



TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Dual Enrollment: The Advantages and Barriers

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What is dual enrollment?

- Allows high school students to enroll in college courses.
- May or may not be dual credit.
- CTE dual enrollment.
- Broad participation nationwide (source: NCES) and appears to be growing.
 - Students took courses for dual credit in 71% of high schools.
 - 51 percent of colleges had high school students enrolled in college courses.
 - Over 800,000 high school students took a college course.
 - 115,000 “special admit” students, about 7% of all high school students, enrolled in community colleges in CA (2005-06).

Why should students participate in dual enrollment?

- Growing importance of postsecondary education and issues of preparedness.
- College access, retention and completion.
- Other presumed benefits:
 - Students get a taste of college and learn college-going behaviors
 - Students enter college with credit already accumulated
 - Potential cost savings to families and education systems
 - Make the senior year meaningful/reduce senioritis
 - Creation of connections between secondary and postsecondary institutions

A new direction: Broadening the target group for dual enrollment

- Dual enrollment traditionally seen as a program for academically advanced students
- Policy and reform interest is not directed primarily at traditionally “college bound” students
- Goal is to encourage a wide range of students to pursue postsecondary education
- Some efforts combine dual enrollment with career-technical pathways (an improvement to the articulation model of Tech Prep programs)

Is there evidence supporting dual enrollment programs?

- CCRC analyses of dual enrollment outcomes in Florida and New York City
 - With controls for student and school characteristics
- Population:
 - Florida: All dual enrollment participants and subsample of those in CTE fields.
 - NYC College Now program: Dual enrollment participants from CTE high schools.
 - Also looked at subgroups of students such as low-SES and male students

Findings from Florida

- Dual enrollment participation positively related to:
 - Students' likelihood of earning a HS diploma
 - Enrolling in college, enrolling full-time, and pursuing a Bachelor's degree
 - Persistence to the second semester of college
 - Higher GPAs one year after HS graduation
 - Remaining enrolled in college for two years
 - More credits earned three years after HS graduation
- Male and low-income students benefited more from dual enrollment participation than their peers

Findings from New York City

- Dual enrollment participation positively related to:
 - Pursuit of a Bachelor's degree (vs. an Associate degree)
 - 1st semester GPA
 - More credits earned 3.5 years after high school graduation

Lessons from the Concurrent Courses Initiative (CCI)

- What is the CCI?
- Target population of students.
- Preliminary outcomes show signs of positive impact on high school graduation and GPA.
- Qualitatively, initiative has highlighted the importance of course and instructor selection.

Examples From the Field: Santa Barbara City College

- Tech-prep to College Program
 - Serves over 2,000 students from 6 schools.
 - Offers CTE coursework in a variety of fields.
 - “Win-win” funding structure for all involved.
- Course format
 - On the high school campus
 - During the regular school day
 - Taught by high school teachers and college faculty

Examples From the Field: City College of San Francisco

- City College Dual Enrollment Program
 - Serves over 300 students from 9 high schools
 - Offers coursework in a variety of fields
- Course Format
 - On the college campus
 - Taught by college faculty
 - After the regular school day
 - “Systemization plus customization”

How do you implement and run a dual enrollment program?

Stages and Steps

1. Choice of Partnering College

- Consider the colleges in your area. Is there an obvious choice?
 - Are there any existing relationships? Which departments?
- Target colleges with courses and programs in the academy career field.
- Consider if there are existing dual enrollment opportunities and how this is structured.

Managing the Partnership

- Decide on a division of labor
 - Who will manage the students?
 - Who will be responsible for registration?
- Meet and communicate regularly

2. Regulations

- CA state regulations are primarily concerned with funding and eligibility criteria .
- Consider school district and college regulations and what limitations or opportunities they present.

3. Choice of dual enrollment course(s)

- Are there courses that would best serve and engage academy students?
- If offering more than one college course, consider what sequencing makes the most sense.
 - Would a college success class be a good idea?
- Consider student skills and assess their readiness for college coursework

4. Course Logistics

- Where should the courses be offered (e.g., on the college or high school campus)?
- When should the courses be offered (i.e., time of day).
- Who should teach the courses (e.g., high school teacher or college faculty)?

5. Supplemental Activities

- Consider academic and non-academic supports.
 - Should academic supports be embedded in the course or as a separate activity?
 - What about college and career exploration (e.g., fieldtrips, college visits, and work-based learning)?

6. Costs

- What will be the costs?
- Consider what fees the college requires and if they will be waived.
- What will be the cost of academy staff time to coordinate and oversee dual enrollment?

Measuring Success

- Course retention rates
- Student success
 - Grades
 - Accrual of college credit
 - Transition to college

Additional Resources

- The Concurrent Courses Initiative
<http://www.concurrentcourses.org/>
- Community College Research Center, a collection of dual enrollment reports
<http://ccrc.tc.columbia.edu/Collection.asp?cid=18>