

2017

Santa Ana College
School of Continuing Education

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



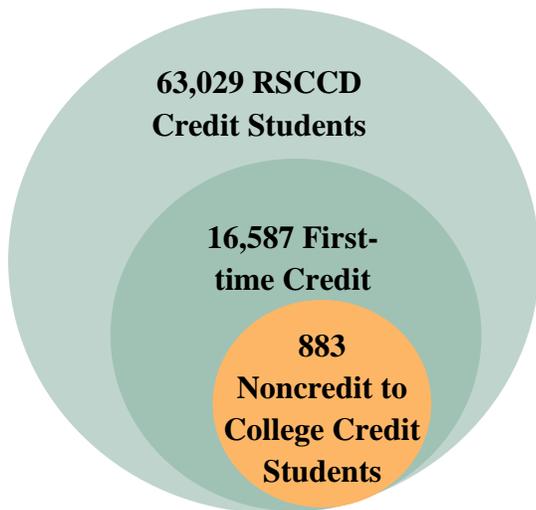
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Introduction

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 Santa Ana College School of Continuing Education (SAC-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 SAC/SCC; 5% (n=883) of these students had experience in the noncredit program at SAC-SCE.
- Compared to the general SAC student population, noncredit students who transition to college credit are more likely to be young, female, and Hispanic.



- More than three-quarters (79%) of the noncredit to college credit students were enrolled in the high school subjects courses while at SAC-SCE.
 - About one-half of the 883 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 883 noncredit students generated an average of 2358 enrollments during 2011-16 tracking period.
- Overall, among recent noncredit students who continued to re-enroll, the fourth year produced the highest number of graduates, degrees and certificates.
 - About 10% of those who transition 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

SAC's student body is diverse in terms of ethnicity, gender and age. Students identifying themselves as Hispanic represent about two-fifths (39%) of the entire 2011-12 SAC student population. Male students constituted more than one-half (64%) of the total student body, while one-quarter (25%) of the student population was 21 years old or younger.

Students who transitioned to college credit coursework from SAC's School of Continuing Education are predominantly Hispanic (81%) and slightly more males than females (53% and 47%, respectively). Nearly three-quarters (73%) 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 high representation among noncredit students (73% vs. 25%). Similarly, Hispanic students had a disproportionately high representation among noncredit students (81% vs. 39%).

Santa Ana College School of Continuing Education Student Demographics, 2011-12 Cohort

	Noncredit to College Credit Students (n=883)	College Credit Students (n=46732)
Gender		
Female	47%	36%
Male	53%	64%
Age		
21 or less	73%	25%
22-34	16%	38%
35-44	5%	19%
45-54	3%	13%
55-64	1%	4%
65 and over	1%	1%
Ethnicity		
Native American	0%	1%
Asian	10%	8%
African-American	1%	2%
Hispanic	81%	39%
Pacific Islander	0%	1%
White	5%	27%
Other/Decline to State	4%	23%

Performance in CE Program

SAC-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.

Santa Ana College
School of Continuing Education
Continuing Education Program of Enrollment Prior to 2011-12

CE Program	Count	Percent
ABE	67	8%
ESL	110	12%
GED Prep	17	2%
High School Subjects	702	79%
Vocational Education	108	12%
Other	149	17%
Total*	1153	130%

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

- 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 (79%).
- Enrollment in other programs include 12% each in ESL and vocational education, 8% in ABE, and 2% in GED.

Santa Ana 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
2009-10	2	0
2010-11	37	27
2011-12	31	35
2012-13	11	5
2013-14	2	26
2014-15	0	5
2015-16	0	5
5-Year Total (N=86)	83	103

- During their time at SAC-SCE, 86 of the 883 noncredit students earned 83 high school diplomas and 103 certificates of completion.

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.

Santa Ana College School of Continuing Education Noncredit to College Credit Students, 2011-12 Cohort Course Placement Advisements, Fall 2011

English	
English N50	21%
English N60	28%
English 061	25%
English 101	26%
Total # Tested	462
ESL/EMLS	
ESL N40A/B	23%
ESL N49	13%
EMLS 055	17%
EMLS 107	22%
EMLS 109	17%
EMLS 110	4%
EMLS 112	4%
Total # Tested	77

Math	
Math N05	1%
Math N06	15%
Math N48	19%
Math 060	28%
Math 070 or 080	20%
Math 105/140/145/160/219	10%
Math 150	4%
Math 170	0%
Math 180	3%
Total # Tested	489
Reading	
Reading N80A	26%
Reading N90A	24%
Meets Reading Proficiency Requirement	50%
Total # Tested	462

- About one-half (52%, 462 of 883) of noncredit students took the English placement test. About one-quarter (26%) of those were advised to take English 101.
- Nearly one-tenth (9%, 77 of 883) of the noncredit students tested to take ESL and EMLS coursework. Most of them placed into below-college ESL/EMLS courses (below EMLS 116)
- More than one-half (55%, 489 of 883) of the noncredit students took the math test. Most of these students (83%) were advised into below-college math courses (below Math 105/140/145/160/219).
- Just over one-half (52%, 462 of 883) 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 enrollment and grade data of noncredit students and of all college credit students is needed.

Santa Ana 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	Retention	Retention
Counseling 107	124	67%	85%	590	73%	87%
Math 060	122	38%	65%	996	51%	74%
English 061	96	59%	83%	790	63%	82%
Counseling 116	91	69%	89%	672	71%	82%
English 101	79	44%	73%	1098	65%	81%
Math N48	69	42%	72%	496	56%	76%
Math 081	65	55%	74%	899	57%	76%
English N60	61	33%	79%	356	52%	78%
Reading N80A	57	51%	79%	253	60%	87%
Counseling N45	47	79%	100%	213	82%	100%
Biology 109	43	19%	58%	998	47%	72%
CJ 101	40	35%	78%	431	52%	79%
English N50	36	61%	86%	192	51%	77%
ESFI 110	36	22%	50%	533	39%	66%
Math N06	35	26%	74%	200	47%	80%
Reading N90A	31	58%	94%	153	61%	93%
Psychology 100	27	44%	74%	1026	52%	77%
Human Dev. 107	26	77%	100%	360	62%	79%
Speech 102	25	64%	72%	375	83%	88%
Other courses	876	56%	79%	50820	77%	88%
Total	1986	53%	78%	61451	74%	86%

- Counseling N45 and Human Development 107 courses have the highest success rates (79% and 77%) and retention rates (both at 100%) among those who matriculated from noncredit, while ESFI (Exercise Science Fitness) 110 and Math N06 courses have the lowest success rates (22% and 26%, 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 N50** and **Human Development 107**.

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 11792 student grades for 947 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.

Santa Ana 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	380	53%	74%
Math 060	371	41%	68%
Counseling 116	363	69%	83%
Biology 109	326	41%	68%
Political Science 101	321	55%	80%
English 061	277	57%	80%
Math 081	239	46%	69%
Psychology 100	230	47%	71%
English N60	209	47%	75%
Math N48	199	51%	77%
Other Courses	8877	62%	80%
Total	11792	60%	79%

- Most student enrolled in English and math courses.
- English 101 had the highest enrollment of all English courses followed by English 061 and English N60.
- Math 060 had the highest enrollment of all math courses, followed by Math 081 and Math N48, all of which are below-college level math courses.
- As shown in the above table, Counseling 116 has the highest student success rate (69%). In contrast, Math 060 and Biology 109 courses have the lowest success rates (each 41%).
- Counseling 116 has the highest student retention rate (83%). In contrast, Math 060, Biology 109 and Math 081 courses have the lowest retention rates (68%, 68% and 69%, respectively).

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.

**Santa Ana College
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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	4138	53%	77%	138854	75%	86%
Year 2	3052	59%	78%	132395	74%	86%
Year 3	2227	65%	80%	133647	75%	86%
Year 4	1466	70%	82%	134998	76%	86%
Year 5	909	64%	79%	134215	77%	88%
Total 5-years	11792	60%	79%	673920	76%	87%

- Noncredit students accounted for 11792 enrollments in the 2011-16 period with an overall course success rate (A, B, C and Pass grades) of 60% (compared to 76% for the SAC college-credit student body at large for the same period).
- College credit students accounted for 673920 enrollments with an overall course success rate of 76%.
- Yearly success rates of noncredit students ranged from 53% to 70%, while those of college credit students ranged from 74% to 77%.
- Yearly retention rates of noncredit students ranged from 77% to 82%, while retention rates of college students ranged from 86% to 88%.
- Both success and retention rates of noncredit students continued to increase gradually until fifth year when both rates experienced a drop of 6% and 3%, respectively.
- Overall, college credit students outperformed noncredit students by 16% in terms of success and by 8% 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 (22%) while the fourth year had the lowest difference (6%).

Five-Year College Outcomes

To track noncredit students' progress within five years of their initial enrollment in college credit coursework, we proposed a common set of metrics. These include four community college measures – cumulative units completed, cumulative grade point average, degrees/certificates awarded and transfers to four-year institutions.

**Santa Ana College
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Noncredit to College Credit Students, 2011-2012 Cohort
Cumulative Units Completed and GPA**

Year	Headcount	Cumulative Units Completed	Cumulative GPA
Year 1	883	9	2.06
Year 2	537	23	2.20
Year 3	377	39	2.41
Year 4	281	53	2.52
Year 5	223	53	2.43

- About three-fifths (61%, 537 of 883) of noncredit students persisted to the second year in college credit program.
- Within five years of their initial college credit enrollment, a quarter of these 883 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 with the exception of the last year. As the number of students dropped to 223 students in 2015-16, the number of cumulative units completed remained constant at 53.
- On average, the cumulative grade point average for noncredit students is 2.32, a C average.

**Santa Ana College
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Noncredit to Credit Students - Degrees and Certificates Earned**

Graduating Year	Headcount	Associate of Arts/Science Degrees	Certificates of Achievement	Certificates of Proficiency
Year 1	6	0	0	6
Year 2	12	7	17	5
Year 3	34	40	48	2
Year 4	49	48	57	4
Year 5	44	41	42	0
5-Year Total	121	136	164	17

- Overall, among noncredit students who continued to re-enroll, the last three years produced the highest number degrees and certificates. After five years, 14% of the 883 noncredit students who enrolled in college credit courses for the first time in Fall 2011 received an award.

**Santa Ana College
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Noncredit to College Credit Students - Transfers to Four-Year Institutions**

Year	# of Transfers	Transferred to		
		California State Universities	Universities of California	Private or Out-of-State Colleges
Year 1	3	1	0	2
Year 2	3	1	0	2
Year 3	6	1	4	1
Year 4	26	17	5	4
Year 5	42	29	10	3
5-Year Total	80	49	19	12

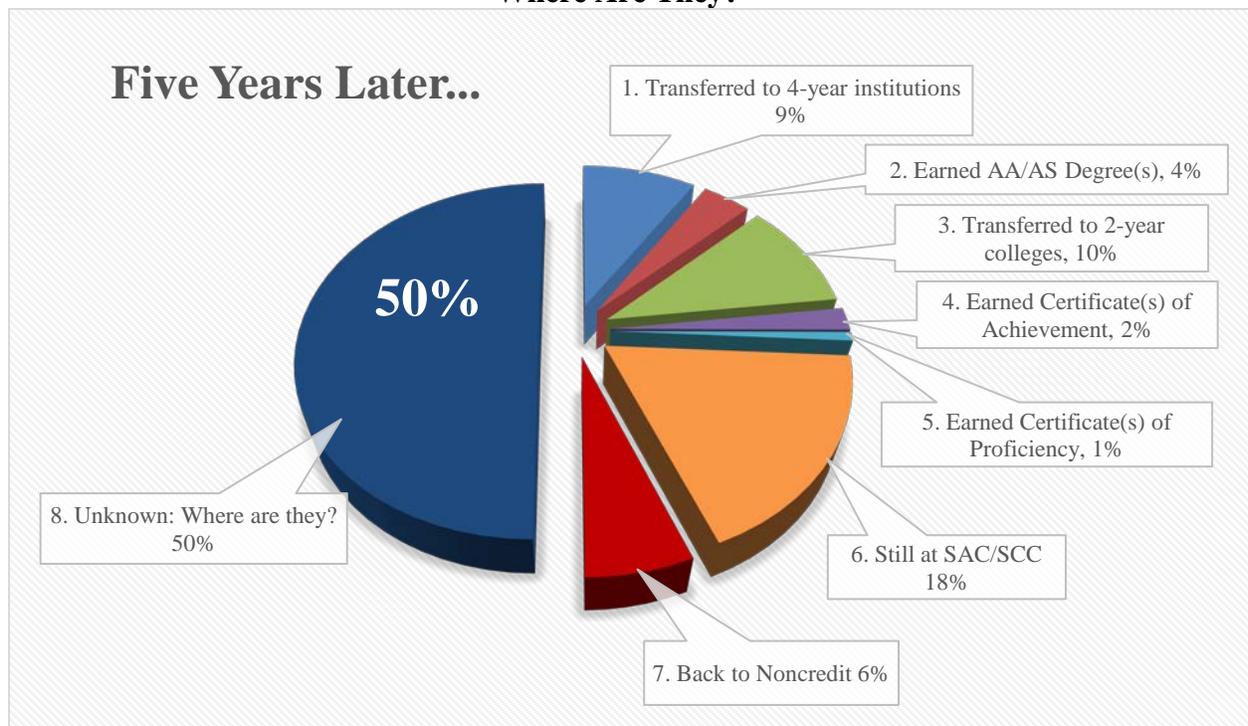
Overall, among noncredit students who transferred to four-year institutions, the fourth and fifth years after transitioning to college credit is when we found the highest number of transfers to the universities.

- About one-tenth (80 of the initial 883 noncredit students) who enrolled in college credit courses for the first time in Fall 2011 transferred to a four-year institution.
- Nearly two-thirds of the transfers are at the California State Universities (61%; 49 of 80).

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).

Santa Ana 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 (9% transferred to four-year institutions and 10% 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 (4%), a Certificate of Achievement (2%) or a Certificate of Proficiency (1%),
- Almost another fifth (18%) are still taking college credit courses at SAC or at SCC,
- A small percentage (6%) of the students continue enrollment at the SAC/SCE noncredit program taking ESL, Vocational Business or Adult Basic Education courses, and
- One-half of noncredit students (50%) remained unaccounted for.