

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

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Table of Contents

Introduction.....	2
Population of Interest.....	2
Operational Definitions.....	3
Placement Sequences.....	4
Overall Highlight of the Findings.....	6
Section I: Entering the Community College Pipeline.....	8
College Participation Rates of High School Graduates.....	9
Participation Rates of Concurrent Students.....	11
Section II: College Preparedness and Placement.....	12
High School GPA of College-Enrolled High School Graduates.....	13
Reading and Writing Placement.....	14
ESOL Placement.....	15
Math Placement.....	15
Section III: Student Characteristics and Enrollments.....	16
Student Characteristics.....	17
Units Attempted/Earned.....	19
Persistence.....	20
Section IV: Student Outcomes.....	21
English Retention and Successful Course Completion Rates.....	22
Math Retention and Successful Course Completion Rates.....	23

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 Mesa College, and is reported as high school-to-college graduate participation and concurrent student participation rates. Reading, writing, ESOL, and math placements are detailed in Section II; student characteristics and college enrollment patterns are detailed in Section III; and finally, English and math 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 Mesa 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 Mesa College. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and high school students. Additionally, for this study, students attending adult school are excluded.
- **High school graduates** are defined in this study as having received a certification of California high school proficiency, a G.E.D./high school certificate, or a high school diploma (including a foreign high school diploma).
- Students enrolled at Mesa College either in the year following high school completion or within four years of high school completion.

Operational Definitions

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

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

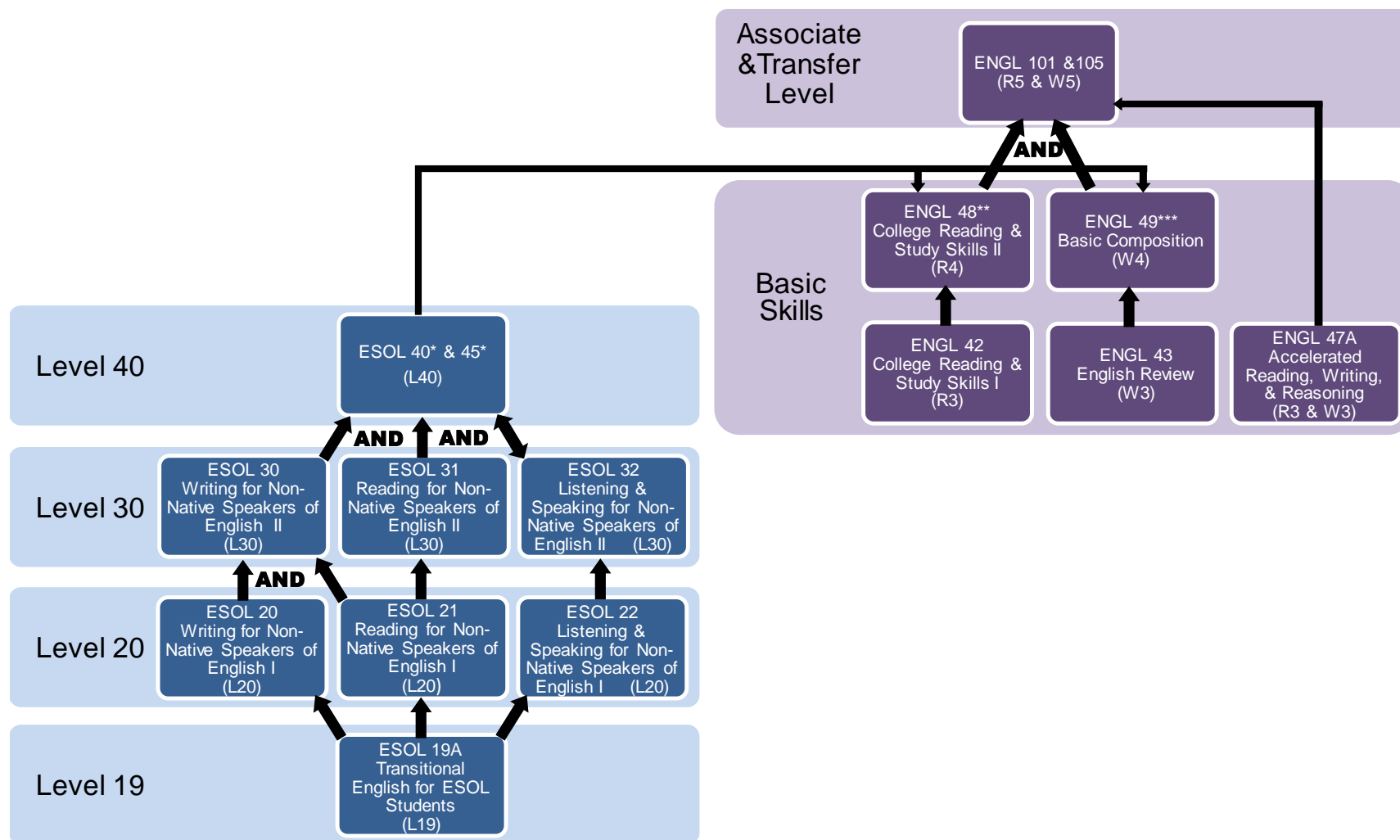
Persistence Rate – Term and Annual: The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring term (term persistence) and fall terms (annual persistence) and received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

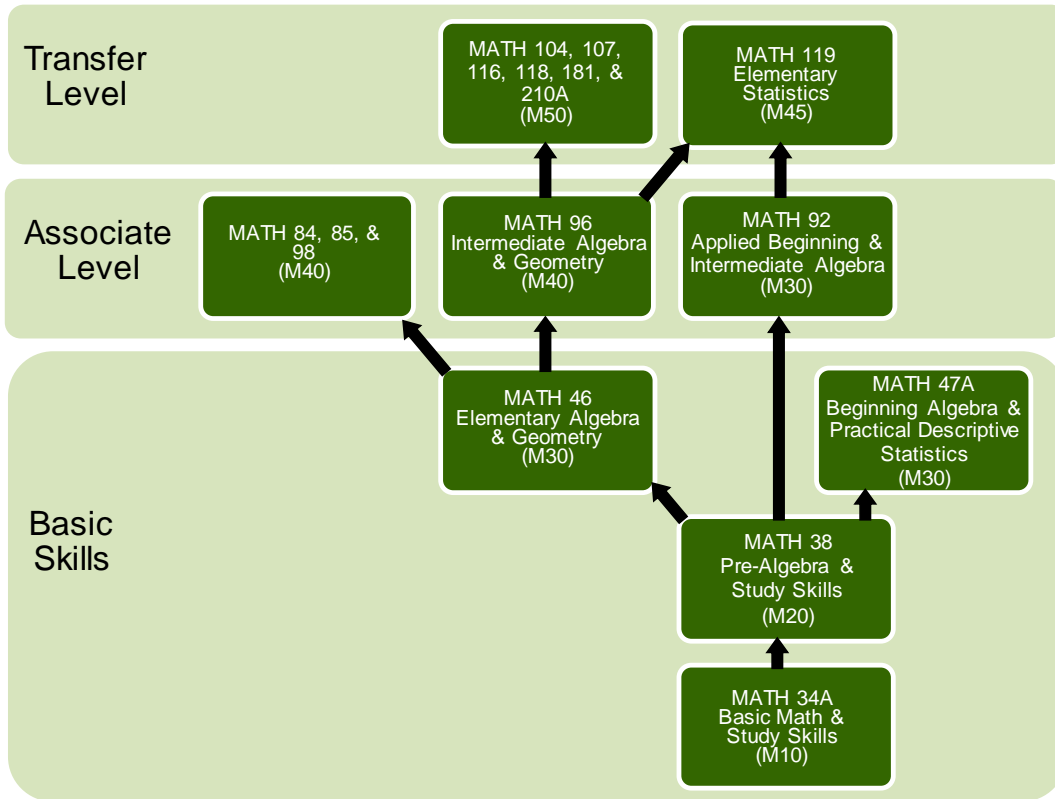


* ESOL 40 and ESOL 45 require a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

** 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, 20% of the 2016/17 feeder high school graduates and 5% of the 2016/17 non-feeder high school graduates entered Mesa College in the year following high school completion. The 2017/18 feeder and non-feeder high school student participation rates are comparable to the five-year averages of 19% and 5%, respectively.
2. The number of concurrent high school seniors enrolled between 2012/13 and 2016/17 decreased 8% among feeder high schools and increased over 100% among non-feeder high schools. Approximately 22% of concurrent high school feeder seniors continued their enrollment in 2017/18 at Mesa College as college-only students. Over five years, participation rates of concurrently enrolled high school seniors who continued Mesa College enrollment varied among feeder high school seniors (8% to 22%) and non-feeder high school seniors (9% to 67%).
3. In 2017/18, over half of first-time to college high school graduates completed an assessment test in reading, writing, and math (58% each).
4. In 2017/18, 55% of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer/associate level. In writing and math, the majority of tested students were placed in Basic Skills (59% and 57% respectively). Among first-time to college high school graduates who completed an assessment test in ESOL in 2017/18, over half (65%) of the students placed five levels below English transfer level (ESOL level 19).
5. Twenty-seven 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 comparable to the five-year average of 28%.
6. In 2017/18, 79% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units, while approximately half of the students who enrolled in 6.0-8.9 units and 9.0-11.9 units (53% and 44%, respectively) completed the total number of attempted units. Sixty percent of the students who were enrolled in school full-time (12+ units) in 2017/18 completed the total number of attempted units.
7. Approximately three quarters (76%) of first-time to college high school graduates at Mesa College persisted from the Fall 2016 term to the following spring term, and over half (55%) persisted annually to a second fall term. This is comparable to the five-year averages for term-to-term persistence (76%) and annual persistence (55%).
8. In 2017/18, 67% of students who enrolled in a transfer or associate level English course at Mesa College successfully

completed the course (lower than the five-year average of 73%), and 73% of students enrolled in a basic skills level English course at Mesa College successfully completed the course (comparable to the 76% five-year average).

9. Sixty-two percent of students who enrolled in a transfer level math course at Mesa College successfully completed the course in 2017/18, which is comparable to the five-year average of 64%. In 2017/18, over half (54%) of students enrolled in an associate level math course at Mesa College successfully completed the course, which is the same as the five-year average of 54%. Finally, 60% of students enrolled in a basic skills level math course at Mesa College successfully completed the course in 2017/18, comparable to the five-year average of 62%.

Section I: Entering the Community College Pipeline

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

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

College Participation Rates of High School Graduates

Table 1. Headcount and participation rates of high school graduates who enroll at Mesa College 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	27	14%	232	43	19%	195	27	14%	174	27	16%	208	27	13%	4%	0%	15%
	Garfield	139	8	6%	127	11	9%	107	5	5%	138	13	9%	117	5	4%	-16%	-38%	7%
	Gompers Prep	81	2	2%	89	4	4%	97	8	8%	122	4	3%	112	3	3%	38%	50%	4%
	Health Sciences	138	30	22%	135	44	33%	149	31	21%	151	31	21%	160	20	13%	16%	-33%	21%
	Hoover	324	83	26%	344	48	14%	343	68	20%	318	53	17%	360	63	18%	11%	-24%	19%
	King-Chavez	137	0	0%	95	5	5%	139	22	16%	110	4	4%	115	13	11%	-16%	---	7%
	Lincoln	290	34	12%	298	37	12%	285	28	10%	222	25	11%	228	25	11%	-21%	-26%	11%
	Morse	349	50	14%	377	42	11%	340	37	11%	387	51	13%	318	34	11%	-9%	-32%	12%
	San Diego Ed Complex	430	45	10%	393	45	11%	462	56	12%	422	55	13%	410	48	12%	-5%	7%	12%
	San Diego SCPA	178	25	14%	144	14	10%	186	27	15%	197	38	19%	145	19	13%	-19%	-24%	14%
Mesa Feeder	Charter School of SD	526	82	16%	441	65	15%	464	86	19%	587	84	14%	495	80	16%	-6%	-2%	16%
	Clairemont	265	106	40%	256	103	40%	210	82	39%	221	85	38%	203	85	42%	-23%	-20%	40%
	High Tech Ed Complex	317	51	16%	312	66	21%	329	58	18%	311	50	16%	341	57	17%	8%	12%	18%
	Kearny Ed Complex	294	155	53%	322	156	48%	309	159	51%	327	183	56%	264	133	50%	-10%	-14%	52%
	La Jolla	342	65	19%	338	50	15%	348	67	19%	352	69	20%	371	102	27%	8%	57%	20%
	Madison	230	80	35%	216	82	38%	214	91	43%	242	127	52%	246	120	49%	7%	50%	44%
	Mark Twain	183	15	8%	152	22	14%	156	13	8%	145	14	10%	186	17	9%	2%	13%	10%
	Mission Bay	273	55	20%	274	50	18%	237	73	31%	208	50	24%	213	55	26%	-22%	0%	23%
	Patrick Henry	517	43	8%	523	41	8%	504	30	6%	523	54	10%	487	65	13%	-6%	51%	9%
	Point Loma	441	100	23%	401	101	25%	426	64	15%	398	78	20%	395	100	25%	-10%	0%	21%
Preuss School	97	7	7%	88	10	11%	103	7	7%	132	21	16%	102	6	6%	5%	-14%	10%	
Miramar Feeder	Mira Mesa	550	85	15%	609	96	16%	514	104	20%	555	91	16%	514	85	17%	-7%	0%	16%
	Scripps Ranch	558	68	12%	509	65	13%	517	68	13%	513	92	18%	485	59	12%	-13%	-13%	14%
	Serra	381	58	15%	408	93	23%	296	102	34%	372	100	27%	296	77	26%	-22%	33%	23%
	University City	427	104	24%	409	75	18%	417	112	27%	397	105	26%	345	102	30%	-19%	-2%	25%
District Feeder Total		7,667	1,378	18%	7,492	1,368	18%	7,497	1,425	19%	7,524	1,504	20%	7,116	1,400	20%	-7%	2%	19%
Non-Feeder High Schools	Bonita Vista	540	22	4%	550	14	3%	580	15	3%	597	27	5%	551	18	3%	2%	-18%	3%
	Castle Park	372	13	3%	373	14	4%	359	5	1%	342	8	2%	318	7	2%	-15%	-46%	3%
	Chula Vista	578	29	5%	577	27	5%	612	39	6%	644	25	4%	586	20	3%	1%	-31%	5%
	Coronado	255	15	6%	274	23	8%	288	38	13%	283	37	13%	285	47	16%	12%	213%	12%
	Del Norte	458	29	6%	380	29	8%	435	18	4%	504	36	7%	483	29	6%	5%	0%	6%
	Eastlake	670	12	2%	71	15	21%	721	18	2%	731	27	4%	708	17	2%	6%	42%	3%

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

		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 %
Non-Feeder High Schools, cont.	Grossmont	514	12	2%	428	9	2%	508	23	5%	448	7	2%	464	21	5%	-10%	75%	3%
	Helix	461	13	3%	477	16	3%	469	24	5%	467	7	1%	536	8	1%	16%	-38%	3%
	Hilltop	495	16	3%	526	26	5%	502	24	5%	481	16	3%	463	17	4%	-6%	6%	4%
	Mar Vista	354	16	5%	358	10	3%	341	10	3%	377	12	3%	355	27	8%	0%	69%	4%
	Montgomery	391	14	4%	347	13	4%	404	17	4%	360	10	3%	366	13	4%	-6%	-7%	4%
	Mt. Carmel	445	38	9%	488	50	10%	483	51	11%	475	36	8%	503	34	7%	13%	-11%	9%
	Olympian	440	7	2%	435	16	4%	416	15	4%	521	13	2%	689	21	3%	57%	200%	3%
	Otay Ranch	627	10	2%	637	25	4%	664	21	3%	656	24	4%	569	21	4%	-9%	110%	3%
	Poway	537	34	6%	578	29	5%	496	32	6%	492	30	6%	538	40	7%	0%	18%	6%
	Ramona	367	17	5%	363	13	4%	362	9	2%	330	19	6%	351	13	4%	-4%	-24%	4%
	Rancho Bernardo	489	41	8%	548	46	8%	520	42	8%	535	46	9%	542	38	7%	11%	-7%	8%
	San Ysidro	506	5	1%	483	11	2%	538	23	4%	500	23	5%	498	10	2%	-2%	100%	3%
	Southwest	367	10	3%	382	14	4%	374	14	4%	326	8	2%	381	8	2%	4%	-20%	3%
	Sweetwater	643	43	7%	653	44	7%	628	32	5%	614	39	6%	646	43	7%	0%	0%	6%
	Torrey Pines	592	11	2%	591	18	3%	700	25	4%	676	29	4%	692	23	3%	17%	109%	3%
	West Hills	441	11	2%	389	9	2%	405	15	4%	423	9	2%	429	7	2%	-3%	-36%	2%
	West View	567	45	8%	595	36	6%	558	38	7%	554	41	7%	567	35	6%	0%	-22%	7%
Non-Feeder Total		11,438	463	4%	10,811	507	5%	11,720	559	5%	11,676	552	5%	11,849	553	5%	4%	19%	5%
Other High Schools	Foreign School	---	51	---	---	70	---	---	62	---	---	68	---	---	60	---	---	18%	---
	Other	---	463	---	---	428	---	---	481	---	---	398	---	---	427	---	---	-8%	---
	Out of State	---	120	---	---	140	---	---	119	---	---	119	---	---	91	---	---	-24%	---
	San Diego County	---	42	---	---	41	---	---	47	---	---	44	---	---	33	---	---	-21%	---
	Other Total	---	676	---	---	679	---	---	709	---	---	629	---	---	611	---	---	-10%	---
Total		---	2,517	---	---	2,554	---	---	2,693	---	---	2,685	---	---	2,564	---	---	2%	---

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	885	135	15%	696	59	8%	671	62	9%	821	107	13%	810	182	22%	-8%	35%	14%
Non-Feeder Total	6	1	17%	3	2	67%	16	6	38%	65	6	9%	30	11	37%	400%	1,000%	22%
Other/Unreported	1	0	0%	0	0	0%	3	1	33%	7	4	57%	8	1	13%	700%	---	32%
Grand Total	892	136	15%	699	61	9%	690	69	10%	893	117	13%	848	194	23%	-5%	43%	14%

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 Mesa College. No exclusions limit the concurrent student cohort to AP students. Re-enrollment counts exclude students who continue Mesa College 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 Mesa College within four years of high school completion. It is possible that a student can apply and take the placement test, but not register for classes. The placement information, therefore, may differ from enrollment information. Note that the English and math placement sequences may change from year to year; therefore, data are represented by current placement level categories (see Figures 1 and 2 in the 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 Mesa 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%	133%
1.6-1.9	1%	1%	1%	1%	1%	1%	10%
2.0-2.5	21%	19%	20%	18%	17%	19%	-26%
2.6-3.0	36%	37%	34%	33%	33%	35%	-19%
3.1-3.5	29%	29%	30%	31%	30%	30%	-7%
Over 3.5	13%	13%	15%	16%	18%	15%	20%
Total	100%	100%	100%	100%	100%	100%	-11%
Reported GPA	2,173	2,193	2,362	2,165	1,925	10,818	-11%
Total of All Students	2,426	2,448	2,601	2,419	2,166	12,060	-11%

Source: SDCCD Information System

Note 1. High school GPA is self-reported on students' college applications. On average, across five years, 10% of students did not report their GPA.

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

Note 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	2,059	84%	1,996	83%	1,295	58%	5,350	75%	-37%
	Not Tested	391	16%	399	17%	947	42%	1,737	25%	142%
	Total Students	2,450	100%	2,395	100%	2,242	100%	7,087	100%	-8%
Distribution of Students who Took a Test	Transfer/Associate Level	1,201	58%	1,233	62%	717	55%	3,151	59%	-40%
	Basic Skills	710	34%	599	30%	442	34%	1,751	33%	-38%
	Need English Advising	127	6%	142	7%	104	8%	373	7%	-18%
	Take ESOL Test	21	1%	22	1%	32	2%	75	1%	52%
	Total Tested	2,059	100%	1,996	100%	1,295	100%	5,350	100%	-37%

Source: SDCCD Information System

Table 5. Writing Placement

		2015/16		2016/17		2017/18		Total N	Avg %	% Change
Test/No-Test	Total Tested	2,060	84%	1,997	83%	1,295	58%	5,352	76%	-37%
	Not Tested	390	16%	398	17%	947	42%	1,735	24%	143%
	Total Students	2,450	100%	2,395	100%	2,242	100%	7,087	100%	-8%
Distribution of Students who Took a Test	Transfer/Associate Level	708	34%	744	37%	390	30%	1,842	34%	-45%
	Basic Skills	1,204	58%	1,089	55%	769	59%	3,062	57%	-36%
	Need English Advising	127	6%	142	7%	104	8%	373	7%	-18%
	Take ESOL Test	21	1%	22	1%	32	2%	75	1%	52%
	Total Tested	2,060	100%	1,997	100%	1,295	100%	5,352	100%	-37%

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	39	2%	49	2%	52	2%	140	2%	33%
	Not Tested	2,411	98%	2,346	98%	2,190	98%	6,947	98%	-9%
	Total Students	2,450	100%	2,395	100%	2,242	100%	7,087	100%	-8%
Distribution of Students who Took a Test	Level 40	2	5%	6	12%	3	6%	11	8%	50%
	Level 30	9	23%	8	16%	8	15%	25	18%	-11%
	Level 20	1	3%	6	12%	7	13%	14	10%	600%
	Level 19	27	69%	29	59%	34	65%	90	64%	26%
	Total Tested	39	100%	49	100%	52	100%	140	100%	33%

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	2,075	85%	1,992	83%	1,300	58%	5,367	76%	-37%
	Not Tested	375	15%	403	17%	942	42%	1,720	24%	151%
	Total Students	2,450	100%	2,395	100%	2,242	100%	7,087	100%	-8%
Distribution of Students who Took a Test	Transfer Level	675	33%	688	35%	362	28%	1,725	32%	-46%
	Associate Level	281	14%	279	14%	199	15%	759	14%	-29%
	Basic Skills	1,119	54%	1,025	51%	739	57%	2,883	54%	-34%
	Total Tested	2,075	100%	1,992	100%	1,300	100%	5,367	100%	-37%

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 Mesa 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 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	2,426	2,448	2,601	2,419	2,166	12,060	-11%

Table 8.2. Headcount by Gender

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Yr Avg	5-Yr % Change
Female	48%	49%	49%	49%	51%	49%	-6%
Male	52%	51%	51%	51%	49%	51%	-15%

Table 8.3. Headcount by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Yr Avg	5-Yr % Change
African American	7%	8%	6%	7%	7%	7%	-17%
American Indian	0%	0%	0%	0%	0%	0%	0%
Asian/Pacific Islander	9%	9%	10%	10%	9%	9%	-15%
Filipino	4%	4%	4%	4%	4%	4%	-15%
Latino	44%	44%	46%	44%	46%	45%	-6%
White	26%	26%	25%	26%	26%	26%	-12%
Other	7%	7%	8%	7%	6%	7%	-24%
Unreported	1%	2%	1%	2%	2%	2%	14%

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	28%	29%	28%	27%	27%	28%	-13%
Not First Generation	72%	71%	72%	73%	73%	72%	-10%

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	12%	10%	11%	10%	10%	11%	-29%
AA/AS w/out Transfer	4%	5%	6%	4%	5%	5%	-2%
BA/BS after Completing AA/AS	47%	50%	49%	51%	53%	50%	1%
BA/BS w/out Completing AA/AS	12%	10%	10%	9%	10%	10%	-21%
Basic Skills Improvement	0%	1%	0%	0%	0%	0%	-27%
Certificate/License Maintenance	1%	1%	1%	1%	1%	1%	9%
Current Job/Career Advancement	0%	0%	0%	0%	0%	0%	-17%
Educational Development	1%	1%	0%	1%	1%	1%	-8%
HS Diploma/GED Certificate	0%	0%	1%	1%	1%	1%	90%
New Career Preparation	7%	7%	6%	7%	6%	6%	-25%
Non-Credit to Credit Transition	0%	0%	0%	0%	0%	0%	0%
Voc Cert/Degree w/out Transfer	1%	1%	0%	0%	0%	1%	-60%
Undecided	15%	15%	15%	15%	13%	15%	-22%

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	19%	81%				
		3.0 - 5.9 Units	36%	4%	60%			
		6.0 - 8.9 Units	21%	1%	27%	51%		
		9.0 - 11.9 Units	15%	2%	13%	25%	45%	
		12.0 + Units	7%	1%	7%	11%	20%	54%
	2014/15	0.1 - 2.9 Units	17%	83%				
		3.0 - 5.9 Units	32%	2%	66%			
		6.0 - 8.9 Units	23%	1%	23%	52%		
		9.0 - 11.9 Units	15%	1%	14%	24%	47%	
		12.0 + Units	8%	0%	7%	11%	17%	57%
	2015/16	0.1 - 2.9 Units	16%	84%				
		3.0 - 5.9 Units	32%	0%	67%			
		6.0 - 8.9 Units	23%	1%	21%	55%		
		9.0 - 11.9 Units	15%		17%	22%	46%	
		12.0 + Units	8%	1%	7%	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	21%	79%					
	3.0 - 5.9 Units	31%	1%	68%				
	6.0 - 8.9 Units	25%	1%	22%	53%			
	9.0 - 11.9 Units	21%	0%	17%	18%	44%		
	12.0 + Units	8%	1%	9%	9%	13%	60%	
Five-Year Average		--	83%	65%	53%	46%	56%	
% Change 13/14-17/18		--	-26%	43%	-17%	-40%	4%	

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	1,827	1,399	77%	1,021	56%
2013	1,783	1,362	76%	954	54%
2014	1,654	1,227	74%	869	53%
2015	1,744	1,321	76%	970	56%
2016	1,739	1,313	76%	964	55%
Total/5-Yr Avg	8,747	6,622	76%	4,778	55%

Source: SDCCD Information System

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

Section IV: Student Outcomes

This section examines English and math course outcomes of **first-time to college high school graduates who enrolled at Mesa 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 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	216	199	92%	175	81%
	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%
	Total	2,212	1,998	90%	1,612	73%
Basic Skills	2013/14	372	347	93%	298	80%
	2014/15	500	470	94%	383	77%
	2015/16	740	684	92%	558	75%
	2016/17	625	574	92%	470	75%
	2017/18	291	271	93%	213	73%
	Total	2,528	2,346	93%	1,922	76%
English Total		4,740	4,344	92%	3,534	75%
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	223	197	88%	140	63%
	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%
	Total	1,552	1,356	87%	989	64%
Associate Level	2013/14	115	104	90%	71	62%
	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%
	Total	840	703	84%	457	54%
Basic Skills	2013/14	436	391	90%	273	63%
	2014/15	388	359	93%	234	60%
	2015/16	396	366	92%	259	65%
	2016/17	345	304	88%	208	60%
	2017/18	289	260	90%	174	60%
	Total	1,854	1,680	91%	1,148	62%
Math Total		4,246	3,739	88%	2,594	61%
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.