



**Miramar College
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 Miramar College, and is reported as high school-to-college graduate participation and concurrent student participation rates. Reading, writing, ESOL, and math placements are detailed in Section II; student characteristics and college enrollment patterns are detailed in Section III; and finally, English and math successful course completion rates are detailed in Section IV. In most instances, benchmark information is provided as a point of comparison, such as three-year or five-year averages and/or percentage change.

Population of Interest

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

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

Operational Definitions

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

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

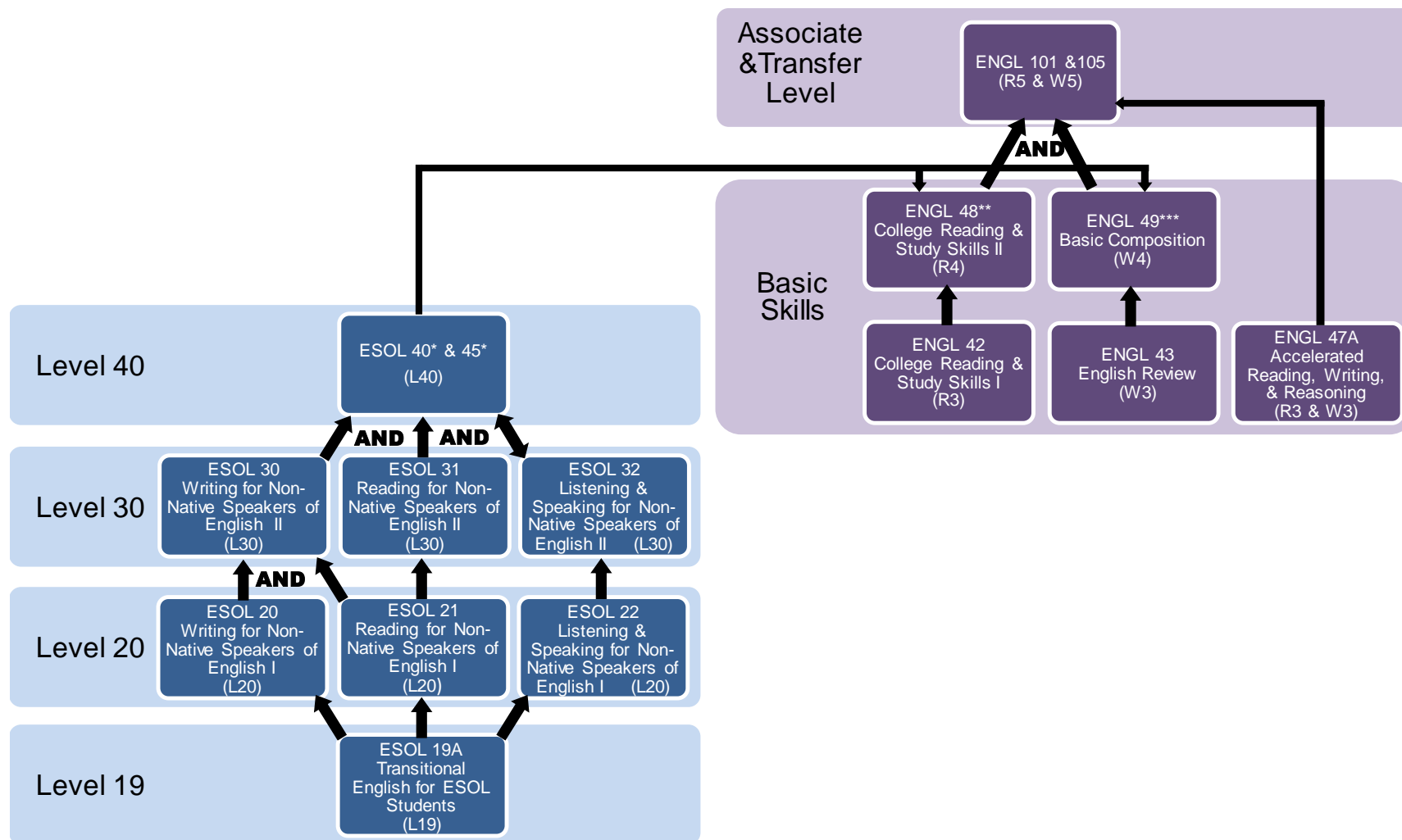
Persistence Rate – Term and Annual: The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring term (term persistence) and fall terms (annual persistence) and received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

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

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

Placement Sequences

Figure 1. Current English and ESOL placement sequence

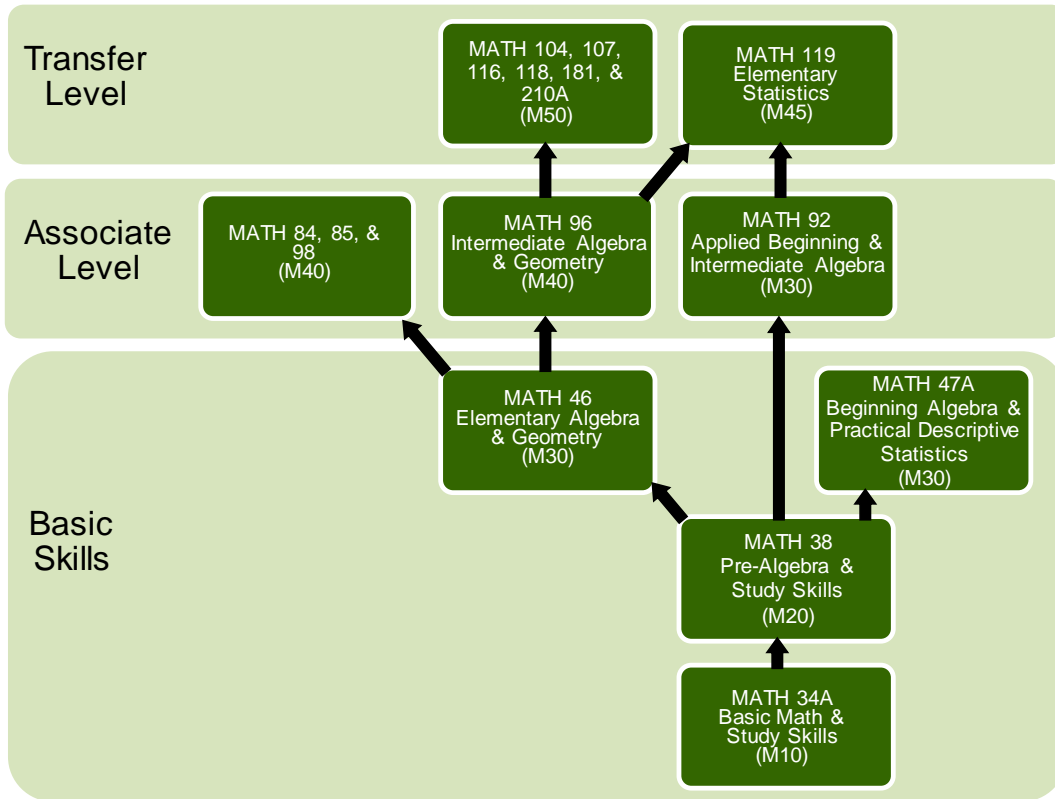


* ESOL 40 and ESOL 45 require a prerequisite of ESOL 30, 31, and concurrent enrollment or completion of ESOL 32, or assessment skill level L40.

** ENGL 48 requires a prerequisite skill level L40 AND completion of ESOL 40; or completion of ESOL 32 and 40; or ENGL 42; or skill level R4.

*** ENGL 49 requires a prerequisite skill level L40 AND completion of ESOL 40; or completion of ESOL 32 and 40; or ENGL 43; or skill level W4.

Figure 2. Current math placement sequence



Overall Highlight of the Findings

1. In 2017/18, 9% of the 2016/17 feeder high school graduates and 5% of the 2016/17 non-feeder high school graduates entered Miramar College in the year following high school completion. The 2017/18 feeder and non-feeder school student participation rates are comparable to the five-year averages of 8% and 5%, respectively.
2. The number of concurrent high school students enrolled in 2016/17 was over ten times higher than what it was in 2012/13 (from 48 in 12/13 to 526 in 16/17). Approximately 18% of concurrent feeder high school students continued their enrollment in 2017/18 as college-only students. Over five years, participation rates of concurrently enrolled high school students who continued Miramar College enrollment varied among feeder high school students (10% to 25%) and non-feeder high school students (5% to 23%).
3. In 2017/18, a majority of the first-time to college high school graduates completed an assessment test in reading, writing, and math (78%, 78%, and 77% respectively). The percentage of students who completed an assessment test in reading and writing remained relatively stable between 2015/16 and 2017/18, while math placement testing decreased by one percentage point during the same period.
4. In 2017/18, 68% of the first-time to college high school graduates who completed an assessment test in reading placed at the transfer level, while almost half (47%) of those who completed an assessment test in writing placed at the transfer/associate level. More than half (58%) of first-time to college high school graduates who completed an assessment test in math placed at the transfer or associate levels, while 42% placed at the basic skills level during the same time frame.
5. Twenty-one 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 the same as the five-year average of 21%.
6. In 2017/18, 97% of the first-time to college high school graduates who enrolled in 0.1-2.9 units completed the total number of attempted units. Seventy-one percent of the students who were enrolled in school full-time (12+ units) in 2017/18 completed the total number of attempted units (higher than the five-year average of 65%).
7. Seventy-six percent of the Fall 2016 first-time to college high school graduates at Miramar College persisted to the next spring term, which is comparable to the five-year average of 75%. Over half (59%) persisted annually to a second fall term, which is higher than the five-year annual persistence average of 56%.

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8. In 2017/18, 85% of students who enrolled in a transfer or associate level English course at Miramar College successfully completed the course (higher than the five-year average of 79%), and 76% of students who enrolled in a basic skills level English course at Miramar College successfully completed the course (higher than the 73% five-year average).
 9. Seventy-six percent of students who enrolled in a transfer level math course successfully completed the course, higher than the five-year average of 70%. Fifty-three percent of students who enrolled in an associate level math course at Miramar College in 2017/18 successfully completed the course, lower than the five-year average of 55%. Finally, 75% of students enrolled in a basic skills level math course at Miramar College in 2017/18 successfully completed the course, which is higher than the five-year average of 66%.

Section I: Entering the Community College Pipeline

This section describes different aspects of high school graduate student entry to Miramar College. Student trends are measured across five years, from 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 Miramar College in the year following high school completion. When possible, high school-to-college participation rates are disaggregated by feeder and non-feeder high schools. College feeders are based on a combination of the zip codes within each college's service area, as well as other college-specific outreach designations.

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

College Participation Rates of High School Graduates

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

		12/13	13/14		13/14	14/15		14/15	15/16		15/16	16/17		16/17	17/18		12/13-16/17	13/14-17/18	
		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants		Grads	Entrants	
		N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	% Change		Avg %
City Feeder	Crawford Ed Complex	200	11	6%	232	7	3%	195	4	2%	174	5	3%	208	6	3%	4%	-45%	3%
	Garfield	139	3	2%	127	2	2%	107	2	2%	138	4	3%	117	3	3%	-16%	0%	2%
	Gompers Prep	81	1	1%	89	0	0%	97	0	0%	122	2	2%	112	0	0%	38%	-100%	1%
	Health Sciences	138	5	4%	135	6	4%	149	4	3%	151	3	2%	160	9	6%	16%	80%	4%
	Hoover	324	9	3%	344	14	4%	343	14	4%	318	17	5%	360	24	7%	11%	167%	5%
	King-Chavez	137	0	0%	95	0	0%	139	8	6%	110	3	3%	115	2	2%	-16%	---	2%
	Lincoln	290	8	3%	298	8	3%	285	4	1%	222	8	4%	228	6	3%	-21%	-25%	3%
	Morse	349	3	1%	377	3	1%	340	4	1%	387	8	2%	318	6	2%	-9%	100%	1%
	San Diego Ed Complex	430	5	1%	393	8	2%	462	11	2%	422	17	4%	410	11	3%	-5%	120%	2%
	San Diego SCPA	178	5	3%	144	5	3%	186	7	4%	197	2	1%	145	2	1%	-19%	-60%	2%
Mesa Feeder	Charter School of SD	526	38	7%	441	25	6%	464	29	6%	587	38	6%	495	47	9%	-6%	24%	7%
	Clairemont	265	10	4%	256	10	4%	210	9	4%	221	6	3%	203	8	4%	-23%	-20%	4%
	High Tech Ed Complex	317	9	3%	312	6	2%	329	6	2%	311	3	1%	341	12	4%	8%	33%	2%
	Kearny Ed Complex	294	10	3%	322	13	4%	309	10	3%	327	20	6%	264	15	6%	-10%	50%	4%
	La Jolla	342	12	4%	338	8	2%	348	11	3%	352	17	5%	371	16	4%	8%	33%	4%
	Madison	230	10	4%	216	8	4%	214	9	4%	242	16	7%	246	14	6%	7%	40%	5%
	Mark Twain	183	6	3%	152	5	3%	156	4	3%	145	6	4%	186	7	4%	2%	17%	3%
	Mission Bay	273	9	3%	274	4	1%	237	9	4%	208	6	3%	213	14	7%	-22%	56%	3%
	Patrick Henry	517	7	1%	523	5	1%	504	8	2%	523	12	2%	487	19	4%	-6%	171%	2%
	Point Loma	441	20	5%	401	14	3%	426	8	2%	398	10	3%	395	15	4%	-10%	-25%	3%
Preuss School	97	0	0%	88	1	1%	103	0	0%	132	3	2%	102	1	1%	5%	---	1%	
Miramar Feeder	Mira Mesa	550	247	45%	555	301	54%	581	256	44%	555	286	52%	514	239	46%	-7%	-3%	47%
	Scripps Ranch	558	87	16%	509	100	20%	517	93	18%	513	120	23%	485	114	24%	-13%	31%	20%
	Serra	381	19	5%	408	43	11%	379	38	10%	372	32	9%	296	50	17%	-22%	163%	10%
	University City	427	22	5%	409	26	6%	417	38	9%	397	38	10%	345	33	10%	-19%	50%	8%
	District Feeder Total	7,667	556	7%	7,492	622	8%	7,497	586	8%	7,524	682	9%	7,116	673	9%	-7%	21%	8%
Non-Feeder High Schools	Bonita Vista	540	3	1%	550	0	0%	580	2	0%	597	4	1%	551	2	0%	2%	-33%	0%
	Castle Park	372	0	0%	373	0	0%	359	2	1%	342	1	0%	318	2	1%	-15%	---	0%
	Chula Vista	578	5	1%	577	6	1%	612	2	0%	644	3	0%	586	7	1%	1%	40%	1%
	Coronado	255	0	0%	274	8	3%	288	9	3%	283	8	3%	285	8	3%	12%	---	2%
	Del Norte	458	53	12%	380	56	15%	435	50	11%	504	76	15%	483	61	13%	5%	15%	13%
	Eastlake	670	2	0%	71	1	1%	721	5	1%	731	4	1%	708	5	1%	6%	150%	1%

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

Table 1. Headcount and participation rates of high school graduates who enroll at Miramar College 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	%	% Change		Avg %			
Non-Feeder High Schools, cont.	Grossmont	514	1	0%	428	3	1%	508	5	1%	448	6	1%	464	7	2%	-10%	600%	1%						
	Helix	461	5	1%	477	0	0%	469	4	1%	467	2	0%	536	2	0%	16%	-60%	1%						
	Hilltop	495	2	0%	526	5	1%	502	7	1%	481	7	1%	463	3	1%	-6%	50%	1%						
	Mar Vista	354	2	1%	358	0	0%	341	2	1%	377	4	1%	355	7	2%	0%	250%	1%						
	Montgomery	391	0	0%	347	1	0%	404	2	0%	360	4	1%	366	3	1%	-6%	---	1%						
	Mt. Carmel	445	92	21%	488	124	25%	483	124	26%	475	128	27%	503	117	23%	13%	27%	24%						
	Olympian	440	1	0%	435	2	0%	416	3	1%	521	1	0%	689	1	0%	57%	0%	0%						
	Otay Ranch	627	0	0%	637	3	0%	664	4	1%	656	0	0%	569	4	1%	-9%	---	0%						
	Poway	537	75	14%	578	95	16%	496	90	18%	492	98	20%	538	95	18%	0%	27%	17%						
	Ramona	367	12	3%	363	21	6%	362	19	5%	330	19	6%	351	30	9%	-4%	150%	6%						
	Rancho Bernardo	489	66	13%	548	91	17%	520	98	19%	535	118	22%	542	102	19%	11%	55%	18%						
	San Ysidro	506	1	0%	483	2	0%	538	4	1%	500	2	0%	498	0	0%	-2%	-100%	0%						
	Southwest	367	5	1%	382	2	1%	374	4	1%	326	3	1%	381	5	1%	4%	0%	1%						
	Sweetwater	643	5	1%	653	6	1%	628	3	0%	614	7	1%	646	8	1%	0%	60%	1%						
	Torrey Pines	592	6	1%	591	10	2%	700	25	4%	676	32	5%	692	20	3%	17%	233%	3%						
	West Hills	441	5	1%	389	3	1%	405	5	1%	423	7	2%	429	6	1%	-3%	20%	1%						
	West View	567	108	19%	595	99	17%	558	98	18%	554	115	21%	567	117	21%	0%	8%	19%						
Non-Feeder Total		11,438	449	4%	10,811	538	5%	11,720	570	5%	11,676	661	6%	11,849	630	5%	4%	40%	5%						
Other High Schools	Foreign School	---	19	---	---	16	---	---	17	---	---	11	---	---	17	---	---	---	---	---	-11%	---			
	Other	---	169	---	---	172	---	---	174	---	---	162	---	---	204	---	---	---	---	---	---	21%	---		
	Out of State	---	46	---	---	44	---	---	56	---	---	43	---	---	34	---	---	---	---	---	---	-26%	---		
	San Diego County	---	10	---	---	14	---	---	19	---	---	26	---	---	33	---	---	---	---	---	---	230%	---		
	Other Total	---	244	---	---	246	---	---	266	---	---	242	---	---	288	---	---	---	---	---	---	18%	---		
Total	---	1,249	---	---	1,406	---	---	1,422	---	---	1,585	---	---	1,591	---	---	---	---	---	---	27%	---			

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	48	12	25%	22	3	14%	21	2	10%	189	40	21%	526	94	18%	996%	683%	19%
Non-Feeder Total	20	1	5%	22	4	18%	30	2	7%	31	7	23%	61	11	18%	205%	1,000%	15%
Other/Unreported	2	0	0%	0	0	0%	4	2	50%	3	1	33%	2	0	0%	0%	---	27%
Grand Total	70	13	19%	44	7	16%	55	6	11%	223	48	22%	589	105	18%	741%	708%	18%

Source. SDCCD Information System

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

Note 2. Students are unduplicated within each year. SDSU, UCSD, tutoring, cancelled, and year-long summer in-service classes are excluded.

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

Note 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 Miramar College within four years of high school completion. It is possible that a student can apply and take the placement test, but not register for classes. The placement information, therefore, may differ from enrollment information. Note that the English and math placement sequences may change from year to year; therefore, data are represented by current placement level categories (see Figures 1 and 2 in the 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 Miramar 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%	-67%
1.6-1.9	2%	1%	1%	1%	1%	1%	-52%
2.0-2.5	18%	18%	18%	18%	18%	18%	28%
2.6-3.0	37%	33%	34%	32%	31%	33%	4%
3.1-3.5	31%	31%	33%	32%	31%	32%	25%
Over 3.5	12%	17%	14%	17%	19%	16%	106%
Total	100%	100%	100%	100%	100%	100%	25%
Reported GPA	1,056	1,228	1,327	1,365	1,324	6,300	25%
Total of All Students	1,186	1,361	1,478	1,514	1,460	6,999	23%

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	1,224	78%	1,234	77%	1,120	78%	3,578	78%	-8%
	Not Tested	342	22%	375	23%	318	22%	1,035	22%	-7%
	Total Students	1,566	100%	1,609	100%	1,438	100%	4,613	100%	-8%
Distribution of Students who Took a Test	Transfer/Associate Level	810	66%	900	73%	767	68%	2,477	69%	-5%
	Basic Skills	343	28%	273	22%	293	26%	909	25%	-15%
	Need English Advising	61	5%	51	4%	49	4%	161	4%	-20%
	Take ESOL Test	10	1%	10	1%	11	1%	31	1%	10%
	Total Tested	1,224	100%	1,234	100%	1,120	100%	3,578	100%	-8%

Source: SDCCD Information System

Table 5. Writing Placement

		2015/16		2016/17		2017/18		Total N	Avg %	% Change
Test/No-Test	Total Tested	1,224	78%	1,236	77%	1,120	78%	3,580	78%	-8%
	Not Tested	342	22%	373	23%	318	22%	1,033	22%	-7%
	Total Students	1,566	100%	1,609	100%	1,438	100%	4,613	100%	-8%
Distribution of Students who Took a Test	Transfer/Associate Level	524	43%	599	48%	521	47%	1,644	46%	-1%
	Basic Skills	629	51%	576	47%	539	48%	1,744	49%	-14%
	Need English Advising	61	5%	51	4%	49	4%	161	4%	-20%
	Take ESOL Test	10	1%	10	1%	11	1%	31	1%	10%
	Total Tested	1,224	100%	1,236	100%	1,120	100%	3,580	100%	-8%

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	31	2%	34	2%	29	2%	94	2%	-6%
	Not Tested	1,535	98%	1,575	98%	1,409	98%	4,519	98%	-8%
	Total Students	1,566	100%	1,609	100%	1,438	100%	4,613	100%	-8%
Distribution of Students who Took a Test	Level 40	6	19%	2	6%	6	21%	14	15%	0%
	Level 30	6	19%	5	15%	1	3%	12	13%	-83%
	Level 20	4	13%	5	15%	6	21%	15	16%	50%
	Level 19	15	48%	22	65%	16	55%	53	56%	7%
	Total Tested	31	100%	34	100%	29	100%	94	100%	-6%

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	1,225	78%	1,241	77%	1,109	77%	3,575	77%	-9%
	Not Tested	341	22%	368	23%	329	23%	1,038	23%	-4%
	Total Students	1,566	100%	1,609	100%	1,438	100%	4,613	100%	-8%
Distribution of Students who Took a Test	Transfer Level	567	46%	557	45%	505	46%	1,629	46%	-11%
	Associate Level	161	13%	173	14%	133	12%	467	13%	-17%
	Basic Skills	497	41%	511	41%	471	42%	1,479	41%	-5%
	Total Tested	1,225	100%	1,241	100%	1,109	100%	3,575	100%	-9%

Source: SDCCD Information System

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

Section III: Student Characteristics and Enrollments

This section describes different student characteristics and enrollment patterns among first-time to college high school graduates who enrolled at Miramar College within four years of high school completion. Headcount, gender, ethnicity, first generation to college, and student educational goals of the first-time to college high school graduates are measured between 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	1,186	1,361	1,478	1,514	1,460	6,999	23%

Table 8.2. Headcount by Gender

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Yr Avg	5-Yr % Change
Female	45%	42%	40%	40%	40%	41%	11%
Male	55%	58%	60%	60%	60%	59%	33%

Table 8.3. Headcount by Ethnicity

	2013/14	2014/15	2015/16	2016/17	2017/18	5-Yr Avg	5-Yr % Change
African American	5%	3%	4%	5%	4%	4%	-3%
American Indian	0%	0%	0%	0%	0%	0%	400%
Asian/Pacific Islander	14%	17%	14%	13%	12%	14%	1%
Filipino	11%	11%	9%	11%	8%	10%	-2%
Latino	26%	28%	30%	29%	32%	29%	49%
White	34%	30%	33%	33%	35%	33%	26%
Other	9%	9%	9%	8%	8%	9%	10%
Unreported	1%	1%	1%	1%	1%	1%	40%

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	22%	22%	21%	21%	21%	21%	19%
Not First Generation	78%	78%	79%	79%	79%	79%	24%

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	11%	10%	11%	9%	8%	10%	-11%
AA/AS w/out Transfer	4%	7%	6%	5%	5%	6%	30%
BA/BS after Completing AA/AS	44%	45%	45%	48%	50%	47%	38%
BA/BS w/out Completing AA/AS	8%	10%	9%	9%	9%	9%	33%
Basic Skills Improvement	1%	1%	0%	1%	0%	1%	-43%
Certificate/License Maintenance	2%	2%	1%	1%	2%	1%	37%
Current Job/Career Advancement	0%	1%	0%	1%	1%	1%	450%
Educational Development	1%	1%	1%	1%	1%	1%	13%
HS Diploma/GED Certificate	0%	1%	1%	1%	0%	0%	100%
New Career Preparation	9%	8%	10%	8%	9%	9%	23%
Voc Cert/Degree w/out Transfer	2%	1%	1%	2%	2%	1%	14%
Undecided	18%	14%	15%	15%	14%	15%	-2%

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	20%	80%				
		3.0 - 5.9 Units	35%	2%	63%			
		6.0 - 8.9 Units	27%	2%	21%	51%		
		9.0 - 11.9 Units	11%	1%	14%	20%	54%	
		12.0 + Units	7%	0%	4%	8%	18%	63%
	2014/15	0.1 - 2.9 Units	13%	88%				
		3.0 - 5.9 Units	29%	1%	70%			
		6.0 - 8.9 Units	20%	2%	18%	60%		
		9.0 - 11.9 Units	12%	0%	11%	14%	62%	
		12.0 + Units	7%	0%	5%	8%	17%	63%
	2015/16	0.1 - 2.9 Units	13%	88%				
		3.0 - 5.9 Units	26%	1%	74%			
		6.0 - 8.9 Units	18%	1%	14%	67%		
		9.0 - 11.9 Units	10%	0%	13%	22%	56%	
		12.0 + Units	7%	0%	5%	9%	17%	62%
	2016/17	0.1 - 2.9 Units	12%	88%				
		3.0 - 5.9 Units	29%	1%	70%			
		6.0 - 8.9 Units	16%	7%	18%	59%		
		9.0 - 11.9 Units	11%	2%	11%	20%	55%	
		12.0 + Units	8%	0%	6%	6%	15%	64%
2017/18	0.1 - 2.9 Units	3%	97%					
	3.0 - 5.9 Units	30%	1%	68%				
	6.0 - 8.9 Units	14%	4%	16%	66%			
	9.0 - 11.9 Units	13%	2%	6%	18%	61%		
	12.0 + Units	6%	0%	5%	4%	14%	71%	
Five-Year Average		--	89%	69%	61%	58%	65%	
% Change 13/14-17/18		--	78%	32%	46%	29%	48%	

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	876	667	76%	493	56%
2013	882	625	71%	472	54%
2014	908	713	79%	535	59%
2015	993	710	72%	531	53%
2016	1,032	781	76%	613	59%
Total/5-Yr Avg	4,691	3,496	75%	2,644	56%

Source: SDCCD Information System

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

Section IV: Student Successful Course Completion

This section examines English and math course outcomes of **first-time to college high school graduates who enrolled at Miramar College within four years of high school completion** (see Tables 11 and 12). Enrollments and successful course completion rates of first-time students who enrolled in an English or math course as of official census between 2013/14-2017/18 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	92	88	96%	76	83%
	2014/15	103	93	90%	81	79%
	2015/16	134	128	96%	96	72%
	2016/17	291	260	89%	221	76%
	2017/18	299	282	94%	255	85%
	Total	919	851	93%	729	79%
Basic Skills	2013/14	324	304	94%	230	71%
	2014/15	315	283	90%	208	66%
	2015/16	360	329	91%	242	67%
	2016/17	378	342	90%	263	70%
	2017/18	375	350	93%	285	76%
	Total	1,752	1,608	92%	1,228	70%
English Total		2,671	2,459	92%	1,957	73%
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	189	160	85%	126	67%
	2014/15	251	224	89%	164	65%
	2015/16	240	215	90%	167	70%
	2016/17	272	236	87%	192	71%
	2017/18	259	237	92%	196	76%
	Total	1,211	1,072	89%	845	70%
Associate Level	2013/14	96	72	75%	41	43%
	2014/15	99	91	92%	56	57%
	2015/16	100	89	89%	64	64%
	2016/17	113	107	95%	65	58%
	2017/18	89	79	89%	47	53%
	Total	497	438	88%	273	55%
Basic Skills	2013/14	188	157	84%	118	63%
	2014/15	192	169	88%	119	62%
	2015/16	228	203	89%	156	68%
	2016/17	236	204	86%	144	61%
	2017/18	171	162	95%	128	75%
	Total	1,015	895	88%	665	66%
Math Total		2,723	2,405	88%	1,783	65%
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.