
*And information-
gathering session*

A PRESENTATION TO THE NORTH CAROLINA COLLEGE TRANSFER PROGRAM ASSOCIATION

DUAL ENROLLMENT STUDENTS AND TRANSFER

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DUAL ENROLLMENT (DE) AND COLLEGE TRANSFER



- Dual enrollment students—high school students taking college courses (and earning college credits)
- How are they the same and different from “regular” transfer students?

(Put your answers in the chat).

SIMILARITIES AND DIFFERENCES

Similarities

- DE students also need to transfer college credits earned
- They will need advising about how to transfer and apply those credits
- DE students will face similar financial aid eligibility issues
- Others?

Differences

- Students bringing DE credits are younger, may lack some life experiences
- They often transfer as freshmen even if they have lots of credits
- DE students may have received additional support from their high school
- DE students may be transferring TO your institution or FROM your institution to a 4-year
- Others?

TODAY'S SESSION

- What have we learned about dual enrollment students in North Carolina?
 - What do we know about participation?
 - What do we know about impacts?
- What are the implications of these findings for college transfer?
- What other issues do we need to study around the transfer of dual enrollment credits (and students)?

WHAT IS CAREER AND COLLEGE PROMISE?

- Legislation in North Carolina that allows students to take college courses while in high school (dual enrollment courses).
- Three CCP Pathways:
 1. Cooperative Innovative High Schools (early colleges, middle colleges, and career academies—all have strong connections to postsecondary partners)
 2. College Transfer Pathway (college courses designed to lead to an associate degree and/or meet Gen Ed requirements at a four-year institution)
 3. CTE Pathway (college courses designed to lead to technical credentials or workforce-based majors)

FINDINGS FROM THE “EVALUATION OF CCP”

Five-year, federally funded study

Study Goals: Examine the 1) Impact, 2) Implementation, and 3) Cost of Career and College Promise. 4) Develop partners’ capacity to work with researchers and use data to improve CCP.

Partners:



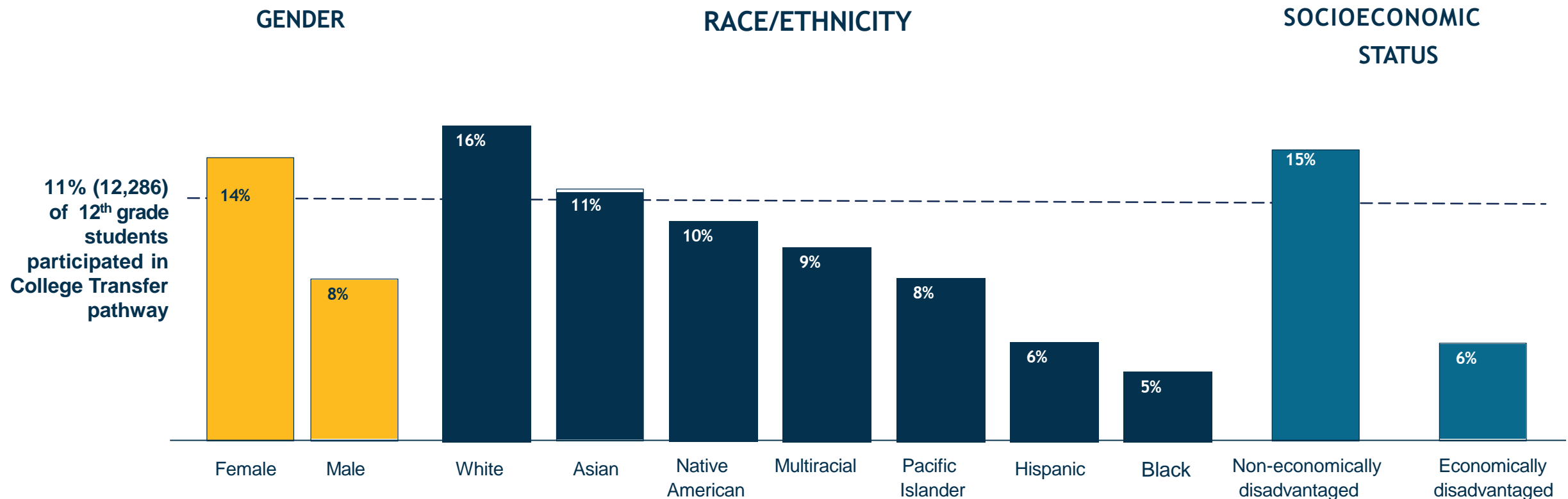


CCP PROGRAM PARTICIPATION

A FEW KEY TAKE-AWAYS

- Demographics of participants differ by pathway.
- CCP participation is higher in smaller high schools, smaller colleges, and more rural areas.
- Participation is also higher in more economically distressed counties.

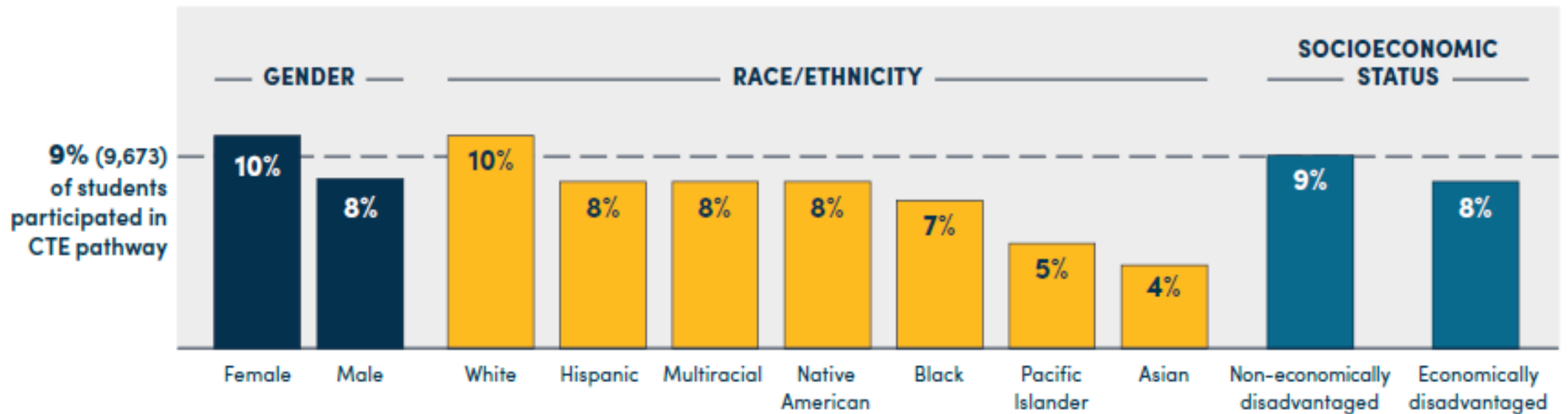
PARTICIPATION IN THE COLLEGE TRANSFER PATHWAY



Key Takeaways

- Female, white students, and non-economically disadvantaged students participate at higher rates. Hispanic, Black and economically disadvantaged participants are underrepresented.

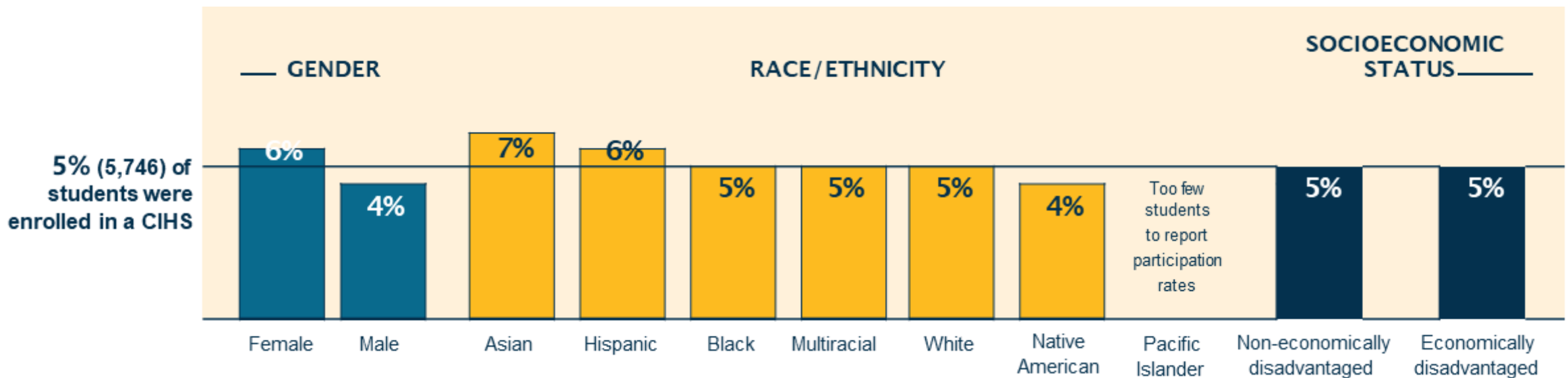
CTE DUAL ENROLLMENT PARTICIPATION RATES



Key Takeaways

- Female and white students participate at higher rates. Pacific Islander and Asian participants are underrepresented.

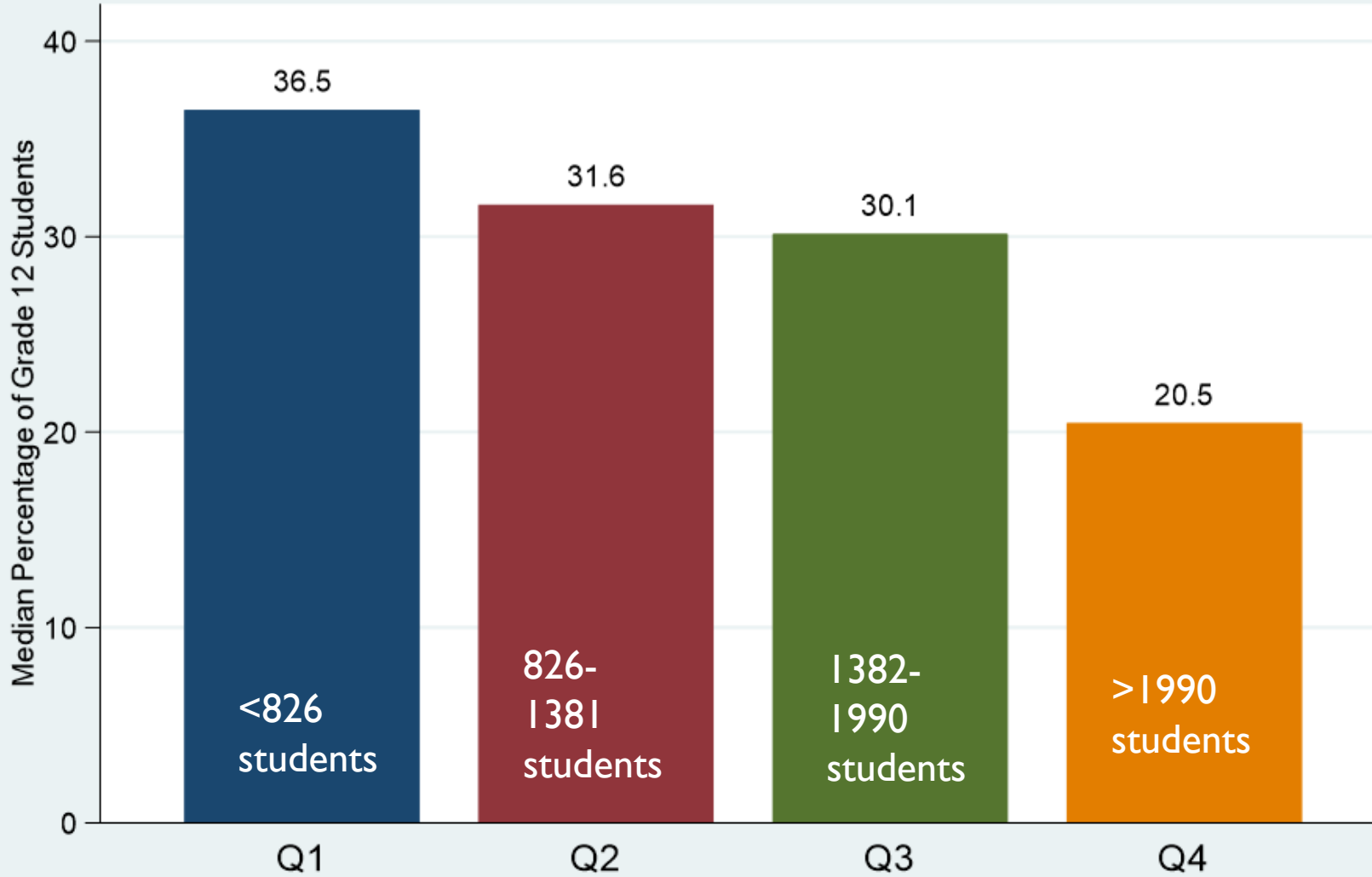
CIHS PARTICIPATION RATES



Key Takeaways

- CIHS participants are generally representative of the student population with gender, race/ethnicity; and economic disadvantage.

CC Service Area Participation in CTP or CTE, Grade 12 Students, 2018-19 By Quartile of FTE



Key Takeaway

- The smaller the college, the higher the participation rate.

POSSIBLE IMPLICATIONS

- Intentional outreach is needed to ensure equity of access for DE courses.
- Smaller colleges in more rural areas will have larger percentages of dual enrollment students. These colleges may be the ones most likely to develop effective transfer practices for DE students that they can share with others.
- What other implications do you see?



IMPACTS OF CCP

METHODS

Impact of College Transfer and CTE Pathway

- Compares pathway participants with non-pathway participants (both groups may have taken AP courses, but no CIHS students are included in either group)
- Sample: 500,000 11th and 12th graders from 2012-13 and through 2018-19
- Comparison group is “weighted,” so they look more like the participants.
- Only going through postsecondary enrollment

Impact of Early College

- Participating schools used a lottery to select students; compare students who applied and were randomly selected with those who applied and were randomly not selected—means we are comparing apples to apples
- Sample: 4,000+ students in 19 early colleges, who enrolled in 9th grade started in 05-06 through 10-11 (the last group is just finishing college at this point)
- Have results for degree attainment and performance in college.

IMPACT OF PARTICIPATION IN COLLEGE TRANSFER PATHWAY (ONLY)

Outcome	CCP Participants Mean	Non-CCP Participants (Weighted) Mean	Impact Estimate
4-year high school graduation rate	99.5%	98.6%	0.8 pp***
Enrollment in any NC public postsecondary institution	70.6%	61.8%	8.7 pp***
Enrollment in UNC System school within one year	46.2%	43.0%	3.2 pp***
Enrollment in NC community college within one year	28.0%	21.5%	6.5 pp***

*** $p \leq .001$

IMPACT OF PARTICIPATION IN CTE PATHWAY (ONLY)

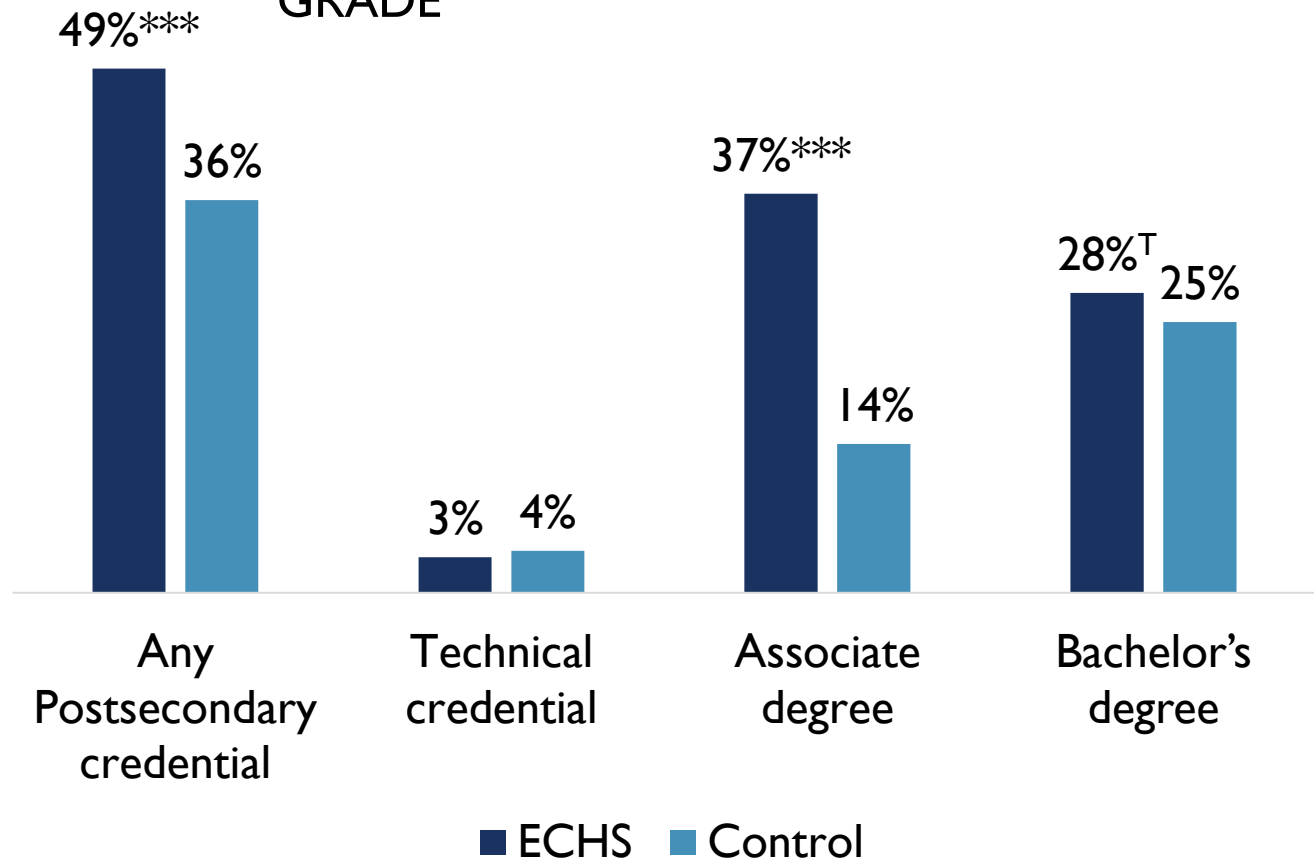
Outcome	CCP Participants Mean	Non-CCP Participants (Weighted) Mean	Impact Estimate
4-year high school graduation rate	97.8%	95.7%	2.1 pp***
Enrollment in any NC public postsecondary institution	57.4%	48.0%	9.4 pp***
Enrollment in UNC System school within one year	19.5%	19.7%	-0.2 pp
Enrollment in NC community college within one year	39.9%	29.9%	10.0 pp***

*** $p \leq .001$

EARLY COLLEGE STUDENTS ARE MORE LIKELY TO EARN A CREDENTIAL AND THEY DO SO MORE RAPIDLY.

Early college students earned an associate degree in two years less time and a bachelor's in six months less than control students.

DEGREE ATTAINMENT SIX YEARS AFTER 12TH GRADE



*Significant at $p \leq .05$; **significant at $p \leq .001$.

KEY FINDINGS ON EARLY COLLEGE STUDENTS' OUTCOMES IN A UNC SYSTEM SCHOOL (AFTER LEAVING THE CIHS)

- 38% of early college students' credits were advanced (300+) compared to 26% of control students.
- Both groups had the same GPA.
- Early college students were less likely to switch majors (30% vs. 37%).
- Early college students left college with less in loans
 - -\$2,929 for all students (including those who did not graduate)
 - -\$3,837 for students who received their B.A.

SUBGROUP IMPACTS

For all pathways, economically disadvantaged students benefitted more than non-economically disadvantaged students.

On the CTE and College Transfer pathways, there was a larger impact on postsecondary enrollment for underrepresented minority students than for not-underrepresented minority students.

POSSIBLE IMPLICATIONS

- Dual enrollment encourages more students to enroll in postsecondary education. These students may be more “marginal” students and may need better advising for a successful transfer.
- Early college students are taking more higher-level courses but are still only saving about 6 months on a bachelor’s degree. Are there ways in which advising can be enhanced to help them save more time (if they want)?
- What other implications do you see?



DUAL ENROLLMENT

WHAT OTHER
QUESTIONS DO
YOU HAVE
ABOUT DUAL
ENROLLMENT
AND TRANSFER?

WHAT
RESEARCH
SHOULD WE BE
DOING?

CONTACT INFORMATION

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