

20K in 2020: Data Points

Working Draft 12/1/2016

	High School	Incumbent Workers	Noncredit	Older Adults	Online
Outreach	<ul style="list-style-type: none"> •SoCo 12th grade enrollment: 40.1% Latino, 47.7% White •SoCo K enrollment: 46.6% Latino, 42.2% White •SoCo grades 9-12 cohort drop out rate: 14% for Latinos, 9% for Whites •Of SoCo High School Graduates: 23% of Latinos and 38% of Whites complete UC/CSU entrance requirements •SoCo K-12: 92.5% of English Language Learners are Latino •SoCo K-12: 72.0% of students designated low income are Latino, and 18.5% are White •SW SR ZIP 95407 has largest proportion of 15 to 19 years. 	<ul style="list-style-type: none"> •Of SoCo residents aged 30-54: 50.3% are Female, 57.1% are White, and 23.5% are Latino •Almost 30% of males between the ages of 35 to 64 have BA+ degrees compared to over 34% of females. 	<ul style="list-style-type: none"> •SoCo Educational Attainment: 39% of Latinos (and 5% of Whites) have less than a high school diploma •SoCo: 20% of households report speaking Spanish at home 	<ul style="list-style-type: none"> •Of SoCo residents aged 55+: 53.4% are Female, 82.2% are White, and 8.7% are Latino •SoCo: over 88% of 65+ have a computer •Over 45% of males 65+ years have BA+ degrees and almost 36% of females. •West county and Oakmont ZIP codes have larger proportions of 65+ population. 	<ul style="list-style-type: none"> • Of SoCo households, over 92% have a computer while 6.5% don't have internet. •SoCo: Latinos with computers is 90.5%, Whites 96%. •Less ed attainment more likely not to have a computer: Over 17% of SoCo population with a less than HS grad ed level have no computer at home. •SoCo: over 88% of 65+ age group has a computer •Of SoCo households who have computers 93.5% have desktops/laptops and 86.2% have handheld devices.
Schedule	<ul style="list-style-type: none"> •Over three quarters of concurrent enrollments are from Sonoma County; Gateway to College is an additional 5%; majority of students take courses during the day in Su and Sp; in the evening during the Fall. SoCo high school grads immediate Fall enrollment at SRJC (CGR) proportion decreased almost 7% overall since 2007-08 ; Latino proportion decreased 6% and White over 7%. 	<ul style="list-style-type: none"> •SRJC: Between 08/09 and 16/17, Daytime course sections offered decreased by 25.7%, evening sections by 35.0% (and online increased 8-fold) •ARES, and Fin Aid are open until 7 pm on W; Coun 6:30 pm and Assess Office offers testing W until 7 pm. Libraries hrs are open to 9 pm M-TH. •Top ten depts of 31-50 age grp: ESL, CSKLS, PUBSAF, CS, HLTHSC, BOT, BAD, MATH, ENGL, BEHSC 	<ul style="list-style-type: none"> •SRJC: Noncredit ESL enrollment is 59.5% Female, 83.1% Latino, and 8.2% Asian •Noncredit CSKLS Dept enrollment is approximately 48% Latino and 37% White. 	<ul style="list-style-type: none"> •SRJC: Noncredit Older Adult enrollment is 83.2% Female, 56.6% White, and 36.6% Unknown Ethnicity 	<ul style="list-style-type: none"> •SRJC: Online enrollment is 64.7% Female, 56.2% White, 27.0% Latino, and 64.9% aged 19-30. •Online enrollments of concurrent students have grown since 2014 - from 145 in 2014 to over 530 in 2016..

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Course Offerings	<ul style="list-style-type: none"> • POLS1, HIST17.2, ENGL1A, HIST1.2, and ART82 are the top five unduplicated demand hits. • Latinos aged 15-20 are disproportionately placed into lower levels of Math and English 	<ul style="list-style-type: none"> • ENGL1A, POLS1, MATH155, ART 1.2, ENGL5 AND MATH15 are the top five unduplicated demand hits. 	<ul style="list-style-type: none"> • ESL713, ESL715, and CSKLS731 received the top unduplicated demand hits for evening courses. ESL714 received high hits for day and evening noncredit courses. 	<ul style="list-style-type: none"> • OA507, RE51, ESL713 and WELD70 are the top demand hits. ART1.2, BBK53.1, HLC160 and POLS1 are the top online demand hits for 55+ age. 	<ul style="list-style-type: none"> • ART2.1, POLS1, FDNT10, HIST17.2 and HIST17.1 are the top five unduplicated demand hits for online courses.
Retention	<ul style="list-style-type: none"> • Concurrent students have higher online course retention rates compared to all students; lower retention in face to face courses. • Overall, Latino, African American and Native American students have lower basic skills improvement rates in Math and English 	<ul style="list-style-type: none"> • Overall median time to degree for all students is 4.8 years whereas students 30+ years median time is over 8.6 years. • Average number of semester units decrease with age - 30 to 34 age range take 5.3 units whereas 40+ age take 3.1 units on average. • Course completions are higher in evening courses compared to day courses. • 30-54 age range students have higher success rates compared to all students - over 77% compared to 74% in 2015-16. • Majority of 30-54 age range students are continuing. 		<ul style="list-style-type: none"> • Students 40+ age group have 93.9 average local units completed at SRJC and 36.4 transferred units in 2016. • Majority of older adults students are continuing status. 	<ul style="list-style-type: none"> • Successful Course Completion Rates for online are 7-9% lower than for fact to face • Concurrent students have over 90% retention in Su, almost 85% in Fa and 93% in Sp in online courses. • Summer courses have the highest retention rates- face to face over 95% and online at 86.1%
Overall Retention	<ul style="list-style-type: none"> • Of Students assessed in FA2015 and placed into a Basic Skills Course... <ul style="list-style-type: none"> 59% of Hispanic students do not enroll by SU2016 56% of White students do not enroll by SU2016 • Of Students assessed in FA2015 and placed into a Basic Skills Course... <ul style="list-style-type: none"> 59% of Hispanic students do not enroll by SU16 56% of White students do not enroll by SU16 • Of Students who placed at 4-Levels Below Transfer in the English Basic Skills Pathway in FA2010 <ul style="list-style-type: none"> 20% of Hispanic students successfully complete the Transfer Level Course 24% of White students successfully complete the Transfer Level Course 32% of Hispanic students who successfully pass a course, discontinue the pathway prior to enrolling in a subsequent course and 21% of White students who successfully pass a course, discontinue the pathway prior to enrolling in a subsequent course • Of Students placed at 3-Levels Below Transfer in the English Basic Skills Pathway in FA2010 <ul style="list-style-type: none"> 32% of Hispanic students successfully complete the Transfer Level Course 34% of White students successfully complete the Transfer Level Course 27% of Hispanic students who successfully pass a course, discontinue the pathway prior to enrolling in a subsequent course and 27% of White students who successfully pass a course, discontinue the pathway prior to enrolling in a subsequent course 				