

NONCREDIT TO CREDIT STUDENT TRANSITION STUDY 2017

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 *2017 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 include unit completion, retention, success, 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 6% from 2013/14 to 2015/16, as student headcount remained steady. City College/ECC (-11%) and Mesa College (-4%) prior noncredit student FTES declined between 2013/14 and 2015/16, while Miramar increased 1%.
- The 2,796 FTES of all prior noncredit students in 2015/16 contributed 8% of the overall FTES accrued at the SDCCD credit colleges.
- Among 2015/16 first-time to college students: the representation of Asian Pacific Islander and African American ethnicities among prior noncredit students (17% 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 compared to 14% of the general population; and 48% of prior noncredit students are first generation to college compared to 29% of the general population.
- A greater percentage of first-time to college prior noncredit students received DSPS or EOPS services (5% and 8%, respectively) than general population first-time to college students (3% each).

Student Placement

- Among first-time to college students at the SDCCD credit colleges, prior noncredit students had fewer transfer-level math placements compared to general students (16% and 28%, respectively), and prior noncredit students had fewer transfer-level reading and writing (42% and 19%, respectively) placements compared to general population students (59% and 33%, respectively).
- First-time to college prior noncredit students had a smaller percentage of ESOL placements that were three levels below transfer (Level 40) compared to general population first-time to college students (3% and 6%, 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, 59% of recent-noncredit students and 57% of general population students re-enrolled after their first credit year. While the margins were small, 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 (85%-88%) and first-time to college general population students (86%-87%) were comparable through four years of combined enrollments. Course success rates were higher for first-time to college recent-noncredit students (65%-76%) than for first-time to college general population students (65%-69%) during the same timeframe.
- Overall, 62% of first-time to college recent-noncredit students completed 30+ units within four years. First-time to college recent-noncredit students outperformed first-time to college general population students at each of the credit colleges and overall.
- First-time to college recent-noncredit students and first-time to college general population students earned degrees/certificates at similar rates when tracked out four (10% each) and six years (16% and 15%, respectively); however, general population students' rate of transition to university (four years, 24%; six years, 36%) exceeded transition rates of recent-noncredit students (four years, 11%; six years, 17%) during the same timeframes.

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.

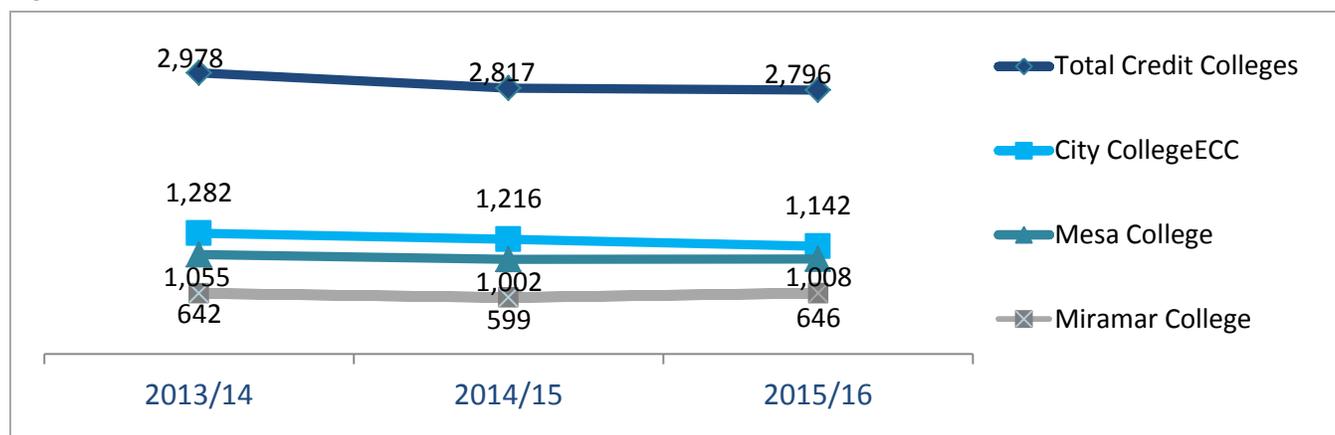
All Prior Noncredit Students in SDCCD Credit College

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 6% from 2013/14 to 2015/16. City College/ECC (-11%) and Mesa College (-4%) prior noncredit student FTES declined between 2013/14 and 2015/16. Miramar increased close to 1% during the same timeframe (see Figure 1).
- The 2,796 FTES of all prior noncredit students in 2015/16 contributed 8% of the overall FTES accrued at the SDCCD credit colleges (All Colleges, 34,957 FTES excluding F-Factor).
- The headcount of all prior noncredit students remained steady between 2013/14 and 2015/16. Prior noncredit student enrollments decreased 2% during the same timeframe (see Figures 2 and 3).
- In 2015/16, mathematics was the top enrolled subject among all prior noncredit students and the general credit population. This is consistent across each of the credit colleges, except for Miramar's prior noncredit students, whose top enrollments were in administration of justice (see Table 1).

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

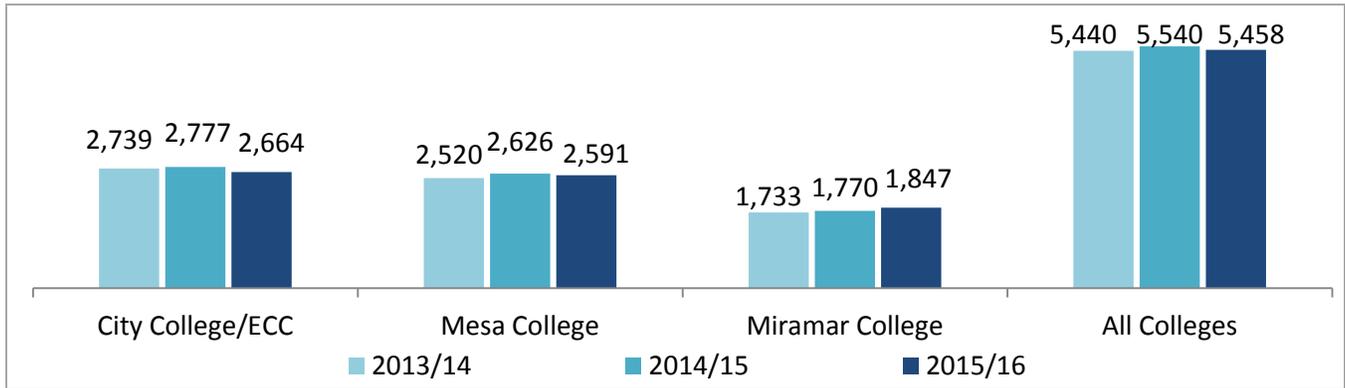


Figure 3. Enrollments of All Prior Noncredit SDCCD Students

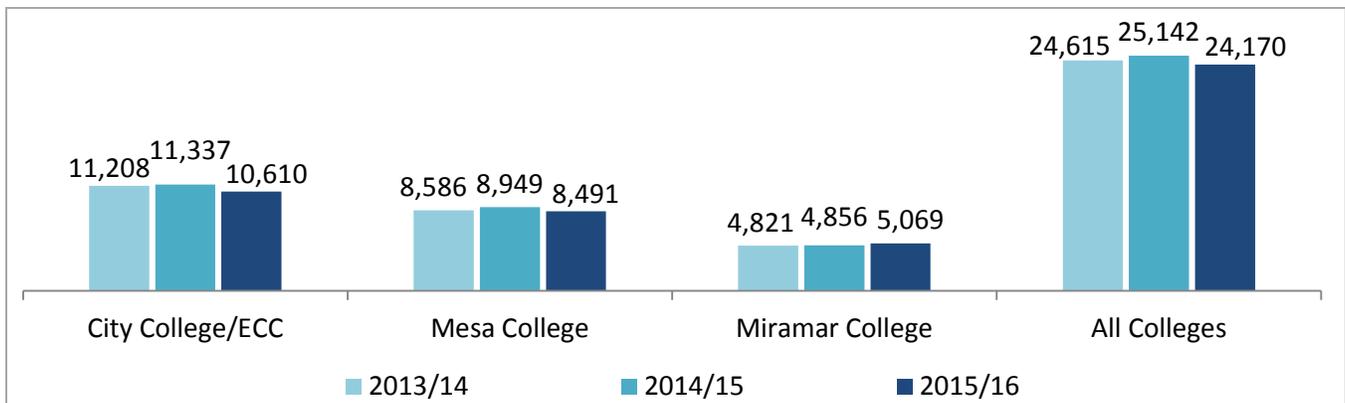


Table 1. Top Credit College Courses Taken in 2015/16

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

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. Data is combined annually for all first-term summer, fall, and spring students.

- First-time to SDCCD prior noncredit student headcount increased 9% overall between 2013/14 and 2015/16. City College/ECC, Mesa College, and Miramar College first-time to SDCCD prior noncredit headcount increased 4%, 7%, and 8%, respectively, during the same timeframe (see Figure 4).
- First-time to SDCCD prior noncredit student enrollments fluctuated, with an overall 4% decline between 2013/14 and 2015/16. City College/ECC and Mesa College first-time to SDCCD prior noncredit enrollments decreased 13% and 1%, respectively, while Miramar College first-time to SDCCD prior noncredit enrollments increased 13% during the same timeframe (see Figure 5).

Headcount and Enrollment

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

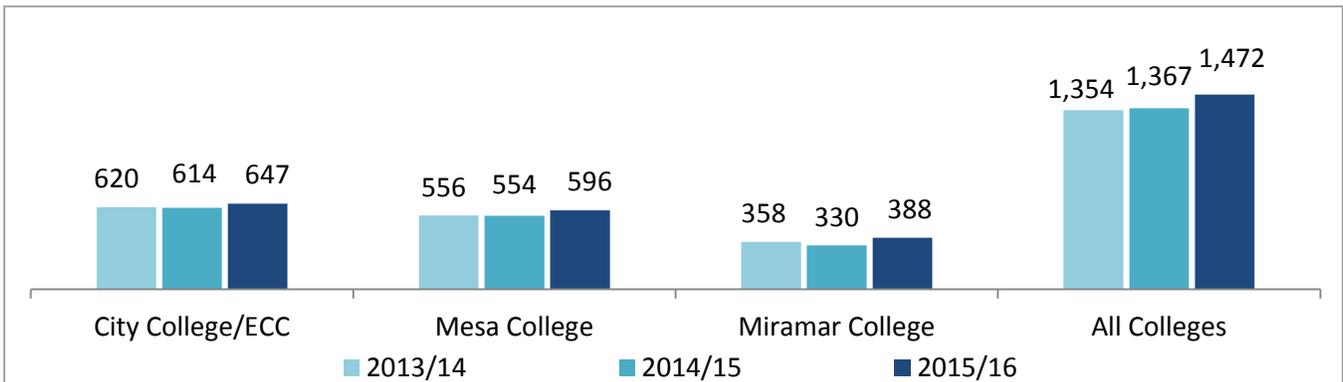
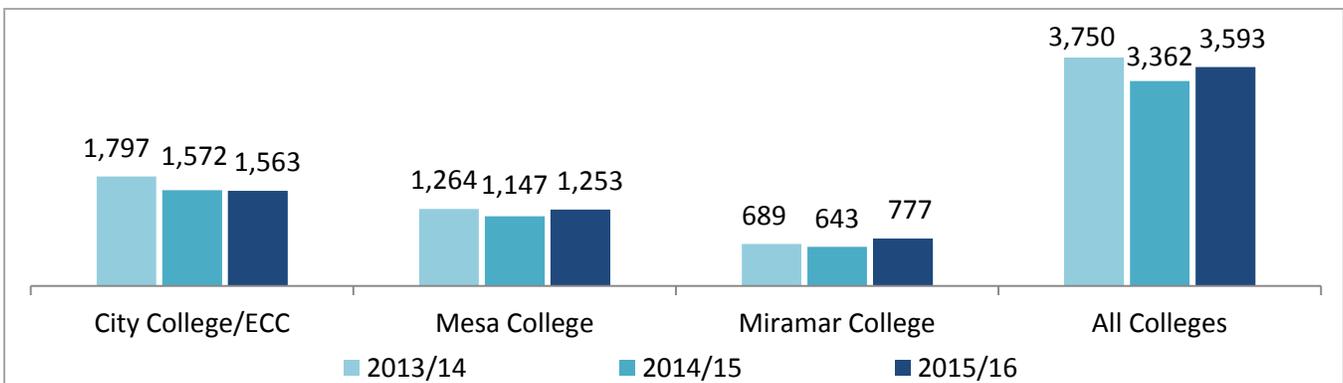


Figure 5. Enrollments of First-Time to SDCCD Prior Noncredit Students (includes degree holders/transfer)



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 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 college prior noncredit student headcount decreased 7% overall between 2013/14 and 2015/16 (City/ECC, -12%; Mesa, -5%; and Miramar, -11%; see Figure 6).
- First-time to college prior noncredit student enrollments decreased 19% between 2013/14 and 2015/16 (City/ECC, -27%; Mesa, -12%; and Miramar, -5%; see Figure 7).
- Among first-time to college students: the representation of Asian/Pacific Islander and African American ethnicities among prior noncredit students (17% 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 14% of the general population; and the representation of first generation to college prior noncredit students (48%) is 19 percentage points higher than the general population (29%; see Figure 8).
- A greater percentage of first-time to college prior noncredit students received DSPS or EOPS services (5% and 8%, respectively) than general population first-time to college students (3% each; see Figure 9).

Headcount and Enrollment

Figure 6. Headcount of First-Time to College Prior Noncredit Students (excludes degree holders/transfer)

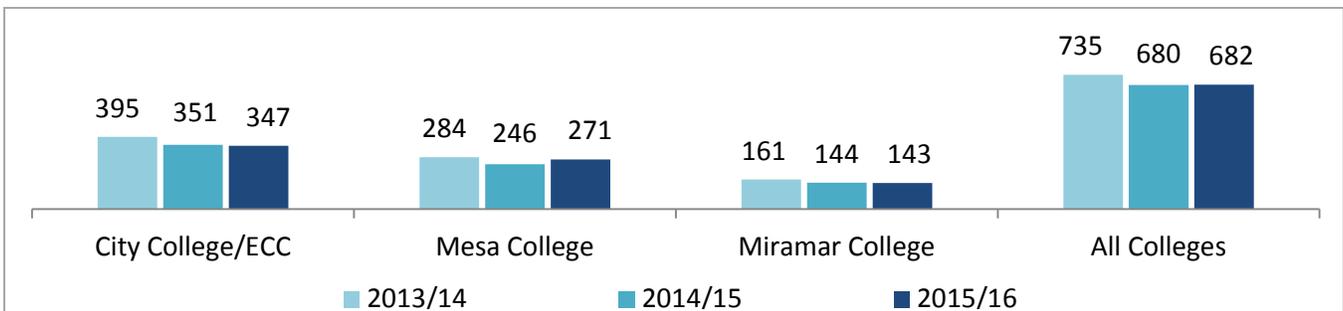
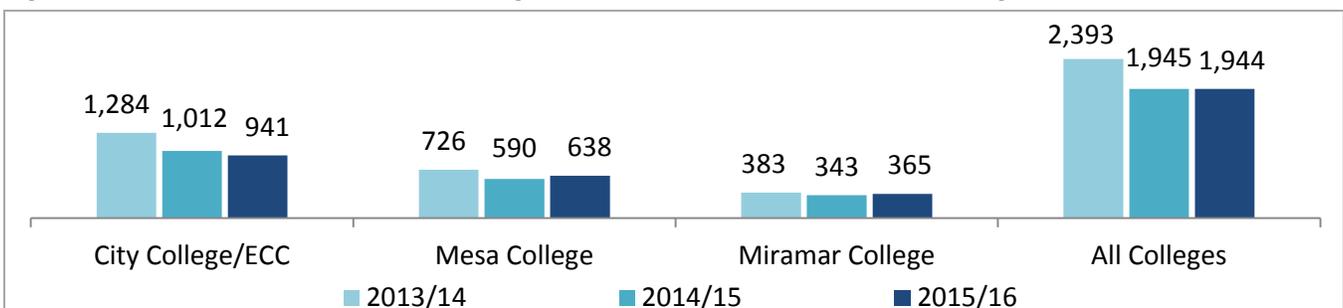


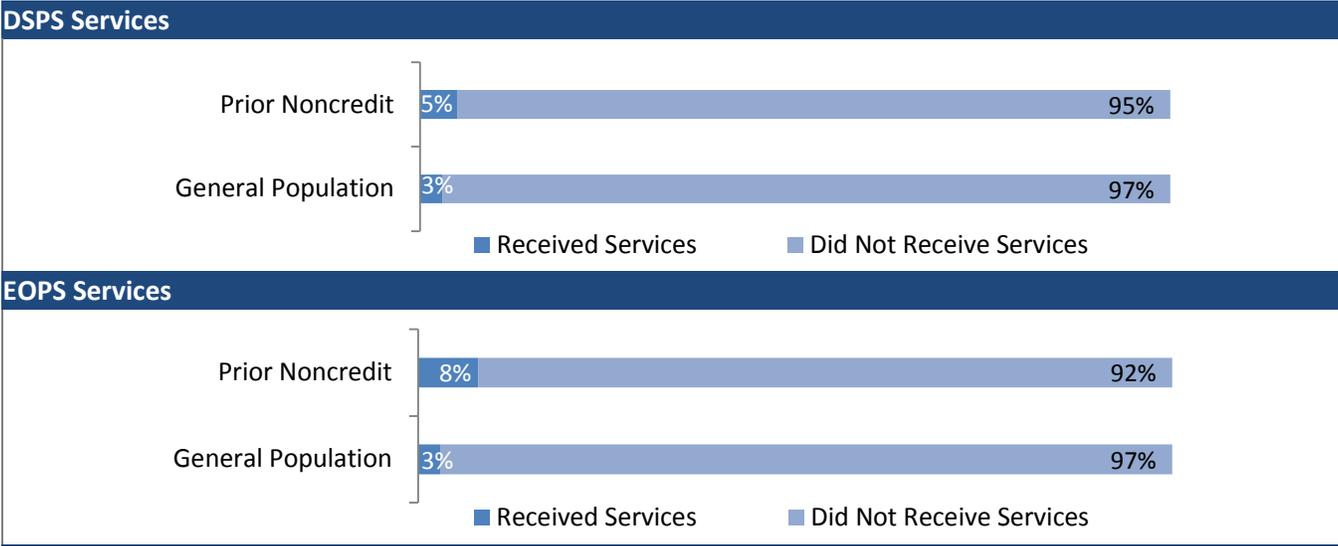
Figure 7. Enrollments of First-Time to College Prior Noncredit Students (excludes degree holders/transfer)



Source: SDCCD Information System

Services

Figure 9. 2015/16 Services Rendered to First-Time College Students (excludes degree holders and transfers)



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. Note that placements are measured among students who applied (but may not have enrolled) to the credit colleges. Data is represented for 2015/16 as a whole and includes all first-term summer, fall, and spring students.

- 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 (16% and 28%, respectively). Each college followed the same pattern (see Figure 10).
- First-time to college prior noncredit students had fewer transfer-level reading and writing placements in their first term compared to first-time to college general population students (reading, 42% and 59%, respectively; writing, 19% and 33%, respectively). All three colleges followed the same pattern for transfer-level reading and writing placements (see Figures 11 and 12).
- First-time to college prior noncredit students had a smaller percentage of ESOL placements that were three levels below transfer (Level 40) in their first term than first-time to college general population students (3% and 6%, respectively). This pattern was true for each of the colleges except City College/ECC (4% and 3%, respectively; see Figure 13).

Figure 10. 2015/16 Math Placement in First Credit Term

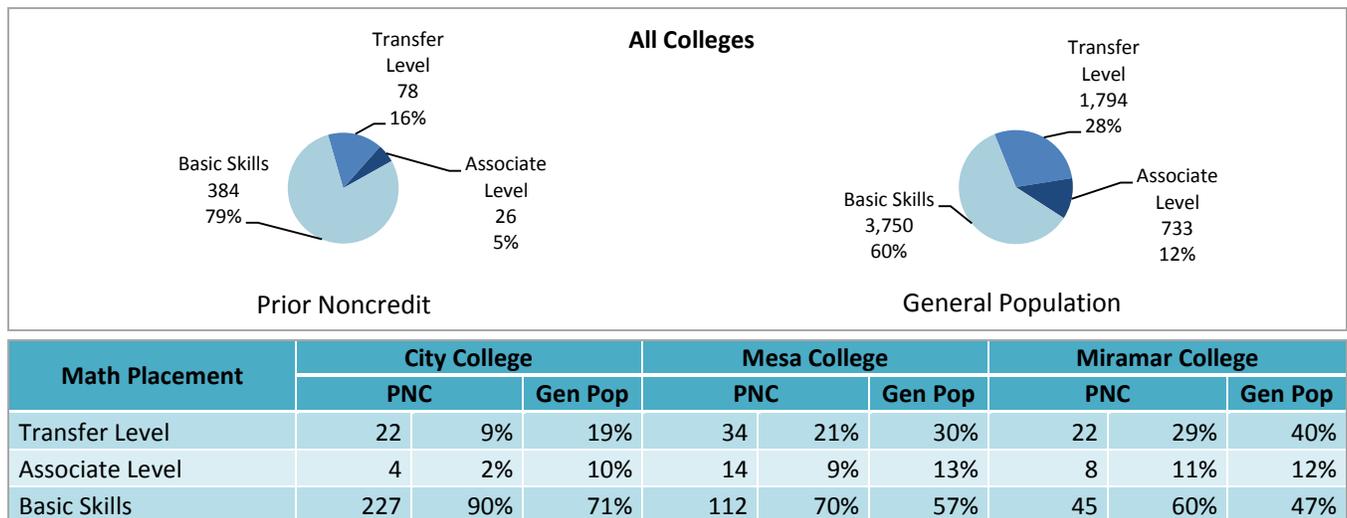
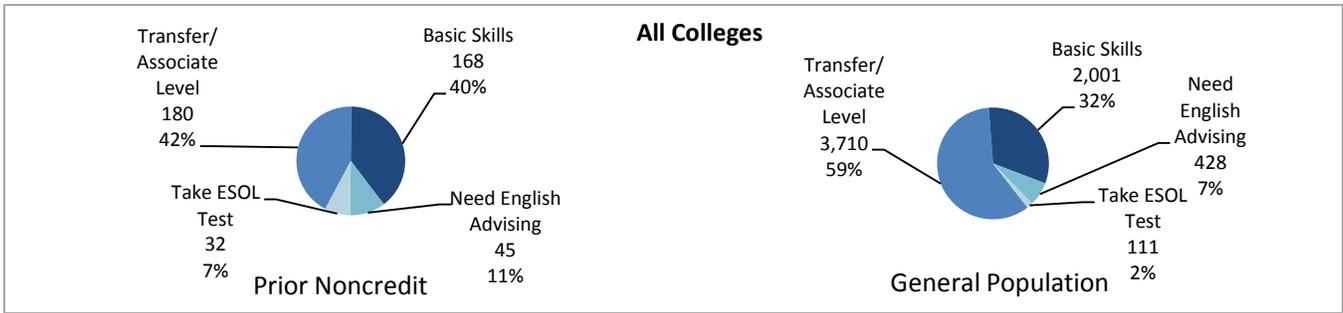
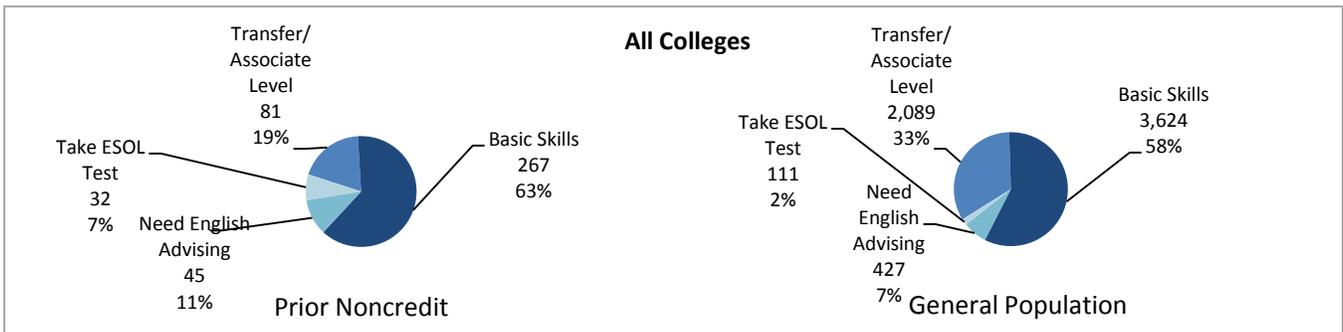


Figure 11. 2015/16 Reading Placement in First Credit Term



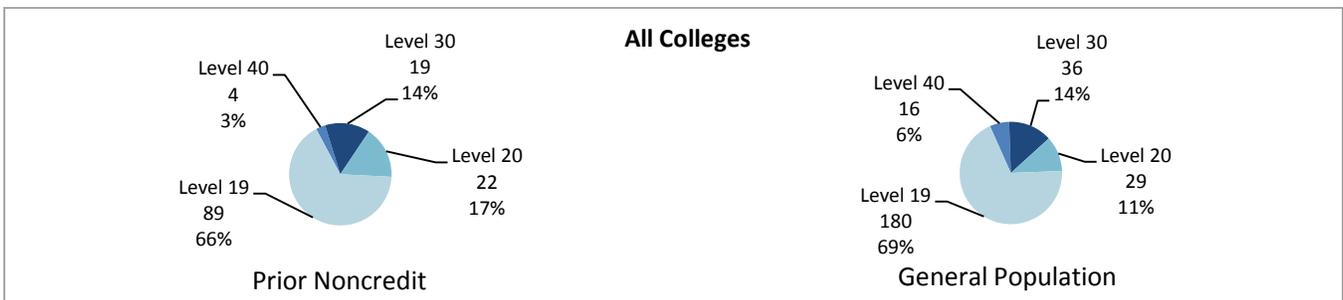
Reading Placement	City College		Mesa College		Miramar College				
	PNC	Gen Pop	PNC	Gen Pop	PNC	Gen Pop			
Transfer/Associate Level	88	38%	53%	60	42%	60%	32	60%	68%
Basic Skills	96	42%	35%	61	43%	33%	11	21%	26%
Need English Advising	30	13%	9%	9	6%	6%	6	11%	5%
Take ESOL Test	16	7%	3%	12	8%	1%	4	8%	1%

Figure 12. 2015/16 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	39	17%	26%	22	15%	35%	20	38%	42%
Basic Skills	145	63%	62%	99	70%	58%	23	43%	52%
Need English Advising	30	13%	9%	9	6%	6%	6	11%	5%
Take ESOL Test	16	7%	3%	12	8%	1%	4	8%	1%

Figure 13. 2015/16 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	2	4%	3%	1	2%	4%	1	3%	13%
Level 30	7	14%	8%	8	17%	19%	4	11%	17%
Level 20	9	18%	7%	6	13%	14%	7	19%	14%
Level 19	32	64%	83%	33	69%	63%	24	67%	56%

Source: SDCCD Information System

Tracking Student Enrollment and Student Completion Outcomes

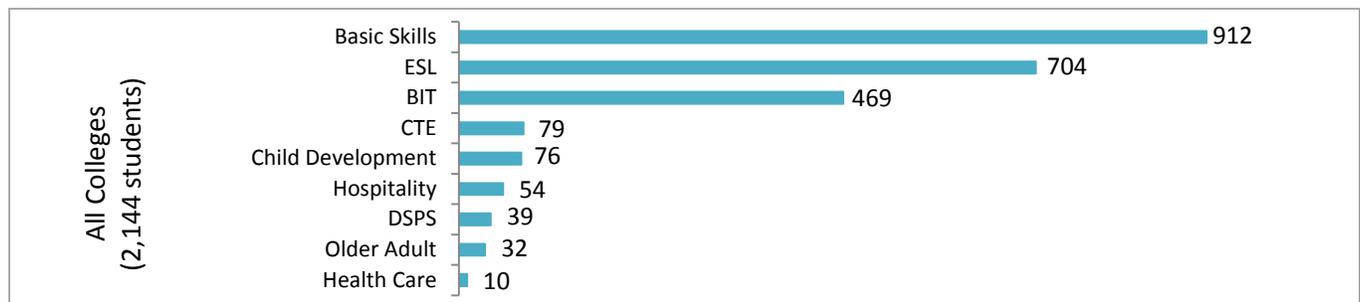
This section tracks *first-time to college recent-noncredit student* enrollment and completion outcomes four or six years from first entry. Student enrollments are measured at SDCE prior to transition and at the credit colleges post-transition. Credit college completion outcomes include shorter-term measures such as unit completion, retention, and success, as well as long-term measures such as attainment of 30+ units (milestone), awards conferred, and transfer to a university. For long-term indicators, cohorts exclude students who do not display completion/transfer-seeking behaviors (completion of six units and enrollment in English or math course within three years of first entry) per the Community Colleges Chancellor’s Office Data on Demand cohort parameters.

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. Where appropriate, the first-time to college general population group (excludes prior noncredit) is provided as a benchmark. Both groups exclude students who previously attended other community colleges or universities, and students concurrently enrolled at a university in their first term. Four cohort years are studied when tracking out four years (2009/10 – 2012/13). Two cohort years are studied when tracking out six years (2009/10 – 2010/11).

SDCE Programs of Enrollment Prior to Transition and Headcount Post Transition

- Between 2009/10 and 2012/13, 2,144 first-time to college recent-noncredit students transitioned to one or more of the SDCCD credit colleges (1,109 at City/ECC, 809 at Mesa, and 446 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. The top programs varied by college (see Figure 14).

Figure 14. Recent-Noncredit Students’ SDCE Programs in Term Prior to Transition (2009/10 – 2012/13 cohorts)



City College/ECC	Headcount (1,109 students)	Mesa College	Headcount (809 students)	Miramar College	Headcount (446 students)
1. Basic Skills	564	1. Basic Skills	333	1. ESL	256
2. ESL	264	2. ESL	261	2. Basic Skills	98
3. BIT	260	3. BIT	196	3. BIT	61
4. CTE	54	4. Hospitality	25	4. Child Development	23
5. Child Development	43	5. Child Development	24	5. CTE	15

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

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

Source: SDCCD Information System

Credit College Enrollments

- Between 2009/10 and 2012/13, an annual average of 536 first-time to college recent-noncredit students enrolled at the SDCCD credit colleges, with an annual average of 2,167 first-term enrollments. During the same timeframe, an annual average of 9,696 first-time to college general population students enrolled, with an annual average of 45,016 first-term enrollments. This suggests that 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 (4.6 and 4.0 enrollments/student, respectively). Each college follows a similar pattern (see Figure 15).
- Among first-time to college students, 59% of recent-noncredit students and 57% of general population students re-enrolled after their first credit year. It is noteworthy that although the margins were small, the re-enrollment rate for recent-noncredit students was consistently higher than for general population students through each subsequent year studied (see Figure 16).
 - Year four re-enrollment rates for first-time to college recent-noncredit students at City College/ECC, Mesa, and Miramar were three to six percentage points higher than those of first-time to college general population students (see Figure 16).

Figure 15. Average Student First-Term Enrollments

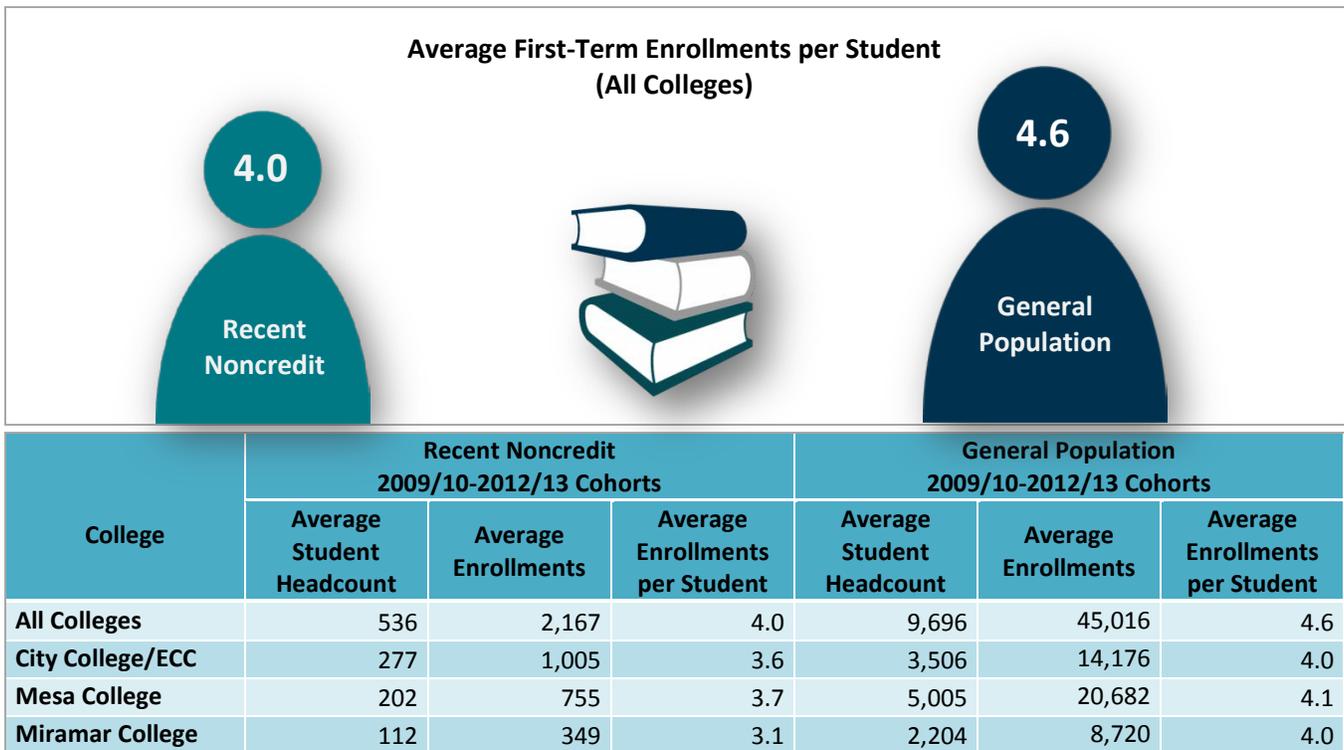
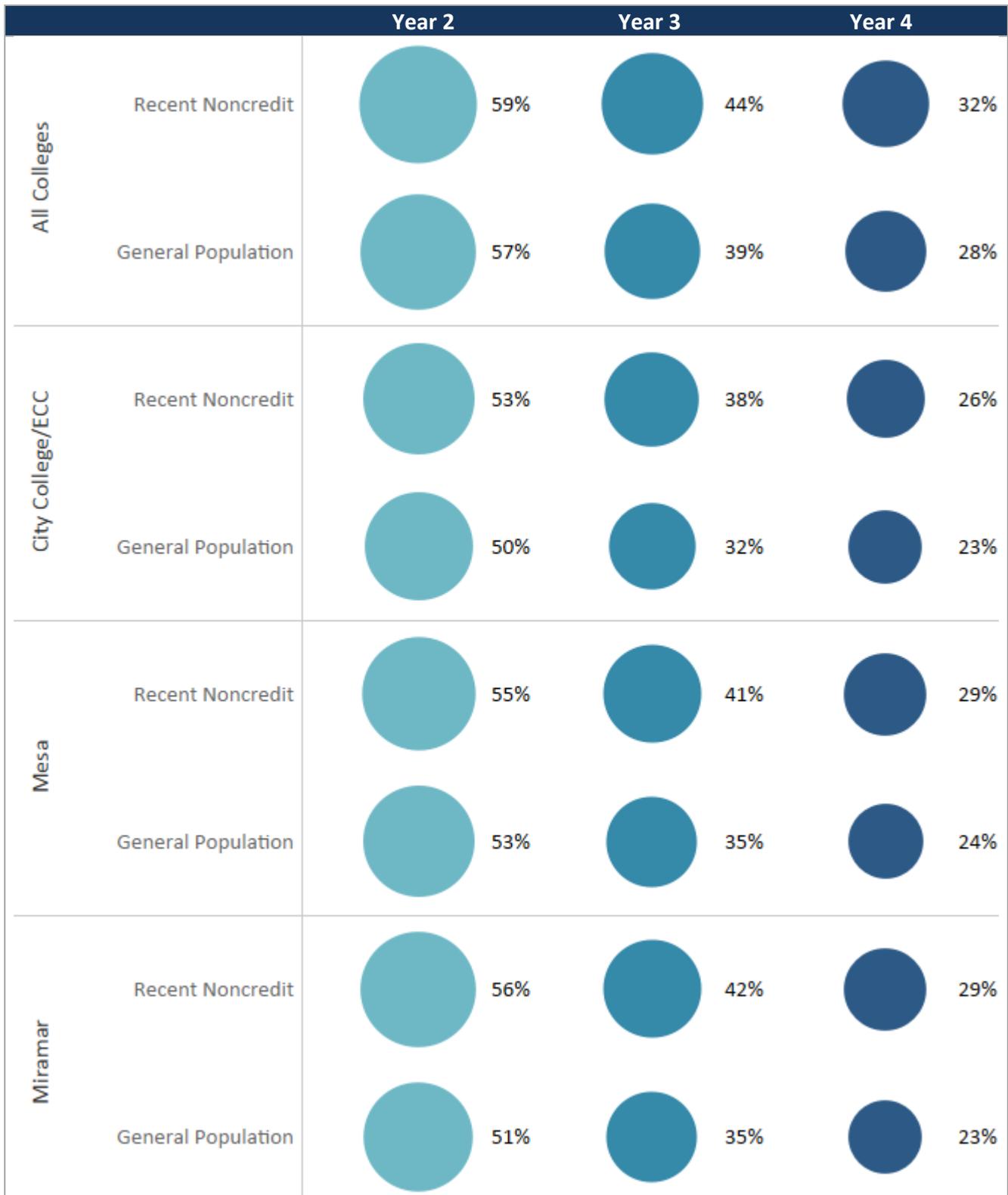


Figure 16. Student Enrollment Tracked Four Years from First-Term in Credit (2009/10 – 2012/13 cohorts)



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%), increased to 65% for the second and thirds years, and increased to 68% in the fourth year. In comparison, the unit completion rates for first-time to college general population students were constant throughout the four years (59%-60%; see Figures 17 and 18).
 - 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 higher in the following three years (see Figure 17).
 - 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 75% (see Figure 17).

Figure 17. Unit Completion of First-Time to College Recent-Noncredit Students (2009/10 – 2012/13 cohorts)

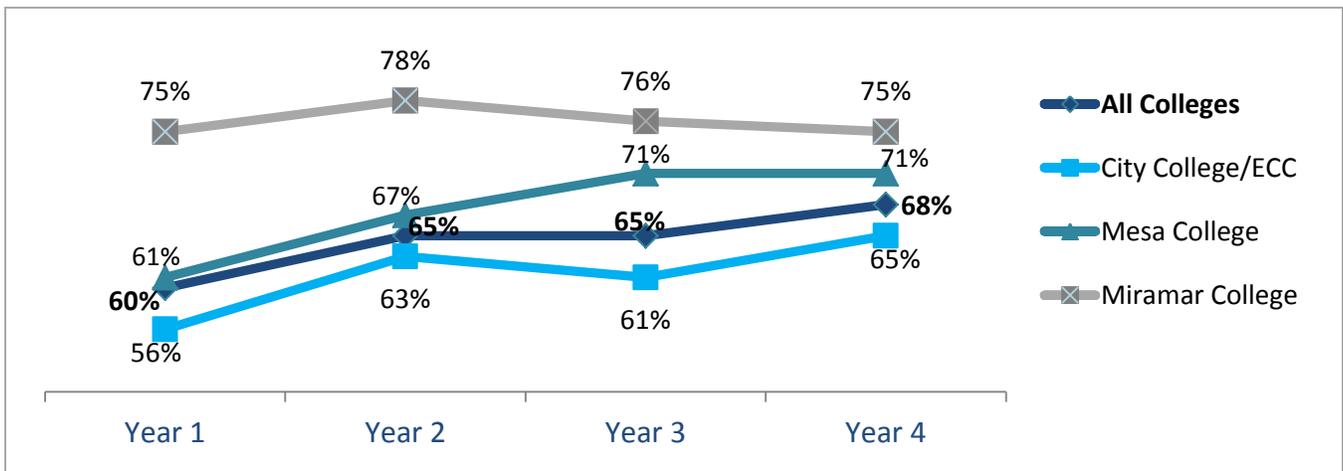
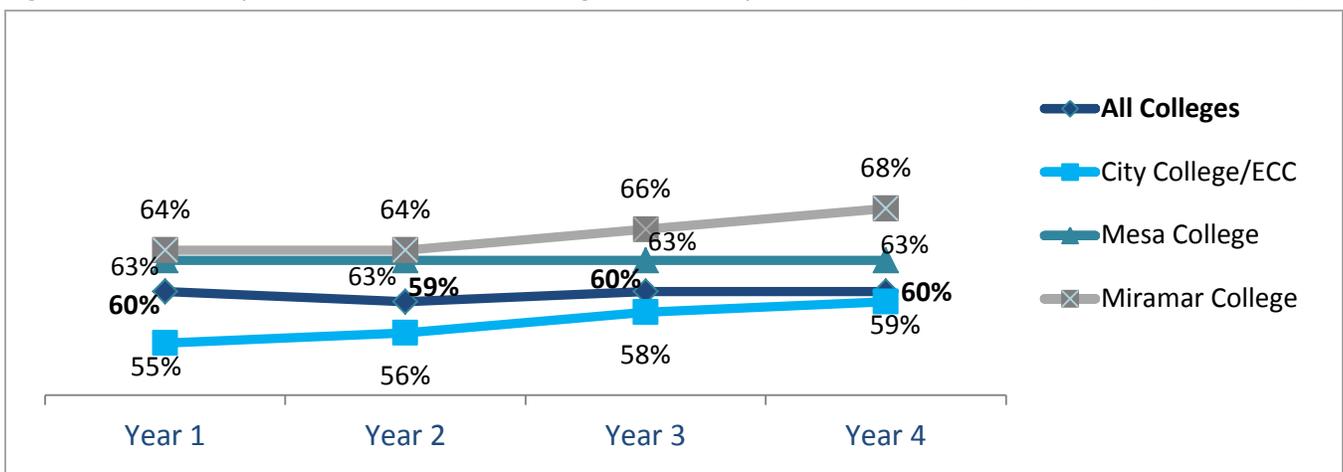


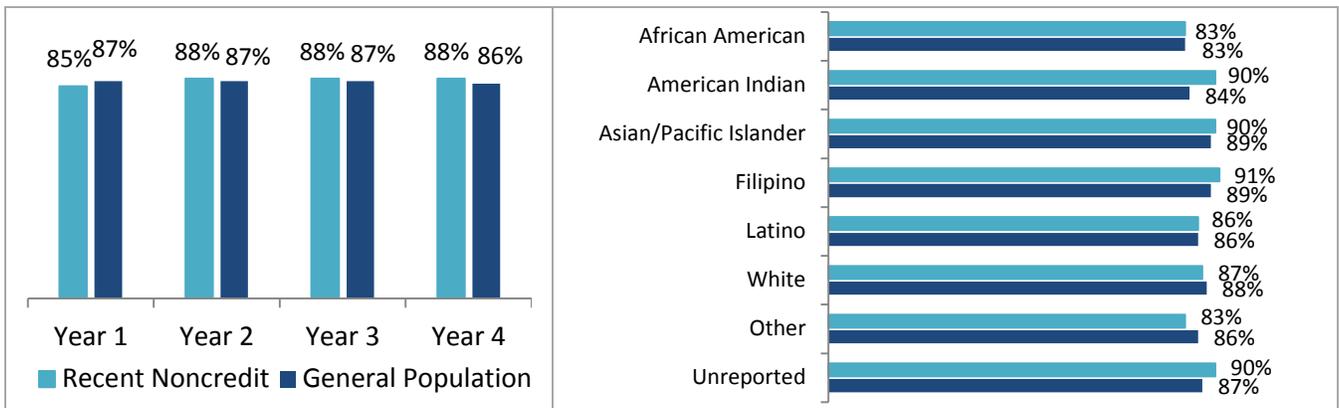
Figure 18. Unit Completion of First-Time to College General Population Students (2009/10 – 2012/13 cohorts)



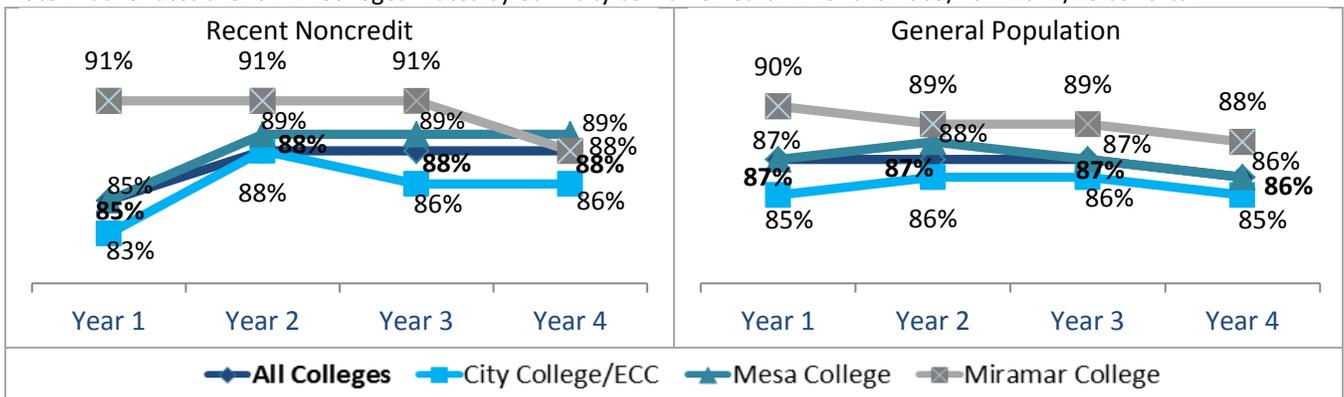
Course Retention

- Overall, course retention rates were comparable for first-time to college recent-noncredit students (85%-88%) and first-time to college general population students (86%-87%) enrolled from first term in noncredit through year four of enrollment (see Figure 19).
 - 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 19).
 - Miramar recent noncredit student retention rate was high and steady at 91% from the first through the third year and declined to 89% in the fourth year (see Figure 19).
- When combining the first through fourth years of enrollment, overall course retention rates for Filipino, American Indian, and Asian/Pacific Islander first-time to college recent-noncredit students (91%, 90%, and 90%, respectively) were higher than recent-noncredit students of White, Latino, African American, and ‘Other’ ethnicities (87%, 86%, 83%, and 83%, respectively; see Figure 19).
 - Retention rates for African American, American Indian, Asian/Pacific Islander, Filipino, and Latino recent-noncredit students met or exceeded the rates of the same groups of general population students (see Figure 19).

Figure 19. Course Retention Rates



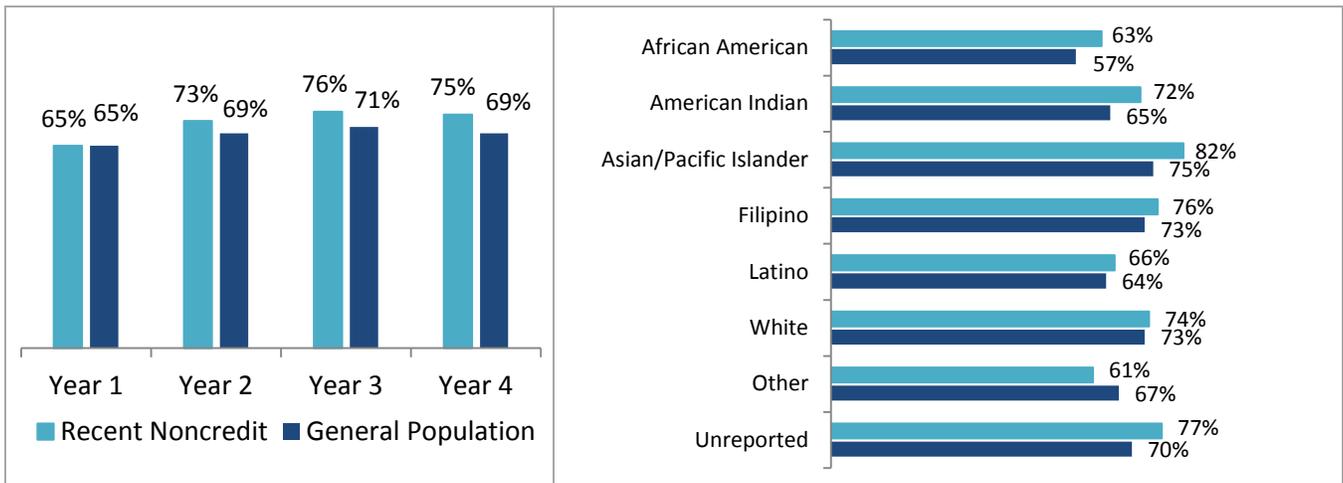
Note. Above rates are for All Colleges. Rates by ethnicity combine Years 1-4 of the 2009/10 – 2012/13 cohorts.



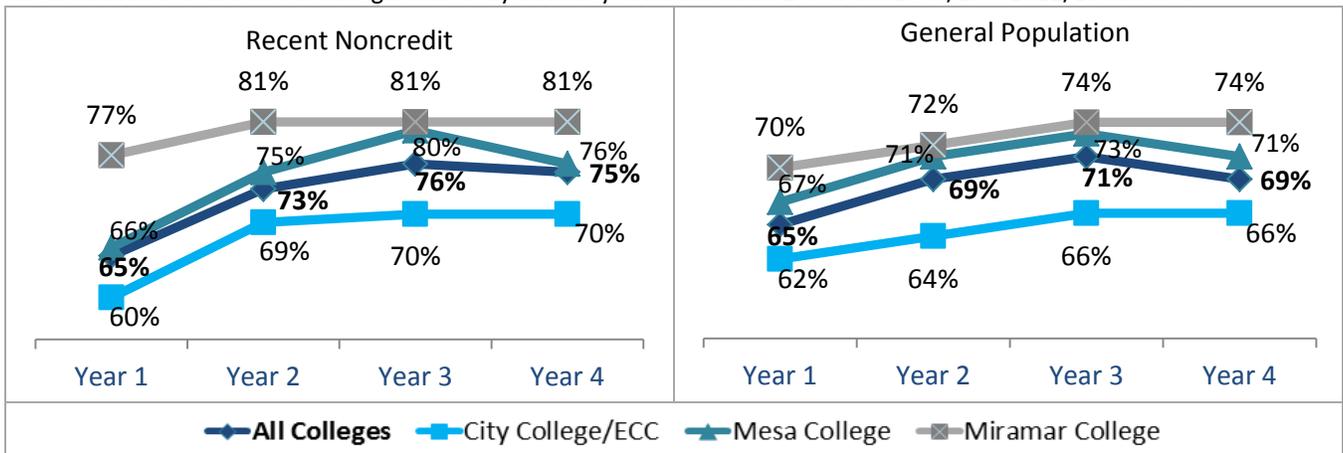
Course Success

- Overall, course success rates were higher for first-time to college recent-noncredit students (65%-75%) than for first-time to college general population students (65%-69%) enrolled from their first term in noncredit through year four of enrollment (see Figure 20).
 - 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 20).
 - With the exception of students' first year at City/ECC and Mesa, recent-noncredit students at each of the colleges consistently outperformed general population students (see Figure 20).
- When combining the first through fourth years of enrollment, overall student success rates were highest among Asian/Pacific Islander and Filipino first-time to college recent-noncredit students (82% and 76%, respectively) and lowest among first-time to college recent-noncredit students of African American and 'Other' ethnicities (63% and 61%, respectively; see Figure 20).
 - With the exception of students of 'Other' ethnicities, success rates for recent-noncredit ethnic groups exceeded the rates of the same groups of general population students (see Figure 20).

Figure 20. Course Success Rates



Note. Above rates are for All Colleges. Rates by ethnicity combine Years 1-4 of the 2009/10 – 2012/13 cohorts.

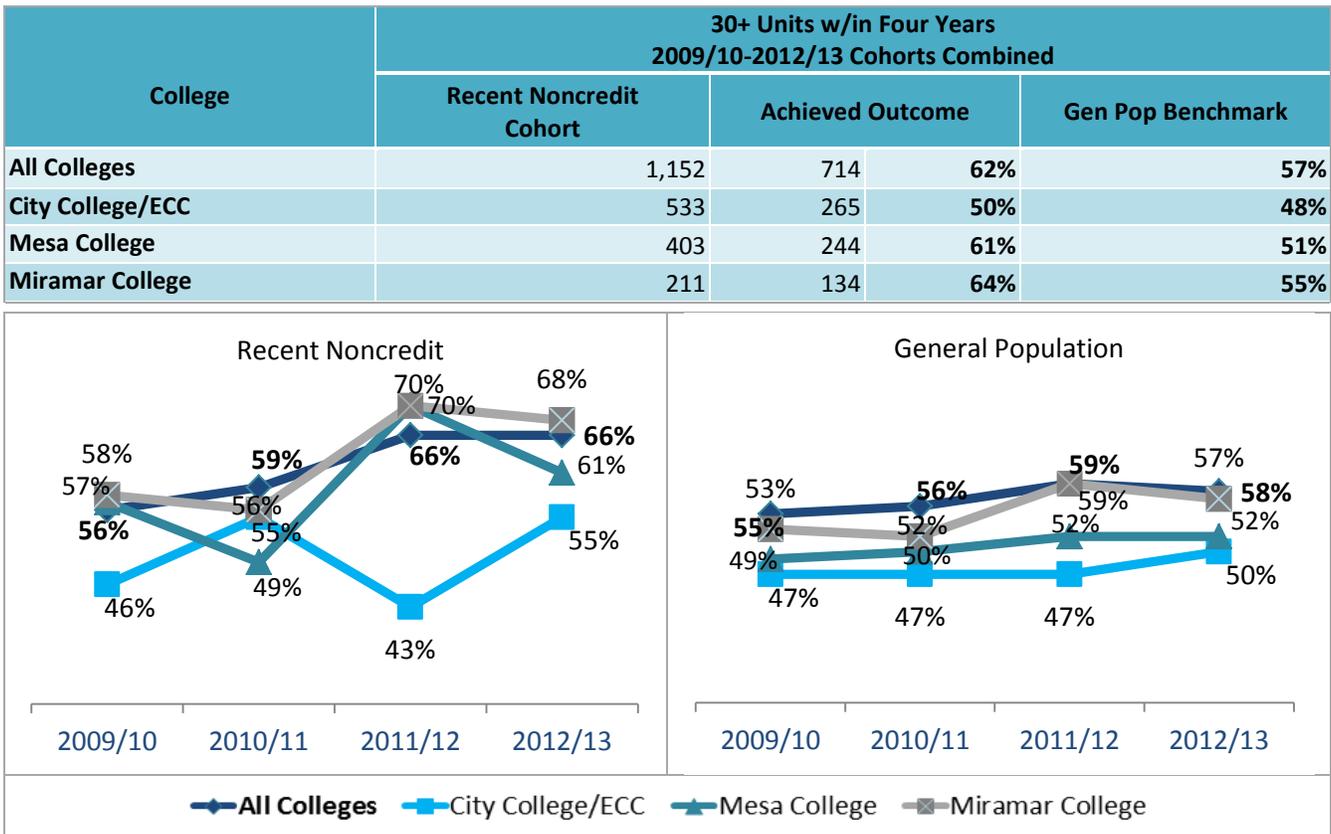


Source: SDCCD Information System

Completion of 30+ Units

- Overall, 62% of first-time to college recent-noncredit students completed 30+ units within four years. First-time to college recent-noncredit students outperformed first-time to college general population students in achieving 30+ units within four years at each of the credit colleges and overall (see Figure 21).
 - Overall, recent-noncredit student completion of 30+ units within four years has increased with each subsequent cohort year. While 56% of students who started in 2009/10 earned 30+ units within four years, 66% of students who started in 2011/12 and 2012/13 earned 30+ units within four years (see Figure 21).
 - Overall, recent-noncredit student completion of 30+ units varied by cohort year at City College/ECC. Trends at Mesa and Miramar college showed a large increase in the proportion of students earning 30+ units, beginning with the 2011/12 cohorts (see Figure 21).

Figure 21. Completed 30+ Units within Four Years



Certificates/Degrees Conferred

- First-time to college recent-noncredit students and first-time to college general population students earned degrees/certificates at similar rates overall when tracked out four years (10% each). Rates at each of the credit colleges were also comparable (see Table 2).
- Overall, the percentage of first-time to college students that earned a certificate or degree within six years was comparable for both recent-noncredit students and the general population overall (16% and 15%, respectively) and at City College/ECC and Mesa College. At Miramar College, first-time to college recent-noncredit students earned a certificate or degree within six years at a higher rate than their general population student counterparts (21% and 18%, respectively; see Table 2).

Table 2. Certificates/Degrees Conferred within Four or Six Years

College	Award w/in Four Years 2009/10-2012/13 Cohorts Combined				Award w/in Six Years 2009/10-2010/11 Cohorts Combined			
	Recent Noncredit Cohort	Achieved Outcome		Gen Pop Benchmark	Recent Noncredit Cohort	Achieved Outcome		Gen Pop Benchmark
All Colleges	1,152	116	10%	10%	587	95	16%	15%
City College/ECC	533	34	6%	7%	298	37	12%	12%
Mesa College	403	43	11%	9%	184	26	14%	12%
Miramar College	211	23	11%	13%	92	19	21%	18%

Transfer to Four-Year University

- First-time to college general population students transferred to a university within four years at a higher rate than first-time to college recent-noncredit students overall (24% and 11%, respectively) and at each of the credit colleges. The same pattern is displayed when tracking students six years from first entry overall (17% and 36%, respectively) and at each of the credit colleges (see Table 3).

Table 3. Transfer to a Four-Year University within Four or Six Years

College	Transfer w/in Four Years 2009/10-2012/13 Cohorts Combined				Transfer w/in Six Years 2009/10-2010/11 Cohorts Combined			
	Recent Noncredit Cohort	Achieved Outcome		Gen Pop Benchmark	Recent Noncredit Cohort	Achieved Outcome		Gen Pop Benchmark
All Colleges	1,152	122	11%	24%	587	102	17%	36%
City College/ECC	533	32	6%	12%	298	28	9%	24%
Mesa College	403	60	15%	29%	184	50	27%	41%
Miramar College	211	27	13%	22%	92	21	23%	36%

Source: National Student Clearinghouse and SDCCD Information System

Appendix

Operational Definitions

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.

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. 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.

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.