

San Diego Continuing Education
ENROLLMENT, RETENTION,
& COMPLETION REPORT
Overall CTE
2018

**OFFICE OF PLANNING, RESEARCH, AND
INSTITUTIONAL EFFECTIVENESS**

4343 Ocean View Boulevard, San Diego, CA 92113

*SDCE Office of Planning,
Research, and
Institutional Effectiveness*

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OFFICE OF PLANNING, RESEARCH,
& INSTITUTIONAL EFFECTIVENESS

SAN DIEGO
CONTINUING
EDUCATION

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Purpose

A student survey was conducted in Spring 2018 designed to assess student enrollment, retention, and completion among Fall 2017 career technical education (CTE) students at San Diego Continuing Education (SDCE). CTE students were grouped into six vocationally-based programs: (1) Business Information and Technology (BIT), (2) CTE/Skilled Trades, (3) Child Development, (4) Culinary Arts, (5) Fashion and Textiles, and (6) Health Care.¹ The findings for this study are therefore presented at the aggregate level (“Overall CTE”) as well as for each vocational program mentioned above. The results from this survey will help inform enrollment management strategies and supports to help students succeed.

Highlight of the Findings

Student Profile

- The majority of respondents were female (72%) and 40 years of age or older (62%).
- White students comprised the largest representation of respondents (36%), followed by Latino/Hispanic (34%), Asian/Pacific Islander (16%), and African American (7%) students.
- Approximately half of respondents were not employed (49%), 31% worked part-time, and 20% worked full-time (40 or more hours /week).
- Per a proxy variable for poverty, more than one third (38%) of respondents were estimated to be living in poverty.
- Career growth/advancement was most frequently identified as a primary goal by students in the BIT, Health Care, and CTE/Skilled Trades programs. Child Development and Fashion and Textile students most frequently selected unspecified “Other” as their primary goal, while Culinary Arts students were evenly split between discovering career interest and earning a certificate/certification.

Program Awareness and Interest

- Word of mouth via a friend or family member was most effective among younger students, while printed schedules were more effective among older age groups.

¹ In September 2018, program areas will change according to 2018 Program Review program designations. Business & Information Technology (BIT) will be reported as (1) Business, (2) Information Technology, (3) Digital Media, and (4) Business Information Worker programs. Skilled Trades/CTE will be reported as (1) Automotive and (2) Skilled & Technical Trades programs. These classifications do not apply to this report. The 2018 Program Review disaggregation of Hospitality and Consumer Sciences to 1) Fashion and 2) Culinary Arts were applied to this survey due to students in each program being generally non-comingling.

- Program quality ranked number one in terms of importance among list of factors affecting students' decision to enroll in their respective programs. In comparison to other programs, Fashion and Textiles students placed greatest importance on this factor.
- Other factors ranking high in terms of importance when deciding to enroll in a program were affordability/cost of classes followed by affordability/cost of materials.

Co-Enrollment Patterns

- Six percent of students reported they took a class outside SDCE during Fall 2017. CTE/Skilled Trades students took non-SDCE courses in greater proportion (11%), than students in other program areas: BIT (9%), Child Development (6%), Fashion and Textiles (6%), Health Care (4%), and Culinary Arts (<1%).
- Reasons for taking classes outside SDCE were varied: CE did not offer the class, schedule conflicts, taking classes towards a degree, acquiring new computer skills, etc.

Schedule Preferences and Satisfaction with Scheduled Offerings

- Daytime weekday classes were preferred by the majority of students (66%), followed by evening weekday (38%), and daytime weekend (20%). Satisfaction rates for scheduled offerings at each of these times were 87%, 76%, and 59%, respectively. Preferences varied by program.
- Twelve percent of students expressed preference for online classes (12%). Among these students, 48% were satisfied with the availability of online classes.
- Thirty percent of respondents were not able to take all the classes they wanted during Fall 2017. This rate varied between 18% (Child Development) and 37% (Health Care) at the program level.

Challenges that Impact Attendance and Completion

- Work schedule/need to work and family obligations had the greatest impact on student attendance among respondents, followed by personal health and difficulty paying for other financial obligations. Changes in work schedule/need to work had a greater impact on CTE/Skilled Trades and BIT students, while family obligation had a greater impact on Child Development students.
- BIT, CTE/Skilled Trades, and Health Care students identified work schedule/need to work as their biggest challenge to staying in school at a greater rate than students in other programs; whereas students in Child Development, Culinary Arts, and Fashion and Textiles tended to identify their biggest challenge to staying in school as family obligations.
- Among SDCE's six pillars of equity, lack of access to enough, or stable, employment within the last year was the challenge most frequently cited by students (24%).

Interventions to Increase Retention and Completion

- Among factors that helped students continue to attend their Fall 2017 classes, interesting classes ranked top of the list (71%), followed by instructor encouragement/feedback (64%), and friendships with class members (46%). When asked in open-ended format what SDCE is doing well to help students stay in school, the most common themes that emerged were quality instructors, quality/variety/availability of programs and courses, and flexibility in scheduling.
- Eighty-six percent of students were satisfied with the amount of feedback and encouragement received from instructors, a positive sign given the important role instructor encouragement/feedback plays in helping students continue to attend.
- Students provided candid feedback regarding what SDCE could do better to help them stay in school or progress towards their goals. The top themes include the expansion of offerings and programs, offering classes at the times preferred by students, and replacing bad instructors/keeping or hiring more good instructors.

Survey Methodology

Instrumentation

Between March and May 2017, the Office of Planning, Research, and Institutional Effectiveness (PRIE, formerly known as the Office of Institutional Effectiveness) collaborated with the Office of Student Services, the Office of Instructional Services, and the Access, Retention, and Completion (ARC) committee to design a student survey that assessed student enrollment, retention, and completion. A Business & Information Technology (BIT) pilot study was conducted in Spring 2017. Results from the pilot study, in combination with research of external enrollment and retention surveys in the field, informed survey instrument revisions as well as adjustments to the sampling framework and data collection protocols (rate of oversampling, student reminders, and faculty reminders).

The final survey instrument contained 20 questions, including: three forced-choice Likert-type question sets, 14 stand-alone forced-choice (yes/no, Likert-type, multiple choice, or other categorical) questions, and three stand-alone open-ended questions. Eight open-ended questions that accompanied forced-choice questions assessed additional comments. Three questions were only asked when a specific response was selected on a previously asked question. It was estimated that it would take students between five and ten minutes to complete the survey.

The survey targeted Fall 2017 students within vocationally-based programs of study (i.e. career technical education programs), including: Business and Information Technology (BIT), CTE/Skilled Trades, Child Development, Culinary Arts, Fashion and Textiles, and Health Care. The survey contained a screening question that asked students to identify their primary program of enrollment. Students who selected one of the career technical education (CTE) programs were retained in the study, while all others were thanked and exited from the survey.

Sample Design & Methodology

While students themselves ultimately self-selected their primary program area of study within the survey, program areas of study are not currently flagged in students' historical records; therefore, estimation of primary program areas during the sampling phase of data collection were required. Four hierarchical rules were applied to 23,318 San Diego Continuing Education (SDCE) Fall 2017 enrolled students to approximate each student's program area of study based upon attendance hours. The first rule had the most clarity in estimating primary program area of study, and it also contained the greatest number of students in the SDCE student population, with 92% of students enrolled in only one of the six program areas in Fall 2017 (if only enrolled in fall), or in Fall 2017 and the previous two terms (if also enrolled in Spring and/or Summer 2017).

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The three remaining rules applied to a smaller proportion of students with co-enrollments in multiple program areas across the most recent three terms. These students accounted for 5% of SDCE’s student population. Only 3% of SDCE’s student population had no clear primary program and were excluded from the study.

After identifying students’ primary program, a total of 6,060 students primarily enrolled in the six CTE program areas were selected for further sampling for the study. From this population, 451 students (7%) were excluded due no/invalid/duplicate email addresses, resulting in a final overall population of 5,609. All students primarily enrolled within CTE/Skilled Trades, Culinary Arts, Fashion & Textiles, and Health Care programs were surveyed.

Students in BIT and Child Development were randomly sampled (989 students were selected from BIT population and 818 students from the Child Development population). An over-sampling method was used to account for standard student non-response. A target of 341 completed BIT surveys and 282 Child Development surveys was set that, if met, would allow for generalization of survey results to the entire BIT and Child Development student populations based on a 95% confidence level and a +/- 5% confidence interval. However, the target numbers of completions were not met. Ultimately, results for each of the programs should be considered representative of only those who replied to the survey.

PRIE pulled student emails three weeks post-term to attain fully reported attendance hours. Data collection was conducted over a four-week timeframe between February and March, 2018 via the online survey platform, Survey Monkey. Multiple reminder emails were delivered to increase response rates. Additionally, the Office of Instruction encouraged BIT faculty to make three in-class announcements at the end of the Fall term, at the beginning of the spring term, and close to the end of data collection to encourage Fall 2017-enrolled students to complete the survey.

A total of 547 students, of the 3,316 students invited to participate, responded to the survey. The overall response rate was 16%. The proportions of students that responded to the survey varied for each primary program; however, all were at or above the typical 11% SDCE online response rate (see response counts and participation rates by program below).

Program area	Identified population		Selected Sample	Respondents		Response Rate
BIT	3,036	54%	989	139	25%	14%
CTE/Skilled Trades	619	11%	619	71	13%	11%
Child Development	1,064	19%	818	90	16%	11%
Culinary Arts	202	4%	202	53	10%	26%
Fashion and Textiles	427	8%	427	143	26%	33%
Health Care	261	5%	261	51	9%	20%
Overall CTE	5,609	100%	3,316	547	100%	16%

Student demographic data include age, gender, ethnicity, employment, income, and a proxy indicator for families living in poverty. These data are self-reported and originate from students' SDCE application for admission; therefore, application term/application update term may differ from the term surveyed. Data were retrieved from the SDCCD Information System. The poverty proxy variable was developed using available student demographic data and the 2017 Poverty Guidelines of the U.S. Department of Health and Human Services (HHS).² Relying on family size and income data, this proxy variable identifies students living in poverty or above the poverty line.

Mapping Poverty Guidelines

Household size	HHS maximum income guidelines	SDCE's family income categories
1	\$12,060	\$11,000-11,999
2	\$16,240	\$15,000-15,999
3	\$20,420	\$19,000-19,999
4	\$24,600	\$24,000-24,999
5	\$28,780	\$28,000-28,999
6	\$32,960	\$32,000-32,999
7	\$37,140	\$36,000-36,999
8	\$41,320	\$39,000-39,999

Note 1. HHS adds \$4,180 for each additional person; three SDCE students in the overall population for this study reported more than 8 dependents.
 Note 2. SDCE's highest income bracket is \$40,000+. Poverty level is unknown for individuals with a \$40,000+ income and a household size of eight or more; no respondents were in this category.

The representations of respondents were comparable to all students in the selected student populations for ethnicity, employment, and income (three student groups were overrepresented in the student population by more than five percentage points: White students, non-working students, and students reporting \$40,000 or more in annual income. Respondents were somewhat comparable to all students in the selected student populations for gender and poverty (+/- seven and six percentage points, respectively; see Student Profile section). Respondents were not well-represented compared to all students in the selected student populations for age. Each age category of respondents differed from the overall CTE student population by five or more percentage points; the greatest disparity among students 50+ years (overrepresented by 16 percentage points).

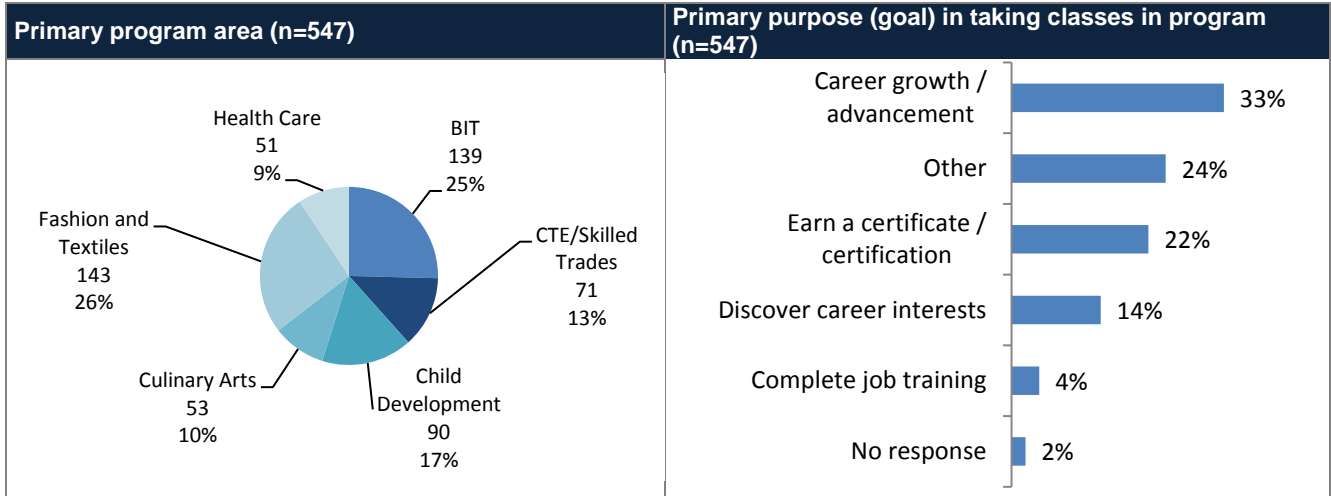
² HHS determines poverty guidelines based on household size and income. SDCE collects number of dependents (including the student) and annual family income. While these indicators are similar, several assumptions were made due to the nature of SDCE student data. This report assumes that the number of dependents reported by students in their application is the same as household size; however, it is possible that a student married to a working person may not count his/her spouse as a dependent. Furthermore, SDCE and HHS guidelines round income at different levels; to match the two, HHS's income brackets were rounded to the nearest thousand and paired with the most closely corresponding SDCE income brackets.

Survey Results

Student Profile

- The composition of survey respondents was: Fashion and Textiles (26%), BIT (25%), Child Development (17%), CTE/Skilled Trades (13%), Culinary Arts (10%), and Health Care (9%).
- The majority of respondents were female (72%) and 40 years of age or older (62%).
- White students comprised the largest representation of respondents (36%), followed by Latino/Hispanic (34%), Asian/Pacific Islander (16%), and African American (7%) students.
- Approximately half of respondents were not employed (49%), 31% worked part part-time, and 20% worked full-time (40 or more hours /week).
- The median family income among respondents was \$25,000. It is noteworthy that while the annual family income for 38% of the students surveyed was \$40,000 or higher, a similar proportion of students (38%) reported an annual family income under \$15,000.
- When guided by poverty proxies, it is estimated that more than one third (38%) of respondents were living in poverty.
- Students enrolled in SDCE for different reasons. Overall, one third (33%) of students reported that their primary purpose in taking classes last fall was for career growth/advancement, 24% noted some other unspecified goal, 22% noted their goal was to earn a certificate or certification, 14% sought to discover career interests, and just 4% of students sought to complete job training.
- Students' primary goals varied by program area. Career growth/advancement was most frequently selected among BIT (53%), Health Care (41%), and CTE/Skilled Trades (39%) students. The unspecified other goal category was most frequently selected among Child Development (60%) and Fashion and Textiles (34%) students. Culinary Arts students were evenly split between career growth/advancement (26%), discover career interest (26%), and earn a certificate or certification (26%).
- Of the 547 respondents, 6% indicated they participated in the accelerated high school program. Health Care students reported the highest participation in the accelerated high school program (10%), followed by students in Culinary Arts (9%), and students in Fashion and Textiles (8%). Participation among students in BIT, CTE/Skilled Trades, and Child Development were 2%, 3%, and 4% of the respondents, respectively.

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Age	Respondents	Population
18 - 24	31	6%
25 - 29	42	8%
30 - 39	137	25%
40 - 49	122	22%
50 and >	215	39%
Total	547	100%

Employment	Respondents	Population
Not working	269	49%
1 - 9 hours/week	38	7%
10 - 19 hours/week	28	5%
20 - 29 hours/week	66	12%
30 - 39 hours/week	38	7%
40+ hours/week	107	20%
Unreported	1	0%
Total	547	100%

Ethnicity	Respondents	Population
African American	41	7%
American Indian	2	0%
Asian/Pacific Islander	85	16%
Filipino	11	2%
Latino	188	34%
White	195	36%
Other	14	3%
Unreported	11	2%
Total	547	100%

Income	Respondents	Population
Under \$5,000	135	25%
\$5,000 - \$9,999	26	5%
\$10,000 - \$14,999	47	9%
\$15,000 - \$19,999	29	5%
\$20,000 - \$24,999	32	6%
\$25,000 - \$29,999	23	4%
\$30,000 - \$34,999	28	5%
\$35,000 - \$39,999	20	4%
\$40,000+	206	38%
Unreported	1	0%
Total	547	100%

Poverty Indicator	Respondents	Population
Above poverty line	339	62%
Living in poverty	207	38%
Unreported	1	0%
Total	547	100%

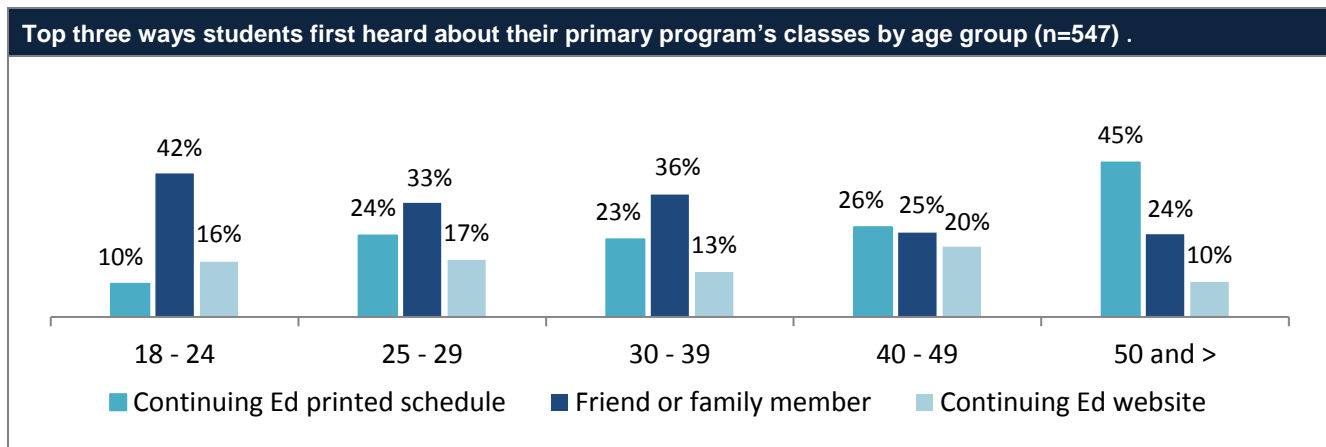
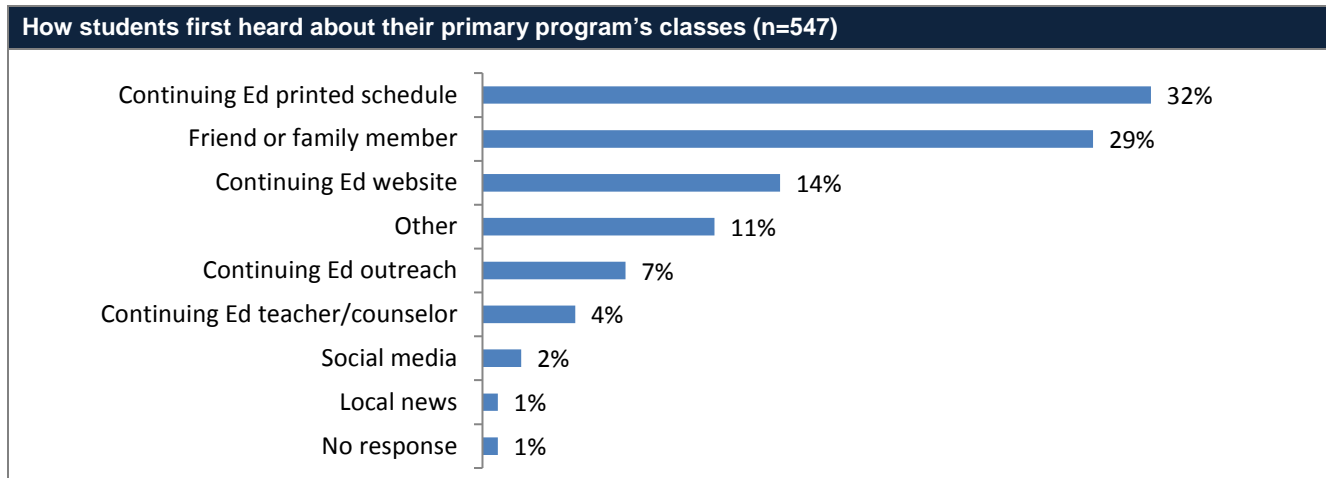
Gender	Respondents	Population
Female	396	72%
Male	151	28%
Unreported	0	<1%
Total	547	100%

Note. 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

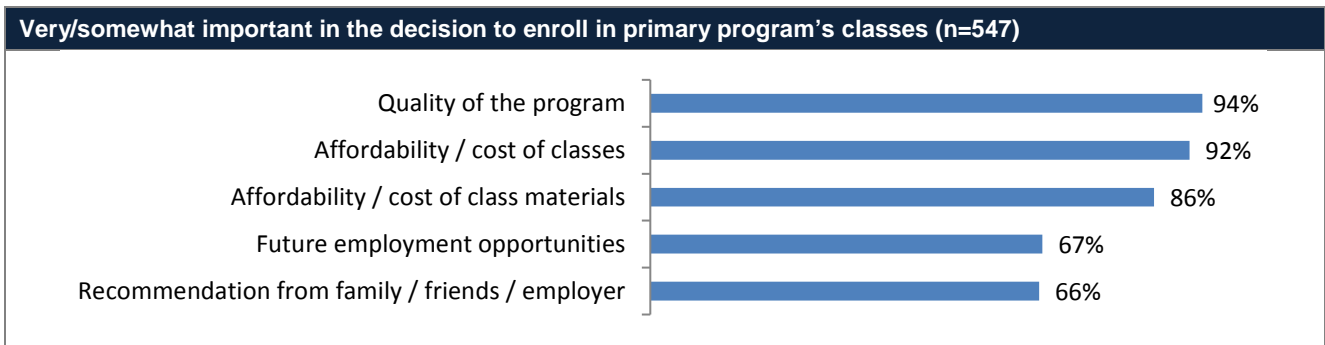
Effectiveness of outreach channels in raising program awareness

- Overall, the most popular mediums through which students first learned about their classes in their respective primary programs were Continuing Education’s printed schedule (32%) and word of mouth via a friend or family member (29%).
- Word of mouth via a friend or family member was most effective medium among younger students to learn about their program’s classes (42%, ages 18 to 24; 33%, ages 25 to 29; and 36%, ages 30 to 39). SDCE’s printed schedule was a more popular medium among older students (26%, ages 40 to 49 and 45%, ages 50 years and above).
- Channels mentioned by students who selected the “other” category include direct mail, emails, internet searches, referrals, and walk-ins.



Factors impacting students’ decision to enroll in their program

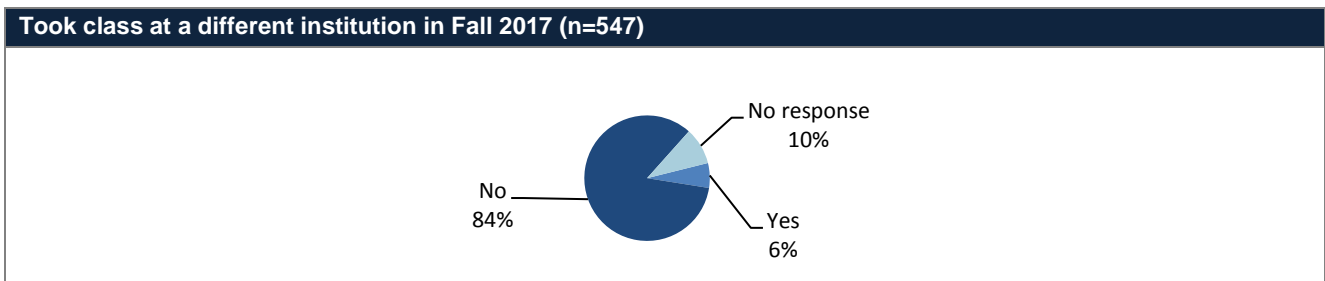
- Program quality ranked number one in students’ decision to enroll in their primary program of study, among provided options, with the greatest number of students considering it very or somewhat important (94%). The level of importance attributed to program quality ranged between 89% and 98% among students in different program areas, with CTE/Skilled Trades at the lower end and Fashion and Textiles at the higher end.
- Affordability/cost of classes and affordability/cost of materials followed, at 92% and 86%, respectively. Culinary Arts students differed from students in other program areas by placing slightly less importance on these two factors (87% and 77%, respectively).



Co-Enrollment Patterns

Students were asked whether they enrolled in classes outside SDCE during Fall 2017.

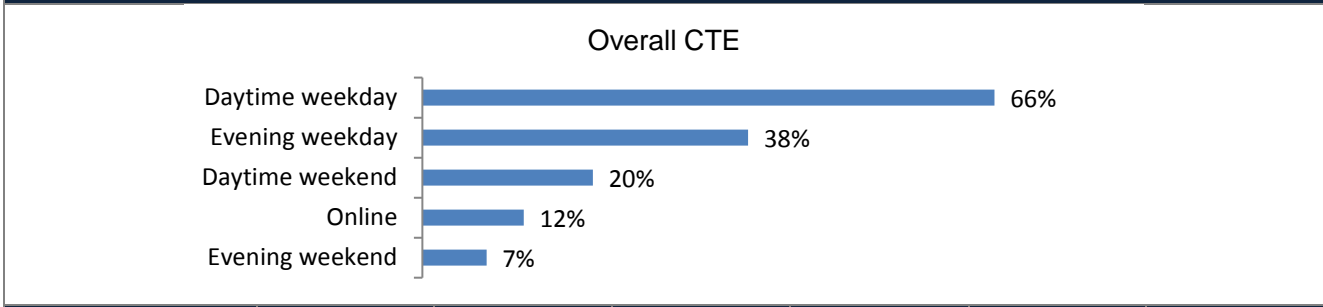
- Six percent of students reported they took a class outside SDCE during Fall 2017.
- CTE/Skilled Trades students took non-SDCE courses in greater proportion (11%) in Fall 2017, than students in other program areas: BIT (9%), Child Development (6%), Fashion and Textiles (6%), Health Care 4%), and Culinary Arts (<1%).
- Reasons for taking classes outside SDCE varied: CE did not offer the class, schedule conflicts, taking classes towards a degree, acquiring new computer skills, etc. (see *2018 SDCE Student Enrollment, Retention, & Completion Report Addendum: Verbatim Comments*).



Schedule Preferences and Satisfaction with Scheduled Offerings

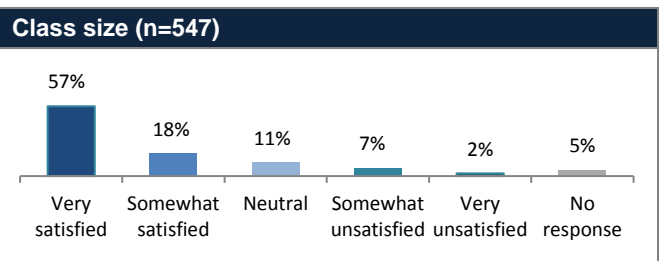
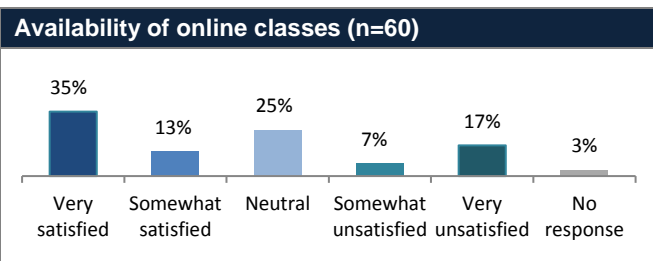
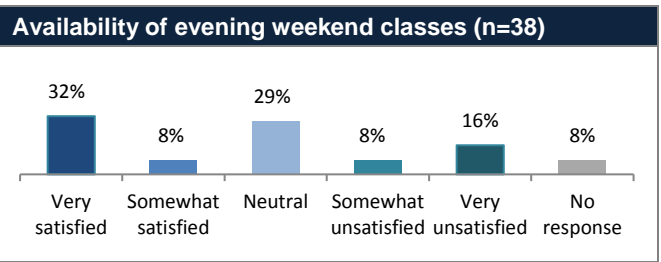
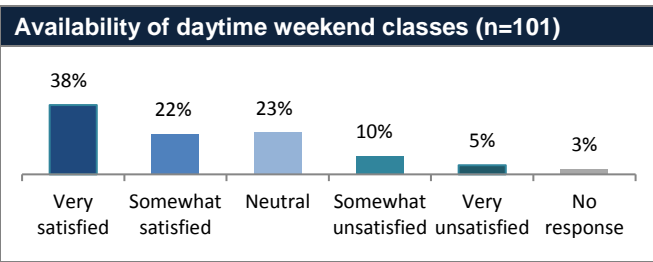
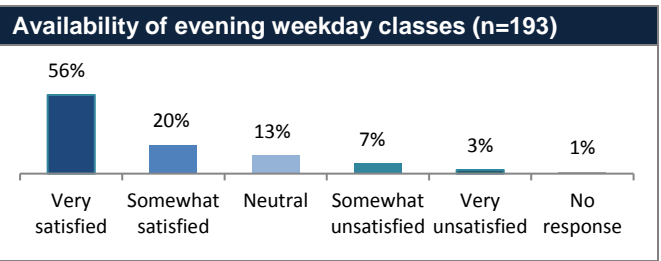
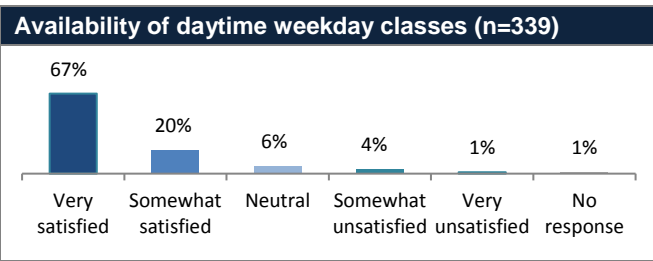
- The preferred schedule of classes among students was daytime weekday (66%), with a gap of 28 percentage points between the next preferred schedule, evening weekdays (38%). Among students that preferred daytime weekday classes, 87% were satisfied with daytime weekday scheduled offerings. Among those preferring evening weekday classes, 76% were satisfied with evening weekday offerings.
- Fewer students preferred daytime weekend (20%) or evening weekend (7%) classes. Among those with a preference for daytime weekend classes, 59% expressed satisfaction with daytime weekend scheduled offerings. Among those preferring evening weekend courses, 39% were satisfied with evening weekend scheduled offerings.
- Twelve percent of students expressed preference for online classes (12%). Among them, approximately half (48%) were satisfied with the availability of online classes.
- Class mode preferences varied widely across the six program areas.
- Of the 547 students surveyed, nearly one third (30%) indicated that they were not able to take all the classes they wanted during Fall 2017. This varied by program area, with 37% of Health Care students not being able to take all they classes they wanted on one end and 18% of Child Development students on the other.
- The most frequently cited reasons for not being able to take all of the classes students wanted were class offerings not fitting student schedules (40%), 'Other' reasons (25%), and overlaps in desired offerings (17%). Reasons varied by program. Explanations provided to 'Other' reasons include class being cancelled, last-minute class schedule changes, work commitments, difficulty arranging childcare, unawareness of class offerings, and lack of computer skills (see *2018 SDCE Student Enrollment, Retention, & Completion Report Addendum: Verbatim Comments*).
- Three quarters of students were satisfied with the size of classes for their respective programs (75%).
- A great majority of students also expressed satisfaction with the variety of campus locations (71%) and the variety of subjects offered (80%).

When students prefer to take classes for their primary programs (n=513)

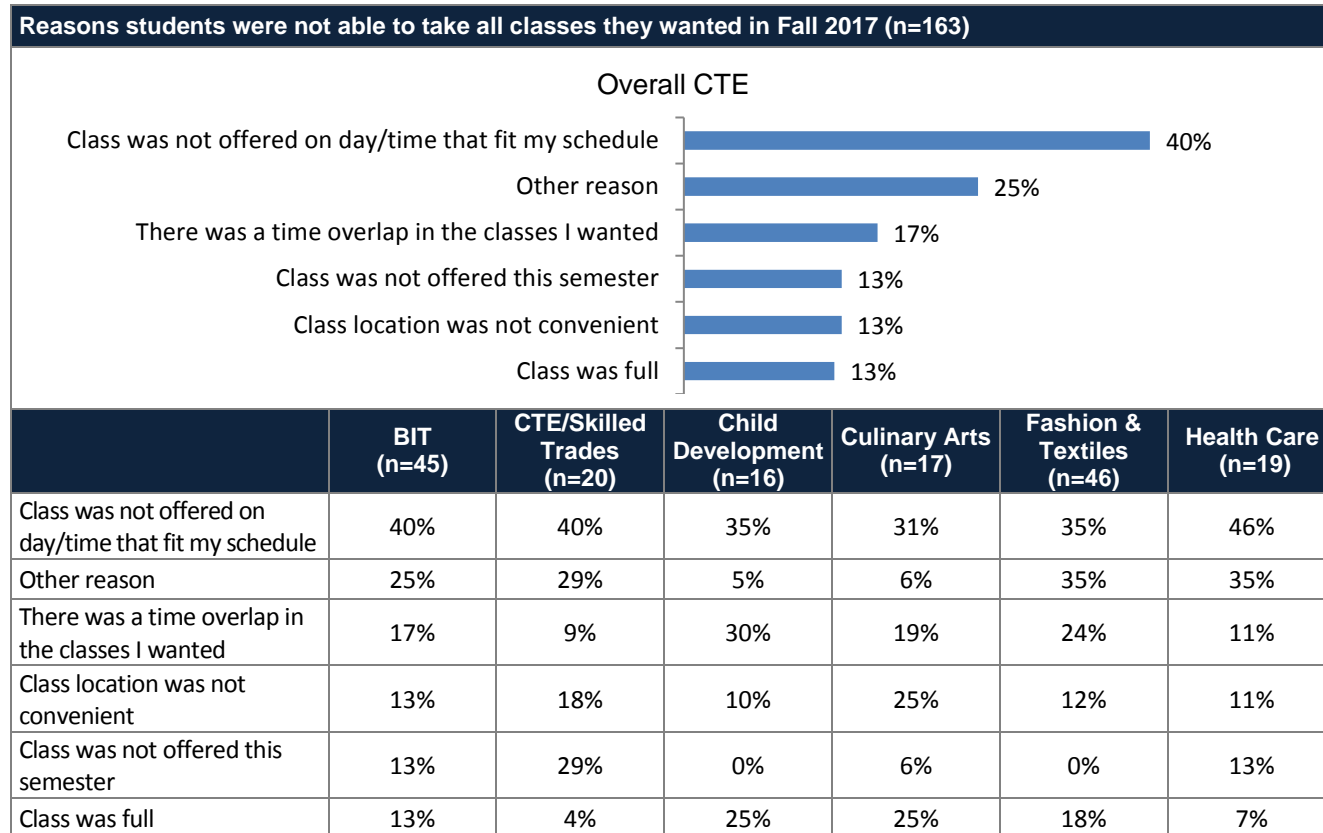
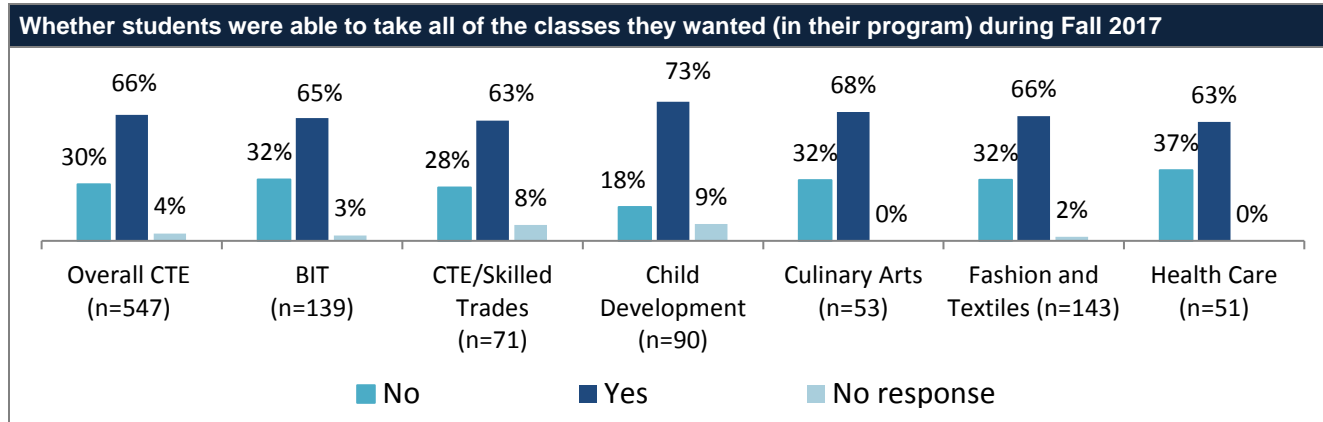
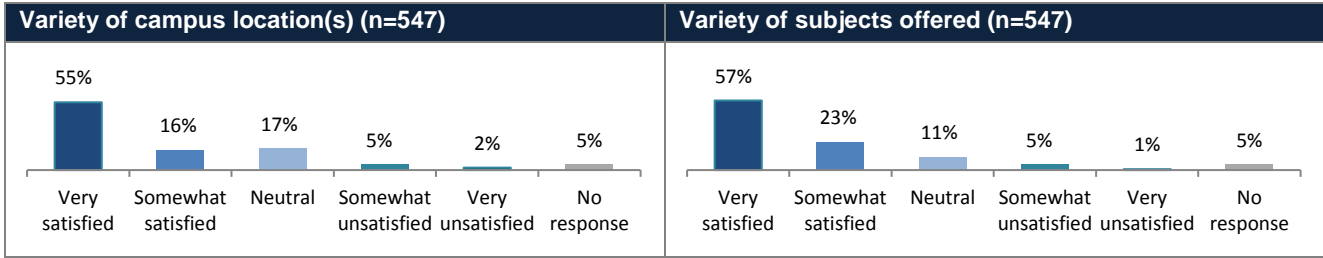


	BIT (n=132)	CTE/Skilled Trades (n=62)	Child Development (n=80)	Culinary Arts (n=53)	Fashion & Textiles (n=137)	Health Care (n=49)
Daytime weekday	54%	47%	96%	64%	68%	71%
Evening weekday	53%	55%	8%	42%	33%	33%
Daytime weekend	27%	16%	8%	19%	26%	8%
Online	28%	10%	4%	4%	4%	12%
Evening weekend	9%	6%	1%	9%	9%	8%

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



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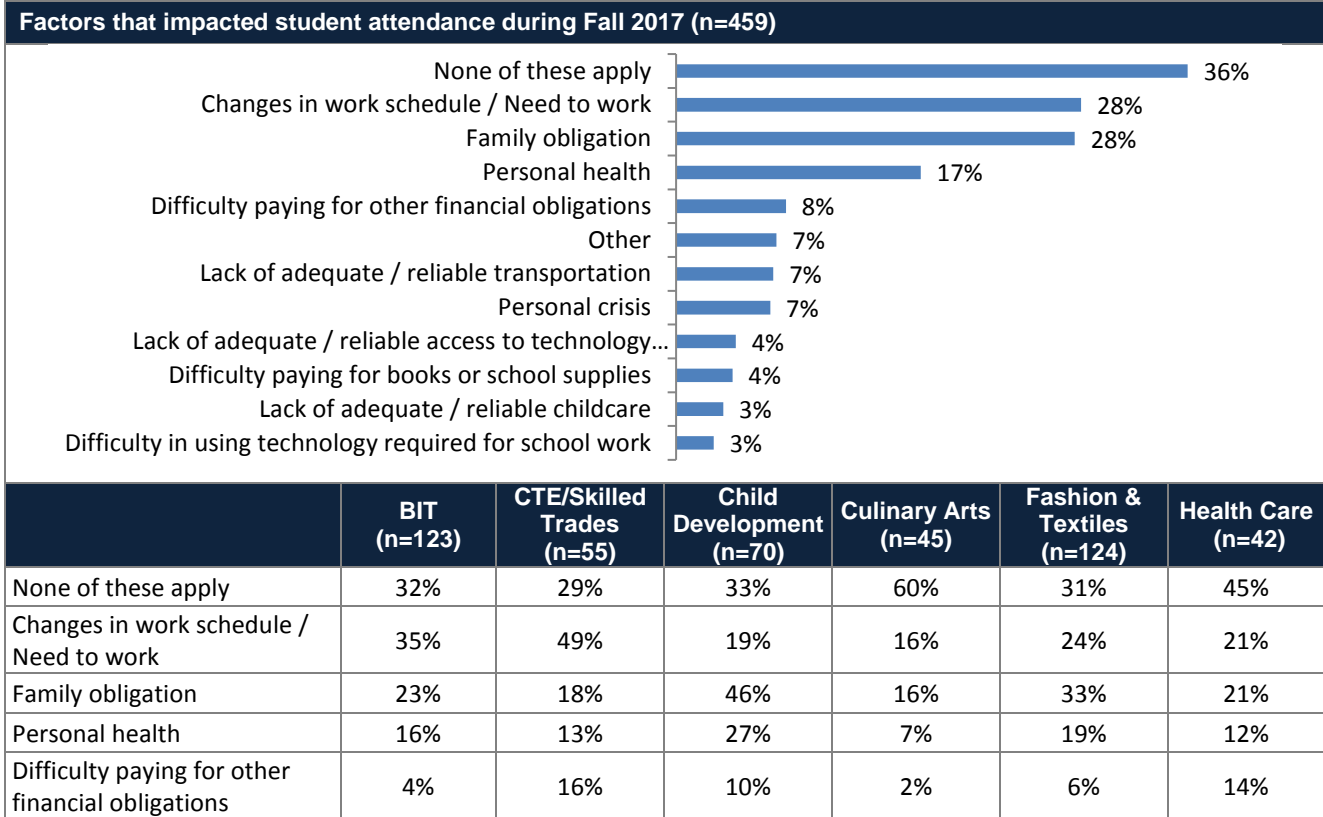


Note. Students could choose multiple options. Percentages were calculated based on the number of students that indicated they were not able to take all of the classes they wanted during Fall 2017.

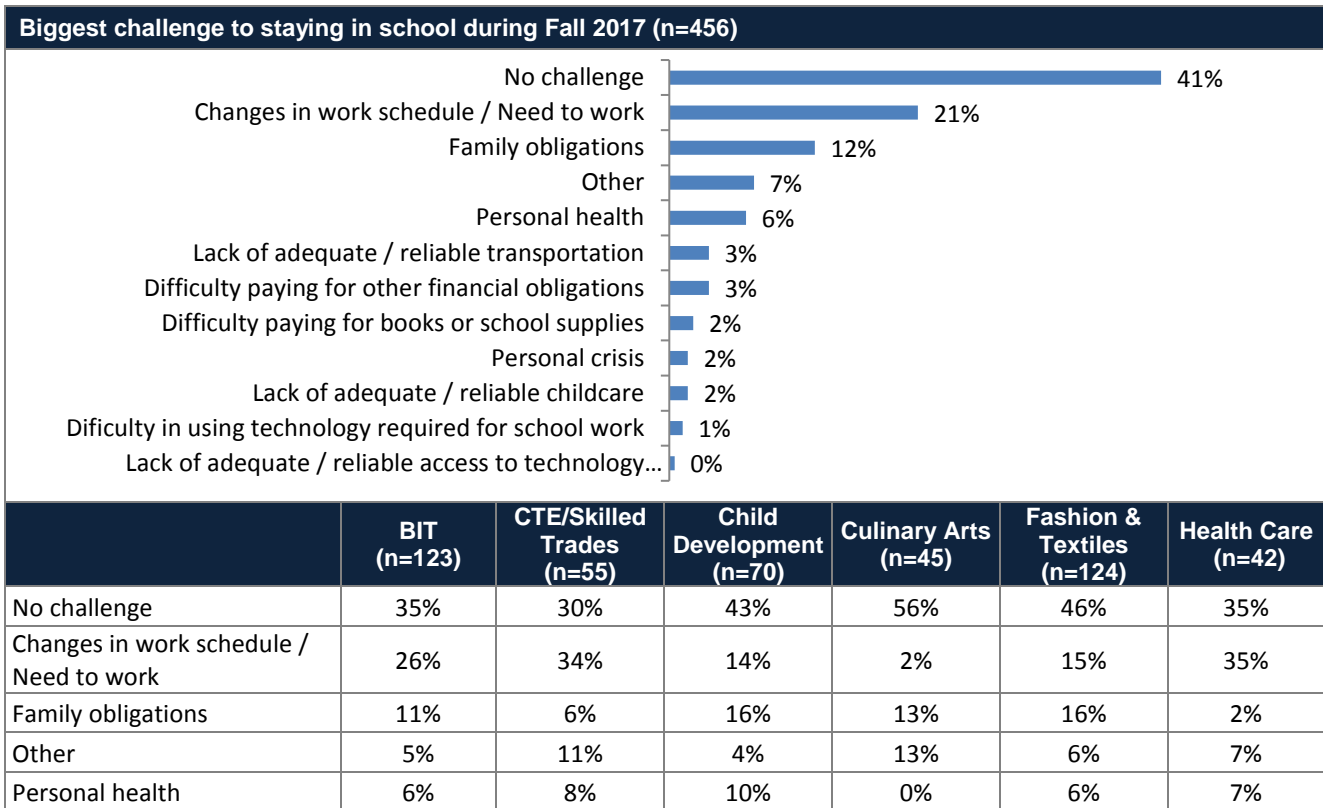
Challenges that Impact Attendance and Completion

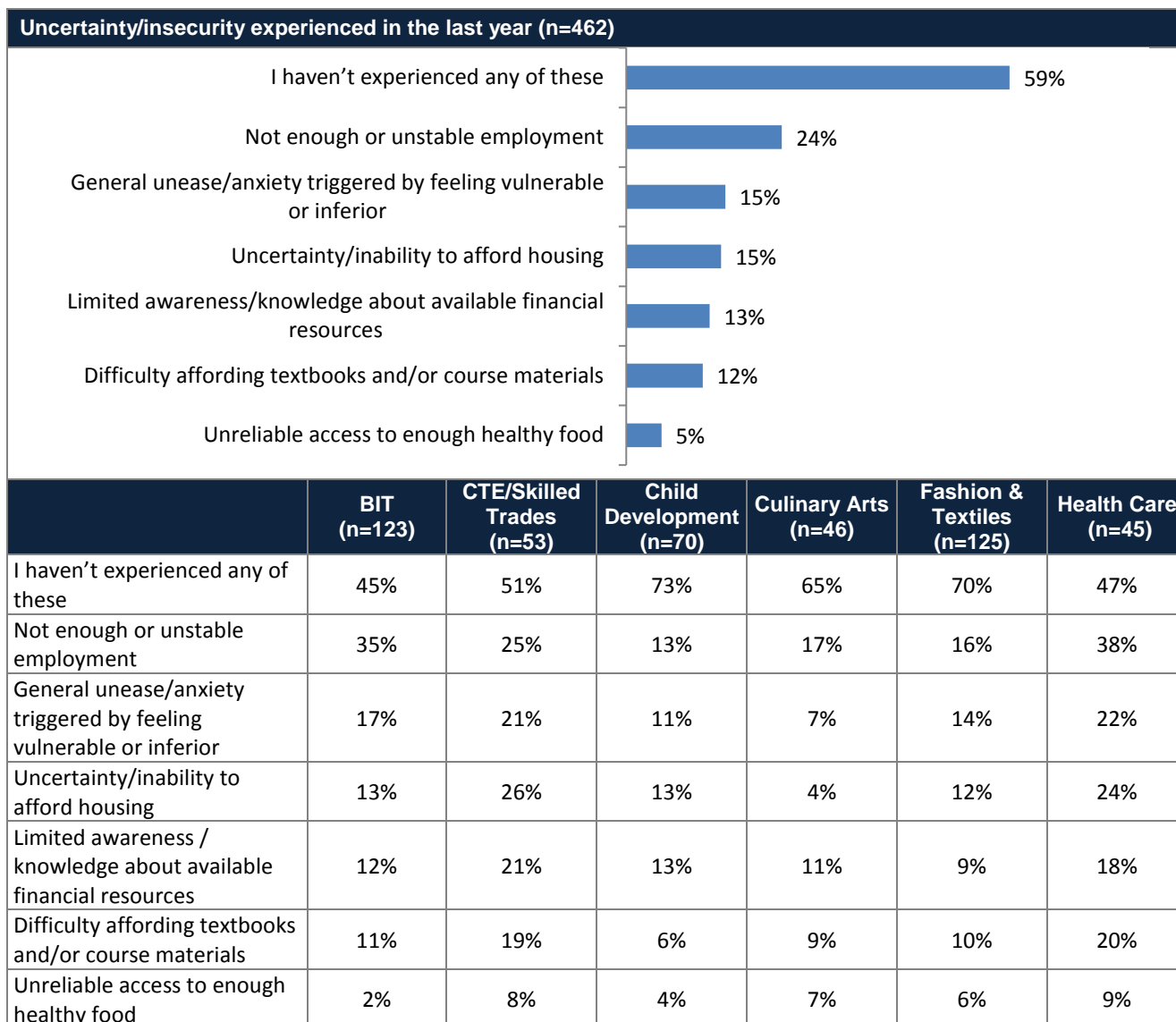
Students were asked to identify challenges they faced that impacted their attendance from a list of challenges and in open comment format. Subsequently were asked to select their biggest challenge to staying in school. Students were also asked if, in the past year, they had faced any the following six factors of uncertainty/insecurity that can impact student ability to access or complete education: (1) employment security, (2) food security, (3) housing security, (4) financial literacy, (5) textbook and course material affordability, and (6) intellectual and emotional security.

- The top factors impacting attendance were changes in work schedule/need to work (28%), family obligations (28%), personal health (17%), and difficulty paying for other financial obligations (8%). However, these factors impacted students within each program differently. CTE/Skilled Trades and BIT students were more heavily impacted by changes in work schedule/need to work (49% and 35%, respectively). Likewise, family obligations impacted Child Development students more than any other program (46%).
- Forty one percent of students indicated that they did not face a challenge to staying in school. This rate varied by program, with 56% of Culinary Arts students on one end and 30% of CTE/Skilled Trades students on the other.
- The “biggest challenge” to staying in school was work schedule/need to work (21%), followed by family obligations (12%), however, responses varied by program. Changes in work schedule/need to work was more frequently mentioned by BIT (26%), CTE/Skilled Trades (34%), and Health Care (35%) Students. On the other hand, family obligations were more frequently mentioned by Child Development (16%), Culinary Arts (13%), and Fashion and Textiles (16%) students.
- When speaking to the six factors of uncertainty/insecurity, not enough or unstable employment within the last year was most frequently reported by students (24%), followed by general unease/anxiety triggered by feeling vulnerable or inferior (15%), uncertainty/inability to afford housing (15%), limited awareness/knowledge about available financial resources (13%), difficulty affording textbooks and/or course materials (12%), and unreliable access to enough healthy food (5%). Over half (59%) of students reported they hadn’t experienced any of the factors of uncertainty/insecurity.
- Not enough or unstable employment within the last year impacted Health Care (38%) and BIT (35%) students more than students in other programs, while uncertainty/inability to afford housing had a greater impact on CTE/Trades (26%) and Health Care (24%) students compared to other programs.



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



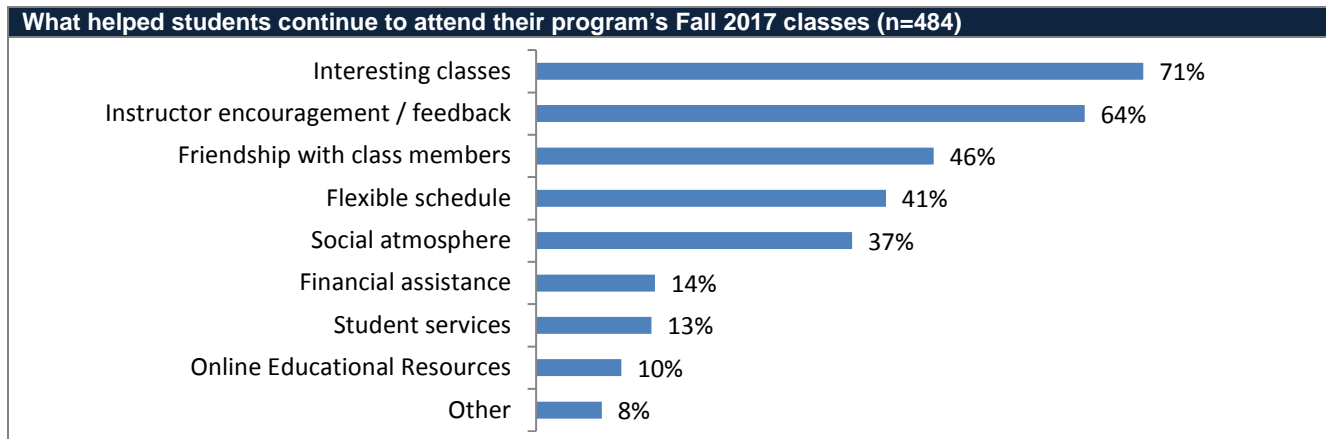


Note. Students could choose multiple options. Non-responses were excluded from calculation.

Interventions to Increase Retention and Completion

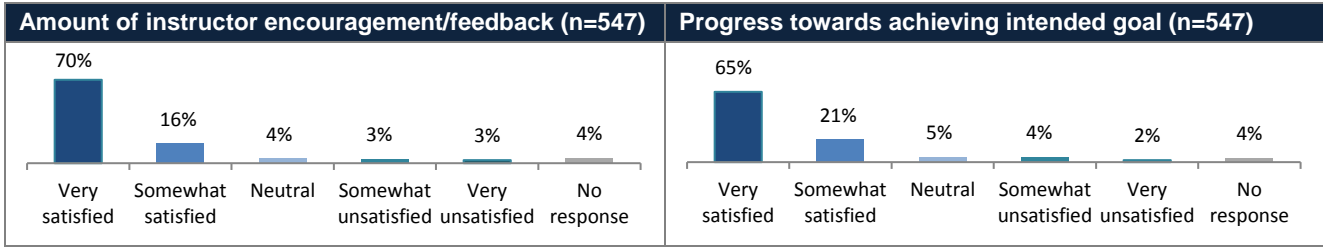
Students shared what helped them continue to attend their fall classes (i.e. retention) and evaluated both the level of satisfaction with the amount of feedback and encouragement received from their instructors and the progress they have made towards achieving their set goals. Additionally, students were provided the opportunity to openly comment on what SDCE has done well and could do better to help them stay in school and make progress toward completing their program.

- Interesting classes ranked top of the list among factors that students identified as helping them to continue to attend Fall 2017 classes (71%), followed by instructor encouragement/feedback (64%), and friendships with class members (46%).
- Considering that instructor encouragement/feedback ranked number two in what helped students continue to attend their Fall 2017 classes, it is a positive sign that 86% of students expressed satisfaction in this area. Students also expressed satisfaction with the progress they have made towards achieving their goal (85%).
- Only 10% (n=484) of students selected online educational resources (OERs) as something that helped them continue to attend. This may be related to SDCE being in the early stages of OER adoption.
- Quality of instructors (n=133) was the number one theme that emerged from students' comments regarding what SDCE is doing well to help students stay in school or progress towards their goals, followed by quality/variety/availability of programs and courses (n=83). In third place were flexibility (class times/attendance/enrollment policies) and affordability (n=57 each).
- Students provided candid feedback regarding what SDCE could do better to help them stay in school or progress towards their goals. Expansion of SDCE offerings and programs in terms of variety, number of sections, and locations was the number one theme (n=95), followed by offering classes at preferred times and days (n=62), and replacing bad instructors/keeping or hiring more good instructors (n=9).

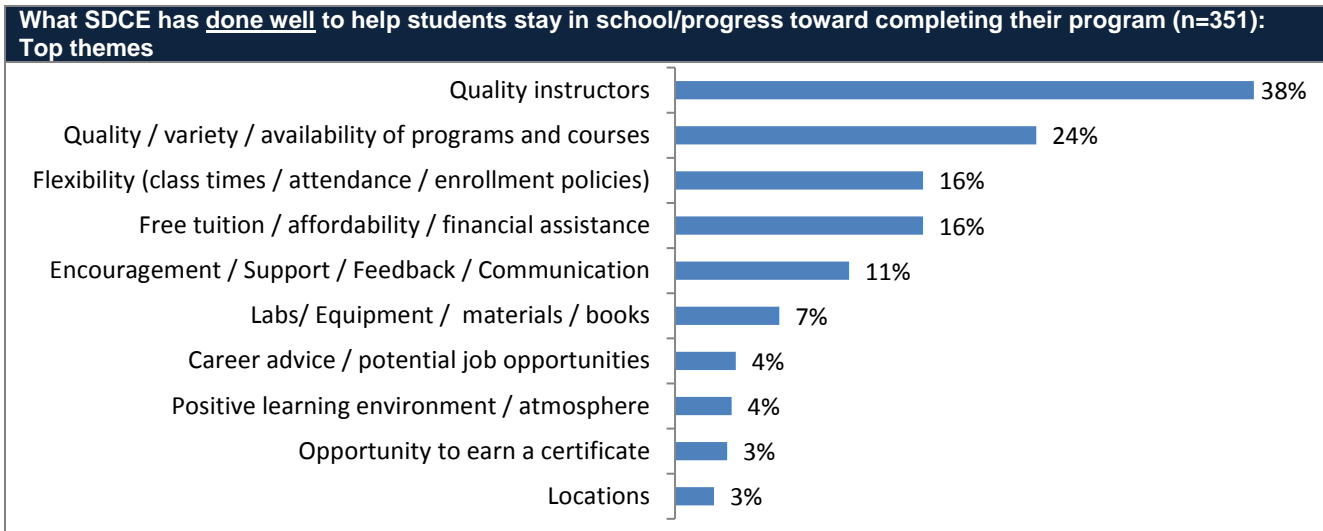


Note. Students could choose multiple options. Non-responses were excluded from calculations.

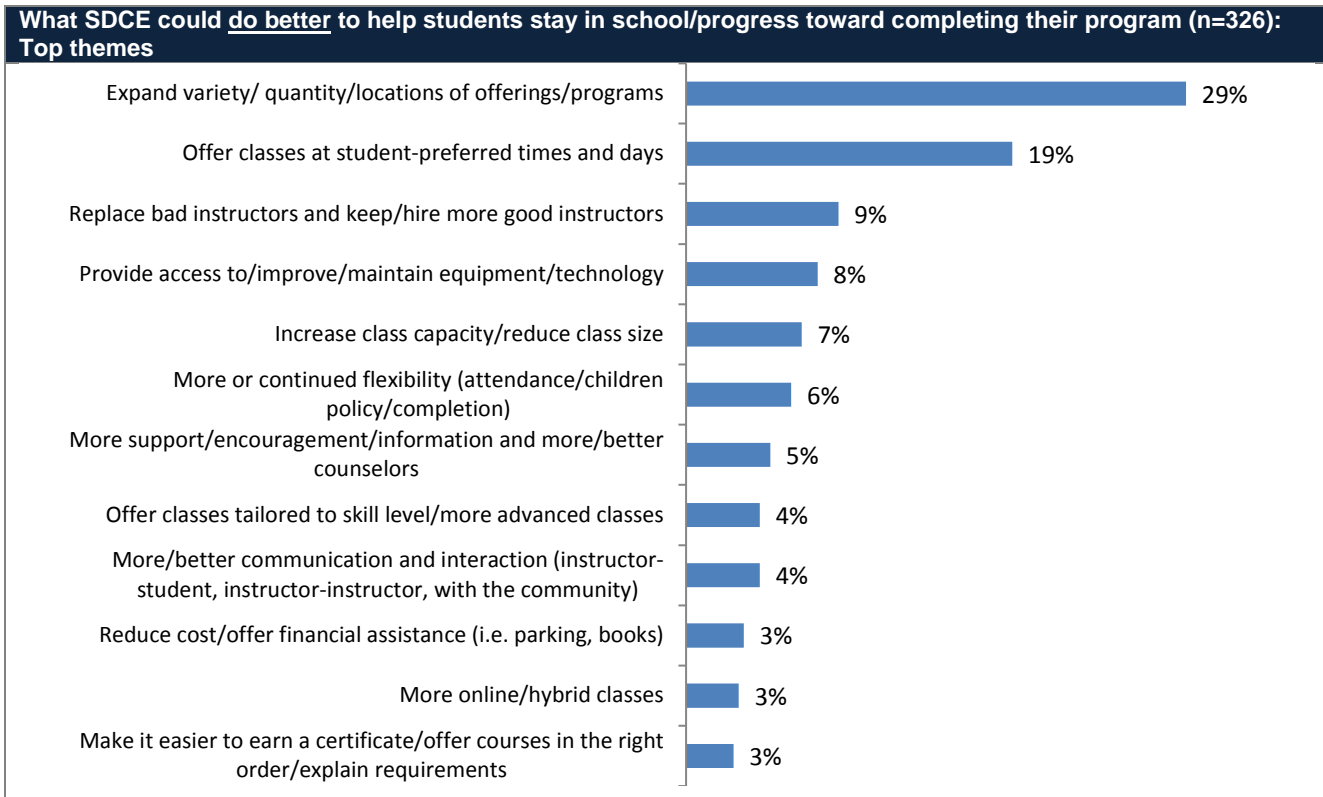
2018 Student Enrollment, Retention, & Completion Report: Overall CTE



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



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



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

Recommendations

- 1) A large proportion of students reported that instructor encouragement/feedback helped them continue to attend their classes and the majority were satisfied with instructor help. Instructors should continue to focus on providing regular feedback and encouragement to students.
- 2) Consider further studies of student feedback to strategize student preference and expectations for marketing and outreach channels. Older students seem to be more receptive to SDCE's printed schedule, while younger students are learning about SDCE programs through word of mouth. Few students learned about SDCE classes through social media.
- 3) Enrollment management strategies to increase student enrollments should include careful consideration of what class times, days, and locations are more convenient for students, including the consideration of course time overlap. Given that close to one third of respondents said they were not able to take all of the classes they wanted during Fall 2017, there is room for growth if SDCE is able to accommodate these students.
- 4) Several themes that emerged from questions that asked what SDCE is doing well and what SDCE could do better to help students stay in school, or progress towards their goals, mirrored each other. This indicates that SDCE is already taking action on matters that have an impact on students, but that there is room for improvement. For example, having quality instructors was the most frequently mentioned theme on the question that addressed what SDCE is already doing well. However, when asked what SDCE could do better, several students commented about instructors that failed to meet expectations.
- 5) Students at SDCE have diverse home-life challenges that may impact their ability to attend and complete classes. Promote in-classroom access to resources that may reduce barriers and help students attain the goals they have set, as identified in SDCE's Six Pillars of Equity campaign.

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Appendix A: Survey Instrument

Student Enrollment, Retention, and Completion Survey

Thank you for your participation.

1. Which program area have you been taking the most classes in (i.e., your primary program area)? [Select one] *
 - Business & Information Technology (e.g. accounting, business management, communications, computer & information science, office systems)
 - Career Technical Education / Skilled Trades (e.g. automotive/industrial/mechanical technologies, electronics, upholstery)
 - Child Development (e.g. pre-school assistant, after-school aid programs)
 - Culinary Arts (e.g. foods and nutrition)
 - Fashion and Textiles (e.g. clothing and textiles)
 - Healthcare (e.g. nursing assistant, home health aide)
 - Basic / Secondary Education (e.g. basic skills, high school diploma/equivalency) → END SURVEY
 - Disability Support (e.g. adaptive arts and crafts, cognitive retraining) → END SURVEY
 - Emeritus (variety of classes for age 55+) → END SURVEY
 - English Language Skills / Citizenship Preparation) → END SURVEY
 - Other / Unsure / don't know / does not apply → END SURVEY

Please think back to when you first enrolled in San Diego Continuing Education {program area from Q1} classes.

2. How did you first hear about your {program area from Q1} classes?
 - Continuing Ed printed schedule (e.g. mailed; available at Continuing Ed sites, rec center, workplace, etc.)
 - Continuing Ed outreach (e.g., information booklets / flyers, signs, outreach staff /events)
 - Continuing Ed teacher / counselor Local news
 - Continuing Ed website Social media (e.g. Facebook)
 - Friend or family member Other, please specify: _____

3. How important were each of the following factors in your decision to enroll in {program area} classes?

	Very important	Somewhat important	Neutral	Somewhat unimportant	Not at all important
a) Affordability / cost of classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Affordability / cost of class materials (textbooks, handouts, lab fees, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Future employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Quality of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Recommendation from family / friends / employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please think now about your experiences this past fall semester.

4. What was your primary purpose (goal) in taking {program area} classes last fall?
 - Career growth / advancement
 - Complete job training
 - Discover career interests
 - Earn a certificate / certification
 - Other, please specify: _____

5. Did you participate in the accelerated high school program?

- No Yes

6. How satisfied were you with each of the following in the {program area} program area?

	Very satisfied	Somewhat satisfied	Neutral	Somewhat unsatisfied	Very unsatisfied
a) Amount of instructor encouragement / feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Progress toward the goal you intended to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Size of classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Variety of campus location(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Variety of subjects offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. When do you typically prefer to take your {program area} classes? [select all that apply] *

- Daytime weekday Evening weekday Daytime weekend Evening weekend
 Online Unsure/Prefer not to respond →SKIP TO Q9

8. [If individual Q7 items selected:] How satisfied were you with the availability of {preferred time/mode} {program area} classes last fall?

	Very satisfied	Somewhat satisfied	Neutral	Somewhat unsatisfied	Very unsatisfied
a) Daytime weekday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Evening weekday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Daytime weekend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Evening weekend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Were you able to take all of the {program area} classes you wanted to take last fall? *

- No Yes →SKIP TO Q11

10. [IF NO:] Why were you unable to take the {program area} class(es) you wanted? [select all that apply]

- Class location was not convenient
 Class was full
 Class was not offered on day/time that fit my schedule
 Class was not offered this semester
 There was a time overlap in the classes I wanted
 Other reason, please specify: _____

11. Last fall, did you take any San Diego Continuing Education classes outside {program area}?

- No Yes: Which program area? _____

12. Within the next two years, how likely are you to take any San Diego Continuing Education classes outside {program area}?

- Extremely likely Likely Neutral →SKIP TO Q14 Unlikely →SKIP TO Q14 Extremely unlikely→SKIP TO Q14

13. [If Extremely likely or likely:] Which program area, outside of {program area}, are you likely to take classes in?

14. Last fall, did you take any {program area} classes at a different institution (i.e. NOT at San Diego Continuing Education)?

No Yes, Why? _____

15. Did any of the following items help you to continue attending your {program area} fall classes at San Diego Continuing Education? [select all that apply]

- | | |
|---|---|
| <input type="checkbox"/> Interesting classes | <input type="checkbox"/> Instructor encouragement / feedback |
| <input type="checkbox"/> Financial assistance (textbook lending library, gas cards, etc.) | <input type="checkbox"/> Online Educational Resources used for classes |
| <input type="checkbox"/> Flexible schedule | <input type="checkbox"/> Social atmosphere |
| <input type="checkbox"/> Friendships with class members | <input type="checkbox"/> Student services (counseling, orientation, etc.) |
| | <input type="checkbox"/> Other, please specify: _____ |

16. What has San Diego Continuing Education done well to help you to stay in school / progress toward completing your {insert program} program?

17. What could San Diego Continuing Education do better to help you to stay in school / progress toward completing your {program area} program?

18. Have you experienced any of the following within the last year? [select all that apply]

- Not enough or unstable employment
- Unreliable access to enough healthy food
- Uncertainty/inability to afford housing (e.g. rent, mortgage payment)
- Limited awareness/knowledge about available financial resources (e.g. scholarships, government assistance programs, loans, etc.)
- Difficulty affording textbooks and/or course materials
- General unease/anxiety triggered by feeling vulnerable or inferior (e.g. not feeling “good enough”)
- I haven’t experienced any of these

19. Last fall, which of the following had an impact on your attendance? [Select any that apply – there are no right or wrong answers]

- | | |
|--|--|
| <input type="checkbox"/> Changes in work schedule / Need to work | <input type="checkbox"/> Family obligations |
| <input type="checkbox"/> Difficulty paying for books or school supplies | <input type="checkbox"/> Personal crisis (divorce, loss of job, disaster, etc.) |
| <input type="checkbox"/> Difficulty paying for other financial obligations | <input type="checkbox"/> Personal health |
| <input type="checkbox"/> Lack of adequate / reliable childcare | <input type="checkbox"/> Difficulty in using technology required for school work (e.g., computer, web) |
| <input type="checkbox"/> Lack of adequate / reliable access to technology required for school work (e.g., computer, web) | <input type="checkbox"/> None of these apply |
| <input type="checkbox"/> Lack of adequate / reliable transportation | <input type="checkbox"/> Other, please specify: _____ |

20. Last fall, what was your biggest challenge to staying in school? [Select one]

- Changes in work schedule / Need to work
- Difficulty paying for books or school supplies
- Difficulty paying for other financial obligations
- Lack of adequate / reliable childcare
- Lack of adequate / reliable access to technology required for school work (e.g., computer, web)
- Lack of adequate / reliable transportation
- Family obligations
- Personal crisis (divorce, loss of job, disaster, etc.)
- Personal health
- Difficulty using technology required for school work (e.g., computer, web)
- No challenge
- Other, please specify: _____

Thank you for participating in the survey.