



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

5/2/2023

Context

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.

In addition to providing a mechanism to accelerate credit degree completion for a noncredit student that transitions to the credit colleges, these agreements:

- Develop collaboration between institutions
- Identify pathways from noncredit to credit
- Save students time and money in completing college certificates or degrees
- Minimize coursework duplication
- Provide a low risk option to the student (credit is optional **and no fees!**)

SDCCE's 2022/23–2028/29 [Institutional Strategic Master Plan](#) emphasizes SDCCE's mission of noncredit students that engage with credit by exam offerings to have a clear and seamless experience. The credit by exam mechanism connects to three of SDCCE's institutional goals:

- a) Enhance the student experience and clarify student pathways
- b) Enhance internal and external partnerships
- c) Develop sustainable, efficient, and transparent organizational and fiscal practices

Credit by exam is one place for SDCCE students to engage with SDCCD's credit colleges and an opportunity for SDCCD students to experience a shared vision of student success in their college or career pathway. SDCCE's commitment to enhancing the Credit by Exam process and student experience has included monthly team meetings with SDCCE's Instructional Services Office and Student Services Office and the District's Student Services and Career Education & Workforce Development Departments. Over the past year or two 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. Challenges will be described in more detail later in the report.

As SDCCE implements revised processes (including communication of revisions to staff, faculty, and students), we anticipate improved student outcomes. Recommendations and next steps are included within this report on page 45.

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Focus of Analysis

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.

Enrollments are reviewed between 2019-20 and 2021-22 academic years. More in-depth checkpoint analysis and subsequent enrollment at the credit colleges focused on the academic years with the most recent eligibility requirements and comprehensive data collection process (2020-21 – 2021-22).

Changes in program requirements, data collection, and processing occurred in Fall 2020 and has disrupted the credit awarding process timeline. Barriers to students receiving credits is discussed.

In Fall 2021 and Spring 2022, qualitative data was recorded from students that were currently enrolled in SDCCE CTE Transitions classes as well students that earned credit and transitioned to the credit colleges. Their voices have been included throughout this report. This report also includes themes identified through the interviews and focus groups.

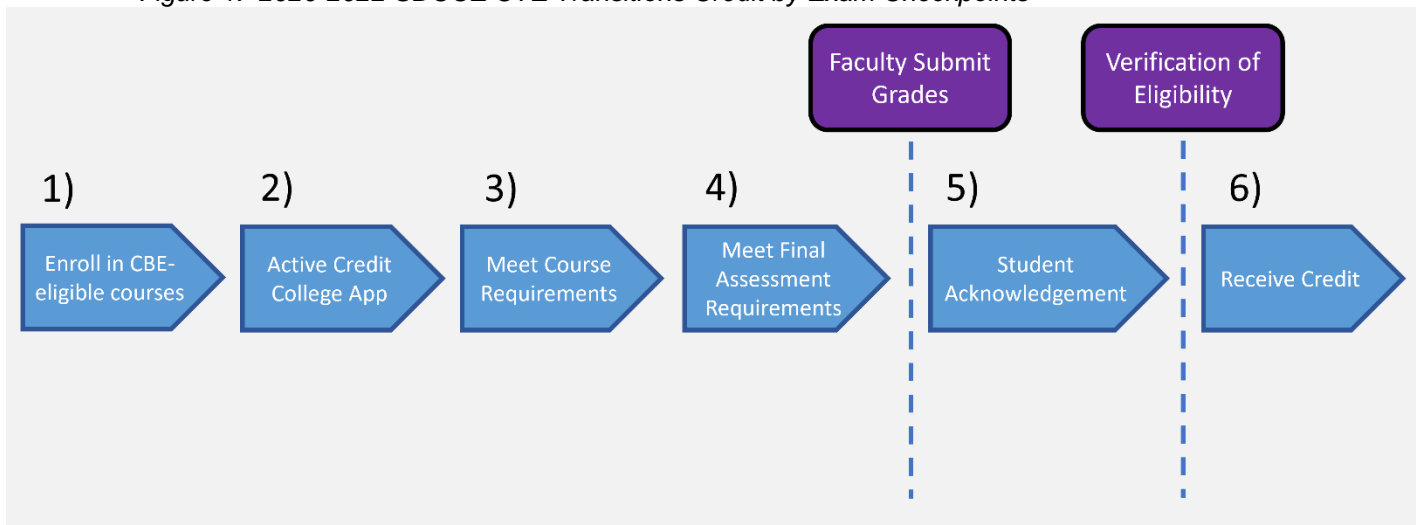
SDCCE to College - Credit By Exam Mechanism

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) Earn an “A” or “B” in the course(s)
- 3) Earn an “A” or “B” on the approved final assessment within the course(s)
- 4) Have an active college application for City, Mesa, or Miramar College
- 5) Complete the Student College Credit Student Acceptance of College Credit form¹

After a student has met the academic requirements and the faculty have submitted both the overall course grade and final assessment grade, then SDCCE student services manually verifies the student’s eligibility. Verification of eligibility includes: active credit college application status, completed student acknowledgement form, correct student information and student ID is not a duplicate, course grade matches Campus Solutions, and that credit course is not already on student’s transcript. For multi-course agreements each academic requirement component is input so manual checking of all courses can occur and start the verification process.

Figure 1. 2020-2022 SDCCE CTE Transitions Credit by Exam Checkpoints



Note. Students receive communication about the active credit college application requirement upon enrollment. An active application is needed for transcription to occur and is recommended to occur prior to meeting all other eligibility requirements.

¹ The student acceptance form was implemented in Fall 2020 as a result of a new Title V requirement. Prior to Fall 2020, there was no recorded evidence of student request for or acceptance of the college credit. In Fall 2020 – Summer 2022, student acknowledgement was recorded through the electronic student acceptance form. As of Fall 2022, the SDCCE has moved to a new opt-in model. When students enroll in the noncredit course they are acknowledging the acceptance of credit unless they choose to opt out.

Timeline of grade and student acknowledgment processes:

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 5235²). 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 present: SDCCE has moved to an opt-in model removing the need for students to complete a separate Student Acknowledgement form and enabling Faculty to enter final assessment grades into Campus Solutions when entering their overall course grades. Faculty will continue to be required to submit final assessment grades for all students. The need for external forms is being removed. 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.

² [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."

A service request with District IT to integrate final assessment grades into Campus Solutions was submitted and is in process. Once the service request is completed, faculty will submit final assessment grades in a tab that is integrated within Campus Solutions where faculty submit final overall course grades. An interim process is being used for sections that have ended prior to the completion of the service request.

Reporting Methodology

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 (OIER) is to assist the interpretability of noncredit credit by exam outcomes while mechanism implementation continues to change. Efforts are ongoing to increase data collection about *all* participants in articulated courses and their progress with Credit by Exam requirements. Considerations that impacted this report's methodology are as follows:

- Section counts include all sections, even though Hybrid and Hyflex offerings required more than one section prior to Fall 2021 (higher section counts).
- SDCCE students may have multiple enrollments in the same noncredit course in the same term. Those enrollments were counted only once with the highest grade in for that course recorded in the term (lower enrollment counts).
- Final assessment grade information is not available for all section participants and for those that were available, were shared because the enrollment was course grade and final assessment grade eligible (academically eligible).
- Multi-course agreement enrollment and completion was identified across the specified reporting period, not academic years.
- Active CCCApply application and student acknowledgement was verified manually.
- Confirmation that credit course is not already on student academic record through credit college enrollment verified manually.

Business processes around final assessment grade submission, agreement completion verification, CCCApply application, and student acceptance are under revision. These revisions, once complete, will be incorporated in upcoming reports.

SDCCE Enrollment Categories: This report contains five enrollment classifications that get more restrictive within each category to inform about the different stages of a student's journey along the noncredit credit by exam process (Figure 2).

Enrollment Actions,³ the broadest enrollment classification, highlights the volume of SDCCE CTE Transitions Credit by Exam enrollments that receive communication by processes associated with enrolling.

Valid Enrollments⁴ and Active Enrollments⁵ are included because they reflect some type of class engagement (Valid Enrollment) and the only type of enrollment that can receive course grades (Active Enrollment).

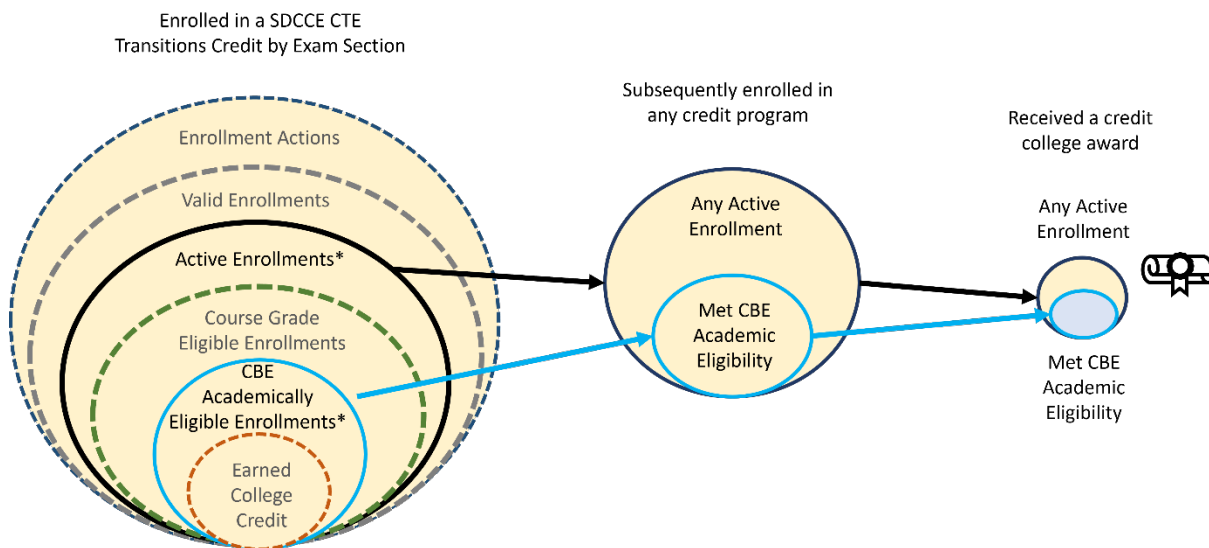
³ Enrollment Actions: An enrollment that does not exclude any type of enrollment behavior (i.e., dropped, never attends, no attendance hours).

⁴ Valid Enrollment: An enrollment that excludes drops with zero attendance hours.

⁵ Active Enrollment: An enrollment with status of enrolled. Drops and never attends are excluded. Only active enrollments can receive a course grade.

Course grade eligible enrollments⁶ are included as they are an eligibility requirement for credit by exam and available for all SDCCE enrollments. Duplicated enrollment counts for these categories are available in Table 16 in the appendix. Academically eligible enrollments⁷ are included as much as possible. Due to the fact that only enrollments that met course and final assessment grade eligibility were shared (making them academically eligible), final assessment grade eligible was not shown separately from academic eligibility. Analysis of students that get a final assessment grade that meets eligibility requirements but not course grade eligibility will be done once possible.

Figure 2. Student journey through enrollment classifications, subsequent enrollment, and award data.



Subsequent credit college enrollment: Subsequent enrollment at the credit colleges was examined after a student’s first active enrollment in an SDCCE course tied to an active agreement in 2020-21 and 2021-22 academic years. These two years are the academic years with the most recent business process for grade submission and processing. Subsequent enrollment data for 2019-20 can be found in the [2018-19 to 2019-20 Data Briefing](#).

Awards: Credit college award data (completion) contains unduplicated and duplicated student counts.

⁶ Course grade eligible enrollments: Students who received an ‘A’ or ‘B’ in one of those course sections for that term.

⁷ Academically Eligible enrollments: enrollments that meet overall course grade and EOC grade eligibility.

Prior SDCCD credit college history: Subsequent enrollments rates and college award rates are different for students that have and do not have prior SDCCD credit college history. Students who earned credit college units prior to completion of the noncredit credit by exam mechanism (credit history) were disaggregated from those without prior credit college units (No credit history).

Qualitative Research: Interviews with individuals that earned college credit through the noncredit credit by exam mechanism and transitioned to the credit colleges were conducted in Fall 2021. The research objectives were:

1. To explore students' awareness and motivation for participating in a CTE credit by exam agreement
2. To understand how students received information about the credit by exam opportunity and gain insights from their experiences regarding program communication
3. To provide insights on the experience of students who have successfully earned credit through the program
4. To identify areas of improvement for student awareness and participation in the program
5. To discover if and how the program has helped students to be prepared for credit college coursework and achieve their educational goals
6. To identify student differences and commonalities across the SDCCE CTE Transitions credit by exam programs

If the student did not want to participate in an interview, they were provided the option to respond to a brief survey. Seven individuals responded to the survey and five interviews were conducted. The full interview script is included in the appendix (pg. 55).

In November 2021, SDCCD was selected to be part of the Noncredit to Credit Alignment Lab (NCAL) grant. As part of the grant, SDCCD identified two CTE pathways (Child Development and Healthcare) with Child Development specifically looking at credit by exam offerings and pathways. The grant included additional focus groups to inform efforts, priorities, and guide planning, policy and practice at SDCCD. Four focus groups were conducted by the Education Strategy Group (ESG) and twelve students participated. The identification, recruitment, and sessions were in partnership with the Office of Institutional Effectiveness and Research. Since interviews with students that earned college credit and transitioned to the credit colleges was already conducted, the focus groups were with enrolled SDCCE Child Development or Healthcare students. The SDCCE Child Development students were enrolled in sections with credit by exam agreements while the Healthcare students were not. The main findings are included in the highlights section and the complete summary by ESG is included in the appendix (pg. 59).

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.

Limitations

Classes with an online and in-person component: Prior to Fall 2021, classes at SDCCE that had an online and in-person component (Hybrid or Hyflex) required two sections in Campus Solutions. The number of sections listed may reflect a number higher than classes offered due to this requirement. The number of enrollments in this report may differ from other reporting because if an individual had multiple enrollments in the same course number (e.g., AUTO 507) and term, it was counted once.

Course Grade Submission: Not every active enrollment has a course grade submitted. A course grade of “A” or “B” is a requirement for receiving credit. Course grade submission rates have improved since SDCCE’s memo on Continuing Education Grading and Credit Policies in Spring 2020.

Final Assessment Grade Submission: final assessment grades are unknown for most active enrollments, including a large number of course grade eligible enrollments. Throughout the processes (see pages 5-6) we have seen low rates of final assessment grade recorded with student services. Without the final assessment grade, credit cannot be transcribed. Nearly all submissions are only of students that are both course grade and final assessment grade eligible. Analysis of each grade component as a place to detect ineligibility is not available while final assessment grade recording is incomplete.

Sections that offer credit by exam opportunities: Prior to Fall 2021, it was not certain if every section of a course that had an articulated agreement was a class that offered the credit by exam opportunity. In Fall 2021 a course attribute (4CBE) was implemented in Campus Solutions and in the 2021-22 academic year there was one section identified to not offer the credit by exam opportunity. For this reporting period all section of courses with articulated agreements were assumed to offer credit by exam. This course attribute is needed for many automated processes and requires capacity to maintain.

Processed credits: After the submission of student grades (overall course grade and final assessment grade), additional eligibility verification is required (complete all courses in a multi-course agreement, active credit college application, student acknowledgement, no college credit for the course already on transcript, etc.). Eligibility verification is manual and due to capacity constraints within SDCCE takes months to over a year to complete – delaying the transcription process. Credits cannot be processed until verification of eligibility is complete. The number of credits earned for 2021-2022 will increase after this report’s publication and distribution due to ongoing verification and transcription.

Subsequent credit college enrollment in pathways: This report did not address pathways. However, with an agreed upon framework of pathways (such as the NCAL model and courses associated with career pathway awards in signed agreements) credit college enrollment in pathways will be included in future reporting.

Guiding Questions

- 1. How many SDCCE credit by exam courses are tied to active agreements?**
- 2. How many enrollments could potentially earn credit through the SDCCE credit by exam mechanism?**
- 3. How many students are earning credit through the SDCCE credit by exam mechanism?**
- 4. What are some barriers to receiving credit?**
- 5. Are the students who earned credit through the credit by exam process transitioning to the credit colleges?**
- 6. Are SDCCE credit earners more likely to transition to the credit colleges than students that participated in a credit by exam course and didn't receive credit?**
- 7. Are SDCCE credit earners that transition to the credit colleges completing degrees/certificates?**
- 8. Are SDCCE credit earners who transitioned to the credit colleges more likely to complete credit degrees than SDCCE noncredit earners that transitioned?**
- 9. For SDCCE credit by exam participants, when they transitioned, did they stay in the same general pathway as they earned credit in?**
- 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?**
- 11. How do students feel about the current SDCCE CTE Transitions Credit by Exam process?**

Executive Summary

This executive summary provides key takeaways from each section of the report. Details are included within the highlights sections. Recommendations, informed by the key takeaways, are on page 45.

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 have earned college credit.
3. The percent of active enrollments with overall course grade submissions in noncredit coursed 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 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. This report did not address pathways, but future reporting anticipates the inclusion of career pathways listed in signed agreements.
12. 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

Highlights

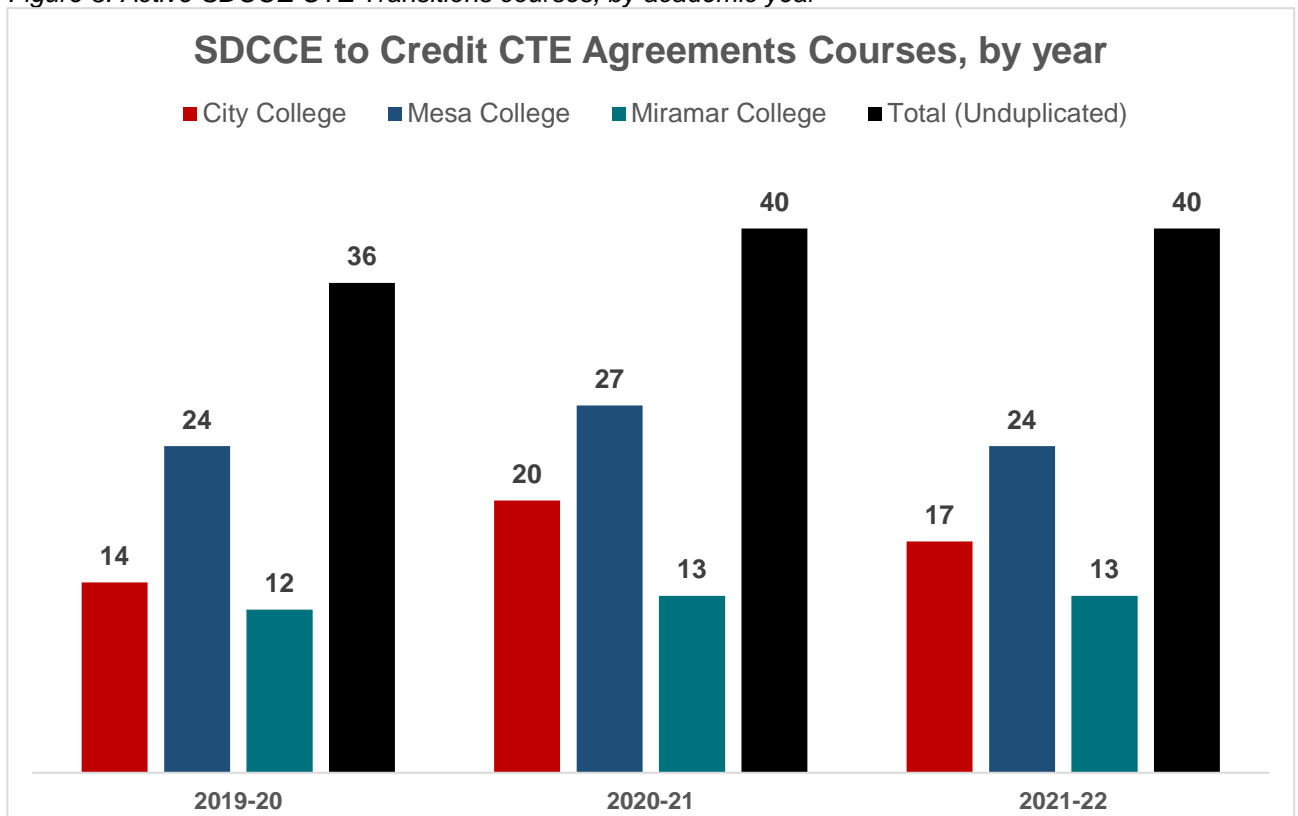
1. Courses - How many SDCCE credit by exam courses are tied to active agreements?

The number of SDCCE courses with active agreements per academic year has increased by 11%, from 36 in 2019-20 to 40 in 2021-22, with a new agreement in 2021-22 for Python Programming (Digital Media and Programming). All nine SDCCE programs have at least one active agreement.

The credit colleges recognize noncredit CTE coursework through agreements made between faculty at SDCCE and the credit colleges. Agreements are between SDCCE and one, two, or three of the credit colleges. Figure 3 shows the number of SDCCE courses with active agreements in an academic year; the total (unduplicated) shows the unique number of SDCCE courses with active agreements across any of the three colleges.

The number of SDCCE courses with active agreements at the credit colleges has increased by 11% from 36 in 2019-20 to 40 in 2021-22. In 2021-22 Python Programming was added and the Clothing and Textile multi-course agreement reduced from four SDCCE courses to two. All nine SDCCE programs have at least one active agreement.

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



2. Enrollment - How many enrollments could potentially earn credit through the SDCCE credit by exam mechanism?

From 2019-20 through 2021-22, SDCCE had 27,155 enrollment actions (10,923 unduplicated students) in 1,118 noncredit sections tied to active CTE transitions credit by exam agreements. These enrollment actions had 19,696 active enrollments and 10,897 (55%) were course grade eligible. During that time 660 course grade eligible enrollments (6%) received college credit through the CTE Transitions Credit by Exam agreements. Final assessment grade collection processes are improving and 27% of the academically eligible enrollments had credit transcribed. While the number of active enrollments decreased by 39%, course grade enrollments only decreased by 15%. The smaller decrease in course grade enrollments coincides with grade change policies communicated in Spring 2020 and the increase in the percent (+29%) of active enrollments with letter grade submissions.

CTE Transitions Credit by Exam Offerings

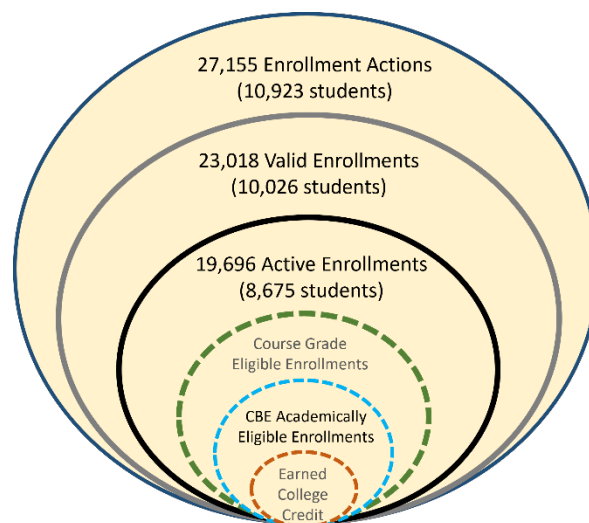
Over the past three years, SDCCE offered 1,118 noncredit sections tied to active CTE transitions credit by exam agreements taught by 85 faculty members. This has involved 10,923 students through 27,155 enrollment actions (Table 1).

Table 1. Enrollment, Student Headcount, Sections offered and Faculty Headcount, 2019-20 - 2021-22

	2019-20	2020-21	2021-22	Total
Enrollment Actions	9,494	9,663	7,998	27,155
Student Headcount	5,249	4,305	3,867	10,923
Sections	515	334	269	1,118
Faculty Headcount	75	63	64	85

Out of these enrollment actions, 23,018 were valid enrollments (10,026 students) and 19,696 active enrollments by 8,675 students (Figure 4).

Figure 4. SDCCE enrollment and headcount of three enrollment classifications, 2019-20 - 2021-22.



Active enrollments that could earn college credit

Each program varies in the percentage of course grade eligible enrollments that earned college credit. **Child Development shows the largest percentage of students that received an A or B grade also receiving college credit (177/407, 43%).** This outcome reflects Child Development's focus on credit by exam stated in their fourth Educational Strategic Plan goal and objectives.

Goal 4: Collaborate with credit colleges

- Maintain and increase credit-by-exam agreements
- Increase student attainment of child development units through credit-by-exam

Automotive, Clothing and Textiles, Digital Media and Programming, and Healthcare's Educational Strategic Plans also stated content related to SDCCE CTE Transitions Credit by Exam.

Some programs, such as Business and Accounting, Hospitality and Culinary Arts, Information Technology, Skilled and Technical Trades **show 1% or less of course grade eligible enrollments receiving credit through the CTE Transitions Credit by Exam.**

Table 2 shows the number of CTE Transitions enrollments at different checkpoints in each SDCCE program area from 2019-20 to 2021-22. It contains the number of active enrollments how many of those active enrollments were course grade and academically eligible. Out of the course grade eligible enrollments 660 enrolments (6%) earned college credit. To see these enrollments at different checkpoints by noncredit or credit college course, please go to table 16 in the appendix. An analysis of academically eligible enrollments earning credit is not done with 2019-20 data because only lists of students that met all criteria to earn credit were shared.

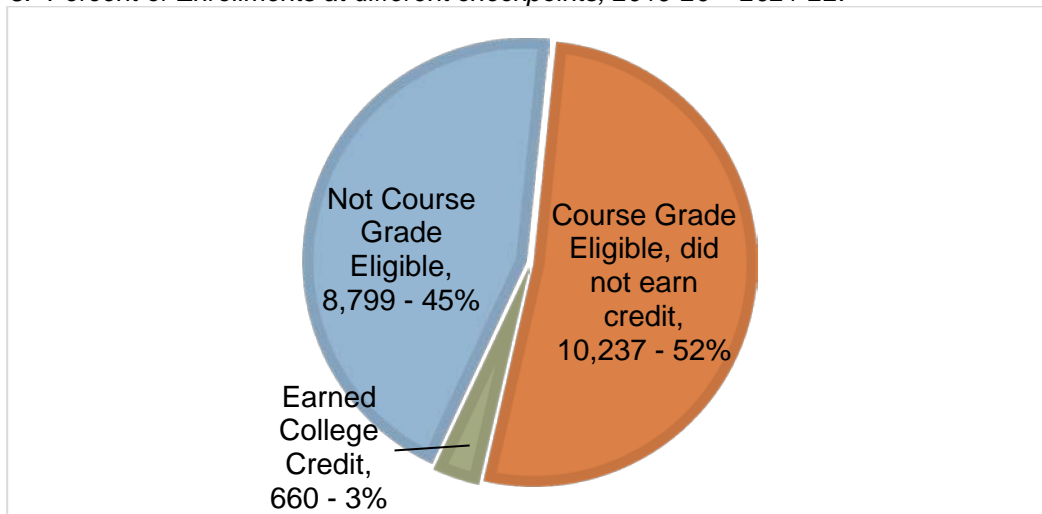
Table 2. Enrollments at different checkpoints, by program, 2019-20 - 2021-22

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%

Note. Final assessment grade data is not complete. Since a final assessment of "A" or "B" is a requirement under the CTE Transitions Credit by Exam, it is not clear what proportion of "course grade eligible" students could be eligible for credit (academically eligible).

Forty-five percent (8,799) of active enrollments were not course grade eligible (Figure 5) and 55% (10,897) of active enrollments were course grade eligible. Fifty-two percent (10,237) had eligible course grades but did not earn college credit. **During this timeframe it is unknown for all enrollments what number of course grade eligible enrollments did not meet final assessment requirements, did not have an active college application, did not have student acknowledgement, or additional reason preventing requirement eligibility.** 2020-21 – 2021-22 will be discussed shortly. Some agreements require students to receive academic eligibility in multiple SDCCE courses in order to earn credit and some students are still working through all the required courses. These multi-course agreements will be described more on page 19.

Figure 5. Percent of Enrollments at different checkpoints, 2019-20 – 2021-22.



Individuals in multi-course agreements that could earn college credit

In 2019-20 – 2021-22 there were ten multi-course agreements. This means for a student to earn credit through the credit by exam mechanism, the student needs an academically eligible grade (course grade and final assessment grade of “A” or “B” submitted) for each noncredit course in the agreement.

Table 3 shows the number of individuals⁸ that had active enrollments and course grade eligibility for all the courses in the multi-course agreement between Fall 2019 and Summer 2022. **There were 1,659 duplicated individuals with satisfactory course grade eligibility in all their multi-course agreements.** Six percent (101 cases) of multi-course agreements earned college credit from the course grade eligible student population. Three multi-course agreements have students that earned college credit above 6%: Child Development (HMDV 575A & 575B – 35%), Digital Media and Programming (COMM 642 & 642 – 13%), and Clothing and Textiles (CLTX 620 & 625 – 7%). **Although multi-course agreements require more resources to verify and confer credit there are many students that complete all the courses and are course grade eligible.**

Table 3. Enrollments in all courses of a multi-course agreement, 2019-20 - 2021-22

SDCCE CTE Transitions Program	Active Enrollments	Course Grade Eligible	Academically Eligible	Earned College Credit	Percent Course Grade Eligible Earning Credit*
MECT 431 and 432	639	411	22	7	2%
AUTO 600 and 601	238	155	31	8	5%
CLTX 620 and 625*	389	239	56	17	7%
COMM 667 and 668	203	164	33	8	5%
COMM 660 and 661 and 662	216	184	39	5	3%
COMM 660 and 661 and 662 and 663	200	172	27	1	1%
COMM 642 and 643	194	135	32	18	13%
COMP 660 and 661	100	65	5	0	0%
HMDV 575A and 575B**	148	105	93	37	35%
OFSY 510 and 511	36	29	0	0	0%
Total	2,363	1,659	338	101	6%

* Note 1. Clothing and Textiles (CLTX 620 and 625) also had CLTX 630 and 635 as part of the agreement until 2021-22. For this briefing only CLTX 620 and 625 were examined.

** Note 2. Child Development (HMDV 575A and 575B) became a multi-course agreement in 2020-21. In 2019-20 it was HMDV 533.

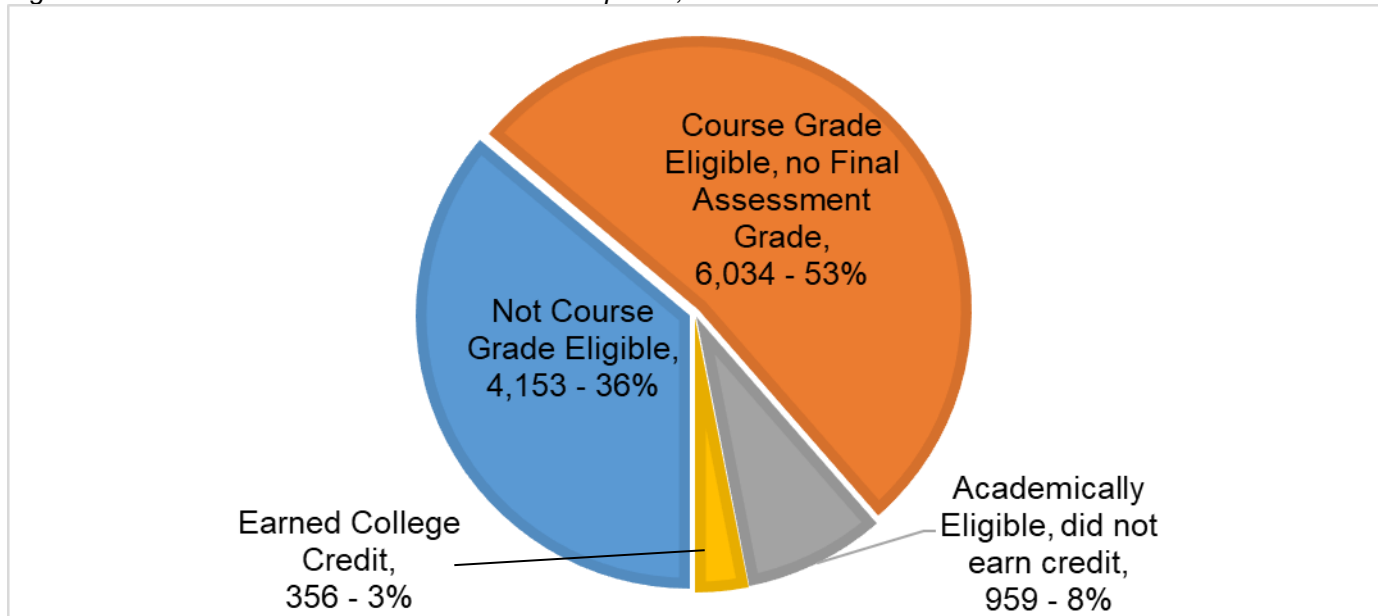
⁸ The overall headcount will be lower because students could be completing more than one multi-course agreement. For example, a student that completed COMM 660, 661, and 662 may also have completed the COMM 660, 661, 662, and 663 agreement and is included in each agreement's row.

Number of enrollments that are academically eligible (meet course and final assessment requirements)

Prior to Fall 2020, final assessment grades were not collected for all students. Lists of students that met all academic eligibility requirements were shared. The transition to Qualtrics in Fall 2020 and the subsequent tracking process of submissions provides more insight into student eligibility with submissions for each course. However, recording with student services of final assessment grades is still incomplete.

The data in Figure 6 and Table 4 are from 2020-21 – 2021-22. They provide insight into the number of students that met all academic requirements and could have potentially received college credit. **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 collected. There were 1,315 academically eligible enrollments⁹. Of those, 356 enrollments (27%) earned college credit.** College credits for the 2021-22 academic year are expected to increase as they are still being processed and transcribed.

Figure 6. Percent of enrollments at different checkpoints, 2020-21 - 2021-22



⁹ This academically eligible value reflects any enrollment that was submitted with course and final assessment eligible grades for an SDCCE course. Students with only one academically eligible course submitted for a multi-course agreement are included in this count.

SDCCE to College CTE Transitions CBE

This table shows the same data as the graph above but displays it by each SDCCE CTE Transitions program.

Table 4. Number of enrollments that are academically eligible, 2020-21 - 2021-22

SDCCE CTE Transitions Program	Active Enrollments	Course Grade Eligible	Academically Eligible	Earned College Credit	Percent Academically Eligible Earning Credit*
Automotive	1,313	655	109	23	21%
Business and Accounting	2,693	1,484	49	9	18%
Child Development	416	270	252	74	29%
Clothing and Textiles	1,068	684	200	40	20%
Digital Media and Programming	2,757	2,057	460	140	30%
Healthcare	330	256	125	56	45%
Hospitality and Culinary Arts	214	145	0	0	--
Information Technology	1,040	574	76	0	0%
Skilled and Technical Trades	1,671	1,224	44	14	32%
Total	11,502	7,349	1,315	356	27%

Enrollment checkpoint trends from 2019-20 to 2021-22

The number of enrollments for available checkpoints (active, course grade eligible, earned college credit) decreased in 2021-22 compared to 2019-20 (Figure 7 and Table 5).

The number of **active enrollments decreased by 39%** (2019-20: 8,194, 2021-22: 5,026). The number of **course grade eligible enrollments decreased by 15%** (2019-20: 3,548, 2021-22: 3,017).

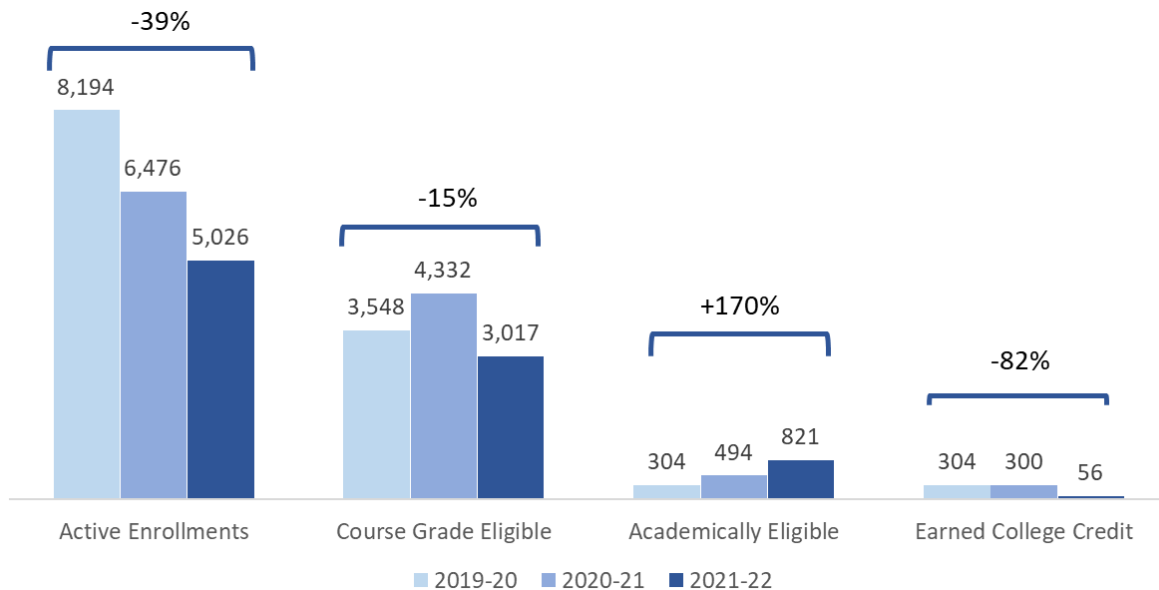
The number of **academically eligible enrollments increased by 170%** (2019-20: 304, 2021-22: 821).

The number of enrollments **earning college credit decreased by 82%** (2019-20: 304, 2021-22: 56).

The less severe decrease in course grade eligible enrollments (-15%) compared to active enrollments (-39%) **is attributed to, in part, the increase in percent of letter grade submission** (Figure 8). Attendance practices associated with different course offering modalities (positive attendance vs. noncredit alternative attendance method) may also play a role but has not been explored in this report.

The paradox of academically eligible enrollments increasing (+170%) and the decrease of 2021-22 enrollments earning college credit (-86%) will be more thoroughly discussed in the barriers to earning credit section. It is known that students that have met all criteria are still being verified and transcribed. **This speaks to the capacity challenges to the very manual and high-touch processes tied to SDCCE credit by exam.**

Figure 7. Percent change in enrollment checkpoint trends from 2019-20 to 2021-22.



The table below shows the number of active enrollments, course grade eligible enrollments, academically eligible enrollments and SDCCE enrollments that earned college credit for each academic year by SDCCE CTE Transitions program. To see these same checkpoints by course, please look at table 16 in the appendix.

Table 5. Active Enrollments, Course Grade Eligible, and Earned College Credit enrollment, by program and academic year

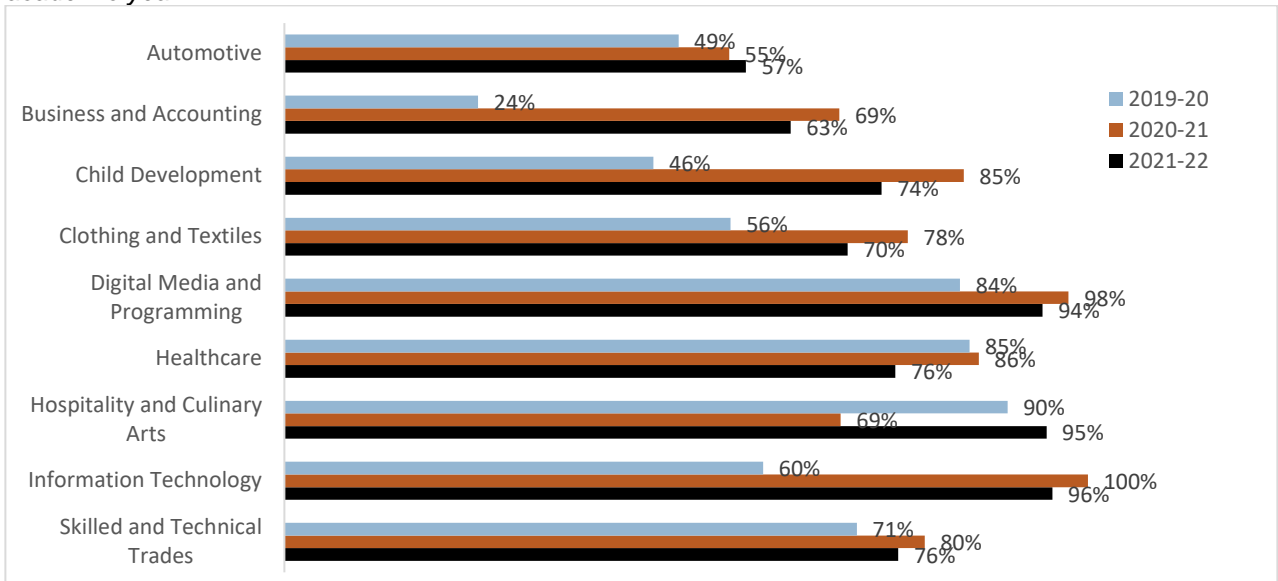
SDCCE CTE Transitions Program	Active Enrollments			Course Grade Eligible			Academically Eligible			Earned College Credit		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
Automotive	1,258	963	350	567	485	170	88	47	62	88	22	1
Business and Accounting	2,874	1,341	1,352	678	804	680	8	16	33	8	7	2
Child Development	307	194	222	137	141	129	103	116	136	103	56	18
Clothing and Textiles	1,086	700	368	434	490	194	28	111	89	28	40	0
Digital Media and Programming	685	1,322	1,435	550	1,070	987	29	112	348	29	112	28
Healthcare	183	184	146	131	151	105	44	90	35	44	51	5
Hospitality and Culinary Arts	180	117	97	138	64	81	0	0	0	0	0	0
Information Technology	658	543	497	280	287	287	0	0	76	0	0	0
Skilled and Technical Trades	963	1,112	559	633	840	384	4	2	42	4	12	2
Total	8,194	6,476	5,026	3,548	4,332	3,017	304	494	821	304	300	56

Course Grade Policies and Submissions

The course grade of 'A' or 'B' is one of the first requirements to receive college credit from SDCCE's Credit by Exam articulation agreements. On March 11th, 2020, SDCCE released a memo on Continuing Education Grading and Credit Policies. Attendance/Grade Rosters for Career Technical Education courses 30 hours or greater need to be submitted with a grade entry and indication of course certificate completion. A larger percent of CTE enrollments with letter grades would be expected after this memo. In 2019-20, 49% of active enrollments had letter grades recorded. **In 2021-22, this has increased to 78% (+29%).**

In order for faculty to input a course grade, the student must show an enrollment status of enrolled (active enrollment). If the faculty member drops the student, then a letter grade cannot be input. Figure 8 below illustrates the range in the percentages of active enrollments receiving letter grades across the different programs. The lowest percentage of letter grades submitted was 24% in 2019-20. However, nearly all programs have increased the percent of active enrollments with letter grades after the memo, with some programs showing over 90% with letter grade submissions. This increases the potential number of students that may meet course grade eligibility.

Figure 8. CTE Transitions Credit by Exam active enrollments receiving a letter grade, by program and academic year



The percent of enrollments with letter grades that received an “A” or “B” (course eligible grades) decreased by 11% in 2021-22 compared to 2019-20 (Table 6). This may be due to more faculty inputting letter grades and those letter grades are not A’s or B’s. However, the percent of course grade eligible enrollments that earned credit dropped from 9% in 2019-20 to 2% in 2021-22¹⁰.

Table 6. Percent course grade eligible of letter grade submissions and percent course grade eligible earning credit, by program and academic year

SDCCE CTE Transitions Program	Percent Letter Grade Were Course Grade Eligible			Percent Course Grade Eligible Earned Credit		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
Automotive	92%	91%	85%	16%	5%	1%
Business and Accounting	98%	87%	80%	1%	1%	0%
Child Development	97%	86%	78%	75%	40%	14%
Clothing and Textiles	91%	90%	75%	6%	8%	0%
Digital Media and Programming	75%	83%	73%	5%	10%	3%
Healthcare	84%	95%	95%	34%	34%	5%
Hospitality and Culinary Arts	85%	79%	88%	0%	0%	0%
Information Technology	71%	53%	60%	0%	0%	0%
Skilled and Technical Trades	92%	95%	90%	1%	1%	1%
Total	88%	85%	77%	9%	7%	2%

¹⁰ Although it is a 7% decrease, the percent decrease is proportionately a greater decrease of course grade eligible enrollments earning credit (9% to 2% - decrease by 78%) than the proportional decrease of letter grades being course grade eligible (88% to 77% - decrease by 13%).

3. **Credit earned - How many students are earning credit through the SDCCE credit by exam mechanism?**

Most final assessment grades are recorded with student services, and this prevents students from earning credit. Credit through agreements was transcribed 464 times between the 2019-20 and 2021-22 academic years. When submission rates were audited in 2021-22, 61% of sections had no final assessment grades recorded with student services. The number of course grade eligible enrollments earning credit decreased from 9% in 2019-20 to 2% 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. Twenty-six percent of academically eligible students in multi-course agreements earned credit.

Most of the final assessment grades were not collected and this prevents students from earning credit. The business process for submitting final assessment grades in the 2022-2023 academic year will be within Campus Solutions and all final assessment grades are expected to be submitted. More detailed reporting about students that potentially could earn credit but are not will be done once data collection improves.

Between 2019-20 and 2021-22, credit was transcribed 464 times (Table 7). **Knowing that there were over 10,000 students that enrolled in noncredit courses tied to active agreements, this number seems low.** Child Development and Healthcare have the two agreements with the largest number of students awarded credit. Number of students that earned credit for each SDCCE course by academic year can be found in the appendix (Table 16). **This allows further exploration opportunities with specific agreements and areas for interventions, particularly in agreements where students have course grade eligible enrollments but no academically eligible enrollments.**

Table 7. Number of students awarded credit between 2019-20 and 2021-22, by agreement

SDCCE CTE Transitions Program	SDCCE CTE Transitions Course(s)	Credit College Course(s)	Number of Students Awarded Credit
Automotive	AUTO 507	AUTO 176G and 178G	19
	AUTO 507A	AUTO 186 and 161G	35
	AUTO 507B	AUTO 156G and 165G	41
	AUTO 600 and 601	AUTO 153G	8
Business & Accounting	COMM 614	CBTE 127	4
	OFSY 510 and 511	CBTE 152	0
	OFSY 516	CBTE 164	0
	OFSY 541	CBTE 101	4
	OFSY 575	CBTE 140	5
	OFSY 596	CBTE 120	1
	OFSY 599	CBTE 122	3
Child Development	HMDV 575A and 575B	CHIL 176	140

Table 7 cont. Number of students awarded credit between 2019-20 and 2021-22, by agreement.

SDCCE CTE Transitions Program	SDCCE CTE Transitions Course(s)	Credit College Course(s)	Number of Students Awarded Credit
Clothing and Textiles	CLTX 620 and 625	FASH 130 and 130L	17
Digital Media and Programming	COMM 630 and 630A and 630B	MULT 121 and 123 and CBTE 122	3
	COMM 641	WEBD 152	21
	COMM 642 and 623	WEBD 127	18
	COMM 644	WEBD 164	9
	COMM 646	WEBD 168	9
	COMM 660 and 661 and 662	MULT 100	5
	COMM 660 and 661 and 662 and 663	ARTG 125	1
	COMM 667 and 668	RTVF 153 and MULT 123	5
	COMM 669	WEBD 169	5
	COMP 660 and 661	CISC 179	0
Healthcare	HLTH612	MEDA 110	100
Hospitality and Culinary Arts	FDNT 681	CACM 101	0
	FDNT 682	CACM 105	0
Information Technology	COMP608	INWT 120	0
	COMP609	INWT 140	0
	COMP612	INWT 100	0
Skilled and Technical Trades	ELRN451	ELDT 124 and 124L	3
	ELRN452	ELDT 143 and 143L	1
	MECT 431 and 432	AIRE 100 and 103	7
Total			464

Note. Most recent agreements until 2021-22 were used for listed SDCCE and credit college courses.

Course grade and academically eligible enrollments

The number of course grade eligible enrollments earning credit has decreased from 9% (304/3,548) in 2019-20 to 2% (56/3,017) in 2021-22. This reduction can be, in part, attributed to processing time and the grade submission process. Most final assessment grades have not been collected and recorded with student services through Qualtrics.

External grade submission via Qualtrics for the 2021-22 academic year were reviewed. Fall 2021 – Summer 2022 had 269 SDCCE CTE Transitions sections with enrollment. Out of those 269 sections, 109 (39%) sections had a grade submission with at least one student included. **One-hundred sixty (61%) of sections had no final assessment grades recorded. No enrollment in these sections could be eligible for credit by exam.**

Course and final assessment grade eligibility varies greatly by program and agreement type, with some programs having zero final assessment grades collected to 90% of course grade eligible enrollments also having course and final assessment grade eligibility collected.

Single Course Agreements

Since recording academically eligible enrollments in 2020-21, there has been a 15% increase (2020-21: 186, 2021-22: 214). **The highest single agreement programs with academically eligible enrollments were Healthcare and Digital Media and Programming.** Students interviewed from the Healthcare program stated how the credit by exam mechanism felt seamlessly integrated and effortless.

Q: Was there any extra steps you had to do in order to receive credit beyond taking the course?

"As far as I recall, it was just like taking a regular semester at SDCCE, and then just transferring the grade that I received through that course to Mesa college, so I didn't have to take an extra or additional test or exam."

- Healthcare alumni

The number of academically eligible students receiving credit through the credit by exam mechanism in single course agreements has decreased dramatically from 57% in 2020-21 to 4% in 2021-22 (Table 8). Although not every academically eligible enrollment is expected to earn credit, the percent decrease highlights capacity challenges to the verification and transcription process.

Table 8. Grade checkpoints (Course Grade, Academically Eligible, Earned Credit) of single SDCCE course agreements from 2020-21 - 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	0	0	0	--	--
	Total	767	645	16	33	7	2	44%	6%

SDCCE to College CTE Transitions CBE

Table 8 cont. Grade checkpoints (Course Grade, Academically Eligible, Earned Credit) of single SDCCE course agreements from 2020-21 - 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
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	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%

Multi-Course Agreements

Multi-course agreements were analyzed across all years where course and final assessment grades were recorded with student services (Fall 2020 – Summer 2022) instead of annually since student completion of the multi-course agreement can cross academic years. **In the two-year period there were 1,265 cases meeting course grade eligibility for all courses in the multi-course agreement. Twenty-six percent (324/1,265) of students that were course grade eligible (earned 'A' or 'B') were also academically eligible (Table 9).** Child Development (HMDV 575A and 575B) was the highest multi-course agreement program with 89% (93/105) of students academically eligible for earning credit.

Twenty-six percent of academically eligible students earned college credit.

Table 9. Grade milestone (Course Grade Eligible, Academically Eligible, Earned Credit) of multi-course agreements from 2020-22, by program.

SDCCE CTE Transitions Program	Course Grade Eligible	Academically Eligible	Earned College Credit	Percent Course Grade and Academically Eligible	Percent Academically Eligible Earned Credit
MECT 431 and 432	259	22	7	8%	32%
AUTO 600 and 601	69	24	1	35%	4%
CLTX 620 and 625*	131	49	10	37%	20%
COMM 667 and 668	164	33	5	20%	15%
COMM 660 and 661 and 662	184	39	5	21%	13%
COMM 660 and 661 and 662 and 663	172	27	1	16%	4%
COMM 642 and 643	89	32	19	36%	59%
COMP 660 and 661	65	5	0	8%	0%
HMDV 575A and 575B	105	93	37	89%	40%
OFSY 510 and 511	27	0	0	0%	--
Total	1,265	324	85	26%	26%

4. Barriers to receiving credit - What are some of the 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. In 2021-22, 22% of active enrollments did not have letter grades submitted and 61% of sections had no final assessment grades recorded with student services. Since 2020-21 requirement tracking was implemented, there are 700 comments of course and final assessment grade eligible submissions not having an active college application and/or student acknowledgement on file. Academically eligible students in single agreements earning credits decreased from 57% in 2020-21 to 4% in 2021-22, reflecting capacity constraints to this high-touch and manual process. Process changes to remove or minimize these barriers are under way.

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.** It is not known what portion of these active enrollments with no grade record could have a qualifying course grade. A student cannot be eligible for that section without a course grade submission.

b) Final assessment grade collection

Final assessment grade collection was 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.** A student cannot be eligible for that section without an EOC grade submission.

c) Active College Applications and Student Acceptance

Tracking student progress of course and final assessment grade submissions is a manual process. With the implementation of tracking student acceptance as of Fall 2020, the classified professionals responsible for tracking these efforts also recorded in the document why a student that met academic eligibility did not get awarded credit. The most common comments 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. The student acceptance requirement was changed in Fall 2022 with

the 'opt-in' model upon enrollment. Clarification of communication to opt-out may reduce confusion at this transition point.

d) Verification/Processing of all Requirements

Successful processing of all requirements can take months to over a year. It is completed externally and may involve five or more individuals. 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

Shifting Practices in the 2022-23 academic year

Process changes to remove barriers are underway. Final assessment grade submissions will be in Campus Solutions in a similar location faculty currently submit final course grades and attendance hours. This will facilitate student services' ability to process grade submissions. Student acceptance is now an 'opt-in' model, meaning that upon enrollment, a student acknowledges they would like credit unless they opted out¹¹. SDCCE is implementing the noncredit CCCApply application. Although students will still need a credit CCCApply application to receive credit, students will have an OpenCCC account. Campus Solutions queries are being built to integrate as many requirement checkpoints as possible so the verification process can be as much of a one-stop shop as possible. These changes are expected to make the number of grade eligible students much higher and the percent of grade eligible students that receive credit higher as well. However, the process after grade submissions is still completely manual and will require a person to dedicate time to award credit. Implementing automatic transcription once faculty input eligible grades for a student with an active credit college application on file and has met all other requirements would make the credit by exam process scalable, regardless of number of eligible students.

¹¹ SDCCD Online Class Search page opt-in message: “By enrolling in this course, you acknowledge that if you meet the eligibility requirements, you would like to receive San Diego City, Mesa, and /or Miramar College credit for this course. You will be provided an opportunity to opt out of receiving credit. Click for more info”.

5. **Transitioning to the credit colleges - Are the students who earned credit through the credit by exam process transitioning to the credit colleges? Are SDCCE credit earners more likely to transition to the credit colleges than students that participated in a credit by exam course and didn't receive credit?**

From the 2020-21 and 2021-22 academic years there were 526 students (13%) that subsequently enrolled at the credit colleges. Students with some credit history were more likely to subsequently enroll at the credit colleges (26% vs. 6%) and each student population with some credit by exam (CBE) eligibility were more likely to subsequently enroll at the credit colleges (Noncredit only: +6%, Credit history: +10%). One-hundred sixty-five students with no SDCCD credit college history subsequently enrolled at the credit colleges. For some students this was their first college class and highlights the opportunity SDCCE has as that first experience. Student interviews stated the need for support in the application and registration process. Additional signals in available data to identify students that are more likely to subsequently enroll at the credit colleges will be explored further in future reporting.

This analysis of subsequent enrollment at the credit colleges only looks at SDCCE CTE Transitions credit by exam students with the most recent process of grade submissions and student acceptance, between 2020-21 and 2021-22. Since earning credit is still being processed, students were grouped by having a record of academic eligibility for at a single course agreement or at least one course in a multi-course agreement (some CBE eligibility). Subsequent enrollment at the credit colleges for 2019-20 is available in last year's report¹².

Between 2020-21 and 2021-22 there were a total of 4,073 students that had their first active enrollments in a SDCCE CTE Transitions courses. There were 526 students (13%) that subsequently enrolled at the credit colleges. The subsequent credit college enrollment rate differed by the student's previous history with SDCCD's credit college (Table 10).

Two-thirds (2,683/4,073) were noncredit only while 1,390 students did show credit history. Six percent of noncredit only students subsequently enrolled at the credit colleges. For some of these students, their experience at SDCCE and then subsequent enrollment at the credit colleges was their first experience at a college.

Q: Has SDCCE helped you reach your college goals?

"First class that I took to jump to [a credit] College, it was that class in continuing education!"

- Child Development alumni

Students with credit history show 26% (361/1,390) subsequent enrollment.

¹² <https://www.sdccd.edu/docs/ISPT/workforce/docs/SDCCE-CBE-DataBriefing-August2021.pdf>

Both students with and without SDCCD credit history that have at least some CBE eligibility show a higher rate of subsequently enrolling at the credit colleges than students with no CBE eligibility. Noncredit only students with some CBE eligibility show an 11% subsequent enrollment rate compared to 5% of noncredit only students with no CBE eligibility. Credit history students and some CBE eligibility show a 34% subsequent enrollment rates compared to 24% of credit history students with no CBE eligibility.

Table 10. Headcount, SDCCE CTE transitions students that subsequently enrolled at the credit colleges, by credit college history and CBE eligibility, 2020-21 - 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%

Table 11 shows the subsequent enrollment by college. There have been 165 noncredit only students that subsequently enrolled at the credit colleges (City: 89, Mesa: 93, Miramar: 61). An additional 361 credit history students continued their credit college education after the noncredit coursework (City: 221, Mesa: 238, Miramar: 158).

Table 11. Headcount, students that subsequently enrolled at credit colleges, by college, 2020-21 - 2021-22 CTE Transitions participant

	Subsequent Credit College Headcount		
	No Credit History	Credit History	Total
City College	89	221	310
Mesa College	93	238	331
Miramar College	61	158	219
Credit Colleges	165	361	526

The number of Noncredit only (no credit history) students that subsequently enrolled and transitioned to the credit colleges by SDCCE program is included in Table 12. **All SDCCE program students that had some CBE eligibility had a higher percent rate of transitioning at the credit colleges except for two programs: Hospitality and Culinary Arts and Skilled and Technical Trades.** Both programs had the fewest students with some CBE eligibility (1 student and 16 students). Specific course-level disaggregation was not done due to the low number of individuals and that for some programs the results within a program would be repetitive (e.g., same student participated and received credit for AUTO 507A and AUTO 507B). Table 17 in the appendix includes subsequent enrollment to specific credit colleges by SDCCE program.

Table 12. Headcount, Noncredit only students that subsequently enrolled at credit colleges, by SDCCE program, 2020-21 - 2021-22 CTE Transitions participant

SDCCE Program	Noncredit Only CBE Eligibility	SDCCE CTE Transitions Participant, 2020-21 - 2021-22	Subsequently Enrolled to Credit Colleges	Percent Transitions to Credit Colleges
Automotive	No CBE eligibility	215	12	6%
	Some CBE eligibility	44	4	9%
Business and Accounting	No CBE eligibility	633	31	5%
	Some CBE eligibility	31	2	6%
Child Development	No CBE eligibility	57	5	9%
	Some CBE eligibility	101	21	21%
Clothing and Textiles	No CBE eligibility	192	3	2%
	Some CBE eligibility	92	5	5%
Digital Media and Programming	No CBE eligibility	276	17	6%
	Some CBE eligibility	71	6	8%
Healthcare	No CBE eligibility	107	10	9%
	Some CBE eligibility	49	9	18%
Hospitality and Culinary Arts	No CBE eligibility	45	5	11%
	Some CBE eligibility	1	0	0%
Information Technology	No CBE eligibility	303	8	3%
	Some CBE eligibility	39	3	8%
Skilled and Technical Trades	No CBE eligibility	411	24	6%
	Some CBE eligibility	16	0	0%
Total	No CBE eligibility	2,239	115	5%
	Some CBE eligibility	444	50	11%

Student interviews highlight the additional need for support with the application and registration portal. The registration process may discourage students from enrolling at the credit colleges.

Q: What were some challenges for you to attend SDCCD?

"So it's hard to tell when I first when I re enrolled back at SDCCD I couldn't even tell you which campus I was part of. Both City and Mesa college have nursing programs, but that I guess they placed me with City College. So I wasn't really aware of that and the SDCCD portal for enrolling could use a lot of work that I think it is the most cumbersome portal I've ever had to deal with."

– Healthcare alumni

Q: Were there any difficulties in transitioning from SDCCE to a Credit college.

"I think we may have some glitches trying to register someone in the class was trying to do it and it wouldn't go through a couple of times.... we don't know if it's a website issue, their computer, or not for sure."

– Business and Accounting alumni

Noncredit only student's SDCCE educational objective was explored by students that subsequently enrolled at the credit colleges and those that did not (Table 13). **No immediate trends in educational goal for transitions from noncredit coursework to credit coursework were apparent.** Additional data collected and stored in Campus Solutions will be explored in future reporting to see if other indicators or signals suggest subsequent credit college enrollment.

Table 13. SDCCE Educational objective of noncredit only students, 2020-21 - 2021-22, by subsequent credit college enrollment

	Noncredit only and no subsequent credit college enrollment		Noncredit only with subsequent credit college enrollment	
	Count	Percent	Count	Percent
Advance in current job / career (update job skills)	572	23%	23	14%
Complete credits for high school diploma or GED	72	3%	10	6%
Discover / formulate career interests, plans, goals	231	9%	9	5%
Earn a vocational certificate	283	11%	24	15%
Educational development (intellectual, cultural)	177	7%	12	7%
Improve basic skills	101	4%	9	5%
Maintain certificate or license	36	1%	2	1%
Move from noncredit coursework to credit coursework	23	1%	3	2%
Prepare for a new career (acquire job skills)	716	28%	54	33%
Undecided/Unreported	307	12%	19	12%
Total	2,518	100%	165	100%

6. **Subsequent completion at the credit colleges - Are SDCCE credit earners that transition to the credit colleges completing degrees/certificates? Are SDCCE credit earners who transitioned to the credit colleges more likely to complete credit degrees than SDCCE noncredit earners that transitioned?**

Not enough time has passed to know to what extent SDCCE's credit by exam mechanism has impacting credit degree completion rates for its most recent students (2020-21 – 2021-22). Twenty-eight students (5%) from the 2020-21 – 2021-22 SDCCE CTE Transitions participant cohorts were conferred 38 awards at time of analysis. Five of the 28 students had some CBE eligibility recorded. The number of awards conferred is expected to increase as more time since course completion passes.

This report's time for awards after participating in SDCCE CTE Transitions credit by exam courses has not been sufficient to see how many students are completing credit college degrees and if earning credit makes one more likely to complete those credit degrees. Data was extracted two months after the last term reviewed (Summer 2022). Last year's report examined data one year after (August 2021) the last term reviewed (Summer 2020) and did suggest that SDCCE credit earners are more likely to complete credit degrees than SDCCE noncredit earners that transitioned. Future reporting will include long-term award data from earlier cohorts.

Out of the 526 students from 2020-21 – 2021-22 SDCCE CTE Transitions students that subsequently enrolled at the credit colleges, 28 (5%) were conferred a total of 38 credit college awards (Table 14). City College conferred awards to nine students, Mesa College conferred awards to twelve students and Miramar College conferred awards to seven students. Most of the awards are associate degrees (27/38). A complete list of the awards can be found in Table 18 in the appendix. Once more noncredit to credit pathways is outlined for these articulated CTE course agreements, award data will be modified to state which degrees are in the related pathway.

Out of the 28 students that received credit awards, 26 had SDCCD credit history. Five of those 26 students had some CBE eligibility recorded while the other 21 students did not. **Regardless of CBE eligibility, 7% (some CBE: 5/73, no CBE: 21/288) of students with SDCCD credit history were conferred an award.** The number of awards that are from students with college credit through the credit by exam process is expected to increase as data collection and credit processing improves. Number and percentage of students that transition to the credit colleges and earn awards can be seen in Figure 9.

For Noncredit only students (no prior SDCCD credit college history), the only students that were conferred awards were two no CBE eligibility students (1% - 2/115). The reporting period for students without any SDCCD credit history has not been sufficient to see credit college awards conferred to this student population. Number and percentage of students that transition to the credit colleges and earn awards can be seen in Figure 10.

Table 14. Awards conferred to SDCCE CTE Transitions participants from 2020-21 – 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

Note. Award data is through Fall 2022.

Figure 9. Journey of Credit history students that participated in SDCCE CTE Transitions coursework, 2020-21 - 2021-22

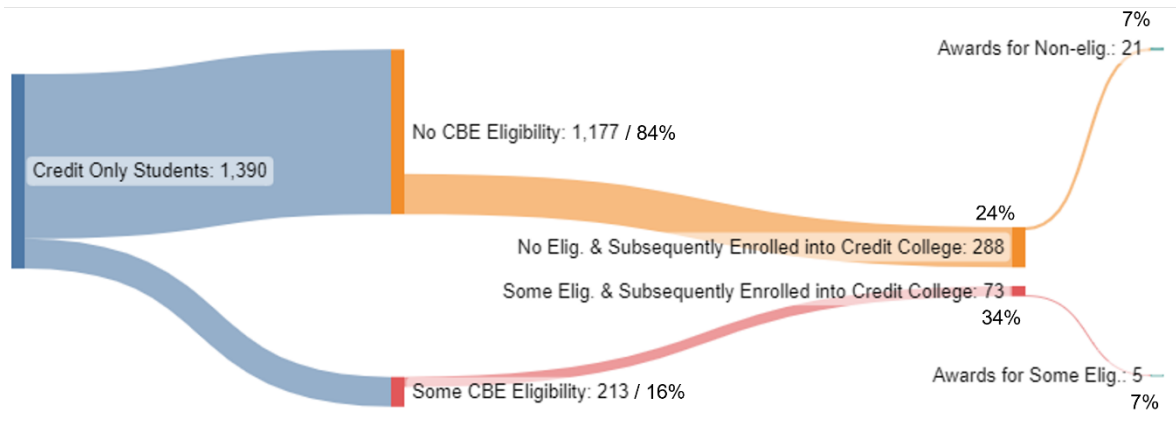
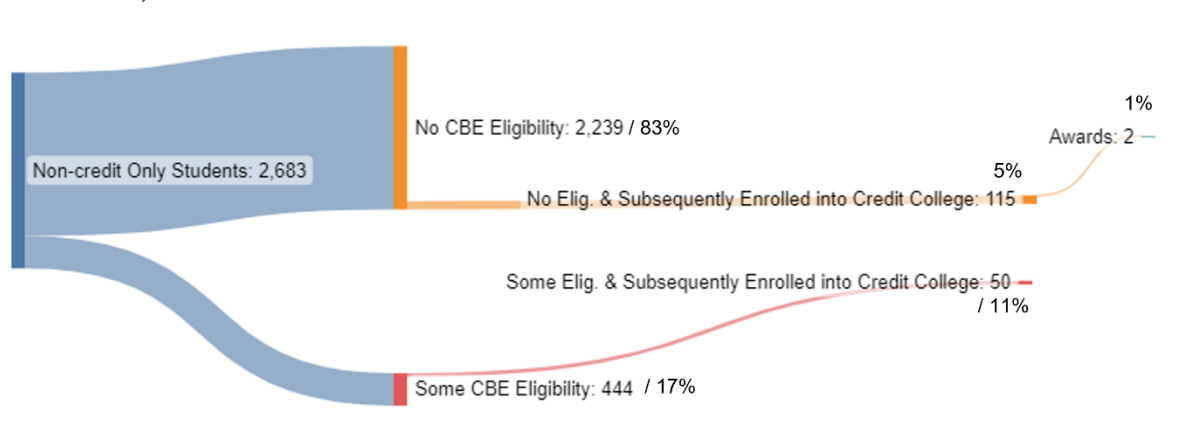


Figure 10. Journey of Noncredit only students that participated in SDCCE CTE Transitions coursework, 2020-21 - 2021-22



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

This report did not address pathways, but future reporting anticipates the inclusion of career pathways listed in signed agreements. SDCCD’s participation in NCAL has provided a framework to model noncredit to credit pathways. Students shared that they learned about credit by exam through faculty. They desire more information and credit by exam opportunities.

Future reporting anticipates its inclusion using the career pathways listed in each signed active agreement (Figure 11).

Figure 11. Example of career pathways listed in signed active agreements - Child Development

CAREER PATHWAYS

The San Diego Community College District course listed within this agreement is required for the following programs:

College Course(s): CHIL 176			
COLLEGE	CERTIFICATE OF PERFORMANCE*	CERTIFICATE OF ACHIEVEMENT*	ASSOCIATE OF ARTS/SCIENCE DEGREE**
City College		Master Teacher	Child Development; Liberal Arts & Sciences – Social and Behavioral Sciences
Mesa College		Master Teacher Master Teacher	Child Development
Miramar College	Infant and Toddler Care		Child Development; Human Development Studies; Site Supervisor

In Fall 2021, SDCCD was selected as one of fourteen participating community colleges in a national Noncredit to Credit Alignment Lab (NCAL) grant starting 2022. SDCCD is focusing on two noncredit to credit CTE pathways: Healthcare and Child Development. In the Child Development pathway SDCCD is looking at Child Development’s credit by exam offerings and enrollment in a course within the Child Development: Master Teacher award. SDCCD’s participation has provided a framework to visualize pathways that will be implemented in the next reporting cycle (Figure 12 and Figure 13).

Figure 12. NCAL model of noncredit to credit pathways to be modified for SDCCE CTE Transitions

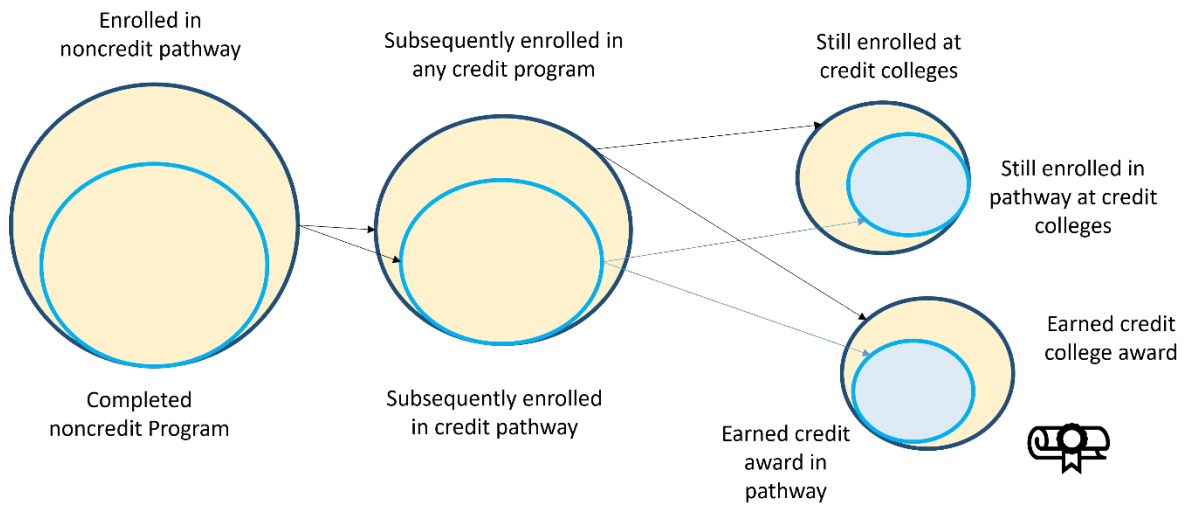
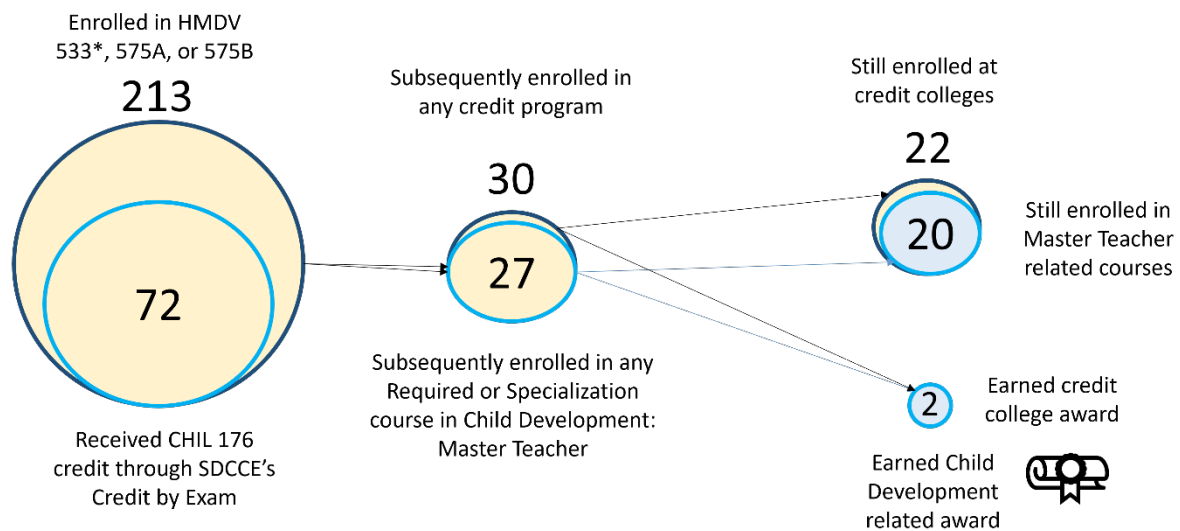


Figure 13. NCAL model of noncredit to credit pathways for Child Development, Fall 2018 – Summer 2020



*HMDV 533 changed to 575A/575B as of Fall 2019

Surveys, interviews, and focus groups prior to and during SDCCD's participation in NCAL provided some insight into the student's experience of learning about SDCCE's credit by exam opportunities and their career pathways. Students often learn about credit by exam opportunities through the faculty and desire more information and credit by exam opportunities.

Q: Is there any way we can provide information more efficiently?

"Yeah I think maybe I need more orientation about all the classes, or if we are in the right path you know."

– Child Development alumni

Q: Any recommendations on things we could add to help more adult students like yourself?
“Other courses that can get transfer, I know that that would be a great benefit to students that either couldn't get into the paid courses and have to take it through SDCE or you know or didn't know that they could take it a SDCE for credit and vice versa.”
– Healthcare alumni

Q: Do you have any recommendation to make the program better?
“I wish it would have gave us more credit.”
– Hospitality and Culinary Arts alumni

Q: How did you hear about getting college credit?
“I didn't even find out until I took the medical terminology course a SDCCE, and then I went through the whole application process to get that transfer to Mesa as credit. Which I found to be really beneficial, especially with like low income”
– Healthcare alumni

8. **Student experience - How do students feel about the current SDCCE CTE Transitions Credit by Exam process?**

Student surveys, interviews, and focus groups identified nine themes: a) 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; b) Students are motivated by the supportive programs, faculty, counselors, peer success stories and a fellow SDCCE community at the credit colleges; c) Students are balancing various life and scheduling logistics; d) Students felt prepared for credit college after transitioning and appreciated credit college services; e) Registration and enrollment processes are unclear for students pursuing both noncredit and credit coursework; f) Students desire flexible options to complete their credentials; g) Faculty and advisors are viewed as a core function of student success; h) Course costs are a concern for students considering credit transitions; i) Bolstering opportunities for prior learning assessment may benefit immigrants and English-language learners.

In Fall 2021, SDCCE CTE Transitions Credit by Exam alumni were contacted for interviews. Seven individuals that could not participate in the interview responded to a survey and five interviews were conducted. The following four themes were identified:

1. **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**
2. **Students are motivated by the supportive programs, faculty, counselors, peer success stories and a fellow SDCCE community at the credit colleges**
3. **Students are balancing various life and scheduling logistics**
4. **Students felt prepared for credit college after transitioning and appreciated credit college services**

Additionally, in Spring 2022, four focus groups on students currently taking SDCCE noncredit courses were conducted as part of the Noncredit to Credit Lab Alignment grant. Below are the five highlights from those focus groups.

5. **Registration and enrollment processes are unclear for students pursuing both noncredit and credit coursework**
6. **Students desire flexible options to complete their credentials**
7. **Faculty and advisors are viewed as a core function of student success.**
8. **Course costs are a concern for students considering credit transitions**
9. **Bolstering opportunities for prior learning assessment may benefit immigrants and English-language learners.**

Student quotes are included for each of the four interview themes:

1. **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.**

Q: How did you hear about getting college credit?

"My instructor mentioned it a couple times during our education and during class "
– Hospitality and Culinary Arts alumni

Q: Were you aware of CBE opportunity before you enrolled?

"No I did not."

– Hospitality and Culinary Arts alumni

Q: Did you notice a difference between your CBE course and other courses you have taken?

"No, and I think that was, I was scared of too, because I was like "wait, am I gonna have to stay in the class longer, am I gonna have to do, like, extra work. no."

– Business and Accounting alumni

Q: What are some things that you like about SDCCE?

"I definitely really did like the College credits aspect of it... I like the fact that I [can] take that class even if I wasn't going to necessarily do that specifically.... I hadn't seen anything like that offered anywhere, and I was excited about that. and appreciated that opportunity, so it was kind of a multi faceted thing I just felt it was really beneficial all the way around honestly."

– Healthcare alumni

Q: What things did you have to do to learn about the application process?

"The counselor, she has helped me a lot, I think I have talked with her like two or three times, but [at] the [credit] college I didn't talk with more counselors so yeah I think maybe I need more orientation about all the classes, or if we are in the right path you know."

– Child Development alumni

2. Students are motivated by the supportive programs, faculty, counselors, peer success stories and a fellow SDCCE community at the credit colleges.

Q: Is there anything you wish the CBE program had done more of?

"Yes, one thing that I wish they'd done more is advocate the program more. Push students more to not be intimidated, and to let them know that those resources are there for them and that they're there to support them. So that they can achieve a higher education. that that's - I would have liked more people to transfer with me and I think that could have been done if they if that was advocated a little bit more."

– Hospitality and Culinary Arts alumni

Q: If someone one asked you to tell them about SDCCE, what would you tell them?

"I have helped a lot of people to continue on... to motivate people and say, " hey, you can do it! ... because it has been hard for me, but I'm in here and I can do it so you can do it too. "

– Child Development alumni

Q: Did anything inspire you to take the CBE course or to pursue taking courses at a credit college?

"[Child Development Faculty] she was motivating a lot of students and she say, 'ahh maybe in the future you want to continue to study and you're gonna be a maybe a mom, forever you know And you have more things to do in life'"

– Child Development alumni

Q: How did you hear about getting college credit?

"My business communication teacher, she's the one that told us that we can apply for the credit, the college credit. I was like 'wait what repeat that, like how what How does that work?' and she goes 'oh yeah, here you go.' Sent us the information, I'm like 'whoa, I didn't, I had no idea,'"

"so me and her we were shooting emails back and forth between each other, I said 'how does this work, I've never heard of this, what is... How do I do this,' and she's like 'Okay, no problem, this is how you fill it out, you need any help, let me know, here's another contact person you can call.'"

- Business and Accounting alumni

3. Students are balancing various life and scheduling logistics.

Q: What were some challenges for you to attend SDCCE?

"I don't want to make it harder on myself and have to retake a class which then wastes time that I could be doing for something else.... I was probably going back and forth like a month, month and a half, do I go to continuing education, no? How you gonna do the schedule, how you gonna do the kids, how are you gonna do"

- Business and Accounting alumni

Q: Were there any barriers in accessing this course?

"And then, finally, I could complete the certificate in child development in continuing education {because} one Saturday class, it was open"

- Child Development alumni

Q: Were there any things that particularly stood out to you in your course?

"I met a lot of people in this class because it was a lot of people from other countries and a lot of moms, because it was a class on Saturdays and it was for people that they can't take it in weekdays"

- Child Development alumni

4. Students felt prepared for credit college after transitioning and appreciated credit college services.

Q: How was it, taking Credit college courses?

"I didn't feel like I was behind because I knew my stuff like I blended in very well, only the only thing that was different was my face I was new, that was it but as far as the material oh yeah I knew my stuff I was, I was um what is that I was prepared and I was conditioned very well by continuing Ed."

- Hospitality and Culinary Arts alumni

Q: What are some things you liked about the Credit college?

"the staff there, like I wasn't even in some of the classes and like, just walking by and they're greeting you, and 'hi! are you lost?' and very helpful, because I'm sitting there like 'ooh this is nice!' and felt like I was at Disneyland.... 'let me look it up, here you go. Okay, what else you want to do?' And I was like "Oh, this is like the one stop shop" like I'm coming here, they're helping with books, you know, letting you know information, they have pamphlets out that told you 'hey want to try this class?'"

- Business and Accounting alumni

Recommendations

The following recommendations are based on the highlights provided throughout this 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 recording 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.

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Appendix

Table 15. CTE Transitions Overall Programs and related noncredit and credit subjects, 2019-20 - 2021-22

SDCCE Program	SDCCE Subject		Credit College Subject	
Automotive	AUTO	Automotive	AUTO	Automotive
Business and Accounting	COMM	Communications	CBTE	Computer Business Technology
	OFSY	Office Systems	CBTE	Computer Business Technology
Child Development	HMDV	Human Development	CHIL	Child Development
Digital Media and Programming	COMM	Communications	WEBD	Web Development
			MULT	Multimedia
			ARTG	Art - Graphic Design
			RTVF	Radio, Television and Film
			CBTE	Computer Business Technology
Clothing and Textiles	CLTX	Clothing & Textiles	FASH	Fashion
Healthcare	HLTH	Health	MEDA	Medical Assisting
Hospitality and Culinary Arts	FDNT	Foods and Nutrition	CACM	Culinary Arts/Culinary Management
Information Technology	COMP	Computer & Information Science	CISC	Computer Information Systems
			INWT	Information, Network, and Web Technologies
Skilled and Technical Trades	ELRN	Electronics	ELDT	Electronic Systems
	MECT	Mechanical Technology	AIRE	Air Conditioning, Refrigeration, Envir. Cont. Tech

Table 16. 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	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

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	
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	
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	

Note*. All four courses (COMM 660, 661, 662 & 663) are required to receive credit for ARTG 125. Credit earners are in the row 663 only.

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
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
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

Table 17. Headcount, Noncredit only students that subsequently enrolled at each credit college, by SDCCE program, 2020-21 - 2021-22 CTE Transitions participant

SDCCE Program	Noncredit Only CBE Eligibility	SDCCE CTE Transitions Participant, 2020-21 - 2021-22	Subsequently Enrolled to Credit Colleges			
			Credit Colleges	City College	Mesa College	Miramar College
Automotive	No CBE eligibility	215	12	9	6	4
	Some CBE eligibility	44	4	3	1	0
Business and Accounting	No CBE eligibility	633	31	15	19	13
	Some CBE eligibility	31	2	2	1	1
Child Development	No CBE eligibility	57	5	1	4	3
	Some CBE eligibility	101	21	9	14	12
Clothing and Textiles	No CBE eligibility	192	3	2	2	1
	Some CBE eligibility	92	5	1	4	1
Digital Media and Programming	No CBE eligibility	276	17	7	10	7
	Some CBE eligibility	71	6	3	2	2
Healthcare	No CBE eligibility	107	10	9	4	2
	Some CBE eligibility	49	9	4	7	4
Hospitality and Culinary Arts	No CBE eligibility	45	5	3	2	0
	Some CBE eligibility	1	0	0	0	0
Information Technology	No CBE eligibility	303	8	4	5	2
	Some CBE eligibility	39	3	3	1	1
Skilled and Technical Trades	No CBE eligibility	411	24	14	11	8
	Some CBE eligibility	16	0	0	0	0
Total	No CBE eligibility	2,239	115	64	63	40
	Some CBE eligibility	444	50	25	30	21

Table 18. Credit College awards conferred to 2020-21 - 2021-22 SDCCE CTE Transitions participants

		Award Type	College Conferred	Award Description	Headcount
No Prior Credit College History	No CBE Eligibility	AS	Miramar	Automotive Technology	1
		AS-T	Mesa	Business Administration for Transfer	1
Prior Credit College History	No CBE Eligibility	AA	City	Liberal Arts and Sciences Language Arts and Humanities	1
		AA	City	Liberal Arts and Sciences Social and Behavioral Sciences	1
		AA	Mesa	Applied Mathematics	1
		AA	Mesa	Liberal Arts and Sciences Language Arts and Humanities - Chinese	1
		AA	Miramar	English/Literature Studies	1
		AA-T	City	Psychology for Transfer	2
		AA-T	Mesa	Kinesiology for Transfer	1
		AA-T	Miramar	Sociology for Transfer	1
		AS	City	Biology Allied Health Track	2
		AS	Mesa	Computer and Information Sciences	1
		AS	Mesa	Health Information Technology	1
		AS	Mesa	Real Estate	1
		AS	Mesa	Web Design	1
		AS	Miramar	Aviation Maintenance Technology Airframe	1
		AS-T	City	Business Administration for Transfer	1
		AS-T	Mesa	Business Administration for Transfer	1
		AS-T	Mesa	Computer Science for Transfer	1
AS-T	Miramar	Business Administration for Transfer	1		

Table 18 cont. Credit College awards conferred to 2020-21 - 2021-22 SDCCE CTE Transitions participants

		Award Type	College Conferred	Award Description	Headcount
Prior Credit College History	No CBE Eligibility	CERT	Mesa	Interior Design	1
		CERT	Mesa	Intersegmental General Education Transfer	1
		CERT	Miramar	Paralegal	1
		CERT16	Mesa	Coding Specialist	1
		CERT16	Mesa	Small Business Management and Entrepreneurship	1
		CERT16	Miramar	Administration of Justice Law Enforcement Technologies	1
		CERT60	Miramar	Aviation Maintenance Technology Airframe and Powerplant	1
Prior Credit College History	Some CBE Eligibility	AA	Mesa	Liberal Arts and Sciences Mathematics and Pre-Engineering - Computer Science	1
		AS	City	Biology Allied Health Track	2
		AS	City	Physics	1
		AS-T	Mesa	Computer Science for Transfer	1
		CERT	City	CSU General Education - Breadth	1
		CERT	City	Intersegmental General Education Transfer	2
		CERT	Mesa	Dental Assisting	1
Total				38	

Note. CERT = Certificate 30 to less than 60; CERT16 = Certificate 16 to less than 30; CERT60 = Certificate 60 or more units;
 AA = Associate of Arts; AS = Associate of Science; AS-T = Associate in Science Transfer

CTE Transitions Credit by Exam, Focus Group and Interview Script

Research Objectives:

1. To explore students' awareness and motivation for participating in a CTE credit by exam agreement
2. To understand how students received information about the credit by exam opportunity and gain insights from their experiences regarding program communication
3. To provide insights on the experience of students who have successfully earned credit through the program
4. To identify areas of improvement for student awareness and participation in the program
5. To discover if and how the program has helped students to be prepared for credit college coursework and achieve their educational goals
6. To identify student differences and commonalities across the SDCCE CTE Transitions credit by exam programs

Sections

Expectations
Introductions
Motivations
Communication/Process
Experience – SDCCE
Transition to Credit Colleges
Future Plans

Time allotment: 75-90 minutes, via Zoom

CONTINUE TO NEXT PAGE

Expectations and Introduction (5 min):

- Welcome (everyone) and thank you for taking time out of your schedules to share your experiences with us. My name is [facilitator], and I will be [facilitating our discussion/leading the interview today]. I am joined by [note taker], who will be taking notes to make sure we capture all of your comments.
- Before we get started I wanted to go over a few things and give you an idea of what to expect.
- My role to ensure that we hear from everyone and cover all of our topics. I'll ask some questions and encourage open participation, but in some cases I might address specific individuals. Since we have a lot to get to in these 90 minutes I might ask us to move the conversation to a new topic from time to time.
- There are no right or wrong answers, and nothing you say will influence your relationship with the district going forward, we just want your honest opinions.
- As a reminder from the consent form you all signed, we ask that everyone here agrees to respect the privacy of the other participants, and to not share the identities of other participants or anything said in the context of the discussion today with other people.
- We are recording these sessions, but only for internal use. We will be using information from these interviews in an upcoming report about the SDCCE CTE Transitions Credit by Exam program, which will be shared with district leaders, but we won't share any information that could be used to identify you.
- Lastly before we start, we have a few basic rules to make sure we have a productive discussion (show rules slide via screen sharing)
 - Be respectful of other's opinions
 - Wait to be given the floor by the facilitator
 - Use the raised hand button when you want to make a comment
- Do you have any questions before we start?

Participant Introductions (5 min – finish around 10 minutes after session started):

- We'd like to learn a little about each of you. We'll go around the zoom and have each person tell the following:
- What is your name?
- What is __[icebreaker]____ (the last movie or TV series you watched and liked, favorite song, favorite place to go around San Diego, etc.?)
- Remember, there are no wrong answers!

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Motivations (15 min – finish around 25 minutes after session started):

We'd like to learn more about what motivated you to take these credit by exam courses, and how they fit in your career goals.

- What were your educational goals when you began taking these classes at SDCCE, and how did getting college credit fit in with those goals?
- How did you decide that you wanted to take classes in [CTE program area]? Did you consider other non-credit areas of study?
- Did you know you could get college credit through this credit by exam opportunity before starting the class?
- Was getting credit from the non-credit class something that interested you?
- What were some of your main reasons for signing up in this non-credit [CTE program area] class?

Communication/Experience (20 min – finish around 45 minutes after session started):

We are interested in hearing about how you were told about credit by exam, and your experience in the class.

- What types of communication did you receive about the requirements for earning credit?
- What do you recall about the information provided regarding Credit by Exam?
- How did you feel about the process (in terms of difficulty, promptness)?
 - Was there any part of credit by exam that you were confused about?
- Did you have to do anything to get the information you needed?
 - What were some of the steps you took?
- What was the communication like about the requirements for earning credit as you were going through the class?
- How did you feel about the process for filling out an application to the credit colleges?
 - Were you able to get help? Was it from someone at SDCCE or the Credit Colleges?
- How was the final assessment integrated into the class?
- When you were taking the credit by exam class, were you also enrolled in other CTE classes at SDCCE that did not have the credit by exam option?
 - (If yes) Was the credit by exam class experience different from the other non-credit classes you took, and if so, how?

CONTINUE TO NEXT PAGE

Transition to Credit Colleges and Future Plans (30 min – finish around 75 minutes after session started):

We'd like to learn more of your experience at the credit colleges and your future career plans after this noncredit course.

- How did earning credit at SDCCE through the credit by exam program influence your decision to enroll in classes at the credit colleges?
 - Would you have enrolled at one of the credit colleges if you had not earned credit at SDCCE?
- How has the transition to taking classes at the credit colleges (City, Mesa, or Miramar) been going?
- Did you enroll in classes at the credit colleges related to the non-credit credit by exam class you took at SDCCE?
 - (If no) Why did you choose to take classes in a different subject area from the one you earned credit in at SDCCE?
 - (If yes) What have been the biggest differences you've noticed between the class at SDCCE and the classes at the credit colleges?
- How did the class at SDCCE impact your ability to succeed in your classes at the credit colleges?
- Is there anything you wished SDCCE had done to further help your success at the credit colleges?
- Has earning credit through SDCCE's credit by exam program helped you with your plans? If so, how?
- Have you been able to use the credit by exam college credit for a prerequisite or requirement for a credit college certificate or degree?
- Do you have any advice for other students at SDCCE who might be interested in earning college credit?
- Do you have any other suggestions for how we can improve the program going forward?
Or...Ok, I want you to help me complete this sentence...credit by exam was a good option for me, but [blank].
- We are almost done with this session, but before we go I wanted to ask if you feel like there was anything that we did not cover that you feel is important regarding the program?

Wrap-up:

- Thank you again, it was nice meeting all of you. We will be sending you [incentive] to your email, so look out for that in the coming weeks and let us know if you don't receive it or have any issues, and have a great rest of your day/afternoon/evening!

Non-credit and Credit Alignment: Results from Student Focus Group Interviews for San Diego Community College District

Executive Summary

As part of the goals established for the Non-Credit and Credit Alignment Lab (NCAL), ESG and ACCT aim to center the student voice to reveal the lived experiences of students who've participated in non-credit, workforce training programs. Students' personal histories and perceptions of transitioning from non-credit to credit coursework will help inform efforts and priorities across the NCAL initiative and at each specific institution. Calista Smith, San Diego Community College District's coach, with support from Education Strategy Group, conducted four semi-structured focus groups with **12 students** to obtain qualitative data on student's participation in non-credit programs. Key findings derived from these student focus group interviews are discussed in this brief and can be used as a tool to bolster student success strategies and identify specific strengths and areas of opportunity at the institution. Please note that the focus groups had representation from the Early Childhood Development, HiSET, Digital Literacy, and Health Unit Coordinator programs.

Key Findings

Appendix I highlights the interview protocol used to discuss non-credit and credit programming with San Diego Community College District students. From four one-hour semi-structured interview, 5 themes emerged to guide planning, policy, and practice at San Diego Community College District:

- 1. Registration and enrollment processes are unclear for students pursuing both non-credit and credit coursework.** Knowing and understanding one's next steps was important among participating students, including registering for additional coursework whether non-credit or credit. Across interviews, students identified enrollment and registration processes to be cumbersome and confusing. In fact, students shared:

"Finding courses and registering for classes is not intuitive."

"[Registering for classes] is a little confusing and a little overwhelming. Just all of the different portals to go to for different things. I'm not quite sure when I get an email sometimes. I ask myself, "Okay, who is this from and where do I need to go?" Yeah, I've had some struggles just recently trying to sign up for summer coursework."

One student in particular expressed frustration with the process, "I'm [supposed to be] enrolled in a class on Wednesdays, but the website crashed when I was trying to register... So, I don't think I am formally registered yet. I called the [student services] office to have somebody help and they said 'they would try to help only after I contacted Technical Support. I've been emailing back and forth with technical support for weeks...' I don't know, maybe student services would have been more supportive if I was directly enrolled in one of the colleges as opposed to continuing ed or something."

"It's always been a little bit frustrating to find the classes and to register for the classes."

- 2. Students desire flexible options to complete their credentials.** Of the students we spoke to, several worked full-time jobs or served as a primary caregiver to others while pursuing their education. To pursue additional coursework, students expressed a continued need for course flexibility, including in-person child care options or more classes taught solely online. The students shared the following:

"When I was thinking about taking classes for credit, flexibility was important to me. Courses were offered online and self-paced. If there was childcare, if we had funding for that, I probably would've pursued credit."

"I love the online classes. They're just very flexible, very efficient. I have three kids and stay so, so, so, busy. So appreciate that. It helps me."

"In continuing education, they really understand that we have to work, or, you know, just that we all have so much going on... our courses are structured to give us time to do things at our own pace."

"I'd love the flexibility of continuing ed, because I can do this in the evenings. So the flexibility definitely, if, if that's something that [credit coursework] offers, and if cost is not an issue, then there really is no reason for me not to [pursue credit coursework]."

"Someone who's trying to work and go back to school; we need to have flexible class schedules, you know?"

- 3. Faculty and advisors are viewed as a core function of student success.** On multiple occasions, students specifically noted that non-credit faculty had encouraged them to consider credit-bearing coursework. Further, students discussed the important role of advising in their success and understand their varying options. Faculty and advisors are a critical piece of non-credit and credit alignment within the San Diego Community College District as they are able to articulate pathways to credit. Students note,

"We had a counselor from the continuing education program come into one of our classes and explain that whole process to us for about half of an hour, which was really wonderful. They, you know, shared their screen showing everything about how to apply for credit [coursework]."

"I heard about [opportunities for credit] from my [professor] because of my participation in child development classes. [The professor] actually encouraged me to, you know, study and continue my education. A counselor also provided the information."

"She [advisor] helped me understand the process and helped me to choose the right path and classes. She helped me register for the college and pick what classes to take."

"Once I pass these two classes, it will get me three college credits. The teachers and the counselors have all said, 'you know, you need to enroll, enroll in any [credit] program. So, I don't know that I will continue, but it's nice to have, you know, that option there.'"

"So basically, I heard from [my professor]. They introduced the opportunity at orientation."

"Some of [the advisors] have come in when I used to take classes in person. They'd come in and speak to us, I think, like once a semester or maybe more, but they would kind of check in and leave us their information and let us know about resources and ways to help us. So, if I needed something that I couldn't find on the internet, I'd go to them."

"I visited the counselor. And she's very helpful. She gives me a lot of good tips. And, um, you know, to further my chances of landing a career and things of that sort."

- 4. Course costs are a concern for students considering credit transitions.** While a number of students discussed their need for flexible coursework options, several expressed concerns about the financial cost of coursework. Affordable postsecondary options and information on financial aid was important to students.

"My concern would be the financial costs. And the time it would take... if I could devote that much time, but mostly costs."

"If I ended up getting a grant, that would be helpful... just a grant that would help me finance my degree."

"I just started working with the counselor. You know, it'd be nice to talk about, you know, certain, like, grants or scholarships that I could use towards my next academic goals, like scholarships pertaining to my ethnicity that would help with costs."

“I’ve tried to get financial aid in the past, not at your particular college, just that other ones. It just seems like so much work to be honest, like it, it gets frustrating, like to fill out all this paperwork and everything. You know, I need someone that I could ask for help.”

5. **Bolstering opportunities for prior learning assessment may benefit immigrants and English-language learners.** Throughout the interviews, a couple of students had previous education and experiences, before studying within the district, worthy of college credit, yet when probed on opportunities to gain credit through prior learning assessment, students had little to no response. Increasing communication and opportunities for prior learning assessment may benefit learners enrolling at San Diego Community College District with considerable previous education and work experiences.

Conclusion

The emergent themes and suggestions discussed in this brief were derived from a semi-structured, focus group interview with 12 San Diego Community College District students. From their lived experiences, students offered a variety of recommendations to improve policy and practice for non-credit training programs. While students highlighted barriers to transition between non-credit and credit programs, they also clearly described ways to improve the student experience, including addressing registration challenges, bolstering financial aid outreach, expanding advising, and increasing flexible coursework options. This population of learners was each eager to pursue credit coursework to support themselves and their families. There was a spectrum of interest in students in child development programs ranging from little interest in becoming a child development professional to some interest in joining the profession. Being attuned to the needs of these individuals and providing them timely resources and information could be beneficial to college administration as they seek to remove barriers for students that desire continued educational attainment.

Appendix I. Interview Protocol

1. Please share what program you are enrolled in and whether it is for credit or non-credit.
2. What is your main/priority reason for enrolling in this program? (i.e. better job, certification, degree, etc)?
3. For those who have enrolled in non-credit programs and now are enrolled in credit programs, tell us more about your experience enrolling between non-credit and credit courses. What worked well? What did not work well?
 - a. Did you have to take an assessment to prove your learning on the non-credit side or were your prior experiences, courses and job considered for credit?
 - b. Did you receive the guidance, information, and support that you needed to successfully navigate the transition?
 - c. Was information about the transition and alignment of programs clearly stated on the college website?
4. For those that are currently enrolled in a non-credit program, Have you thought of or do you plan to transition between non-credit and credit programs?

- a. If so, what is prompting this move?
 - b. If not, why?
5. What do you think is needed to make this transition possible? (i.e. Do you need advisors or faculty to help you along this transition? Confirmation that courses/programs on both sides will count and align to the other? Financial aid? Courses offered in the evening or over the weekend?)
6. What recommendations do you have to faculty and staff who are working to improve the student experience during the transition?
7. Are there other comments or issues you'd like to address?