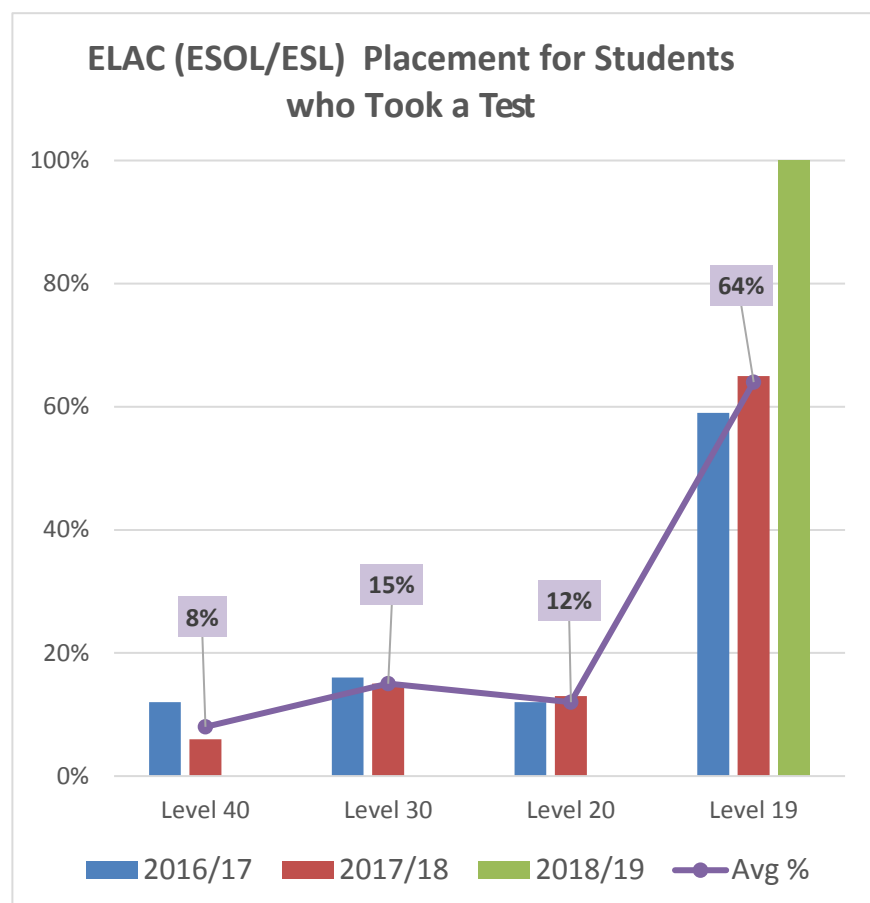
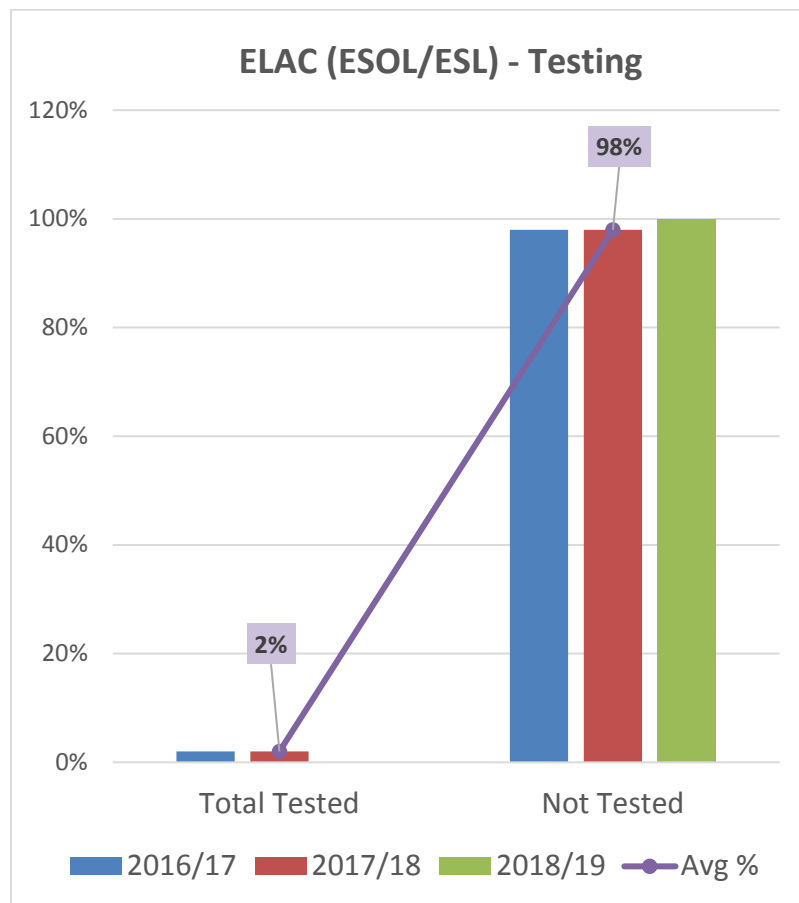


**ELAC (ESOL/ESL) Placement**

The percent of first-time to college high school graduates who entered Mesa College within four years of high school graduation and took an ELAC (ESOL/ESL) placement test was 2% in 2016/17 and 2017/18. Five students took an ELAC (ESOL/ESL) placement test in 2018/19.

Of the 2% of students who took ELAC (ESOL/ESL) placement tests, over half (60%) were placed in Level 19 ELAC (ESOL/ESL) classes over the last three years. All five students who took an ELAC (ESOL/ESL) placement test in 2018/19 were placed in Level 19.

See **Table 7** in the Appendix for further detail.

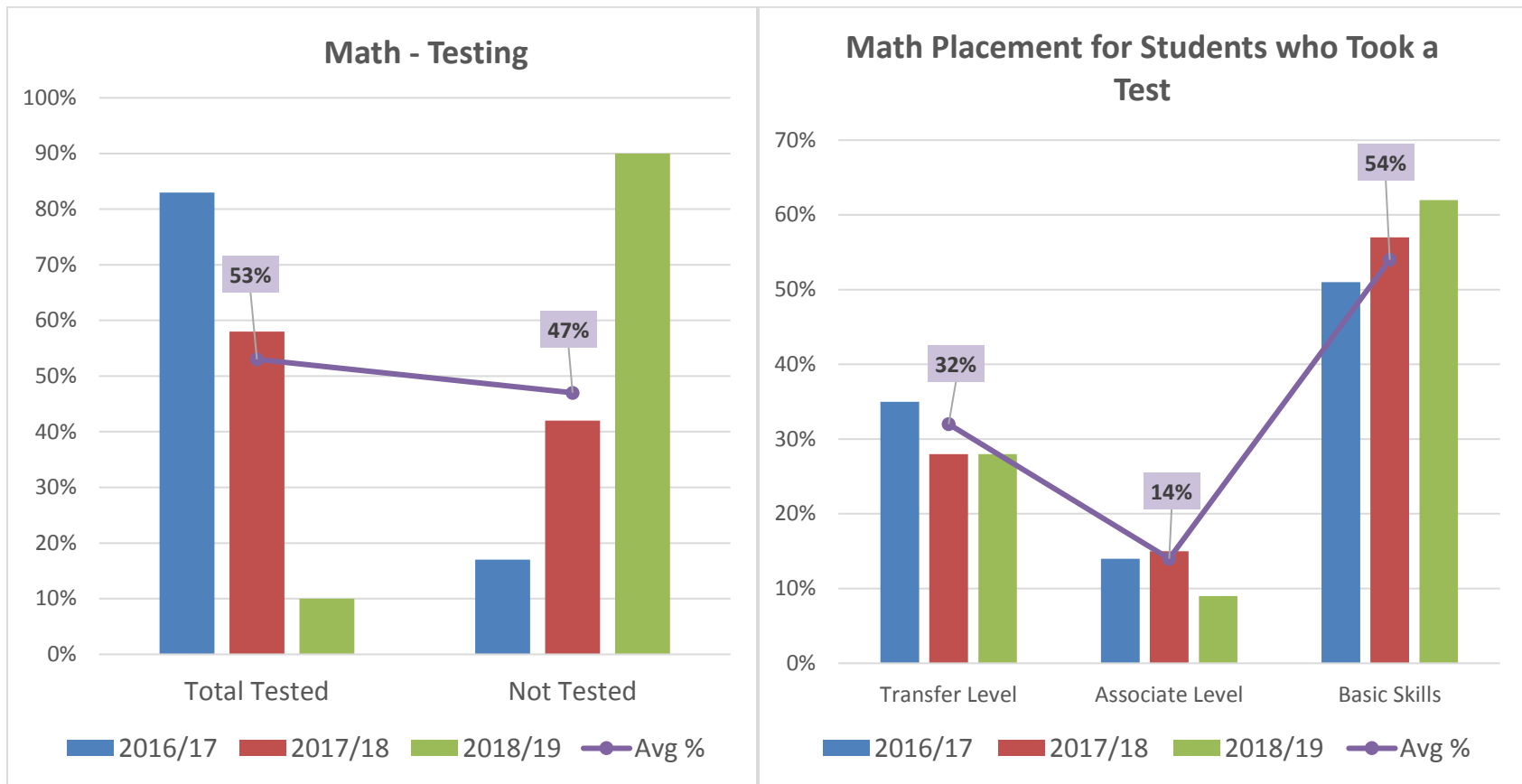


**Math Placement**

The percent of first-time to college high school graduates who entered Mesa College within four years of high school graduation and took a Math placement test decreased from 83% in 2016/17 to 10% in 2018/19.

Of the students who took a Math placement test over the last three years, 32% placed into transfer-level coursework (course numbers 104 and above), 14% placed into associate level coursework (Math 92 and 96), and 54% placed into basic skills level coursework (course numbers 15A to 46).

See **Table 7** in the Appendix for further detail.



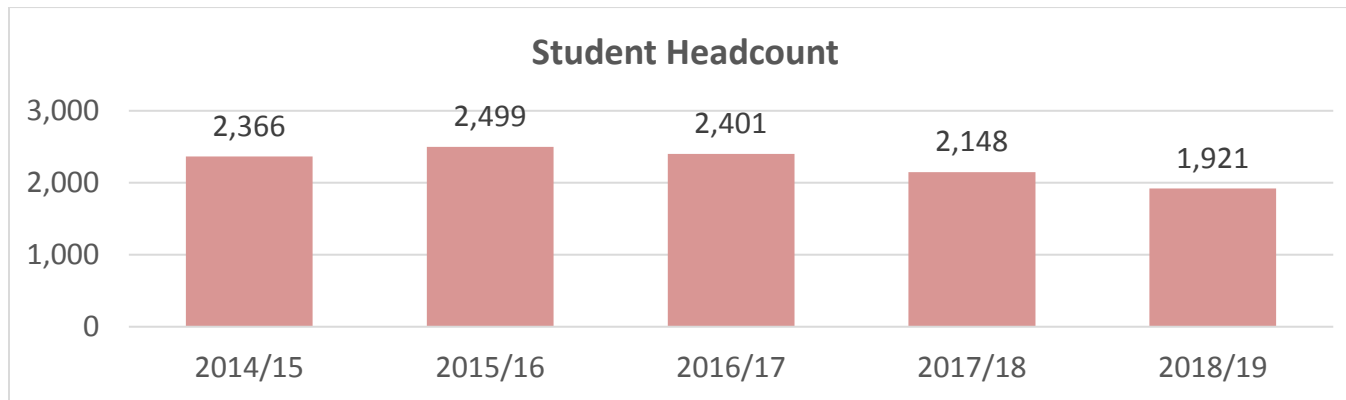
### Focus of Analysis III: Student Characteristics and Enrollments Patterns

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, and student educational goals of the first-time to college high school graduates are measured between 2014/15 and 2018/19 (see **Table 8**). Note that the count of students is an unduplicated headcount. The number of units attempted (in rows) by the number of units earned (in columns) across the same five years are displayed among first-time to college high school graduates in **Table 9**. The longitudinal term and annual persistence of the Fall 2013 to Fall 2017 cohorts of first-time to college high school graduates are displayed in **Table 10** of the Appendix.

### Student Characteristics

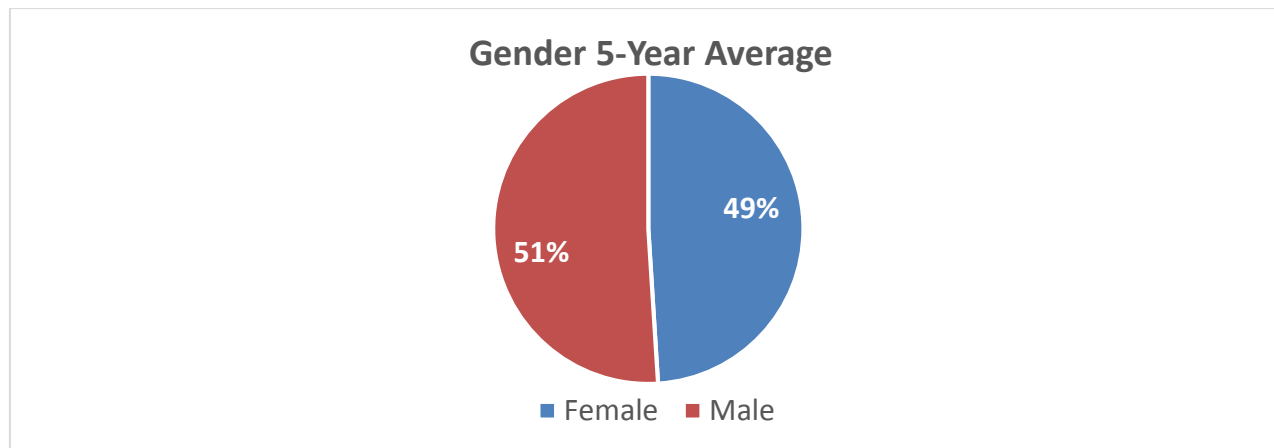
#### Headcount

The number of first-time to college students enrolled at Mesa College within four years of high school graduation decreased 19% over the last five years, from 2,366 students in 2014/15 to 1,921 students in 2018/19. See **Table 8.1** in the Appendix for more detail.

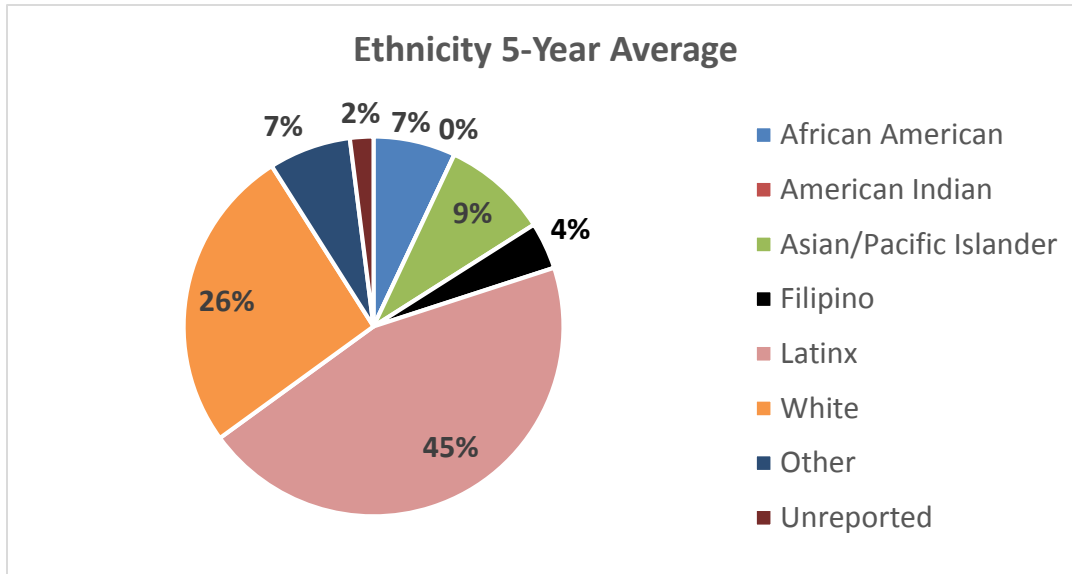


#### Gender

The proportion of male and female students remained generally stable over the last five years. See **Table 8.2** in the Appendix for year-by-year detail.



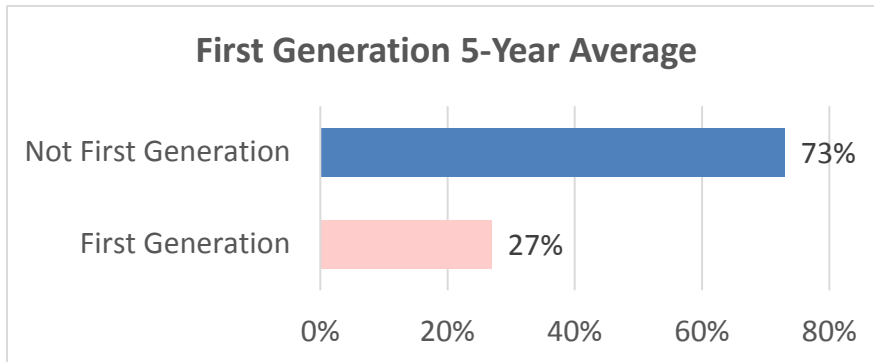
**Ethnicity**



Latinx students made up 45% of first-time to college students who enrolled at Mesa College within four years of high school graduation. This is higher than the overall Mesa College population, both over the last five<sup>1</sup> fall terms (35%) and in Fall 2017 (37%).

See **Table 8.3** in the Appendix for year-by-year detail.

**First Generation**



27% of first-time to college students who enrolled at Mesa College within four years of high school graduation identified as first-generation.

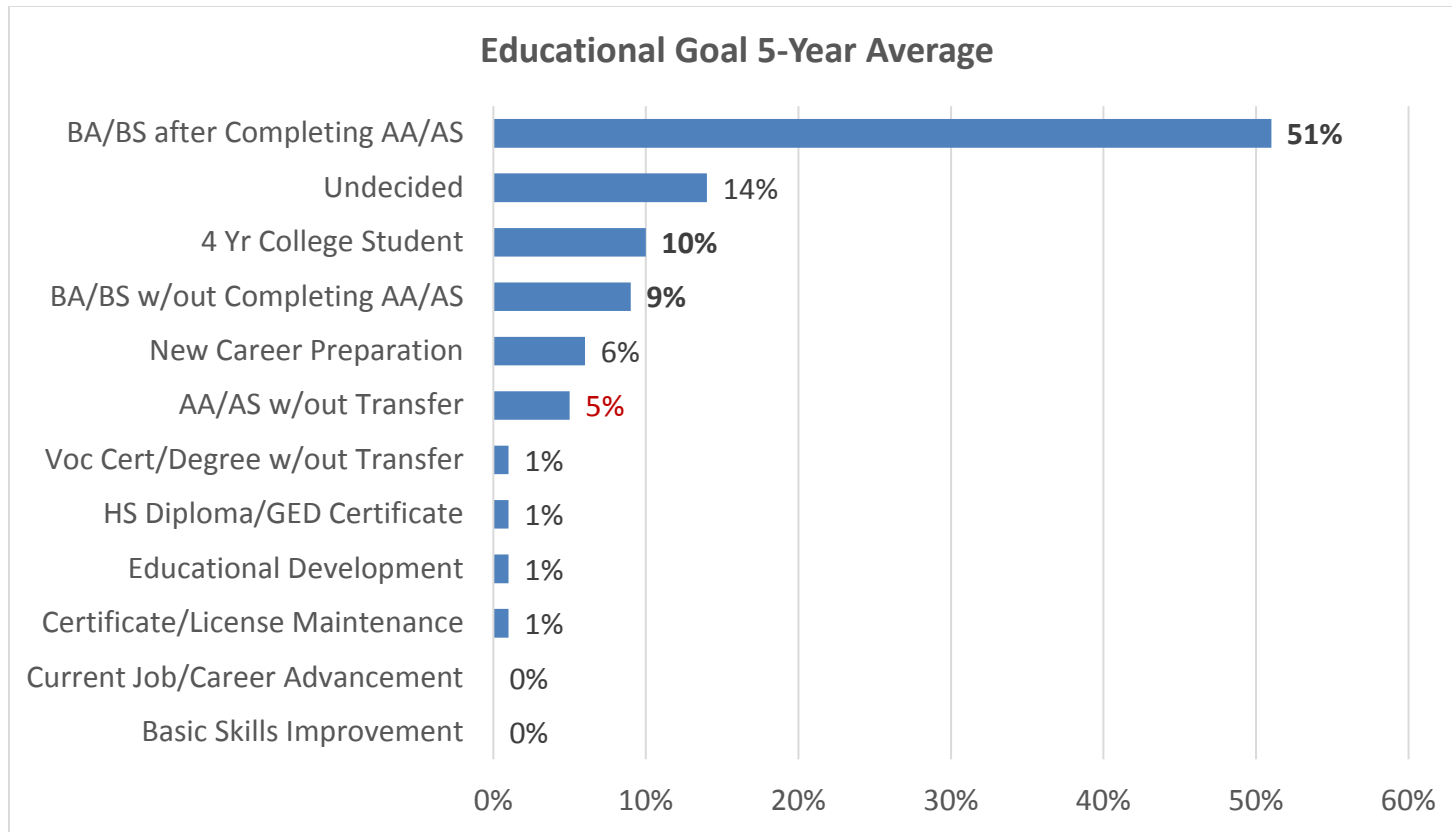
See **Table 8.4** in the Appendix for year-by-year detail.

<sup>1</sup> Data from Fall 2012 to Fall 2017 was the most recent available comparison data as of the production of this report (from Factbook 2018).

**Educational Goal**

Among first-time to college students who enrolled at Mesa College within four years of high school graduation, 70% percent of students indicated their educational goal was to complete a Bachelor’s degree (bold labels in the graph). Another 5% indicated their goal was an Associate degree without transfer (red label in the graph).

See **Table 8.5** in the Appendix for more detail.



**DSPS**

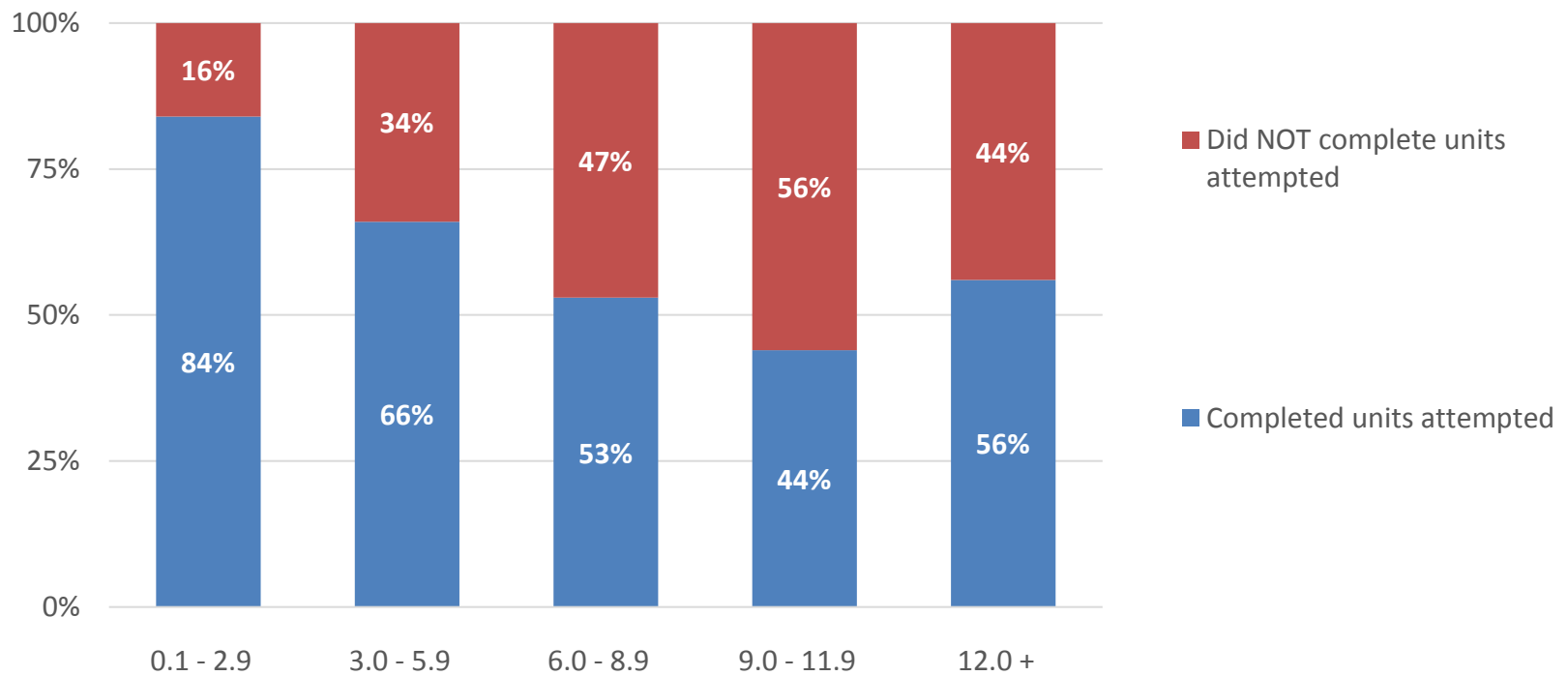
In 2018/19, 6% of first-time to college high school graduates at Mesa College received DSPS services, as compared to the 5% five-year average. See **Table 8.6** in Appendix for more detail.

**Units Attempted/Earned**

Over the last five years, among first-time students to college who enrolled at Mesa College within four years of completing high school, students who attempted more units completed units at lower rates, except for students who attempted a full-time load. Among students who attempted between 0.1 and 2.9 units, 84% completed between 0.1 and 2.9 units. That proportion decreased to 44% for students who attempted between 9.0 and 11.9 units. However, 56% of students who attempted 12 or more units completed 12 or more units.

See **Table 9** in the Appendix for more detail.

**Completion of units attempted - 5-year Average**

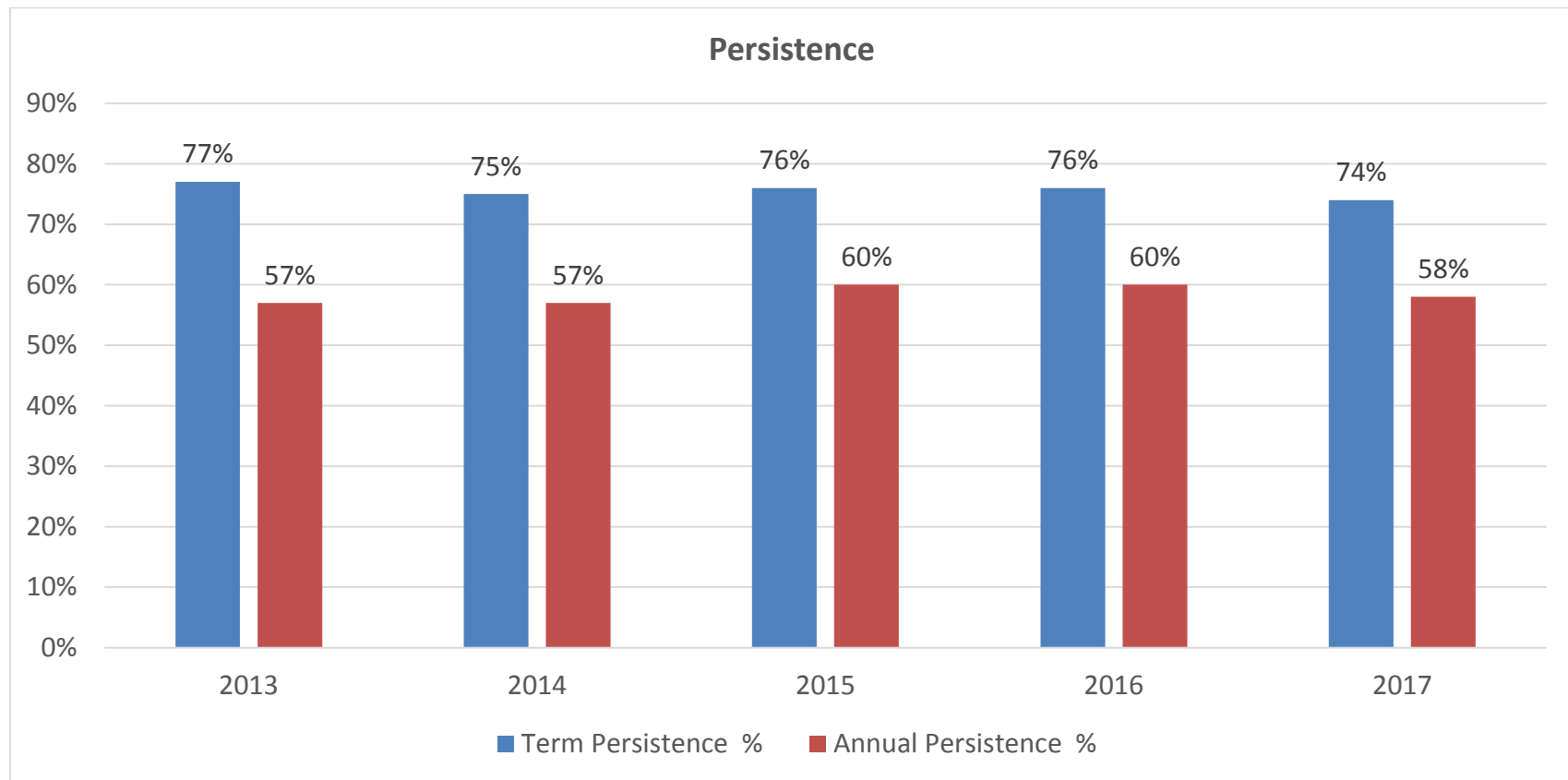




Persistence

Over the last five years, term persistence has been 10% to 20% higher than annual persistence for first-time to college students who enrolled at Mesa College within four years of completing high school.

See **Table 10** for more detail, including the numbers of students included in each cohort.



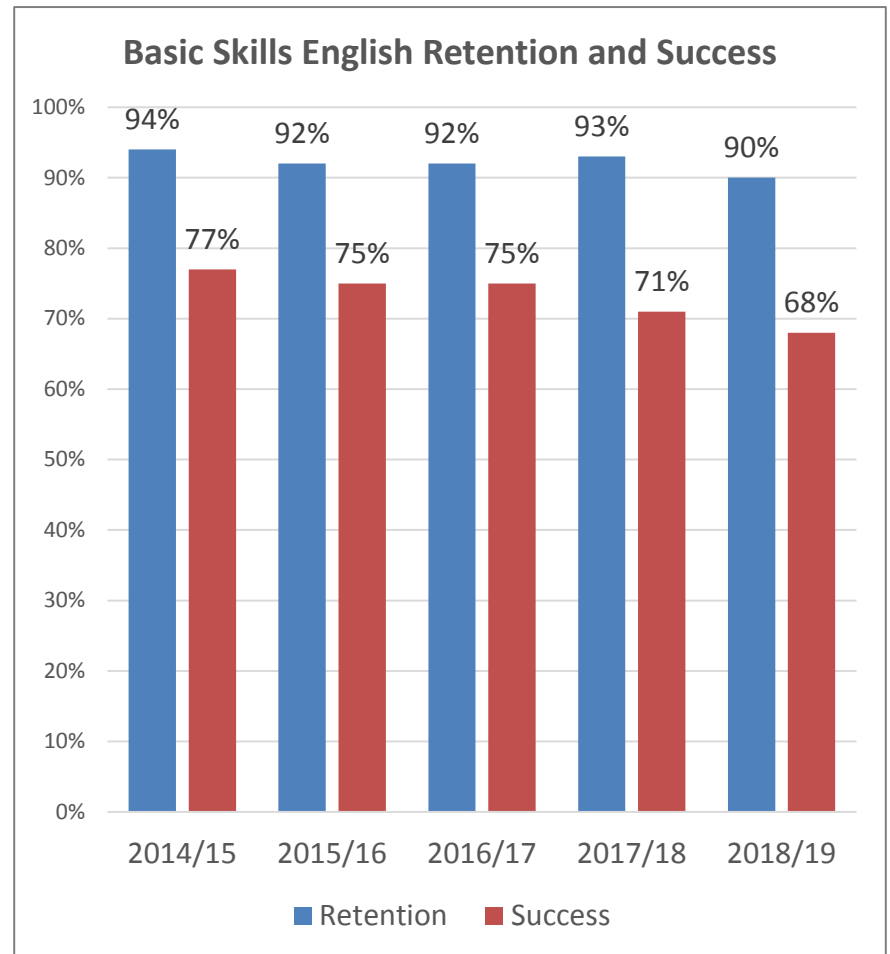
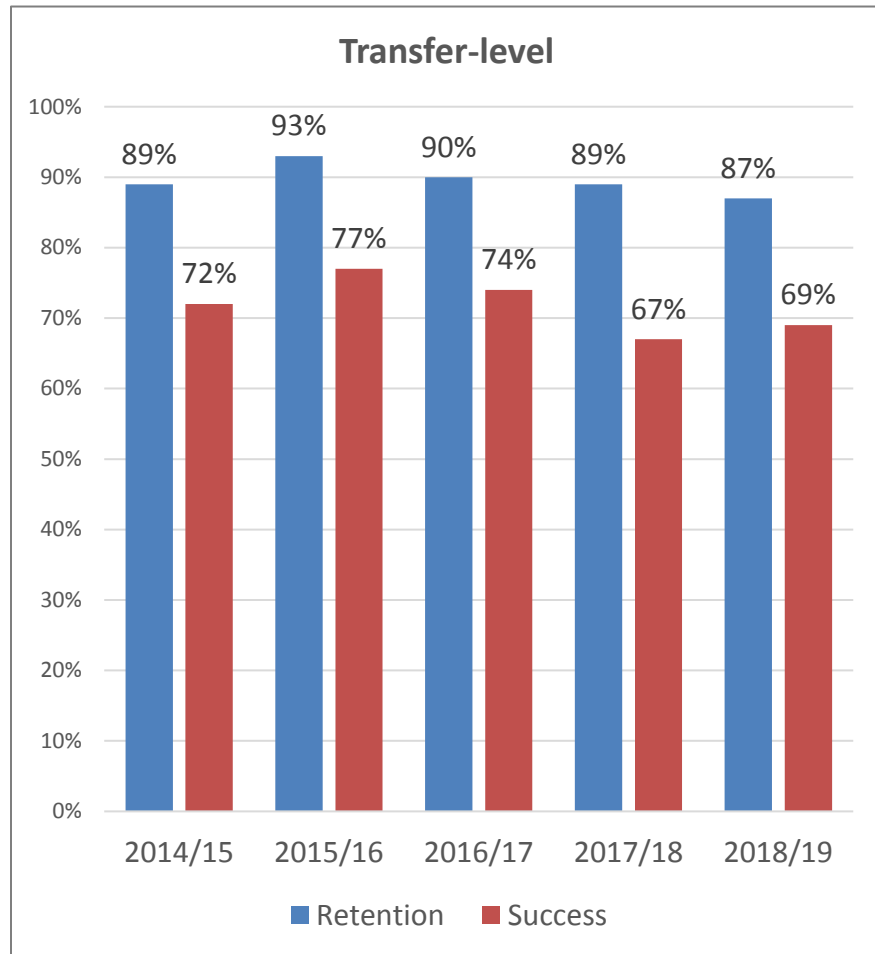
### Focus of Analysis IV: Student Outcomes

This section examines English and Math course 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 official census between 2014/15 and 2018/19 are reported. Data are represented by basic skills, associate, and transfer-level courses (see **Figure 1** in the Placement Sequences section for specific courses in each level).

**English Retention and Success Rates**

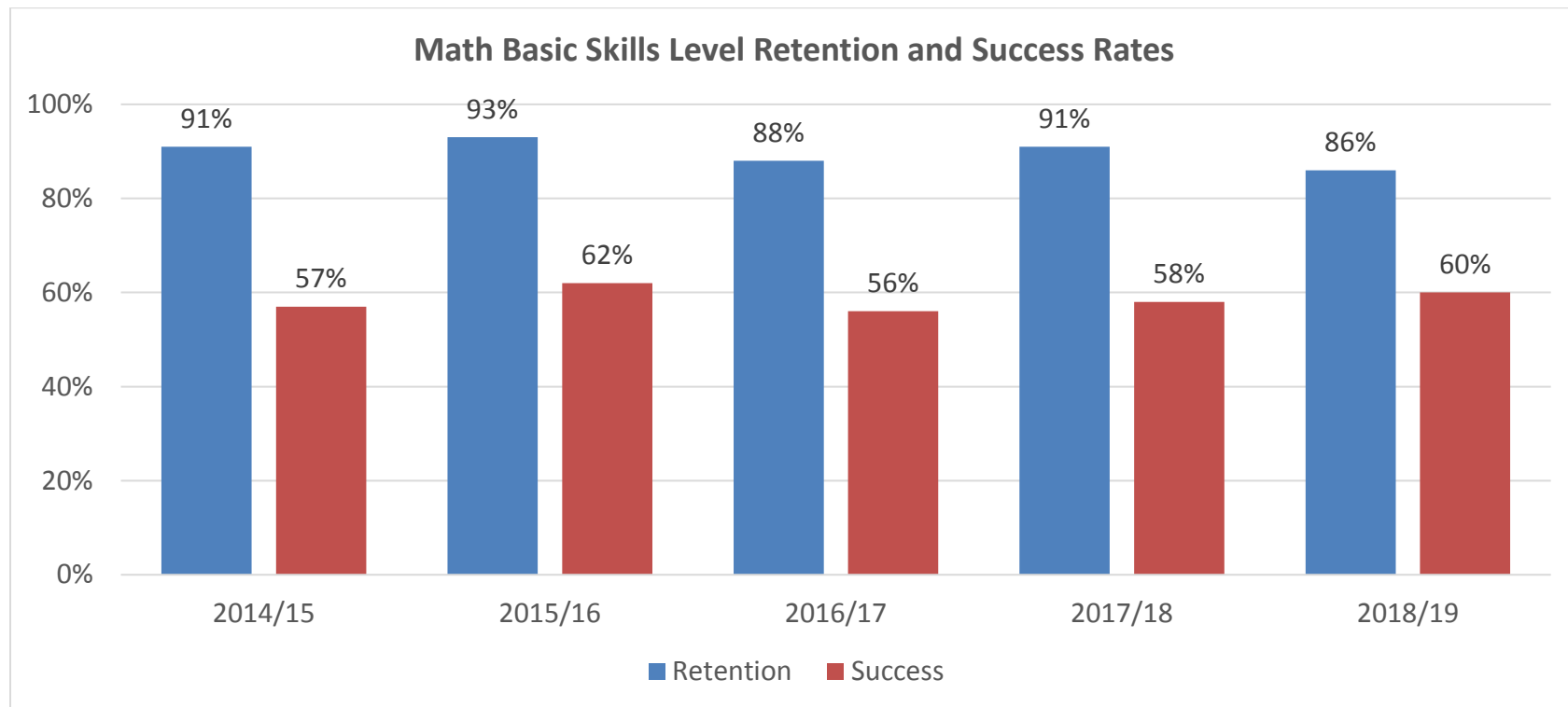
Over the last five years, course retention and success have been similar in transfer and basic skills English courses.

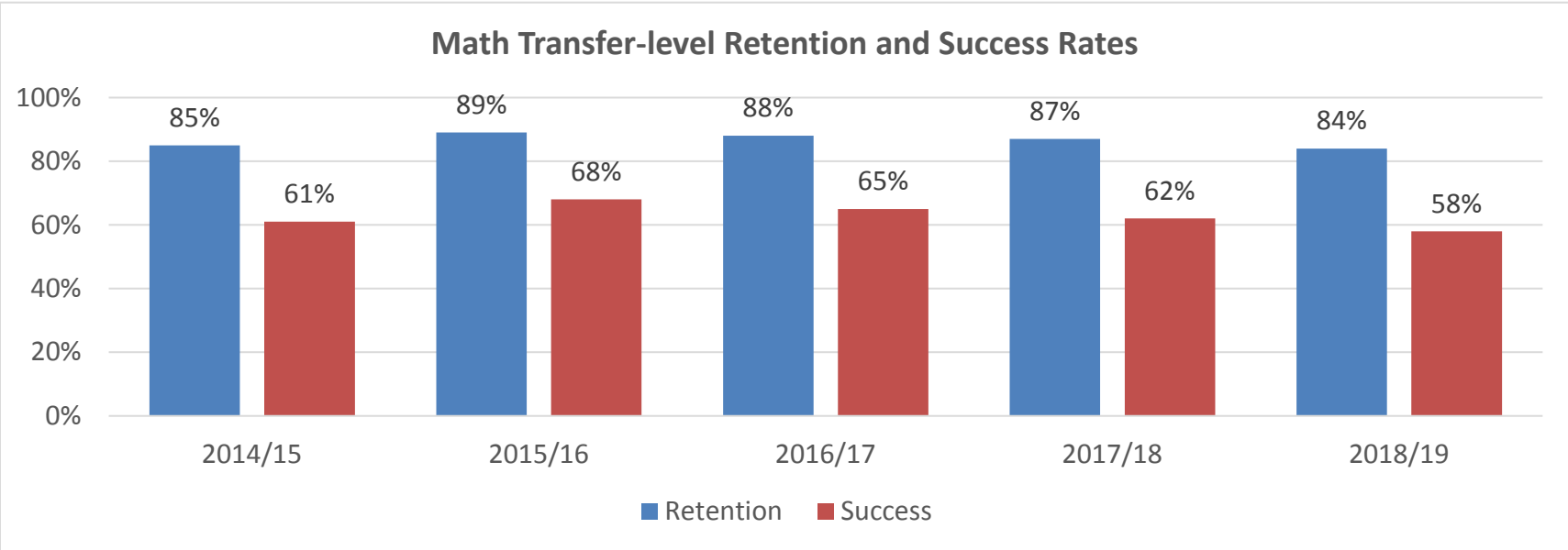
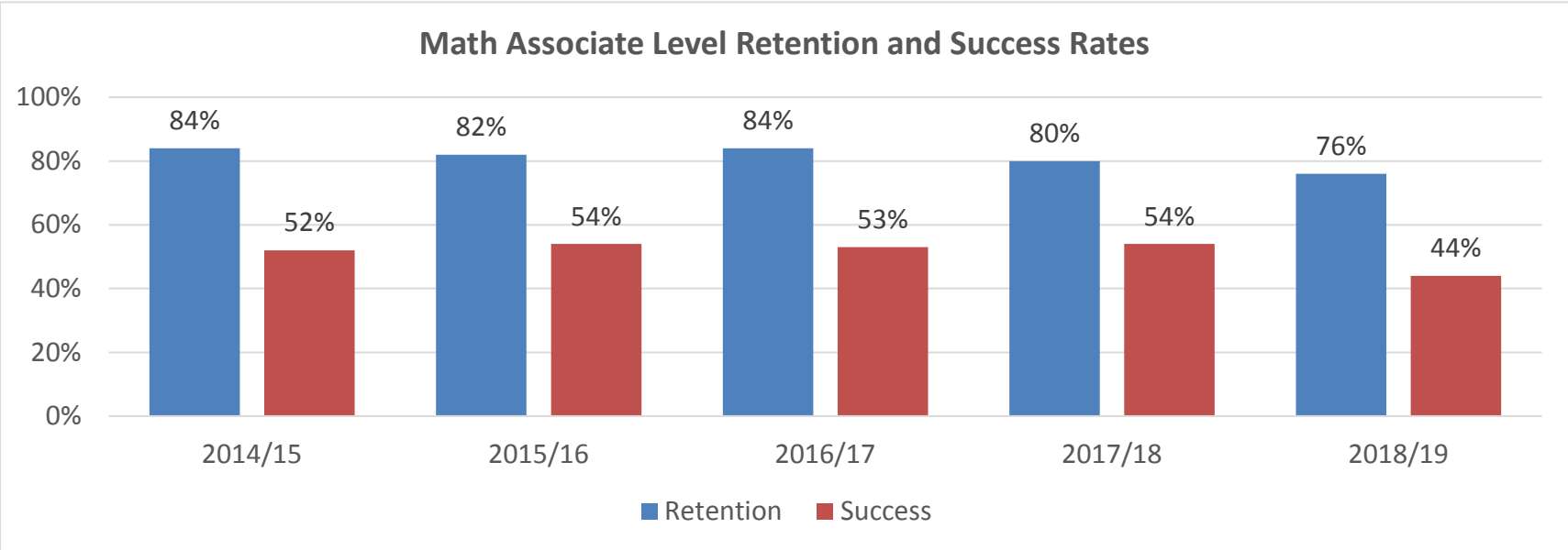
See **Table 11** in the Appendix for more detail, including the counts of starting cohorts.



**Math Retention and Success Rates**

Over the last five years, course retention has been similar in transfer and basic skills Math courses; Retention in associate level courses has been lower. Success rates have been 8%-15% higher in transfer-level courses than associate courses in each of the last five years; success rates in transfer-level courses were higher than basic skills courses until 2018/19, when basic skills success rates were 60% and transfer success rates were 58%.





**Completion of transfer-level Math and English in first year by students who attended high school in Mesa service area**

As mentioned in preface, AB705 has been put into law and intends to increase 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 graduated within the Mesa College Service Area and then attended an SDCCD college.

In 2018/19, 15% of first-time to college high school graduates who attended high school in the Mesa service area completed transfer-level Math and transfer-level English in their first year. This is a 14% reduction from the peak in 2015/16.

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	268	71%	296	71%	338	74%	317	77%	304	85%
Passed	107	29%	121	29%	118	26%	96	23%	55	15%
<b>Total</b>	<b>375</b>	<b>100%</b>	<b>417</b>	<b>100%</b>	<b>456</b>	<b>100%</b>	<b>413</b>	<b>100%</b>	<b>359</b>	<b>100%</b>

## 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
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
Table 4	Reading Placement
Table 5	Writing Placement
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Mesa College High School to College Pipeline Summary Report

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

		13/14			14/15			15/16			16/17			17/18			18/19			13/14-17/18 Grads	14/15-18/19	
		Grads	N	%	Entrants	N	%	Entrants	N	%	Entrants	N	%	Entrants	N	%	Entrants	N	%		% Change	Avg%
City Feeder	Crawford Ed Complex	232	43	19%	195	27	14%	174	27	16%	208	27	13%	220	24	11%	-5%	-44%	14%			
	Garfield	127	11	9%	107	5	5%	138	13	9%	117	5	4%	70	4	6%	-45%	-64%	7%			
	Gompers Prep	89	4	4%	97	8	8%	122	4	3%	112	3	3%	139	6	4%	56%	50%	5%			
	Health Sciences	135	44	33%	149	31	21%	151	31	21%	160	20	13%	153	18	12%	13%	-59%	20%			
	Hoover	344	48	14%	343	68	20%	318	53	17%	360	63	18%	410	69	17%	19%	44%	17%			
	King-Chavez Comm High	95	5	5%	139	22	16%	110	4	4%	115	13	11%	120	12	10%	26%	140%	9%			
	Lincoln	298	37	12%	285	28	10%	222	25	11%	228	25	11%	268	27	10%	-10%	-27%	11%			
	Morse	377	42	11%	340	37	11%	387	51	13%	318	34	11%	339	24	7%	-10%	-43%	11%			
	San Diego Ed Complex	393	45	11%	462	56	12%	422	55	13%	410	48	12%	423	76	18%	8%	69%	13%			
	San Diego SCPA	144	14	10%	186	27	15%	197	38	19%	145	19	13%	171	18	11%	19%	29%	13%			
	<b>City Feeder Total</b>	<b>2,234</b>	<b>293</b>	<b>13%</b>	<b>2,303</b>	<b>309</b>	<b>13%</b>	<b>2,241</b>	<b>301</b>	<b>13%</b>	<b>2,173</b>	<b>257</b>	<b>12%</b>	<b>2,313</b>	<b>278</b>	<b>12%</b>	<b>4%</b>	<b>-5%</b>	<b>13%</b>			
Mesa Feeder	Charter School of SD	441	65	15%	464	86	19%	587	84	14%	495	80	16%	246	56	23%	-44%	-14%	17%			
	Clairemont	256	103	40%	210	82	39%	221	85	38%	203	85	42%	205	77	38%	-20%	-25%	39%			
	High Tech Ed Complex	312	66	21%	329	58	18%	311	50	16%	341	57	17%	325	64	20%	4%	-3%	18%			
	Kearny Ed Complex	322	156	48%	309	159	51%	327	183	56%	264	133	50%	323	154	48%	0%	-1%	51%			
	La Jolla	338	50	15%	348	67	19%	352	69	20%	371	102	27%	350	67	19%	4%	34%	20%			
	Madison	216	82	38%	214	91	43%	242	127	52%	246	120	49%	210	88	42%	-3%	7%	45%			
	Mark Twain	152	22	14%	156	13	8%	145	14	10%	186	17	9%	187	27	14%	23%	23%	11%			
	Mission Bay	274	50	18%	237	73	31%	208	50	24%	213	55	26%	199	79	40%	-27%	58%	28%			
	Patrick Henry	523	41	8%	504	30	6%	523	54	10%	487	65	13%	500	58	12%	-4%	41%	10%			
	Point Loma	401	101	25%	426	64	15%	398	78	20%	395	100	25%	410	125	30%	2%	24%	23%			
	Preuss School	88	10	11%	103	7	7%	132	21	16%	102	6	6%	94	8	9%	7%	-20%	10%			
		<b>Mesa Feeder Total</b>	<b>3,323</b>	<b>746</b>	<b>22%</b>	<b>3,300</b>	<b>730</b>	<b>22%</b>	<b>3,446</b>	<b>815</b>	<b>24%</b>	<b>3,303</b>	<b>820</b>	<b>25%</b>	<b>3,049</b>	<b>803</b>	<b>26%</b>	<b>-8%</b>	<b>8%</b>	<b>24%</b>		
Miramar Feeder	Mira Mesa	609	96	16%	581	104	18%	555	91	16%	514	85	17%	500	76	15%	-18%	-21%	16%			
	Scripps Ranch	509	65	13%	517	68	13%	513	92	18%	485	59	12%	505	67	13%	-1%	3%	14%			
	Serra	408	93	23%	379	102	27%	372	100	27%	296	77	26%	359	70	19%	-12%	-25%	24%			
	University City	409	75	18%	417	112	27%	397	105	26%	345	102	30%	432	128	30%	6%	71%	26%			
		<b>Miramar Feeder Total</b>	<b>1,935</b>	<b>329</b>	<b>17%</b>	<b>1,894</b>	<b>386</b>	<b>20%</b>	<b>1,837</b>	<b>388</b>	<b>21%</b>	<b>1,640</b>	<b>323</b>	<b>20%</b>	<b>1,796</b>	<b>341</b>	<b>19%</b>	<b>-7%</b>	<b>4%</b>	<b>19%</b>		
	<b>District Feeder Total</b>	<b>7,492</b>	<b>1,368</b>	<b>18%</b>	<b>7,497</b>	<b>1,425</b>	<b>19%</b>	<b>7,524</b>	<b>1,504</b>	<b>20%</b>	<b>7,116</b>	<b>1,400</b>	<b>20%</b>	<b>7,158</b>	<b>1,422</b>	<b>20%</b>	<b>-4%</b>	<b>4%</b>	<b>19%</b>			

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



## Mesa College High School to College Pipeline Summary Report

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

		13/14			14/15			15/16			16/17			17/18			18/19			13/14-17/18	14/15-18/19	
		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	% Change	Avg%
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%			
Non-Feeder High Schools	Bonita Vista	550	14	3%	580	15	3%	597	27	5%	551	18	3%	552	15	3%				0%	7%	3%
	Castle Park	373	14	4%	359	5	1%	342	8	2%	318	7	2%	295	6	2%				-21%	-57%	2%
	Chula Vista	577	27	5%	612	39	6%	644	25	4%	586	20	3%	566	26	5%				-2%	-4%	5%
	Coronado	274	23	8%	288	38	13%	283	37	13%	285	47	16%	288	36	13%				5%	57%	13%
	Del Norte	380	29	8%	435	18	4%	504	36	7%	483	29	6%	484	24	5%				27%	-17%	6%
	Eastlake	710	15	2%	721	18	2%	731	27	4%	708	17	2%	788	21	3%				11%	40%	3%
	Grossmont	428	9	2%	508	23	5%	448	7	2%	464	21	5%	467	15	3%				9%	67%	3%
	Helix	477	16	3%	469	24	5%	467	7	1%	536	8	1%	518	12	2%				9%	-25%	3%
	Hilltop	526	26	5%	502	24	5%	481	16	3%	463	17	4%	441	21	5%				-16%	-19%	4%
	Mar Vista	358	10	3%	341	10	3%	377	12	3%	355	27	8%	362	6	2%				1%	-40%	4%
	Montgomery	347	13	4%	404	17	4%	360	10	3%	366	13	4%	371	4	1%				7%	-69%	3%
	Mt. Carmel	488	50	10%	483	51	11%	475	36	8%	503	34	7%	450	34	8%				-8%	-32%	9%
	Olympian	435	16	4%	416	15	4%	521	13	2%	689	21	3%	668	18	3%				54%	13%	3%
	Otay Ranch	637	25	4%	664	21	3%	656	24	4%	569	21	4%	630	10	2%				-1%	-60%	3%
	Poway	578	29	5%	496	32	6%	492	30	6%	538	40	7%	504	28	6%				-13%	-3%	6%
	Ramona	363	13	4%	362	9	2%	330	19	6%	351	13	4%	321	12	4%				-12%	-8%	4%
	Rancho Bernardo	548	46	8%	520	42	8%	535	46	9%	542	38	7%	531	29	5%				-3%	-37%	8%
	San Ysidro	483	11	2%	538	23	4%	500	23	5%	498	10	2%	512	16	3%				6%	45%	3%
	Southwest	382	14	4%	374	14	4%	326	8	2%	381	8	2%	396	20	5%				4%	43%	3%
	Sweetwater	653	44	7%	628	32	5%	614	39	6%	646	43	7%	645	48	7%				-1%	9%	6%
Torrey Pines	591	18	3%	700	25	4%	676	29	4%	692	23	3%	579	21	4%				-2%	17%	4%	
West Hills	389	9	2%	405	15	4%	423	9	2%	429	7	2%	368	16	4%				-5%	78%	3%	
West View	595	36	6%	558	38	7%	554	41	7%	567	35	6%	573	52	9%				-4%	44%	7%	
Other High Schools	<b>Non-Feeder Total</b>	<b>11,142</b>	<b>507</b>	<b>5%</b>	<b>11,363</b>	<b>548</b>	<b>5%</b>	<b>11,336</b>	<b>529</b>	<b>5%</b>	<b>11,520</b>	<b>517</b>	<b>4%</b>	<b>11,309</b>	<b>490</b>	<b>4%</b>				<b>1%</b>	<b>-3%</b>	<b>5%</b>
	Foreign School	---	70	---	---	61	---	---	68	---	---	60	---	---	44	---				---	-37%	---
	Other	---	426	---	---	481	---	---	416	---	---	453	---	---	388	---				---	-9%	---
	Out of State	---	140	---	---	120	---	---	119	---	---	91	---	---	97	---				---	-31%	---
	San Diego County	---	41	---	---	47	---	---	44	---	---	33	---	---	36	---				---	-12%	---
	<b>Total</b>	---	<b>677</b>	---	---	<b>709</b>	---	---	<b>647</b>	---	---	<b>637</b>	---	---	<b>565</b>	---				---	<b>-17%</b>	---
<b>Entrants Total</b>		---	<b>2,552</b>	---	---	<b>2,682</b>	---	---	<b>2,680</b>	---	---	<b>2,554</b>	---	---	<b>2,477</b>	---				---	<b>-3%</b>	---

## Mesa College High School to College Pipeline Summary Report

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.*

**Mesa College High School to College Pipeline Summary Report**

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

	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	%	%	%	%
District Feeder Total	696	59	8%	671	62	9%	821	107	13%	810	197	24%	1138	229	20%	64%	288%	16%
Non-Feeder Total	3	2	67%	16	6	38%	65	6	9%	30	11	37%	165	7	4%	5400%	250%	11%
Other/Unreported	0	0	0%	3	1	33%	7	4	57%	8	1	13%	27	15	56%	---	---	---
<b>Grand Total</b>	<b>699</b>	<b>61</b>	<b>9%</b>	<b>690</b>	<b>69</b>	<b>10%</b>	<b>893</b>	<b>117</b>	<b>13%</b>	<b>848</b>	<b>209</b>	<b>25%</b>	<b>1330</b>	<b>251</b>	<b>19%</b>	<b>90%</b>	<b>311%</b>	<b>16%</b>

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 Mesa 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".*

**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%	150%
1.6-1.9	1%	1%	1%	1%	1%	1%	-42%
2.0-2.5	19%	20%	18%	17%	18%	19%	-24%
2.6-3.0	37%	34%	33%	33%	31%	34%	-33%
3.1-3.5	29%	30%	31%	30%	31%	30%	-16%
Over 3.5	13%	15%	16%	17%	19%	16%	18%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>-20%</b>
<b>Reported GPA</b>	<b>2,193</b>	<b>2,362</b>	<b>2,165</b>	<b>1,926</b>	<b>1,762</b>	<b>10,408</b>	<b>-20%</b>
<b>Total of All Students</b>	<b>2,448</b>	<b>2,601</b>	<b>2,419</b>	<b>2,167</b>	<b>1,946</b>	<b>11,581</b>	<b>-21%</b>

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.*

Mesa College High School to College Pipeline Summary Report

Table 4. Reading Placement

Testing	Reading	2016/17		2017/18		2018/19		Total N	Avg %	% Change
		N	%	N	%	N	%			
Test/No-Test	Total Tested	1,996	83%	1,295	58%	187	10%	3,478	53%	-91%
	Not Tested	399	17%	947	42%	1,707	90%	3,053	47%	328%
	Total Students	2,395	100%	2,242	100%	1,894	100%	6,531	100%	-21%
Distribution of Students who Took a Test	Transfer/Associate Level	1,233	62%	717	55%	105	56%	2,055	59%	-91%
	Basic Skills	599	30%	442	34%	65	35%	1,106	32%	-89%
	Need English Advising	142	7%	104	8%	13	7%	259	7%	-91%
	Take ELAC (ESOL/ESL) Test	22	1%	32	2%	4	2%	58	2%	-82%
	Total Tested	1,996	100%	1,295	100%	187	100%	3,478	100%	-91%

Table 5. Writing Placement

Testing	Writing	2016/17		2017/18		2018/19		Total N	Avg %	% Change
		N	%	N	%	N	%			
Test/No-Test	Total Tested	1,997	83%	1,295	58%	187	10%	3,479	53%	-91%
	Not Tested	398	17%	947	42%	1,707	90%	3,052	47%	329%
	Total Students	2,395	100%	2,242	100%	1,894	100%	6,531	100%	-21%
Distribution of Students who Took a Test	Transfer/Associate Level	744	37%	390	30%	58	31%	1,192	34%	-92%
	Basic Skills	1,089	55%	769	59%	112	60%	1,970	57%	-90%
	Need English Advising	142	7%	104	8%	13	7%	259	7%	-91%
	Take ELAC (ESOL/ESL) Test	22	1%	32	2%	4	2%	58	2%	-82%
	Total Tested	1,997	100%	1,295	100%	187	100%	3,479	100%	-91%

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	49	2%	52	2%	5	0%	106	2%	-90%
	Not Tested	2,346	98%	2,190	98%	1,889	100%	6,425	98%	-19%
	Total Students	2,395	100%	2,242	100%	1,894	100%	6,531	100%	-21%
Distribution of Students who Took a Test	Level 40	6	12%	3	6%	0	0%	9	8%	-100%
	Level 30	8	16%	8	15%	0	0%	16	15%	-100%
	Level 20	6	12%	7	13%	0	0%	13	12%	-100%
	Level 19	29	59%	34	65%	5	100%	68	64%	-83%
	Total Tested	49	100%	52	100%	5	100%	106	100%	-90%

Table 7. Math Placement

Testing	Math	2016/17		2017/18		2018/19		Total N	Avg %	% Change
		N	%	N	%	N	%			
Test/No-Test	Total Tested	1,992	83%	1,300	58%	190	10%	3,482	53%	-90%
	Not Tested	403	17%	942	42%	1,704	90%	3,049	47%	323%
	Total Students	2,395	100%	2,242	100%	1,894	100%	6,531	100%	-21%
Distribution of Students who Took a Test	Transfer-level	688	35%	362	28%	54	28%	1,104	32%	-92%
	Associate Level	279	14%	199	15%	18	9%	496	14%	-94%
	Basic Skills	1,025	51%	739	57%	118	62%	1,882	54%	-88%
	Total Tested	1,992	100%	1,300	100%	190	100%	3,482	100%	-90%

Table 8.1. Headcount

Headcount	2014/15	2015/16	2016/17	2017/18	2018/19	Total	5-Yr % Change
Total Student Headcount	2,366	2,499	2,401	2,148	1,921	11,335	-19%

Table 8.2. Gender

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

Table 8.3. Ethnicity

Ethnicity	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr. Avg.	5-Yr % Change
African American	8%	6%	7%	7%	7%	7%	-24%
American Indian	0%	0%	0%	0%	0%	0%	-50%
Asian/Pacific Islander	9%	10%	10%	9%	9%	9%	-15%
Filipino	4%	4%	4%	4%	3%	4%	-46%
Latinx	44%	45%	44%	46%	48%	45%	-12%
White	27%	26%	26%	26%	25%	26%	-23%
Other	7%	8%	7%	6%	7%	7%	-20%
Unreported	2%	1%	2%	2%	1%	2%	-52%

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	28%	27%	27%	27%	28%	27%	-19%
Not First Generation	72%	73%	73%	73%	72%	73%	-19%

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	10%	11%	10%	10%	9%	10%	-27%
AA/AS w/out Transfer	5%	6%	4%	5%	6%	5%	-9%
BA/BS after Completing AA/AS	50%	49%	51%	54%	53%	51%	-13%
BA/BS w/out Completing AA/AS	9%	10%	9%	10%	8%	9%	-34%
Basic Skills Improvement	1%	0%	0%	0%	1%	0%	-29%
Certificate/License Maintenance	1%	1%	1%	1%	1%	1%	-8%
Current Job/Career Advancement	0%	0%	0%	0%	0%	0%	-63%
Educational Development	1%	0%	1%	1%	1%	1%	-12%
HS Diploma/GED Certificate	0%	1%	1%	1%	0%	1%	-27%
New Career Preparation	7%	6%	7%	6%	6%	6%	-24%
Voc Cert/Degree w/out Transfer	1%	0%	0%	0%	1%	1%	31%
Undecided	15%	15%	15%	13%	14%	14%	-26%



Table 8.6. Disabled Student Program Services (DSPS)

DSPS	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr. Avg.	5-Yr % Change
NOT	95%	95%	95%	95%	94%	95%	-20%
DSPS	5%	5%	5%	5%	6%	5%	-5%

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 +
Units Attempted	2014/15	0.1 - 2.9 Units	17%	83%				
		3.0 - 5.9 Units	33%	2%	66%			
		6.0 - 8.9 Units	24%	1%	23%	52%		
		9.0 - 11.9 Units	15%	1%	13%	24%	47%	
		12.0 + Units	8%	0%	7%	11%	17%	56%
	2015/16	0.1 - 2.9 Units	16%	84%				
		3.0 - 5.9 Units	32%	0%	68%			
		6.0 - 8.9 Units	23%	1%	21%	55%		
		9.0 - 11.9 Units	15%		18%	22%	46%	
		12.0 + Units	8%	1%	6%	11%	19%	55%
	2016/17	0.1 - 2.9 Units	16%	84%				
		3.0 - 5.9 Units	34%	3%	63%			
		6.0 - 8.9 Units	22%	0%	21%	57%		
		9.0 - 11.9 Units	17%	1%	13%	22%	47%	
		12.0 + Units	7%	1%	7%	11%	19%	55%
	2017/18	0.1 - 2.9 Units	22%	78%				
		3.0 - 5.9 Units	31%	1%	68%			
		6.0 - 8.9 Units	25%	1%	21%	53%		
		9.0 - 11.9 Units	21%	0%	17%	18%	44%	
		12.0 + Units	8%	1%	9%	9%	13%	60%
2018/19	0.1 - 2.9 Units	13%	88%					
	3.0 - 5.9 Units	32%	1%	67%				
	6.0 - 8.9 Units	27%	1%	25%	47%			
	9.0 - 11.9 Units	21%	3%	18%	25%	34%		
	12.0 + Units	9%	1%	9%	12%	18%	51%	
<b>Five-Year Average</b>			---	<b>84%</b>	<b>66%</b>	<b>53%</b>	<b>44%</b>	<b>56%</b>
<b>% Change 2014/15 to 2018/19</b>			---	<b>-7%</b>	<b>-10%</b>	<b>-45%</b>	<b>-57%</b>	<b>-14%</b>

Table 10. Term and annual persistence

Start Year	Fall Cohorts	Term Persistence	Term Persistence	Annual Persistence	Annual Persistence
	Count	Count	%	Count	%
2013	1,882	1,447	77%	1,082	57%
2014	1,740	1,308	75%	992	57%
2015	1,857	1,407	76%	1,120	60%
2016	1,828	1,397	76%	1,090	60%
2017	1,609	1,196	74%	927	58%
<b>Total/5-Year Avg</b>	<b>8,916</b>	<b>6,755</b>	<b>76%</b>	<b>5,211</b>	<b>58%</b>

Table 11. English course retention and success rates of first-time to college graduates in their first term compared to all others

			Enrollments	Retention	Retention	Success	Success
			Count	Count	Rate	Counts	Rate
First-time students who enrolled in English in their first year	Basic Skills	2014/15	500	470	94%	383	77%
		2015/16	740	684	92%	558	75%
		2016/17	668	616	92%	504	75%
		2017/18	430	399	93%	306	71%
		2018/19	277	250	90%	189	68%
		<b>Total</b>	<b>2,615</b>	<b>2,419</b>	<b>93%</b>	<b>1,940</b>	<b>74%</b>
	Transfer-level	2014/15	280	249	89%	202	72%
		2015/16	436	404	93%	337	77%
		2016/17	589	530	90%	436	74%
		2017/18	691	616	89%	462	67%
		2018/19	777	673	87%	533	69%
		<b>Total</b>	<b>2,773</b>	<b>2,472</b>	<b>89%</b>	<b>1,970</b>	<b>71%</b>
	<b>Total</b>		<b>5,388</b>	<b>4,891</b>	<b>91%</b>	<b>3,910</b>	<b>73%</b>

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Table 11. (Cont.)

			Enrollments	Retention	Retention	Success	Success
			Count	Count	Rate	Counts	Rate
All other students	Basic Skills	2014/15	344	313	91%	248	72%
		2015/16	462	399	86%	296	64%
		2016/17	309	251	81%	186	60%
		2017/18	213	183	86%	144	68%
		2018/19	148	113	76%	77	52%
		<b>Total</b>	<b>1,476</b>	<b>1,259</b>	<b>85%</b>	<b>951</b>	<b>64%</b>
	Transfer-level	2014/15	351	326	93%	272	77%
		2015/16	1,012	895	88%	733	72%
		2016/17	1,481	1,287	87%	1,044	70%
		2017/18	1,464	1,261	86%	985	67%
		2018/19	1,343	1,152	86%	906	67%
		<b>Total</b>	<b>5,651</b>	<b>4,921</b>	<b>87%</b>	<b>3,940</b>	<b>70%</b>
	<b>Total</b>		<b>7,127</b>	<b>6,180</b>	<b>87%</b>	<b>4,891</b>	<b>69%</b>

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. 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 retention and success rates of first-time to college graduates in their first term compared to all others

			Enrollments	Retention	Retention	Success	Success
			Count	Count	Rate	Counts	Rate
<b>First-time students who enrolled in Math in their first year</b>	Associate	2014/15	170	143	84%	88	52%
		2015/16	206	169	82%	112	54%
		2016/17	161	136	84%	85	53%
		2017/18	188	151	80%	101	54%
		2018/19	330	252	76%	145	44%
		<b>Total</b>	<b>1,055</b>	<b>851</b>	<b>81%</b>	<b>531</b>	<b>50%</b>
	Basic Skills	2014/15	428	388	91%	244	57%
		2015/16	429	397	93%	266	62%
		2016/17	380	334	88%	214	56%
		2017/18	312	283	91%	182	58%
		2018/19	98	84	86%	59	60%
		<b>Total</b>	<b>1,647</b>	<b>1,486</b>	<b>90%</b>	<b>965</b>	<b>59%</b>
	Transfer-level	2014/15	254	217	85%	154	61%
		2015/16	345	306	89%	234	68%
		2016/17	346	303	88%	224	65%
		2017/18	384	333	87%	237	62%
		2018/19	451	380	84%	260	58%
		<b>Total</b>	<b>1,780</b>	<b>1,539</b>	<b>86%</b>	<b>1,109</b>	<b>62%</b>
<b>Total</b>			<b>4,482</b>	<b>3,876</b>	<b>86%</b>	<b>2,605</b>	<b>58%</b>

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Table 12. (Cont.)

			Enrollments	Retention	Retention	Success	Success
			Count	Count	Rate	Counts	Rate
<b>All others students</b>	Associate	2014/15	130	107	82%	74	57%
		2015/16	337	276	82%	184	55%
		2016/17	429	355	83%	233	54%
		2017/18	484	411	85%	292	60%
		2018/19	442	352	80%	212	48%
		<b>Total</b>	<b>1,822</b>	<b>1,501</b>	<b>82%</b>	<b>995</b>	<b>55%</b>
	Basic Skills	2014/15	204	178	87%	109	53%
		2015/16	350	295	84%	172	49%
		2016/17	399	324	81%	168	42%
		2017/18	368	301	82%	172	47%
		2018/19	197	164	83%	98	50%
		<b>Total</b>	<b>1,518</b>	<b>1,262</b>	<b>83%</b>	<b>719</b>	<b>47%</b>
	Transfer-level	2014/15	196	161	82%	114	58%
		2015/16	679	564	83%	419	62%
		2016/17	1,202	1,020	85%	779	65%
		2017/18	1,427	1,197	84%	893	63%
		2018/19	1,549	1,289	83%	965	62%
		<b>Total</b>	<b>5,053</b>	<b>4,231</b>	<b>84%</b>	<b>3,170</b>	<b>63%</b>
	<b>Total</b>			<b>8,393</b>	<b>6,994</b>	<b>83%</b>	<b>4,884</b>

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. 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 by students who attended high school in Mesa service area

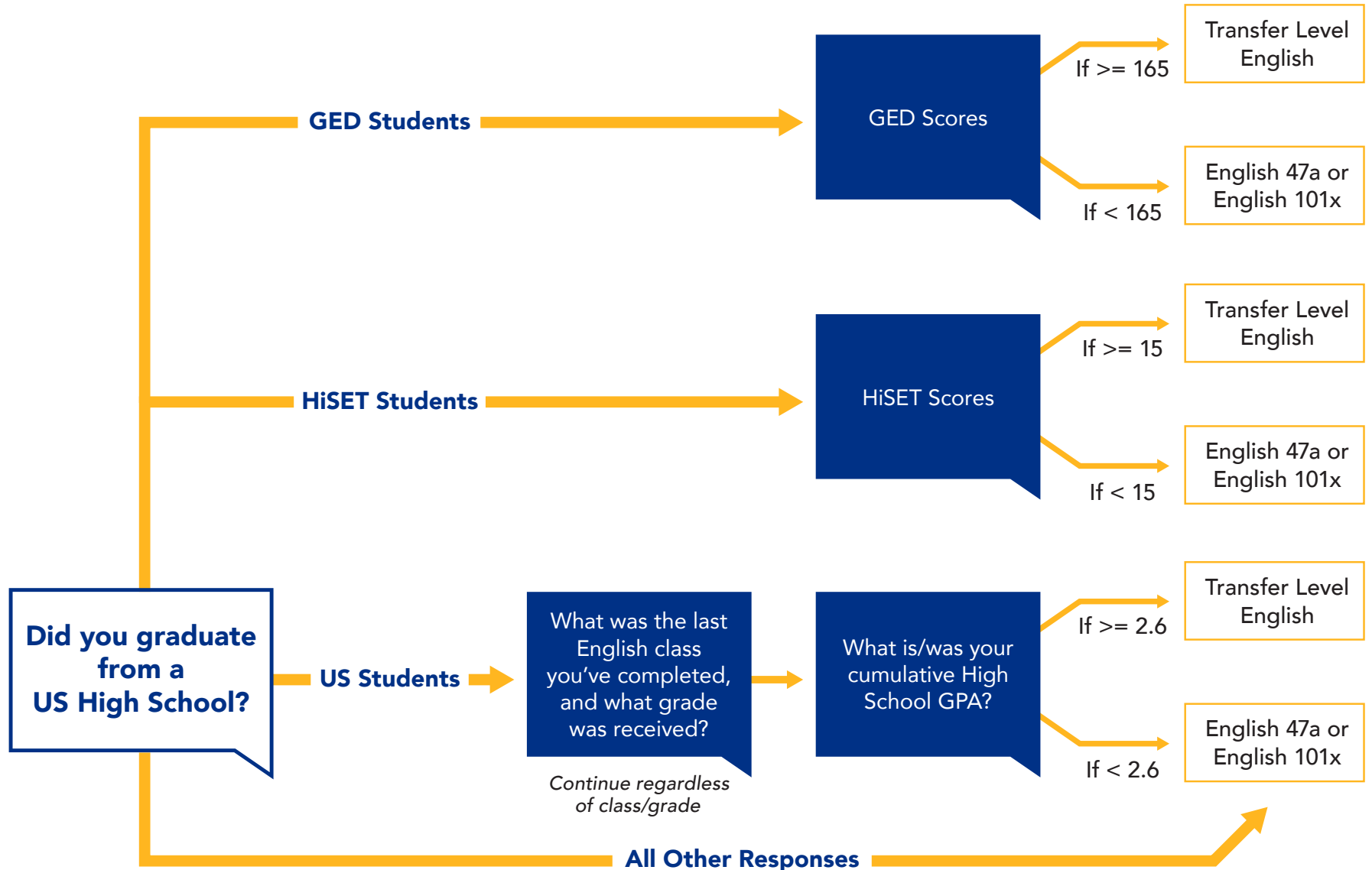
Passed Transfer-level English and Transfer-level Math in first year	2014/15		2015/16		2016/17		2017/18		2018/19	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate
Did not pass	268	71%	296	71%	338	74%	317	77%	304	85%
Passed	107	29%	121	29%	118	26%	96	23%	55	15%
<b>Total</b>	<b>375</b>	<b>100%</b>	<b>417</b>	<b>100%</b>	<b>456</b>	<b>100%</b>	<b>413</b>	<b>100%</b>	<b>359</b>	<b>100%</b>



Figure 1. English and Math Sequences for Mesa College



# English MMAP Logic Tree

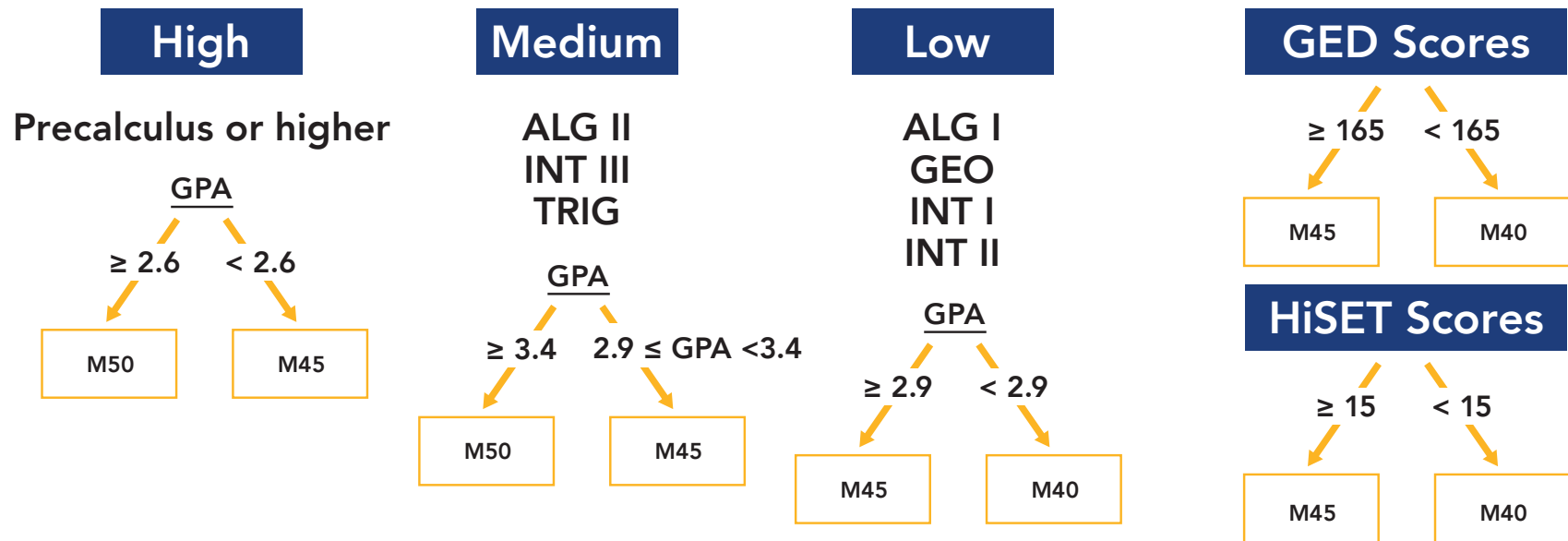


# Math MMAP Logic Tree

**MINIMUM REQUIREMENTS**

GPA < 2.9  
and below Pre-Calc → M40

**OTHERWISE**



**RECOMMENDATION BASED ON MAJOR**

**STEM**

- M50 → MATH 104
- M45 → MATH 104X  
MATH 96/96X recommended
- M40 → MATH 104X  
MATH 96/96X recommended

**NON-STEM**

- M50 → MATH 119, 118, 210A or other discipline specific statistis class
- M45 → MATH 119, 118, 210A or other discipline specific statistis class
- M40 → MATH 119X, 118, 210A  
MATH 92 recommended

**Business**

- M50 → MATH 116/119
- M45 → MATH 116X  
MATH 96/96X recommended
- M40 → MATH 116X  
MATH 96/96X recommended