CSM Student Profile 2008-19

Full-time 38%  Part-time 62%

Educational Goal

First-generation 47%
Living at/below 150% local poverty rate* 38%

Under-represented Populations 52%

Demographics

Hispanic 30%
White 28%
Asian 22%
Filipino 7%
Multi-race 6%
African American 3%
Pacific Islander 2%
Unknown 2%
Native American <1%

Degree/Transfer Seekers (% of total)

Hispanic 41%
Low income 34%
First generation 55%

Source: PRIE
**Student Achievement**

**Six-Year Completion Rate**

- Total: 46%
  - Part-time: 29%
  - Full-time: 59%

(Includes first-time, non-international students with degree, certificate, or transfer educational goals, tracked over 6 years for any SMCCCD degree/certificate attainment, and for transfer to a 4-year institution.) Source: PRIE

**Average Cumulative Units Earned on Completion**

- Certificate-Seeking Students: 82 units (typically 12-30 required)
- Degree/Transfer-Seeking Students: 97 units (60 required)

(Certificate completers does not include students who earn concurrent associate degrees.) Source: PRIE

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**Equity Gaps**

**Three-year Degree/Certificate Completion Rate, Fall 2012 – Fall 2015**

- Overall: 27%
  - Hispanic: 20%
  - Low income: 22%
  - First generation: 27%

(First-time full-time non-international fall cohorts were tracked for 3 years for any SMCCCD degree/certificate attainment. Does not track for transfers.) Source: PRIE, 2019 Equity data (SAP)

**Persistence (Fall 2013- Fall 2017)**

- Overall: 65%
  - Hispanic: 65%
  - Low income: 69%
  - First generation: 64%

(Tracks fall term students for enrollment the following spring. Concurrently enrolled high school students and fall term award earners are not included in the analysis. Students enrolled in multiple fall terms are tracked for each fall enrolled.) Source: 2019 Equity data (SAP)

**Completion Rate, Fall 2017**

- Overall English: 62%
  - Hispanic: 49%
  - Low income: 56%
  - First generation: 55%

(First-time non-international students with degree or transfer educational goals. This analysis tracks the successful completion of transfer-level English and math in the first year of college.) Source: 2019 Equity data (SAP)