AGENDA

1. A Brief Introduction to Dual Enrollment
2. Review of Literature
3. Purpose of Study & Limitations
4. Sites & Participants
5. Method/Protocol
6. Findings & Discussion
7. Implications & Recommendations
8. Future Research & Resources
9. References & Acknowledgements
WHAT IS DUAL ENROLLMENT?

High school students who are taking college coursework and receiving high school and college credit

Courses can be delivered either on a college campus or a high school campus. They can be taught by college faculty or qualified high school teachers

Course offerings and structures vary (individual versus cohort)
Early College High School (ECHS)

“Targeted at students who are underrepresented in college, these schools are most frequently located on college campuses and are intended to provide students with 2 years of college credit upon graduation from high school.” (Edmunds, Bernstein, Glennie, Willse, Arshavsky, Unlu, Bartz, Silberman, Scales, & Dallas, 2010)

There are components of dual enrollment utilized with Early College High School models, but the ECHS are not focused on dual enrollment alone.
DUAL ENROLLMENT IN THE NATIONAL CONTEXT

• Dual Enrollment has multiple names: dual enrollment, concurrent enrollment, dual credit\(^2\)

• Many institutions in the US are now offering some form of Dual Enrollment\(^2\)
  • In 2010-2011, over 1.4 million high school students took college courses

• Different models of dual enrollment courses exist throughout the nation.
  • Taught on a high school campus by a college professor
  • Taught on a college campus by a college professor
  • Taught on a high school campus by a qualified high school teacher

• Dual Enrollment courses can be funded independently, by the student, or through institutions\(^{11}\)

• The California Dashboard now considers dual enrollment an indicator of college readiness\(^3\)
CHALLENGES

- Transferability and articulation\(^{13}\)
- Uneven infrastructure & implementation\(^{14}\)
- Cross-sector partnerships\(^{13}\)
- Incongruence of academic expectations\(^{15}\)
- Students are not eligible for financial aid\(^{16}\)
- Lack of services provided in the K-12 setting, such as transportation and food (i.e., free/reduced lunch offerings)
FUNDING

- **Grant funding:** college partner(s) secure funds and collaborate with college(s) to offer course(s) (e.g., MSTI funds)

- **Unified School District funds:** provided per cohort, typically using LCAP funds (e.g., California State University Long Beach Ethnic Studies program)

- **Student/Parent Funds:** students pay full-cost of tuition

- Some states have funding measures in place (i.e., California Community Colleges receive **apportionment dollars**
LITERATURE

Enhances skills to prepare students for college\textsuperscript{6, 7}

Increased post-secondary access, particularly for first-generation students\textsuperscript{4, 9}

Increased GPA at completion of first year of college\textsuperscript{5, 7}

Increased college readiness and rates of college degree attainment\textsuperscript{5}

The location of classes impacts perception of college readiness\textsuperscript{8}

Role rehearsal, practicing appropriate college behaviors, and having a better understanding of how high schools and colleges differ structurally may contribute to college readiness\textsuperscript{8}
DISCUSS & SHARE

DISCUSSION (5 MINUTES)

• What do you know about and/or what experiences have you had with dual enrollment?
• What types of experiences do you think students might have in these courses? What considerations need to be made when implementing this type of program?
• How can dual enrollment benefit students?
• How can dual enrollment increase access to college?

SHARE OUT (5 MINUTES)
To understand student experiences in a dual enrollment Ethnic Studies course in order to improve student support and success.
CALIFORNIA STATE UNIVERSITY LONG BEACH

Four-year comprehensive doctorate granting university with 63 academic programs

Fall 2017 Applicants

- 35.1% Parent Graduated College
- 20.6% Parent Attended Some College
- 35.3% First-Generation to Attend College

Undergraduates 31,351

- Full Time Enrolled 85%
- Men 43%
- Women 57%
- Underrepresented Minorities 51%

Race and Ethnicity

- Nonresident aliens 42%
- Hispanic/Latino 17%
- Black/African American 4%
- White 3%
- American Indian/Alaska Native 7%
- Asian 5%
- Native Hawaiian/Pacific Islander 3%

Applicants

- 35.1% Parent Graduated College

Parem Graduated College 20.6%

Parem Attended Some College 35.3%

First-Generation to Attend College 42%

Women 57%

Men 43%

Underrepresented Minorities 51%
**ETHNIC STUDIES INITIATIVE**

Partnerships between: (1) California State University Long Beach and three local school districts and (2) different ethnic studies departments within California State University Long Beach

Students have the opportunity to earn college credit by taking college ethnic studies courses while completing their high school degree

Duration: 15 weeks (i.e., one semester)  
Cost for students: free, includes textbook

Courses include: U.S. Diversity and the Ethnic Experience (survey course) as well as courses specific to Native American, African American, Chicano/Latino, and Asian American cultures
ETHNIC STUDIES COURSES

• Classes were held every Saturday morning from 9 AM -12 PM

• Located on high school campuses, taught by California State University Long Beach instructors

• At the end of each semester students participated in an Ethnic Studies Conference at California State University Long Beach
  • Students come together as a community
  • Given the opportunity to share research projects from their coursework
WHY ETHNIC STUDIES?

• Ethnic Studies is centered around knowledge and perspectives of an ethnic or racial group. It reflects on the narratives and points of view rooted in both lived experiences and intellectual scholarship of those groups.¹⁷

• Growing body of literature, based on qualitative and quantitative data, shows the benefits of ethnic studies courses. Students who take ethnic studies courses in high school have:
  • Higher GPAs¹⁸
  • Lower attrition rates¹⁸
  • A feeling of connecting with their own cultural history and “filling in the blanks” of their own family histories ¹⁹, ¹⁷

• AB-2016: High School Ethnic Studies Curriculum Bill
METHODS

Attendace at mandatory Ethnic Studies Conference at end of semester

One hour voluntary focus group

Focus Groups were recorded, transcribed verbatim, and coded for themes

Participants were compensated with a $10 Starbucks giftcard

FALL 2016
3 groups
N=30

FALL 2017
4 groups
N=71

SPRING 2018
2 groups
N=29

TOTAL
N = 130
METHODS: RECRUITMENT

• This study was a longitudinal qualitative study, data was collected over the course of three semesters.

• To collect data, focus groups took place at the end of each semester at the mandatory Ethnic Studies Conference.

• Students were given a chance to sign up for one of our focus groups.

• Participation in the focus groups was voluntary and students self-selected to participate.

• Each participant was compensated with a $10 Starbucks gift card.
METHODS: INTERVIEW PROTOCOL

- Qualitative data was collected to allow for both freedom of response and to capture participants’ voices in ways that documents do not.

- Focus groups were based on a fourteen-item interview protocol

- Questions related to student experiences with navigation of and preparation for the course, their reflections, motivation and support

- Students also completed a five-item demographic survey
PARTICIPANTS: SCHOOL DISTRICTS
The ethnic studies initiative serves three districts. Students from each of these districts participated in the focus groups.

<table>
<thead>
<tr>
<th>Description</th>
<th>Long Beach Unified (LBUSD)(^{11})</th>
<th>Norwalk-La Mirada Unified (NLMUSD)(^{12})</th>
<th>El Rancho Unified (ERUSD)(^{10})</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Total</td>
<td>76,428</td>
<td>18,374</td>
<td>8,754</td>
</tr>
<tr>
<td>Students who Qualify for Free or Reduced Meals</td>
<td>69.1%</td>
<td>69.4%</td>
<td>73.3%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>20.6%</td>
<td>17.7%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Graduates Meeting CSU/UC Requirements</td>
<td>42.3%</td>
<td>35.3%</td>
<td>39.7%</td>
</tr>
<tr>
<td>Number of High Schools</td>
<td>14</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>
PARTICIPANTS: SCHOOL DISTRICTS

• Of the students that participated in the focus groups:
  • 4% were from El Rancho Unified School District (ERUSD)
  • 4% were from Norwalk-La Mirada Unified School District (NLMUSD)
  • 92% were from Long Beach Unified School District
PARTICIPANTS: STUDENTS, GRADE LEVELS

Percentage of Students

Grade Level

Fall 2016

Fall 2017
PARTICIPANTS: STUDENTS, DUAL ENROLLMENT CLASSES TAKEN

<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall 2016: 80%</td>
</tr>
<tr>
<td>2</td>
<td>Fall 2016: 10%</td>
</tr>
<tr>
<td>3</td>
<td>Fall 2017: 5%</td>
</tr>
<tr>
<td>4+</td>
<td>Fall 2017: 10%</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Fall 2016: 80% of students took 1 class, 10% took 2 classes, 5% took 3 classes, and 10% took 4+ classes.

Fall 2017: 10% of students took 2 classes, and 5% took 3 classes, with 10% opting for 4+ classes.
PARTICIPANTS: STUDENTS, EXPECTED GRADE

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>B or Higher</td>
<td>90</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>C</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Expected Grade
“Teachers make college sound so hard! ‘Cause they make AP classes so hard and then you get into this class and it’s like, the actual college class, and it’s nothing like an AP class.”

“It made me realize that you know, I can’t always rely on the teacher and at the end of the day, if I want to learn it, I have to sit down and make myself learn it.”
“Knowing that you’re going to be first generation to go to college”

“Personally, I thought it would look great on college applications and it gives me a great opportunity to really discover myself, and my background”

“It’s an all-around win-win. Like you get credit, you get knowledge. Like, I’m first generation here, both of my parents are immigrants so this really gives me a chance to learn, and not only about myself, but about others, just like we were saying earlier”
“I know they don’t like me being out on Saturdays either because I do most of the housework so they got, I got no support, but when I did get support it was mostly like “Did you do it, did you do your homework? Good job.”

“It was hard for me because I have work on Friday night, and I get off at ten, and I get out of bed at six because it’s early so, and then from there, from the ethnic studies, I go to work and then I just have Monday and Tuesday to do my homework for the ethnic studies.”
OUTCOMES

Increased Confidence & Role Rehearsal
• “I thought this class was going to be really hard, but when I went into it, it was fun. I actually did want to get up on Saturdays and go, so I’m hoping to take it next year, another one.”
• “You guys made it so—like brought my expectations down another level to where I’m like, oh yeah, I can take that! You want me to take that class, I can take it!”

Personal Growth
• “I think we’re all just more understanding and sympathetic people, we have empathy and we can relate and it just let us see outside of ourselves too, like relate the struggles of one group to another and like see how we’re all sort of fitting together”
• “Sometimes at home when me and my family talk about it, um, I get some of the insight on their past and I could relate it to the course material and it’s kind of like eye opening, like wow, it’s cool.”
“Make it clear on how the thing works. I’m still kind of confused on how to access my grades, like I don’t know what my grade is in the class, so I’d like it to be more clear about that.”

“I feel like it should be more of a college setting on the actual college campus to give you more of a feeling that you’re actually at college for a college course.”

“We didn’t get any information from our counselor, all we got was an email from Long Beach State telling us when it was and we got a few of it from our teacher.”
The majority of students expected to earn at least an 80% in the course. Students feel more confident about possibilities for success in a college class in general. Dual Enrollment aides in increasing academic confidence.

Students began to recognize the incongruence of academic expectations, and yet, realized they had to take charge of their own learning as well. These realizations increased their own self-awareness and self-advocacy, which is a critical component of college navigational skills.

They also realized the time management required to anticipate the workload necessary to be successful in college.

(Karp et al, 2007; An, 2015; and An. B.P & Taylor J.L., 2015)
DISCUSSION

Students feel the **courses are valuable** and should be more easily accessible. They feel there is **not enough advertising and school support** of the program directly to students. Implementation and infrastructure is important. *(Piontek, Kannapel, Flory, Stewart, 2016)*
Content of this particular course is important. Ethnic studies material makes students cognizant of social issues and more empathetic as citizens. Students reported feeling that the content teaches them "their own history" and fills in the blanks on their own family experiences. (Vasquez, 2005)
LIMITATIONS

Focus groups did not control for repeat participants

Focus groups were voluntary, thus limited to those who self-selected to participate

Focus groups did not control for number of students from each district

This study focuses only on the ethnic studies course offered. It does not include data from students who took classes in other areas of study
IMPLICATIONS

- Institutions must carefully consider infrastructure and implementation when building cross-sector partnerships to offer dual enrollment.

- Institutions need to help “onboard” students who are considering or enrolling in dual enrollment courses.

- Specific to ethnic studies curriculum, need to increase access for students.
RECOMMENDATIONS

• Institutions who build cross-sector partnerships to offer dual enrollment curriculum to local high school area must plan for and anticipate infrastructure and implementation requirements, including unique “cross-institutional bridges” that must be built – for both academic and institutional components.

• Institutions can help “onboard” students in dual enrollment courses by facilitating college navigational skills, removing barriers such as transportation or costs, and providing academic support.

• Specific to ethnic studies, AB - 2016: Pupil Instruction - Ethnic Studies is slated to increase access for students to this specific curriculum.

• Further disseminate this information to key stakeholders such as K-12 counselors, administrators, and higher education faculty, administrators, and teacher prep program staff.
FUTURE RESEARCH

- The outcomes students who enrolled in dual enrollment courses once they reach college
  - Specifically looking at efficacy, confidence and academic success
- Who has access to and participates in dual enrollment courses
- Ethnic studies curriculum and Culturally Relevant Pedagogy, particularly when offered as a dual enrollment course
# Bridging The Gap: Dual Enrollment Services

<table>
<thead>
<tr>
<th>Long Beach Unified School District</th>
<th>Long Beach City College</th>
<th>California State University, Long Beach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existing Programs and Services</strong></td>
<td><strong>Identified Gaps in Services</strong></td>
<td><strong>Recommended Services and Materials</strong></td>
</tr>
<tr>
<td>Advertised via counselor communication, School Loop, and some flyers</td>
<td>Lunch information sessions ✓</td>
<td>Standardized recruitment efforts ✓</td>
</tr>
<tr>
<td>Information about CSULB ethnic studies courses on website</td>
<td>Multiple means of advertisement ✓</td>
<td>Joint informational booklet ✓</td>
</tr>
<tr>
<td>Information Sessions</td>
<td>Lunch tabling ✓</td>
<td>Pre-survey to assess student needs ✓</td>
</tr>
<tr>
<td>Early College Pathway Partnership (cohorted program) ✓</td>
<td>Student orientation ✓</td>
<td>Interventions based on needs ✓</td>
</tr>
<tr>
<td>Independent courses ✓</td>
<td>Cross training of counselors ✓</td>
<td>Cross training of counselors ✓</td>
</tr>
<tr>
<td>Information sessions ✓</td>
<td>Student access to technology ✓</td>
<td>Student evaluations ✓</td>
</tr>
<tr>
<td>Access to all counseling services ✓</td>
<td>Institutional Data Sharing ✓</td>
<td>General dual enrollment handbook ✓</td>
</tr>
<tr>
<td>Dedicated mentoring coordinator ✓</td>
<td>Coordinated marketing/recruitment ✓</td>
<td>Joint informational booklet ✓</td>
</tr>
<tr>
<td>Ethnic studies courses ✓</td>
<td>Joint student information sessions ✓</td>
<td>Faculty professional development ✓</td>
</tr>
<tr>
<td>Math 103 ✓</td>
<td>Institution specific information sessions for students and parents ✓</td>
<td>Orientation on CSULB specific resources and requirements ✓</td>
</tr>
<tr>
<td>Young Scholars Program ✓</td>
<td>Faculty orientation ✓</td>
<td>Faculty professional development ✓</td>
</tr>
<tr>
<td>Access to Career Development Center and Library ✓</td>
<td>Enrolled student orientation ✓</td>
<td>Institution fact sheet for counselors ✓</td>
</tr>
<tr>
<td></td>
<td>Mid-semester check-ins ✓</td>
<td></td>
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</tbody>
</table>

**Type of Activity**
- Courses Offered
- Recruitment
- Student Preparation
- Faculty and Staff Preparation
- Active Enrollment
- Grant Completed Activity

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**Long Beach College Promise**

- Web page on dual enrollment with institution links
RESOURCES

National Alliance of Concurrent Educational Partnerships (NACEP)
www.nacep.org

Career Ladders Project
www.careerladdersproject.org

Ed Insights Center
www.edinsightscenter.org
James Irvine Foundation
Dr. Simon Kim & Dr. Anna Ortiz
Dr. Diliana Peregrina-Kretz
Paige Henley, Nick Bravo
QUESTIONS?
REFERENCES


REFERENCES


REFERENCES


1Peregrina-Kretz, D. & Henley, P. (2017) Long Beach College Promise White Paper on Dual Enrollment

