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# Dual Enrollment as an Acceleration Approach

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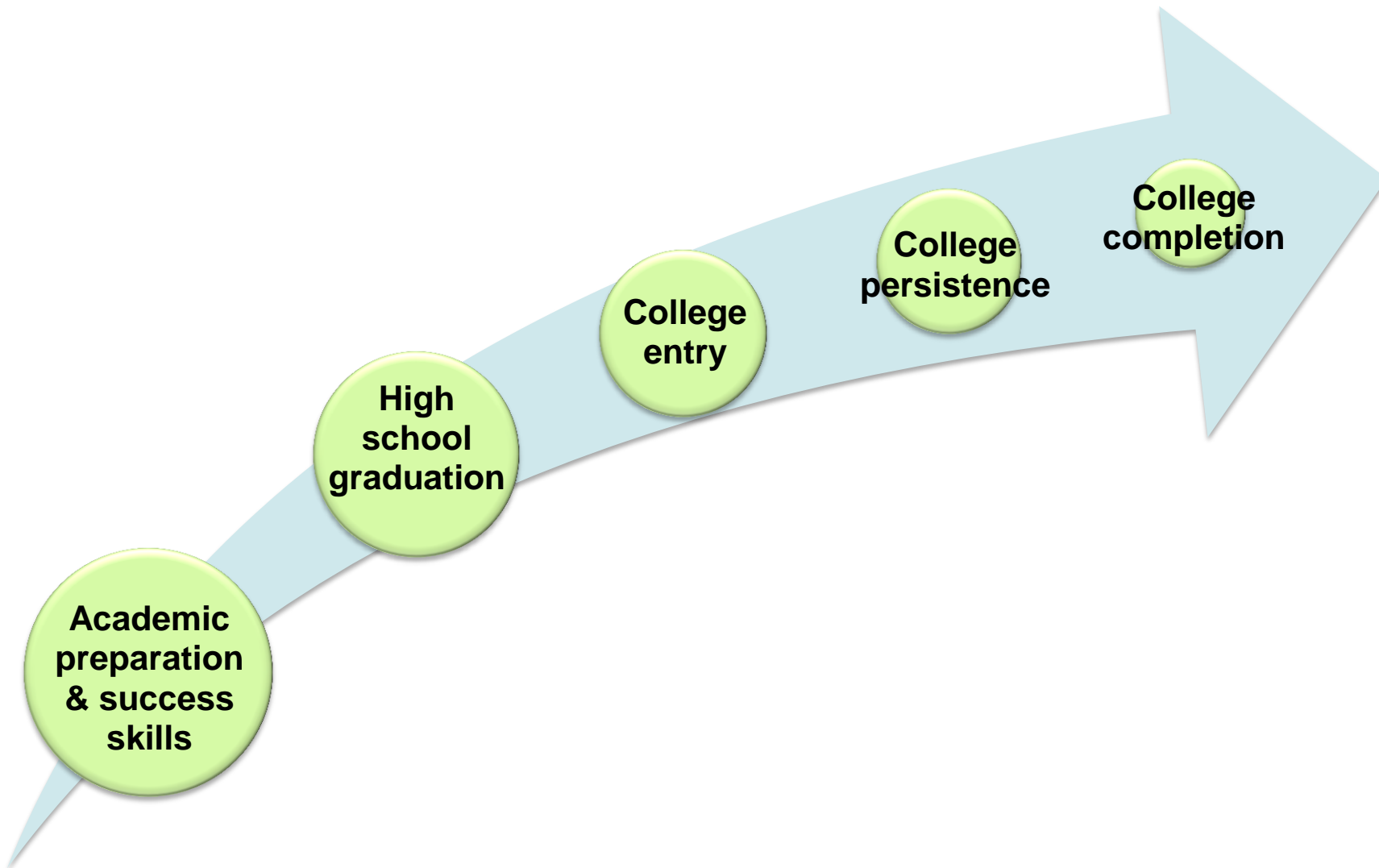
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# What is dual enrollment?

Dual Enrollment	Students enroll simultaneously in high school and college courses; <b>generates a college transcript.</b>
Dual credit	Students enroll simultaneously in high school and college courses and earn <i>both</i> high school and college credit for the same course.
Middle/Early College High Schools	Comprehensive opportunities for students to earn many college credits via dual enrollment or dual credit.
Credit-by-exam (AP, IB, CLEP)	Students take a high school course that is deemed college-level and has an end-of-course exam. Colleges may use the exam score to grant college credit.
Credit-in-escrow (Tech Prep)	Students take a high school course that may later be applied towards college, usually as the result of an inter-institutional agreement.

# Why dual enrollment for acceleration?

# College completion is a pipeline issue.



# Acceleration **via** dual enrollment

- Dual enrollment addresses the **key loss points** in the postsecondary completion pipeline.
- Dual enrollment creates **momentum** that can propel students towards degree completion.
- **Smoother, straighter paths** to degrees, though not necessarily shorter.

# Dual enrollment outcomes

# Dual Enrollment Encourages College Readiness

- Dual enrollment participants learn **study skills** and other habits related to college success.
  - Foster & Nakkula, 2005; Karp, 2006; Nakkula, 2006
- Dual enrollment participants learn “how to play the part” of a college student.
  - Foster & Nakkula, 2005; Karp, 2006
- Dual enrollment is related to increased high school graduation.
  - Karp et. al, 2007; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 201
- Dual enrollment participants are more likely to enroll in college—and more likely to enroll in a four-year college—than their non-participating peers.
  - CCRC, 2007; Speroni, 2011; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013



# Dual Enrollment Encourages College Completion

- Participation is related to **improved college grade point averages**.
  - Dadgar & Allen, 2011; Eimers, & Mullen, 2003; Kotamraju, 2005
- Participation is related to persistence to a second year of college.
  - Dadgar & Allen, 2011; Eimers & Mullen, 2003; Swanson, 2008; Struhl & Vargas, 2012
- Participation is positively related to credit accrual.
  - Karp et. al, 2007; Michalowski, 2007; Speroni, 2011, Rodriguez, Hughes, & Bailey, 2012; Cowan & Goldhaber, 2013
- Participation is positively related to improved likelihood of degree completion.
  - An, 2013; Struhl & Vargas, 2012
- Program model, course rigor, and implementation quality matter.
  - Allen, 2010; Kim, 2008; Speroni, 2011

# All types of students benefit from dual enrollment.

- Students in **CTE programs** benefit from dual enrollment participation.
  - Karp, et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Struhl & Vargas, 2012
- **Males and low-income** students benefit more from participation than other sub-groups.
  - Karp et al., 2007
- **Low-income, first-generation, and otherwise disadvantaged** students can benefit from participation.
  - Rodriguez, Hughes, & Belfield, 2012; An, 2013; Struhl & Vargas, 2012

# Why **might** these benefits accrue?



# Key program elements

# Dual enrollment programs **vary** along a range of features

Feature	Options
Funding	Student, state, or institution pays Per-pupil funds and tuition
Student eligibility	Broad or restricted access
Location	High school or college
Timing	Before, during, or after the high school day
Student mix	High school and college students, or high school students only
Instructor	College professor, or high school instructor certified as a college adjunct
Course type and content	Academic, CTE, or student success course
Program intensity	Single course, pathway, or comprehensive program
Support services	Academic, behavioral, or college-knowledge Offered by high school, college or a collaboration
Method of credit-earning	Dual enrollment, dual credit, or articulated credit

# When implementing a dual enrollment program...

...the overarching goal is to develop a program that is *authentic* and *supportive*.

- **Authenticity:** A program in which students can “try on” the part of a college student so that they can become capable of doing college work
- **Supportive:** Scaffold students’ learning, ideally by building learning support into class time

# Websites and Resources

Community College Research Center  
<http://ccrc.tc.columbia.edu>

National Alliance of Concurrent Enrollment Partnerships  
<http://nacep.org>

Jobs for the Future  
<http://www.jff.org>

Early College High School Initiative  
<http://www.earlycolleges.org>

# For more information

**Please visit us on the web at**

<http://ccrc.tc.columbia.edu>

where you can download presentations, reports,  
and briefs, and sign-up for news announcements.

We're also on Facebook and Twitter.

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