

Top 10 Certificate Producing Programs – 2011/12 to 2014/15

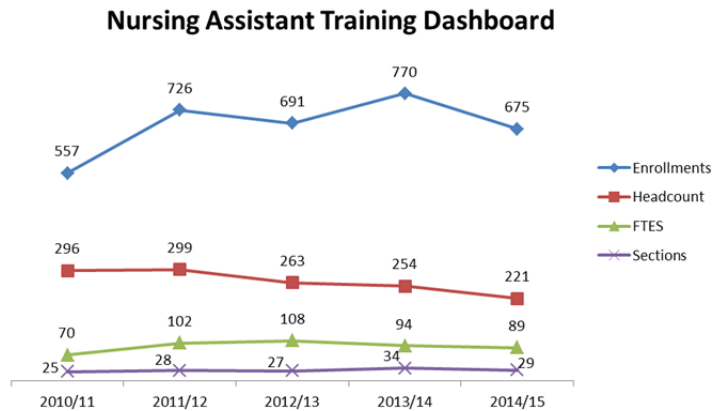
- Within Continuing Education, 10 programs produced 80% of all program certificates of completion conferred to students over the past four years. Enrollments and productivity within these high-yield certificate programs are the focus of this study.

Program Certificate of Completion	% of All Awards
ESL INTERMEDIATE	15%
ESL BEGINNING	13%
HIGH SCHOOL DIPLOMA	12%
ESL ADVANCED	9%
AIR CONDITIONING/HEATING	8%
INTERACTIVE MEDIA CERTIFICATE	6%
GED CERTIFICATE	5%
NURSING ASSISTANT	4%
PROJECT MANAGEMENT	4%
AUTOMOTIVE TECHNICIAN	4%

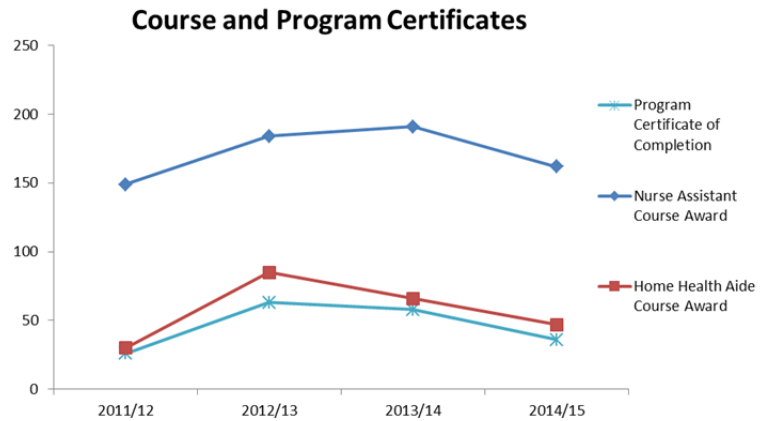
Note. Due to a shift in reporting procedures in 2011/12, which significantly increased the number of reported awards, only the most recent four years of data were used.

Allied Health's Nursing Assistant Training Program

- Allied Health's largest program, the Nursing Assistant Training Program (NAT) enrolls more than 250 students per year, on average, with student enrollments roughly mirroring the trend in section offerings per year. Occupational demand in the region is high and each year there are more qualified, interested students than there are available slots. However, limitations to generate more FTES, in part, have been due to limited classroom space and scheduling constraints resulting from direct clinical practice requirements.

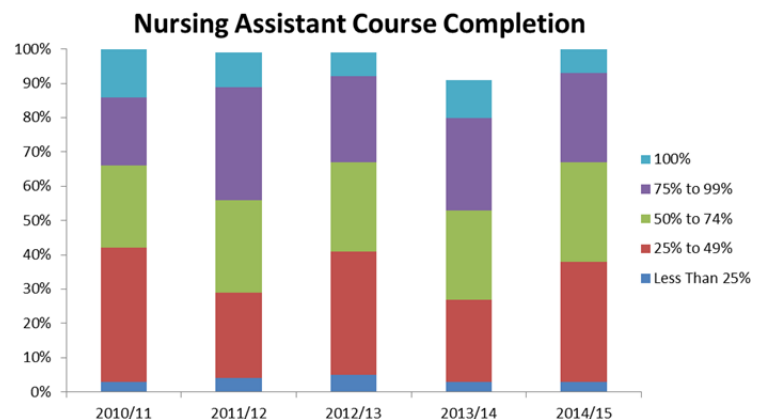


- Class size and headcount have declined due to a reduction in the number of students allowed at partner clinical sites. Headcount is expected to continue to decline with the addition of two new programs that provide students with additional educational directions and choices.

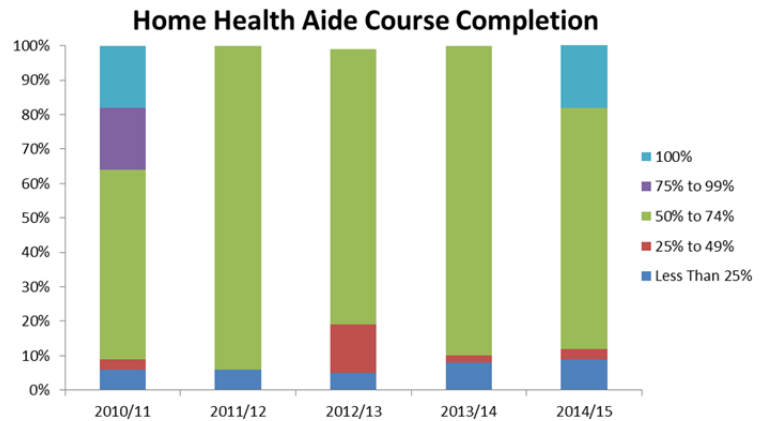


- Program certificates of completion more than doubled between 2011/12 and 2012/13 due to completion of ARRA grant funding that required separate reporting of certificates. Recent declines are expected to continue with the addition of new, competing programs and smaller class sizes.

- Over five years, 37% of the Nursing Assistant course students, on average, completed two thirds (75%) or more of the maximum possible course hours and another 26% completed 50% to 74% of the maximum possible course hours. Student productivity and the ability to complete course hours and course certificates vary year to year and have in part been impacted by Livescan clearance from California Department of Public Health and students' personal obstacles.



- A peak number of Home Health Aide course certificates were awarded in 2012/13, but certificates have declined in ensuing years. Course completion in relation to students fulfilling the maximum number of course hours has dropped since 2010/11, with an uptick in the latest year. The Home Health Aide course presents scheduling challenges and often job attainment and student transition to RN programs impact course completion. Significant marketing and outreach to Nurse Assistant Training course completers are required to encourage continuation of the Home Health Aide course, and led to the 2014/15 increase in sustained student attendance.

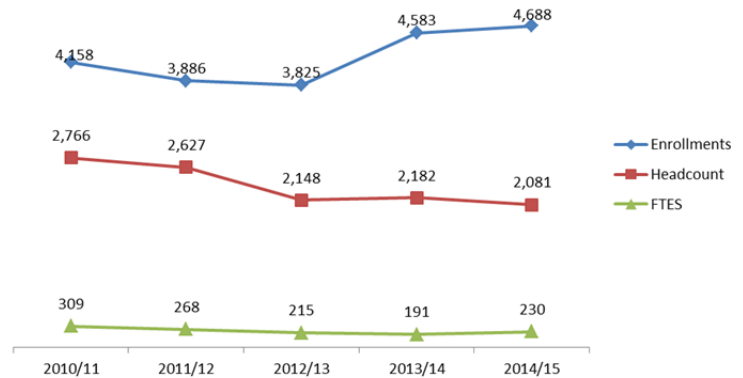


Continuing Education Enrollment Analysis | December 2015

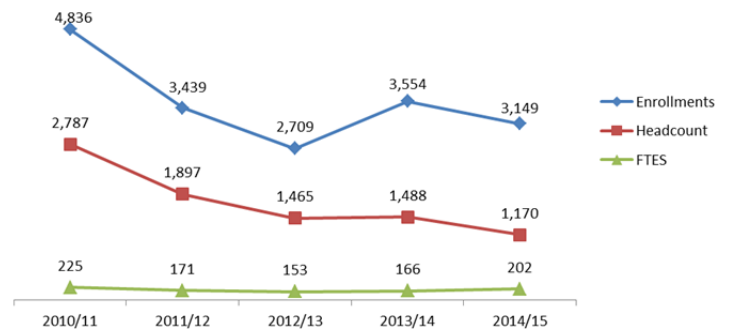
Basic Skills GED and Secondary Education Programs

- Student enrollments, headcount, and FTES for the GED and high school diploma programs declined between 2010/11 and 2012/13, largely due to budget cuts and a reduction in course offerings. Enrollments rebounded in both programs in 2013/14, with FTES slightly increasing in high school and slightly declining in GED.
- In the past year, FTES increased at a greater rate than enrollments in both programs, compared to the previous year. This may be due to more stringent attendance requirements in the high school program resulting in higher retention and sustained attendance. Headcount has generally seen a steady decline over the past five years among both programs that may be due to increased regional job opportunities and job attainment.
- The proportion of students who completed 50% or more of the total possible high school diploma course hours increased substantially beginning in 2013/14 due to the implementation of the Accelerated High School Program 90% attendance requirement and increased student support (instructional, counseling, and DSPS resources).

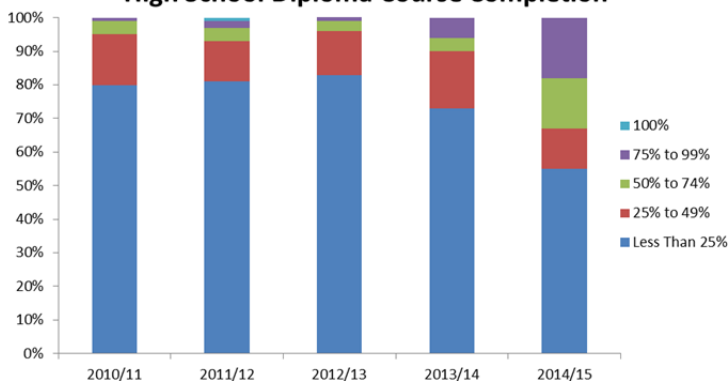
GED Dashboard



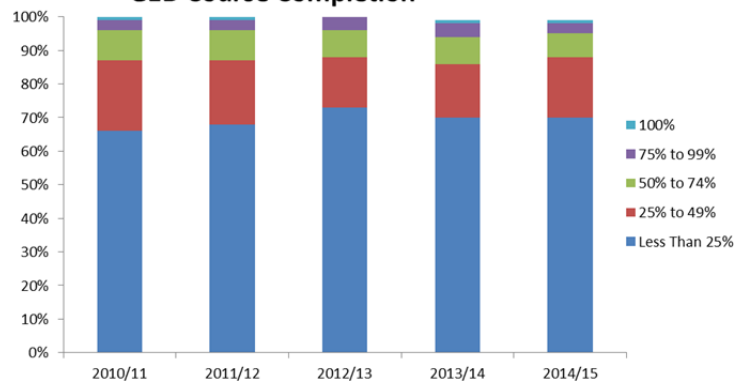
High School Diploma Dashboard



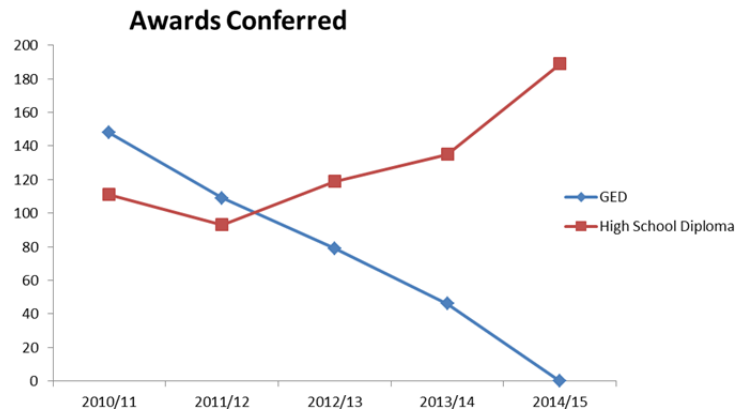
High School Diploma Course Completion



GED Course Completion



- Year over year declines in the number of GED certificates reported between 2010/11 and 2012/13 were due to a lack of curricular cohesion across campuses, a lack of accountability, and a lack of faculty participation in professional development. While the program is now focused on improving professional development offerings and participation in the program, significant changes to the GED test and resulting technical issues continued the decline in 2013/14, and a change in reporting in 2014/15 terminated the ability to report GED certificate data.
- High school diplomas doubled between 2011/12 and 2014/15, with a large part of the increase occurring in 2014/15. The recent increase in high school diplomas is due to the Accelerated High School Program pilot that was implemented in Spring 2013. This model accelerates the high school diploma option, and resulted in increased course completions. Expansion of the Accelerated High School model is projected to occur in Fall 2016 and a continued increase in high school diplomas is expected.

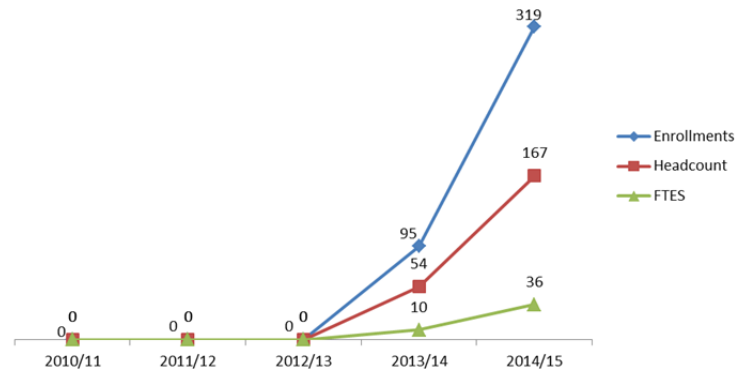


Note. High School Diploma data do not match the Program Review and Awards Conferred reports due to additional reporting through October 2015.

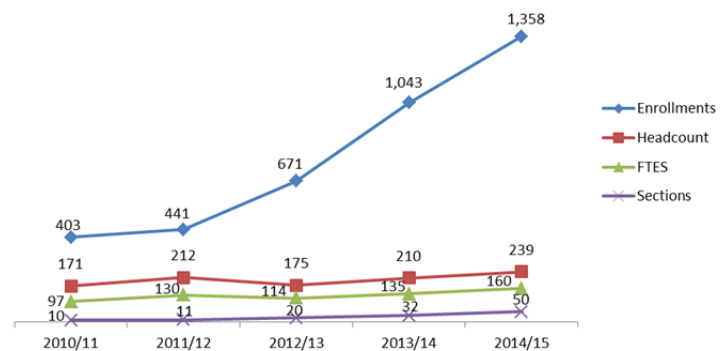
BIT's Project Management and Interactive Media Certificate (IMCP) Programs

- A new program as of Spring 2014, the Project Management program has grown significantly. Enrollment demand is high due to high levels of instruction that contribute to students' promotion within their internal organizations both through word of mouth and personal results (i.e., increase in work skills, productivity, and promotion).
- Project Management program headcount, enrollments, and awards have increased in line with the addition of new sections. Classes were added in spring 2015, and an accelerated class was added in summer 2015. Due to new and expanded offerings at North City and the new Cesar Chavez campus this fall, additional on-campus courses were added, with one class double the typical class size and utilizing team teachers and online options.
- The Interactive Media Certificate Program (IMCP) has expanded over five years, partly due to increased student demand and market demand for media-related occupations and information & communications technologies (ICT) in San Diego County. While web design as a job title is not a growing field, skills obtained are utilized in a wide range of occupations within and outside of ICT.
- Section offerings and enrollments have increased at a much higher rate than headcount and FTES, which may in part be due to increased market demand; increase in the number of classrooms and decrease in classroom capacity that reduces the number of students per section; new instructors; and the challenge in finding and retaining qualified adjuncts for which an "adjunct shuffle" may occur that is sometimes confusing to students and may contribute to drops. The program is reviewing retention and counselor remediation due to these disparate increases.

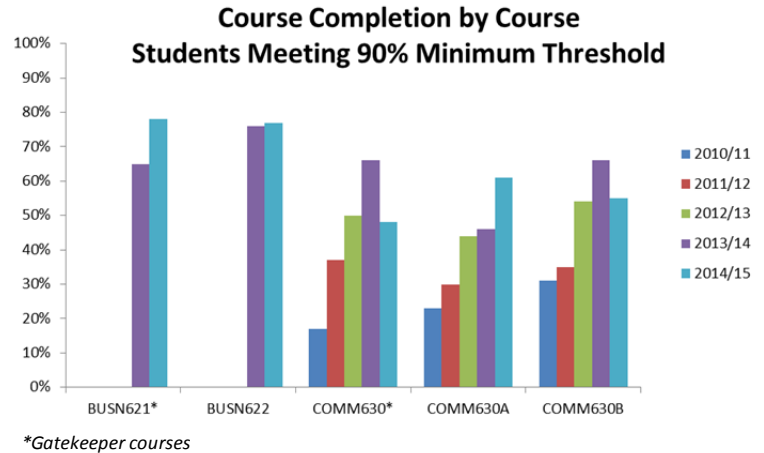
Project Management Dashboard



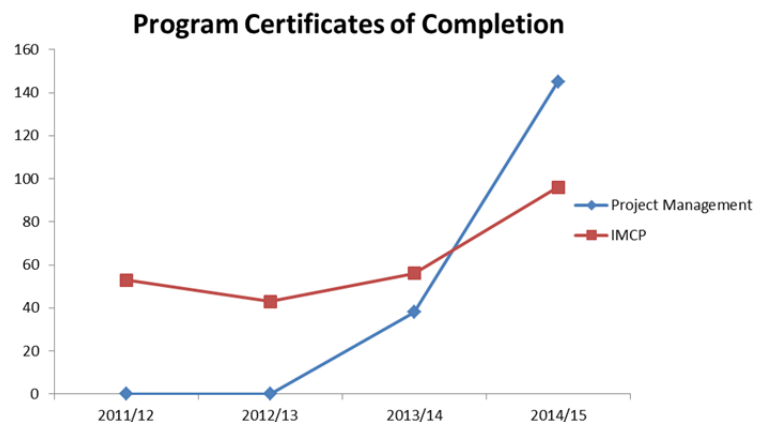
IMCP Dashboard



- The Project Management program has quickly become a top certificate producer, surpassing nearly all other programs in the number of program certificates of completion conferred in 2014/15. Sustained course attendance is high and increasing, with the majority of students meeting the 90% minimum attendance policy (69% in 2013/14 and 78% in 2014/15). Use of the popular team-teaching method within classrooms, and an increase in the number of students reaching the 90% attendance threshold in the gatekeeper course, Project Management I (BUSN621), have likely contributed to sustained and increased course and program completion.



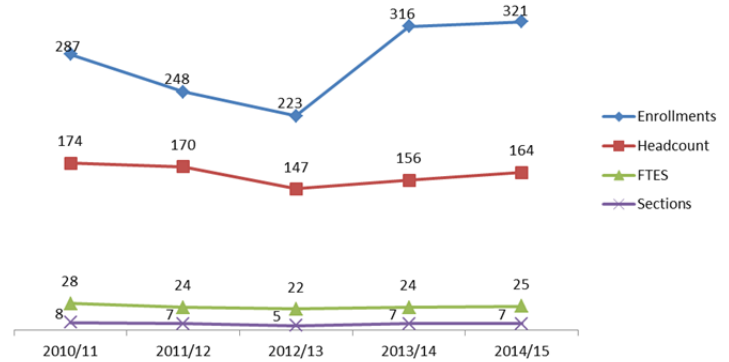
- IMCP student attendance and course completion in the COMM630 course series have increased over the past five years likely due to a combination of factors, including the addition of an evening/weekend class to accommodate working adults, additional starter/gateway course sections, and increased promotion of and adherence to the 90% course attendance/drop policies. In the past five years, the proportion of enrolled students who complete at least 90% of the total possible course hours per term has increased on the whole, with a decline in two of the courses in 2014/15. The number of program certificates of completion has continued to increase.



CTE's Air Conditioning/Heating and Automotive Technician Programs

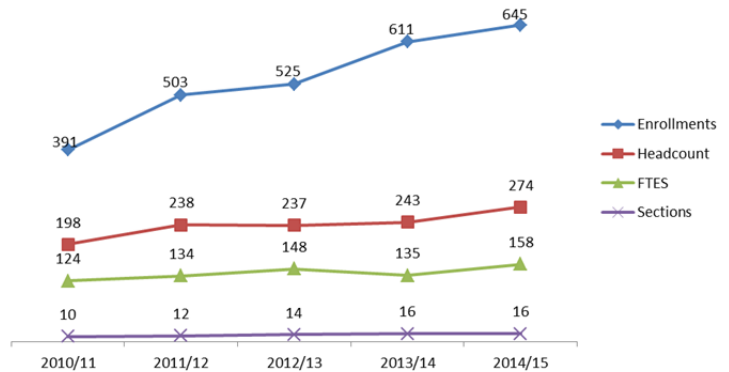
- The Air Conditioning/Heating Program section offerings declined between 2010/11 and 2012/13 due to budget cuts, with partial restoration in ensuing years. Student headcount and FTES mirrored this trend, while enrollments, now at a five-year high, responded at a greater rate. There is great student demand for classes and the transition from Navajo to ECC in Summer 2013 increased capacity and enabled increased student enrollments. Strategies are being considered to increase the number of classes offered and the addition of more hands on equipment, which is expected to expand lab time and increase student attendance hours and engagement.

Air Conditioning/Heating Dashboard



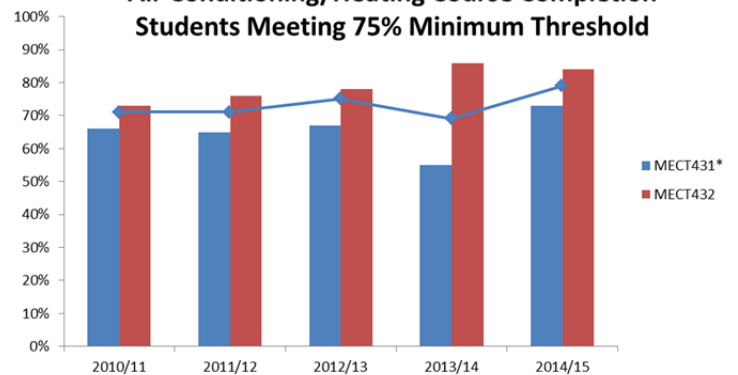
- Buoyed by increasing market demand in the installation, maintenance and repair technician field as well as renovations at the ECC campus that supported an increase in offerings, Automotive Technician enrollments and FTES have increased over the past five years. Improved student orientation and marketing efforts have also likely played a part in increased student enrollments and persistence through the program's courses.

Automotive Technician Dashboard



- Student productivity has remained high in the Air Conditioning/Heating Program, with more than two thirds (70%) of the students, on average, meeting the 75% attendance threshold to obtain a certificate of completion.

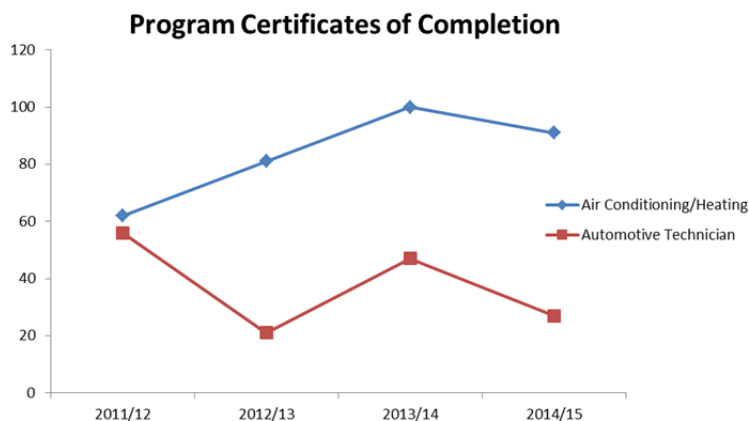
Air Conditioning/Heating Course Completion Students Meeting 75% Minimum Threshold



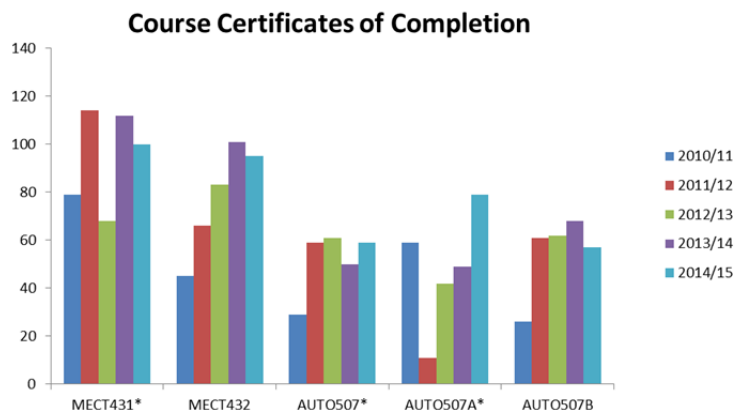
*Gatekeeper course

Note. Auto Technician courses use an open managed enrollment system where students may enter after the start date and modules start throughout the semester; therefore measuring student attendance by thresholds is excluded from the analysis.

- Between 2011/12 and 2013/14, the number of Air Conditioning/Heating certificates of completion increased. However, despite an increase in student attendance in 2014/15 in the gateway course HVAC I (MECT431), fewer course and certificates of completion were awarded. Program certificates of completion were likely impacted by a drop in summer enrollments between HVAC I and HVAC II, which is a compacted evening class. Strategies to sustain HVAC II enrollments are being reviewed. Both course and program certificates are expected to increase with modification of the loaner book process.



- The number of Auto Technician course certificates of completion varied year to year; however there was an overall increase from five years ago. Lower and fluctuating course and program certificates are due to a combination of factors, including that it is an open managed enrollment program and there are a high number of required hours per course that make it very difficult to complete in one term.



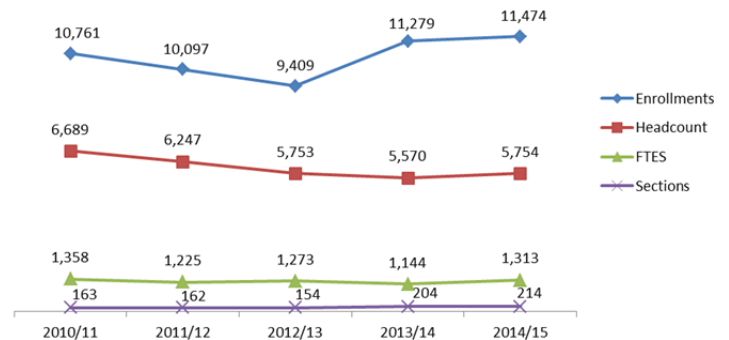
*Gatekeeper courses

Note. Certificate data do not match the Program Review and Awards Conferred reports due to realignment of award coding.

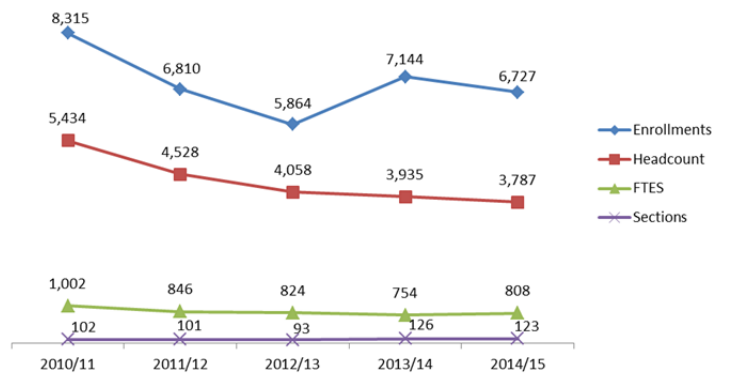
ESL Beginning, Intermediate, and Advanced Programs

- Beginning ESL sections, FTES, headcount, and enrollments decreased from 2010/11 to 2012/13 with the elimination of the Community-Based English Program (CBET) and changing immigration trends, but have since risen. Section offerings, enrollments, and FTES reached a five-year high in 2014/15, which may be attributed to increased budgets, new beginning level special interest classes, and an increase in capacity (e.g., new CE Mesa building, increased classroom space at Miramar).
- Intermediate ESL sections, enrollments, and FTES decreased from 2010/11 to 2012/13 due to the elimination of the CBET program and substitute teachers. As budgets increased, section offerings, enrollments, and FTES surpassed the previous three years. A dip in 2014/15 may be due to intermediate students obtaining jobs and the transition to advanced level transition classes, VESL, or the new English for Careers class. Student headcount has declined over five years, likely due to an increase in educational opportunities (e.g., expansion of Adv. Prevoc ESL classes, popular new special topic classes).
- Between 2010/11 and 2012/13, the Advanced ESL program increased in size (i.e., expansion of Adv. Prevoc ESL classes, new special topic classes), with corresponding increases in FTES, headcount, and enrollments. Offerings and enrollments continued to increase in 2013/14; however, FTES and headcount began to decline, with a continued decline across the board in 2014/15. It is likely that this advanced level program is especially impacted by improved job prospects that are positive outcomes for students, but contribute to drops/decline in attendance. More students may also be transitioning to other CE programs, to college, or to career programs.

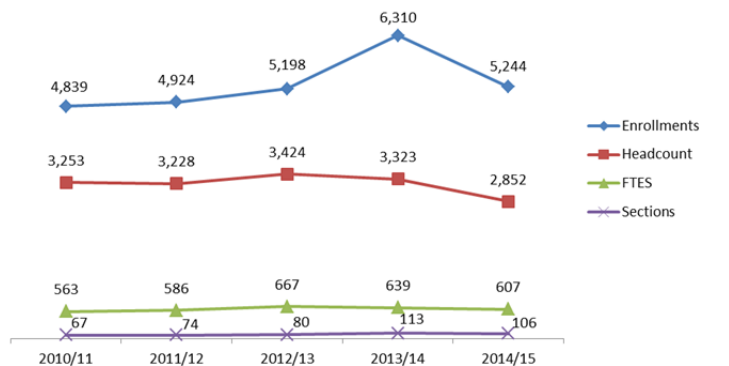
Beginning ESL Dashboard



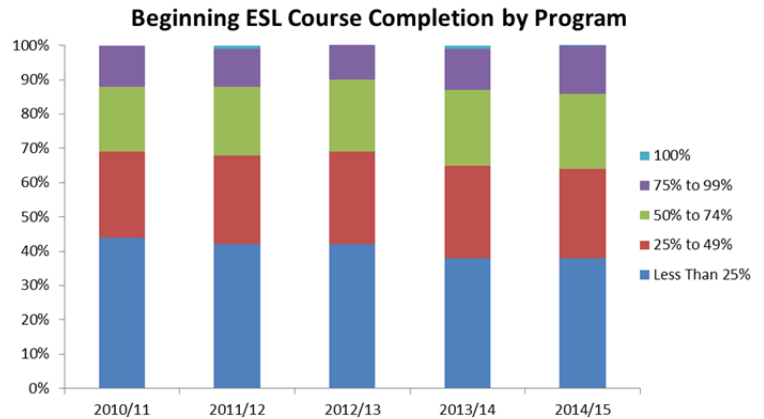
Intermediate ESL Dashboard



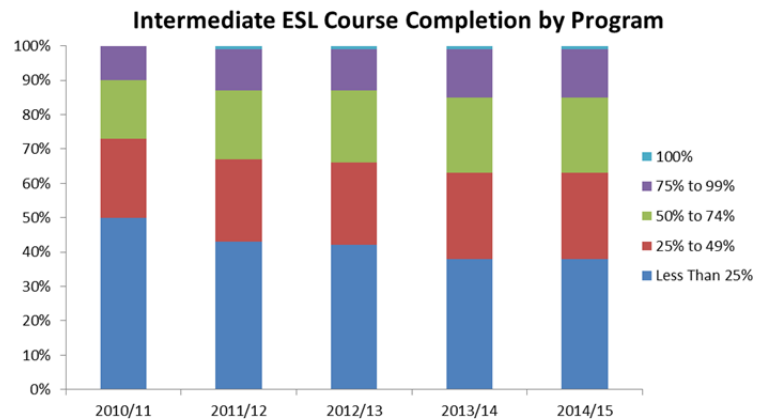
Advanced ESL Dashboard



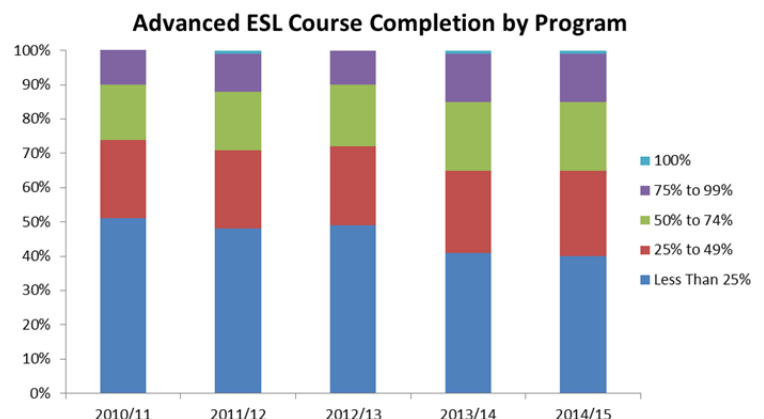
- Within each of the ESL programs, approximately one third of ESL enrolled students completed 50% or more of their total possible course hours each term in 2010/11, and one third to one half of the students completed fewer than 25% of the course hours. Since 2010/11, student productivity has increased, likely due to improved placement and orientation of new students, increased certificate information in the syllabus, and materials and strategies promoting learner persistence and completion. It should be noted that ESL course completions can be affected by students starting class mid-term, as well as mid-term transition to the next course which is a positive outcome.



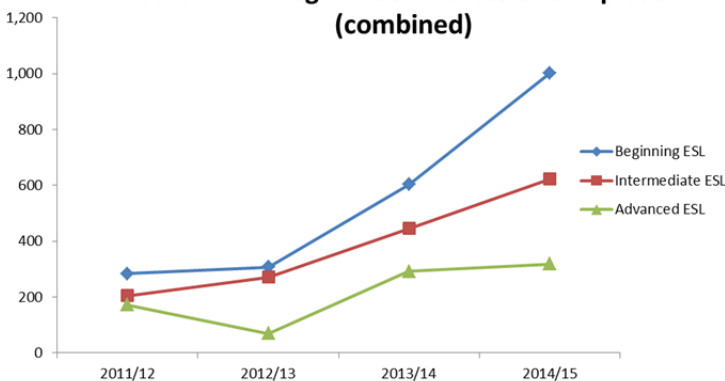
- Within each of the ESL programs, students in the gatekeeper courses typically complete a greater percentage of total possible hours compared to students in continuation courses in the series. However, attendance has, for the most part, increased in continuation courses within the past few years; likely impacted by strategies promoting learner persistence and completion.



- ESL course and program certificates of completion increased significantly in 2013/14 due to a Spring 2014 mandate that instructors give certificates. Each of the programs continued this upward trend in 2014/15.



Course and Program Certificates of Completion (combined)



Note. Certificate data do not match the Program Review and Awards Conferred reports due to additional reporting through October 2015.