

**City College/ECC
High School to College Pipeline Report
2013/14 - 2017/18**

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Introduction

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

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

Population of Interest

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

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

Operational Definitions

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

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

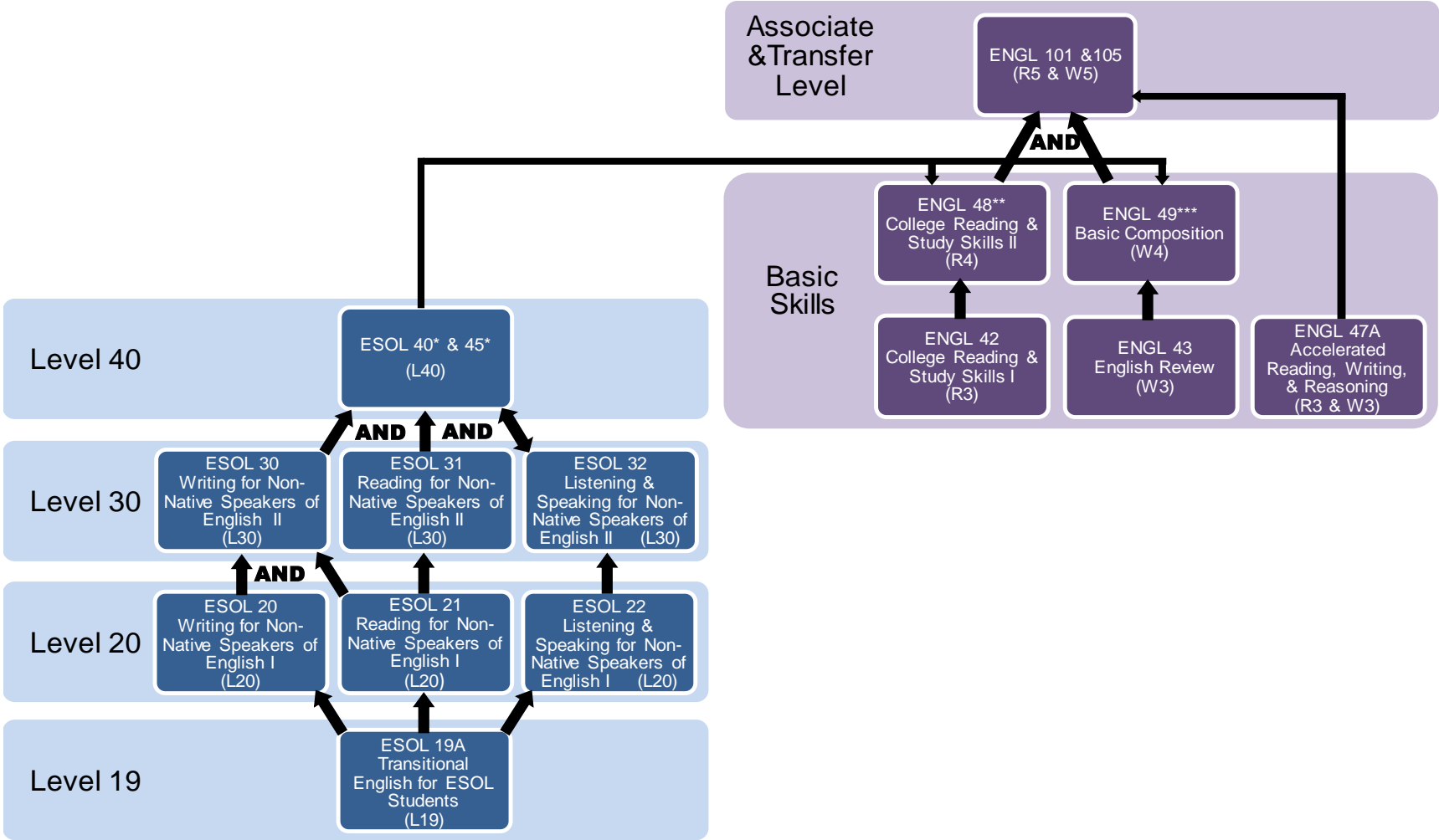
Persistence Rate – Term and Annual: The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring term (term persistence) and fall terms (annual persistence) and received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

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

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

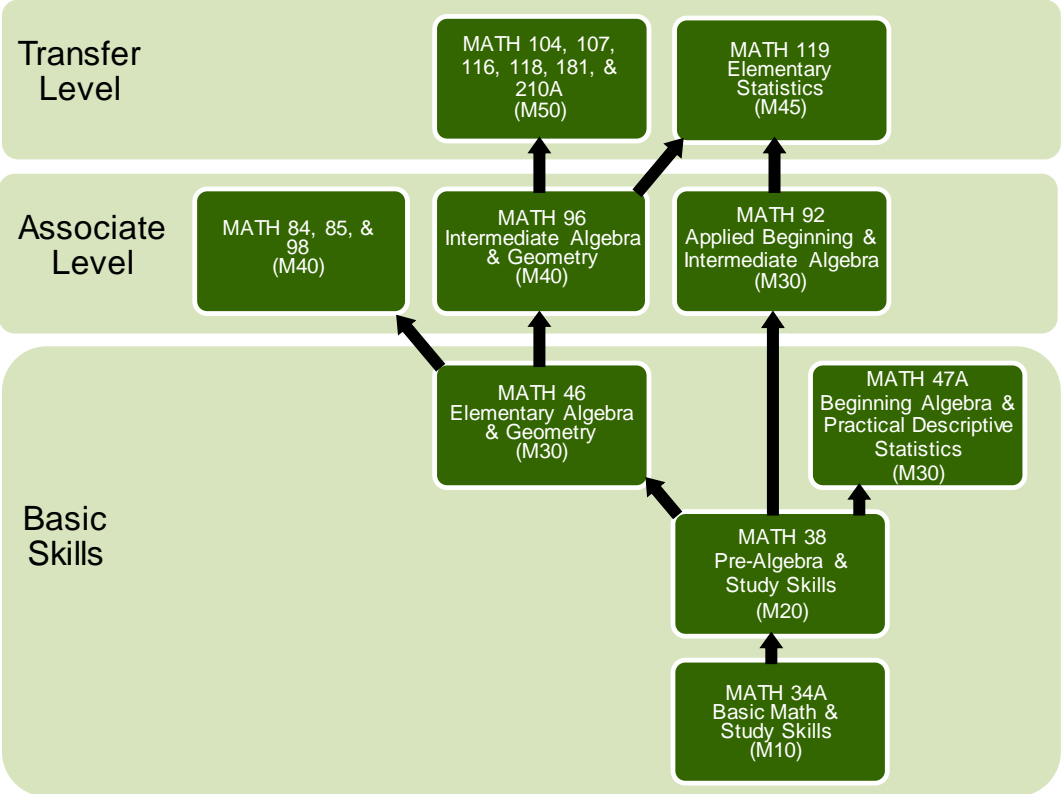
Placement Sequences

Figure 1. Current English and ESOL placement sequence



* ESOL 40 and ESOL 45 require a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.
 ** ENGL 48 requires a prerequisite skill level L40 AND completion of ESOL 40; or completion of ESOL 32 and 40; or ENGL 42; or skill level R4.
 *** ENGL 49 requires a prerequisite skill level L40 AND completion of ESOL 40; or completion of ESOL 32 and 40; or ENGL 43; or skill level W4.

Figure 2. Current math placement sequence



Overall Highlight of the Findings

1. In 2017/18, 13% of the 2016/17 feeder high school graduates and 5% of the 2016/17 non-feeder high school graduates entered City College/ECC in the year following high school completion. Both the 2017/18 feeder high school and non-feeder high school student participation rates are equal to the five-year averages of 12% and 5%, respectively.
2. The number of concurrent high school seniors enrolled between 2012/13 and 2016/17 increased among both feeder and non-feeder high schools (72% and 84%, respectively). Approximately 25% of concurrent high school seniors continued their enrollment at City College/ECC in 2017/18 as college-only students. Over five years, participation rates of concurrently enrolled high school seniors who continued City College/ECC enrollment varied among feeder high school seniors (10% to 24%) and non-feeder high school seniors (24% to 58%).
3. In 2017/18, the majority of the first-time to college high school graduates completed an assessment test in reading (78%), writing (78%), and math (79%).
4. In 2017/18, 47% of first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level, and 40% placed at the basic skills level. The majority of first-time to college high school graduates who completed an assessment test in writing placed at the basic skills level (62%). Approximately three-fourths (74%) of first-time to college high school graduates who completed an assessment test in math placed at the basic skills level during the same time frame. Of the 80 first-time to college high school graduates who completed an assessment test in ESOL, 62 students placed five levels below English transfer level (ESOL level 19).
5. Forty percent of the 2017/18 first-time to college high school graduates reported that they were the first generation of college-going students in their family. This is equal to the five-year average of 40%.
6. In 2017/18, 90% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units, and 69% of students who enrolled in 3.0-5.9 units completed the total number of attempted units. Over half (58%) of the students who enrolled in school full-time (12+ units) in 2017/18 completed the total number of attempted units.
7. Seventy percent of the Fall 2016 first-time to college high school graduates at City College/ECC persisted to the next spring term, and nearly half (49%) persisted annually to a second fall term. This is comparable to the five-year average term-to-term and annual persistence rates (73% and 50%, respectively).

8. In 2017/18, 73% of students who enrolled in a transfer or associate level English course at City College/ECC successfully completed the course (comparable to the five-year average of 74%). During the same time frame, 75% of students enrolled in a basic skills level English course at City College/ECC successfully completed the course (comparable to the 76% five-year average).

9. Fifty-seven percent of students who enrolled in a transfer level math course at City College/ECC in 2017/18 successfully completed the course, which is equal to the five-year average of 57%. In 2017/18, just over half (52%) of students who enrolled in an associate level math course at City College/ECC successfully completed the course, which is higher than the five-year average of 46%. Finally, 55% of students enrolled in a basic skills level math course at City College/ECC successfully completed the course in 2017/18, which is comparable to the five-year average of 58%.

Section I: Entering the Community College Pipeline

This section describes different aspects of high school graduate student entry to City College/ECC. Student trends are measured across five years, from 2013/14 to 2017/18.

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

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

City College/ECC High School Pipeline Report

College Participation Rates of High School Graduates

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

		12/13	13/14		13/14	14/15		14/15	15/16		15/16	16/17		16/17	17/18		12/13-	13/14-17/18	
		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		16/17	Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %
City Feeder	Crawford Ed Complex	200	38	19%	232	66	28%	195	55	28%	174	60	34%	208	58	28%	4%	53%	27%
	Garfield	139	31	22%	127	37	29%	107	24	22%	138	46	33%	117	26	22%	-16%	-16%	26%
	Gompers Prep	81	41	51%	89	33	37%	97	21	22%	122	31	25%	112	23	21%	38%	-44%	30%
	Health Sciences	138	19	14%	135	27	20%	149	29	19%	151	9	6%	160	23	14%	16%	21%	15%
	Hoover	324	77	24%	344	90	26%	343	111	32%	318	101	32%	360	115	32%	11%	49%	29%
	King-Chavez	137	0	0%	95	14	15%	139	41	29%	110	29	26%	115	15	13%	-16%	---	17%
	Lincoln	290	78	27%	298	110	37%	285	83	29%	222	65	29%	228	64	28%	-21%	-18%	30%
	Morse	349	53	15%	377	52	14%	340	41	12%	387	51	13%	318	50	16%	-9%	-6%	14%
	San Diego Ed Complex	430	118	27%	393	123	31%	462	123	27%	422	122	29%	410	136	33%	-5%	15%	29%
	San Diego SCPA	178	25	14%	144	9	6%	186	14	8%	197	12	6%	145	21	14%	-19%	-16%	10%
Mesa Feeder	Charter School of SD	526	68	13%	441	48	11%	464	66	14%	587	62	11%	495	70	14%	-6%	3%	12%
	Clairemont	265	32	12%	256	22	9%	210	21	10%	221	17	8%	203	19	9%	-23%	-41%	10%
	High Tech Ed Complex	317	20	6%	312	22	7%	329	20	6%	311	18	6%	341	24	7%	8%	20%	6%
	Kearny Ed Complex	294	23	8%	322	24	7%	309	17	6%	327	23	7%	264	21	8%	-10%	-9%	7%
	La Jolla	342	24	7%	338	12	4%	348	17	5%	352	16	5%	371	19	5%	8%	-21%	5%
	Madison	230	19	8%	216	7	3%	214	14	7%	242	14	6%	246	11	4%	7%	-42%	6%
	Mark Twain	183	8	4%	152	7	5%	156	6	4%	145	11	8%	186	16	9%	2%	100%	6%
	Mission Bay	273	39	14%	274	39	14%	237	31	13%	208	25	12%	213	25	12%	-22%	-36%	13%
	Patrick Henry	517	25	5%	523	24	5%	504	19	4%	523	19	4%	487	24	5%	-6%	-4%	4%
	Point Loma	441	68	15%	401	42	10%	426	39	9%	398	39	10%	395	39	10%	-10%	-43%	11%
Preuss School	97	3	3%	88	9	10%	103	3	3%	132	10	8%	102	5	5%	5%	67%	6%	
Miramar Feeder	Mira Mesa	550	14	3%	609	19	3%	581	19	3%	555	26	5%	514	32	6%	-7%	129%	4%
	Scripps Ranch	558	17	3%	509	18	4%	517	11	2%	513	19	4%	485	18	4%	-13%	6%	3%
	Serra	381	27	7%	408	29	7%	379	46	12%	372	39	10%	296	31	10%	-22%	15%	9%
	University City	427	36	8%	409	30	7%	417	17	4%	397	30	8%	345	34	10%	-19%	-6%	7%
District Feeder Total		7,667	903	12%	7,492	913	12%	7,497	888	12%	7,524	894	12%	7,116	919	13%	-7%	2%	12%
Non-Feeder High Schools	Bonita Vista	540	16	3%	550	18	3%	580	16	3%	597	14	2%	551	5	1%	2%	-69%	2%
	Castle Park	372	32	9%	373	39	10%	359	31	9%	342	20	6%	318	21	7%	-15%	-34%	8%
	Chula Vista	578	78	13%	577	74	13%	612	94	15%	644	63	10%	586	57	10%	1%	-27%	12%
	Coronado	255	9	4%	274	20	7%	288	19	7%	283	27	10%	285	30	11%	12%	233%	8%
	Del Norte	458	4	1%	380	4	1%	435	3	1%	504	13	3%	483	9	2%	5%	125%	1%
	Eastlake	670	2	0%	71	14	20%	721	11	2%	731	21	3%	708	11	2%	6%	450%	2%

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

City College/ECC High School Pipeline Report

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

		12/13 Grads		13/14 Entrants		13/14 Grads		14/15 Entrants		14/15 Grads		15/16 Entrants		15/16 Grads		16/17 Entrants		16/17 Grads		17/18 Entrants		12/13-16/17 Grads		13/14-17/18 Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %
Non-Feeder High Schools, cont.	Grossmont	514	7	1%	428	3	1%	508	6	1%	448	7	2%	464	6	1%	-10%	-14%	1%						
	Helix	461	10	2%	477	17	4%	469	20	4%	467	9	2%	536	11	2%	16%	10%	3%						
	Hilltop	495	39	8%	526	47	9%	502	26	5%	481	31	6%	463	28	6%	-6%	-28%	7%						
	Mar Vista	354	44	12%	358	50	14%	341	36	11%	377	43	11%	355	62	17%	0%	41%	13%						
	Montgomery	391	36	9%	347	32	9%	404	33	8%	360	31	9%	366	29	8%	-6%	-19%	9%						
	Mt. Carmel	445	5	1%	488	7	1%	483	2	0%	475	14	3%	503	9	2%	13%	80%	2%						
	Olympian	440	5	1%	435	5	1%	416	8	2%	521	15	3%	689	11	2%	57%	120%	2%						
	Otay Ranch	627	21	3%	637	9	1%	664	22	3%	656	21	3%	569	10	2%	-9%	-52%	3%						
	Poway	537	6	1%	578	8	1%	496	7	1%	492	7	1%	538	5	1%	0%	-17%	1%						
	Ramona	367	1	0%	363	2	1%	362	2	1%	330	0	0%	351	8	2%	-4%	700%	1%						
	Rancho Bernardo	489	2	0%	548	8	1%	520	8	2%	535	13	2%	542	7	1%	11%	250%	1%						
	San Ysidro	506	47	9%	483	83	17%	538	67	12%	500	49	10%	498	56	11%	-2%	19%	12%						
	Southwest	367	48	13%	382	60	16%	374	81	22%	326	58	18%	381	66	17%	4%	38%	17%						
	Sweetwater	643	86	13%	653	116	18%	628	83	13%	614	70	11%	646	87	13%	0%	1%	14%						
	Torrey Pines	592	2	0%	591	4	1%	700	2	0%	676	6	1%	692	3	0%	17%	50%	1%						
	West Hills	441	2	0%	389	3	1%	405	6	1%	423	2	0%	429	3	1%	-3%	50%	1%						
	West View	567	2	0%	595	11	2%	558	7	1%	554	20	4%	567	16	3%	0%	700%	2%						
	Non-Feeder Total		11,438	504	4%	10,811	634	6%	11,720	597	5%	11,676	572	5%	11,849	583	5%	4%	16%	5%					
Other High Schools	Foreign School	---	22	---	---	22	---	---	27	---	---	44	---	---	22	---	---	0%	---						
	Other	---	193	---	---	248	---	---	232	---	---	223	---	---	194	---	---	1%	---						
	Out of State	---	54	---	---	52	---	---	52	---	---	55	---	---	46	---	---	-15%	---						
	San Diego County	---	40	---	---	49	---	---	60	---	---	48	---	---	48	---	---	20%	---						
	Other Total	---	309	---	---	371	---	---	371	---	---	370	---	---	310	---	---	0%	---						
Total		---	1,716	---	---	1,918	---	---	1,856	---	---	1,836	---	---	1,812	---	---	6%	---						

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

Note 1. Students are unduplicated within each year.

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

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

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

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

Participation Rates of Concurrent Students

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

	12/13 Seniors (Concur) N	13/14 Re- Enroll N	13/14 Re- Enroll %	13/14 Seniors (Concur) N	14/15 Re- Enroll N	14/15 Re- Enroll %	14/15 Seniors (Concur) N	15/16 Re- Enroll N	15/16 Re- Enroll %	15/16 Seniors (Concur) N	16/17 Re- Enroll N	16/17 Re- Enroll %	16/17 Seniors (Concur) N	17/18 Re- Enroll N	17/18 Re- Enroll %	Concurrent % Change	Re-Enroll % Change	Re-Enroll Avg %
District Feeder Total	127	13	10%	55	10	18%	92	17	18%	198	44	22%	219	53	24%	72%	308%	20%
Non-Feeder Total	25	8	32%	14	5	36%	12	7	58%	42	13	31%	46	11	24%	84%	38%	32%
Other/Unreported	2	1	50%	0	0	0%	0	0	0%	1	0	0%	3	2	67%	50%	100%	50%
Grand Total	154	22	14%	69	15	22%	104	24	23%	241	57	24%	268	66	25%	74%	200%	22%

Source. SDCCD Information System

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

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

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

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

Section II: College Preparedness and Placement

This section of the report looks at high school GPA and the placement levels of first-time to college high school graduates who applied to City College/ECC within four years of high school completion. It is possible that a student can apply and take the placement test, but not register for classes. The placement information, therefore, may differ from enrollment information. Note that the English and math placement sequences may change from year to year; therefore, data are represented by current placement level categories (see Figures 1 and 2 in the Course Sequences section). Additionally, students are categorized as ‘tested’ or ‘not tested’ based on the following parameters:

- **Total Tested** – This group includes students who completed an assessment test, had high school transcript information available for Multiple Measures Assessment Project (MMAP) placement, or submitted their scores from a standardized test (e.g., SAT, ACT, EAP, EPT, and ELM).
- **Not Tested** – This group includes students who did not complete an assessment test. Additionally, this group includes students who received a placement level from degree completion, transfer work, or course completion.

High School GPA of College-Enrolled High School Graduates

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

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Yr Avg/ Total	5-Yr % Change
0.0-1.5	0%	0%	0%	0%	0%	0%	75%
1.6-1.9	2%	1%	1%	2%	1%	2%	-37%
2.0-2.5	26%	24%	27%	23%	22%	25%	-10%
2.6-3.0	38%	37%	34%	36%	35%	36%	-6%
3.1-3.5	24%	26%	25%	27%	28%	26%	18%
Over 3.5	9%	11%	11%	13%	13%	11%	46%
Total	100%	100%	100%	100%	100%	100%	3%
Reported GPA	1,492	1,764	1,708	1,591	1,540	8,095	3%
Total of All Students	1,709	2,011	1,913	1,827	1,721	9,181	1%

Source: SDCCD Information System

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

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

Note 3. Students who enrolled within four years of high school completion are first-time to college high school graduates.

Reading and Writing Placement

Table 4. Reading Placement

		2015/16		2016/17		2017/18		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,750	81%	1,518	80%	1,387	78%	4,655	80%	-21%
	Not Tested	418	19%	380	20%	398	22%	1,196	20%	-5%
	Total Students	2,168	100%	1,898	100%	1,785	100%	5,851	100%	-18%
Distribution of Students who Took a Test	Transfer/Associate Level	868	50%	806	53%	650	47%	2,324	50%	-25%
	Basic Skills	669	38%	525	35%	555	40%	1,749	38%	-17%
	Need English Advising	164	9%	143	9%	136	10%	443	10%	-17%
	Take ESOL Test	49	3%	44	3%	46	3%	139	3%	-6%
	Total Tested	1,750	100%	1,518	100%	1,387	100%	4,655	100%	-21%

Source: SDCCD Information System

Table 5. Writing Placement

		2015/16		2016/17		2017/18		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,751	81%	1,518	80%	1,387	78%	4,656	80%	-21%
	Not Tested	417	19%	380	20%	398	22%	1,195	20%	-5%
	Total Students	2,168	100%	1,898	100%	1,785	100%	5,851	100%	-18%
Distribution of Students who Took a Test	Transfer/Associate Level	444	25%	419	28%	340	25%	1,203	26%	-23%
	Basic Skills	1,094	62%	912	60%	865	62%	2,871	62%	-21%
	Need English Advising	164	9%	143	9%	136	10%	443	10%	-17%
	Take ESOL Test	49	3%	44	3%	46	3%	139	3%	-6%
	Total Tested	1,751	100%	1,518	100%	1,387	100%	4,656	100%	-21%

Source: SDCCD Information System

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

ESOL Placement

Table 6. ESOL Placement

		2015/16		2016/17		2017/18		Total N	Avg %	% Change
Test/No-Test	Total Tested	73	3%	99	5%	80	4%	252	4%	10%
	Not Tested	2,095	97%	1,799	95%	1,705	96%	5,599	96%	-19%
	Total Students	2,168	100%	1,898	100%	1,785	100%	5,851	100%	-18%
Distribution of Students who Took a Test	Level 40	2	3%	13	13%	6	8%	21	8%	200%
	Level 30	6	8%	12	12%	10	13%	28	11%	67%
	Level 20	6	8%	7	7%	2	3%	15	6%	-67%
	Level 19	59	81%	67	68%	62	78%	188	75%	5%
	Total Tested	73	100%	99	100%	80	100%	252	100%	10%

Source: SDCCD Information System

Math Placement

Table 7. Math Placement

		2015/16		2016/17		2017/18		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,768	82%	1,533	81%	1,406	79%	4,707	80%	-20%
	Not Tested	400	18%	365	19%	379	21%	1,144	20%	-5%
	Total Students	2,168	100%	1,898	100%	1,785	100%	5,851	100%	-18%
Distribution of Students who Took a Test	Transfer Level	377	21%	329	21%	230	16%	936	20%	-39%
	Associate Level	184	10%	168	11%	140	10%	492	10%	-24%
	Basic Skills	1,207	68%	1,036	68%	1,036	74%	3,279	70%	-14%
	Total Tested	1,768	100%	1,533	100%	1,406	100%	4,707	100%	-20%

Source: SDCCD Information System

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

Section III: Student Characteristics and Enrollments

This section describes different student characteristics and enrollment patterns among first-time to college high school graduates who enrolled at City College/ECC within four years of high school completion. Headcount, gender, ethnicity, first generation to college, and student educational goals of the first-time to college high school graduates are measured between 2013/14 and 2017/18 (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 2012 to Fall 2016 cohorts of first-time to college high school graduates are displayed in Table 10.

Student Characteristics

Table 8.1. Overall Student Headcount

	2013/14	2014/15	2015/16	2016/17	2017/18	Total	5-Yr % Change
Total Student Headcount	1,709	2,011	1,913	1,827	1,721	9,181	1%

Table 8.2. Headcount by Gender

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Yr Avg	5-Yr % Change
Female	53%	51%	55%	51%	52%	52%	-1%
Male	47%	49%	45%	49%	48%	48%	2%

Table 8.3. Headcount by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Yr Avg	5-Yr % Change
African American	10%	9%	10%	8%	9%	9%	-10%
American Indian	0%	0%	0%	0%	0%	0%	100%
Asian/Pacific Islander	3%	4%	4%	4%	5%	4%	32%
Filipino	3%	2%	2%	3%	3%	3%	-6%
Latino	66%	68%	69%	68%	68%	68%	3%
White	11%	12%	11%	12%	11%	11%	-1%
Other	5%	4%	4%	4%	3%	4%	-30%
Unreported	1%	1%	1%	1%	1%	1%	21%

Table 8.4. Headcount by First Generation

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Yr Avg	5-Yr % Change
First Generation	40%	40%	40%	39%	40%	40%	-0%
Not First Generation	60%	60%	60%	61%	60%	60%	1%

Source: SDCCD Information System

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

Table 8.5. Headcount by Educational Objective

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Yr Avg	5-Yr % Change
4 Yr College Student	9%	8%	9%	8%	9%	8%	-1%
AA/AS w/out Transfer	7%	7%	6%	6%	5%	6%	-29%
BA/BS after Completing AA/AS	45%	49%	50%	50%	50%	49%	13%
BA/BS w/out Completing AA/AS	7%	6%	7%	7%	7%	7%	-5%
Basic Skills Improvement	1%	1%	0%	0%	1%	1%	-19%
Certificate/License Maintenance	2%	1%	2%	2%	2%	2%	54%
Current Job/Career Advancement	1%	1%	1%	1%	1%	1%	22%
Educational Development	1%	1%	0%	1%	1%	1%	40%
HS Diploma/GED Certificate	0%	0%	0%	1%	0%	0%	100%
New Career Preparation	9%	9%	8%	8%	7%	8%	-24%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	
Voc Cert/Degree w/out Transfer	1%	1%	1%	1%	2%	1%	25%
Undecided	18%	17%	16%	16%	16%	16%	-12%

Source: SDCCD Information System

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

Units Attempted/Earned

Table 9. Units attempted by units earned

		Units Earned					
		0 Units	0.1 - 2.9 Units	3.0 - 5.9 Units	6.0 - 8.9 Units	9.0 - 11.9 Units	12.0 + Units
Units Attempted	2013/14	0.1 - 2.9 Units	30%	70%			
		3.0 - 5.9 Units	32%	3%	65%		
		6.0 - 8.9 Units	20%	3%	26%	51%	
		9.0 - 11.9 Units	16%	1%	17%	25%	40%
		12.0 + Units	6%	1%	8%	11%	19%
	2014/15	0.1 - 2.9 Units	29%	71%			
		3.0 - 5.9 Units	37%	3%	60%		
		6.0 - 8.9 Units	22%	3%	20%	55%	
		9.0 - 11.9 Units	14%	1%	13%	23%	49%
		12.0 + Units	6%	1%	7%	14%	19%
	2015/16	0.1 - 2.9 Units	22%	78%			
		3.0 - 5.9 Units	27%	2%	71%		
		6.0 - 8.9 Units	20%	3%	23%	54%	
		9.0 - 11.9 Units	14%	0%	13%	20%	52%
		12.0 + Units	8%	1%	8%	11%	16%
	2016/17	0.1 - 2.9 Units	31%	69%			
		3.0 - 5.9 Units	31%	0%	69%		
		6.0 - 8.9 Units	22%	1%	19%	57%	
		9.0 - 11.9 Units	17%	1%	14%	17%	51%
		12.0 + Units	6%	1%	8%	11%	17%
2017/18	0.1 - 2.9 Units	10%	90%				
	3.0 - 5.9 Units	30%	1%	69%			
	6.0 - 8.9 Units	21%	2%	21%	56%		
	9.0 - 11.9 Units	16%	2%	16%	18%	48%	
	12.0 + Units	6%	1%	7%	12%	15%	58%
Five-Year Average		--	78%	67%	55%	48%	56%
% Change 13/14-17/18		--	116%	17%	1%	9%	3%

Source: SDCCD Information System

Note 1. Tutoring and non-graded courses are excluded. Percentage change is based on counts.

Note 2. Students who enrolled within four years of high school completion are first-time to college high school graduates.

Persistence

Table 10. Term and annual persistence

	Fall Cohorts	Term Persistence Counts	Term Persistence %	Annual Persistence Counts	Annual Persistence %
2012	1,214	877	72%	581	48%
2013	1,142	831	73%	573	50%
2014	1,241	896	72%	624	50%
2015	1,276	965	76%	654	51%
2016	1,217	847	70%	598	49%
Total/5-Yr Avg	6,090	4,416	73%	3,030	50%

Source: SDCCD Information System

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

Section IV: Student Outcomes

This section examines English and math course outcomes of **first-time to college high school graduates who enrolled at City College/ECC within four years of high school completion** (see Tables 11 and 12). Enrollments, retention rates, and successful course completion rates of first-time students who enrolled in an English or math course as of official census between 2013/14 and 2017/18 are reported. Data are represented by basic skills, associate, and transfer level courses (see Figures 1 and 2 in the Placement Sequences section for specific courses in each level).

English Successful Course Completion Rates

Table 11. English course success rates

		Enrollments	Retention Counts	Retention Rate	Success Counts	Success Rate
Transfer/ Associate	2013/14	107	102	95%	80	75%
	2014/15	122	115	94%	87	71%
	2015/16	188	170	90%	140	74%
	2016/17	208	183	88%	153	74%
	2017/18	245	221	90%	180	73%
	Total	870	791	91%	640	74%
Basic Skills	2013/14	523	491	94%	419	80%
	2014/15	649	598	92%	499	77%
	2015/16	723	660	91%	556	77%
	2016/17	671	608	91%	485	72%
	2017/18	457	428	94%	345	75%
	Total	3,023	2,785	92%	2,304	76%
English Total		3,893	3,576	92%	2,944	76%
All Colleges Total		11,304	10,379	92%	8,435	75%

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.

Math Successful Course Completion Rates

Table 12. Math course success rates

		Enrollments	Retention Counts	Retention Rate	Success Counts	Success Rate
Transfer Level	2013/14	107	89	83%	65	61%
	2014/15	116	93	80%	67	58%
	2015/16	126	103	82%	67	53%
	2016/17	120	105	88%	68	57%
	2017/18	116	103	89%	66	57%
	Total	585	493	84%	333	57%
Associate Level	2013/14	56	45	80%	26	46%
	2014/15	78	67	86%	30	38%
	2015/16	97	86	89%	53	55%
	2016/17	103	88	85%	38	37%
	2017/18	93	81	87%	48	52%
	Total	427	367	86%	195	46%
Basic Skills	2013/14	451	399	88%	265	59%
	2014/15	454	380	84%	258	57%
	2015/16	505	455	90%	295	58%
	2016/17	451	399	88%	265	59%
	2017/18	513	459	89%	284	55%
	Total	2,374	2,092	88%	1,367	58%
Math Total		3,386	2,952	87%	1,895	56%
All Colleges Math Total		10,355	9,096	88%	6,272	61%

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.