

What Can We Learn from States Leading on Dual Enrollment?



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Vertex 2018, October 6, 2018

ECS Dual Enrollment Model Policy Components



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Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components

By Jennifer Dounay Zinth

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Dual enrollment or concurrent enrollment programs allow eligible high school students to take postsecondary courses for college and, usually, high school credit. Programs are nearly ubiquitous — in 2014, courses for dual or concurrent enrollment credit are offered in every state and the District of Columbia. Statewide policies govern these programs in 47 states and D.C., and local policies or agreements oversee programs in **Alaska**, **New Hampshire** and **New York**.

While programs have various names in different states, the term “dual enrollment” will be used throughout this report. Findings are based on an ECS analysis of state dual enrollment policies and a review of relevant academic research.

What's happening in your state?
Visit [ECS' 50-state database on dual enrollment policy](#)

Among some of the findings:

- The number of U.S. public high schools offering dual enrollment programs is growing, with 82 percent providing such opportunities in 2011-12, the most recent national data available.
- Academic research and state experience highlight the benefits of dual enrollment programs for improving college completion rates, particularly for minority and/or low-income students.
- However, with the possible exception of **Massachusetts**, minority and/or low-income students tend to be underrepresented in statewide dual enrollment programs. Recent analyses in **Illinois**, **Ohio** and **Washington** show white and/or more affluent students are overrepresented in these programs.

ECS identified 13 model state-level policy components that may increase student participation and success in dual enrollment programs. These components fall under four broad categories: access, finance, ensuring course quality and transferability of credit. Examples of state laws containing these components are incorporated throughout this report.

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13 model policy components fall into 4 buckets



Access



Finance



**Ensuring
Course
Quality**



Transfer



2016 & 2017 Dual Credit Student Participation & Success

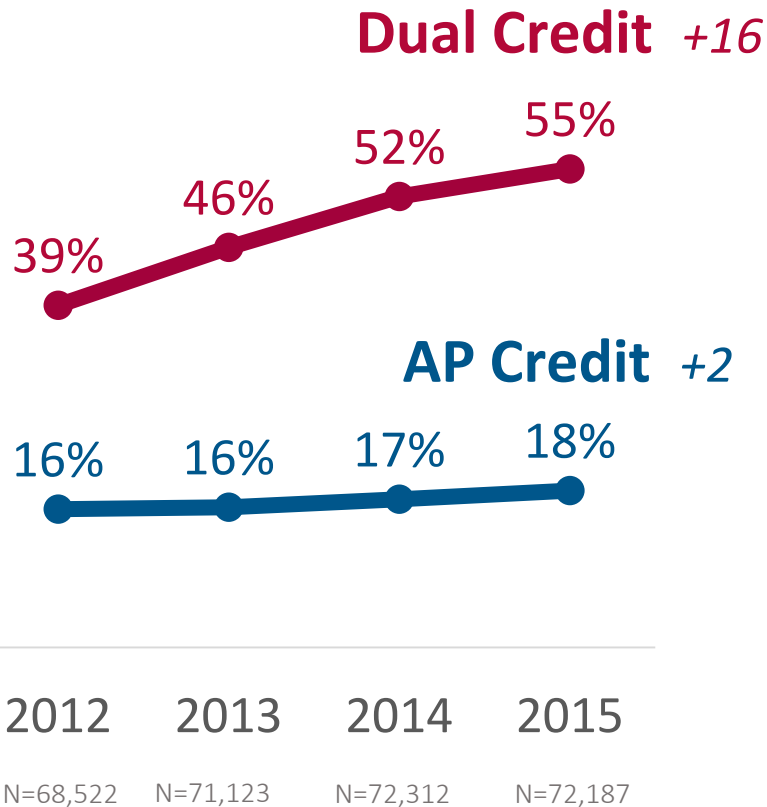
**Tari Lambert – Director, Transfer Indiana
Indiana Commission for Higher Education**

Vertex Symposium – October 6, 2018



Credit Taking

% HS Graduates Earning DC Continues to Grow



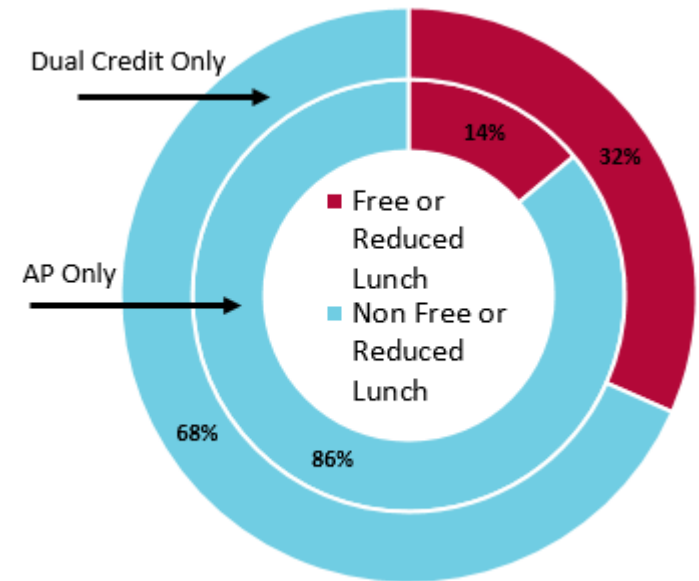
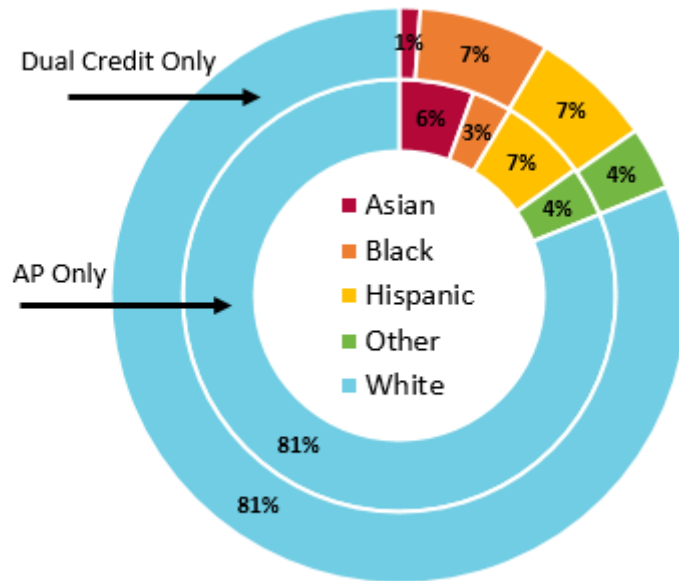
2015 HS Graduates with DC:

- 39,645 HS grads earned DC
- Earned avg. 9-12 credit hours
- 40% earned semester plus
- 51% earned all in single year
- Top providers Ivy Tech (60%), VU (12%), and IUB (8%)



Dual Credit Narrowing Opportunity Gap

- Dual credit students are more likely to be low-income and/or of a minority population



College Going and Performance

DC Students Outperform Peers w/o Pre-College Credit

Pre-College Credit Group	College Going	Need Remediation	Freshman GPA 3.0 or Above	Persistence to 2 nd Year
AP and DC	93%	3%	73%	93%
AP only	89%	4%	65%	89%
DC only	71%	11%	43%	77%
Neither	47%	26%	27%	59%
Average	65%	14%	45%	74%

All measures for 2015 cohort
except persistence (2014 cohort)

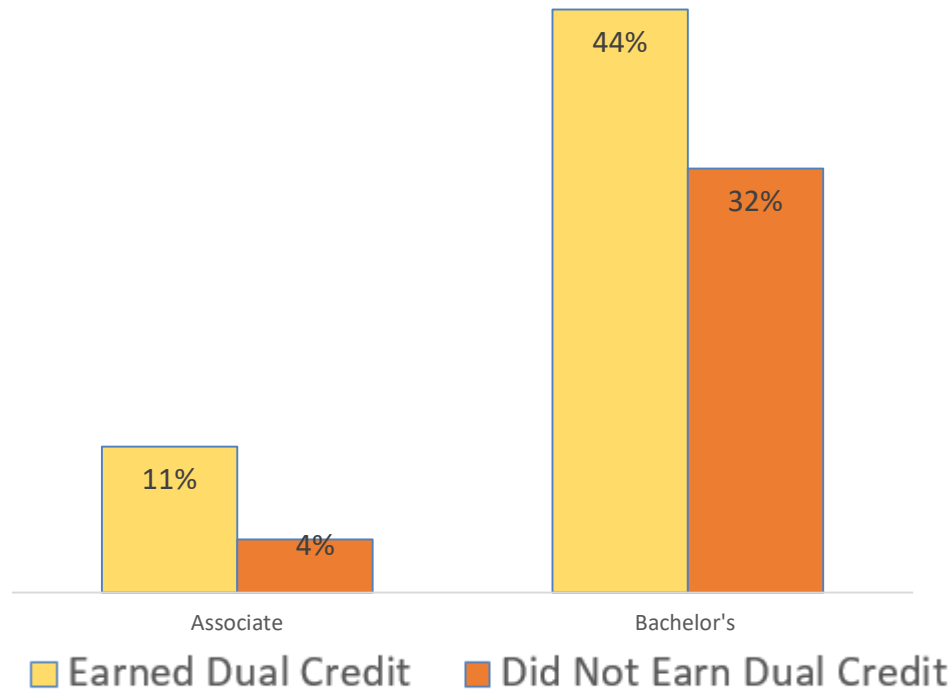


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Time-To-Degree

Dual Credit Earners More Likely to Finish On-Time

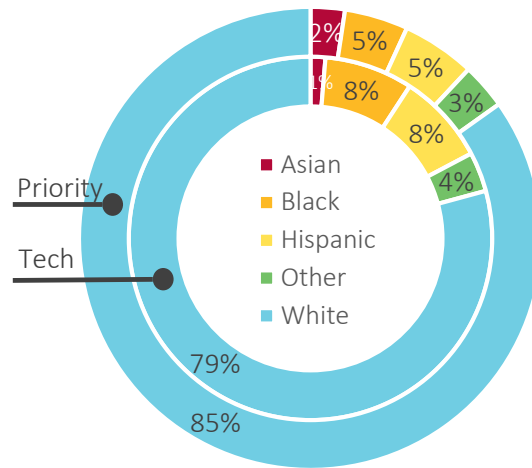
On-Time Completion



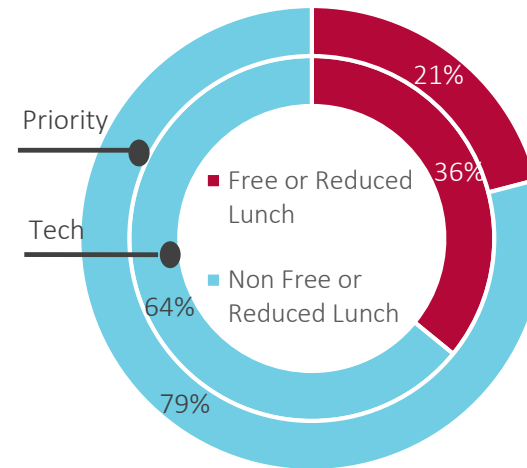
Priority vs. Technical Credit

Different Student Characteristics and Pathways

...by Race/Ethnicity



...by Socioeconomic Status



Data show, for example:

- Technical *less likely* to enroll in college, pursue bachelor's
- Priority *more likely* to be higher HS academic achievers
- Both credit types outperform students without pre-college credit



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HIGHER EDUCATION

Concurrent Enrollment in Colorado Vertex Symposium

*Carl Einhaus, Senior Director of Student Success &
Academic Affairs, CDHE*

- October 6, 2018

Dual Enrollment in Colorado

41,857



students took dual enrollment classes in 2016-2017, representing more than a third of all 11th- and 12th-graders in Colorado public high schools.

- Concurrent Enrollment continues to see sustained increases in participation, up more than 10 percent statewide with 28,290 students participating in 2016-2017.
- Statewide, 96 percent of school districts and 86 percent of high schools offer Concurrent Enrollment programs.
- Concurrent Enrollment participation is up amongst student who identify as:
 - Asian (16 percent)
 - African American (8 percent)
 - Hawaiian or Pacific Islander (8 percent)
 - Hispanic (21 percent)
 - White (6 percent)
 - More than one race (12 percent)

Getting a boost on college and career readiness



3,338

more public high school students took a dual enrollment class in 2016-2017, an 8.7 percent increase from the previous year.



- In 2016-2017, high school students attempted a total of 242,728 Concurrent Enrollment credit hours. The average number of credit hours attempted per student was 8.6 with an average of 8 hours passed
- A large majority of the Concurrent Enrollment hours taken by students—94 percent—was passed in 2016-2017.
- Through Concurrent Enrollment or ASCENT programs, 2,017 students earned some type of postsecondary credential in 2016-2017 while still in high school.



Dual enrollment increasing statewide

Program Type	Unduplicated Student Count Academic Year 2014-2015	Unduplicated Student Count Academic Year 2015-2016	Unduplicated Student Count Academic Year 2016-2017	Change from 2015-2016 to 2016-2017
Concurrent Enrollment two- & four-year institutions*	23,127	25,534	28,290	+10.8%
<i>Two-year institutions</i>	20,878	22,582	25,127	+11.3%
<i>Four-year institutions</i>	2,645	3,599	3,782	+5.1%
Area Technical Colleges (ATCs)**	883	946	927	-2.0%
ASCENT Program***	462	485	463	-4.5%
Other High School Dual Enrollment Programs	11,241	11,554	12,177	+5.4%
Total	35,713	38,519	41,857	+8.7%

Concurrent Enrollment demographics

Race/Ethnicity	2015-2016 Academic Year Number/Percentage		2016-2017 Academic Year Number/Percentage		Percentage Change in Number of Students
	Number	Percentage	Number	Percentage	
Asian	774	3%	897	3%	+16%
African American	794	3%	861	3%	+8%
Hawaiian or Pacific Islander	64	0.2%	69	0.2%	+8%
Hispanic	5,715	22%	6,934	24%	+21%
Native American/Alaskan Native	152	1%	145	1%	-5%
Unknown/Did Not Wish to Answer	2,528	10%	2,882	10%	+14%
White	14,436	56%	15,294	53%	+6%
More Than One Race/Ethnicity	939	4%	1,053	4%	+12%
Nonresident Alien*	401	2%	551	2%	+37%

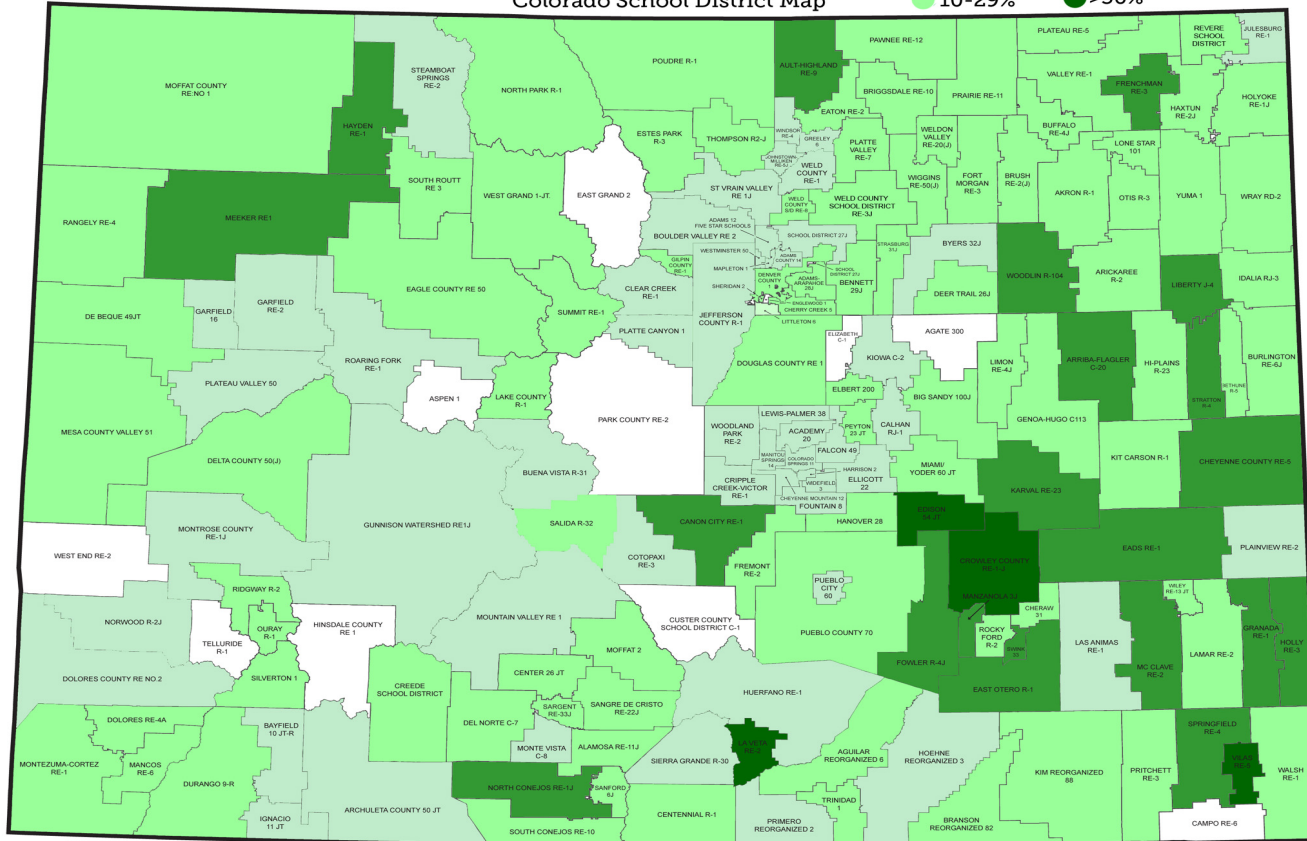
Through Concurrent Enrollment or ASCENT programs, 2,017 students earned some type of postsecondary credential in 2016-2017 while still in high school. This is a 35 percent increase over last year's total credential-completion number of 1,491.

Credential Type	Total Students, 2016-2017	Total Students, 2015-2016	Change from previous year
Certificate (less than 1 year)	1,640	1,159	+481
Certificate (at least 1 year, less than 2)	79	55	+24
Associate of Applied Science	16	16	-
Associate of General Studies	53	35	+18
Associate Degree (AA or AS)	227	226	+1
Bachelor's Degree (BA or BS)*	1	-	+1
Total	2,017	1,491	+526

Concurrent Enrollment continues to grow

- In 2016-17, 28 public institutions of higher education had an estimated 230 cooperative agreements in place with local education providers using the Concurrent Enrollment model.
- A total of 3 BOCES and 174 school districts participated in Concurrent Enrollment in 2016-17, which represents about **96 percent of districts** in Colorado and 86 percent of high schools.
- **Nearly 44 percent of students who participated in ASCENT in 2016-2017 were Hispanic**, a minority group that is historically underrepresented in postsecondary education. One of the goals of the ASCENT program is to increase the percentage of traditionally underserved students who participate in postsecondary education.
- According to previous DHE research, students who participated in dual enrollment programs in high school had higher college enrollment rates, first-year credit hour accumulation, grade point averages, and retention rates in college.

Concurrent Enrollment 2016-17
Colorado School District Map



- Colorado Digital BOCES, Colorado School for the Deaf and Blind, Centennial BOCES and Expeditionary BOCES
- Charter School Institute

Challenges to Concurrent Enrollment

- Data and terminology discrepancies between the various types of dual enrollment in Colorado;
- Newly clarified Higher Learning Commission (HLC) teacher-preparation guidelines that impact the ability of rural communities to find teachers with the necessary credentials to teach college-level courses;
- Funding constraints, especially in rural areas, that limit the ability of districts to offer various options for students to earn college credit while in high school;
- Focus on other forms of postsecondary credit opportunities for high school students, such as Advanced Placement;
- Limitations on the availability of Concurrent Enrollment courses due to service-area restrictions with institutions of higher education; and,
- A lack of streamlined paperwork and processes when working with institutions of higher education that offer Concurrent Enrollment.

Research Projects

Concurrent Enrollment delivery location study by researcher at UCCS

Institute of Education Sciences (IES) grant to assess a return on investment on Concurrent Enrollment participation

High Concurrent Enrollment participation best practices in districts

IES Study Overview

A quantitative study examining the relationship between dual enrollment in Colorado and college outcomes (persistence and completion), led by CU Boulder with support from University of Denver.

A case study of cost estimates of implementing Concurrent Enrollment, led by APA Consulting.

The first two components will be combined to create a dual enrollment “Return on Investment” (ROI) estimate, led by NCHEMS.

Research Questions

Cost Study

What are the costs of the Concurrent Enrollment program to school districts and institutes of higher education participating in the program?

What are the sources of revenue used to pay for these costs including state, district, institutional, and individual student (or family) funds?

Can those costs and sources of revenue be extrapolated to the entire state?

Case study at 7 sites:
DPS, APS, Delta, Salida
CCD, CCA, Western

Quantitative Study

Is participation in any type of dual enrollment related to student success in college, as measured by accumulated college credits one-year post expected date of high school graduation?

Do the relationships between participation in dual enrollment and accumulated college credits one-year after expected date of high school graduation vary for students from different backgrounds?

Are these relationships stronger for students from low-income families?

Are these relationships stronger for minority students?

Is participation in dual enrollment related to students' access to and success in college?

Are students who earn dual enrollment credit more likely to enroll in college immediately (within a year of graduating high school) than students who do not earn dual enrollment credit?

Are students who earn dual enrollment credit and enroll in college immediately more likely to:

- Persist from the fall-to-fall?
- Earn a certificate?
- Earn an Associate's degree?
- Earn a Bachelor's degree?

Returns Study

What is the return on dual enrollment for students, districts, institutes of higher education, and the state?

*The Outcomes and
Return on Investment
of Concurrent
Enrollment in
Colorado
A Researcher-
Practitioner
Partnership to
Improve
Postsecondary Access
and Success*

Principal Investigators:

CDHE – Education agency

- Kim Poast, Ph.D. (PI)

CU Boulder – Research institution

- Pamela Buckley, Ph.D. (PI)

APA Consulting

- Robert Reichardt, Ph.D.

National Center for Higher Education Management
Systems (NCHEMS)

University of Denver

- Kristin Klopfenstein, Ph.D.