



Early College Credit Re-enrollment and Subsequent Outcomes

Summary Materials

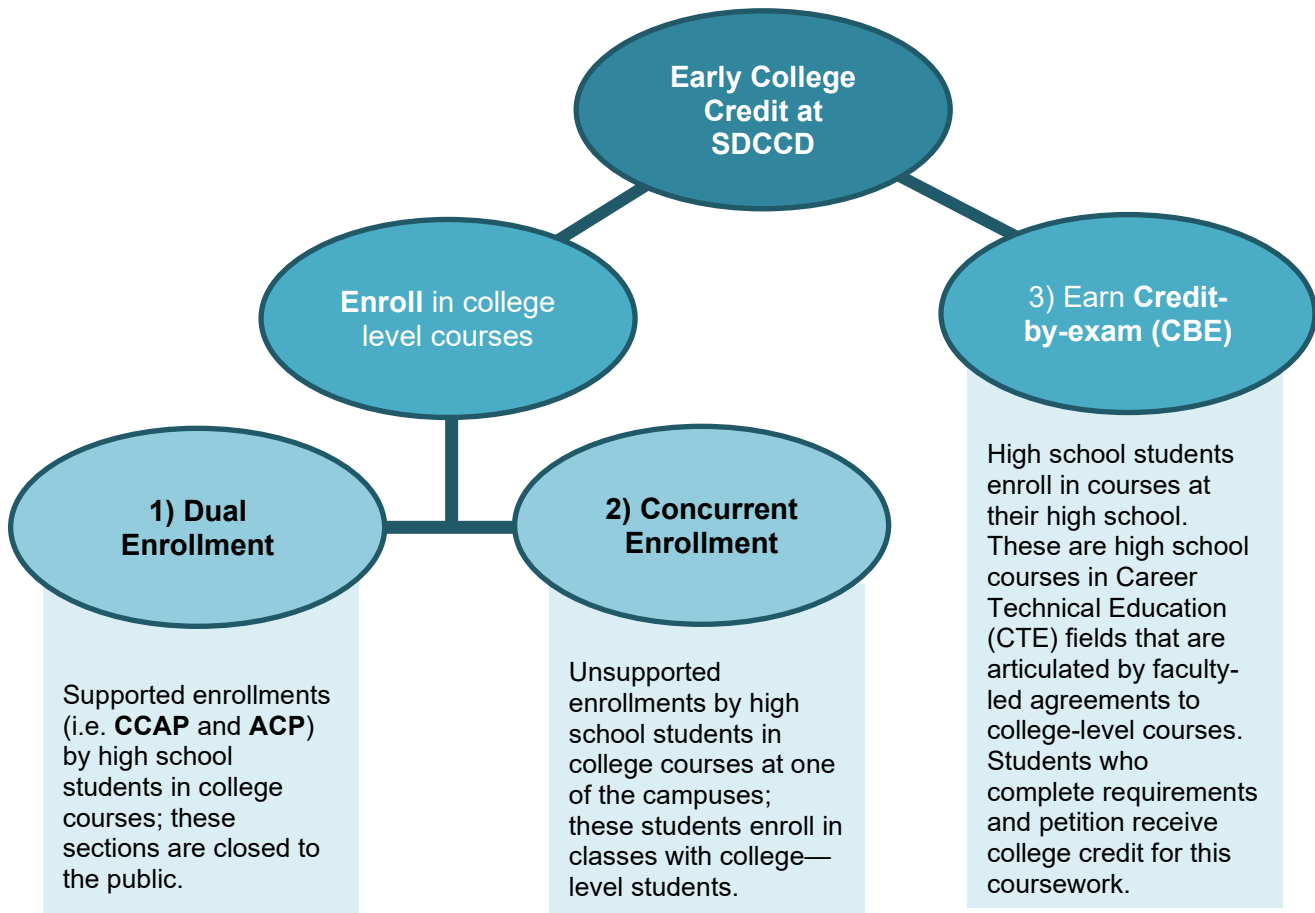
September 27, 2022

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

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

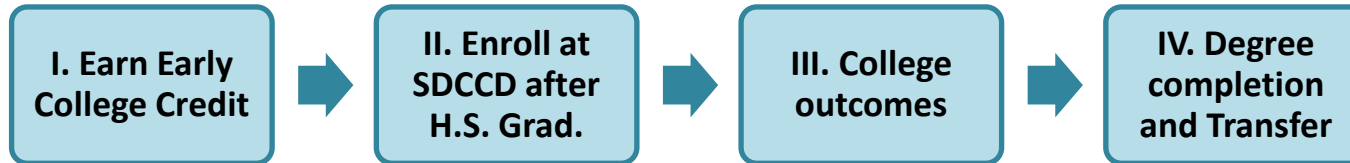


Table 1. Early College Credit Report and Dashboard Use and Organization

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
<p>III. Subsequent outcomes</p>	<p>Outcomes for Early College Credit students are compared to first-time students who did not complete early college.</p>	<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).
<p>IV. Completion</p>	<p>Percent and count of Early College Credit Students who earn an Associate Degree or transfer to a four-year university.</p>	<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).

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