

SAN DIEGO CONTINUING EDUCATION STUDENT AND COMMUNITY PROFILE 2016/17 – 2018/19

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SDCE STUDENT COMMUNITY PROFILE

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 three 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.
- In 2018/19, SDCE served over 37,000 students each year. Despite the enrollment reduction, SDCE's student composition has remained relatively constant during the last three years.
- 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

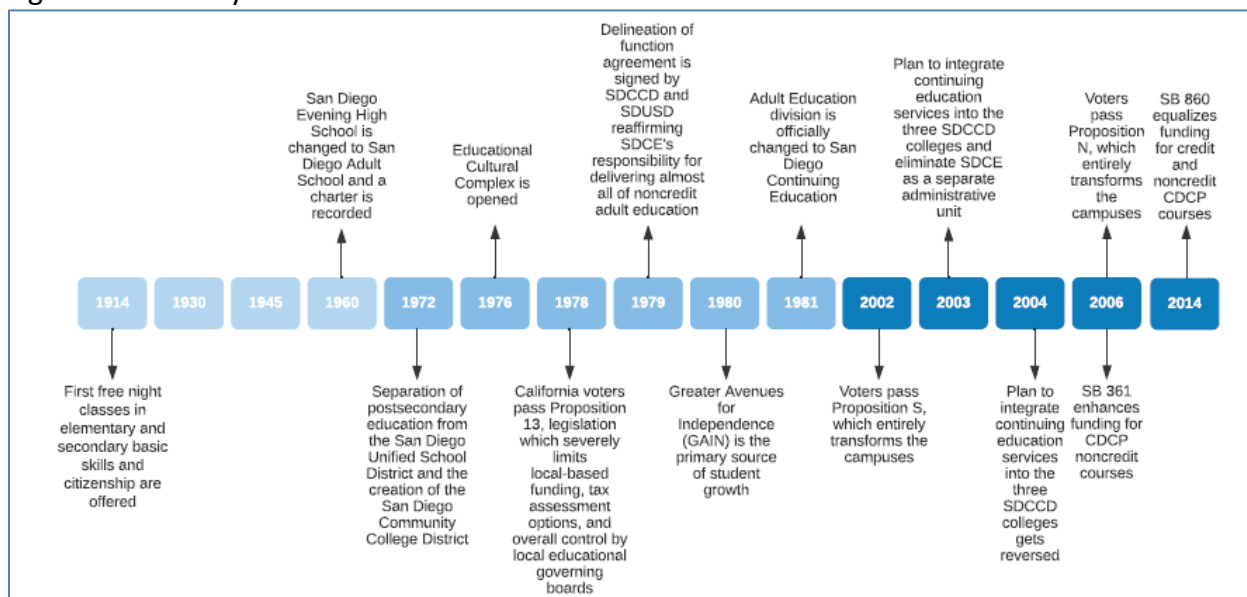
Overview of the School

San Diego Continuing Education (SDCE) has been providing adult education services to the city of San Diego for over a century, with the year 2014 marking its 100th anniversary. Originally a part of the San Diego Unified School District (SDUSD), 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, as well as a major educational provider for underserved, underemployed, displaced, and disenfranchised adults in San Diego. Today, SDCE serves over 37,000 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 provides programs designed

to enhance student income and employment potential and facilitate transition to further education, including 88 certificate programs in basic skills and career technical education areas (as of Spring 2019), 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 2016/17-2018/19, 15 new certificate programs were added in SDCE's instructional programs for a total of 88 certificate programs offered by spring 2019.

Student Learning Outcomes (SLOs)

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.

In Spring 2019, SDCE began the implementation of the Campus Labs Outcomes and Assessment Module. This module will be active by Spring 2021, and it will serve as a repository for SLO data, allowing programs and departments to collect, track and share student outcomes and assessment data.

STUDENT DEMOGRAPHICS

Since the Accreditation visit in 2016, SDCE has served over 37,000 students each year. This number refers to **unduplicated student headcount**. The following highlights the diverse SDCE student population between Fall 2016 and Fall 2018.

Gender

In Fall 2018, women constituted the majority of our student population (67%), which has remained consistent over the past three years. The decrease in enrollment between Fall 2016 and Fall 2018 was comparable among both female and male students (4% and 9% decrease respectively; see table 1.1).

Ethnicity

The ethnic groups with the largest representation on average between Fall 2016 and Fall 2018 were Latino and White (33% and 32% respectively). Asian/Pacific Islander students constituted 16% of the student population. The ethnic breakdown indicates that about 60% of SDCE students are from historically underrepresented groups and these rates have been stable during the past several years (see table 1.1).

Age

Between Fall 2016 and Fall 2018, the largest groups within SDCE were students age 50 or more years (46%) and students between ages 30 and 39 (20%). Conversely, the smallest groups were students age under 18 years (0%), 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 2018 at five percent (see table 1.1).

Income Level

On average, 47% of SDCE students reported an annual income of \$0-2,999 between Fall 2016 and Fall 2018. In the upper bracket, 23% of students at SDCE and Districtwide reported earning \$33,000 or more a year (see table 1.1).

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 1.1).

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 1.1).

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 percent; see table 1.1).

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 percent; see table 1.1).

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 percent. 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 1.1).

Table 1.1 Student demographics and basic information

	Fall 18		Avg Fall 2016-2018	% Change Fall 2016-2018
Gender				
Female	15,274	67%	66%	-4%
Male	7,564	33%	34%	-9%
Unreported	113	0%	0%	391%
Ethnicity				
African American	1,753	8%	8%	-12%
American Indian	54	0%	0%	-21%
Asian/Pacific Islander	3,630	16%	16%	-1%
Filipino	591	3%	2%	3%
Latino	7,520	33%	33%	-7%
White	7,309	32%	32%	-4%
Other	389	2%	2%	-4%
Unreported	1,705	7%	8%	-8%
Age				
Under 18	5	0%	0%	67%
18 - 24	2,183	10%	10%	-11%
25 - 29	2,113	9%	10%	-13%
30 - 39	4,430	19%	20%	-12%
40 - 49	3,377	15%	15%	-8%
50 and >	10,843	47%	46%	2%
Unreported	0	0%	0%	-100%
Disability Support Programs and Services				
Received Services	1,143	5%	5%	-1%
Did Not Receive Services	21,808	95%	95%	-6%
Income Level				
\$0 to \$2,999	10,921	48%	47%	-4%
\$3,000 to \$5,999	726	3%	3%	6%
\$6,000 to \$9,999	884	4%	4%	-9%
\$10,000 to \$14,999	1,684	7%	8%	-13%
\$15,000 to \$20,999	1,470	6%	7%	-18%
\$21,000 to \$26,999	955	4%	4%	-11%
\$27,000 to \$32,999	944	4%	4%	-5%
\$33,000 +	5,354	23%	23%	-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%
Total	22,951	100%	100%	-5%

Table 1.1 (continued) Student demographics and basic information

	Fall 18		Avg Fall 2016-2018	% Change Fall 2016- 2018
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%

STUDENTS IN ATTENDANCE

Enrollment

SDCE totaled over 118,000 enrollments in the 2018/19 academic year. This count reflects the fact that many students enroll in multiple classes and often in more than one program. Table 1.2 describes the total enrollment for each program area between the 2016/17 and 2018/19 academic years. ESL is the highest enrolled program with 35,287 student enrollments in 2018/2019, followed by Emeritus (34,876) and Business and Accounting (13,118). Over the period of three years between 2016/17 and 2018/19, the Automotive and Healthcare programs experienced the greatest increase in student enrollment (53% and 37%, respectively) while Business and Accounting and Digital Media experienced the greatest decrease (26% and 21%, 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 three years, 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 1.2).

Sections

Between 2016/17 and 2018/19, the number of sections offered by SDCE decreased 5% (see table 1.2). The programs with the largest increase within SDCE were Automotive (43%), Healthcare (33%), Skilled and Technical Trades (30%), and ABE/ASE (14% increase). Conversely, the programs with the largest decrease were Hospitality and Culinary Arts (-31%), ESL (-24%), and Digital Media (-20 percent; see table 1.2).

Table 1.2: FTES, Enrollments, and Sections by Program

Overall Program	Enrollments			FTES			Sections		
	2018/19	Avg 2016-2018	% Change 2016-2018	2018/19	Avg 2016-2018	% Change 2016-2018	2018/19	Avg 2016-2018	% Change 2016-2018
ABE/ASE	7,866	7%	-14%	497	7%	-10%	892	18%	14%
Automotive	1,845	1%	53%	344	4%	30%	70	1%	43%
Business and Accounting	13,118	12%	-26%	474	7%	-16%	1,023	24%	-12%
Child Development	5,674	4%	8%	260	3%	-2%	156	3%	-3%
Digital Media	4,694	4%	-21%	278	4%	-23%	183	5%	-20%
DSPS	4,946	4%	6%	345	4%	6%	132	3%	10%
Emeritus	34,876	27%	7%	1,412	17%	10%	903	20%	-2%
ESL	35,287	32%	-18%	2,831	41%	-23%	638	16%	-24%
Fashion	2,696	2%	-7%	167	2%	-4%	88	2%	6%
Graphics	0	0%	---	0	0%	---	0	0%	---
Healthcare	1,604	1%	37%	218	2%	48%	69	1%	33%
Hospitality and Culinary Arts	910	1%	7%	177	2%	13%	29	1%	-31%
Information Technology	3,175	2%	4%	226	3%	-5%	121	3%	-15%
Skilled and Technical Trades	1,843	1%	11%	380	5%	5%	122	2%	30%
Total	118,534	100%	-8%	7,610	100%	-9%	4,426	100%	-5%

Typical Class Size

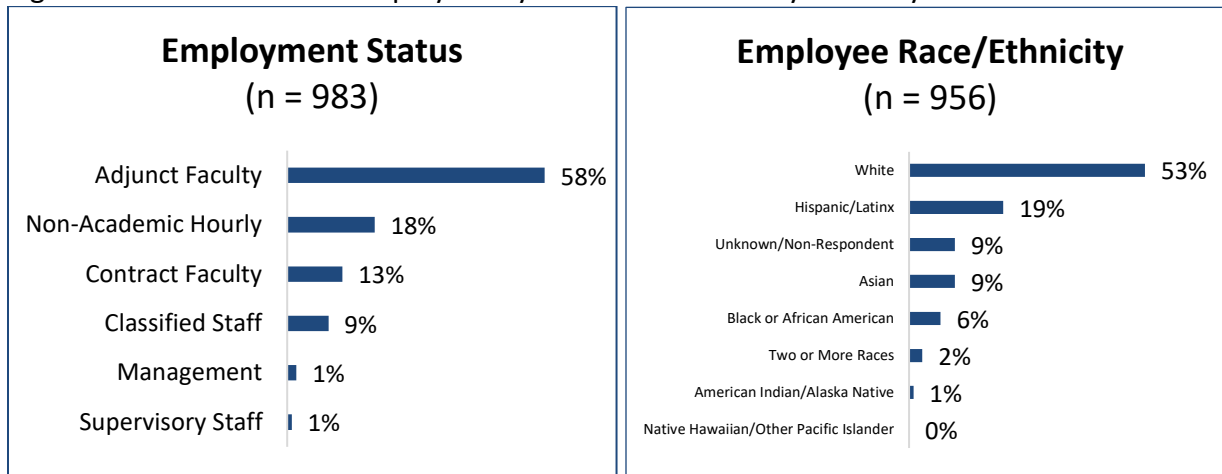
There were approximately 21 students per classroom in 2018/19.

Administrative and Teaching Staff

Over 900 full and part-time administrative and instructional staff were employed at SDCE in Fall 2018. Over half of SDCE employees were adjunct faculty (58%), followed by nonacademic hourly (18%), contract faculty (13%), and classified staff (9%). Management and supervisory staff constituted the smallest proportions of SDCE employees at 1% and 1% respectively.

The ethnic breakdown showed that White employees comprised 53% of the total employee population, followed by Latino employees (19%). Asian employees and African American employees constituted 9% and 6%, respectively, of the SDCE workforce. Employees with two or more races, American India/Alaskan Native, and Native Hawaiian/Other Pacific Islander, represented 2%, 1%, and 0%, respectively (see figure 1.2).

Figure 1.2: SDCE Fall 2018 Employees by Classification and by Ethnicity



Typical Student Load

Over the last three years, students enrolled in an average of one to two courses per semester (see table 1.3). Typical load for the students is different across programs.

Table 1.3 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
Total/Average	121,562	210,885	1.7

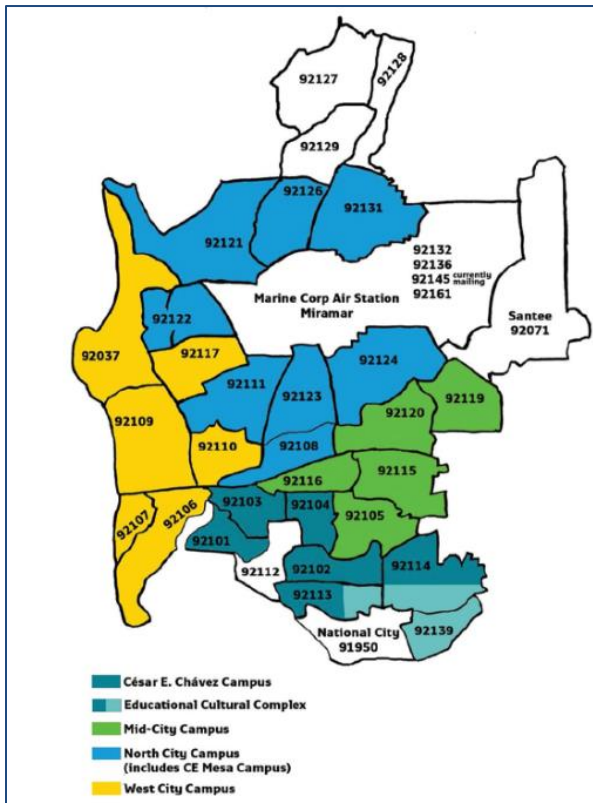
COMMUNITY INFORMATION

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 2018, the population of the city of San Diego was 1,425,976, while the population of San Diego County was 3,343,364. Between 2010 and 2018, the population percentage growth for the city of San Diego was 9.5 percent, higher than the growth rates for San Diego County (8.0%), California (6.2%), and the United States (6.0 percent; see table 1.4).

Like the rest of California, San Diego attracts many immigrants. In 2018, foreign-born persons comprised as much as 26.3% of the city’s population. For comparison, for San Diego County, California, and the United States, those percentages were 23.4%, 26.9%, and 13.5%, respectively. 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%).

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

Characteristics	San Diego City	San Diego County	California	United States
July 1, 2018 estimates	1,425,976	3,343,364	39,557,045	327,167,430
Population percentage change April 1, 2010 to July 1, 2018	9.5%	8.0%	6.2%	6.0%
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%

Unemployment rates

In March 2019, the not-seasonally-adjusted unemployment rate in San Diego County was 3.6 percent. This compares with the rate of 4.6% for California during the same period (California Employment Development Department, 2019)

Median Home Prices

The median price of existing single-family detached homes sold in San Diego County was \$653,800 in March 2019. 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 3,357,442 to 3,431,809 at a rate of change of 2.2% between 2019 and 2024. This rate is slightly lower than the state's rate of projected growth of 2.5 percent (California Department of Finance, 2020).

Labor Market in San Diego County

As the population in San Diego County is projected to increase, employment is on track to increase as well. 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, its popular weather and tourism attracts workers and supports industry sectors such as convention center and tourism, higher education, defense, and health care.

It is 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.

San Diego Job Growth Projections

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); and individuals with a Bachelor's degree including 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 1.5). 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.

Table 1.5 SDCE Student Fall-to-Spring Retention

Academic Year	Fall	Spring	Retention Rate
2016/17	24,240	13,374	55%
2017/18	23,444	13,168	56%
2018/19	22,951	12,755	56%
Total/Avg	121,562	67,244	55%

Types of Certificates Awarded

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

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

A Certificate of Program Completion is awarded to students who have completed competencies of an entire program of study. 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. The specific competencies are listed on each certificate. Issuance of both program and course level certificates is reported to state and federal agencies.

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 1.6). Between 2016/17 and 2018/19, the number of course awards granted by SDCE decreased 11 percent, which is largely

aligned with the 8% and 9% decrease in student enrollments and FTES, respectively. Programs that that reflected increases in the number of awards conferred were: Child Development (171%), Healthcare (59%), Fashion (16%), Automotive (10%), and Hospitality and Culinary Arts (1%).

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 and success 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 one percent (see table 1.6)

Table 1.6 SDCE Course and Program Awards

Overall Program	Course Awards			Program Awards		
	2018/19	Avg 2016-2018	% Change 2016-2018	2018/19	Avg 2016-2018	% Change 2016-2018
ABE/ASE	48	0%	---	13	0%	---
Automotive	444	6%	10%	105	5%	11%
Business and Accounting	1,346	22%	-29%	541	23%	38%
Child Development	504	5%	171%	52	1%	940%
Digital Media	279	5%	-23%	204	11%	-1%
ESL	1,855	32%	-28%	527	33%	-40%
Fashion	530	7%	16%	42	2%	2%
Graphics	0	0%	---	0	0%	---
Healthcare	788	9%	59%	225	7%	156%
Hospitality and Culinary Arts	225	3%	1%	89	4%	-12%
Information Technology	335	5%	-9%	190	6%	202%
Skilled and Technical Trades	424	7%	-33%	65	7%	-68%
Total	6,778	100%	-11%	2,053	100%	-1%

Transitions to College

Three credit colleges: City College, Mesa College, and Miramar College, along with SDCE, form the San Diego Community College District. 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, respectively. From 2016-2017 to 2018-2019, a total of 4,336 of SDCE students transitioned to SDCCD credit colleges, with the greatest number of students transitioning to City College (1,770; see table 1.7).

Table 1.7: 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 2,577 to 1,855. ESL program awards also decreased for the last two years (see table 1.8).

Table 1.8 ESL Program and course awards

ESL Completion Awards	2016/17	2017/18	2018/19	Total 2016-2018	Difference 2016-2018	% Change 2016-2018
ESL Course Awards	2,577	2,445	1,855	11,101	124	7%
ESL Program Awards	885	716	527	3,414	91	21%

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, in spite of the 18% drop in enrollment for ESL and 14% drop in enrollment for ABE/ASE in 2018-2019 compared to the average of 2016-2018, the programs were able to maintain the NRS level gains in comparable numbers (see table 1.9).

Table 1.9 CASAS Benchmark Data

	# of Participants	# of Students with Scored	Students Paired	Completed Educational Level	NRS
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 during by 61% between 2016/17 and 2018/19 (from 148 to 57; see table 1.10).

Table 1.10 High School Diploma Awards

Certificate	2016/17	2017/18	2018/19	Total 2016-2018	Difference 2016-2018	% Change 2016-2018
High School Diploma	148	123	57	328	-91	-61%

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 where students take these licensing exams (see Table 1.11).

Table 1.11 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

Job Placement Rates

According to the Santa Rosa Junior College website for the CTEOS survey, the CTEOS survey is a statewide survey administered on an annual basis by the Chancellor’s Office “to assess the employment outcomes of students who have participated in career technical education (CTE) coursework at California Community Colleges” (2020, “CTEOS Survey Home” section). Among survey respondents, an increasing percentage of students secured a job closely related to their program of study between 2018 and 2019 (60% in 2018 and 64% in 2019) (see table 1.12). The percentage of students who spent three or less months finding a job also increased from 58% to 70% between 2017 and 2019.

Table 1.12 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 2018/19, SDCE enrollments for the online mode of instruction increased by 73%, as more hybrid (on-campus and online) courses were created and offered (see table 1.13). Online classes are offered in the Emeritus, Digital Media, Child Development, ESL, Business and Accounting, Information Technology, and ABE/ASE programs.

Table 1.13 Semester-to-Semester Enrollments On-Campus and Online

Format	2016/17	2017/18	2018/19	Difference 2016-2018	% Change 2016-2018
Distance Education	5,818	7,378	10,052	4,234	73%
On Campus	123,330	115,800	108,482	-14,848	-12%
Total	129,148	123,178	118,534	-10,614	-8%

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