Dual Enrollment: Planting Pathways to College Success

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Time Frame 60

Essential Question(s)

- How can dual enrollment opportunities expand college and career pathways for students while supporting their long-term success?
- What strategies can educators use to increase student access to, participation in, and completion of dual enrollment programs?

Summary

This interactive session explores how educators can expand access to dual enrollment by understanding student barriers, leveraging effective advising tools, and communicating the proven benefits of dual enrollment. Throughout the session, participants engage in hands-on activities, review research-based practices, learn the key responsibilities of a high school dual enrollment coordinator, and plan actionable next steps to support student success and college readiness.

Learning Goals

Standards

InTASC Model Core Teaching Standards (K-12th)

9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Attachments

- Dual Enrollment Research Brief—Dual Enrollment.docx
- Dual Enrollment Research Brief—Dual Enrollment.pdf
- Emoji Reflection Posters—Dual Enrollment.docx
- Emoji Reflection Posters—Dual Enrollment.pdf
- I Used to Think… but Now I Know—Dual Enrollment.docx
- I Used to Think… but Now I Know—Dual Enrollment.pdf
- Implementation Template—Dual Enrollment.docx
- Implementation Template—Dual Enrollment.pdf
- Mix and Match—Dual Enrollment.docx
- Mix and Match—Dual Enrollment.pdf
- Presentation Slides—Dual Enrollment.pptx

Materials

- Presentation Slides (attached)
- Mix and Match handout (attached; see Preparation section)
- I Used to Think…but Now I Know handout (attached; one per participant)
- Dual Enrollment Research Brief handout (attached; one per participant)
- Implementation Template handout (attached; one per 4–5 participants)
- Emoji Reflection Posters (attached; one set per session)
- Sticky notes
- Participant devices (cell phones or laptops)

10 minutes

Engage

Use the attached **Presentation Slides** to facilitate this professional development session. As participants arrive, encourage them to sit in groups of 4–5.

Display **slide 3** and pass out one page of the prepared **Mix and Match** handout to each group. Have each group read the summary of the student on their given page and decode the emoji puzzle at the bottom of the page. Share that each emoji puzzle represents one barrier to dual enrollment. Allow participants approximately 5 minutes to work.

Invite groups to share out the barriers they identified and lead a whole-group discussion. Ensure that you discuss the barriers faced by each of the three students from the handout.

Display **slides 4–5** and introduce the essential questions and learning objectives of the session.

20 minutes

Explore

Move to **slide 6** and pass out one copy of the attached **I Used to Think…but Now I Know** handout to each participant. Share the I Used to Think…but Now I Know instructional strategy. Have participants record what they know about dual or concurrent enrollment in the "I Used to Think" column of the handout. Allow participants time to work then lead a whole-group discussion about participants' responses.

Display **slide 7** and ask participants to use a device, such as a laptop or cell phone, to navigate to the LEARN collection Concurrent Enrollment Tool Kit. Share that the resources are designed to guide mentors through a week-by-week discussion process with students about dual enrollment courses. Have participants explore the resources in the collection and record any new information they uncover in the "Now I Know" column of their handouts.

Allow participants approximately 10 minutes to explore the resources in the collection. Then, lead a 5-minute discussion about what participants learned from the Concurrent Enrollment Tool Kit.

15 minutes

Explain

Display **slide 8** and give each participant one copy of the attached **Dual Enrollment Research Brief** handout. Introduce the CUS and Discuss strategy and ask participants to read and annotate the handout by circling information they would like to know more about, underlining key terms and phrases, and starring the benefits of dual enrollment.

Allow participants 10 minutes to work. Then, have participants find an Elbow Partner and discuss their annotations.

10 minutes

Extend

Organize participants into groups of 4–5 to plan the implementation of dual enrollment at their school.

Transition to **slide 9** and give each group one copy of the attached **Implementation Template** handout. Allow groups approximately 10 minutes to complete the template. Ask them to consider how they want to begin implementation at their school as they complete their plans.

Have participants come together as a whole group. Introduce the Exclaim and Question strategy. Invite groups to share out which steps of their plans will be easy to implement and what benefits will come from the implementation of a dual enrollment program. Then, ask participants what questions they have or barriers they may face as they as they begin implementation.

5 minutes

Evaluate

Display **slide 10** and give each participant three sticky notes.

Introduce the modified Emoji Reflection strategy. Ask participants to reflect on this session and the dual enrollment process using the three emoji prompts on the slide. Then, ask them to write what they agree with on one sticky note, what made them think on another sticky note, and what made them want to learn more on another sticky note.

Draw participants' attention to the **Emoji Reflection Posters** hung around the room. Have participants place each of their three sticky notes on the corresponding posters. Then, have participants return to their seats.

Visit each poster and read aloud some of the added sticky notes. Invite participants to share out any thoughts they have about each sticky note.

Research Rationale

Research shows a clear, strong link between concurrent enrollment and increased student academic performance (Jones, 2014; Dingess, 2018). Several studies have also found that students who participate in concurrent enrollment have time to acclimate to the college environment and thus earn higher grades in their postsecondary careers (Allen & Dadgar, 2012; Dingess, 2018). This opportunity to build momentum also provides an avenue for those students who might carry complex social and educational challenges from high school as they transition into the university setting (Wang et al., 2015). A consistent concern with students as they transition from high school to postsecondary education is that many students might have difficulty with fully acclimating to the rigor and expectations of university-level coursework (Taylor, 2015; Vargas et al., 2017). This is especially apparent when looking at students who identify as first-generation college students, as these students might feel overwhelmed by everything from student support to the specifics of financial aid (Lee et al., 2022). Concurrent enrollment offers a bridge between the familiarity of high school and the frontier of higher learning, building on the initial benefits of concurrent enrollment in high school to build toward greater academic momentum fueled by a smooth transition from high school to university (Wang et al., 2015).

To expand on the inherent benefits associated with concurrent enrollment programs, these programs are most successful when students are provided with extra guidance on how to navigate this new academic environment (Witkowsky & Clayton, 2020). Though students in concurrent enrollment programs may be high-performing, it is important to remember that they are still high school students who can benefit from “wraparound” services, or support services, that counselors can provide as a bridge between high school and university-level expectations (Witkowsky & Clayton, 2020).

Whether partnering directly with specific higher education institutions as part of the concurrent enrollment program or not, high school programs can still design wraparound services with university course expectations in mind.

Resources

Allen, D., & Dadgar, M. (2012). Does dual enrollment increase students' success in college? Evidence from a quasi-experimental analysis of dual enrollment in New York City. *New Directions for Higher Education, 158*, 11–19.

Dingess, E. (2018). *The impact of the number of dual enrollment credits on racial minority students' completion time at five Virginia community colleges* [Doctoral dissertation, Old Dominion University]. Old Dominion University Digital Commons. https://digitalcommons.odu.edu/efl_etds/68/

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Jones, S. (2014). Student participation in dual enrollment and college success. *Community College Journal of Research and Practice*, *38*(1), 24–37.

K20 Center. (n.d.) Concurrent enrollment tool kit. Collection. https://learn.k20center.ou.edu/collection/2752

K20 Center. (n.d.). CUS and discuss. Strategies. https://learn.k20center.ou.edu/strategy/162

K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116

K20 Center. (n.d.). Emoji reflection. Strategies. https://learn.k20center.ou.edu/strategy/927

K20 Center. (n.d.). Exclaim and question. Strategies. https://learn.k20center.ou.edu/strategy/94

K20 Center. (n.d.). I used to think… but now I know. Strategies. https://learn.k20center.ou.edu/strategy/137

Lee, J., Fernandez, F., Ro, H. K., & Suh, H. (2022). Does dual enrollment influence high school graduation, college enrollment, choice, and persistence? *Research in Higher Education, 63*, 825–848. https://link.springer.com/content/pdf/10.1007/s11162-021-09667-3.pdf

Lile, J. R., Ottusch, T. M., Jones, T., & Richards, L. N. (2017). Understanding college-student roles: Perspectives of participants in a high school/community college dual-enrollment program. *Community College Journal of Research and Practice, 42*(2), 95–111. https://doi.org/10.1080/10668926.2016.1264899

Taylor, J. L. (2015). Accelerating pathways to college: The (in)equitable effects of community college dual credit. *Community College Review, 43*(4), 355–379. https://doi.org/10.1177/0091552115594880

Vargas, J., Hooker, S., & Gerwin, C. (2017). Blending high school and college can sharpen the focus of each. *Phi Delta Kappan, 99*(3), 13–18.

Wang, X., Chan, H., Phelps, L. A., & Washbon, J. I. (2015). Fuel for success: Academic momentum as a mediator between dual enrollment and educational outcomes of two-year technical college students. *Community College Review, 43*(2), 165–190. https://doi.org/10.1177/0091552115569846

Witkowsky, P., & Clayton, G. (2020). What makes dual enrollment work? High school counselor perspectives. *Community College Journal of Research and Practice, 44*(6), 427–444.