



TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Career-Focused Dual Enrollment: Partnering to Prepare California's Future Teachers

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*CCRC is a division of Teachers College at Columbia University and
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The Community College Research Center (CCRC)

CCRC conducts quantitative and qualitative studies on community colleges to analyze their policies and programs and uncover emerging trends. Our mission is to contribute to the development of practice and policy that expands access to higher education and promotes success for all students.



We focus on:

- Access to and success in postsecondary education
- High school to college transition
- Missions, governance and accountability
- Programs and practice
- Workforce education

Concurrent Courses Initiative: Pathways to College and Careers

Funded by the James Irvine Foundation

- Provides support to eight secondary/postsecondary partnerships in California as they develop, enhance and expand career-focused dual enrollment programs.
- Aims to strengthen college and career pathways for low-income youth who are struggling academically or who are within populations historically underrepresented in higher education by providing them with rigorous, supportive and career-focused dual enrollment opportunities.

Why CTE-Focused Dual Enrollment?

- What does research tell us about CTE?
- What does research tell us about dual enrollment?

CTE Nationally

- Vast majority of HS students take at least one CTE course (97%)
- Avg. CTE credits earned is approx. 4
- About one-quarter of students are considered vocational concentrators (taking three or more CTE courses in a specific labor market area)

(National Assessment of Vocational Education; 2000 figures)

- Does CTE have an impact on academic success?
- Does CTE help students continue to postsecondary education?
- Do CTE programs have other non-academic benefits?
- Can CTE reduce high school dropout rates?

- The evidence is inconclusive. It is clear that career exposure itself without a **quality core academic curriculum** will not raise academic performance.
- CTE participation seems to have no significant impact on postsecondary enrollment.
- CTE programs can have significant youth development benefits for students.
- CTE programs also have positive impacts on earnings and employment.
- The most conclusive evidence on CTE shows that it can help students stay in school.

Dual Enrollment

- Allows high school students to enroll in college courses
- May or may not be for dual credit
- Broad participation (NCES):
 - At 71 percent of public high schools, students took courses for dual credit
 - 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)
- Participation appears to be increasing rapidly

Why dual enrollment?

- Growing importance of postsecondary education
- Problems with access to college and retention and completion in college, particularly for disadvantaged students
- Presumed benefits to dual enrollment include:
 - 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

What do we know about effectiveness?

- CCRC analyses of dual enrollment outcomes in Florida and New York City
 - With controls for student and school characteristics
- 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

Florida Findings

- Dual enrollment participation positively related to:
 - Students' likelihood of earning a HS diploma
 - Enrolling in college, and enrolling full-time
 - Persistence to the second semester of college
 - Higher GPAs one year after HS graduation
 - Remaining enrolled in college two years after HS graduation
 - More credits earned three years after HS graduation

Findings for Florida Subgroups

- **Male and low-income students benefited more from dual enrollment participation than their peers**

NYC Findings

- Dual enrollment participation positively related to:
 - Pursuit of a bachelor's degree
 - 1st semester GPA
 - More credits earned 3.5 years after HS graduation

Findings from Case Studies – Promising Practices

- Curricular Pathway – sequence of courses leading to college credit courses
- Support Services and College Orientation Activities – academic and nonacademic
- Alignment of high school coursework and exit exams with college admissions requirements

Work for the Future

- Need more outcomes research on dual enrollment
- Don't know which program features might encourage success
 - Course location
 - Course instructor
 - Other design elements
 - Student supports