



Countering the “Dark Side of Dual Enrollment”

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Presentation Overview

- Identifying the “Dark Side”
- Myth Busters
- Concurrent Enrollment Policies Nationwide
- Concurrent Enrollment Data
- SBCC Data
- Managing your Program Image Effectively
- Strategic Planning
- Q & A



The “Dark Side” (as we see it)

- Quality Faculty
- College Rigor
- Course Alignment Accuracy
- Push-back from CC Departments – different philosophy (Educational Elitism)
- Pushing students too far/too fast (aka Race to Nowhere)
- Unprepared Students
- Helicopter Parents



Myth Busters – What are the Counter-Arguments?

- Quality Faculty
 - Minimum Qualifications
 - Evaluations
- College Rigor
 - Articulation Meetings
 - Clearly communicated expectations
- Course Alignment Accuracy
 - Same course outline, textbook, prerequisites, assessments, etc.



Myth Busters – Con't.

- Push-back from CC Departments – different philosophy (Educational Elitism)
 - Foster collaborative relationships – make sure they see “What’s in it for me???”
- Pushing students too far/too fast (aka Race to Nowhere)
 - Student eligibility, appropriate advising, high school permission/gatekeeping
- Unprepared Students (see above)
- Helicopter Parents
 - FERPA



Concurrent Policies Nationwide

- Varied eligibility criteria
 - Age, GPA, grade level, assessments
- Funding
 - Apportionment (can high schools and colleges collect on the same student?)
 - Charging students (22 states require students/parents pay)
- Instructor and course quality
 - 29 states incorporate this into state policy
- Credit earned
 - 26 states require students earn both high school and postsecondary credit

http://www.ecs.org/html/educationIssues/HighSchool/highschooldb1_intro.asp?topic=de
2020 Vision Article: <http://www.ccleague.org/files/public/COTF/ConcurrentEnrollment2013.pdf>



Considerations

- What are the barriers to program development and/or expansion?
- What would improve program quality and thus reputation?
- What types of policy change and/or reform would increase equity within and access to CE programs?



Concurrent Enrollment Data

- CCRC Reports:
 - CE students more likely to graduate, enroll in college and persist
 - CE students less likely to need remediation
 - CE students earn more college credits

<http://ccrc.tc.columbia.edu/publications/broadening-benefits-dual-enrollment.html>

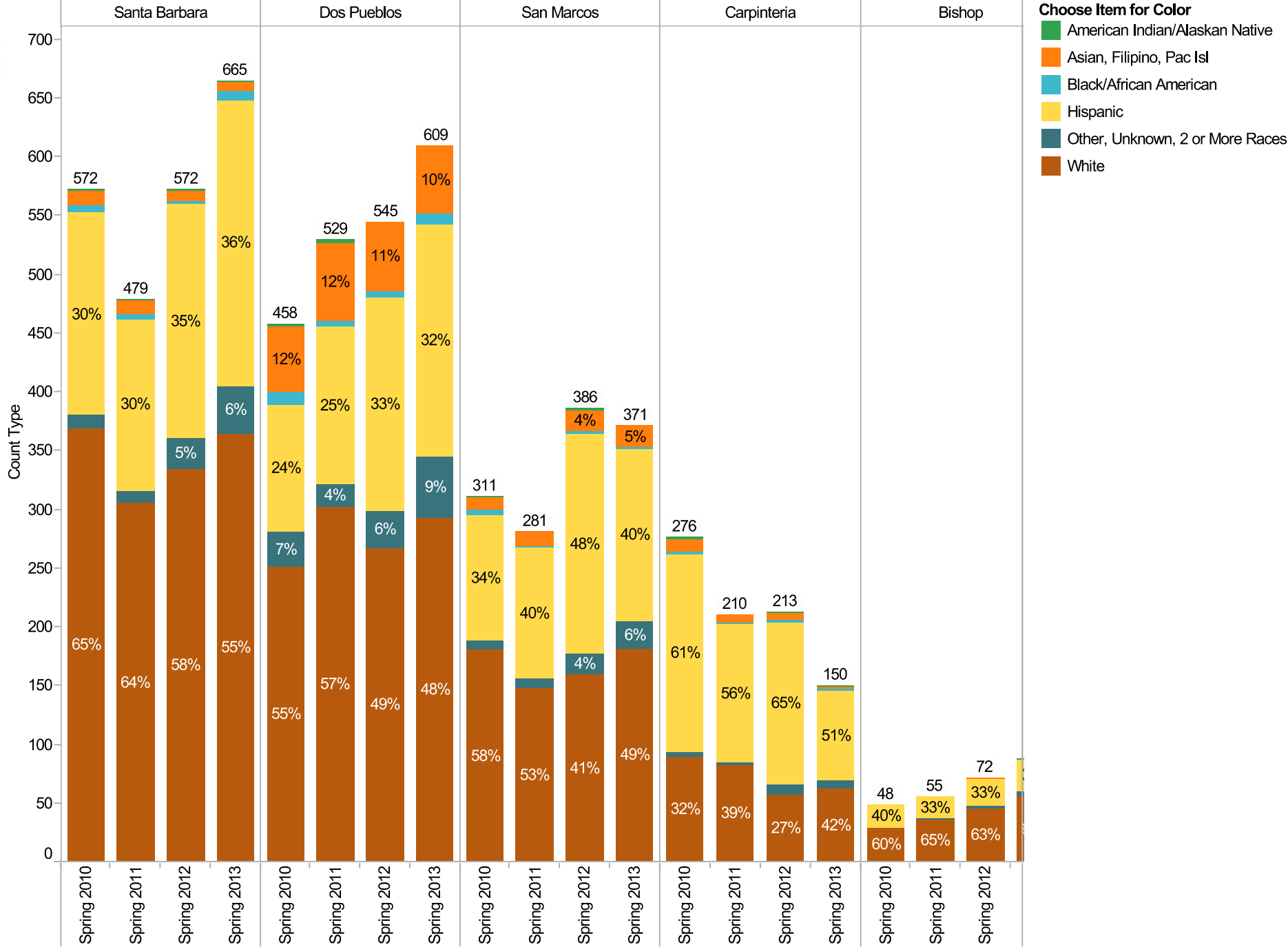
- 2020 Vision Article:
 - Model components for CE programs

<http://www.ccleague.org/files/public/COTF/ConcurrentEnrollment2013.pdf>

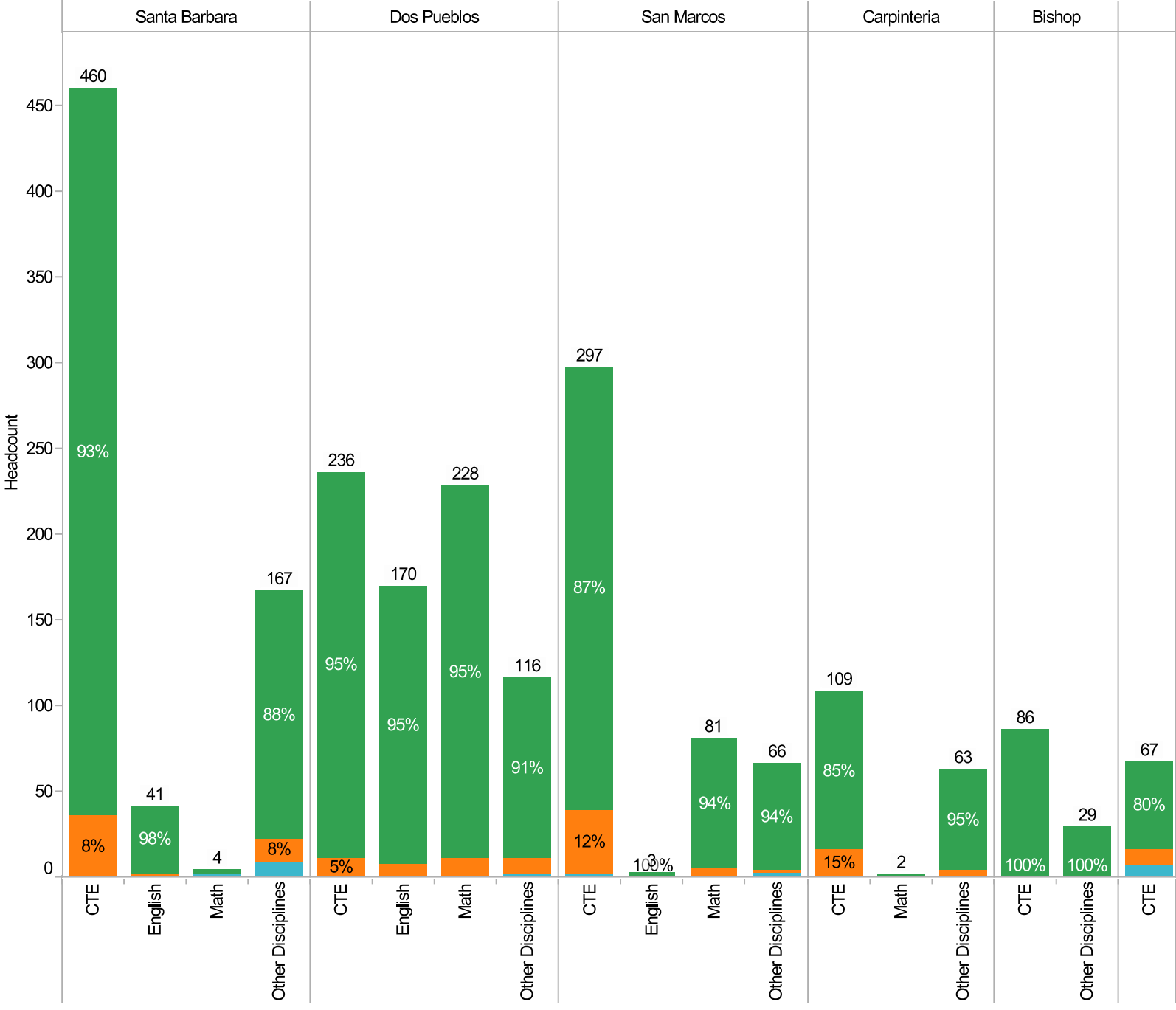


SBCC Dual Enrollment Outcome Data:

- Former dual enrollment students* who matriculate to SBCC:
 - Are more likely to enroll full-time in college (67% compared to 54%)
 - Require less remediation and placed at the college transfer level course at a higher rate than their direct entry peers (Math: 26.4% compared to 18%; Reading: 25.9% compared to 9.9%; Writing: 34.8% compared to 14.6%)
 - Note: Former Dual Enrollment students who participated in courses at both their high school and on the college campus scored at the college level at the highest rate: Math: 43%, Reading: 36%, and Writing: 50%
 - Earn a higher average cumulative GPA (after three academic years , 2.47 vs. 2.02)
 - Earn more transferable college units (after three years, 43 vs. 29)
- *Note: Sample was comprised of 764 first-time college students who graduated from a local service-area high school in spring 2008 and matriculated to SBCC in fall 2008



Success
Unsuccessful
Withdrawn





GFSF Data from Carpinteria HS

A-G UC/CSU Completion Rates

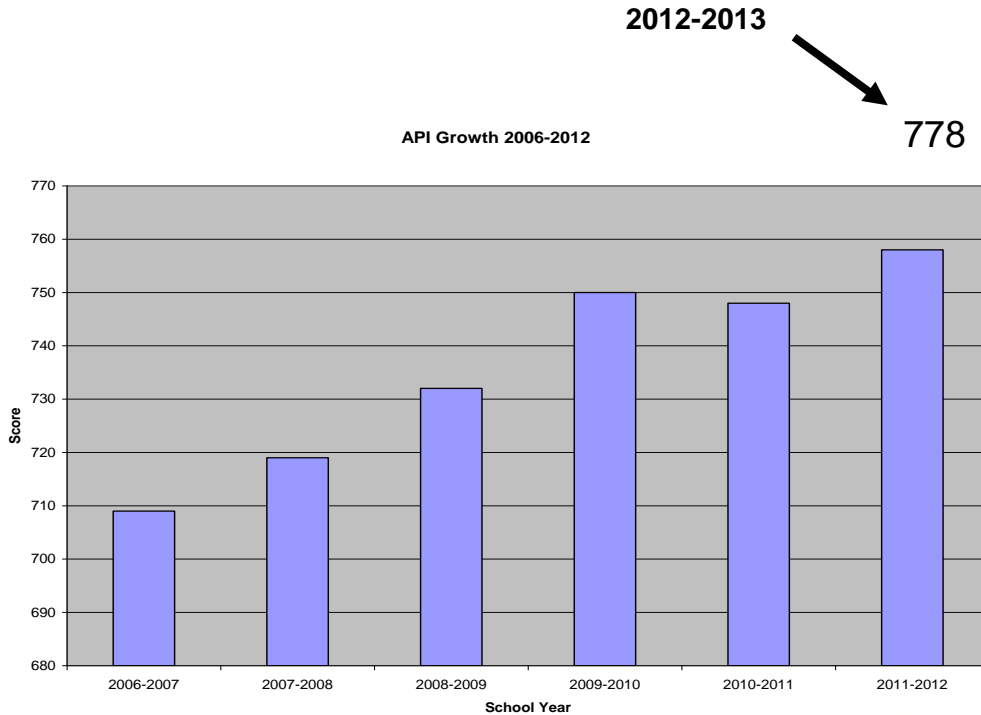
2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 *
28.10%	23.30%	23.40%	35.60%	24.20%	33.60%	37.10%	47.60%

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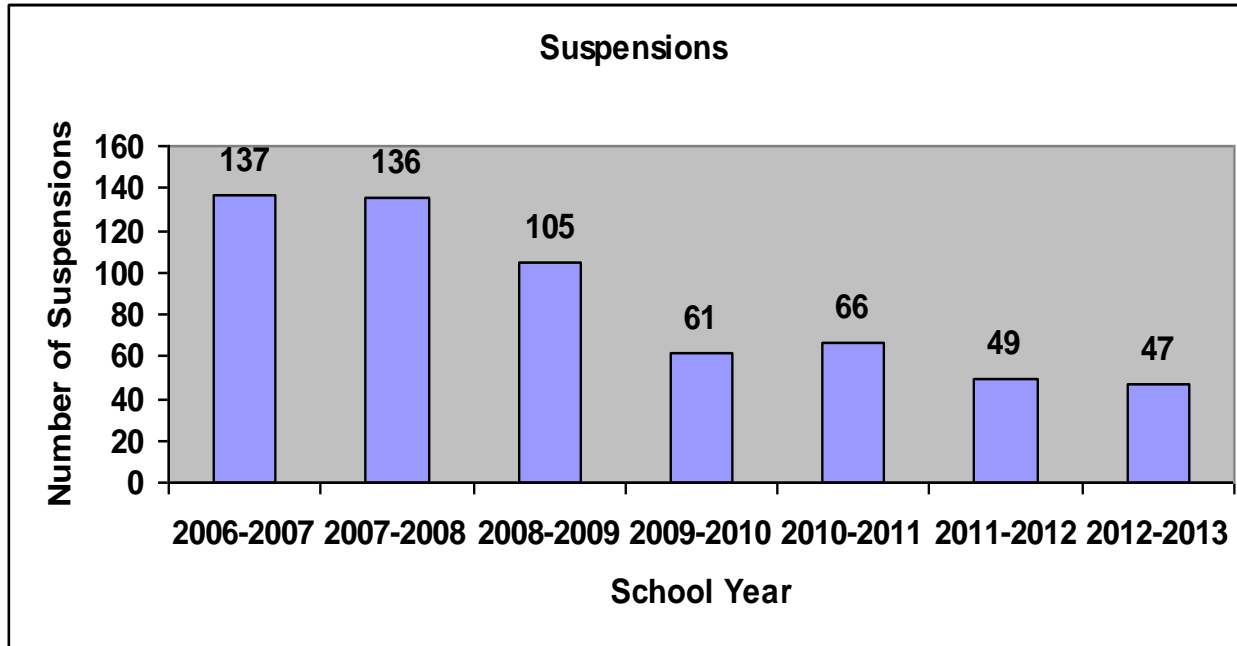
Data from Carpinteria High School

Academic Performance Index





Data from Carpinteria High School





Managing Your Program Image Effectively

- Internal Factors
 - Within College and/or K-12 Districts
 - Faculty (mis)perceptions
- External Factors
 - Website
 - Social Networking
 - Community Awareness/Support



Strategic Planning:

- Identify your Visionaries:
 - With whom with you collaborate?
 - What is the next step?
- Articulate your Goals:
 - What do you hope to accomplish?
 - How do your goals align with K-12?
 - How do your goals align with the Postsecondary Institution?
- Gather Resources:
 - What professional development needs do you have?
 - What materials/information/resources do you want/need?
 - How can we help???



**Input/recommendations?
Questions/Comments?**

Thank you!

**www.sbccc.edu/dualenrollment
www.getfocusedstayfocused.org**