

2018

# Fact Book

## Continuing Education



*Prepared by:*  
SDCCD Office of Institutional Research and Planning  
February 2019

# Continuing Education Fact Book 2018

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## OVERVIEW

This Fact Book is a publication of the SDCCD Office of Institutional Research and Planning for San Diego Continuing Education. 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.

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## **Mission**

San Diego Continuing Education commits to student success and community enrichment by providing accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement, and pathways to college.

## **Vision**

To be the leader in innovative education that transforms students' lives

## **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.

## **Philosophy**

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.

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## Institutional Goals 2016-2021

- Institutional Goal 1:** Grow SDCE Programming through increased access and enhanced instructional and student services
- Institutional Goal 2:** Cultivate an environment of creativity and increased collaboration both internally and externally
- Institutional Goal 3:** Increase student success, academic achievement, life-long learning, and workforce development
- Institutional Goal 4:** Provide SDCE employees with resources and training to increase the quality of instruction and services
- Institutional Goal 5:** Strengthen institutional effectiveness through integrated planning and resource allocation

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## **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, 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

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**Overall Headcount:** Unduplicated headcount for Continuing Education maintained relatively steady enrollment from Summer 2013 through Summer 2015, before declining in Summer 2016 and Summer 2017. After gains between Fall 2013 and Fall 2014, headcount for Continuing Education fell in Fall 2015 and has continued to decline. Finally, unduplicated headcount for Continuing Education has undergone continuous decline, decreasing 13% from 26,450 in Spring 2014 to 23,424 in Spring 2018.

Figure 1.1. Continuing Education Overall Headcount (Fall)

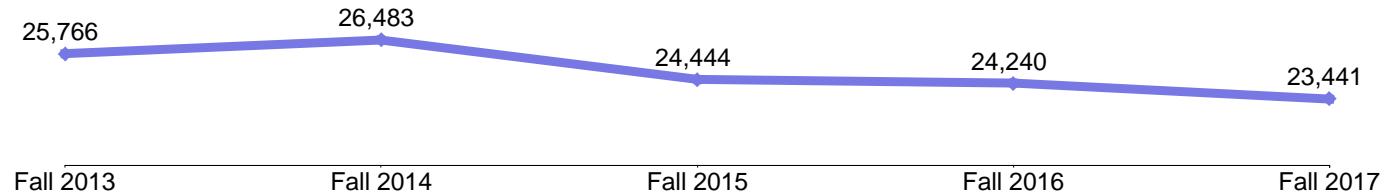


Table 1.1. Continuing Education Overall Headcount (Summer, Fall, and Spring)

	Summer 13	Summer 14	Summer 15	Summer 16	Summer 17	% Change Summer 13-17
Total	17,850	17,781	17,798	16,850	16,048	-10%

	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	% Change Fall 13-17
Total	25,766	26,483	24,444	24,240	23,441	-9%

	Spring 14	Spring 15	Spring 16	Spring 17	Spring 18	% Change Spring 14-18
Total	26,450	26,413	24,555	23,469	23,072	-13%

Source: SDCCD Information System



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**Headcount by Gender:** On average, the female student headcount (66%) was higher than the male student headcount (34%), both remaining consistent between Fall 2013 and Fall 2017. Both the female and male student headcounts decreased 6% and 15%, respectively, between Fall 2013 and Fall 2017.

Figure 1.2. Continuing Education Headcount by Gender

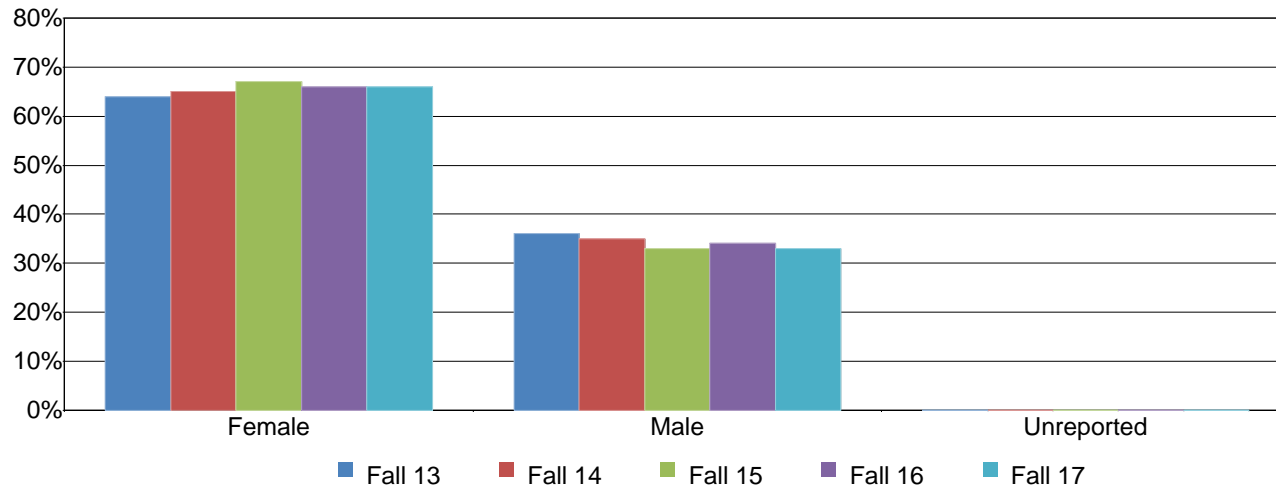


Table 1.2. Continuing Education Headcount by Gender

	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 13-17	CE Average Fall 13-17	Districtwide Average Fall 13-17
Female	16,590	64%	17,173	65%	16,257	67%	15,904	66%	15,549	66%	-6%	66%	56%
Male	9,166	36%	9,304	35%	8,169	33%	8,313	34%	7,822	33%	-15%	34%	44%
Unreported	10	0%	6	0%	18	0%	23	0%	70	0%	600%	0%	0%
<b>Total</b>	<b>25,766</b>	<b>100%</b>	<b>26,483</b>	<b>100%</b>	<b>24,444</b>	<b>100%</b>	<b>24,240</b>	<b>100%</b>	<b>23,441</b>	<b>100%</b>	<b>-9%</b>	<b>100%</b>	<b>100%</b>

Source: SDCCD Information System

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**Headcount by Ethnicity:** The ethnic groups with the largest headcounts between Fall 2013 and Fall 2017 were Latinx students (34%), White students (32%), and Asian/Pacific Islander students (15%), on average. All groups experienced a numerical decline between Fall 2013 and Fall 2017 with the exception of Asian/Pacific Islanders, who increased their representation by 7% over this time period. In terms of proportions, the racial/ethnic makeup of Continuing Education students in Fall 2017 looks similar to the racial/ethnic makeup of Continuing Education students in Fall 2013.

Figure 1.3. Continuing Education Headcount by Ethnicity

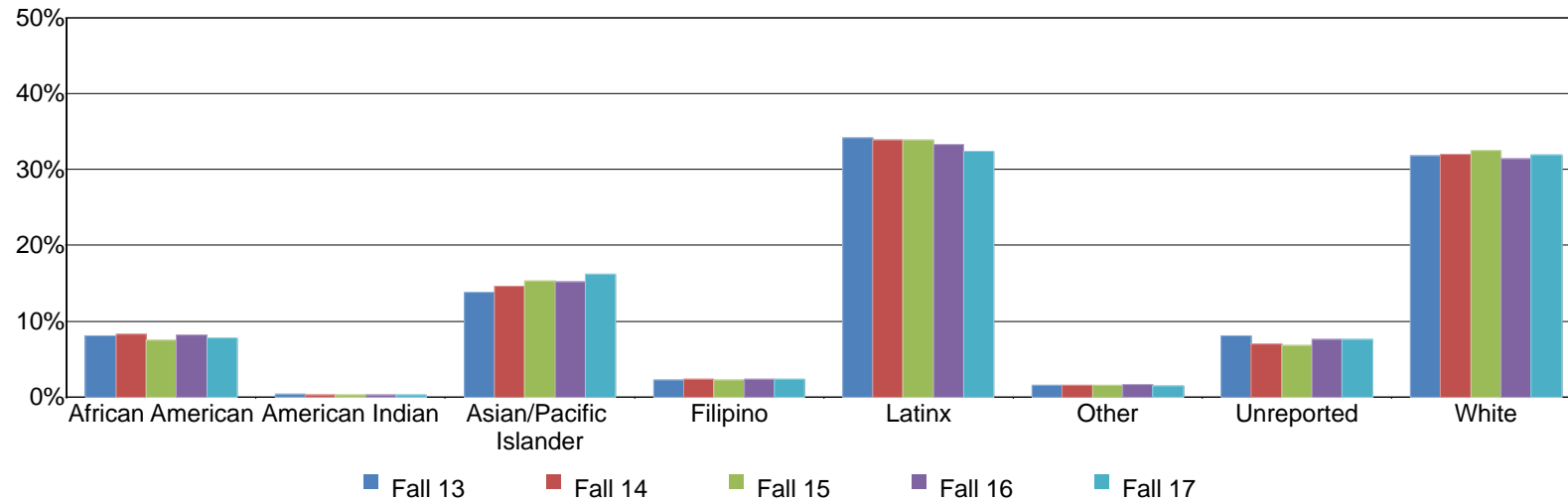


Table 1.3. Continuing Education Headcount by Ethnicity

	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 13-17	CE Average Fall 13-17	Districtwide Average Fall 13-17
African American	2,073	8%	2,207	8%	1,831	7%	1,985	8%	1,837	8%	-11%	8%	8%
American Indian	93	0%	69	0%	66	0%	68	0%	62	0%	-33%	0%	0%
Asian/Pacific Islander	3,556	14%	3,862	15%	3,733	15%	3,677	15%	3,800	16%	7%	15%	12%
Filipino	574	2%	627	2%	559	2%	576	2%	559	2%	-3%	2%	4%
Latinx	8,807	34%	8,967	34%	8,275	34%	8,072	33%	7,587	32%	-14%	34%	36%
White	8,190	32%	8,479	32%	7,940	32%	7,611	31%	7,474	32%	-9%	32%	31%
Other	397	2%	418	2%	381	2%	405	2%	345	1%	-13%	2%	4%
Unreported	2,076	8%	1,854	7%	1,659	7%	1,846	8%	1,777	8%	-14%	7%	4%
<b>Total</b>	<b>25,766</b>	<b>100%</b>	<b>26,483</b>	<b>100%</b>	<b>24,444</b>	<b>100%</b>	<b>24,240</b>	<b>100%</b>	<b>23,441</b>	<b>100%</b>	<b>-9%</b>	<b>100%</b>	<b>100%</b>

Source: SDCCD Information System

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**Headcount by Age:** From Fall 2013 to Fall 2017, the age groups with the largest headcounts within Continuing Education were students age 50 and over (44%) and students between ages 30 and 39 (20%), on average. All groups experienced a decline in numbers over the past five fall terms. The overall age makeup of students in Continuing Education has changed little over this time period: 18-24 year olds are somewhat lower represented than they were in Fall 2013 (3%), while students 50 and over increased their proportional representation slightly over the same period (3%).

Figure 1.4 Continuing Education Headcount by Age

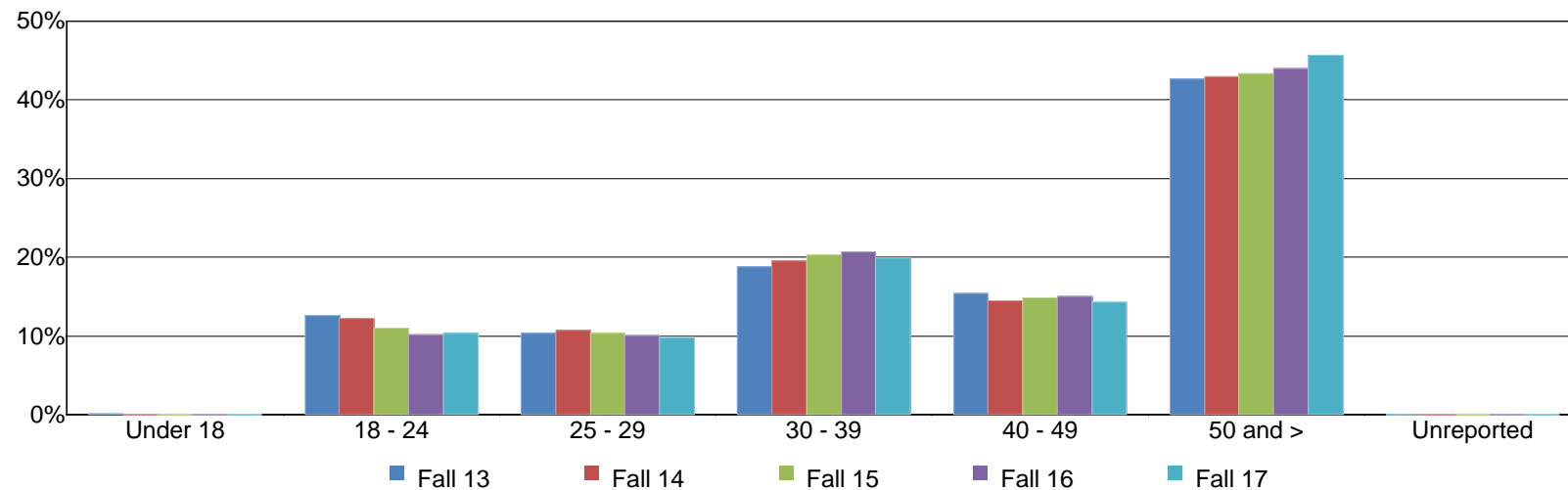


Table 1.4 Continuing Education Headcount by Age

	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 13-17	CE Average Fall 13-17	Districtwide Average Fall 13-17
Under 18	35	0%	13	0%	21	0%	3	0%	1	0%	-97%	0%	2%
18 - 24	3,240	13%	3,234	12%	2,697	11%	2,465	10%	2,426	10%	-25%	11%	39%
25 - 29	2,678	10%	2,853	11%	2,529	10%	2,438	10%	2,306	10%	-14%	10%	15%
30 - 39	4,857	19%	5,185	20%	4,972	20%	5,015	21%	4,668	20%	-4%	20%	16%
40 - 49	3,965	15%	3,826	14%	3,641	15%	3,656	15%	3,346	14%	-16%	15%	9%
50 and >	10,990	43%	11,371	43%	10,584	43%	10,662	44%	10,694	46%	-3%	44%	18%
Unreported	1	0%	1	0%	0	0%	1	0%	0	0%	-100%	0%	0%
<b>Total</b>	<b>25,766</b>	<b>100%</b>	<b>26,483</b>	<b>100%</b>	<b>24,444</b>	<b>100%</b>	<b>24,240</b>	<b>100%</b>	<b>23,441</b>	<b>100%</b>	<b>-9%</b>	<b>100%</b>	<b>100%</b>

Source: SDCCD Information System

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**Headcount by Service Area of Residence:** Between Fall 2013 and Fall 2017, on average, the majority of students have come from West City (20%), Mid-City (19%), Outside of the Service Area (18%), North City (16%), and Centre City (16%). Very few students come from Cesar Chavez (1%, on average), although there has been a 12% gain in the number of students coming from this service area since Fall 2013.

Figure 1.5 Continuing Education Headcount by Service Area of Residence

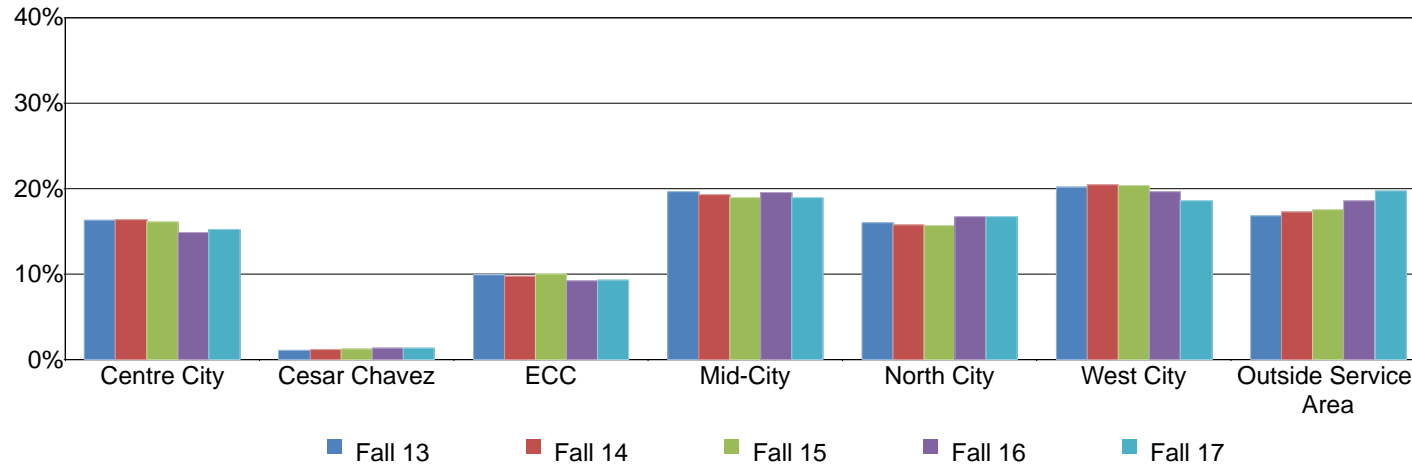


Table 1.5. Continuing Education Headcount by Service Area of Residence

	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 13-17	CE Average Fall 13-17
Centre City	4,193	16%	4,329	16%	3,946	16%	3,611	15%	3,582	15%	-15%	16%
Cesar Chavez	286	1%	301	1%	316	1%	329	1%	321	1%	12%	1%
ECC	2,554	10%	2,579	10%	2,448	10%	2,237	9%	2,179	9%	-15%	10%
Mid-City	5,056	20%	5,114	19%	4,627	19%	4,747	20%	4,442	19%	-12%	19%
North City	4,139	16%	4,170	16%	3,841	16%	4,049	17%	3,928	17%	-5%	16%
West City	5,211	20%	5,420	20%	4,970	20%	4,759	20%	4,364	19%	-16%	20%
Outside Service Area	4,327	17%	4,570	17%	4,296	18%	4,508	19%	4,625	20%	7%	18%
<b>Total</b>	<b>25,766</b>	<b>100%</b>	<b>26,483</b>	<b>100%</b>	<b>24,444</b>	<b>100%</b>	<b>24,240</b>	<b>100%</b>	<b>23,441</b>	<b>100%</b>	<b>-9%</b>	<b>100%</b>

Source: SDCCD Information System

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**Headcount by Income Level:** Between Fall 2013 and Fall 2017, on average, almost half of students (46%) reported making between \$0 and \$2,999. The next largest group earned \$33,000 or more (22%). Proportionally speaking, there have been very few changes to the income profile of students attending Continuing Education since Fall 2013. The majority of students attending Continuing Education (between 74% and 78%) make less than the annual living wage for a single adult living in San Diego County as defined by the MIT living wage calculator (\$15.01, or \$31,220.80 for full-time work).

Figure 1.6. Continuing Education Headcount by Income Level

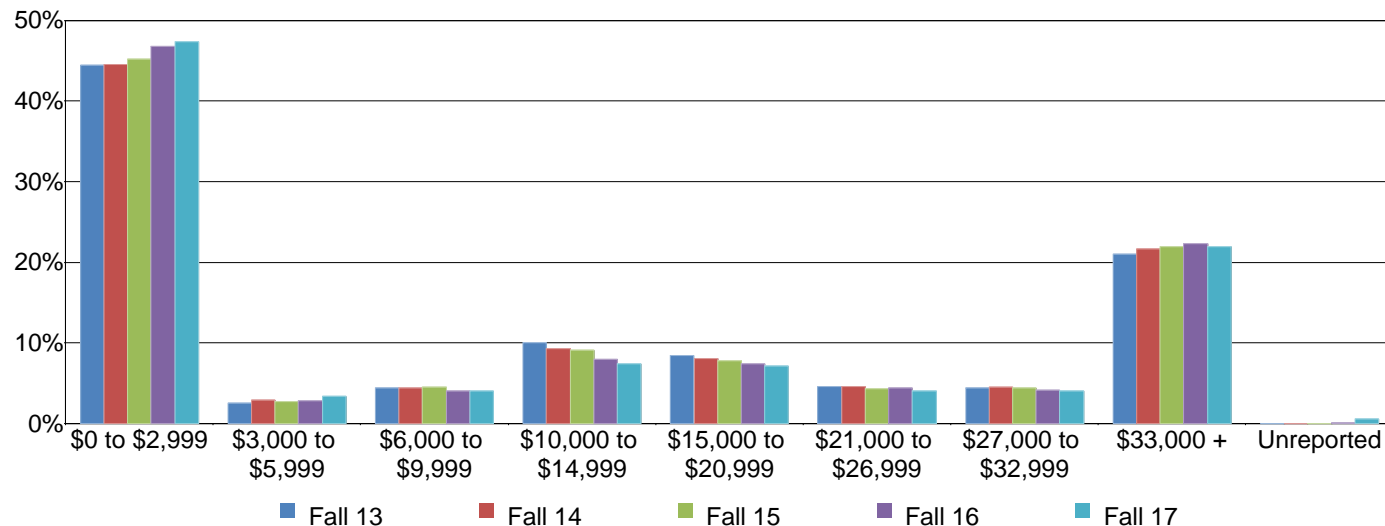


Table 1.6. Continuing Education Headcount by Income Level

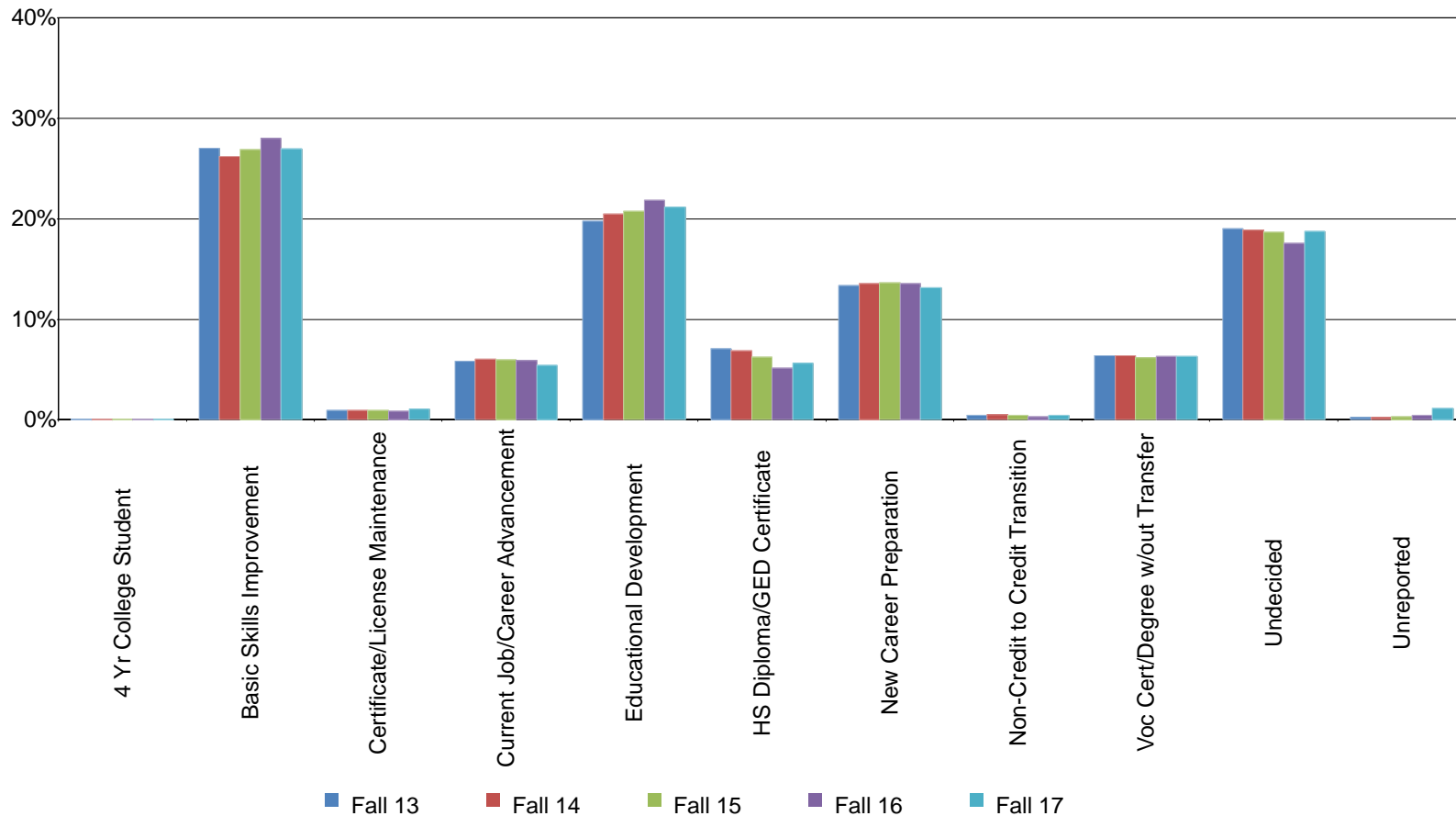
	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 13-17	CE Average Fall 13-17	Districtwide Average Fall 13-17
\$0 to \$2,999	11,459	44%	11,789	45%	11,039	45%	11,339	47%	11,097	47%	-3%	46%	28%
\$3,000 to \$5,999	658	3%	764	3%	669	3%	688	3%	794	3%	21%	3%	4%
\$6,000 to \$9,999	1,140	4%	1,177	4%	1,094	4%	971	4%	949	4%	-17%	4%	5%
\$10,000 to \$14,999	2,591	10%	2,463	9%	2,231	9%	1,936	8%	1,747	7%	-33%	9%	8%
\$15,000 to \$20,999	2,168	8%	2,129	8%	1,916	8%	1,799	7%	1,681	7%	-22%	8%	8%
\$21,000 to \$26,999	1,177	5%	1,222	5%	1,047	4%	1,079	4%	939	4%	-20%	4%	6%
\$27,000 to \$32,999	1,140	4%	1,190	4%	1,069	4%	998	4%	939	4%	-18%	4%	5%
\$33,000 +	5,420	21%	5,740	22%	5,369	22%	5,408	22%	5,149	22%	-5%	22%	23%
Unreported	13	0%	9	0%	10	0%	22	0%	146	1%	1,023%	0%	13%
<b>Total</b>	<b>25,766</b>	<b>100%</b>	<b>26,483</b>	<b>100%</b>	<b>24,444</b>	<b>100%</b>	<b>24,240</b>	<b>100%</b>	<b>23,441</b>	<b>100%</b>	<b>-9%</b>	<b>100%</b>	<b>100%</b>

Source: SDCCD Information System

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**Headcount by Educational Objective:** Across five fall terms, the most popular educational objectives of students in Continuing Education has been Basic Skills Improvement (27%) and Educational Development (21%). The educational objectives students express for attending Continuing Education have changed little since Fall 2013.

Figure 1.7. Continuing Education Headcount by Educational Objective



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Table 1.7. Continuing Education Headcount by Educational Objective

	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 13-17	CE Average Fall 13-17
4 Yr College Student	0	0%	0	0%	0	0%	0	0%	4	0%	---	0%
Basic Skills Improvement	6,956	27%	6,927	26%	6,571	27%	6,780	28%	6,310	27%	-9%	27%
Certificate/License Maintenance	238	1%	246	1%	230	1%	212	1%	254	1%	7%	1%
Current Job/Career Advancement	1,497	6%	1,606	6%	1,458	6%	1,435	6%	1,266	5%	-15%	6%
Educational Development	5,086	20%	5,417	20%	5,069	21%	5,287	22%	4,956	21%	-3%	21%
HS Diploma/GED Certificate	1,815	7%	1,814	7%	1,529	6%	1,252	5%	1,326	6%	-27%	6%
New Career Preparation	3,447	13%	3,599	14%	3,325	14%	3,289	14%	3,081	13%	-11%	13%
Non-Credit to Credit Transition	117	0%	135	1%	103	0%	74	0%	98	0%	-16%	0%
Voc Cert/Degree w/out Transfer	1,654	6%	1,688	6%	1,511	6%	1,539	6%	1,481	6%	-10%	6%
Undecided	4,893	19%	4,992	19%	4,570	19%	4,265	18%	4,393	19%	-10%	19%
Unreported	63	0%	59	0%	78	0%	107	0%	272	1%	332%	0%
<b>Total</b>	<b>25,766</b>	<b>100%</b>	<b>26,483</b>	<b>100%</b>	<b>24,444</b>	<b>100%</b>	<b>24,240</b>	<b>100%</b>	<b>23,441</b>	<b>100%</b>	<b>-9%</b>	<b>100%</b>

Source: SDCCD Information System

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**Headcount by Primary Language:** On average, 64% of the Continuing Education student population reported English as their primary language. By comparison, the districtwide average is 82%.

Figure 1.8. Continuing Education Headcount by Primary Language

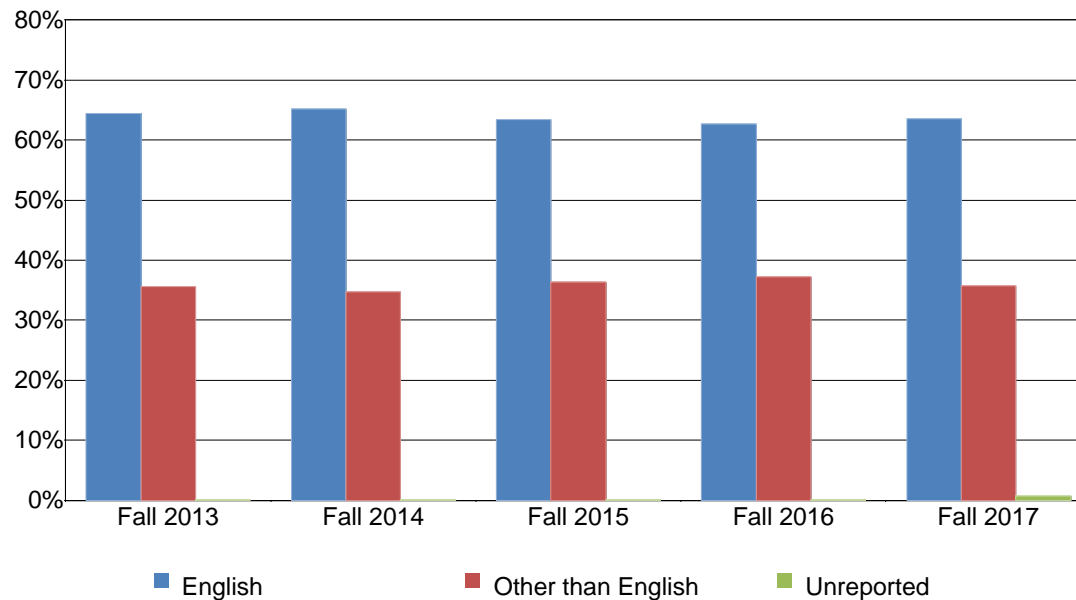


Table 1.8. Continuing Education Headcount by Primary Language

	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 13-17	CE Average Fall 13-17	Districtwide Average Fall 13-17
English	16,586	64%	17,249	65%	15,516	63%	15,202	63%	14,904	64%	-10%	64%	82%
Other than English	9,160	36%	9,209	35%	8,896	36%	9,012	37%	8,360	36%	-9%	36%	18%
Unreported	20	0%	25	0%	32	0%	26	0%	177	1%	785%	0%	0%
<b>Total</b>	<b>25,766</b>	<b>100%</b>	<b>26,483</b>	<b>100%</b>	<b>24,444</b>	<b>100%</b>	<b>24,240</b>	<b>100%</b>	<b>23,441</b>	<b>100%</b>	<b>-9%</b>	<b>100%</b>	<b>100%</b>

Source: SDCCD Information System



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**Headcount by Prior Education Level:** From Fall 2015 to Fall 2017, on average, 41% of the Continuing Education student population reported they had earned an AA/AS or higher degree. Almost a third (31%) had no degree, and 27% had never attended college. Over the past three terms, there has been a 13% decrease in the number of students taking CE courses who have no degree. In fact, the loss of these students accounts for the total loss in CE headcount since Fall 2015.

Figure 1.9. Continuing Education Headcount by Prior Education Level

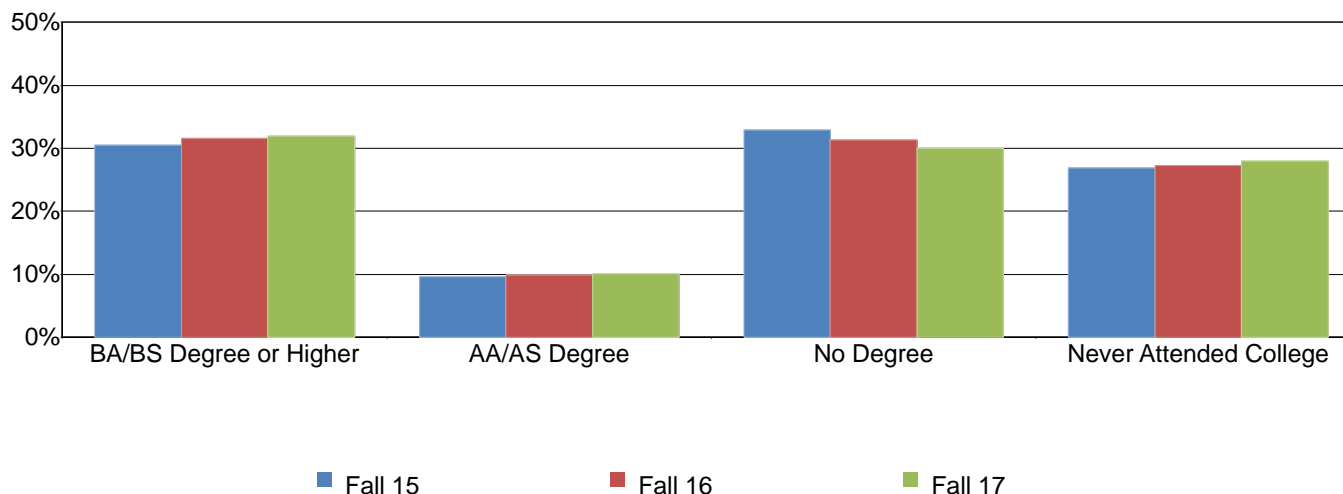


Table 1.9. Continuing Education Headcount by Prior Education Level

	Fall 15		Fall 16		Fall 17		% Change Fall 15-17	CE Average Fall 15-17
BA/BS Degree or Higher	7,466	31%	7,660	32%	7,485	32%	0%	31%
AA/AS Degree	2,352	10%	2,389	10%	2,368	10%	1%	10%
No Degree	8,047	33%	7,582	31%	7,025	30%	-13%	31%
Never Attended College	6,579	27%	6,609	27%	6,563	28%	0%	27%
<b>Total</b>	<b>24,444</b>	<b>100%</b>	<b>24,240</b>	<b>100%</b>	<b>23,441</b>	<b>100%</b>	<b>-4%</b>	<b>100%</b>

Source: SDCCD Information System

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**Headcount by Disability Support Programs and Services (DSPS):** On average, 5% of the Continuing Education student population received disability support services between Fall 2013 and Fall 2017. This is higher compared to the percentage of students served by DSPS districtwide (4%). The number of students who received disability services decreased 1% between Fall 2013 and Fall 2017, while those who had not received disability services decreased 9%.

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

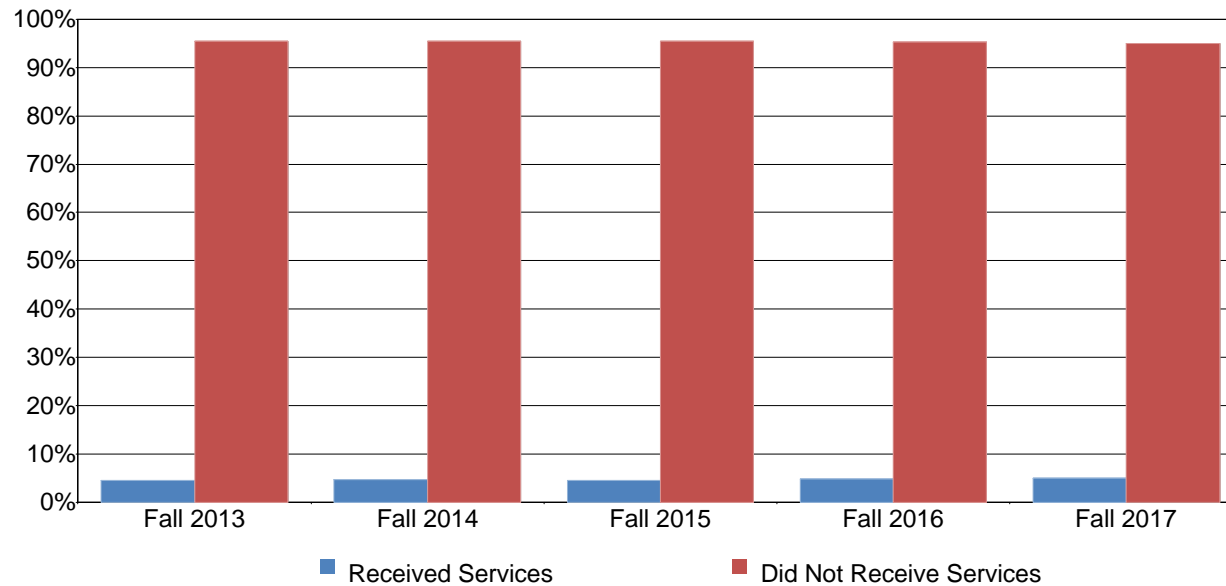


Table 1.10. Continuing Education Headcount by Disability Support Programs and Services (DSPS)

	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 13-17	CE Average Fall 13-17	Districtwide Average Fall 13-17
Received Services	1,172	5%	1,220	5%	1,109	5%	1,152	5%	1,158	5%	-1%	5%	4%
Did Not Receive Services	24,594	95%	25,263	95%	23,335	95%	23,088	95%	22,283	95%	-9%	95%	96%
<b>Total</b>	<b>25,766</b>	<b>100%</b>	<b>26,483</b>	<b>100%</b>	<b>24,444</b>	<b>100%</b>	<b>24,240</b>	<b>100%</b>	<b>23,441</b>	<b>100%</b>	<b>-9%</b>	<b>100%</b>	<b>100%</b>

Source: SDCCD Information System

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**Headcount by Day, Evening, & Online Status:** On average, between Fall 2013 and Fall 2017, a majority of the Continuing Education student population attended daytime courses exclusively (68%). Less than one quarter of the student population attended evening courses exclusively (20%). Since Fall 2013, there has been a decline in the number of Evening Only (-24%) and Day Only (-11%) students and an increase in the number of On-Campus/Online and Online Only students (138% & 133%, respectively).

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

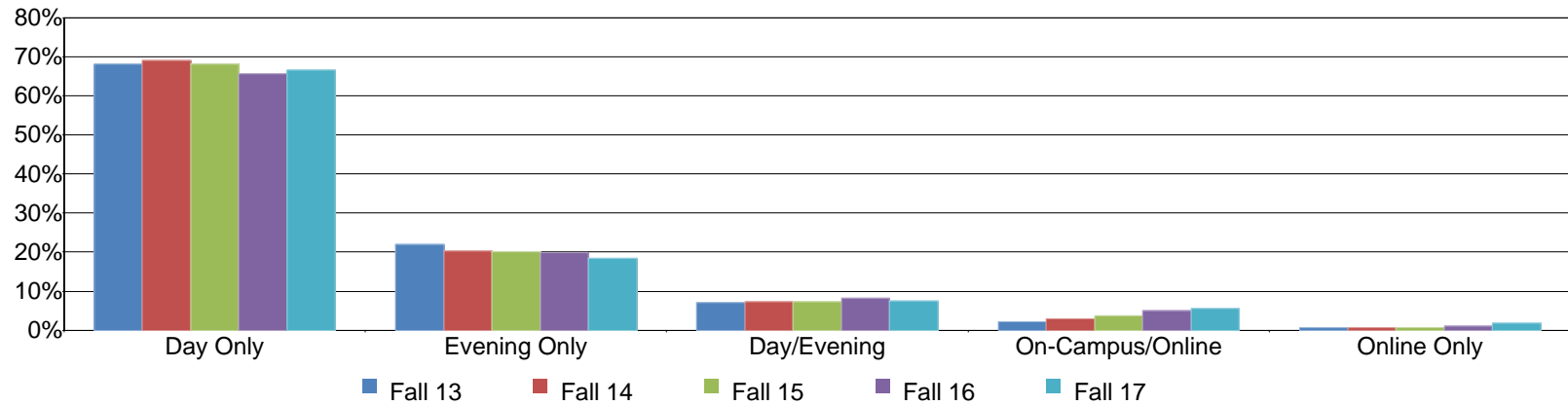


Table 1.11. Continuing Education Headcount by Day, Evening, & Online Status

	Fall 13		Fall 14		Fall 15		Fall 16		Fall 17		% Change Fall 13-17	CE Average Fall 13-17	Districtwide Average Fall 13-17
Day Only	17,544	68%	18,276	69%	16,652	68%	15,904	66%	15,617	67%	-11%	68%	52%
Evening Only	5,664	22%	5,356	20%	4,917	20%	4,841	20%	4,314	18%	-24%	20%	14%
Day/Evening	1,823	7%	1,916	7%	1,804	7%	2,007	8%	1,770	8%	-3%	7%	16%
On-Campus/Online	548	2%	765	3%	921	4%	1,207	5%	1,305	6%	138%	4%	12%
Online Only	187	1%	170	1%	150	1%	281	1%	435	2%	133%	1%	6%
<b>Total</b>	<b>25,766</b>	<b>100%</b>	<b>26,483</b>	<b>100%</b>	<b>24,444</b>	<b>100%</b>	<b>24,240</b>	<b>100%</b>	<b>23,441</b>	<b>100%</b>	<b>-9%</b>	<b>100%</b>	<b>100%</b>

Source: SDCCD Information System

## **Section II Student Completion (Annual Awards Conferred)**

# Continuing Education Fact Book 2018

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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 up to date for all Chancellor Approved Categories. Non-Chancellor approved Award counts can be found in the upcoming Awards Conferred Supplement Report.*

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

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

# Continuing Education Fact Book 2018

**Annual Awards Conferred:** Between 2013/14 and 2017/18, 98% of the total awards conferred at Continuing Education were certificates of completion, and 2% were high school diplomas. No GED certificates were awarded in 2017/18. The number of certificates of completion awarded between 2013/14 and 2017/18 increased 76%, from 5,295 in 2013/14 to 9,342 in 2017/18. This increase is largely due to newly approved programs and additional sections of high demand courses being offered, as well as a focused effort on increasing and submitting completions for all certified classes. Due to the implementation of a new GED testing system, GED certificate data are no longer available as of 2014/15.

Figure 2.1. Continuing Education Overall Annual Awards Conferred

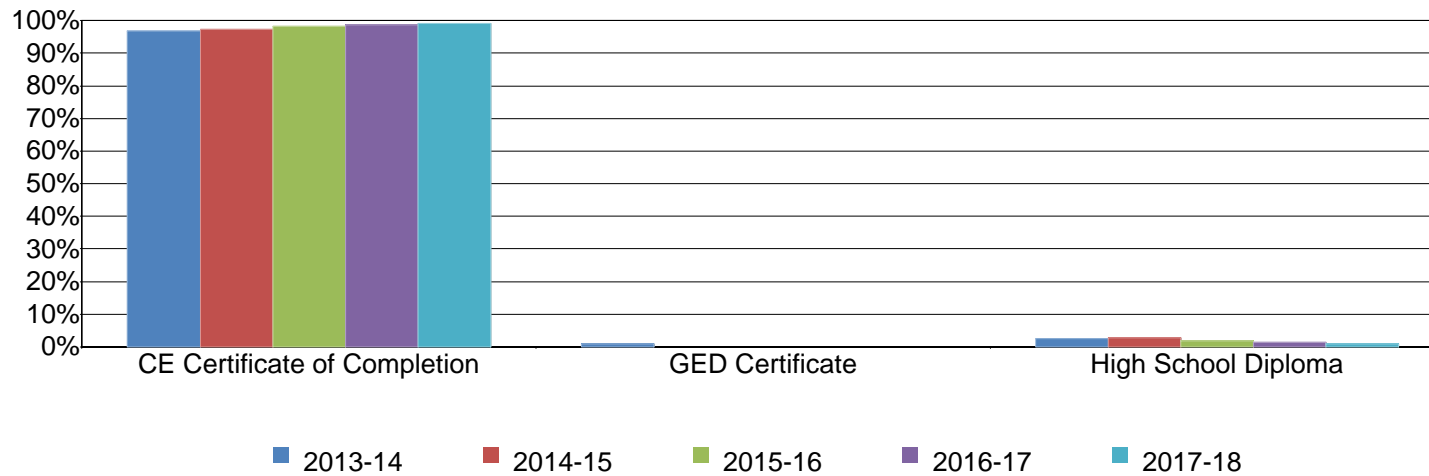


Table 2.1. Continuing Education Overall Annual Awards Conferred

	2013-14		2014-15		2015-16		2016-17		2017-18		% Change 13/14-17/18	CE Average 13/14-17/18
CE Certificate of Completion	5,295	97%	7,134	97%	9,585	98%	9,399	99%	9,342	99%	76%	98%
GED Certificate	46	1%	0	0%	0	0%	0	0%	0	0%	-100%	0%
High School Diploma	135	2%	197	3%	174	2%	123	1%	92	1%	-32%	2%
<b>Total</b>	<b>5,476</b>	<b>100%</b>	<b>7,331</b>	<b>100%</b>	<b>9,759</b>	<b>100%</b>	<b>9,522</b>	<b>100%</b>	<b>9,434</b>	<b>100%</b>	<b>72%</b>	<b>100%</b>

Source: SDCCD Information System

Note 1. In 2012/13, 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 2018

**Annual Awards Conferred by Gender:** Female students earned 64% of all certificates of completion awarded by Continuing Education in 2017/18 and 62% on average, in the last five years. Female students also earned the greatest share of high school diplomas awarded in 2017/18 (54%) and in the last five years (52%). The number of high school diplomas conferred to male and female students increased until 2015/16, but overall declined 48% for male students and 7% for female students since 2013/14. Certificates of completion have also seen small declines for certain academic years in the last five years, but overall have increased for both male (53%) and female (93%) students since 2013/14.

Figure 2.2.1. Continuing Education Annual Certificates of Completion by Gender

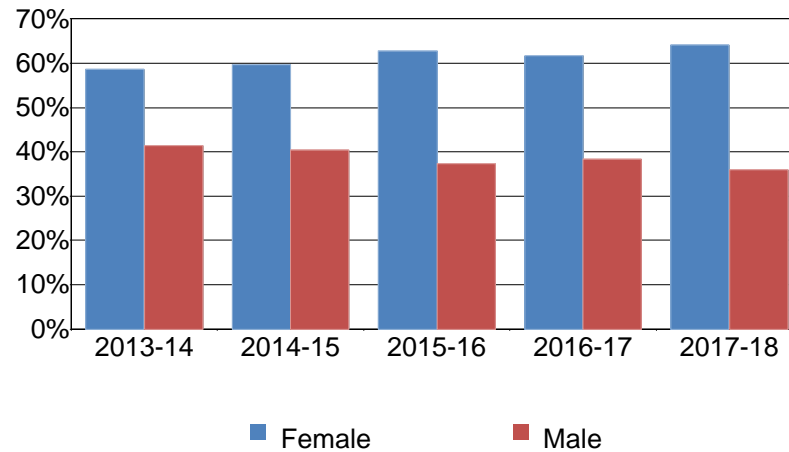


Figure 2.2.2. Continuing Education Annual GED Certificates by Gender

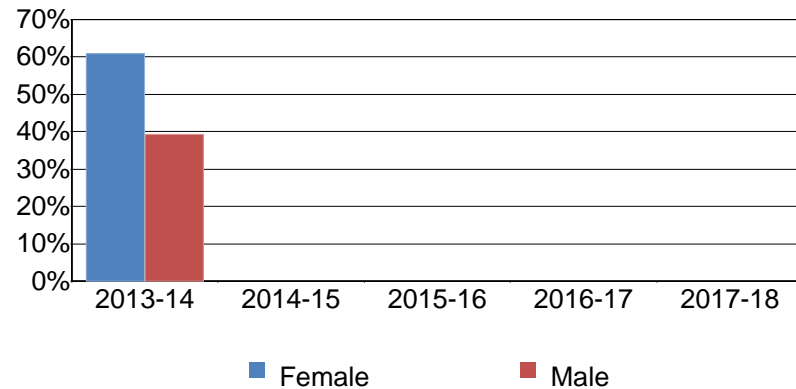
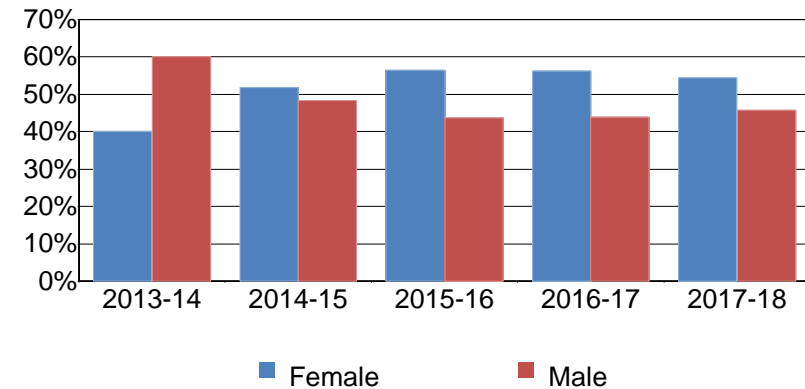


Figure 2.2.3. Continuing Education Annual High School Diplomas by Gender



# Continuing Education Fact Book 2018

Table 2.2. Continuing Education Annual Awards Conferred by Gender

		2013-14		2014-15		2015-16		2016-17		2017-18		% Change 13/14-17/18	CE Average 13/14-17/18
CE Certificate of Completion	Female	3,103	59%	4,258	60%	6,006	63%	5,792	62%	5,992	64%	93%	62%
	Male	2,192	41%	2,876	40%	3,579	37%	3,607	38%	3,350	36%	53%	38%
	<b>Total</b>	<b>5,295</b>	<b>100%</b>	<b>7,134</b>	<b>100%</b>	<b>9,585</b>	<b>100%</b>	<b>9,399</b>	<b>100%</b>	<b>9,342</b>	<b>100%</b>	<b>76%</b>	<b>100%</b>
GED Certificate	Female	28	61%	0	---	0	0%	0	0%	0	0%	-100%	61%
	Male	18	39%	0	---	0	0%	0	0%	0	0%	-100%	39%
	<b>Total</b>	<b>46</b>	<b>100%</b>	<b>0</b>	<b>---</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>-100%</b>	<b>100%</b>
High School Diploma	Female	54	40%	102	52%	98	56%	69	56%	50	54%	-7%	52%
	Male	81	60%	95	48%	76	44%	54	44%	42	46%	-48%	48%
	<b>Total</b>	<b>135</b>	<b>100%</b>	<b>197</b>	<b>100%</b>	<b>174</b>	<b>100%</b>	<b>123</b>	<b>100%</b>	<b>92</b>	<b>100%</b>	<b>-32%</b>	<b>100%</b>
<b>Grand Total</b>		<b>5,476</b>	<b>100%</b>	<b>7,331</b>	<b>100%</b>	<b>9,759</b>	<b>100%</b>	<b>9,522</b>	<b>100%</b>	<b>9,434</b>	<b>100%</b>	<b>72%</b>	<b>100%</b>

Source: SDCCD Information System

Note 1. In 2012/13, 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 2018

**Annual Awards Conferred by Ethnicity:** Latinx students consistently received the greatest share of certificates of completion conferred each year since 2013/14, for an average of 44%. The next greatest shares for certificates of completion were earned by White students (20%), Asian/Pacific Islander students (18%), and African American students (9%). The number of these certificates awarded has increased for all ethnic groups since 2013/14, except for students who reported their ethnicity as other. Latinx students, on average, also received the greatest share of high school diplomas awarded by CE (65%), followed by African American students (13%), and White students (7%). The number of high school diplomas awarded by CE has declined for nearly all ethnic groups since 2013/14.

Figure 2.3.1. Continuing Education Annual Certificates of Completion by Ethnicity

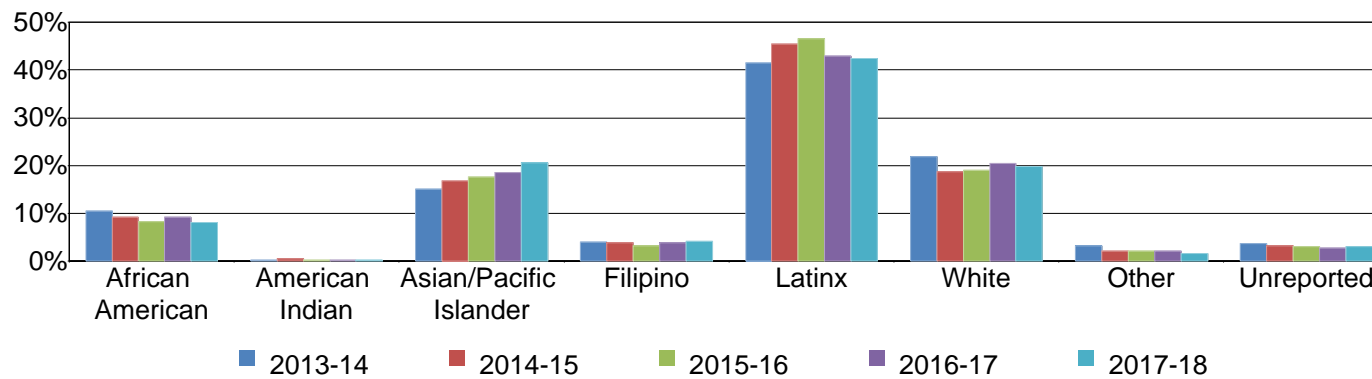
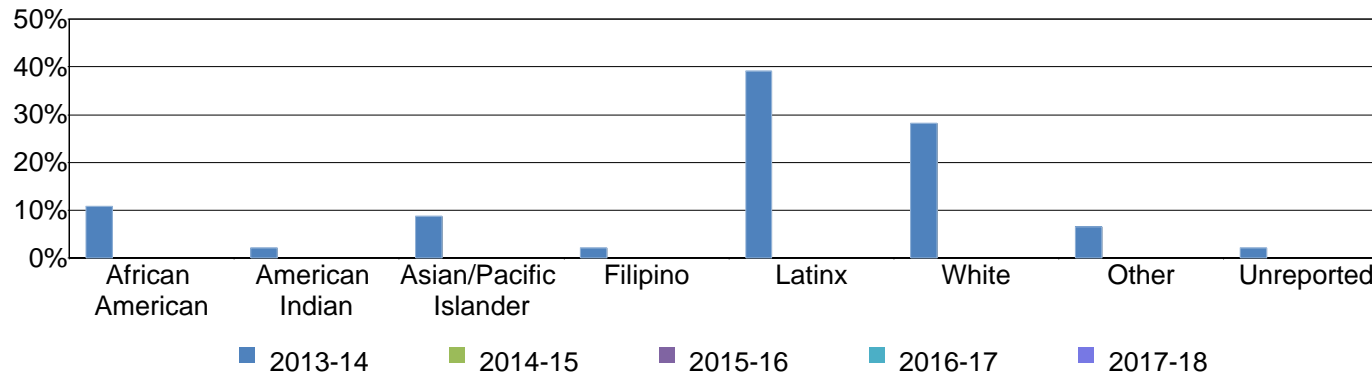


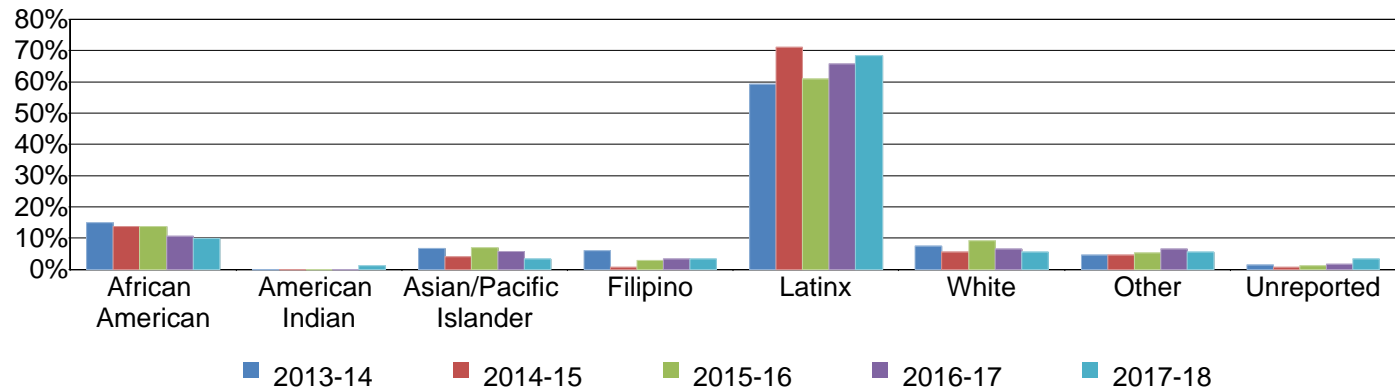
Figure 2.3.2. Continuing Education Annual GED Certificates by Ethnicity



# Continuing Education Fact Book 2018

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Figure 2.3.3. Continuing Education Annual High School Diploma by Ethnicity



# Continuing Education Fact Book 2018

Table 2.3. Continuing Education Annual Awards Conferred by Ethnicity

		2013-14		2014-15		2015-16		2016-17		2017-18		% Change 13/14-17/18	CE Average 13/14-17/18
CE Certificate of Completion	African American	553	10%	662	9%	789	8%	867	9%	765	8%	38%	9%
	American Indian	9	0%	37	1%	16	0%	15	0%	24	0%	167%	0%
	Asian/Pacific Islander	799	15%	1,202	17%	1,688	18%	1,745	19%	1,921	21%	140%	18%
	Filipino	213	4%	273	4%	315	3%	356	4%	386	4%	81%	4%
	Latinx	2,197	41%	3,244	45%	4,454	46%	4,036	43%	3,965	42%	80%	44%
	White	1,155	22%	1,330	19%	1,823	19%	1,920	20%	1,853	20%	60%	20%
	Other	173	3%	152	2%	203	2%	197	2%	147	2%	-15%	2%
	Unreported	196	4%	234	3%	297	3%	263	3%	281	3%	43%	3%
	<b>Total</b>	<b>5,295</b>	<b>100%</b>	<b>7,134</b>	<b>100%</b>	<b>9,585</b>	<b>100%</b>	<b>9,399</b>	<b>100%</b>	<b>9,342</b>	<b>100%</b>	<b>76%</b>	<b>100%</b>
GED Certificate	African American	5	11%	0		0	0%	0	0%	0	0%	-100%	11%
	American Indian	1	2%	0		0	0%	0	0%	0	0%	-100%	2%
	Asian/Pacific Islander	4	9%	0		0	0%	0	0%	0	0%	-100%	9%
	Filipino	1	2%	0		0	0%	0	0%	0	0%	-100%	2%
	Latinx	18	39%	0		0	0%	0	0%	0	0%	-100%	39%
	White	13	28%	0		0	0%	0	0%	0	0%	-100%	28%
	Other	3	7%	0		0	0%	0	0%	0	0%	-100%	7%
	Unreported	1	2%	0		0	0%	0	0%	0	0%	-100%	2%
	<b>Total</b>	<b>46</b>	<b>100%</b>	<b>0</b>		<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>-100%</b>	<b>100%</b>
High School Diploma	African American	20	15%	27	14%	24	14%	13	11%	9	10%	-55%	13%
	American Indian	0	0%	0	0%	0	0%	0	0%	1	1%	---	0%
	Asian/Pacific Islander	9	7%	8	4%	12	7%	7	6%	3	3%	-67%	5%
	Filipino	8	6%	1	1%	5	3%	4	3%	3	3%	-63%	3%
	Latinx	80	59%	140	71%	106	61%	81	66%	63	68%	-21%	65%
	White	10	7%	11	6%	16	9%	8	7%	5	5%	-50%	7%
	Other	6	4%	9	5%	9	5%	8	7%	5	5%	-17%	5%
	Unreported	2	1%	1	1%	2	1%	2	2%	3	3%	50%	1%
	<b>Total</b>	<b>135</b>	<b>100%</b>	<b>197</b>	<b>100%</b>	<b>174</b>	<b>100%</b>	<b>123</b>	<b>100%</b>	<b>92</b>	<b>100%</b>	<b>-32%</b>	<b>100%</b>
<b>Grand Total</b>	<b>5,476</b>	<b>100%</b>	<b>7,331</b>	<b>100%</b>	<b>9,759</b>	<b>100%</b>	<b>9,522</b>	<b>100%</b>	<b>9,434</b>	<b>100%</b>	<b>72%</b>	<b>100%</b>	

Source: SDCCD Information System

Note 1. In 2012/13, 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 2018

**Annual Awards Conferred by Age:** On average, the greatest share of certificates of completion awarded were earned by students between 30 and 39 years old (28%), followed by students aged 50 or greater (23%), and students between 40 and 49 years old (22%). The majority of high school diplomas on average, however, were awarded to students between 18 and 24 years of age (63%), followed by students between 25 and 29 (21%), and students between 30 and 39 years of age (13%).

Figure 2.4.1. Continuing Education Annual Certificates of Completion by Age

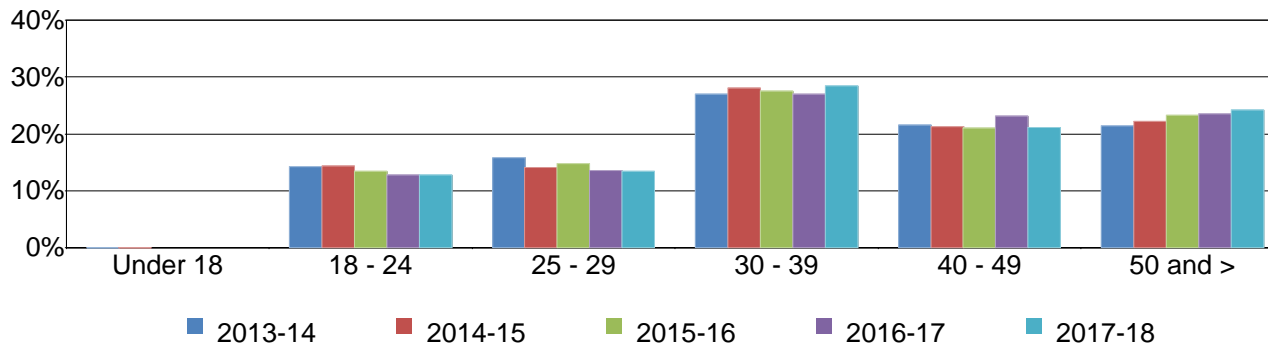
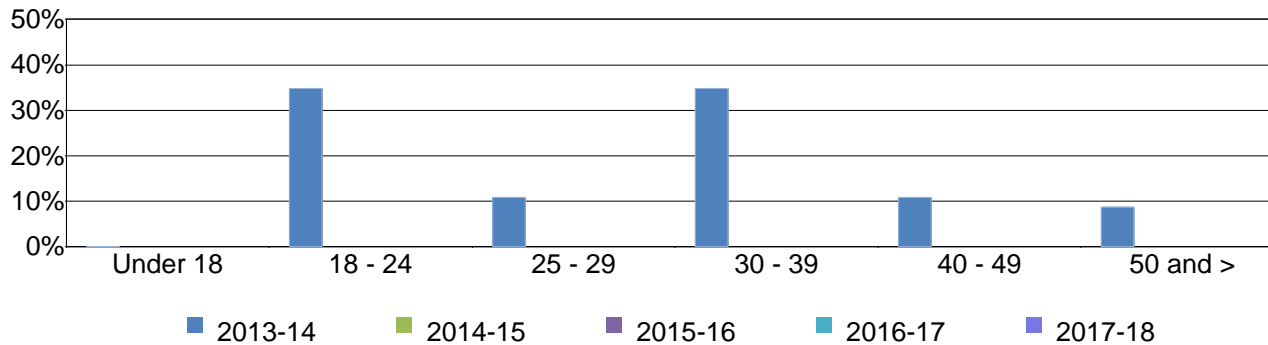


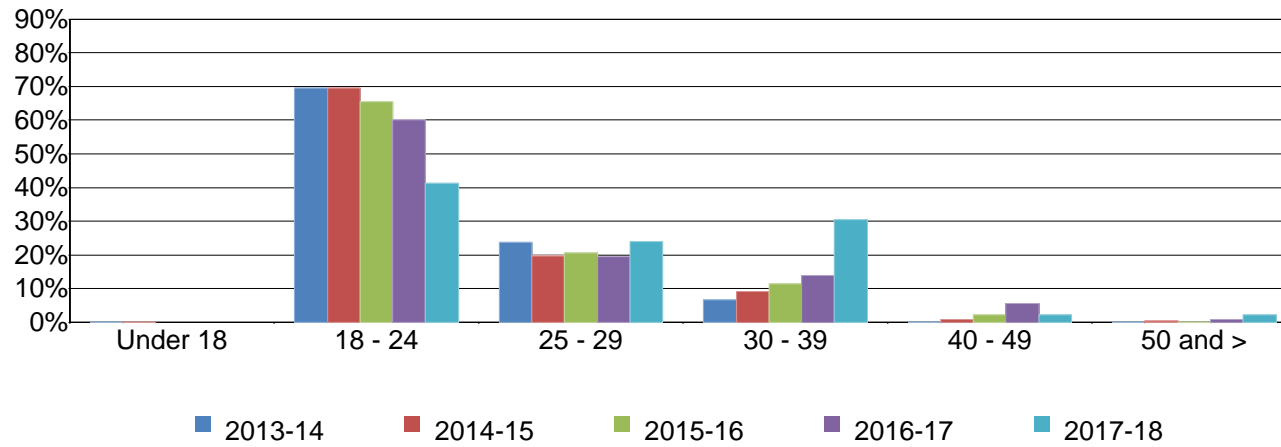
Figure 2.4.2. Continuing Education Annual GED Certificates by Age



# Continuing Education Fact Book 2018

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Figure 2.4.3. Continuing Education Annual High School Diplomas by Age



# Continuing Education Fact Book 2018

Table 2.4. Continuing Education Annual Awards Conferred by Age

		2013-14		2014-15		2015-16		2016-17		2017-18		% Change 13/14-17/18	CE Average 13/14-17/18
CE Certificate of Completion	Under 18	2	0%	1	0%	0	0%	0	0%	0	0%	-100%	0%
	18 - 24	754	14%	1,023	14%	1,293	13%	1,199	13%	1,192	13%	58%	13%
	25 - 29	838	16%	1,006	14%	1,416	15%	1,276	14%	1,249	13%	49%	14%
	30 - 39	1,426	27%	2,005	28%	2,634	27%	2,533	27%	2,666	29%	87%	28%
	40 - 49	1,144	22%	1,514	21%	2,009	21%	2,181	23%	1,970	21%	72%	22%
	50 and >	1,131	21%	1,585	22%	2,233	23%	2,210	24%	2,265	24%	100%	23%
	<b>Total</b>	<b>5,295</b>	<b>100%</b>	<b>7,134</b>	<b>100%</b>	<b>9,585</b>	<b>100%</b>	<b>9,399</b>	<b>100%</b>	<b>9,342</b>	<b>100%</b>	<b>76%</b>	<b>100%</b>
GED Certificate	18 - 24	16	35%	0		0	0%	0	0%	0	0%	-100%	35%
	25 - 29	5	11%	0		0	0%	0	0%	0	0%	-100%	11%
	30 - 39	16	35%	0		0	0%	0	0%	0	0%	-100%	35%
	40 - 49	5	11%	0		0	0%	0	0%	0	0%	-100%	11%
	50 and >	4	9%	0		0	0%	0	0%	0	0%	-100%	9%
	<b>Total</b>	<b>46</b>	<b>100%</b>	<b>0</b>		<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>-100%</b>	<b>100%</b>
High School Diploma	18 - 24	94	70%	137	70%	114	66%	74	60%	38	41%	-60%	63%
	25 - 29	32	24%	39	20%	36	21%	24	20%	22	24%	-31%	21%
	30 - 39	9	7%	18	9%	20	11%	17	14%	28	30%	211%	13%
	40 - 49	0	0%	2	1%	4	2%	7	6%	2	2%	---	2%
	50 and >	0	0%	1	1%	0	0%	1	1%	2	2%	---	1%
	<b>Total</b>	<b>135</b>	<b>100%</b>	<b>197</b>	<b>100%</b>	<b>174</b>	<b>100%</b>	<b>123</b>	<b>100%</b>	<b>92</b>	<b>100%</b>	<b>-32%</b>	<b>100%</b>
<b>Grand Total</b>	<b>5,476</b>	<b>100%</b>	<b>7,331</b>	<b>100%</b>	<b>9,759</b>	<b>100%</b>	<b>9,522</b>	<b>100%</b>	<b>9,434</b>	<b>100%</b>	<b>72%</b>	<b>100%</b>	

Source: SDCCD Information System

Note 1. In 2012/13, 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 2018

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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 2018

**Annual FTES:** Continuing Education showed a slight overall increase in noncredit FTES from 2013/14 to 2017/18. Excluding F-Factor, Continuing Education noncredit FTES increased overall, from 7,921 FTES in 2013/14 to 7,956 in 2017/18. There was no credit FTES for Continuing Education. Including F-Factor, the Continuing Education FTES trend varied, yielding a 0% net change over the 5 years.

Figure 3.1 Continuing Education Annual FTES

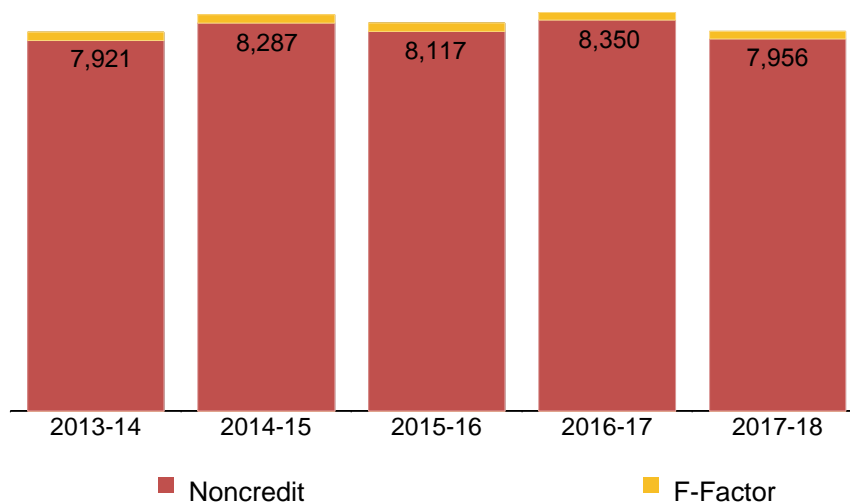


Table 3.1 Continuing Education Annual FTES

	2013-14	2014-15	2015-16	2016-17	2017-18
Noncredit	7,920.99	8,286.58	8,117.14	8,349.73	7,955.66
F-Factor	170.54	180.58	168.45	168.09	148.94
<b>Total</b>	<b>8,091.53</b>	<b>8,467.16</b>	<b>8,285.59</b>	<b>8,517.82</b>	<b>8,104.60</b>

Source: SDCCD Information System

# Continuing Education Fact Book 2018

**Enrollments:** Continuing Education enrollment increased from Summer 2013 to Summer 2016, and then decreased in Summer 2017, yielding a 2% net decrease over the 5 years. Overall Continuing Education enrollment decreased 2% between Fall 2013 and Fall 2017, and decreased 8% between Spring 2014 and Spring 2018. Continuing Education enrollments for the online mode of instruction increased 56% between Summer 2013 and Summer 2017, and more than doubled between Fall 2013 and Fall 2017 and between Spring 2014 and Spring 2018.

Figure 3.2.1. Continuing Education Enrollments (Summer)

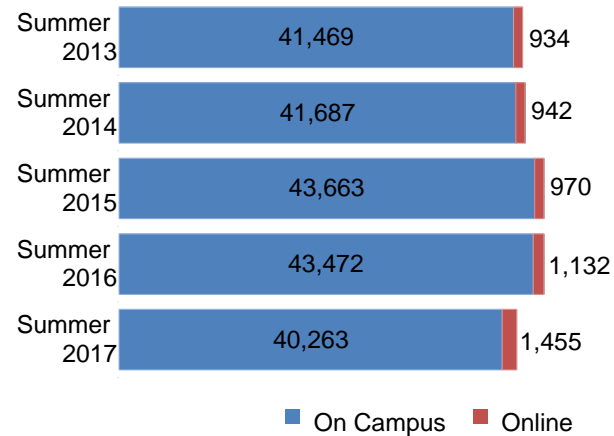


Figure 3.2.2. Continuing Education Enrollments (Fall)

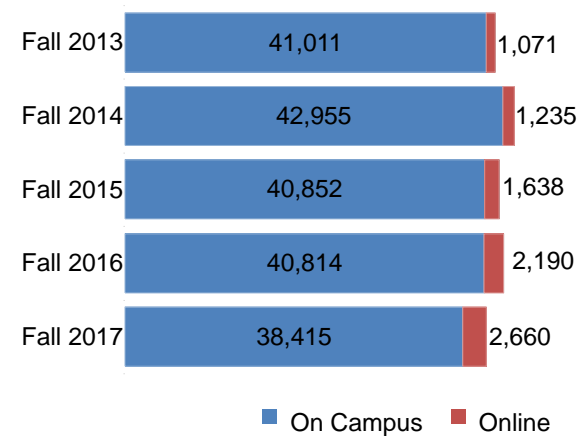
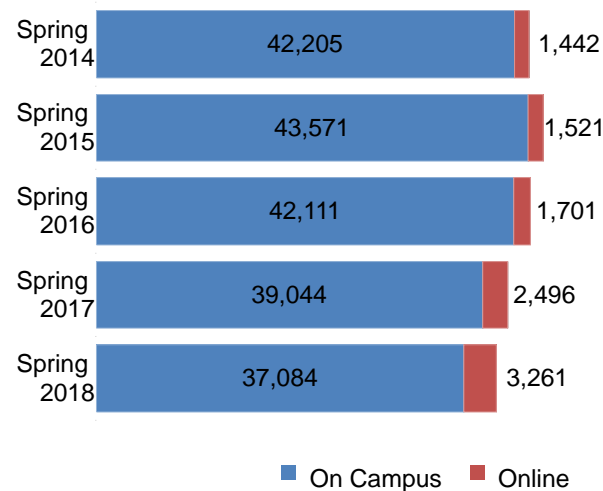


Figure 3.2.3. Continuing Education Enrollments (Spring)



# Continuing Education Fact Book 2018

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Table 3.2. Continuing Education Enrollments

	On Campus	Online	Total
Summer 2013	41,469	934	42,403
Summer 2014	41,687	942	42,629
Summer 2015	43,663	970	44,633
Summer 2016	43,472	1,132	44,604
Summer 2017	40,263	1,455	41,718
<b>Total</b>	<b>210,554</b>	<b>5,433</b>	<b>215,987</b>

	On Campus	Online	Total
Fall 2013	41,011	1,071	42,082
Fall 2014	42,955	1,235	44,190
Fall 2015	40,852	1,638	42,490
Fall 2016	40,814	2,190	43,004
Fall 2017	38,415	2,660	41,075
<b>Total</b>	<b>204,047</b>	<b>8,794</b>	<b>212,841</b>

	On Campus	Online	Total
Spring 2014	42,205	1,442	43,647
Spring 2015	43,571	1,521	45,092
Spring 2016	42,111	1,701	43,812
Spring 2017	39,044	2,496	41,540
Spring 2018	37,084	3,261	40,345
<b>Total</b>	<b>204,015</b>	<b>10,421</b>	<b>214,436</b>

Source: SDCCD Information System

## Section IV Human Resources

# Continuing Education Fact Book 2018

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This section of the Fact Book contains information on the number and classification of employees during the Spring 2018 semester, as of March 31, 2018. The information is reported as follows:

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

# Continuing Education Fact Book 2018

**Spring 2018 Employee Breakdown:** There were a total of 983 employees working at Continuing Education during Spring 2018. Over half of the Continuing Education employees were adjunct faculty (57%), followed by non-academic hourly (18%), contract faculty (13%), and classified staff (9%). Supervisory staff and management constituted the smallest proportions of Continuing Education employees (1% each).

The ethnic breakdown showed that White employees comprised 53% of the total employee population, followed by Latinx employees (19%). Asian employees and African American employees constituted 9% and 6%, respectively, of the Continuing Education workforce. Latinx employees comprised 31% of the classified staff and 25% of the non-academic hourly positions. White employees constituted 19% of the classified staff positions, and made up 55% of the contract faculty and 61% of the adjunct faculty positions. White employees comprised 43% of the management positions and 54% of the supervisory positions. Latinx employees constituted 36% of the management positions and 23% of the supervisory positions. African American employees comprised 7% of the management positions and 0% of the supervisory positions.

Figure 4.1. Continuing Education Spring 2018 Employees by Employment Type

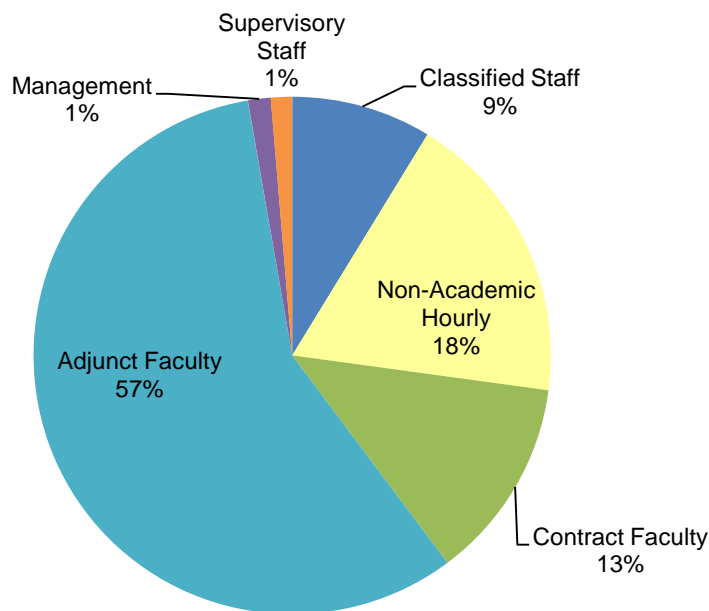
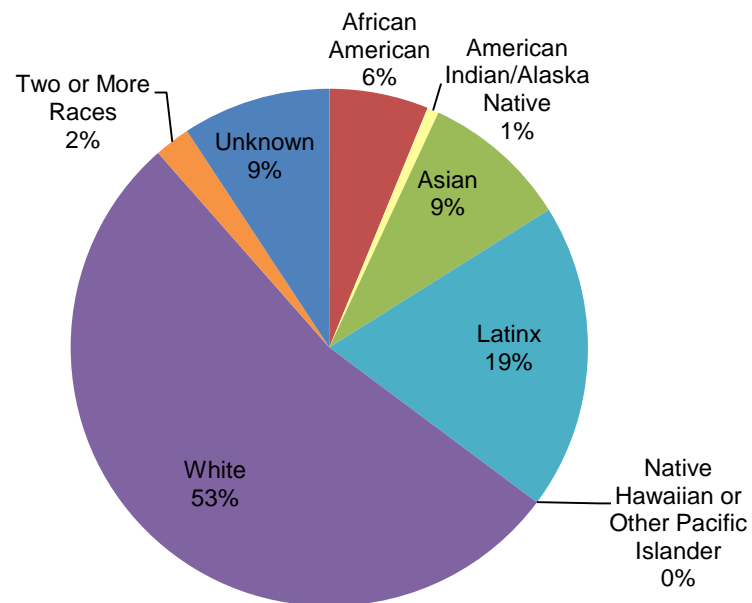


Figure 4.2. Continuing Education Spring 2018 Employees by Ethnicity



# Continuing Education Fact Book 2018

Table 4.1. Continuing Education Spring 2018 Employees by Ethnicity

	African American		American Indian/Alaska Native		Asian		Latinx		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Unreported		Total
<b>Total Employees:</b>	61	6%	7	1%	90	9%	188	19%	0	0%	524	53%	22	2%	91	9%	983
<b>Female:</b>	42	6%	5	1%	68	10%	126	18%	0	0%	386	55%	16	2%	65	9%	708
<b>Male:</b>	19	7%	2	1%	22	8%	62	23%	0	0%	138	50%	6	2%	26	9%	275
<b>Classified Staff :</b>	9	10%	1	1%	14	16%	27	31%	0	0%	16	19%	7	8%	12	14%	86
<b>Female:</b>	7	12%	0	0%	11	19%	19	33%	0	0%	11	19%	3	5%	7	12%	58
<b>Male:</b>	2	7%	1	4%	3	11%	8	29%	0	0%	5	18%	4	14%	5	18%	28
<b>Non-Academic Hourly:</b>	9	5%	1	1%	22	12%	45	25%	0	0%	82	45%	5	3%	17	9%	181
<b>Female:</b>	7	5%	0	0%	15	11%	32	24%	0	0%	60	46%	5	4%	12	9%	131
<b>Male:</b>	2	4%	1	2%	7	14%	13	26%	0	0%	22	44%	0	0%	5	10%	50
<b>Contract Faculty:</b>	5	4%	1	1%	6	5%	30	24%	0	0%	68	55%	1	1%	13	10%	124
<b>Female:</b>	3	3%	1	1%	4	5%	23	26%	0	0%	48	55%	1	1%	8	9%	88
<b>Male:</b>	2	6%	0	0%	2	6%	7	19%	0	0%	20	56%	0	0%	5	14%	36
<b>Adjunct Faculty:</b>	37	7%	4	1%	48	8%	78	14%	0	0%	345	61%	7	1%	46	8%	565
<b>Female:</b>	24	6%	4	1%	38	9%	46	11%	0	0%	255	63%	6	1%	35	9%	408
<b>Male:</b>	13	8%	0	0%	10	6%	32	20%	0	0%	90	57%	1	1%	11	7%	157
<b>Management:</b>	1	7%	0	0%	0	0%	5	36%	0	0%	6	43%	0	0%	2	14%	14
<b>Female:</b>	1	8%	0	0%	0	0%	4	31%	0	0%	6	46%	0	0%	2	15%	13
<b>Male:</b>	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	1
<b>Supervisory Staff:</b>	0	0%	0	0%	0	0%	3	23%	0	0%	7	54%	2	15%	1	8%	13
<b>Female:</b>	0	0%	0	0%	0	0%	2	20%	0	0%	6	60%	1	10%	1	10%	10
<b>Male:</b>	0	0%	0	0%	0	0%	1	33%	0	0%	1	33%	1	33%	0	0%	3

Source: SDCCD Information System

Table 4.2. Continuing Education Employees by Gender and Employment Status

Gender		Employment Status	
Female	72%	Full-Time/Contract	24%
Male	28%	Hourly/Adjunct	76%

Source: SDCCD Information System