CTE Biennial Report: 2018-19 to 2022-23
September 20, 2023

This report provides a high-level overview of Career Technical Education (CTE) programs at SDCCD for the academic years of 2018-19 to 2022-23 (includes Summer, Fall, and Spring); some metrics do not include 2018-19.

CTE programs and course offerings at SDCCD are diverse and complex: in 2022-23, **over 37,000 students enrolled in 3,285 sections**, over half of which were either offered fully online or partially online. Students at the credit colleges made progress in programs ranging from **Business Administration** to **Fire Protection** to **Nursing** to **Computer Sciences**. Across both credit and non-credit colleges in 2022-23, **almost 5,200 students earned more than 10,000 CTE degrees and certificates.**

Recommendations for Further Disaggregation

This report summarizes enrollment, outcomes, student characteristics, and completion trends across CTE programming at the three credit colleges and one non-credit college to inform program review and Comprehensive Local Needs Assessments. Readers should note that averages and proportions presented across colleges, or even across one college, may not reflect trends at the program and course level due to program-specific trends in enrollment and outcomes.

Sections of the report presenting trends that likely vary significantly by department, program, and/or course are indicated throughout the report with the "Dive Deeper" graphic at right. The graphic will contain links to recommended resources where program- or course-specific data may be found.

Dive Deeper

[SDCCD Distance Education Outcomes](#)
[CCCCO Launchboard](#)

Data is presented under the following topics:

Data Note

At SDCCE, representation of students with an Unreported ethnicity increased from 8% in 2020-21 to 13% in 2021-22 and to 25% in 2022-23. The rate of unreported ethnicity among SDCCE students is lower for CTE students (16% in 2022-23) than non-CTE students (30%). The issue has been identified, and validation of the process of backfilling missing data is under way as of the production of this report.

Exclusions

Unless otherwise noted, data reflected in this briefing reflects valid enrollments as of end-of-term.

- Tentative, cancelled, and tutoring sections excluded.
- Credit by exam excluded.
- For the credit colleges, non-state supported, apprenticeship, and non-credit sections excluded.
- For the College of Continuing Education, apprenticeship, fee, and contract sections excluded.

Metrics and Definitions

- **CTE Enrollment**: An enrollment in a section with a Student Accountability Model (SAM) code of Apprenticeship (A), Advanced Occupational (B), or Clearly Occupational (C), or a Taxonomy of Program (TOP) code listed on the California Community Colleges (CCC) Strong Workforce Program website[1] as "CTE." Some definitions of "CTE" include SAM code "D," or "Possibly Occupational." While this report does not explicitly include SAM code D courses, most of these courses are included in the CCC-designated TOP code list at CTE, and under this criteria most SAM code D courses are included as CTE in this report.

- **Enrollment**: An instance of a student taking a class. One student taking two classes counts twice.

- **Headcount**: Unduplicated count of students. One student taking two classes counts once.

- **Modality**: The method in which the course is delivered, reported based on course Location in Campus Solutions. Online classes are delivered entirely online[2], either synchronously or asynchronously, with students accessing course material through Canvas and/or other Learning Management Systems. On-campus courses are delivered face-to-face, with students and faculty physically present in the same location at the same time. Online & On-campus courses include course components in both modalities.

- **Success Rate**: The count of successful enrollments out of total valid enrollments as of end-of-term[3].

- **CTE Major:** A student enrolled at City, Mesa, or Miramar College with a Current Academic Plan on file in the academic year with a CIP code connected to a TOP code aligned to the Student Success Metrics definition of Career Technical Education. College-level headcounts of CTE major students are determined by the college at which the student's academic plan is on file.

- **CTE Award:** A state-supported degree or certificate with a TOP code aligned to the Student Success Metrics definition of Career Technical Education. Includes Bachelor's and Associate degrees; high school diplomas and Certificates of Course Completion awarded by the College of Continuing Education; and credit certificates from 8 to 16, 16 to 30, 18 to 30, 30 to 60, and 60 or more units. Excludes Certificates of Program Completion from the College of Continuing Education, which were introduced in the 2019-20 academic year.

- **CTE Award Earner:** A student who earned a state-supported degree or certificate with a TOP code aligned to the Student Success Metrics definition of Career Technical Education. Excludes those who earned only credit certificates from 8 to 16 units, 12 to 18 units, 16 to 30 units, and 18 to 30 units, and those who earned Certificates of Program Completion from the College of Continuing Education.

- **CE Certificate of Completion**: Includes Certificates of Completion and High School Diplomas awarded by the College of Continuing Education

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[1] https://www.calpassplus.org/Launchboard/SWP-MDD?metric=SW_122#_Toc46492562

[2] Online courses include Hyflex courses, in which students have the opportunity to attend each session either online or on-campus. Hyflex courses are included as Online because students have the option to attend entirely online.

[3] In Spring 2020, includes Excused Withdrawals (EWs) as an unsuccessful enrollment. EWs are excluded from Success Rate calculations in all other terms.

Executive Summary

Key Findings	Next Steps
Districtwide in 2022-23, CTE sections are as likely to be online (47% of CTE sections were online) as non-CTE sections (46%). This varies by college.	Overall, student demand for online coursework remains strong following the COVID-19 pandemic. However, this demand varies by academic program and by student characteristics, and program-specific inquiry should lead course modality scheduling decisions.
Compared to non-CTE students, CTE students at the credit colleges in 2022-23 were less likely to be Asian (-1.5%) and Latinx (-1.4%), and more likely to be White (+4.4%).	Development of program-level demographic reporting paired with intentional outreach efforts may help move the needle on access to high-wage and high-demand careers. Further exploration of data provided in the Equity Gaps in Priority Jobs and Programs Report (2023) by the Centers of Excellence is recommended.
Gaps in CTE success rates by ethnicity remain. Compared to the group with the highest success rates (Asian students), gaps have grown larger for Latinx students and remain the largest for African American students. Gaps are larger in online classes (4% to 21%) than on-campus classes (1% to 11%).	Continue to critically examine recruitment and support for Latinx and African American students. As the proportion of CTE coursework online remains much higher than before the pandemic, departments and programs should prioritize online support for Latinx and African American students through investments in online faculty and student supports.
The top CTE programs at the credit colleges are Business Administration (18% of CTE students at the credit colleges), Administration of Justice (12%), Fire Protection (7%), and Computer Science (4%). Between 60% and 70% of Business Administration students enrolled in CTE courses annually over the last four years; this rate was 78% to 99% for Administration of Justice students, 91% to 97% for Fire Protection students, and 49% to 64% for Computer Science.	Availability and completion of pre-requisites and general education requirements impacts CTE funding. When students in CTE majors don't take CTE courses, SDCCD receives no Perkins/Strong Workforce grant funding for those students. The longer it takes CTE majors to take CTE courses, the longer it takes to get funding for their participation. Students are also delayed in completing their educational goals, which impacts subsequent wage growth. Colleges should continue to explore top-enrolled programs and compare them to high-wage and high-demand programs.
There were 679 students with a Nursing major in 2022-23 (+44% from in 2019-20) but only about 1 in 3 of them took and CTE course each year, the lowest rate of the top CTE majors.	Explore the impact of pre-requisites on access to CTE courses and programs.
Wage growth reported by former CTE students from the credit colleges over the last five years (between 50% and 53%) is lower than the statewide average (59%). SDCCE respondents reported a larger amount of wage gain in 2022 (36%) than the statewide average (32%).	Wage growth at both the credit colleges and SDCCE lags below the state-wide average. This likely varies by program, and program-specific exploration of wage data is recommended. Colleges are encouraged to explore opportunities for increased student access to program-specific career services and career preparation activities.

Findings

CTE Sections

1.) Sections: Across the District there were 3,285 CTE sections offered in 2022-23, or 30% of all sections that year. CTE section counts decreased 1% compared to 2021-22.

See Metrics Section 1: Sections on page 12 for more detail.

2.) Sections by Modality: Just under half of CTE sections across the district were scheduled online in 2022-23. This is down from the pandemic-related peak of 80% in 2020-21.

> Districtwide in 2022-23, CTE sections are as likely to be online (47% of CTE sections were online) as non-CTE sections (46%). This varies by college:
>
> - **City**: CTE sections **more likely** to be online (52%) than non-CTE (40%)
> - **Mesa**: CTE sections **more likely** to be online (50%) than non-CTE (41%)
> - **Miramar**: CTE sections are **less likely** to be online (36%) than non-CTE (45%)
> - **SDCCE**: CTE sections are **less likely** to be online (53%) than non-CTE (76%).

See Metrics Section 2: Sections by Modality on page 15 for more detail.

3.) In-service/Public Safety: There were 15% fewer sections of In-service/Public Safety courses in Administration of Justice and Fire Protection in 2022-23 than in 2021-22. There were 29% fewer enrollments.

See Metrics Section 3: In-service/Public Safety on page 17 for more detail.

Headcount and Demographics

4.) Headcount: 37,074 students enrolled in at least one CTE course across the District in 2022-23, or 49% of all students that year.

See Metrics Section 4: Headcount on page 18 for more detail.

5.) Districtwide Representation by Ethnicity: Over the last three years, the CTE student population across the district has had a slightly higher representation of White students than the non-CTE student population, and a slightly lower representation of Asian and Latinx students.

See Metrics Section 5: Districtwide Representation by Ethnicity on page 20 for more detail.

6.) College Representation by Ethnicity: Over the last three years, Latinx students made up the largest group of CTE students at City College/ECC (43%). White students made up the largest group of CTE students at Mesa (39%) and Miramar College (40%).

> Compared to non-CTE students, CTE students at the credit colleges in 2022-23 were **less likely to be Asian (-1.5%)** and **Latinx (-1.4%), and more likely to be White (+4.4%).** Significant differences between the CTE and non-CTE population at each of the credit colleges in 2022-23 are listed in Table 8.

See Metrics Section 6: College Representation by Ethnicity on page 22 for more detail.

7.) **District Representation by Gender:** Representation by gender among CTE students has been relatively stable across the district over the last five years. During that time, female students accounted for a lower proportion of CTE students (49% to 54%) than of non-CTE students (59% to 61%).

   See Metrics Section 7: District Representation by Gender on page 23 for more detail.

8.) **Representation by Gender, at each College:** CTE students are more likely to be female at City, Mesa, and SDCCE, and more likely to be male at Miramar College.

   See Metrics Section 8: Representation by Gender, at each College on page 24 for more detail.

Course Outcomes: Success Rates at the Credit Colleges

9.) **Overall Success Rates:** Across the credit colleges over the last five years, success rates in CTE courses have remained between 79% and 80%. This is higher than success rates for non-CTE courses (71% to 73%). Compared to 2021-22, CTE success rates in 2022-23 stayed about the same (City: +1%, Mesa: 0%, Miramar: -1%).

   See Metrics Section 9: Overall Success Rates on page 25 for more detail.

10.) **Credit Colleges Enrollments by Modality:** From 2021-22 to 2022-23, CTE enrollments across the credit colleges in courses originally scheduled online decreased 21% (City/ECC: -27%, Mesa: -20%, Miramar: -16%) as on-campus instruction continued to be re-activated.

   See Metrics Section 10: Credit Colleges Enrollment by Modality on page 26 for more detail.

11.) **Success Rates by Modality:** Across the credit colleges, 73% of online CTE enrollments were successful, 90% of on-campus CTE enrollments were successful, and 81% of enrollments in online & on-campus courses were successful. As on-campus instruction continued to be re-activated, on-campus success rates decreased from 95% to 90%. Online success rates remained at 73%.

   See Metrics Section 11: Credit Colleges Enrollment by Modality on page 27 for more detail.

12.) **Success Rates by Ethnicity:** Across the credit colleges in 2022-23, Asian students had the highest success rate in CTE courses (86%), and African American students had the lowest (67%).

> **Gaps in CTE success rates by ethnicity remain.** Compared to the group with the highest success rates (Asian students), gaps have grown larger for Latinx students. **The gap between success rates for African American students and Asian students remains the largest**, both across the credit colleges and at each college. See Table 41 in the appendix for gaps between group with highest success rates and other ethnicities by college.

> **Success Rates by Ethnicity and Modality**: Among groups with more than 200 enrollments in 2022-23, Asian students had the highest success rate in each modality, and African American students had the lowest. **Gaps between ethnicities and Asian students are larger in online classes (4% to 21%) than on-campus classes (1% to 11%).**

   See Metrics Section 12: Success Rates by Ethnicity on page 28 for more detail.

13.) **Success Rates by Gender:** Across the credit colleges over the last five years, both male and female students have had success rates between 77% and 80% in CTE courses. Male students have had slightly higher success rates in the last two years.

See Metrics Section 13: **Success Rates by Gender** on page 30 for more detail.

CTE Majors at the Credit Colleges

14.) **Credit Colleges Headcount by CTE Major:** There were over 22,000 students enrolled across the credit colleges with a CTE major in both 2021-22 and 2022-23. This was 42% of students with academic plans on file, an increase of 4% from 2020-21.

See Metrics Section 14: **Credit Colleges Headcount by CTE Major** on page 31 for more detail.

15.) **CTE Major Students, by Credit College:** As the count of students with CTE majors has remained generally stable despite declining overall headcount across the credit colleges, each college has seen a 7% increase in the proportion of students with a CTE major.

See Metrics Section 15: **CTE Major Students, by Credit College** on page 32 for more detail.

16.) **Credit Colleges CTE Major Students, Demographics:** Compared to students with a non-CTE major, CTE-major students across the credit colleges are more likely to be male and more likely to be older.

See Metrics Section 16: **Credit Colleges CTE Major Students, Demographics** on page 35 for more detail.

17.) **Credit Colleges Top Programs, Overall:** Business Administration for Transfer was the most popular CTE major in 2022-23, with 2,719 students enrolled that year with that major. An additional 1,316 students were enrolled with a Business Administration major, for a total of 4,035 students with an academic plan related to one of those two majors

> **The top CTE programs** at the credit colleges are **Business Administration** (4,035 students), **Administration of Justice** (2,630 students), **Fire Protection** (1,512 students), and **Computer Science** (1,161 students). Between 60% and 70% of Business Administration students enrolled in CTE courses annually over the last four years; this rate was 78% to 99% for Administration of Justice students, 91% to 97% for Fire Protection students, and 49% to 64% for Computer Science. See table 28 for more information about CTE enrollment by program.

> There were 679 students with a **Nursing** major in 2022-23 (+44% from in 2019-20) but only about 1 in 3 of them took and CTE course each year. While this rate has increased to 36% in 2022-23 from 30% in 2019-20, it remains the lowest of the top CTE majors.

See Metrics Section 17: **Credit Colleges Top Programs, Overall** on page 37 for more detail.

CTE Awards

18.) CTE Awards Trends: In 2022-23, the credit colleges conferred 2,075 CTE awards and the College of Continuing Education conferred 7,960 CTE certificates. Compared to 2021-22, the number of CTE awards at the credit colleges decreased 7% in 2022-23, and the number of CTE awards at the College of Continuing Education increased 6%.

See Metrics Section 18: CTE Awards, Trends on page 39 for more detail.

19.) CTE Awards % of all Awards: Districtwide, 53% of awards were CTE in 2022-23 (Credit Colleges: 45%, Continuing Education: 56%).

See Metrics Section 18: CTE Awards % of All Awards on page 42 for more detail.

20.) Credit CTE Award Earner Demographics: Compared to all students enrolled in credit CTE courses over the last two years, students who earned credit CTE awards in 2022-23 were more likely to be Asian and Filipino, more likely to be female, and more likely to be 30 or older.

See Metrics Section 20: Credit CTE Awards Earner Demographics on page 43 for more detail.

21.) Non-Credit CTE Award Earner Demographics: Compared to all students enrolled in CTE courses at SDCCE over the last two years, students who earned non-credit CTE awards in 2022-23 were more likely to be older.

See Metrics Section 21: Non-Credit CTE Awards Earner Demographics on page 46a for more detail.

CTE Employment Outcomes Survey

22.) Employment Rate: On average over the last five years, eight of ten CTE students from SDCCD were employed after they stopped enrolling or completed a program. Data from 2021 and 2022 shows the recovery from COVID-19, with gains of five to ten percent in the last two survey years.

See Metrics Section 22: Employment Rate on page 49 for more detail.

23.) Wage Growth: On average over the last five years, respondents at the credit colleges reported hourly wage gains of between 50% and 53%. Respondents from SDCCE reported lower hourly wage gain across the last three years (26%). Nine out of ten students were satisfied with the education they received at City, Mesa, and Miramar Colleges, and the College of Continuing Education.

> **Wage growth** reported by former CTE students from the credit colleges over the last five years (between 50% and 53%) is **lower than the statewide average** (59%). SDCCE respondents reported a larger amount of wage gain in 2022 (36%) than the statewide average (32%).

See Metrics Section 23: Wage Growth and Program Satisfaction on page 50 for more detail.

For a summary of CTE reporting embedded in other reporting, see "CTE Data around the District" on pages 51 to 53.

Contents

Figures

Tables

CTE Sections

1. **Sections: Across the District there were 3,285 CTE sections offered in 2022-23, or 30% of all sections that year.**

   Across the credit colleges, there were 2,444 CTE sections scheduled in 2022-23, or 27% of all sections at the credit colleges. CTE section counts decreased 1% compared to 2021-22 (non-CTE section counts decreased 2%). This is roughly in line with the count of CTE enrollments, which decreased 4% from 2021-22 to 2022-23.

   There were 841 CTE sections at the College of Continuing Education in 2022-23, or 44% of sections there. College of Continuing Education CTE sections counts have decreased 19% from 2021-22 (non-CTE sections counts decreased 10%).

   While Mesa scheduled 7% fewer CTE sections in 2022-23 than in 2021-22, City and Miramar Colleges each scheduled 3% more.

   Over the last five years, CTE courses have accounted for 22% to 24% of all sections at City College/ECC, 21% to 24% at Mesa College, and 33% to 40% at Miramar College.

   See Figure 1 on the next page and Table 1 on page 14 for more detail.

Figure 1. CTE Sections, 2018-19 to 2022-23

■ 2018-19 ■ 2019-20 ■ 2020-21 ■ 2021-22 ■ 2022-23

Compared to "Pre COVID"
Text boxes provide comparison between 2022-23 section offerings and pre-Covid (2019-20). Districtwide, there has been a 15% decrease in CTE sections compared to pre-Covid offerings. Comparisons to 2021-22 are available on the next page.

-562 Sections
15% decrease

4,601
3,847
3,135
3,131
3,285

-182 Sections
25% decrease

-31 Sections
3% decrease

+43 Sections
5% increase

-170 Sections
7% decrease

-392 Sections
32% decrease

2,882
2,614
2,243
2,424
2,444

1,719
1,233
892
707
841

790
728
551
562
546

1,074
1,022
910
924
991

1,018
864
782
938
907

City College/ECC   **Mesa College**   **Miramar College**   **Credit Colleges Total**   **College of Continuing Education**   **District Total**

Table 1. Sections by Academic Year and CTE status, 2018-19 to 2022-23

		2018-19		2019-20		2020-21		2021-22		2022-23		21-22 to 22-23 Diff.	21-22 to 22-23 % Change.	19-20 to 22-23 % Change
		Count	%	Count	%	Count	%	Count	%	Count	%			
City College	CTE	790	24%	728	24%	551	22%	562	23%	546	22%	16	3%	-25%
	Non-CTE	2,493	76%	2,349	76%	1,918	78%	1,908	77%	1,894	78%	14	1%	-19%
	Total	**3,283**	**100%**	**3,077**	**100%**	**2,469**	**100%**	**2,470**	**100%**	**2,440**	**100%**	**30**	**1%**	**-21%**
Mesa College	CTE	1,074	21%	1,022	21%	910	23%	924	23%	991	24%	-67	-7%	-3%
	Non-CTE	4,069	79%	3,856	79%	3,080	77%	3,013	77%	3,168	76%	-155	-5%	-18%
	Total	**5,143**	**100%**	**4,878**	**100%**	**3,990**	**100%**	**3,937**	**100%**	**4,159**	**100%**	**-222**	**-6%**	**-15%**
Miramar College	CTE	1,018	34%	864	33%	782	34%	938	40%	907	39%	31	3%	5%
	Non-CTE	1,981	66%	1,766	67%	1,506	66%	1,431	60%	1,425	61%	6	0%	-19%
	Total	**2,999**	**100%**	**2,630**	**100%**	**2,288**	**100%**	**2,369**	**100%**	**2,332**	**100%**	**37**	**2%**	**-11%**
Credit Colleges Total	CTE	2,882	25%	2,614	25%	2,243	26%	2,424	28%	2,444	27%	-20	-1%	-7%
	Non-CTE	8,543	75%	7,971	75%	6,504	74%	6,352	72%	6,487	73%	-135	-2%	-19%
	Total	**11,425**	**100%**	**10,585**	**100%**	**8,747**	**100%**	**8,776**	**100%**	**8,931**	**100%**	**-155**	**-2%**	**-16%**
Continuing Education	CTE	1,719	43%	1,233	43%	892	49%	707	42%	841	44%	-134	-19%	-32%
	Non-CTE	2,251	57%	1,606	57%	915	51%	957	58%	1,050	56%	-93	-10%	-35%
	Total	**3,970**	**100%**	**2,839**	**100%**	**1,807**	**100%**	**1,664**	**100%**	**1,891**	**100%**	**-227**	**-14%**	**-33%**
District Total	CTE	4,601	30%	3,847	29%	3,135	30%	3,131	30%	3,285	30%	-154	-5%	-15%
	Non-CTE	10,794	70%	9,577	71%	7,419	70%	7,309	70%	7,537	70%	-228	-3%	-21%
	Total	**15,395**	**100%**	**13,424**	**100%**	**10,554**	**100%**	**10,440**	**100%**	**10,822**	**100%**	**-382**	**-4%**	**-19%**

Note. Excludes tentative and cancelled sections. Excludes sections with no enrollments. Excludes non-state supported and non-credit sections from the credit colleges. Excludes apprenticeship sections from City College. Excludes fee and apprenticeship sections from the College of Continuing Education.

2. **Sections by Modality: Just under half of CTE sections across the district were scheduled online in 2022-23. This is down from the pandemic-related peak of 80% in 2020-21.**

    In 2022-23, just over half of CTE sections at City, Mesa, and the College of Continuing Education were online. Just over a third of CTE sections at Miramar were online.

    City College and the College of Continuing Education have scheduled a higher percentage of CTE sections online since 2020-21; both institutions scheduled just over half of CTE sections online in 2022-23. Miramar College scheduled the lowest percentage online in 2022-23, at 36%.

    All institutions continue to schedule a significantly higher percentage of CTE sections online than before the pandemic.

    See Table 2 on the next page for more detail.

Figure 2. Online CTE Sections, % of All CTE Sections, 2018-19 to 2022-23
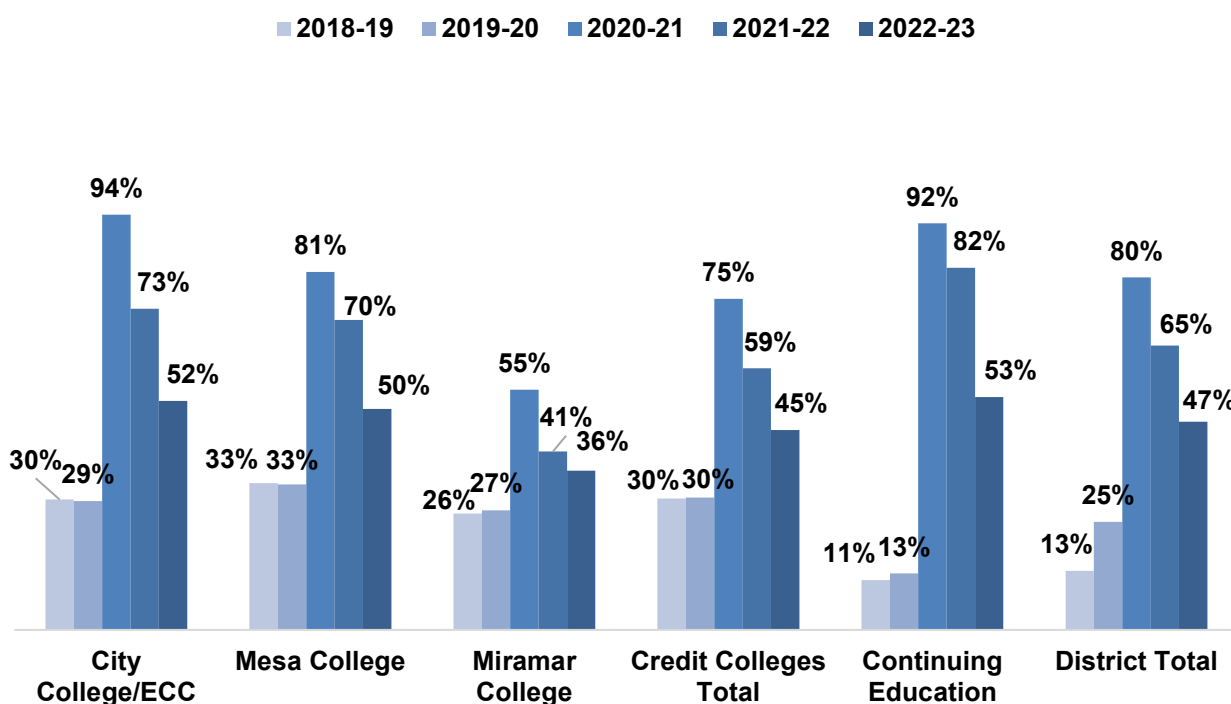
Districtwide in 2022-23, CTE sections are as likely to be online (47% of CTE sections were online) as non-CTE sections (46%). This varies by college:

*   **City College**: CTE sections **more likely** to be online (52%) than non-CTE (40%)
*   **Mesa College**: CTE sections **more likely** to be online (50%) than non-CTE (41%)
*   **Miramar College**: CTE sections are **less likely** to be online (36%) than non-CTE (45%)
*   **College of Continuing Education**: CTE sections are **less likely** to be online (53%) than non-CTE (76%).

Table 2. CTE Sections by Modality, 2018-19 to 2022-23

		2018-19		2019-20		2020-21		2021-22		2022-23	
		Count	%	Count	%	Count	%	Count	%	Count	%
City College/ECC	Online	234	30%	213	29%	520	94%	410	73%	284	52%
	OL & OC	---	---	45	6%	26	5%	93	17%	79	14%
	On-campus	556	70%	470	65%	5	1%	59	10%	183	34%
	Total	**790**	**100%**	**728**	**100%**	**551**	**100%**	**562**	**100%**	**546**	**100%**
Mesa College	Online	358	33%	338	33%	740	81%	651	70%	498	50%
	OL & OC	---	---	91	9%	19	2%	80	9%	145	15%
	On-campus	716	67%	593	58%	151	17%	193	21%	348	35%
	Total	**1,074**	**100%**	**1,022**	**100%**	**910**	**100%**	**924**	**100%**	**991**	**100%**
Miramar College	Online	269	26%	235	27%	427	55%	380	41%	328	36%
	OL & OC	---	---	61	7%	126	16%	120	13%	118	13%
	On-campus	749	74%	568	66%	229	29%	438	47%	461	51%
	Total	**1,018**	**100%**	**864**	**100%**	**782**	**100%**	**938**	**100%**	**907**	**100%**
Credit Colleges Total	Online	861	30%	786	30%	1,687	75%	1,441	59%	1,110	45%
	OL & OC	---	---	197	8%	171	8%	293	12%	342	14%
	On-campus	2,021	70%	1,631	62%	385	17%	690	28%	992	41%
	Total	**2,882**	**100%**	**2,614**	**100%**	**2,243**	**100%**	**2,424**	**100%**	**2,444**	**100%**
Continuing Education	Online	195	11%	158	13%	824	92%	582	82%	445	53%
	OL & OC	---	---	24	8%	12	1%	105	15%	82	10%
	On-campus	1,524	89%	1,051	85%	56	6%	20	3%	314	37%
	Total	**4,974**	**100%**	**1,233**	**100%**	**892**	**100%**	**707**	**100%**	**841**	**100%**
District Total	Online	1,056	13%	944	25%	2,511	80%	2,023	65%	1,555	47%
	OL & OC	---	---	282	7%	309	10%	518	17%	542	16%
	On-campus	3,545	45%	2,682	70%	441	14%	710	23%	1,306	40%
	Total	**7,856**	**100%**	**3,847**	**100%**	**3,135**	**100%**	**3,131**	**100%**	**3,285**	**100%**

Note 1. Excludes tentative and cancelled sections. Excludes sections with no enrollments. Excludes non-state supported and non-credit sections from the credit colleges. Excludes apprenticeship sections from City College. Excludes fee and apprenticeship sections from the College of Continuing Education.

Note 2. "OL & OC" refers to sections with components in both Online & On-campus modalities.

Top Subjects by Modality: Table 3 below shows sections by modality of top CTE subjects by section count 2022-23[4]. Office Systems, a non-credit subject, accounts for the largest number of sections and is offered in a mix of online and on-campus modalities. Administration of Justice, on the other hand, is offered mostly on-campus. The next 6 subjects by section count are offered mostly online.

Table 3. Subjects with 70+ CTE Sections in 2022-23, by Modality

Subject	% of Sections in Modality			Total Sections 2022-23
	Online	On-Campus	Online & On-campus	
OFSY	40%	60%	---	256
ADJU	15%	85%	---	249
BUSE	77%	15%	8%	219
ACCT	88%	9%	3%	144
CHIL	79%	19%	3%	140
CISC	80%	4%	16%	133
COMP	100%	---	---	99
COMM	80%	20%	---	83
FIPT	33%	64%	2%	81
AUTO	3%	71%	27%	79
NUTR	81%	16%	4%	77
HMDV	36%	41%	23%	70
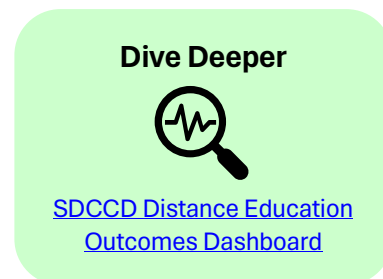
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3. **In-service/Public Safety: There were 15% fewer sections of In-service/Public Safety courses in Administration of Justice and Fire Protection in 2022-23 than in 2021-22, and 29% fewer enrollments.**

   In-service/Public Safety enrollment data is highlighted here due to the high proportion of total CTE enrollments accounted for by those courses (7.6% in 2022-23).

   Enrollments and sections in Administration of Justice and Fire Protection peaked in 2021-22 and then decreased in 2022-23. Enrollments in Administration of Justice are comparable to pre-pandemic levels, although there are 53 more sections in 2022-23 than in 2018-19. Enrollments and sections in Fire Protection are about two-thirds of what they were pre-pandemic.

Table 4. Declining In-service/Public Safety ADJU and FIPT Sections and Enrollments

		18-19	19-20	20-21	21-22	22-23	22-23 to 21-22 Diff.	22-23 to 21-22 % Change
ADJU	Enrollments	4,891	3,672	3,333	6,858	4,863	-1,995	-29%
	Sections	124	88	79	225	197	-28	-12%
FIPT	Enrollments	1,500	2,161	2,327	1,350	986	-364	-27%
	Sections	65	46	55	54	40	-14	-26%
Total	**Enrollments**	**6,712**	**5,874**	**5,690**	**8,249**	**5,894**	**-2,355**	**-29%**
	Sections	**201**	**135**	**135**	**281**	**239**	**-42**	**-15%**

---

[4] 70 sections used in this table as a cutoff for top sections.

Headcount and Demographics

4. **Headcount: 37,074 students enrolled in at least one CTE course across the District in 2022-23, or 49% of all students that year.**

This is 5% more CTE students than in 2021-22 (non-CTE student headcount increased by 6% over this same period).

In 2022-23, overall student headcount increased 6% across the district compared to 2021-22, but there were still 18% fewer students enrolled at SDCCD than before COVID-19. CTE student headcount has made more progress towards pre-COVID levels, at 13% below 2019-20 level, compared to non-CTE student headcount, which is 23% below.

49% of students enrolled across the credit colleges took at least one CTE course in 2022-23.

- At City College, student headcount decreased compared to last year, both for CTE students (-6%) and non-CTE students (-7%). City College's CTE student headcount is 18% below 2019-20, while the non-CTE student headcount is 8% below. CTE students have made up between 38% and 39% of City College students since 2020-21.

- At Mesa College, student headcount increased 1% compared to last year, both for CTE students (+2%) and non-CTE students (+1%). Mesa College's CTE student headcount is 12% below 2019-20, while the non-CTE student headcount is 16% below. CTE students have made up between 39% and 41% of Mesa College students since 2020-21.

- At Miramar College, headcount in 2022-23 is comparable to last year. CTE student headcount increased compared to last year (+2%) and non-CTE student headcount decreased (-3%). Miramar College's CTE student headcount is 4% below 2019-20, while the non-CTE student headcount is 11% below. CTE students have made up between 48% and 54% of Miramar College students since 2020-21.

- At SDCCE, student headcount increased 12% compared to last year, both for CTE students (+5%) and non-CTE students (+17%). SDCCE's CTE student headcount is 34% below 2019-20, while the non-CTE student headcount is 24% below. CTE students have made up a decreasing percentage of SDCCE students since 2020-21, from 47% that year to 34% in 2022-23.

See Table 5 on the following page for more detail.

Figure 3. CTE Student Headcount
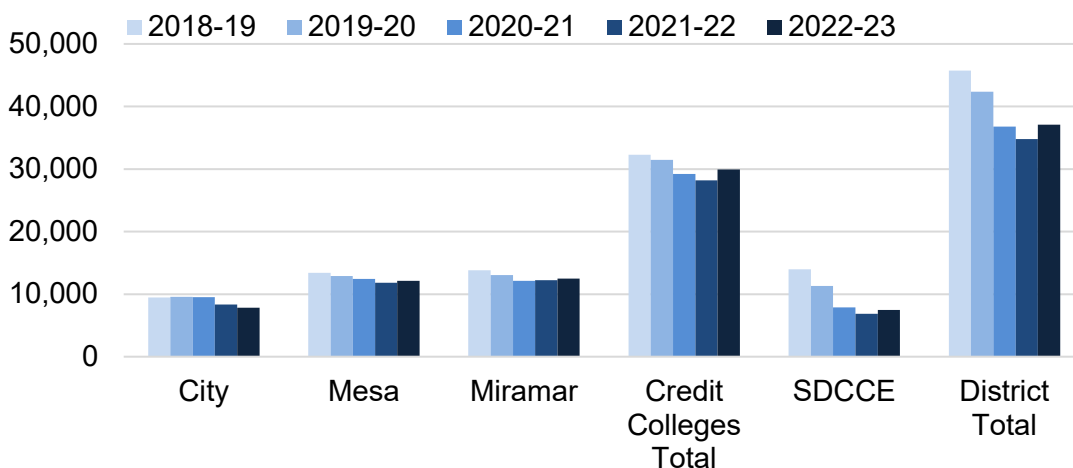
Table 5. Headcount by Academic Year

		2018-19		2019-20		2020-21		2021-22		2022-23		21-22 to 22-23 Diff.	21-22 to 22-23 % Change.
		Count	%	Count	%	Count	%	Count	%	Count	%		
City College	CTE	9,471	39%	9,572	41%	9,500	39%	8,344	38%	7,807	38%	-537	-6%
	Non-CTE	14,806	61%	13,706	59%	14,994	61%	13,515	62%	12,549	62%	-966	-7%
	Total	24,277	100%	23,278	100%	24,494	100%	21,859	100%	20,356	100%	-1,503	-6%
Mesa College	CTE	13,416	38%	12,874	39%	12,427	39%	11,840	41%	12,148	41%	308	2%
	Non-CTE	21,858	62%	20,404	61%	19,467	61%	16,980	59%	17,152	59%	172	1%
	Total	35,274	100%	33,278	100%	31,894	100%	28,820	100%	29,300	100%	480	1%
Miramar College	CTE	13,818	51%	13,042	52%	12,114	48%	12,221	53%	12,501	54%	280	2%
	Non-CTE	13,260	49%	11,851	48%	13,149	52%	10,893	47%	10,541	46%	-352	-3%
	Total	27,078	100%	24,893	100%	25,263	100%	23,114	100%	23,042	100%	-72	0%
Credit Colleges Total	CTE	32,287	49%	31,478	50%	29,209	52%	28,186	54%	29,906	55%	1,720	5%
	Non-CTE	33,289	51%	31,122	50%	27,244	48%	24,119	46%	24,296	45%	177	1%
	Total	65,576	100%	62,600	100%	56,453	100%	52,305	100%	54,202	100%	1,897	3%
SDCCE	CTE	13,956	37%	11,313	37%	7,904	47%	6,841	39%	7,470	34%	629	5%
	Non-CTE	23,860	63%	19,363	63%	8,749	53%	10,789	61%	14,798	66%	4,009	17%
	Total	37,816	100%	30,676	100%	16,653	100%	17,630	100%	22,268	100%	4,638	12%
District Total	CTE	45,733	45%	42,378	46%	36,775	51%	34,771	50%	37,074	49%	2,303	5%
	Non-CTE	56,333	55%	49,800	54%	35,552	49%	34,503	50%	38,102	51%	3,599	6%
	Total	102,066	100%	92,178	100%	72,327	100%	69,274	100%	75,176	100%	5,902	6%

5. **Districtwide Representation by Ethnicity: Over the last three years, the CTE student population across the district has had a slightly higher representation of White students than the non-CTE student population, and a slightly lower representation of Asian and Latinx students.**

Compared to 2021-22, the proportion of Latinx CTE students increased 2% in 2022-23 across the district, and the proportion of White CTE students decreased 3%.

Districtwide CTE and non-CTE student representation have remained within 1% over the last three years, with the following exceptions:

- Representation of Asian students in 2022-23 is 2% lower than in it was in 2018-19.
- Representation of Latinx students in 2022-23 is 4% higher than in it was in 2018-19.
- Representation of White students in 2022-23 is 4% lower than in it was in 2018-19.

Data note: At SDCCE, representation of students with an Unreported ethnicity increased from 8% in 2020-21 to 13% in 2021-22 and to 25% in 2022-23. The rate of unreported ethnicity among SDCCE students is lower for CTE students (16% in 2022-23) than non-CTE students (30%). The issue has been identified, and validation of the process of backfilling missing data is under way as of the production of this report.

Table 6. CTE Student Representation, by Ethnicity, Districtwide

	2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.
African American	7%	7%	6%	6%	7%	0%
Asian	11%	10%	10%	10%	9%	0%
Filipino	4%	5%	5%	4%	4%	0%
Latinx	35%	37%	37%	37%	39%	2%
Multi-Ethnicity	5%	6%	6%	6%	6%	0%
Native American	0%	0%	0%	0%	0%	0%
Pacific Islander	1%	1%	0%	0%	0%	0%
Unknown	3%	3%	3%	4%	5%	1%
White	34%	32%	32%	32%	30%	-3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**0%**

Note 1. Values of 0% indicate less than half of 1%.
Note 2. 2021-22 and 2022-23 Districtwide values impacted by Unreported SDCCE Ethnicity rates.

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Table 7. Non-CTE Student Representation, by Ethnicity, Districtwide

	2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.
African American	7%	7%	7%	7%	6%	-1%
Asian	13%	13%	11%	11%	10%	-1%
Filipino	4%	4%	4%	4%	3%	-1%
Latinx	37%	38%	38%	38%	39%	1%
Multi-Ethnicity	4%	5%	6%	6%	5%	-1%
Native American	0%	0%	0%	0%	0%	0%
Pacific Islander	0%	0%	0%	0%	0%	0%
Unknown	5%	3%	4%	7%	12%	6%
White	29%	30%	29%	27%	24%	-3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**0%**

Note 1. Values of 0% indicate less than half of 1%.
Note 2. 2021-22 and 2022-23 Districtwide values impacted by Unreported SDCCE Ethnicity rates.

6. **College Representation by Ethnicity: Over the last three years, Latinx students made up the largest group of CTE students at City College/ECC (43%). White students made up the largest group of CTE students at Mesa (39%) and Miramar College (40%).**

Data note: At SDCCE, representation of students with an Unreported ethnicity increased from 8% in 2020-21 to 13% in 2021-22 and to 25% in 2022-23. The rate of unreported ethnicity among SDCCE students is lower for CTE students (16% in 2022-23) than non-CTE students (30%). The issue has been identified, and validation of the process of backfilling missing data is under way as of the production of this report.

See Table 50 in the Appendix for representation by year and college.

Figure 4.CTE Student Representation, by Ethnicity, 2020-21 to 2022-23

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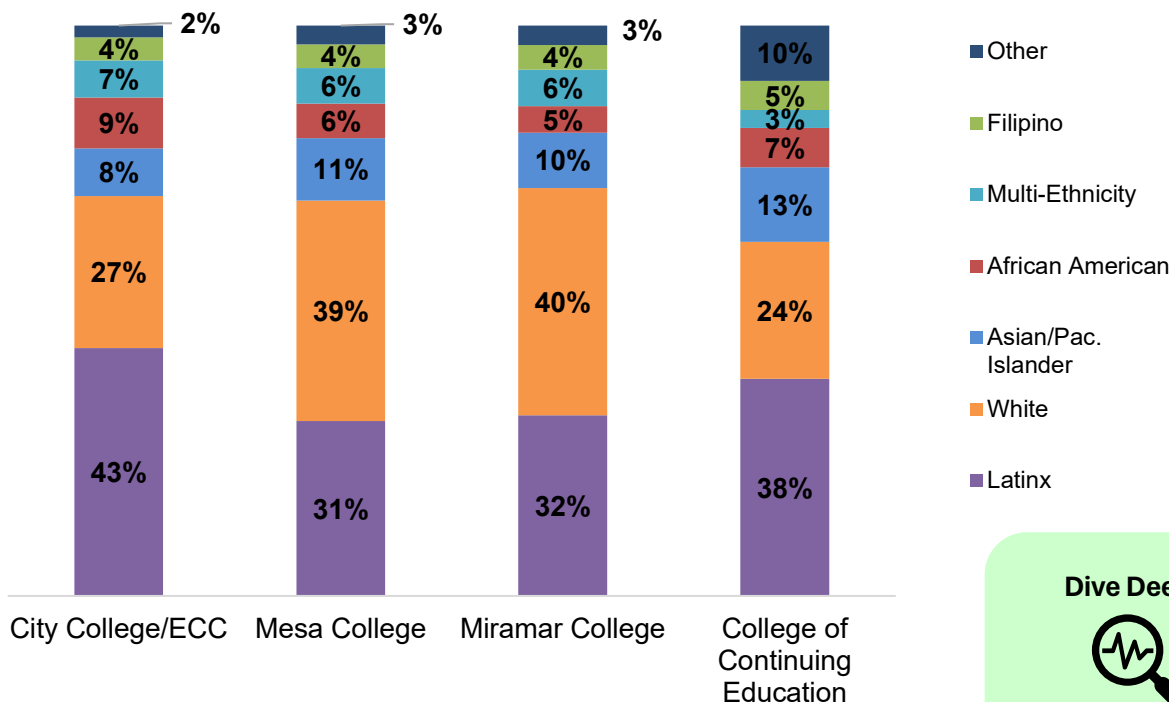
Note. "Other" includes Native American and Unreported.

Compared to non-CTE students, CTE students at the credit colleges in 2022-23 were **less likely to be Asian (-1.5%) and Latinx (-1.4%),** and **more likely to be White (+4.4%).** Significant differences between the CTE and non-CTE population at each of the credit colleges in 2022-23 are listed in Table 8. Comparisons for the College of Continuing Education are not included due to the high rate of unreported data at that college.

Table 8. Difference between CTE and non-CTE Population by Ethnicity, more than 1%, 2022-23

	City	**Mesa**	**Miramar**	**Credit Colleges**
African American	---	---	-1.9%	---
Asian	---	---	-5.6%	-1.5%
Filipino	---	---	-2.5%	---
Latinx	-1.4%	---	---	---
Multi-Ethnicity	---	---	-2.4%	---
White	2.1%	-1.4%	10.4%	+4.4%

Representation by Ethnicity over Time: Representation by ethnicity at the credit colleges has been generally stable compared to 2019-20, with representation of Asian students decreasing by 0.6%, Latinx students increasing by 0.5%, and white students increasing by 1.0%. These small changes are reflected in the non-CTE student population at the credit colleges, except for Latinx students (representation of non-CTE Latinx students decreased 0.4% over the same period).

Compared to 2021-22, Latinx student representation among CTE students increased at City College (+3%) Mesa College (+1%), and Miramar College (+2%). White student representation decreased 2% at City, 1% at Mesa, and 2% at Miramar.

Table 9. Representation Changes more than +/-0.5%, CTE Students, Ethnicity, 2021-22 to 2022-23

Institution	Ethnicity	2019-20	2020-21	2021-22	2022-23	22-23 to 21-22 % Change
City	African American	9%	8%	9%	10%	+0.9%
	Latinx	46%	43%	42%	45%	+2.5%
	White	24%	27%	28%	25%	-2.3%
Mesa	Latinx	37%	37%	38%	39%	+1.2%
	White	31%	31%	30%	29%	-0.8%
Miramar	Asian	10%	9%	8%	9%	+1.1%
	Latinx	29%	31%	31%	33%	+1.8%
	White	40%	40%	41%	39%	-2.1%

7. **District Representation by Gender: Representation by gender among CTE students has been relatively stable across the district over the last five years. During that time, female students accounted for a lower proportion of CTE students (49% to 54%) than of non-CTE students (59% to 61%).**

Dive Deeper

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Table 10. CTE Student Population, by Gender, Districtwide

	2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.
Female	54%	52%	52%	49%	49%	-0.7%
Male	46%	48%	47%	50%	50%	0.3%
Non-Binary	n/a	0%	0%	0%	0%	0.2%
Unreported	0%	0%	0%	1%	1%	0.2%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**---**

Note. Values of 0% indicate less than half of 1%.

Table 11. Non-CTE Student Population, by Gender, Districtwide

	2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.
Female	59%	59%	61%	60%	59%	-1.1%
Male	41%	40%	38%	39%	39%	0.8%
Non-Binary	n/a	0%	0%	0%	1%	0.2%
Unreported	0%	1%	0%	1%	1%	0.1%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**---**

Note. Values of 0% indicate less than half of 1%.

8. **Representation by Gender, at each College: CTE students are more likely to be female at City, Mesa, and SDCCE, and more likely to be male at Miramar College.**

Compared to 2021-22, representation by gender among the CTE population has remained relatively stable, except at City College (Female: -1.4%) and SDCCE (Female: +2.3%).

Table 12. CTE Student Population Representation by Gender, by College

		2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.
City College/ ECC	Female	54%	54%	55%	53%	51%	-1.4%
	Male	46%	46%	44%	46%	47%	0.8%
	Non-Binary	---	0%	0%	0%	1%	0.3%
	Unreported	0%	0%	0%	1%	1%	0.2%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	---
Mesa College	Female	57%	56%	59%	57%	56%	-0.7%
	Male	43%	43%	40%	42%	42%	0.1%
	Non-Binary	---	0%	0%	0%	0%	0.2%
	Unreported	0%	0%	0%	0%	1%	0.4%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	---
Miramar College	Female	40%	39%	39%	36%	35%	-1.3%
	Male	60%	60%	60%	63%	64%	1.0%
	Non-Binary	---	0%	0%	0%	0%	0.2%
	Unreported	0%	0%	1%	1%	1%	0.1%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	---
College of Continuing Education	Female	64%	62%	62%	62%	64%	2.3%
	Male	35%	38%	38%	38%	36%	-2.3%
	Non-Binary	---	0%	0%	0%	0%	0.0%
	Unreported	0%	1%	0%	0%	0%	0.0%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	---

Note 1. Representation shown to the tenth decimal place to avoid apparent rounding errors.
Note 2. Values of 0% indicate less than half of 1%

Course Outcomes: Success Rates at the Credit Colleges

9. **Overall Success Rates: Across the credit colleges over the last five years, success rates in CTE courses have remained between 79% and 80%. This is 6% to 8% higher than success rates for non-CTE courses (71% to 73%). Compared to 2021-22, CTE success rates in 2022-23 stayed about the same (City: +1%, Mesa: 0%, Miramar: -1%).**

Table 13. CTE Success Rates

	2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.
City College/ECC	76%	73%	76%	74%	75%	+1%
Mesa College	76%	77%	79%	76%	76%	0%
Miramar College	85%	83%	84%	84%	83%	-1%
All Credit Colleges	**79%**	**78%**	**80%**	**79%**	**79%**	**0%**

Table 14. Non-CTE Success Rates

	2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.
City College/ECC	69%	66%	69%	67%	68%	+1%
Mesa College	72%	73%	74%	72%	74%	+2%
Miramar College	75%	76%	76%	74%	76%	+2%
All Credit Colleges	**72%**	**72%**	**73%**	**71%**	**73%**	**+2%**

Dive Deeper

SDCCD Distance Education Outcomes

10. Credit Colleges Enrollments by Modality: From 2021-22 to 2022-23, CTE enrollments across the credit colleges in courses originally scheduled online decreased 21% (City/ECC: -27%, Mesa: -20%, Miramar: -16%) as on-campus instruction continued to be re-activated.

In 2020-21, when instruction was primarily delivered online in response to the COVID-19 pandemic, 82% of CTE enrollments at the credit colleges were online (City: 95%, Mesa: 94%, Miramar: 60%). In 2022-23, 58% of CTE enrollments were online (City: 65%, Mesa: 67%, Miramar: 44%).

Enrollments in Figure 6 are for the credit colleges and provide context for success rate data in the next section. At SDCCE, 10,719 of the 16,847 CTE enrollments in 2022-23 were online (64%). There were 4,193 CTE enrollments On-campus (25%), and 1,935 enrollments in courses Online & On-campus (11%).

See Table 53 in the appendix for enrollments by modality by institution.

Figure 5. CTE Enrollments at the Credit Colleges, by Mode
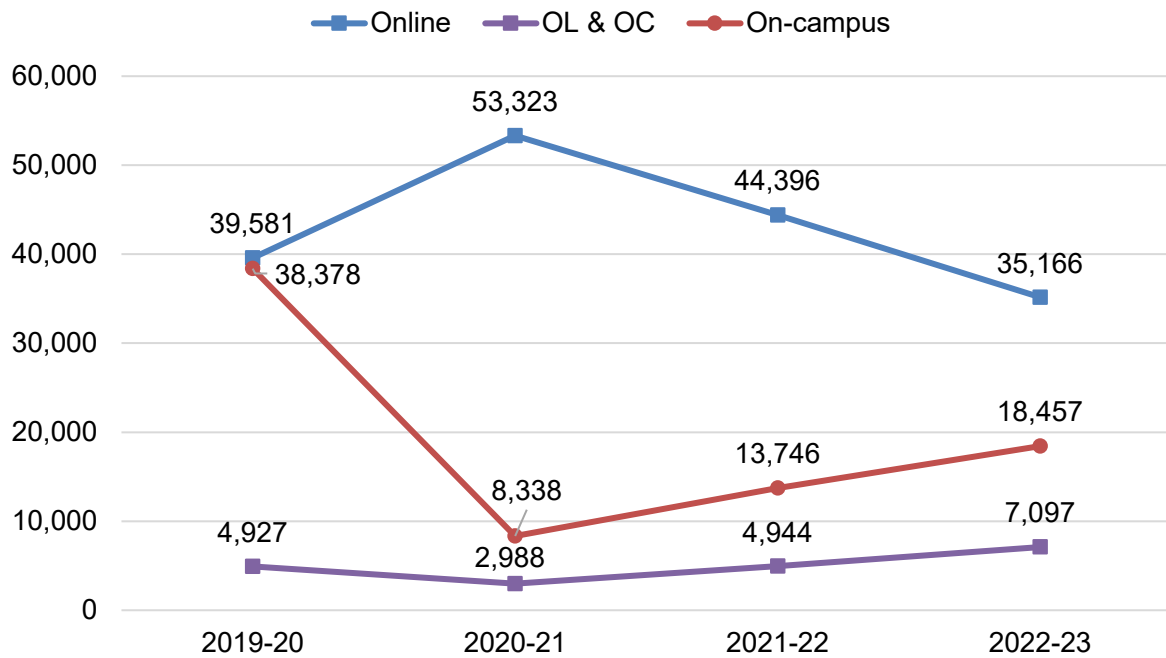
Note. "OL & OC" refers to sections with components in both Online & On-campus modalities.

Dive Deeper

SDCCD Distance Education Outcomes

11. **Success Rates by Modality: Across the credit colleges, 73% of online CTE enrollments were successful, 90% of on-campus CTE enrollments were successful, and 81% of enrollments in online & on-campus courses were successful. As on-campus instruction continued to be re-activated, on-campus success rates decreased from 95% to 90%. Online success rates remained at 73%.**

Nearly all (90%) on-campus CTE enrollments were successful in 2022-23 (City: 85%, Mesa: 85%, Miramar: 94%); it should be noted that this related to the focused nature of on-campus offerings during and following the COVID-19 pandemic.

Online success rates in CTE courses remained relatively stable in 2022-23, both across the credit colleges (no change) and at the credit colleges (City: -1%, Mesa: -1%, Miramar: -1%).

Figure 6. Credit Colleges CTE Success Rates, by Modality
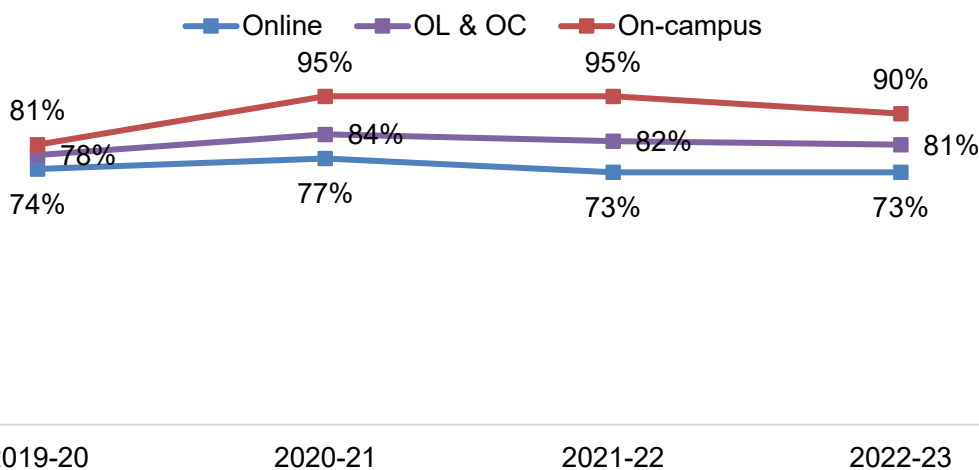
Table 15. CTE Success Rates, by Modality, by Institution

	Modality	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.
City College/ECC	Online	69%	76%	72%	71%	-1%
	OL & OC	74%	88%	82%	72%	-10%
	On-campus	75%	88%	89%	85%	-4%
Mesa College	Online	75%	78%	74%	73%	-1%
	OL & OC	81%	95%	82%	79%	-3%
	On-campus	78%	96%	91%	85%	-6%
Miramar College	Online	76%	79%	73%	72%	-1%
	OL & OC	78%	82%	83%	86%	3%
	On-campus	87%	95%	97%	94%	-3%
All Credit Colleges	**Online**	**74%**	**77%**	**73%**	**73%**	**0%**
	OL & OC	**78%**	**84%**	**82%**	**81%**	**-1%**
	On-campus	**81%**	**95%**	**95%**	**90%**	**-5%**

Note. "OL & OC" refers to sections with components in both Online & On-campus modalities.

12. **Success Rates by Ethnicity: Across the credit colleges in 2022-23, Asian students had the highest success rate in CTE courses (86%), and African American students had the lowest (67%).**

Success rates for African American students peaked at 72% in 2020-21, then decreased to 67% in each of the following two years. Success rates for Latinx students have remained between 75% and 76% over the last three years. Success rates for Native American students has decreased 8% from 81% in 2021-22 to 73% in 2022-23 (218 CTE enrollments in 2021-22, 173 in 2022-23).

See Table 54 in the appendix for success rates by ethnicity by college.

Table 16.Credit Colleges CTE Success Rates, by Ethnicity

	2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.
African American	67%	69%	72%	67%	67%	0%
Asian	85%	85%	89%	86%	86%	0%
Filipino	81%	79%	83%	82%	83%	1%
Latinx	75%	73%	75%	76%	75%	-1%
Multi-Ethnicity	78%	77%	77%	75%	77%	2%
Native American	84%	79%	76%	81%	73%	-8%
Pacific Islander	81%	77%	80%	82%	83%	1%
Unknown	85%	79%	80%	71%	81%	10%
White	84%	83%	85%	82%	83%	1%
Overall	**79%**	**78%**	**80%**	**79%**	**79%**	**0%**

Gaps in CTE success rates by ethnicity remain. Compared to the group with the highest success rates (Asian students), gaps have grown larger for Latinx students. **The gap between success rates for African American students and Asian students remains the largest**, both across the credit colleges and at each college. See Table 55 in the appendix for gaps between group with highest success rates and other ethnicities by college.

Figure 7. CTE Success Rate Gaps between highest group (Asian), All Credit Colleges
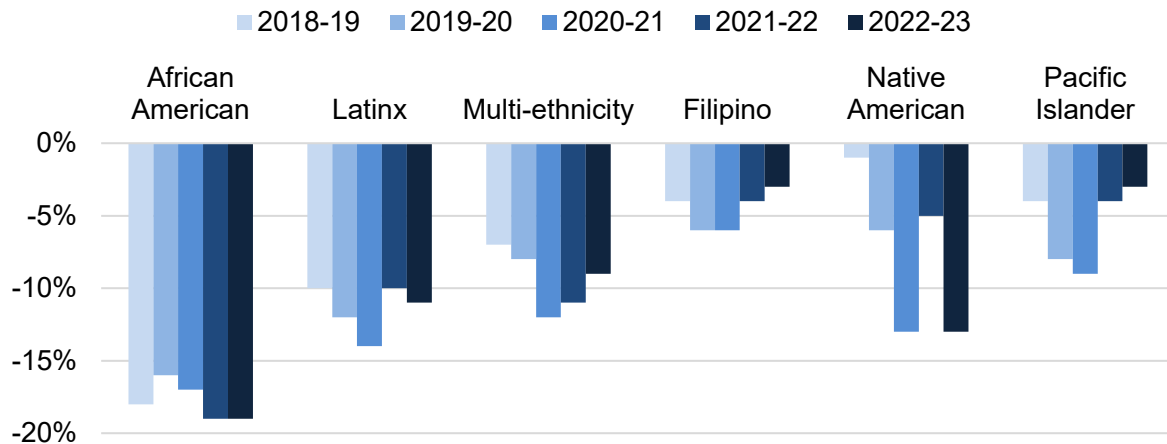
Success Rates by Ethnicity and Modality: Among groups with more than 200 enrollments in 2022-23, Asian students had the highest success rate in each modality, and African American students had the lowest. **Gaps between ethnicities and Asian students are larger in online classes (4% to 21%) than on-campus classes (1% to 11%).**

Table 17. CTE Success Rates in 2022-23, by Ethnicity and Mode, Credit Colleges

	Online	On-Campus	Online & On-campus	Total for Ethnicity
African American	62%	82%	67%	**67%**
Asian	83%	93%	89%	**86%**
Filipino	79%	91%	86%	**83%**
Latinx	69%	87%	77%	**75%**
Multi-Ethnicity	73%	87%	77%	**77%**
Native American	59%	93%	74%	**73%**
Pacific Islander	69%	96%	95%	**83%**
Unknown	71%	94%	84%	**81%**
White	76%	92%	84%	**83%**
Total for Modality	**73%**	**90%**	**81%**	**79%**

Table 18. Difference in CTE Success Rates, by Modality, between each Ethnicity and Asian Students

	Online	On-Campus	Online & On-campus
African American	-21%	-11%	-22%
Asian	---	---	---
Filipino	-4%	-2%	-3%
Latinx	-14%	-6%	-12%
Multi-Ethnicity	-10%	-6%	-12%
Native American	-24%	0%	-15%
Pacific Islander	-14%	3%	6%
Unknown	-12%	1%	-5%
White	-7%	-1%	-5%

13. **Success Rates by Gender: Across the credit colleges over the last five years, both male and female students have had success rates between 77% and 80% in CTE courses. Male students have had slightly higher success rates in the last two years.**

At City College, male student success rates in CTE courses dropped to 69% in 2019-20, likely impacted by the COVID-19 pandemic. In the years since, male students' success rates in CTE courses have remained within 2% of female students' success rates.

At Mesa College over the last five years, female students have had higher success rates (78% to 81%) than male students (72% to 76%).

At Miramar College over the last five years, male students have had higher success rates (84% to 87%) than female students (79% to 81%).

Table 19. CTE Success Rates, by Gender and College

		2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.
City College/ECC	Female	78%	76%	77%	74%	76%	2%
	Male	74%	69%	75%	73%	75%	2%
	Non-Binary	n/a	67%	71%	66%	66%	0%
	Unreported	n/a	67%	80%	75%	71%	-4%
	Overall	**76%**	**73%**	**76%**	**74%**	**75%**	**1%**
Mesa College	Female	78%	80%	81%	78%	78%	0%
	Male	72%	73%	76%	73%	74%	1%
	Non-Binary	n/a	100%	85%	68%	72%	4%
	Unreported	n/a	64%	69%	72%	78%	6%
	Overall	**76%**	**77%**	**79%**	**76%**	**76%**	**0%**
Miramar College	Female	81%	80%	81%	79%	79%	0%
	Male	87%	84%	86%	87%	86%	-1%
	Non-Binary	n/a	63%	88%	68%	78%	10%
	Unreported	n/a	95%	86%	92%	85%	-7%
	Overall	**85%**	**83%**	**84%**	**84%**	**83%**	**-1%**
All Credit Colleges	Female	79%	79%	80%	77%	78%	1%
	Male	79%	77%	80%	80%	80%	0%
	Non-Binary	n/a	67%	80%	67%	71%	4%
	Unreported	n/a	78%	80%	82%	79%	-3%
	Overall	**79%**	**78%**	**80%**	**79%**	**79%**	**0%**

CTE Majors at the Credit Colleges

14. Credit Colleges Headcount by CTE Major: There were over 22,000 students enrolled across the credit colleges with a CTE major in both 2021-22 and 2022-23. This was 42% of students with academic plans on file, an increase from prior years.

As the unduplicated count of all students across the credit colleges has decreased 14% over the last four years (from 61,583 in 2019-20 to 52,687 in 2022-23), the count of CTE major students enrolled across the colleges has increased 4%.

Of students with a CTE major (2022-23: 22,329), about three quarters enrolled in a CTE course each year at City, Mesa, or Miramar Colleges (2022-23: 76%).

Figure 8. Headcount by Major Type, Credit Colleges
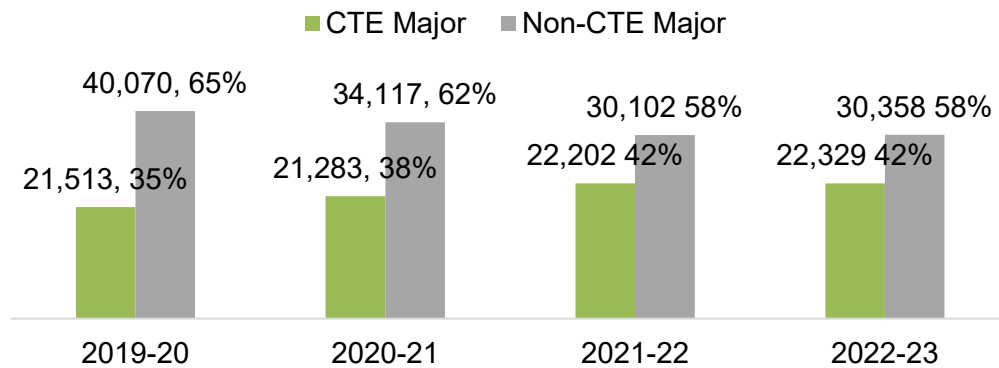
Table 20. Credit Colleges Headcount of Students who enrolled in CTE Courses, by Major Type

		2019-20	2020-21	2021-22	2022-23	22-23 to 21-22 Diff.	22-23 to 21-22 % Change
CTE Major	Enrolled in CTE	15,672	15,416	16,467	16,905	438	3%
	Did not enroll in CTE	5,841	5,867	5,735	5,424	-311	-5%
	Total	**21,513**	**21,283**	**22,202**	**22,329**	**127**	**1%**
Non-CTE Major	Enrolled in CTE	14,781	12,730	11,876	11,645	-231	-2%
	Did not enroll in CTE	25,289	21,387	18,226	18,713	487	3%
	Total	**40,070**	**34,117**	**30,102**	**30,358**	**256**	**1%**

Table 21. Credit Colleges Proportion of Students who Enrolled in CTE Courses, by Major Type

		2019-20	2020-21	2021-22	2022-23	22-23 to 21-22 Diff.
CTE Major	Enrolled in CTE	73%	72%	74%	76%	2%
	Did not enroll in CTE	27%	28%	26%	24%	-2%
	Total	**100%**	**100%**	**100%**	**100%**	**--**
Non-CTE Major	Enrolled in CTE	37%	37%	39%	38%	-1%
	Did not enroll in CTE	63%	63%	61%	62%	1%
	Total	**100%**	**100%**	**100%**	**100%**	**--**

15. **CTE Major Students, by Credit College: As the count of students with CTE majors has remained generally stable despite declining overall headcount across the credit colleges, each college has seen a 7% increase in the proportion of students with a CTE major.**

Over the last two years, there were over 22,000 students enrolled at the credit colleges with a CTE major on file (City: 6,124, Mesa: 8,071, Miramar: 8,134).

Of all students with a CTE major on file at each college, the following percentages enrolled in CTE classes over the last four years:

- City College: 65% to 69%
- Mesa College: 69% to 72%
- Miramar College: 81% to 84%

For more information about CTE enrollment by CTE major and college, see tables 22 and 23 on the next two pages.

Rates of enrollment in CTE courses by CTE major students are influenced by the academic plans offered at each college – i.e. lower percentages of students in Nursing enroll in CTE courses each year, affecting City College rates, and higher percentages of student in Administration of Justice enroll in CTE courses each year, affecting Miramar rates. For more information about CTE programs, see section 17 - Credit Colleges Top Programs, Overall.

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SDCCD Distance Education Outcomes

Figure 9. Of Students with Academic Plan on File at each College, Proportion with a CTE Plan
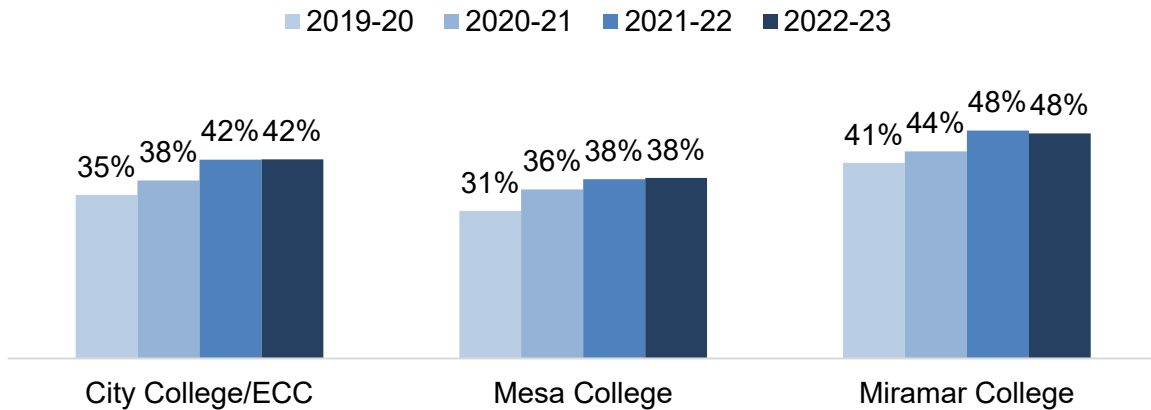
Note. Students are included in the credit college at which they had an active academic plan on file in the given academic year.

Table 22. Proportion of all students with CTE Majors, by Credit College

	2019-20		2020-21		2021-22		2022-23	
	CTE Major Headcount	% of Total	CTE Major Headcount	% of Total	CTE Major Headcount	% of Total	CTE Major Headcount	% of Total
City	6,211	35%	5,934	38%	6,014	42%	6,124	42%
Mesa	7,982	31%	8,349	36%	8,024	38%	8,071	38%
Miramar	7,507	41%	7,236	44%	8,164	48%	8,134	48%

Note. Students are included in the credit college at which they had an active academic plan on file in the given academic year.

Table 23. Credit College Headcount of Students by Major Type who Enrolled in CTE Courses

			2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.	21-22 to 22-23 % Change
City	CTE Major	Enrolled in CTE	4,237	3,886	4,016	4,203	187	5%
		Did not enroll in CTE	1,974	2,048	1,998	1,921	-77	-4%
		Total CTE Major	**6,211**	**5,934**	**6,014**	**6,124**	**110**	**2%**
	Non-CTE Major	Enrolled in CTE	4,297	3,694	2,950	2,850	-100	-3%
		Did not enroll in CTE	7,412	6,119	5,316	5,550	234	4%
		Total non-CTE Major	**11,709**	**9,813**	**8,266**	**8,400**	**134**	**2%**
	Total College		**17,920**	**15,747**	**14,280**	**14,524**	**244**	**2%**
Mesa	CTE Major	Enrolled in CTE	5,519	5,839	5,625	5,777	152	3%
		Did not enroll in CTE	2,463	2,510	2,399	2,294	-105	-4%
		Total CTE Major	**7,982**	**8,349**	**8,024**	**8,071**	**47**	**1%**
	Non-CTE Major	Enrolled in CTE	6,083	5,271	4,671	4,575	-96	-2%
		Did not enroll in CTE	11,480	9,688	8,422	8,447	25	0%
		Total non-CTE Major	**17,563**	**14,959**	**13,093**	**13,022**	**-71**	**-1%**
	Total College		**25,545**	**23,308**	**21,117**	**21,093**	**-24**	**0%**
Miramar	CTE Major	Enrolled in CTE	6,073	5,837	6,826	6,925	99	1%
		Did not enroll in CTE	1,434	1,399	1,338	1,209	-129	-10%
		Total CTE Major	**7,507**	**7,236**	**8,164**	**8,134**	**-30**	**0%**
	Non-CTE Major	Enrolled in CTE	4,539	3,897	4,252	4,215	-37	-1%
		Did not enroll in CTE	6,062	5,351	4,481	4,709	228	5%
		Total non-CTE Major	**10,601**	**9,248**	**8,733**	**8,924**	**191**	**2%**
	Total College		**18,108**	**16,484**	**16,897**	**17,058**	**161**	**1%**

Note 1. Students are included in college at which they had an active academic plan on file in the given academic year.

Note 2. Students are included in the "Enrolled in CTE" row if they enrolled a CTE course at any of the credit colleges or at the College of Continuing Education in the given academic year.

Table 24. Credit Colleges Proportion of Students who Enrolled in CTE Courses, by Major Type and College

			2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.
City	CTE Major	Enrolled in CTE	68%	65%	67%	69%	2%
		Did not enroll in CTE	32%	35%	33%	31%	-2%
		Total CTE Major	**100%**	**100%**	**100%**	**100%**	**---**
	Non-CTE Major	Enrolled in CTE	37%	38%	36%	34%	-2%
		Did not enroll in CTE	63%	62%	64%	66%	2%
		Total non-CTE Major	**100%**	**100%**	**100%**	**100%**	**---**
Mesa	CTE Major	Enrolled in CTE	69%	70%	70%	72%	1%
		Did not enroll in CTE	31%	30%	30%	28%	-1%
		Total CTE Major	**100%**	**100%**	**100%**	**100%**	**---**
	Non-CTE Major	Enrolled in CTE	35%	35%	36%	35%	-1%
		Did not enroll in CTE	65%	65%	64%	65%	1%
		Total non-CTE Major	**100%**	**100%**	**100%**	**100%**	**---**
Miramar	CTE Major	Enrolled in CTE	81%	81%	84%	85%	2%
		Did not enroll in CTE	19%	19%	16%	15%	-2%
		Total CTE Major	**100%**	**100%**	**100%**	**100%**	**---**
	Non-CTE Major	Enrolled in CTE	43%	42%	49%	47%	-1%
		Did not enroll in CTE	57%	58%	51%	53%	1%
		Total non-CTE Major	**100%**	**100%**	**100%**	**100%**	**---**

16. **Credit Colleges CTE Major Students, Demographics: Compared to students with a non-CTE major, CTE-major students across the credit colleges are more likely to be male and more likely to be older.**

    CTE-major students are more likely to be male: Male students accounted for 50% to 56% of CTE major students over the last four years, compared to 42% to 44% of non-CTE major students.

    CTE-major students tend to be older: Students 25 and older accounted for more than half of CTE-major students, compared to just over a third of non-CTE major students, over the last four years.

    CTE-major students were largely similar by ethnicity to non-CTE major students. CTE-major students were slightly less likely to be Asian (8%-9% of CTE major students over the last four years compared to 10% to 11% of non-CTE major students) and slightly more likely to be white (32% to 34% compared to 28% to 30%). The proportion of CTE major students who are Latinx increased to from 38% to 40% in 2022-23, while the proportion of non-CTE major students decreased from 38% to 37%. For more information on ethnicity, see table 25 on the next page.

Figure 10. CTE Major Students are More Likely to be Male
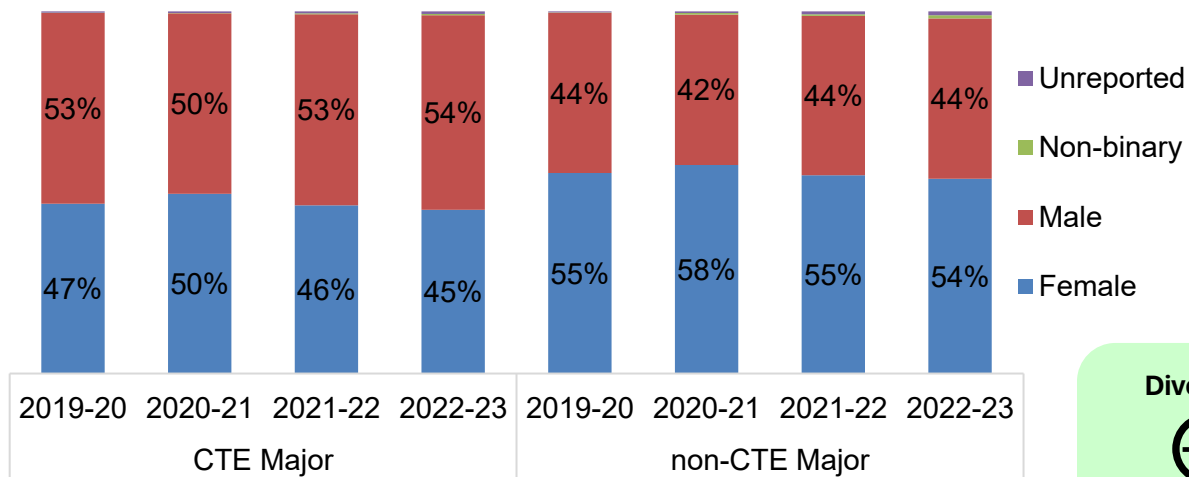
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Figure 11. CTE Major Students are More Likely to be 25+ Years Old
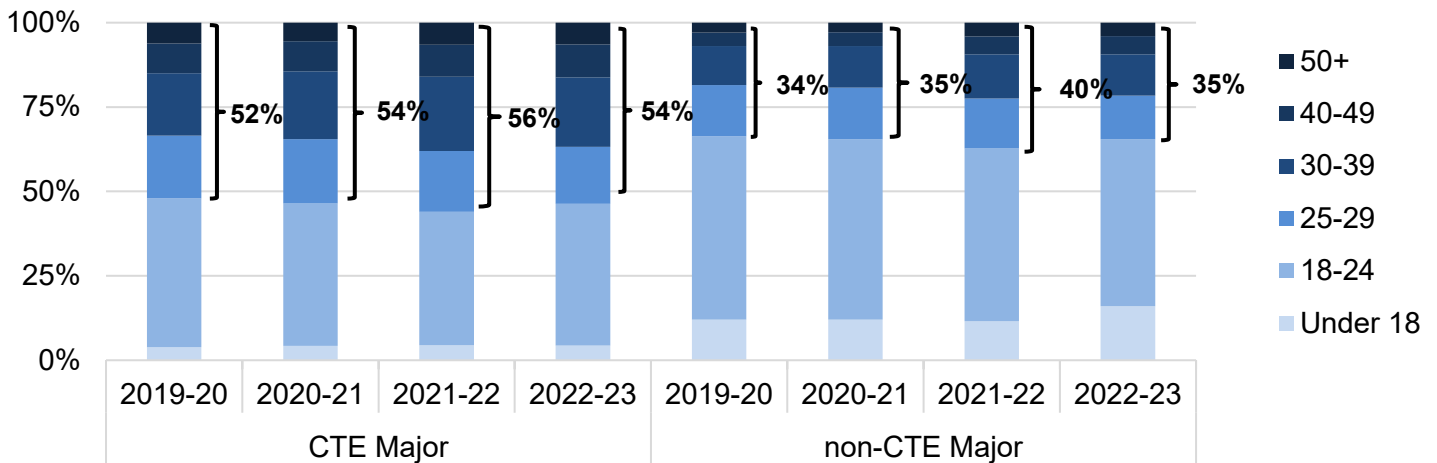
Highlighted rows below are those where the CTE major population differs from the non-CTE major population.

Table 25. Percentage of ethnicity by CTE and Non-CTE

		2019-20	2020-21	2021-22	2022-23	22-23 to 21-22 Diff.
CTE Major	African American	7%	7%	7%	7%	0%
	Asian	9%	9%	8%	8%	0%
	Filipino	4%	4%	4%	4%	0%
	Latinx	38%	39%	38%	40%	-2%
	Multi-Ethnicity	6%	7%	6%	6%	0%
	Native American	0%	0%	0%	0%	0%
	Pacific Islander	1%	1%	0%	0%	0%
	Unknown	3%	2%	2%	2%	0%
	White	32%	33%	34%	32%	2%
	Total	**100%**	**100%**	**100%**	**100%**	**--**
Non-CTE Major	African American	6%	6%	7%	6%	1%
	Asian	11%	11%	10%	11%	-1%
	Filipino	5%	5%	5%	5%	0%
	Latinx	39%	38%	38%	37%	0%
	Multi-Ethnicity	7%	7%	7%	8%	0%
	Native American	0%	0%	0%	0%	0%
	Pacific Islander	0%	0%	0%	0%	0%
	Unknown	2%	2%	3%	2%	1%
	White	28%	29%	30%	30%	0%
	Total	**100%**	**100%**	**100%**	**100%**	**--**

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17. **Credit Colleges Top Programs, Overall: Business Administration for Transfer was the most popular CTE major in 2022-23, with 2,719 students enrolled that year with that major. An additional 1,316 students were enrolled with a Business Administration major, for a total of 4,035 students with an academic plan related to one of those two majors.**

There have been significant shifts in top CTE majors over the last 4 years. While the combined number of students in a Business Administration major has decreased 8% (from 4,404 in 2019-20 to 4,035 in 2022-23), the number of students with an Administration of Justice major has increased 14%, and the number in a Computer Science major has increased by 25%.

The top CTE programs at the credit colleges are Business Administration (4,035 students), Administration of Justice (2,630 students), Fire Protection (1,512 students), and Computer Science (1,161 students). Between 60% and 70% of Business Administration students enrolled in CTE courses annually over the last four years; this rate was 78% to 99% for Administration of Justice students, 91% to 97% for Fire Protection students, and 49% to 64% for Computer Science. See table 28 for more information about CTE enrollment by program.

Table 26.Top 10 CTE Majors at the Credit Colleges in 2021-22 and 2022-

	2019-20	2020-21	2021-22	2022-23	22-23 to 19-20 Diff.	22-23 to 19-20 % Change	% of Total, 2022-23
Business Admin for Transfer	2,784	2,665	2,780	2,719	-65	-2%	12%
Admin. Of Justice	1,765	1,792	2,194	2,129	364	21%	10%
Fire Protection	1,053	917	1,392	1,512	459	44%	7%
Business Administration	1,620	1,319	1,229	1,316	-304	-19%	6%
Nursing	473	733	681	679	206	44%	3%
Business Management	457	629	616	665	208	46%	3%
Comp. Science for Transfer	116	215	431	604	488	421%	3%
Computer & Info Sciences	810	813	566	557	-253	-31%	2%
Child Development	951	838	623	547	-404	-42%	2%
Admin. Of Justice - Transfer	539	443	547	501	-38	-7%	2%

Note 1: "% of Total" refers to the percent of all CTE major students in 2022-23 accounted for by students in the indicated major. (i.e. the 2,719 Business Admin. for Transfer students were 12% of all 22,329 CTE Major students in 2022-23.)

Note 2: Academic Plans are grouped into Major Labels for Table 26. For example, Administration of Justice includes the following 11 academic plans: Law Enforcement, Law Enforcement Tec., Contemporary Police Tech, Tech Achievement Field Training Officer, Investigations, Correctional Tech, Contemporary Police Tech, Law Enforcement Supervision, Advanced Transfer Accident Investigation, Law Enforcement, and Law Enforcement Technologies.

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Table 27.Combined Majors for Business Administration, Administration of Justice, and Computer Sciences.

	2019-20	2020-21	2021-22	2022-23	22-23 to 19-20 % Change	% of Total, 2022-23
Business Admin.	4,404	3,984	4,009	4,035	-8%	18%
Admin. Of Justice	2,304	2,235	2,741	2,630	14%	12%
Computer Science	926	1,028	997	1,161	25%	4%

Note. Major Labels are grouped into similar industries for Table 27. For example, Business Administration includes Business Administration for Transfer and Business Administration.

Enrollment in CTE Courses by Program: Over the last four years, nearly all **Administration of Justice and Fire Protection** students enrolled in CTE courses: 91% to 99% of students with these majors enrolled in CTE courses in each academic year. Rates have been lower for Administration of Justice – Transfer, but have increased from 78% of students in 2019-20 to 84% of students in 2022-23.

There were 679 students with a **Nursing** major in 2022-23 (+44% from in 2019-200 but only about 1 in 3 of them took and CTE course each year. While this rate has increased to 36% in 2022-23 from 30% in 2019-20, it remains the lowest of the top CTE majors.

While there has been a 25% overall increase in the number of students with **a Computer Science** major over the last four years (Comp. and Info. Sciences: -31%, C.S. for Transfer: +421%), a relatively low percent of students in each major enroll in CTE courses each year.

Table 28. Percent of Top CTE Major Students who Enrolled in CTE Courses

	2019-20	2020-21	2021-22	2022-23	22-23 to 19-20 Diff.
Business Admin for Transfer	69%	71%	68%	70%	1%
Admin. Of Justice	96%	97%	98%	99%	3%
Fire Protection	93%	91%	95%	97%	4%
Business Administration	60%	65%	63%	63%	3%
Nursing	30%	30%	32%	36%	6%
Business Management	68%	68%	65%	66%	-2%
Computer Science for Transfer	49%	45%	57%	54%	5%
Computer & Info Sciences	54%	57%	64%	63%	9%
Child Development	75%	75%	76%	77%	2%
Admin. Of Justice - Transfer	78%	77%	86%	84%	6%

Table 29. CTE Courses with more than 30 Sections in 2023

Accounting and Business courses accounted for 5 of the top CTE courses by section count in 2023 and were offered at all 3 colleges, although the majority of these sections were scheduled at Mesa. Computer Information Sciences, also primarily offered at Mesa College, accounted for 2 of the top CTE courses. Nutrition 150 is offered at all three colleges and accounted for the second-most sections of any CTE course.

	City	Mesa	Miramar	Total
ACCT 116A	11	29	16	**56**
NUTR 150	13	23	8	**44**
BUSE 100	9	17	18	**44**
BUSE 140	8	24	8	**40**
CISC 181	7	25	8	**40**
ADJU 395E	---	---	39	**39**
CHIL 101	15	15	7	**37**
BUSE 119	7	21	9	**37**
ADJU 395B	---	---	35	**35**
ACCT 116B	5	20	9	**34**
ADJU 395D	---	---	34	**34**
CISC 190	4	17	12	**33**
ADJU 361R	---	---	31	**31**

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CTE Awards

18. CTE Awards Trends: In 2022-23, the credit colleges conferred 2,075 CTE awards and the College of Continuing Education conferred 7,960 CTE certificates. Compared to 2021-22, the number of CTE awards at the credit colleges decreased 7% in 2022-23, and the number of CTE awards at the College of Continuing Education increased 6%.

The number of CTE degrees and certificates awarded by the credit colleges has decreased 26% over the last five years, from 2,787 in 2018-19 to 2,075 in 2022-23. Over this same time, the number of non-CTE degrees and certificates has decreased 2%. The number of CTE awards decreased to a low of 1,979 in 2019-20, possibly as students postponed completion of coursework or petitions due to the pandemic. Non-CTE awards, on the other hand, increased through 2019-20, 2020-21, and 2021-22, then decreased in 2022-23.

Through years of changes in administrative and business practices, curricular reform, and the transition to online instruction in response to the COVID-19 pandemic, CTE awards at the College of Continuing Education peaked at 10,382 in 2020-21, decreased 28% to 7,493 in 2020-21, then increased 6% to 7,960 in 2022-23. The number of non-CTE awards increased 60% between 2021-22 and 2022-23, largely due to an increase in ESL certificates.

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See table 30 on the next page for counts by year.

Figure 12. Credit and non-Credit Awards, by CTE status
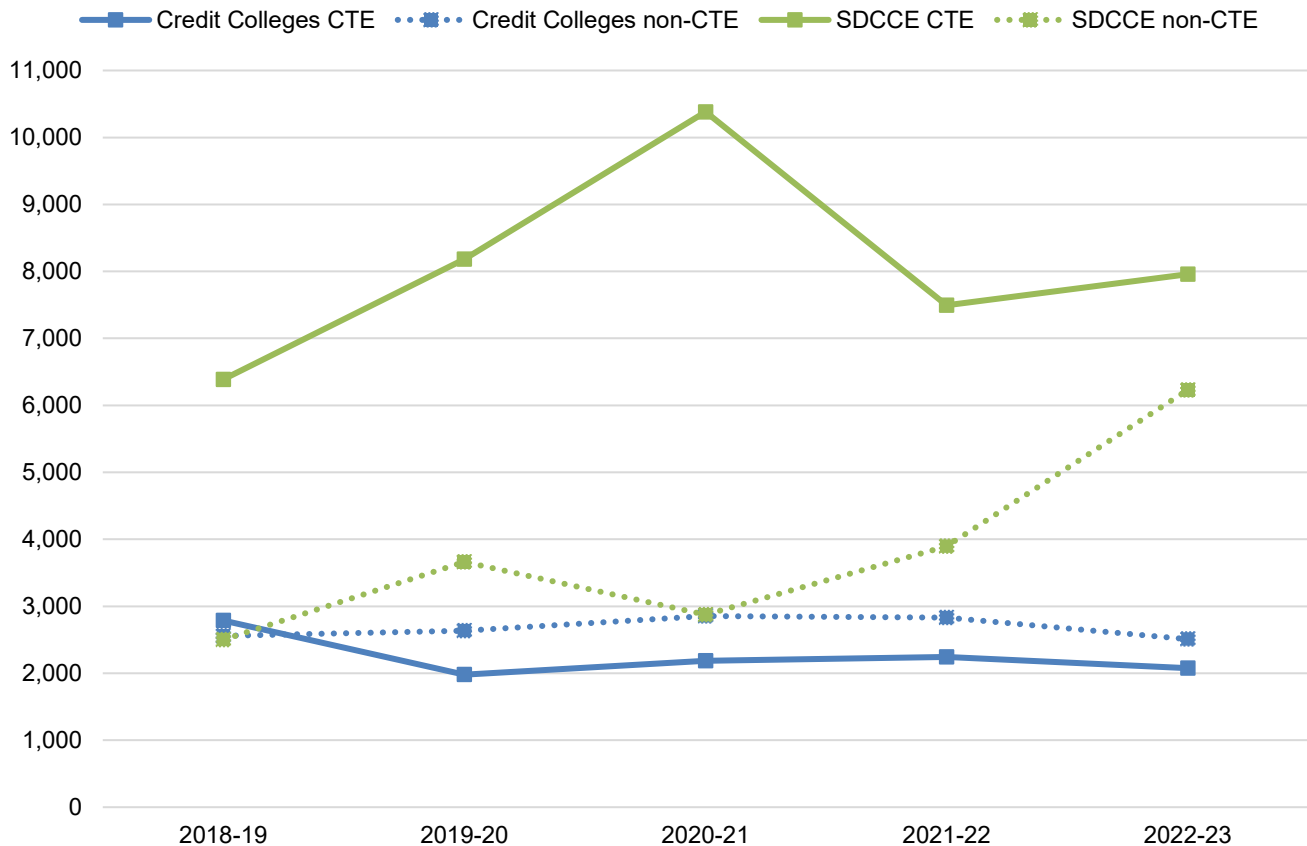
Table 30. Awards by CTE/non-CTE

		2018-19	2019-20	2020-21	2021-22	2022-23	22-23 to 21-22 Diff.	22-23 to 21-22 % Change
City College	CTE	762	524	522	538	567	29	5%
	Non-CTE	708	782	811	859	694	-165	-19%
	Total	**1,470**	**1,306**	**1,333**	**1,397**	**1,261**	**-136**	**-10%**
Mesa College	CTE	933	745	839	776	759	-17	-2%
	Non-CTE	1,068	1,119	1,146	1,082	1,009	-64	-6%
	Total	**2,001**	**1,864**	**1,985**	**1,858**	**1,768**	**-81**	**-4%**
Miramar College	CTE	1,092	710	825	928	749	-179	-19%
	Non-CTE	785	734	897	889	806	-83	-9%
	Total	**1,877**	**1,444**	**1,722**	**1,817**	**1,555**	**-262**	**-14%**
Credit Colleges Total	CTE	2,787	1,979	2,186	2,242	2,075	-167	-7%
	Non-CTE	2,561	2,635	2,854	2,830	2,509	-321	-11%
	Total	**5,348**	**4,614**	**5,040**	**5,072**	**4,584**	**-488**	**-10%**
College of Continuing Education	CTE	6,388	8,183	10,382	7,493	7,960	467	6%
	Non-CTE	2,500	3,664	2,874	3,895	6,230	2,335	60%
	Total	**8,888**	**11,847**	**13,256**	**11,388**	**14,190**	**2,802**	**25%**
District	CTE	9,175	10,162	12,568	9,735	10,035	300	3%
	Non-CTE	5,061	6,299	5,728	6,725	8,739	2,014	30%
	Total	**14,236**	**16,461**	**18,296**	**16,460**	**18,774**	**2,314**	**14%**

Note. The table above excludes 1,795 Certificates of Program Completion (92% of which were CTE) from the College of Continuing Education in 2019-20, 2,793 in 2020-21 (97% CTE), 2,076 in 2021-22 (88% CTE), and 1,675 in 2022-23 (88%). This data was unavailable in 2018-19.

CTE 30-59 Unit Certificates were severely impacted by the pandemic, and have not recovered to pre-COVID levels.
In 2018-19, 450 CTE 30-59 unit certificates were awarded. That number dropped to 162 in 2019-20, and has remained around 200 in each year since. The most-commonly awarded CTE 30-59 unit certificates in 2022-23 were Alcohol and Drug Studies (30), Paralegal (28), and Dental Assisting (17). The 561 non-CTE 30-59 Certificates in 2022-23 were almost entirely accounted for by CSU General Education and IGETC.

Table 31.Districtwide Awards, by CTE/non-CTE and Degree Type

		2018-19	2019-20	2020-21	2021-22	2022-23	22-23 to 21-22 Diff.	22-23 to 21-22 % Change
Credit CTE Awards	Bachelor's Degree	15	28	28	34	19	-15	-44%
	AA/AS	814	843	953	910	898	-12	-1%
	AD-T	632	590	669	580	537	-43	-7%
	Certificate 60+	54	31	16	19	9	-10	-53%
	Certificate 30-59	450	162	192	213	207	-6	-3%
	Certificate 8-18 (12-18 in pre-CS)	822	325	328	486	405	-81	-17%
	Total Credit CTE Awards	**2,787**	**1,979**	**2,186**	**2,242**	**2,075**	**-167**	**-7%**
	Credit CTE Awards % of Total	**52%**	**43%**	**43%**	**44%**	**45%**	**1%**	**---**
Credit Non-CTE Awards	Bachelor's Degree	---	---	---	---	---	---	---
	AA/AS	1,297	1,029	1,155	1,164	1,019	-145	-12%
	AD-T	997	951	952	951	918	-33	-3%
	Certificate 60+	---	---	---	---	---	---	---
	Certificate 30-59	262	652	741	696	561	-135	-19%
	Certificate 8-18 (12-18 in pre-CS)	5	3	6	19	11	-8	-42%
	Total Credit non-CTE Awards	**2,561**	**2,635**	**2,854**	**2,830**	**2,509**	**-321**	**-11%**
	Credit Non-CTE Awards % of Total	**48%**	**57%**	**57%**	**56%**	**55%**	**-1%**	**---**
Non-Credit	CTE CE Cert. of Completion	6,388	8,183	10,382	7,493	7,960	467	6%
	CTE CE Cert of Completion % of Total	72%	69%	78%	66%	56%	-10%	---
	Non-CTE CE Cert. of Completion	2,500	3,664	2,874	3,895	6,230	2,335	60%

Note 1. Excludes non-state supported awards

19. CTE Awards % of All Awards: Districtwide, 53% of awards were CTE in 2022-23 (Credit Colleges: 45%, Continuing Education: 56%).

In 2022-23, Miramar College awarded a higher proportion of CTE awards in 2022-23 (48%) than City College (45%) and Mesa College (43%).

The percent of all SDCCE awards that are CTE decreased in 2022-23 (56%) compared to 2021-22 (66%). This is because the number of non-CTE awards increased 60% while the number of CTE awards increased 6% (see table 32).

Table 32.Percent of All Awards Districtwide that are CTE

	2018-19	2019-20	2020-21	2021-22	2022-23	22-23 to 21-22 Diff.
CTE	64%	62%	69%	59%	53%	-6%
Non-CTE	36%	38%	31%	41%	47%	6%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	---

Figure 13. Percent of All Awards that are CTE
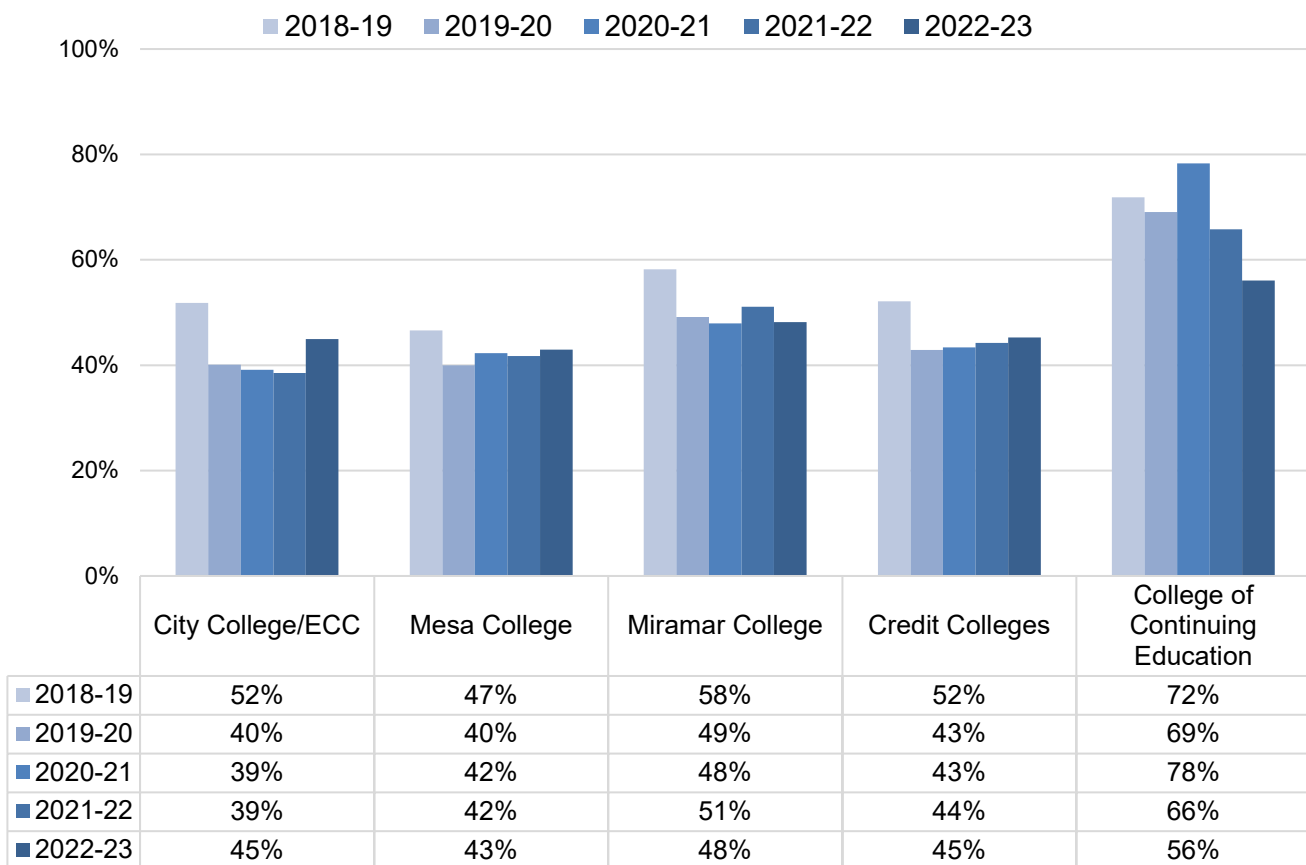
	City College/ECC	Mesa College	Miramar College	Credit Colleges	College of Continuing Education
2018-19	52%	47%	58%	52%	72%
2019-20	40%	40%	49%	43%	69%
2020-21	39%	42%	48%	43%	78%
2021-22	39%	42%	51%	44%	66%
2022-23	45%	43%	48%	45%	56%

20. **Credit CTE Award Earner Demographics: Compared to all students enrolled in credit CTE courses over the last two years, students who earned credit CTE awards in 2022-23 were more likely to be Asian and Filipino, more likely to be female, and more likely to be 30 or older.**

1,491 students earned CTE awards at the credit colleges in 2022-23, a decrease of 8% from 2021-22. The count of Filipino and Pacific Islander students earning credit CTE awards increased, while all other groups saw decreases. See the table 33 on the next page for more detail.

Award Earner Gaps by Ethnicity: Compared to students enrolled in credit CTE courses, credit CTE award earners were more likely to be Asian (+3% to +4%) in both 2021-22 to 2022-23. Credit CTE award earners were also more likely to be Filipino (+2%) and less likely to be Latinx in 2022-23 (-2%).

Figure 14.Ethnicity of CTE Award Earners, Credit Colleges, 2019-20 to 2022-23

Note. "Credit CTE Students" includes all CTE-enrolled students at the credit colleges, unduplicated across 2021-22 to 2022-23.

Table 33. CTE Award Earner Counts, Credit Colleges, by Ethnicity, 2019-20 to 2022-23

	2019-20	2020-21	2021-22	2022-23	22-23 to 21-22 Diff.	22-23 to 21-22 % Change
African American	101	96	106	88	-18	-17%
Asian	193	205	199	190	-9	-5%
Filipino	85	109	90	98	8	9%
Latinx	513	597	586	523	-63	-11%
Multi-Ethnicity	73	111	97	80	-17	-18%
Native American	5	3	4	1	-3	-75%
Pacific Islander	7	8	4	9	5	125%
Unknown	94	42	35	30	-5	-14%
White	459	531	491	472	-19	-4%
Total	**1,530**	**1,702**	**1,612**	**1,491**	**-121**	**-8%**

Award Earner Gaps by Gender: Compared to students enrolled in credit CTE courses, credit CTE award earners were more likely to be female in 2021-22 and 2022-23 (+8% to +9%). This is in contrast to CTE students, who are more likely to be male (52% of CTE students were male across 2021-22 and 2022-23). While this gap is present across the credit colleges, it likely varies by college, program, and award type, and local disaggregation is recommended.

Figure 15.Gender of CTE Award Earners, Credit Colleges, 2019-20 to 2022-23
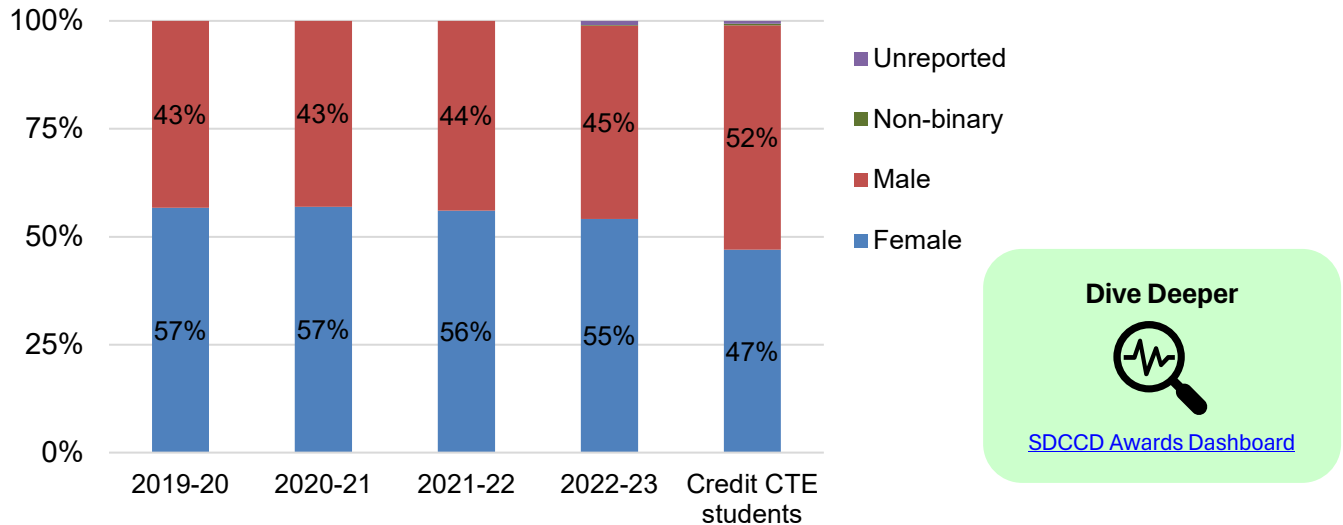
Dive Deeper

[SDCCD Awards Dashboard](#)

Note. "Credit CTE Students" includes all CTE-enrolled students at the credit colleges, unduplicated across 2021-22 to 2022-23.

Table 34. CTE Award Earner Counts, Credit Colleges, 2019-20 to 2022-23

	2019-20	2020-21	2021-22	2022-23	22-23 to 21-22 Diff.	22-23 to 21-22 % Change
Female	868	968	902	814	-88	-10%
Male	662	732	707	674	-33	-5%
Non-Binary	0	0	0	2	2	---
Unreported	0	2	3	1	-2	-67%
Total	**1,530**	**1,702**	**1,612**	**1,491**	**-121**	**-8%**

Award Earner Gaps by Age Group: Compared to students enrolled in CTE courses, award earners were more likely to be 30 years or older (+19% to +24%).

The count of CTE award earners by age has remained relatively stable with the largest variance being 3%.

Figure 16. Age Group of CTE Award Earners, Credit Colleges, 2019-20 to 2022-23
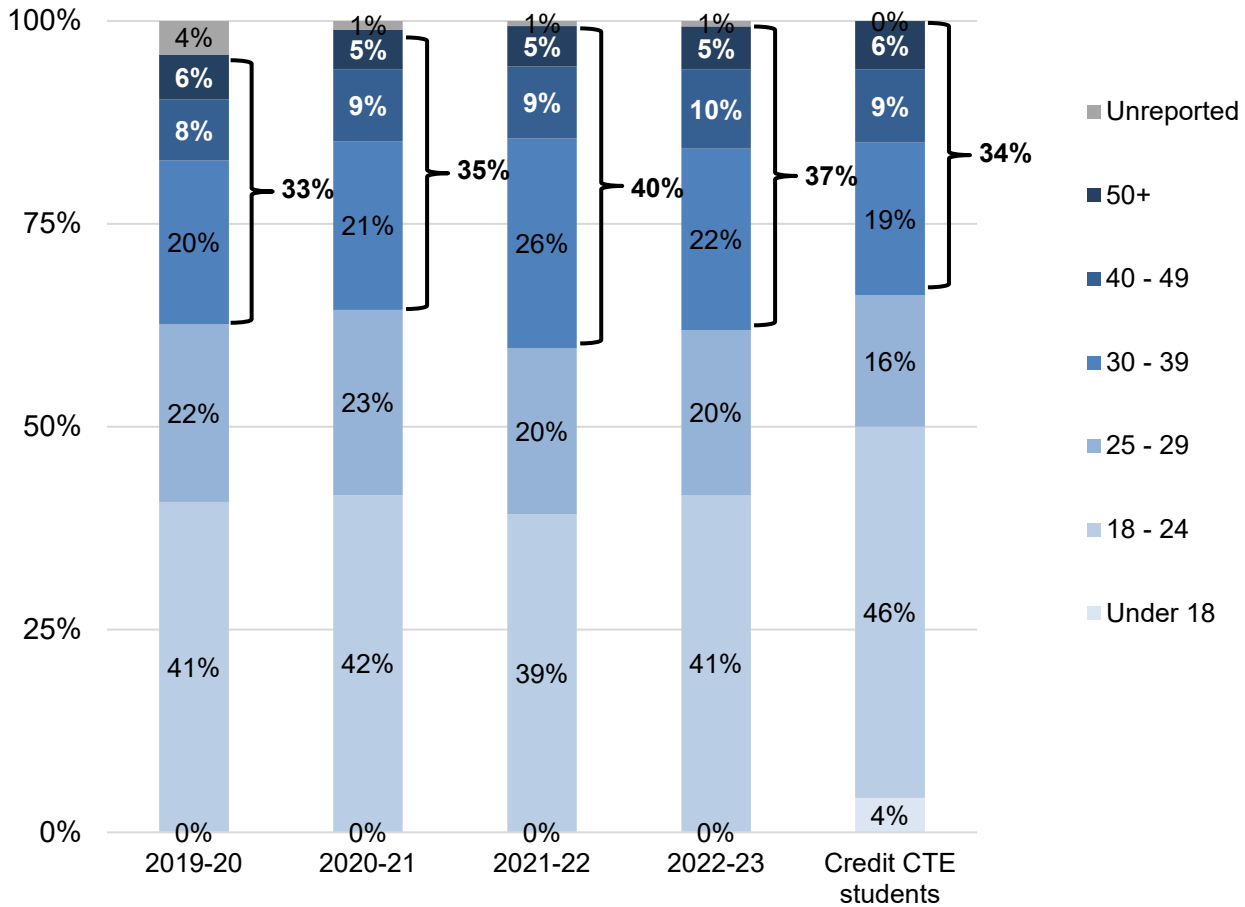
Note. "Credit CTE Students" includes all CTE-enrolled students at the credit colleges, unduplicated across 2021-22 to 2022-23.

Table 35. Count of CTE Award Earners, by Age Group

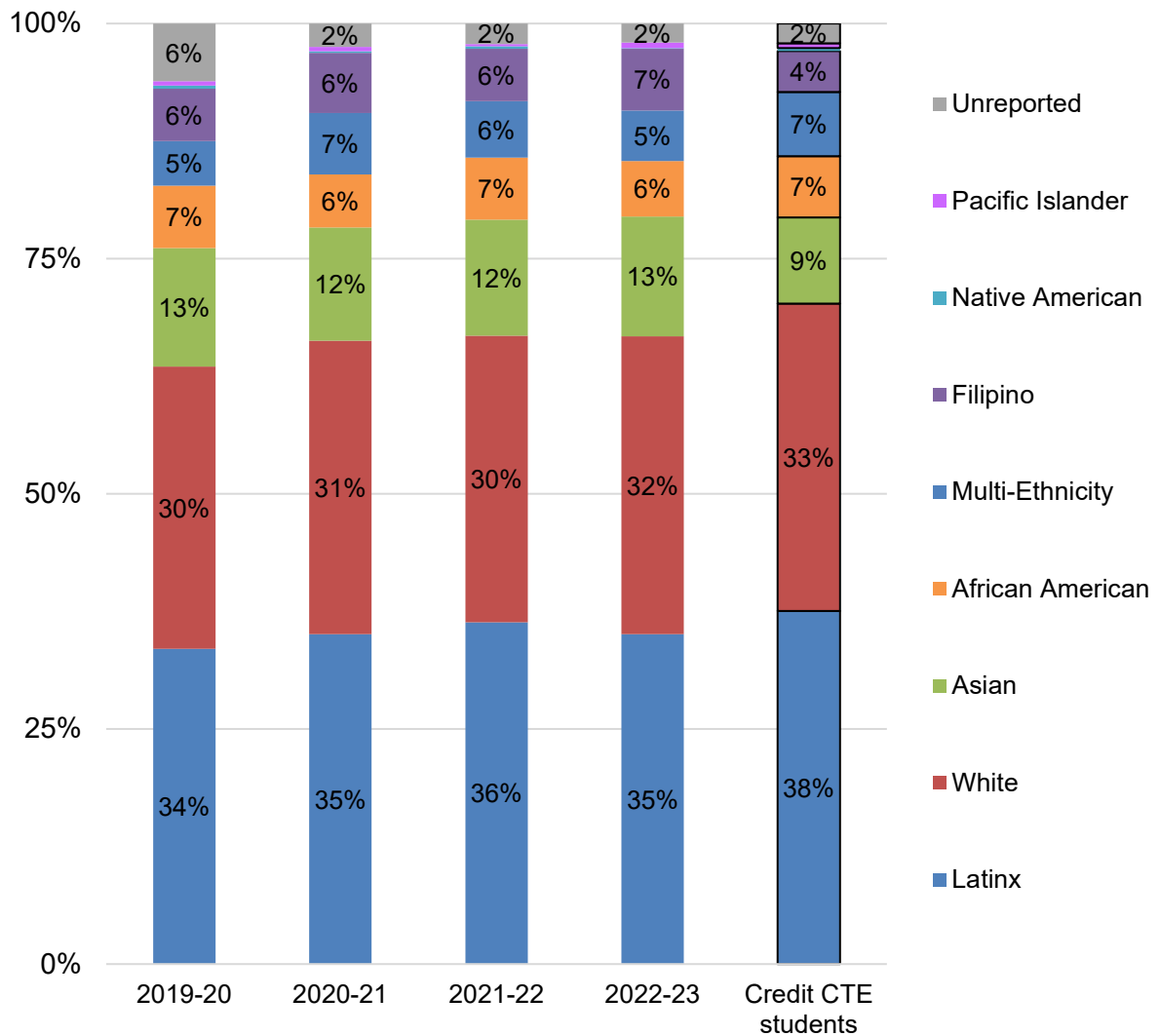|	2019-20	2020-21	2021-22	2022-23	22-23 to 21-22 Diff.	22-23 to 21-22 % Change
Under 18	1	0	0	1	1	---
18-24	622	707	632	617	-15	-2%
25-29	335	389	330	303	-27	-8%
30-39	309	353	417	333	-84	-20%
40-49	115	151	143	145	2	1%
50+	85	84	80	79	-1	-1%
Unreported	63	18	10	10	0	0%
Total	**1,530**	**1,702**	**1,612**	**1,488**	**-124**	**-8%**

21. **Non-Credit CTE Award Earner Demographics: Compared to all students enrolled in CTE courses at SDCCE over the last two years, students who earned non-credit CTE awards in 2022-23 were more likely to be older.**

Data note: At SDCCE, representation of students with an Unreported ethnicity increased from 8% in 2020-21 to 14% in 2021-22 and to 25% in 2022-23. The rate of unreported ethnicity among SDCCE students is lower for CTE students (16% in 2022-23) than non-CTE students (30%). This data gap is under investigation as of the production of this report. Analysis by ethnicity is omitted from this section, although awardee counts by ethnicity are included in table 36.

3,697 students earned CTE awards at SDCCE in 2022-23, an increase of 11% from 2021-22. The count of African American and Latinx students earning credit CTE awards increased, while all other groups saw decreases. The ethnicity reporting issue is impacting these numbers.

Table 36. CTE Award Earner Counts, SDCCE, by Ethnicity, 2019-20 to 2022-23

	2019-20	2020-21	2021-22	2022-23	22-23 to 21-22 Diff.	22-23 to 21-22 % Change
African American	371	312	220	263	43	20%
Asian	674	660	494	389	-105	-21%
Filipino	293	335	228	154	-74	-32%
Latinx	1,939	1,570	1,258	1,616	358	28%
Multi-Ethnicity	183	179	115	95	-20	-17%
Native American	12	13	5	4	-1	-20%
Pacific Islander	15	15	8	8	0	0%
Unknown	89	210	249	567	318	128%
White	1,148	1,142	763	601	-162	-21%
Total	**4,724**	**4,436**	**3,340**	**3,697**	**357**	**11%**

Award Earner Gaps by Gender: Representation by gender of non-credit CTE award earners was within 2% of the population of students enrolled in CTE courses at SDCCE in 2021-22 and 2022-23. The percent of award earners accounted for by male students decreased from 43% in 2019-20 to 36% in 2020-21 and has remained at that level since.

Figure 17.Gender of CTE Award Earners, Credit Colleges, 2019-20 to 2022-23
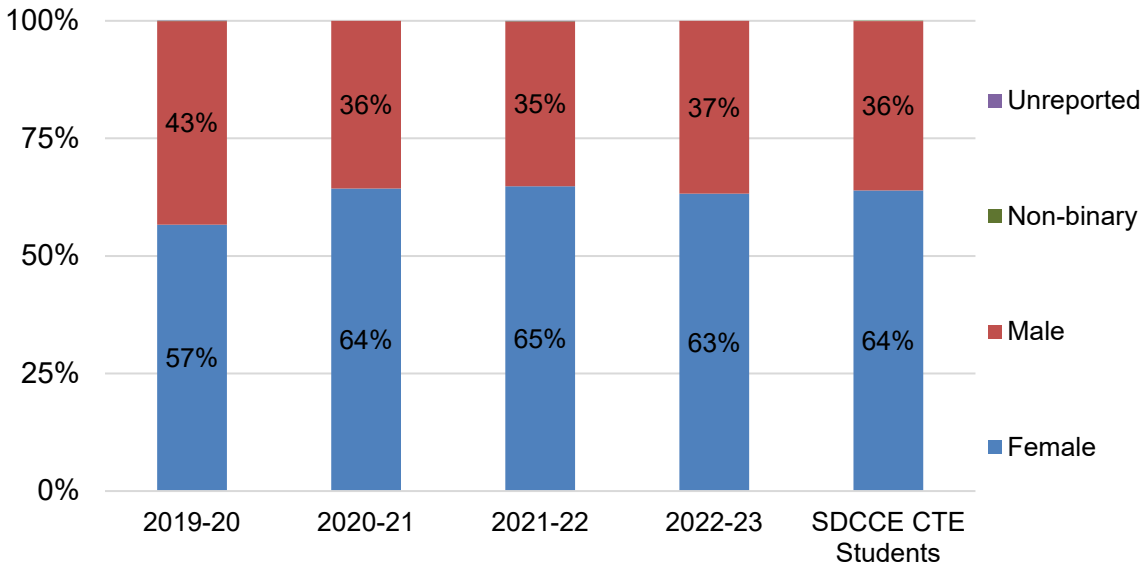
Note. "SDCCE CTE Students" includes all CTE-enrolled students at SDCCE, unduplicated across 2021-22 to 2022-23.

Table 37. CTE Award Earner Counts, SDCCE, 2019-20 to 2022-23

	2019-20	2020-21	2021-22	2022-23	22-23 to 21-22 Diff.	22-23 to 21-22 % Change
Female	2,671	2,846	2,158	2,331	173	8%
Male	2,040	1,576	1,166	1,354	188	16%
Non-Binary	1	0	2	0	-2	-100%
Unreported	12	14	14	12	-2	-14%
Total	**4,724**	**4,436**	**3,340**	**3,697**	**357**	**11%**

Award Earner Gaps by Age Group: Compared to students enrolled in CTE courses at SDCCE, non-credit award earners in 2022-23 were more likely to be between the ages of 25 and 49 (+2% to +3%) and less likely to be fifty or over (-10%).

Figure 18. Age Group of CTE Award Earners, Credit Colleges, 2019-20 to 2022-23
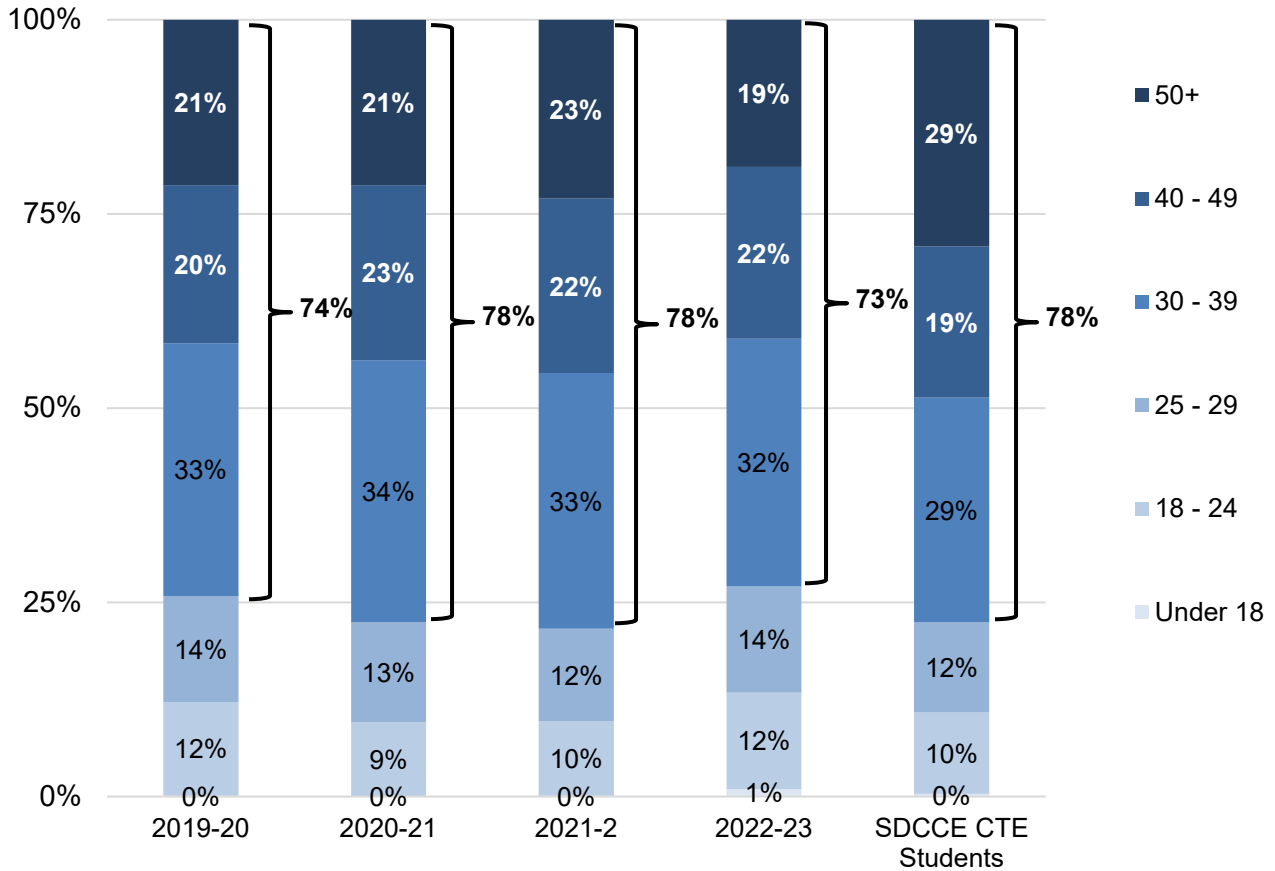
Note. "SDCCE CTE Students" includes all CTE-enrolled students at SDCCE, unduplicated across 2021-22 to 2022-23.

Table 38. Count of CTE Award Earners, SDCCE, by Age Group

	2019-20	2020-21	2021-22	2022-23	22-23 to 21-22 Diff.	22-23 to 21-22 % Change
Under 18	6	2	4	36	32	800%
18-24	568	421	320	459	139	43%
25-29	644	572	397	505	108	27%
30-39	1,539	1,497	1,099	1,179	80	7%
40-49	960	1,000	750	817	67	9%
50+	1,006	944	769	701	-68	-9%
Unreported	1	0	1	0	-1	-100%
Total	**4,724**	**4,436**	**3,340**	**3,697**	**357**	**11%**

CTE Employment Outcomes Survey

22. Employment Rate: On average over the last five years, eight of ten CTE students from SDCCD were employed after they stopped enrolling or completed a program. Data from 2021 and 2022 shows the recovery from COVID-19, with gains of five to ten percent in the last two survey years.

Students from SDCCD generally reported employment rates similar to or above the statewide average. Mesa employment rates recovered to pre-pandemic levels. Miramar and City are showing improvements as well.

Over the last five years, SDCCE students have reported lower rates of employment than students from the credit colleges (City/ECC: 82%, Mesa: 78%, Miramar: 84%, SDCCE: 71%). The pandemic also seems to have more severely impacted SDCCE students, as their employment rates are lower than before COVID-19.

Table 39. Employment Rate, former CTE Students

Employment	Survey Year					Five Yrs. Average	Last Yr. Diff.
	2018	2019	2020	2021	2022		
City	84%	84%	78%	79%	84%	82%	5%
Mesa	81%	78%	71%	78%	81%	78%	3%
Miramar	85%	89%	78%	83%	85%	84%	2%
SDCCE	73%	77%	70%	68%	68%	71%	0%
Statewide	*81%*	*82%*	*77%*	*79%*	*82%*	*80%*	*3%*
Statewide Noncredit	*---*	*---*	*---*	*65%*	*66%*	*66%*	*1%*

Seven of ten credit college CTE respondents reported employment in a field related to their program of study (City: 72%, Mesa: 71%, Miramar: 74%, Statewide: 71%). Six out of ten SDCCE CTE respondents reported employment in a related field.

Table 36. Employment Rate in Occupation Related to Field of Study

Employment in the Field	Survey Year					Five Yrs. Average	Last Yr. Diff.
	2018	2019	2020	2021	2022		
City	73%	74%	71%	72%	69%	72%	-3%
Mesa	73%	71%	67%	67%	76%	71%	9%
Miramar	75%	78%	73%	73%	73%	74%	0%
SDCCE	61%	64%	66%	61%	62%	63%	0%
Statewide	*70%*	*71%*	*71%*	*71%*	*72%*	*71%*	*1%*
Statewide Noncredit	*---*	*---*	*---*	*62%*	*61%*	*62%*	*-1%*

23. **Wage Growth and Program Satisfaction: On average over the last five years, respondents at the credit colleges reported hourly wage gain of between 50% and 53%. Respondents from the College of Continuing Education reported lower hourly wage gain across the last three years (26%).**

> Wage gain among respondents from the credit colleges did not grow at the same pace as the statewide average in 2022. Salaries reported by SDCCD respondents in the 2022 survey year after CTE training is slightly higher than the statewide average; however, the statewide average shows a larger amount of growth than SDCCD respondents. SDCCE respondents reported a larger amount of wage gain in 2022 (36%) than the statewide average (32%).

See Table 37 below for 2022 reported wages before and after training, growth in dollar amounts, and growth as a percentage of starting wages. See Table 58 in the Appendix for data from prior years.

Table 37. Hourly Wage Growth, % Change, former CTE students, compared to Wages pre-CTE Coursework

Wages	City	Mesa	Miramar	Statewide Credit		SDCCE	Statewide Noncredit
Before Training	$ 18.00	$ 19.00	$ 19.00	$ 16.75		$ 22.00	$ 19.00
After Training	$ 27.00	$ 29.25	$ 30.00	$ 28.00		$ 30.00	$ 25.00
$ Difference	$ 9.00	$ 10.25	$ 11.00	$ 11.25		$ 8.00	$ 6.00
% Change	50%	54%	58%	67%		36%	32%

Nine out of ten students were satisfied with the education they received at City, Mesa, and Miramar Colleges, and the College of Continuing Education.

Table 38. Percent of former CTE students Satisfied with CTE coursework

Satisfaction with Education	Survey Year					Five Yrs. Average	Last Yr. Diff.
	2018	2019	2020	2021	2022		
City	91%	90%	91%	88%	87%	89%	0%
Mesa	94%	92%	93%	92%	93%	93%	1%
Miramar	96%	95%	96%	93%	92%	94%	-1%
SDCCE	91%	93%	92%	93%	89%	92%	-4%
Statewide	*91%*	*92%*	*92%*	*91%*	*90%*	91%	-1%
Statewide Noncredit	---	---	---	92%	91%	92%	-2%

CTE Data around the District

The Office of Institutional Effectiveness and Research maintains a commitment to disaggregating CTE data when possible. These disaggregations are currently available in reporting for DSPS, CTE, CCAP/ACP, Student Centered Funding Formula, and CTE Articulation CBE. This section includes high-level findings of CTE-disaggregated data from those reporting areas. Further disaggregation of this data by program is encouraged.

I. **CTE in DSPS**: **33% of all DSPS students enrolled in CTE (Fall 2022). Meanwhile, 3% of all CTE students are DSPS (Fall 2022).**

DSPS CTE students are most likely to receive services for Mental health Disability. The second and third most likely are Learning Disability and ADHD.

CTE DSPS data from the DSPS Dashboard.

Students receiving services for and Intellectual Disability completed and succeeded in all of their enrollments in Fall 2022.

See CTE DSPS Summaries for Fall 2022 for more information (City, Mesa, Miramar, Credit Colleges, SDCCE).

Table 39. Three Most Common Disabilities for which CTE students Received Services, Credit Colleges (Fall 2022)

Disability	Headcount
ADHD	96
Learning Disability	112
Mental health Disability	192
SDCCD Total	**652**

II. **CTE in Promise, Credit Colleges:** **66% of the 2021 and 2022 Promise cohorts were enrolled in a CTE course. CTE Promise students have better success rates than non-CTE Promise students.**

Table 40. Headcount of CTE and Non-CTE Promise students

Promise Cohort	CTE	Not CTE	Total	Proportion of CTE
Cohort 6 (2021)	1,326	468	1,794	74%
Cohort 7 (2022)	1,487	955	2,442	61%
Total	**2,813**	**1,423**	**4,236**	**66%**

Table 41. Success Rate of Promise Cohorts by CTE or Non-CTE

Promise Cohort	CTE	Not CTE	Diff.
Cohort 6 (2021)	77%	64%	13%
Cohort 7 (2022)	74%	69%	5%

III. **CTE in CCAP: There were 792 CTE CCAP enrollments in 2022-23, accounting for 8% of all CCAP enrollments that year.**

CTE CCAP students show higher success rates than non-CTE CCAP students by 4-6%, although this may be partially accounted for by site-level success trends at the schools that offer CTE CCAP courses.

Table 42. CTE CCAP Headcount and Success Rates

CCAP Courses	2018-19	2019-20	2020-21	2021-22	2022-23
CTE Enrollments	1,275	1,002	880	737	792
CTE Success rate	97%	95%	95%	93%	94%
Non-CTE Success rate	92%	91%	89%	88%	89%

IV. **9+ CTE Units, Student Centered Funding Formula: 5,084 students earned 9+ CTE units in 2021-22, 12% fewer than the prior year. Funding received for completion of 9+ CTE units in 2022-23 was just over $4.9 million; this value increased over the prior year due to the allocation per completer being increased 15%.**

Under the Student Centered Funding Formula (SCFF), California Community College districts receive a "Success" allocation when students earn 9 or more units in CTE courses in an academic year (Summer, Fall, Spring). SCFF success allocations are only provided to the credit colleges.

Table 43 below shows the count of students for which SDCCD received this allocation in each of the last four academic years. Note that these values reflect the actual number of students completing 9+ CTE units in an academic year, and funding is not based on actual completion numbers; rather, funding is based on the three-year average of the students completing 9+ CTE units.

Table 43. Count of students completing 9+ CTE units per academic year

Student Type	2018-19	2019-20	2020-21	2021-22	21-22 to 20-21 Diff.	21-22 to 20-21 % Change
Pell	2,424	2,377	2,223	2,031	-192	-9%
CCPG	3,819	3,631	3,473	3,080	-393	-11%
Total	**6,238**	**5,931**	**5,752**	**5,084**	**-668**	**-12%**

The percent of SDCCD students who complete 9+ CTE units has increased over the last four years for which data is available, from 10% in 2018-19 to 12% in 2021-22. While the number of completers has decreased 12% over that time, total headcount at the credit colleges has decreased 30% over that time, according to CCCCO MIS data.

Table 44 on the next page shows the allocation SDCCD received based on the three-year average of 9+ CTE unit completers in the years prior to the funding year. The Pell and CCPG Equity amounts are additional allocations based on the number of students who received either Pell, CCPG, or both.

Note also that the allocation was increased 15% or $88 per student from 2021-22 to 2022-23 funding year, from $587 per completer for 2021-22 to $675 for 2022-23.

Data by college is available in the OIER SCFF Dashboard.

Table 44. SCFF Allocation for students completing 9+ CTE units per academic year

	2019-20	2020-21	2021-22	2022-23	22-23 to 21-22 Diff.	22-23 to 21-22 % Change
Success Allocation	3,251,900	3,256,800	3,508,600	3,772,200	263,600	8%
Pell Equity	499,100	496,200	520,300	564,400	44,100	8%
CCPG Equity	517,100	510,400	539,400	577,900	38,500	7%
Total	**4,268,100**	**4,263,400**	**4,568,300**	**4,914,500**	**346,200**	**8%**

V. CTE Articulation Credit-by-exam (CBE) at SDUSD: Over the last three graduation classes of San Diego Unified School District (SDUSD) high school seniors, 5,000 SDUSD students received credit for a CTE Articulation CBE course. About 30% re-enrolled at one of the credit colleges after graduation, and 20% re-enrolled in a CTE pathway they received credit for.

The high school where the most students received CBE in 2021-22 was Henry (377 students), followed by Mira Mesa (213).

In the administration and organization of CTE programming, there is a large investment in developing pathways to facilitate seamless transition from high school to college, as well as non-credit to credit at the college level (see next section). Increasing the number of students who earn college credit before entering college, then leverage that credit to earn a degree, is a priority for CTE program design.

Table 45. Number and percentage of SDUSD CTE Enrollments that Received Credit and Re-enrolled

Graduation Status	H.S. Grad. Yr.	Received Credit	Count Re-enrolled	% Re-enrolled	% of Re-enrolled in Pathway
Graduated	2020	1,485	572	39%	17%
	2021	1,635	523	32%	21%
	2022	1,951	475	24%	23%
	Total	**5,071**	**1,570**	**31%**	**21%**

VI. **CTE in SDCCE Credit by Exam (CBE):** **Out of almost 20,000 enrollments in non-credit courses eligible for CBE from 2019-20 to 2021-22, 3% earned credit through CBE. Child Development and Healthcare had the highest percent of students earn credit.**

Development of non-credit to credit transition opportunities through CTE Articulation CBE requires alignment of complex administrative procedures. Improvement of a number of supporting areas, such as systems integration, student and faculty support, and general awareness of the opportunity to earn credit for non-credit coursework, has been a central focus in recent years. These improvements have been implemented with the goal of increasing credits earned and facilitating transitions from SDCCE to San Diego City, Mesa, and/or Miramar Colleges.

Table 46.Number and percentage of Enrollments reaching CBE Checkpoints, 2019-20 to 2021-22

	Active Enrollments	Course Grade Eligible	Academically Eligible	Earned College Credit
Total	19,696	10,897	1,619	660
Portion of Total Active Enrollments	100%	55%	8%	3%

Table 47. % of Active enrollments by CTE Program that became; Grade Eligible, and Earned Credit

SDCCE CTE Transitions Program	Percent Letter Grade Were Course Grade Eligible			Percent Course Grade Eligible Earned Credit		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
Automotive	92%	91%	85%	16%	5%	1%
Business and Accounting	98%	87%	80%	1%	1%	0%
Child Development	97%	86%	78%	75%	40%	14%
Clothing and Textiles	91%	90%	75%	6%	8%	0%
Digital Media and Programming	75%	83%	73%	5%	10%	3%
Healthcare	84%	95%	95%	34%	34%	5%
Hospitality and Culinary Arts	85%	79%	88%	0%	0%	0%
Information Technology	71%	53%	60%	0%	0%	0%
Skilled and Technical Trades	92%	95%	90%	1%	1%	1%
Total	**88%**	**85%**	**77%**	**9%**	**7%**	**2%**

Appendix/Supplemental Tables

Table 48.CTE Student Representation by Ethnicity

		2018-19	2019-20	2020-21	2021-22	2022-23	Difference
City College/ ECC	African American	9%	9%	8%	9%	10%	0.9%
	Asian	7%	7%	8%	8%	8%	-0.3%
	Filipino	4%	4%	4%	4%	4%	0.0%
	Latinx	46%	46%	43%	42%	45%	2.5%
	Multi-Ethnicity	5%	6%	6%	7%	7%	-0.3%
	Native American	0%	0%	0%	0%	0%	-0.1%
	Pacific Islander	1%	1%	0%	0%	0%	0.0%
	Unknown	2%	2%	2%	2%	1%	-0.4%
	White	27%	24%	27%	28%	25%	-2.3%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	---
Mesa College	African American	7%	6%	6%	6%	7%	0.4%
	Asian	11%	11%	11%	11%	11%	-0.2%
	Filipino	5%	5%	5%	5%	4%	-0.2%
	Latinx	35%	37%	37%	38%	39%	1.2%
	Multi-Ethnicity	6%	7%	7%	7%	7%	0.1%
	Native American	0%	0%	0%	0%	0%	0.0%
	Pacific Islander	1%	0%	0%	1%	0%	0.0%
	Unknown	2%	3%	2%	2%	1%	-0.4%
	White	33%	31%	31%	30%	29%	-0.8%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	---
Miramar College	African American	5%	5%	5%	5%	5%	0.1%
	Asian	10%	10%	9%	8%	9%	1.1%
	Filipino	5%	5%	4%	4%	4%	0.3%
	Latinx	29%	29%	31%	31%	33%	1.8%
	Multi-Ethnicity	6%	6%	7%	7%	6%	-0.3%
	Native American	0%	0%	0%	0%	0%	-0.1%
	Pacific Islander	1%	1%	1%	1%	1%	-0.1%
	Unknown	3%	4%	3%	3%	3%	-0.8%
	White	40%	40%	40%	41%	39%	-2.1%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	---
College of Continuing Education	African American	9%	9%	7%	7%	8%	0.4%
	Asian	13%	12%	14%	14%	10%	-4.0%
	Filipino	4%	5%	6%	6%	4%	-1.7%
	Latinx	34%	38%	37%	37%	41%	3.8%
	Multi-Ethnicity	3%	4%	4%	3%	3%	-0.7%
	Native American	0%	0%	0%	0%	0%	-0.1%
	Pacific Islander	0%	0%	0%	0%	0%	0.0%
	Unknown	5%	2%	5%	8%	16%	8.4%
	White	31%	30%	28%	25%	19%	-6.0%
	Total	**100%**	**100%**	**100%**	**100%**	**100%**	---

Table 49. Top 15 CTE Course by Section Count, per college, part 1 of

		2018-19	2019-20	2020-21	3-Year Total
City College/ECC	CHIL 101	21	20	20	61
	NUTR 150	12	18	19	49
	CISC 181	16	13	13	42
	ACCT 116A	14	12	11	37
	RTVF 160	11	11	11	33
	ARTG 118	9	11	10	30
	BUSE 140	11	8	9	28
	WORK 270	15	10	1	26
	BUSE 119	9	8	8	25
	BUSE 100	7	8	10	25
	ARTG 100	7	9	8	24
	ARTG 106	7	8	8	23
	ACCT 116B	6	6	7	19
	PHOT 143	7	5	6	18
	MARK 100	5	6	7	18
	COSM 090L	8	7	3	18
	COSM 080L	8	7	3	18
	BUSE 092	6	6	6	18
Mesa College	BUSE 140	35	33	27	95
	CISC 181	33	33	26	92
	NUTR 150	30	31	28	89
	ACCT 116A	34	29	26	89
	BUSE 119	29	23	22	74
	ACCT 116B	24	22	20	66
	MEDA 110	21	21	21	63
	CHIL 101	22	21	19	62
	BUSE 100	23	20	18	61
	CISC 190	19	15	13	47
	WORK 270	10	17	16	43
	NUTR 153	10	12	12	34
	AMSL 150	9	11	10	30
	REAL 101	12	8	7	27
	MARK 100	10	9	8	27

Table 50. Top 15 CTE Course by Section Count, per college, part 2 of 2

		2018-19	2019-20	2020-21	3-Year Total
Miramar College	ADJU 361R	30	21	37	88
	BUSE 100	21	19	19	59
	EMGM 105A	23	21	14	58
	ADJU 101	20	16	16	52
	EMGM 106	23	12	14	49
	ACCT 116A	17	14	16	47
	ADJU 300A	26	15	3	44
	ACCT 116B	13	13	13	39
	NUTR 150	14	14	10	38
	BUSE 140	14	10	10	34
	MARK 100	13	9	11	33
	BUSE 119	12	11	10	33
	CHIL 101	12	12	8	32
	ADJU 361S	16	14	1	31
	ADJU 102	11	11	7	29
College of Continuing Education	PASV 530	59	57	53	169
	OFSY 575	54	35	29	118
	OFSY 596	58	41	18	117
	OFSY 541	54	40	15	109
	OFSY 577	53	33	13	99
	OFSY 528	45	29	6	80
	OFSY 500	44	29	6	79
	OFSY 501	43	24	6	73
	HLTH 605	25	21	24	70
	COMM 614	40	22	6	68
	COMP 628	40	20	7	67
	OFSY 599	39	23	4	66
	HMDV 626	30	32	4	66
	OFSY 516	38	12	15	65
	OFSY 510	39	23	2	64

Table 51. CTE Enrollments by Modality

	Modality	2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.	21-22 to 22-23 % Change
City College/ECC	Online	7,669	7,625	16,044	12,540	9,142	-3,398	-27%
	OL & OC	---	1,118	495	1,324	1,353	29	2%
	On-campus	11,410	10,090	334	1,177	3,628	2,451	208%
Mesa College	Online	11,702	23,525	23,525	20,242	16,284	-3,958	-20%
	OL & OC	---	2,214	279	1,336	2,883	1,547	116%
	On-campus	15,308	12,496	1,208	2,041	5,194	3,153	154%
Miramar College	Online	9,195	8,431	13,754	11,614	9,740	-1,874	-16%
	OL & OC	---	1,595	2,214	2,284	2,861	577	25%
	On-campus	19,371	15,792	6,796	10,528	9,635	-893	-8%
All Credit Colleges	**Online**	**28,566**	**39,581**	**53,323**	**44,396**	**35,166**	**-9,230**	**-21%**
	OL & OC	**---**	**4,927**	**2,988**	**4,944**	**7,097**	**2,153**	**44%**
	On-campus	**46,089**	**38,378**	**8,338**	**13,746**	**18,457**	**4,711**	**34%**

Table 52. CTE Success Rates, by Ethnicity, by College

		2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.
City College	African American	67%	67%	70%	65%	64%	-1%
	Asian	84%	80%	87%	84%	86%	2%
	Filipino	81%	73%	78%	77%	79%	2%
	Latinx	73%	70%	73%	72%	73%	1%
	Multi-Ethnicity	77%	73%	73%	75%	77%	2%
	Native American	84%	67%	68%	66%	76%	10%
	Pacific Islander	78%	75%	68%	82%	85%	3%
	Unknown	75%	65%	76%	65%	77%	12%
	White	81%	79%	82%	76%	79%	3%
	Overall	**76%**	**73%**	**76%**	**74%**	**75%**	**1%**
Mesa College	African American	61%	68%	70%	67%	67%	0%
	Asian	83%	86%	89%	86%	85%	-1%
	Filipino	78%	83%	85%	82%	85%	3%
	Latinx	72%	72%	73%	73%	73%	0%
	Multi-Ethnicity	75%	76%	76%	75%	75%	0%
	Native American	79%	86%	74%	84%	67%	-17%
	Pacific Islander	76%	79%	81%	68%	75%	7%
	Unknown	81%	78%	80%	68%	75%	7%
	White	79%	80%	83%	79%	79%	0%
	Overall	**76%**	**77%**	**79%**	**76%**	**76%**	**0%**
Miramar College	African American	75%	73%	76%	72%	71%	-1%
	Asian	88%	86%	89%	88%	87%	-1%
	Filipino	84%	80%	84%	86%	82%	-4%
	Latinx	81%	79%	79%	82%	80%	-2%
	Multi-Ethnicity	81%	80%	80%	76%	80%	4%
	Native American	87%	81%	80%	88%	75%	-13%
	Pacific Islander	85%	76%	84%	90%	88%	-2%
	Unknown	91%	87%	82%	76%	86%	10%
	White	88%	87%	88%	87%	87%	0%
	Overall	**85%**	**83%**	**84%**	**84%**	**83%**	**-1%**

Table 53. Gaps in CTE Success Rates between the highest group (Asian) and other ethnicities

		2018-19	2019-20	2020-21	2021-22	2022-23
City College	African American	-17%	-13%	-17%	-19%	-22%
	Latinx	-11%	-10%	-14%	-12%	-13%
	Multi-ethnicity	-7%	-7%	-14%	-9%	-9%
	Filipino	-3%	-7%	-9%	-7%	-7%
	Native American	0%	-13%	-19%	-18%	-10%
	Pacific Islander	-6%	-5%	-19%	-2%	-1%
Mesa College	African American	-22%	-18%	-19%	-19%	-18%
	Latinx	-11%	-14%	-16%	-13%	-12%
	Multi-ethnicity	-8%	-10%	-13%	-11%	-10%
	Filipino	-5%	-3%	-4%	-4%	0%
	Native American	-4%	0%	-15%	-2%	-18%
	Pacific Islander	-7%	-7%	-8%	-18%	-10%
Miramar College	African American	-13%	-13%	-13%	-16%	-16%
	Latinx	-7%	-7%	-10%	-6%	-7%
	Multi-ethnicity	-7%	-6%	-9%	-12%	-7%
	Filipino	-4%	-6%	-5%	-2%	-5%
	Native American	-1%	-5%	-9%	0%	-12%
	Pacific Islander	-3%	-10%	-5%	2%	1%

Table 54. CTE Major Students, by Ethnicity

	2019-20		2020-21		2021-22		2022-23	
	CTE Major	Non-CTE Major	CTE Major	Non-CTE Major	CTE Major	Non-CTE Major	CTE Major	Non-CTE Major
African American	7%	7%	6%	7%	6%	7%	7%	8%
Asian	10%	11%	10%	11%	9%	11%	10%	10%
Filipino	5%	5%	5%	5%	4%	5%	4%	5%
Latinx	37%	41%	37%	40%	37%	40%	39%	40%
Multi-Ethnicity	6%	7%	7%	8%	7%	8%	7%	8%
Native American	0%	0%	0%	0%	0%	0%	0%	0%
Pacific Islander	1%	0%	0%	0%	1%	0%	1%	0%
Unknown	3%	2%	2%	2%	2%	2%	2%	1%
White	32%	26%	33%	27%	33%	27%	31%	27%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Students with a CTE major are **less likely to be Asia**n and **more likely to be white** than non-CTE students.

Table 55. Proportion of CTE-major and non-CTE major students who Enrolled in CTE Courses

			2019-20	2020-21	2021-22	2022-23	Difference
City College/ ECC	CTE Major	Enrolled in CTE	68%	65%	66%	68%	2%
		Did not enroll in CTE	32%	35%	34%	32%	-2%
		Total	**100%**	**100%**	**100%**	**100%**	---
	Non-CTE Major	Enrolled in CTE	37%	38%	35%	33%	-2%
		Did not enroll in CTE	63%	62%	65%	67%	2%
		Total	**100%**	**100%**	**100%**	**100%**	---
Mesa College	CTE Major	Enrolled in CTE	69%	70%	70%	72%	2%
		Did not enroll in CTE	31%	30%	30%	28%	-2%
		Total	**100%**	**100%**	**100%**	**100%**	---
	Non-CTE Major	Enrolled in CTE	35%	35%	35%	35%	0%
		Did not enroll in CTE	65%	65%	65%	65%	0%
		Total	**100%**	**100%**	**100%**	**100%**	---
Miramar College	CTE Major	Enrolled in CTE	81%	81%	84%	85%	1%
		Did not enroll in CTE	19%	19%	16%	15%	-1%
		Total	**100%**	**100%**	**100%**	**100%**	---
	Non-CTE Major	Enrolled in CTE	43%	42%	49%	47%	-2%
		Did not enroll in CTE	57%	58%	51%	53%	-2%
		Total	**100%**	**100%**	**100%**	**100%**	---

Note. Students are included in the "Enrolled in CTE" row if they enrolled a CTE course at any of the credit colleges or at the College of Continuing Education in the given academic year.

Table 56. Major Groupings by Subject, for Section 5

Major	Major Group
Business Administration for Transfer	Business
Business Administration	
Business Management	
Administration of Justice, Law Enforcement Specialization	Administration of Justice
Administration of Justice, Law Enforcement	
Administration of Justice for Transfer	
Child Development	Child Development
Fire Technology	Fire Technology
Computer and Information Sciences	Computer and Information Sciences

Table 57. Headcount of Academic Plan, Top Major Groups

Major Label	Academic Plan	2022-23 Headcount
Business Admin for Transfer	Business Admin for Transfer	1,509
	Business Admin for Trf 2.0	1,210
Administration of Justice (ADJU)	Law Enforcement	1,452
	Law Enfo Technologies	393
	Contemp Police Tech	104
	Tech Achv Field Trng Ofcr	52
	Investigations	42
	Correctional Tech	26
	Contemporary Police Tech	23
	Law Enfo Supervision	14
	Adv Trf Accident Invest	10
	Law Enforcement	8
	Law Enforcement Technologies	5
Fire Protection (FIPT)	Fire Technology	875
	Entry Level Firefighter	273
	Fire Prevention	156
	Open Water Lifeguard	130
	Company Officer Cert	57
	Fire Protection Interm	7
	Fire Protection Basic	6
	Rescue	4
	Fire Protection Adv	2
	Fire Apparatus Drivr Oper	1
	Fire Administration	1
Business Administration	Business Administration	1,283
	Business Administration (SDSU)	33
Nursing	Nursing Ed - RN-Generic	326
	Nursing Ed - RN-Gen/Bachelor	214
	Nursing Ed - LVN to RN (AP)	74
	NURS Ed - LVN-RN-Bachelor (AP)	65
Business Management	Business Management	665
Computer Science for Transfer	Computer Science for Transfer	604
Computer & Info Sciences	Computer & Info Sciences	557
Child Development	Child Development	547
ADJU - Transfer	Admin of Justice for Transfer	501

Table 58. Hourly Wage Growth, % Change, former CTE students, compared to Wages pre-CTE Coursework

Hourly Changes (%)	Survey Year					Five Yrs. Average	Last Yr. Diff.
	2018	2019	2020	2021	2022		
City	56%	63%	34%	63%	50%	53%	-13%
Mesa	38%	60%	48%	50%	54%	50%	4%
Miramar	47%	53%	40%	54%	58%	50%	4%
SDCCE	19%	26%	26%	20%	36%	26%	16%
Statewide	*53%*	*56%*	*56%*	*61%*	*67%*	59%	6%
Statewide Noncredit	---	---	---	27%	32%	29%	5%