

Access to and Success in Dual Enrollment Courses in Indiana and North Carolina

March 19, 2025



Host: Jenny Parks, Vice President, Policy and Research, MHEC



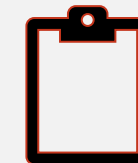
Any resources available will be posted on the MHEC website post-event.



Engage with colleagues in the chat.



Keep your questions in the Q&A!



Please complete our survey.

SERVE Guest Presenters



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MHEC WEBINAR, MARCH 19TH 2025

ACCESS TO AND SUCCESS IN DUAL ENROLLMENT COURSES IN INDIANA AND NORTH CAROLINA

NINA ARSHAVSKY AND JULIE EDMUNDS

EARLY COLLEGE RESEARCH CENTER AT UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

WHO ARE WE?

- **The Early College Research Center** conducts, synthesizes and disseminates research on early college and related topics, such as dual enrollment and the transition to college.
- Research we have conducted includes:
 - 18-year experimental study of the impact of early colleges.
 - Studies of five large-scale efforts to implement early college strategies in comprehensive high schools (CO, CT, MI, NC, OH, TX)
 - Two evaluations of early college networks in rural and urban areas in Indiana (and a third just starting!)
 - Five-year study of the impact, implementation, and cost of NC's statewide dual enrollment program
 - Four studies of career pathways (two include dual credit pathways)



PRESENTATION OVERVIEW/TAKEAWAYS

- Comparison of IN and NC Dual Enrollment Programs:
 - Different dual enrollment delivery models
 - Different challenges and barriers
 - Common challenges around readiness, access, supporting success
- Expanding access and increasing success:
 - Leadership/buy-in
 - High quality partnerships
 - Student supports

DEFINING OUR TERMS

Dual Enrollment= Students take college level courses while in high school and earn transcribed college credit upon passing the class

What kind of credit?	Who teaches it?	Where is it taught?
High school and college credit combined (dual credit)	College faculty	On the college campus
	Qualified high school instructors	Online
College credit only		On the high school campus
	Combination of college and high school	At a community location

WHY DO WE CARE ABOUT THIS?

DUAL ENROLLMENT HAS POSITIVE IMPACTS ON STUDENTS



Higher rates of high school graduation and more college credits earned in high school

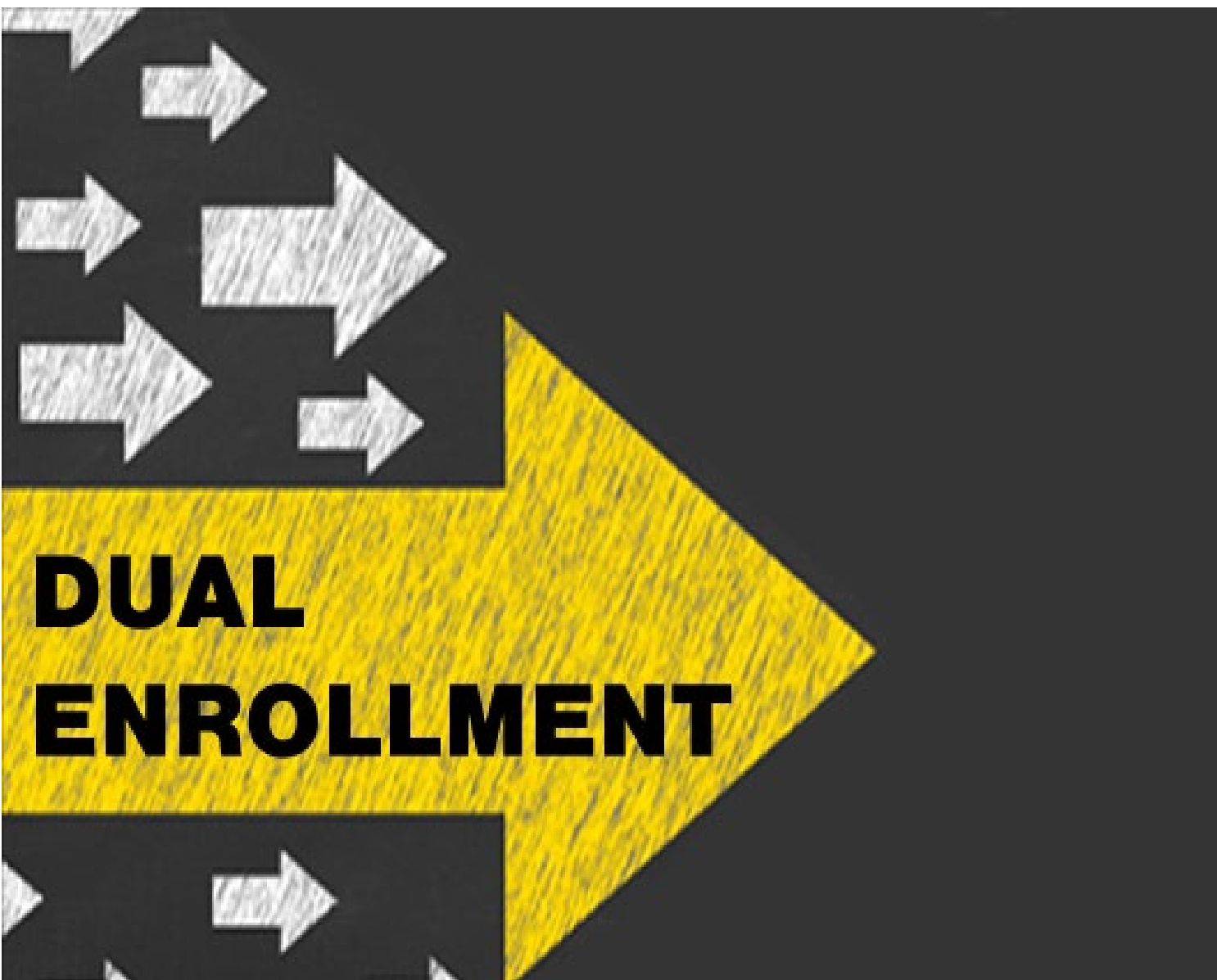


More likely to earn a postsecondary credential



Mitigated the impact of COVID on postsecondary outcomes

Findings from a rigorous study of
North Carolina's program

A graphic on a dark background featuring several white arrows of varying sizes pointing to the right. A large, textured yellow arrow also points to the right, with the text 'DUAL ENROLLMENT' overlaid on it.

DUAL ENROLLMENT

COMPARING
PROGRAMS
IN TWO
STATES

INDIANA EARLY COLLEGE CREDIT PROGRAM OVERVIEW

- Dual credit: courses taught by high school teachers on high school campus
- Dual enrollment: courses taught by college instructors on college campus or online
- Indiana statute requires each high school to offer at least two dual credit courses.
- Courses can also be offered as part of an early college model, which gives students the opportunity to earn the Indiana College Core, a full year of college credit.

Source: INDIANA EARLY COLLEGE CREDIT REPORT 2021:

https://www.in.gov/che/files/2021_Early_College_Credit_Report_01_28_2021.pdf

North Carolina Career & College Promise Dual Enrollment Program

In North Carolina, eligible high school students can earn credentials and college credits tuition-free from North Carolina colleges and universities through **Career & College Promise**, a statewide dual enrollment program. Three pathways are available.



College Transfer pathway

Take dual enrollment classes that lead to an associate degree to meet general education requirements at a 4-year college.

Career and Technical Education pathway

Take dual enrollment classes to earn college credits leading to technical credentials or workforce-based majors.

Cooperative Innovative High Schools pathway

Earn an associate degree or 2 years of college credit at an approved high school partnered with a college or university (e.g., an early college).

HOW ARE DUAL ENROLLMENT COURSES DELIVERED?

Indiana

- Vast majority are on high school campuses taught by high school faculty
- Can also be taken on the college campus or online

North Carolina

- Vast majority are taught by college faculty
- Almost 70% are online, remainder equally divided between college campus and other location (incl. high school)

COST AND FUNDING OF DUAL ENROLLMENT COURSES

Indiana

- All technical and priority liberal arts dual credit courses are offered at no cost to qualifying low-income students; all other students are offered the courses at a maximum rate of \$25 per credit hour.
- Ivy Tech Community College and Indiana University waive tuition for all students (>60% of all DC credits).
- No limits on the number of dual credits earned in high school

North Carolina

- College receives funding for FTE; no tuition costs for any students
- High schools continue to receive full ADM
- Books, fees, transportation may be covered by district, school or student
- No limits on the number of dual credits earned in high school

ELIGIBILITY REQUIREMENTS

Indiana

- No age restrictions
- Eligibility determined by college
 - Often includes completing prerequisite courses or scoring adequately on a placement exam.
- Students must earn a “C” or better to enroll in subsequent dual credit coursework in the same subject area.

North Carolina

- For College Transfer, 11th and 12th graders need unweighted 2.8 high school GPA or demonstrated readiness on assessment
 - 9th and 10th can participate if AIG students and meet other criteria
- For CTE Pathway, 11th and 12th graders need unweighted 2.8 high school GPA, demonstrated readiness on assessment, or recommendation
 - Some pathways available to 9th and 10th graders
- For CIHS (early college), students apply in 8th grade. Eligibility determined by the partnership. Schools emphasize first generation students.

WHAT COURSES ARE OFFERED?

Indiana

- Indiana College Core: 30 transferable credits in core subject areas (math, science, English, Social Studies, Humanities, World Languages)
- CTE Courses: Next Level Program of Study pathways may include dual credit courses
- Early Colleges: complete ICC pathway with the opportunity of associate degree

North Carolina

- College Transfer Pathway: Courses leading to associate degree or meeting the GenEd requirements of a 4-year.
- CTE Pathway: Courses leading to a diploma, technical credential or work-force based major
 - Vary based on college
- CIHS: Most focus on associate degree but many are expanding to include CTE courses

WHO PARTICIPATES?

Indiana

- 60% of high school graduates have earned dual enrollment credit.
- Large gaps in dual credit attainment between Black or Hispanic and White students.

North Carolina

- 30% of 12th graders participate in a CCP pathway.
- Large gaps in participation for College Transfer Pathway by gender, race/ethnicity and economically disadvantaged status.
- Small to no gaps in participation among subgroups for CTE pathway.
- Gaps in participation for CIHS pathway primarily by gender.

BOTH STATES FACILITATE EARNING DUAL CREDIT BY

- Paying college tuition
- Establishing state-wide transfer of college credit between 2-year and 4-year public institutions

UNIQUE CHALLENGES IN INDIANA AND NORTH CAROLINA

Indiana: high school teachers

- Train and retain enough qualified staff in the right subject areas to provide courses for DC and the complete ICC pathway
- Beginning September 1, 2025, the Higher Learning Commission (HLC) is requiring high school educators who teach dual credit courses to meet new requirements.
- Indiana is providing free tuition for teachers through Teach Dual Credit Indiana and STEM Teach Indiana

North Carolina: college professors

- Transportation
- Calendar and daily schedules
- Textbook and course fees
- Online access

UNIQUE BENEFITS OF COURSES TAUGHT BY HIGH SCHOOL TEACHERS VS COLLEGE PROFESSORS

Indiana: high school teachers

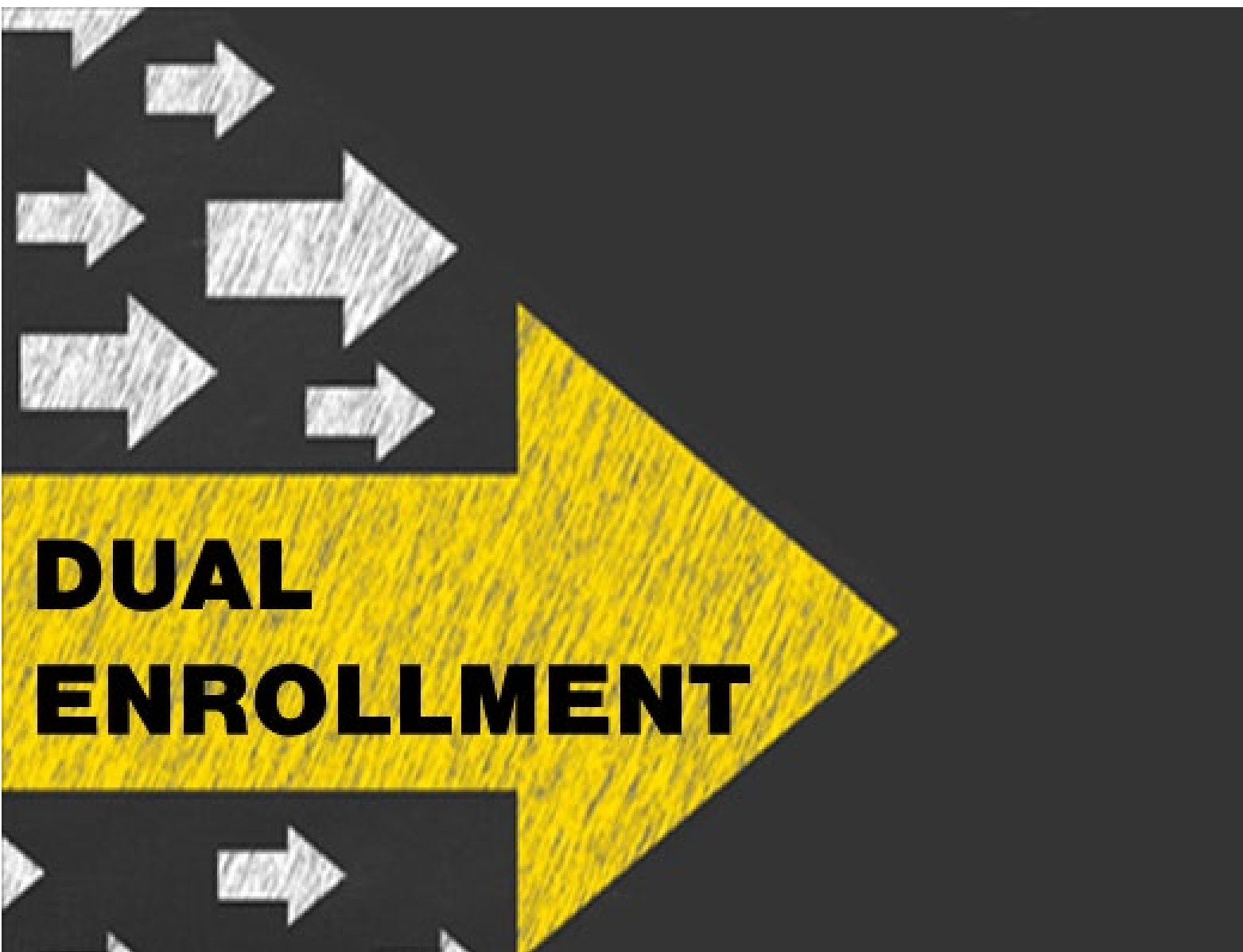
- Removes barriers of transportation, calendar and daily schedules, fees, and online access
- Students typically have more success in in-person than online classes due to better personal interactions and more comfort with instructors, as well as a better structured time

North Carolina: college professors

- Access to advanced courses when there is a shortage of high school teachers in these subjects
- In a class with adult students, high school students feel more like a college student, develop a more mature behavior

SIMILAR CHALLENGES IN BOTH INDIANA AND NORTH CAROLINA

- Gaps in participation by subgroups
- Student college readiness
- Insufficient staff to provide advising and college course registrations/placement tests
- Lack of supportive leadership/leadership turnover
- Lack of students' awareness of dual enrollment opportunities
- Lack of staff buy-in into the program

A graphic on a dark background. A large yellow arrow points from the left towards the right. Inside the yellow arrow, the words "DUAL ENROLLMENT" are written in bold black capital letters. Above and below the yellow arrow, there are several smaller white arrows pointing in various directions, some towards the right and some away from it.

DUAL ENROLLMENT

EXPANDING
ACCESS AND
IMPROVING
SUCCESS:
LESSONS
LEARNED
FROM IN, NC,
AND AROUND
THE COUNTRY

FACTORS AFFECTING LEADERS/STAFF BUY-IN FOR DUAL ENROLLMENT/CREDIT (INTERVIEWS)

Leaders and staff are more supportive of dual enrollment/credit program when:

- Leaders focus on benefits to students
- Business and community advocate with districts for qualified workforce
- Districts/schools experience lack of teachers for advanced courses (rural areas)
- Schools/districts compete for students and need to market themselves

A HIGH-QUALITY SECONDARY-POSTSECONDARY PARTNERSHIP IS A MUST!



A common belief that access to dual enrollment is important to students.



Staff with dedicated time who can understand the others' perspectives



Regular meetings/communication.



Clear agreements in place that talk about management strategies, course offerings, supports, data sharing.

STRATEGIES TO EXPAND ACCESS TO DUAL ENROLLMENT

1. Build students' awareness of college courses
2. Provide intentional outreach and recruitment (as early colleges do)
3. Provide a range of delivery modalities (online, at high school, at college) to meet students' needs and take advantage of different opportunities
4. Provide support for high school teachers to earn credentials necessary to teach DE courses
5. Provide sufficient advising/counseling personnel (cannot add this on top of regular counselors' jobs)
6. Ensure students' success in dual enrollment courses

STRATEGIES SCHOOLS OFTEN TAKE TO ENSURE STUDENT SUCCESS...

- Provide access only to academically advanced and college ready students
- Restrict access after a failure in a dual enrollment course
- Restrict number of dual enrollment courses students can take

BUT these strategies may also restrict opportunities for students who might have benefitted from dual enrollment.

STRATEGIES TO PROMOTE SUCCESS IN DUAL ENROLLMENT

1. Build students' readiness
 - a) Focus high school instruction on critical thinking skills
 - b) Emphasize effective writing and communication
 - c) Build content knowledge
2. Pay explicit attention to academic behaviors
 - a) Time/organizational management
 - b) Self-advocacy
 - c) Students' ownership for learning
3. Proactive support for students taking college courses
 - a) Systematic monitoring and data sharing
 - b) Tutoring activities



STRATEGY DISCUSSION

-
- **Put your answers in chat:**
 - What are **your** 1-2 major takeaways from this presentation?
 - What strategies have you used to:
 - Expand access?
 - Promote success?

RESOURCES



[Learn more about the book](#)

[Early College Research Center](#)





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