

Redesigning Dual Enrollment to Support What Students Want

Aurely Garcia Tulloch & CCRC's Dual Enrollment Student Advisory Panel

October 1, 2025 | CCRC Webinar

Today's Discussion

Overview of Dual Enrollment & the Student Experience



- Why DEEP?
- What Do Dual Enrollment Students Want

Conversation with CCRC's Dual Enrollment Student Advisory Panel

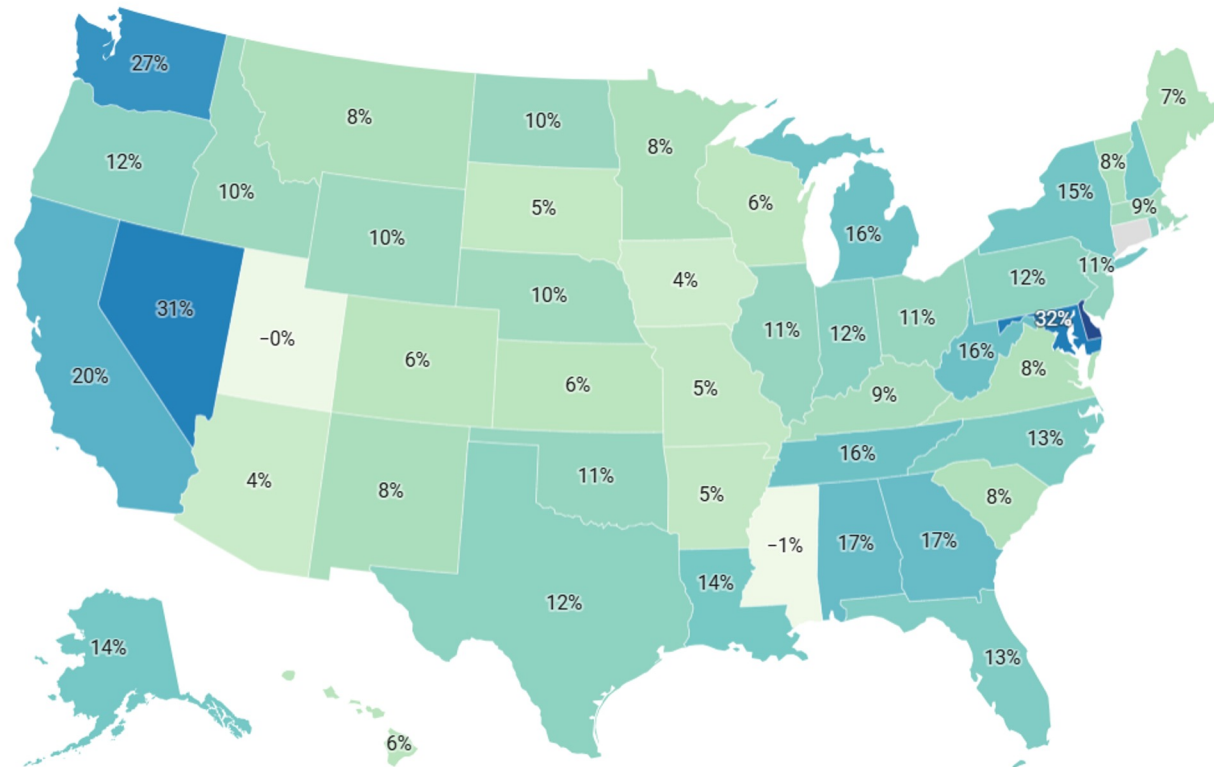


Thank you for joining us!

Dual enrollment is big, growing, and especially important for community colleges

One-Year Growth of Dual Enrollment, 2022-23 to 2023-24

Change from AY2022 to AY2023
-1% 44%

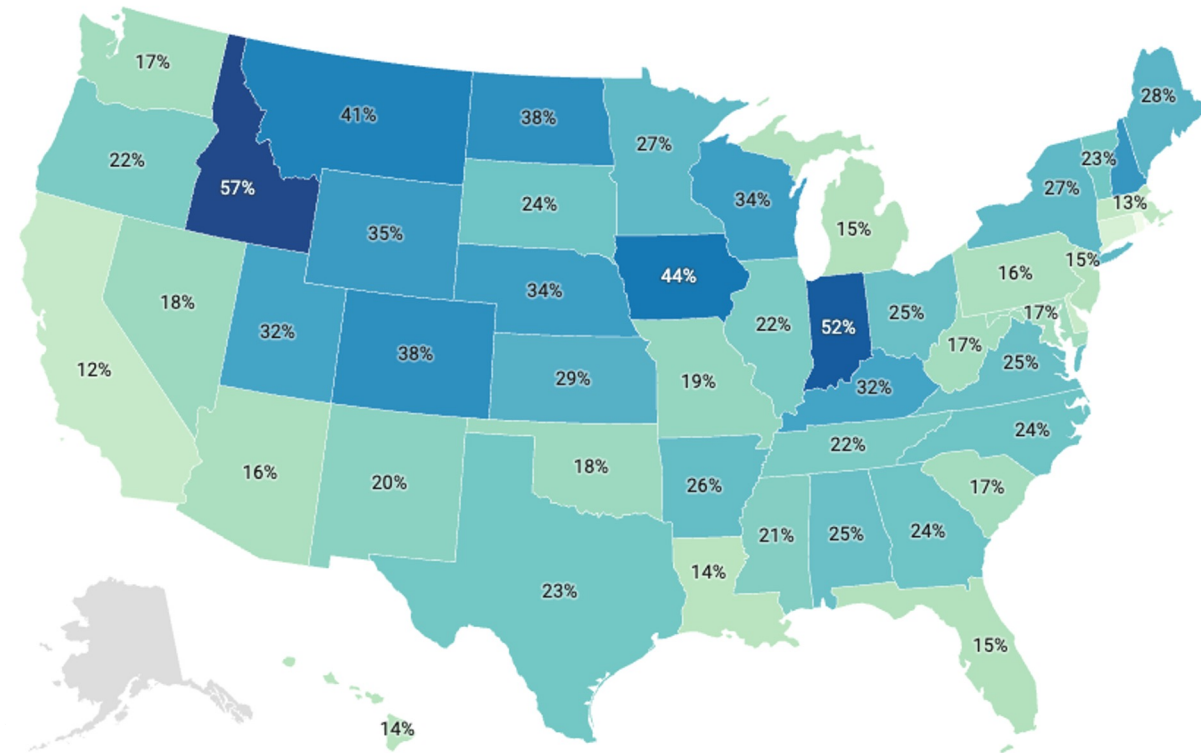


Connecticut excluded from this analysis due to known issues with underreporting in AY2022 that appear to be corrected in AY2023

[Get the data](#) • Created with [Datawrapper](#)

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

Dual enrollment as a percent of
community college headcount
6% 57%



CCRC analysis of IPEDS Data

<https://ccrc.tc.columbia.edu/easyblog/how-many-students-are-taking-dual-enrollment-courses-in-high-school-new-national-state-and-college-level-data.html>

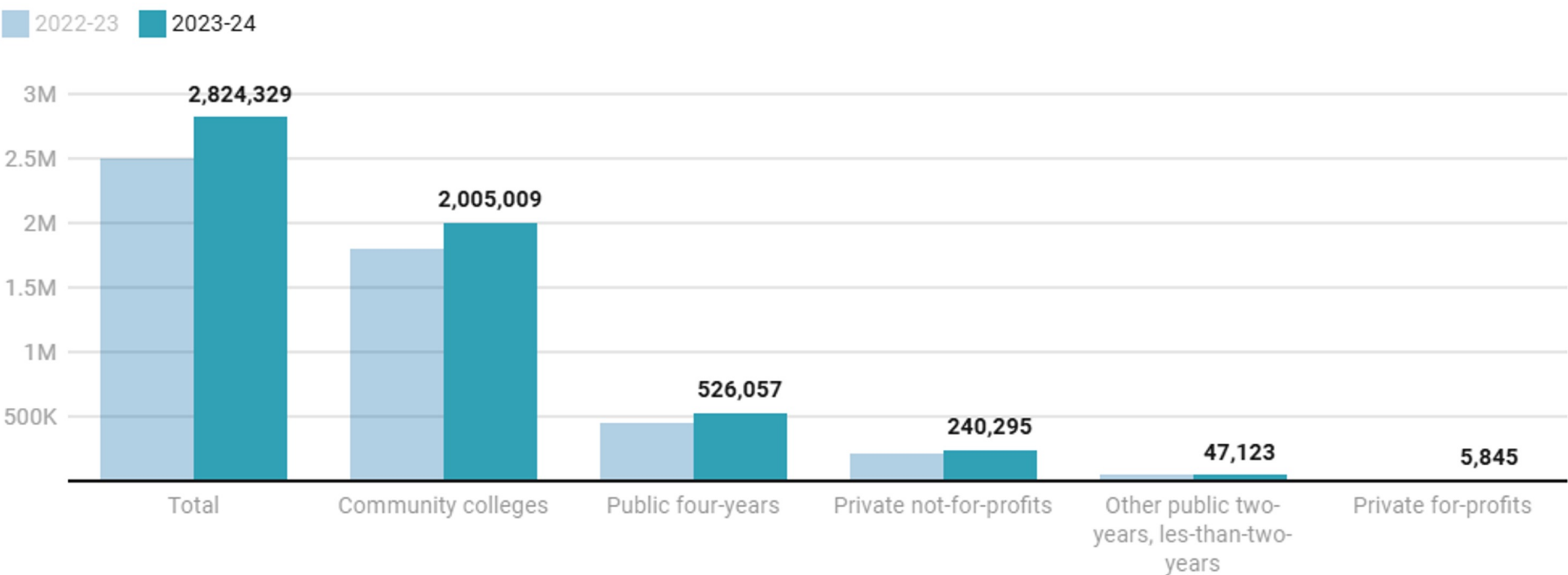
<https://ccrc.tc.columbia.edu/easyblog/high-school-dual-enrollment-grows.html>

CCRC

Dual enrollment is big, growing, and especially important for community colleges

High School Dual Enrollment Grows to 2.8 Million

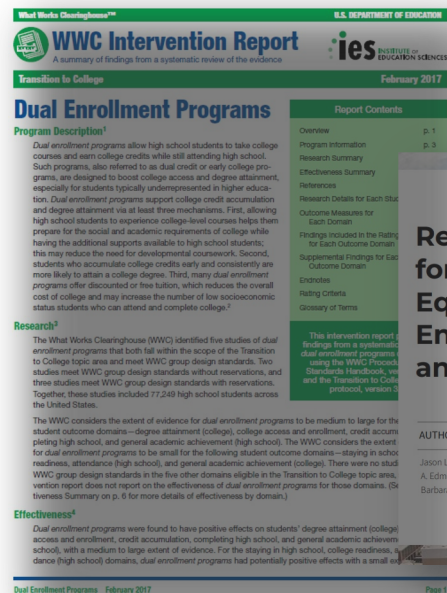
Community Colleges Provide 71% of Dual Enrollment Nationally



IPEDS 12-Month Enrollment Survey
[Get the data](#) • Created with [Datawrapper](#)

Strong research base showing that DE works as a lever for expanding college access & attainment

+ DE benefits Black, Latino, low-income and other priority groups



Reviews & Meta-Analyses

Chapter 3 A Review of Empirical Studies on Dual Enrollment: Assessing Educational Outcomes

Brian P. An and Jason L. Taylor

3.1 Introduction

More than ever, high school students in the United States have national goals. That is, most high school students expect to attend college and achieve a bachelor's degree (Jackson & Kurlaender, 2014). In 2009, 81% of high school seniors planned to earn at least a bachelor's degree (Reynolds, Stewart, Macdonald, & Sischo, 2006). Not surprisingly, the percentage of high school students that enrolled in college immediately after high school also increased, from 9% in 1939–40 to 69% in 2015 (Cortez, 2017; Siegfried, 1991; National Center for Education Statistics [NCES], 2017). The persistence of enrolling in and expecting to finish college does not mean that all students will graduate from college. In 2014, approximately 81% of first-time students who enrolled at four-year institutions returned the following year (NCES, 2017). The persistence of enrolling in and expecting to finish college does not mean that all students will graduate from college. In 2014, approximately 81% of first-time students who enrolled at four-year institutions returned the following year (NCES, 2017). The persistence of enrolling in and expecting to finish college does not mean that all students will graduate from college. In 2014, approximately 81% of first-time students who enrolled at four-year institutions returned the following year (NCES, 2017).

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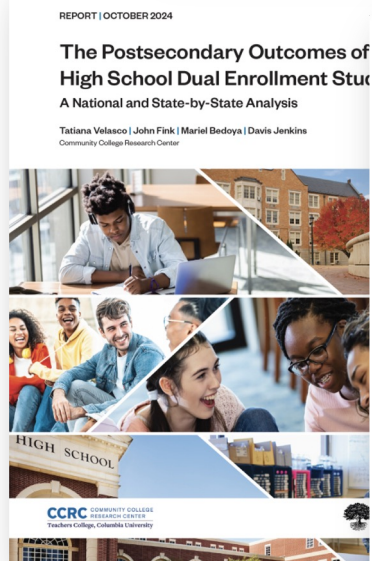
Article

A Systematic Review and Meta-Analysis of Dual Enrollment Research

Tracey King Schaller¹, P. Wesley Routon¹, Mark Allen Partridge¹, and Reanna Berry¹

Abstract

Given the current surge in student participation in dual enrollment programs, an updated synthesis of literature relating to how these programs impact students is warranted. Furthermore, while there are qualitative literature reviews relating to dual enrollment and student outcomes, there has not been a quantitative synthesis of literature relating to the findings of this research. Accordingly, we conduct a quantitative literature review involving the academic outcomes of higher education enrollment, persistence, performance, and degree attainment. Using meta-analytic techniques, we find that across the 162 study effect sizes included in our analysis, participation in dual enrollment programs was positively associated with grade point average (GPA), total earned college credits, college enrollment, early persistence, degree attainment, and full-time attendance. Also, we find negative associations between dual enrollment and time to graduation and total semesters enrolled in college, indicating these programs can help students graduate college more quickly.



JOURNAL OF EDUCATION FOR STUDENTS PLACED AT RISK (JESPAR)
<https://doi.org/10.1080/10824669.2022.2100994>



Should Students Falling Behind in School Take Dual Enrollment Courses?

Han Bum Lee^a and Michael U. Villarreal^b

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ABSTRACT

This study examined the effect of dual enrollment (DE) on enrollment and degree completion for students with low academic achievement who attended public high schools. We employed a propensity score matching method to reduce bias arising from DE participation and supplemented this with a bounds test. The results showed that DE students were predicted to have a higher likelihood of entering college immediately after high school by 20 percentage points and completing within four and eight years of high school graduation by 10 percentage points, respectively, compared to similar students who did not take DE courses. This evidence suggested that DE contributed to a reduction in educational inequities in college enrollment and degree attainment for students at risk of academic failure. On the other hand, students who were racial or ethnic minority students from low-income families were not only less likely to participate in DE programs but were also predicted to have smaller participation effects on college degree attainment than their counterparts, stressing the need for higher education institutions partnering school districts to provide more robust support for underserved students for participating in DE programs and a successful transition into college.



The Impact of Dual Enrollment on College Application Choice and Admission Success

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The City University of New York

Veronica Minaya
Community College Research Center
Teachers College, Columbia University

Di Xu
University of California, Irvine

December 2022

CCRC Working Paper No. 129



Can Dual Enrollment Algebra Reduce Racial/Ethnic Gaps in Early STEM Outcomes? Evidence from Florida

Summary Research Report

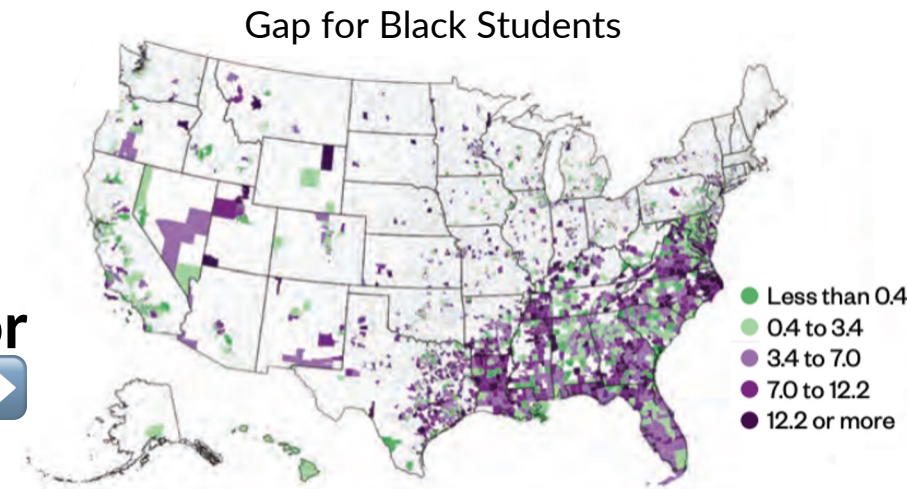
Veronica Minaya

February 2021

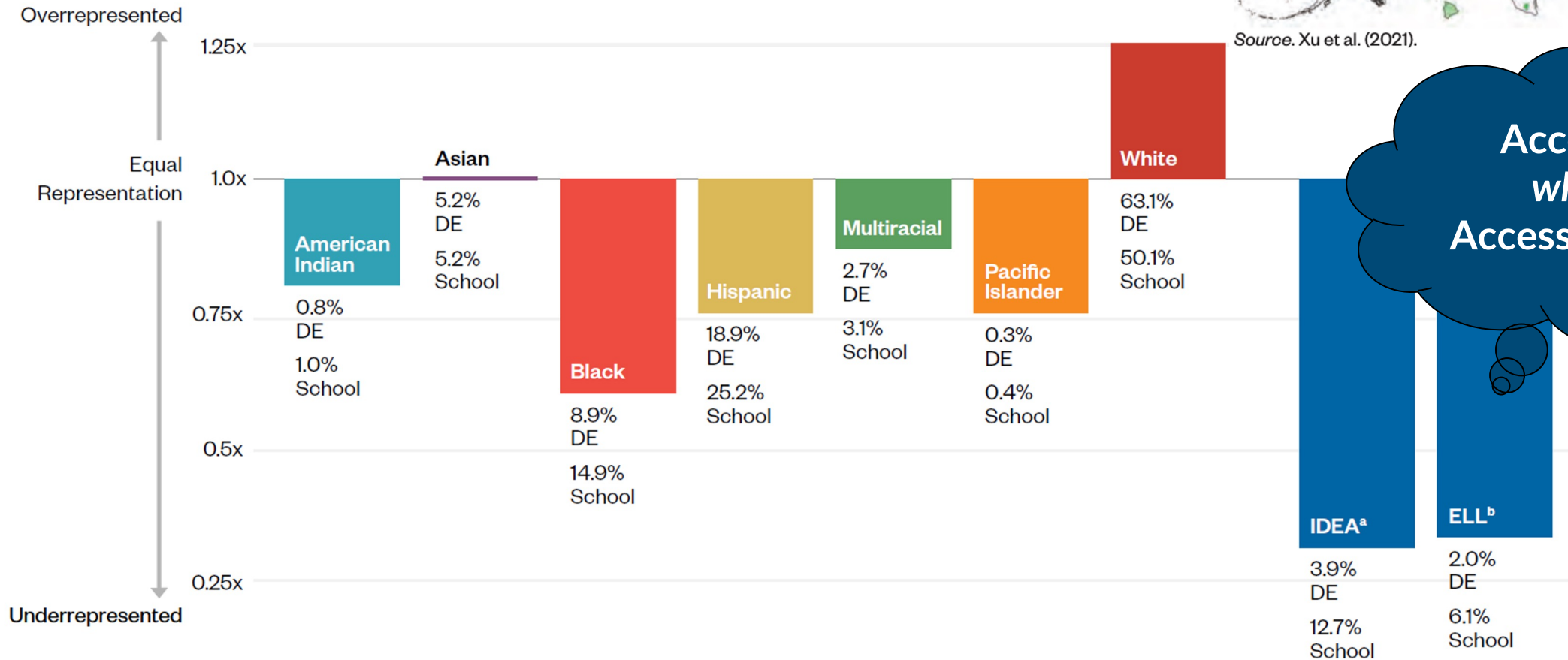


Programs of Privilege: Access to DE is uneven, gaps are widespread,

but 1 in 5 districts have closed gaps for Black and Latino students →



Source: Xu et al. (2021).



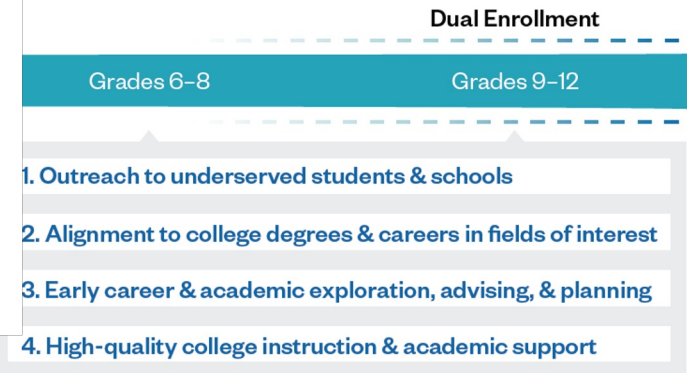
Access for
whom?
Access to *what?*

High-performing community college partnerships are extending their “guided pathways” reforms to DE

A National Movement: Colleges Implementing Guided Pathways



Dual Enrollment Equity Pathways (DEEP) Framework



Entry into baccalaureate major at four-year (FY) institution

CC transfer program aligned to FY major

Workforce program aligned to high-wage/high-demand career

Redesigning America's Community Colleges

The Dual Enrollment Playbook

A Guide to Equitable Acceleration for Students

MORE ESSENTIAL THAN EVER

COMMUNITY COLLEGE PATHWAYS TO EDUCATIONAL AND CAREER SUCCESS

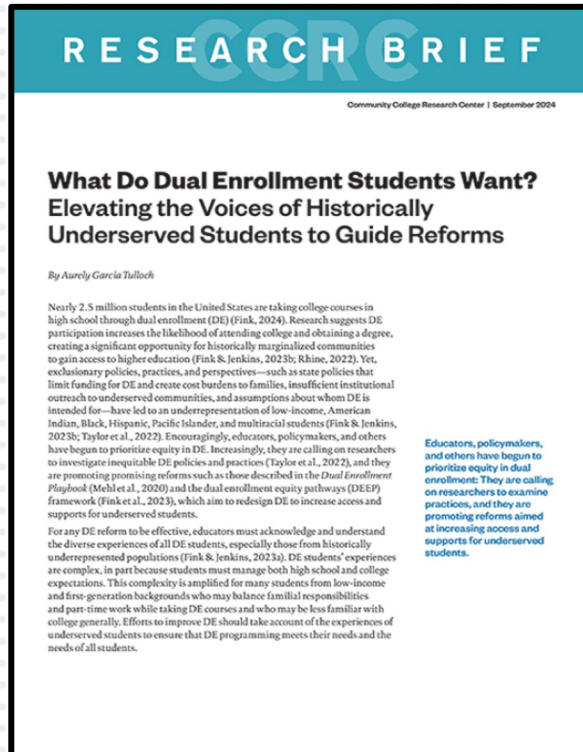
DAVIS JENNINGS
MARIA LARU
JOHN FINK
SERENA C. BLENKIN
MAGGIE P. JAY

FOREWORD BY
Ray K. McQuinn

Methodology

- **Qualitative field research** (2022-23) at 6 community college and 12 high school dual enrollment (DE) partnerships in Florida and Texas, selected for strong DE outcomes for underserved populations (Black, Hispanic, and low-income students).
- **Participants:** 97 current DE students (grades 9-12) from Title I high schools with varied DE experiences (at the high school, college campus, online; from single courses to associate degree track).
- **Data Collection & Analysis:** 18 semi-structured focus group interviews; analyzed in Dedoose with collaborative review by CCRC researchers and practitioners feedback on findings.

Connecting Reform to the DE Student Experience



What do historically underserved DE students “want” and how can we connect this to DE reform?

- Students want know about DE options earlier.
- Students want well-informed DE advisors who empower them.
- Students want their DE courses to be aligned with career and academic pathways in their fields of interest.
- Students want engaging learning experiences in their online courses.
- Students want to know how to balance the high school experience and DE coursetaking.
- Students want to know how to find scholarships and manage debt to help them attend college after high school.

1. Students want to know about DE options earlier.

2. Students want well-informed DE advisors who empower them.

3. Students want their DE courses to be aligned with career and academic pathways in their fields of interest.

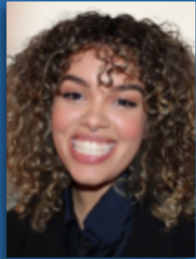
4. Students want engaging learning experiences in their online courses.

5. Students want to know how to balance the high school experience and DE coursetaking.

6. Students want to know how to find scholarships and manage debt to help them attend college after high school.

Panel Discussion and Q&A

Meet the #DESquad



**Aurely Garcia
Tulloch**
CCRC
Senior
Research
Assistant

In the Chat:



Sarah Griffin
CCRC
Research
Associate



John Fink
CCRC
Senior Research
Associate and
Program Lead

CCRC's Dual Enrollment Student Advisory Panel



Erika
Former DE
California



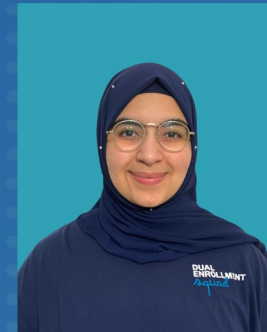
Arianna
Former DE
New York State



Crystal
Former DE
California



Jayla
Former DE
Georgia / Colorado



Shorooq
Former DE
NYC

Micah
Current DE
Oregon

To learn more about the panel, visit <https://ccrc.tc.columbia.edu/easyblog/introducing-ccrcs-dual-enrollment-student-advisory-panel.html>

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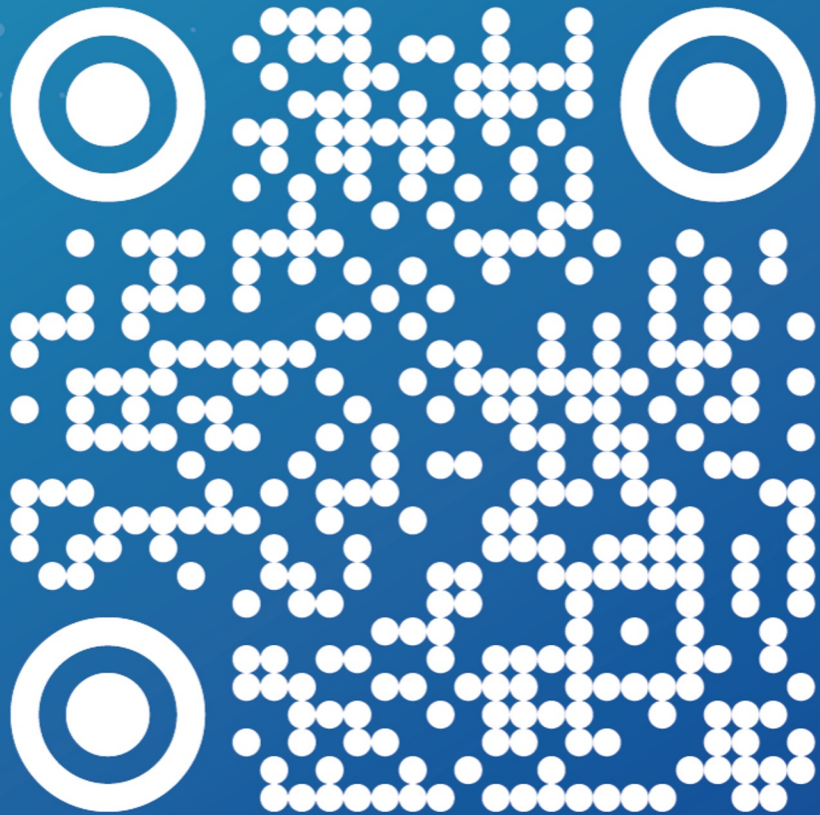
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Community College Research Center
Dual Enrollment Squad



DEEP@CCRC

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



Thank You!

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Follow us on Instagram and LinkedIn: [@dualenrollmentsquad](#)