



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

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### **Introduction**

One of the research questions often asked is how much does a student's enrollment in non-credit courses in RSCCD's 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 Santiago Canyon College (SCC), analyzing a subset of this cohort who enrolled in CED courses in the RSCCD Colleges and comparing them with other AA/AS graduates who did not have any CED enrollment. Analyses and comparisons are made on 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
- Degree completion and transfer to four-year universities

### **Summary of Findings**

One-third of the 2005-06 SCC graduates had records in the non-credit program at RSCCD. However, many never actually enrolled. Those graduates who enrolled in 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. Because the purpose of this study is to find out the impact of CED education on these eventual SCC graduates, this analysis will focus on the 30 graduates who were actually enrolled in CED coursework.

- 37% of the AA/AS graduates with CED history versus 24% of those with no CED history enrolled in at least one pre-collegiate basic skills course at SCC, while 24% of those with no CED history did.
- Graduates with CED history had a slightly lower success rate in credit courses than graduates with no CED history (79% vs. 83%).
- Withdrawal rates for graduates with CED history are significantly higher than for graduates with no CED enrollment. Graduates with CED history took an average of 7.5 semesters to graduate, while graduates with no CED history averaged 6.5 semesters.
- Graduates with CED enrollment transferred to four-year universities at a higher rate (67%) than graduates without CED enrollment (57%).

Because the cohort of graduates with CED history is small, the statistical significance of rates and differences with the control group (graduates with no CED enrollment) may be low.

## **2005-06 AA/AS Graduates and Their CED History**

In 2005-06, 585 students earned AA/AS degrees at Santiago Canyon College. More than one-third of these graduates (38%) had records at CED; however, 194 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 30 graduates who actually enrolled in CED courses. Even among these graduates, their CED experience was mostly brief and limited; 74% were enrolled in one or two courses, and only 17% had taken five CED courses or more.

### **SCC Graduates and Their CED Enrollment at RSCCD**

<b>Cohort</b>	<b>Number of students</b>
Number of AA/AS Graduates at SCC in 2005-06	585
Those with CED enrollment records	224
Those who had taken ONLY Education/Career Assessment	194
Those enrolled CED courses other than Education/Career Assessment:	30
Enrolled in 1 CED course	37%
Enrolled in 2 CED courses	37%
Enrolled in 3 CED courses	7%
Enrolled in 4 CED courses	7%
Enrolled in 5 or more CED courses	17%

Furthermore, most of the CED courses taken were high school subject courses required to obtain GED or high school diplomas. A few graduates with CED histories took CED courses related to their credit courses at SCC (mostly ESL courses). These data suggest that, in terms of numbers and extent, few of SCC graduates had had CED enrollment that was meaningful to their subsequent enrollment in credit courses and degree completion.

### **CED Courses Taken Most Often by SCC Graduates**

<b>CED Course</b>	<b>No. of Students Enrolled</b>
High School Subjects	20
Adult Basic Education	5
Interactive Language	3
Intermediate ESL 2	3
Intermediate ESL 3	3
Composition 1	2
Conversation 1	2
Introduction to Web Page	2

## Credit Enrollment and Performance

Graduates with CED history were more likely to enroll in pre-collegiate basic skills courses. More than one-third (37%) of graduates with CED history enrolled in at least one pre-collegiate basic skills course, while 24% of graduates with no CED enrollment did. A significantly higher percentage of graduates with CED history had to take pre-collegiate courses such as English N50 and N60, Math N06, and Reading N80 than graduates with no CED enrollment.

**Enrollment in Pre-Collegiate Basic Skills Courses at SCC**

Pre-Collegiate Basic Skills Courses	Graduates With CED Enrollment History		Graduates With No CED Enrollment History	
	n	%	n	%
ENGL N50 Written	1	3%	5	1%
ENGL N60 Basic Writing	5	17%	29	8%
MATH N05 Basic Math	0	0%	1	<1%
MATH N06 Essential Math	2	7%	11	3%
MATH N48 Pre-Algebra	6	20%	80	22%
READ N80A/B Fundamental Reading	4	13%	5	2%
READ N90A/B Individual Reading	0	0%	11	3%

In credit coursework, graduates with CED enrollment had a slightly higher withdrawal rate and a four percentage point lower success rate. Furthermore, for the ten courses with the highest enrollment, including core requirements for degree completion, graduates with CED enrollment had significantly lower success rate and, in some courses (ENGL 101, SPCH 101, CNSL 116), more than triple the withdrawal rates of graduates with no CED history.

**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	%
<b>All Credit Courses (947/10,156)</b>	752	79%	8,424	83%	112	12%	1,036	10%
ENGL 101 Frsh Comp (39/346)	25	64%	304	88%	10	26%	22	6%
MATH 080 Int Algeb (30/294)	18	60%	194	66%	4	13%	43	15%
POLT 101 Intr/Govn (30/343)	27	90%	302	88%	2	7%	23	7%
MATH 060 Elem Alg (25/206)	15	60%	146	71%	3	12%	28	14%
BIOL 109 Fund/Biol (24/275)	21	88%	228	83%	3	12%	33	12%
CNSL 116 Plan/Expl (22/186)	19	86%	169	91%	3	14%	10	5%
MATH 140 Coll Algb (20/179)	13	65%	112	63%	6	30%	38	21%
PSYC 100 Intr/Psyc (20/197)	15	75%	155	79%	0	0%	25	14%
SPCH 101 Intr/Comm (20/217)	17	85%	198	91%	2	10%	9	4%
MATH 219 Statistics (18/91)	11	61%	63	69%	5	28%	18	20%
<b>Top 10 Enrolled Classes (248/2334)</b>	<b>179</b>	<b>72%</b>	<b>1871</b>	<b>80%</b>	<b>38</b>	<b>15%</b>	<b>249</b>	<b>11%</b>

However, graduates with CED history earned slightly higher average cumulative Grade Point Average than graduates with no CED enrollment (3.08 vs. 3.06).

## Degree Completion and Transfers

On average, graduates with CED enrollment took longer to complete their degrees than those graduates with no prior CED history (7.5 semesters vs. 6.5 semesters, counting only spring and fall semesters).

There was a much higher percentage of graduates with CED enrollment who took nine to ten semesters to graduate than graduates with no CED enrollment. Meanwhile, a higher percentage of graduates with no CED enrollment completed their degrees in four 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	3	10%	81	22%
5-6	10	33%	129	36%
7-8	6	20%	80	22%
9-10	8	27%	43	12%
More than 10 semesters	3	10%	28	8%
<b>Average</b>	<b>7.5 semesters</b>		<b>6.5 semesters</b>	

SCC graduates transferred to four-year universities at a very high rate. Graduates with CED enrollment, however, transferred to four-year universities at a higher rate (67%) than graduates with no prior CED enrollment (57%). More than half of graduates with CED enrollment (57%) transferred to California State Universities, while only two transferred to University of California campuses.

**Transfers to Four-Year Universities**

Transfer Destinations	Graduates With CED Enrollment History		Graduates With No CED Enrollment History	
	n	%	n	%
California State University, Fullerton	10	33%	112	31%
San Diego State University	3	10%	7	2%
California State University, Long Beach	2	7%	15	4%
California State Polytechnic	1	3%	9	2%
Chapman University	1	3%	5	1%
University of California, Berkeley	1	3%	7	2%
University of California, Irvine	0	-	15	4%
University of California, Los Angeles	0	-	8	2%
Other Universities	2	6%	33	9%

## Conclusion

Although 38% of SCC associate degree graduates had records in the CED program, most of their CED enrollment is very limited and unrelated to their subsequent credit courses at SCC. Graduates with CED history were more likely to take pre-collegiate courses at SCC, achieve slightly lower success rates, and take longer to complete their degree programs. They did, however, earn a slightly higher average GPA and were more likely to transfer to four-year universities after their graduation than graduates with no CED enrollment.