

Research and Reports: Dual Enrollment and College Enrollment

The following two resources are summarized:

- *Findings From the Early College High School Initiative: A Look at Best Practices and Lessons Learned Regarding a Dual Enrollment Program*
- *The College Ladder: Linking Secondary and Postsecondary Education for Success for All Students*

Findings From the Early College High School Initiative: A Look at Best Practices and Lessons Learned Regarding a Dual Enrollment Program

National High School Center. (2007). *Findings from the Early College High School Initiative: A look at best practices and lessons learned regarding a dual enrollment program* (Research Brief). Washington, DC: Author. Retrieved September 8, 2008, from http://www.betterhighschools.org/docs/NHSC_EarlyCollegeHighSchool_032107.pdf

Very little research exists on the impact of dual enrollment on student achievement. This research brief provides information on lessons learned regarding some of the most popular approaches to dual enrollment. A portion of the information in this brief came from the *Early College High School Initiative 2003–2005 Evaluation Report*.

The brief discusses the following key interventions:

- Students' mastery and competence are rewarded with enrollment in college-level courses.
- Students can earn credits toward a postsecondary degree while earning high school credits at public expense.
- The years it takes for students to earn a postsecondary degree are compressed.
- The program reaches out to include middle-grade students in order to promote academic preparation.
- No more than 400 students are enrolled in the program, which allows students and staff the opportunity to build close, personal relationships with each other.

College courses are offered in one of the following ways:

- College courses are offered on a high school campus.
- College courses are offered separately to Early College High School students on a college campus.
- College courses are offered on a college campus to a cohort of Early College High School students that includes high school and college students.
- Individual Early College High School students take college classes with college students on a college campus.

Key findings of the brief are as follows:

- The better prepared Early College High Schools collaborated with their college partners to develop detailed curriculum plans.
- Many Early College High Schools offered college support classes designed to teach skills necessary for college success and to introduce students to their new college environments and the expectations of the college.
- Personalized learning environments encouraged students to want to attend school.

The brief indicates the following challenges:

- Schools had difficulty determining how students can earn 60 college credits while completing high school requirements. Schools that had the most success collaborated with a college to determine which courses could earn high school *and* college credit.
- Some students enrolled in the Early College High School could not successfully pass the college entrance and placement exams. One intervention was to enroll those students in developmental courses designed to prepare students for higher level courses.
- Teachers found it difficult to find a balance between teaching with high expectations and meeting students at their levels.
- Schools had difficulty finding instructors who could teach college-level courses and who could assist with administrative needs and activity planning.

The College Ladder: Linking Secondary and Postsecondary Education for Success for All Students

Lerner, J. B., & Brand, B. (2006). *The college ladder: Linking secondary and postsecondary education for success for all students*. Washington, DC: American Youth Policy Forum. Retrieved September 8, 2008, from <http://www.aypf.org/publications/The%20College%20Ladder/TheCollegeLadderlinkingsecondaryandpostsecondaryeducation.pdf>

This report intended to evaluate programs that reengage middle and low achievers in education and increase college-going rates for underrepresented student populations; however, very little research was available. Many of these programs are relatively new and have not been evaluated; therefore, the report used available information from research and interviews to identify programs that appear to utilize the best practices and policies thus far. Twenty-two programs were reviewed to determine their impact on various student outcomes. The report also describes various characteristics of effective programs.

In this report, *dual enrollment* refers to courses for which students receive high school and college credit simultaneously (including Advance Placement courses). *Concurrent enrollment* refers to college courses for which students receive college credit only.

The following programs are featured in this report:

- Advanced Placement
- Tech Prep
- Middle College High Schools
- Early College High Schools
- College access programs
 - International Baccalaureate programs
 - Career academies
 - Summer enrichment programs
 - Comprehensive programs
 - Enhanced programs