

Fact Book

Continuing Education



Prepared by:
Office of Institutional Research and Planning
August 2015

Continuing Education Fact Book 2015

Overview & Mission.....	1
Section I. Headcount and Student Characteristics	5
Section Overview	6
Overall	7
By Gender.....	8
By Ethnicity.....	9
By Age.....	10
By Service Area of Residence	11
By Income Level	12
By Educational Objective	13
By Primary Language.....	15
By Prior Education Level	16
By DSPS	17
By Day, Evening, and Online Status	18
Section II. Student Completion (Annual Awards Conferred)	19
Section Overview.....	20
Overall.....	21
By Gender	22
By Ethnicity	24
By Age.....	27
Section III. Productivity	30
Section Overview	31
Annual FTES	32
Enrollments	33
Section IV. Human Resources.....	35
Section Overview.....	36
Fall 2014 Employee Breakdown	37

Continuing Education Fact Book 2015

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 four 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 by demographic characteristics of interest.
- 3) Productivity. Provides information on annual FTES and enrollment.
- 4) Human Resources. Provides information on the number of employees by employment type, ethnicity, and gender.

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

Continuing Education Fact Book 2015

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.

Continuing Education Fact Book 2015

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

Continuing Education functions as an integral part of the San Diego Community College District, providing transitional pathways to the three credit institutions: City College, Mesa College, and Miramar College. Continuing Education's six campuses and more than 300 community locations are important to our community presence and image/identity. Campuses are staffed by professional and competent classified and administrative personnel, who strive to serve the best interests of students. Continuing Education's vision, philosophy, values, and mission is founded on hiring qualified persons without regard to age, gender, disability, ethnicity, religion, or national origin.

Continuing Education Fact Book 2015

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**

Continuing Education Fact Book 2015

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, apprenticeship, contract, and fee only 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

Continuing Education Fact Book 2015

Overall Headcount: Unduplicated headcount for Continuing Education decreased 7%, from 19,114 in Summer 2010 to 17,737 in Summer 2014. Unduplicated headcount for Continuing Education decreased 15%, from 31,194 in Fall 2010 to 26,400 in Fall 2014. Finally, unduplicated headcount for Continuing Education decreased 19%, from 32,513 in Spring 2011 to 26,303 in Spring 2015.

Figure 1.1. Continuing Education Overall Headcount (Fall)

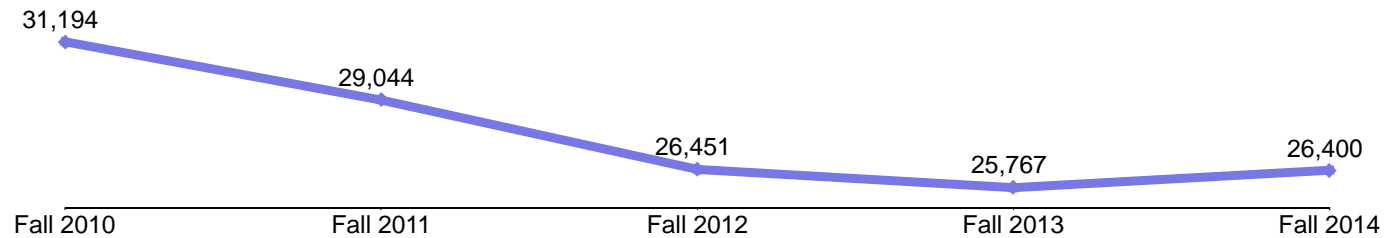


Table 1.1. Continuing Education Overall Headcount (Summer, Fall, and Spring)

	Summer 10	Summer 11	Summer 12	Summer 13	Summer 14	% Change Summer 10-14
Total	19,114	15,642	14,970	17,851	17,734	-7%

	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	% Change Fall 10-14
Total	31,194	29,044	26,451	25,767	26,400	-15%

	Spring 11	Spring 12	Spring 13	Spring 14	Spring 15	% Change Spring 11-15
Total	32,513	28,861	26,064	26,450	26,303	-19%

Source: SDCCD Information System

Continuing Education Fact Book 2015

Headcount by Gender: On average, the female student headcount (64%) was higher than their male student counterpart (36%), which remained consistent between Fall 2010 and Fall 2014. Both the female and male student headcounts decreased 14% and 17%, respectively, between Fall 2010 and Fall 2014.

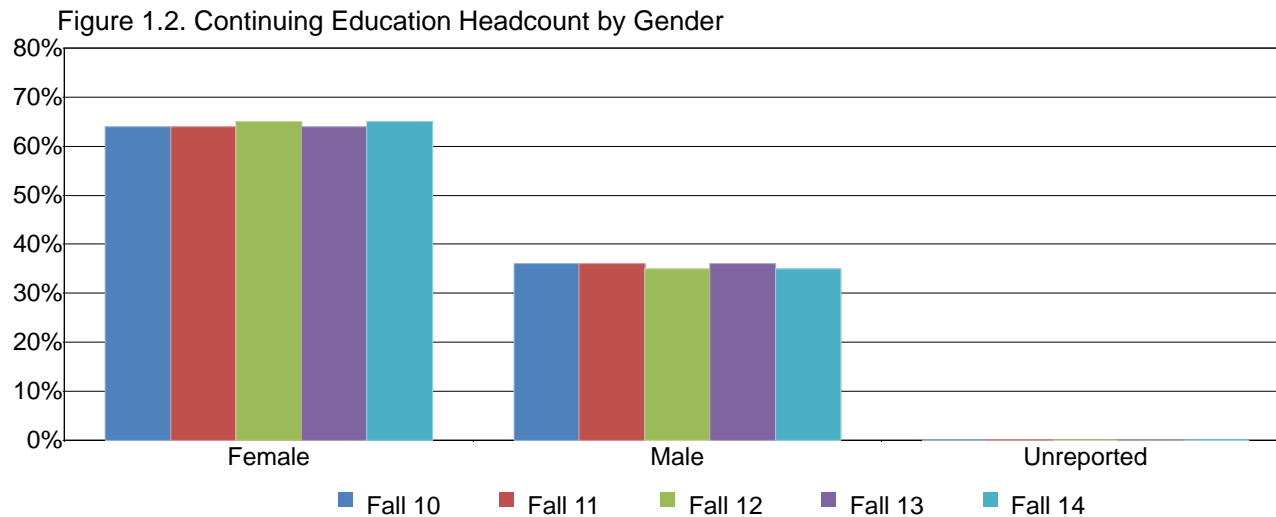


Table 1.2. Continuing Education Headcount by Gender

	Fall 10		Fall 11		Fall 12		Fall 13		Fall 14		% Change Fall 10-14	CE Average Fall 10-14	Districtwide Average Fall 10-14
Female	19,943	64%	18,508	64%	17,150	65%	16,590	64%	17,120	65%	-14%	64%	55%
Male	11,140	36%	10,465	36%	9,282	35%	9,167	36%	9,274	35%	-17%	36%	45%
Unreported	111	0%	71	0%	19	0%	10	0%	6	0%	-95%	0%	0%
Total	31,194	100%	29,044	100%	26,451	100%	25,767	100%	26,400	100%	-15%	100%	100%

Source: SDCCD Information System

Continuing Education Fact Book 2015

Headcount by Ethnicity: The ethnic groups with the largest headcounts between Fall 2010 and Fall 2014 were Latino students (33%), White 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 60% each between Fall 2010 and Fall 2014. The Filipino student headcount within Continuing Education (2%) was underrepresented compared to the same ethnic group districtwide (4%).

Figure 1.3. Continuing Education Headcount by Ethnicity

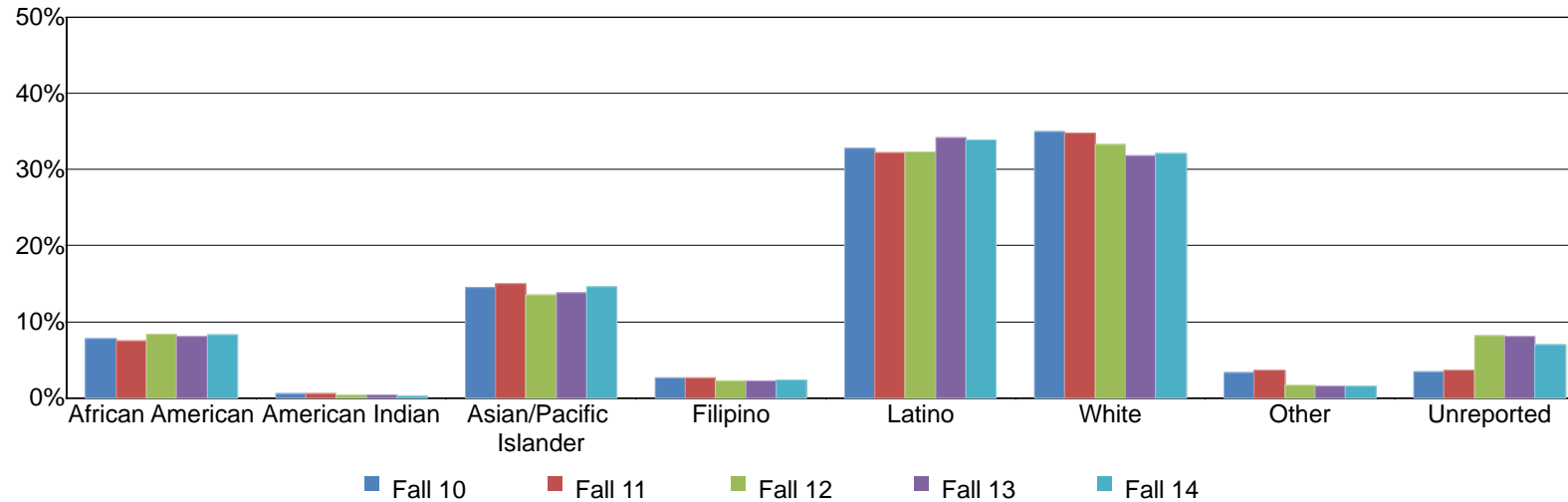


Table 1.3. Continuing Education Headcount by Ethnicity

	Fall 10		Fall 11		Fall 12		Fall 13		Fall 14		% Change Fall 10-14	CE Average Fall 10-14	Districtwide Average Fall 10-14
African American	2,441	8%	2,179	8%	2,211	8%	2,074	8%	2,200	8%	-10%	8%	8%
American Indian	172	1%	180	1%	105	0%	93	0%	69	0%	-60%	0%	0%
Asian/Pacific Islander	4,526	15%	4,355	15%	3,572	14%	3,556	14%	3,849	15%	-15%	14%	13%
Filipino	823	3%	770	3%	586	2%	574	2%	626	2%	-24%	2%	4%
Latino	10,221	33%	9,349	32%	8,533	32%	8,807	34%	8,932	34%	-13%	33%	33%
White	10,894	35%	10,097	35%	8,816	33%	8,190	32%	8,464	32%	-22%	33%	33%
Other	1,040	3%	1,065	4%	452	2%	397	2%	416	2%	-60%	2%	4%
Unreported	1,077	3%	1,049	4%	2,176	8%	2,076	8%	1,844	7%	71%	6%	5%
Total	31,194	100%	29,044	100%	26,451	100%	25,767	100%	26,400	100%	-15%	100%	100%

Source: SDCCD Information System

Continuing Education Fact Book 2015

Headcount by Age: From Fall 2010 to Fall 2014, the age groups with the largest headcounts within Continuing Education were students age 50 and over (42%) and students between ages 30 and 39 (19%), on average. Between Fall 2010 and Fall 2014, 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 89% and students 50 and over decreased 11%). 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 (42%) 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

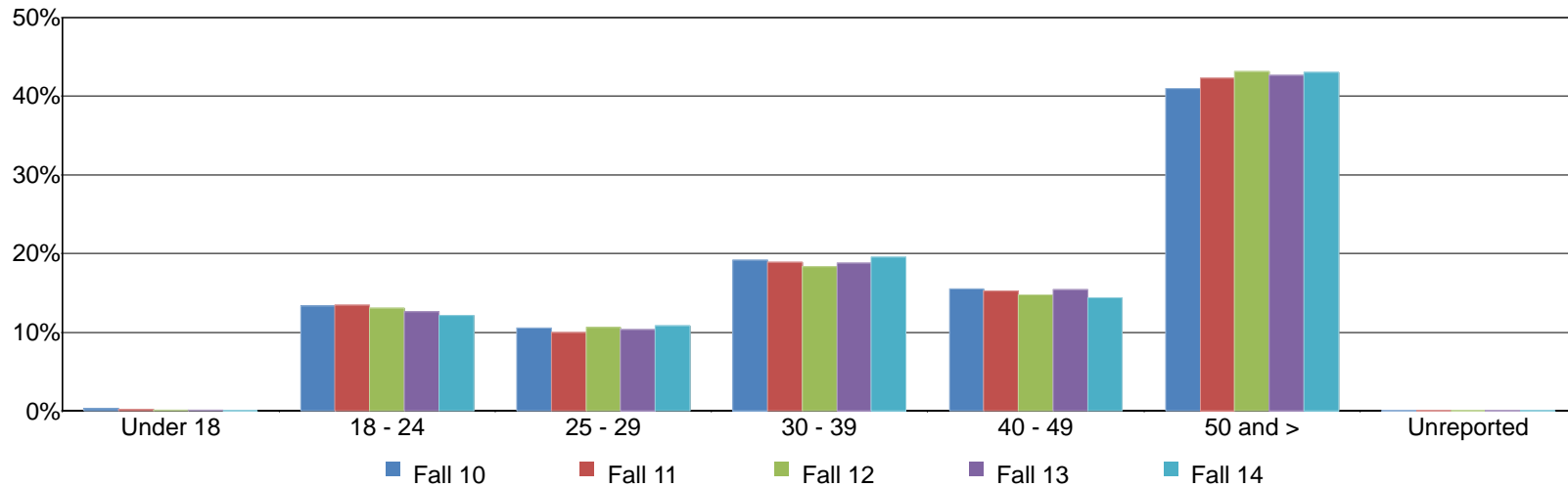


Table 1.4 Continuing Education Headcount by Age

	Fall 10		Fall 11		Fall 12		Fall 13		Fall 14		% Change Fall 10-14	CE Average Fall 10-14	Districtwide Average Fall 10-14
Under 18	115	0%	53	0%	33	0%	35	0%	13	0%	-89%	0%	2%
18 - 24	4,170	13%	3,903	13%	3,467	13%	3,241	13%	3,216	12%	-23%	13%	38%
25 - 29	3,299	11%	2,898	10%	2,806	11%	2,678	10%	2,848	11%	-14%	10%	15%
30 - 39	5,977	19%	5,486	19%	4,855	18%	4,857	19%	5,170	20%	-14%	19%	16%
40 - 49	4,849	16%	4,419	15%	3,896	15%	3,965	15%	3,799	14%	-22%	15%	10%
50 and >	12,781	41%	12,284	42%	11,393	43%	10,990	43%	11,353	43%	-11%	42%	19%
Unreported	3	0%	1	0%	1	0%	1	0%	1	0%	-67%	0%	0%
Total	31,194	100%	29,044	100%	26,451	100%	25,767	100%	26,400	100%	-15%	100%	100%

Source: SDCCD Information System

Continuing Education Fact Book 2015

Headcount by Service Area of Residence: Between Fall 2010 and Fall 2014, 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

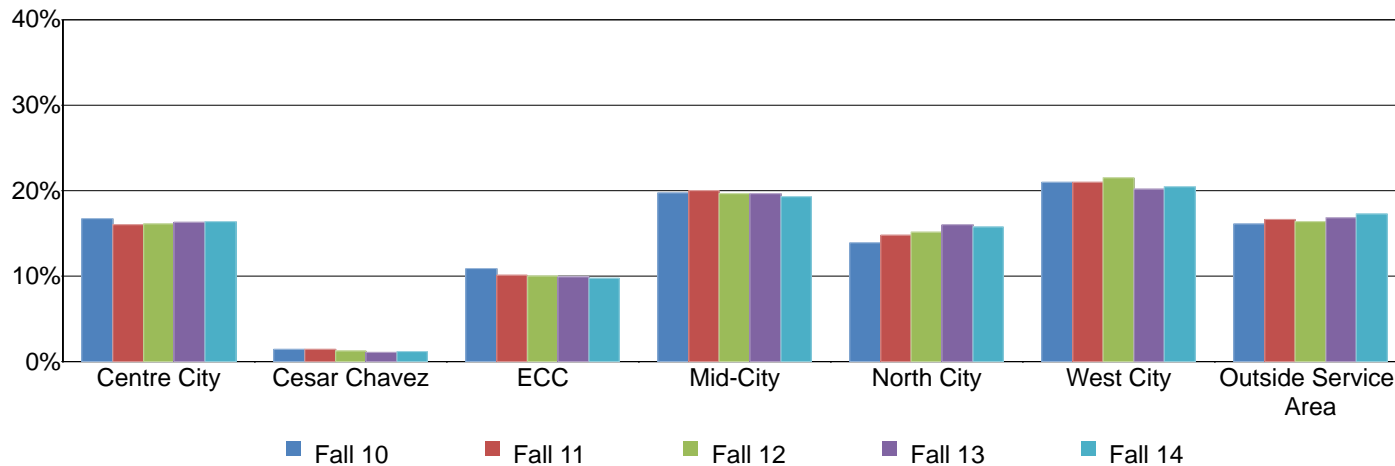


Table 1.5. Continuing Education Headcount by Service Area of Residence

	Fall 10		Fall 11		Fall 12		Fall 13		Fall 14		% Change Fall 10-14	CE Average Fall 10-14
Centre City	5,232	17%	4,650	16%	4,256	16%	4,193	16%	4,317	16%	-17%	16%
Cesar Chavez	445	1%	411	1%	337	1%	286	1%	300	1%	-33%	1%
ECC	3,412	11%	2,938	10%	2,641	10%	2,554	10%	2,567	10%	-25%	10%
Mid-City	6,160	20%	5,822	20%	5,196	20%	5,057	20%	5,094	19%	-17%	20%
North City	4,353	14%	4,303	15%	3,996	15%	4,139	16%	4,159	16%	-4%	15%
West City	6,557	21%	6,087	21%	5,685	21%	5,211	20%	5,407	20%	-18%	21%
Outside Service Area	5,035	16%	4,833	17%	4,340	16%	4,327	17%	4,556	17%	-10%	17%
Total	31,194	100%	29,044	100%	26,451	100%	25,767	100%	26,400	100%	-15%	100%

Source: SDCCD Information System

Continuing Education Fact Book 2015

Headcount by Income Level: Between Fall 2010 and Fall 2014, on average, 22% of students at Continuing Education reported making \$33,000 or more a year and 43% 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 (43% & 26%, respectively).

Figure 1.6. Continuing Education Headcount by Income Level

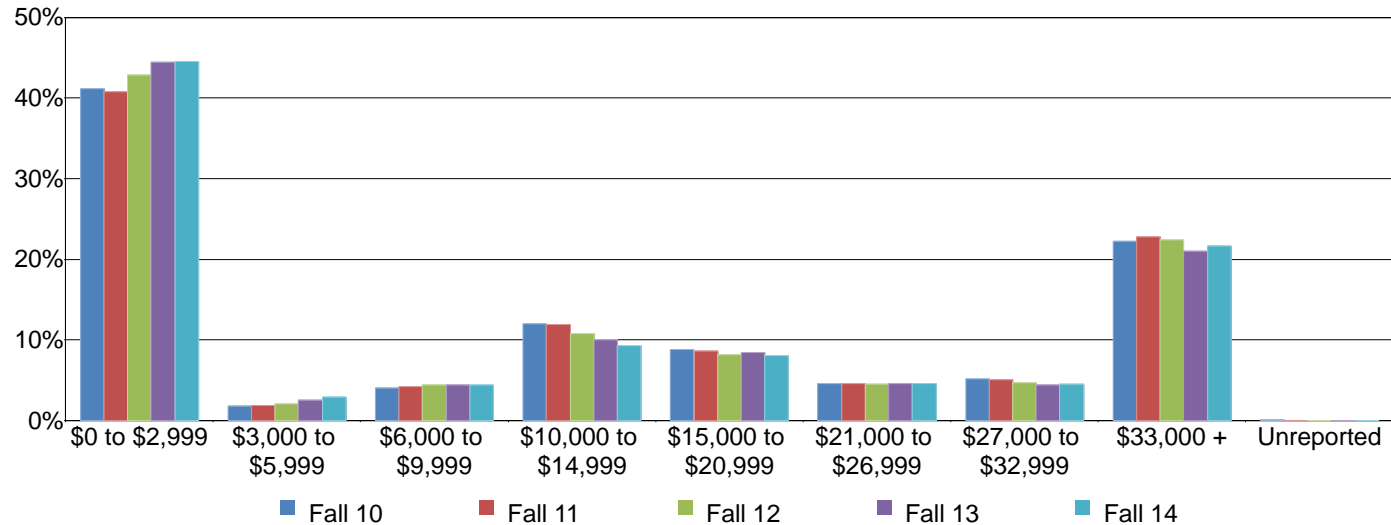


Table 1.6. Continuing Education Headcount by Income Level

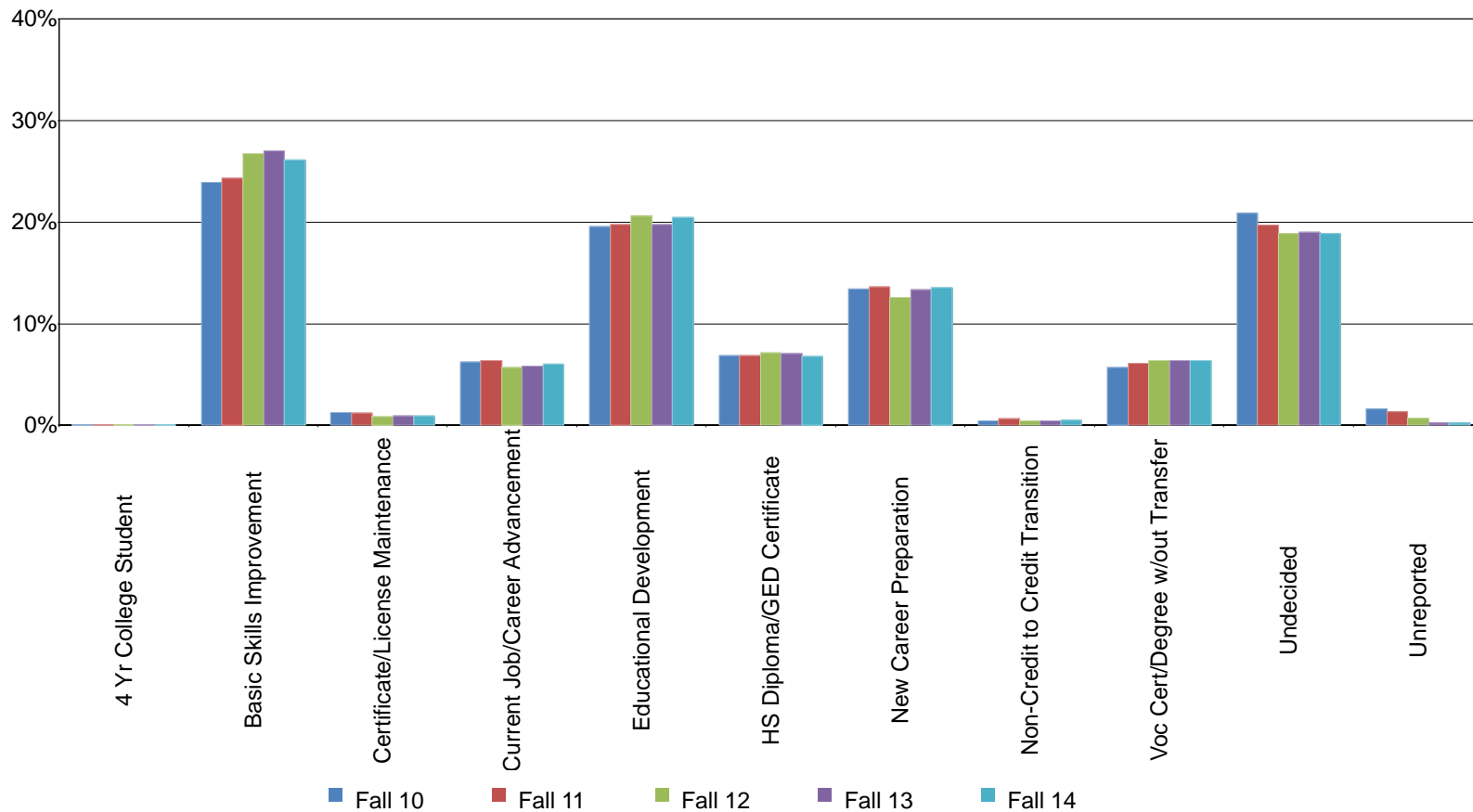
	Fall 10		Fall 11		Fall 12		Fall 13		Fall 14		% Change Fall 10-14	CE Average Fall 10-14	Districtwide Average Fall 10-14
\$0 to \$2,999	12,838	41%	11,852	41%	11,329	43%	11,460	44%	11,748	45%	-8%	43%	26%
\$3,000 to \$5,999	565	2%	540	2%	560	2%	658	3%	761	3%	35%	2%	4%
\$6,000 to \$9,999	1,268	4%	1,234	4%	1,177	4%	1,140	4%	1,172	4%	-8%	4%	5%
\$10,000 to \$14,999	3,744	12%	3,453	12%	2,847	11%	2,591	10%	2,452	9%	-35%	11%	9%
\$15,000 to \$20,999	2,745	9%	2,498	9%	2,164	8%	2,168	8%	2,125	8%	-23%	8%	9%
\$21,000 to \$26,999	1,436	5%	1,350	5%	1,193	5%	1,177	5%	1,220	5%	-15%	5%	6%
\$27,000 to \$32,999	1,613	5%	1,473	5%	1,250	5%	1,140	4%	1,187	4%	-26%	5%	5%
\$33,000 +	6,944	22%	6,629	23%	5,918	22%	5,420	21%	5,726	22%	-18%	22%	22%
Unreported	41	0%	15	0%	13	0%	13	0%	9	0%	-78%	0%	14%
Total	31,194	100%	29,044	100%	26,451	100%	25,767	100%	26,400	100%	-15%	100%	100%

Source: SDCCD Information System

Continuing Education Fact Book 2015

Headcount by Educational Objective: Approximately one quarter of the Continuing Education student population (26%) selected basic skills improvement as their educational objective, on average. Other frequently cited educational objectives at Continuing Education were educational development (20%) and new career preparation (13%). Twenty percent of the Continuing Education students were undecided.

Figure 1.7. Continuing Education Headcount by Educational Objective



Continuing Education Fact Book 2015

Table 1.7. Continuing Education Headcount by Educational Objective

	Fall 10		Fall 11		Fall 12		Fall 13		Fall 14		% Change Fall 10-14	CE Average Fall 10-14
4 Yr College Student	1	0%	0	0%	0	0%	0	0%	0	0%	-100%	0%
Basic Skills Improvement	7,468	24%	7,062	24%	7,066	27%	6,956	27%	6,904	26%	-8%	26%
Certificate/License Maintenance	389	1%	351	1%	234	1%	238	1%	244	1%	-37%	1%
Current Job/Career Advancement	1,953	6%	1,852	6%	1,505	6%	1,497	6%	1,601	6%	-18%	6%
Educational Development	6,101	20%	5,739	20%	5,443	21%	5,086	20%	5,404	20%	-11%	20%
HS Diploma/GED Certificate	2,147	7%	2,005	7%	1,888	7%	1,815	7%	1,803	7%	-16%	7%
New Career Preparation	4,180	13%	3,968	14%	3,323	13%	3,448	13%	3,589	14%	-14%	13%
Non-Credit to Credit Transition	150	0%	186	1%	126	0%	117	0%	134	1%	-11%	1%
Voc Cert/Degree w/out Transfer	1,785	6%	1,768	6%	1,681	6%	1,654	6%	1,682	6%	-6%	6%
Undecided	6,506	21%	5,732	20%	5,001	19%	4,893	19%	4,980	19%	-23%	20%
Unreported	514	2%	381	1%	184	1%	63	0%	59	0%	-89%	1%
Total	31,194	100%	29,044	100%	26,451	100%	25,767	100%	26,400	100%	-15%	100%

Source: SDCCD Information System

Continuing Education Fact Book 2015

Headcount by Primary Language: On average, 65% of the Continuing Education student population reported English as their primary language, which was smaller than the student population districtwide (82%). Between Fall 2010 and Fall 2014, there was a comparable decrease for those who reported English as their primary language (15%) and for those who reported a language other than English as their primary language (15%).

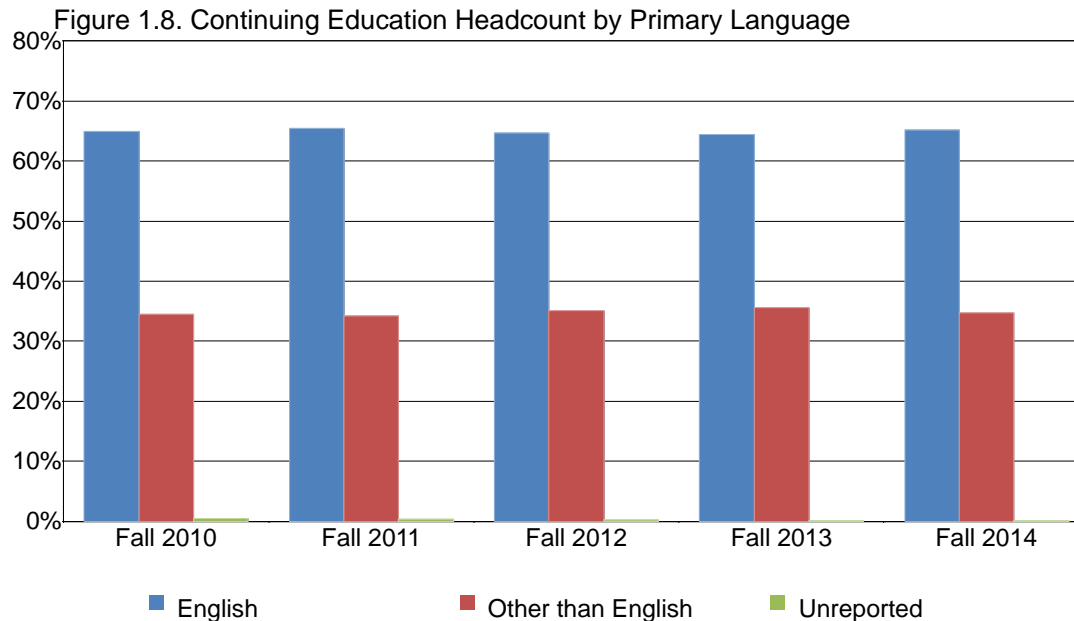


Table 1.8. Continuing Education Headcount by Primary Language

	Fall 10		Fall 11		Fall 12		Fall 13		Fall 14		% Change Fall 10-14	CE Average Fall 10-14	Districtwide Average Fall 10-14
English	20,270	65%	19,016	65%	17,116	65%	16,587	64%	17,207	65%	-15%	65%	82%
Other than English	10,762	35%	9,918	34%	9,292	35%	9,160	36%	9,169	35%	-15%	35%	18%
Unreported	162	1%	110	0%	43	0%	20	0%	24	0%	-85%	0%	0%
Total	31,194	100%	29,044	100%	26,451	100%	25,767	100%	26,400	100%	-15%	100%	100%

Source: SDCCD Information System

Continuing Education Fact Book 2015

Headcount by Prior Education Level: From Fall 2012 to Fall 2014, on average, 38% of the Continuing Education student population reported they had earned an AA/AS or higher degree, 35% had not earned a degree, and over one quarter had never attended college (27%). Between Fall 2012 and Fall 2014, Continuing Education students who reported that they had never attended college increased 6% and students who reported they had earned a BA/BS degree or higher increased 6%. Students who reported that they had earned an AA/AS degree or no degree decreased 3% and 8%, respectively.

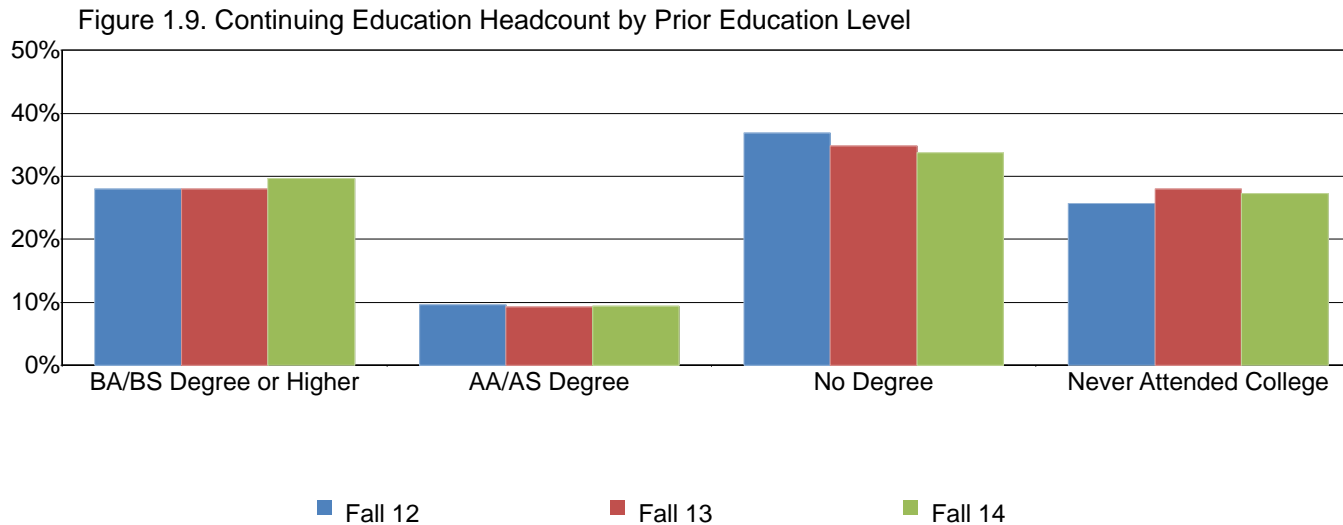


Table 1.9. Continuing Education Headcount by Prior Education Level

	Fall 12		Fall 13		Fall 14		% Change Fall 12-14	CE Average Fall 12-14
BA/BS Degree or Higher	7,393	28%	7,205	28%	7,825	30%	6%	29%
AA/AS Degree	2,541	10%	2,380	9%	2,474	9%	-3%	9%
No Degree	9,728	37%	8,967	35%	8,914	34%	-8%	35%
Never Attended College	6,789	26%	7,215	28%	7,187	27%	6%	27%
Total	26,451	100%	25,767	100%	26,400	100%	-0%	100%

Source: SDCCD Information System

Continuing Education Fact Book 2015

Headcount by Disability Support Programs and Services (DSPS): On average, 4% of the Continuing Education student population received disability support services between Fall 2010 and Fall 2014. This is equal to the percentage of students served by DSPS districtwide (4%). The number of students who received disability services increased 4% between Fall 2010 and Fall 2014, while those who had not received disability services decreased 16%.

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

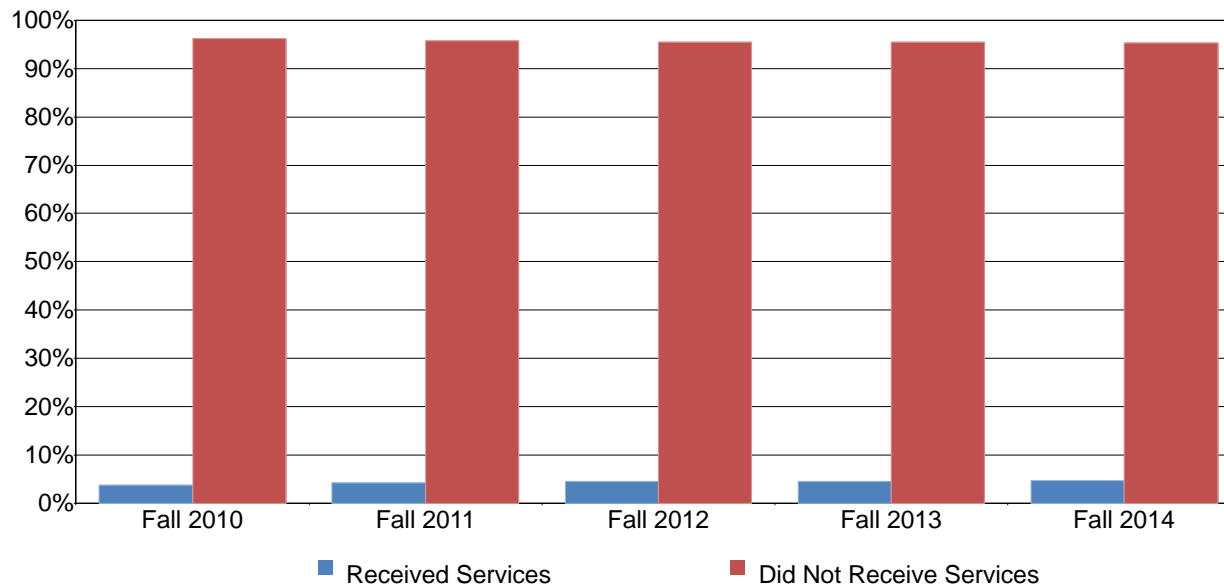


Table 1.10. Continuing Education Headcount by Disability Support Programs and Services (DSPS)

	Fall 10		Fall 11		Fall 12		Fall 13		Fall 14		% Change Fall 10-14	CE Average Fall 10-14	Districtwide Average Fall 10-14
Received Services	1,170	4%	1,239	4%	1,206	5%	1,172	5%	1,222	5%	4%	4%	4%
Did Not Receive Services	30,024	96%	27,805	96%	25,245	95%	24,595	95%	25,178	95%	-16%	96%	96%
Total	31,194	100%	29,044	100%	26,451	100%	25,767	100%	26,400	100%	-15%	100%	100%

Source: SDCCD Information System

Continuing Education Fact Book 2015

Headcount by Day, Evening, & Online Status: On average, between Fall 2010 and Fall 2014, a majority of the Continuing Education student population attended daytime courses exclusively (69%). Less than one quarter of the student population attended evening courses exclusively (22%). Students that exclusively took evening courses decreased 26%, from 7,174 in Fall 2010 to 5,343 in Fall 2014. Students that exclusively took online courses decreased 40% from 285 in Fall 2010 to 170 in Fall 2014, while students that took a combination of online and on-campus classes increased 161%, from 292 in Fall 2010 to 762 in Fall 2014.

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

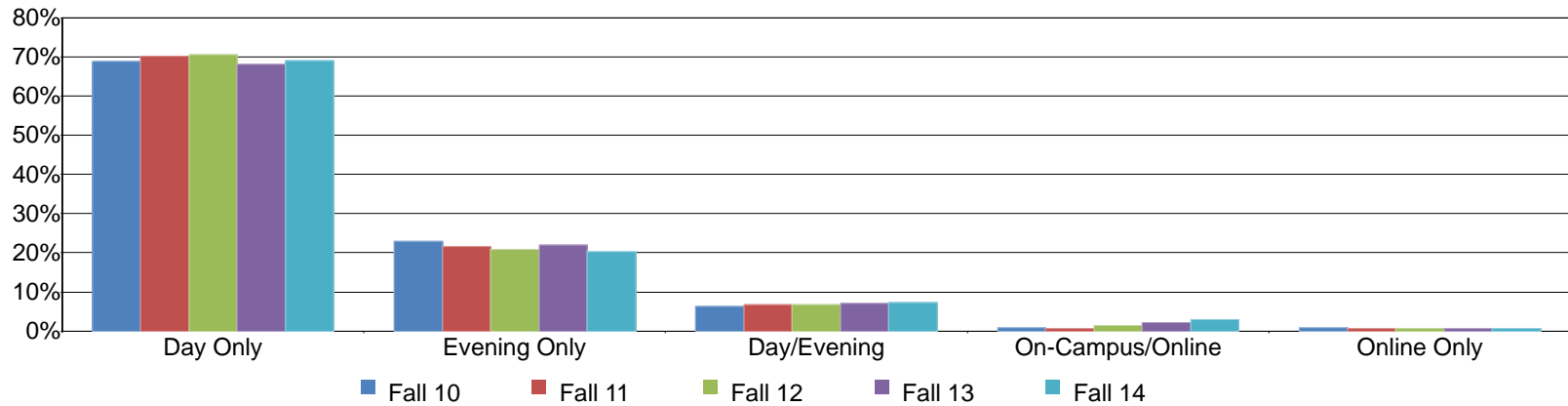


Table 1.11. Continuing Education Headcount by Day, Evening, & Online Status

	Fall 10		Fall 11		Fall 12		Fall 13		Fall 14		% Change Fall 10-14	CE Average Fall 10-14	Districtwide Average Fall 10-14
Day Only	21,458	69%	20,394	70%	18,636	70%	17,545	68%	18,224	69%	-15%	69%	51%
Evening Only	7,174	23%	6,264	22%	5,488	21%	5,664	22%	5,343	20%	-26%	22%	16%
Day/Evening	1,985	6%	1,964	7%	1,767	7%	1,823	7%	1,901	7%	-4%	7%	17%
On-Campus/Online	292	1%	214	1%	388	1%	548	2%	762	3%	161%	2%	11%
Online Only	285	1%	208	1%	172	1%	187	1%	170	1%	-40%	1%	5%
Total	31,194	100%	29,044	100%	26,451	100%	25,767	100%	26,400	100%	-15%	100%	100%

Source: SDCCD Information System

Section II Student Completion (Annual Awards Conferred)

Continuing Education Fact Book 2015

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:

This section

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

Continuing Education Fact Book 2015

Annual Awards Conferred: On average, 95% of the total awards conferred at Continuing Education were certificates of completion, 2% of the awards conferred were GED certificates, and 3% of the awards conferred were high school diplomas between 2010/11 and 2014/15. 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 415%, from 1,113 in 2010/11 to 5,728 in 2014/15. Due to the implementation of a new GED testing system, GED certificate data are no longer available as of 2014/15; thus GED certificates decreased from 148 in 2010/11 to 0 in 2014/15. High school diplomas increased 44% between 2010/11 and 2014/15, from 111 in 2010/11 to 160 in 2014/15.

Figure 2.1. Continuing Education Overall Annual Awards Conferred

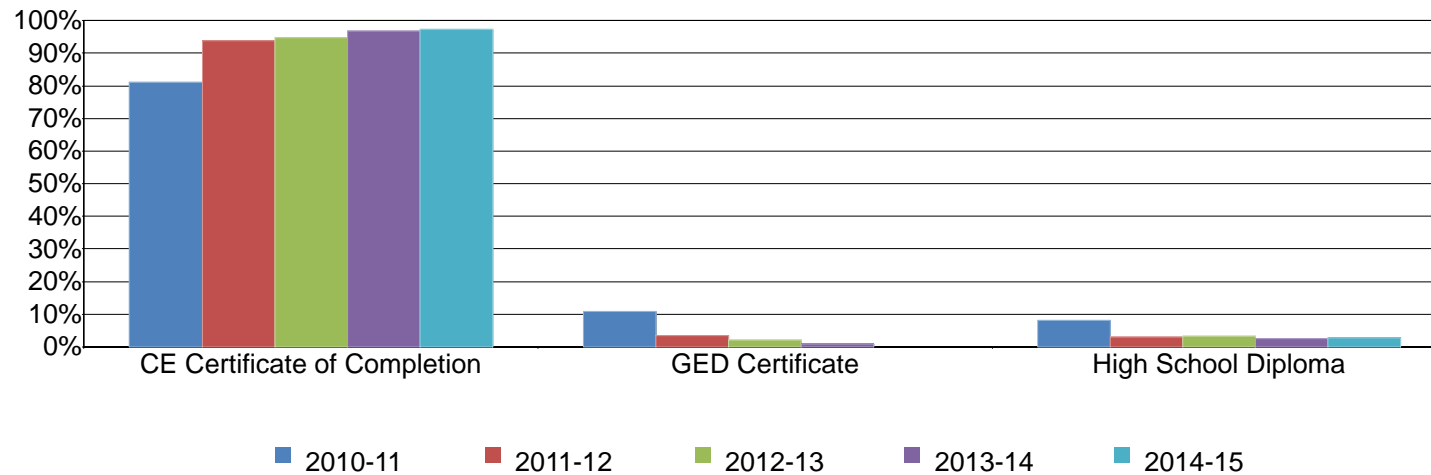


Table 2.1. Continuing Education Overall Annual Awards Conferred

	2010-11		2011-12		2012-13		2013-14		2014-15		% Change 10/11-14/15	CE Average 10/11-14/15
CE Certificate of Completion	1,113	81%	3,028	94%	3,606	95%	5,295	97%	5,728	97%	415%	95%
GED Certificate	148	11%	109	3%	79	2%	46	1%	0	0%	-100%	2%
High School Diploma	111	8%	93	3%	119	3%	135	2%	160	3%	44%	3%
Total	1,372	100%	3,230	100%	3,804	100%	5,476	100%	5,888	100%	329%	100%

Source: SDCCD Information System

Note 1. In 2011/12, reporting procedures for CE Certificates of Completion were revised.

Note 2. GED certificate data are no longer available as of 2014/15.

Continuing Education Fact Book 2015

Annual Awards Conferred by Gender: Between 2010/11 and 2014/15, female students (58%) received a greater share of the certificates of completion awarded at Continuing Education, on average, than their male student counterpart (42%). However, male students (54%) received a greater share of high school diplomas awarded than their female student counterpart (46%), on average. Females displayed a greater increase in the number of certificates of completion and high school diplomas awarded (603% & 63%, respectively) compared to males (276% & 28%, respectively) between 2010/11 and 2014/15.

Figure 2.2.1. Continuing Education Annual Certificates of Completion by Gender

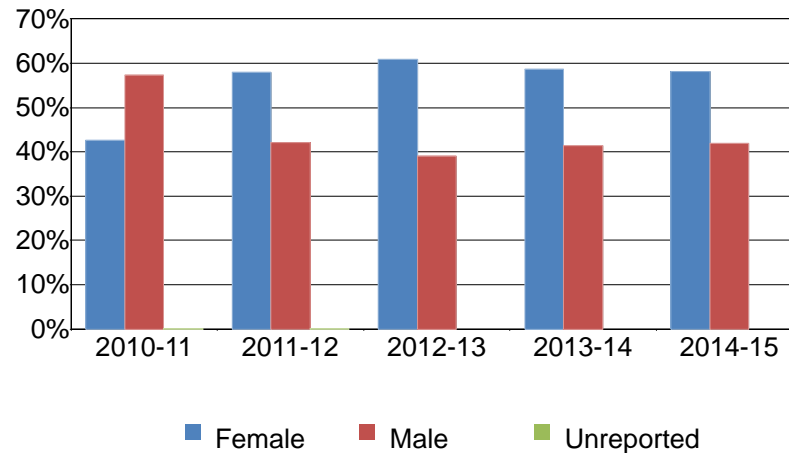


Figure 2.2.2. Continuing Education Annual GED Certificates by Gender

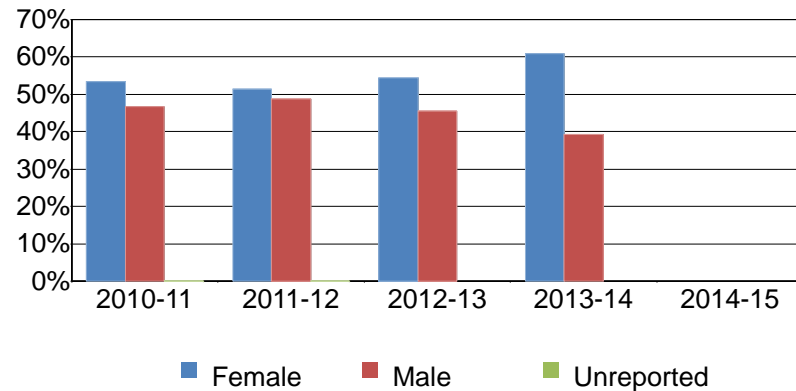
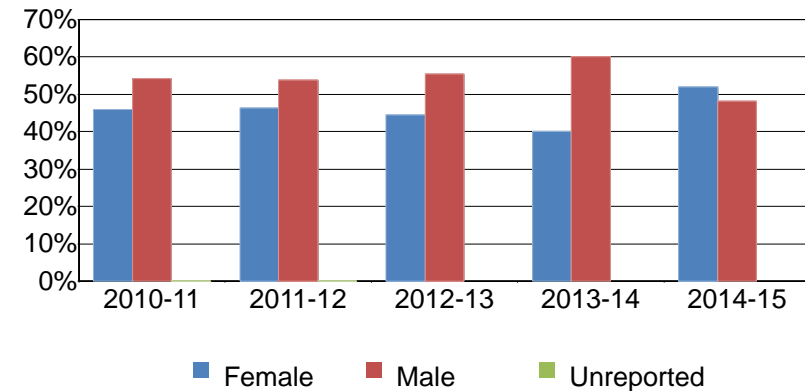


Figure 2.2.3. Continuing Education Annual High School Diplomas by Gender



Continuing Education Fact Book 2015

Table 2.2. Continuing Education Annual Awards Conferred by Gender

		2010-11		2011-12		2012-13		2013-14		2014-15		% Change 10/11-14/15	CE Average 10/11-14/15
CE Certificate of Completion	Female	474	43%	1,753	58%	2,197	61%	3,103	59%	3,331	58%	603%	58%
	Male	638	57%	1,274	42%	1,409	39%	2,192	41%	2,397	42%	276%	42%
	Unreported	1	0%	1	0%	0	0%	0	0%	0	0%	-100%	0%
	Total	1,113	100%	3,028	100%	3,606	100%	5,295	100%	5,728	100%	415%	100%
GED Certificate	Female	79	53%	56	51%	43	54%	28	61%	0	---	-100%	54%
	Male	69	47%	53	49%	36	46%	18	39%	0	---	-100%	46%
	Total	148	100%	109	100%	79	100%	46	100%	0	---	-100%	100%
High School Diploma	Female	51	46%	43	46%	53	45%	54	40%	83	52%	63%	46%
	Male	60	54%	50	54%	66	55%	81	60%	77	48%	28%	54%
	Total	111	100%	93	100%	119	100%	135	100%	160	100%	44%	100%
Grand Total		1,372	100%	3,230	100%	3,804	100%	5,476	100%	5,888	100%	329%	100%

Source: SDCCD Information System

Note 1. In 2011/12, reporting procedures for CE Certificates of Completion were revised.

Note 2. GED certificate data are no longer available as of 2014/15.

Continuing Education Fact Book 2015

Annual Awards Conferred by Ethnicity: Between 2010/11 and 2014/15, Latino students received the greatest share of certificates of completion (42%), followed by White students (21%), Asian/Pacific Islander students (14%), and African American students (11%), on average. Between 2010/11 and 2014/15, Latino students were awarded 60% of the high school diplomas, on average, while African American students, White students, and Asian/Pacific Islander students were awarded 14%, 11%, and 5%, respectively, of the high school diplomas awarded. All ethnic groups increased the number of certificates of completion awarded from 2010/11 to 2014/15.

Figure 2.3.1. Continuing Education Annual Certificates of Completion by Ethnicity

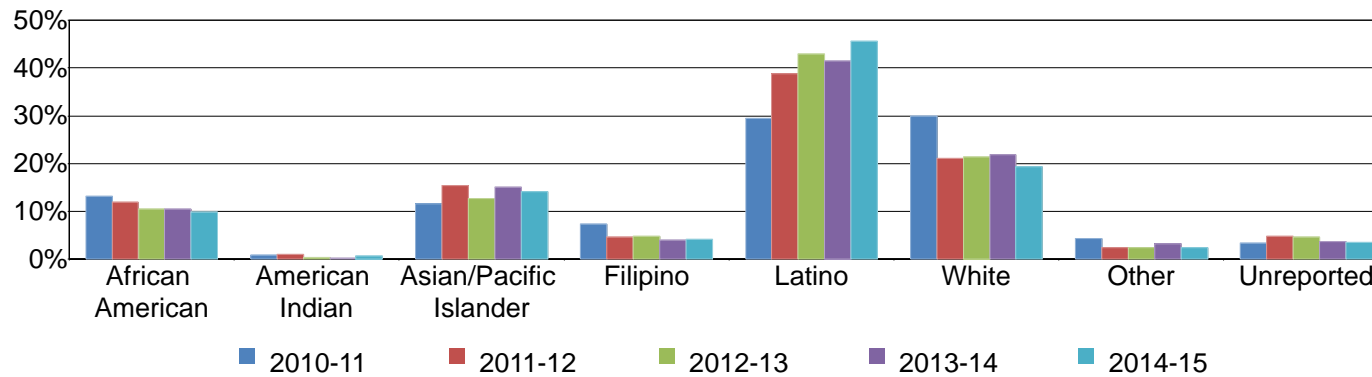
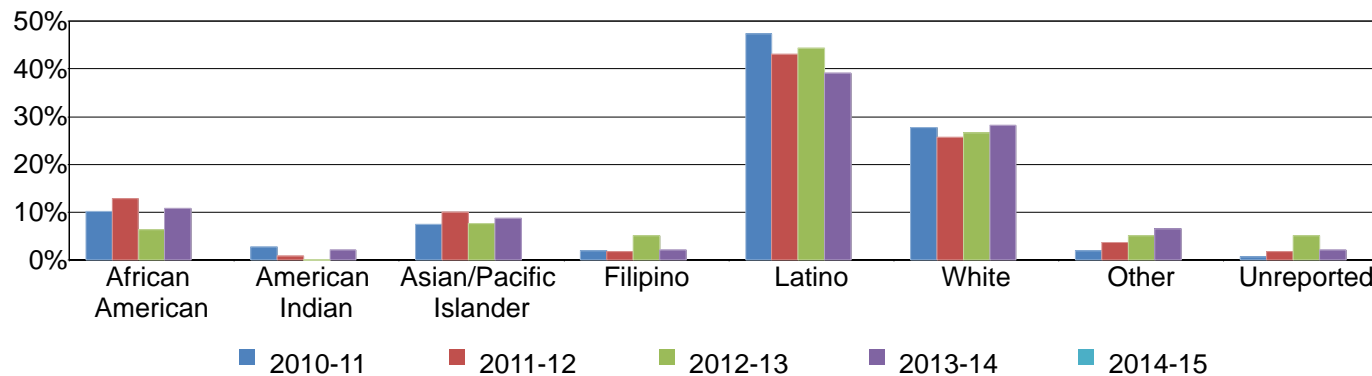
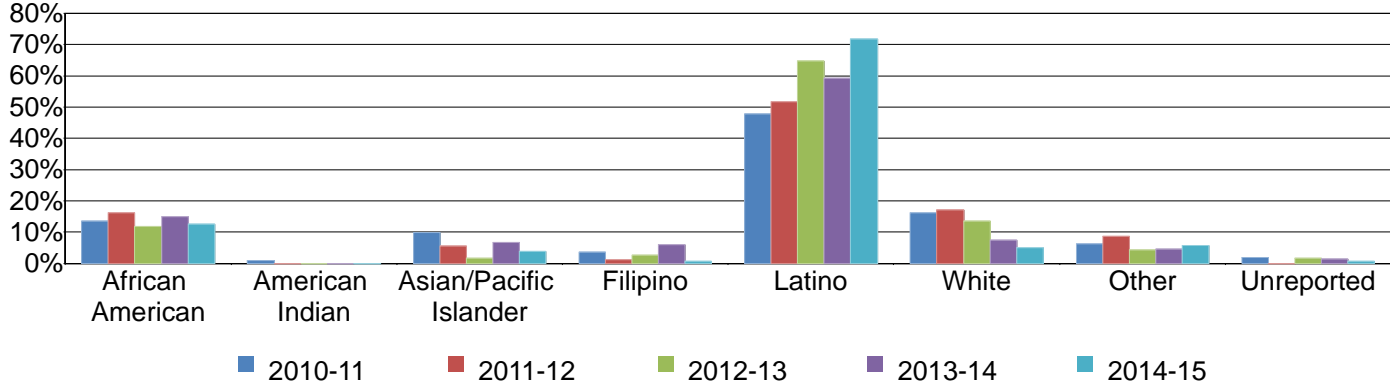


Figure 2.3.2. Continuing Education Annual GED Certificates by Ethnicity



Continuing Education Fact Book 2015

Figure 2.3.3. Continuing Education Annual High School Diploma by Ethnicity



Continuing Education Fact Book 2015

Table 2.3. Continuing Education Annual Awards Conferred by Ethnicity

		2010-11		2011-12		2012-13		2013-14		2014-15		% Change 10/11-14/15	CE Average 10/11-14/15
CE Certificate of Completion	African American	147	13%	359	12%	378	10%	553	10%	564	10%	284%	11%
	American Indian	9	1%	30	1%	14	0%	9	0%	43	1%	378%	1%
	Asian/Pacific Islander	129	12%	468	15%	460	13%	799	15%	811	14%	529%	14%
	Filipino	82	7%	142	5%	175	5%	213	4%	243	4%	196%	5%
	Latino	327	29%	1,173	39%	1,548	43%	2,197	41%	2,613	46%	699%	42%
	White	333	30%	636	21%	773	21%	1,155	22%	1,111	19%	234%	21%
	Other	48	4%	75	2%	89	2%	173	3%	139	2%	190%	3%
	Unreported	38	3%	145	5%	169	5%	196	4%	204	4%	437%	4%
	Total	1,113	100%	3,028	100%	3,606	100%	5,295	100%	5,728	100%	415%	100%
GED Certificate	African American	15	10%	14	13%	5	6%	5	11%	0	---	-100%	10%
	American Indian	4	3%	1	1%	0	0%	1	2%	0	---	-100%	2%
	Asian/Pacific Islander	11	7%	11	10%	6	8%	4	9%	0	---	-100%	8%
	Filipino	3	2%	2	2%	4	5%	1	2%	0	---	-100%	3%
	Latino	70	47%	47	43%	35	44%	18	39%	0	---	-100%	45%
	White	41	28%	28	26%	21	27%	13	28%	0	---	-100%	27%
	Other	3	2%	4	4%	4	5%	3	7%	0	---	-100%	4%
	Unreported	1	1%	2	2%	4	5%	1	2%	0	---	-100%	2%
	Total	148	100%	109	100%	79	100%	46	100%	0	---	-100%	100%
High School Diploma	African American	15	14%	15	16%	14	12%	20	15%	20	13%	33%	14%
	American Indian	1	1%	0	0%	0	0%	0	0%	0	0%	-100%	0%
	Asian/Pacific Islander	11	10%	5	5%	2	2%	9	7%	6	4%	-45%	5%
	Filipino	4	4%	1	1%	3	3%	8	6%	1	1%	-75%	3%
	Latino	53	48%	48	52%	77	65%	80	59%	115	72%	117%	60%
	White	18	16%	16	17%	16	13%	10	7%	8	5%	-56%	11%
	Other	7	6%	8	9%	5	4%	6	4%	9	6%	29%	6%
	Unreported	2	2%	0	0%	2	2%	2	1%	1	1%	-50%	1%
	Total	111	100%	93	100%	119	100%	135	100%	160	100%	44%	100%
Grand Total	1,372	100%	3,230	100%	3,804	100%	5,476	100%	5,888	100%	329%	100%	

Source: SDCCD Information System

Note 1. In 2011/12, reporting procedures for CE Certificates of Completion were revised.

Note 2. GED certificate data are no longer available as of 2014/15.

Continuing Education Fact Book 2015

Annual Awards Conferred by Age: On average, students between ages 30 and 39 received the greatest share 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 74% of the high school diplomas awarded to students. An upward trend was noted among all age groups who received certificates of completion and high school diplomas between 2010/11 and 2014/15.

Figure 2.4.1. Continuing Education Annual Certificates of Completion by Age

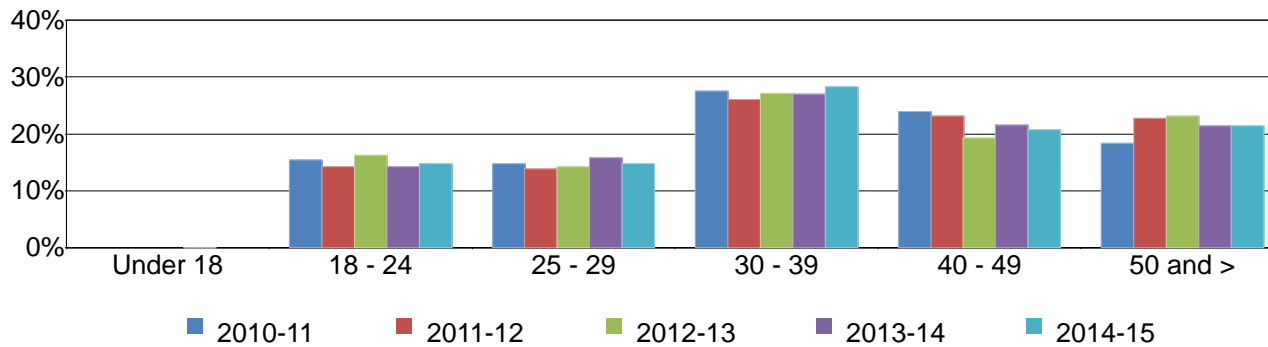
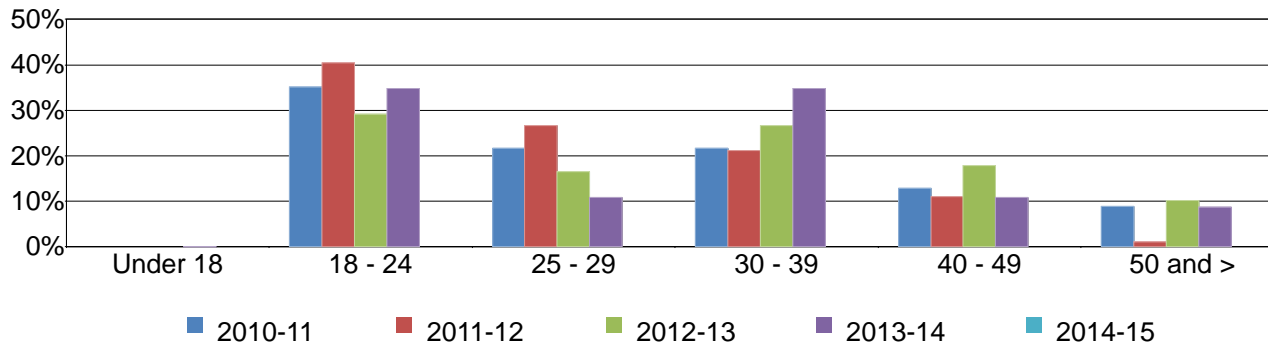
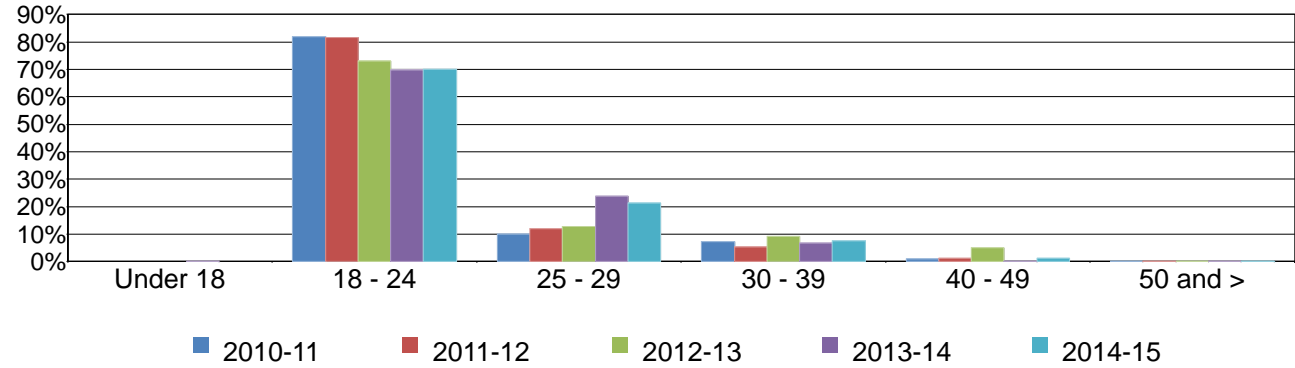


Figure 2.4.2. Continuing Education Annual GED Certificates by Age



Continuing Education Fact Book 2015

Figure 2.4.3. Continuing Education Annual High School Diplomas by Age



Continuing Education Fact Book 2015

Table 2.4. Continuing Education Annual Awards Conferred by Age

		2010-11		2011-12		2012-13		2013-14		2014-15		% Change 10/11-14/15	CE Average 10/11-14/15
CE Certificate of Completion	Under 18	0	0%	0	0%	0	0%	2	0%	0	0%	---	0%
	18 - 24	171	15%	432	14%	583	16%	754	14%	848	15%	396%	15%
	25 - 29	165	15%	418	14%	512	14%	838	16%	843	15%	411%	15%
	30 - 39	307	28%	789	26%	980	27%	1,426	27%	1,623	28%	429%	27%
	40 - 49	266	24%	699	23%	694	19%	1,144	22%	1,188	21%	347%	21%
	50 and >	204	18%	690	23%	837	23%	1,131	21%	1,226	21%	501%	22%
	Total	1,113	100%	3,028	100%	3,606	100%	5,295	100%	5,728	100%	415%	100%
GED Certificate	18 - 24	52	35%	44	40%	23	29%	16	35%	0	---	-100%	35%
	25 - 29	32	22%	29	27%	13	16%	5	11%	0	---	-100%	21%
	30 - 39	32	22%	23	21%	21	27%	16	35%	0	---	-100%	24%
	40 - 49	19	13%	12	11%	14	18%	5	11%	0	---	-100%	13%
	50 and >	13	9%	1	1%	8	10%	4	9%	0	---	-100%	7%
	Total	148	100%	109	100%	79	100%	46	100%	0	---	-100%	100%
High School Diploma	18 - 24	91	82%	76	82%	87	73%	94	70%	112	70%	23%	74%
	25 - 29	11	10%	11	12%	15	13%	32	24%	34	21%	209%	17%
	30 - 39	8	7%	5	5%	11	9%	9	7%	12	8%	50%	7%
	40 - 49	1	1%	1	1%	6	5%	0	0%	2	1%	100%	2%
	Total	111	100%	93	100%	119	100%	135	100%	160	100%	44%	100%
Grand Total	1,372	100%	3,230	100%	3,804	100%	5,476	100%	5,888	100%	329%	100%	

Source: SDCCD Information System

Note 1. In 2011/12, reporting procedures for CE Certificates of Completion were revised.

Note 2. GED certificate data are no longer available as of 2014/15.

**Section III
Productivity**

Continuing Education Fact Book 2015

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. (Excludes apprenticeship, fee, and contract 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 2015

Annual FTES: Continuing Education showed a decrease in noncredit FTES between 2010/11 and 2014/15. Excluding F-Factor, Continuing Education noncredit FTES declined from 8,879 FTES in 2010/11 to 7,905 in 2012/13, and subsequently increased to 8,287 FTES in 2014/15, which yielded a 7% net decrease over the five years. There was no credit FTES for Continuing Education. Including F-Factor, Continuing Education FTES decreased 6% over the five years.

Figure 3.1 Continuing Education Annual FTES

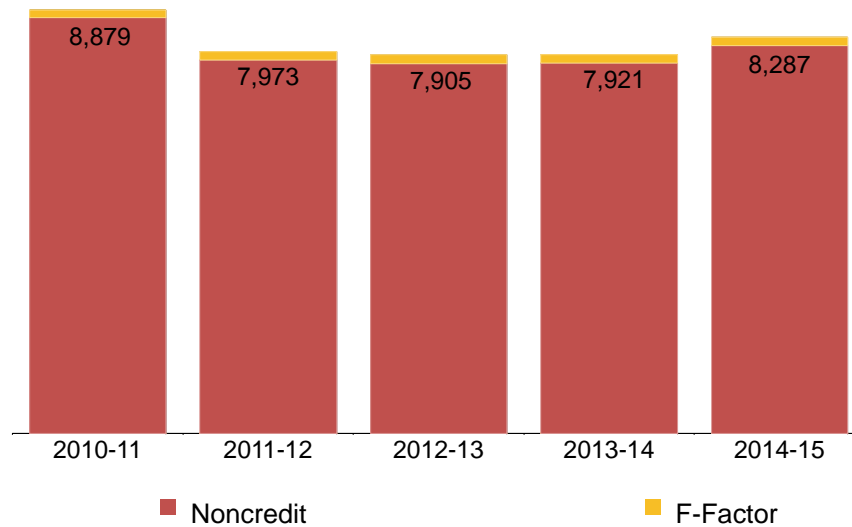


Table 3.1 Continuing Education Annual FTES

	2010-11	2011-12	2012-13	2013-14	2014-15
Noncredit	8,878.98	7,972.96	7,904.87	7,920.99	8,286.58
F-Factor	161.86	190.65	196.16	170.54	180.58
Total	9,040.84	8,163.61	8,101.03	8,091.53	8,467.16

Source: SDCCD Information System

Continuing Education Fact Book 2015

Enrollments: From Summer 2010 to Summer 2012, Continuing Education enrollment decreased; however, enrollment increased sharply in Summer 2013, yielding a nearly doubled (49%) net increase from Summer 2010 to Summer 2014. Overall Continuing Education enrollment decreased 11% between Fall 2010 and Fall 2014, and 15% between Spring 2011 and Spring 2015. Continuing Education enrollments for the online mode of instruction increased 26% between Summer 2010 and Summer 2014, 40% between Fall 2010 and Fall 2014, and 50% between Spring 2011 and Spring 2015.

Figure 3.2.1. Continuing Education Enrollments (Summer)

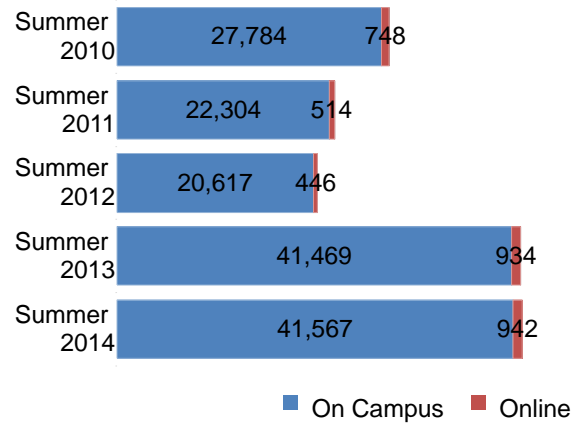


Figure 3.2.2. Continuing Education Enrollments (Fall)

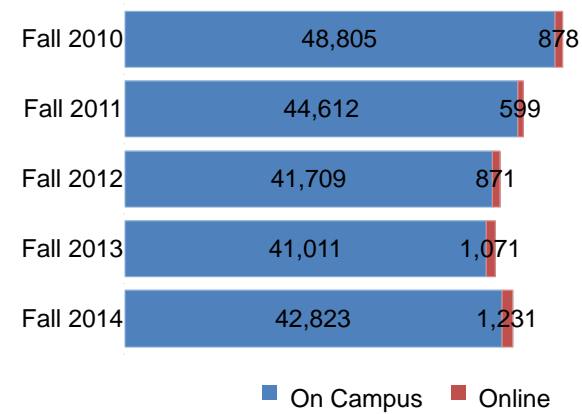
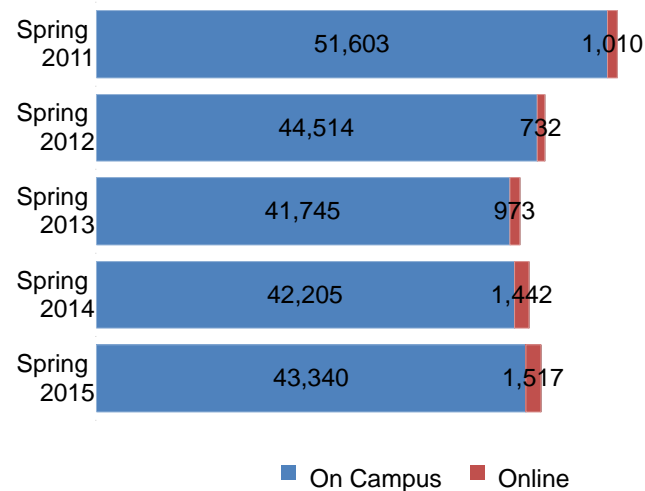


Figure 3.2.3. Continuing Education Enrollments (Spring)



Continuing Education Fact Book 2015

Table 3.2. Continuing Education Enrollments

	On Campus	Online	Total
Summer 2010	27,784	748	28,532
Summer 2011	22,304	514	22,818
Summer 2012	20,617	446	21,063
Summer 2013	41,469	934	42,403
Summer 2014	41,567	942	42,509
Total	153,741	3,584	157,325

	On Campus	Online	Total
Fall 2010	48,805	878	49,683
Fall 2011	44,612	599	45,211
Fall 2012	41,709	871	42,580
Fall 2013	41,011	1,071	42,082
Fall 2014	42,823	1,231	44,054
Total	218,960	4,650	223,610

	On Campus	Online	Total
Spring 2011	51,603	1,010	52,613
Spring 2012	44,514	732	45,246
Spring 2013	41,745	973	42,718
Spring 2014	42,205	1,442	43,647
Spring 2015	43,340	1,517	44,857
Total	223,407	5,674	229,081

Source: SDCCD Information System

**Section IV
Human Resources**

Continuing Education Fact Book 2015

This section of the Fact Book contains information on the number and classification of employees during the Fall 2014 semester. The information is reported as follows:

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

Continuing Education Fact Book 2015

Fall 2014 Employee Breakdown: There were a total of 706 employees working at Continuing Education during Fall 2014. Over half of the Continuing Education employees were adjunct faculty (60%), followed by contract faculty (15%), classified staff (13%), and non-academic hourly (9%). Supervisory staff and management constituted the smallest proportions of Continuing Education employees at 1% and 2%, respectively.

The ethnic breakdown showed that White employees comprised 54% of the total employee population, followed by Latino employees (20%). African American employees and Asian employees constituted 8% and 9%, respectively, of the Continuing Education workforce. Latino employees comprised 32% of the classified staff and 42% of the non-academic hourly positions. White employees constituted 27% of the classified staff positions, and made up 59% of the contract faculty and 64% of the adjunct faculty positions. White employees comprised 45% of the management positions and 67% of the supervisory positions. Latino employees constituted 9% of the management positions and 22% of the supervisory positions. African American employees comprised 9% of the management positions and 0% of the supervisory positions.

Figure 4.1. Continuing Education Fall 2014 Employees by Employment Type

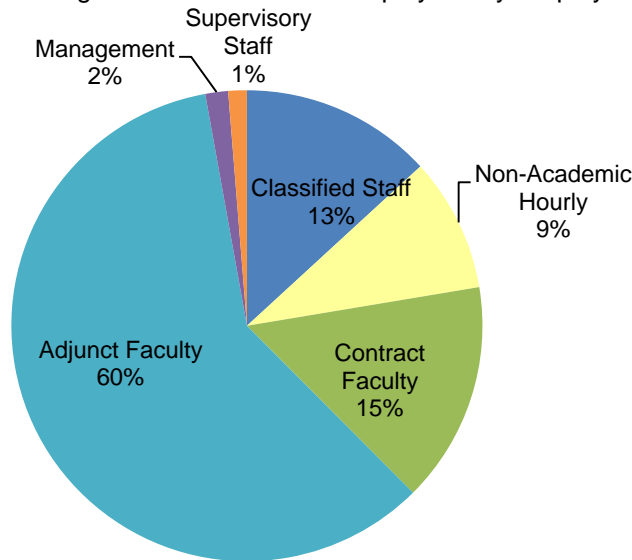
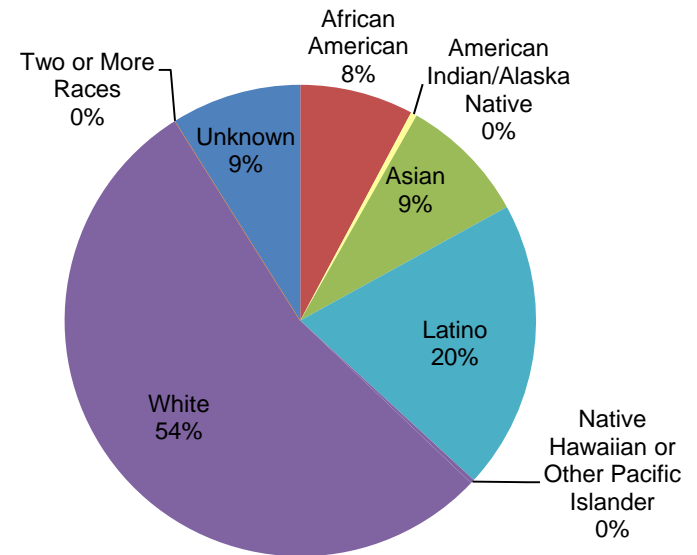


Figure 4.2. Continuing Education Fall 2014 Employees by Ethnicity



Continuing Education Fact Book 2015

Table 4.1. Continuing Education Fall 2014 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:	55	8%	3	0%	62	9%	140	20%	2	0%	381	54%	0	0%	63	9%	706
Female:	38	7%	3	1%	46	9%	98	19%	0	0%	289	56%	0	0%	40	8%	514
Male:	17	9%	0	0%	16	8%	42	22%	2	1%	92	48%	0	0%	23	12%	192
Classified Staff :	13	14%	1	1%	11	12%	30	32%	0	0%	25	27%	0	0%	13	14%	93
Female:	11	16%	1	1%	8	12%	24	35%	0	0%	16	24%	0	0%	8	12%	68
Male:	2	8%	0	0%	3	12%	6	24%	0	0%	9	36%	0	0%	5	20%	25
Non-Academic Hourly:	8	12%	0	0%	13	20%	27	42%	1	2%	12	18%	0	0%	4	6%	65
Female:	3	6%	0	0%	10	20%	22	45%	0	0%	10	20%	0	0%	4	8%	49
Male:	5	31%	0	0%	3	19%	5	31%	1	6%	2	13%	0	0%	0	0%	16
Contract Faculty:	4	4%	1	1%	4	4%	22	21%	0	0%	63	59%	0	0%	13	12%	107
Female:	3	4%	1	1%	2	3%	17	22%	0	0%	47	62%	0	0%	6	8%	76
Male:	1	3%	0	0%	2	6%	5	16%	0	0%	16	52%	0	0%	7	23%	31
Adjunct Faculty:	29	7%	1	0%	34	8%	58	14%	1	0%	270	64%	0	0%	28	7%	421
Female:	20	7%	1	0%	26	8%	34	11%	0	0%	206	67%	0	0%	20	7%	307
Male:	9	8%	0	0%	8	7%	24	21%	1	1%	64	56%	0	0%	8	7%	114
Management:	1	9%	0	0%	0	0%	1	9%	0	0%	5	45%	0	0%	4	36%	11
Female:	1	13%	0	0%	0	0%	1	13%	0	0%	4	50%	0	0%	2	25%	8
Male:	0	0%	0	0%	0	0%	0	0%	0	0%	1	33%	0	0%	2	67%	3
Supervisory Staff:	0	0%	0	0%	0	0%	2	22%	0	0%	6	67%	0	0%	1	11%	9
Female:	0	0%	0	0%	0	0%	0	0%	0	0%	6	100%	0	0%	0	0%	6
Male:	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	0	0%	1	33%	3

Source: SDCCD Information System

Table 4.2. Continuing Education Fall 2014 Employees by Gender and Employment Status

Gender		Employment Status	
Female	73%	Full-Time/Contract	31%
Male	27%	Hourly/Adjunct	69%

Source: SDCCD Information System