SAN DIEGO CONTINUING EDUCATION
STUDENT AND COMMUNITY PROFILE
2016/17– 2019/20

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SAN DIEGO CONTINUING EDUCATION

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SDCE STUDENT **C**OMMUNITY **P**ROFILE

PREFACE: 2019/20 AND BEYOND IDENTIFIED STUDENT LEARNER NEEDS

The following needs were identified by SDCE stakeholders through two activities in reviewing student and community profile information: 1) a series of facilitated data-informed discussions hosted between May and August 2020, and 2) the outcomes of the 2019 Program Review process.

- The COVID-19 pandemic impacted SDCE and its students in multiple ways.
  - On March 19, 2020, California Governor Gavin Newson issued an immediate executive stay-at-home order. SDCE rapidly transitioned to online classes and remote work for all non-essential employees. This transition imposed a challenge to low-income students lacking the technology required to attend classes online. SDCE quickly responded to these needs through the Technology Access Program, advocacy for specialized funding, and direct-aid to students; however, the school will need to continue offering specialized support for students attending online classes.
  - Unemployment rates for San Diego County have hit historic highs making it ever more difficult for SDCE students to transition to the workforce and increasing student need to obtain short-term vocational training provided at SDCE. To address this issue, SDCE is developing support programs to provide job placement support which includes teaching students Zoom etiquette for virtual interviews, identifying and supporting retraining needs, and developing a tracking system for student job placement.
- Recent changes to the U.S. immigration policy have negatively impacted current and prospective SDCE students. These new policies have resulted in increased delays for both citizenship application and family petition processes, and have also instilled fear in students of jeopardizing immigration statuses, thereby making them reluctant to use public benefits. Programs with a strong representation of students with refugee and undocumented status (e.g., ESL, ABE/ASE, Digital Media, and Business and Accounting) have faced decreased enrollment as a consequence of this environment. SDCE will need to continue support programs to students that are currently being targeted by changes in the immigration policy. SDCE program supports include workshops and financial support for renewing Deferred Action for Childhood Arrivals (DACA), contact lists for immigration legal services providers, workshops with accredited immigration legal service organizations, and collaborations with the Student Equity department to create resources for teachers and students.
- SDCE student enrollment has been uncertain due to COVID-19. SDCE will need to continue implementing practices to increase efficiency in enrollment and increase student classroom retention, including for the eventual transition back to on-campus classes. Practices that have proven to be successful in the past include increasing offerings that align with market needs (e.g., Service Advisor program), offering evening classes for students that are employed (including for Emeritus programs), exploring alternative options to host classes when there is limited physical space (e.g.,

online, hybrid, and off-site offerings), executing outreach activities (e.g., radio talk shows), and creating partnerships (e.g., connecting with employers to offer ABE/ASE education to employees).

- SDCE will continue to maintain high quality instructional programs to support student success. On this note, practices that have proven to be effective will continue to be implemented. This includes developing relationships with students to facilitate identification and acknowledgement of student barriers; referring students to institutional support when needed; hiring instructors directly from the professional field; upgrading classroom equipment; fostering networking among students; converting larger certificate programs into smaller, more substantive ones to facilitate greater access; reviewing and revising curriculum frequently; developing on-site training programs; and encouraging employer presentations on campuses.

- To continue supporting student transition to credit colleges, SDCE continues to maintain collaboration efforts with the San Diego Community College District (SDCCD) credit colleges in order to streamline the credit by examination process. In addition, programs are working on improving communication channels between counseling departments from the noncredit and credit institutions.

HIGHLIGHTS

- SDCE 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. SDCE serves San Diego communities and neighborhoods through its five campus, two major facilities, and more than 110 offsite locations.

- 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 SDCE reorganized programs based on student pathways, and the number of programs increased from nine to 13.

- The institution's overall enrollment has declined over the last four years, 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.

- SDCE has served over 30,000 students annually during the last four years. Despite the enrollment reduction, SDCE'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

Overview of the School

San Diego Continuing Education (SDCE) has been providing adult education services to the city of San Diego for over a century, with 2014 marking its 100th 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 school 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. Today, SDCE serves over 30,000 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. SDCE is authorized to offer classes in all nine state-supported noncredit categories set forth in the California Education Code Section 84757(a). SDCE has 13 overarching programs organized by student pathway that are designed to enhance student income and employment potential, facilitate transition to further education, and encourage life-long learning:

- Automotive
- Business and Accounting
- Child Development
- DSPS

- Digital Media
- ESL (including Citizenship)
- Emeritus

- Fashion
- Healthcare
- ABE/ASE

- Hospitality and Culinary Arts
- Information Technology
- Skilled and Technical Trades

In Spring 2020, these programs, included 92 certificate programs in basic skills and career technical education areas, community education low-fee general interest classes, and customized contract training classes designed for the business sector.

History of SDCE

Figure 1.1: History of SDCE from 1914 to 2014
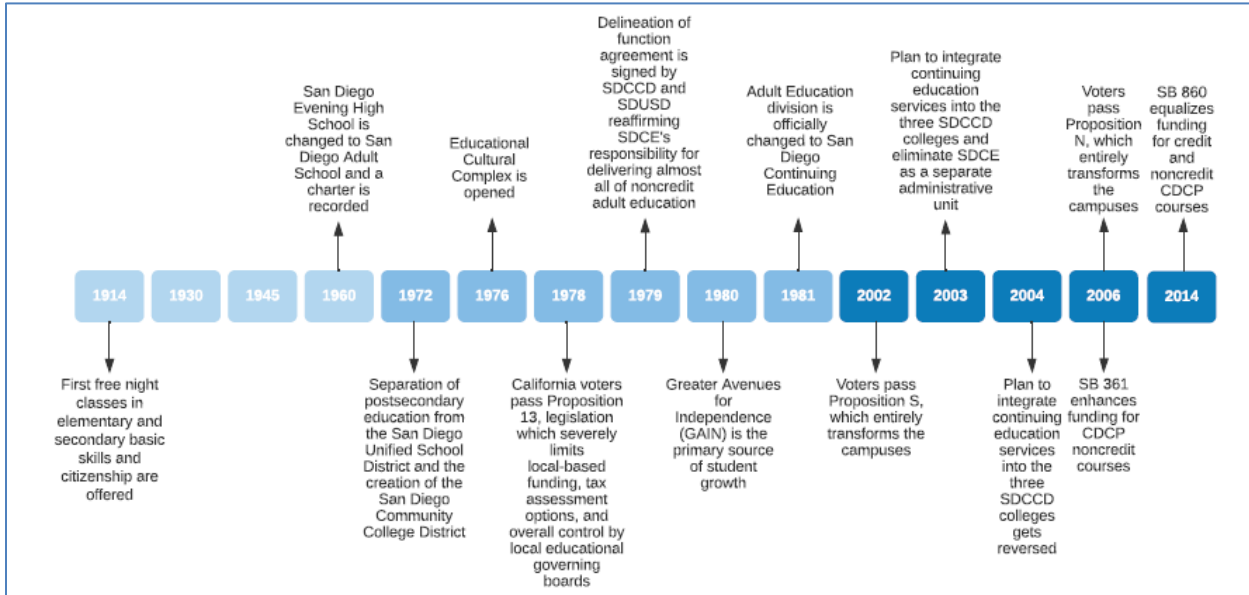
Location and Branches

SDCE has five campus locations, two satellite facilities located on SDCCD credit college campuses, and over 110 community and neighborhood locations across the City of San Diego. The five campus locations and two satellite facilities are:

- Educational Cultural Complex (ECC)
- Mid-City Campus
- West City Campus
- César E. Chávez Campus
- North City Campus

• Two major facilities located on SDCCD Mesa College and Miramar College campuses are also administered by the North City campus

Instructional Programs

SDCE is authorized to offer classes in all nine state-supported noncredit categories set forth in the California Education Code Section 84757(a). SDCE currently has 13 programs. In 2018/19 SDCE reorganized programs based on student pathways, and the number of programs increased from nine to 13:

- *Adult Basic Education / Adult Secondary Education (ABE/ASE)*
- *Automotive*
- *Business and Accounting*
- *Child Development*
- *Digital Media*
- *Disabled Students Programs & Services (DSPS)*
- *Emeritus*

- *English as a Second Language (ESL)*
- *Fashion*
- *Healthcare*
- *Hospitality and Culinary Arts*
- *Information Technology*
- *Skilled and Technical Trades*

Curriculum and Instruction

The SDCE 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 2016/17-2019/20, 41 new certificate programs were added in SDCE's instructional programs for a total of 94 certificate programs offered by spring 2020.

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:

1. Social Responsibility - SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication - SDCE students demonstrate effective communication skills.
3. Critical Thinking - SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development - SDCE 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.

STUDENT DEMOGRAPHICS

Since the Accreditation visit in 2016, SDCE has served over 30,000 students each year. This number refers to **unduplicated student headcount**. The following highlights the diverse SDCE student population between Fall 2016 and Fall 2019, unless otherwise noted.

Gender

In Fall 2019, women constituted the majority of our student population (66%), which has remained consistent over the past four years. The decrease in enrollment between Fall 2016 and Fall 2019 is comparable among both female and male students (10% and 15% decrease respectively; see table 1.1).

Ethnicity

The ethnic groups with the largest representation on average between Fall 2016 and Fall 2019 were Latino and White students (33% and 32% respectively). Asian/Pacific Islander students and African American students constituted 16% and 8% of the student population, on average. The ethnic breakdown indicates that about 60% of SDCE students are from historically underrepresented groups (see table 1.1).

Age

Between Fall 2016 and Fall 2019, the largest groups within SDCE have been students age 50 years or older (46%) and students between ages 30 and 39 years (20%). 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 percent; see table 1.1).

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 2019 at 5% (see table 1.1).

Table 1.1 Student demographics and basic information

	Fall 19		Average Fall 16-19	% Change Fall 16-19
Gender				
Female	14,235	66%	66%	-10%
Male	7,062	33%	33%	-15%
Non-Binary	*Masked*	*Masked*	---	---
Unreported	*Masked*	*Masked*	---	---
Ethnicity				
African American	1,584	7%	8%	-20%
American Indian	37	0%	0%	-46%
Asian/Pacific Islander	3,416	16%	16%	-7%
Filipino	642	3%	3%	11%
Latino	7,244	34%	33%	-10%
White	7,389	34%	32%	-3%
Other	427	2%	2%	5%
Unreported	725	3%	7%	-61%
Age Group				
Under 18	43	<1%	<1%	1,200%
18 – 24	1,987	9%	10%	-19%
25 – 29	1,932	9%	10%	-21%
30 – 39	4,093	19%	20%	-18%
40 – 49	2,965	14%	14%	-19%
50 and Older	10,444	49%	46%	-2%
Unreported	0	0%	0%	-100%
Disability Support Programs and Services				
Received Services	1,023	5%	5%	-11%
Did Not Receive Services	20,441	95%	95%	-11%
Total	**21,464**	**100%**	**100%**	**-11%**

Note1. Data from Non-binary were suppressed due to one or more groups showing a value of zero to nine; in order to accomplish this, the data from the next largest category, Unreported, has also been suppressed.
Note2. SDCCD is currently going through a migration process that affects its information system, therefore, Fall 19 data is still being validated and considered as preliminary data.
Note3. Previously reported individual data might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Income Level

On average, 49% of SDCE students reported an annual income of Under $5,000 between Fall 2016 and Fall 2018. In the upper bracket, on average 22% of students at SDCE and Districtwide reported earning $35,000 or more a year (see table 1.2).

Primary Language

Between 2016 and 2018, 36% of the SDCE student population on average reported that English was not their primary language, which is not surprising considering the large size of the SDCE ESL program (see table 1.2).

Area of Residence

Between Fall 2016 and Fall 2018, on average, 19% of students who attended SDCE resided within the West City or Mid-City service areas, 17% of students resided within the North City service area, 16% of students resided within the César Chávez service area, and 9% of students resided within the ECC service area. Twenty percent of students who attended SDCE resided outside the SDCCD service area (see table 1.2).

Educational Objective

Students come to SDCE for varied reasons. Between Fall 2016 and Fall 2018, approximately one quarter of the population (27%) selected basic skills improvement as their educational objective. Other frequently cited educational objectives were educational development (22%) and new career preparation (14%). About one fifth of the SDCE students had not set their goals (18%; see table 1.2).

Prior Education Level

Between Fall 2016 to Fall 2018, 42% of the SDCE student population on average reported they had earned an AA/AS or higher degree, 30% had not earned a degree, and over one quarter had never attended college (27%; see table 1.2).

Day, Evening, and Online Attendance

Between Fall 2016 and Fall 2018, 65% of the students attended daytime courses exclusively. Less than one quarter only attended evening courses (19%). The percentage of students who took evening courses exclusively decreased by 12% in this timeframe. The percentage of students who took online courses exclusively increased by 121%. Students taking a combination of online and on-campus classes increased 55% due to a greater variety of class offerings, including an increasing number of online hybrid classes (see table 1.2).

Table 1.2 Student demographics and basic information

	Fall 18		Average Fall 2016-2018	% Change Fall 2016-2018
Income Level				
Under $5,000	11,458	50%	49%	-3%
$5,000 - $9,999	1,073	5%	5%	-10%
$10,000 - $14,999	1,684	7%	8%	-13%
$15,000 - $24,999	2,084	9%	10%	-16%
$25,000 - $34,999	1,439	6%	6%	-7%
$35,000 or More	5,200	23%	22%	-1%
Unreported	13	0%	0%	-41%
Primary Language				
English	14,849	65%	64%	-2%
Other than English	7,954	35%	36%	-12%
Unreported	148	1%	0%	469%
Area of Residence				
Cesar Chavez	3,675	16%	16%	-7%
ECC	2,070	9%	9%	-7%
Mid-City	4,181	18%	19%	-12%
North City	4,004	17%	17%	-1%
West City	4,226	18%	19%	-11%
Outside Service Area	4,795	21%	20%	6%
Educational Objective				
4 Yr College Student	0	0%	0%	---
Basic Skills Improvement	6,086	27%	27%	-10%
Certificate/License Maintenance	230	1%	1%	8%
Current Job/Career Advancement	1,237	5%	6%	-14%
Educational Development	4,988	22%	22%	-6%
HS Diploma/GED Certificate	1,087	5%	5%	-13%
New Career Preparation	3,175	14%	14%	-3%
Non-Credit to Credit Transition	86	0%	0%	16%
Voc Cert/Degree w/out Transfer	1,453	6%	6%	-6%
Undecided	4,349	19%	18%	2%
Unreported	260	1%	1%	143%
Prior Education				
BA/BS Degree or Higher	7,786	34%	32%	2%
AA/AS Degree	2,315	10%	10%	-3%
No Degree	6,749	29%	30%	-11%
Never Attended College	6,101	27%	27%	-8%
Day, Evening and Online Status				
Day Only	14,581	64%	65%	-8%
Evening Only	4,236	18%	19%	-12%
Day/Evening	1,645	7%	8%	-18%
On-Campus/Online	1,868	8%	6%	55%
Online Only	621	3%	2%	121%
Total	**22,951**	**100%**	**100%**	**-5%**

Note. Fall 19 data for the variables above was not available due to SDCCD's current data system migration.

Enrollment

SDCE totaled over 102,000 enrollments in the 2019/20 academic year. This count reflects the fact that many students enroll in multiple classes and often in more than one program. Table 1.3 describes the total enrollment for each program area between the 2016/17 and 2019/20 academic years. Emeritus is the highest enrolled program with 30,767 student enrollments in 2019/2020, followed by ESL (30,121) and Business and Accounting (8,998). Over the period of four years between 2016/17 and 2019/20, the Automotive and Hospitality and Culinary Arts programs experienced the greatest increase in student enrollment (77% and 56%, respectively) while Business and Accounting and Digital Media experienced the greatest decrease (49% and 43%, respectively).

FTES

FTES (Full Time Equivalent Students) data are critical in considering program size as this number drives the budget for our institution. On average, over the 2016/17 – 2018/19 period, the ESL program generated the largest amount of FTES at 41% of the total FTES, followed by Emeritus at 17% of the total FTES (see table 1.3).

Sections

Between 2016/17 and 2019/20, the number of sections offered by SDCE decreased 1% (see table 1.3). The programs with the largest increase within SDCE were Automotive (86%), Skilled and Technical Trades (82%), ABE/ASE (47% increase), Fashion (23%), and Healthcare (67%). Conversely, the programs with the largest decrease were Digital Media (-32%), and Business and Accounting (-25 percent; see table 1.3).

Table 1.3: FTES, Enrollments, and Sections by Program

Overall Program	Enrollments			FTES			Sections		
	2019/20	Average 16/17-19/20	% Change 16/17-19/20	Fiscal Year 2018/19	Average 16/17-18/19	% Change 16/17-18/19	2019/20	Average 16/17-19/20	% Change 16/17-19/20
ABE/ASE	6,761	7%	-26%	472	7%	-16%	1,152	20%	47%
Automotive	2,140	1%	77%	316	4%	17%	91	1%	86%
Business and Accounting	8,998	12%	-49%	455	6%	-19%	872	23%	-25%
Child Development	6,316	5%	21%	255	3%	-3%	196	4%	23%
Digital Media	3,395	4%	-43%	268	4%	-26%	155	4%	-32%
DSPS	3,331	4%	-29%	329	4%	2%	98	3%	-18%
Emeritus	30,767	28%	-6%	1,342	17%	5%	815	19%	-12%
ESL	30,121	31%	-30%	2,782	41%	-24%	710	16%	-15%
Fashion	2,650	2%	-8%	157	2%	-10%	102	2%	23%
Healthcare	1,824	1%	56%	217	2%	48%	87	1%	67%
Hospitality and Culinary Arts	967	1%	14%	172	2%	11%	33	1%	-21%
Information Technology	2,688	2%	-12%	218	3%	-6%	132	3%	-8%
Skilled and Technical Trades	2,338	2%	40%	353	5%	-3%	171	3%	82%
Total/Average	**102,296**	**100%**	**-21%**	**7,338**	**100%**	**-12%**	**4,614**	**100%**	**-1%**

Note1. SDCCD is currently going through a migration process that affects its information system. Due to this, FTES 2019/20 data is unavailable; and FTES 2018/19, Enrollments 2019/20 and Sections 2019/20 data are considered preliminary.
Note2. Previously reported individual data might vary due to regular database updates, which may occur when accessing data across multiple points in time.
Note3. Enrollments and Sections data are being reported by Academic Years while FTES are being reported by Fiscal Year.

Typical Class Size and Student Load

Overall, there were approximately 21 students per classroom in 2018/19. Over the last three years, students enrolled in an average of one to two courses per semester (see Table 1.4). Typical load for the students is different across programs.

Table 1.4 SDCE Student Load

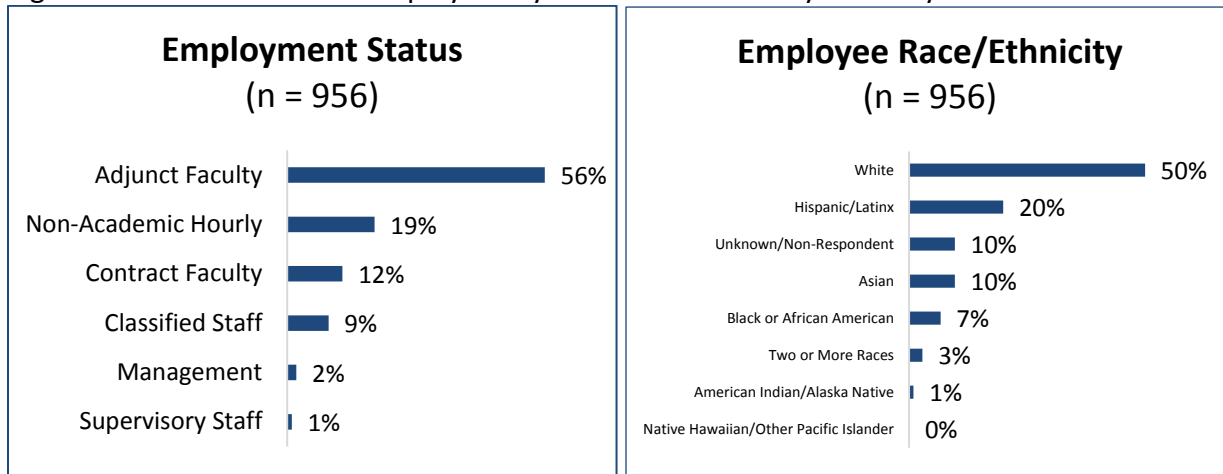| Term	Headcount	Enrollments	Average Load
Fall 2016	24,240	43,004	1.8
Fall 2017	23,444	41,080	1.8
Fall 2018	22,951	40,122	1.7
Fall 2019	21,464	37,983	1.8
Total/Average	**92,099**	**162,189**	**1.8**

Note1. SDCCD is currently going through a migration process that affects its information system. Due to this, Headcount and Enrollments Fall 2019 data is considered preliminary.
Note2. Previously reported individual data might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Administrative and Teaching Staff

Over 900 full and part-time administrative and instructional staff were employed at SDCE in June 2019. Over half of SDCE employees were adjunct faculty (56%), followed by nonacademic hourly (19%), contract faculty (12%), and classified professional staff (9%). Management and supervisory staff constituted the smallest portions of SDCE employees at 2% and 1% respectively. In 2019/20, the greatest ethnic composition of the SDCE workforce were White and Latino employees (50% and 20%, respectively), followed by Asian and African American employees (10% and 7%, respectively).

Figure 1.2: SDCE June 2019 Employees by Classification and by Ethnicity

Employment Status
(n = 956)

Adjunct Faculty	56%
Non-Academic Hourly	19%
Contract Faculty	12%
Classified Staff	9%
Management	2%
Supervisory Staff	1%

Employee Race/Ethnicity
(n = 956)

White	50%
Hispanic/Latinx	20%
Unknown/Non-Respondent	10%
Asian	10%
Black or African American	7%
Two or More Races	3%
American Indian/Alaska Native	1%
Native Hawaiian/Other Pacific Islander	0%

COMUNITY INFORMATION

Geographic Area

SDCE 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. SDCE serves the following San Diego communities and neighborhoods through its campus and offsite locations:

• 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 1.3 SDCE Service Areas
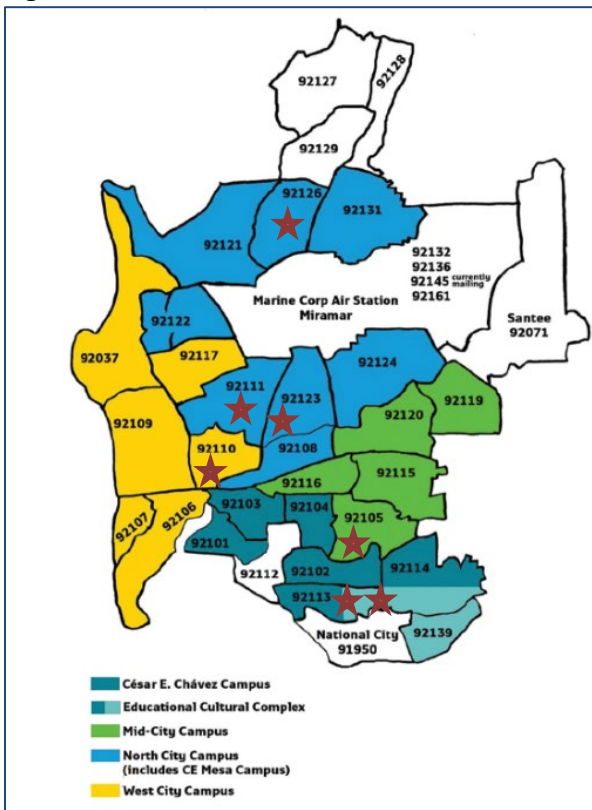
Population Characteristics

The San Diego region has been in a growth mode for the past nine years (U.S. Census Bureau, n.d.). In 2019, the population of the city of San Diego was 1,423,851, while the population of San Diego County was 3,338,330. Between 2010 and 2019, the population percentage growth for the city of San Diego was 9.4%, higher than the growth rates for San Diego County (7.8%), California (6.1%), and the United States (6.3%; see table 1.5).

San Diego is historically a mix of high and low income earners. San Diego County median household income in the 2014-2018 period was $74,855; higher in comparison with California and the U.S. ($71,228 and $60,293, respectively). Still, one tenth of San Diego's population lives in poverty (11.5%; U.S. Census Bureau, n.d.).

Like the rest of California, San Diego attracts many immigrants. In 2018, foreign-born persons comprised 26.3% of the city's population. In comparison percentages were 23.4% for San Diego County, 26.9% for California, and 13.5% across the nation . Consequently, a high percentage of the population of the city of San Diego (40.7%) speaks a language other than English at home. This percentage is higher than the percentage for San Diego County (37.7%), although not as high as the overall percentage for California (44.1%; U.S. Census Bureau, n.d.)).

Education is important for the residents of San Diego: 87.9% of the population age 25 or older attains at least high school graduation, surpassing the percentages for the county (87.1%), the state (82.9%), and the nation (87.7%).

Table 1.5 Local, State, and U.S. Population Characteristics (US Census Bureau)

Characteristics	San Diego City	San Diego County	California	United States
July 1, 2019 estimates	1,423,851	3,338,330	39,512,223	328,239,523
Population percentage change April 1, 2010 to July 1, 2019	9.4%	7.8%	6.1%	6.3%
Median household income (in 2018 dollars), 2014-2018	$75,456	$74,855	$71,228	$60,293
Persons in poverty, percent	13.8%	11.5%	12.8%	11.8%
Foreign born persons, percent, 2014-2018	26.3%	23.4%	26.9%	13.5%
Language other than English spoken at home, percent of persons age 5+ years 2014-2018	40.7%	37.7%	44.1%	21.5%
High school graduate or higher, percent of persons age 25+, 2014-2018	87.9%	87.1%	82.9%	87.7%

Note. Estimates for persons in poverty are not comparable to 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 $675,000 in March 2020. 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 3,370,418 to 3,449,997 at a rate of change of 2.4% between 2020 and 2025. This rate is slightly lower than the state's rate of projected growth of 2.6% (California Department of Finance, 2020).

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 March 2019, the not-seasonally-adjusted unemployment rate in San Diego County was 15.2%. This compares with the rate of 16.0% for California during the same period (California Employment Development Department, 2020).

According to the California Employment Development Department San Diego Projections Highlights, "Industry employment, which includes self-employment, unpaid family workers, private household workers, farm, and nonfarm employment in San Diego County, is expected to reach 1,675,600 by 2024, an increase of 15.4% over the 10-year projection period" between 2014 and 2024 (California Employment Development Department, 2016, first paragraph).

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 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).

STUDENT LEARNING DATA

SDCE 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.

Fall-to-Spring Retention

Fall-to-spring retention is a widely recognized indicator of student success in post-secondary credit education (see table 1.6). While not formally defined at SDCE, fall-to-spring retention refers to the percentage of students who attend at least one SDCE fall term course for one or more hours, and who attend at least one SDCE course for one or more hours the following spring term. Between 2016/17 and 2019/20, fall-to-spring retention remained within the range of 55% and 56%. Note that retention rates at SDCE 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 1.6 SDCE 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	21,464	11,800	55%
Total	**92,099**	**51,097**	**55%**

Note1. SDCCD is currently going through a migration process that affects its information system. Due to this, Headcount and Enrollments 2019/20 data is considered preliminary.

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

Types of Certificates Awarded

SDCE 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, which are listed on each certificate. A certificate of program completion is awarded to students who have completed competencies of an entire program of study.

Course Completions

Course and program completion data, the predominant measures of student success in post-secondary education, are compiled by SDCE regularly and represented as a count (see table 1.7). Between 2016/17 and 2018/19, the number of course awards granted by SDCE decreased 8%, which is less than the 12% decrease in student FTES. Programs that reflected increases in the number of awards conferred were: Child Development (175%), Healthcare (60%), Fashion (20%), Automotive (12%), and Hospitality and Culinary Arts (7%).

Program Awards

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, those same adults, and others in the region, often attain that improved employment situation and forego their education goals in favor of employment.

Between 2016/17 and 2018/19, the number of program awards granted decreased by 1%, which again is lower than the overall decrease in the student population (see table 1.7).

Table 1.7 SDCE Course and Program Awards

Overall Program	Course Awards			Program Awards		
	2018/19	Average 16/17-18/19	% Change 16/17-18/19	2018/19	Average 16/17-18/19	% Change 16/17-18/19
ABE/ASE	48	0%	---	70	4%	-43%
Automotive	444	6%	12%	105	5%	11%
Business and Accounting	1,345	21%	-24%	541	22%	49%
Child Development	504	5%	175%	52	1%	5100%
Digital Media	279	5%	-19%	203	10%	-1%
DSPS	0	---	---	0	---	---
Emeritus	0	---	---	0	---	---
ESL	1,853	32%	-28%	527	33%	-40%
Fashion	530	7%	20%	42	2%	83%
Healthcare	788	9%	60%	225	6%	156%
Hospitality and Culinary Arts	225	3%	7%	89	4%	20%
Information Technology	335	4%	-8%	190	6%	202%
Skilled and Technical Trades	424	7%	-32%	65	7%	-68%
Total/Average	**6,775**	**100%**	**-8%**	**2,109**	**100%**	**-1%**

Note1. SDCCD is currently going through a migration process that affects its information system. Due to this, Awards 2019/20 data is unavailable.
Note2. Previously reported individual data might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Transition to College

Three credit colleges: City College, Mesa College, and Miramar College, along with SDCE, form the SDCCD. Preparing students for transition to college is, therefore, an important goal of many SDCE programs, helped by the fact that two major SDCE facilities: CE Mesa and CE Miramar, are located on the campuses of Mesa College and Miramar College. From 2016/17 to 2018/19, a total of 4,336 of SDCE students transitioned to SDCCD credit colleges, with the greatest number of students transitioning to City College and Mesa College (1,770 and 1,708, respectively; see table 1.8).

Table 1.8: Student Transition to SDCCD Credit Colleges

College	2016/17	2017/18	2018/19
SD City College	658	540	572
SD Mesa College	587	601	520
SD Miramar College	440	465	435
All SDCCD Colleges	**1,514**	**1,454**	**1,368**

ESL Promotion Data

The number of ESL course completion awards decreased between 2016/17 and 2018/19 from 2,574 to 1,853. ESL program awards also decreased for the last two years (see table 1.9).

Table 1.9 ESL Program and Course Awards

ESL Completion Awards	2016/17	2017/18	2018/19	Total 16/17-18/19	Difference 16/17-18/19	% Change 16/17-18/9
Course Awards	2,574	2,445	1,853	3,116	6,872	-721
Program Awards	884	715	527	144	2,126	-357

Note1. SDCCD is currently going through a migration process that affects its information system. Due to this, Awards 2019/20 data is unavailable.
Note2. Previously reported individual data might vary due to regular database updates, which may occur when accessing data across multiple points in time.

ESL/ABE/ASE CASAS Benchmark Data

During the last three years, due to transition from paper to online testing, implementing the administration of pretest during student placement and registration session, and expanding testing to include the Summer semester, the number of students who were administered the CASAS test increased significantly. As a result, despite of the drops in enrollment for ESL and ABE/ASE in that timeframe, the programs were able to maintain the NRS level gains in comparable numbers (see table 1.10).

Table 1.10 CASAS Benchmark Data

	Participants	Students with Paired Scores	Completed NRS Educational Level
ABE			
2016/17	501	381	201
2017/18	556	324	151
2018/19	742	367	182
ASE			
2016/17	346	212	135
2017/18	974	465	297
2018/19	1,369	375	279
ESL			
2016/17	7,601	5,501	2,899
2017/18	9,559	5,768	2,987
2018/19	10,388	5,468	2,641

High School Diploma Awards

The number of High School diplomas issued decreased by 54% between 2016/17 and 2018/19 (from 123 to 57; see table 1.11), partly due to a decrease in enrollments. However, the decline can also be attributed to HSDP students' need for, and ability to find jobs.

Table 1.11 High School Diploma Awards

Certificate	2016/17	2017/18	2018/19	Total 16/17-18/19	Difference 16/17-18/19	% Change 16/17-18/19
High School Diploma	123	92	57	272	-66	-54%

Note1. SDCCD is currently going through a migration process that affects its information system. Due to this, Awards 2019/20 data is unavailable.
Note2. Previously reported individual data might vary due to regular database updates, which may occur when accessing data across multiple points in time.

GED Pass Rates

SDCE hosts a GED/HiSET testing center at SDCE's West City Campus, where people can take a GED or a HiSET test regardless of being an SDCE student. People taking either of these tests are not required to provide information regarding their educational institution; therefore, results data are not available for reporting purposes.

Licensing Exam Pass Rates

SDCE 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 were students take these licensing exams (see Table 1.12).

Table 1.12 SDCE programs and related to Licensing/Certification tests

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)
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 Continuing Education, Healthcare Program, *Nurse Assistant Certification Examination Results* [Internal Report].

Job Placement Rates

Student transition to the workforce is measured through the Career Technical Education Outcomes survey (CTEOS), which is a statewide survey administered on an annual basis by the California Community Colleges Chancellor's Office (CCCCO). Among those who responded between 2017 and 2019, an increasing percentage of SDCE students secured a job closely related to their program of study (60% to 64%, respectively; see Table 1.13). The percentage of students who spent three or fewer months finding a job also increased from 58% to 70%.

Table 1.13 Job Placement rates

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

Online School Program and Course Description

Between 2016/17 and 2019/20, SDCE enrollments for the online mode of instruction increased by 365%, as more hybrid (on-campus and online) courses were created and offered (see table 1.14). In March 2020, SDCE responded to the COVID-19 pandemic by transitioning all of its classes to an online format.

Table 1.14 Semester-to-Semester Enrollments On-Campus and Online

Format	2016/17	2017/18	2018/19	2019/20	Difference 16-20	% Change 16-20
Distance Education	5,818	7,378	10,052	27,074	21,256	365%
On-Campus	123,330	115,800	108,482	75,222	-48,108	-39%
Total	**129,148**	**123,178**	**118,534**	**102,296**	**-26,852**	**-21%**

Note1. SDCCD is currently going through a migration process that affects its information system. Due to this, Enrollment 2019/20 data is considered preliminary.
Note2. Previously reported individual data might vary due to regular database updates, which may occur when accessing data across multiple points in time.

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