Context

The goal of SDCCE to College CTE Transitions Credit by Exam is to provide San Diego College of Continuing Education career education students with opportunities to accelerate college degree completion at San Diego City, Mesa, and Miramar colleges. Faculty led course-to-course credit by exam articulation agreements are developed and maintained to allow students to earn college credit by successfully completing approved career education courses at SDCCE.

Successful completion of the approved course(s) entitles students to earn SDCCD college credit[1], waive fees for college course(s) completed through the credit by exam process, use the course(s) to meet degree or certificate requirements, and advance to the next level of college courses for which this course serves as a prerequisite.

To earn SDCCD college credit for SDCCE coursework[2], students must:

1) Enroll in a SDCCE course tied to an active CTE Transitions Credit by Exam agreement

2) Earn an "A" or "B" in the course

3) Earn an "A" or "B" on the approved final assessment within the course

4) Complete an online college application for City, Mesa, or Miramar College

5) Complete the Student College Credit Student Acceptance of College Credit form[3]

This briefing also includes 2018-19 and 2019-20 student enrollments in approved SDCCE career education courses that attended beyond a certain threshold, or "benchmark" of 12 attendance hours in a section. This threshold aligns with Strong Workforce Program and Perkins requirements for CTE non-credit enrollments and contextualizes enrollment numbers.

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[1] The final grade reported on students' transcripts for the approved course(s) is the grade the student earned on the approved final assessment. If a student earned a "B" in the course and an "A" on the final assessment, the grade recorded in the database and on their transcript would be an "A".

[2] https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/workforce-and-economic-development/cte-transitions-credit-by-exam/sdce-to-college.aspx

[3] The student acceptance form was implemented in Fall 2020, after this reporting period.

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Focus of Analysis

This briefing examines student enrollment in CTE Transitions Credit by Exam courses and the subsequent enrollment of those students at the credit colleges that first received CTE Transitions credit between 2018-19 and 2019-20. SDCCE enrollments are grouped by attendance hour and letter grade milestones in CTE Transitions Credit by Exam coursework and by students that did or did not receive CTE Transitions Credit by Exam credit. The briefing also examines student credit college enrollments after CTE Transitions Credit by Exam course participation by prior credit college history at SDCCD (Figure 1).

Figure 1. Grouping of CTE Transitions Credit by Exam students and enrollments
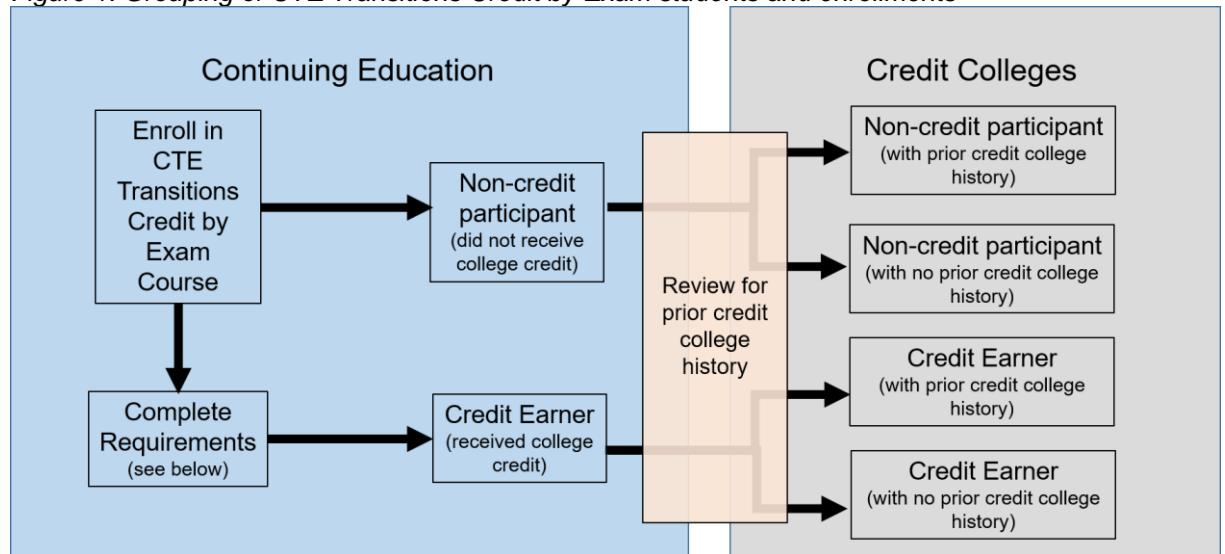
Figure 2. SDCCE CTE Transitions Credit by Exam Requirements
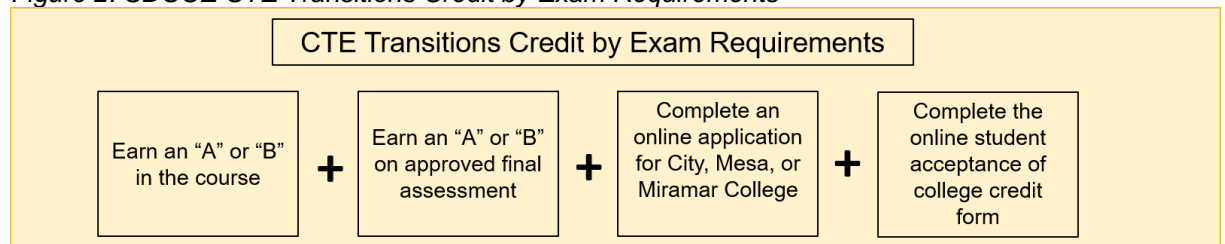
383 SDCCE students[4] first college credit earned through the CTE Transitions Credit by Exam between 2018-19 and 2019-20. Students earned college units for coursework in 695 enrollments[5] of CTE Transitions Credit by Exam approved courses

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[4] Thirty-four student IDs show term credit first earned for a CTE transitions course prior to Fall 2018 and were excluded from the transition to credit college section of this report. Some were from multi-course agreements that spanned before Fall 2018 and some were from the same course shown for multiple terms (with one term in or before Summer 2018).

[5] Certain agreements require more than one non-credit course in order to receive college credit.

at SDCCE for 2,316.5 credit college units. During the same time period 8,177 students enrolled in these same CTE Transitions Credit by Exam courses. This report will discuss the 2,879 students that were course grade eligible (received an "A" or "B" in their CTE Transitions Credit by Exam course) but did not receive college credit for this coursework.

It is important to note that **this briefing includes proxy information about students who enrolled in articulated CTE Transitions courses at SDCCE but did not successfully earn college credit**. Efforts are ongoing to improve data collection about *all* participants in articulated courses that also is amenable to the inclusive enrollment practices at San Diego College of Continuing Education. SDCCE students may have multiple enrollments in the same non-credit course in the same term. Maximum number of attendance hours and highest received course grades were recorded as a single enrollment at the course level in a term. Final assessment grade information is not available for Non-credit participants. This presents a challenge in exploring credit eligibility for Non-credit participants with "A" or "B" course letter grades not receiving credit. Once End of Course grades are available the comparative cohort will change to students that are course grade eligible and final assessment grade eligible. The submission of course grades, final assessment grades and student acceptance forms are submitted outside of Campus Solutions and must be verified manually (Figure 2).

Enrollments with 12 positive attendance hours in one section were included to establish show how many enrollments are in CTE Transitions Credit by Exam courses. Twelve positive attendance hours were used because it aligns with Strong Workforce Program and Perkins requirements for CTE non-credit enrollments.[6] There were 12,143 of these enrollments between 2018-19 and 2019-20.

Student completion was analyzed at SDCCE and since the implementation of Campus Solutions 87% of Non-Credit participants that received a letter grade of "A" or "B" received certificates of completion at SDCCE for their non-credit coursework while 99% of CTE Transitions Credit Earners received a certificate of completion. Since an "A" or "B" is required to earn college credit through CTE Transitions Credit by Exam it was used to define comparison cohorts.

The SDCCD credit college enrollment records of the 383 Credit Earners were analyzed after the first term SDCCD CTE Transitions Credit by Exam was applied. 2,879 Non-credit participant credit college records were analyzed after the first term a SDCCD CTE Transitions Credit by Exam course was attempted between 2018-19 and 2019-20. Credit college award data (completion) was unduplicated at the student level. If a student received more than one credit college certificate or Associate degree, it was recorded as one award.

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[6] https://www.cccco.edu/-/media/CCCCO-Website/Files/faq-swp-incentive-funding-2019-20-updates-a11y.pdf?la=en&hash=15C3636E00BA65E88C6F944047EAFFED4048625F

This briefing presents information regarding:

1) **Number of non-credit courses** with active agreements
2) **Course enrollments, attendance hours, and letter grade records** for articulated CTE Transitions Credit by Exam courses at SDCCE
3) **The CTE programs in which students earned credit** at the colleges and the number of credit college units
4) **Demographics** of students who enrolled in articulated CTE Transitions Credit by Exam courses at SDCCE and Credit Earners
5) **Enrollment patterns** of students with prior and no prior SDCCD credit college records after completing CTE Transitions Credit by Exam courses
6) **Number of students who enrolled and completed at the colleges** by CTE Transitions Credit by Exam program
7) **Transitioning from SDCCE to the credit colleges:** the proportion of Credit Earners' enrollments at the colleges

Definitions

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

1. **Benchmark enrollments**: Students who had at least 12 positive attendance hours in any single noncredit course in a Taxonomy of Program (TOP) code assigned to a vocational industry sector. For this report those 12 positive attendance hours needed to be in one single section. This benchmark was used because it meets Strong Workforce Program (SWP) Incentive Funding CTE student criteria.

2. **Course grade eligible enrollments**: Students who had at least 12 positive attendance hours in any single noncredit and received an 'A' or 'B' in one of those course sections for that term.

3. **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 CTE Transitions Credit by Exam requirements.

4. **Letter grade**: Benchmark enrollment student that has received an 'A', 'B', 'C', 'D' or 'F' in one of those course sections for that term.

5. **Non-credit CTE coursework**: SDCCE non-credit coursework articulated through CTE Transitions Credit by Exam for which students participated and could have earned credit at the credit colleges.

6. **Non-credit participant**: Benchmark enrollment student who participated in a CTE Transitions course but did not receive credit at the credit colleges for that non-credit course.

7. **Subsequent enrollment**: Enrollment patterns following the term credit was first earned from a CTE Transitions Credit by Exam course.

8. **Term credit first earned**: The first term a CTE Transitions Credit by Exam student earned credit from the colleges for noncredit SDCCE coursework. Some students show credit earned from courses at multiple terms; this report uses the first instance for each student as a point of analysis.

Highlights

1. <u>**Number of non-credit courses**</u>**: The number of SDCCE courses with active agreements per academic year has increased by 29%, from 28 in 2018-19 to 36 in 2019-20, with new agreements for 2019-20 in Healthcare, Information Technology, and Skilled and Technical Trades.**

The credit colleges recognize non-credit CTE coursework through agreements made between faculty at SDCCE and the credit colleges. Agreements are between SDCCE and one, two, or three of the credit colleges. The graph below 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.

The number of SDCCE courses with active agreements at the credit colleges has increased from 28 in 2018-19 to 36 in 2019-20.   This increase (City: +6, Mesa: +3, Miramar: +0) includes new agreements in Healthcare, Information Technology, and Skilled and Technical Trades.

Figure 3. Active SDCCE CTE Transitions courses, by academic year
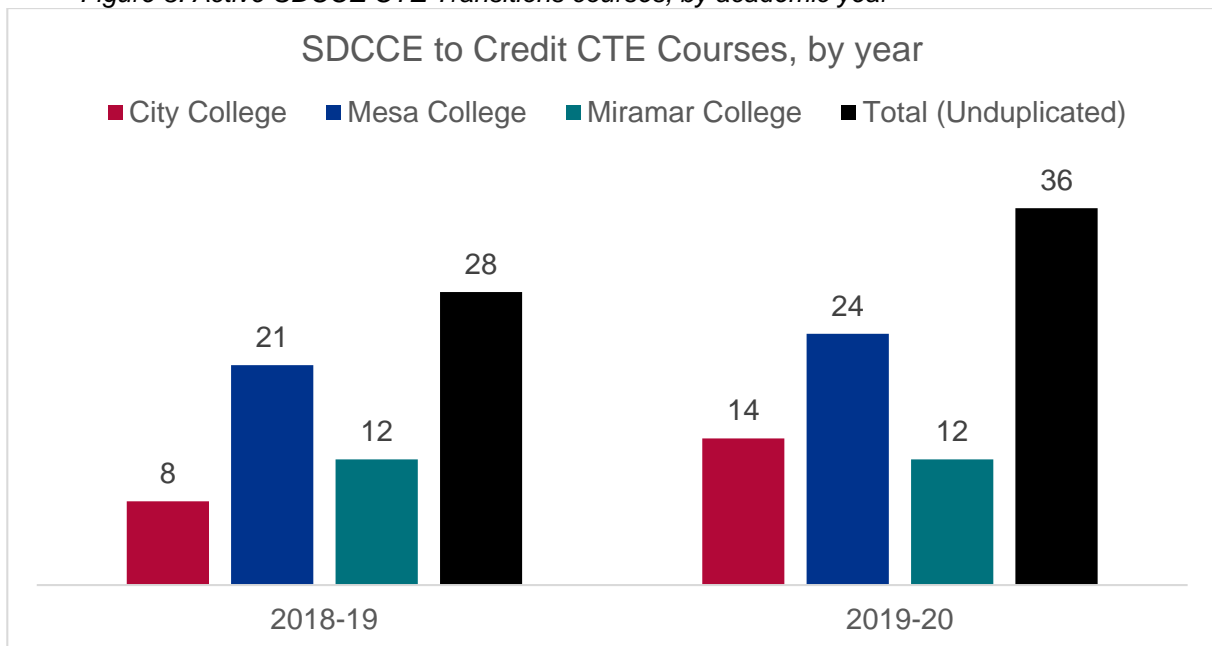
2. **CTE Transitions Credit by Exam Eligible Enrollments: In 2018-19 and 2019-20 there were 12,143 benchmark enrollments in CTE Transitions Credit by Exam courses. Out of those enrollments, 5,461 (45%) received an A or B in the course. During that time 695 enrollments received college credit through the CTE Transitions Credit by Exam program.**

Each program varies in the percentage of course grade eligible enrollments that earned college credit. Child Development shows the largest percentage of students that received an A or B grade also receiving college credit (158/193, 82%). Other programs, such as Business and Accounting, Fashion, Hospitality and Culinary Arts, and Information Technology show 3% or less of course grade eligible enrollments receiving credit through the CTE Transitions Credit by Exam. The table below shows the number of CTE Transitions enrollments in each SDCCE program from 2018-19 to 2019-20.

Table 1. Enrollments at different milestones, by program, 2018-19-2019-20

SDCCE CTE Transitions Program	Enrolled (12+ Hours)	Earned A or B (Course Grade Eligible)	Earned College Credit	Percent Course Grade Eligible Earning Credit*
Automotive	2,280	989	188	19%
Business & Accounting	3,390	881	27	3%
Child Development	531	193	158	82%
Digital Media	1,547	986	242	25%
Fashion	2,217	1,124	16	1%
Healthcare	183	131	46	35%
Hospitality & Culinary Arts	385	256	2	1%
Information Technology	677	274	0	0%
Skilled & Technical Trades	933	627	16	3%
Total	**12,143**	**5,461**	**695**	**13%**

Note. Final assessment data is not available for the 12,143 benchmark enrollments. Since a final assessment of "A" or "B" is a requirement under the CTE Transitions Credit by Exam, it is not clear what proportion of "course grade eligible" students would be eligible for credit.

On March 11th, 2020, SDCCE released a memo on Continuing Education Grading and Credit Policies. Attendance/Grade Rosters for Career Technical Education courses 30 hours or greater need to be submitted with a grade entry and indication of course certificate completion. A larger percent of CTE enrollments with letter grades would be expected after this memo. In the 2018-19 academic year 46% of CTE Transitions Credit by Exam benchmark enrollments received a letter grade while in 2019-20 academic year 55% of CTE Transitions Credit by Exam benchmark enrollments received a letter grade. This increase shows a combination of higher percentages of letter grades in existing agreements and a high percentage of students receiving letter grades in new agreements (Healthcare, Information Technology, Skilled and Technical Trades).

Nearly 90% of enrollments that received a letter grade received an "A" or "B" grade (2018-19: 88%, 2019-20: 87%) and the total number enrollments with an "A" or "B" increased (+1,179 enrollments), increasing the number of course grade eligible enrollments to receive CTE Transitions Credit by Exam credit. However, the number of enrollments receiving college credit from course grade eligible enrollments is low (2018-19: 19%, 2019-20: 9%) and total volume of enrollments earning credit decreased in 2019-20 (-111 enrollments) even though there are more course grade eligible enrollments. **It is worth noting that because final assessment grades are unavailable, it is not possible to determine how many of these enrollments meet CTE Transitions Credit by Exam grading criteria and are eligible for credit.** Subsequent analysis will incorporate the student's declared educational objective. The tables below show the number of enrollments in each CTE Transitions program for each academic year and the percentage of those enrollments from the previous milestone. A course-level table showing the number of enrollments and the number of those enrollments that earned college credit is available in the appendix (pg. 26).

Table 2. Enrollments at different milestones, by program and academic year

SDCCE CTE Transitions Program	Enrolled (12+ Hours)		Received Letter Grade		Earned A or B (Course Grade Eligible)		Earned College Credit	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Automotive	1,058	1,222	498	609	430	559	96	92
Business & Accounting	1,794	1,596	424	491	405	476	19	8
Child Development	233	298	67	138	59	134	54	104
Digital Media	848	699	667	575	553	433	224	18
Fashion	1,130	1,087	645	601	576	548	8	8
Healthcare	---	183	---	156	---	131	---	46
Hospitality & Culinary Arts	188	197	138	162	118	138	2	0
Information Technology	---	677	---	385	---	274	---	0
Skilled & Technical Trades	---	933	---	678	---	627	---	16
Total	**5,251**	**6,892**	**2,439**	**3,795**	**2,141**	**3,320**	**403**	**292**

Table 3. Enrollments as percentage of previous milestone, by program and academic year

SDCCE CTE Transitions Program	Percent Received Letter Grade		Percent Letter Grade Were A or B (Course Grade Eligible)		Percent Course Grade Eligible Earned Credit	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Automotive	47%	50%	86%	92%	22%	16%
Business & Accounting	24%	31%	96%	97%	5%	2%
Child Development	29%	46%	88%	97%	92%	78%
Digital Media	79%	82%	83%	75%	41%	4%
Fashion	57%	55%	89%	91%	1%	1%
Healthcare	---	85%	---	84%	---	35%
Hospitality & Culinary Arts	73%	82%	86%	85%	2%	0%
Information Technology	---	57%	---	71%	---	0%
Skilled & Technical Trades	---	73%	---	92%	---	3%
Total	**46%**	**55%**	**88%**	**87%**	**19%**	**9%**

The graph below shows the percentages of enrollments that received letter grades in each SDCCE program in 2018-19 and 2019-20. A higher percentage of enrollments in 2019-20 received letter grades than in the previous year for each program except Fashion, which went from 57% in 2018-19 to 55% in 2019-20. The graph also illustrates the range in the percentages of enrollments receiving letter grades between different programs, with 31% of enrollments in Business & Accounting and 85% of enrollments in Healthcare in CTE Transitions courses during 2019-20.

Figure 4. CTE Transitions Credit by Exam enrollments receiving letter grade, by program and academic year
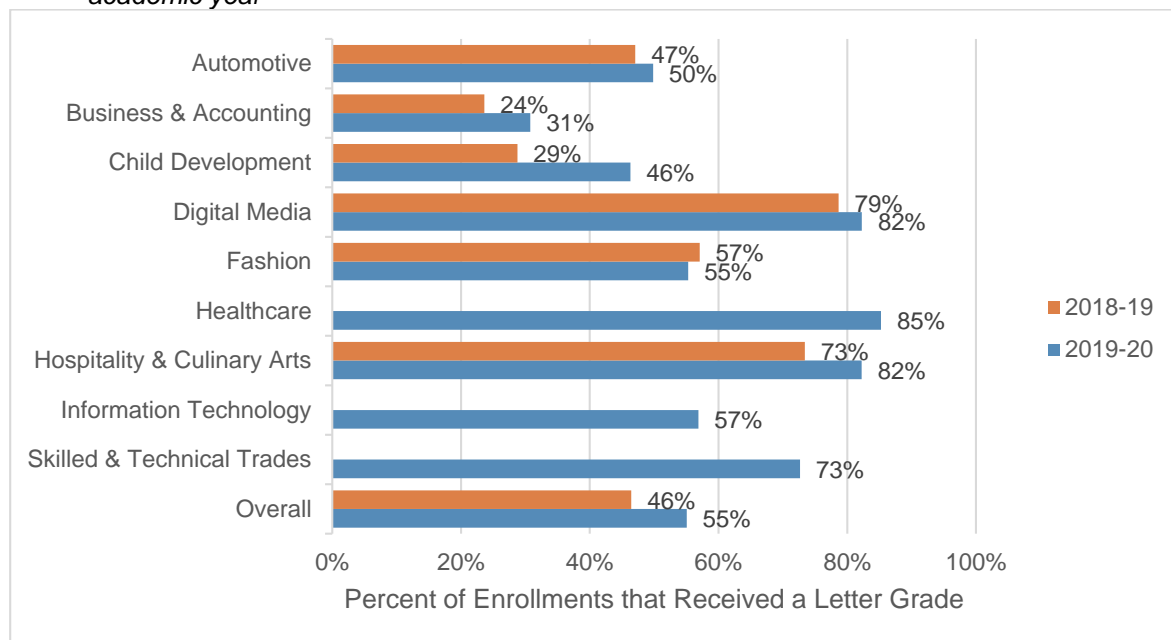
Note: Healthcare, Information Technology, and Skilled & Technical Trades agreements started in 2019-20.

3. **CTE Transitions Credit Earners: The total volume of enrollments that earned credit decreased by 28% from 2018-19 to 2019-20. Child Development was the only existing program to increase the number of Credit Earners.**

The number of enrollments that received credit dropped from 2018-19 to 2019-20. This is possibly due in part to the Covid-19 pandemic, which caused SDCCD to move all instruction online in Spring 2020 and may have impacted students' access to fulfill requirements. Subsequent analysis will also include qualitative research to explore the role of staff and faculty in the number of enrollments that earned credits. In 2018-19 a total of 403 enrollments received CTE Transitions Credit by Exam credits. In 2019-20 the number of enrollments that received credit was 292. This trend varies by program:

- Digital Media showed 224 enrollments earn credit in 2018-19 while in 2019-20 there were 18 enrollments (-92%)
- Automotive showed 96 enrollments earn credit in 2018-19 while in 2019-20 there were 92 enrollments (-4%)
- Child development showed 54 enrollments earn credit in 2018-19 while in 2019-20 there were 104 enrollments (+93%)

The table below highlights how CTE programs responded differently. Digital Media shows a large decrease in credits awarded, and some agreements are showing continued or new interest in CTE Transitions Credit by Exam program (e.g. Automotive, Healthcare, Skilled and Technical Trades).

Table 4. Volume of earned credit enrollments, by program and academic year

SDCCE CTE Transitions Program	2018-19	2019-20	Percent Change
Automotive	96	92	-4%
Business and Accounting	19	8	-58%
Child Development	54	104	93%
Digital Media	224	18	-92%
Fashion	8	8	0%
Healthcare	---	46	---
Hospitality & Culinary Arts	2	0	-100%
Skilled & Technical Trades	---	16	---
Total	**403**	**292**	**-28%**

A total of 2,316.5 units were earned from 2018-19 to 2019-20 from the 695 enrollments. The total number of units earned decreased by 17% between the two years.

In 2018-19 a total of 1,269 units were earned through CTE Transitions Credit by Exam. In 2019-20, 1,047.5 units were earned. The total number of units earned varies by program and reflects the differences in enrollments shown in Table 4 above. Table 5 on the next page shows the total number of units earned in each CTE

Transitions program for each academic year and the percentage change between the two years.

Table 5. Total units earned, by program and academic year

SDCCE CTE Transitions Program	2018-19	2019-20	Total	Percent Change
Automotive	589	472	1,061	-20%
Business and Accounting	37	12	49	-68%
Child Development	162	312	474	93%
Digital Media	467	50	517	-89%
Fashion	8	8	16	0%
Healthcare	---	138	138	---
Hospitality & Culinary Arts	6	0	6	-100%
Skilled & Technical Trades	---	55.5	55.5	---
Total	**1,269**	**1,047.5**	**2,316.5**	**-17%**

The table below shows the average number of units earned per student by program between 2018-19 and 2019-20. Across all programs, the credit earners earned an average of 5.5 units. There were 119 students that earned 9 or more units (Automotive: 69, Digital Media: 49, Skilled and Technical Trades: 1).

Table 6. Average units earned per student by program, 2018-19-2019-20

SDCCE CTE Transitions Program	Total Units	Headcount (Unduplicated)	Average Units
Automotive	1,061	111	9.6
Business and Accounting	49	23	2.1
Child Development	474	158	3.0
Digital Media	517	66	7.8
Fashion	16	4	4.0
Healthcare	138	46	3.0
Hospitality and Culinary Arts	6	1	6.0
Skilled and Technical Trades	55.5	9	6.2
Total	**2,316.5**	**418**	**5.5**

Note. One student received SDCCE CTE Transitions credit in two different programs.

4. **Demographics: Each CTE Transitions program has a distinct student population. Few CTE Transitions programs have enough Credit Earners to compare with Non-credit participants. The Automotive program shows different population of Credit Earners than Non-credit participants.**

This report provides a baseline breakdown of the following demographics for six of the CTE Transitions Credit by Exam programs: ethnicity, gender, age group, and employment. Most CTE Transitions Credit by Examination Credit Earners in each program had comparable percent representation compared to overall Non-credit participants. The Automotive program, with 188 enrollments earning credit across both years showed different demographics of Credit Earners than Non-credit participants.

In the Automotive program, representation among Credit Earners was similar to representation among all enrollees, with four exceptions:
- Latinx students were overrepresented by 9% among Credit Earners (65% of credit earners compared to 56% of participants).
- Filipino students were underrepresented by 8% among Credit Earners (5% of credit earners compared to 13% of participants).
- Male students overrepresented by 7% (87% of Credit Earners compare to 80% of participants)
- Older students underrepresented by 11% (9% of Credit Earners compared to 20% of participants)

A complete table with the demographic breakdown of six of the CTE Transitions programs is included in the appendix (pg. 28). Data on end-of-course exam scores for students that did not receive credit was unavailable at the time of this report.

Table 7. Representation of Automotive enrollments from 2018-19 to 2019-20, by ethnicity

Ethnicity	Automotive		
	12+ hours (n = 2,280)	A/B Course Grade (n = 989)	Credit Earner (n = 188)
African American	9%	8%	10%
Asian	8%	8%	5%
Filipino	13%	14%	4%
Latinx	56%	54%	66%
White	11%	11%	14%
Other	4%	4%	1%

Table 8. Representation of Automotive enrollments from 2018-19 to 2019-20, by gender

Gender	Automotive		
	12+ hours (n = 2,280)	A/B Course Grade (n = 989)	Credit Earner (n = 188)
Female	20%	22%	13%
Male	80%	78%	87%

Table 9. Representation of Automotive enrollments from 2018-19 to 2019-20, by age group

Age Group	Automotive		
	12+ hours (n = 2,280)	A/B Course Grade (n = 989)	Credit Earner (n = 188)
18 - 24	28%	25%	29%
25 - 29	16%	15%	19%
30 - 39	21%	21%	26%
40 - 49	15%	17%	18%
50 and over	20%	21%	9%

5. **Enrollment patterns for students with no prior credit history**: CTE Transitions Credit Earners that had no prior credit college history enrolled at the credit colleges at a higher rate than Non-credit participants and more often in the subject related to their earned credit.

Between 2018-19 and 2019-20 there were a total of 2,357 students that completed CTE Transitions Credit by Exam coursework (246 Credit Earners and 2,111 Non-credit participants) **and had no prior credit college enrollments**[7]. Credit Earners with no prior credit college history represented 64% of the total 383 Credit Earners. There were 2,879 Non-credit course grade eligible participants that enrolled in CTE Transitions Credit by Exam coursework but did not earn credit. 2,111 (73%) of those students had no prior credit college enrollments. This section focuses on all students with no prior credit college enrollments before taking the CTE Transitions Credit by Exam course(s).

Students with no prior credit college history that received credit through SDCCE CTE Transitions are more likely to subsequently enroll at the credit colleges. Out of the 246 Credit Earners with no prior credit college history, 44 students (18%) enrolled at the credit colleges after receiving credit through the credit by exam process. Out of the 2,111 non-credit course grade eligible participants with no prior credit history, 96 students (5%) subsequently enrolled at the credit colleges.

CTE Transitions Credit Earners are also more likely to enroll in a credit college subject related to the subject in which they earned credit through the CTE Transitions process. Twenty-seven of the 44 credit college enrollees (61%) enrolled in a subject related to the one in which they earned credit from the CTE Transitions process. Non-credit course grade eligible participants had 29 of the 96 credit college enrollees (30%) enroll in a similar subject at the credit colleges. A subject crosswalk is included in the appendix (pg. 25).

Table 10. Headcount, students with no prior credit history, credit college enrollment, 2018-19-2019-20

Student Group: those with no prior credit enrollments	Headcount	Enrolled at Credit Colleges	Percent Enrolled at Credit Colleges	Enrolled in Related Subject	Percent Enrolled in Related Subject
Credit Earners	246	44	**18%**	27	**61%**
Non-credit, Course Grade Eligible	2,111	96	5%	29	30%

Note 1. Non-credit, Course Grade Eligible exclude Credit Earners from their count.
Note 2. All Non-credit, Course Grade Eligible participants have 12+ hours and one CTE Transitions course with an "A" or "B" letter grade.

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[7] "With prior credit history" and "with no prior credit history" reflects all available enrollment records, from Summer 2004 to Summer 2020.

Child Development and Digital Media are two of the programs that had the largest volume of Credit Earners enroll at the credit colleges and in the same subject.

Table 11. Headcount, Credit Earners with no prior credit history, by program, 2018-19-2019-20

SDCCE CTE Transitions Program	Headcount	Enrolled at Credit Colleges	Percent Enrolled at Credit Colleges	Enrolled in Related Subject	Percent Enrolled in Related Subject
Automotive	50	7	14%	3	43%
Business & Accounting	14	2	14%	---	---
Child Development	111	17	15%	14	82%
Digital Media	41	10	24%	8	80%
Fashion	4	---	---	---	---
Healthcare	21	7	33%	1	14%
Skilled & Technical Trades	5	1	20%	1	100%
Total	**246**	**44**	**18%**	**27**	**61%**

6. **Enrollment patterns for students with prior credit history**: CTE Transitions Credit earners that have prior credit college history also enrolled at the credit colleges at a higher rate than other non-credit participants and more often in the subject related to their earned credit.

Between 2018-19 and 2019-20 there were a total of 905 students **with prior credit college enrollments**[8] that completed CTE Transitions Credit by Exam coursework (137 Credit Earners and 768 Non-credit participants). Credit Earners with prior credit college history represented 36% of the total 383 Credit Earners. The Non-credit course grade eligible participants with prior credit history represented 27% of the 2,879 Non-credit course grade eligible participants that enrolled in CTE Transitions Credit by Exam coursework but did not earn credit. This section focuses on the students with prior credit college enrollments before taking the CTE Transitions Credit by Exam course(s).

Students with prior credit college history that received college credit through the CTE transition program were also more likely to continue their studies at the credit colleges. Forty-four students (32%) enrolled at the credit colleges after receiving credit while non-credit course grade eligible participants with prior credit college history had 166 students (18%) enroll.

CTE Transitions Credit Earners with credit college history were also more likely to enroll in a credit college subject related to the subject in which they earned credit through the CTE Transitions process. Twenty-eight of the 44 credit college enrollees (64%), after receiving credit, enrolled in a subject related to what they earned credit from the CTE Transitions process. Non-credit course grade eligible participants had 23 of the 166 credit college enrollees (15%) enroll in a similar subject at the credit colleges.

Table 12. Headcount, students with prior credit history, by non-credit milestones, 2018-19-2019-20

Student Group: Those with prior credit enrollments	Headcount	Enrolled at Credit Colleges	Percent Enrolled at Credit Colleges	Enrolled in Related Subject	Percent Enrolled in Related Subject
Credit Earners	137	44	32%	28	64%
Non-credit, Course Grade Eligible	768	166	18%	23	15%

Note 1. Non-credit participants exclude Credit Earners from their count.
Note 2. All Non-credit, Course Grade Eligible participants have 12+ hours and one CTE Transitions course with an "A" or "B" letter grade.

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[8] "With prior credit history" and "with no prior credit history" reflects all available enrollment records, from Summer 2004 to Summer 2020.

Child Development and Digital Media were two of the programs with the largest volume of Credit Earners who enrolled at the credit colleges and enroll in the same subject.

Table 13. Headcount, Credit Earners with prior credit history, by program, 2018-19-2019-20

SDCCE CTE Transitions Program	Headcount	Enrolled at Credit Colleges	Percent Enrolled at Credit Colleges	Enrolled in Related Subject	Percent Enrolled in Related Subject
Automotive	28	5	18%	2	40%
Business & Accounting	8	1	13%	0	0%
Child Development	46	15	33%	14	93%
Digital Media	25	9	36%	8	89%
Healthcare	25	12	48%	2	17%
Hospitality & Culinary Arts	1	1	100%	1	100%
Skilled & Technical Trades	4	1	25%	1	100%
Total	**137**	**44**	**32%**	**28**	**64%**

Credit Earners were more likely to enroll at the credit colleges and in subjects related to the subject of the credit earned through SDCCE CTE Transitions Credit by Exam than Non-credit course grade eligible participants, regardless of prior credit college history.

Table 14. Headcount, Percent enrolled at credit colleges and related subject, by student group, 2018-19-2019-20

Student Group		Headcount	Enrolled at Credit Colleges	Percent Enrolled at Credit Colleges	Enrolled in Related Subject	Percent Enrolled in Related Subject
Credit Earners	no prior credit	246	44	**18%**	27	**61%**
	prior credit	137	44	**32%**	28	**64%**
Non-credit participants (Course Grade Eligible)	no prior credit	2,111	96	**5%**	29	**30%**
	prior credit	768	166	**18%**	23	**15%**

7. **Credit college award completion after completing non-credit CTE coursework: Of the 88 students who earned credit for non-credit CTE coursework in 2018-19 or 2019-20 and subsequently attended the credit colleges, 9 (10%) were conferred an award at the credit colleges. Of the 262 Non-credit course grade eligible participants who attended the credit colleges after their course over the same period, 7 (3%) were conferred an award at the credit colleges.**

Three of the 44 students that had no prior SDCCD credit college coursework were conferred an award. Six of the 44 students with prior credit college coursework were conferred an award.

One of the 96 Non-credit course grade eligible participants that had no prior SDCCD credit college coursework and subsequently enrolled at the credit colleges was conferred an award. Six of the 166 Non-credit course grade eligible participants with prior SDCCD credit college coursework were conferred an award after their CTE Transitions coursework.

Table 15. Credit Earners who received awards from credit colleges, unduplicated by student, 2018-19-2019-20

SDCCE CTE Transitions Program	Number of Students		
	No Prior Credit College	Prior Credit College	Total
Child Development	0	2	2
Digital Media	3	1	4
Healthcare	0	2	2
Skilled and Technical Trades	0	1	1
Total	**3**	**6**	**9**

Note. Award data is through Spring 2021.

Table 16. Non-credit course grade eligible participants who received awards from credit colleges, unduplicated by student, 2018-19-2019-20

SDCCE CTE Transitions Program	Number of Students		
	No Prior Credit College	Prior Credit College	Total
Automotive	0	1	1
Business and Accounting	1	3	4
Skilled and Technical Trades	0	2	2
Total	**1**	**6**	**7**

Note. Award data is through Spring 2021.

The SDCE to College CTE Transitions Credit by Exam data briefing for the 2015-16 to 2017-18 included three years of credit earners with 697 students that received college credit. There have been 163 of those Credit Earners that have enrolled at the credit colleges since their first term of earning credit through SDCCE Transitions Credit by Exam. At the time of that report there were 140 students that enrolled at the credit colleges and 20 students (14%) that received awards from the credit colleges. Since that time 15 additional students have received awards from the credit colleges, making previous credit college enrollee award rates 21% (35/163). The table below shows the students by SDCCE programs, disaggregated by prior/no prior credit college enrollments. Ninety-eight credit college enrollees had no prior credit college history and 65 credit college enrollees had prior credit college enrollments.

Table 17. Credit Earners from 2015-16-2017-18 who received awards from credit colleges, unduplicated by student

SDCCE CTE Transitions Program	Number of Students		
	No Prior Credit College	Prior Credit College	Total
Automotive	6	0	6
Business and Accounting	2	2	4
Child Development	8	3	11
Digital Media	10	3	13
Hospitality and Culinary Arts	0	1	1
Total Awards	**26**	**9**	**35**

Note. Award data is through Spring 2021.

8. **Credit college enrollment pathway after SDCCE CTE Transitions coursework:**
   Students that receive CTE Transitions credit were more likely to enroll at the
   credit colleges, enroll in credit college courses related to the coursework taken
   at SDCCE, and be conferred an award from the credit colleges than their Non-
   credit participant counterparts.

Students that received CTE Transitions credits had higher rates of subsequent credit college enrollment and being conferred awards than students who did not earn credit. This was seen for both students with no prior SDCCD credit college coursework and for students with prior SDCCD credit college coursework. A longer period of time after completing CTE Transitions coursework is needed to better understand credit college award completion patterns; this analysis will be developed further in subsequent reporting.

Forty-four (18%) of CTE Credit Earners with no prior SDCCD credit colleges enrolled at the credit colleges after their CTE Transitions coursework while 96 (5%) Non-credit course grade eligible participants enrolled at the credit colleges after their CTE Transitions coursework. Of the students that enrolled at the credit colleges, 27 (61%) of the Credit Earners enrolled in a subject related to their CTE Transitions credit. Non-credit course grade eligible participants had 29 (30%) enroll in credit college related subjects after CTE Transitions coursework. At the time of this report, three Credit Earners that enrolled at the credit colleges were conferred a credit college award (7%). Non-credit course grade eligible participants had one student out of the 96 credit college enrollees who earned a credit college award (1%).

Figure 5. Pathway for Credit Earners with no prior credit college history, 2018-19-2019-20
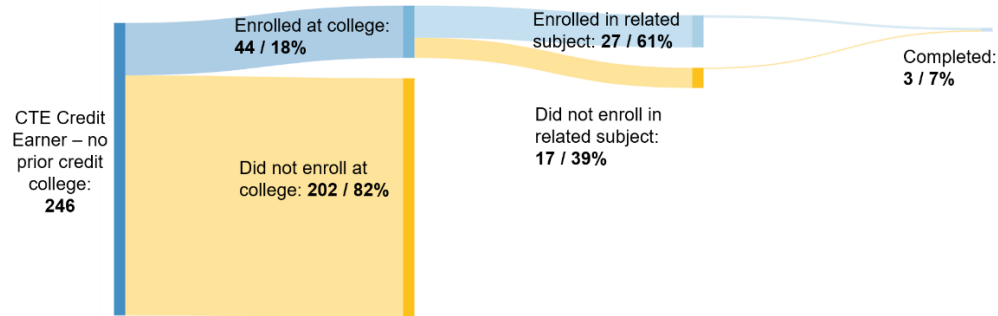

Figure 6. Pathway for Non-credit course grade eligible participants with no prior credit college history, 2018-19-2019-20

Students with prior credit college history and received CTE Transitions credits were more likely to subsequently enroll at the credit colleges after CTE Transitions coursework and complete. Forty-four (32%) of CTE Credit Earners with prior SDCCD credit college history enrolled at the credit colleges after their CTE Transitions coursework while 166 (18%) Non-credit course grade eligible participants enrolled at the credit colleges after their CTE Transitions coursework. Of the students that enrolled at the credit colleges, 28 (64%) of the Credit Earners enrolled in a subject related to their CTE Transitions credit. Non-credit course grade eligible participants had 23 (15%) enroll in credit college related subjects after CTE Transitions coursework. At the time of this report six Credit Earners that enrolled at the credit colleges were conferred a credit college award (14%). Non-credit course grade eligible participants had six students out of the 166 credit college enrollees earn credit college awards (4%).

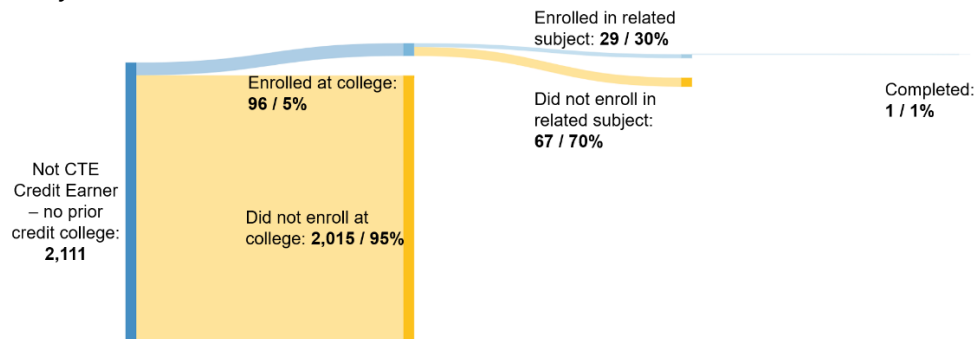*Figure 7. Pathway for Credit Earners with prior credit college history, 2018-19-2019-20*
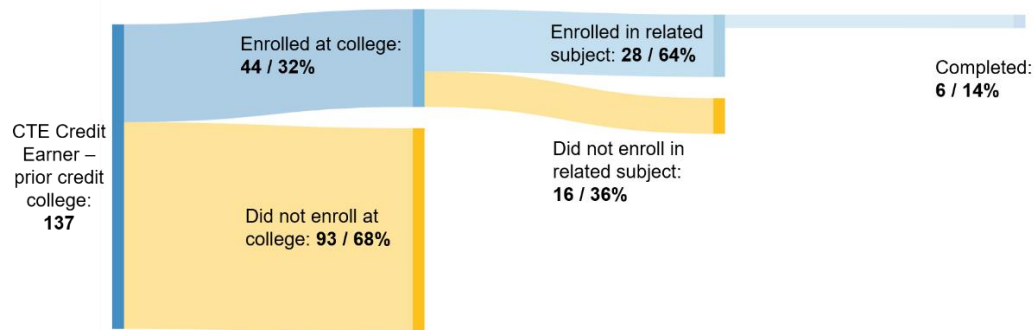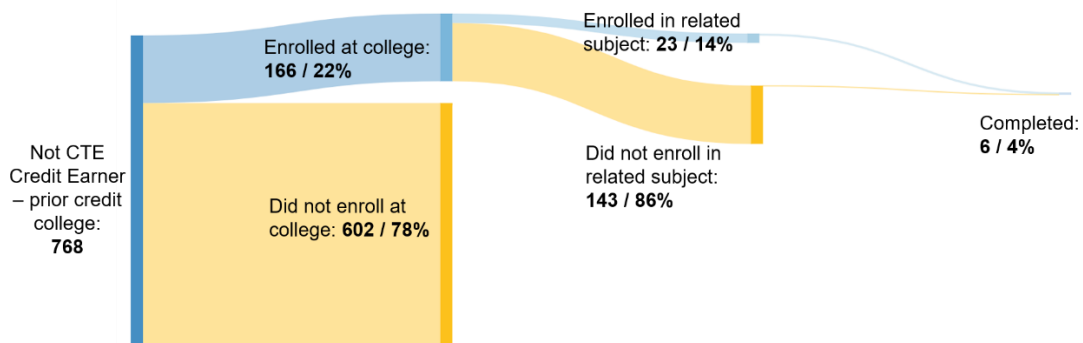

Figure 8. Pathway for Non-credit course grade eligible participants with prior credit college history, 2018-19-2019-20

Summary

1. **How many CTE Transitions Credit by Exam agreements are there?**

   The unduplicated number of agreements active per academic year across the colleges has increased by 29%, from 28 in 2018-19 (City: 8, Mesa: 21, Miramar: 12) to 36 in 2019-20 (City: 14, Mesa 24, Miramar 12). As of 2019-20 there were agreements in all nine SDCCE CTE programs.

2. **What are overall CTE Transitions Course enrollments like?**

   There were 12,134 enrollments in CTE Transitions Credit by Exam approved courses. Out of those enrollments, 5,461 (45%) received an A or B in the course. During that time 695 enrollments received college credit through the CTE Transitions Credit by Exam program.

3. **How did CTE Transitions credits change from 2018-19 to 2019-20?**

   The total volume of enrollments that earned credit decreased by 28% from 2018-19 to 2019-20. In 2019-20 the number of enrollments awarded credit decreased in Digital Media and the three programs with most enrollments awarded were Child Development, Automotive, and Healthcare.

4. **Are the students that receive credit different from the SDCCE student body?**

   Each CTE program has a distinct student body (e.g. gender, ethnicity, age group). Few CTE Transitions programs had enough Credit Earners to compare with Non-credit participants. The Automotive program shows a greater proportion of Latinx, male, and younger students receiving CTE Transitions credit. Data on end-of-course exam grades for all students was unavailable.

5. **Do Credit Earners with no prior SDCCD credit college history enroll at the credit colleges differently than their Non-credit participants?**

   CTE Transitions Credit Earners are more likely to enroll at the credit colleges and enroll in a subject related to their CTE Transitions coursework.

6. **Do Credit Earners with prior SDCCD credit college history enroll at the credit colleges differently than their Non-credit participants?**

   CTE Transitions Credit Earners with credit college history are also more likely to subsequently enroll at the credit colleges and enroll in the subject related to their CTE Transitions coursework.

7. **Do Credit Earners complete awards at the colleges?**

   The number of students that received awards after receiving CTE Transitions credit was low (10%). The percent of Credit Earners receiving awards is higher than Non-credit participants (3%) and is in a credit college subject related to the CTE Transitions program. Award data needs to be followed over a longer period of time.

Recommendations and Next Steps

1. **Comprehensive data collection**: The data in this briefing describes the enrollment patterns of students who successfully earned credit through CTE Transitions Credit by Exam and attempted CTE Transitions coursework. End-of-course exam grade data for students that did not receive credit was unavailable. Without this information, there are gaps in understanding outcomes between CTE Transitions credit earners and non-credit participants. Due to the new Title 5 requirements, as of Fall 2020 students at SDCCE must acknowledge and accept their non-credit coursework to receive credit[9]. Data to distinguish the acceptance, denial, and non-responsiveness of students will assist in describing student choice towards credit earned through CTE Transitions offerings.

2. **Integrate data collection methods**: The current CTE Transitions Credit by Exam process is mostly outside of Campus Solutions and is manual. This manual process allows for input errors, is time intensive and allows duplication. Some students in 2018-19 and 2019-20 had credit for the same course logged in the external system for terms prior to Fall 2018. A few student IDs were found to be incorrect. It also does not allow insight into final assessment grades.

3. **Development of CTE Transitions Credit by Exam Dashboard**: The Office of Institutional Research and Planning is in the process of developing a dashboard as an additional tool to provide insights and analysis of the CTE Transitions Credit by Exam program in a dynamic visual format.

4. **Qualitative research to understand the impact of CTE Transitions Credit by Exam**: Students are taking advantage of the CTE Transitions Credit by Exam and those that do receive credit are enrolling at a higher rate at the credit colleges. Students that enrolled at the credit colleges are showing higher rates of enrollment and award completion in similar subjects. However, most of the students awarded credit are not subsequently enrolling at the college or completing degrees at the credit colleges.

   It is possible that students have other motivations for participating in CTE Transitions Credit by exam and are leveraging the process for other reasons. Interviews with Credit Earners would help identify what those other intended outcomes, provide additional rationale for the expansion of CTE Transitions Credit by exam, supply more information about successful aspects of the process to be developed further and highlight future opportunities. It is recommended to interview students, faculty, staff, and administration engaged with the process since Fall 2020 to explore the current business processes experience for SDCCE's CTE Transitions Credit by Exam and ensure it is relevant to the institutional practices currently in effect.

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[9] Title 5, 55050. Credit for Prior Learning, part (k).

Appendix

Table 18. CTE Transitions programs and related non-credit and credit subjects, 2018-19-2019-20

SDCCE Program	SDCCE Subject		Credit Subject	
Automotive	AUTO	Automotive	AUTO	Automotive
Business and Accounting	COMM	Communications	CBTE	Computer Business Technology
	OFSY	Office Systems	CBTE	Computer Business Technology
Child Development	HMDV	Human Development	CHIL	Child Development
Digital Media	COMM	Communications	WEBD	Web Development
			MULT	Multimedia
			ARTG	Art - Graphic Design
			RTVF	Radio, Television and Film
			CBTE	Computer Business Technology
Fashion	CLTX	Clothing & Textiles	FASH	Fashion
Healthcare	HLTH	Health	MEDA	Medical Assisting
Hospitality and Culinary Arts	FDNT	Foods and Nutrition	CACM	Culinary Arts/Culinary Management
Information Technology	COMP	Computer & Information Science	INWT	Information, Network, and Web Technologies
Skilled and Technical Trades	ELRN	Electronics	ELDT	Electronic Systems
	MECT	Mechanical Technology	AIRE	Air Conditioning, Refrigeration, Envir. Cont. Tech

Table 19. Enrollments at different milestones, by course and academic year

SDCCE CTE Transitions Program	SDCCE CTE Transitions Course	Enrolled (12 + Hours)		Received Letter Grade		Earned A or B (Course Grade Eligible)		Classes Received College Credit	
		2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Automotive	AUTO 507	280	311	96	82	87	79	29	10
	AUTO 507A	281	261	89	113	73	96	26	26
	AUTO 507B	165	233	66	114	63	107	35	40
	AUTO 600 and AUTO 601	332	417	247	300	207	277	6	16
	Total	**1,058**	**1,222**	**498**	**609**	**430**	**559**	**96**	**92**
Business & Accounting	COMM 614	24	65	12	21	12	20	0	0
	OFSY 510 and OFSY 511	45	38	19	10	19	9	0	0
	OFSY 516	37	19	4	0	4	0	0	0
	OFSY 541	614	515	98	154	98	151	1	4
	OFSY 575	478	430	121	141	114	136	10	2
	OFSY 596	544	468	152	137	140	134	8	2
	OFSY 599	52	61	18	28	18	26	0	0
	Total	**1,794**	**1,596**	**424**	**491**	**405**	**476**	**19**	**8**
Child Development	HMDV 533	233	298	67	138	59	134	54	104
	Total	**233**	**298**	**67**	**138**	**59**	**134**	**54**	**104**
Digital Media	COMM 630 and COMM 630A and COMM 630B	551	308	387	216	351	200	72	15
	COMM 641	78	89	77	73	46	49	31	0
	COMM 642 and COMM 643 or COMM 646 and COMM 643	170	190	157	181	134	140	106	2
	COMM 644	49	112	46	105	22	44	15	1
	Total	**848**	**699**	**667**	**575**	**553**	**433**	**224**	**18**

Fashion	CLTX 620 and CLTX 625 and CLTX 630 and CLTX 635	1,130	1,087	645	601	576	548	8	8
	Total	**1,130**	**1,087**	**645**	**601**	**576**	**548**	**8**	**8**
Healthcare	HLTH 612	---	183	---	156	---	131	---	46
	Total	**---**	**183**	**---**	**156**	**---**	**131**	**---**	**46**
Hospitality and Culinary Arts	FDNT 681 and FDNT 682	188	197	138	162	118	138	2	0
	Total	**188**	**197**	**138**	**162**	**118**	**138**	**2**	**0**
Information Technology	COMP 608	---	282	---	121	---	90	---	0
	COMP 609	---	73	---	41	---	31	---	0
	COMP 612	---	322	---	223	---	153	---	0
	Total	**---**	**677**	**---**	**385**	**---**	**274**	**---**	**0**
Skilled and Technical Trades	ELRN 451	---	198	---	134	---	115	---	3
	ELRN 452	---	86	---	76	---	71	---	1
	MECT 431 and MECT 432	---	649	---	468	---	441	---	12
	Total	**---**	**933**	**---**	**678**	**---**	**627**	**---**	**16**
	Grand Total	**5,251**	**6,892**	**2,439**	**3,795**	**2,141**	**3,320**	**403**	**292**

Table 20. Percent of students with 12+ hours, received a letter grade and Credit Earners, by ethnicity and program, 2018-19-2019-20

Ethnicity	Automotive			Business and Accounting			Child Development		
	12+ hours (n = 2,280)	A/B Course Grade (n = 989)	Credit Earner (n = 188)	12+ hours (n = 3,390)	A/B Course Grade (n = 881)	Credit Earner (n = 27)	12+ hours (n = 531)	A/B Course Grade (n = 193)	Credit Earner (n = 158)
African American	9%	8%	10%	10%	8%	11%	8%	6%	6%
Asian	8%	8%	5%	10%	10%	7%	29%	36%	35%
Filipino	13%	14%	4%	4%	6%	7%	1%	1%	1%
Latinx	56%	54%	66%	49%	46%	56%	41%	37%	40%
White	11%	11%	14%	20%	24%	11%	17%	18%	18%
Other	4%	4%	1%	7%	7%	7%	3%	2%	1%

Note. 'Other' includes Multi-ethnicity, Native American, Pacific Islander and Unreported.

Table 21. Percent of students with 12+ hours, received a letter grade and Credit Earners, by ethnicity and program, 2018-19-2019-20

Ethnicity	Digital Media			Healthcare			Skilled and Technical Trades		
	12+ hours (n = 1,547)	A/B Course Grade (n = 986)	Credit Earner (n = 242)	12+ hours (n = 183)	A/B Course Grade (n = 131)	Credit Earner (n = 46)	12+ hours (n = 933)	A/B Course Grade (n = 627)	Credit Earner (n = 16)
African American	5%	4%	1%	10%	8%	9%	9%	8%	0%
Asian	13%	14%	14%	16%	18%	22%	19%	19%	31%
Filipino	6%	6%	6%	3%	5%	4%	8%	8%	19%
Latinx	28%	27%	31%	50%	47%	43%	44%	42%	25%
White	38%	38%	40%	16%	18%	13%	14%	16%	0%
Other	10%	10%	9%	5%	5%	9%	6%	7%	25%

Note. 'Other' includes Multi-ethnicity, Native American, Pacific Islander and Unreported.

Table 22. Percent of students with 12+ hours, received a letter grade and credit earners, by gender and program, 2018-19-2019-20

Gender	Automotive			Business and Accounting			Child Development		
	12+ hours (n = 2,280)	A/B Course Grade (n = 989)	Credit Earner (n = 188)	12+ hours (n = 3,390)	A/B Course Grade (n = 881)	Credit Earner (n = 27)	12+ hours (n = 531)	A/B Course Grade (n = 193)	Credit Earner (n = 158)
Female	20%	22%	13%	78%	81%	93%	96%	97%	99%
Male	80%	78%	87%	22%	18%	7%	4%	3%	1%

Table 23. Percent of students with 12+ hours, received a letter grade and Credit Earners, by gender and program, 2018-19-2019-20

Gender	Digital Media			Healthcare			Skilled and Technical Trades		
	12+ hours (n = 1,547)	A/B Course Grade (n = 986)	Credit Earner (n = 242)	12+ hours (n = 183)	A/B Course Grade (n = 131)	Credit Earner (n = 46)	12+ hours (n = 933)	A/B Course Grade (n = 627)	Credit Earner (n = 16)
Female	57%	61%	66%	91%	91%	87%	9%	10%	0%
Male	43%	39%	34%	9%	9%	13%	91%	90%	100%

Table 24. Percent of students with 12+ hours, received a letter grade and Credit Earners, by age group and program, 2018-19-2019-20

Age Group	Automotive			Business and Accounting			Child Development		
	12+ hours (n = 2,280)	A/B Course Grade (n = 989)	Credit Earner (n = 188)	12+ hours (n = 3,390)	A/B Course Grade (n = 881)	Credit Earner (n = 27)	12+ hours (n = 531)	A/B Course Grade (n = 193)	Credit Earner (n = 158)
18 - 24	28%	25%	29%	10%	10%	15%	15%	10%	10%
25 - 29	16%	15%	19%	10%	11%	0%	11%	10%	11%
30 - 39	21%	21%	26%	24%	28%	41%	47%	54%	58%
40 - 49	15%	17%	18%	23%	23%	37%	17%	18%	16%
50 and over	20%	21%	9%	33%	28%	7%	9%	7%	5%

Table 25. *Percent of students with 12+ hours, received a letter grade and Credit Earners, by age group and program, 2018-19-2019-20*

Age Group	Digital Media			Healthcare			Skilled and Technical Trades		
	12+ hours (n = 1,547)	A/B Course Grade (n = 986)	Credit Earner (n = 242)	12+ hours (n = 183)	A/B Course Grade (n = 131)	Credit Earner (n = 46)	12+ hours (n = 933)	A/B Course Grade (n = 627)	Credit Earner (n = 16)
18 - 24	8%	8%	16%	20%	18%	17%	15%	13%	0%
25 - 29	17%	16%	13%	19%	17%	20%	17%	16%	13%
30 - 39	38%	39%	43%	32%	34%	35%	25%	25%	38%
40 - 49	20%	20%	14%	16%	20%	15%	22%	23%	50%
50 and over	17%	17%	14%	13%	12%	13%	21%	22%	0%

Table 26. *Percent of students with 12+ hours, received a letter grade and Credit Earners, by hours worked and program, 2018-19-2019-20*

Weekly Hours	Automotive			Business and Accounting			Child Development		
	12+ hours (n = 2280)	A/B Course Grade (n = 989)	Credit Earner (n = 188)	12+ hours (n = 3390)	A/B Course Grade (n = 881)	Credit Earner (n = 27)	12+ hours (n = 531)	A/B Course Grade (n = 193)	Credit Earner (n = 158)
None	30%	31%	32%	43%	47%	30%	48%	47%	48%
1 - 9 Hours/Week	7%	6%	4%	8%	7%	11%	11%	12%	13%
10 - 19 Hours/Week	7%	7%	10%	8%	8%	11%	13%	12%	13%
20 - 29 Hours/Week	15%	16%	14%	13%	14%	26%	11%	11%	10%
30 - 39 Hours/Week	11%	10%	11%	8%	7%	7%	6%	4%	3%
40 or More Hours/Week	19%	19%	18%	13%	12%	15%	9%	10%	8%
Unreported	10%	10%	12%	9%	5%	0%	3%	4%	4%

Table 27. Percent of students with 12+ hours, received a letter grade and Credit Earners, by hours worked and program, 2018-19-2019-20

Weekly Hours	Digital Media			Healthcare			Skilled and Technical Trades		
	12+ hours (n = 1547)	A/B Course Grade (n = 986)	Credit Earner (n = 242)	12+ hours (n = 183)	A/B Course Grade (n = 131)	Credit Earner (n = 46)	12+ hours (n = 933)	A/B Course Grade (n = 627)	Credit Earner (n = 16)
None	26%	27%	30%	20%	21%	20%	15%	15%	13%
1 - 9 Hours/Week	6%	7%	4%	5%	5%	9%	5%	5%	0%
10 - 19 Hours/Week	11%	11%	15%	9%	11%	9%	3%	3%	0%
20 - 29 Hours/Week	17%	16%	17%	12%	11%	15%	9%	8%	6%
30 - 39 Hours/Week	10%	10%	9%	8%	5%	2%	10%	9%	13%
40 or More Hours/Week	22%	23%	21%	13%	11%	13%	33%	36%	19%
Unreported	8%	7%	5%	33%	36%	33%	24%	23%	50%