

High School Pipeline Report



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

*Office of Research, Planning, and Institutional Effectiveness
November 29, 2023*

Introduction

The High School Pipeline Report is an annual publication that provides an analysis of incoming first-time students to the Grossmont-Cuyamaca Community College District (GCCCD) from local area high schools. This report highlights data and trends pertaining to enrollment rates, student characteristics, persistence rates, and student outcomes. In most instances, benchmark information (such as five-year averages) is provided as a point of comparison.

This report is produced by the Office of Research, Planning, and Institutional Effectiveness (RPIE), and is part of a larger initiative to provide objective, systematic, accurate, unbiased, and timely data that informs equity-minded and data-driven decision-making. Additional reports produced by RPIE can be found on our website at: <https://www.gcccd.edu/research-planning/index.php>

Definitions

Annual Persistence Rates: The percentage of students enrolled in at least one course in a fall semester who then enrolled in at least one course in the subsequent fall semester.

Concurrently Enrolled Students: Includes high school students enrolled in college courses taught by college professors located at their high school campus or at Grossmont-Cuyamaca Community College District.

Enrollment Rates: The percentage of recent high school graduates who enroll at the Grossmont-Cuyamaca Community College District within a year following their high school graduation.

First-Time Students Direct from High School: Includes students who had their first enrollment at GCCCD and the enrollment was within a year following their high school graduation.

Headcount: The unduplicated count of students validly enrolled as of the official census.

Retention Rates: The percentage of enrollments that result in grades of A, B, C, D, F, P, NP, or I (i.e., grades other than W) divided by total enrollments.

First-Time Recent High School Graduate: Includes students who had their first enrollment at GCCCD within four years following their high school graduation.

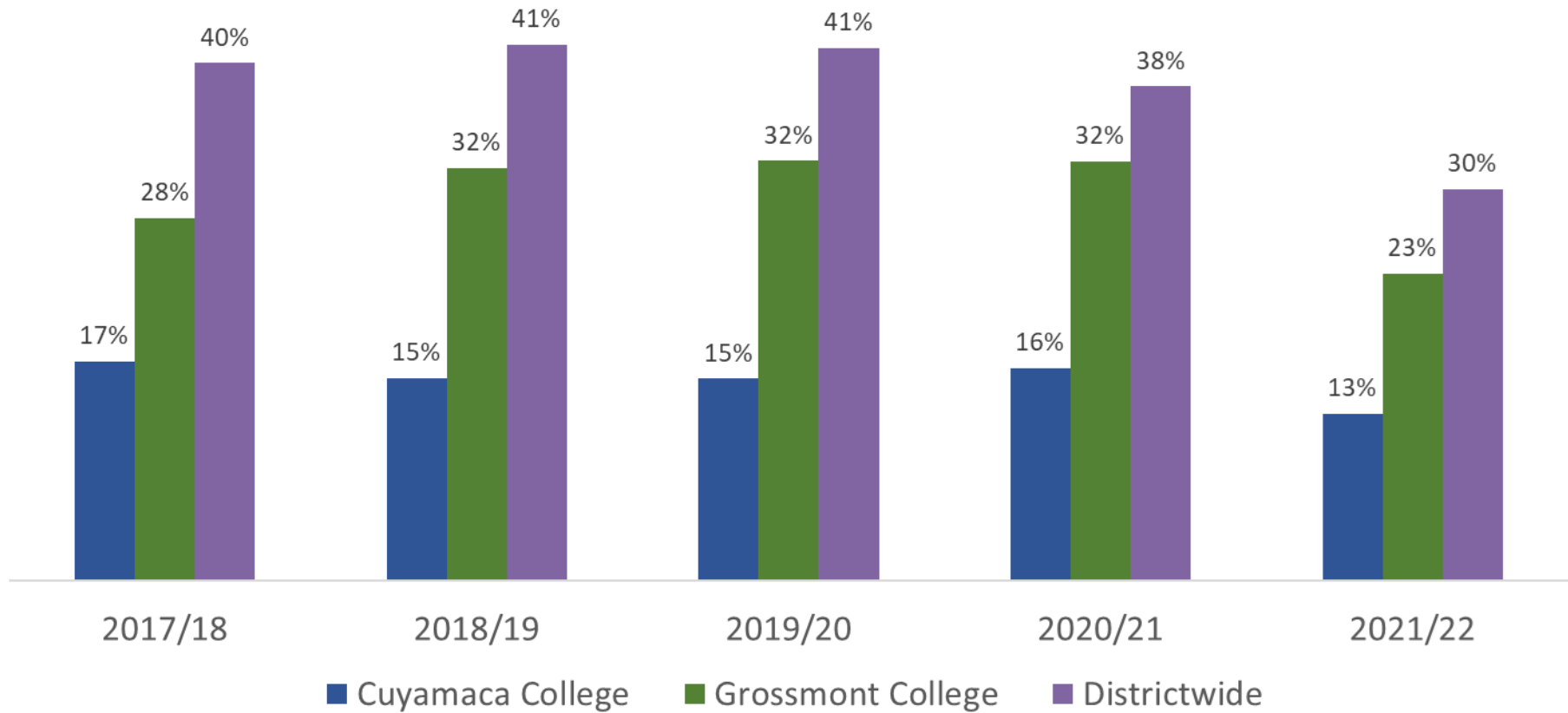
Successful Course Completion Rates: The percentage of enrollments that resulted in passing grades of A, B, C, or P divided by total enrollments.

Term Persistence Rates: The percentage of students enrolled in at least one course in a fall semester who then enrolled in at least one course in the subsequent spring semester.

Enrollment Rates

Districtwide, enrollment rates of high school graduates fluctuated very little between 2017/18 to 2019/20. Enrollment rates saw an eight percent decrease between 2020/21 and 2021/22. See figure 1.

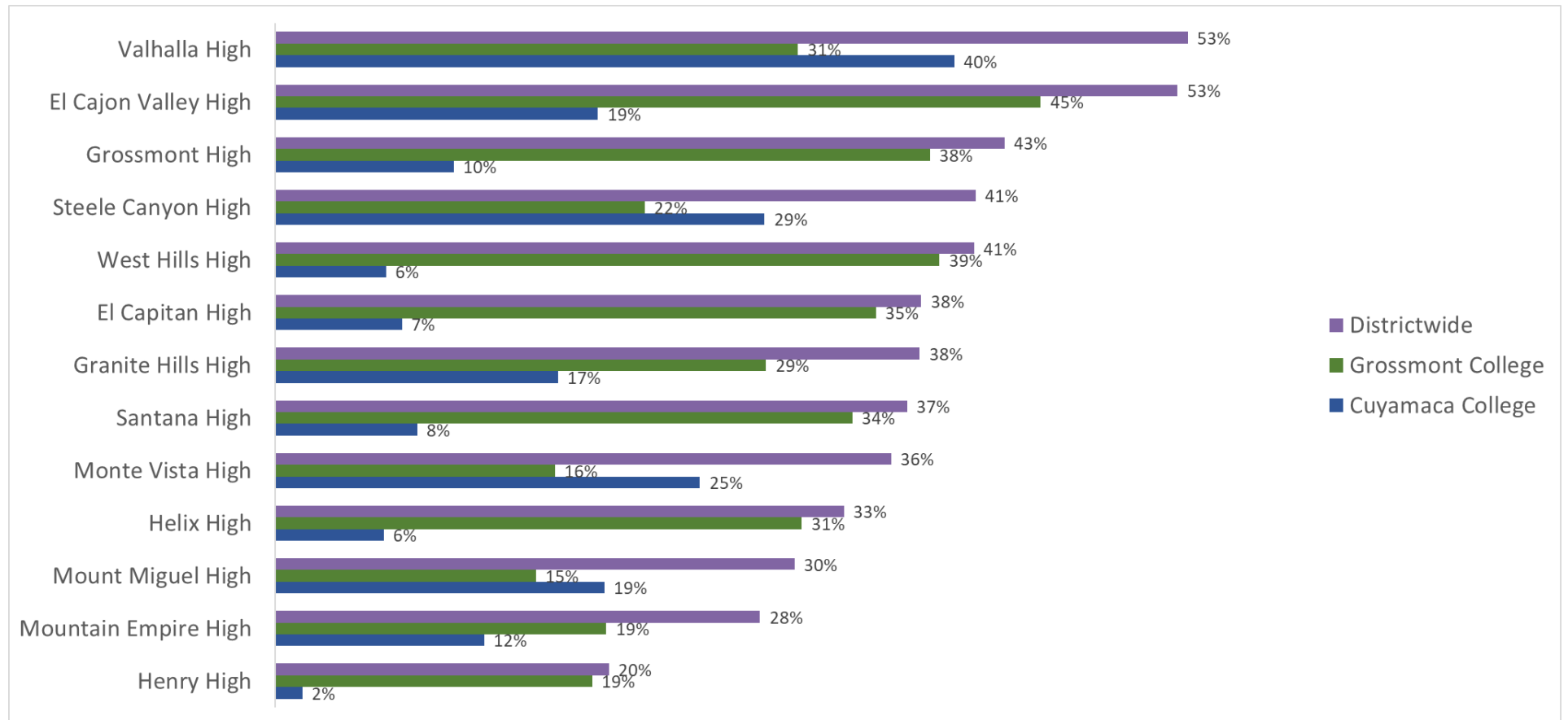
Figure 1: Enrollment Rates of High School Graduates to Grossmont-Cuyamaca Community College District



Note: Includes only high school graduates from Grossmont Union and Mountain Empire High School Districts and Patrick Henry High School. Students enrolled at both campuses in their 1st term are included in the capture rate of each college.

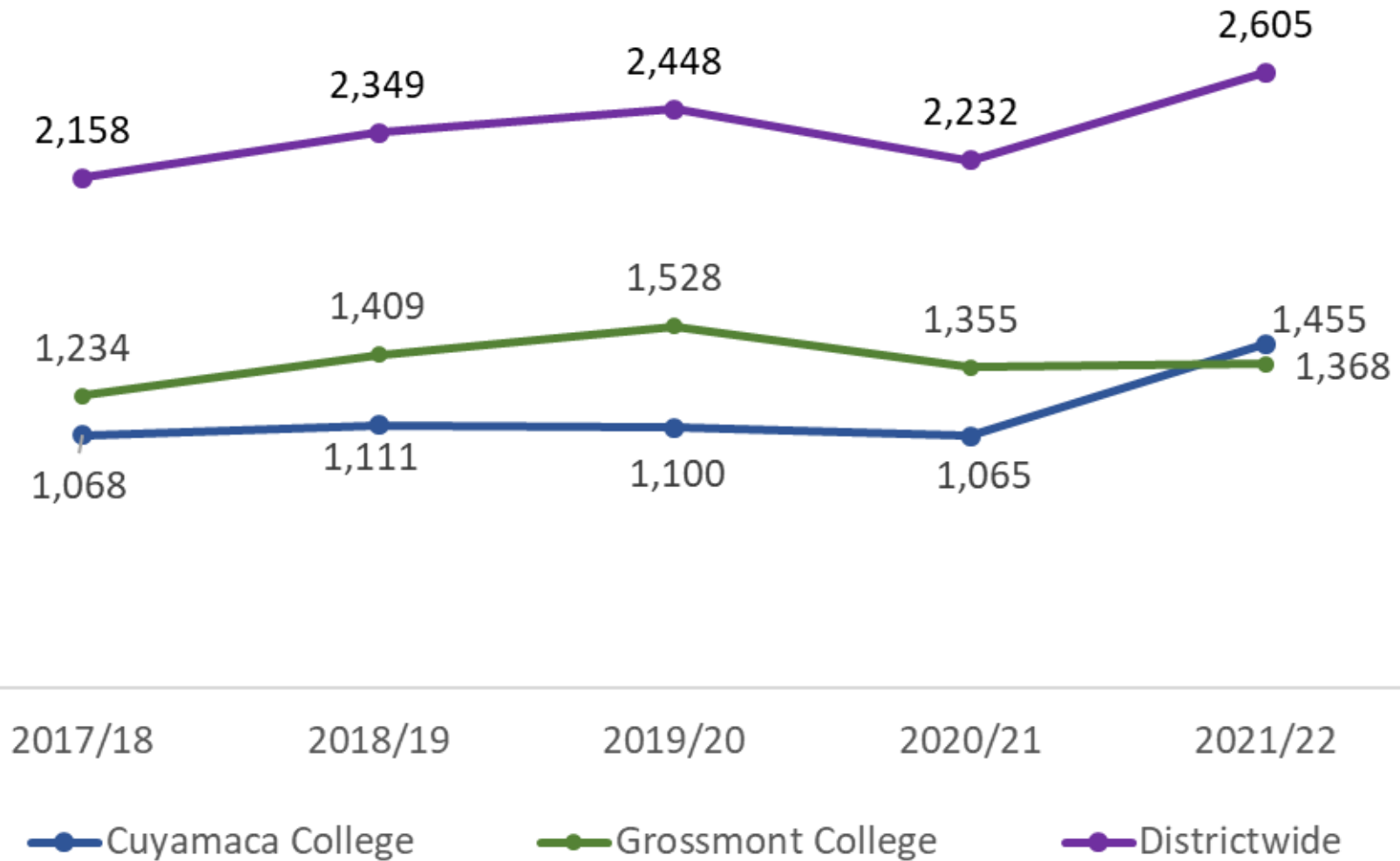
On average, high school graduates from Valhalla had the highest enrollment rate followed by El Cajon Valley, Grossmont High, Steele Canyon, and West Hills.

Figure 2: Districtwide Enrollment Rates by High School, Five-Year Average



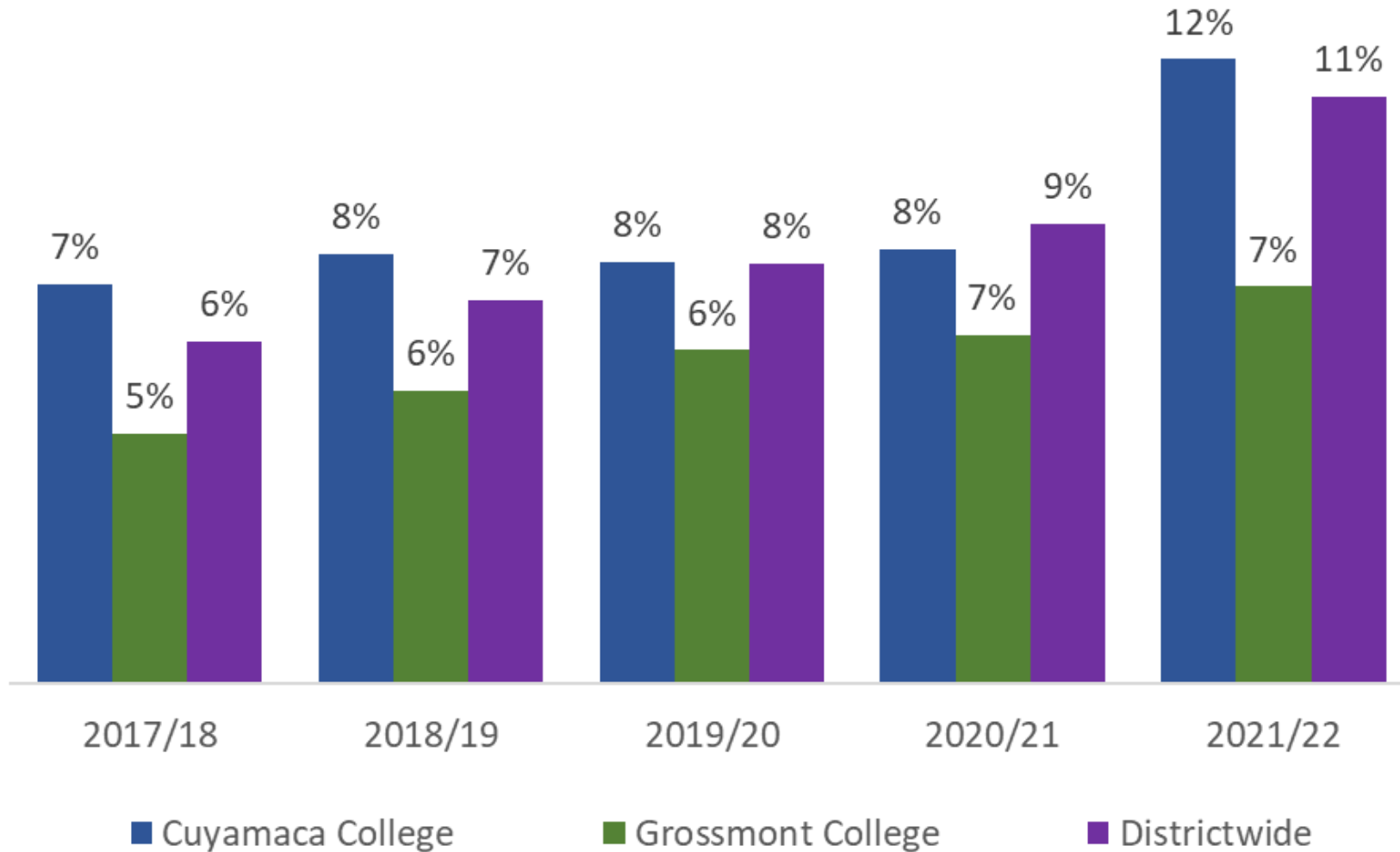
From 2020/21 to 2021/22, the number of concurrently enrolled high school students at GCCCD increased by 17% Districtwide (CC: 37%, GC: 1%)

Figure 2: Headcount of Concurrently Enrolled High School Students



The percentage of concurrently enrolled high school students has increased 5% over the past five years Districtwide (CC: 4%, GC: 3%).

Figure 4: Percentage of Concurrently Enrolled High School Students in Comparison to the Total Headcount



Student Characteristics

On average, female students make up a larger percentage of GCCCD first-time recent high school graduate students compared to male students. Hispanic and White students comprise over two-thirds of first-time recent high school graduate students who enroll at GCCCD.

Figure 5: Percentage of Unduplicated Student Headcount of Recent High School Graduates by Gender, Five-Year Average

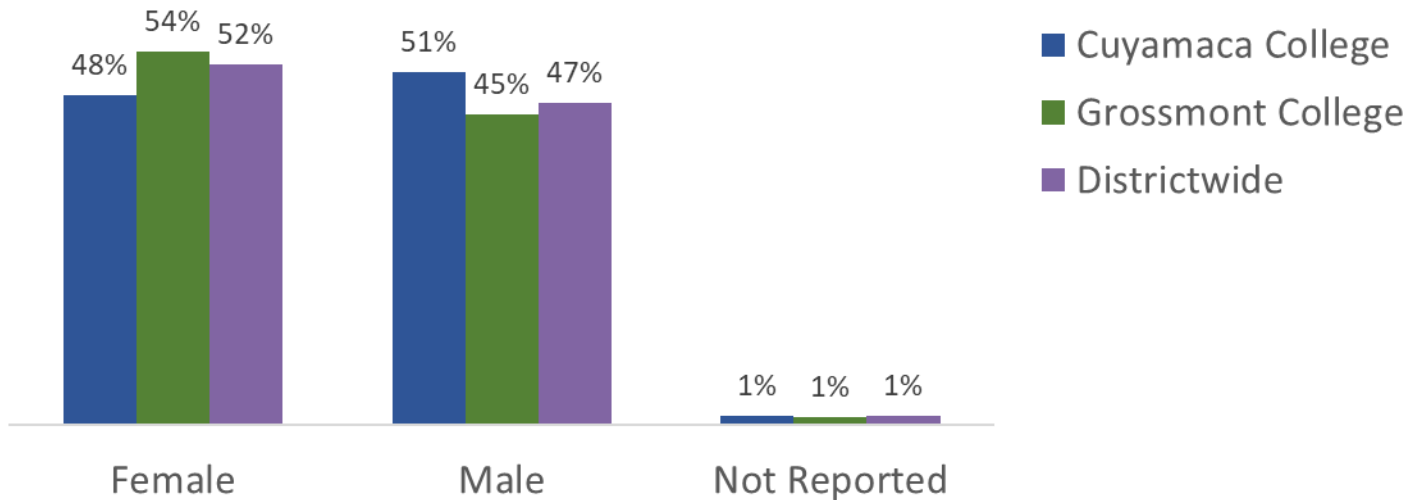
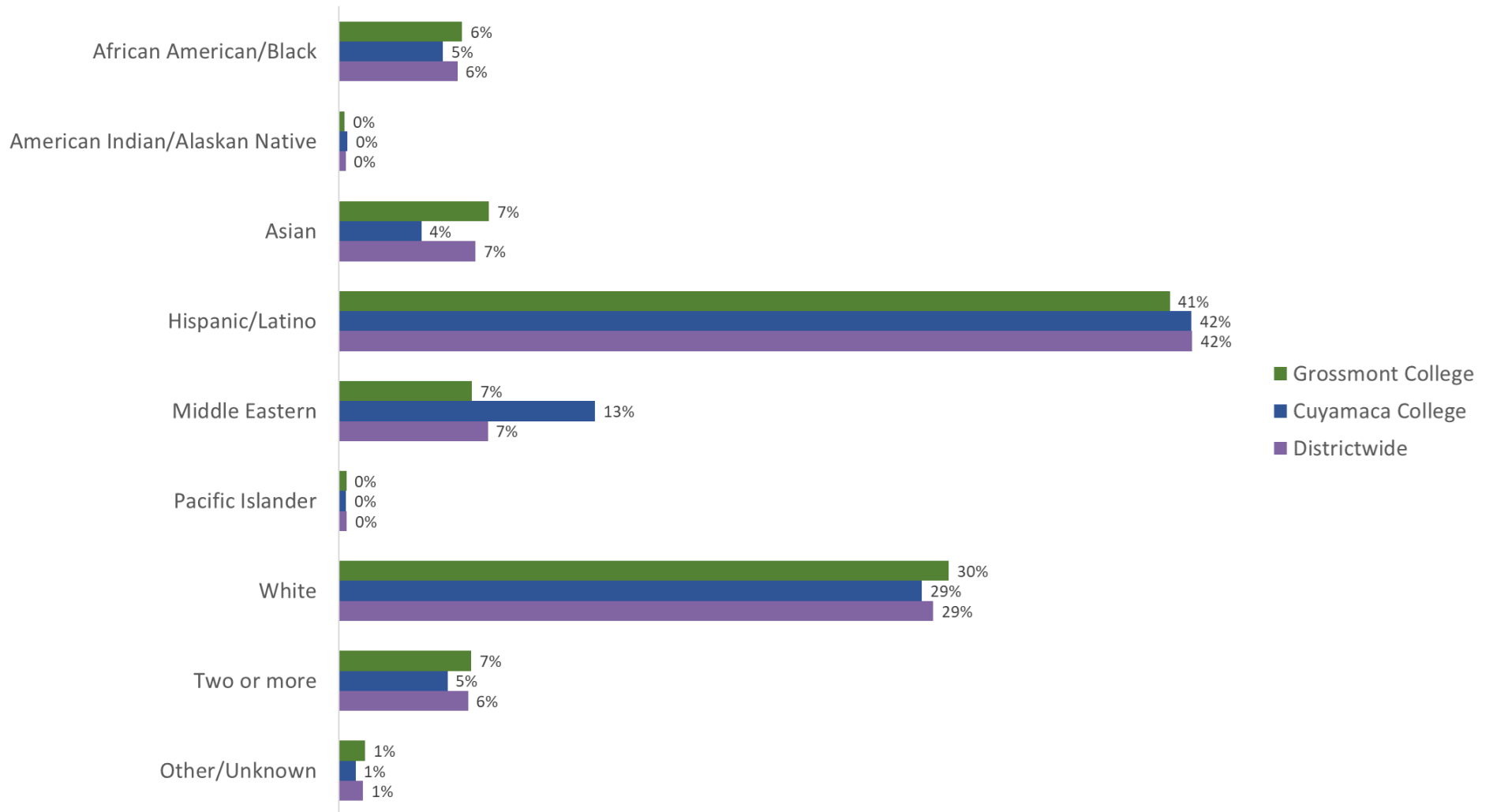
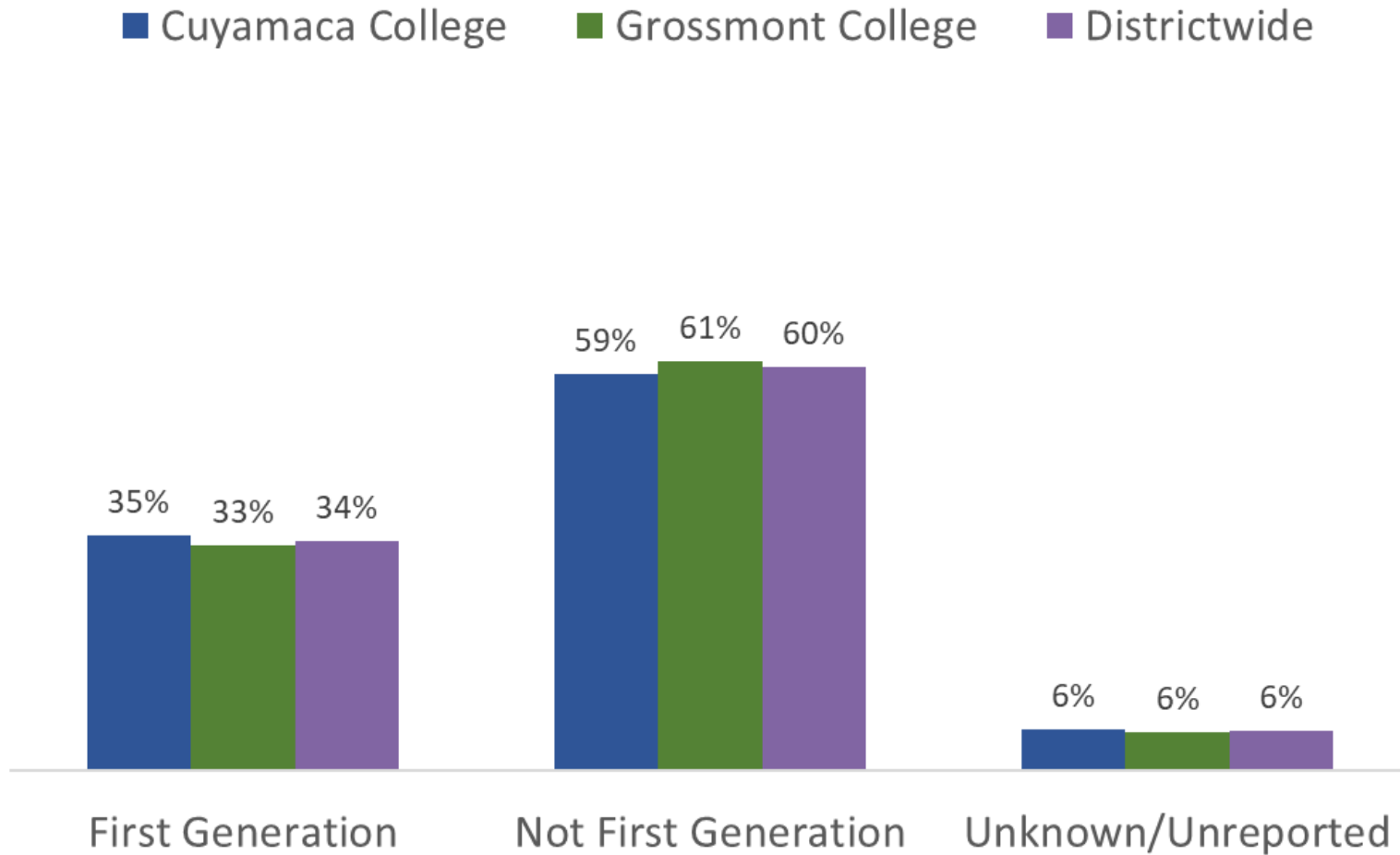


Figure 6: Percentage of Unduplicated Student Headcount of Recent High School Graduates by Ethnicity, Five-Year Average



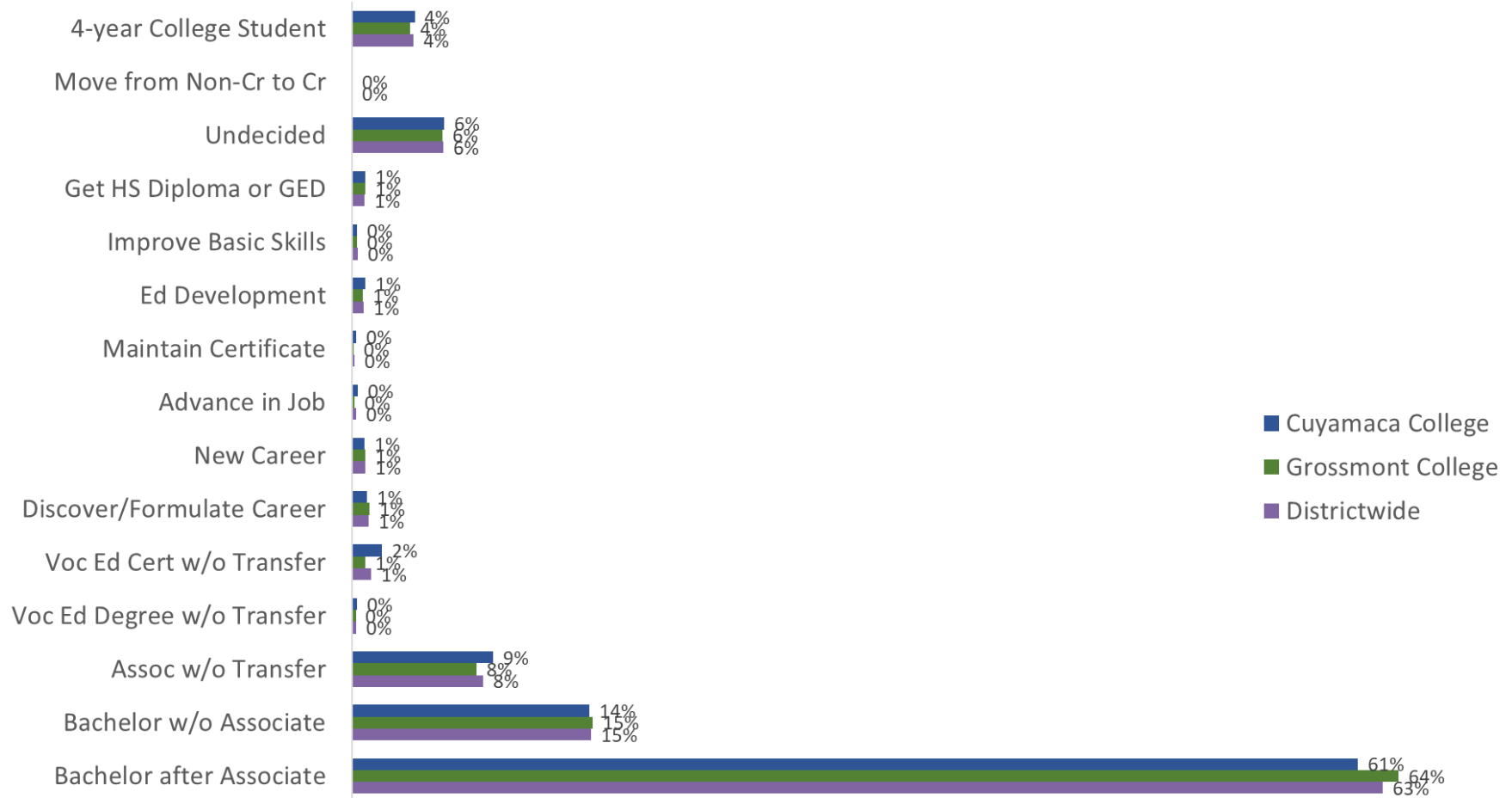
Approximately one-third of first-time recent high school graduate students who attend GCCCD are categorized as first generation.

Figure 3: Percentage of Unduplicated Student Headcount of Recent High School Graduates by First Generation Status, Five-Year Average



Almost two-thirds of first-time recent high school graduate students Districtwide plan on earning a Bachelor degree after completing an Associate degrees.

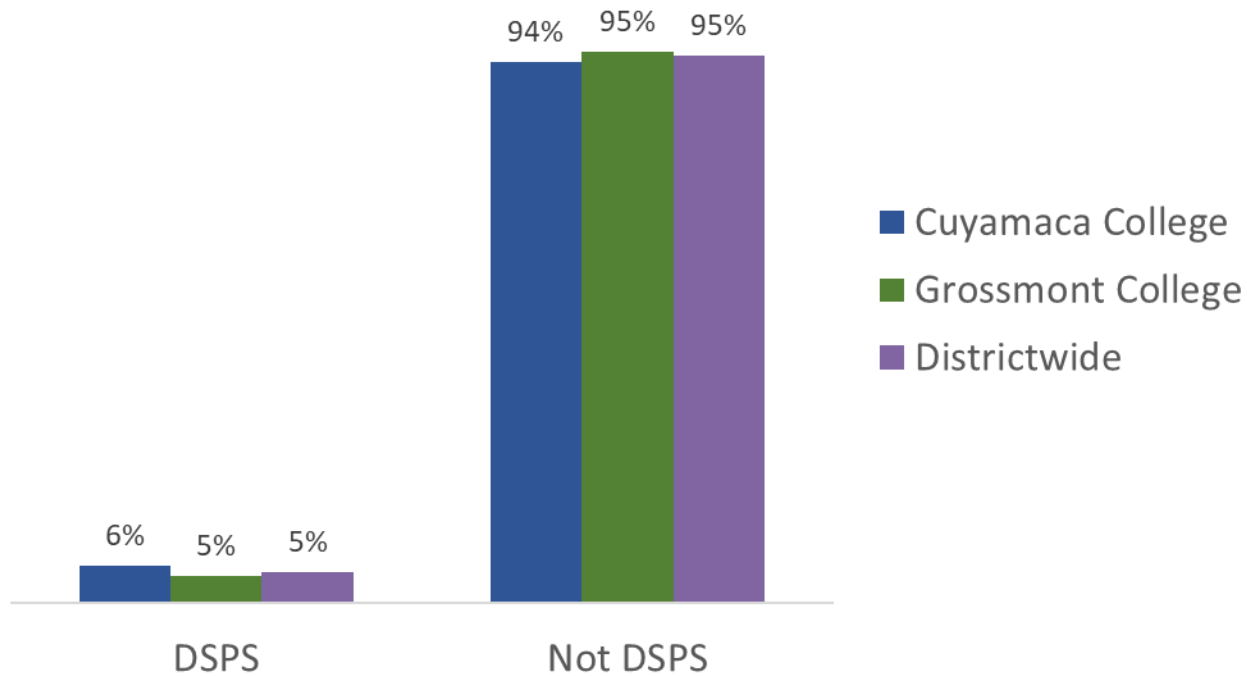
Figure 8: Percentage of Unduplicated Student Headcount of Recent High School Graduates by Educational Goal, Five-Year Average



	Bachelor after Associate	Bachelor w/o Associate	Assoc w/o Transfer	Voc Ed Degree w/o Transfer	Voc Ed Cert w/o Transfer	Discover/Formulate Career	New Career	Advance in Job	Maintain Certificate	Ed Development	Improve Basic Skills	Get HS Diploma or GED	Undecided	Move from Non-Cr to Cr	4-year College Student
Cuyamaca College	61%	14%	9%	0%	2%	1%	1%	0%	0%	1%	0%	1%	6%		4%
Grossmont College	64%	15%	8%	0%	1%	1%	1%	0%	0%	1%	0%	1%	6%	0%	4%
Districtwide	63%	15%	8%	0%	1%	1%	1%	0%	0%	1%	0%	1%	6%	0%	4%

On average, 5% of first-time recent high school graduate students receive DSPS services at GCCCD.

Figure 9: Percentage of Unduplicated Student Headcount of Recent High School Graduates by DSPS Status, Five-Year Average



On average, 60% of first-time recent high school graduate students who enrolled at GCCCD had a high school GPA of 2.60 to 3.59.

Figure 10: Percentage of High School GPA by Year

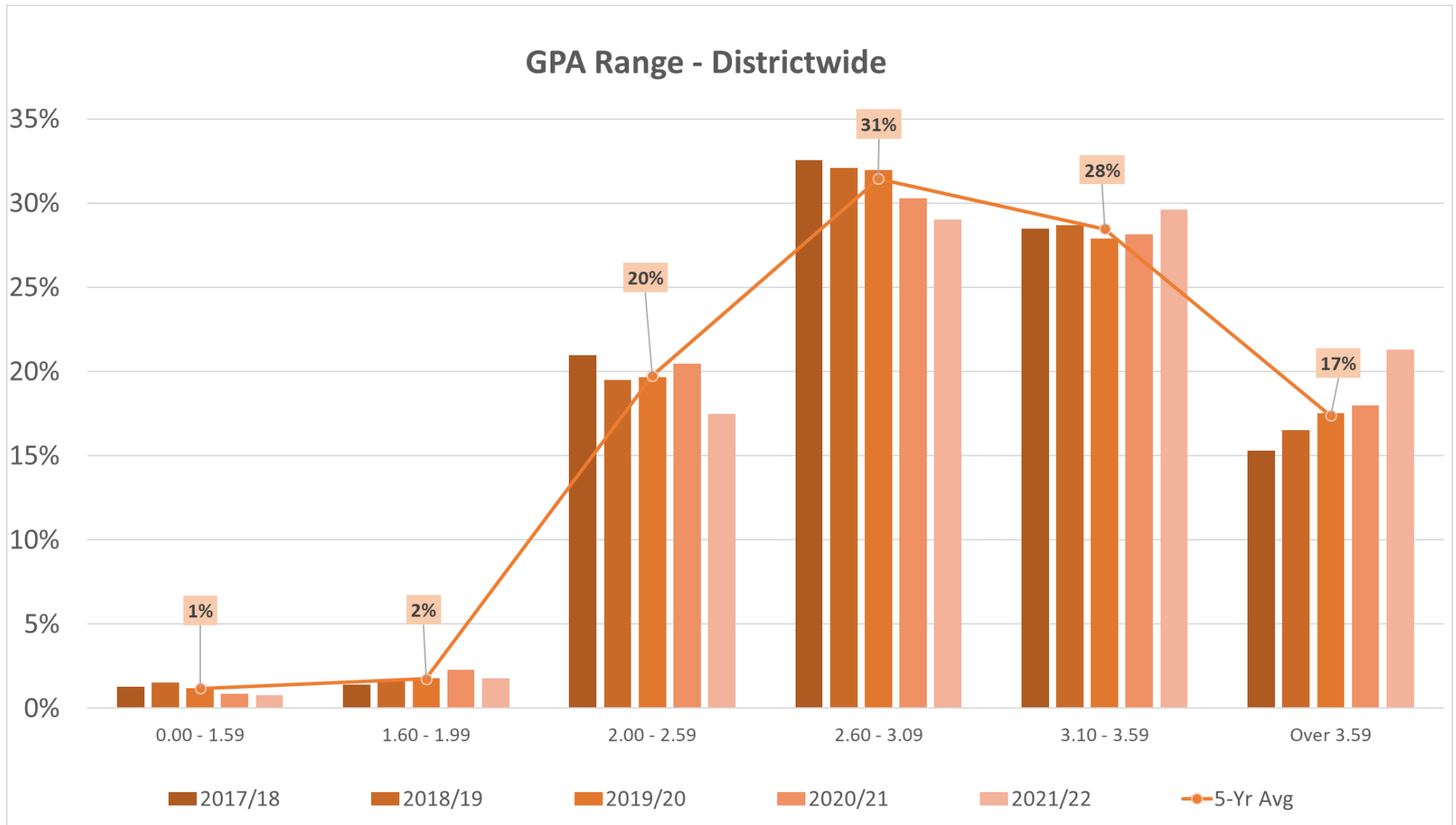


Figure 11: Percentage of High School GPA by Year (Cuyamaca College)

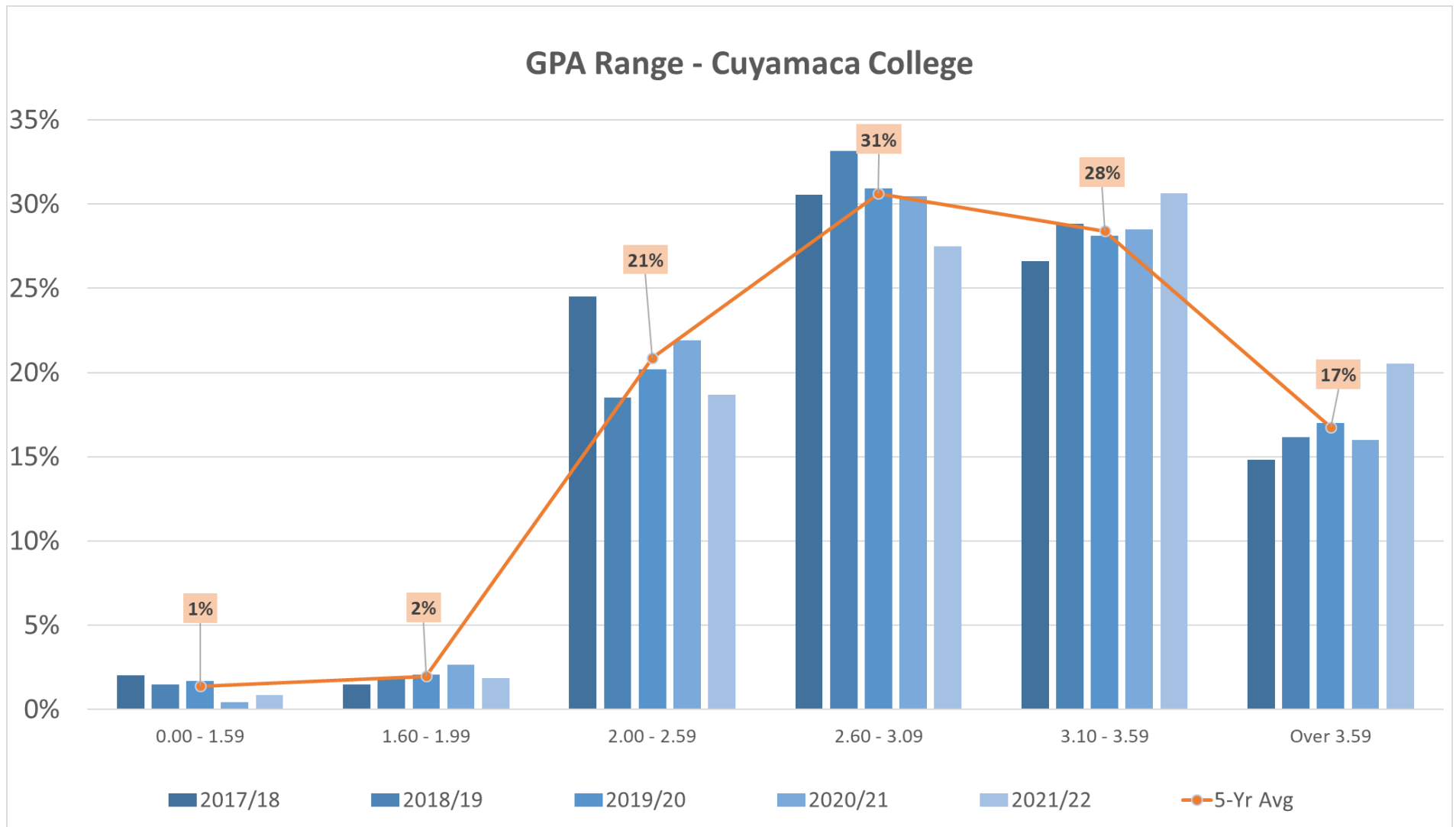
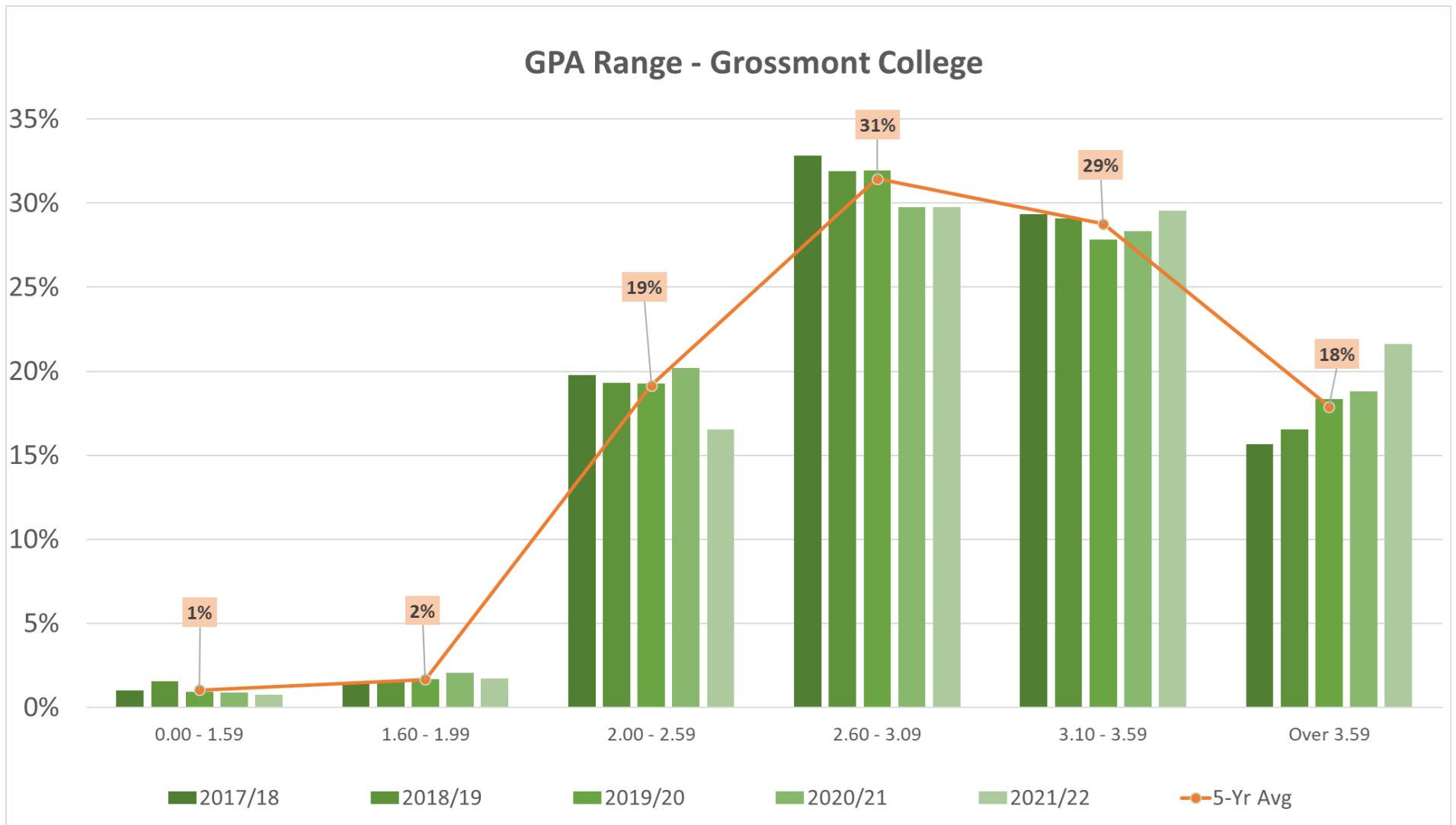


Figure 12: Percentage of High School GPA by Year (Grossmont College)



Persistence Rates

For first-time recent high school graduate students, term persistence rate from fall to the subsequent spring term remained consistent from 2020/21 to 2021/22. During the same time period, the annual persistence rate, measured from fall to the next fall term, increased by 3%.

Figure 13: Term Persistence Rates

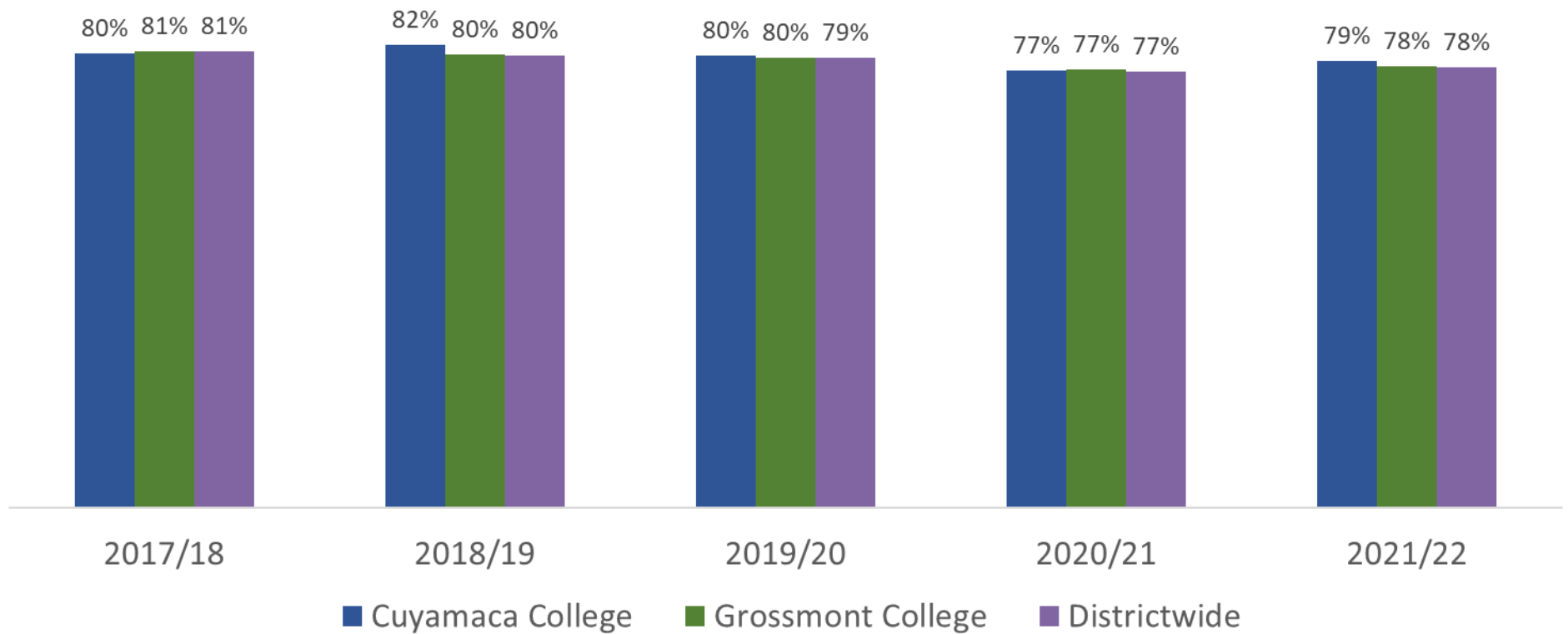
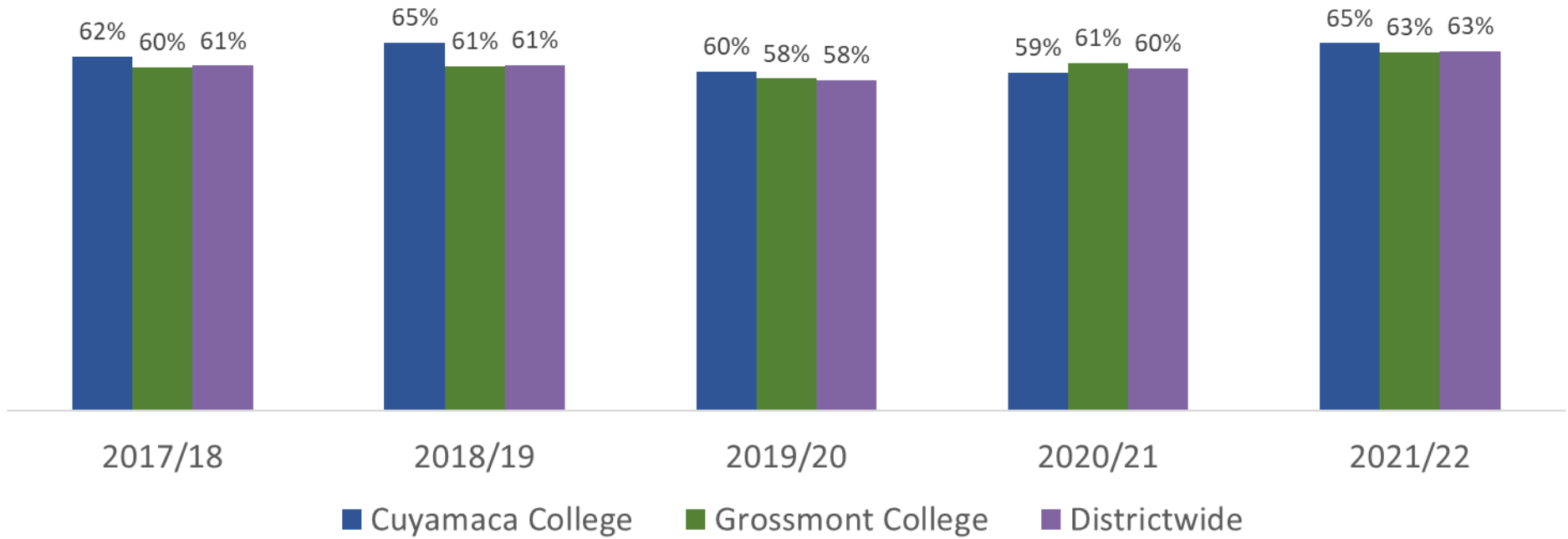


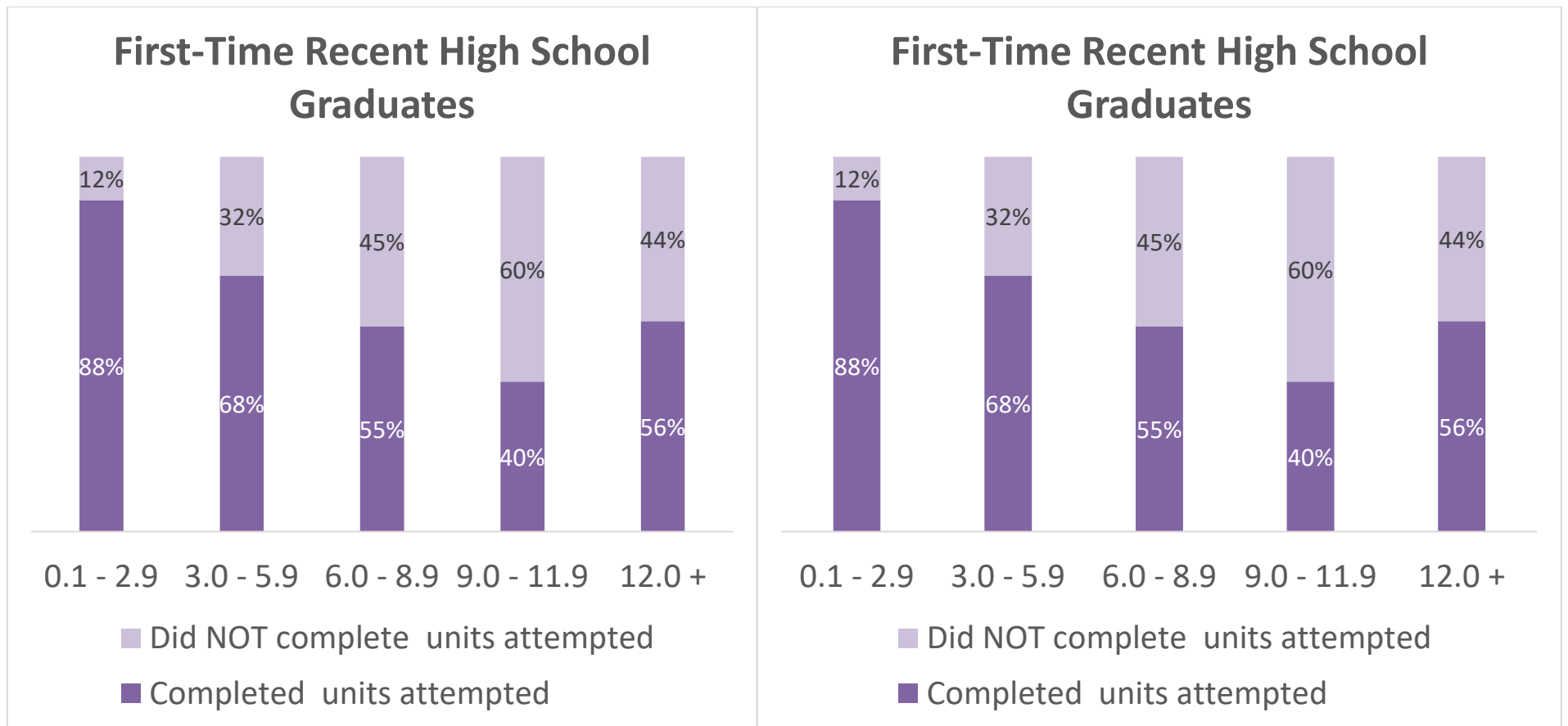
Figure 14: Annual Persistence Rates



Student Outcomes

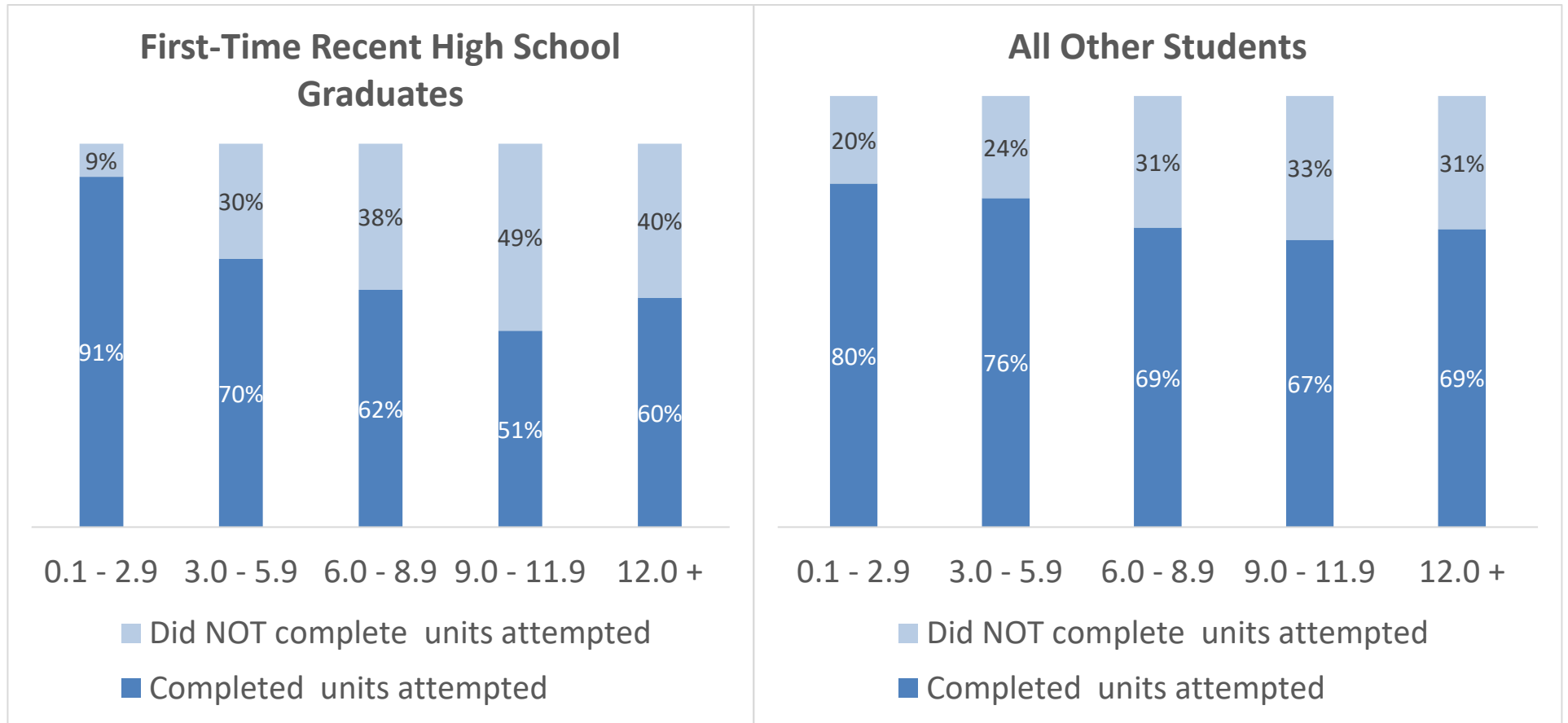
For the most part, the more semester units a student attempted, the less likely it was that they completed all of the units they attempted. For the combined period of academic years 2017/18 to 2021/22, 56% of first-time recent high school graduate students who attempted 12.0+ semester units completed all of their units compared to 63% of all other students.

Figure 4: The Percentage of Completion of Units Attempted, Five-Year Average



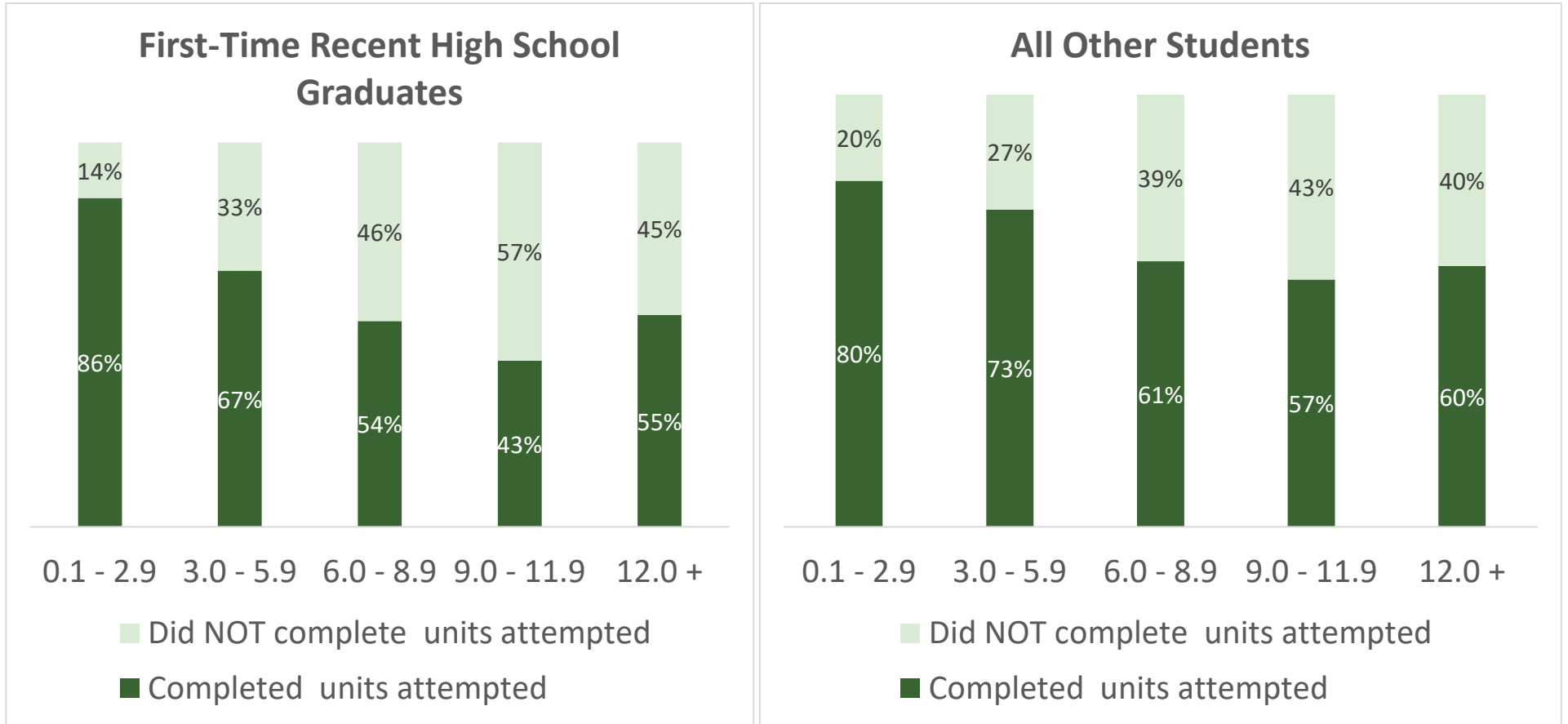
For the combined period of academic years 2017/18 to 2021/22, 60% of first-time recent high school graduate students enrolled at Cuyamaca College who attempted 12.0+ semester units completed all of their units compared to 69% of all other students.

Figure 16: The Percentage of Completion of Units Attempted, Five-Year Average (Cuyamaca College)



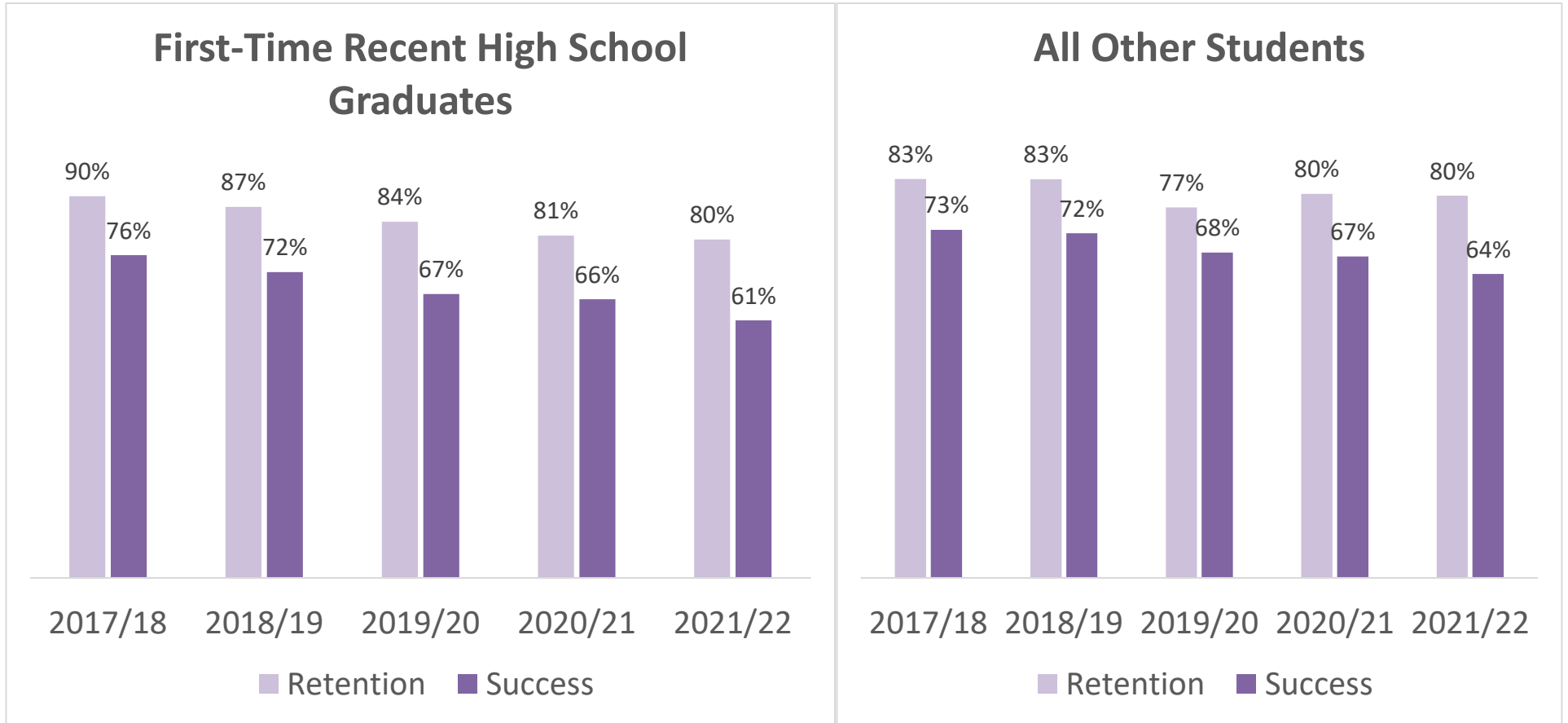
For the combined period of academic years 2017/18 to 2021/22, 55% of first-time recent high school graduate students enrolled at Grossmont College who attempted 12.0+ semester units completed all of their units compared to 60% of all other students.

Figure 17: The Percentage of Completion of Units Attempted, Five-Year Average (Grossmont College)



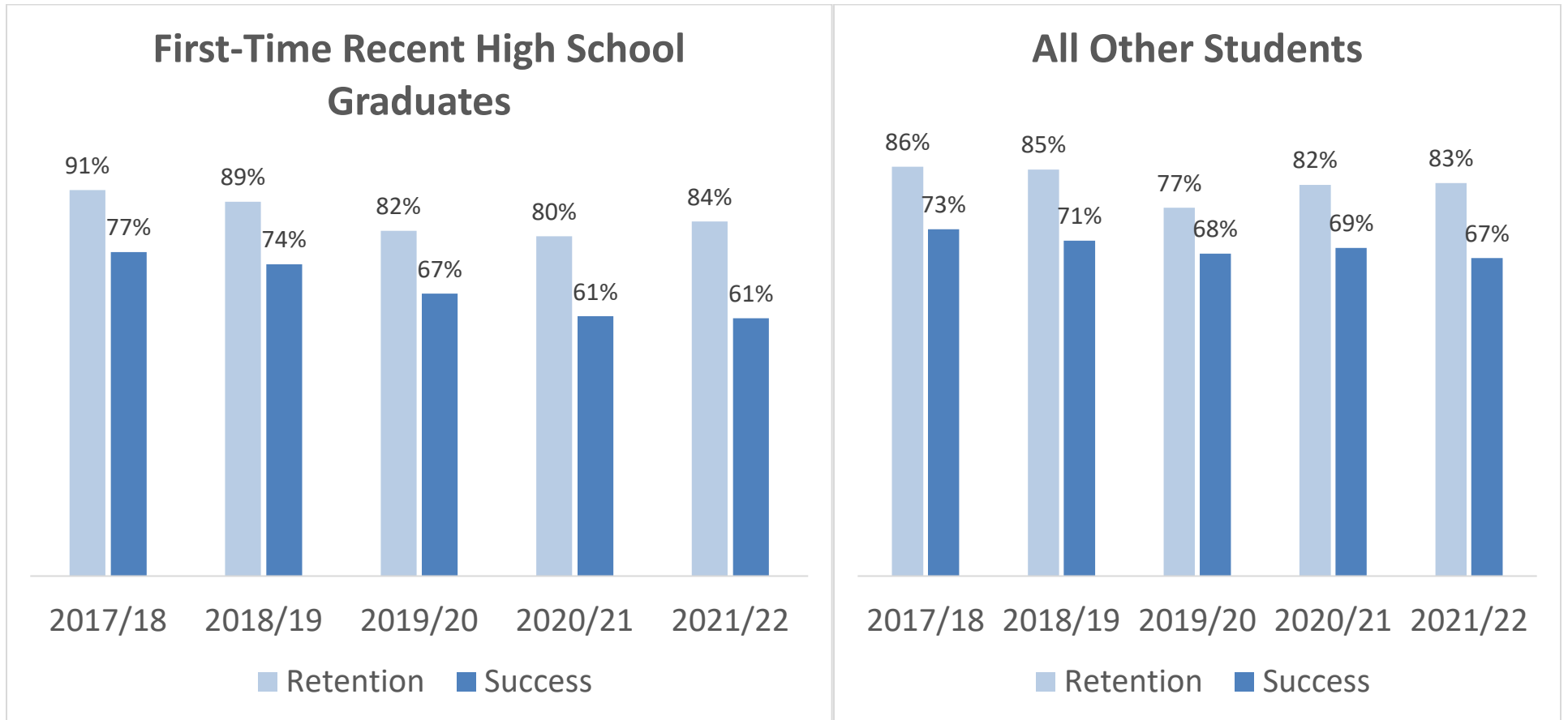
For first-time recent high school graduate students, from academic years 2017/18 to 2021/22 the retention rates for transfer level English decreased by 10% Districtwide. During the same time period, successful course completion rates decreased by 15%.

Figure 18: Annual Retention and Successful Course Completion Rates for Transfer Level English



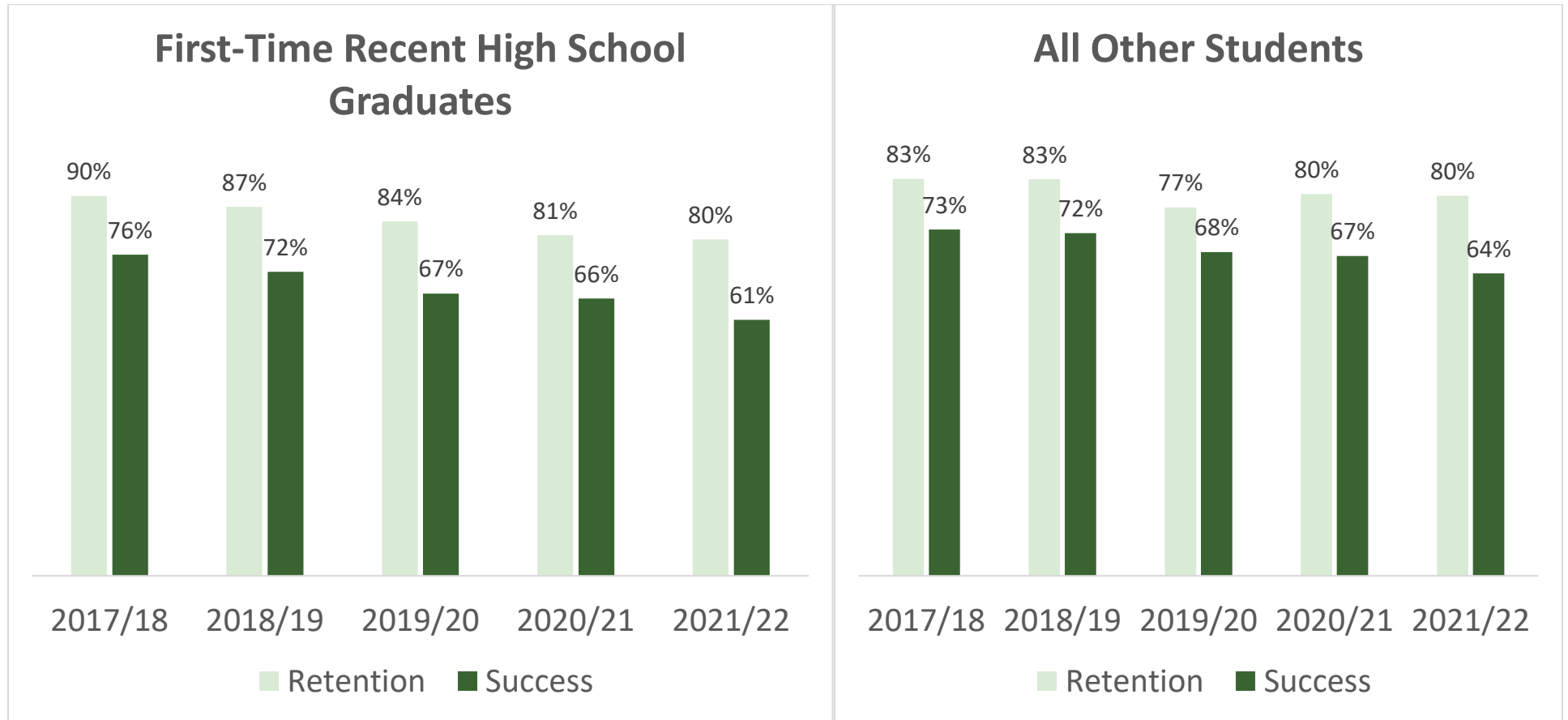
For first-time recent high school graduate students, from academic years 2017/18 to 2021/22 the retention rates for students enrolled in transfer level English at Cuyamaca College decreased by 7%. During the same time period, successful course completion rates decreased by 16%.

Figure 19: Annual Retention and Successful Course Completion Rates for Transfer Level English (Cuyamaca College)



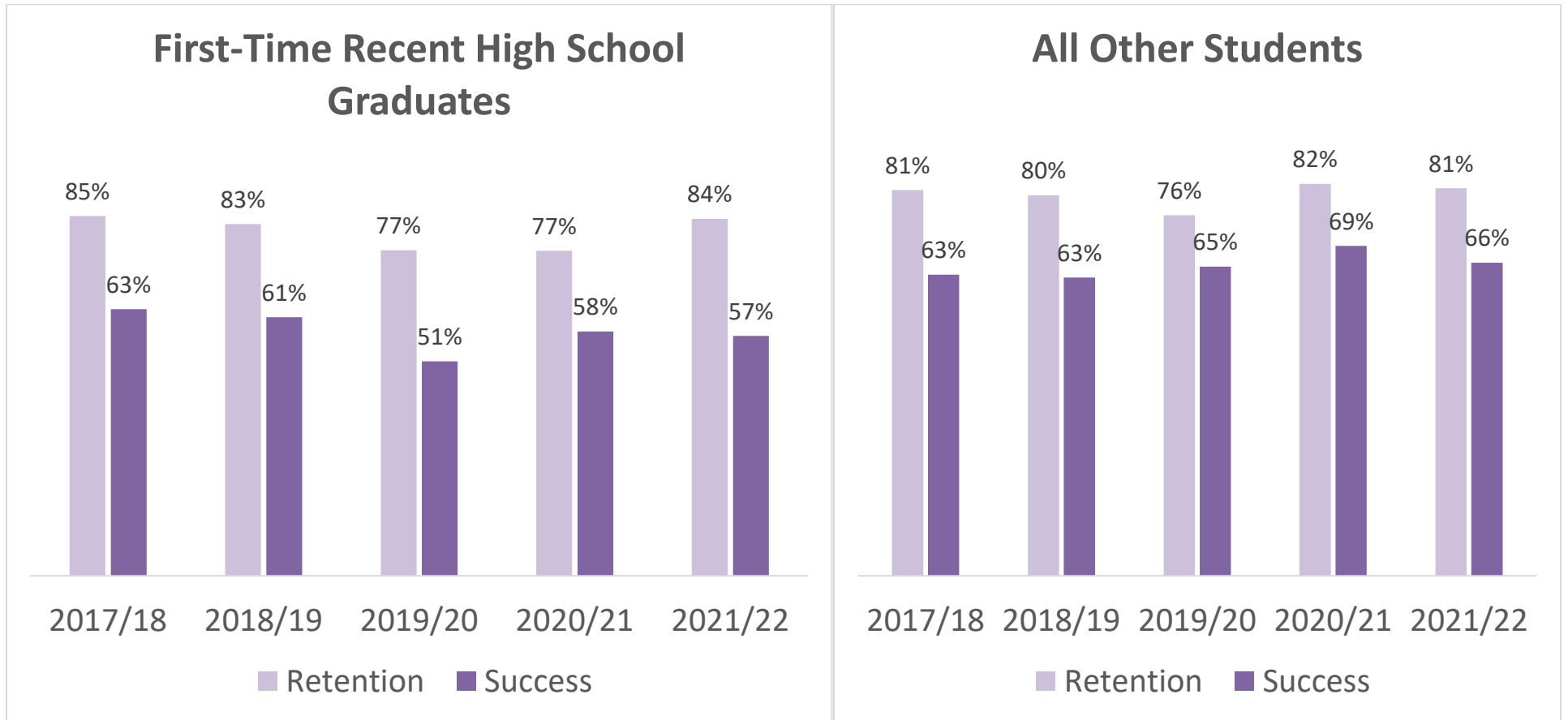
For first-time recent high school graduate students, from academic years 2017/18 to 2021/22 the retention rates for students enrolled in transfer level English at Grossmont College decreased by 10%. During the same time period, successful course completion rates decreased by 15%.

Figure 20: Annual Retention and Successful Course Completion Rates for Transfer Level English (Grossmont College)



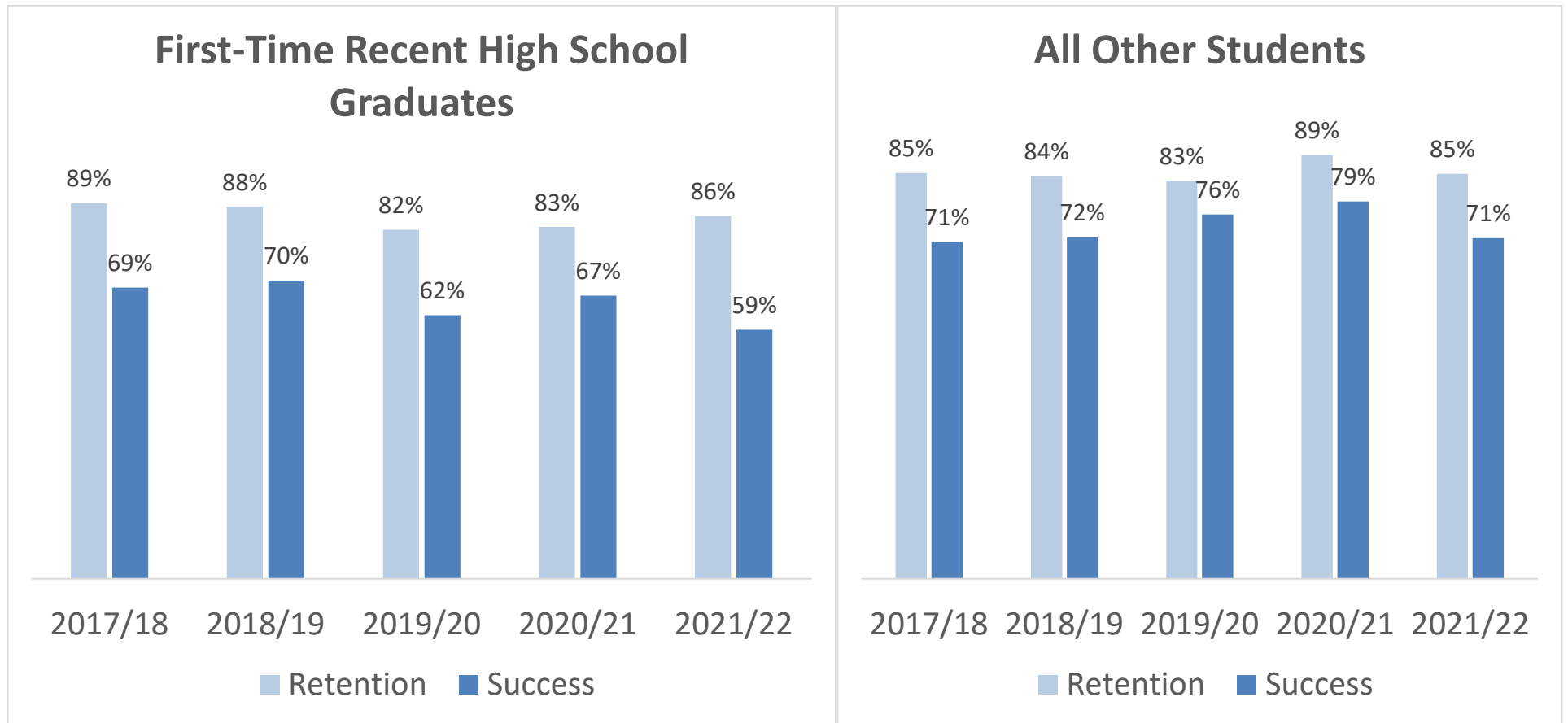
For first-time recent high school graduate students, from academic years 2017/18 to 2021/22 the retention rates for transfer level math remained realively stable Districtwide. During the same time period, successful course completion rates decreased by 6%.

Figure 21: Annual Retention and Successful Course Completion Rates for Transfer Level Math



For first-time recent high school graduate students, from academic years 2017/18 to 2021/22 the retention rates for students enrolled in transfer level math at Cuyamaca College decreased by 3%. During the same time period, successful course completion rates decrease by 10%.

Figure 22: Annual Retention and Successful Course Completion Rates for Transfer Level Math (Cuyamaca College)



For first-time recent high school graduate students, from academic years 2017/18 to 2021/22 the retention rates for students enrolled in transfer level math at Grossmont College increased by 2%. During the same time period, successful course completion rates increased by 3%.

Figure 23: Annual Retention and Successful Course Completion Rates for Transfer Level Math (Grossmont College)

