

How States and Systems Can Support Practitioner Efforts to Strengthen Dual Enrollment Webinar Series



Expanding Access to Dual and Concurrent Enrollment: Ohio's Innovative Model



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Expanding Access to Dual and Concurrent Enrollment: Ohio's Innovative Model

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Webinar Agenda



**Key Findings from an Evaluation of
Ohio's Innovative Program Policy**

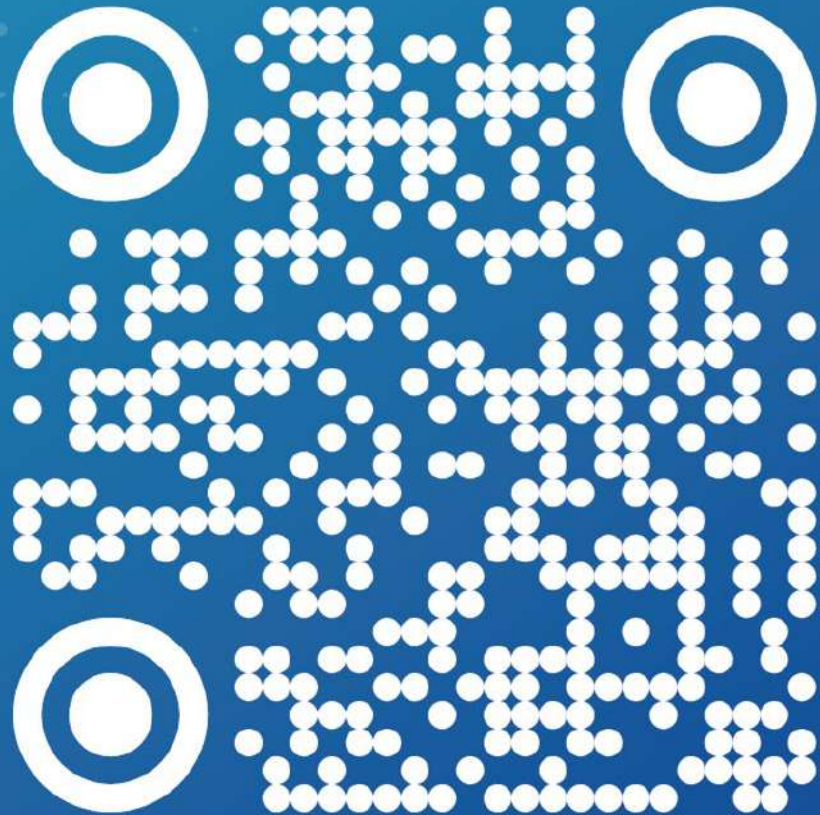


Panel Discussion



Q & A

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



By John Fink and Davis Jenkins

The DEEP model expands access to dual enrollment for underserved students and redesigns offerings and supports so that students can pursue a postsecondary degree program directly after high school.

We present a conceptual model for DEEP and cite research to support its four main areas of practice: (1) outreach to underserved students and schools; (2) alignment to college degrees and careers in fields of interest; (3) early career and academic exploration, advising, and planning; and (4) high-quality college instruction and academic support. It is worth noting that DEEP practices reflect the curricular coherence and holistic supports evident in early college high schools, which research has shown to be effective in increasing college-going and completion among students from underrepresented groups. The DEEP approach applies these elements to the much more common 1- or 2-credit form of dual enrollment coursework, with the potential to benefit hundreds of thousands of students each year. We conclude by pointing to growing incentives and opportunities for colleges, schools, and state systems to implement DEEP practices at scale and by identifying costs associated with DEEP implementation.

REPORT | OCTOBER 2023

DEEP Insights

**Redesigning Dual Enrollment as
a Purposeful Pathway to College
and Career Opportunity**

John Fink • Sarah Griffin • Aurely Garcia Tulloch • Davis Jenkins • Maggie P. Fay •
Cat Ramirez • Lauren Schudde • Jessica Staiger

20+ Years of Research: Dual Enrollments Benefits Students

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

RESEARCH OVERVIEW / FEBRUARY 2012

What We Know About Dual Enrollment

What Is Dual Enrollment?

Dual enrollment (DE), high school students are enrolled in a college course and the assignments that would normally be completed as part of the course. At the end of the course, they are given a final grade on a college transcript and course credit that can be applied toward a college degree. Dual enrollment programs differ from Advanced Placement and International Baccalaureate programs in that students take college courses rather than high school courses at the college-level context.

DE programs vary widely in terms of how many and what college courses they offer, who takes place (in college or high school campus), and who teaches them (college or high school teachers who qualify as college adjuncts).

The most recent national data (2002-2003) show that 71% of high schools offer dual enrollment opportunities and that 800,000 high school students take at least one college course each year.

Why Dual Enrollment?

Colleges and school districts have begun to embrace dual enrollment as a strategy to increase college attendance and persistence among students who might lack sufficient preparation for college. Participation in DE can help these students succeed in higher education by providing a realistic idea of what college requires and giving them a head start on college-level coursework. Additionally, dual enrollment can provide the added benefit of potentially reducing the cost of college by providing low- or no-cost credit and shortening time to a degree.

Dual enrollment programs may benefit institutions as well as students, as they give high schools an opportunity to come together and discuss college readiness and curriculum alignment. Colleges and high schools develop relationships through dual enrollment and often go on to jointly design high school content, pedagogy, and services that better prepare students for college success.

Who Benefits from Dual Enrollment?

In some places, dual enrollment programs continue to target more advanced students, but the national and state focus has moved toward recruitment of disadvantaged, first- and middle-achieving students. Nevertheless, some dual enrollment programs set a minimum GPA for students to participate.

What Works Clearinghouse™ U.S. DEPARTMENT OF EDUCATION

WWC Intervention Report

A summary of findings from a systematic review of the evidence

Transition to College

Dual Enrollment Programs

Program Description¹

Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to high school students; this may reduce the need for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to attain a college degree. Third, many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.²

Research³

The What Works Clearinghouse (WWC) identified five studies of dual enrollment programs that both fall within the scope of the Transition to College topic area and meet WWC group design standards. Two studies meet WWC group design standards without reservations, and three studies meet WWC group design standards with reservations. Together, these studies included 77,249 high school students across the United States.

The WWC considers the extent of evidence for dual enrollment programs to be medium to large for the student outcome domains—degree attainment (college), college access and enrollment, credit accumulation, completing high school, and general academic achievement (high school). The WWC considers the extent of evidence for dual enrollment programs to be small for the following student outcome domains—staying in school, readiness, attendance (high school), and general academic achievement (college). There were no studies that met WWC group design standards in the five other domains eligible in the Transition to College topic area, so the WWC intervention report does not report on the effectiveness of dual enrollment programs for those domains. (See Effectiveness Summary on p. 6 for more details of effectiveness by domain.)

Effectiveness⁴

Dual enrollment programs were found to have positive effects on students' degree attainment (college), college access and enrollment, credit accumulation, completing high school, and general academic achievement (high school), with a medium to large extent of evidence. For the staying in high school, college readiness, and attendance (high school) domains, dual enrollment programs had potentially positive effects with a small extent of evidence.

Dual Enrollment Programs February 2017

Page 1

What Happens to Students Who Take Community College "Dual Enrollment" Courses in High School?

September 2017

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

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Should Students Falling Behind in School Take Dual Enrollment Courses?

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

^aUrban Education Institute, University of Texas at San Antonio; ^bDepartment of Educational Leadership and Policy Studies, University of Texas at San Antonio

ABSTRACT

This study examined the effect of dual enrollment (DE) on college enrollment and degree completion for students with lower prior academic achievement who attended public high schools in Texas. We employed a propensity score matching method to reduce selection bias arising from DE participation and supplemented the analysis 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 a degree within four and eight years of high school graduation by 7 and 14 percentage points, respectively, compared to similar students who did not take DE courses. This evidence suggested that DE programs contributed to a reduction in educational inequities in college access and degree attainment for students at risk of academic failure. On the other hand, students who were racial or ethnic minorities and 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 and partnering school districts to provide more robust support to these underserved students for participating in DE programs and making a successful transition into college.

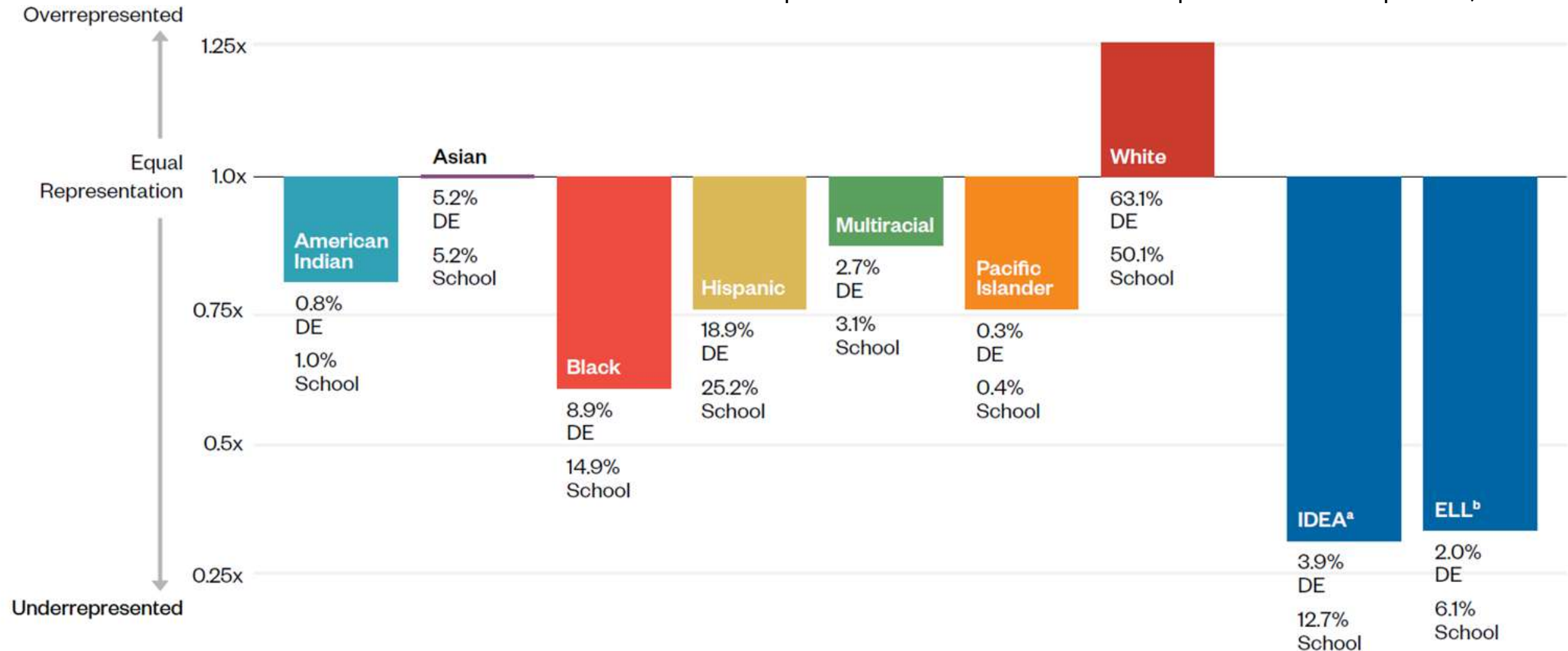
Dual enrollment (DE) programs, also known as dual credit or concurrent enrollment, provide high school students with an opportunity to take college-level courses and simultaneously earn high school and college credits (Barnett & Stamm, 2010). Proponents of the programs claim that DE participation can i) increase a student's self-efficacy and confidence in ability to complete college-level coursework and succeed in college (Attewell, Heil, & Reisel, 2012); ii) offer an opportunity to engage in a wider variety of academic and career courses, enabling to expand students' knowledge on new or particular fields of interest; iii) expose students to college norms, rules, and practices, making college familiar (Karp, 2012); iv) reduce the financial and time costs of attaining college degree by earning college credits while in high school (Karp, Calcagno, Hughes, Jeong, & Bailey, 2007), and v) signal to colleges that the student is capable and will be successful in college (Hoffman, Vargas, & Santos, 2008). A comprehensive

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“Programs of Privilege”

Access to Dual Enrollment Uneven


Representation in Dual Enrollment compared to School Population, 2017 -18



CCRC Analysis of 2017-18 CRDC Data, N=21,936 public secondary schools in 50 states + DC.

Major Barriers to Dual Enrollment Participation

1. **Policies:** Lack of funding, instructor qualifications, student eligibility
2. **Practices:** Lack of outreach, advising, supports
3. **Mindsets:** Beliefs that dual enrollment is only for “advanced” students



Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice

AUTHORS

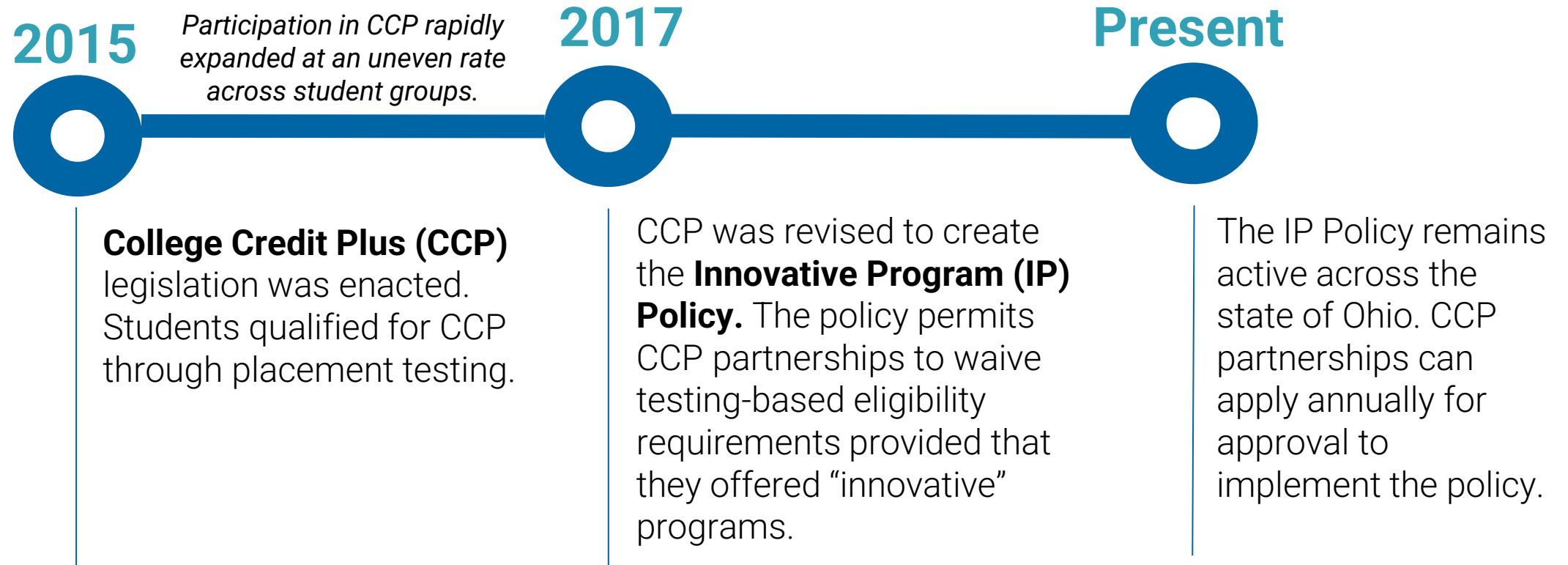
JULY 2022

Jason L. Taylor, Taryn Ozuna Allen, Brian P. An, Christine Denecker, Julie A. Edmunds, John Fink, Matt S. Giani, Michelle Hodara, Xiaodan Hu, Barbara F. Tobolowsky, Willie Chen

“Waiving” Goodbye to Placement Testing Broadening the Benefits of Dual Enrollment through Statewide Policy

Sarah Griffin

Origins of the Innovative Program Policy



The Innovative Program Policy

Summary of the IP Policy

The IP policy allows specific CCP high school–college partnerships to waive placement test requirements and use alternative eligibility criteria *if* they implement “Innovative Programs” for students admitted to CCP through the policy.

About Innovative Programs



CCP partnerships had great flexibility in how they designed Innovative Programs but they had to include:



Intentional outreach to student groups underrepresented in CCP

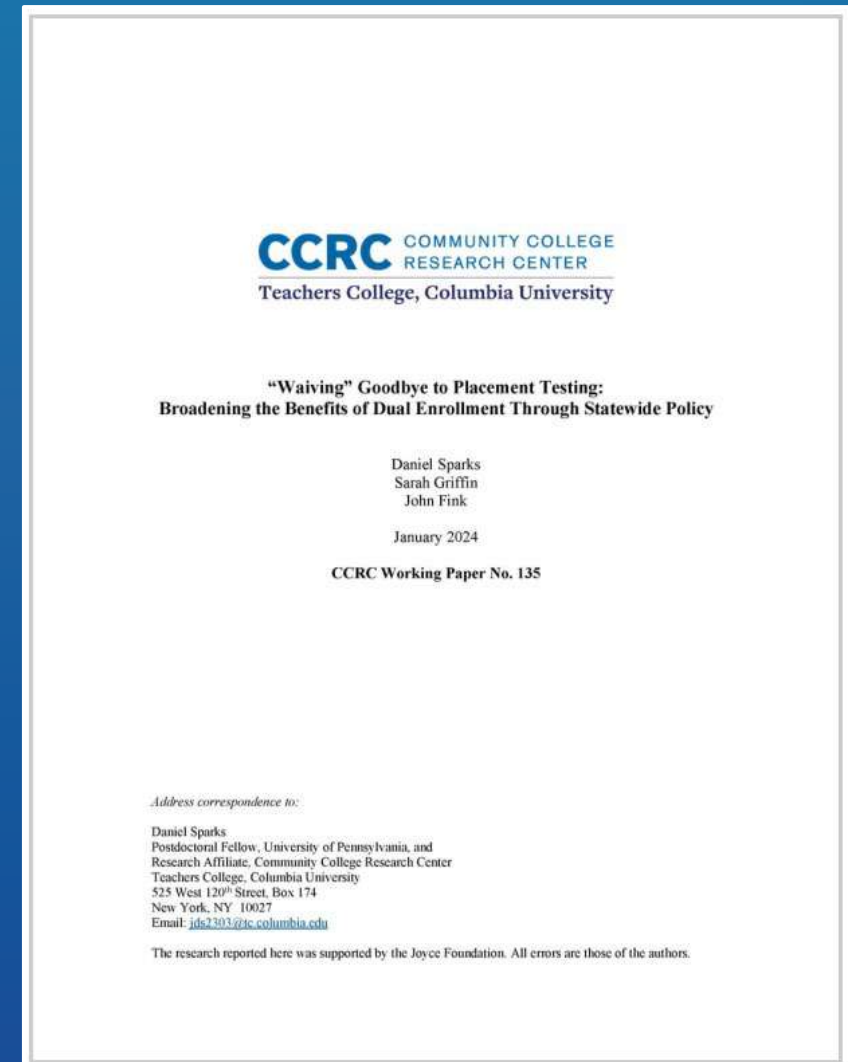


Additional supports for students to help ensure their success in CCP coursework

Evaluating Ohio's Innovative Program Policy

CCRC's multiple methods evaluation of the IP Policy asked:

- How were innovative programs implemented?
- What impacts did Innovative Programs have on access and success (course outcomes and college enrollment after high school) for Black and Hispanic students?



Results: How were the Innovative Programs implemented?



IPs were created to focus on various subgroups of underrepresented CCP students, and they prioritized recruiting students who met multiple criteria.



The design and implementation of Innovative Programs varied substantially.

Results: How were the Innovative Programs implemented?

Overview of Innovative Programs

Program	Programmatic Focus				College outreach	High School Outreach	Alignment of DE offerings to degrees and careers	Career Exploration and College Advising	Academic Supports and Instruction
	English / Math	CTE	STEM	Other					
1			X		X	X	X	X	X
2	x (E)								
3	x (E)				X	X		X	X
4		X	X					x (CE)	X
5		X	X		X	X	X	X	X
6		X			X	X	X	X	
7		X			X	X	X		X
8	x (E & M)				X	X			X
9				X	X	X		X	
10				X	X	X			X

Results: How were the Innovative Programs implemented?

Outreach Efforts. For nearly every program, IP leaders described outreach efforts by both colleges and high schools intended to broaden access to dual enrollment to identified underrepresented student groups.

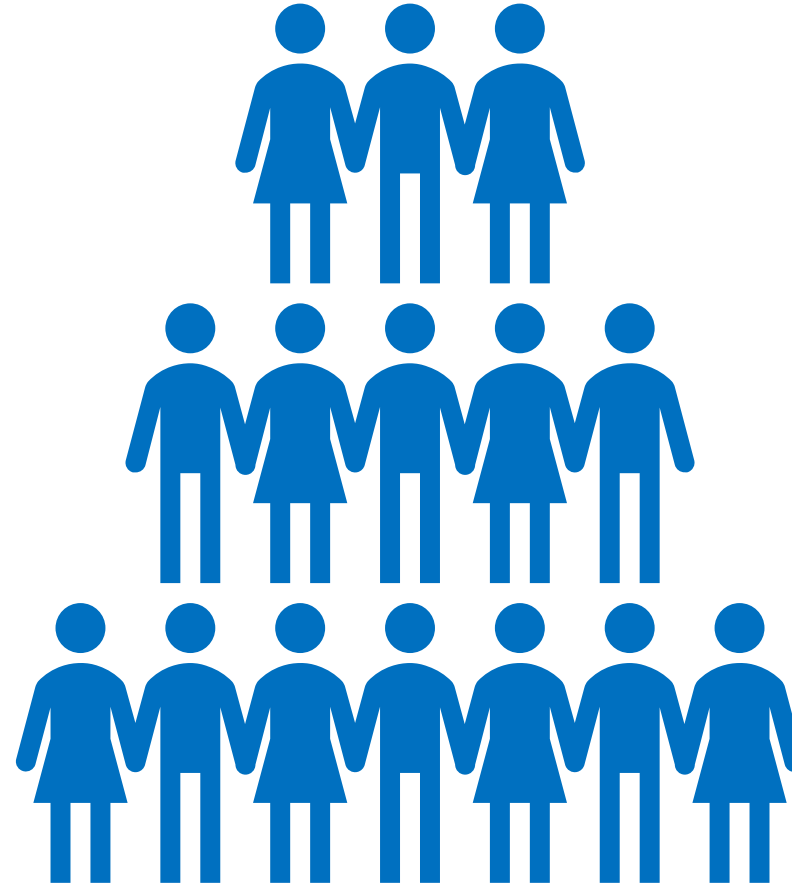
Alignment of DE offerings to Degrees and Careers. Four programs made efforts to align program courses to degrees and credentials and educate students and families about these options.

Career Exploration & College Advising. Five programs included advising from a college academic advisor and one program included career exploration activities.

Academic Support and Instruction. Seven programs included strategies to provide academic support with DE coursework and/or used curricula and instructional practices to support DE students.

Results: What impacts did Innovative Programs have on access to CCP for Black and Hispanic students?

CCP partnerships that waived placement test requirements and implemented Innovative Programs significantly **increased** participation in CCP among Black and Hispanic students.



Results: What impacts did Innovative Programs have on success (course outcomes and college enrollment after high school) for Black and Hispanic students?



CCP course outcomes. The implementation of the policy had no impact on course outcomes for Black and Hispanic students.

College enrollment after high school. The policy did not increase Black and Hispanic students' likelihood in enrolling in college after graduating high school.

What We Learned



State policy has potential to increase equitable access to dual enrollment



Providing supports for dual enrollment students is just as important as expanding access to dual enrollment

Panel Discussion



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Q & A

Thank you!

Please stay in touch.

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