



The Influence of Enrollment in RSCCD School of Continuing Education on 2005-06 AA/AS Graduates at SAC

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Introduction

One of the research questions often asked is how much does students' enrollment in non-credit courses in RSCCD School of Continuing Education influence their enrollment in credit courses and their eventual completion of degree programs. This study looks at all students who received associate degrees at Santa Ana College (SAC), analyzing a subset of this cohort who enrolled in CED courses at RSCCD colleges and comparing them with other AA/AS graduates who did not have any CED enrollment. Analyses and comparisons are made in the following categories:

- Extent of CED enrollment,
- Credit course patterns and enrollment in pre-collegiate basic skills classes,
- Success rates in credit courses, especially in courses required for graduation, and
- Degree completion and transfer to four-year universities.

Summary of Findings

More than half of students graduating with an associate degree at SAC in the 2005-06 academic year had had some contact with the non-credit CED. However, a much smaller number of these graduates actually enrolled. Graduates who actually took CED courses performed slightly lower than graduates who never had CED enrollment in terms of length of time to graduate, enrollment in basic skills courses, withdrawal rates, success rates, and cumulative GPA.

- While 52% of 2005-06 AA/AS graduates (616 of 1182) had records at CED, 393 (64%) of those had taken only "Education/Career Assessment" test and no other CED course.
- More than half of graduates with CED history (52%) enrolled in at least one pre-collegiate basic skills course at SAC, while less than a third of those with no CED history did.
- Graduates with CED history had a slightly higher withdrawal rate in credit courses compared to graduates with no CED history (14% vs. 11%). The difference of three percentage points is reflected in the three-point lower percentage of success rates for graduates with CED history.
- Graduates with CED history took an average of 9.0 semesters to graduate, while graduates with no CED history averaged 7.5 semesters.
- Graduates with CED enrollment transferred to four-year universities at a significantly higher rate (42%) than graduates without CED enrollment (27%).

2005-06 AA/AS Graduates and Their CED History

In 2005-06, 1182 students earned AA/AS degrees at Santa Ana College. More than half of these graduates (52%) had enrollment records at CED; however, 393 of them had taken only “Education/Career Assessment” test which may involve completing a self-evaluation questionnaire. Because the purpose of this study is to understand the impact of CED education on these eventual SAC graduates, this analysis will focus on the 222 graduates who actually enrolled in CED courses. Even among these graduates, their CED experience was mostly brief and limited; 68% were enrolled in one or two courses, and only 10% had taken five CED courses or more.

SAC Graduates and Their CED Enrollment at RSCCD

Cohort	Number of students
Number of AA/AS Graduates at SAC in 2005-06	1182
Those with CED enrollment records	616
Those who had taken ONLY Education/Career Assessment	393
Those with CED courses other than Education/Career Assessment	222
Enrolled in 1 CED course	27%
Enrolled in 2 CED courses	41%
Enrolled in 3 CED courses	16%
Enrolled in 4 CED courses	6%
Enrolled in 5 or more CED courses	10%

Furthermore, many of the CED courses taken by the majority of these graduates were not related to their academic courses at Santa Ana College. For example, four of the most frequently taken courses were Driver Education, High School Subjects, Business Skills and Workforce Preparation.

CED Courses Taken Most Often By SAC Graduates

CED Course	No. of Students Enrolled
Driver Education	67
High School Subjects	29
Adult Basic Education	28
Business Skills	25
Workforce Preparation	23
GED Test Preparation	18
Citizenship	14
American English Pronunciation	13
Composition 1	12
Intermediate ESL 2	11
Beginning ESL 2	10
Conversation 1	10
Intermediate ESL 1	10

These data suggest that, in terms of numbers and extent, few of SAC graduates had had CED enrollments that were meaningful to their eventual enrollment in credit courses and their degree completion.

Credit Course Enrollment and Performance

In most measures of performance during their credit enrollment at SAC, graduates with CED enrollment did slightly lower than graduates with no CED enrollment.

Graduates with CED history were more likely to enroll in pre-collegiate basic skills courses (such as English N60, Math N05/N06 and N48 and Reading N80/N90); 54% of graduates with CED enrolled in at least one pre-collegiate basic skills course, while 32% of graduates with no CED enrollment did.

Enrollment in Pre-Collegiate Basic Skills Courses at SAC

Pre-Collegiate Basic Skills Courses	Graduates With CED Enrollment History		Graduates With No CED Enrollment History	
	n	%	n	%
ENGL N50 Written	8	4%	23	4%
ENGL N60 Basic Writing	63	28%	96	17%
ESL N49 Grammar 1	9	4%	8	1%
MATH N05 Basic Math	12	5%	13	2%
MATH N06 Essential Math	35	16%	32	6%
MATH N48 Pre-algebra	92	41%	135	24%
READ N80A/B Fundamental Reading	40	18%	39	7%
READ N90A/B Individual Reading	39	17%	59	10%

In credit coursework, graduates with CED enrollment had a slightly higher withdrawal rate which translates directly to the three-percentage point lower success rate. However, for the ten courses with the highest enrollments, including core requirements for degree completion, graduates with CED enrollment performed as well as graduates with no CED enrollment, at 75% success rate.

Comparison of Success and Withdrawal Rates in Credit Courses

Courses (Enrollment with CED/no CED)	SUCCESS RATES (A, B, C, Cr)				WITHDRAWAL RATES			
	Graduates With CED Enrollment History		Graduates With No CED Enrollment History		Graduates With CED Enrollment History		Graduates With No CED Enrollment History	
	n	%	n	%	n	%	n	%
All Credit Courses (8,215/17,999)	6,320	77%	13,976	80%	1,111	14%	1,987	11%
POLT 101 Intro Gov. (229/481)	178	78%	365	76%	19	8%	52	11%
ENGL 101 Frsh Comp (228/432)	176	77%	341	79%	31	14%	57	13%
MATH 080 Inter. Algebra (202/416)	121	60%	226	54%	37	18%	104	25%
BIOL 109 Fund. Biology (189/395)	150	79%	305	77%	24	13%	65	16%
MATH 060 Elem. Algebra (180/288)	107	59%	194	67%	39	22%	42	15%
SPCH 101 Intro. Comm. (159/341)	129	81%	296	87%	23	14%	26	8%
PSYC 100 Intro. Psyc. (135/234)	110	81%	169	72%	13	10%	34	15%
ENGL 061 Intro. Comp. (121/184)	98	81%	150	82%	12	10%	15	8%
CNSL 116 Planning/Expl. (120/236)	105	88%	207	88%	7	6%	12	5%
CMPR 100 Computer & Soc. (118/245)	90	76%	200	82%	20	17%	32	13%
Top 10 Enrolled Classes (1,681/3,252)	1,262	75%	2453	75%	225	18%	439	18%

In another measure of performance, graduates with CED also earned slightly lower average cumulative Grade Point Average than graduates with no CED enrollment (2.95 vs. 3.03).

Degree Completion and Transfers

On average, graduates with CED enrollment took longer to complete their degrees than those graduates with no CED history (9.0 vs. 7.5 semesters). However, the gap may be somewhat misleading because 5% of graduates with no CED enrollment had spent two semesters or fewer at SAC, with 1% taking credit courses only in summer semesters (thus excluded in the calculation). On the other hand, there were no graduates with CED enrollment who had fewer than three semesters at SAC, and more than a third (34%) took courses at SAC for more than ten semesters.

Comparison of Graduates' Semesters to Complete Degrees

Number of Spring & Fall Semesters in Credit Courses	Graduates With CED Enrollment History		Graduates With No CED Enrollment History	
	n	%	n	%
1-4 semesters	17	8%	117	21%
5-6	51	23%	142	25%
7-8	45	20%	100	18%
9-10	33	15%	84	15%
More than 10 semesters	76	34%	119	21%

*Four graduates with no CED enrollment (1%) attended summer semesters only and are not included on this table.

Graduates with CED enrollment transfer to four-year universities at a much higher rate (42%) than graduates with no CED enrollment (27%). In addition, a higher portion of transfers among graduates with CED enrollment transferred to the UC system (18 of 194) vs. (19 of 152) of the graduates with no CED.

Transfers to Four-Year Universities

Transfer Destinations	Graduates With CED Enrollment History N=222		Graduates With No CED Enrollment History N=566	
	n	%	n	%
California State University, Fullerton	50	23%	87	15%
California State University, Long Beach	12	5%	17	3%
University California, Irvine	7	3%	16	3%
University California, Riverside	3	1%	0	1%
University California, Los Angeles	3	1%	2	1%
University California, Santa Barbara	3	1%	1	<1%
Chapman University	2	1%	1	<1%
University of California, Santa Cruz	2	1%	0	-
Others	12	5%	28	5%
TOTAL	94	42%	152	27%

Conclusion

Although more than half of SAC graduates had records in the CED program, most of their enrollment is very limited and unrelated to their subsequent credit courses at SAC. Graduates with CED history were more likely to take pre-collegiate courses at SAC, achieved slightly lower success rates and GPAs, and took longer to complete their degree programs. They were, however, much more likely to transfer to four-year universities and with a higher portion transferring to the UC system.