Improving College Access and Success through Dual Enrollment

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Dual enrollment allows high school students to take college courses and earn college credit

- College and Career Access Pathways (CCAP)
- Early College High School and Middle College High School
- Other dual enrollment opportunities
California’s future is tied to the success of high school students
Dual enrollment expands educational options, improves mobility, and meets workforce needs

- Benefits from participating in dual enrollment:
  - High school completion, college readiness, attendance, retention, and academic achievement
  - Enrollment and higher achievement in community colleges
  - Likeliness to apply to more-selective public four-year colleges
  - Career pathway programs
AB 288 established College and Career Access Pathways (CCAP)

- Expands dual enrollment for underserved students, including those at risk of dropping out or who struggle academically
- Authorizes pathways for career technical education or transfer
- Requires partnership agreements between colleges and high schools
More students are participating in dual enrollment, especially CCAP

![Bar chart showing the increase in dual enrollment participation from 2015-16 to 2019-20, with a significant increase in CCAP participation.](chart.png)
Most CCAP students enroll in a higher education institution, with over half enrolling in a California Community College.
Community colleges are a common destination for CCAP students

- **CCAP**: 18% enrolled in 2-year, 31% enrolled in 4-year, 51% not enrolled in college
- **Other dual enrollment**: 20% enrolled in 2-year, 39% enrolled in 4-year, 41% not enrolled in college
- **All grade 12 students**: 35% enrolled in 2-year, 29% enrolled in 4-year, 37% not enrolled in college
CCAP student outcomes reveal where dual enrollment can be improved

- CCAP students generally perform better than students who never enrolled in dual enrollment
- CCAP students may perform worse than students enrolled in other dual enrollment programs
More CCAP students complete gateway courses within one year

<table>
<thead>
<tr>
<th>Category</th>
<th>CCAP</th>
<th>Other dual enrollment</th>
<th>Non-dual enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer-level math</td>
<td>38%</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td>Transfer-level English</td>
<td>59%</td>
<td>54%</td>
<td>42%</td>
</tr>
<tr>
<td>Both</td>
<td>32%</td>
<td>28%</td>
<td>18%</td>
</tr>
</tbody>
</table>
CCAP students complete credit awards more often than nondual enrollment students.
Outcomes vary for first-generation CCAP students and by gender

- Compared to non-first-generation students, first-generation CCAP students:
  - Complete transfer-level English and math at lower rates
  - Are less likely to earn a credit award
  - Obtain lower GPA

- Male students are underrepresented in CCAP programs and tend to have worse academic outcomes than female students
Our interviews revealed varied success in outcomes among former CCAP students
We held 60-minute interviews with CCAP staff from 13 California community colleges

- Topics of discussion included:
  - CCAP as a recruitment tool
  - Contributors and challenges to success
  - Supporting underrepresented student groups
  - Investments in online delivery
Themes: student success courses, college support services, coordination, pandemic impact
Student success courses bridge the gap between high school and college

- Students gain institutional knowledge and navigational skills
- Students learn academic and behavioral strategies
  - time management, study skills, career/major exploration and planning
- Areas of concern
  - Courses need to be transferable and/or meet A-G requirements
  - Must avoid tracking students unnecessarily
Access to college support services is a key resource for CCAP students

- CCAP students are college students—supports help them manage high-level coursework
- CCAP programs are on high school campuses—need deliberate effort to connect students with college resources
- Online tools are useful—investments and expansions should continue
Coordination between high schools and higher education sector should be a focus

- Course offerings need to be transferable and/or meet A-G requirements
- Offerings should lead to a program of study
- Clarity needed on courses that meet general education requirements (i.e., transfer-level English, ethnic studies)
- Need to attract and train qualified instructors
The pandemic presented challenges and opportunities for dual enrollment

- Declining enrollment in the CCC has been a major concern
- Dual enrollment can be an enrollment and equity strategy
  - CCAP is a low-cost option to boost CCC enrollment and increase college access for underrepresented student groups
- Investing in online courses benefits those not on CCC campuses—like CCAP students
  - Course quality a concern; coordination between CCC staff and HS course facilitators must be a focus of improvement
Policy recommendations

- Connect CCAP students with college services and supports
- Prioritize CCAP offerings that meet requirements across segments
- Provide clarity on CCAP course offerings
- Monitor the use of online dual enrollment
- Link data to assess CCAP in college access and success
Notes on the use of these slides

These slides were created to accompany a presentation. They do not include full documentation of sources, data samples, methods, and interpretations. To avoid misinterpretations, please contact:

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Thank you for your interest in this work.