



SDCCD Early College Credit, 2021-22: Data Deep Dive

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Data Deep Dive Agenda

- Introduction: Early College Credit at SDCCD, Available Resources, Report and Dashboard Structure
- Key Findings
- Deep Dive
 - Early College Credit
 - Re-enrollment
 - Subsequent Outcomes
 - Completion and Transfer
- Questions, Clarifications, Observations

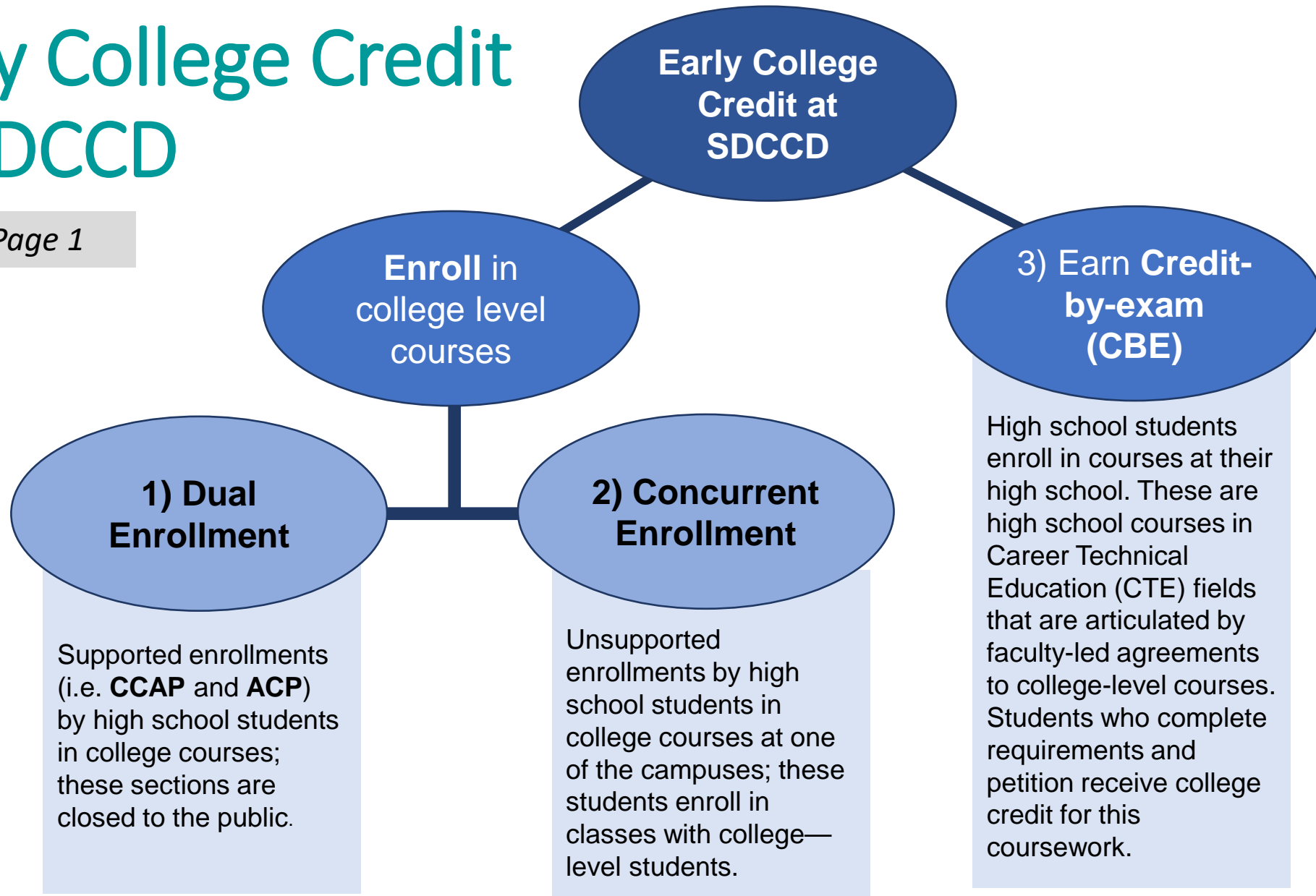


Introduction



Early College Credit at SDCCD

Report Page 1





Available Resources

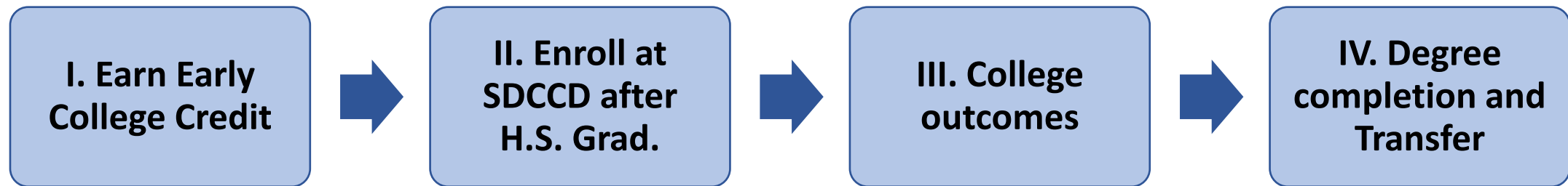
- Early College Credit Re-enrollment and Subsequent Outcomes
- Report produced in even years
 - [Dashboard](#)
 - [Summary Materials](#)
 - ✓ Table 1 – Report Questions and Answers
 - ✓ Evidence of Key Findings
 - [Full Report](#)
- Report Appendix: Early college credit units by High School and Program, Re-enrollment rates and counts by high school



Report and Dashboard Structure

Report Page 3

- Dashboard and Report follow student journey through four phases

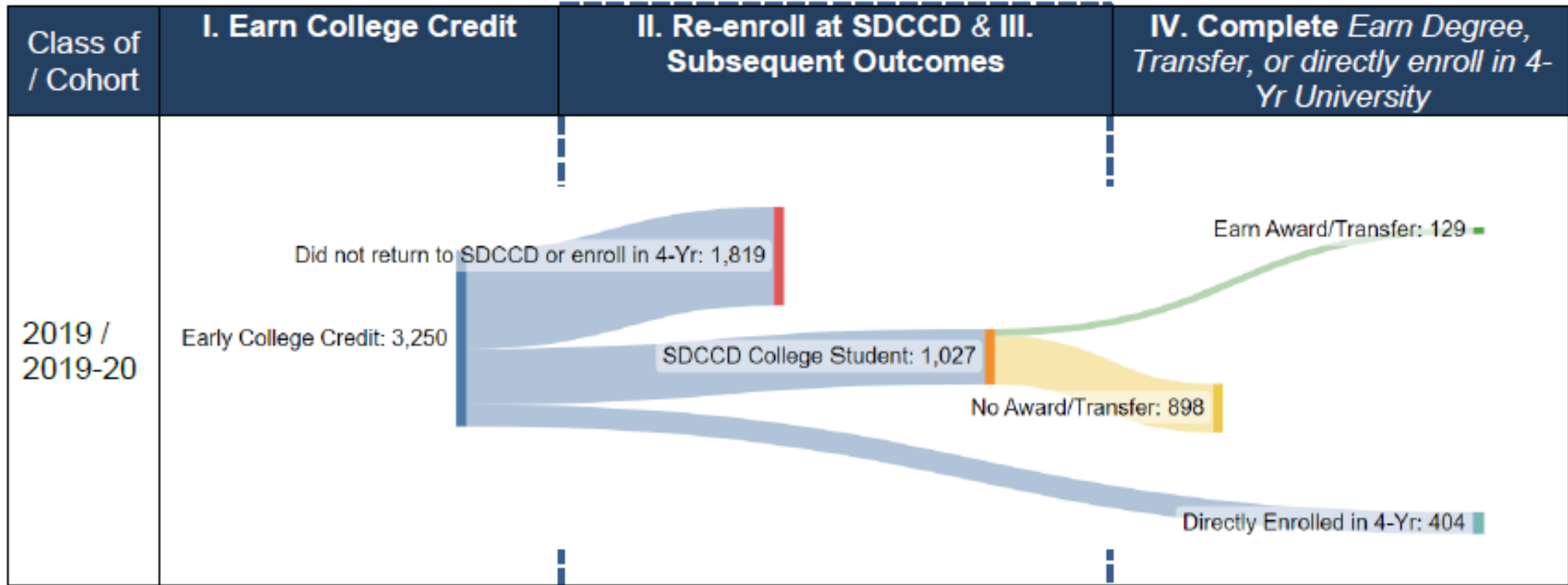




Report and Dashboard Structure

Report Page 6

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

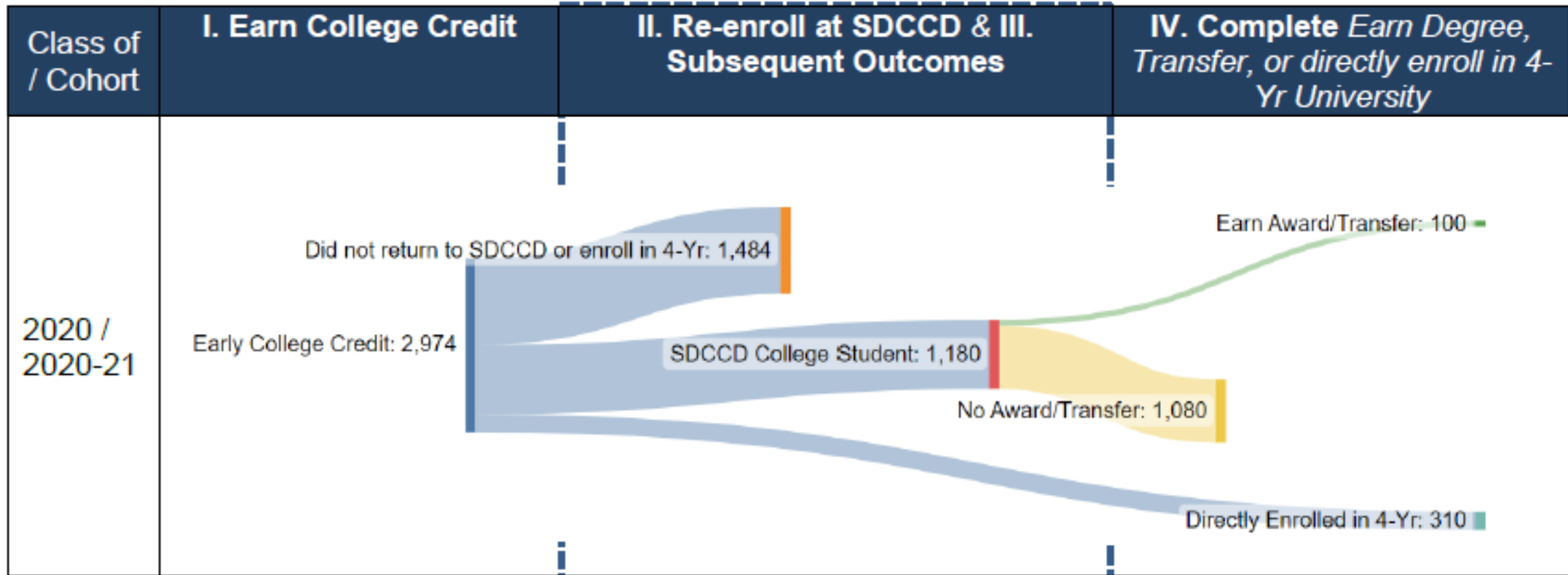




Report and Dashboard Structure

Report Page 6

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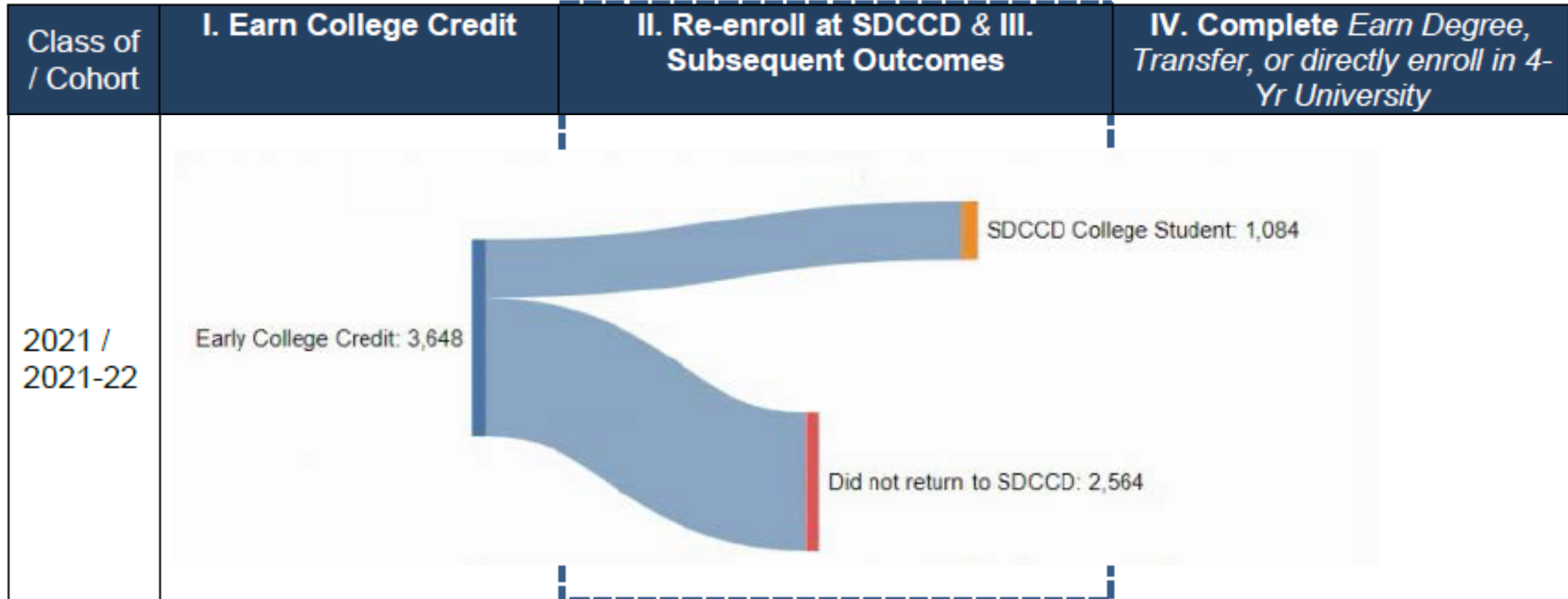




Report and Dashboard Structure

Report Page 6

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





Available Resources: Table 1

Report Page 3

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 SDCCCD? 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) |



Key Findings

Key Findings: Phase I. Early College Credit

Report Page 10

- 3,648 students graduated high school in 2021 with some form of early college credit from SDCCD
 - 3,527 from SDUSD high schools, 1 in 3 SDUSD graduates
- Earned 31,737 college units while in high school
- **Equity Gaps:** Latinx, Pacific Islander, and African American students complete one full college course less on average than Asian students do.
 - Evidence suggests that **COVID-19** contributed to gaps in units earned by ethnicity
- **CCAP accounts for nearly two-thirds** of all early college credit units at SDCCD. CBE was 11%, but growing fast.

Key Findings: Phase II. Re-enrollment

Report Page 11

- Concurrent students from the class of 2021 returned to SDCCD as college students at the highest rate (41%).
- 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.
- **COVID-19 Impact:** Class of 2020 was more likely to re-enroll than the Classes of 2019 and 2021 - many students nationwide deferred 4-year enrollment in favor of local community colleges.

| | Class of | All Early College Credit | |
|---------------------------------|----------|--------------------------|------------|
| | | Count | % of Total |
| Re-enrollees at SDCCD, class of | 2021 | 1,084 | 30% |
| | 2020 | 1,180 | 40% |
| | 2019 | 1,027 | 32% |
| Enrolled directly in 4-Year | 2020 | 404 | 22% |
| | 2019 | 310 | 20% |

Key Findings: Phase III. Subsequent Outcomes

Report Page 12

- Former early college credit students 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.
- 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, gaps are still present between Latinx and African American students and White and Asian students.

High school class of 2020/first time in 2020-21

| | | All Former Early College Credit | Did not Complete Early College Credit |
|--|-----------------------------------|---------------------------------|---------------------------------------|
| Students | | 1,180 | 5,122 |
| 1 st Year Outcomes | Success Rate | 77% | 69% |
| | Average Units Earned | 16.5 | 11.3 |
| 2 nd Year Outcomes | Success Rate | 78% | 75% |
| | Average Units Earned (cumulative) | 29.5 | 20.3 |
| Persist to 2 nd Year of College | | 65% | 50% |

Key Findings: Phase IV. Completion

Report Page 13

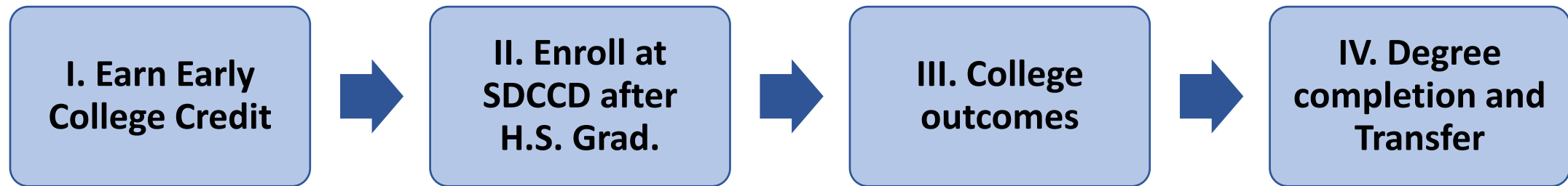
- Students who earn more than 9+ early college credit units are nearly 4 times as likely to earn a degree or transfer than students who earn fewer than 9 units. **More early college credit earned = higher likelihood of completing.**
- Former early college credit students in all ethnicities had higher completion rates than their peers who did not complete early college credit.
- Among former early college credit students, gaps are still present between Latinx and African American students and White and Asian students.

High school class of 2019 and 2020/first time in 2019-20 and 2020-21

| | All Former Early College Credit <i>n=2,207</i> | No Early College Credit <i>n=9,164</i> |
|--------------------------------|---|---|
| Earned Degree | 126, 6% of total | 188, 2% of total |
| Transferred | 108, 5% of total | 66, 1% of total |
| Total Completed (unduplicated) | 229, 10% of total | 247, 3% of total |



Questions and Observations





Deep Dive



I. Early College Credit

- Report pages 14-19
- Early College Credit students are mostly from SDUSD
- Students earn on average 8.7 early college credit units



Looking Ahead: Likely decrease in cohort sizes in coming years (reflecting decreases in CCAP enrollment in 2020-21 and 2021-22). First class that would reflect rebound in program (in 2022-23) would be class of 2023, first time students in 2023-24.



I. Early College Credit

- While 8.7 is average units earned, this varies significantly by high school.
- Equity Analysis, Report page 16 to 17
- Gaps in units earned by ethnicity, sites at which Latinx and African American students DI in units earned
- Prevalence of program varies by high school as well (ACP accounts for 30% of units earned by students in Mesa service area)



II. Re-enrollment

- Report pages 20-22
- Re-enrollment rates vary by program, year (COVID-19), and high school site.

[Dashboard Link](#)

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, 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 | | | |



III. Subsequent Outcomes

- Report pages 23-25
- Students who have completed early college credit have more positive outcomes than first-time students who didn't, particularly in the first year.
- These differences even out by second year
 - Selection effect experienced by first-time students between first and second year happens among early college credit students while in high school
 - Early college credit students learn how to be college students, and see themselves as college students, while in high school
- Suggests connection between first-year support programs and early college credit



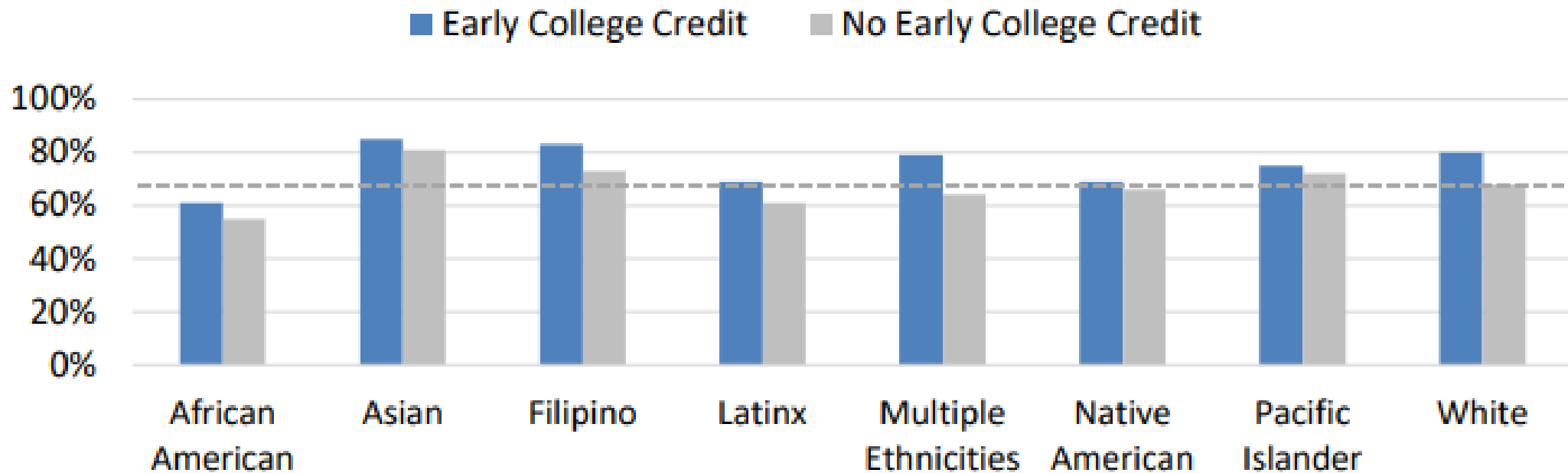
III. Subsequent Outcomes

- Across all ethnicities, early college credit students have more positive outcomes than peers who do not do early college credit.
- Gaps still remain between Latinx and African American students, and White and Asian students.



III. Subsequent Outcomes: *Average First-Year Success Rates*

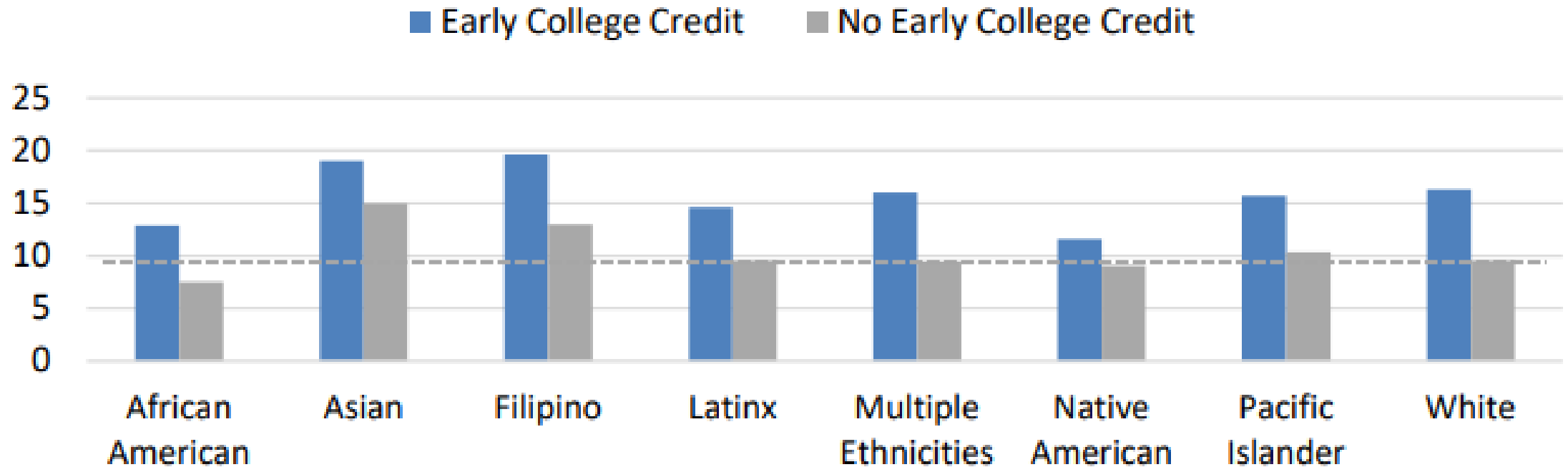
Figure 12. Average 1st Year Success Rates, First-time students in 2019-20, 2020-21, and 2021-22, by Ethnicity





III. Subsequent Outcomes: *Average First-Year Units Earned*

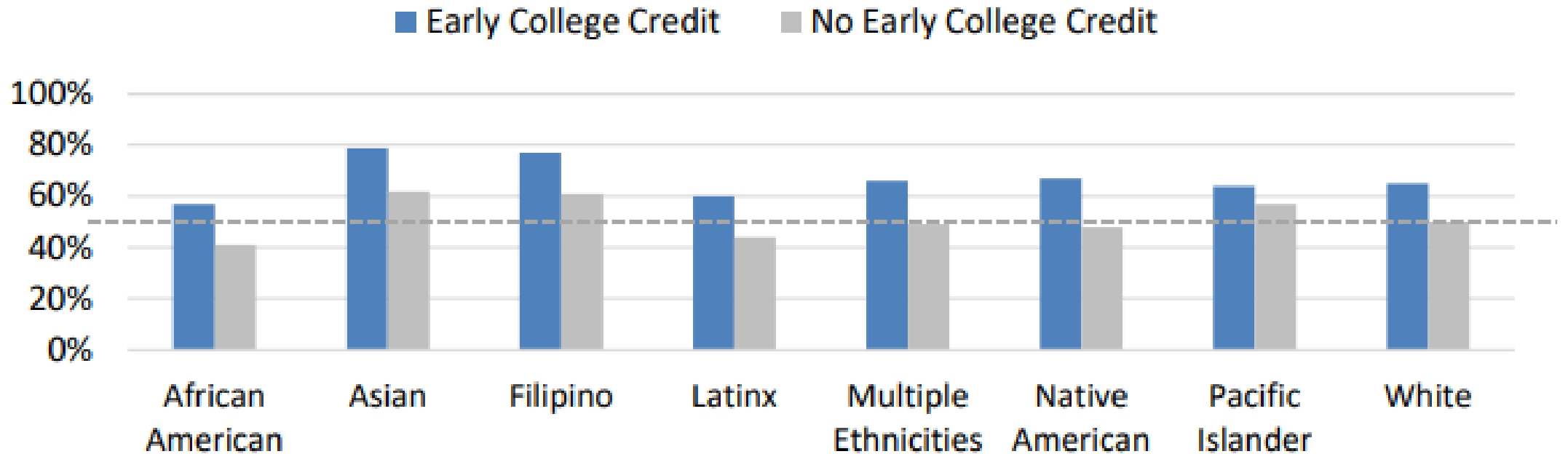
Figure 13. Average 1st Year Units, First-time students in 2019-20, 2020-21, and 2021-22, by Ethnicity





III. Subsequent Outcomes: *Average First-Year Units Earned*

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

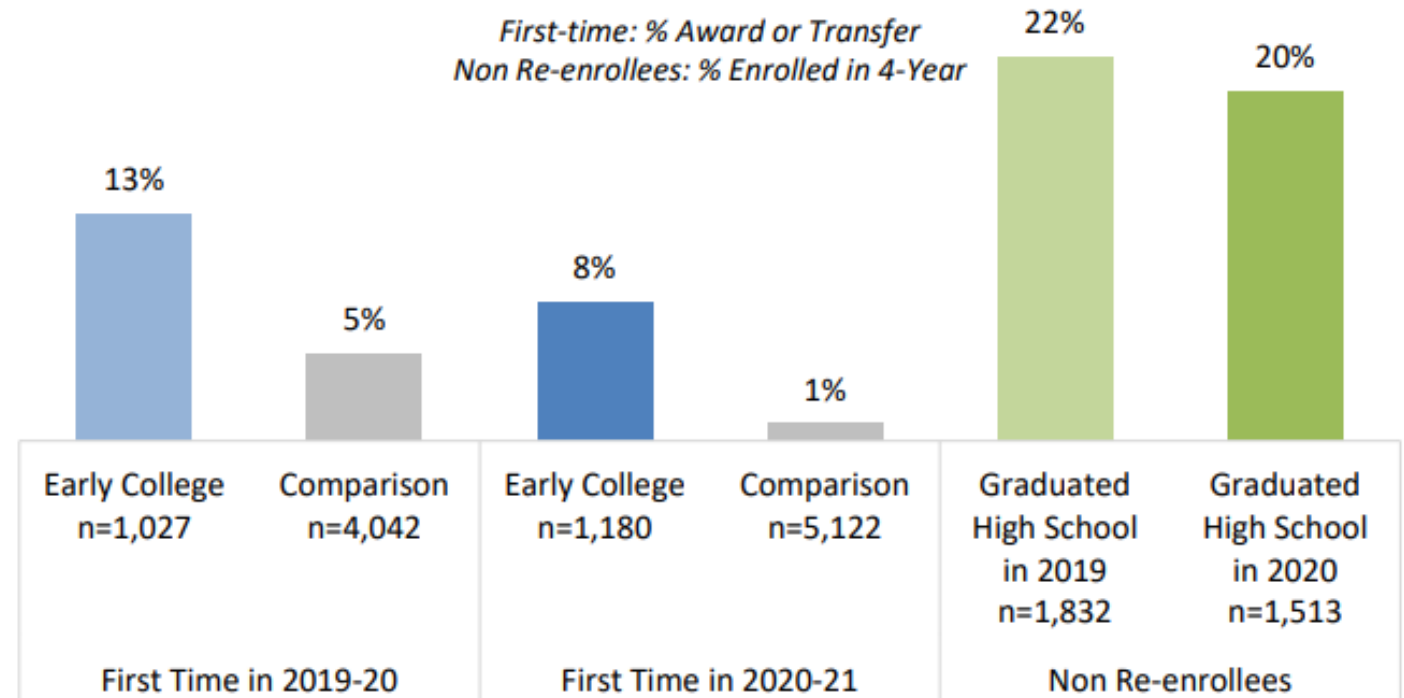




IV. Completion

- Report pages 26-27
- 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.**

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

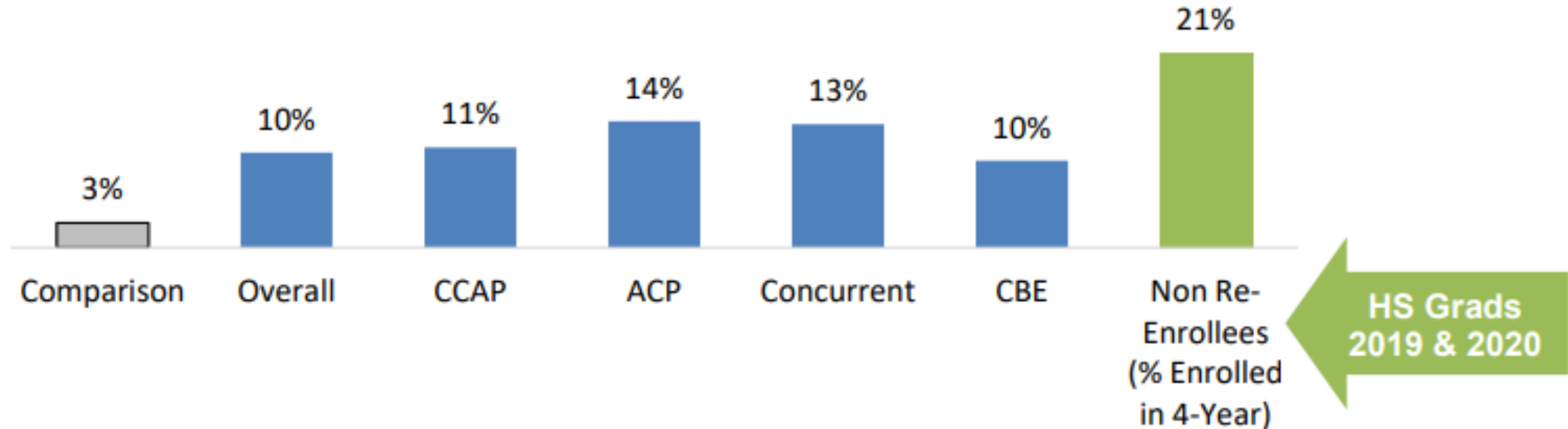




IV. Completion

- ACP and Concurrent students most likely to complete
- More early college credit units = more likely to complete

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





Additional Resources

- Report Appendix: Early college credit units by High School and Program, Re-enrollment rates and counts by high school

Discussion

- Early College Credit may be an important tool for SDCCD to meet outcome metrics in the Student-Centered Funding Formula (SCFF) such as Degree Completion.
- Evidence for increased first-year success among former early college credit students suggests that these programs support the work of other college retention programs such as UMOJA, Puente, and Promise.
- Closing equity gaps vs. increasing completion volume

