

Measuring (and Motivating) Efforts to Expand College and Career Opportunity through Dual Enrollment



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SHEEO Communities of Practice

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About CCRC

CCRC has been a leader in the field of community college research and reform for over 20 years. Our work provides a foundation for innovations in policy and practice that help give every community college student the best chance of success.

Our areas of research include:

- College readiness and dual enrollment programs, and the transition from high school to college
- Developmental education and adult basic skills
- Non-academic support services, financial aid, and student engagement
- Online education and instructional technology
- Student persistence and completion, and transfer to four-year colleges
- Guided pathways, institutional reform, and performance funding
- Workforce education and training and the economic returns to higher education



Session Overview

1. From 'Random Acts' and 'Programs of Privilege' to Dual Enrollment Equity Pathways
2. The 'What' and the 'How to': Example Dual Enrollment Metrics and Recommendations for State Reporting
3. Cross-State Roundtable Discussions on Key Topics and Questions

From "Random Acts" and "Programs of Privilege" to Dual Enrollment Equity Pathways

Key Takeaways

1. Conventional approach to dual enrollment has resulted in inequitable access and earned the monikers of “**Programs of Privilege**” and “**Random Acts of DE**”
2. Dual enrollment has great potential but is **currently underutilized** as strategy to expand access to high-opportunity postsecondary pathways
3. Exclusionary policies, practices, and mindsets have resulted in **inequitable access** to dual enrollment courses
4. **Improvement is possible** – and essential to further expanding opportunity for students and building back enrollments for colleges

**CRDC**

Civil Rights Data Collection

Dual Enrollment Definitions

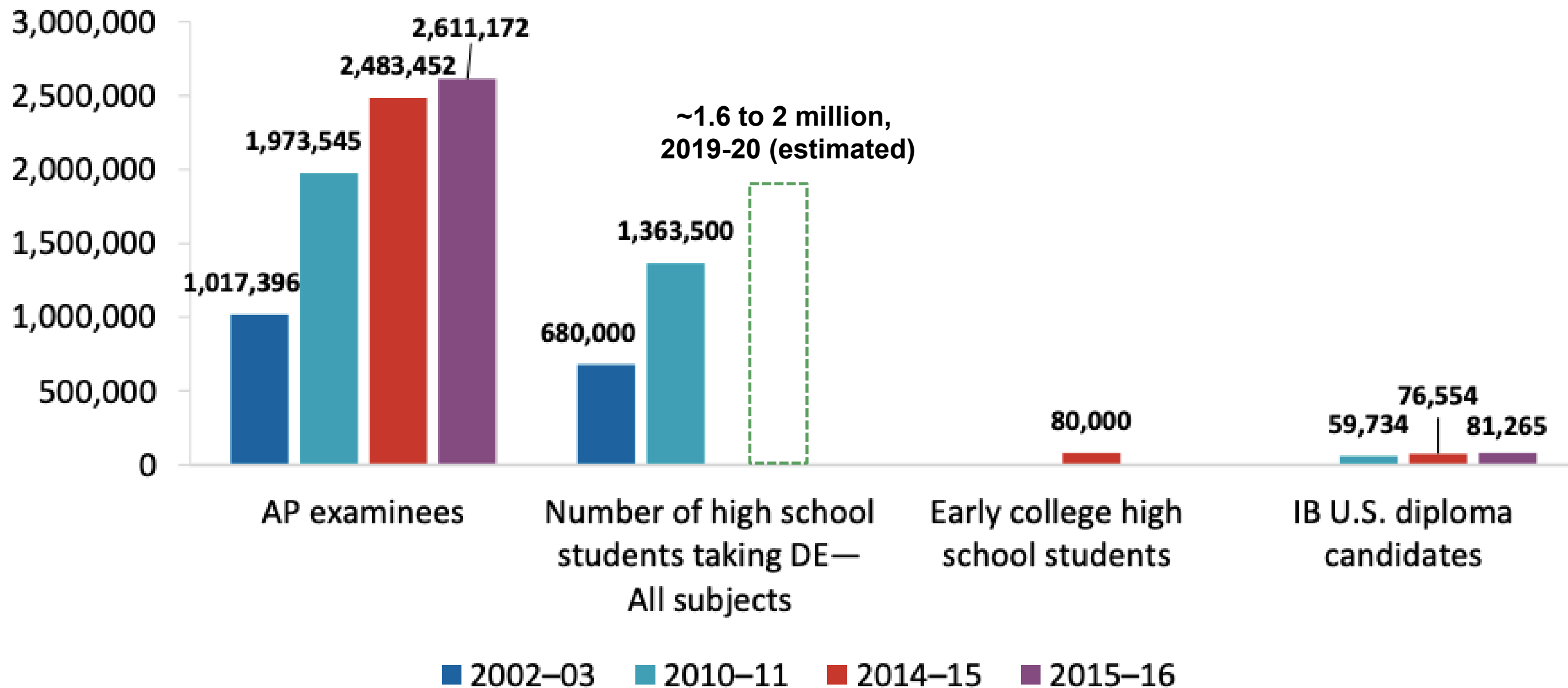
Dual enrollment/dual credit programs provide opportunities for high school students to take college-level courses offered by colleges, and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may seek supplemental education at colleges nearby. Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

IPEDS Integrated Postsecondary
Education Data System

Dual Enrollment refers to students who enroll in college courses offered by an institution of higher education while enrolled in high school or seeking a recognized equivalent. Student performance is recorded on a college transcript and postsecondary credit is awarded for a passing grade in the course.

- Includes: All postsecondary courses, independent of course delivery mode, course location, course instructor, whether secondary credit is also offered, and whether the student enrolls through a formal state/local program or enrolls outside a formal state/local program.
- Excludes: Credit-by-exam models such as Advanced Placement and International Baccalaureate in which the student is not enrolled in a postsecondary institution.

AP and Dual Enrollment/Credit most common college acceleration opportunities for high school students



Note (from original figure): National enrollment data do not exist for DE and CTE beyond 2010-11.

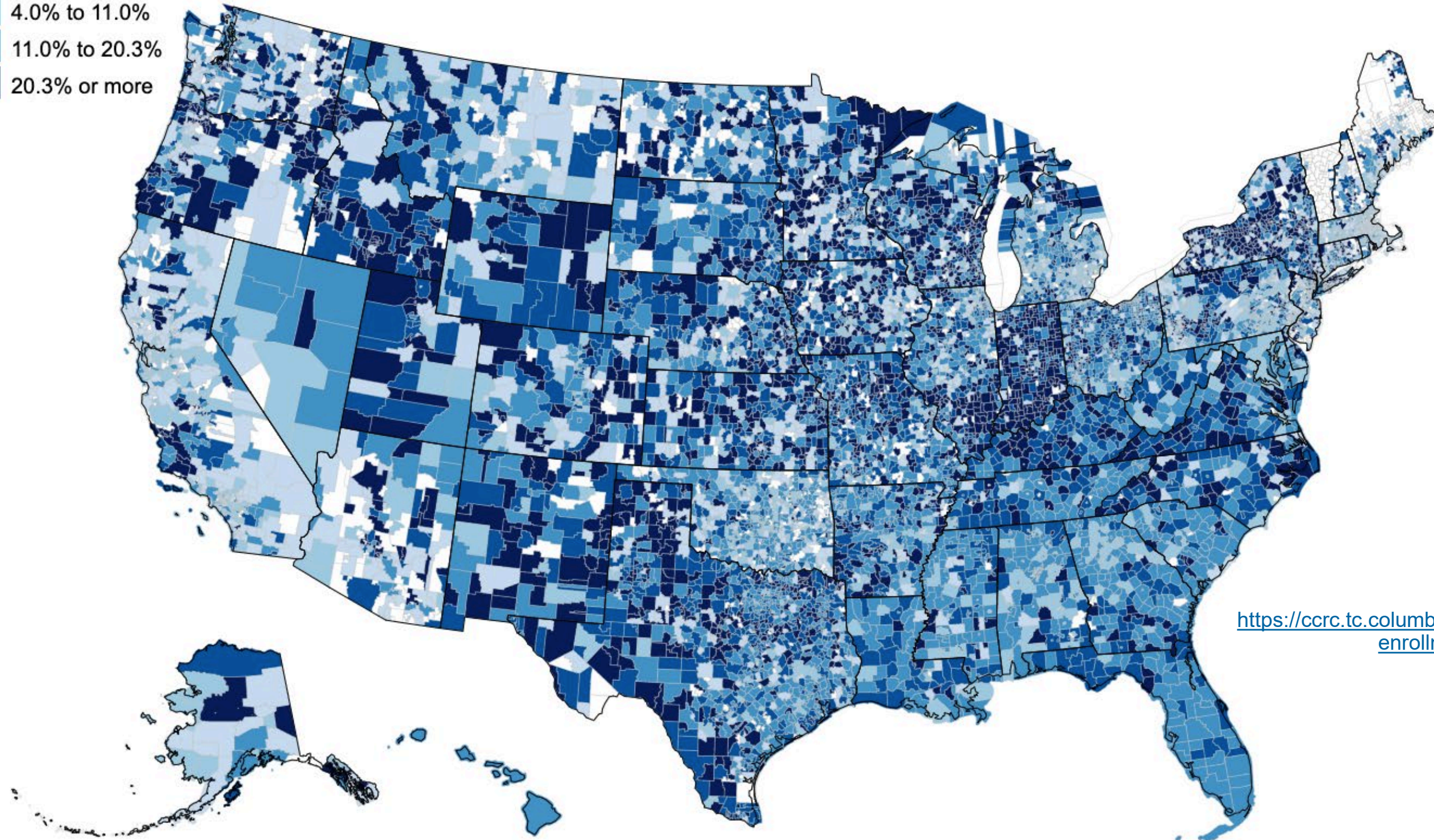
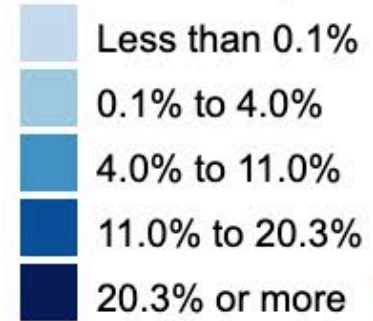
Source: College Board, 2017, p. 9, Figure 1. (Figure A1 reproduces all data from the original figure.)

Federal Data on Access to Dual Enrollment by State, College, and School

	Data Source	Description	How to access
<div>K-12 Schools & Districts</div> <div>Colleges & Universities</div>	US Dept. of Education Office for Civil Rights Civil Rights Data Collection (CRDC)	Counts of DE and AP course-takers for every public K-12 school in the country, disaggregated by race/ethnicity, sex, ELL, and students with disabilities	Individual school/district lookup: https://ocrdata.ed.gov/ Maps and gaps: https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html
	US Dept. of Education National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS)	Fall enrollment counts of students aged 17 or younger enrolled at a postsecondary institution	Download raw IPEDS data: https://nces.ed.gov/ipeds/use-the-data View/download data analyzed by CCRC: https://public.tableau.com/profile/john.fink#!/vizhome/UndergraduateEnrollmentTrendsbySector/Summary

2017-18 High School Student Participation in Dual Enrollment by School District

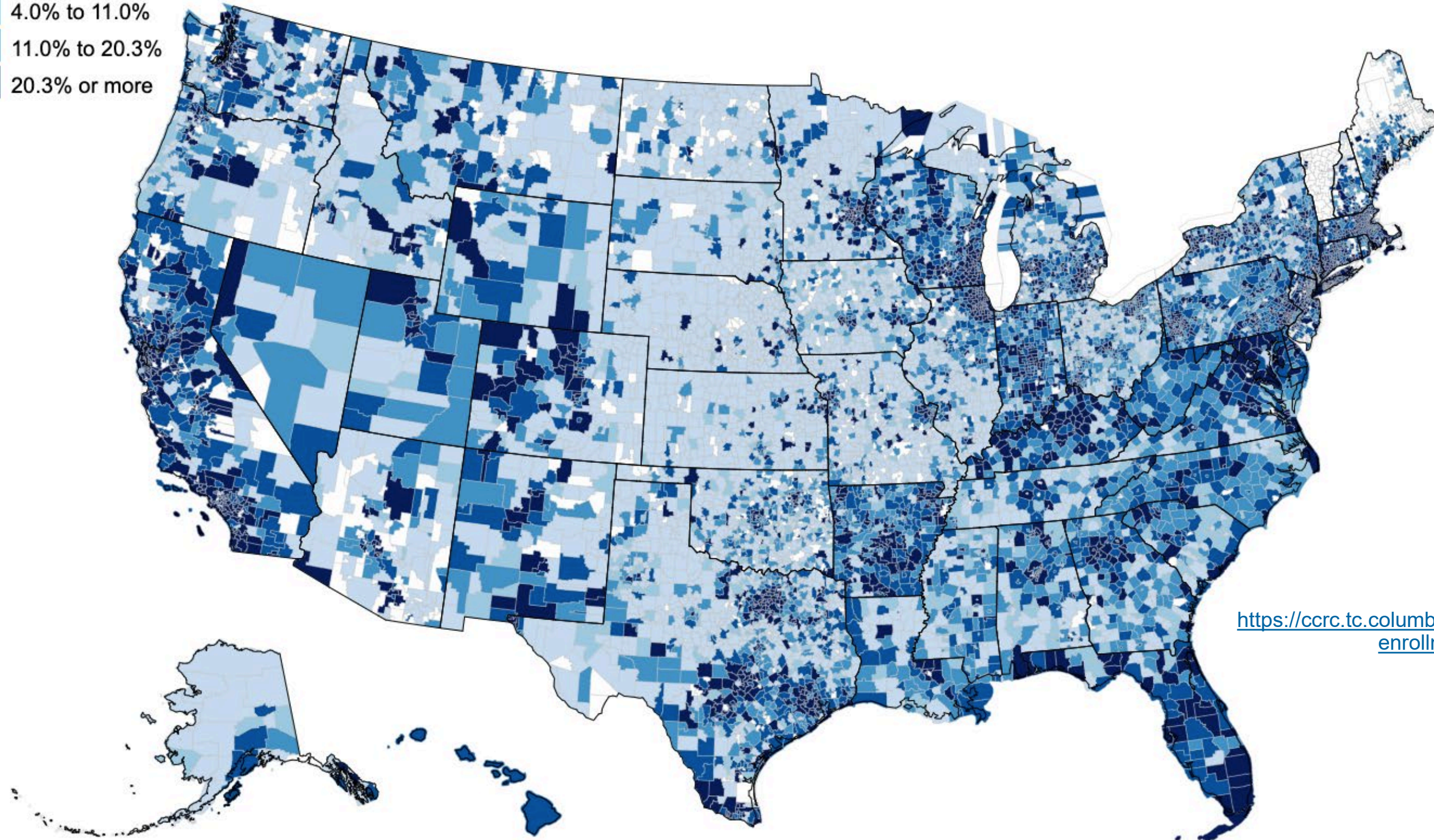
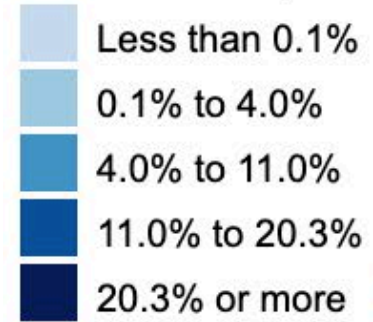
DE-Participation Rate



View an interactive map:
<https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html>

2017-18 High School Student Participation in Advanced Placement by School District

AP-Participation Rate

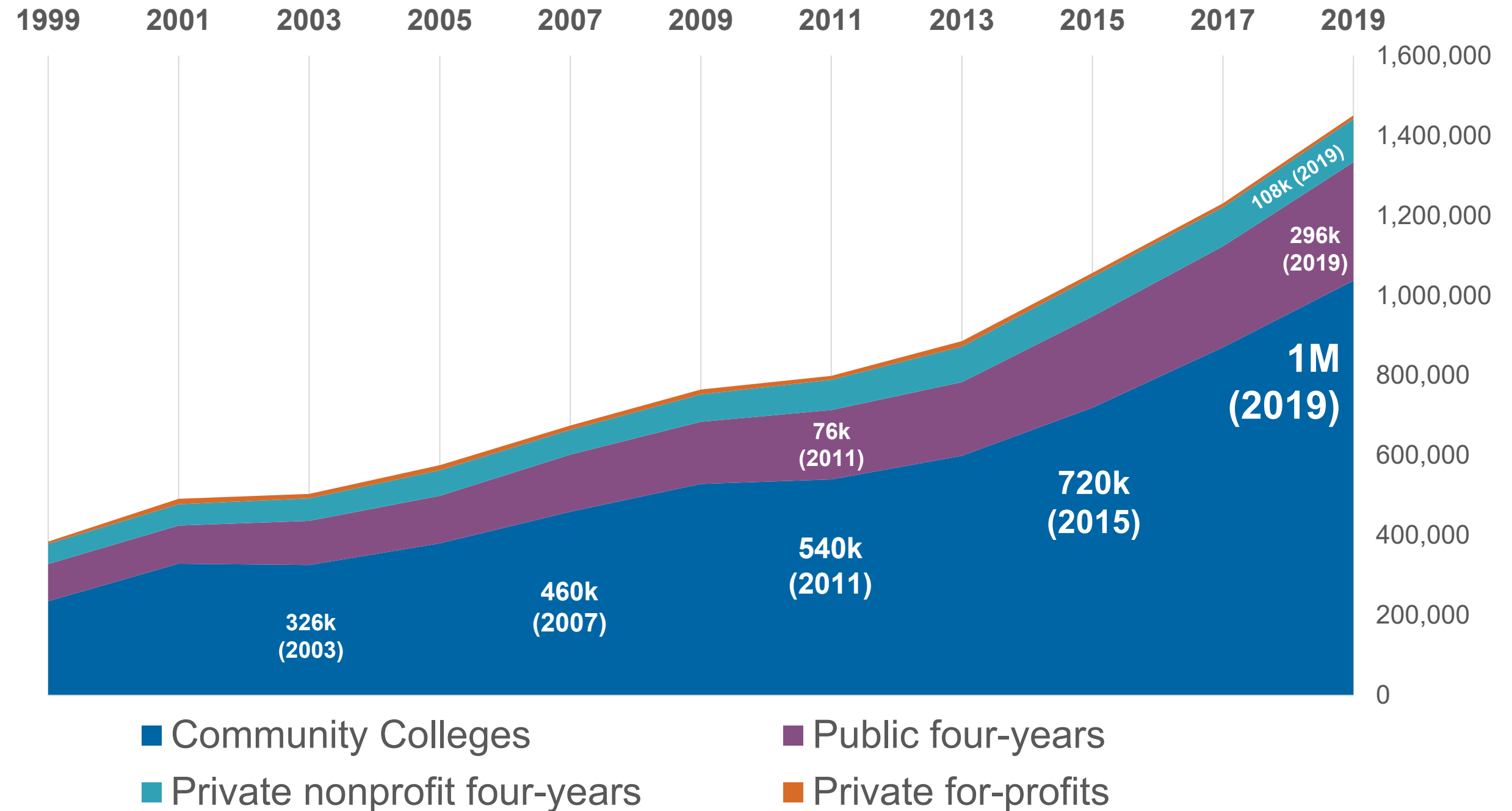


View an interactive map:
<https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html>

Growth of Dual Enrollment 1999-2019

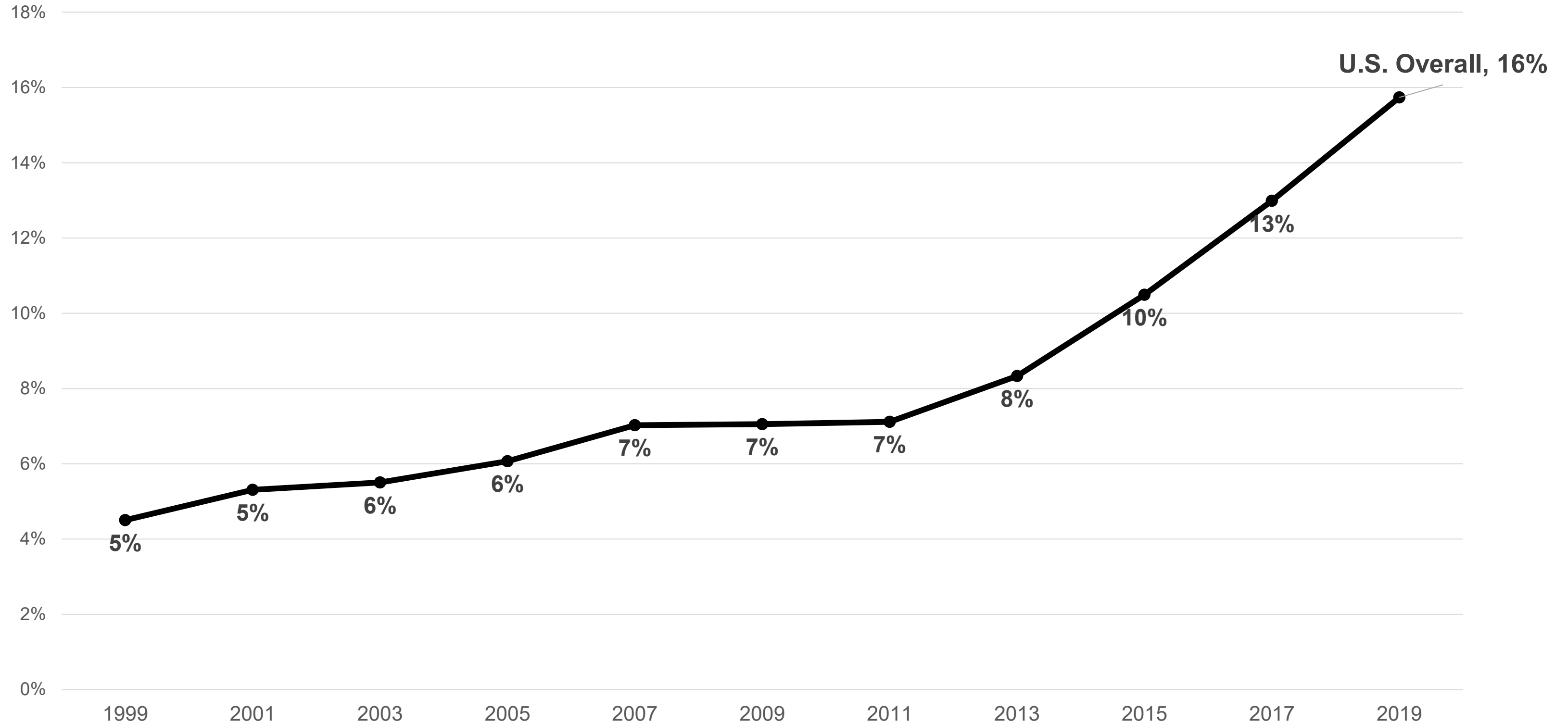
IPEDS Fall Enrollments

*Fall Undergraduate Enrollments among
Students Aged 17 or Younger*

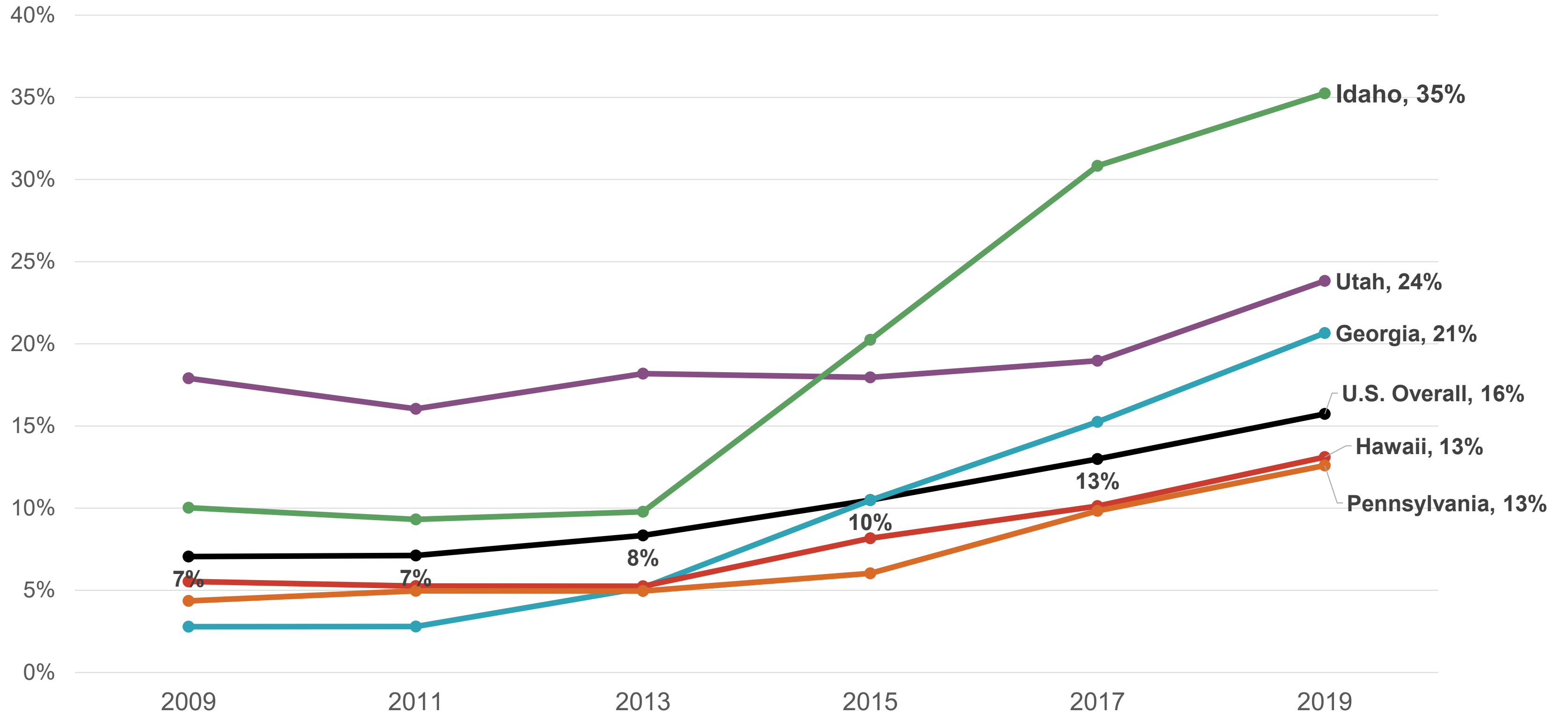


Expansion of Dual Enrollment Concentrated at Community Colleges

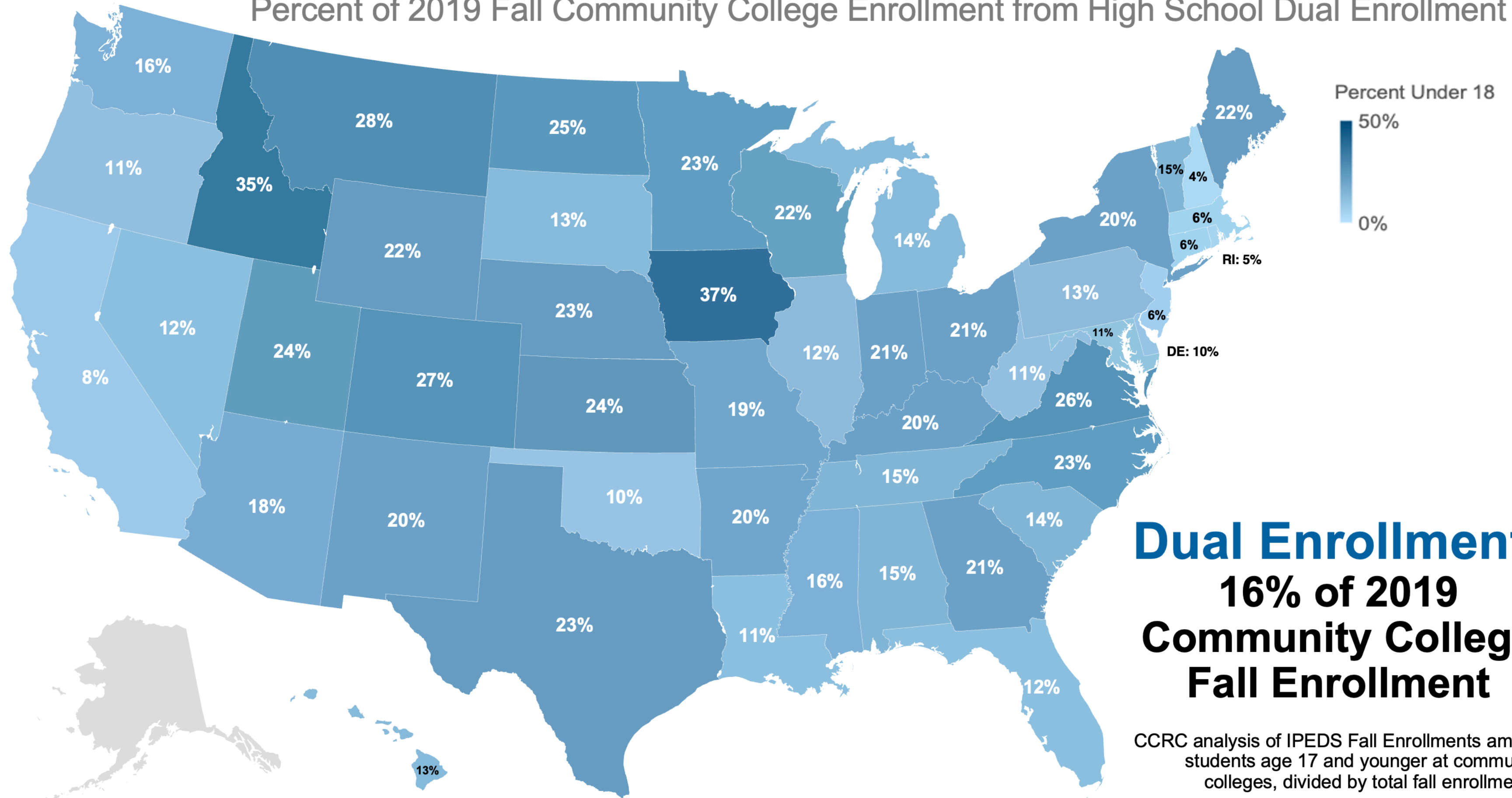
Dual Enrollment: 1 in 7 CC Students in Fall 2019



Dual Enrollment: 1 in 7 CC Students in Fall 2019



Percent of 2019 Fall Community College Enrollment from High School Dual Enrollment

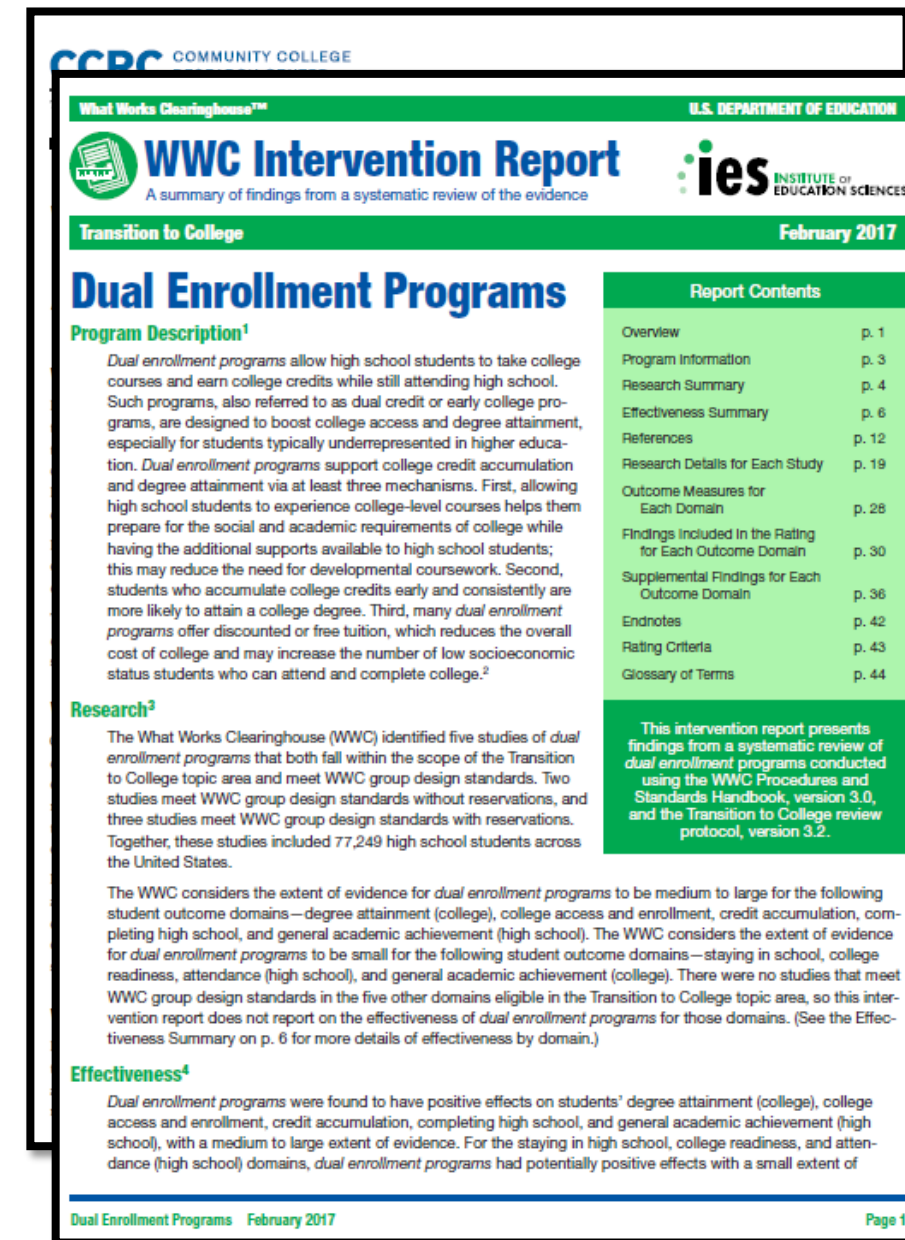


**Dual Enrollment:
16% of 2019
Community College
Fall Enrollment**

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

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.
- Equitable access to and benefits from dual enrollment? Mixed findings. (An, 2013; Taylor, 2015; AIR, 2018).



White high school students participated in DE at about **2x** the rate of Black & Hispanic high school students

Source: CCRC analysis of 2017-18 Civil Rights Data Collection data

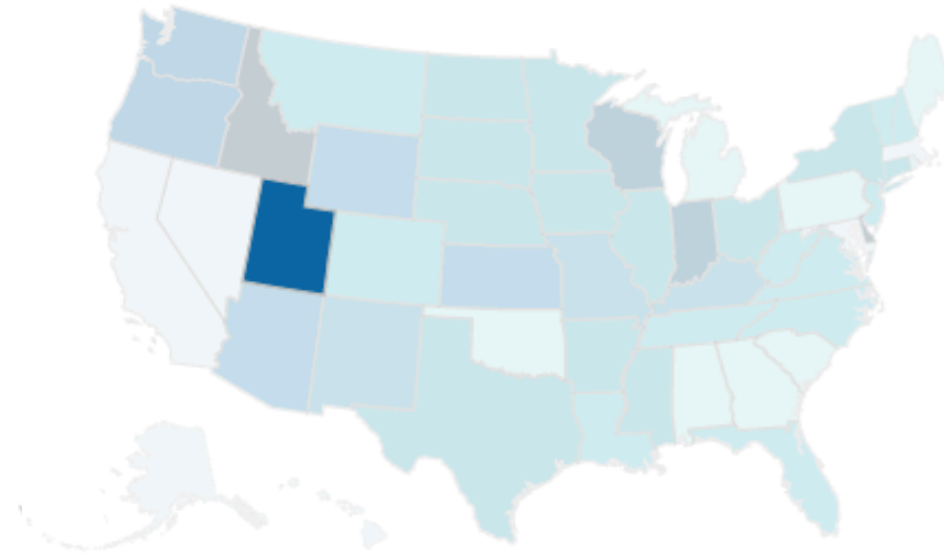
See state-by-state results:
<https://ccrc.tc.columbia.edu/easyblog/ap-dual-enrollment-access-update.html>

Participation in AP and Dual Enrollment by State, 2017–18

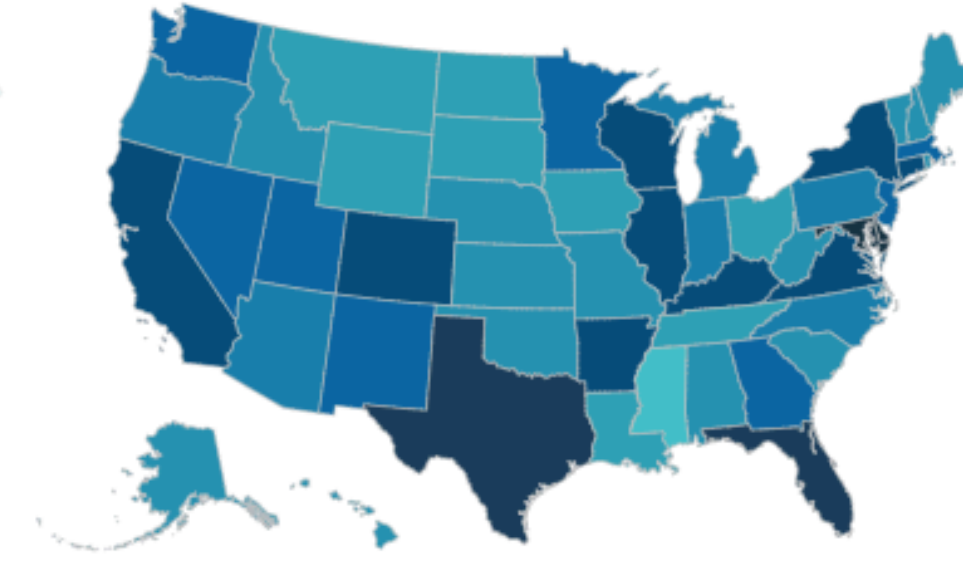
Click on a state for state-specific subgroup details



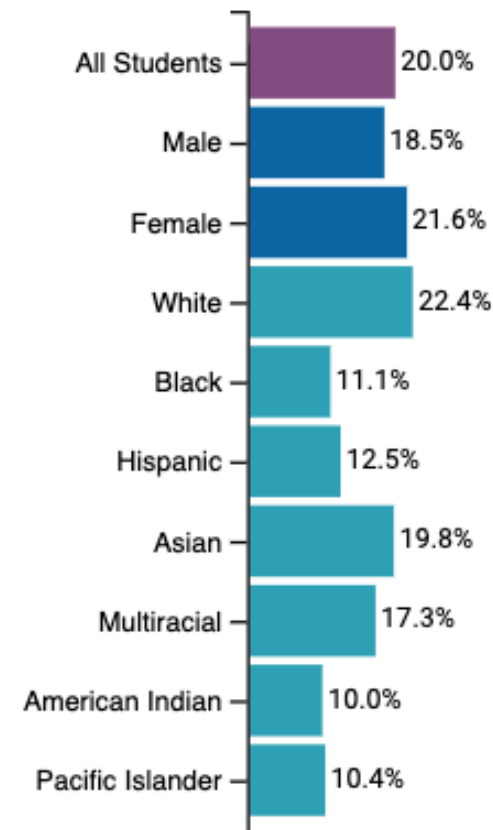
Dual Enrollment (DE)



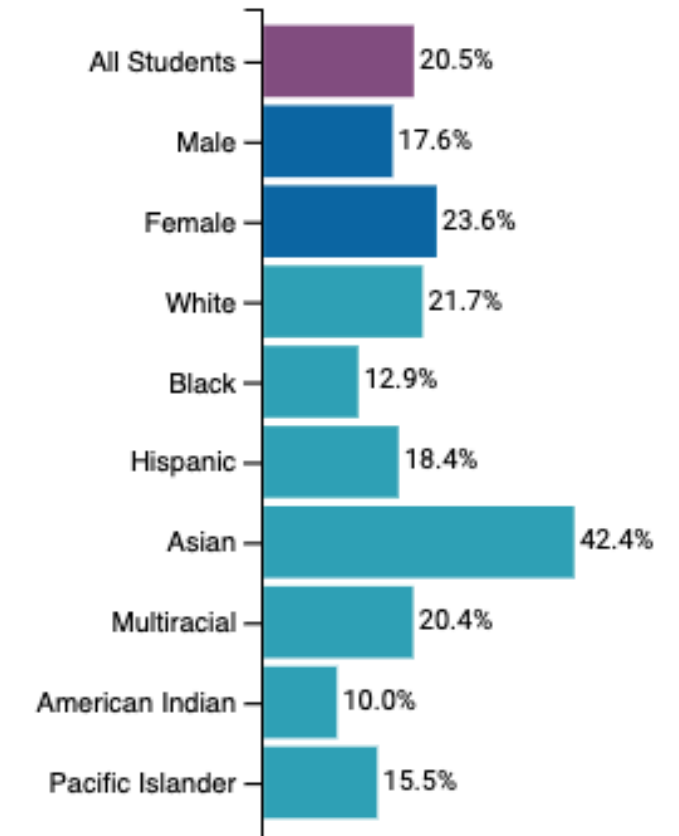
Advanced Placement (AP)



Participation in DE by Student Group
Utah

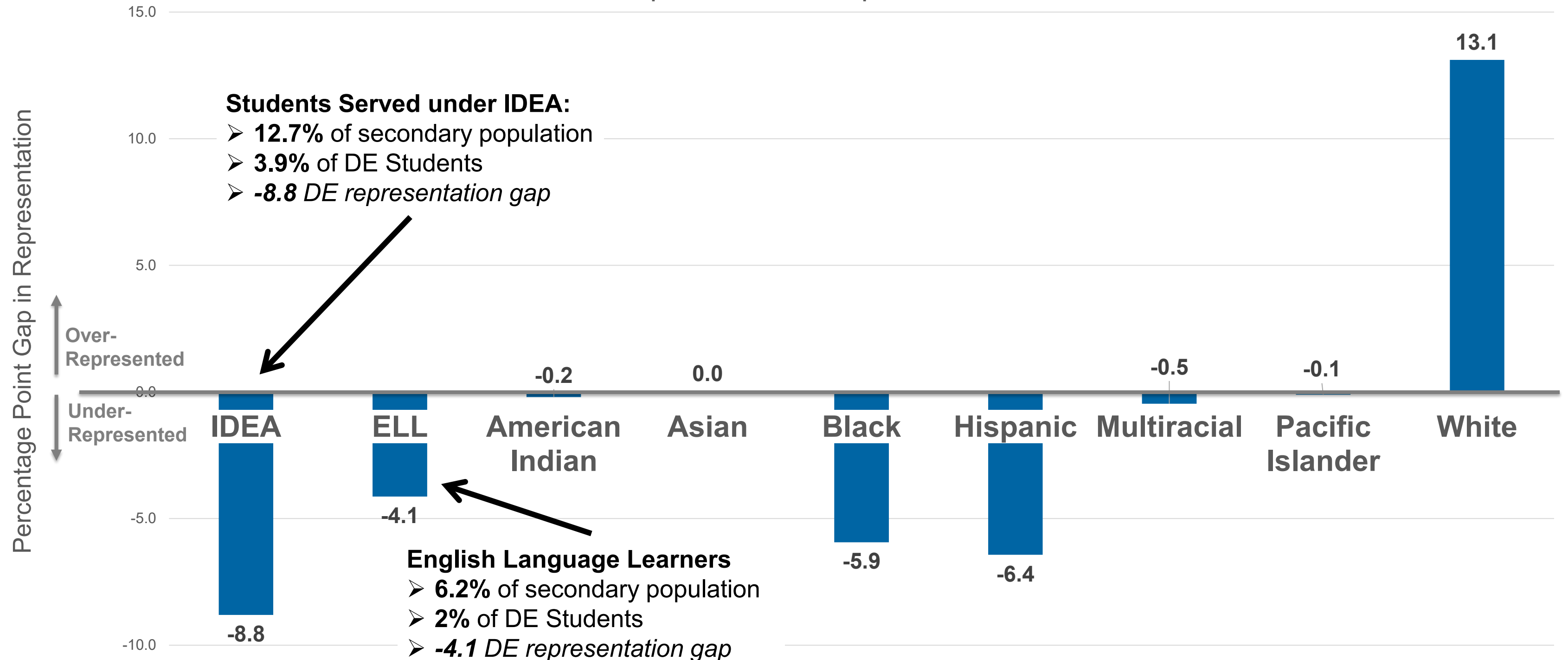


Participation in AP by Student Group
U.S. Overall



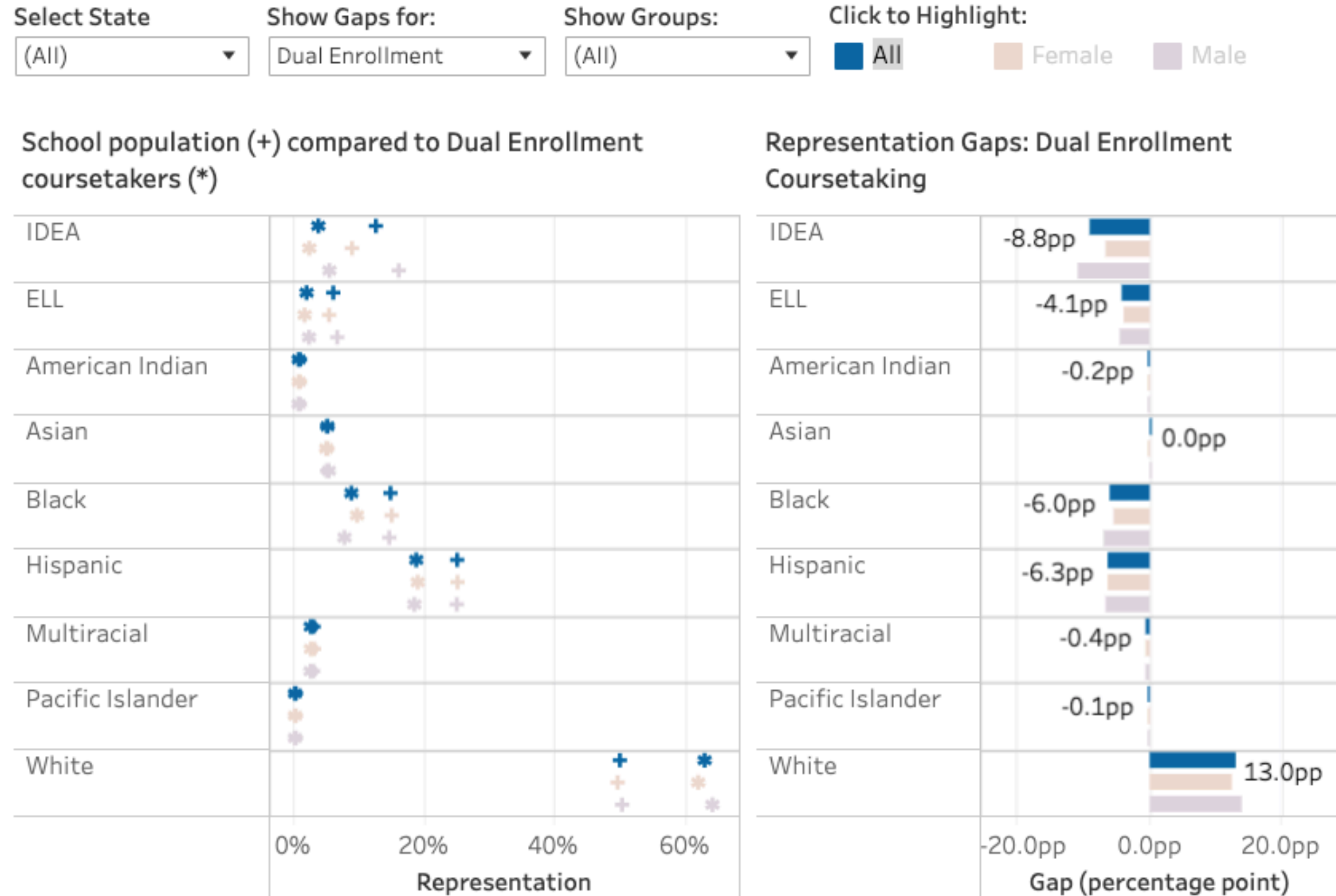
Is Representation in Dual Enrollment Proportionate?

■ DE Representation Gap: US Overall



CRDC 2017-18

Students with Disabilities, English Language Learners, Black, and Hispanic students severely underrepresented in dual enrollment

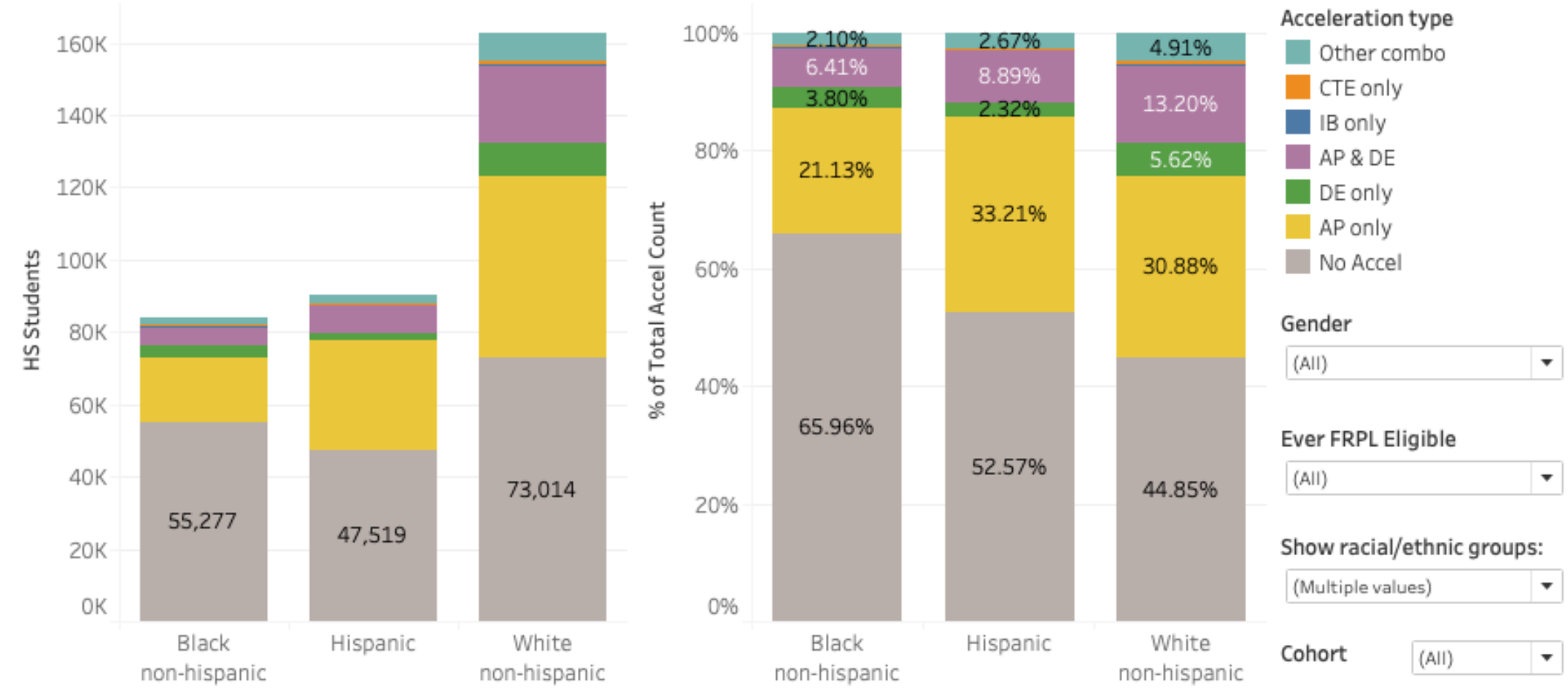


<https://ccrc.tc.columbia.edu/easyblog/schools-dual-enrollment-ap.html>

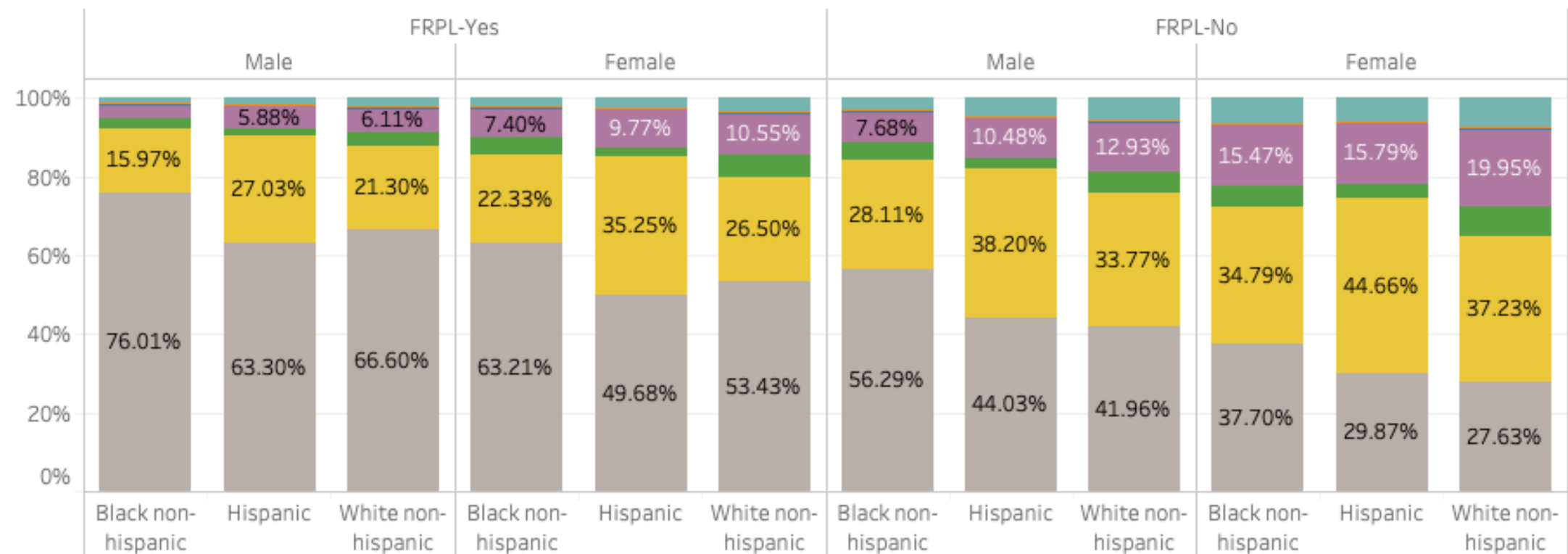
CCRC analysis of 2017-18 CRDC including 21,936 public schools nationally that offered either 11th or 12th grade, excluding alternative and juvenile justice schools but otherwise including any schools that offered dual enrollment or AP coursework.

Access to early college opportunity stratified by race/ethnicity, income, & gender

- Largest equity gaps in access to *any* acceleration strategy (grey)



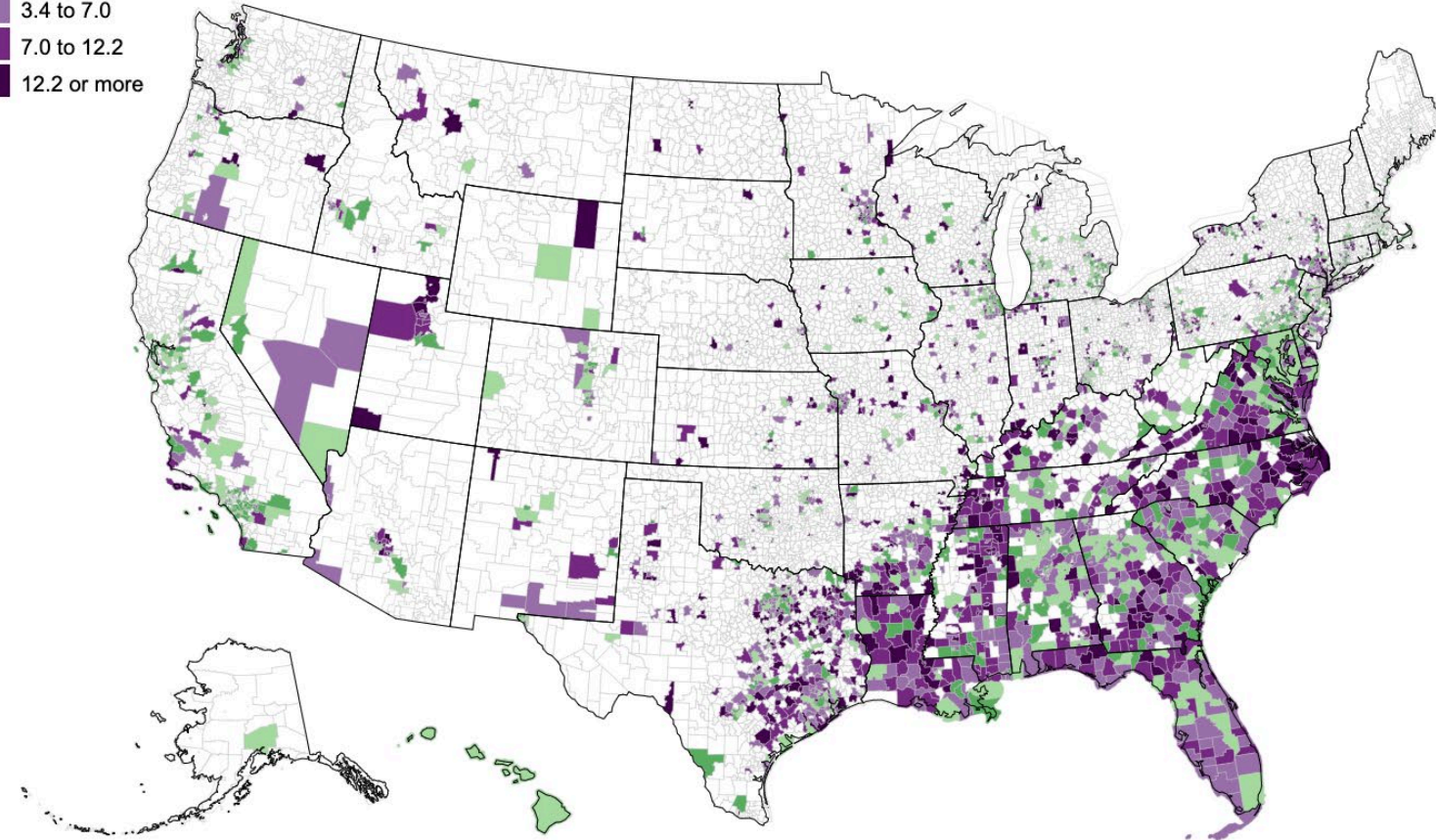
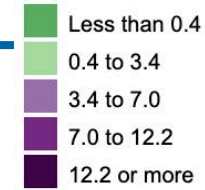
Acceleration Participation by FRPL, Gender, & Race/Ethnicity



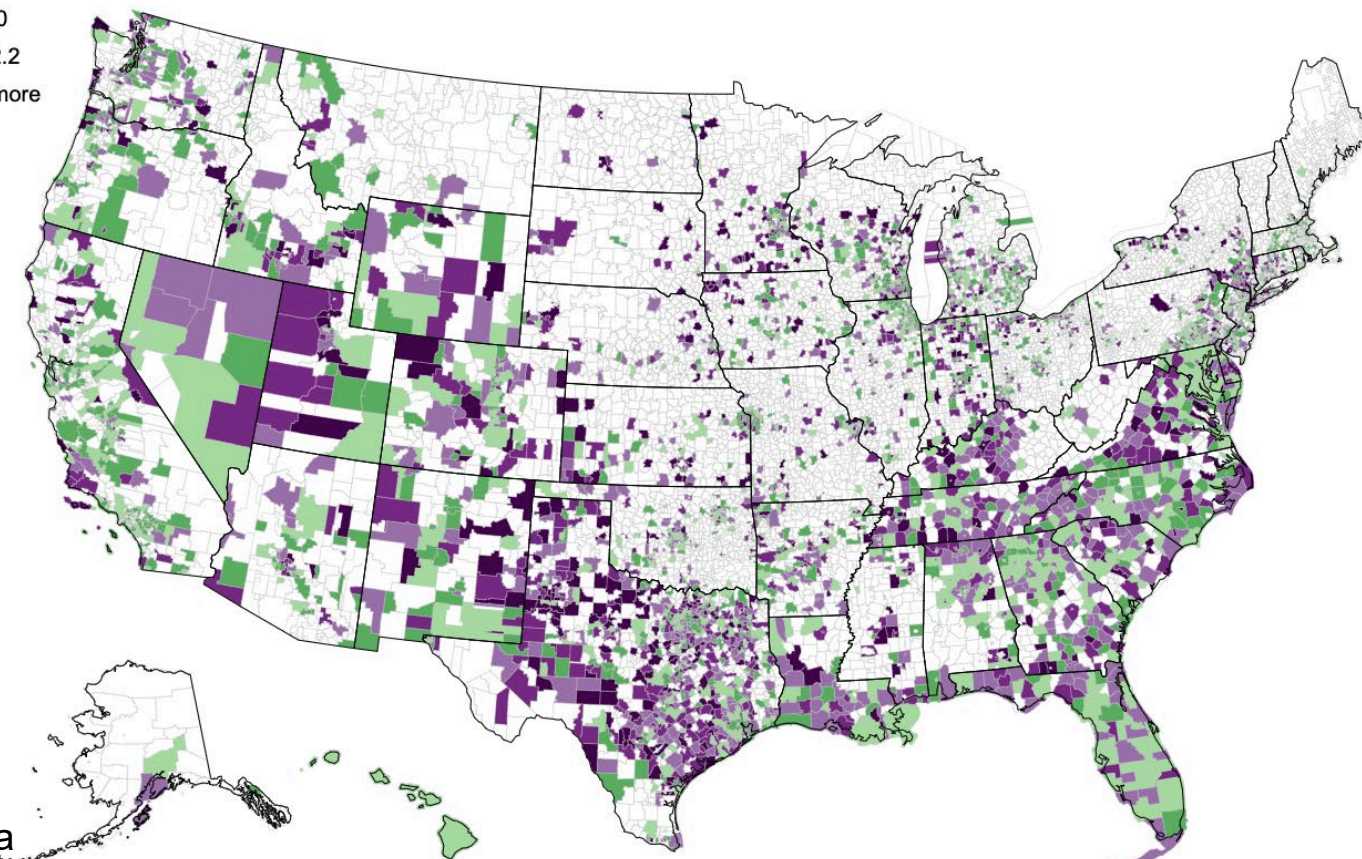
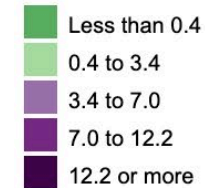
Substantial **national variation in racial equity gaps** in DE participation among US school districts...

...but **one in five** school districts across the country have closed racial equity gaps in access to dual enrollment courses

DE-White-Black Gap (pp)

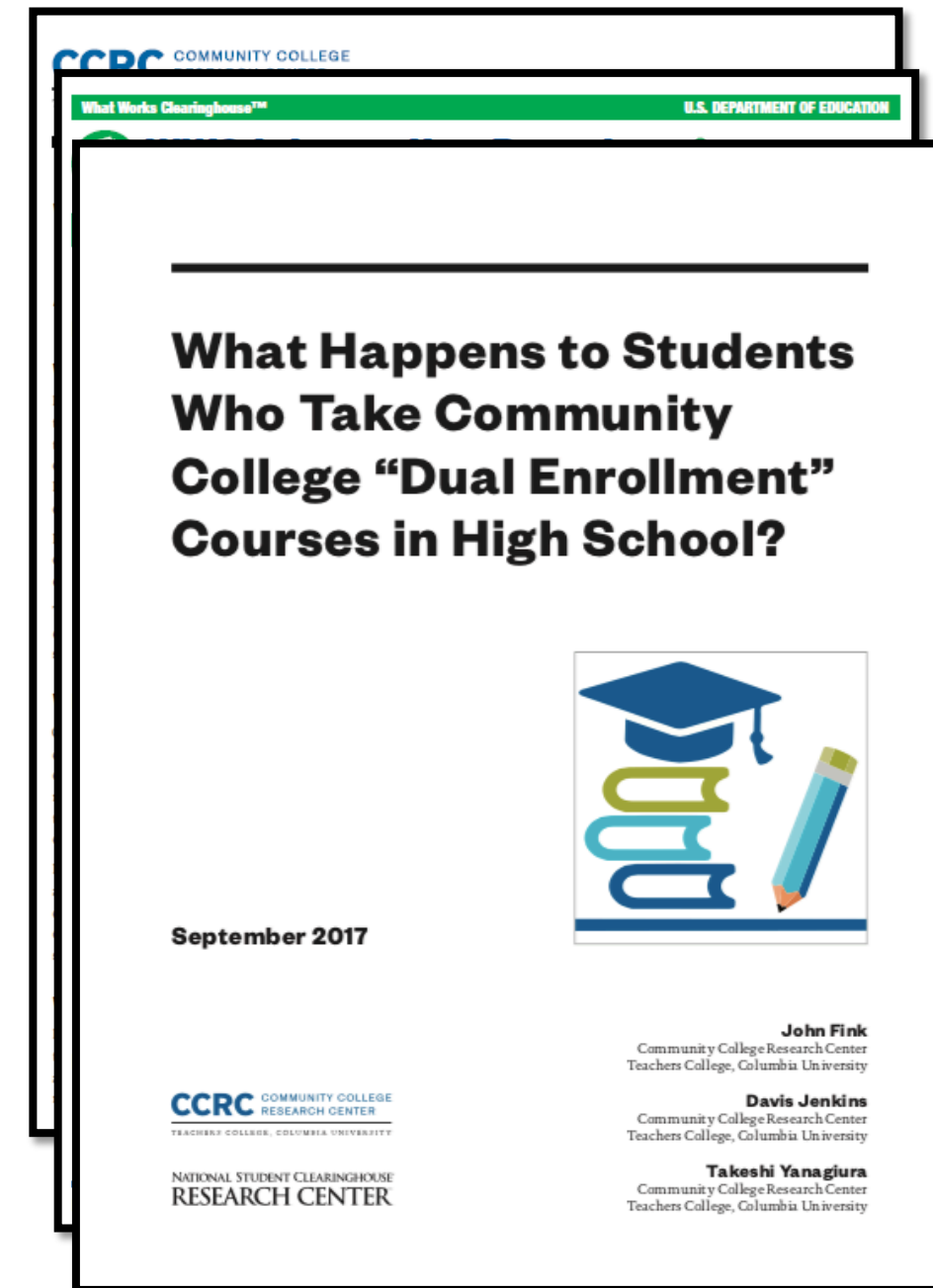


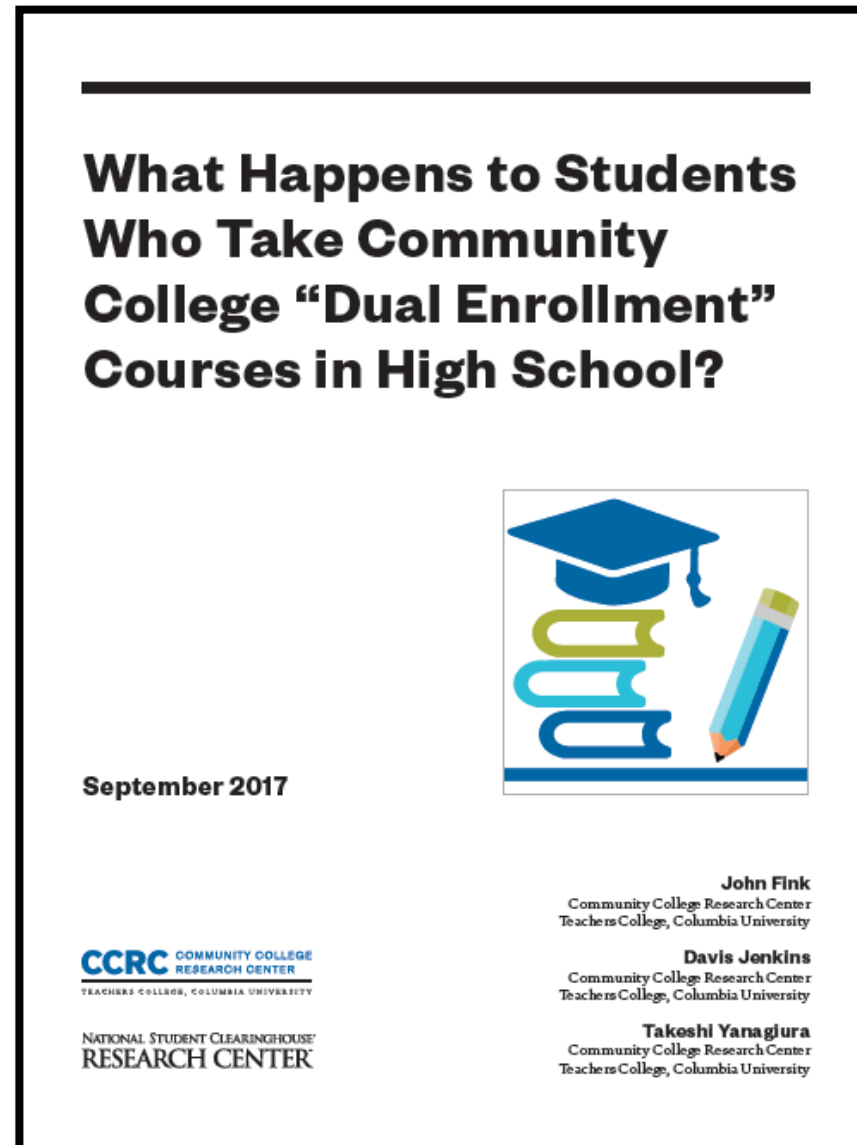
DE-White-Hispanic Gap (pp)



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.
- Equitable access to and benefits from dual enrollment? Mixed findings. (An, 2013; Taylor, 2015; AIR, 2018).
- Substantial state and institutional variation in post-HS college outcomes among former DE students (Fink, Jenkins, & Yanagiura, 2017)





- NSC data on 1.4 million first-time community college students in fall 2010
- DE definition: First-time students age 17 or younger (N=214k)

Variation in post-HS college *outcomes* among former community college dual enrollment Students

Where and if students attend college,

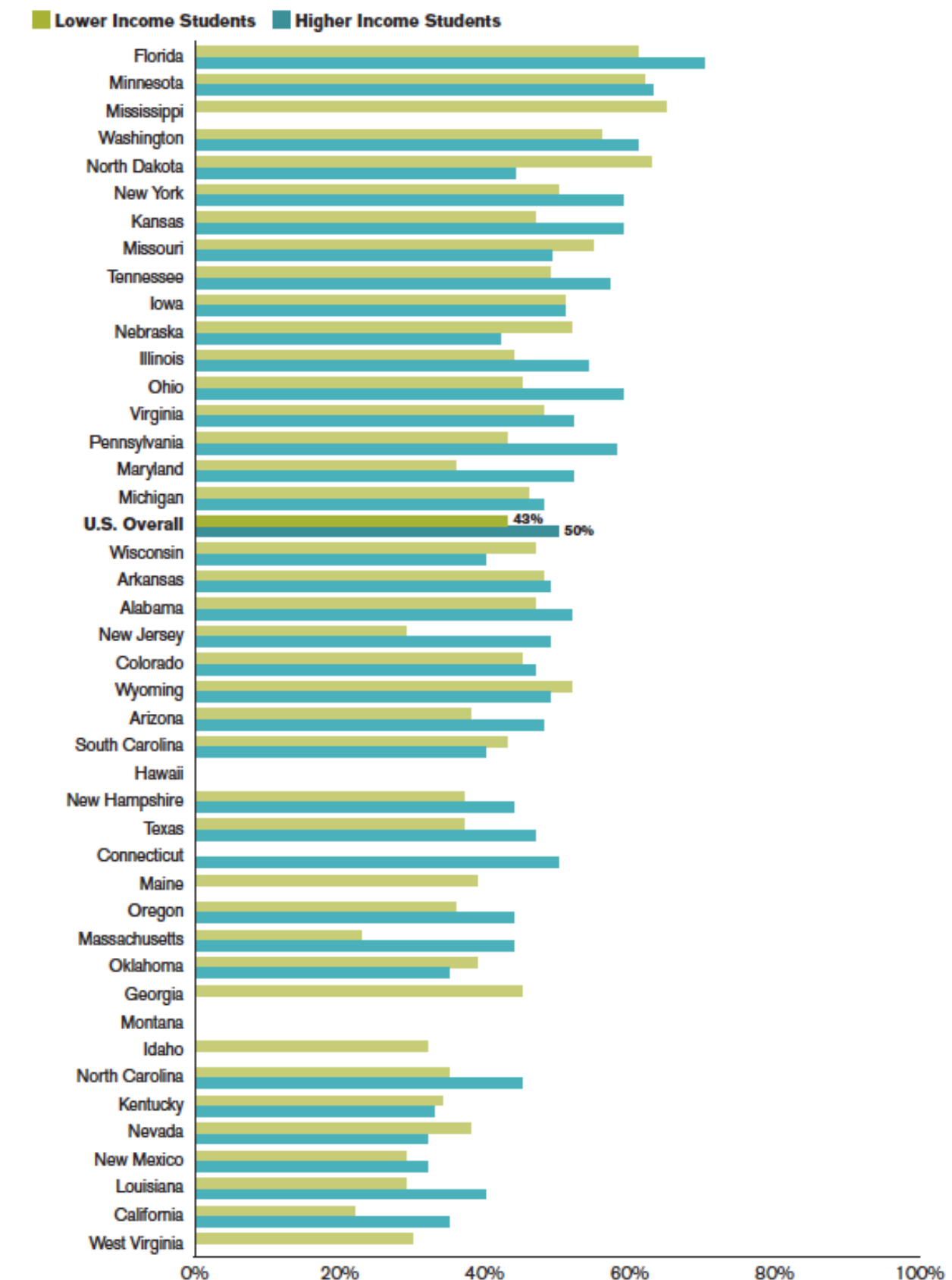
Whether and what type of credential they complete,

and the magnitude of equity gaps in completion rates.

See findings for your state here:
<https://ccrc.tc.columbia.edu/dual-enrollment.html>

(Fink, Jenkins, & Yanagiura, 2017)

Figure 8. Completion of Any Award by Income Among Students Who Participated in Dual Enrollment at Age 17 and First Matriculated at a Community College at Ages 18–20



Given the substantial variation nationally in access to and success in dual enrollment,

What can be learned from high schools and colleges that are more effective in serving students of color through dual enrollment?

The Dual Enrollment Playbook

A Guide to Equitable Acceleration for Students

Playbook Overview



- Quantitative Research: Analysis of statewide data from FL, OH, and WA to identify high school-community college pairings with above-average participation rates and strong outcomes for historically underrepresented students of color*
- Screening Calls: Phone calls with potential sites identified through quantitative research
- Fieldwork: 9 site visits in FL, OH, and WA to colleges, high schools, and district offices**

* Included Black/African American, Hispanic/Latinx, American Indian, Native Hawaiian, Pacific Islander, and Alaska Native students

** Two visits conducted remotely due to the pandemic

Playbook Research Sites

SITE	KEY PARTNERS	PRIMARY DUAL ENROLLMENT MODEL
Miami-Dade County, FL	Miami Dade College Barbara Goleman Senior High School Ronald W. Reagan/Doral Senior High School	At the college
Okeechobee County and St. Lucie County, FL	Indian River State College Okeechobee High School Treasure Coast High School	At the college and high school
Osceola County, FL	Valencia College Liberty High School	At the college
West Palm Beach, FL	Palm Beach State College Palm Beach Lakes Community High School	At the college and high school
Lorain County, OH	Lorain County Community College Lorain High School Clearview High School	At the high school
Steubenville, OH	Eastern Gateway Community College Steubenville High School	At the high school
Puyallup, WA	Pierce College Emerald Ridge High School Puyallup High School	Primarily at the college, some at the high school
Tri-Cities, WA	Columbia Basin College Tri-Tech Skills Center Wahluke High School	At the college, CTE at the skills center
Wenatchee Valley, WA	Wenatchee Valley College Bridgeport High School Eastmont High School Wenatchee High School	At the college in urban and suburban areas, at the high school in rural areas

The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students

Five Principles to Advance Equity in High-Quality Dual Enrollment

Principle

I

SET A SHARED VISION AND GOALS THAT PRIORITIZE EQUITY

Principle

II

EXPAND EQUITABLE ACCESS

Principle

III

CONNECT STUDENTS TO ADVISING AND SUPPORTS THAT ENSURE EQUITABLE OUTCOMES

Principle

IV

PROVIDE HIGH-QUALITY INSTRUCTION THAT BUILDS STUDENTS' COMPETENCE AND CONFIDENCE

Principle

V

ORGANIZE TEAMS AND DEVELOP RELATIONSHIPS TO MAXIMIZE POTENTIAL

Aligning high school career clusters with meta-majors to create on-ramps into advanced workforce credentials for CTE dual credit students at Indian River State College

Get Started on Your Pathway

1 Explore Career Clusters

Career Clusters are groups of similar occupations and industries. They were developed by the U.S. Department of Education as a way to organize career planning. The sixteen Career Clusters are explained on the pages that follow.

Once you have identified the Career Clusters that interest you, review the offerings at your high school to determine the Career Pathways Academy to pursue.

2 Enter a Career Pathways Academy

Career Pathways students benefit from a clear path to their future and are able to meet graduation requirements, earn college credits and industry certifications, and gain valuable knowledge—making them college and career ready before they leave high school.

To get started in a Career Pathways Academy, high school students should contact the counselor at their school.



3 Advance Your Education and Earnings Potential at IRSC

Every student who successfully completes a Career Pathways Academy will earn college or clock-hour credit at Indian River State College. Follow these steps:

1. Contact your high school counselor to enroll in your Career Pathways Academy of interest.
2. Complete your high school Career Pathways Academy.
3. Complete all IRSC Admission requirements.
 - a. [Complete an Application for Admission](#).
 - b. Request your transcripts from your high school, and have them sent to the IRSC Office of Student Records.
 - c. Apply for financial aid.
 - d. Complete New Student Orientation.
4. Meet with your IRSC advisor to indicate completion of a Career Pathways Academy.
5. If courses align with your program objective goal, credit will be verified and applied to your degree or certificate based on your IRSC Academic Plan/Guided Pathway.

Your eligibility for Career Pathways credit is valid for 36 months following your high school graduation date.

Career Pathways
Okeechobee County

Career Cluster 8

Health Science

Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Pathways:

- Therapeutic Services
- Diagnostic Services
- Health Informatics
- Support Services
- Biotechnology Research & Development



Career Pathways Academies

Okeechobee County High School

Nursing Assistant Academy

(Completers earn up to 307 Career Pathways clock hours at IRSC, plus up to 12 additional IRSC General Education credits.)

Electrocardiography (EKG) Technician Academy

(Completers earn up to 182 Career Pathways clock hours at IRSC, plus up to 12 additional IRSC General Education credits.)



Health Science



You've Earned College Credit—Now Get Your Degree!

Academy completers have a head start in completing their college studies—100% will receive IRSC credit. If you have interest in the Health Science Career Cluster, consider IRSC programs in the [Health Science Meta Major](#).

Associate in Arts (A.A.) Tracks

- Biology (General)
- Biology Preprofessional
- Biotechnology
- Chemistry
- Health Science

Associate in Science (A.S.) Programs

- Dental Assisting Technology and Management
- Dental Hygiene
- Emergency Medical Services
- Health Information Technology
- Health Services Management
- Medical Laboratory Technology
- Nursing—R.N.
- Physical Therapist Assistant
- Radiography
- Respiratory Care

Bachelor of Science (B.S.) Programs

- Biology
- Healthcare Management
- Nursing

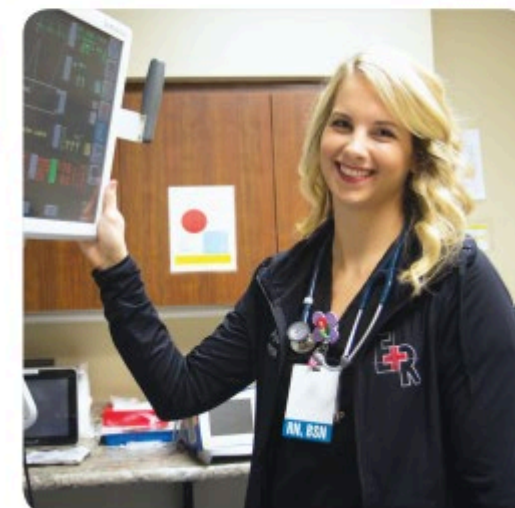
Certificate and Career Training Programs

- Emergency Medical Technician—Applied Technology Diploma
- Medical Administrative Specialist—Quick Job Training
- Medical Assisting—Quick Job Training
- Nursing Assistant—Quick Job Training
- Paramedic
- Pharmacy Technician—Quick Job Training
- Phlebotomy—Quick Job Training
- Practical Nursing—Quick Job Training
- Surgical Technology—Quick Job Training

IRSC graduates get great jobs! What they say:

"I love caring for critically ill patients and their families in their time of need. I feel honored with the trust my patients place in me to care for them at their most vulnerable time. I also was attracted to the career because of the stability and ability to move anywhere and still be employable."

— Ayla Messier, B.S.N., R.N.
Cleveland Clinic Martin Health
B.S. Degree in Nursing



Mapping transfer pathways for DE students at Lorain County Community College



HS Periods	HS Credit	HS Course	LCCC Course	College Credit
1	1	English II		
2	1	Geometry or Alg. II		
10 th Grade	1	Biology	BIOG 151: General Biology	4
	1	Chemistry	CHMY 161: General, Organic & Biochemistry I	4
	1	United States History	HSTR 162: US History	3
	1	Humanities Elective	HUMS 151: Introduction to Humanities *	3
5	5	Personal Finance		
HS Periods	HS Credit	HS Course	LCCC Course	College Credit
6	1	Humanities/Cultural Diversity	ENGL 266: African American Literature *	3
12 th Grade	1	Humanities Elective	HUMS 281: Introduction to American Cinema *	3
	2	College Level Math	MTHM 181: Calculus I	5
Yr. Tot	1	Advanced Science	PHYC 150: General Physics I	4
Cum. Tot	3	Advanced Science	CHMY 171: General Chemistry I	5
			CHMY 172: General Chemistry II	5
	Fall Semester	Credit Hours	Spring Semester	Credit Hours
4	BIOG 252: Microbiology	5	BGSU required course: BIOL 3510: Evolution	3
5	BGSU required course must be	3	BGSU required course: BIOL 4400: Molecular Neurobiology	3
Yr. Tot	BGSU 3000/4000 elective course	3	BGSU 3000/4000 elective course	3
Cum. Tot	BGSU 3000/4000 elective course	3	BGSU 3000/4000 elective course	3
	Semester Total	14		12
	Cumulative Total	38		50
	Grand Total			122

Year 14

COLLEGE / UNIVERSITY	UNIVERSITY COSTS 4 YEARS WITH ROOM & BOARD	BACHELOR'S DEGREE COMPLETION COSTS	SAVINGS
ASHLAND UNIVERSITY B.S. IN EDUCATION	\$125,136	\$32,798	74%
BOWLING GREEN STATE UNIVERSITY B.S. IN BIOLOGY	\$73,792	\$11,745	84%
CLEVELAND STATE UNIVERSITY B.A. IN PSYCHOLOGY	\$95,784	\$12,525	87%
HIRAM COLLEGE B.A IN ACCOUNTING & FINANCIAL MGMT	\$186,592	\$24,554	87%
KENT STATE UNIVERSITY BACHELOR OF BUSINESS ADMINISTRATION	\$88,472	\$12,893	83%
UNIVERSITY OF AKRON B.S. IN SPORT STUDIES	\$92,264	\$16,586	82%
UNIVERSITY OF TOLEDO B.S. IN COMPUTER SCIENCE & ENGINEERING**	\$84,916	\$15,726	81%
YOUNGSTOWN STATE UNIVERSITY B.S. IN APPLIED SCIENCE, ALLIED HEALTH	\$73,197	\$13,660	81%



Here. Now. Guaranteed.

35 Pathways Completed!

www.lorainccc.edu/MyUniversity

AAS in Respiratory Care Technology -- BGSU
BAHS in Respiratory Care Specialist-- BGSU
BA in Accounting and Financial Management -- Hiram
BA in Communication/Telecommunications -- BGSU
BA in Gerontology -- YSU
BA in Nonprofit Admin/Human Services--CSU
BA in Nonprofit Admin/Public Administration -- CSU
BA in Paralegal Studies -- KSU
BA in Political Science --YSU
BA in Public Safety Management -- CSU
BA of Arts in Spanish -- CSU
BA in Urban Studies-- CSU
BBA, Major in Entrepreneurship-- UT
BBA, Major in General Business -- Kent
BBA, Major in Info Systems with Operations and Supply Chain Management Minor -- UT
BBA, Double Major in Info Systems and Operations & Supply Chain Management -- UT
BBA, Major in Management -- UT
Bachelor of Organizational Supervision -- UA

BS in Applied Science/Criminal Justice -- YSU
BS in Applied Science, Long-Term Care Administration -- YSU
BS in Biology -- BGSU
*BS in Computer Information Systems-- UA

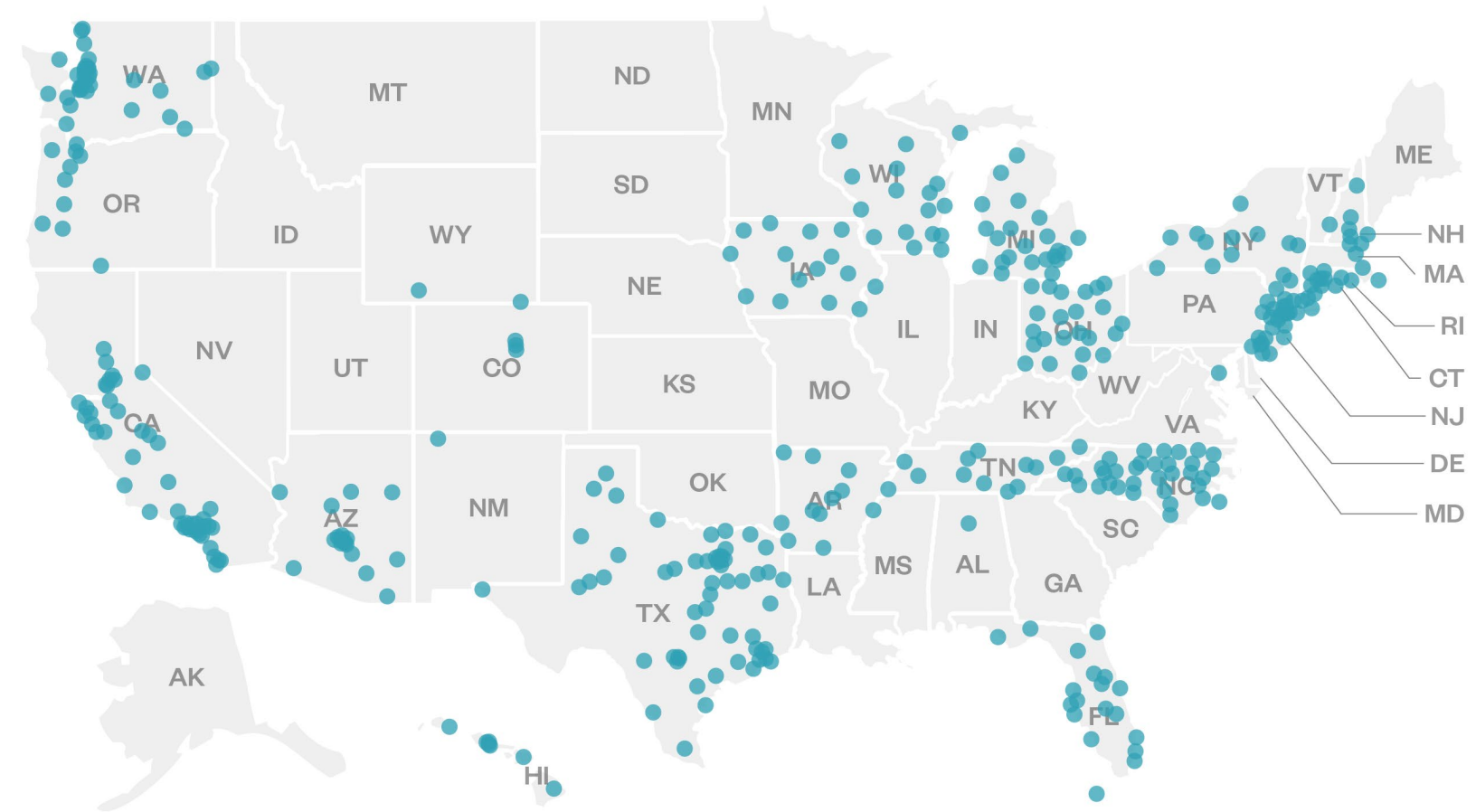
- Networking
- Programming
- Web Development

*BS in Computer Science and Engineering -- UT
BS in Computer Science and Engineering Tech -- UT
BS in Education, Early Childhood Licensure (PreK-3) -- AU
BS in Education, Early Intervention Specialist/Early Childhood Education -- AU
BS in Education, Intervention Specialist (K-12) -- AU
BS in Education, Middle Grades (4-9) -- AU
BS in Exercise Science, Fitness Management -- UA
BS in Psychology -- CSU
BS in Sport Studies-- UA
*Bachelor of Social Work -- YSU
Bachelor of Technical & Applied Studies -- OU

*Pathways/degrees take longer due to work-based learning component.

Guided pathways has become a national movement for whole-college institutional transformation

Nearly **400 community colleges** are part of formal state and national guided pathways reform initiatives. Others are implementing pathways reforms on their own.



Updated December 2020

Dual Enrollment Equity Pathways (DEEP): Expanding college and career opportunity by broadening access to underserved communities and aligning dual enrollment and guided pathways reforms

Guiding Questions for Colleges: Dual Enrollment Equity Pathways

1. How can we broaden access to dual enrollment?
 - How can we work with our primary high school partners to further increase participation by closing gaps in representation within their schools?
 - Which high schools in our service area do we not partner with as much? Do they serve large numbers of underrepresented students? What's the potential for further outreach in partnership with those schools?
2. What's the potential for recruiting dual enrollment students into our programs after high school?
 - What do we know about the goals and aspirations of our DE students? How familiar are they with our college's programs?
 - How are we helping DE students explore, enter, and succeed in program foundation courses (outside of math and English or other gen eds)?

To build back enrollments lost to pandemic, colleges are rethinking dual enrollment to **expand access to high-opportunity postsecondary pathways**

Conventional Approach

Dual Enrollment Equity Pathways (DEEP)

DE courses ***made available*** to students who are already “college-bound” ✓ →

Active outreach and support for underrepresented students and families starting in middle school

Focus is mainly on strengthening students’ ***academic preparedness for college*** ✓ →

Focus also on building ***motivation for college*** by helping students explore interests and begin to develop a plan tied to college programs and careers in a field of interest

Colleges and schools mainly emphasize ***general education courses*** ✓ →

Colleges and schools introduce students to high-opportunity postsecondary pathways through ***program foundation courses***

Focus on achievement of ***academic content standards*** ✓ →

Added focus on helping students become ***confident college learners*** through active teaching/learning

High school career technical education focused mainly on ***immediate post-HS employment*** ✓ →

High school career technical education students readily able to ***apply HS CTE credits toward college degree programs*** in high-opportunity fields



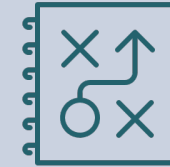
ASK: Ask every student about their interests, strengths, and aspirations and help them explore relevant programs.



CONNECT: Help all students connect with faculty, students, alumni, others and coursework in a field of interest from the start.



INSPIRE: Ensure every student has light-the-fire learning experience in term 1 and active and experiential learning opportunities throughout.



PLAN: Help every student develop an individualized educational plan by the end of term 1.

Research-Based Design Principles for Reimagining Transfer Program Onboarding

Are DE students taking courses that will “light the fire” for learning?

What support are we providing to instructors to formally and informally introduce students to related opportunity for further education and careers?

Dual Enrollment (N = 605 students)

Rank	Course Title	Course ID	# of program students who took the course	% of program students who took the course
1	FRESHMAN ENGLISH I	1101	223	37%
2	COLLEGE ALGEBRA	1105	186	31%
3	INTRO TO MICROCOMP/WINDOWS	1100C	117	19%
4	FUND OF SPEECH COMMUNICATION	2608	111	18%
5	INTRODUCTION TO PSYCHOLOGY	2012	87	14%
6	AMERICAN GOVERNMENT	1041	68	11%
7	SURVEY OF ECONOMICS	1000	60	10%
8	FRESHMAN ENGLISH II	1102	42	7%
9	INTRODUCTORY SURVEY TO 1877	1010	40	7%
10	PRECALCULUS ALGEBRA	1140	38	6%
>10	2 other different courses attempted by at least 1 student from this program			

How can State Policy Support DEEP Reforms?

1. Require/incentivize focus on equity
2. Eliminate access barriers
3. Support HS-college partnerships and pathways

The Dual Enrollment Playbook

A Guide to Equitable Acceleration for Students

State Team Discussion

- What is working well in your state to help utilize dual credit as a mechanism for expanding access to college and career opportunity? What could be improved?
- How can state agencies or statewide policy better motivate and support school-college partnerships working to advance equity in dual enrollment?
- What data does our state already collect and report, and how might it be better leveraged to support reforms to advance equity in dual enrollment?
- What are the big unanswered questions around dual credit in your state?

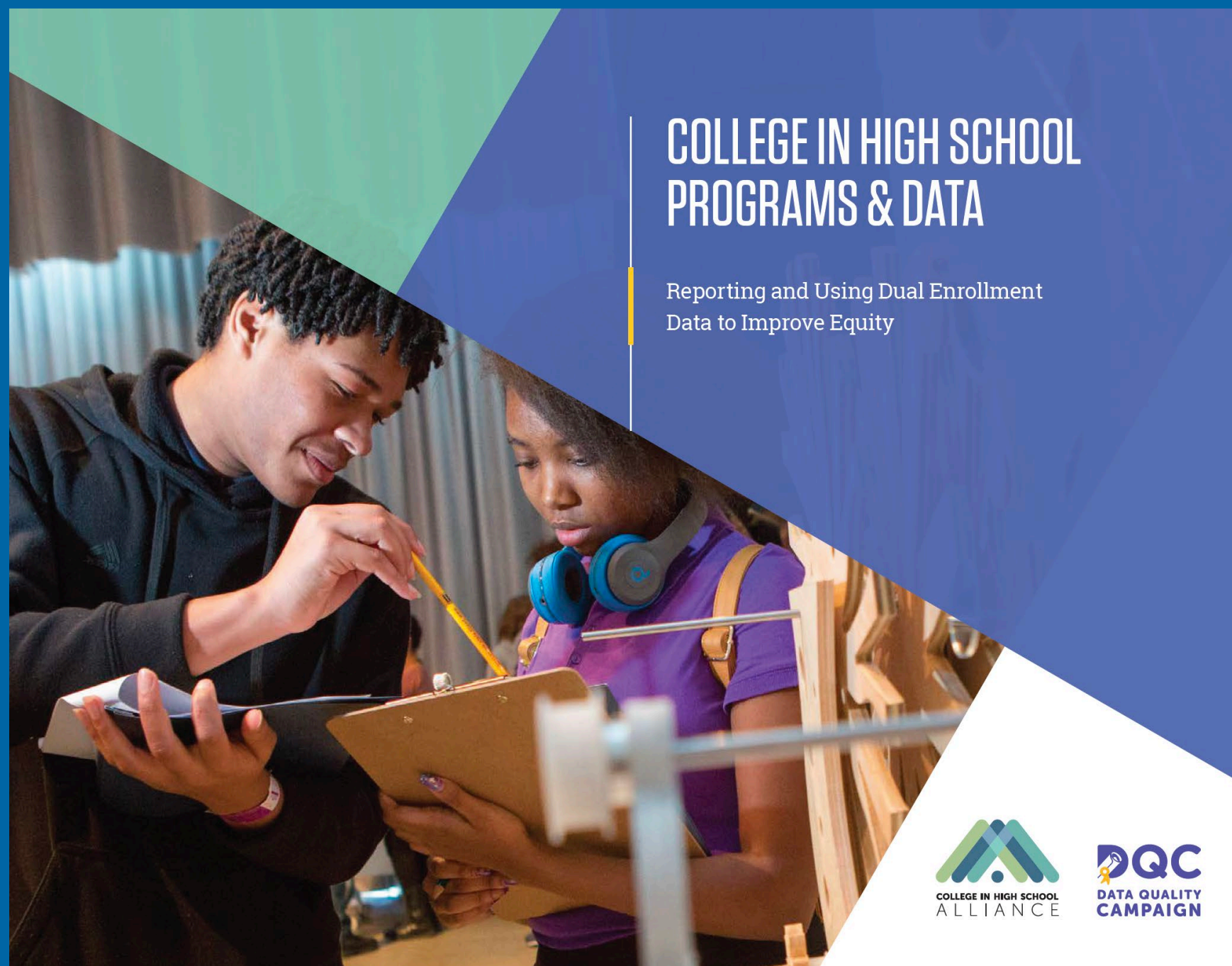
Break & Slido

What are the big unanswered questions around dual credit in your state? What do you want to dive deeper on?

The 'What' and the 'How to'

Example Dual Enrollment Metrics and Recommendations for State Reporting

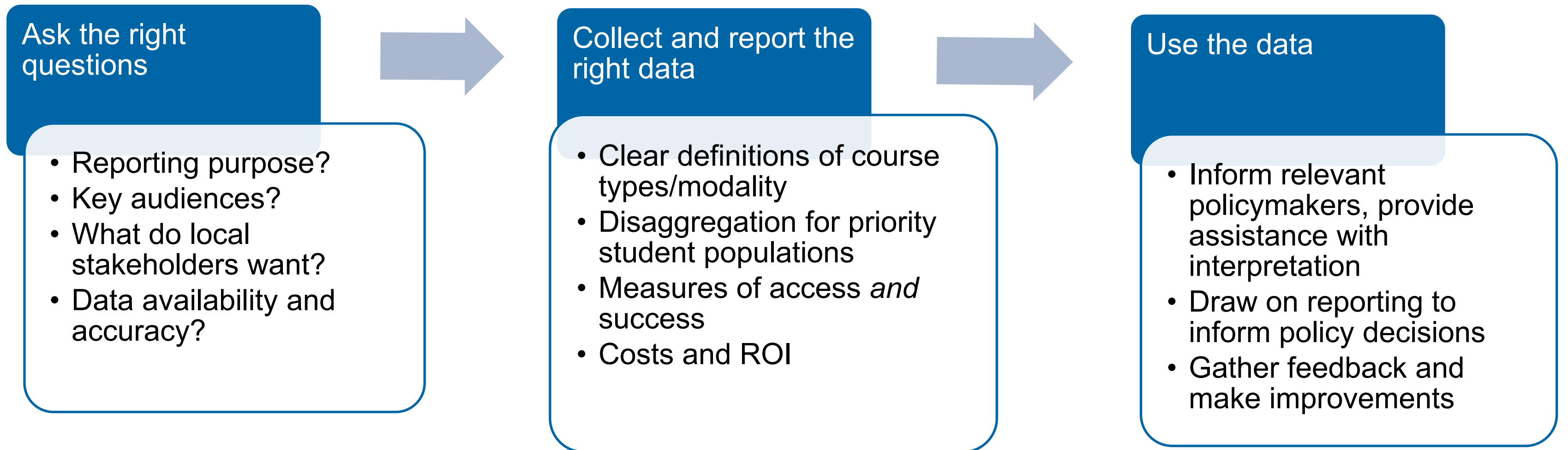
State Dual Credit Reporting Recommendations



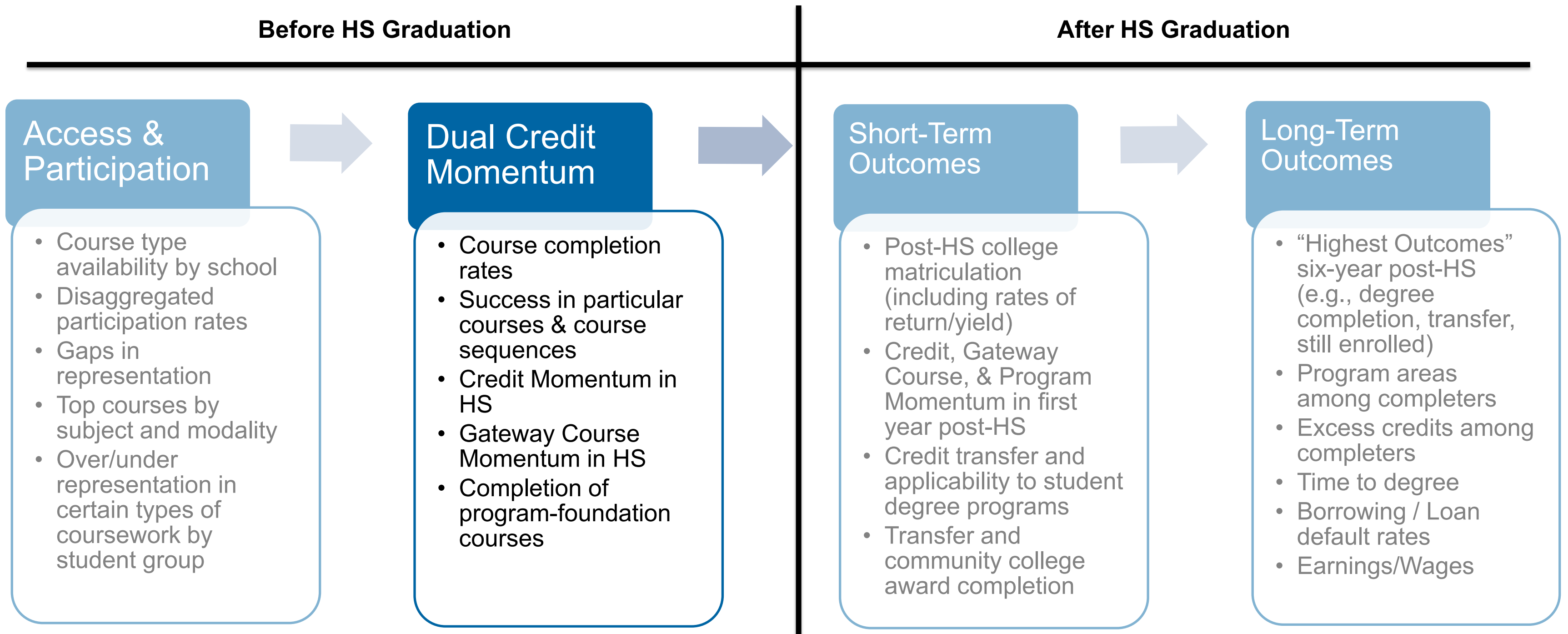
Common Types of State Dual Credit Reporting

	1 REGULAR, PERIODIC OR ONE-TIME REPORTS	2 STATE REPORT CARD	3 STATE DATA DASHBOARD
Benefits	<ul style="list-style-type: none"> + Allows the state to communicate to stakeholders a wide range of access and success data for dual enrollment, disaggregated by student demographics. + States can adopt an experimental research design for their data to support rigorously tested results. + Allows states to create specific metrics for measuring dual enrollment program access and success. 	<ul style="list-style-type: none"> + Provides a high-level overview of dual enrollment data, suitable for most audiences. + Allows stakeholders to easily access statewide participation and success data, disaggregated by student demographics. + Updated annually by law, providing a consistent mechanism through which to access this data. 	<ul style="list-style-type: none"> + Provides data on district and individual school level, disaggregated by student demographics. + Allows local stakeholders to understand specific access and success gaps in their local school(s). + District and school level data can provide for the development of targeted interventions.
Constraints	<ul style="list-style-type: none"> – Requires ongoing political commitment and resources to produce the report, unless mandated by law. – States must be careful in how they contextualize the data not to mislead or present overly favorable interpretations to suit the report's objectives. 	<ul style="list-style-type: none"> – If a state uses a meta-indicator for college and career readiness, it is very difficult to understand the impact of dual enrollment specifically. – Many report cards do not currently provide information on dual enrollment participation and success, disaggregated by student population. 	<ul style="list-style-type: none"> – When used in isolation without being paired with statewide data through a report or report card, it can be difficult to understand statewide trends. – When certain student demographic groups are small and distributed across school districts, information on those students can be obscured to protect them from being identifiable.

CHSA & DQC Recommended Phases in Developing DE Reporting Systems

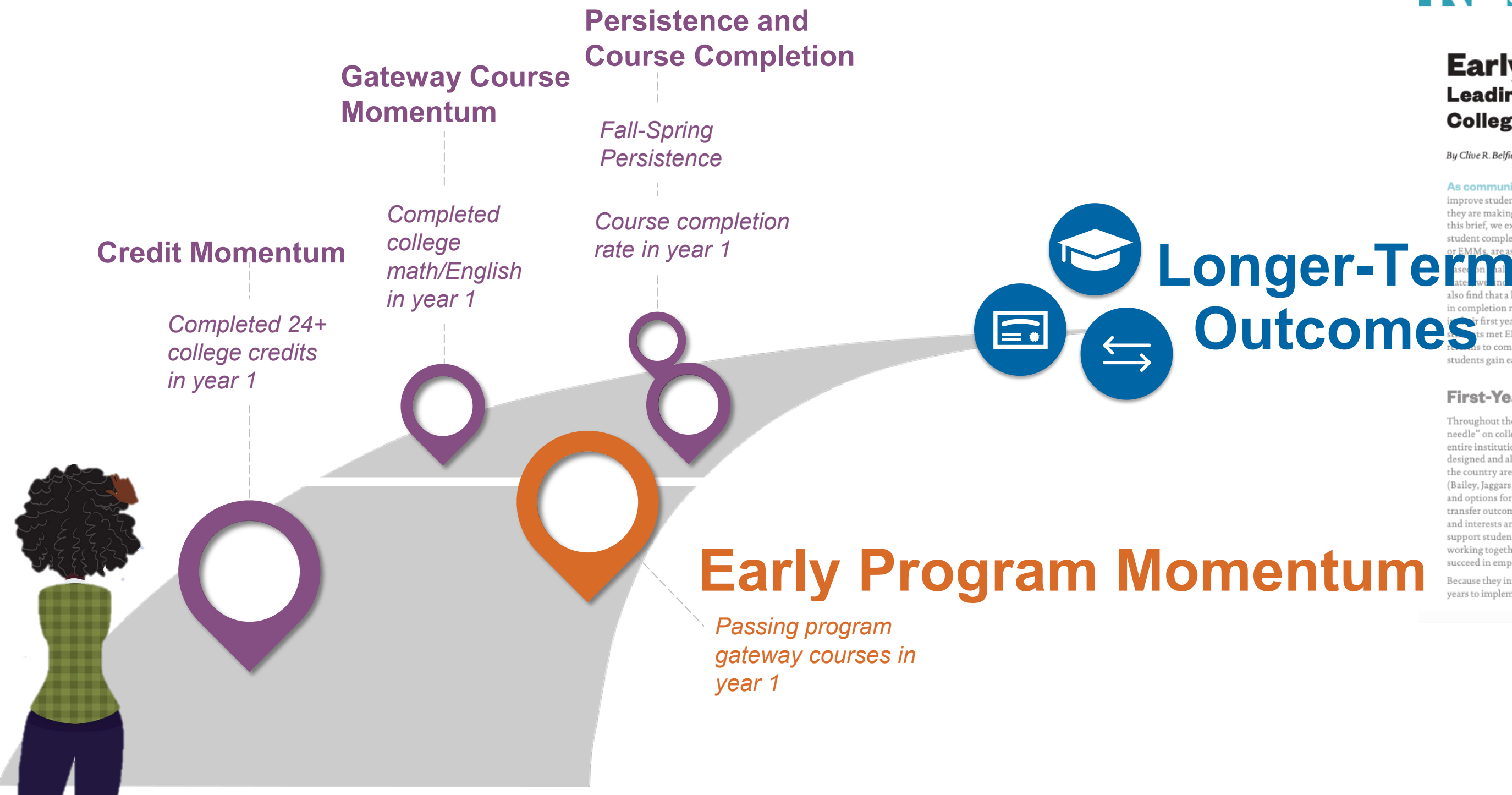


What is the ‘Right’ Data? Toward a Dual Enrollment Metrics Framework



Early Momentum Metrics: Leading Indicators of Collegewide Improvement

Early Academic Momentum



Early Momentum Metrics Leading Indicators for Community College Improvement

By Clive R. Belfield, Davis Jenkins, and John Fink

As community colleges across the country implement large-scale reforms to improve student success, they need timely and actionable metrics to determine if the changes they are making in a given year or term will likely improve student outcomes in the long run. In this brief, we examine how well nine measures of students' progress in their first year predict student completion in subsequent years and thus how suitable these early momentum metrics, or EMMs, are as leading indicators of the effectiveness of institutional reforms.

Based on analysis of student data from all community colleges in three states, we find that EMMs do predict longer term success for students. We also find that a key factor in low completion rates, as well as in equity gaps in completion rates, is that many students do not gain early momentum in their first year. College outcomes would be substantially higher if more students met EMMs. Our findings indicate the need for comprehensive reforms to community college organization and practice to help more students gain early momentum on their way to earning a credential.

Based on analysis in three states, we find that measures of student progress in the first year predict student completion in subsequent years.

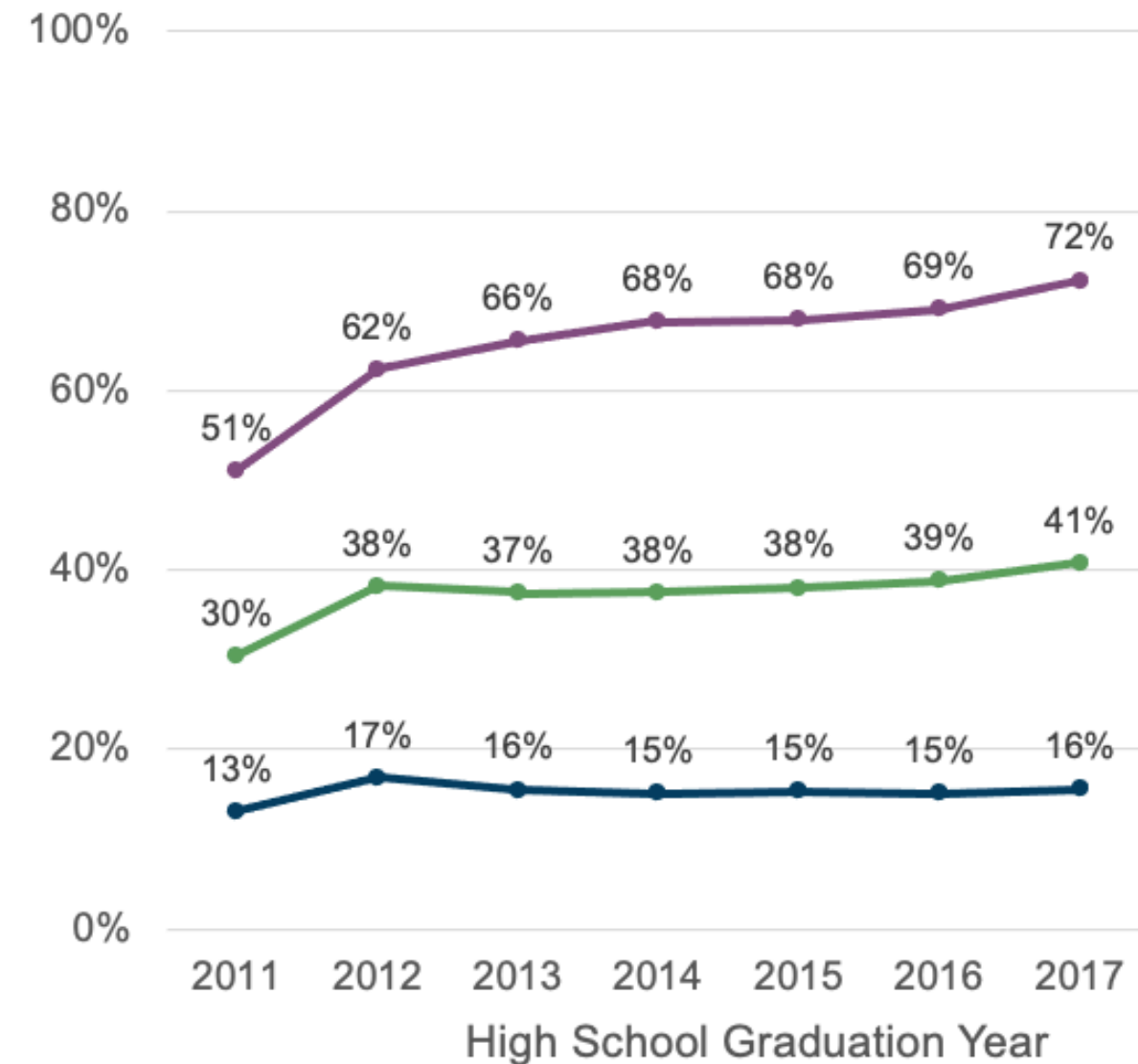
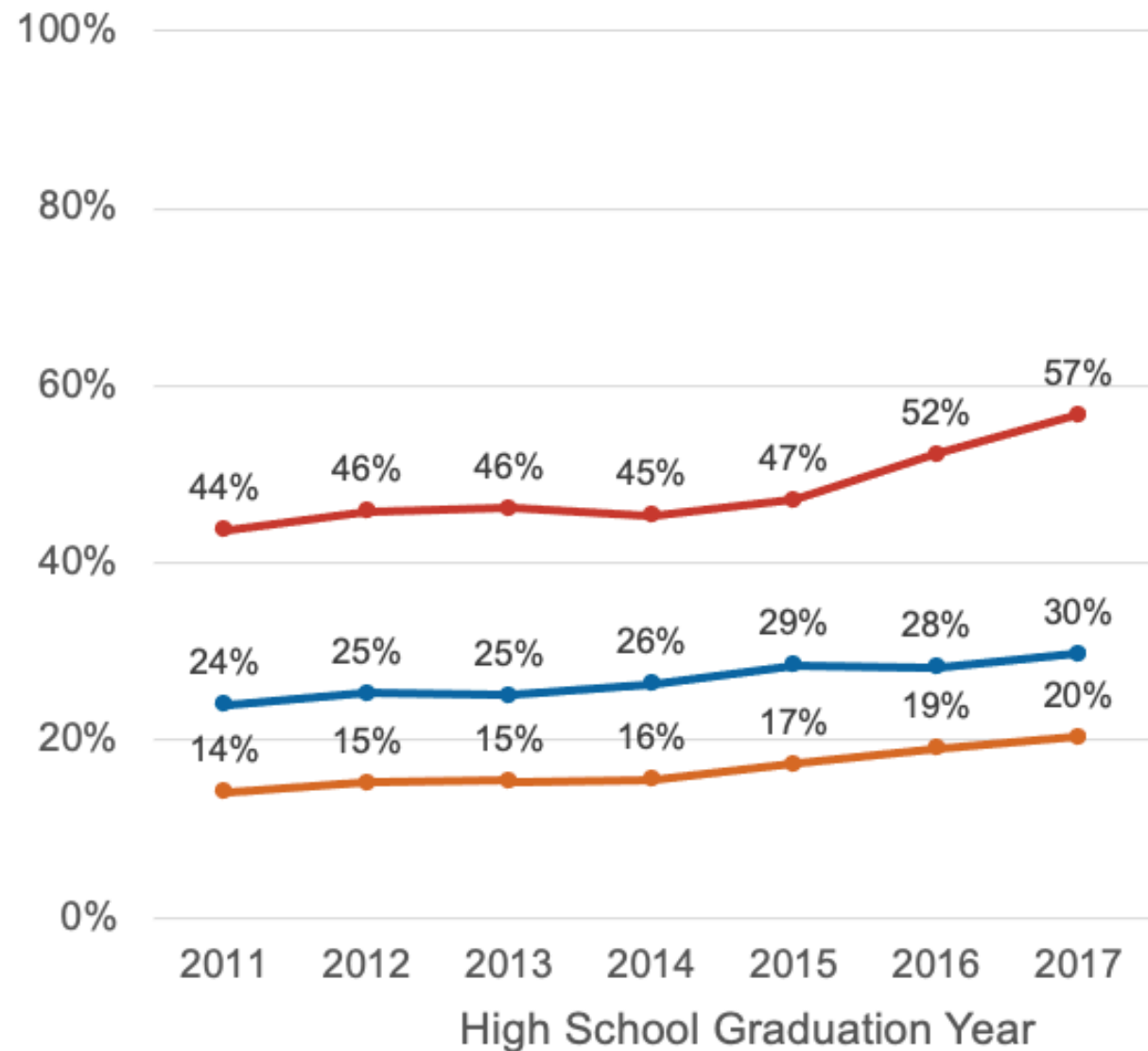
First-Year Indicators of Longer-Term Success

Throughout the nation, two-year and four-year colleges are recognizing that to "move the needle" on collegewide measures of success (e.g., completion rates) major redesign across the entire institution may be required to ensure that its programs, policies, and practices are well designed and aligned to promote student success. Hundreds of community colleges across the country are adopting whole-college reforms commonly referred to as "guided pathways" (Bailey, Jaggars, & Jenkins, 2015). As part of these reforms, colleges are mapping requirements and options for programs of study so that they are aligned with desired employment and transfer outcomes, redesigning the onboarding process to help new students explore options and interests and develop an academic completion plan, and revamping advising to better support students in making timely progress toward completion of a credential. Faculty are also working together across disciplines to ensure that curricula and teaching prepare students to succeed in employment and transfer in their field of study.

Because they involve a redesign of college practices at scale, guided pathways reforms take several years to implement (Jenkins, Lahr, Fink, & Ganga, 2018, pp. 2–3). Given that whole-college

Applying “Early Momentum Metrics” to high school dual enrollment

Trends in Dual Enrollment Momentum by HS Graduation Year DE participants in one state community college system



HIGH SCHOOL DUAL ENROLLMENT DASHBOARD

PARTICIPATION:

442

participants in 2018–19
+16.4% from 2014–15

91.6%

classes taken in 2018–19
+7.5% change from 2014–15

83.5%

of participants in 2018–19
took 2 or more classes
Compared to 67.8%
across Ohio

1,971

C or better in 2018–19
+2.3% change from 2014–15

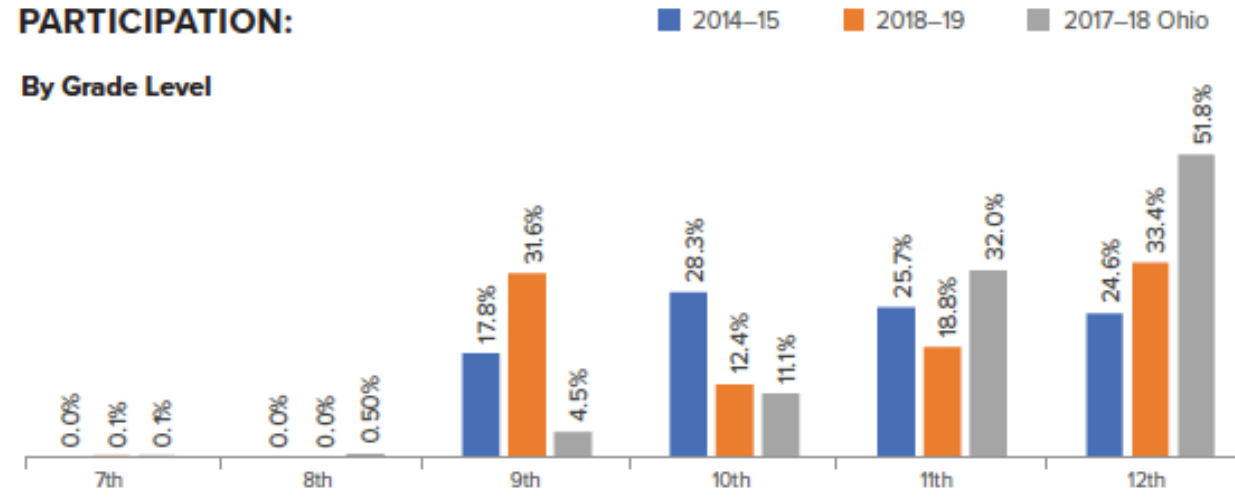
\$990,323

value in LCCC tuition
& books in 2018–19

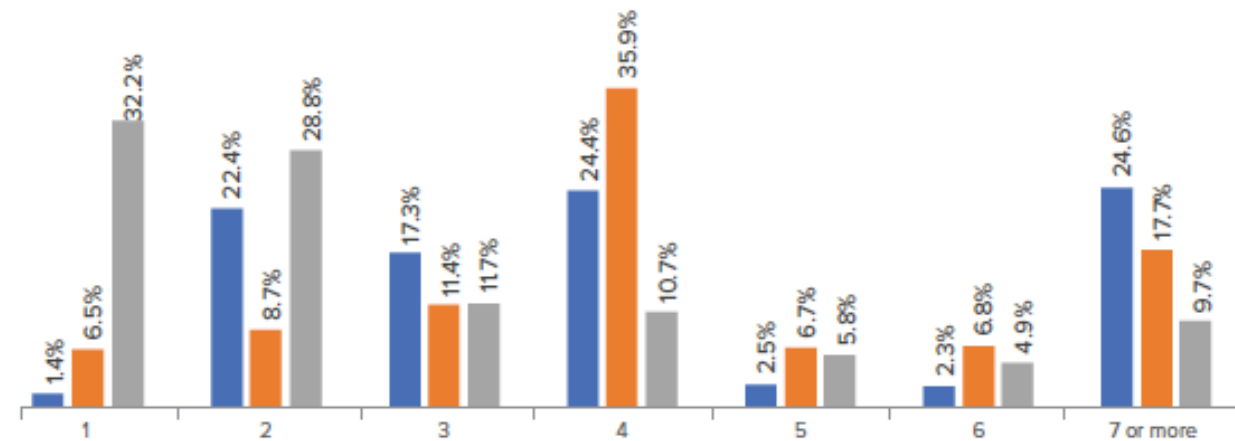
Ohio comparison based on 2017–18 College Credit Plus Annual Report (ohiohighered.org/ccp)

PARTICIPATION:

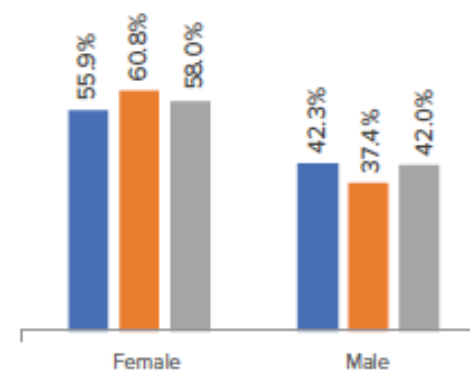
By Grade Level



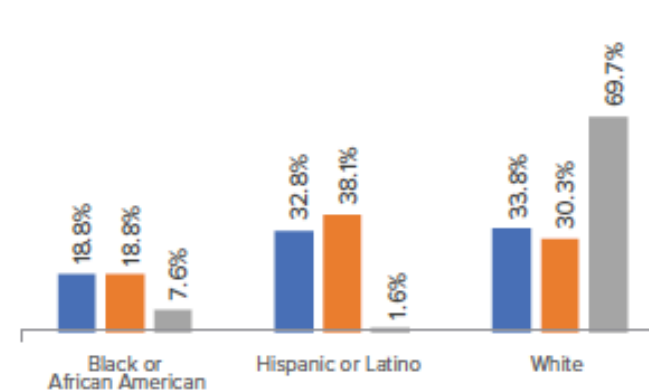
By Classes Taken



By Sex



By Race/Ethnicity



GRADUATING CLASS:

176

students from the Class of 2019
earned college credit

40.5

credits on average

146

earned 12+ college credits
+66.5% compared to the
Class of 2015

115

completed college English
+40.1% compared to the Class of 2015

95

completed college Math
+69.1% compared to the Class of 2015

COLLEGE ENROLLMENT:

176

students from the Class of 2019
earned college credit

40.5

credits on average

College enrollment data from LCCC student records and National Student Clearinghouse. Graduate tracking from LCCC degree records and National Student Clearinghouse. Ohio and National figures from CCRC report "What happens to students who take community college dual enrollment courses in high school?" (ccrc.tc.columbia.edu/publications)

38.9%

of Class of 2019

\$1,289,684

value in LCCC tuition and books

119

earned 24+ college credits
+102.5% compared to the
Class of 2015

7,442

college credits earned
by the Class of 2019

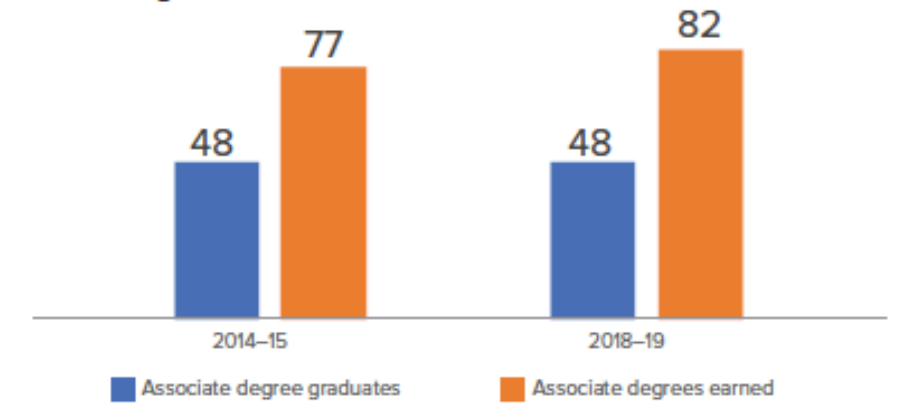
\$3,154,570

value in Ohio 4-year tuition

97

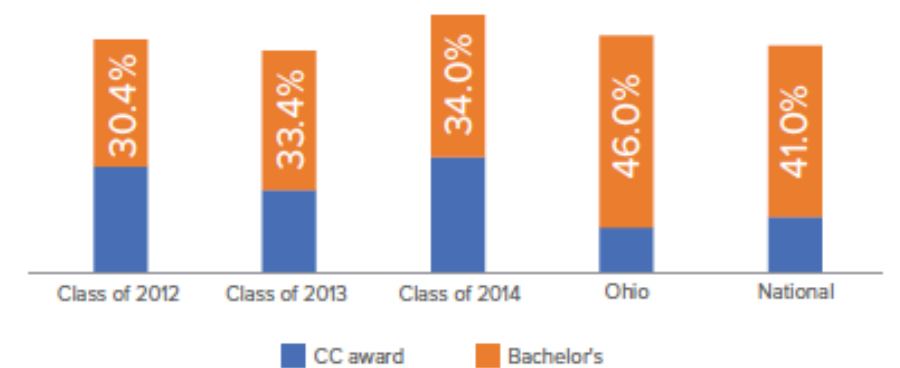
earned 36+ college credits
+89.5% compared to the
Class of 2015

Associate degrees



Five years later:

Completion within five years from HS graduation for dual enrollment graduates who continued on to college



Dual Credit Reporting Show and Tell

Kimberly Kirkpatrick, Associate Commissioner for Inst. Research and Performance Assessment, Louisiana Board of Regents

Mellynn Baker, Assistant Commissioner for Institutional Research, Louisiana Board of Regents

Scott U'Sellis, Data Manager, Office of Career and Technical Education, Kentucky Department of Education

Louisiana

DUAL ENROLLMENT

2021 Annual Report



2018-19
School Year

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Figure 15: Percent of High School Graduates Who Took a Dual Enrollment Course (Includes Charter and State Schools)

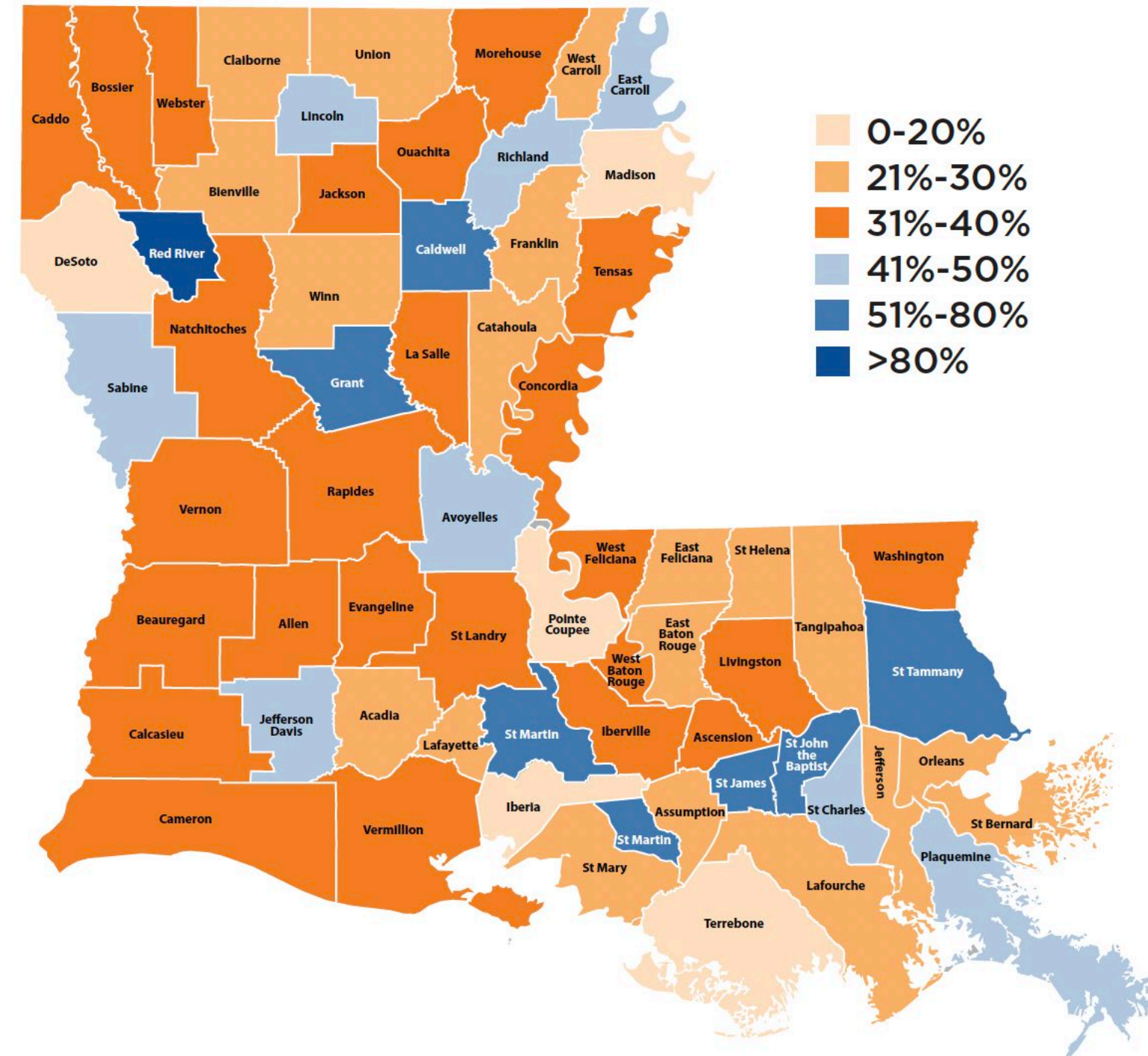


Figure 11: 2018-19 Public High School Graduates Who Took Advanced Courses, by Race/Ethnicity

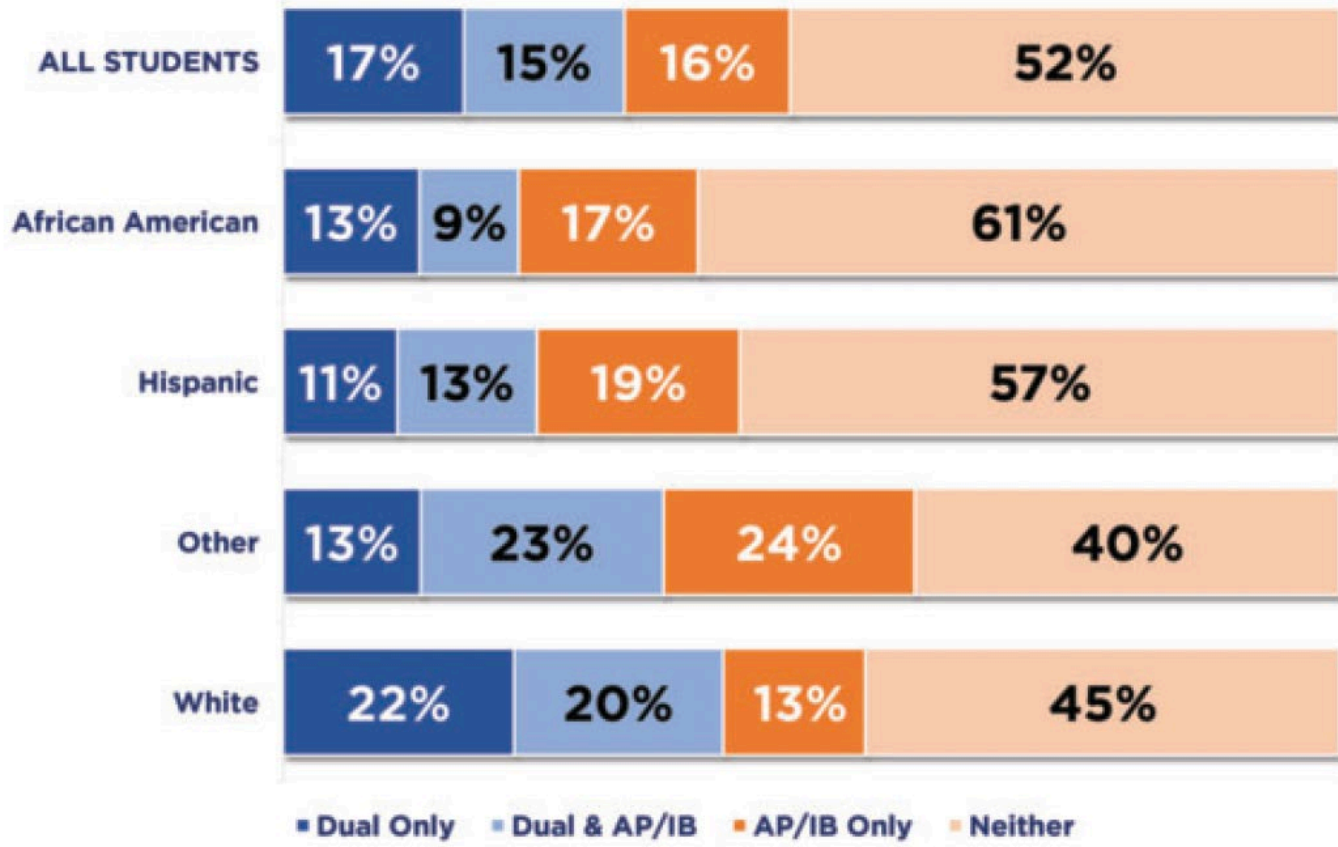


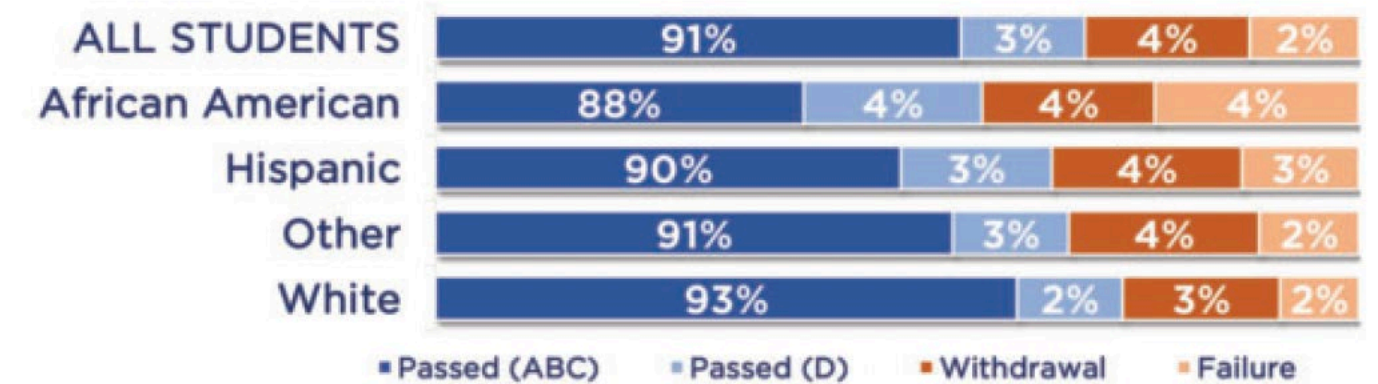
Table 13: High Schools with 75% or More Graduates of Color Who Took a Dual Enrollment Course

High Schools	Graduates of color	Dual Enrollment Participation Rate
Parish Schools		
Evans High School (Vernon)	<10	100%
Hicks High School (Vernon)	<10	100%
Thomas Jefferson High School for Advanced Studies (Jefferson)	55	100%
East Beauregard High School (Beauregard)	<10	100%
Plainview High School (Rapides)	<10	100%
Holden High School (Livingston)	<10	100%
Early College Academy (Lafayette)	23	100%
Red River High School (Red River)	73	99%
Haynes Academy School for Advanced Studies (Jefferson)	50	92%
Phoenix High School (Plaquemines)	<10	77%
Patrick F. Taylor Science & Technology Academy (Jefferson)	42	76%
Huntington High School (Caddo)	165	75%
Charter Schools		
Lincoln Preparatory School (Lincoln)	37	100%
JS Clark Leadership Academy (St. Landry)	18	100%
State Lab and Specialty Schools		
Thrive Academy (East Baton Rouge)	17	88%

Table 2: Percent of Dual Enrollments by Field, by System

System	Career & Technical Fields	General Education Fields
Louisiana Community & Technical College System	60%	40%
Louisiana State University System	7%	93%
Southern University System	28%	72%
University of Louisiana System	3%	97%
Statewide	25%	75%

Figure 4: Course Grades by Race/Ethnicity





Bryan Station High School

Dual Credit Participation and Performance [i](#)

Participation

Dual Credit

TABLE

Group	Student Enrollment	Student Completers	Students With Qualifying Grade
Female	83	76	76
Male	38	37	36
African American	37	31	31
American Indian Or Alaska Native	.	.	.
Asian	.	.	.
Hispanic Or Latino	17	16	16
Native Hawaiian Or Pacific Islander	.	.	.
Two Or More Races	4	.	4
White (Non-Hispanic)	62	61	60
Economically Disadvantaged	61	56	56
Students With Disabilities (IEP)	.	.	.

Courses Offered [i](#)

Course Enrollment	Course Completers	Students With Qualifying Grade
217	200	186
13	.	10
3	.	3
23	16	14
20	18	13
18	16	15
10	6	6
130	128	125

- Dual credit course enrollments and completions
- Many student subgroups for disaggregated enrollments/completions
 - Male/Female; Race/ethnicity; Economically Disadvantaged; Students With Disabilities (IEP); English Learner; Foster Care; Gifted And Talented; Homeless; Migrant; Military Dependent

Dual Credit Reporting: Examples and Reflection from Colleagues

Kimberly Kirkpatrick, Associate Commissioner for Inst. Research and Performance Assessment, Louisiana Board of Regents

Mellynn Baker, Assistant Commissioner for Institutional Research, Louisiana Board of Regents

Scott U'Sellis, Data Manager, Office of Career and Technical Education, Kentucky Department of Education

Cross-State Roundtables

Sharing Insights and Examples to Better Measure and Motivate Efforts to Expand College and Career Opportunity through Dual Enrollment

Cross-State Roundtable Topics

Topic #1: The ‘what’ of dual credit reporting: Considering the earlier framework (access, momentum, short- and long-term outcomes), share examples and discuss the types of DE metrics that matter most to stakeholders

Topic #2: How can state dual credit reporting be used to motivate and support reforms and improvements to policy and institutional practice? (e.g., school report cards, annual reports, convenings/technical assistance, target-setting).

Topic #3: CTE Dual Credit and Aligning funding and incentives to support K12 and postsecondary partnerships a la “DEEP”

Thank you!

John.Fink@tc.columbia.edu



Download Slides