

## Summary

### *What Happens to Students Who Take Community College “Dual Enrollment” Courses in High School?*

The report found that students who enrolled in a community college course while in high school were more likely to continue onto college after they graduated high school. They evaluated every state to see how they did.

Some of the findings are as follows:

- Among former dual enrollment students who started at community college after high school, 46 percent earned a college credential within five years.
- Nearly half of former community college dual enrollment students first attended a community college immediately after high school, and 84 percent of those students reenrolled at the college where they had taken dual enrollment courses.
- Among former community college dual enrollment students who started at a four-year college after high school, 64 percent completed a college credential within five years. Other research has found the same completion rate among students entering four-year institutions nationally after high school, but within *six* years.
- The report found substantial gaps in college success between lower income former dual enrollment students and those from higher income families. For students who entered a four-year college after high school there were 23 states with gaps of 10 or more percentage points. In New Jersey, Kansas, Ohio, California, and Texas, the gaps were 20 percentage points or more.

The report offered some recommendations to colleges to better help former dual enrollment students:

- Encourage colleges and states to monitor dual enrollment students, both while they are in high school and after they graduate, using the measures and results presented in this report to benchmark their performance nationally and by state.
- Colleges need to partner with high schools to investigate the reasons for the gaps in college access and completion between lower and higher income students and find ways to close them.
- Colleges can begin by running analyses using the outcome measures presented in this analysis, and they can merge NSC data with their own student records to further disaggregate outcome data by income, race/ethnicity, and other student characteristics of interest.