

# Rethinking Dual Enrollment as a Purposeful Pathway To College and Career Opportunity

Davis Jenkins

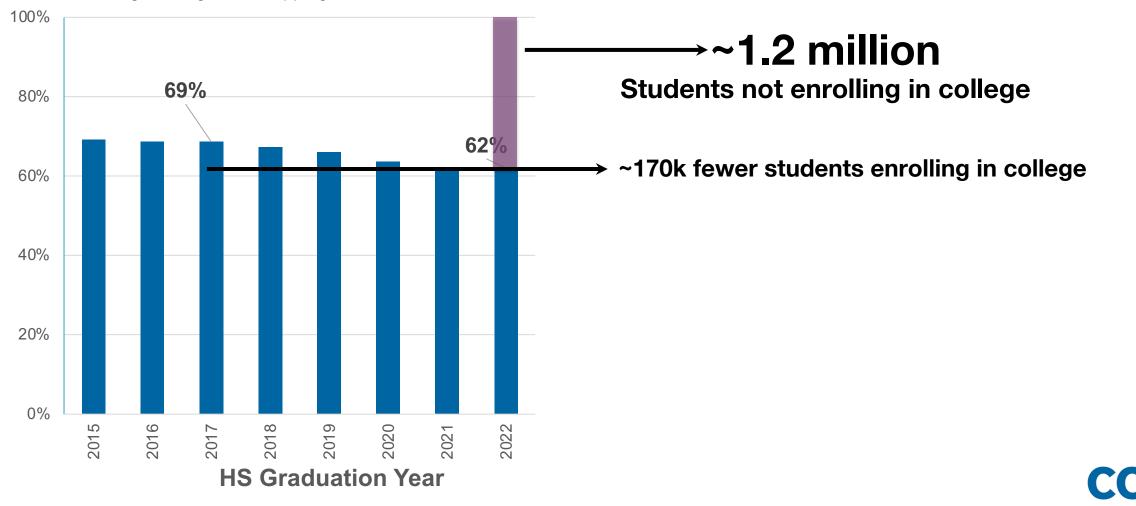
AACC Commission on College Readiness April 13, 2025

# Key Takeaways

- Conventional laissez-faire approach to dual enrollment (DE) has earned earned the monikers of "Programs of Privilege" and "Random Acts"
- DE has great potential but is currently underutilized as strategy to expand access to high-opportunity postsecondary pathways and increase post-hs community college enrollments
- Improvement is possible and essential to further expanding opportunity for students and building back enrollments for colleges

# **Challenge and Opportunity:** Declining College-Going Rates among HS Graduates

College-Going Rate dropping even **before** Pandemic



Digest of Education Statistics, Table 302.20

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

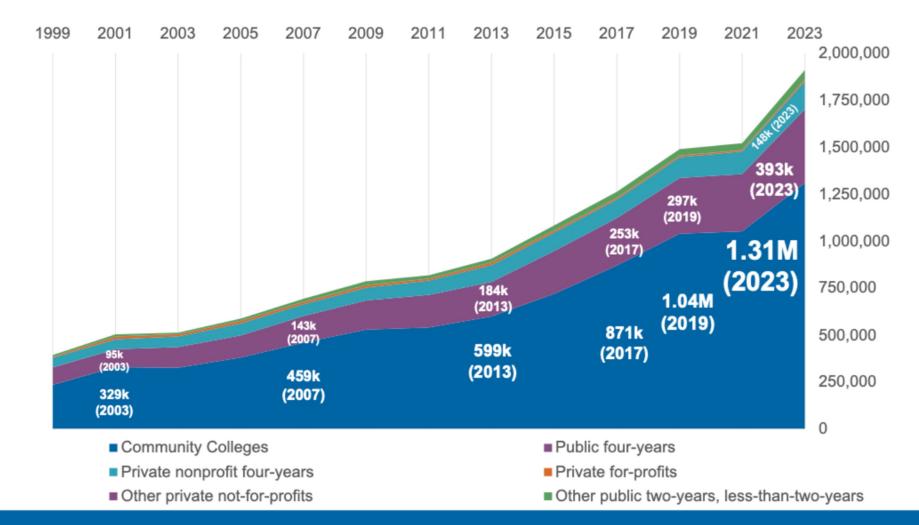
### **Dual Enrollment Counts by Postsecondary Sector in 2022-23**

	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

# Growth of Dual Enrollment 1999-2023 IPEDS Fall Enrollments

Fall Undergraduate Enrollments among Students Aged 17 or Younger



# Expansion of Dual Enrollment Concentrated at Community Colleges

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

Dual enrollment as a percent of

community college headcount 6% 57% 17% 41% 38% 27% 22% 23% 27% 57% 34% 24% 13% 15% 35% 15% 16% 44% 34% 18% 25% 17% 22% 52% 32% 17% 38% 25% 12% 29% 19% 32% 24% 22% 18% 16% 20% 26% 17% 24% 25% 21% 14% 23% 15% 14%

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

28%





How Many Students Are Taking Dual Enrollment Courses In High School? New National, State, and College-Level Data

Essays · John Fink · Monday, 26 August 2024



CCRC analysis of IPEDS Data

https://ccrc.tc.columbia.edu/easyblog/how-many-students-are-taking-dual-enrollmentcourses-in-high-school-new-national-state-and-college-level-data.html Dual Enrollment Racial/Ethnic Composition by College IPEDS 12-Month Undergraduate Headcount, 2022-23 AY Provisional Release, August 2024

Back to Summary

State Name College DE as % of Headcount 69,000 19% Wisconsin All · 0% Dual Enrollment of Undergraduate 0 10% Headcount Students - ----Sector (CCRC Recode) Sector (CCRC Recode) Community colleges Public four-years Private not-for-profit ... Private for-profits Other private not-for-... Wisconsi Race/Ethnicity American Indian or Al. Asian Black or African Ameri. Hispanic or Latino Native Hawaiian or Ot.. Race/ethnicity unkno.. Two or more races U.S. Nonresident Click/unclick to White filter © 2024 Mapbox © OpenStreetMap Statewide 59.000 0K 50K 100K OK 20K 40K 60K 50% 100% Gateway Technical College 7 327 University of Wisconsin-O. 6.333 Chippewa Valley Technical. 6.165 Northeast Wisconsin Tech. 5 2 4 4 4,294 Waukesha County Technic.. Fox Valley Technical Colle. 4.169 4,005 Milwaukee Area Technical. Madison Area Technical C. 3.653 University of Wisconsin-G.. 3.276 5K 0% 0K 10K 0K 2K 4K 6K Show by Gender Dual Enrollment DE by Race/Ethnicity % of Total Dual Enrollment

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Teachers College, Columbia University



### How Many Students Are Taking Dual Enrollment Courses In High School? New National, State, and College-Level Data

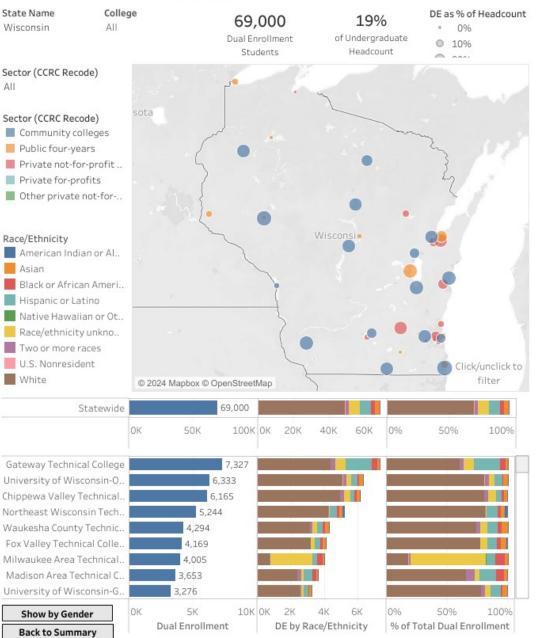
Essays · John Fink · Monday, 26 August 2024

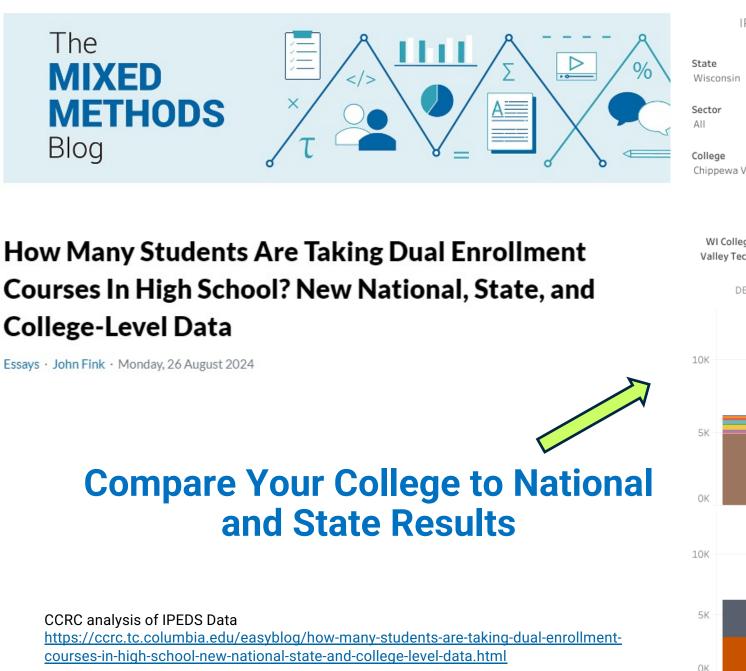
### Click on Your College to Filter the Results

CCRC analysis of IPEDS Data

https://ccrc.tc.columbia.edu/easyblog/how-many-students-are-taking-dual-enrollmentcourses-in-high-school-new-national-state-and-college-level-data.html Dual Enrollment Racial/Ethnic Composition by College IPEDS 12-Month Undergraduate Headcount, 2022-23 AY CCRC COMMUNITY COLLEGE RESEARCH CENTER Teachers College, Columbia University

Provisional Release, August 2024



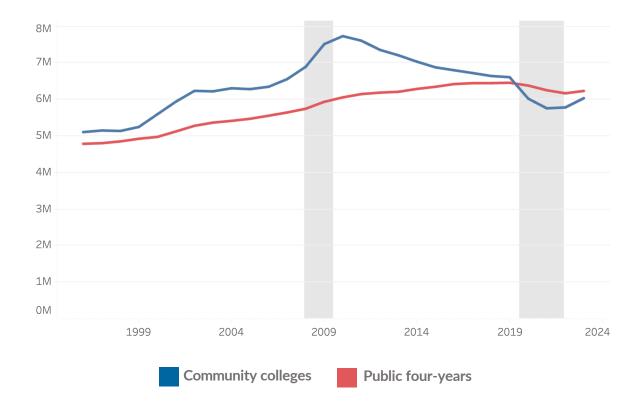




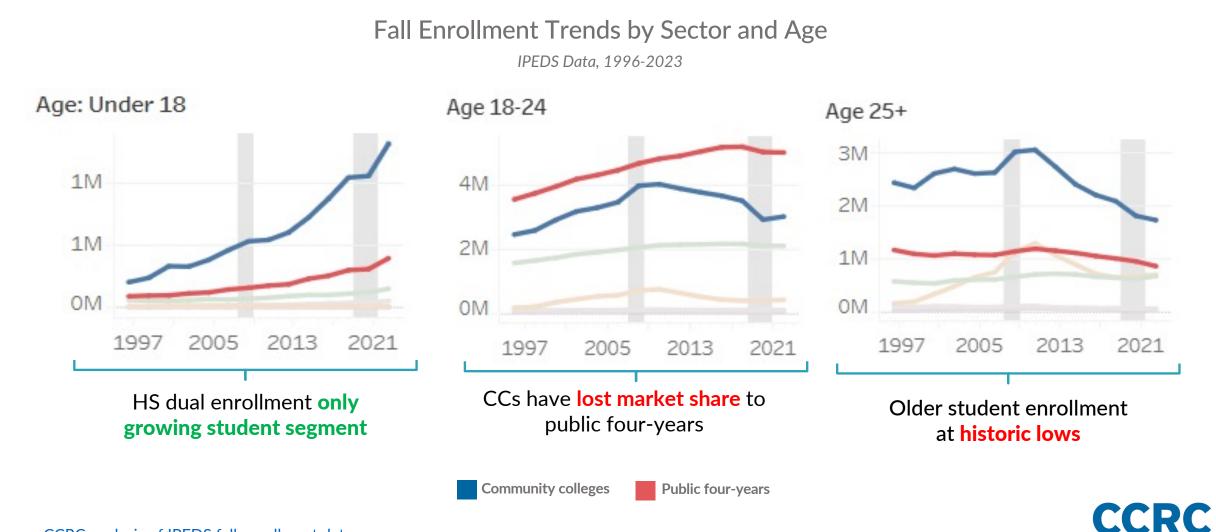
Dual Enrollment: Postsecondary Enrollment among

### Community college enrollment decline **Financial uncertainty**

Fall Enrollment Trends by Sector, All Undergraduates IPEDS Data, 1996-2023



### Community college enrollment decline **Financial uncertainty**





# **Evidence on the dual enrollment benefits**

Strong research base on the benefits of dual enrollment

- Experimental research finds strong high school and college success effects for underrepresented students of participating in ECHSs (What Works Clearinghouse, 2017)
- DE course-taking can benefit students who are falling behind in HS (Lee & Villarreal, 2022).
- Increase college application (Liu et al., 2022).
- Boost Black & Hispanic student entrance and persistence in STEM (Minaya, 2021).

Yet, **post-HS college outcomes vary greatly across and within states** (Velasco et al., 2024)



The Postsecondary Outcomes of High School Dual Enrollment Students: A National and State-by-State Analysis REPORT | OCTOBER 2024

The Postsecondary Outcomes of High School Dual Enrollment Students A National and State-by-State Analysis

Tatiana Velasco | John Fink | Mariel Bedoya | Davis Jenkins Community College Research Center



Tatiana Velasco, John Fink, Mariel Bedoya, & Davis Jenkins October 2024







Within the first year post high school, 81% of students enrolled at a postsecondary institution.

Four in every five dual enrollment students went directly to college after high school

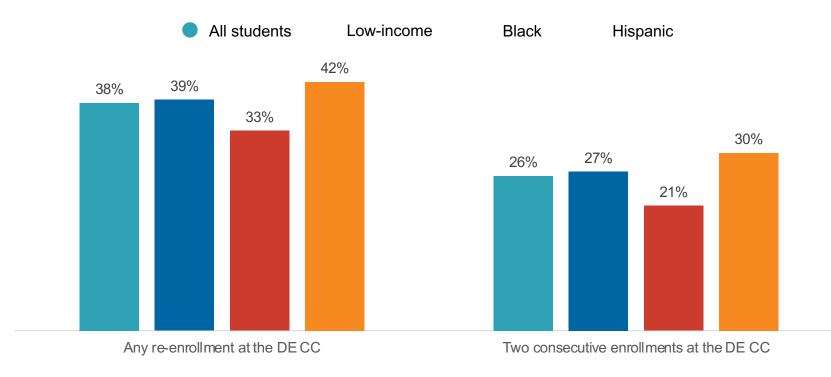
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Within the first year post high school, 81% of students enrolled at a postsecondary institution. 50% enrolled at a four-year institution, and 31% at a community college

Half of dual enrollment students went directly to a four-year institution.

More than a third of community college dual enrollment students returned for at least one term to the same community college in the first year after high school and about a quarter enrolled for at least two consecutive terms.

#### Community college dual enrollees re-enrollment within one year post high school



Students who took dual enrollment courses in high school have higher degree completion rates than students who did not



**50%** of the DE students who went to college completed a credential within four years



44%

of non-DE

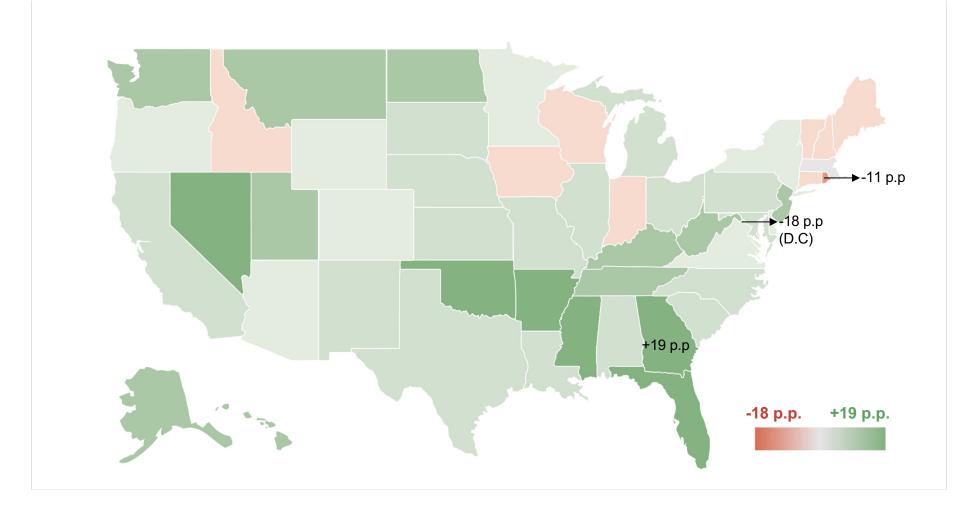
four years

students ages

18-20 completed

a credential within

In 41 states, DE was associated with higher college completion rates, and in 16 states, DE students showed double-digit higher completion rates.



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# Dashboard with State-by-State Results



#### **State Findings: Dual Enrollment Student Outcomes**

#### By Daniel March, John Fink & Tatiana Velasco

Introduction State Overview Compare States DE and Non-DE Outcomes Bachelor's Degree Fields

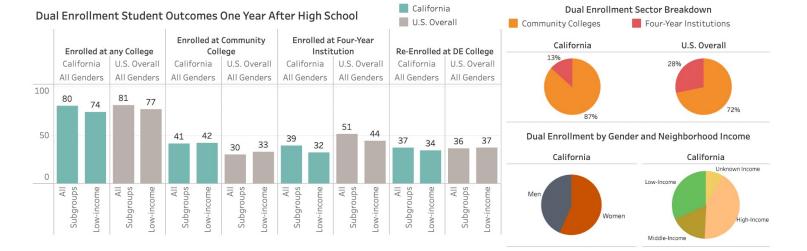
#### Go to Introduction

#### Examine Your State's Dual Enrollment Outcomes

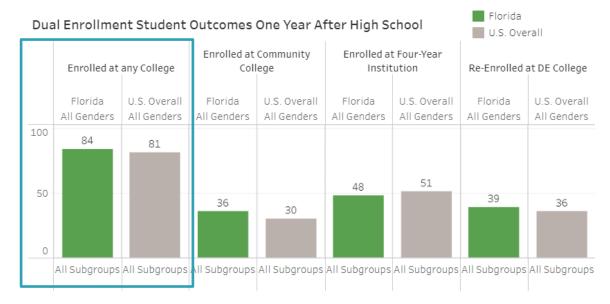
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The Postsecondary Outcomes of High School Dual Enrollment Students: A National and State-by-State Analysis

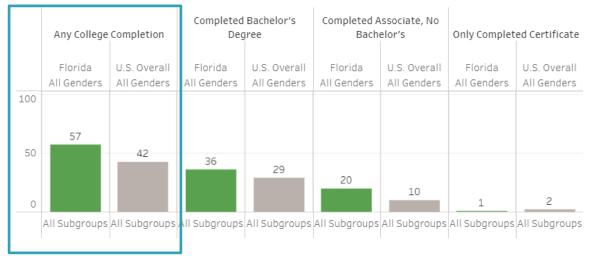
Select State to Compare Nationally	Show National Comparison		Dual Enrollment Sector		Subgroup Selection	Gender	
California 🔹	(AII)	•	Total	•	(Multiple values) 🔹	All Genders	•

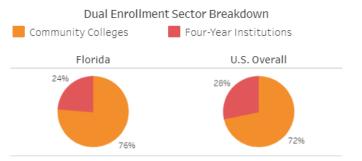


### How does Florida compare to national benchmarks?



#### Dual Enrollment Student Outcomes Four Years After High School

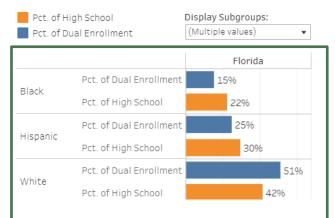




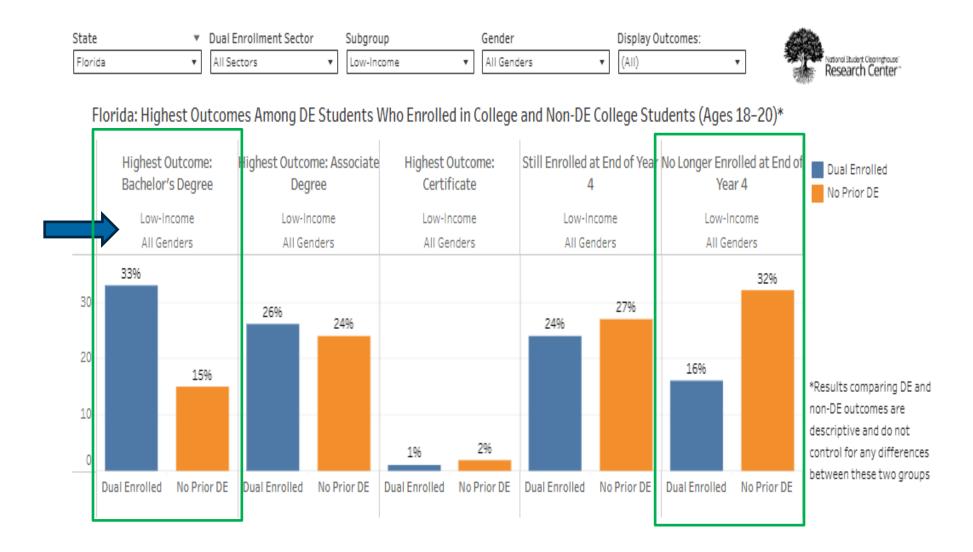
Dual Enrollment by Gender and Neighborhood Income



Racial/Ethnic Representation in Dual Enrollment 2015-16 CRDC Data



### How do outcomes between DE and non-DE students differ in Florida? Spotlight on Low-Income Students



### How are Practitioners Rethinking DE as an On-Ramp to Career-Connected Postsecondary Pathways?

Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree

The DEED model even

access to dual enrollment

and redesigns offerings an

upports so that student

degree program directly after high school.

for underserved studen

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Bu John Fink and Davis Jenkin

HERS COLLEGE, COLUMBIA UNIVERSIT

**Program After High School** 

In this report, we present a model for rethinking dual enrollment—through which

over 1.5 million high school students take courses for college credit each year—as a more equitable on-ramp to college degree programs that prepare students to secure well-paying, career-path employment in their 20.5. We describe emergent efforts by early adopter institutions of whole-college guided pathways reforms to examal access to dual enrollment for students from errous underrorestent

college and to redesign dual enrollment offerings and supports so that students can more readily pursue a postsecondary degree program in a field they are

interested in directly after high school. This model, which we call dual enrollment equity pathways (DEEP), reflects a change in mindset from colleges' and high schools' conventional approach to dual enrollment. Conventional dual enrollment

programs are sometimes described as "programs of privilege" because of uneven

We present a conceptual model for DEEP and cite research to support its four main areas of practice: (1) outreach to underserved students and schools: (2) alignment

exploration, advising, and planning; and (4) high-quality college instruction and academic support. It is worth noting that DEEP practices reflect the curricular coherence and holistic supports evident in early college high schools, which

to college degrees and careers in fields of interest; (3) early career and academic

research has shown to be effective in increasing college-going and completion among students from underrepresented groups. The DEEP approach applies

these elements to the much more common à la carte form of dual enrollment coursetaking, with the potential to benefit hundreds of thousands of students each year. We conclude by pointing to growing incentives and opportunities for colleges, schools, and state systems to implement DEEP practices at scale and by

access and barriers to participation or as "random acts" because of insufficient

ntentionality (and advising) in terms of how the coursework can fit into

econdary pathways aligned to students' interests

identifying costs associated with DEEP implementation



A Guide to Equitable Acceleration for Students



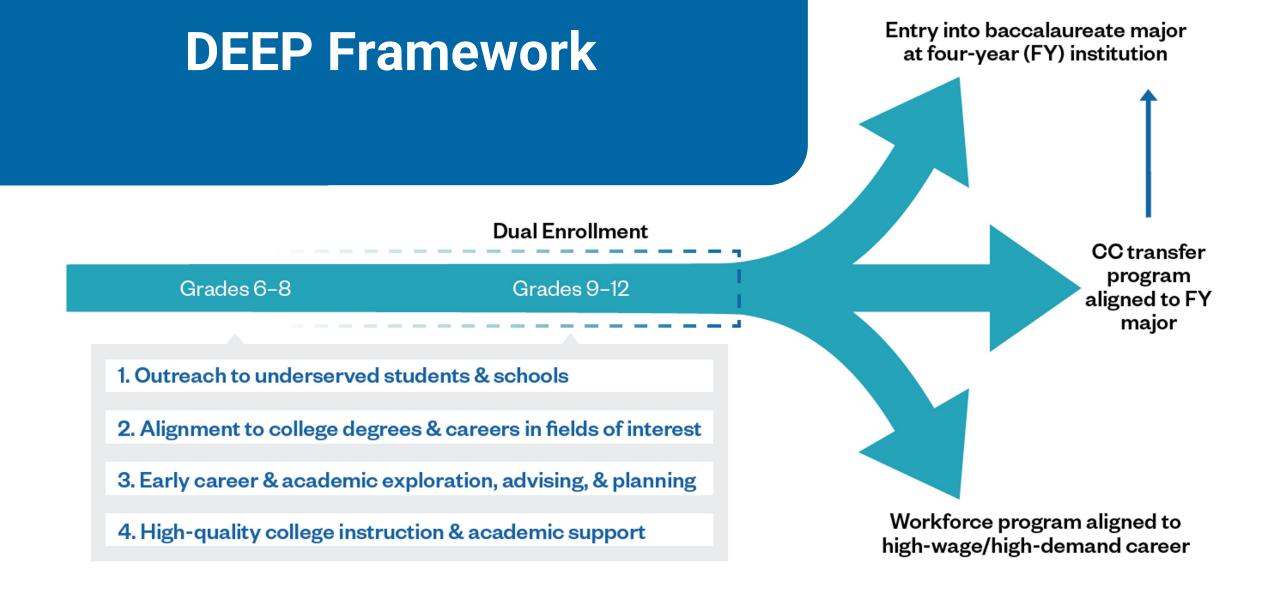
The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students (October 2020) Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School (October 2023) DEEP Insights: Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity (October 2023)



# Insights

Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity

John Fink Sarah Griffin Aurely Garcia Tulloch Davis Jenkins Maggie P. Fay Cat Ramirez Lauren Schudde Jessica Steiger



## 1

#### 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.

### 2

Align DE course offerings to college degrees and careers

- Inventory current DE offerings.
- Map DE offerings to college degree programs in fields of interest.
- Embed DE offerings in career-connected high school programs.

### 3

#### Advise students to explore interests and develop plans

- Use DE to showcase college programs and support exploration.
- Help students develop a college program plan and provide checkpoint advising.
- Coordinate advising roles across sectors.

### 4

#### Support students by delivering high-quality instruction

- · Scaffold coursework and frontload supports.
- Respond quickly when students are struggling.
- · Provide additional, structured support for online classes.
- · Support DE instructors and monitor quality.

# **DEEP Practices**



# **Rethinking DE as a Purposeful Pathway**

Conventional Approach: "Programs of Privilege" and "Random Acts"

- Primarily students who are already headed to university after HS
- Primarily gen eds, whatever is easy to offer based on annual teacher availability
- Grow if there are more students who are academically qualified and quality standards can be maintained
- Ad hoc, as needed, if students reach out for help
- Low-cost, low-revenue: Fewer staff required, lower instructional costs, lower yield rates leads to lower revenues

#### DEEP Approach: DC as a Trailhead to Career-Path Degree Programs

- All students, especially those who might not otherwise attend college
- Foundational coursework (including gen eds) aligned to college degree programs in fields of interest to students and communities
- Cast a wider net, assume all students will struggle and need supports. To grow, keep standards high, broaden access, and increase student supports
- Unavoidable, frontloaded to early coursework, collegeprovided advising to explore degree options and create an individualized plan
- 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

Who is it designed for?

What courses are offered?

Philosophy on growth

Student advising and supports

**Business model** 

Teachers College, Columbia University

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Recent CCRC analysis found that dual enrollment can be financially viable even for colleges that offer it at a discount (or at no cost), if colleges can motivate more of these students to enroll in their colleges after high school (especially those who might not otherwise go to college).



How Can Community Colleges Afford to Offer Dual Enrollment College Courses to High School Students at a Discount?

Essays · Multiple Authors · Monday, 13 February 2023



By Clive Belfield, Davis Jenkins, and John Fink

Dual enrollment of high school students in college courses has grown in popularity as a way to get a jump on college. Community colleges, which have long offered the majority of dual enrollment courses, have responded by expanding offerings. Between fall 2011 and fall 2021, the number of high school students taking courses through community colleges nearly doubled, increasing by some 510,000, even as enrollment by post-high school students dropped by over 2.3 million. Dual enrollment students now account for nearly one in five community college





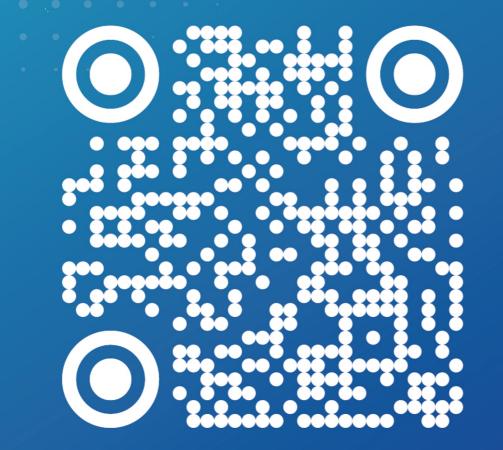


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Source: CCRC analysis of IPEDS enrollment data by sector.

https://public.tableau.com/app/profile/john.fink/viz/UndergraduateEnrollmentTrendsbySector/Summary?publish=yes

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



# Thank you!

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Harvard Education Press **CCRC** COMMUNITY COLLEGE RESEARCH CENTER Teachers College, Columbia University

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FOREWORD BY Kay M. McClenney