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Fact Book

Continuing Education



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Office of Institutional Research and Planning
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Continuing Education Fact Book 2014

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OVERVIEW

This Fact Book is a publication of the Office of Institutional Research and Planning for the San Diego Community College District. It is designed to serve the information needs of the community with a primary focus on student enrollment, demographics, and outcomes.

The Fact Book is a rich source of Continuing Education trend information that may be used for planning and decision making. The book contains the following five sections:

- 1) **Headcount and Student Characteristics.** Provides information on student demographic characteristics (e.g., age, ethnicity, and residence by service area) over five years.
- 2) **Student Completion (Awards Conferred).** Provides information about certificates of completion, high school diplomas, and GEDs awarded. All of the information is provided in summary form, as well as demographic characteristics of interest.
- 3) **Productivity.** Provides information on annual FTES and enrollment.
- 4) **Human Resources.** Provides information on the number of employees by ethnicity, gender, and employment type.

Each section contains the following benchmarks: 1) The percentage change over the five year period being reported, 2) The Continuing Education campuswide average and 3) The “Districtwide” (includes Continuing Education) averages.

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Vision Statement

San Diego Continuing Education will be the state's leading noncredit educational provider, based on quality of services offered and variety of courses available, assisting students to transform their lives.

Philosophy Statement

San Diego Continuing Education is a multicultural institution dedicated to providing educational access and lifelong learning opportunities. Our commitment is to all students who come through our doors, without regard to their academic skill or life's challenges, offering innovative, high quality instruction and student support services. We believe that people have the capacity to change and that education can positively transform individuals, enriching their lives and contributing to our community.

Core Values

We, the Continuing Education faculty, staff, and administration of San Diego Community College District, acknowledge our responsibility to society and believe that access to lifelong learning is a cornerstone of a democratic society. We consider it our duty to anticipate changing demands in education and welcome the opportunity to shape the future. We place students at the center of all that we do, supporting and promoting excellence in their endeavors. We affirm and embody pluralism; we value collaboration and shared decision-making; and we honor creativity and innovation.

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Mission Statement

San Diego Continuing Education has roots dating to 1914. It is one of the largest separately accredited noncredit programs in the nation, offering no and low cost classes throughout San Diego. Continuing Education seeks to integrate lifelong learning into all San Diegan's lives, as evidenced by growing enrollments. Continuing Education students come with varied educational goals, including career advancement, college preparation, and life enrichment. To serve these student goals, we recruit diverse faculty with extensive experience and education, including professional certifications, Master's, and/or Doctorate degrees. Faculty professional development to maintain subject area expertise is critical to our success. Continuing Education strives to diversify its course offerings, creating a vast array of lifelong learning opportunities.

Continuing Education's programs and courses relate to the following:

- Basic skills courses for those needing basic reading, writing, and math skills
- English as a Second Language (ESL) courses for limited English speakers
- High school completion and GED preparation courses for those not completing high school
- Older adult courses supporting and promoting positive aging
- Disability Support Programs and Services courses for persons with disabilities
- Parent Education courses to increase parenting skills
- Community Education courses providing fee-based professional and personal enrichment classes
- Contract Education courses customized to the specific needs of business and industry
- Career Development and College Preparation (CDCP) courses.

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Institutional Strategic Action Areas 2013-15

Strategic Action Area 1: Enhance *collaborative cultures* both internally and externally with community, business, and educational institutions.

Strategic Action Area 2: Promote and emphasize *full engagement in participatory governance*, building a collective understanding and responsibility.

Strategic Action Area 3: Create *educational and program pathways* to career and higher learning.

Strategic Action Area 4: Document, report, and promote a *holistic understanding of student success*.

Strategic Action Area 5: Access and use existing and emerging *technology*.

Section I **Headcount and Student Characteristics**

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This section of the Fact Book contains student headcount by various student characteristics. The headcount figures are individual counts of students, or unduplicated headcount. Less than one attendance hour, never attends, and cancelled classes are excluded. The headcount information is reported over a period of three or five years to analyze trends and establish benchmarks. Headcount information is reported by the following segments:

- 1) Overall
- 2) Gender
- 3) Ethnicity
- 4) Age
- 5) Service Area of Residence
- 6) Income Level
- 7) Educational Objective
- 8) Primary Language
- 9) Prior Education Level
- 10) DSPS
- 11) Day, Evening, and Online Status

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Overall Headcount: Unduplicated headcount for Continuing Education decreased 17%, from 21,552 in Summer 2009 to 17,874 in Summer 2013. Unduplicated headcount for Continuing Education decreased 23%, from 33,573 in Fall 2009 to 25,793 in Fall 2013. Finally, unduplicated headcount for Continuing Education decreased 21%, from 33,326 in Spring 2010 to 26,492 in Spring 2014.

Figure 1.1. Continuing Education Overall Headcount (Fall)

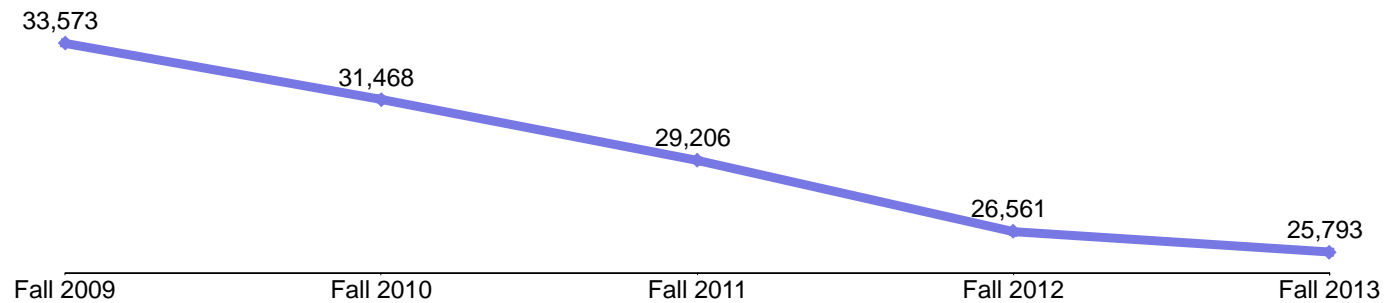


Table 1.1. Continuing Education Overall Headcount (Summer, Fall, and Spring)

	Summer 09	Summer 10	Summer 11	Summer 12	Summer 13	% Change Summer 09-13
Total	21,552	19,285	15,764	15,061	17,874	-17%

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	% Change Fall 09-13
Total	33,573	31,468	29,206	26,561	25,793	-23%

	Spring 10	Spring 11	Spring 12	Spring 13	Spring 14	% Change Spring 10-14
Total	33,326	32,774	29,038	26,245	26,492	-21%

Source: SDCCD Information System

Continuing Education Fact Book 2014

Headcount by Gender: On average, the female student headcount (64%) was higher than their male student counterpart (36%), which remained consistent for the most part between Fall 2009 and Fall 2013. Both the female and male student headcounts decreased 22% and 25%, respectively, between Fall 2009 and Fall 2013.

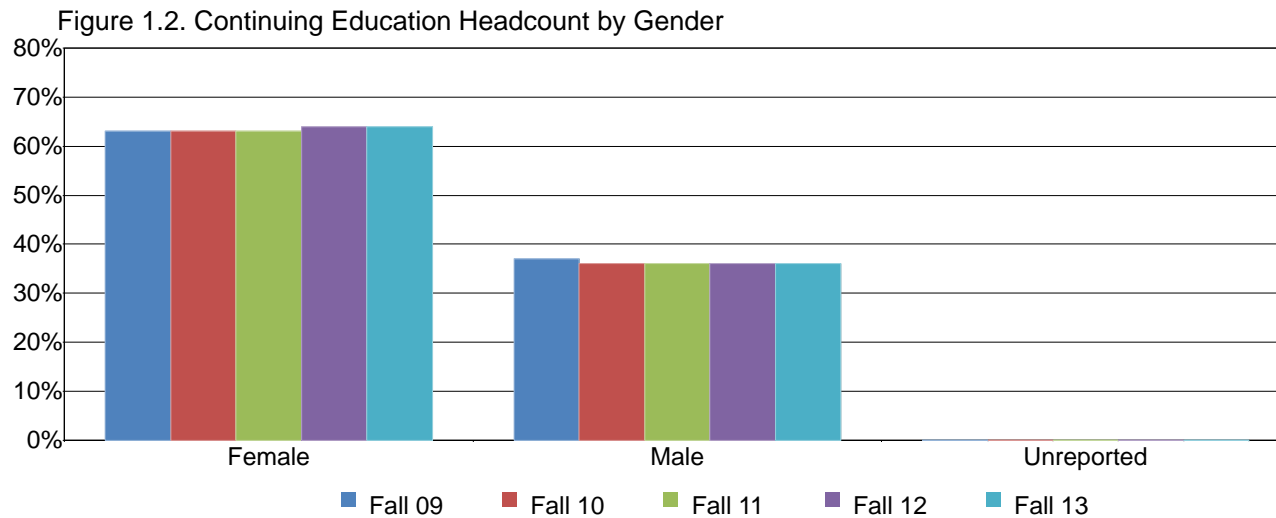


Table 1.2. Continuing Education Headcount by Gender

	Fall 09		Fall 10		Fall 11		Fall 12		Fall 13		% Change Fall 09-13	CE Average Fall 09-13	Districtwide Average Fall 09-13
Female	21,091	63%	19,946	63%	18,489	63%	17,112	64%	16,531	64%	-22%	64%	55%
Male	12,353	37%	11,409	36%	10,646	36%	9,430	36%	9,250	36%	-25%	36%	44%
Unreported	129	0%	113	0%	71	0%	19	0%	12	0%	-91%	0%	0%
Total	33,573	100%	31,468	100%	29,206	100%	26,561	100%	25,793	100%	-23%	100%	100%

Source: SDCCD Information System

Continuing Education Fact Book 2014

Headcount by Ethnicity: The ethnic groups that comprised the largest headcounts between Fall 2009 and Fall 2013 were White students (34%), Latino students (33%), and Asian/Pacific Islander students (14%), on average. Within Continuing Education, American Indian students and students that were categorized as "Other" ethnicities declined 55% and 66%, respectively, between Fall 2009 and Fall 2013. The Filipino student headcount within Continuing Education (2%) was underrepresented compared to the same ethnic group districtwide (4%), while the Asian/Pacific Islander student headcount within Continuing Education (14%) was overrepresented compared to the same ethnic group districtwide (12%).

Figure 1.3. Continuing Education Headcount by Ethnicity

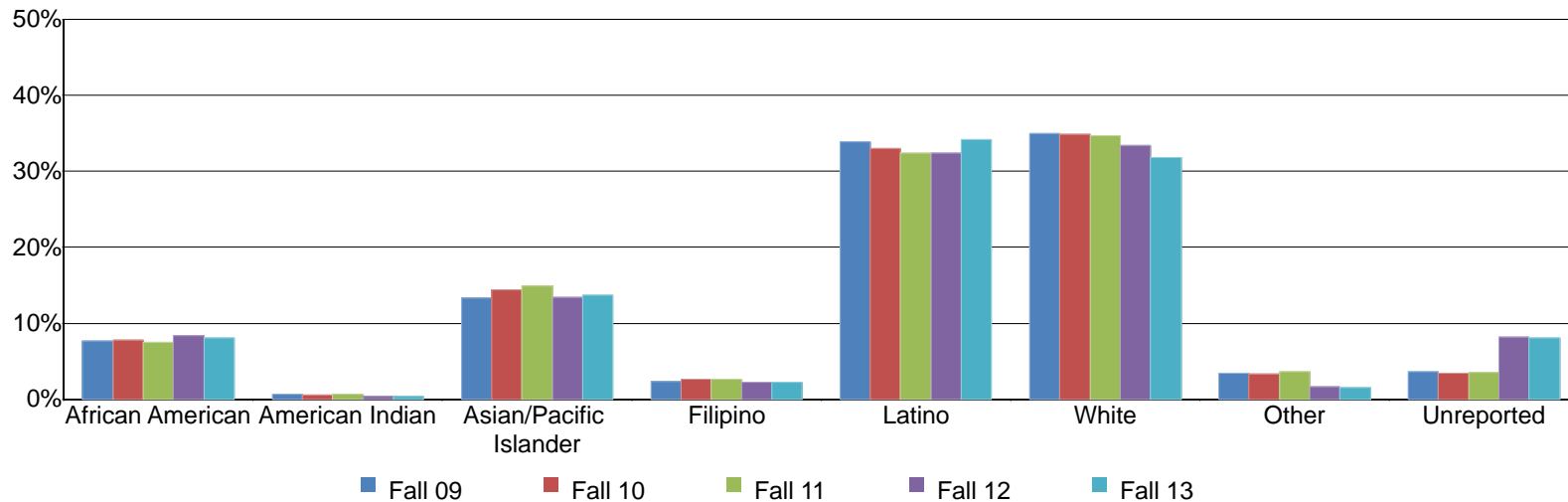


Table 1.3. Continuing Education Headcount by Ethnicity

	Fall 09		Fall 10		Fall 11		Fall 12		Fall 13		% Change Fall 09-13	CE Average Fall 09-13	Districtwide Average Fall 09-13
African American	2,579	8%	2,463	8%	2,195	8%	2,219	8%	2,083	8%	-19%	8%	8%
American Indian	213	1%	175	1%	184	1%	107	0%	96	0%	-55%	1%	1%
Asian/Pacific Islander	4,472	13%	4,527	14%	4,353	15%	3,563	13%	3,546	14%	-21%	14%	12%
Filipino	802	2%	825	3%	770	3%	587	2%	573	2%	-29%	2%	4%
Latino	11,384	34%	10,381	33%	9,455	32%	8,599	32%	8,825	34%	-22%	33%	32%
White	11,754	35%	10,968	35%	10,135	35%	8,855	33%	8,203	32%	-30%	34%	34%
Other	1,145	3%	1,046	3%	1,065	4%	453	2%	393	2%	-66%	3%	4%
Unreported	1,224	4%	1,083	3%	1,049	4%	2,178	8%	2,074	8%	69%	5%	5%
Total	33,573	100%	31,468	100%	29,206	100%	26,561	100%	25,793	100%	-23%	100%	100%

Source: SDCCD Information System

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Headcount by Age: From Fall 2009 to Fall 2013, the age groups with the largest headcounts within Continuing Education were students age 50 and over (41%) and students between ages 30 and 39 (19%), on average. Between Fall 2009 and Fall 2013, decreases in headcount were displayed across all age groups; however, the decrease occurred at a greater magnitude for younger groups than for older groups (e.g., students under age 18 decreased 73% and students 50 and over decreased 18%). Student headcount for those between ages 18 and 24 displayed the greatest underrepresented disparity within Continuing Education when compared to the districtwide student headcount for the same age group (13% & 38%, respectively). However, the headcount for students 50 and over (41%) showed the greatest overrepresented disparity within Continuing Education when compared to the districtwide student headcount for the same age group (19%).

Figure 1.4 Continuing Education Headcount by Age

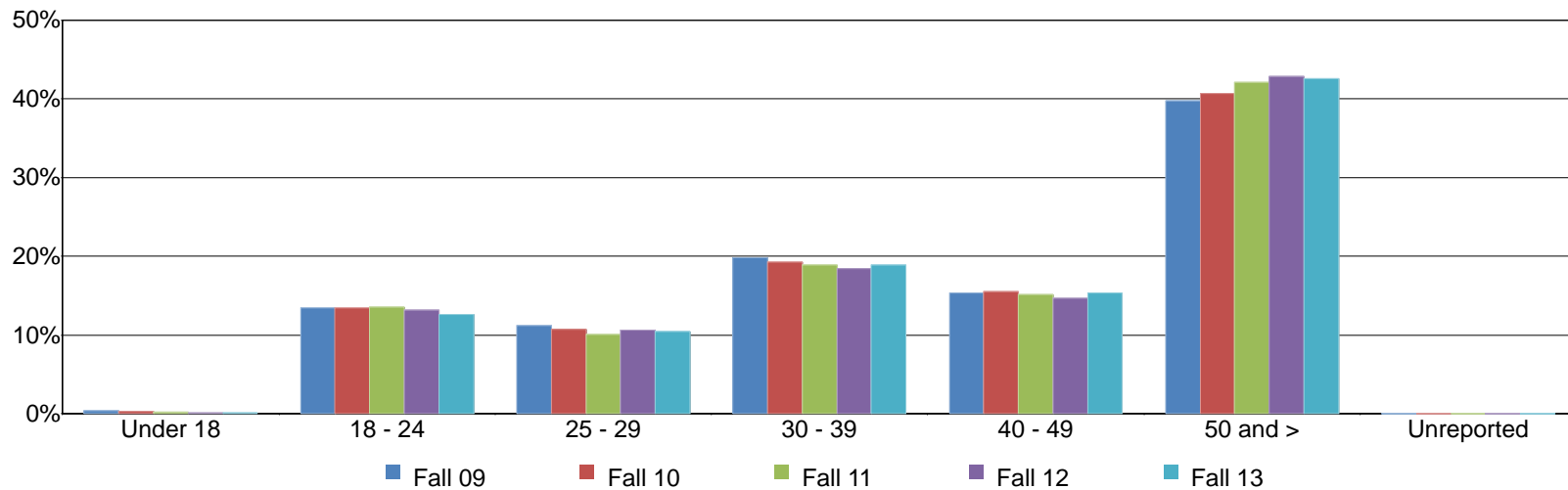


Table 1.4 Continuing Education Headcount by Age

	Fall 09		Fall 10		Fall 11		Fall 12		Fall 13		% Change Fall 09-13	CE Average Fall 09-13	Districtwide Average Fall 09-13
Under 18	131	0%	115	0%	53	0%	31	0%	35	0%	-73%	0%	2%
18 - 24	4,531	13%	4,247	13%	3,959	14%	3,507	13%	3,254	13%	-28%	13%	38%
25 - 29	3,757	11%	3,365	11%	2,945	10%	2,831	11%	2,702	10%	-28%	11%	15%
30 - 39	6,656	20%	6,066	19%	5,534	19%	4,901	18%	4,874	19%	-27%	19%	16%
40 - 49	5,148	15%	4,882	16%	4,436	15%	3,903	15%	3,955	15%	-23%	15%	10%
50 and >	13,343	40%	12,790	41%	12,278	42%	11,387	43%	10,972	43%	-18%	41%	19%
Unreported	7	0%	3	0%	1	0%	1	0%	1	0%	-86%	0%	0%
Total	33,573	100%	31,468	100%	29,206	100%	26,561	100%	25,793	100%	-23%	100%	100%

Source: SDCCD Information System

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Headcount by Service Area of Residence: Between Fall 2009 and Fall 2013, on average, 21% of students who attended Continuing Education resided within the West City service area, 20% of students resided within the Mid-City service area, 16% of students resided within the Centre City service area, 15% of students resided within the North City service area, 10% of students resided within the ECC service area, and 1% of students resided within the Cesar Chavez service area. Seventeen percent of students who attended Continuing Education resided outside the SDCCD service area.

Figure 1.5 Continuing Education Headcount by Service Area of Residence

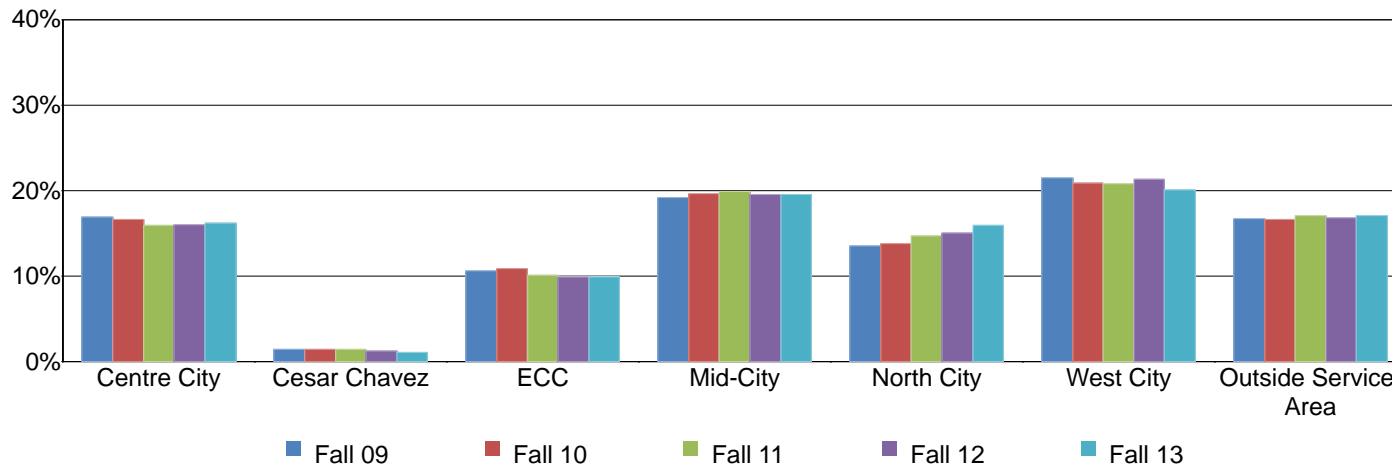


Table 1.5. Continuing Education Headcount by Service Area of Residence

	Fall 09		Fall 10		Fall 11		Fall 12		Fall 13		% Change Fall 09-13	CE Average Fall 09-13
Centre City	5,689	17%	5,242	17%	4,656	16%	4,252	16%	4,184	16%	-26%	16%
Cesar Chavez	491	1%	448	1%	412	1%	342	1%	286	1%	-42%	1%
ECC	3,580	11%	3,429	11%	2,950	10%	2,646	10%	2,555	10%	-29%	10%
Mid-City	6,453	19%	6,175	20%	5,829	20%	5,187	20%	5,046	20%	-22%	20%
North City	4,539	14%	4,356	14%	4,295	15%	3,994	15%	4,122	16%	-9%	15%
West City	7,213	21%	6,568	21%	6,084	21%	5,673	21%	5,196	20%	-28%	21%
Outside Service Area	5,608	17%	5,250	17%	4,980	17%	4,467	17%	4,404	17%	-21%	17%
Total	33,573	100%	31,468	100%	29,206	100%	26,561	100%	25,793	100%	-23%	100%

Source: SDCCD Information System

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Headcount by Income Level: Between Fall 2009 and Fall 2013, on average, 22% of students at Continuing Education reported making \$33,000 or more a year and 41% of students reported making between \$0-2,999. The number of students who reported making between \$0-2,999 a year, on average, displayed the greatest overrepresented disparity within Continuing Education when compared to the districtwide average (41% & 25%, respectively).

Figure 1.6. Continuing Education Headcount by Income Level

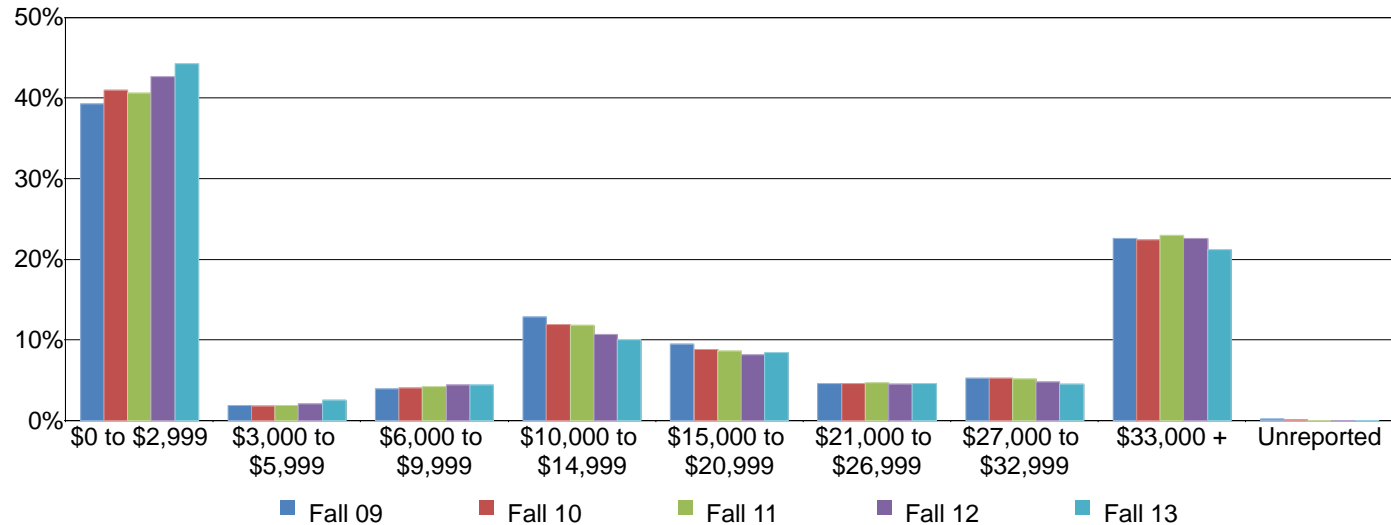


Table 1.6. Continuing Education Headcount by Income Level

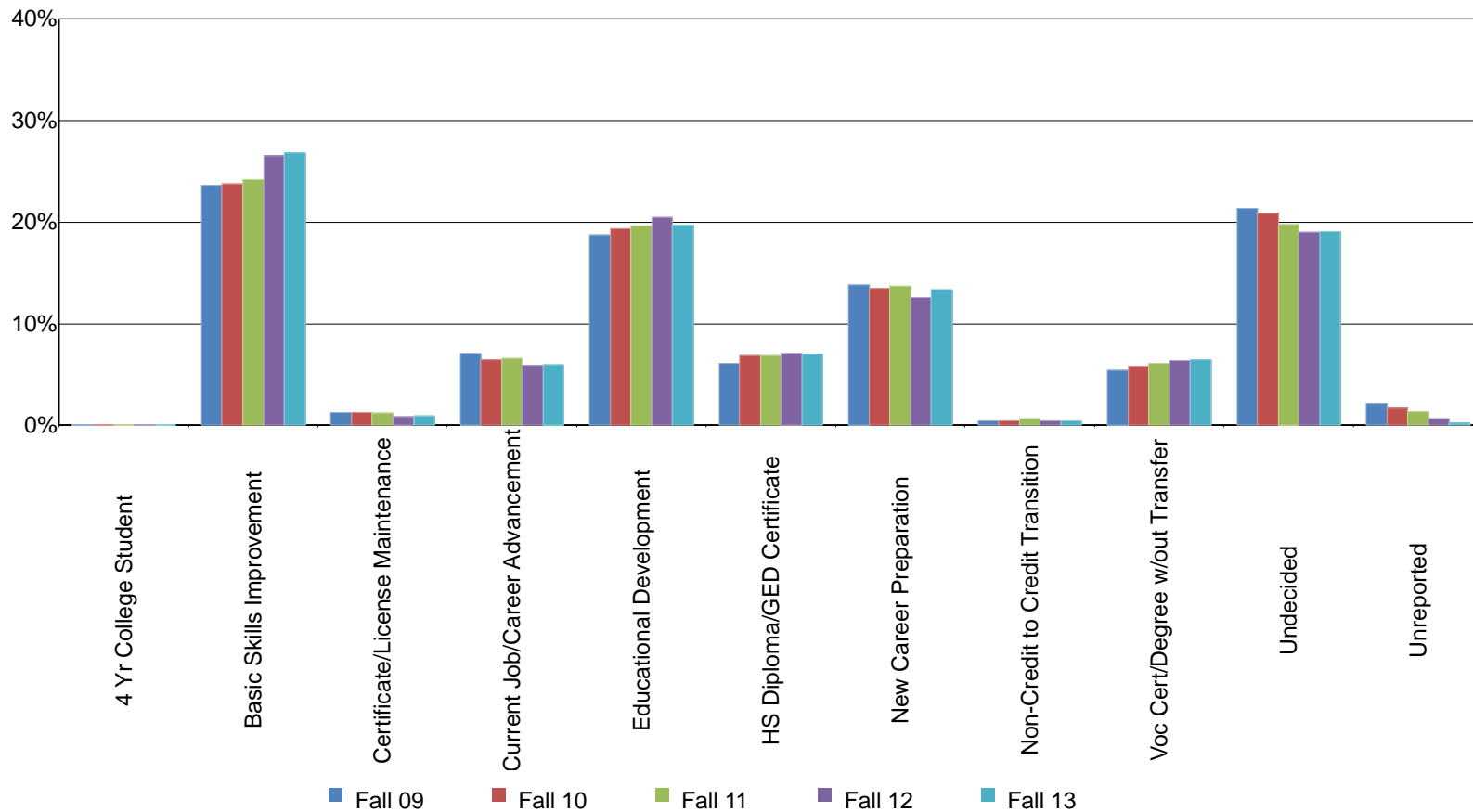
	Fall 09		Fall 10		Fall 11		Fall 12		Fall 13		% Change Fall 09-13	CE Average Fall 09-13	Districtwide Average Fall 09-13
\$0 to \$2,999	13,187	39%	12,895	41%	11,865	41%	11,326	43%	11,423	44%	-13%	41%	25%
\$3,000 to \$5,999	625	2%	567	2%	541	2%	561	2%	655	3%	5%	2%	3%
\$6,000 to \$9,999	1,311	4%	1,269	4%	1,235	4%	1,174	4%	1,133	4%	-14%	4%	5%
\$10,000 to \$14,999	4,308	13%	3,761	12%	3,458	12%	2,837	11%	2,591	10%	-40%	12%	9%
\$15,000 to \$20,999	3,197	10%	2,768	9%	2,519	9%	2,174	8%	2,175	8%	-32%	9%	9%
\$21,000 to \$26,999	1,539	5%	1,457	5%	1,362	5%	1,197	5%	1,185	5%	-23%	5%	6%
\$27,000 to \$32,999	1,754	5%	1,660	5%	1,507	5%	1,282	5%	1,156	4%	-34%	5%	5%
\$33,000 +	7,591	23%	7,050	22%	6,704	23%	5,998	23%	5,463	21%	-28%	22%	23%
Unreported	61	0%	41	0%	15	0%	12	0%	12	0%	-80%	0%	15%
Total	33,573	100%	31,468	100%	29,206	100%	26,561	100%	25,793	100%	-23%	100%	100%

Source: SDCCD Information System

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Headcount by Educational Objective: One quarter of the Continuing Education student population (25%) selected basic skills improvement as their educational objective, on average, which was higher than in the districtwide student population (15%). Other frequently cited educational objectives at Continuing Education were educational development (20%), which was higher than the districtwide average (13%), and new career preparation (13%), which was lower than the districtwide average (17%). On average, a smaller percentage of the student population at Continuing Education were undecided (20%) compared to the districtwide average (25%).

Figure 1.7. Continuing Education Headcount by Educational Objective



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Table 1.7. Continuing Education Headcount by Educational Objective

	Fall 09		Fall 10		Fall 11		Fall 12		Fall 13		% Change Fall 09-13	CE Average Fall 09-13	Districtwide Average Fall 09-13
4 Yr College Student	1	0%	1	0%	0	0%	0	0%	0	0%	-100%	0%	9%
Basic Skills Improvement	7,937	24%	7,472	24%	7,058	24%	7,043	27%	6,921	27%	-13%	25%	15%
Certificate/License Maintenance	429	1%	393	1%	355	1%	238	1%	238	1%	-45%	1%	2%
Current Job/Career Advancement	2,369	7%	2,041	6%	1,916	7%	1,562	6%	1,534	6%	-35%	6%	7%
Educational Development	6,282	19%	6,102	19%	5,729	20%	5,442	20%	5,075	20%	-19%	20%	13%
HS Diploma/GED Certificate	2,040	6%	2,155	7%	2,012	7%	1,876	7%	1,807	7%	-11%	7%	4%
New Career Preparation	4,636	14%	4,234	13%	4,000	14%	3,349	13%	3,452	13%	-26%	13%	17%
Non-Credit to Credit Transition	155	0%	151	0%	186	1%	125	0%	114	0%	-26%	0%	0%
Voc Cert/Degree w/out Transfer	1,814	5%	1,826	6%	1,793	6%	1,704	6%	1,664	6%	-8%	6%	6%
Undecided	7,179	21%	6,570	21%	5,770	20%	5,040	19%	4,920	19%	-31%	20%	25%
Unreported	731	2%	523	2%	387	1%	182	1%	68	0%	-91%	1%	1%
Total	33,573	100%	31,468	100%	29,206	100%	26,561	100%	25,793	100%	-23%	100%	100%

Source: SDCCD Information System

Continuing Education Fact Book 2014

Headcount by Primary Language: On average, 65% of the Continuing Education student population spoke English as their primary language, which was smaller than the student population districtwide (82%). Between Fall 2009 and Fall 2013, there was a decrease for those who reported speaking English (23%) and those who spoke a language other than English (22%).

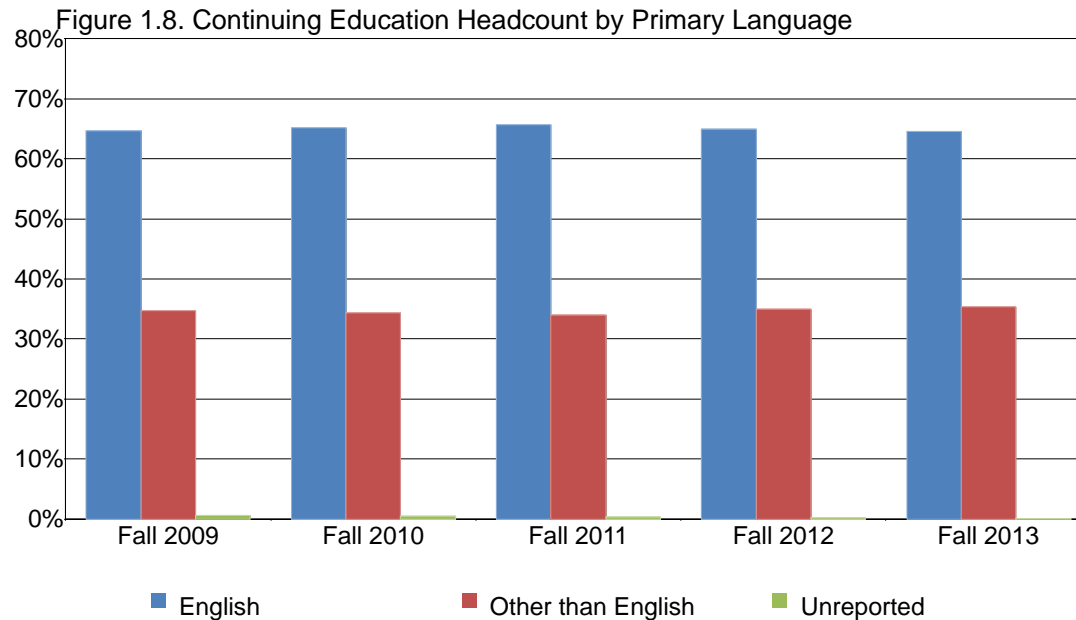


Table 1.8. Continuing Education Headcount by Primary Language

	Fall 09		Fall 10		Fall 11		Fall 12		Fall 13		% Change Fall 09-13	CE Average Fall 09-13	Districtwide Average Fall 09-13
English	21,716	65%	20,511	65%	19,178	66%	17,247	65%	16,650	65%	-23%	65%	82%
Other than English	11,640	35%	10,794	34%	9,918	34%	9,271	35%	9,123	35%	-22%	35%	18%
Unreported	217	1%	163	1%	110	0%	43	0%	20	0%	-91%	0%	0%
Total	33,573	100%	31,468	100%	29,206	100%	26,561	100%	25,793	100%	-23%	100%	100%

Source: SDCCD Information System

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Headcount by Prior Education Level: From Fall 2011 to Fall 2013, on average, 38% of the Continuing Education student population reported they had earned an AA/AS or higher degree, 38% had not earned a degree, and one quarter had never attended college (25%). Between Fall 2011 and Fall 2013, Continuing Education students who reported that they had never attended college increased 15%, and students who reported that they had earned an AA/AS degree or BA/BS degree or higher decreased 16% and 12%, respectively.

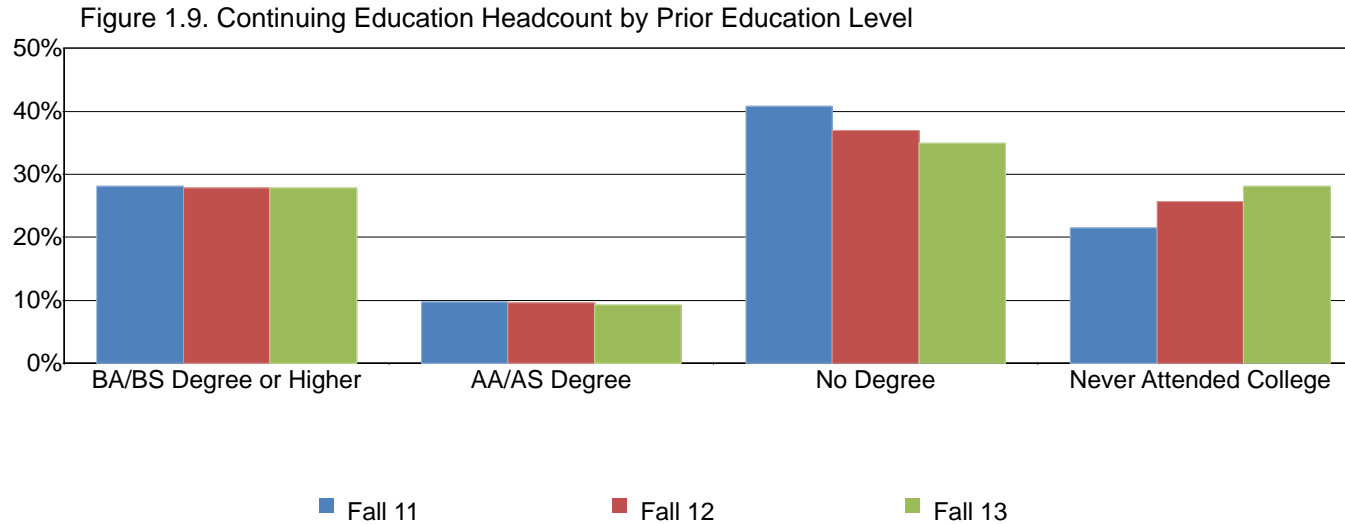


Table 1.9. Continuing Education Headcount by Prior Education Level

	Fall 11		Fall 12		Fall 13		% Change Fall 11-13	CE Average Fall 11-13
BA/BS Degree or Higher	8,198	28%	7,388	28%	7,183	28%	-12%	28%
AA/AS Degree	2,827	10%	2,552	10%	2,372	9%	-16%	10%
No Degree	11,910	41%	9,809	37%	9,008	35%	-24%	38%
Never Attended College	6,271	21%	6,812	26%	7,230	28%	15%	25%
Total	29,206	100%	26,561	100%	25,793	100%	-12%	100%

Source: SDCCD Information System

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Headcount by Disability Support Programs and Services (DSPS): On average, 4% of the Continuing Education student population received disability support services between Fall 2009 and Fall 2013. This was comparable to the percentage of students served by DSPS districtwide (3%). Moreover, the number of students who received disability services decreased 11% between Fall 2009 and Fall 2013, while those who had not received disability services decreased 24%.

Figure 1.10. Continuing Education Headcount by Disability Support Programs and Services (DSPS)

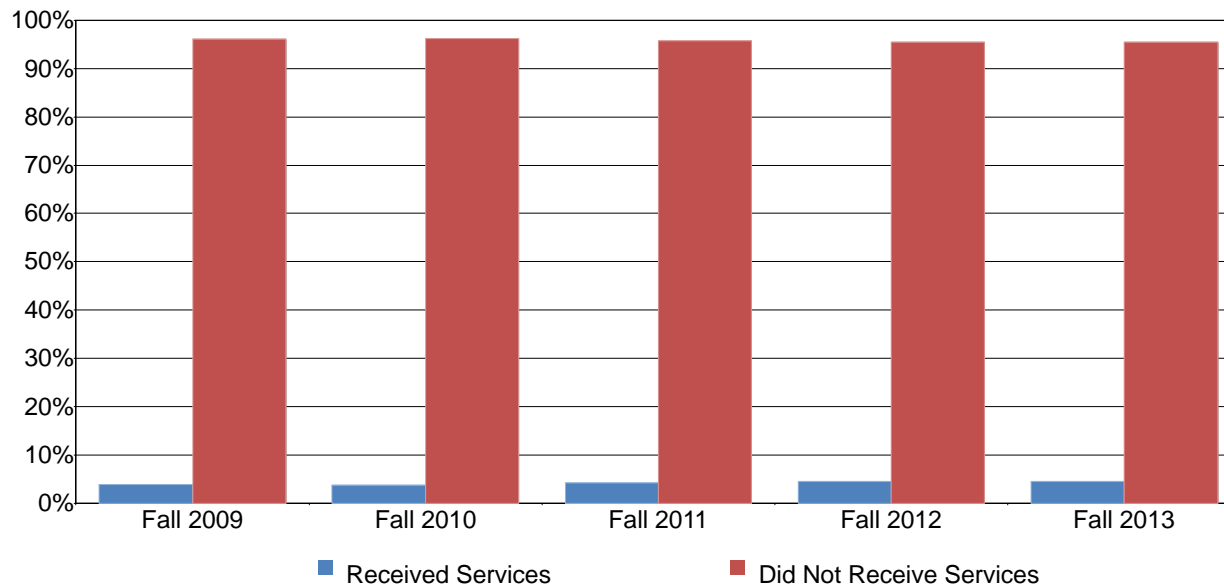


Table 1.10. Continuing Education Headcount by Disability Support Programs and Services (DSPS)

	Fall 09		Fall 10		Fall 11		Fall 12		Fall 13		% Change Fall 09-13	College Average Fall 09-13	Districtwide Average Fall 09-13
Received Services	1,319	4%	1,171	4%	1,239	4%	1,207	5%	1,172	5%	-11%	4%	3%
Did Not Receive Services	32,254	96%	30,297	96%	27,967	96%	25,354	95%	24,621	95%	-24%	96%	97%
Total	33,573	100%	31,468	100%	29,206	100%	26,561	100%	25,793	100%	-23%	100%	100%

Source: SDCCD Information System

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Headcount by Day, Evening, & Online Status: On average, between Fall 2009 and Fall 2013, a majority of the Continuing Education student population attended daytime courses exclusively (69%). Approximately one quarter of the student population attended evening courses exclusively (23%). Students that exclusively took evening courses decreased 30%, from 8,190 in Fall 2009 to 5,773 in Fall 2013. However, students that exclusively took online courses increased 25% from 148 in Fall 2009 to 185 in Fall 2013.

Figure 1.11. Continuing Education Headcount by Day, Evening, & Online Status

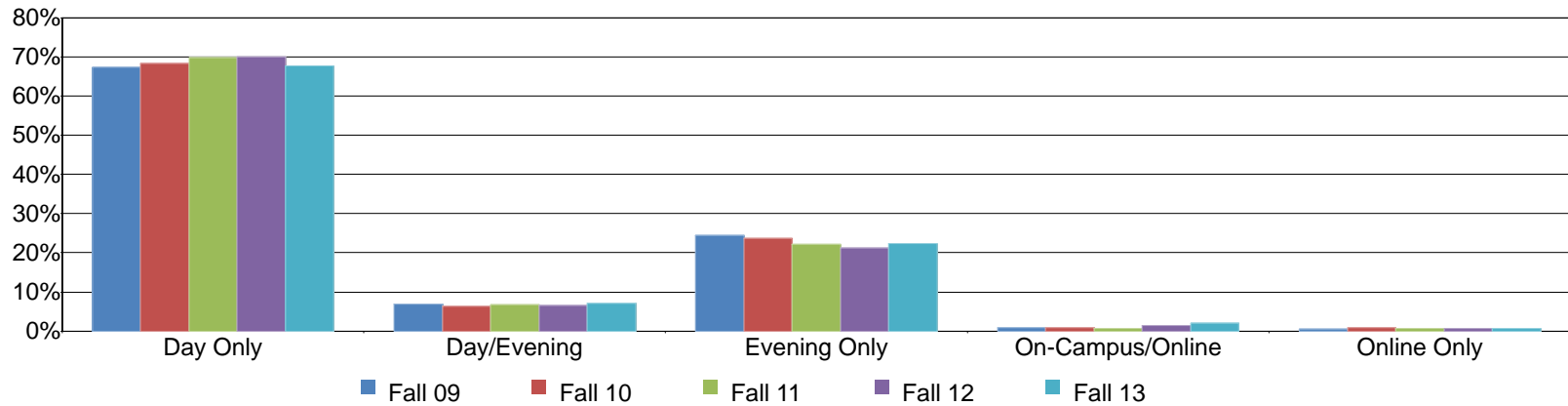


Table 1.11. Continuing Education Headcount by Day, Evening, & Online Status

	Fall 09		Fall 10		Fall 11		Fall 12		Fall 13		% Change Fall 09-13	CE Average Fall 09-13	Districtwide Average Fall 09-13
Day Only	22,601	67%	21,458	68%	20,368	70%	18,597	70%	17,476	68%	-23%	69%	52%
Day/Evening	2,319	7%	1,985	6%	1,964	7%	1,759	7%	1,814	7%	-22%	7%	16%
Evening Only	8,190	24%	7,448	24%	6,452	22%	5,646	21%	5,773	22%	-30%	23%	17%
On-Campus/Online	315	1%	292	1%	214	1%	387	1%	545	2%	73%	1%	10%
Online Only	148	0%	285	1%	208	1%	172	1%	185	1%	25%	1%	5%
Total	33,573	100%	31,468	100%	29,206	100%	26,561	100%	25,793	100%	-23%	100%	100%

Source: SDCCD Information System

Section II Student Completion (Annual Awards Conferred)

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This section of the Fact Book contains information on student completion (annual awards) which may be considered an indirect assessment of student learning. For purposes of this report, the annual awards conferred are the total number of certificates of completion, high school diplomas, and GED certificates awarded in a single academic year (summer, fall, and spring). *Note. Annual awards conferred that are reported in this Fact Book are considered preliminary data. Please see the upcoming Awards Conferred Supplement report for final annual awards conferred numbers.*

All of the information in this section is reported by the following segments:

- 1) Overall
- 2) Gender
- 3) Ethnicity
- 4) Age

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Annual Awards Conferred: On average, 92% of the total awards conferred at Continuing Education were certificates of completion, 4% of the awards conferred were GED certificates, and 4% of the awards conferred were high school diplomas between 2009/10 and 2013/14. Due to a revision in reporting procedures in 2011/12, which more than doubled the number of certificates of completion awarded compared to previous years, the number of certificates of completion awarded increased 409%, from 942 in 2009/10 to 4,792 in 2013/14. The number of GED certificates awarded decreased 75%, from 184 in 2009/10 to 46 in 2013/14, while the number of high school diplomas decreased 16% between 2009/10 and 2013/14.

Figure 2.1. Continuing Education Overall Annual Awards Conferred

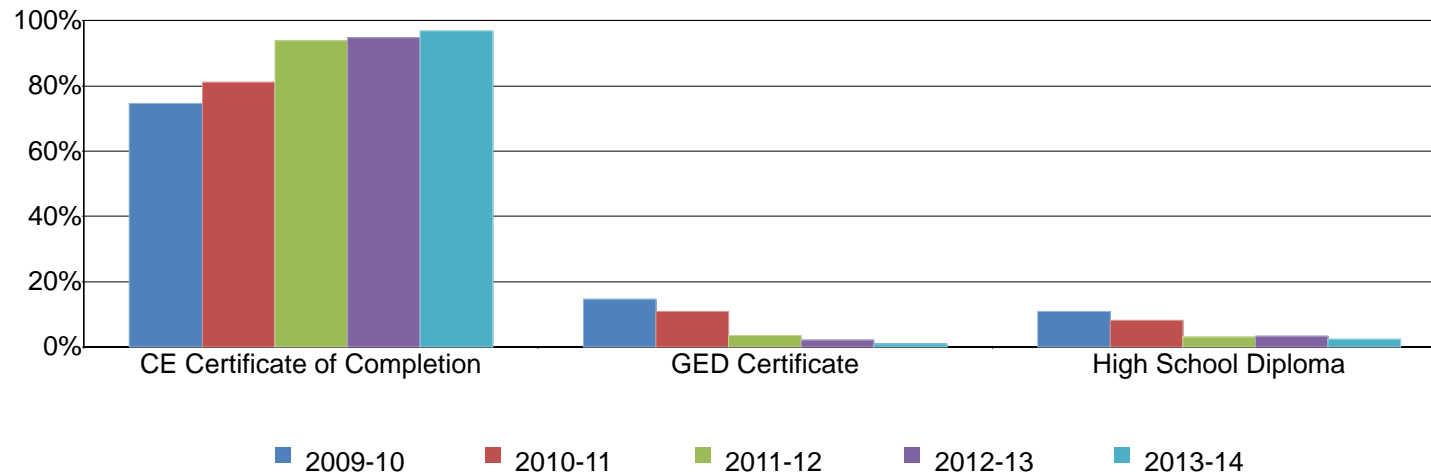


Table 2.1. Continuing Education Overall Annual Awards Conferred

	2009-10		2010-11		2011-12		2012-13		2013-14		% Change 09/10-13/14	CE Average 09/10-13/14
CE Certificate of Completion	942	75%	1,113	81%	3,028	94%	3,606	95%	4,792	97%	409%	92%
GED Certificate	184	15%	148	11%	109	3%	79	2%	46	1%	-75%	4%
High School Diploma	137	11%	111	8%	93	3%	119	3%	115	2%	-16%	4%
Total	1,263	100%	1,372	100%	3,230	100%	3,804	100%	4,953	100%	292%	100%

Source: SDCCD Information System

Note. In 2011/12, reporting procedures for CE Certificates of Completion were revised.

Continuing Education Fact Book 2014

Annual Awards Conferred by Gender: Of the total certificates of completion conferred within Continuing Education, female students (56%) received more certificates of completion, on average, than their male student counterpart (44%) between 2009/10 and 2013/14. Female students (51%) received slightly more GED certificates, on average, than their male student counterpart (48%). On average, male students (55%) received a greater proportion of high school diplomas awarded than their female student counterpart (45%). Females displayed a greater increase in the number of certificates of completion awarded compared to males (500% & 325%, respectively) between 2009/10 and 2013/14. While males displayed a greater decrease in the number of GED certificates awarded compared to females (82% & 67%, respectively), females displayed a greater decrease in the number of high school diplomas awarded compared to males (29% & 4%, respectively) during the same reporting period.

Figure 2.2.1. Continuing Education Annual Certificates of Completion by Gender

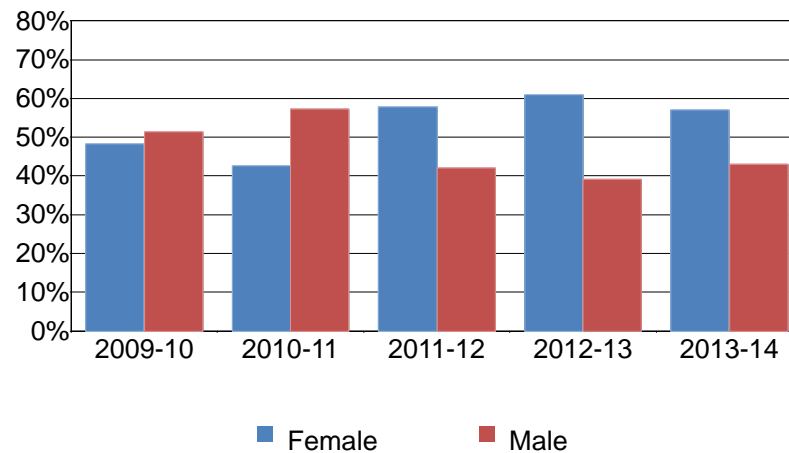


Figure 2.2.2. Continuing Education Annual GED Certificates by Gender

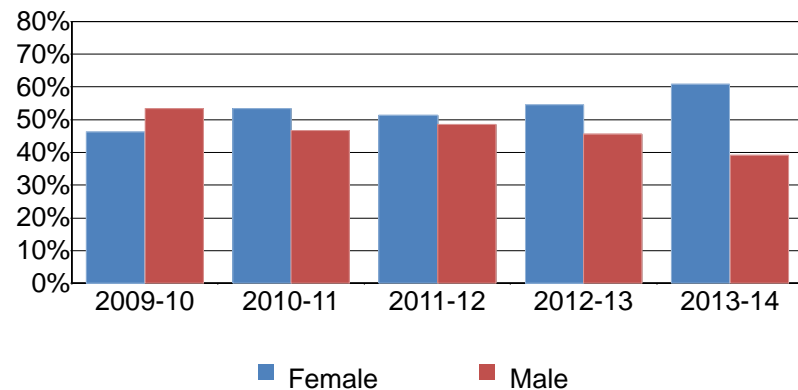
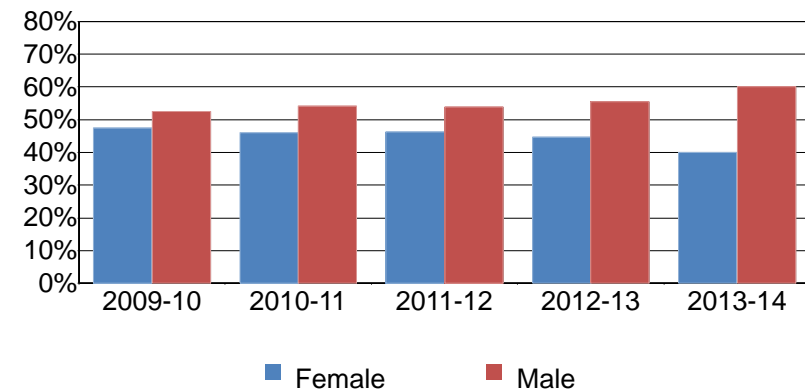


Figure 2.2.3. Continuing Education Annual High School Diplomas by Gender



Continuing Education Fact Book 2014

Table 2.2. Continuing Education Annual Awards Conferred by Gender

		2009-10		2010-11		2011-12		2012-13		2013-14		% Change 09/10-13/14	CE Average 09/10-13/14
CE Certificate of Completion	Female	455	48%	474	43%	1,753	58%	2,197	61%	2,732	57%	500%	56%
	Male	485	51%	638	57%	1,274	42%	1,409	39%	2,060	43%	325%	44%
	Unreported	2	0%	1	0%	1	0%	0	0%	0	0%	-100%	0%
	Total	942	100%	1,113	100%	3,028	100%	3,606	100%	4,792	100%	409%	100%
GED Certificate	Female	85	46%	79	53%	56	51%	43	54%	28	61%	-67%	51%
	Male	98	53%	69	47%	53	49%	36	46%	18	39%	-82%	48%
	Unreported	1	1%	0	0%	0	0%	0	0%	0	0%	-100%	0%
	Total	184	100%	148	100%	109	100%	79	100%	46	100%	-75%	100%
High School Diploma	Female	65	47%	51	46%	43	46%	53	45%	46	40%	-29%	45%
	Male	72	53%	60	54%	50	54%	66	55%	69	60%	-4%	55%
	Total	137	100%	111	100%	93	100%	119	100%	115	100%	-16%	100%
Grand Total		1,263	100%	1,372	100%	3,230	100%	3,804	100%	4,953	100%	292%	100%

Source: SDCCD Information System

Note. In 2011/12, reporting procedures for CE Certificates of Completion were revised.

Continuing Education Fact Book 2014

Annual Awards Conferred by Ethnicity: Between 2009/10 and 2013/14, Latino students received the greatest number of certificates of completion (39%), followed by White students (23%), Asian/Pacific Islander students (14%), and African American students (11%), on average. Latino students were awarded with the most GED certificates within Continuing Education (45%), followed by White students (27%), and African American students (11%) between 2009/10 and 2013/14. All ethnic groups except American Indian students increased the number of certificates of completion awarded from 2009/10 to 2013/14.

Figure 2.3.1. Continuing Education Annual Certificates of Completion by Ethnicity

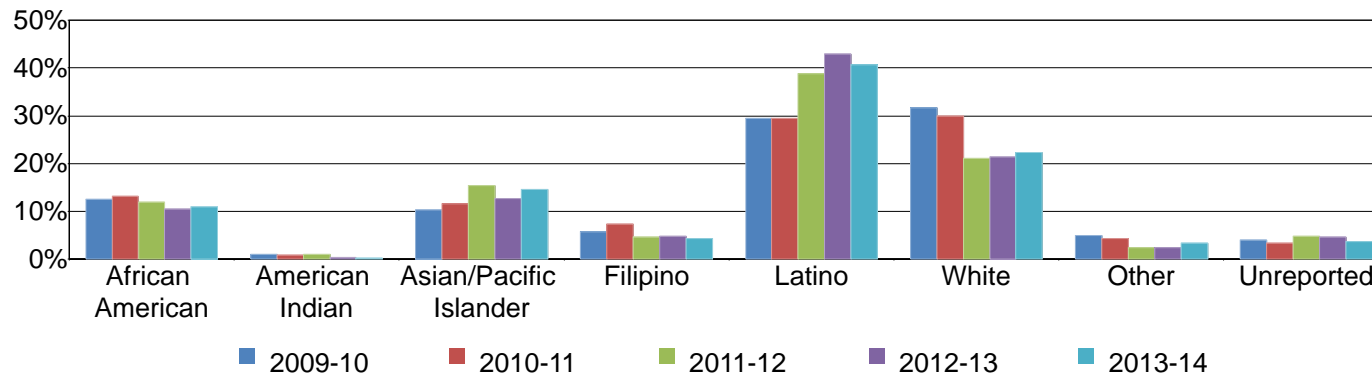
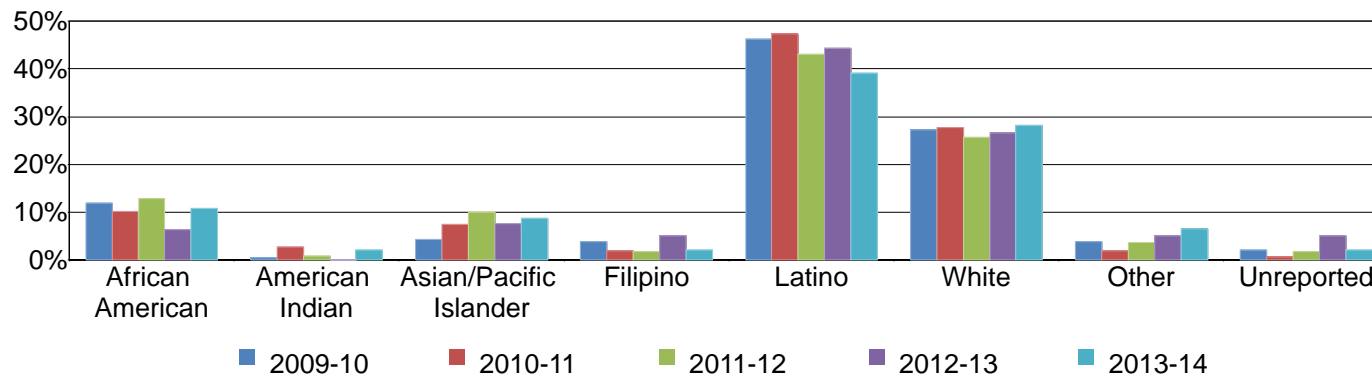
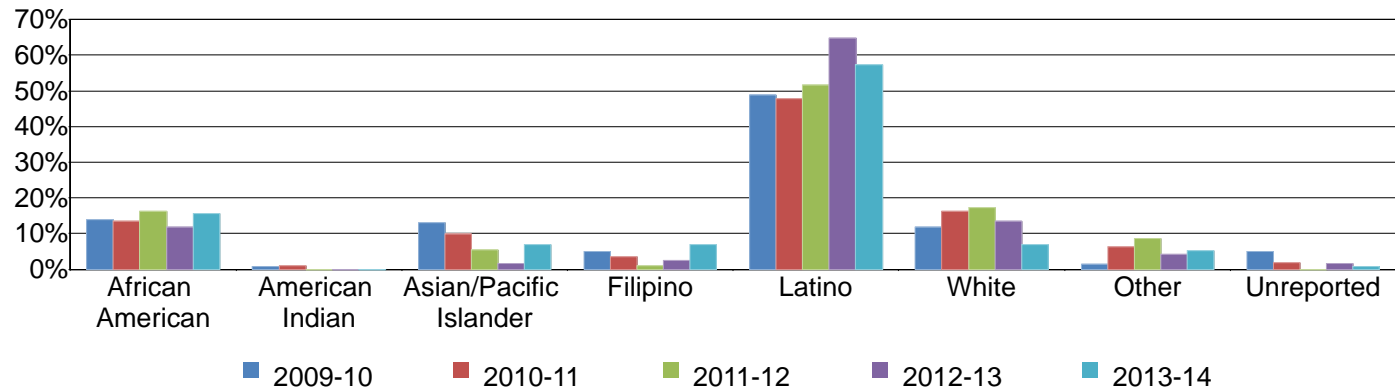


Figure 2.3.2. Continuing Education Annual GED Certificates by Ethnicity



Continuing Education Fact Book 2014

Figure 2.3.3. Continuing Education Annual High School Diploma by Ethnicity



Continuing Education Fact Book 2014

Table 2.3. Continuing Education Annual Awards Conferred by Ethnicity

		2009-10		2010-11		2011-12		2012-13		2013-14		% Change 09/10-13/14	CE Average 09/10-13/14
CE Certificate of Completion	African American	118	13%	147	13%	359	12%	378	10%	522	11%	342%	11%
	American Indian	10	1%	9	1%	30	1%	14	0%	8	0%	-20%	1%
	Asian/Pacific Islander	98	10%	129	12%	468	15%	460	13%	696	15%	610%	14%
	Filipino	54	6%	82	7%	142	5%	175	5%	204	4%	278%	5%
	Latino	278	30%	327	29%	1,173	39%	1,548	43%	1,949	41%	601%	39%
	White	299	32%	333	30%	636	21%	773	21%	1,072	22%	259%	23%
	Other	47	5%	48	4%	75	2%	89	2%	162	3%	245%	3%
	Unreported	38	4%	38	3%	145	5%	169	5%	179	4%	371%	4%
	Total	942	100%	1,113	100%	3,028	100%	3,606	100%	4,792	100%	409%	100%
GED Certificate	African American	22	12%	15	10%	14	13%	5	6%	5	11%	-77%	11%
	American Indian	1	1%	4	3%	1	1%	0	0%	1	2%	0%	1%
	Asian/Pacific Islander	8	4%	11	7%	11	10%	6	8%	4	9%	-50%	7%
	Filipino	7	4%	3	2%	2	2%	4	5%	1	2%	-86%	3%
	Latino	85	46%	70	47%	47	43%	35	44%	18	39%	-79%	45%
	White	50	27%	41	28%	28	26%	21	27%	13	28%	-74%	27%
	Other	7	4%	3	2%	4	4%	4	5%	3	7%	-57%	4%
	Unreported	4	2%	1	1%	2	2%	4	5%	1	2%	-75%	2%
	Total	184	100%	148	100%	109	100%	79	100%	46	100%	-75%	100%
High School Diploma	African American	19	14%	15	14%	15	16%	14	12%	18	16%	-5%	14%
	American Indian	1	1%	1	1%	0	0%	0	0%	0	0%	-100%	0%
	Asian/Pacific Islander	18	13%	11	10%	5	5%	2	2%	8	7%	-56%	8%
	Filipino	7	5%	4	4%	1	1%	3	3%	8	7%	14%	4%
	Latino	67	49%	53	48%	48	52%	77	65%	66	57%	-1%	54%
	White	16	12%	18	16%	16	17%	16	13%	8	7%	-50%	13%
	Other	2	1%	7	6%	8	9%	5	4%	6	5%	200%	5%
	Unreported	7	5%	2	2%	0	0%	2	2%	1	1%	-86%	2%
	Total	137	100%	111	100%	93	100%	119	100%	115	100%	-16%	100%
Grand Total	1,263	100%	1,372	100%	3,230	100%	3,804	100%	4,953	100%	292%	100%	

Source: SDCCD Information System

Note. In 2011/12, reporting procedures for CE Certificates of Completion were revised.

Continuing Education Fact Book 2014

Annual Awards Conferred by Age: On average, students between ages 30 and 39 received the greatest number of certificates of completion (27%), followed by students age 50 and over (22%), and students between ages 40 and 49 (21%). Students between ages 18 and 24 received the greatest number of GED certificates (39%), followed by students between ages 30 and 39 (24%), and students between ages 25 and 29 (19%). An upward trend was noted among all age groups who received certificates of completion between 2009/10 and 2013/14.

Figure 2.4.1. Continuing Education Annual Certificates of Completion by Age

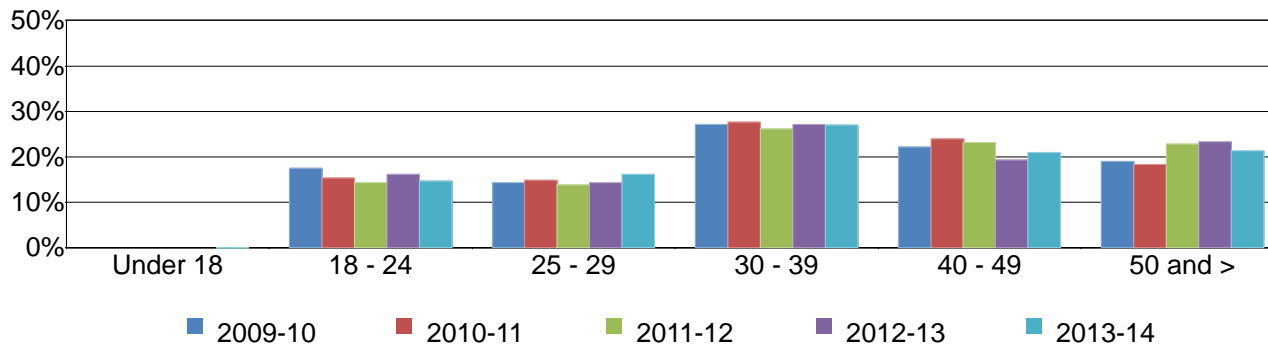
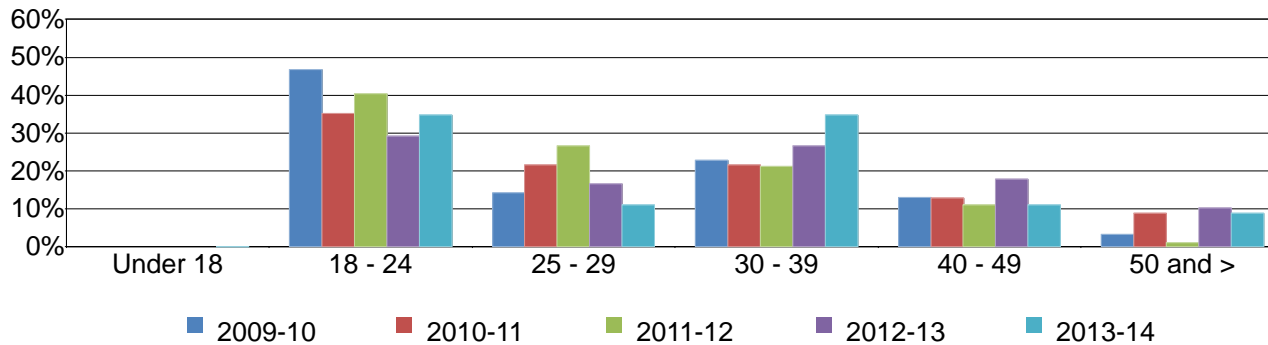
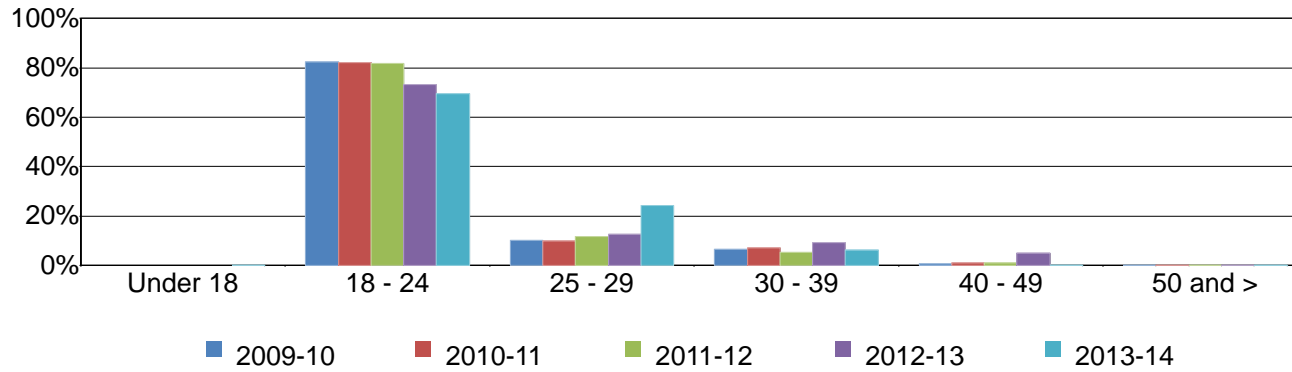


Figure 2.4.2. Continuing Education Annual GED Certificates by Age



Continuing Education Fact Book 2014

Figure 2.4.3. Continuing Education Annual High School Diplomas by Age



Continuing Education Fact Book 2014

Table 2.4. Continuing Education Annual Awards Conferred by Age

		2009-10		2010-11		2011-12		2012-13		2013-14		% Change 09/10-13/14	CE Average 09/10-13/14
CE Certificate of Completion	Under 18	0	0%	0	0%	0	0%	0	0%	1	0%	---	0%
	18 - 24	165	18%	171	15%	432	14%	583	16%	700	15%	324%	15%
	25 - 29	134	14%	165	15%	418	14%	512	14%	774	16%	478%	15%
	30 - 39	256	27%	307	28%	789	26%	980	27%	1,293	27%	405%	27%
	40 - 49	209	22%	266	24%	699	23%	694	19%	1,006	21%	381%	21%
	50 and >	178	19%	204	18%	690	23%	837	23%	1,018	21%	472%	22%
	Total	942	100%	1,113	100%	3,028	100%	3,606	100%	4,792	100%	409%	100%
GED Certificate	18 - 24	86	47%	52	35%	44	40%	23	29%	16	35%	-81%	39%
	25 - 29	26	14%	32	22%	29	27%	13	16%	5	11%	-81%	19%
	30 - 39	42	23%	32	22%	23	21%	21	27%	16	35%	-62%	24%
	40 - 49	24	13%	19	13%	12	11%	14	18%	5	11%	-79%	13%
	50 and >	6	3%	13	9%	1	1%	8	10%	4	9%	-33%	6%
	Total	184	100%	148	100%	109	100%	79	100%	46	100%	-75%	100%
High School Diploma	18 - 24	113	82%	91	82%	76	82%	87	73%	80	70%	-29%	78%
	25 - 29	14	10%	11	10%	11	12%	15	13%	28	24%	100%	14%
	30 - 39	9	7%	8	7%	5	5%	11	9%	7	6%	-22%	7%
	40 - 49	1	1%	1	1%	1	1%	6	5%	0	0%	-100%	2%
	Total	137	100%	111	100%	93	100%	119	100%	115	100%	-16%	100%
Grand Total	1,263	100%	1,372	100%	3,230	100%	3,804	100%	4,953	100%	292%	100%	

Source: SDCCD Information System

Note. In 2011/12, reporting procedures for CE Certificates of Completion were revised.

**Section III
Productivity**

Continuing Education Fact Book 2014

This section of the Fact Book contains information on productivity measures. The following describes in detail each of the measures:

- 1) Annual FTES. The first measure reported in this section is a measure of productivity. FTES is the total number of full-time equivalent students enrolled. (Includes non-residents. Excludes non-state supported, cancelled, and tutoring classes.) F-Factor is included when reported annually.
- 2) Enrollments. The second measure in this section of the report is also a measure of productivity. Enrollments are the number of seats enrolled, or duplicated headcount. Less than one attendance hour and never attends are excluded. Apprenticeship, fee, contract, and cancelled classes are excluded.

Continuing Education Fact Book 2014

Annual FTES: Continuing Education showed a decrease in total FTES between 2009/10 and 2013/14. Excluding F-Factor, Continuing Education non-credit FTES displayed a 11% decrease, from approximately 8,921 FTES in 2009/10 to 7,921 FTES in 2013/14. There was no credit FTES for Continuing Education.

Figure 3.1. Continuing Education Annual FTES

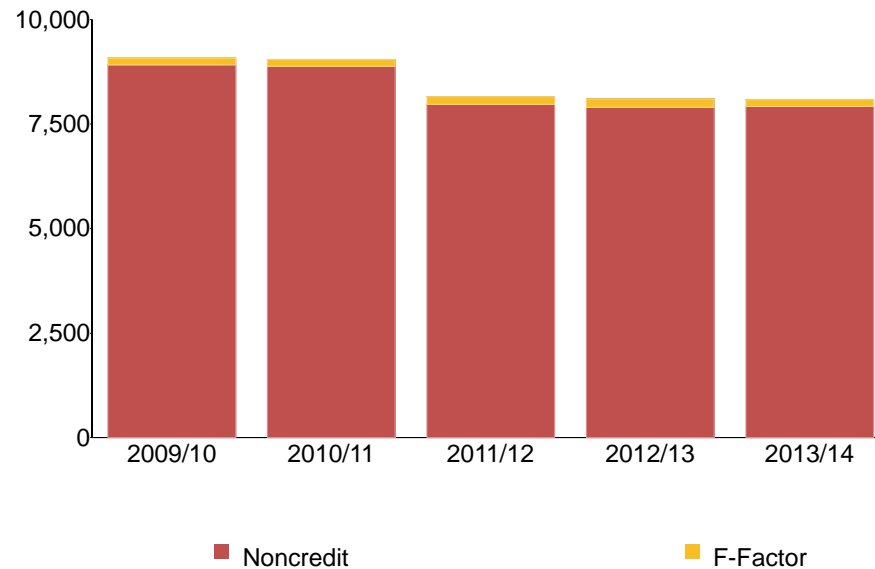


Table 3.1. Continuing Education Annual FTES

	2009/10	2010/11	2011/12	2012/13	2013/14
Noncredit	8,920.59	8,878.99	7,972.98	7,904.89	7,920.96
F-Factor	158.46	161.86	190.71	196.19	170.63
Total	9,079.05	9,040.85	8,163.69	8,101.07	8,091.59

Source: SDCCD Information System

Continuing Education Fact Book 2014

Enrollments: The enrollment trend for the on campus mode of instruction increased for summer (29%), but decreased for the fall and spring terms (22% & 19%, respectively) between 2009/10 and 2013/14. The enrollment trend for the online mode of instruction increased for the summer (25%), fall (79%), and spring (91%) terms between 2009/10 and 2013/14.

Figure 3.2.1. Continuing Education Enrollments (Summer)

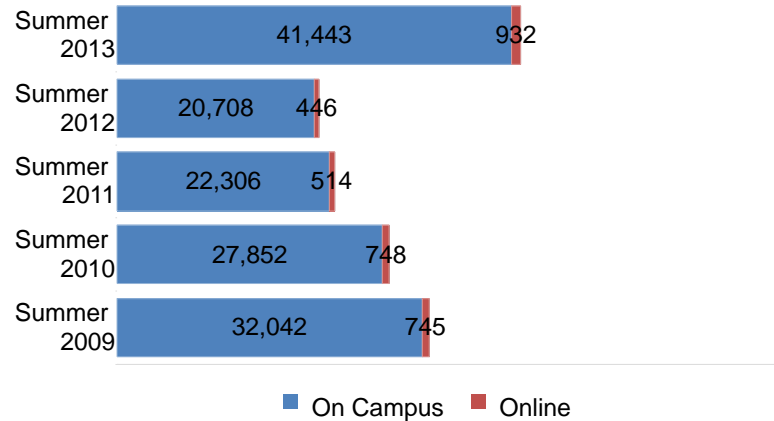


Figure 3.2.2. Continuing Education Enrollments (Fall)

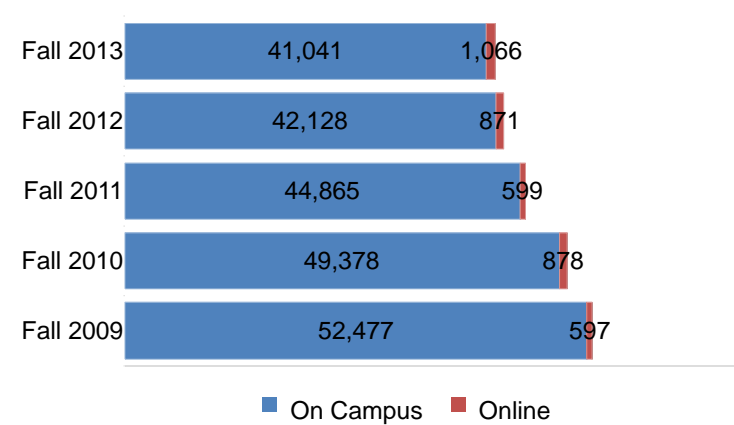
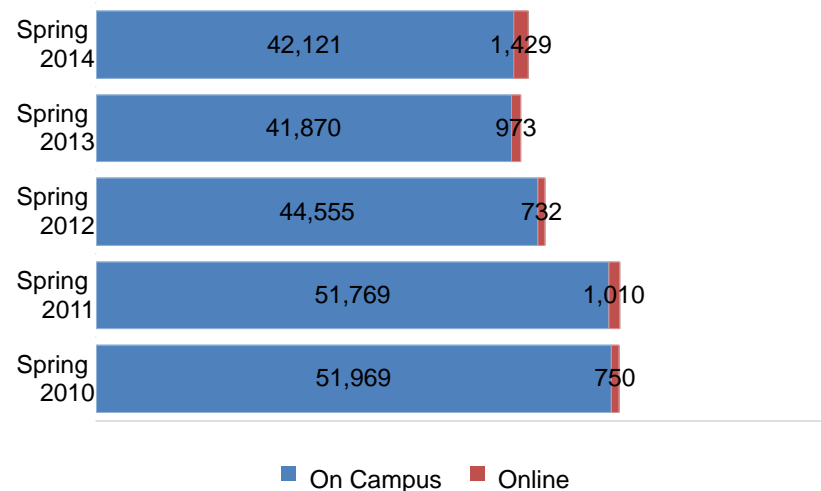


Figure 3.2.3. Continuing Education Enrollments (Spring)



Continuing Education Fact Book 2014

Table 3.2. Continuing Education Enrollments

	On Campus	Online	Total
Summer 2009	32,042	745	32,787
Summer 2010	27,852	748	28,600
Summer 2011	22,306	514	22,820
Summer 2012	20,708	446	21,154
Summer 2013	41,443	932	42,375
Total	144,351	3,385	147,736

	On Campus	Online	Total
Fall 2009	52,477	597	53,074
Fall 2010	49,378	878	50,256
Fall 2011	44,865	599	45,464
Fall 2012	42,128	871	42,999
Fall 2013	41,041	1,066	42,107
Total	229,889	4,011	233,900

	On Campus	Online	Total
Spring 2010	51,969	750	52,719
Spring 2011	51,769	1,010	52,779
Spring 2012	44,555	732	45,287
Spring 2013	41,870	973	42,843
Spring 2014	42,121	1,429	43,550
Total	232,284	4,894	237,178

Source: SDCCD Information System

**Section IV
Human Resources**

Continuing Education Fact Book 2014

This section of the Fact Book contains information on the number and classification of employees during the Fall 2013 semester. The information is reported as follows:

- 1) Gender
- 2) Ethnicity
- 3) Employment Type

Continuing Education Fact Book 2014

Fall 2013 Employee Breakdown: There were a total of 671 employees working at Continuing Education during Fall 2013. The largest group, over half of the Continuing Education employees (60%), comprised adjunct faculty, followed by contract faculty (15%), classified staff (13%), and non-academic hourly (8%). Supervisory staff and management constituted the smallest proportions of Continuing Education employees at 1% each.

The ethnic breakdown showed that White employees comprised 58% of the total employee population, followed by Latino employees (18%). African American employees and Asian employees each constituted 8% of the Continuing Education workforce. Latino employees comprised one third or more of the classified staff and non-academic hourly positions (33% & 39%, respectively). White employees constituted 26% of the classified staff positions, and made up close to two-thirds or more of the contract and adjunct faculty positions (62% & 69%, respectively) compared to all other ethnic groups. White employees comprised one third (33%) of the management positions and 78% of the supervisory positions. Latino employees constituted 11% of the management positions and 11% of the supervisory positions. African American employees comprised 11% of the management positions and 0% of the supervisory positions.

Figure 4.1. Continuing Education Fall 2013 Employees by Employment Type

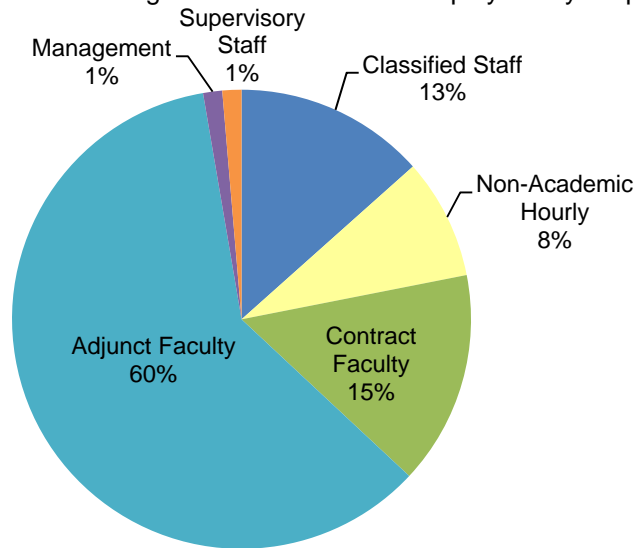
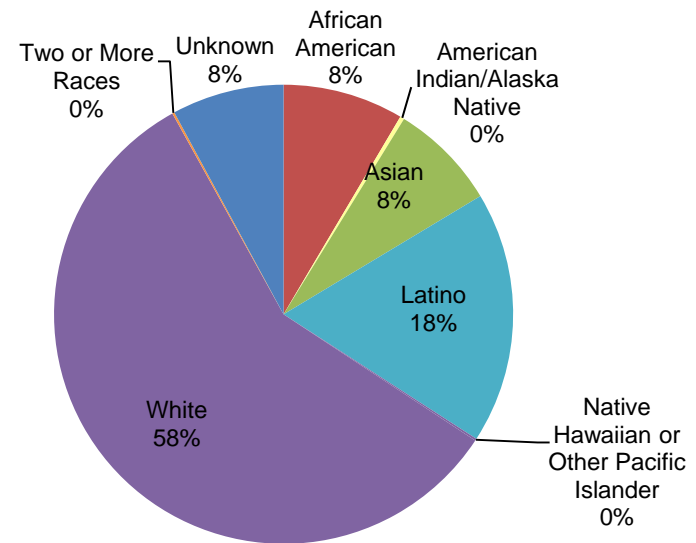


Figure 4.2. Continuing Education Fall 2013 Employees by Ethnicity



Continuing Education Fact Book 2014

Table 4.1. Continuing Education Fall 2013 Employees by Ethnicity

	African American		American Indian/ Alaska Native		Asian		Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Unreported		Total
Total Employees:	57	8%	2	0%	51	8%	119	18%	1	0%	387	58%	1	0%	53	8%	671
Male:	23	12%	0	0%	15	8%	38	20%	0	0%	94	49%	1	1%	19	10%	190
Female:	34	7%	2	0%	36	7%	81	17%	1	0%	293	61%	0	0%	34	7%	481
Classified Staff :	16	18%	1	1%	9	10%	30	33%	0	0%	23	26%	0	0%	11	12%	90
Male:	3	14%	0	0%	2	9%	6	27%	0	0%	8	36%	0	0%	3	14%	22
Female:	13	19%	1	1%	7	10%	24	35%	0	0%	15	22%	0	0%	8	12%	68
Non-Academic Hourly:	9	16%	0	0%	11	19%	22	39%	1	2%	11	19%	0	0%	3	5%	57
Male:	6	35%	0	0%	4	24%	5	29%	0	0%	1	6%	0	0%	1	6%	17
Female:	3	8%	0	0%	7	18%	17	43%	1	3%	10	25%	0	0%	2	5%	40
Contract Faculty:	4	4%	1	1%	4	4%	19	19%	0	0%	63	62%	0	0%	10	10%	101
Male:	1	4%	0	0%	2	8%	5	19%	0	0%	14	54%	0	0%	4	15%	26
Female:	3	4%	1	1%	2	3%	14	19%	0	0%	49	65%	0	0%	6	8%	75
Adjunct Faculty:	27	7%	0	0%	26	6%	46	11%	0	0%	280	69%	1	0%	25	6%	405
Male:	13	11%	0	0%	6	5%	21	18%	0	0%	71	59%	1	1%	8	7%	120
Female:	14	5%	0	0%	20	7%	25	9%	0	0%	209	73%	0	0%	17	6%	285
Management:	1	11%	0	0%	1	11%	1	11%	0	0%	3	33%	0	0%	3	33%	9
Male:	0	0%	0	0%	1	33%	0	0%	0	0%	0	0%	0	0%	2	67%	3
Female:	1	17%	0	0%	0	0%	1	17%	0	0%	3	50%	0	0%	1	17%	6
Supervisory Staff:	0	0%	0	0%	0	0%	1	11%	0	0%	7	78%	0	0%	1	11%	9
Male:	0	0%	0	0%	0	0%	1	50%	0	0%	0	0%	0	0%	1	50%	2
Female:	0	0%	0	0%	0	0%	0	0%	0	0%	7	100%	0	0%	0	0%	7

Source: SDCCD Information System

Table 4.2. Continuing Education Employees by Gender and Employment Status

Gender		Employment Status	
Female	72%	Full-Time/Contract	31%
Male	28%	Hourly/Adjunct	69%

Source: SDCCD Information System