

# **THE POWER OF DUAL ENROLLMENT DATA**

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# GOALS AND OBJECTIVES

**At the end of today's session, participants will be able to:**

- Understand the types, uses, and power of dual enrollment data
- Examine and determine what the data indicate on macro to micro levels: national -> state -> school -> student
- Analyze dual enrollment data as it currently or potentially relates to your organization and practice
- Engage in a rich discussion centered around the uses and meaning of dual enrollment data

# THE NATIONAL DUAL ENROLLMENT LANDSCAPE

**In the United States, dual enrollment and MCHS/ECHS have been in existence since 1974. In 2013-14, Middle College National Consortium reports MCHS/ECHS data:**

- Gender: Female (57%), Male (43%)
- Race/Ethnicity: Hispanic (48%), African American (27%), White (14%), Asian (7%), Other (4%)
- Free/Reduced Lunch: 72%
- Average Daily Attendance: 92%
- Primary Features: Small school size, college coursework offerings and support, college and career readiness, seminar, advisory
- High School Graduation Rate: 87%
- Postsecondary Partnerships: Two-year institutions (83%),
- Four-year institutions (17%)

**In California, there are approximately 60 identified high schools that are either middle/early colleges or have an dual enrollment program**

# DUAL ENROLLMENT THEORY

## Why dual enrollment?

- In 2011, approximately 45 percent of first year college students in the United States required remedial education courses once they attended (Conley, 2011).
- College and career readiness: is the level of prep a student requires to enroll and succeed—without remediation baccalaureate degree, transfer to a baccalaureate program, or certificate in a career pathway program (Conley, 2011).
  - Students who are dually enrolled during high school are more likely to earn high school degrees, enroll in college, enroll in a four-year college, enroll full time, and persist in college than were students without these experiences. (Karp, Calcagno, Hughes, Jeong, & Bailey, 2007).
  - The single most important factor in determining college success is the academic challenge of the high school courses students take (Adelman, 2006).
  - A student who acquires at least 12 college credits prior to high school graduation has the highest likelihood of graduating from a post-secondary institution within four years (Adelman, 2006).

# DUAL ENROLLMENT THEORY

Dual enrollment programs may offer **a range of advantages to students** (Bailey & Karp, 2003; Barnett & Stamm, 2010; Cassidy, Keating, & Young, 2010; Karp et al., 2012; Webb & Mayka, 2011), including:

- A chance to complete high school and college credits at the same time;
- An introduction to and preparation for college life, expectations, and requirements;
- A smoother transition from high school to college;
- The ability to explore various careers and majors before enrolling in college full-time;
- An opportunity to address skill gaps and improve study skills and academic knowledge before becoming a full-time college student;
- Motivation to persist from term-to-term, continue to complete sequential courses, and possibly pursue a postsecondary credential or degree;
- Confidence in one's ability to do college-level work and successfully pursue a postsecondary credential;
- An understanding of the potential economic benefits of a postsecondary education; and
- An accelerated pathway through college that saves students time and money.

# TYPES OF DUAL ENROLLMENT DATA

Data Type	Quantitative	Qualitative
<p><b>High School</b></p>	<p>HS GPA            HS transcripts            CAHSEE pass rates            API and AYP (as available)            Graduation rate            Attendance            SAT/ACT Scores            AP scores</p>	<p>Student and family surveys            Advisory/family discussions            Parent meetings            HS stakeholder input</p>
<p><b>College</b></p>	<p>% students enrolled            College GPA            College transcripts            College grade distribution            Credits earned            AA completion rate</p>	<p>College faculty input            College administration            feedback            College stakeholder input</p>

# DUAL ENROLLMENT DATA USES

- **Internal middle/early college high school goal setting**
  - School wide, grade level, subgroups, individual student
  - Action planning and measurement
- **Gap analysis (Clark & Estes, 2009)**
  - Knowledge, motivation, organizational barriers
- **Local Control Accountability Plan**
- **Best practice implementation**
- **Consider your audience**
  - When starting or replicating a MCHS/ECHS, data speaks to those who need convincing

# MACRO: NATIONAL DATA

**5 minutes:** Individually examine the 2011-12 NCREST aggregate data for participating MCNC schools. Please note which data points are most powerful and why.

## **10 minutes: Group Discussion**

- What data is collected?
- What data is important and why?
- Is there data that could strengthen MCNC schools' data story?
- How can we use this data?



# CALIFORNIA DUAL ENROLLMENT DATA

You will now receive the American Institutes for Research (AIR) Early College, Early Success: Early College High School Initiative Impact Study from 2013.

This study addresses two longitudinal questions:

- 1. Do Early College students have better outcomes than they would have had at other high schools?**
- 2. Does the impact of Early Colleges vary by student background characteristics (e.g., gender and family income)?**

**We will divide ourselves into 6 groups to examine**

## **Early College Impact on Student Outcomes**

Achievement – page 29

High school graduation – page 31

College Enrollment – page 32

Degree attainment – page 38

College after high school - page 42

College performance – page 46

**Jigsaw - 10 minutes:** Examine your student outcomes section and be ready to share AIR's Impact Study findings.

# **SAMPLE SCHOOL LEVEL DUAL ENROLLMENT DASHBOARD**

**You will now receive two types of school level data.**

- **Sample MCHS Data Dashboard Template**
- **Student Voices Data from a MCHS**

**Quantitative Data:** Note that the Sample MCHS Data Dashboard template includes both high school and college level data. This dashboard is also directly aligned to the Local Control Accountability Plan (LCAP) for the school.

**Qualitative Data:** Student voices is an annual qualitative survey that is administered to graduating seniors each by NCREST.

**What data at the school level is important and why?**

# **ANALYSIS AND APPLICATION DISCUSSION**

## **10 minutes: Small group table discussion**

- After looking at the dual enrollment data macro to micro, what data is most relevant to your practice and why?
- How do high school and college dual enrollment data inform and/or complement each other?
- How do you filter through the infinite amount of data determine which data is critical to student success?

# QUESTIONS & COMMENTS?

# **THANK YOU!**

**Contact Us!**

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