

# Dual Enrollment and College Completion

Suggestions for  
Promotion and Implementation

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Based on the analysis of the  
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# Distinctions

## ◎ Dual Enrollment:

- > Programs through which high school students are allowed to enroll in college courses
- > Also known as:
  - **Dual credit:** both high school and college credit awarded
  - **Concurrent enrollment:** high school and/or college credit awarded
  - **Joint enrollment:** high school and/or college credit awarded

# Advantages for LEAs

- Increased state control over curriculum
- Improved methodological flexibility
- Link K-12 and higher education
  - > Exchange information
  - > Identify areas of need and monitor student development
  - > Target and standardize assessment
  - > Establish dialogue to implement college-ready programming

# Advantages for Students

- ⦿ Increased motivation and efficacy
- ⦿ Decreased time-to-degree
- ⦿ Increased likelihood of obtaining a postsecondary degree
- ⦿ Increased postsecondary GPA
- ⦿ Improved understanding of college rigor

# Program Components to Establish

- **Credit Type**
  - > High school vs. College
- **Tuition Cost**
  - > Families vs. State Assistance vs. Federal Grant
- **Location**
  - > High school vs. College campus vs. Distance Education
- **Eligibility**
  - > Community Colleges vs. State Universities vs. Private Colleges

# Program Components to Establish

## ● **Quality Standards**

- Ensure congruency with postsecondary standards

## ● **Funding**

- State funding divided between high school and college
- Dependant on institutional expenditure

# Recommendations for Component Improvement

- Standardize credit type and equalize opportunity
- Define financially responsible parties and promote access
- Promote accessibility to college campuses by subsidizing transportation
- Align eligibility requirements with those of the hosting postsecondary institution

# Recommendations for Component Improvement

- Standardize instructor credentials and evaluations
- Incentivize all stakeholders: students, high schools, and colleges



# SREB Conclusion

- Expand accessibility beyond high-achieving students to improve the motivation and completion rates across socio-economic demographics

# Application to AUCA

- ◉ **Reach out to area high schools**
  - > Create awareness of opportunities to study at NGA
- ◉ **Identify eligible students**
  - > Create a pipeline of potential candidates
- ◉ **Offer incentives for students and participating schools**
  - > Scholarship opportunities and publicity
- ◉ **Establish academic support programs for participating students**
  - > Cater to the specific needs of younger students

# Potential Drawbacks

- ◉ Disproportionate cost of education
  - > Students attending state-run schools in Bishkek, and especially elsewhere in Kyrgyzstan, may have no ability to pay for NGA or AUCA tuition
- ◉ Financial obligations of the host institution
  - > The government is not likely to be able to afford additional funds to an “American” institution
  - > Funding is already provided mostly from American government institutions and private foundations

# Additional Resources

## ◎ Success in Dual Enrollment: Motivation and Maturity

> [McCord, Maureen; Roberts, Leslie. Teaching English in the Two Year College](#)41.4 (May 2014): 401-403.

- Discussion of the motivational and maturity factors effecting dual-enrollment success among high-school aged students

# Additional Resources

## ◉ Dual Enrollment Variables and College Student Persistence

- Mark M. D'Amico , Grant B. Morgan , Shun Robertson & Hope E. Rivers (2013) Dual Enrollment Variables and College Student Persistence, *Community College Journal of Research and Practice*, 37:10, 769-779, DOI: 10.1080/10668921003723334
- Analysis of first-to-second-year student retention rates and relation to demographic and policy variables

# Additional Resources

## ◎ Dual Enrollment Participation From the Student Perspective

- > Kanny, M. A. (2015), Dual Enrollment Participation From the Student Perspective. *New Directions for Community Colleges*, 2015: 59–70. doi: 10.1002/cc.20133
- Investigation and analysis of the experiences of five dual-enrolled students
- Identified three benefits:
  - Exposure, Learning the Hidden Curriculum, Independence and Freedom
- Identified three detriments:
  - Credit and Grade issues, Negative Interactions, Limited Support Systems

# Additional Resources

## ◎ Dual Enrollment, Structural Reform, and the Completion Agenda

- Karp, M. M. (2015), Dual Enrollment, Structural Reform, and the Completion Agenda. *New Directions for Community Colleges*, 2015: 103–111. doi: 10.1002/cc.20137
- Discussion of dual enrollments place in the broader picture of improving college completion by streamlining student progress through secondary and postsecondary education
- Proposes methods for incentivizing LEAs broaden the scope of dual enrollment programs