



# High School Students who Earn Early College Credit from SDCCCD

*How, Why, and Who*

**Stephen Bass [sbass@sdccd.edu](mailto:sbass@sdccd.edu)**

# Session Learning Outcomes

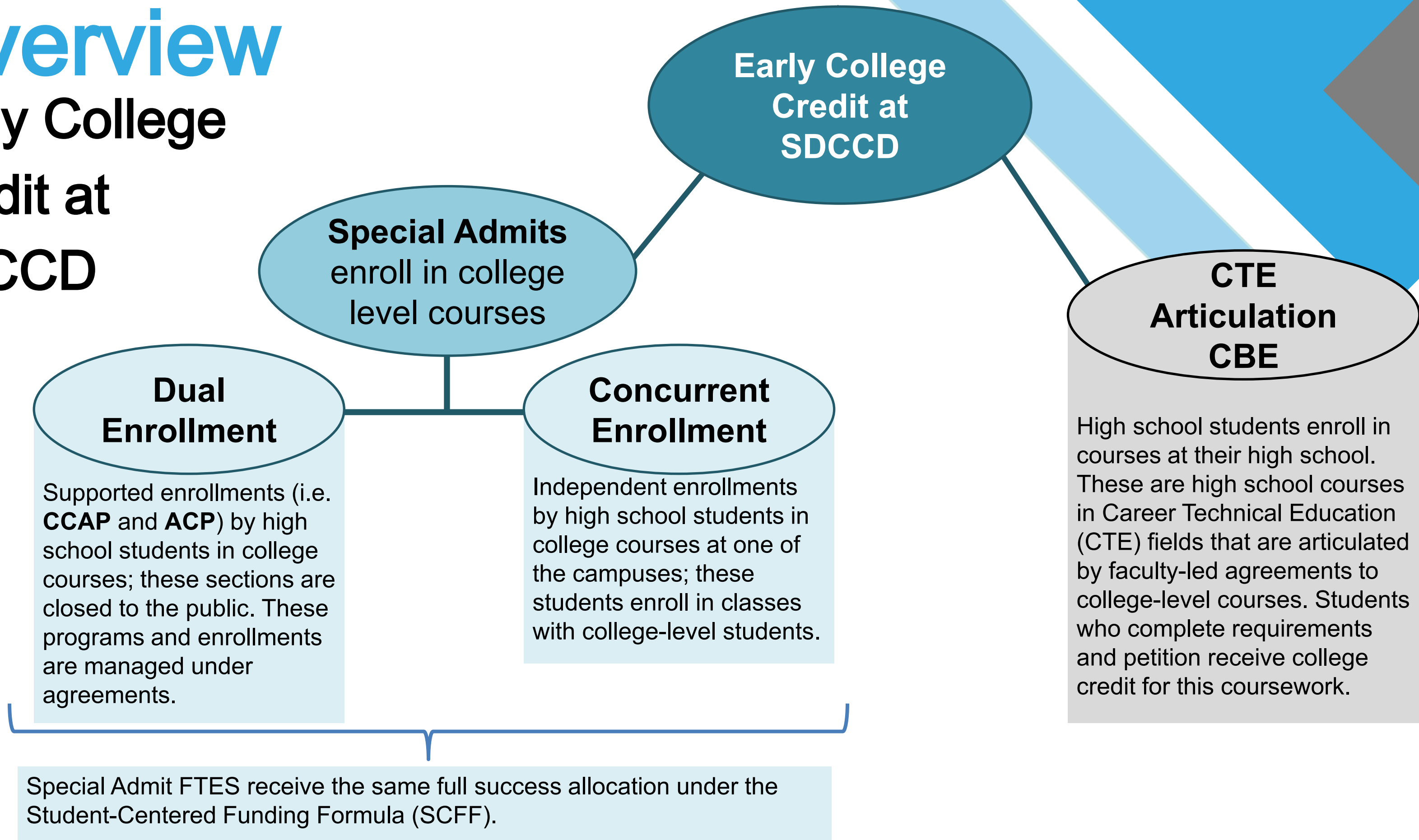
1. Learn Terminology, administrative structures, and key program outcomes
2. Learn key metrics and datapoints
3. Use reporting tools to engage with scheduling, access, and student support questions in the role of a college-side coordinator or faculty-member, or site-side principal or counselor.

# Contents

- 1. Overview of Early College Credit at SDCCD**
2. Resources
3. Trends from Key Metrics
4. Activity
5. Debrief & Discussion

# Overview

## Early College Credit at SDCCCD



# Overview

## Special Admits at SDCCD

### Administrative structures

**CCAP:** legal agreements between college and high school to offer specific classes under CCAP

- Usually offered at high school, may be offered at college
- Tracked for MIS and VAR via **section-level element in CS**

**Non-CCAP MOU:** agreements similar to CCAP

- Often function as “CCAP overflow” or for charters.
- Must be manually tracked.

Concurrent Enrollment: individual enrollments on college campus with other college students. Non-CCAP MOUs show up as Concurrent enrollment in data. **Identifying these students is not supported in CS.**

# Overview


## Early College Credit at SDCCD

**Special Admits:** all enroll types on prior slide

- Most of students are SDUSD Public Schools, under SDUSD-SDCCD Joint Board/Partnership
- Also includes students from charter and non-SDUSD

**CTE Articulation CBE:** high school students in high school CTE classes who may receive college credit if they meet requirements.

- SDCCD and SDUSD now engaging in developing **PATHWAYS** from high school to college that may include both CBE and Special Admit leading to completion of certificates
- Faculty-led agreements

- 
1. Overview of Early College Credit at SDCCCD
  - 2. Resources**
  3. Trends from Key Metrics
  4. Activity
  5. Debrief & Discussion

# Resources

## Dashboards and Reports

Joint Board [Scorecard](#)

---

### Dashboards

[High School Sites](#) PW: SDCCD4SDUSD!

[Colleges and District \(need SDCCD credentials\)](#)

[CTE Articulation Credit-by-Exam annual Dashboard](#)

---

[Special Admit Comprehensive Report, 2023-24](#) (SDUSD-SDCCD use only)

[Special Admit Comprehensive Report, 2023-24](#) (public use)

### Reports

[High School Pipeline Report, 2023-24](#)

High School Pipeline College Worksheets,  
2024-25, [City](#), [Mesa](#), [Miramar](#)

[Subsequent Outcomes Report](#), August 2025

[CTE Articulation Credit-by-Exam Report, 2023-24](#)

---

### Memos

[FTES Funding Estimate 2022-23](#)



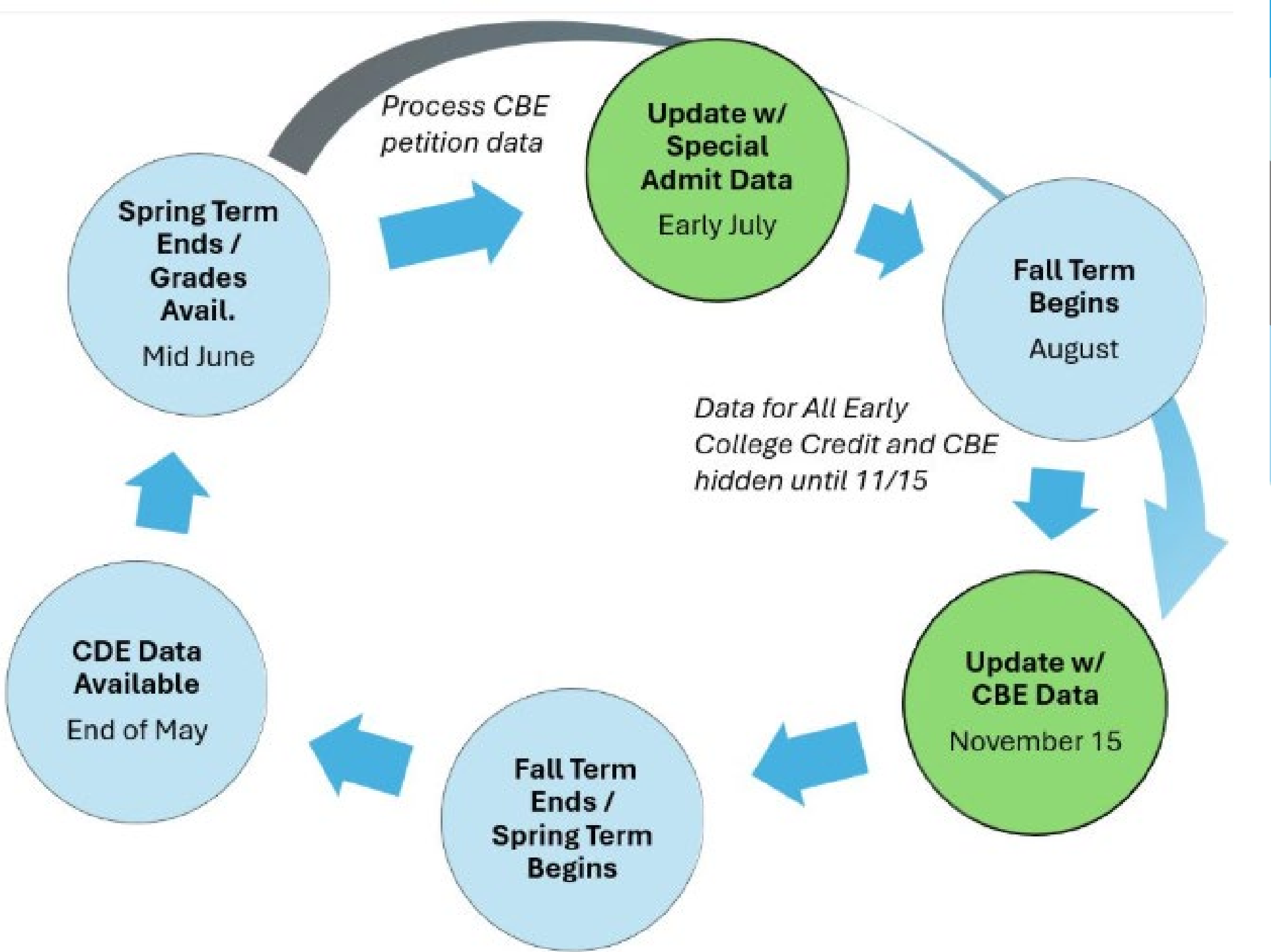
# Resources

## Data Availability

Early college credit dashboards updated twice annually: **July** and **mid-November**

**July:** Special Admit data for preceding Year

**mid-November:** CBE Data



Headcount by Early College Credit Type

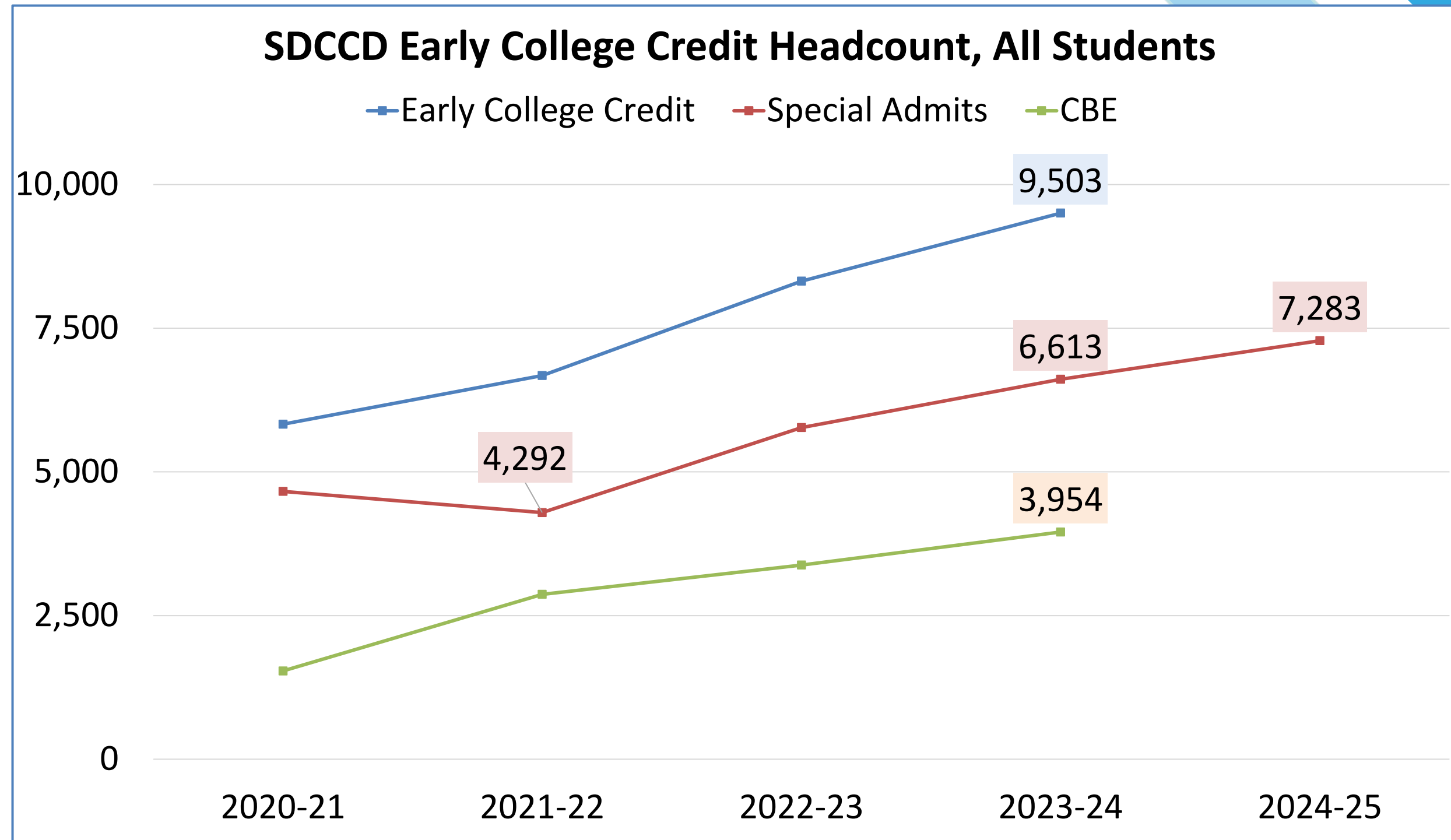
RowLabel	2020-21	2021-22	2022-23	2023-24	2024-25
ACP	644	600	757	719	743
CBE	1,536	2,869	3,377	3,954	
CCAP	3,316	2,984	3,980	4,785	5,239
Concurrent	685	679	970	978	1,171
All Special Admit	4,120	3,777	4,961	5,655	6,090
All Early College Credit	5,291	6,160	7,513	8,547	

# Contents

1. Overview of Early College Credit at SDCCCD
2. Resources
- 3. Trends from Key Metrics**
4. Activity
5. Debrief & Discussion

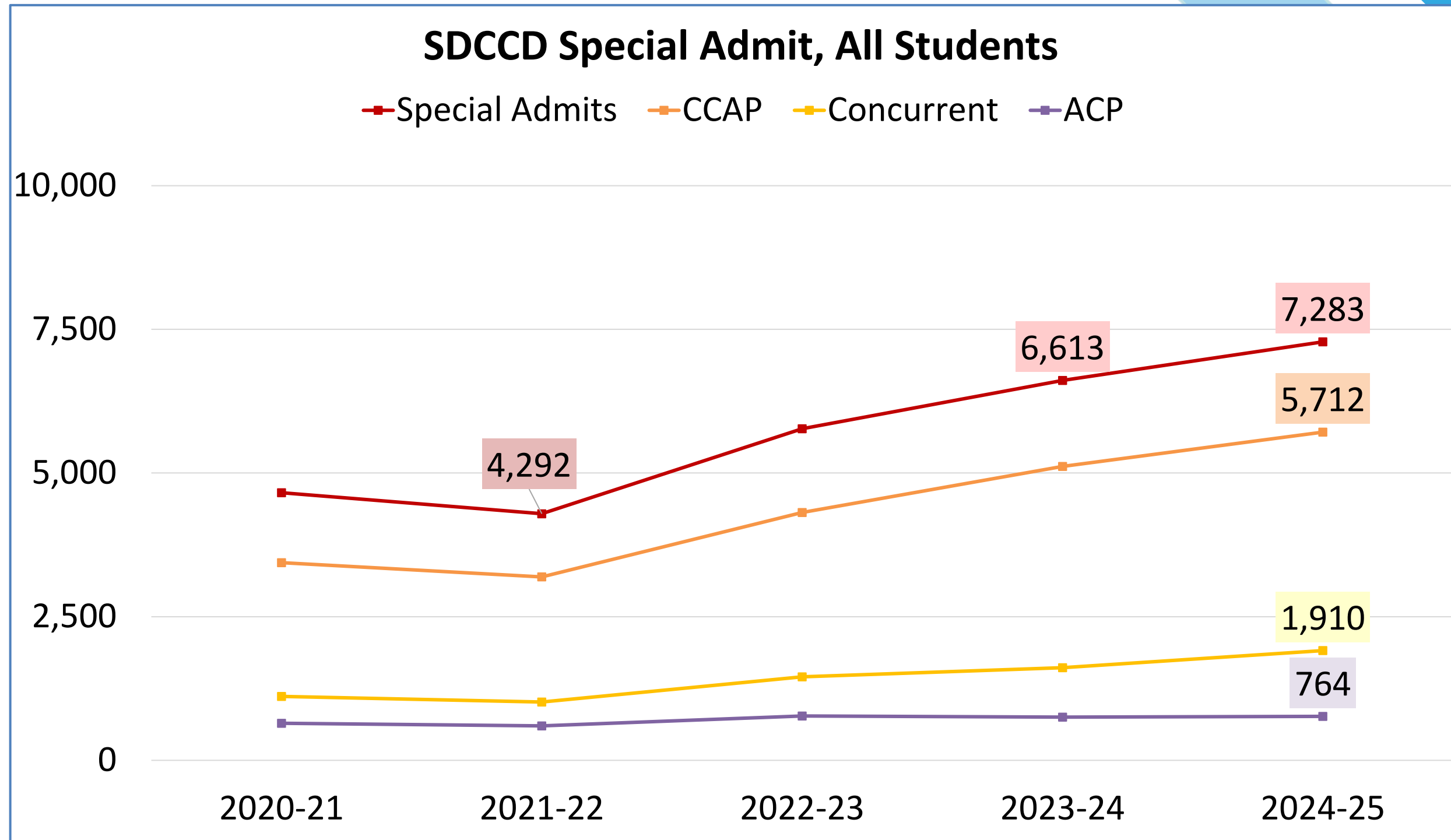
# Trends from Key Metrics

## Early College Credit at SDCCD



# Trends from Key Metrics

## Early College Credit at SDCCD



# Trends from Key Metrics

## Special Admit Outcomes

**Course Success Rates** are generally high

- A, B, C, or D out of total census enrollments reflects % of students who earned credit

**Average Units Earned** at almost 10 across all ECC.

Program implementation and **these trends vary widely by high school.**

	2020-21	2021-22	2022-23	2023-24	2024-25
CCAP	89%	88%	89%	90%	90%
Concurrent	86%	86%	88%	89%	86%
ACP	94%	94%	94%	93%	94%
Special Admits	89%	88%	89%	90%	89%

### Average Units Earned By Early College Credit Type

EnrollType	2021	2022	2023	2024	2025
ACP	7.6	7.5	6.8	7.2	6.9
CBE	3.2	3.2	3.6	4.0	
CCAP	7.7	7.6	7.2	7.9	8.6
Concurrent	6.5	6.8	5.8	6.2	5.9
All Special Admits	8.8	8.8	8.2	9.1	9.8
All Early College Credit	8.7	8.6	8.3	9.3	

# Trends from Key Metrics

## Access

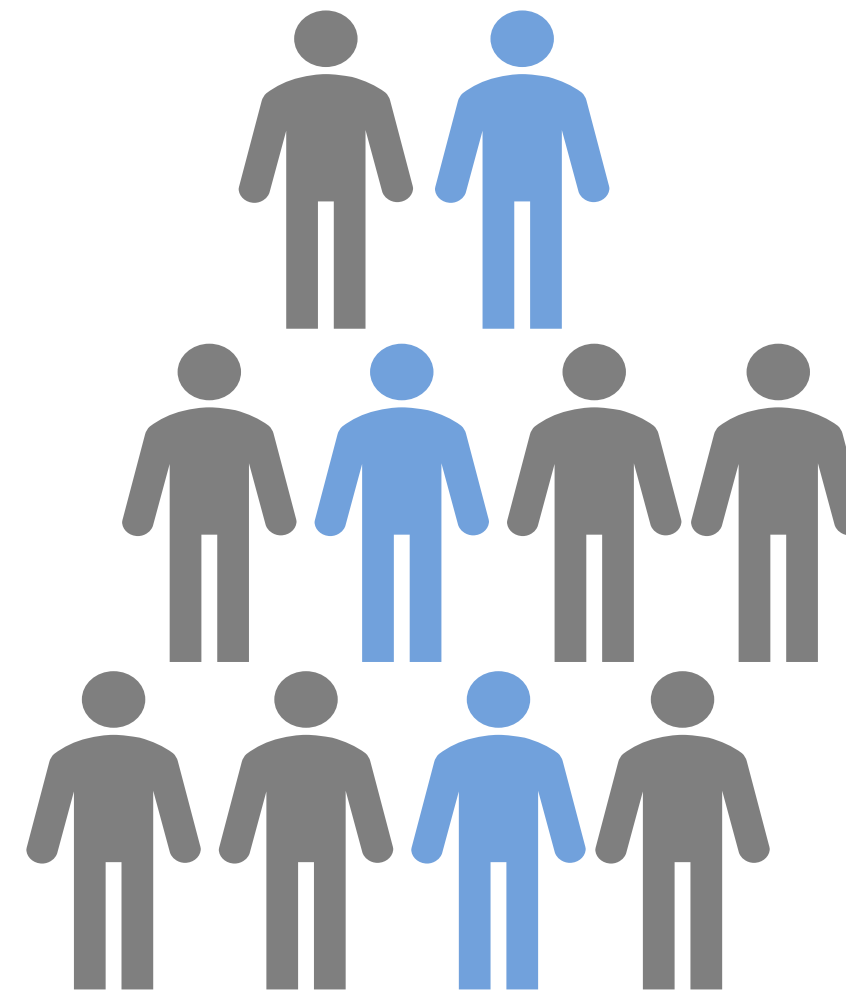


### Toolkit: Participation Rate

**Participation Rate:** Special Admit Students ÷ High School Population

- **Special Admit Students:** Those enrolled in CCAP and/or in Concurrent Enrollment at City, Mesa, Miramar, and/or SDCCE. From SDCCD Enrollment Management system.
- **High School Population:** Number of students in grades 9-12 enrolled at high school. From CDE Dataquest.

3 divided by 10 = 30%



# Trends from Key Metrics:

## Access

### Participation Rate

#### Requires Service Area

- Districtwide service area = SDUSD Public Schools
- College service areas = high schools that receive CCAP classes from that college.  
\*Mesa excludes Hoover and UCHS.
- College participation rate calculations exclude high school students from outside their service area.

Participation Rate by Early College Credit Type

RowLabel	2020-21	2021-22	2022-23	2023-24	2024-25
ACP	2%	2%	3%	3%	3%
CBE	6%	11%	13%	16%	
CCAP	12%	11%	16%	19%	21%
Concurrent	3%	3%	4%	4%	5%
All Special Admit	15%	14%	19%	23%	25%
All Early College Credit	20%	23%	29%	34%	
Students at H.S.	26,716	26,528	25,647	25,105	24,622

Participation Rate by Ethnicity \*Includes CBE

Ethnicity	2020-21	2021-22	2022-23	2023-24
African American	15%	16%	21%	24%
Asian	28%	36%	44%	48%
Filipino	27%	32%	41%	44%
Latinx	14%	16%	22%	27%
Multi-Ethnicity	25%	27%	35%	41%
Native American	15%	23%	31%	26%
Pacific Islander	23%	34%	28%	33%
White	24%	30%	35%	39%



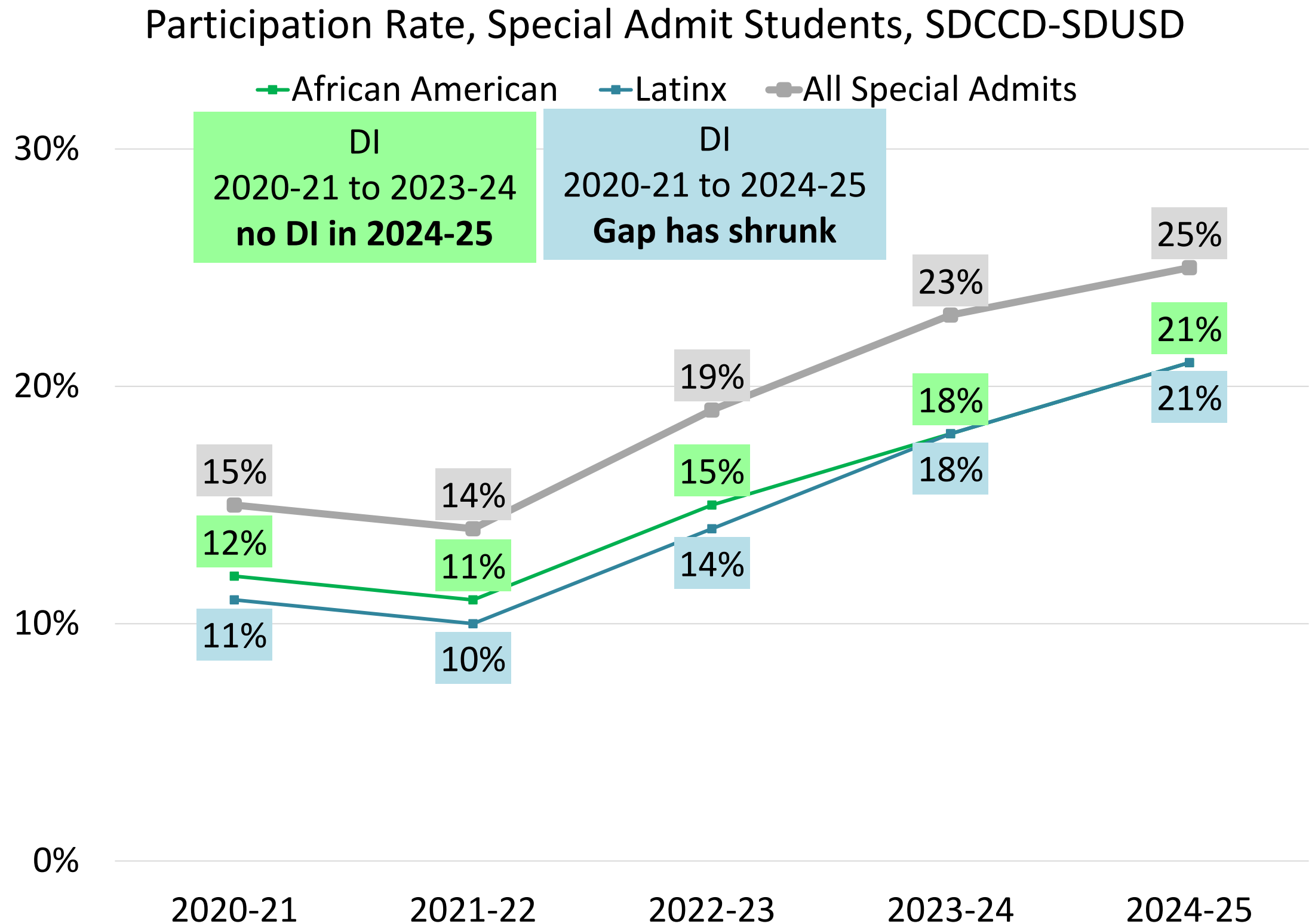
# Trends from Key Metrics

**Access has nearly doubled since 2021-22.**

**Gaps are persistent but have shrunk.**

SDCCDD Colleges and District Office collaborate with SDUSD to recruit and support students for whom CCAP is intended.

College Strategic Plans for Equitable Expansion of Dual Enrollment guide Outreach and Support





# Trends from Key Metrics

## Disproportionate Impact (DI)

### Visualizing Gaps in Access

Compare participation rate of one group (i.e. Latinx students) to all other students (i.e. non-Latinx students)

When ratio between two participation rates is less than 80%, this indicates DI in Access

Dashboard shows the number of students to reach **Proportional Participation**

Participation Rate

# of Students Needed for Proportional Participation

Number of Students Needed to Proportional Participation Rate By Ethnicity

Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25	#Change	%Change
African American	3	12	14	11			
Asian							
Filipino					27		
Latinx	410	421	559	386	198	-188	-49%
Multi-Ethnicity							
Native American	2	2		1	2	1	100%
Pacific Islander				2			
White							

\*Special Admit Only

# Trends from Key Metrics

## Disproportionate Impact (DI)

Gaps in Access have shrunk

2024-25 is the first year African American students were not DI.

The gap for Latinx students shrunk by half between 2023-24 and 2024-25.

This progress reflects ongoing commitment to this work by faculty and staff on both sides of the SDUSD-SDCCD partnership.


Participation Rate

# of Students Needed for Proportional Participation

Number of Students Needed to Proportional Participation Rate By Ethnicity

Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25	#Change	%Change
African American	3	12	14	11			
Asian							
Filipino					27		
Latinx	410	421	559	386	198	-188	-49%
Multi-Ethnicity							
Native American	2	2		1	2	1	100%
Pacific Islander				2			
White							

\*Special Admit Only

- 
1. Overview of Early College Credit at SDCCCD
  2. Resources
  3. Trends from Key Metrics
  - 4. Activity**
  5. Debrief & Discussion

# Activity

## Using DI Data

1. **Define your role:** Based on your role at the college or site, will you focus on all students earning Early College Credit, Special Admits, CCAP, Concurrent, or CBE?
2. **Open the Dashboard:** Use the Special Admit dashboard.
3. **Pick a Student Group:** e.g., Latinx students at a specific high school or college.
4. **Answer Data and Action Insight Questions**
5. **Apply the Data:** Design a support strategy to help students complete the credit process.
  - ✓ Include at least one intervention at the high school **and** one at the college.
  - ✓ Consider: messaging and source of outreach, the role of liaisons and counselors, student supports from the high school or college, the role of faculty in engaging students early, and the enrollment process.

# Activity

## Using DI Data

### Data Insight Questions

- ✓ What percentage of students at the high school from the college's service **participate**? In your focus group (i.e. Latinx students)?
- ✓ Are there **significant gaps** in access for these students? Are these gaps better, worse, or consistent in other programs? (CCAP vs. CBE)
- ✓ What are **outcomes** (success rate and average units earned) for this group? How do they compare to those of other groups?

### Action Insight Questions

- ✓ Who can you connect with to address access barriers?
- ✓ Who is on your team that can help support student success in the classroom?
- ✓ What resources, data, or relationships do you need to address these issues?
- ✓ How does your college's Strategic Plan for Dual Enrollment address these issues?



# THANK YOU

**SAN DIEGO**  
**CITY COLLEGE**

**SAN DIEGO**  
**MESA COLLEGE**

**SAN DIEGO**  
**MIRAMAR COLLEGE**

**SAN DIEGO COLLEGE OF**  
**CONTINUING EDUCATION**

[Institutional Innovation and Effectiveness](#)