

# SAN DIEGO COLLEGE OF CONTINUING EDUCATION STUDENT AND COMMUNITY PROFILE 2016/17–2021/22

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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

### San Diego College of Continuing Education Mission

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

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

## Overview of the School

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

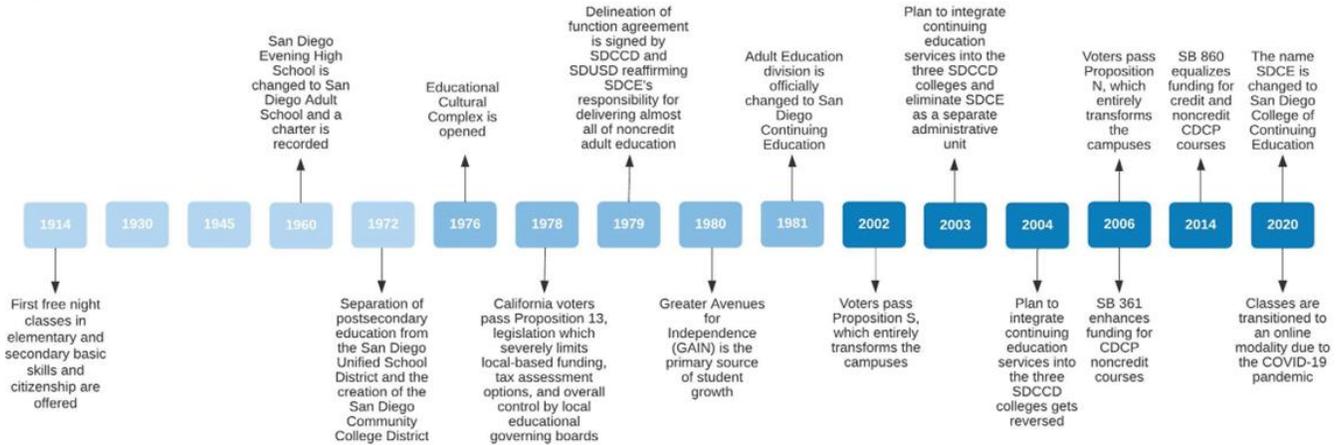
Over the past five years, on average, SDCCE served over 30,000 students annually, including disadvantaged adults, adult immigrants, and adults with disabilities, and is one of the largest separately accredited noncredit continuing education institutions in California.

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

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

## History of SDCCE

Figure 1.1: History of SDCCE from 1914 to 2020



## Campuses and Locations

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

Educational and Cultural Complex (ECC)

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

## SDCCE Programs and Services

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

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

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

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

FTES (Full Time Equivalent Students). FTES data are critical as this number drives SDCCE’s budget. On average, over the 2016/17 – 2021/22 period, the ESL program generated the largest amount of FTES at 30% of the total FTES, followed by Emeritus at 28% of the total FTES.

Overall Program	2021/22	Avg 16-21	% Change 16-21
Automotive	259.90	4.43%	49.17%
Business and Accounting	507.44	6.41%	12.71%
Child Development	216.68	3.45%	24.55%
Clothing and Textiles	105.60	1.92%	-24.97%
Digital Media and Programming	463.38	4.13%	35.04%
Disability Support Programs and Services	408.42	4.10%	27.42%
Emeritus (for age 55+)	1,887.23	18.05%	42.64%
English as a Second Language/Citizenship	3,703.49	38.96%	-10.59%
Healthcare	155.70	2.55%	103.01%
High School Diploma/High School Equivalency and Basic Skills	885.27	6.19%	3.19%
Hospitality and Culinary Arts	125.61	1.87%	-30.89%
Information Technology	337.12	3.03%	41.42%
Skilled and Technical Trades	297.81	4.91%	16.24%
<b>Total/Average</b>	<b>9,353.64</b>	<b>100.00%</b>	<b>10.48%</b>

Source: SDCCD Information Systems

Note1. Fiscal Years are reporting using July 1 as the starting point and June 30 as the ending point of the year. For example, Fiscal Year 2021/22 started on the July 1, 2021 and ended on June 30, 2022.

Note2. Data for FTES excludes F-Factor. FTES may not match fiscal/budget data provided for program review due to data reconciliation and/or different program exclusions.

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

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

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

**Distance Education.** SDCCE won the competitive Improving Online CTE Pathways Grant through the CVC-OEI in 2019. SDCCE used the grant funds to create the Interactive Competency-Based Online Micro-

Credentialing Program, known as ICOM Academy. The fully online and professionally developed educational program provides adult learners with fast, free, flexible job training and career placement services. Classes include both asynchronous and synchronous programming and are zero-cost. These industry-recognized and state-approved fully online career programs were piloted in summer 2020 and implemented in fall 2020, with 29 fully online programs offered by fall 2022.

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

### Curriculum and Instruction

The SDCCE programs continuously revise their instructional offerings to keep up to date with the changing requirements of the state economy, labor market, industry specifications, higher education standards and opportunities, and student needs. Course outlines are updated regularly, and new classes are opened at campuses where the greatest needs are identified. In the period of 2016/17 - 2021/22, 60 new certificate programs were added in SDCCE's instructional programs for a total of 111 certificate programs offered by Spring 2022.

### 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:

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

### 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 2021, unless otherwise noted.

#### Gender

In Fall 2021, women constituted the majority of our student population (67%), which has remained fairly consistent over the past five years. The decrease in enrollment between Fall 2016 and Fall 2021 is comparable among both female and male students (53% and 60% decrease respectively; see Table 2.1).

#### Ethnicity

The ethnic groups with the largest representation on average between Fall 2016 and Fall 2021 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 2021, the largest groups within SDCCE have been students age 50 years or older (45%) and students between ages 30 and 49 years (36%). 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 2021 at 5% (see Table 2.1).

### Income Level

On average, 45% of SDCCE students reported an annual income of under \$5,000 between Fall 2016 and Fall 2021. 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).

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 2021/22.

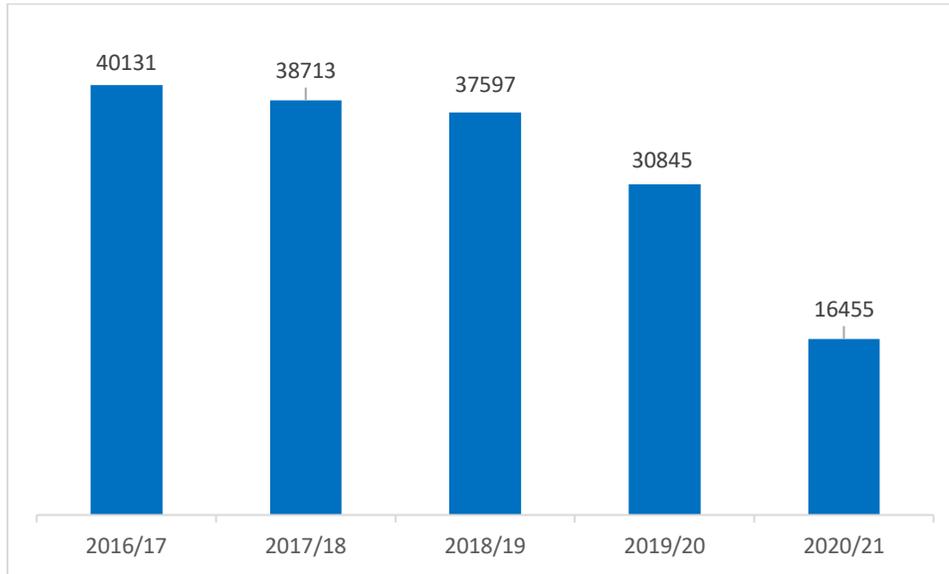
### Enrollment Trend and Impact

Recognition that SDCCE faced enrollment challenges prior to the pandemic is important within the larger context of future growth and decline in program sizes. Post-secondary education, particularly at the sub-baccalaureate level, often experiences a negative correlation to regional economic swings. As the economy recedes, as it did drastically in 2008, enrollments in post-secondary programs experience a rise as unemployed adults seek opportunities to improve their situation. When the economy rebounds, as had been the case through late 2019, those same adults, and others in the region, often forego educational goals in favor of employment. With an improved economy, more prohibitive immigration policies, and statewide education funding changes, enrollment declined between 2016/17 and 2018/19 by 6%, from 40,131 students to 37,597 students (unduplicated student headcount). During this time, there was a strategic decision by SDCCE to reduce overall course offerings to meet state targets, while implementing a strategic decision to grow career education programs.

The Public Health Emergency associated with the coronavirus disease 2019 (COVID-19) pandemic hit California hard and created a budget climate filled with uncertainty. The Covid-19 pandemic, which struck the United States in spring 2020 forced SDCCE campus closures and a transition to majority online course offerings, which further impacted student enrollment. Despite SDCCE's many innovative efforts to support students' transition and learning in the online environment,

student enrollment decreased heavily in 2019/20 and 2021/22; from 37,597 students in 2018/19 to 16,455 students in 2021/22.

This represents over 20,000 lost students in just three years (percentage change of -56%). Enrollment impacts will likely extend through 2022 and beyond. SDCCD is currently a “Hold Harmless” district under the Student-Centered Funding Formula.

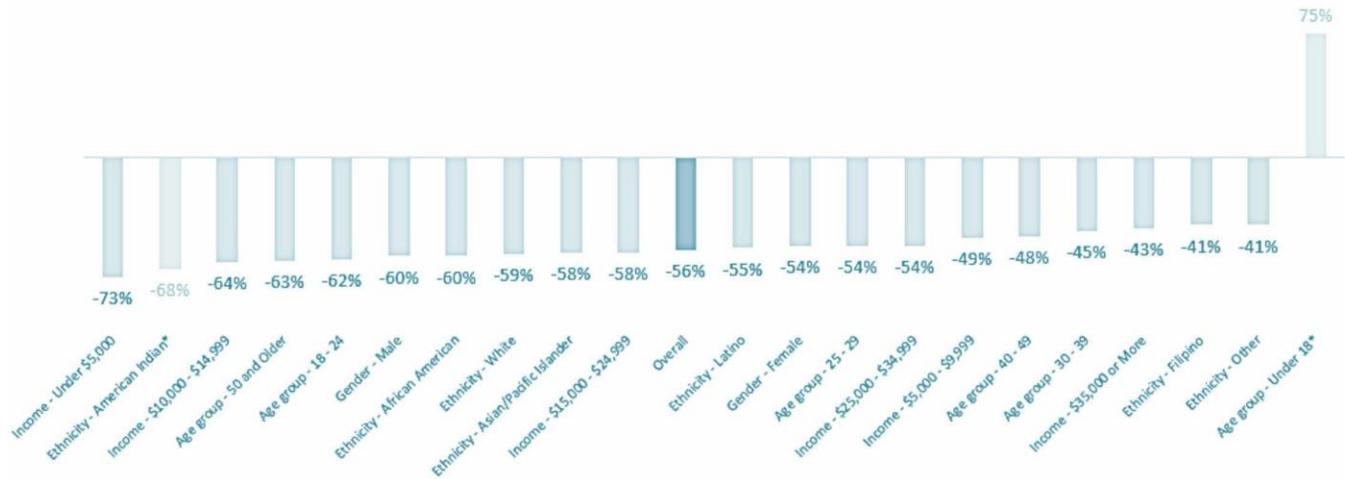


**Five Year Student Headcount.** Source: SDCCD Information System (data as of 8/6/21; preliminary). Excludes enrollments with less than one attendance hour and cancelled, apprenticeship, contract and fee sections. **Dotted line marks pre-Covid and Covid terms.**

Even before the COVID-19 transition to remote operations, SDCCE students began taking more online classes and fewer evening classes, which likely was due to greater accessibility and variety of class offerings, including an increasing number of partially online (hybrid) classes. Between fall 2016 and fall 2018, 65% of the students attended daytime courses exclusively. Just 19% of students attended evening courses exclusively and the percentage of these students decreased during this timeframe. Meanwhile, the percentage of students who took online courses exclusively increased by 121%. Students taking a combination of online and on-campus classes also increased 55%.

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

Goals and objectives must align with realities present prior to the COVID-19 pandemic but also changes directly attributed to the event. A focus on bringing back students lost during the pandemic will be critical in the short-term and medium-term, particularly for those historically represented students and economically disadvantaged students that were especially impacted. Tailoring future enrollment strategies and student services to the needs of these particularly impacted student groups will be important.



**Three-Year Change in Headcount by Demographic Groups (2018/19 – 2021/22).** Source: SDCCD Information System (data as of 8/6/21; preliminary). Excludes enrollments with less than one attendance hour and cancelled, apprenticeship, contract and fee sections. Results for unreported demographics groups are excluded. Results for non-binary students are not available. Groups with less than 100 students have been grayed out (\*).

The composition of programming has also changed over the past three years. Student enrollment in ESL and Emeritus (for age 55+), the two largest programs, alongside Child Development and HSD/HSE and Basic Skills saw the greatest declines, while enrollment in CTE programs such as Healthcare, Automotive, and Skilled and Technical Trades grew. In the long-term, the institution is focused on growing enrollment back to pre-Hold Harmless levels through strategic enrollment management, marketing, and the implementation of practices to increase enrollment ease and efficiency.

Table 2.1 Student demographics and basic information

	Fall 21		Average Fall 16-21	% Change Fall 16-21
<b>Gender</b>				
Female	7,453	69%	67%	-53%
Male	3,309	31%	33%	-60%
Non-Binary	Masked	Masked	---	---
Unreported	Masked	Masked	---	---
<b>Ethnicity</b>				
African American	747	7%	8%	-62%
American Indian	13	0%	0%	-81%
Asian/Pacific Islander	1,594	15%	16%	-57%
Filipino	334	3%	3%	-42%
Latino	3,753	35%	33%	-54%
White	3,036	28%	32%	-60%
Other	234	2%	2%	-42%
Unreported	1,095	10%	7%	-41%
<b>Age Group</b>				
Under 18	14	0%	0%	367%
18 - 24	879	8%	10%	-64%
25 - 29	1,039	10%	10%	-57%
30 - 39	2,592	24%	21%	-48%
40 - 49	1,825	17%	15%	-50%
50 and Older	4,457	41%	45%	-58%
Unreported	0	0%	0%	-100%
<b>Disability Support Programs and Services</b>				
Received Services	499	5%	5%	-57%
Did Not Receive Services	10,307	95%	95%	-55%
<b>Income Level</b>				
Under \$5,000	3,514	33%	45%	-70%
\$5,000 - \$9,999	590	5%	5%	-50%
\$10,000 - \$14,999	644	6%	7%	-67%
\$15,000 - \$24,999	922	9%	9%	-63%
\$25,000 - \$34,999	731	7%	6%	-53%
\$35,000 or More	3,151	29%	23%	-40%
Unreported	1,254	12%	5%	5,600%
<b>Total</b>	<b>10,806</b>	<b>100%</b>	<b>100%</b>	<b>-55%</b>

**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. SDCCE is currently going through a migration process that affects its information system, therefore, Fall 21 data is still being validated and considered as preliminary data.

### 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
<b>Primary Language</b>				
English	14,849	65%	64%	-2%
Other than English	7,954	35%	36%	-12%
Unreported	148	1%	0%	469%
<b>Area of Residence</b>				
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%
<b>Educational Objective</b>				
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%
<b>Prior Education</b>				
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%
<b>Day, Evening and Online Status</b>				
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%
<b>Total</b>	<b>22,951</b>	<b>100%</b>	<b>100%</b>	<b>-5%</b>

**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 2021/22 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 2021/22 academic years. Emeritus is the highest enrolled program with 16,393 student enrollments in 2020/2021,

followed by ESL (15,921) and Business and Accounting (5,555). Between 2016/17 and 2021/22, Business and Accounting, Child Development, Clothing and Textiles, and ESL programs experienced the greatest enrollment decreases among all areas (percentage change, -68%, -65%, -64%, and -63%, 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 – 2021/22 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 2021/22, 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		
	2021/22	Avg 16-21	% Change 16-21	2021/22	Avg 16-21	% Change 16-21
Automotive	942	1.64%	41.69%	260	4.43%	49.17%
Business and Accounting	5,555	11.65%	-59.98%	507	6.41%	12.71%
Child Development	1,852	4.61%	-54.74%	217	3.45%	24.55%
Clothing and Textiles	1,038	2.23%	-52.95%	106	1.92%	-24.97%
Digital Media and Programming	3,849	4.38%	-26.60%	463	4.13%	35.04%
Disability Support Programs and Services	2,111	3.71%	-50.73%	408	4.10%	27.42%
Emeritus (for age 55+)	16,393	27.83%	-45.24%	1,887	18.05%	42.64%
English as a Second Language/Citizenship	15,921	30.11%	-67.95%	3,703	38.96%	-10.59%
Healthcare	1,134	1.50%	54.91%	156	2.55%	103.01%
High School Diploma/High School Equivalency and Basic Skills	4,123	7.13%	-49.04%	885	6.19%	3.19%
Hospitality and Culinary Arts	500	0.74%	-37.31%	126	1.87%	-30.89%
Information Technology	2,175	2.63%	-27.83%	337	3.03%	41.42%
Skilled and Technical Trades	1,394	1.86%	39.86%	298	4.91%	16.24%
<b>Total/Average</b>	<b>56,987</b>	<b>100.00%</b>	<b>-51.73%</b>	<b>9,354</b>	<b>100.00%</b>	<b>10.48%</b>

**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 2021/22 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 2021/22 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

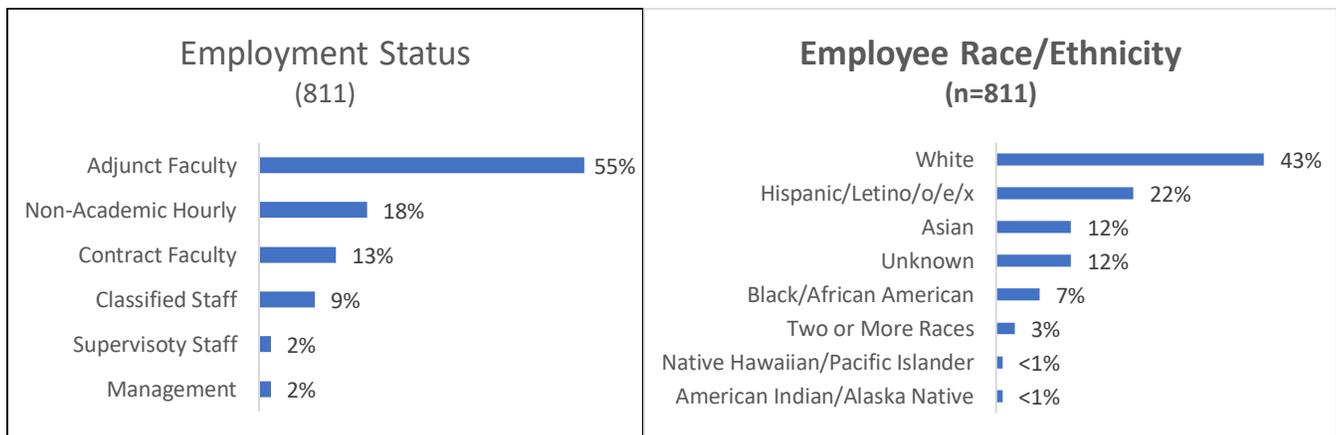
Term	Headcount	Enrollments	Average Load
Fall 2016	24,240	43,004	1.7
Fall 2017	23,444	41,080	1.7
Fall 2018	22,951	40,122	1.7
Fall 2019	21,450	37,959	1.7
Fall 2020	10,915	25,205	2.1
Fall 2021	10,806	22,612	2.0
<b>Total/Average</b>	<b>113,806</b>	<b>209,982</b>	<b>1.8</b>

**Note.** SDCCD is currently going through a migration process that affects its information system. Due to this, Headcount and Enrollments Fall 2020 data is considered preliminary.

## Administrative and Teaching Staff

Eight Hundreds and Eleven full and part-time administrative and instructional staff were employed at SDCE in July 2022. Over half of SDCE employees were adjunct faculty (55%), followed by nonacademic hourly (18%), contract faculty (13%) and classified professional staff (9%). Management and supervisory staff constituted the smallest portions of SDCE employees at 2% and 2% respectively. In 2021/22, the greatest ethnic composition of the SDCE workforce were White and Hispanic/ Latinx (43% and 22%, respectively), followed by Asian and Black of African American employees (12% and 7%, respectively).

Figure 1.2: SDCE July 2022 Employees by Classification and by Ethnicity





## Population Characteristics

The San Diego region has been in a growth mode for the past nine years (U.S. Census Bureau, n.d.). In July 2021 the population of the city of San Diego was 1,381,611, while the population of San Diego County was 3,286,069. From April 2020 to July 2021, the population percentage decay for the city of San Diego was (-0.3%), San Diego County (-0.4%), California (-0.8%), and the United States (-0.1%); see table 1.5).

San Diego is historically a mix of high and low income earners. San Diego County median household income in the 2016-2020 period was \$82,426; higher in comparison with California and the U.S. (\$78,672 and \$64,994, respectively). Still, one tenth of San Diego's population lives in poverty (9.5%; U.S. Census Bureau, n.d.).

Like the rest of California, San Diego attracts many immigrants. In 2019, foreign-born persons comprised 25.6% of the city's population. In comparison, percentages were 22.9% for San Diego County, 26.6% for California, and 13.5% across the nation. Consequently, a high percentage of the population of the city of San Diego (39.5%) speaks a language other than English at home. This percentage is higher than the percentage for San Diego County (37.0%), although not as high as the overall percentage for California (43.9%; U.S. Census Bureau, n.d.).

Education is important for the residents of San Diego: 88.8% of the population age 25 or older attains at least high school graduation, surpassing the percentages for the county (88.0%), the state (83.9%), and the nation (88.5%).

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
July 1, 2021	1,381,611	3,286,069	39,237,836	331,893,745
Population percentage change April 1, 2010 to July 1, 2021	-0.30%	-0.40%	-0.80%	0.10%
Median household income (in 2020 dollars), 2016-2021	\$83,454	\$82,426	\$78,672	\$64,994
Persons in poverty, percent, 2016-2020	11.80%	9.50%	11.50%	11.40%
Foreign born persons, percent, 2016-2020	25.6%	22.9%	26.6%	13.5%
Language other than English spoken at home, percent of persons age 5+ years 2016-2020	39.5%	37.0%	43.9%	21.5%
High school graduate or higher, percent of persons age 25+, 2016-2020	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 \$950,000 in June 2022. 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 3,356,185 to 3,425,725 at a rate of change of 2.0% between 2022 and 2027. This rate is lower than the state's rate of projected growth of 2.7% (California Department of Finance, 2022).

## 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 2021, the not-seasonally-adjusted unemployment rate in San Diego County was 6.5%. This compares with the rate of 7.3% 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 2021/22, 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

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	21,450	11,795	55%
2020/21	10,915	6,863	63%
2021/22	10,806	6,799	63%
<b>Total</b>	<b>113,806</b>	<b>64,754</b>	<b>57%</b>

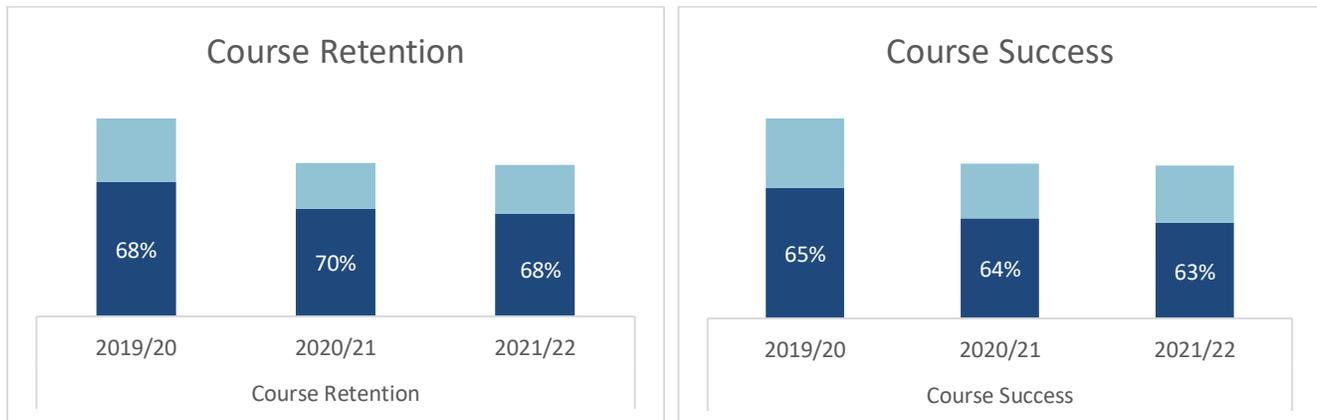
**Note.** SDCCD is currently going through a migration process that affects its information system. Due to this, Headcount and Enrollments 2020/21 data is considered preliminary.

**Academic Program Data and Student Achievement**

**Student Success and Completion**

Student Success Metrics were developed for SDCCE’s noncredit programs in 2021/22. Due to the PeopleSoft migration, comparable data is not available prior to 2019/20. However, focusing on the pandemic era, overall student success remained comparable, and retention in classes increased between 2019/20 and 2021/22. This is laudable for faculty who excelled at quickly and effectively transitioning

classes online and for students who were able to shift learning modes and make the transition to majority online programming. However, it’s important to note that not all students were able to make the transition and some student populations were greatly impacted as seen in enrollment trends. Priority strategies that build back enrollment and supports for impacted populations will be critical moving forward. It will also be important to continue developing and analyzing additional metrics by student population, while utilizing qualitative student and faculty insight for planning and decision- making, and to identify and implement strategic priorities that mitigate institutionalized barriers to student success.



**Course Success and Retention.** Source: SDCCD Information System (data as of 06/07/22). Course Success is the sum of all enrollments with a grade of A, B, and C, divided by the total number of valid enrollments. Course Retention is the sum of all enrollments with a valid grade divided by the total number of valid enrollments. Enrollments with grade “I” are included in the numerator if a student attended class in the next course offering. Cancelled, apprenticeship, fee, and contract sections are excluded. Data excludes Emeritus and DSPS enrollments. Data is not available before 2019/20. Formal metric definitions have not been adopted by SDCCE; therefore, these data are considered preliminary.

Certificates of completion are awarded to students who complete a course or program and meet the student learning outcomes. Certificates have competences listed. Joint High School Diplomas are awarded in conjunction with San Diego Unified School District.

The number of course certificates of completion awarded to students increased each year, despite reduced enrollment during the pandemic. Course awards increased 73% over five years (7,597 in 2016/17 and 13,108 in 2021/22). The number of program certificates of completion remained relatively steady between 2016/17 and 2018/19; however, declined in 2019/20, likely due to reduced variety of on-campus courses.

Types of certificates awarded

Overall Program	Course Completion Certificates						Program Completion Certificates					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Automotive	468	489	475	769	706	379	133	130	105	113	127	119
Business and Accounting	2,408	2,100	1,757	2,614	3,737	2,692	416	599	577	352	477	483
Child Development	189	354	523	806	1,193	927	5	10	54	45	195	165
Clothing and Textiles	479	560	540	585	568	352	44	54	43	35	37	41
Digital Media and Programming	377	366	292	1,078	2,445	2,197	221	295	224	150	430	331
Disability Support Programs and Services	0	0	0	0	0	0	0	0	0	0	0	0
Emeritus (for age 55+)	0	0	0	0	0	0	0	0	0	0	0	0
English as a Second Language/Citizenship	2,595	2,462	1,872	3,212	2,485	2,827	897	723	533	77	76	203
Healthcare	1,053	1,406	1,607	1,093	1,526	1,080	100	135	265	118	184	190
High School Diploma/High School Equivalency and Basic Skills	0	0	48	411	530	1,269	155	124	81	119	107	110
Hospitality and Culinary Arts	230	267	240	302	488	514	104	85	97	59	81	76
Information Technology	425	328	422	1,235	1,213	916	67	136	200	184	201	170
Skilled and Technical Trades	641	560	454	910	838	416	209	183	73	146	240	120
<b>Total/Average</b>	<b>8,865</b>	<b>8,892</b>	<b>8,230</b>	<b>13,015</b>	<b>15,729</b>	<b>13,569</b>	<b>2,351</b>	<b>2,474</b>	<b>2,252</b>	<b>1,398</b>	<b>2,155</b>	<b>2,008</b>

Transition through SDCCE, to College and Career

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

**Student Transition to SDCCD credit colleges.** Preparing students for transition to college is an important goal of many SDCCE programs, helped by the fact that two major SDCCE facilities: CE Mesa and CE Miramar, are located on the campuses of Mesa College and Miramar College. From 2016/17 to 2021/22, a total of 6,226 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). Notably,

transitions declined steeply in 2021/22 due to the COVID-19 pandemic, campus closures and reduction in classes across the District.

College	2016/17	2017/18	2018/19	2019/20	2021/22
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

**Student Transition to SDCCD Credit Colleges.** Source: SDCCD Information System.

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

### 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 2021/22, the number of course awards granted by SDCCE increased by 73%. Programs that reflected the highest increase in the number of awards conferred were: Child Development (3720%) and Information Technology (219%), followed by Digital Media and Programming (106%), and Healthcare (102%). Between 2016/17 and 2021/22, the number of program awards granted decreased by 5%, 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		
	2021/22	Avg 16-21	% Change 16-21	2021/22	Avg 16-21	% Change 16-21
Automotive	391	6%	77%	119	5%	34%
Business and Accounting	2317	21%	64%	466	23%	21%
Child Development	632	6%	374%	162	3%	3720%
Clothing and Textiles	352	5%	24%	38	2%	-22%
Digital Media and Programming	1599	9%	407%	304	12%	106%
Disability Support Programs and Services	0	---	---	0	---	---
Emeritus (for age 55+)	0	---	---	0	---	---
English as a Second Language/Citizenship	2780	26%	-10%	144	22%	-92%
Healthcare	744	8%	119%	190	7%	102%
High School Diploma/High School Equivalency and Basic Skills	1003	3%	---	98	6%	-28%
Hospitality and Culinary Arts	491	3%	132%	60	4%	-29%
Information Technology	777	7%	174%	163	7%	219%
Skilled and Technical Trades	407	6%	34%	120	8%	16%
<b>Total/Average</b>	<b>11,273</b>	<b>100%</b>	<b>73%</b>	<b>1,864</b>	<b>100%</b>	<b>-5%</b>

**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 2021/22, 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	2021/22
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.** SDCCE 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
<b>ABE</b>			
2016/17	501	381	201
2017/18	556	324	151
2018/19	742	367	182
2019/20	288	134	69
2021/22	30	2	1
<b>ASE</b>			
2016/17	346	212	135
2017/18	974	465	297
2018/19	1,369	375	279
2019/20	600	256	165
2021/22	226	10	81
<b>ESL</b>			
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
2021/22	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 increased between 2016/17 and 2021/22 from 2,577 to 2,780. ESL program awards decreased during the same timeframe (see Table 2.10).

Table 2.10 ESL Program and Course Awards

ESL Program and  
Course Awards

ESL Completion Awards	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Total 16-21	Difference 16-21	% Change 16-21
Course Awards	2,577	2,445	1,855	3,220	2,328	2,780	12,425	203	8%
Program Awards	885	716	527	83	69	144	2,280	-741	-84%

**Note.** SDCCD is currently going through a migration process that affects its information system. Due to this, Awards 2020/21 data is unavailable

## High School Diploma Awards

The number of High School diplomas issued decreased by 100% between 2016/17 and 2021/22 (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

High School Diploma Awards

Certificate	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Total 16-21	Difference 16-21	% Change 16-21
High School Diploma	148	123	57	0	0	0	328	-148	-100.00%

## 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). The CTEOS is a statewide survey administered annually by the California Community Colleges Chancellor’s Office (CCCCO). Among those who responded between 2017 and 2020, an increasing percentage of SDCCE students secured a job closely related to their program of study (60% and 66%, respectively). The percentage of students who spent three or fewer months finding a job increased between 2017 and 2019, but declined in 2020, likely due to pandemic-related impacts.

Table 2.13 Job Placement rates

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

### Online School Program and Course Description

Between 2016/17 and 2021/22, SDCCE enrollments for the online mode of instruction increased by 843%, 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  
Distance Education Enrollments

Format	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Difference 16-22	% Change 16-22
Online mode	5,818	7,378	10,052	27,191	61,605	54,846	49,028	843%
On-Campus	123,330	115,800	108,482	75,235	531	1,650	-121,680	-99%
<b>Total</b>	<b>129,148</b>	<b>123,178</b>	<b>118,534</b>	<b>102,426</b>	<b>62,136</b>	<b>56,496</b>	<b>-72,652</b>	<b>-56.25%</b>

Regional, State, and National Demographics

Population Growth

According to the United States Census Bureau (2021), in July 2021 the population of the city of San Diego was 1,381,611, and San Diego County’s population was 3,286,069. July 2021 Census estimates indicate that over 39 million people reside in California, as the nation’s most populous state.

Between April 2020 and July 2021, Census counts indicate that the population percentage decline for the city of San Diego was 0.3%, which is slightly lower than the decline rate of San Diego County (0.4%). California’s decline rates were comparable to San Diego City at 0.8%, behind population growth for the nation (0.1%; United States Census Bureau, 2021).

A January 2022 Public Policy Institute of California (PPIC) analysis describes California growth rates as slowed over the past four decades, due to a combination of factors, including a decline in birth rates, a decline in international migration, and an increase in the number of residents moving to other states. United States Census Bureau July 2021 Census estimates detail that California lost about 300,000 persons over the past decade, a decline of .8%. A January 2022 PPIC analysis attributed the COVID-19 pandemic as exacerbating long term factors impacting growth rates, resulting in a negative growth rate.

Anticipated Changes in Growth

While current population projections were forecasted just prior to the COVID-19 pandemic, recent negative growth rates across California are expected to be short term. The population in San Diego County is projected to grow at a rate of change of 4.8% between 2020 and 2030. This rate is slightly lower than the state’s rate of projected growth of 5.3% (California Department of Finance, 2020).

	San Diego city, California	San Diego County, California	California	United States
2021 Population Estimate	1,381,611	3,286,069	39,237,836	331,893,745
Population, percent change - April 1, 2020 - July 1, 2021, (V2021)	-0.30%	-0.40%	-0.80%	0.10%

**Regional, State, and National Demographics**  
**Community Demographics**

San Diego is historically a mix of high and low-income earners. The San Diego City median household income between 2016 and 2020 was \$83,454, higher than the county, state and the nation (\$82,426, \$78,672, and \$64,994, respectively). However, San Diego City also has a higher rate of persons living in poverty, at 11.8%, compared to San Diego County (9.5%), California (11.5%), and the nation (11.4%; U.S. Census Bureau, 2021).

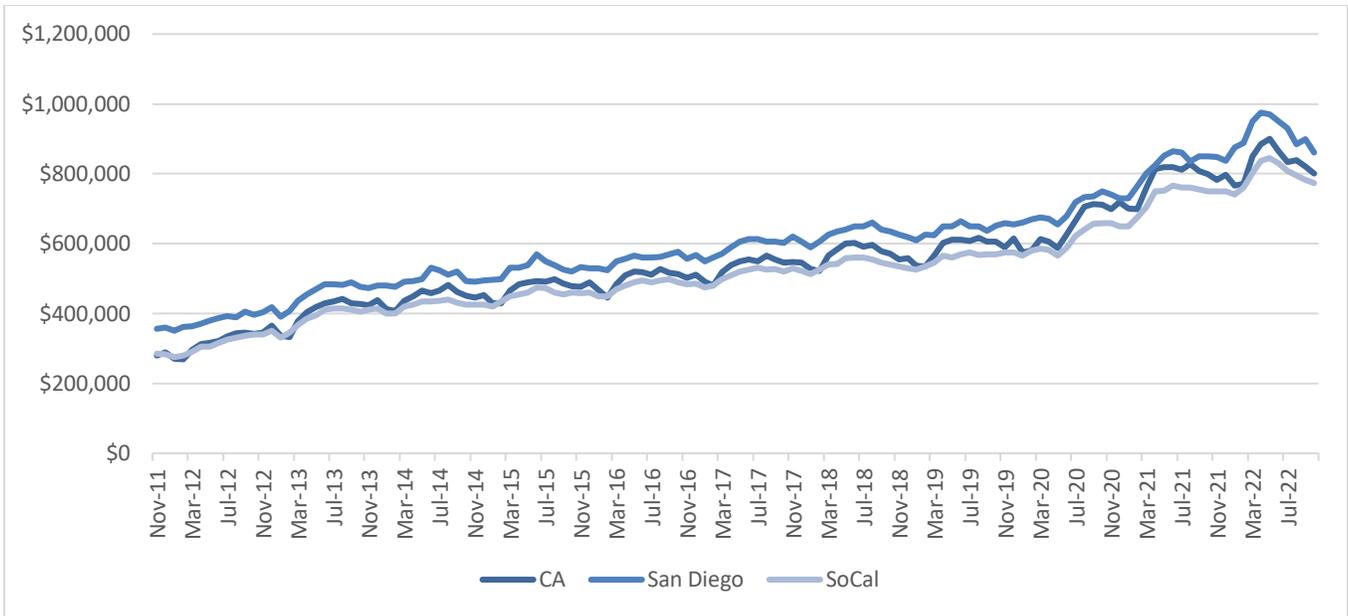
The poverty is alarming, considering the high and increasing cost of living across the region. The median price of existing single-family detached homes sold in San Diego County have trended higher over the past decade and reached a historical high in June 2022 (\$377,550 in 6/2011; \$560,000 in 6/2016; \$950,000 in 6/2022). The median price of existing single-family detached homes sold in San Diego County have remained consistently higher than across Southern California and the state (California Association of Realtors, 2022).

With its large ports and large urban areas, immigrants move to California in great frequency. Like the rest of California, San Diego attracts many immigrants. The United States Census Bureau (2021) noted that between 2016 and 2020, foreign-born persons comprised 25.6% of the city’s population. San Diego County was close behind with 22.9% of its population made up of foreign born persons. California’s foreign born population reached 26.6%. The United States foreign born population of 13.5% was less than half of that of the city of San Diego. Consequently, a high percentage of the city of San Diego (39.5%) speaks a language other than English at home. This percentage is higher than the percentage for San Diego County (37%). Although not as high as California’s overall percentage (43.9%).

Education is a priority in the city of San Diego with 88.8% of the population, age 25+, attaining high school graduation or higher. This percentage is somewhat higher than across San Diego County (88%) and the nation (83.9%), yet eclipses rates across California (88.5%).

	San Diego City	San Diego County	California	United States
Median household income, 2016-2020	\$83,454	\$82,426	\$78,672	\$64,994
Persons in poverty, 2016-2020	11.80%	9.50%	11.50%	11.40%
Foreign born persons, 2016-2020	25.60%	22.90%	26.60%	13.50%
Language other than English spoken at home (age 5+), 2016-2020	39.50%	37.00%	43.90%	21.50%
High school graduate or higher (age 25+), 2016-2020	88.80%	88.00%	83.90%	88.50%

Source: U.S. Census Bureau, 2021



10-Year Median for Single-Family Homes (San Diego County). Source: U.S. Census Bureau, 2021.

### Labor Market and Educational Themes

#### Unemployment

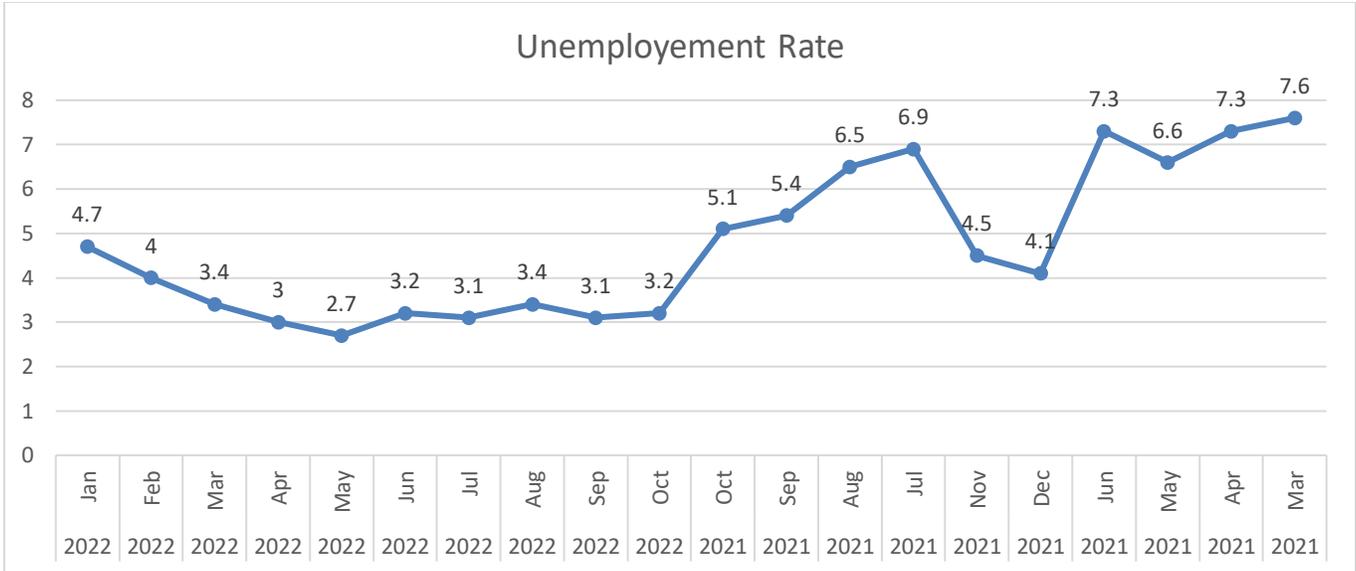
While unemployment has been unstable during the pandemic, employment is projected to increase as the population in San Diego County increases. According to the California Employment Development Department (EDD), “The unemployment rate in San Diego County was 4.2 percent in December 2021, down from a revised 4.6 percent in November 2021, and below the year-ago estimate of 8.0 percent. This compares with an unadjusted unemployment rate of 5.0 percent for California and 3.7 percent for the nation during the same period.” (EDD, 2022)

Projections highlight that “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 (EDD, 2021a).

#### Industry Sector Growth

San Diego County’s job growth is partly influenced by geography, history, and weather. The combination of having a natural harbor and bay to the west, and mountains and deserts to the east, plus mild climate and tourism attract workers and employment that supports industry sectors such as convention center and tourism, higher education, defense, and health care. Therefore, it is no surprise that industry sector 2018-2028 employment projections estimate that 84% of all projected nonfarm job growth is concentrated in four industry sectors (EDD, 2021b), which are related to San Diego features.

- Professional and business services is projected to add the most jobs, adding 31,300 jobs (12.6% increase).
- Educational services (private), healthcare, and social assistance anticipates a job gain of 30,700 (14.7% increase).
- Leisure and hospitality is projected to add 17,300 jobs (8.7% increase).
- Government is expected to add 11,100 jobs, an increase of 4.5% over the projection period.



Unemployment Rate Historical Trend. Source: EDD, 2022.

### Occupations with the Most Job Openings

SDCCE offers job training that leads directly to employment or provides a pathway to further occupational training in many of the occupations projected to have the most job openings (including exits and transfers) between 2018 and 2028 (EDD, 2021b).

No formal educational credential	Combined Food Preparation & Serving Workers (76,580), Cashiers (70,010), Waiters/Waitresses (65,070), Retail Salespersons (56,540), Restaurant Cooks (34,150)
High School Diploma or equivalent	Personal Care Aides (63,160); Office Clerks (33,340), Stock Clerks & Order Fillers (24,350), Customer Service Representatives (24,230), Secretaries & Administrative Assistants (20,750)
Some college, no degree	Bookkeeping/Accounting/Auditing Clerks (18,780), Teacher Assistants (15,580), Computer User Support Specialists (4,700), Order Clerks (2,520), Actors (1,240)
Post-secondary non-degree award	Medical Assistants (12,690), Nursing Assistants (12,560), Truck Drivers (10,170), Hairdressers, Stylists & Cosmetologists (9,110), Automotive Service Technicians & Mechanics (6,490)
Associate's degree	Preschool Teachers (6,090), Paralegals & Legal assistants (3,740), Electrical/Electronics Engineering Technicians (3,710), Web Developers (2,110), Dental Hygienists (1,880)
Bachelor's degree or higher	General/Operations Managers (21,710), Registered Nurses (16,550), Management Analysts (12,640), Accountants & Auditors (12,150), Market Research Analysts & Marketing Specialists (11,590)

2018-2028 Occupations with the Most Job Openings. Source: EDD, 2021b.

**Fastest Growing Occupations**

Projections for the fastest growing occupations between 2018 and 2028 that relate to SDCCE programming include:

- Restaurant Cooks (4,990; 27.5% increase)
- Personal Care Aides (8,700; 25.1% increase)
- Nursing Assistants (1,390; 15.0% increase)
- Computer User Support Specialists (560; 11.8% increase)
- Home Health Aides (440; 19.7%; EDD, 2021c)

While projections for these occupations were made prior to the pandemic, each of the five occupations also made the Centers of Excellence (COE) for Labor Market Research top 50 recession and pandemic-resistant job lists for at least four months between March and December 2020. (COE, 2021)

San Diego Workforce Partnership (SDWP), utilizing Burning Glass data, reveal five of the fastest growing 2022 tech jobs in San Diego that don't need a Bachelor's, which are supported by SDCCE programming:

Fastest Growing Tech Jobs in San Diego	Percent
Network Support Techs & Field Systems Techs	47%
IT Specialists & Help Desk Techs	50%
Cybersecurity Specialist/Analyst	33%
Software Programmers/Developers	25%
Web Developers	24%

% of Job Postings seeking a High School Diploma or Associate degree. Source: SDWP, 2022

*“With the pandemic changing the way most of us work, many people are looking to change careers and transition to industries that allow for more remote work. Many technology roles offer more flexible working conditions and competitive salaries above minimum wage, often without requiring a four-year degree. If you’re looking to enter the tech industry, it helps to know what position you want so you can build the skills, usually by earning an industry-recognized certificate, you need to land your first job in the field.” (SDWP, 2022)*

**Middle-Skill Education and Jobs in San Diego Workforce** analysts have identified a strategy for strengthening California’s economy while providing living wage jobs to workers: provide skills-builder education and training to meet the needs of the increasing number of “middle-skills” jobs that require

technical and technology abilities, but with training of an associate degree or less, including postsecondary noncredit skills training. According to regional, state and national task forces and reports, middle-skill education and training is needed for workers in industries competing in the global economy.

Local, regional, and state-wide efforts support middle skill job development as well. In 2012, the California Community College Chancellor’s Office (CCCCO) sponsored an initiative, Doing What MATTERS, for Jobs and the Economy to support middle-skill training and education opportunities throughout the college system. In June 2016, the Strong Workforce Program was approved, providing \$200 million annually for community college career education. Cited by the CCCCCO (2018): “The Strong Workforce Program (SWP) is a bold step to create one million more middle-skilled workers in California, unlocking social mobility for more workers and providing more job-ready talent for employers.”

Many types of programs and program elements are required to build CTE capacity. Van Ton-Quinlivan, for the Hoover Institution (2019), included the following, which are evident in SDCCE’s planning, services, and funding initiatives to bridge students to the workforce:

- Understand labor market needs
- Engage employers
- Respond to the life cycle of new jobs
- Modularize education and training programs
- Pool employer demand
- Braid resources
- Balance technical and transferable general education skills
- Ensure predictable funding
- Develop K-12 and community college connection

In coordination with other regional educational institutions, SDCCE has initiated, grown, and planned for training programs and student services offerings to meet the demands of selected leading industry sectors: Health, Information and communication technologies (ICT)/Digital media, Environmental Technology, Construction, Hospitality and Tourism, and Small Business. SDCCE continues to work closely with the regional and state sector navigators in developing statewide initiated programs and our regional colleagues to be in alignment with the region’s training needs. SDCCE utilizes planning within the San Diego Adult Education Regional Consortia to deliver programming and services that connect K-12 adult education students to SDCCE and to prepare adults for career education and transition adult learners to career education, college, and the workforce. At SDCCE, CTE (Career Technical Education) programs, basic skills programs, and wrap-around student services will continue to grow in support of the San Diego community, filling skills gaps with qualified employees.

## The Role of Education and Regional Training

### Other Labor and Education Themes

The alignment between employment and education is continuously changing. Today, emerging fields are abundant and many fields are changing to meet technology needs. Workforce individuals now take part in several jobs and careers over the span of a lifetime. An aging workforce is working longer, some of whom may require re-skilling later in life. California and San Diego are home to ever-more diverse student populations, including a large immigrant population requiring English-language education that bridges to careers that provide living wages. Tristan Stein for the Governor’s Office of Planning and Research cited in The Master Plan for Higher Education in California and State Workforce Needs A REVIEW:

*“Today, education experts point toward an educational future where graduation with a degree or certificate will be only a starting point towards to a life of continuous education, training and re-skilling.” (Stein, 2018, pp. 44-45).*

*“Addressing the needs of California’s current and future population and ensuring that Californians have viable and accessible pathways to meaningful degrees and credentials requires a more student-centered perspective than existed in the days of the Master Plan. Higher education leaders observe that it is inadequate to continue to ask, “are students ready for education?” They urge that it is instead necessary to ask, “are institutions of higher education ready for today’s students?” Meeting student and workforce needs requires continued work to eliminate barriers to access and completion, to create coherent pathways to degrees and credentials and to provide support to students on those pathways.” (Stein, 2018, p. 4)*

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