

2017

**Santiago Canyon College
School of Continuing Education**

**Noncredit Student Transition Study:
Five Years After They Matriculated to College Credit**



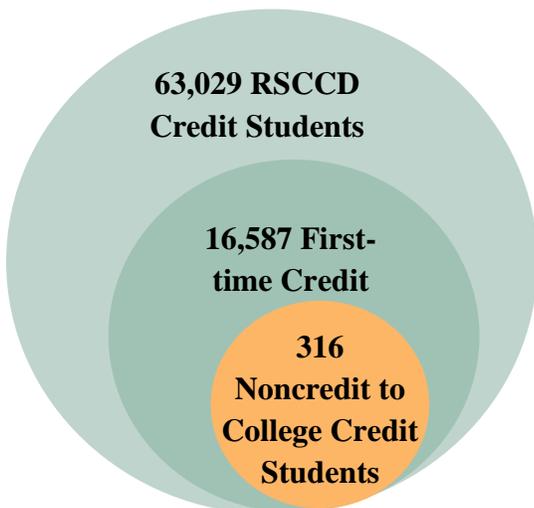
RSCCD Research, Planning, and Institutional Effectiveness Office

Introduction

Tracking enrollment, academic performance, degree and transfer outcomes for noncredit students who transition to college credit coursework is critical to charting a positive direction for their future educational paths.

This study looks at students who enrolled in the Santiago Canyon College School of Continuing Education (SCC-SCE) prior to 2011-12 school year and subsequently enrolled for the first time in RSCCD credit coursework during 2011-12 academic year, hereafter referred to as the “noncredit to college credit students”. Students were tracked for five academic years after their initial college credit enrollment for overall trends that may provide a valuable means by which to gain insight into the educational path that many of our students travel.

- About one-quarter of all RSCCD 2011-12 credit students enrolled in college courses for the first time at SCC/SCC; 2% (n=316) of these students had experience in the noncredit program at SCC-SCE.
- Compared to the general SCC student population, noncredit students who transition to college credit are more likely to be young, female, and Hispanic.
 - Nearly two-thirds (65%) of the noncredit to college credit students were enrolled in the high school subjects courses while at SCC-SCE.
 - About one-third of the 316 noncredit students took the English, math and reading placement test in their first semester of college credit program.
 - English and math courses are among top college credit courses noncredit students take once they transitioned to college credit program.
 - Coursework performance showed an overall lower success and retention rates compared to the general college credit student body.
 - Per year, these 316 noncredit students generated an average of 706 enrollments during 2011-16 tracking period.
- Overall, among recent noncredit students who continued to re-enroll, the fourth and fifth year produced the highest number of graduates, degrees and certificates.
- About one-tenth (11%) of those who transitioned from noncredit to college program transferred to four-year institutions within five years.
- While some students found ways to make transition to college credit constructively and adapt to new expectations, others were less able to manage this transition successfully.



Student Headcount and Demographics

SCC's student body is diverse in terms of ethnicity, gender and age. Students identifying themselves as Hispanic represent about two-fifths (38%) of the entire 2011-12 SCC student population. Male students constituted about two-thirds (66%) of the total student body, while one-third (37%) of the student population was 21 years old or younger.

Students who transitioned to college credit coursework from SCC's School of Continuing Education are predominantly Hispanic (53%) and slightly more males than females (51% and 49%, respectively). More than one-half (60%) of the noncredit to college credit students are 21 years old or younger. In terms of age, 21 years old or younger students had a disproportionately moderate representation among noncredit students (60% vs. 37%). Similarly, Hispanic students had a disproportionately moderate representation among noncredit students (53% vs. 38%).

Santiago Canyon College School of Continuing Education Student Demographics, 2011-12 Cohort

	Noncredit to College Credit Students (n=316)	College Credit Students (n=20139)
Gender		
Female	49%	33%
Male	51%	66%
Not Reported	0%	1%
Age		
21 or less	60%	37%
22-34	21%	39%
35-44	10%	12%
45-54	7%	9%
55-64	1%	3%
65 and over	1%	0%
Ethnicity		
Native American	1%	3%
Asian	7%	7%
African-American	1%	2%
Hispanic	53%	38%
Pacific Islander	1%	1%
White	32%	38%
Other/Decline to State	5%	11%

Performance in CE Program

SCC-SCE offers a variety of free, noncredit classes, programs, and services that enable students to maximize their potential by acquiring the necessary technical and academic skills to reach their personal, educational, and career goals. It is important to understand where students started while they were at the noncredit program, as well as where they go to understand the progress they make later.

- Many students enroll in multiple subjects in the noncredit program prior to transition to college credit, with High School Subjects being the most popular program (65%).
- Enrollment in other programs include 23% in vocational education, 11% each in ESL, 9% in ABE, and 8% in GED.

**Santiago Canyon College
School of Continuing Education
Continuing Education Program of Enrollment Prior to 2011-12**

CE Program	Count	Percent
ABE	29	9%
ESL	36	11%
GED Prep	26	8%
High School Subjects	206	65%
Vocational Education	74	23%
Other	123	39%
Total*	494	156%

**percentage total exceeds 100% due to enrollment in multiple programs*

**Santiago Canyon College
School of Continuing Education
High School Diplomas and Certificates of Completion Awarded
Noncredit to College Credit Students, 2011-12 Cohort**

Graduating Year	# of High School Diplomas	# of Certificates of Completion	# of Certificates of Competency
2009-10	2	2	1
2010-11	17	21	17
2011-12	9	15	5
2012-13	2	1	1
2013-14	0	19	0
2014-15	0	0	0
2015-16	1	1	0
5-Year Total (N=46)	31	59	24

- During their time at SCC-SCE, 66 of the 316 noncredit students earned 31 high school diplomas, 59 certificates of completion and 24 certificates of competency.

Course Advisements in ESL/EMLS/English, Reading, and Math

Standardized placement tests are administered to all students prior to their initial enrollment into the Math, English, ESL/EMLS, and Reading college credit courses. The recommendations included here indicate course advisements for those who transitioned from noncredit to college credit in 2011-12 (based on the test score and multiple measures); however, this does not mean that students actually enrolled in one of these courses in their first semester.

**Santiago Canyon College
School of Continuing Education
Noncredit to College Credit Students, 2011-12 Cohort
Course Placement Advisements, Fall 2011**

English	
English N50	19%
English N60	17%
English 061	19%
English 101	45%
Total # Tested	73
American College English	
ACE 052/053	59%
ACE 093/102	33%
ACE 116	8%
Total # Tested	12

Math	
Math N05	2%
Math N06	16%
Math N48	28%
Math 060	19%
Math 070 or 080/081	9%
Math 105/140/145/160/219	11%
Math 150	7%
Math 170	6%
Math 180	2%
Total # Tested	52
Reading	
Reading N80A	11%
Reading N90A	14%
Meets Reading Proficiency Requirement	75%
Total # Tested	103

- About one-half (23%, 73 of 316) of noncredit students took the English placement test. More than one-third (45%) of those were advised to take English 101.
- Few (4%, 12 of 316) noncredit students tested to take ESL and EMLS coursework. Most of them placed into below-college ESL/EMLS courses (below EMLS 116)
- About one-fifth (16%, 52 of 316) of the noncredit students took the math test. Most of these students (74%) were advised into below-college math courses (below Math 105/140/145/160/219).
- Nearly one-third (33%, 103 of 316) of the noncredit students took the reading test; one-half of the students who tested scored high enough to meet the reading proficiency requirement.

Coursework Enrollment and Performance

The first semester of college is the foundation for students' undergraduate careers. Students' engagement and performance of the first semester determine students' success at the beginning of college and build a foundation for success in the remaining years. Hence, a closer look at Fall 2011 student grade data of noncredit students and of all college credit students is needed.

Santiago Canyon College School of Continuing Education Noncredit to College Credit versus College Credit Students Top College Credit Courses Taken First Semester

Subject/Course	Noncredit to College Credit Students			College Credit Students		
	Enrollment	Success	Retention	Enrollment	Success	Retention
English 101	22	73%	91%	1110	70%	86%
Counseling 116	18	61%	83%	421	76%	90%
Math 060	18	39%	72%	609	53%	81%
English 061	17	82%	88%	389	68%	84%
Psychology 100	12	75%	100%	401	69%	89%
Math N48	11	55%	73%	304	61%	81%
Political Science 101	11	27%	73%	662	66%	81%
Biology 109	10	20%	30%	641	56%	70%
Music 101	10	70%	100%	366	87%	95%
Other courses	399	58%	80%	25155	73%	85%
Total	528	58%	80%	30058	72%	85%

- English 061 and Psychology 100 courses have the highest success rates (82% and 75%) among those who matriculated from noncredit, while Biology 109 and Political Science 101 courses have the lowest success rates (20% and 27%, respectively).
- For the majority of the courses listed in the table above, college credit students outperformed the noncredit students in terms of success rates with the exception of English 101, English 061 and Psychology 100.
- Music 101 and Psychology 100 have the highest retention rates among noncredit students (each 100%), while Biology 109 has the lowest retention rate (30%).
- For the majority of the courses listed in the table above, college credit students outperformed the noncredit students in terms of retention rates with the exception of English 101, English 061, Psychology 100 and Music 101.

Coursework Enrollment and Performance

This section of the report focuses on a subset of student grade data for the highest enrollment courses from Fall 2011 through Spring 2016. The larger data set (from which the top courses listed below were taken) includes 3530 student grades for 700 different courses. The table below shows a list of the top 10 highest enrollment courses arranged in descending order by enrollment along with success and retention rates.

**Santiago Canyon College
School of Continuing Education
Noncredit to College Credit Students, 2011-12 Cohort
Top Credit College Courses Taken 2011-16**

Subject/Course	Enrollment	Success	Retention
English 101	110	65%	79%
Political Science 101	100	62%	79%
Psychology 100	85	60%	81%
Biology 109	75	55%	72%
Math 060	74	50%	72%
Counseling 116	69	71%	83%
Math N48	59	47%	64%
English 061	56	64%	80%
Music 101	55	75%	87%
Sociology 100	48	69%	85%
Other Courses	2799	67%	83%
Total 5-years	3530	66%	82%

- Most student enrolled in English and math courses.
- English 101 had the highest enrollment of all English courses followed by English 061.
- Math 060 had the highest enrollment of all math courses, followed by Math N48 both of which are below-college level math courses.
- Music 101 has the highest student success rate (75%). In contrast, Math N48 and Math 060 courses have the lowest success rates (47% and 50%).
- Music 101 has the highest student retention rate (87%). In contrast, Math N48 has the lowest retention rate of 64%.

This section of the report focuses on student grade data from Fall 2011 through Spring 2016. The table below displays a side-by-side comparison of enrollments, success and retention rates of noncredit to college credit and college credit students disaggregated by year.

**Santiago Canyon College
School of Continuing Education
Noncredit to College Credit versus College Credit Students
College Credit Coursework 2011-16**

Year	Noncredit to College Credit Students			College Credit Students		
	Enrollment	Success	Retention	Enrollment	Success	Retention
Year 1	1268	60%	80%	64319	72%	85%
Year 2	986	66%	80%	61095	71%	84%
Year 3	655	74%	86%	60311	70%	84%
Year 4	396	72%	84%	60294	70%	84%
Year 5	225	69%	83%	59146	72%	85%
Total 5-years	3530	66%	82%	305165	71%	84%

- Noncredit students accounted for 3530 enrollments in the 2011-16 period with an overall course success rate (A, B, C and Pass grades) of 66% (compared to 71% for the SCC college-credit student body at large for the same period).
- College credit students accounted for 305165 enrollments with an overall course success rate of 71%.
- Yearly success rates of noncredit students ranged from 60% to 74%, while those of college credit students ranged from 70% to 72%.
- Yearly retention rates of noncredit students ranged from 80% to 86%, while retention rates of college students ranged from 84% to 85%.
- Both success and retention rates of noncredit students continued to increase gradually until fourth year when both rates gradually dropped for the following two years.
- Overall, college credit students slightly outperformed noncredit students by 5% in terms of success and by 2% in terms of retention rates.
- In looking at the differences between the success rates of the general student body and those of noncredit students by year, the first year had the biggest difference (12%).
- Noncredit students slightly outperformed college credit students during third and fourth year of the tracking period.

Five-Year College Outcomes

In this section of the study, we proposed a common set of metrics for tracking noncredit students to college credit within five years of their initial enrollment in college credit coursework. These include four community college measures – cumulative units completed, cumulative grade point average, degrees/certificates awarded and transfers to four-year institutions.

**Santiago Canyon College
School of Continuing Education
Noncredit to College Credit Students - Cumulative Units Completed and GPA**

Year	Headcount	Cumulative Units Completed	Cumulative GPA
Year 1	316	9	2.33
Year 2	175	25	2.52
Year 3	106	45	2.73
Year 4	85	55	2.69
Year 5	53	60	2.72

- More than one-half (55%, 175 of 316) of noncredit students persisted to the second year in college credit program.
- Within five years of their initial college credit enrollment, 17% of these 316 students are still enrolled at SAC or SCC college credit program.
- The number of cumulative units completed have gradually increased with the completion of each year.
- On average, the cumulative grade point average for noncredit students is 2.60, a C average.

**Santiago Canyon College
School of Continuing Education
Noncredit to Credit Students - Degrees and Certificates Earned**

Graduating Year	Headcount	Associate of Arts/Science Degrees	Certificates of Achievement	Certificates of Proficiency
Year 1	0	0	0	0
Year 2	3	1	3	1
Year 3	17	21	35	2
Year 4	16	32	22	4
Year 5	13	8	8	3
5-Year Total	49	62	68	10

- Overall, among noncredit students who continued to re-enroll, the last three years of the tracking period produced the highest number of degrees and certificates. After five years, 16% of the 316 noncredit students who enrolled in college credit courses for the first time in Fall 2011 received an award.

**Santiago Canyon College
School of Continuing Education
Noncredit to College Credit Students - Transfers to Four-Year Institutions**

Year	# of transfers	California State Universities	Universities of California	Private or Out-of-State Colleges
Year 1	1	1	0	0
Year 2	5	1	1	3
Year 3	2	2	0	0
Year 4	12	8	4	0
Year 5	10	8	1	1
Total	35	20	6	4

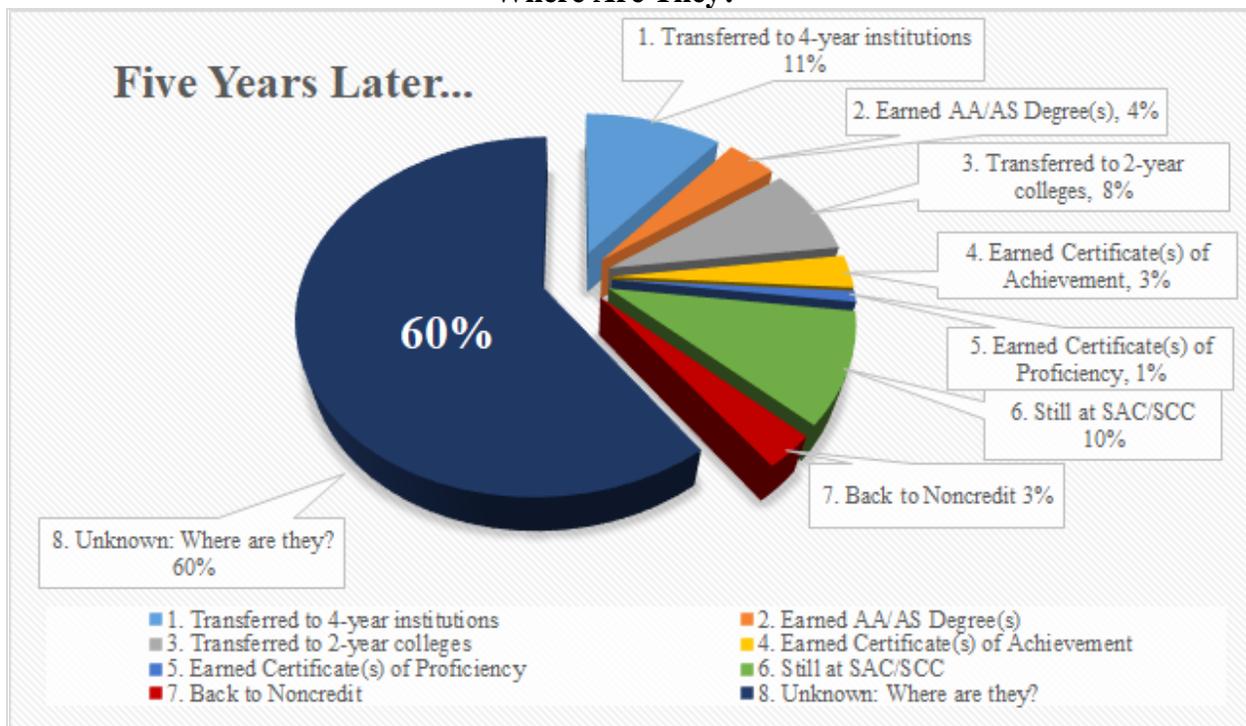
Overall, among noncredit students who transferred to four-year institutions, the fourth and fifth years after transitioning to college credit is when we found the highest number of transfers to the universities.

- About one-tenth (35 of the initial 316 noncredit students) who enrolled in college credit courses for the first time in Fall 2011 transferred to a four-year institution.
- Two out of every three transfer students enrolled at a California State university.

Where Are They?

After five years of their initial enrollment into college credit, what have these noncredit students achieved? Eight levels of outcomes were identified and ordered in a logical progression in terms of success from the highest outcome of 1) transferring to four-year institutions, 2) earning an AA/AS degree, and so forth, as described in the chart below. Though many students have obtained multiple successes, his/her success is only counted once and based on the highest outcome. While the hierarchy displayed is based on progress through the higher education system, it is acknowledged that, for some, attainment of educational goals may have been fully achieved in other ways, such as employment (unable to obtain).

Santiago Canyon College School of Continuing Education Noncredit to College Credit Students Where Are They?



While some noncredit students found ways to make transition to college credit constructively and adapt to new expectations, others had tougher time navigating the higher education pathways. After five years, we find that:

- Nearly one-fifth of noncredit students have transferred (11% transferred to four-year institutions and 8% transferred to other two-year community colleges outside of the Rancho Santiago CCD boundaries),
- Less than a tenth of the students have earned an AA/AS degree (3%), a Certificate of Achievement (3%) or a Certificate of Proficiency (1%),
- Another tenth (10%) are still taking college credit courses at SAC or at SCC,
- A small percentage (3%) of students continue enrollment into noncredit programs taking ESL, Vocational Business or Adult Basic Education courses, and
- Three-fifths of noncredit students (60%) remained unaccounted for.