



# SAN DIEGO

## Community College District

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City College · Mesa College · Miramar College  
College of Continuing Education

# CTE Articulation CBE, SDUSD

## 2023-24

*For Public Distribution*

Institutional Innovation & Effectiveness

*January 28, 2025*

[sdccd.edu/departments/innovation/research/](https://sdccd.edu/departments/innovation/research/)



# San Diego Community College District

City College · Mesa College · Miramar College · College of Continuing Education

## 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 were changed to include C letter grades in the high school coursework. Students were still required to earn an A or B on the end-of-course requirement (test, portfolio, etc) to be eligible for college credit. Analysis for years 2022-23 and earlier reflects the earlier requirement (A or B), and analysis for 2023-24 reflects the new requirements (A, B, or C).

## 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 Available on Request](#)

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## Executive Summary

- In 2023-24, 4,212 enrollments in CTE Articulation CBE courses received college credit, for a total of 12,386 college units (up from 2022-23, when 10,563 college units were awarded). The number of enrollments receiving credit in 2023-24 increased significantly (604 more enrollments receiving credit, or +17%) while the total number of enrollments also increased (466, or +5%).
- The number of enrollments receiving college credit increased 17% in 2023-24, from 3,608 in 2022-24 to 4,212 in 2023-24. This growth was driven by **a 5% increase in overall 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 2023-24 (1,154 of 9,327, or 12%). This subject is male-dominated, although slightly less so than last year (68% of engineering enrollments in 2023-24 were accounted for by male students, compared to 71% in 2023-24). Enrollment in high school courses articulated to MFET 101 and CISC 150 were also highly male-dominated, with 75% and 70% of enrollments by male students, respectively. See the dashboard, Table 6, Figure 8, and Figure 9 on page 14 for more detail.
- The percent of all enrolled students who met course requirements increased to 78% of those enrolled in 2023-24, a significant increase from 2022-23 (62%). The rate of all students who were grade-eligible for credit also increased, to 50% of all enrolled students.
- African American, Latinx, and Special Ed students were all Disproportionately Impacted (DI) in earning college credit in 2023-24. 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 22% and 19% lower than Asian students (respectively). While this gap shrank significantly for Latinx students compared to 2022-23, it remains large for both groups.
- **The top high schools by enrollment in 2023-24 were Henry (866 enrollments), Mira Mesa (750), Morse (749), Hoover (736), Kearny (731), and Hoover (722).** Compared to 2022-23, enrollments in CBE-eligible courses increased by more than 100 at Lincoln (+218 enrollments, +65%), La Jolla (+139, +50%), and Henry (+107, +14%). Several sites saw decreases, including San Diego High School (-129, -20%) Clairemont (-97, -21%), and Hoover (-14, -2%).

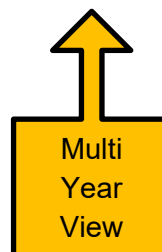
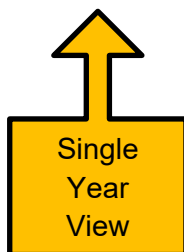
Request Access to the [Course Articulation Dashboard](#) for more tables and disaggregations.

High School-level Checkpoint ...

Checkpoint Dashboard

Annual Data

Course Level Data



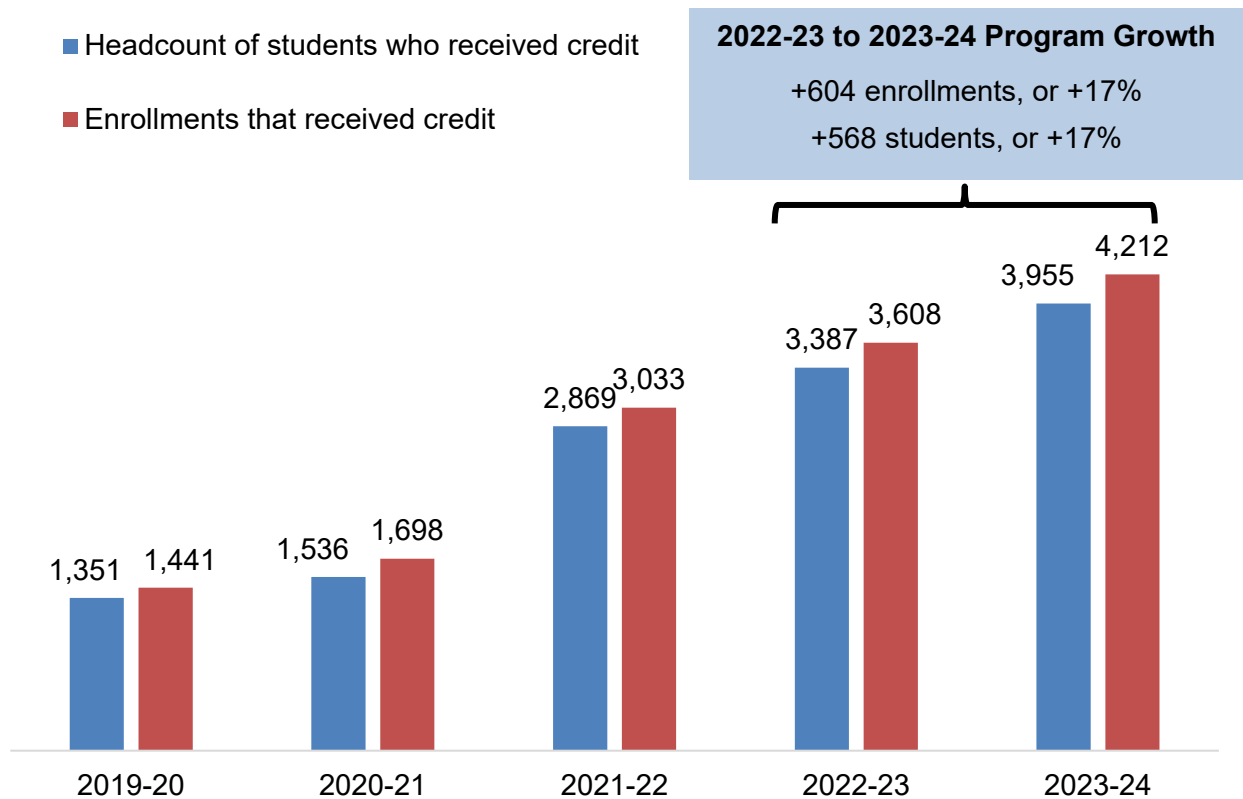
## Outcomes of CTE Articulation CBE at SDUSD high schools

In 2023-24, 4,212 enrollments in CTE Articulation CBE courses received college credit, for a total of 12,386 college units (up from 2022-23, when 10,563 college units were awarded). The number of enrollments receiving credit in 2023-24 increased significantly (604 more enrollments receiving credit, or +17%) while the total number of enrollments also increased (466, or +5%). 91% of grade-eligible enrollments received credit in 2023-24, the same rate as in 2022-24.

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

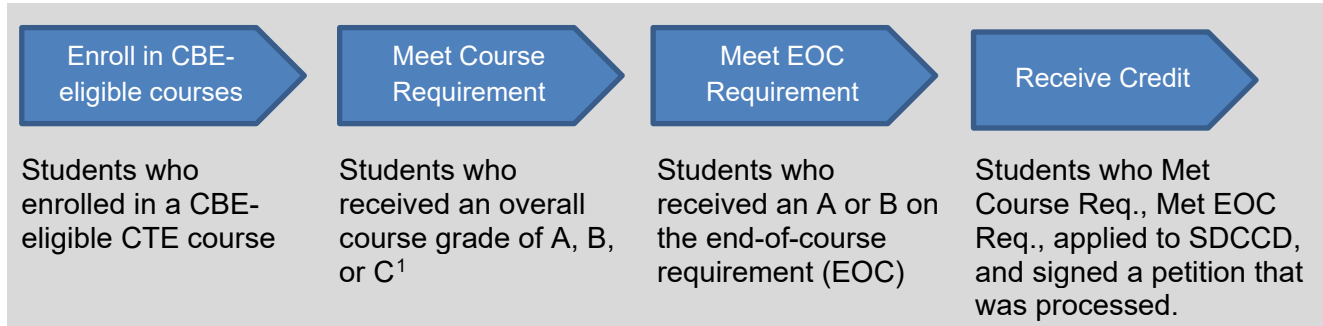
	2019-20	2020-21	2021-22	2022-23	2023-24	22-23 to 23-24	
						Diff.	% Change
Total Enrollments	5,587	5,528	8,375	8,861	9,327	466	5%
Grade Eligible Enrollments	1,941	2,030	3,179	3,948	4,618	670	17%
Enrollments which received Credit	1,441	1,698	3,033	3,608	4,212	604	17%
Credit Received Rate, out of total	26%	31%	36%	41%	45%	4%	---
Credit Received Rate, out of eligible	74%	84%	95%	91%	91%	0%	---

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



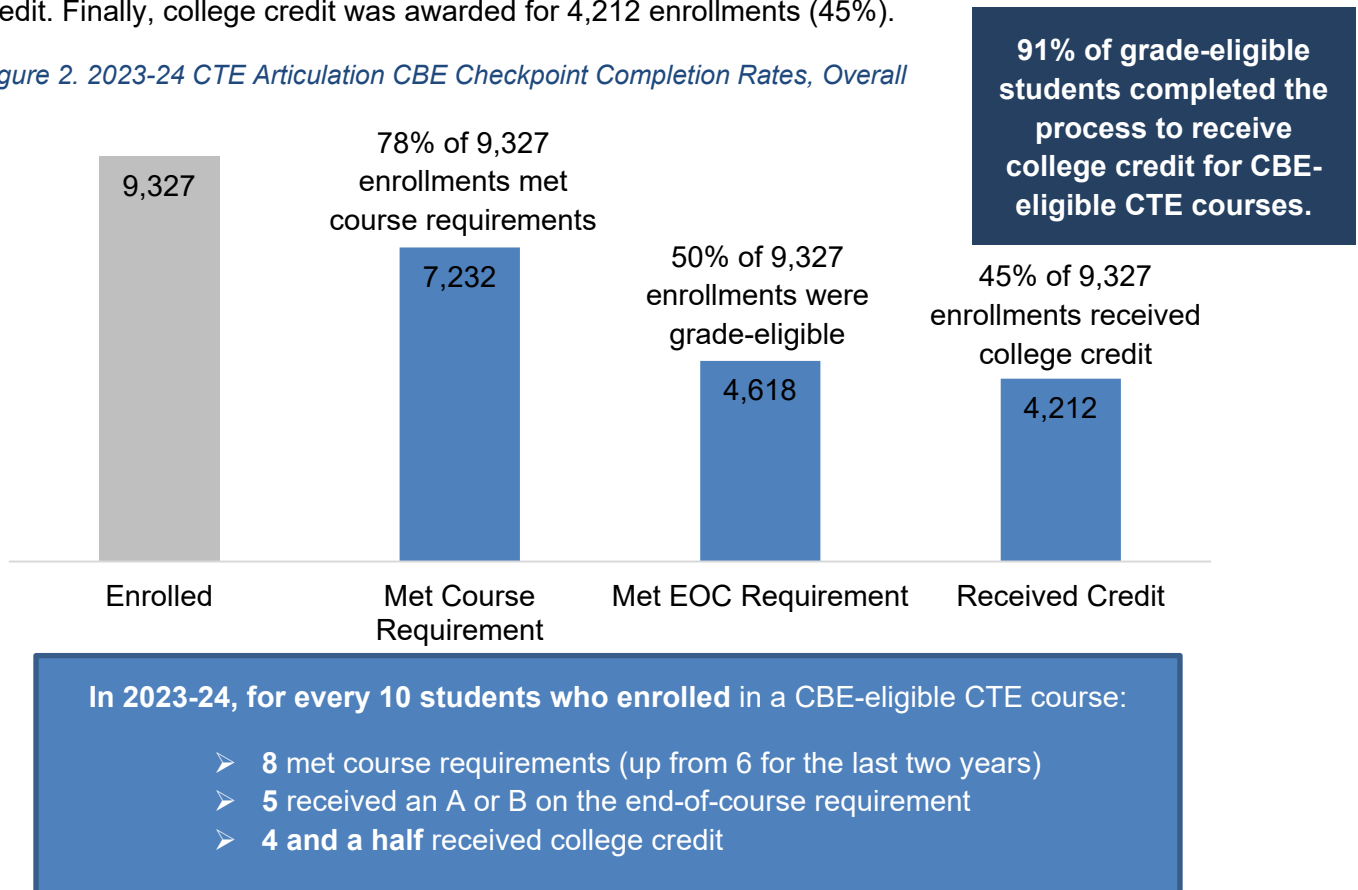
## 2023-24 CTE Articulation CBE College Credit Checkpoints

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 2023-24, there were 9,327 enrollments in CTE Articulation CBE-eligible courses. Students received an A, B, or C in both components of the high school course for 7,232 of those enrollments (78%). Students who met the course requirements and end-of-course (EOC) requirement for 4,618 enrollments (50%), – these students were **grade-eligible** to receive college credit. Finally, college credit was awarded for 4,212 enrollments (45%).

Figure 2. 2023-24 CTE Articulation CBE Checkpoint Completion Rates, Overall



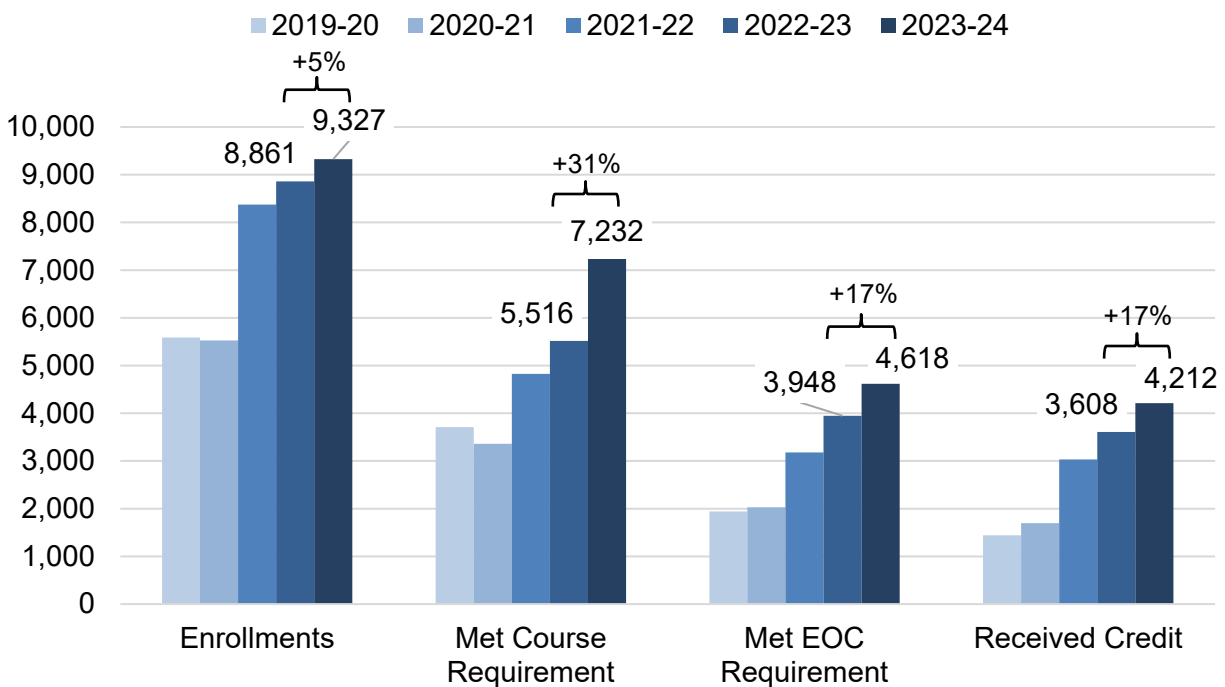
<sup>1</sup> In 2022-23 and before, only students who earned an A or B met course requirements. In 2023-24 and going forward, students who earn an A, B, or C met and will meet course requirements.

## CTE Articulation CBE Checkpoints, Last Five 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 17% in 2023-24**, from 3,608 in 2022-24 to 4,212 in 2023-24. This growth was driven by:

- **Increased enrollments in CBE-eligible CTE high school coursework:** Enrollments increased 5% from 2022-23 to 2023-24.
- **Increased number of grade-eligible students:** 50% of all students enrolled in CBE-eligible coursework became grade-eligible for college credit (4,618 students) in 2023-24, 17% more students than in 2022-24 (when 45% of enrolled students became grade-eligible).
- **Continued support for students through the credit petition process:** Focused efforts to support students to complete CCCApply, completing a petition, and receiving college credit led to over 91% of grade-eligible students earning college credit in 2023-24. This is the same as in 2022-23 (91%). For more information on grade-eligible students who did not receive credit, see Figure 5 on page 8.

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

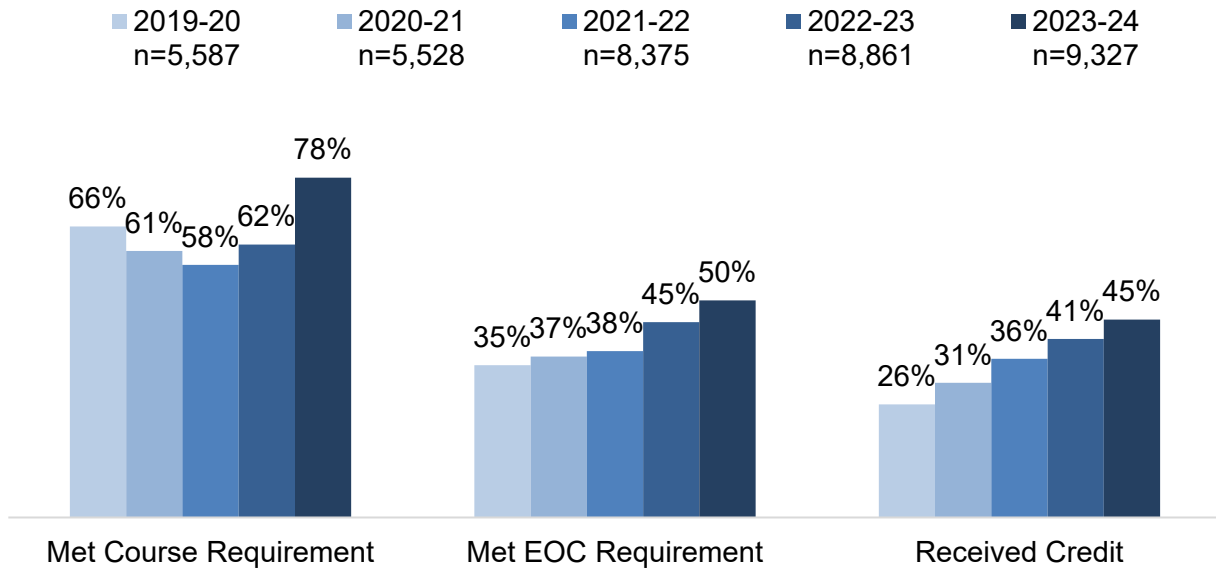


**Note that “Enrollments” refers to opportunities to earn college credit.** Most high school courses consist of Fall and Spring components, following completion of which students may complete an end-of-course requirement (such as a test), apply to the colleges, and petition for credit. It is possible for multiple high school courses to be articulated to a single college course (such as for AUTO153G); students enrolled in such courses are counted as a single enrollment, as they represent one opportunity to earn college credit.

## Decreased Gaps in CTE Articulation CBE Checkpoints

**The percent of all enrolled students who met course requirements increased significantly to 78% in 2023-24, partially due to the inclusion of C letter grades.** The rate of all students who were grade-eligible for credit also increased, to 50% of all enrolled students.

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



While the overall rate of students meeting course requirements increased 16% from 62% in 2022-23 to 78% in 2023-24, this increase was more notable among several courses (MACT 140, MULT 120, and ENGN 130), high schools (Hoover, Canyon Hills, and SDHS), and ethnicities (Native American, Pacific Islander, and Latinx students).

See Table 7 to Table 10 on pages 16 to 17 for the percent of students in each course, high school, and ethnicity meeting course requirements in 2023-24 compared to 2022-23.

Rows highlighted in green saw higher-than-overall rates of increase between the two years. These courses, high schools, and ethnicities likely saw a more significant impact from the inclusion of C letter grades.

### Link to Dashboard

Request Access to the [Course Articulation Dashboard](#) for more tables and disaggregations.



### Grade-eligible students who did not receive credit

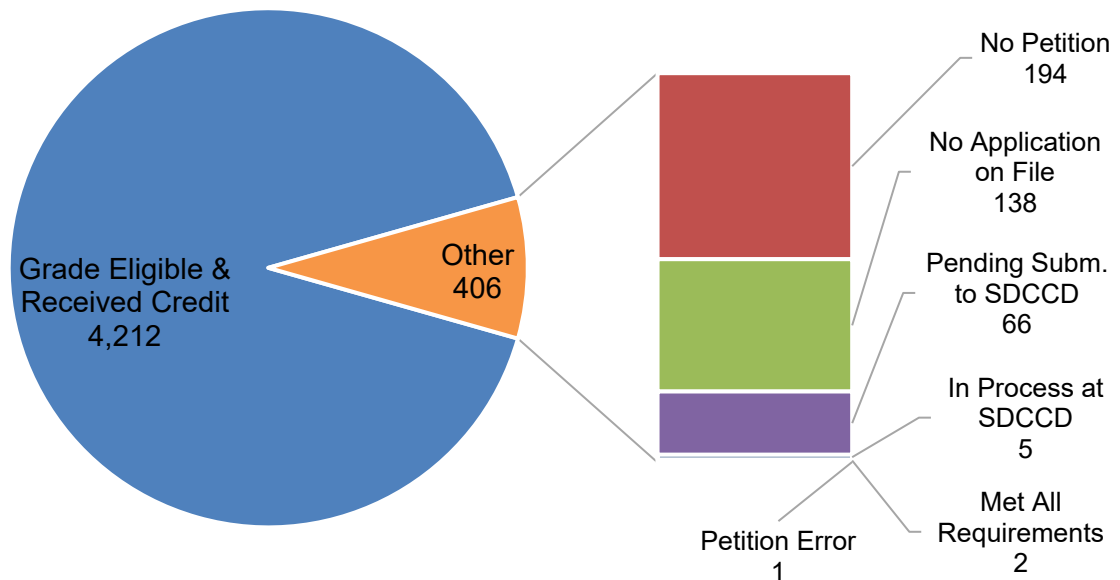
High school students in CTE courses must meet requirements in both components of a high school course and an end-of-course requirement to be **grade-eligible** for college credit. These students must still complete an application to SDCCD and sign a petition for college credit (parents must also sign the petition for students under 18). In 2023-24, **406 grade-eligible students did not receive college credit**, or 9% of all grade-eligible students; this is the same percentage as in 2022-23.

The majority of grade-eligible students who did not receive credit (48%, or 194 students) did not submit a petition. An additional 34% (138 students) did complete a college application.

Courses at sites with 12 or more grade-eligible students who did not have an application and/or petition on file are listed in Table 2 below.

Data on this page reflects credit petition status as of November 12, 2024.

*Figure 5. 2023-24 Credit Petition Process, Grade-eligible students*



*Table 2. Grade-eligible students with no app./petition on file, top site+course combinations, 2023-24*

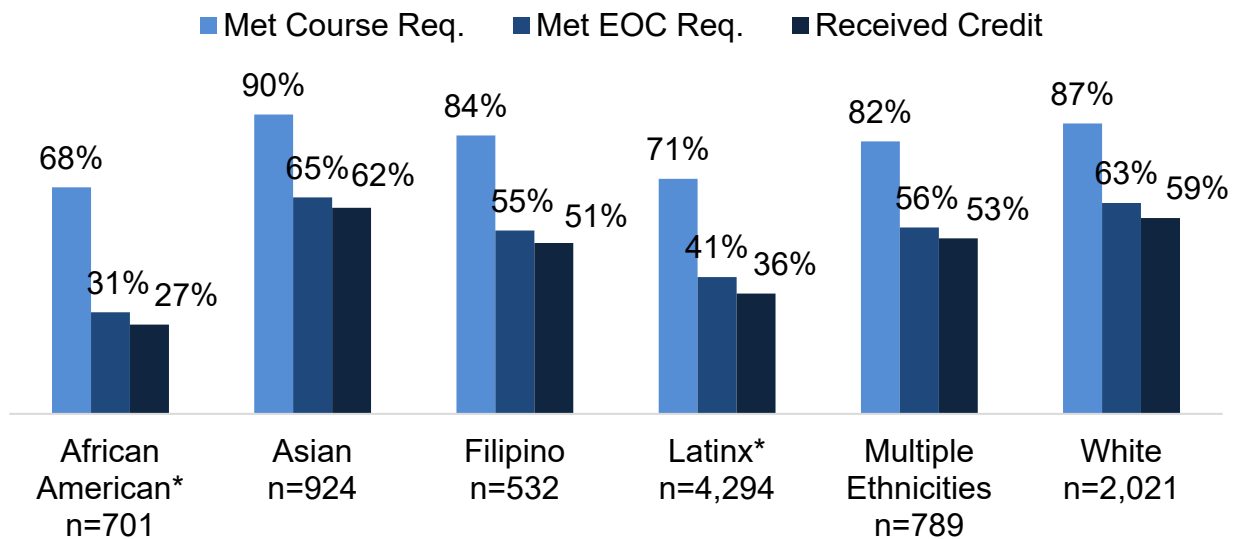
School	Course	No Application	No Petition
SDHS	NUTR 160	16	5
Lincoln High	FIPT 101	14	4
Lincoln High	RTVF 146	10	5
Twain High	BUSE 100	5	8
Hoover High	GISG 110	9	2
Mission Bay High	CISC 150	10	1
Hoover High	CACM 102	9	1

## DI in CBE CTE College Credit Checkpoints

**African American, Latinx, and Special Ed students were all Disproportionately Impacted (DI) in earning college credit in 2023-24.** 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 22% and 19% lower than Asian students (respectively). While this gap shrank significantly for Latinx students compared to 2022-23, it remains large for both groups.

See Figure 7 on page 13 for Special Education rates and the first tab of [SDUSD CTE CBE Course Articulation Dashboard](#) for site-level data.

Figure 6. 2023-24 College Credit Checkpoint Completion Rates, by Ethnicity



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

Table 3. Gaps in College Credit Checkpoint Completion, by Ethnicity

	Group	Met Course Req.		Met EOC Req.		Received Credit	
		2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
% of Each Group Achieving Checkpoints	Asian	77%	90%	61%	65%	58%	62%
	White	72%	87%	58%	63%	55%	59%
	Filipino	66%	84%	50%	55%	48%	51%
	African American	51%	68%	30%	31%	25%	27%
	Latinx	37%	71%	35%	41%	30%	36%
	<b>Reference (Max)</b>	<b>77%</b>	<b>90%</b>	<b>61%</b>	<b>65%</b>	<b>58%</b>	<b>62%</b>
Gap Between Each Group and Reference Group	Asian	0%	0%	0%	0%	0%	0%
	White	-4%	-3%	-3%	-2%	-4%	-3%
	Filipino	-11%	-6%	-12%	-10%	-11%	-11%
	African American	-25%	-22%	-31%	-35%	-33%	-35%
	Latinx	-40%	-19%	-27%	-24%	-28%	-26%

## Next Steps

### Agreements

- Examine alignment of high school coursework and end-of-course exams, particularly those with low rates of students meeting requirements. End-of-course exams may have been designed years ago, and the agreement renewal process is an opportunity to revisit the exams.
- Integrate college-level expectations regarding rigor, communication, and organization into articulated high school courses.
- 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: while it appears including C letter grades has narrowed gaps slightly, these groups still completed course requirements at rates disproportionately lower than the reference group in 2023-24.

## Appendix

Table 4. Percent of Grade Eligible Enrollments that Received Credit, sorted by High School Enrollment

	2022-23				2023-24			
	Enrolled	Met EOC	Received Credit	Received Credit %	Enrolled	Met EOC	Received Credit	Received Credit %
Grand Total	8,861	3,948	3,608	91%	9,327	4,618	4,212	91%
Henry High	759	458	438	96%	866	527	502	95%
Mira Mesa High	720	362	348	96%	750	434	424	98%
Morse High	737	150	137	91%	749	211	172	82%
Kearny High School	676	228	216	95%	731	308	295	96%
Hoover High	736	172	137	80%	722	259	217	84%
Lincoln High	337	131	90	69%	555	153	139	91%
SDHS	654	255	217	85%	525	307	261	85%
Scripps Ranch High	479	341	332	97%	473	358	354	99%
Crawford High	402	104	95	91%	472	133	118	89%
Canyon Hills High	479	206	188	91%	468	225	207	92%
Point Loma High	454	191	172	90%	427	218	201	92%
La Jolla High	278	199	181	91%	417	280	235	84%
University City High	402	263	250	95%	416	293	268	91%
Mission Bay High	346	176	162	92%	395	272	241	89%
Clairemont High	466	179	159	89%	369	116	99	85%
San Diego SCPA	298	215	198	92%	291	153	141	92%
Twain High	227	153	135	88%	242	166	147	89%
Garfield High	193	64	61	95%	229	95	87	92%
Madison High	139	49	42	86%	153	55	49	89%
East Village Middl..	58	41	40	98%	62	54	54	100%
Unreported					12	0	0	
Mt. Everest Acade..	16	11	10	91%	3	1	1	100%
Logan Memorial E..	5	0	0					

### 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.

[High School-level Checkpoint ...](#)
[Checkpoint Dashboard](#)
[Course Level Data](#)
[End of Course Exploration](#)
[Enrollment Pattern Explorer](#)

### 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		Year to Compare		Received Credit Denominator	
College Course		2021-22		of Grade Eligible	
School	Ethnicity	Gender	Special Ed	College Course	
(All)	(All)	(All)	(All)	(All)	

Additional Views

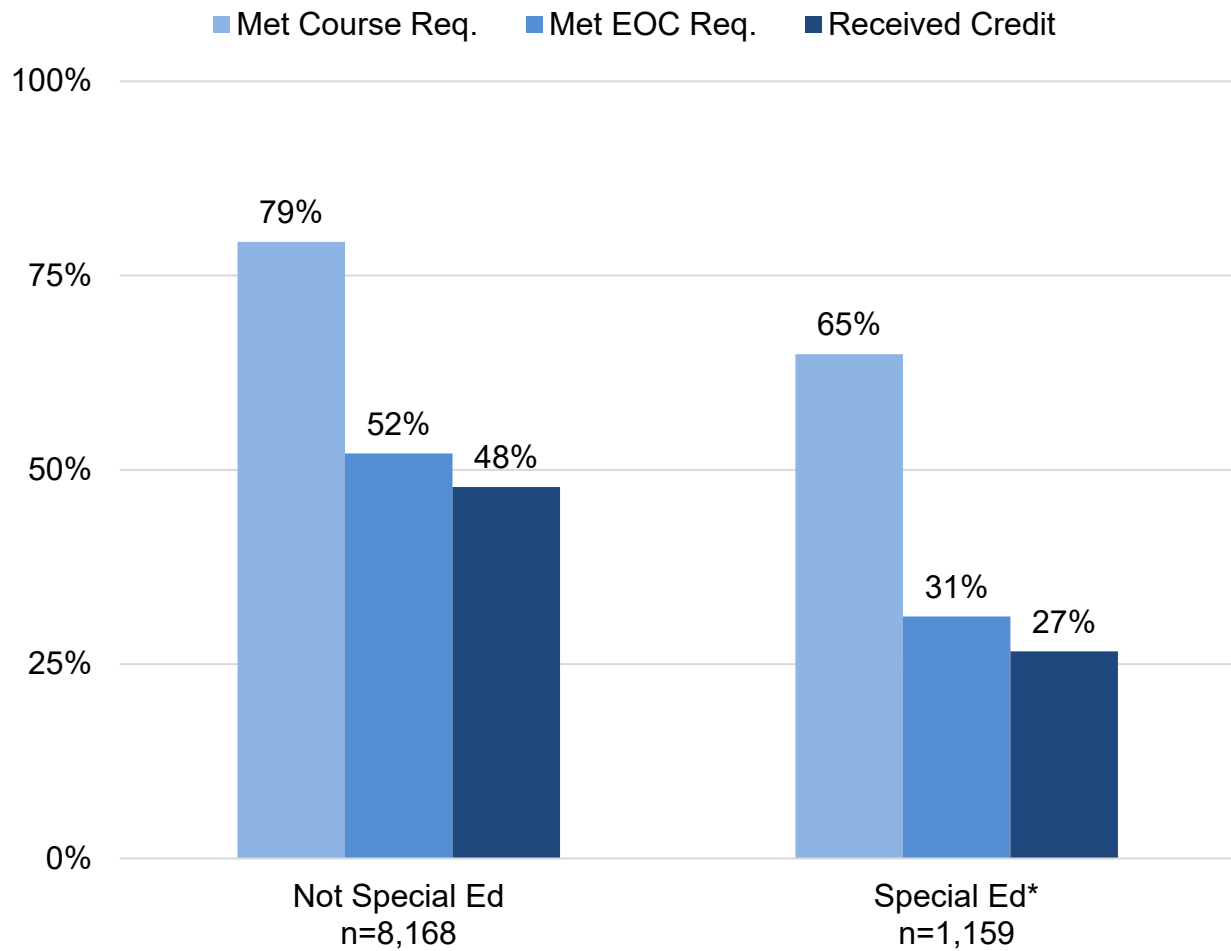
Compare to prior years

Received Credit Calc.

Table 5. Percent of Grade Eligible Enrollments that Received Credit, by Course

	2022-23				2023-24				
	Enrolled	Met EOC	Received Credit	Received Credit %	Enrolled	Met EOC	Received Credit	Received Credit %	
Grand Total	8,861	3,948	3,608	91%	9,327	4,618	4,212	91%	
RTVF 124	28	21	21	100%	16	14	14	100%	
PHOT 243	44	34	34	100%	68	45	45	100%	
PARA 100	70	63	61	97%	85	67	67	100%	
MACT 140	72	4	3	75%	61	7	7	100%	
GISG 110	82	47	34	72%	71	24	24	100%	
BIOL 132					17	13	13	100%	
ARCH 107					89	80	79	99%	
CHIL 161	115	83	81	98%	112	66	65	98%	
MFET 101	540	341	335	98%	605	414	407	98%	
ARTG 125	717	197	189	96%	883	196	191	97%	
CHIL 160	236	145	142	98%	243	155	149	96%	
CISC 150	484	332	310	93%	528	372	355	95%	
CACM 106	148	45	42	93%	115	60	57	95%	
EDUC 200	119	40	37	93%	121	55	52	95%	
ENGN 130	1,304	613	592	97%	1,154	704	661	94%	
DRAM 123	446	230	208	90%	417	240	225	94%	
BIOL 131	434	146	139	95%	477	155	144	93%	
EDUC 203	40	23	22	96%	29	14	13	93%	
MULT 100	216	154	138	90%	650	340	313	92%	
FIPT 101	80	64	46	72%	12	11	10	91%	
MULT 120	116	49	44	90%	120	82	74	90%	
BUSE 129	88	46	33	72%	146	83	74	89%	
PHOT 143	225	132	121	92%	326	216	192	89%	
BUSE 100	365	163	146	90%	281	151	134	89%	
RTVF 146	436	208	166	80%	368	165	145	88%	
CACM 102	412	149	122	82%	448	178	151	85%	
NUTR 160	763	214	191	89%	704	299	247	83%	
AUTO 153	597	140	113	81%	535	185	148	80%	
MEDA 055	584	258	232	90%	566	216	149	69%	
HOSP 101	7	0	0		37	11	7	64%	
INWT 140	27	4	4	100%	13	0	0		
INWT 100	66	3	2	67%	30	0	0		

Figure 7. 2023-24 College Credit Checkpoint Completion Rates, by Special Ed



\* Denotes groups Disproportionately Impacted.

Table 6. 2023-24 Enrollments by Subject and Gender











































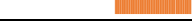

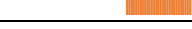

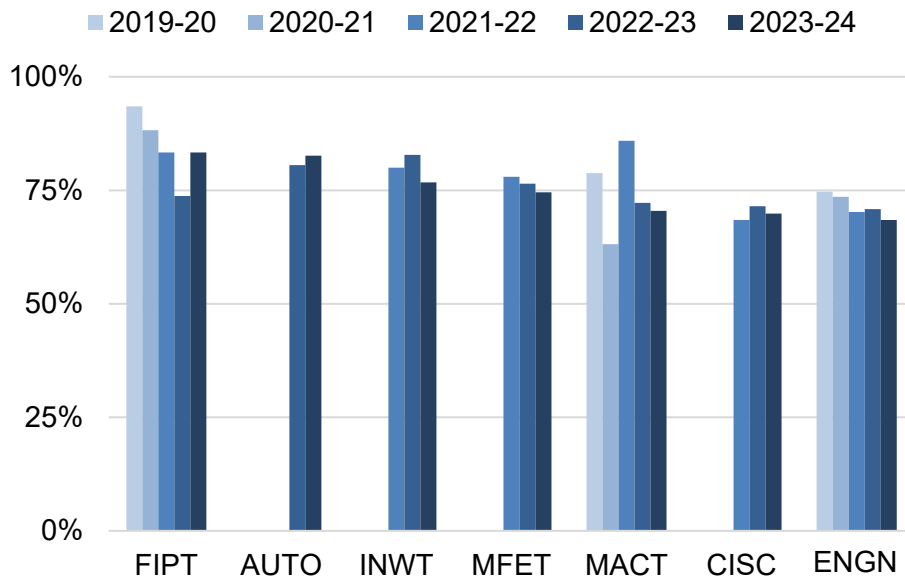
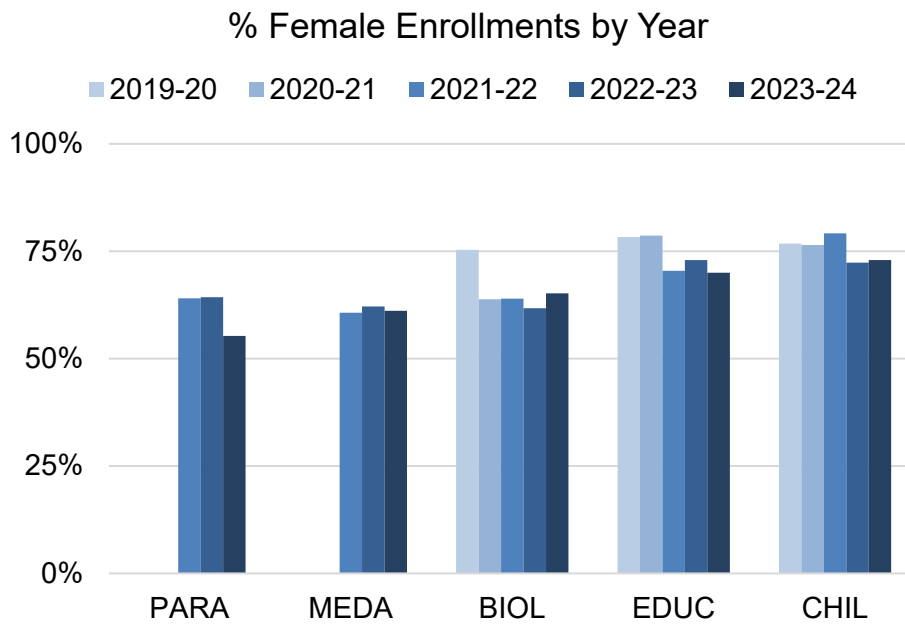
Subject	Enrollments	% Male Enrollments	% Female Enrollments
FIPT	12	83% 	17% 
AUTO	535	83% 	16% 
INWT	43	77% 	23% 
ARCH	89	76% 	24% 
MFET	605	75% 	25% 
MACT	61	70% 	30% 
CISC	528	70% 	30% 
ENGE	1,154	68% 	31% 
RTVF	384	65% 	35% 
MULT	770	62% 	38% 
BUSE	427	60% 	39% 
CACM	563	57% 	42% 
GISG	71	55% 	45% 
ARTG	883	54% 	45% 
NUTR	704	51% 	48% 
HOSP	37	51% 	49% 
DRAM	417	48% 	51% 
PHOT	394	46% 	53% 
PARA	85	44% 	55% 
MEDA	566	39% 	61% 
BIOL	494	34% 	65% 
EDUC	150	29% 	70% 
CHIL	355	27% 	73% 

Figure 8. Male-dominated subjects, Enrollments by % Male Enrollments



**FIPT:** Fire Protection  
**AUTO:** Automotive  
**INWT:** Information, Network, and Web Technologies  
**MFET:** Manufacturing and Engineering Tech.  
**MACT:** Machine Tech.  
**CISC:** Computer and Information Sciences  
**ENGN:** Engineering

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



**BIOL:** Biology  
**MEDA:** Medical Assisting  
**PARA:** Paralegal  
**EDUC:** Education  
**CHIL:** Child Development



Table 7. Courses with less growth in % of students meeting course requirements than overall average

	% Met Course Req		Diff.	Enrollment, 2023-24
	2022-23	2023-24		
<b>Overall</b>	<b>62%</b>	<b>78%</b>	<b>16%</b>	<b>9,327</b>
PARA 100	90%	85%	-5%	85
PHOT 243	77%	75%	-2%	68
MULT 100	74%	73%	-1%	650
ARTG 125	73%	78%	5%	883
CISC 150	81%	89%	8%	528
CHIL 161	82%	92%	10%	112
AUTO 153	50%	62%	12%	535
MFET 101	74%	86%	12%	605
MEDA 055	64%	77%	13%	566
CHIL 160	64%	77%	13%	243
BIOL 131	70%	85%	15%	477

Note 1. Includes courses with more than 50 enrollments in each of 2022-23 and 2023-24.

Note 2. 2022-23 does not include "C" letter grades. 2023-24 includes "C" letter grades.

Table 8. Courses with more growth in % of students meeting course requirements than overall average

	% Met Course Req		Diff.	Enrollment, 2023-24
	2022-23	2023-24		
<b>Overall</b>	<b>62%</b>	<b>78%</b>	<b>16%</b>	<b>9,327</b>
MACT 140	40%	67%	27%	61
MULT 120	49%	75%	26%	120
ENGN 130	58%	81%	23%	1,154
CACM 106	47%	67%	20%	115
GISG 110	63%	83%	20%	71
EDUC 200	50%	69%	19%	121
NUTR 160	55%	73%	18%	704
BUSE 129	58%	75%	17%	146
CACM 102	46%	63%	17%	448
DRAM 123	66%	83%	17%	417
PHOT 143	66%	83%	17%	326

Note 1. Includes courses with more than 50 enrollments in each of 2022-23 and 2023-24.

Note 2. 2022-23 does not include "C" letter grades. 2023-24 includes "C" letter grades.

Table 9. Percent of students meeting course requirements, by Ethnicity

	% Met Course Requirements		Diff.	Enrollment, 2023-24
	2022-23	2023-24		
<b>Overall</b>	<b>62%</b>	<b>78%</b>	<b>15%</b>	<b>9,327</b>
Native American	58%	85%	27%	13
Pacific Islander	48%	70%	22%	37
Latinx	51%	71%	20%	4,294
African American	51%	68%	17%	701
Multiple Ethnicities	68%	82%	14%	789
Asian	79%	90%	11%	924
Filipino	73%	84%	11%	532
White	76%	87%	11%	2,021

Table 10. Percent of students meeting course requirements, by High School

	% Met Course Requirements		Diff.	Enrollment, 2023-24
	2022-23	2023-24		
<b>Overall</b>	<b>56%</b>	<b>68%</b>	<b>12%</b>	<b>555</b>
Hoover High	47%	74%	27%	722
Canyon Hills High	54%	78%	24%	468
SDHS	46%	69%	23%	525
Mission Bay High	62%	83%	21%	395
Madison High	45%	65%	20%	153
Kearny High School	56%	76%	20%	731
East Village MCHS	81%	100%	19%	62
Point Loma High	68%	84%	16%	427
Mira Mesa High	66%	81%	15%	750
Morse High	46%	61%	15%	749
Henry High	73%	87%	14%	866
University City High	79%	93%	14%	416
Clairemont High	66%	78%	12%	369
Lincoln High	56%	68%	12%	555
Twain High	70%	80%	10%	242
Scripps Ranch High	85%	95%	10%	473
Garfield High	36%	44%	8%	229
Crawford High	62%	67%	5%	472
San Diego SCPA	94%	97%	3%	291
Mt. Everest Academy	100%	100%	0%	3
La Jolla High	89%	83%	-6%	417

Note. 2022-23 does not include "C" letter grades. 2023-24 includes "C" letter grades.