



SAN DIEGO
Community College District

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

SDCCE TO COLLEGE CREDIT BY EXAM

2023-24 ANNUAL REPORT

OFFICE OF INSTITUTIONAL

EFFECTIVENESS AND RESEARCH

Institutional Innovation and Effectiveness



Report Contents

This report provides a summary of annual access and outcomes data from fall 2019 through summer 2024 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). This faculty-led instructional mechanism provides SDCCE career education students with opportunities to receive college 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. 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.

In addition to providing a mechanism to accelerate college degree and/or certificate completion CTE Transitions Credit by Exam:

- Develops collaboration between institutions - establishes and supports clear student pathways from noncredit to credit
- Saves students time and money in completing college certificates or degrees
- Minimizes course duplication
- Provides low risk to students (credit is optional with *no additional fees!*)

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

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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.

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 2023-2024 SDCCE to College CTE Transitions Credit by Exam process can be found below, with previous years processes located in the appendix (page [41](#)).

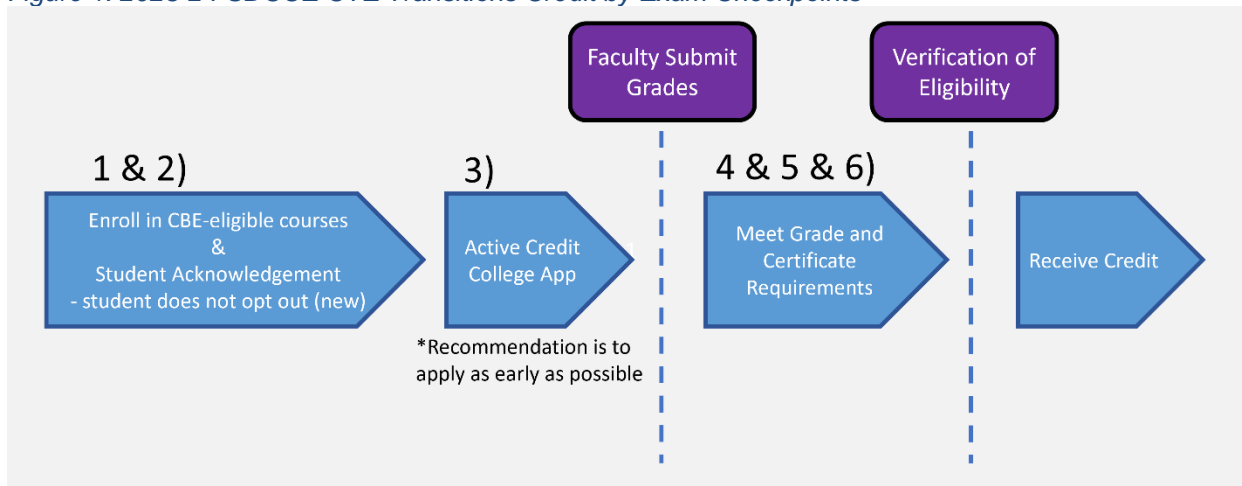
2023-2024 Process

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
3. Have an active college application for City, Mesa, or Miramar College
4. Earn an "A", "B", or "C" in the course(s)
5. Earn an "A" or "B" on the approved final assessment within the course(s)
6. Satisfactorily completed noncredit course certificate (*new*)

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. 2023-24 SDCCE CTE Transitions Credit by Exam Checkpoints



Process Revisions

San Diego Community College District (SDCCD) is committed to improving the Credit by Exam process. Over the past three 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.

Business processes and internal support around SDCCE's credit by exam mechanisms have improved and are observed in the report. 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.

Summary of Changes Over Time

Table 1 below summarizes three changes implemented over the years. To see specific practices by year, please go to page [41](#) in the appendix.

Table 1. Summary of Changes to Credit by Exam Mechanism Over Time

Practice	Barrier ¹	Revision	Impact
Since program start: No noncredit visibility to show courses could be eligible for college credit before enrollment	<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> <p>Fall 2024: SD Advance webpage launched</p>	<ul style="list-style-type: none"> Greater awareness of credit by exam opportunity and requirements Potential increase in enrollments and credit college transition
Since program start: Students are required to have a credit college CCCApply application in order for credit to be transcribed	<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</p> <p>10/31/23: Noncredit CCCApply implemented</p>	<ul style="list-style-type: none"> In 2023-2024, 1,290 cases were unable to be processed due to no credit college CCCApply application. Students, through the noncredit application, will have a CCCID but still must complete the credit college CCCApply application.
		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	

¹ Barriers were identified through student and faculty feedback across reporting by OIER.

Practice	Barrier ²	Revision	Impact
Fall 2020: Course grade eligibility was an “A” or “B” grade only	Some students with eligible final assessment grades were ineligible for credit	Fall 2023: Course grade eligibility will also include “C” <i>No further revisions planned</i>	<ul style="list-style-type: none"> Increase in course grade eligible enrollments (2023-24: +12%) Slight increase in eligible enrollments (2023-24: +1%)

² Barriers were identified through student and faculty feedback across reporting by OIER.

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.

Processes related to final assessment grade submission, agreement completion verification, CCCApply application, and student acceptance have been revised. Consequently, data reported have significant shifts from academic year to academic year and data definitions are modified or expanded to encompass changes to the data as a result of these revisions.

Terminology

SDCCE Enrollment Categories

This report includes eight enrollment classifications that get more restrictive within most categories. 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. **Ungraded attempts:** Enrollments where the student did not receive a letter grade ('A', 'B', 'C', 'D', 'F') for the course or final assessment.³
4. **Other graded attempts:** Students may enroll in the same course multiple times. If the students received a letter grade in more than one enrollment in an academic year, a single enrollment with the best grades is counted in the graded attempts and all other repeated enrollments with grades are included in 'other graded attempts'. Grade eligibility is not impacted by this category.
5. **Graded attempts:** Single best enrollment for a student's attempt in a course in an academic year where they received a grade ('A', 'B', 'C', 'D', 'F') for the course and final assessment.
6. **Course grade eligible enrollments⁴:** Received an 'A', 'B', or 'C' in one of those course sections for that term. This is one of the eligibility requirements.
7. **Academically eligible enrollments:** Enrollments that meet course grade (grade of 'A', 'B', or 'C') and final assessment grade (grade of 'A' or 'B') eligibility. This is one of the eligibility requirements.
8. **CBE eligible enrollments:** Enrollments that meet course grade (grade of 'A', 'B', or 'C'), final assessment grade (grade of 'A' or 'B'), and noncredit course certificate ('Satisfactory') eligibility.

³ Prior to Fall 2023, ungraded only looks at students not receiving a course grade.

⁴ Prior to Fall 2023, students must have earned an "A" or "B" in the course(s).

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 the term after their first active enrollment in a noncredit CBE course.
2. **Enrolled in related program courses:** Students were identified as enrolled in a related program course if the credit college course they enrolled in fulfilled any award requisite listed in a degree that the articulated credit college course also satisfied as a requisite.

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 satisfied requirements for that credit college award.

Student Categories

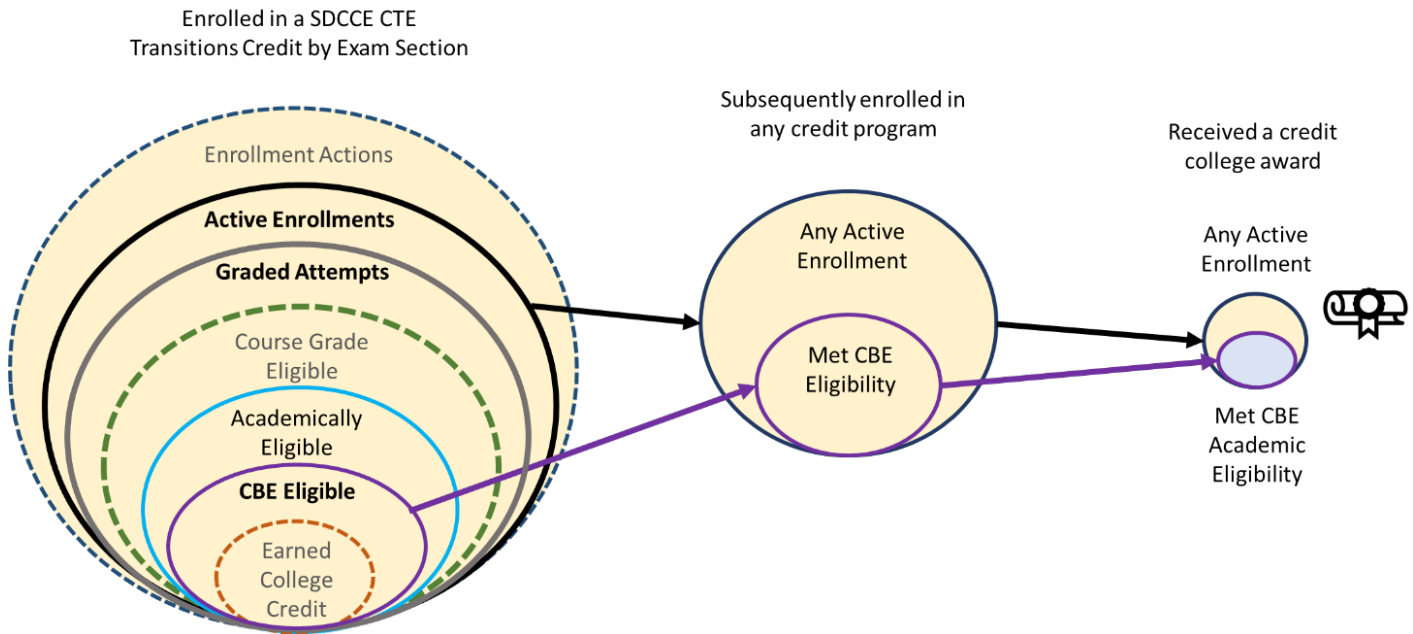
This report observes two important traits that impact credit college engagement and were used to disaggregate students. Definitions are described below:

1. **Prior SDCCD credit college history:** Subsequent enrollments and college award rates are different for students that have and do not have recent prior SDCCD credit college history. Students who had a credit college enrollment prior to completion of the noncredit credit by exam since Summer 2019 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 course that met all three eligibility requirements (course grade, final assessment grade, noncredit course certificate) 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.

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



Guiding Questions

Agreements

1. How many SDCCE credit by exam courses are ***tied to 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 five 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 ***CBE eligible enrollment students 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?

Awards Received by Students

8. Are SDCCE CTE credit by exam participants 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 CTE credit by exam participants 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?

Results

Agreements

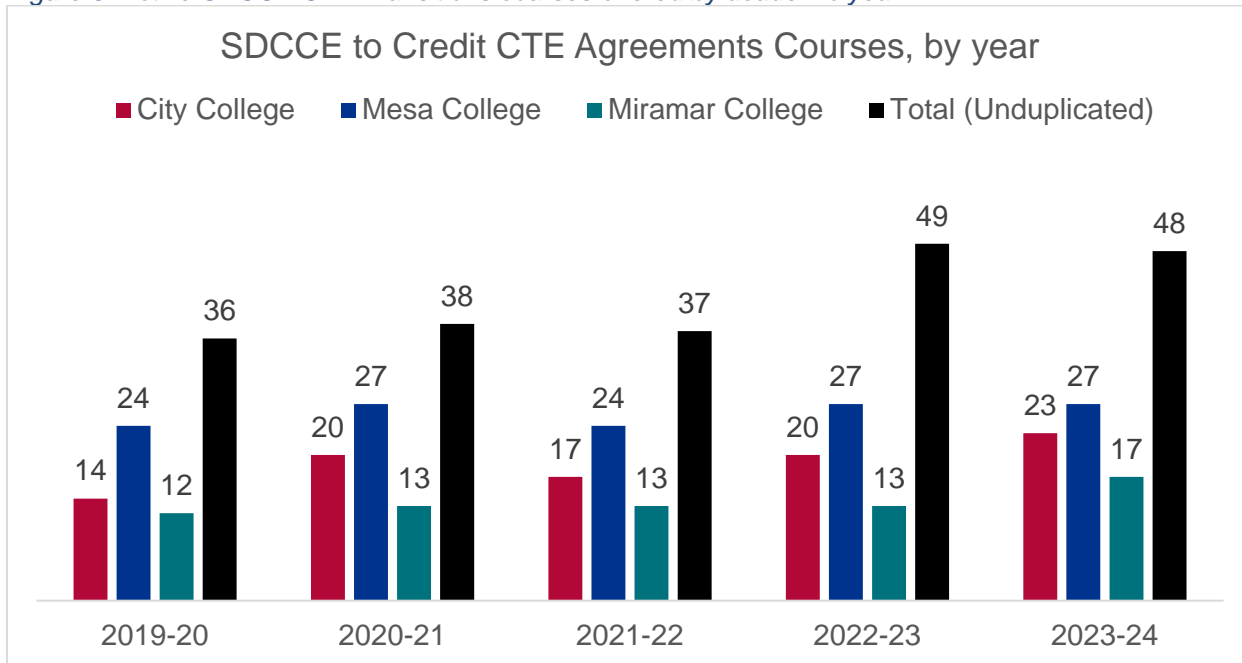
1. How many SDCCE credit by exam courses are tied to active agreements?

In 2023-24 there were 48 noncredit courses tied to 45 credit college courses. This is a minor change from prior years. The number of SDCCE courses with agreements decreased by 2%, from 49 to 48 in 2023-24, with new agreements in 2023-24 for Child Development and Digital Media and Programming. All nine SDCCE programs have at least one agreement. It is recommended to continue credit and noncredit faculty training and support for agreement development focused on core credit college requirements and industry needs.

Active agreements:

In 2023-24 there were 48 noncredit courses tied to 45 credit college courses. This is a minor change from prior years. Figure 3 shows the number of SDCCE tied courses in an academic year; the total (unduplicated) shows the unique number of SDCCE courses with agreements across any of the three colleges. A full list of 2023-24 agreements can be found in the appendix on page [42](#) ([Table 21](#)).

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



Offerings:

The number of SDCCE courses with agreements at the credit colleges decreased by 2% from 49 in 2022-23 to 48 in 2023-24. In 2023-24, four Child Development and one Digital Media and Programming agreements were added. One Digital Media and Programming, one Business, Accounting, and Entrepreneurship, and one Information Technology agreement were not renewed. Some Front-End Web Design agreements were updated to match revised course numbering. All nine SDCCE programs have at least one agreement. One noncredit course tied to a Hospitality and Culinary Arts agreement was not offered by SDCCE in the 2023-24 academic year (FDNT 682).

Noncredit to Credit Alignment Lab (NCAL) and SD Advance efforts have increased faculty discussion across colleges on how best to ensure agreements provide meaningful college credit opportunities tied to college program requirements and industry or credential requirements.

Child Development's new agreements were identified through SDCCD's participation in NCAL and fulfill course requirements for industry certificates and credit awards.

Recommendation: Continue 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 2023-2024 year than ever before. The changes to final assessment grade collection have increased the CBE eligible rate of graded enrollments from 41% to 73%. In 2023-24, SDCCE had 3,492 graded enrollments within noncredit courses tied to active agreements and 2,533 (73%) were CBE eligible.

Expanding course grade eligibility to include 'C' increased CBE eligible enrollments by less than one percent. It increased overall course grade eligibility by 10%.

Forty-four percent of active enrollments were ungraded or other graded enrollments.

Reminder: A student cannot be eligible for credit without an overall course grade, final assessment grade, and satisfactory noncredit course certificate. Historically the collection and record keeping of these two grades were lacking. In 2023-2024, there were 146 sections (1,192 enrollments) with either no course grade or final assessment grade recorded for all the enrollments in that section. The majority of sections (119 sections) were in courses that can be associated with labs (COMM 614, OFSY 575, OFSY 596, OFSY 599).

Sixty-three percent of students attempting all courses in multi-course agreements were CBE eligible.

Noncredit Course Offerings tied to Active Agreements

Over the past five years, SDCCE has offered 1,994 noncredit sections tied to active CTE transitions credit by exam agreements taught by 98 faculty members. This mechanism has been available to 17,053 students through 55,413 enrollment actions ([Table 2](#) on the next page). In the 2023-24 year there were 446 noncredit sections offered, available to 4,337 students through 10,583 enrollment actions.

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.***

Graded enrollments display the unduplicated course enrollments of students that could be eligible and benefit from the CBE mechanism in that academic year. Students can take the same course multiple times and may not receive either a course grade or final assessment grade or may be graded each time. For this report only one graded attempt is reported in graded enrollments per academic year.

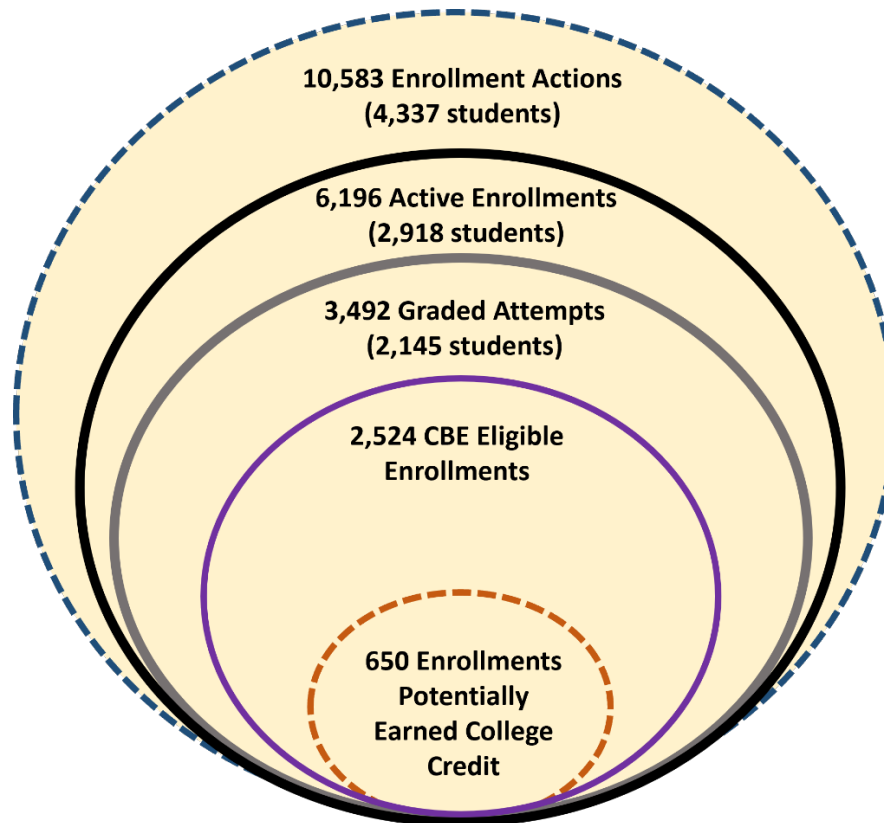
Table 2. Enrollment, Headcount, Sections, and Faculty Headcount, 2019-20 to 2023-24

	2019-20	2020-21	2021-22	2022-23	2023-24	Total
Enrollment Action	13,656	11,472	8,555	11,147	10,583	55,413
Enrollment Action Headcount	5,248	4,304	3,864	4,612	4,337	17,053
Active Enrollment	10,885	7,389	5,176	6,768	6,196	36,414
Active Enrollment Headcount	4,601	3,118	2,669	3,158	2,918	12,998
Graded Attempts	3,815	4,856	3,674	4,208	3,492	20,045
Graded Attempt Headcount	2,492	2,624	2,117	2,457	2,145	9,472
Section Count	515	334	268	431	446	1,994
Faculty Headcount	75	63	64	67	64	98

2023 – 2024 Enrollments

In the year 2023-24, there were 10,583 enrollment actions (4,337 unduplicated students) and 6,196 active enrollments (2,918 unduplicated students). Of those active enrollments, 3,492 were graded enrollments (2,145 unduplicated students) and 2,524 were CBE eligible enrollments. Each circle in Figure 4 below visualizes enrollment checkpoints.

Figure 4. SDCCE enrollments actions through four enrollment checkpoints, 2023-24



CBE eligible enrollments

There is a significantly larger number of students that could earn college credit in the 2023-2024 year than ever before. The changes to final assessment grade collection have increased the CBE eligible rate of graded enrollments from 41% to 73% (see Table 3 below). Due to changes in business processes and improvement in recorded final assessment grades, previous years' data for checkpoint rates are not comparable.

Table 3. Comparison of different enrollment checkpoints from 2022-23 to 2023-24

CTE Transitions Checkpoint		2022-23	2023-24	Difference
Active Enrollments		6,768	6,196	-572
Ungraded Attempts		2,190	2,379	189
Other Graded Attempts		370	325	-45
Graded Attempts		4,208	3,492	-716
Course Grade Eligible		3,140	3,169	29
Academically Eligible		1,766	2,837	1,071
CBE Eligible		1,736	2,524	788
CBE Eligible Rate	out of Graded Attempts	41%	73%	32%
	out of Academically Eligible	98%	89%	-9%

Enrollment checkpoints by program

[Table 4](#) on the next page shows the number of CTE Transitions enrollments at each checkpoints for the 2023-24 year by SDCCE program.

Table 4. Enrollments at different checkpoints, by program, 2023-24

Overall Program	Active Enrollments	Graded Attempts	Course Grade Eligible	Acad. Eligible	CBE Eligible	Earned Credits
Automotive	926	441	440	398	277	49
Business and Accounting	1,690	370	369	336	261	63
Child Development	508	269	263	254	243	144
Clothing and Textiles	282	197	161	139	139	9
Digital Media and Programming	1,221	1,103	940	883	881	208
Healthcare	178	167	150	142	142	92
Hospitality and Culinary Arts	314	271	258	227	227	24
Information Technology	205	43	31	23	23	12
Skilled and Technical Trades	872	631	557	435	331	49
Total	6,196	3,492	3,169	2,837	2,524	650

Enrollment checkpoints by grade

As of Fall 2023, course grade eligibility was expanded to include 'C'. **Expanding course grade eligibility increased CBE eligible enrollments by less than one percent. It increased overall course grade eligibility by 10%.** Table 5 displays the graded enrollment checkpoints by qualifying course grade ('A', 'B', or 'C') for the 2023-24 academic year. Course grade eligibility increased by 338 graded enrollments (+10%). However, academically eligible enrollments increased by 51 graded enrollments (+1%) and CBE eligible enrollments increased by 35 graded enrollments (+1%)

Table 5. Graded attempt enrollments at different checkpoints by grade, 2023-24

Course Grade	Course Grade Eligible	Academically Eligible	CBE Eligible	% CBE Eligible of all Graded Attempts (n=3,492)
A	2,284	2,270	2,087	60%
B	547	516	402	12%
C	338	51	35	1%
Total	3,169	2,837	2,524	72%

Ungraded and Other graded enrollments

Forty-four percent of active enrollments were ungraded or duplicated (other) graded attempt enrollment. There were 2,704 (44%) active enrollments that did not impact CBE eligibility. 5% of the active enrollments were a duplicated graded enrollment for the course, meaning within the academic year the student was enrolled in the same course and received more than one course grade and final assessment grade for that course.

38% of the active enrollments show either the course grade or final assessment grade as ungraded (grade of 'SP', 'UG', 'I' or blank). Table 6 below shows the 2,704 enrollments by graded and ungraded status for the course grade and final assessment grade. Most of these enrollments (1,595 of 2,704) were ungraded for the course grade and final assessment grade.

Table 6. Enrollments that did not impact CBE eligibility, by course and final assessment grade status, 2023-24.

		Final Assessment Grade		
		Graded	Ungraded	Total
Course Grade	Graded	325	669	994
	Ungraded	115	1,595	1,710
	Total	440	2,264	2,704

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

In 2023-2024, there were a total of 146 sections (1,192 enrollments) with either no course grade or final assessment grade recorded for all the enrollments in that section (all enrollments show grades of 'SP', 'UG', or blank). The majority of sections (119 sections) were in courses that can be associated with labs (COMM 614, OFSY 575, OFSY 596, OFSY 599). Table 7 and Table 8 show the number of sections with no recorded grades and their total number of ungraded enrollments.

Table 7. Non-lab sections with no recorded grade submissions for all enrollments.

Course	# of sections with no course grade and no final grade	# of sections with no course grade	# of sections with no final assessment grade	# of sections with no course grade or final assessment grade	Total # of enrollments
AUTO 507	0	1	0	1	30
AUTO 507A	2	2	4	4	95
AUTO 507B	0	0	1	1	38
AUTO 600	0	0	1	1	12
AUTO 601	1	1	2	2	30
COMP 608	0	0	4	4	92
COMP 609	0	0	3	3	70
COMP 660	0	0	1	1	15
COMP 661	0	0	1	1	14
MECT 431	5	5	5	5	82
MECT 432	1	1	1	1	15
OFSY 511	3	3	3	3	46
Total	12	13	26	27	539

Table 8. Possible lab sections with no recorded grade submissions for all enrollments.

Course	# of sections with no course grade and no final grade	# of sections with no course grade	# of sections with no final assessment grade	# of sections with no course grade or final assessment grade	Total # of enrollments
COMM 614	28	31	28	31	55
OFSY 575	23	25	26	28	261
OFSY 596	18	22	20	24	282
OFSY 599	33	36	33	36	55
Total	102	114	107	119	653

Recommendation: Continue to ensure noncredit faculty teaching noncredit courses tied to active agreements are fully trained and aware of grading requirements.

Multi-course agreements

Multi-course agreements require the successful completion of more than one noncredit course for the agreement. This means for a student to receive credit through the credit by exam mechanism, the student needs CBE eligible (course grade, final assessment grade, and noncredit course certificate) for each noncredit course in the agreement. In 2023-24 there were twelve⁵ multi-course agreements.

Table 9 shows the number of individuals that had active enrollments and course grade eligibility for all the courses in the multi-course agreement between Fall 2023 and Summer 2024. There were 465 duplicated individuals (63%) with CBE eligibility in all their multi-course agreements.

Table 9. Enrollments in all courses of a multi-course agreement, 2023-24

Course	Attempted all Courses	CBE Eligible in all courses	Earned Credits	Percent CBE Eligible of attempts	Percent CBE Eligible earned credits
AUTO 600 AND AUTO 601	50	18	4	36%	22%
CLTX 620 AND CLTX 625	25	14	9	56%	64%
COMM 651 AND COMM 652	38	37	9	97%	24%
COMM 660 AND COMM 661 AND COMM 662	90	67	30	74%	45%
COMM 660 AND COMM 661 AND COMM 662 AND COMM 663	82	64	16	78%	25%
COMM 667 AND COMM 668	73	49	23	67%	47%
COMP 660 AND COMP 661	126	87	21	69%	24%
FDNT 662 AND FDNT 663 AND FDNT 664	31	24	5	77%	21%
HMDV 575A AND HMDV 575B	17	15	15	88%	100%
MECT 431 AND MECT 432	193	82	36	42%	44%
OFSY 510 AND OFSY 511	12	8	3	67%	38%
Total	737	465	172	63%	37%

⁵ Two courses, COMM 667 and COMM 668, are in two different multi-course agreements.

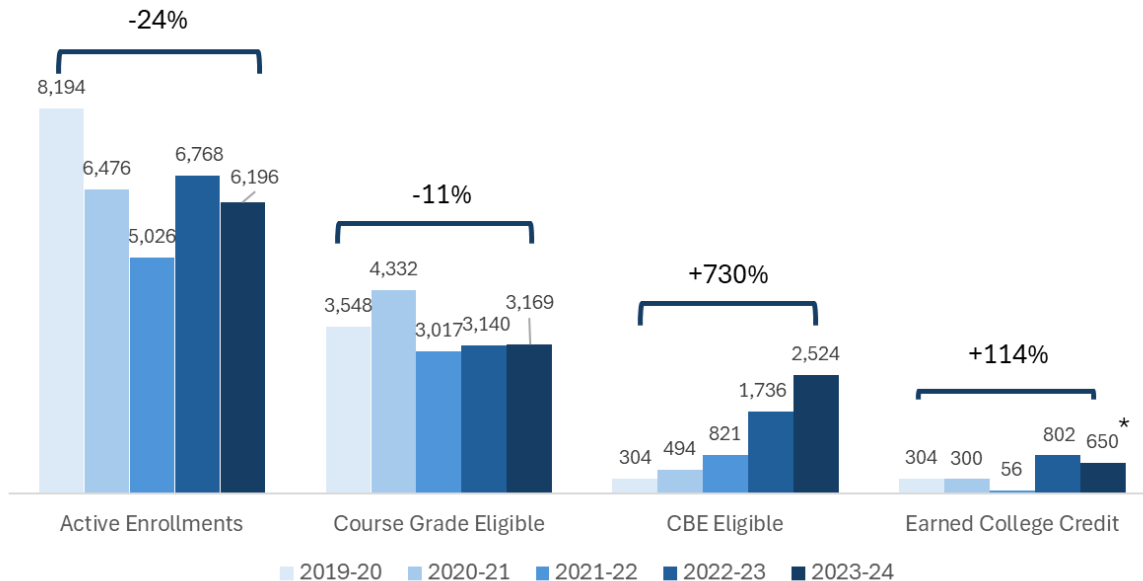
3. What are the enrollment checkpoint trends over the last four years?

The number of noncredit CBE active enrollments has not yet reached the same number as was offered in 2019-20 but the number of course grade eligible students appear consistent over the past couple years. **The number of CBE eligible students has increased dramatically, reflecting the improvements to the submission and collection of final assessment grades.** However, the number of enrollments earning college credit has not increased since last year, suggesting the primary barrier to students earning college credit is the credit college CCCApply application.

Figure 5 below shows the number of active enrollments is 24% lower in 2023-24 than offered in 2019-20 (2019-20: 8,194; 2023-24: 6,196). This is a smaller decrease than overall active enrollment decrease at SDCCE (-33%). However, **CBE eligible enrollments increased by 730% in 2023-24** (2019-20: 304; 2023-24: 2,524). The improved processes for final assessment grade collection has increased course grade eligibility significantly. The number of enrollments anticipated to receive college credit is 114% greater (2019-20: 304; 2022-23: 650).

The increase in academically eligible enrollment reflects improvement to the grade submission and collection process. The increase and plateau of earned college credit enrollments suggests limitations to increasing earned college credit through the improved grade submission and collection process. This will be discussed further in the Barriers section on page [26Error! Bookmark not defined.](#)

Figure 5. Percent change in enrollment checkpoint trends from 2019-20 to 2023-24



Note: *College credit for the 2023-24 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 2023-24 academic year is expected to have credit transcribed 650 times. The three agreements with most students receiving credit were Medical Terminology (HLTH 612), Toddler Development and Care (HMDV 581) and Air Conditioning/Heating I and II (MECT 431 and MECT 432).

Noncredit Course Offerings tied to Active Agreements

In 2023-24, credit was transcribed 650 times (Table 10). The agreements with the most students receiving credit were Medical Terminology – HLTH 612 (92 students), Toddler Development and Care – HMDV 581 (47 students), and Air Conditioning/Heating I and II – MECT 431 and MECT 432 (36 students). Every agreement has at least one student with transcribed credit. Table 10, shows the number of students awarded credit by agreement. 2023-24 student eligibility confirmation was still in process at the time of this report and the final number of students awarded credit may increase.

Three checkpoints (active enrollments, CBE eligible enrollments, and enrollments received college credit) at the agreement level are found in [Table 11](#). This allows specific programs to see the volume of enrollments at each checkpoint across the past five years.

Table 10. Number of students expected to be awarded credit in 2023-24 by agreement

Overall Program	SDCCE CTE Transition Course(s)	Credit College Course(s)	Number of Students Awarded Credit
Automotive	AUTO 507	AUTO 176G AND AUTO 178G	27
	AUTO 507A	AUTO 186 AND AUTO 161G	5
	AUTO 507B	AUTO 156G AND AUTO 165G	13
	AUTO 600 AND AUTO 601	AUTO 153G	4
Business and Accounting	COMM 614	CBTE 127	1
	OFSY 510 AND OFSY 511	CBTE 152	3
	OFSY 575	CBTE 140	29
	OFSY 596	CBTE 120	27
	OFSY 599	CBTE 122	3
Child Development	HMDV 575A AND HMDV 575B	CHIL 176	16
	HMDV 581	CHIL 160	47
	HMDV 582	CHIL 291 A	29
	HMDV 586	CHIL 291 A	20
	HMDV 591	CHIL 291 A	5
	HMDV 594	CHIL 291 A	27

Overall Program	SDCCE CTE Transition Course(s)	Credit College Course(s)	Number of Students Awarded Credit
Clothing and Textiles	CLTX 620 AND CLTX 625	FASH 130 AND FASH 130L	9
Digital Media and Programming	COMM 650	PHOT 143	14
	COMM 651 AND COMM 652	PHOT 180	9
	COMM 660 AND COMM 661 AND COMM 662	MULT 100	30
	COMM 660 AND COMM 661 AND COMM 662 AND COMM 663	ARTG 125	16
	COMM 667 AND COMM 668	MULT 123	23
	COMM 667 AND COMM 668	RTVF 153	23
	COMM 669	WEBD 169	28
	COMM 672	WEBD 152 AND WEBD 168	11
	COMM 673	MULT 100 AND WEBD 154	33
	COMP 660 AND COMP 661	CISC 179	21
Healthcare	HLTH 612	MEDA 110	92
Hospitality and Culinary Arts	FDNT 501 OR FDNT 681	CACM 102	7
	FDNT 661	CACM 160	12
	FDNT 662 AND FDNT 663 AND FDNT 664	CACM 212	5
Information Technology	COMP 608	INWT 120	4
	COMP 609	INWT 140	8
Skilled and Technical Trades	ELRN 451	ELDT 124 AND ELDT 124L	9
	ELRN 452	ELDT 143 AND ELDT 143L	4
	MECT 431 AND MECT 432	AIRE 100 AND AIRE 103	36
Total			650

SDCCE to College CTE Transitions CBE

Table 11. Enrollments at different milestones, by SDCCE course and academic year

SDCCE CTE Transitions Program	SDCCE Course	Credit College Course	Active Enrollment					CBE Eligible					Enrollments Received College Credit				
			2019-20	2020-21	2021-22	2022-23	2023-24	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20	2020-21	2021-22	2022-23	2023-24
Automotive	AUTO 507	AUTO 176G & 178G	314	329	139	192	330	9	12	24	16	101	9	10	0	0	27
	AUTO 507A	AUTO 186 & 161G	246	190	83	155	221	9	15	5	10	31	25	10	0	6	5
	AUTO 507B	AUTO 156G & 165G	230	191	78	115	195	56	0	1	40	81	40	0	1	16	13
	AUTO 600	AUTO 153G	238	90	26	125	73	7	12	16	6	28	7	1	0	1	4
	AUTO 601		185	145	19	122	107	7	8	16	7	36	7	1	0	1	4
	Total		1,213	945	345	709	926	88	47	62	79	277	88	22	1	24	53
Business and Accounting	COMM 614	CBTE 127	71	114	81	127	72	0	10	9	32	11	0	4	0	19	1
	OFSY 510	CBTE 152	31	24	22	38	26	0	0	0	12	13	0	0	0	3	3
	OFSY 511		58	58	69	100	58	0	0	0	3	9	0	0	0	3	3
	OFSY 516	CBTE 161	108					0					0				
	OFSY 541	CBTE 101	1,238	306	343	664		3	3	1	115		3	1	0	61	
	OFSY 575	CBTE 140	524	499	452	543	794	2	3	2	59	122	2	2	1	26	29
	OFSY 596	CBTE 120	562	247	309	418	664	0	0	21	67	95	0	0	1	29	27
	OFSY 599	CBTE 122	63	43	17	43	76	3	0	0	8	11	3	0	0	6	3
Total		2,655	1,291	1,293	1,933	1,690	8	16	33	296	261	8	7	2	147	66	
Child Development	HMDV 533	CHIL 176	282					103					103				
	HMDV 575A			116	107	140	33		65	70	62	26		28	9	39	15
	HMDV 575B			62	111	123	49		51	66	52	26		28	9	39	15
	HMDV 581	CHIL 160				91	111				26	60				12	47
	HMDV 582	CHIL 291D					88					41					29
	HMDV 586	CHIL 291C					66					30					20
	HMDV 591	CHIL 291B					72					10					5
	HMDV 594	CHIL 291A					89					50					27
Total		282	178	218	354	508	103	116	136	140	243	103	56	18	90	158	
Clothing and Textiles	CLTX 620	FASH 130 & 130L	383	245	227	382	190	7	33	58	101	94	7	10	0	7	8
	CLTX 625		314	148	129	105	92	7	23	31	17	45	7	10	0	7	8
	CLTX 630		186	177				7	40				7	10			
	CLTX 635		114	86				7	15				7	10			
	Total		997	656	356	487	282	28	111	89	118	139	28	40	0	14	16

Note. Blacked out cells are when noncredit courses did not have active agreements for that academic year.

SDCCE to College CTE Transitions CBE

SDCCE CTE Transitions Program	SDCCE Course	Credit College Course	Active Enrollment					CBE Eligible					Enrollments Received College Credit										
			2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24						
Digital Media and Programming	COMM 630	MULT 121 & MULT 123 & CBTE 122	88					3					3										
	COMM 630A		123					3					3										
	COMM 630B		80					3					3										
	COMM 641	WEBD 152	77	72	73	76		0	32	29	21		0	20	1	16							
	COMM 642	WEBD 127	84	117	95	80		0	20	31	46		0	17	1	10							
	COMM 643		68	76	57	68		5	18	30	11		0	17	1	10							
	COMM 644	WEBD 164	104	125	109	90		8	3	0	12		8	1	0	7							
	COMM 646	WEBD 168	39	33	24	30		7	4	0	0		7	2	0	0							
	COMM 650	PHOT 143					67					57					14						
	COMM 651	PHOT 180					41					39					9						
	COM 652						38					37					9						
	COMM 660		ARTG 125					140	179	262	139		3	65	88	105		0	5	4	19		
	COMM 661							141	135	177	112		3	46	101	89		0	5	4	19		
	COMM 662	MULT 100						112	111	181	94		5	41	93	70		0	5	4	19		
	COMM 663							108	98	180	84		2	26	93	75		0	1	54	16		
	COMM 667	RTVF 153 & MULT 123						136	103	167	107		4	36	41	59		4	1	32	23		
	COMM 668						135	90	126	77		4	33	33	54		4	1	32	23			
	COMM 669	WEBD 169					106	76	107	66		14	11	5	47		5	0	1	28			
	COMM 672	WEBD 152 & WEBD 168									31					16					11		
	COMM 673	MULT 100 & WEBD 154									28					20					15		
	COMP 660	CISC 179					157	181	191					0	11	121					0	8	21
	COMP 661						114	156	146					0	38	92					0	8	21
	Total			663	1,301	1,421	1,881	1,221	29	112	348	593	881	24	70	21	190	247					
Healthcare	HLTH 612	MEDA 110	174	178	137	160	178	44	90	35	91	142	44	51	5	57	92						
	Total		174	178	137	160	178	44	90	35	91	142	44	51	5	57	92						
Hospitality and Culinary Arts	FDNT 501	CACM 102					93	95					27	54					3	7			
	FDNT 661	CACM 160					34	63					12	52					6	12			
	FDNT 662	CACM 212					34	60					20	46					0	5			
	FDNT 663						44	51					0	38					0	5			
	FDNT 664						40	45					21	37					0	5			
	FDNT 681	CACM 102	97	44	47	38	0	0	0	0	1	0	0	0	0	1	0						
	FDNT 682	CACM 103 & 106	80	69	50	28	0	0	0	0	12	0	0	0	0	7	0						
	Total			177	113	97	311	314	0	0	0	93	227	0	0	0	17	34					

Note. Blacked out cells are when noncredit courses did not have active agreements for that academic year.

SDCCE to College CTE Transitions CBE

SDCCE CTE Transitions Program	SDCCE Course	Credit College Course	Active Enrollment					CBE Eligible					Enrollments Received College Credit				
			2019-20	2020-21	2021-22	2022-23	2023-24	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20	2020-21	2021-22	2022-23	2023-24
Information Technology	COMP 608	INWT 120	259	169	177	233	106	0	0	22	1	9	0	0	0	1	4
	COMP 609	INWT 140	82	98	63	134	99	0	0	0	0	14	0	0	0	0	8
	COMP 612	INWT 100	307	268	243	339		0	0	54	104		0	0	0	37	
	Total		648	535	483	706	205	0	0	76	105	23	0	0	0	38	12
Skilled and Technical Trades	ELRN 451	ELDT 124 & 124L	146	219	144	129	109	3	0	0	23	25	3	0	0	0	9
	ELRN 452	ELDT 143 & 143L	79	152	110	51	54	1	0	0	0	4	1	0	0	0	4
	MECT 431	AIRE 100 & 103	373	446	207	329	485	0	1	21	131	168	0	6	1	43	36
	MECT 432		288	276	89	240	224	0	1	21	56	134	0	6	1	43	36
	Total		886	1,093	550	749	872	4	2	42	210	331	4	12	2	86	85
Total	Total		7,695	6,290	4,900	7,290	6,196	304	494	821	1,725	2,524	299	258	49	663	763

Note. Blacked out cells are when noncredit courses did not have active agreements for that academic year.

Barriers

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

The primary barrier preventing students from receiving credit is the need for an active credit college application on file. ***Approximately half of CBE eligible students did not have an active credit college application on file. Without an active credit college application on file, credit cannot be transcribed.***

Two years ago there were four barriers identified 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

Currently ***barrier 2) the need for an active credit college application on file, remains as the primary barrier to students being awarded credit.***

Barrier: Active Credit College Application

*Status update: Active credit college applications for noncredit students remains the number one barrier to awarding credit. **Approximately half of CBE eligible students (1,290 of 2,524 CBE eligible enrollments) 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'.

Recommendation: Work with faculty to encourage the inclusion of the requirement on their syllabus.

Recommendation: Engage counseling and outreach to provide additional credit college application completion events and support services.

Student Transition 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 twelve SDCCD CTE Transitions students in the 2022-23 academic year subsequently enrolled at the credit colleges (9%, 253 of 2,918).

Students with credit history were more likely to subsequently enroll at the credit colleges than noncredit only students (85% vs 4%). Healthcare was the SDCCE program with the highest rate of noncredit only students to transition (14%).

Credit college transition for 2023-2024 students was through priority registration for Spring 2025. More noncredit only students are expected to transition to the credit colleges as time passes. **Approximately one out of twelve SDCCD CTE Transitions students in the 2023-24 academic year subsequently enrolled at the credit colleges** (9%, 253 of 2,918). However, this rate primarily differed for students based on whether they had any recent SDCCD credit history and then slightly if they have some credit by exam eligibility. Students were grouped as 'some CBE eligibility' if they met CBE eligibility in at least one course.

Four percent of students (107 of 2,747) with no recent SDCCD credit college history (Summer 2019 or later) have transitioned to the credit colleges. Some CBE eligibility no longer indicates a strong indicator for transitioning for students without recent credit college history ([Table 12](#)). Eighty-five percent of students (146 of 171) with recent SDCCD credit college history subsequently enrolled at the credit colleges, with some CBE eligibility students subsequently enrolling at a higher rate (78% vs. 90%).

	No CBE Eligibility	Some CBE Eligibility	Overall
Noncredit only	4%	4%	4%
Credit history	78%	90%	85%
Overall	8%	10%	9%

Noncredit only students are transitioning at the same rate to the credit colleges, regardless of CBE eligibility.

Table 12. Headcount, subsequent enrollment by credit history and CBE eligibility, 2023-24

Student Category	Headcount	Subsequently Enrolled in Credit Colleges	Percent Subsequently Enrolled
Noncredit only - no CBE eligibility	1,303	51	4%
Noncredit only - some CBE eligibility	1,444	56	4%
Noncredit only total	2,747	107	4%
Credit history - no CBE eligibility	69	54	78%
Credit history - some CBE eligibility	102	92	90%
Credit history total	171	146	85%
Total	2,918	253	9%

Table 13 shows the subsequent enrollment by college for 2023-2024 participants. There have been 105 noncredit only students who participated in CBE for the 2023-2024 academic year that subsequently enrolled at the credit colleges (City: 54, Mesa: 85, Miramar: 34). An additional 142 credit history students continued their credit college education after noncredit coursework (City: 81, Mesa: 74, Miramar: 59).

Table 13. Headcount, subsequent enrollment by credit college, 2023-24

	No Credit History	Credit History	Total
City College	54	81	135
Mesa College	85	74	159
Miramar College	34	59	93
Credit Colleges	107	146	253

The number of students that subsequently enrolled to the credit colleges and in their pathway by SDCCE program is included in [Table 14](#) on the next page. Nearly all students with recent credit college history (85%) continued to enroll at the credit colleges. Four percent of noncredit only students subsequently enrolled. The program with most noncredit only students transitioning to the credit colleges was Healthcare with 14% of students (21 of 154 students).

Table 14. Headcount, subsequent enrollment by SDCCE Program and credit history, 2023-24

SDCCE Program	Previous Credit History	Active Enrollment Headcount	Subsequent Credit College Enrollment Headcount	Percent Subsequently Enrolled
Automotive	Noncredit Only	363	8	2%
	Credit History	11	10	91%
	Total	374	18	5%
Business and Accounting	Noncredit Only	583	19	3%
	Credit History	37	28	76%
	Total	620	47	8%
Child Development	Noncredit Only	275	9	3%
	Credit History	28	25	89%
	Total	303	34	11%
Clothing and Textiles	Noncredit Only	230	6	3%
	Credit History	16	12	75%
	Total	246	18	7%
Digital Media and Programming	Noncredit Only	482	21	4%
	Credit History	29	23	79%
	Total	511	44	9%
Healthcare	Noncredit Only	154	21	14%
	Credit History	23	23	100%
	Total	177	44	25%
Hospitality and Culinary Arts	Noncredit Only	147	5	3%
	Credit History	6	3	50%
	Total	153	8	5%
Information Technology	Noncredit Only	156	11	7%
	Credit History	9	8	89%
	Total	165	19	12%
Skilled and Technical Trades	Noncredit Only	455	9	2%
	Credit History	17	15	88%
	Total	472	24	5%
Total	Noncredit Only	2,747	107	4%
	Credit History	171	146	85%
Total		2,918	253	9%

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

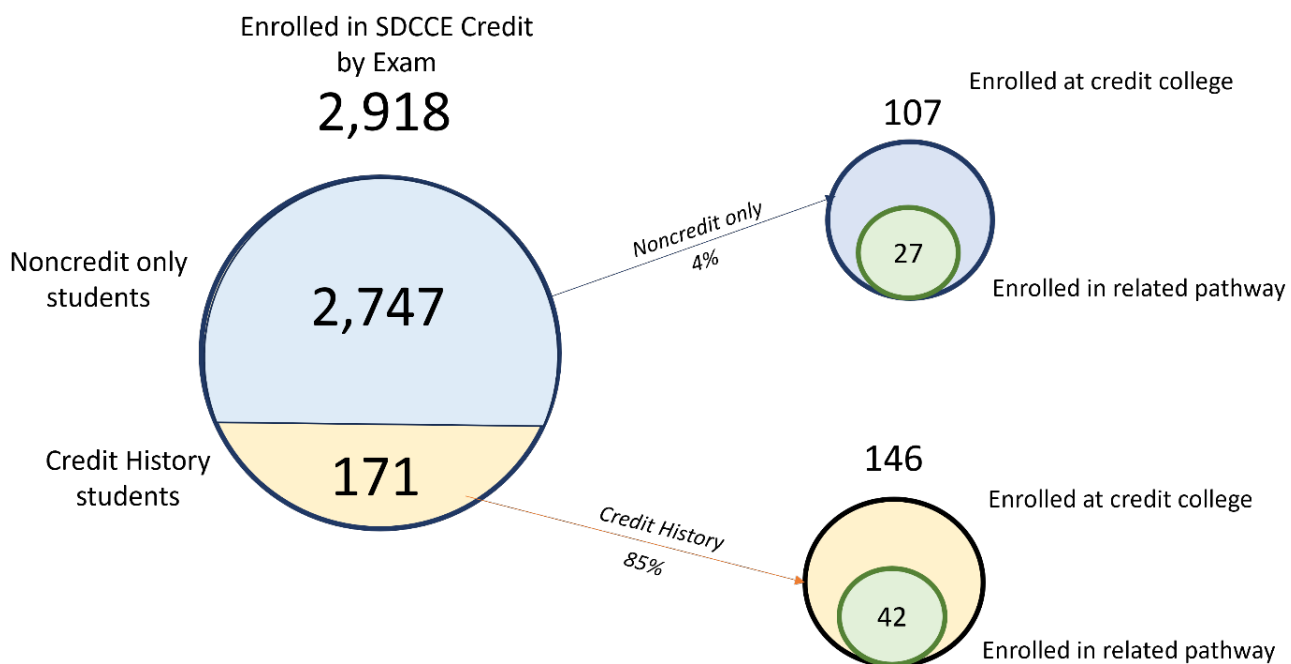
Students that transition to the credit colleges enrolled in courses related to their CBE pathway 28% of the time, regardless of having recent credit history. Child Development and Information Technology had the largest percent of students enrolling at the credit colleges in their pathway. For noncredit only students these programs have the highest pathway enrollment: Information Technology (55%), Child Development (44%), and Skilled and Technical Trades (44%).

This report used the credit college program inventory, maintained by District Curriculum, to identify certificates and degrees that require the credit college course for a credit-bearing award.

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

Of the 2,918 students who participated in SDCCE Credit by Exam, 253 students (9%) subsequently enrolled at the credit colleges with a quarter of students (27%) enrolling in related program courses. Of the 2,747 noncredit only students, 107 students (4%) enrolled at the credit college with 25% enrolling in related program courses. See Figure 6 below for more details.

Figure 6. Noncredit only student transition from SDCCE to credit colleges, 2023-24

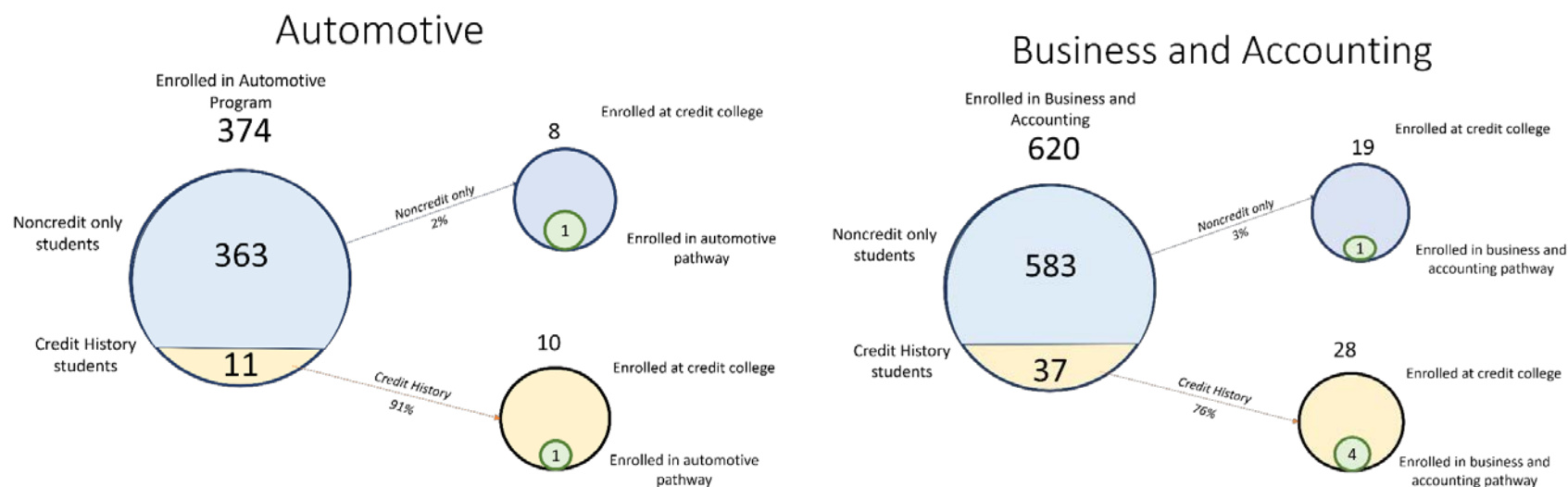


The two programs with largest percent of students enrolling at the credit colleges in their pathway were Child Development (56%) and Information Technology (42%). The programs with the highest rate of transitioning into a matching pathway for noncredit students were Information Technology (55%), Child Development (44%), and Skilled and Technical Trades (44%). Two programs with few noncredit only students transitioning were Business and Accounting (5%) and Clothing and Textiles (0%). Table 15 shows subsequent enrollment in the pathway by each SDCCE program. [Figure 7](#) on the next pages display student pathway transitions by program visually.

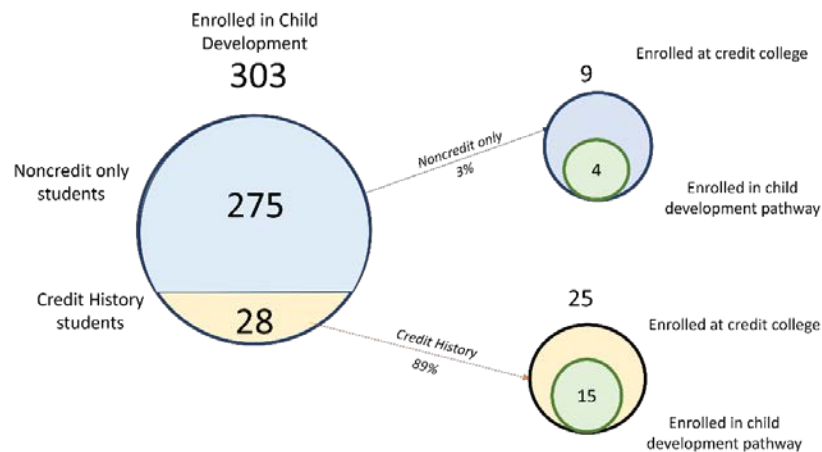
Table 15. Headcount, subsequent enrollment in pathway by SDCCE Program and credit history, 2023-24

SDCCE Program	Previous Credit History	Active Enrollment Headcount	Subsequent Credit College Enrollment Headcount	Enrolled in Pathway Headcount	Percent enrolled in pathway
Automotive	Noncredit Only	363	8	1	13%
	Credit History	11	10	1	10%
	Total	374	18	2	11%
Business and Accounting	Noncredit Only	583	19	1	5%
	Credit History	37	28	4	14%
	Total	620	47	5	11%
Child Development	Noncredit Only	275	9	4	44%
	Credit History	28	25	15	60%
	Total	303	34	19	56%
Clothing and Textiles	Noncredit Only	230	6	0	0%
	Credit History	16	12	5	42%
	Total	246	18	5	28%
Digital Media and Programming	Noncredit Only	482	21	6	29%
	Credit History	29	23	7	30%
	Total	511	44	13	30%
Healthcare	Noncredit Only	154	21	4	19%
	Credit History	23	23	4	17%
	Total	177	44	8	18%
Hospitality and Culinary Arts	Noncredit Only	147	5	1	20%
	Credit History	6	3	0	0%
	Total	153	8	1	13%
Information Technology	Noncredit Only	156	11	6	55%
	Credit History	9	8	2	25%
	Total	165	19	8	42%
Skilled and Technical Trades	Noncredit Only	455	9	4	44%
	Credit History	17	15	4	27%
	Total	472	24	8	33%
Total	Noncredit Only	2,751	107	27	25%
	Credit History	167	146	42	29%
Total		2,918	253	69	27%

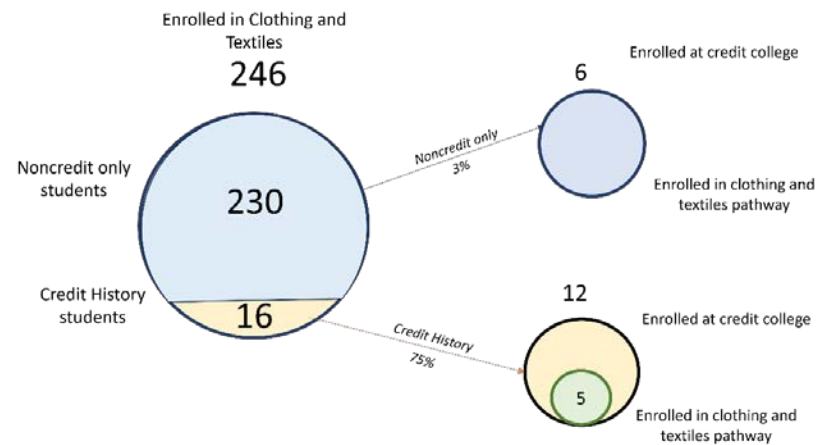
Figure 7. Noncredit only student pathway transition by SDCCE program, 2023-24 cohort



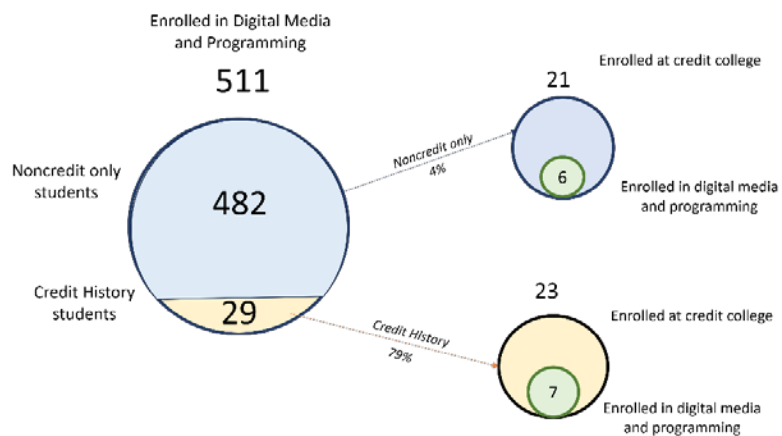
Child Development



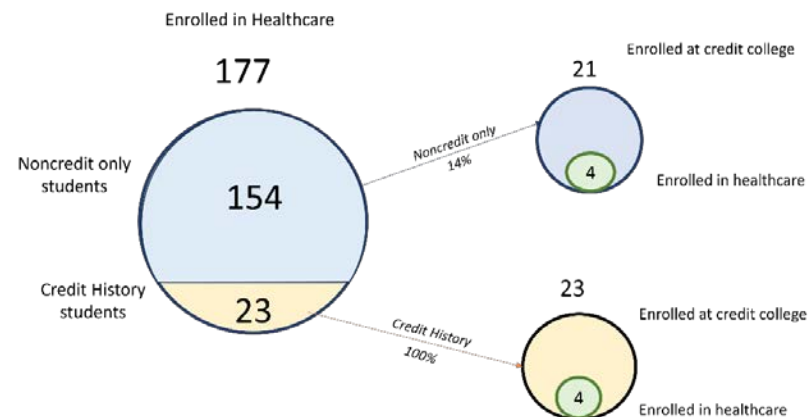
Clothing and Textiles



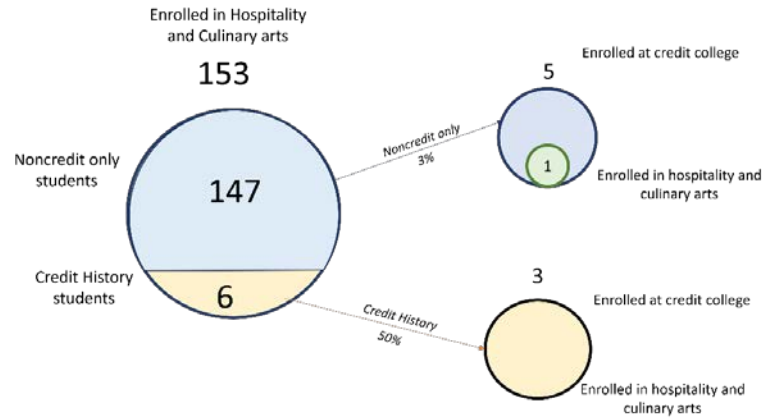
Digital Media and Programming



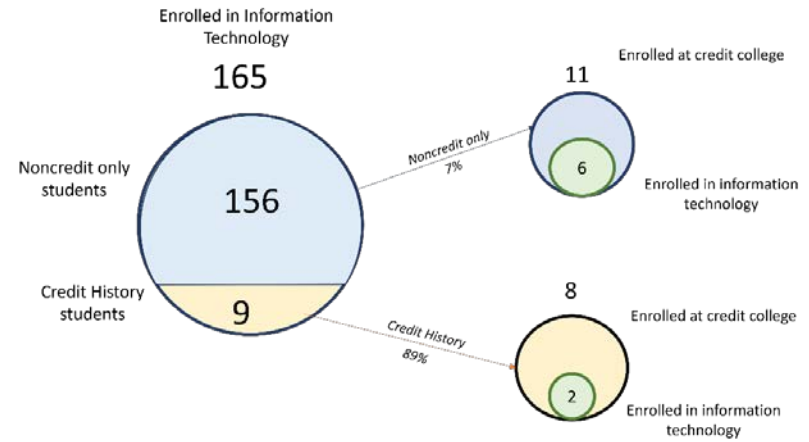
Healthcare



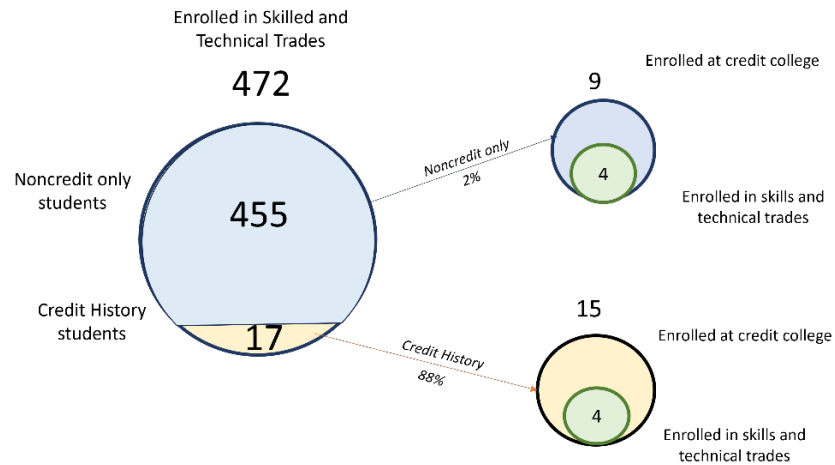
Hospitality and Culinary Arts



Information Technology



Skilled and Technical Trades



Awards Received by Students

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

2023-24 participants: More time is needed to pass to observe credit college awards. At the time of analysis, 2% of students that transitioned have been conferred awards (5 of 253). All of them had prior credit college history.

2022-23 participants: Six percent of students that transitioned have been conferred awards. 21 students were conferred 28 awards. Seven were noncredit only students.

2023-2024 Participant Awards Conferred

Noncredit only students do not yet have credit college awards and more time is needed to pass. However, from the 253 that transitioned there are 5 credit history students that have been conferred 6 degrees (2%). Table 16 below shows the type of awards conferred.

Table 16. Awards conferred to SDCCE CTE Transitions participants from 2023-24

Award	Count
Associate in Arts for Transfer	1
Associate of Science	1
Associate in Science for Transfer	1
Certificate 16 to less than 30	2
Certificate 30 to less than 60	1
Total	6

Note: Award data is through Summer 2024

2022-23 Participant Awards Conferred

In 2022-23 there were 336 students that have transitioned to the credit colleges. Twenty-one students that have been conferred 28 degrees (6%). Seven of the students were noncredit only students and have been awarded 9 degrees. Table 17 below shows the type of awards conferred.

Table 17. Awards conferred to SDCCE CTE Transitions participants from 2022-23

Award	Count
Associate in Arts for Transfer	3
Associate in Science for Transfer	4
Associate of Arts	3
Associate of Science	9
Certificate 16 to less than 30	5
Certificate 30 to less than 60	2
Certificate 8 to less than 16	2
Total	28

Note: Award data is through Summer 2024.

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?

It is too early to observe the impacts on student rates earning credit college awards. Few awards have been conferred for 2022-23 participants and the SDCCE CTE Transitions credit by exam mechanism has shifted significantly in the past two years to improve the process. Award rates will continue to be monitored to allow more time to pass with the new process in place.

It is too early to observe the impacts on student rates earning credit college awards as few awards have been conferred for the 2022-23 participants (Table 18). The SDCCE CTE Transitions credit by exam mechanism has shifted significantly in the past two years to improve the process and award rates will continue to be monitored to allow more time to pass with the new processes in place. As of 2023-24 the primary barrier preventing students from earning college credit is due to students deciding to not apply to the credit colleges and transition, allowing the impacts of earning college credit be seen more reliably. A complete list of the awards from 2022-23 participants can be found in Table 22 in the appendix.

Table 18. Awards conferred to student participants from 2022-23.

Student Category	Headcount	Conferred Credit Award	Percent Award
Noncredit only	137	7	5%
Credit History	229	14	6%
Total	366	21	6%

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 2022-23 cohort, 21 students were conferred credit degrees and six of the students' awards (29%) were in the pathway that students received continuing education college credit that could be used to fulfill the degree's requirements. This rate was similar for students regardless of having recent credit history or not.

Nearly one-third (29%) of the students that were conferred a credit college degree was in the pathway (Table 19). This was similar for noncredit only students and students with credit history. An award in the pathway was considered if the credit college course could be used to fulfill a degree requirement.

Table 19. Noncredit only student pathway transition, 2022-23 cohort.

Student Category	Headcount	Conferred Credit Award	Pathway Award	Percent Award
Noncredit only	137	7	2	29%
Credit History	229	14	4	29%
Total	366	21	6	29%

Seven of the 21 students (33%) conferred awards from the 2022-23 participants were noncredit only students.

Table 20 below shows their awards. Two of the degrees were awards that their credit by exam credits satisfied required degree coursework.

Table 20. Awards conferred to Noncredit only students from 2022-23 cohort

SDCCE Program	Noncredit Course	Award Type	College Conferred	Award Description	Degree Related?
Business and Accounting	OFSY 541	CERT 16	City College	Cosmotology	No
Business and Accounting	OFSY 575	AS-T	Mesa College	Business Adminstration for Transfer	Yes
Digital Media and Programming	COMP 660	AS	City College	Cybersecurity	No
Business and Accounting	OFSY 575	AS-T	Miramar College	Administration of Justice for Transfer	No
Business and Accounting	COMM 614	AS	Mesa College	Business Management	Yes
Automotive	AUTO 600/601	CERT	Mesa College	Intersegmental General Education Transfer	No
Digital Media and Programming	COMM 667/668	CERT 08	Miramar College	300 Hour Registered Yoga Teacher	No

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.

Reminder: The SDCCE Credit by Exam Process Improvement Team convenes monthly, is facilitated by Educational Services, and includes representatives from SDCCE Student Services, Counseling, and Instruction along with key District support roles.

Data Collection, Analysis, and Engagement

- **Continued Institutional support of grades:** The integration of final assessment grades was implemented in Summer 2023 and dramatically increased the percent and volume of CBE eligible students. 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. Exploration of sections with zero CBE eligible students is recommended, (pg. 17).
- **Contextualize transition rates:** Collaborate with SDCCD Institutional Research offices to identify benchmark transition rates for SDCCE students to the credit colleges, particularly for noncredit CTE students.
- **Qualitative data collection on transitioning and CCCApply:** Engage with students to record and incorporate their voice on transitioning and credit college CCCApply experience.

Agreement Development

- **Continued agreement development that leads to degree completion and workforce needs:** Credit by exam is an opportunity to accelerate degree and certificate completion at the credit colleges and not repeat the same content in a credit college course that they already learned at SDCCE. Not all agreements include credit college courses that are meaningfully tied to a credit college certificate, degree, or program pathway. Continued 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. 11).

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 the inclusion of syllabi and digital spaces.
- **Continue to support students with the credit college application and registration process from multiple SDCCD employees:** Increase student support for completing the credit college CCCApply application. Completion of the credit college application is 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 is recommended (pg. 26).
- **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.

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Appendix

Tables

Table 21. Courses tied to agreements during the 2023-24 program year..... **Error! Bookmark not defined.**

Table 22. Credit College awards conferred to 2022-23 SDCCE CTE Transitions participants**Error! Bookmark not defined.**

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 5235⁶). 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. SDCCE Admissions and Records clarified that the noncredit course certificate needed to be satisfactory as well.

⁶ [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."

Additional Tables and Figures

Table 21. Courses tied to agreements during the 2023-24 program year.

Current year's master list [can be found at this link](#).

SDCCE CTE Transitions Program	SDCCE Course	Credit College Course	Credit Colleges	Status Active through:
Automotive	AUTO 507	AUTO 176G & AUTO 178G	Miramar	Summer 2025
	AUTO 507A	AUTO 186 & AUTO 161G	Miramar	Summer 2025
	AUTO 507B	AUTO 156G & AUTO 165G	Miramar	Summer 2025
	AUTO 600 & AUTO 601	AUTO 153G	Miramar	Summer 2025
Business, Accounting and Entrepreneurship	OFSY 596	CBTE 120	Miramar	Summer 2025
	OFSY 599	CBTE 122	Miramar	Summer 2025
	COMM 614	CBTE 127	Miramar	Summer 2025
	OFSY 575	CBTE 140	City, Mesa, Miramar	Summer 2025
	OFSY 510 & OFSY 511	CBTE 152	Miramar	Summer 2025
Child Development	HMDV 581	CHIL 160	City	Summer 2025
	HMDV 594	CHIL 291A	City, Mesa, Miramar	Summer 2025
	HMDV 591	CHIL 291B	City, Mesa, Miramar	Summer 2025
	HMDV 586	CHIL 291C	City, Mesa, Miramar	Summer 2025
	HMDV 582	CHIL 291D	City, Mesa, Miramar	Summer 2025
	HMDV 575A & HMDV 575B	CHIL 176	City, Mesa, Miramar	Spring 2024
Clothing and Textiles	CLTX 620 & CLTX 625	FASH 130 & FASH 130L	Mesa	Summer 2025

SDCCE to College CTE Transitions CBE

SDCCE CTE Transitions Program	SDCCE Course	Credit College Course	Credit Colleges	Status Active through:
Digital Media and Programming	COMM 660, COMM 661, COMM 662, & COMM 663	ARTG 125	City	Spring 2024
	COMP 660 & COMP 661	CISC 179	Mesa	Summer 2025
	COMM 667 & COMM 668	RTVF 153	City	Spring 2024
	COMM 650	PHOT 143	City	Spring 2024
	COMM 651 & COMM 652	PHOT 180	City	Spring 2024
	COMM 672	WEBD 152 & WEBD 168	Mesa	Summer 2025
	COMM 673	MULT 100 & WEBD 154	Mesa	Summer 2025
	COMM 669	WEBD 169	Mesa	Spring 2024
	COMM 667 & COMM 668	MULT 123	Mesa	Spring 2024
	COMM 660, COMM 661 & COMM 662	MULT 100	Mesa	Spring 2024
Healthcare	HLTH 612	MEDA 110	Mesa	Summer 2025
Hospitality and Culinary Arts	FDNT 501 OR FDNT 681	CACM 102	Mesa	Summer 2024
	FDNT 661	CACM 160	Mesa	Summer 2024
	FDNT 662 & FDNT 663 &	CACM 212	Mesa	Summer 2024
	FDNT 682	CACM 103 & CACM 106	Mesa	Summer 2024
Information Technology	COMP 608	INWT 120	City	Summer 2025
	COMP 609	INWT 140	City	Summer 2025
Skilled and Technical Trades	ELRN 451	ELDT 124 & ELDT 124L	City	Summer 2025
	ELRN 452	ELDT 143 & ELDT 143L	City	Summer 2025
	MECT 431 & MECT 432	AIRE 100 & AIRE 103	City	Summer 2025

Table 22. Credit College awards conferred to 2022-23 SDCCE CTE Transitions participants

	Award Type	College Conferred	Award Description	Headcount
No Prior Credit College History	AS	City	Cybersecurity	2
	AS	Mesa	Business Management	1
	AS	Mesa	Health Information Technology	1
	AS-T	Mesa	Business Administration for Transfer 2.0	2
	CERT	Mesa	Intersegmental General Education Transfer	1
	CERT08	Miramar	300 Hour Registered Yoga Teacher	1
	CERT16	City	Cosmetology	1
Prior Credit College History	AA	City	Liberal Arts and Sciences - Language Arts and Humanities	1
	AA	City	Liberal Arts and Sciences - Social and Behavioral Sciences	2
	AA-T	City	Philosophy for Transfer	1
	AA-T	Mesa	Studio Arts for Transfer	1
	AA-T	City	Psychology for Transfer	1
	AS	City	Information Technology Management	1
	AS	Miramar	Exercise and Nutritional Sciences	1
	AS	Mesa	Biology Transfer Track	1
	AS	Mesa	Web Development	1
	AS-T	Miramar	Administration of Justice for Transfer	1
	AS-T	Mesa	Business Administration for Transfer 2.0	1
	CERT	Mesa	CSU General Education - Breadth	1
	CERT	City	CSU General Education - Breadth	1
	CERT08	Miramar	Assistant Teacher	1
	CERT16	City	Desktop Support Technician II	1
	CERT16	City	Information Technology Management	1
	CERT16	City	Network Security II	1
	CERT16	Mesa	Web Development	1

Note. CERT = Certificate 30 to less than 60; CERT08 = Certificate 8 to less than 16; CERT16 = Certificate 16 to less than 30; AA = Associate of Arts; AS = Associate of Science; AS-T = Associate in Science Transfer

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND RESEARCH

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