

Landscape of Dual Enrollment

California Assembly Committee on Higher Education

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What is Dual Enrollment?

Broadly speaking, **dual enrollment** occurs when a high school student is enrolled in high school and taking a college class at the same time.

Dual Credit – when college courses taken by high school students count toward both high school graduation requirements as well as a college degree or certificate.

Concurrent Enrollment – a form of dual enrollment in which a high school student enrolls in and attends a college course on their own.

Formal Dual Enrollment – any form of dual enrollment that occurs as the result of a formalized partnership between a local educational agency (K12) and a postsecondary institution. This could include CCAP agreements, articulation agreements, early/middle college schools and programs, or other partnership agreements.



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Dual Enrollment: What do we know?

Benefits:

- Increased success of enrolling and persisting in college
- Increased postsecondary degree attainment

Mechanisms:

- Provides high school students with advanced (and expansive) coursework options
- Promotes student engagement and motivation
- Early sense of belonging and identity as a college student

Yet, access to dual enrollment opportunities remain unequal by student demographics, and across school type and geography



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Dual Enrollment: How do we measure participation?

Within segment:

California Department of Education

- College/Career Indicator

California Community Colleges

Chancellor's Office

- Special Admit data

Merged data:

California Department of Education

- College/Career Indicator
 - 4 cohorts of high school graduates
- Cumulative Enrollment data
 - All 9th through 12th graders

California Community Colleges

Chancellor's Office

- College course enrollment data



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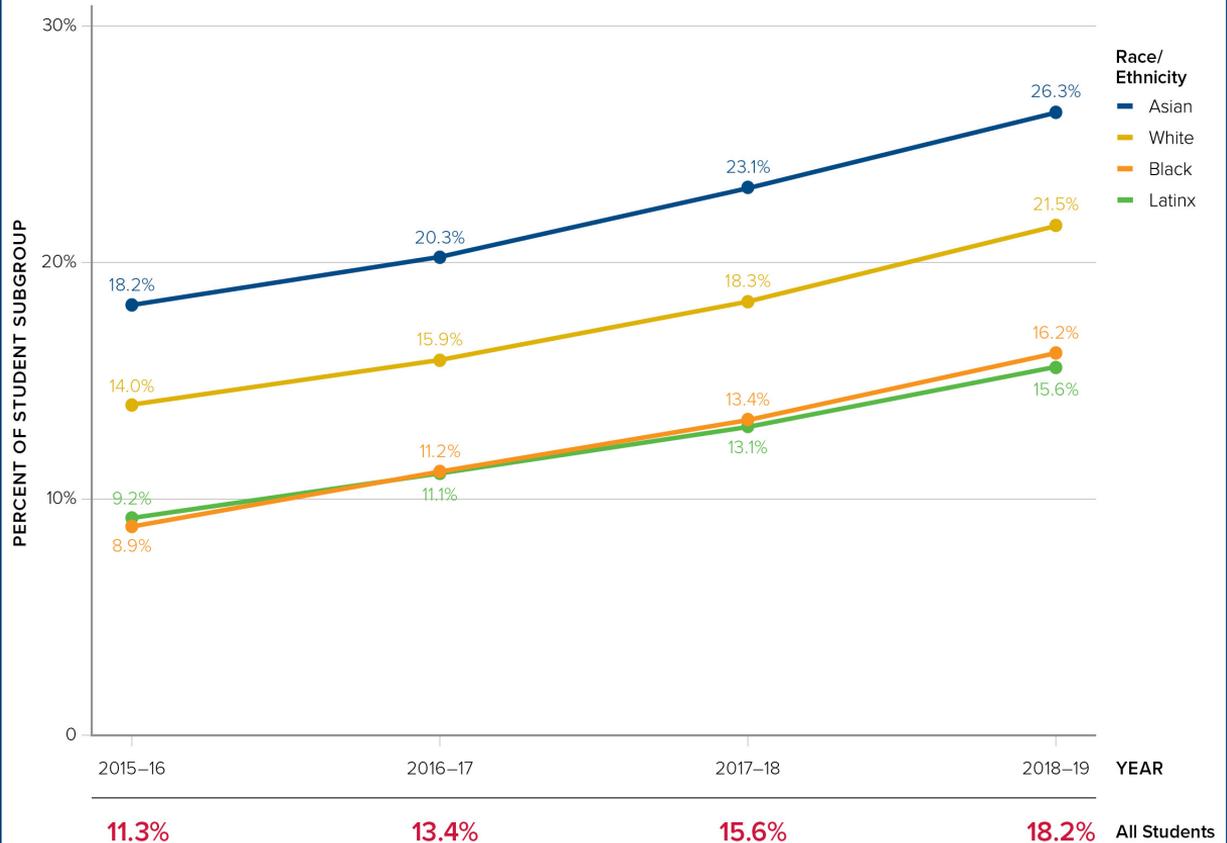
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Growth in dual enrollment among high school graduates

Persistent disparities by race



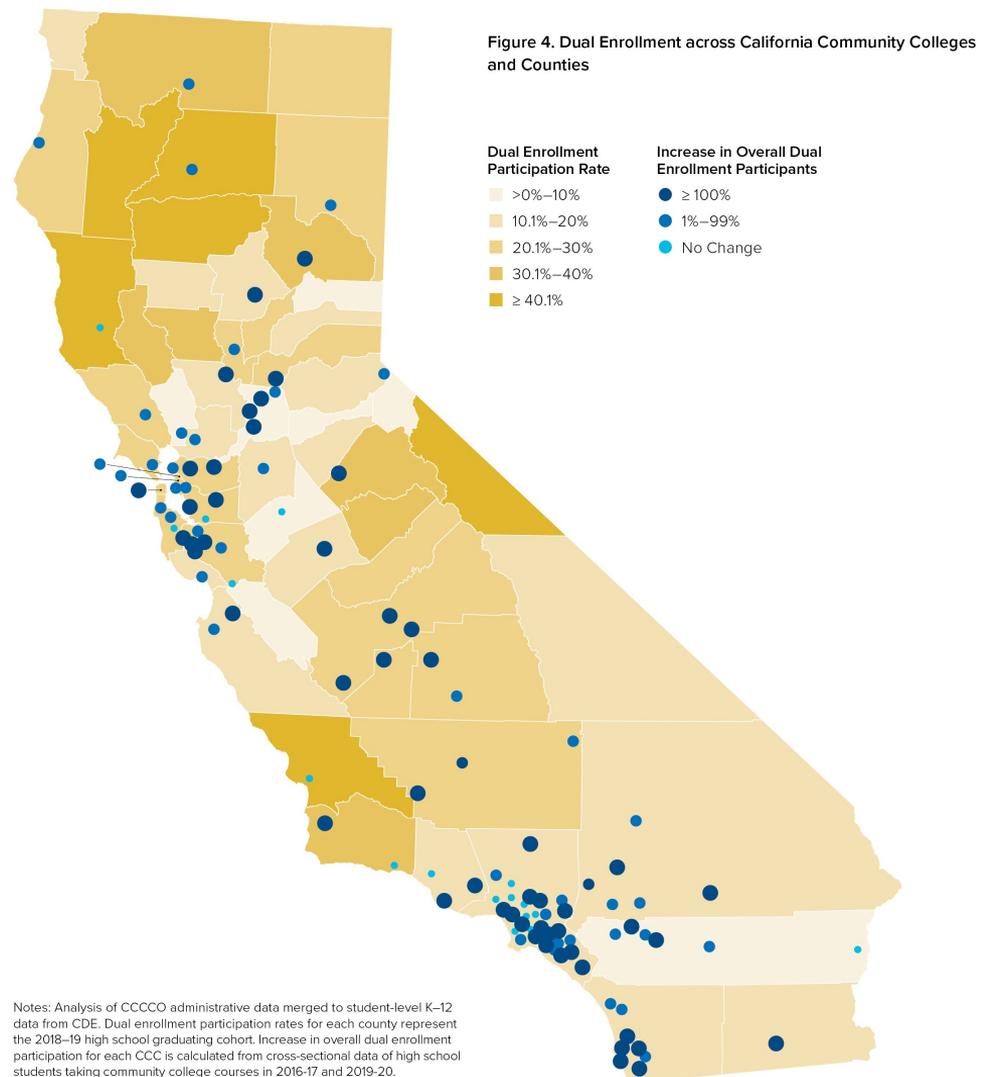
Figure 1. Dual Enrollment Participation by Student Race/Ethnicity and Over Time



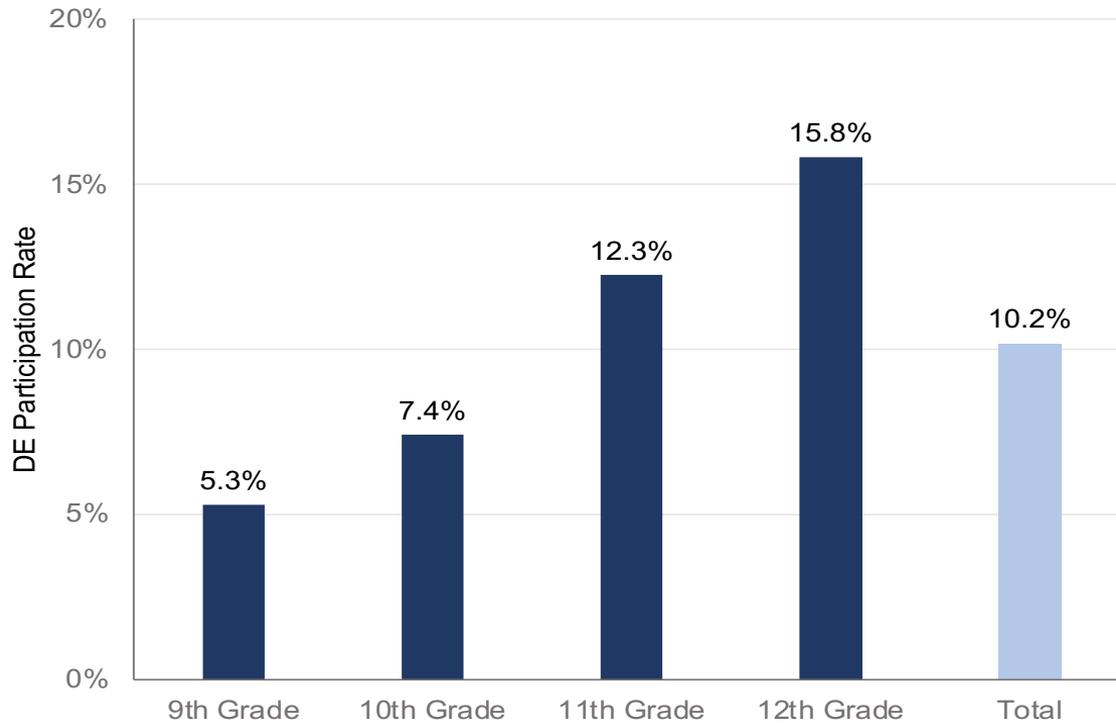
Notes: Figure from *A Rising Tide* (2020). Statistics calculated by merging student-level College/Career Indicator (CCI) data from the CDE and special admit data from the CCCCC. Years limited to those for which CCI data was available.

Growth across colleges

Variation by geography

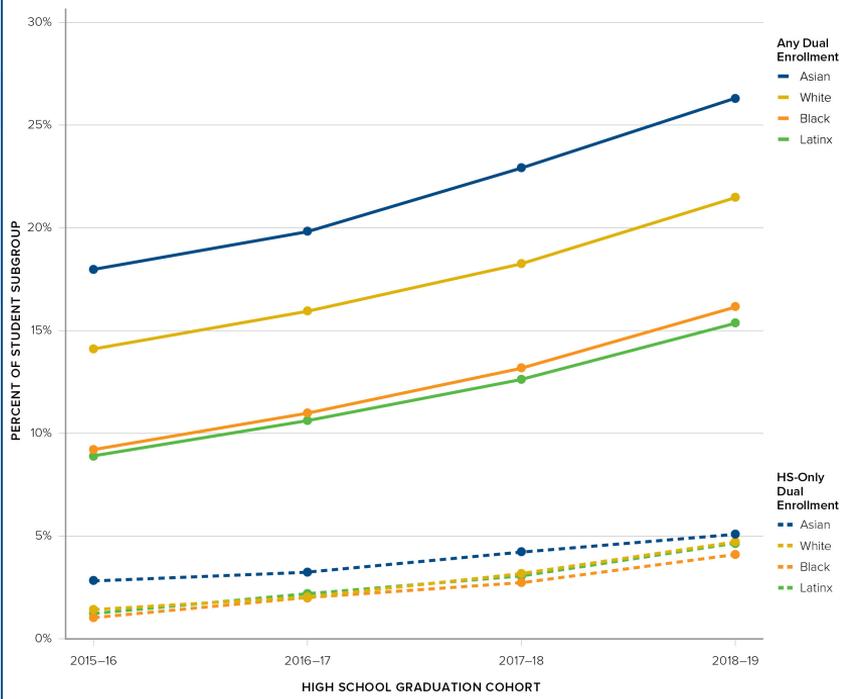


Dual enrollment participation increases with high school grade level



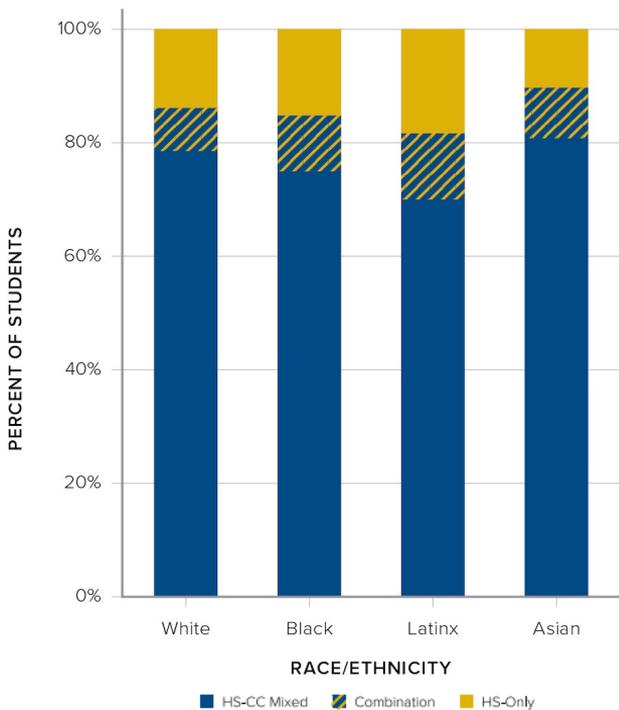
Dual enrollment participation is more equitable across race in formal programs

Figure 9. Participation Rates in Any Dual Enrollment and HS-Only Dual Enrollment, by Racial/Ethnic Subgroup



Notes: Cohort-level analysis conducted by merging student-level College/Career Indicator (CCI) data from the CDE and special admit data from the CCCCO. Each year on the horizontal axis represents a public 4-year high school graduating cohort and their dual enrollment participation during the four normative years of high school. Cohorts limited to those for which CCI data was available.

Figure 8b. Percent of Racial/Ethnic Subgroup by Dual Enrollment Type, 2018-19 Cohort



Dual Enrollment: Fields of Study

33% enroll in CTE courses

11% enroll in Basic Skills courses



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Table 1. Dual Enrollment Participation Across Fields of Study Types, 2018–19 Cohort

| | Dual Enrollment Type | | | |
|---------------------------------|----------------------|---------------|--------------|---------------|
| | Any DE | HS-Only | Combination | HS-CC Mixed |
| Number of Students | 71,610 | 11,111 | 6,959 | 53,540 |
| Agriculture & Natural Resources | 2.2% | 3.1% | 4.7% | 1.7% |
| Architecture | 0.1% | 0.0% | 0.1% | 0.2% |
| Biological Sciences | 4.3% | 1.2% | 8.0% | 4.4% |
| Business & Management | 7.8% | 8.5% | 14.7% | 6.8% |
| Commercial Services | 0.1% | 0.0% | 0.2% | 0.1% |
| Education | 15.4% | 8.5% | 28.7% | 15.1% |
| Engineering & Industrial Arts | 4.4% | 7.0% | 8.5% | 3.3% |
| Environmental Sciences | 0.5% | 0.3% | 1.2% | 0.5% |
| Family & Consumer Sciences | 6.6% | 5.9% | 11.4% | 6.2% |
| Fine & Applied Arts | 18.1% | 12.3% | 34.5% | 17.1% |
| Foreign Language | 9.9% | 5.9% | 22.7% | 9.0% |
| Health | 4.7% | 6.8% | 7.7% | 3.8% |
| Humanities | 22.1% | 19.3% | 45.7% | 19.6% |
| Information Technology | 5.8% | 4.1% | 12.3% | 5.3% |
| Interdisciplinary | 16.9% | 20.4% | 25.1% | 15.1% |
| Law | 0.1% | 0.2% | 0.2% | 0.1% |
| Library Science | 0.6% | 0.1% | 0.9% | 0.6% |
| Mathematics | 15.0% | 6.8% | 25.9% | 15.3% |
| Media & Communications | 5.2% | 4.2% | 8.4% | 5.0% |
| Military Studies | 0.0% | 0.0% | 0.0% | 0.0% |
| Physical Sciences | 5.7% | 1.7% | 12.8% | 5.7% |
| Psychology | 12.4% | 6.7% | 24.2% | 12.1% |
| Public & Protective Services | 6.0% | 6.2% | 9.1% | 5.6% |
| Social Sciences | 24.3% | 19.6% | 47.5% | 22.3% |
| Took Any CTE | 33.0% | 39.8% | 51.4% | 29.1% |
| Took any Basic Skills | 10.6% | 7.8% | 27.3% | 9.0% |

Notes: Cohort-level analysis conducted by merging student-level College/Career Indicator (CCI) data from the CDE and special admit data from the CCCCC. Each cell represents the percent of students from the subgroup of dual enrollment participants named at the top of the column (and from the 2018–19 public 4-year high school graduating cohort) who took a course in that particular field of study during the four normative years of high school. HS-Only refers to dual enrollment participants that took community college courses in which only high school students were enrolled. HS-CC Mixed refers to dual enrollment participants that took community college courses that included high school students and traditional community college students. Combination refers to dual enrollment participants that took a combination of HS-Only and HS-CC Mixed courses. Percentages in each column total more than 100% as students often take more than one course. Shaded rows indicate the most popular courses in dual enrollment overall.

Dual Enrollment: Where do we go from here?

Better data

- Accurately measure participation and assess equity gaps
- Statewide and at the local level (e.g., CCAP, EC/MC)

Formalized dual enrollment opportunities

- Increased access to high school dual enrollment offerings
- Increased participation in earlier grades

Ensuring college credits count

- A-G course requirements
- Transfer-level credits
- Golden State Pathways

Thank You!

Related publications:

Kurlaender, M., Reed, S., Grosz, M., Mathias, J., & Hughes, K. (2021, October). *A Foot in the Door: Growth in Participation and Equity in Dual Enrollment in California.* Research Brief, Wheelhouse: The Center for Community College Leadership and Research.

A Rising Tide. A Data Update on California Dual Enrollment. (2020, December). Infographic Report, Wheelhouse: The Center for Community College Leadership and Research.

Friedmann, E., Kurlaender, M., Li, A., & Rumberger, R. (2020, January). *A Leg Up on College: The Scale and Distribution of Community College Participation Among California High School Students.* Research Brief, Wheelhouse: The Center for Community College Leadership and Research.

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