



SAN DIEGO

Community College District

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

Special Admit Comprehensive

Briefing for Public Distribution, 2023-24

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Briefing Contents

This document provides a high-level summary Disproportionate Impact (DI) analyses for Access and Outcomes for Latinx and African American students in line with equity goals set by the SDUSD-SDCCD Joint Board. A full-length version of this report with further disaggregation is available upon request from the SDCCD Office of Institutional Effectiveness and Research.

Enrollment and Access data – how many and what proportion of students at high schools take college classes through SDCCD – is provided for all Special Admit students, which includes Dual Enrollment (CCAP and ACP) and Concurrent Enrollment. This approach reflects the student-, site-, and community perspective of high school students taking college classes. Outcome data provided for both all Special Admits and includes a DI analysis for Dual Enrollment to align to college-level program review and goal-setting purposes around closing outcome gaps.

Statewide Context

[Vision 2030](#) is a “collaborative action plan that provides focus, equity, and direction” to California Community Colleges (CCC) from the CCC Chancellor’s Office. Vision 2030 includes goals that all high school students enroll in college classes and graduate high school with 12 college units. This report includes several metrics to establish baseline data for these goals, such as participation rate of high school students and average units earned.

Historical Context

While SDCCD has offered early college credit for decades through the ACP program and concurrent enrollment, access to colleges classes expanded significantly with the implementation of the CCAP program in the 2016-17 academic year following the state’s adoption of [Assembly Bill 288](#). AB288 specifically directs community colleges to expand dual enrollment opportunities for students historically underrepresented in higher education. Thousands of students from Latinx, African American, special education, and first-generation student groups have earned college credit through SDCCD’s CCAP, ACP, and concurrent enrollment programs. However, significant gaps for these groups persist in both access and outcomes.

[It is clear](#) that early college credit is related to increased academic momentum toward a degree and transfer, and equitable expansion dual enrollment programs to the students who need them most remains a priority for San Diego City, Mesa, and Miramar Colleges.

Local Context

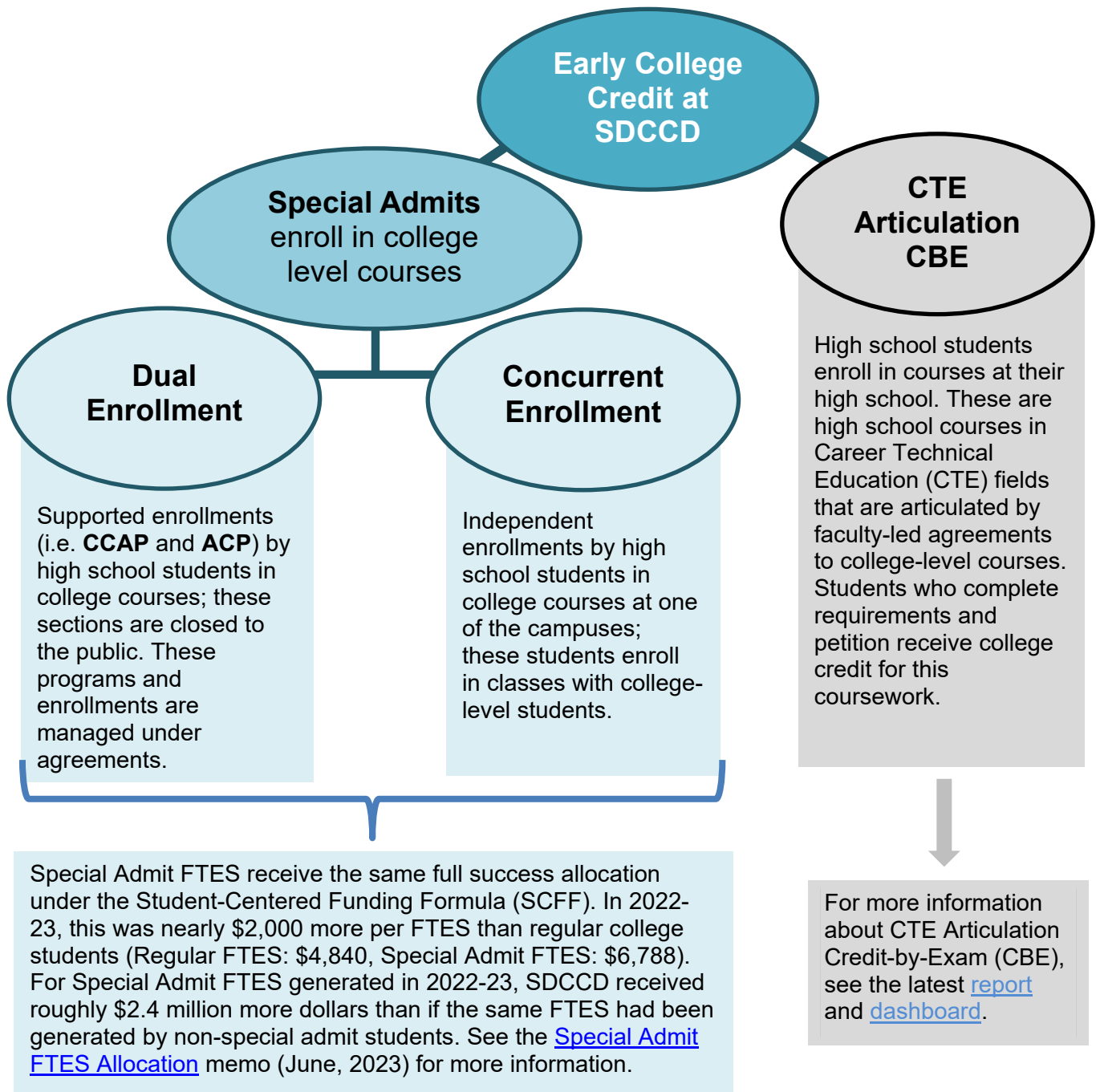
SDCCD offers dual and concurrent enrollment opportunities to students from over 20 San Diego-area high schools, 20 of which are San Diego Unified School District (SDUSD) public schools that offered CCAP and ACP sections in 2023-24. The students at these 20 sites are extremely diverse in terms of ethnicity, socio-economic status, parental education, and access to educational support at home and at their high school.

While this report provides overall averages of representation and success rates by age and ethnicity, these averages do not tell the story of each group at each site. Further complicating that story are the effects of the COVID-19 pandemic and their continued impact on student outcomes.

A pair of dashboards is available to provide site-level data regarding dual enrollment [Access](#) and [Outcomes](#). Site and course-level exploration of data is encouraged.

Programming Context

SDCCD offers students the opportunity to earn college credit while in high schools through a variety of programs and processes. Special Admit students, who are the focus of this report, enroll in college classes at and generate FTES for SDCCD. Special Admit students participate in Dual Enrollment (CCAP and ACP) and Concurrent Enrollment. Many students participate in both types of Special Admit enrollment, and enrollment patterns generally reflect site-level factors such as the number of CCAP sections offered annually and geographical proximity to college campuses.



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Findings

Access

1. **Key Finding 1, Annual Headcount Overall and by College:** 6,613 high school students were served by SDCCD CCAP, ACP, and Concurrent Enrollment programs in 2023-24 (City: 2,103, Mesa: 2,781, Miramar: 2,032). 5,149 of these students were from SDUSD Public Schools and enrolled in CCAP or ACP, the most students ever served by SDCCD dual enrollment (City: 1,507, Mesa: 2,010, Miramar: 1,720).

22% of the 25,858 students at SDUSD public schools with CCAP classes in 2023-24 took a college class through SDCCD.
2. **Special Admit Headcount by High School:** The high schools with the most students taking college classes through SDCCD in 2023-24 were Mira Mesa (592), Scripps Ranch (553), and Kearny (544). Nearly all SDUSD sites saw increases in the number of Special Admits in 2023-24 compared to 2022-23.
3. **Special Admit Participation Rate by High School:** The high schools with the highest percentage of students taking college classes through SDCCD in 2023-24 were East Village (94%), SDSCPA (48%), Kearny (42%), and Mt. Everest (39%).
4. **Headcount by Age:** Both overall and among SDUSD public school students, 45% of special admit students were aged 17, 18, or 19, and the next-latest group was aged 16 (All: 38%, SDUSD Public: 39%).
5. **Headcount by Ethnicity:** Both overall and among SDUSD public school students, Latinx students were the largest group of special admits in 2023-24, representing 35% of students enrolled in college classes. White students were the next largest group (All: 26%, SDUSD Public: 25%), and Asian students (All: 14%, SDUSD Public: 15%).
6. **Disproportionate Impact in Special Admit Access, Districtwide:** In 2023-24, 22% of students at SDUSD Public high schools in the SDCCD service area participated in college classes through SDCCD. This represents substantial growth in both the number and percent of SDUSD students accessing early college credit.

Key Finding 2, Districtwide DI: While 22% of SDUSD public school students accessed college classes through SDCCD, African American and Latinx students were DI in Access to Special Admit enrollment in each of the last five years. The gap for African American students is relatively small: less than 15 additional students were needed to reach proportional participation in 2023-24. The gap for Latinx students is large: 386 additional Latinx students were needed for a proportional participation rate in 2023-24.
7. **Key Finding 3, Collegewide DI:** As the colleges have grown special admit enrollment following COVID-19, participation rates have increased at each college and for all groups. Nonetheless, significant gaps in access remain for Latinx students at each college.
8. **Key Finding 4, DI by High School:** In 2023-24, African American students were DI in Access to SDCCD college classes at 8 sites, 3 fewer than in 2022-23. Latinx students were DI in Access at 13 sites, 1 fewer than the prior year. This is out of 19 total sites in 2023-24; there were 18 in 2022-23.

Outcomes

9. **Annual Success Rates Overall, by College, and by Program:** Special Admit success rates are generally very positive, with most types of special admit students at most campuses passing their classes at a rate of more than 85%. However, success rates vary significantly by high school, course, and student group such as ethnicity
10. **Units Earned, Overall:** On average, special admit students who graduated high school in 2024 earned 9.2 units. This is an increase of 1.1 units from the class of 2023, likely reflecting expanded CCAP offerings and concurrent enrollment following the COVID-19 pandemic.

Key Finding 5: 33% of special admit participants who graduated in 2024 earned 12 or more dual enrollment units (1,292 out of 3,895 seniors), a key metric in the CCCCO Vision 2030. This is an increase of 375 students compared to the class of 2023.

Key Finding 6: Across CCAP and ACP, African American and Latinx students were DI in dual enrollment units earned, with Latinx students being DI for four of the last five graduating classes of seniors and African American students for all the past five classes; both groups were DI in the most recent graduating cohort.

11. **Units Earned, by High School, SDUSD Public Schools:** The number of units earned varies significantly by high school. Sites with robust CCAP agreements also see students graduate with more dual enrollment units. Sites that offer fewer dual enrollment sections and have lower success rates see seniors graduate with fewer units
12. **Dual Enrollment Success Rates, by High School, SDUSD Public Schools:** In 2023-24, CCAP success rates were mostly above 80%. While site-level effects may account for a large component of success rate variation, success rates also vary at each site by course.
13. **Special Admit Success Rates, by Age:** In 2023-24, 90% of enrollments by students aged 17, 18, and 19 were successful, compared to 91% of enrollments by 16 year old students, and 89% of enrollments by 15 year old students. It should be noted that success by age group varies significantly by high school.
14. **Special Admit Success Rates, by Ethnicity:** Significant gaps have persisted in special admit success rates between ethnicities over the last five years. These gaps are generally similar across CCAP, ACP, and Concurrent enrollment, although trends vary somewhat by program. In CCAP, success rates for Latinx students have been about 5%-7% below that of Asian students, and success rates for African American students have been between 4% and 16% lower than that of Asian students.

15. **Key Finding 7, Disproportionate Impact in Dual Enrollment Outcomes:** DI in outcomes is visible both at the district level and at 9 high school sites. DI in outcomes stems from gaps in access, gaps in course success rates, site-level trends, and gaps in total units earned over a student's high school career.

- CCAP success rates at Lincoln and Mission Bay have been low for the last three years, although success rates have increased at Lincoln. Morse and SDHS also saw decreasing CCAP success rates in 2023-24.
- Sites at which students graduating in 2024 earned on average fewer than 6 special admit units were Lincoln, Mission Bay, Garfield, Hoover, and Twain.

Key Findings and Next Steps

Key Finding	Next Steps
1. 6,613 high school students were served by SDCCD CCAP, ACP, and Concurrent Enrollment programs in 2023-24 (City: 2,103, Mesa: 2,781, Miramar: 2,032). 5,149 of these students were from SDUSD Public Schools and enrolled in CCAP or ACP, the most students ever served by SDCCD dual enrollment.	The rich partnership between SDUSD and SDCCD creates robust early college credit opportunities for SDUSD students. Increased collaboration between the two institutions and further dedication to that partnership are needed to continue to improve opportunities for students to gain credit momentum towards post-secondary educational goals.
2. While 22% of SDUSD public school students accessed college classes through SDCCD, African American and Latinx students were DI in Access in each of the last five years. The gap for African American students is relatively small, but the gap for Latinx students is large: 386 additional Latinx students were needed for a proportional participation.	<p><i>Next Steps to be discussed at December 9, 2025 SDUSD-SDCCD Joint Partnership Impact Session</i></p> <p><i>Discussion topics to include:</i></p> <ul style="list-style-type: none"> • <i>What short-term goals can we set to impact these gaps in 2025-26?</i> • <i>What long-term goals can we set to impact these gaps after 2025-26?</i> • <i>For Outreach events:</i> <ul style="list-style-type: none"> ○ <i>Who attends?</i> ○ <i>Who is involved?</i> ○ <i>When do we schedule events?</i> ○ <i>What information do we provide?</i> ○ <i>What do these events look like?</i> • <i>What pain points have we experienced?</i>
3. As the colleges have grown special admit enrollment following COVID-19, participation rates have increased at each college and for all groups. Nonetheless, significant gaps in access remain for Latinx students at each college.	
4. In 2023-24, African American students were DI in Access to SDCCD college classes at 8 sites. Latinx students were DI in Access at 13 sites.	
5. 33% of special admit participants who graduated in 2024 earned 12 or more dual enrollment units (1,292 out of 3,895 seniors), a key metric in the CCCCO Vision 2030. This is an increase of 375 students compared to the class of 2023.	The 1 in 3 special admit students currently meeting the CCCCO Vision 2030 goal of 12+ units remain a subset of all SDUSD seniors. It may be necessary for SDCCD to choose whether to prioritize overall expansion or equitable expansion of its Special Admit programs.
6. Across CCAP and ACP, African American and Latinx students were DI in dual enrollment units earned, with Latinx students being DI for four of the last five graduating classes of seniors and African American students for all the past five classes; both groups were DI in the most recent graduating cohort.	<p><i>Next Steps to be discussed at December 9, 2025 SDUSD-SDCCD Joint Partnership Impact Session</i></p> <p><i>Discussion topics to include:</i></p> <ul style="list-style-type: none"> • <i>What does student support look like?</i> • <i>Which sites are prioritized?</i> • <i>What pain points have we experienced?</i>
7. DI in outcomes are visible both at the district level and at 9 high school sites. DI in outcomes stems from gaps in access, gaps in course success rates, site-level trends, and gaps in total units earned over a student's high school career.	

Special Admit Enrollment Trends

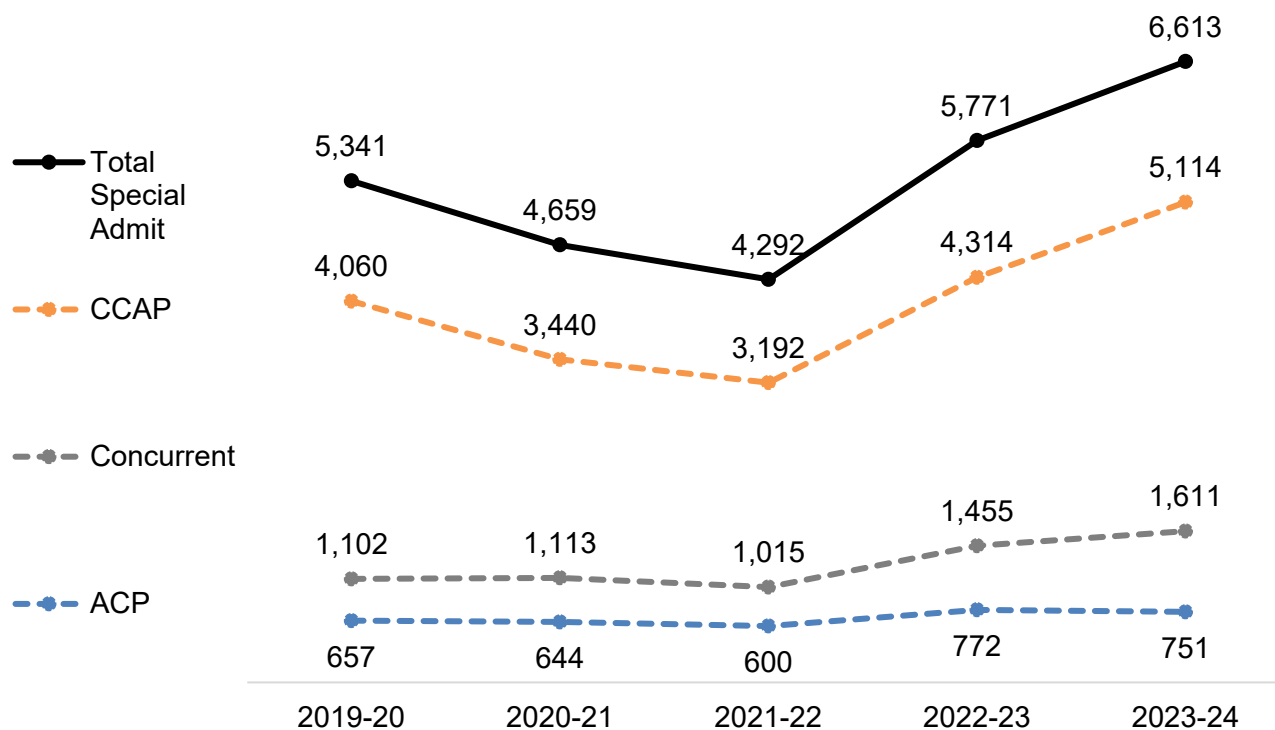
1. Annual Headcount Overall and by College

Key Finding 1: 6,613 high school students were served by SDCCD Special Admit programs (CCAP, ACP, and Concurrent Enrollment) in 2023-24 (City: 2,103, Mesa: 2,781, Miramar: 2,032). 5,149 of these students were from SDUSD Public Schools and were in CCAP or ACP, **the most students ever served by SDCCD dual enrollment** (City: 1,507, Mesa: 2,010, Miramar: 1,720).

Special admit enrollment was severely impacted by the COVID-19 Pandemic and the transition of instruction online – it decreased 19% from a peak of 5,341 enrolled students in 2019-20 to 4,292 students in 2021-22. The 6,613 special admit students served in 2023-24 is a 26% increase from 2022-23, and a 54% increase from the post-pandemic low of 2021-22.

Overall, 22% of the 25,858 students at SDUSD public schools that offered CCAP classes in 2023-24 took a college class through SDCCD. This participation rate varies by college (City: 18%, Mesa: 22%, Miramar: 27%) and by program (CCAP: 19%, Concurrent Enrollment: 4%). See **Error! Reference source not found.** on page **Error! Bookmark not defined.** for college- and program-level participation rates. See Table 1 on page 8 for more information about college-level participation rate calculations and Disproportionate Impact in Access for Latinx and African American students.

Figure 1. Special Admit Headcount, all SDCCD students, Includes Charters



Note. Headcount in Figure 1 reflects all Special Admit students served by SDCCD in each academic year, which includes charter schools.

Disproportionate Impact in Special Admit Access

This section includes information that highlights significant gaps in access to Special Admit enrollment by comparing the demographics of student population in SDUSD Public schools to those of SDCCCD Special Admit students. Data is presented at the District, College, and High levels.

Participation Rate, defined as the ratio of Special Admit students to the high school population, is used to measure Access. Exact criteria for this metric vary based on the level of disaggregation and are noted below in Table 1.

Table 1. Special Admit Participation Rate Components and Calculation Criteria

Disaggregation	Denominator	Numerator
High School	Grade 9 to 12 students enrolled at the indicated high school	Students from the indicated high school enrolled in CCAP, ACP, and/or Concurrent Enrollment through SDCCD
College	Grade 9 to 12 students enrolled at high schools in the college's CCAP service area Excludes high schools outside of the college's CCAP Service Area ¹ .	Students enrolled in CCAP, ACP, and/or Concurrent Enrollment at the indicated college Excludes special admit students enrolled at this college from high schools outside the college's CCAP service area ² .
District	Grade 9 to 12 students enrolled at SDUSD Public Schools that receive CCAP classes from SDCCD in a given academic year	Students enrolled in CCAP, ACP, and/or Concurrent Enrollment
Data source	CDE Dataquest	SDCCD Enrollment Management system.

This section also includes information about **Disproportionate Impact (DI) in Access** for African American and Latinx students, in alignment with goals from the SDUSD-SDCCD Joint Board and California Community Colleges Chancellor's Office (CCCCO) around special admit students, as well as legislative requirements for the CCAP program. DI in Access is presented for All Special Admits and noted for the CCAP program to best measure the extent to which SDCCD and SDUSD are equitably creating opportunities for high school students to take college classes.

DI in Access for a specific ethnic student group (e.g., Latinx students) is identified when there is a significant gap in participation rates between that group and all other students (e.g., non-Latinx students). A gap is considered significant if the participation rate ratio is less than 80% between the specified group and all other students. For example, in 2023-24, Latinx students had a participation rate of 17% and non-Latinx students had a rate of 26%. The participation rate ratio (17%/26%) was 0.67, indicating that Latinx students were DI in Access to college classes that year.

¹ I.e. While Mesa college offers limited CCAP to Hoover, Hoover is part of the City CCAP Service Area, and the Hoover student population is excluded from the Mesa Participation Rate calculations. Similarly, while Mesa college offers ACP at Morse, Morse is part of the City College CCAP Service Area so the Morse student population is excluded from Mesa's Participation Rate calculations.

² I.e. Mesa CCAP students at Hoover and Mesa ACP students at Morse.

2. Disproportionate Impact in Access, All Special Admits, Districtwide

This section summarizes Disproportionate Impact (DI) data for SDCCD and the credit colleges. The size of a DI gap is measured in terms of the number of additional students needed to raise a group's participation rate up to Proportional Participation, or within 80% of all other students. A group is DI in access when their participation rate is less than 80% that of all other students (i.e. Latinx compared to non-Latinx students). That threshold – 80% of the participation rate of all other students – is defined as “Proportional Participation.”

While this information generally reflects site-level data aggregated by college service area, Participation Rate calculations at the college level include only students enrolled at service area high schools. See Table 1 for calculation criteria.

In 2023-24, 22% of students at SDUSD Public high schools in the SDCCD service area participated in college classes through SDCCD – including CCAP, ACP, and Concurrent enrollment through San Diego City, Mesa, Miramar, and/or the College of Continuing Education. This represents -substantial growth in both the number and percent of SDUSD students accessing early college credit, but this growth has been uneven across ethnic groups, particularly for Latinx students.

Key Finding 2: African American and Latinx students were DI in Access to Special Admit enrollment in each of the last five years across SDCCD. The gap for African American students is relatively small: less than 15 additional students were needed to reach proportional participation in 2023-24. The gap for Latinx students is large: 386 additional Latinx students were needed for a proportional participation rate.

Table 2. Participation Rate and Number of Additional Students Needed to Reach Proportional Participation in Special Admit Enrollment, Latinx and African American Students, SDCCD

	2019-20	2020-21	2021-22	2022-23	2023-24
<i>Districtwide PR</i>	16%	15%	14%	19%	22%
African American Part. Rate	12%	12%	11%	15%	17%
non-African American Part. Rate	17%	15%	14%	19%	22%
# to Address African American DI	19	5	13	12	9
Latinx Participation Rate	13%	11%	10%	14%	17%
non-Latinx Participation Rate	19%	18%	17%	23%	26%
# to Address Latinx DI Gap	183	425	414	554	386

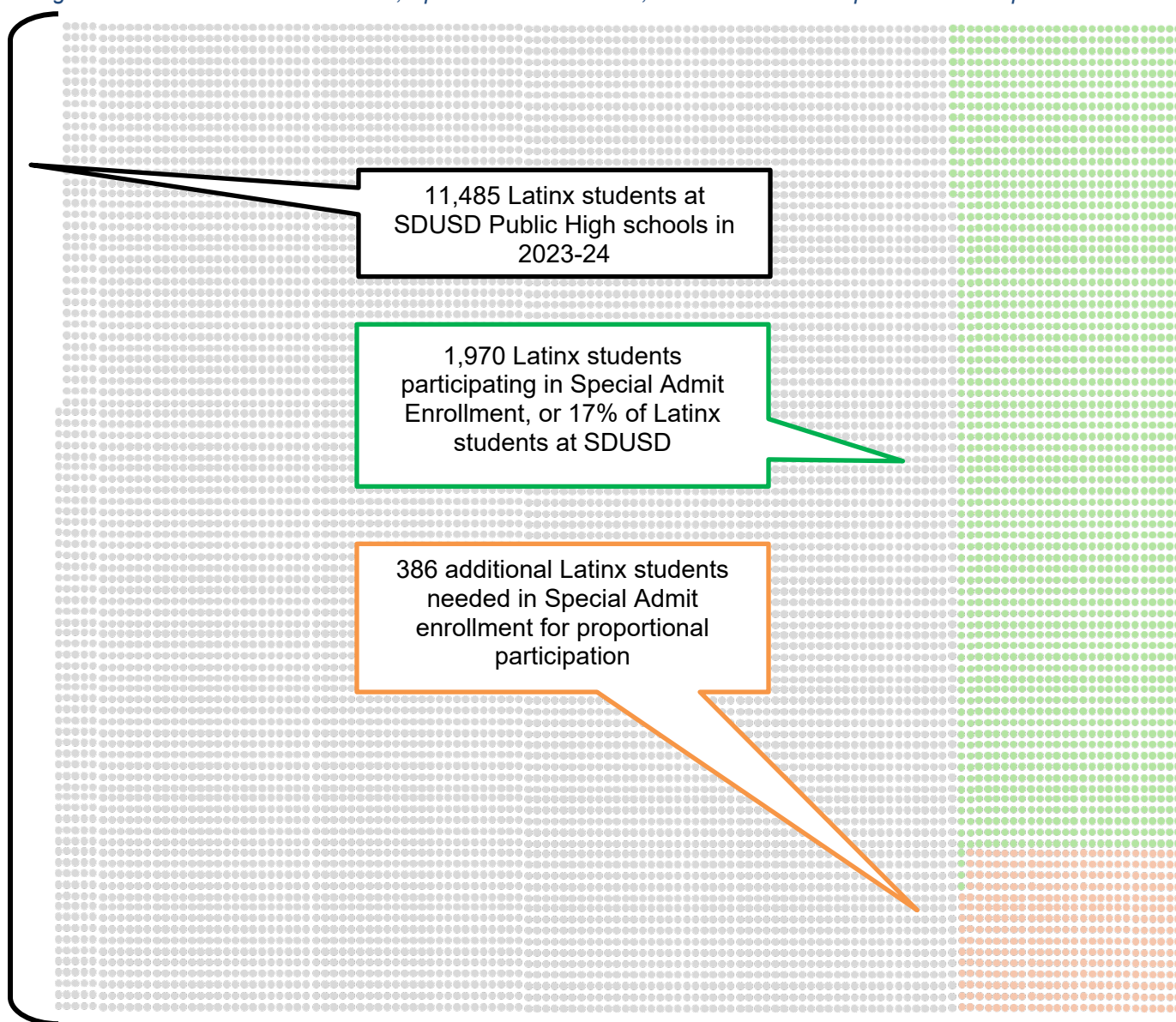
Visualizing the Gap in Access for Latinx Students

There are 11,485 dots on page 10, one for each of the Latinx students enrolled at SDUSD Public high schools with CCAP in 2023-24. Latinx students represent an enormous range of cultural and national identities, linguistic backgrounds, socio-economic statuses, and many more types of diversity. Nonetheless, students identified as Latinx in our reporting are under-represented in higher education. Special Admit enrollment is meant for these students, yet for the last five years, they have seen less growth in access at SDCCD than other groups. In fact, the gap in access for Latinx students grew between 2019-20 and 2022-23; it shrunk slightly in 2023-24 but remained large.

386 additional Latinx students would have been needed in in Special Admit enrollment in 2023-24 for proportional participation

The green dots on the upper right side of Figure 4 represent the 1,970 Latinx students who enrolled in college classes in 2023-24, or 17% of the 11,485 Latinx students enrolled at SDUSD Public high schools with CCAP. The orange dots on the lower right represent the 386 additional students needed for Latinx students to have had proportional participation to non-Latinx students that year. The remaining gray dots represent other Latinx students who did not participate in Special Admit enrollment. These and the students represented by the orange dots are those that the California Community Colleges Chancellor's Office (CCCCO) Vision 2030 directs us to prioritize in expanding dual and concurrent enrollment programs in the next five years.

Figure 2. Latinx students at SDUSD, Special Admit students, and Needed for Proportional Participation in 2023-24



3. Disproportionate Impact in Access, All Special Admits, by College

Overall special admit enrollment participation rates varied somewhat by college in 2023-24, with between 18% and 27% of students in each college's service area participating in special admit enrollment through that college each year (City: 18%, Mesa: 22%, Miramar: 27%).

Key Finding 3: As the colleges have grown special admit enrollment following COVID-19, participation rates have increased at each college and for all groups. Nonetheless, significant gaps in access remain for Latinx students at each college.

See Table 3 for DI in Access for Latinx and African American students, and Table 4 on page 12 for participation rates by college and for Latinx and African American students.

Table 3. DI in Access by College, Summary

	DI for Latinx Students	DI for African American Students
City	Significant DI: in 2023-24, an additional 316 students would have been needed for a proportional participation rate. This gap remained significant throughout all past 5 years and grew through 2022-23 and shrank slightly in 2023-24.	African American students had slightly lower participation rates in the last three years but were not DI.
Mesa	DI in 2020-21, 2021-22, and 2022-23. In 2023-24 Latinx students had lower participation rates than non-Latinx students, but that gap was just above the DI threshold.	DI from 2019-20 to 2022-23, at rates close to the DI threshold. In 2023-24, African American students had a lower participation rate but were not DI.
Miramar	Significant DI: in 2023-24, an additional 81 students would have been needed for a proportional participation rate. This gap grew through 2022-23 and shrank slightly in 2023-24.	DI in 2023-24 and 2019-20 to 2021-22. An additional 9 students needed for proportional participation in 2023-24.

College-wide DI data uses students enrolled in the college's CCAP service area as the denominator, and students from those high schools enrolled in CCAP, ACP, and/or Concurrent enrollment through that college as the numerator. This excludes non-service area students from each college's calculation³. These students are included in Districtwide participation rate calculations.

Access to Concurrent Enrollment through SDCCE for SDHS

Access DI reporting is not yet fully available for the College of Continuing Education. Access DI data at the college level requires a service area, which as of this report has not been established for SDCCE. Preliminary data is shared below for reference.

In 2023-24, 68 SDHS students accessed Concurrent Enrollment through SDCCE, or 3.7% of SDHS students. There were 7 African American SDCCE Concurrent enrollment students and 42 Latinx students.

- African American students had a higher participation rate (5.7%) than non-African American students (3.5%).
- Latinx students had a lower participation rate (3.3%) than non-Latinx students (4.4%), at a rate below the DI threshold, suggesting they were DI in Access in 2023-24.

³ i.e. Mesa CCAP students at Hoover, SDHS concurrent enrollment students at Miramar, etc

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Table 4. Participation Rate and Additional Students Needed for Proportional Participation in DI Years, by College

Participation Rate		2019-20	2020-21	2021-22	2022-23	2023-24
City College	Collegewide	13%	11%	10%	15%	18%
	African American	12%	11%	9%	13%	16%
	non-African American	13%	11%	10%	15%	18%
	# to Address African American DI	---	---	---	---	---
	Latinx	12%	9%	8%	11%	14%
	non-Latinx	15%	14%	13%	21%	24%
	# to Address Latinx DI Gap	14	109	99	339	316
Mesa College	Collegewide	16%	15%	16%	21%	22%
	African American	12%	11%	12%	16%	19%
	non-African American	16%	16%	16%	21%	22%
	# to Address African American DI	6	5	0	6	---
	Latinx	15%	12%	12%	17%	20%
	non-Latinx	17%	18%	18%	23%	24%
	# to Address Latinx DI Gap	---	81	95	53	---
Miramar College	Collegewide	20%	19%	17%	23%	27%
	African American	14%	15%	13%	20%	18%
	non-African American	20%	19%	17%	23%	27%
	# to Address African American DI	6	1	0	---	9
	Latinx	15%	14%	11%	15%	19%
	non-Latinx	22%	21%	19%	25%	29%
	# to Address Latinx DI Gap	50	55	89	104	81

Note. Non-service area students are excluded from college-level participation rate calculations but are included in site- and districtwide participation rate calculations.

81 additional Latinx students would have been needed in Special Admit enrollment at Miramar College in 2023-24 for proportional participation

4. Disproportionate Impact in Access, All Special Admits, by High School

This section includes information about DI in Access at the High School level. Information is included for SDUSD Public schools with active CCAP agreements in each year. Information is reported for all Special Admits; the numerator for each site's participation rate includes all students from that high school taking college classes from SDCCD. Sites where DI is present for all Special Admits, but not for the CCAP program, are indicated.

Key Finding 4: In 2023-24, African American students were DI in Access to SDCCD college classes at 8 sites, 3 fewer than in 2022-23. Latinx students were DI in Access at 13 sites, 1 fewer than the prior year. This is out of 19 total sites in 2023-24; there were 18 in 2022-23.

Data indicating sites at which Latinx and African American students were DI in Access, including the number of additional students needed to reach Proportional Participation Rates and close access gaps, is available upon request. **Contact the Office of Institutional Effectiveness and Research for more details about the information in this summary.**

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Disproportionate Impact in Access Takeaways and Next Steps

This section of the report connects information about Disproportionate Impact (DI) in Access to next steps.

Data	Next Steps:	Data Resources
African American and Latinx students were DI in Access in each of the last five years. In 2023-24 the gap for African American students was relatively small, but the gap for Latinx students is large: 386 additional Latinx students were needed for proportional participation.	<ul style="list-style-type: none"> Improved format, timing, and content of Outreach activities <ul style="list-style-type: none"> On-site CCAP recruitment by colleges at lunch Information shared at pep rallies and in school announcements Information shared to 8th graders and their counselors Course offerings may be designed in certificate and degree-aligned pathways that complement AP classes at sites Professional Development: workshops and in-service training for college faculty <ul style="list-style-type: none"> Focus on best practices in delivering college coursework to high school students Engagement and retention resources and strategies Targeted recruitment of dual enrollment faculty Collaborate more w/ SDUSD students and faculty Dedicated funding for Outreach materials Professional Development: colleges are planning/implementing professional learning communities (PLC) of dual enrollment faculty. These PLCs currently need a funding source. For SDCCD faculty and staff, learn more about SDUSD roles and capabilities of site-level supports, such as CCAP liaisons 	Special Admit Outcomes Dashboard Dual Enrollment Access Dashboard
As the colleges have grown special admit enrollment following COVID-19, participation rates have increased at each college and for all groups. Nonetheless, significant gaps in access remain for Latinx students at each college.		
In 2023-24, African American students were DI in Access to SDCCD college classes at 8 sites. Latinx students were DI in Access at 13 sites.		

Student Voice: Opportunities to Revisit Student Recruitment

Focus groups were conducted in Fall 2024 at Miramar College to inform CCAP outreach efforts at that college. This project was a pilot, intended to inform future qualitative research with CCAP students. This page includes preliminary findings from those focus groups; a more detailed analysis will be available Spring 2025.

Two groups of students participated in the focus groups. All students were currently enrolled at Miramar College. One group of students had participated CCAP while in high school, and the other had not⁴.

Participants highlighted the social aspect of CCAP classes from two perspectives. High school students:

1. largely hear about the program from their friends.
2. perceive CCAP classes as intended for students who are already collegebound.

These perspectives highlight opportunities to recruit students to CCAP classes for college-based outreach and for high school counselors.

College-based Opportunities: Participants highlighted in-person recruitment efforts at club fairs, assemblies, and in high school-based media such as newspapers and announcements as potential channels to receive information about special admit opportunities.

Opportunities for High School Counselors: High school counselors are best positioned to interrupt a social cycle in which high-achieving students enroll in college classes and perpetuate their reputation as not being intended for students under-represented in higher education. Participants indicated that meetings with their counselors, in which counselors share information about course content and the benefits of college classes, would help them decide to enroll in CCAP.

Table 5. Focus Group, Student Voice by Theme

Reputation	"I had a lot of friends that were like super, like scholars. Even doing other activities. Doing sports and being super great at school. And then they're like, 'Yeah, I want to take a college class.' And I'm like, 'Oh, that's like so cool, you know. Good for you.'"
Role of counselors	"I felt like she definitely like wanted me to kind of show interest in it. But there wasn't a lot of information about it, and she didn't really go into like depth about like what programs were available, or what I could do, or how it would kind of affect me and my education. So it just kind of felt like surface level. And it wasn't as interesting for me."
Outreach	"I would have liked a lot if it would have been like during one of our assemblies, or during like a club rush where they have all the clubs sitting around at different tables."
Benefits of CCAP	Excelling in CCAP courses made participant "believe that I could actually do college." CCAP instructors "actually treated me like a normal person, and a new normal college student. And eventually I got used to that."

⁴ Special Admit participation was restricted to CCAP through Miramar College only. Participants had not participated in Concurrent enrollment or ACP from other colleges.

Special Admit Outcomes

Special Admit success rates have been generally high over the last five years (CCAP: 88% to 91%, ACP: 92% to 94%, Concurrent Enrollment: 85% to 89%).

1,292 special admit students who graduated in 2024 completed 12+ units while in high school – a key goal established in Vision 2030 – over 33 % of all special admit seniors that year.

An additional 522 students from the class of 2024 earned between 6 and 12 units. On average, special admit students graduated with 9.2 units of credit in 2024, most of which was accounted for by dual enrollment programs. **These metrics indicate that the special admit programs are providing opportunities for students to succeed in college level coursework and a head-start on degree completion and transfer.**

5. Annual Success Rates Overall, by College, and by Program

Special Admit success rates are generally very positive, with most types of special admit students at most campuses passing their classes at a rate of more than 85%. However, **success rates vary significantly by high school, course, and student group such as ethnicity**, and local exploration of success rates on the [Outcomes Dashboard](#) is strongly encouraged.

Compared to 2022-23, success rates in 2023-24 remained relatively stable, with overall changes of 1% or less. By college compared to last year:

- City, no changes (CCAP: no change, Concurrent: no change)
- Mesa, slight changes (ACP: -1%, CCAP: +1%, Concurrent: +2%)
- Miramar, slight increase (CCAP: +1%, Concurrent: +1%).

Table 6. Special Admit Success Rates, Includes Charters

		2019-20	2020-21	2021-22	2022-23	2023-24	22-23 to 23-24 Diff.
City	CCAP	86%	83%	82%	87%	87%	0%
	Concurrent	83%	81%	83%	87%	87%	0%
	Total	86%	82%	82%	87%	87%	0%
Mesa	ACP	92%	94%	94%	94%	93%	-1%
	CCAP	90%	86%	87%	85%	86%	1%
	Concurrent	87%	87%	88%	89%	90%	2%
	Total	90%	89%	90%	88%	89%	1%
Miramar	CCAP	96%	94%	92%	93%	94%	1%
	Concurrent	88%	90%	85%	89%	88%	1%
	Total	95%	94%	91%	92%	94%	1%
All Credit Colleges	ACP	92%	94%	94%	94%	93%	-1%
	CCAP	91%	89%	88%	89%	90%	1%
	Concurrent	85%	86%	86%	88%	89%	1%
	Total	91%	89%	88%	89%	90%	1%

6. Units Earned, Overall

On average, special admit students who graduated high school in 2024 earned 9.2 units through CCAP, ACP, and/or Concurrent enrollment. This is an increase of 1.1 units from the class of 2023, likely reflecting expanded CCAP offerings and concurrent enrollment following the COVID-19 pandemic. 1,292 seniors in 2024 earned 12+ units, 375 more than the class of 2023.

Key Finding 5: 33% of special admit participants who graduated in 2024 earned 12 or more dual enrollment units (1,292 out of 3,895 seniors), a key metric in the CCCCO Vision 2030.

The CCAP and ACP dual enrollment programs account for much of special admit students' unit accumulation; see Table 8 on page 18 for dual enrollment units earned for SDUSD Public school students.

Table 7. Special Admit Students, by Units Earned and Graduating Class, Includes Charters

	Units Earned	High School Graduation					22-23 to 23-24 Diff.
		2020	2021	2022	2023	2024	
Count	Zero	89	247	230	285	289	4
	0.5 to 6.5	623	1,545	1,408	1,788	1,792	4
	6.5 to 11.5	195	467	452	506	522	16
	12 or more	291	1,100	968	917	1,292	375
	Total	1,198	3,359	3,058	3,496	3,895	399
Percent	Zero	7%	7%	8%	8%	7%	-1%
	0.5 to 6.5	52%	46%	46%	51%	46%	-5%
	6.5 to 11.5	16%	14%	15%	14%	13%	-1%
	12 or more	24%	33%	32%	26%	33%	7%
	Total	100%	100%	100%	100%	100%	---

7. Disproportionate Impact in Dual Enrollment Outcomes

Key Finding 7: Disproportionate Impact (DI) in outcomes are visible both at the district level and at 9 high school sites. DI in outcomes stems from gaps in access, gaps in course success rates, site-level trends, and gaps in total units earned over a student's high school career.

Gaps in access is one factor driving DI in outcomes – when students from DI populations enroll in fewer classes, they have fewer opportunities to earn units. Low course success rates are another factor driving DI in Outcomes.

In 2023-24, there were three sites at which African American students were DI in Outcomes, and 2 sites at which Latinx students were DI. This data is available upon request. DI students had low success rates (less than 80%) in 2023-24, and disproportionate impact in units earned across the last three graduating classes⁵. **Contact the Office of Institutional Effectiveness and Research for more details about the information in this summary.**

⁵ Average CCAP and ACP units earned per student were compared across ethnicities at each site; the group with the highest units earned and more than 10 students was used as the reference group. African American or Latinx students were indicated as DI in Units Earned if their average units earned were less than 80% of the reference group's units earned in a graduating class.

Supplemental Headcount Tables by Outcomes

Table 8. Dual Enrollment (CCAP+ACP) Students, by Units Earned and Graduating Class, Excludes Charters

	Units Earned	High School Graduation Year					22-23 to 23-24 Diff.
		2020	2021	2022	2023	2024	
Count	Zero	72	208	181	203	204	1
	0.5 to 6	567	1308	1,096	1,354	1,382	28
	6.5 to 11.5	186	389	388	414	415	1
	12 or more	262	1,021	878	853	1,199	346
	Total	1,087	2,926	2,543	2,824	3,200	376
% of Total Grads	Zero	7%	7%	7%	7%	6%	-1%
	0.5 to 6	52%	45%	43%	48%	43%	-5%
	6.5 to 11.5	17%	13%	15%	15%	13%	-2%
	12 or more	24%	35%	35%	30%	37%	7%
	Total	100%	100%	100%	100%	100%	---

Table 9. SDUSD Public Dual Enrollment (CCAP+ACP) Success Rates, by College and Year, Excludes Charters

		2019-20	2020-21	2021-22	2022-23	2023-24	22-23 to 23-24 Diff.
City	CCAP	87%	82%	83%	87%	86%	-1%
Mesa	ACP	92%	94%	94%	94%	93%	-1%
	CCAP	92%	85%	87%	85%	87%	2%
	Total	92%	89%	90%	89%	89%	0%
Miramamar	CCAP	96%	94%	92%	93%	94%	1%
All	Total	92%	90%	89%	90%	90%	0%

Table 10. College and Service Area

City	Mesa	Miramamar
Crawford	Clairemont	Canyon Hills
East Village	Henry	Mira Mesa
Garfield	Kearny	Scripps Ranch
Hoover	La Jolla	University City
Lincoln	Madison	
Morse	Mission Bay	
SDHS	Point Loma	
SDSCPA		