

NONCREDIT TO CREDIT STUDENT TRANSITION STUDY 2020

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OVERVIEW

San Diego Continuing Education (SDCCE) 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 SDCCE's key support strategies, the 2020 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, 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.

Due to a combination of changes in placement procedures at the credit colleges and the transition to Peoplesoft, availability of credit college placement data is currently pending and excluded from this report.

HIGHLIGHTS OF THE FINDINGS

Enrollment and Services

- Overall, FTES of all prior noncredit students at the SDCCD credit colleges decreased 17% from 2016/17 to 2018/19, as student headcount had a 9% net decrease. City College/ECC (-20%), Mesa College (-18%), and Miramar College (-9%) prior noncredit student FTES declined between 2016/17 and 2018/19.
- The 2,233 FTES of all prior noncredit students in 2018/19 contributed 7% 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 (10% and 7%, respectively); 65% 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 (48%) is 21 percentage points higher than the general population (27%).
- A greater percentage of first-time to college prior noncredit students received DSPS or EOPS services (6% and 9%, respectively) than general population first-time to college students (3% each).

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 Worker.
- Among first-time to college students, 67% of recent noncredit students and 61% 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 (87% - 88%) and first-time to college general population students (86% - 88%) were comparable through four years of combined enrollments. Course success rates were slightly higher for first-time to college recent noncredit students (70% - 78%) than for first-time to college general population students (68% - 73%) during the same timeframe.
- Overall, among students who displayed completion/transfer-seeking behaviors in their first three years, 69% of first-time to college recent noncredit students completed 30+ units system-wide within six years, compared to 64% of the general student population. Recent noncredit students' award attainment (22%) also exceeded award attainment rates of general population student (19%). However, general population students' transfer to university (40%) 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.

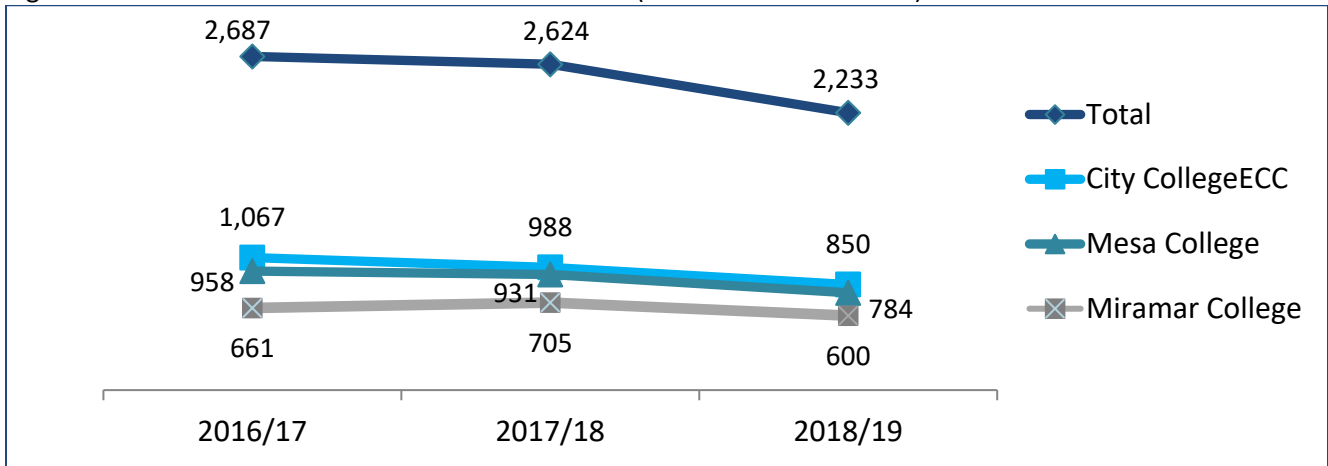
All Prior Noncredit Students in SDCCD Credit Colleges

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 17% from 2016/17 to 2018/19. City College/ECC (-20%), Mesa College (-18%), and Miramar College (-9%) prior noncredit student FTES declined between 2016/17 and 2018/19 (see Figure 1).
- The 2,233 FTES of all prior noncredit students in 2018/19 contributed 7% of the overall resident FTES (excluding f-factor) accrued at the SDCCD credit colleges (32,612 total FTES), which declined seven percent compared to previous years (35,086 total FTES in 2017/18, 7% overall; 34,972 total FTES in 2016/17, 8% overall; 34,957 total FTES in 2015/16, 8% overall).
- Headcount of all prior noncredit students fluctuated, with a net decrease of 9% between 2016/17 and 2018/19. Prior noncredit enrollments decreased 10% during the same timeframe (see Figures 2 and 3).
- In 2018/19, mathematics was the top enrolled subject among all prior noncredit students and the general credit student population with the exception of all prior noncredit students at Miramar College.

FTES

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



Headcount and Enrollment

Figure 2. Headcount of All Prior Noncredit SDCCD Students

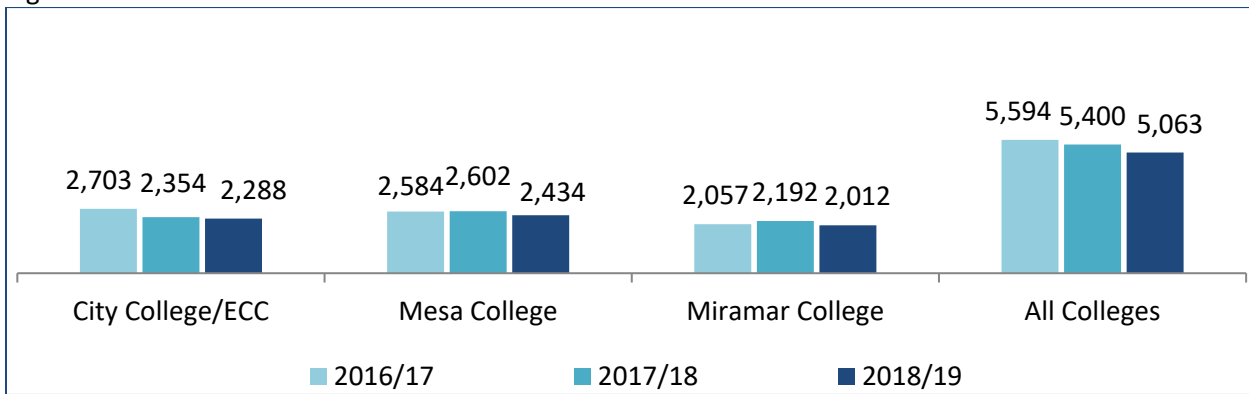
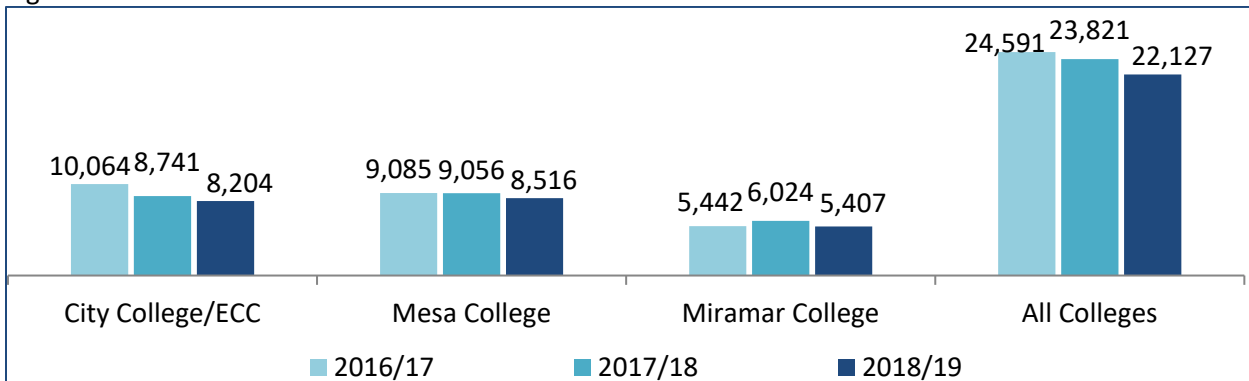


Figure 3. Enrollments of All Prior Noncredit SDCCD Students



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

Table 1. Top Credit College Courses Taken in 2018/19

Credit Colleges	
All PNC Students	General Population
Mathematics	Mathematics
English	English
Exercise Science	Chemistry
English Language Acquisition	Biology
Biology	Exercise Science
Administration of Justice	Psychology
Child Development	History

City College/ECC	
All PNC Students	General Population
Mathematics	Mathematics
English	English
Exercise Science	Psychology
Psychology	Exercise Science
English Language Acquisition	Chemistry
Cosmetology	Biology
Biology	Personal Growth

Mesa College	
All PNC Students	General Population
Mathematics	Mathematics
English	English
Exercise Science	Chemistry
Biology	Exercise Science
Chemistry	Psychology
Music	Biology
Psychology	History

Miramar College	
All PNC Students	General Population
Administration of Justice	Mathematics
Mathematics	Administration of Justice
English	English
English Language Acquisition	Chemistry
Child Development	Biology
Exercise Science	Fire Protection Technology
Biology	History

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

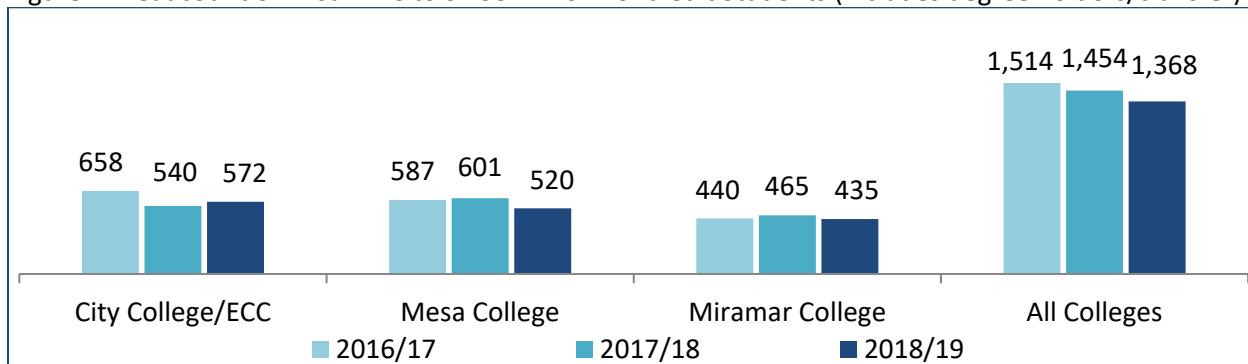
First-Time to SDCCD Prior Noncredit Students

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 general population of students (excludes prior noncredit 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 decreased 10% overall between 2016/17 and 2018/19. Miramar College first-time to SDCCD prior noncredit headcount decreased 1% during the same timeframe. City College's and Mesa College's first-time to SDCCD prior noncredit headcount decreased 13% and 11% respectively in this timeframe (see Figure 4).
- First-time to SDCCD prior noncredit student enrollments decreased 14% between 2016/17 and 2018/19. Miramar College decreased 4%, while City College/ECC and Mesa College decreased 18% and 16%, respectively (see Figure 5).
- Among first-time to SDCCD students: the representation of Asian/Pacific Islander and African American ethnicities among prior noncredit students (16% and 10%, respectively) is higher than in the general population (11% and 6%, respectively); 58% of prior noncredit students are female, compared to 52% of the general population; representation of prior noncredit students 25 years of age or older (75%) is 49 percentage points higher than the general population (26%); and 40% of prior noncredit students are first generation, compared to 25% of the general population (see Figure 6).
- A larger percentage of first-time to SDCCD prior noncredit students received DSPS or EOPS services (4% and 5% and respectively) than general population first-time to SDCCD students (3% and 2%, respectively, see Figure 7).

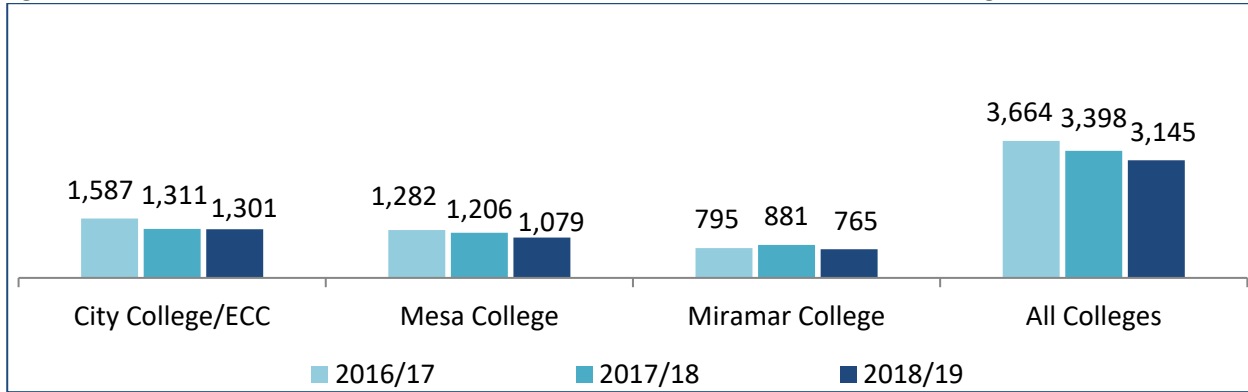
Headcount and Enrollment

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



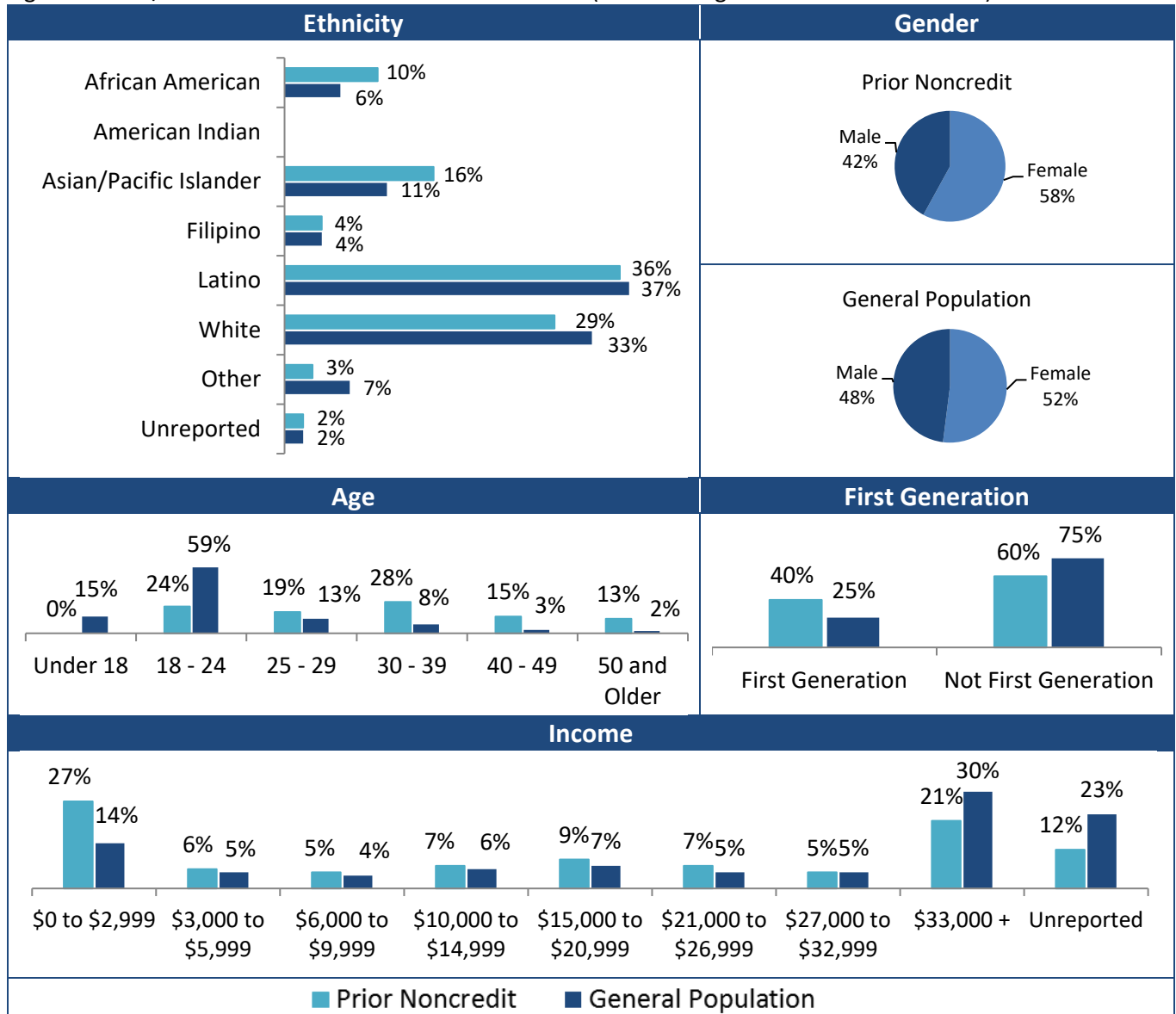
Source: SDCCD Information System; SDCCD FTES Final State Report Summaries.

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



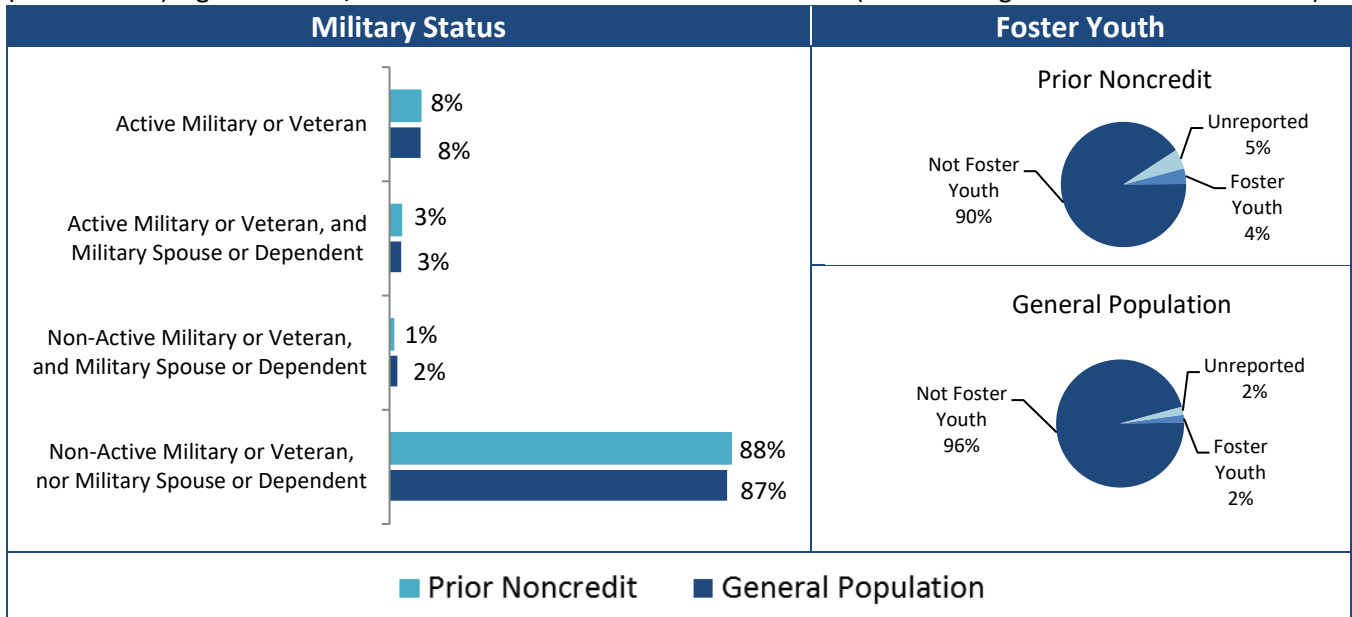
Student Profile

Figure 6. 2018/19 Student Profile of First-Time to SDCCD (includes degree holders and transfers)



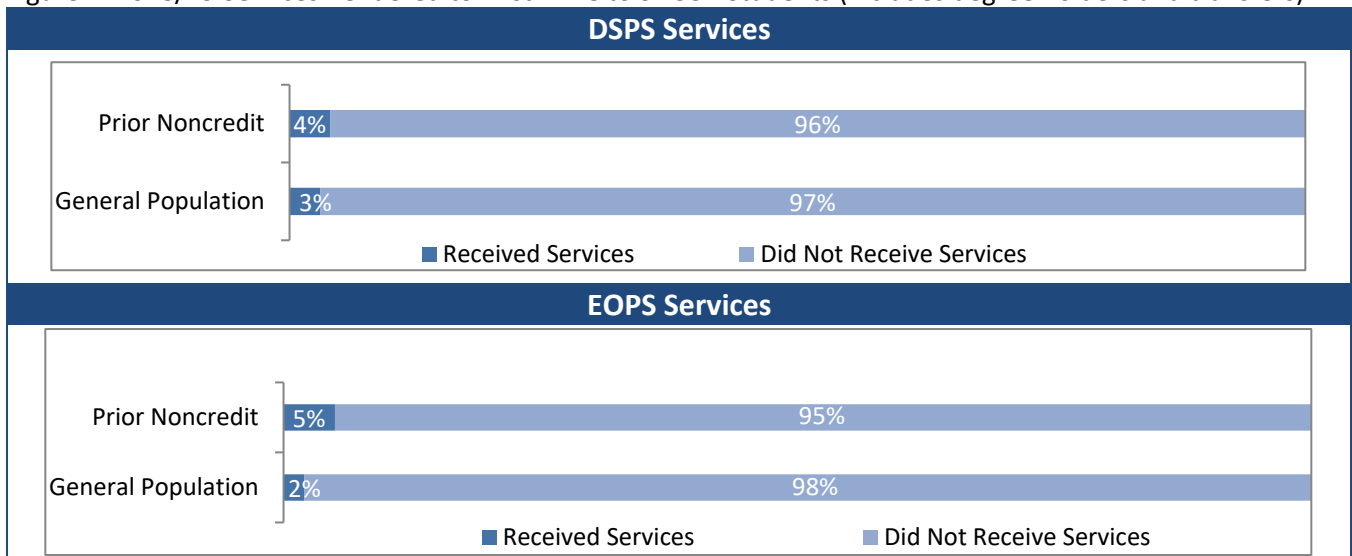
Source: SDCCD Information System; SDCCD FTES Final State Report Summaries.

(CONTINUED) Figure 6. 2018/19 Student Profile of First-Time to SDCCD (includes degree holders and transfers)



Services

Figure 7. 2018/19 Services Rendered to First-Time to SDCCD Students (includes degree holders and transfers)



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

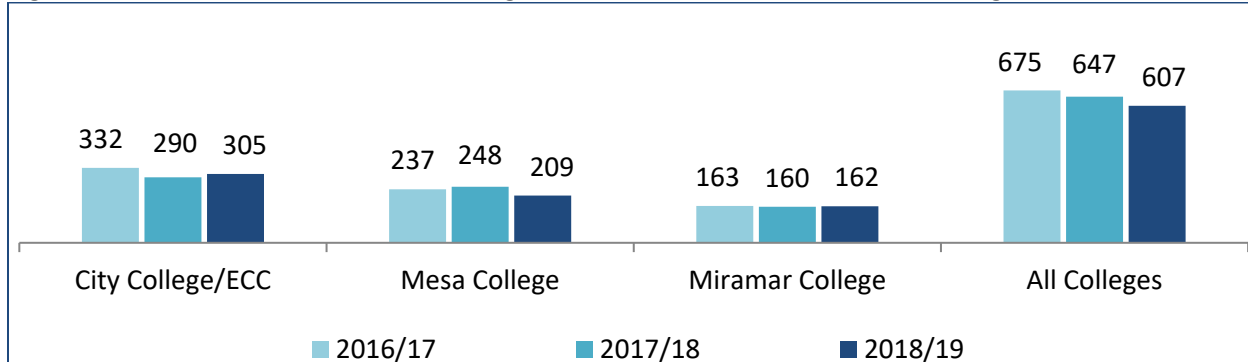
First-Time to College Prior Noncredit Students

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 10% overall between 2016/17 and 2018/19 (City/ECC, -8%; Mesa, -12%; and Miramar, -1%; see Figure 8).
- First-time to college prior noncredit student enrollments decreased 14% overall between 2016/17 and 2018/19 (City/ECC, -13%; Mesa, -17%; and Miramar, -9%; 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 (10% and 7%, respectively); the majority of prior noncredit students are female (57%) compared to 50% of the general population; 65% 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 (48%) is 21 percentage points higher than the general population (27%; see Figure 10).
- A greater percentage of first-time to college prior noncredit students received DSPS or EOPS services (6% and 9%, respectively) than general population first-time to college students (3% each; see Figure 11).

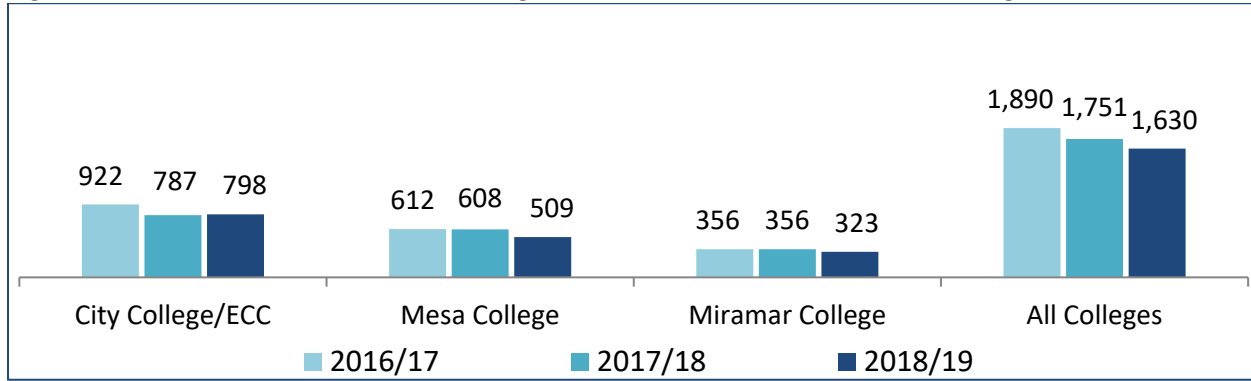
Headcount and Enrollment

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



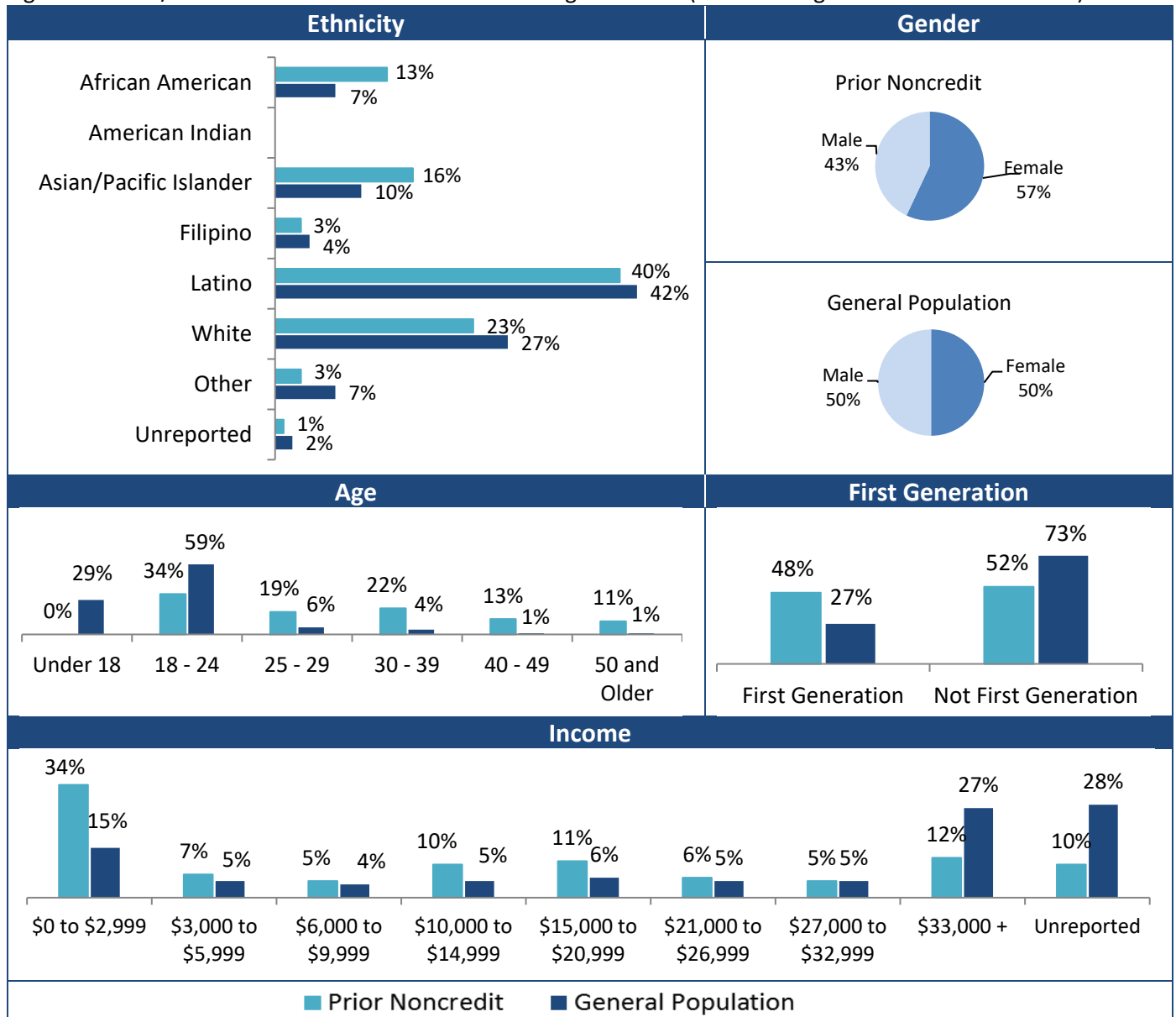
Source: SDCCD Information System; SDCCD FTES Final State Report Summaries.

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



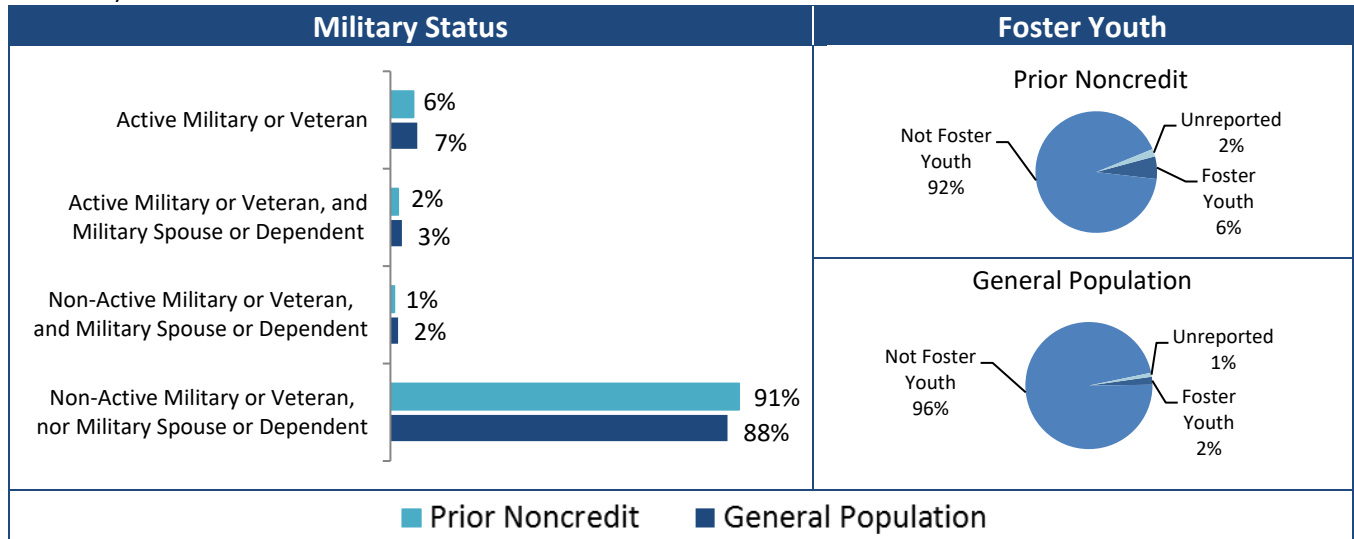
Student Profile

Figure 10. 2018/19 Student Profile of First-Time to College Students (excludes degree holders and transfers)



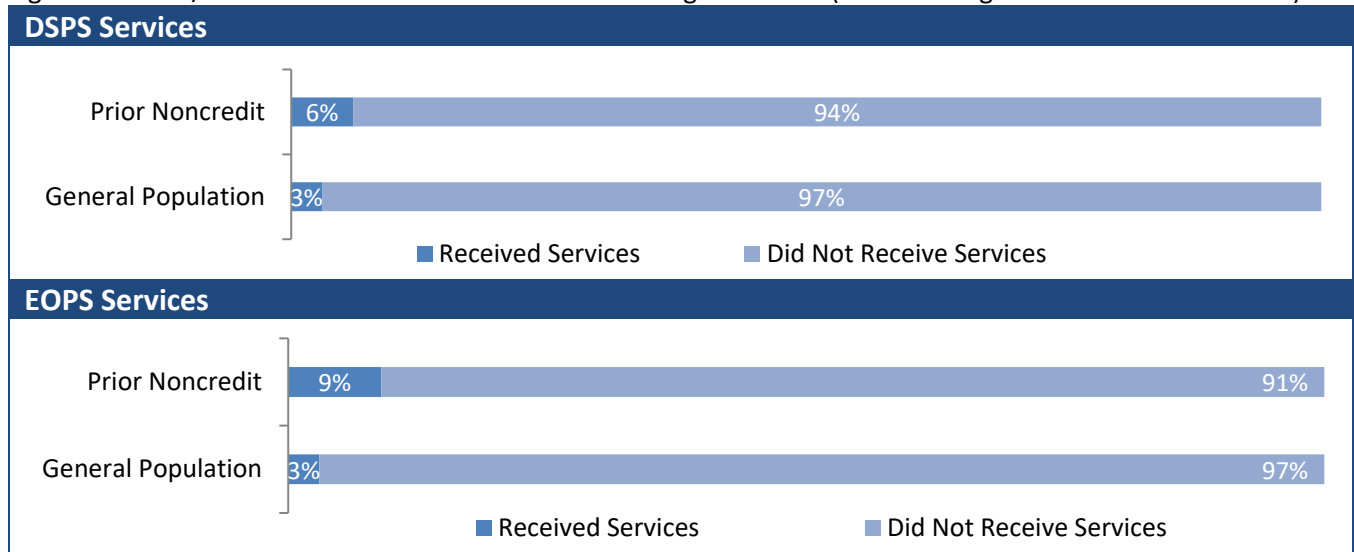
Source: SDCCD Information System; SDCCD FTES Final State Report Summaries.

(CONTINUED) Figure 10. 2018/19 Student Profile of First-Time to College Students (excludes degree holders and transfers)



Services

Figure 11. 2018/19 Services Rendered to First-Time College Students (excludes degree holders and transfers)



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

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 SDCCE 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.

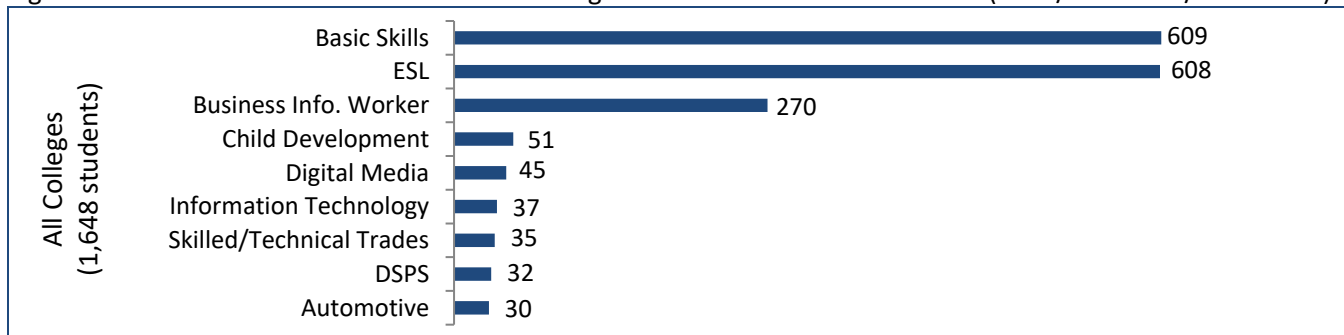
Credit college completion outcomes include shorter-term measures such as unit completion, retention, and success. These outcomes are measured during students' enrollment at City/ECC, Mesa, and/or Miramar colleges using SDCCD Information System data. Four cohort years were studied (2012/13 – 2015/16) 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 (2010/11 – 2012/13) and students were tracked out six years from first enrollment.

SDCCE Programs of Enrollment Prior to Transition and Headcount Post Transition

Between 2012/13 and 2015/16, 1,648 first-time to college recent noncredit students transitioned to one or more of the SDCCD credit colleges (845 at City/ECC, 747 at Mesa, and 430 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 Worker. Miramar had a slightly different order in the ranking (see Figure 12).

Figure 12. Recent noncredit Students’ SDCCE Programs in Term Prior to Transition (2012/13 – 2015/16 cohorts)



City College/ECC	Headcount (845 students)	Mesa College	Headcount (747 students)	Miramar College	Headcount (430 students)
Basic Skills	314	Basic Skills	260	ESL	239
ESL	208	ESL	230	Basic Skills	94
Business Info. Worker	161	Business Info. Worker	108	Business Info. Worker	33
Skilled/Technical Trades	27	Digital Media	26	Automotive	16
Child Development	25	Fashion	20	Child Development	13

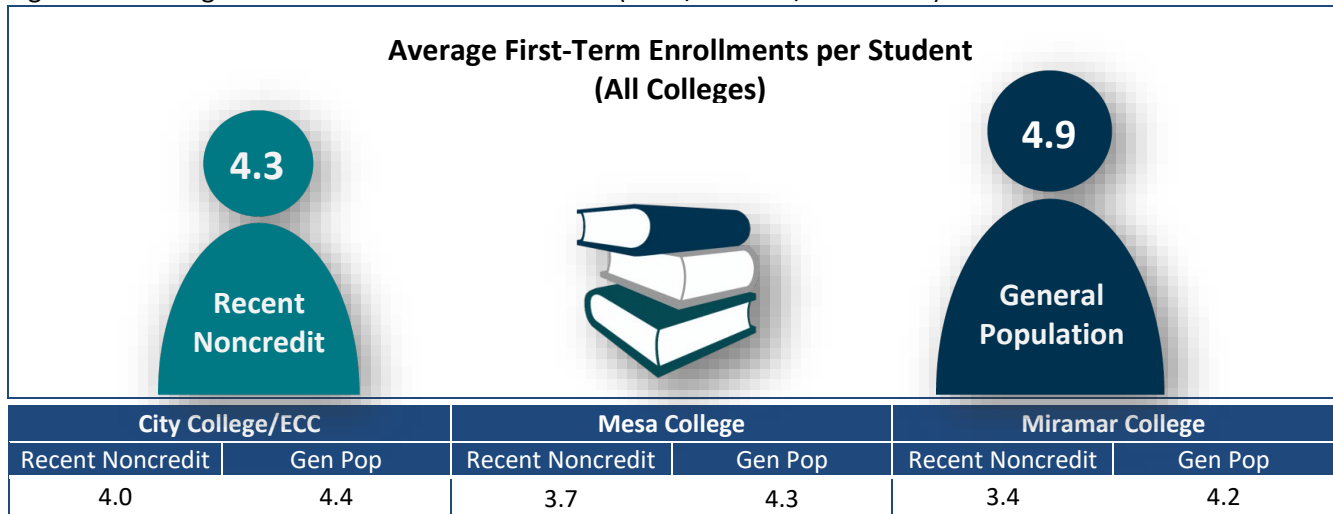
Note1. Acronyms used: English as a Second Language (ESL), Business Information Worker (Business Info. Worker).

Note2. Programs are ranked by headcount. There may be duplication in headcount across programs and colleges.

Credit College Enrollments

- Between 2012/13 and 2015/16, 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 (4.9 and 4.3 enrollments/student, respectively). Each college follows a similar pattern (see Figure 13).
- Among first-time to college students, 67% of recent noncredit students and 61% 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 14).
- 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 14).

Figure 13. Average Student First-Term Enrollments (2012/13-2015/16 cohorts)



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

Figure 14. Student Enrollment Tracked Four Years from First-Term in Credit (2012/13-2015/16 cohorts)



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

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 (64%) and increased to 69% throughout the four years. The largest increase, by three percent, was observed from year one to year two. In comparison, unit completion rates for first-time to college general population students remained between 62% and 64% throughout the four years, decreasing to 63% in year four (see Figures 15 and 16).
 - 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 three and thirteen percentage points higher, respectively, in year four (see Figure 15).
 - While there was a two percentage point net decrease at Miramar from the first to the fourth year, completion rates for Miramar first-time to college recent noncredit students were consistently at or above 74% (see Figure 15).

Figure 15. Unit Completion of First-Time to College Recent noncredit Students (2012/13-2015/16 cohorts)

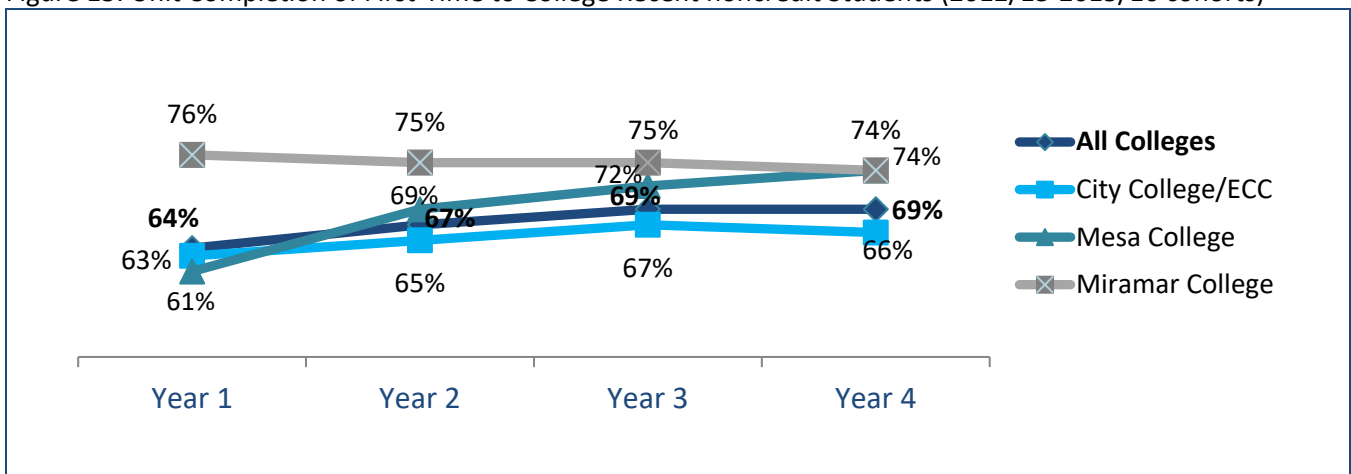
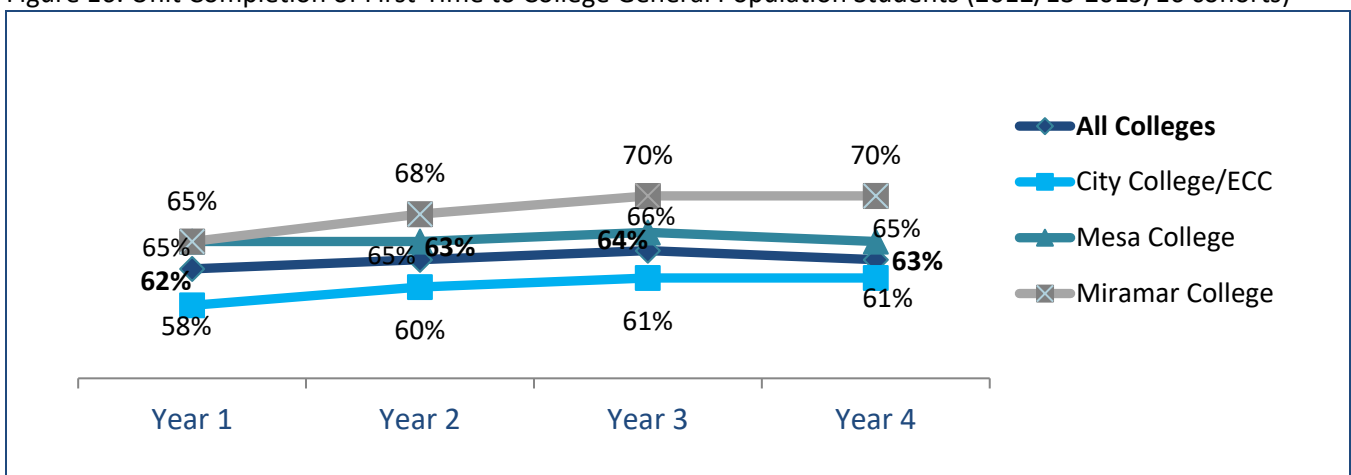


Figure 16. Unit Completion of First-Time to College General Population Students (2012/13-2015/16 cohorts)

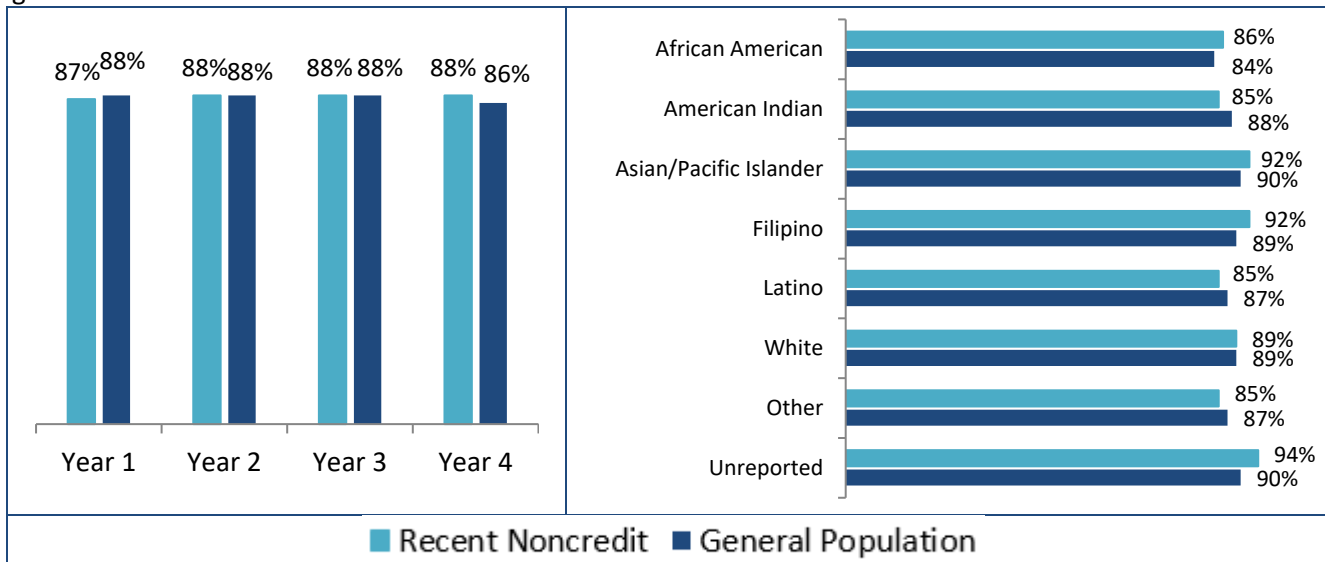


Source: SDCCD Information System; SDCCD FTES Final State Report Summaries.

Course Retention

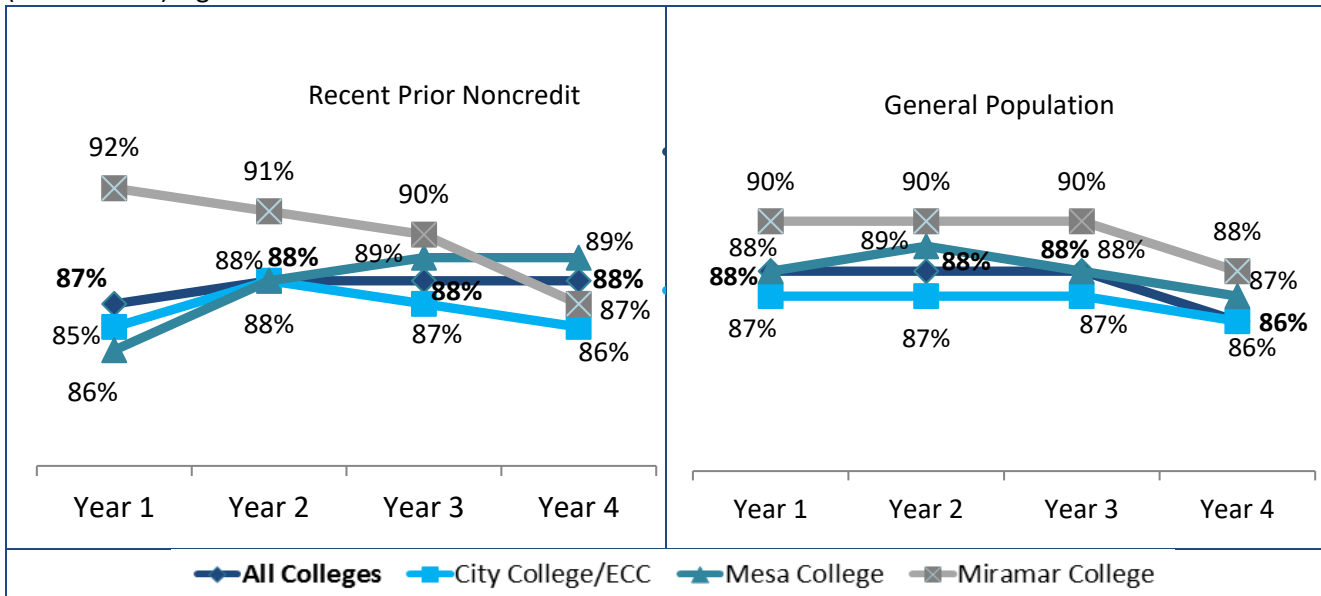
- Overall, course retention rates were comparable for first-time to college recent noncredit students (87% - 88%) and first-time to college general population students (86% - 88%) enrolled through four years of enrollments (see Figure 17).
 - Recent noncredit student retention at both City/ECC and Mesa were lowest in the first year and increased in the second year, but only Mesa remained relatively steady in subsequent years (see Figure 17).
 - Miramar recent noncredit student retention rate was high in the 90% - 92% range from the first through the third year and declined to 87% in the fourth year (see Figure 17).
- 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 (92%, 92%, and 89%, respectively) were higher than recent noncredit students of African American, American Indian, Latino, and 'Other' ethnicities (86%, 85%, 85%, and 85%, respectively; see Figure 17).
- With the exception of students of 'Other' ethnicities, American Indian, and Latino retention rates of recent noncredit students met or exceeded the rates of the general population students across all ethnicity groups (see Figure 17).

Figure 17. Course Retention Rates



Note. Above rates are for All Colleges. Rates by ethnicity combine Years 1-4 of the 2012/13 – 2015/16 cohorts.

(CONTINUED) Figure 17. Course Retention Rates

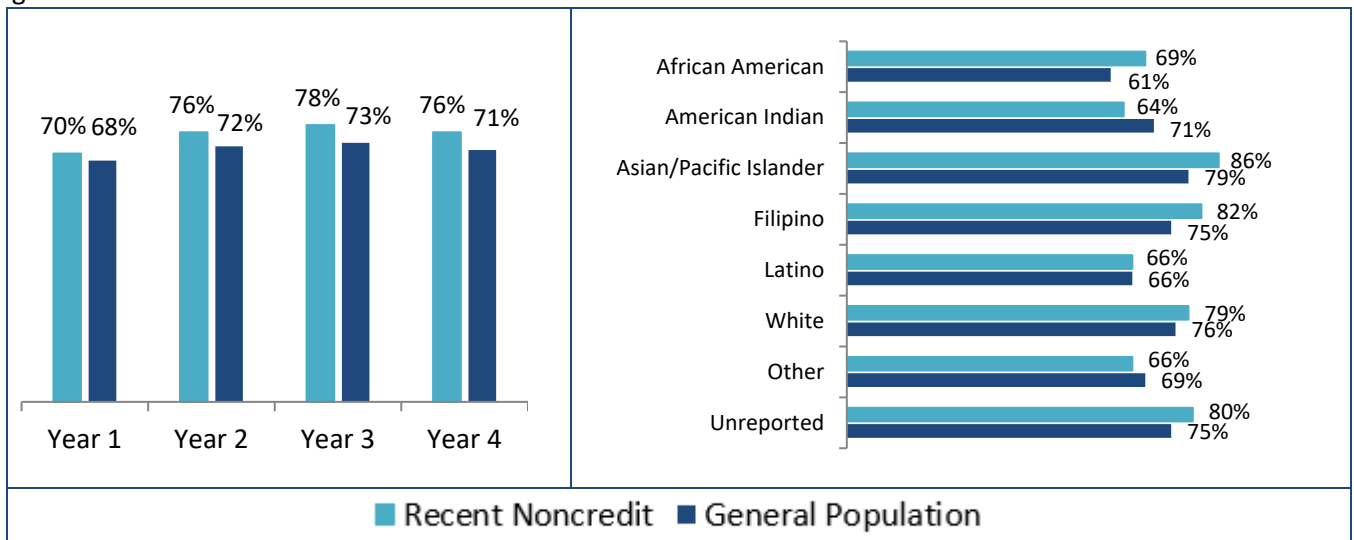


Course Success

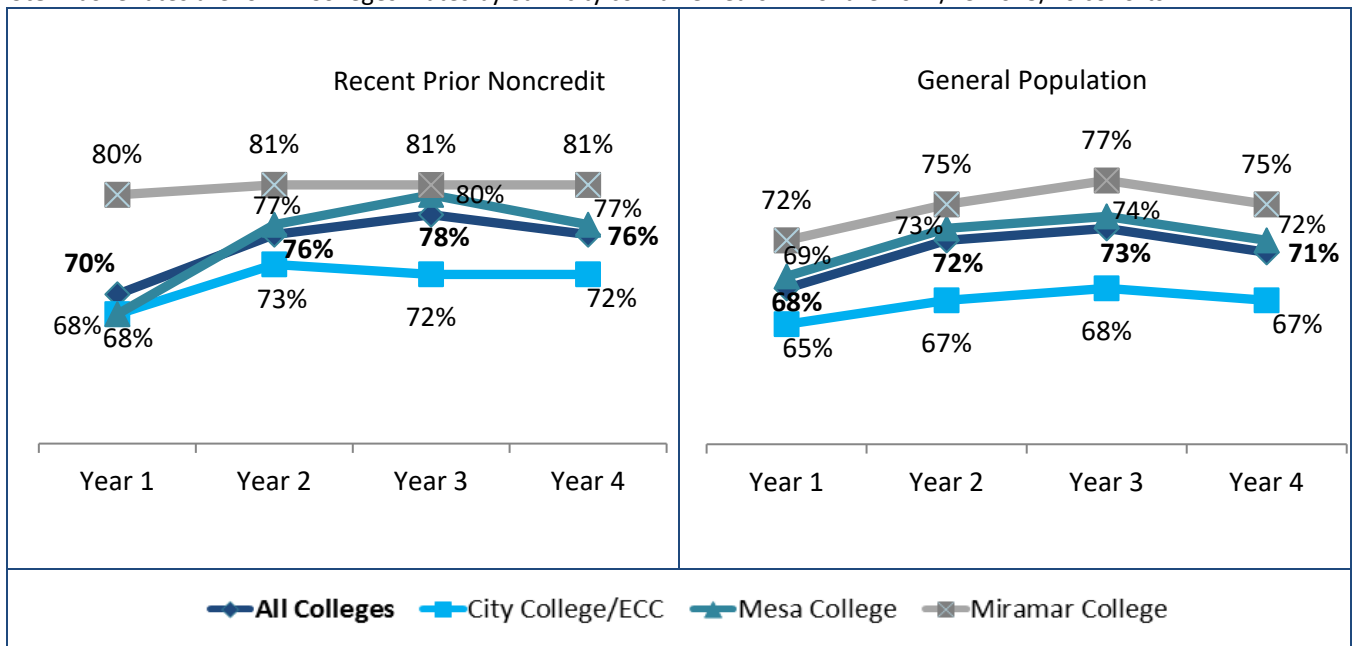
- Overall, course success rates were higher for first-time to college recent noncredit students (70% - 78%) than for first-time to college general population students (68% - 73%) enrolled from their first term in noncredit through four years of enrollments (see Figure 18).
 - In general, among recent noncredit students and general population students, course success rates were lowest in students' first year in credit colleges and higher in ensuing years (see Figure 18).
 - With the exception of students' first year at Mesa, recent noncredit students at each of the colleges consistently outperformed general population students (see Figure 18).
- When combining the first through fourth years of enrollment, overall student success rates were highest among Asian/Pacific Islander, Filipino, students who declined to state their ethnicity, and White first-time to college recent noncredit students (86%, 82%, 80%, and 79%, respectively) and lowest among first-time to college recent noncredit American Indian students (64%; see Figure 18).
- With the exception of students of American Indian and 'Other' ethnicities, success rates for recent noncredit ethnic groups met or exceeded the rates of general population students across all ethnicity groups (see Figure 18).

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

Figure 18. Course Success Rates



Note. Above rates are for All Colleges. Rates by ethnicity combine Years 1-4 of the 2012/13-2015/16 cohorts.

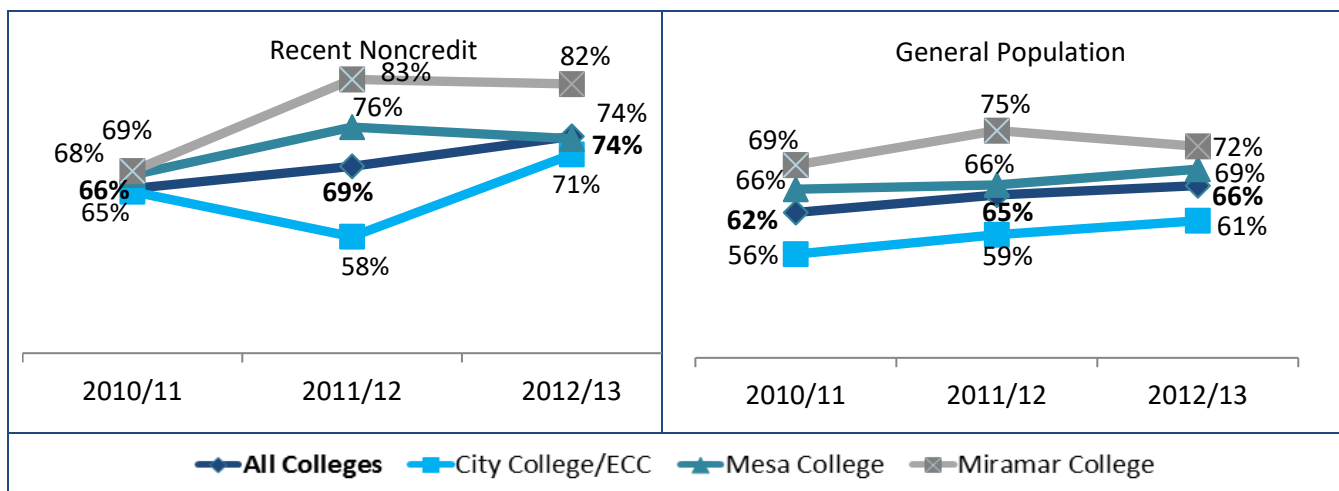


Completion of 30+ Units

- Overall, among students who displayed completion/transfer-seeking behaviors in their first three years, 69% of first-time to college recent noncredit students completed 30+ units system-wide within six years, compared to 64% of the general student population (see Figure 19).
 - Recent noncredit students at each of the credit colleges met or outperformed general population students in achieving 30+ units within six years, except for City/ECC in the 2011/12 cohort (see Figure 19).
 - 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, except for Miramar College (see Figure 19).

Figure 19. Completed 30+ Units within Six Years

College	30+ Units w/in Six Years 2010/11-2012/13 Cohorts Combined		
	Recent Noncredit Cohort	Recent Noncredit Achieved Outcome	Gen Pop Benchmark (excludes recent noncredit)
All Colleges	726	504	69%
City College/ECC	328	212	65%
Mesa College	308	224	73%
Miramar College	183	142	78%

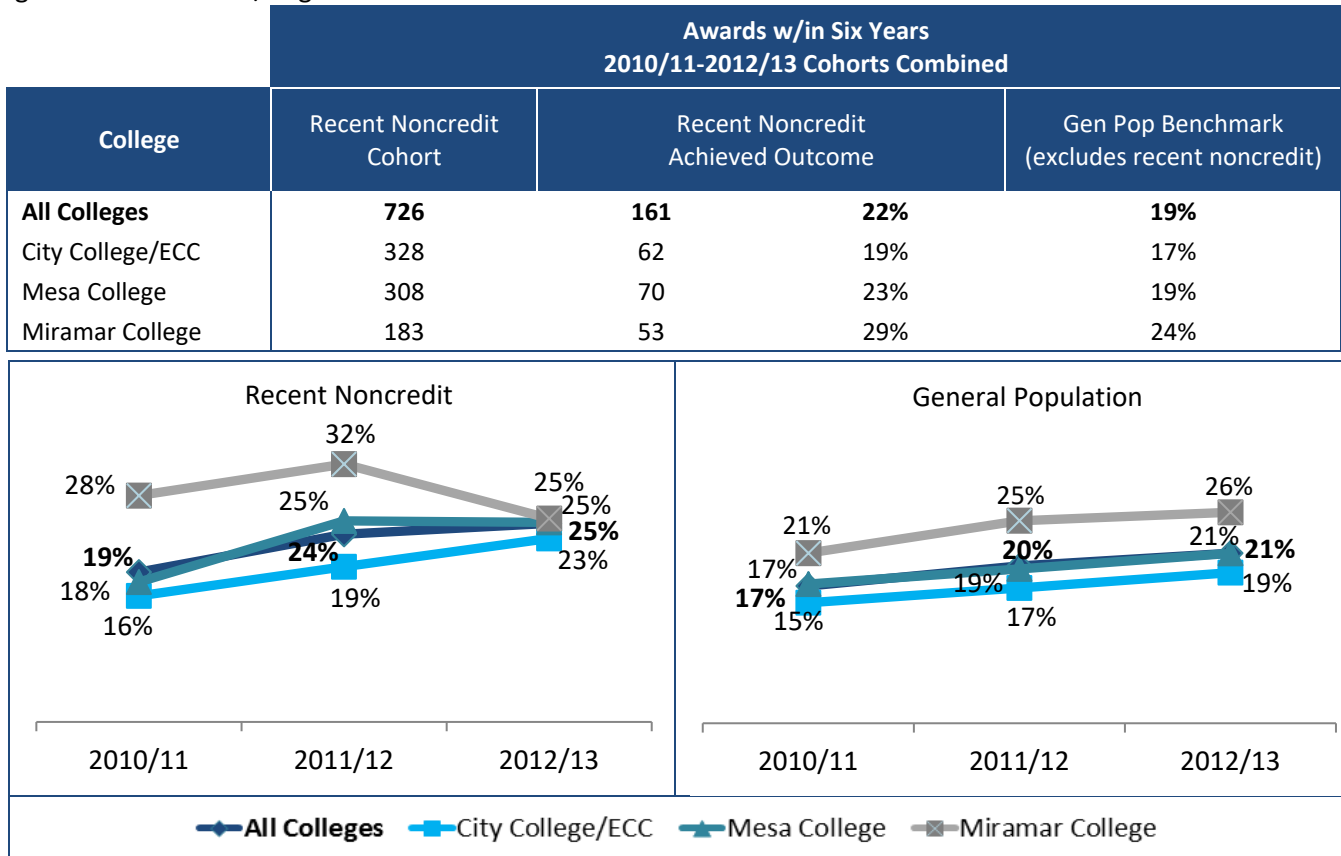


Note. Data vary from previous Noncredit Transition reports. Base cohorts are now obtained from CCCCO Data on Demand and track first-time to college student outcomes system-wide.

Certificates/Degrees Conferred

- Overall, among students who displayed completion/transfer-seeking behaviors in their first three years, 22% of first-time to college recent noncredit ultimately earned a certificate or degree system-wide within six years, compared to 19% of the general population (see Figure 20).
 - In general, recent noncredit students at each of the colleges outperformed general population students in award attainment within six years (see Figure 20).
 - Both recent noncredit and general population student award attainment rates displayed a steady increase during the three years studied with the exception of recent noncredit students at Mesa and Miramar College in the 2012/13 cohort (see Figure 20).

Figure 20. Certificates/Degrees Conferred within Six Years

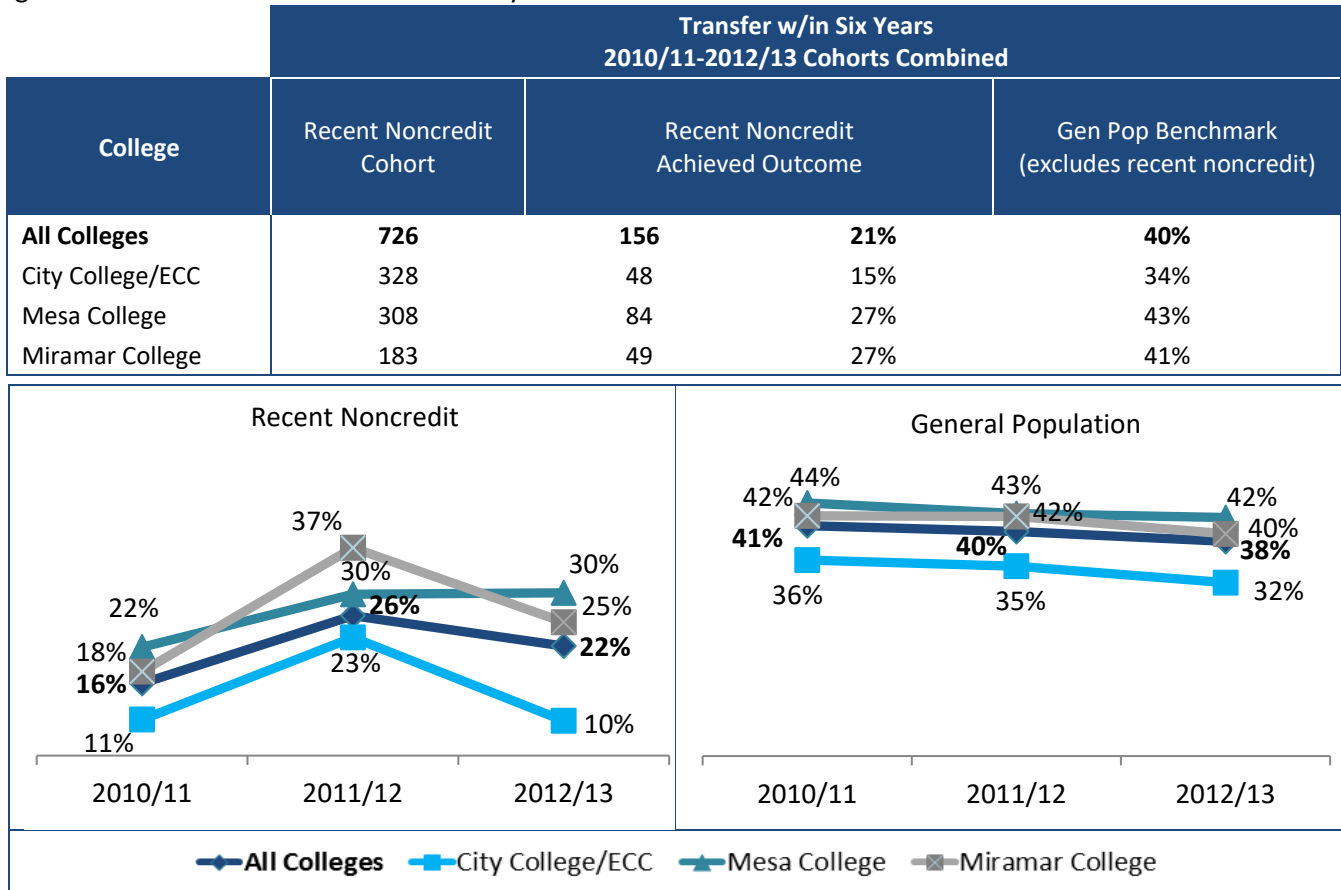


Note. Data vary from previous Noncredit Transition reports. Base cohorts are now obtained from CCCC Data on Demand System and track first-time to college student outcomes system-wide.

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 40% of the general population (see Figure 21).
 - General population students at each of the credit colleges outperformed recent noncredit students in transferring within six years (see Figure 21).
 - Recent noncredit student transfer trends reached a peak with the 2011/12 prior noncredit cohort, while general population student trends decreased slightly and steadily over the three years studied (see Figure 21).

Figure 21. 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.