

Speaker: Tatiana Velasco

Topic: Latest Dual Enrollment Report

Velasco: Hi. I'm Tatiana Velasco and I'm a researcher with CCRC. I'm here to share a new CCRC report with you that looks at which students get access to dual enrollment courses in high school and how they do when they get to college.

Each year nearly 2.5 million high school students take dual enrollment courses. In our new report, in partnership with the National Student Clearinghouse Research Center, we looked at all students in the U.S. who started college-level coursework in the fall of 2015 and followed them up to four years after high school.

We found that dual enrollment students have stronger enrollment and completion outcomes than non-dual enrollees. Eighty-one percent of dual enrollment students went to college in their first year after high school. And, among those dual enrollees who went to college, 50% completed a college credential within four years compared with 44% of non-dual enrollment students.

Our findings show the potential of dual enrollment for improving college outcomes. The differences are particularly important for low income, Black and Hispanic dual enrollment students, who earn college awards at higher rates than non-dual enrollees.

However, there are disparities in college enrollment and completion among dual enrollees. In general, low income, Black, and Hispanic dual enrollment students complete bachelor's degrees at lower rates than dual enrollment students overall. And Black and Hispanic students are underrepresented in dual enrollment nationally and across most states.

So, based on what we learned, we have three key recommendations for policymakers and high school and college leaders.

First, colleges and high schools need to broaden access to dual enrollment, especially to groups and communities that have been underrepresented in higher education and could benefit the most from dual enrollment.

Second, broader access needs to be paired with broader student support. About a third of dual enrollees we tracked went to college but didn't complete a degree

within four years. These students should be able to complete on time and their dual enrollment credits should be accelerating their path to a degree or a certificate.

Third, policymakers and practitioners should use this report to help set improvement targets and track progress in their state.

You can find this report on the CCRC website along with a data tool where you can explore dual enrollment metrics nationally and by state; for students overall and disaggregated by race, ethnicity, income, and gender; and for students at both community colleges and four-year institutions.

If you have any questions please reach out to us. Join our mailing list to stay up to date with all our dual enrollment research. Thank you.