



CTE Articulation Credit-by-Exam

SDUSD

Briefing, 2018-19 to 2022-23

July 10, 2024

Context

This briefing provides a summary of annual access and outcomes data for the Career Technical Education (CTE) Articulation Credit-by-Exam (CBE) partnership between the San Diego Community College District (SDCCD) and the San Diego Unified School District (SDUSD).

CTE Articulation CBE provides students in SDUSD high schools with an opportunity to earn college credit through demonstrating mastery in pre-approved CTE courses offered at their high schools. The goals of this process include supporting students to:

- get an early start on their pathway to a college degree and/or career in a CTE field.
- transition from high school to community college to earn a certificate, degree, and/or meet the requirements to transfer to a four-year college or university in a CTE field.
- earn the necessary credentials to be successful professionals in their fields.

San Diego City, Mesa, and Miramar Colleges partner with San Diego Unified School District high schools to identify courses in pathways that facilitate these goals. Under the resulting course articulation credit-by-exam agreements, students who are able to demonstrate content and skill area mastery at the college-level become eligible for college credit at City College, Mesa College, and/or Miramar College. Students demonstrate college-level content and skill area mastery through: (1) receiving an A or B in the aligned class, (2) receiving an A or B on an exam approved by college faculty, and (3) applying for and receiving credit.

Changes to CTE Articulation CBE in 2023-24

Through 2022-23, high school students were required to earn an A or B in both components of the articulated high school course(s) to earn college credit (in addition to meeting end-of-course grade requirements). Starting in 2023-24, requirements will be changed to include C letter grades in the high school coursework. Students will still have to earn an A or B on the end-of-course requirement (test, portfolio, etc) to be eligible for college credit. See page 11 for more analysis of the likely impacts of this policy change.

Dashboard Resources

A dashboard is available at the link below with additional resources. Access the tabs at the top of the dashboard page to see additional information about:

Dashboard Tab Name	Description
High School Level Checkpoints	District- and Site-level graph of checkpoint data, 1 year
Checkpoint Dashboard	Compare 2 years of data across selected disaggregation
Annual Data	Compare 5 years of data across selected disaggregation and metric
Course Level Data	Compare outcomes across courses and sites, 1 year
End of Course Exploration	Explore gaps in EOC completion rates by ethnicity
Enrollment Pattern Explorer	Explore gaps in petition process for grade eligible students by site

[Link to Dashboard](#)

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Executive Summary

- In 2022-23, 3,608 enrollments in CTE Articulation CBE courses received college credit, for a total of 10,563 college units (up from 2021-22, when 8,926 college units were awarded). The number of enrollments receiving credit in 2022-23 increased significantly (575 more enrollments receiving credit, or +19%) while the total number of enrollments also increased (486, or +6%).
- The number of enrollments receiving college credit increased 19% in 2022-23, from 3,033 in 2021-22 to 3,608 in 2022-23. This growth was driven by **a moderate increase in enrollment**, an **increase in the number of students who became grade-eligible**, and **continued support for students through the credit petition process**.
- As in prior years, Engineering accounted for the largest number of enrollments in 2022-23 (1,304 of 8,861, or 15%). This subject is highly male-dominated (71% of engineering enrollments in 2022-23 were accounted for by male students). Under-representation of female students in engineering had improved each year until 2021-22; in 2022-23, it got slightly worse. Enrollment in Information, Network, and Communication Technologies (INWT) was also highly male-dominated (93 total enrollments, 83% male), even more so than in 2022-23 (80% male). See the dashboard, Table 9, and Figures 9 and 10 for more detail.
- The percent of all enrolled students who met course requirements increased to 62% of those enrolled in 2022-23, reversing a trend of decreasing rates over the two prior years. The rate of all students who were grade-eligible for credit also increased, to 45% of all enrolled students.
- African American, Latinx, and Special Ed students were all Disproportionately Impacted (DI) in earning college credit in 2022-23. For all three groups, DI first appears in the percentage of students who meet course requirements. For example, African American and Latinx students meet course requirements at rates more than 25% lower than Asian students. While this gap shrank somewhat for Latinx students compared to 2021-22, it remains above the threshold of DI.
- **The top high schools by enrollment in 2022-23 were Henry (759 enrollments), Morse (737), Hoover (736), and Mira Mesa (720).** Compared to 2021-22, enrollments in CBE-eligible courses increased significantly at Morse (+244 enrollments, +49%), Crawford (+176, +78%), Twain (+114, +101%), and SDSCPA (+114, +62%). Several sites saw decreases, including San Diego High School (-132, -17%) Mission Bay (-95, -22%), University City (-85, -17%), and Lincoln (-73, -18%).

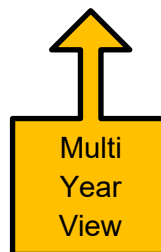
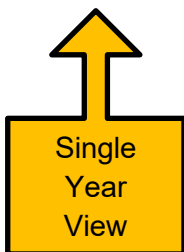
See the [SDUSD CTE CBE Course Articulation Dashboard](#) for more tables and disaggregations.

High School-level Checkpoint ...

Checkpoint Dashboard

Annual Data

Course Level Data



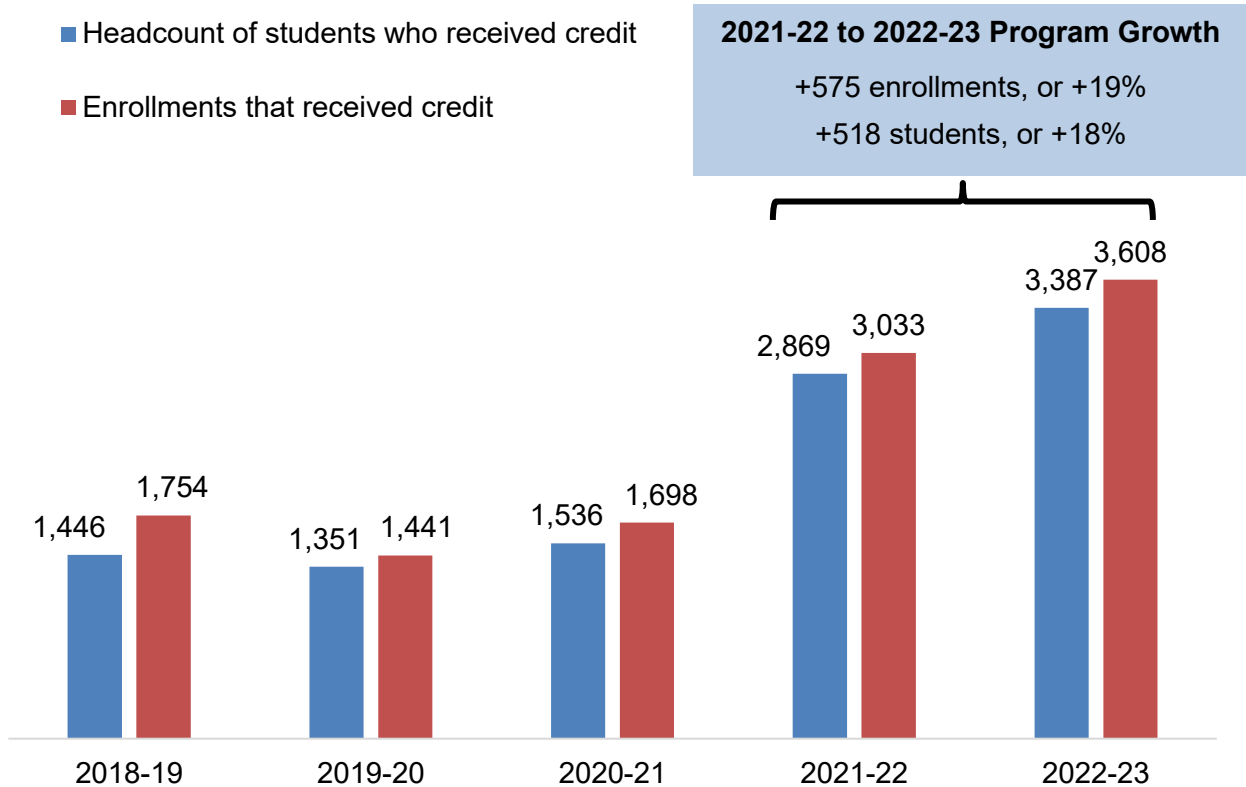
Outcomes of CTE Articulation CBE at SDUSD high schools

In 2022-23, 3,608 enrollments in CTE Articulation CBE courses received college credit, for a total of 10,563 college units (up from 2021-22, when 8,926 college units were awarded). The number of enrollments receiving credit in 2022-23 increased significantly (575 more enrollments receiving credit, or +19%) while the total number of enrollments also increased (486, or +6%). 91% of grade-eligible enrollments received credit in 2022-23, down slightly from 2021-22 (95%).

Table 1. Enrollments, Enrollments that Received Credit, and Credit Received Rate

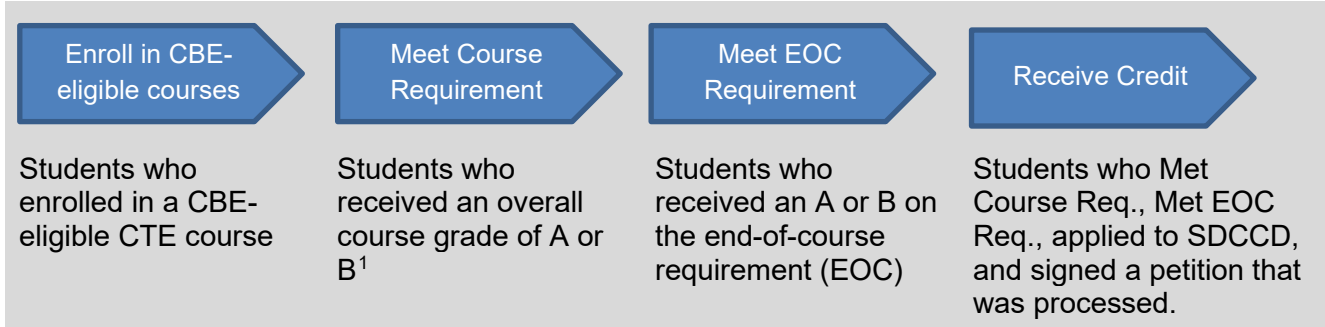
	2018-19	2019-20	2020-21	2021-22	2022-23	2021-22 to 2022-23	
						Diff.	% Change
Total Enrollments	3,178	5,587	5,528	8,375	8,861	486	6%
Grade Eligible Enrollments	2,353	1,941	2,030	3,179	3,948	769	24%
Enrollments that received Credit	1,754	1,441	1,698	3,033	3,608	575	19%
Credit Received Rate, out of total	55%	26%	31%	36%	41%	5%	---
Credit Received Rate, out of eligible	75%	74%	84%	95%	91%	-4%	---

Figure 1. Five-year trend, Headcount and Received College Credit



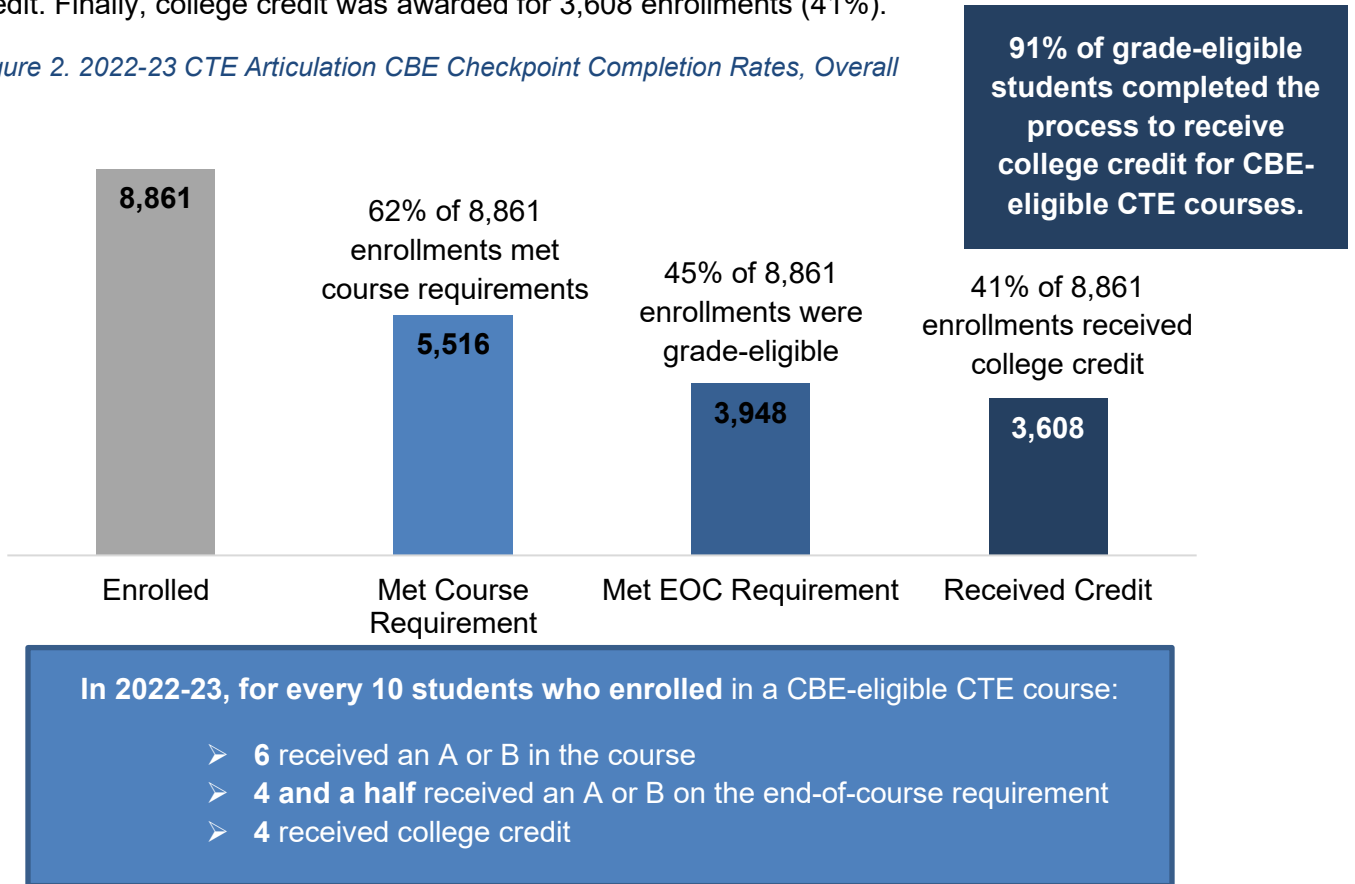
2022-23 CTE Articulation CBE College Credit Checkpoints

The four checkpoints to receive credit are **Enroll, Meet Course Requirement (Met Course Req.), Meet End of Course Requirement (Met EOC Req.), and Receive Credit**. This section examines student progress towards receiving credit.



In 2022-23, there were 8,861 enrollments in CTE Articulation CBE-eligible courses. Students received an A or B in both components of the high school course for 5,516 of those enrollments (62%). Students received an A or B both in the course and on the end-of-course (EOC) requirement for 3,948 enrollments (45%), – these students were **grade-eligible** to receive college credit. Finally, college credit was awarded for 3,608 enrollments (41%).

Figure 2. 2022-23 CTE Articulation CBE Checkpoint Completion Rates, Overall



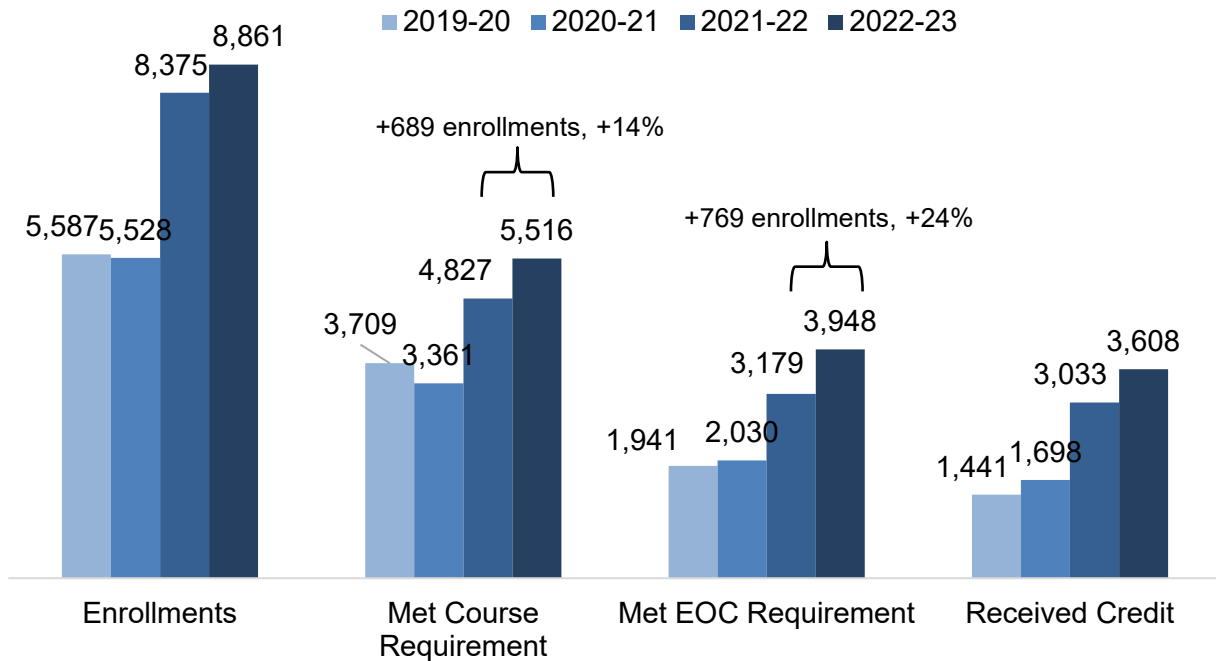
¹ Students were required to earn an A or B in both high school courses to be eligible through the 2022-23 academic year. See the next page for more information about how including C grades in this requirement impacts checkpoint completion rates.

CTE Articulation CBE Checkpoints, Last Three Years

The count of enrollments in Figure 3 below reflects enrollments by high school students in CTE Articulation CBE-eligible courses. The number of enrollments receiving college credit **increased 19% in 2022-23**, from 3,033 in 2021-22 to 3,608 in 2022-23. This growth was driven by:

- **Increased enrollments in CBE-eligible CTE high school coursework:** Enrollments increased 6% from 2021-22 to 2022-23.
- **Increased number of grade-eligible students:** 45% of all students enrolled in CBE-eligible coursework became grade-eligible for college credit (3,948 students) in 2022-23, 24% more students than in 2021-22 (when 38% of enrolled students became grade-eligible).
- **Continued support for students through the credit petition process:** Focused efforts to support grade-eligible students to applying to SDCCD, completing a petition, and receiving college credit led to over 91% of grade-eligible students earning college credit in 2022-23. This is down slightly from 2021-22 (91%). For more information on grade-eligible students who did not receive credit, see page 8.

Figure 3. Enrollments by College Credit Checkpoint, Last Four Years



Link to Dashboard

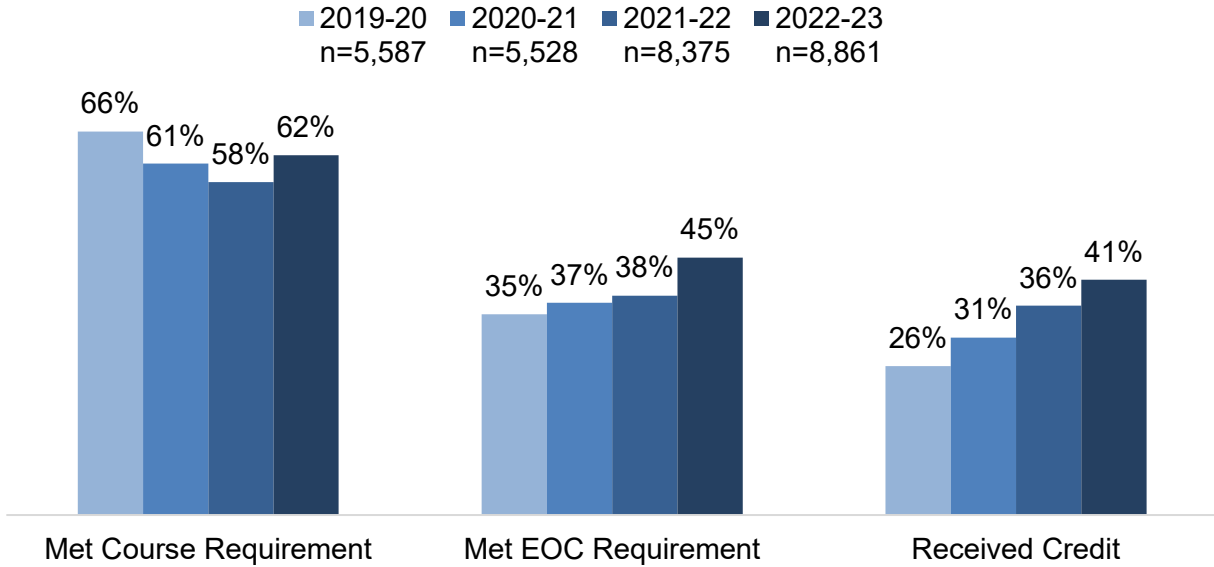
See the **first tab** of the [SDUSD CTE CBE Course Articulation Dashboard](#) for more disaggregations of the data in this summary.

Decreased Gaps in CTE Articulation CBE Checkpoints

The percent of all enrolled students who met course requirements increased to 62% in 2022-23, reversing a trend of decreasing rates over the two prior years. The rate of all students who were grade-eligible for credit also increased, to 45% of all enrolled students.

2021-22 saw a smaller percentage of enrolled students earning an A or B in articulated high school courses (58%) than the prior year (61%), which was also a decrease from 2019-20 (66%).

Figure 4. College Credit Checkpoint Completion Rates, Last Four Years



While the overall rate of students meeting course requirements increased 4% from 58% in 2021-22 to 62% in 2022-23, this increase was more notable among several courses, high schools, and for Latinx students. See Table 3 on the next page for courses and sites in which the rate of students meeting course requirements increased by 8% or more.

Courses that saw the same or lower rates of students meeting course requirements in 2022-23 than in 2021-22 are listed in Table 2.

Table 2. Courses with same or lower rates of meeting course requirements

	% Met Course Req		Difference	Enrollment, 2022-23
	2021-22	2022-23		
Overall	58%	62%	4%	8,861
RTVF 146	67%	62%	-5%	436
BIOL 131	70%	70%	0%	434
INWT 100	43%	36%	-7%	66
MACT 140	41%	40%	-1%	72
EDUC 200	52%	50%	-2%	119
FIPT 101	81%	80%	-1%	80
PHOT 243	79%	77%	-2%	44

Table 3. Increases in rates of meeting course requirements, increases of 8%+

		% Met Course Req		Difference	Enrollment, 2022-23
		2021-22	2022-23		
Overall		58%	62%	4%	8,861
College Course	NUTR 160	43%	55%	12%	763
	MFET 101	66%	74%	8%	540
	CISC 150	73%	81%	8%	484
	MULT 100	63%	74%	11%	216
	BUSE 100	25%	51%	26%	365
	MULT 120	33%	49%	16%	116
	BUSE 129	21%	58%	37%	88
	GISG 110	33%	63%	30%	82
	PARA 100	75%	90%	15%	70
School	Clairemont	56%	66%	10%	466
	Garfield	28%	36%	8%	193
	Kearny	48%	56%	8%	676
	Mission Bay	51%	62%	11%	346
	SDSCPA	80%	94%	14%	298
	SDHS	26%	46%	20%	654
	Twain	40%	70%	30%	227
Ethnicity	Latinx	42%	51%	9%	4,010

Link to Dashboard

See the **second tab** of the [SDUSD CTE CBE Course Articulation Dashboard](#) for more disaggregations of the data in this summary.

Grade-eligible students who did not receive credit

High school students in CTE courses must meet requirements in both components of a high school course and an end-of-course requirement to be **grade-eligible** for college credit. These students must still complete an application to SDCCD and sign a petition for college credit (parents must also sign the petition for students under 18). In 2022-23, **340 grade-eligible students did not receive college credit**, or 9% of all grade-eligible students. In 2021-22, 5% of grade-eligible students did not receive credit.

The majority of grade-eligible students who did not receive credit (55%, or 188 students) did not complete a college application. An additional 26% (89 students) did not submit a petition for credit. Sites where more than 20 grade-eligible students did not have an application and/or petition on file were Lincoln (40), SDHS (35), Hoover (34), and SDSCPA (20). The courses at these sites with the largest number of no application/no petition grade-eligible students are listed in Table 4 below.

Figure 5. 2022-23 Credit Petition Process, Grade-eligible students

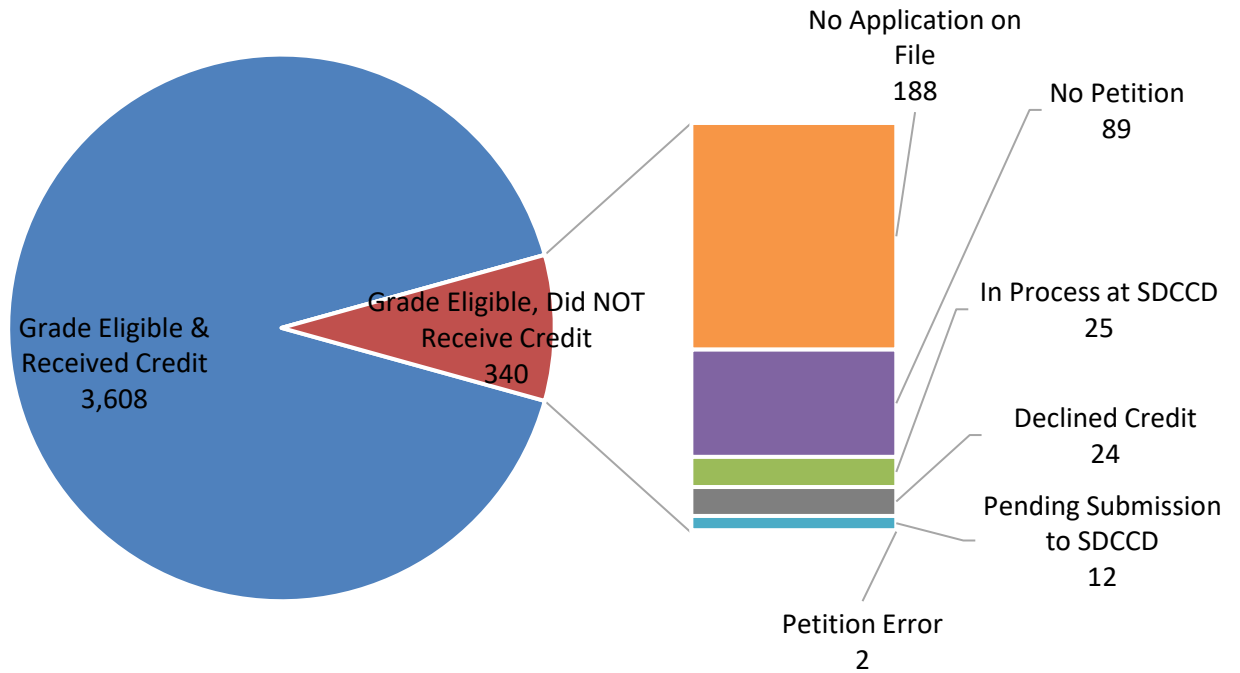


Table 4. Grade-eligible students with no app./petition on file, top site+course combinations

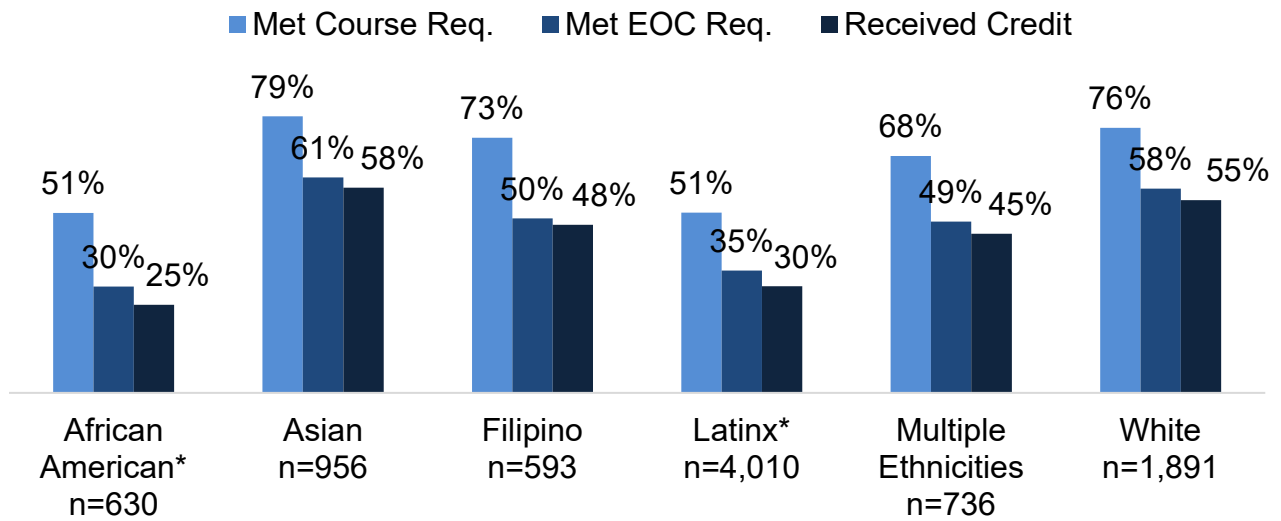
School	Course	No Application	No Petition
SDHS	NUTR 160	16	5
Lincoln High	FIPT 101	14	4
Lincoln High	RTVF 146	10	5
Twain High	BUSE 100	5	8
Hoover High	GISG 110	9	2
Mission Bay High	CISC 150	10	1
Hoover High	CACM 102	9	1

DI in CBE CTE College Credit Checkpoints

African American, Latinx, and Special Ed students were all Disproportionately Impacted (DI) in earning college credit in 2022-23. For all three groups, DI first appears in the percentage of students who meet course requirements. For example, African American and Latinx students meet course requirements at rates more than 25% lower than Asian students. While this gap shrank somewhat for Latinx students compared to 2021-22, it remains large.

See Figure 9 in the Appendix for Special Education rates and the first tab of SDUSD CTE CBE Course Articulation Dashboard for site-level data.

Figure 6. 2022-23 College Credit Checkpoint Completion Rates, by Ethnicity



*Asterisks indicate groups that are DI in receiving credit in two or more DI methodologies.

Table 5. Gaps in College Credit Checkpoint Completion, by Ethnicity

	Group	Met Course Req.		Met EOC Req.		Received Credit	
		2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
% of Each Group Achieving Checkpoints	Asian	79%	79%	54%	61%	53%	58%
	White	75%	76%	54%	58%	52%	55%
	Filipino	71%	73%	52%	50%	49%	48%
	African American	50%	51%	24%	30%	22%	25%
	Latinx	42%	51%	25%	35%	24%	30%
	Reference (Max)	79%	79%	54%	61%	53%	58%
Gap Between Each Group and Reference Group	Asian	0%	0%	0%	0%	0%	0%
	White	-4%	-3%	0%	-3%	-1%	-4%
	Filipino	-8%	-6%	-3%	-12%	-4%	-11%
	African American	-29%	-27%	-30%	-31%	-31%	-33%
	Latinx	-37%	-27%	-29%	-27%	-30%	-28%

Course Grade Requirements: Hypothetical Impact of Including C Letter Grade in 2022-23

In 2023-24, course grade requirements will be changed: enrollments receiving a letter grade of C or better will meet requirements (in 2022-23 and before, letter grades of A or B only met requirements). End-of-course requirements (such as the grade on a test or portfolio) will remain unchanged: only grades of an A or B will meet requirements.

This change will likely have a significant impact on the number and percent of students meeting course requirements: an additional 1,209 students in 2022-23 would have met the “C” grade requirement (+22%), increasing the rate of students who would have become course-grade eligible from 62% of those enrolled to 76%.

- This change will likely have a significant impact for **Special Ed students**: nearly 200 additional Special Ed students would have been course-grade eligible in 2022-23 if C letter grades were accepted (+48%).
- Similarly, **31% more Latinx and 37% more African American** students would have met course requirements in 2022-23 if C letter grades were accepted.

See Table 6 on the next page for all courses, high schools, and groups for which the number of additional students meeting course grade requirements would have been more than 25% higher in 2022-23 if C letter grades were accepted.

Figure 7. 2022-23 Checkpoint Completion Rates, Include C as Meet Course Requirements

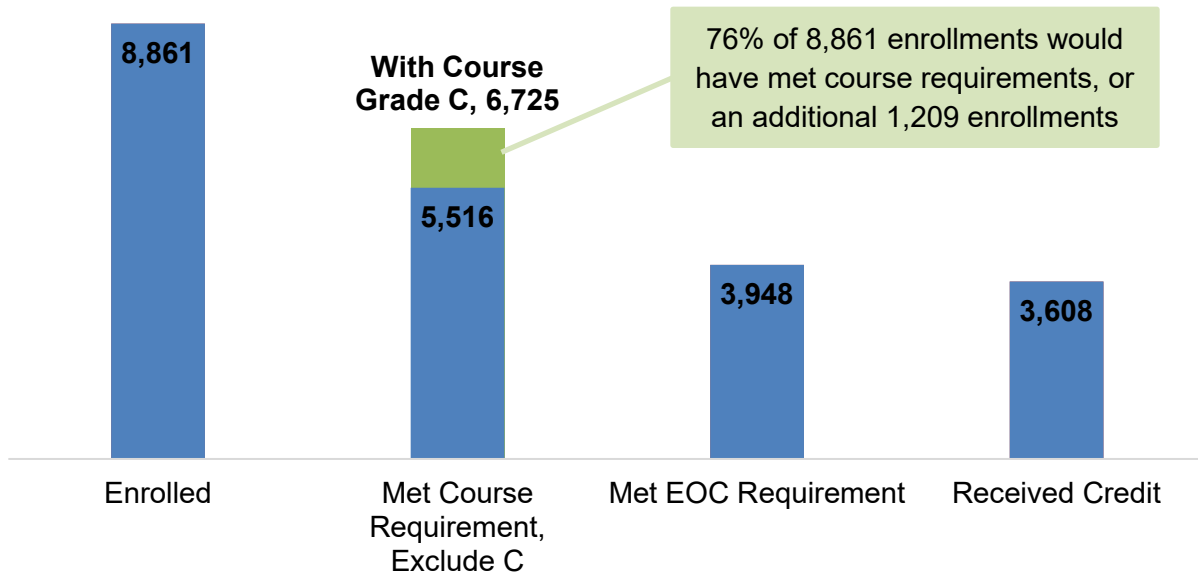


Table 6. Courses, sites, and groups significantly impacted changes to course requirements

		Course Grades		% Additional Students	% Met Course Req	
		A or B	C		A or B only	Incl. C
Overall		5,516	1,209	22%	62%	76%
College Course	ENGN 130	756	201	27%	58%	73%
	AUTO 153	298	103	35%	50%	67%
	MEDA 055	371	97	26%	64%	80%
	RTVF 146	269	93	35%	62%	83%
	CACM 102	188	73	39%	46%	63%
	CACM 106	69	26	38%	47%	64%
School	Canyon Hills	258	94	36%	54%	73%
	Crawford	249	71	29%	62%	80%
	Hoover	348	131	38%	47%	65%
	Kearny	378	106	28%	56%	72%
	Lincoln	189	68	36%	56%	76%
	Mission Bay	213	66	31%	62%	81%
	Morse	337	141	42%	46%	65%
Gender	Male	3,012	782	26%	59%	75%
Ethnicity	African American	323	119	37%	51%	70%
	Latinx	2,061	629	31%	51%	67%
Special Ed		414	199	48%	41%	61%

Link to Dashboard

See the **third tab** of the [SDUSD CTE CBE Course Articulation Dashboard](#) for more information about the impact of including or excluding “C” letter grades in course requirements. Use the filter at top right “Course Grade C included in Course Requirements?” to toggle the data displayed.

Dashboard navigation:



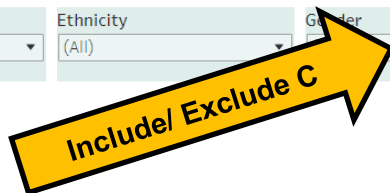
CTE Articulation CBE
Course Level Data

Use this dashboard to view course level data. Click on the college course at the left to filter the table at the right to show only results within that course.

Use yellow drop down menus to change the disaggregation shown at right. Use “Include Course Grade C” to include students who earned a “C” in the articulated high school courses in the “Met Course Requirements” column.

Use the green drop down menus to filter all data shown by the selected criteria.

Disaggregation to Show		Course View to Show		Course Grade C included in Course Requirements?	
School		Counts		Exclude	
Include		Exclude		Include	
Exclude		Include		Exclude	
Ac Yr	School	Ethnicity	Gender	Ac Yr	School
2022-23	(All)	(All)	(All)	2022-23	(All)



Next Steps

Agreements

- Continue successful implementation of strategies to support existing agreements and develop new agreements **connected to college courses that lead to certificate and degrees**; when possible, continue to develop agreements that lead to high wage and high demand careers (such as those for Computer Information Sciences and Information, Network, and Web Technologies).
- Continue to strategically develop agreements for high school courses with high enrollment, particularly in pathways or schools that have less opportunities for early college credit.
- These agreements are long-term investments in the SDUSD-SDCCD partnership that provide students an opportunity to see themselves as college ready and build college aspirations, encourage a closer relationship between secondary and postsecondary curricula to facilitate the transition of students into SDCCD, and encourage collaboration across educational institutions.

Outreach

- Explore **women-in-STEM messaging** for Engineering; Information, Network, and Web Technologies; and Computer Information Sciences classes. There are many issues contributing to under-representation of women in these fields; SDUSD and SDCCD represent the beginning of a pipeline that amplifies early gaps in access.

Student Support

- Examine academic **support for Latinx, African American, and Special Education** students: these groups completed course requirements at rates disproportionately lower than the reference group in 2021-22.

Program Standards

- Continue to monitor the equity implications including course grades of “C” as meeting course requirements, particularly for Latinx, African American, and Special Education students. 2022-23 data suggests that this policy change will allow hundreds of students from disproportionately impacted groups to take end-of-course requirements such as tests or portfolios.

Appendix

Table 7. Percent of Grade Eligible Enrollments that Received Credit, by High School

	2021-22				2022-23			
	Enrolled	Grade Eligible	Received Credit Count	Received Credit %	Enrolled	Grade Eligible	Received Credit Count	Received Credit %
Grand Total	8,375	3,179	3,033	95%	8,861	3,948	3,608	91%
Henry High	690	453	423	93%	759	458	438	96%
Morse High	493	189	175	93%	737	150	137	91%
Hoover High	715	129	119	92%	736	172	137	80%
Mira Mesa High	689	316	307	97%	720	362	348	96%
Kearny High School	644	149	146	98%	676	228	216	95%
SDHS	786	148	138	93%	654	255	217	85%
Scripps Ranch High	519	330	323	98%	479	341	332	97%
Canyon Hills High	504	144	141	98%	479	206	188	91%
Clairemont High	382	108	106	98%	466	179	159	89%
Point Loma High	443	153	152	99%	454	191	172	90%
University City High	487	257	244	95%	402	263	250	95%
Crawford High	226	40	36	90%	402	104	95	91%
Mission Bay High	441	174	156	90%	346	176	162	92%
Lincoln High	410	111	106	95%	337	131	90	69%
San Diego SCPA	184	108	102	94%	298	215	198	92%
La Jolla High	319	217	212	98%	278	199	181	91%
Twain High	113	36	30	83%	227	153	135	88%
Garfield High	145	38	38	100%	193	64	61	95%
Madison High	117	44	44	100%	139	49	42	86%
East Village Middl..	55	31	31	100%	58	41	40	98%
Mt. Everest Acade..	13	4	4	100%	16	11	10	91%
Logan Memorial E..					5	0	0	

High School-level Checkpoint ... Checkpoint Dashboard Course Level Data End of Course Exploration Enrollment Pattern Explorer

Link to Dashboard
See the **second tab** of the **Dashboard** for more additional views, compare to prior years, and toggle between the percent of students who received credit out of those who were grade eligible and all those who enrolled.

CTE Articulation CBE

Received Credit Detail

Use this dashboard to view the percent of grade eligible students who receive credit across years.

Use the **Disaggregation to Show** dropdown menu to view data by High School, Course, Ethnicity, Gender, or Special Education status. Use the **Select Year** slider to select a comparison year (2022-23 will remain fixed at the right). Use the **Received Credit Denominator** dropdown menu to toggle between the percent of students who received credit out of those who were grade eligible and all those who enrolled.

Use the additional filters (in blue) to further focus the data shown.

Disaggregation to Show

College Course

Year to Compare

2021-22

Received Credit Denominator

of Grade Eligible

School

(All)

Ethnicity

(All)

Gender

(All)

Special Ed

(All)

Course

Additional Views

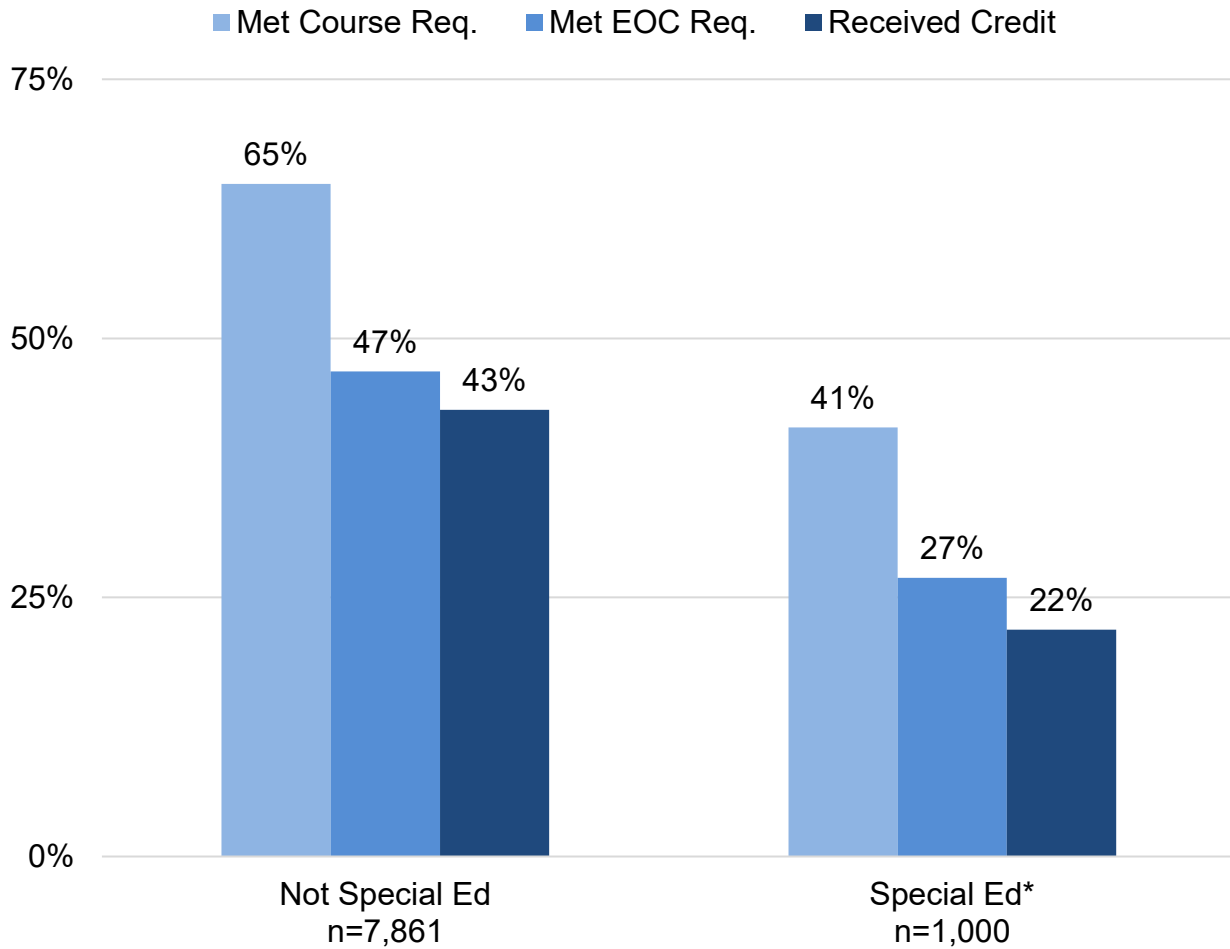
Compare to prior years

Received Credit Calc.

Table 8. Percent of Grade Eligible Enrollments that Received Credit, by Course

	2021-22				2022-23			
	Enrolled	Grade Eligible	Received Credit Count	Received Credit %	Enrolled	Grade Eligible	Received Credit Count	Received Credit %
Grand Total	8,375	3,179	3,033	95%	8,861	3,948	3,608	91%
RTVF 124	43	24	24	100%	28	21	21	100%
PHOT 243	57	45	40	89%	44	34	34	100%
INWT 140	1	0	0		27	4	4	100%
MFET 101	649	347	337	97%	540	341	335	98%
CHIL 160	244	126	123	98%	236	145	142	98%
CHIL 161	121	84	81	96%	115	83	81	98%
PARA 100	89	32	28	88%	70	63	61	97%
ENGN 130	1,230	546	534	98%	1,304	613	592	97%
ARTG 125	714	177	173	98%	717	197	189	96%
EDUC 203	18	7	7	100%	40	23	22	96%
BIOL 131	433	129	125	97%	434	146	139	95%
CISC 150	523	299	281	94%	484	332	310	93%
CACM 106					148	45	42	93%
EDUC 200	97	34	31	91%	119	40	37	93%
PHOT 143	200	107	103	96%	225	132	121	92%
DRAM 123	614	201	189	94%	446	230	208	90%
MEDA 055	712	224	222	99%	584	258	232	90%
MULT 120	190	57	55	96%	116	49	44	90%
MULT 100	242	137	122	89%	216	154	138	90%
BUSE 100	270	33	31	94%	365	163	146	90%
NUTR 160	627	107	102	95%	763	214	191	89%
CACM 102					412	149	122	82%
AUTO 153					597	140	113	81%
RTVF 146	360	186	165	89%	436	208	166	80%
MACT 140	78	1	1	100%	72	4	3	75%
GISG 110	75	19	19	100%	82	47	34	72%
FIPT 101	36	28	28	100%	80	64	46	72%
BUSE 129	34	7	7	100%	88	46	33	72%
INWT 100	54	2	2	100%	66	3	2	67%
HOSP 101	51	16	16	100%	7	0	0	

Figure 8. 2022-23 College Credit Checkpoint Completion Rates, by Special Ed



* Denotes groups Disproportionately Impacted.

Table 9. 2022-23 Enrollments by Subject and Gender

Subject	Enrollments	% Male Enrollments	% Female Enrollments
INWT	93	83%	16%
AUTO	597	81%	18%
MFET	540	76%	23%
FIPT	80	74%	25%
MACT	72	72%	22%
CISC	484	71%	28%
ENGN	1,304	71%	28%
MULT	332	64%	33%
GISG	82	63%	35%
RTVF	464	61%	37%
CACM	560	58%	40%
ARTG	717	55%	44%
BUSE	453	55%	41%
NUTR	763	48%	48%
PHOT	269	46%	52%
DRAM	446	43%	54%
BIOL	434	38%	62%
MEDA	584	36%	62%
PARA	70	36%	64%
HOSP	7	29%	71%
CHIL	351	26%	72%
EDUC	159	26%	73%

Figure 9. Male-dominated subjects, Enrollments by % Male Enrollments

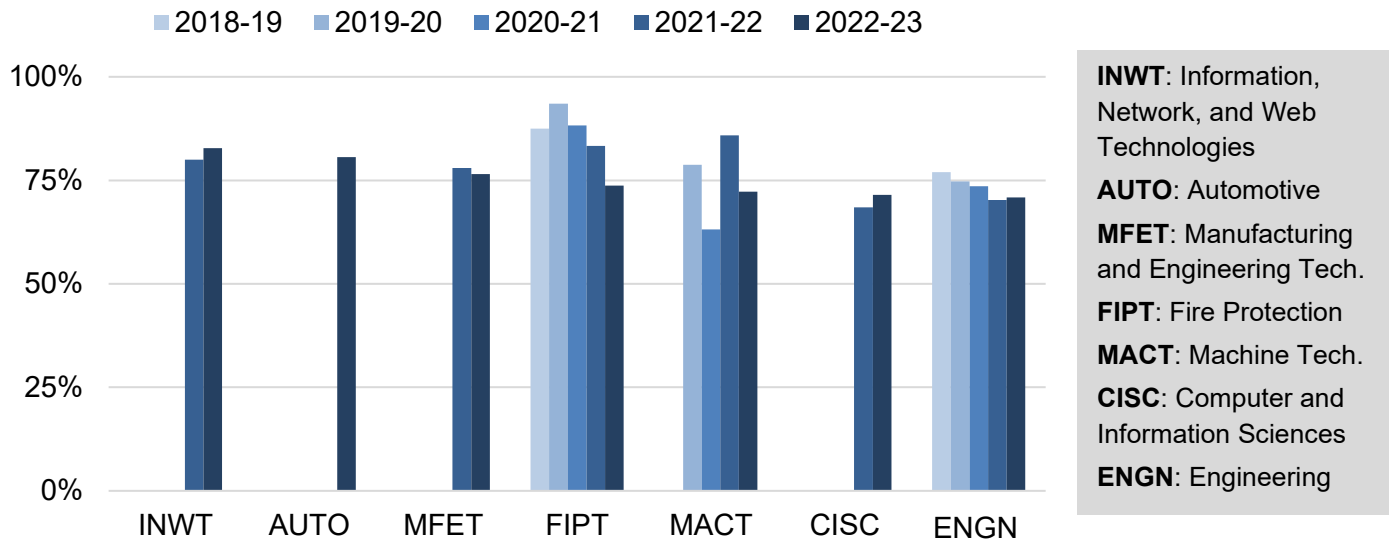
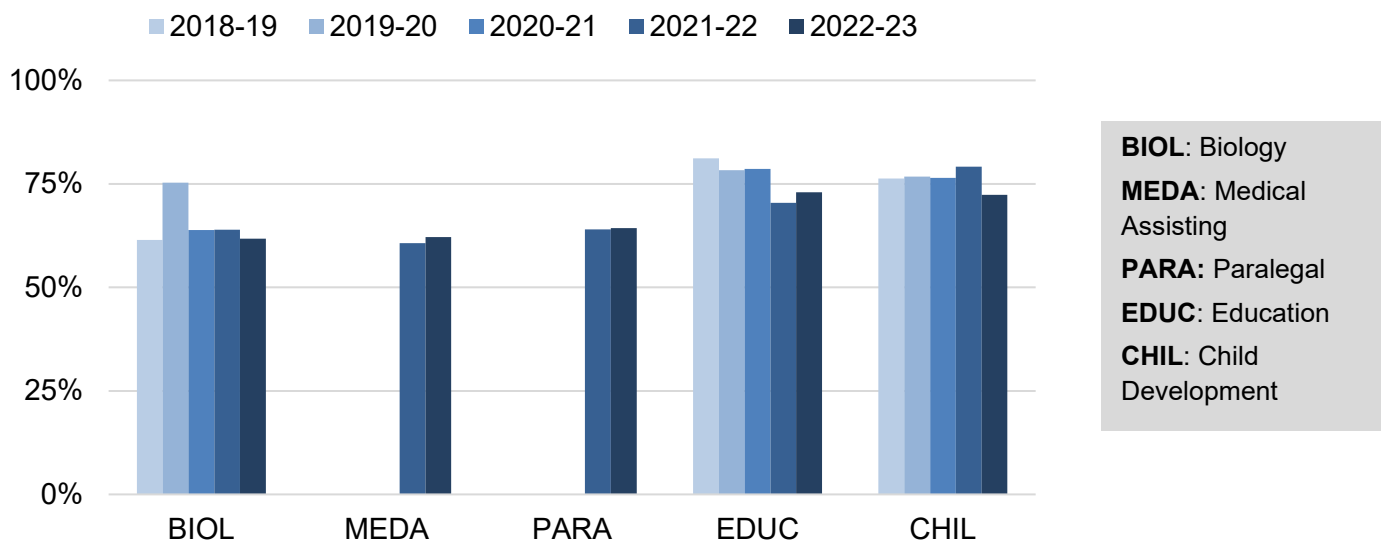


Figure 10. Female-dominated subjects, Enrollments by % Female Enrollments



Note. Figure 12 excludes Hospitality (71% enrollments by female students) due to low sample size (7 enrollments in 2022-23).