

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

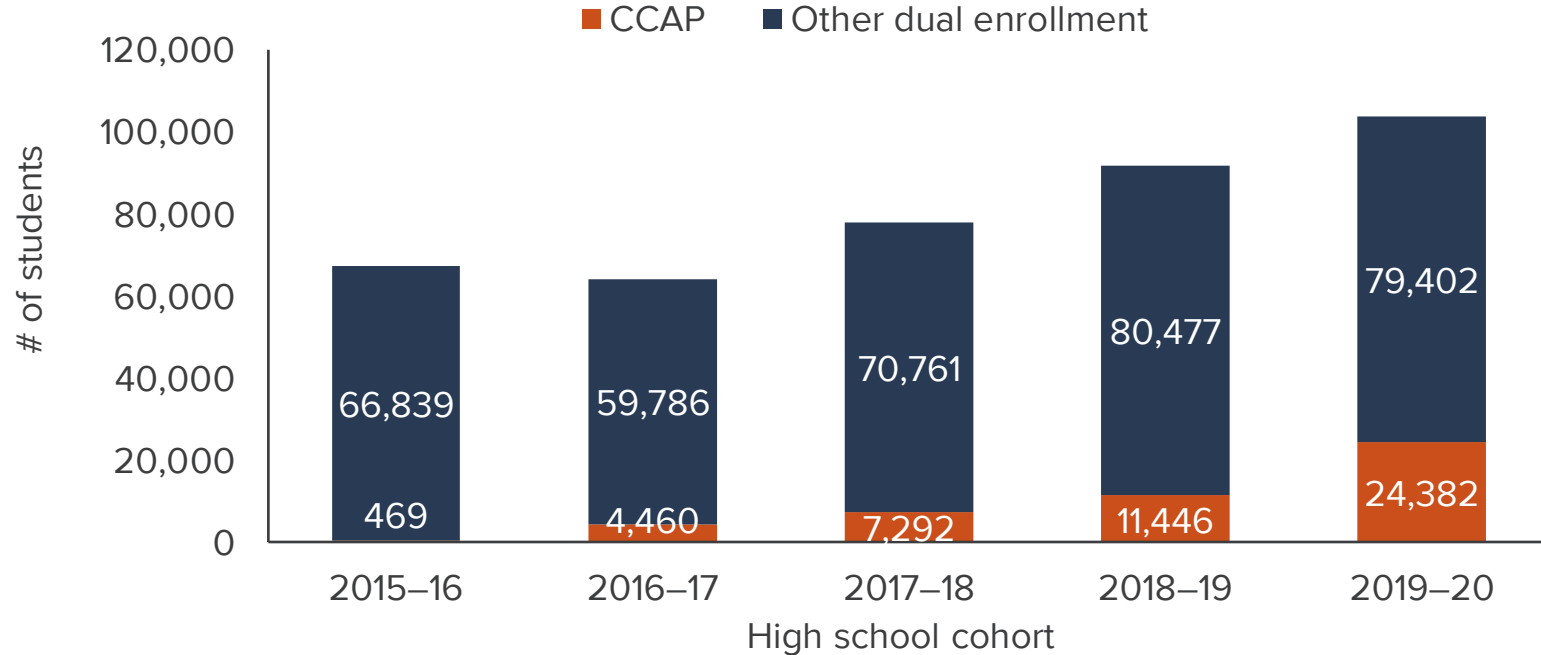
Dual enrollment expands educational options, improves mobility, and meets workforce needs

- Benefits from participating in dual enrollment:
 - High school completion, college readiness, attendance, retention, and academic achievement
 - Enrollment and higher achievement in community colleges
 - Likelihood to apply to more-selective public four-year colleges
 - Career pathway programs

AB 288 established College and Career Access Pathways (CCAP)

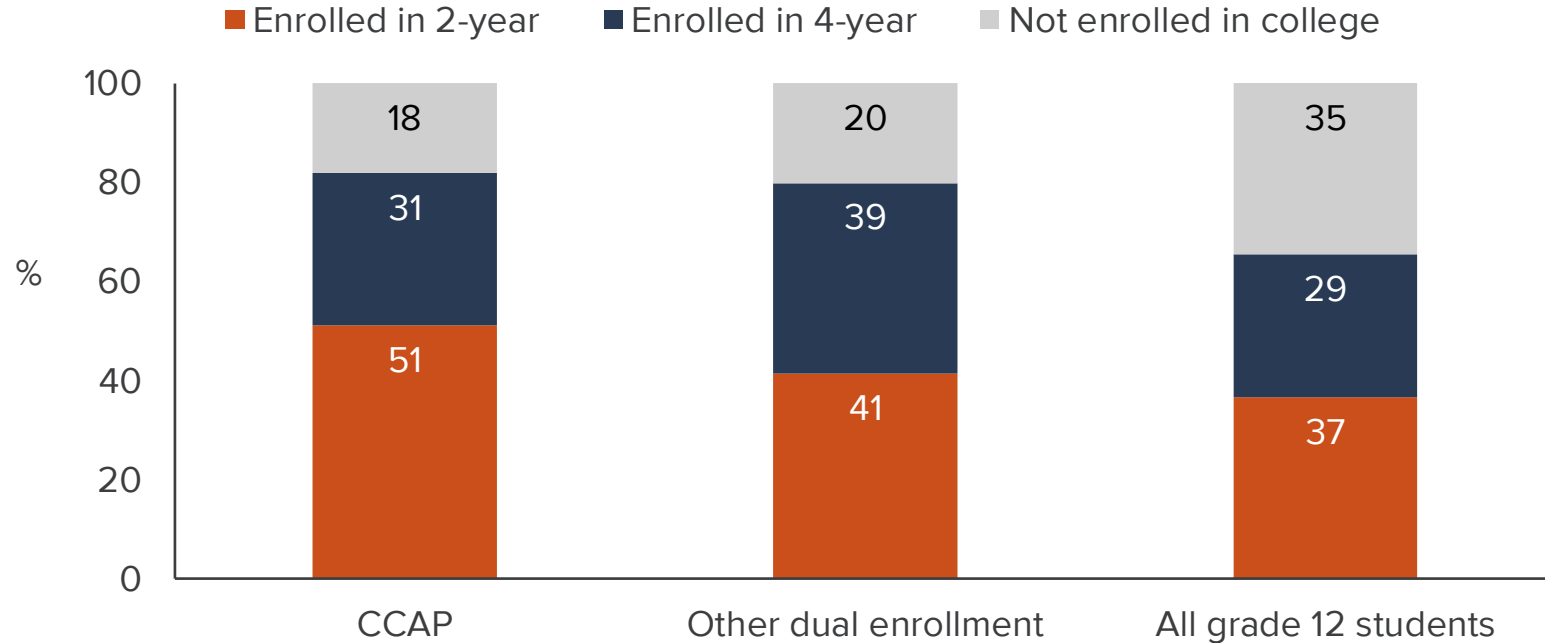
- Expands dual enrollment for underserved students, including those at risk of dropping out or who struggle academically
- Authorizes pathways for career technical education or transfer
- Requires partnership agreements between colleges and high schools

More students are participating in dual enrollment, especially CCAP



Most CCAP students enroll in a higher education institution, with over half enrolling in a California Community College

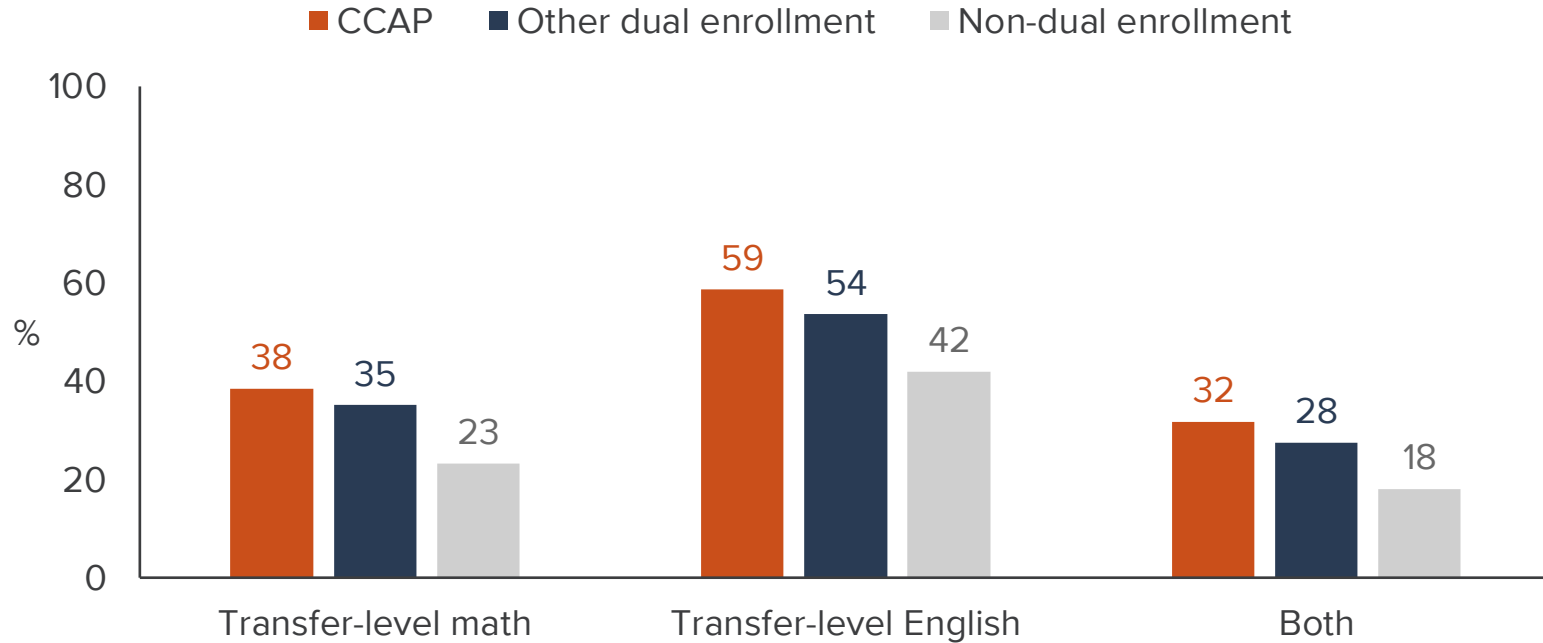
Community colleges are a common destination for CCAP students



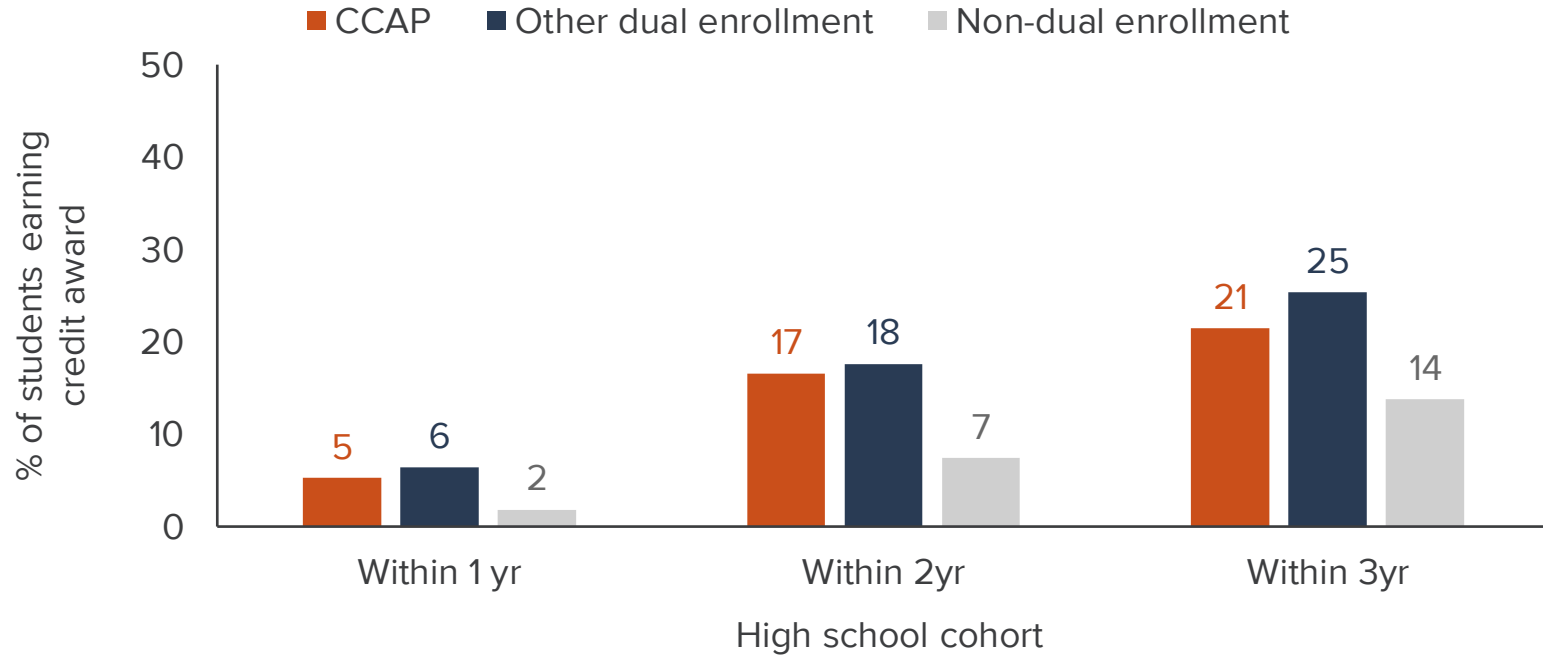
CCAP student outcomes reveal where dual enrollment can be improved

- 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



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.