

SAN DIEGO COLLEGE
OF CONTINUING EDUCATION
SCHOOL PROFILE AND
LEARNER OUTCOMES
REPORT
2016/17–2022/23

Prepared by:

*SDCCE Office of Planning, Research,
and Institutional Effectiveness*

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Contents

HIGHLIGHTS	6
GENERAL SCHOOL INFORMATION	7
STUDENT DEMOGRAPHICS	11
STUDENTS IN ATTENDANCE	14
STUDENT LEARNING DATA	19
Student Learning Outcomes (SLOs)	35
COMUNITY INFORMATION	37
APPENDIX.....	43
REFERENCES.....	69

List of Figures

Figure 1. History of SDCCE from 1914 to 2020	8
Figure 2. SDCCE Programs based on Student Pathways	9
Figure 3. SDCCE June 2023 Employees by Classification and by Ethnicity	11
Figure 4. SDCCE Headcount	14
Figure 5. SDCCE Service Areas	37

List of Tables

Table 1. Student demographics and basic information	13
Table 2. Student Enrollments.....	16
Table 3. Student FTES	17

Table 4. Course Sections	18
Table 5. SDCCE Student Load	19
Table 6. Course Success Rates	20
Table 7. Course Retention Rates	22
Table 8. SDCCE Success Alternative Calculation Rates	23
Table 9. Retention Alternative Calculation Rates	24
Table 10. Student Fall-to-Spring Retention	25
Table 11. Total Completion Certificates (Program and Course Completion Certificates)	26
Table 12. Program Completion Certificates	27
Table 13. Course Completion Certificates	28
Table 14. Program and Course Awards	29
Table 15. High School Diploma Awards	30
Table 16. SDCCE Programs and Related to Licensing/Certification Test	31
Table 17. Student Transition to SDCCD Credit Colleges	32
Table 18. SDCCE Earned College Credit Students	33
Table 19. Job Placement Rates	34
Table 20. Semester-to-Semester Enrollments Online, On Campus (In person), and Partially Online	35
Table 21. SLO Assessment Data (Totals)	36

Table 22. Local, State, and U.S. Population Characteristics	39
Table 23. Occupations with the Most Job Openings 2020-2030	41
Table 24. Enrollments	43
Table 25. Enrollments In-Person.....	44
Table 26. Enrollments Online.....	45
Table 27. Enrollments Partially Online.....	46
Table 28. Success Rate	47
Table 29. Success Rate by Gender	48
Table 30. Success by Ethnicity	48
Table 31. Success by Gender and Ethnicity	49
Table 32. Retention Rate.....	50
Table 33. Retention Rate by Gender.....	51
Table 34. Retention Rate by Ethnicity.....	51
Table 35. SDCCE Retention Rate by Gender and Ethnicity	52
Table 36. Success Alternative Calculation Rate	53
Table 37. Success Alternative Calculation Rate by Gender.....	54
Table 38. Success Alternative Calculation Rate by Ethnicity.....	54
Table 39. Success Alternative Calculation Rate by Gender and Ethnicity.....	55

Table 40. Retention Alternative Calculation Rate	56
Table 41. Retention Alternative Calculation Rate by Gender	57
Table 42. Retention Alternative Calculation Rate by Ethnicity	57
Table 43. Retention Alternative Calculation Rate by Gender and Ethnicity	58
Table 44. SLO Assessment Data: Social Responsibility.....	59
Table 45. SLO Assessment Data: Effective Communication	60
Table 46. SLO Assessment Data: Critical Thinking	61
Table 47. SLO Assessment Data: Personal and Professional Development	62
Table 48. SDCCE Student Load by Program	63
Table 49. FTES In-Person.....	66
Table 50. FTES Online.....	67
Table 51. FTES Partially Online.....	68

HIGHLIGHTS

- SDCCE has become a major provider of college preparation and career technical education programs, as well as a major educational provider for underserved, underemployed, displaced, and disenfranchised adults in San Diego. SDCCE serves San Diego communities and neighborhoods through its five campus and two major facilities.
- Programs continuously revise their instructional offerings to keep up-to-date with the changing requirements of the state economy, labor market, industry specifications, higher education standards and opportunities, and student needs. In 2018/19 SDCCE reorganized programs based on student pathways, and the number of programs increased from nine to 13.
- Before the COVID-19 pandemic, the institution's overall enrollment was already declining, likely due to 1) a districtwide-planned course reduction, 2) a strong economy that shrunk the pool of potential students, and 3) a hostile political climate that has negatively impacted programs designed to serve immigrant populations (e.g., ESL). Despite these circumstances, some career technical programs are thriving due, in part, to efforts to increase industry partnership and the development of short-term stackable programming that provides students greater flexibility in scheduling classes.
- During the COVID-19 pandemic, the institution's overall enrollment and headcount experienced important reductions due to the challenges experienced by students to migrate to online environments.
- After the COVID-19 pandemic, the number of certificates awarded has remained higher than in pre-pandemic times; students responded more positively to a mostly online learning environment. Enrollments and headcount still correspond to less than half of the pre-pandemic numbers, however headcount numbers are starting to pick up thanks to enrollment initiatives at SDCCE and external factors such as an uncertain economy and fear of a recession.
- Despite its enrollment reduction, SDCCE's student composition has remained relatively constant during this timeframe.
- The population of the San Diego region continues to grow at a higher rate than California and the United States. Immigrants, foreign-born, and non-native-English speakers comprise a considerable proportion of the region's population (U.S. Census Bureau, n.d.).
- According to the 2014-2024 projection highlights from the California Employment Development Department, job growth is expected for the San Diego region, with the largest projected number of new jobs and replacement jobs in positions that require a high school diploma, GED or some high school (California Employment Development Department, 2016).

GENERAL SCHOOL INFORMATION

San Diego College of Continuing Education Mission

San Diego College of 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.

Continuous training and education provided by SDCCE programs provide educational opportunities for CTE learners, as well as education that provides pathways to noncredit CTE, college and career through our Emeritus (For Age 55+), High School Diploma/High School Equivalency and Basic Skills, and ESL/Citizenship programs. Indeed, SDCCE's strategic planning efforts and its' Mission are evidence of these priorities to serve our students and the community.

Overview of the School

San Diego College of Continuing Education (SDCCE) has been providing adult education services to the city of San Diego for over a century, with 2019 marking its 105th anniversary. Originally a part of the San Diego Unified School District, and since 1970 a part of the San Diego Community College District (SDCCD), the institution has become a major provider of college preparation and career technical education programs, and is a major educational provider for underserved, underemployed, displaced, and disenfranchised adults in San Diego.

Over the past seven years, on average, SDCCE served over 29,000 students annually, including disadvantaged adults, adult immigrants, and adults with disabilities, and is one of the largest separately accredited noncredit continuing education institutions in California.

SDCCE programs enhance student income and employment potential, and facilitate transition to further education, including certificate programs in basic skills, career technical education, English as a second language (ESL), disability and support services, emeritus, community education general interest classes, and customized contract training classes designed for the military and the business sector.

SDCCE was one of the first noncredit institutions in the U.S. to be separately accredited by the Western Association of Schools and Colleges (WASC). The administrators, faculty, and staff are highly qualified with many holding master's and doctoral degrees.

History of SDCCE

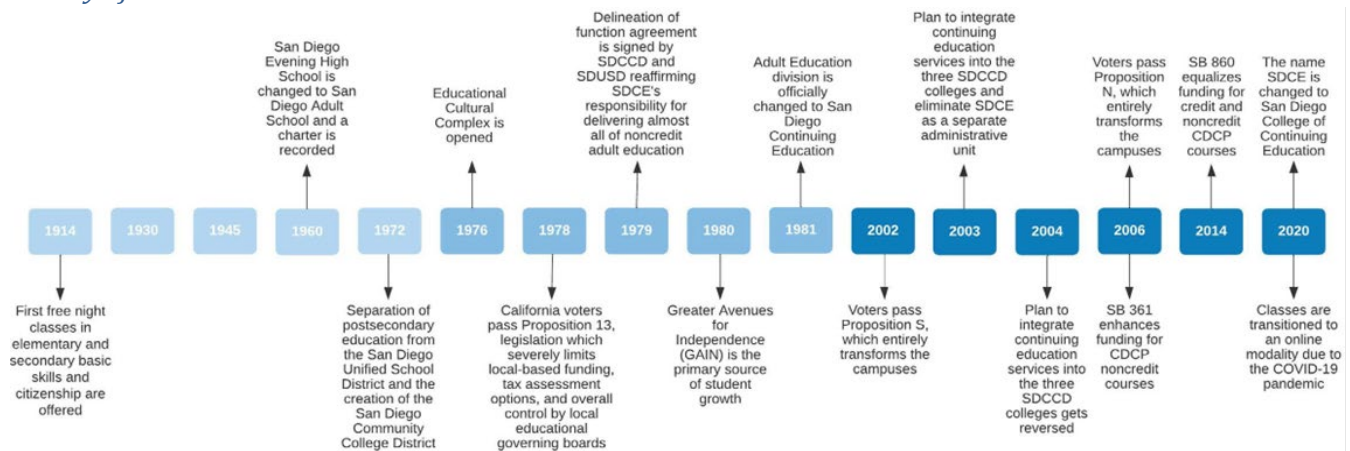


Figure 1. History of SDCCE from 1914 to 2020

Source: SDCCD Information System

Campuses and Locations

SDCCE has five campuses, two satellite facilities located on SDCCD credit college campuses, and many community and neighborhood locations across San Diego. SDCCE's main facilities are:

Educational and Cultural Complex (ECC)

- » Educational and Cultural Complex (ECC)
- » Mid-City campus
- » West City campus
- » César E. Chávez campus
- » North City campus
- » North City campus administers SDCCE's two satellite facilities:
 - CE at Mesa College
 - CE at Miramar College

SDCCE Programs and Services

SDCCE offers classes in six noncredit program categories (CB22) that are eligible for state apportionment, as set in California education code (§84757(a); §84760.5) and California title 5 (§58160) regulations.

SDCCE organizes its 13 programs based on student pathways. Programs continuously revise their instructional offerings to keep up to date with changing requirements of the state economy, labor market, industry specifications, higher education standards, and student needs (see Figure 2).

CB22	Noncredit Eligibility Categories	SDCCE Programs and Pathways
A	ESL	ESL & Citizenship
C	Elementary & Secondary	High School Diploma/High
	Basic Skills	School Equivalency & Basic Skills
E	Courses for Persons with Substantial Disabilities	Disability Support Programs and Services (DSPS)
	Courses for Older Adults	Emeritus (for age 55+)
H	Short-Term Vocational	Automotive
	Program/Career Technical	Business & Accounting
		Child Development
		Clothing & Textiles
		Digital Media & Programming
		Healthcare
		Hospitality & Culinary Arts
		Information Technology
		Skilled & Technical Trades
I	Workforce Preparation	[Built into SDCCE Pathways]

Figure 2. SDCCE Programs based on Student Pathways

Source: SDCCD Information System

State Supported Programming. The bulk of SDCCE instructional programs are funded through a Full- Time Estimated Student (FTES) calculation of attendance hours. FTES are also majority funded as Career Development and College Preparation (CDCP) programming. California community college funding legislation (SB361, Scott 2006) established a CDCP program, through which, colleges are eligible for “enhanced” funding for ESL, Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation courses that lead to a certificate of completion or competency. FTES for courses that do not meet this eligibility are funded at the “Regular” funded rate (e.g., DSPS, Emeritus, courses not in a program). State and federal grant and categorical funding streams further support SDCCE programs and services.

Community Education. SDCCE offers community education (fee-supported classes) according to Education Code §78300 to address a range of needs within the community college mission and provide specific lifelong learning opportunities to its local community such as CPR training.

Contract Education (ETi and Corporate Training). SDCCE and San Diego College of Continuing Education Foundation (SDCCEF) partner with SDCCD’s Employee Training Institute (ETi) to provide fee-based education and contract education programs to the San Diego region and beyond, with the goal of empowering students and the business community to earn degrees and skills certificates within many local industries.

Student Services. The pathways between education and industry, and between noncredit and credit, are enhanced by wrap around counseling and career and college transition services. In addition, specialized services in many areas of support are provided for special student populations including veterans, foster youth, LGBTQ+, economically disadvantaged, and DSPS students.

Distance Education. SDCCE won the competitive Improving Online CTE Pathways Grant through the CVC-OEI in 2019. SDCCE used the grant funds to create the Interactive Competency-Based Online Micro-Credentialing Program, known as ICOM Academy. The fully online and professionally developed educational program provides adult learners with fast, free, flexible job training and career placement services. Classes include both asynchronous and synchronous programming and are zero-cost. These industry-recognized and state-approved fully online career programs were piloted in summer 2020 and implemented in Fall 2020.

Alongside ICOM Academy development, student services developed and redesigned virtual student support services with a goal of digital equity for students engaging in online services and courses. The virtual student pathway for SDCCE students is a model that is thoughtfully applied to serve the whole student throughout their educational journey.

Curriculum and Instruction

The SDCCE programs continuously revise their instructional offerings to keep up to date with the changing requirements of the state economy, labor market, industry specifications, higher education standards and opportunities, and student needs. Course outlines are updated regularly, and new classes are opened at campuses where the greatest needs are identified. In the period of 2016/17 – 2022/23, the number of active certificate programs from SDCCE grew from 73 to 109.

Administrative and Teaching Staff

Eight hundred and fourteen full and part-time administrative and instructional staff were employed at SDCE in June 2023. Over half of SDCE employees were adjunct faculty (51%), followed by nonacademic hourly (21%), contract faculty (14%) and classified professional staff (10%). Management and supervisory staff constituted the smallest portions of SDCE employees at 1% and 3% respectively. In 2022/23, the greatest ethnic composition of the SDCE workforce were White and Hispanic/ Latinx (41% and 23%, respectively), followed by Asian and Black of African American employees (12% and 8%, respectively).

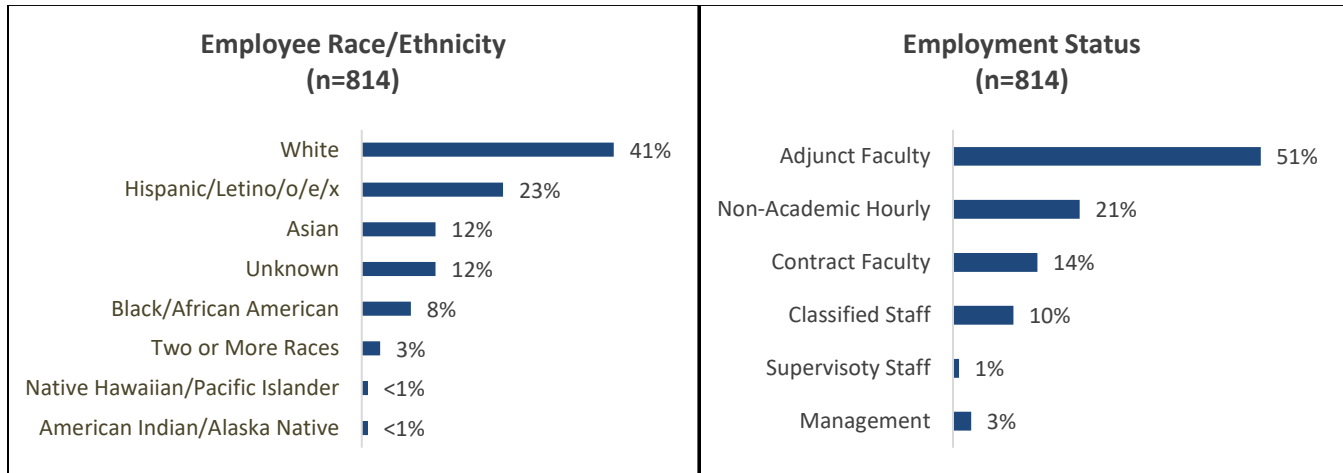


Figure 3. SDCCE June 2023 Employees by Classification and by Ethnicity
Source: SDCCD Information System

STUDENT DEMOGRAPHICS

Since the Accreditation visit in 2016, SDCCE has served thousands of students each year. The following highlights the diverse SDCCE student population between Fall 2016 and Fall 2022, unless otherwise noted.

Gender

In Fall 2022, women constituted the majority of our student population (67%), which has remained fairly consistent over the past six years. The last year has seen an increase in female and male headcount (23% and 38% increase respectively; see Table 2.1).

Ethnicity

The ethnic groups with the largest representation on average Fall 2022 were Latino and White students (36% and 21% respectively). Asian/Pacific Islander students and African American students constituted 10% and 6% of the student population, on average. The ethnic breakdown indicates that about 57% of SDCCE students are from historically underrepresented groups (see Table 2.1).

Age

In Fall 2022, the largest groups within SDCCE have been students age 50 years or older (38%) and students between ages 30 and 49 years (42%). Conversely, the smallest groups have been students age under 18 years (<1%), students between ages 18 and 24 (10%), and students between ages 25 and 29 (10%; see Table 2.1).

Disability Support Programs and Services (DSPS)

The percentage of students receiving Disability Support Programs and Services remained the same between Fall of 2016 and Fall 2022 at 5% (see Table 1).

Income Level

On average, 44% of SDCCE students reported an annual income of under \$5,000 between Fall 2016 and Fall 2022. In the upper bracket, 25% of students at SDCCE and Districtwide reported earning \$35,000 or more a year for Fall 2022 (see Table 1).

SDCCE transitioned to Campus Solutions in summer 2019. Changes to the business processes required to support this process may have resulted in a higher proportion of students not reporting their income during 2019/20 and beyond.

Table 1. Student demographics and basic information

Gender	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	%Avg 16-22	%Fall 22	%Avg 20-22	%Change 20-22
Female	15,904	15,551	15,278	14,342	7,559	7,503	9,278	67%	67%	68%	23%
Male	8,313	7,823	7,565	7,123	3,305	3,318	4,560	33%	33%	31%	38%
Non-Binary	0	0	0	1	0	2	3	0%	0%	0%	---
Unreported	23	70	113	169	50	43	82	0%	1%	0%	64%
Ethnicity											
African American	1,985	1,838	1,759	1,613	791	912	1,402	8%	10%	9%	77%
American Indian	68	62	56	36	16	13	16	0%	0%	0%	0%
Asian/Pacific Islander	3,677	3,800	3,640	3,469	1,845	1,810	2,115	16%	15%	16%	15%
Filipino	576	559	597	630	376	355	312	3%	2%	3%	-17%
Latino	8,072	7,588	7,546	7,381	3,635	3,807	5,095	34%	37%	35%	40%
White	7,611	7,475	7,381	7,532	3,703	3,416	4,012	32%	29%	31%	8%
More than One Race	359	296	364	472	279	283	320	2%	2%	2%	15%
Other Race	46	49	26	120	59	87	352	1%	3%	1%	497%
Unreported	1,846	1,777	1,582	379	210	182	295	5%	2%	2%	40%
Age Group											
Under 18	4	1	5	24	5	6	39	0%	0%	0%	680%
18 – 24	2,465	2,426	2,128	1,971	863	854	1,317	9%	9%	8%	53%
25 – 29	2,438	2,307	2,110	1,925	1,058	1,027	1,399	10%	10%	10%	32%
30 – 39	5,015	4,669	4,425	4,120	2,581	2,595	3,507	21%	25%	24%	36%
40 – 49	3,656	3,347	3,379	3,008	1,859	1,850	2,373	15%	17%	17%	28%
50 and Older	10,662	10,694	10,904	10,584	4,548	4,533	5,284	45%	38%	40%	16%
Income Level											
Under \$5,000	11,811	11,643	11,370	9,717	3,830	3,980	5,723	45%	41%	38%	49%
\$5,000 - \$9,999	1,187	1,199	1,688	1,450	778	722	938	6%	7%	7%	21%
\$10,000 - \$14,999	1,936	1,747	2,086	1,808	1,032	981	1,212	8%	9%	9%	17%
\$15,000 - \$24,999	2,472	2,276	1,442	1,307	804	731	886	8%	6%	7%	10%
\$25,000 - \$34,999	1,547	1,419	5,278	5,004	3,612	3,504	3,931	19%	28%	31%	9%
\$35,000 or More	5,265	5,014	1,075	995	658	687	841	11%	6%	6%	28%
Unreported	22	146	12	1,351	200	260	388	2%	3%	2%	94%
Disability Support Programs and Services											
Received Services	1,257	1,210	1,220	1,084	620	584	682	5%	5%	5%	10%
Did Not Receive Services	22,983	22,234	21,731	20,548	10,294	10,281	13,237	95%	95%	95%	29%
Total	24,240	23,444	22,951	21,632	10,915	10,865	13,919	100%	100%	100%	28%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Headcount is calculated based on unduplicated students from the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2021/22 started on the first day of Summer 2021 and ended on the last day of Spring 2022.

Office of Planning, Research, and Institutional Effectiveness

STUDENTS IN ATTENDANCE

Enrollment Trend and Impact

Recognition that SDCCE faced enrollment challenges prior to the pandemic is important within the larger context of future growth and decline in program sizes. Post-secondary education, particularly at the sub-baccalaureate level, often experiences a negative correlation to regional economic swings. As the economy recedes, as it did drastically in 2008, enrollments in post-secondary programs experience a rise as unemployed adults seek opportunities to improve their situation. When the economy rebounds, as had been the case through late 2019, those same adults, and others in the region, often forego educational goals in favor of employment. With an improved economy, more prohibitive immigration policies, and statewide education funding changes, enrollment declined between 2016/17 and 2018/19 by 7%, from 40,131 students to 37,597 students (unduplicated student headcount). During this time, there was a strategic decision by SDCCE to reduce overall course offerings to meet state targets, while implementing a strategic decision to grow career education programs.

The Public Health Emergency associated with the coronavirus disease 2019 (COVID-19) pandemic hit California hard and created a budget climate filled with uncertainty. The COVID-19 pandemic, which struck the United States in Spring 2020 forced SDCCE campus closures and a transition to majority online course offerings, which further impacted student enrollment. Despite SDCCE’s many innovative efforts to support students’ transition and learning in the online environment, student enrollment decreased heavily in 2020/21 and 2021/22; from 37,597 students in 2018/19 to 17,455 students in 2021/22 (see Figure 4).

This represents over 20,000 lost students in just three years (percentage change of -56%). Enrollment impacts will likely extend through 2023 and beyond. SDCCD is currently a “Hold Harmless” district under the Student-Centered Funding Formula.

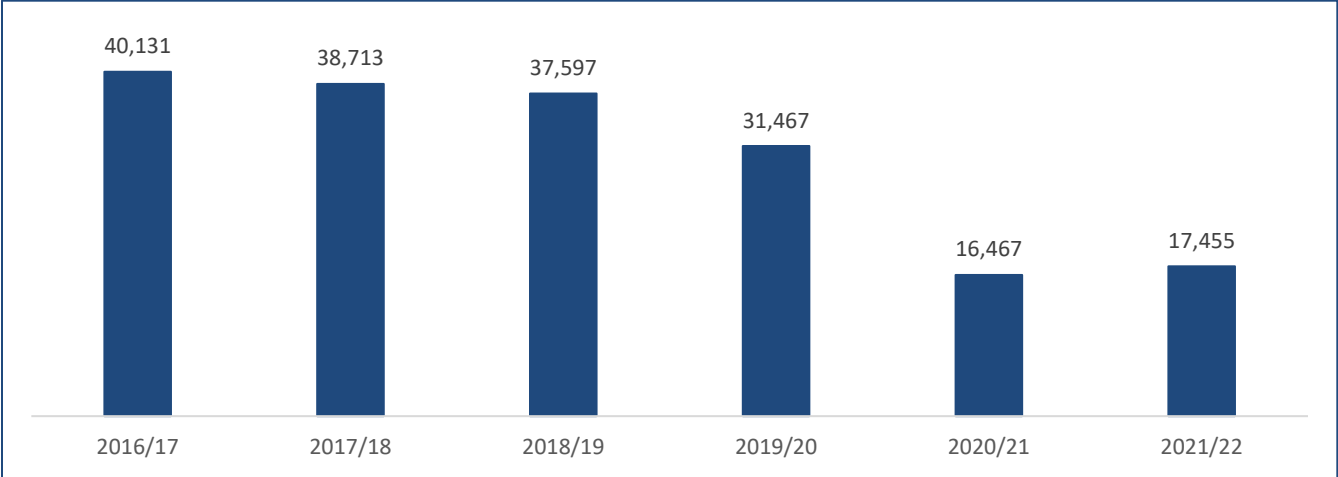


Figure 4. SDCCE Headcount

Source: SDCCD Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Headcount is calculated based on unduplicated students from the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

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Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2021/22 started on the first day of Summer 2021 and ended on the last day of Spring 2022.

Enrollment

SDCCE totaled over 66,939 enrollments in the 2022/23 academic year. This count reflects the fact that many students enroll in multiple classes and often in more than one program. Table 2 describes the total enrollment for each program area between the 2016/17 and 2022/23 academic years. ELS is the highest enrolled program with 22,661 student enrollments in 2022/23, followed by Emeritus (18,010) and Business and Accounting (7,093). Between 2020/21 and 2022/23, Automotive, Healthcare, Clothing and Textiles, Skilled and Technical Trades, Child Development, Digital Media and Programming, and Hospitality and Culinary Arts programs experienced the greatest enrollment decreases among all areas (percentage change, -51%, -39%, -32%, -32%, -25%, -21%, and -12%, respectively).

Even before the COVID-19 transition to remote operations, SDCCE students began taking more online classes and fewer evening classes, which likely was due to greater accessibility and variety of class offerings, including an increasing number of partially online (hybrid) classes. In 2022/23, three years after the COVID-19 pandemic, in-person enrollments represent 23% of total enrollments at SDCCE. Out of the 66,958, online enrollments in 2022/23 represent 61% of total enrollments and 15% corresponding to partially online offerings (see Table 20).

HyFlex programming, where students may choose to attend class online or on-campus at any time, was introduced in Fall 2020. HyFlex was and has been instrumental for some programs in filling classes and supporting their student populations' need for flexibility. Programming coming out of the pandemic must continue to be flexible, likely with an increased number of hybrid and HyFlex classes many years down the road. Moving forward, the institution should continue focus on student's digital literacy needs, technology needs, digital equity, and tailored online services.

Table 2. Student Enrollments

	Academic Year										
Overall Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Automotive	1,209	1,599	1,845	2,511	1,713	942	842	1,523	-30%	1,166	-51%
Business and Accounting	17,612	15,420	13,118	10,038	7,049	5,555	7,093	10,841	-60%	6,566	1%
Child Development	5,241	5,249	5,674	6,484	2,372	1,853	1,789	4,095	-66%	2,005	-25%
Clothing and Textiles	2,886	2,419	2,696	2,747	1,357	1,038	929	2,010	-68%	1,108	-32%
Digital Media and Programming	5,917	4,982	4,694	3,818	4,343	3,850	3,428	4,433	-42%	3,874	-21%
Disability Support Programs and Services	4,688	4,595	4,946	3,585	2,310	2,111	2,646	3,554	-44%	2,356	15%
Emeritus (for age 55+)	32,565	33,277	34,876	32,464	17,834	16,393	18,010	26,488	-45%	17,412	1%
English as a Second Language/Citizenship	43,148	39,425	35,287	31,736	13,823	15,921	22,661	28,857	-47%	17,468	64%
Healthcare	1,171	1,494	1,604	2,065	1,812	1,134	1,106	1,484	-6%	1,351	-39%
High School Diploma/High School Equivalency and Basic Skills	9,137	9,472	7,866	7,541	4,656	4,120	4,259	6,722	-53%	4,345	-9%
Hospitality and Culinary Arts	847	692	910	1,019	531	500	467	709	-45%	499	-12%
Information Technology	3,061	2,861	3,175	2,957	2,209	2,175	2,122	2,651	-31%	2,169	-4%
Skilled and Technical Trades	1,666	1,693	1,843	2,555	2,330	1,394	1,587	1,867	-5%	1,770	-32%
Total	129,148	123,178	118,534	109,520	62,339	56,986	66,939	95,235	-48%	62,088	7%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Bases on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

FTES

FTES (Full Time Equivalent Students). FTES data are critical as this number drives SDCCE's budget. On average, over the 2019/20 – 2021/22 period, the ESL program generated the largest amount of FTES at 37% of the total FTES, followed by Emeritus at 20% of the total FTES (see Table 3).

Table 3. Student FTES

	Fiscal Year										
Overall Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Automotive	271.56	315.74	316.48	451.28	405.09	260.74	168.18	313	-38%	278	-58%
Business and Accounting	561.57	511.06	461.31	380.34	632.25	510.18	530.38	512	-6%	558	-16%
Child Development	263.59	269.11	256.14	255.67	328.11	217.08	188.80	254	-28%	245	-42%
Clothing and Textiles	173.89	169.51	157.10	132.97	130.46	105.10	90.28	137	-48%	109	-31%
Digital Media and Programming	362.28	302.76	273.20	216.81	488.33	463.06	498.19	372	38%	483	2%
Disability Support Programs and Services	324.39	310.43	329.41	254.66	413.48	408.42	461.01	357	42%	428	11%
Emeritus (for age 55+)	1,277.10	1,333.31	1,350.22	1,384.41	1,821.54	1,886.06	1,866.49	1,560	46%	1,858	2%
English as a Second Language/Citizenship	3,657.33	3,305.33	2,786.91	2,469.64	3,269.83	3,702.36	4,628.85	3,403	27%	3,867	42%
Healthcare	146.40	187.29	217.32	166.35	297.17	222.17	220.54	208	51%	247	-26%
High School Diploma/High School Equivalency and Basic Skills	560.60	559.02	471.78	295.02	578.00	821.77	829.74	588	48%	743	44%
Hospitality and Culinary Arts	155.15	127.90	171.97	179.92	107.40	126.22	79.36	135	-49%	104	-26%
Information Technology	232.16	213.87	219.66	200.81	328.54	337.12	320.74	265	38%	329	-2%
Skilled and Technical Trades	365.23	350.10	353.40	457.95	424.54	286.13	248.07	355	-32%	320	-42%
Total	8,351.27	7,955.43	7,364.90	6,859.81	9,224.73	9,353.64	10,130.62	8,462.91	21%	9,569.66	10%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded.

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Fiscal Years are reporting using July 1 as the starting point and June 30 as the ending point of the year. For example, Fiscal Year 2021/22 started on the July 1, 2021, and ended on June 30, 2022.

Note4. Data for FTES excludes F-Factor. FTES may not match fiscal/budget data provided for program review due to data reconciliation and/or different program exclusions.

Sections

Between 2016/17

and 2022/23, the number of sections offered by SDCCE decreased 57% (see Table 4). The programs with the largest decrease were High School Diploma/High School Equivalency and Basic Skills (-79%), and Business and Accounting (-65%; see Table 4).

Table 4. Course Sections

	Academic Year										
Overall Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Automotive	49	59	81	92	62	41	40	61	-18%	48	-35%
Business and Accounting	1,167	1,149	1,109	874	264	221	405	741	-65%	297	53%
Child Development	160	151	186	198	91	75	71	133	-56%	79	-22%
Clothing and Textiles	84	77	114	103	43	37	40	71	-52%	40	-7%
Digital Media and Programming	228	220	223	156	138	123	108	171	-53%	123	-22%
Disability Support Programs and Services	123	119	156	96	67	70	79	101	-36%	72	18%
Emeritus (for age 55+)	925	918	994	815	408	345	380	684	-59%	378	-7%
English as a Second Language/Citizenship	839	755	787	713	358	420	500	625	-40%	426	40%
Healthcare	55	60	80	86	74	50	52	65	-5%	59	-30%
High School Diploma/High School Equivalency and Basic Skills	784	844	1,122	1,201	151	154	165	632	-79%	157	9%
Hospitality and Culinary Arts	42	30	40	33	22	23	33	32	-21%	26	50%
Information Technology	143	113	130	132	76	70	66	104	-54%	71	-13%
Skilled and Technical Trades	94	109	131	171	129	56	63	108	-33%	83	-51%
Total	4,693	4,604	5,153	4,670	1,883	1,685	2,002	3,527.14	-57%	1,856.67	6%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded.

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Typical Class Size and Student Load

Over the last seven Fall semesters, students enrolled in an average of one to two courses per semester (see Table 5). Fall 2022 saw an increase in headcount, however the enrollments did not increase at the same rate.

Table 5. SDCCE Student Load

Term	Headcount	Enrollments	Avg Load
Fall 2016	24,240	43,004	1.8
Fall 2017	23,444	41,080	1.8
Fall 2018	22,951	40,122	1.7
Fall 2019	21,632	38,870	1.8
Fall 2020	10,914	25,250	2.3
Fall 2021	10,865	22,889	2.1
Fall 2022	13,919	26,221	1.9

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Headcount is calculated based on unduplicated students from the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

STUDENT LEARNING DATA

SDCCE collects student-learning data from a variety of sources, which provide information about student persistence, completion, achievement, and transition. Student success data as measured by student enrollment, course completion, and program awards is part of the normal data collection processes as required for state reporting. Additionally, student achievement data is gathered from pre- and post-test results of students' CASAS assessments, state licenses or industry recognized certificates acquired by students, and transition to college measures.

Student Success and Completion

Student Success Metrics were developed for SDCCE's noncredit programs in 2021/22. Due to the PeopleSoft migration, comparable data is not available prior to 2019/20. However, focusing on the pandemic era, overall student success remained comparable, and retention in classes increased between 2019/20 and 2022/23. This is laudable for faculty who excelled at quickly and effectively transitioning classes online and for students who were able to shift learning modes and make the transition to majority online programming. However, it's important to note that not all students were able to make the transition and some student populations were greatly impacted as seen in enrollment trends. Priority strategies that build back enrollment and supports for impacted populations will be critical moving forward. It will also be important to continue developing and analyzing additional metrics by student population, while utilizing qualitative student and faculty insight for planning and decision-making, and to identify and implement strategic priorities that mitigate institutionalized barriers to student success.

Course Success is the sum of all enrollments with a grade of A, B, and C, divided by the total number of valid enrollments. With an average Course Success of 64% during the last four academic years, the programs with the average highest Course Success rates were Healthcare (77%), and ESL (73%) (see Table 6).

Table 6. Course Success Rates

Overall Program	Academic Year					
	2019/20	2020/21	2021/22	2022/23	Avg 19-23	%Change 19-23
Automotive	53%	47%	56%	80%	59%	27%
Business and Accounting	60%	59%	55%	61%	59%	1%
Child Development	75%	57%	52%	55%	60%	-20%
Clothing and Textiles	43%	61%	41%	43%	47%	0%
Digital Media and Programming	61%	65%	58%	50%	59%	-11%
English as a Second Language/Citizenship	73%	73%	75%	70%	73%	-3%
Healthcare	67%	79%	78%	82%	77%	15%
High School Diploma/High School Equivalency and Basic Skills	54%	61%	45%	44%	51%	-10%
Hospitality and Culinary Arts	55%	68%	73%	72%	67%	17%
Information Technology	61%	56%	45%	44%	52%	-17%
Skilled and Technical Trades	63%	57%	65%	75%	65%	12%
Total	66%	65%	63%	63%	64%	-3%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Course Retention is the sum of all enrollments with a valid grade divided by the total number of valid enrollments. Enrollments with grade “I” are included in the numerator if a student attended class in the next course offering. On average, SDCCE students had a Course Retention rate of 71% during the last four academic years. The programs with the highest Course Retention rates were Healthcare (84%), Skilled and Technical Trades (78%), Automotive (76%), Hospitality and Culinary Arts (76%), Digital Media and Programming (74%), and English as a Second Language/Citizenship (73%) (see Table 7).

Success Alternative Calculation is the number of students who received a "Satisfied" indication at the end of the class. Calculated as the sum of all the enrollments with this indicator divided by the total number of enrollments who received either a "Satisfied" or a "Not Satisfied" indicator as well as those that were dropped. SDCCE average rates for this metric display values equal or higher than 38%, with Healthcare displaying the highest Success Alternative Calculation rates during the last four years (76%) (see Table 8).

Retention Alternative Calculation is the number of students enrolled who remained until the end of the term. Calculated as the sum of all enrollments that remained active until the end of the term divided by the total number of valid enrollments. Total rates are higher than 74% for the last four years, and Emeritus (For Age 55+) (96%), Disability Support Programs and Services (DSPS) (94%), and Automotive (90%) have the highest average values for this metric (see Table 9).

Table 7. Course Retention Rates

Overall Program	Academic Year					
	2019/20	2020/21	2021/22	2022/23	Avg 19-23	Change 19-23
Automotive	67%	73%	77%	86%	76%	19%
Business and Accounting	68%	72%	69%	70%	70%	2%
Child Development	88%	69%	65%	71%	73%	-17%
Clothing and Textiles	48%	75%	57%	52%	58%	4%
Digital Media and Programming	72%	79%	73%	72%	74%	0%
English as a Second Language/Citizenship	73%	73%	75%	70%	73%	-3%
Healthcare	82%	83%	84%	88%	84%	6%
High School Diploma/High School Equivalency and Basic Skills	63%	66%	49%	47%	56%	-16%
Hospitality and Culinary Arts	67%	78%	79%	79%	76%	12%
Information Technology	74%	74%	64%	60%	68%	-14%
Skilled and Technical Trades	77%	73%	80%	80%	78%	3%
Total	71%	73%	70%	68%	71%	-3%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Table 8. SDCCE Success Alternative Calculation Rates

Overall Program	Academic Year					
	2019/20	2020/21	2021/22	2022/23	Avg 19-23	Change 19-23
Automotive	50%	47%	49%	46%	48%	-4%
Business and Accounting	36%	51%	46%	49%	46%	13%
Child Development	28%	54%	47%	47%	44%	19%
Clothing and Textiles	41%	57%	41%	32%	43%	-9%
Digital Media and Programming	71%	59%	51%	53%	59%	-18%
English as a Second Language/Citizenship	17%	21%	22%	29%	22%	12%
Healthcare	66%	79%	77%	81%	76%	15%
High School Diploma/High School Equivalency and Basic Skills	30%	37%	42%	43%	38%	13%
Hospitality and Culinary Arts	52%	68%	66%	71%	64%	19%
Information Technology	56%	53%	42%	40%	48%	-16%
Skilled and Technical Trades	54%	45%	37%	49%	46%	-5%
Total	31%	41%	37%	39%	37%	8%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Table 9. Retention Alternative Calculation Rates

Overall Program	Academic Year					
	2019/20	2020/21	2021/22	2022/23	Avg 19-23	Change 19-23
Automotive	97%	84%	88%	90%	90%	-7%
Business and Accounting	98%	79%	79%	83%	85%	-15%
Child Development	98%	76%	74%	81%	82%	-17%
Clothing and Textiles	89%	80%	68%	73%	78%	-16%
Digital Media and Programming	98%	80%	78%	79%	84%	-19%
Disability Support Programs and Services	99%	91%	90%	96%	94%	-3%
Emeritus (For Age 55+)	99%	96%	95%	95%	96%	-4%
English as a Second Language/Citizenship	92%	77%	80%	79%	82%	-13%
Healthcare	91%	83%	85%	88%	87%	-3%
High School Diploma/High School Equivalency and Basic Skills	91%	83%	72%	67%	78%	-24%
Hospitality and Culinary Arts	94%	84%	81%	90%	87%	-4%
Information Technology	92%	75%	66%	63%	74%	-29%
Skilled and Technical Trades	89%	81%	86%	86%	86%	-3%
Total	95%	83%	82%	83%	86%	-12%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Fall-to-Spring Retention

Fall-to-Spring retention is a widely recognized indicator of student success in post-secondary credit education (see Table 10). While not formally defined at SDCCE, Fall-to-Spring retention refers to the percentage of students who attend at least one SDCCE fall term course for one or more hours, and who attend at least one SDCCE course for one or more hours the following spring term. Between 2016/17 and 2022/23, Fall-to-Spring retention remained within the range of 55% and 64%. Note that retention rates at SDCCE are influenced by the type of adult education programming offered. For example, many short-term certificate programs are offered, some of which can be completed in one semester.

Table 10. Student Fall-to-Spring Retention

Academic Year	Fall	Spring	Retention
2016/17	24,240	13,374	55%
2017/18	23,444	13,168	56%
2018/19	22,951	12,755	56%
2019/20	21,632	11,898	55%
2020/21	10,914	6,863	63%
2020/22	10,865	6,849	63%
2022/23	13,919	8,924	64%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Headcount is calculated based on unduplicated students from the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Course and Program Awards

SDCCE offers three types of awards for adult and postsecondary students which are reported to state and federal agencies:

- Certificate of Course Completion
- Certificate of Program Completion
- High School Diploma

A certificate of course completion is awarded to students who have completed a designated module or course within a program. This certificate is also given to students who have taken short-term classes that require competencies. Certificates have competencies listed. Joint High School Diplomas are awarded in conjunction with San Diego Unified School District.

Program and course completion data, the predominant measures of student success in post-secondary education, are compiled by SDCCE regularly and represented as a count (see Table 4.6). Between 2020/21 and 2022/23, the number of awards granted by SDCCE decreased by 1%. Programs that reflected the highest increase in the number of awards conferred in the last three years were: High School Diploma/High School Equivalency and Basic Skills (132%) and English as a Second Language/Citizenship (115%). The programs with the highest decrease were Clothing and Textiles (-49%) and Automotive (-49%) (see Table 11).

Table 11. Total Completion Certificates (Program and Course Completion Certificates)

	Fiscal Year										
Overall Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Automotive	497	606	549	987	928	537	477	654	-4%	647	-49%
Business and Accounting	2,289	2,045	1,887	2,489	3,776	2,842	3,237	2,652	41%	3,285	-14%
Child Development	191	349	556	854	1,102	866	712	661	273%	893	-35%
Clothing and Textiles	498	594	572	633	605	393	306	514	-39%	435	-49%
Digital Media and Programming	568	615	483	1,165	2,398	2,047	1,842	1,303	224%	2,096	-23%
English as a Second Language/Citizenship	3,462	3,161	2,382	3,313	2,407	3,022	5,170	3,274	49%	3,533	115%
Healthcare	583	805	1,013	919	1,427	998	922	952	58%	1,116	-35%
High School Diploma/High School Equivalency and Basic Skills	148	123	118	578	489	1,122	1,133	530	666%	915	132%
Hospitality and Culinary Arts	323	343	314	396	456	352	295	354	-9%	368	-35%
Information Technology	431	408	525	1,334	1,286	998	929	844	116%	1,071	-28%
Skilled and Technical Trades	838	715	489	1,110	1,098	539	844	805	1%	827	-23%
Total	9,828	9,764	8,888	13,778	15,972	13,716	15,867	12,545	61%	15,185	-1%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded.

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Fiscal Years are reporting using July 1 as the starting point and June 30 as the ending point of the year. For example, Fiscal Year 2021/22 started on the July 1, 2021, and ended on June 30, 2022.

Note4. Issues have been identified whereby Program Completions are not identified in Campus Solutions if an ed plan has not been completed. This most often impacts students attaining certificates in multiple program areas without multiple ed plans. Therefore, the number of Certificate Programs may be under-counted.

Note5. There are no Certificates awarded for Emeritus (Age 55+) and Disability Support Programs and Services.

Note6. Certificates for INTD500 are counted under High School Diploma/High School Equivalency and Basic Skills and not under Hospitality and Culinary Arts.

The number of program certificates of completion decreased an average of 32% between 2020/21 and 2022/23, mostly due to Hospitality and Culinary Arts (-71%) and Clothing and Textiles (-68%) (see Table 12).

Table 12. Program Completion Certificates

	Fiscal Year										
Overall Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Automotive	95	121	105	207	216	146	80	139	-16%	147	-63%
Business and Accounting	393	562	541	419	666	525	555	523	41%	582	-17%
Child Development	5	9	52	48	220	235	146	102	2,820%	200	-34%
Clothing and Textiles	41	54	42	48	37	41	12	39	-71%	30	-68%
Digital Media and Programming	207	273	204	192	566	442	318	315	54%	442	-44%
English as a Second Language/Citizenship	885	716	527	95	79	242	201	392	-77%	174	154%
Healthcare	88	116	225	189	342	254	197	202	124%	264	-42%
High School Diploma/High School Equivalency and Basic Skills	148	123	70	124	109	119	100	113	-32%	109	-8%
Hospitality and Culinary Arts	101	85	89	94	103	82	30	83	-70%	72	-71%
Information Technology	63	130	190	295	277	221	171	192	171%	223	-38%
Skilled and Technical Trades	205	178	65	200	251	132	144	168	-30%	176	-43%
Total	2,231	2,367	2,110	1,911	2,866	2,439	1,954	2,268	-12%	2,420	-32%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded.

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Fiscal Years are reporting using July 1 as the starting point and June 30 as the ending point of the year. For example, Fiscal Year 2021/22 started on the July 1, 2021, and ended on June 30, 2022.

Note4. Issues have been identified whereby Program Completions are not identified in Campus Solutions if an ed plan has not been completed. This most often impacts students attaining certificates in multiple program areas without multiple ed plans. Therefore, the number of Certificate Programs may be under-counted.

Note5. There are no Certificates awarded for Emeritus (Age 55+) and Disability Support Programs and Services.

Note6. Certificates for INTD500 are counted under High School Diploma/High School Equivalency and Basic Skills and not under Hospitality and Culinary Arts.

The number of course certificates of completion awarded to students increased each year, despite reduced enrollment during the pandemic. Nevertheless, after the pandemic Course awards increased 6% over the last three years (13,106 in 2020/21 and 13,913 in 2022/23) (see Table 13).

Table 13.Course Completion Certificates

	Fiscal Year										
Overall Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Automotive	402	485	444	780	712	391	397	516	-1%	500	-44%
Business and Accounting	1,896	1,483	1,346	2,070	3,110	2,317	2,682	2,129	41%	2,703	-14%
Child Development	186	340	504	806	882	631	566	559	204%	693	-36%
Clothing and Textiles	457	540	530	585	568	352	294	475	-36%	405	-48%
Digital Media and Programming	361	342	279	973	1,832	1,605	1,524	988	322%	1,654	-17%
English as a Second Language/Citizenship	2,577	2,445	1,855	3,218	2,328	2,780	4,969	2,882	93%	3,359	113%
Healthcare	495	689	788	730	1,085	744	725	751	46%	851	-33%
High School Diploma/High School Equivalency and Basic Skills	0	0	48	454	380	1,003	1,033	417	---	805	172%
Hospitality and Culinary Arts	222	258	225	302	353	270	265	271	19%	296	-25%
Information Technology	368	278	335	1,039	1,009	777	758	652	106%	848	-25%
Skilled and Technical Trades	633	537	424	910	847	407	700	637	11%	651	-17%
Total	7,597	7,397	6,778	11,867	13,106	11,277	13,913	10,276	83%	12,765	6%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded.

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Fiscal Years are reporting using July 1 as the starting point and June 30 as the ending point of the year. For example, Fiscal Year 2021/22 started on the July 1, 2021, and ended on June 30, 2022.

Note4. Issues have been identified whereby Program Completions are not identified in Campus Solutions if an ed plan has not been completed. This most often impacts students attaining certificates in multiple program areas without multiple ed plans. Therefore, the number of Certificate Programs may be under-counted.

Note5. There are no Certificates awarded for Emeritus (Age 55+) and Disability Support Programs and Services.

Note6. Certificates for INTD500 are counted under High School Diploma/High School Equivalency and Basic Skills and not under Hospitality and Culinary Arts.

ESL Promotion Data

The number of ESL course completion awards decreased between 2020/21 and 2022/23 from 4,407 to 5,170. ESL program awards increased 115% during the same timeframe (see Table 14).

Table 14. Program and Course Awards

ESL Completion	Fiscal Year										
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Course Awards	2,577	2,445	1,855	3,218	2,328	2,780	4,969	2,882	93%	3,359	113%
Program Awards	885	716	527	95	79	242	201	392	-77%	174	154%
Total	3,462	3,161	2,382	3,313	2,407	3,022	5,170	3,273.86	49%	3,533.00	115%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded.

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Fiscal Years are reporting using July 1 as the starting point and June 30 as the ending point of the year. For example, Fiscal Year 2021/22 started on the July 1, 2021, and ended on June 30, 2022.

Note4. Issues have been identified whereby Program Completions are not identified in Campus Solutions if an ed plan has not been completed. This most often impacts students attaining certificates in multiple program areas without multiple ed plans. Therefore, the number of Certificate Programs may be under-counted.

High School Diploma Awards

The number of High School diplomas issued decreased by 44% between 2020/21 and 2022/23 (from 104 to 58; see Table 15). The High School Equivalency certificates started on Summer 2022 and that is why it only shows certificates for fiscal year 2022/23.

Table 15. High School Diploma Awards

	Fiscal Year										
Certificates	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
High School Diploma	148	123	57	69	104	84	58	92	-61%	82	-44%
High School Equivalency	0	0	0	0	0	768	825	228	---	531	---
Total	148	123	57	69	104	852	883	319.43	497%	613.00	749%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded.

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Fiscal Years are reporting using July 1 as the starting point and June 30 as the ending point of the year. For example, Fiscal Year 2021/22 started on the July 1, 2021, and ended on June 30, 2022.

Note4. Issues have been identified whereby Program Completions are not identified in Campus Solutions if an ed plan has not been completed. This most often impacts students attaining certificates in multiple program areas without multiple ed plans. Therefore, the number of Certificate Programs may be under-counted.

GED Pass Rates

As of September 2023, SDCCE is hosting GED/HiSET testing centers at the ECC and West City campuses. Pass-rate data from GED/HiSET testing is not available for reporting purposes at this time as test result information is not stored in any system from SDCCE; this information is stored through the HiSET/GED systems, which only provide information upon student request.

Licensing Exam Pass Rates

SDCCE encourages its students to take licensing exams whenever they are available for their program of study. Healthcare, Automotive, Skilled and Technical Trades, and Information Technology are programs where students take these licensing exams (see Table 16).

Table 16. SDCCE Programs and Related to Licensing/Certification Test

Program	Licensing/Certification Test	First-time pass rates
Healthcare	Nurse Assistant Certification Exam	Summer 2016-Spring 2017: 95% (141/149)
		Summer 2017-Spring 2018: 98% (165/168)
		Summer 2018-Spring 2019: 98% (199/203)
		Summer 2019-Spring 2020: 99% (122/123)
		Summer 2020-Spring 2021: 98% (134/136)
		Summer 2021-Spring 2022: 95% (101/106)
		Summer 2022-Spring 2023: 92% (146/159)
Skilled and Technical Trades	EPA Certification Exam	Not available
Skilled and Technical Trades	American Welding Society Certification	Not available
Automotive	Smog Inspector Exam	Not available
Information Technology	CompTIA Certification	Not available

Source. San Diego College of Continuing Education, Healthcare Program, *Nurse Assistant Certification Examination Results* [Internal Report].

Transition through SDCCE, to College and Career

Students' goals take many different forms, including to transition within SDCCE programs, to college and to careers.

Student Transition to SDCCD credit colleges. Preparing students for transition to college is an important goal of many SDCCE programs, helped by the fact that two major SDCCE facilities: CE Mesa and CE Miramar, are located on the campuses of Mesa College and Miramar College. From 2016/17 to 2022/23, a total of 7,500 SDCCE students transitioned to SDCCD credit colleges, with the greatest number of students transitioning to City College and Mesa College (3,141 and 3,028, respectively). Notably, transitions declined steeply in 2021/22 due to the COVID-19 pandemic, campus closures and reduction in classes across the District (see Table 17).

Table 17. Student Transition to SDCCD Credit Colleges (prior SDCCE student enrolling in credit college classes at SDCCD for the first time)

	Academic Year													
College Student Indicator	2016/17		2017/18		2018/19		2019/20		2020/21		2021/22		2022/23	
SD College of Continuing Education Headcount	40,131		38,713		37,597		31,467		16,467		17,455		22,179	
SD City College Student Transitions	658	2%	540	1%	572	2%	495	2%	336	2%	256	1%	284	1%
SD Mesa College Student Transitions	587	1%	601	2%	520	1%	434	1%	358	2%	249	1%	279	1%
SD Miramar College Student Transitions	440	1%	465	1%	435	1%	343	1%	214	1%	152	1%	194	1%
All SDCCD Colleges Student Transitions	1,514	4%	1,454	4%	1,368	4%	1,178	4%	771	5%	565	3%	650	3%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Headcount is calculated based on unduplicated students from the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Credit By Exam Transition. The goal of SDCCE to College CTE Transitions Credit by Exam is to provide SDCCE career education students with opportunities to accelerate college degree completion at San Diego City, Mesa, and Miramar colleges. Faculty led course-to-course credit by exam articulation agreements are developed and maintained to allow students to earn college credit by successfully completing approved career education courses at SDCCE. Successful completion of the approved course(s) entitles students to earn SDCCD college credit, waive fees for college course(s) completed through the credit by exam process, use the course(s) to meet degree or certificate requirements, and advance to the next level of college courses for which the course serves as a prerequisite (see Table 18).

Table 18. SDCCE Earned College Credit Students

Overall Program	Academic Year		
	2019/20	2020/21	2021/22
Automotive	88	22	1
Business and Accounting	8	7	2
Child Development	103	56	18
Clothing and Textiles	28	40	0
Digital Media and Programming	29	112	28
Healthcare	44	51	5
Hospitality and Culinary Arts	0	0	0
Information Technology	0	0	0
Skilled and Technical Trades	4	12	2
Total	304	300	56

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Active Enrollments (enrollments with Current Enrollment Status = "Enrolled").

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2021/22 started on the first day of Summer 2021 and ended on the last day of Spring 2022.

Job Placement Rates

Student transition to the workforce is measured through the Career Technical Education Outcomes Survey (CTEOS). The CTEOS is a statewide survey administered annually by the California Community Colleges Chancellor's Office (CCCCO). Among those who responded between 2017 and 2020, an increasing percentage of SDCCE students secured a job closely related to their program of study (60% and 66%, respectively). The percentage of students who spent three or fewer months finding a job increased between 2017 and 2019, but declined in 2020, likely due to pandemic-related impacts (see Table 19).

Table 19. Job Placement Rates

Job Placement Characteristics	(2017)	(2018)	(2019)	(2020)	(2021)	(2022)
	2014/15 Cohort	2015/16 Cohort	2016/17 Cohort	2017/18 Cohort	2018/19 Cohort	2019/20 Cohort
Students who secured a job closely related to their program of study	60%	61%	64%	66%	66%	62%
Students who spent three or less months finding a job	58%	63%	70%	66%	67%	66%

Source: SDCCD Data Information System

Online School Program and Course Description

Between 2020/21 and 2022/23, SDCCE enrollments for the online mode of instruction decreased by 34%; however, in person increased 2,914% in the period (see Table 20). In March 2020, SDCCE responded to the COVID-19 pandemic by transitioning all of its classes to an online format.

Table 20. Semester-to-Semester Enrollments Online, On Campus (In person), and Partially Online

	Academic Year										
Format	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Online	5,818	7,378	10,052	29,798	61,807	48,582	40,619	29,153	598%	50,342	-34%
In Person	123,330	115,800	108,482	79,722	532	1,650	16,035	63,650	-87%	6,072	2,914%
Partially Online	0	0	0	0	0	6,754	10,285	2,434	---	5,680	---
Total	129,148	123,178	118,534	109,520	62,339	56,986	66,939	95,237.57	-48%	62,094.33	7%

Source: SDCCD Data Information System

Note1. In-Person enrollments are students enrolled in On-Campus and Off-Campus classes.

Note2. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note3. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note4. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Student Learning Outcomes (SLOs)

The Outcomes and Assessment webpage includes links and information for the SLO website, the SLO taskforce, regular newsletters, tools, and the SLO Checklist. Following are the current institutional SLOs (see Table 21):

- Social Responsibility - SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
- Effective Communication - SDCCE students demonstrate effective communication skills.
- Critical Thinking - SDCCE students critically process information, make decisions, and solve problems independently or cooperatively.
- Personal and Professional Development - SDCCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

Office of Planning, Research, and Institutional Effectiveness

SLO Assessment Data

Table 21. SLO Assessment Data (Totals)

	Academic Year													
Overall Program	2020/21				2021/22				2022/23				Avg 20-23	%Change 20-23
	Assessed	Met	Not Met	Pass %	Assessed	Met	Not Met	Pass %	Assessed	Met	Not Met	Pass %		
Automotive	0	0	0	N/A	14	14	0	100%	73	73	0	100%	100%	N/A
Business and Accounting	0	0	0	N/A	339	304	35	90%	383	312	71	81%	86%	N/A
Child Development	140	133	7	95%	314	246	68	78%	546	480	66	88%	87%	N/A
Clothing and Textiles	164	161	3	98%	116	104	12	90%	140	131	9	94%	94%	N/A
Counseling	0	0	0	N/A	175	175	0	100%	0	0	0	N/A	100%	N/A
Digital Media and Programming	0	0	0	N/A	0	0	0	N/A	113	82	31	73%	73%	N/A
Disability Support Programs and Services	0	0	0	N/A	12	8	4	67%	74	56	18	76%	71%	N/A
Emeritus (for age 55+)	3,053	2,813	240	92%	1,406	1,356	50	96%	2,970	2,859	111	96%	95%	N/A
English as a Second Language/Citizenship	480	425	55	89%	2,145	1,643	502	77%	1,966	1,285	681	65%	77%	N/A
Healthcare	0	0	0	N/A	343	322	21	94%	695	633	62	91%	92%	N/A
High School Diploma/High School Equivalency and Basic Skills	0	0	0	N/A	112	98	14	88%	72	43	29	60%	74%	N/A
Hospitality and Culinary Arts	38	37	1	97%	20	19	1	95%	59	48	11	81%	91%	N/A
Information Technology	0	0	0	N/A	0	0	0	N/A	217	128	89	59%	59%	N/A
Skilled and Technical Trades	52	50	2	96%	15	15	0	100%	32	24	8	75%	90%	N/A
Total	3,927	3,619	308	92%	5,011	4,304	707	86%	7,340	6,154	1,186	84%	87%	N/A

Source: SDCCD Anthology Outcomes System (data as of 08/24/2023).

COMUNITY INFORMATION

Geographic Area

SDCCE boundaries are coterminous with San Diego City; the local K-12, San Diego Unified School District; and SDCCD's three credit colleges, City College, Mesa College, and Miramar College. SDCCE serves the following San Diego communities and neighborhoods through its campus and offsite locations (see Figure 5):

- Educational Cultural Complex serves Southeast San Diego, Southcrest, Skyline, Paradise Hills, Memorial Park, South Park, and Encanto.
- Mid-City Campus serves City Heights, Chollas View, Rolando, Normal Heights, North Park, College, University Heights, Kensington, Talmadge, East San Diego, Allied Gardens, and San Carlos.
- West City Campus serves Clairemont, University City, La Jolla, Pacific Beach, Mission Beach, Sorrento Valley, Point Loma, Ocean Beach, and Old Town.
- César E. Chávez Campus serves Downtown San Diego, Mission Hills, Hillcrest, Golden Hills, Barrio Logan, and Southeast San Diego.
- North City Campus and its two major facilities in Mesa College and Miramar College serve Linda Vista, Kearny Mesa, Mission Valley, Mission Village, Serra Mesa, Tierrasanta, Mira Mesa, and Scripps Ranch.

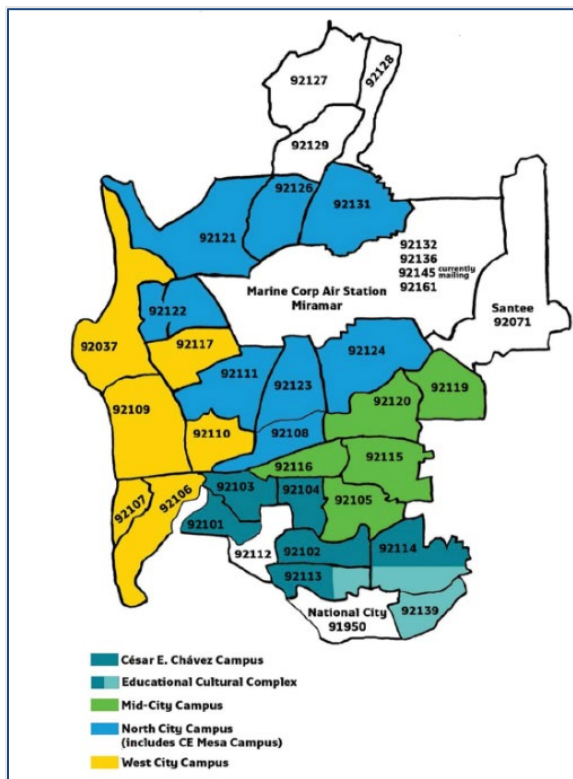


Figure 5. SDCCE Service Areas

Population Characteristics

The San Diego region has been in a growth mode for the past nine years (U.S. Census Bureau, n.d.); however, during the COVID pandemic this trend turned around. In July 2022 the population estimate of the city of San Diego was 1,381,162, while the population of San Diego County was 3,276,208. From April 2020 to July 2022, the population percentage decay for the city of San Diego was (-0.40%), San Diego County (-0.70%), California (-1.30%), and the United States (0.6%); see Table 5.1). San Diego County's population is projected to grow slowly between 2022 and 2027 (2.1%; linear rate from 3,356,185 to 3,425,725 residents), which is slightly lower than the state's projected growth rate of 2.7% (Department California of Finance, 2021).

San Diego is historically a mix of high- and low-income earners. San Diego County median household income in the 2017-2021 period was \$89,457; higher in comparison with California and the U.S. (\$84,097 and \$69,021, respectively). Still, over one tenth of San Diego's population lives in poverty (11.6%; U.S. Census Bureau, n.d.).

Like the rest of California, San Diego attracts many immigrants. Between 2017-21 foreign persons comprised 25.1% of the city's population. In comparison, percentages were 22.7% for San Diego County, 26.5% for California, and 13.6% across the nation. Consequently, a high percentage of the population of the city of San Diego (38.8%) speaks a language other than English at home. This percentage is higher than the percentage for San Diego County (36.7%), although not as high as the overall percentage for California (43.9%; U.S. Census Bureau, n.d.).

Education is important for the residents of San Diego, for the years 2017-21, 89.3% of the population age 25 or older attains at least high school graduation, surpassing the percentages for the county (88.3%), the state (84.2%), and the nation (88.9%) (see Table 22).

Table 22. Local, State, and U.S. Population Characteristics

Characteristics	San Diego City	San Diego County	California	United States
July 1, 2022	1,381,162	3,276,208	39,029,342	333,287,557
Population percentage change April 1, 2020 to July 1, 2022	-0.40%	-0.70%	-1.30%	0.60%
Median household income (in 2021 dollars), 2017-2021	\$89,457	\$88,240	\$84,097	\$69,021
Persons in poverty, percent, 2017-2021	11.60%	10.70%	12.30%	11.60%
Foreign born persons, percent, 2017-2021	25.10%	22.70%	26.50%	13.6%
Language other than English spoken at home, percent of persons age 5+ years 2017-2021	38.80%	36.70%	43.90%	21.70%
High school graduate or higher, percent of persons age 25+, 2017-2021	89.30%	88.30%	84.20%	88.90%

Source: US Census Bureau, n.d.)

Note. Estimates for people in poverty are not comparable between geographic levels due to methodology differences that may exist between different data sources.

Median Home Prices

The median price of existing single-family detached homes sold in San Diego County was \$930,000 in April 2023. Home prices have trended higher from \$363,710 in March 2012 (median price for existing single-family detached home; California Association of Realtors, n.d.).

Anticipated Demographic Changes

The population in San Diego County is projected to grow from 3,369,636 to 3,438,361 at a rate of change of 2.0% between 2023 and 2028. This rate is lower than the state's rate of projected growth of 2.7% (California Department of Finance, 2023).

Labor Market in San Diego County and Job Growth

As the population in San Diego County is projected to increase, employment is on track to increase as well. In 2022, the not-seasonally-adjusted unemployment rate in San Diego County was 3.4%. This compares with the rate of 4.2% for California during the same period (California Employment Development Department, 2023a).

According to the California Employment Development Department San Diego Projections Highlights, "Industry employment, which includes self-employment, private household workers, farm, and nonfarm employment in San Diego County, is expected to reach 1,764,200 by 2030, an increase of 18% over the ten-year projection period" between 2020 and 2030 (California Employment Development Department, 2023b).

San Diego County's job growth is partly influenced by geography, history, and weather. The combination of a natural harbor and bay, mountains and deserts to the east, plus popular weather and tourism, are all reasons that attract workers and employment that supports industry sectors such as convention center and tourism, higher education, defense, and health care. It is, therefore, no surprise that the California Employment Development Department summarizes in their industry employment projections for 2024 that, "sixty-two percent of all projected nonfarm job growth is concentrated in four industry sectors" (California Employment Development Department, 2016, second paragraph), which are related to San Diego features:

- *Professional and business services is projected to add the most jobs, adding 45,400 jobs.*
- *Educational services (private), healthcare, and social assistance anticipates a job gain of 32,700.*
- *Leisure and hospitality is projected to add 27,600.*
- *Government is expected to add 23,100 jobs, an increase of 10.0 percent over the projection period.*

According to the most recent projection highlights report issued by the California Employment Development Department, the official source for California Labor Market Information, the largest growing projected numbers of new jobs and replacement jobs in San Diego County between 2014 and 2024 are projected for individuals with no formal educational credential including food preparation and serving workers (15,950) and personal care aides (9,730); individuals with a High School Diploma or equivalent including office clerks (8,680), secretaries and administrative assistants (4,720), first line supervisors of food preparation and serving workers (4,710), and maintenance and repair workers (4,460). Growing jobs for individuals with a Bachelor's degree include general and operations managers (9,910), registered nurses (8,500), accountants and auditors (5,400), software developers (3,900), and management analysts (3,530; California Employment Development Department, 2016).

OCCUPATIONS WITH THE MOST JOB OPENINGS

SDCCE offers job training that leads directly to employment or provides a pathway to further occupational training in many of the occupations projected to have the most job openings (including exits and transfers) between 2020 and 2030 (EDD, 2023b).

Table 23. Occupations with the Most Job Openings 2020-2030

No formal educational credential	Food Preparation & Serving Related Occupations (293,500), Cashiers (71,520), Waiters/Waitresses (48,680), Retail Sales Workers (132,160), Restaurant Cooks (35,760)
High School Diploma or equivalent	Personal Care Aides (75,830); Office Clerks (24,600), Stock Clerks & Order Fillers (37,610), Customer Service Representatives (23,620), Secretaries & Administrative Assistants (36,750)
Some college, no degree	Bookkeeping/Accounting/Auditing Clerks (18,780), Teacher Assistants (9,180), Computer User Support Specialists (4,410), Order Clerks (1,390)
Post-secondary non-degree award	Medical Assistants (12,760), Nursing Assistants (12,790), Truck Drivers (12,840), Hairdressers, Stylists & Cosmetologists (5,290), Automotive Service Technicians & Mechanics (5,720)
Associate's degree	Preschool Teachers (7,130), Paralegals & Legal assistants (4,120), Electrical/Electronics Engineering Technicians (2,970), Web Developers and Digital interface Designers (2,270), Dental Hygienists (1,600)
Bachelor's degree or higher	General/Operations Managers (28,480), Registered Nurses (18,370), Management Analysts (11,190), Accountants & Auditors (13,000), Market Research Analysts & Marketing Specialists (12,080)

Source: EDD, 2023b.

FASTEST GROWING OCCUPATIONS

Projections for the fastest growing occupations between 2020 and 2030 that relate to SDCCE programming include (EDD, 2023b):

- Restaurant Cooks (10,120; 79.7% increase)
- Personal Care Aides (9,720; 21.7% increase)
- Nursing Assistants (1,390; 15.9% increase)
- Computer User Support Specialists (800; 17.3% increase)
- Home Health Aides (9,720; 21.7%)

APPENDIX

Table 24. Enrollments

	Academic Year										
Overall Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Automotive	1,209	1,599	1,845	2,511	1,713	942	842	1,523	-30%	1,166	-51%
Business and Accounting	17,612	15,420	13,118	10,038	7,049	5,555	7,093	10,841	-60%	6,566	1%
Child Development	5,241	5,249	5,674	6,484	2,372	1,853	1,789	4,095	-66%	2,005	-25%
Clothing and Textiles	2,886	2,419	2,696	2,747	1,357	1,038	929	2,010	-68%	1,108	-32%
Digital Media and Programming	5,917	4,982	4,694	3,818	4,343	3,850	3,428	4,433	-42%	3,874	-21%
Disability Support Programs and Services	4,688	4,595	4,946	3,585	2,310	2,111	2,646	3,554	-44%	2,356	15%
Emeritus (for age 55+)	32,565	33,277	34,876	32,464	17,834	16,393	18,010	26,488	-45%	17,412	1%
English as a Second Language/Citizenship	43,148	39,425	35,287	31,736	13,823	15,921	22,661	28,857	-47%	17,468	64%
Healthcare	1,171	1,494	1,604	2,065	1,812	1,134	1,106	1,484	-6%	1,351	-39%
High School Diploma/High School Equivalency and Basic Skills	9,137	9,472	7,866	7,541	4,656	4,120	4,259	6,722	-53%	4,345	-9%
Hospitality and Culinary Arts	847	692	910	1,019	531	500	467	709	-45%	499	-12%
Information Technology	3,061	2,861	3,175	2,957	2,209	2,175	2,122	2,651	-31%	2,169	-4%
Skilled and Technical Trades	1,666	1,693	1,843	2,555	2,330	1,394	1,587	1,867	-5%	1,770	-32%
Total	129,148	123,178	118,534	109,520	62,339	56,986	66,939	95,235	-48%	62,088	7%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Bases on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Table 25. Enrollments In-Person

	Academic Year										
Overall Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Automotive	1,209	1,564	1,845	1,939	20	0	760	1,048	-37%	260	3,700%
Business and Accounting	15,753	13,458	10,569	6,548	0	61	1,577	6,852	-90%	546	---
Child Development	5,167	5,056	5,339	4,507	0	0	679	2,964	-87%	226	---
Clothing and Textiles	2,886	2,419	2,696	2,210	14	59	18	1,472	-99%	30	29%
Digital Media and Programming	4,085	3,295	3,008	2,066	0	0	0	1,779	-100%	0	---
Disability Support Programs and Services	4,688	4,595	4,946	2,924	0	49	635	2,548	-86%	228	---
Emeritus (for age 55+)	31,382	31,352	32,364	22,421	0	214	2,883	17,231	-91%	1,032	---
English as a Second Language/Citizenship	42,756	38,531	33,353	24,976	0	1,086	7,803	21,215	-82%	2,963	---
Healthcare	1,171	1,494	1,604	1,631	213	82	217	916	-81%	171	2%
High School Diploma/High School Equivalency and Basic Skills	9,137	9,472	7,694	6,038	0	0	0	4,620	-100%	0	---
Hospitality and Culinary Arts	847	692	910	760	0	0	27	462	-97%	9	---
Information Technology	2,583	2,179	2,311	1,734	0	0	0	1,258	-100%	0	---
Skilled and Technical Trades	1,666	1,693	1,843	1,968	285	99	1,436	1,284	-14%	607	404%
Total	123,330	115,800	108,482	79,722	532	1,650	16,035	63,650	-87%	6,072	2,914%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Bases on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Table 26. Enrollments Online

	Academic Year										
Overall Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Automotive	0	35	0	572	1,693	591	42	419	---	775	-98%
Business and Accounting	1,859	1,962	2,549	3,490	7,049	5,402	5,473	3,969	194%	5,975	-22%
Child Development	74	193	335	1,977	2,372	1,709	711	1,053	861%	1,597	-70%
Clothing and Textiles	0	0	0	537	1,343	680	278	405	---	767	-79%
Digital Media and Programming	1,832	1,687	1,686	1,752	4,343	3,736	3,079	2,588	68%	3,719	-29%
Disability Support Programs and Services	0	0	0	661	2,310	1,770	1,618	908	---	1,899	-30%
Emeritus (for age 55+)	1,183	1,925	2,512	10,043	17,834	15,241	11,006	8,535	830%	14,694	-38%
English as a Second Language/Citizenship	392	894	1,934	6,760	13,823	11,793	12,334	6,847	3,046%	12,650	-11%
Healthcare	0	0	0	434	1,599	815	348	457	---	921	-78%
High School Diploma/High School Equivalency and Basic Skills	0	0	172	1,503	4,656	4,120	4,259	2,101	---	4,345	-9%
Hospitality and Culinary Arts	0	0	0	259	531	303	144	177	---	326	-73%
Information Technology	478	682	864	1,223	2,209	2,096	1,327	1,268	178%	1,877	-40%
Skilled and Technical Trades	0	0	0	587	2,045	326	0	423	---	790	-100%
Total	5,818	7,378	10,052	29,798	61,807	48,582	40,619	29,151	598%	50,336	-34%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Bases on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Table 27. Enrollments Partially Online

	Academic Year										
Overall Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Automotive	0	0	0	0	0	351	40	56	---	130	---
Business and Accounting	0	0	0	0	0	92	43	19	---	45	---
Child Development	0	0	0	0	0	144	399	78	---	181	---
Clothing and Textiles	0	0	0	0	0	299	633	133	---	311	---
Digital Media and Programming	0	0	0	0	0	114	349	66	---	154	---
Disability Support Programs and Services	0	0	0	0	0	292	393	98	---	228	---
Emeritus (for age 55+)	0	0	0	0	0	938	4,121	723	---	1,686	---
English as a Second Language/Citizenship	0	0	0	0	0	3,042	2,524	795	---	1,855	---
Healthcare	0	0	0	0	0	237	541	111	---	259	---
High School Diploma/High School Equivalency and Basic Skills	0	0	0	0	0	0	0	0	---	0	---
Hospitality and Culinary Arts	0	0	0	0	0	197	296	70	---	164	---
Information Technology	0	0	0	0	0	79	795	125	---	291	---
Skilled and Technical Trades	0	0	0	0	0	969	151	160	---	373	---
Total	0	0	0	0	0	6,754	10,285	2,434	---	5,680	---

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Bases on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Table 28. Success Rate

Overall Program	Academic Year					
	2019/20	2020/21	2021/22	2022/23	Avg 19-23	Change 19-23
Automotive	53%	47%	56%	80%	59%	27%
Business and Accounting	60%	59%	55%	61%	59%	1%
Child Development	75%	57%	52%	55%	60%	-20%
Clothing and Textiles	43%	61%	41%	43%	47%	0%
Digital Media and Programming	61%	65%	58%	50%	59%	-11%
English as a Second Language/Citizenship	73%	73%	75%	70%	73%	-3%
Healthcare	67%	79%	78%	82%	77%	15%
High School Diploma/High School Equivalency and Basic Skills	54%	61%	45%	44%	51%	-10%
Hospitality and Culinary Arts	55%	68%	73%	72%	67%	17%
Information Technology	61%	56%	45%	44%	52%	-17%
Skilled and Technical Trades	63%	57%	65%	75%	65%	12%
Total	66%	65%	63%	63%	64%	-3%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Table 29. Success Rate by Gender

	Academic Year					
	2019/20	2020/21	2021/22	2021/23	Avg 19-23	Change 19-23
Female	67%	67%	64%	64%	66%	-3%
Male	63%	59%	61%	61%	61%	-2%
Non-binary	*	*	*	*	---	---
Unreported	66%	63%	59%	52%	63%	-7%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Note7. Percentages calculated with denominators lower than 31 are suppressed.

Table 30. Success Rate by Ethnicity

Ethnicity	Academic Year					
	2019/20	2020/21	2021/22	2022/23	Avg 19-23	Change 19-23
African American	67%	64%	60%	59%	63%	-8%
American Indian	67%	62%	*	45%	58%	-22%
Asian/Pacific Islander	69%	69%	68%	68%	69%	-1%
Filipino	64%	62%	56%	64%	62%	0%
Latino	65%	62%	60%	61%	62%	-4%
White	64%	66%	62%	63%	64%	-1%
More than One Race	63%	60%	58%	50%	58%	-13%
Other Race	62%	71%	70%	64%	67%	2%
Unreported	58%	66%	69%	66%	65%	8%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Note7. Percentages calculated with denominators lower than 31 are suppressed

Table 31. Success by Gender and Ethnicity

Gender	Ethnicity	Academic Year					
		2019/20	2020/21	2021/22	2022/23	Avg 19-23	Change 19-23
Female	African American	71%	67%	62%	62%	66%	-9%
	American Indian	70%	58%	*	49%	59%	-21%
	Asian/Pacific Islander	70%	71%	69%	70%	70%	0%
	Filipino	67%	64%	57%	66%	64%	-1%
	Latino	66%	64%	61%	61%	63%	-5%
	More than One Race	64%	68%	63%	64%	65%	0%
	Other Race	61%	63%	62%	53%	60%	-8%
	Unreported	60%	75%	69%	72%	69%	12%
	White	60%	68%	70%	68%	67%	8%
Male	African American	62%	60%	57%	55%	59%	-7%
	American Indian	*	*	*	*	---	---
	Asian/Pacific Islander	68%	63%	64%	64%	65%	-4%
	Filipino	59%	58%	52%	60%	57%	1%
	Latino	62%	56%	60%	62%	60%	0%
	More than One Race	63%	62%	60%	60%	61%	-3%
	Other Race	65%	55%	52%	50%	56%	-15%
	Unreported	63%	*	77%	44%	61%	-19%
	White	54%	62%	68%	62%	62%	8%
Non-binary	African American	0%	*	0%	*	0%	---
	American Indian	0%	*	0%	0%	0%	0%
	Asian/Pacific Islander	0%	0%	0%	*	0%	---
	Latino	0%	0%	*	*	0%	---
	More than One Race	*	0%	*	*	0%	---
	White	*	0%	0%	0%	0%	---
Unreported	African American	*	0%	0%	0%	0%	---
	American Indian	*	0%	0%	0%	0%	---
	Asian/Pacific Islander	*	*	*	*	---	---
	Filipino	*	0%	0%	0%	0%	---
	Latino	*	*	*	54%	54%	---
	More than One Race	*	*	*	*	---	---
	Other Race	*	*	38%	*	38%	---
	Unreported	*	*	*	*	---	---
	White	*	72%	63%	63%	66%	---

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023. Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Note7. Percentages calculated with denominators lower than 31 are suppressed.

Table 32. Retention Rate

Overall Program	Academic Year					
	2019/20	2020/21	2021/22	2022/23	Avg 19-23	Change 19-23
Automotive	67%	73%	77%	86%	76%	19%
Business and Accounting	68%	72%	69%	70%	70%	2%
Child Development	88%	69%	65%	71%	73%	-17%
Clothing and Textiles	48%	75%	57%	52%	58%	4%
Digital Media and Programming	72%	79%	73%	72%	74%	0%
English as a Second Language/Citizenship	73%	73%	75%	70%	73%	-3%
Healthcare	82%	83%	84%	88%	84%	6%
High School Diploma/High School Equivalency and Basic Skills	63%	66%	49%	47%	56%	-16%
Hospitality and Culinary Arts	67%	78%	79%	79%	76%	12%
Information Technology	74%	74%	64%	60%	68%	-14%
Skilled and Technical Trades	77%	73%	80%	80%	78%	3%
Total	71%	73%	70%	68%	71%	-3%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Table 33. Retention Rate by Gender

Gender	Academic Year					
	2019/20	2020/21	2021/22	2021/23	Avg 19-23	Change 19-23
Female	72%	74%	70%	69%	71%	-3%
Male	71%	72%	71%	67%	70%	-4%
Non-binary	50%	0%	54%	69%	43%	19%
Unreported	75%	73%	70%	62%	70%	-13%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Table 34. Retention Rate by Ethnicity

Ethnicity	Academic Year					
	2019/20	2020/21	2021/22	2022/23	Avg 19-23	Change 19-23
African American	73%	73%	68%	65%	70%	-8%
American Indian	72%	75%	70%	52%	67%	-20%
Asian/Pacific Islander	73%	76%	75%	74%	75%	1%
Filipino	74%	77%	72%	72%	74%	-2%
Latino	71%	71%	67%	66%	69%	-5%
White	71%	75%	71%	69%	72%	-2%
More than One Race	71%	73%	70%	61%	69%	-10%
Other Race	68%	79%	77%	71%	74%	3%
Unreported	63%	72%	74%	69%	70%	6%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Table 35. SDCCE Retention Rate by Gender and Ethnicity

Gender	Ethnicity	Academic Year					
		2019/20	2020/21	2021/22	2022/23	Avg 19-23	Change 19-23
Female	African American	76%	74%	68%	67%	71%	-9%
	American Indian	74%	74%	76%	56%	70%	-18%
	Asian/Pacific Islander	74%	77%	75%	75%	75%	1%
	Filipino	75%	78%	71%	73%	74%	-2%
	Latino	71%	71%	66%	66%	69%	-5%
	More than One Race	70%	74%	70%	61%	69%	-9%
	Other Race	67%	84%	76%	77%	76%	10%
	Unreported	66%	72%	74%	71%	71%	5%
	White	71%	76%	71%	70%	72%	-1%
Male	African American	69%	72%	67%	63%	68%	-6%
	American Indian	65%	86%	60%	0%	53%	-65%
	Asian/Pacific Islander	72%	73%	74%	71%	73%	-1%
	Filipino	71%	74%	72%	69%	72%	-2%
	Latino	70%	70%	69%	68%	69%	-2%
	More than One Race	73%	72%	72%	63%	70%	-10%
	Other Race	67%	77%	81%	58%	71%	-9%
	Unreported	59%	72%	74%	65%	68%	6%
	White	72%	73%	72%	68%	71%	-4%
Non-binary	African American	0%	*	0%	*	0%	---
	American Indian	0%	*	0%	0%	0%	0%
	Asian/Pacific Islander	0%	0%	0%	*	0%	---
	Latino	0%	0%	63%	75%	35%	75%
	More than One Race	*	0%	0%	0%	0%	---
	White	44%	0%	40%	33%	29%	-11%
Unreported	African American	100%	0%	0%	0%	25%	-100%
	American Indian	*	0%	0%	0%	0%	---
	Asian/Pacific Islander	73%	83%	70%	62%	72%	-11%
	Filipino	*	0%	0%	0%	0%	---
	Latino	72%	80%	68%	58%	70%	-14%
	More than One Race	100%	59%	53%	50%	66%	-50%
	Other Race	80%	50%	50%	50%	58%	-30%
	Unreported	69%	77%	78%	70%	74%	1%
	White	76%	83%	83%	70%	78%	-6%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023. Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Note7. Percentages calculated with denominators lower than 11 are suppressed.

Table 36. Success Alternative Calculation Rate

Overall Program	Academic Year					
	2019/20	2020/21	2021/22	2022/23	Avg 19-23	Change 19-23
Automotive	50%	47%	49%	46%	48%	-4%
Business and Accounting	36%	51%	46%	49%	46%	13%
Child Development	28%	54%	47%	47%	44%	19%
Clothing and Textiles	41%	57%	41%	32%	43%	-9%
Digital Media and Programming	71%	59%	51%	53%	59%	-18%
English as a Second Language/Citizenship	17%	21%	22%	29%	22%	12%
Healthcare	66%	79%	77%	81%	76%	15%
High School Diploma/High School Equivalency and Basic Skills	30%	37%	42%	43%	38%	13%
Hospitality and Culinary Arts	52%	68%	66%	71%	64%	19%
Information Technology	56%	53%	42%	40%	48%	-16%
Skilled and Technical Trades	54%	45%	37%	49%	46%	-5%
Total	31%	41%	37%	39%	37%	8%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Table 37. Success Alternative Calculation Rate by Gender

	Academic Year					
	2019/20	2020/21	2021/22	2021/23	Avg 19-23	Change 19-23
Female	30%	41%	37%	39%	37%	7%
Male	35%	42%	36%	38%	38%	1%
Non-binary	*	*	*	*	---	---
Unreported	31%	46%	39%	32%	39%	8%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Note7. Percentages calculated with denominators lower than 31 are suppressed.

Table 38. Success Alternative Calculation Rate by Ethnicity

Ethnicity	Academic Year					
	2019/20	2020/21	2021/22	2022/23	Avg 19-23	Change 19-23
African American	28%	39%	29%	34%	33%	6%
American Indian	58%	60%	*	36%	51%	-22%
Asian/Pacific Islander	26%	39%	36%	40%	35%	14%
Filipino	49%	56%	46%	45%	49%	-4%
Latino	30%	38%	35%	40%	36%	10%
White	39%	50%	43%	43%	44%	4%
More than One Race	42%	48%	43%	38%	43%	-4%
Other Race	33%	58%	59%	49%	50%	16%
Unreported	30%	39%	32%	36%	34%	6%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Note7. Percentages calculated with denominators lower than 31 are suppressed.

Table 39. Success Alternative Calculation Rate by Gender and Ethnicity

Gender	Ethnicity	Academic Year				Avg 19-23	Change 19-23
		2019/20	2020/21	2021/22	2022/23		
Female	African American	26%	36%	29%	34%	31%	8%
	American Indian	55%	58%	*	38%	50%	-17%
	Asian/Pacific Islander	25%	41%	37%	40%	36%	15%
	Filipino	49%	59%	50%	48%	52%	-1%
	Latino	28%	37%	35%	39%	35%	11%
	White	36%	50%	42%	44%	43%	8%
	More than One Race	37%	49%	44%	39%	42%	2%
	Other Race	30%	50%	56%	53%	47%	23%
	Unreported	30%	37%	33%	37%	34%	7%
Male	African American	31%	43%	28%	32%	34%	1%
	American Indian	*	*	*	*	---	---
	Asian/Pacific Islander	28%	33%	33%	38%	33%	10%
	Filipino	50%	49%	39%	39%	44%	-11%
	Latino	33%	39%	35%	40%	37%	7%
	White	44%	49%	46%	43%	46%	-1%
	More than One Race	49%	45%	44%	40%	45%	-9%
	Other Race	36%	*	67%	39%	47%	3%
	Unreported	27%	41%	29%	33%	33%	6%
Non-binary	African American	0%	*	0%	*	0%	---
	American Indian	0%	*	0%	0%	0%	0%
	Asian/Pacific Islander	0%	0%	0%	*	0%	---
	Latino	0%	0%	*	*	0%	---
	White	*	0%	*	*	0%	---
	More than One Race	*	0%	0%	0%	0%	---
Unreported	African American	*	0%	0%	0%	0%	---
	American Indian	*	0%	0%	0%	0%	---
	Asian/Pacific Islander	*	*	*	*	---	---
	Latino	*	*	*	35%	35%	---
	White	*	*	*	*	---	---
	More than One Race	*	*	28%	*	28%	---
	Other Race	*	*	*	*	---	---
	Unreported	*	56%	50%	36%	47%	---

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Note7. Percentages calculated with denominators lower than 31 are suppressed.

Table 40. Retention Alternative Calculation Rate

Overall Program	Academic Year					
	2019/20	2020/21	2021/22	2022/23	Avg 19-23	Change 19-23
Automotive	97%	84%	88%	90%	90%	-7%
Business and Accounting	98%	79%	79%	83%	85%	-15%
Child Development	98%	76%	74%	81%	82%	-17%
Clothing and Textiles	89%	80%	68%	73%	78%	-16%
Digital Media and Programming	98%	80%	78%	79%	84%	-19%
Disability Support Programs and Services	99%	91%	90%	96%	94%	-3%
Emeritus (For Age 55+)	99%	96%	95%	95%	96%	-4%
English as a Second Language/Citizenship	92%	77%	80%	79%	82%	-13%
Healthcare	91%	83%	85%	88%	87%	-3%
High School Diploma/High School Equivalency and Basic Skills	91%	83%	72%	67%	78%	-24%
Hospitality and Culinary Arts	94%	84%	81%	90%	87%	-4%
Information Technology	92%	75%	66%	63%	74%	-29%
Skilled and Technical Trades	89%	81%	86%	86%	86%	-3%
Total	95%	83%	82%	83%	86%	-12%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Table 41. Retention Alternative Calculation Rate by Gender

Gender	Academic Year					
	2019/20	2020/21	2021/22	2021/23	Avg 19-23	Change 19-23
Female	95%	84%	82%	84%	86%	-13%
Male	94%	81%	81%	81%	85%	-13%
Non-binary	*	*	*	*	---	---
Unreported	97%	87%	85%	82%	90%	-12%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Note6. Percentages calculated with denominators lower than 31 are suppressed.

Table 42. Retention Alternative Calculation Rate by Ethnicity

Ethnicity	Academic Year					
	2019/20	2020/21	2021/22	2022/23	Avg 19-23	Change 19-23
African American	95%	81%	77%	81%	84%	-14%
American Indian	95%	85%	77%	72%	82%	-23%
Asian/Pacific Islander	94%	84%	83%	86%	87%	-8%
Filipino	97%	85%	81%	84%	87%	-13%
Latino	94%	79%	78%	79%	83%	-15%
White	97%	88%	88%	90%	91%	-7%
More than One Race	95%	81%	81%	79%	84%	-16%
Other Race	96%	92%	85%	88%	90%	-8%
Unreported	94%	84%	84%	82%	86%	-12%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Table 43. Retention Alternative Calculation Rate by Gender and Ethnicity

Gender	Ethnicity	Academic Year					
		2019/20	2020/21	2021/22	2022/23	Avg 19-23	Change 19-23
Female	African American	96%	82%	78%	82%	85%	-14%
	American Indian	96%	84%	82%	75%	84%	-21%
	Asian/Pacific Islander	94%	84%	83%	86%	87%	-8%
	Filipino	98%	86%	82%	85%	88%	-13%
	Latino	94%	79%	78%	79%	83%	-15%
	White	97%	89%	89%	91%	92%	-6%
	More than One Race	95%	82%	82%	79%	85%	-16%
	Other Race	95%	92%	85%	89%	90%	-6%
	Unreported	95%	84%	84%	83%	87%	-12%
Male	African American	94%	79%	75%	77%	81%	-17%
	American Indian	*	*	*	*	---	---
	Asian/Pacific Islander	93%	80%	81%	83%	84%	-10%
	Filipino	96%	83%	79%	82%	85%	-14%
	Latino	93%	79%	78%	79%	82%	-14%
	White	97%	85%	86%	88%	89%	-9%
	More than One Race	95%	81%	79%	78%	83%	-17%
	Other Race	99%	93%	89%	83%	91%	-16%
	Unreported	91%	82%	83%	79%	84%	-12%
Non-binary	African American	0%	*	0%	*	0%	---
	American Indian	0%	*	0%	0%	0%	0%
	Asian/Pacific Islander	0%	0%	*	*	0%	---
	Latino	0%	0%	*	*	0%	---
	White	*	0%	*	*	0%	---
	More than One Race	*	0%	0%	0%	0%	---
Unreported	African American	*	*	*	*	---	---
	American Indian	*	0%	0%	0%	0%	---
	Asian/Pacific Islander	97%	*	84%	90%	90%	-7%
	Filipino	*	*	*	*	---	---
	Latino	96%	*	78%	73%	82%	-23%
	White	97%	92%	97%	90%	94%	-7%
	More than One Race	*	*	69%	*	69%	---
	Other Race	*	*	*	*	---	---
	Unreported	96%	89%	89%	87%	90%	-9%

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Based on the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note3. Academic Years are reported using summer as the starting point and spring as the ending point of the year. For example, Academic Year 2022/23 started on the first day of Summer 2022 and ended on the last day of Spring 2023.

Note4. Data is not available before 2019/20.

Note5. Formal metric definitions have not been adopted by SDCCE, therefore, these data are considered preliminary.

Note6. Data excludes Emeritus and DSPS enrollments.

Note7. Percentages calculated with denominators lower than 31 are suppressed.

Table 44. SLO Assessment Data: Social Responsibility

Overall Program	Academic Year													
	2020/21				2021/22				2022/23				Avg 20-23	%Change 20-23
	Assessed	Met	Not Met	Pass %	Assessed	Met	Not Met	Pass %	Assessed	Met	Not Met	Pass %		
Automotive	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Business and Accounting	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Child Development	0	0	0	N/A	52	29	23	56%	161	156	5	97%	76%	N/A
Clothing and Textiles	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Counseling	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Digital Media and Programming	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Disability Support Programs and Services	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Emeritus (for age 55+)	57	46	11	81%	19	17	2	89%	66	47	19	71%	80%	N/A
English as a Second Language/Citizenship	36	33	3	92%	31	25	6	81%	41	31	10	76%	83%	N/A
Healthcare	0	0	0	N/A	0	0	0	N/A	67	67	0	100%	100%	N/A
High School Diploma/High School Equivalency and Basic Skills	0	0	0	N/A	12	7	5	58%	13	6	7	46%	52%	N/A
Hospitality and Culinary Arts	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Information Technology	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Skilled and Technical Trades	26	25	1	96%	0	0	0	N/A	0	0	0	N/A	96%	N/A
Total	119	104	15	87%	114	78	36	68%	348	307	41	88%	81%	N/A

Source: SDCCD Anthology Outcomes System (data as of 08/24/2023).

Table 45. SLO Assessment Data: Effective Communication

Overall Program	Academic Year													
	2020/21				2021/22				2022/23				Avg 20-23	%Change 20-23
	Assessed	Met	Not Met	Pass %	Assessed	Met	Not Met	Pass %	Assessed	Met	Not Met	Pass %		
Automotive	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Business and Accounting	0	0	0	N/A	0	0	0	N/A	25	15	10	60%	60%	N/A
Child Development	12	12	0	100%	0	0	0	N/A	93	83	10	89%	95%	N/A
Clothing and Textiles	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Counseling	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Digital Media and Programming	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Disability Support Programs and Services	0	0	0	N/A	0	0	0	N/A	20	15	5	75%	75%	N/A
Emeritus (for age 55+)	257	230	27	89%	0	0	0	N/A	74	65	9	88%	89%	N/A
English as a Second Language/Citizenship	266	226	40	85%	2,045	1,530	515	75%	1,925	1,254	671	65%	75%	N/A
Healthcare	0	0	0	N/A	28	7	21	25%	110	100	10	91%	58%	N/A
High School Diploma/High School Equivalency and Basic Skills	0	0	0	N/A	0	0	0	N/A	59	37	22	63%	63%	N/A
Hospitality and Culinary Arts	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Information Technology	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Skilled and Technical Trades	26	25	1	96%	15	15	0	100%	0	0	0	N/A	98%	N/A
Total	561	493	68	88%	2,088	1,552	536	74%	2,306	1,569	737	68%	77%	N/A

Source: SDCCD Anthology Outcomes System (data as of 08/24/2023)

Table 46. SLO Assessment Data: Critical Thinking

Overall Program	Academic Year													
	2020/21				2021/22				2022/23				Avg 20-23	%Change 20-23
	Assessed	Met	Not Met	Pass %	Assessed	Met	Not Met	Pass %	Assessed	Met	Not Met	Pass %		
Automotive	0	0	0	N/A	14	14	0	100%	73	73	0	100%	100%	N/A
Business and Accounting	0	0	0	N/A	0	0	0	N/A	231	203	28	88%	88%	N/A
Child Development	48	47	1	98%	251	212	39	84%	230	187	43	81%	88%	N/A
Clothing and Textiles	0	0	0	N/A	116	104	12	90%	4	3	1	75%	82%	N/A
Counseling	0	0	0	N/A	175	175	0	100%	0	0	0	N/A	100%	N/A
Digital Media and Programming	0	0	0	N/A	0	0	0	N/A	67	49	18	73%	73%	N/A
Disability Support Programs and Services	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Emeritus (for age 55+)	1,137	1,050	87	92%	0	0	0	N/A	58	53	5	91%	92%	N/A
English as a Second Language/Citizenship	178	166	12	93%	8	8	0	100%	0	0	0	N/A	97%	N/A
Healthcare	0	0	0	N/A	315	315	0	100%	94	64	30	68%	84%	N/A
High School Diploma/High School Equivalency and Basic Skills	0	0	0	N/A	57	51	6	89%	0	0	0	N/A	89%	N/A
Hospitality and Culinary Arts	0	0	0	N/A	0	0	0	N/A	54	43	11	80%	80%	N/A
Information Technology	0	0	0	N/A	0	0	0	N/A	161	104	57	65%	65%	N/A
Skilled and Technical Trades	0	0	0	N/A	0	0	0	N/A	32	24	8	75%	75%	N/A
Total	1,363	1,263	100	93%	936	879	57	94%	1,004	803	201	80%	89%	N/A

Source: SDCCD Anthology Outcomes System (data as of 08/24/2023)

Table 47. SLO Assessment Data: Personal and Professional Development

Overall Program	Academic Year													
	2020/21				2021/22				2022/23				Avg 20-23	%Change 20-23
	Assessed	Met	Not Met	Pass %	Assessed	Met	Not Met	Pass %	Assessed	Met	Not Met	Pass %		
Automotive	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Business and Accounting	0	0	0	N/A	339	304	35	90%	127	94	33	74%	82%	N/A
Child Development	80	74	6	93%	8	5	3	0.625	62	54	8	87%	81%	N/A
Clothing and Textiles	164	161	3	98%	0	0	0	N/A	136	128	8	94%	96%	N/A
Counseling	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Digital Media and Programming	0	0	0	N/A	0	0	0	N/A	46	33	13	72%	72%	N/A
Disability Support Programs and Services	0	0	0	N/A	12	8	4	67%	54	41	13	76%	71%	N/A
Emeritus (for age 55+)	1,602	1,487	115	93%	1,387	1,339	48	97%	2,772	2,694	78	97%	96%	N/A
English as a Second Language/Citizenship	0	0	0	N/A	74	59	15	80%	0	0	0	N/A	80%	N/A
Healthcare	0	0	0	N/A	0	0	0	N/A	424	402	22	95%	95%	N/A
High School Diploma/High School Equivalency and Basic Skills	0	0	0	N/A	43	40	3	93%	0	0	0	N/A	93%	N/A
Hospitality and Culinary Arts	38	37	1	97%	0	0	0	N/A	5	5	0	100%	99%	N/A
Information Technology	0	0	0	N/A	0	0	0	N/A	56	24	32	43%	43%	N/A
Skilled and Technical Trades	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A	N/A	N/A
Total	1,884	1,759	125	93%	1,863	1,755	108	94%	3,682	3,475	207	94%	94%	N/A

Source: SDCCD Anthology Outcomes System (data as of 05/16/2023).

Table 48. SDCCE Student Load by Program

Program	Term	Headcount	Enrollments	Avg Load
Automotive	Fall 2016	263	373	1.4
	Fall 2017	299	455	1.5
	Fall 2018	372	633	1.7
	Fall 2019	420	630	1.5
	Fall 2020	435	738	1.7
	Fall 2021	267	410	1.5
	Fall 2022	212	352	1.7
Business and Accounting	Fall 2016	2942	6528	2.2
	Fall 2017	2509	5535	2.2
	Fall 2018	2245	5015	2.2
	Fall 2019	1857	4233	2.3
	Fall 2020	1182	3141	2.7
	Fall 2021	1174	2628	2.2
	Fall 2022	1344	2781	2.1
Child Development	Fall 2016	1306	1668	1.3
	Fall 2017	1376	1830	1.3
	Fall 2018	1286	1947	1.5
	Fall 2019	1242	1989	1.6
	Fall 2020	469	923	2.0
	Fall 2021	340	724	2.1
	Fall 2022	394	685	1.7
Clothing and Textiles	Fall 2016	725	1010	1.4
	Fall 2017	518	876	1.7
	Fall 2018	660	998	1.5
	Fall 2019	540	916	1.7
	Fall 2020	342	417	1.2
	Fall 2021	382	501	1.3
	Fall 2022	345	472	1.4
Digital Media and Programming	Fall 2016	941	2229	2.4
	Fall 2017	751	1831	2.4
	Fall 2018	791	1825	2.3
	Fall 2019	662	1537	2.3
	Fall 2020	539	1516	2.8
	Fall 2021	548	1556	2.8
	Fall 2022	487	1239	2.5

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Headcount is calculated based on unduplicated students from the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Continuing from Table 8.26

Program	Term	Headcount	Enrollments	Avg Load
Disability Support Programs and Services	Fall 2016	1103	1487	1.3
	Fall 2017	1077	1416	1.3
	Fall 2018	1060	1504	1.4
	Fall 2019	921	1324	1.4
	Fall 2020	562	862	1.5
	Fall 2021	510	719	1.4
	Fall 2022	584	986	1.7
Emeritus (For Age 55+)	Fall 2016	6444	10008	1.6
	Fall 2017	6664	10292	1.5
	Fall 2018	7045	10791	1.5
	Fall 2019	7207	11330	1.6
	Fall 2020	2895	7040	2.4
	Fall 2021	2866	6607	2.3
	Fall 2022	3307	6997	2.1
English as a Second Language/Citizenship	Fall 2016	8653	14349	1.7
	Fall 2017	7982	12872	1.6
	Fall 2018	7407	12078	1.6
	Fall 2019	6624	11340	1.7
	Fall 2020	3092	5839	1.9
	Fall 2021	3573	5814	1.6
	Fall 2022	5865	8567	1.5
Healthcare	Fall 2016	256	460	1.8
	Fall 2017	308	573	1.9
	Fall 2018	341	601	1.8
	Fall 2019	471	874	1.9
	Fall 2020	423	856	2.0
	Fall 2021	331	549	1.7
	Fall 2022	341	580	1.7

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Headcount is calculated based on unduplicated students from the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Continuing from Table 8.26

Program	Term	Headcount	Enrollments	Avg Load
High School Diploma/High School Equivalency and Basic Skills	Fall 2016	1603	3047	1.9
	Fall 2017	1828	3591	2.0
	Fall 2018	1545	2888	1.9
	Fall 2019	1265	2557	2.0
	Fall 2020	634	1948	3.1
	Fall 2021	730	1632	2.2
	Fall 2022	829	1777	2.1
Hospitality and Culinary Arts	Fall 2016	283	313	1.1
	Fall 2017	256	277	1.1
	Fall 2018	306	345	1.1
	Fall 2019	303	349	1.2
	Fall 2020	106	165	1.6
	Fall 2021	115	201	1.7
	Fall 2022	123	189	1.5
Information Technology	Fall 2016	611	969	1.6
	Fall 2017	522	991	1.9
	Fall 2018	530	895	1.7
	Fall 2019	585	985	1.7
	Fall 2020	470	893	1.9
	Fall 2021	475	928	2.0
	Fall 2022	535	952	1.8
Skilled and Technical Trades	Fall 2016	420	563	1.3
	Fall 2017	434	541	1.2
	Fall 2018	485	602	1.2
	Fall 2019	578	806	1.4
	Fall 2020	693	911	1.3
	Fall 2021	440	619	1.4
	Fall 2022	483	644	1.3

Source: SDCCD Data Information System

Note1. Cancelled, apprenticeship, and fee-only sections are excluded. Headcount is calculated based on unduplicated students from the number of Valid Enrollments (enrollments with Enrollment Status = "Enrolled" or (Enrollment Status = "Dropped" with more zero attendance hours).

Note2. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Table 49. FTES In-Person

	Fiscal Year										
Overall Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Automotive	271.56	313.78	316.48	437.16	0.00	0.00	156.79	214	-42%	52	---
Business and Accounting	511.62	453.99	357.68	279.03	0.00	2.94	39.33	235	-92%	14	---
Child Development	258.61	259.13	239.09	229.05	0.00	0.00	40.84	147	-84%	14	---
Clothing and Textiles	173.89	169.51	157.10	132.97	0.00	0.00	0.26	91	-100%	0	---
Digital Media and Programming	243.97	208.35	181.28	130.18	0.00	0.00	0.00	109	-100%	0	---
Disability Support Programs and Services	324.39	310.43	329.41	254.66	0.00	4.00	18.32	177	-94%	7	---
Emeritus (for age 55+)	1,217.99	1,234.68	1,202.37	1,104.10	0.00	9.26	147.53	702	-88%	52	---
English as a Second Language/Citizenship	3,638.75	3,253.58	2,708.66	2,362.07	0.00	128.43	1,103.15	1,885	-70%	411	---
Healthcare	146.40	187.29	217.32	151.09	0.00	0.00	38.45	106	-74%	13	---
High School Diploma/High School Equivalency and Basic Skills	560.60	559.02	463.01	285.32	0.00	0.00	0.00	267	-100%	0	---
Hospitality and Culinary Arts	155.15	127.90	171.97	179.92	0.00	0.00	1.14	91	-99%	0	---
Information Technology	210.03	182.81	183.10	165.15	0.00	0.00	0.00	106	-100%	0	---
Skilled and Technical Trades	365.23	350.10	353.40	433.01	0.00	2.22	191.51	242	-48%	65	---
Total	8,078.21	7,610.57	6,880.87	6,143.71	0.00	146.84	1,737.31	4,371.07	-78%	628.05	---

Source: SDCCD Data Information System

Note1. In-Person FTES correspond to On-Campus and Off-Campus classes.

Note2. Cancelled, apprenticeship, and fee-only sections are excluded.

Note3. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note4. Fiscal Years are reporting using July 1 as the starting point and June 30 as the ending point of the year. For example, Fiscal Year 2021/22 started on the July 1, 2021, and ended on June 30, 2022.

Note5. Data for FTES excludes F-Factor. FTES may not match fiscal/budget data provided for program review due to data reconciliation and/or different program exclusions.

Table 50. FTES Online

	Fiscal Year										
Overall Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Automotive	0.00	1.96	0.00	14.12	405.09	150.90	6.76	83	---	188	-98%
Business and Accounting	49.96	57.07	103.64	101.31	632.25	498.51	486.43	276	874%	539	-23%
Child Development	4.98	9.98	17.06	26.62	328.11	194.55	77.18	94	1,450%	200	-76%
Clothing and Textiles	0.00	0.00	0.00	0.00	130.46	79.64	28.53	34	---	80	-78%
Digital Media and Programming	118.31	94.41	91.92	86.63	488.33	444.40	453.46	254	283%	462	-7%
Disability Support Programs and Services	0.00	0.00	0.00	0.00	413.48	346.54	363.29	160	---	374	-12%
Emeritus (for age 55+)	59.10	98.63	147.85	280.31	1,821.54	1,764.35	1,150.96	760	1,847%	1,579	-37%
English as a Second Language/Citizenship	18.58	51.75	78.25	107.56	3,269.83	2,561.91	2,773.38	1,266	14,827%	2,868	-15%
Healthcare	0.00	0.00	0.00	15.26	297.17	155.23	58.68	75	---	170	-80%
High School Diploma/High School Equivalency and Basic Skills	0.00	0.00	8.76	9.70	578.00	821.77	829.74	321	---	743	44%
Hospitality and Culinary Arts	0.00	0.00	0.00	0.00	107.40	72.30	9.82	27	---	63	-91%
Information Technology	22.13	31.06	36.55	35.65	328.54	318.85	210.90	141	853%	286	-36%
Skilled and Technical Trades	0.00	0.00	0.00	24.95	424.54	85.48	0.00	76	---	170	-100%
Total	273.06	344.86	484.03	702.12	9,224.73	7,494.41	6,449.14	3,567.48	2,262%	7,722.76	-30%

Source: SDCCD Data Information System

Note1. Online FTES correspond to Asynchronous and Synchronous classes.

Note2. Cancelled, apprenticeship, and fee-only sections are excluded.

Note3. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note4. Fiscal Years are reporting using July 1 as the starting point and June 30 as the ending point of the year. For example, Fiscal Year 2021/22 started on the July 1, 2021, and ended on June 30, 2022.

Note5. Data for FTES excludes F-Factor. FTES may not match fiscal/budget data provided for program review due to data reconciliation and/or different program exclusions.

Table 51. FTES Partially Online

	Fiscal Year										
Overall Program	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Avg 16-23	%Change 16-23	Avg 20-23	%Change 20-23
Automotive	0.00	0.00	0.00	0.00	0.00	109.84	4.63	16	---	38	---
Business and Accounting	0.00	0.00	103.64	0.00	0.00	8.73	4.63	17	---	4	---
Child Development	0.00	0.00	17.06	0.00	0.00	22.53	70.77	16	---	31	---
Clothing and Textiles	0.00	0.00	0.00	0.00	0.00	25.46	61.48	12	---	29	---
Digital Media and Programming	0.00	0.00	91.92	0.00	0.00	18.66	44.72	22	---	21	---
Disability Support Programs and Services	0.00	0.00	0.00	0.00	0.00	57.89	79.40	20	---	46	---
Emeritus (for age 55+)	0.00	0.00	147.85	0.00	0.00	112.45	568.00	118	---	227	---
English as a Second Language/Citizenship	0.00	0.00	78.25	0.00	0.00	1,012.02	752.32	263	---	588	---
Healthcare	0.00	0.00	0.00	0.00	0.00	66.94	123.40	27	---	63	---
High School Diploma/High School Equivalency and Basic Skills	0.00	0.00	8.76	0.00	0.00	0.00	0.00	1	---	0	---
Hospitality and Culinary Arts	0.00	0.00	0.00	0.00	0.00	53.92	68.41	17	---	41	---
Information Technology	0.00	0.00	36.55	0.00	0.00	18.28	109.84	24	---	43	---
Skilled and Technical Trades	0.00	0.00	0.00	0.00	0.00	198.43	56.56	36	---	85	---
Total	0.00	0.00	484.03	0.00	0.00	1,705.13	1,944.16	590.48	---	1,216.43	---

Source: SDCCD Data Information System

Note1. Partially Online FTES correspond to Hybrid and Hyflex classes.

Note2. Cancelled, apprenticeship, and fee-only sections are excluded.

Note3. Data reported might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note4. Fiscal Years are reporting using July 1 as the starting point and June 30 as the ending point of the year. For example, Fiscal Year 2021/22 started on the July 1, 2021, and ended on June 30, 2022.

Note5. Data for FTES excludes F-Factor. FTES may not match fiscal/budget data provided for program review due to data reconciliation and/or different program exclusions.

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