

High School Dual Enrollment

Effects on College Outcomes by Race/Ethnicity and Course Modality

A CCRC study of dual enrollment in Florida finds that while there are substantial participation gaps by race/ethnicity, Black, Hispanic, and White high school students all appear to benefit from taking dual enrollment courses. The vast majority of dual enrollment students enroll in such courses through community colleges, and most students take dual enrollment courses face-to-face on a college campus or face-to-face off-campus, though some students (about 9%) take the courses primarily online.

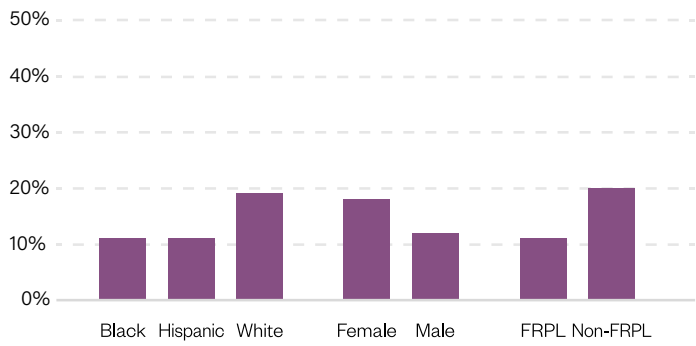
Using descriptive and multivariable regression analysis, CCRC researchers examined the college outcomes of Florida public high school students (who were 9th graders in 2007 and 2012) who did and did not take dual enrollment courses. Although the researchers controlled for a rich set of student and school characteristics, their analysis does not allow for causal inferences.

Key Findings

PARTICIPATION

Dual enrollment students were substantially more likely to be White and female and to not participate in free or reduced-price lunch (FRPL) than students who did not participate in dual enrollment.

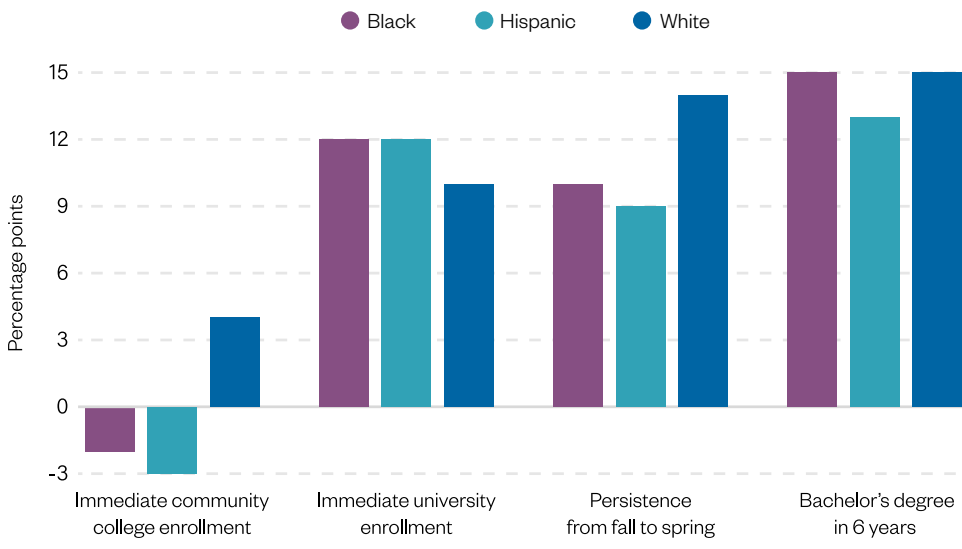
Participation Rates



COLLEGE OUTCOMES

Taking dual enrollment courses is positively associated with better college outcomes—including immediate college enrollment and degree completion—across all three racial/ethnic groups. However, White dual enrollment students were more likely to attend both community colleges (called state colleges in Florida) and state universities than their White non-dual enrollment peers, whereas Black and Hispanic dual enrollment students were more likely to attend only state universities compared with their non-dual enrollment peers.

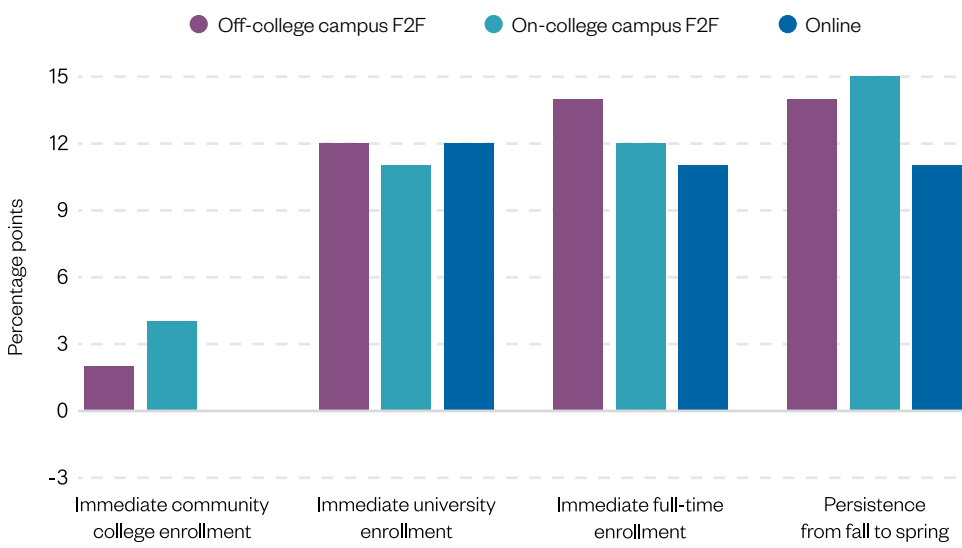
Percentage Point Differences in College Outcomes Between Dual Enrollment Participants and Non-Participants by Race/Ethnicity



COURSE MODALITY

Dual enrollment is correlated with better outcomes for each modality considered, though students who took more than half of their dual enrollment credits face-to-face (both on- or off-college-campus) had slightly stronger percentage point gains than those who primarily took dual enrollment online.

Percentage Point Differences in College Outcomes Between Dual Enrollment Participants and Non-Participants by Course Modality



Implications for Policy and Practice

- High schools should encourage more students of color to participate in dual enrollment, because it could help shrink gaps in college enrollment and graduation.
- The online learning format has the potential to expand access to dual enrollment programs among students who have limited access to face-to-face dual enrollment courses. Districts and colleges should design strategies to improve learning in online dual enrollment coursework and ensure that online students are well supported.

FURTHER READING

For more on this research, read *High School Dual Enrollment in Florida: Effects on College Outcomes by Race/Ethnicity and Course Modality* by Vivian Liu, Veronica Minaya, Qing Zhang, and Di Xu.