



State Council of Higher Education for Virginia

Dual Enrollment Report

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January 11, 2022



The Dual Enrollment Value Proposition



More than 1 million US high school students participate in dual enrollment each year, taking courses that simultaneously fulfill high school graduation requirements and count toward a postsecondary credential.



Research shows that dual enrolled students are more likely than others to graduate from high school, enroll in college, and complete college degrees.



Colorado study showed that dual enrolled students were more likely to earn a college degree on time or early and have higher workforce earnings after five years.



Dual Enrollment saves students time and money.

A Summary of Dual Enrollment Legislation

2011	Top Jobs Act called for expanded availability of dual enrollment to promote pathways to degree attainment (§23.1-301.7)
2005	Virginia Code §23.1-907 required each community college to develop dual enrollment agreements with their school divisions to provide opportunities for attainment of an associate degree or general education certificate
2016	Virginia Code §23.1-2906.1 was amended to allow colleges to establish dual enrollment and high school equivalency Career Pathways programs leading to postsecondary credential, certification, or license attainment
2017	General Assembly directed the System and Council to develop a 15-hour Passport and a 30-hour Uniform Certificate of General Studies comprised of courses that will satisfy a lower-division general education requirement at any public institution of higher education (§23.1-907)
	Directed the Council to establish develop guidelines for mapping pathways to baccalaureate degree completion.
	Directed the State Board to adopt standards regarding quality, consistency, evaluation, and review of dual enrollment courses and programs to ensure they have the same quality and rigor as courses offered on the college campus; that students are held to the same standards of achievement; and that instructors meet the same academic requirements and preparation as faculty teaching at the college.

2018-2019 Dual Enrollment Outcomes

46,000 high school students dual enrolled in college classes.

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graph TD; A[46,000 high school students dual enrolled in college classes.] --> B[80% took college classes at their high schools.]; B --> C[Average participation rate was 17%.]; C --> D[Students successfully completed 419,604 credit hours – an average of 9.1 credit hours or 3 courses per student.]; D --> E[4,100 students earned a college credential while still in high school.];
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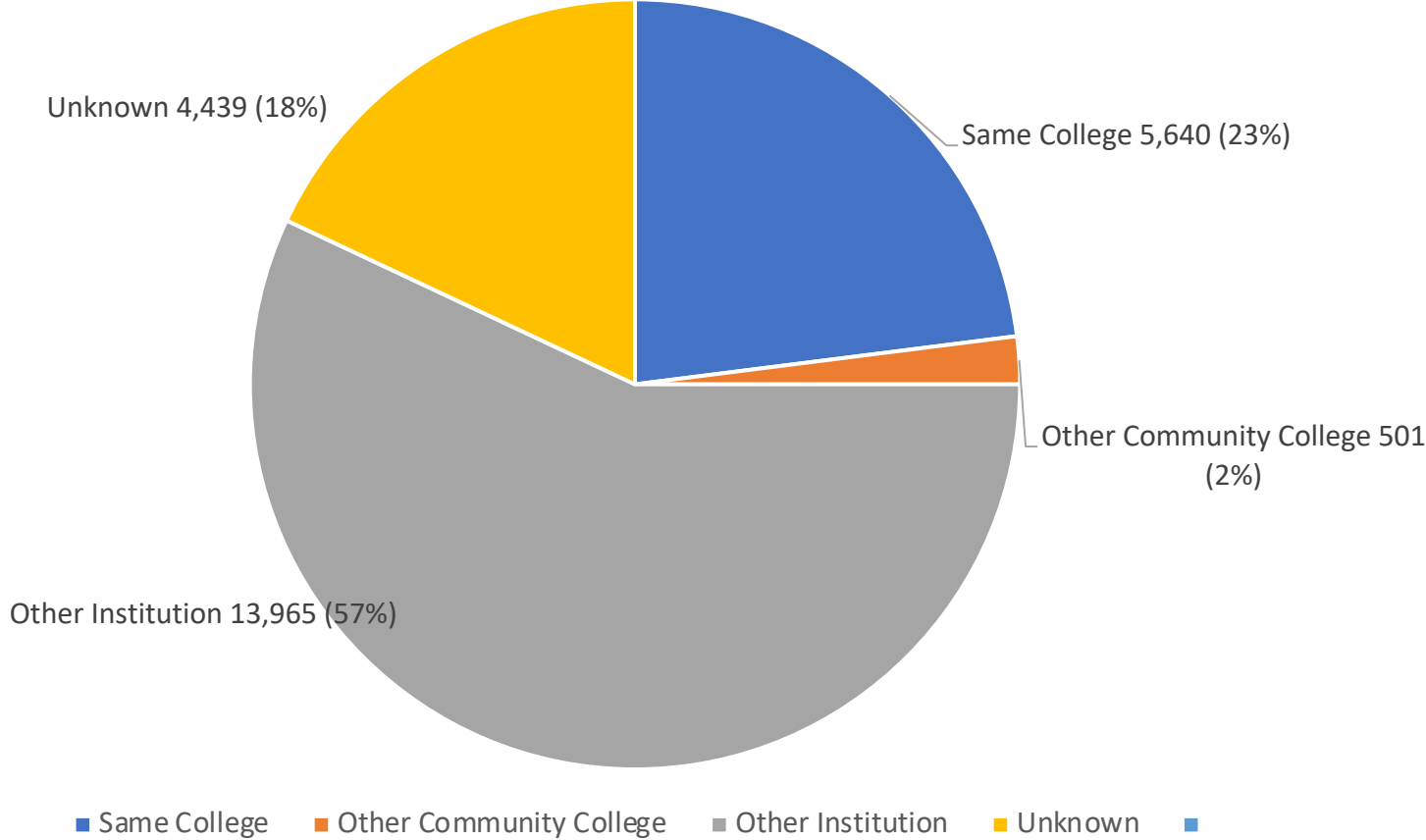
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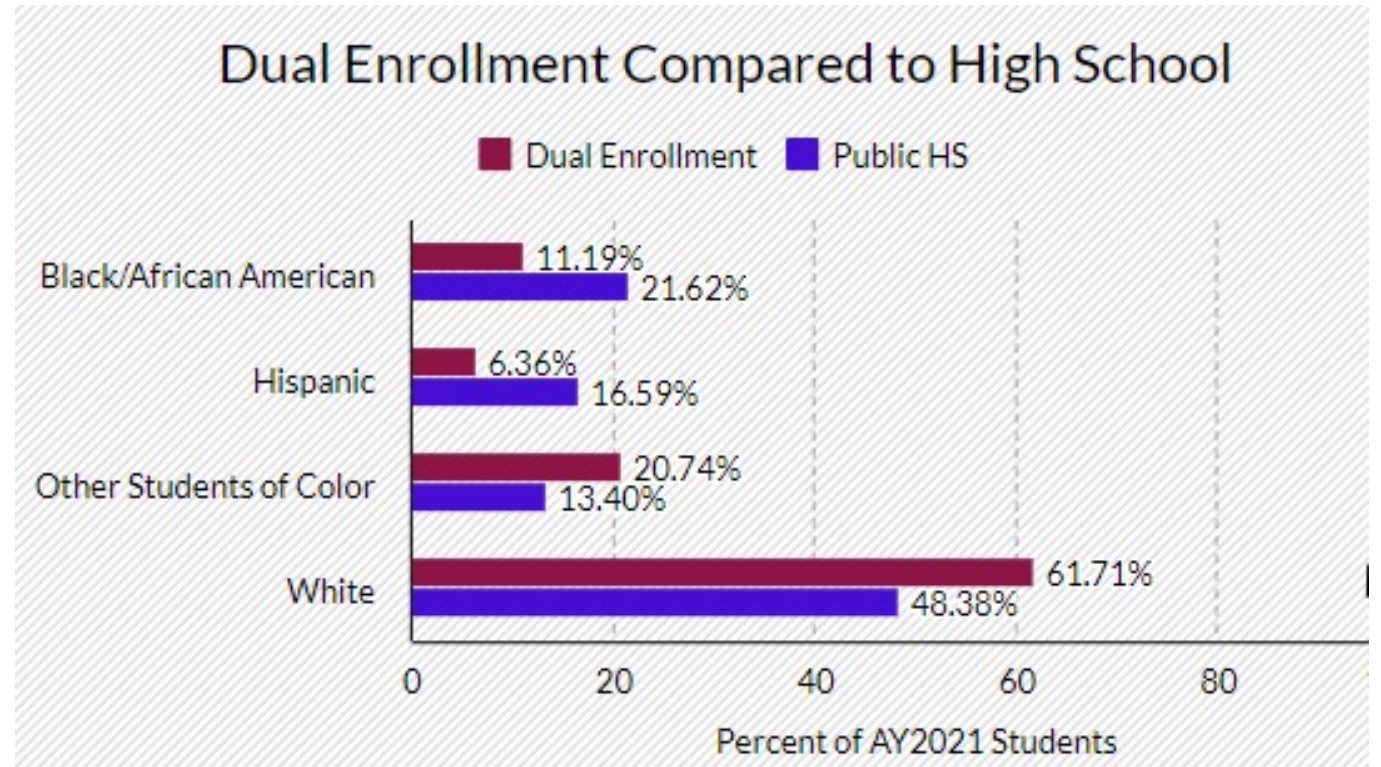
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Postsecondary Enrollments Fall 2019 (n = 20,106)



Equity Participation in Dual Enrollment

- Black and Hispanic students are underrepresented in Dual Enrollment
 - Black students comprise almost 22% of high school students, but only 11% of dual enrolled students.
 - Hispanic students represent 17% of high school students, but only 6% of dual enrolled students
- White and Asian students are overrepresented in Dual Enrollment
 - White students comprise 48% of high school students but 62% of dual enrolled students.
 - Asian students comprise 7.5% of high school students but 8.5% of dual enrollment students.



Uniform Tuition Rate

- Dual Enrollment tuition rates are discounted when the course is taught at the high school by a qualified high school teacher.
- The discounted rate is negotiated between the college and school division. Rates vary widely across the commonwealth, from \$0 to \$160/credit hour for tuition and fees.
- In some cases, the school division pays the tuition cost; in other cases, the cost is passed on to families.

In 2017, JLARC Recommended that the State Board Adopt a Uniform Tuition Rate

Key Takeaways:

- Virginia's policy makers recognize the value of dual enrollment as a strategy for increasing degree attainment.
- Dual enrollment continues to grow in the VCCS at a faster pace than other enrollments.
- Participation in dual enrollment varies by school division.
- The high school-based dual enrollment model requires high school teachers to be qualified to teach college courses.
- Dual enrolled students who continue on to a college or university after graduation could benefit from a significant savings toward the cost of a degree – if all of their courses transfer for course credit.
- Dual enrollment costs vary across the commonwealth.

Key Recommendations:

Colleges should target market the high school graduates who did not enroll in a Virginia college or university.

Colleges and school divisions should set equity goals for dual enrollment and form agreements that communicate an explicit commitment to increasing equity in access to and success in dual enrollment.

Colleges and school divisions should partner to increase dual enrollment participation rates.

State policy leaders should consider providing resources to school divisions to support credential attainment to qualify more high school teachers to teach college courses.

VCCS and VDOE should negotiate a Uniform Tuition Rate that acknowledges costs to both the community college and the high school.

Questions?

