Improving College Access and Success through Dual Enrollment

November 2023

Olga Rodriguez
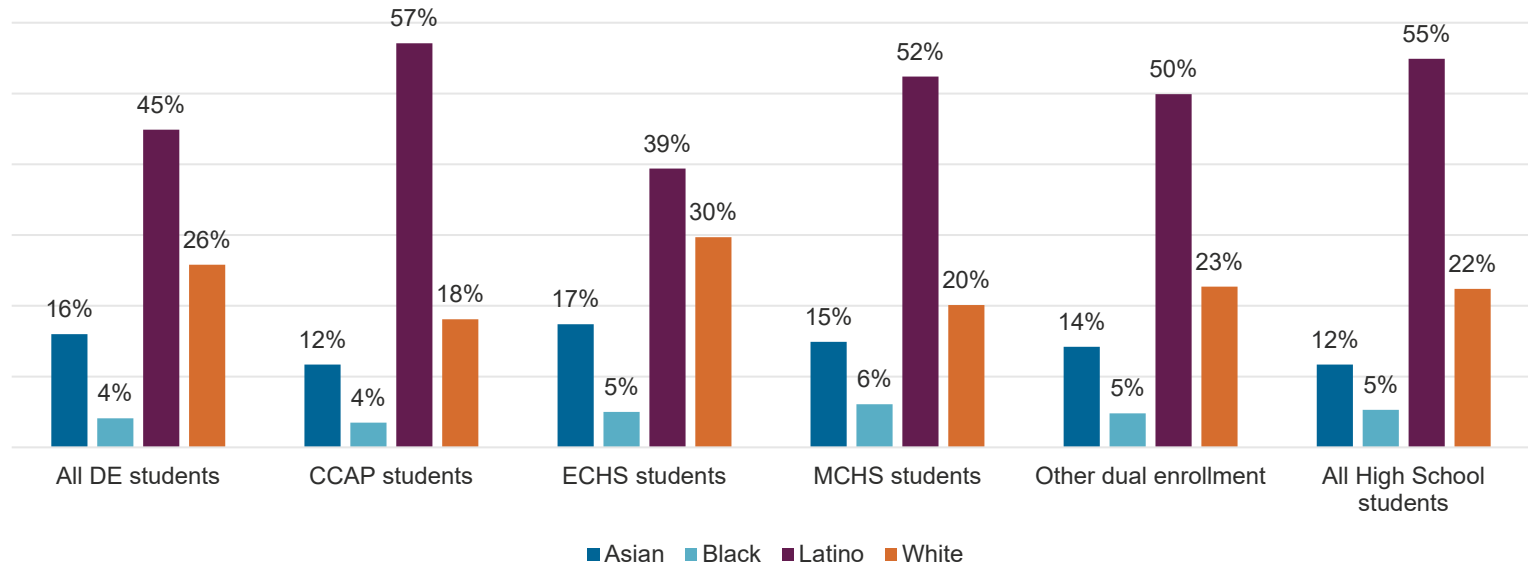
Director, PPIC Higher Education Center

PPIC | PUBLIC POLICY INSTITUTE OF CALIFORNIA

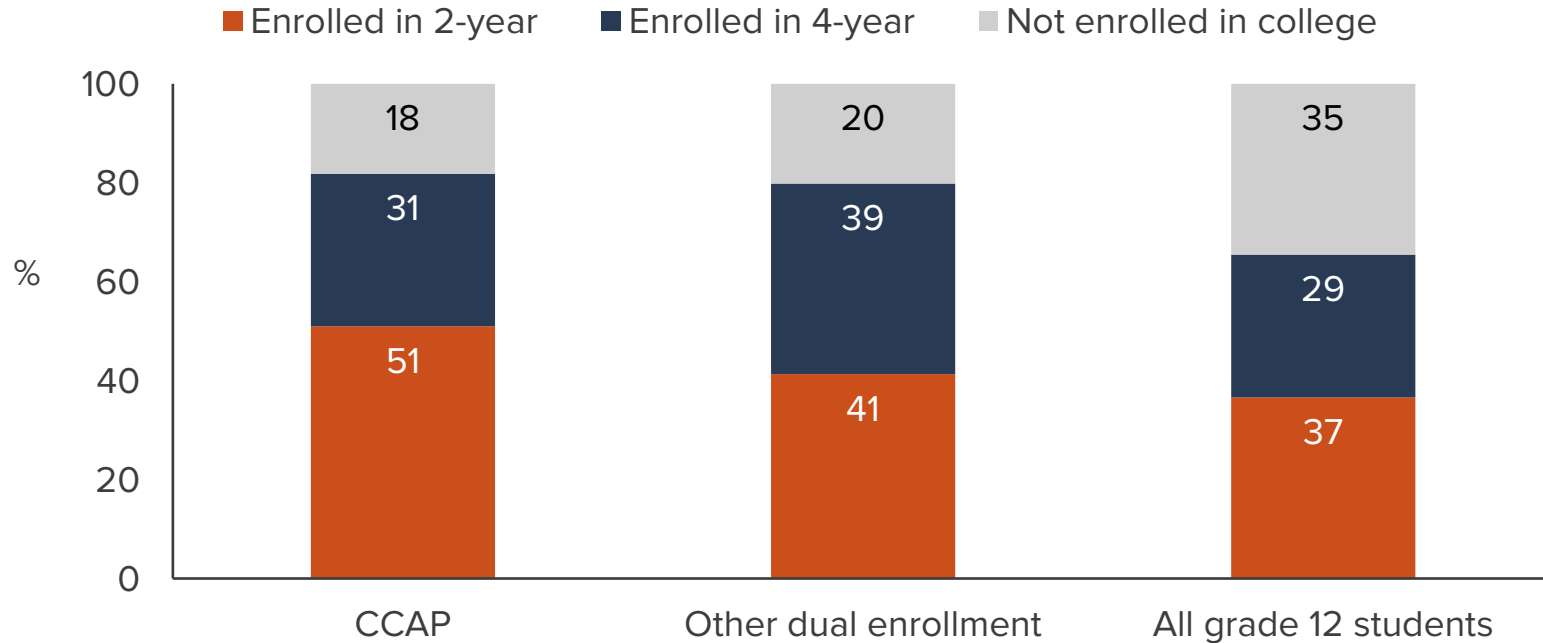# How are dual enrollment programs structured in California?

- College and Career Access Pathways (CCAP)
  - Established by Assembly Bill 288 in 2016
  - Focuses on expanding access to historically underserved students

- Middle and Early College High Schools
  - Select students to participate in a small school environment, typically housed at a college campus
  - Allow students to complete up to two years of college credits

- Other dual enrollment
  - All colleges allow students to take courses independently
  - Some are formal partnerships between colleges and districts

Latino students are equitably represented in CCAP programs
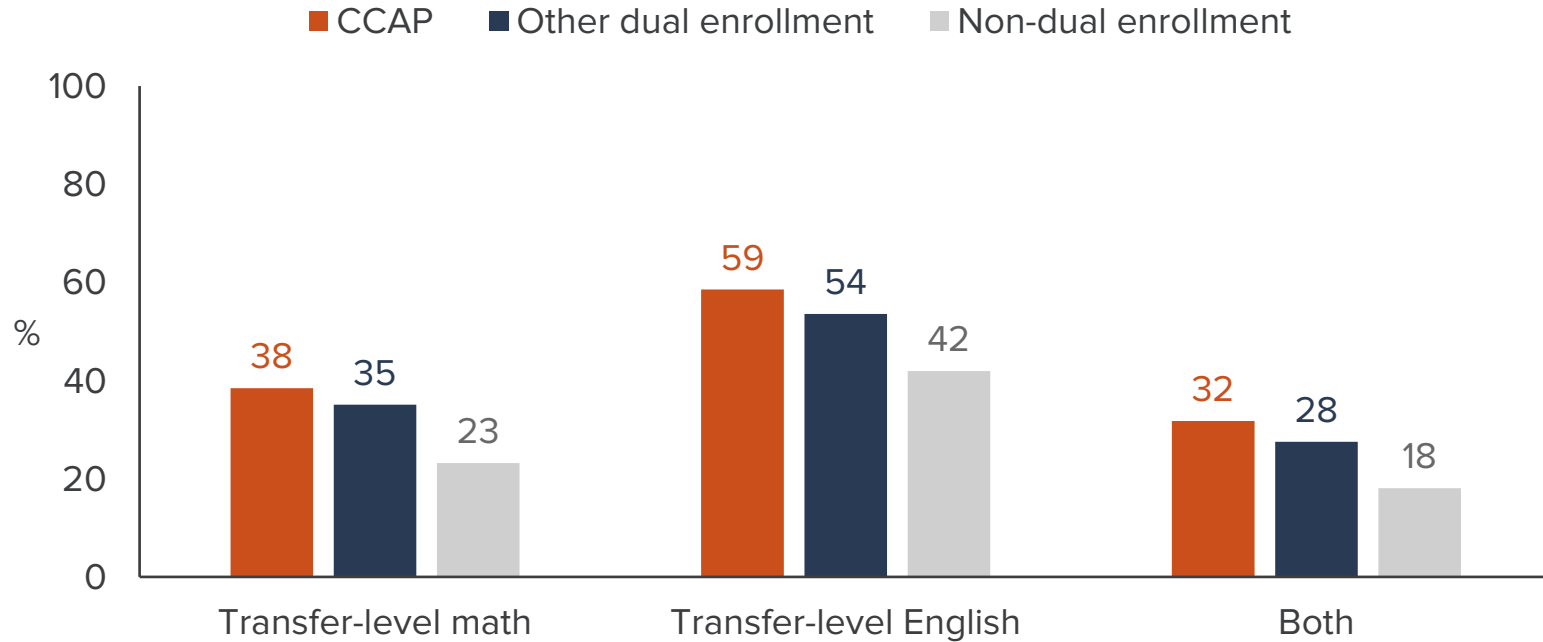
Student race/ethnicity, by dual enrollment programs

Community colleges are a common destination for CCAP students

Legend: Enrolled in 2-year, Enrolled in 4-year, Not enrolled in college

	CCAP	Other dual enrollment	All grade 12 students
Not enrolled in college	18	20	35
Enrolled in 4-year	31	39	29
Enrolled in 2-year	51	41	37

More CCAP students complete gateway courses within one year

Legend: ■ CCAP ■ Other dual enrollment ■ Non-dual enrollment

Transfer-level math: CCAP 38, Other dual enrollment 35, Non-dual enrollment 23

Transfer-level English: CCAP 59, Other dual enrollment 54, Non-dual enrollment 42

Both: CCAP 32, Other dual enrollment 28, Non-dual enrollment 18

PPIC

Higher shares of dual enrollees achieve credit milestones

Legend: ■ CCAP ■ Other dual enrollment ■ Non-dual enrollment

% (y-axis: 0 to 100)

% completing 30 or more units within 1.5 years
- CCAP: 52
- Other dual enrollment: 55
- Non-dual enrollment: 38

% completing 45 or more units within 2 years
- CCAP: 36
- Other dual enrollment: 39
- Non-dual enrollment: 24

% completing 60 or more units within 3 years
- CCAP: 28
- Other dual enrollment: 32
- Non-dual enrollment: 23
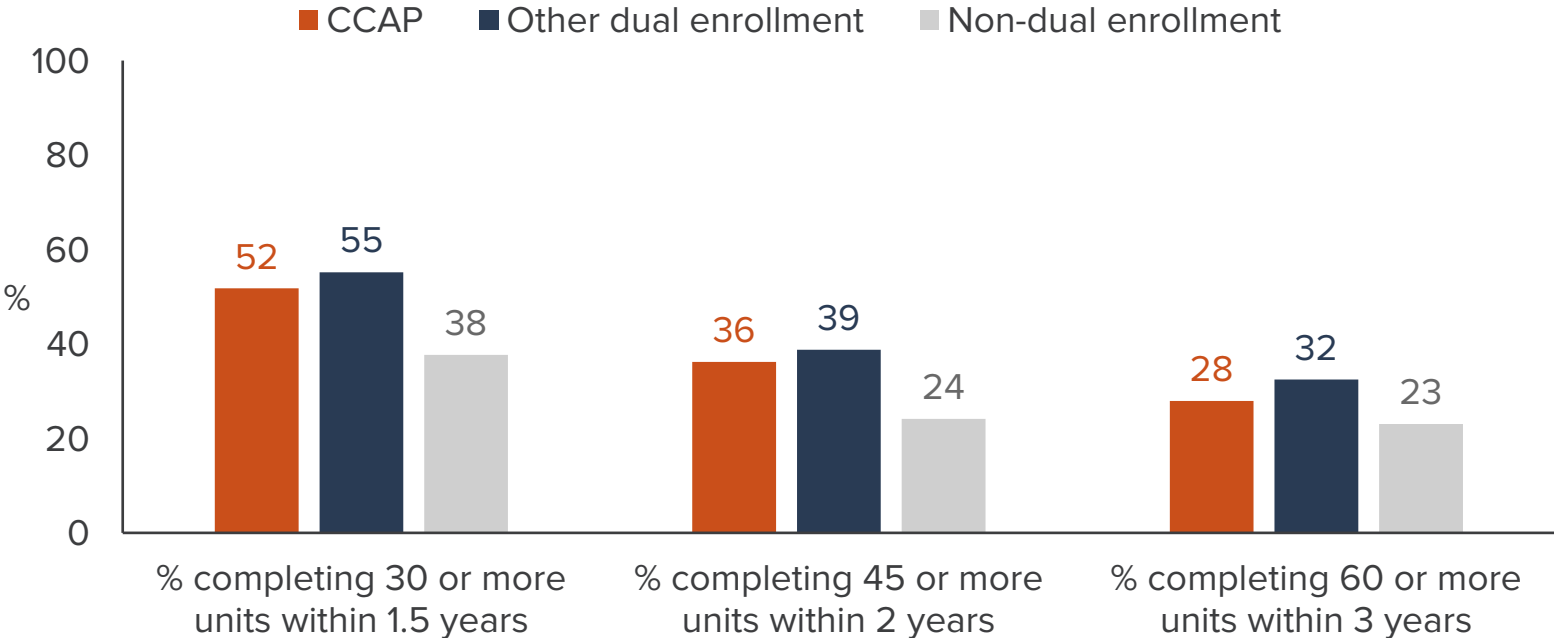
CCAP students complete credit awards more often than nondual enrollment students

■ CCAP   ■ Other dual enrollment   ■ Non-dual enrollment

% of students earning credit award

High school cohort	CCAP	Other dual enrollment	Non-dual enrollment
Within 1 yr	5	6	2
Within 2yr	17	18	7
Within 3yr	21	25	14
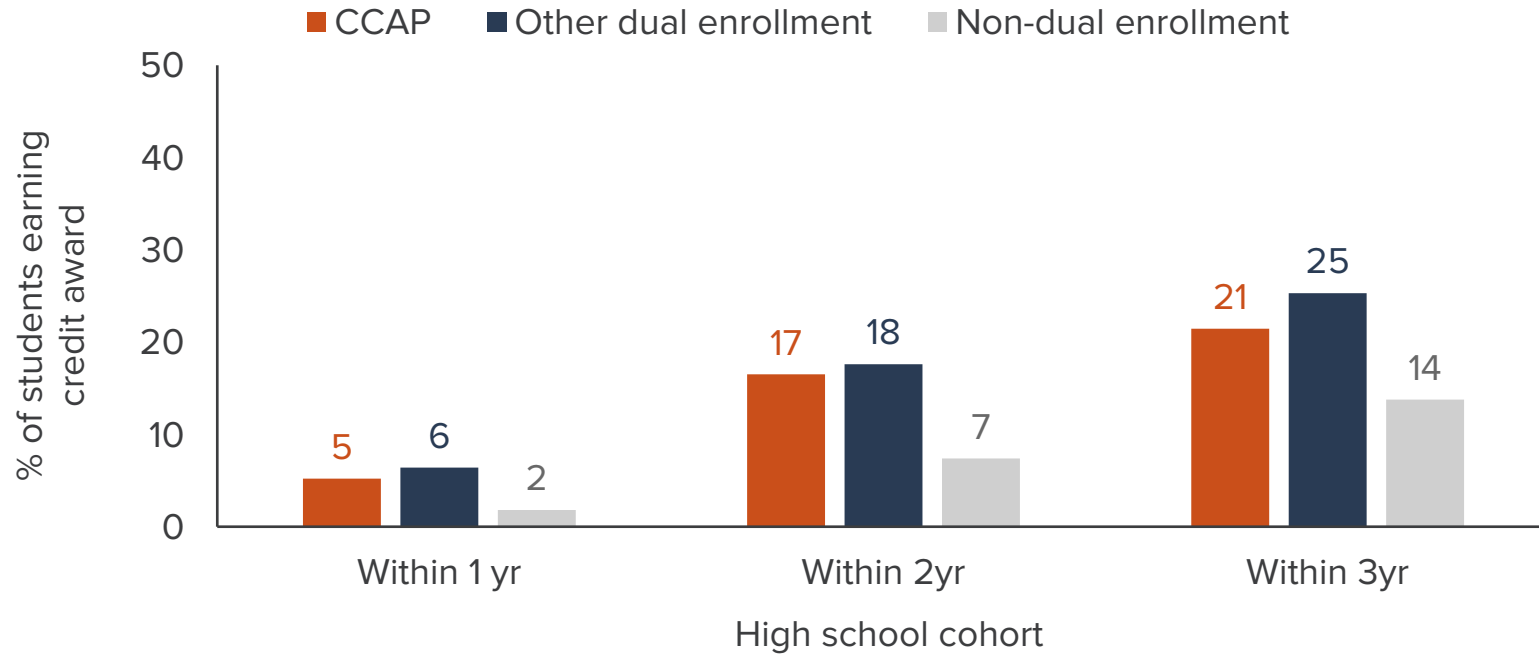
Policy recommendations

- Address instructor capacity issues

- Build on equity-centered legislation: AB 705 and AB 288

- Prioritize offerings that meet requirements across segments

- Connect CCAP students with college services and supports

- Link data to fully assess the role of CCAP in college outcomes

Related Publications

- Rodriguez, O. and N. Gao. 2021. [Dual Enrollment in California: Promoting Equitable Student Access and Success.](#) Public Policy Institute of California.

- Rodriguez, O., D. Payares-Montoya, I. Ugo, and N. Gao. 2023. [Improving College Access and Success through Dual Enrollment](#). Public Policy Institute of California.

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:

Olga Rodriguez (rodriguez@ppic.org)

Daniel Payares-Montoya (payares@ppic.org)

Iwunze Ugo (ugo@ppic.org)

Niu Gao (gao@ppic.org)

Thank you for your interest in this work.