# Increasing College and Career Readiness through Dual Enrollment

## Melinda Mechur Karp, Ph.D.

**Presentation to the American Youth Policy Forum**

Washington, D.C.

# Today's presentation

- What is dual enrollment?
- What are the high school and postsecondary outcomes for dual enrollment participants?
- What are key elements of successful programs?

# What is dual enrollment?

| | |
|---|---|
| Dual Enrollment | Students enroll simultaneously in high school and college courses; **generates a college transcript.** |
| Dual credit | Students enroll simultaneously in high school and college courses and earn *both* high school and college credit for the same course. |
| Middle/Early College High Schools | Comprehensive opportunities for students to earn many college credits via dual enrollment or dual credit. |
| Credit-by-exam (AP, IB, CLEP) | Students take a high school course that is deemed college-level and has an end-of-course exam. Colleges may use the exam score to grant college credit. |
| Credit-in-escrow (Tech Prep) | Students take a high school course that may later be applied towards college, usually as the result of an inter-institutional agreement. |

# Dual enrollment outcomes

# Dual Enrollment Encourages College Readiness

- Dual enrollment participants learn study skills and other habits related to college success.
  - Foster & Nakkula, 2005; Karp, 2006; Nakkula, 2006

- Dual enrollment participants learn "how to play the part" of a college student.
  - Foster & Nakkula, 2005; Karp, 2006

- Dual enrollment is related to increased high school graduation.
  - Karp et. al, 2007; Rodriguez, Hughes, & Belfield, 2012

- Dual enrollment participants are more likely to enroll in college—and more likely to enroll in a four-year college—than their non-participating peers.
  - CCRC, 2007; Speroni, 2011; Rodriguez, Hughes, & Belfield, 2012

# Dual Enrollment Encourages College Completion

- Participation is related to improved college grade point averages.
  - Dadgar & Allen, 2011; Eimers, & Mullen, 2003; Kotamraju, 2005

- Participation is related to persistence to a second year of college.
  - Dadgar & Allen, 2011; Eimers & Mullen, 2003; Swanson, 2008

- Participation is positively related to credit accrual.
  - Karp et. al, 2007; Michalowski, 2007; Speroni, 2011, Rodriguez, Hughes, & Bailey, 2012

- Program model, course rigor, and implementation quality matter.
  - Allen, 2010; Kim, 2008; Speroni, 2011

# All types of students benefit from dual enrollment.

- Students in CTE programs benefit from dual enrollment participation.
  - Karp, et al., 2007; Rodriguez, Hughes, & Belfield, 2012

- Males and low-income students benefit more from participation than other sub-groups.
  - Karp et al., 2007

- Low-income, first-generation, and otherwise disadvantaged students can benefit from participation.
  - Rodriguez, Hughes, & Belfield, 2012

# Key program elements

# Dual enrollment programs vary along a range of features

| Feature | Options |
|---|---|
| Funding | Student, state, or institution pays<br>Per-pupil funds and tuition |
| Student eligibility | Broad or restricted access |
| Location | High school or college |
| Timing | Before, during, or after the high school day |
| Student mix | High school and college students, or high school students only |
| Instructor | College professor, or high school instructor certified as a college adjunct |
| Course type and content | Academic, CTE, or student success course |
| Program intensity | Single course, pathway, or comprehensive program |
| Support services | Academic, behavioral, or college-knowledge<br>Offered by high school, college or a collaboration |
| Method of credit-earning | Dual enrollment, dual credit, or articulated credit |

# When implementing a dual enrollment program…

…the overarching goal is to develop a program that is *authentic* and *supportive*.

- Authenticity: A program in which students can "try on" the part of a college student so that they can become capable of doing college work

- Supportive: Scaffold students' learning, ideally by building learning support into class time

# **Websites** and **Resources**

Community College Research Center

http://ccrc.tc.columbia.edu

Concurrent Courses Initiative

http://www.concurrentcourses.org

National Alliance of Concurrent Enrollment Partnerships

http://nacep.org

Jobs for the Future

http://www.jff.org

Early College High School Initiative

http://www.earlycolleges.org

# For more information

**Please visit us on the web at**

http://ccrc.tc.columbia.edu

where you can download presentations, reports, and briefs, and sign-up for news announcements. We're also on Facebook and Twitter.

**Community College Research Center**
**Institute on Education and the Economy,**
**Teachers College, Columbia University**
525 West 120th Street, Box 174, New York, NY 10027
E-mail: ccrc@columbia.edu Telephone: 212.678.3091