

Estimating Trends in Access to **Dual Enrollment** using IPEDS and CRDC Data

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Community College Research Center
Teachers College, Columbia University

AIR IPEDS Educators Web Conference
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About CCRC

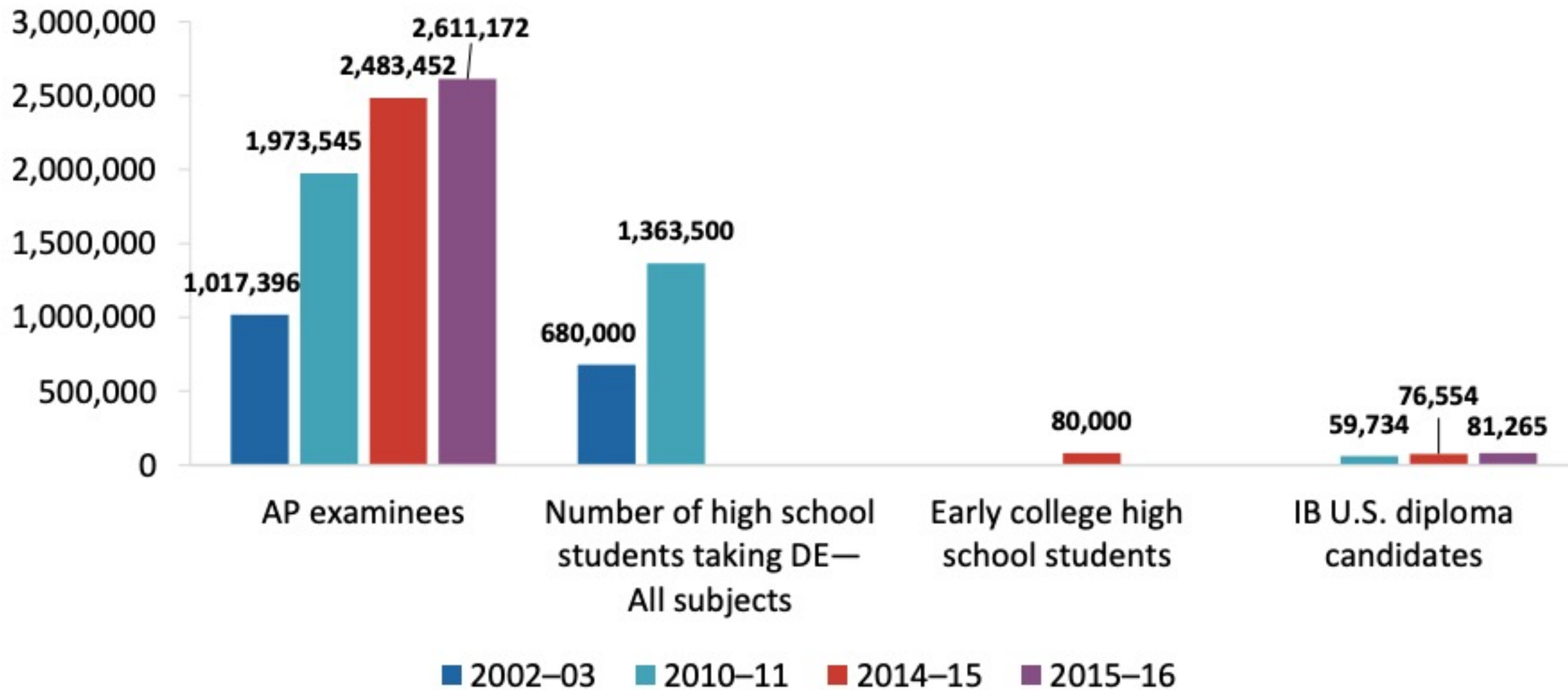
CCRC has been a leader in the field of community college research and reform for over 20 years. Our work provides a foundation for innovations in policy and practice that help give every community college student the best chance of success.

Our areas of research include:

- College readiness and dual enrollment programs, and the transition from high school to college
- Developmental education and adult basic skills
- Non-academic support services, financial aid, and student engagement
- Online education and instructional technology
- Student persistence and completion, and transfer to four-year colleges
- Guided pathways, institutional reform, and performance funding
- Workforce education and training and the economic returns to higher education



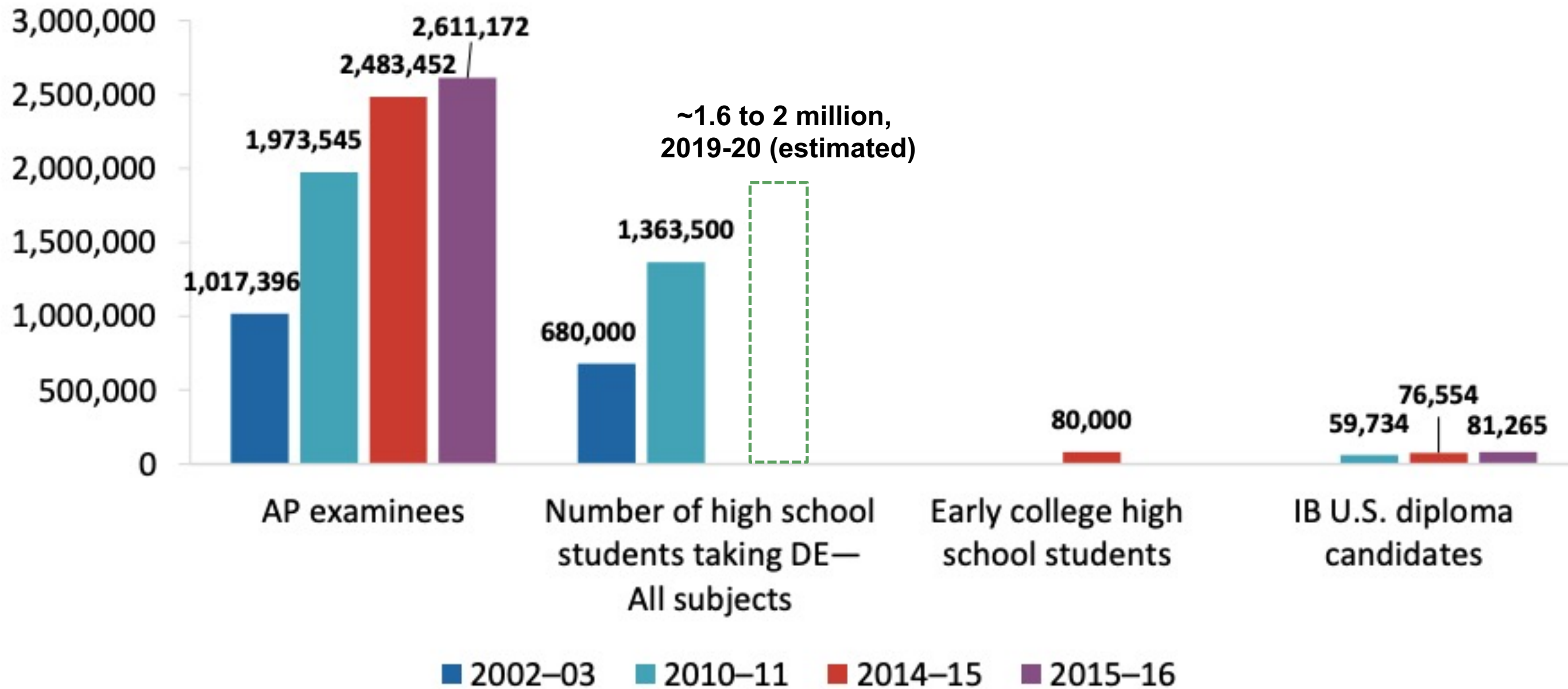
AP and Dual Enrollment/Credit dominate college acceleration opportunities for high school students



Note (from original figure): National enrollment data do not exist for DE and CTE beyond 2010-11.

Source: College Board, 2017, p. 9, Figure 1. (Figure A1 reproduces all data from the original figure.)

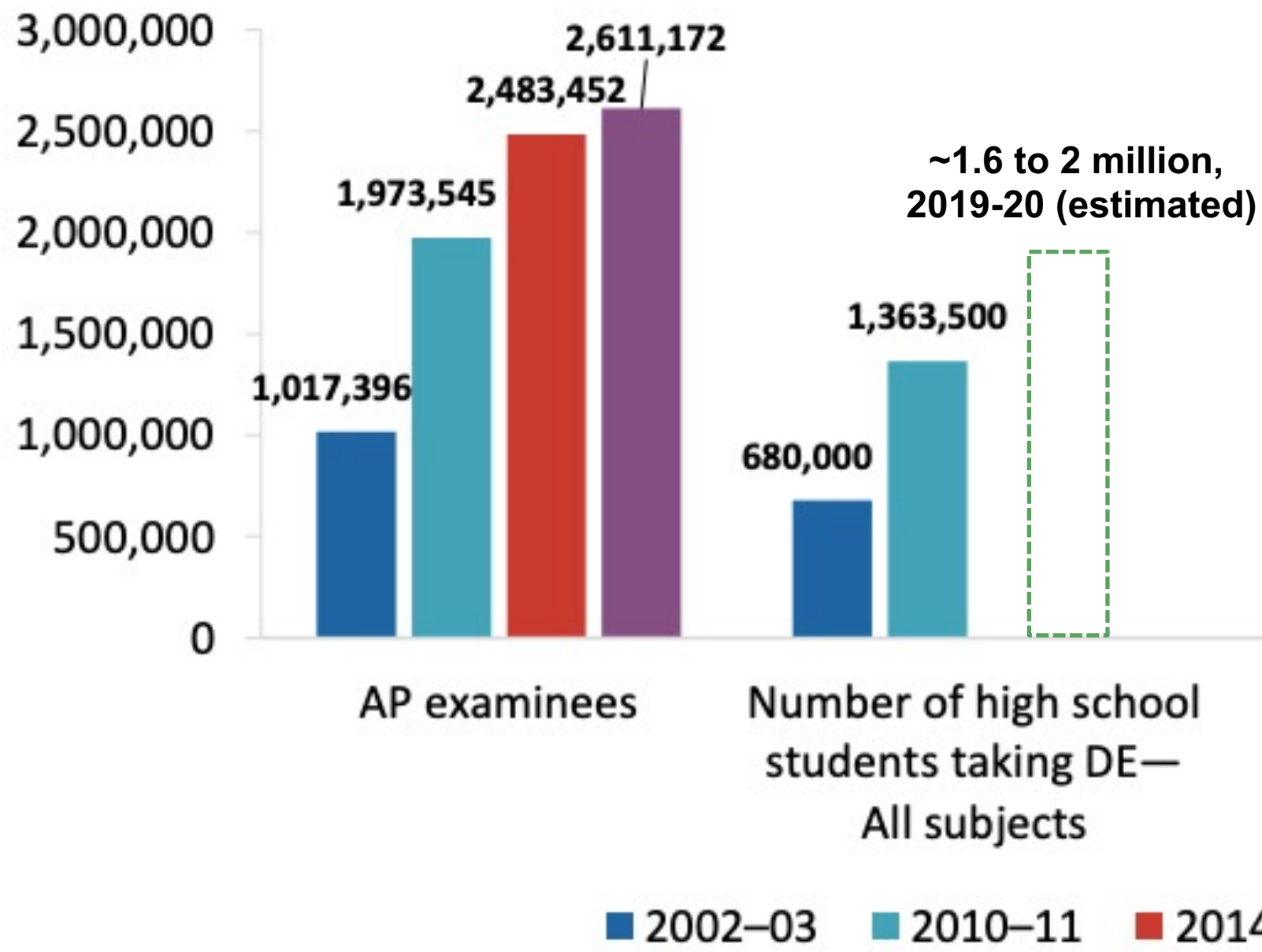
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AP and Dual Enrollment/Credit dominate college acceleration opportunities for high school students



ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

Dual Enrollment Programs and Courses for High School Students at Postsecondary Institutions: 2010-11

First Look

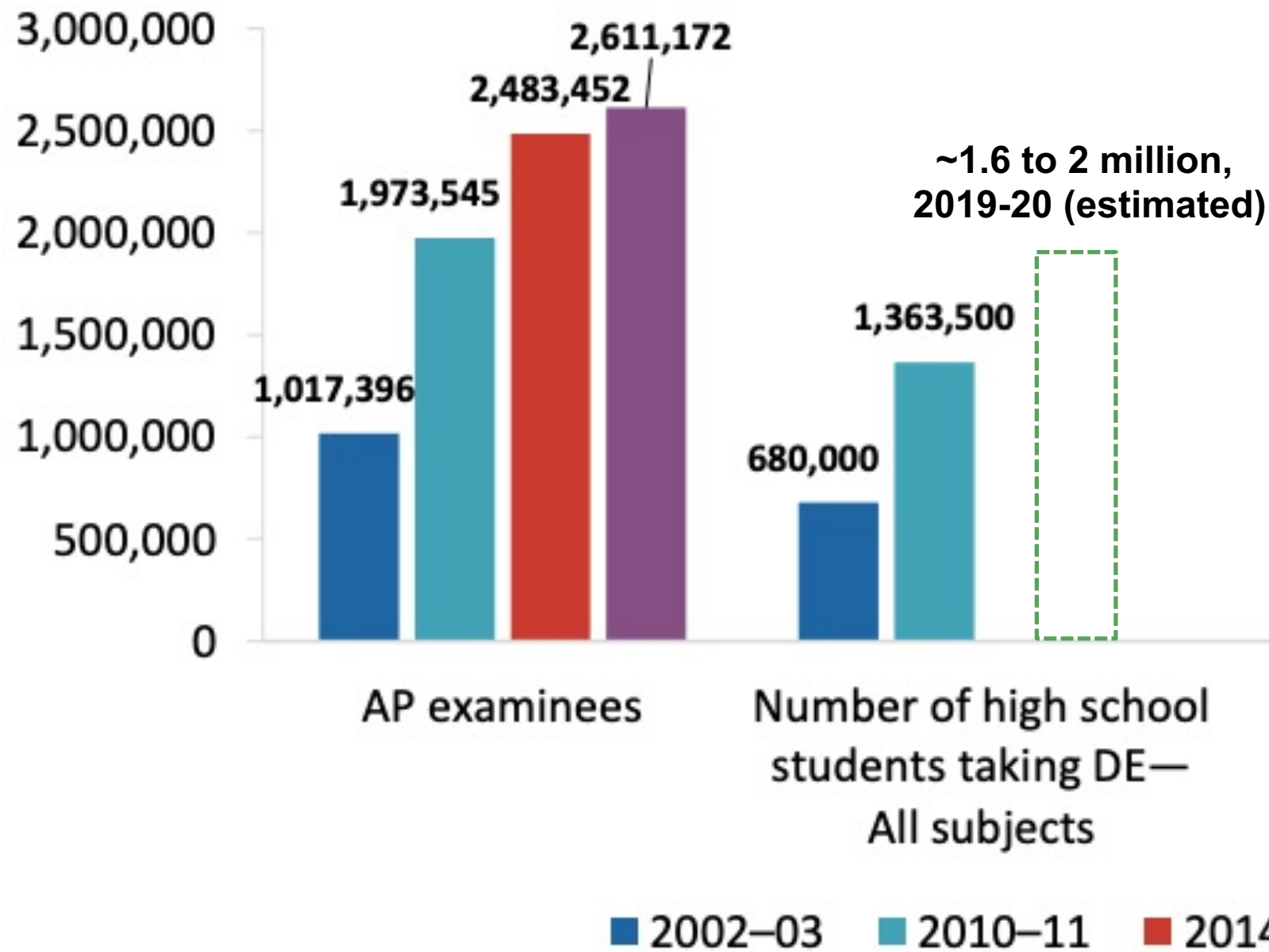


NCES 2013-002 U.S. DEPARTMENT OF EDUCATION

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Source: College Board, 2017, p. 9, Figure 1. (Figure A1 reproduces all data from the original figure.)

AP and Dual Enrollment/Credit dominate college acceleration opportunities for high school students



IES Institute of Education Sciences

Dual or Concurrent Enrollment in Public Schools in the United States

DATA POINT
December 2020
NCES 2020-125
U.S. DEPARTMENT OF EDUCATION

A Publication of the National Center for Education Statistics at IES

This Data Point examines dual or concurrent enrollment at public schools in the United States with students enrolled in any of grades 9–12. It uses data from the public school questionnaire of the 2017–18 National Teacher and Principal Survey (NTPS), which is a nationally representative sample survey of public and private K–12 schools, principals, and teachers in the 50 states and the District of Columbia. State representative information is also available for public schools and their principals and teachers.

Dual or concurrent enrollment, which is enrollment in a class that offers both high school and college credit, is promoted as a means to help students prepare for college course work, as well as potentially save on college costs. The terms “dual enrollment” and “concurrent enrollment” are often used interchangeably. For ease of presentation, the term dual enrollment will generally be used in this report to refer to both dual and concurrent enrollment. This Data Point provides an overview of enrollment in and funding sources for dual enrollment courses in U.S. public schools by community type and percentage of students in the school approved for free or reduced-price lunch.

In 2017–18, 82 percent of public schools with students enrolled in any of grades 9–12 offered dual or concurrent enrollment opportunities for students (FIGURE 1). Among schools with dual enrollment,¹ funding was provided most often by the school, district, or state (78 percent), followed by the family or the student (42 percent), or some other entity (10 percent). Dual enrollment may have multiple

Is the type of community in which a school is located related to whether the school offers dual or concurrent enrollment and the funding source for these courses?

FIGURE 1. Among schools with students enrolled in any of grades 9–12, percentage that offered dual or concurrent enrollment and how it was funded, by community type: 2017–18

Community Type	School offered dual or concurrent enrollment (%)	Funded by the school, district, or state (%)	Funded by the family or the student (%)	Funded by some other entity (%)
All public schools	82	78	42	10
City	73	84	26	12
Suburban	80	77	45	8
Town	83	83	42	11
Rural	90	72	50	9

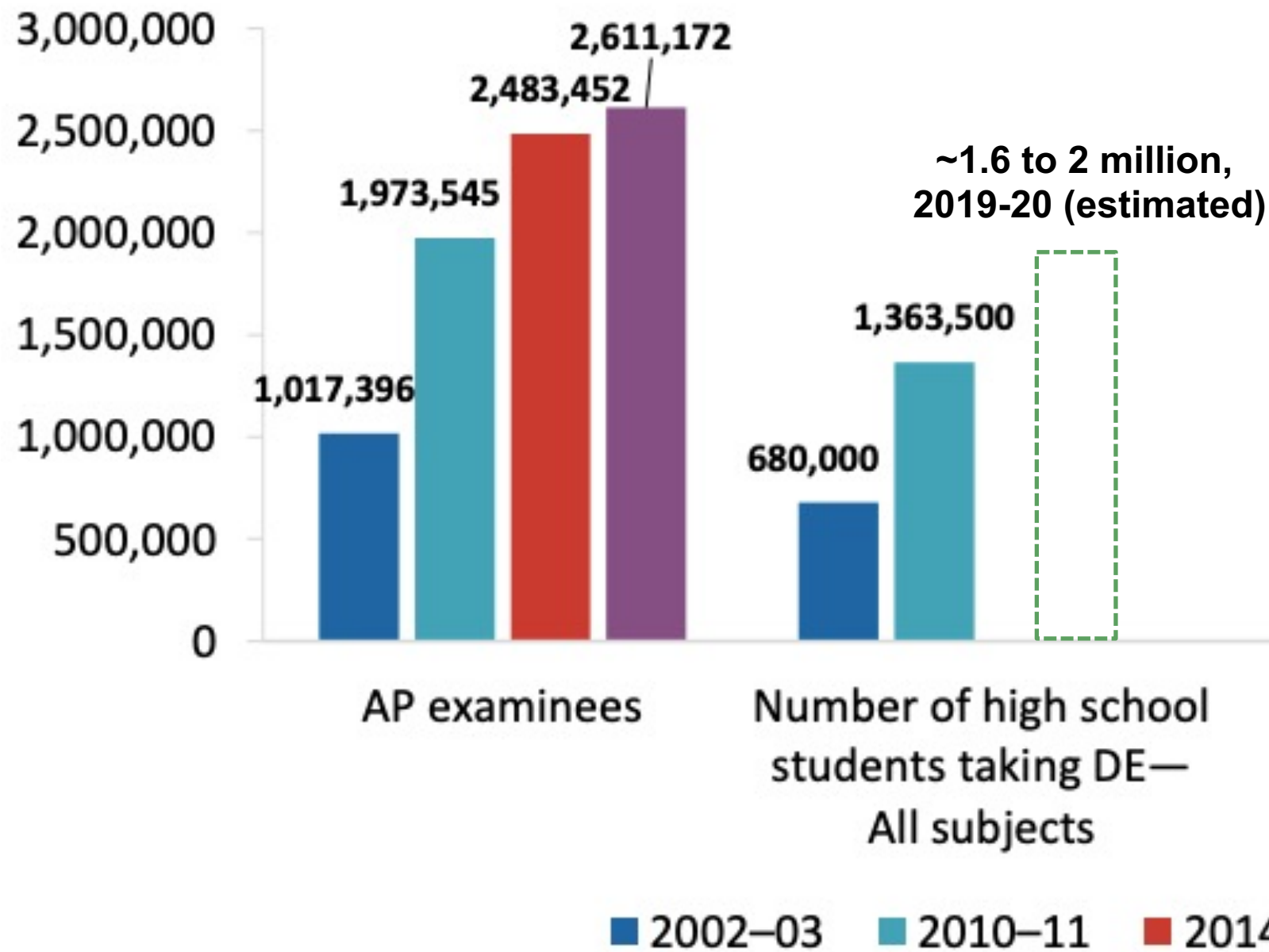
NOTE: Detail may not sum to 100 because schools could select more than one funding source.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Data File,” 2017–18.

To learn more, visit <https://nces.ed.gov/surveys/ntps/>.
For questions about content or to view this report and supplemental tables online, go to <https://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2020125>.

Note (from original figure): National enrollment data do not exist for 2018-19 and 2019-20.

Source: College Board, 2017, p. 9, Figure 1. (Figure A1 reproduces all data from the original figure.)

AP and Dual Enrollment/Credit dominate college acceleration opportunities for high school students



Note (from original figure): National enrollment data do not exist for 2019-20

Source: College Board, 2017, p. 9, Figure 1. (Figure A1 reproduces all data from t

ies NATIONAL CENTER FOR EDUCATION STATISTICS

DATA POINT
U.S. DEPARTMENT OF EDUCATION
NCES 2019-176 FEBRUARY 2019

Dual Enrollment: Participation and Characteristics

What percent of students took courses for postsecondary credit in high school?

Students in HSL:09 were asked questions about courses they took for college credit during their high school tenures. This arrangement is commonly known as “dual” or “concurrent” enrollment and is promoted as a means to help students prepare and demonstrate their readiness for the rigors of college coursework, as well as potentially save on the costs of college.¹

- About a third of students (34 percent) took courses for postsecondary credit in high school (Figure 1).
- Students whose parents had higher levels of education more commonly took courses for postsecondary credit in high school: 42 percent of students whose parents had earned a Bachelor’s degree or higher took these courses, compared to 26 percent of students whose parents’ highest level of education was lower than a high school diploma (Figure 1).
- A lower percentage of Hispanic students (30 percent) and Black students (27 percent) took courses for postsecondary credit in high school than did White or Asian students (both 38 percent) (Figure 1).

FIGURE 1. Percentage of fall 2009 ninth-graders who ever took courses for postsecondary credit in high school, by demographic characteristics

Characteristic	Percent
All students	34
Parents’ highest level of education	
Less than HS	26
HS diploma	33
Associate’s degree	38
Bachelor’s or higher	42
Race/ethnicity	
White	38
Black	27
Hispanic	30
Asian	38
Other	33

NOTE: Estimates of White, Black, and Asian students describe students who did not identify their ethnicity as Hispanic or Latino. The “other” category includes American Indians and Alaska Natives, Native Hawaiians and Pacific Islanders, and students who identified as having multiple races. “HS diploma” refers to a high school diploma or GED. SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSL:09), Second Follow-Up Restricted-Use Data File.

Session Overview: Accessing Federal Data on Access to Dual Enrollment by State, College, and School

	Data Source	Description	How to access
K-12 Schools & Districts	US Dept. of Education Office for Civil Rights Civil Rights Data Collection (CRDC)	Counts of DE and AP course-takers for every public K-12 school in the country, disaggregated by race/ethnicity, sex, ELL, and students with disabilities	Individual school/district lookup: https://ocrdata.ed.gov/ Maps and gaps: https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html
Colleges & Universities	US Dept. of Education National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS)	Fall enrollment counts of students aged 17 or younger enrolled at a postsecondary institution	Download raw IPEDS data: https://nces.ed.gov/ipeds/use-the-data View/download data analyzed by CCRC: https://public.tableau.com/profile/john.fink#!/vizhome/UndergraduateEnrollmentTrendsbySector/Summary



Dual Enrollment Definitions

Dual enrollment/dual credit programs provide opportunities for high school students to take college-level courses offered by colleges, and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may seek supplemental education at colleges nearby. Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

IPEDS Integrated Postsecondary Education Data System

Dual Enrollment refers to students who enroll in college courses offered by an institution of higher education while enrolled in high school or seeking a recognized equivalent. Student performance is recorded on a college transcript and postsecondary credit is awarded for a passing grade in the course.

- Includes: All postsecondary courses, independent of course delivery mode, course location, course instructor, whether secondary credit is also offered, and whether the student enrolls through a formal state/local program or enrolls outside a formal state/local program.
- Excludes: Credit-by-exam models such as Advanced Placement and International Baccalaureate in which the student is not enrolled in a postsecondary institution.

- Home
- School & District Search
- Detailed Data Tables
- Data Analysis Tools
- Special Reports
- State and National Estimations
- 2015-16
- 2013-14
- 2011-12
- 2009-10
- 2006
- 2004
- 2000
- 2017-18 CRDC Reports and File
- Additional Resources
- FAQ / User Guide
- Office for Civil Rights (OCR)
- Looking for the 2017-18 CRDC?
- ED.gov



Wide-Ranging Education Data Collected from our Nation's Public Schools

Quick Search

School Name

State (Choose 1 or more)

School and District Search

View a summary of selected facts about a school or district as w

Detailed Data Tables

Explore and analyze data across schools or districts

Data Analysis Tools

- Explore discipline data across schools, districts and/or state
- Analyze trends in students characteristic data for schools or

Special Reports for Schools and Districts

- English Learner (EL) Report
- Discipline Report
- Educational Equity Report

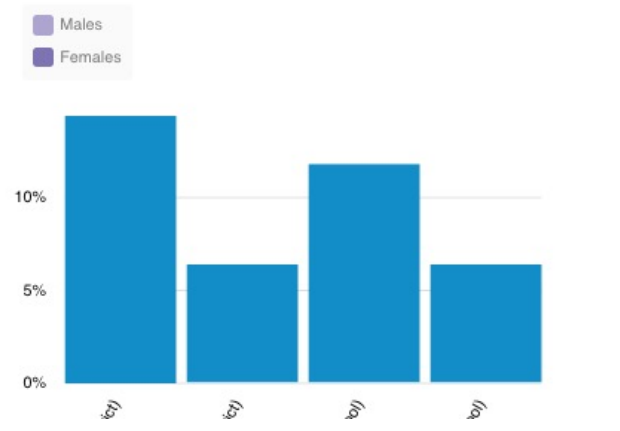
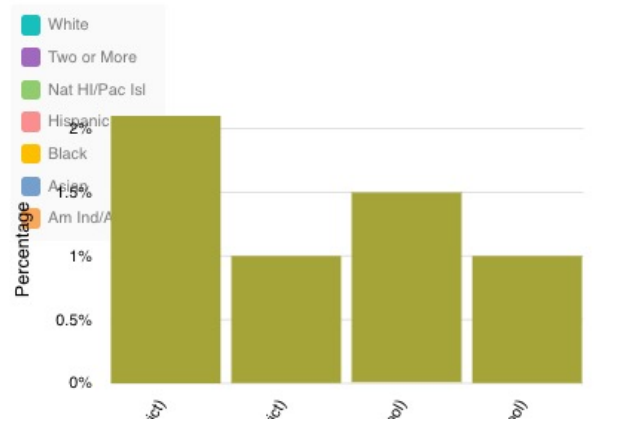
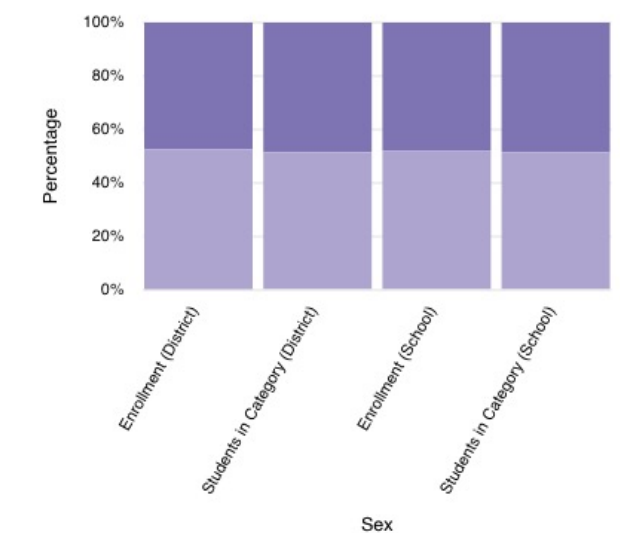
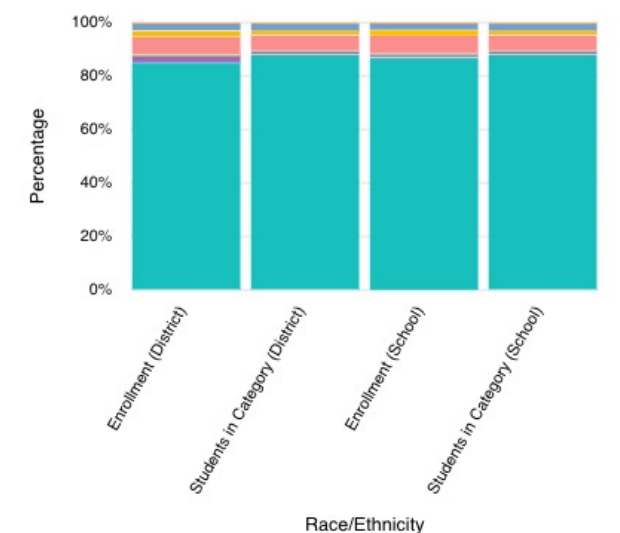
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- ED.gov

Dual Enrollment/Dual Credit Programs

[Return to Summary](#)

% of Students Enrolled in Dual Enrollment/Dual Credit Program Chart > Table

Compared to overall enrollment, what is the race/ethnicity, sex, LEP, and disability status of students who participated in dual enrollment/dual credit program?



- Special Reports and Other Profile Facts**
- English Learner (EL) report
 - Discipline Report
 - Dual Enrollment/Dual Credit Programs
- Characteristics and Membership**
- Justice Facility Educational Program
 - LEP
 - Students w/Disabilities (IDEA)
 - Students w/Disabilities (504)
 - EDFacts IDEA
 - Interscholastic Athletics
 - Single-sex classes
 - Civil Rights Coordinators
 - Credit Recovery Programs

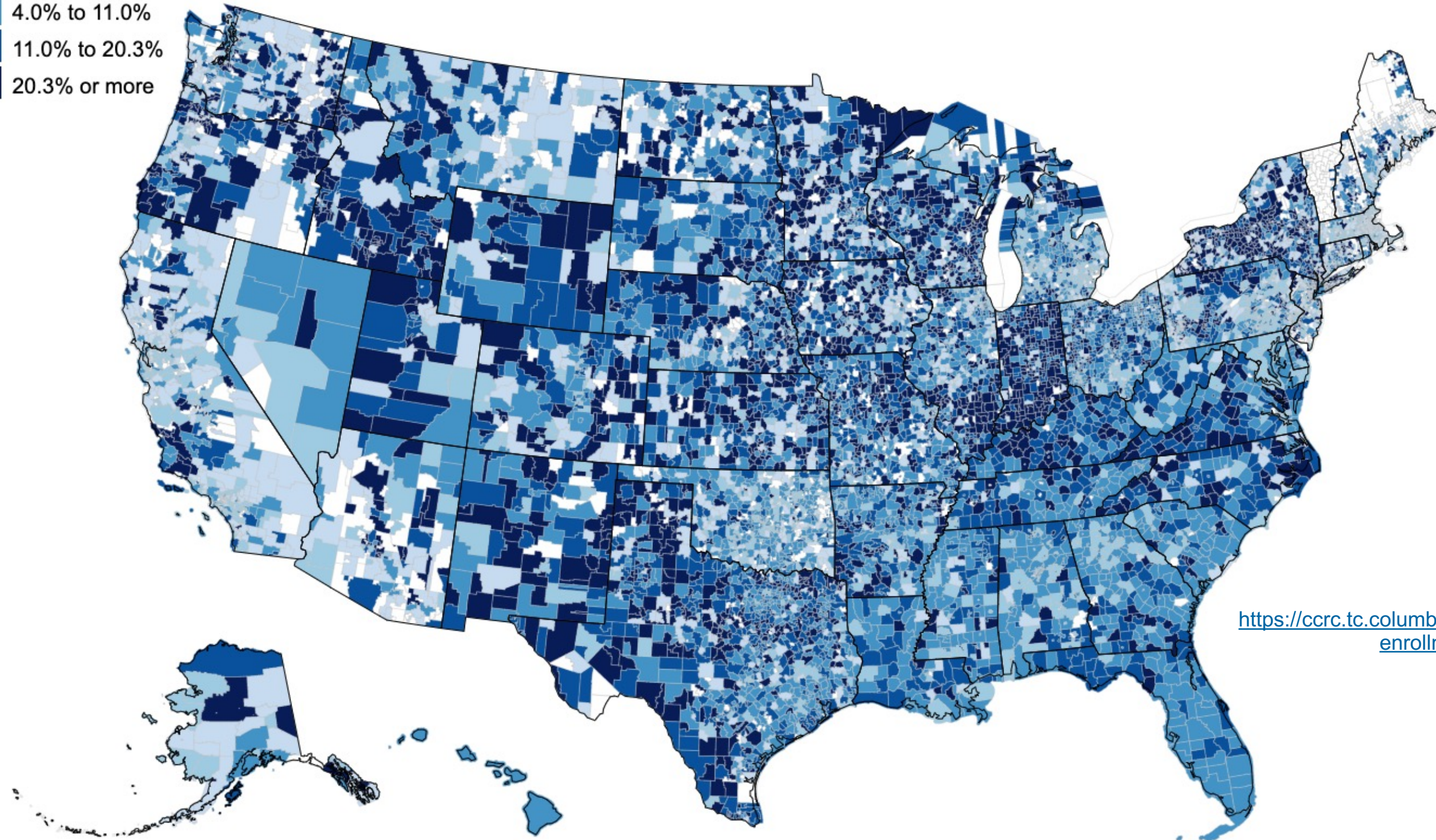
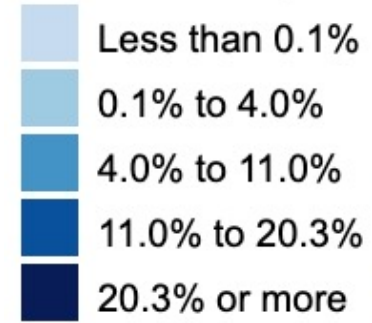
Individual school/district lookup: <https://ocrdata.ed.gov/>

Access to Dual Enrollment: K-12 Schools and District



2017-18 High School Student Participation in Dual Enrollment by School District

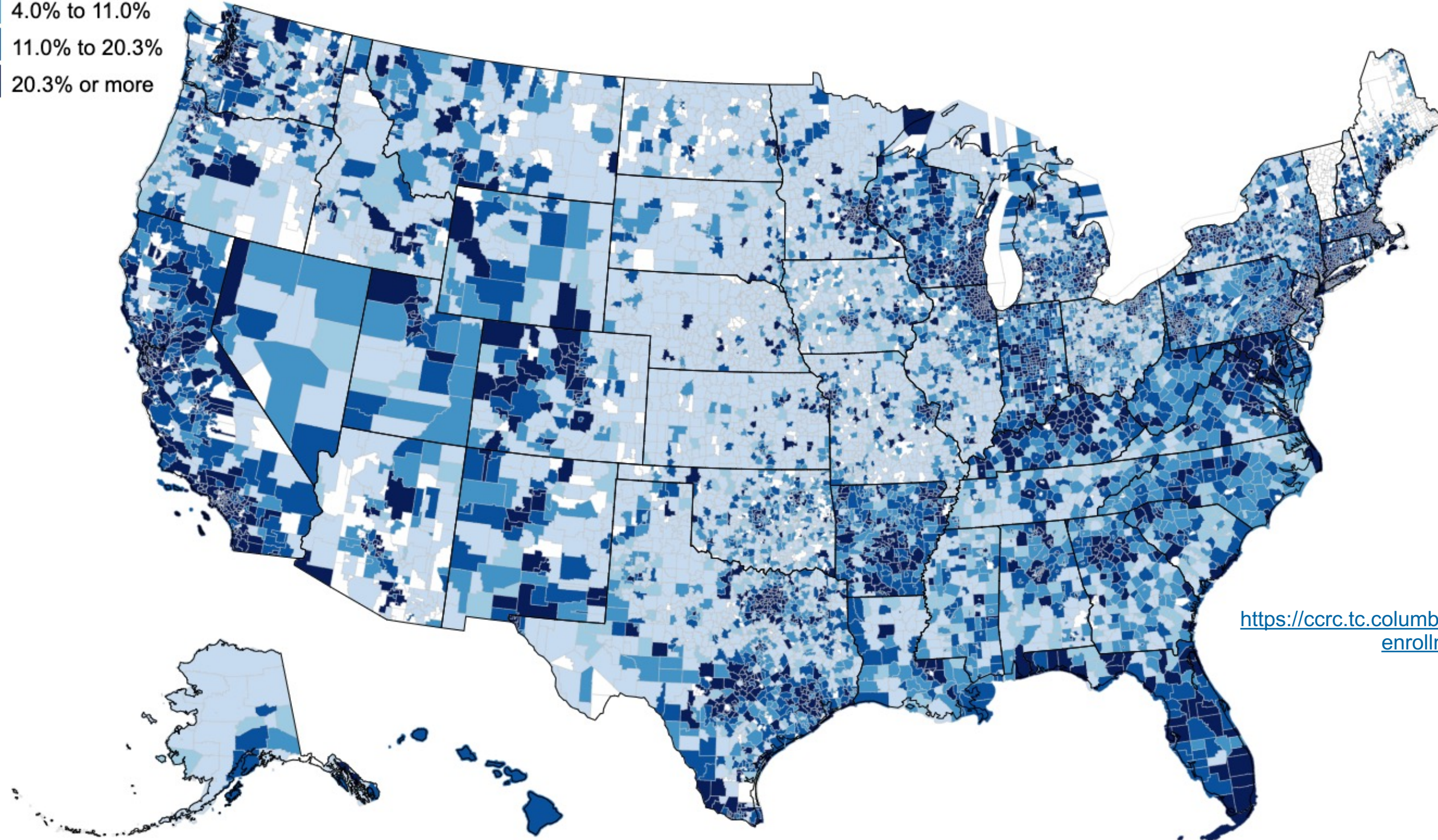
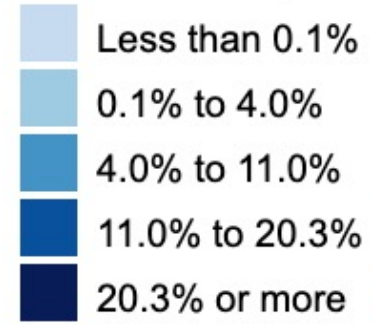
DE-Participation Rate



View an interactive map:
<https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html>

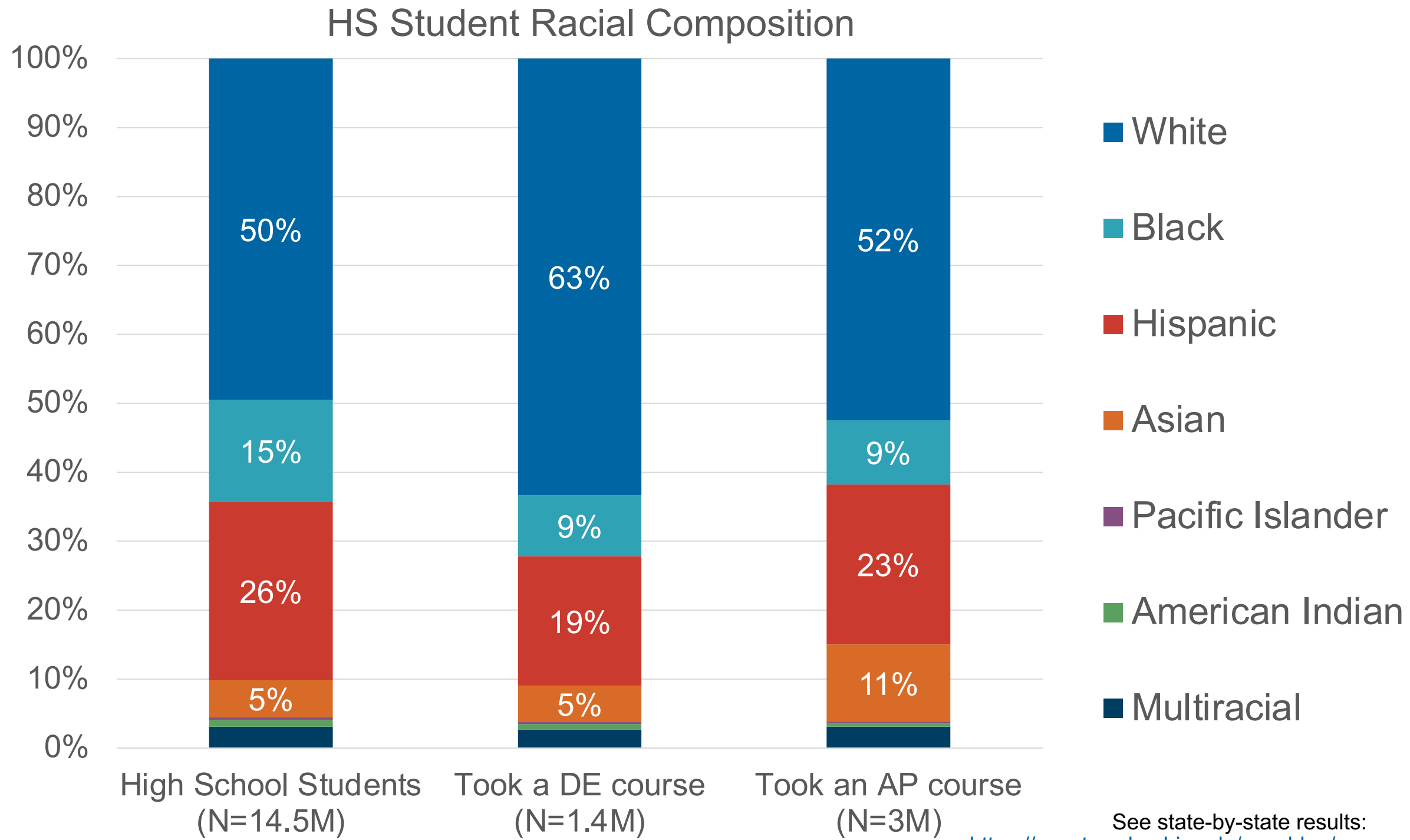
2017-18 High School Student Participation in Advanced Placement by School District

AP-Participation Rate



View an interactive map:
<https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html>

Black, Native, Hispanic, & Pacific Islander HS Students Underrepresented in Dual Enrollment & AP courses

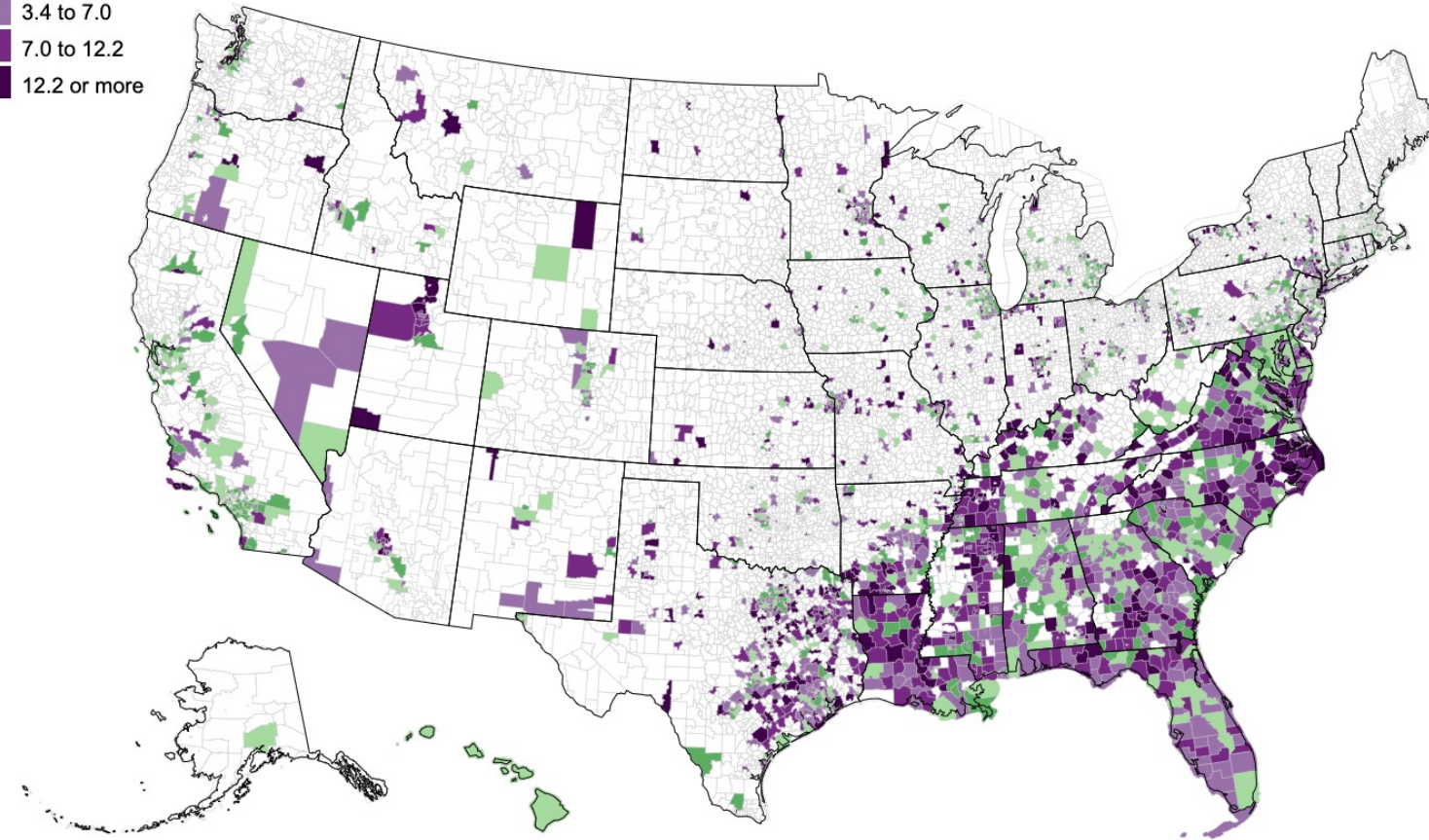
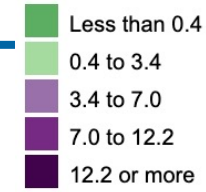


See state-by-state results:
<https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html>

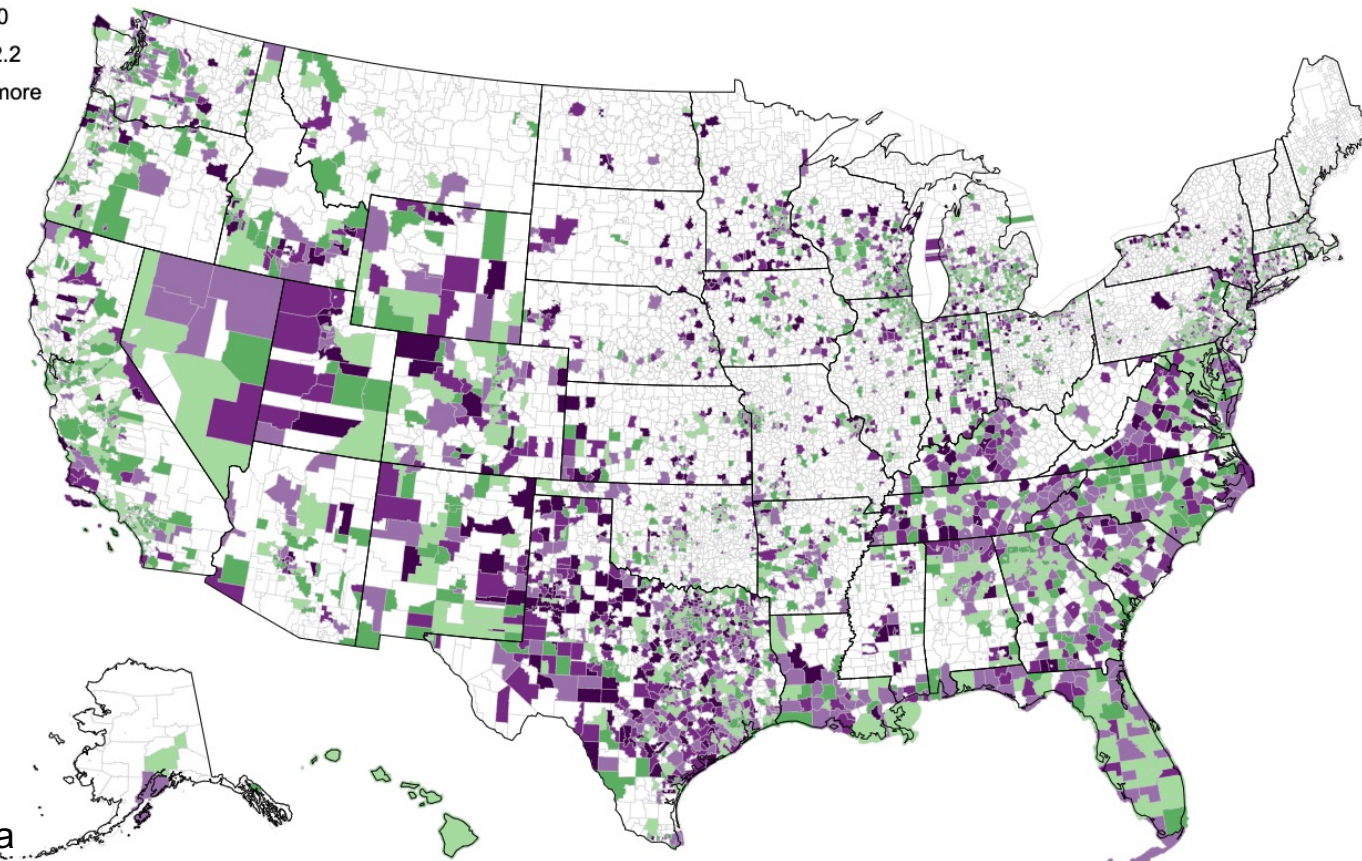
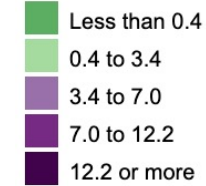
Substantial national variation in racial equity gaps in DE participation among US school districts...

...but one in five school districts across the country have closed racial equity gaps in access to dual enrollment courses

DE-White-Black Gap (pp)



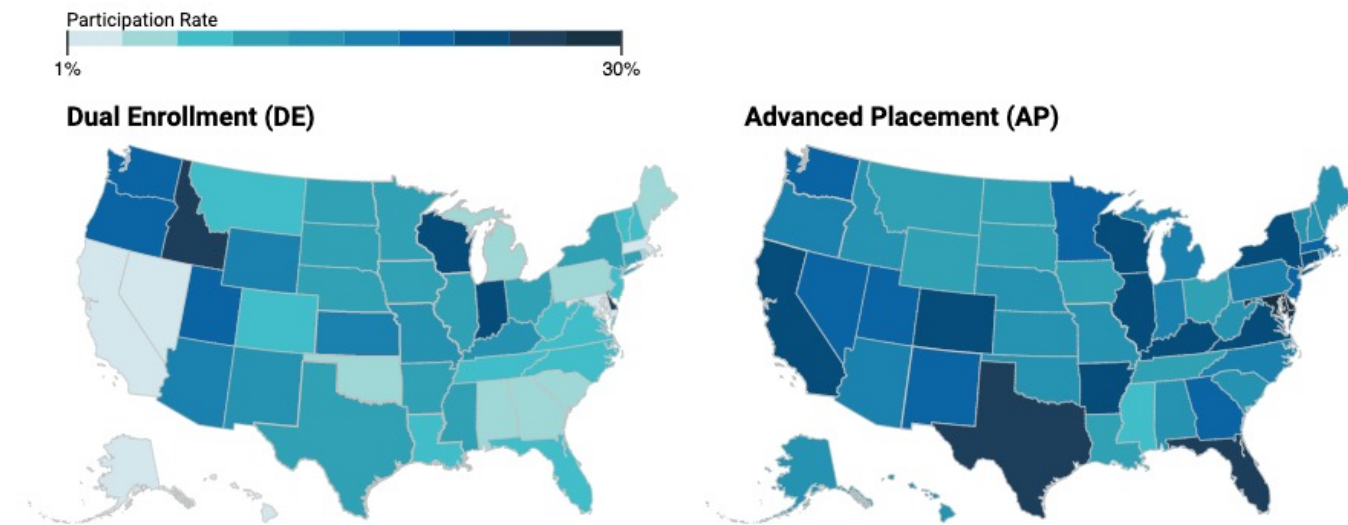
DE-White-Hispanic Gap (pp)



CCRC Web Tool: Access to AP and Dual Enrollment Among States and Districts

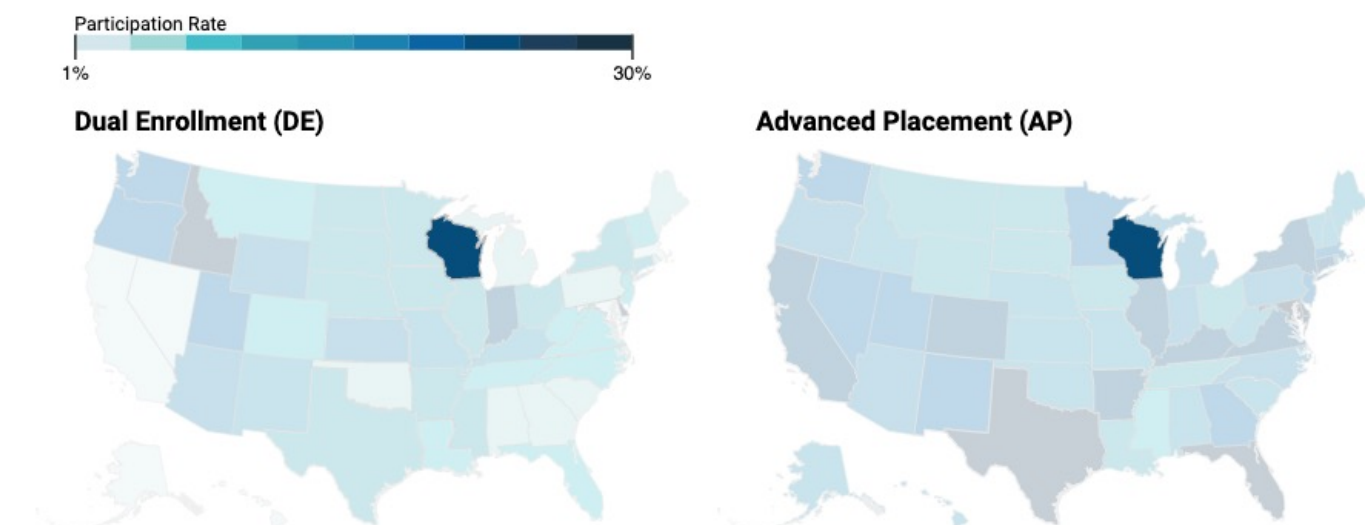
Participation in AP and Dual Enrollment by State, 2017–18

Click on a state for state-specific subgroup detail

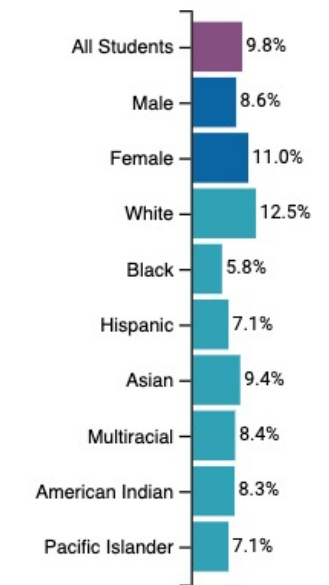


Participation in AP and Dual Enrollment by State, 2017–18

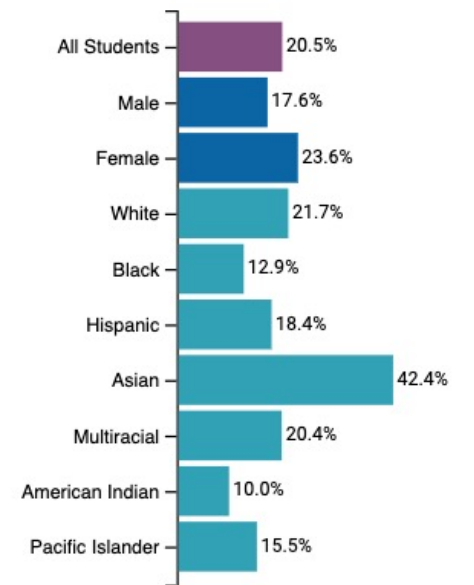
Click here to reset to national results



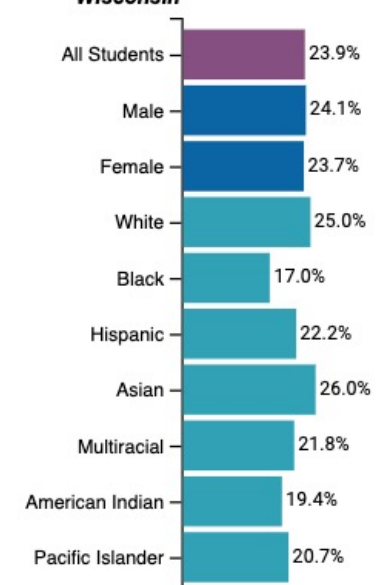
Participation in DE by Student Group
U.S. Overall



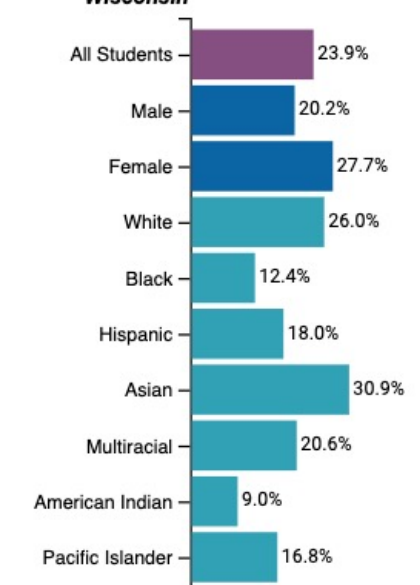
Participation in AP by Student Group
U.S. Overall



Participation in DE by Student Group
Wisconsin



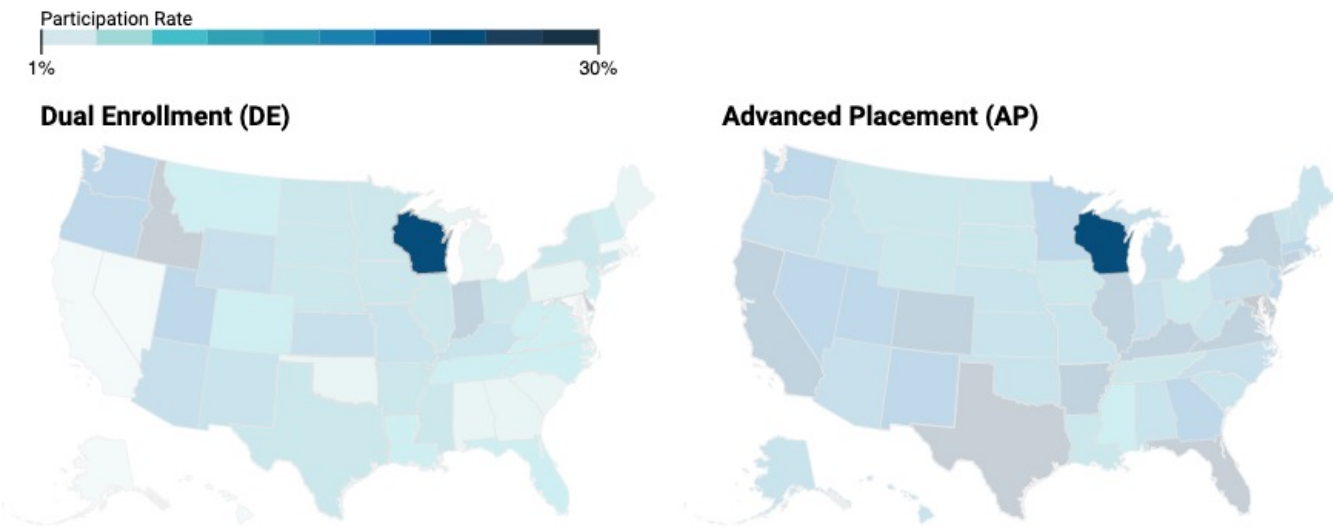
Participation in AP by Student Group
Wisconsin



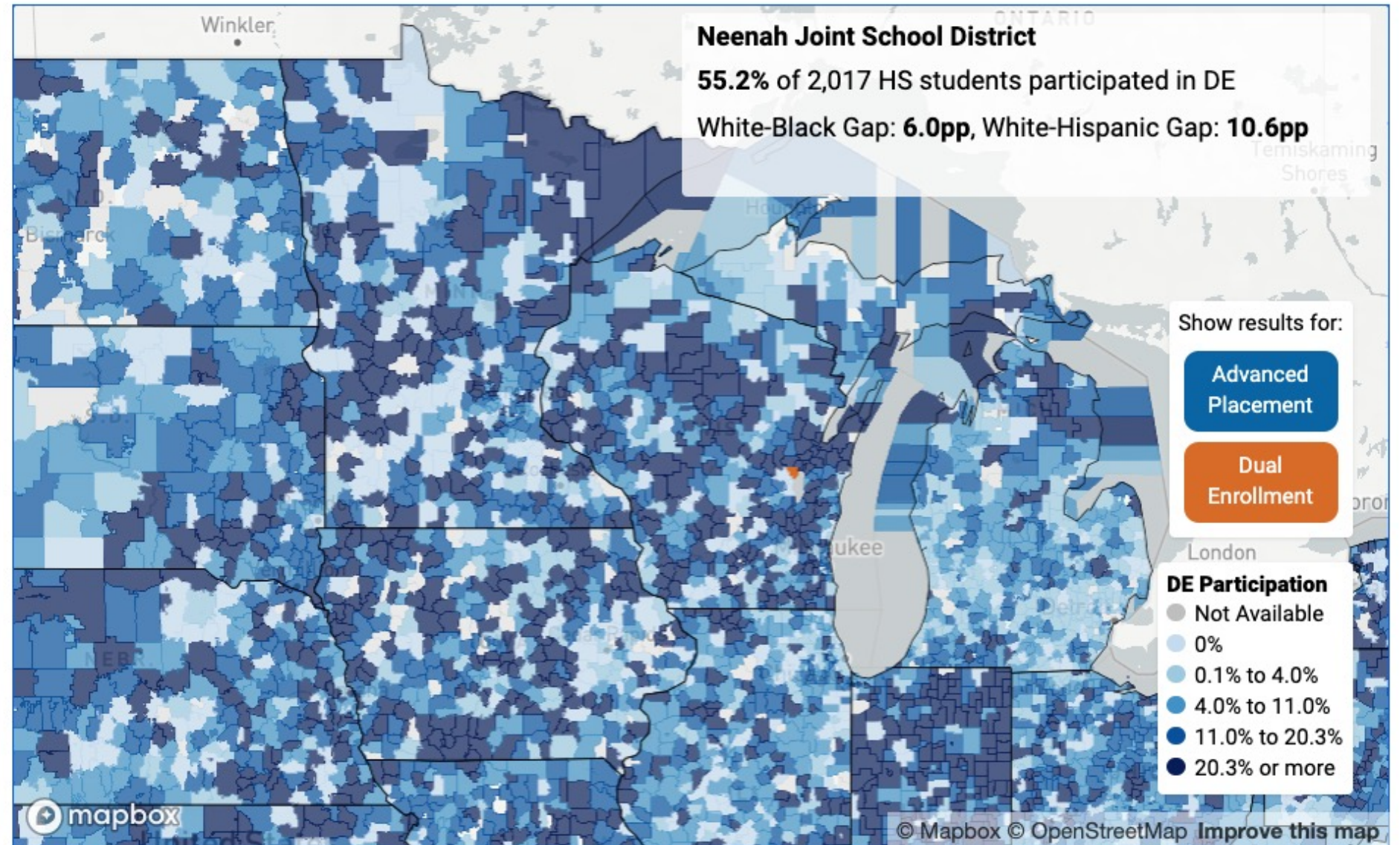
CCRC Web Tool: Access to AP and Dual Enrollment Among States and Districts

Participation in AP and Dual Enrollment by State, 2017–18

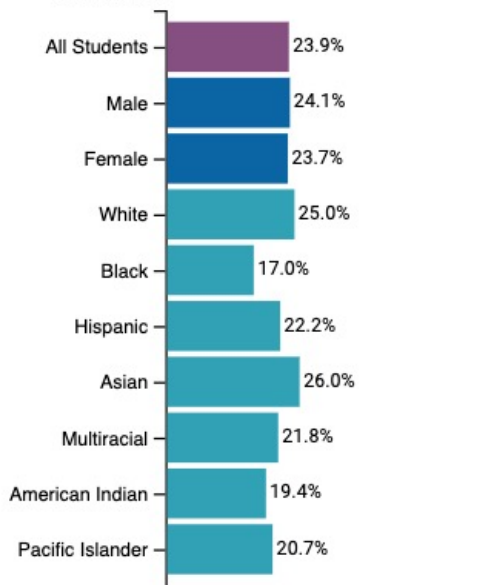
[Click here to reset to national results](#)



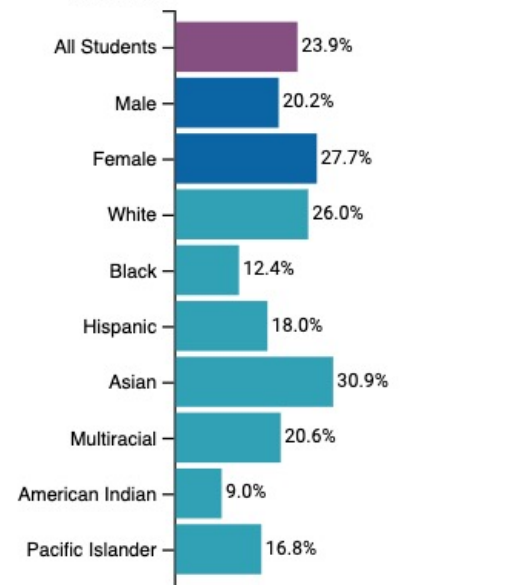
Participation in AP and Dual Enrollment by School District, 2017–18



Participation in DE by Student Group Wisconsin



Participation in AP by Student Group Wisconsin



CCRC Web Tool: Access to AP and Dual Enrollment Among States and Districts

<https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html>

A Detailed Look at AP and Dual Enrollment Participation by School and District

Lookup a District Schools in a District Districts within States

Equity in Access to College Acceleration
Civil Rights Data Collection District Search

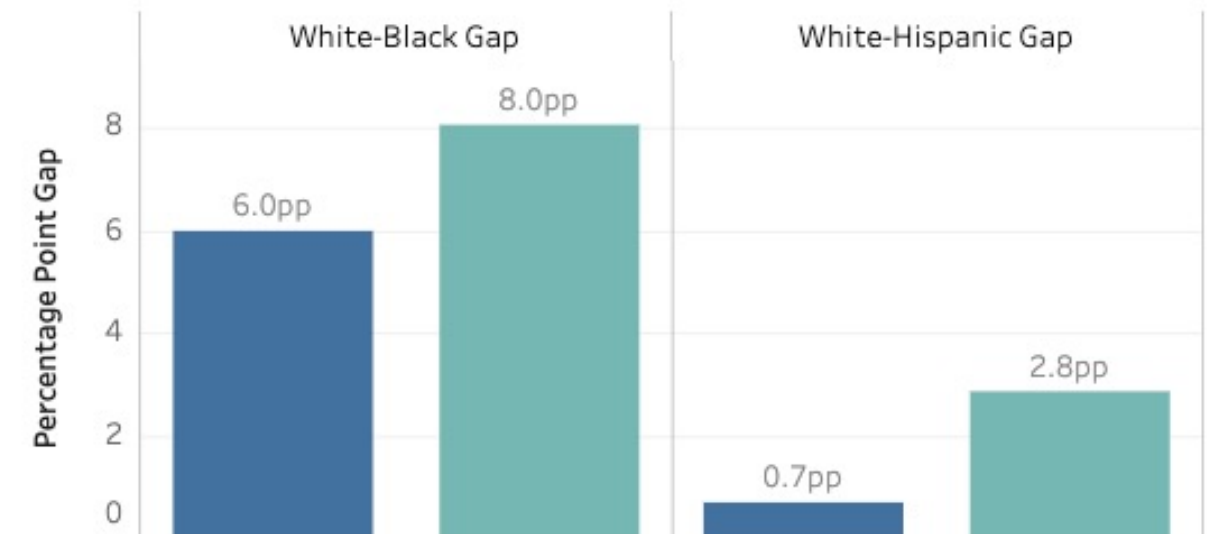


Compare District DE/AP Participation
and Racial Equity Gaps to State Averages
(2017-18 School Year)

Select a District
Appleton Area School District, WI

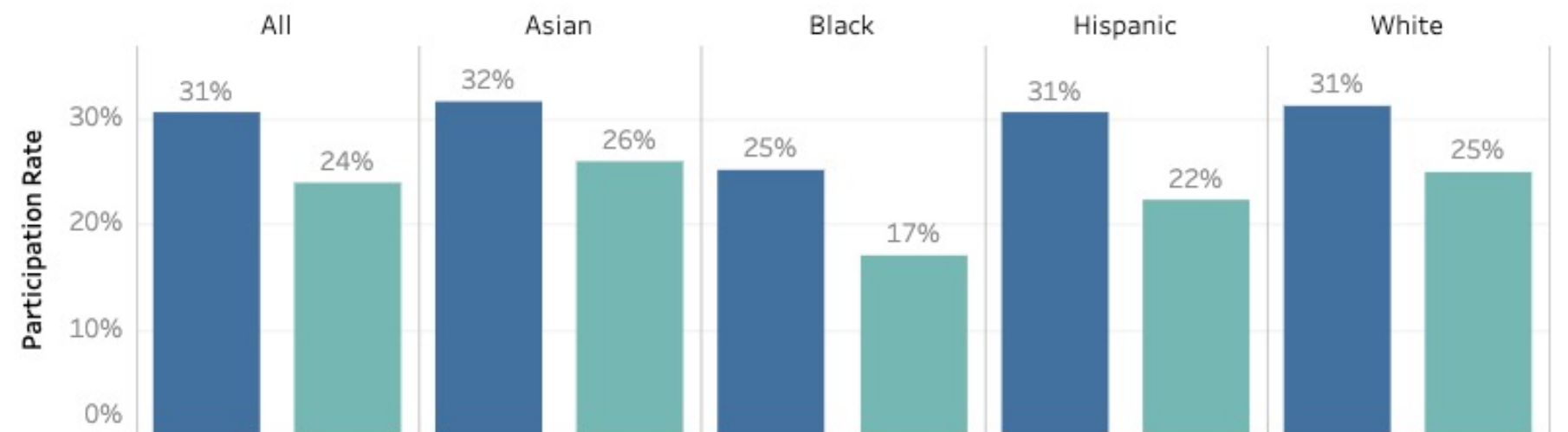
Show results for:
 Advanced Placement
 Dual Enrollment
 District
 State Average

Racial Equity Gaps in Dual Enrollment Participation
Appleton Area School District, WI



Dual Enrollment
Participation by Race/Ethnicity
Appleton Area School District, WI

Show more/fewer groups
(Multiple values)
Filter by gender
All



CCRC Web Tool: Access to AP and Dual Enrollment Among States and Districts

A Detailed Look at AP and Dual Enrollment Participation by School and District

Lookup a District Schools in a District Districts within States

Equity in Access to College Acceleration
Civil Rights Data Collection School Search



Examine High School DE/AP Participation and Racial Equity Gaps within a District (2017-18 School Year)

Select a District

Appleton Area School District, WI

Show results for:

- Advanced Placement
- Dual Enrollment

Dual Enrollment Participation and Gaps

Appleton Area School District, WI High Schools

High School	HS Enrollment	All Students Partic.	Black Partic.	Hispanic Partic.	White Partic.	White-Black Gap	White-Hispanic Gap
North High	1,661	28%	28%	31%	29%	0.2pp	-2.3pp
East High	1,408	40%	40%	36%	42%	1.6pp	5.3pp
West High	1,154	25%	17%	26%	26%	8.9pp	0.3pp
Wisconsin Connections Academy	289	1%			1%		
Renaissance School	161	9%			8%		
Tesla Engineering Charter School	131	85%			85%		
Fox Cities Leadership Academy	96	28%			27%		
Appleton Technical Academy	77	69%			78%		
Valley New School	51	12%			10%		
Appleton eSchool	23	0%					

CCRC Web Tool: Access to AP and Dual Enrollment Among States and Districts

A Detailed Look at AP and Dual Enrollment Participation by School and District

Lookup a District | Schools in a District | Districts within States

Equity in Access to College Acceleration
Civil Rights Data Collection District Search



Show results for:

- Advanced Placement
- Dual Enrollment

Select State(s)

(Multiple values)

Highlight a District

Highlight District Name

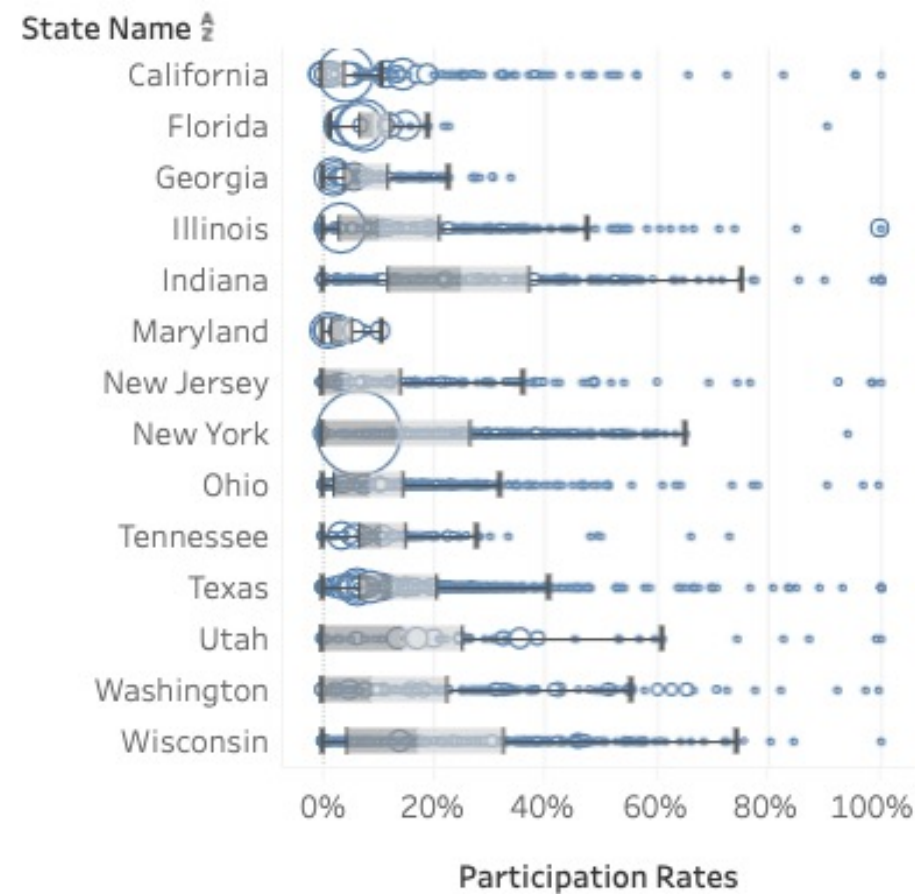
Show participation rates by student group:

All

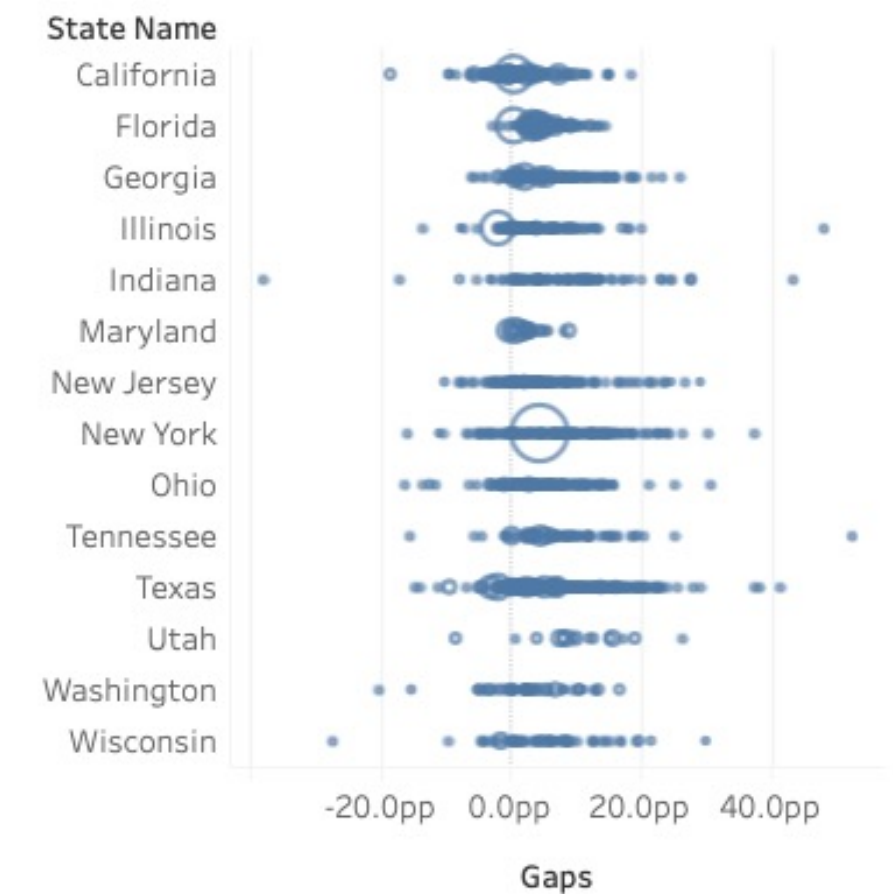
Select a type of gap to display:

White-Black Gap

District Dual Enrollment Partic., by State



District Dual Enrollment Gaps, by State



<https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html>

Use the Data

Access IPEDS data submitted to NCES through our data tools or download the data to conduct your research



[Data Explorer](#)

Search for tables, charts, publications, or other products related to postsecondary education by keywords and filters.



[IPEDS Survey Components](#)

Learn more about the individual IPEDS survey components: view training videos, infographics, answers to frequently asked questions, survey forms, and more.



[Data Trends](#)

Use the Trend Generator to view trends on most frequently asked subject areas including: Enrollment, Completions, Graduation Rates, Employees and Staff, Institutional Revenues, and Financial Aid.



[Look Up an Institution](#)

Look up information for one institution at a time. Data can be viewed in two forms: institution profile (similar to College Navigator) and reported data (institution's response to each survey question).



[Compare Institutions](#)

Download IPEDS data files for more than 7,000 institutions and up to 250 variables. Data files are provided in comma separated value (*.csv) format.



[Survey Data](#)

Data are available starting with the 1980-81 collection year for the *Complete data files* and *Custom data files* functions, which zip the data into comma separated value (*.csv). Beginning with the 2004-05 collection year, data for each collection year are compiled into an *Access database*.

Select download option



[Shortcuts](#)

Use these shortcuts to expedite the research process if you are a frequent or returning data user.

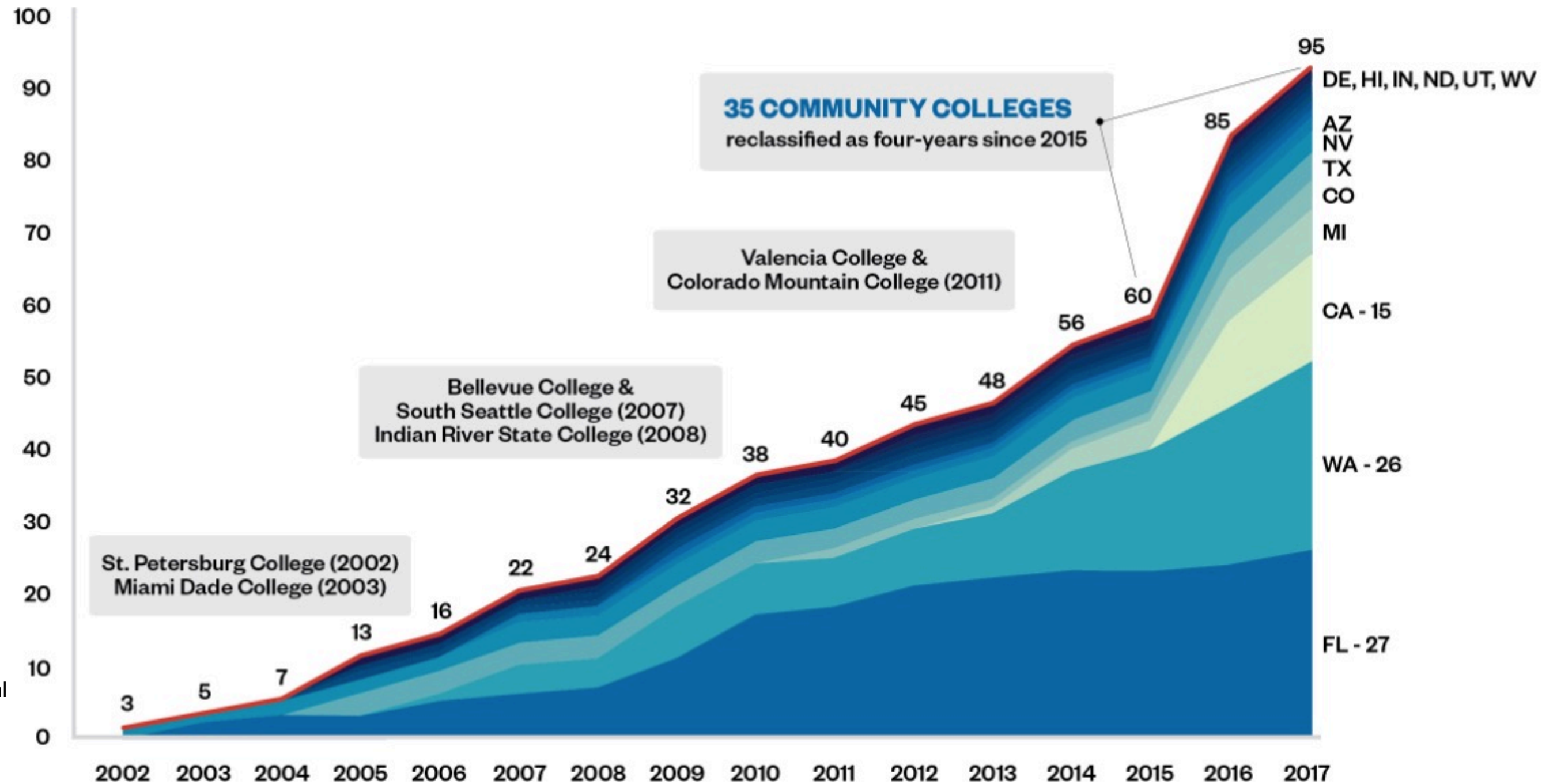
Select your shortcut

Download raw IPEDS data: <https://nces.ed.gov/ipeds/use-the-data>

Access to Dual Enrollment (Age <18): Colleges & Universities

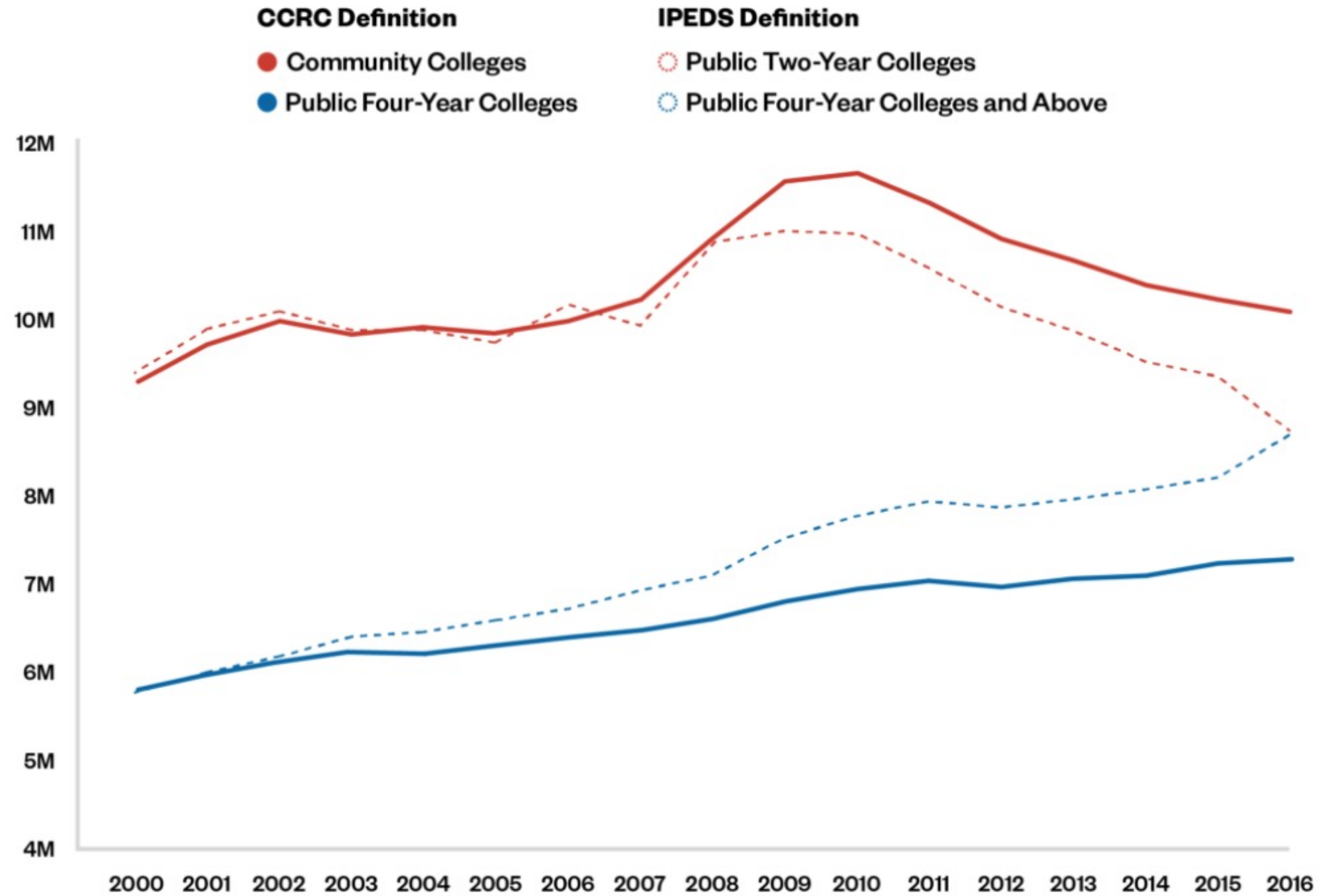
Challenges Identifying Community Colleges in IPEDS

Community Colleges Listed as Public Four-Year Institutions in IPEDS



Reclassifying Community Colleges Tells a Different Story

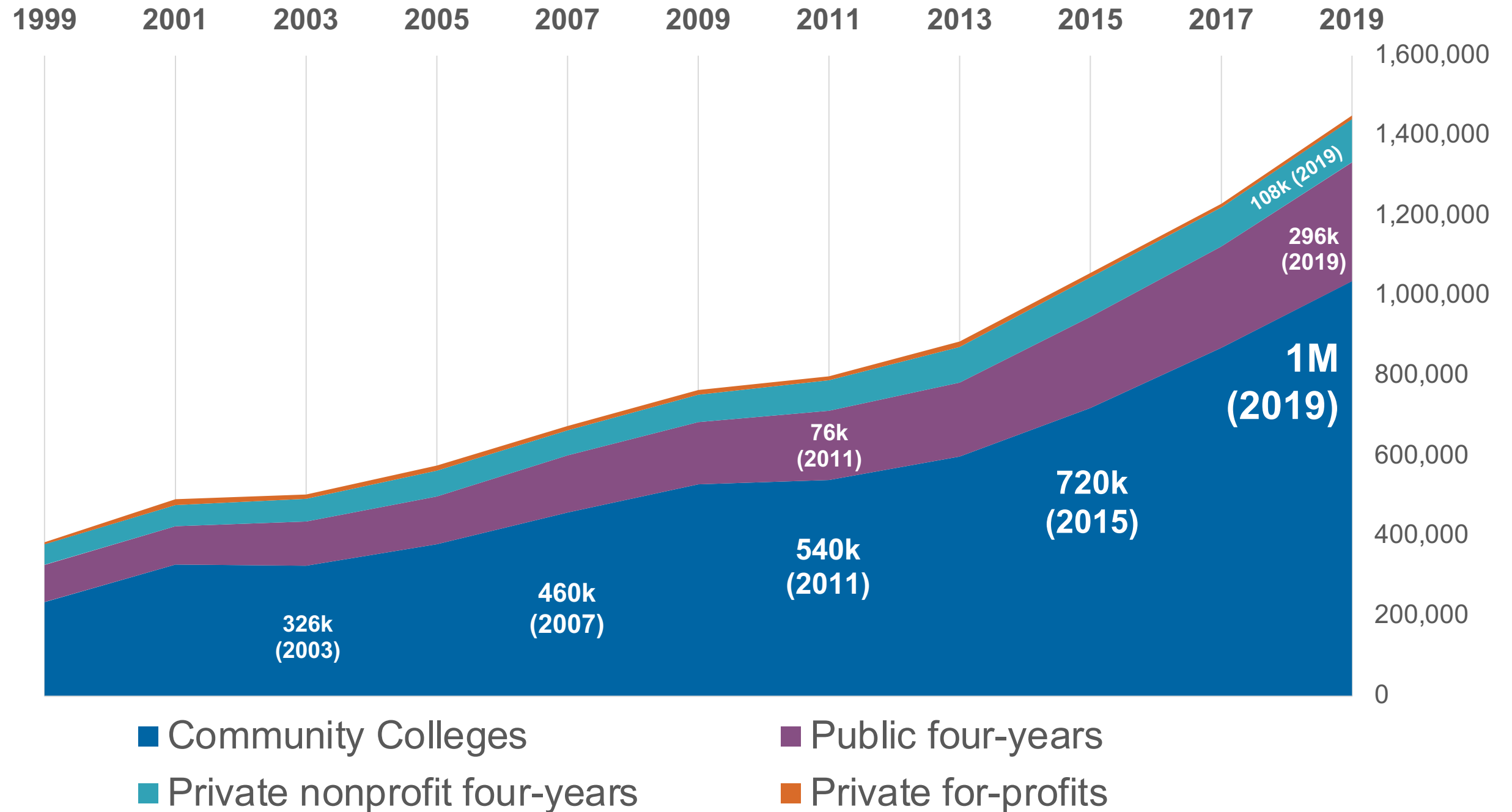
Academic Year Headcount, All Undergraduates



Growth of Dual Enrollment 1999-2019

IPEDS Fall Enrollments

Fall Undergraduate Enrollments among Students Aged 17 or Younger



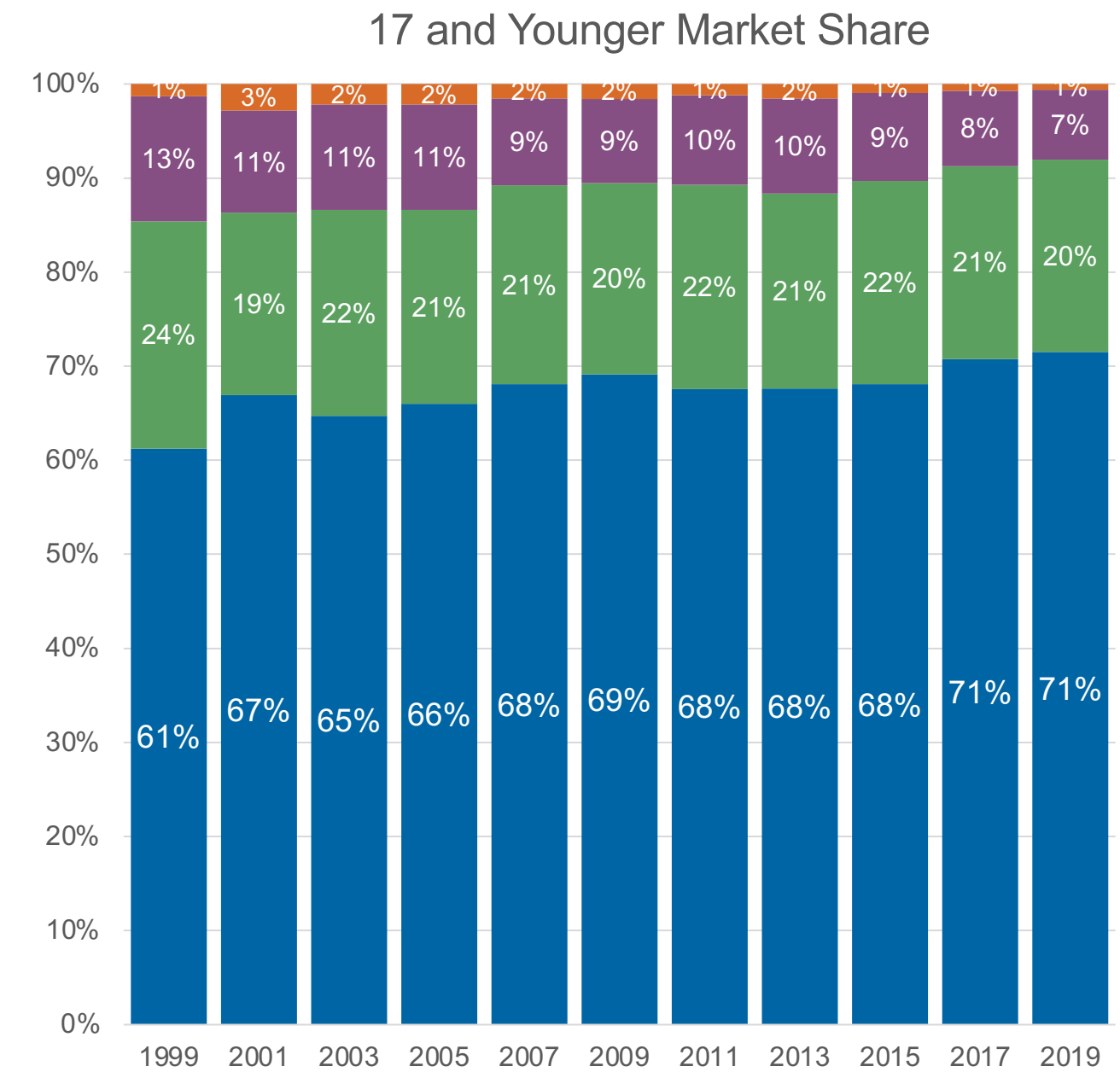
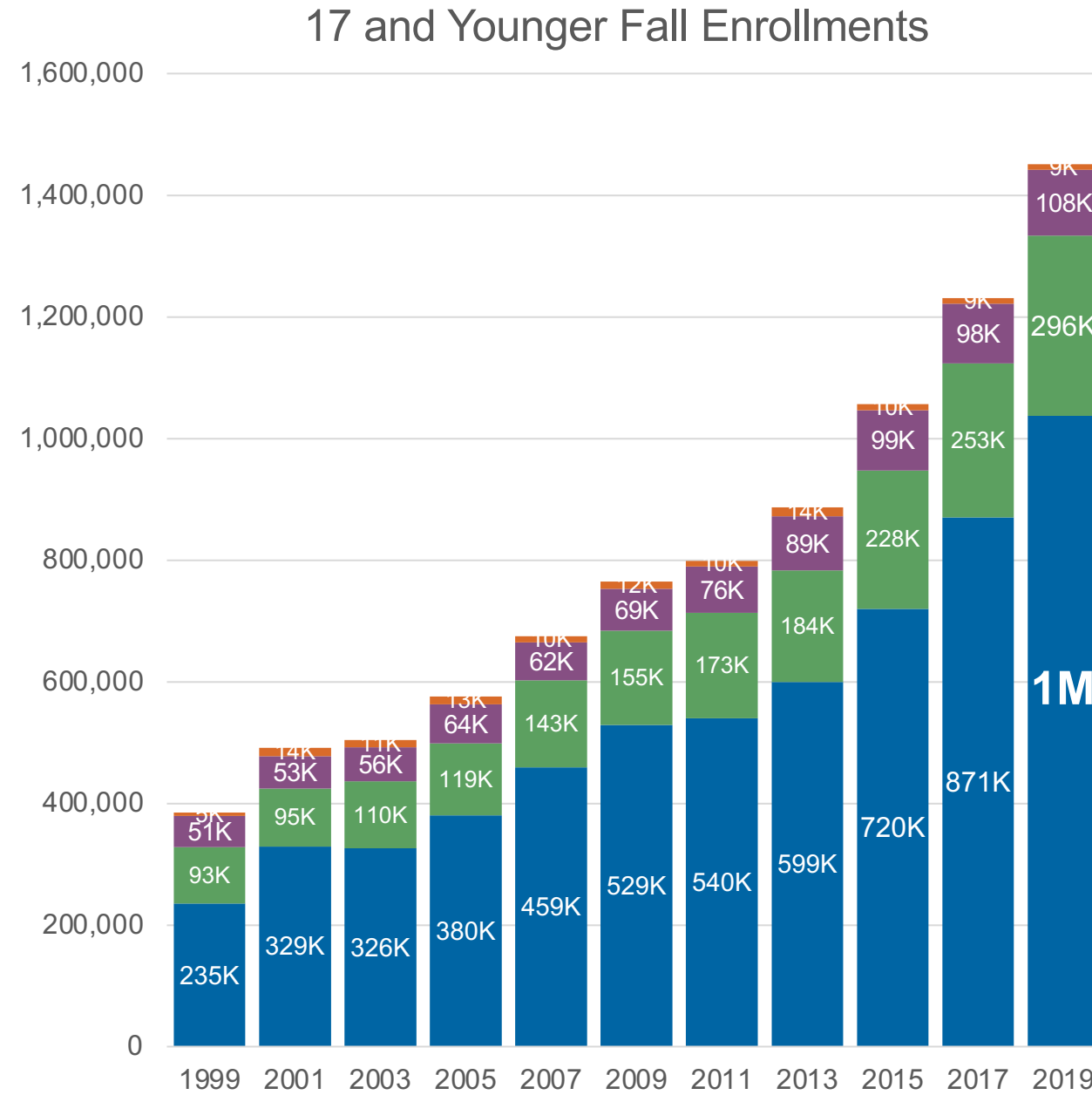
Expansion of Dual Enrollment Concentrated at Community Colleges

Growth of Dual Enrollment 1999-2019

IPEDS Fall Enrollments

Fall Undergraduate Enrollments among Students Aged 17 or Younger

■ Community Colleges ■ Public four-years ■ Private nonprofit four-years ■ Private for-profits



Expansion of Dual Enrollment Concentrated at Community Colleges

CCRC Web Tool: Undergraduate Enrollment Trends

Undergraduate Enrollment Trends by Sector *IPEDS Data, 1996-2019*

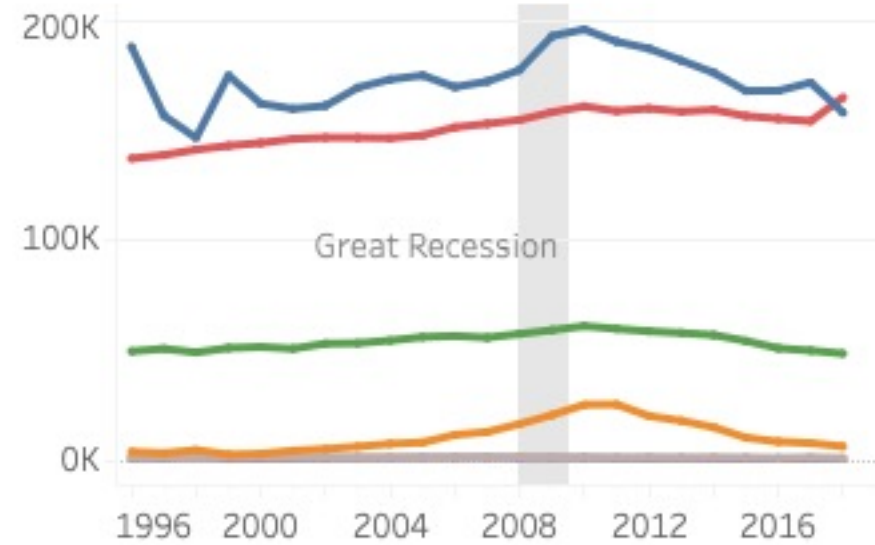
Sector (CCRC Definition)

- Community colleges
- Private for-profits
- Public four-years
- Other public two-years, less-tha...
- Private not-for-profit four-years
- Other private not-for-profits

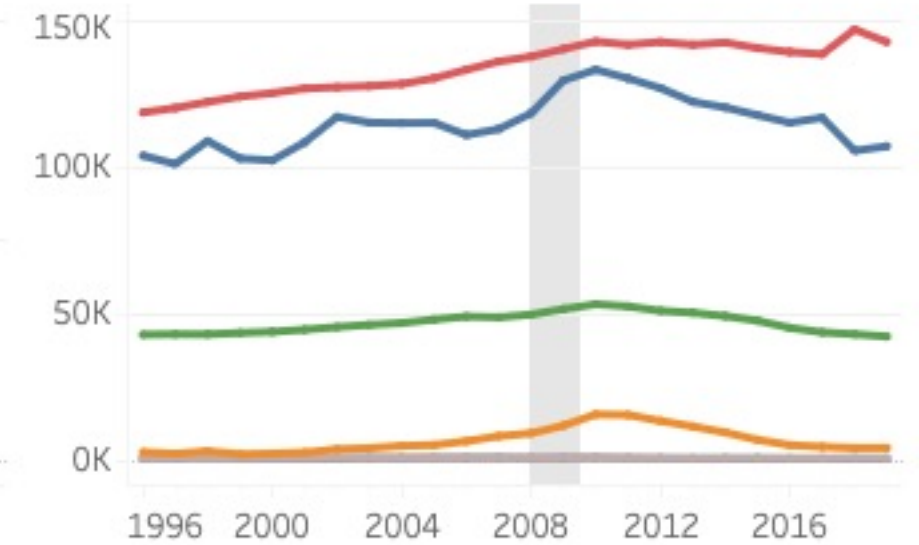
Select a State/Territory
Wisconsin

Select an Institution
(All)

Academic Year Headcount
12-month unduplicated undergraduates

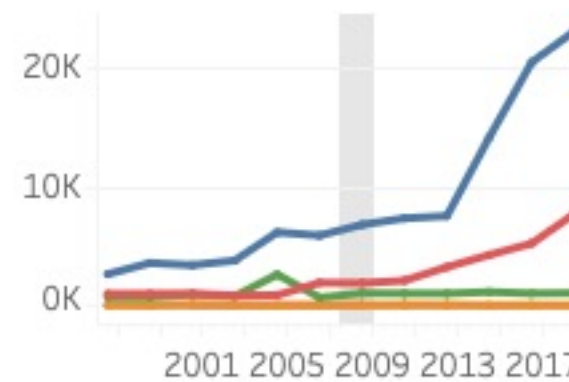


Fall Enrollments
All undergraduates

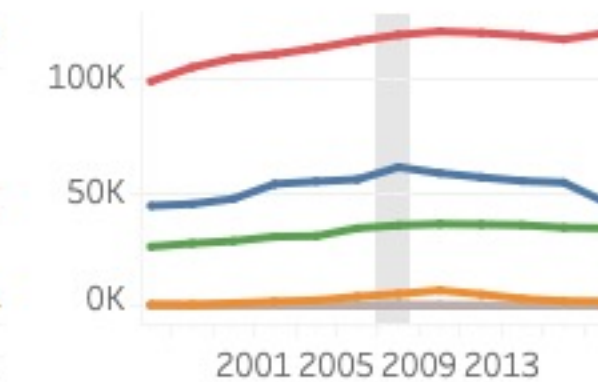


Fall Undergraduate Enrollments
Summary for student age and race/ethnicity

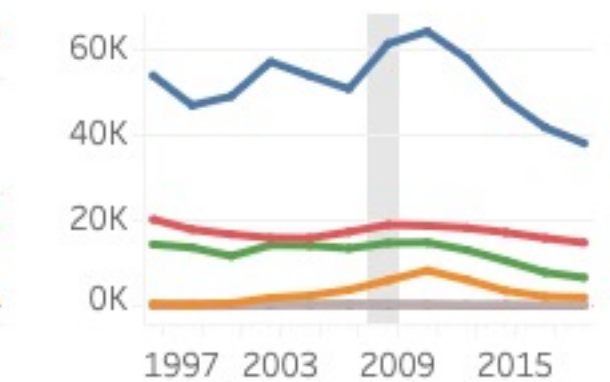
Age: Under 18



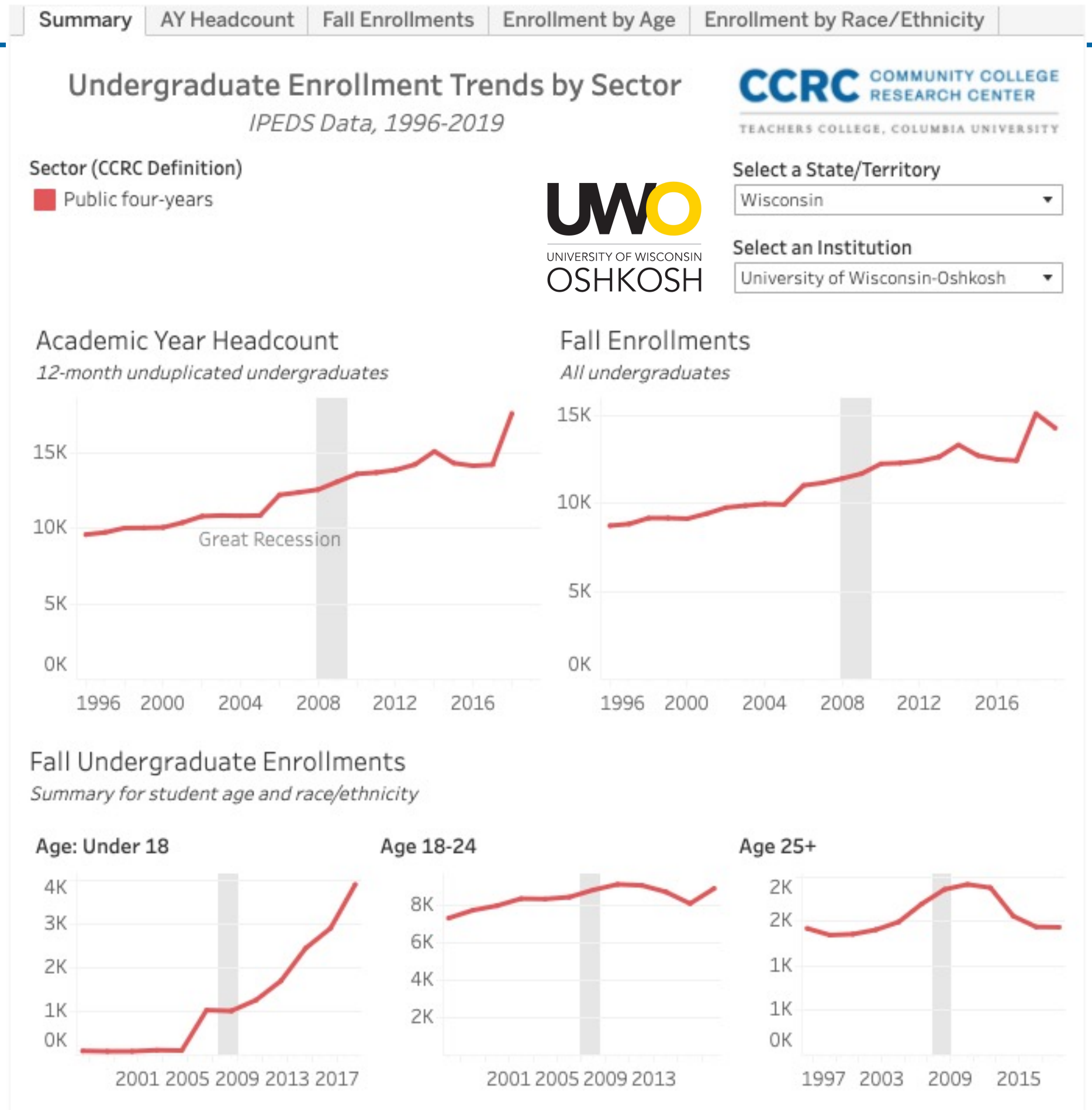
Age 18-24



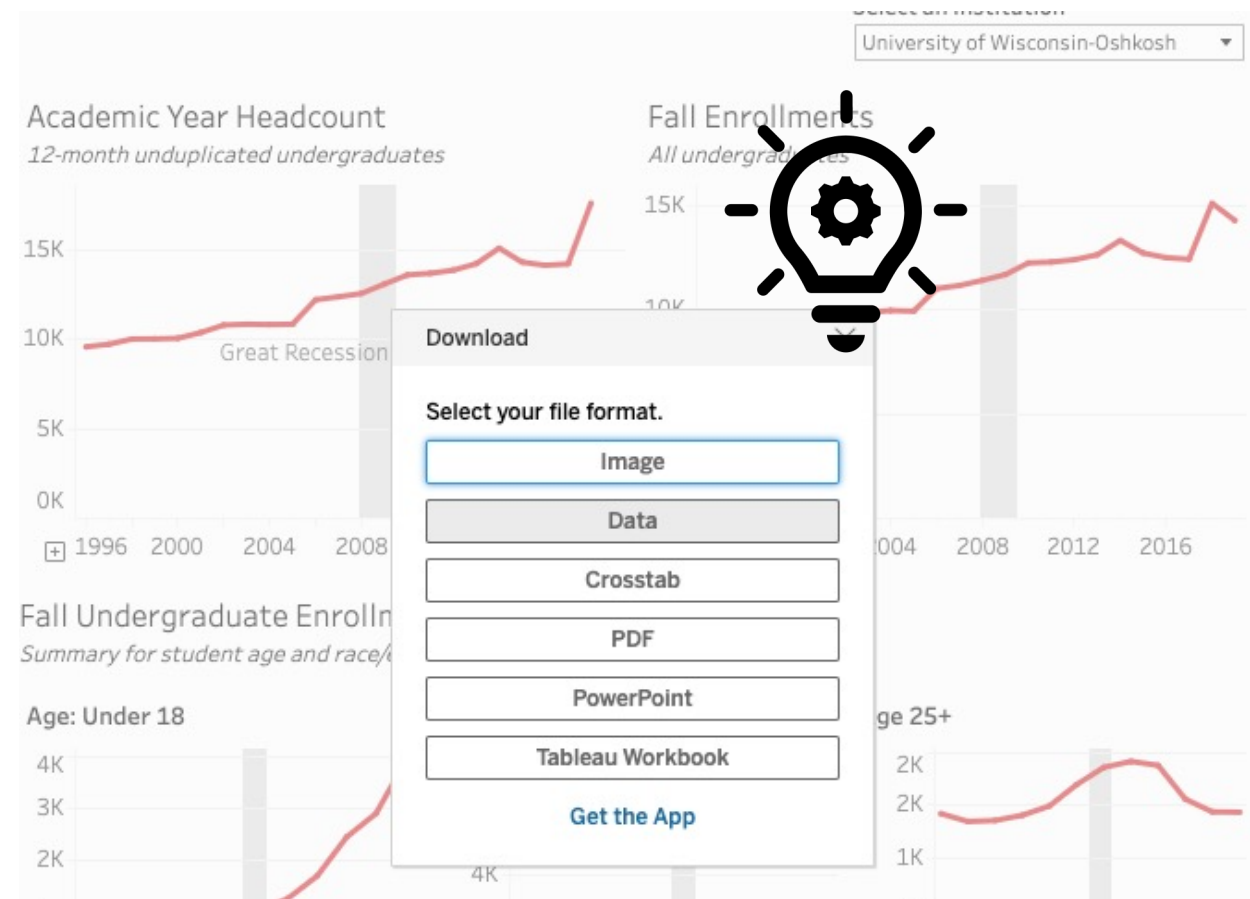
Age 25+



CCRC Web Tool: Undergraduate Enrollment Trends



CCRC Web Tool: Undergraduate Enrollment Trends



Undergraduate Enrollment Trends by Sector *IPEDS Data, 1996-2019*

Sector (CCRC Definition)
Public four-years



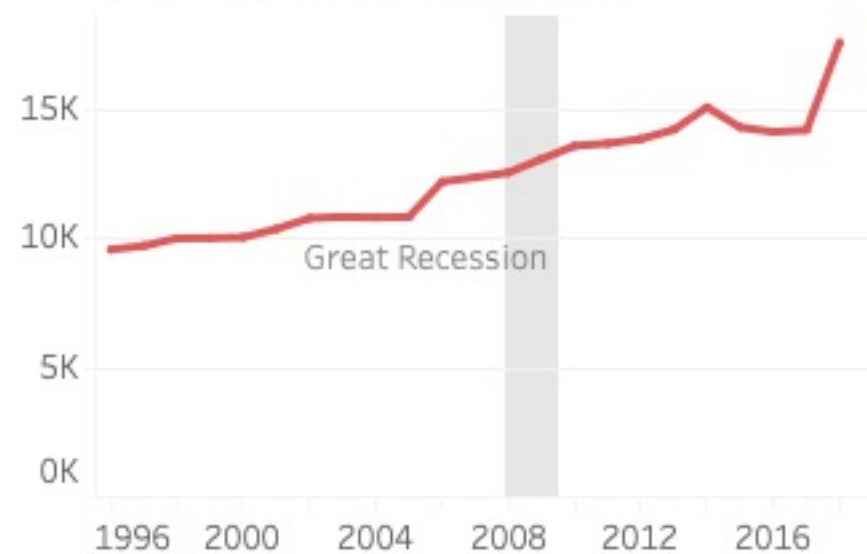
Select a State/Territory

Wisconsin

Select an Institution

University of Wisconsin-Oshkosh

Academic Year Headcount
12-month unduplicated undergraduates

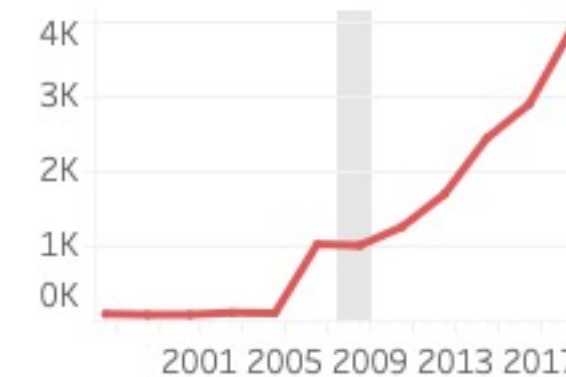


Fall Enrollments
All undergraduates

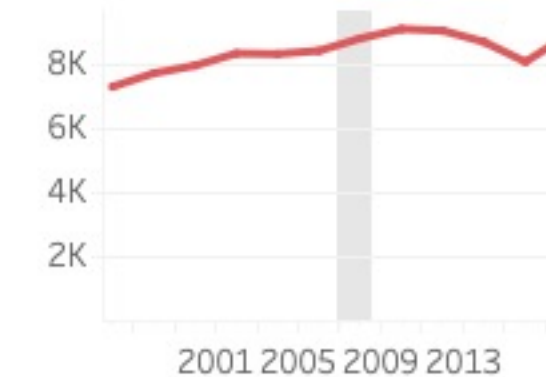


Fall Undergraduate Enrollments
Summary for student age and race/ethnicity

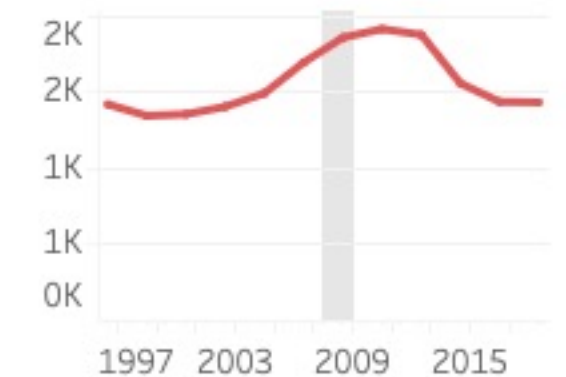
Age: Under 18



Age 18-24



Age 25+

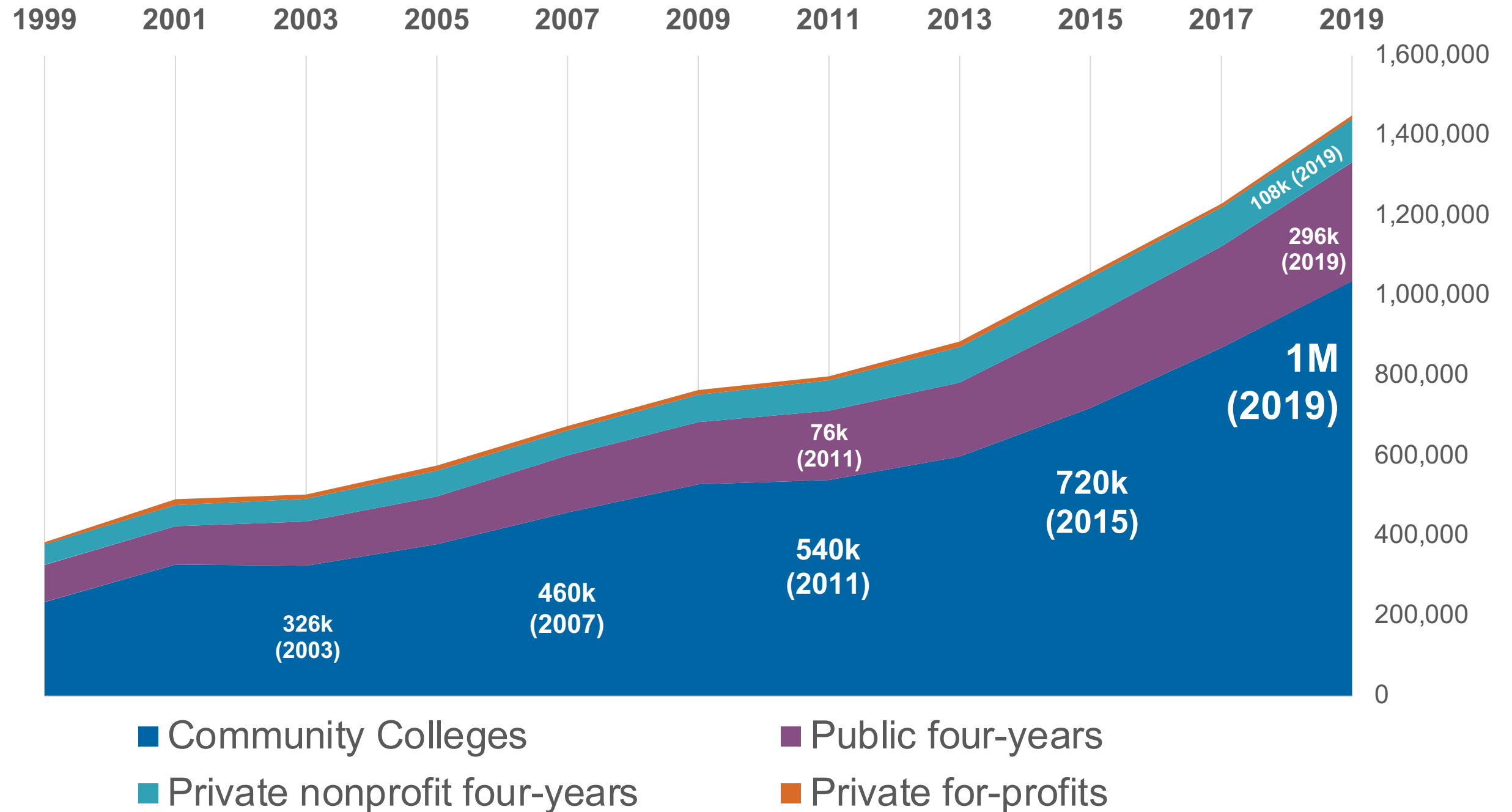


Growth of Dual Enrollment

1999-2019

IPEDS Fall Enrollments

*Fall Undergraduate Enrollments among
Students Aged 17 or Younger*



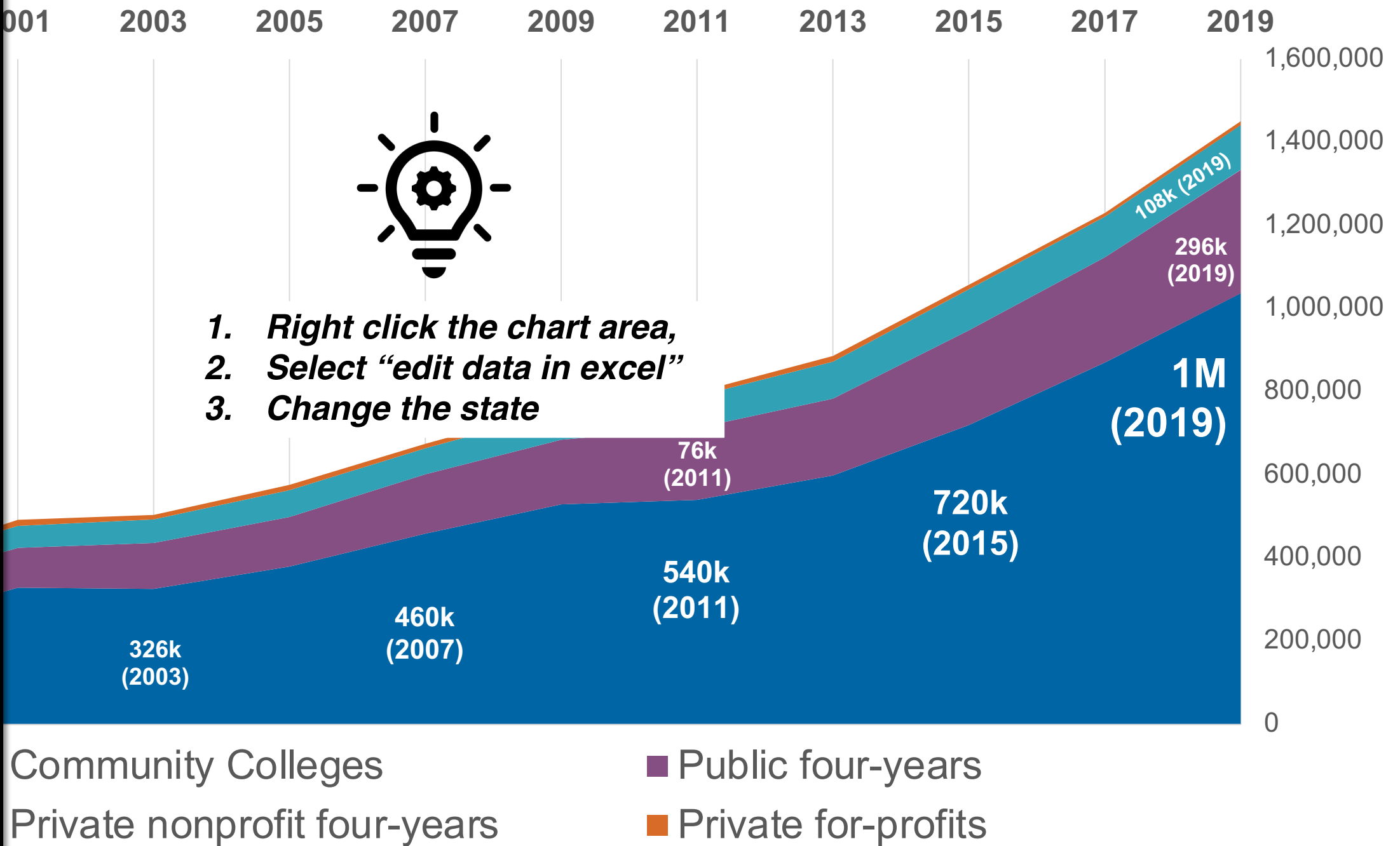
Expansion of Dual Enrollment Concentrated at Community Colleges

	A	B	C	D	E	F	G
1		Community Colle	Public four-ye	Private nonpr	Private for-profits		
2	1999	3,587	993	702	19		
3	2001	3,408	1,007	926	94		
4	2003	3,798	839	790	37		
5	2005	6,179	878	2,620	19		
6	2007	5,914	1,919	669	30		
7	2009	6,819	1,895	1,035	32		
8	2011	7,362	2,102	1,016	56		
9	2013	7,553	3,247	1,013	52		
10	2015	14,198	4,269	1,147	25		
11	2017	20,524	5,237	1,025	29		
12	2019	23,114	7,720	1,052	15		

updated 3/9/2021
17 and younger undergraduates, degree-granting institutions, IPEDS Fall Enrollments

Select State: Wisconsin

- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virgin Islands
- Virginia
- Washington
- West Virginia
- Wisconsin**
- Wyoming



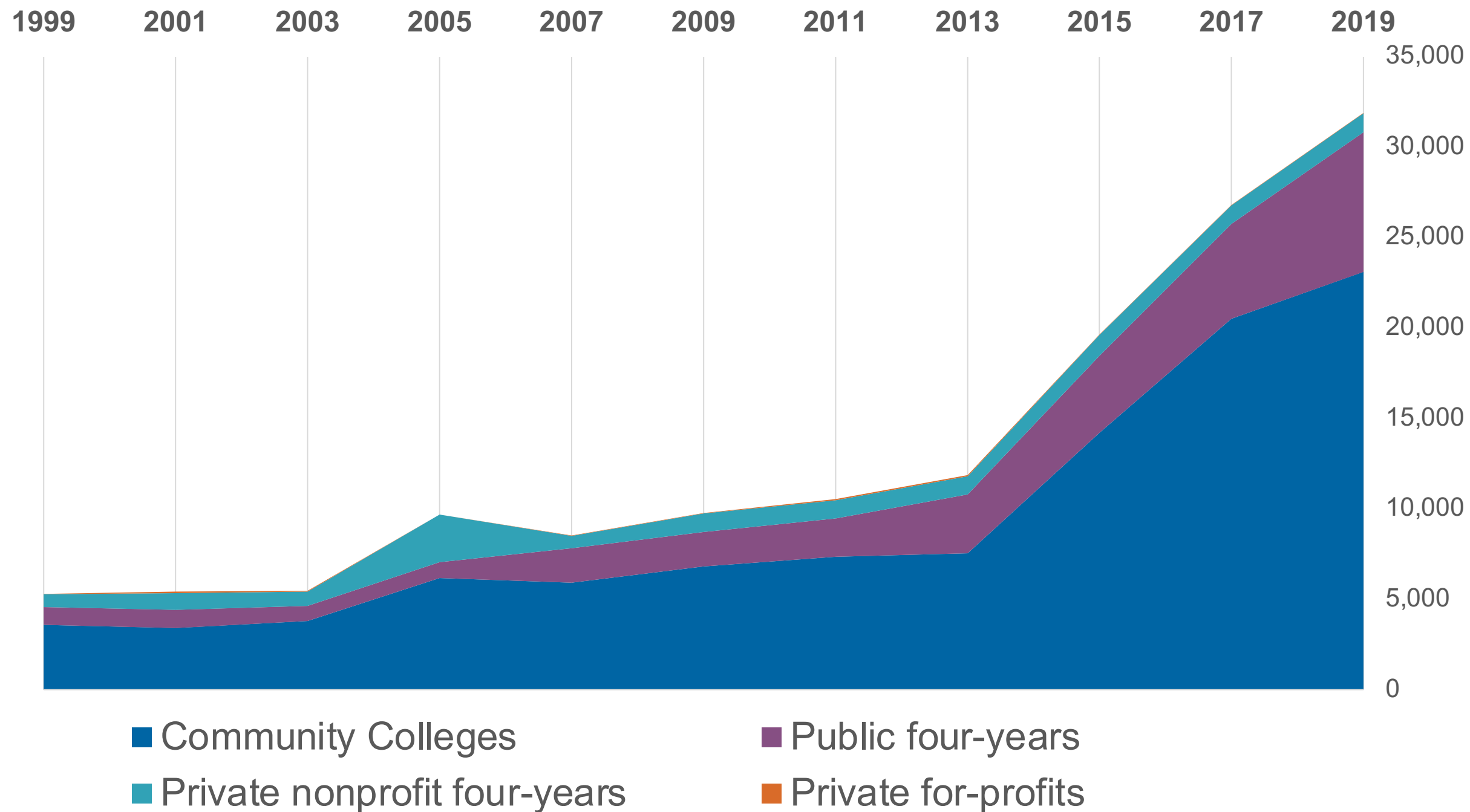
Annual Enrollment at Community Colleges

Wisconsin Dual Enrollment

1999-2019

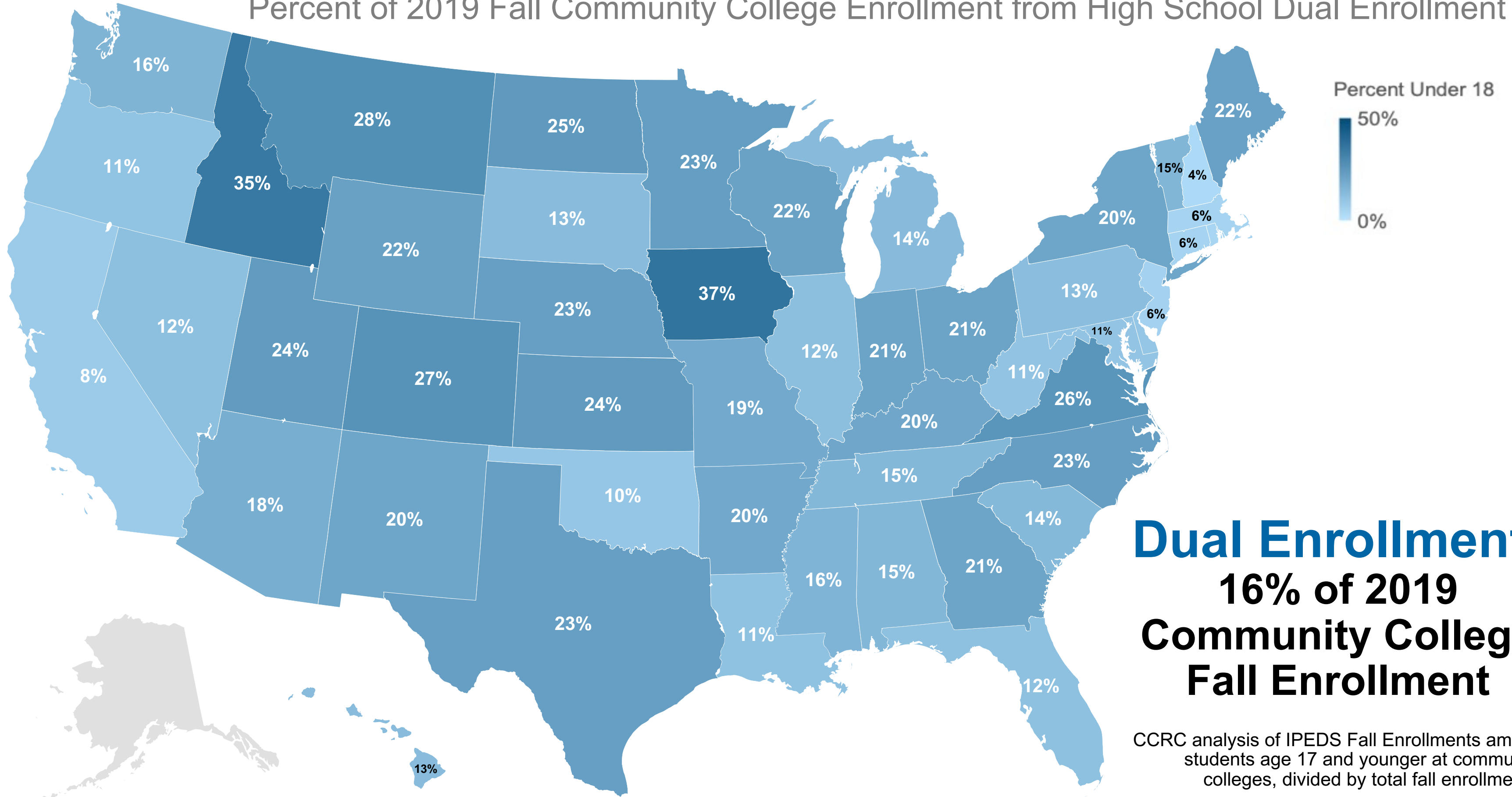
IPEDS Fall Enrollments

*Fall Undergraduate Enrollments among
Students Aged 17 or Younger*



Expansion of Dual Enrollment Concentrated at Community Colleges

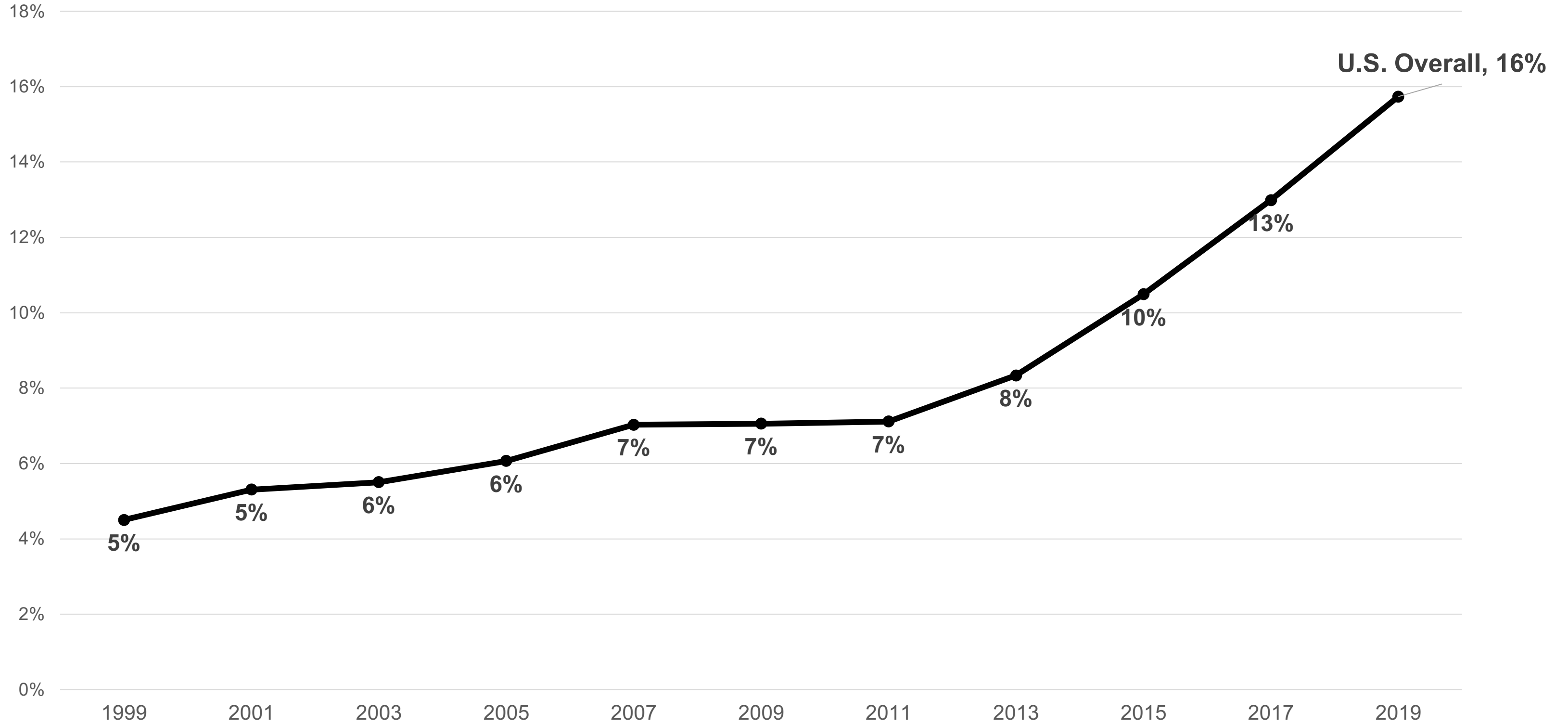
Percent of 2019 Fall Community College Enrollment from High School Dual Enrollment



**Dual Enrollment:
16% of 2019
Community College
Fall Enrollment**

CCRC analysis of IPEDS Fall Enrollments among students age 17 and younger at community colleges, divided by total fall enrollments.

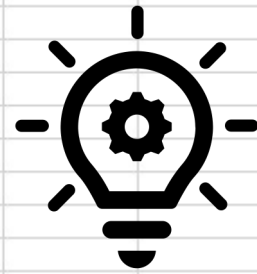
Dual Enrollment: 16% of CC Fall '19 Enrollment



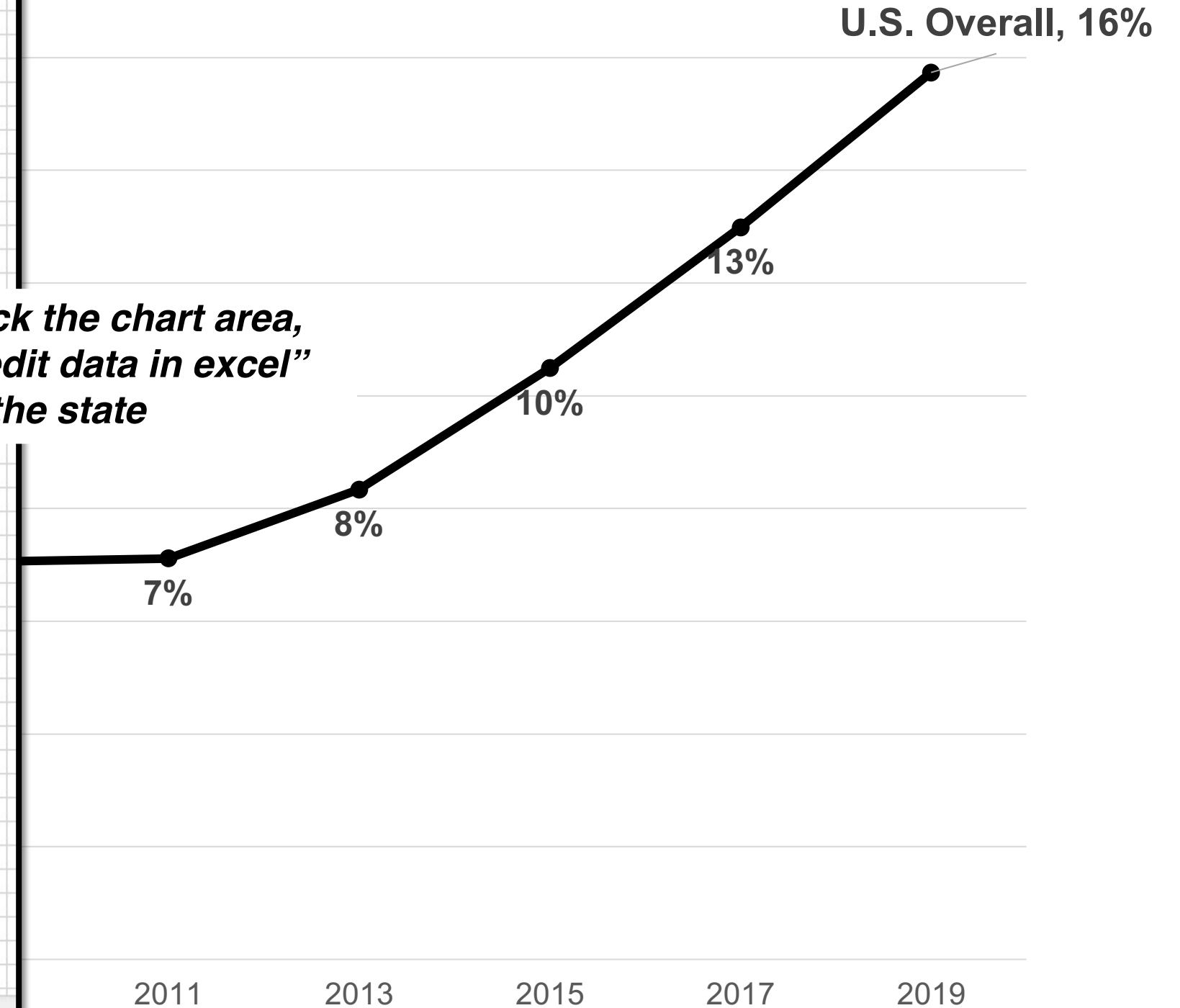
CCRC analysis of IPEDS Fall Enrollments among students age 17 and younger at community colleges, divided by total fall enrollments.

of CC Fall '19 Enrollment

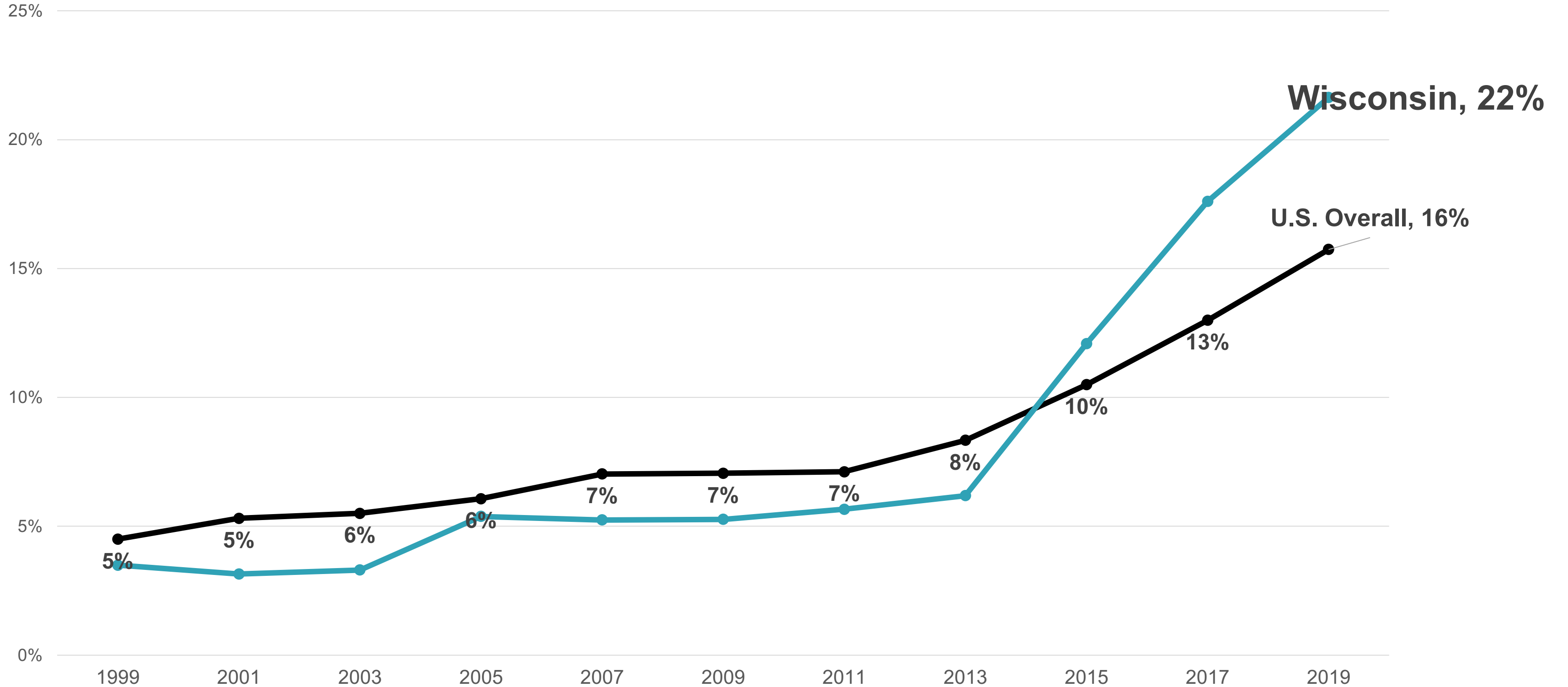
	A	B	C	D	E	F	G	H	I	J	K	L
1		1999	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019
2	U.S. Overall	5%	5%	6%	6%	7%	7%	7%	8%	10%	13%	16%
3	Wisconsin	3%	3%	3%	5%	5%	5%	6%	6%	12%	18%	22%
8	Rhode Island											
9	South Carolina											
10	South Dakota											
11	Tennessee											
12	Texas											
13	Utah											
14	Vermont											
15	Virginia											
16	Washington											
17	West Virginia											
18	Wisconsin											
19	Wyoming											



1. Right click the chart area,
2. Select "edit data in excel"
3. Change the state



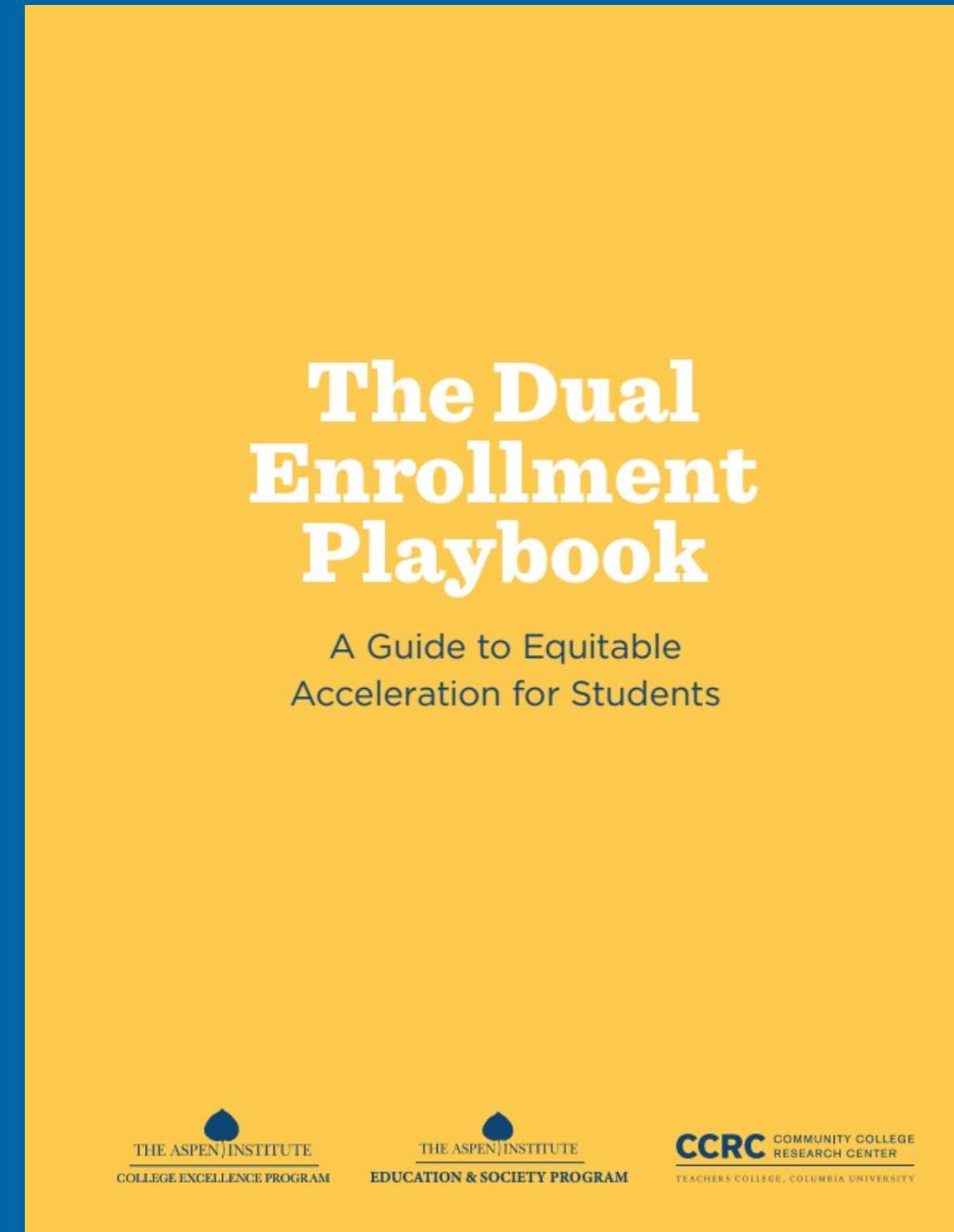
Dual Enrollment: 22% of Wisconsin CC Fall '19 Enrollment



CCRC analysis of IPEDS Fall Enrollments among students age 17 and younger at community colleges, divided by total fall enrollments.

Given the substantial variation nationally in access to and success in dual enrollment,

What can be learned from high schools and colleges that are more effective in serving students of color through dual enrollment?



The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students

Five Principles to Advance Equity in High-Quality Dual Enrollment

Principle

I

SET A SHARED VISION AND GOALS THAT PRIORITIZE EQUITY

Principle

II

EXPAND EQUITABLE ACCESS

Principle

III

CONNECT STUDENTS TO ADVISING AND SUPPORTS THAT ENSURE EQUITABLE OUTCOMES

Principle

IV

PROVIDE HIGH-QUALITY INSTRUCTION THAT BUILDS STUDENTS' COMPETENCE AND CONFIDENCE

Principle

V

ORGANIZE TEAMS AND DEVELOP RELATIONSHIPS TO MAXIMIZE POTENTIAL

HIGH SCHOOL DUAL ENROLLMENT DASHBOARD

PARTICIPATION:

442

participants in 2018-19
 +16.4% from 2014-15

91.6%

classes taken in 2018-19
 +7.5% change from 2014-15

83.5%

of participants in 2018-19
 took 2 or more classes
 Compared to 67.8%
 across Ohio

1,971

C or better in 2018-19
 +2.3% change from 2014-15

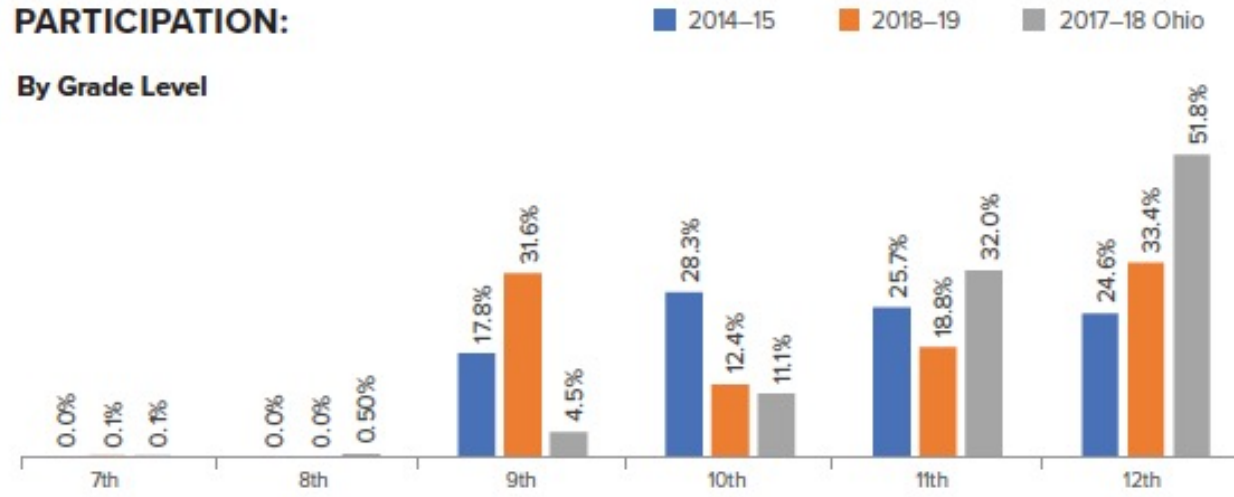
\$990,323

value in LCCC tuition
 & books in 2018-19

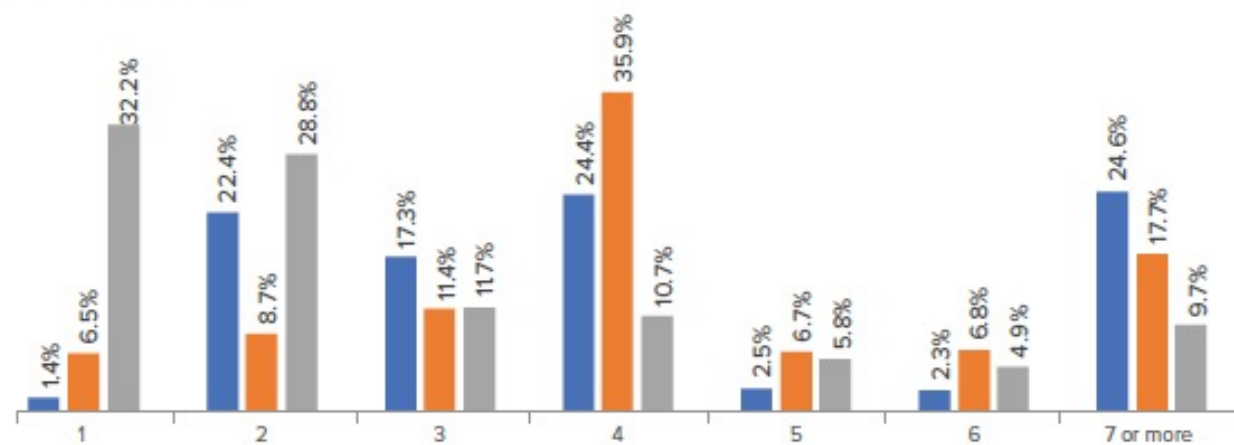
Ohio comparison based on 2017-18 College Credit Plus Annual Report (ohiohighered.org/ccp)

PARTICIPATION:

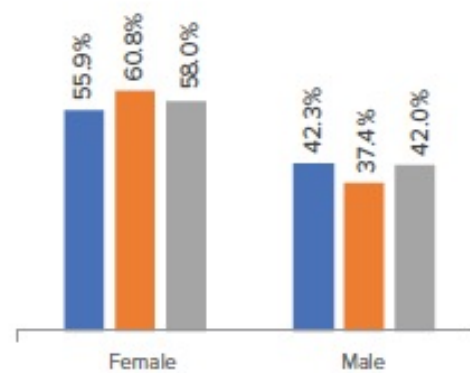
By Grade Level



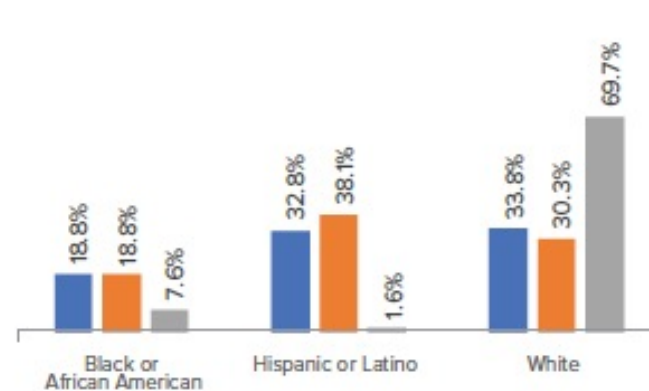
By Classes Taken



By Sex



By Race/Ethnicity



GRADUATING CLASS:

176

students from the Class of 2019
 earned college credit

40.5

credits on average

146

earned 12+ college credits
 +66.5% compared to the
 Class of 2015

115

completed college English
 +40.1% compared to the Class of 2015

95

completed college Math
 +69.1% compared to the Class of 2015

COLLEGE ENROLLMENT:

176

students from the Class of 2019
 earned college credit

40.5

credits on average

College enrollment data from LCCC student records and National Student Clearinghouse. Graduate tracking from LCCC degree records and National Student Clearinghouse. Ohio and National figures from CCRC report "What happens to students who take community college dual enrollment courses in high school?" (ccrc.tc.columbia.edu/publications)

38.9%

of Class of 2019

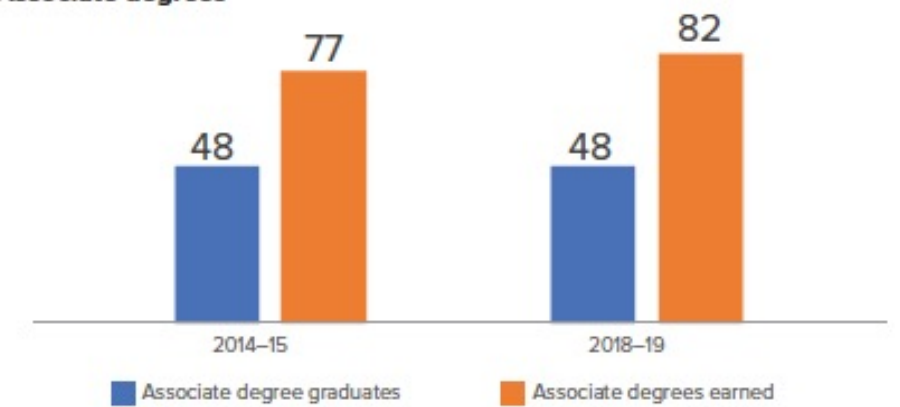
\$1,289,684

value in LCCC tuition and books

119

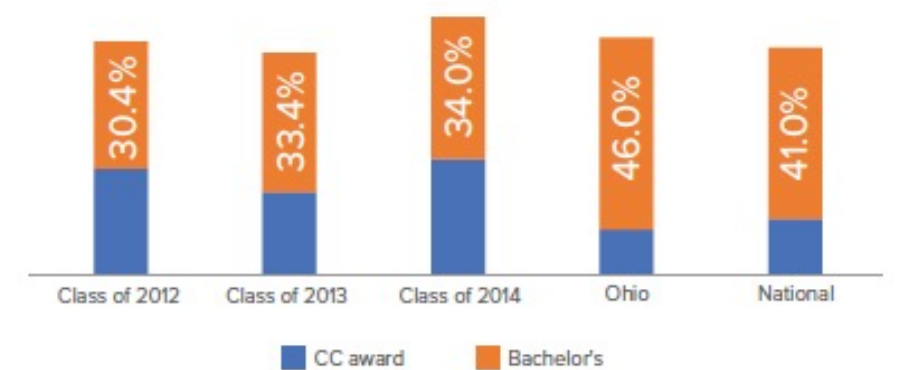
earned 24+ college credits
 +102.5% compared to the
 Class of 2015

Associate degrees

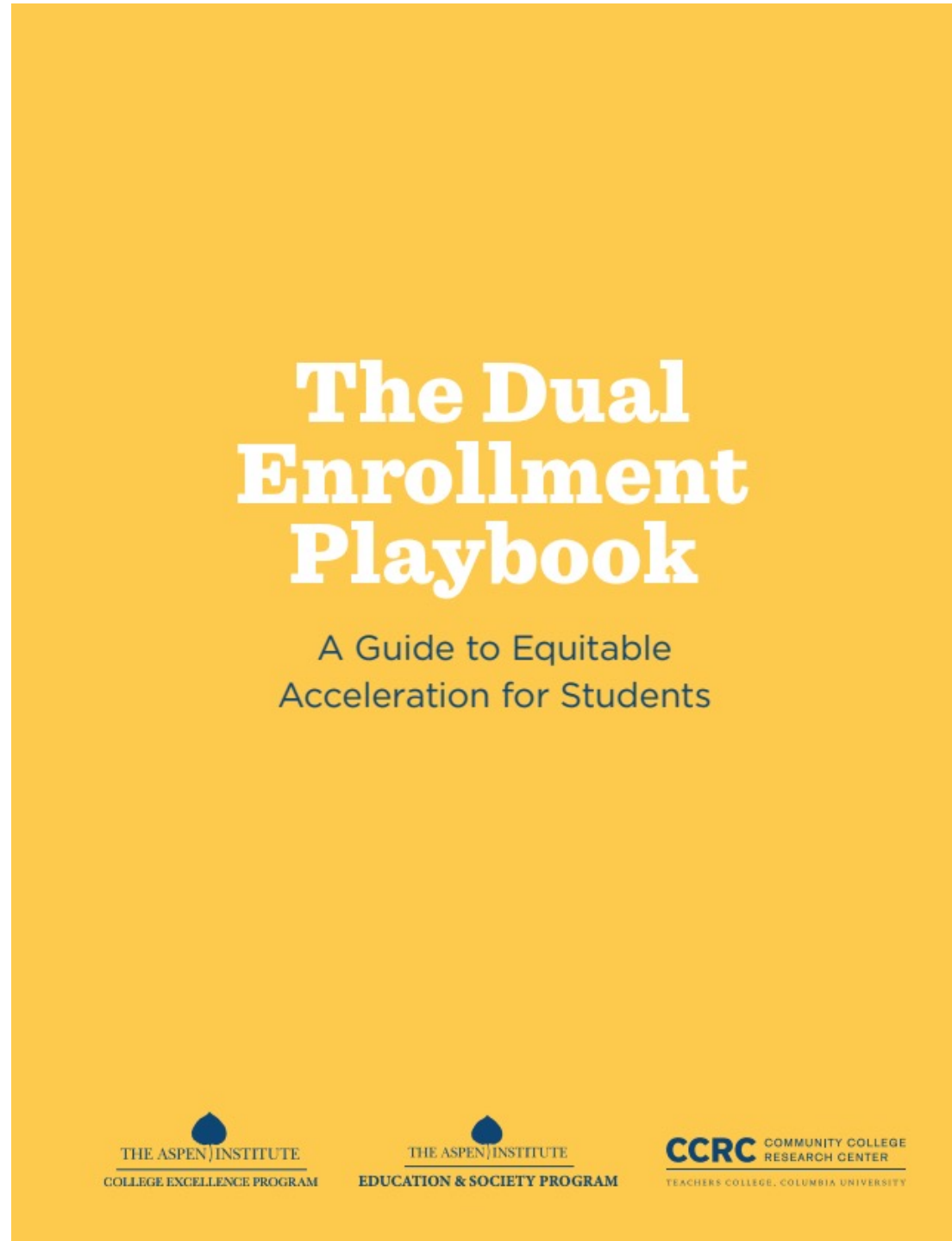


Five years later:

Completion within five years from HS graduation for dual enrollment graduates who continued on to college



Playbook Resources



Highlights from the Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students



A Guide to Getting Started for Institutional Leaders



Tool for Evaluating Equitable Practices at Community Colleges



Tool for Evaluating Equitable Practices at High Schools

<https://highered.aspeninstitute.org/dual-enrollment/>

<https://ccrc.tc.columbia.edu/publications/dual-enrollment-playbook-equitable-acceleration.html>

Thank you!

 ccrc.tc.columbia.edu  CommunityCCRC  CommunityCCRC

 ccrc@columbia.edu

 212.678.3091