INTRODUCTION

The “Concurrent Enrollment Program” (CEP) enables students currently attending high school to apply for concurrent enrollment in either day or evening courses at any one of the three Colleges of the San Mateo County Community College District. Minimum program participation requirements for high school students are: completion of the sophomore year; a minimum 2.00 grade point average in high school coursework, excluding physical education courses; maintenance of minimum daily attendance at their high school; and prior high school academic performance must indicate a reasonable expectation of success in college coursework. High school freshmen and sophomores may be considered for concurrent enrollment admission with a letter of recommendation from the high school principal.

It is important to note that college courses taken through the CEP are not intended to take the place of equivalent high school courses. Rather, the CEP provides an opportunity for qualified high school students to take classes not found in the high school curriculum. In order to be admitted through the CEP, students must submit transcripts for review, fulfill college course prerequisites, and have a college counselor/advisor review their program of study before classes begin. CEP students receive college credit for coursework successfully completed.

This study analyzes the subsequent enrollment and persistence of high school participants in the CEP at the College of San Mateo, Summer 1999 – Spring 2002.

METHODOLOGY

The impetus for this report first came from an interest in the number and proportion of high school students who participate in CSM’s concurrent enrollment program. Beyond a head-count of students, we were interested in 2 additional questions: How many CEP students enroll at CSM after high school graduation? Of these, how many are retained the next semester?

Figure 1

CSM Concurrently Enrolled High School Seniors’ Subsequent Enrollment as CSM Student

Summer 1999/Fall 1999/Spring 2000

Fall 2000/Spring 2001

(Unduplicated count)
A study design was created to retrieve information for two populations of high school seniors who participated in the CEP during the following periods of time:

- Summer 1999, Fall 1999, or Spring 2000 (Cohort 1)
- Summer 2000, Fall 2000, or Spring 2001 (Cohort 2)

Upon high school graduation, each CEP “cohort” of high school seniors was tracked to determine their subsequent enrollment at CSM during the following periods of time:

- Fall 2000 or Spring 2001 (Cohort 1)
- Fall 2001 or Spring 2002 (Cohort 2)

In addition, those former CEP students who enrolled as regular, first-time college students in either Fall 2000 or Fall 2001, were tracked to determine retention through Spring 2001 or Spring 2002, respectively.

All data reported are comprised of unduplicated counts of individual students. For example, although an individual high school senior may have participated in the CEP one, two, or three semesters, each student is counted only once. Because not all high school students enroll in college immediately after graduation, the decision was made to track their CSM enrollment in either the Fall or Spring terms.

**FINDINGS**

- Of the 468 seniors participating in CEP Summer 1999 - Spring 2000, 16.9% (n = 79) returned as regular CSM students, Fall 2000 or Spring 2001. (See Figure 1)
- Of the 79 who returned to CSM, 88.6% (n = 70) did so in the Fall term immediately after high school graduation. (See Figure 1)
- The retention of those enrolling in Fall 2000 is 75.7%—a figure considerably greater (approximately 25 – 30 percentage points) than comparably-aged CSM students. (See Figure 1)

- Of the 569 seniors participating in CEP Summer 2000 - Spring 2001, 22.3% (n = 127) returned as regular CSM students, Fall 2001 or Spring 2002. (See Figure 2)
- Of the 127 who returned to CSM, 92.1% (n = 117) did so in the Fall term immediately after high school graduation. (See Figure 2)
- The retention of those enrolling in Fall 2001 is 67.5%—a figure considerably greater (approximately 17 – 22 percentage points) than comparably-aged CSM students. (See Figure 2)

**CONCLUSION**

Overall, nearly 1 of 5 (19.9%) of concurrently enrolled high school seniors subsequently matriculated as regular CSM students—immediately following high school graduation. The question immediately arises regarding the extent to which this “take rate” of CEP students is low or high. Because Statewide data are not available, there are no benchmarks for comparative purposes. Discussions with College faculty and staff indicate that many CEP students are oriented toward enrollment at selective four-year colleges and universities. Many high school students utilize the CEP program as a means to get a head start on completing lower division general education and elective requirements at baccalaureate degree-granting institutions. Accordingly, many CEP students do not intend to begin their baccalaureate studies at a two-year institution. This would suggest that a “take rate” of approximately 20% is a reasonable figure. More encouraging is the finding indicating a significantly higher rate of persistence of former CEP students. Moreover, our inquiry revealed that former CEP students enrolled in more units per term than a comparably-aged population of non-CEP students.

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**Figure 2**

CSM Concurrently Enrolled High School Seniors’ Subsequent Enrollment as CSM Student

**Summer 2000/Fall 2000/Spring 2001**

<table>
<thead>
<tr>
<th>Enrolled Fall 2001</th>
<th>Total Enrolled Fall 2001 or Spring 2002</th>
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<tbody>
<tr>
<td>117</td>
<td>127</td>
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<td>569</td>
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<table>
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<tr>
<th>Fall 2001 Students Returning Spring 2002</th>
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<tr>
<td>29</td>
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<tr>
<td>117</td>
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<tr>
<th>Enrolled Spring 2002</th>
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<tbody>
<tr>
<td>10</td>
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<tr>
<td>569</td>
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