



SDCCE to College Credit by Exam Annual Report, 2019-20 to 2022-23 3/18/2024

This report provides a summary of annual access and outcomes data for the San Diego College of Continuing Education (SDCCE) Career Technical Education (CTE) Transitions Credit by Exam mechanism at the San Diego Community College District (SDCCD). It provides SDCCE career education students with opportunities to receive credit for SDCCE courses at San Diego City, Mesa, and/or Miramar college after demonstrating mastery in pre-approved SDCCE career education courses and meeting all program requirements. The report focuses on SDCCE CTE Transitions Credit by Exam participation, subsequent transition to the credit colleges, and conferring of credit awards for these SDCCE students.

In addition to providing a mechanism to accelerate college degree and/or certificate completion these agreements:

- Develop collaboration between institutions - establish and support clear student pathways from noncredit to credit
- Save students time and money in completing college certificates or degrees
- Minimize course duplication
- Provide low risk to students (credit is optional with *no additional fees!*)

Results are presented in response to eleven guiding questions designed to support improved process management and student success.

Table of Contents

Executive Summary	3
Context.....	7
SDCCE to College - Credit By Exam Process	8
Methodology	11
Guiding Questions	13
Results	14
Active Agreements	14
Student Enrollments	16
Credit Received by Students	22
Barriers.....	29
Student Transitions to Credit College.....	32
Awards Received by Students	42
Student Experience	47
Recommendations	48
Bibliography	50
Appendix	51
Credit by Exam Process Periods.....	51
Technical Definitions to Report Methodology	52
Limitations to Report Methodology	52
Definitions.....	53
Additional Tables and Figures.....	54

Table of Figures

Figure 1. 2022-23 SDCCE CTE Transitions Credit by Exam Checkpoints	8
Figure 2. Student journey through enrollment, subsequent enrollment, and awards.....	12
Figure 3. Active SDCCE CTE Transitions courses offered by academic year.....	14
Figure 4. SDCCE enrollments actions through four enrollment checkpoints, 2022-23.....	17
Figure 5. Percent change in enrollment checkpoint trends from 2019-20 to 2022-23	21
Figure 6. Noncredit only student transition from SDCCE to credit colleges, 2022-23.....	36
Figure 7. Noncredit only student pathway transition by SDCCE program, 2022-23 cohort	37
Figure 8. Noncredit only student pathway transition, 2020-21 to 2021-22 cohorts.....	45

Table of Tables

Table 1. Summary of Changes to Credit by Exam Mechanism and their impact.....	3
Table 2. Summary of Changes to Credit by Exam Mechanism Over Time.....	9
Table 3. Enrollment, Headcount, Sections, and Faculty Headcount, 2019-20 to 2022-23	16
Table 4. Comparison of different enrollment checkpoints from 2019-22 and 2022-23	18
Table 5. Enrollments at different checkpoints, by program, 2022-23.....	18
Table 6. Enrollments at different checkpoints by term, 2022-23.....	19
Table 7. Enrollments in all courses of a multi-course agreement, 2022-23	20
Table 8. Number of students expected to be awarded credit in 2022-23 by agreement	23
Table 9. Enrollments at different milestones, by SDCCE course and academic year	25
Table 10. Headcount, subsequent enrollment by credit history and CBE eligibility, 2022-23	33
Table 11. Headcount, subsequent enrollment by credit college, 2022-23	33
Table 12. Headcount, noncredit only subsequent enrollment by SDCCE Program, 2022-23	34
Table 13. Awards conferred to SDCCE CTE Transitions participants from 2022-23.....	42
Table 14. Awards conferred to SDCCE CTE Transitions participants from 2020-22.....	43
Table 15. Awards conferred to students from 2020-21 to 2021-22.....	44
Table 16. Awards conferred to Noncredit only students from 2020-21 to 2021-22.....	46
Table 17. Enrollments at different checkpoints, by program, 2019-20 to 2021-22	54
Table 18. Status of active agreements	55
Table 19. Headcount, subsequent enrollment by history and eligibility, 2020-21 to 2021-22.....	57
Table 20. Headcount, subseq. enrollm. by history, eligibility, and program, 20-21 and 21-22....	58
Table 21. Credit College awards conferred to 2020-21 and 2021-22 participants.....	59

Executive Summary

Background

SDCCE to College CTE Transitions Credit by Exam is a mechanism to provide San Diego College of Continuing Education (SDCCE) career education students with opportunities to receive credit for SDCCE courses at San Diego City, Mesa, and/or Miramar college (learn more on page 7). These agreements enable SDCCE students to receive college credit **without additional fees and regardless of residency status** after demonstrating mastery in pre-approved SDCCE career education courses and after meeting all agreement requirements. The requirements to receive SDCCD college credit through SDCCE to College CTE Transitions Credit by Exam in 2022-23 are below. In 2022-23 students were required to:

1. Enroll in a SDCCE course tied to an active Credit by Exam agreement
2. Not have opted out of receiving credit (**new**)¹
3. Have an active college application for City, Mesa, or Miramar College
4. Earn an “A” or “B” in the course(s)²
5. Earn an “A” or “B” on the approved final assessment within the course(s)

See page 7 for additional context including purpose and details process overview.

Process Revisions

SDCCE to College CTE Transitions Credit by Exam has continually undergone process revisions to improve the mechanism for both students and faculty. Comprehensive insight into process revisions and continued improvement efforts available on page 9. Accordingly, five major process revisions were made recently to remove barriers to student success (Table 1).

Table 1. Summary of Changes to Credit by Exam Mechanism and their impact

Revision	Impact
Fall 2022: Courses that can receive college credit are indicated on the SDCCD online class search.	<ul style="list-style-type: none"> • Provides visibility of SDCCE credit by exam courses before enrollment
Fall 2022: Students have to opt out of receiving credit as signing up for the course automatically opts students in.	<ul style="list-style-type: none"> • Fewer students are ineligible for credit due to lack of acceptance
Summer 2023: Final assessment grades are submitted in Campus Solutions.	<ul style="list-style-type: none"> • Higher rates of academically eligible students
Fall 2023: Students are still course grade eligible if they earn a “C”.	<ul style="list-style-type: none"> • Increase the number of course grade eligible students
Fall 2023: Academically eligible students see ‘Apply to Credit Colleges’ in ‘My To Do’ List’ in student portal.	<ul style="list-style-type: none"> • Provides students reminder and guidance of credit college CCCApply eligibility requirement

¹ The student opt out model was adopted in Fall 2022. When students enroll in the noncredit course, they are acknowledging the acceptance of credit unless they choose to electronically opt out.

² As of Fall 2023, students needed to earn an “A”, “B”, or “C” in the course(s).

Methodology

Student data was analyzed with the goal of answering guiding questions related to active agreement counts, student enrollments, credit received by students, student's transition to the credit colleges, credit college enrollment in CBE pathways, and awards received by students. Student data was stratified by credit college history and grade eligibility as these two factors strongly impacted credit college transitions (see page 11 for additional methodology insights).

Results

Active Agreements (page 14)

The number of SDCCE courses with active agreements increased by 23%, from 40 to 49 in 2022-23, with new agreements in Hospitality/Culinary Arts, Child Development, and Digital Media and Programming. All nine SDCCE programs have at least one active agreement.

Recommendation: Increase credit and noncredit faculty training and support for agreement development focused on core credit college requirements and industry needs.

Recommendation: Continue the implementation of strategies to support existing agreements and develop new agreements connected to college courses that lead to core certificate and degree requirements (and when possible lead to high wage and high demand careers).

Student Enrollments (page 16)

There is a significantly larger number of students that could earn college credit in the 2022-2023 academic year than ever before. In 2022-23, SDCCE had 7,290 active enrollments. Of those enrollments, 3,221 (44%) met the program's course grade requirement and 1,725 met both the course grade and final assessment grade requirements (24%). Finally, 802 enrollments (11%) are expected to receive college credit through the CTE Transitions Credit by Exam agreements. Although active enrollments have not exceeded the 2019-20 academic year, ***enrollments that meet both the course grade and final assessment grade requirements have increased dramatically due to changes to the final assessment grade submission process.*** Consequently, the 2022-23 academic year, which only makes up 37% of all active enrollments over the past four years, has more academically eligible enrollments than the three previous academic years combined (1,725 vs. 1,619).

Recommendation: Automate and streamline verification and transcription of eligibility as well as the transcription process as much as possible. Volume of academically eligible enrollments has increased and is expected to continue to grow.

Credit Received by Students (page 22)

The 2022-23 academic year is expected to have credit transcribed 444 times. This is nearly the amount from the previous three academic years combined (2019-20 to 2021-22). However, ***there are ten agreements with no students expected to be transcribed credit in 2022-23.***

Recommendation: Explore agreements with zero academically eligible students, specifically prioritizing multi-course agreements.

The last report identified four barriers that prevented students from receiving credit in a timely manner. Since the last report, the need for an active credit college application on file, and wait times related to verification/processing of all requirements, still remain as primary barriers to students receiving credit in a timely manner.

Recommendation: Increase student awareness and support for completing the credit college application.

Recommendation: Provide clear application process language to ensure students understand requirements and minimize confusion by the term 'CCCApply'.

Recommendation: Continue Campus Solutions query development to streamline as many verification, validation, and confirmation requirements as possible.

Student Transitions to Credit College (page 32)

Approximately one out of ten SDCCD CTE Transitions participants in the 2022-23 academic year subsequently enrolled at the credit colleges (11%, 526 of 4,612).

Noncredit only students that had some credit by exam eligibility ('A' or 'B' in at least one credit by exam course grade and final assessment grade) ***were four times more likely to transition to the credit colleges than noncredit only students without some credit by exam eligibility.*** This highlights the potential for CTE Transitions Credit by Exam to be a leading mechanism for transitioning students from noncredit to the credit colleges. Finally, of the students that transition to credit colleges, 52% of students transition into a credit college pathway related to the noncredit course they took.

Recommendation: Increase faculty engagement focused on further identification and communication of what is considered a pathway. Pursuing opportunities to connect/integrate CTE Transitions Credit by Exam into Guided Pathways initiatives is encouraged.

Awards Received by Students (page 42)

At the time of analysis, 17 students from 2022-23 were conferred 25 awards. All of the students had prior credit college history. Due to the recency of completion, more time is needed for noncredit only students to be conferred awards. 2020-21 and 2021-22 participants were

conferred 51 awards across 40 students. Preliminary data suggests that students that receive college credit and transition are more likely to earn a college credit award. However, student counts are too small to analyze for significance. Six of the 51 awards are from noncredit only students and four of those degrees have credits from the credit by exam offering as part of that degree's requirements.

Student Experience (page 47)

No new research into the student perspective has been conducted since the last report. Future exploration of the student experience is recommended after process improvements are fully implemented. Below are themes the prior report's qualitative data identified in 2021 and 2022.

1. Students often did not know about the credit by exam opportunity, and when they first heard about it, came with an expectation of what credit by exam is.
2. Students are motivated by the supportive programs, faculty, counselors, peer success stories, and SDCCE community at the credit colleges.
3. Students are balancing various life and scheduling logistics.
4. Students felt prepared for credit college after transitioning and appreciated credit college services.
5. Registration and enrollment processes are unclear for students pursuing both noncredit and credit coursework.
6. Students desire flexible options to complete their credentials.
7. Faculty and advisors are viewed as a core function of student success.
8. Course costs are a concern for students considering credit transitions.
9. Bolstering opportunities for prior learning assessment may benefit immigrants and English-language learners.

Recommendation: Continue to apply the nine student experience themes from qualitative research to support improvement efforts tied to CTE Transitions Credit by Exam.

Additional Recommendations (page 48)

Recommendation: Increase CTE Transitions Credit by Exam awareness. Increasing noncredit student awareness, as well as general awareness across staff and faculty roles within SDCCE continues to be a priority need. Increased SDCCE promotion, communication, and student support for CTE Transitions Credit by Exam may be beneficial, particularly in digital spaces. At the date of this report's publication, no indication of credit by exam could be found on the sdce.edu website.

Recommendation: Provide training to faculty, deans, counselors, and staff employees. Provide ongoing and regular training to faculty, deans, counselors, and staff across both instructional and student services. Clear communication and understanding of the revised processes and requirements as well as awareness of current agreements is needed throughout the SDCCE community.

Context

Background

SDCCE to College CTE Transitions Credit by Exam is a mechanism to provide San Diego College of Continuing Education (SDCCE) career education students with opportunities to receive credit for SDCCE courses at San Diego City, Mesa, and/or Miramar college. Select SDCCE courses have agreements established at San Diego City, Mesa, and/or Miramar college. The agreements are faculty-led. These agreements enable SDCCE students to receive college credit ***without additional fees and regardless of residency status*** after demonstrating mastery in pre-approved SDCCE career education courses and after meeting all agreement requirements. These courses can help accelerate degree completion for students.

In addition to providing a mechanism to accelerate college degree and/or certificate completion these agreements:

- Develop collaboration between institutions - establish and support clear student pathways from noncredit to credit
- Save students time and money in completing college certificates or degrees
- Minimize course duplication
- Provide low risk to students (credit is optional with *no additional fees!*)

This report focuses on SDCCE CTE Transitions Credit by Exam participation, subsequent transition to the credit colleges, and conferring of credit awards for these SDCCE students. Fewer barriers to receiving credits are observed; these changes will allow future reporting with equity analyses.

Purpose

SDCCE's 2022/23 - 2028/29 [Institutional Strategic Master Plan](#) emphasizes SDCCE's mission to provide noncredit students a clear and seamless experience with credit by exam (CBE). The credit by exam mechanism connects to three of SDCCE's institutional goals:

1. Enhance the student experience and clarify student pathways
2. Enhance internal and external partnerships
3. Develop sustainable, efficient, and transparent organizational and fiscal practices

SDCCE to College - Credit By Exam Process

SDCCE to College CTE Transitions Credit by Exam has continually undergone process revisions to improve the mechanism for both students and faculty. The 2022-2023 SDCCE to College CTE Transitions Credit by Exam process can be found below, with previous years processes located in the appendix (page 51).

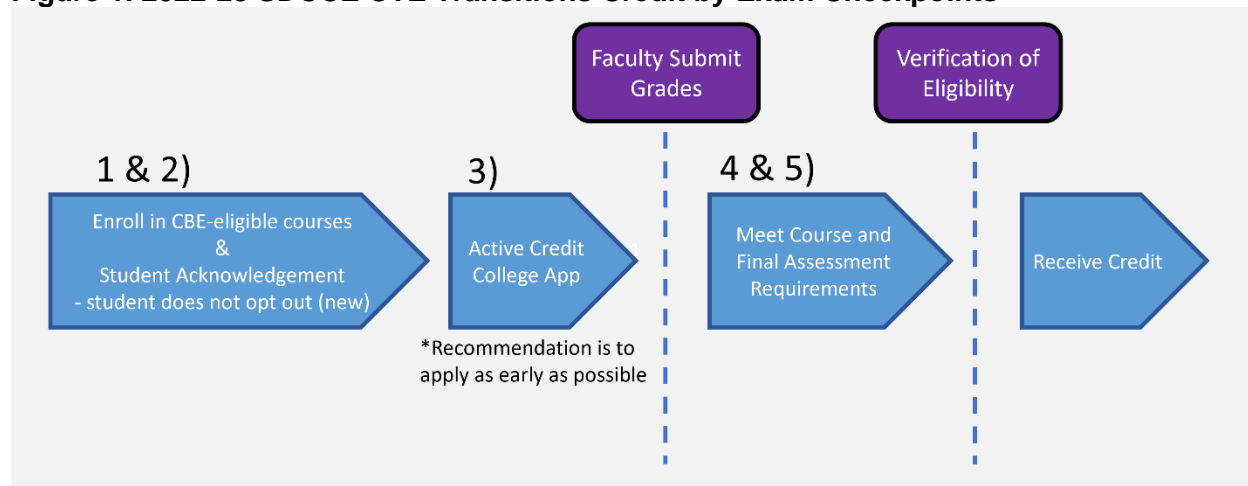
2022-2023 Process

To earn SDCCD college credit for SDCCE coursework, students must:

1. Enroll in a SDCCE course tied to an active Credit by Exam agreement
2. Not have opted out of receiving credit (*new*)³
3. Have an active college application for City, Mesa, or Miramar College
4. Earn an “A” or “B” in the course(s)⁴
5. Earn an “A” or “B” on the approved final assessment within the course(s)

Students, upon enrollment, acknowledge they will receive college credit unless they opt out through an emailed link and are encouraged to have an active credit college application on file as it is required for credit transcription. Faculty are required to submit both the overall course grade and final assessment grade with their rosters. Student Services verifies eligibility and, working with District Educational Services, clears all eligible students for transcription of credit. The verification process includes ensuring the student has met grade requirements for all courses included in the relevant agreement, has an active credit college application on file, and did not opt out of receiving credit.

Figure 1. 2022-23 SDCCE CTE Transitions Credit by Exam Checkpoints



³ The student opt out model was adopted in Fall 2022. When students enroll in the noncredit course they are acknowledging the acceptance of credit unless they choose to electronically opt out.

⁴ As of Fall 2023, students needed to earn an “A”, “B”, or “C” in the course(s).

Process Revisions

San Diego Community College District (SDCCD) is committed to improving the Credit by Exam process. Over the past two years, there have been monthly cross-departmental meetings with SDCCE’s Instructional Services, Student Services, and Admissions and Records, as well as the District’s Student Services, Career Education & Workforce Development, and Institutional Effectiveness and Research. Through these meetings, major revisions were made to the administrative processes as well as student and faculty requirements resulting in a less cumbersome experience for all involved.

While business processes and internal support around SDCCE’s credit by exam mechanisms have improved, elements are still being refined. **The college credit earned in this report reflect challenges with the external and manual credit by exam process.** Revisions that were implemented in Summer 2023 are not fully observed in this report due to their recency. Additionally, the impact on degree completion rates at the credit colleges cannot be observed as not enough time has passed for students to complete their degrees. As SDCCD continues to improve processes, there are anticipated improved student outcomes.

Summary of Changes Over Time

Table 2 below summarizes five changes implemented over the years. To see specific practices by year, please go to page 51 in the appendix.

Table 2. Summary of Changes to Credit by Exam Mechanism Over Time

Practice	Barrier ⁵	Revision	Impact
Fall 2020: Faculty submitted final assessment grades and course grades electronically through an external online platform (Qualtrics).	<ul style="list-style-type: none"> • Process was time consuming (submission was completed one student at a time) • Grades often submitted for qualifying students only • Not well integrated into institutional records 	<p>Summer 2023: Final assessment and course grades are submitted in Campus Solutions</p> <p><i>No further revisions planned</i></p>	<ul style="list-style-type: none"> • Sections with final assessment grades increased from 39% to 100% • Grades can now be submitted all at once and is less burdensome on faculty • Grades are now part of institutional records within Campus Solutions
Fall 2020: Students were required to opt in for credit through email link to satisfy new Title V requirement of student acknowledgement for credit	<ul style="list-style-type: none"> • Opt in model had low rates of participation • Process was burdensome on students • Students were not well informed about this required step 	<p>Fall 2022: Transitioned to an opt in model at time of enrollment with the ability to opt out</p> <p><i>No further revisions planned</i></p>	<ul style="list-style-type: none"> • In 2020-2022, 360 cases were unable to be processed due missing student acceptance forms • Currently, only ten students that could have earned credit opted out

⁵ Barriers were identified through student and faculty feedback across reporting by OIER.

Practice	Barrier ⁵	Revision	Impact
<p>Since program start: No noncredit visibility to show courses could be eligible for college credit before enrollment</p>	<ul style="list-style-type: none"> Students were unable to determine if a course could earn college credit without additional research Lack of familiarity with mechanism until after enrollment 	<p>Fall 2022: Courses that can receive college credit are indicated on the SDCCD online class search</p>	<ul style="list-style-type: none"> Greater awareness of credit by exam opportunity and requirements Potential increase in enrollments
		<p>Additional revisions needed; opportunity to expand online visibility of agreements and increase general awareness of credit opportunities and processes needed.</p>	
<p>Since program start: Students are required to have a credit college CCCApply application in order for credit to be transcribed</p>	<ul style="list-style-type: none"> Some students thought that being academically eligible will get credit but did not Confusion about when and how to complete the application Delay in processing of credits and increased manual steps 	<p>Fall 2023: Grade eligible students see 'Apply to Credit Colleges' in 'My To Do' List' in Campus Solutions 10/31/23: Noncredit CCCApply implemented</p>	<ul style="list-style-type: none"> In 2020-2022, 550 cases were unable to be processed due to no credit college application. Students, through the noncredit application, will have a CCCID, one requirement for credit CCCApply
		<p>Additional revisions needed; increase student awareness of credit college application requirement. Missing active credit CCCApply applications continue to be the largest barrier preventing the awarding of credit</p>	
<p>Fall 2020: Course grade eligibility was an "A" or "B" grade only</p>	<ul style="list-style-type: none"> Some students with eligible final assessment grades were ineligible for credit 	<p>Fall 2023: Course grade eligibility will also include "C"</p> <p><i>No further revisions planned</i></p>	<ul style="list-style-type: none"> Anticipated increase in course grade eligible enrollments (2022-23: +17%) More students are able to earn credit

Methodology

Methods

This report uses several data elements as proxies for student enrollment in SDCCE courses tied to active credit by exam agreements and their subsequent enrollment at the credit colleges. The intent of these proxy decisions by the Office of Institutional Effectiveness and Research is to assist the interpretability of noncredit credit by exam outcomes while mechanism implementation continues to change. Please go to the appendix (page 52) for technical considerations and limitations that impact this report's methodology.

Processes related to final assessment grade submission, agreement completion verification, CCCApply application, or student acceptance are still being revised. Consequently, data reported may have significant shifts from academic year to academic year and data definitions may be modified or expanded to encompass changes to the data as a result of these revisions. Final assessment grade submission will occur for all participants as of Fall 2023 and upcoming reports will include equity analyses.

Terminology

SDCCE Enrollment Categories

This report focuses on four enrollment classifications that get more restrictive within each category. The categories are used to inform the stage of a student's journey along the noncredit credit by exam process. Definitions are below:

1. **Enrollment actions:** Enrollments that do not exclude any type of enrollment behavior (i.e., dropped, never attends, no attendance hours). They highlight the total number of enrollments that signed up for noncredit credit by exam eligible courses and received communication about the mechanism.
2. **Active enrollments:** Enrollments with status of enrolled. Drops and never attends are excluded. Only active enrollments can have course and final assessment grades input.
3. **Course grade eligible enrollments⁶:** Received an 'A' or 'B' in one of those course sections for that term. This is one of the eligibility requirements.
4. **Academically eligible enrollments:** Enrollments that meet overall course grade and final assessment grade (also received an 'A' or 'B') eligibility, the two grade requirements to earn credit.

Credit College Categories

This report describes certain post-secondary engagement after transitioning to the credit colleges. Definitions are below:

1. **Subsequent credit college enrollment:** Students were identified as a subsequent enrollment if they attended the credit colleges after their first active enrollment in a noncredit CBE course. Subsequent enrollment data was updated for the 2020-22 academic years.

⁶ As of Fall 2023, students can earn an "A", "B", or "C" in the course(s).

2. **Enrolled in related program courses:** Students were identified as enrolled in a related program course if the course fulfilled an award requisite listed in the career pathways section of the active agreement.

Awards

Credit college award data contains unduplicated and duplicated student counts. An award was considered in the credit college pathway if the course the student earned credit by exam had the award listed in the career pathways section of the active agreement. Associate degrees that include the course to satisfy requirements were also listed as in the pathway.

Student Categories

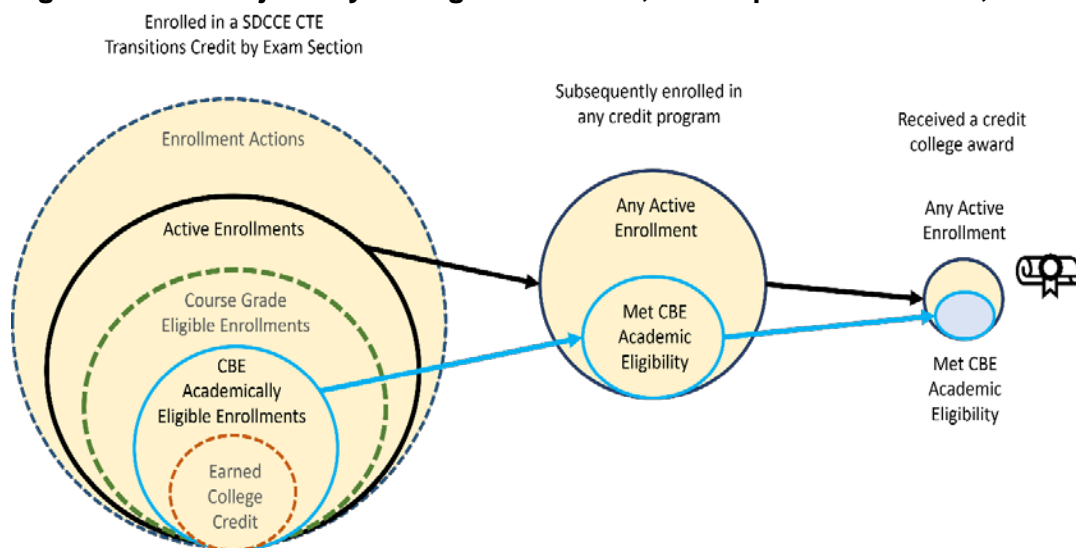
This report observes two important traits that impact credit college engagement and were used to disaggregate students. Definitions are described below:

1. **Prior SDCCD credit college history:** Subsequent enrollments and college award rates are different for students that have and do not have prior SDCCD credit college history. Students who earned credit college units prior to completion of the noncredit credit by exam were labelled ‘credit history’ and those without as ‘noncredit only’.
2. **Credit by exam eligibility:** Subsequent enrollment and college award rates are different for students that were or were not credit by exam eligible. Students with at least one academically eligible course were labelled ‘some CBE eligibility’ and those without as ‘no CBE eligibility’.

Student Journey

Figure 2 below shows a student’s journey from noncredit enrollment to receiving an award at one of the credit colleges. Even without being academically eligible to earn credit through the mechanism, SDCCE CTE Transitions by Exam is still used by students as a pathway to enroll in a credit college program.

Figure 2. Student journey through enrollment, subsequent enrollment, and awards



Guiding Questions

Active Agreements

1. How many SDCCE credit by exam courses are ***tied to active agreements?***

Student Enrollments

2. ***How many enrollments could potentially earn credit*** through the SDCCE credit by exam mechanism?
3. What are the ***enrollment checkpoint trends*** over the last four years?

Credit Received by Students

4. ***How many students are earning credit*** through the SDCCE credit by exam mechanism?
5. What are some ***barriers*** to receiving credit?

Student Transitions to Credit College

6. How many CBE participants are transitioning to the credit colleges and are ***SDCCE credit earners more likely to transition to the credit colleges?***
7. For SDCCE credit by exam participants, when they transitioned, ***did they stay in the same general pathway*** as the credit they earned? (*new*)

Awards Received by Students

8. ***Are SDCCE credit earners that transition to the credit colleges completing degrees/certificates?***
9. Are SDCCE credit earners who transitioned to the credit colleges ***more likely to complete credit degrees*** than SDCCE noncredit earners that transitioned?
10. For SDCCE credit earners that transitioned and got a credit award, ***did they earn an award in the same general pathway*** as they earned credit in through the SDCCE credit by exam mechanism?

Student Experience

11. How do ***students feel*** about the SDCCE CTE Transitions Credit by Exam process?

Results

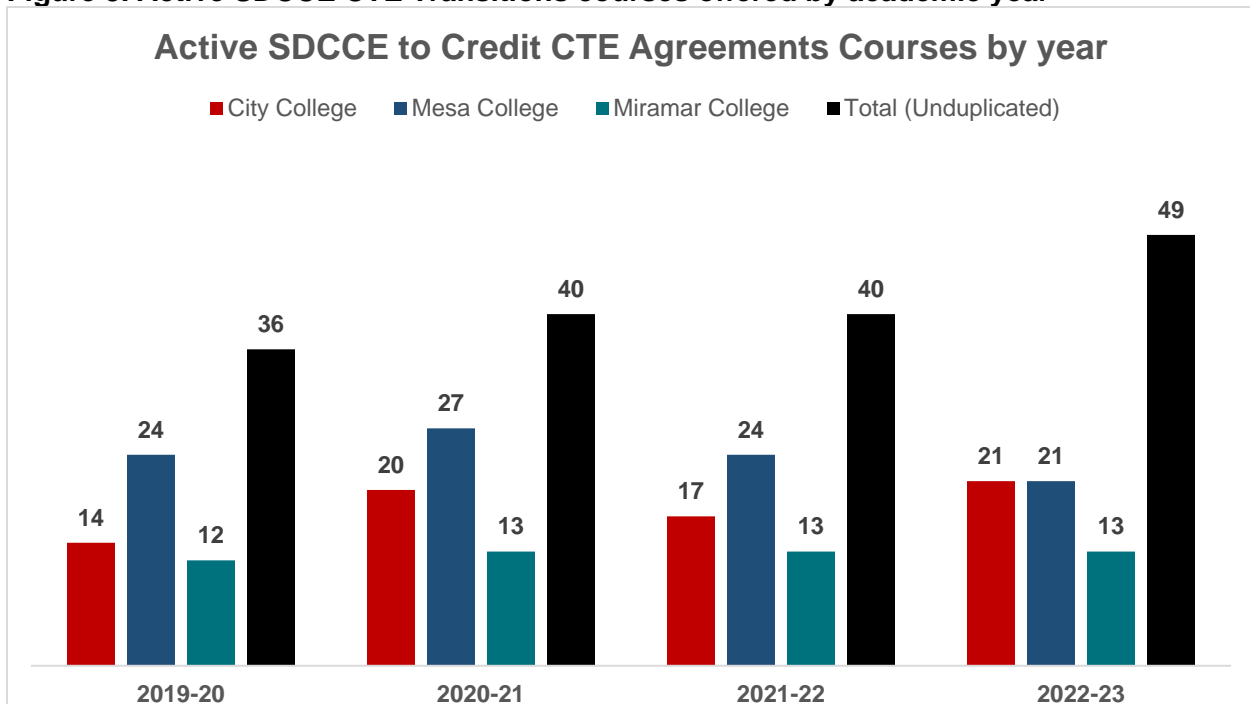
Active Agreements

1. How many SDCCE credit by exam courses are tied to active agreements?

The number of SDCCE courses with active agreements increased by 23%, from 40 to 49 in 2022-23, with new agreements in 2022-23 for Hospitality/Culinary Arts, Child Development, and Digital Media and Programming. All nine SDCCE programs have at least one active agreement.

The credit colleges recognize noncredit CTE coursework through agreements made between faculty at SDCCE and the credit colleges. Agreements are between SDCCE and one, two, or all three of the credit colleges. Figure 3 shows the number of SDCCE courses with active agreements in an academic year; the total (unduplicated) shows the unique number of SDCCE courses with active agreements across any of the three colleges. A full list of 2022-23 active agreements can be found in the appendix on page 55.

Figure 3. Active SDCCE CTE Transitions courses offered by academic year



The number of SDCCE courses with active agreements at the credit colleges increased by 23% from 40 in 2021-22 to 49 in 2022-23. In 2022-23, several Hospitality and Culinary Arts agreements, three Digital Media and Programming agreements, and one new Child Development agreement were added.

Total active agreements increased while agreements at individual colleges decreased because some agreements previously shared at multiple colleges were not renewed by all the colleges due to curriculum changes and course deactivations. All nine SDCCE programs have at least one active agreement.

Three Digital Media and Programming agreements were added but none were offered by SDCCE in the 2022-23 academic year (COMM 650 – Digital Photography, COMM 651 – Photo Editing, and COMM 652 – Advanced Photo Processing). All of these agreements were offered starting Fall 2023.

Noncredit to Credit Alignment Lab (NCAL) efforts have increased cross college faculty discussion on how best to ensure agreements provide meaningful college credit opportunities tied to college program requirements and industry or credential requirements. NCAL efforts have resulted in additional agreements active 2023-24 that will be included in future reporting.

Child Development's new agreement was identified through SDCCD's participation in NCAL and fulfills a course requirement for industry certificates and credit awards.

Recommendation: Increase credit and noncredit faculty training and support for agreement development focused on core credit college requirements and industry needs.

Recommendation: Continue the implementation of strategies to support existing agreements and develop new agreements connected to college courses that lead to core certificate and degree requirements (and when possible lead to high wage and high demand careers).

Student Enrollments

2. How many enrollments could potentially earn credit through the SDCCE credit by exam mechanism?

There is a significantly larger number of students that could earn college credit in the 2022-2023 year than ever before. In 2022-23, SDCCE had 7,290 active enrollments within noncredit courses tied to active agreements and 3,221 (44%) were course grade eligible, 1,725 were academically eligible (24%), and 802 enrollments (11%) are expected to receive college credit through the CTE Transitions Credit by Exam agreements. The 2022-23 academic year, which only makes up 37% of all active enrollments over the past four years, has more academically eligible enrollments than the three previous academic years combined (1,725 vs. 1,619). ***Summer 2023 is the first term that final assessment grade submission was possible through Campus Solutions and it had the highest observed academically eligible rate of course grade eligible students (81%).*** Many students are attempting all courses in multi-course agreements. In 2022-23, there were 635 individuals that attempted all the courses in a specific multi-course agreement and a third of them (33%) were academically eligible.

Noncredit Course Offerings tied to Active Agreements

Over the past four years, SDCCE has offered 1,549 noncredit sections tied to active CTE transitions credit by exam agreements taught by 92 faculty members. This mechanism has been available to 14,168 students through 36,343 enrollment actions (Table 3).

Enrollment actions are important because it highlights the volume of enrollments being informed via email about the credit by exam opportunity in this course and the ability to opt out of it. ***All enrollment actions receive digital communication about credit by exam.***

Active enrollments are important because it means they stayed enrolled through the entire class. ***Only students that stayed enrolled can have any type of grade input into the system for them, making them the only type of enrollment that could potentially be eligible for being awarded credit.*** Without a qualifying grade on record, a student is ineligible to receive credit for that specific enrollment.

Table 3. Enrollment, Headcount, Sections, and Faculty Headcount, 2019-20 to 2022-23

	2019-20	2020-21	2021-22	2022-23	Total
Enrollment Actions	9,494	9,662	7,998	9,189	36,343
Enrollment Actions Headcount	5,248	4,304	3,866	4,612	14,168*
Active Enrollments	7,695	6,290	4,900	7,290	26,175
Active Enrollments Headcount	4,601	3,118	2,675	3,159	10,989*
Sections	515	334	269	431**	1,549
Faculty Headcount	75	63	64	67	92

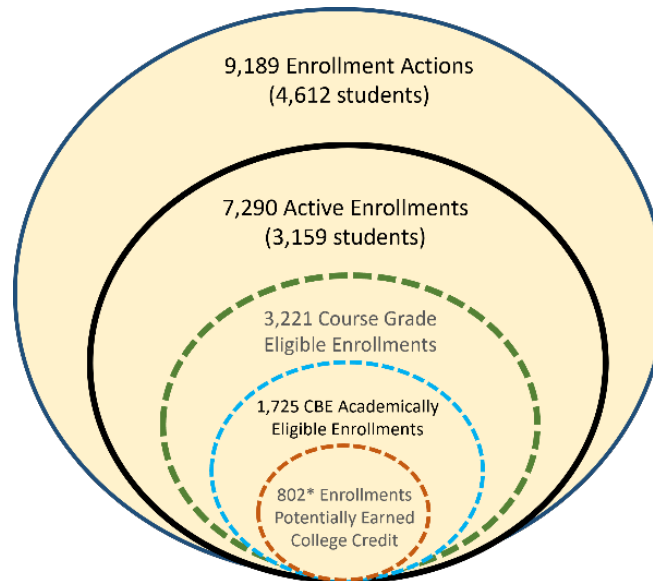
Note: **There were 431 sections offered in the 2022-23 academic year, but 38 sections did not have an active enrollment, making there be 393 sections with rosters.

Note: Total headcounts with an asterisk (*) are unduplicated across the four academic years.

2022 – 2023 Enrollments

In the year 2022-23, there were 9,189 enrollment actions (4,612 unduplicated students) and 7,290 active enrollments (3,159 unduplicated students). Of those active enrollments, 3,221 were course grade eligible (1,827 unduplicated students), 1,724 were credit by exam academically eligible enrollments (1,164 unduplicated students) and 802 enrollments are anticipated to earn college credit (537 unduplicated students). Each circle in Figure 3 below visualizes enrollment checkpoints.

Figure 4. SDCCE enrollments actions through four enrollment checkpoints, 2022-23



Academically eligible enrollments

There is a significantly larger number of students that could earn college credit in the 2022-2023 year than ever before. The 2022-23 academic year, which only makes up 28% of all active enrollments over the past four years, ***has more academically eligible enrollments than the three previous academic years combined*** (1,725 vs. 1,619). The changes to final assessment grade collection have increased the academically eligible rate of course grade eligible students from 15% to 54% (see Table 4 below). Additionally, more students are expected to receive college credit in the most recent academic year than the last three years combined (2022/23: 802, 2019/20-2021/22: 660). However, the anticipated earned college credit rate from academically eligible enrollments was still fairly similar (41% vs. 46%).

Table 4. Comparison of different enrollment checkpoints from 2019/20-2021/22 to 2022-23

CTE Transitions Checkpoint		2019-2022 (3 Academic Years)	2022-2023 (1 Academic Year)	Overall Difference
Active Enrollments		18,885	7,290	-11,595
Course Grade Eligible		10,897	3,221	-7,676
Academically Eligible		1,619	1,725	+106
Earned College Credit		660	802	+142
Academically Eligible Rate	out of Active Enrollments	8%	24%	+15%
	out of Course Grade Eligible	15%	54%	+39%
Earned College Credit Rate	out of Active Enrollments	3%	11%	+8%
	out of Academically Eligible	41%	46%	+5%

Enrollment checkpoints by program

Table 5 shows the number of CTE Transitions enrollments at similar checkpoints for the 2022-23 year by SDCCE program. 2019-20 to 2021-22 data is included in the appendix (Table 17 on page 54).

Table 5. Enrollments at different checkpoints, by program, 2022-23

SDCCE CTE Transitions Program	Active Enrollments	Course Grade Eligible	Acad. Eligible	Earned College Credit*	% Acad. Eligible	% Acad. Eligible Earning Credit*
Automotive	709	373	79	24	21%	30%
Business and Accounting	1,933	602	296	152	49%	51%
Child Development	354	168	140	67	83%	48%
Clothing and Textiles	487	132	118	54	89%	46%
Digital Media and Prog.	1,881	953	593	289	62%	49%
Healthcare	160	97	91	57	94%	63%
Hospitality and Culinary Arts	311	197	93	31	47%	33%
Information Technology	706	258	105	38	41%	36%
Skilled and Technical Trades	749	441	210	90	48%	43%
Total	7,290	3,221	1,725	802	54%	46%

Note: * Earned college credit for the 2022-23 academic year is still being processed. There may be reasons why students will be ineligible to earn college credit.

Enrollment checkpoints by term

Table 6 disaggregates the enrollment checkpoints by term for the 2022-23 academic year. The number of sections with enrollment and at least one eligible final assessment grade ('A' or 'B') varies across the terms (Fall 2022: 72 of 130 – 55%; Spring 2023: 65 of 176 – 37%; Summer 2023: 60 of 87 – 69%), with the highest rate of sections with at least one eligible final assessment grade in Summer 2023).

All academically eligible values presented in Table 6 are much higher than in previous terms. This increase is a direct result of improved processes, especially grade collection methods, highlighting the value of these changes and their immediate positive impact. Improvements implemented Summer 2023 onward are expected to result in further increases of academically eligible students.

Table 6. Enrollments at different checkpoints by term, 2022-23

SDCCE CTE Transitions Term	Active Enrollments	Course Grade Eligible	Academically Eligible	Academically Eligible Rate
Fall 2022	2,997	1,292	644	50%
Spring 2023	3,098	1,421	671	47%
Summer 2023	1,195	508	410	81%
Total	7,290	3,221	1,725	54%

Multi-course agreements

Multi-course agreements require the successful completion of more than one noncredit course for one or more credit college courses. This means for a student to receive credit through the credit by exam mechanism, the student needs an academically eligible grade (course grade and final assessment grade of "A" or "B" submitted) for each noncredit course in the agreement. In 2022-23 there were eleven multi-course agreements.

Table 7 shows the number of individuals⁷ that had active enrollments and course grade eligibility for all the courses in the multi-course agreement between Fall 2022 and Summer 2023. There were 212 duplicated individuals (33%) with satisfactory academic grade eligibility in all their multi-course agreements.

⁷ The overall headcount will be lower because students could be completing more than one multi-course agreement. For example, a student that completed COMM 660, 661, and 662 may also have completed the COMM 660, 661, 662, and 663 agreement and is included in each agreement's row.

This report, and the previous annual report, show that many students attempt all the courses and are academically eligible in multi-course agreements. There is recognition that more resources are required to manually verify and confer credits **but students are completing all components of these multi-course agreements**. However, there are three agreements with lower academically eligible individuals than expected:

- AUTO 600 and 601 (2%)
- FDNT 662 and 663 and 664 (0%)
- COMP 660 and 661 (7%)

Recommendation: Explore agreements with zero academically eligible students, specifically prioritizing multi-course agreements.

Table 7. Enrollments in all courses of a multi-course agreement, 2022-23

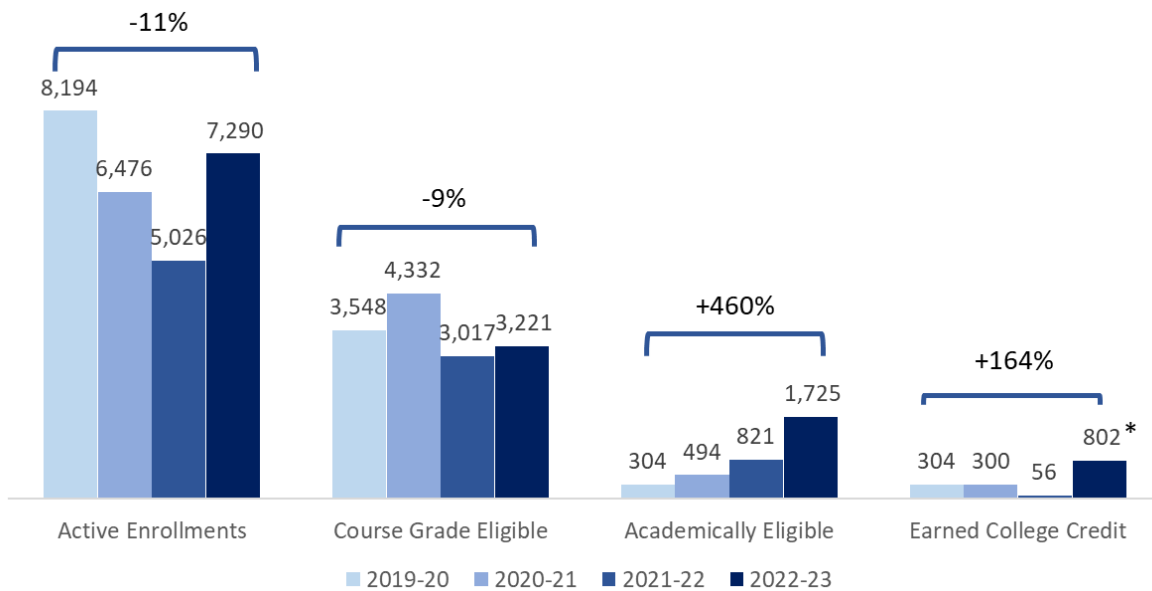
SDCCE CTE Transitions Program	Attempted all Courses	Academically Eligible in all Courses	Percent Academically Eligible
MECT 431 and 432	166	43	26%
AUTO 600 and 601	59	1	2%
CLTX 620 and 625*	19	7	37%
FDNT 662 and 663 and 664	18	0	0%
COMM 667 and 668	75	32	43%
COMM 660 and 661 and 662	133	58	44%
COMM 660 and 661 and 662 and 663	117	54	46%
COMM 642 and 643	42	10	24%
COMP 660 and 661	109	8	7%
HMDV 575A and 575B	48	39	81%
OFSY 510 and 511	15	3	20%
Total	635	212	33%

3. What are the enrollment checkpoint trends over the last four years?

The number of noncredit CBE enrollments has not yet reached the same number as was offered in 2019-20 but increased compared to 2020-21 and 2021-22. The number of course grade eligible students appear fairly consistent over the past couple years. **Final assessment grade submission changes have significantly increased academically eligible enrollments.** The number of students anticipated to receive college credit has dramatically increased and is expected to increase in the upcoming years as well.

Figure 5 below shows the number of active enrollments and course grade enrollments is lower in 2022-23 than offered in 2019-20 (active: -11%; course grade eligible: -9%). However, academically eligible enrollments increased by 460% in 2022-23 (2019-20: 304; 2022-23: 1,725) and the number of enrollments anticipated to receive college credit is 164% greater (2019-20: 304; 2022-23: 802). To see these checkpoints by course for 2019-20 to 2022-23, please look at Table 9 on page 25).

Figure 5. Percent change in enrollment checkpoint trends from 2019-20 to 2022-23



*Note: *College credit for the 2022-23 academic year is still being processed and this number is preliminary. There may be reasons why students will be ineligible to earn college credit.*

Credit Received by Students

4. How many students are receiving credit through the SDCCE credit by exam mechanism?

The 2022-23 academic year is expected to have credit transcribed 444 times. This is nearly the amount from the previous three academic years combined (2019-20 to 2021-22) at the time of reporting. While the total number transcribed has increased, there are seven agreements with no students expected to earn credit in 2022-23. Attention at the agreement level is needed to ensure each agreement is meaningfully integrated into SDCCE programming and services.

Between 2019-20 and 2021-22, credit was transcribed 464 times. In 2022-23, credit is expected to be transcribed 444 times (Table 8 on the next page). The single agreements with the most anticipated students receiving credit are Keyboarding - OFSY 541 (61 students), Medical Terminology – HLTH 612 (57 students), and Hardware Service Technician – COMP 612 (37 students).

Records of final assessment grade submissions have increased overall, however, there are some agreements with course grade eligible students that do not expect any to receive credit in 2022-23 due to not being final assessment grade eligible. This was observed in five programs through seven agreements:

- Automotive (AUTO 507, AUTO 600/601)
- Digital Media and Programming (COMM 646)
- Hospitality and Culinary Arts (FDNT 662/663/664)
- Information Technology (COMP 609)
- Skilled and Technical Trades (ELRN 451, ELRN 452).

Recommendation: Explore individual agreements to better understand gaps in eligibility across agreements.

Table 8, on the next page, shows the number of students awarded credit by agreement. Agreements with zero students receiving credit have been highlighted. 2022-23 student eligibility confirmation was still in process at the time of this report and the final number of students awarded credit may change.

Checkpoints (active enrollments, course grade eligible enrollments, academically eligible enrollments, and enrollments received college credit) at the agreement level are found in Table 9. This allows specific programs to see the volume of enrollments at each checkpoint across the past four years.

Table 8. Number of students expected to be awarded credit in 2022-23 by agreement

SDCCE CTE Transitions Program	SDCCE CTE Transitions Course(s)	Credit College Course(s)	Number of Students Awarded Credit*
Automotive	AUTO 507	AUTO 176G and 178G	0
	AUTO 507A	AUTO 186 and 161G	6
	AUTO 507B	AUTO 156G and 165G	16
	AUTO 600 and 601	AUTO 153G	0
Business & Accounting	COMM 614	CBTE 127	19
	OFSY 510 and 511	CBTE 152	3
	OFSY 541	CBTE 101	61
	OFSY 575	CBTE 140	26
	OFSY 596	CBTE 120	29
	OFSY 599	CBTE 122	6
Child Development	HMDV 575A and 575B	CHIL 176	23
	HMDV 581	CHIL 160	12
Clothing and Textiles	CLTX 620 and 625	FASH 130 and 130L	6
Digital Media and Programming	COMM 641	WEBD 152	16
	COMM 642 and 643	WEBD 127	8
	COMM 644	WEBD 164	7
	COMM 646	WEBD 168	0
	COMM 660 and 661 and 662	MULT 100	22
	COMM 660 and 661 and 662 and 663	ARTG 125	21
	COMM 667 and 668	RTVF 153 and MULT 123	17
	COMM 669	WEBD 169	1
	COMP 660 and 661	CISC 179	3
Healthcare	HLTH 612	MEDA 110	57
Hospitality and Culinary Arts	FDNT 501	CACM 102	3
	FDNT 661	CACM 160	6
	FDNT 662 and 663 and 664	CACM 212	0
	FDNT 681	CACM 102	1
	FDNT 682	CACM 103 and 106	7

SDCCE to College CTE Transitions CBE

SDCCE CTE Transitions Program	SDCCE CTE Transitions Course(s)	Credit College Course(s)	Number of Students Awarded Credit*
Information Technology	COMP608	INWT 120	1
	COMP609	INWT 140	0
	COMP612	INWT 100	37
Skilled and Technical Trades	ELRN451	ELDT 124 and 124L	0
	ELRN452	ELDT 143 and 143L	0
	MECT 431 and 432	AIRE 100 and 103	30
Total			444

*Note: *College credit is still being processed; final counts may change.*

Table 9. Enrollments at different milestones, by SDCCE course and academic year

SDCCE CTE Transitions Program	SDCCE Course	Credit College Course	Active Enrollments				Course Grade Eligible				Academically Eligible				Enrollments Received College Credit				
			2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	
Automotive	AUTO 507	AUTO 176G & 178G	314	329	139	192	79	148	46	67	9	12	24	16	9	10	0	0	
	AUTO 507A	AUTO 186 & 161G	246	190	83	155	97	59	41	75	9	15	5	10	25	10	0	6	
	AUTO 507B	AUTO 156G & 165G	230	191	78	115	107	65	50	70	56	0	1	40	40	0	1	16	
	AUTO 600	AUTO 153G	238	90	26	125	161	83	16	76	7	12	16	6	7	1	0	1	
	AUTO 601		185	145	19	122	123	130	17	85	7	8	16	7					
	Total			1,213	945	345	709	567	485	170	373	88	47	62	79	81	21	1	23
Business & Accounting	COMM 614	CBTE 127	71	114	81	127	20	79	41	44	0	10	9	32	0	4	0	19	
	OFSY 510	CBTE 152	31	24	22	38	6	23	22	24	0	0	0	12	0	0	0	3	
	OFSY 511		58	58	69	100	3	14	13	15	0	0	0	3					
	OFSY 516	CBTE 161	108				1				0				0				
	OFSY 541	CBTE 101	1,238	306	343	664	332	138	144	158	3	3	1	115	3	1	0	61	
	OFSY 575	CBTE 140	524	499	452	543	147	303	272	204	2	3	2	59	2	2	1	26	
	OFSY 596	CBTE 120	562	247	309	418	143	219	172	138	0	0	21	67	0	0	1	29	
	OFSY 599	CBTE 122	63	43	17	43	26	28	16	19	3	0	0	8	3	0	0	6	
	Total			2,655	1,291	1,293	1,933	678	804	680	602	8	16	33	296	8	7	2	144
Child Development	HMDV 533	CHIL 176	282				137				103				103				
	HMDV 575A			116	107	140		90	58	63		65	70	62		28	9	39	
	HMDV 575B			62	111	123		51	71	52		51	66	52					

SDCCE to College CTE Transitions CBE

SDCCE CTE Transitions Program	SDCCE Course	Credit College Course	Active Enrollments				Course Grade Eligible				Academically Eligible				Enrollments Received College Credit				
			2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	
	HMDV 581	CHIL 160				91				53				26				12	
	Total		282	178	218	354	137	141	129	168	103	116	136	140	103	28	9	51	
Clothing and Textiles	CLTX 620	FASH 130 & 130L	383	245	227	382	219	168	130	109	7	33	58	101	7	10	0	7	
	CLTX 625		314	148	129	105	162	97	64	23	7	23	31	17					
	CLTX 630		186	177			105	180			7	40							
	CLTX 635		114	86			64	45			7	15							
	Total		997	656	356	487	550	490	194	132	28	111	89	118					7
Digital Media and Programming	COMM 630	MULT 121 & MULT 123 & CBTE 122	88				65				3			3	0	0	0		
	COMM 630A		123				72				3								
	COMM 630B		80				63				3								
	COMM 641	WEBD 152	77	72	73	76	49	52	40	21	0	32	29	21	0	20	1	16	
	COMM 642	WEBD 127	84	117	95	80	62	70	61	46	0	20	31	46	0	17	1	10	
	COMM 643		68	76	57	68	51	54	37	31	5	18	30	11					
	COMM 644	WEBD 164	104	125	109	90	44	67	42	27	8	3	0	12	8	1	0	7	
	COMM 646	WEBD 168	39	33	24	30	28	29	16	16	7	4	0	0	7	2	0	0	
	COMM 660	MULT 100	ARTG 125		140	179	262		139	133	139		3	65	88		0	5	4
	COMM 661				141	135	177		128	109	117		3	46	101				
COMM 662				112	111	181		104	90	96		5	41	93					
COMM 663				108	98	180		103	84	95		2	26	93					

SDCCE to College CTE Transitions CBE

SDCCE CTE Transitions Program	SDCCE Course	Credit College Course	Active Enrollments				Course Grade Eligible				Academically Eligible				Enrollments Received College Credit			
			2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23
	COMM 667	RTVF 153 & MULT 123		136	103	167		123	77	67		4	36	41				
	COMM 668			135	90	126		110	73	55		4	33	33		4	1	32
	COMM 669	WEBD 169		106	76	107		91	59	54		14	11	5		5	0	1
	COMP 660	CISC 179			157	181			97	96			0	11			0	8
	COMP 661				114	156			69	93			0	38				
	Total			663	1,301	1,421	1,881	434	1,070	987	953	29	112	348	593	18	49	9
Healthcare	HLTH 612	MEDA 110	174	178	137	160	131	151	105	97	44	90	35	91	44	51	5	57
	Total		174	178	137	160	131	151	105	97	44	90	35	91	44	51	5	57
Hospitality and Culinary Arts	FDNT 501	CACM 102				93				53				27				3
	FDNT 661	CACM 160				34				20				12				6
	FDNT 662	CACM 212				34				29				20				0
	FDNT 663					44				34				0				
	FDNT 664					40				27				21				
	FDNT 681	CACM 102	97	44	47	38	74	32	40	19	0	0	0	1	0	0	0	1
	FDNT 682	CACM 103 & 106	80	69	50	28	64	32	41	15	0	0	0	12	0	0	0	7
	Total		177	113	97	311	138	64	81	197	0	0	0	93	0	0	0	17
Information Technology	COMP 608	INWT 120	259	169	177	233	96	78	108	69	0	0	22	1	0	0	0	1
	COMP 609	INWT 140	82	98	63	134	31	44	31	38	0	0	0	-	0	0	0	-
	COMP 612	INWT 100	307	268	243	339	153	165	148	151	0	0	54	104	0	0	0	37
	Total		648	535	483	706	280	287	287	258	0	0	76	105	0	0	0	38

SDCCE to College CTE Transitions CBE

SDCCE CTE Transitions Program	SDCCE Course	Credit College Course	Active Enrollments				Course Grade Eligible				Academically Eligible				Enrollments Received College Credit			
			2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23
Skilled and Technical Trades	ELRN 451	ELDT 124 & 124L	146	219	144	129	115	208	92	49	3	0	0	23	3	0	0	-
	ELRN 452	ELDT 143 & 143L	79	152	110	51	71	150	110	40	1	0	0	-	1	0	0	-
	MECT 431	AIRE 100 & 103	373	446	207	329	292	250	115	175	0	1	21	131	0	6	1	43
	MECT 432		288	276	89	240	155	232	67	177	0	1	21	56				
	Total			886	1,093	550	749	633	840	384	441	4	2	42	210	4	6	1
Total		Total	7,695	6,290	4,900	7,290	3,548	4,332	3,017	3,221	304	494	821	1,725	265	172	27	512

Barriers

5. What are some of the barriers to receiving credit?

Two out of the four primary barriers for receiving credit identified in last year's report have lessened due to process improvements. However, two still remain: barrier 2) the need for an active college application on file and barrier 4) verification/processing of all requirements. Additionally, the continued manual nature of administrative processes tied to noncredit CTE Transitions Credit by Exam continue to pose challenges as do continued IT capacity constraints.

The last report identified four barriers that negatively impacted the credit by exam mechanism:

1. Unavailable course grades and final assessment grades
2. The need for an active credit college application on file
3. The need for students to opt in to receive credit
4. Wait times related to verification and validation of all requirements

Since the last report, ***barrier 2) the need for an active credit college application on file, and 4) wait times related to verification/processing of all requirements, still remain as primary barriers to students being awarded credit in a timely manner.*** Process changes to reduce barrier 4) verification/processing of all requirements, are under way.

The following section provides brief updates on all four barriers. This report and past reports have shown that the primary barriers for students are tied to the administration of credit by exam. As these barriers become minimized through process improvements, reporting will include student equity analysis (access, eligibility benchmarks, and credit awarded).

Barrier 1) Grade Submissions

Status update: SDCCE Credit by Exam process improvements tied to the integration of the final assessment grade into Campus Solutions has greatly reduced this barrier. As of mid-summer 2023, all sections have an integrated method to submit final assessment grades with their other grade rosters.

Reminder: A student cannot be eligible for credit without an overall course grade and a final assessment grade. Historically, the collection and record keeping of these two critical elements were lacking.

Course grade submission

Last report identified 78% of 2021-22 enrollments with course grade submissions. The 2022-23 academic year has 77% of active enrollments with letter grades recorded. The other 23% are the grades of 'I', 'SP', 'UG' or blank. A student cannot be eligible for that section without a qualifying letter grade.

Final assessment grade collection

Final assessment grade collection has increased tremendously since the last reporting period. In the 2021-22 academic year, 61% of sections had no final assessment grade recorded with student services. In the 2022-23 academic year the percent of rosters with final assessment grades increased greatly. There were 393 rosters with an active enrollment and 197 (50%) of sections had at least one final assessment grade eligible enrollment recorded. Implementation of a fully integrated system did not occur as quickly as anticipated and this improvement of recording occurred while an interim system was in place.

Barrier 2) Active Credit College Application

*Status update: Active credit college applications for noncredit students remains the number one barrier to awarding credit. **Approximately one-third of academically eligible students did not have a credit college application on file.** Without a credit college application on file, credit cannot be transcribed.*

On October 31st, 2023, the College of Continuing Education changed the registration process to the noncredit version of CCCApply. Students, by registering through noncredit CCCApply, will have an OpenCCC account and CCCID. This CCCID is a necessary component for the credit colleges' application. However, students will still need to apply to the credit colleges via CCCApply.

Recommendation: Increase student awareness and support for completing the credit college application.

Recommendation: Increase clarity of application requirements and steps to ensure students understand requirements and minimize confusion by the term 'CCCApply'.

Barrier 3) Student acceptance

Status update: SDCCE's change to an opt in model has removed this barrier.

Student acceptance of credit moved to an opt in model (acceptance upon enrollment) with an option to opt out at time of enrollment in Fall 2022. In the 2022-23 academic year, only ten academically eligible students across eighteen enrollments opted out of receiving credit. A future exploration of why students choose to opt out is recommended.

Barrier 4) Verification and Validation of Requirements

Status update: The administrative verification and validation of student eligibility and processing of credit remains reliant on manual actions across multiple roles and departments, continuing to slow the awarding of credit down.

The goal is to transcribe credit for all eligible students within three weeks of grade submission. The integration of final assessment grades into Campus Solutions has decreased time to transcription and the current efforts to leverage automation and improved query development within Campus Solutions is promising. However, at the time of this report, processing of 2022-

23 credit by exam was still incomplete. Continued advocacy for the automation of manual components is needed.

This report shows the volume of students that are academically eligible as having increased by four times the volume in the past year. It is expected to increase and possibly double again in the 2023-24 academic year. Implementing automatic or as streamlined as possible eligibility verification and transcription process is needed now more than ever.

Recommendation: Continue Campus Solutions query development to streamline as many verification, validation, and confirmation requirements as possible.

Student Transitions to Credit College

6. How many CBE participants are transitioning to the credit colleges and are SDCCE credit earners more likely to transition to the credit colleges?

Approximately one out of ten SDCCD CTE Transitions students in the 2022-23 academic year subsequently enrolled at the credit colleges (11%, 526 of 4,612). **Noncredit only students with some credit by exam (CBE) eligibility** (received an 'A' or 'B' in at least one CBE course grade and final assessment grade) **were four times more likely to transition to the credit colleges than noncredit only students without some CBE eligibility**, further highlighting the potential for CTE Transitions Credit by Exam to be a leading mechanism for transitioning students into the credit college and retaining them within the district.

Students with some credit history were more likely to subsequently enroll at the credit colleges (21% vs. 6%) than noncredit students who had never attended the credit colleges. The 2020-21 to 2021-2022 students initially had 165 noncredit only students transition to the credit colleges. An additional 83 noncredit only students have transitioned since Spring 2023.

Approximately one out of ten SDCCD CTE Transitions students in the 2022-23 academic year subsequently enrolled at the credit colleges (11%, 526 of 4,612). However, this rate differed for students based on whether they had prior SDCCD credit history and if they had some credit by exam (CBE) eligibility. Students were stratified as 'some CBE eligibility' if they met academic eligibility in at least one course.

Noncredit only students with some CBE eligibility were four times more likely to transition to the credit colleges than noncredit only students without some CBE eligibility (Table 10), further highlighting the potential for CTE Transitions Credit by Exam to be a leading mechanism for transitioning students into the credit college and retaining them within the district. This trend was observed in the previous report as well. A similar, but weaker, trend in subsequent credit college enrollment was seen in students from 2020-21 and 2021-22 (Table 17 in appendix) but not observed in this reporting period.

	No CBE eligibility	Some CBE Eligibility	Overall
Noncredit only	5%	21%	6%
Credit history	22%	17%	21%
Overall	11%	18%	11%

Noncredit only students with some CBE eligibility were four times more likely to transition to the credit colleges than noncredit only student with no CBE eligibility.

Noncredit only students subsequent enrollment rate was 6% (189 of 3,014). Noncredit only students with no CBE eligibility had a 5% (152 of 2,834) subsequent enrollment rate while noncredit only students with some CBE eligibility had a 21% (37 of 180) subsequent enrollment rate, a rate four times greater.

Credit history students' subsequent enrollment rate was 21% (337 of 1,598). Students with some credit history were more likely to subsequently enroll at the credit colleges than noncredit students who had never attended the credit colleges. See Table 10 for more detail.

Table 10. Headcount, subsequent enrollment by credit history and CBE eligibility, 2022-23

Student Category	Headcount	Subsequently Enrolled Credit Colleges	Percent Subsequently Enrolled
Noncredit only - No CBE eligibility	2,834	152	5%
Noncredit only - some CBE eligibility	180	37	21%
Noncredit only total	3,014	189	6%
Credit history - No CBE eligibility	1,241	278	22%
Credit history - some CBE eligibility	357	59	17%
Credit history total	1,598	337	21%
Total	4,612	526	11%

Table 11 shows the subsequent enrollment by college for 2022-2023 participants. There have been 189 noncredit only students who participated in CBE for the 2022-2023 academic year that subsequently enrolled at the credit colleges (City: 107, Mesa: 112, Miramar: 69). An additional 337 credit history students continued their credit college education after noncredit coursework (City: 199, Mesa: 217, Miramar: 148).

Table 11. Headcount, subsequent enrollment by credit college, 2022-23

	No Credit History	Credit History	Total
City College	107	199	306
Mesa College	112	217	329
Miramar College	69	148	217
Credit Colleges	189	337	526

The number of noncredit only (no credit history) students that subsequently enrolled and transitioned to the credit colleges by SDCCE program is included in Table 12. **All SDCCE CTE transition programs that had some CBE eligibility students in 2022-23 had a higher percent rate of transitioning at the credit colleges.** Table 20 in the appendix includes subsequent enrollment to specific credit colleges by SDCCE program.

Table 12. Headcount, noncredit only subsequent enrollment by SDCCE Program, 2022-23

SDCCE Program	Noncredit Only CBE Eligibility	SDCCE CTE Transitions Participant, 2020-21 - 2021-22	Subsequently Enrolled to Credit Colleges	Percent Transitions to Credit Colleges
Automotive	No CBE eligibility	340	11	3%
	Some CBE eligibility	13	2	15%
Business and Accounting	No CBE eligibility	860	46	5%
	Some CBE eligibility	41	8	20%
Child Development	No CBE eligibility	162	18	11%
	Some CBE eligibility	32	7	22%
Clothing and Textiles	No CBE eligibility	292	15	5%
	Some CBE eligibility	18	4	22%
Digital Media and Programming	No CBE eligibility	421	23	5%
	Some CBE eligibility	32	5	16%
Healthcare	No CBE eligibility	123	12	10%
	Some CBE eligibility	22	5	23%
Hospitality and Culinary Arts	No CBE eligibility	175	9	5%
	Some CBE eligibility	14	5	36%
Information Technology	No CBE eligibility	338	21	6%
	Some CBE eligibility	13	4	31%
Skilled and Technical Trades	No CBE eligibility	346	16	5%
	Some CBE eligibility	31	5	16%
Total	No CBE eligibility	2,834	152	5%
	Some CBE eligibility	180	37	21%

Credit College Transition Over Time

Credit college transition for 2022-2023 students was through Fall 2023 and more noncredit only students are expected to transition to the credit colleges as time passes. In the last report there were 2,683 noncredit only students in the 2020-21 and 2021-22 academic years. At the time of the last report 6% (165 students) transitioned. One year later that number increased to 9% (248 students).

7. For SDCCE credit by exam participants, when they transitioned, did they stay in the same general pathway as the credit they earned?

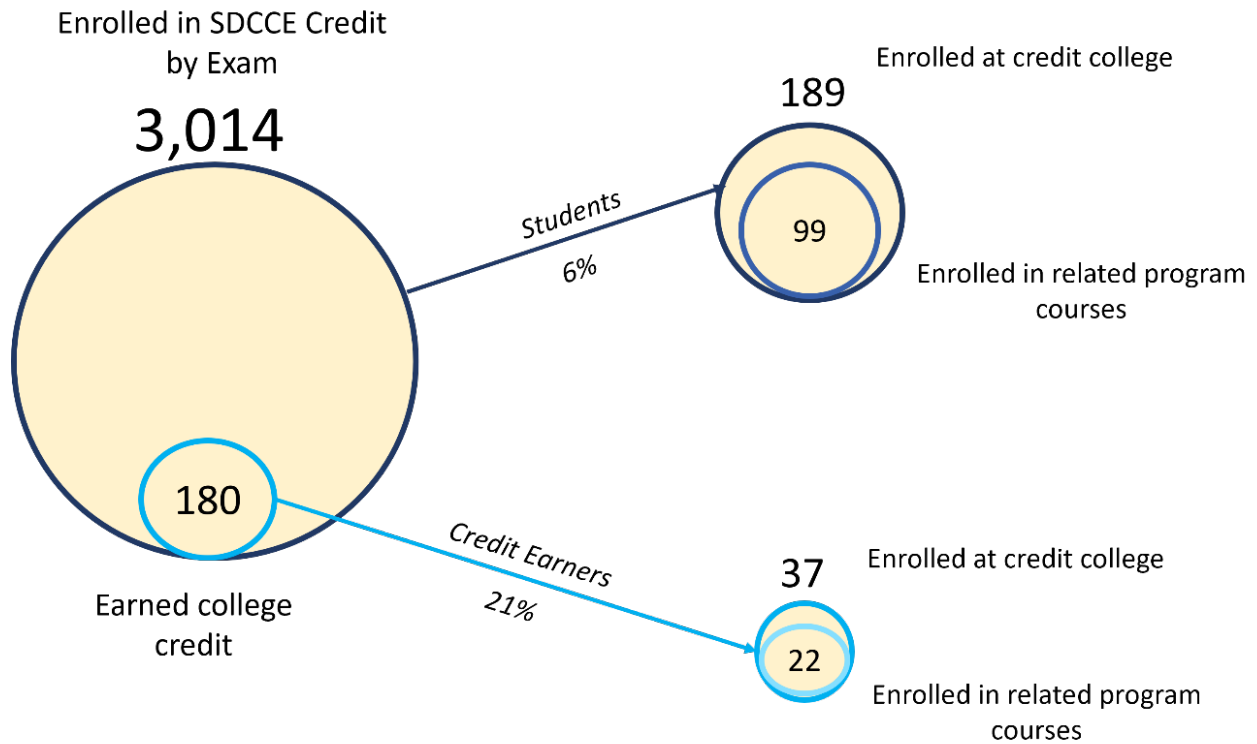
Noncredit only students that transition to the credit colleges tend to enroll in courses related to their CBE pathway over half of the time regardless of earning credit or not (2022-23 cohort: 52%). Currently 6% percent of noncredit only students immediately transition to the credit colleges. Overall transition rate for noncredit only students that earned college credit is slightly higher (59%). This trend was also observed in the 2020-21 to 2021-22 cohorts.

This section provides analysis of subsequent credit college enrollment of noncredit only students. This report used NCAL's framework by looking at the credit college certificates and awards listed within the Career Pathways section as the criteria for identifying courses in the path.

Recommendation: Increase faculty engagement focused on further identification and communication of what is considered a pathway. Pursuing opportunities to connect/integrate CTE Transitions Credit by Exam into Guided Pathways initiatives is encouraged.

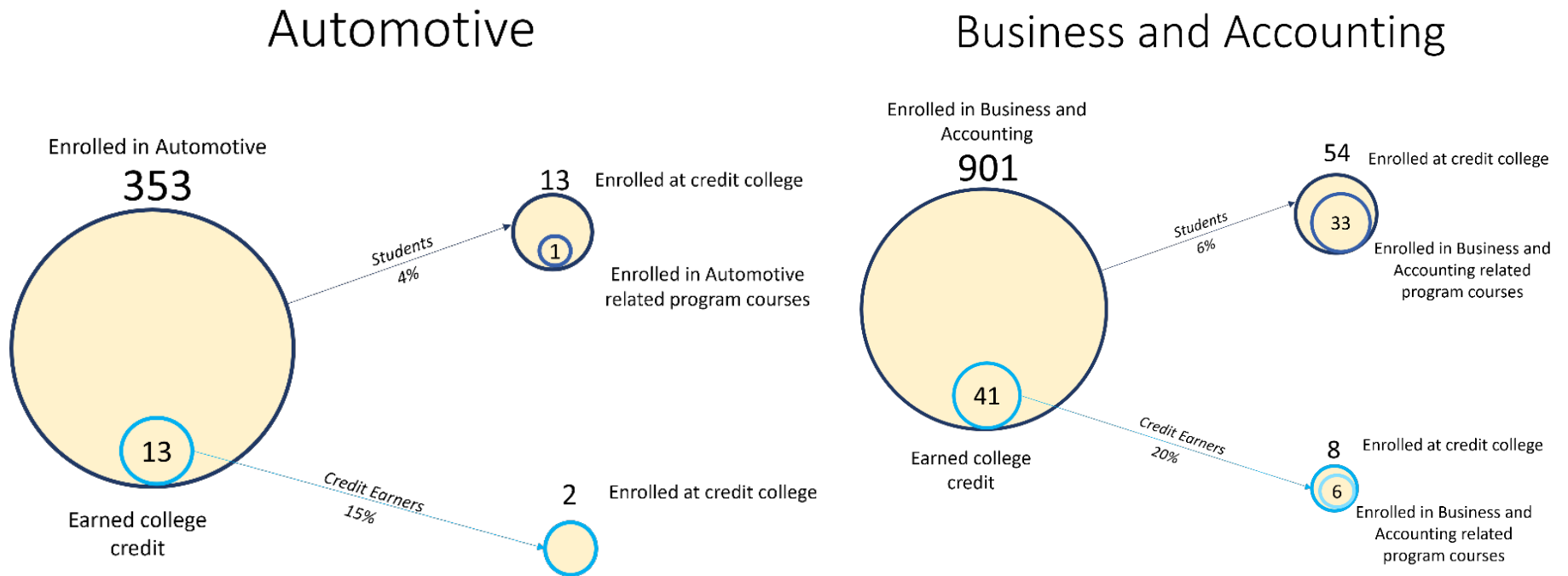
Of the 3,014 noncredit only students who participated in SDCCE Credit by Exam, 189 students (6%) subsequently enrolled at the credit colleges with a majority of students (52%) enrolling in related program courses. Of the 180 noncredit only students who received credit through SDCCE Credit by Exam, 37 students (21%) enrolled at the credit college with a majority (59%) enrolling in related program courses. See Figure 6 below for more details.

Figure 6. Noncredit only student transition from SDCCE to credit colleges, 2022-23

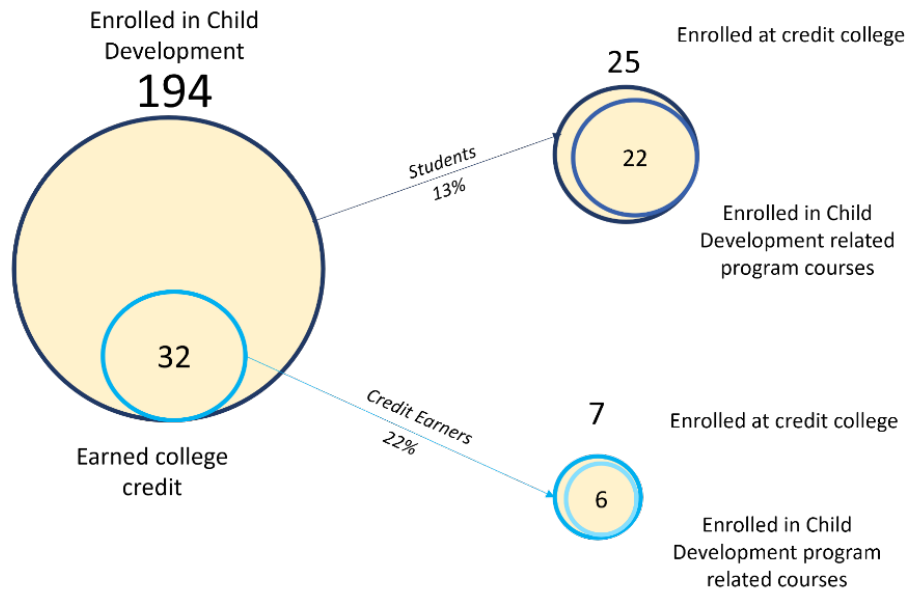


The program with the highest rate of transitioning into a matching pathway was Child Development followed by Business and Accounting, Digital Media and Programming, and Skilled and Technical Trades. Automotive had the fewest amount of noncredit only students transitioning to the credit colleges in the Automotive pathway. See Figure 7 on the next page for student pathway transitions by program.

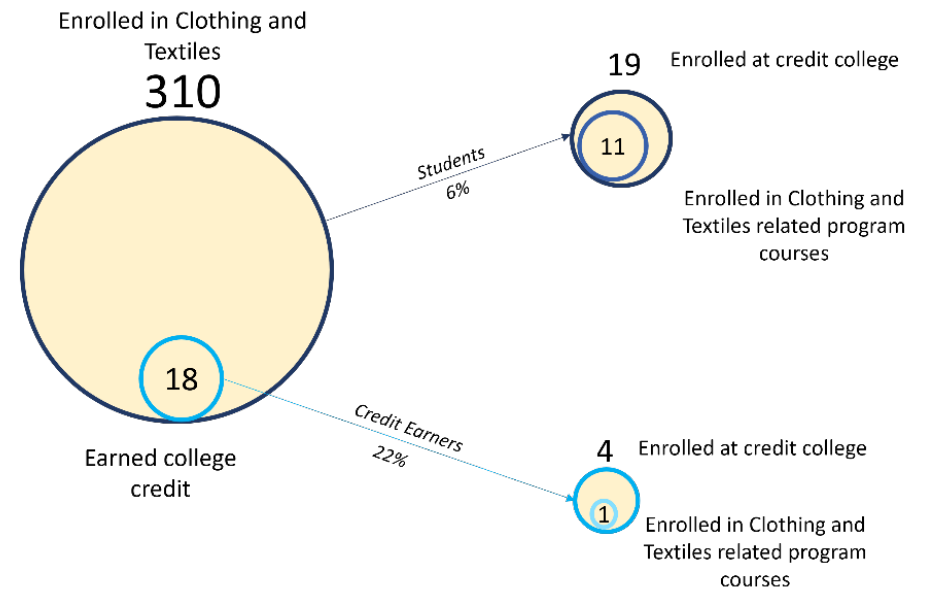
Figure 7. Noncredit only student pathway transition by SDCCE program, 2022-23 cohort



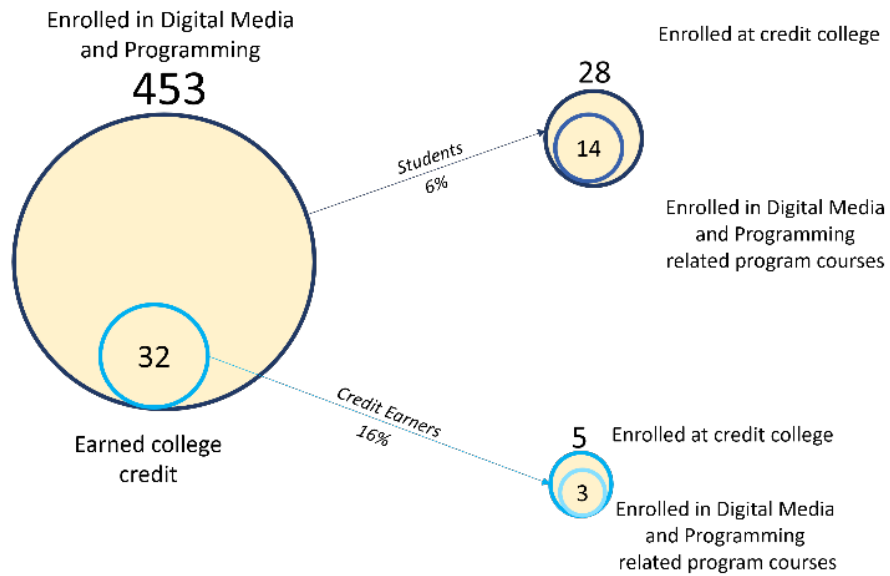
Child Development



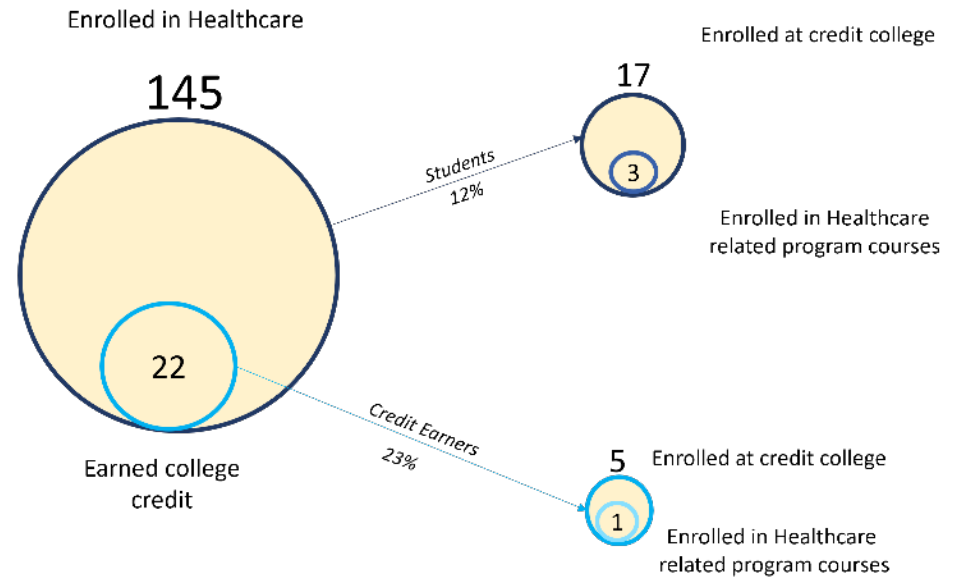
Clothing and Textiles



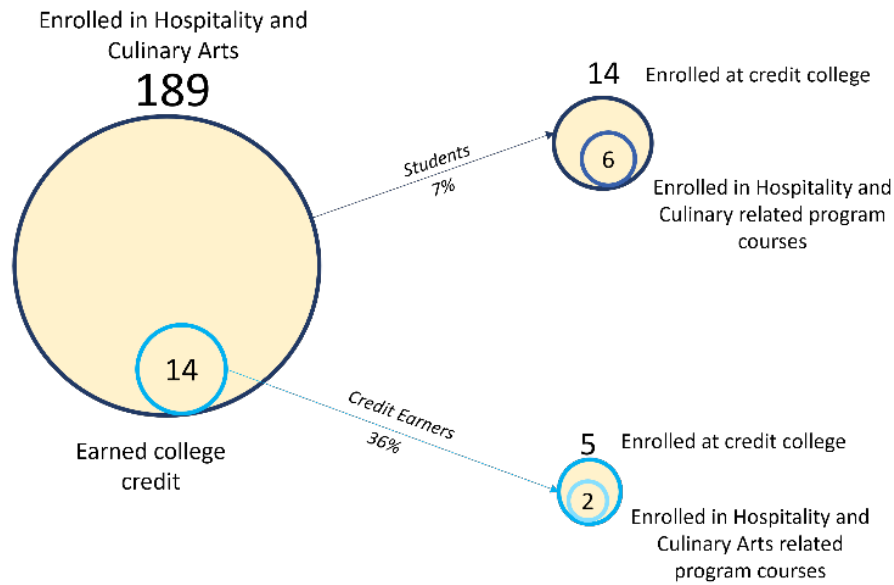
Digital Media and Programming



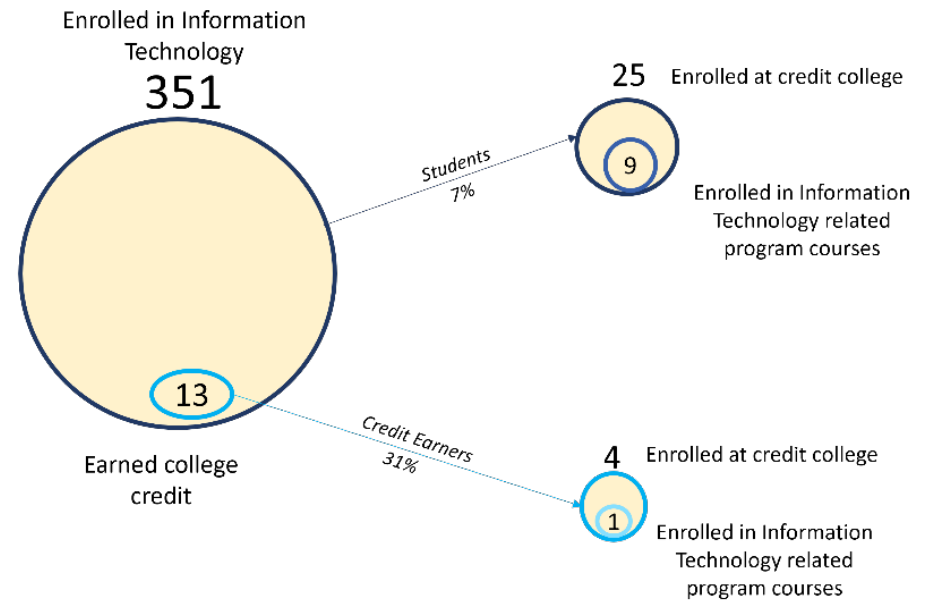
Healthcare



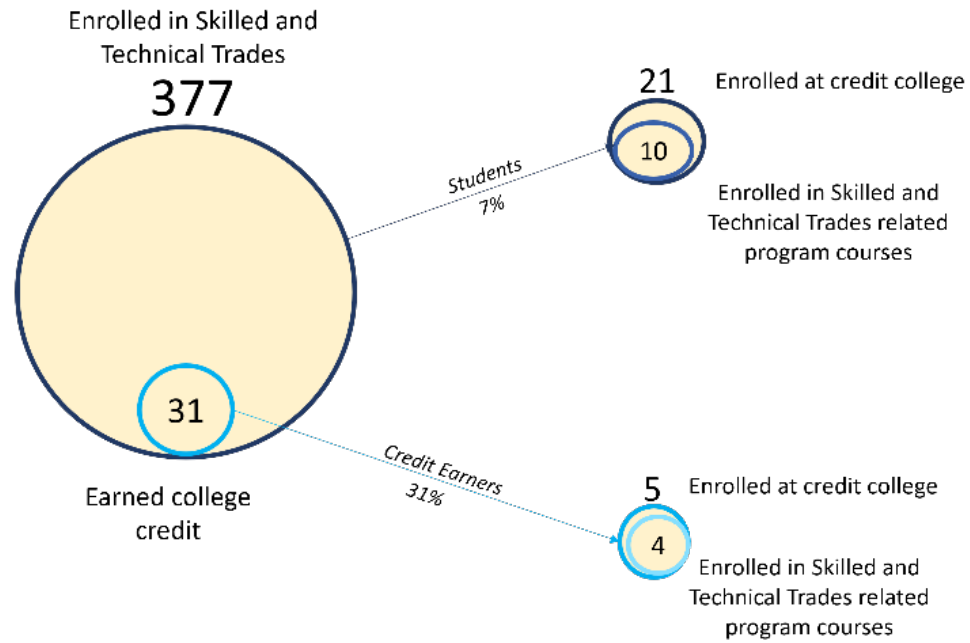
Hospitality and Culinary Arts



Information Technology



Skilled and Technical Trades



Awards Received by Students

8. Are SDCCE credit earners that transition to the credit colleges completing degrees/certificates?

2022-23 participants: At the time of analysis, 17 students from the 2022-23 cohort were conferred 25 awards. All of them had prior credit college history and students that received CBE credit did not list the credits for a requirement.

2020/21 and 2021/22 participants: 28 students were conferred 38 awards at the time of the last report (December 2022). This has increased to 40 students with 51 awards. The number of awards conferred is expected to increase as each year passes.

2022-2023 Participant Awards Conferred

Noncredit only students do not yet have credit college awards and more time is needed to pass. However, there are 17 credit history students that have been conferred 25 degrees. Two students received credit through credit by exam, but their degrees did not list the credits as a requirement.

Table 13. Awards conferred to SDCCE CTE Transitions participants from 2022-23

Type of Degree	Count
Associate in Arts for Transfer	4
Associate in Science Transfer	1
Associate of Arts	8
Associate of Science	5
Bachelor of Science	1
Certificate 16 to less than 30	1
Certificate 30 to less than 60	5
Total	25

Note: Award data is through Summer 2023.

2020-21 and 2021-22 Participant Awards Conferred

At the time of the last year's report (December 2022) there were 28 students that were conferred 38 degrees. This number has increased to 40 students that were conferred 51 degrees (Table 14).

Table 14. Awards conferred to SDCCE CTE Transitions participants from 2020-22

Type of Degree	Count
Associate in Arts for Transfer	6
Associate in Science Transfer	8
Associate of Arts	6
Associate of Science	14
Certificate 16 to less than 30	4
Certificate 30 to less than 60	9
Certificate 60 or more units	1
Certificate 8 to less than 16	3
Total	51

Note: Award data is through Summer 2023.

9. Are SDCCE CBE credit earners who transitioned to the credit colleges more likely to complete credit degrees than SDCCE CBE students that did not earn CBE credit and transitioned?

Preliminary data suggests that students that receive college credit and transition are more likely to earn a college credit award. However, student counts are too small to analyze for significance. Six students of the 40 students (15%) conferred awards between 2020-21 and 2021-22 have been noncredit only.

Preliminary data suggests that students that receive college credit and transition are more likely to earn a credit college award (Table 15). Both noncredit only and credit history students with some CBE eligibility have a higher percent award rate than students without CBE eligibility (Noncredit only: +2%, Credit history: +8%). However, the amount of time that has passed since taking a CTE transitions course, the number of students being conferred awards, and the ongoing challenges with processing eligible students limits the ability to fully assess the degree to which CTE Transitions impacts credit college degree and certificate completion. A complete list of the awards can be found in Table 21 in the appendix.

Table 15. Awards conferred to students from 2020-21 and 2021-22.

Student Category	Headcount	Conferred Credit Award	Percent Award
Noncredit only - No CBE eligibility	152	4	3%
Noncredit only - some CBE eligibility	37	2	5%
Noncredit only total	189	6	3%
Credit history - No CBE eligibility	278	24	9%
Credit history - some CBE eligibility	59	10	17%
Credit history total	337	34	10%
Total	526	40	8%

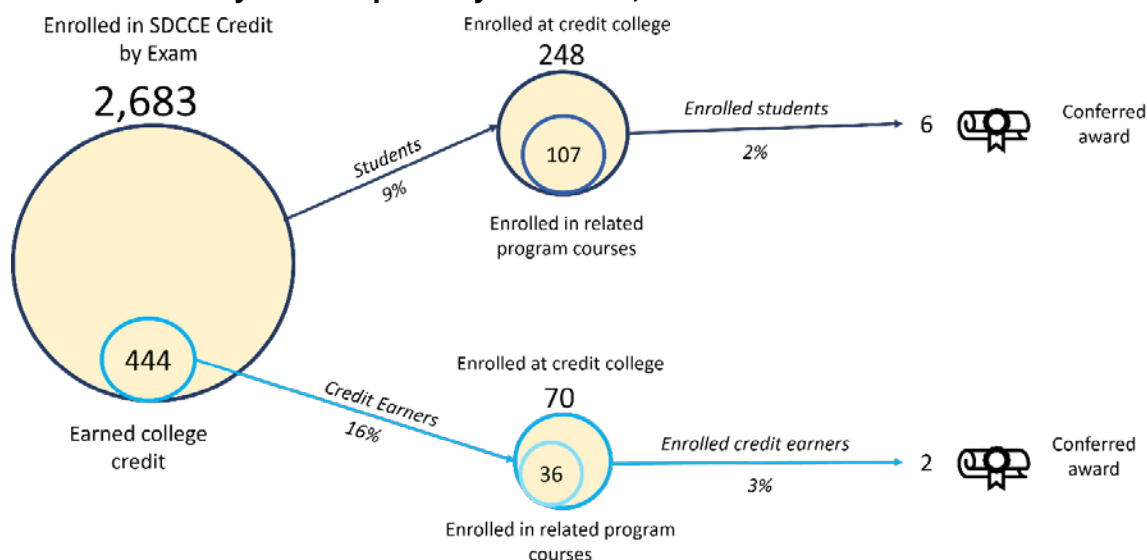
Note: Award data is through Summer 2023.

10. For SDCCE credit earners that transitioned and got a credit award, did they earn an award in the same general pathway as they earned credit in through the SDCCE credit by exam mechanism?

In the 2020-21 and 2021-22 cohorts, six noncredit only students were conferred credit degrees. Four of the awards (66%) were in the pathway that students received continuing education college credit.

Below in Figure 8 is noncredit only student transitions and award data from 2020-21 and 2021-22 (data updated in December 2023). An additional 83 noncredit only students transitioned to the credit colleges from the last report (248 vs. 165) and the overall transition rate increased from 6% to 9%. A total of 70 credit earners transitioned (16%). Students with interest in transitioning may not do so immediately after their College of Continuing Education course is complete. Similar to 2022-23, close to half (43% and 51%) of the students that transitioned to the credit colleges enrolled in a related program course(s). Six students were conferred awards. The two awards from credit earners were in degrees listed in the career pathways and could fulfill a degree requirement.

Figure 8. Noncredit only student pathway transition, 2020-21 to 2021-22 cohorts.



Six of the 40 students (15%) conferred awards from the 2020-21 and 2021-22 participants were noncredit only students. Table 16 on the next page shows their awards. Three of the degrees were related to their noncredit CBE course and one was related to an Associate for Transfer.

Table 16. Awards conferred to Noncredit only students from 2020-21 to 2021-22 cohorts

SDCCE Program	Noncredit Course	Award Type	College Conferred	Award Description	Degree Related?
Automotive	AUTO 507	AS	Miramar	Automotive Technology	Yes
Automotive	AUTO 600	AS-T	Mesa	Business Administration for Transfer	Yes*
Digital Media and Prog.	COMM 663	CERT	City	Graphic Design	Yes
Healthcare	HLTH 612	CERT08	Miramar	Biotechnology	No
Child Development	HMDV575A	CERT08	Miramar	Biotechnology	No
Digital Media and Prog.	COMM 641	CERT16	Mesa	Web Development	Yes

Note: Award data is through Summer 2023.

*Note: The asterisk (*) represents an Associate degree that is not listed in the Career Pathways but can use the college credit for a requirement in that degree.*

Student Experience

11. How do students feel about the SDCCE CTE Transitions Credit by Exam process?

Qualitative research was conducted in 2021 and 2022 to include student voice in SDCCE CTE Transitions Credit by Exam program improvement. It had these primary research objectives:

1. To explore students' awareness and motivation for participating in a CTE credit by exam agreement
2. To understand how students received information about the credit by exam opportunity and gain insights from their experiences regarding program communication
3. To provide insights on the experience of students who have successfully earned credit through the program
4. To identify areas of improvement for student awareness and participation in the program
5. To discover if and how the program has helped students to be prepared for credit college coursework and achieve their educational goals
6. To identify student differences and commonalities across the SDCCE CTE Transitions credit by exam programs

No new research/exploration into the student perspective has been conducted since the last report. ***Future exploration of the student experience is recommended after the process improvements are fully implemented.***

The following provides a brief recap of the themes and highlights from the prior report.

1. Students often did not know about the credit by exam opportunity, and when they first heard about it, came with an expectation of what credit by exam is.
2. Students are motivated by the supportive programs, faculty, counselors, peer success stories, and SDCCE community at the credit colleges.
3. Students are balancing various life and scheduling logistics.
4. Students felt prepared for credit college after transitioning and appreciated credit college services.
5. Registration and enrollment processes are unclear for students pursuing both noncredit and credit coursework.
6. Students desire flexible options to complete their credentials.
7. Faculty and advisors are viewed as a core function of student success.
8. Course costs are a concern for students considering credit transitions.
9. Bolstering opportunities for prior learning assessment may benefit immigrants and English-language learners.

Recommendation: Continue to apply the nine student experience themes from qualitative research to support improvement efforts tied to CTE Transitions Credit by Exam.

Recommendations

The following recommendations are based on the highlighted orange boxes provided throughout this report as well as informed by the efforts of the SDCCE Credit by Exam process improvement team and recent process and practice changes.

Data Collection, Analysis, and Engagement

- **Continued Institutional support of final assessment grades:** The integration of final assessment grades was implemented in Summer 2023 and has already dramatically increased the percent of students academically eligible in that term. However, Institutional support for final assessment grade policies similar to the 2020 memo on Continuing Education Grading and Credit Policies for letter grades will be beneficial. While the number of grade eligible students has increased, there are still some agreements with no grade eligible students. Exploration of agreements with zero academically eligible students is recommended, specifically prioritizing multi-course agreements (pg. 19) as is the exploration at the agreement level to better understand gaps in eligibility across agreements (pg. 22).
- **Include analysis of agreed upon pathways:** This report used NCAL's framework by looking at the credit college certificates and awards listed within the Career Pathways section as the criteria for identifying courses in the path. Faculty engagement is recommended for further identification and communication of what is considered a pathway. Pursuing opportunities to connect/integrate CTE Transitions Credit by Exam into Guided Pathways initiatives is encouraged (pg. 35).

Agreement Development

- **Prioritize new agreement development that leads to degree completion and workforce needs:** Credit by exam has the opportunity to not only increase transitions from noncredit to credit, but also accelerate degree and certificate completion at the credit colleges and ensure that a student does not repeat the same content in a credit college course that they already learned at SDCCD. However, not all agreements include credit college courses that are meaningfully tied to a credit college certificate or degree. Increased credit and noncredit faculty training and support for agreement development focused on core credit college requirements and industry needs is recommended. The implementation of strategies to support existing agreements and develop new agreements connected to college courses that lead to core certificate and degree requirements (and when possible lead to high wage and high demand careers) should continue (pg. 14).

Student Support and Outreach

- **Increase CTE Transitions Credit by Exam awareness:** Increasing noncredit student awareness, as well as general awareness across staff and faculty roles within SDCCE continues to be a priority need. Increased SDCCE promotion, communication, and student support for CTE Transitions Credit by Exam may be beneficial, particularly in digital spaces. At the date of this report's publication, no indication of credit by exam could be found on the sdcce.edu website.
- **Continue to support students with the credit college application and registration process from multiple SDCCD employees:** Increase student support for completing the credit college application. Completion of the credit college application continues to be the number one barrier preventing noncredit students from earning credit through the CTE Transitions Credit by Exam mechanism. Focusing on student awareness and hands-on support for completing the credit college application is recommended. With the transition to noncredit CCCApply, clear communication and guidance on the difference and how to complete both will be needed (pg. 30).
- **Provide training to faculty, deans, counselors, and staff employees:** Provide ongoing and regular training to faculty, deans, counselors, and staff across both instructional and student services. Clear communication and understanding of the revised processes and requirements as well as awareness of current agreements is needed throughout the SDCCE community.

Processing

- **Automate and streamline verification and transcription:** Continue to invest in automation and streamlining of the verification and validation of eligibility as well as the transcription process. While some automation has occurred, more is needed (pg. 30). Since the integration of the final assessment grades into Campus Solutions, the volume of academically eligible enrollments has increased by more than four times and is expected to continue to grow. Manual validation and processing steps will become less and less sustainable as the volume increases. Investment into technical solutions, leveraging Campus Solutions, and other existing infrastructure is highly encouraged. Process elements prime for automation include:
 - Multi-course agreement verification and confirmation of status progress in multi-course agreements
 - Communication with grade eligible students
 - Opt-out tracking and follow-up
 - Transcription query

Bibliography

1. San Diego College of Continuing Education. (2022). 2022/23 – 2028/29 Institutional Strategic Plan Brief. https://sdcce.edu/sites/default/files/iep/SDCCE_Institutional_Strategic_Plan_Final_Brief_060822.pdf
2. San Diego College of Continuing Education. (2022). Institutional Strategic Master Plan 2022/2023-2028/2029. https://sdcce.edu/sites/default/files/iep/2022_SDCCE_Strategic_Master_Plan_Digital.pdf
3. San Diego Community College District. (2021). SDCCE to College Credit by Exam 2018-19 to 2019-20 Data Briefing. <https://www.sdccd.edu/docs/ISPT/workforce/docs/SDCCE-CBE-DataBriefing-August2021.pdf>
4. San Diego Community College District. (2022). SDCCE to College Credit by Exam 2019-20 to 2021-22 Data Briefing. <https://www.sdccd.edu/docs/ISPT/workforce/docs/SDCCE-CBE-AnnualReport-2019-20-to-2021-22.pdf>

Appendix

Credit by Exam Process Periods

Prior to Fall 2020: Faculty completed and submitted a printed form on behalf of the student. This form did not distinguish between final assessment requirement grade and overall grade. No student signature was included. These forms were collected locally within SDCCE and sent to the District Office for further processing. This external submission by faculty was in addition to any student information needed to be complete in Campus Solutions. Insight into all student final assessment grades was not included. Information on the form was entered into spreadsheets for submission to district Student Services to transcribe the credit. All data pulled from the form was manually reviewed before being submitted for transcription. Multiple spreadsheets were submitted regularly to Student Services. Access to the data submitted and tracking completed transcriptions was difficult.

Fall 2020 to Summer 2022: Faculty submitted final assessment grades and course grades electronically through an external online platform (Qualtrics). Faculty were required to submit final assessment grades for all students although the external Qualtrics platform was not easy to use. Submission of grades within the electronic form triggered e-mail communication to the student with guidance on completing the required student acknowledgment (to comply with SDCCD's Administrative Procedure 5235⁸). Student acknowledgement in this way was collected after meeting grade eligibility. This external submission by faculty was in addition to any student information completed in Campus Solutions. Data from the external online platform was exported into a shared spreadsheet, reviewed, and tracked by SDCCE Student Services. This shared spreadsheet removed the manual entry of data and enabled District Student Services and SDCCE student services to work together using the same data, increasing transparency of transcription requests and student eligibility.

Fall 2022 to Summer 2023: SDCCE has moved to an opt-in model removing the need for students to complete a separate Student Acknowledgement form to earn credit. Revised course coding has been implemented enabling the promotion of SDCCE courses tied to active credit by exam agreements. Beginning with the fall online schedule, SDCCE's online schedule of classes includes a symbol and section note that states student acknowledgment for credit (unless the student decides to opt out). Once enrolled in an SDCCE course tied to an active agreement, student receive an email notification reviewing the opt in model and credit by exam requirements. Faculty were asked to use an interim process of shared roster lists through Microsoft Teams to submit final assessment grades instead of an external site (Qualtrics). Faculty were required to submit final assessment grades for all students.

A service request with District IT to integrate final assessment grades into Campus Solutions was submitted and completed in Summer 2023. Once the service request was completed, faculty began to submit final assessment grades in a tab that is integrated within Campus Solutions where faculty already submit final overall course grades.

Fall 2023 to present: SDCCE's online schedule of classes includes a symbol and section note that states student acknowledgment for credit (unless the student decides to opt out). Once enrolled in an SDCCE course tied to an active agreement, student receive an email notification reviewing the opt in model and credit by exam requirements. Faculty enter final assessment grades into Campus Solutions when entering their overall course grades. There is no expectation to modify student acknowledgment or faculty grade submission processes further.

⁸ [SDCCD's Administrative Procedure 5235](#) states, "Students shall be given the opportunity to accept, decline, or appeal the Credit for Prior Learning assigned by the faculty."

Technical Definitions to Report Methodology

- Section counts include all sections, even though Hybrid and Hyflex offerings required more than one section prior to Fall 2021 (higher section counts).
- SDCCE students may have multiple enrollments in the same noncredit course in the same term. Those enrollments were counted only once with the highest grade for that course recorded in the term (lower enrollment counts).
- Until Fall 2022, final assessment grade information was typically not available for all section participants and for those that were available, were shared because the enrollment was course grade and final assessment grade eligible (academically eligible).
- Multi-course agreement enrollment and completion was identified across the specified processes periods (Fall 2020 – Summer 2022 and Fall 2022 – Summer 2023), not academic years.
- Active CCCApply application and student acknowledgement was verified manually.
- Confirmation that credit course is not already on student academic record through credit college enrollment verified manually.

Limitations to Report Methodology

- **Classes with an online and in-person component:** Prior to Fall 2021, classes at SDCCE that had an online and in-person component (Hybrid or Hyflex) required two sections in Campus Solutions. The number of sections listed may reflect a number higher than classes offered due to this requirement. The number of enrollments in this report may differ from other reporting because if an individual had multiple enrollments in the same course number (e.g., AUTO 507) and term, it was counted once.
- **Course Grade Submission:** Not every active enrollment has a course grade submitted. A course grade of “A” or “B” is a requirement for receiving credit. Course grade submission rates have improved since SDCCE’s memo on Continuing Education Grading and Credit Policies in Spring 2020.
- **Final Assessment Grade Submission:** Final assessment grades were unknown for most active enrollments until Summer 2023. An interim process was used in 2022-23 that helped increase final assessment grades recorded with student services. Without the final assessment grade, credit cannot be transcribed. Analysis of each grade component as a place to detect ineligibility is not available during the periods where final assessment grade recording was incomplete.
- **Sections that offer credit by exam opportunities:** Prior to Fall 2021, it was not certain if every section of a course that had an articulated agreement was a class that offered the credit by exam opportunity. In Fall 2021 a course attribute (4CBE) was implemented in Campus Solutions and in the 2021-22 academic year there was one section identified to not offer the credit by exam opportunity. For this reporting period all section of courses with articulated agreements were assumed to offer credit by exam. This course attribute is needed for many Campus Solution processes and requires capacity to maintain.
- **Processed credits:** After the submission of student grades (overall course grade and final assessment grade), additional eligibility verification is required (complete all courses in a multi-course agreement, active credit college application, student acknowledgement, no college credit for the course already on transcript, etc.). Eligibility verification is manual and due to capacity constraints within SDCCE takes months to over a year to complete – delaying the transcription process. Credits cannot be processed until verification of eligibility is complete. The number of credits earned for 2022-2023 is the potential to earn credits.
- **Subsequent credit college enrollment in pathways:** This report used courses associated with career pathway awards in signed agreements to identify if the student enrolled in that pathway, similar to the Noncredit to Credit Alignment Lab model. This framework of pathways has not been agreed upon and can change in future reporting.

Definitions

The following definitions were created and used by the Office of Institutional Effectiveness and Research to help describe key characteristics and checkpoints of CTE Transitions Credit by Exam and Enrollment Management at SDCCE.

SDCCE Coursework:

- **Single course agreement:** A single SDCCE course that if a student meets requirements, can be transcribed college credit. Ex. FDNT 681.
- **Multi-course agreement:** An agreement with more than one SDCCE course. Students must meet requirements in all courses in the agreement to be eligible for college credit. Ex. MECT 431 and MECT 432.
- **Noncredit CTE coursework:** SDCCE articulated noncredit coursework aligned to an active agreement through CTE Transitions Credit by Exam for which students participated and could have earned credit at the credit colleges.

Enrollments:

- **Enrollment actions:** An enrollment that does not exclude any type of enrollment behavior (i.e., dropped, never attends, no attendance hours). They highlight the total number of enrollments that signed up for noncredit credit by exam eligible courses and received communication about the mechanism.
- **Valid enrollment:** An enrollment that excludes drops with zero attendance hours. They highlight enrollments that showed some kind of engagement in the course but needed to drop. This definition is important when exploring enrollment management.
- **Active enrollment:** An enrollment with status of enrolled. Drops and never attends are excluded. Only active enrollments can have course and final assessment grades input.
- **Course grade eligible enrollment:** Students who received an 'A' or 'B' in one of those course sections for that term. This is one of the eligibility requirements.
- **Final assessment eligible enrollment:** Students who received an 'A' or 'B' in approved final assessment within the course. This is one of the eligibility requirements.
- **Academically eligible enrollment:** Enrollment that meets course grade and final assessment grade eligibility, the two grade requirements to earn credit.
- **Subsequent enrollment:** Enrollment at one of the credit colleges following the first term a CTE Transitions Credit by Exam course was attempted within the reporting period. For example, if a student attempted COMP 612 in Spring 2021 and attended the credit colleges in Fall 2021, the student subsequently enrolled at the credit colleges.
- **Enrolled in related program courses:** Students were identified as enrolled in a related program course if the course fulfilled an award requisite listed in the career pathways section of the active agreement.

Student Academic Records:

- **No CBE eligibility:** No academically eligible submission recorded in the reported academic year period.
- **Some CBE eligibility:** At least one course of being academically eligible between 2020-21 and 2021-22. Successfully being awarded credit (credit earner) is not yet taken into account.
- **Noncredit only / No credit history:** SDCCD records only showed noncredit enrollment.
- **Credit history:** SDCCD records show previous SDCCD credit college enrollment.
- **SDCCE credit earners:** Students who successfully received college credit by completing an articulated SDCCE course approved for college credit through CTE Transitions Credit by Exam and meeting all mechanism requirements.

Additional Tables and Figures

Table 17. Enrollments at different checkpoints, by program, 2019-20 to 2021-22

SDCCE CTE Transitions Program	Active Enrollments	Course Grade Eligible	Acad. Eligible	Earned College Credit*	Percent Acad. Eligible	Percent Acad. Eligible Earning Credit
Automotive	2,571	1,222	197	111	16%	56%
Business and Accounting	5,567	2,162	57	17	3%	30%
Child Development	723	407	355	177	87%	50%
Clothing and Textiles	2,154	1,118	228	68	20%	30%
Digital Media and Prog.	3,442	2,607	489	169	19%	35%
Healthcare	513	387	169	100	44%	59%
Hospitality and Culinary Arts	394	283	0	0	0%	--
Information Technology	1,698	854	76	0	9%	0%
Skilled and Technical Trades	2,634	1,857	48	18	3%	38%
Total	19,696	10,897	1,619	660	15%	41%

Note: Earned College Credit values from the last annual report are used. Since the last report interventions were performed and additional final assessment rosters were collected.

Table 18. Status of active agreements

SDCCE CTE Transitions Program	SDCCE Course	Credit College Course	Credit Colleges	Status	
Automotive	AUTO 507	AUTO 176G & 178G	Miramar	Active through Spring 2023	
	AUTO 507A	AUTO 186 & 161G	Miramar	Active through Spring 2023	
	AUTO 507B	AUTO 156G & 165G	Miramar	Active through Spring 2023	
	AUTO 600	AUTO 153G	Miramar	Active through Spring 2023	
	AUTO 601		Miramar	Active through Spring 2023	
Business & Accounting	COMM 614	CBTE 127	Miramar	Active through Spring 2023	
	OFSY 510	CBTE 152	Miramar	Active through Spring 2023	
	OFSY 511		Miramar	Active through Spring 2023	
	OFSY 541	CBTE 101	Mesa	Active through Spring 2023	
	OFSY 575	CBTE 140	City, Mesa, Miramar	Active through Spring 2023	
	OFSY 596	CBTE 120	Miramar	Active through Spring 2023	
	OFSY 599	CBTE 122	Miramar	Active through Spring 2023	
Child Development	HMDV 575A	CHIL 176	City, Mesa, Miramar	Active through Spring 2024	
	HMDV 575B		City, Mesa, Miramar	Active through Spring 2024	
	HMDV 581	CHIL 160	City	Active through Spring 2025	
Clothing and Textiles	CLTX 620	FASH 130 & 130L	Mesa	Active through Spring 2023	
	CLTX 625		Mesa	Active through Spring 2023	
Digital Media and Programming	COMM 641	WEBD 152	Mesa	Active through Spring 2023	
	COMM 642	WEBD 127	Mesa	Active through Spring 2023	
	COMM 643		Mesa	Active through Spring 2023	
	COMM 644	WEBD 164	Mesa	Active through Spring 2023	
	COMM 646	WEBD 168	Mesa	Active through Spring 2023	
	COMM 650	PHOT 143	City	Active through Spring 2024	
	COMM 651	PHOT 180	City	Active through Spring 2024	
	COMM 652		City	Active through Spring 2024	
	COMM 660	MULT 100	City, Mesa	Active through Spring 2024 (City) 2023 (Mesa)	
	COMM 661		City, Mesa	Active through Spring 2024 (City) 2023 (Mesa)	
	COMM 662		City, Mesa	Active through Spring 2024 (City) 2023 (Mesa)	
	COMM 663		City	Active through Spring 2024	
	COMM 667	RTVF 153 &	ARTG 125	City, Mesa	Active through Spring 2024
	COMM 668	MULT 123		City, Mesa	Active through Spring 2024
	COMM 669	WEBD 169	Mesa	Active through Spring 2024	
COMP 660	CISC 179	Mesa	Active through Spring 2024		
COMP 661		Mesa	Active through Spring 2024		
Healthcare	HLTH 612	MEDA 110	Mesa	Active through Spring 2023	
Hospitality and Culinary Arts	FDNT 501	CACM 102	Mesa	Active through Summer 2024	
	FDNT 661	CACM 160	Mesa	Active through Summer 2024	
	FDNT 662	CACM 212	Mesa	Active through Summer 2024	
	FDNT 663		Mesa	Active through Summer 2024	
	FDNT 664		Mesa	Active through Summer 2024	

SDCCE to College CTE Transitions CBE

SDCCE CTE Transitions Program	SDCCE Course	Credit College Course	Credit Colleges	Status
	FDNT 681	CACM 102	Mesa	Active through Summer 2024
	FDNT 682	CACM 103 & 106	Mesa	Active through Summer 2024
Information Technology	COMP 608	INWT 120	City	Active through Spring 2023
	COMP 609	INWT 140	City	Active through Spring 2023
	COMP 612	INWT 100	City	Active through Spring 2023
Skilled and Technical Trades	ELRN 451	ELDT 124 & 124L	City	Active through Spring 2023
	ELRN 452	ELDT 143 & 143L	City	Active through Spring 2023
	MECT 431	AIRE 100 & 103	City	Active through Spring 2023
	MECT 432		City	Active through Spring 2023

Table 19. Headcount, subsequent enrollment at the credit colleges, by history and eligibility, 2020-21 and 2021-22

Student Category	Headcount	Conferred Credit Award	Percent Award
Noncredit only - No CBE eligibility	2,239	115	5%
Noncredit only - some CBE eligibility	444	50	11%
Noncredit only total	2,683	165	6%
Credit history - No CBE eligibility	1,177	288	24%
Credit history - some CBE eligibility	213	73	34%
Credit history total	1,390	361	26%
Total	4,073	526	13%

Table 20. Headcount, subsequent enrollment by history, eligibility, and program, 2020-21 and 2021-22

SDCCE Program	Noncredit Only CBE Eligibility	SDCCE CTE Transitions Participant, 2020-21 - 2021-22	Subsequently Enrolled to Credit Colleges			
			Credit Colleges	Credit Colleges	Credit Colleges	Credit Colleges
Automotive	No CBE eligibility	215	12	9	6	4
	Some CBE eligibility	44	4	3	1	0
Business and Accounting	No CBE eligibility	633	31	15	19	13
	Some CBE eligibility	31	2	2	1	1
Child Development	No CBE eligibility	57	5	1	4	3
	Some CBE eligibility	101	21	9	14	12
Clothing and Textiles	No CBE eligibility	192	3	2	2	1
	Some CBE eligibility	92	5	1	4	1
Digital Media and Programming	No CBE eligibility	276	17	7	10	7
	Some CBE eligibility	71	6	3	2	2
Healthcare	No CBE eligibility	107	10	9	4	2
	Some CBE eligibility	49	9	4	7	4
Hospitality and Culinary Arts	No CBE eligibility	45	5	3	2	0
	Some CBE eligibility	1	0	0	0	0
Information Technology	No CBE eligibility	303	8	4	5	2
	Some CBE eligibility	39	3	3	1	1
Skilled and Technical Trades	No CBE eligibility	411	24	14	11	8
	Some CBE eligibility	16	0	0	0	0
Total	No CBE eligibility	2,239	115	64	63	40
	Some CBE eligibility	444	50	25	30	21

Table 21. Credit College awards conferred to 2020-21 and 2021-22 SDCCE CTE Transitions participants

		Award Type	College Conferred	Award Description	Headcount
No Prior Credit College History	No CBE Eligibility	AS	Miramar	Automotive Technology	1
		AS-T	Mesa	Business Administration for Transfer	1
Prior Credit College History	No CBE Eligibility	AA	City	Liberal Arts and Sciences Language Arts and Humanities	1
		AA	City	Liberal Arts and Sciences Social and Behavioral Sciences	1
		AA	Mesa	Applied Mathematics	1
		AA	Mesa	Liberal Arts and Sciences Language Arts and Humanities - Chinese	1
		AA	Miramar	English/Literature Studies	1
		AA-T	City	Psychology for Transfer	2
		AA-T	Mesa	Kinesiology for Transfer	1
		AA-T	Miramar	Sociology for Transfer	1
		AS	City	Biology Allied Health Track	2
		AS	Mesa	Computer and Information Sciences	1
		AS	Mesa	Health Information Technology	1
		AS	Mesa	Real Estate	1
		AS	Mesa	Web Design	1
		AS	Miramar	Aviation Maintenance Technology Airframe	1
		AS-T	City	Business Administration for Transfer	1
		AS-T	Mesa	Business Administration for Transfer	1
		AS-T	Mesa	Computer Science for Transfer	1
		AS-T	Miramar	Business Administration for Transfer	1
		CERT	Mesa	Interior Design	1
		CERT	Mesa	Intersegmental General Education Transfer	1
		CERT	Miramar	Paralegal	1
		CERT16	Mesa	Coding Specialist	1
CERT16	Mesa	Small Business Management and Entrepreneurship	1		
CERT16	Miramar	Administration of Justice Law Enforcement Technologies	1		
CERT60	Miramar	Aviation Maintenance Technology Airframe and Powerplant	1		

SDCCE to College CTE Transitions CBE

		Award Type	College Conferred	Award Description	Headcount
Prior Credit College History	Some CBE Eligibility	AA	Mesa	Liberal Arts and Sciences Mathematics and Pre-Engineering - Computer Science	1
		AS	City	Biology Allied Health Track	2
		AS	City	Physics	1
		AS-T	Mesa	Computer Science for Transfer	1
		CERT	City	CSU General Education - Breadth	1
		CERT	City	Intersegmental General Education Transfer	2
		CERT	Mesa	Dental Assisting	1
Total				38	

Note. CERT = Certificate 30 to less than 60; CERT16 = Certificate 16 to less than 30; CERT60 = Certificate 60 or more units; AA = Associate of Arts; AS = Associate of Science; AS-T = Associate in Science Transfer