



Leading Equitable Dual Credit... DEEP in the Heart of Texas

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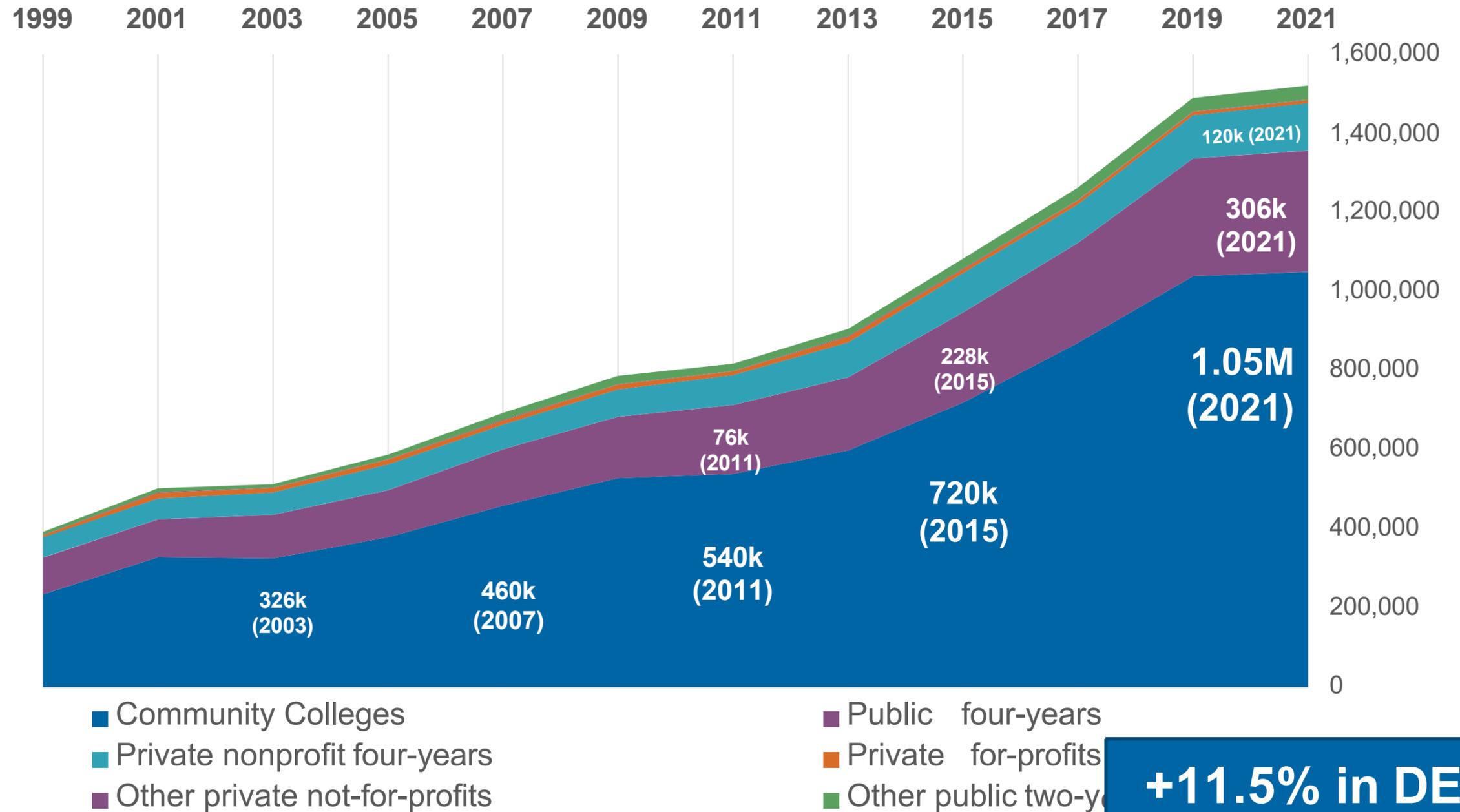
Dr. Pam Anglin, President, Paris Junior College

AACC Annual Conference, April 2023

Growth of Dual Enrollment 1999-2021

IPEDES Fall Enrollments

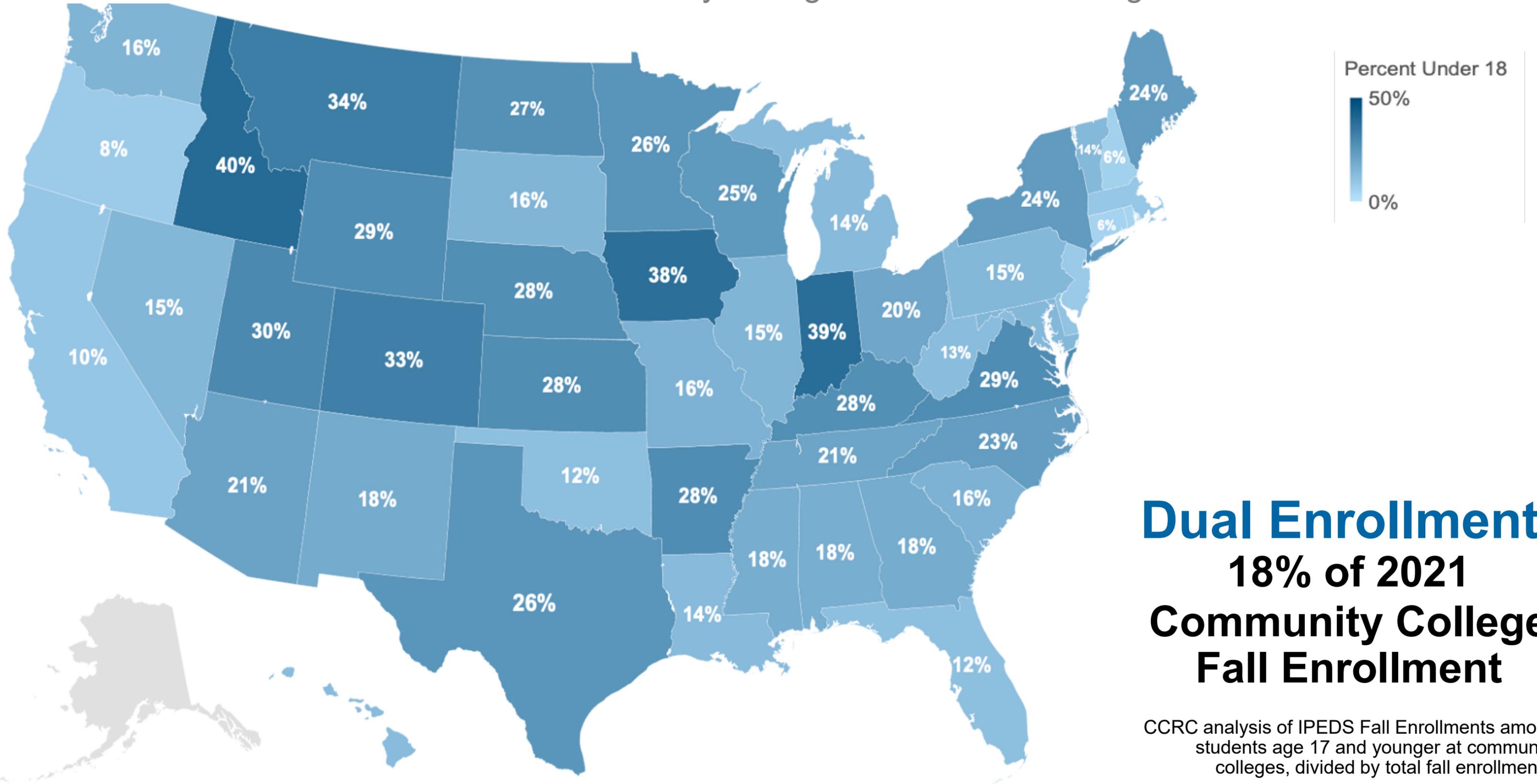
Fall Undergraduate Enrollments among Students Aged 17 or Younger



Expansion of Dual Enrollment Concentrated at Community Colleges

+11.5% in DE
 Fall 2021 ->
 Fall 2022 (NSC)

Percent of 2021 Fall Community College Enrollment from High School Dual Enrollment

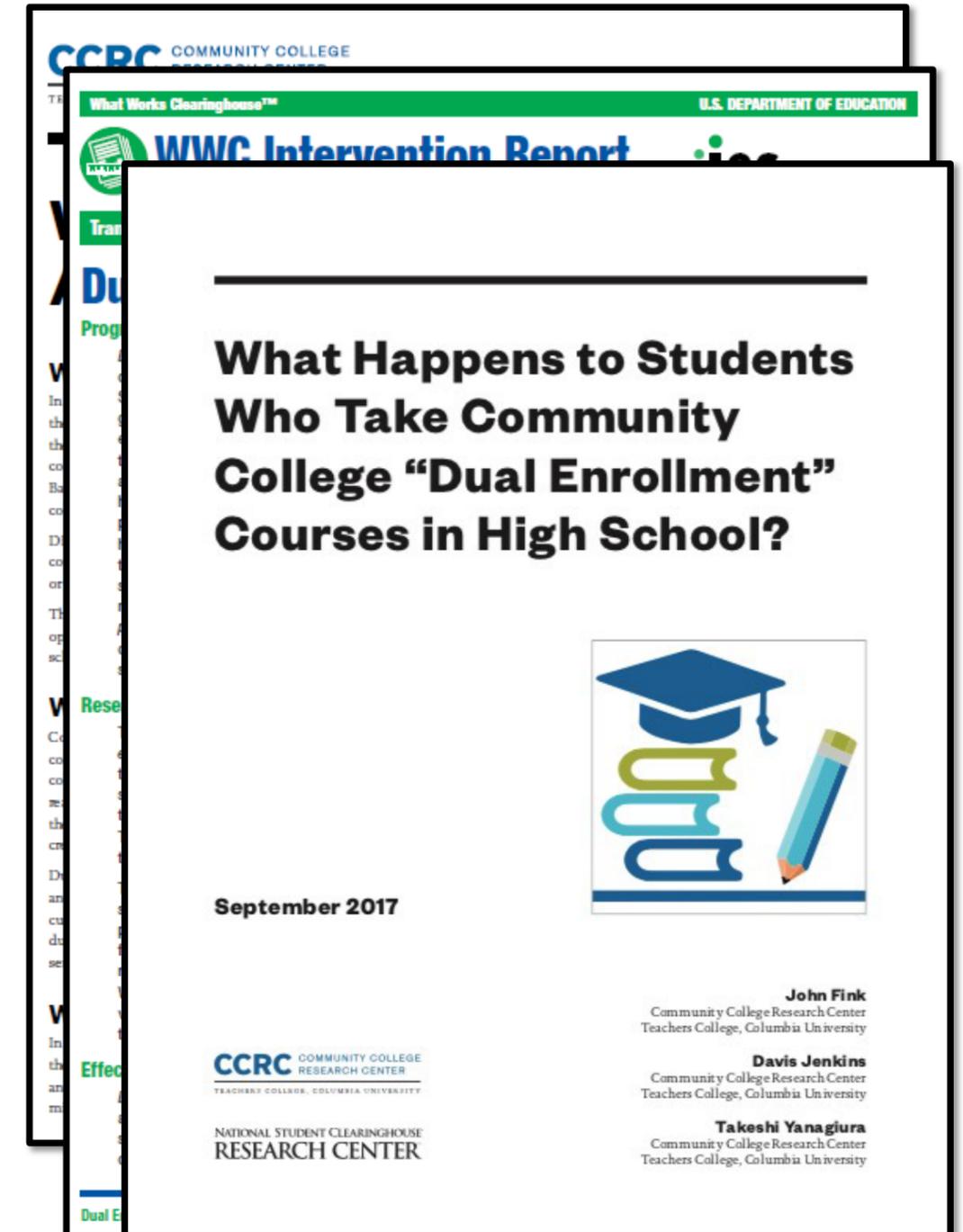


**Dual Enrollment:
18% of 2021
Community College
Fall Enrollment**

CCRC analysis of IPEDS Fall Enrollments among students age 17 and younger at community colleges, divided by total fall enrollments.

Research Evidence on the Benefits of HS Dual Enrollment

- ✓ Accumulation of descriptive and quasi-experimental evidence for dual enrollment, stronger experimental evidence on effects of ECHS and P-TECHs
- ✓ WWC Report: Positive effects of taking college courses in HS include stronger HS grades, more HS completion, more college enrollment, more credit accumulation, more degree completion.
- ✓ Yet, substantial state and institutional variation in post-HS college outcomes among former DE students



Recent Quasi-Experimental Studies Highlight Potential of “Traditional” DE for Increasing Equity in College Access

Dual Enrollment can benefit students who are falling behind in HS (Lee & Villarreal, 2022)

Dual Enrollment Math can boost Black & Hispanic student entrance and persistence in STEM (Minaya, 2021)

JOURNAL OF EDUCATION FOR STUDENTS PLACED AT RISK (JESPAR)
<https://doi.org/10.1080/10824669.2022.2100994>



Should Students Falling Behind in School Take Dual Enrollment Courses?

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ABSTRACT

This study examined the effect of dual enrollment (DE) on college enrollment and degree completion for students with lower prior academic achievement who attended public high schools in Texas. We employed a propensity score matching method to reduce selection bias arising from DE participation and supplemented the analysis with a bounds test. The results showed that DE students were predicted to have a higher likelihood of entering college immediately after high school by 20 percentage points and completing a degree within four and eight years of high school graduation by 7 and 14 percentage points, respectively, compared to similar students who did not take DE courses. This evidence suggested that DE programs contributed to a reduction in educational inequities in college access and degree attainment for students at risk of academic failure. On the other hand, students who were racial or ethnic minorities and students from low-income families were not only less likely to participate in DE programs but were also predicted to have smaller participation effects on college degree attainment than their counterparts, stressing the need for higher education institutions and partnering school districts to provide more robust support to these underserved students for participating in DE programs and making a successful transition into college.

Dual enrollment (DE) programs, also known as dual credit or concurrent enrollment, provide high school students with an opportunity to take college courses and simultaneously earn high school and college credits (Barnett & Stamm of the programs claim that DE participation can *i*) increase a student's confidence in ability to complete college-level coursework and (Attewell, Heil, & Reisel, 2012); *ii*) offer an opportunity to engage of academic and career courses, enabling to expand students' knowledge of particular fields of interest; *iii*) expose students to college norms, making college familiar (Karp, 2012); *iv*) reduce the financial and time to earning college degree by earning college credits while in high school (Hughes, Jeong, & Bailey, 2007), and *v*) signal to colleges that the student will be successful in college (Hoffman, Vargas, & Santos, 2008)

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Can Dual Enrollment Algebra Reduce Racial/Ethnic Gaps in Early STEM Outcomes? Evidence from Florida

Summary Research Report

Veronica Minaya

February 2021

Address correspondence to:

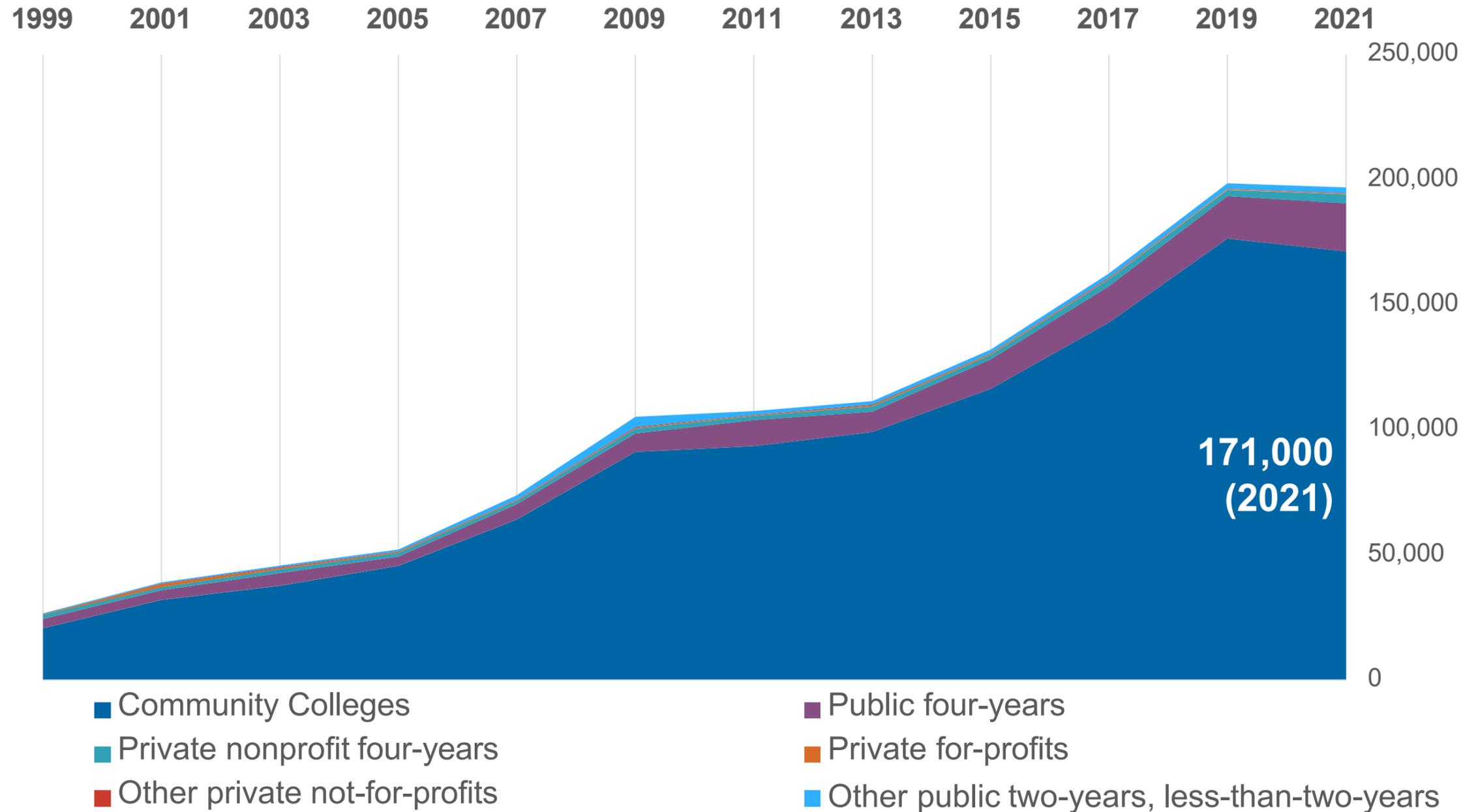
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Funding for this study was provided by the Bill & Melinda Gates Foundation. The findings and conclusions contained within are those of the author and do not necessarily reflect positions or policies of the foundation.

Texas Dual Credit 1999-2021

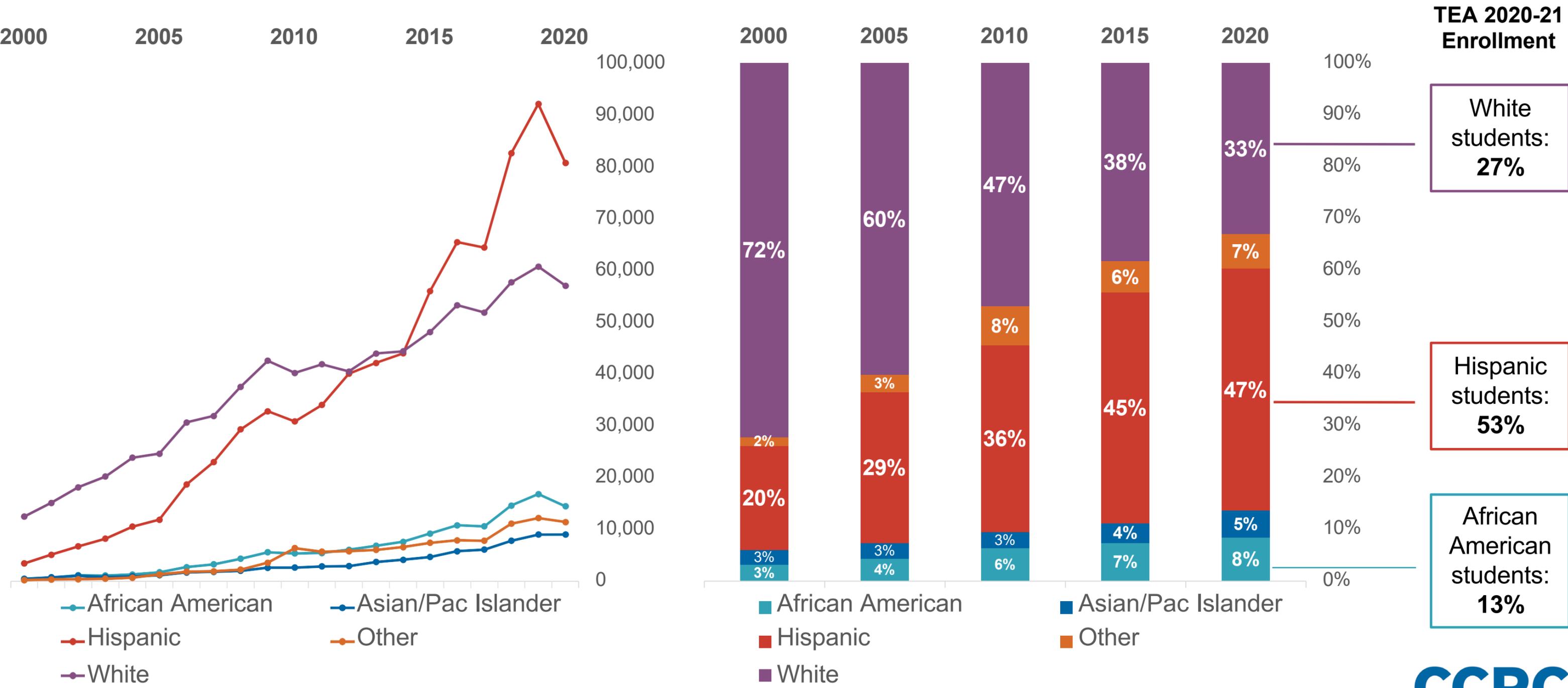
IPEDES Fall Enrollments

Fall Undergraduate Enrollments among Students Aged 17 or Younger



Expansion of Dual Credit Concentrated at Texas Community Colleges

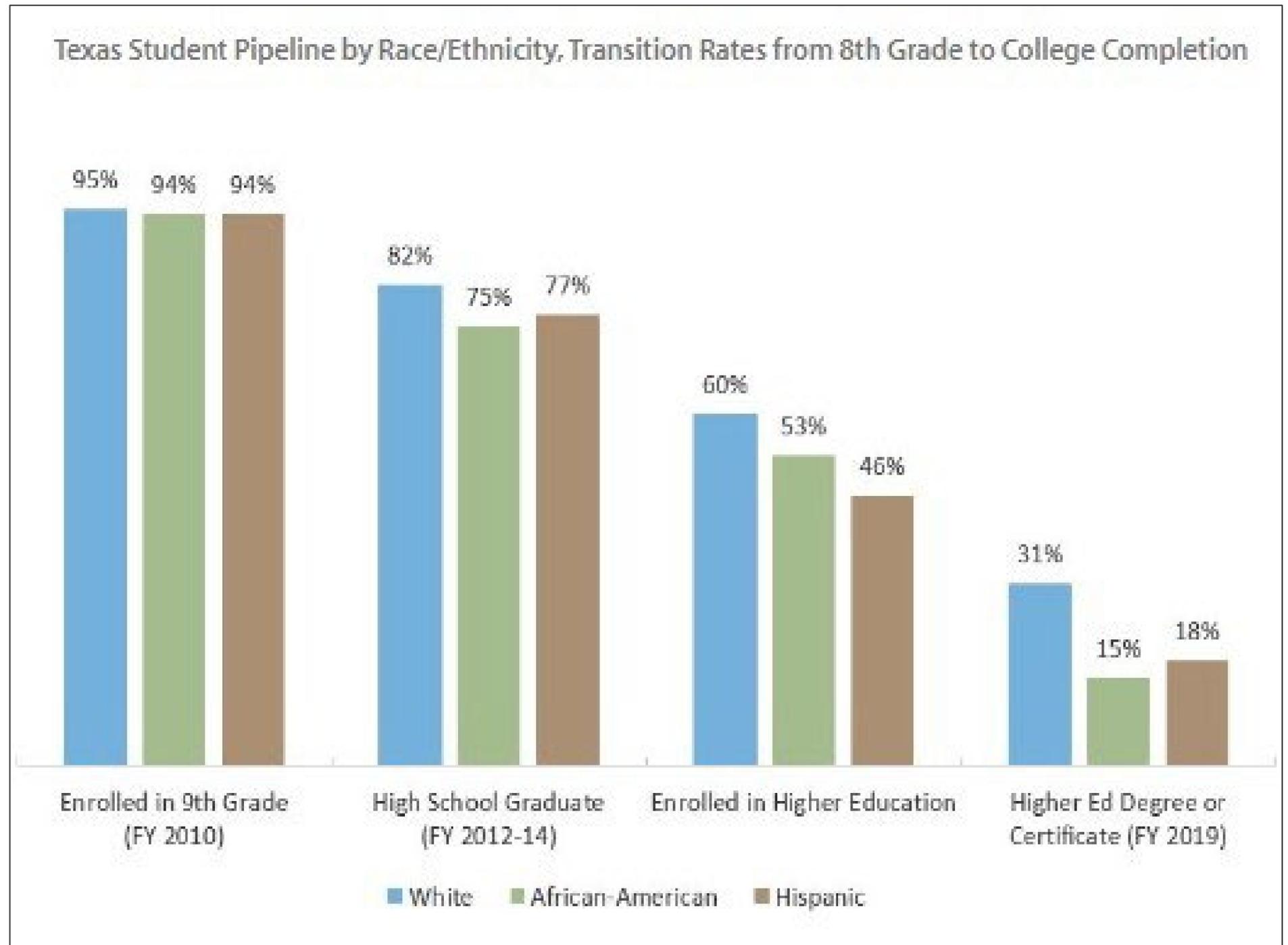
As Dual Credit has grown, it has better reflected TX's racial/ethnic diversity, but there is still room for improvement.



CCRC analysis THECB Dual Credit Data, TEA Enrollment, <https://rptsvr1.tea.texas.gov/adhocrpt/adste.html>



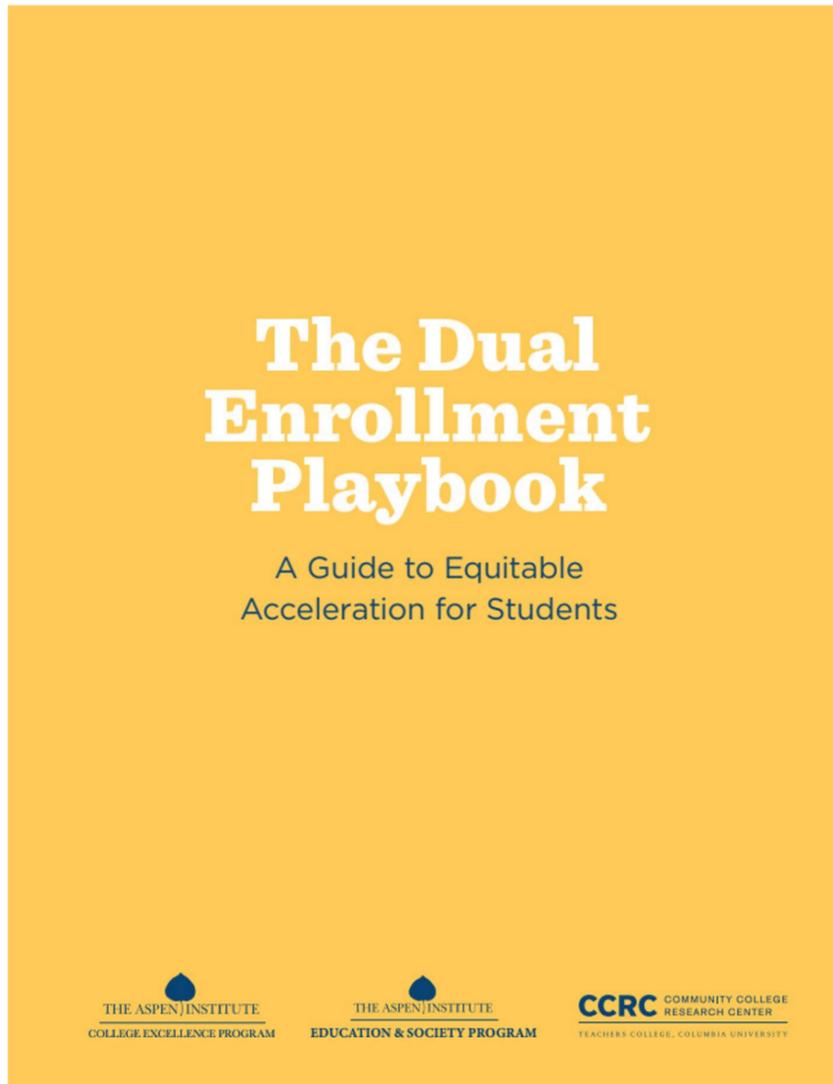
Too many Texas students of color are lost in the transition from high school to college. Staunching that leaky pipeline would substantially increase the supply of talent for Texas's future.



Source: Trellis Company, *State of Student Aid in Texas - 2021*.

<https://www.trelliscompany.org/state-of-student-aid-2021/section-8-texas-college-attainment/>

What can be learned from high schools and colleges that are more effective in serving students of color through dual enrollment?



Five Principles to Advance Equity in High-Quality Dual Enrollment

Principle

I

SET A SHARED VISION AND GOALS THAT PRIORITIZE EQUITY

Principle

II

EXPAND EQUITABLE ACCESS

Principle

III

CONNECT STUDENTS TO ADVISING AND SUPPORTS THAT ENSURE EQUITABLE OUTCOMES

Principle

IV

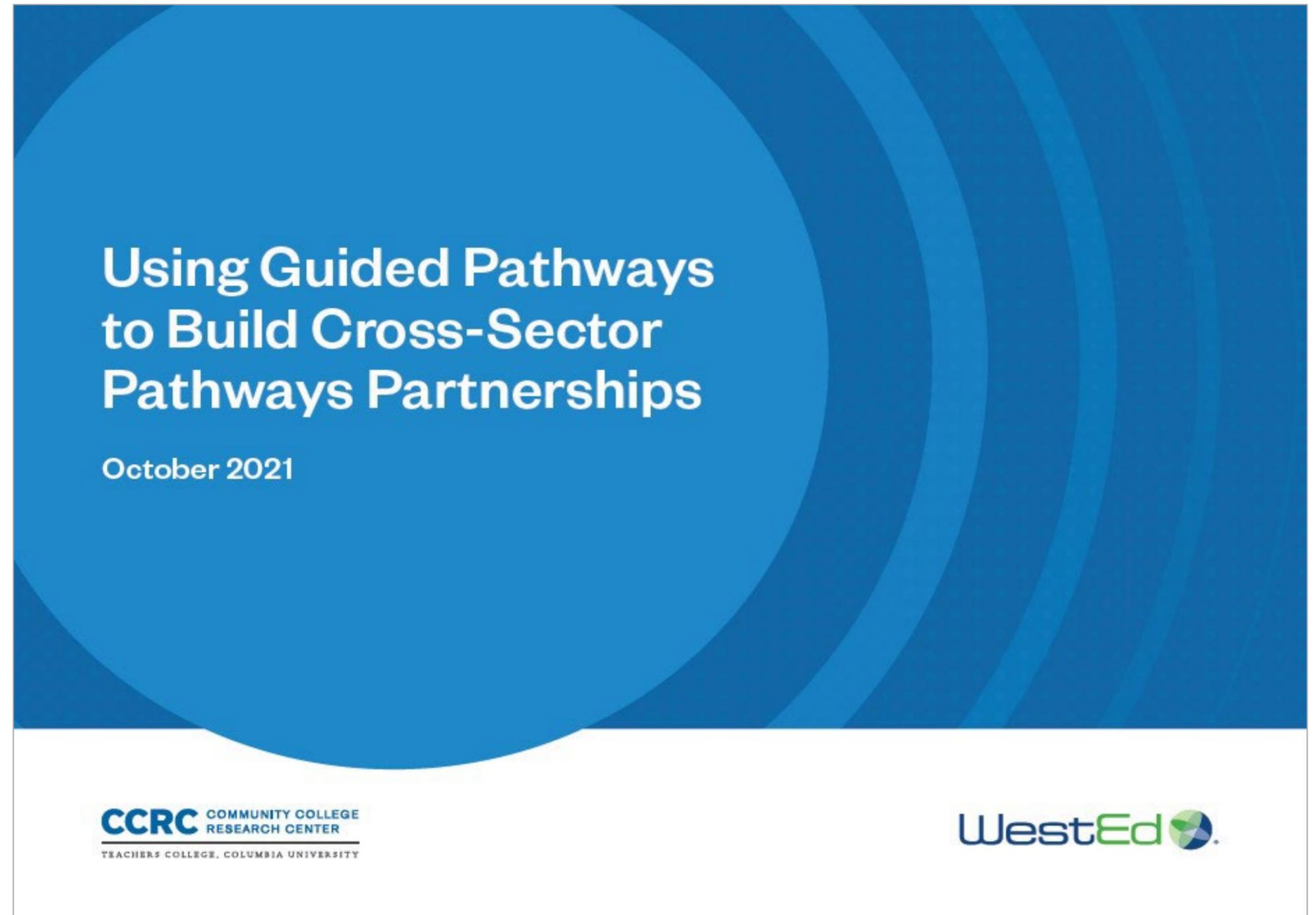
PROVIDE HIGH-QUALITY INSTRUCTION THAT BUILDS STUDENTS' COMPETENCE AND CONFIDENCE

Principle

V

ORGANIZE TEAMS AND DEVELOP RELATIONSHIPS TO MAXIMIZE POTENTIAL

Guided Pathways early adopter colleges are partnering with employers, K-12 schools and universities to build cross-sector education **talent pathways** to living-wage, career-path jobs in high demand fields.

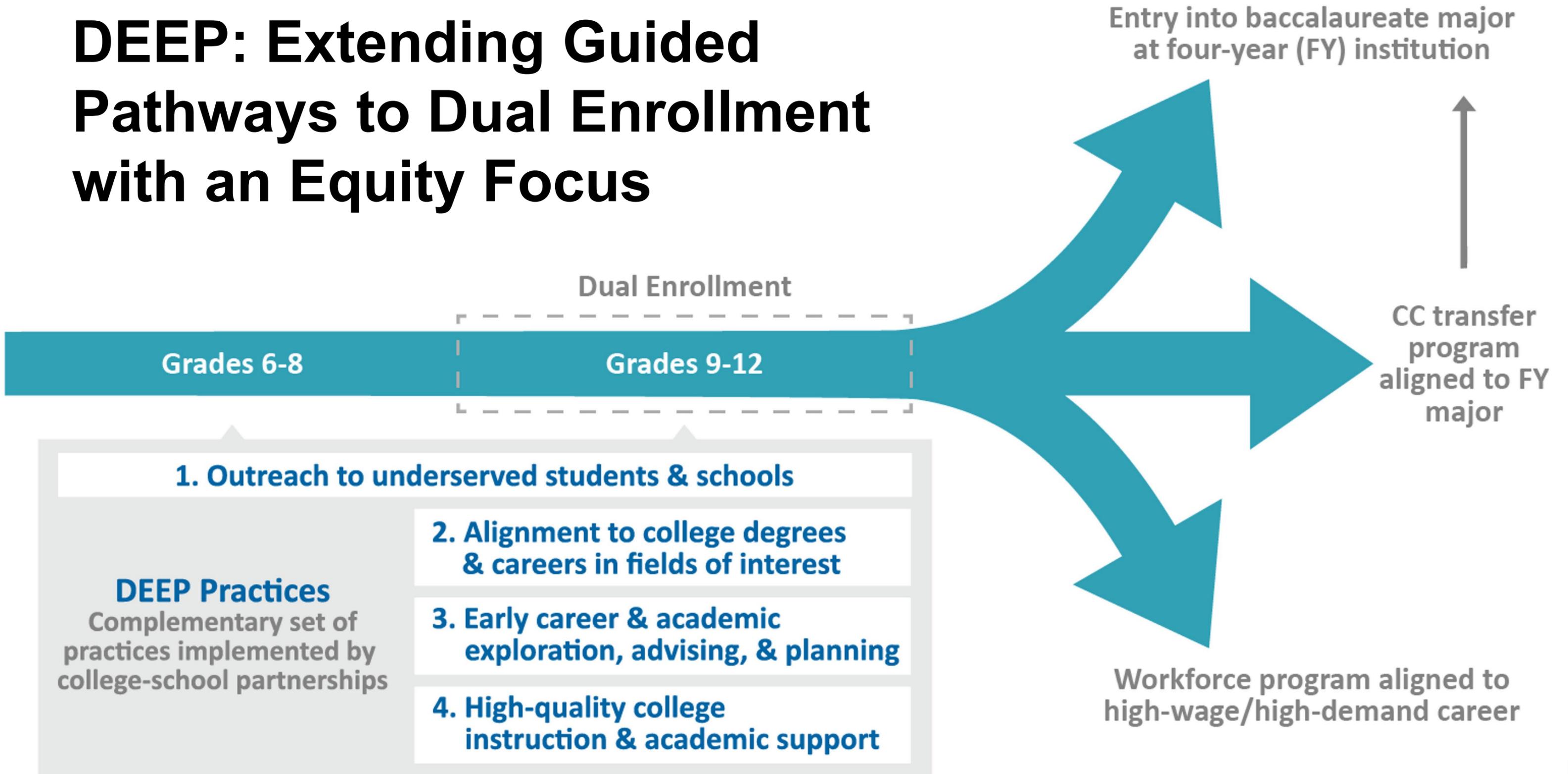


<https://ccrc.tc.columbia.edu/publications/guided-pathways-cross-sector-partnerships.html>

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How can community colleges partner with K-12 schools to rethink dual credit as an onramp to postsecondary talent pathways, particularly for underrepresented students?

DEEP: Extending Guided Pathways to Dual Enrollment with an Equity Focus



Field Research Site Selection Methodology

- 1) Use student unit record data to identify partnerships between community colleges and high schools in Texas and Florida that have comparatively high participation and success in DC by Black, Hispanic and low-income students.
- 2) Focus on effective partnerships with Title 1 comprehensive and technical high schools.
- 3) Select 3 high-performing partnerships to include larger colleges and high schools serving urban and industrial areas and smaller institutions serving rural communities

Key Takeaway: Title 1 high schools have laid the groundwork for scaling dual credit pathways through career academies for all students with embedded DC

- Strategy is scalable, avoids tracking, and can ***motivate*** students to pursue postsecondary education after high school
- Strong demand from rural schools to embed DC in CTE programs
- Title 1 schools motivated to take this approach by need to offer value to attract students in “open choice” policy environment
- Students, families, communities, schools want “dual credit with a purpose”—they give them a head start on postsecondary degree programs that prepare for career-path employment in high-demand fields

Key Takeaway: Across the colleges, we saw promising practices that together have the potential to transform DC into an onramp to a postsecondary talent pathway

Outreach

- Prioritizing underserved schools and studies; educating students, parents, school leaders starting early on, removing eligibility barriers

Alignment

- Mapping HS academies to college AAS and pre-major transfer programs; clear and efficient transcribing of credit

Early Career/College Exploration, Advising, and Planning

- Cross-training counselors; shared advising; advising students and parents on nuances of major-specific transfer; education plans and checkpoint advising

Instruction and Academic Support

- Scaffolding of courses and instruction, structured support for online DE; intentional selection and professional development for training; consistent quality control

Key Takeaway: Leaders can shift the “programs of privilege” mindset and create a shared vision with K-12 partners of DC as a tool for talent development and expanding college access

- ***Dual Credit with a Purpose:*** Change in DC focus from à la carte course taking in AA in general/liberal degrees to head start on AAS or structured pre-major transfer programs in high-opportunity fields
 - ▶ Requiring students to choose a field of focus in high school can be designed to help them explore interests and develop a sense of purpose and plan for education after high school—not limit their options
- DC no longer seen as mainly for “high-performing” students who are already college-bound, but as means of ***motivating*** and preparing students without a college plan to pursue postsecondary education after HS
 - ▶ High school grades and other evidence of motivation are better measures of readiness for DC than standardized tests



CCs Can't Afford Not to Redesign Dual Credit as an Onramp to Postsecondary Talent Pathways

<https://ccrc.tc.columbia.edu/easyblog/how-can-community-colleges-afford-dual-enrollment-discount.html>

Leading Equitable Dual Credit in Texas

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Thank you!

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Dual Enrollment Challenges & Opportunities

1. Conventional approach to dual enrollment has resulted in inequitable access and earned the monikers of “**Programs of Privilege**” and “**Random Acts of DE**”
2. Dual enrollment has great potential but is **currently underutilized** as strategy to expand access to high-opportunity postsecondary pathways
3. Exclusionary policies, practices, and mindsets have resulted in **inequitable access** to dual enrollment courses
4. **Improvement is possible** – and essential to further expanding opportunity for students and building back enrollments for colleges

From 'Random Acts' and 'Programs of Privilege' to DEEP

Programs of Privilege, Random Acts	Dual Enrollment Equity Pathways (DEEP)
DE courses made available to students who are already “college-bound”	Active outreach and support for underrepresented students and families starting in middle school
Focus is mainly on strengthening students' academic preparedness for college	Focus also on building motivation for college by helping students explore interests and begin to develop a plan tied to college programs and careers in a field of interest
Colleges and schools mainly emphasize general education courses	Colleges and schools introduce students to high-opportunity postsecondary pathways through program foundation courses
Focus on achievement of academic content standards	Added focus on helping students become confident college learners through active teaching/learning
High school career technical education focused mainly on immediate post-HS employment	High school career technical education students readily able to apply HS CTE credits toward college degree programs in high-opportunity fields

Steps for Expanding DC Onramps to Texas Talent Pathways

- ❑ Backward map college programs to high school career academies/CTE programs and embed DC on-ramp courses in HS academy/CTE curriculum.
- ❑ Involve academic programs and advising and student services with DC staff to ensure that all DC students helped to explore interests, connect with people/programs in a field of interest and develop a post-high school education plan.
- ❑ Provide consistent quality control for DC instruction across modalities and locations to ensure a “light the fire” learning experience for DC students.
- ❑ Collaborate with K-12 schools to market career pathways-focused DC on-ramps in high-opportunity fields to students, families and communities starting in elementary and middle school.
- ❑ Partner with K-12 schools to explore new ways to recruit, certify and train of academic and CTE DC instructors to teach onramp courses.