Noncredit Academic and Career Development Program Plan
December 5, 2017

Program Description:

Noncredit courses offer Cabrillo College the opportunity to serve a population in our county that can profoundly benefit both in terms of beginning their path to acquiring a college education but also in terms of gaining sustainable employment. Further, given our current enrollment decline and because we receive apportionment for these noncredit students, it is an important step in supporting Cabrillo’s financial health and ability to continue serving all our community. The best uses for noncredit courses are:

• to serve as entry gateways to credit degrees (the greatest potential is in the area of ESL),
• to provide students taking transfer level courses with ESL instruction and just-in-time support, and
• to prepare professionals for career development (including ESL courses contextualized for career certificated programs).

Noncredit programs add more students to the student body. It is a population that Cabrillo has been underserving in the past, or not serving at all. Noncredit students are often credit students. For example, many students struggling in credit Math courses may have larger barriers to success due to a need to improve language skills, specifically reading. Offering contextualized noncredit ESL courses paired with Math courses can resolve these issues preventing students from achieving their academic goals. It has been further demonstrated that with increased English proficiency, higher unit per semester credit course loads are more sustainable. Currently, over 66% of our students are part-time and the overall completion rate is just 27%. A vibrant noncredit program can greatly contribute to significant improvements in student success in terms of reducing the time necessary for students to complete their career and academic goals while improving overall graduation rates at Cabrillo.

1 Photo - ESL Noncredit Courses, Cabrillo College
4 Ibid.
5 https://www.communitycollegereview.com/cabrillo-college-profile
Noncredit programs support scalable student success strategies in the following areas:

- **Multiple Measures**—the best way to achieve multiple measures is with noncredit courses offered as direct gateways to credit courses. We need noncredit courses built to support multiple measures so we are not out of compliance with the state mandate.

- **Guided Pathways**—noncredit feeds into the guided pathways model by serving the dual purposes of enabling students to enter the path and stay on the path to success. Furthermore, in the areas of Workforce Preparation and Short-Term Vocational Training, noncredit courses support the foundation of the Guided Pathways model focusing on fostering equity, social mobility, and economic health for our students. There is strong data that suggests noncredit courses support persistence and graduation rates among those populations of students who are most at risk.

- **Acceleration**—with current and future acceleration plans in English and math, noncredit can play an instrumental role ensuring certain populations of students complete their educational goals in a timely fashion and within their financial means.

Cabrillo offers or is scheduled to offer noncredit courses in:

- **ESL Certificate of Competency**
  - ESL 554A - Bridge to College I
  - ESL 554B - Bridge to College II

- **Computer Technology Skills Certificate of Competency**
  - CABT 505 - Beginning Technology Skills I
  - CABT 506 - Beginning Technology Skills II

- **Dental Hygiene Certificate of Completion**
  - DH 455 – Dental Terminology
  - DH 457 – Dental Law & Ethics
  - DH 459 – Dental Insurance

- **Math – Two Certificates of Competency Programs**
  - Basic Mathematics I - Certificate of Competency
    - Math 550A - Whole Numbers & Decimals
    - Math 550B - Fractions
    - Math 550C - Ratios, Proportions & Percents
  - Basic Mathematics II - Certificate of Competency
    - Math 550D - Geometry, Graphs, Measurements & Statistics
    - Math 550E - Signed Numbers
    - Math 550F - Linear Equations

- **Math PLUS Accelerated Study - Proposed Pending Chancellor’s Office Review:**
  - Certificate of Completion in Math PLUS: Preparation for Pre-Algebra Level Math

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7 See Appendix D. Currently these noncredit courses are primarily offered at the Watsonville campus, but the data suggests (see appendix C) that expansion to the main campus and to satellite areas in the northern parts of the county would improve opportunities for students to succeed who are already enrolled in credit courses, and those we are not currently serving. Further expansion for dual enrollment is also a promising area for development.
Math 300 – Math PLUS Study Skills  
Math 301 – Math PLUS Pre-Algebra Review

Certificate of Completion in Math PLUS: Preparation for Elementary Algebra Level  
Math 300 – Math PLUS Study Skills  
Math 303 – Math PLUS Elementary Algebra Review

Based on the college’s FTES in academic year 16/17, and expected FTES in 17/18, the nascent noncredit program is already profitable. It has grown from 8.5 FTES in the 2016-17 academic year to a projected total of 55.38 FTES in the current year. In the fall of 2016, we offered just 8 sections with 61 students enrolled and this fall Cabrillo offers 15 sections with 250 enrolled. At the current apportionment rate of $5072.11 for enhanced funded courses, the projected revenue for the 2017-18 academic year is $280,885 with estimated teaching costs of $20,205.\(^8\) What is especially impressive is that this growth has been supported with negligible investments in outreach and marketing. It is clear that noncredit presents an opportunity that Cabrillo should not overlook.

<table>
<thead>
<tr>
<th>17-18 NONCREDIT COURSE SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated 10/16/17</td>
</tr>
</tbody>
</table>

### ENHANCED FUNDED NONCREDIT COURSES

<table>
<thead>
<tr>
<th>TERM</th>
<th># SECTIONS OFFERED</th>
<th># ENROLLED</th>
<th>ESTIMATED FTES</th>
<th>ESTIMATED APPORTIONMENT FUNDING</th>
<th>ESTIMATED TEACHING COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>15</td>
<td>250</td>
<td>21.50</td>
<td>$109,071</td>
<td>$0</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>15</td>
<td>33.87</td>
<td>21.50</td>
<td>$171,814</td>
<td>$20,205</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>250</td>
<td>55.38</td>
<td>$280,885</td>
<td>$20,205</td>
</tr>
</tbody>
</table>

$5,072.11 Noncredit Enhanced Apportionment Rate

The non-enhanced funded noncredit courses have also proven to be successful. Even at the non-enhanced apportionment rate of $3010.10, during the 2016-17 academic year, these courses generated over a half-million dollars in revenue.

### NON ENHANCED FUNDED NONCREDIT COURSES

<table>
<thead>
<tr>
<th>TERM</th>
<th># SECTIONS OFFERED</th>
<th># ENROLLED</th>
<th>ACTUAL FTES</th>
<th>APPT $</th>
<th>ACTUAL TEACHING COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>8</td>
<td>181</td>
<td>8.26</td>
<td>$24,875</td>
<td>$ -</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>27</td>
<td>1,987</td>
<td>82.18</td>
<td>$247,370</td>
<td>$ -</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>26</td>
<td>1,714</td>
<td>87.04</td>
<td>$261,999</td>
<td>$ -</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>3,882</td>
<td>177.48</td>
<td>$534,245</td>
<td>$ -</td>
</tr>
</tbody>
</table>

*No TUs assigned; Courses either overlay to credit sections or STUDENT work done in lab (tutoring)

Noncredit Non-Enhanced Apportionment Rate \($3,010.10\)

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\(^8\) See Appendix A
## Goals and Recommendations – Five Year Implementation Plan:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Recommendation</th>
<th>Estimated Cost</th>
<th>Estimated Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expand underserved and underprepared students’ access to a college education.</td>
<td>A. Expand Sections of Basic Skills Noncredit Courses in Watsonville</td>
<td>A. Teaching costs (dependent on current reimbursements @$45/hr.) for 15 additional sections per academic year in Watsonville: $20,205</td>
<td>A. An additional estimated $171,814 per academic year based on current apportionment of $5072/FTES</td>
</tr>
<tr>
<td>(Guided Pathways – Entering the Path and Staying on the Path)</td>
<td>B. Expand Sections of Basic Skills Noncredit Courses in Aptos</td>
<td>B. Teaching costs (dependent on current reimbursements @$45/hr.) for 10 additional sections in Aptos: $13,470</td>
<td>B. An additional estimated $114,543 based on current apportionment of $5072/FTES</td>
</tr>
<tr>
<td>(Guided Pathways Foundation: Equity, Social Mobility, Economic Health)</td>
<td>C. Establish stronger coordination with AEBG/programs to build bridges between Adult Education programs and credit coursework</td>
<td>C. Unknown though most costs could be underwritten by AEBG and NCSSSP funds</td>
<td>C. Unknown</td>
</tr>
<tr>
<td></td>
<td>D. Develop intensive summer noncredit institute designed to prepare new, incoming students for credit level work beginning in the subsequent Fall*</td>
<td>D. Teaching costs (dependent on current reimbursements @$45/hr.) for est. 200 students with 12 sections for 5 weeks (some accelerated sections offered in both Math &amp; English) $16,164</td>
<td>D. Estimated $137,451 based on current apportionment of $5072/FTES</td>
</tr>
<tr>
<td></td>
<td>E. Years 3-5 : Explore possibilities for new satellite offerings in northern areas of the county</td>
<td>5 sections of CG51 companion courses offered for 1 unit of credit with 40 students per section at normal costs and apportionment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A-E Recommendations Above</td>
<td>E. Unknown</td>
<td>E. Unknown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For A-E. Expand outreach and marketing services – est. $15,000 (offset with cooperative efforts with AEBG)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-E. No additional revenue</td>
<td></td>
</tr>
</tbody>
</table>

*See Appendix C

**It is recommended that** these compensation structures be amended to allow full-time faculty to take noncredit courses as part of their regular load. See Appendix B
<table>
<thead>
<tr>
<th>A-E, cont.</th>
<th>Increase access to counsellors, A&amp;R assistance, and Financial Aid – costs unknown though many of these could be offset through cooperative efforts with AEBG</th>
</tr>
</thead>
</table>
| **2. Support student success in credit courses with development of contextualized noncredit courses.**  
(Guided Pathways – Staying on the Path & Ensuring Learning) | **A. Years 3-5: Explore development of Basic Skills courses in Math and English/Reading for the Sciences**  
B. Years 3-5: Explore development of Basic Skills courses in English/Reading for the Social Sciences | **A. Develop and offer 10 sections of Math Basic Skills for the Sciences and 10 sections of English/Reading Basic Skills for the Sciences per each academic year at a total estimated cost (dependent on current reimbursements @$45/hr.) of $26,940.**  
B. Develop and offer 10 sections of English/Reading Basic Skills for the Social Sciences per each academic year at a total estimated cost (dependent on current reimbursements @$45/hr.) of $13,470. | **A. An additional estimated $229,086 based on current apportionment of $5072/FTES**  
B. An additional estimated $114,543 based on current apportionment of $5072/FTES |
| **3. Support students seeking sustainable employment.**  
(Guided Pathways Foundation: Equity, Social Mobility, Economic Health) | **A. Expand offerings in “Soft Skills” noncredit courses associated with Workforce Preparation**  
B. Expand offerings in Short Term Vocational instruction—especially in the fields of allied health, protective services, construction, and mechanics¹¹  
C. Develop contextualized ESL and Math courses to support | **A. CAbT noncredit courses could be doubled at the Watsonville Campus and greatly expanded in Apts. Work is advancing on developing a NC Skills Certificated program for STEM students. Further exploration in developing noncredit general Business Office skills is also needed. Projected revenue unknown at present time.**  
B. Unknown – Pending results from CTE consortium data  
C. Unknown - Pending results from CTE consortium data | **A. Unknown**  
B. Unknown – Pending results from CTE consortium data  
C. Unknown - Pending results from CTE |

¹¹ These fields tend to have the highest completion rates state-wide. They are also fields with reasonably high demand for entry-level skilled workers. See: Di Xu, University of California, Irvine and Xiaotao Ran, Community College Research Center. “Noncredit Education in Community College: Students, Course Enrollments, and Academic Outcomes.” Community College Research Center, Teachers' College Columbia University, CCRC Working Paper, no. No. 84, Sept. 2015,  
Summary:

“Noncredit education is a key mission of California Community Colleges.” Compelling evidence indicates that further development in the noncredit programs not only supports students achieve their academic and career goals but also improves the economic health of the community. These noncredit programs have already proven profitable for this institution. If the above recommendations are strategically and vigorously pursued, the noncredit program has the potential to generate over a million dollars per academic year of new revenue. However, thus far investment in the program has been insufficient to really develop a coordinated and thorough noncredit program. There are many challenges to implementing the program – some of which have been identified in Appendix B of this document. One of the most pressing of these challenges is designing a well-developed institutional structure to support this endeavor and coordinate the various noncredit offerings across the disciplines and campuses.

We recommend that the initial structure be tied to our Guided Pathways project. A faculty member should be appointed to report to the Dean of Guided Pathways. This faculty lead would also attend Curriculum meetings whenever noncredit courses or programs are presented.

Once established, coordination of noncredit programs can be sustained through a committee composed of representatives from the following constituencies:

- Faculty – Chair or Co-Chair with A&R Representative
- Basic Skills Faculty
- IT
- Counselling
- A & R
- Marketing & Outreach
- Instructional Division Deans
- Dean of Education Centers
- Dean of CTE and Workforce Development
- Student Services
- Adult Education

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14 Appendix A
Appendix A. (Terri’s Data)
Appendix B.

Present Challenges Specific to the Noncredit Programs:

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Progress</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCCApply – Students need to establish residency in order to satisfy AB540.</td>
<td>None</td>
<td>Many schools do not use CCCApply for noncredit. We need to look into alternate methods for application</td>
</tr>
<tr>
<td>Local practices for enrollment are barriers to students who lack appropriate documentation or computer skills.</td>
<td>Currently we offer ad hoc hands-on assistance in enrollment at the Watsonville Center which is not available at scale and may result in a student’s lack of dignity</td>
<td>Pending state legislation and expanded use of AEBG resources – could resolve some of these issues.</td>
</tr>
<tr>
<td>Strong evidence supports that further development in the non-enhanced noncredit programs could not only support students in the community and programs that have been severely impacted by repetition restrictions but also prove profitable. Investment in the program has been insufficient to really develop a coordinated and thorough noncredit program.</td>
<td>Fall 17 enrollments in Tutoring and Music are strong. Spring schedules include expanded offerings in Music and Theater Arts.</td>
<td>Those schools which have developed successful noncredit programs have emphasized the need for a “high-touch” approach that significantly impacts the students' likelihood for success. Having dedicated noncredit counsellors, front-office who are staff familiar with the challenges students often face, and institutional structures that are more student-friendly are all essential to the success of our program. It is recommended that more non-enhanced noncredit programs be developed and offered – especially in those arts courses which were severely impacted by repeatability restrictions.</td>
</tr>
<tr>
<td>Some -</td>
<td></td>
<td>We need to coordinate with the AEBG program and with the expansion of a noncredit program we can tap Strong Workforce funds to a greater extent and, available noncredit SSSP funds. We especially recommend focusing a targeted development of a few certificated courses that have demonstrable need in the community.</td>
</tr>
</tbody>
</table>

15 Ibid.  
16 Ibid.
Coordination of the noncredit program is incredibly complex – touching on nearly every aspect of the institution. The Noncredit committee and the Watsonville campus leadership has begun to work with IT, Marketing, Financial Aid and Counselling Services. A more comprehensive and integrated plan is needed, especially to include the Aptos campus and other future satellite centers.

New noncredit curriculum still needs to go through the Chancellor’s Office and may take up to a year to get approved. Faculty has been advised of this potential delay. None -

The current compensation scale for noncredit has had a chilling effect on the development of new curriculum among full-time faculty. The Chancellor’s office is working on prioritizing noncredit submissions with a new inventory system slated to go live in the near future.

Initial discussions have occurred between the Noncredit committee, the Faculty Union and key administrators. The original side-letter establishing the current pay scale is due to expire this coming year. Best practices suggest that credit and companion noncredit courses be taught by the same instructor. Current compensation structures make this difficult as full-time faculty must take noncredit courses as overloads. There is a need to renegotiate noncredit courses as part of the full-time load.

Scheduling of noncredit is currently coordinated with the academic calendar – this means that scheduling outside of these parameters will need to be implemented with consideration of potential instructor compensation and administrative issues. Marketing noncredit courses requires extensive hands-on outreach and needs to be implemented in more grassroots community based approach. May be in conjunction with year-round scheduling developed through Guided Pathways.

With new leadership in AEBG, we will have the opportunity to explore a coordinated effort. The outreach and marketing of noncredit courses are of necessity different because we’re targeting different student populations. At Allan Hancock and other colleges that are running successful and vibrant noncredit programs, outreach goes to the fields, to churches, to food banks and it is very much a “boots on the ground” effort. Further, these
students very often need assistance with registration which is usually performed by counselors and volunteers. As we continue to move forward with this process it will require additional resources for Counseling and for the A&R and Financial Aid staff.
Appendix C. Skyline College Model Summer Institute:

Summer Scholars Institute

Guaranteed Scholarship for First Year of College

Students who successfully complete a Summer Scholars Institute session will automatically receive the Skyline College Promise Scholarship, which covers the all registration and student fees for a student’s first year of college. Details about the scholarship are available at the Skyline College Promise website.

What’s the Difference Between Sessions?

The 5-week session prepares students for BOTH English AND math college courses through English and math workshops; students will also take a Career and Life Planning Course worth 3 College Units.

The 2-week session prepares students for EITHER English OR math college courses through a choice of one workshop in either English or math; students will also take a Student Success Strategies Course worth 1 College Unit.

Both sessions include the Skyline College Promise Scholarship for students who successfully complete.

17 https://www.skylinecollege.edu/summerscholars/ During the summer 2017 term, nearly 200 students participated in this program at Skyline.
More About the Program

The Summer Scholars Institute provides entering Skyline College freshmen with a free accelerated college preparatory summer experience. Students will complete a college-level course for credit which can be applied to a future degree or used to transfer to a four year institution. They will also participate in programs and activities designed to improve their academic skills, and accelerate their college adjustment.

Who can participate?

Graduating High School Seniors or GED recipients who intend to enroll as full-time students at Skyline College in the fall semester.

Program Costs:

This is a FREE program. There are no costs associated with participating in the Summer Scholars Institute. Students will receive free support and services equivalent to more than $2,000 in the summer, with additional support provided during the academic year.

Program Courses Include:

Career and Life Planning (3 College Units)

NOTE: For 5-week session only

Students will gain a comprehensive approach to life and career planning, vocational interests, and insight into their abilities, interests and personality. Students will also identify and refine their educational purpose, gain an understanding of the collegiate culture, become acclimated to college and create an academic pathway to success.

Student Success Strategies (1 College Unit)

NOTE: For 2-week session only

Designed to help students explore and understand issues that determine academic success. Students will learn strategies to help them succeed in college.

Math Workshop

Students will develop a growth mindset, understand and develop their mathematical abilities, problem-solving strategies, and learn Math faculty expectations.

English Workshop

Students will understand and develop their writing abilities, college-level reading skills, higher order thinking skills, and learn English faculty expectations.
Program Benefits:

- Receive Skyline College course credit
- Priority (early course) registration
- Placement in transfer level math and English courses for the fall semester
- Chrome book Loan Program (summer and academic year)
- Fall Textbook Loan Program (summer and academic year)
- Enhanced academic skills in math, English, and writing
- Increased skill in critical thinking, reading, and reasoning
- Early campus connection, engagement and acclimation
- Faculty, staff and student mentoring
- All expenses covered (lunch, transportation, books/materials, summer tuition)
- 2017-18 Skyline College Promise Scholarship
Appendix D.
Data Analysis:
The data suggests that a strong need exists in our county for these courses. This brief provides information on the education status and language spoken for Santa Cruz County residents and data on enrollments in Adult Education and Cabrillo noncredit. Much of the data in this brief are excerpts from the 2016 Santa Cruz County Community Assessment Project that analyzes data from sources including the U.S. Census Bureau and California Department of Education. The full report can be found at: [http://www.appliedsurveyresearch.org/scccap/](http://www.appliedsurveyresearch.org/scccap/).

In general, there are tens of thousands of residents who could be an audience for adult learning courses in the areas of Career Technical Education (CTE), English as a Second Language (ESL), obtaining a high school diploma or equivalent, citizenship, and improving basic literacy and computational skills. Some of this demand is concentrated in South County around Watsonville but every community in the county has a need for this “type” of education.

Highlights
- About 1 in 7 Santa Cruz County residents (just under 40,000 individuals) do not have a high school diploma
- Almost 1 in 3 residents (about 82,000 individuals) speak a language other than English with over 80% of those residents speaking Spanish.
- Over a quarter of households (28%) have an English learner student enrolled in K-12.

Cabrillo College Noncredit Enrollments in Fall 2016 and Spring 2017\(^{18}\)

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE</td>
<td>57</td>
</tr>
<tr>
<td>ESL</td>
<td>64</td>
</tr>
<tr>
<td>Math</td>
<td>112</td>
</tr>
</tbody>
</table>

ESL Enrollments in Adult Education in 2014-2015

<table>
<thead>
<tr>
<th>Agency</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watsonville Adult Education</td>
<td>574</td>
</tr>
<tr>
<td>Santa Cruz Adult Education</td>
<td>266</td>
</tr>
<tr>
<td>Total</td>
<td>840</td>
</tr>
</tbody>
</table>

\(^{18}\) CTE enrollments are in Computer Applications and Business Technology. ESL and Math enrollments exclude tutoring sections.
The headcount of Adult Education learner in ESL

Headcount of Adult Education agency in Santa Cruz

<table>
<thead>
<tr>
<th>Agency</th>
<th>Year</th>
<th>ESL Beginning Liter.</th>
<th>ESL Intermediate Low</th>
<th>ESL Intermediate High</th>
<th>ESL Low Advanced</th>
<th>ESL High Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pajaro Valley USD</td>
<td>2010-2011</td>
<td>18</td>
<td>324</td>
<td>293</td>
<td>223</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2011-2012</td>
<td>20</td>
<td>293</td>
<td>204</td>
<td>172</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>11</td>
<td>278</td>
<td>153</td>
<td>151</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2013-2014</td>
<td>16</td>
<td>183</td>
<td>120</td>
<td>166</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td>11</td>
<td>200</td>
<td>146</td>
<td>177</td>
<td></td>
</tr>
<tr>
<td>Santa Cruz City HSD</td>
<td>2010-2011</td>
<td>10</td>
<td>96</td>
<td>102</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2011-2012</td>
<td>13</td>
<td>52</td>
<td>86</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>14</td>
<td>89</td>
<td>68</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2013-2014</td>
<td>13</td>
<td>89</td>
<td>67</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td>15</td>
<td>75</td>
<td>95</td>
<td>91</td>
<td></td>
</tr>
</tbody>
</table>

Source: CASAS data portal.
Adult (Ages 25 Years and Older) Educational Attainment, Santa Cruz County

<table>
<thead>
<tr>
<th>Attainment Level</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th Grade</td>
<td>10.1%</td>
<td>9.2%</td>
<td>8.9%</td>
<td>8.1%</td>
<td>9.7%</td>
<td>9.5%</td>
</tr>
<tr>
<td>9th to 12th Grade, No Diploma</td>
<td>5.7%</td>
<td>6.4%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>3.3%</td>
<td>6.4%</td>
</tr>
<tr>
<td>High School Graduate (Includes Equivalency)</td>
<td>16.5%</td>
<td>15.7%</td>
<td>16.1%</td>
<td>14.1%</td>
<td>16.3%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Some College, No Degree</td>
<td>26.3%</td>
<td>23.3%</td>
<td>22.7%</td>
<td>24.1%</td>
<td>21.0%</td>
<td>22.2%</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>7.6%</td>
<td>8.1%</td>
<td>8.9%</td>
<td>9.8%</td>
<td>9.2%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>21.3%</td>
<td>23.1%</td>
<td>23.1%</td>
<td>23.5%</td>
<td>24.4%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Graduate or Professional Degree</td>
<td>12.4%</td>
<td>14.3%</td>
<td>15.2%</td>
<td>15.4%</td>
<td>15.1%</td>
<td>14.6%</td>
</tr>
</tbody>
</table>


Adult (Ages 25 Years and Older) Educational Attainment by Jurisdiction – 2010 to 2014

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>High School Degree or Higher</th>
<th>Bachelor’s Degree or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitola</td>
<td>92.7%</td>
<td>38.3%</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>92.6%</td>
<td>40.4%</td>
</tr>
<tr>
<td>Scotts Valley</td>
<td>96.8%</td>
<td>45.9%</td>
</tr>
<tr>
<td>Watsonville</td>
<td>55.2%</td>
<td>10.5%</td>
</tr>
</tbody>
</table>


---

Source: Santa Cruz County Community Assessment Project, Year 22, 2016, pg. 23
Language Spoken at Home (Ages 5 Years and Older), Santa Cruz County

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Only</td>
<td>69.1%</td>
<td>67.8%</td>
<td>68.1%</td>
<td>67.7%</td>
<td>67.6%</td>
<td>68.2%</td>
</tr>
<tr>
<td>Language Other Than English</td>
<td>30.9%</td>
<td>32.2%</td>
<td>31.9%</td>
<td>32.3%</td>
<td>32.4%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Asian and Pacific Islander Languages</td>
<td>2.5%</td>
<td>2.9%</td>
<td>2.9%</td>
<td>3.1%</td>
<td>2.8%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Spanish</td>
<td>25.6%</td>
<td>26.5%</td>
<td>25.5%</td>
<td>26.0%</td>
<td>26.3%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Other Indo-European Languages</td>
<td>2.2%</td>
<td>2.5%</td>
<td>2.9%</td>
<td>2.9%</td>
<td>2.9%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Other Languages</td>
<td>0.5%</td>
<td>0.3%</td>
<td>0.5%</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Total Population (Ages 5 Years and Older)</td>
<td>248,383</td>
<td>249,132</td>
<td>251,704</td>
<td>253,575</td>
<td>256,877</td>
<td>259,307</td>
</tr>
</tbody>
</table>


Percentage of English Learner Students by School District

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>County Office of Education</td>
<td>26.1%</td>
<td>15.6%</td>
<td>13.4%</td>
<td>17.4%</td>
<td>13.8%</td>
<td>13.9%</td>
</tr>
<tr>
<td>Bonny Doon Union Elementary</td>
<td>0.9%</td>
<td>1.6%</td>
<td>0.3%</td>
<td>0.0%</td>
<td>1.4%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Happy Valley Elementary</td>
<td>0.0%</td>
<td>0.8%</td>
<td>1.6%</td>
<td>1.6%</td>
<td>1.5%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Live Oak Elementary</td>
<td>31.6%</td>
<td>32.3%</td>
<td>32.5%</td>
<td>32.7%</td>
<td>33.5%</td>
<td>34.5%</td>
</tr>
<tr>
<td>Mountain Elementary</td>
<td>2.5%</td>
<td>3.3%</td>
<td>0.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Pacific Elementary</td>
<td>10.9%</td>
<td>9.1%</td>
<td>10.6%</td>
<td>12.3%</td>
<td>13.0%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Pajaro Valley Unified</td>
<td>45.9%</td>
<td>45.4%</td>
<td>44.0%</td>
<td>46.5%</td>
<td>47.3%</td>
<td>44.7%</td>
</tr>
<tr>
<td>San Lorenzo Valley Unified</td>
<td>1.1%</td>
<td>1.3%</td>
<td>1.8%</td>
<td>1.7%</td>
<td>2.0%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Santa Cruz City Elementary</td>
<td>27.2%</td>
<td>25.7%</td>
<td>24.4%</td>
<td>25.7%</td>
<td>25.0%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Santa Cruz City High</td>
<td>7.9%</td>
<td>7.7%</td>
<td>6.7%</td>
<td>7.2%</td>
<td>7.6%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Scotts Valley Unified</td>
<td>1.7%</td>
<td>2.1%</td>
<td>1.7%</td>
<td>2.3%</td>
<td>3.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Soquel Union Elementary</td>
<td>14.0%</td>
<td>12.1%</td>
<td>13.2%</td>
<td>11.8%</td>
<td>12.4%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>


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21 Source: Santa Cruz County Community Assessment Project, Year 22, 2016, pg. 54
22 Source: Santa Cruz County Community Assessment Project, Year 22, 2016, pg. 55