This report provides a profile of concurrently enrolled high school students attending College of San Mateo, Summer 1997 – Spring 2002. This information supplements an earlier report tracking the subsequent college matriculation of high school seniors who had participated in CSM’s concurrent enrollment program. (See CSM Research Brief Vol. 12 No. 1, September, 2002 for a full description of the concurrent enrollment program.)

**TOTAL COURSE ENROLLMENTS**

The total number of courses taken by concurrent students has steadily increased between 1997/98 and 2001/02. In terms of the total number of courses enrolled, concurrent students increased by 101.9% (1,827 courses) during this period of time. (See Figure 1) Expressed in terms of an unduplicated count of concurrent students, 5,546 students enrolled in a total of 13,068 courses, Summer 1997 – Spring 2002.

How many CSM courses do students take during their concurrent enrollment history? The majority of students (53.8%) take only 1 course; 24.1% take 2 courses; 7.3% take 3 courses; 7.1% take 4-5 courses; and 7.7% take 6 or more courses. One student took 48 CSM courses while concurrently enrolled in high school! (See Figure 2)

Which term—Summer, Fall, or Spring—attracts the greatest number of concurrent students? Nearly one-half (42.6%) of concurrent students prefer the Summer term for enrollment. This is followed by 32.1% enrolling in a Spring term, and 25.3% enrolling in Fall. (See Figure 3)

**ACADEMIC DISCIPLINE PREFERENCE**

Which academic subject areas do concurrent students select? Physical education courses represent nearly one-quarter (23.7%) of all courses enrolled. Other popular discipline areas are as follows: Arts/Humanities – 16.5%; Mathematics – 13.0%; Social Sciences – 10.9%; Vocational – 8.2%; English – 7.5%; Biological Sciences – 6.8%; Physical Sciences – 6.2%; CIS/Engineering – 3.9%; Business – 3.5%. (See Figure 4)
The gender composition of concurrent students is shown in Figure 5: 52.4% female vs. 47.6% male. The ethnic composition of concurrent students is displayed in Figure 5: African American – 2.9%; Asian – 31.7%; Hispanic – 9.1%; Filipino – 4.2%; White – 43.2%.

**CONCLUSION**

These data indicate a steady increase in the participation of concurrently enrolled high school students. As the College continues to plan for the future, the concurrent population is likely to play an increasingly significant role in terms of long-term strategic planning, enrollment management, and college delivery strategies.

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