



Lights, Camera, Outcomes! Opportunities to Maximize the Impact of Dual Enrollment

Tatiana Velasco, Ph.D. – Community College Research Center

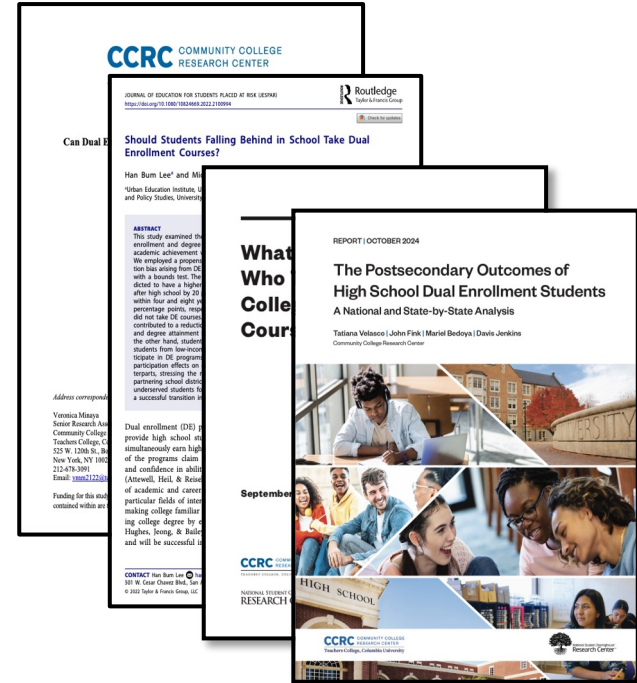
Rachel Yang Zhou, Ph.D. – Public Policy Institute of California

Evidence on the effects of dual enrollment

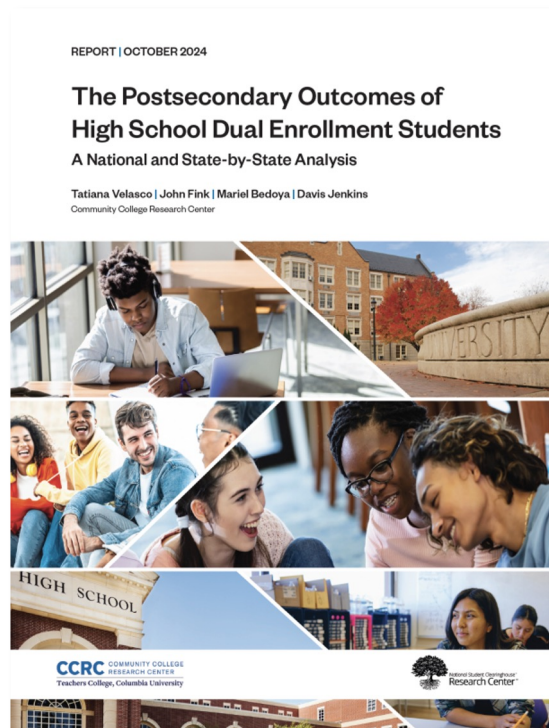
Increasing descriptive and quasi-experimental evidence for dual enrollment

- DE can benefit students who are falling behind in HS (Lee & Villarreal, 2022).
- Increase college application (Liu et al., 2025).
- Boost Black & Hispanic student entrance and persistence in STEM (Minaya, 2021).

Substantial state and institutional variation in post-HS college outcomes among former DE students



We examine national and state-by-state postsecondary outcomes of DE students who started in the fall 2015



[Go to Introduction](#)

Examine Your State's Dual Enrollment Outcomes

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

Select State to Compare Nationally
U.S. Overall

Show National Comparison
All

Dual Enrollment Sector
Total

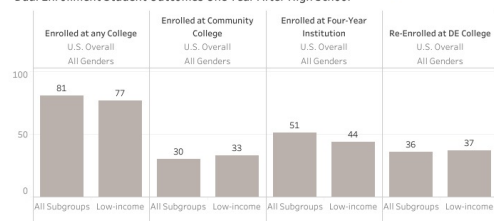
Subgroup Selection
Multiple values

Gender
All Genders

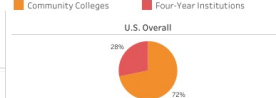
CCRC COMMUNITY COLLEGE RESEARCH CENTER
Teachers College, Columbia University

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David Banks, Co-Director

Dual Enrollment Student Outcomes One Year After High School



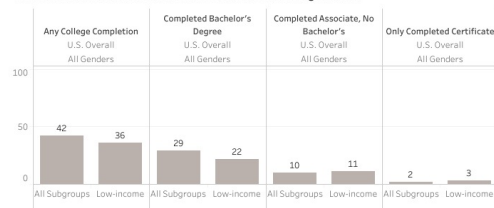
Dual Enrollment Sector Breakdown



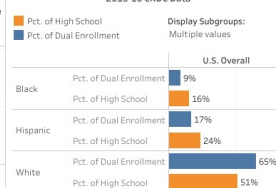
Dual Enrollment by Gender and Neighborhood Income



Dual Enrollment Student Outcomes Four Years After High School



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



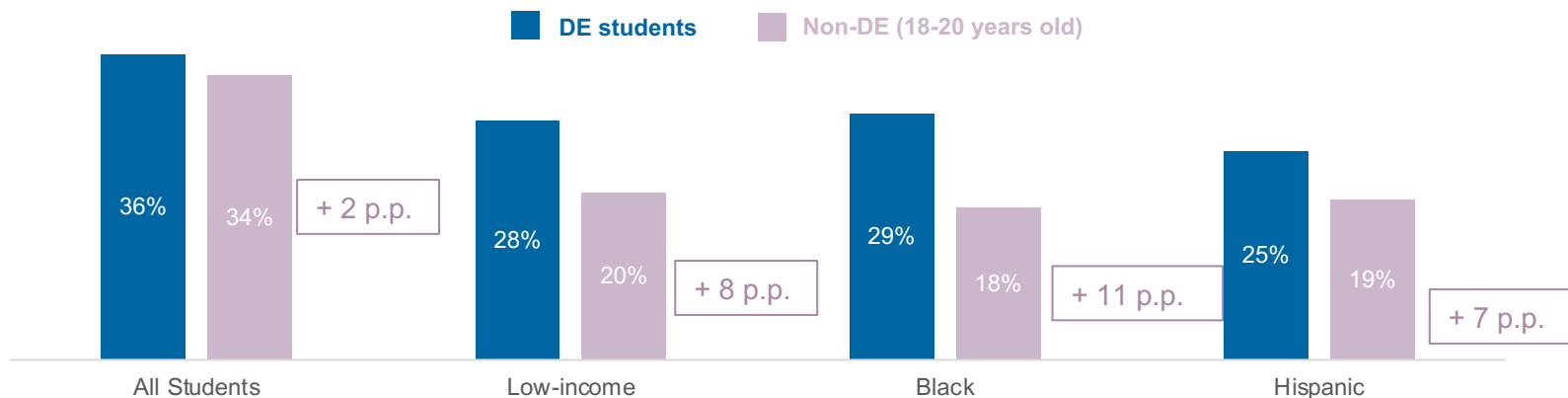
*29% completed a bachelor's
10% completed an associate
2% completed a certificate*



42% of dual enrollment students completed a credential within four years after high school

Dual enrollment students complete college at high rates, but there are gaps in outcomes.

Bachelor's completion rate (within four years) by DE students who enrolled in a college within first year after high school and by non-DE (18–20) students



Making Gains in Math and English through Dual Enrollment in California

2025 NACEP National Conference

Rachel Yang Zhou, Olga Rodriguez, Hoyun Kim,
Laura Hill, Daniel Payares-Montoya, Eric Assan



Supported with funding from the Gates Foundation and the California Community Foundation



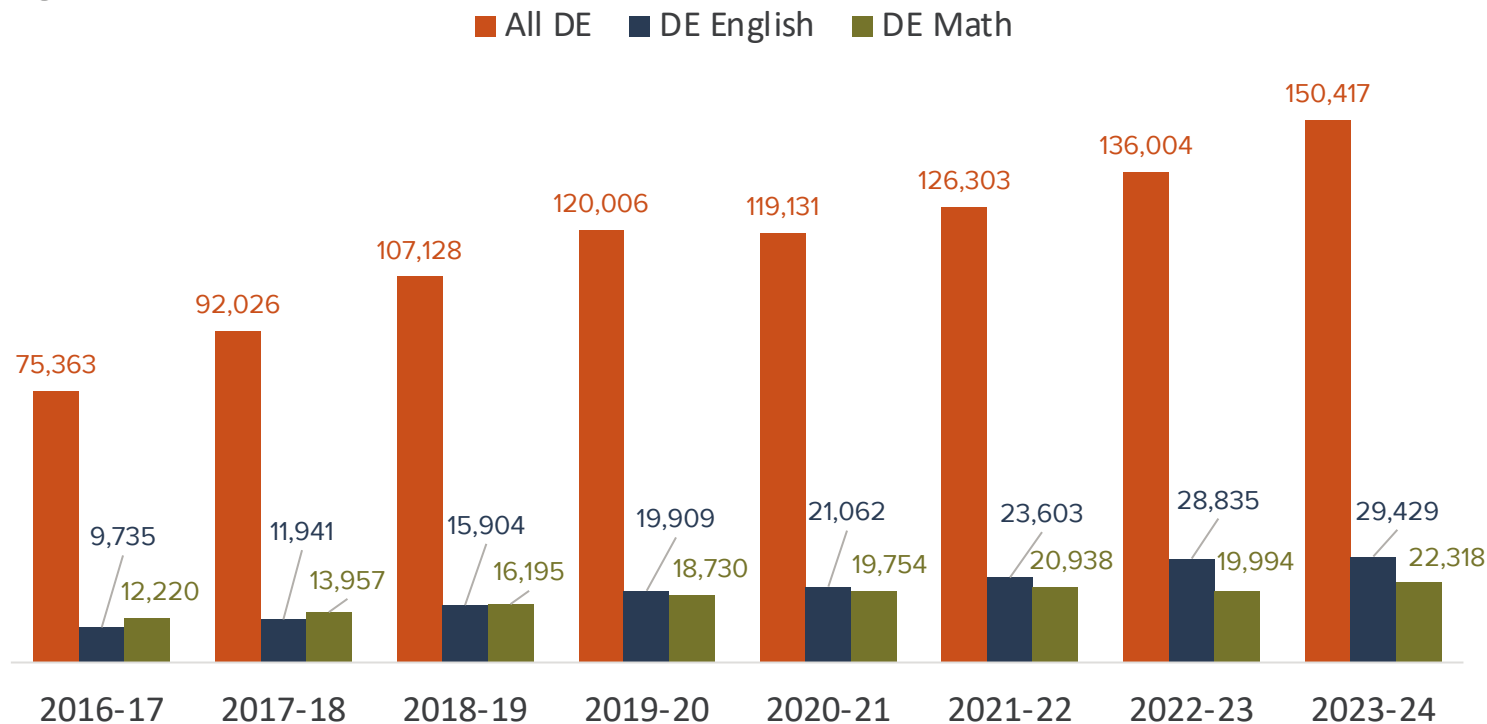
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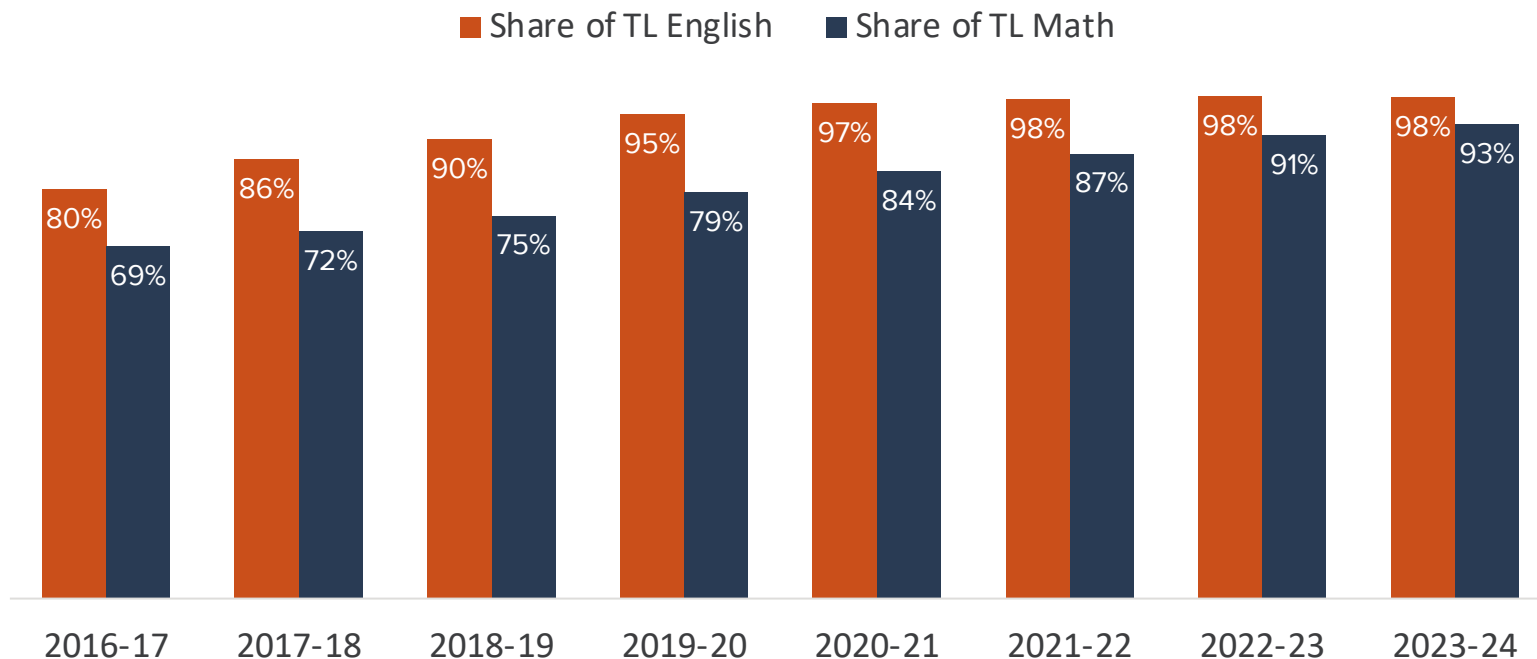
Motivation

- Legislation, investments, and policy and advocacy efforts support dual enrollment (DE) growth in California.
- DE leads to strong outcomes in high school and college.
- DE gives students greater access to core subjects like English and math.

Greater numbers of students are taking DE English and math

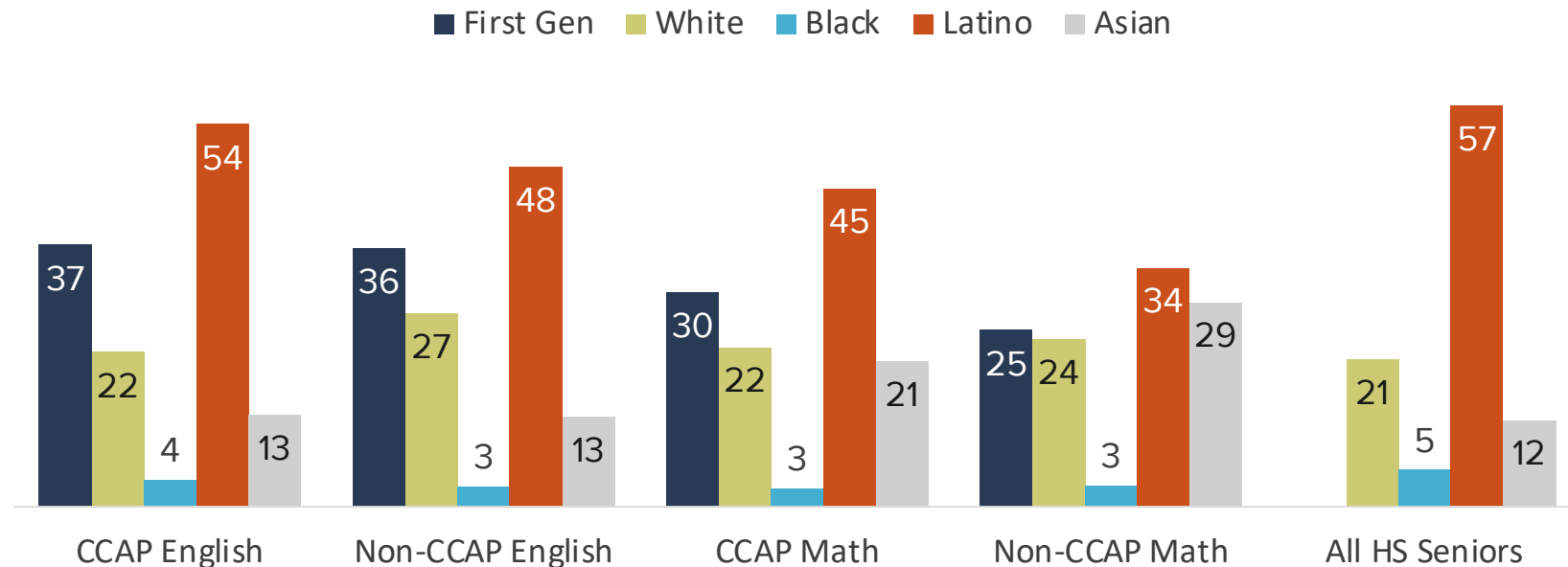


For English and math, most dual enrollees take transfer-level courses



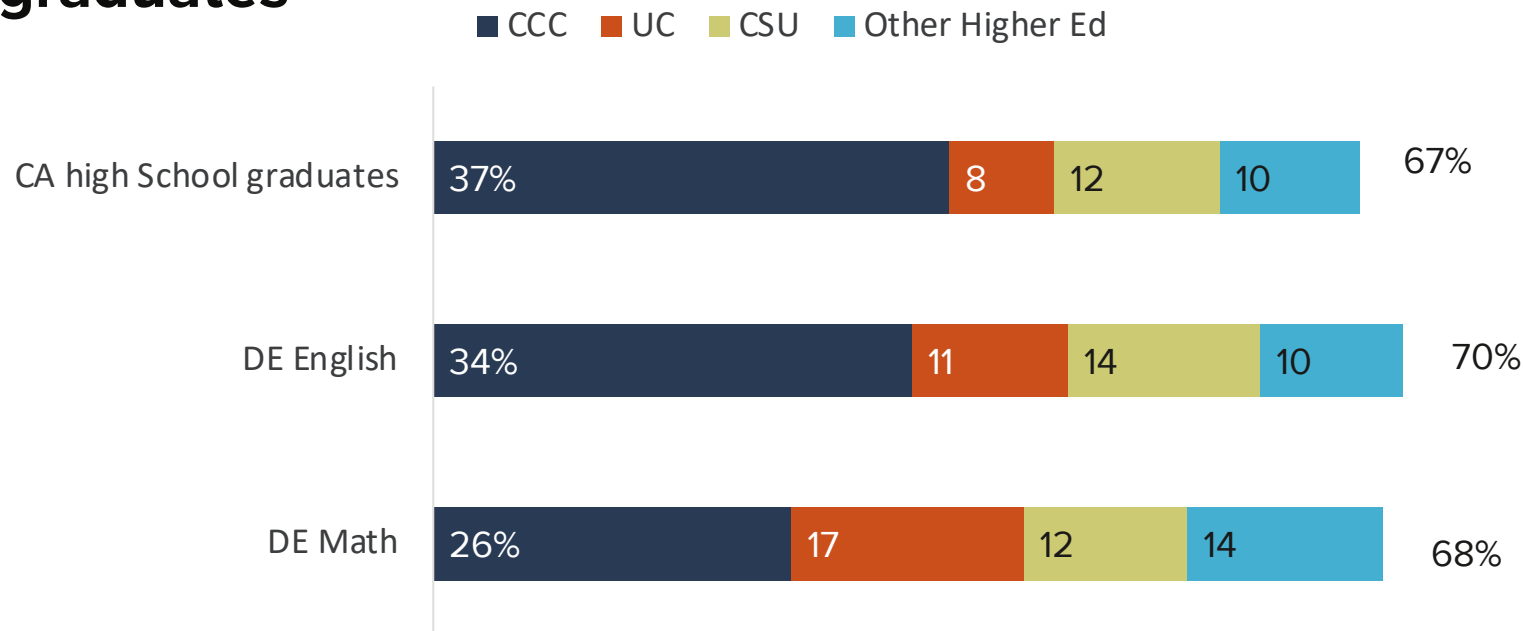
CCAP improved equity among underserved student groups

Percent



CCAP= College and Career Access Pathways

English and math dual enrollees have higher college-going rates than all CA high school graduates

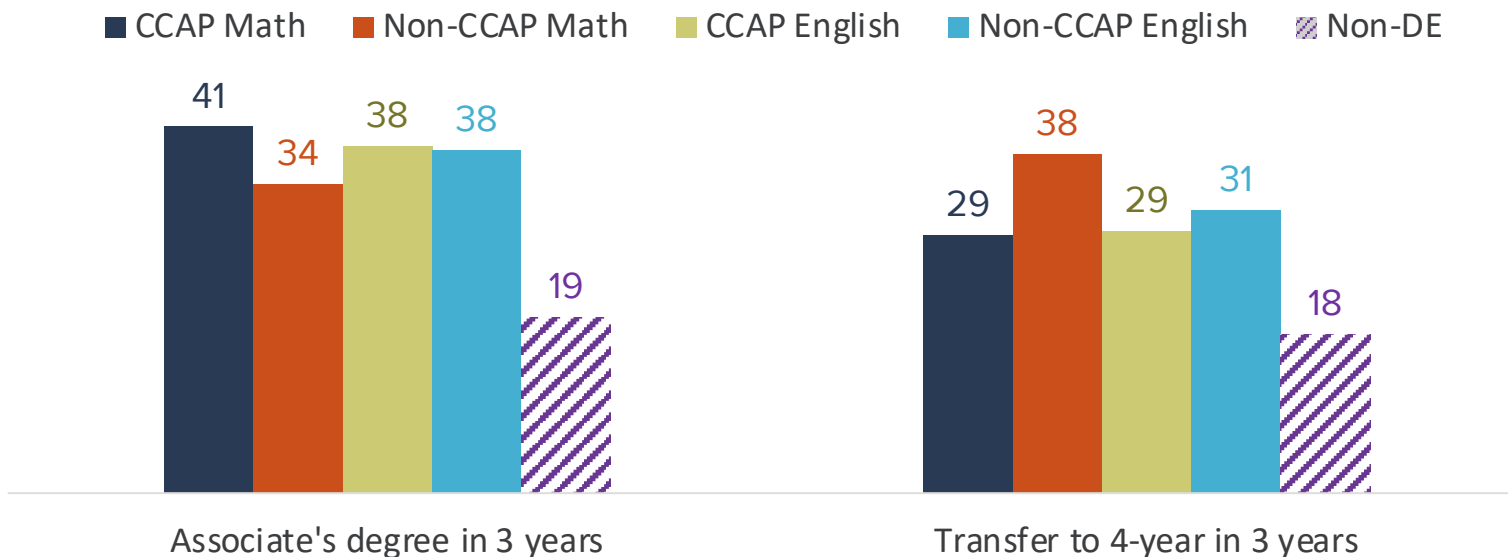


English and math dual enrollees have greater success in community college

- English and math dual enrollees show stronger early momentum.
- English and math dual enrollees show better performance by their first college year.

English and math dual enrollees achieve better degree/transfer outcomes at community college

Percent



Opportunities with implementing DE English & math

- Policy reforms in remedial education changed how community colleges offer DE courses.
- CCAP shaped clearer DE pathways and expanded access to underserved regions with more support, especially for math.
- Campuses identified ESL students as a largely untapped population for DE.

Challenges with implementing DE English & math

- Alignment between community colleges and high schools
- Variation in student recruitment and implications for access and success
- Distinctions between DE and alternatives, as well as ESL and English courses

Recommendations

- Use academic resources and invest in high school-college partnerships to support success
- Facilitate collaboration between high school and college instructors
- Share data to maximize efficacy and efficiency
- Expand access to transfer-level DE ESL

Notes on the use of these slides

These slides were created to accompany a presentation. They do not include full documentation of sources, data samples, methods, and interpretations. To avoid misinterpretations, please contact:

Rachel Yang Zhou (zhou@ppic.org)

Thank you for your interest in this work.



DE Math Report

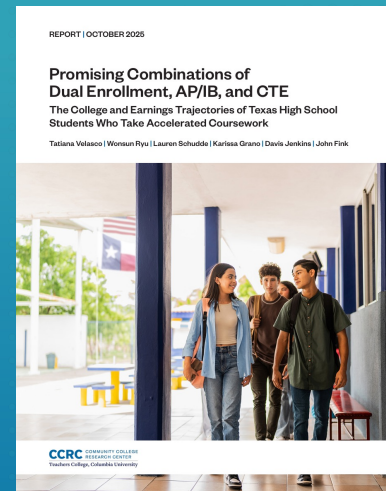


DE English/ESL Report

Promising Combinations of Dual Enrollment, AP/IB, and CTE

The College and Earnings Trajectories of Texas High School Students Who Take Accelerated Coursework

Tatiana Velasco, Ph.D.



With the support of



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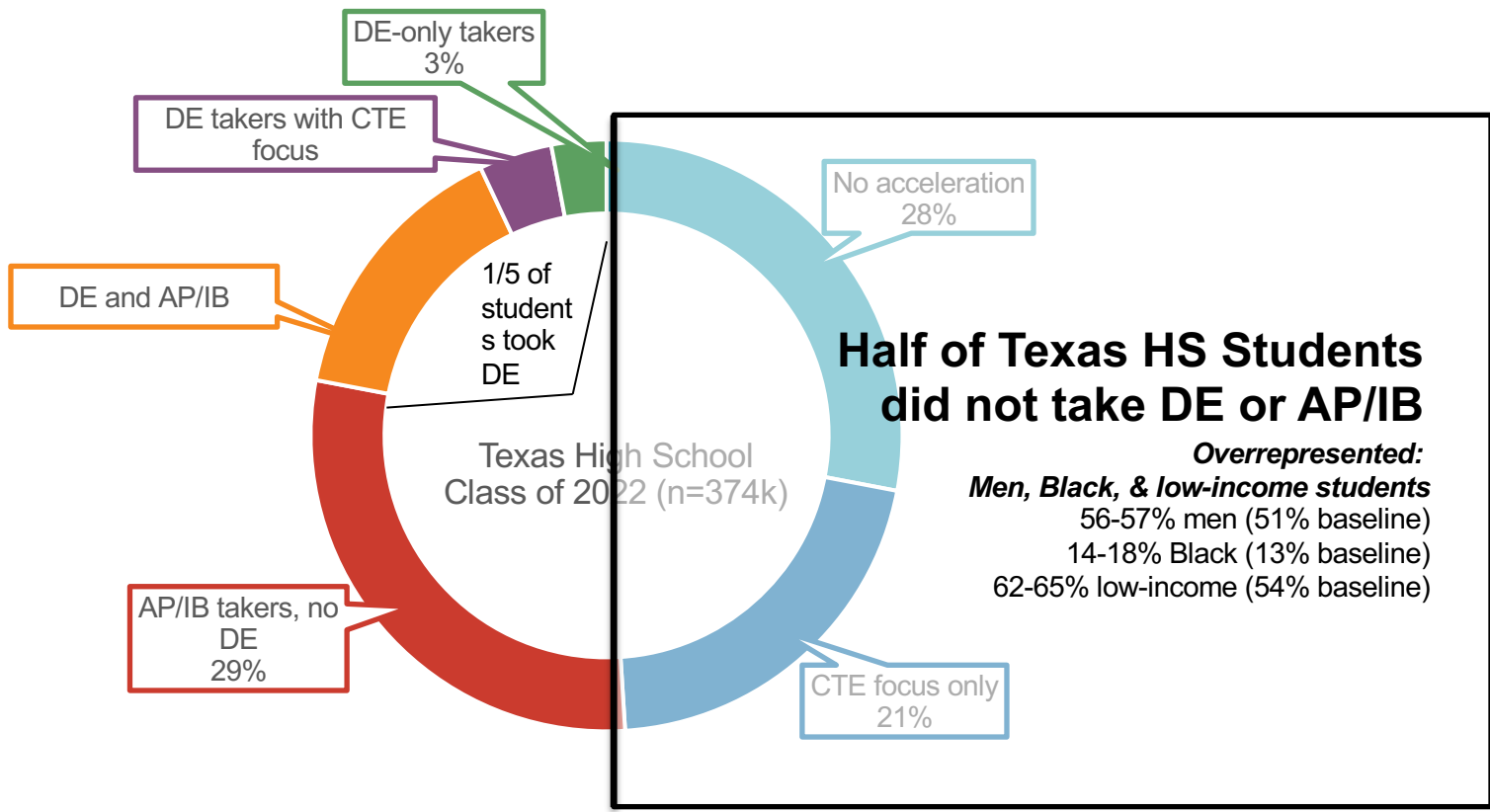
High school students have access to diverse college-and-career accelerated coursework options, and prior research shows these can lead to different outcomes post-high school.

Profile name	Accelerated Coursework		
	Attempted		
	DE (1+ course attempted)	AP/IB (1+ course attempted)	CTE focus (10+ courses attempted)
DE-only takers	X		
DE takers with CTE focus	X		X
DE and AP/IB takers	X	X	Some
AP/IB takers, no DE		X	Some
CTE focus only			X
No acceleration			

Texas Public High School Students

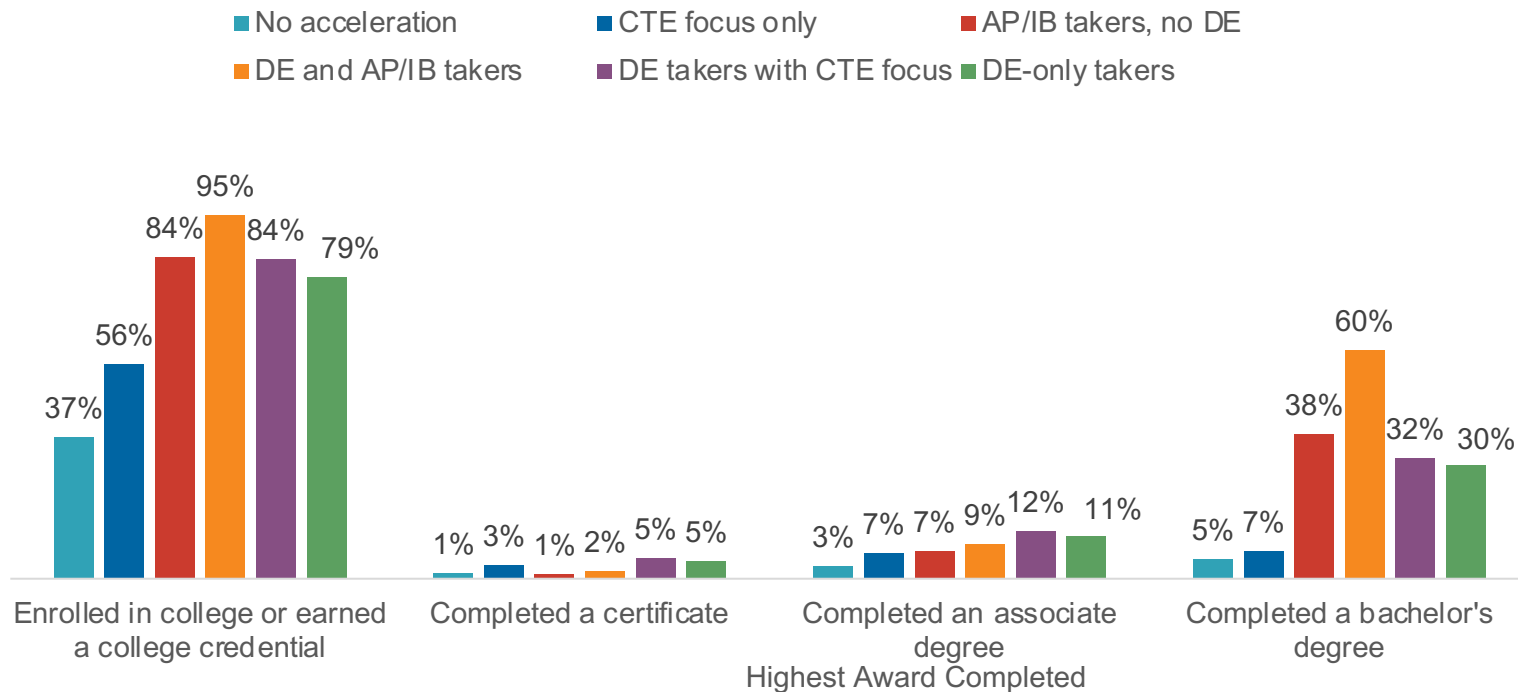
- Cohorts expected to graduate in 2015–16 and 2016–17
- Tracked college attainment and earnings up to 6 years after high school

Promising Combinations, Untapped Potential



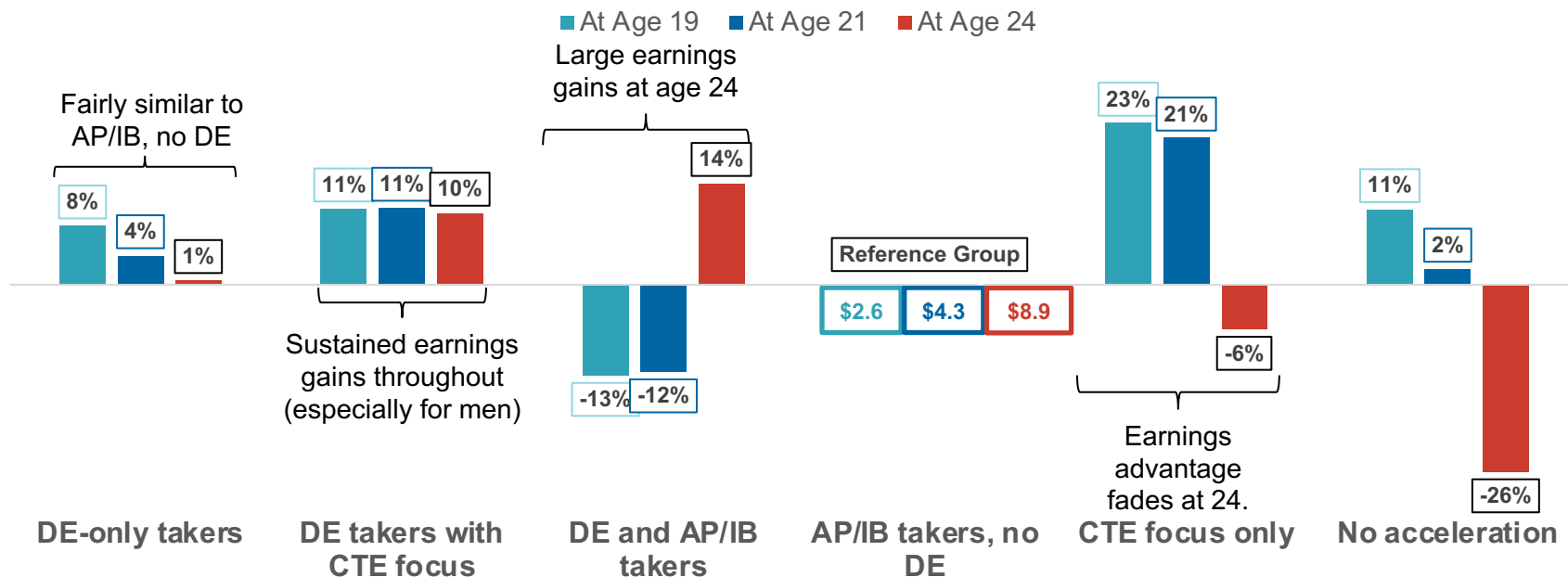
Students who took college-and-career accelerated coursework have high postsecondary attainment by age 24, especially when combined with DE.

College Enrollment and Highest Postsecondary Attainment Among Texas Public High School Students by Age 24



DE in combination with other accelerated coursework is associated with significant earnings gains by age 24

Regression-adjusted Differences in Quarterly Earnings by Coursetaking Profiles



Regression-adjusted estimates of the average quarterly earnings by each age group. All estimates are in reference to “AP/IB takers, no DE” earnings. Controls: gender, race, income background, TAKS test scores, student ranking, and high school characteristics.

Recommendations for Policy and Practice



Expand Dual Enrollment (DE) participation.



DE can complement AP/IB offerings.



Expand access to DE for CTE students.



Expanding access to DE is not enough.

Thanks!