Dual enrollment for college completion

Presentation to Alaska Stakeholders

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June 2013
CCRC is the leading independent authority on two-year colleges in the United States. We conduct research on issues affecting community colleges and work with colleges and states to improve student success and institutional performance.

Research focus areas include:

- The role of the community college
- High school to college
- Developmental education and adult basic skills
- Student services, financial aid, and other supports
- Online education and instructional technology
- Student persistence, completion, and transfer
- College to career and workforce education
- Improving community college institutional performance
- Lead partner of the National Center for Postsecondary Research and the Center for Analysis of Postsecondary Education and Employment
Dual enrollment
# Models of College Credit-Earning in High School

<table>
<thead>
<tr>
<th>Models of College Credit-Earning in High School</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual enrollment</td>
<td>Students enroll simultaneously in high school and college courses; <em>generates a college transcript.</em></td>
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<tr>
<td>Dual credit</td>
<td>Students enroll simultaneously in high school and college courses and earn <em>both</em> high school and college credit for the same course.</td>
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<tr>
<td>Middle/Early College High Schools</td>
<td>Comprehensive opportunities for students to earn many college credits via dual enrollment or dual credit.</td>
</tr>
<tr>
<td>Credit-in-escrow (articulated credit or Tech Prep)</td>
<td>Students take a high school course that may later be applied towards college, usually as the result of an inter-institutional agreement.</td>
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<tr>
<td>Credit-by-exam (AP, IB, CLEP)</td>
<td>Students take a high school course that is deemed college-level and has an end-of-course exam. Colleges may use the exam score to grant college credit.</td>
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## Dual enrollment programs vary along a range of features

<table>
<thead>
<tr>
<th>Feature</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding</td>
<td>Student, state, or institution pays Per-pupil funds and tuition</td>
</tr>
<tr>
<td>Student eligibility</td>
<td>Broad or restricted access</td>
</tr>
<tr>
<td>Location</td>
<td>High school, college, or distance education</td>
</tr>
<tr>
<td>Timing</td>
<td>Before, during, or after the high school day</td>
</tr>
<tr>
<td>Student mix</td>
<td>High school and college students, or high school students only</td>
</tr>
<tr>
<td>Instructor</td>
<td>College professor, or high school instructor certified as a college adjunct</td>
</tr>
<tr>
<td>Course type and content</td>
<td>Academic, CTE, or student success course</td>
</tr>
<tr>
<td>Program intensity</td>
<td>Single course, pathway, or comprehensive program</td>
</tr>
<tr>
<td>Support services</td>
<td>Academic, behavioral, or college-knowledge Offered by high school, college or a collaboration</td>
</tr>
<tr>
<td>Method of credit-earning</td>
<td>Dual enrollment, dual credit, or credit by exam</td>
</tr>
</tbody>
</table>
In the United States…

• 1,277,100 high school students took a college course as part of a dual enrollment program during 2010-2011. Approximately 800,000 students did so in 2002-2003.
• In a recent U.S. Department of Education study, nearly all community colleges had a dual enrollment program (96%). Three-quarters of public four-year institutions did so, as well.
• 46 states have policy addressing dual enrollment. Alaska does not.
• There is continued federal support.
Nationally…

• Dual enrollment programs are increasingly focused on improving college access for students often underrepresented in college.
  – Dual enrollment as part of career and technical education
  – Growth of early college high schools
  – Approximately 60% of community colleges require dual enrollment students to meet the same standards as regular college students.

• Dual enrollment is increasingly low- or no-cost to students and families.
  – An equity issue

• States are embedding dual enrollment into their higher education reforms.
  – North Carolina is structuring dual enrollment course-taking to align with Core 44 transfer and career pathways.
Why dual enrollment for college completion?
Motivation: Low levels of college success

• National “Completion Agenda”
  – Low rates of college readiness and success for many students, but particularly those from disadvantaged backgrounds
  – In Alaska, 13% of associate degree-seekers who enroll in college full-time earn a degree in three years. Of those seeking a bachelor’s degree who enroll full-time, 27% earn their degree within 6 years.

• The seeds of low college completion rates start before college entry.
  – Academic readiness
    • Approximately 2/3 of high school students graduate from high school. The percentage is much lower for Alaska Natives.
    • Anchorage United for Youth: 90% high school graduation rate by 2020
  – Ability to pay
College completion is a **pipeline issue**.
Dual Enrollment Encourages College Readiness

• Dual enrollment participants learn study skills and other habits related to college success.
  – Foster & Nakkula, 2005; Karp, 2006; Nakkula, 2006

• Dual enrollment participants learn “how to play the part” of a college student.
  – Foster & Nakkula, 2005; Karp, 2006

• Dual enrollment is related to increased high school graduation.
  – Karp et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013

• Dual enrollment participants are more likely to enroll in college than their non-participating peers—although which type of college is not clear.
  – Karp et al., 2007; Speroni, 2011; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013; Struhl & Vargas, 2012
Dual Enrollment Encourages College Completion

• Participation is related to improved college grade point averages.
  – Allen & Dadgar, 2012; Eimers, & Mullen, 2003; Kotamraju, 2005

• Participation is related to persistence to a second year of college.
  – Eimers & Mullen, 2003; Swanson, 2008 Struhl & Vargas, 2012

• Participation is positively related to credit accrual.
  – Karp et. al, 2007; Michalowski, 2007; Speroni, 2011, Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013

• Participation is positively related to improved likelihood of degree completion.
  – An, 2013; Struhl & Vargas, 2012

• Program model, course rigor, and implementation quality matter.
  – Allen, 2010; Kim, 2008; Speroni, 2011
All types of students benefit from dual enrollment.

- **Students in CTE programs** benefit from dual enrollment participation.
  - Karp, et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Struhl & Vargas, 2012

- **Male** students benefit more from participation than other sub-groups.
  - Karp et al., 2007

- **Low-income, first-generation, and otherwise disadvantaged** students can benefit from participation; some studies find that they do so to a larger extent than other student groups.
  - Rodriguez, Hughes, & Belfield, 2012; An, 2013; Struhl & Vargas, 2012
Early/ middle college high schools are newer.

- We cannot yet study long-term impacts.

- What we do know is based on a single set of random-assignment studies.

- The evidence so far is promising.
  - Descriptive national studies find that early college attendance is associated with positive outcomes, including higher school attendance, grade-to-grade persistence, and academic proficiency.
  - Early College High Schools (ECHS) have higher levels of student engagement.
  - ECHS students take and progress more rapidly through advanced math and college prep English, though this does not translate to higher pass rates.
    - Edmonds, et al., 2010; Edmonds et al., 2012
  - No clear impact on minority, low-income and first-generation college students.
    - Edmonds et al., 2012
Why might these benefits accrue?

- Entry into and success in college
- Rigorous academic experiences
- Psychological readiness and motivation
- Normative understanding of college
- "nest egg" of accrued college credits
- Shorter time to degree and/or lower out-of-pocket expenses

Why might these benefits accrue?
Considerations when developing a dual enrollment program
Program design requires making choices

High entry standards ensure student success… but won’t increase your pipeline.

On-campus courses are authentic… but limit the students who can participate.

High school-based courses expand access… but are harder to run authentically.

Family-funded programs are the easiest political sell… but the most economically exclusionary.
When implementing a dual enrollment program...

...the overarching goal is to develop a program that is *authentic* and *supportive*.

- **Authenticity**: A program in which students can “try on” the part of a college student so that they can become capable of doing college work.

- **Supportive**: Scaffold students’ learning, ideally by building learning support into class time.
Dual enrollment in rural areas

• **Challenge: Distance** between high school and college campuses
  – Difficulty getting students to on-campus courses
  – Lower access to support students
  – College faculty less willing or able to travel to the high school

• **Challenge: Small institutional size**
  – Harder to reach critical mass for running high school-based courses
  – Fewer support resources, including guidance

• **Opportunity: Experience** with innovative delivery methods
  – On-line
  – ITV

• **Opportunity: Personalization and relationships**
  – Within high schools
  – Between partners
Role of state policy in dual enrollment programs
State policy can…

• Ensure consistency across programs, particularly with regards to eligibility requirements.

• Align dual enrollment with state priorities and policy initiatives.

• Provide quality assurance through curriculum standards, faculty requirements, and general oversight.

• Encourage equity in program access by providing funding and encouraging institutional participation.

• State policies do not preclude institutional flexibility, particularly with regards to program structure.
Continuum of State Policy Structure

**Low Structure**
- Unlimited course-taking
- Institutional decisions on student eligibility
- No cost to students or institutions
- Institutional decisions regarding program elements

**High Structure**
- Limited course-taking
- Limited course content
- Mandated student eligibility requirements
- Requiring students or institutions to bear program costs
- Required program elements
State policy quality dimensions
(adapted from Borden et al, 2013)

Inputs
- Student eligibility
- Faculty credentials
- Funding
- Curriculum standards

Processes
- General oversight
- Faculty orientation and training
- Institutional review and monitoring
- State review and monitoring

Outputs
- Learning outcomes
- Transferability
- Program and course outcomes
A note on state funding

• Funding has three parts: Institutional funding, tuition, and books/fees.

• Often, institutions lose funds if they participate in dual enrollment.
• Often, families are expected to pay tuition, books, and fees.
• These types of arrangements decrease participation and increase inequality.

• Dual enrollment programs are most successful, from an equity and completion standpoint, when they are:
  – Fully-funded
  – Cost-free to families

The way I see that, what is our purpose? Do we want people to go and get more education? If we limit those things, we are sending a different message. Funding additional dual enrollment courses would be consistent with what the state says is their goal.
Questions and discussion
For more information

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