Dual Enrollment in the VCCS

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Legislation and Policies that Direct Dual Enrollment Practices

- **Virginia Code § 23.1-907. (Re-enacted 2016)**
- **Governing Principles for Dual Enrollment**- Signed by Secretary of Education, Chancellor of the VCCS, and Superintendent of Public Education
- **Board of Education Policy**- Defines dual enrollment as credit-based courses
- **VCCS Policy Manual**- Defines populations that are eligible for dual enrollment as well as admissions criteria
- **SACSCOC**- Establishes standards to ensure curriculum rigor and adequacy of student services and academic services
Benefits of Dual Enrollment

• Dual Enrollment Students have a higher likelihood of
  • Graduating from high school
  • Enrolling in college after high school graduation
  • Pursuing a baccalaureate degree
  • Persisting to completion

• Students who take dual enrolled courses on the college campus have the highest success outcomes.

• Underserved populations benefit the most from Dual Enrollment.

(Community College Research Center)
Dual Enrollment Delivery Models in VA

- High School-Based
- College-Based Academy or Early College High School
- College-Based Concurrent Enrollment
Dual Enrollment Program Opportunities

• Associate Degrees
  • STEM/Career Technical Education (Applied Science Degrees)
  • College Transfer (AA and AS Transfer Degrees)

• General Education Certificate

• Career Studies Certificates
  • Workforce Career Technical Education
Dual Enrollment Headcount

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• Most DE students (94.8%) are not program-placed in a pathway leading to a credential.
• 75% of DE students take random general education courses.
AWARDS EARNED BY DUAL ENROLLMENT STUDENTS, 2015-16

- 515 Career Studies Certificates
- 632 General Education Certificates
- 571 Associate of Arts and Sciences
- 60 Associate of Science
Course Enrollment of Dual Enrollment Students

• Top 10 Courses by Enrollment:
Students’ Post-High School School Progress

- Enroll in University: 54%
- Enroll in Community College: 27%
- No Higher Ed: 19%

Total: 100%
Students’ College Performance (SCHEV)

• Students with dual enrollment credit perform well at Virginia four-year institutions:
  • Compared to the overall four-year completion rate of 45.2% for in-state university students,
    • Students with 11 or fewer DE credits: 41.3% graduated within 4 years
    • Students with 12-23 DE credits: 48.2% graduated within 4 years
    • Students with 24 or more DE credits: 55.5% graduated within 4 years
P-20 Council Focus on Dual Enrollment

Quality

Pathways

Financial Model
1. Quality Workgroup

• Reviewing concerns about accreditation, academic preparation, and program rigor and quality

• Researching how students perform at universities after completing community college dual enrollment courses

• Researching universities’ acceptance of dual enrollment courses
  • Some universities require students to have post-high school graduation college credits as a condition of accepting dual enrollment college credits.
  • We currently do not know how universities accept DE credit.
2. Pathways Workgroup

• All DE students should be enrolled in College Transfer or Career Technical Education programs with clear pathways leading to
  • Completion of a credential while still in high school,
  • Continued enrollment at the community college after high school graduation,
  • Successful transfer and completion at a four-year university, or
  • Employment in a job that pays a living wage.
3. Dual Enrollment Funding Model Workgroup

<table>
<thead>
<tr>
<th>High School-Based</th>
<th>• Negotiated Tuition Reimbursement</th>
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<tr>
<td>College-Based Academy or Early College High School</td>
<td>• School or Student Pays Full Tuition &amp; Fees</td>
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<tr>
<td>Concurrent Enrollment</td>
<td>• Student Pays Full Tuition &amp; Fees</td>
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Funding Model Workgroup

• Conducting Dual Enrollment cost analysis to determine actual cost to deliver dual enrollment
  • High school-based model (taught by qualified high school faculty members)
  • College-based academy/early college model (taught by college faculty members)

• Developing a simplified Dual Enrollment funding model recommendation to the P-20 Council.
Challenges and Opportunities
Pathways

Goals
• Enroll students in stackable program pathways leading to credentials or successful transfer.
• Increase enrollment in academies and early colleges.

Challenges/Opportunities
• Finding qualified high school teachers to teach courses in the program.
• Partner with high schools to redesign the 11th and 12th grade.
Quality

Goal
• Improve transferability of college courses taken while student was enrolled in high school.

Opportunity
• Research course transfer outcomes and implement strategies to improve dual enrollment rigor and quality.
Funding

Goals
• Simplify the funding model for high school-based delivery so that it is consistent and transparent.
• Increase opportunities for high school students to participate in college-based academies and early colleges.

Challenges/Opportunities
• Determine the actual cost of dual enrollment to the colleges.
• Partner with school districts to share in cost of academies so that parents/students do not have to shoulder the entire burden.
For More Information

Contact

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