

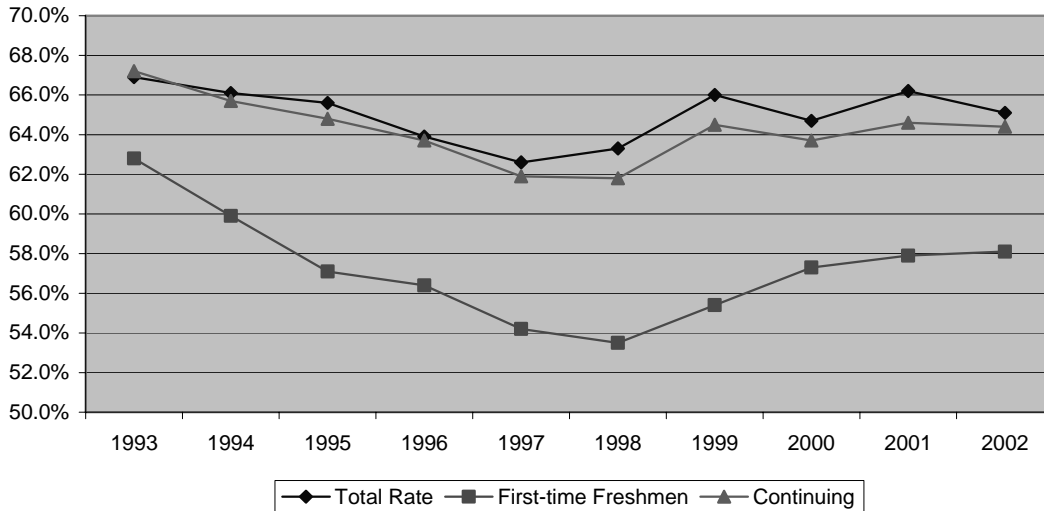
## LONGITUDINAL STUDENT ACHIEVEMENT DATA

The San Diego Community College District Office of Institutional Research and Planning tracks a wide variety of data on student outcomes and achievement and creates research reports on specific topics. The reports and data are published on the District research website at [www.sdccd.net/research](http://www.sdccd.net/research). Longitudinal student achievement data may be found on the website in the Fact Book 2002 which includes data for a ten-year period, 1993—94 to 2001—02. Included is data on:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Successful Course Completion Rate</li> <li>Successful Course Completion Rate in Basic Skills English</li> <li>Successful Course Completion Rate in Basic Skills Math</li> <li>Term Retention Rate</li> <li>Term GPA</li> </ul> | <ul style="list-style-type: none"> <li>First-time Freshman Term-to-Term Persistence Rate</li> <li>Degrees and Certificates Awarded</li> <li>Transfers to CSU and UC</li> <li>Success after Transfer</li> <li>Licensure</li> </ul> |
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### Successful Course Completion Rate by Enrollment Status

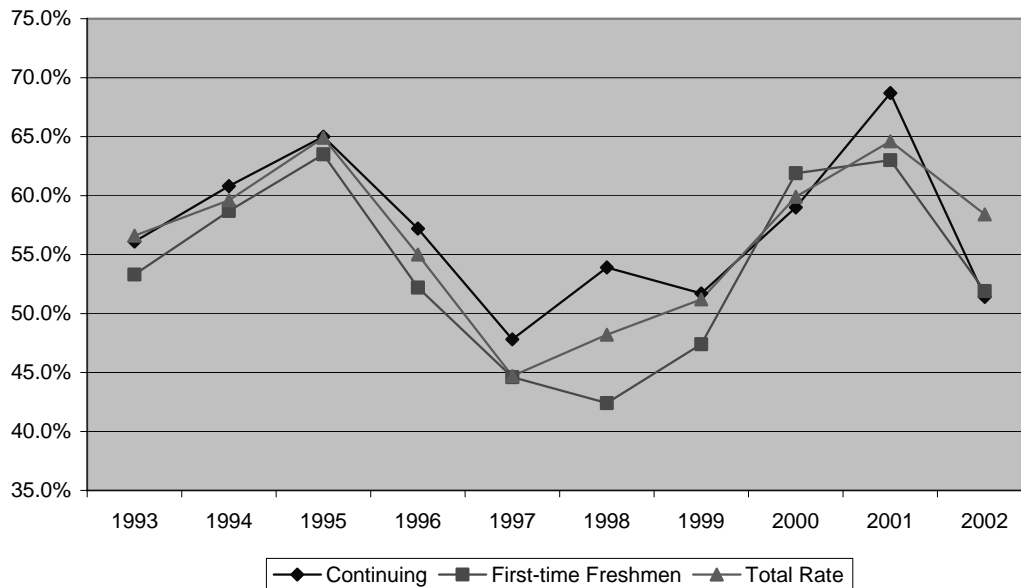
From 1993 until 1998, a steady decline in the course completion rate occurred from 67.2% to 61.8%. In 1999, the rate increased and has continued to do so although it has not returned to the level of 1993. First-time freshmen consistently show the lowest successful course completion rate. For 2002, they complete at a rate of 58.1% compared to the average of course completion rate for 2002 of 64.6%.



Enrollment Status	Fall Semesters									
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Continuing	66.9%	66.1%	65.6%	63.9%	62.6%	63.3%	66.0%	64.7%	66.2%	65.1%
First-time Freshmen	62.8%	59.9%	57.1%	56.4%	54.2%	53.5%	55.4%	57.3%	57.9%	58.1%
Total Rate	67.2%	65.7%	64.8%	63.7%	61.9%	61.8%	64.5%	63.7%	64.6%	64.4%

## Successful Course Completion Rate in Basic Skills English (English 50 and 55)

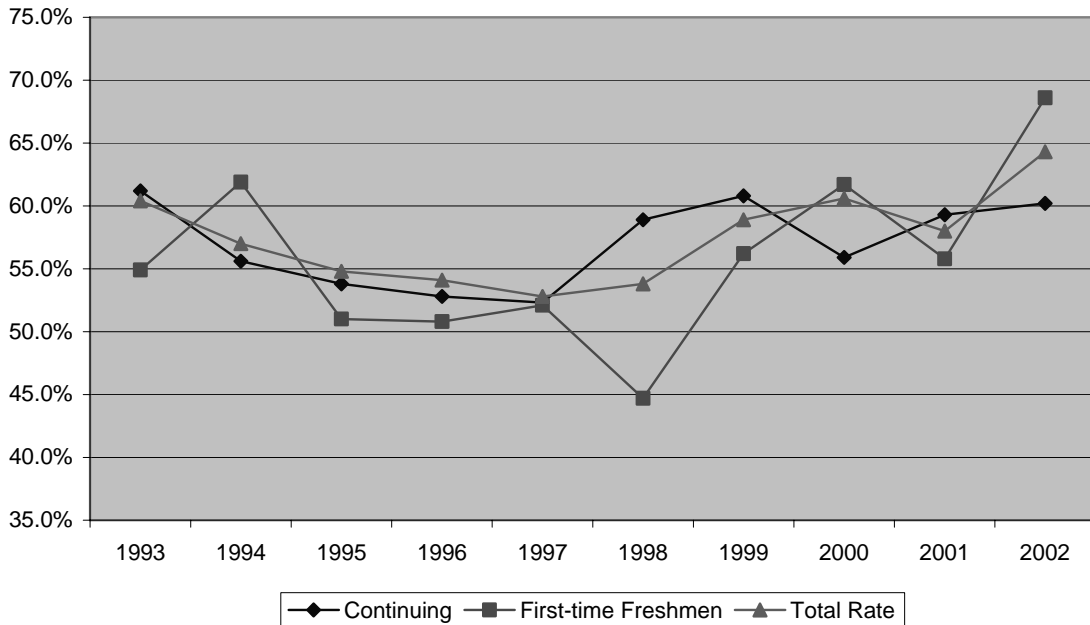
The successful course completion rate in basic skills English shows considerable variation within a range of 45% to 65% over the ten-year period. It increased from 1993 to 1995, followed by a decline through 1997. From 1997 to 2001, it increased and then decreased in 2002. This trend was observed both for continuing students and for first-time freshman as depicted on the graph. Currently, the successful course completion rate in basic skills English stands at 58.4%. Interestingly, the number of students enrolled in basic skills English has declined steadily since 1998 with just 343 enrollments in 2002.



Enrollment Status	Fall Semesters 1993-2002									
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Continuing	56.1%	60.8%	65.0%	57.2%	47.8%	53.9%	51.7%	59.0%	68.7%	51.4%
First-time Freshmen	53.3%	58.7%	63.5%	52.2%	44.6%	42.4%	47.4%	61.9%	63.0%	51.9%
Total Rate	56.6%	59.6%	64.9%	55.0%	44.7%	48.2%	51.2%	59.9%	64.6%	58.4%

**Successful Course Completion Rate in Basic Skills Math (Math 32 and 35)**

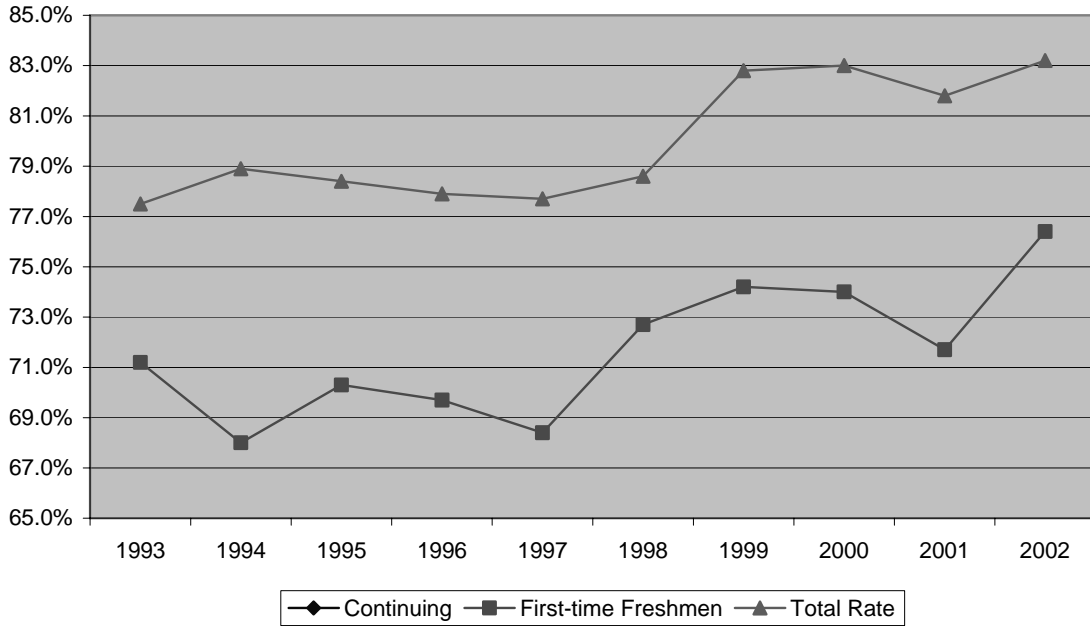
The successful course completion rate in basic skills Mathematics has varied over the 10-year time period but has generally trended upwards over the past five years. It now stands at the highest value recorded for this time period with 64.3% of students successfully completing basic skills mathematics. First time freshman are now doing considerably better with a success rate of 68.8% than continuing students with a rate of 60.2%.



Enrollment Status	Fall Semesters 1993-2002									
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Continuing	61.2%	55.6%	53.8%	52.8%	52.3%	58.9%	60.8%	55.9%	59.3%	60.2%
First-time Freshmen	54.9%	61.9%	51.0%	50.8%	52.1%	44.7%	56.2%	61.7%	55.8%	68.6%
Total Rate	60.4%	57.0%	54.8%	54.1%	52.8%	53.8%	58.9%	60.6%	58.0%	64.3%

## Term Retention Rate

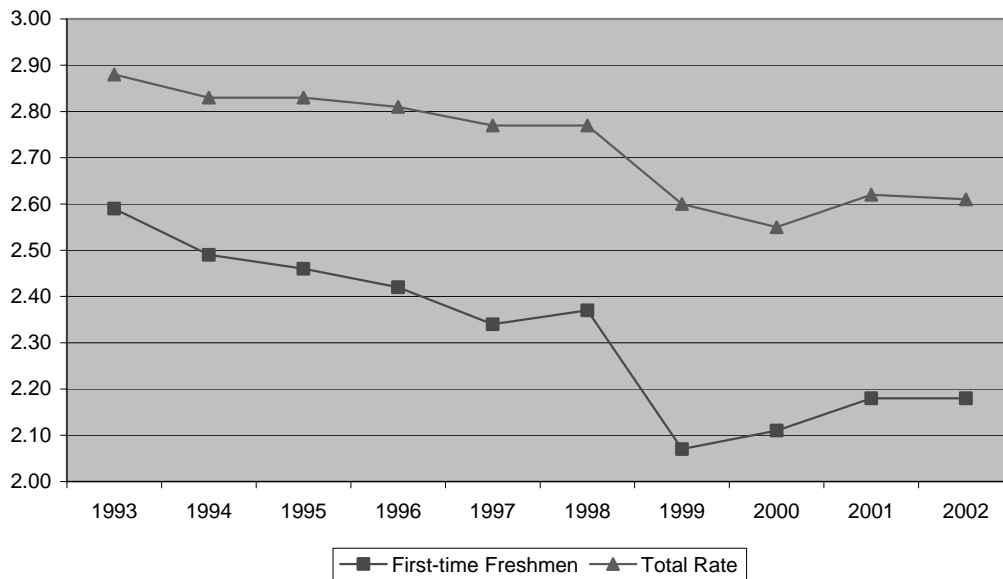
From 1993 to 1998, there was little variation in the term retention rate which hovered around 77 to 79%. In 1999, a significant increase occurred with the retention rate moving to almost 83% where it has remained. Retention rates for returning transfer and returning students, while following the same trend, are significantly lower by about 5 percentage points.



Enrollment Status	Fall Semesters									
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Returning	71.2%	68.0%	70.3%	69.7%	68.4%	72.7%	74.2%	74.0%	71.7%	76.4%
Total Rate	77.5%	78.9%	78.4%	77.9%	77.7%	78.6%	82.8%	83.0%	81.8%	83.2%

## Term GPA

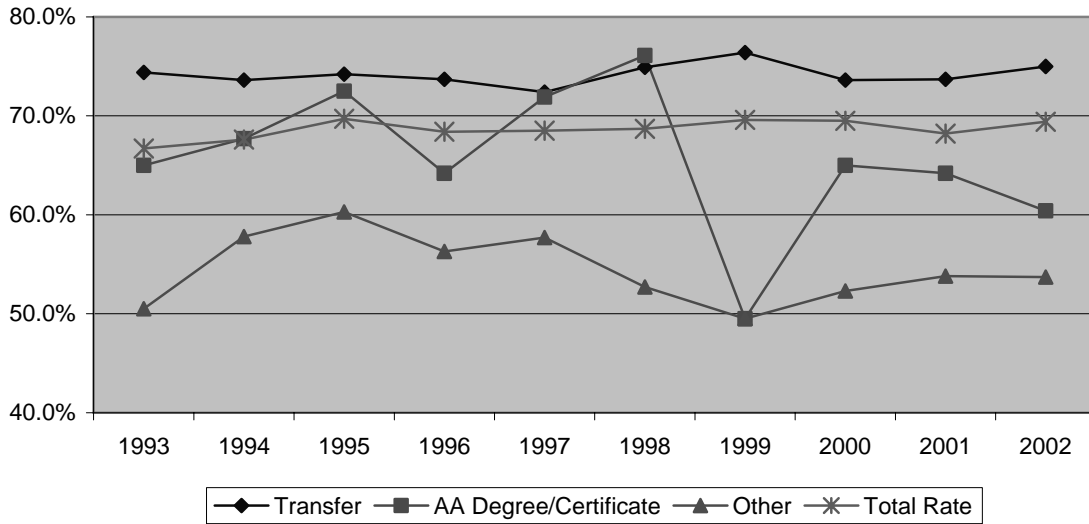
From 1993 to 2002, the term GPA has steadily declined from an average of 2.88 to an average of 2.61. The decline is consistent across all enrollment statuses. First-time freshman show a markedly lower GPA than other enrollment groups declining from 2.60 in 1993 to 2.18 in 2002.



Enrollment Status	Fall Semesters									
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
First-time Freshmen	2.59	2.49	2.46	2.42	2.34	2.37	2.07	2.11	2.18	2.18
Total Rate	2.88	2.83	2.83	2.81	2.77	2.77	2.60	2.55	2.62	2.61

## First-time Freshman Term-to-Term Persistence Rate

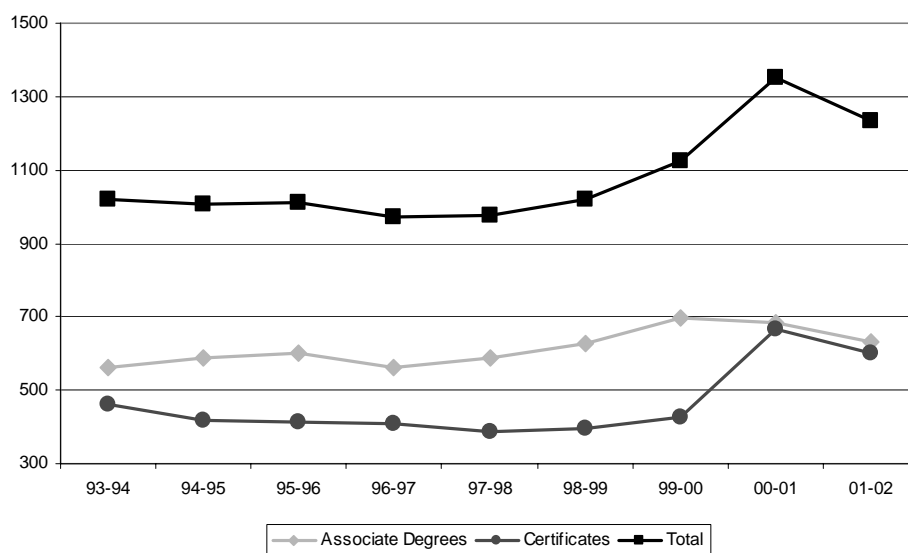
The first-time freshman term-to-term persistence rate by educational objective is also tracked longitudinally. For students who have declared transfer as their objective, the persistence rate shows little variation over the time period, hovering around 74—75%. In 2002, it was exactly 75%. As the majority of Mesa’s students declare transfer as their objective, the high rate of persistence for this group has a large influence on the average persistence rate for the College which currently stands at 69.4%. Students who declare an AA degree/certificate as their goal showed variation in their persistence with a low recorded in 1999. The rate has since recovered and stands at 60.4% in 2002. Students who declared “other” as their objective show substantially lower persistence rates ranging between 50% and 60%.



Enrollment Status	Fall Semesters									
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Transfer	74.4%	73.6%	74.2%	73.7%	72.4%	74.9%	76.4%	73.6%	73.7%	75.0%
AA Degree/Certificate	65.0%	67.7%	72.5%	64.2%	71.9%	76.1%	49.5%	65.0%	64.2%	60.4%
Other	50.5%	57.8%	60.3%	56.3%	57.7%	52.7%	49.5%	52.3%	53.8%	53.7%
Total Rate	66.7%	67.6%	69.7%	68.4%	68.5%	68.7%	69.6%	69.5%	68.2%	69.4%

## Degrees and Certificates Awarded

The number of degrees and certificates awarded has steadily increased over the 10-year time period with a total of 1,527 awards given in 2001—02. The increase is due primarily to an increase in the number of associate degrees awarded. The number of associate degrees has increased from 706 in 1993—94 to 1,165 in 2001—2002. The number of certificates of achievements (18 or more units) increased until 1996—97, but then decreased. A total of 362 certificates of achievement were awarded in 2001—02. Note that certificates of proficiency (less than 18 units) are not included in these numbers.



Awards	Academic Year									
	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	
Associate Degree <sup>1</sup>	706	860	893	883	924	923	979	1,076	1,165	
Certificates <sup>2</sup>	341	388	437	402	400	381	296	348	362	
<b>Total</b>	<b>1,047</b>	<b>1,248</b>	<b>1,330</b>	<b>1,285</b>	<b>1,324</b>	<b>1,304</b>	<b>1,275</b>	<b>1,424</b>	<b>1,527</b>	

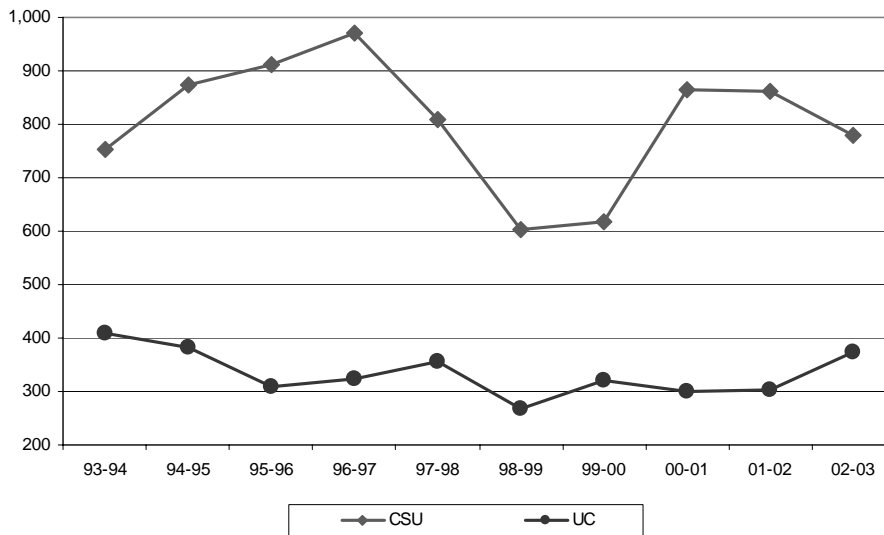
Note 1: Includes Associate in Arts and Associate in Science degrees.

Note 2: Includes Certificates of Achievement-1 (30 or more units) and Certificates of Achievement-2 (18-29 units)

## Transfers to CSU and UC

For the ten-year tracking period, the number of transfers from Mesa College to CSU is shown to have increased until 96—97, decreased to 98—99, increased to 00—01, and then decreased slightly again. In 2002—03, 779 Mesa students transferred to CSU. However, according to District Office of Institutional Research and Planning, it must be noted that California State University San Marcos (CSUSM) has been incorrectly reporting transfer data from the District colleges. Since 1995, CSUSM reported nearly all transfers as coming from Miramar College. As a result, the number of transfers from Mesa were under-reported. The discrepancy was corrected beginning with the 2000—01 academic year, which shows a significant increase in the number of transfers to CSU for Mesa.

In this time period, the number of transfers to UC declined slightly and then rose again with 373 transfers in 2002—03.



Receiving Institution	Academic Year									
	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
CSU <sup>2</sup>	754	873	911	972	810	603	618	866	862	779
UC	410	382	309	324	357	269	320	300	302	373
Total	1,164	1,255	1,220	1,296	1,167	872	938	1,166	1,164	1,152

Note 1: Data are from the California Post-Secondary Education Commission (CPEC). See chapter 2 notes (c) on page 2.1.

Note 2: California State University San Marcos (CSUSM), one of the CSU campuses, had been incorrectly reporting transfer data from the SDCCD colleges. Since 1995, CSUSM reported nearly all transfers from SDCCD as coming from Miramar. As a result, the number of transfer students from City and Mesa were under-reported and the number of transfer students from Miramar were over-reported. This discrepancy was corrected beginning with the 2000-01 academic year, which shows a significant increase in the number of transfer students for City and Mesa and a significant decrease for Miramar.

## **Success After Transfer**

Mesa College regularly receives a report entitled Upper Division Transfer Profile from San Diego State University. The report includes five year longitudinal data by college in the San Diego region and shows the numbers of applications, admits, and enrollees; the number and percentage of new upper division enrollees by ethnicity; transfer GPA and GPA after one and two years at SDSU; average number of units completed at the end of one, two and three years; number and percentage of enrollees who continued after one year and the number and percentage of students disqualified after one year; the percentage of students who continued or graduated; and cumulative graduation rates.

The report illustrates that over the last five-year period, approximately 65% of Mesa College students applying to SDSU are admitted and enroll. The average GPA on admittance tends to be slightly below that of the average, but slightly above the average two years after admittance. Three years after transfer, the average number of units completed by Mesa transfers is equal to or slightly above the average at 62 units. The percent of disqualifications one year after transfer is very close to the average, as is the percentage of students graduated or continued at SDSU.

## **Licensure**

Some licensure information is available for Allied Health programs. Agencies no longer provide summary reports to schools and students may opt to have their results excluded from reporting in overall examination summary data. Therefore, the programs rely on students self-reporting their own results.

Animal Health reports a general pass rate on the California Registered Veterinary Technician exam of 75—90%, with an 80% pass rate in the most recent year, 2002-03. However, only one half of program graduates elected to take the exam.

On the Registered Dental Assisting exam, pass rates range between 90-100%, with the great majority of graduates taking the exam.

On the national certifying exam for Health Information Technology, the pass rate for Mesa graduates is between 75-85%. Medical Assisting reports an 80-90% pas rate of those opting to take the exam.

Physical Therapist Assisting reports a 100% pass rate of those electing to take the exam for the past three years.

Radiologic Technology reports an 80-100% pass rate for both the California licensure and the national licensure exams, with the majority of graduates electing to sit for the exam.