Dual Enrollment: A Strategy for Improving College Readiness and Success for All Students

Dr. Katherine Hughes
National Center for Postsecondary Research (NCPR)
Community College Research Center
Teachers College, Columbia University
February 10, 2012
Dual Enrollment

- Allows high school students to enroll in college courses and potentially earn college credit
- May or may not be for dual credit
- Broad participation (2002-03 school year):
  - At 71 percent of public high schools, students took courses for dual credit
  - Over 800,000 high school students took a college course
- Participation appears to be increasing rapidly
- Many program models
Why the interest in and expansion of dual enrollment?

- Growing importance of postsecondary education, but problems with retention and completion, particularly for disadvantaged students
- Earning college credit in high school is positively related to “academic momentum” in college
- Presumed benefits from dual enrollment include:
  - Increased engagement and motivation of HS seniors
  - Students better understand the demands of college
  - Students enter college with credits already accumulated
  - Potential cost savings to families and education systems
  - Create connections between secondary and postsecondary institutions
Prior CCRC Research

- Analyses of dual enrollment outcomes in NYC and Florida
  - With controls for student and school characteristics
- Florida: All dual enrollment participants and subsample of those in CTE fields
- NYC College Now program: Dual enrollment participants from CTE high schools
Findings

- FL: Participation positively related to:
  - Enrolling in college, and enrolling full-time
  - Persistence in college
  - Higher GPA one year after HS graduation
  - More credits earned three years after HS graduation
- Male and low-income students benefited more from dual enrollment participation than their peers

- NYC: Participation positively related to:
  - Pursuit of a BA
  - Higher 1st semester GPA
  - Credit accrual
New Study:
CA Concurrent Courses

- 8 career/technical high school-college partnerships in CA
- Students are primarily minority, limited English proficient, or first gen college-going
- Longitudinal tracking of students finding that participants are more likely to enroll in college and to enroll in 4-yr colleges
- More results coming soon
For more information:

Please visit us on the web at

www.PostsecondaryResearch.org
to learn more about our latest research
and sign-up for electronic announcements.

National Center for Postsecondary Research
Teachers College, Columbia University
525 West 120th Street, Box 174, New York, NY 10027
E-mail: ccrc@columbia.edu
Telephone: (212) 678-3091

NCPR is funded by the Institute of Education Sciences of the U.S. Department of Education