



CTE Articulation Credit-by-Exam SDUSD

*Briefing, 2017-18 to 2021-22
December 1, 2022*

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

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

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

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

Briefing Contents

Executive Summary	3
Outcomes of CTE Articulation CBE at SDUSD high schools	4
2021-22 CTE Articulation CBE College Credit Checkpoints	5
CTE Articulation CBE Checkpoints, Last Three Years	6
Gaps in CTE Articulation CBE Checkpoints	7
Students who did not meet course requirements	7
Sites with low rates of meeting course requirements	9
Grade-eligible students who did not receive credit	10
DI in CBE CTE College Credit Checkpoints	11
Next Steps	12
Appendix	13

Table of Tables

Table 1. Enrollments, Enrollments that Received Credit, and Credit Received Rate 4
 Table 2. Sites with Low Rates of Students Meeting Course Requirements in 2021-22..... 9
 Table 3. Gaps in College Credit Checkpoint Completion, by Ethnicity..... 11
 Table 4. Enrollments in CTE Articulation CBE Courses, by High School..... 13
 Table 5. Enrollments in CTE Articulation CBE Courses, by Subject..... 14
 Table 6. Percent of Grade Eligible Enrollments that Earned College Credit, by High School..... 15
 Table 7. Percent of Grade Eligible Enrollments that Earned College Credit, by Subject..... 16
 Table 8. 2021-22 Enrollments by Subject and Gender 18

Table of Figures

Figure 1. Five-year trend, Headcount and Received College Credit..... 4
 Figure 2. 2021-22 CTE Articulation CBE Checkpoint Completion Rates, Overall 5
 Figure 3. Enrollments by College Credit Checkpoint, Last Three Years 6
 Figure 4. College Credit Checkpoint Completion Rates, Last Three Years..... 7
 Figure 5. 2021-22 College Credit Process, Students who Did Not Meet Course Requirements 8
 Figure 6. 2021-22 Credit Petition Process, Grade-eligible students..... 10
 Figure 7. 2021-22 College Credit Checkpoint Completion Rates, by Ethnicity..... 11
 Figure 8. Duplicated and Unduplicated Agreement Counts 17
 Figure 9. 2021-22 College Credit Checkpoint Completion Rates, by Special Ed 17
 Figure 10. Male-dominated subjects, Enrollments by % Male Enrollments..... 19
 Figure 11. Female-dominated subjects, Enrollments by % Female Enrollments..... 19

Executive Summary

- In 2021-22, 3,033 enrollments in CTE Articulation Credit-by-exam (CBE) courses received college credit, for a total of 8,926 college units (up from 2020-21, when 4,775 college units were awarded). The number of enrollments receiving credit in 2021-22 increased dramatically (+1,335 enrollments, or +79%) as the total number of enrollments also increased significantly (2,847, or +52%).
- **The number of students receiving college credit for CBE-eligible high school coursework nearly doubled over the last year**, increasing from 1,536 to 2,869 (unduplicated, +87%). This growth is evidence of successful implementation of two strategies by the SDUSD-SDCCD CTE CBE team: strategically develop agreements for high-enrolled high school CTE courses, and support grade-eligible students in the credit petition process.
- As in prior years, Engineering accounted for the largest number of enrollments in 2021-22 (1,230 of 8,375, or 15%). While this subject is highly male-dominated (70% of enrollments in 2021-22 were accounted for by male students), under-representation of female students has improved in each of the last 3 years (down from a peak of 77% male representation in 2018-19). Enrollment in Information, Network, and Communication Technologies (INWT) was highly male-dominated (55 total enrollments, 80% male), and enrollment in Computer Information Sciences was somewhat male dominated (523 total enrollments, 68% male). See Table 8 and Figures 10 and 11 for more detail.
- Enrollments in high school courses articulated to Graphic Design (ARTG), *Medical Assisting (MEDA), *Manufacturing Technology (MFET), Nutrition (NUTR), *Drama (DRAM), and *Computer Information Sciences (CISC) all had more than 500 enrollments in 2021-22 (courses first articulated in 2021-22 are indicated with an *).
- While successful implementation of strategic improvements to the credit petition process have mostly addressed grade-eligible students who do not receive credit, **the percent of all enrolled students who meet course requirements has decreased over the last three years** (2019-20: 66% of enrolled students met course requirements; 2021-22: 58%).
- African American, Latinx, and Special Ed students all continue to be Disproportionately Impacted (DI) in earning college credit. For all three groups, the disproportionately low rate of progress through college credit checkpoints begins with DI in meeting course requirements. This gap grew for Latinx students and Special Education students in 2021-22 compared to the prior year, and was present in prior years.
- **San Diego High School (SDHS), Hoover, and Henry, Mira Mesa, and Kearny** accounted for the largest numbers of enrollments in high school CTE courses articulated to CBE opportunities in 2021-22. Enrollments in CBE-eligible courses more than tripled at **Lincoln High** compared to the prior year (+269%, +299 enrollments), more than doubled at **SDHS** (+140%, +459 enrollments), and increased by 78% at **Henry** (+303 enrollments). **Twain** saw a decrease of 278 enrollments (-71%). See Table 4 in the Appendix for more detail.
- The primary reason that students did not meet course requirements was **earning lower than a B in at least one of the high school courses (2,651 students, 75%)**. Sites at which low percentages of students met course requirements in 2021-22 were SDHS and Garfield, which collectively accounted for nearly 1 in 5 students who did not meet course requirements.

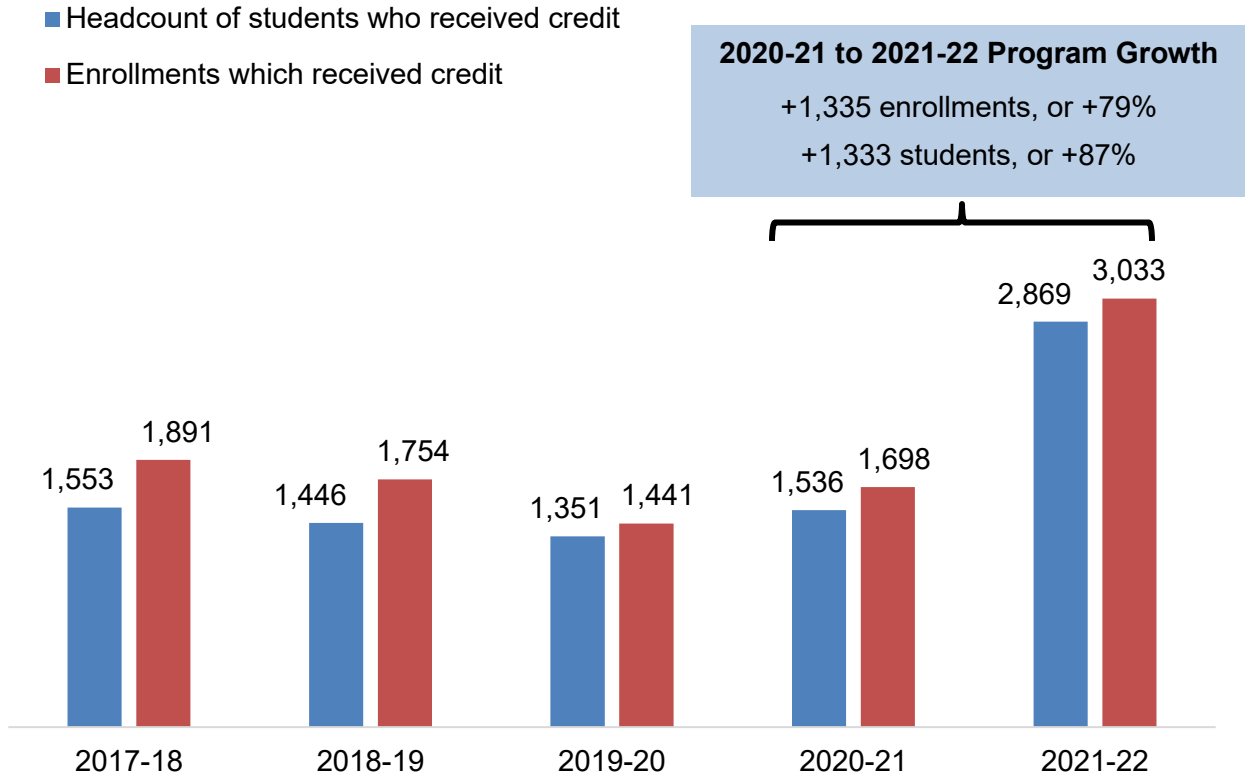
Outcomes of CTE Articulation CBE at SDUSD high schools

In 2021-22, 3,033 enrollments in CTE Articulation CBE courses received college credit, for a total of 8,926 college units (up from 2020-21, when 4,775 college units were awarded). The number of enrollments receiving credit in 2021-22 increased dramatically (1,335 more enrollments receiving credit, or +79%) while the total number of enrollments also increased significantly (2,847, or +52%). Further, 95% of grade-eligible enrollments received credit in 2021-22, up from 2020-21 (84%).

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

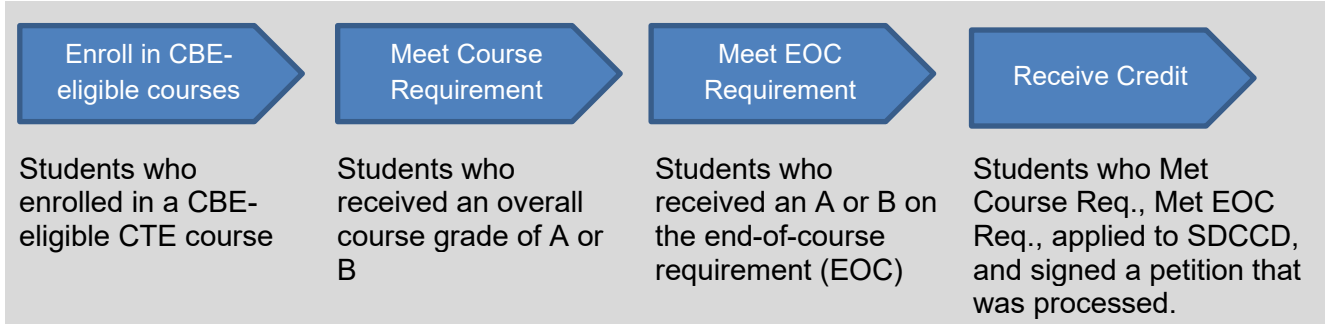
	2017-18	2018-19	2019-20	2020-21	2021-22	2020-21 to 2021-22	
						Diff.	% Change
Total Enrollments	4,174	3,178	5,587	5,528	8,375	2,847	52%
Grade Eligible Enrollments	3,112	2,353	1,941	2,030	3,179	1,149	57%
Enrollments which received Credit	1,891	1,754	1,441	1,698	3,033	1,335	79%
Credit Received Rate, out of total	45%	55%	26%	31%	36%	5%	---
Credit Received Rate, out of eligible	61%	75%	74%	84%	95%	12%	---

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



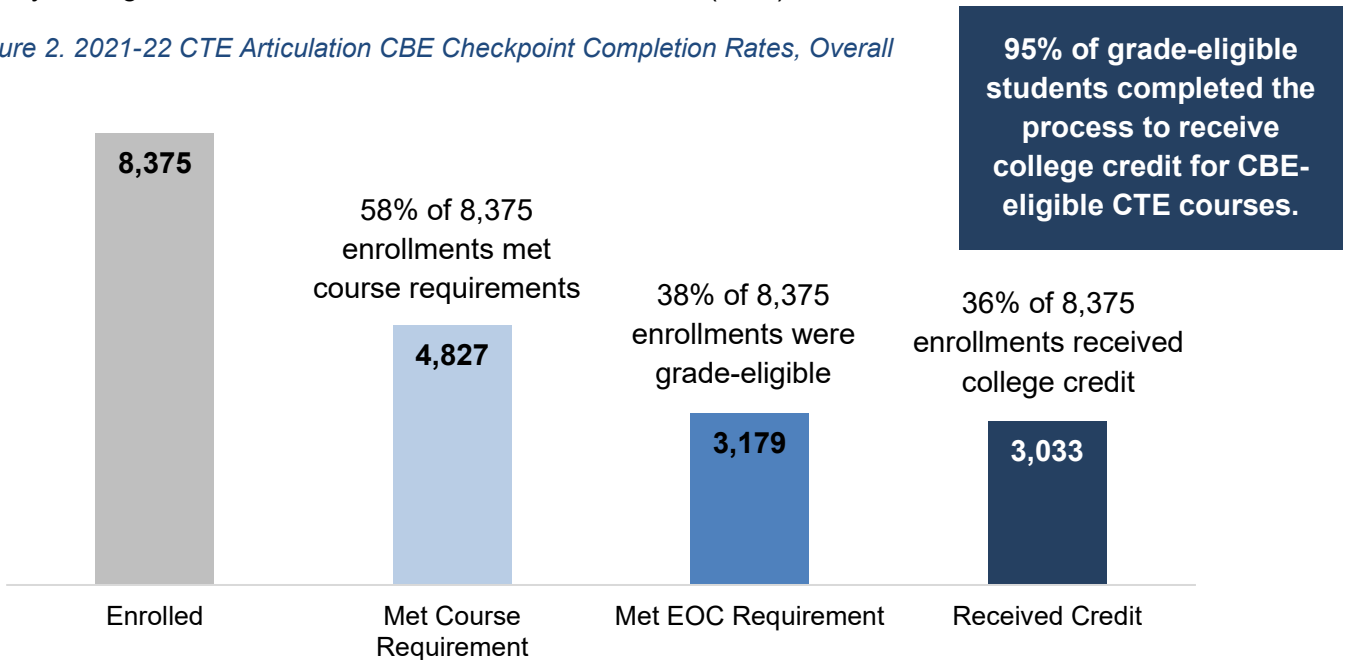
2021-22 CTE Articulation CBE College Credit Checkpoints

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



In 2021-22, there were 8,375 enrollments in CTE Transitions CBE-eligible courses. For 4,827 of those enrollments (58%), students received an A or B in both components of the high school course. For 3,179 enrollments (38%), students received an A or B both in the course and on the end-of-course (EOC) requirement – these students were **grade-eligible** to receive college credit. Finally, college credit was awarded for 3,033 enrollments (36%).

Figure 2. 2021-22 CTE Articulation CBE Checkpoint Completion Rates, Overall



In 2021-22, for every 10 students who enrolled in a CBE-eligible CTE course:

- 6 received an A or B in the course
- 4 received an A or B on the end-of-course requirement
- 3 and a half received college credit

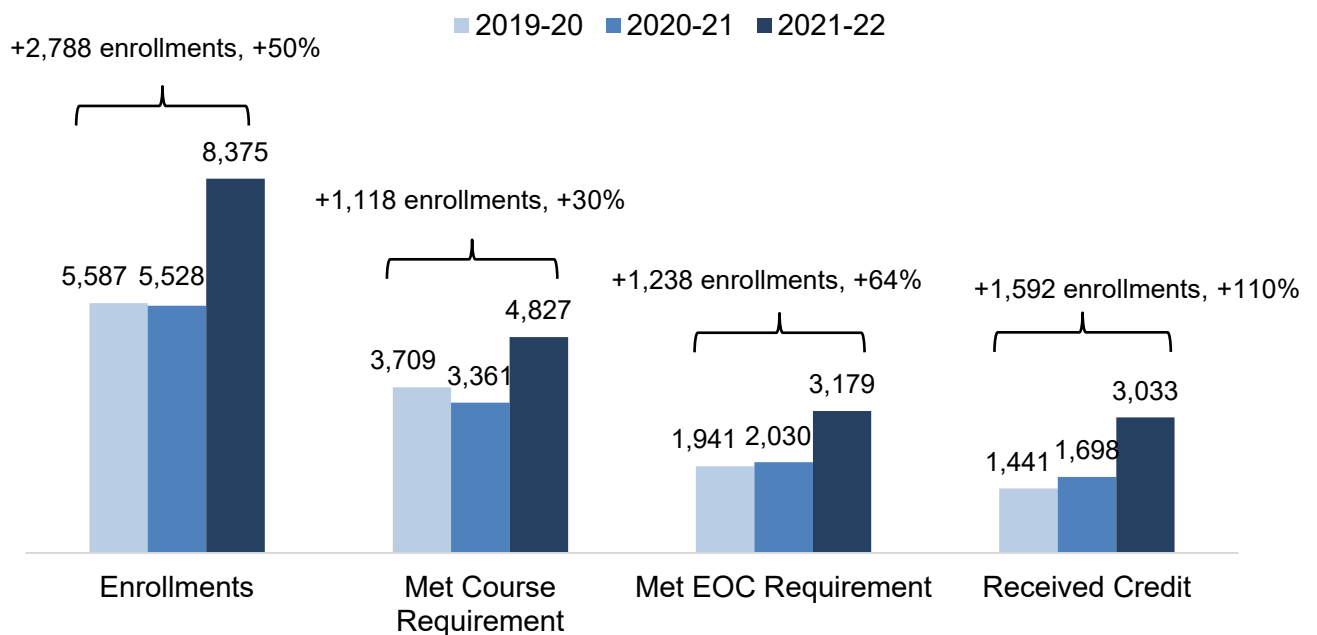
CTE Articulation CBE Checkpoints, Last Three Years

The count of enrollments in Figure 3 below reflects enrollments by high school in CTE Articulation CBE courses. High school courses are articulated to CBE opportunities under faculty-led agreements made at the high school site level.

The number of students receiving college credit for CTE Articulation CBE high school courses **more than doubled between 2019-20 and 2021-22**. This growth is evidence of successful implementation of two strategies by the SDUSD College, Career and Technical Education office in partnership with the SDCCD Career Education and Workforce Development office.

- Increase enrollments in CBE-eligible CTE high school coursework:** Enrollments increased by 50% from 2019-20 to 2021-22. The number of unique college courses articulated to high school courses increased from 17 in 2019-20 to 21 in 2021-22, and the number of opportunities for high school students to earn college credit (duplicated count of course+high school) increased from 99 in 2019-20 to 106 in 2021-22. See Figure 8 in the Appendix for more detail.
- Support students through the credit petition process:** Focused efforts to support grade-eligible students to receiving college credit led to 95% of grade-eligible students earning college credit in 2021-22, an increase of more than 20% from the end of 2019-20.

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



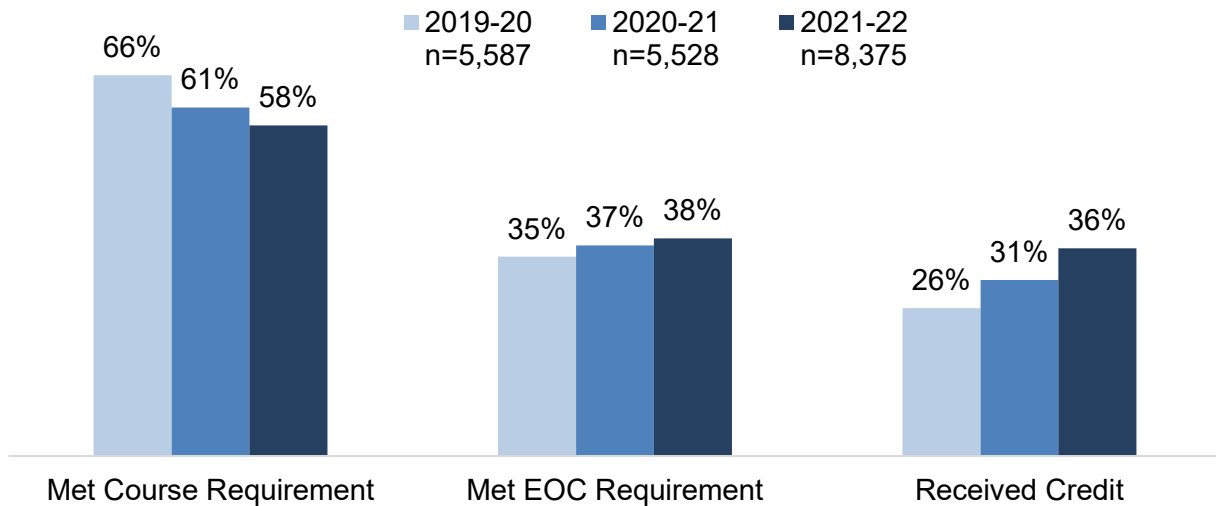
Link to Dashboard

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

Gaps in CTE Articulation CBE Checkpoints

While successful implementation of strategic improvements to the credit petition process have mostly addressed grade-eligible students who do not receive college credit, **the percent of all enrolled students who meet course requirements has decreased**. Total enrollments in CTE Articulation CBE courses have increased by 50% since 2019-20, but the gap between those enrolled and those meeting course requirements has widened: 34% of students did not meet course requirements in 2019-20, while 42% did not in 2021-22.

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



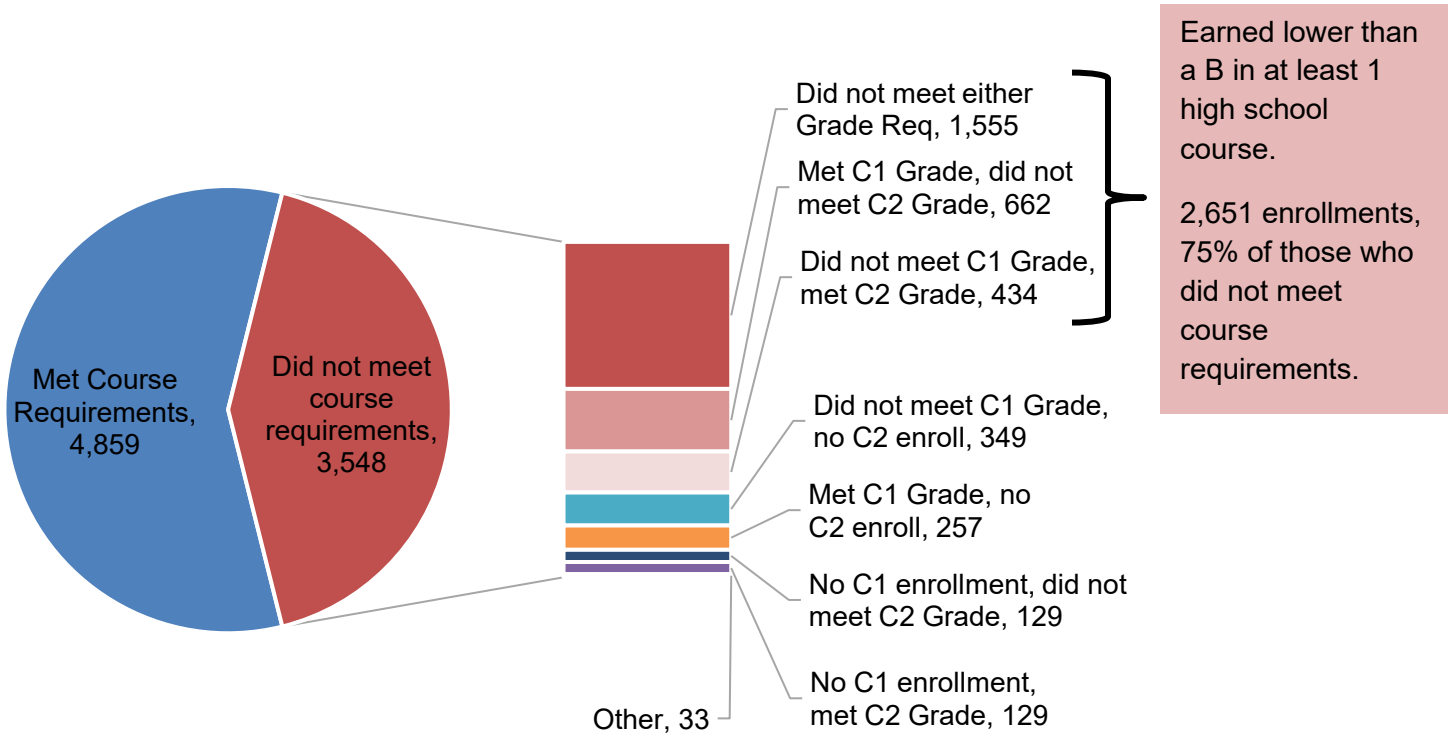
Students who did not meet course requirements

In 2021-22, the largest gap in the credit checkpoints was in meeting course requirements: 3,548 students did not receive an A or B in both components of the course, (42% of enrollments). The primary reason that students did not meet course requirements was earning lower than a B in at least one of the courses (2,651 students, 75%). See Figure 5 on the next page for more detail.

Sites at which low percentages of students met course requirements in 2021-22 were SDHS and Garfield, which collectively accounted for nearly 1 in 5 students who did not meet course requirements. See Table 2 on page 9 for more sites with low rates of students meeting course requirements.

- The 786 total enrollments at SDHS in 2021-22 included 202 in courses articulated to BUSE100 and BUSE129, 73 in courses articulated to MEDA055, and 65 in courses articulated to MFET101 (340 total), all of which were first articulated to CBE opportunities in 2021-22.
- The 145 total enrollments at Garfield were in courses articulated in prior years.

Figure 5. 2021-22 College Credit Process, Students who Did Not Meet Course Requirements



The primary reason that students did not meet course requirements was earning lower than a B in at least one of the courses (2,651 students, 75%).

Additional analysis may be conducted to determine the impact – both on total volume of grade-eligible students and on disproportionately impacted groups – of modifying the standard for grade-eligibility to include a “C” in coursework.

Sites with low rates of meeting course requirements

Many of the sites with low rates of students meeting course requirements in 2021-22 **first implemented articulation agreements** that year for several courses. These sites include:

- SDHS (detail on previous page)
- Hoover: CISC150 (29 total enrollments), INWT100 (29), MEDA055 (108)
- Morse: CISC150 (51), HOSP101 (29)
- Kearny: CISC150 (64), MEDA055 (38), MFET100 (76). While ENGN130 (103) was articulated in prior years, only 23 students met course requirements.

Table 2. Sites with Low Rates of Students Meeting Course Requirements in 2021-22

High Schools	% Met Course Req.	# did not meet Course Req.	Cumulative %
SDHS	26%	584	16%
Garfield	28%	105	19%
Twain	40%	68	21%
Madison	42%	68	23%
Hoover	45%	396	34%
Morse	47%	261	42%
Kearny	48%	334	51%
Lincoln	50%	204	57%
Mission Bay	51%	215	63%
Canyon Hills	51%	245	70%
Clairemont	56%	168	75%
Mira Mesa	64%	247	82%
Point Loma	64%	158	86%
Crawford	70%	67	88%
University City	74%	126	91%
Sites w/ 75%+ met course req.	---	302	100%

Table 2 includes high school sites with low rates of students meeting course requirements, with the lower rates at the top and the higher rates at the bottom. Sites with lower rates are indicated with a red background.

The cumulative percent of all students not meeting course requirements is shown in the column at right. The percent shown is the total percent of all students not meeting course requirements accounted for by the site in each row in addition to the sites above that row in the table.

Link to Dashboard

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

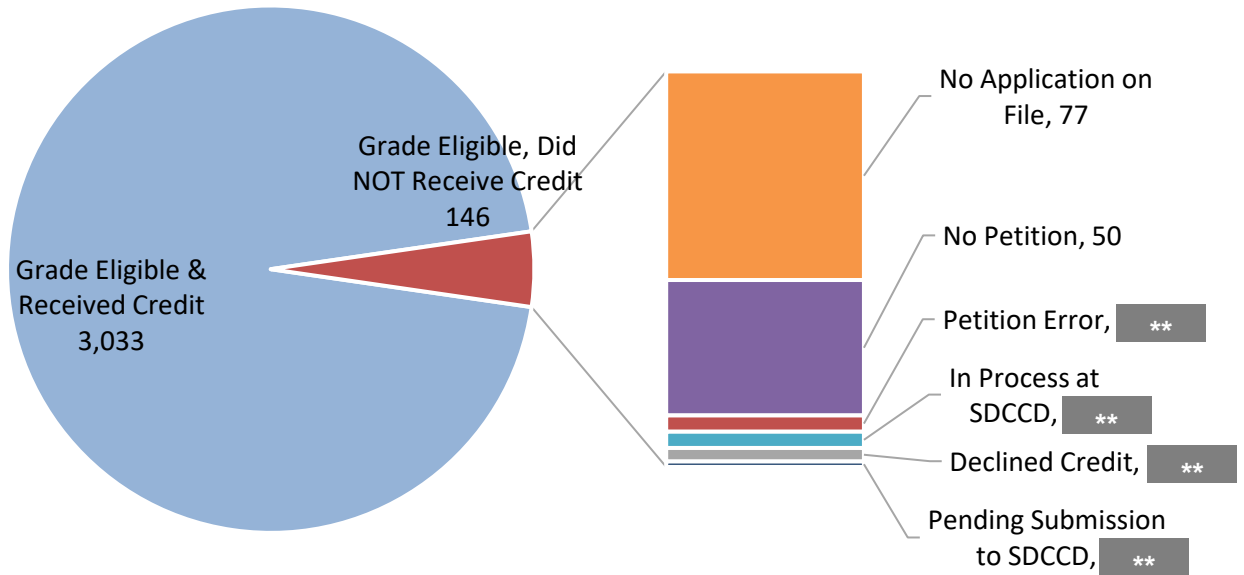
Grade-eligible students who did not receive credit

High school students in CTE courses must meet requirements in both components of a high school course and an end-of-course requirement to be **grade-eligible** for college credit. Grade-eligible students must still complete two key logistical steps to receive college credit for their high school coursework: complete an application to SDCCD, and sign a petition for college credit (parents must also sign the petition for students under 18). See Figure 6 below for more detail.

In 2021-22, **146 grade-eligible students did not receive college credit**, or 5% of all grade-eligible students. This was a significant improvement from 2019-20, when 26% of grade-eligible students did not receive credit (largely due to the mid-semester shift to online instruction in Spring 2020), and 2020-21 when 16% of grade-eligible students did not receive credit.

The majority (53%, or 77 grade-eligible students who did not receive credit) did not complete an application for SDCCD. An additional 34% (50 students) did not submit a petition for credit.

Figure 6. 2021-22 Credit Petition Process, Grade-eligible students

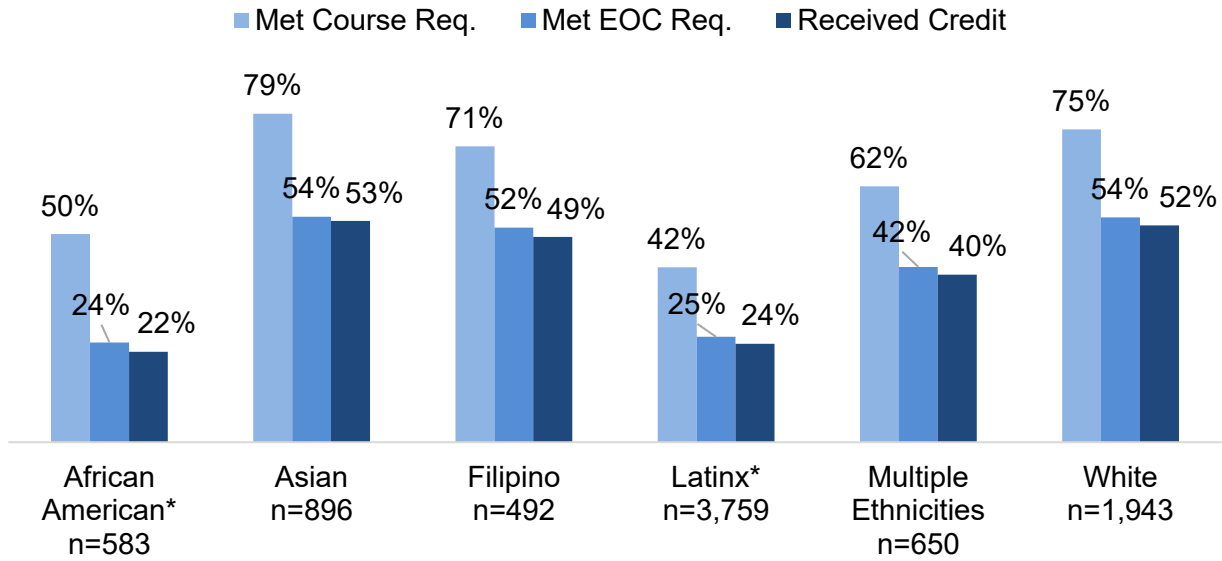


DI in CBE CTE College Credit Checkpoints

African American, Latinx, and Special Ed students were all Disproportionately Impacted (DI) in earning college credit in 2021-22. For all three groups, DI first appears in the percentage of students who meet course requirements. For example, African American and Latinx students meet course requirements at rates more than 25% lower than Asian students. This gap grew significantly for Latinx students and somewhat for Special Education students in 2021-22 compared to the prior year.

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

Figure 7. 2021-22 College Credit Checkpoint Completion Rates, by Ethnicity



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

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

	Group	Met Course Req.		Met EOC Req.		Received Credit	
		2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
% of Each Group Achieving Checkpoints	Asian	76%	79%	46%	54%	40%	53%
	White	76%	75%	43%	54%	40%	52%
	Filipino	76%	71%	45%	52%	40%	49%
	African American	49%	50%	30%	24%	24%	22%
	Latinx	47%	42%	30%	25%	22%	24%
	Reference (Max)		76%	79%	46%	54%	40%
Gap Between Each Group and Reference Group	Asian	0%	0%	0%	0%	0%	0%
	White	0%	-4%	-3%	0%	0%	-1%
	Filipino	0%	-8%	-1%	-3%	0%	-4%
	African American	-28%	-29%	-16%	-30%	-16%	-31%
	Latinx	-29%	-37%	-16%	-29%	-17%	-30%

Next Steps

Agreements

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

Outreach

- Explore **women-in-STEM messaging** for Engineering; Information, Network, and Web Technologies; and Computer Information Sciences classes.

Student Support

- Examine academic support for students at sites where students meet course requirements at low rates (SDHS, Garfield, Twain, Madison, Hoover, Morse, Kearny).
- Examine academic **support for Latinx, African American, and Special Education** students: these groups completed course requirements at rates disproportionately lower than the reference group in 2021-22.

Program Standards

- Consider the equity implications of requiring students to earn an A or B in CTE Articulation CBE courses, as opposed to a C. Explore the viability of accepting a C for high school coursework in addition to an A or B on end-of-course requirements to determine grade eligibility. This change would bring the CTE Articulation CBE process into alignment with existing SDCCD Credit for Prior Learning, UC a-g, K12 and Career Readiness, and K12 CTE Pathway Completion standards.

Appendix

Table 4. Enrollments in CTE Articulation CBE Courses, by High School

	2017-18	2018-19	2019-20	2020-21	2021-22	Total 17-18 to 21-22	20-21 to 21-22 Diff.	20-21 to 21-22 % Change
SDHS	207	189	449	327	786	1,958	459	140%
Hoover High	34	50	314	483	715	1,596	232	48%
Henry High	429	414	541	387	690	2,461	303	78%
Mira Mesa High	259	232	372	549	689	2,101	140	26%
Kearny High	386	330	519	416	644	2,295	228	55%
Scripps Ranch	511	428	594	458	519	2,510	61	13%
Canyon Hills	279	136	300	274	504	1,493	230	84%
Morse High	296	153	272	342	493	1,556	151	44%
University City	437	318	340	246	487	1,828	241	98%
Point Loma High	276	201	267	346	443	1,533	97	28%
Mission Bay High	193	24	269	241	441	1,168	200	83%
Lincoln High	76	119	148	111	410	864	299	269%
Clairemont High	174	91	285	238	382	1,170	144	61%
La Jolla High	109	90	144	143	319	805	176	123%
Crawford High	**	**	57	41	226	~350	185	451%
SDSCPA	25	71	124	269	184	673	-85	-32%
Garfield High	119	92	146	166	145	668	-21	-13%
Madison High	51	74	108	55	117	405	62	113%
Twain High	304	150	324	391	113	1,282	-278	-71%
East Village	0	0	0	28	55	83	27	96%
Mt. Everest	**	0	14	10	13	~40	3	30%

** indicates cell sizes smaller than 10.

Table 5. Enrollments in CTE Articulation CBE Courses, by Subject

	2017-18	2018-19	2019-20	2020-21	2021-22	Total 17-18 to 21-22	20-21 to 21-22 Diff.	20-21 to 21-22 % Change
ENGE	1,510	1,187	1,894	1,185	1,230	7,006	45	4%
ARTG	550	402	705	769	714	3,140	-55	-7%
MEDA	0	0	0	0	712	712	712	1st Yr.
MFET	0	0	0	0	649	649	649	1st Yr.
NUTR	0	0	0	560	627	1,187	67	12%
DRAM	0	0	0	0	614	614	614	1st Yr.
CISC	0	0	0	0	523	523	523	1st Yr.
CACM	279	127	438	368	498	1,710	130	35%
BIOL	214	267	397	506	433	1,817	-73	-14%
MULT	347	439	584	308	432	2,110	124	40%
RTVF	0	102	371	467	403	1,343	-64	-14%
CHIL	410	325	379	361	365	1,840	4	1%
BUSE	0	0	0	0	304	304	304	1st Yr.
PHOT	33	58	114	348	257	810	-91	-26%
EDUC	179	69	129	131	115	623	-16	-12%
GISG	51	30	83	53	105	322	52	98%
PARA	0	0	0	0	89	89	89	1st Yr.
CBTE	581	164	282	364	85	1,476	-279	-77%
MACT	0	0	165	57	78	300	21	37%
INWT	0	0	0	0	55	55	55	1st Yr.
HOSP	17	0	0	0	51	68	51	1st Yr.
FIPT	**	**	46	51	36	144	-15	-29%

Table 6. Percent of Grade Eligible Enrollments that Earned College Credit, by High School

	2020-21				2021-22				Diff. in % Received Credit
	Enrolled	Grade Eligible	Received Credit	% Received Credit	Enrolled	Grade Eligible	Received Credit	% Received Credit	
East Village	28	19	19	100%	55	31	31	100%	0%
Garfield High	166	53	41	77%	145	38	38	100%	23%
Madison High	55	32	26	81%	117	44	44	100%	19%
Point Loma High	346	52	49	94%	443	153	152	99%	5%
Clairemont High	238	50	39	78%	382	108	106	98%	20%
Kearny High	416	107	85	79%	644	149	146	98%	19%
Canyon Hills High	274	74	65	88%	504	144	141	98%	10%
Scripps Ranch High	458	270	253	94%	519	330	323	98%	4%
La Jolla High	143	54	53	98%	319	217	212	98%	0%
Mira Mesa High	549	177	157	89%	689	316	307	97%	8%
Lincoln High	111	57	43	75%	410	111	106	95%	20%
University City High	246	139	127	91%	487	257	244	95%	4%
San Diego SCPA	269	182	164	90%	184	108	102	94%	4%
Henry High	387	237	215	91%	690	453	423	93%	3%
SDHS	327	72	59	82%	786	148	138	93%	11%
Morse High	342	77	51	66%	493	189	175	93%	26%
Hoover High	483	124	78	63%	715	129	119	92%	29%
Crawford High	41	0	0	---	226	40	36	90%	---
Mission Bay High	241	64	56	88%	441	174	156	90%	2%
Twain High	391	186	114	61%	113	36	30	83%	22%
Mt. Everest	10	**	**	100%	13	**	**	100%	0%

Note 1. % Received Credit is out of **grade-eligible** enrollments.

Note 2. Schools sorted in descending order of % Received Credit in 2021-22. Mt. Everest included at the bottom due to low enrollment.

Note 3. The size of blue bars in the “Enrolled” column refers to the number of total enrollments in CTE CBE-articulated courses at each high school in each academic year.

Table 7. Percent of Grade Eligible Enrollments that Earned College Credit, by Subject

	2020-21				2021-22				Diff. in % Received Credit
	Enrolled	Grade Eligible	Received Credit	% Received Credit	Enrolled	Grade Eligible	Received Credit	% Received Credit	
FIPT	51	30	17	57%	36	28	28	100%	43%
HOSP	---	---	---	---	51	16	16	100%	---
MEDA	---	---	---	---	712	224	222	99%	---
ENGE	1,185	467	434	93%	1,230	546	534	98%	5%
ARTG	769	130	121	93%	714	177	173	98%	5%
CHIL	361	230	204	89%	365	210	204	97%	8%
MFET	0	0	0	---	649	347	337	97%	---
BIOL	506	123	123	100%	433	129	125	97%	-3%
NUTR	560	48	46	96%	627	107	102	95%	-1%
BUSE	0	0	0	---	304	40	38	95%	---
CACM	368	151	101	67%	498	162	153	94%	28%
PHOT	348	199	168	84%	257	152	143	94%	10%
DRAM	0	0	0	---	614	201	189	94%	---
CISC	0	0	0	---	523	299	281	94%	---
EDUC	131	60	54	90%	115	41	38	93%	3%
MULT	308	189	146	77%	432	194	177	91%	14%
GISG	53	18	18	100%	105	30	27	90%	-10%
RTVF	467	209	158	76%	403	210	189	90%	14%
PARA	0	0	0	---	89	32	28	88%	---
CBTE	364	176	108	61%	85	31	26	84%	23%
INWT	---	---	---	---	55	**	**	100%	---
MACT	57	0	0	---	78	**	**	100%	---

Note 1. % Received Credit is out of **grade-eligible** enrollments.

Note 2. Subject sorted in descending order of % Received Credit in 2021-22. INWT to MACT included at the bottom due to low enrollment.

Note 3. The size of blue bars in the “Enrolled” column refers to the number of total enrollments in CTE CBE-articulated courses at each high school in each academic year.

Figure 8. Duplicated and Unduplicated Agreement Counts

In 2021-22, there were 21 college courses articulated across 106 high school sites.

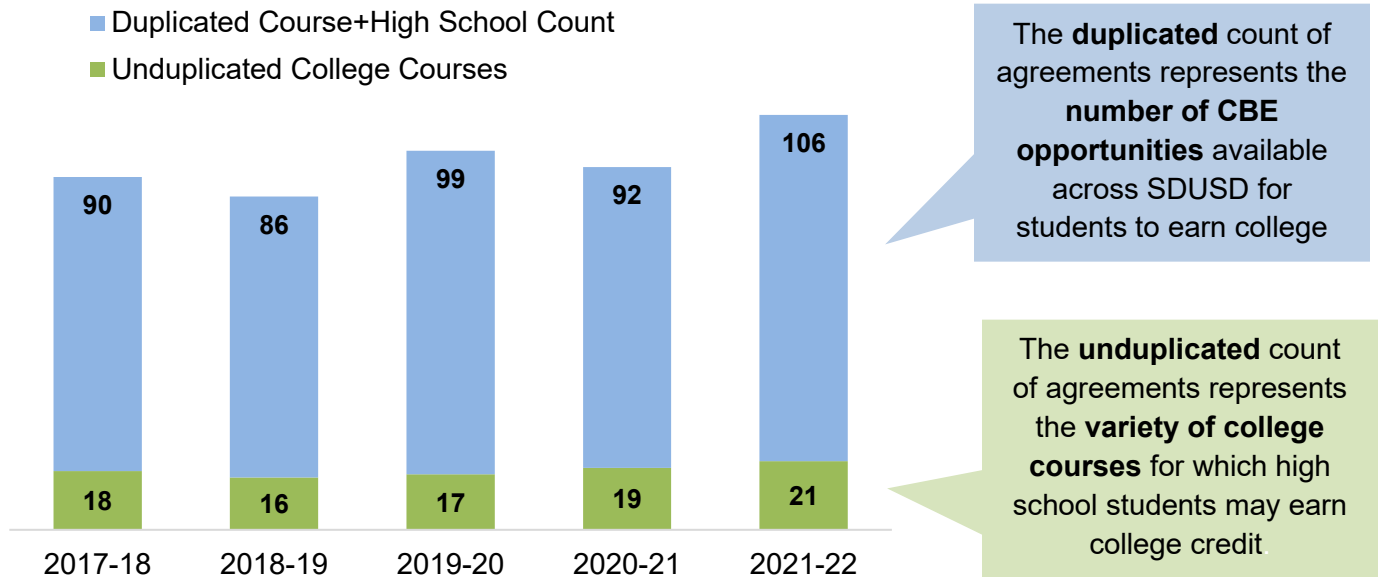
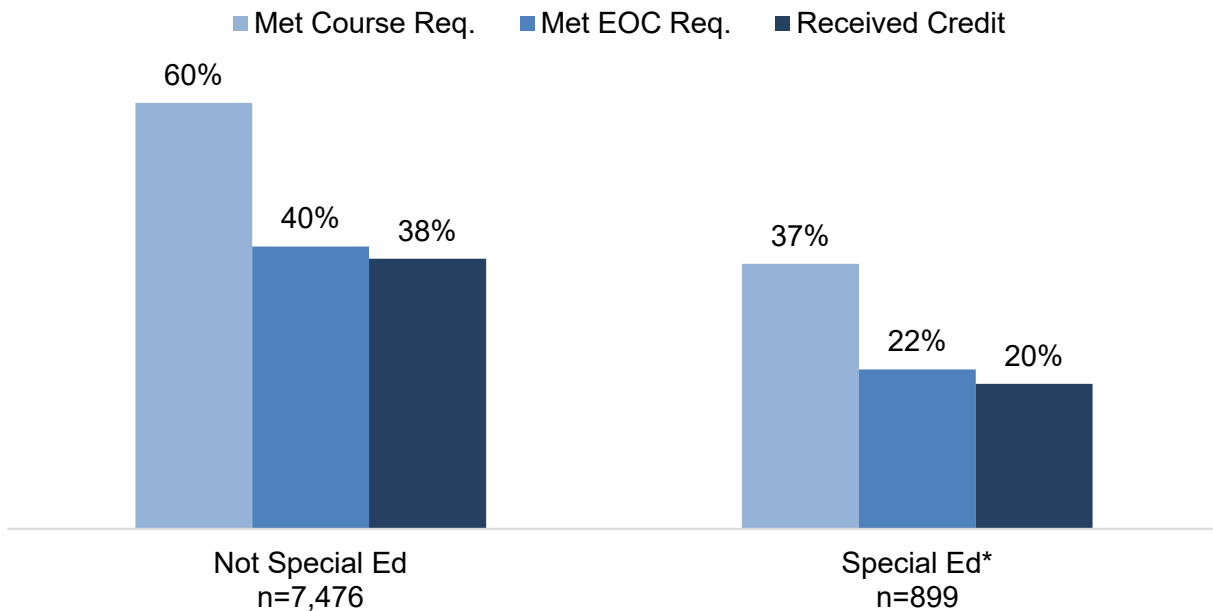


Figure 9. 2021-22 College Credit Checkpoint Completion Rates, by Special Ed

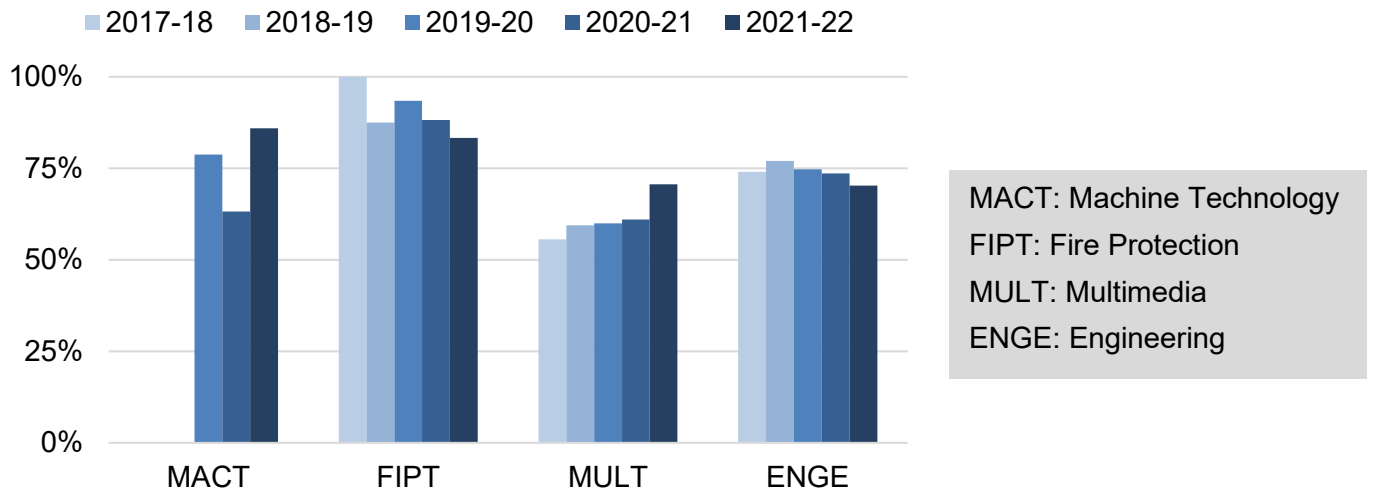


* Denotes groups Disproportionately Impacted.

Table 8. 2021-22 Enrollments by Subject and Gender

Subject	Enrollments	% Male Enrollments	% Female Enrollments
MACT	78	86%	14%
FIPT	36	83%	17%
INWT	55	80%	20%
MFET	649	78%	22%
MULT	432	71%	29%
ENGE	1,230	70%	30%
CISC	523	68%	31%
RTVF	403	66%	34%
GISG	105	65%	35%
CBTE	85	62%	38%
HOSP	51	59%	41%
ARTG	714	58%	41%
CACM	498	55%	45%
NUTR	627	53%	47%
BUSE	304	50%	50%
DRAM	614	46%	52%
PHOT	257	42%	58%
MEDA	712	39%	61%
PARA	89	36%	64%
BIOL	433	36%	64%
EDUC	115	30%	70%
CHIL	365	21%	79%

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



Note. Excludes subjects first articulated in 2021-22 (INWT, MFET).

Figure 11. Female-dominated subjects, Enrollments by % Female Enrollments

