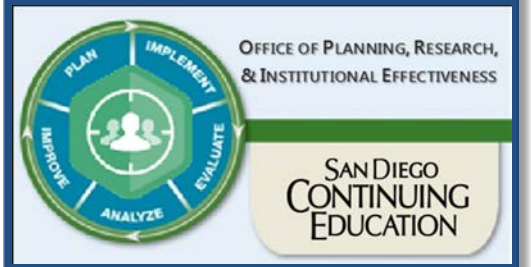
San Diego Continuing Education
ENROLLMENT, RETENTION, & COMPLETION REPORT: Business & Information Technology (BIT) 2018

SDCE Office of Planning, Research, and Institutional Effectiveness

August 2018

Office of Planning, Research, and Institutional Effectiveness

4343 Ocean View Boulevard, San Diego, CA 92113



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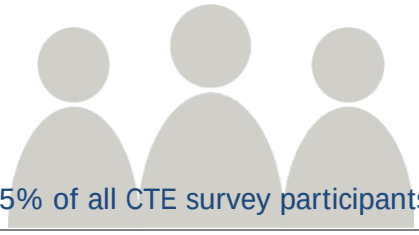
BIT Survey Results

Student Profile

Students selecting BIT as primary program	Primary purpose (goal) in taking classes in program (n=139)
139 Fall 2017 students 5% of all students primary taking BIT classes  (25% of all CTE survey participants)	

Age	Respondents		Population
18 - 24	5	4%	12%
25 - 29	12	9%	15%
30 - 39	24	17%	27%
40 - 49	39	28%	19%
50 and >	59	42%	27%
Total	**139**	**100%**	**100%**

Ethnicity	Respondents		Population
African American	11	8%	10%
American Indian	2	1%	<1%
Asian/Pacific Islander	19	14%	10%
Filipino	2	1%	5%
Latino	41	29%	38%
White	58	42%	30%
Other	2	1%	3%
Unreported	4	3%	3%
Total	**139**	**100%**	**100%**

Gender	Respondents		Population
Female	92	66%	61%
Male	47	34%	39%
Total	**139**	**100%**	**100%**

Poverty Indicator	Respondents		Population
Above poverty line	94	68%	54%
Living in poverty	45	32%	46%
Unreported	0	0%	<1%
Total	**139**	**100%**	**100%**

Employment	Respondents		Population
Not working	55	40%	32%
1 - 9 hours/week	11	8%	6%
10 - 19 hours/week	5	4%	8%
20 - 29 hours/week	17	12%	13%
30 - 39 hours/week	15	11%	11%
40+ hours/week	36	26%	29%
Unreported	0	0%	<1%
Total	**139**	**100%**	**100%**

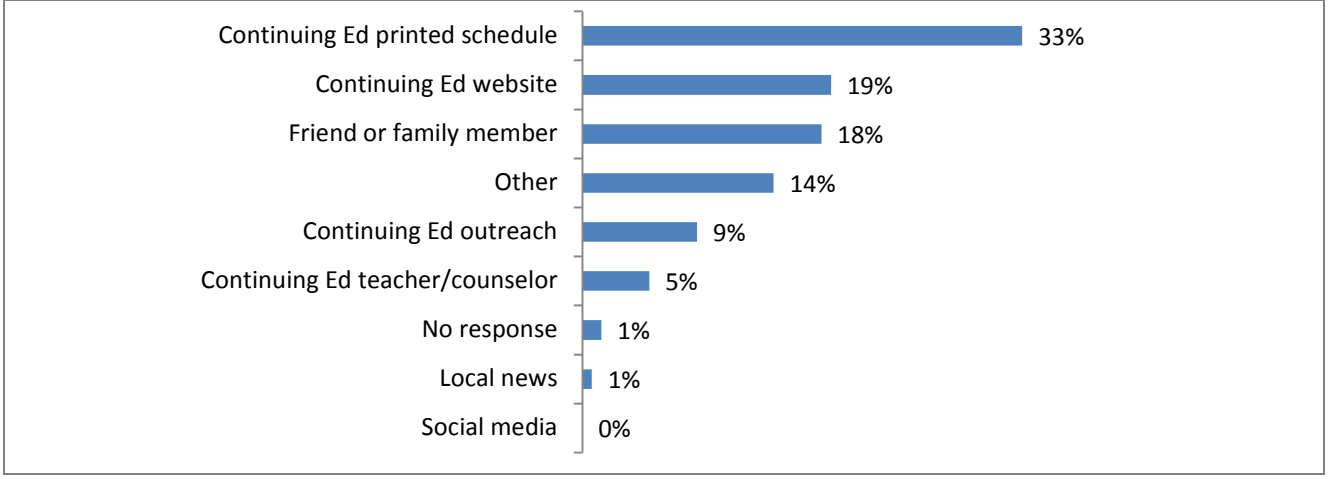
Income	Respondents		Population
Under $5,000	37	27%	32%
$5,000 - $9,999	1	1%	5%
$10,000 - $14,999	9	6%	9%
$15,000 - $19,999	11	8%	5%
$20,000 - $24,999	7	5%	8%
$25,000 - $29,999	5	4%	4%
$30,000 - $34,999	15	11%	6%
$35,000 - $39,999	6	4%	5%
$40,000+	48	35%	25%
Unreported	0	0%	<1%
Total	**139**	**100%**	**100%**

Note. Results are reflective of survey participants only. Population percentages describe the identified BIT population (n=3,036) according to the study's methodology (see overall report).
Percentages may not total 100% due to standard rounding error. Percentages may also differ from summarized percentages due to rounding within combined categories.

Program Awareness and Interest

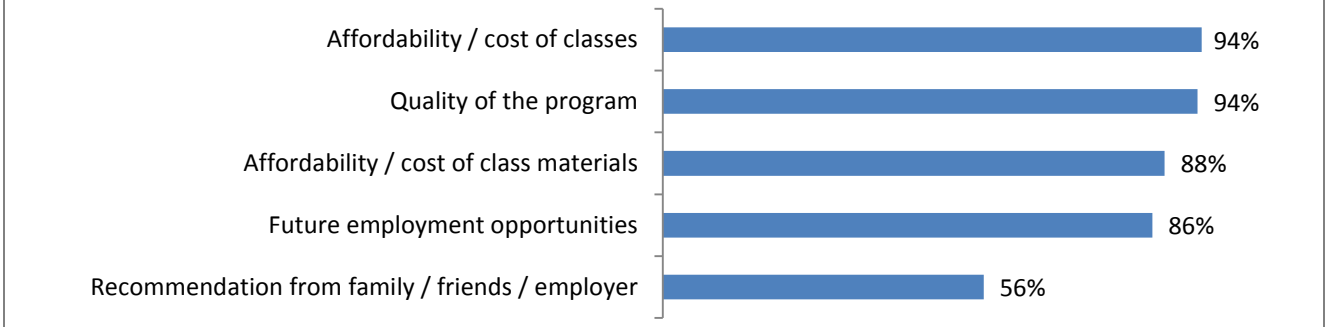
Effectiveness of outreach channels in raising program awareness

How students first heard about their primary program's classes (n=139)



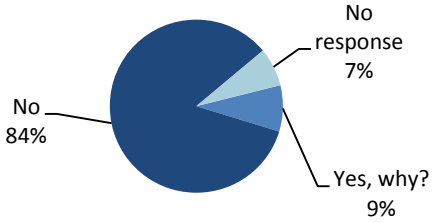
Factors impacting students' decision to enroll in their program

Very/somewhat important in the decision to enroll in primary program's classes (n=139)



Co-Enrollment Patterns

Took class at a different institution in Fall 2017 (n=139)



"Class not offered"

"Cisco, to prep for certification"

"To update on my computer skills and typing as well"

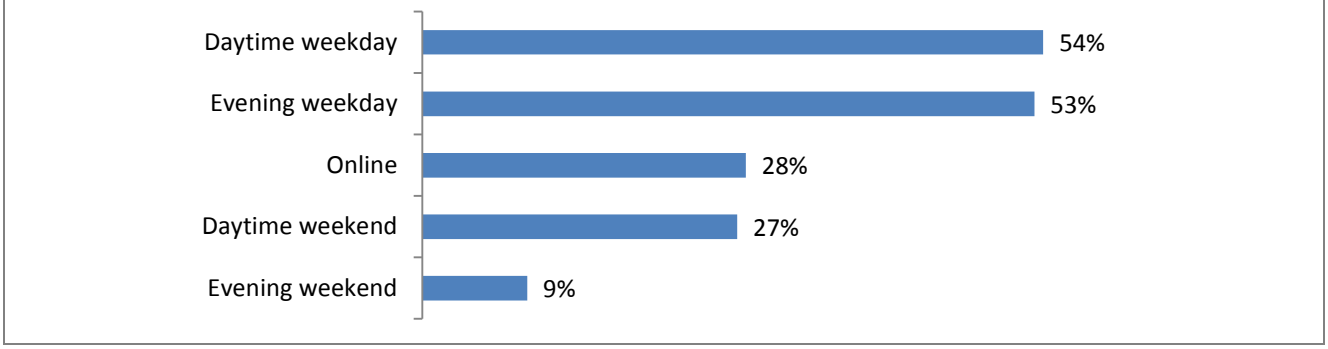
"These courses were not offered here or were not offered outside my regular work hours"

"They were offered at my old job site free of cost"

"I wanted projects and a grade so I enrolled with classes at local community colleges"

Schedule Preferences and Satisfaction with Scheduled Offerings

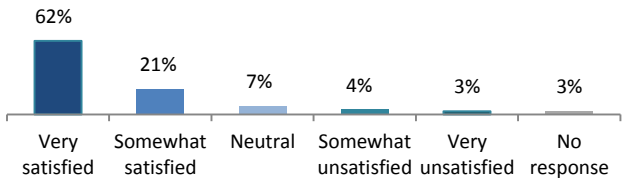
When students prefer to take classes for their primary programs (n=132)



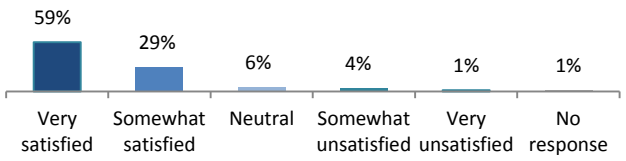
Note. Students could choose multiple options. Non-responses were excluded from calculations.

Satisfaction with class availability, size, location, and variety

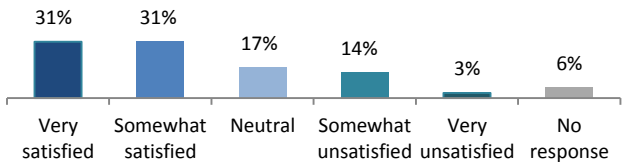
Availability of daytime weekday classes (n=71)



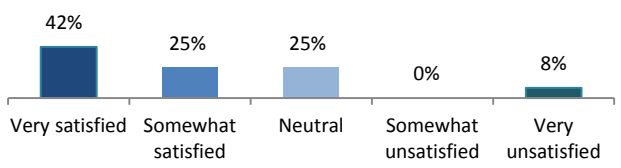
Availability of evening weekday classes (n=70)



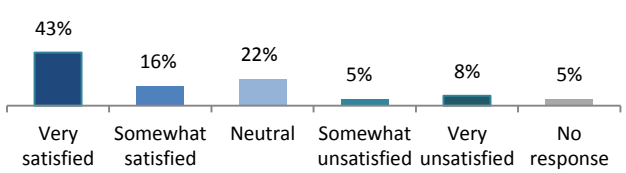
Availability of daytime weekend classes (n=36)



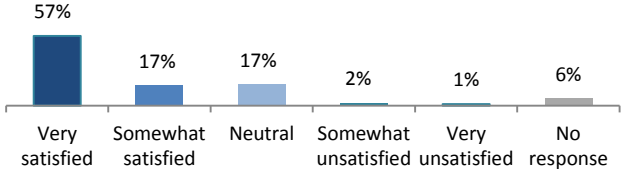
Availability of evening weekend classes (n=12)



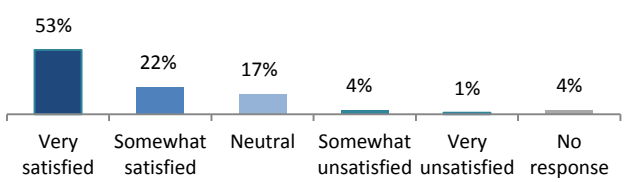
Availability of online classes (n=37)



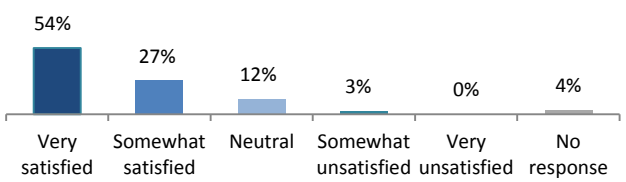
Class size (n=139)



Variety of campus location(s) (n=139)

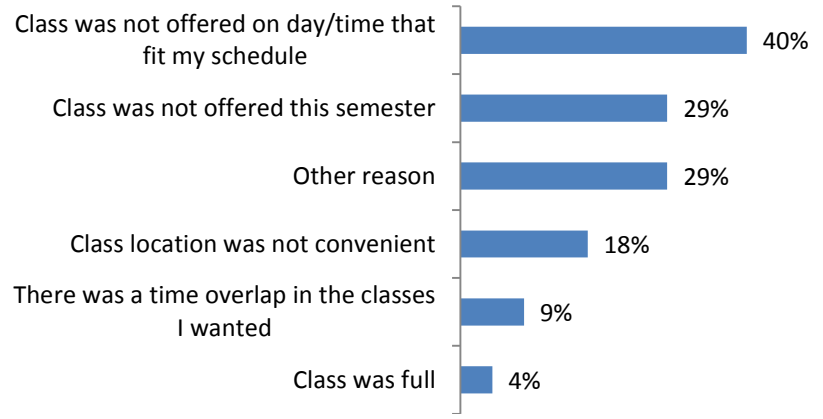


Variety of subjects offered (n=139)



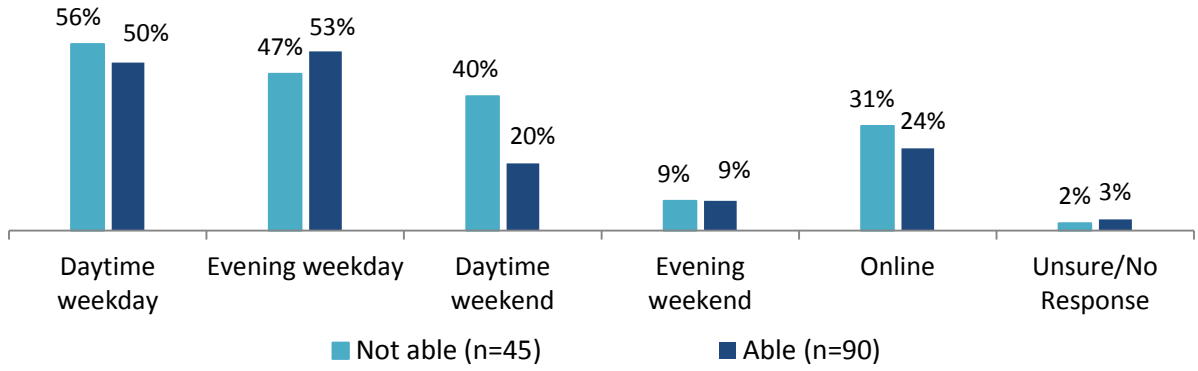
Reasons students were not able to take all classes they wanted in Fall 2017 (n=45)

32 % of BIT student respondents were not able to take all the classes they wanted



Note. Students could choose multiple options. Percentages were calculated based on the number of students that indicated they were not able to take all of the classes they wanted during Fall 2017.

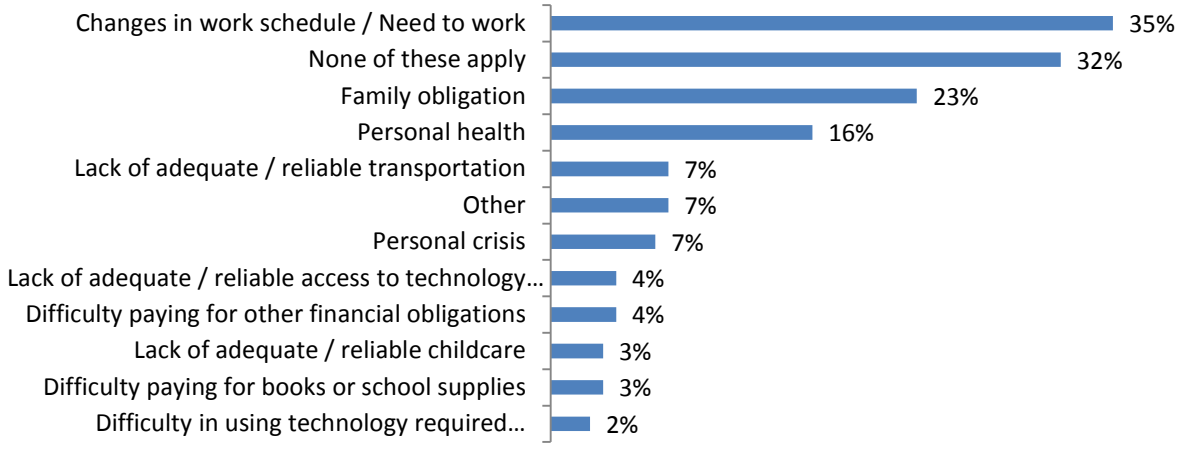
Schedule preferences by whether or not students were able to take all the classes they wanted in Fall 2017



Note. Students could choose multiple options for schedule preferences. Percentages were calculated based on the number of students that fell under each category (i.e. able, not able).

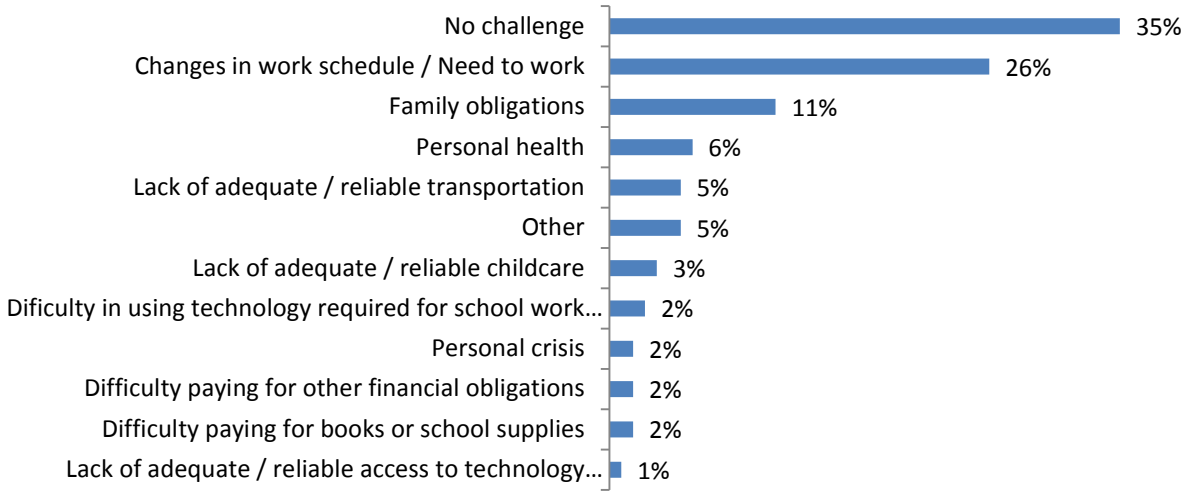
Challenges that Impact Attendance and Completion

Factors that impacted student attendance during Fall 2017 (n=123)

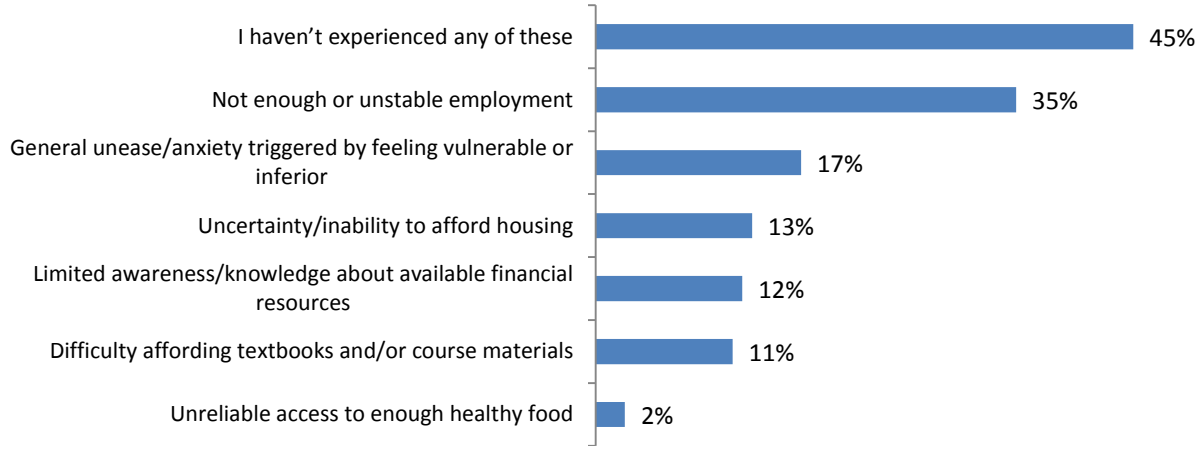


Note. Students could choose multiple options. Non-responses were excluded from calculations.

Biggest challenge to staying in school during Fall 2017 (n=122)



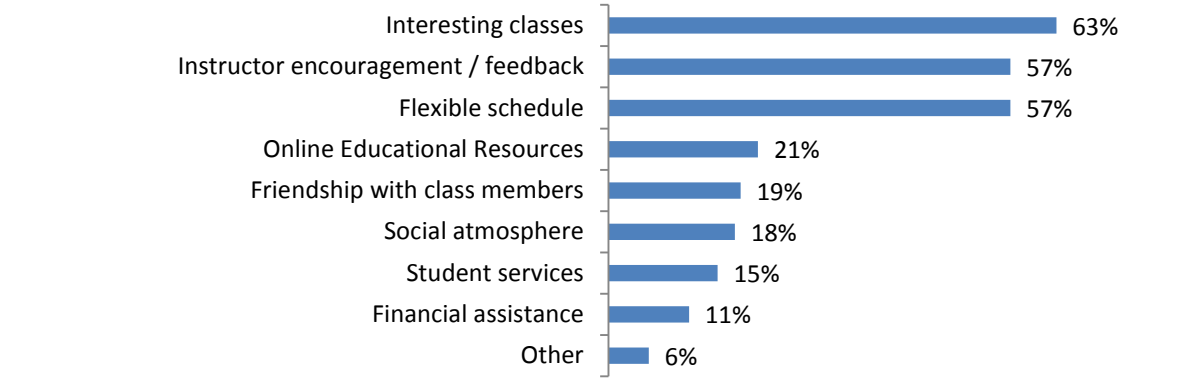
Uncertainty/insecurity experienced in the last year (n=123)



Note. Students could choose multiple options. Non-responses were excluded from calculation.

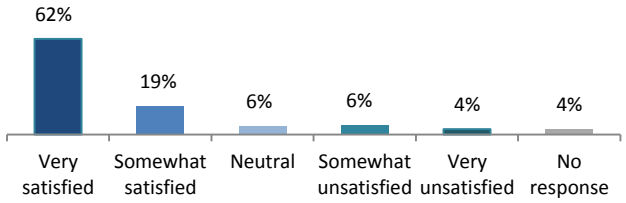
Interventions to Increase Retention and Completion

What helped students continue to attend their program's Fall 2017 classes (n=123)

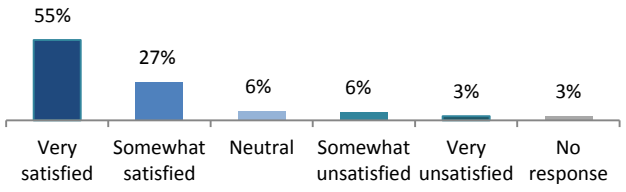


Note. Students could choose multiple options. Non-responses were excluded from calculations.

Amount of instructor encouragement/feedback (n=139)

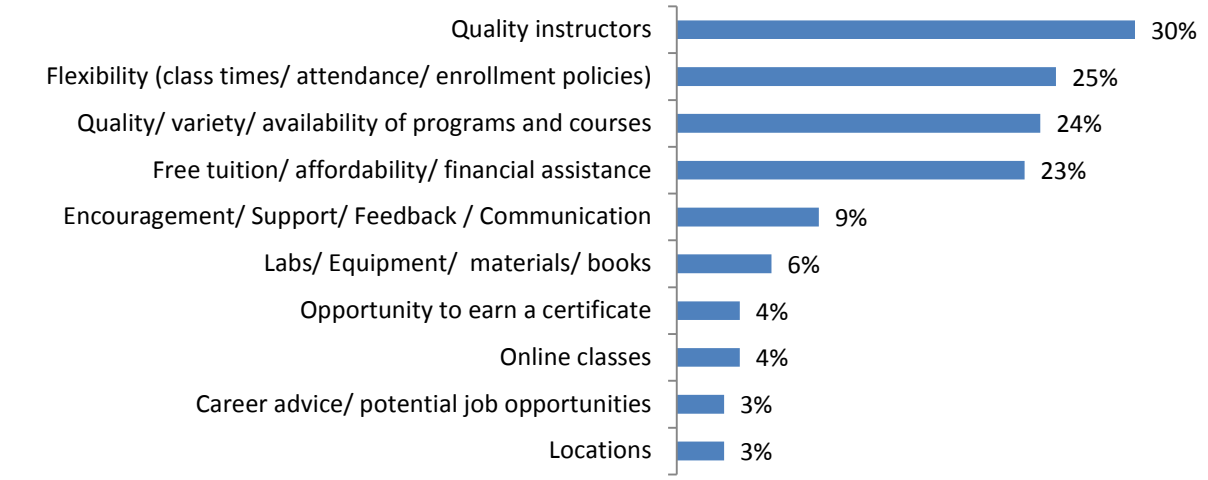


Progress towards achieving intended goal (n=139)



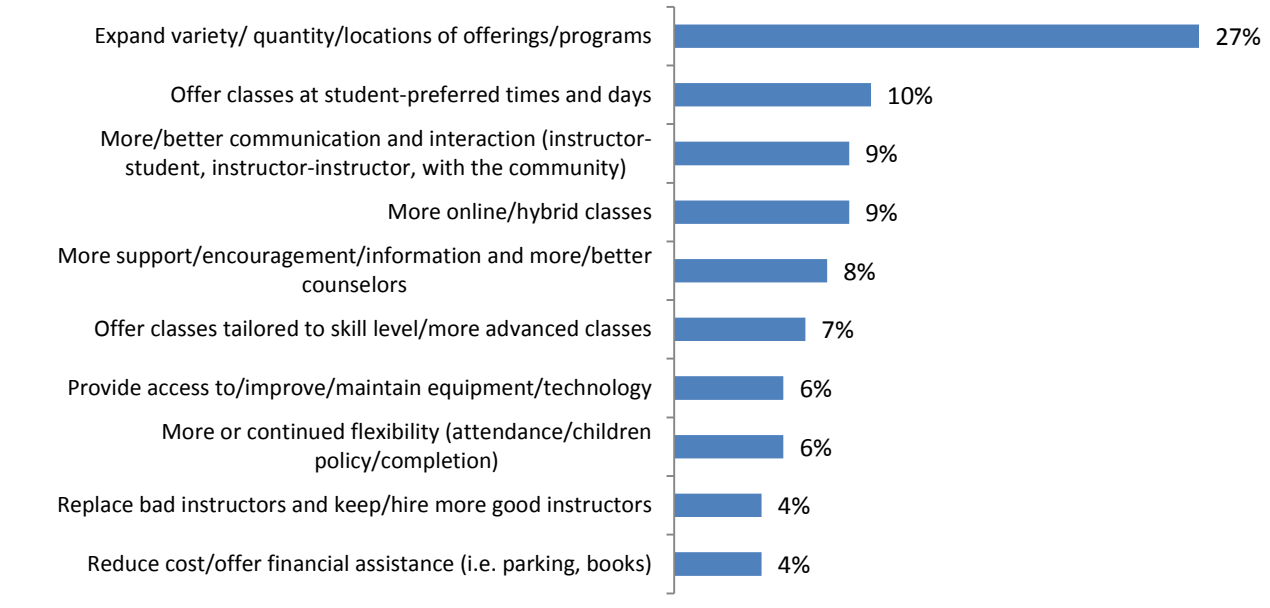
Note. Percentages may not total 100% due to standard rounding error.

What SDCE has done well to help students stay in school/progress toward completing their program (n=96): Top themes



Note. Responses comprised multiple themes. Non-responses were excluded. See report Addendum for comments.

What SDCE could do better to help students stay in school/progress toward completing their program (n=89): Top themes



Note. Responses comprised multiple themes. Non-responses were excluded. See report Addendum for comments.