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UNIVERSITY OF INDIANAPOLIS

HOT TOPICS IN EARLY COLLEGE & DUAL ENROLLMENT RESEARCH

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**INDIANA EARLY
COLLEGE SUMMIT**

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This presentation reflects the opinions of the authors and does not reflect those of the Institute of Education Sciences, UNCG, the Rodel Foundation or CELL or the University of Indianapolis.

EARLY COLLEGE RESEARCH CENTER

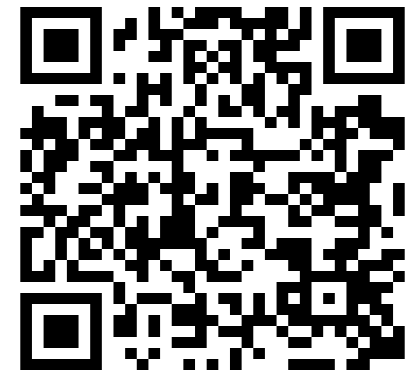
Mission: Conduct, synthesize, and disseminate research on early college and related topics such as dual enrollment, postsecondary pathways, and the transition to and success in postsecondary education.

What does our work include?

- 20+ years of studies on the implementation and impact of early colleges across the country: Colorado, Connecticut, Indiana, Michigan, New Jersey, North Carolina, Ohio, and Texas
- Research on dual enrollment implementation, impact, and cost in North Carolina; new projects in Alabama and Tennessee
- Study of the transferability of college credits earned in high school
- Studies of career-focused pathways in high school
- Studies of efforts to improve postsecondary experiences of students in two-year and four-year settings



ECRC



earlycollegeresearch.uncg.edu

TODAY'S SESSION

Course delivery modality and student outcomes

Transferability of college credits earned in high school

Implementation of dual enrollment in rural areas in 3 states

Your questions

We'll focus on key points for each topic and have a brief discussion.
Ask us questions about methods or for more background!

WHAT QUESTIONS DO YOU HAVE
ABOUT EARLY COLLEGE/DUAL
ENROLLMENT IMPLEMENTATION OR
IMPACT?

DUAL ENROLLMENT
COURSE MODALITY AND
OUTCOMES:
LESSONS LEARNED FROM
NC

Funded by Dual Enrollment Research Fund,
the Rodel Foundation

--ON
COLLEGE
CAMPUS

--ONLINE

--HS/
OTHER

THREE PRIMARY MODALITIES



On the college campus taught by college instructor

May provide most authentic preparation for college experience (An & Taylor, 2019)
Many logistical challenges with transportation, schedules, access to campus



Online taught by college instructor

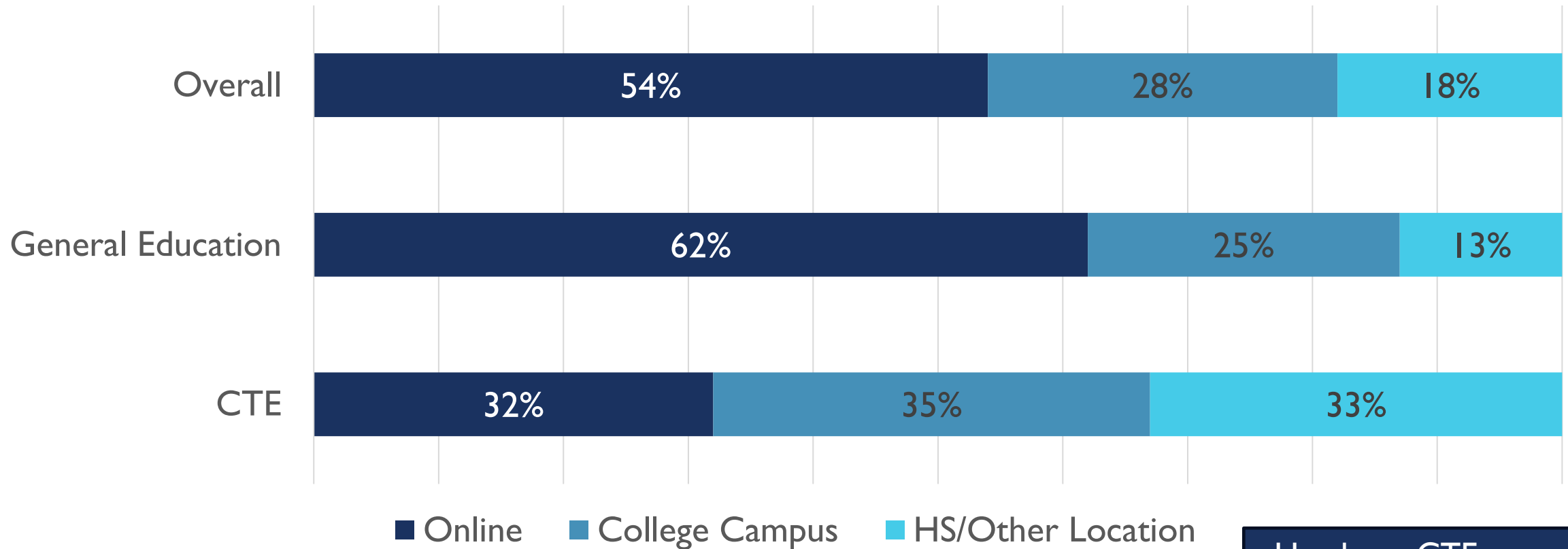
Most flexible with scheduling, can provide substantial access
Challenges with student success, access to internet



In the high school, taught by high school or college instructor

Resolves logistical challenges for students, higher completion rates
Students may not feel like college students, challenges with finding instructors

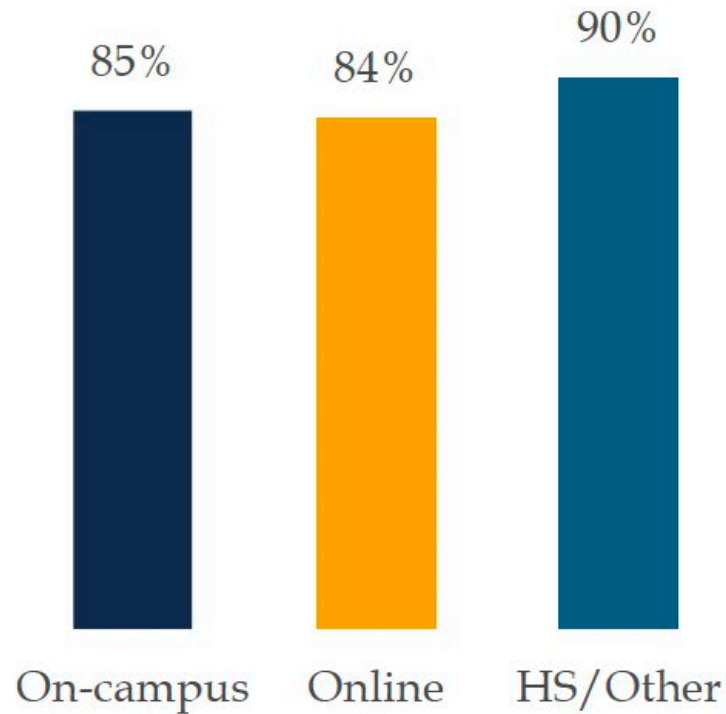
MODALITY DIFFERS BY COURSE TYPE; ONLINE IS VERY COMMON



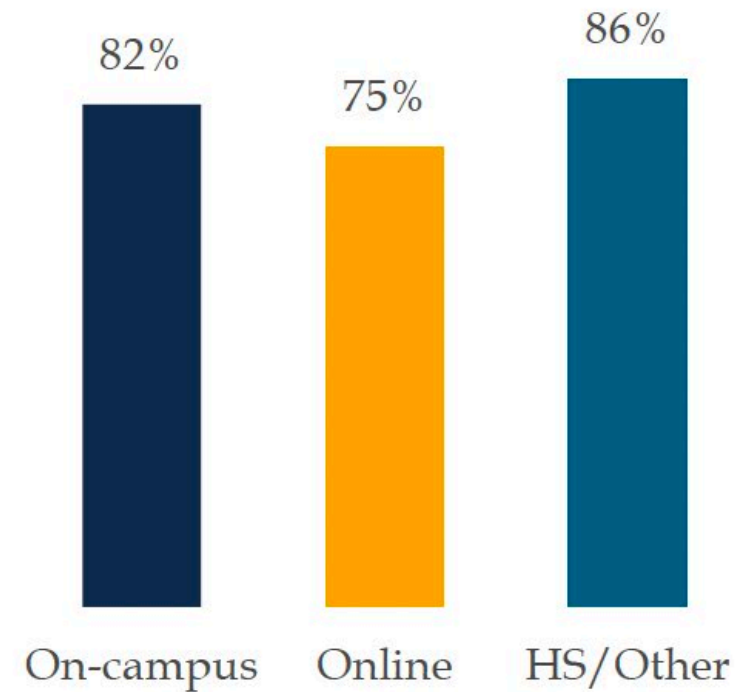
Hands-on CTE courses are almost always taken in-person

COURSE SUCCESS RATES DIFFER BY MODALITY

General Education DE Courses















CTE DE Courses



Note: These analyses were done at the course level. Success was defined by earning a C or higher in the course.

LONG-TERM IMPACTS DIFFER BY MODALITY

		On college campus	Online	HS/Other
College Transfer	Earning any postsec. credential (by 6 years post 12 th grade)	+6.7pp*** 	+8.2pp*** 	5.3pp*** 
	Earning bachelor's (by 6 years post 12 th grade)	+3.4pp** 	+6.2pp*** 	+3.5pp ^t 
CTE	Earning any postsec. credential (by 6 years post 12 th grade)	+10.9pp*** 	+6.9pp*** 	11.5pp*** 
	Earning certificate (by 3 years post 12 th grade)	+17.3pp*** 	+5.5pp*** 	+15.7pp*** 

DISCUSSION

- Key Takeaways:
 - All three modalities should be considered as viable options for expansion based on local context and student needs and interests.
 - Short-term outcomes would have given different policy implications for online coursetaking than longer-term outcomes. Need to look at both.

- What questions do you have about the results? Were there any surprises?
- How do these findings impact your thoughts about course modalities?

THE TRANSFER OF
COLLEGE CREDITS
EARNED IN HIGH
SCHOOL:
LESSONS LEARNED
FROM NC

AP/DE
TRANSFER TO
4-YEAR
INSTITUTIONS

THEORY: COLLEGE CREDITS TAKEN IN HIGH SCHOOL CAN HELP STUDENTS WITH POSTSECONDARY EDUCATION



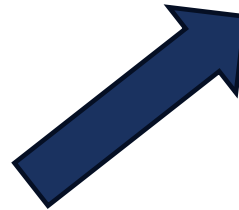
Students take college-credit courses (DE/AP)



Students earn college-credit



Students send transcripts/scores to college



College accepts transfer credits



College applies credits



Students use credits within constraints



DEPENDING ON HOW WELL THE SYSTEM WORKS...



Students can leave credits on the table.



Students can end up with excess credits as shown in research on DE/early college.

NC HAS A VERY GOOD POLICY CONTEXT FOR ADVANCED COURSES

Long history of supporting both AP and DE

NC pays for dual enrollment course tuition and for AP exams

Transferable dual enrollment courses are almost all offered by community colleges

Comprehensive Articulation Agreement explicitly lists community college courses that transfer to NC public four-year institutions

Differing AP acceptance policies by college; however, starting with the 19-20 academic year, each college was required to accept scores of 3 or higher

DE: THE CREDIT EARNING AND TRANSFER PHASES

For every 100 transferrable
DE courses taken by
students...

100

89 courses receive a C or
higher

89

78 courses transfer to a
four-year institution

78

Average transfer rate
for earned credits: 88%

AP: THE CREDIT EARNING AND TRANSFER PHASES

For every 100 AP courses taken by students...



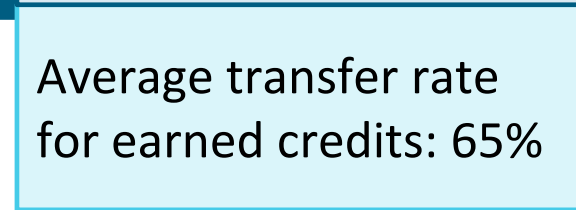
83 result in an exam



47 have passing scores



31 transfer to a 4-year institution



Non-early college students, 2013-2022; sample includes only those who are enrolled in the UNC System after high school

~5 percentage points of the gap between earned and transferred AP credits is attributable to institution-specific AP credit acceptance policies. Accounting for those institution-specific differences leads to an estimated average AP credit transfer rate of 70 percent.

SUBSTANTIAL SUBGROUP GAPS FOR DIFFERENT STAGES OF CREDIT EARNING AND TRANSFER


	Dual Enrollment	Advanced Placement
Participation	Male, underrepresented racial/ethnic groups, economically disadvantaged, and urban students were half as likely to participate	Underrepresented racial/ethnic groups and economically disadvantaged were 1/3 to 1/4 as likely to participate. Rural were half as likely, smaller gap by gender
Exam-taking	NA	Substantial gaps by race/ethnicity, and economically disadvantaged status.
Passing	Substantial gaps by race/ethnicity, and economically disadvantaged status	Substantial gaps by race/ethnicity, and economically disadvantaged status. Rural students less likely to pass.
Transfer	Substantial gaps by race/ethnicity, and economically disadvantaged status	Smaller gaps

APPLICATION AND USE PHASE

- Preliminary analysis of NC transcript data on how credits are applied suggest that:
 - Courses are clearly applied to general education requirements
 - Application to majors is less common.
- Other factors that can affect likelihood of excess credits:
 - Students have other goals for their college credit courses: stay for full college experience; take advanced courses; take lighter course load; do an internship/study abroad; double major
 - Four-year institutions are not currently structured to handle students who come to them with all Gen Ed courses completed.
 - Major courses usually need to be taken sequentially and can be challenging to schedule.
 - Historically, students fill in gaps in the schedule with Gen Ed but when all those are done...

DISCUSSION

- Key Takeaways:
 - There are credits that are being left on the table.
 - Substantial gaps by subgroup occur at different phases of the credit earning and transfer pipeline.
 - Even when credits transfer, they do not always result in a shorter time to degree for a variety of reasons.
- What questions do you have about the results?
- What do you see as the implications for these findings?



IMPLEMENTATION OF
DUAL ENROLLMENT
IN RURAL SETTINGS

A SURVEY OF
COLLEGES IN
AL, NC, TN

Goals for & Perceived Impacts on **Colleges**



Top **goals colleges have for their institution** when offering dual enrollment²

97% Make the college more attractive to potential students

95% Increase the number of students enrolling in the college

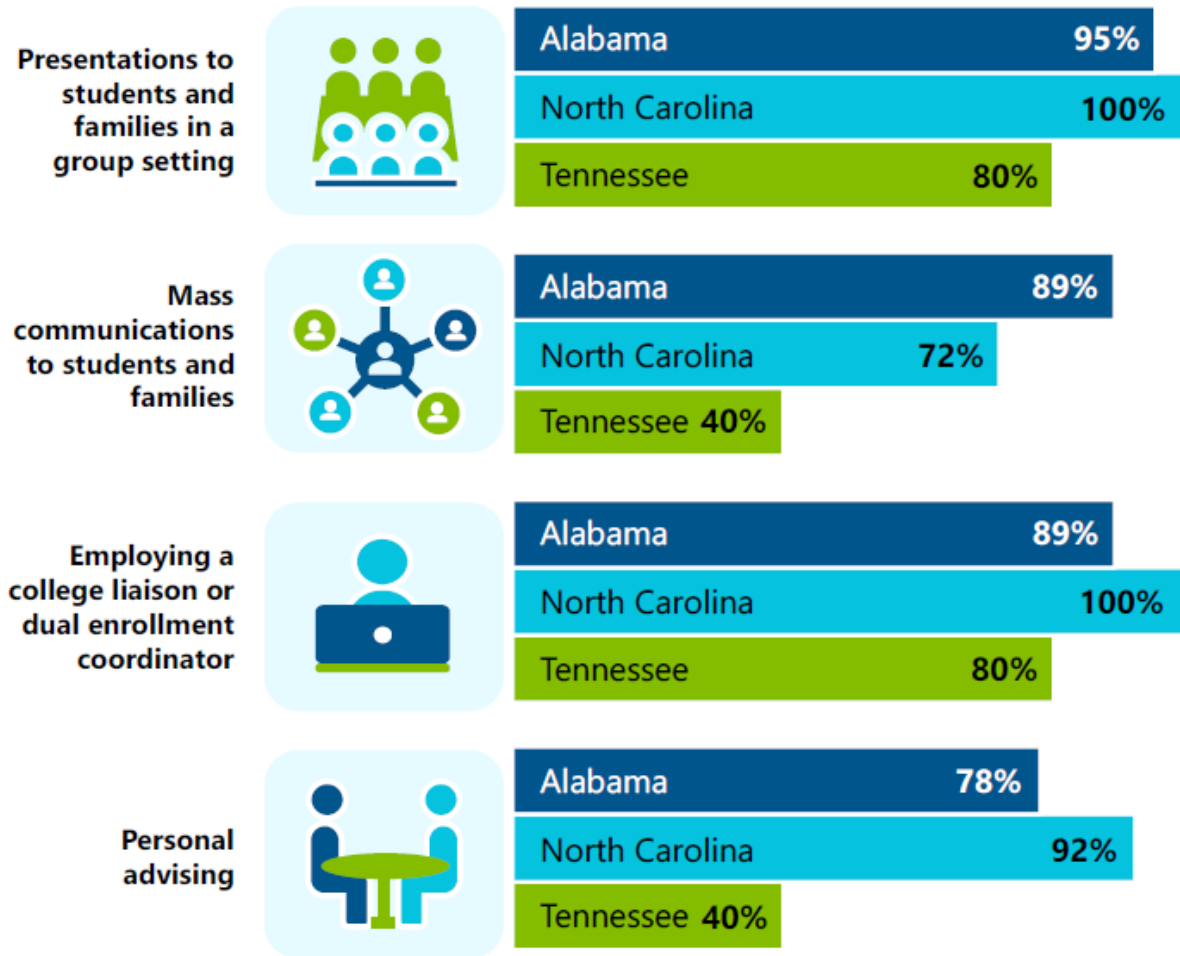
Top **perceived impacts on institutions** from offering dual enrollment³

80% Expands the breadth of course offerings or adds additional course sections

78% Provides additional funding to the school

Why do your colleges or districts/corporations offer dual enrollment? What benefits to the institutions do you perceive?

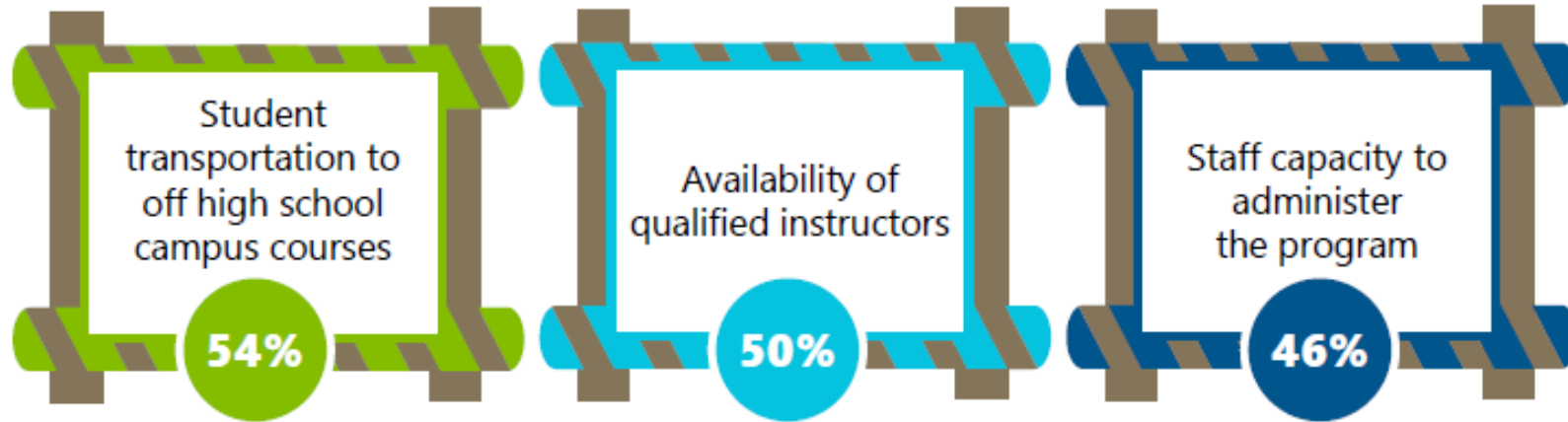
Recruitment and Advising Strategies Used by Rural-Serving Colleges²



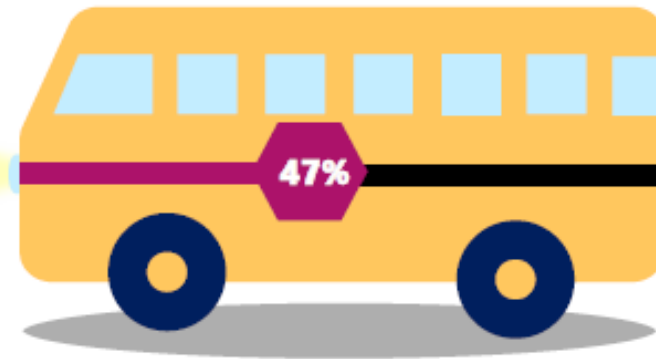
How to read this graph: This graph shows the percentage of colleges offering each type of support. For example, 95% of Alabama colleges recruit students through presentations in a group setting.

What is the role of colleges in recruitment and advising in your area?

Approximately half of rural-serving colleges faced the following barriers to expanding dual enrollment participation:⁴



Fewer than half of colleges (**47%**) say that some of their K12 partners provide transportation for dual enrollment students who need it to take classes



What barriers do you face? Any thoughts about how to address those?

LET'S TALK ABOUT YOUR
UNANSWERED QUESTIONS....



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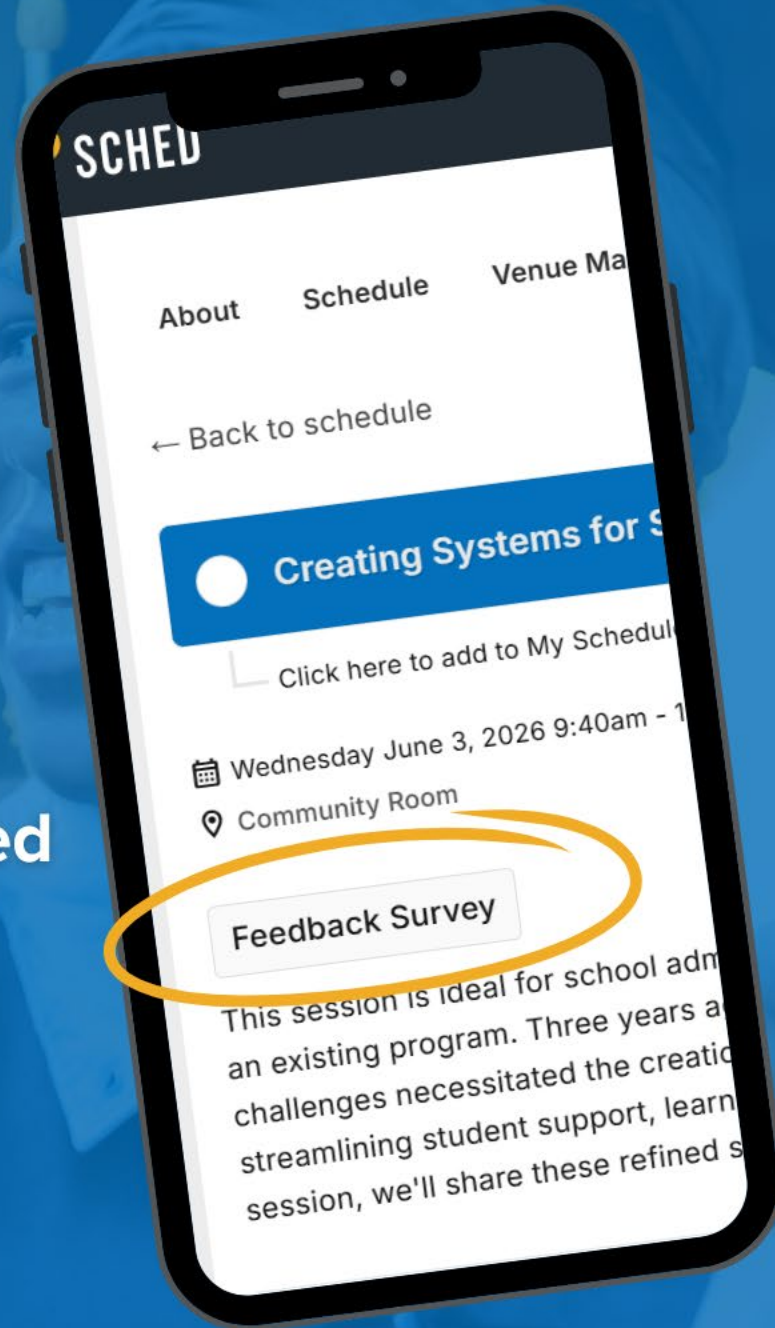
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SURVEY REMINDER

Please complete a survey in Sched for each session you attend.



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