High School to College

Transfer

CCRC has been a leader in the field of community college research and reform for over 25 years.

CCRC COMMUNITY COLLEGE RESEARCH CENTER
Teachers College, Columbia University

NACEP is the first and only national organization supporting **programs**, **practitioners**, and **policy** to advance concurrent and dual enrollment programs.

- NACEP **supports program** quality by providing a framework of rigorous standards and affirming excellence through accreditation.
- NACEP **supports practitioners** and the field as the field's source for national best practices, peer connections, research, and advocacy.
- NACEP **supports policy** by ensuring that the most relevant and informed voice on concurrent and dual enrollment is at the table for federal and state policy conversations.

Learn more at NACEP.org

Test Your Knowledge

Using your phone or computer, search www.kahoot.it

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Recapping the National Landscape of Dual Enrollment
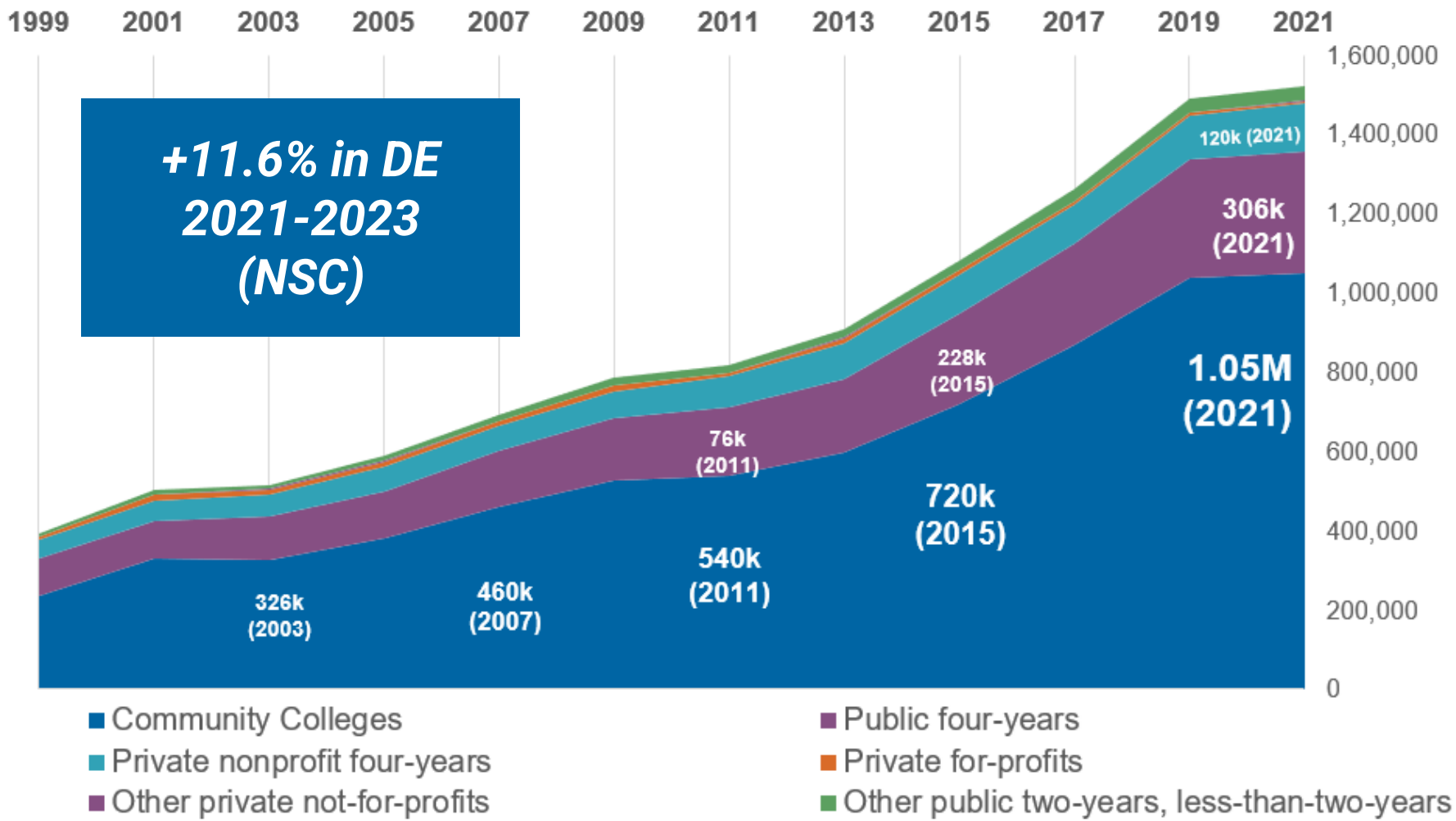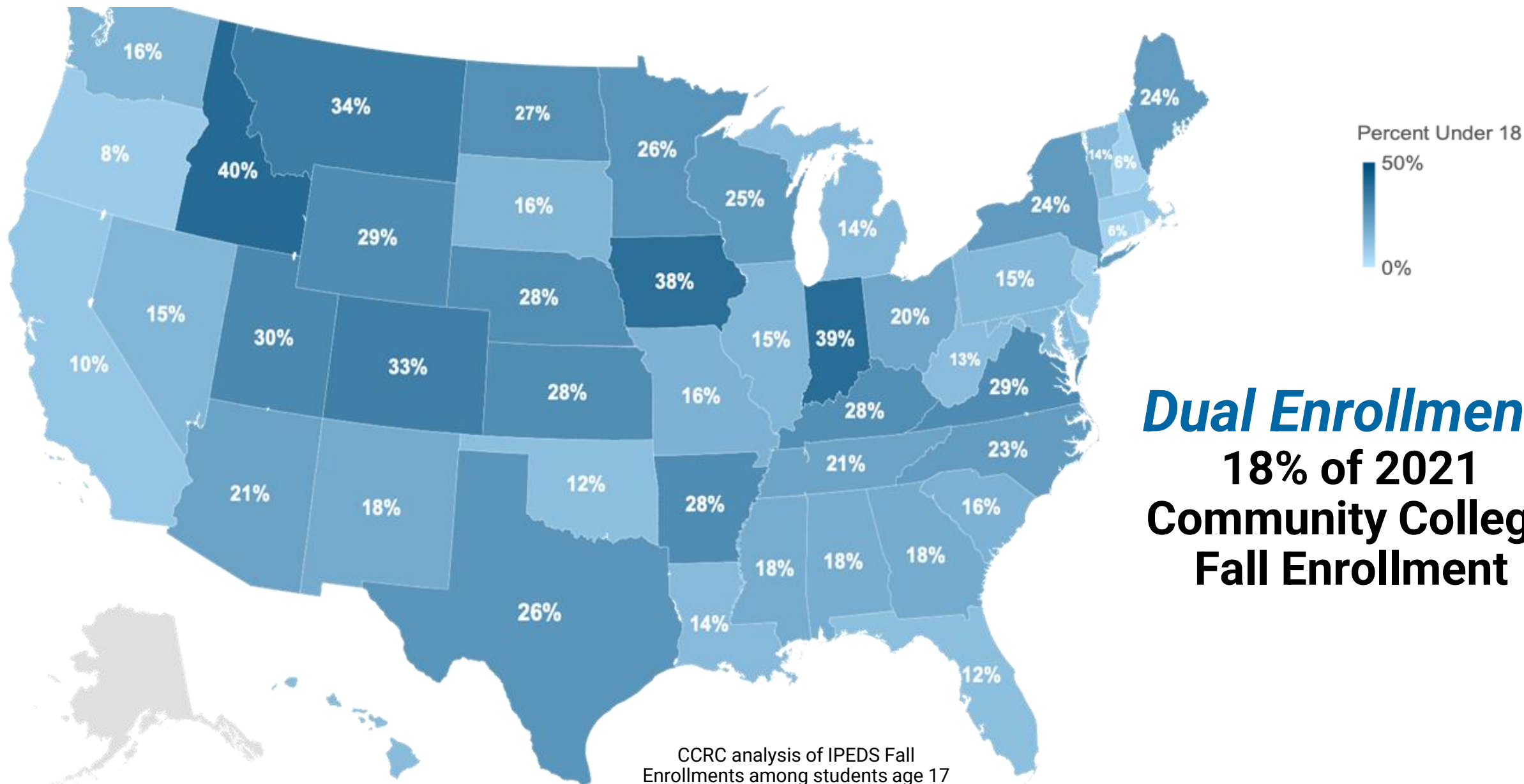
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Growth of Dual Enrollment

1999-2021

IPEDS Fall Enrollments

Fall Undergraduate Enrollments among Students Aged 17 or Younger

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Dual Enrollment: 18% of 2021 Community College Fall Enrollment

Percent Under 18
50%
0%

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

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Dual Enrollment Programs are Popular

ONE IN THREE HIGH SCHOOL
STUDENTS TAKE COLLEGE COURSES

Nationally, 34% of U.S. high school students
complete a college course in high school.

National Center for Education Statistics, Dual Enrollment, Participation and Characteristics, February 2019 [NCES 2019-176]

States Above the National Average

Some states high school students' postsecondary course-taking rates far exceed the national average.

ID 58%

MN 43%

IA 57%

IN 58%

CO 38%
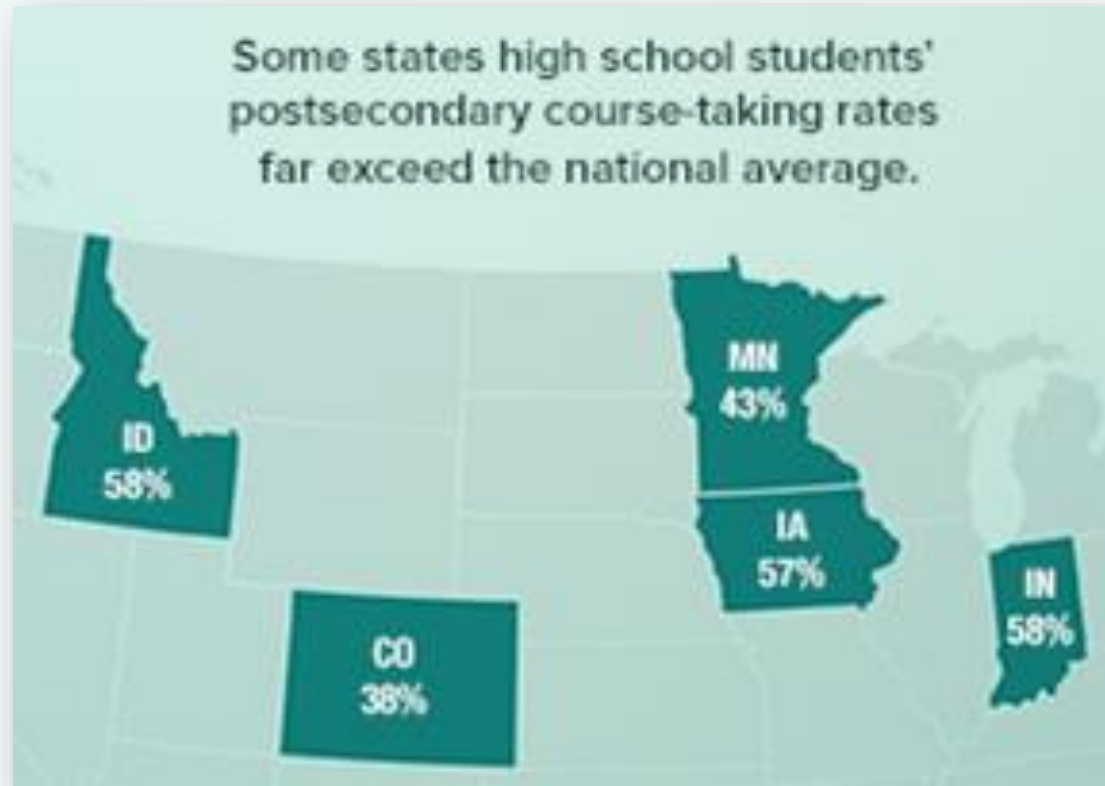
If we missed your state report send us the link!
information@nacep.org

Sources:
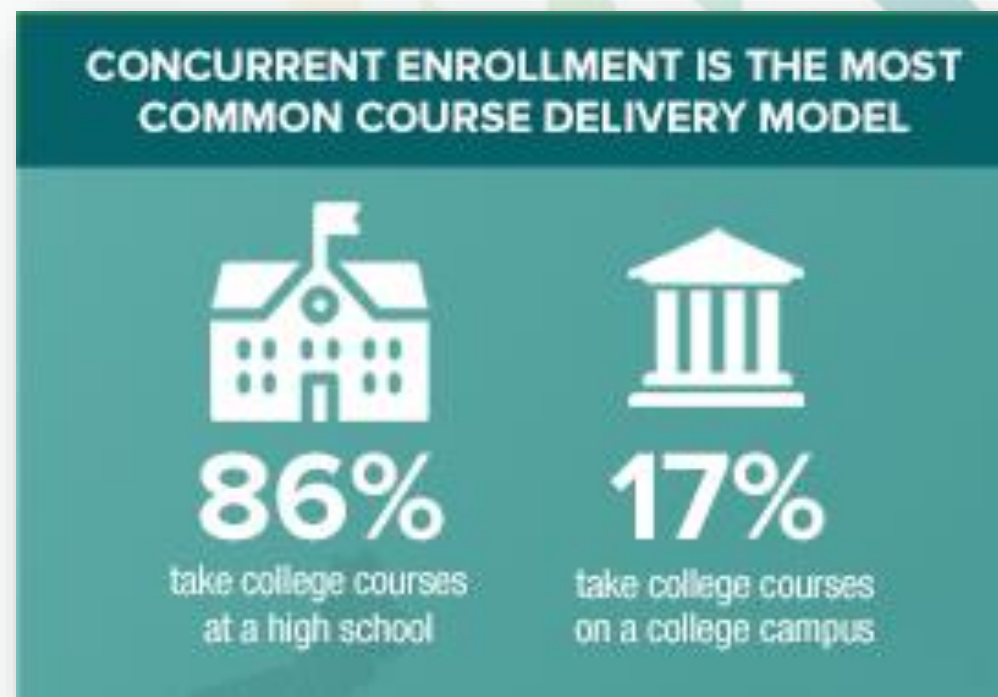- Indiana Commission for Higher Education, *Indiana Early College Credit Report 2021*
- Iowa Community Colleges *Joint Enrollment Annual Report, Academic Year 2018-2019*
- Idaho State Board of Education *Dual Credit in Idaho's Public Postsecondary Institutions: 2019*
- Minnesota Department of Education 2021 public data request
- Colorado Pathway to Affordability: Annual Report on Concurrent Enrollment 2020

Programs are Prevalent

80% percent of dually enrolled students nationally take their college courses at their own school, and an **additional 6%** take the course at a school other than their home high school, such as a career center or academy.

Students in the suburbs, towns and rural areas are even more likely to take a course at their own school.

CONCURRENT ENROLLMENT IS THE MOST COMMON COURSE DELIVERY MODEL

86% take college courses at a high school

17% take college courses on a college campus

National Center for Education Statistics, <u>Dual Enrollment, Participation and Characteristics</u>, February 2019 [NCES 2019-176]

Dual Enrollment Programs are Popular
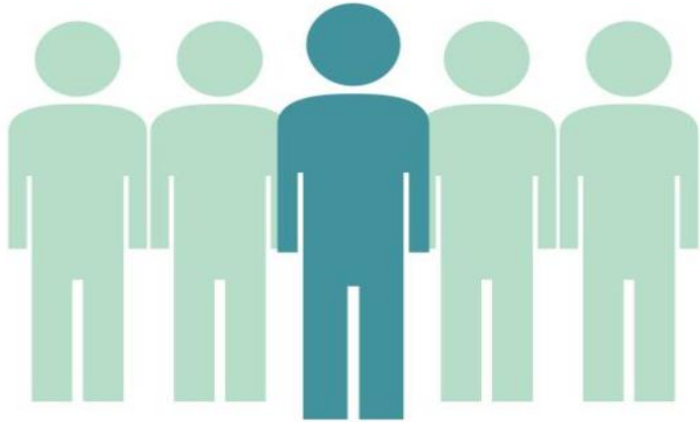
IN 2021, 1 IN 5 COMMUNITY COLLEGE STUDENTS WAS UNDER AGE 18

About 70% of Dual Enrollment credit is earned through Community Colleges

CCRC analysis IPEDS 2021 Fall Enrollment; Students age 17 and under

Other Things to Know about Dual Enrollment

- Terms vary widely

- Programs are highly localized to context

- Participants demographics are changing but not everywhere

- Programs staff must be experts at K-12 and IHE policy and procedures, also often career too.

- State policy drives many factors, regional accreditors drive others, NACEP drives others (we fill in the gap)

- Quality assurance is ultimately the responsibility of the IHE (they have the most logistics to manage and the most to lose) but states have mechanisms to monitor quality too

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Stealth Transfer

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What is *Stealth* Transfer?

Stealth Transfer refers to former dual enrollment students who have transferred to a postsecondary institution after high school and their "hidden" pathway as a transfer student.

Why the term *Stealth*?

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The number of *stealth* transfer students is *increasing*

Former dual enrollment students account for...

1 in every 5

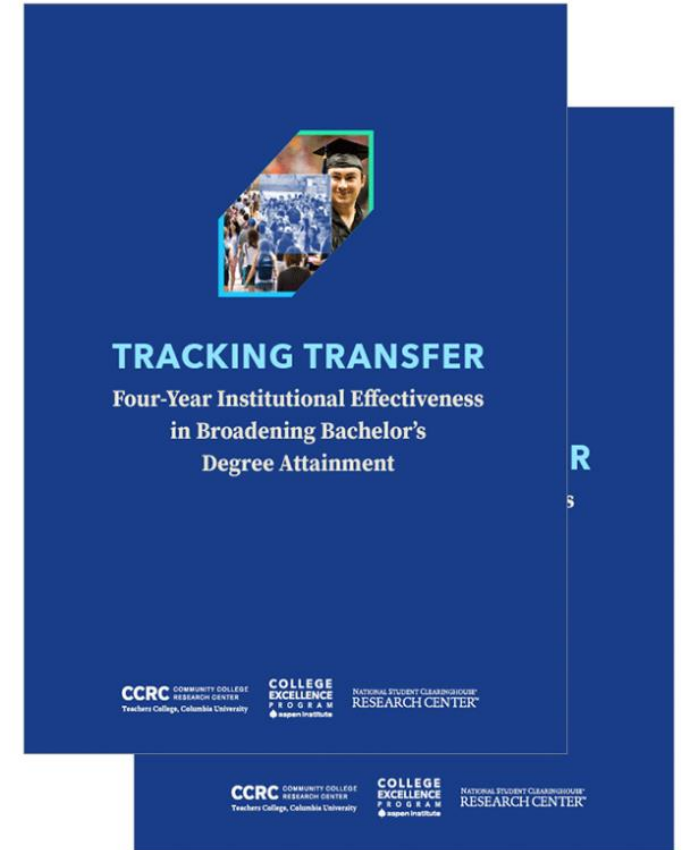entrants at two-year public and four-year private nonprofit institutions

1 in every 4

entrants at four-year public institutions

CCRC analysis based on data from National Student Clearinghouse's Completing College National and State Reports.

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Potential of Stealth Transfer

Students with prior dual enrollment experience have better transfer outcomes

Prior dual enrollment (PDE) **increases bachelor's completion rate** by 35% in six years, compared to 16% for students without PDE

28% of Black students and 31% of Hispanic students with PDE transfer and complete bachelor's degrees **three times the rate** as students in these groups without PDE (10% and 13% respectively)

TRACKING TRANSFER

Four-Year Institutional Effectiveness in Broadening Bachelor's Degree Attainment

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Potential of Stealth Transfer

Former dual enrollment students **bring valuable experiences to transfer students**:

- Awareness of expectations in college courses
- Understanding the process of transferring credits
- Interacting with diverse student populations on community college campuses
- Utilizing campus resources
- Familiarity with technology (e.g., LMS, online tutoring)
- Balancing course load and extracurricular activities

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Potential next steps based on the student experience:

- Establish communities for former dual enrollment students

- Offer orientations tailored for former dual enrollment students, rather than looping them into FTIC or transfer orientation programs

- Discuss the dual enrollment experience in FTIC and transfer orientation

- Internally track former dual enrollment students to monitor outcomes and identify areas of struggle post-transfer

Despite their impact on enrollment and the transfer community, *institutions are not doing enough* to engage and support stealth transfers.

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Engage and Support Stealth Transfer Students

Build Campus Knowledge

- Institutional Analysis
- Staff Professional Development

Customize Outreach

- Campus Visit Days
- Pre-attendance Survey
- Targeted Communications

Modify Orientation and First-Year Experience Activities

- Advising
- Registration
- Credit Analysis
- Orientation
- Peer Mentoring

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Preparing Staff for Former Dual Enrolled Students

Check Assumptions: Don't assume these students know nothing about college, nor that they know everything. Depending on their experience they are **_likely somewhere in between._**

Institutional Analysis:
- Assess the average number of stealth transfer students that arrive at your campus each semester to understand the scale of your efforts and intensity of approach. Look at student data to better understand this segment of your campus population.
- Analyze the behavior of other stealth transfer students at the institution, considering credit accumulation, trends in first-year performance, and origins of students.

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Preparing Staff for Former Dual Enrolled Students

Staff Professional Development
- Ensure frontline, student facing staff have a basic understanding of what dual enrollment is and is not.
- Emphasize the diversity of dual enrollment program types and experiences during staff training.

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Expertise and Resources

- **If you have a dual enrollment program**, use your staff's expertise to inform others at the college.
    - Review student participation data, determine your program matriculation rate, build a student focus group to better understand motivations and experiences.

- **If you don't have dual enrollment**, we have many resources that can be helpful.
    - NACEP Fast Facts about dual enrollment
    - Credentials Unscripted Podcast:
        - Why you should care about dual enrollment
        - Why quality and rigor matter in dual enrollment
    - NACEP Resource Center A searchable database of curated resources, articles, and research from NACEP and others sources
        - CCCSE-Understanding the Dual Enrollment Student Experience
    - NACEP Wednesday Webinars Topical presentations offered monthly

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Customize Outreach

Front-Load Outreach:
Modify your recruitment, new, and incoming student outreach messaging to identify and celebrate incoming stealth transfer students from dual enrollment.

Campus Visit Days:
Include discussion about dual enrollment credit in campus visit days or consider a special campus visit day for dual enrollment students. Recognize, validate, and celebrate students coming in with DE credit.
Highlight the fact that your institution accepts dual enrollment credit and briefly explain the process or point students to a resource. Share an overview of how you support dual enrollment students and their unique context as they join your campus community.

Pre-Attendance Survey for Incoming Students:
Consider setting up a pre-attendance survey to identify stealth transfer students and assess specific needs or knowledge gaps, to inform your customization of orientation materials and activities.

Targeted Communication:
Provide clear, consistent information about the credit evaluation and acceptance process. Share about dual enrollment policies, credit transfer processes, and potential impacts on cohorting and major declaration.

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Modify Orientation and First-Year Experience Activities

Early Credit Assessment:
Incorporate an early credit assessment during orientation that allows students to determine what credit the college will likely accept and how it might fit into their academic path.

Alternate Orientation Option:
Offer an alternate orientation for former DE students with clear descriptions of what is covered and allow students to choose the most relevant session based on their dual credit experiences.

Customized Advising or Advising Workshops:
Implement targeted advising sessions for students with dual enrollment credit to help them understand and navigate their academic path with their credit.

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Modify Orientation and First-Year Experience Activities

Consider Separate Registration Sessions:
Offer students with a certain number of credits from dual enrollment a separate registration experience.

Custom First Year Experience Course/Activities:
If your institution offers FYE, consider a section for stealth transfer students.

Peer and Near Peer Mentoring Programs:
Establish peer mentoring programs where upperclassmen with dual credit experience can guide incoming freshmen, sharing insights and tips for success.

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Think-Pair-Share

How can institutions **work more actively with K-12 schools** to encourage students from underrepresented groups to participate in dual enrollment as an on-ramp to a college program of study?

How can practitioners across 2-year and 4-year institutions **address the particular needs of students who function as both freshmen and transfer students**?

How can institutions **build a community for stealth transfer students** so they can connect and share their experiences?

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- Former dual enrollment students account for 1 in every 5 entrants at two-year public and 1 in 4 entrants at four-year public institutions – a trend expected to rise

- Dual enrollment students have diverse experiences with college

- Understand the population to better serve, support, and engage these students

- Former dual enrollment students add value to institutions and students, but changes to orientation, data tracking, and professional development are essential to support and engage this population effectively

Key Takeaways

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Inside Higher Ed Blog

Thank you!

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