



SDCCE to College Credit by Exam -Summary-

Annual Report, 2019-20 to 2021-22

5/3/2023

Context

This summary provides key findings and highlights of the SDCCE to College Credit by Exam Annual Report. The summary's report highlights focus on SDCCE CTE Transitions Credit by Exam participation, subsequent transition to the credit colleges and conferring of credit awards for these SDCCE students. It is to provide a picture of the overall mechanism and challenges throughout the different stages of a student's journey. There are opportunities to improve processes, communication, and outcomes for the SDCCE CTE Transitions Credit by Exam mechanism. The full report provides additional data, context, student voice, and insights about each of the stages of the student's journey. The full report also provides details on the credit by exam mechanism requirements, how this implementation has changed over time, the report's methodology (shaped by SDCCD's data architecture) and limitations. This summary does not include those details but focuses on the report's executive summary, recommendations, and select content of data points to emphasize the executive summary and recommendations. [Please view our full report for more details here](#)¹.

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 earn credit for prior learning at San Diego City, Mesa, and/or Miramar College and accelerate credit college degree completion. Faculty led course-to-course credit by exam articulated agreements are developed and maintained to allow students to earn college credit *without fees* after successfully completing approved SDCCE career education courses and meeting all requirements.

Over the past two years major revisions to the administrative back-end of the process have been made as well as student and faculty requirements. The business processes around SDCCE's credit by exam mechanism are still being revised. **The earned college credit values in this report reflect challenges with the external and manual credit by exam process and are not reflective of the revised procedures in place beginning fall 2022.** As SDCCE implements revised processes (including communication of revisions to staff, faculty, and students), we anticipate improved student outcomes. The changes are designed to address barriers identified in this most recent analysis.

¹ <https://www.sdccd.edu/docs/ISPT/workforce/docs/SDCCE-CBE-AnnualReport-2019-20-to-2021-22.pdf>

Executive Summary

Below are takeaways from each section of the full report and some are expanded in the Report Highlights sections, starting on page 6. Recommendations, informed by the full report, are on page 4.

1. The number of SDCCE courses with active agreements has increased by 11% from 36 in 2019-20 to 40 in 2021-22. **All nine SDCCE programs have at least one active agreement.**
2. Across a three-year period, **over 27,000 enrollment actions, over 10,000 students, over 1,000 noncredit sections and 85 faculty members** were engaged with active CTE transitions credit by exam agreements at SDCCE. Only 660 enrollments earned college credit.
3. The percent of active enrollments with overall course grade submissions in noncredit courses tied to active agreements **has increased by 29% from 49% in 2019-20 to 78% in 2021-22.**
4. From 2019-20 through 2021-22, 10,897 enrollments were course grade eligible (B or higher on overall course – the first requirement checkpoint) and 660 (6%) of these enrollments received credit. Percent course grade eligible enrollments earning credit during this time period varies from 0% to 43%. **Child Development shows the largest percentage of course grade eligible students receiving college credit (43%).**
5. As of 2020-21, final assessment grades were collected and could be included in checkpoint analysis. For the 2020-21 and 2021-22 academic years, there were 11,502 active enrollments. Thirty-six percent (4,153) were not course grade eligible. **Fifty-three percent (6,034) were course grade eligible but had no final assessment grade recorded.** There were 1,315 academically eligible (course grade and final assessment grade eligible) enrollments and 356 (27%) earned college credit. College credits are still being processed and this number is expected to increase.
6. Most final assessment grades are not recorded with student services and this prevents students from earning credit. Credit cannot be awarded without confirmation of final assessment grade eligibility. When submission rates were audited in 2021-22, 61% of sections had no final assessment grade recorded with student services.
7. **Four barriers primarily prevent students from receiving college credit: a) missing course grade and final assessment grade collection, b) active college application on file, c) student acknowledgement of credit, and d) manual eligibility verification.**
8. Academically eligible enrollments in single agreements earning credit decreased from 57% in 2020-21 to 4% in 2021-22 and **highlights capacity challenges to timely verification and processing.**

9. From the 2020-21 and 2021-22 academic years there were 526 students (13%) that subsequently enrolled at the credit colleges. **Prior credit college history and some credit by exam eligibility were two factors that showed a higher percentage of SDCCE students subsequently enrolling at the credit colleges.**

10. Insufficient time has passed for the most recent students to describe the impact of SDCCE CTE Transitions credit by exam on credit college award rates. Twenty-eight students were conferred 38 awards, most from students with prior credit college history. Regardless of CBE eligibility, 7% of students with SDCCD credit history were conferred an award. The previous report published in August 2021 did show credit earners have a higher award rate.

11. Student surveys, interviews, and focus groups identified nine themes:
 - i. Students often do not know about the credit by exam opportunity, and when they first hear about it, come with an expectation of what credit by exam means
 - ii. Students are motivated by the supportive programs, faculty, counselors, peer success stories and a fellow SDCCE community at the credit colleges
 - iii. Students are balancing various life and scheduling logistics
 - iv. Students felt prepared for credit college after transitioning and appreciated credit college services
 - v. Registration and enrollment processes are unclear for students pursuing both noncredit and credit coursework
 - vi. Students desire flexible options to complete their credentials
 - vii. Faculty and advisors are viewed as a core function of student success
 - viii. Course costs are a concern for students considering credit transitions
 - ix. Bolstering opportunities for prior learning assessment may benefit immigrants and English-language learners

Recommendations

The following recommendations are based on the highlights provided throughout the full report as well as informed by the efforts of the SDCCE Credit by Exam process improvement team and recent 2022-23 process and practice changes.

Data Collection, Analysis, and engagement

- **Ensure collection of final assessment grades:** The data in this briefing begins to describe final assessment grades for CTE Transitions participants but the majority of 2021-22 sections did not have submissions recorded and the submission process provided was very burdensome. It is recommended to have a final assessment grade for every enrollment with a letter grade. This will enable improved record keeping, provide consistency of practice, and build a historical record. A process that aligns with existing Campus Solutions processes faculty already use, if possible, is ideal. Institutional support similar to the 2020 memo on Continuing Education Grading and Credit Policies may be needed once implemented.
- **Include analysis of pathways:** This report does not address pathways. Future analysis of pathways is contingent on identification and communication of intended pathways tied to the active agreements. SDCCD's participation in NCAL has provided a framework that can be modified to suit the needs for this report and each signed agreement lists credit college awards that require the articulated course within the Career Pathways section.
- **Expand access and awareness of noncredit credit by exam data and student outcomes:** The Office of Institutional Effectiveness and Research is committed to the reporting and development of tools that support improved program insight, management, transparency, and advocacy. This includes tools and resources that can be used to inform agreement renewal and noncredit to credit faculty discussions. Some of these tools will be with the publication of dashboards and incorporation of disproportionate impact analysis by ethnicity and gender, particularly with nontraditional career (gender) analysis. Content will evolve with improvements in data collection processes.

Agreement Development

- **Prioritize new agreement development that leads to degree completion:** Credit by exam has the opportunity to accelerate completion at the credit colleges and ensure that a student does not repeat the same content in a credit college course that they already learned at SDCCE. It is recommended to have offerings that satisfy initial course requirements for credit college awards and industry certificates so the impact of the credits is experienced more quickly and can act as an onramp to the credit colleges.

Student Support and Outreach

- **Increase student support and awareness:** Students have commented on discovering SDCCE's credit by exam mechanism only after enrolling and attending class. Students also benefit by a myriad of support system options of support system to understand and complete next steps. Communication and collaboration about the process can be varied: college website content, e-mail communication, student flyer, online schedule, printed course catalog, printed class schedule, counselors, faculty, deans, and staff at SDCCE and the credit colleges.
- **Continue to support students with the college application and registration process from multiple SDCCD employees:** Students have voiced that the application and registration process is not clear and individual faculty and counselor members have been invaluable to their college credit completion process. CTE Transitions benefits from having a wide array of supports for this process and the need for increased clarification at SDCCE and the credit colleges. This clarification will be even more important once SDCCE adopts the noncredit CCCApply application.
- **Provide training to faculty, deans, counselors, and staff:** The credit by exam process is not well known across roles and functions within SDCCE. It is recommended to establish internal training and regular communication across all roles regarding requirements and active agreements.

Processing

- **Campus Solutions integration and opt-in model:** Requirements have been collected externally and processed manually. The biggest barrier to students being awarded credit is from no final assessment grades recorded with student services. With the integration of final assessment grades in the 2022-23 academic year, academically eligible students may increase up to eight times. Two other barriers are active credit college application and student acknowledgement. Student acknowledgment is expected to reduce with the opt-in model.
- **Automate transcription:** Verification requires staffing resources for every student and processing is not scalable. Every step that is not automated requires dedicated capacity to manually process eligible students and delay awarding credit. Streamlining and automating enables resources to be directed towards other areas to improve student experience as well as decrease processing time and human errors. If there are not resources to automate all type of course agreements, a tiered approach (like single course articulated agreements) is recommended.

SDCCE to College Credit by Exam, 2019-20 to 2021-22

Report Highlights

The following points include enrollments at various checkpoints (Active enrollments, course grade eligible, academically eligible, earned college credit). It is included at the agreement, program, and overall level. Barriers to earning credit as well as two key subsequent student outcomes at the credit colleges (subsequently transitioning to the credit colleges and subsequent credit college awards) are also included.

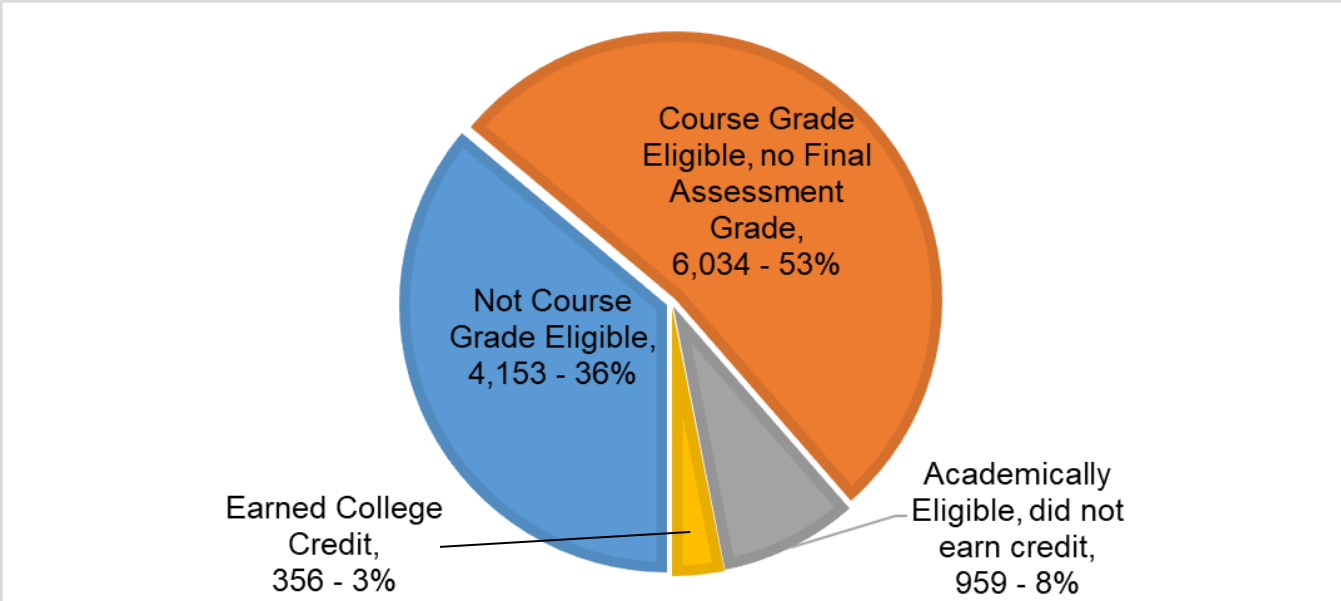
- 1. Enrollment and Earned College Credit:** A large number of active enrollments are course grade eligible but few are academically eligible or earn college credit. This varies greatly by program and highlights how individuals impact student rates on earning credit through this mechanism. From 2019-20 through 2021-22, 10,897 enrollments were course grade eligible (the first requirement checkpoint) and 660 (6%) of these enrollments received credit. Percent course grade eligible enrollments earning credit during this time period varies from 0% to 43%. Child Development shows the largest percentage (43%) of course grade eligible students receiving college credit (pg.17).

Table 1. Enrollments at different check points, by program, 2019-20 to 2021-22

SDCCE CTE Transitions Program	Active Enrollments	Course Grade Eligible	Academically Eligible	Earned College Credit	Percent Course Grade Eligible Earning Credit*
Automotive	2,571	1,222	197	111	9%
Business and Accounting	5,567	2,162	57	17	1%
Child Development	723	407	355	177	43%
Clothing and Textiles	2,154	1,118	228	68	6%
Digital Media and Programming	3,442	2,607	489	169	6%
Healthcare	513	387	169	100	26%
Hospitality and Culinary Arts	394	283	0	0	0%
Information Technology	1,698	854	76	0	0%
Skilled and Technical Trades	2,634	1,857	48	18	1%
Total	19,696	10,897	1,619	660	6%

2. **Overall Enrollment Checkpoint:** Approximately one third of active enrollments are not course grade eligible. However, most course grade eligible enrollments had no final assessment grades collected. For the 2020-21 and 2021-22 academic years, there were 11,502 active enrollments. Thirty-six percent (4,153) were not course grade eligible. Fifty-three percent (6,034) were course grade eligible but had no final assessment grade recorded with student services. There were 1,315 academically eligible enrollments and 356 (27%) earned college credit (pg.,19-20).

Figure 1. Percent of Enrollments at different checkpoints, 2020-21 to 2021-22



SDCCE to College Credit by Exam, 2019-20 to 2021-22

3. Single Course Agreement Checkpoint: Single course agreements (agreements that only require that individual submission to process) show a sharp decline in credit being earned in 2021-22. Academically eligible enrollments in single agreements earning credit decreased from 57% in 2020-21 to 4% in 2021-22 and highlights capacity challenges to timely verification and processing (pg. 26-27).

Table 2. Grade checkpoints (Course Grade, Academically Eligible, Earned College Credit) of single SDCCE course agreements from 2020-21 to 2021-22, by program and year

SDCCE CTE Transitions Program Single Course Agreements		Course Grade Eligible		Academically Eligible		Earned College Credit		Percent Academically Eligible Earned Credit	
		2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Automotive	AUTO 507	148	46	12	24	10	0	83%	0%
	AUTO 507A	59	41	15	5	10	0	67%	0%
	AUTO 507B	65	50	0	1	0	1	--	100%
	Total	272	137	27	30	20	1	74%	3%
Business and Accounting	COMM 614	79	41	10	9	4	0	40%	0%
	OFSY 541	138	144	3	1	1	0	33%	0%
	OFSY 575	303	272	3	2	2	1	67%	50%
	OFSY 596	219	172	0	21	0	1	--	5%
	OFSY 599	28	16	0	1	0	0	--	0%
	Total	767	645	16	33	7	2	44%	6%
Digital Media and Programming	COMM 641	52	40	32	29	20	1	63%	3%
	COMM 644	67	42	3	0	1	0	33%	--
	COMM 646	29	16	4	0	2	0	50%	--
	COMM 669	91	59	14	11	5	0	36%	0%
	Total	239	157	53	40	28	1	53%	3%
Healthcare	HLTH 612	151	105	90	35	51	5	57%	14%
	Total	151	105	90	35	51	5	57%	14%
Hospitality and Culinary Arts	FDNT 681	32	40	0	0	0	0	--	--
	FDNT 682	32	41	0	0	0	0	--	--
	Total	64	81	0	0	0	0	--	--
Information Technology	COMP 608	78	108	0	22	0	0	--	0%
	COMP 609	44	31	0	1	0	0	--	0%
	COMP 612	165	148	0	54	0	0	--	0%
	Total	287	287	0	76	0	0	--	0%
Skilled and Technical Trades	ELRN 451	208	92	0	0	0	0	--	--
	ELRN 452	150	110	0	0	0	0	--	--
	Total	358	202	0	0	0	0	--	--
Total		2,138	1,614	186	214	106	9	57%	4%

4. **Barriers to Receiving Credit:** Four barriers primarily prevent students from receiving college credit: a) course grade and final assessment grade submission, b) active college application on file, c) student acceptance, and d) verification/processing of all requirements. Changes in processes should remove these barriers as much as possible (pg. 29).

a) Course grade submissions

Course grade submissions have been increasing ever since SDCCE released a memo on Continuing Education Grading and Credit Policies in 2020. In 2019-20, 49% of active enrollments had letter grades recorded. In 2021-22, this has increased to 78% (+29%). **However, there are still 22% of active enrollments within these agreements that do not have letter grades submitted.**

b) Final assessment grade collection

Final assessment grade submissions were reviewed for the 2021-22 academic year. Fall 2021 – Summer 2022 had 269 SDCCE CTE Transitions sections offered and with enrollment. Out of those 269 sections, 106 (39%) had at least one final assessment grade recorded with student services. **Sixty-one percent, or nearly two-thirds of sections had no final assessment grades recorded with student services.**

c) Active College Applications and Student Acceptance

. The most common comments of ineligibility once tracking was implemented in Fall 2020 are listed below:

- No College Application – 340
- No College Application and No Student Acceptance – 210
- No Student Acceptance – 150
- College Hold – 15
- College Course already on transcript – 10

Students will benefit from increased supports and awareness with the active college application requirement.

d) Verification/Processing of all Requirements

Successful processing of all requirements can take months to over a year. Some students expressed frustration about the delay of transcription when contacted.

Q: Do you have any advice or suggestions for other students at SDCCE who may be interested in earning credit through the credit by exam program?

“Make sure the process of getting credit transferred to community college begins as soon as possible, I had the worst experience due to the time it took after I completed the program and had been enrolled elsewhere.” – Automotive alumni

SDCCE to College Credit by Exam, 2019-20 to 2021-22

5. Transitioning to the Credit Colleges: Prior credit history and having some CBE eligibility (at least one course being academically eligible) were two factors that showed a higher percentage of SDCCE students subsequently enrolling at the credit colleges. From the 2020-21 to 2021-22 academic years there were 526 students (13%) that subsequently enrolled at the credit colleges (pg. 31-32).

Table 3. Headcount, SDCCE CTE transitions students that subsequently enrolled at the credit colleges, by credit college history and CBE eligibility, 2020-21 to 2021-22

	Headcount	Subsequently Enrolled Credit Colleges	Percent Subsequently Enrolled
Noncredit only - No CBE eligibility	2,239	115	5%
Noncredit only - some CBE eligibility	444	50	11%
Noncredit only total	2,683	165	6%
Credit history - No CBE eligibility	1,177	288	24%
Credit history - some CBE eligibility	213	73	34%
Credit history total	1,390	361	26%
Total	4,073	526	13%

SDCCE to College Credit by Exam, 2019-20 to 2021-22

6. **Subsequent Completion at the Credit College:** Of the 526 students that subsequently enrolled into a credit college, 28 (5%) were conferred a total of 38 credit college awards. Out of those 28 students, 26 had SDCCE credit history and, 5 of those had some CBE eligibility (pg. 35-36).

Table 4. Awards conferred to SDCCE CTE Transitions participants, 2020-21 to 2021-22

Type of Degree	Count
Associate in Arts for Transfer	4
Associate in Science Transfer	6
Associate of Arts	6
Associate of Science	11
Certificate 16 to less than 30 units	3
Certificate 30 to less than 60 units	7
Certificate 60 or more units	1
Total	38

Figure 2. Journey of Credit history students that participated in SDCCE CTE Transitions coursework, 2020-21 to 2021-22

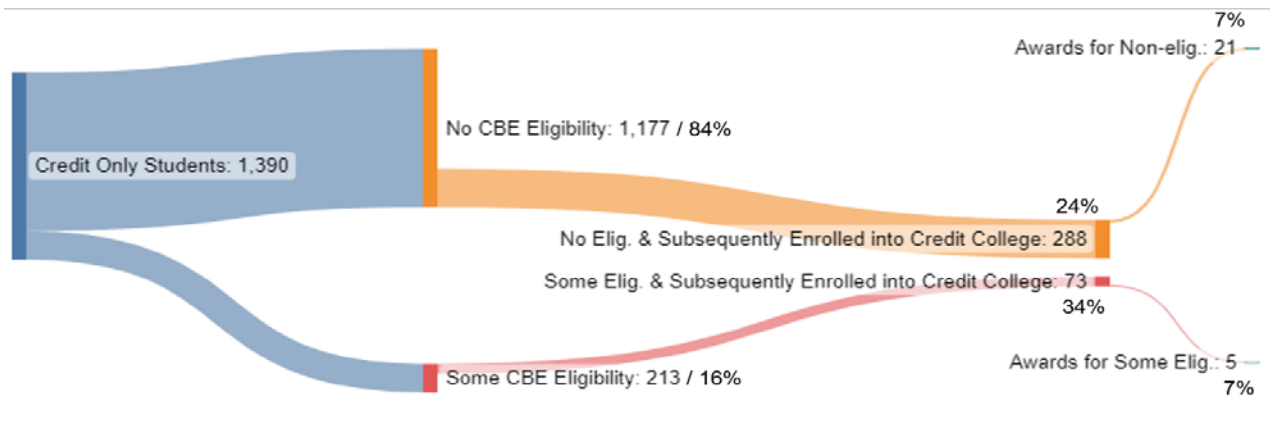


Figure 3. Journey of Noncredit only students that participated in SDCCE CTE Transitions coursework, 2020-21 to 2021-22

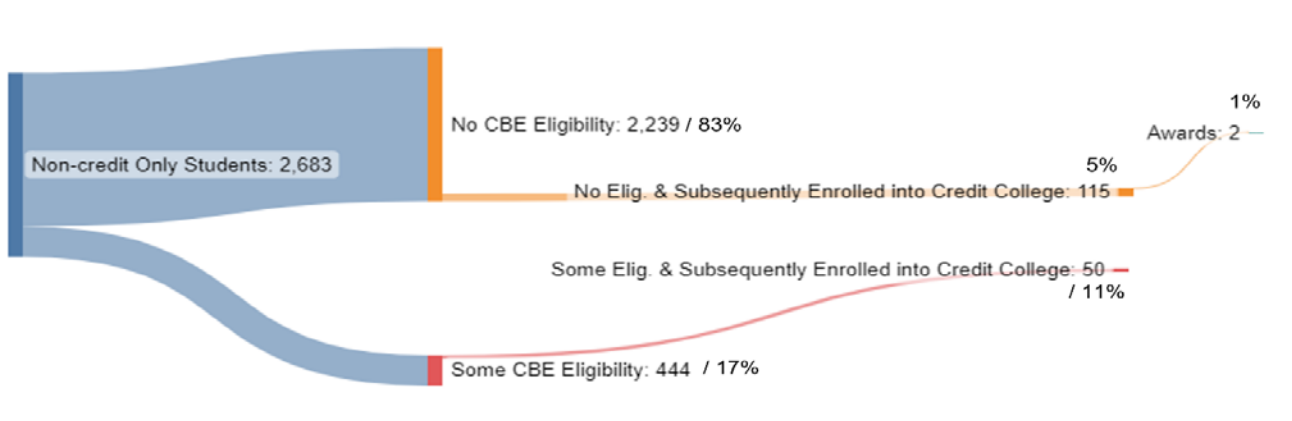


Table of different milestones by SDCCE Course: Below is Table 16 from the full report's appendix. It includes multiple milestones of enrollments at the SDCCE course level. Credit college courses are listed for reference as well.

Table 5. Enrollments at different milestones, by SDCCE course and academic year

SDCCE Course	Credit College Course	Valid Enrollments			Received Letter Grade			Course Grade Eligible			Academically Eligible			Enrollments Received College Credit		
		2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
AUTO 507	AUTO 176G & 178G	323	363	152	82	149	46	79	148	46	9	12	24	9	10	0
AUTO 507A	AUTO 186 & 161G	263	231	102	114	67	58	97	59	41	9	15	5	25	10	0
AUTO 507B	AUTO 156G & 165G	238	218	91	114	70	56	107	65	50	56	0	1	40	0	1
AUTO 600	AUTO 153G	254	137	45	174	99	22	161	83	16	7	12	16	7	1	0
AUTO 601		189	196	19	133	148	19	123	130	17	7	8	16			
Total		1,267	1,145	409	617	533	201	567	485	170	88	47	62	81	21	1
COMM 614	CBTE 127	75	129	89	21	79	41	20	79	41	0	10	9	0	4	0
OFSY 510	CBTE 152	31	59	54	7	24	22	6	23	22	0	0	0	0	0	0
OFSY 511		58	94	127	3	14	13	3	14	13	0	0	0			
OFSY 516	CBTE 161	109	--	--	1	--	--	1	--	--	0	--	--	0	--	--
OFSY 541	CBTE 101	1,256	374	428	335	215	229	332	138	144	3	3	1	3	1	0
OFSY 575	CBTE 140	584	614	584	152	319	306	147	303	272	2	3	2	2	2	1
OFSY 596	CBTE 120	621	365	396	146	246	225	143	219	172	0	0	21	0	0	1
OFSY 599	CBTE 122	67	66	41	28	29	16	26	28	16	3	0	0	3	0	0
Total		2,801	1,701	1,719	693	926	852	678	804	680	8	16	33	8	7	2
HMDV 533	CHIL 176	299	--	--	141	--	--	137	--	--	103	--	--	103	28	9
HMDV 575A		--	216	180	--	103	79	--	90	58	--	65	70			
HMDV 575B		--	96	161	--	61	86	--	51	71	--	51	66			
Total		299	312	341	141	164	165	137	141	129	103	116	136	103	28	9
CLTX 620	FASH 130 & 130L	483	342	363	238	184	181	219	168	130	7	33	58	7	10	0
CLTX 625		362	193	165	185	102	77	162	97	64	7	23	31			
CLTX 630		226	221	0	115	212	0	105	180	0	7	40	--			
CLTX 635		136	111	0	65	45	0	64	45	0	7	15	--			
Total		1,207	867	528	603	543	258	550	490	194	28	111	89	7	10	0

SDCCE to College Credit by Exam, 2019-20 to 2021-22

Table 16 cont. Enrollments at different milestones, by SDCCE course and academic year

SDCCE Course	Credit College Course		Valid Enrollments			Received Letter Grade			Course Grade Eligible			Academically Eligible			Enrollments Received College Credit		
			2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
COMM 630	MULT 121 & MULT 123 & CBTE 122		101	--	--	70	--	--	65	--	--	3	--	--	3	--	--
COMM 630A			130	--	--	75	--	--	72	--	--	3	--	--			
COMM 630B			80	--	--	71	--	--	63	--	--	3	--	--			
COMM 641	WEBD 152		89	142	108	73	73	73	49	52	40	0	32	29	0	20	1
COMM 642	WEBD 127		84	131	113	78	117	95	62	70	61	0	20	31	0	17	1
COMM 643			68	82	75	65	76	57	51	54	37	5	18	30			
COMM 644	WEBD 164		112	148	136	105	126	115	44	67	42	8	3	0	8	1	0
COMM 646	WEBD 168		39	33	27	39	33	24	28	29	16	7	4	0	7	2	0
COMM 660	MULT 100	ARTG 125*	--	169	248	--	141	162	--	139	133	--	3	65	--	0	5
COMM 661			--	156	159	--	136	116	--	128	109	--	3	46	--		
COMM 662			--	136	138	--	108	101	--	104	90	--	5	41	--		
COMM 663			--	123	120	--	103	91	--	103	84	--	2	26	--		
COMM 667	RTVF 153 & MULT 123		--	195	168	--	138	94	--	123	77	--	4	36	--	4	1
COMM 668			--	178	155	--	138	83	--	110	73	--	4	33			
COMM 669	WEBD 169		--	133	108	--	101	65	--	91	59	--	14	11	--	5	0
COMP 660	CISC 179		--	--	177	--	--	162	--	--	97	--	--	0	--	--	0
COMP 661			--	--	144	--	--	116	--	--	69	--	--	0			
Total			703	1,626	1,876	576	1,290	1,354	434	1,070	987	29	112	348	18	49	9
HLTH 612	MEDA 110		192	232	163	156	159	111	131	151	105	44	90	35	44	51	5
Total			192	232	163	156	159	111	131	151	105	44	90	35	44	51	5

Note*: All four courses (COMM 660, 661, 662 & 663) are required to receive credit for ARTG 125. The individual that took all four courses and received credit is only represented in the COMM 663 row.

SDCCE to College Credit by Exam, 2019-20 to 2021-22

Table 16 cont. Enrollments at different milestones, by SDCCE course and academic year

SDCCE Course	Credit College Course	Valid Enrollments			Received Letter Grade			Course Grade Eligible			Academically Eligible			Enrollments Received College Credit		
		2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
FDNT 681	CACM 101	113	62	64	86	45	47	74	32	40	0	0	0	0	0	0
FDNT 682	CACM 105	85	96	66	76	36	45	64	32	41	0	0	0	0	0	0
Total		198	158	130	162	81	92	138	64	81	0	0	0	0	0	0
COMP 608	INWT 120	323	252	290	128	171	178	96	78	108	0	0	22	0	0	0
COMP 609	INWT 140	87	153	118	41	102	63	31	44	31	0	0	0	0	0	0
COMP 612	INWT 100	331	347	338	223	270	234	153	165	148	0	0	54	0	0	0
Total		741	752	746	392	543	475	280	287	287	0	0	76	0	0	0
ELRN 451	ELDT 124 & 124L	190	288	168	134	222	92	115	208	92	3	0	0	3	0	0
ELRN 452	ELDT 143 & 143L	83	156	120	76	152	110	71	150	110	1	0	0	1	0	0
MECT 431	AIRE 100 & 103	407	531	241	304	274	140	292	250	115	0	1	21	0	6	1
MECT 432		298	318	105	172	238	85	155	232	67	0	1	21			
Total		978	1,293	634	686	886	427	633	840	384	4	2	42	4	6	1
Total		8,386	8,086	6,546	4,026	5,125	3,935	3,548	4,332	3,017	304	494	821	265	172	27

Definitions

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

SDCCE Coursework:

1. **Single course agreement:** A single SDCCE course that if a student meets requirements, can be transcribed college credit. Ex. FDNT 681.
2. **Multi-course agreement:** An agreement with more than one SDCCE course. Students must meet requirements in all courses in the agreement to be eligible for college credit. Ex. MECT 431 and MECT 432.
3. **Noncredit CTE coursework:** SDCCE articulated noncredit coursework aligned to an active agreement through CTE Transitions Credit by Exam for which students participated and could have earned credit at the credit colleges.

Enrollments:

4. **Enrollment actions:** An enrollment that does not exclude any type of enrollment behavior (i.e., dropped, never attends, no attendance hours).
5. **Valid enrollment:** An enrollment that excludes drops with zero attendance hours.
6. **Active enrollment:** An enrollment with status of enrolled. Drops and never attends are excluded. Only active enrollments can receive a course grade.
7. **Course grade eligible enrollment:** Students who received an 'A' or 'B' in one of those course sections for that term.
8. **Final assessment eligible enrollment:** Students who received an 'A' or 'B' in approved final assessment within the course.
9. **Academically eligible enrollment:** Enrollment that meets course grade and final assessment grade eligibility.
10. **Subsequent enrollment:** Enrollment at one of the credit colleges following the first term a CTE Transitions Credit by Exam course was attempted within the reporting period. For example, if a student attempted COMP 612 in Spring 2021 and attended the credit colleges in Fall 2021, the student subsequently enrolled at the credit colleges.

Student Academic Records:

11. **No CBE eligibility:** No academically eligible submission recorded between 2020-21 and 2021-22.
12. **Some CBE eligibility:** At least one course of being academically eligible between 2020-21 and 2021-22. Successfully being awarded credit (credit earner) is not taken into account.
13. **Noncredit only / No credit history:** SDCCD records only showed noncredit enrollment.
14. **Credit history:** SDCCD records show previous SDCCD credit college enrollment.
15. **SDCCE credit earners:** Students who successfully received college credit by completing an articulated SDCCE course approved for college credit through CTE Transitions Credit by Exam and meeting all mechanism requirements.