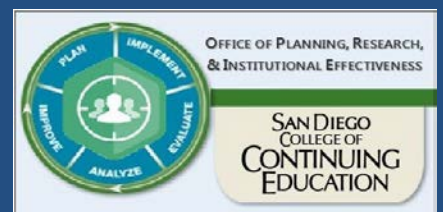


SAN DIEGO COLLEGE OF CONTINUING EDUCATION STUDENT AND COMMUNITY PROFILE 2016/17–2020/21

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CONTENTS

SDCCE Student Community Profile..... 4

PREFACE: 2020/21 AND BEYOND IDENTIFIED STUDENT LEARNER NEEDS..... 4

CHALLENGES AND OPPORTUNITIES 5

HIGHLIGHTS 10

GENERAL SCHOOL INFORMATION..... 10

 Overview of the School 10

 History of SDCCE..... 11

 Location and Branches 12

 Instructional Programs 12

 Curriculum and Instruction..... 12

 Student Learning Outcomes (SLOs)..... 12

STUDENT DEMOGRAPHICS 13

 Gender 13

 Ethnicity 13

 Age 13

 Disability Support Programs and Services (DSPS) 13

 Income Level..... 13

 Primary Language 15

 Area of Residence 15

 Educational Objective..... 15

 Prior Education Level..... 15

 Day, Evening, and Online Attendance 15

STUDENTS IN ATTENDANCE 16

 Enrollment 16

FTES 17

Sections 17

Typical Class Size and Student Load 18

Administrative and Teaching Staff 18

COMMUNITY INFORMATION 19

 Geographic Area 19

 Population Characteristics..... 20

 Median Home Prices 20

 Anticipated Demographic Changes 21

 Labor Market in San Diego County and Job Growth 21

STUDENT LEARNING DATA 22

 Fall-to-Spring Retention 22

 Course and Program Awards..... 22

 Transition to College..... 23

 ESL/ABE/ASE CASAS Benchmark Data 24

 ESL Promotion Data..... 25

 High School Diploma Awards 25

 GED Pass Rates 25

 Licensing Exam Pass Rates..... 25

 Job Placement Rates..... 26

 Online School Program and Course Description 26

APPENDIX A. PLANNING CONVERSATIONS 27

APPENDIX B. DATA-INFORMED DISCUSSIONS WITH MANAGERS 28

APPENDIX C. PROGRAM REVIEW PROCESS 29

REFERENCES 30

SDCCE STUDENT COMMUNITY PROFILE

PREFACE: 2020/21 AND BEYOND IDENTIFIED STUDENT LEARNER NEEDS

- The effects from the COVID-19 pandemic continue to have an impact on SDCCE and its students in multiple ways.
 - On March 19, 2020, California Governor Gavin Newsom issued an immediate executive stay-at-home order. SDCCE 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. SDCCE 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.
 - Despite SDCCE's efforts to support students' transition to an online environment, student enrollment decreased substantially between 2020 and 2021. SDCCE will need to continue implementing practices to increase efficiency in enrollment and increase student classroom retention. 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).
- SDCCE 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, SDCCE 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.

CHALLENGES AND OPPORTUNITIES

The following challenges and opportunities were identified by SDCCE stakeholders through three activities facilitated by the Planning, Research, and Institutional Effectiveness Office: 1) a series of facilitated planning conversations hosted in May 2021, 2) a series of facilitated data-informed discussions hosted between June and September 2021, and 3) the outcomes from the 2021 Program Review process (see appendixes A, B, and C for more details about these activities).

Table 1 Student demographics and basic information

Note 1. C# - Challenges identified; O# - Opportunities identified; S# - Strategies identified; ISG# - Institutional Strategic Goals in the SDCCE Strategic Plan for 2022 – 2032.

Note 2. The combination of opportunities and challenges allowed the development of strategies that informed Strategic Planning discussions during 2021.

CHALLENGES	OPPORTUNITIES	STRATEGIES
<p>C1 - California’s population growth rate has been in decline (Public Policy Institute of California [PPIC], 2021), which has shrunk the pool of potential students SDCCE can access, including high school graduates that would be candidates to join SDCCE’s CTE programs.</p> <p>C2 – A more competitive landscape with various two-year and four-year credit institutions offering micro credentials, stackable credentials, and more programs that vie with noncredit (Hanover Research, 2020).</p>	<p>O1 - Engage with untapped populations by identifying members of the community SDCCE has not served (e.g., potential students interested in pathways that were recently created or are in development).</p> <p>O2 - Identify members of the community that SDCCE has served before, and may be able to serve again, through new offerings (e.g., work-gearred emeritus offerings).</p> <p>O3 - Develop and implement marketing and promotional campaigns that support enrollment management and increase awareness in the community about SDCCE programs that support industry and employment.</p> <p>O4 - Build external partnerships and visibility within the community through off-campus events and advisory meetings.</p>	<p>S1 – Overcome C1 and C2 leveraging O1, O2, O3, and O4.</p> <p>ISG1 - Grow enrollment to support our community and meet district targets.</p>

<p>C3 - Increased cost of living and lack of affordable housing in the San Diego region in comparison to other metro areas in the country (Urban Land Institute [ULI], 2021). This phenomenon forces potential students and enrolled students to migrate out of the region.</p>	<p>O4 - Build external partnerships and visibility within the community through off-campus events and advisory meetings.</p> <p>O5 - Leverage existing community partnerships and build new partnerships to connect students with external services using a soft handoff to ensure SDCCE students do not get lost in cross-agency processes or communication.</p>	<p>S2 – Overcome C3 leveraging O4 and O5.</p> <p>ISG5 - Enhance internal and external partnerships.</p>
<p>C3 - Increased cost of living and lack of affordable housing in the San Diego region in comparison to other metro areas in the country (ULI, 2021). This phenomenon forces potential students and enrolled students to migrate out of the region.</p>	<p>O6 - Develop new instructional pathways that are job-resilient and ensure students job entry at or above living wage.</p>	<p>S3 – Overcome C3 leveraging O6.</p> <p>ISG2 - Enhance the student experience and clarify student pathways.</p>
<p>C4 – Limited digital literacy and access to technology, including devices and broadband (San Diego College of Continuing Education [SDCCE], 2021).</p> <p>C5 - Reduced student interest in attending in-person classes due to health concerns and anxiety related to the COVID-19 pandemic (SDCCE, 2021).</p> <p>C6 - Transportation system constraints prevent students from accessing education and job opportunities across the region (ULI, 2021).</p>	<p>O7 - Continue supporting digital equity through funding efforts and by leveraging community partnerships.</p> <p>O8 - Equitize and standardize student services protocols to reduce barriers for marginalized communities.</p> <p>O9 - Continue to consider diversity of our student population in decision-making about enrollment processes, schedule and modality of course offerings, and curriculum</p>	<p>S4 – Overcome C4, C5, and C6 leveraging O7, O8, and O9.</p> <p>ISG3 - Cultivate a culture of diversity, equity, inclusion and anti-racism.</p>

<p>C2 – A more competitive landscape with various two-year and four-year credit institutions offering micro credentials, stackable credentials, and more programs that vie with noncredit (Hanover Research, 2020).</p> <p>C7 - Limited student knowledge about the work environments for jobs in their program of interest (Hanover Research, 2020). This situation increases the likelihood of dropping at later stages of in the student journey and taking jobs in fields that are not closely related to their program of study.</p>	<p>O6 - Develop new instructional pathways that are job-resilient and provide students job entry at or above San Diego’s living wage.</p> <p>O10 - Maintain, update, and create new curriculum using the highest educational standards and in alignment with industry and community needs.</p> <p>O11 - Ensure program offerings are competitive for students that already have certain job skills.</p> <p>O12 - Expand industry advisory boards to inform curriculum development and strengthen partnerships that result in work-based learning opportunities in or out of the classroom.</p>	<p>S5 – Overcome C2 and C7 leveraging O6, O10, O11, and O12.</p> <p>ISG2 - Enhance the student experience and clarify student pathways.</p>
<p>C4 – Limited digital literacy and access to technology, including devices and broadband (San Diego College of Continuing Education [SDCCE], 2021).</p> <p>C5 - Reduced student interest in attending in-person classes due to health concerns and anxiety related to the COVID-19 pandemic (SDCCE, 2021).</p>	<p>O13 – Continue incorporating the variables class modality, day, and time into enrollment management work.</p> <p>O14 - Determine the instructional modalities (on campus, hyflex, hybrid, fully online) that best support student access and success.</p>	<p>S6 – Overcome C4 and C5 leveraging O13 and O14.</p> <p>ISG1 - Grow enrollment to support our community and meet district targets.</p>
<p>C6 - Transportation system constraints prevent students from accessing education and job opportunities across the region (ULI, 2021).</p>	<p>O15 - Consider student transportation constraints during enrollment management work.</p>	<p>S7 – Overcome C6 leveraging O15 and O16.</p> <p>ISG3 - Cultivate a culture of diversity, equity, inclusion and anti-racism.</p>

	O16 - Keep up-to-date on improvements to the transportation infrastructure in San Diego that may impact students' commute to different campuses and job locations.	
C7 - Limited student knowledge about the work environments for jobs in their program of interest (Hanover Research, 2020). This situation increases the likelihood of dropping at later stages of in the student journey and taking jobs in fields that are not closely related to their program of study.	O17 - Develop supports that inform students about the work environment and job skills needed in their pathways of interest.	S8 – Overcome C7 leveraging O17. ISG2 - Enhance the student experience and clarify student pathways.
C8- Internal communication challenges manifested in the form of reduced participation in public forums, group activities or committee work. More actions around increased communication and collaboration could be taken up, especially in the long-term and cross-departmentally (SDCCE, 2021).	O18 - Improve internal communication by developing systems to ensure units are aware of each other's efforts to support the student journey, reducing redundancy of efforts and maximizing impact. O19 - Develop structures to facilitate interdisciplinary, interdepartmental, and institutional collaboration for student success. O20 - Foster cross departmental discussions and collaboration to support a strategic resource and efforts distribution by developing cross departmental collaboration frameworks. O21 - Develop internal communication infrastructure that includes an internal communication assessment, plan development and execution, and re-assessment.	S9 – Overcome C8 leveraging O18, O19, O20, and O21. ISG4 - Strengthen our commitment to students and employees by promoting internal communication and using data to inform decisions and professional development opportunities.

<p>C9 - Limited ability to track student performance and act on it quickly to prevent students from dropping classes (SDCCE, 2021).</p>	<p>O22 – Increase communication channels to between students and student services.</p> <p>O23 - Expand infrastructure to increase use and sharing of student outcomes data for program planning and resource allocation, including information to support equity, enrollment management, retention, completion, and transition.</p>	<p>S10 – Overcome C9 leveraging O22 and O23.</p> <p>ISG4 - Strengthen our commitment to students and employees by promoting internal communication and using data to inform decisions and professional development opportunities.</p>
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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.
- 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

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

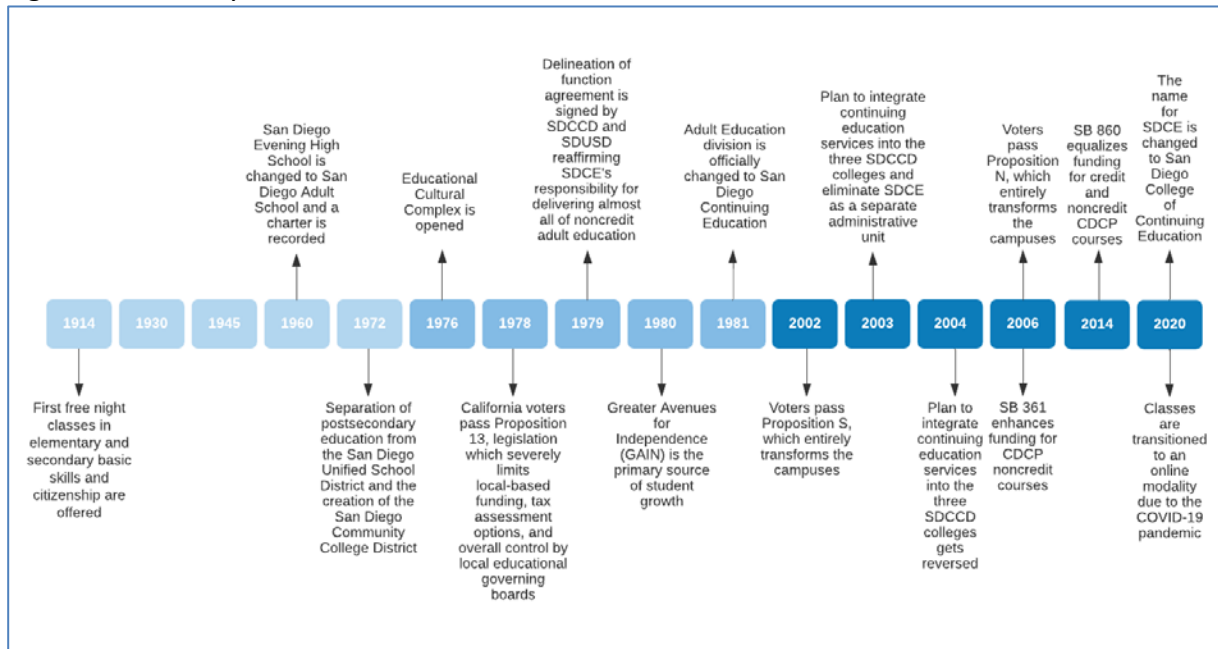
SDCCE has 13 overarching programs organized by [student pathway](#) that are designed to enhance student income and employment potential, facilitate transition to further education, and encourage life-long learning:

- *Automotive*
- *Business and Accounting*
- *Child Development*
- *Clothing and Textiles*
- *Digital Media and Programming*
- *Disability Support Programs and Services*
- *Emeritus (for age 55+)*
- *English as a Second Language/Citizenship*
- *Healthcare*
- *High School Diploma/High School Equivalency and Basic Skills*
- *Hospitality and Culinary Arts*
- *Information Technology*
- *Skilled and Technical Trades*

By the end of Fall 2021, these programs, included 93 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 SDCCE

Figure 1.1: History of SDCCE from 1914 to 2014



Location and Branches

SDCCE has five campus locations, two satellite facilities located on SDCCD credit college campuses. The five campus locations and two satellite facilities are:

- Educational Cultural Complex (ECC) Two major facilities located on SDCCD
- Mid-City Campus Mesa College and Miramar College campuses
- West City Campus are also administered by the North City campus
- César E. Chávez Campus
- North City Campus

Instructional Programs

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

- *Automotive*
- *Business and Accounting*
- *Child Development*
- *Clothing and Textiles*
- *Digital Media and Programming*
- *Disability Support Programs and Services*
- *Emeritus (for age 55+)*
- *English as a Second Language/Citizenship*
- *Healthcare*
- *High School Diploma/High School Equivalency and Basic Skills*
- *Hospitality and Culinary Arts*
- *Information Technology*
- *Skilled and Technical Trades*

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 - 2020/21, 42 new certificate programs were added in SDCCE's instructional programs for a total of 93 certificate programs offered by Fall 2021.

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 - SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication - SDCCE students demonstrate effective communication skills.
3. Critical Thinking - SDCCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. 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.

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 2020, unless otherwise noted.

Gender

In Fall 2020, women constituted the majority of our student population (69%), which has remained fairly consistent over the past five years. The decrease in enrollment between Fall 2016 and Fall 2020 is comparable among both female and male students (52% and 60% decrease respectively; see Table 2.1).

Ethnicity

The ethnic groups with the largest representation on average between Fall 2016 and Fall 2020 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 SDCCE students are from historically underrepresented groups (see Table 2.1).

Age

Between Fall 2016 and Fall 2020, the largest groups within SDCCE 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 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 2020 at 5% (see Table 2.1).

Income Level

On average, 46% of SDCCE students reported an annual income of under \$5,000 between Fall 2016 and Fall 2020. In the upper bracket, on average 23% of students at SDCCE and Districtwide reported earning \$35,000 or more a year (see Table 2.1).

Table 2.1 Student demographics and basic information

	Fall 20		Average Fall 16-20	% Change Fall 16-20
Gender				
Female	7,558	69%	67%	-52%
Male	3,307	30%	33%	-60%
Non-Binary	<i>Masked</i>	<i>Masked</i>	---	---
Unreported	<i>Masked</i>	<i>Masked</i>	---	---
Ethnicity				
African American	745	7%	8%	-62%
American Indian	16	0%	0%	-76%
Asian/Pacific Islander	1,699	16%	16%	-54%
Filipino	373	3%	3%	-35%
Latino	3,588	33%	33%	-56%
White	3,449	32%	32%	-55%
Other	250	2%	2%	-38%
Unreported	796	7%	7%	-57%
Age Group				
Under 18	<i>Masked</i>	<i>Masked</i>	---	---
18 - 24	892	8%	10%	-64%
25 - 29	1,075	10%	10%	-56%
30 - 39	2,593	24%	20%	-48%
40 - 49	1,852	17%	15%	-49%
50 and Older	4,495	41%	46%	-58%
Unreported	<i>Masked</i>	<i>Masked</i>	---	---
Disability Support Programs and Services				
Received Services	554	5%	5%	-52%
Did Not Receive Services	10,362	95%	95%	-55%
Income Level				
Under \$5,000	3,434	31%	46%	-71%
\$5,000 - \$9,999	569	5%	5%	-52%
\$10,000 - \$14,999	629	6%	7%	-68%
\$15,000 - \$24,999	957	9%	9%	-61%
\$25,000 - \$34,999	749	7%	6%	-52%
\$35,000 or More	3,222	30%	23%	-39%
Unreported	1,356	12%	4%	6,064%
Total	10,916	100%	100%	-55%

Note1. Data refers to the student headcount for SDCCE students (unduplicated enrollment).

Note2. Data from Non-binary and Under 18 students 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.

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

Note4. 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 2020/21.

Source: SDCCD Information System (data as of 12/06/21).

Primary Language

Between 2016 and 2018, 36% of the SDCCE student population on average reported that English was not their primary language, which is not surprising considering the large size of the SDCCE ESL program (see Table 2.2).

Area of Residence

Between Fall 2016 and Fall 2018, on average, 19% of students who attended SDCCE 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 SDCCE resided outside the SDCCD service area (see Table 2.2).

Educational Objective

Students come to SDCCE 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 SDCCE students had not set their goals (18%; see Table 2.2).

Prior Education Level

Between Fall 2016 to Fall 2018, 42% of the SDCCE 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 2.2).

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 2.2).

Table 2.2 Student demographics and basic information

	Fall 18		Average Fall 2016- 2018	% Change Fall 2016- 2018
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 2020 data for the variables above was not available due to SDCCD's current data system migration.

Source: SDCCD Information System (data as of 12/06/21).

STUDENTS IN ATTENDANCE

Enrollment

SDCCE totaled over 62,000 enrollments in the 2020/21 academic year. This count reflects the fact that many students enroll in multiple classes and often in more than one program. Table 2.3 describes the total enrollment for each program area between the 2016/17 and 2020/21 academic years. Emeritus is the highest enrolled

program with 17,628 student enrollments in 2020/2021, followed by ESL (13,790) and Business and Accounting (7,049). Over the period of five years between 2016/17 and 2020/21, the Healthcare and Automotive programs experienced the greatest increase in student enrollment (55% and 42%, respectively) while ESL and Business and Accounting experienced the greatest decrease (68% and 60%, 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 – 2020/21 period, the ESL program generated the largest amount of FTES at 39% of the total FTES, followed by Emeritus at 18% of the total FTES (see Table 2.3).

Sections

Between 2016/17 and 2020/21, the number of sections offered by SDCCE decreased 60% (see Table 2.3). The programs with the largest increase within SDCCE were Healthcare (42%), Skilled and Technical Trades (37%), and Automotive (27%). Conversely, the programs with the largest decrease were High School Diploma (-81%), and Business and Accounting (-79 percent; see Table 2.3).

Table 2.3: FTES, Enrollments, and Sections by Program

Overall Program	Enrollments			FTES			Sections		
	2020/21	Avg 16-21	% Change 16-21	2020/21	Avg 16-21	% Change 16-21	2020/21	Avg 16-21	% Change 16-21
Automotive	1,713	1%	42%	391	4%	49%	62	2%	27%
Business and Accounting	7,049	11%	-60%	376	6%	14%	245	22%	-79%
Child Development	2,371	4%	-55%	261	3%	25%	91	4%	-43%
Clothing and Textiles	1,354	2%	-53%	134	2%	-24%	41	2%	-51%
Digital Media and Programming	4,323	4%	-27%	207	4%	39%	138	5%	-39%
Disability Support Programs and Services	2,302	4%	-51%	263	4%	31%	67	3%	-44%
Emeritus (for age 55+)	17,628	27%	-46%	1,359	18%	42%	408	20%	-56%
English as a Second Language/Citizenship	13,790	29%	-68%	2,616	39%	-11%	357	16%	-57%
Healthcare	1,812	1%	55%	173	3%	108%	74	2%	42%
High School Diploma/High School Equivalency and Basic Skills	4,650	7%	-49%	366	6%	4%	151	19%	-81%
Hospitality and Culinary Arts	822	1%	-3%	181	2%	-15%	37	1%	-12%
Information Technology	2,209	3%	-28%	196	3%	42%	76	3%	-47%
Skilled and Technical Trades	2,330	2%	40%	444	5%	22%	129	3%	37%
Total/Average	62,062	100%	-52%	6,968	100%	11%	1,876	100%	-60%

Note1. Previously reported individual data might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Note2. Enrollments and Sections data are being reported by Academic Years while FTES are being reported by Fiscal Year.

Note3. FTES data for 2019/20 and 2020/21 is still preliminary. Please note that while most of the FTES for 2019/20 and prior years belong to on-campus classes, most of the FTES for 2020/21 belong to online classes. Due to the different apportionment systems for these modalities, caution is advised in interpreting trends for FTES.

Source: SDCCD Information System (data as of 12/06/21).

Typical Class Size and Student Load

Over the last five years, students enrolled in an average of one to two courses per semester (see Table 2.4). Typical load for the students is different across programs.

Table 2.4 SDCCE Student Load

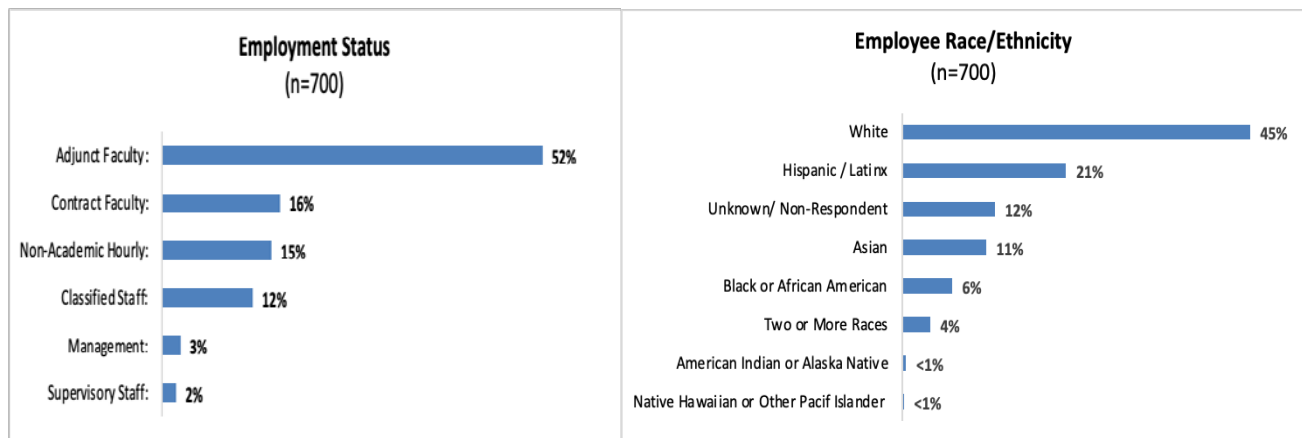
Term	Headcount	Enrollments	Average Load
Fall 2016	24,240	43,004	1.8
Fall 2017	23,444	41,080	1.8
Fall 2018	22,951	40,122	1.7
Fall 2019	21,450	37,959	1.8
Fall 2020	10,915	25,205	2.3
Total/Average	103,000	187,370	1.8

Note1. 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

700 full and part-time administrative and instructional staff were employed at SDCE in June 2021. Over half of SDCE employees were adjunct faculty (52%), followed by contract faculty (16%) nonacademic hourly (15%), and classified professional staff (12%). Management and supervisory staff constituted the smallest portions of SDCE employees at 3% and 2% respectively. In 2020/21, the greatest ethnic composition of the SDCE workforce were White and Hispanic/ Latinx (45% and 21%, respectively), followed by Asian and Black of African American employees (11% and 6%, respectively).

Figure 1.2: SDCE June 2021 Employees by Classification and by Ethnicity



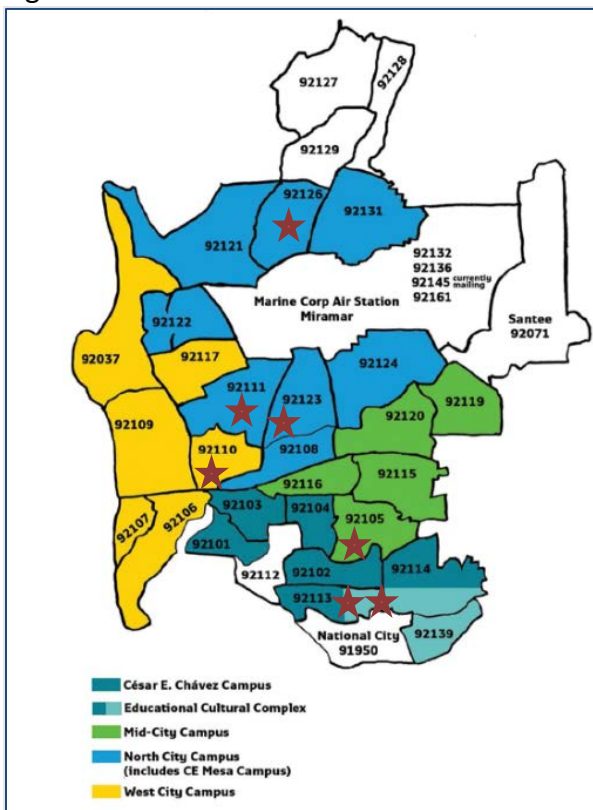
COMMUNITY INFORMATION

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:

- 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 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.). In April 2020 the population of the city of San Diego was 1,386,932, while the population of San Diego County was 3,298,634. Between 2010 and 2020, the population percentage growth for the city of San Diego was 6.5%, San Diego County (6.6%), California (6.1%), and the United States (7.3%; see table 1.5).

San Diego is historically a mix of high and low income earners. San Diego County median household income in the 2015-2019 period was \$78,980; higher in comparison with California and the U.S. (\$75,235 and \$62,843, respectively). Still, one tenth of San Diego’s population lives in poverty (10.3%; U.S. Census Bureau, n.d.).

Like the rest of California, San Diego attracts many immigrants. In 2019, foreign-born persons comprised 26.1% of the city’s population. In comparison, percentages were 23.4% for San Diego County, 26.8% for California, and 13.6% across the nation. Consequently, a high percentage of the population of the city of San Diego (40.5%) speaks a language other than English at home. This percentage is higher than the percentage for San Diego County (37.6%), although not as high as the overall percentage for California (44.2%; U.S. Census Bureau, n.d.).

Education is important for the residents of San Diego: 88.1% of the population age 25 or older attains at least high school graduation, surpassing the percentages for the county (87.4%), the state (83.3%), and the nation (88.0%).

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

Characteristics	San Diego City	San Diego County	California	United States
April 1, 2020	1,386,932	3,298,634	39,538,223	331,449,281
Population percentage change April 1, 2010 to April 1, 2020	6.5%	6.6%	6.1%	7.3%
Median household income (in 2019 dollars), 2015-2019	\$79,673	\$78,980	\$75,235	\$62,843
Persons in poverty, percent, 2015-2019	12.8%	10.3%	11.8%	10.5%
Foreign born persons, percent, 2015-2019	26.1%	23.4%	26.8%	13.6%
Language other than English spoken at home, percent of persons age 5+ years 2015-2019	40.5%	37.6%	44.2%	21.6%
High school graduate or higher, percent of persons age 25+, 2015-2019	88.1%	87.4%	83.3%	88.0%

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 \$851,000 in May 2021. 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 3,384,144 to 3,467,530 at a rate of change of 2.4% between 2021 and 2026. This rate is slightly lower than the state’s rate of projected growth of 2.6% (California Department of Finance, 2021).

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 2020, the not-seasonally-adjusted unemployment rate in San Diego County was 9.2%. This compares with the rate of 10.1% for California during the same period (California Employment Development Department, 2021a).

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 1,710,600 by 2028, an increase of 7.2% over the ten-year projection period” between 2018 and 2028 (California Employment Development Department, 2021b).

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).

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.

Fall-to-Spring Retention

Fall-to-spring retention is a widely recognized indicator of student success in post-secondary credit education (see Table 2.6). 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 2020/21, fall-to-spring retention remained within the range of 55% and 63%. 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 2.6 SDCCE 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	21,450	11,795	55%
2020/21	10,915	6,863	63%
Total	103,000	57,955	56%

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.

Source. SDCCE Information System (data as of 12/06/21).

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.

Course and program completion data, the predominant measures of student success in post-secondary education, are compiled by SDCCE regularly and represented as a count (see Table 2.7). Between 2016/17 and 2020/21, the number of course awards granted by SDCCE increased by 73%. Programs that reflected the highest increase in the number of awards conferred were: Digital Media and Programming (407%), Child Development (374%), Information Technology (174%), Hospitality and Culinary Arts (133%), and Healthcare (119%). Between 2016/17 and 2020/21, the number of program awards granted decreased by 27%, which again is lower than the overall decrease in the student population (see Table 2.7).

Table 2.7 SDCCE Course and Program Awards

Overall Program	Course Awards			Program Awards		
	2020/21	Avg 16-21	% Change 16-21	2020/21	Avg 16-21	% Change 16-21
Automotive	780	6%	77%	115	5%	5%
Business and Accounting	2,070	21%	64%	350	23%	-4%
Child Development	806	6%	374%	49	3%	3,680%
Clothing and Textiles	585	6%	24%	39	2%	-24%
Digital Media and Programming	975	8%	407%	151	11%	18%
Disability Support Programs and Services	0	---	---	0	---	---
Emeritus (for age 55+)	0	---	---	0	---	---
English as a Second Language/Citizenship	3,221	27%	-10%	83	23%	-95%
Healthcare	730	8%	119%	124	7%	82%
High School Diploma/High School Equivalency and Basic Skills	454	2%	---	113	6%	-35%
Hospitality and Culinary Arts	302	3%	133%	67	4%	-39%
Information Technology	1,040	6%	174%	182	7%	151%
Skilled and Technical Trades	910	7%	34%	145	8%	-16%
Total/Average	11,873	100%	73%	1,418	100%	-27%

Note1. Previously reported individual data might vary due to regular database updates, which may occur when accessing data across multiple points in time.

Source. SDCCE Information System (data as of 12/06/21)

Transition to College

Three credit colleges: City College, Mesa College, and Miramar College, along with SDCCE, form the SDCCD. Preparing students for transition to college is, therefore, 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 2020/21, a total of 6,226 of SDCCE students transitioned to SDCCD credit colleges, with the greatest number of students transitioning to City College and Mesa College (2,598 and 2,459, respectively; see Table 2.8).

Table 2.8: Student Transition to SDCCD Credit Colleges

College	2016/17	2017/18	2018/19	2019/20	2020/21
SD City College	658	540	572	496	332
SD Mesa College	587	601	520	429	322
SD Miramar College	440	465	435	339	202
All SDCCD Colleges	1,514	1,454	1,368	1,170	720

Source. SDCCCE Information System (preliminary data as of 12/06/21)

ESL/ABE/ASE CASAS Benchmark Data

The number of students participating in CASAS testing decreased dramatically after the COVID-19 school closure and transition to online instruction in March 2020.

Table 2.9 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
2019/20	288	134	69
2020/21	30	2	1
ASE			
2016/17	346	212	135
2017/18	974	465	297
2018/19	1,369	375	279
2019/20	600	256	165
2020/21	226	10	81
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
2019/20	5,458	3,464	1,825
2020/21	1,189	167	69

Note1. The number of students participating in CASAS testing decreased dramatically after the Covid-19 school closure and transition to online instruction in March 2020.

ESL Promotion Data

The number of ESL course completion awards decreased between 2016/17 and 2020/21 from 2,577 to 2,328. ESL program awards also decreased during the same timeframe (see Table 2.9).

Table 2.10 ESL Program and Course Awards

ESL Completion Awards	2016/17	2017/18	2018/19	2019/20	2020/21	Total 16-21	Difference 16-21	% Change 16-21
Course Awards	2,577	2,445	1,855	3,221	2,328	12,426	-249	-9.66%
Program Awards	885	716	527	83	45	2,256	-840	-94.92%

Note1. Previously reported individual data might vary due to regular database updates, which may occur when accessing data across multiple points in time.

High School Diploma Awards

The number of High School diplomas issued decreased by 100% between 2016/17 and 2020/21 (from 148 to 0; see Table 2.11), 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 2.11 High School Diploma Awards

Certificate	2016/17	2017/18	2018/19	2019/20	2020/21	Total 16-21	Difference 16-21	% Change 16-21
High School Diploma	148	123	57	0	0	328	-148	-100%

Note1. 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

As of January, 2022, SDCCE is hosting a GED/HiSET testing center at SDCCE's West City Campus. However, this center has been partially closed due to the COVID-19 pandemic; HiSET accommodations testing is offered only by appointment. Additionally, SDCCE plans to offer HiSET/GED computer testing at its ECC Campus starting Spring 2022. 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 2.12).

Table 2.12 SDCCE 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)
		Summer 2020-Spring 2021: 98% (134/136)
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].

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 2020, an increasing percentage of SDCCE students secured a job closely related to their program of study (60% and 66%, respectively; see Table 2.13). The percentage of students who spent three or fewer months finding a job changed from 70% to 66%.

Table 2.13 Job Placement rates

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

Online School Program and Course Description

Between 2016/17 and 2020/21, SDCCE enrollments for the online mode of instruction increased by 958%, as more hybrid (on-campus and online) courses were created and offered (see Table 2.14). In March 2020, SDCCE responded to the COVID-19 pandemic by transitioning all of its classes to an online format.

Table 2.14 Semester-to-Semester Enrollments On-Campus and Online

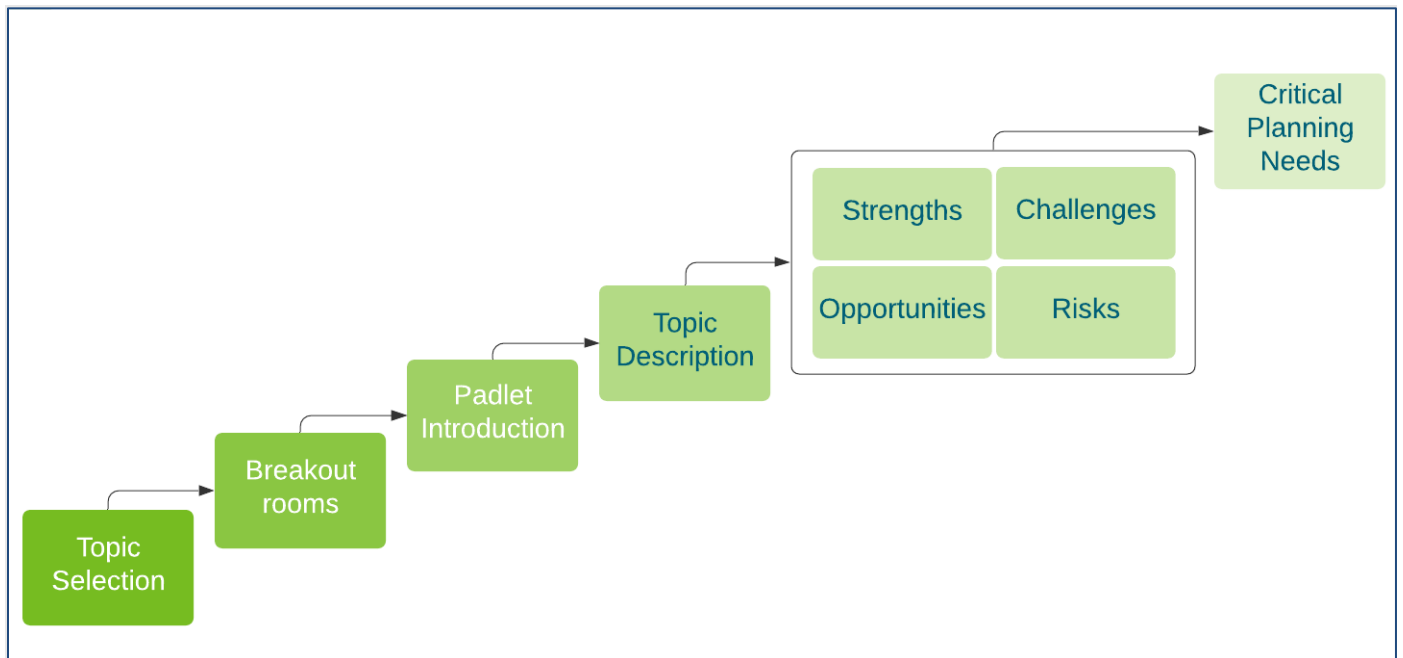
Format	2016/17	2017/18	2018/19	2019/20	2020/21	Difference 16-21	% Change 16-21
Distance Education	5,818	7,378	10,052	27,163	61,530	55,712	958%
On-Campus	123,330	115,800	108,482	75,244	532	-122,798	-100%
Total	129,148	123,178	118,534	102,407	62,062	-67,086	-52%

Note1. Previously reported individual data might vary due to regular database updates, which may occur when accessing data across multiple points in time.

APPENDIX A. PLANNING CONVERSATIONS

In May 2021, the Planning, Research, and Institutional Effectiveness facilitated a series of planning conversations to identify needs that should be addressed in the institution-wide new Strategic Plan. Faculty, Classified Professionals, NANCE, and Administrators participated in five planning sessions, where they selected topic-based conversation rooms to identify, discuss, and prioritize critical planning needs. The PRIE team worked with the Planning and Institutional Effectiveness Committee to review data and outcomes from these planning sessions and began to synthesize the controlling ideas into goal and objective statements.

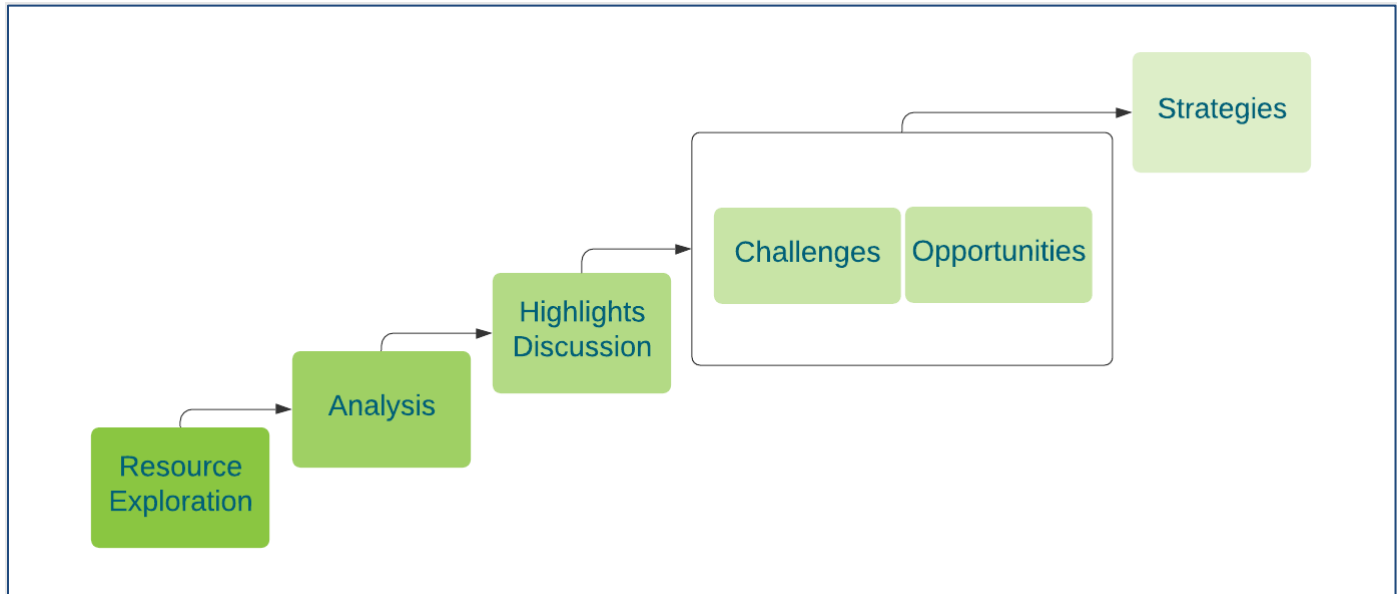
Figure 2 Planning Conversations Activity Framework



APPENDIX B. DATA-INFORMED DISCUSSIONS WITH MANAGERS

Between June and September 2021, the Planning, Research, and Institutional Effectiveness facilitated a series of data-informed discussions using environmental scan facilitation techniques to identify challenges and opportunities for the institution according to a curated list of reports and resources available. PRIE reviewed and created a curated list of regional, local, and institutional reports useful for this conversation, including topics such as Economic, Demographic, Digital, and Education trends. After these meetings were facilitated, the PRIE team worked in compiling their input.

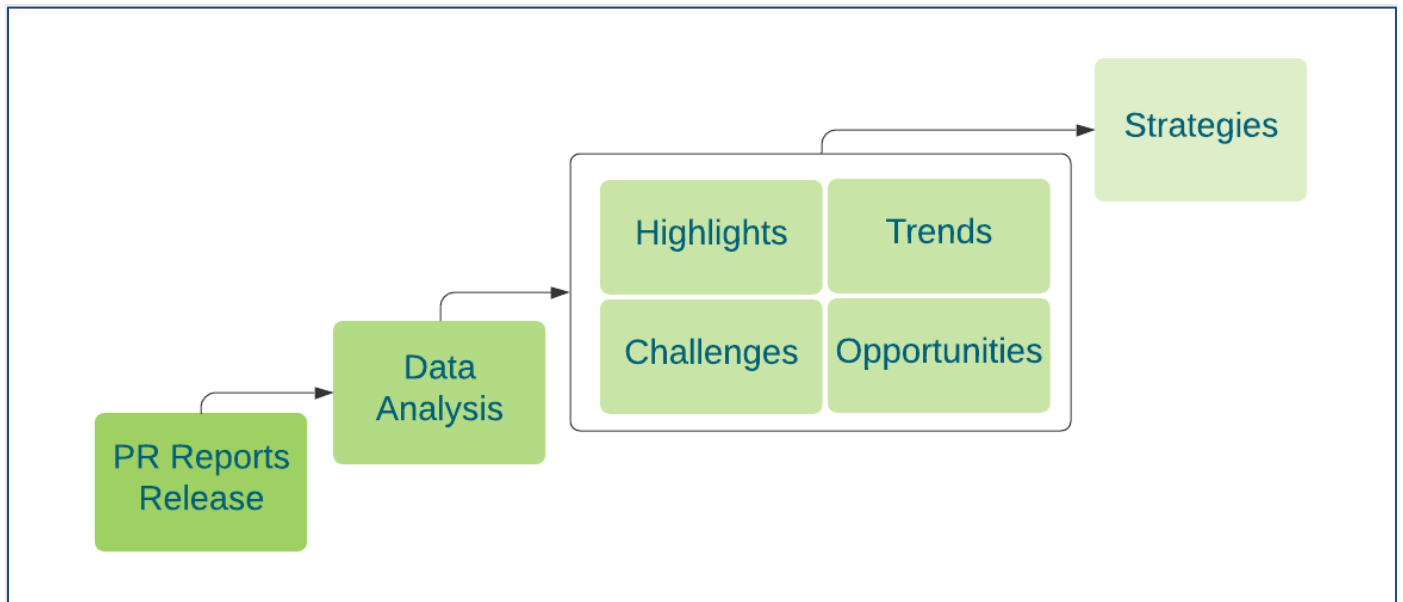
Figure 3 Data-informed Discussions Framework



APPENDIX C. PROGRAM REVIEW PROCESS

Between September and November 2021, the SDCCE Instructional Departments participated in a Program Review process consistent in analyzing data available to allow program self-reflection. The Planning, Research, and Institutional Effectiveness released the Program Review reports and provided data coaching to support this activity. Program Review writers analyzed this information, identified highlights, trends, challenges and opportunities to their programs and the institution based on the data, and developed a set of strategies that were used by the PRIE office to support this report.

Figure 4 Program Review Process



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