

NONCREDIT TO CREDIT STUDENT TRANSITION STUDY 2018

OFFICE OF INSTITUTIONAL EFFECTIVENESS

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OFFICE OF
INSTITUTIONAL
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SAN DIEGO
CONTINUING
EDUCATION

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Overview

San Diego Continuing Education (SDCE) Mission: *San Diego Continuing Education commits to student success and community enrichment by providing accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement, and pathways to college.*

Aligned with one of SDCE's key support strategies, the *2018 Noncredit to Credit Student Transition Study* focuses on student transition to college. The purpose of this study is to provide information that will help facilitate the development of recruitment, retention, and success strategies for noncredit students transitioning into SDCCD credit college courses.

The population of interest in this study is *prior noncredit students* – students who first enrolled at Continuing Education and then enrolled at City, Mesa, and/or Miramar College. The first section of the report looks at student enrollments and student services rendered. More specifically, prior noncredit student headcount is examined to determine the volume of prior noncredit students that transition into SDCCD credit college courses. FTES, enrollment, course-taking patterns, student demographic characteristics, and EOPS/DSPS services rendered at the credit colleges are also included at different points in this section. The second section of the report focuses on SDCCD credit college student placement among first-time to college prior noncredit students. The third, and final, section of the report tracks student enrollment and student completion outcomes over time as first-time to college recent noncredit students enroll and progress through the SDCCD credit colleges. Student completion outcomes at SDCCD include unit completion, retention, and success findings. Cohorts of students exhibiting completion/transfer seeking behavior are tracked system-wide to reveal students' ultimate attainment of 30+ units (completion milestone), awards conferred, and transfer to a university. Please see the beginning of each section and Appendix A: Operational Definitions, for details of measurements included in the study.

Highlight of the Findings

Enrollment and Services

- Overall, FTES of all prior noncredit students at the SDCCD credit colleges decreased 5% from 2014/15 to 2016/17, as student headcount had a 1% net increase. City College/ECC (-12%) and Mesa College (-4%) prior noncredit student FTES declined between 2014/15 and 2016/17, while Miramar increased 10%.
- The 2,685 FTES of all prior noncredit students in 2016/17 contributed 8% of the overall FTES accrued at the SDCCD credit colleges.
- Among first-time to college students: the representation of Asian/Pacific Islander and African American ethnicities among prior noncredit students (16% and 13%, respectively) is higher than in the general population (9% and 7%, respectively); 60% of prior noncredit students are 25 years of age or older in contrast to 12% of the general population; and the representation of first generation to college prior noncredit students (45%) is 17 percentage points higher than the general population (28%).
- A greater percentage of first-time to college prior noncredit students received DSPS or EOPS services (7% and 8%, respectively) than general population first-time to college students (3% each).

Student Placement

- Overall, among first-time to college students at the SDCCD credit colleges, prior noncredit students had fewer transfer-level math placements compared to general students (18% and 30%, respectively), and prior noncredit students had fewer transfer/associate-level reading and writing (40% and 15%, respectively) placements compared to general population students (63% and 36%, respectively).
- Overall, first-time to college prior noncredit students' ESOL placements that were three levels below transfer (Level 40) in their first term were comparable to first-time to college general population students (8% and 9%, respectively).

Student Enrollment Tracking

- The top noncredit programs that first-time to college recent-noncredit students attended in the term prior to transition were Basic Skills, English as a Second Language, and Business & Information Technology.
- Among first-time to college students, 64% of recent-noncredit students and 59% of general population students re-enrolled after their first credit year. Across all the credit colleges, the re-enrollment rate for recent-noncredit students was consistently higher than for general population students through each subsequent year studied.

Student Completion Outcomes

- Overall, retention rates for first-time to college recent-noncredit students (86%-89%) and first-time to college general population students (86%-87%) were comparable through four years of combined enrollments. Course success rates were slightly higher for first-time to college recent-noncredit students (66%-77%) than for first-time to college general population students (66%-72%) during the same timeframe.
- Overall, among students who displayed completion/transfer-seeking behaviors in their first three years, 66% of first-time to college recent-noncredit students completed 30+ units system-wide within six years, compared to 59% of the general student population. Recent-noncredit students' award attainment (18%) also exceeded award attainment rates of general population student (15%). However, general population students' transfer to university (44%) exceeded transfer rates of recent-noncredit students (21%).

Enrollment & Services

Three groups of prior noncredit students are tracked at different points in this section, with each subsequent group being a sub-set of the previous group: 1) all prior noncredit students at SDCCD’s credit colleges, 2) first-time to SDCCD prior noncredit students, and 3) first-time to college prior noncredit students.

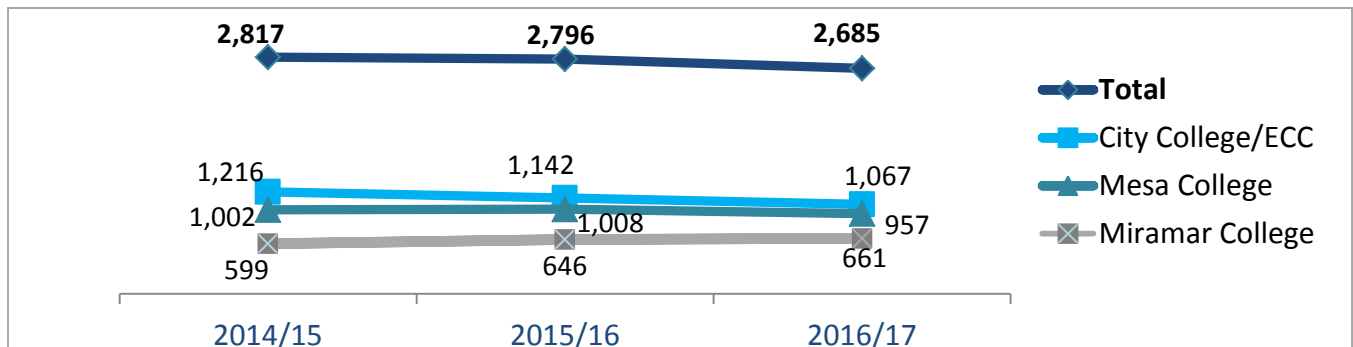
All Prior Noncredit Students in SDCCD Credit Colleges

The *all prior noncredit student group* contains students who previously attended Continuing Education and are now enrolled at one or more of the SDCCD credit colleges. Students may have previously attended other community colleges or universities, and students may be first-time or continuing students at SDCCD’s credit colleges. Where appropriate, the general population student group (excludes prior noncredit students) is provided as a benchmark to the all prior noncredit student group.

- Overall, FTES of all prior noncredit students decreased 5% from 2014/15 to 2016/17. City College/ECC (-12%) and Mesa College (-4%) prior noncredit student FTES declined between 2014/15 and 2016/17. Miramar prior noncredit student FTES increased 10% during the same timeframe (see Figure 1).
- The 2,685 FTES of all prior noncredit students in 2016/17 contributed 8% of the overall resident FTES (excluding f-factor) accrued at the SDCCD credit colleges (34,972 total FTES), which remained steady compared to previous years (34,957 total FTES in 2015/16, 8% of overall; 33,501 total FTES in 2014/15, 8% overall).
- Headcount of all prior noncredit students fluctuated, with a net increase of 1% between 2014/15 and 2016/17. Prior noncredit enrollments decreased 2% during the same timeframe (see Figures 2 and 3).
- In 2016/17, mathematics was the top enrolled subject among all prior noncredit students and the general credit student population. This is consistent for the general student population across each of the credit colleges and for prior noncredit students at Mesa College. Top enrollments for prior noncredit students at City and Miramar were in English and Administration of Justice, respectively.

FTES

Figure 1. FTES of All Prior Noncredit SDCCD Students (FTES excludes F-Factor)



Source: SDCCD Information System; SDCCD FTES Final State Report Summaries.

Headcount and Enrollment

Figure 2. Headcount of All Prior Noncredit SDCCD Students

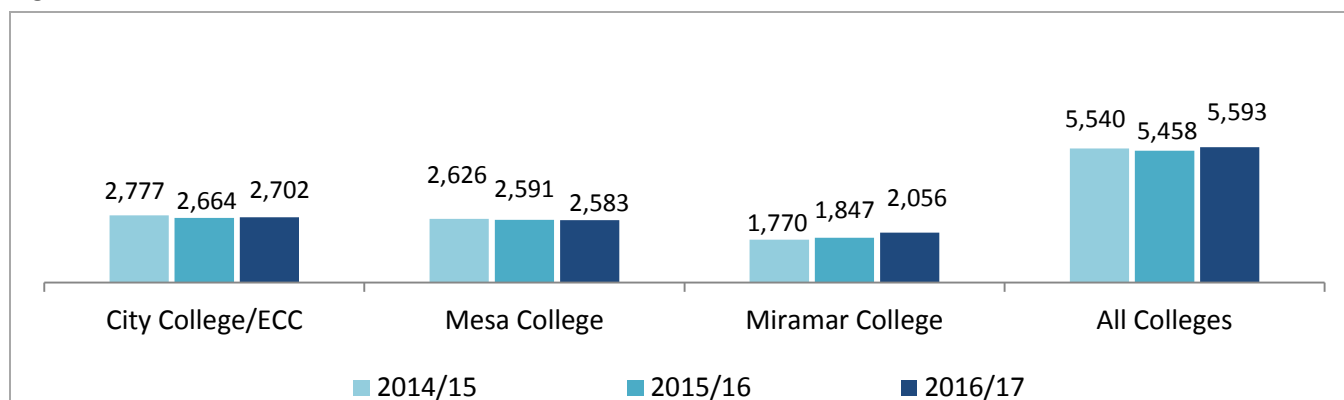


Figure 3. Enrollments of All Prior Noncredit SDCCD Students

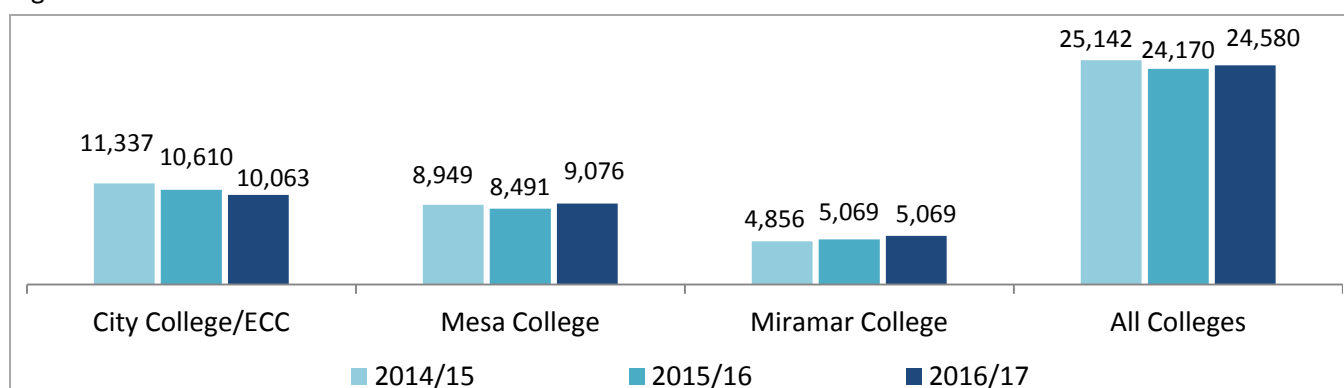


Table 1. Top Credit College Courses Taken in 2016/17

	All PNC Students	General Population		All PNC Students	General Population
City College/ECC	Mathematics	Mathematics	City College/ECC	English	Mathematics
	English	English		Mathematics	English
	English as a Second Language	Exercise Science		Exercise Science	Exercise Science
	Exercise Science	Chemistry		Psychology	Psychology
	Administration of Justice	Psychology		English as a Second Language	Chemistry
	Chemistry	Biology		Black Studies	Biology
	Psychology	History		Communication	History
Mesa College	Mathematics	Mathematics	Miramar College	Administration of Justice	Mathematics
	English	English		Mathematics	Administration of Justice
	Exercise Science	Exercise Science		English as a Second Language	English
	English as a Second Language	Psychology		English	Chemistry
	Chemistry	Chemistry		Child Development	Biology
	Biology	Biology		Chemistry	Fire Protection Technology
	ARTF	History		Exercise Science	History

Note: Subjects are ranked by enrollment count. The general population excludes prior noncredit students.

First-Time to SDCCD Prior Noncredit Students

The *first-time to SDCCD prior noncredit student group* is a sub-set of the *all prior noncredit student group*. These students previously attended Continuing Education and are enrolled in their first term at one or more of the SDCCD credit colleges. Students may have previously attended other community colleges or universities. Where appropriate, the first-time to SDCCD (excludes prior noncredit students) general population of students is provided as a benchmark. Data is combined annually for all first-term summer, fall, and spring students.

- First-time to SDCCD prior noncredit student headcount increased 11% overall between 2014/15 and 2016/17. City College/ECC, Mesa College, and Miramar College first-time to SDCCD prior noncredit headcount increased 7%, 6%, and 33%, respectively, during the same timeframe (see Figure 4).
- First-time to SDCCD prior noncredit student enrollments increased 9% between 2014/15 and 2016/17. City College/ECC, Mesa College, and Miramar College increased 1%, 12%, and 24%, respectively (see Figure 5).
- Among first-time to SDCCD students: the representation of Asian/Pacific Islander and African American ethnicities among prior noncredit students (15% and 10%, respectively) is higher than in the general population (10% and 6%, respectively); 59% of prior noncredit students are female, compared to 50% of the general population; representation of prior noncredit students 25 years of age or older (73%) is 45 percentage points higher than the general population (28%); and 37% of prior noncredit students are first generation, compared to 26% of the general population (see Figure 6).
- A larger percentage of first-time to SDCCD prior noncredit students received DSPS or EOPS services (6% and 5%, respectively) than general population first-time to SDCCD students (2% each; see Figure 7).

Headcount and Enrollment

Figure 4. Headcount of First-Time to SDCCD Prior Noncredit Students (includes degree holders/transfer)

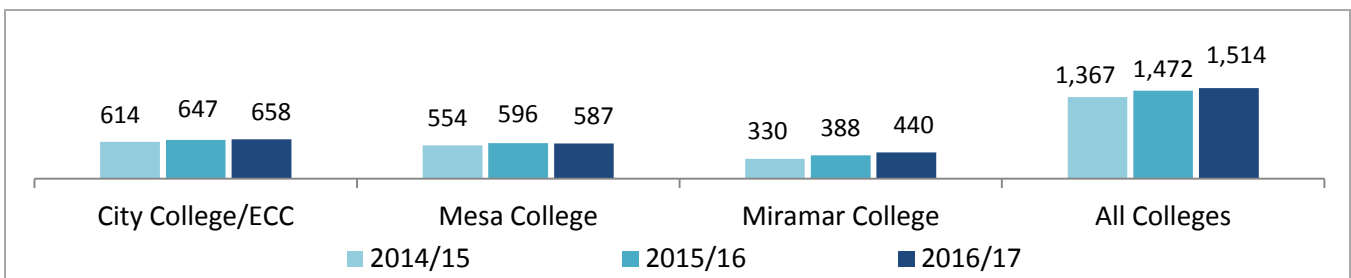
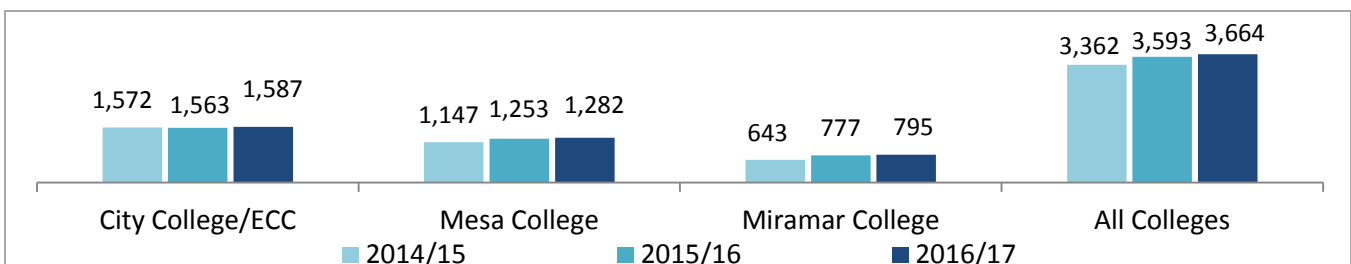


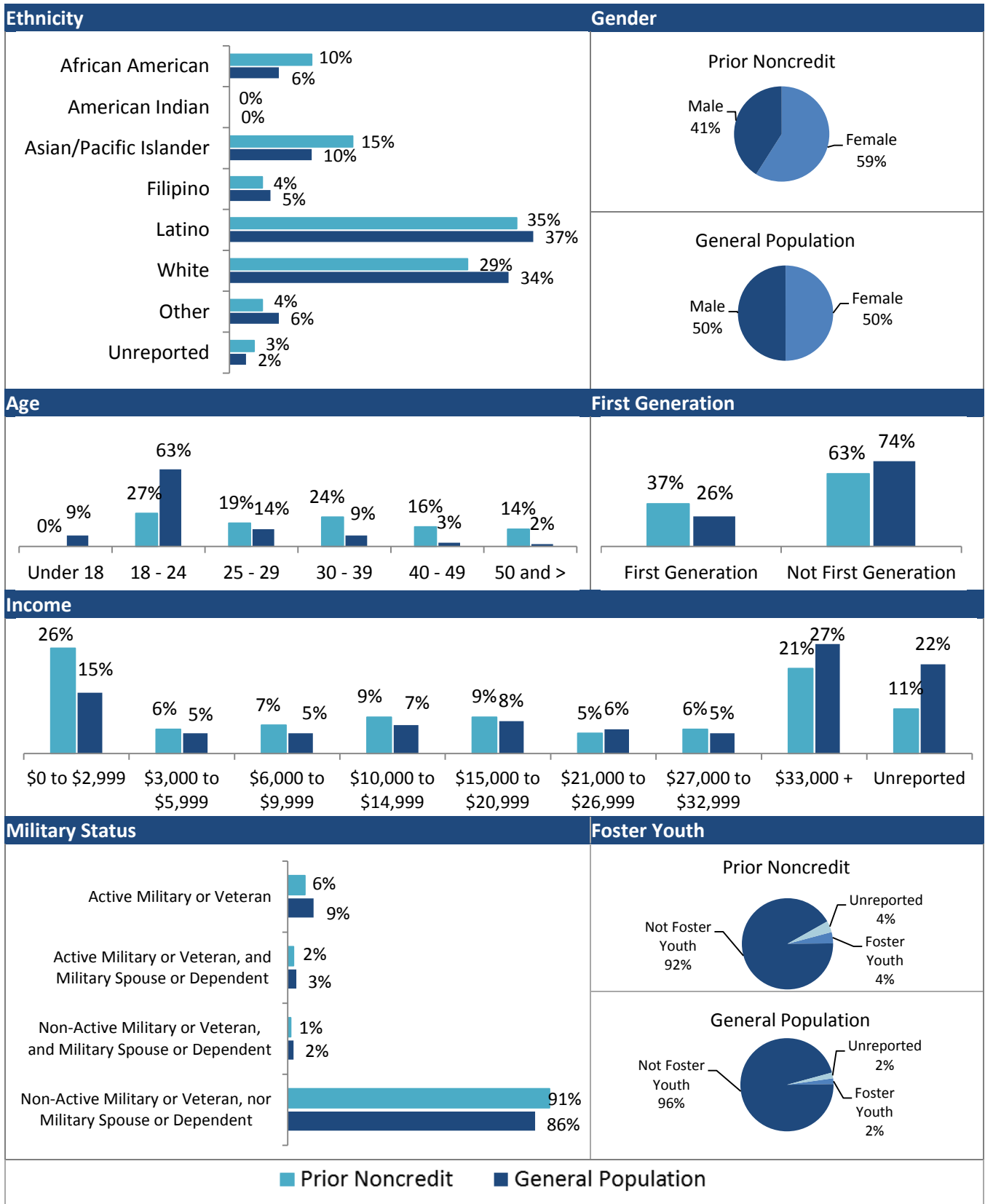
Figure 5. Enrollments of First-Time to SDCCD Prior Noncredit Students (includes degree holders/transfer)



Source: SDCCD Information System

Student Profile

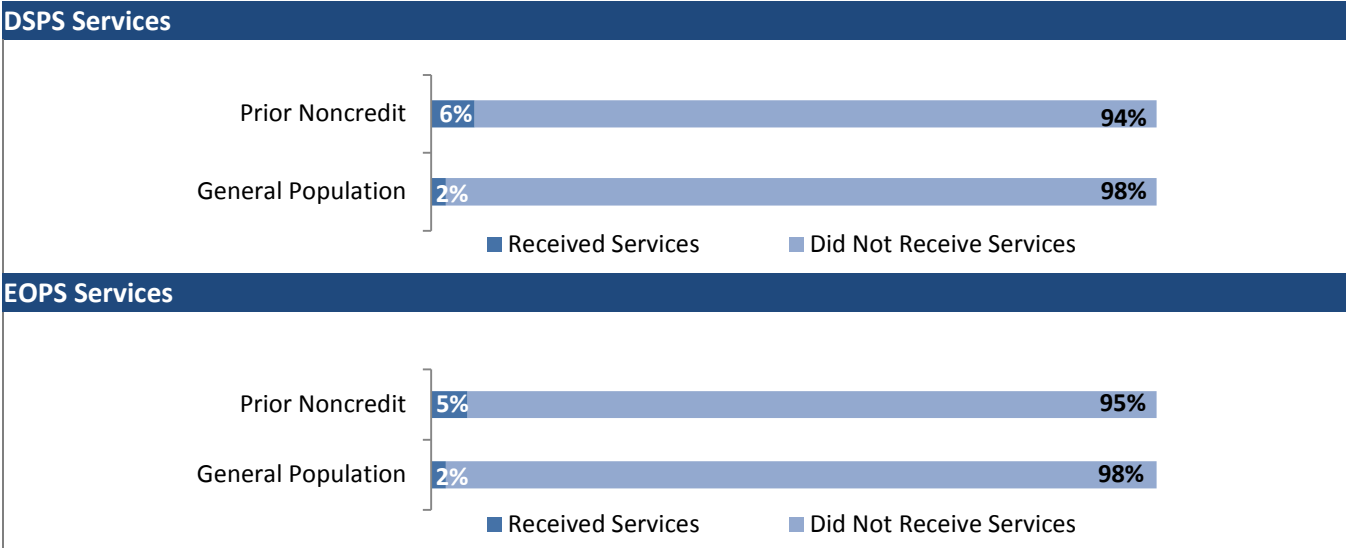
Figure 6. 2016/17 Student Profile of First-Time to SDCCD (includes degree holders and transfers)



Source: SDCCD Information System

Services

Figure 7. 2016/17 Services Rendered to First-Time to SDCCD Students (excludes degree holders and transfers)



Source: SDCCD Information System

First-Time to College Prior Noncredit Students

The *first-time to college prior noncredit student group* is a sub-set of the *first-time to SDCCD prior noncredit student group*. These students previously attended Continuing Education and are enrolled in their first term at one or more of the SDCCD credit colleges. However, students must not have previously attended other community colleges or universities, and are new to any credit college/university coursework. Where appropriate, the first-time to college (excludes prior noncredit students) general population of students is provided as a benchmark. Data is combined annually for all first-term summer, fall, and spring students.

- First-time to college prior noncredit student headcount decreased 1% overall between 2014/15 and 2016/17 (City/ECC, -5%; Mesa, -4%; and Miramar, 13%; see Figure 8).
- First-time to college prior noncredit student enrollments decreased 3% overall between 2014/15 and 2016/17 (City/ECC, -9%; Mesa, 4%; and Miramar, 4%; see Figure 9).
- Among first-time to college students: the representation of Asian/Pacific Islander and African American ethnicities among prior noncredit students (16% and 13%, respectively) is higher than in the general population (9% and 7%, respectively); the majority of prior noncredit students are female (54%) compared to 47% of the general population; 60% of prior noncredit students are 25 years of age or older in contrast to 12% of the general population; and the representation of first generation to college prior noncredit students (45%) is 17 percentage points higher than the general population (28%; see Figure 10).
- A greater percentage of first-time to college prior noncredit students received DSPS or EOPS services (7% and 8%, respectively) than general population first-time to college students (3% each; see Figure 11).

Headcount and Enrollment

Figure 8. Headcount of First-Time to College Prior Noncredit Students (excludes degree holders/transfer)

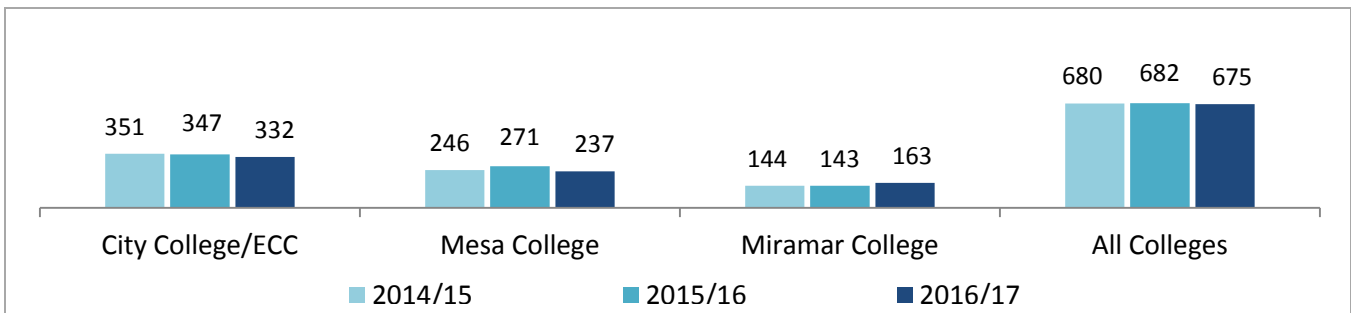
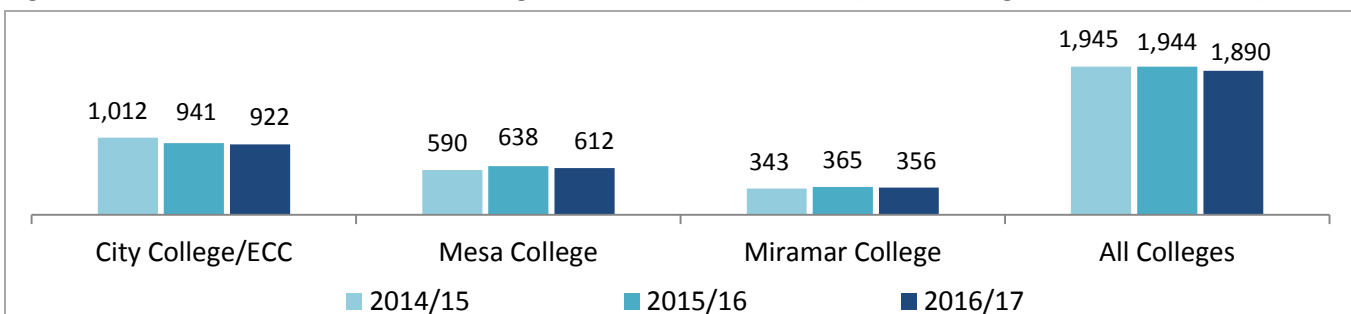


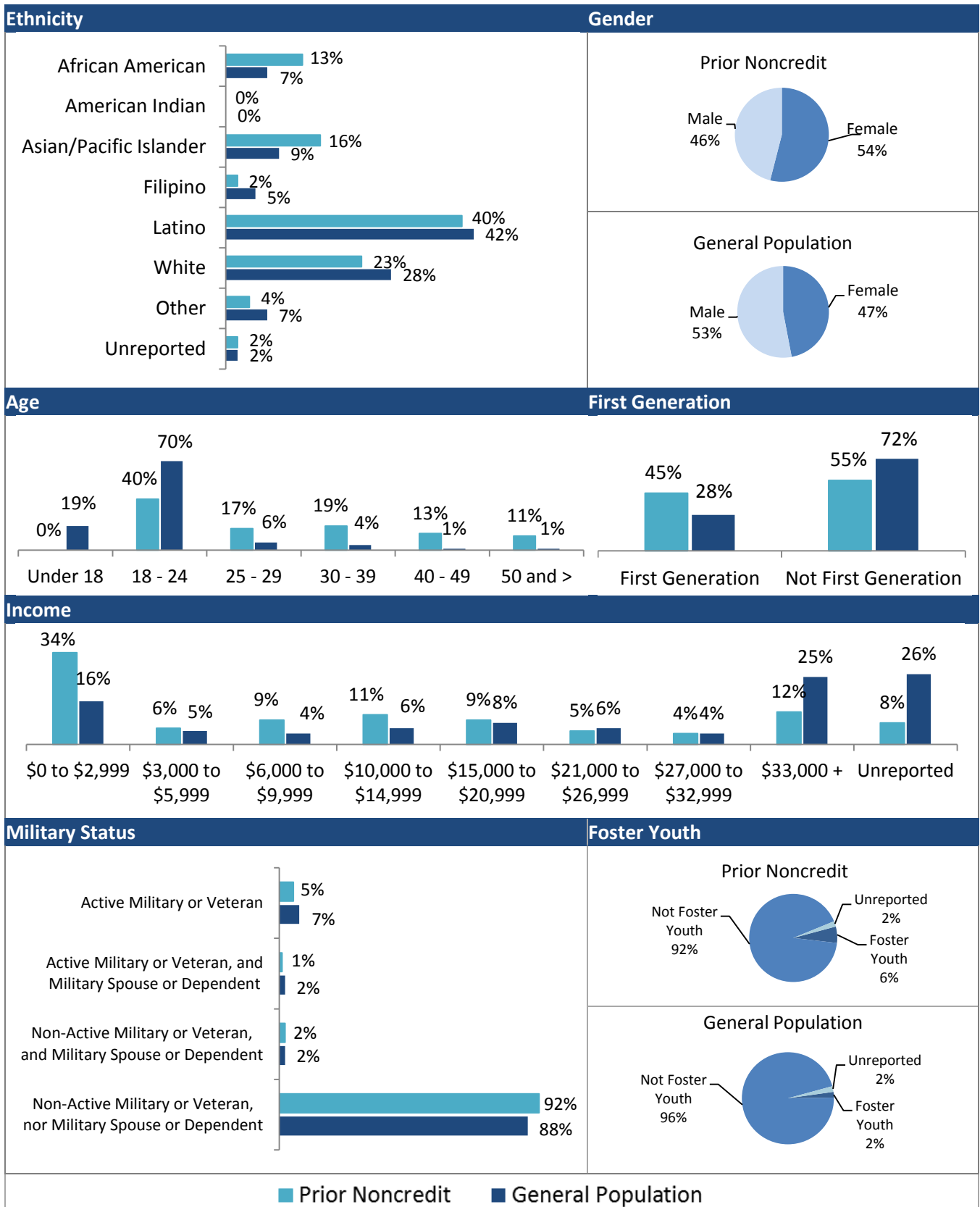
Figure 9. Enrollments of First-Time to College Prior Noncredit Students (excludes degree holders/transfer)



Source: SDCCD Information System

Student Profile

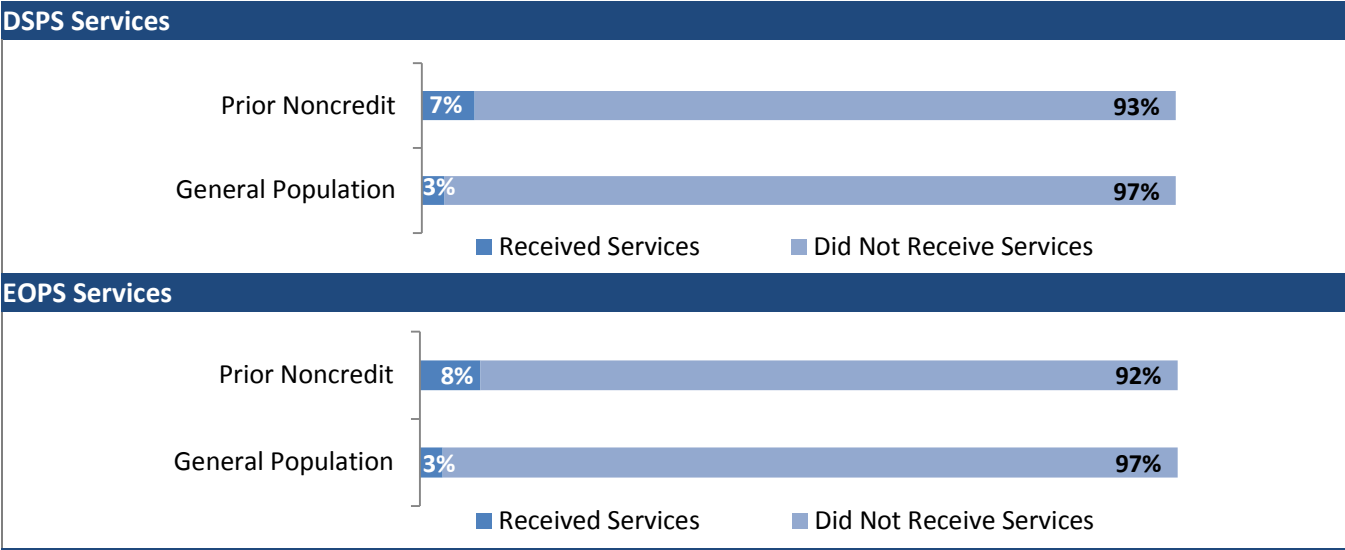
Figure 10. 2016/17 Student Profile of First-Time to College Students (excludes degree holders and transfers)



Source: SDCCD Information System

Services

Figure 11. 2016/17 Services Rendered to First-Time College Students (excludes degree holders and transfers)



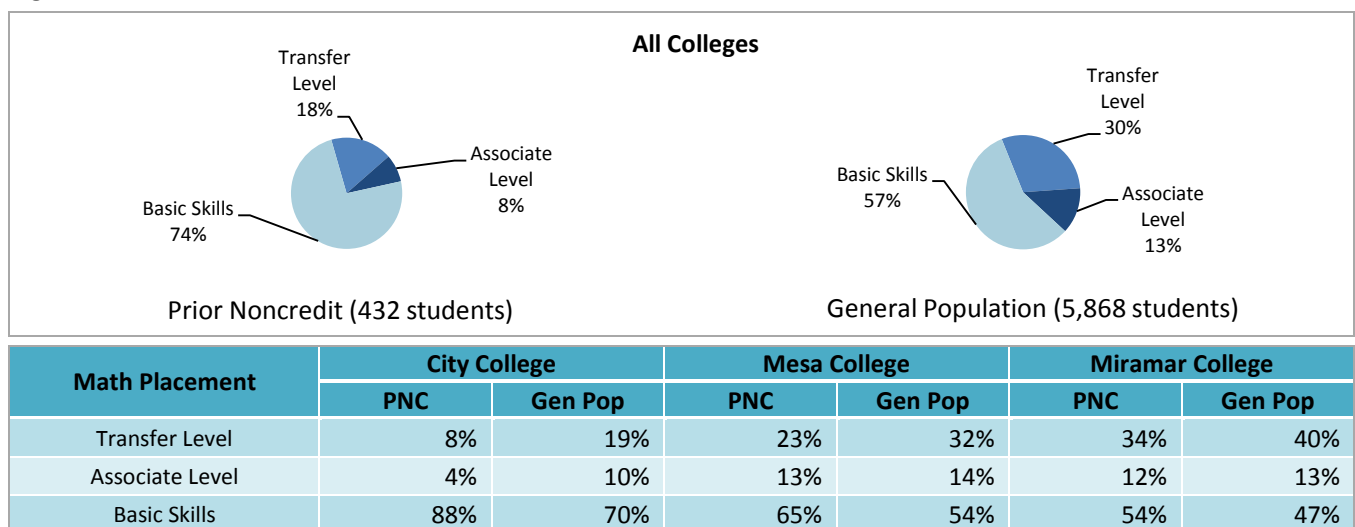
Source: SDCCD Information System

Incoming Student Placement

Math, reading, writing, and English for speakers of other languages (ESOL) placements are measured among *first-time to college prior noncredit students* (excludes degree holders and transfers). The first-time to college general population of students (excludes prior noncredit students) is provided as a benchmark to the first-time to college prior noncredit student group. Both groups exclude degree holds and transfers. Note that placements are measured among students who applied (but may not have enrolled) to the credit colleges. Data is represented for 2016/17 as a whole and includes all first-term summer, fall, and spring students.

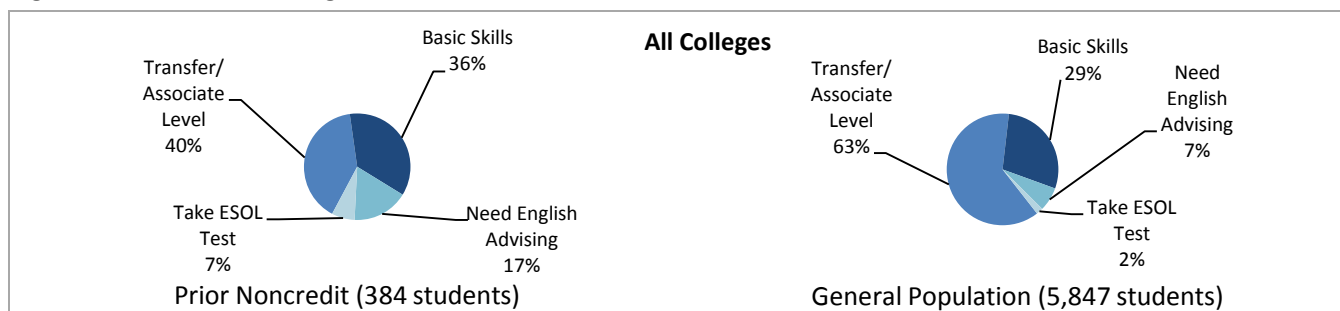
- Overall, first-time to college prior noncredit students had fewer transfer-level math placements in their first term compared to first-time to college general population students (18% and 30%, respectively). Prior noncredit students transfer-level math varied across different colleges (City/ECC, 8%; Mesa, 23%; and Miramar, 34%; see Figure 12).
- Overall, first-time to college prior noncredit students had fewer transfer/associate-level reading and writing placements in their first term compared to first-time to college general population students (reading, 40% and 63%, respectively; writing, 15% and 36%, respectively). All three colleges followed a similar pattern for transfer-level reading and writing placements (see Figures 13 and 14).
- Overall, first-time to college prior noncredit students ESOL placements that were three levels below transfer (Level 40) in their first term were comparable to first-time to college general population students (8% and 9%, respectively). At City College, first-time to college prior noncredit students placed higher than the first-time to college general student population (18% and 8%, respectively). First-time to college prior noncredit students at Mesa College and Miramar College placed lower than their general population counterparts (Mesa, 5% and 13%, respectively; Miramar, 3% and 7%, respectively; see Figure 15).

Figure 12. 2016/17 Math Placement in First Credit Term



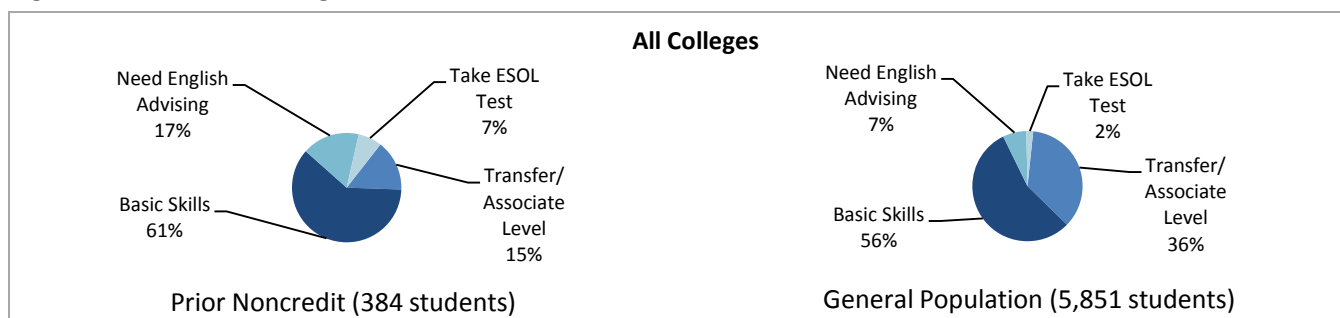
Source: SDCCD Information System

Figure 13. 2016/17 Reading Placement in First Credit Term



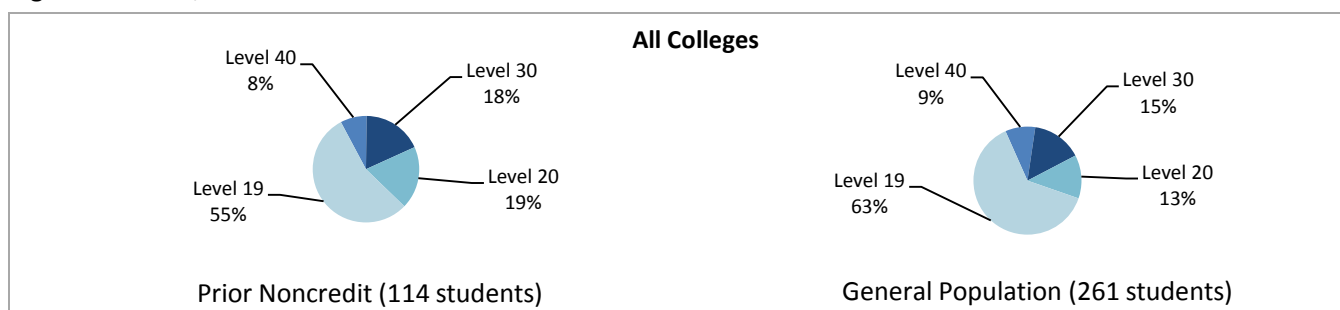
Reading Placement	City College		Mesa College		Miramar College	
	PNC	Gen Pop	PNC	Gen Pop	PNC	Gen Pop
Transfer/Associate Level	42%	56%	37%	63%	39%	72%
Basic Skills	39%	33%	36%	30%	28%	23%
Need English Advising	16%	9%	15%	7%	23%	4%
Take ESOL Test	3%	3%	12%	1%	9%	1%

Figure 14. 2016/17 Writing Placement in First Credit Term



Writing Placement	City College		Mesa College		Miramar College	
	PNC	Gen Pop	PNC	Gen Pop	PNC	Gen Pop
Transfer/Associate Level	14%	28%	18%	36%	13%	46%
Basic Skills	66%	60%	55%	56%	55%	49%
Need English Advising	16%	9%	15%	7%	23%	4%
Take ESOL Test	3%	3%	12%	1%	9%	1%

Figure 15. 2016/17 ESOL Placement in First Credit Term



ESOL Placement	City College		Mesa College		Miramar College	
	PNC	Gen Pop	PNC	Gen Pop	PNC	Gen Pop
Level 40	18%	8%	5%	13%	3%	7%
Level 30	15%	14%	23%	13%	14%	17%
Level 20	18%	8%	23%	14%	17%	22%
Level 19	50%	71%	50%	59%	67%	53%

Source: SDCCD Information System

Tracking Student Enrollment and Student Completion Outcomes

This section tracks *first-time to college recent-noncredit student* enrollment and completion outcomes four or six years from first entry. The *first-time to college recent-noncredit group* contains students who attended 8+ hours in SDCE courses in the three years prior to enrolling in their first term at one or more of the SDCCD colleges. The first-time to college general population group (excludes recent prior noncredit) is provided as a benchmark. Both groups of first-time to college students exclude degree holders and transfers.

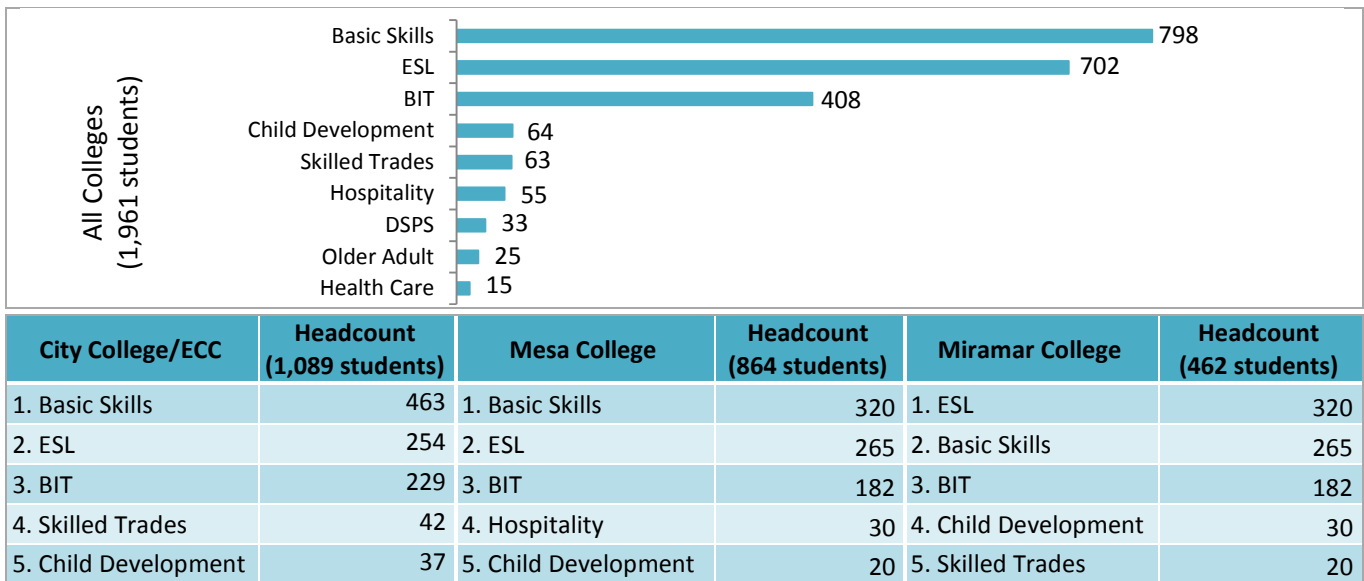
Credit college completion outcomes include shorter-term measures such as unit completion, retention, and success. These outcomes are measured during students' enrollment at City/ECC, Mesa, and/or Miramar colleges using SDCCD Information System data. Four cohort years were studied (2010/11 – 2013/14) and students were tracked out four years from first enrollment.

Credit college completion outcomes also include long-term measures such as attainment of 30+ units (milestone), awards conferred, and transfer to a university. First-time to college cohort and outcomes data were obtained from the California Community Colleges Chancellor's Office (CCCCO) Data on Demand system. Recent noncredit students were identified using SDCCD Information System data and matched to CCCCCO data. Cohorts include students who display completion/transfer-seeking behaviors (completion of six units and enrollment in English or math course within three years of first entry) and student cohorts were tracked throughout the state's community college system. Three cohort years were studied (2008/09 – 2010/11) and students were tracked out six years from first enrollment.

SDCE Programs of Enrollment Prior to Transition and Headcount Post Transition

Between 2010/11 and 2013/14, 1,961 first-time to college recent-noncredit students transitioned to one or more of the SDCCD credit colleges (1,089 at City/ECC, 864 at Mesa, and 462 at Miramar). The top noncredit programs these students attended in the term prior to transition were Basic Skills, English as a Second Language, and Business & Information Technology. Miramar had a slightly different ranking (see Figure 16).

Figure 16. Recent-Noncredit Students’ SDCE Programs in Term Prior to Transition (2010/11 – 2013/14 cohorts)



Note 1. Acronyms used: Business & Information Technology (BIT), Disability Support Programs and Services (DSPS), and English as a Second Language (ESL); Skilled Trades program is formerly the Career Technical Education (CTE) program.

Note 2. Programs are ranked by headcount. There may be duplication in headcount across programs and colleges.

Credit College Enrollments

- Between 2010/11 and 2013/14, the average number of first-term enrollments per student is higher for first-time to college general population students than first-time to college recent-noncredit students (4.8 and 4.2 enrollments/student, respectively). Each college follows a similar pattern (see Figure 17).
- Among first-time to college students, 64% of recent-noncredit students and 59% of general population students re-enrolled after their first credit year. It is noteworthy that the re-enrollment rate for recent-noncredit students was consistently higher than for general population through each subsequent year studied (see Figure 18).
- Year four re-enrollment rates for first-time to college recent-noncredit students at City College/ECC, Mesa, and Miramar were five to seven percentage points higher than those of first-time to college general population students (see Figure 18).

Figure 17. Average Student First-Term Enrollments (2010/11-2013/14 cohorts)

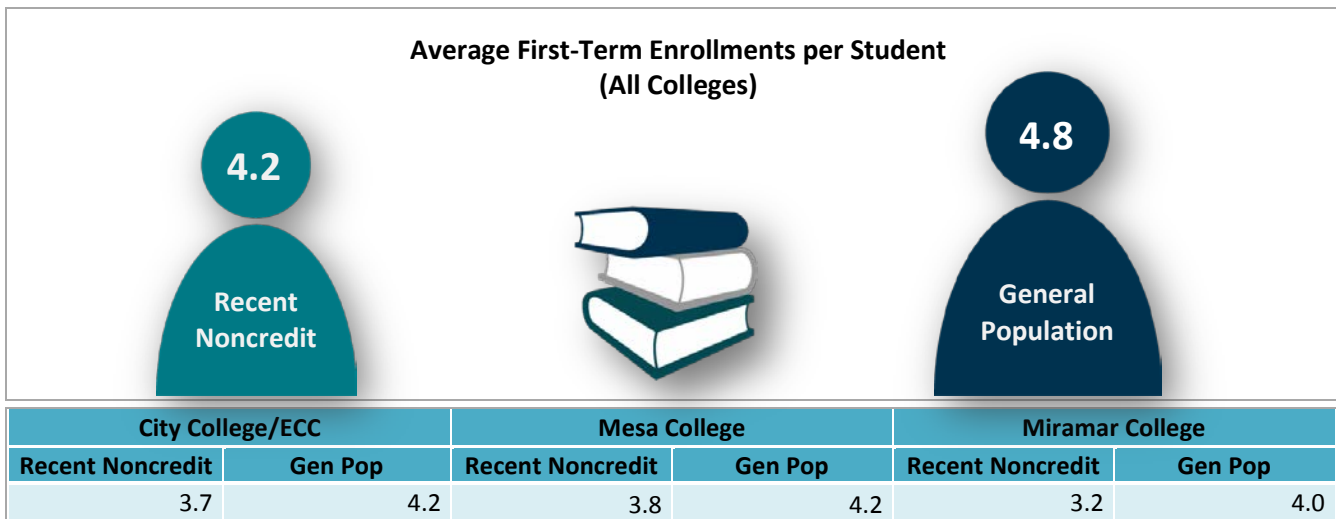
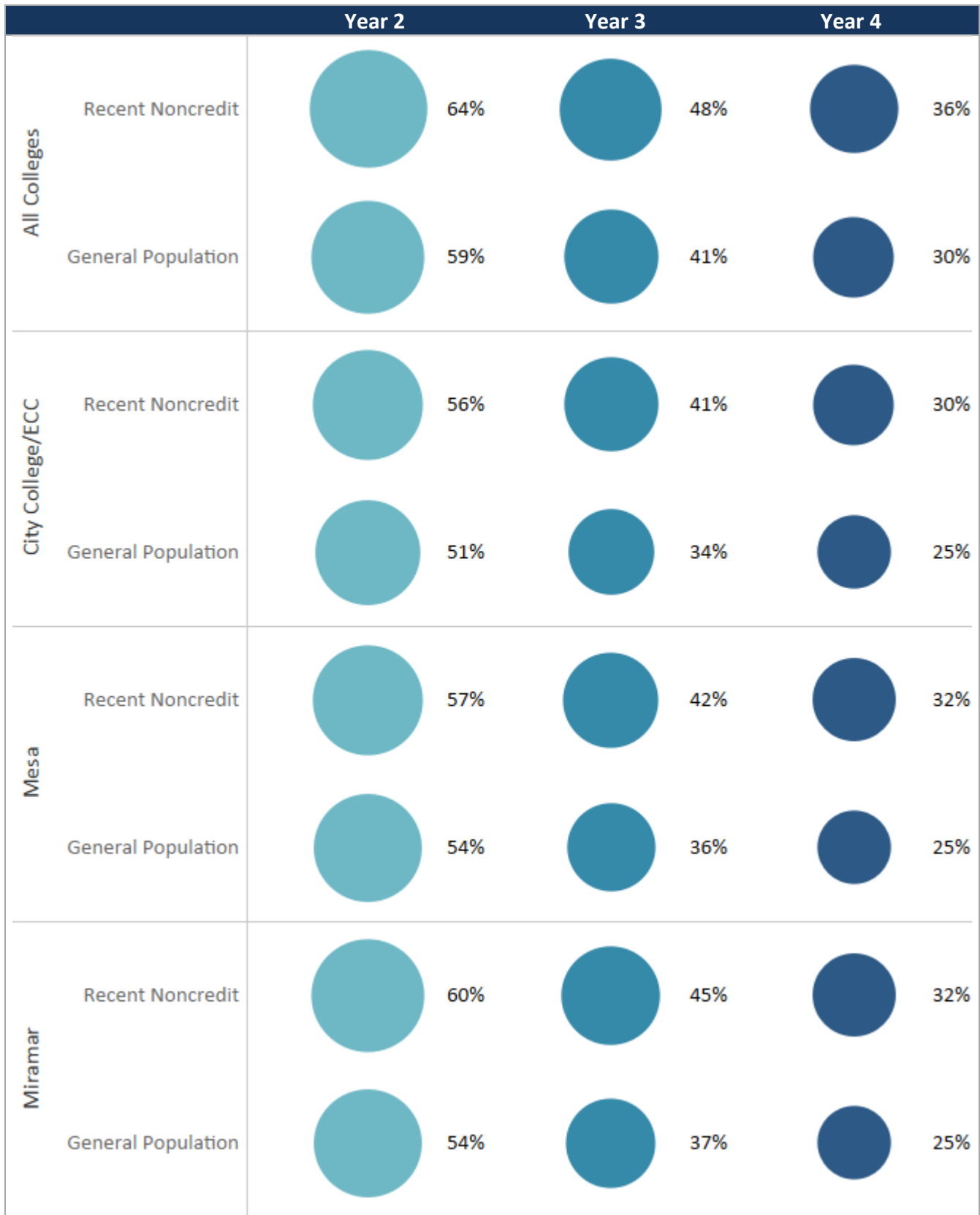


Figure 18. Student Enrollment Tracked Four Years from First-Term in Credit (2010/11-2013/14 cohorts)



Unit Completion

- Overall, the percentage of first-time to college recent-noncredit students who completed the units they attempted was lowest in their first-year (60%) and increased to 68% throughout the four years. The largest increase, by six percentage points, was observed from year one to year two. In comparison, the unit completion rates for first-time to college general population students were constant at 60% throughout the four years, except for year three, when the unit completion rate increased to 62% (see Figures 19 and 20).
 - The unit completion rates for first-time to college recent-noncredit students at City/ECC and Mesa were also lowest in the first year and despite some fluctuation, they were seven and 13 percentage points higher, respectively, in year four (see Figure 19).
 - While there was no net increase at Miramar from the first to the fourth years, completion rates for Miramar first-time to college recent-noncredit students were consistently at or above 74% (see Figure 19).

Figure 19. Unit Completion of First-Time to College Recent-Noncredit Students (2010/11-2013/14 cohorts)

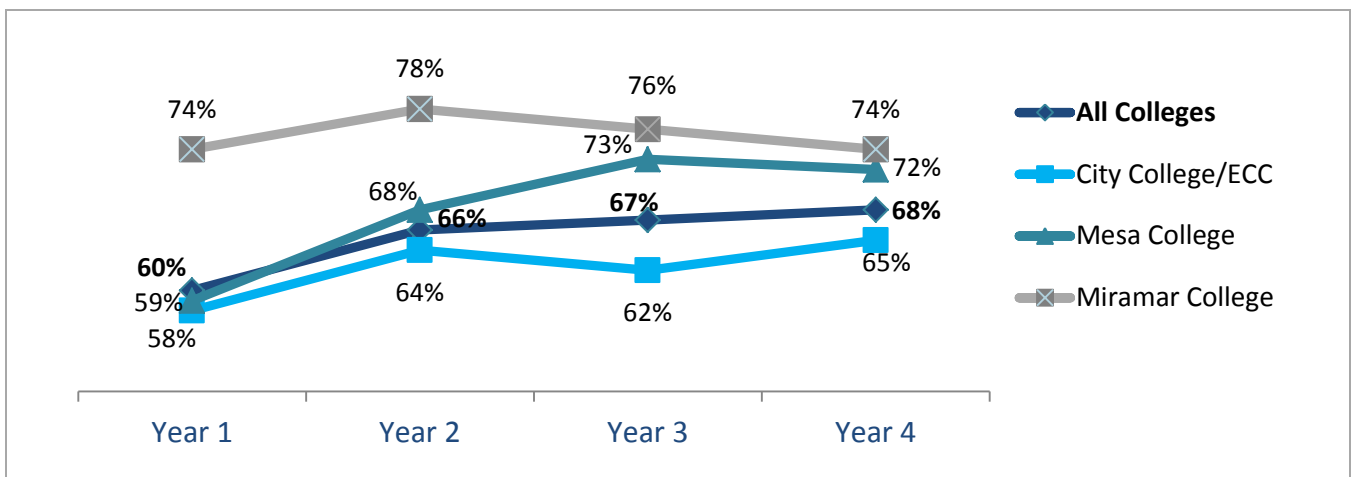
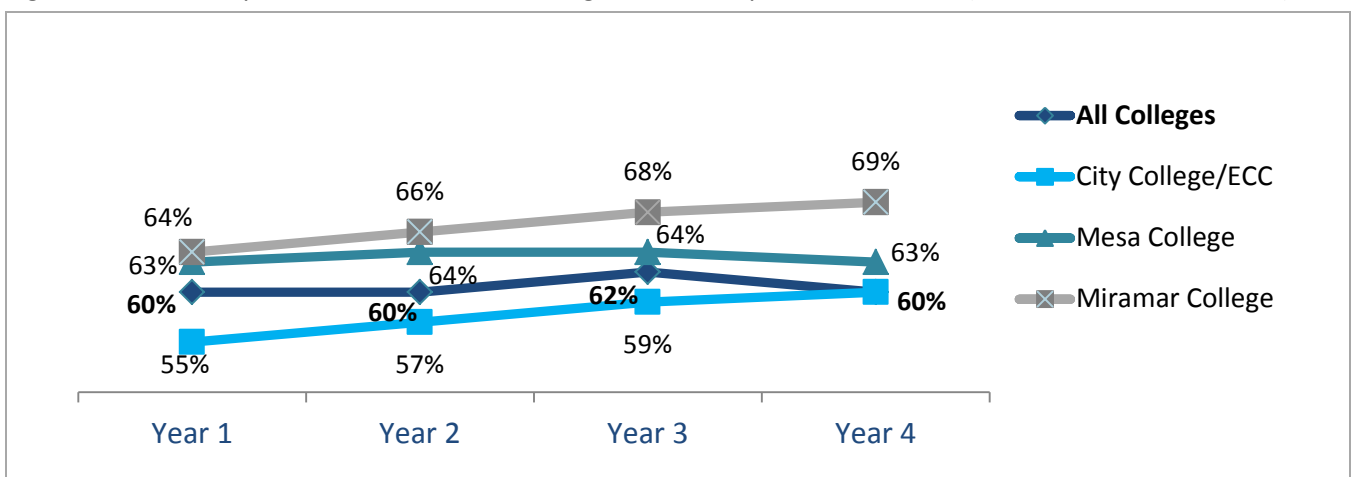


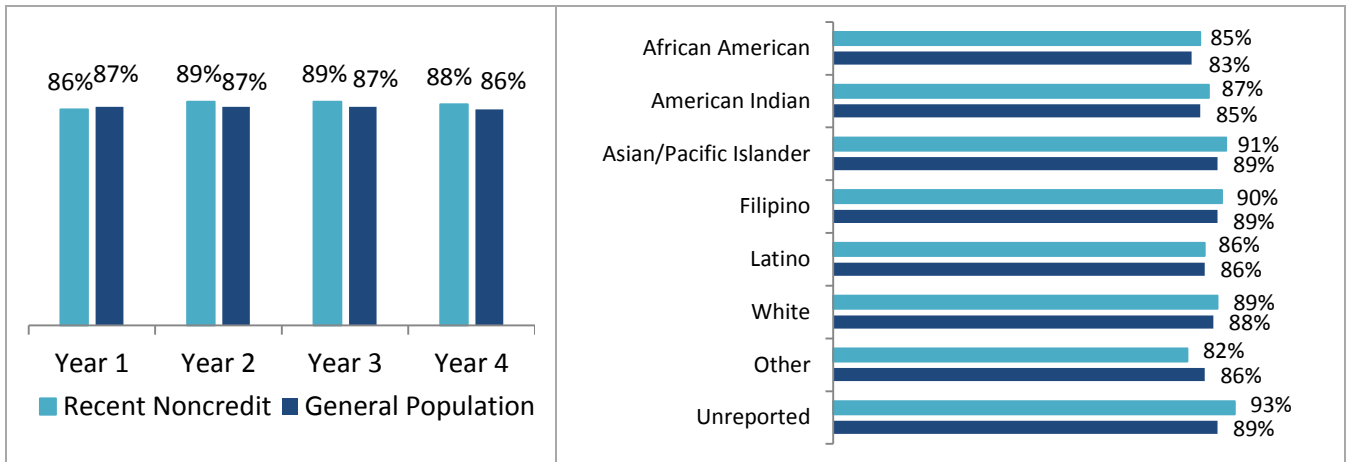
Figure 20. Unit Completion of First-Time to College General Population Students (2010/11-2013/14 cohorts)



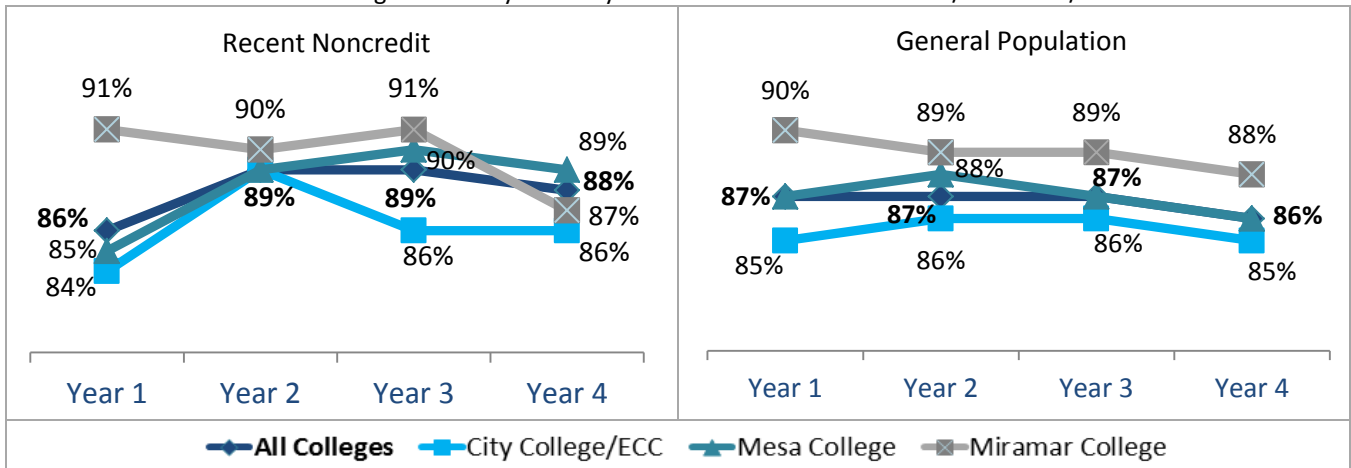
Course Retention

- Overall, course retention rates were comparable for first-time to college recent-noncredit students (86%-89%) and first-time to college general population students (86%-87%) enrolled through four years of enrollments (see Figure 21).
 - Recent-noncredit student retention at both City/ECC and Mesa were lowest in the first year, increased in the second year, and remained relatively steady in subsequent years (see Figure 21).
 - Miramar recent noncredit student retention rate was high in the 90-91% range from the first through the third year and declined to 87% in the fourth year (see Figure 21).
- When combining the first through fourth years of enrollment, overall course retention rates for Asian/Pacific Islander, Filipino, and White first-time to college recent-noncredit students (91%, 90%, and 89%, respectively) were higher than recent-noncredit students of American Indian, Latino, African American, and 'Other' ethnicities (87%, 86%, 85%, and 82%, respectively; see Figure 21).
- With the exception of students of 'Other' ethnicities, retention rates of recent-noncredit students met or exceeded the rates of the general population students across all ethnicity groups (see Figure 21).

Figure 21. Course Retention Rates



Note. Above rates are for All Colleges. Rates by ethnicity combine Years 1-4 of the 2010/11 – 2013/14 cohorts.

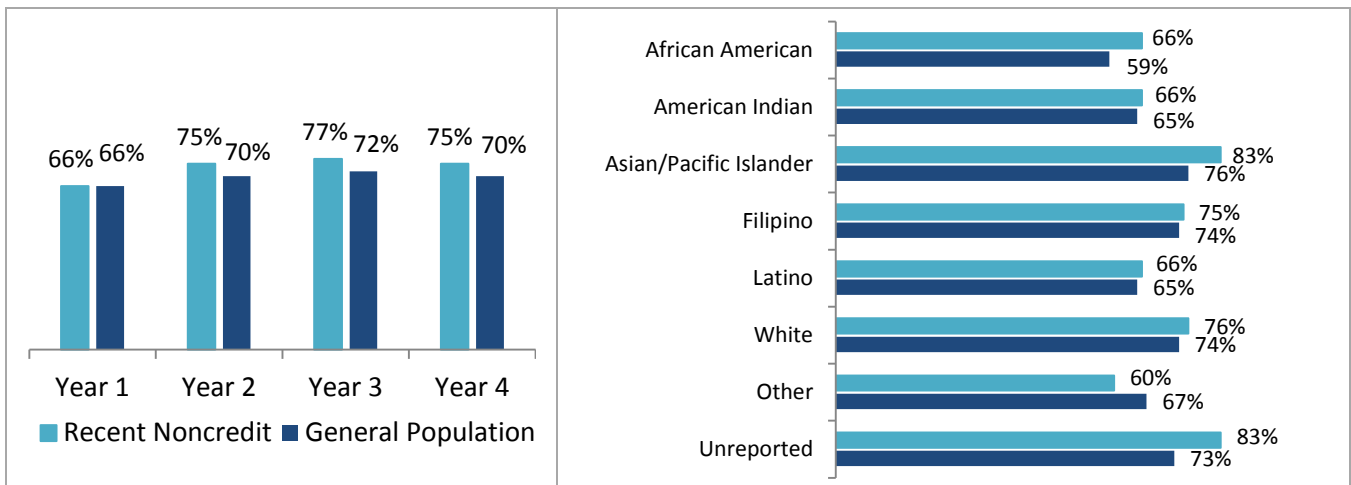


Source: SDCCD Information System

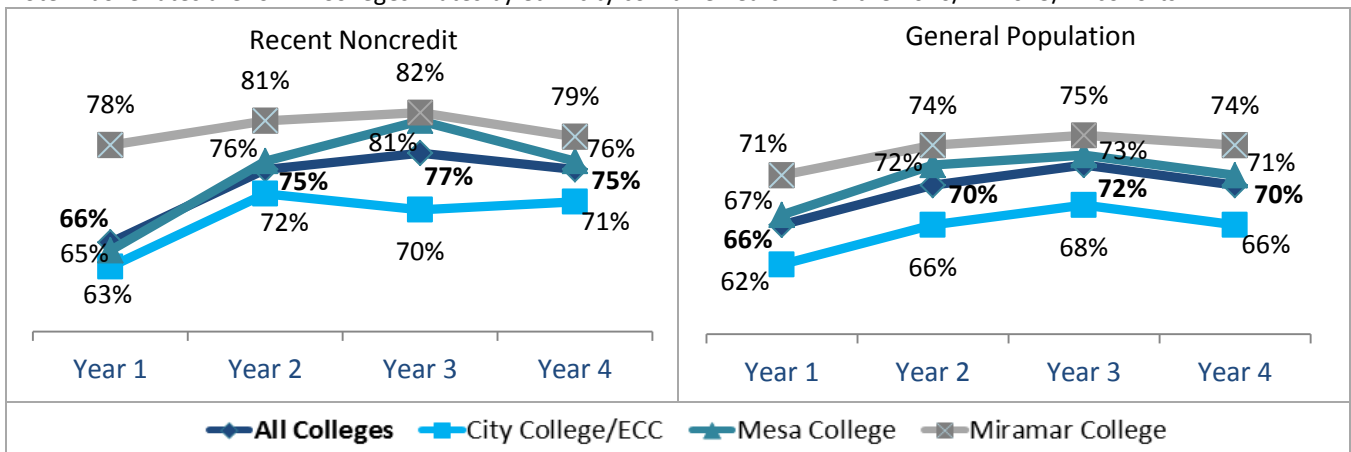
Course Success

- Overall, course success rates were higher for first-time to college recent-noncredit students (66%-77%) than for first-time to college general population students (66%-72%) enrolled from their first term in noncredit through four years of enrollments (see Figure 22).
 - Overall, among recent-noncredit students and general population students, course success rates were lowest in students' first year in credit college and higher in ensuing years (see Figure 22).
 - With the exception of students' first year at Mesa, recent-noncredit students at each of the colleges consistently outperformed general population students (see Figure 22).
- When combining the first through fourth years of enrollment, overall student success rates were highest among students who declined to state their ethnicity, Asian/Pacific Islander, White, and Filipino first-time to college recent-noncredit students (83%, 83%, 76%, and 75%, respectively) and lowest among first-time to college recent-noncredit students of 'Other' ethnicities (60%; see Figure 22).
- With the exception of students of 'Other' ethnicities, success rates for recent-noncredit ethnic groups exceeded the rates of general population students across all ethnicity groups (see Figure 22).

Figure 22. Course Success Rates



Note. Above rates are for All Colleges. Rates by ethnicity combine Years 1-4 of the 2010/11-2013/14 cohorts.

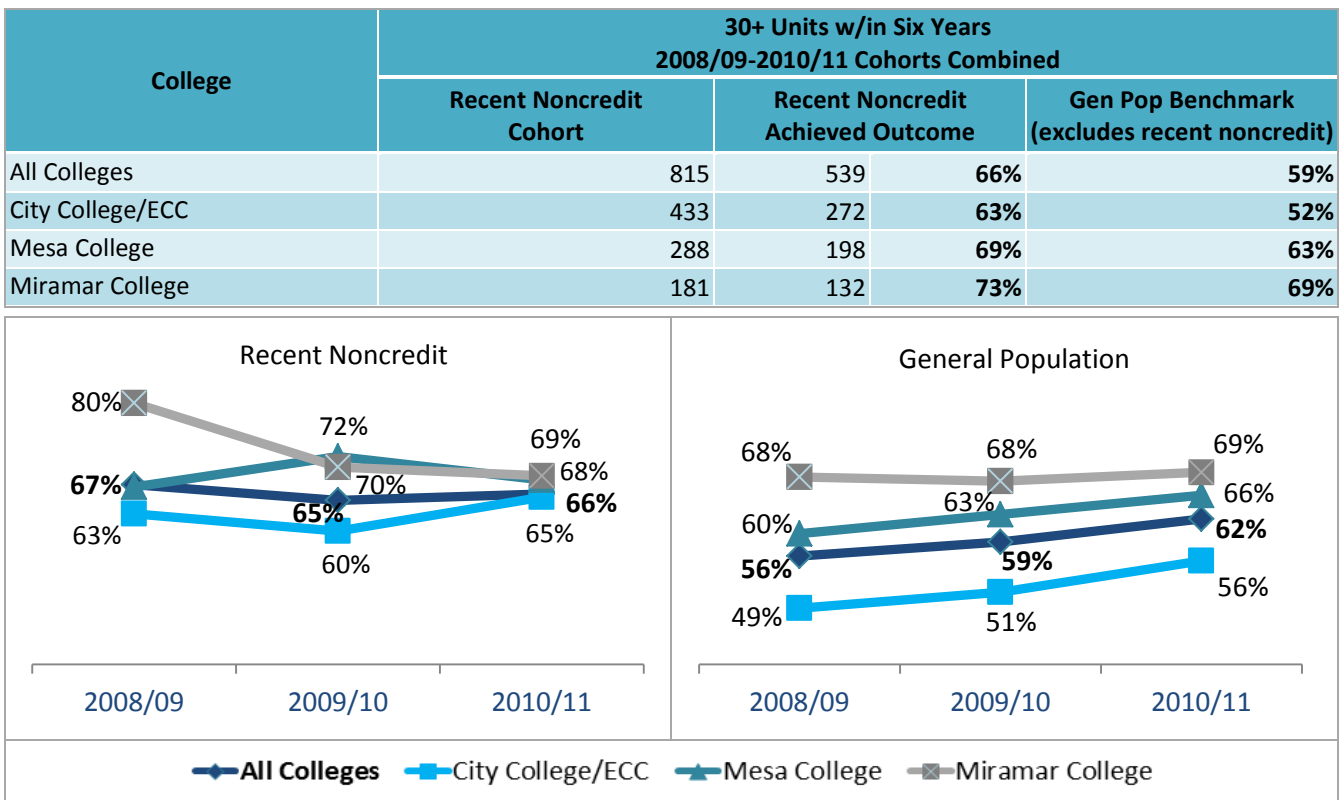


Source: SDCCD Information System

Completion of 30+ Units

- Overall, among students who displayed completion/transfer-seeking behaviors in their first three years, 66% of first-time to college recent-noncredit students completed 30+ units system-wide within six years, compared to 59% of the general student population (see Figure 23).
 - Recent-noncredit students at each of the credit colleges outperformed general population students in achieving 30+ units within six years (see Figure 23).
 - Recent-noncredit student completion of 30+ units varied by cohort year at each of the credit colleges, while general population student trends displayed a steady increase by cohort year at each of the credit colleges (see Figure 23).

Figure 23. Completed 30+ Units within Six Years

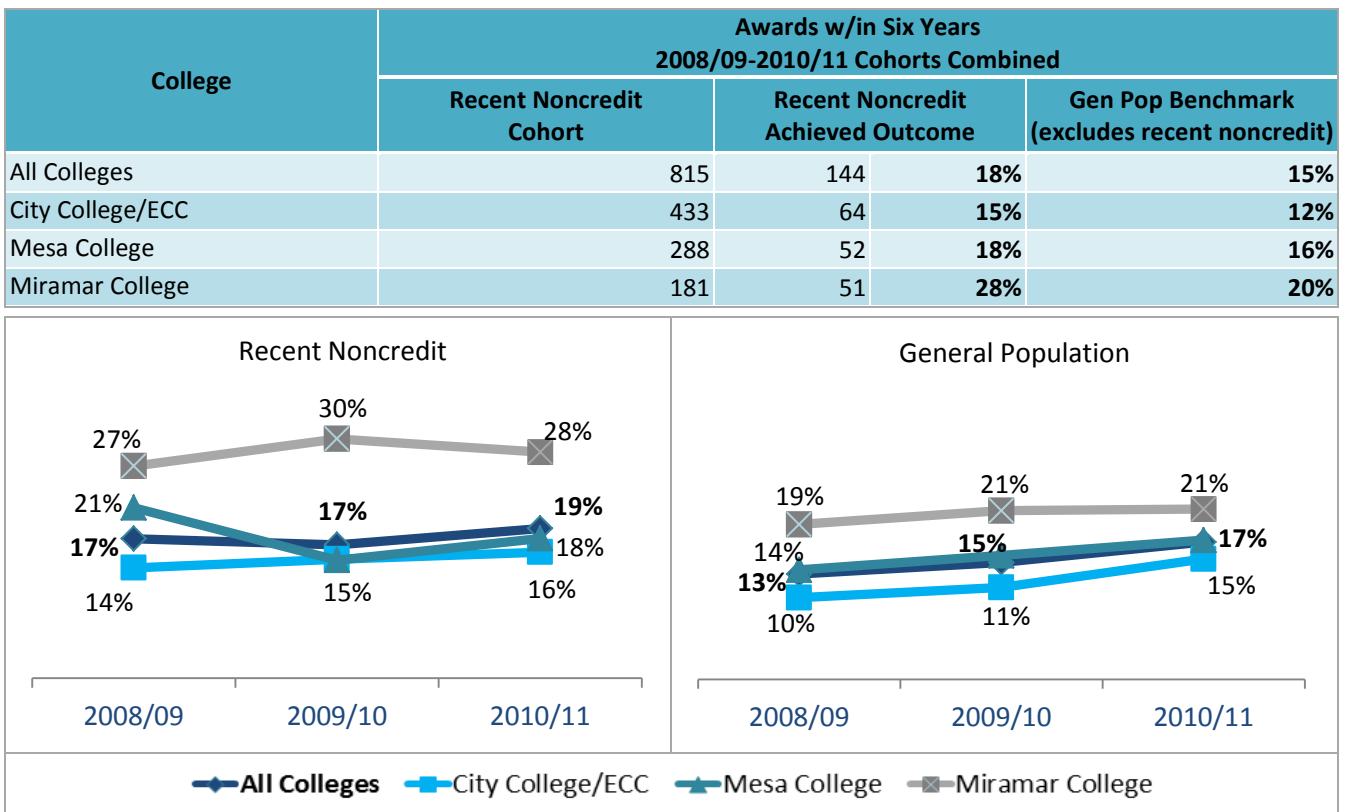


Note. Data vary from previous Noncredit Transition reports. Base cohorts are now obtained from CCCCO Data on Demand System and track first-time to college student outcomes system-wide.

Certificates/Degrees Conferred

- Overall, among students who displayed completion/transfer-seeking behaviors in their first three years, 18% of first-time to college recent-noncredit ultimately earned a certificate or degree system-wide within six years, compared to 15% of the general population (see Figure 24).
 - Recent-noncredit students at each of the colleges outperformed general population students in award attainment within six years (see Figure 24).
 - Recent-noncredit student award attainment rates generally varied by cohort year at the credit colleges, while general population student trends generally displayed a steady increase by cohort year at the credit colleges. (see Figure 24).

Figure 24. Certificates/Degrees Conferred within Six Years

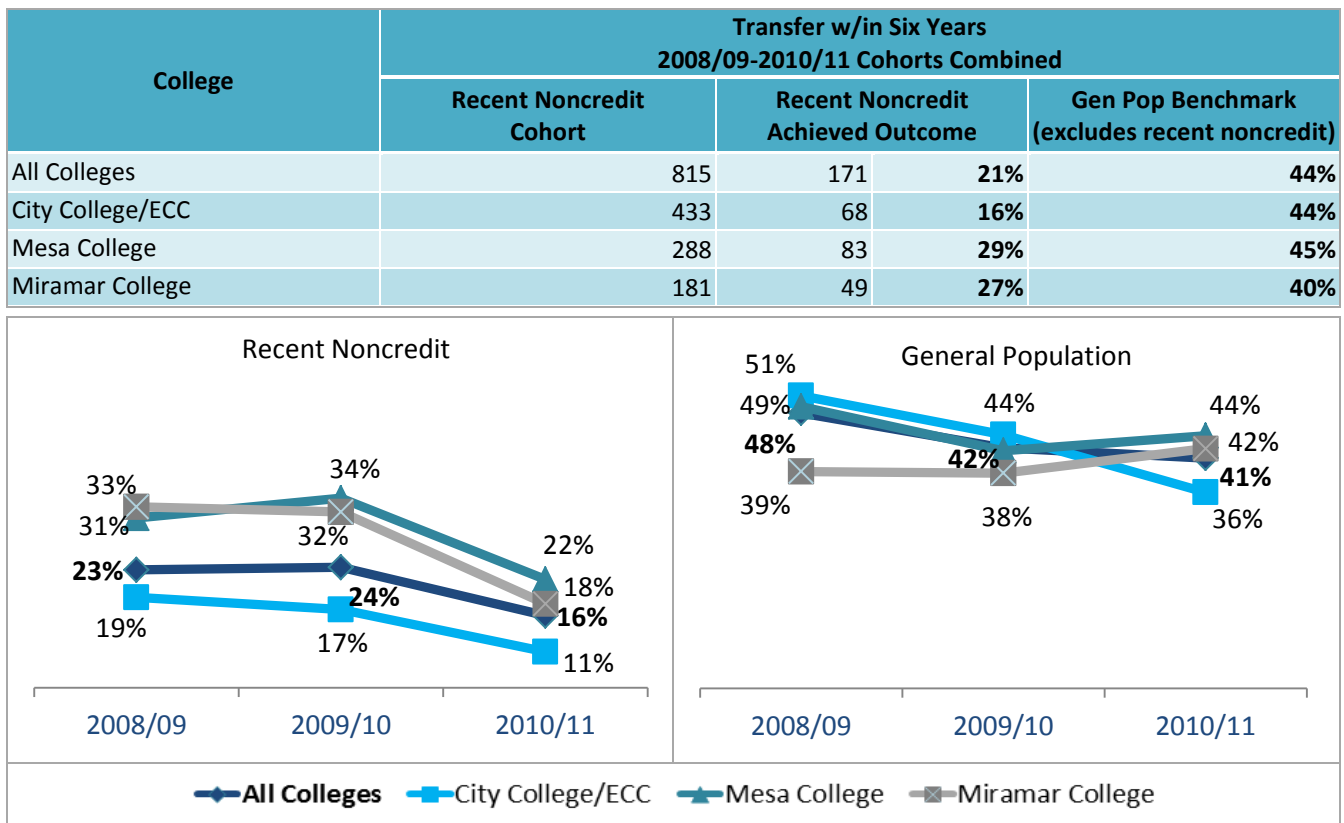


Note. Data vary from previous Noncredit Transition reports. Base cohorts are now obtained from CCCCO Data on Demand System and track first-time to college student outcomes system-wide.

Transfer to Four-Year University

- Overall, among students who displayed completion/transfer-seeking behaviors in their first three years, 21% of first-time to college recent-noncredit ultimately transferred to a four-year university (system-wide) within six years, compared to 44% of the general population (see Figure 25).
 - General population students at each of the credit colleges outperformed recent-noncredit students in transferring within six years (see Figure 25).
 - Recent-noncredit student transfer trends declined in the most recent cohort year studied (2010/11) compared to prior cohorts (2008/09 and 2009/10), while general population student trends generally varied by cohort year (see Figure 25).

Figure 25. Transfer to a Four-Year University within Six Years



Note. Data vary from previous Noncredit Transition reports. Base cohorts are now obtained from CCCCO Data on Demand System and track first-time to college student outcomes system-wide.

Appendix

Operational Definitions

30+ Units Rate – The percentage of students who earned 30 or more units within the given timeframe out of the original cohort. The cohort comprises all first-time to college students who complete six units and attempt any English or math course within three years of first entry. First-time to college students at SDCCD are tracked system-wide throughout the state to determine 30+ unit attainment.

All Colleges – Combines each of the credit colleges to one overall unit identified in the tables and charts as ‘All Colleges’. Because students may attend more than one college, counts in this single-unit measure are unduplicated.

Award Rate – The percentage of students who earned a degree or certificate out of the original cohort. The cohort comprises all first-time to college students who complete six units and attempt any English or math course within three years of first entry. First-time to college students at SDCCD are tracked system-wide throughout the state to determine degree/certificate attainment.

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

Enrollments – Continuing Education – The number of seats enrolled, or duplicated headcount. Less than one attendance hour and never attends are excluded. Apprenticeship, fee, contract, and cancelled classes are excluded.

FTES – The total number of full-time equivalent students enrolled. Includes non-residents and is based on the fiscal year (July 1 – June 30). Excludes apprenticeship classes, enrollments after census, apprenticeship students enrolled in a non-apprenticeship class, ineligible course repetitions, non-state supported classes, and cancelled classes, and F-Factor.

Headcount – College – The individual count of students, or unduplicated headcount. Drops, never attends, and cancelled classes are excluded. Year-long summer in-service classes at Miramar are generally not counted until the end of the course end date.

Headcount – Continuing Education – The individual count of students, or unduplicated headcount. Students with less than one attendance hour are excluded.

Note that credit/noncredit headcount may be unduplicated by noncredit program, by each credit college, or overall by all credit colleges combined (All Colleges).

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 total official census enrollments. Tutoring and cancelled classes are excluded.

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

Transfer Rate – The percentage of students who transferred to a four year institution out of the original cohort. The cohort comprises all first-time to college students who complete six units and attempt any English or math course within three years of first entry. First-time to college students at SDCCD are tracked system-wide throughout the state to determine transfer.