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## **Student Migration from Noncredit to Credit Highlight of the Findings**

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## Student Migration from Noncredit to Credit Highlight of the Findings

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### Student Profile

1. The mean age of Prior Noncredit students is slightly higher than the General College population and lower than the General Noncredit population (34, 27, 47 respectively).
2. There is a higher percentage of female Prior Noncredit students compared to male Prior Noncredit students, similar to both the General College and Noncredit populations.
3. There is a similar distribution of ethnicity for Prior Noncredit students and the General College population with slight variation in the Latin and White populations. This distribution is similar to that found in prior years.
4. The most frequently reported educational goal among Prior Noncredit students is 'Career Related', compared to 'Transfer with AA' in the General College population. In previous years, there has been an increase in Prior Noncredit students reporting 'Career Related' and a decrease in reporting 'Transfer with AA'; however this year, reporting remained the same as last year.

### Enrollment

5. While the enrollment patterns of first-time Prior Noncredit Students in the college program has followed a similar pattern to total Noncredit enrollment in previous years, this year first-time Prior Noncredit enrollment has decreased by 8% while Noncredit enrollment has increased by .4%.
6. Over the past 4 years, on average 68,574 students enrolled in Continuing Education classes each year.
7. Over the last 4 years, an average of 2,430 Prior Noncredit students each year took their first college credit class at City, Mesa or Miramar College.
8. The likely potential yield rate of noncredit student population to credit college courses is about 3%.
9. Among Noncredit courses taken by First Time Prior Noncredit students, English as a Second Language was chosen most frequently (31%), followed by Office Systems (26%), the High School Diploma Program (17%), Adult Basic Education (4%), and Computer and Information Science (3%).
10. Among Noncredit courses taken by the General Noncredit population, English as a Second Language was again chosen most frequently (31%), followed by Office Systems (20%), Physical Education (6%), the High School Diploma Program (5%), and Human Development (4%).
11. Among Credit courses taken by First Time Prior Noncredit students, Mathematics was chosen most frequently (11%), followed by English (10%), English as a Second Language (8%), Physical Education (6%), and Computer Business Technology (5%).
12. Among Credit courses taken by the General College population, Mathematics was chosen most frequently (12%), followed by English (9%), Physical Education (6%), Chemistry (4%), and Biological Sciences (4%).

## Student Migration from Noncredit to Credit

### Highlight of the Findings

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#### FTES

13. A total of 6,896 Prior Noncredit students were enrolled in the 2007-08 academic year, generating 2,890.27 resident FTES.
14. The resident FTES generated by Prior Noncredit Students has declined by 11% from last year to this year.
15. The proportion of resident FTES generated at each college by Prior Noncredit students has decreased by approximately 21% over the past 4 years. Slight decreases in FTES have occurred at each college.

#### Student Outcomes

16. The General College population has a slightly higher overall mean unit completion rate (82%) than the Prior Noncredit population (80%).
17. City College has a higher number of units completed. It is likely that higher rates at City College could be a direct effect of economies of scale, because there are more units at City than at other colleges.
18. The success rates for Prior Noncredit students varies from the General College population at all colleges (between 61%-70% and 63%-66% respectively).
19. The course success rate of Prior Noncredit students is higher at Miramar College (70%) than at City (63%) and Mesa (61%); however, both City and Miramar students have increased their rate of successful course completion from last year (City 63% compared to 59%; Mesa 61% compared to 63%; Miramar 70% compared to 65%).
20. Successful course completion for Prior Noncredit Asian/Pacific Islanders is the highest (78%) and the success rate for Prior Noncredit African-American students is lowest (44%). This is similar to the previous year and is likely a pattern.
21. The retention rate for Prior Noncredit students is slightly lower than the General College population at all colleges (80%-81% and 83%-85% respectively).
22. Although retention rates are high, Filipino (78% Prior Noncredit compared to 85% General College), African-American (77% Prior Noncredit compared to 83% General College) and Caucasian students (78% Prior Noncredit compared to 84% General College) have the lowest retention rates and the largest disparity between their rates and that of the General College population.

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### Recommendations

1. Continue to develop outreach and recruitment strategies for attracting a more diverse population of noncredit students.
2. Conduct a survey of students who do not continue into credit college courses and programs to uncover why they are not migrating.
3. Investigate strategies for increasing the yield rates (e.g., orientation for noncredit students and learning communities).
4. Investigate the parallel effect of the decrease in continuing Prior Noncredit Students on FTES.
5. Continue to track prior noncredit student performance in credit courses.
6. Continue to develop retention and success strategies and interventions for noncredit students migrating to college credit courses.