



Early College Credit Re-enrollment and Subsequent Outcomes

Report and Dashboard Summary

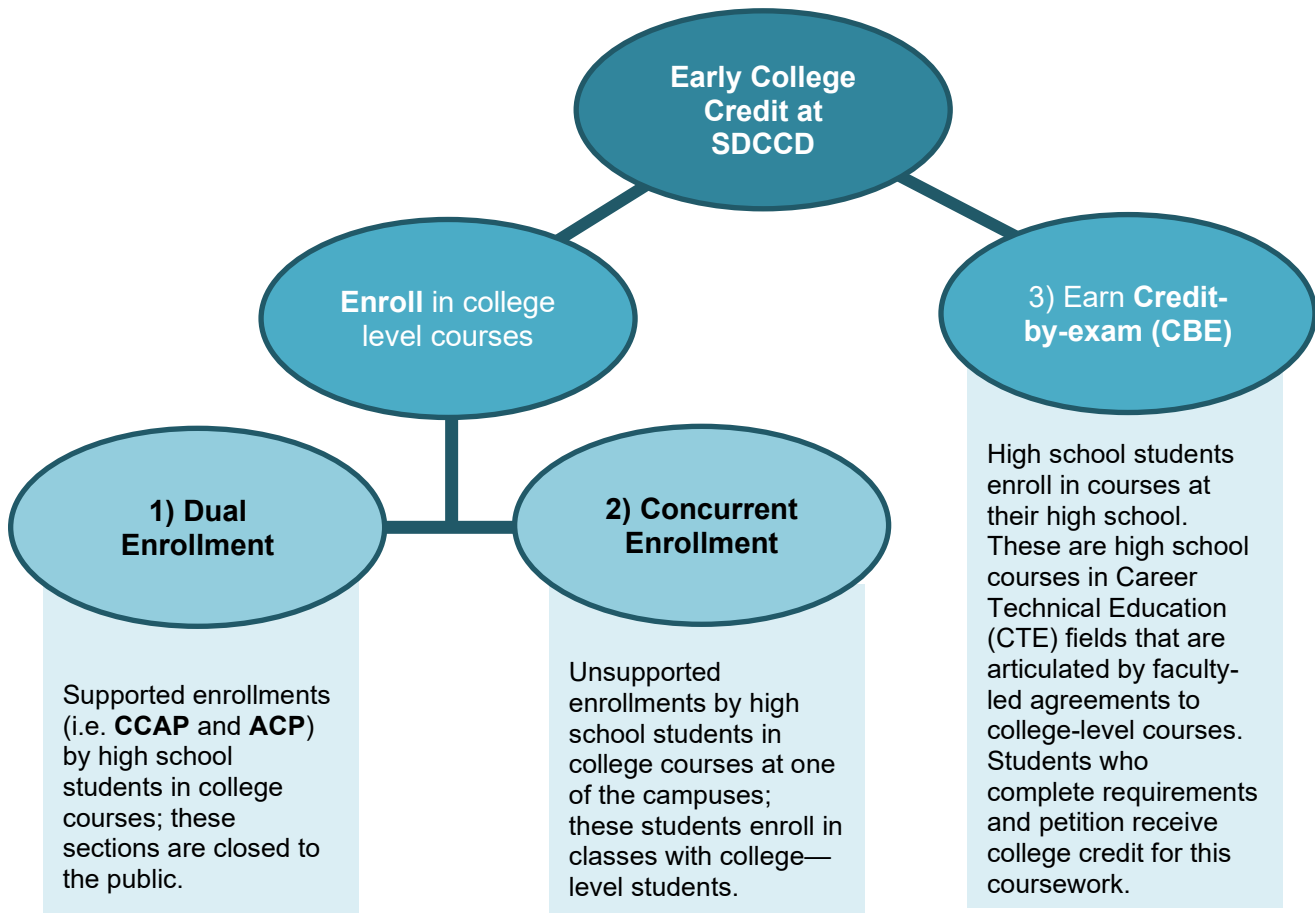
September 27, 2022

Context

SDCCD offers three ways in which high school students may earn college credit: through 1) dual enrollment, 2) concurrent enrollment, or completing 3) credit-by-exam requirements for eligible Career Technical Education high school coursework. While the specific goals of each of these programs and processes varies, **early college credit opportunities are generally expected to lead to improved college-level outcomes.** This report demonstrates the extent to which early college credit at San Diego City, Mesa, and Miramar Colleges is meeting that expectation.

A successful early college credit program is an opportunity for high school students to gain exposure to college enrollment and business processes, learn about expectations in college-level coursework, see themselves as college-ready, and accumulate college credit directly applicable to educational goals. Early college credit directly plays an important role in 3 of the 8 measures¹ of [College and Career Readiness](#), and may indirectly support others. More positive outcomes of early college credit students are evidence that early college credit programs are an important tool in addressing achievement gaps among SDCCD students.

Figure 1. Three types of Early College Credit offered by SDCCD



¹ Career Technical Education Pathway Completion, College Credit Course, and a-g Completion

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Report and Dashboard Use and Organization

This report follows the early college credit student journey through four stages. Table 1 below includes information about each section of the report and dashboard, what questions they answer, and a sample of the data available in the report and dashboard.

Figure 2. Early College Credit Student Journey

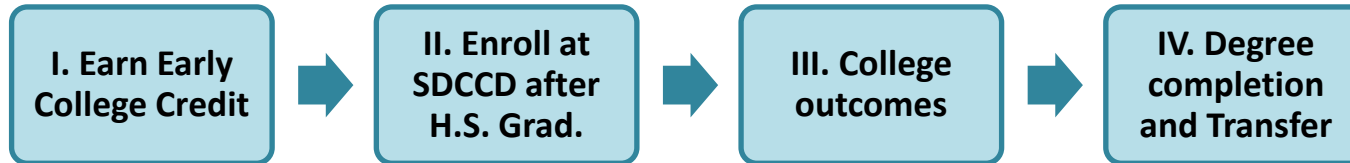


Table 1. Early College Credit Report and Dashboard Use and Organization

Report/Dashboard Section	Description	Questions	Answers
I. Early college credit outcomes	Includes units awarded by early college credit type (CCAP, ACP, Concurrent, CBE), participants by program, and average units earned per student.	<ol style="list-style-type: none"> 1. How many students graduate high school with early college credit from SDCCD? 2. Which types of early college credit are most prevalent? 3. Are certain types of early college credit more prevalent at some high schools than others? 4. What are student impacts of increasing/decreasing specific forms of early college credit? 	<ol style="list-style-type: none"> 1. In 2021, over 3,500 (p14). 2. CCAP – 66% of all early college credit units (p18). 3. CCAP most common. ACP is 30% of units for Mesa schools. City has highest % of CBE (p19). 4. ACP and CBE are significant components of early college credit at certain high school sites (p19).
II. Re-enrollment rates	The percent of early college students who enroll at one of the credit colleges in the year following high school graduation.	<ol style="list-style-type: none"> 1. What percent of early college credit earners enroll as college students the year following high school graduation? 2. Which types of early college credit yield the highest number and highest rates of re-enrollees? 3. Which high school sites yield the highest numbers and highest rates of re-enrollees? 	<ol style="list-style-type: none"> 1. In 2021, 30% (p20) 2. Concurrent (34% of SDUSD public school concurrent students) (p21) 3. In 2021, Kearny High (46% of graduates, 117 students) and Mira Mesa High (47% of graduates, 149 students) (p22)

Early College Credit, 2021-22

Report/Dashboard Section	Description	Questions	Answers
III. Subsequent outcomes	Outcomes for Early College Credit students are compared to first-time students who did not complete early college.	<ol style="list-style-type: none"> 1. Do former early college credit students outperform students who did not receive early college credit through SDCCD (the comparison cohort)? 2. In what ways do early college credit students outperform comparison cohorts? What does this suggest about the benefits of early college credit? 	<ol style="list-style-type: none"> 1. Yes, by significant margins (p23), for all ethnicity groups (p25). 2. In success rates, units earned, and persistence to a second year of college. Early College Credit programs ease the transition to college and prepare students for success at the college level (p23-24).
IV. Completion	Percent and count of Early College Credit Students who earn an Associate Degree or transfer to a four-year university.	<ol style="list-style-type: none"> 1. Does early college credit accelerate completion or transfer? What does this suggest about the benefits of early college credit? 2. Does early college credit completion show benefits for students who did not enroll at SDCCD? 	<ol style="list-style-type: none"> 1. Yes, by significant margins (26), for all ethnicity groups (27). Evidence suggests that early college credit programs accelerate degree completion and transfer (p27), and more early college credit units accelerate that process faster. 2. Yes. Over 1 in 5 early college credit students who didn't re-enroll at SDCCD enrolled in a four-year university (p26).

Data Notes

The data in this briefing is **student level**, with findings representing outcomes across all four types of early college credit.

- **Early college data is organized by high school graduation year**, meaning that data for the high school class of 2021 represents early college coursework completed (in most cases) from 2017-18 through 2020-21.
- Some early college credit students do not enroll at SDCCD in the first year after high school graduation but do return in the second or third year. For the purposes of this report, these students are excluded from the subsequent outcomes and completion analyses.
- In report and dashboard sections III. Subsequent Outcomes and IV. Degree Completion and Transfer, cohorts are named by the first year they could enroll as college students at SDCCD. I.e. those who graduated high school in 2019 are the 2019-20 Early College Cohort.
- Data about transfer and enrollment in 4-year universities is from the National Student Clearinghouse (NSC) and is as of the 2020-21 school year.

Data in this report includes SDUSD and non-SDUSD early college credit students. While some tables in this report show outcomes for SDUSD public schools, all findings are available at many levels of disaggregation on the Early College Credit dashboard.

Data for early college credit students who graduated in 2022 is omitted from this report.

- This cohort has not had a chance to re-enroll at SDCCD as of the production of this report (Summer 2022).
- Supplemental high school graduation date data was not fully available as of production of this report, and data missing from primary sources may obscure trends.

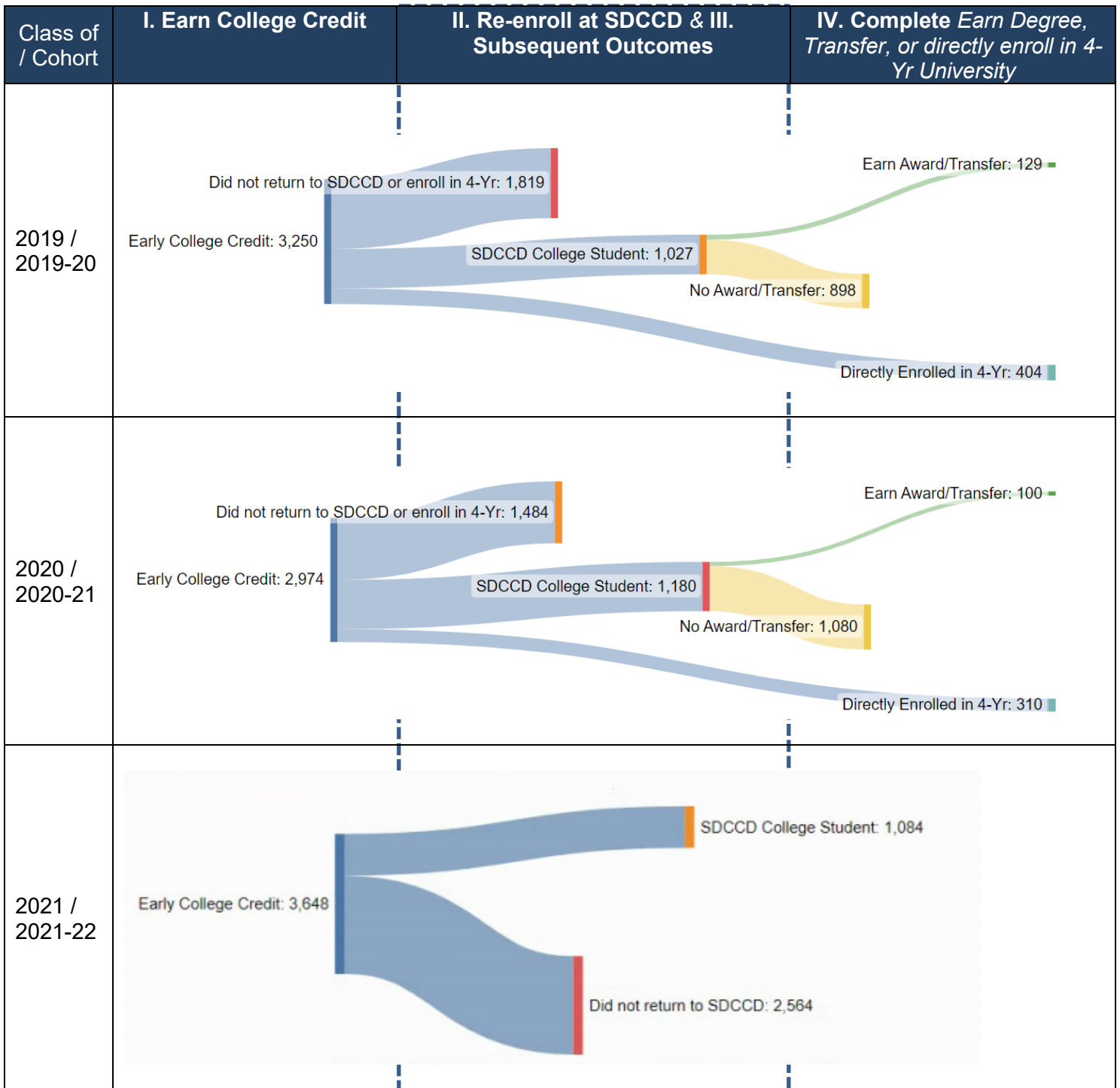
Unreported high school graduation date data from the CCCApply application remains a challenge for early college credit reporting. High school graduation data in this report reflects inputs from CCCApply and supplemental data provided under the SDUSD-SDCCD Joint Partnership Workgroup, which includes credit-by-exam enrollment data and three separate data sources. Collaboration between SDUSD and SDCCD will continue to try to minimize the impact of this challenge going forward.

Table 2. Cohorts included in report

Cohort: First possible year at SDCCD	I. Earn Early College Credit		II. Re-enroll at SDCCD in first year after HS Grad.	III. Subsequent Outcomes		IV. Completion – earn degree or transfer
	Possible Early College Credit Years	Graduated High School		First Year at SDCCD	Second Year at SDCCD	Years to earn degree or transfer
2019-20	2015-16 to 2018-19	2019	2019-20	2019-20	2020-21	3
2020-21	2016-17 to 2019-20	2020	2020-21	2020-21	2021-22	2
2021-22	2017-18 to 2020-21	2021	2021-22	2021-22	---	---

Early College Credit, 2021-22

Table 3. Early College Credit Student Journey, All Early College Credit Students



Report Formatting

Blue, orange, gray, and green text boxes appear throughout this report.

Blue text boxes indicate **Key Findings for SDCCD and SDUSD**. These key findings are summarized in pages 10 to 14.

Orange text boxes indicate findings impacted by the **COVID-19 pandemic**.

Gray text boxes contain information about the report's organization, data notes, or methodology used for an analysis.

Green boxes indicate **recommended connections to the dashboard**. While nearly all findings in this report are available on the dashboard, several analyses are highlighted for additional site-level or demographic disaggregation.

Most tables and figures on the dashboard allow users to filter data by early college credit program, high school district of early college credit students, ethnicity, and gender.

It should be noted that in many cases, the default view of the dashboard is set to show SDUSD Public school students to support conversations in the Joint Board Committee and Workgroup. **Values in this report may differ from that default view to show all early college credit students.**

Program	District
CCAP (All) ▼	(All) ▼
ACP (All) ▼	Public/Charter
Concurrent (All) ▼	Student Characteristics
CBE (All) ▼	Ethnicity (All) ▼
	Gender (All) ▼

Definitions

- **ACP (Accelerated College Program)** Courses that follow the same criteria as CCAP (closed to the public, offered at high schools). Offered on select high school campuses through San Diego Mesa College. Goal is to accelerate degree completion for high achieving students.
- **CBE (Credit-by-exam):** Under faculty-led agreements, high school students receive community college credit for an approved high school course if the student meets all the requirements of the agreement. CBE agreements are made for high school Career Technical Education (CTE) courses.
- **Concurrent:** High school students enrolled in courses on the college campus outside of a CCAP or ACP agreement. This includes enrollments outside of any agreement, as well as “saved seats” enrollments.
- **CCAP (College and Career Access Pathways)** Courses offered on high school campuses that are closed to public. Enrollment in CCAP courses requires approval of both the high school and community college districts. The program’s first year was 2016-17.
- **Early College Credit:** College credit earned by students who have not yet graduated high school.
- **Earn Degree:** Complete requirements for, petition for, and be awarded an Associate Degree. Includes Associate Degrees for Transfer.
- **Re-enrollment:** Earn early college credit through SDCCD, graduate high school, and enroll at San Diego City, Mesa, or Miramar Colleges in the academic year following high school graduation.
- **Success Rates:** Rate of successful course completions out of total census enrollments.
- **Subsequent outcomes:** Outcomes of former early college credit students who re-enroll.

Key Findings and Next Steps

Key Finding	Next Steps
<p>I. SDCCD Early College Credit programs serve thousands of high school seniors per year, providing significant opportunities for students to gain college experience and make early progress to college degrees and transfer.</p> <p>However, Latinx, Pacific Islander, and African American students earn between 6.6 and 7.4 units. Students from 12 SDUSD public high schools earned fewer than 9 early college credit units.</p>	<p>Early College Credit is an important tool for SDCCD to meet outcome metrics in the Student-Centered Funding Formula (SCFF) such as Degree Completion. Given the increased likelihood of degree completion or transfer if a student earns 9+ early college credit units (see section IV), it appears promising that on average early college credit students earn 8.7 units.</p> <p>Strategic expansion of early college credit should be targeted at addressing equity gaps by ethnicity. Further, continued support for collaboration in the Joint Board Partnership to address access and student success challenges is necessary.</p>
<p>II. Between 19% and 34% of early college credit students return to SDCCD after graduation, and another 20% enroll directly in 4-year universities.</p> <p>High school sites physically close to community college campuses (Mira Mesa, Kearny, San Diego High School), and sites that receive CCAP through Miramar College, yield high rates of re-enrollees.</p>	<p>Opportunities for students to complete early college credit coursework connected to Career Technical Education pathways, certificates, and degrees may yield higher rates of re-enrollment. More data around pathway completion from high school is needed.</p> <p>Evidence suggests that students who earn more early college credit are more likely to re-enroll, suggesting that expanded dual enrollment offerings and support for CBE course articulation agreements may yield more re-enrollees.</p>
<p>III. When early college credit students do return, they have higher success rates in their first year, earn more units, and persist to a second year of college at higher rates than first-time students who did not earn early college credit through SDCCD.</p>	<p>This is evidence that early college credit opportunities help students build momentum towards degree completion and transfer. While equity gaps remain among former early college credit students, these students still outperform their peers who did not complete early college credit.</p> <p>This evidence for increased first-year success suggests that early college credit programs support the work of other college retention programs, such as UMOJA, Puente, and Promise.</p>
<p>IV. Former early college credit students are significantly more likely to complete degrees and transfer to four-year universities than students who do not earn early college credit. This is true for early college credit earners in all ethnicities, compared to their peers who do not complete early college credit.</p> <p>Students who earned early college credit were more than 3 times as likely to earn a degree or transfer than students who did not earn early college credit. For students who earned more than 9 units, that difference was even larger.</p>	<p>Early college credit appears to be linked to higher degree completion and transfer rates. Further, more early college credit units is linked to even higher completion and transfer rates.</p> <p>Evidence does not suggest that early college credit programs in their current state close equity gaps: the gaps among early college credit earners for African American and Latinx students reflect those non-early college credit earners. However, these programs remain a viable method to increase the number of students in disproportionately impacted groups who complete, and continued support for increased access for DI groups is crucial.</p> <p>While overall completion rates for former early college credit students in 2 and 3 years are still low – at around 10% - opportunities to accelerate degree completion and transfer will contribute to the District’s improvement in SCFF outcome metrics.</p>

Evidence of Key Findings

I. Early College Credit Outcomes: SDCCD Early College Credit programs serve thousands of high school seniors per year, providing significant opportunities for students to gain college experience and make early progress to college degrees and transfer.

Class of 2021 Key Finding Summary

	All Early College Credit	SDUSD Public Schools
Students	3,648	3,527 (over 1 in 3 graduates)
Early College Credit Units Earned	31,737	30,688
Average Units/Student	8.7	8.7
Equity Gaps, Ethnicity	Latinx, Pacific Islander, and African American students complete one full college course less on average than Asian students do.	Gaps in units earned were present at over half of SDUSD sites. Latinx and African American students were DI in units at 14 and 12 (respectively) of 21 schools.
Program Analysis	71% of early college credit students participated in CCAP. CCAP accounts for nearly two-thirds of all early college credit units at SDCCD. CBE accounted for only 11% of units districtwide, but reached nearly twice as many students in 2021 as in 2019.	73% of early college credit students participated in CCAP. Students at schools with ACP receive a significant portion of total early college credit from that program – between 27% to 69% of all units. CBE accounted a significant portion of early college credit at Twain (93%), Garfield (72%), and Hoover (44%). There may be potential for expanded CBE and CCAP at Mission Bay High.
COVID-19 Impact	Evidence suggests that the COVID-19 Pandemic exacerbated gaps in units earned by ethnicity, as Latinx and African American students in the class of 2021 were DI at more sites than the prior graduating class.	

See pages 14 to 19.

See [Dashboard: I. Early College Credit Student Outcomes](#)

Introduction

I. Early College Credit Student Outcomes

II.1. Re-enrollment, Overall

II.2. Re-enrollment, Service Area and High School

III. Subsequent Outcomes of Early College Credit

IV. Degree Completion and Transfer

Early College Credit Student Outcomes

This dashboard shows student-level outcomes of Early College Credit students at SDCCD. Included are students who graduated in 2019, 2020, and 2021. They may have earned early college credit in any of the years in which they were enrolled in high school - typically the 2 or 3 years preceding their high school graduation date.

II. Re-enrollment: Depending on early college credit program, between 19% and 34% of early college credit students who graduated high school in 2021 enrolled at SDCCD as college students after graduation, and another 20% enrolled directly in 4-year universities. Re-enroll rates vary somewhat by program and widely by high school.

	Class of	All Early College Credit		SDUSD Public Schools	
		Count	% of Total	Count	% of Total
Re-enrollees at SDCCD, class of	2021	1,084	30%	1,000	28%
	2020	1,180	40%	980	38%
	2019	1,027	32%	912	31%
Enrolled directly in 4-Year	2020	404	22%	389	24%
	2019	310	20%	301	22%
Site and Program Analysis	<p>Concurrent students from the class of 2021 returned to SDCCD as college students at the highest rate (41%).</p> <p>Among CCAP students, Mesa College has the highest re-enrollment rate at their college (32% of CCAP seniors in 2021 re-enrolled at Mesa College).</p> <p>ACP students are the least likely to re-enroll at SDCCD after high school graduation, and the mostly likely to enroll directly in a 4-year university.</p>		<p>Sites close to colleges had higher rates and volumes of re-enrollees: Kearny High and Mira Mesa High schools had both the highest rates of re-enrollment (46% and 47%) and volume of early college credit students who re-enrolled at one of the credit colleges.</p> <p>Students from sites that receive CCAP through Miramar College are more likely to re-enroll than students from most other SDUSD sites.</p>		
COVID-19 Impact	<p>Students who graduated in 2020 were more likely to enroll at SDCCD as college students than the class of 2019 and 2021. This was likely influenced by the pandemic: as many 4-year universities exclusively offered instruction online, many students opted to attend local community colleges instead.</p>				

See pages 20 to 22.

See [Dashboard: II.1 Re-enrollment, Overall and II.2 Re-enrollment, Service Area and High School](#)

Introduction	I. Early College Credit Student Outcomes	II.1. Re-enrollment, Overall	II.2. Re-enrollment, Service Area and High School	III. Subsequent Outcomes of Early College Credit	IV. Degree Completion and Transfer
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Re-enrollment Rates of Former Early College Credit Students

This dashboard shows the rates at which former Early College Credit students re-enrolled at SDCCD in the year following high school graduation.

III. Subsequent Outcomes: When early college credit students re-enroll at SDCCD, they have higher success rates and earn more units in their first year at college than students who do not complete early college credit. They also persist to a second year of college at higher rates.

First-time students in 2020-21

		All Former Early College Credit	SDUSD Public School Former Early College Credit	Did not Complete Early College Credit
Students		1,180	980	5,122
1 st Year Outcomes	Success Rate	77%	77%	69%
	Average Units Earned	16.5	16.5	11.3
2 nd Year Outcomes	Success Rate	78%	78%	75%
	Average Units Earned (cumulative)	29.5	29.8	20.3
Persist to 2 nd Year of College		65%	66%	50%
Equity Analysis		Former Early College Credit students in all ethnicities had more positive college outcomes in their first year of college than their peers who did not complete early college credit. Among Former Early College Credit students, equity gaps are still prevalent.		

See pages 23 to 25.

See [Dashboard: III. Subsequent Outcomes of Early College Credit](#)

Introduction	I. Early College Credit Student Outcomes	II.1. Re-enrollment, Overall	II.2. Re-enrollment, Service Area and High School	III. Subsequent Outcomes of Early College Credit	IV. Degree Completion and Transfer
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Outcomes of former Early College Credit Students at SDCCD

IV. Degree Completion and Transfer: Early college credit students who enroll at SDCCD as college students are more likely to complete degrees and transfer to four-year universities than students who do not complete early college credit.

First-time students in 2019 and 2020

	All Former Early College Credit <i>n=2,207</i>	SDUSD, Public, Former Early College <i>n=1,892</i>	No Early College Credit <i>n=9,164</i>
Earned Degree	126, 6% of total	110, 6% of total	188, 2% of total
Transferred	108, 5% of total	95, 5% of total	66, 1% of total
Total Completed (unduplicated)	229, 10% of total	200, 11% of total	247, 3% of total
Program Analysis	<p>ACP students are most likely to earn a degree or transfer (14%), followed by Concurrent students (13%), CCAP (11%), and credit-by-exam (10%).</p> <p>Students who earn more than 9+ early college credit units are nearly 4 times as likely to earn a degree or transfer than students who earn fewer than 9 units.</p>		
Equity Analysis	<p>Early college credit earners – in all ethnicities – were between 1.5 and 5 times more likely to earn a degree or transfer than their peers who did not earn early college credit. Among Former Early College Credit students, equity gaps are still prevalent.</p>		

See pages 26 to 27.

See [Dashboard IV: Degree Completion and Transfer](#)

Introduction	I. Early College Credit Student Outcomes	II.1. Re-enrollment, Overall	II.2. Re-enrollment, Service Area and High School	III. Subsequent Outcomes of Early College Credit	IV. Degree Completion and Transfer
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Awards and Transfers

Metrics

I. Early College Credit Outcomes

- Early College Credit Participation:** In 2021, 3,648 high school students graduated with early college credit earned through San Diego City, Mesa, or Miramar Colleges. These students earned 31,737 units, or 8.7 units per student on average.

Students from SDUSD public schools accounted for virtually all CCAP, ACP, and CBE students who graduated in 2021, and 83% of Concurrent students who graduated that year.

SDUSD Takeaway: Over 1 in 3 students who graduated from SDUSD schools in 2021 earned early college credit through SDCCD².

CCAP, ACP, and Concurrent enrollments have all seen decreases in the number of students served from the 2019-20 academic year through 2021-22, suggesting a decrease in the number of 2022 high school graduates is likely.

SDUSD and SDCCD Takeaway: The 3,527 students who graduated from an SDUSD public high school in 2021 with early college credit earned 30,688 units (8.7 units on average). Average units earned by early college students vary between 3 and 14 for SDUSD high schools.

Students who participated in CCAP and ACP dual enrollment programs completed between 2 and 3 courses in those programs (average units earned of 8.4 and 8.0, respectively). Students who enroll in Concurrent courses earned slightly fewer concurrent units on average (7.3), and students who enroll in credit-by-exam articulated courses earned college credit for 1 course on average (3 units).

Figure 3. All Early College Credit Students, by High School Graduation Year and Type of Early College Credit

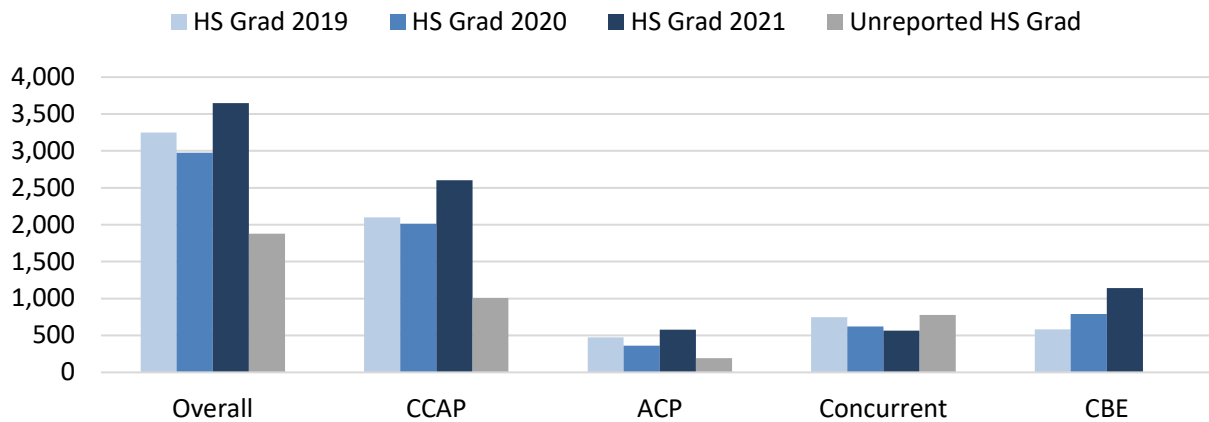


Table 4. Early College Credit Headcount, by Program

Unduplicated Early College Headcount	CCAP	ACP	Concurrent	CBE
2019	2,099	475	748	584
2020	2,104	360	624	793
2021	2,602	577	564	1,142
Unreported	1,006	192	780	

² 2020-21 Grade 12 SDUSD students: 9,087 ([CDE Dataquest](#)), 2021 SDUSD Early College Credit students, including charters: 3,545.

Early College Credit, 2021-22

2. Early College Credit Participation, by SDUSD High School: While SDUSD students graduated in 2021 with 8.7 early college credit units on average, average college units earned varies by high school, from 3 to 17.

I. Early College Credit Outcomes

Table 3 at right shows total early college credit units by high school; high schools are grouped by CCAP service area.

Within SDUSD, students from 5 schools graduated with more than 12 early college credit units in 2021 (SDSCPA, East Village, Kearny, Canyon Hills, and San Diego MET).

Students from 11 high schools earned fewer than 9 early college credit units.

SDUSD Takeaway: For 2021 graduates of SDUSD public schools, CCAP accounted for almost two-thirds (65%) of early college credit earned. However, that ratio varies significantly by high school. ACP accounted for more than 25% of units at 4 sites, and more than 60% at 2 more. CBE accounted for more than 25% at 2 sites, and more than 70% at 2 more. For more detail, see the dashboard or Table 11 in the appendix.

Access the “Early College Credit Student Outcomes” page of the dashboard to explore these outcomes by site, program, gender, and ethnicity.

[Early College Credit Student Outcomes Dashboard](#)

Table 5. Early College Credit Students, High School Graduation in 2021, by High School

		Headcount	Early College Units, Average
Grand Total		~3,530	8.7
City	Total	1,074	7.2
	San Diego MET	18	16.7
	SDSCPA	149	13.7
	East Village High	**	13.4
	Morse	188	7.9
	SDHS	219	7.7
	Crawford	64	5.6
	Lincoln	186	5.2
	Hoover	139	3.5
	Twain High	57	2.9
	Garfield High	49	2.9
Mesa	Total	1,225	8.9
	Kearny High	255	13.4
	Clairemont	125	11.9
	Madison High	70	10.7
	La Jolla	201	10.6
	Mt. Everest Academy	21	9.0
	Point Loma High	160	6.8
	Henry High	308	4.9
	Mission Bay	85	3.9
Miramar	Total	1,228	9.9
	Canyon Hills	206	12.6
	Scripps Ranch	439	10.2
	University City High	268	9.4
	Mira Mesa	315	8.0

**Small cell sizes suppressed. Overall count rounded for imputation protection.

Students with an “Unreported” graduation year in this report and dashboard earned some form of early college credit between Fall 2018 and Summer 2021, with about half (908 out of 1,877) most recently earning credit in Spring 2020. This suggests the number of early college credit graduates in 2020 is likely under-reported. It should be noted that the 2019-20 academic year was the first year in which CCCApply was used by the colleges; direct support for SDUSD students completing the application has increased, as has data integrity within Campus Solutions (2019-20 was also the first year that Campus Solutions was fully implemented).

3. Early College Credit Units Earned, by Ethnicity: Average early college credit units earned varied by ethnicity for the class of 2021, with African American, Pacific Islander, and Latinx students earning between 6.6 and 7.4 units, and Asian, Filipino, and Native American students earning more than 10.

Units earned by high school graduation reflects students’ continued participation and success in early college coursework. Moderate gaps in course success rates amplify throughout a student’s high school experience and culminate in the significant gaps shown in Figure 7.

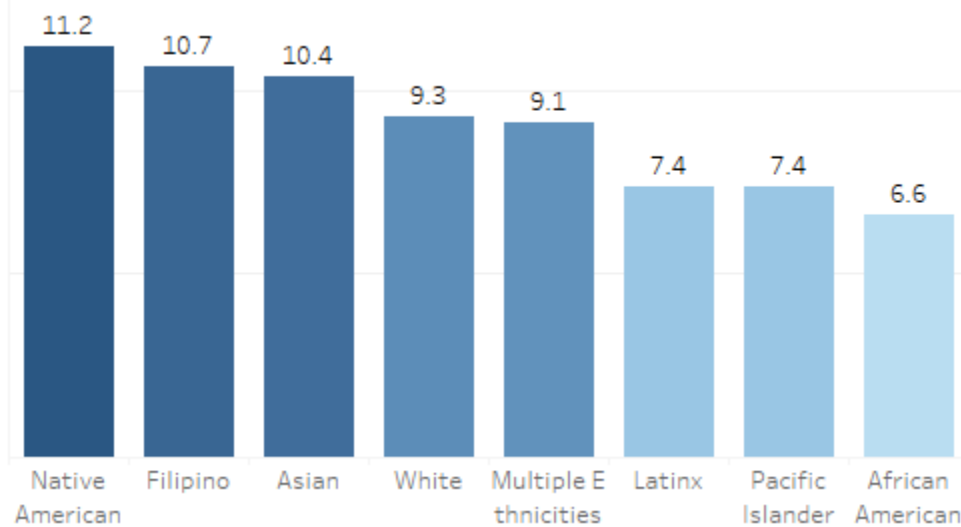
SDCCD Takeaway: While early college credit programs at SDCCD provide significant advantages to students, gaps in outcomes remain. On average, Latinx, Pacific Islander, and African American students complete one full college course fewer than Asian students do.

SDUSD Takeaway: Gaps in average units earned by ethnicity were reflected at over half of SDUSD sites. Latinx and African American SDUSD students in the class of 2021 were Disproportionately Impacted (DI) in early college credit units earned at 14 and 12 (respectively) of 21 SDUSD public school sites.

SDUSD class of 2021 Multiple Ethnicities students were DI at 11 sites, and White students were DI at 8. See Table 5 for more detail.

Evidence suggests that the COVID-19 Pandemic exacerbated gaps in units earned by ethnicity, as Latinx and African American students in the class of 2021 were DI at more sites than the prior graduating class.

Figure 4. Average Units Earned by Ethnicity, Early College Credit Students in Class of 2021



Note. Includes all SDCCD early college credit students earning units in CCAP, ACP, concurrent classes, and credit-by-exam.

African American and Latinx graduates in the class of 2021 at the sites listed in Table 4 earned less than 80% of the early college credit units that white or Asian students in that class earned at that site.

As detailed in the prior section, average units earned by high school varied significantly, reflecting the varied landscape of opportunities for early college credit available at each high school. The disproportionate impact analysis below accounts for site-level variation by comparing outcomes across ethnicity groups within each high school.

Disproportionate Impact (DI) below was calculated by using the higher average units of white or Asian students as the reference group, dividing average units earned by Latinx and African American units by that reference group, and reporting the sites at which that ratio was below 0.8.

Table 6. SDUSD Sites at which Latinx and African American Early College Credit Students from the class of 2021 were DI in Average Units Earned

	Latinx		African American	
	DI?	Headcount	DI?	Headcount
Canyon Hills	---	78	DI	9
Crawford	DI	20	DI	12
Garfield High	DI	41	DI	**
Henry High	DI	87	--	10
Kearny High	DI	128	DI	14
La Jolla	DI	35	DI	**
Lincoln	DI	135	--	27
Madison High	DI	28	DI	8
Mission Bay	DI	44	DI	**
Morse	DI	59	DI	20
Mt. Everest	DI	**	---	0
Point Loma High	--	36	DI	**
San Diego MET	DI	**	---	0
Scripps Ranch	DI	50	--	**
SDHS	DI	130	DI	19
SDSCPA	--	58	DI	17
University City	DI	78	DI	**
Total Sites DI	14	---	12	---

*Note. Excludes sites at which Latinx and African American students were not DI. **Indicates cell sizes less than 10.*

Early College Credit, 2021-22

4. **Early College Credit Program Outcomes: CCAP accounts for nearly two-thirds of early college credit units earned by students across the district (City: 66%, Mesa: 47%, Miramar: 80%), but the early college credit landscape varies significantly by site.**

I. Early College Credit Outcomes

SDCCD Takeaway: While credit-by-exam accounted for just 11% of units earned by early college students who graduated in 2021, the number of CBE early college units by students who graduated in 2021 (3,419) is nearly twice as high as CBE units earned by students who graduated in 2019 (1,921, +79%).

Credit-by-Exam accounts for a larger proportion of early college credit units for students at high schools in the **City College** CCAP service area (15%) than students at high schools in Mesa and Miramar service areas (10%).

At schools in the **Mesa College** CCAP service area, ACP accounted for 30% of early college credit units earned by students who graduated in 2021.

Significant differences in early college credit opportunities by high school site are evidence that continued support for strategic management of dual enrollment opportunities and CBE course articulation agreements may complement each other.

Figure 5. Total Early College Credit Units by Program, by Graduating Class

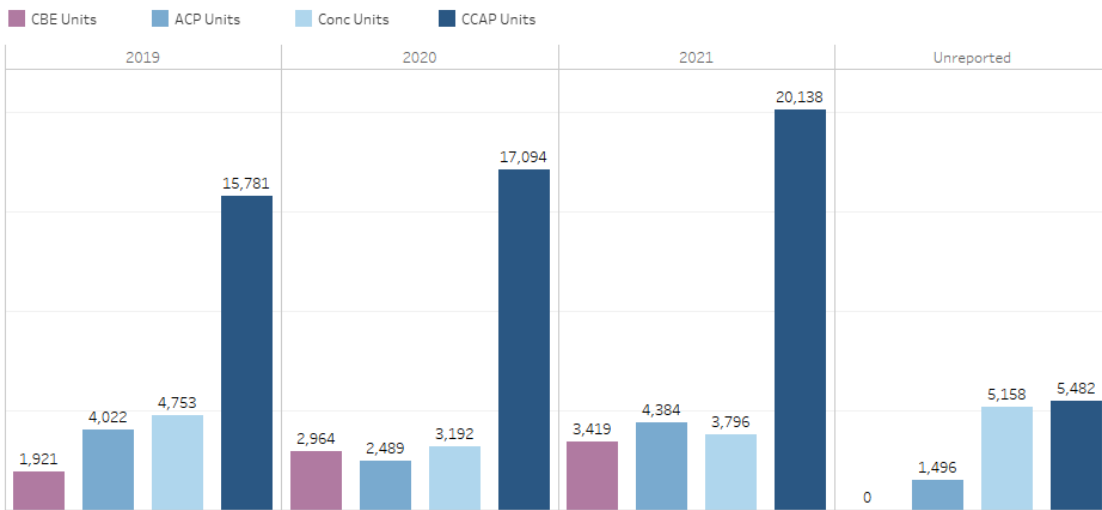
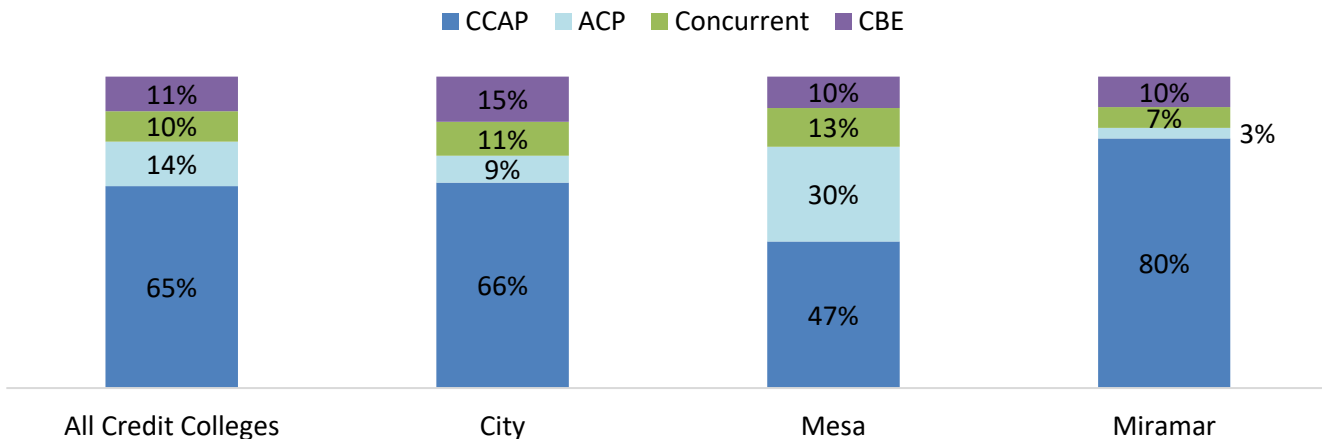


Figure 6. Units earned by program, by Service Area of high school, High School Graduation Year 2021



Early College Credit, 2021-22

Students at different high schools earn different proportions of CCAP, ACP, Concurrent, and Credit-by-Exam units. While CCAP accounts for most early college credit units at most sites, students at some sites rely more on concurrent classes, ACP, and/or CBE. See Table 6 for the proportion of early college credit units accounted for by each program.

I. Early College
Credit Outcomes

SDUSD Takeaway: For SDUSD high school sites that offer ACP, that program accounts for between 27% and 69% of all early college credit units earned. CBE accounts for a large proportion of early college credit at three schools in the City College service area. Changes to these programs would impact the early college credit picture at these school sites, and should be considered in the context of the availability of other early college credit opportunities.

Students at school sites physically close to colleges, such as San Diego High and Kearny, earned a higher proportion of Concurrent units, likely due to convenience and culture at those sites. However, the high proportion of Concurrent units earned by students at Mission Bay High may indicate an unmet need for college courses that could be filled by CCAP or CBE.

Table 7. Percent of Early College Credit by Program, SDUSD schools, Class of 2021

		Headcount	CCAP	ACP	Concurrent	CBE
Grand Total		3,527	65%	14%	10%	11%
City College	Total	1,074	66%	9%	11%	15%
	Crawford	64	98%	0%	0%	2%
	East Village High	**	4%	0%	96%	0%
	Garfield High	49	26%	0%	3%	72%
	Hoover	139	51%	0%	5%	44%
	Lincoln	186	86%	0%	1%	13%
	Morse	188	46%	44%	0%	10%
	San Diego MET	18	0%	0%	100%	0%
	SDHS	219	67%	1%	22%	11%
	SDSCPA	149	88%	0%	2%	9%
	Twain High	57	2%	0%	5%	93%
Mesa College	Total	1,225	47%	30%	13%	10%
	Clairemont	125	56%	27%	8%	9%
	Henry High	308	44%	29%	1%	26%
	Kearny High	255	61%	7%	26%	6%
	La Jolla	201	25%	64%	4%	7%
	Madison High	70	86%	7%	1%	6%
	Mission Bay	85	55%	0%	30%	16%
	Mt. Everest Academy	21	3%	36%	54%	6%
	Point Loma High	160	18%	69%	4%	9%
Miramar College	Total	1,228	80%	3%	7%	10%
	Canyon Hills	206	88%	0%	5%	7%
	Mira Mesa	315	84%	0%	8%	8%
	Scripps Ranch	439	78%	0%	9%	13%
	University City High	268	72%	16%	3%	9%

** indicates cell sizes less than 10.

5. **Early College Credit Re-enrollment Rates:** 3,291 early college credit earners who graduated high school since 2019 enrolled as college students at SDCCCD in the year following high school graduation, or between 30% and 40% of each graduating class. The class of 2020, who finished their senior year online due to COVID-19, enrolled at SDCCCD at a much higher rate (40%) than the prior graduating class (32%).

II. Re-enrollment Rates

Rates are similar, though slightly lower, for SDUSD public high school sites (see Table 7). See the dashboard to display Figure 10 below by high school site, gender, ethnicity, and/or early college credit program.

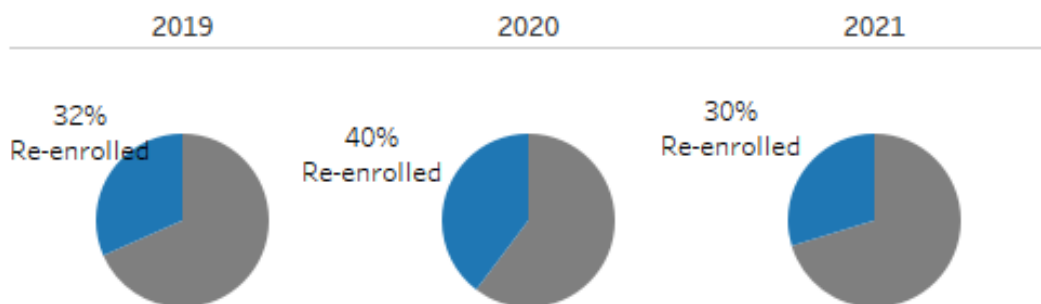
Students who graduated in high school in 2020 were more likely to re-enroll at SDCCCD as college students than the class of 2019 and 2021. **This increase was likely influenced by the COVID-19 Pandemic:** as many 4-year universities offered instruction online, many students opted to instead attend local community colleges after high school graduation³.

SDCCCD Takeaway: Re-enrollment rates vary by program. Concurrent students from the class of 2021 returned to SDCCCD as college students at the highest rate (All: 41%, SDUSD: 34%), possibly due to a less filtered college experience.

Concurrent students enroll themselves in courses and attend those courses with other college students. This is in contrast to dual enrollment and credit-by-exam students, who either attend college courses on their high school campus or receive college credit for completion⁴ of high school coursework. This higher level of involvement in college business process and college culture may lead to increased comfort with enrollment after high school graduation.

ACP students enroll at SDCCCD the year following high school graduation at the lowest rate (12% to 31%). Evidence suggests that this group largely enrolls at four-year universities instead (see Section 7 for more information about degree completion, transfer, and enrollment in 4-year universities).

Figure 7. Rate of Re-enrollment for Early College Credit Students, by Graduating Class



³ [Pandemic pushes California college students to change or delay enrollment, Ed Source, August 2020.](#)

⁴ High school students receive credit-by-exam for articulated coursework after meeting requirements (A/B in course and end-of-course requirement, petition for credit, apply to the college).

Early College Credit, 2021-22

Concurrent early college credit students re-enroll at higher rates, and ACP students re-enroll at lower rates.

II. Re-enrollment Rates

Visit the [dashboard](#) to disaggregate these rates by program, college, high school, and other demographic factors.

Figure 8. Early College Credit Re-enrollment Rate, by Program

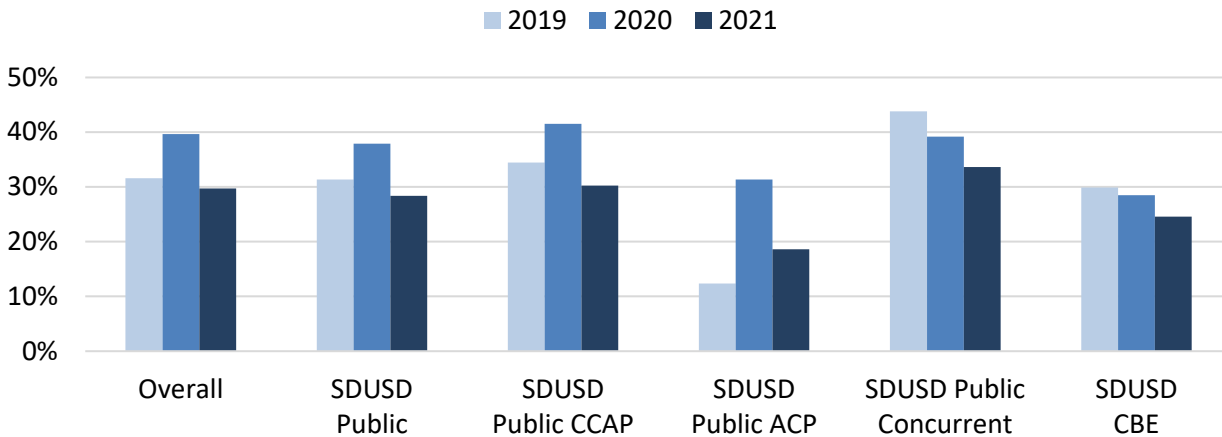


Table 8. Early College Credit Re-enrollment Rate, by Program

		Headcount			Rate		
		2019	2020	2021	2019	2020	2021
Overall	Did not Re-enroll	2,223	1,794	2,564	68%	60%	70%
	Re-enrolled	1,027	1,180	1,084	32%	40%	30%
	Total	3,250	2,974	3,648			
SDUSD, Public	Did not Re-enroll	1,995	1,607	2,527	69%	62%	72%
	Re-enrolled	912	980	1,000	31%	38%	28%
	Total	2,907	2,587	3,527			
SDUSD, Charter	Did not Re-enroll	119	83	10	78%	69%	56%
	Re-enrolled	34	37	**	22%	31%	44%
	Total	153	120	18			
SDUSD, Public, CCAP	Did not Re-enroll	1,363	1,147	1,788	66%	58%	70%
	Re-enrolled	716	815	776	34%	42%	30%
	Total	2,079	1,962	2,564			
SDUSD, Public, ACP	Did not Re-enroll	411	234	468	88%	69%	81%
	Re-enrolled	58	107	107	12%	31%	19%
	Total	469	341	575			
SDUSD, Public, Concurrent	Did not Re-enroll	240	205	312	56%	61%	66%
	Re-enrolled	187	132	158	44%	39%	34%
	Total	427	337	470			
SDUSD, CBE	Did not Re-enroll	408	565	855	70%	72%	75%
	Re-enrolled	174	225	279	30%	28%	25%
	Total	582	790	1,134			

SDUSD and SDCCD Takeaway: For the class of 2021, **Kearny High** and **Mira Mesa High** schools had both the highest rates of re-enrollment (46% and 47%) and volume of early college credit students who re-enrolled at one of the credit colleges following high school graduation (117 and 149).

II. Re-enrollment Rates

Visit the [dashboard](#) to view re-enrollment rates by high school and CCAP service area.

Table 9. Re-enrollment volume by high school, SDUSD schools

City	School	HS Grad Year		
		2019	2020	2021
City	SDHS	70	84	75
	Lincoln	35	45	34
	Hoover	30	37	34
	Morse	24	41	30
	SDSCPA	22	32	33
	High Tech High	34	27	**
	Twain High	18	18	**
	Crawford	**	20	15
	Garfield High	18	**	8
	San Diego MET	**	10	11
	East Village High		**	**
	Americas Finest Charter S..			**
	King-Chavez Community H..			**
	O'Farrell Charter School		**	
	Mesa	Kearny High	131	121
Clairemont		49	43	45
Henry High		13	40	64
Point Loma High		49	25	41
Madison High		30	18	31
Mission Bay		31	14	32
La Jolla		15	29	27
SET			**	**
Mt. Everest Academy				**
Miramar	Mira Mesa	135	141	149
	Scripps Ranch	93	103	100
	University City High	80	102	78
	Canyon Hills	56	49	61
Grand Total		3,060	2,709	3,549

Note 1. Schools in Table 8 organized by CCAP Service Area.

Note 2. It appears that data for East Village High is incomplete due to difficulties identifying middle college students in Campus Solutions.

6. **Subsequent Outcomes:** Students who earn early college credit through SDCCD and enroll as college students achieve significantly more positive outcomes than students who do not earn early college credit through SDCCD – particularly in their first year of college.

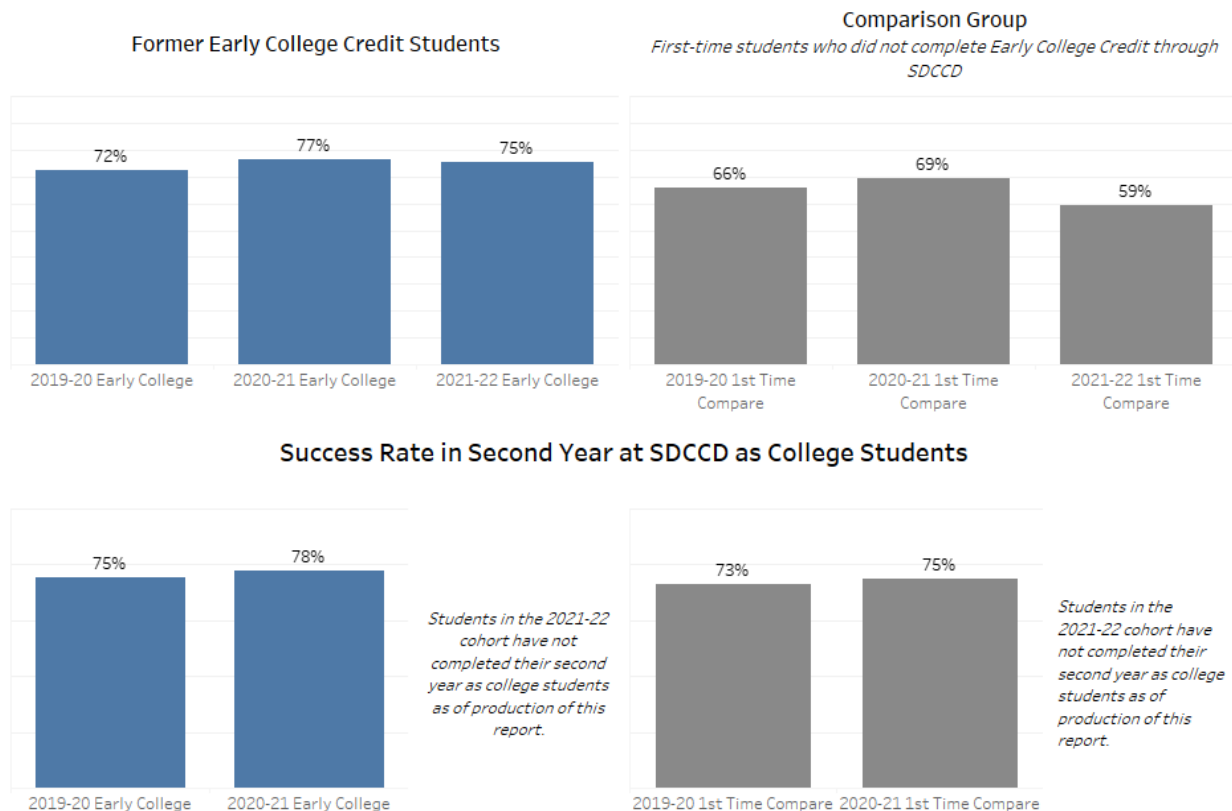
III. Subsequent Outcomes

SDCCD Takeaway: Students who earned early college credit through San Diego City, Mesa, or Miramar Colleges and re-enrolled as a college student in year following high school graduation were **more successful, earned more units, and persisted to a second year of college at higher rates** than students who did not earn early college credit through SDCCD.

This is evidence that successful completion of early college credit eases the transition to college and prepares students for success. It should also be noted that there is likely a selection bias for early college credit students: these students may already have more opportunities to succeed than students who do not complete early college credit.

Higher Success Rates in First Year: Former early college credit students demonstrated success rates 8% to 16% higher than the comparison group in their first year as college students. This difference decreased to 2% to 3% by the second year. This suggests that early college credit opportunities prepare students to overcome many of the challenges they encounter in their first year as college students. At the same time, it should be noted that the selection bias for early college credit students is likely replicated among the comparison group in their first year – i.e. students from the comparison group who persisted to a second year may be likely to already have more opportunities to succeed.

Figure 9. First and Second Year Success Rate, First-time College Students

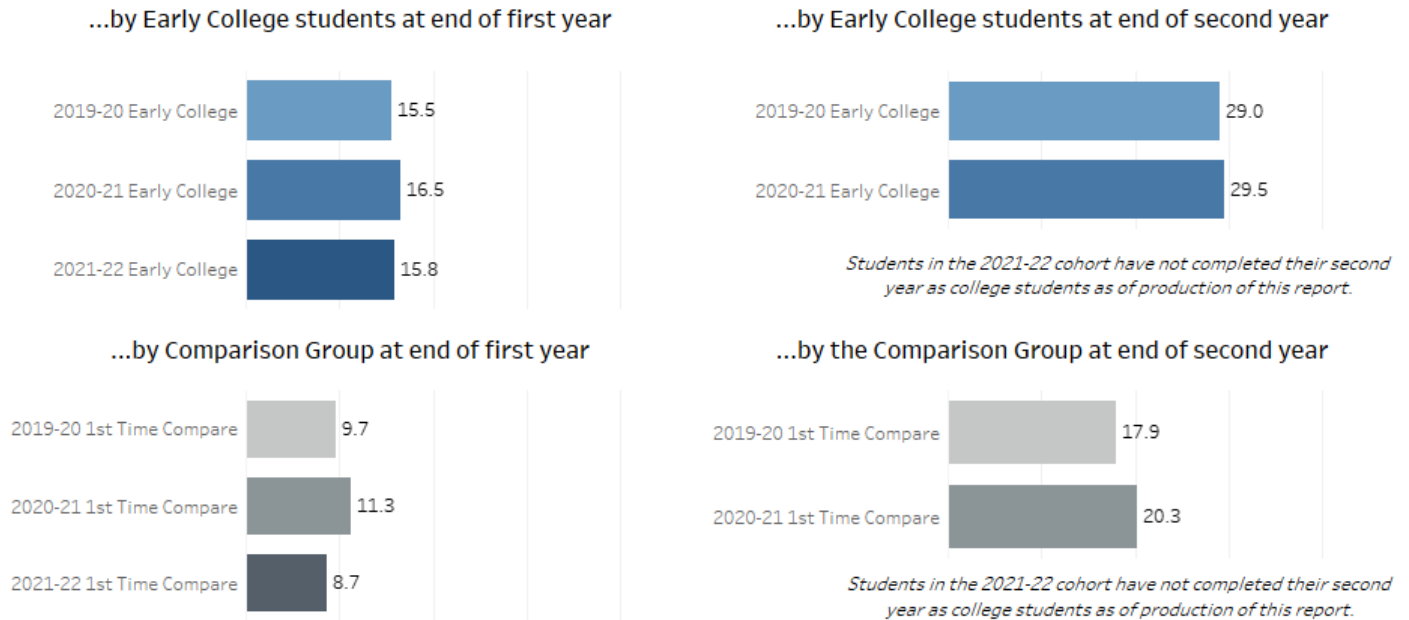


Earned More Units in First Year: Former early college credit students earned between 5 and 7 more units than students who did not earn early college credit through SDCCD. This difference is smaller in the second year.

III. Subsequent Outcomes

Figure 10. Average Units, First-time College Students

Average Units Earned by First-time to College Students



Persist to a second year of college: Former early college credit students were more likely to earn units in a second year of college than students who did not earn early college credit. Two-thirds of early college credit students earned units in a second year of college, compared to 46% to 50% of students who did not earn early college credit. For students who did not earn early college credit, this dropout effect may partially explain that group’s higher success rates in the second year of college (students who remained may have already had more opportunities to succeed).

SDCCD Takeaway: Early college credit students persist to a second year of college at higher rates than students who do not earn early college credit. This is evidence that early college credit opportunities help students build momentum towards degree completion and transfer.

Figure 11. Persistence to a second year of college, First-time College Students

	Former Early College Credit Students			Comparison Group			
	Headcount	Count Persisted to 2nd Year	% Persisted to 2nd Year	Headcount	Count Persisted to 2nd Year	% Persisted to 2nd Year	
2019-20 Early College	1,027	680	66%	2019-20 1st Time Compare	4,042	1,862	46%
2020-21 Early College	1,180	764	65%	2020-21 1st Time Compare	5,122	2,547	50%

Early College Credit students in all ethnicities were more successful in their first year, earned more units in their first year, and persisted to a second year at higher rates than their peers who did not complete early college credit. Visit the dashboard to disaggregate these values by district, high school, gender, and program participation attributes.

III. Subsequent Outcomes

Figure 12. Average 1st Year Success Rates, First-time students in 2019-20, 2020-21, and 2021-22, by Ethnicity

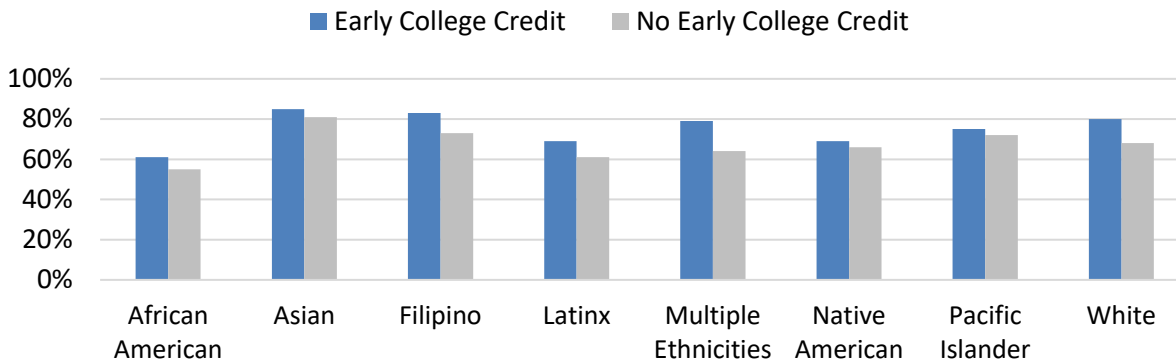


Figure 13. Average 1st Year Units, First-time students in 2019-20, 2020-21, and 2021-22, by Ethnicity

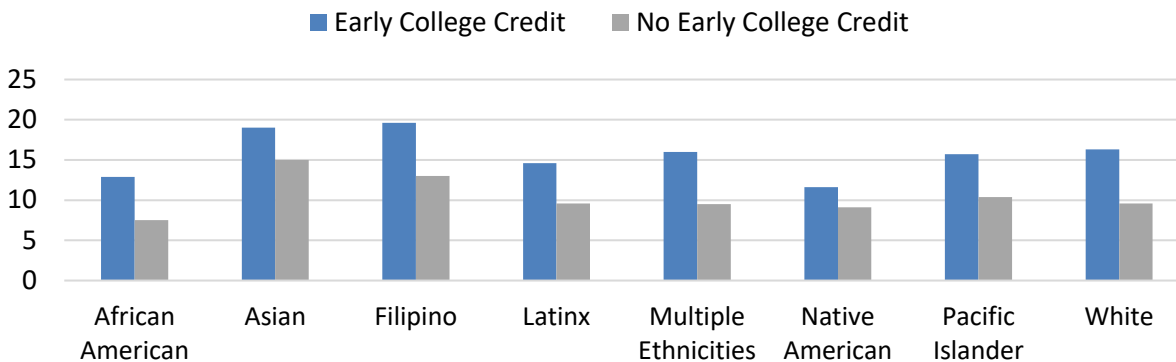
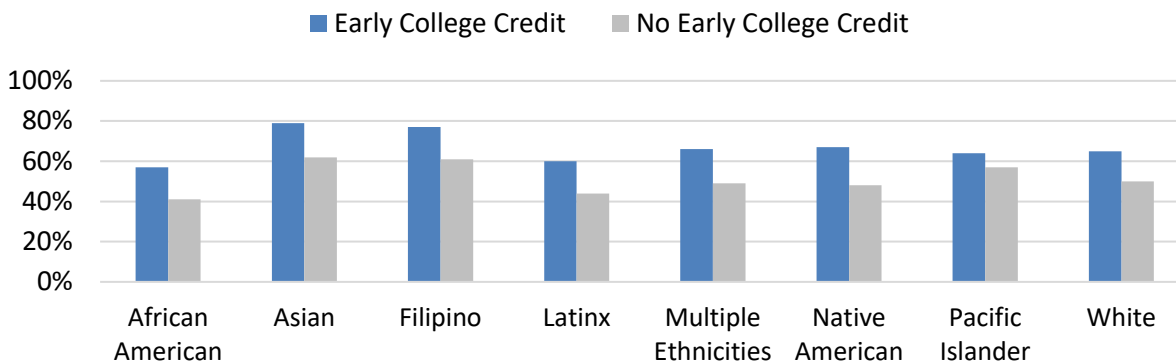


Figure 14. % Persisted to 2nd Year at SDCCD, First-time students in 2019-20, 2020-21, and 2021-22, by Ethnicity



Note. Figures 16, 17, and 18 include all early college credit students.

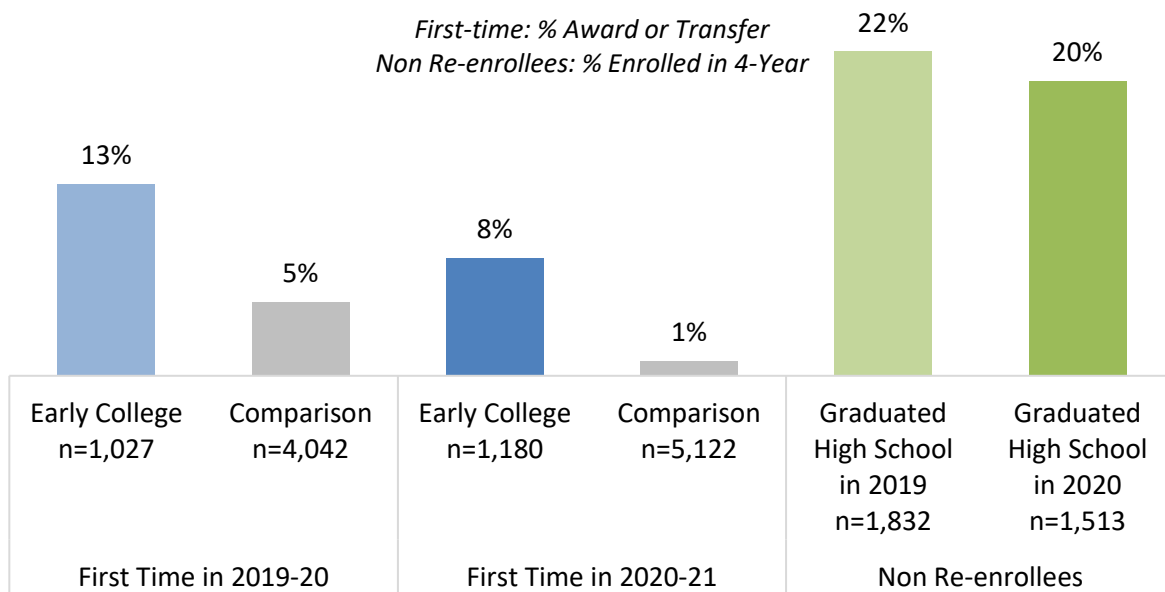
7. **Completion and Transfers: Students who earn early college credit and enroll at SDCCD as college students are significantly more likely to earn a degree or transfer than first-time students who do not earn early college credit through SDCCD.**

IV. Degree Completion and Transfer

SDCCD and SDUSD Takeaway: Compared to first-time students who don't earn early college credit, students who do earn early college credit are more than twice as likely to earn a degree or transfer in three years, and more than three times as likely in two years.

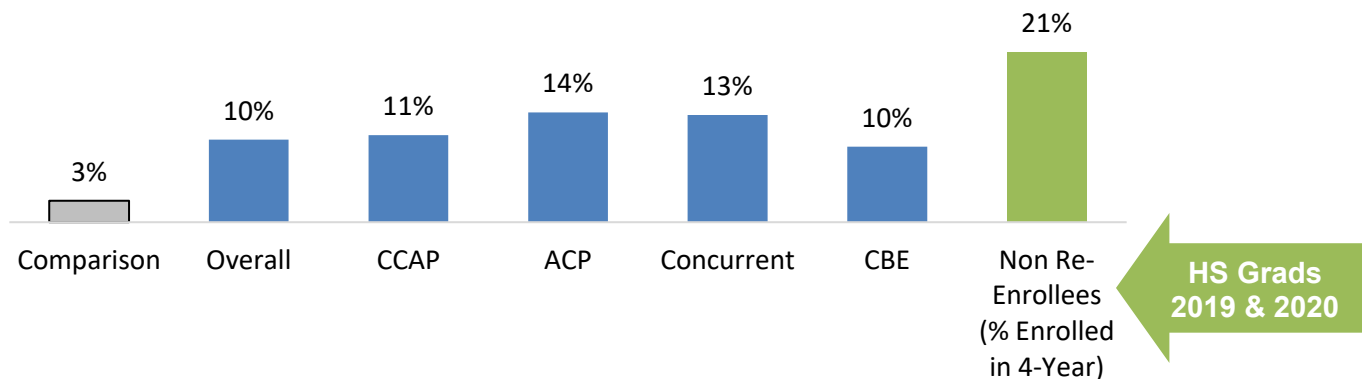
This is evidence that early college credit programs accelerate degree completion and transfer.

Figure 15. Completion Outcomes for First-time to College Students at SDCCD, and early college credit students who do not re-enroll at SDCCD



ACP and Concurrent students are most likely to earn a degree or transfer (14% and 13%, respectively), followed by CCAP students (11%) and Credit-by-Exam students (10%). Over 1 in 5 early college credit students who didn't re-enroll at SDCCD enrolled in a four-year university.

Figure 16. Completion Outcomes by Early College Credit Program, First-time students in 2019-20 and 2020-21



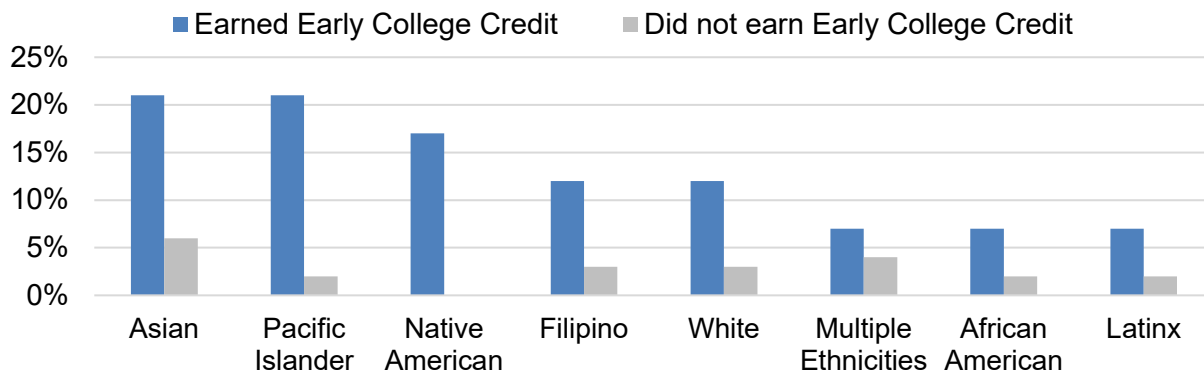
More than 1 in 3 ACP students who did not enroll at SDCCCD following high school graduation enrolled in a four-year university, the highest rate of any early college credit program. [Visit the dashboard](#) for more information about completion rates by program.

IV. Degree Completion and Transfer

SDUSD and SDCCD Takeaway: Early college credit earners – in all ethnicities – were between 1.5 and 5 times more likely to earn a degree or transfer than their peers who did not earn early college credit.

Gaps are still present among early college credit earners by ethnicity: Asian early college credit students are 3 times more likely to earn a degree or transfer than African American and Latinx early college credit earners. While this gap is similar to the gap between students who don't earn early college credit⁵, early college credit programs nonetheless contribute to an increase in the volume of Latinx and African American students who complete their educational objectives.

Figure 17. Completion Rate by Ethnicity, First-time students in 2019-20 and 2020-21



Completion data is as of July, 2022. In this analysis, first-time students in 2019-20 have 3 years to complete, and 2020-21 students have two years to complete.

SDCCD and SDUSD Takeaway: Completion of three or more early college credit courses is strongly linked to accelerated degree completion or transfer. Students who earned 9 or more units in early college credit were nearly 4 times as likely to earn a degree or transfer than students who earned fewer than 9 nine units.

Table 10. Degree and Transfer Rates, Former Early College Credit Students, by 9+ Units

ECCUnits9	Headcount	Earned AA or Transferred	% AA or Transfer	Earned Associate	% Earned AA	Count Transferred	% Transferred
<9 ECC Units	1,359	71	5%	61	4%	11	1%
9+ ECC Units	848	158	19%	65	8%	97	11%
Grand Total	2,207	229	10%	126	6%	108	5%

⁵ Non-early college credit completion rates for Asian students is 6%, compared to 2% of African American and Latinx students.

Early College Credit, 2021-22

Appendix

Table 11. Early College Credit Units by Program. High Schools Grouped by CCAP Service Area.

		Headcount	Total Early College Units	CCAP Units	ACP Units	Concurrent Units	CBE Units
Grand Total		~3,530	30,688	19,913	4,370	3,007	3,398
City College	Total	~1,070	7,685	5,074	660	837	1,115
	Crawford	64	359	353	0	0	6
	East Village High	**	67	**	0	64	0
	Garfield High	49	141	36	0	**	101
	Hoover	139	489	250	0	26	214
	Lincoln	186	965	831	0	**	129
	Morse	188	1,480	687	645	**	142
	San Diego MET	18	301	0	0	301	0
	SDHS	219	1,679	1,117	**	375	178
	SDSCPA	149	2,039	1,794	**	48	191
	Twain High	57	167	**	0	**	155
Mesa College	Total	1,225	10,880	~5,130	3,299	~1,360	1,093
	Clairemont	125	1,486	829	396	124	137
	Henry High	308	1,498	663	432	17	386
	Kearny High	255	3,406	2,080	231	882	213
	La Jolla	201	2,135	527	1,369	83	156
	Madison High	70	747	639	54	**	45
	Mission Bay	85	328	180	0	97	51
	Mt. Everest	21	189	**	68	103	12
	Point Loma High	160	1,092	202	749	48	93
Miramar College	Total	1,228	12,124	9,713	411	809	1,191
	Canyon Hills	206	2,599	2,286	0	133	180
	Mira Mesa	315	2,509	2,110	0	191	209
	Scripps Ranch	439	4,488	3,504	0	418	566
	University City High	268	2,528	1,813	411	67	237

Early College Credit, 2021-22

Table 12. Proportion of Total Early College Credit Units by Program. High Schools Grouped by CCAP Service Area.

		Headcount	Total Early College Units	CCAP	ACP	Concurrent	CBE
Grand Total		~3,530	30,688	65%	14%	10%	11%
City College	Total	~1,070	7,685	66%	9%	11%	15%
	Crawford	64	359	98%	0%	0%	2%
	East Village High	**	67	4%	0%	96%	0%
	Garfield High	49	141	26%	0%	3%	72%
	Hoover	139	489	51%	0%	5%	44%
	Lincoln	186	965	86%	0%	1%	13%
	Morse	188	1,480	46%	44%	0%	10%
	San Diego MET	18	301	0%	0%	100%	0%
	SDHS	219	1,679	67%	1%	22%	11%
	SDSCPA	149	2,039	88%	0%	2%	9%
	Twain High	57	167	2%	0%	5%	93%
Mesa College	Total	1,225	10,880	47%	30%	13%	10%
	Clairemont	125	1,486	56%	27%	8%	9%
	Henry High	308	1,498	44%	29%	1%	26%
	Kearny High	255	3,406	61%	7%	26%	6%
	La Jolla	201	2,135	25%	64%	4%	7%
	Madison High	70	747	86%	7%	1%	6%
	Mission Bay	85	328	55%	0%	30%	16%
	Mt. Everest	21	189	3%	36%	54%	6%
	Point Loma High	160	1,092	18%	69%	4%	9%
Miramar College	Total	1,228	12,124	80%	3%	7%	10%
	Canyon Hills	206	2,599	88%	0%	5%	7%
	Mira Mesa	315	2,509	84%	0%	8%	8%
	Scripps Ranch	439	4,488	78%	0%	9%	13%
	University City High	268	2,528	72%	16%	3%	9%

Early College Credit, 2021-22

Table 13. Re-enrollment Rates and Volume by SDUSD High School

Table omitted due to low cell sizes. Contact Stephen Bass at sbass@sdccd.edu if access to this data is requested.

Table 14. Subsequent Outcomes of First-time to College Students, by Early College Credit Program

Group	First Time @ SDCCD In	Headcount	1st Year in College		2nd Year in College		1st-to-2nd Year Persistence
			Avg. Units	Success Rate	Avg. Units	Success Rate	
Comparison (no Early College)	2019-20	4,042	9.7	66%	17.9	73%	46%
	2020-21	5,122	11.3	69%	20.3	75%	50%
	2021-22	6,213	8.7	59%			
Early College Credit Groups							
Overall	2019-20	1,027	15.5	72%	29.0	75%	66%
	2020-21	1,180	16.5	77%	29.5	78%	65%
	2021-22	1,084	15.8	75%			
SDUSD, Public	2019-20	912	15.6	72%	29.4	76%	67%
	2020-21	980	16.5	77%	29.8	78%	66%
	2021-22	1,000	15.9	75%			
SDUSD, Charter	2019-20	34	14.3	68%	24.9	66%	59%
	2020-21	37	14.3	65%	21.5	64%	49%
	2021-22	**	6.1	47%			
SDUSD, Public, CCAP	2019-20	716	16.1	74%	30.4	77%	69%
	2020-21	815	16.7	77%	29.9	78%	66%
	2021-22	776	15.9	75%			
SDUSD, Public, ACP	2019-20	58	16.7	77%	31.6	77%	69%
	2020-21	107	16.6	78%	28.4	76%	61%
	2021-22	107	15.9	79%			
SDUSD, Public, Concurrent	2019-20	187	12.9	67%	23.9	72%	66%
	2020-21	132	15.0	79%	27.2	78%	67%
	2021-22	158	15.7	77%			
SDUSD, Public, CBE	2019-20	174	15.8	72%	29.6	78%	64%
	2020-21	225	17.2	78%	33.0	82%	69%
	2021-22	279	16.8	78%			