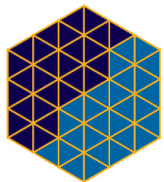


Jumpstart on College: Dual Enrollment Research

Dr. Thomas Bailey
AYPF and NCPR Event
September 26, 2008



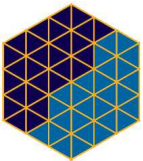
National Center for Postsecondary Research

www.PostsecondaryResearch.org

*NCPR PARTNERS:
Community College Research Center,
Teachers College, Columbia University
MDRC
Curry School of Education,
University of Virginia*

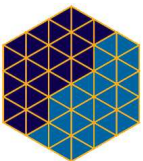
Dual Enrollment

- *Allows high school students to enroll in college courses and potentially earn college credit*
- May or may not be for dual credit
- Broad participation (2002-03 school year):
 - At 71 percent of public high schools, students took courses for dual credit
 - 51 percent of colleges had high school students enrolled in college courses
 - Over 800,000 high school students took a college course
- Participation appears to be increasing rapidly



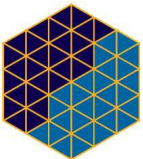
Participation around the U.S.

- 7,400 high schools currently offer at least one Tech Prep program – but dual enrollment not always part of TP
- Middle/Early college high schools are currently receiving significant funding to expand (160 supported by Gates Foundation)
- 115,000 “special admit” students, about 6% of all high school students, enrolled in community colleges in CA; almost one-quarter enrolled in CTE courses (2005-06)
- Nearly 30,000 students participate each year in New York City’s College Now Program
- 14,000 students participated in Washington’s Running Start Program (2002-2003)
- Over 20,000 in Illinois (2001-2002) (only 4,000 in ‘97-98)
- New Mexico the first state to require an AP, honors, dual enrollment, or distance ed class to graduate



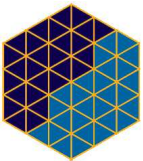
Why the interest in and expansion of dual enrollment?

- Growing importance of postsecondary education
- Problems with access to college and retention and completion in college, particularly for disadvantaged students
- Presumed benefits to dual enrollment include:
 - Make the senior year meaningful/reduce senioritis
 - Students better understand the demands of college
 - Students enter college with credit already accumulated
 - Potential cost savings to families and education systems
 - Create connections between secondary and postsecondary institutions



A new direction: Broadening the target group for dual enrollment

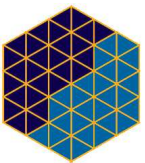
- Dual enrollment traditionally seen as a program for academically advanced students
- Policy and reform interest is not directed primarily at traditionally “college bound” students
- Presumed that a wide range of students can benefit
 - Increase motivation
 - Decrease remediation
 - Increase student engagement
 - Encourage students to pursue postsecondary education



Outcomes Measurement – A Problematic Issue

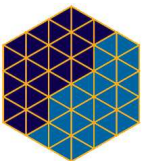
- Need more outcomes research on dual enrollment – what are the desired outcomes?
- Difficult methodological problems – how to create a control group?
- Lack of data coordination between secondary and postsecondary sectors
- Lack of resources for data collection

- Some existing research on tech prep, CUNY College Now program, middle/early college high schools



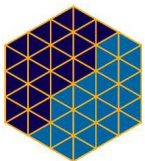
Research: Academic Outcomes

- New CCRC analyses of dual enrollment outcomes in NYC and Florida
 - With controls for student and school characteristics
- Florida: All dual enrollment participants and subsample of those in CTE fields
- NYC College Now program: Dual enrollment participants from CTE high schools
- Also looked at subgroups of students such as low-SES and male students



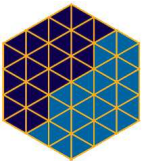
Florida Findings

- Dual enrollment participation positively related to:
 - Students' likelihood of earning a HS diploma
 - Enrolling in college, and enrolling full-time
 - Persistence to the second semester of college
 - Higher GPAs one year after HS graduation
 - Remaining enrolled in college two years after HS graduation
 - More credits earned three years after HS graduation
- Male and low-income students benefited more from dual enrollment participation than their peers



NYC Findings

- Dual enrollment participation positively related to:
 - Pursuit of a bachelor's degree
 - 1st semester GPA
 - More credits earned 3.5 years after HS graduation



For more information:

Please visit us on the web at

www.PostsecondaryResearch.org

to learn more about our latest research
and sign up for electronic announcements.

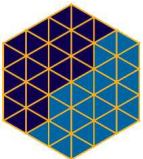
National Center for Postsecondary Research

Teachers College, Columbia University

525 West 120th Street, Box 174, New York, NY 10027

E-mail: ccrc@columbia.edu

Telephone: (212) 678-3091



NCPR is funded by the Institute of Education Sciences of the U.S. Department of Education