Using Dual Enrollment to Enhance Academic and CTE Pathways

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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 (it is NOT articulation)
• Many program models
• Broad participation nationwide and appears to be growing.
  – Students took courses for dual credit in 71% of high schools (NCES; 2002-2003 data).
  – 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.

• 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
  – Explore career areas
  – Creation of connections between secondary and postsecondary institutions
Evidence of Effectiveness?

• CCRC analyses of dual enrollment outcomes in Florida and New York City (with CTE focus)
• DE participation positively related to:
  – Students’ likelihood of earning a HS diploma
  – Enrolling in college, enrolling F/T, and pursuing BA
  – Persistence in college
  – Higher GPAs one year after HS graduation
  – More credits earned three years after HS graduation

Male and low-income students benefited more from dual enrollment participation than their peers
Lessons from the Concurrent Courses Initiative (CCI)

• What is the CCI?

• What has it accomplished?

• What do our evaluation results show so far?
Concurrent Courses Initiative Funded Partnerships

- Arthur A. Benjamin Health Professions High School, Sacramento
  Partner: Sacramento City College
- City College of San Francisco
  Partner: San Francisco Unified School District
- Shasta Union High School District
  Partners: Anderson Union High School District, Shasta College
- Santa Barbara City College
  Partners: Santa Barbara High School District, Carpinteria Unified School District, South Coast ROP
- Los Angeles City College
  Partners: Hollywood Senior High School, Downtown Business Magnets High School, Miguel Contreras Learning Complex
- North Orange County ROP, Anaheim
  Partners: Anaheim Union High School District, Cypress College, Fullerton College
- Jordan High School, Long Beach Unified School District
  Partners: Long Beach City College, California State University Long Beach
- Tulare Joint Union High School District
  Partner: College of the Sequoias
Concurrent Courses Partnerships

• Range of career foci
• Significant numbers of minority, limited English proficient, or first generation college-going
• Variation in specific features of partnerships and delivery of services
  – New publication: *Different Approaches to Dual Enrollment: Understanding Program Features and their Implications*
Concurrent Courses
Accomplishments

- New dual enrollment classes (all sites)
- New pathways (Long Beach, LA, NOC, Shasta)
- New recruitment efforts/materials (San Francisco, Santa Barbara)
- New support services (all sites)
- Existing programs expanded and strengthened (San Francisco, Santa Barbara)
Research Questions and Data

– Research Questions
  • Is the program reaching the intended students?
  • What are students’ participation patterns?
  • What are participants’ short- and medium-term outcomes?

– Data
  • Administrative data provided through Cal-PASS
  • Student background, academic achievement, and high school and college course taking
  • Custom data file collects data on students’ CCI experiences
  • DE course location, type of instructor, support services received
Methodology

- Descriptive statistics on CCI participation and performance in dual enrollment courses

- Regression analysis with controls and Propensity Score Matching
  - Used to examine the impact of CCI dual enrollment on high school GPA and high school graduation
  - Controls include: Gender, race/ethnicity, primary language spoken at home, parental education, grade level, prior standardized test scores, and prior grade point average
## CCI Descriptives

### Cohort 1
- 1,594 dual enrollees across 6 sites
- 97% received supplemental support
- On average, students took 1.2 DE courses and 87% passed their courses
- 64% taught by college professors
- 39% taught on a college campus

### Cohort 2
- 1,885 dual enrollees across 8 sites
- 99% also received supplemental support
- On average, students took 1.3 DE courses and 86% passed their courses
- 72% taught by college professors
- 31% taught on a college campus

- No clear pattern in terms of relationship between course instructor and location and course passing rates
Results

Effect of CCI DE on student HS GPA

- Regression with Controls
  - Positive and statistically significant effect for 3 sites
  - Negative and statistically significant effect for 1 site
- Propensity Score Matching
  - Positive and statistically significant effect for 2 sites
  - Negative and statistically significant effect for 1 site

Effect of CCI DE on HS graduation

- Regression with Controls
  - Positive and statistically significant effect for three sites
- Propensity Score Matching
  - Positive and statistically significant effect for one site
Results

College Enrollment

- Across all sites, 43% of graduating DE students, compared to 29% of district peers, entered the partner college during the 2009-10 school year.

- In an effort to increase sample size and to better reflect college enrollment outcomes, we are currently working with Cal-PASS to incorporate data on enrollment in non-partner two- and four-year colleges.
Results

Achievement in Partner College

• Cumulative credits completed after first semester
  – In Santa Barbara, San Francisco, and Tulare the gains over other college freshman in credits accumulated are statistically significant.
  – In Sacramento and Santa Barbara, the gains over their district peers was statistically significant.
For more information:

• [www.concurrentcourses.org](http://www.concurrentcourses.org)

• [http://ccrc.tc.columbia.edu](http://ccrc.tc.columbia.edu)

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