

# DEEP Dive: Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity

John Fink, Aurely Garcia Tulloch, Sarah Griffin, CCRC  
Susan Jackson, Goose Creek Memorial Independent School District

October 27, 2024

# Today's Workshop



## **Icebreaker**

Welcome DEEP divers!



## **DEEP Mini-Lectures with Activities**

- Why DEEP?
- DEEP Practices
- DEEP Leadership Strategies



## **Group Reflection and Question & Answer Session**

Thank you for joining us DEEP divers!



**Let's break the ice**

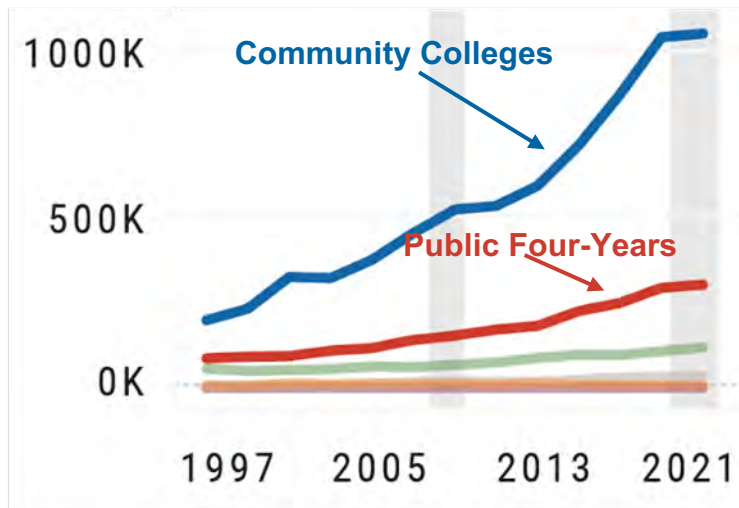
# **Dual Enrollment Equity Pathways: Diving in DEEP to Advance Equity and Build Back College Enrollments**

John Fink

# There have been sharp enrollment declines among both older and traditional college-age students.

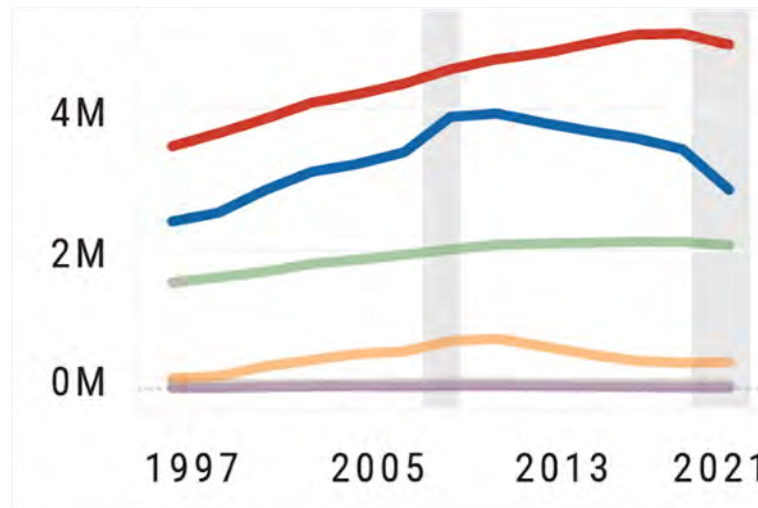
## Fall Enrollment Trends by Sector and Age *IPEDS Data, 1997-2021*

Age: Under 18



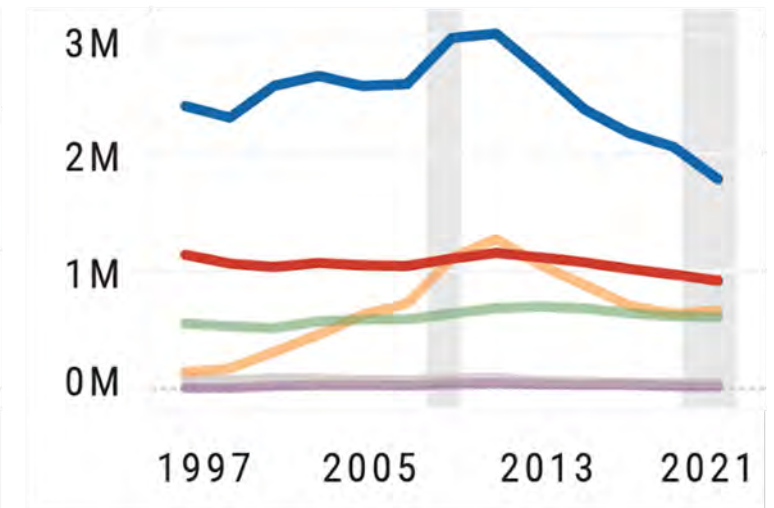
**HS dual enrollment only  
growing student segment**

Age 18-24



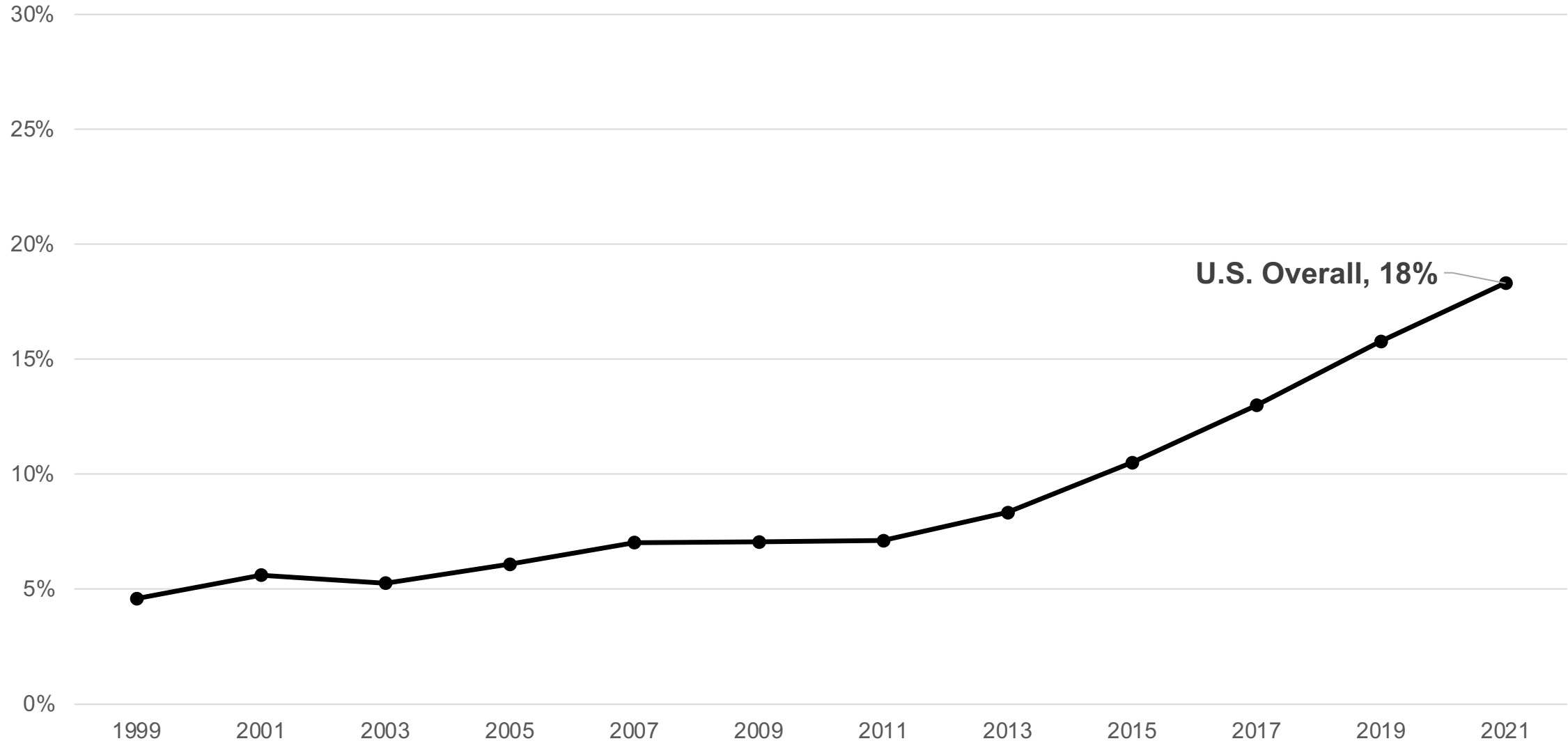
**CCs have lost market share  
to public four-years**

Age 25+



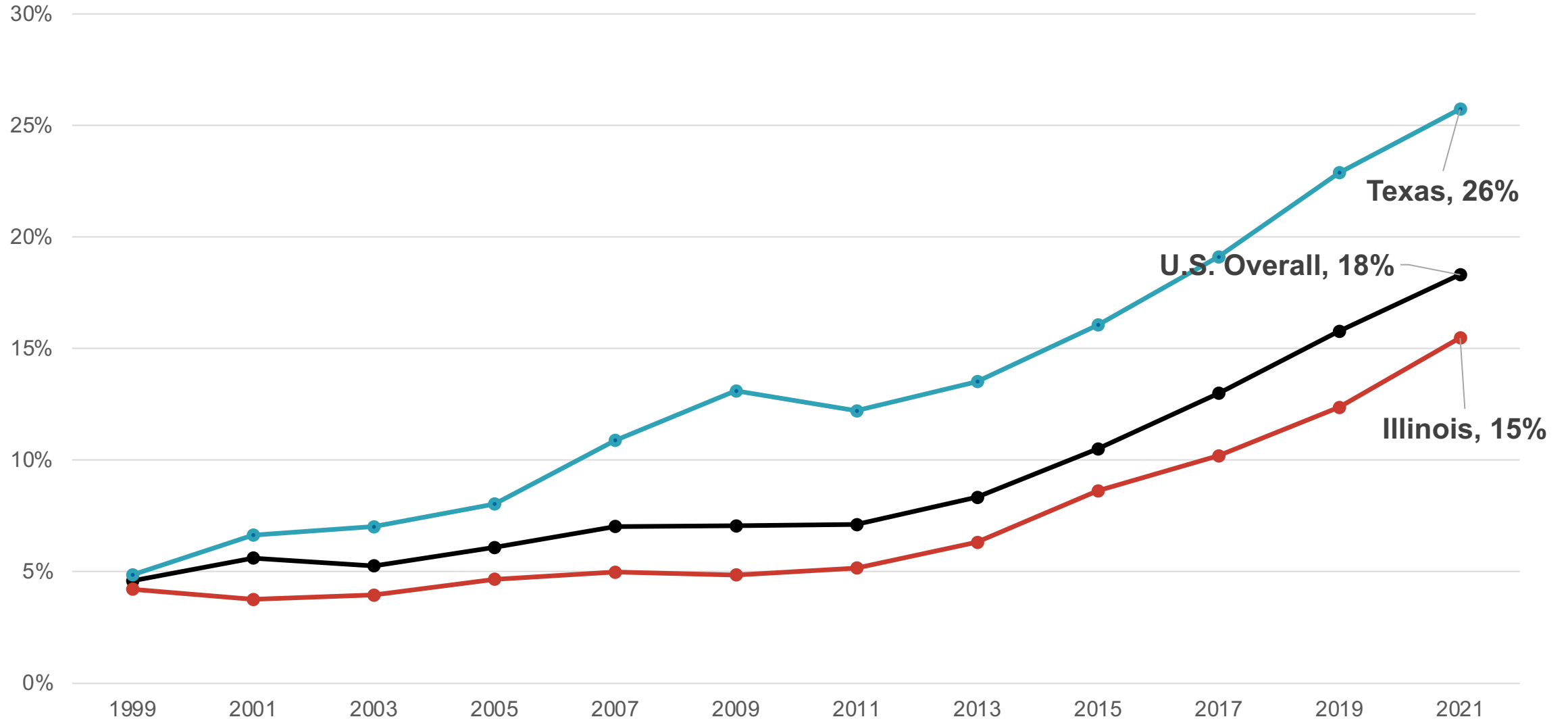
**Older student enrollment  
at historic lows**

# Dual Enrollment: 18% of CC Enrollment in Fall 2021



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

# Dual Enrollment: 18% of CC Enrollment in Fall 2021



# 2.5M First Ever Dual Enrollment Count 2022-23 in IPEDS 12-Month Enrollment Survey

## Dual Enrollment Counts by Postsecondary Sector in 2022-23

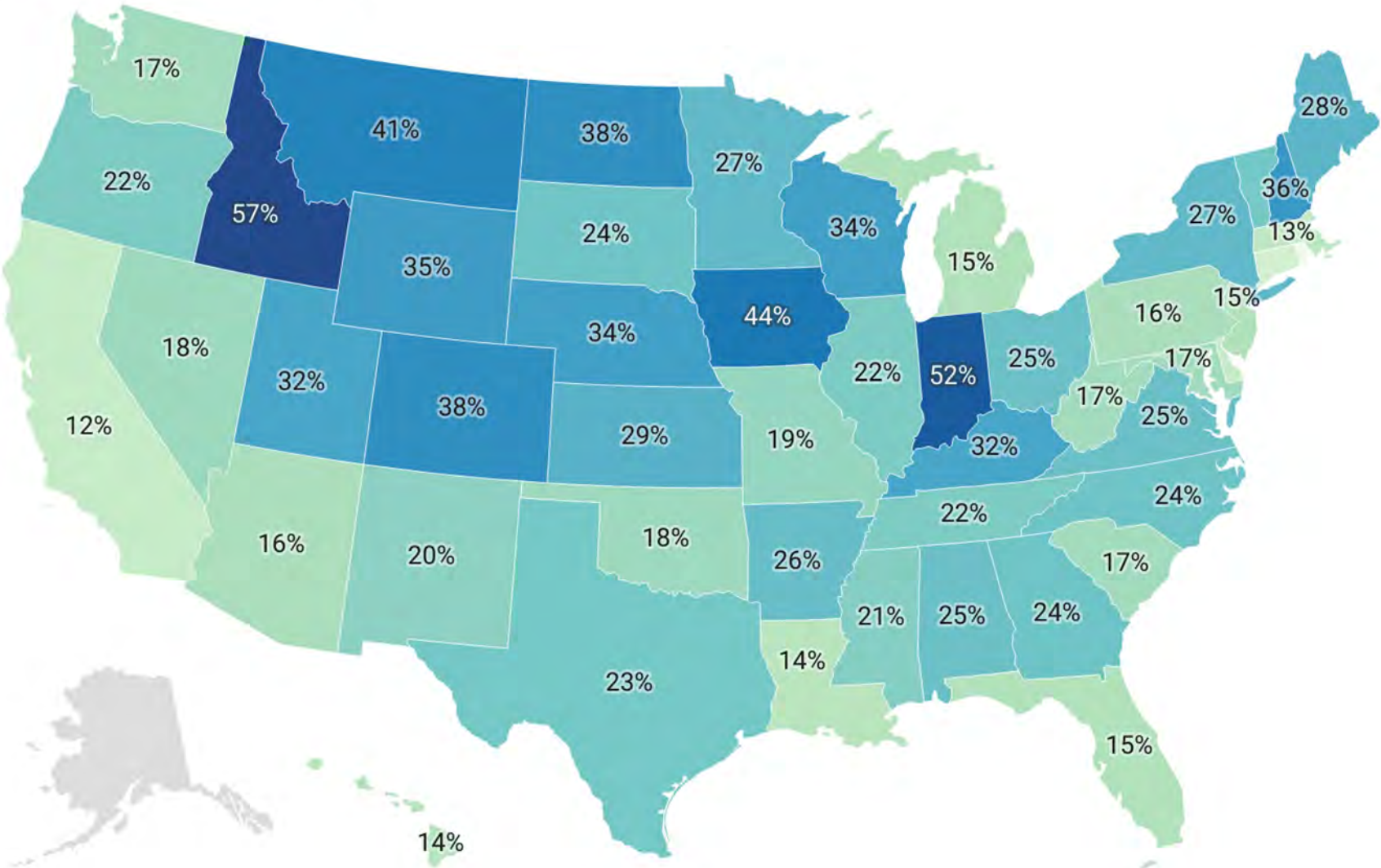
	Dual Enrollment	Total Undergraduate	Percent DE
Total	2,489,859	21,220,413	12
Community colleges	1,784,966	8,618,323	21
Public four-years	445,224	7,121,611	6
Private not-for-profit	207,652	3,504,732	6
Other public two-years, less-than-two-years	46,249	237,969	19
Private for-profits	5,768	1,737,778	0

*IPEDS 12-Month Enrollment Survey, 2022-23 Academic Year*



# Percentage of Community College Students in High School in 2022-23

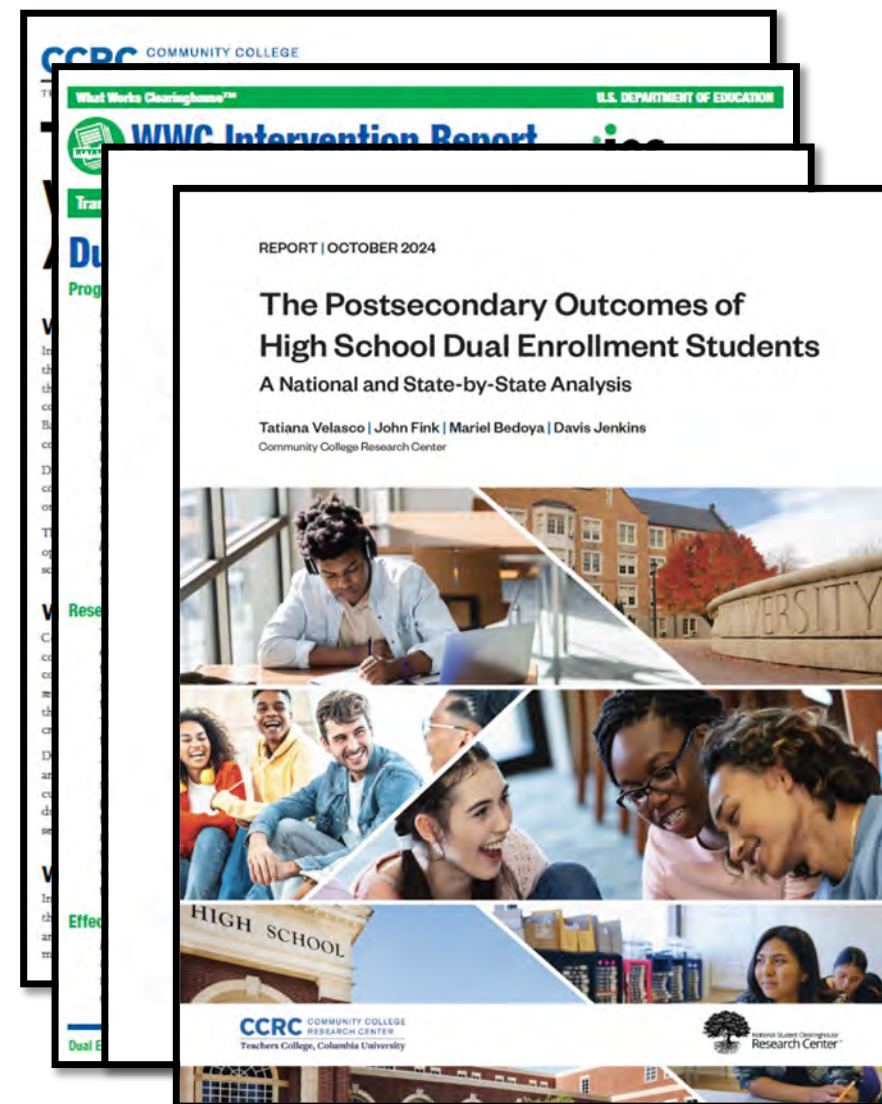
Dual enrollment as a percent of  
community college headcount



**Dual Enrollment:**  
**21% of 2022-23**  
**Community College**  
**Enrollment**

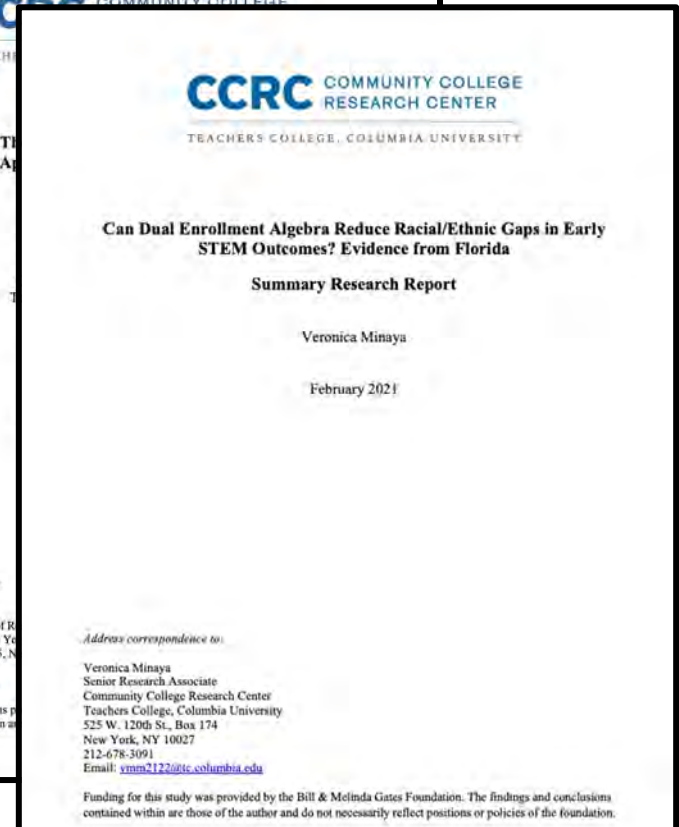
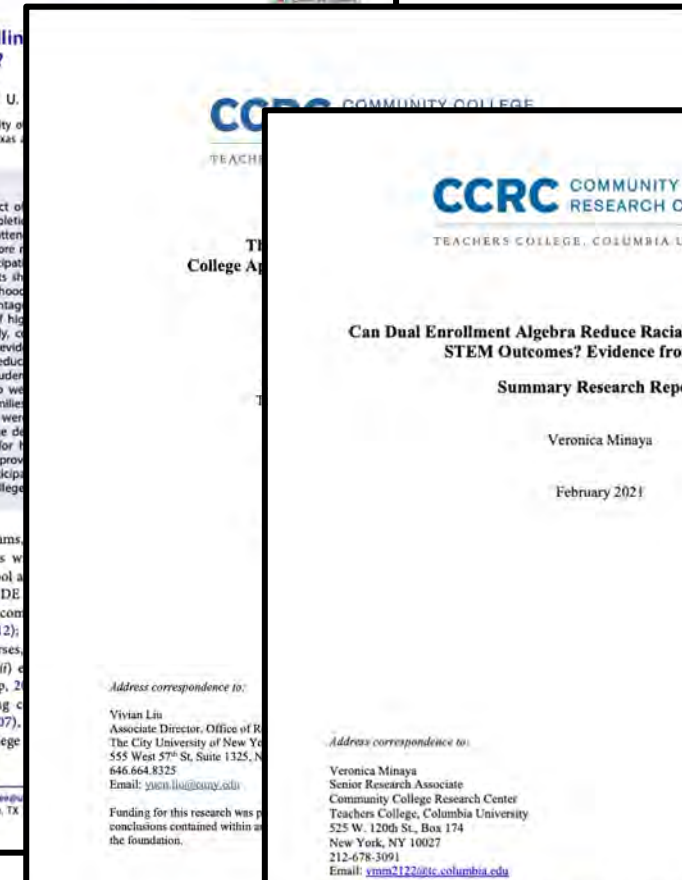
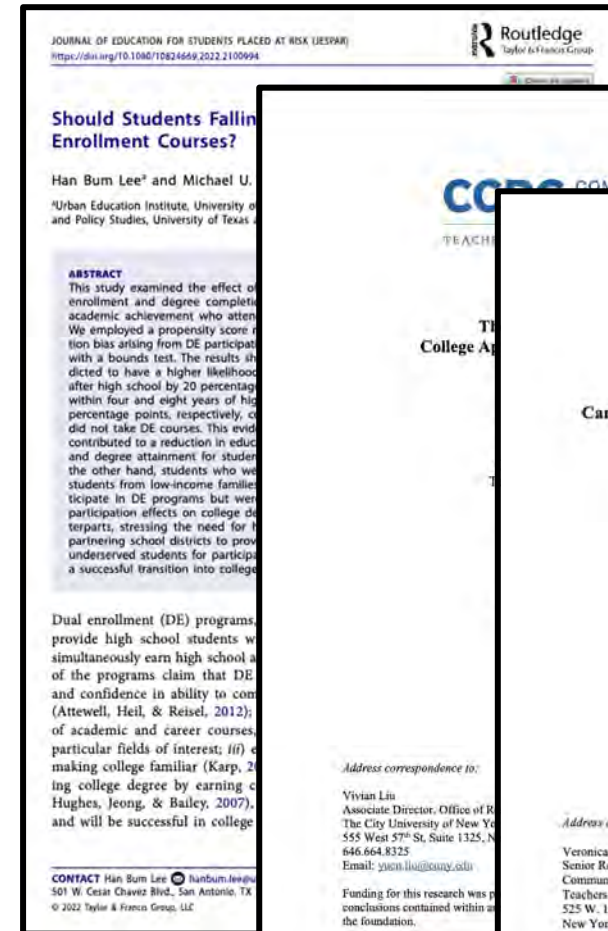
# Findings on the Effects of HS Dual Enrollment

- Accumulation of descriptive and quasi-experimental evidence for dual enrollment, stronger experimental evidence on effects of ECHS
- WWC Report: Positive effects of taking college courses in HS include stronger HS grades, more HS completion, more college enrollment, more credit accumulation, more degree completion
- Substantial state and institutional variation in post-HS college outcomes among former DE students



# Recent Quasi-Experimental Studies Highlight Potential of Dual Enrollment for Increasing College Access and Success

- DE can benefit students who are falling behind in HS (Lee & Villarreal, 2022)
- DE increases college applications and acceptances, particularly among Black students (Liu et al., 2022)
- Dual Enrollment Math boosts Black & Hispanic student entrance and persistence in STEM (Minaya, 2021)

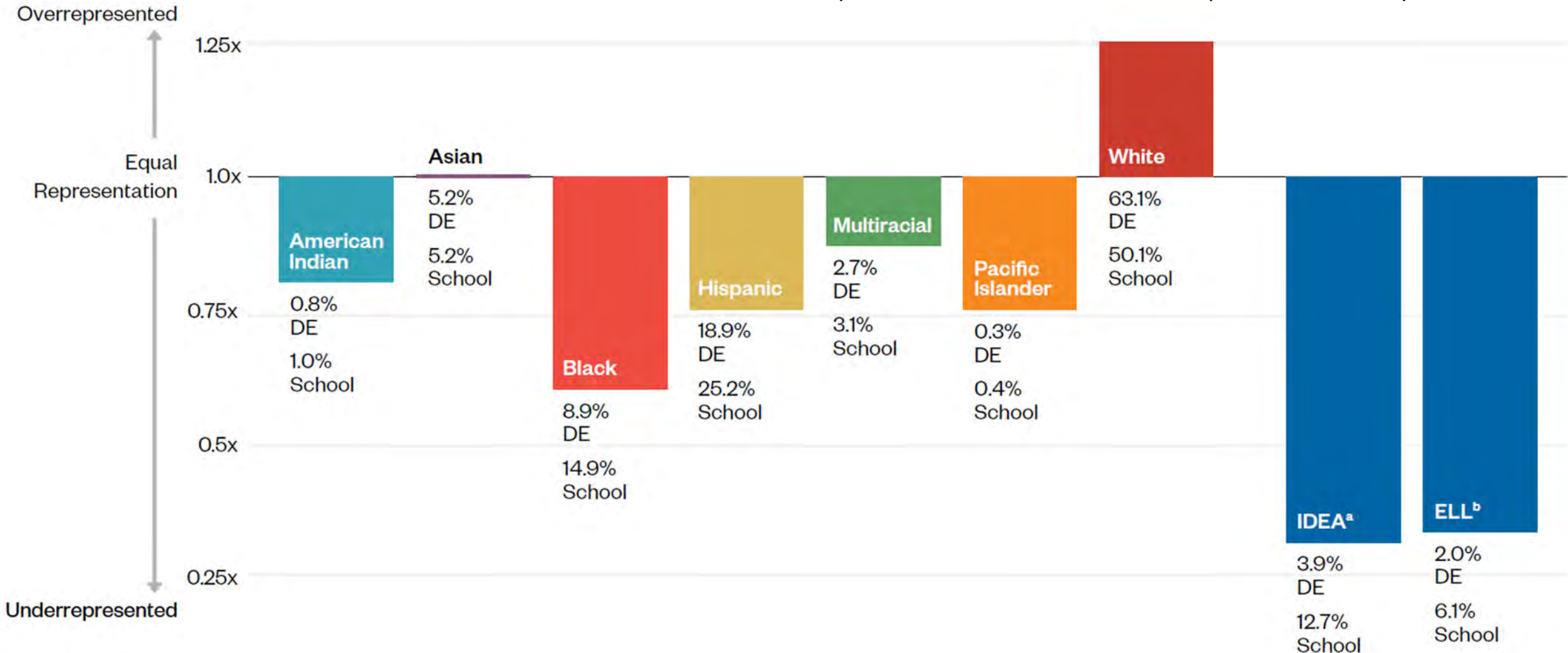




# “Programs of Privilege”

## Access to Dual Enrollment Uneven

Representation in Dual Enrollment compared to School Population, 2017-18



CCRC Analysis of 2017-18 CRDC Data, N=21,936 public secondary schools in 50 states + DC.



...dual enrollment courses to be aligned with career and academic pathways that interest them



...well-informed dual enrollment advisors who empower them



...to know about their dual enrollment options earlier



...engaging learning experiences in their online courses



...to know how to balance the high school experience and dual enrollment courses



...to know how to find scholarships and manage debt to support attending college after high school

# What Do Dual Enrollment Students Want?

## RESEARCH BRIEF

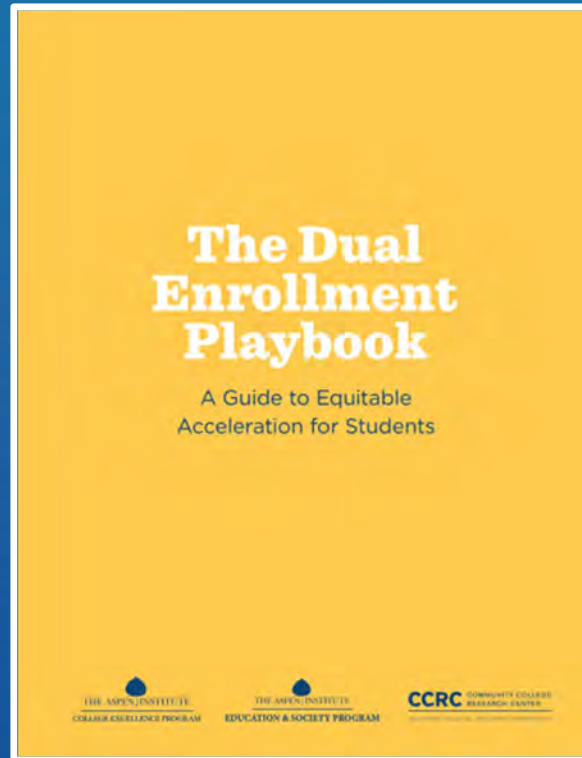
Community College Research Center | September 2024

### What Do Dual Enrollment Students Want? Elevating the Voices of Historically Underserved Students to Guide Reforms

*By Aurely Garcia Tulloch*

<https://ccrc.tc.columbia.edu/publications/what-do-dual-enrollment-students-want.html>

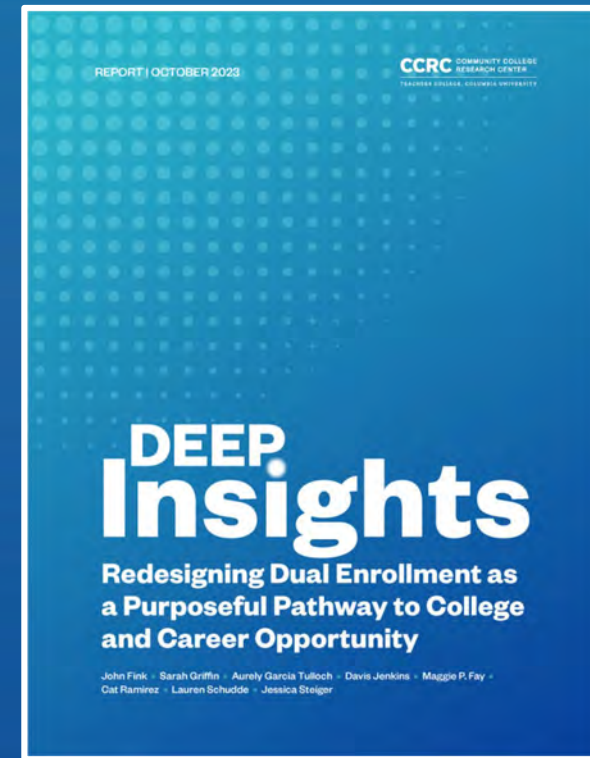
# How are Practitioners Strengthening DE as an Equitable On-Ramp to College Degrees?



**The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students (October 2020)**



**Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School (October 2023)**



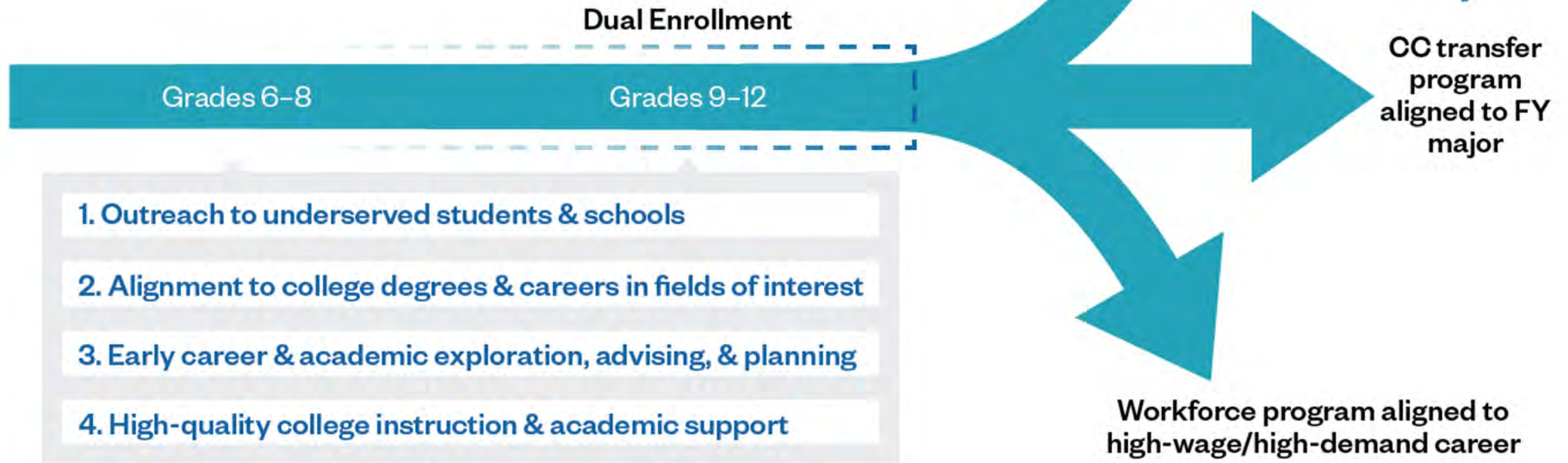
**DEEP Insights: Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity (October 2023)**

# Dual Enrollment Equity Pathways (DEEP) Framework for Reform

1. What does it look like when **Guided Pathways** practices are implemented in DE programs?
2. What model **ECHS** practices can be scaled?
3. What do we already know about **effective** and **equitable** DE practices?



# Dual Enrollment Equity Pathways (DEEP) Framework





# Rethinking DE as a Purposeful Pathway

## Conventional Approach: “Programs of Privilege” and “Random Acts”

## DEEP Approach: DE as an On-Ramp to Career-Path Degree Programs

### Who is it designed for?

- Primarily students who are already headed to university after HS

- All students, especially those who might not otherwise attend college

### What courses are offered?

- Primarily gen eds, whatever is easy to offer based on annual teacher availability

- Foundational coursework (including gen eds) aligned to college degree programs in fields of interest to students and communities

### Philosophy on growth

- Grow if there are more students who are academically qualified and quality standards can be maintained

- Cast a wider net, assume all students will struggle and need supports. To grow, keep standards high, broaden access, and increase student supports

### Student advising and supports

- Ad hoc, as needed, if students reach out for help

- Unavoidable, frontloaded to early coursework, college-provided advising to explore degree options and create an individualized plan

### Business model

- Low-cost, low-revenue: Fewer staff required, lower instructional costs, lower yield rates leads to lower revenues

- Higher costs, more staff (e.g., advising, program leaders) and instructional costs. Larger revenues driven by increasing college access and re-enrollment among former DC students who would not otherwise have attended any college without DC

# **Table Discussion: Aligning on a Shared Vision for Dual Enrollment**

# Aligning on a Shared Vision for Dual Enrollment

## Eight Potential Goals for Dual Enrollment

1. *Reducing time and costs for students and families to earn degrees that lead to high-demand, career-path jobs*
2. *Increasing academic rigor in high school in preparation for college and increasing the chances of attaining a degree, especially for underrepresented students*
3. *Introducing high school students to college-level expectations and helping them develop self-confidence*
4. *Advancing students' sense of purpose by exposing them to people and programs in postsecondary fields of study*
5. *Promoting upward mobility in the community by connecting historically underrepresented students to a high-opportunity postsecondary pathway in high school*
6. *Growing the local talent pipeline and helping more students access well-paying, in-demand jobs*
7. *Increasing revenue/enrollment of dual enrollment students and post-high school students*
8. *Meeting K-12 state accountability metrics that reward dual enrollment participation and college-going success*

## Questions for Table Discussion

1. **What are the purposes and goals of dual enrollment (DE) for our organization?**
1. **What goals are we trying to achieve for students and our community?**
1. **How might our students benefit from a more intentional, collaborative approach to DE focused on increasing access and preparing students for postsecondary college and career paths? How might our organizations benefit?**

# DEEP Practices

Sarah Griffin, Aurely Garcia Tulloch and Susan Jackson



# DEEP Field Research

CCRC identified DEEP practices from six community colleges and their K12 partners.

## Florida DE partnerships

- Chipola College (1)
- Tallahassee Community College (1)
- Miami-Dade College, 4 campuses (5)

## Texas DE partnerships

- Lee College (2)
- Navarro College (2)
- San Jacinto College (1)



# **DEEP Practice Area 1: Outreach to Underserved Students and Schools**

Sarah Griffin and Susan Jackson





*Miami Dade College*  
Big Brother Big Sister Kickball Game and Dual  
Enrollment Information Session

# Outreach to Underserved Students and Schools

**Focus** outreach on underserved high schools, students, and communities.

**Start** outreach before high school.

**Leverage** community connections to build awareness.

**Build** trust with and educate parents and families.

**Use** high school grades as an alternative to placement testing for eligibility.

# Things You Need



or



and

What are the potential costs and potential incentives to scale a DEEP approach in your local context?

	Potential Costs	Potential Incentives
Postsecondary Partner		

DEEP Dive: Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity  
NACEP 2024 Pre-Conference Workshop, October 27, 2024

How are you creating purposeful college and career opportunities for dual enrollment students?

Dual Enrollment Equity Pathways (DEEP) Practice Areas	What related practices are currently working well in your DE partnerships?	What challenges do you face in implementing these practices?	What further actions and investments are needed?
1: Outreach to underserved students and schools			
2: Aligning dual enrollment to college degrees and careers in fields of interest			
3: Early career and academic exploration, advising, and planning			
4: High quality college instruction and academic support			

CCRC Center for Community College Research and Practice  
A National Center for Education Statistics Research Center





# DEEP Poll

# Reflection and Table Discussion (10 minutes)

## Outreach

1. What related practices are currently working well in your DE partnerships?
1. What challenges do you face in implementing these practices?
1. What further actions and investments are needed?

# **DEEP Practice Area 2: Align DE Course Offerings to College Degrees and Careers in Fields of Interest**

Sarah Griffin and Susan Jackson

# Align DE to College Degrees and Careers in Fields of Interest

**Inventory** current DE offerings.

**Map** DE offerings to college degree programs in fields of interest.

**Embed** DE offerings in career-connected high school programs.



Lee College

**CCRC**



# DEEP Poll

# Reflection and Table Discussion (10 minutes)

## Alignment

1. What related practices are currently working well in your DE partnerships?
1. What challenges do you face in implementing these practices?
1. What further actions and investments are needed?

**Take a 5 minute break!**



# **DEEP Practice Area 3: Advise Students to Explore Interests and Develop Education and Career Path Plans**

Aurely Garcia Tulloch and Susan Jackson





*Chipola College*

# Advise Students to Explore Interests and Develop Career Path Plans

**Use** DE to showcase college programs and support exploration.

**Coordinate** advising roles across sectors.

**Help** students develop a college program plan and provide checkpoint advising.



# DEEP Poll

# Reflection and Table Discussion (10 minutes)

## Advising

1. What related practices are currently working well in your DE partnerships?
1. What challenges do you face in implementing these practices?
1. What further actions and investments are needed?

# **DEEP Practice Area 4: Support Students by Delivering High-Quality Instruction**

Aurely Garcia Tulloch and Susan Jackson

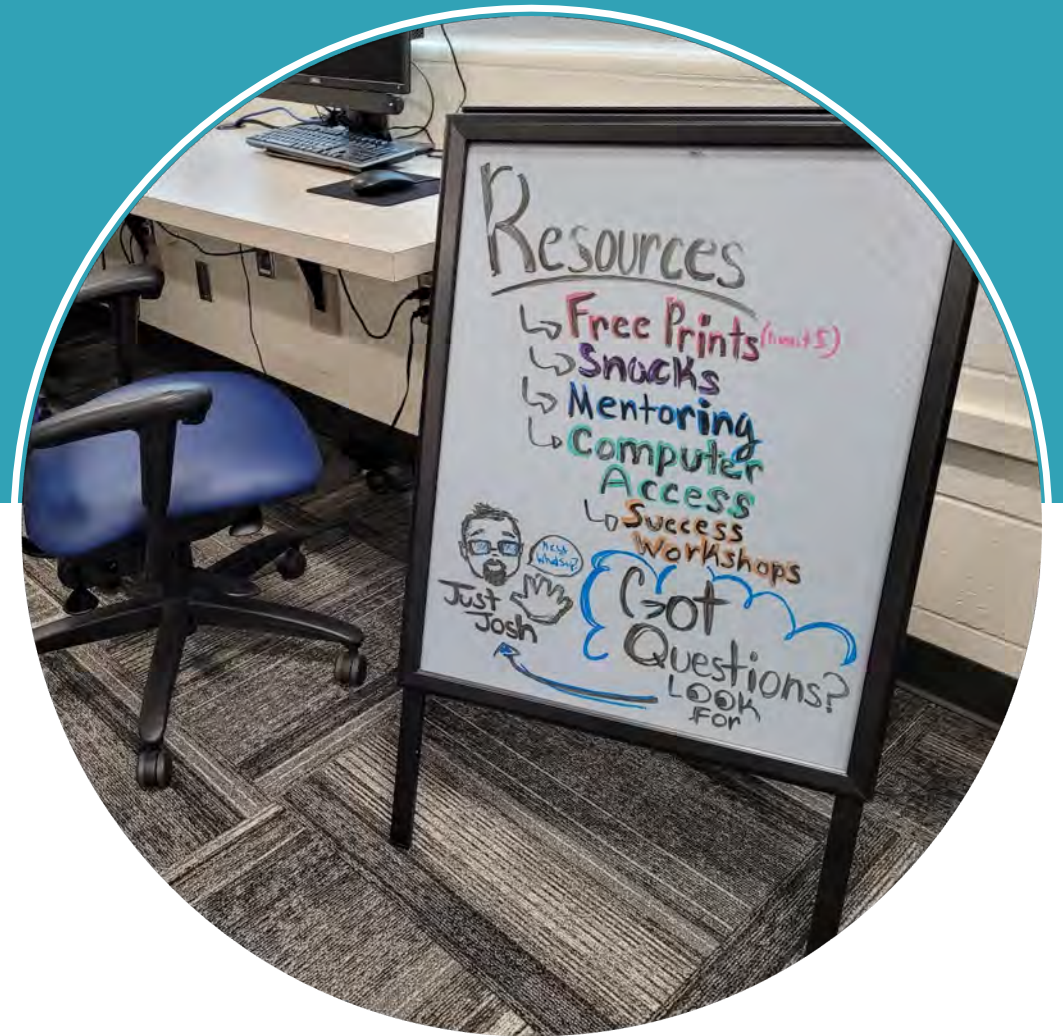
# Support Students by Delivering High-Quality Instruction

**Scaffold** coursework and front-load supports.

**Respond** quickly when students are struggling.

**Provide** additional, structured support for online classes.

**Support** DE instructors and monitor quality.



*San Jacinto College*





# DEEP Poll

# Reflection and Table Discussion (10 minutes)

## Instruction

1. What related practices are currently working well in your DE partnerships?
1. What challenges do you face in implementing these practices?
1. What further actions and investments are needed?

# Leadership Strategies for Building DEEP Partnerships

Aurely Garcia Tulloch, John Fink, and Susan Jackson





# What do dual enrollment students want?

And how can college and K-12 leaders keep dual enrollment student voices at the center of reforms?

# Leadership Strategies for Building DEEP Partnerships

## Establishing a Shared DEEP Mindset

**Prioritize** underserved communities and schools and position DE as a pathway for upward mobility and workforce development.

**Commit** to doing what is best for students (even if not expedient).

**Believe** in—and support—the potential of all students.

**Recast** high school CTE as a college degree pathway and expand college and career opportunities.



# Potential Costs and Incentives for Implementing DEEP Practices

Potential Costs	
Colleges	<ol style="list-style-type: none"><li>1. Direct investments in advising, instructor training, outreach/recruitment, program operations</li><li>2. Discounted tuition/fee revenue</li><li>3. Organization costs: personnel time for planning and management</li></ol>
K-12 Schools	<ol style="list-style-type: none"><li>1. Losing students—and funding—to colleges</li><li>2. Added burden on counselors; costs for coordination and outreach</li><li>3. Costs for transportation, books, other related expenses</li><li>4. Competition with AP, IB, and other advanced curriculum</li><li>5. Program competition between high school and college CTE offerings</li></ol>



# Potential Costs and Incentives for Implementing DEEP Practices

	Potential Incentives
<b>Colleges</b>	<ol style="list-style-type: none"><li>1. Declining enrollments among older students; open seats</li><li>2. Expanding the pool of potential college-going students after high school</li><li>3. Downstream benefits to retention, completion, and statewide performance funding by increasing yield of former DE students</li><li>4. Reputational benefits</li></ol>
<b>K-12 Schools</b>	<ol style="list-style-type: none"><li>1. Attracting students and families looking for college acceleration options</li><li>2. Can offer new and attractive programs in partnership with colleges</li><li>3. Improved student outcomes, particularly for underserved populations and schools</li><li>4. Gains in state performance reporting and funding</li></ol>

# Reflection and Table Discussion (10 minutes)

## Potential Costs & Potential Incentives

1. In your local context, what are the potential costs of a DEEP approach for:
  - a. postsecondary partners
  - b. K12 partners
1. In your local context, what are the potential incentives of a DEEP approach for:
  - a. postsecondary partners
  - b. K12 partners



# Conclusion

Sarah Griffin

**What did you  
think of today's  
workshop?**



A large, faint, light blue graphic of a lightbulb with a gear inside, centered in the background. The lightbulb has a hexagonal base and a semi-circle at the bottom. The gear is a smaller, darker blue circle with teeth.

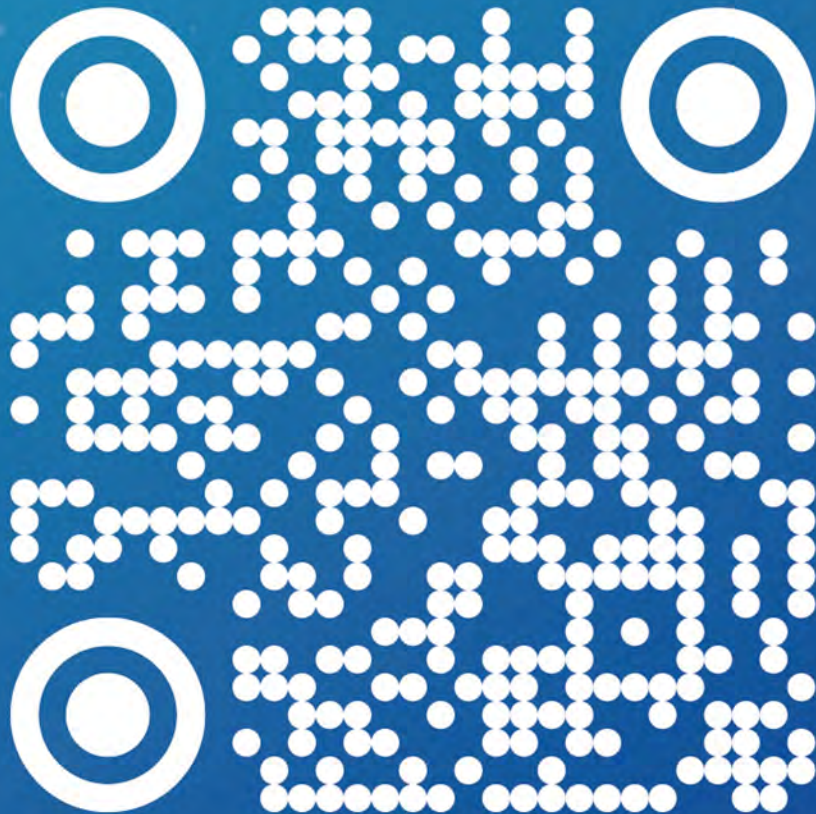
**What are your big takeaways from  
today's workshop?**



**What questions do you have?**

# DEEP@CCRC

Resources on dual enrollment  
equity pathways for K-12 and  
college practitioners.



## Thank you!

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Sarah Griffin, [sg3607@tc.columbia.edu](mailto:sg3607@tc.columbia.edu)