IMPROVING STUDENT TRANSITION FROM HIGH SCHOOL TO COLLEGE: TACKLING DUAL ENROLLMENT, IMPROVED ACADEMIC PLACEMENT, AND WORK-BASED LEARNING

Presentation to the SSSC Conference
October 9, 2015

Kris Palmer, Mina Dadgar, Katherine Bergman – Career Ladders Project
Tram Vo-Kumamoto - Berkeley City College
Rachel Antrobus - Merritt College
Karen Engle, Lasana Hotep, Nathan Pellegrin - Peralta Community College District
John Hetts – EdResults
Beth Kay – Foundation for California Community Colleges
COMPREHENSIVE PROGRAMS OF STUDY and COLLEGE PATHWAYS

• Greater structure and sequence - pathways can offer a comprehensive structure plus a strategic process for reform.

• Eased HS to College transitions – with exposure to college thru early college credit, improved academic placement

• Integrated instruction with challenging *academics* emphasizing real world applications. 9-14 faculty collaboration.

• Student supports—academic, social-emotional, college and career guidance, early matric. Counselor/faculty collaboration.

• A systemic approach to *work-based learning* - meet industry standards; integrated/aligned with program of study; students gain exposure, exploration, experience, focus, income.
## High Quality Pathways for All

<table>
<thead>
<tr>
<th>Systemic Intervention</th>
<th>PK-8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure &amp; Sequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work-Based Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Outcomes

- **HS Success & Completion**
- **College Access & Enrollment**
- **College Success & Completion**
- **Employment in Chosen Career**

**ConnectEd**
The California Center for College and Career

**Career Ladders Project**
Fostering Educational and Career Advancement for Californians
Early College Credit
WHAT IS DUAL ENROLLMENT?

HS Students take college rather than high school courses with college level content and get credit for high school AND college simultaneously.

DE programs vary widely in terms of:

- How many and what college courses they offer
- Where the courses take place (on college or HS campus)
- Who teaches (college faculty or high school teachers who qualify as college adjuncts)
DUAL ENROLLMENT BASICS

Current regulations:
Both the high school and the college can claim apportionment for students attending both, even if offered at the high school, if the student attends at least 240 minutes non-college instruction.
Apportionment possible if:
- Class advertised to the general public
- Class open to the general public

“. . . the class shall not be held during the time the campus is closed to the general public, as defined by the governing board of the school district. . .”
<table>
<thead>
<tr>
<th>BENEFITS</th>
<th>DRAWBACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>+College credit for HS students</td>
<td>For Dual Enrollment courses offered at the high school site:</td>
</tr>
<tr>
<td>+Better than AP – college transcript, meets college requirements (OUSD</td>
<td>-More courses available, may compete/conflict with A-G</td>
</tr>
<tr>
<td>data 41% AP vs 93% DE)</td>
<td>-College teachers need to teach at high school campus, if no qualified</td>
</tr>
<tr>
<td>+Student transcripts for both high school and college are generated</td>
<td>HS and they may not have experience teaching younger students</td>
</tr>
<tr>
<td>(no waiting eg. articulation)</td>
<td>-Need to market to HS students to fill sections</td>
</tr>
<tr>
<td>+No fees for students</td>
<td>-Students cannot “opt out” of grading; grades transcripted and permanent</td>
</tr>
<tr>
<td>+Possible to create cohort (career) pathway programs</td>
<td>college record is produced</td>
</tr>
<tr>
<td>+Student tracking possible, including instructor impact</td>
<td>For Dual Enrollment courses offered at the college site:</td>
</tr>
<tr>
<td>+May be offered on the college campus (Middle College High School) or</td>
<td>-HS students need to attend at college location which requires</td>
</tr>
<tr>
<td>at the high school site</td>
<td>transportation and other on-site support</td>
</tr>
<tr>
<td>+College can college FTES</td>
<td>-If not a cohort model, HS students in class with a larger number of</td>
</tr>
<tr>
<td>+High School can collect ADA (above 240 mins)</td>
<td>older students which can be a challenge for first time, younger college</td>
</tr>
<tr>
<td>+High School instructor may teach course and become an adjunct, if</td>
<td>goers</td>
</tr>
<tr>
<td>minimally qualified</td>
<td>-Students cannot “opt out” of grading; grades transcripted and a</td>
</tr>
<tr>
<td>+Creates a “pipeline” of students and enrollment for the CC</td>
<td>permanent college record is produced</td>
</tr>
</tbody>
</table>
One study (2008-2011) involving 3,000 students enrolled in career-focused DE courses at 8 sites across CA. Found that of those students who engaged in dual enrollment:

- 60% students of color
- 40% living in non-English speaking households

Participating students—compared to similar students not enrolled in dual enrollment—overall, had better academic outcomes:

- More likely to graduate from HS
- More likely to transition to a 4 year college
- More likely to persist in postsecondary education
- Less likely to take basic skills courses in college
- Accumulate more college credits
SO WHY DO IT?

- Research shows major benefits for students (esp. first generation, students of color)
- Develops a local education “pipeline” of college-ready high school students to enter local college system
- Leverages the strengths of both K12 and College partner to create a new benefit the community
- With the right “business model” it’s a SUSTAINABLE option to developing early college credit
- When it works, it really works!
<table>
<thead>
<tr>
<th>KEY CONSIDERATIONS</th>
<th>DUAL ENROLLMENT</th>
<th>CONCURRENT ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding</td>
<td>FTES: Program costs and revenue is shared between K12 and College</td>
<td>FTES: No revenue is shared</td>
</tr>
<tr>
<td>Students</td>
<td>Pathway students are in a cohort and access courses as part of a sequence</td>
<td>Students access courses individually and are not embedded within a pathway</td>
</tr>
<tr>
<td>Scheduling</td>
<td>Courses are offered within the school day after min attendance is met (typically 240 mins)</td>
<td>Students typically attend courses in the evening or weekends</td>
</tr>
<tr>
<td>Location</td>
<td>On High School site and College (in later grades)</td>
<td>On College campus or wherever courses are offered by College</td>
</tr>
</tbody>
</table>
Improving High School to College Transition by Improving Placement
About two thirds of all CC students in CA and nationally enroll in one or more remedial courses. (BPS 2003-2004 cohort; CCCO 2009)

Only 33% assigned to math and 46% assigned to English complete the remedial sequence. (Bailey, Jeong & Cho 2008).

Enrolling in remedial courses negatively affects student’s chances of earning a credential. (Dadgar 2012; Martorell & McFarlin 2011; Scott-Clayton & Rodriguez 2012)
Remedial Placement Rates by Race

I got placed in the wrong class. It was too easy for me.
I got my test results and I cried.

It was going to take me years to get through math alone.

I thought to myself—

Will I ever graduate from community college?

Can We Improve Placement Accuracy?

- In mathematics 1 in 4 students are severely misplaced; in English 1 in 3 are severely misplaced. (Scott Clayton 2012; Belfield and Crosta 2012; Scott-Clayton, Crosta & Belfield 2012).

- Being placed too low is 5-6 times more common that being placed too high. (Scott Clayton 2012; Belfield and Crosta 2012; Scott-Clayton, Crosta & Belfield 2012)

- Using GPA and course grades can substantially reduce placement errors.

- GPA alone instead of the tests cut placement error by half in North Carolina and in Alaska. (Crosta and Belfield (2012; Hodara forthcoming)

- Success in Math and English Courses also helpful (Scott-Clayton et al 2012; Bahr et al 2014)
<table>
<thead>
<tr>
<th>MEASURE</th>
<th>Predictive of College Success</th>
<th>Aligned with HS curricula</th>
<th>Consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized Assessments (ACCUPLACER/ COMPASS)</td>
<td></td>
<td></td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>High School GPA</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td><em>Long Beach City College</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>CA Pilots</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>North Carolina</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Massachusetts</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math/English courses and grades</td>
<td>✓ ✓</td>
<td>✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td><em>Long Beach City College</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>CA pilots</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Massachusetts</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smarter Balanced Assessments</td>
<td>Unknown</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td><em>Washington State</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
North Carolina

No recent high school GPA

Passed 4 math courses including one class beyond Algebra 2?

No

Yes

No ACT/SAT score

Takes ACT/SAT and meets cut score?

No

Yes

Unweighted GPA of 2.6 or above?

No

Yes

Takes placement test and meets cut score?

No

Yes

Credit-bearing course

Developmental education

Bracco, Dadgar & Finklestein 2013
Improving Placement: Process Steps

**Determine criteria for placement**
This will dictate what data is needed to transfer.

**Obtain consent for transfer of student data**
- **Opt-out:** Give students opportunity to opt-out of data transfer, during the fall semester
- **No Consent Required:** USD interpretation does not require consent

**Data Transfer**
Transfer data from all high school seniors to community college (except those who have opted out) – SSN are not transferred.

**College IR/Matriculation Department**

**Data Upload**
Student placement is uploaded into college’s software program (e.g., Peoplesoft, Banner).

**Matching**
For students who apply to community college, placement referrals are matched to application records using name and DOB.

**Placement based on data**
Students are placed based on multiple measures formula.

**Counselors**

**Communicate Placement**
College’s software program communicates placement to counselors and students.

---

Legend:
- Community College
- Unified School District
- Both USD & CC

Document prepared by Brock Sinclair and Mina Dadgar based on information provided by John Hetts, Andrew Fuenmayor, and Nathan Pellegrin.
Improved Placement Team

John Hetts, Education Results Partnership
Nathan Pellegrin, Peralta Community College District
Tram Vo-Kumamoto, Berkeley City College
Mina Dadgar, Career Ladders Project

The Improved Placement Session

Interactive Exercise Responding to Most Common Objections to Multiple Measures

Presentation on Data transfer from HS to college

Interactive Exercise on Creating Buy in Among Different College Constituents

Q and A Panel
Work-based Learning