



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.

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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).

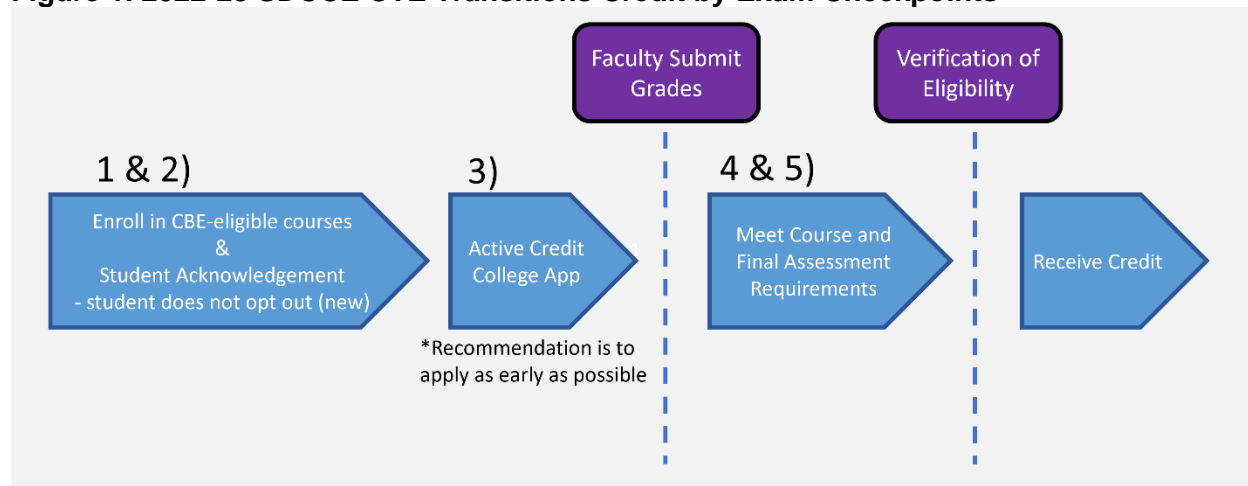
2022-2023 Process

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

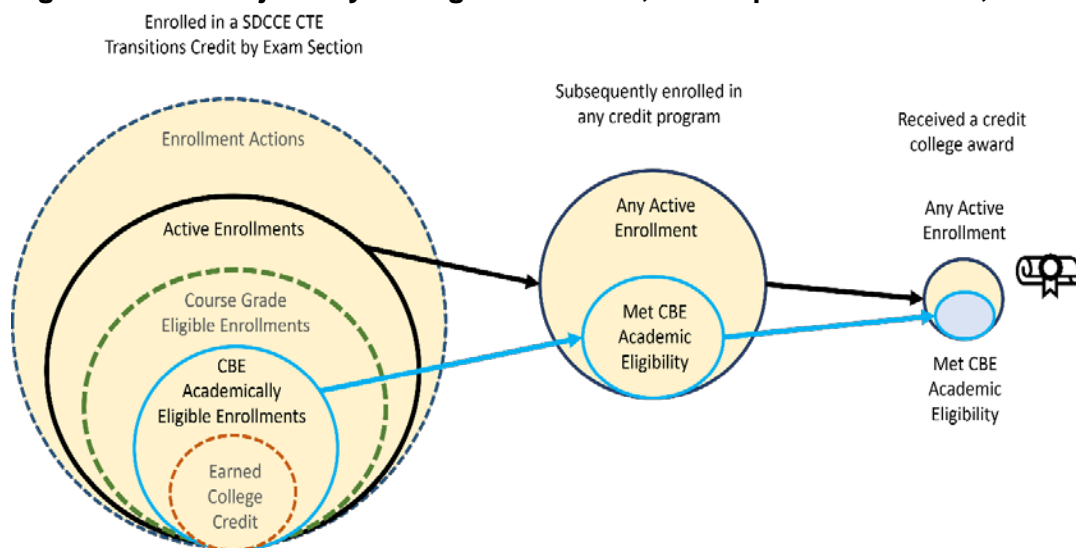
This report observes two important traits that impact credit college engagement and were used to disaggregate students. Definitions are described below:

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

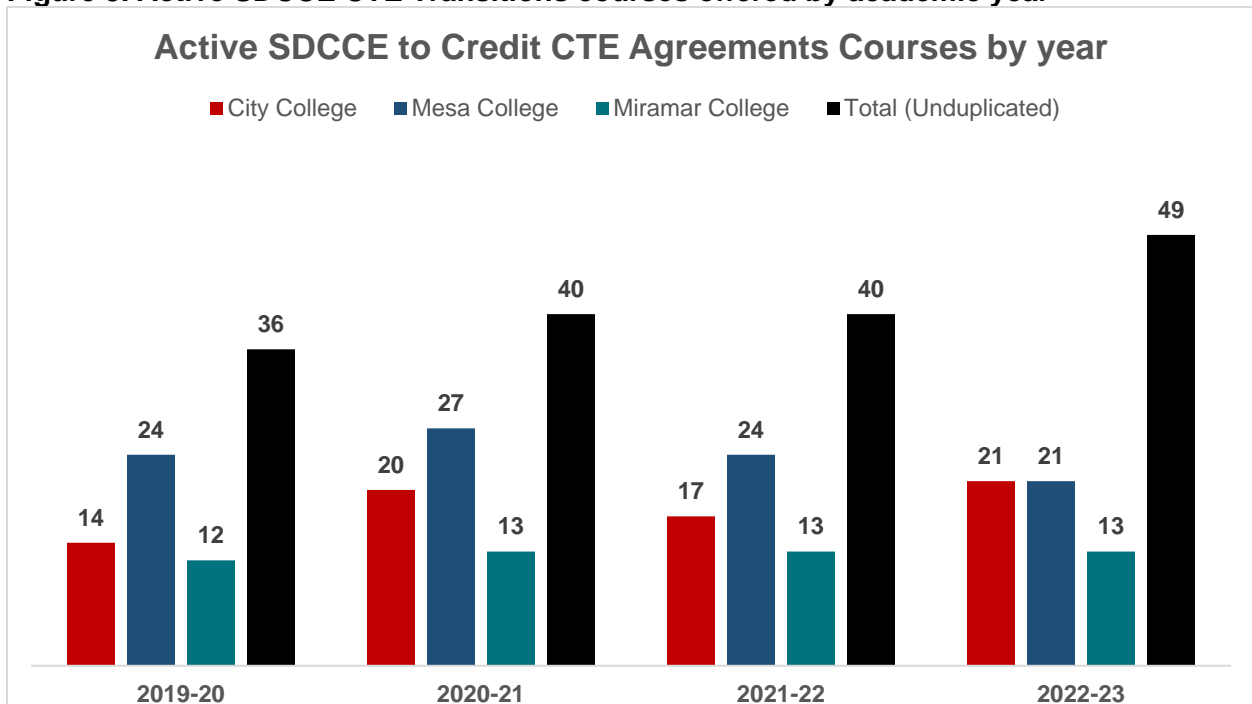
Active Agreements

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 |

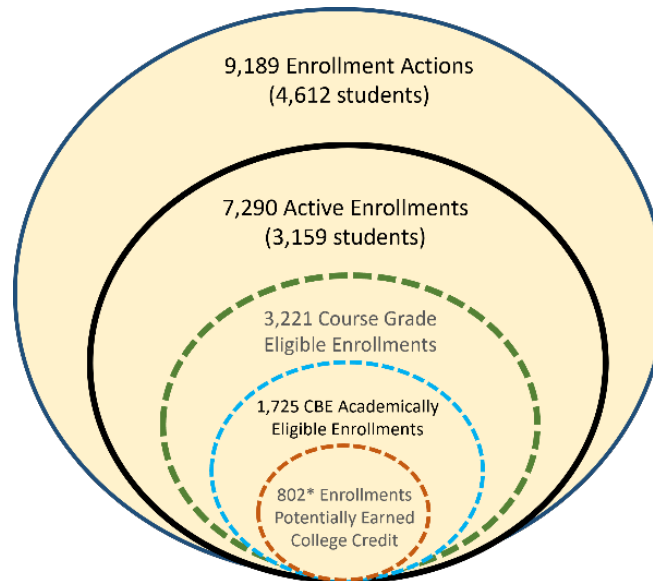
Note: **There were 431 sections offered in the 2022-23 academic year, but 38 sections did not have an active enrollment, making there be 393 sections with rosters.

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

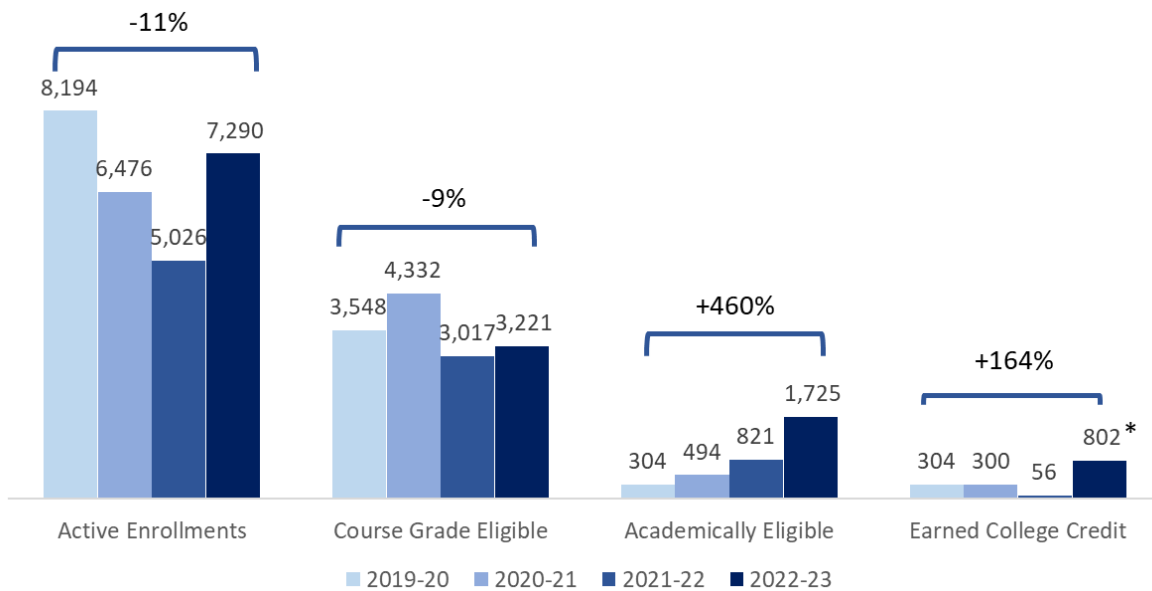
| SDCCE CTE Transitions Program | Attempted all Courses | Academically Eligible in all Courses | Percent Academically Eligible |
|----------------------------------|-----------------------|--------------------------------------|-------------------------------|
| MECT 431 and 432 | 166 | 43 | 26% |
| 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?

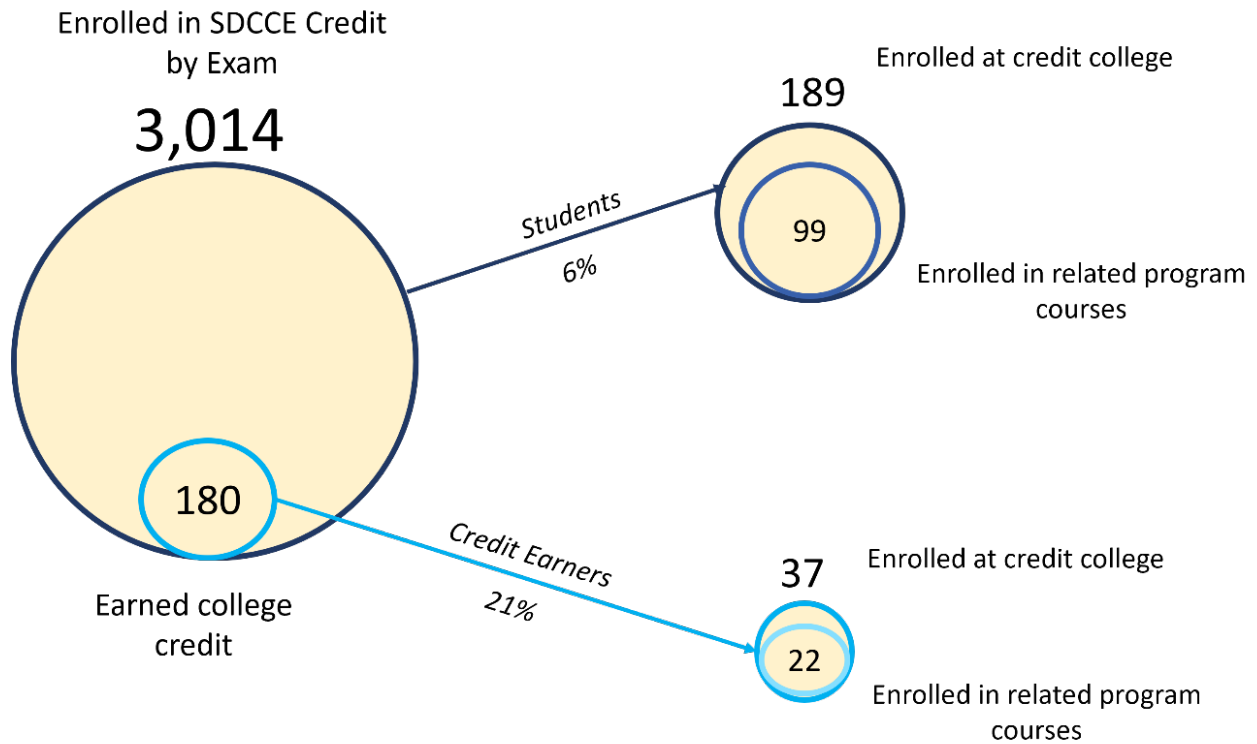
Noncredit only students that transition to the credit colleges tend to enroll in courses related to their CBE pathway over half of the time regardless of earning credit or not (2022-23 cohort: 52%). Currently 6% percent of noncredit only students immediately transition to the credit colleges. Overall 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.

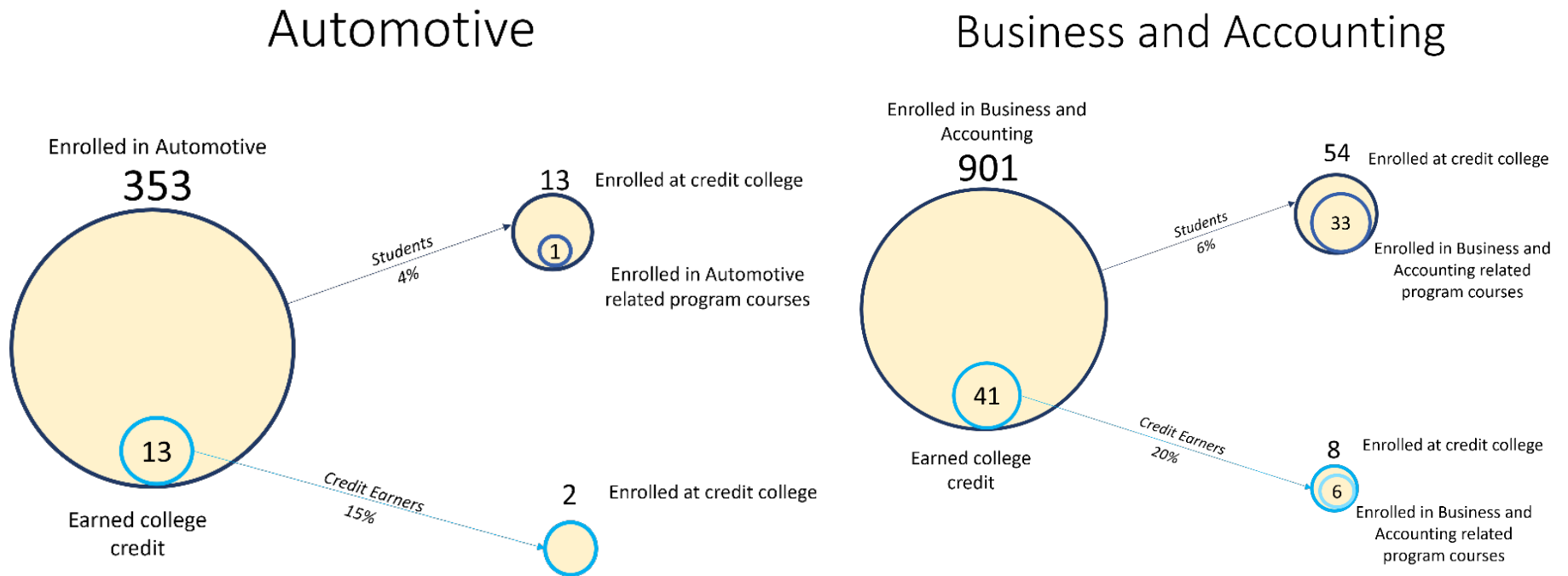
Of the 3,014 noncredit only students who participated in SDCCE Credit by Exam, 189 students (6%) subsequently enrolled at the credit colleges with a majority of students (52%) enrolling in related program courses. Of the 180 noncredit only students who received credit through SDCCE Credit by Exam, 37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

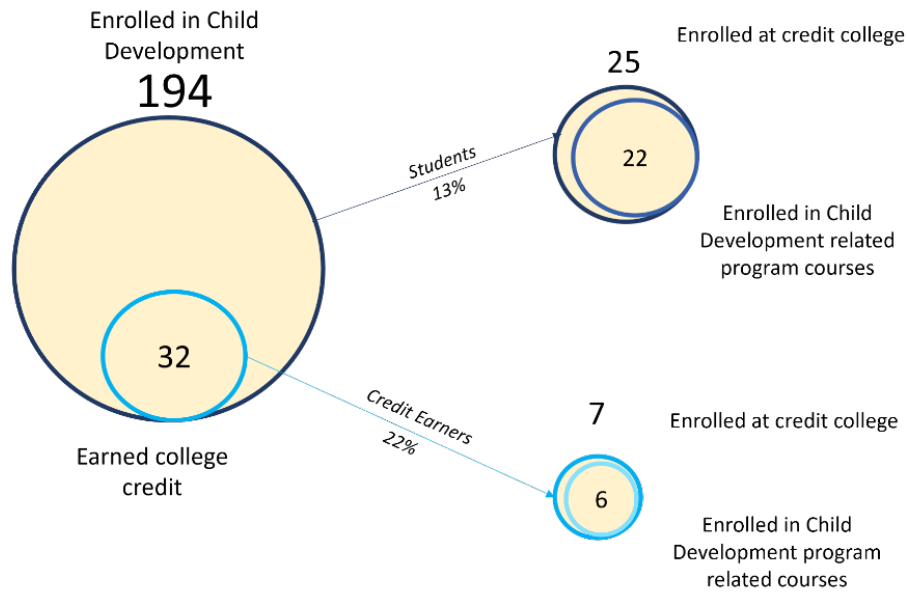


The program with the highest rate of transitioning into a matching pathway was Child Development followed by Business and Accounting, Digital Media and Programming, and Skilled and Technical Trades. Automotive had the fewest amount of noncredit only students transitioning to the credit colleges in the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

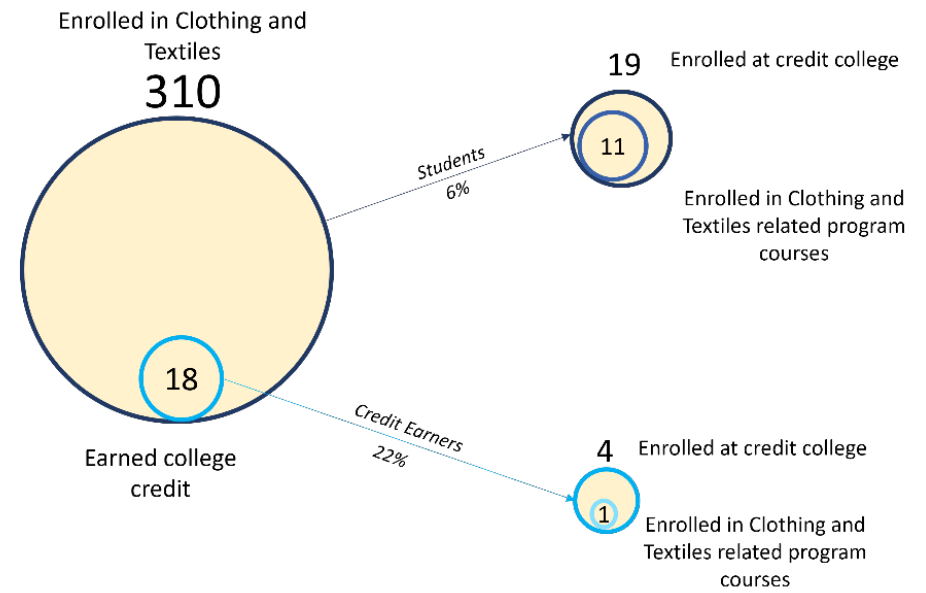
Figure 7. Noncredit only student pathway transition by SDCCE program, 2022-23 cohort



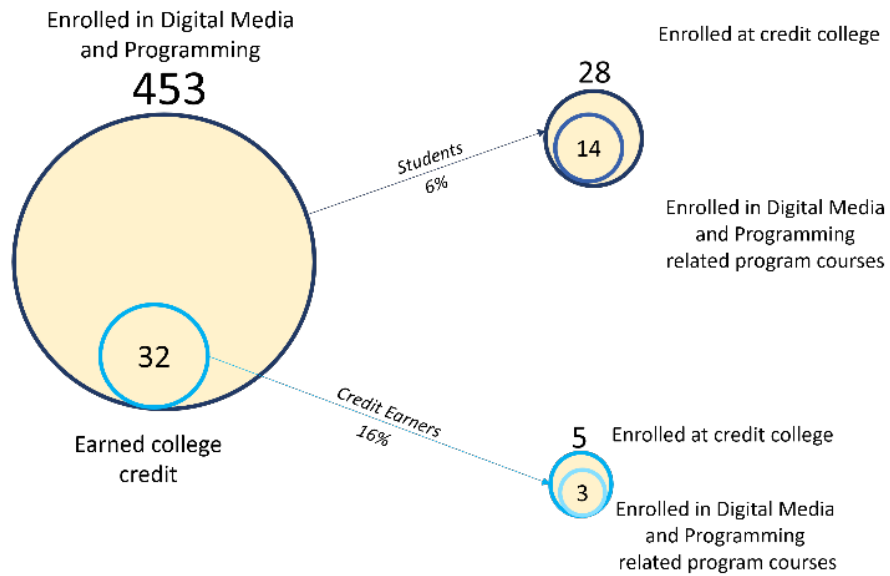
Child Development



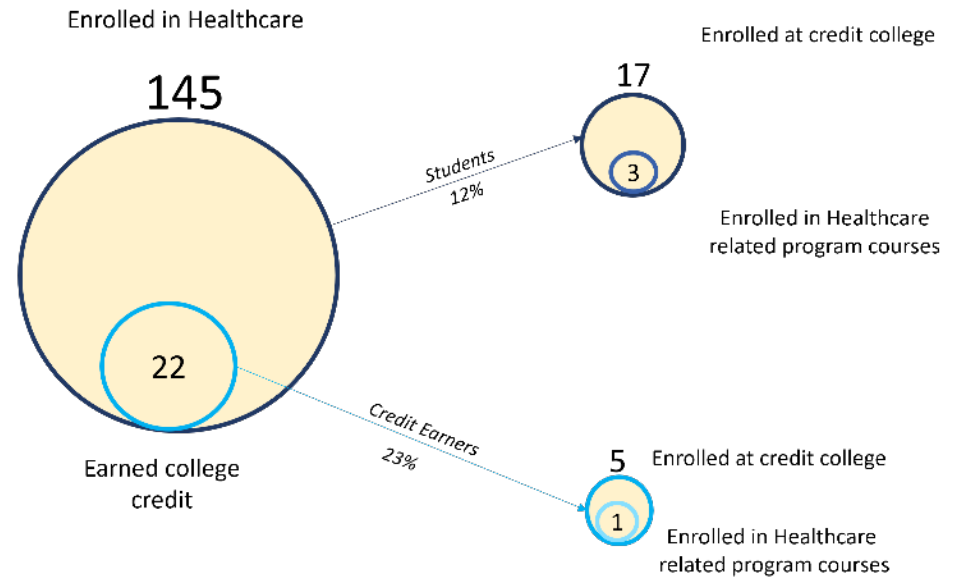
Clothing and Textiles



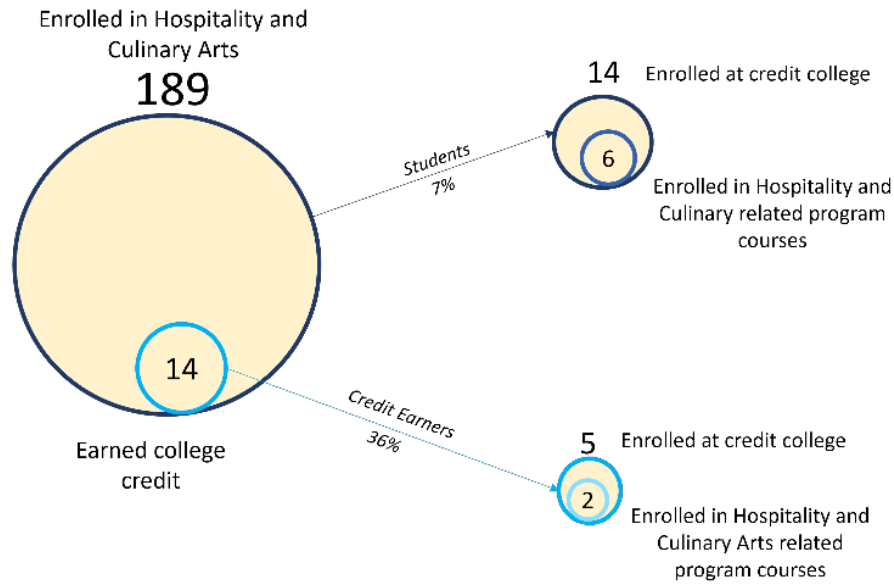
Digital Media and Programming



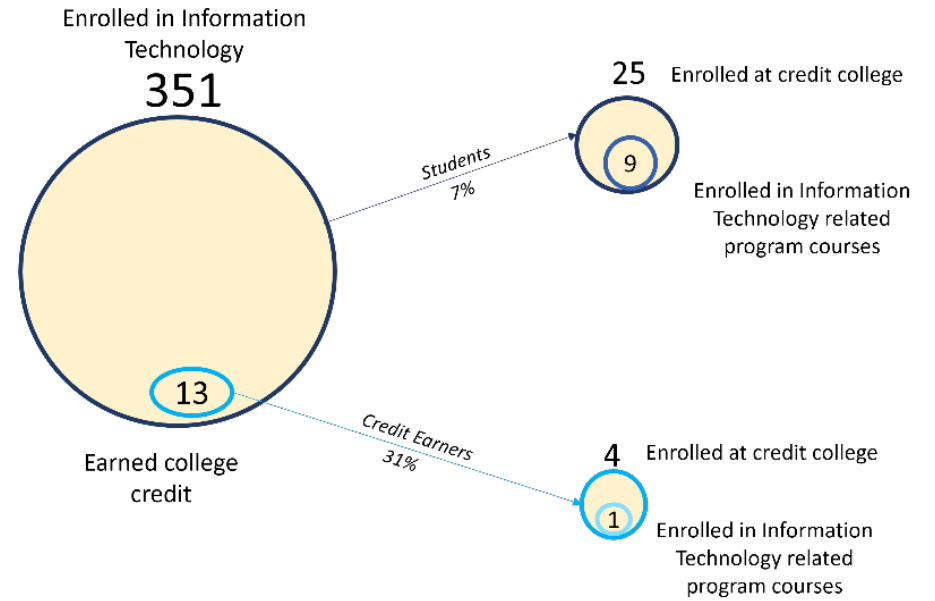
Healthcare



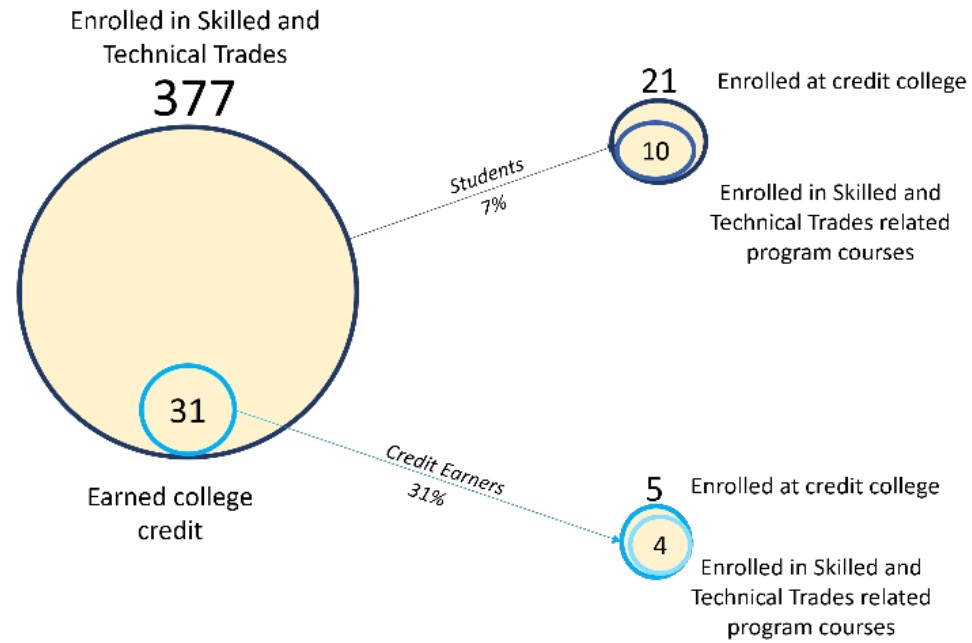
Hospitality and Culinary Arts



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% |

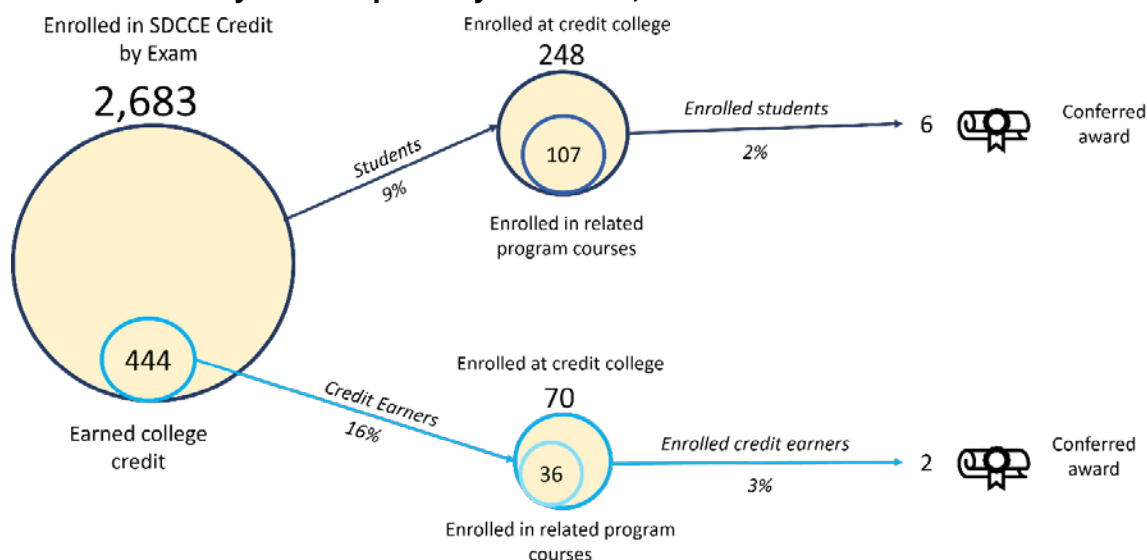
Note: Award data is through Summer 2023.

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

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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 | ARTG 125 | 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 & | MULT 123 | 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