

# Equitable Dual Enrollment: Activating Postsecondary Access & Success

Central Valley Higher Education Consortium

*February 3, 2025*

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# Agenda

01

**Define** equitable dual enrollment

02

Provide **examples** of equitable dual enrollment designed to ensure students' equitable postsecondary access and success

03

Review equitable dual enrollment K-12–CCC partnership students' **secondary and postsecondary outcomes**

# Dual Enrollment for Equitable Completion (DE4EC)

## Goal:

Support building dual enrollment programs centered on equitable access and completion outcomes for Black, Latine, and first-gen students and those experiencing economic disadvantage.

- 3-Year Initiative (2022-2024)
- 10 California community colleges and their high school partners

Learning and [e]Valuation conducted by:



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DEFINITION

# Equitable Dual Enrollment

African American/Black, Latina/o/x, first gen students and those experiencing economic disadvantage have access to and success in dual enrollment offerings proportional to their numbers and success within participating high schools/colleges/districts.



# DE4EC College Partners



# Study Purpose

To identify and share ways that California community colleges and their K-12 partners ensure historically underrepresented and excluded students participate and succeed in dual enrollment ... and beyond.

# Study Activities

## Qualitative Research:

- Interviews and focus groups with...
  - 78 administrators, counselors, faculty, and teachers involved in dual enrollment program design and delivery
  - 52 dual enrolled or formerly dual enrolled students
  - 10 parents of dual enrolled students
  - 43 formerly dual enrolled students who matriculated to a CCC

## Quantitative Analyses:

- Comparison of academic outcomes for dual enrollment participants and their non-dually enrolled peers

## Partnering for Equity

Initial Findings from the  
*Dual Enrollment for  
Equitable Completion Initiative*



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Ashley Redix, PhD  
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# Dual Enrollment for Equitable Completion:

# The Findings



# Vision & Goals

Interrupt exclusionary practices across all aspects of DE

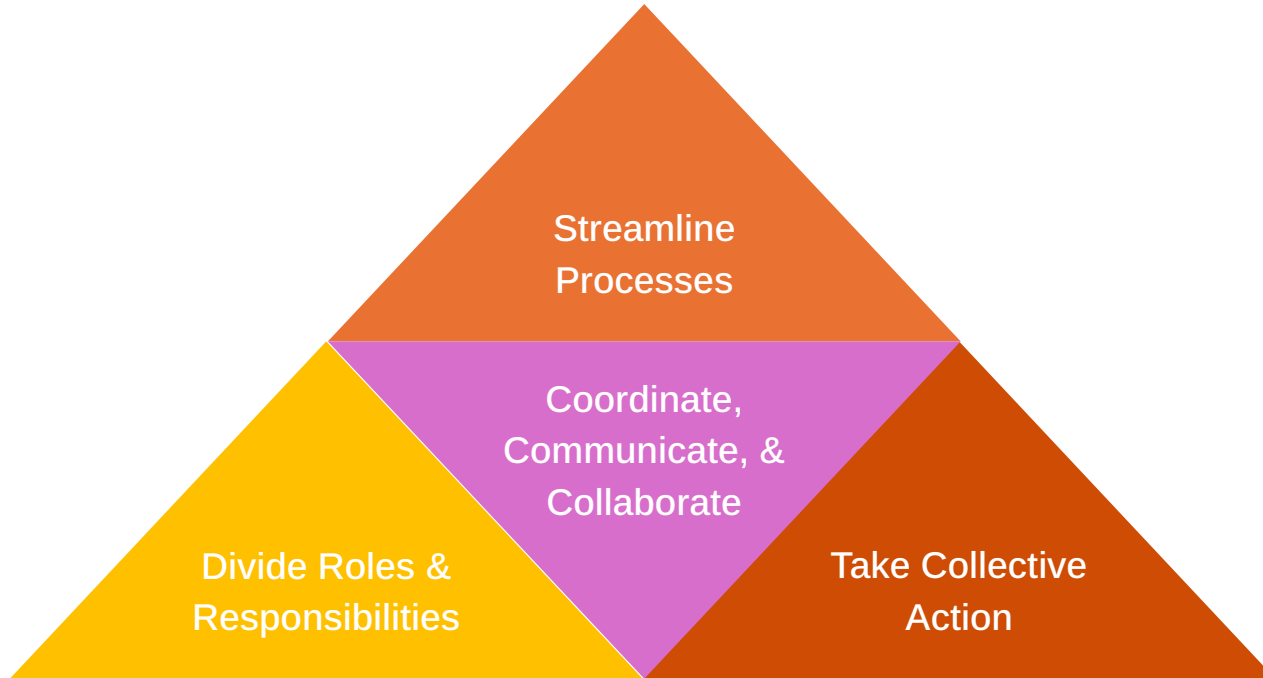
**Articulate a shared belief that historically underserved & underrepresented students are *the* priority**

Focus on ways DE advances students' college attainment & mobility

Set goals for participation of underrepresented groups & cultivate broad investment

Align DE w/ equity plans & leverage multiple funding sources to support

# Partnership Development



# ***Student Access***

**Open the door to DE  
for historically  
underrepresented  
groups via  
equity-minded  
recruitment**

Make DE info  
accessible to  
students & communities  
in culturally responsive  
ways

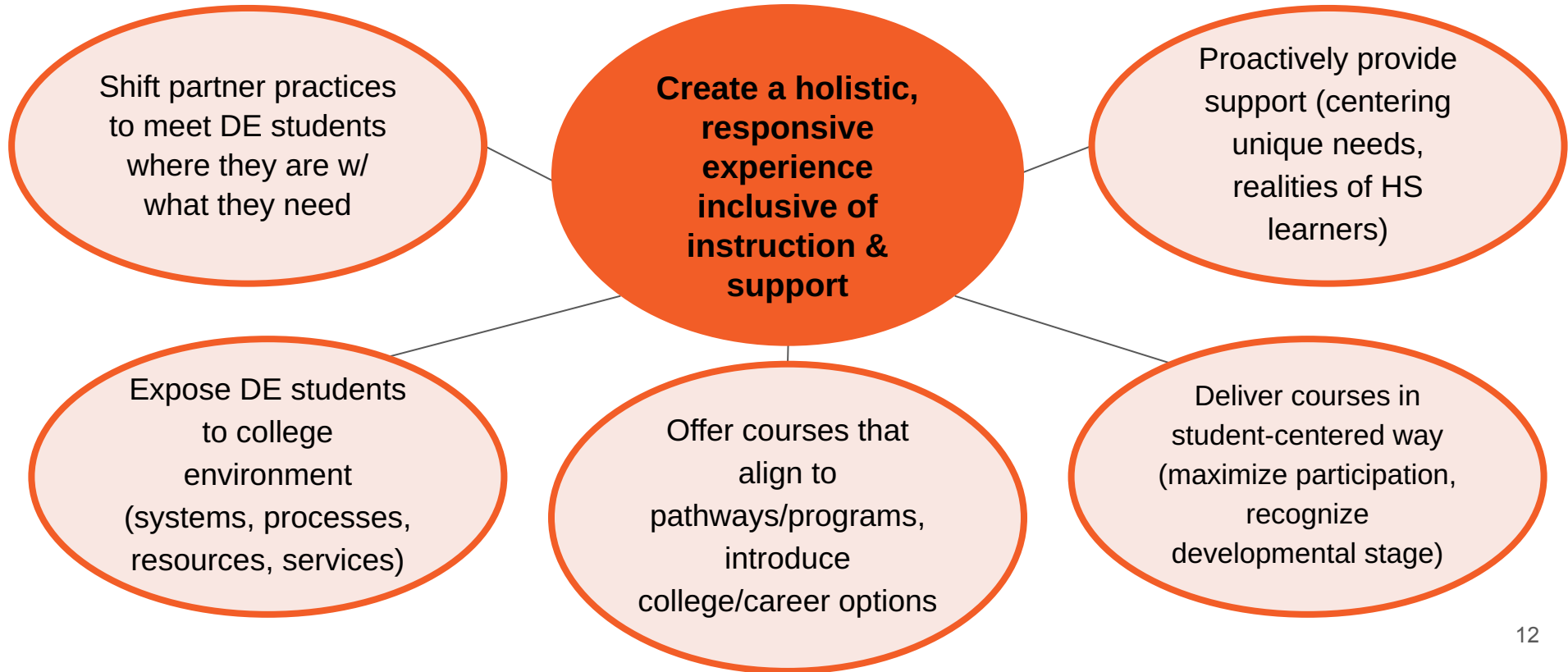
Remove participation &  
application barriers

Use inclusive  
recruitment messages  
emphasizing  
eligibility, costs, &  
benefits

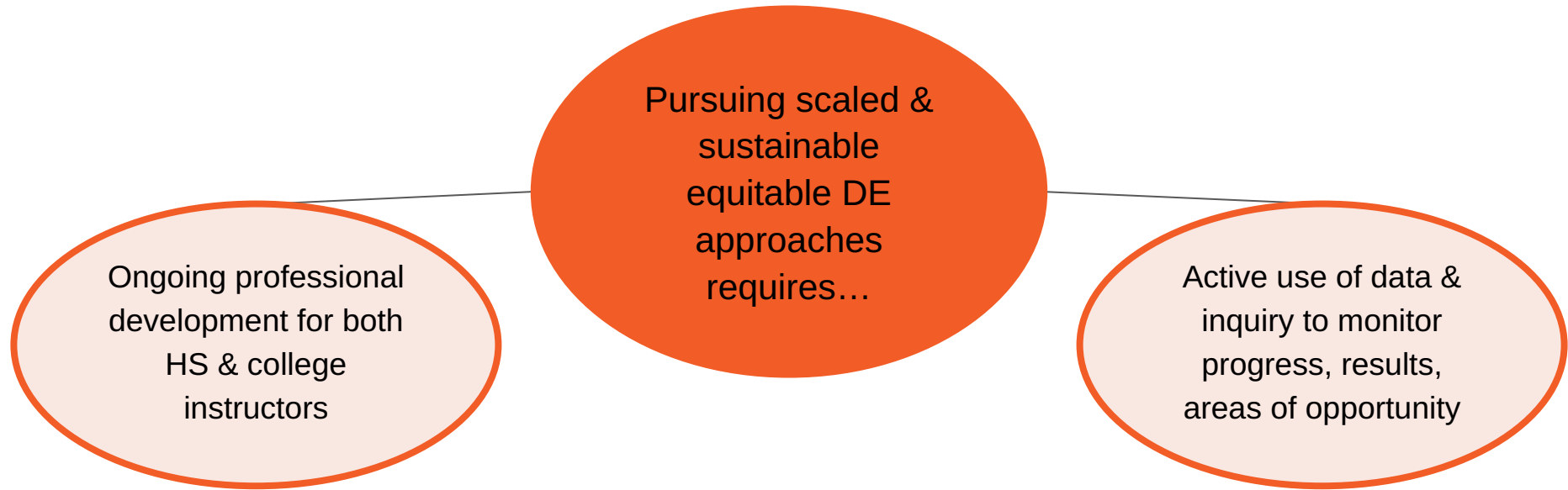
Address  
counter-narratives  
about the value of  
higher ed

Leverage trusting  
relationships w/ those  
closest to students (e.g.,  
HS counselors)

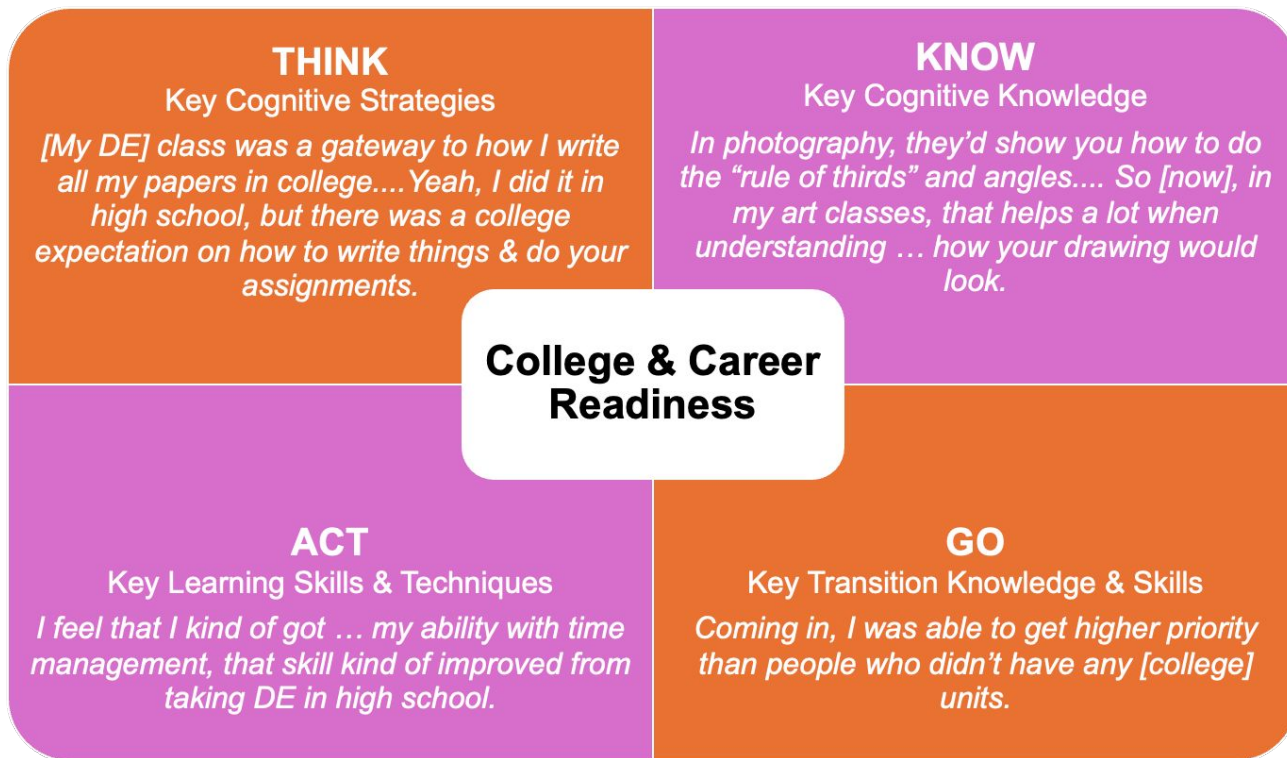
# Program Design



# Capacity Building



# Student Impact: Participant Perspectives on College & Career Readiness\*



\*Based on David Conley (2012) College & Career Readiness Definition <https://columbus.iu.edu/ctl/files/college-and-career-readiness-definition-1.pdf>

# “Go”: Spotlight on First-Gen Students

More likely than their non-first-generation peers to note that dual enrollment helped them develop key transition knowledge and skills, including:

- Better understanding of what college entails
- Experiencing the rigor and pace of college coursework
- Navigating the processes and procedures required to access platforms, services, and supports

# “Go”: Spotlight on First-Gen Students

When you sit in class in college and **you hear the professor explaining the syllabus** to you and all the work for the whole year, for some people who [are] first-generation ... they freak out, you know? But for me, when ... I heard everything, I was like, “Oh well, **I've heard it before. Yeah, I was in a dual enrollment class, so I'll be fine.**”

You want to **not only make yourself proud but your parents proud too.** Yeah, if I can be the first person to do it and being the older brother ... **I want to show an example for my younger siblings that, “Hey you, we can do it.”** Like, I'm the first one to do it now if you guys want to continue this path like I did. I created it, you guys can follow it, or you guys can make your own path.



# READY, SET, LAUNCH

Baseline Academic Outcomes  
for Students Participating  
in *Dual Enrollment for  
Equitable Completion*  
Partnerships Compared  
to Their Peers, 2015–2020

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# DE4EC Quantitative Findings

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# Phase 1: Baseline Impact of DE4EC Partnerships on Students' Outcomes

## Dual enrolled students...



...graduated high school at higher rates than non-dual-enrollment peers.



...graduated high school with higher GPAs than non-dual-enrollment peers.



...on average completed an increasing number of college units by high school graduation.



...who were first gen earned more college credentials by high school graduation than their non-first-gen peers.



...enrolled in college at higher rates than their non-dual-enrollment peers.



...had higher retention in their 1st year of college, including during the height of COVID-19.



...who identify as Black or Latine were more likely to stay in school during the pandemic than their non-dual-enrolled peers.



...experienced higher course success during their 1st year in college compared to other first-time freshman.

# Phase 2: Outcomes of Interest

Prior to Enrolling  
in College

First Year of  
College

Longer Term

# The Sample Population

	Non-DE High School Graduates	DE High School Graduates
2015-16	19,096	741
2016-17	21,823	1,723
2017-18	25,107	4,399
2018-19	26,154	3,106
2019-20	25,212	4,368
2020-21	25,812	3,803
2021-22	22,481	3,809
2022-23	29,559	5,118



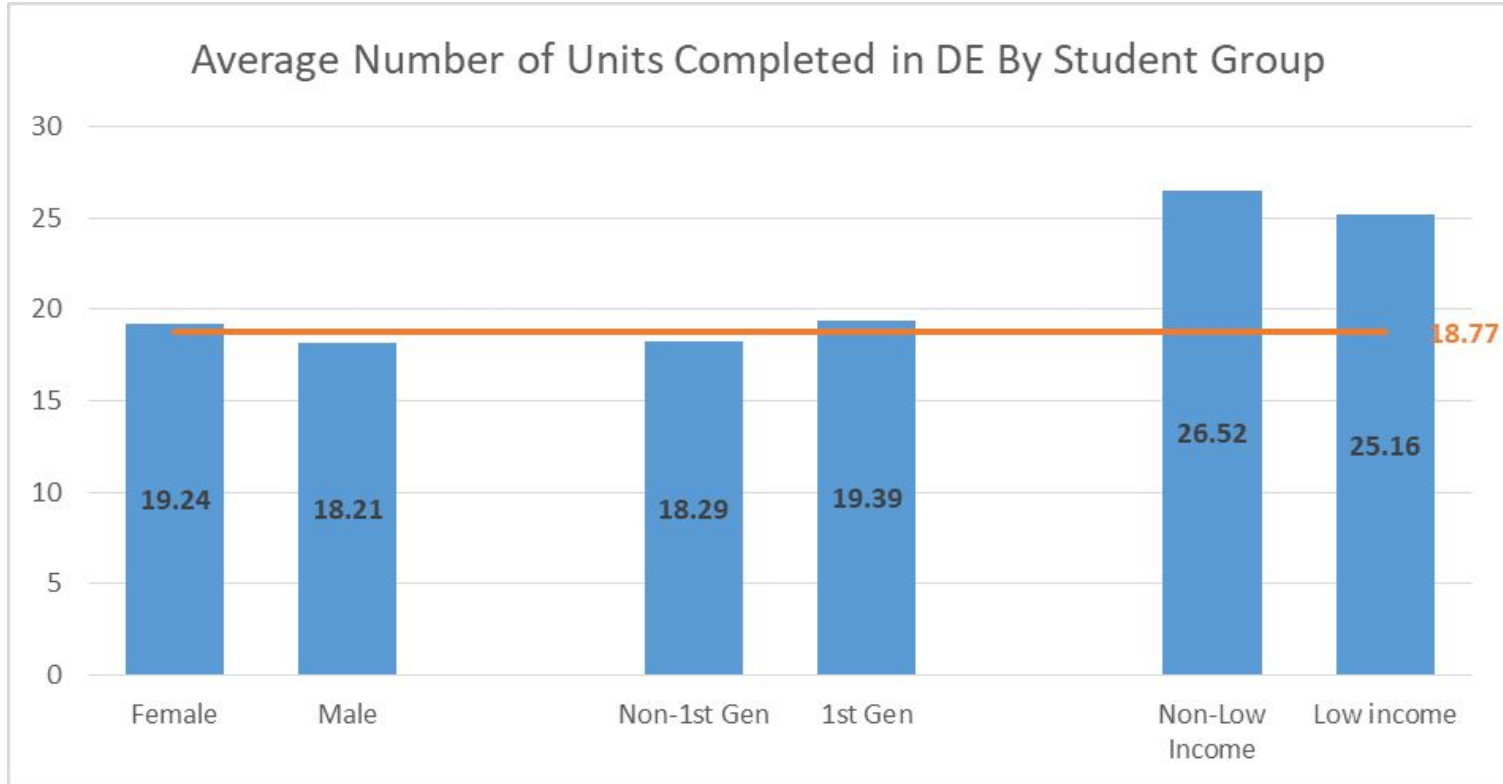
# Prior to Enrolling

Students participating in dual enrollment experienced success in college courses and graduated HS with college credits.

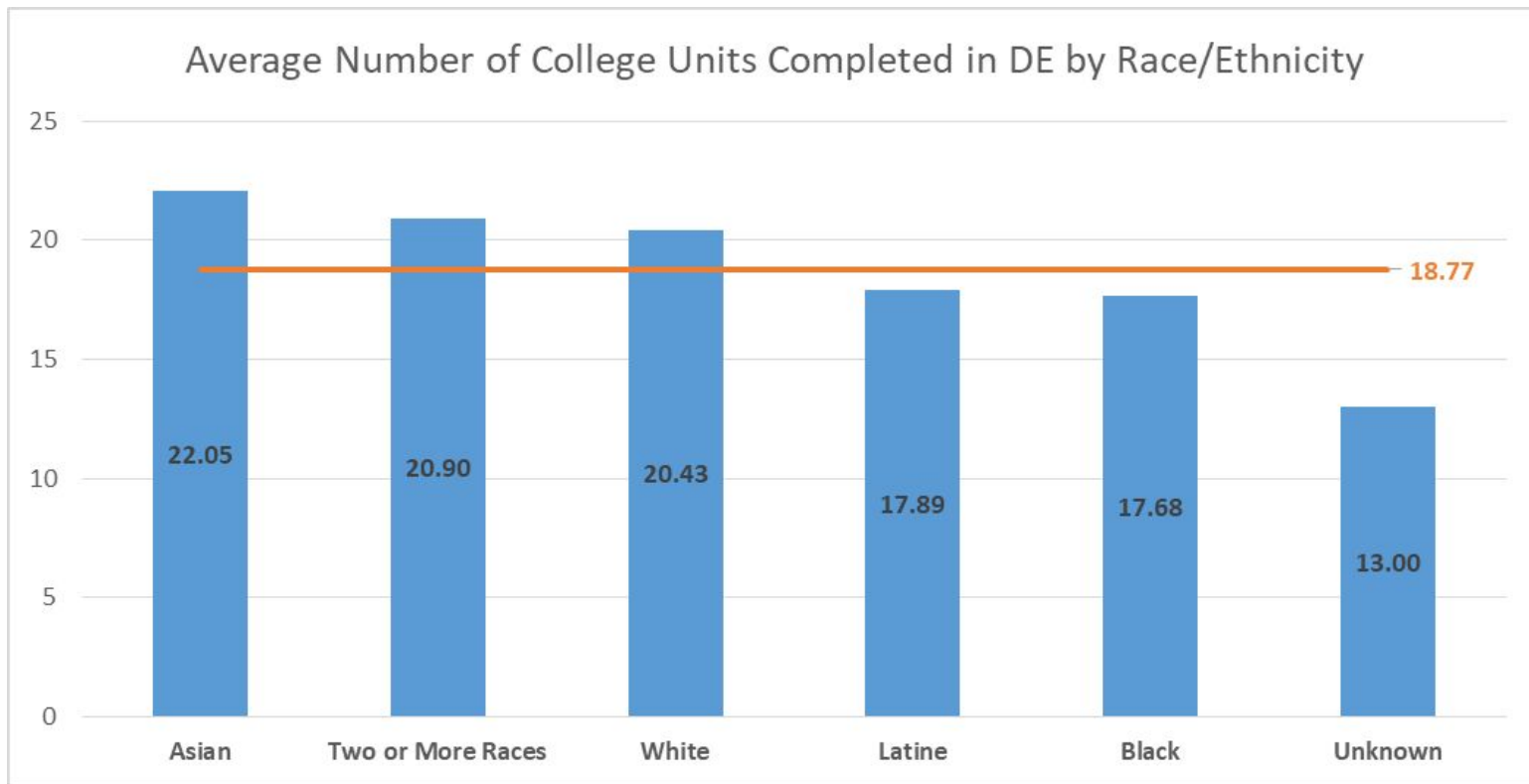
Outcomes:

- Completed College Units
- DE Course Success

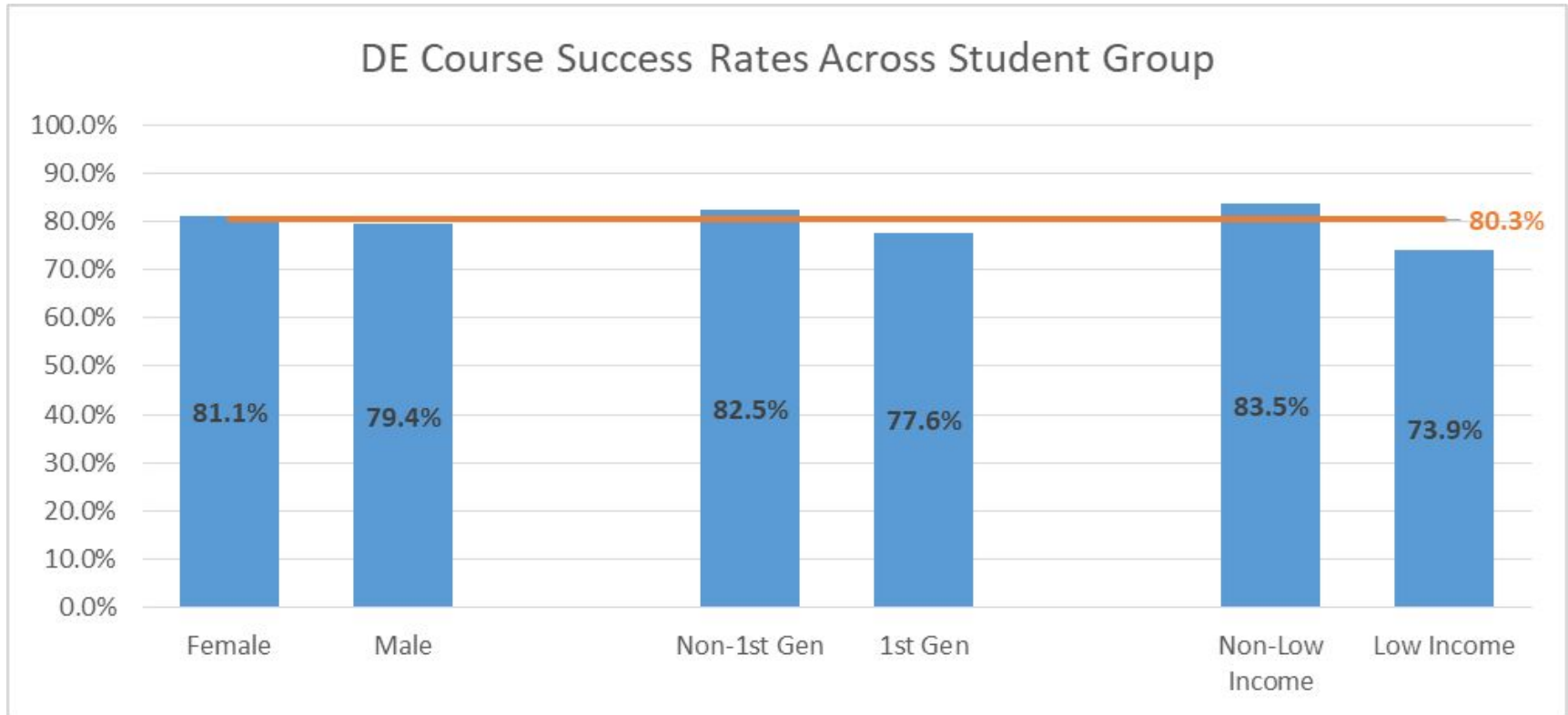
# Prior to Enrolling: DE Students Enter College with an Average of 18.77 Units



# Prior to Enrolling: Black and Latine Complete Fewer Units in DE

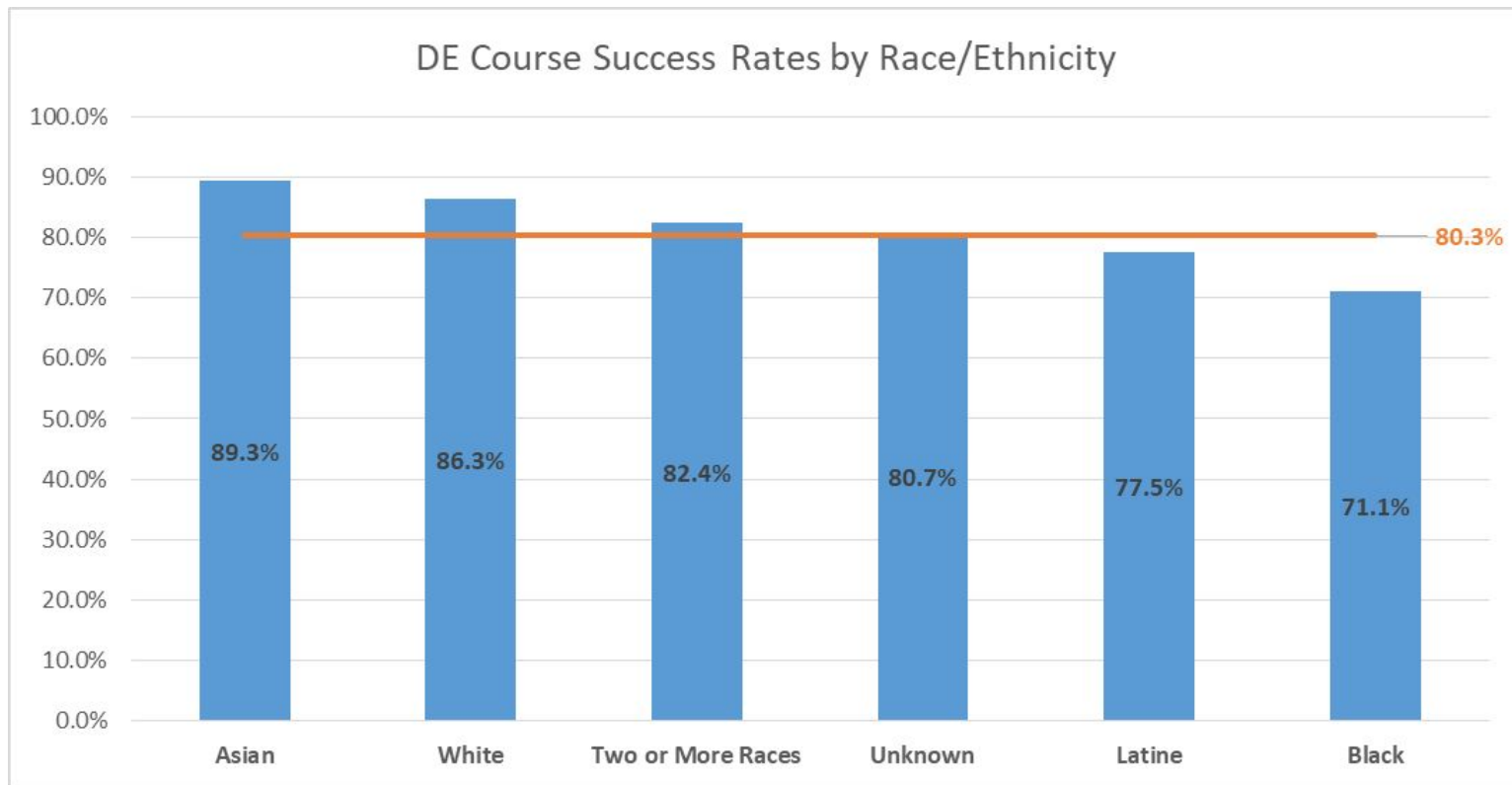


# Prior to Enrolling: Students Exhibit an 80.3% Success Rate in DE Courses





# Prior to Enrolling: Black and Latine Exhibit Lower DE Course Success Rates



# Summary: Prior to Enrolling

**Dual enrollment participants enter college with a “leg up.” But, opportunities exist to ensure historically underrepresented groups maximize their DE experience for college completion.**

- DE students matriculated with an average of 18.77 college units
  - First-gen students earned more units than non-first-gen, while Black, Latine, male, and low-income students earned fewer
- Students exhibited an 80.3% success rate in their DE courses
  - Black, Latine, first-gen, male, and low-income students had lower success rates



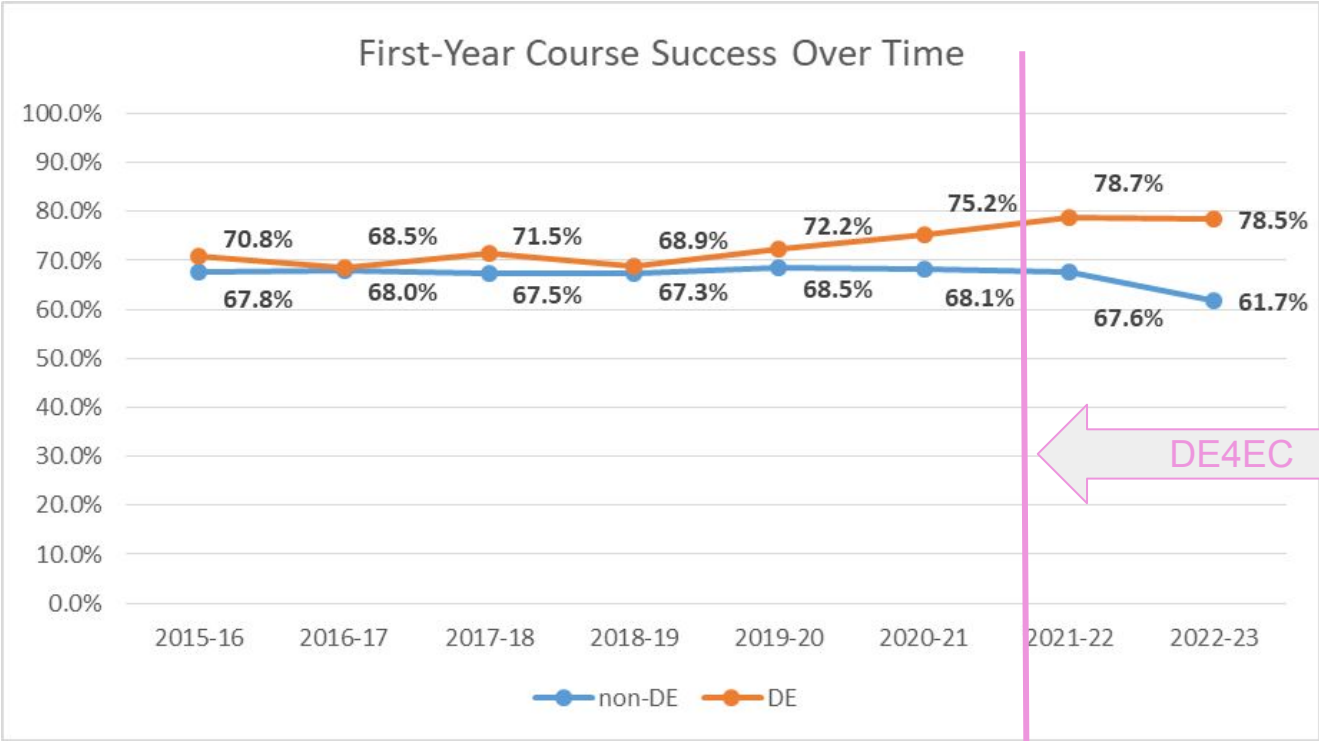
# First Year in College

Students with dual enrollment experience have an advantage in their first year of college.

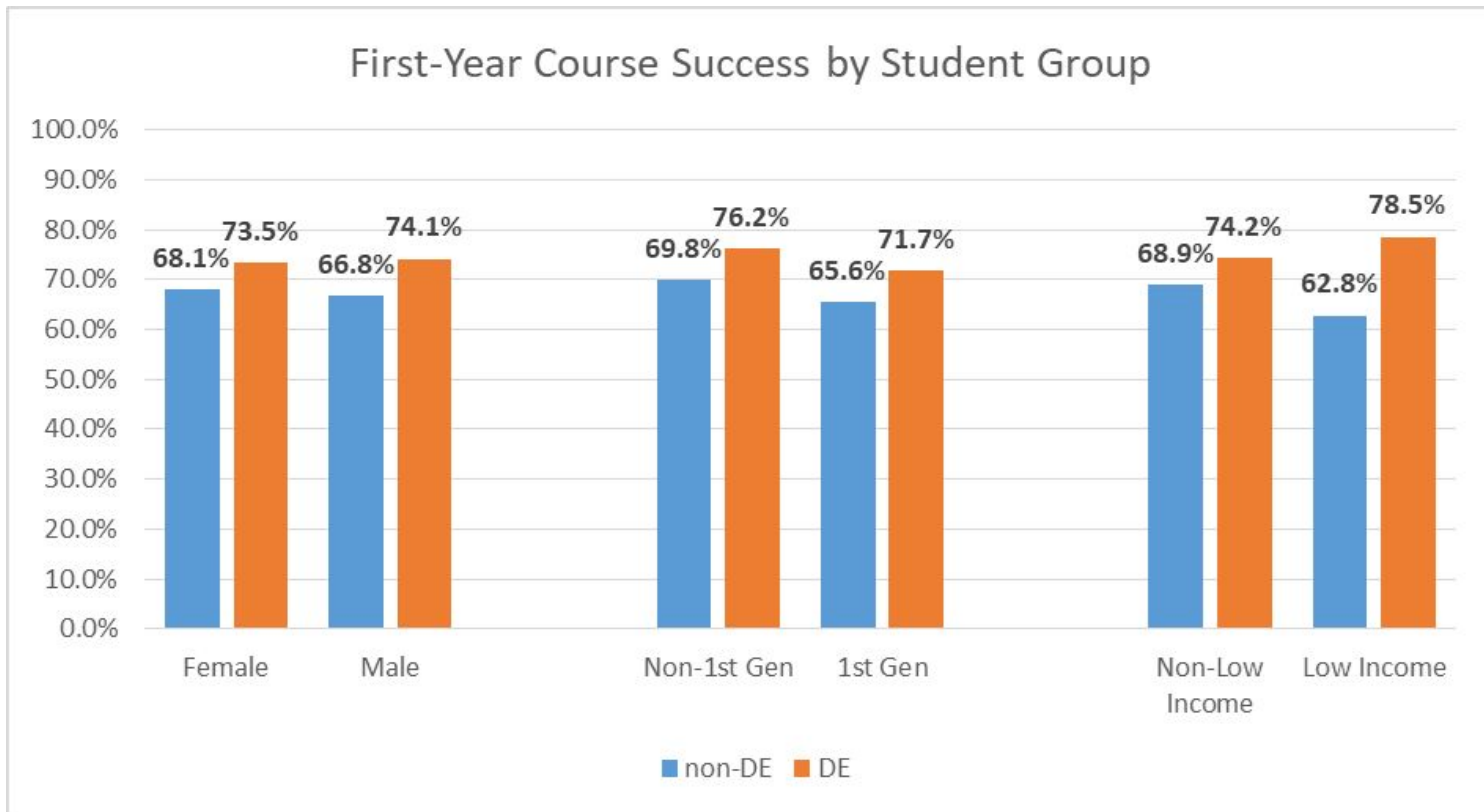
Outcomes:

- First-Year Course Success
- Fall-to-Spring Retention
- Transfer-Level Math and English in First Year

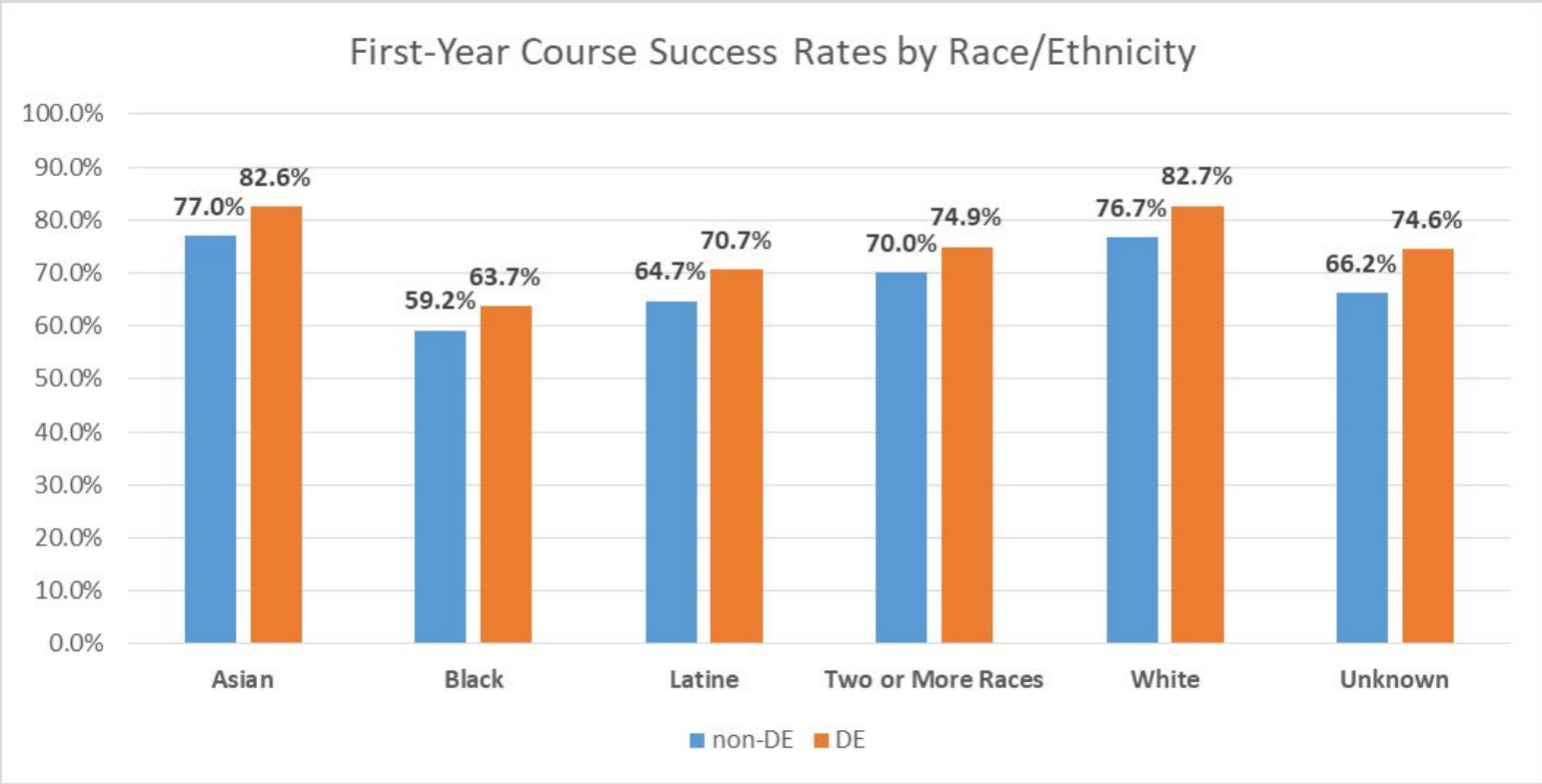
# First Year in College: DE Students Have Higher Course Success Rates



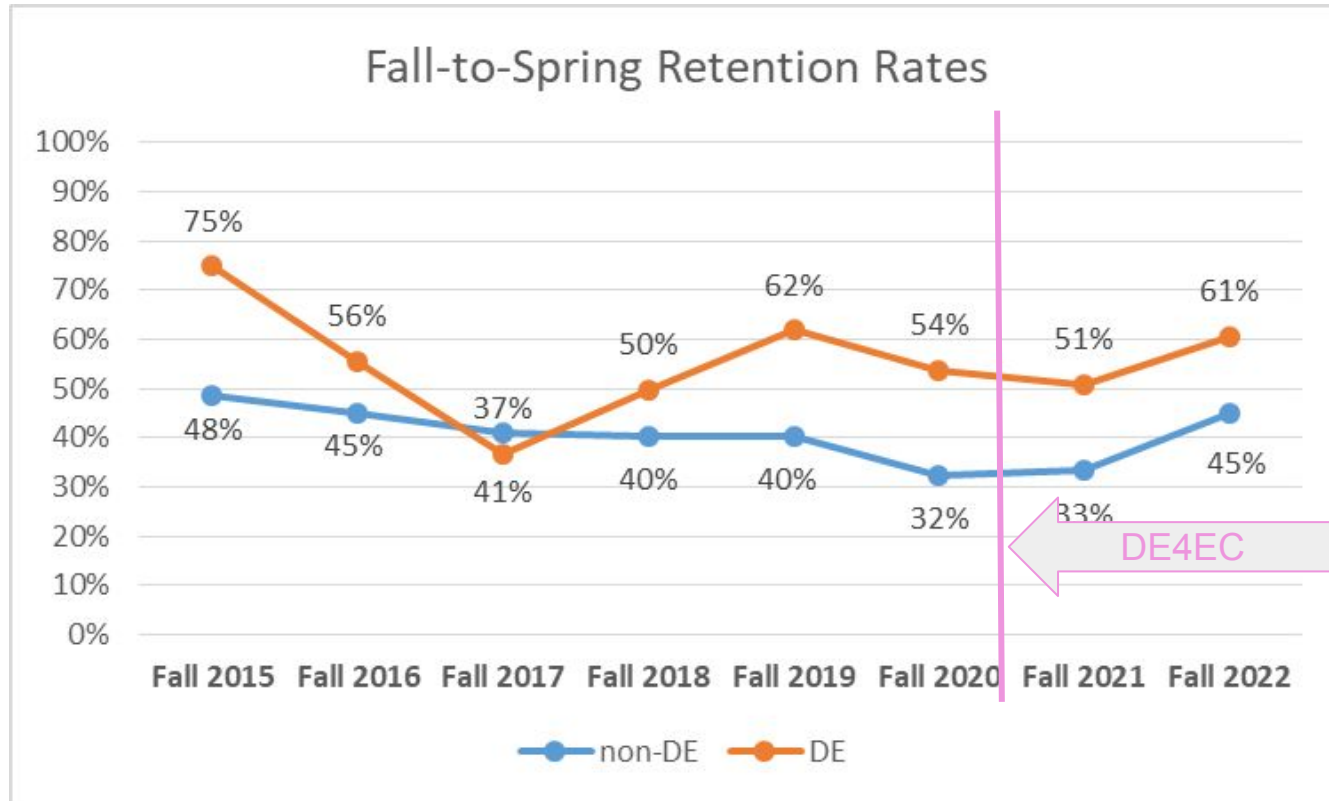
# First Year in College: Across All Student Groups, DE Students Exhibit Higher Course Success Rates



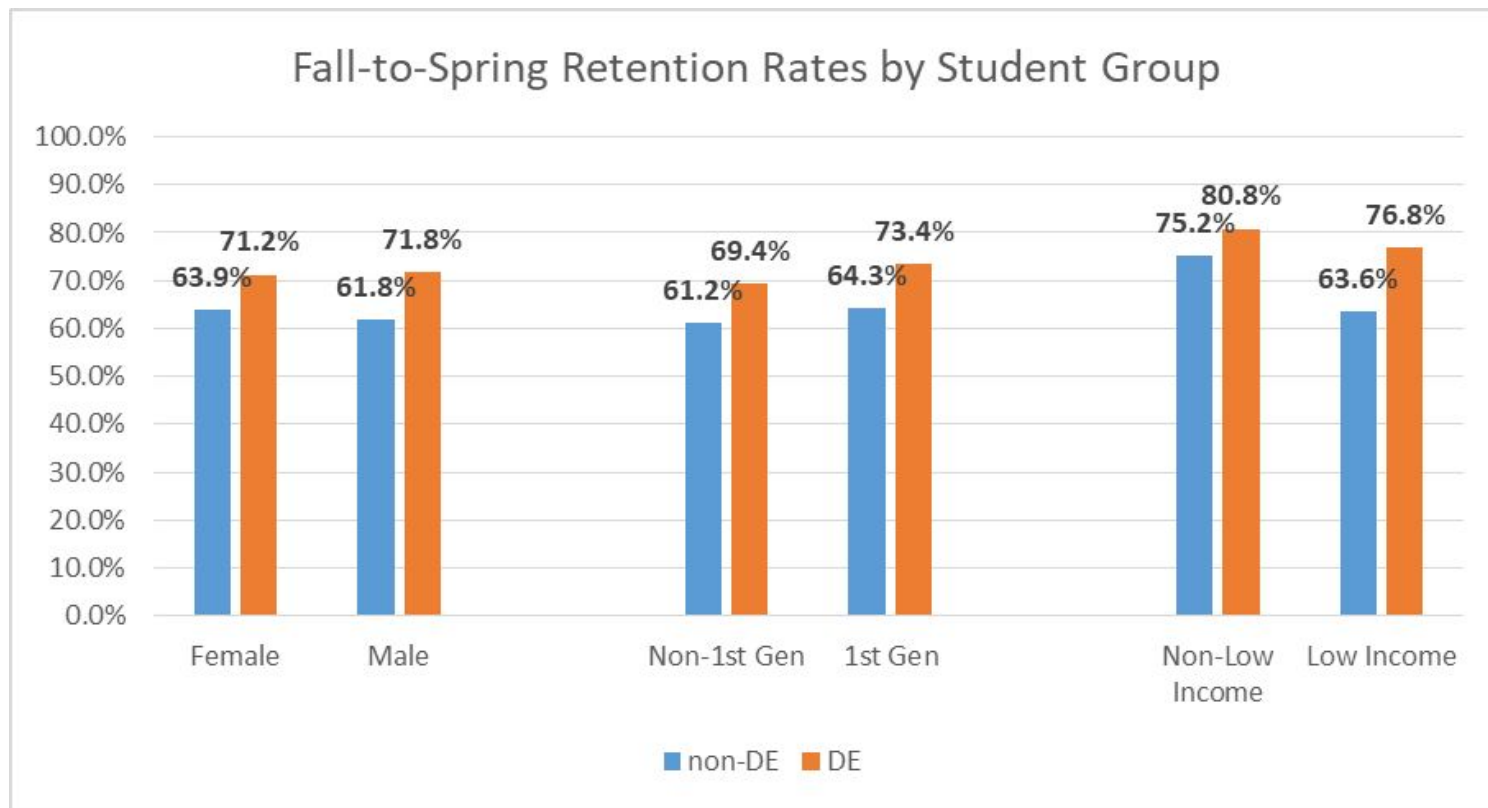
# First Year in College: Across All Racial/Ethnic Groups, DE Students Exhibit Higher Success Rates



# First Year in College: DE Students Have Higher Fall-to-Spring Retention Rates

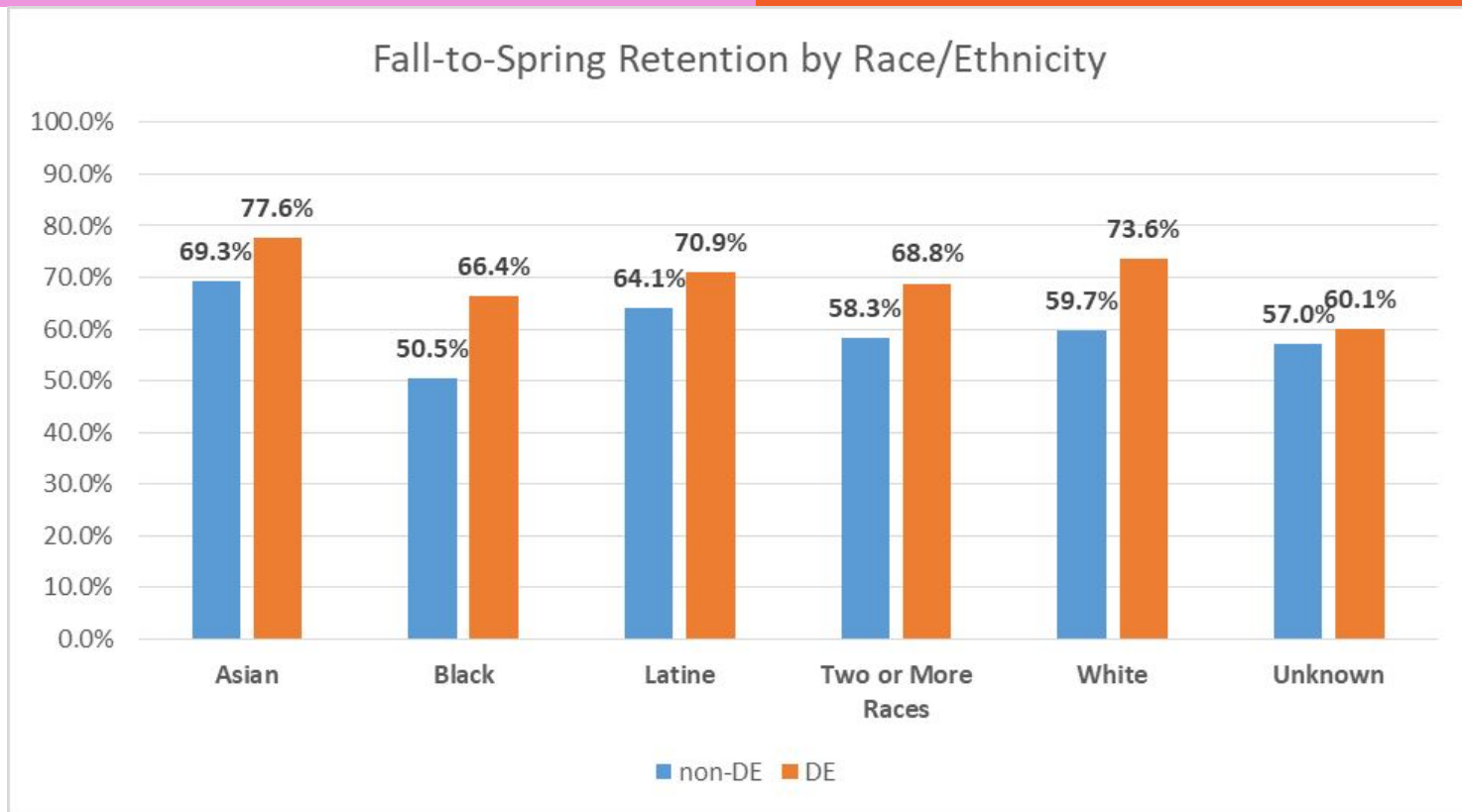


# First Year in College: Across All Student Groups, DE Students Have Higher Fall-to-Spring Retention Rates

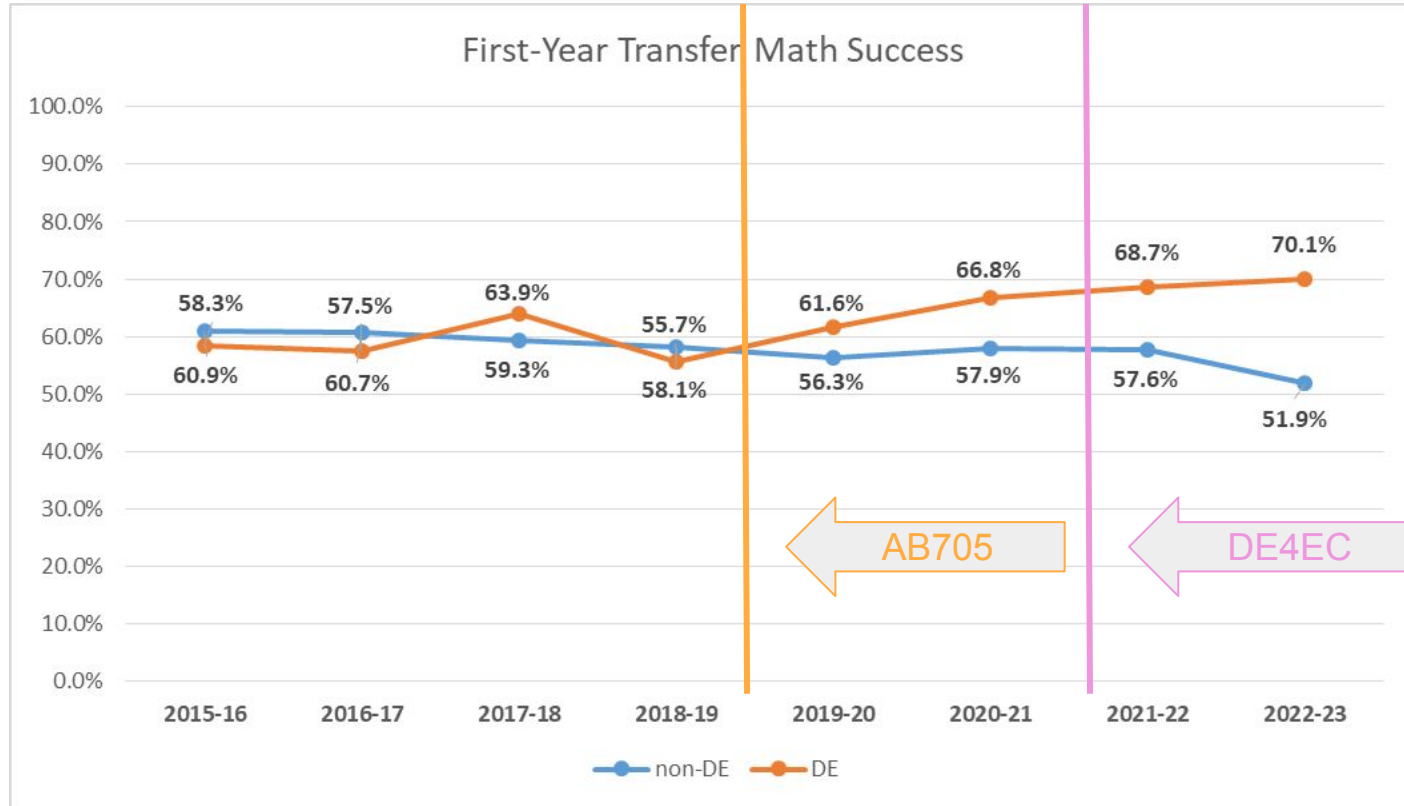




# First Year in College: Across All Racial/Ethnic Groups, DE Students Exhibit Higher Fall-to-Spring Retention Rates

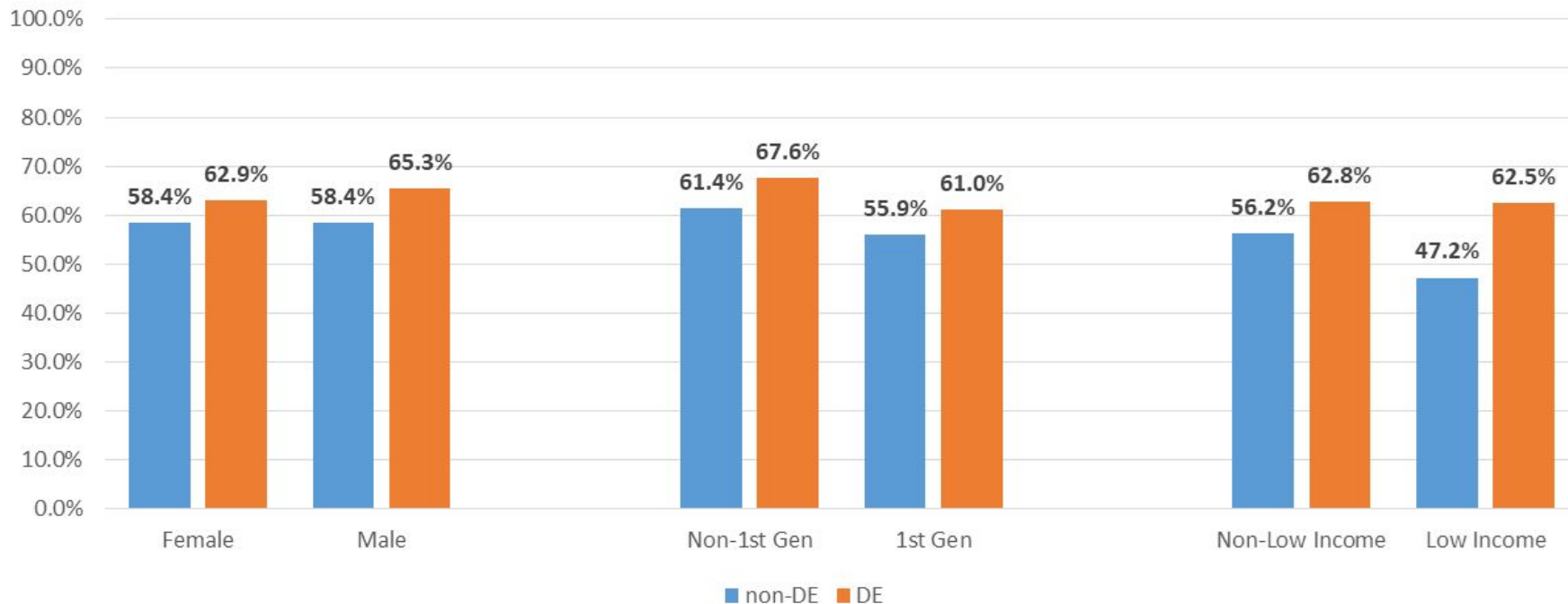


# First Year in College: DE Students Experience Greater Success in Transfer-Level Math

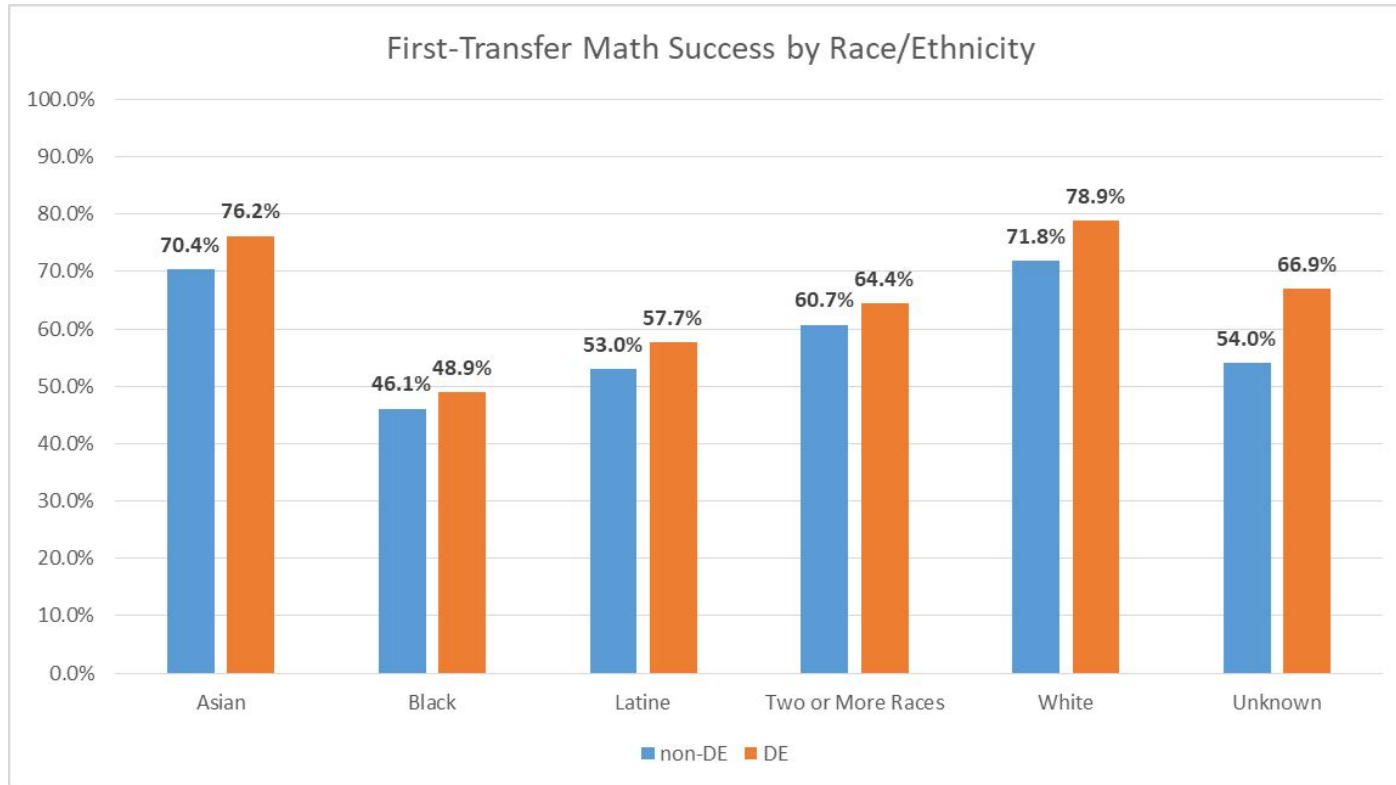


# First Year in College: Across All Student Groups, DE Students Have Higher Transfer-Level Math Success

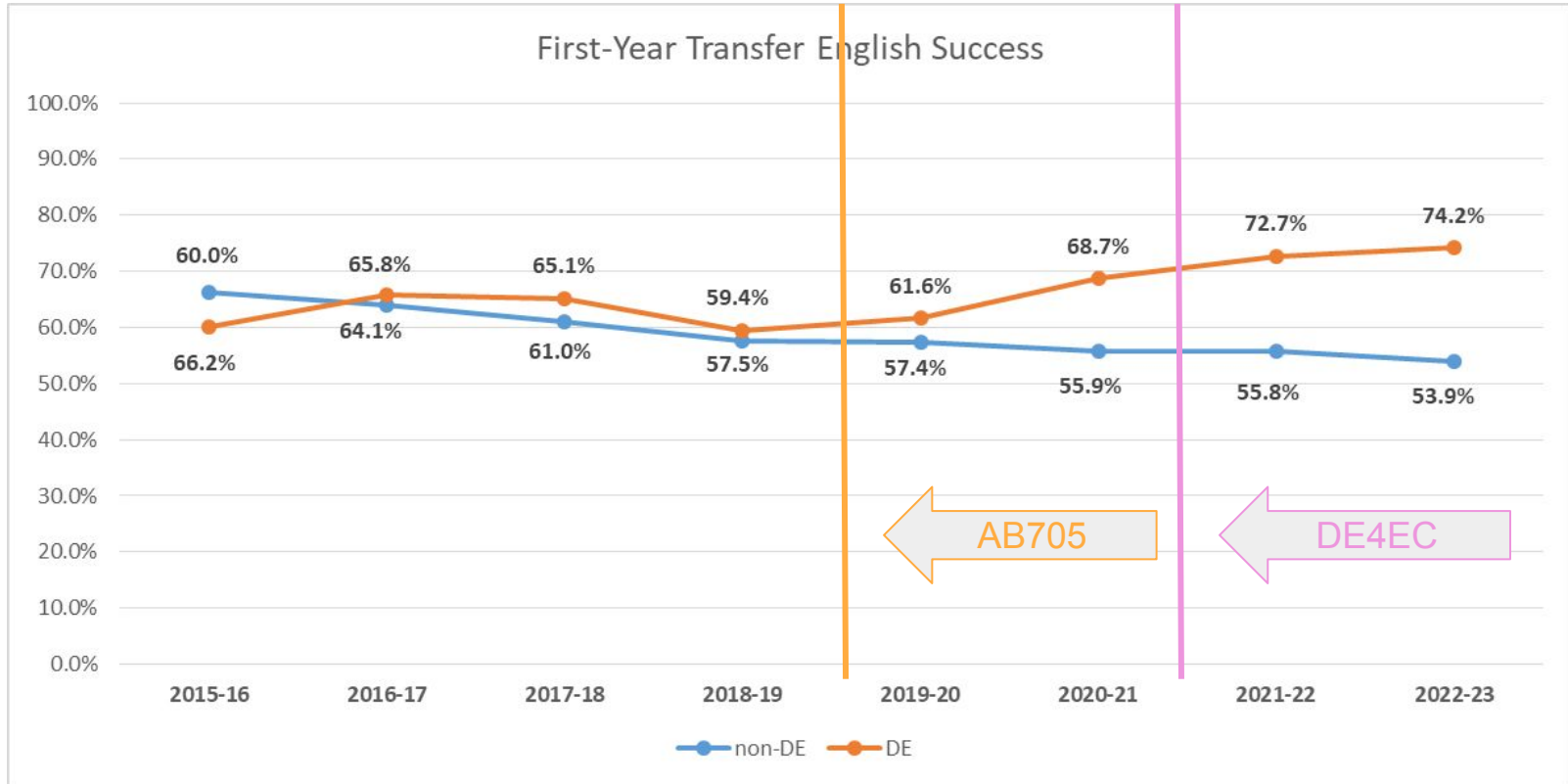
First-Year Transfer Math Success by Student Group



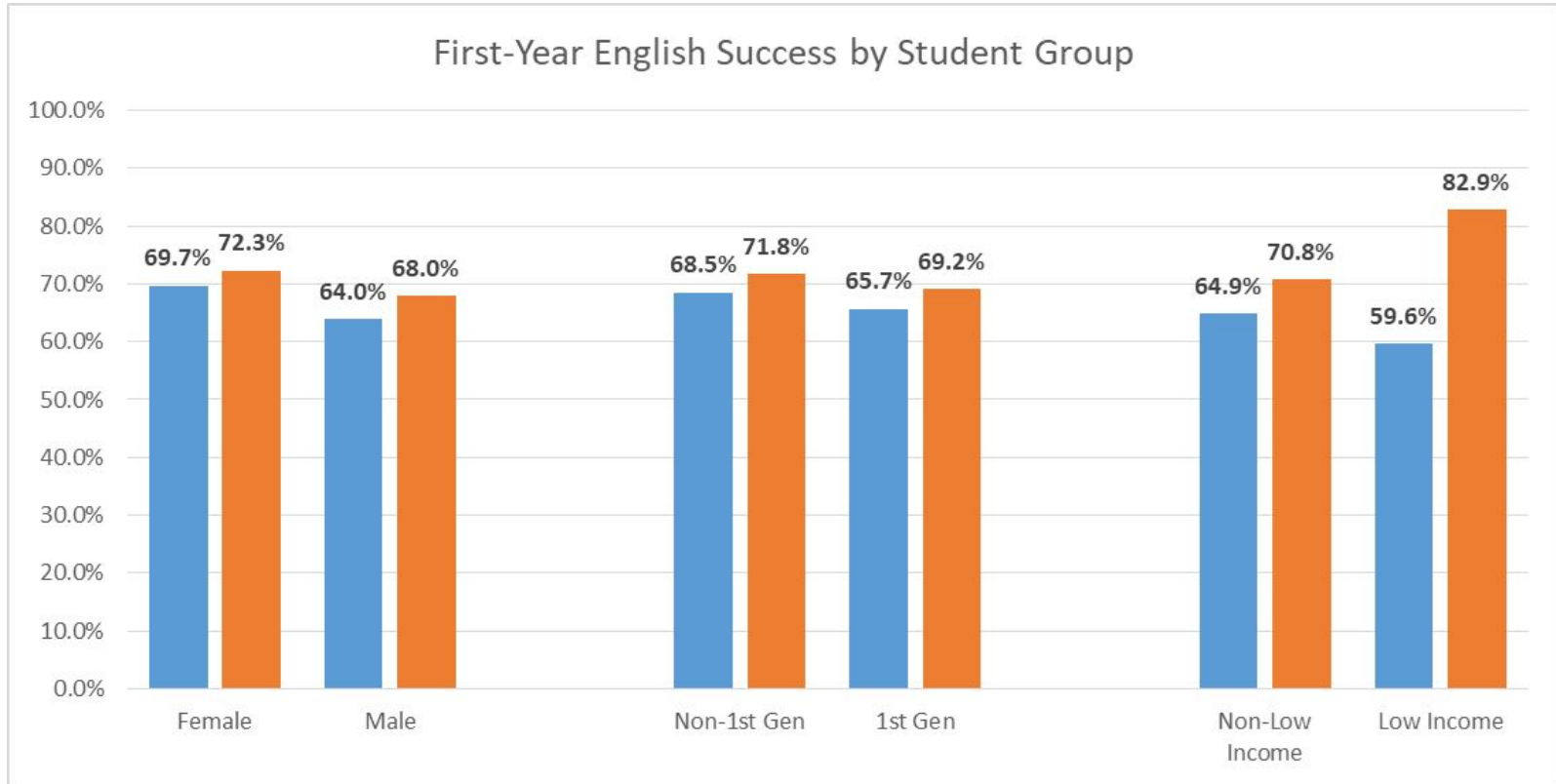
# First Year in College: Across All Racial/Ethnic Groups, DE Students Have Higher Transfer-Level Math Success



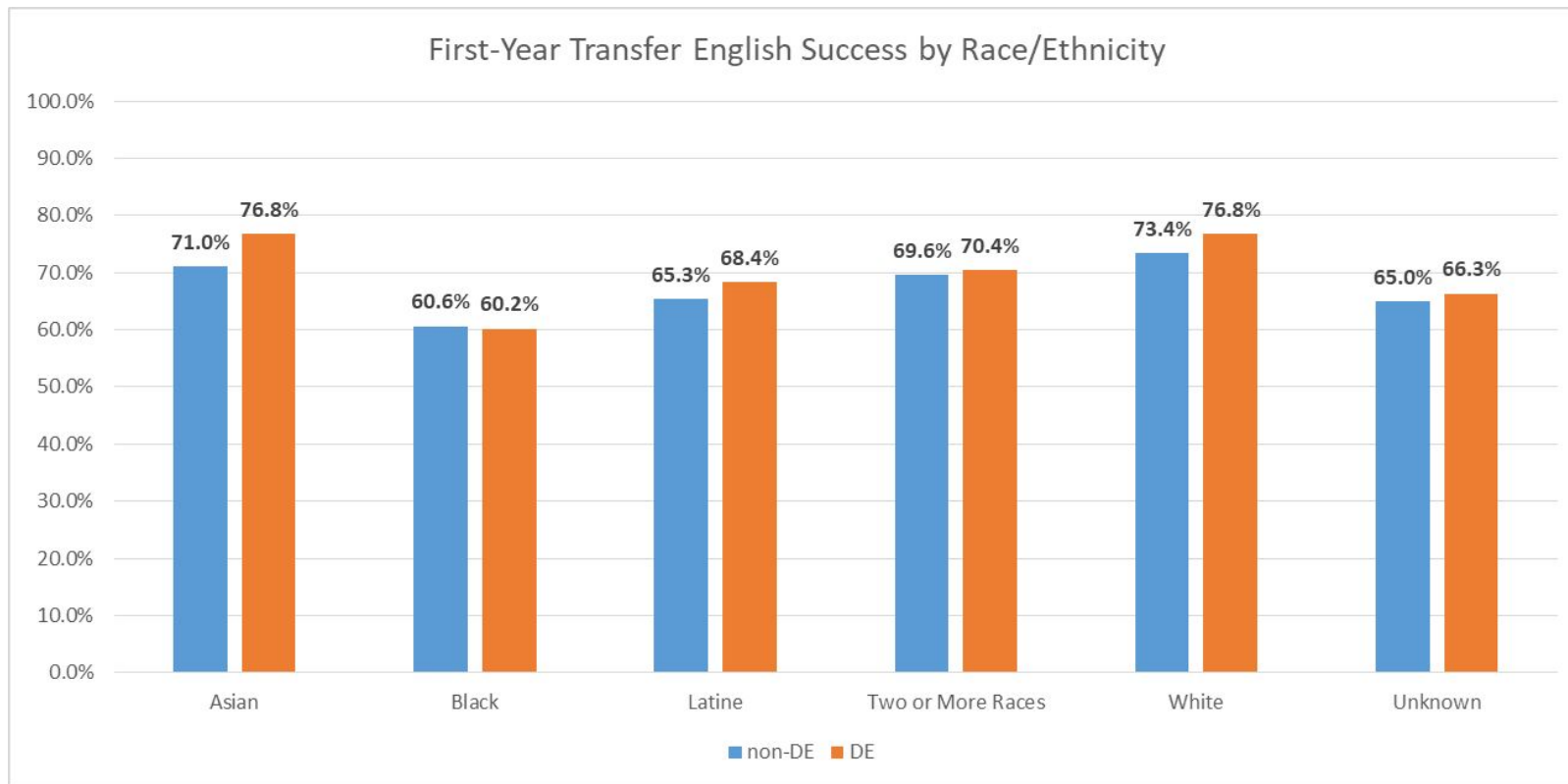
# First Year in College: DE Students Experience Greater Success in Transfer-Level English



# First Year in College: Across All Student Groups, DE Students Have Higher Transfer-Level English Success



# First Year in College: Across Racial/Ethnic Groups, DE Students Have Higher Transfer-Level English Success



# Summary: First Year in College

**Students with DE experience have an advantage in their first year of college. Yet, more work is needed to ensure all participants benefit equally once they enter.**

- DE students had higher course success, fall-to-spring retention, and transfer-level math and English success in their first year.
- Overall, the DE benefit increased over time around when *DE4EC* was implemented.
- The DE benefit was consistent across all observed student groups, but equity gaps remain *between* groups.

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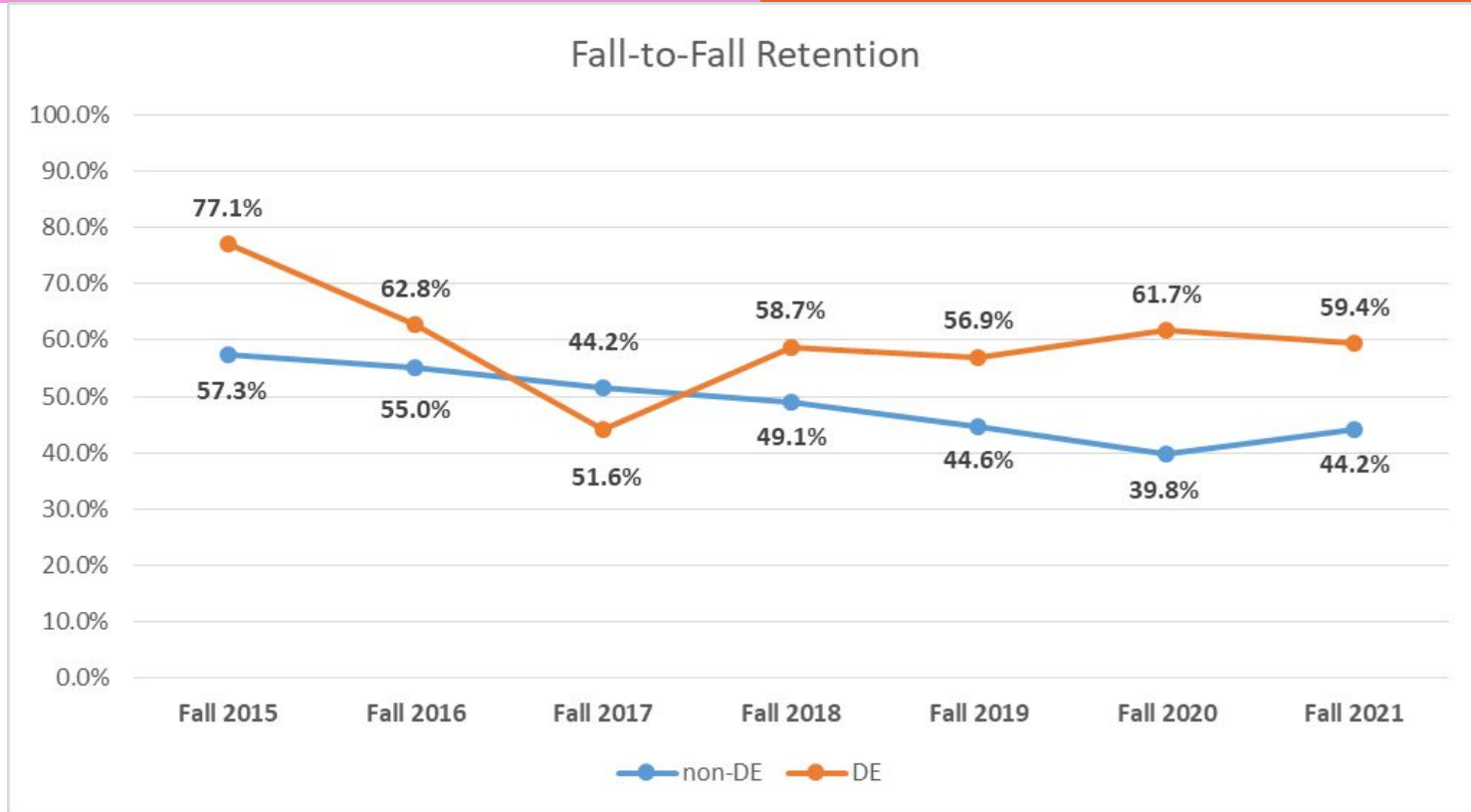
# Longer Term

Students with dual enrollment experience have stronger long-term outcomes.

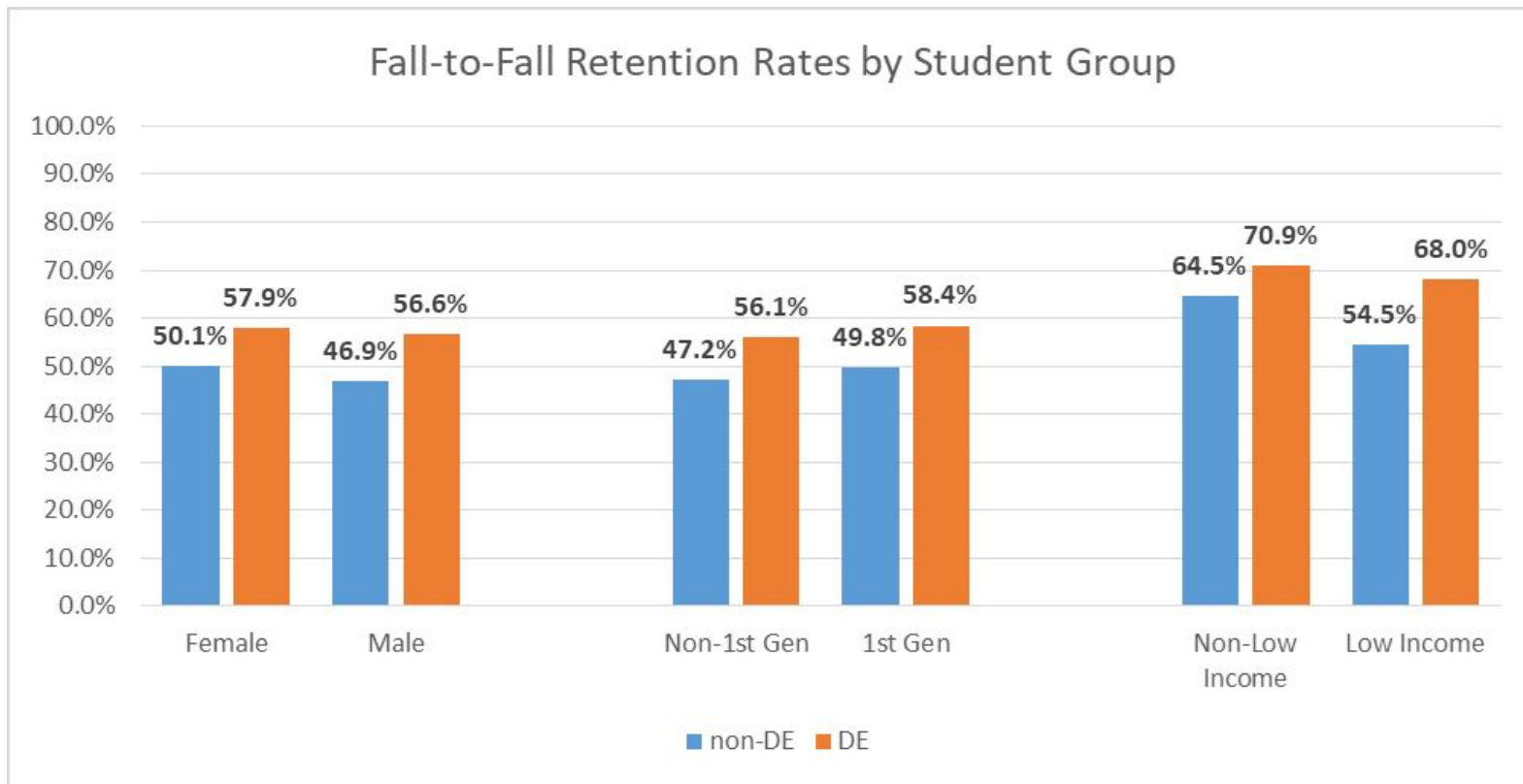
Outcomes:

- Fall-to-Fall Retention
- Proportion of Units Completed
- Completion of Transfer Requirements

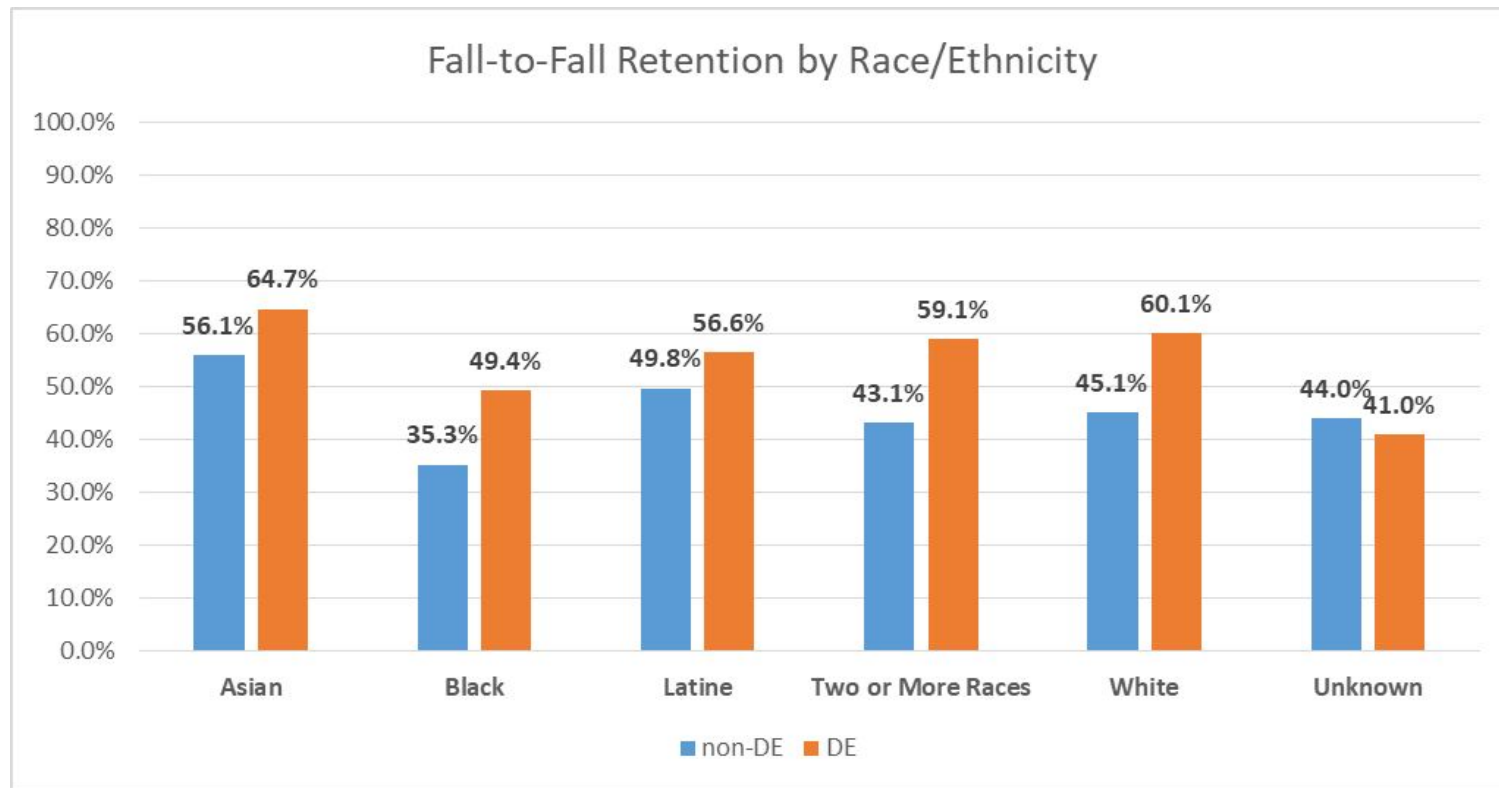
# Longer Term: DE Students Have Higher Fall-to-Fall Retention



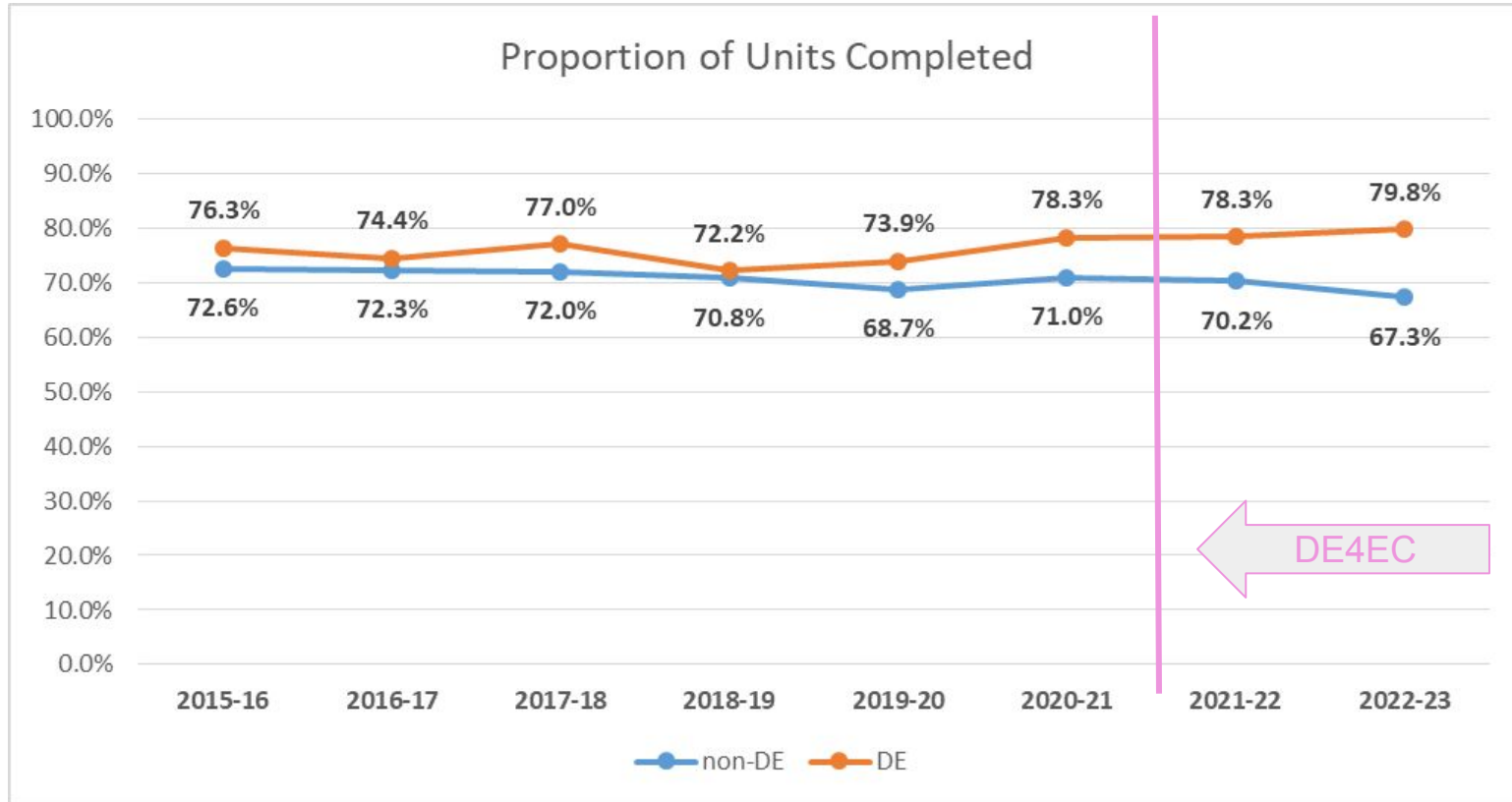
# Longer Term: Across All Student Groups, DE Students Have Higher Fall-to-Fall Retention



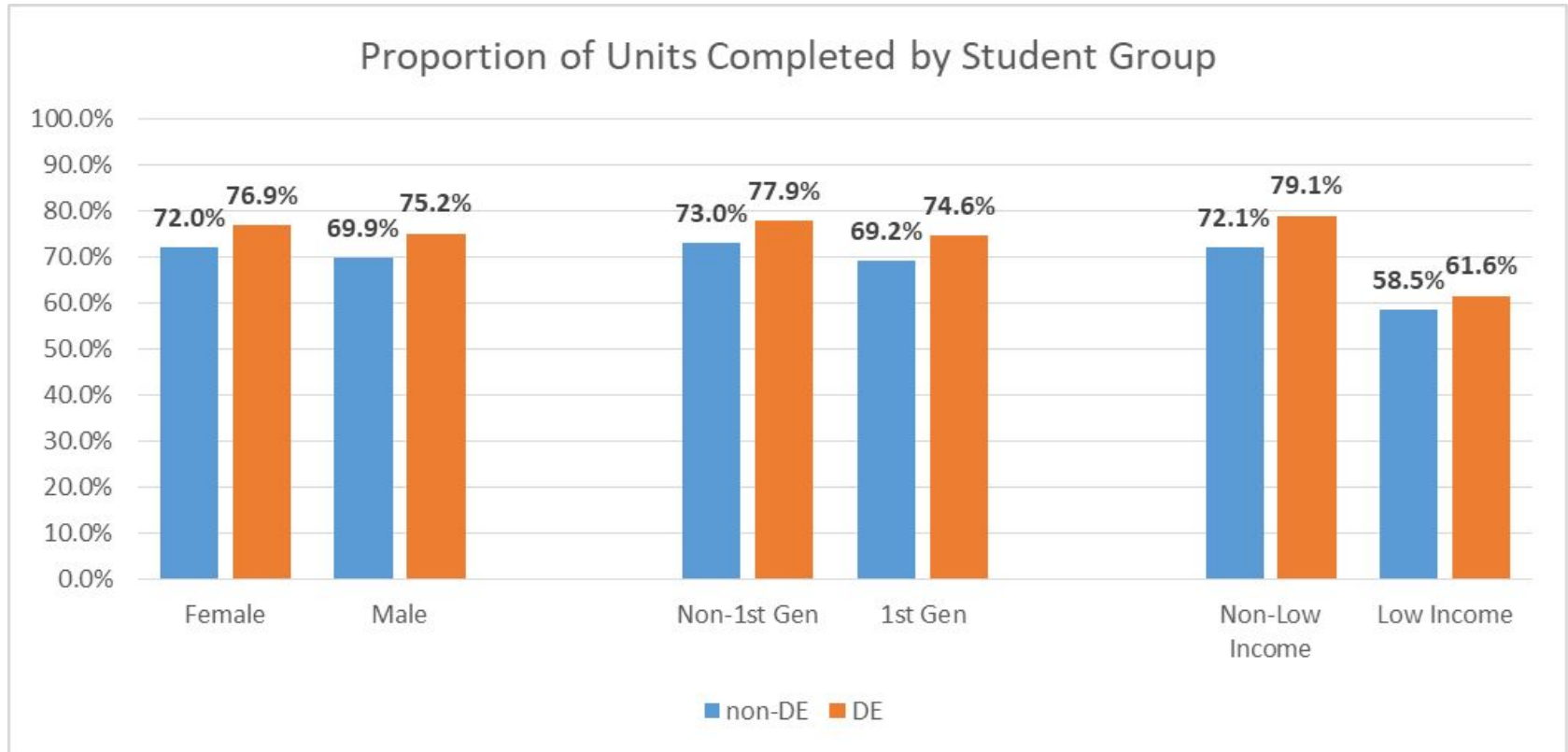
# Longer Term: Across Racial/Ethnic Groups, DE Students Have Higher Fall-to-Fall Retention



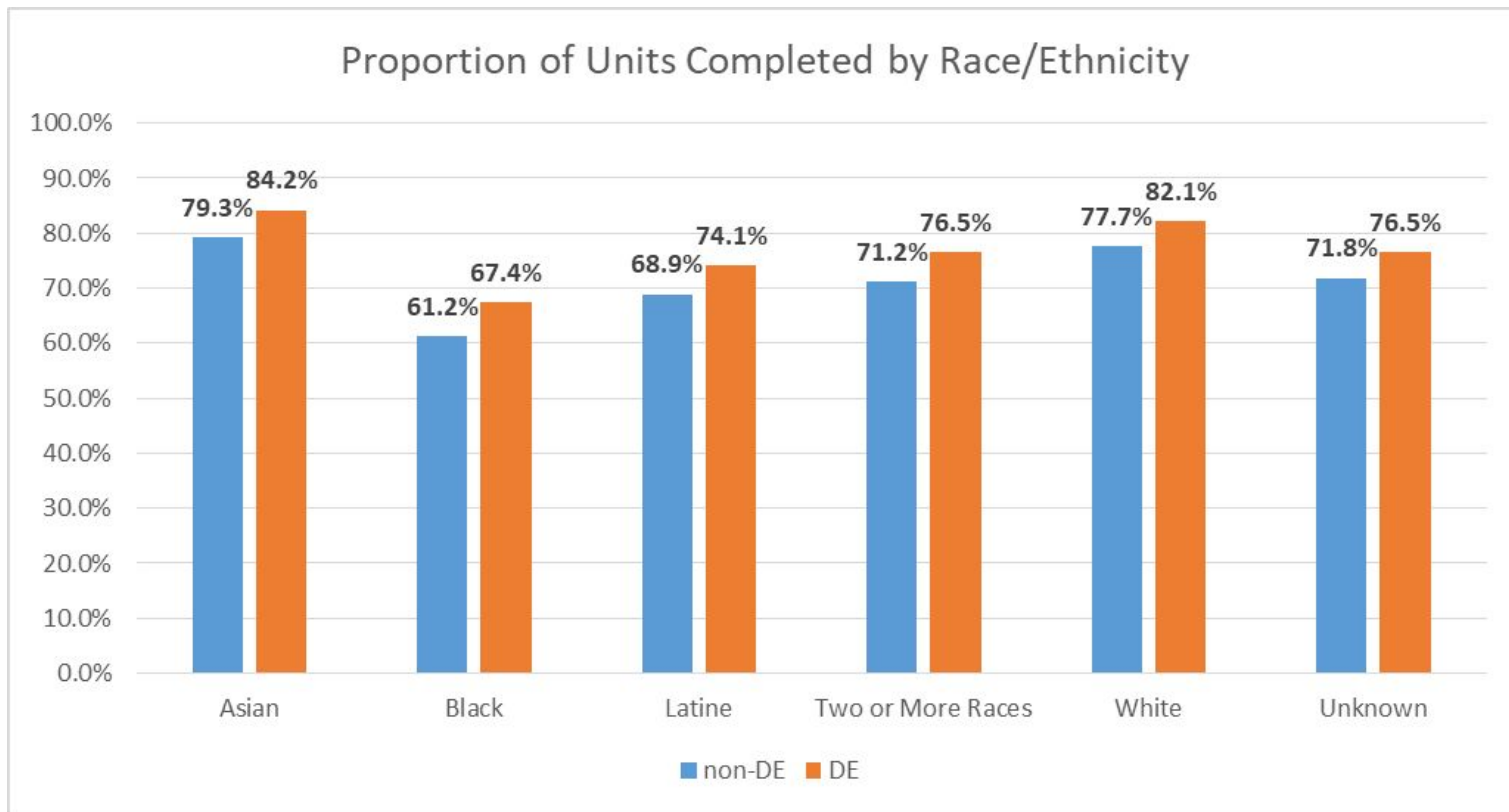
# Longer Term: DE Students Complete More Attempted Units



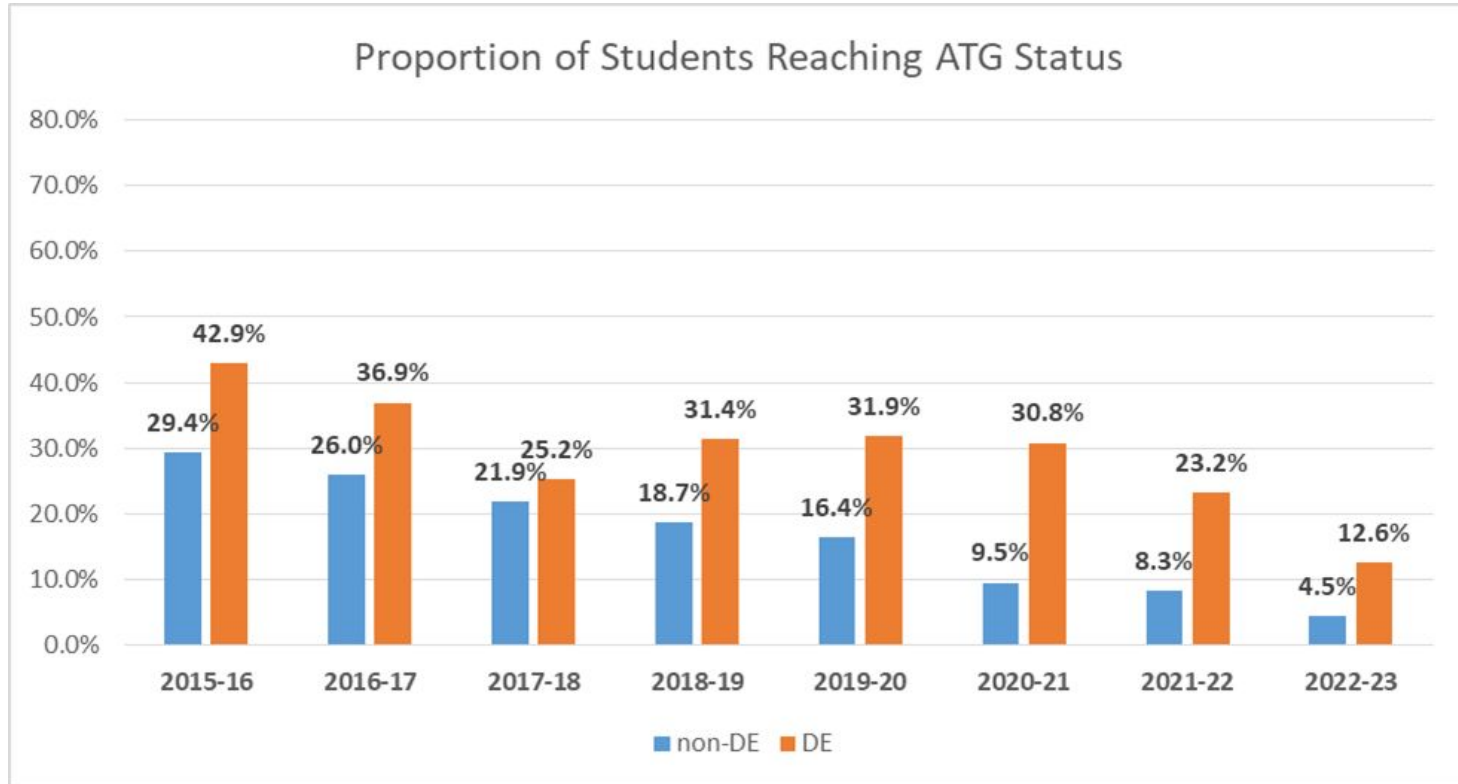
# Longer Term: Across All Student Groups, DE Students Complete More Attempted Units



# Longer Term: Across Racial/Ethnic Groups, DE Students Complete More of Attempted Units

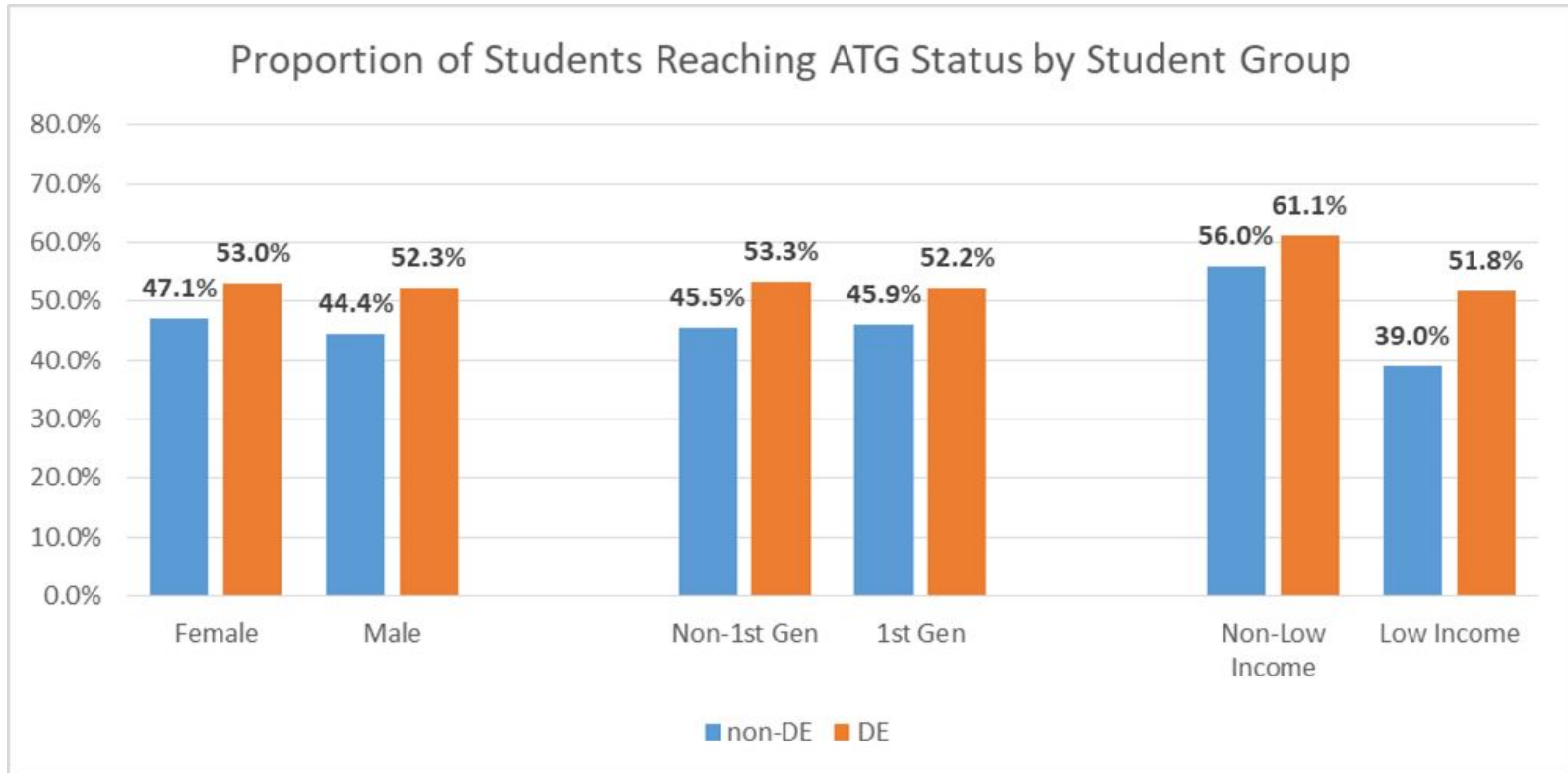


# Longer Term: DE Students Are More Likely to Be Transfer Ready and “At the Gate” (ATG)

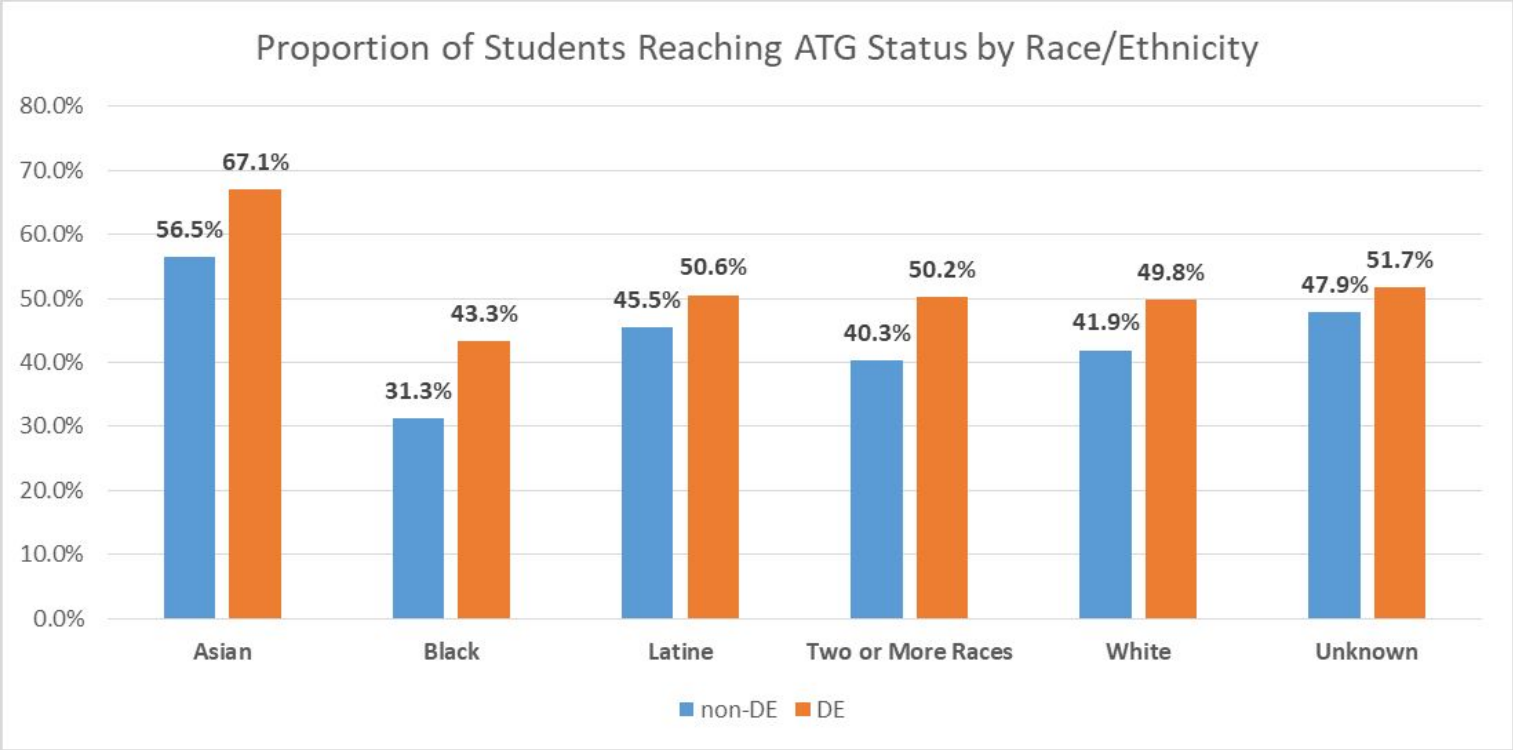




# Longer Term: Across All Student Groups, DE Students Are More Likely to Be Transfer Ready and ATG



# Longer Term: Across All Racial/Ethnic Groups, DE Students Are More Likely to Be Transfer Ready and ATG



# Summary: Longer Term

**Students with dual enrollment experience make stronger progress than their peers, reaching key milestones and preparing for transfer. Yet, equity gaps remain for certain groups, highlighting opportunities to ensure lasting positive impact.**

- Across all groups, DE students were more likely to return to college after their first year and complete a higher proportion of cumulative units over time
- While all DE students were more likely to be transfer ready and “at the gate,” Black and low-income students experienced the greatest benefit<sup>51</sup>
- Opportunity gaps remain for key metrics, such as lower satisfactory academic progress for Black and low-income students with DE experience

# Questions?

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