

Concurrent Enrollment Partnerships

Nov. 3, 2015

□ A Bridge to College Completion



“The only way the trajectory of Oklahoma’s future will be changed is if those who society suggests won’t get past high school do, in fact, continue their education and receive a degree or certificate from an institution of higher education.”

(Natalie Shirley, 2015)



10,475 students from 477 high schools
were concurrently enrolled
in Oklahoma higher education
institutions in 2014-15.

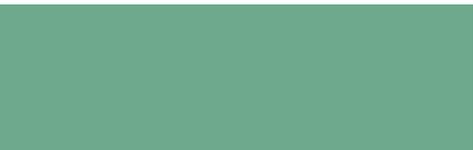
This has grown from 3,516
students in 1996-97

(OSRHE, 2015)



Demographics of 2014-15 Concurrent Students in Oklahoma (OSRHE, 2015)

White	65%		
Native American	11%		
Hispanic	6%	Female	61%
Asian	3%	Male	39%
African-American	2%		
Multiple	9%		
Other	4%		



Oklahoma concurrent students earned 82,227 credit hours in 2014-15.

These concurrent students entered Oklahoma colleges in the fall after their high school graduation at a rate of 77.8 percent.

By comparison, only 43.6 percent of the non-concurrent students from this class entered Oklahoma colleges the following fall.

(OSRHE, 2015)



“Nationally, 30% of dual enrollments
are in Career and Technical
Education courses.”

(NACEP, 2015)



Across the country, “77% of dual enrollment students are taught at secondary school locations.”

(NACEP, 2015)



“To ensure that all eligible students have equal access to dual enrollment courses, states may consider funding models that place dual enrollment tuition costs with the state or district instead of the student.”

(Education Commission of the States, 2015)



“Research shows that students who dually enroll are more likely to finish high school and succeed in postsecondary education than their peers with a similar grade point average, test scores, demographics, etc.”

(Jobs for the Future, 2012)



“Many states removing the tuition burden from dually enrolled students see larger proportions of minority and low-income students participating in dual enrollment programs.”

(Education Commission of the States, 2015)

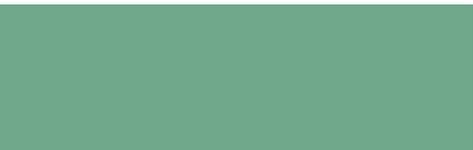


“States increasingly are taking a second look at dual enrollment policies originally enacted to serve academically oriented high-achievers and reframing these programs to broaden access to middle-achieving students in both academic and CTE courses.”

(Education Commission of the States, 2015)



Early exposure to higher learning
is key to inspiring
first-generation college students
who may not view postsecondary
education as an option.

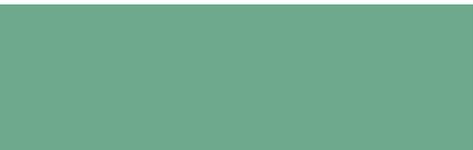


“College is one of the most important investments a student can make in their future.

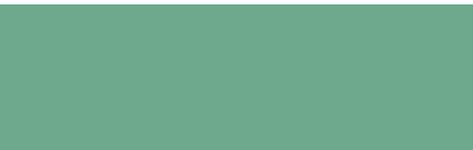
It’s also one of the most important investments our country can make in our workforce – as every one of us is acutely aware, equipping Americans with the knowledge and skills they need to compete and win in our global economy will continue to be the key to our resurgence.”

(President Obama, 2015)

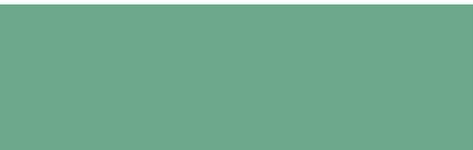
Work to make the
dream of college
real for more of
America's students.



Every American – no matter where they grew up, or how much money their parents have – deserves a quality education and a shot at success.



One of the most cost effective ways to incentivize high levels of performance is to expand access to concurrent enrollment.



State laws and policies governing concurrent enrollment vary considerably:

1/3 of Utah's high school juniors and seniors are concurrently enrolled in college courses.

Ohio provides access to college courses for all public high school students and eligible 7th and 8th graders.

Rhode Island funds dual enrollment courses at no expense to students.

Missouri juniors and seniors can earn enough college credit while still in high school to graduate with an Associates Degree.

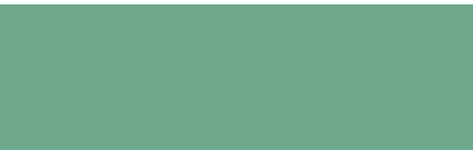
Maryland eliminates costs for students in dual-enrollment programs.

New Mexico provides a tuition waiver provided that half of all of the student's instruction is at their high school.

Tennessee ensures that all dual credit courses are transferable to all public institutions.

(Lumina, 2015)

Concurrent enrollment creates
more affordable, quality
choices for students.



“There is clear evidence that earning college credit prior to postsecondary enrollment is a predictor of college success.”

(Jobs for the Future, 2014)



“Concurrently enrolled students are nearly 50% more likely to earn a college degree within six years.”

(Jobs for the Future, 2014)

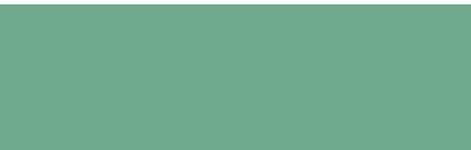


“By 2020, two-thirds of all jobs
will require
a postsecondary education.”

(Jobs for the Future, 2014)



The simple fact is that educational attainment is the most assured route to an improved standard of living.



“There is a pressing need to reduce the cost of college for students and families and concurrent enrollment not only plays a role in decreasing costs but increasing college readiness and completion.”

(NACEP, 2015)



“Through concurrent enrollment experiences, students become familiar with college expectations, academic behaviors, and habits of mind; get a head start on postsecondary education and gain academic momentum toward a degree or credential; and begin to develop a college identity.”

(Jobs for the Future, 2015)



“Dual enrollees and early college students are more likely to graduate from high school and enroll in college.”

(Struhl & Vargas, 2012)



“College students who complete college courses as dual enrollees have higher grade point averages and more credit than peers who did not participate in dual enrollment.”

(Karp, 2007)



“Students who have completed college courses as dual enrollees have higher college persistence rates, are more likely to complete an associate degree or higher within six years than non-dual enrollees, and gain momentum that helps them complete bachelor’s and advanced degrees.”

(Struhl & Vargas, 2012)



“Dual enrollees from low-income families have higher rates of college degree attainment than their non-dual enrollment peers from higher-income families.”

(Educational Evaluation and Policy Analysis, 2013)



“Early college high schools, which largely serve low-income youth and students of color, improve high school and college success rates. 93% of students graduate from high school, as compared to 78% nationally. Nearly a quarter earn associate degrees by the time they finish high school, and 94% of early college graduates earn some college credit for free, with the average graduate earning 36 college credits before graduating from high school and going on to college at higher rates than their peers nationally.”

(Jobs for the Future, 2014)



“The number of U.S. public high schools offering dual enrollment programs is growing, with 82% providing such opportunities in 2011-12.”

(Education Commission of the States, 2014)



“Academic research and state experience highlight the benefits of dual enrollment programs for improving college completion rates, particularly for minority and/or low-income students.”

(Education Commission of the States, 2014)



“Minority and/or low-income students
tend to be underrepresented in
statewide dual enrollment programs.”

(Education Commission of the States, 2014)



“The growing availability of online postsecondary classes potentially makes dual enrollment courses available to a wider audience of students without incurring the corresponding costs of a traditional course in a bricks-and-mortar classroom.”

(Education Commission of the States, 2014)



“Research shows that the longer it takes students to earn a degree, the more pitfalls and hurdles they will encounter, making it less likely that they will make progress toward completion.”

(Lumina Strategy Labs, 2015)



“A preponderance of academic research and state data underscore the benefits of dual enrollment programs, particularly for students traditionally underrepresented in higher education in the United States.”

(Education Commission of the States, 2014)



“Data suggest that dually enrolled students share the following characteristics:

More likely to meet college-readiness benchmarks

More likely to enter college, and enter shortly after high school graduation

Lower likelihood of placement into remedial English or math

Higher second-year retention rates

Higher four- and six-year college completion rates

Shorter average time to bachelor’s degree completion for those completing in six years or less”

(Commission of the States, 2014)

“Greater numbers – and a more diverse mix – of public high school students are turning to dual enrollment programs to get a head start in college, and move more quickly toward a career.

Recent research shows that taking these courses in high school can shorten time-to-degree, and potentially reduce students’ college costs.”

(Southern Regional Education Board, 2013)



“In some states, the policies that guide dual enrollment programs were established more than 30 years ago, specifically for one small group of high-achieving students who needed a more challenging curriculum. Today, dual enrollment policies in many states may need to be redesigned to ensure that a wide mix of program participants are well served and can complete college degrees more efficiently.”

(Southern Regional Education Board, 2013)

“Oklahoma lags behind other states in the number of high school students enrolled in college credit-bearing courses. It’s called concurrent enrollment, but you can’t do it without an ACT score. The studies show the kids who take concurrent enrollment finish (college) on time. It’s going to help us lift our state.”

(State Superintendent Joy Hofmeister, 2015)

“Every state wants to make education beyond high school more affordable and accessible. Several states have found that dual enrollment is a proven strategy for developing lower-cost pathways to degrees.”

(Strategy Labs, 2015)



“I think most of us believe it is imperative that we increase the number of students participating in concurrent enrollment opportunities. It will reduce the cost of postsecondary education and propel them along a pathway to completion.”

(Dr. Phyllis Hudecki, 2015)



“Concurrent enrollment is such a benefit to high school students, their families and as an introduction to higher education.”

(Natalie Shirley, 2015)

“To promote equal access to these programs, despite family resources, ECS suggests states consider funding models where the state or district picks up the tab. When districts pay, they often need to use operating expenses to cover the costs, which can be a hardship for an under-resourced district. Lean economic times can also hurt funding for higher education, making state funding for dual enrollment through community colleges uncertain. ECS suggests there is value in a shared funding model that incentivizes all partners, including K-12, higher education, and students.”

(Education Commission of the States, 2015)

