

National Research on Dual Enrollment

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<http://nacep.org/docs/resources/OADEF.pdf>



National Alliance of

Concurrent Enrollment Partnerships

Advancing quality college courses in high school

What do we want him to know?

What can we tell him now?

Why don't we know more?





NACEP Questions to Guide Concurrent Enrollment Research

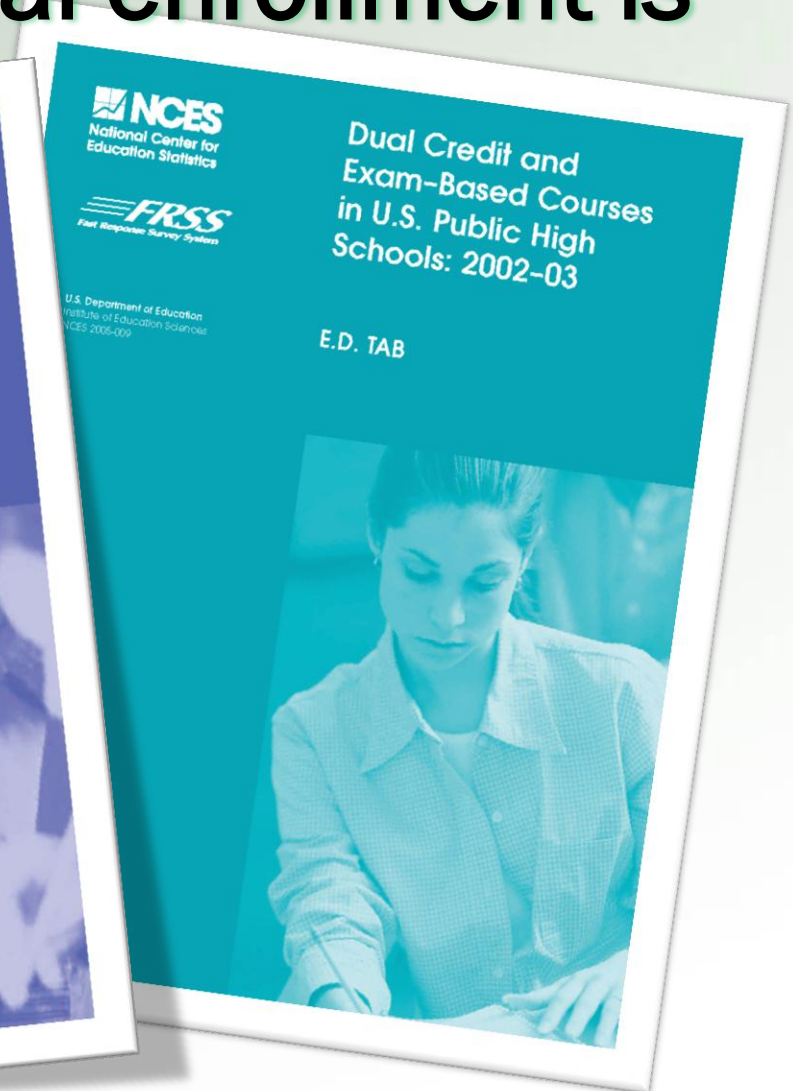
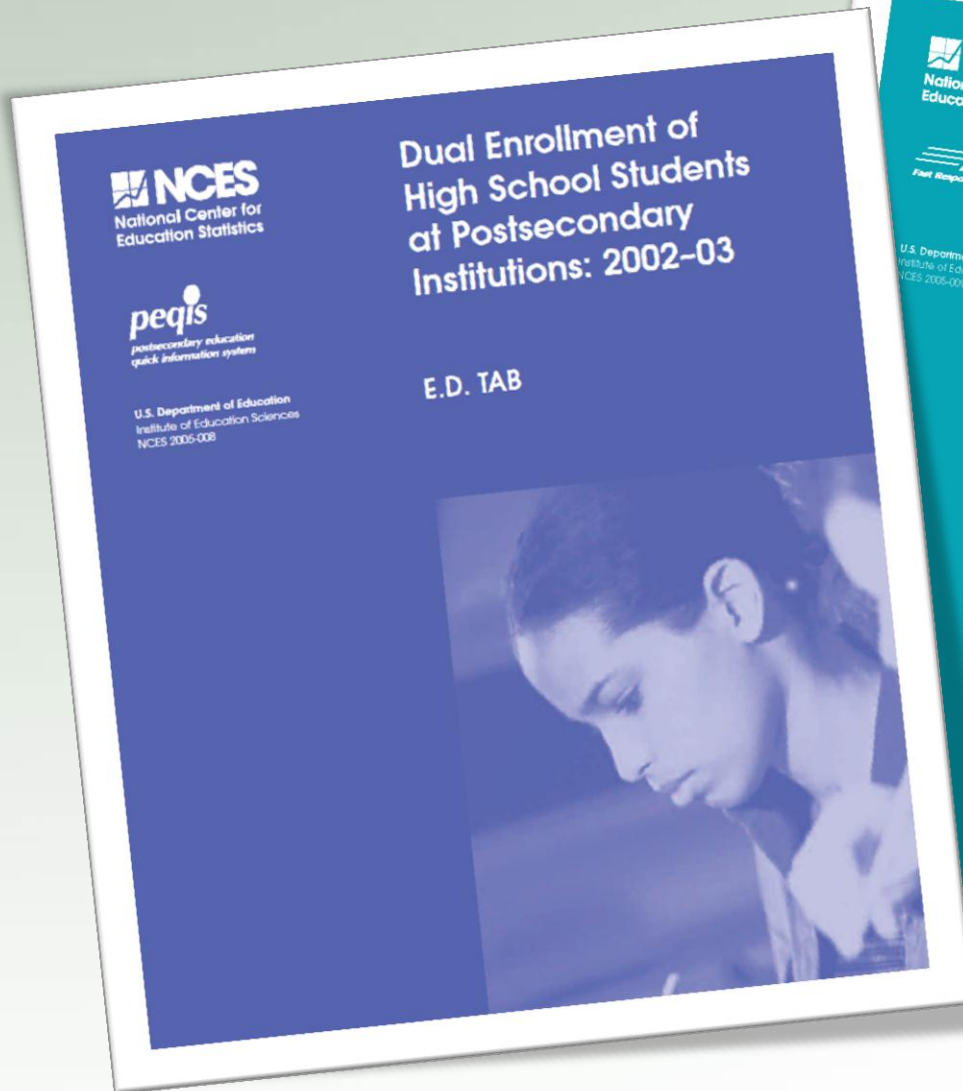
1. How and where do **credits transfer**?
2. What impact does concurrent enrollment have on **subsequent achievement**?
3. What impact does concurrent enrollment have on **graduation rates**?



NACEP Questions to Guide Concurrent Enrollment Research

4. What impact does concurrent enrollment have on **high school academic rigor**?
5. What impact does concurrent enrollment have on **facilitating access and transition** to postsecondary programs?
6. How does concurrent enrollment contribute to a **seamless K-16 education system**?

Firstly, the Secretary needs to know how common dual enrollment is



Firstly, the Secretary needs to know how common dual enrollment is

72%

of public high schools

5%

of all high school students

93%

of all public 2 year colleges

55%

of all degree-granting postsecondary institutions

IPEDS
National Center for
Education Statistics

Dual Enrollment of
High School Students
at Public Secondary
Institutions: 2002-03

peqis

U.S. Department of Education
Institute of Education Sciences
NCES 2005-008

NCES
National Center for
Education Statistics

FRSS
Fast Response Reporting System

Dual Credit and
Exam-Based Courses
in U.S. Public High
Schools: 2002-03

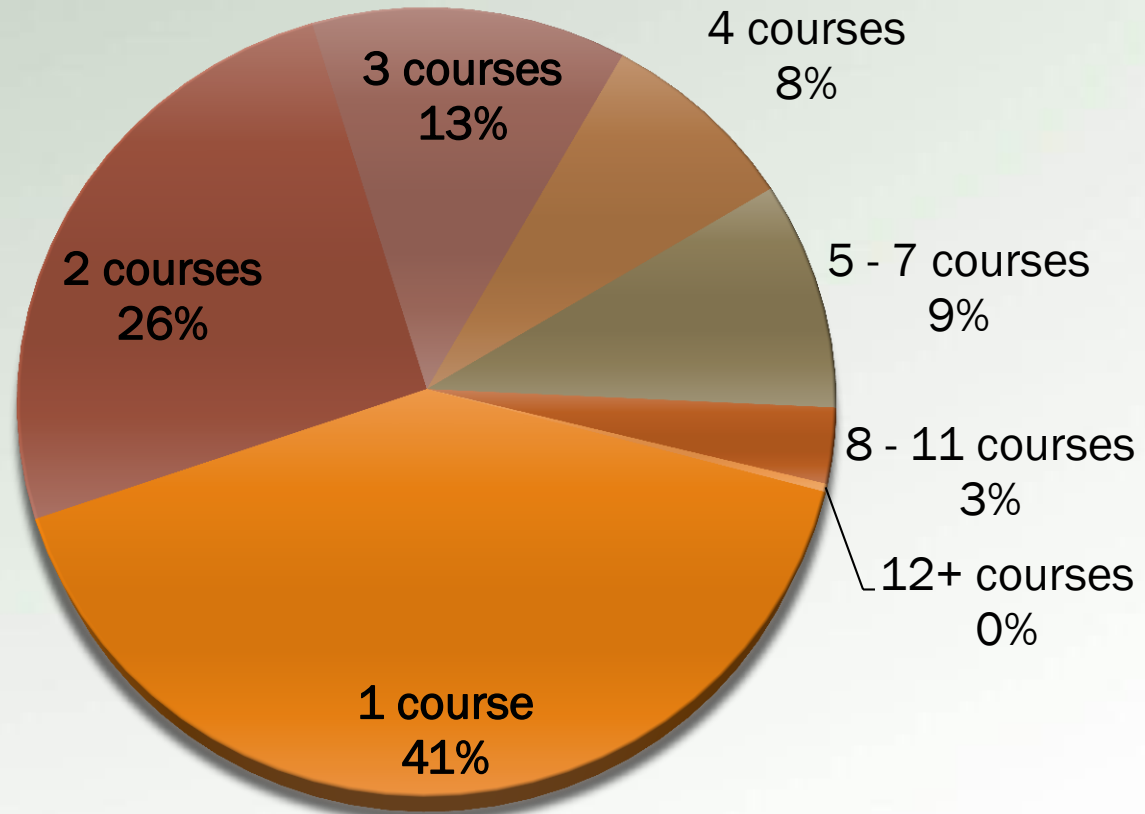
E.D. TAB

He needs to know how much variation there is nationwide

“Unlike many states, Iowa has been an absolute leader in aligning secondary and postsecondary programs – and moving beyond the silos that separate the two. Across Iowa, nearly 39,000 high school students are taking courses for credit at community colleges. Statewide, **more than half of all high school seniors** are joint enrollment students. That’s a remarkable record that I would like to see every other state duplicate.” (Secretary Duncan, 4/19/12)

“Dual enrollments in Ohio have lagged other states – **about 2% of high school students** participate compared with 5% nationally.” (Third Report on the Condition of Higher Education in Ohio, 2010)

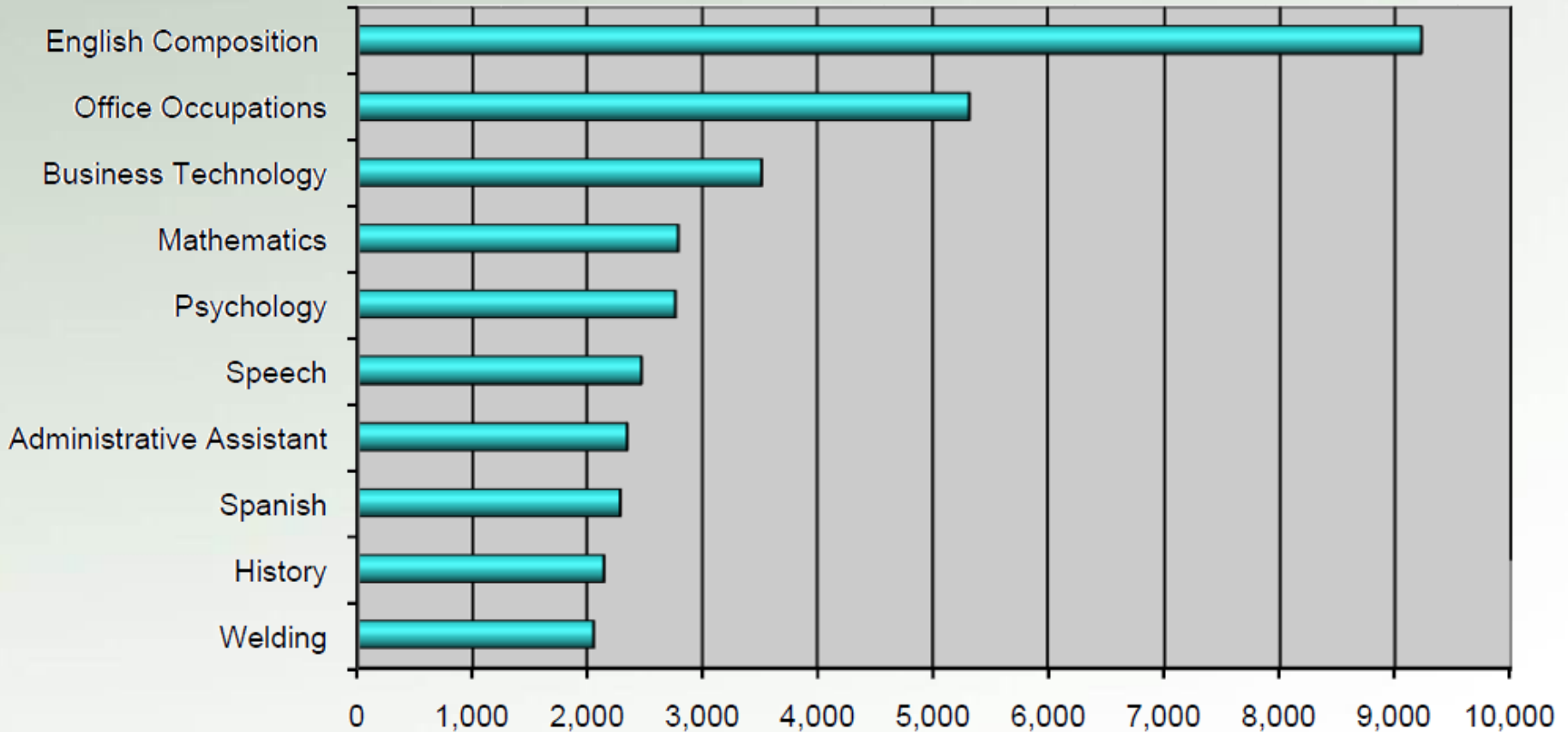
He should know how many courses students take



Number of Courses Taken by Each Student
USHE 2008

What courses students take

Figure 7. Top Ten Dual Credit Course Enrollments
Fiscal Year 2008



Source: Illinois Community College Board

Where and how DE is taught

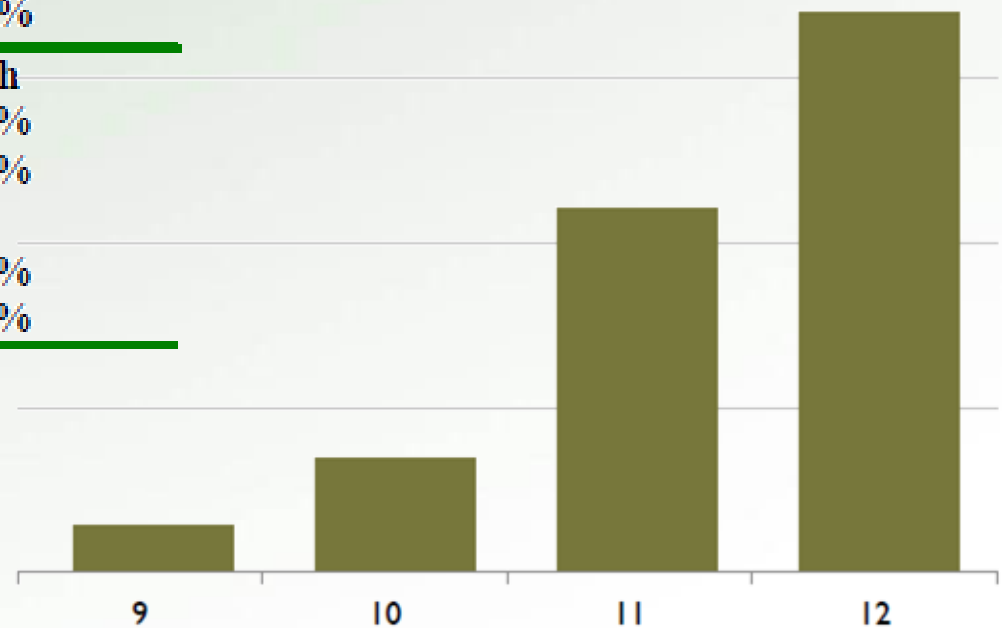
Enrollment Location of Dual Credit Courses

A substantial majority of dual credit courses took place on secondary campuses in fiscal year 2008 (79.2 percent). Dual credit courses on community college campuses represented 17.1 percent and online enrollments just 1.7 percent (<http://www.iccb.org>)

Type of Delivery	10-11
Number of Credit Hours delivered through Technology (<i>earned credit</i>)	31,880
Number of Credit Hours delivered Face-to-Face (<i>earned credit</i>)	154,001

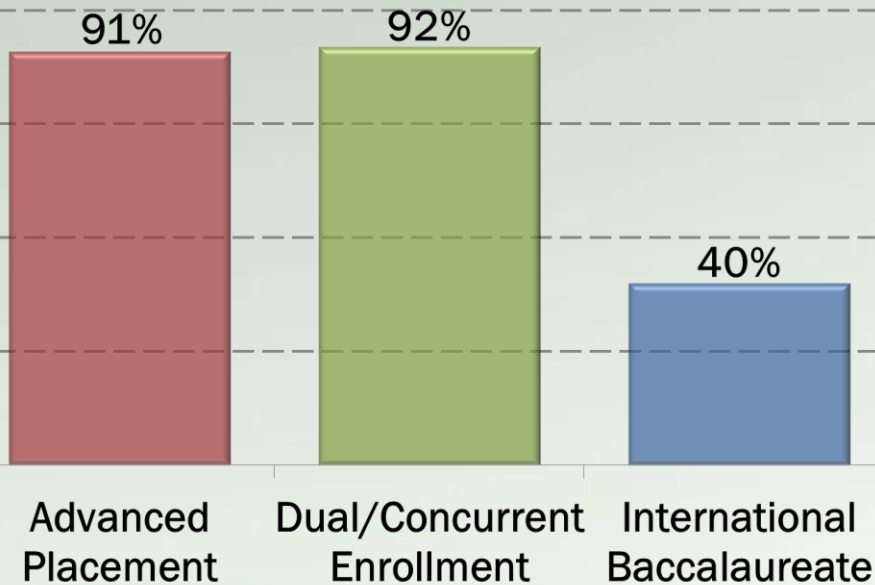
And who takes courses

	All Georgia High School Students*	Dual Enrolled Students (N = 17,442)
Race/ Ethnicity		
White	54%	59%
Black	37%	37%
Hispanic	4%	2%
Asian	3%	2%
Other	1%	1%
Free/Reduced-Price Lunch		
Eligible	31%	33%
Ineligible	69%	67%
Gender		
Male	50%	50%
Female	50%	50%

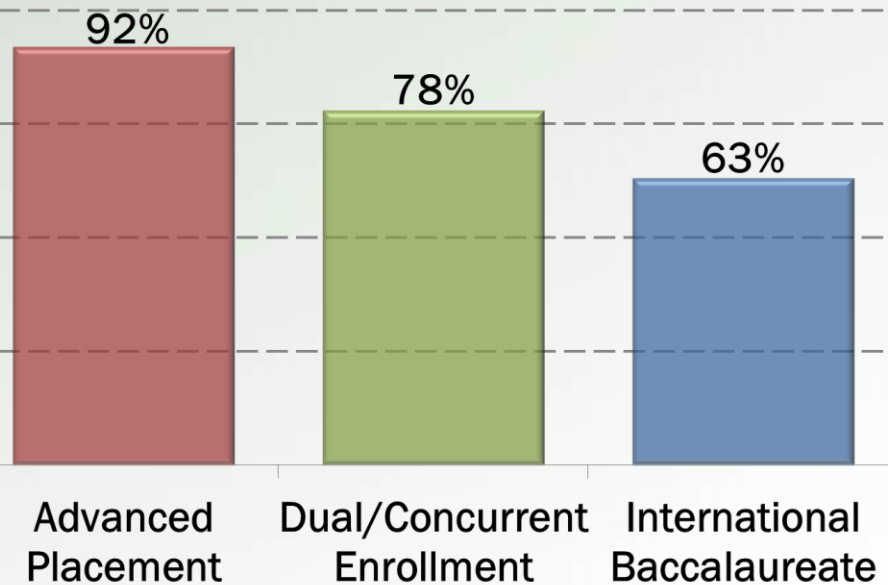


Credit is Widely Accepted

Public Institutions



Private Institutions



Source: Western Interstate Commission for Higher Education, *Accelerated Learning Options: Moving the Needle on Access and Success*, June 2006.

But how and where do credits transfer?

	Count	% of total
Counted as credit toward my college degree completion	89	82.4%
Exempted me from a required course	78	72.2%
Enabled me to enroll in a more advanced course	54	50.0%

Table 17: Students who attempted to transfer credits but did not receive recognition (elaboration)

	University Currently Attending
I got credit for the English class but only as an elective and no credit for the spanish class. I was placed in a higher level Spanish class but only because I "tested" into it	University of San Diego
I received a 1.9 GPA for the course, and the accepted transfer GPA was 2.0	Highline Community College
I was told by the Foreign Language department that I would have to test out of there 'equivalent' course to get credit because they would not accept the transfer credit.	Purdue University
They simply said that the credits did not transfer.	Randolph-Macon College
Tufts' policy with transfer credit is that you have to have taken the course on a college campus, in the college environment, for it to count.	Tufts University
USC doesn't accept credit from college courses taken at a high school.	University of Southern California

Research Studies

Large-Scale, Rigorous Independent Studies with Statistical Controls to Address Internal and External Validity by Controlling for Prior Academic Performance and Demographic Characteristics

	Oregon	Florida	National
Course Types	Concurrent Enrollment	Dual Enrollment	Dual Enrollment
Subjects	Academic Transfer (excluded CTE)	All subjects, also did analysis of CTE	All subjects
Evaluator	Oregon University System	Columbia University	University of Iowa
Pool	Oregon public colleges & universities	Florida public colleges & universities	NELS Post-secondary Education Transcripts
Size of Pool	15,707	36,217	4,514
Treatment as % of pool	Not reported	12%	9%
URL	http://tiny.cc/OR-study	http://tiny.cc/CCRC-2007 http://tiny.cc/NCPR-study	http://tiny.cc/Swanson

Large-Scale Research Results

Students who took dual or concurrent enrollment compared to those who did not were more likely to...

	Oregon	Florida	National
Graduate from High School		4%	
Immediately Enroll in College	9%*	8% (enroll at 4 year)	12%
Earn Higher GPA	0.16 points* (first year)	0.2 points (first three years)	
Persist to the Second Year	17%	5%	11%
Accumulate More Credit Hours	8 credits* ¹ (after first year)	15 credits (first three years)	
Earn a Bachelor's degree		7%	

* - Data limitations prevented Oregon from statistically controlling these variables for prior academic performance or demographics.

1 - Oregon institutions follow a quarter calendar; the credits were converted to their semester equivalent (i.e. multiplied by 2/3).

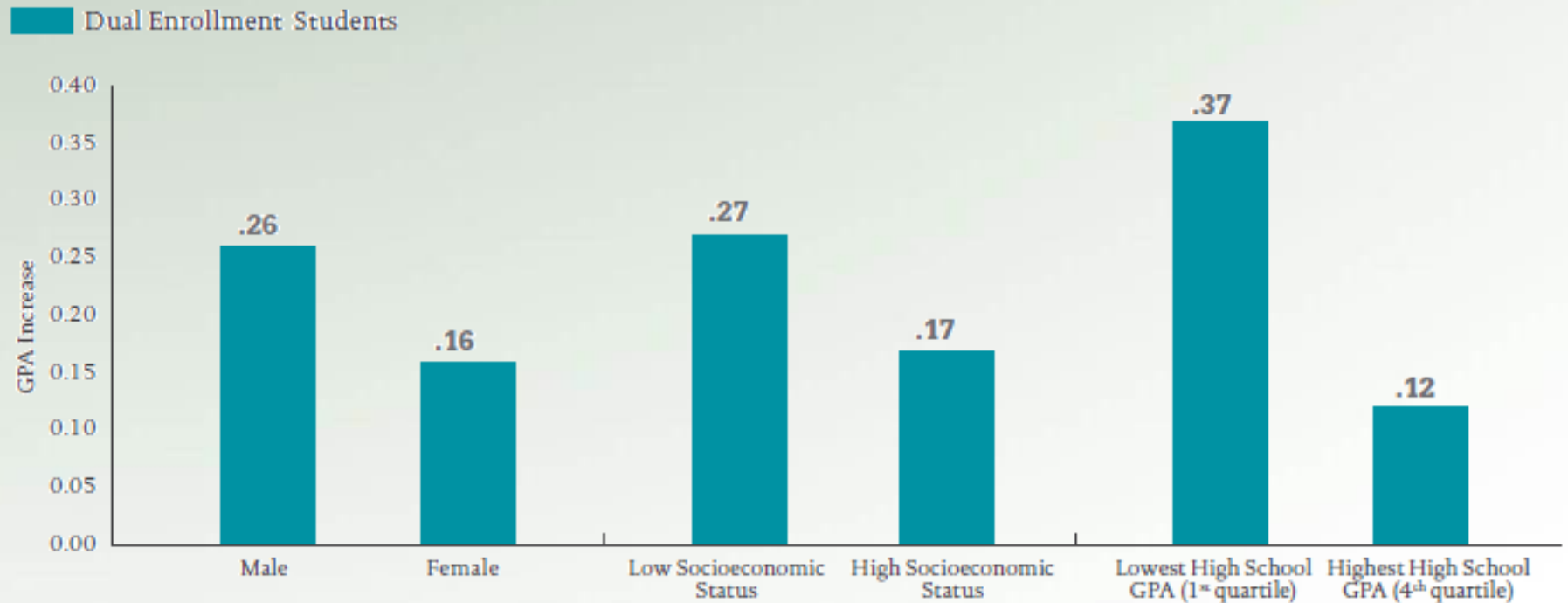


Adelman's The Toolbox Revisited

“The academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor's degree”

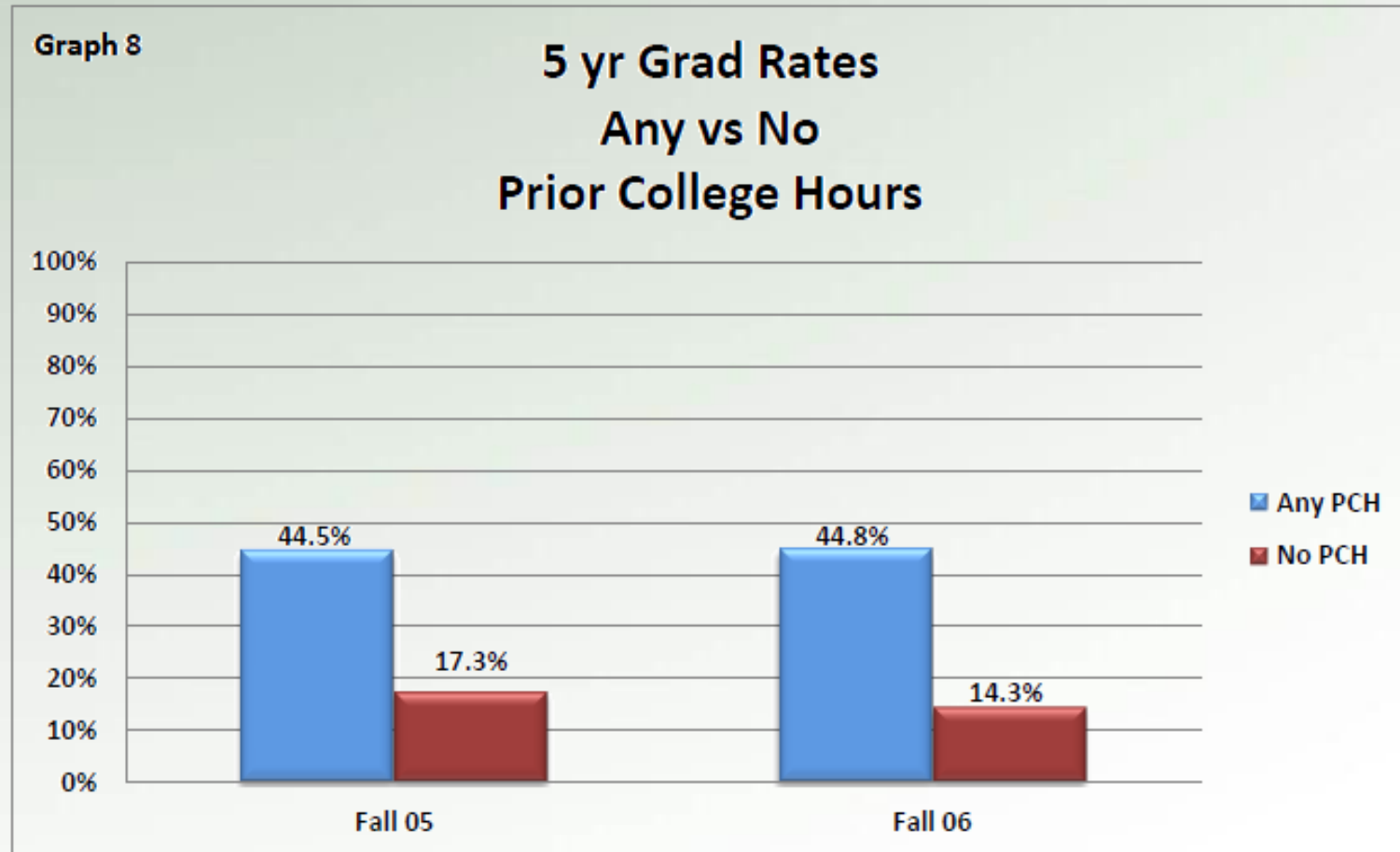
Benefits to students underrepresented in higher education

Increase in GPA is Larger for Low-Income, Low-Achieving, and Male Students



Source: CCRC, What We Know About Dual Enrollment?

Studies by skeptical receiving institutions find benefits



Source: Cohort Data, Office of Enrollment Services, UTPA, Edinburg, TX.

Studies by skeptical receiving institutions find benefits

Course	Course Title	Number of Students	Percent of New Students	Measure	Any ECC vs. No ECC
ENGL 150	Composition I	1,294	28%	First Fall GPA	+ .04
MATH 165	Calculus I	848	19%	First Year GPA	+ .04
ENGL 250	Composition II	716	16%	First Fall Credit Hours	- .17
PSYCH 101	Intro to Psychology	667	15%	First Year Retention [†]	+ 1.7
SP CM 212	Public Speaking	460	10%	Second Year Retention [†]	+ 3.0
STAT 101	Statistics	302	7%	Graduation Rate [†]	+ 4.0
POL S 215	American Government	285	6%	Graduate within 4 years [†]	+ 11.0
ENGL 201	Intro to Literature	254	6%	Time to Degree	- 2.0 months
SPAN 201	Intermediate Spanish I	249	5%		
HIST 222	U S History Since 1877	237	5%		

Source: Iowa State University

Changing students aspirations

Dual enrollment students who had not anticipated earning a bachelor's degree were 12% more likely graduate with a bachelor's than non-participating students who had originally intended to earn a bachelor's (Swanson)

The impact of dual enrollment on first-generation college-going students: “where they are smart, they are committed, they are working hard. But they might think college isn't for them...” “...for them to understand, ‘I can really do this. I can do this work. I belong in that world,’ the psychological impact on that is extraordinarily important.” (Duncan)

Challenges to Research

- Data sets for responsible, effective research are in short supply
- Addressing the counterfactual – what would the outcome be in the absence of the dual enrollment “treatment”
- Confusion over different models of dual enrollment reigns over much of the research in the field, confounding results and masking the very real differences caused by variations in practice
- Emphasis on student outcomes outshines the need document the impact on teachers, schools and systems