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## **The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States**

(2007. Columbia University, Community College Research Center)

In this comprehensive study researchers from the Community College Research Center at Columbia University examined the records of more than 300,000 dual enrollment students in Florida and New York. They found that students who took dual enrollment courses in high school were more likely to

- Graduate from high school,
- Enroll in college,
- Start college in a 4-year institution,
- Enroll in college fulltime and
- Stay in college at least two years.

Three years after high school graduation, students who had participated in dual enrollment courses in high school had earned higher college GPAs and more postsecondary credits than their peers.

In, addition, at the state and local levels, studies from New York City and Florida show promising results, but these also are not definitive.<sup>11</sup> An evaluation of the Early College High School Initiative has limited data on student outcomes, although it finds high student attendance rates (mean of 94 percent) for Early College students. Students and teachers also reported a positive learning environment and college-going culture.<sup>12</sup>

The Community College Research Center recently released a study that examines the influence of dual enrollment program participation on CTE and non-CTE students in Florida and on CTE students in New York City while controlling for student and school characteristics.<sup>13</sup> In Florida, for both the full sample and the CTE sub-sample, dual enrollment participation was positively related to the following outcomes:

- Students' likelihood of earning a high school diploma
- College enrollment and full-time college enrollment
- Persistence to the second semester of college
- Higher GPA one year after high school graduation
- Persistence in college two years after high school graduation
- More credits earned three years after high school graduation

In New York City, dual enrollment participation was positively related to:

- Pursuit of a bachelor's degree
- Higher first-semester GPA
- More credits earned 3.5 years after high school graduation

In New York City, additional positive outcome variables were associated with dual enrollment participation when the student took two or more college courses. Finally, in Florida, the positive association between dual enrollment participation and postsecondary outcomes is particularly strong for groups who are struggling in postsecondary education, especially males and low-income students.

Michalowski, S. (2007), *Positive effects associated with College Now participation*, retrieved October 5, 2007, from <http://web.cuny.edu/academics/CUNYPublicSchoolPrograms/databook/library/cnparticipation/positive917.pdf>, and see Skadberg, I. (2005), *Quantitative data analysis of the CUNY College Now program, 2001–2003*, City University of New York, Office of Academic Affairs. See also Florida Department of Education (2004), *Impact of dual enrollment on high performing students*, Data Trend #26, Tallahassee, FL: Author, retrieved October 5, 2007, from [http://www.fldoe.org/cc/OSAS/DataTrendsResearch/Data\\_Trends.asp](http://www.fldoe.org/cc/OSAS/DataTrendsResearch/Data_Trends.asp).

American Institutes for Research and SRI International (2007), *Evaluation of the Early College High School Initiative: Select topics on implementation*, retrieved April 23, 2008, from [http://www.earlycolleges.org/Downloads/ECHSI\\_Synth%20Report2007.pdf](http://www.earlycolleges.org/Downloads/ECHSI_Synth%20Report2007.pdf). Lerner, J. & Brand, B. (2006), *The college ladder: Linking secondary and postsecondary education for success for all students*, Washington DC: American Youth Policy Forum, and see Bailey, T., & Karp, M. M. (2003), *Promoting college access and success: A review of credit-based transition programs*, Washington, DC: U.S. Department of Education. Both cited in Dual Enrollment Policies and Practices: *Earning College Credit in California High Schools*, Community College Research Center, Teachers College, Columbia University, Joanne Wang Golann and Ketherine L. Hughes, August 2008.