CCRC COMMUNITY COLLEGE
RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Expanding Access to High Opportunity Educational and Career Pathways

John Fink
Community College Research Center
Teachers College, Columbia University
October 23, 2020

New York:
Community colleg
enrollments
declining since
2011 (except dual
enrollment)

New York: Community college funding
continues to be reliant on tuition/fees

Community College Revenues per Student

Revenues reported in 2018 dollars. Showing unweighted institutional averages. Data: IPEDS.

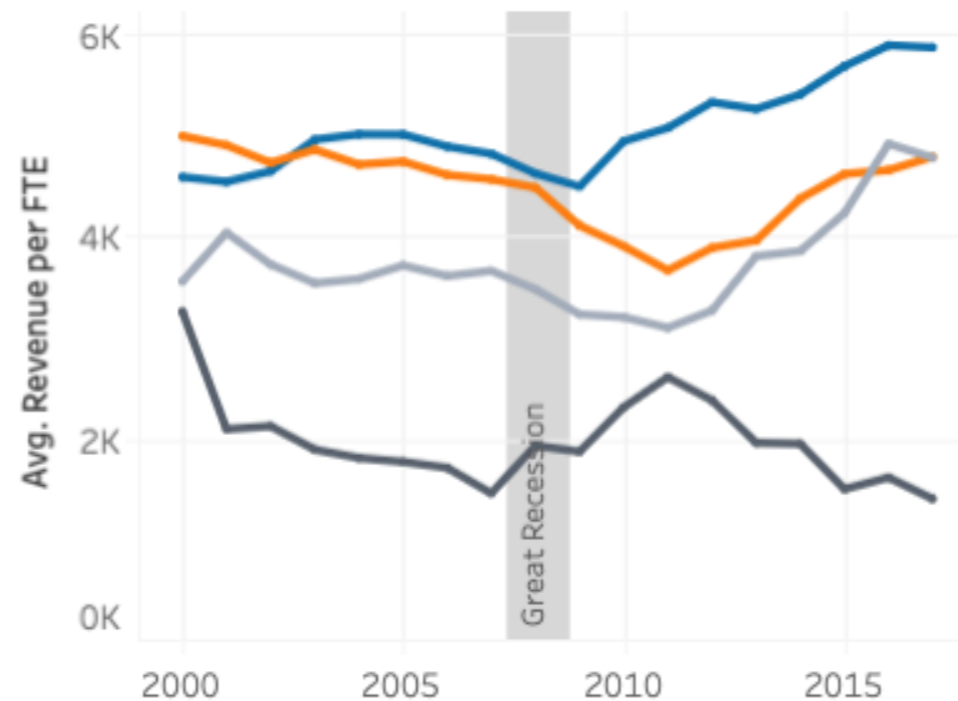**Revenue Source** (click to highlight)

- ■ Tuition/Fees
- ■ State
- ■ Other
- ■ Local

Filter by State/Territory
New York ▾

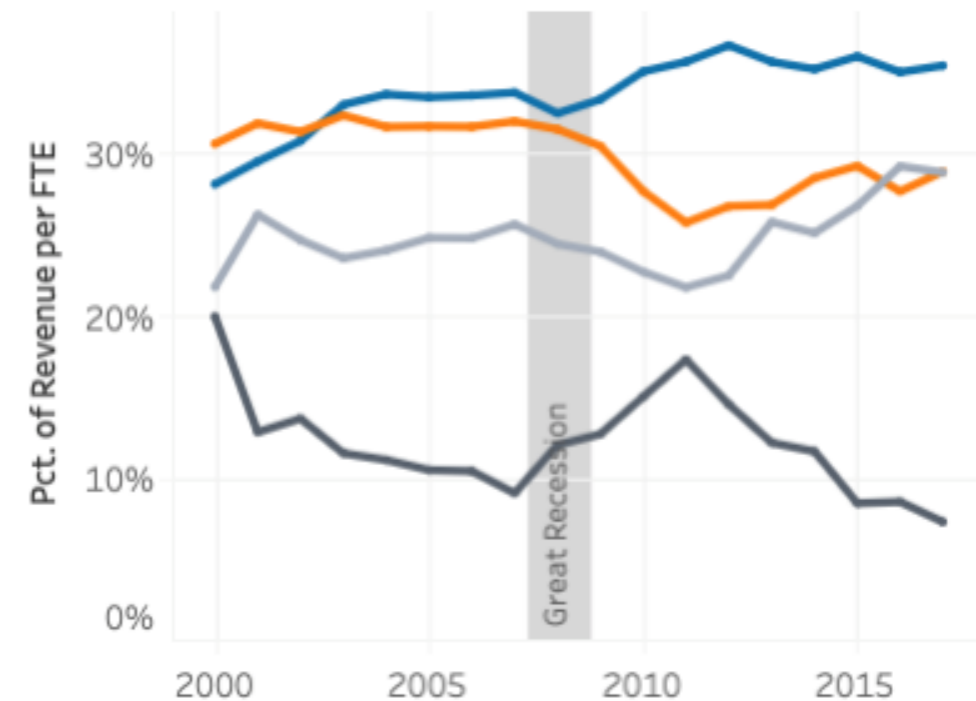**Filter by College**
(All) ▾

Per Student Revenue by Source

Share of Per Student Revenue

Guided pathways college: Redesigned for access and success

Clarify paths to student end goals – by ensuring that every program prepares students for good jobs and further education needed for career advancement
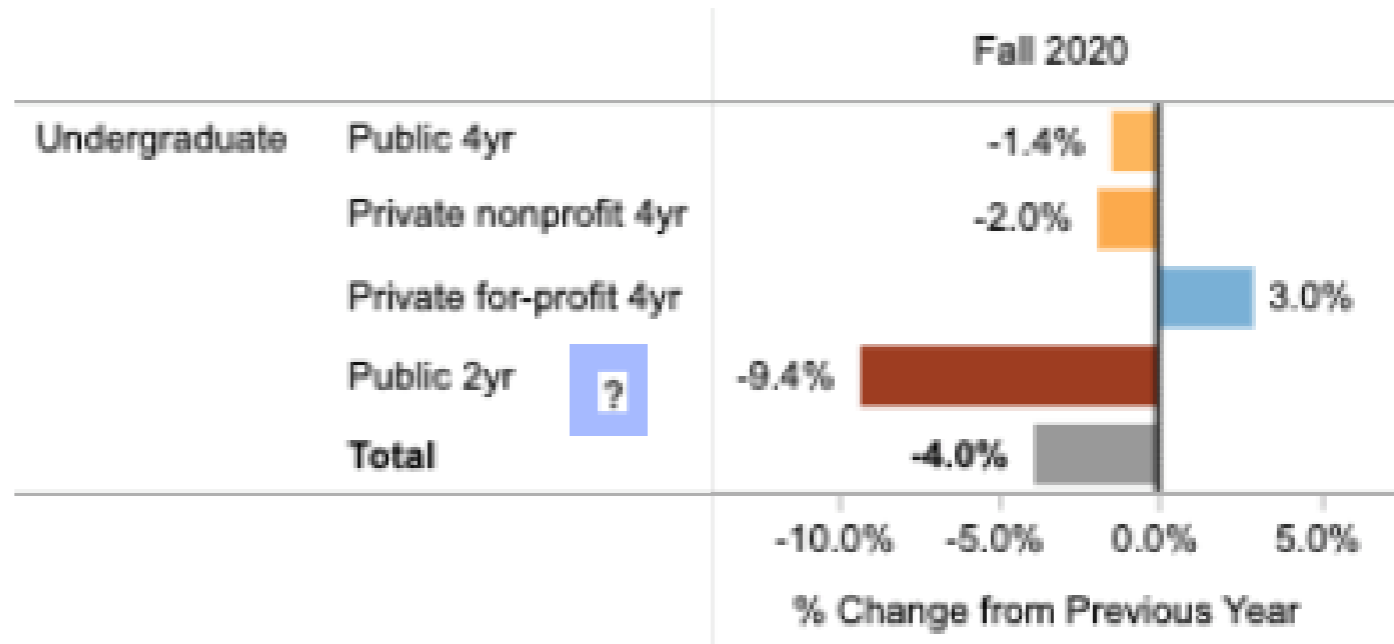
Help students get on a path – by helping all students actively explore options and interests, become part of an academic and career community, and develop a full program completion plan

Keep students on path – by scheduling classes and monitoring student progress based on students' plans to ensure timely and affordable program completion

Ensure students are learning – by strengthening active and experiential learning across programs to ensure students have know-how (including soft skills) required for good jobs and further education

Students and Colleges
Hard-hit by COVID

Figure 1. Undergraduate Enrollment Changes by Sector

Fall 2020

Undergraduate		% Change from Previous Year
	Public 4yr	-1.4%
	Private nonprofit 4yr	-2.0%
	Private for-profit 4yr	3.0%
	Public 2yr [?]	-9.4%
	Total	**-4.0%**

Public 2-year institutions

Figure 7. Undergraduate Enrollment Changes by Age

Fall 2020

	% Change from Previous Year
17 or Younger	-5.5%
18-20	-10.2%
21-24	-10.5%
25-29	-8.6%
30+	-9.8%
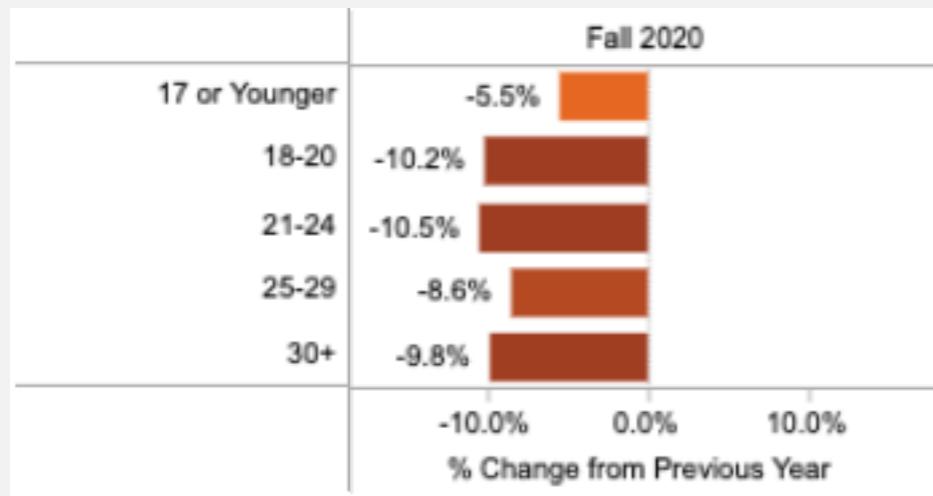
Figure 9. Undergraduate Enrollment Changes by Race/Ethnicity and Gender

Fall 2020

		% Change from Previous Year
White	Male	-14.9%
	Female	-7.8%
	Total	**-11.0%**
Asian	Male	-9.5%
	Female	-1.6%
	Total	**-6.9%**
Black	Male	-20.6%
	Female	-10.1%
	Total	**-14.2%**
Hispanic	Male	-18.8%
	Female	-7.8%
	Total	**-12.7%**
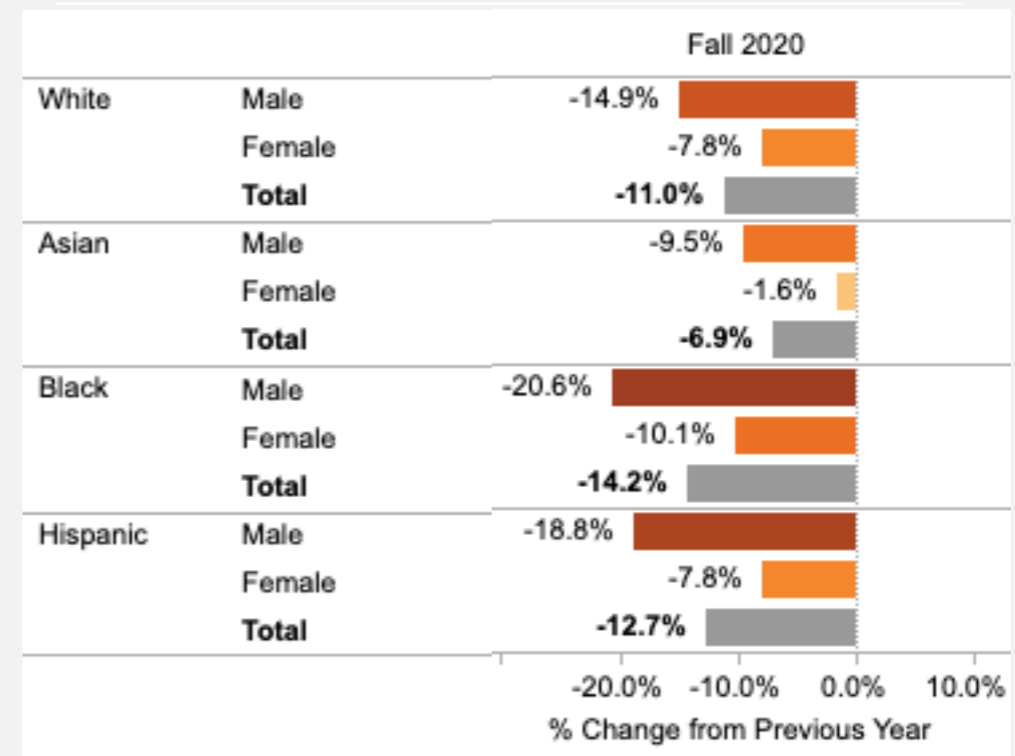
COVID challenges for students and colleges

- Students will be even less able to afford college so they will expect programs that enable them to achieve goals as quickly and affordably as possible

- Students will want programs that enable them to secure stable jobs in short term and good jobs in longer term—offered in formats/on schedules that work for adults with intense job and family pressures

- Demand for HS dual enrollment offerings that save time and money required to earn a bachelor's degree in students field of interest will increase

- Students will face higher levels of trauma than usual

- Competition from online degree completion providers, regional public universities, less-selective privates will intensify

- State funding will likely be cut substantially; colleges will have to break down silos, work collaboratively to respond to challenges

What is one way your college has changed to better serve students this fall?

Virtual Gallery Walk:
1. 90 seconds to type a response in the chat (but don't hit enter!)
2. Everyone clicks enter when I say
3. 3 minutes to read & reflect

Guided pathways strategies for student success and equity

Program Value:
Backward design all programs to ensure they prepare students to secure good jobs and/or further education needed for career advancement

Purpose: Help every student explore career/ academic interests and connect with faculty, advisors, students, & alumni in their field of interest from the start

Empowerment: Ensure every student takes a "light the fire" course on topics of interest in term 1

Plan: Ensure every student has a career goal and full educational plan by the end of term 1

Guided Pathways to What? For Whom?

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COMMUNITY COLLEGE RESEARCH CENTER | JUNE 2020

Unpacking Program Enrollments and Completions With Equity in Mind

By John Fink and Davis Jenkins

Across the country hundreds of community colleges are implementing whole-college guided pathways reforms to create clearer paths to college and career success for students.[1] The aim of these reforms is to help students explore and decide upon career and education goals that align with their interests and aspirations, and to plan and complete a program of study to achieve those goals. As part of these reforms, colleges redesign intake and advising processes around broad career fields sometimes called "meta-majors"; this helps entering students make sense of the large number of program options that are available and engages them with faculty, advisors, and other students in a field of interest right from the start (Jenkins et al., 2020). Guided pathways reforms are challenging for colleges to pursue; they entail the participation of all staff in modifying practices around a far-reaching notion of student success (Jenkins et al., 2019). They require a shift in mindset wherein college personnel ask not only "Are students persisting and completing?" but also "Do our programs really lead to the education and career outcomes students seek?" and "Is student representation across our programs equitable?"

> **A substantial literature base reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines.**

Critically examining what programs students are entering and completing is particularly important given that some community college programs lead to substantially higher economic returns than others (Belfield & Bailey, 2017; Dadgar & Trimble, 2015). A substantial literature base reveals not only that returns to higher education programs are stratified but also that this stratification operates along racial/ethnic, gender, and socioeconomic lines (Carnevale et al., 2016; Castex & Decher, 2014). Though this research has focused primarily on the four-year sector, it may be that community colleges are in even more danger of facilitating inequitable stratification since their programs vary by subject area as well as length (corresponding, e.g., to short- and long-term certificates, applied associate degrees, and associate of arts degrees designed to prepare students for upward transfer to bachelor's degree programs). There is a wide range in the economic returns to different types of community college awards, with longer programs and those leading to bachelor's degrees in math-intensive fields, for example, leading to stronger labor market returns.

Categorizing Community College Programs by Post-Graduation Opportunity
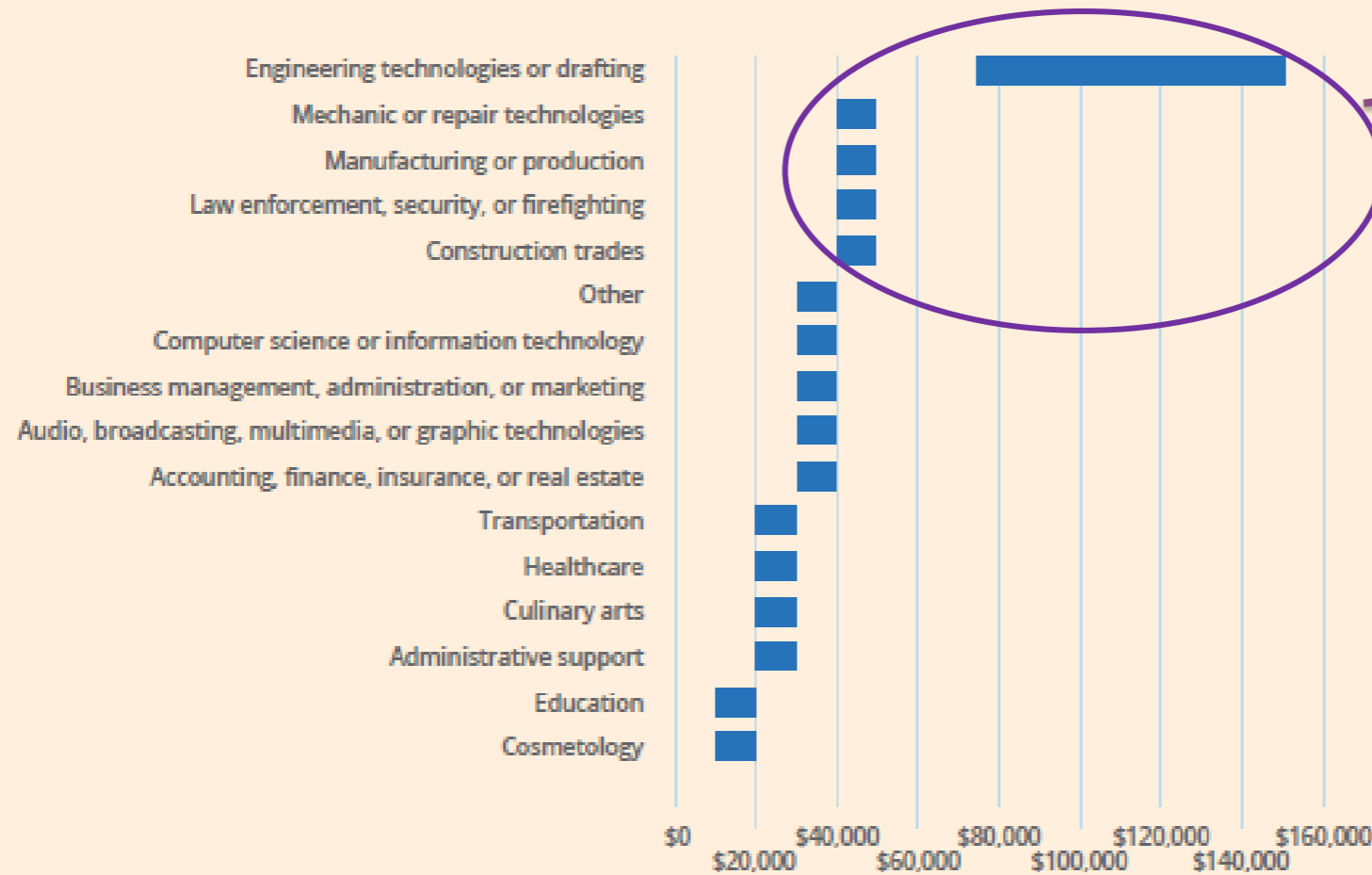
Workforce Programs

Transfer Programs

Other Programs

Higher-Returning Certificates

FIGURE 13. Workers with certificates in engineering technologies or drafting have median earnings between $75,001 and $150,000—higher than those with certificates in other fields.
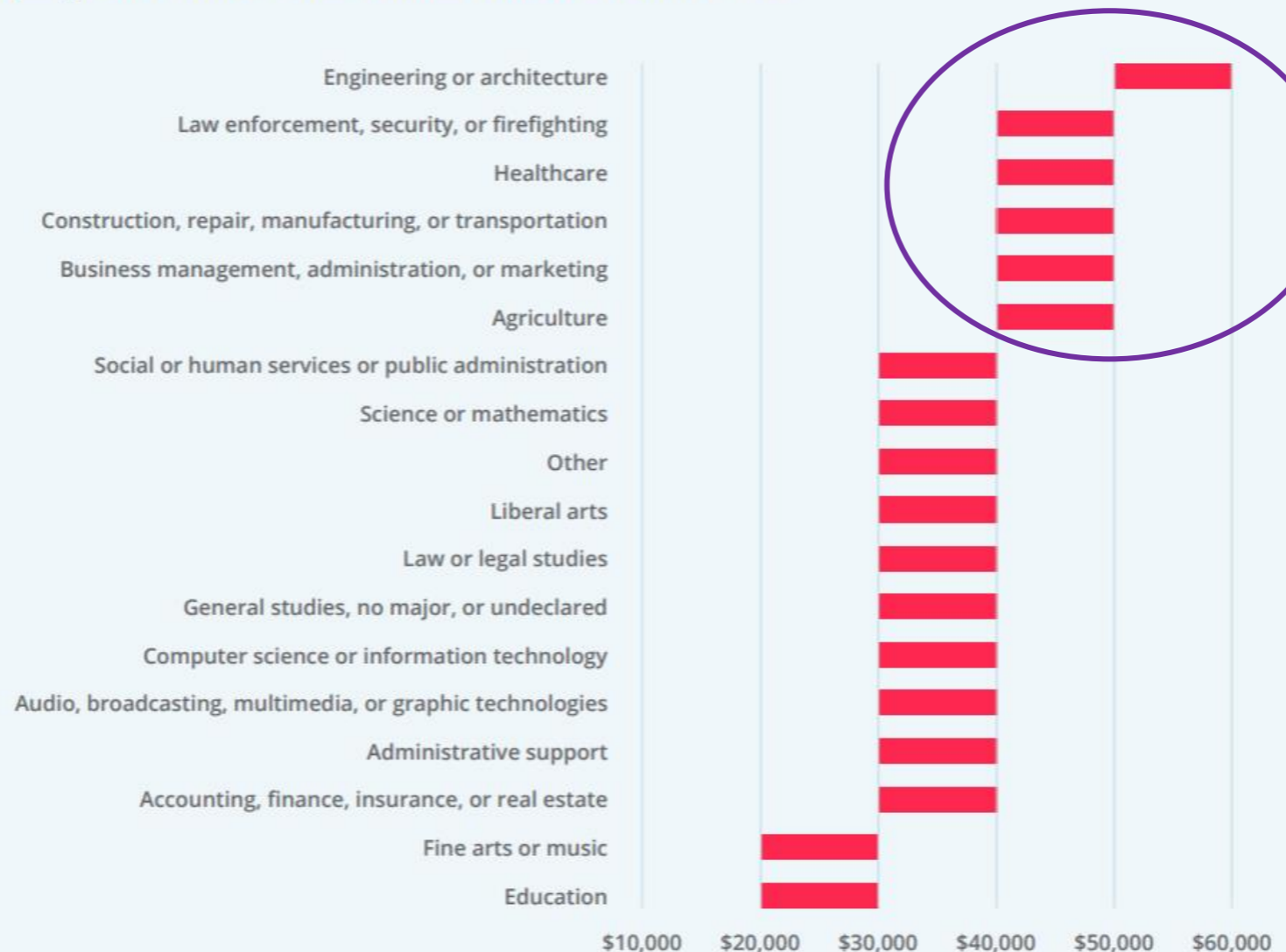
29% certificates awarded by NY ccs in 2016-17

Source: Georgetown University Center on Education and the Workforce analysis of data from the Adult Training and Education Survey (ATES), 2016.

Note: ATES asks respondents to specify their earnings during the 12 months prior to the interview within prescribed wage bands by field of study. We calculated median wage bands based on earnings for prime-age workers (ages 25 to 64) with positive earnings. Fields with fewer than 30 records were not included.

Source: Carnevale, et al., *Overlooked Value of Certificates and Associate's Degrees*. Georgetown Center on Education and the Workforce, 2020.

Higher-Returning Associate Degrees

FIGURE 12. Workers with associate's degrees in engineering have median earnings between $50,001 and $60,000 per year, compared to between $20,001 and $30,000 per year for those who studied education or fine arts.

Field	
Engineering or architecture	
Law enforcement, security, or firefighting	
Healthcare	
Construction, repair, manufacturing, or transportation	
Business management, administration, or marketing	
Agriculture	
Social or human services or public administration	
Science or mathematics	
Other	
Liberal arts	
Law or legal studies	
General studies, no major, or undeclared	
Computer science or information technology	
Audio, broadcasting, multimedia, or graphic technologies	
Administrative support	
Accounting, finance, insurance, or real estate	
Fine arts or music	
Education	

$10,000 $20,000 $30,000 $40,000 $50,000 $60,000

49% of associate degrees awarded by NY ccs in 2016-17

Source: Carnevale, et al., *Overlooked Value of Certificates and Associate's Degrees*. Georgetown Center on Education and the Workforce, 2020.

Trends in Good Jobs*

Figure 4. By 2000, the middle-skills pathway surpassed the high school pathway in providing good jobs.
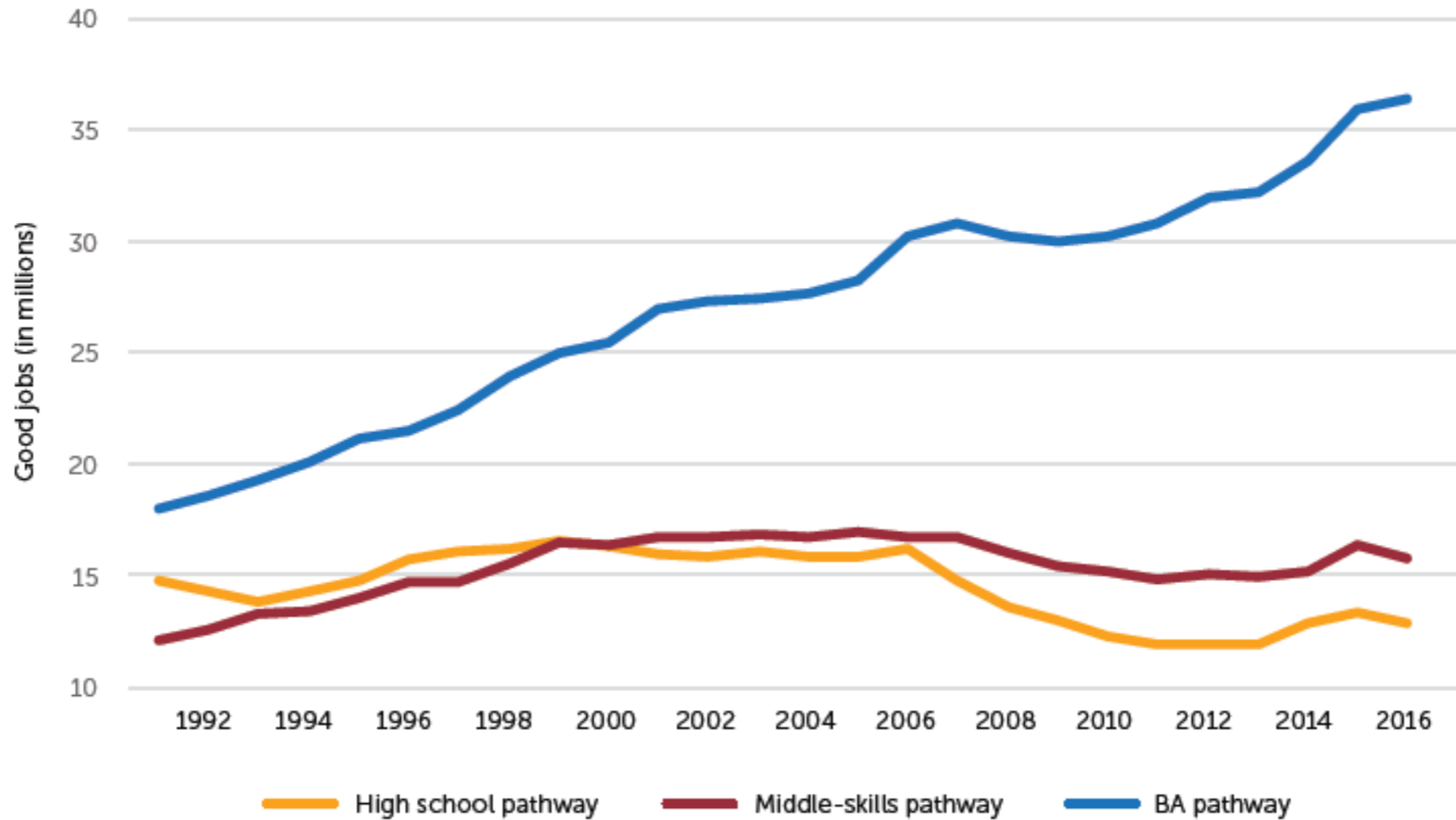
Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau and Bureau of Labor Statistics, *Current Population Survey*, 1992–2017.

* "Good jobs" defined as those that pay a minimum of $35,000 for workers between the ages of 25 and 44 and at least $45,000 for workers between the ages of 45 and 64.

Source: Carnevale, et al., Three Educational Pathways to Good Jobs. Georgetown Center on Education and the Workforce, 2018.

Few Transfer, Even Fewer Complete

758,000 degree-seeking Community College entrants

80% intend to earn a Bachelor's Degree

29% transferred to a 4-year in 6 years

38% of transfers earn award before transfer

16.7% earn BA within 6 years

100%

0%

First-time students   Transferred to a 4-year   Completed Bachelor's

NSC data on the fall 2013 entering community college cohort, most recent transfer outcomes from Shapiro et al. (2017); Jenkins & Fink (2016)

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41% Completed Any Degree or Credential

Highest Outcomes in Six-Years:
Community College Entrants, by State

Below National Average | *Above National Average*

New York

- Completed at CC
- Completed at FY
- Still enrolled
- Not enrolled
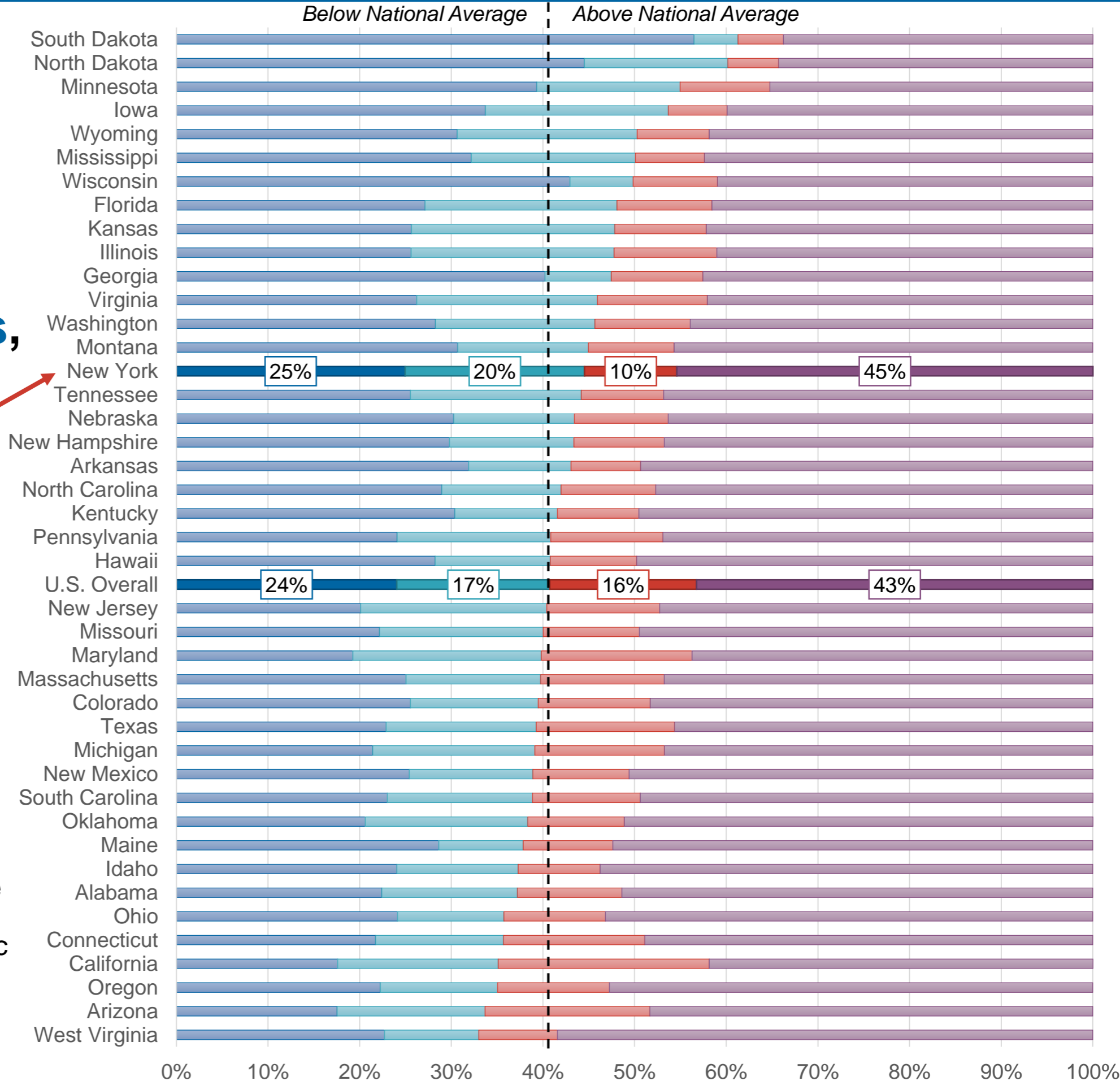
Source: NSC Completing College Signature Report tracking the fall 2013 FTIC, degree-seeking public 2-yr entering cohort (excluding current dual enrollment students but *including* former DE students)

South Dakota
North Dakota
Minnesota
Iowa
Wyoming
Mississippi
Wisconsin
Florida
Kansas
Illinois
Georgia
Virginia
Washington
Montana
New York — 25% | 20% | 10% | 45%
Tennessee
Nebraska
New Hampshire
Arkansas
North Carolina
Kentucky
Pennsylvania
Hawaii
U.S. Overall — 24% | 17% | 16% | 43%
New Jersey
Missouri
Maryland
Massachusetts
Colorado
Texas
Michigan
New Mexico
South Carolina
Oklahoma
Maine
Idaho
Alabama
Ohio
Connecticut
California
Oregon
Arizona
West Virginia

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Highest Outcomes in Six-Years among FTIC Community College Entrants, by Race/Ethnicity

	Overall	Asian	Black	Hispanic	White	Two or More Races
Not Enrolled	43%	28%	53%	41%	37%	40%
Still Enrolled	16%	23%	18%	22%	13%	21%
Completed at 4 Yr	17%	26%	10%	14%	22%	18%
Completed at CC	24%	23%	19%	23%	28%	22%
Completed Any Degree or Credential	**41%**	**49%**	**29%**	**37%**	**50%**	**40%**

Legend:
- Not Enrolled
- Still Enrolled
- Completed at 4 Yr
- Completed at CC

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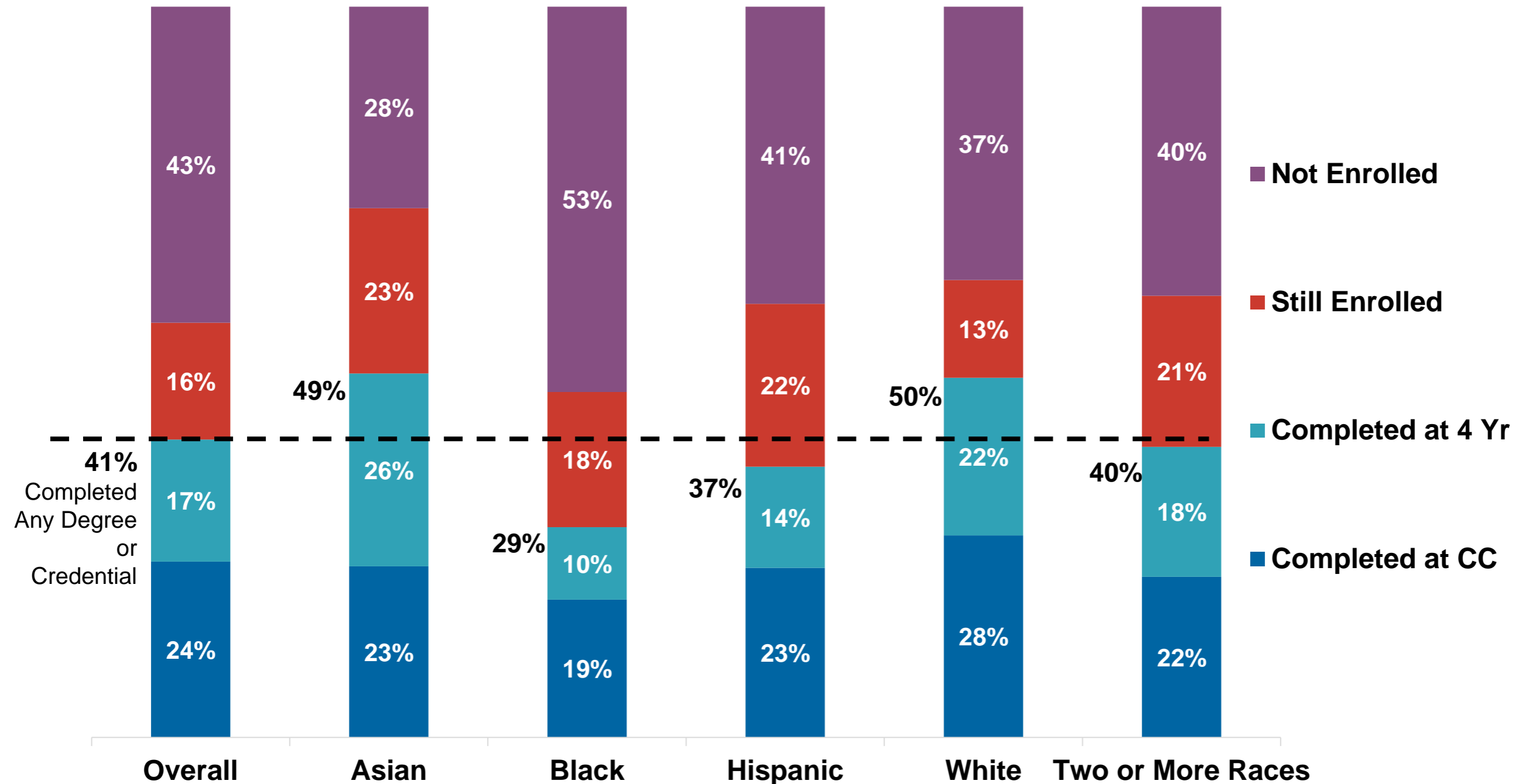
Benefits of Momentum for Transfer

Benefit of **completing 12 or more college-level credits** on transferring and completing a bachelor's degree

Black Students
2.4x

Hispanic Students
4.2x

Other Students
1.7x
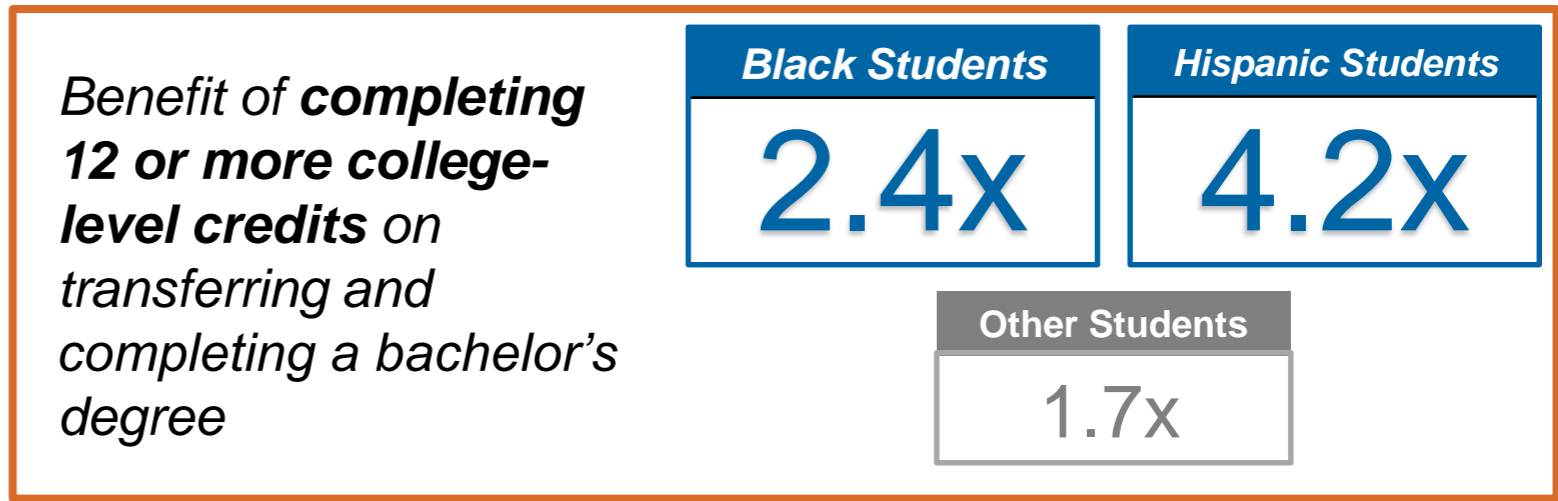
Transfer to a four-year institution	Benefit of Milestone (Baseline Group: White)
Credit Momentum (6+, 12+, or 24+ college credits)	3-5x
Gateway English/Math (College-level)	3-4x
Completed Transfer Degree	7-8x

Narrowing and Closing the Racial Transfer Gap

All students who entered community college

Students who completed **6+** college-level credits

Students who completed college-level **math**

Students who completed a **transfer associates degree**

Yuxin Lin, Maggie Fay, & John Fink. (Forthcoming).

CCRC analysis using statewide administrative data on 573,806 community college entrants between 2009-2018, tracked up to 10 years. Estimated odds ratios from hazard models controlling for students characteristics, college fixed effects and cohort fixed effects.

Probability of Transferring to a Four-Year Institution

— White — Black — Hispanic

Year after initial entry at Community College

Probability of Transferring and Completing a Bachelor's

— White — Black — Hispanic

Year after initial entry at Community College
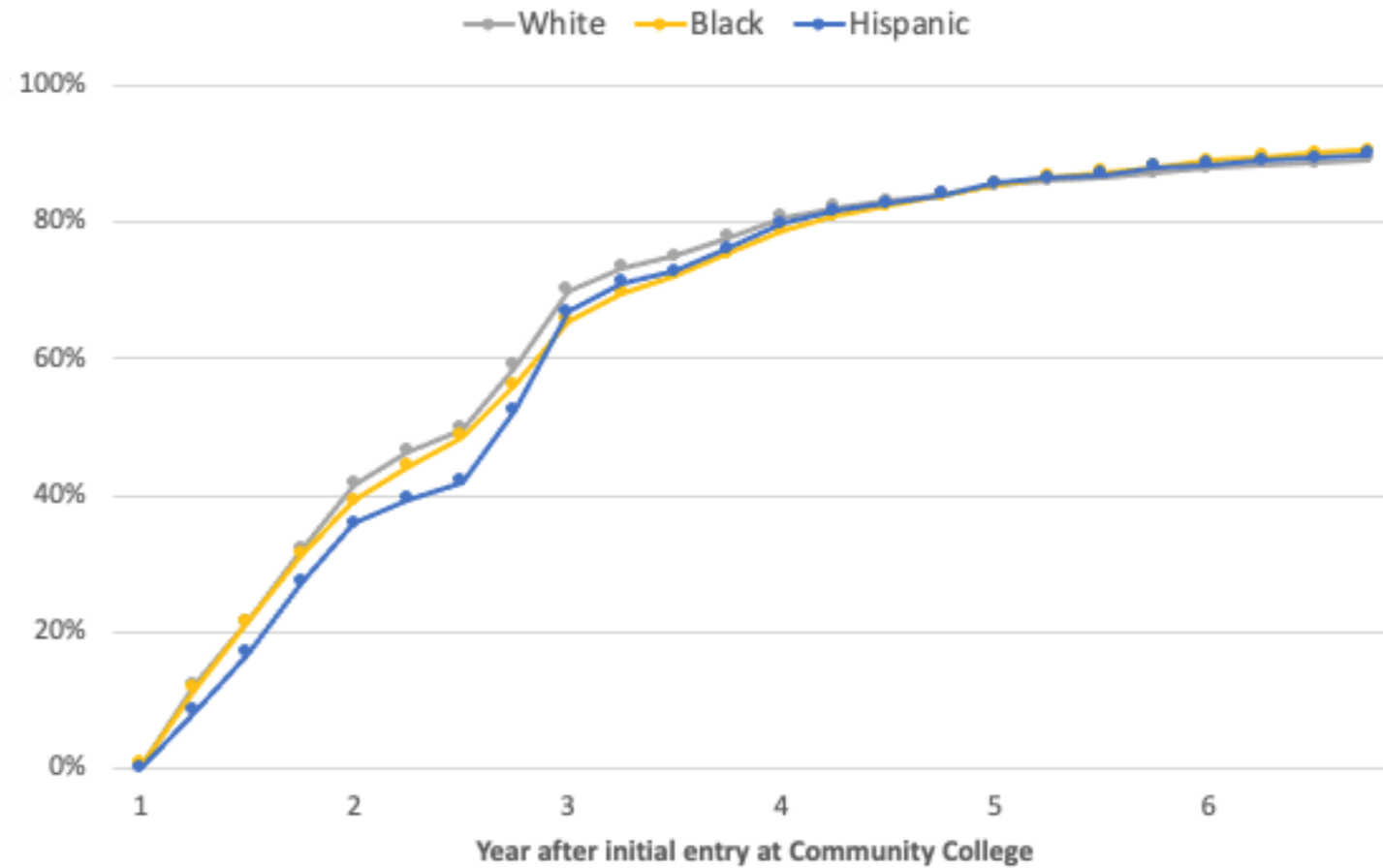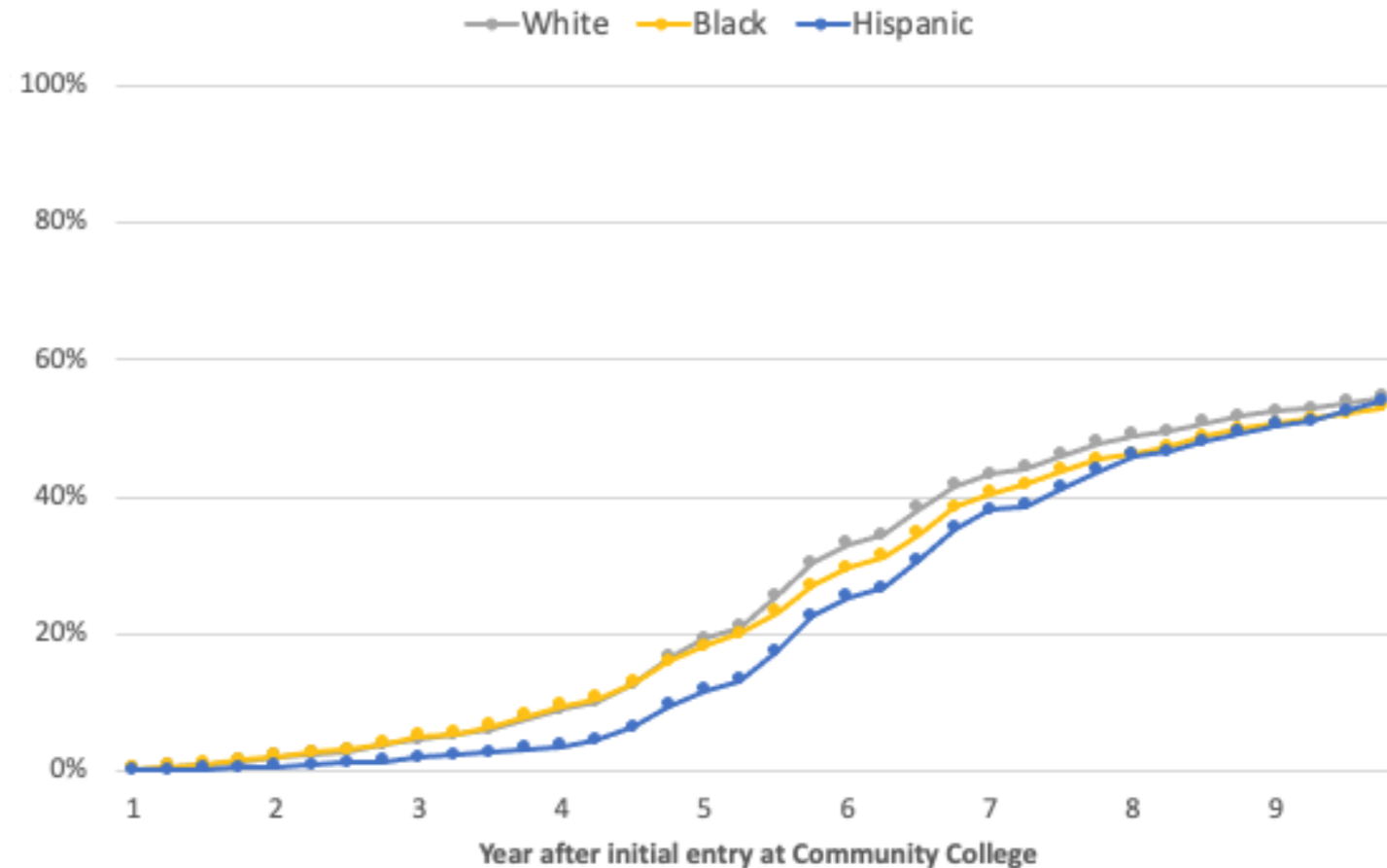
Half of students don't return for a second year

Term-by-term program enrollments among degree-seeking CC entrants in one state

58% enter into general, undeclared, unknown, or uncategorized programs

Legend:
- Not enrolled, No completion
- Completed
- Transferred
- Social & Behavioral Sciences
- Other CTE
- Human Services & Public Safety
- Education & Child Care
- Business
- Health
- Industrial & Applied Technologies
- Computer & Information Sciences
- STEM
- Arts, Humanities, Communication, & Design
- Undeclared
- Uncategorized
- Unknown program

Term 1: 0%
Term 2: 28%
Term 3: 39%
Term 4: 61%
Term 5: 47% Not enrolled, No completion at start of the 2nd year
Term 6: 51%
Term 7: 54%
Term 8: 64%

Transfer Credit Loss

Just **58%** of students successfully transferred 90% of their credits.

And **15%** can't transfer any credits at all.

Students who can transfer 90% of their credits were **2.5x** more likely to get their bachelor's degree, compared to those who transfer half or less.

Source: BPS data, Monaghan & Attewell, 2015.

DECLARED MAJORS AT MCCD

DECLARED MAJORS

All| Academic Plans and Subplans

Associate in Arts

Associate in General Studies

Trnsfr to Bachelor Degree Prg

Associate in Science

AAS Nursing

AB General Requirements

GEC AZ Gen Ed

Courses for University

AAS General Business

AA

Enhance Job Skills

AAS

AAS
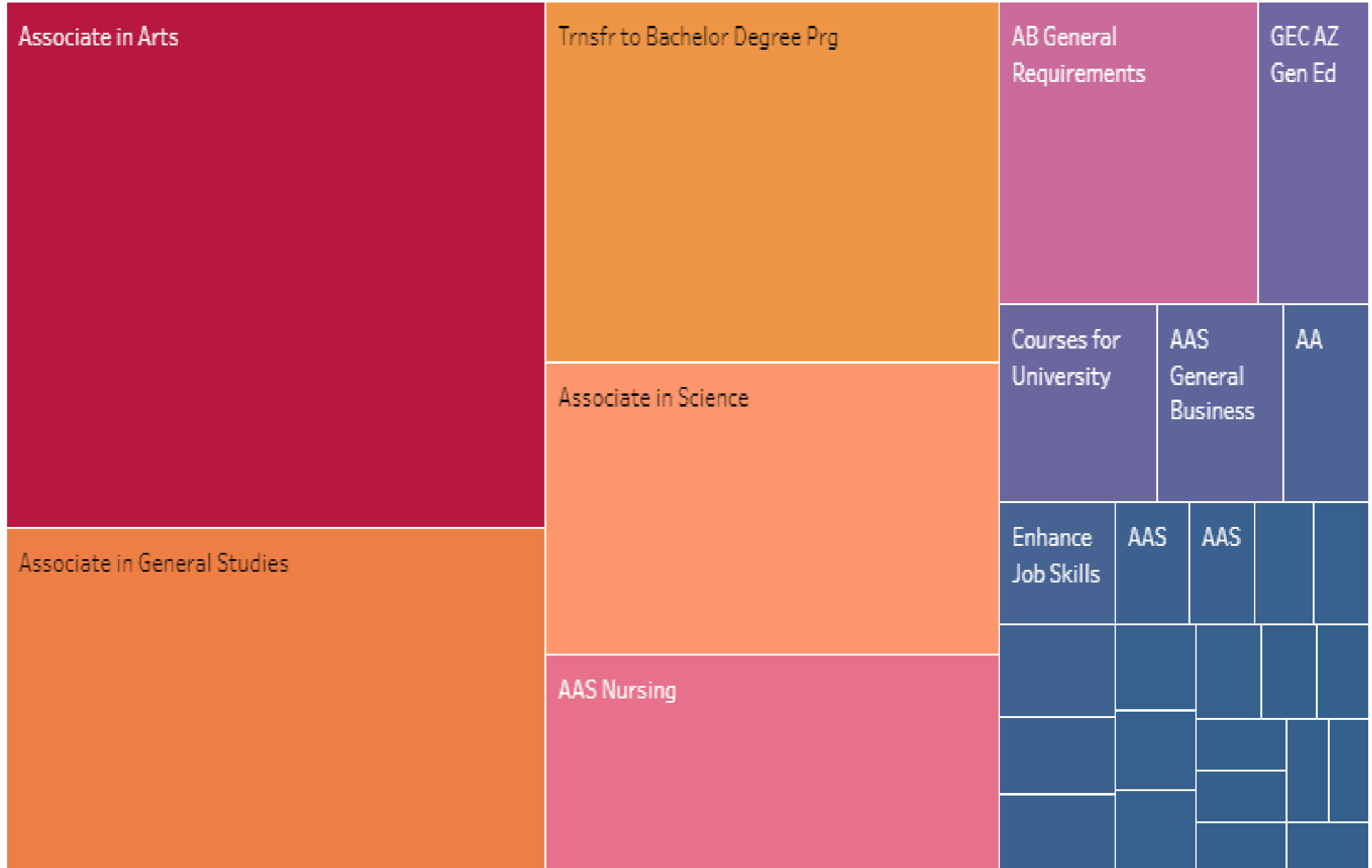
TOP TRANSFER PROGRAMS (ASU, UA, NAU)

TOP TRANSFER PROGRAMS
* Students Transferring to All

Registered Nursing/Registered Nurse

Psychology, General

Criminal Justice/Law Enforcement Administration

Elementary Education and Teaching

Business

Social Work

Business, Management, Marketing, and Related Support Services, Other

Biology/Biological Sciences, General

Science

Foods,

English

Political Science and

Special Education and Teaching, General

Public Health, General

Computer Science

Electrical and Electronics

Speech Communication and Rhetoric

Health and Physical Education/Fitness, Other

Economics, General

Accounting

Liberal Arts and Sciences/Liberal Studies

Secondary Education and Teaching

Mechanical Engineering

Multi-/Interdisciplinary Studies, Other

Health/Medical Preparatory Programs, Other

Sociology

Kinesiology and Exercise

Art/Art Studies, General

Chat Question:
What are some example high-opportunit[...]

Poll Question:
How demographically representative are those high-opportunity programs compared to the college overall?

Categorizing Community College Programs by Post-Graduation Opportunity

Category	Description	Examples
Workforce: Low	Program places students into jobs with low average earnings (e.g., less than $14/hour)	Criminal Justice, Automobile Technology, Early Childhood
Workforce: Medium	Program places students into relatively middle-paying job (e.g., between $14-$17.55/ hour)	Accounting, Welding, Business Management, Dental Assistant
Workforce: High	Program places students into a relatively high-paying job (e.g., more than $17.55/ hour)	Nursing, Radiology Technology, Sonography, Dental Hygiene
Transfer: Unstructured	Program designed for general transfer (no pre-major or university destination necessarily specified)	AA-General Studies, "General Transfer"
Transfer: Structured	Program designed to prepare students for a particular baccalaureate major/meta-major and/or a specific four-year destination	AA-Business (DTA), AS-T (Engineering)
Undeclared or Unknown	Listed as undeclared or missing program information	Null, Missing Program, Undeclared
Uncategorized or Other	Non-degree seeking, ESL, ABE, dual enrollment	Basic Education, ESL, Running Start

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Enrolled Students Only: Program Enrollments by Term among FTEIC degree-seeking CC Entrants, 2009-2011
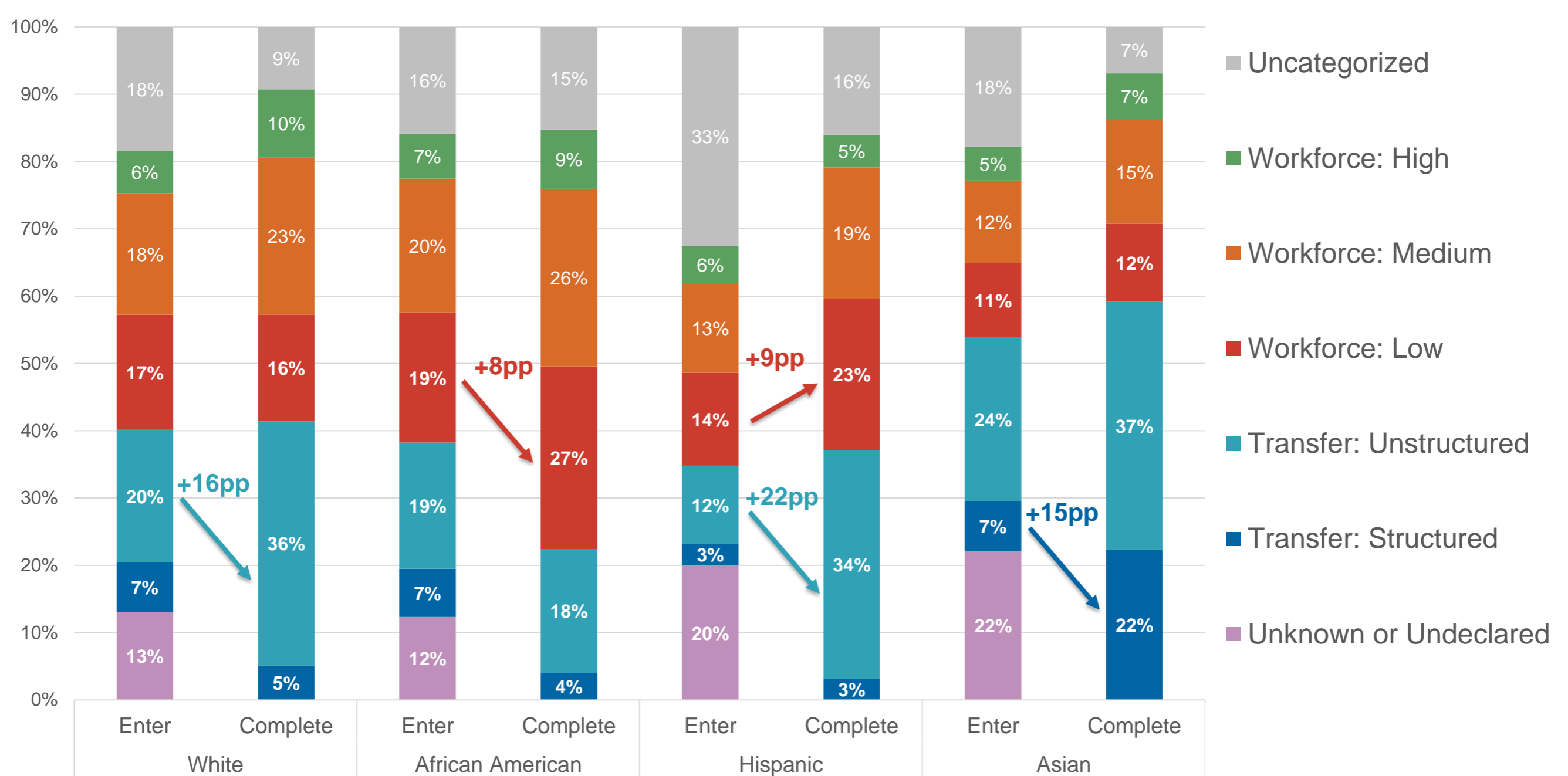
Planning Guide and Data Tool for Colleges on Access to Higher-Opportunity Pathways

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1. What programs are our students currently enrolled in?

2. Which programs lead to greater or lesser opportunity?

3. Is student representation across programs proportionate?

https://ccrc.tc.columbia.edu/publications/unpacking-program-enrollments-completion-equity.html

Figure 1.
College A: Treemap of Program Enrollments

| Assoc in Arts/Science 4,404 | Running Start (dual enrollment) 2,689 | Missing program title 1,812 |
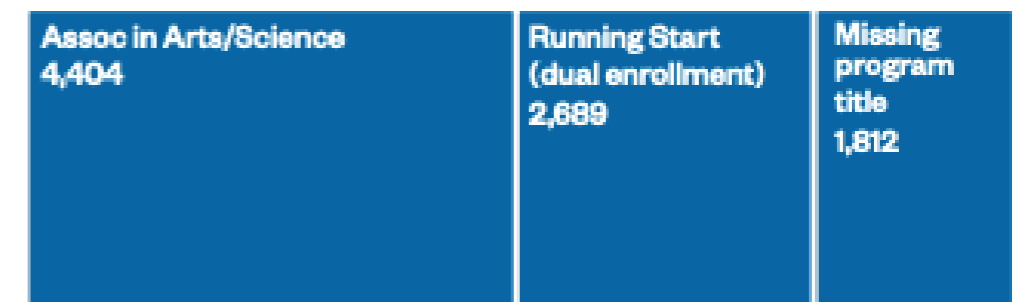
Figure 5.
College B: Racial/Ethnic Composition of Top-Enrolled Programs

● HU-Students of Color   ● Asian or White   ○ Unknown

	Percent of All Students			AY Headcount		
Composition, All Students	34.4%	55.8%	9.8%	4,978	8,063	1,419

Underrepresented | Overrepresented

- AA-General Studies
- Unknown or Undeclared
- Assoc in Business-Data
- AA-Social Sciences
- Assoc in Prenursing
- Prenursing-ADN
- AA-Health
- Assoc of Science
- AA-Liberal Arts
- AA-Fine Arts
- AA-Sciences
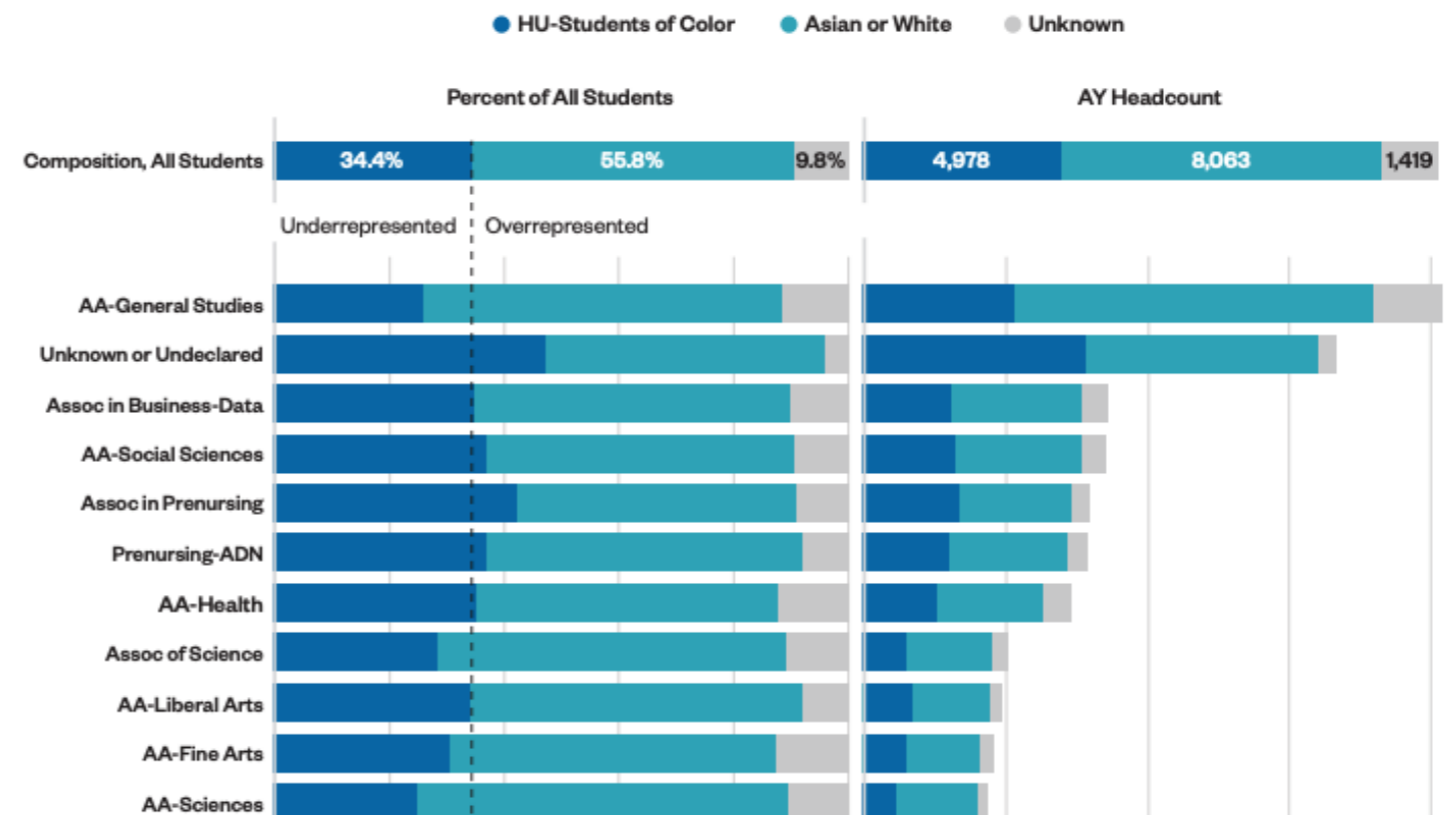
Program enrollment equity

- National studies released about the impact of program selection

- Disaggregated completion rates started to prompt pipeline discussions

- Results from graduate outcome surveys sparked internal dialog

- Data & Information Group (DIG) shared creation of new report

Equity Progress Update 2019 — Lorain County Community College

Career Pathways
Up front and intentional career selection support a clear pathway to completion and provide planning for future employment opportunities. Deeper analysis reveals majors where students are over and underrepresented. This means that more (over) or less (under) students proportionally are choosing the major. The baseline comparison for determining this is the proportion of the overall student body. For instance, non-traditional students comprise 41% of the overall student body. Majors where the proportion of non-traditional students is higher that 41% would be majors where those students are more likely to select than would be anticipated and therefore the major would surface as 'overrepresented'. This illustration only shows up to three majors, however, this does not include all instances in all cases.

Overrepresented			Underrepresented		
Black or African American - 10.6% overall					
Real Estate 28.3%	Practical Nursing 28.0%	Human Services 27.0%	Dental Hygiene 0.0%	Sonography, Surgical 5.2%	Computer Info. 6.8%
Hispanic or Latino - 11.2% overall					
Justice Systems 18.1%			Industrial Mech. 6.4%	Computer Info. 8.1%	Nursing 9.3%
White – 70.4% overall					
Industrial Mech. 83.5%	Nursing 77.1%		Culinary Arts 47.2%	Justice Systems 57.2%	
Non-traditional – 41.0% overall					
Addiction Counseling 82.9%	Real Estate 75.0%	Clinical Lab Science 73.3%	Sports & Fitness Management 13.7%	Justice Systems 28.8%	Computer & Electrical 29.3%
Pell – 53.1% overall					
Human Services 75.3%	Culinary Arts 71.7%	Justice Systems 64.2%	Industrial Mech. 30.3%	Computer Networking 39.2%	Business Management 46.9%

Courageous Conversations

Questions discussed

- Why is this occurring? Is it structural? Is it access?
- What other information do we need?
- How do you equip students with the tools to make the most informed decisions?
- Where do opportunities exist for redesign?

Campus wide

(Faculty Brown bags & Staff Updates)

Committees and Divisions

Pathways teams
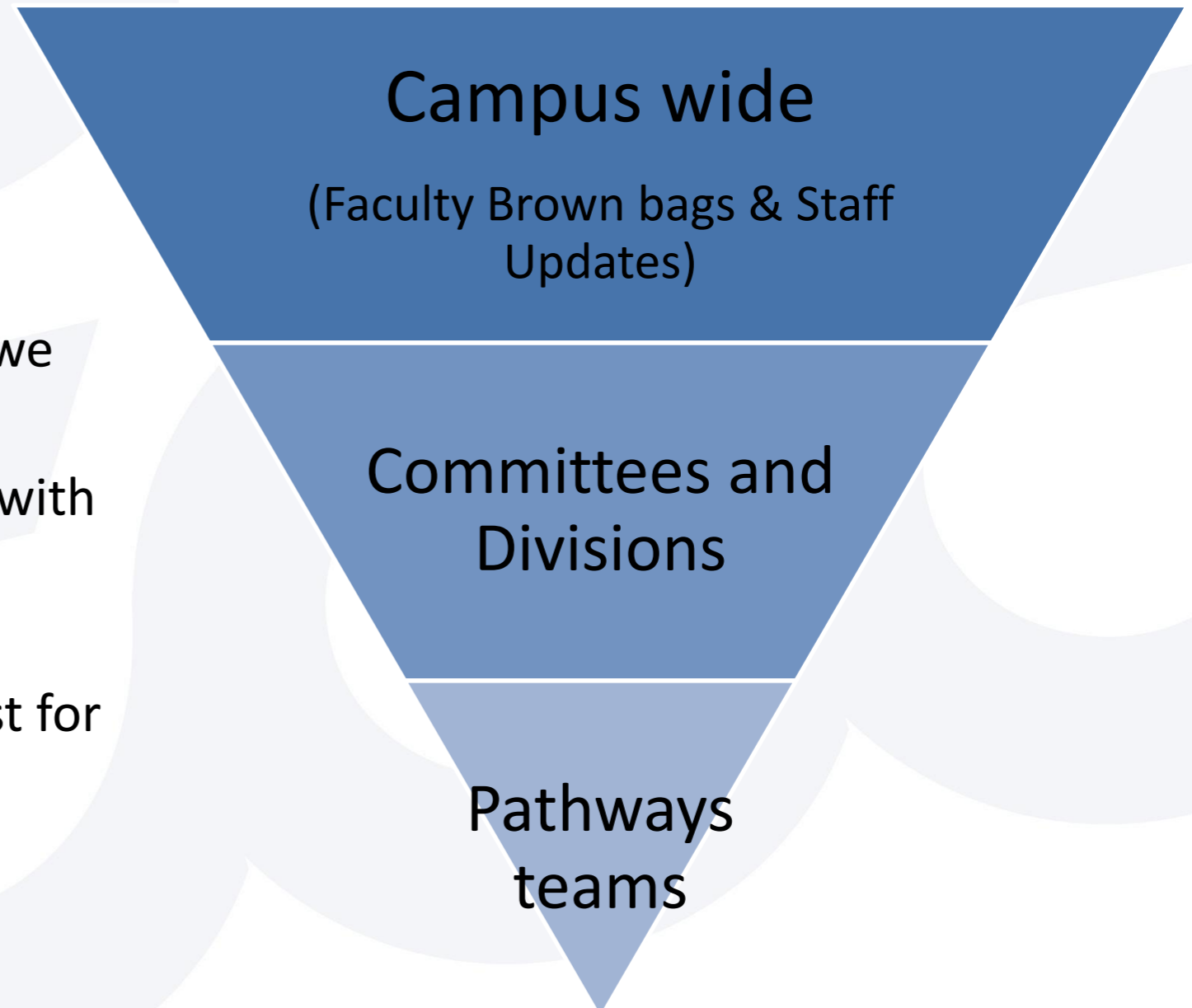
Informed Strategies

- Identify & begin implementing a **culturally responsive career counseling approach**

- **New intake survey** to learn about students' backgrounds and family support, continuing to deepen a holistic, appreciative advising approach

- **Avanzando Through College** program provides a culturally-informed approach to college transition for Hispanic and Latinx students, seeking a similar support community model for new Black/ African American students

- **Advisors visit program sites, clinical locations, employers**, etc. to see work in action and be able to better describe opportunities within their assigned academic/ career pathways

- Integrate career and academic pathway connections into **Student Engagement efforts**

- **College Success course redesign** to include a research component that provides opportunities for faculty to highlight career pathways and professional organizations with which students can connect

- Transfer Coordinator position working to ensure **each pathway LCCC offers has an aligned transfer option** to lead to enhanced skills and socioeconomic mobility

Rethinking Onboarding From a Guided Pathways Perspective

FROM

Orientation to college

Optional career and transfer advising and planning

Engaging with programs after prerequisites

À la carte high school dual enrollment coursetaking

TO

Orientation to fields of study

Required career and transfer advising and program planning

Engaging with programs from the start

Dual enrollment as an on-ramp to a program pathway

New reports from CCRC on onboarding: https://ccrc.tc.columbia.edu/publications/redesigning-community-college-onboarding-guided-pathways.html

What do students want from onboarding?

- The opportunity to explore programs and careers thematically through meta-majors.

- To interact with other new and current students who share similar academic and career interests.

- To network with faculty and professionals in their field of study.

- Students who have clear career goals need different kinds of support than those who don't.

Tools for Digging In

Program Explorer Excel Tool

Data Tool: Unpacking Program Enrollments and Completions with Equity in Mind

John Fink, June 2020

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What courses are students taking? First-term course enrollments among top programs

First term course enrollments among entrants into top programs

Fall 2018 courses attempted among all **first time** fall 2018 entering students (all students who attempted at least 1 credit-bearing course, **including** degree- and non-degree-seeking, full- and part-time, current and former dual enrollment students), by program. Common courses (e.g., English 101) will likely be in the top 10 for multiple programs.

#2 Program (N= 1,545 students): AS Liberal Arts General Studies (Transfer)

Rank	Course Title	Course ID	Number of Program Students who took this Course	Percent of Program Students who took this Course
1	College Composition	ENG101	723	46.8%
2	College Orientation & Success	COS133	548	35.5%
3	Basic Math (non-credit)*	TRS092	377	24.4%
4	Pre-Algebra (non-credit)*	TRS094	340	22.0%
5	College Orientation	COS101	295	19.1%
6	Intro to Psychological Science	PSY101	278	18.0%
7	Intermediate Algebra	MTH104	270	17.5%
8	Intro Read & Writ (non-credit)*	TRS100	262	17.0%
9	Elementary Algebra (non-credit)*	MTH098	151	9.8%
10	Physical Fitness	PEC148	148	9.6%
>10	**275** other different courses attempted by at least 1 student from this program			

New Research and Resources on Redesigning Onboarding Through Guided Pathways

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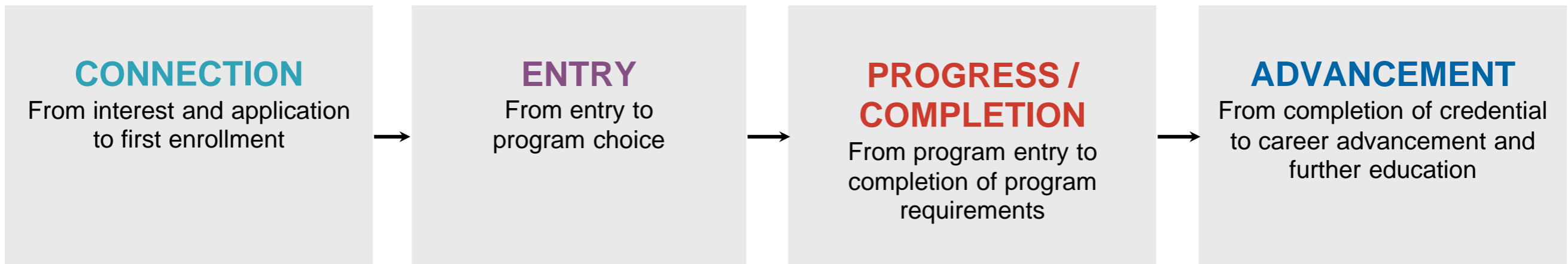TEACHERS COLLEGE, COLUMBIA UNIVERSITY

May 2020
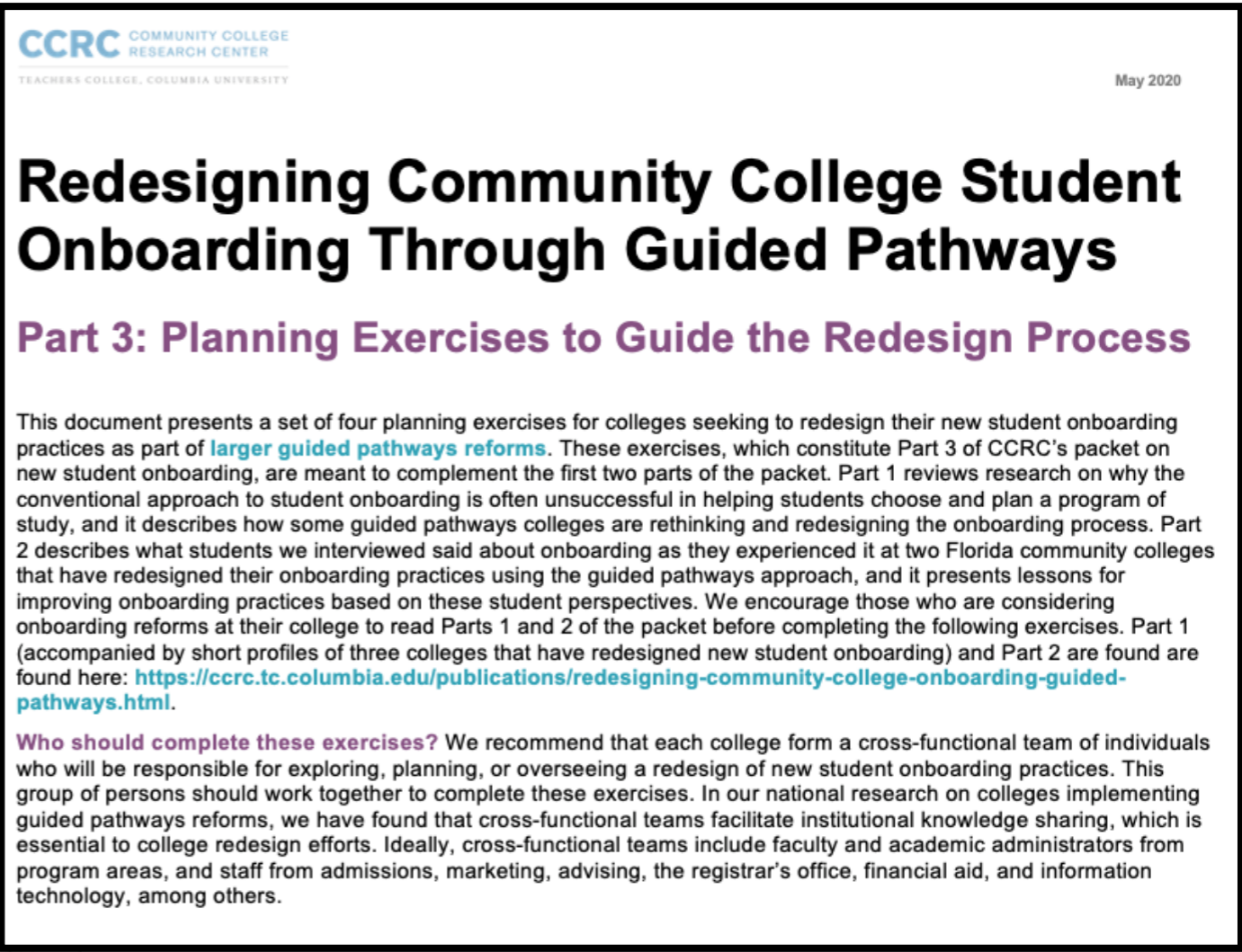
Redesigning Community College Student Onboarding Through Guided Pathways

Part 3: Planning Exercises to Guide the Redesign Process

This document presents a set of four planning exercises for colleges seeking to redesign their new student onboarding practices as part of larger guided pathways reforms. These exercises, which constitute Part 3 of CCRC's packet on new student onboarding, are meant to complement the first two parts of the packet. Part 1 reviews research on why the conventional approach to student onboarding is often unsuccessful in helping students choose and plan a program of study, and it describes how some guided pathways colleges are rethinking and redesigning the onboarding process. Part 2 describes what students we interviewed said about onboarding as they experienced it at two Florida community colleges that have redesigned their onboarding practices using the guided pathways approach, and it presents lessons for improving onboarding practices based on these student perspectives. We encourage those who are considering onboarding reforms at their college to read Parts 1 and 2 of the packet before completing the following exercises. Part 1 (accompanied by short profiles of three colleges that have redesigned new student onboarding) and Part 2 are found are found here: https://ccrc.tc.columbia.edu/publications/redesigning-community-college-onboarding-guided-pathways.html.

Who should complete these exercises? We recommend that each college form a cross-functional team of individuals who will be responsible for exploring, planning, or overseeing a redesign of new student onboarding practices. This group of persons should work together to complete these exercises. In our national research on colleges implementing guided pathways reforms, we have found that cross-functional teams facilitate institutional knowledge sharing, which is essential to college redesign efforts. Ideally, cross-functional teams include faculty and academic administrators from program areas, and staff from admissions, marketing, advising, the registrar's office, financial aid, and information technology, among others.

https://ccrc.tc.columbia.edu/publications/redesigning-community-college-onboarding-guided-pathways.html

Exercise: Process mapping the *ideal* student experience to help students enter the college and a program

CONNECTION	ENTRY	PROGRESS / COMPLETION	ADVANCEMENT
From interest and application to first enrollment	From entry to program choice	From program entry to completion of program requirements	From completion of credential to career advancement and further education

For each phase:

- When would students (a) **explore** program options and interests, (b) **gain experiences** in a program of interest, and (c) **develop** academic and career **plans**?

- What do you want to know about incoming students' program interests? How would you learn this systematically?

- How might different student groups experience these onboarding activities (first-time students, older students, etc.)?

- How can you move from current practice to the ideal?

Dual enrollment as an on-ramp to college programs

Indian River State College's Great Explorations event for high school junior and seniors to explore programs and careers

What connection back to your work are you "walking" away with?

AND/OR

What further questions has this raised for your work?

Thank you!
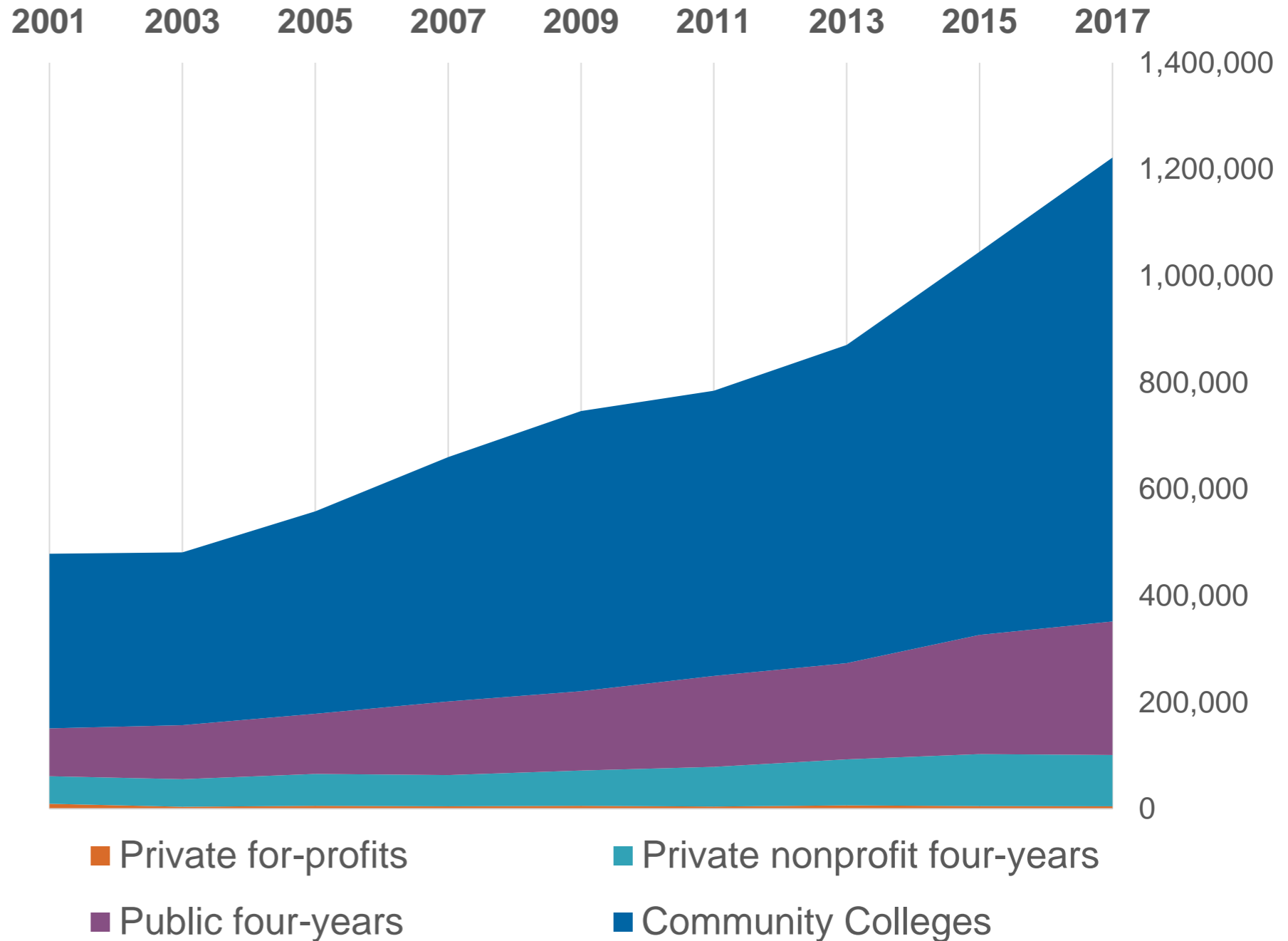
2015-16 High School student participation in Dual Enrollment and AP: School Districts

DE-Participation Rate
- Less than 0.1%
- 0.1% to 4.0%
- 4.0% to 11.0%
- 11.0% to 20.3%
- 20.3% or more
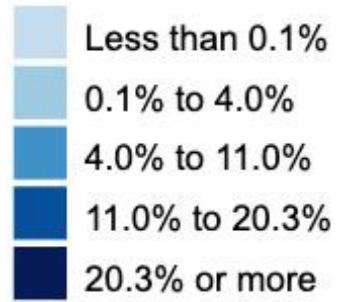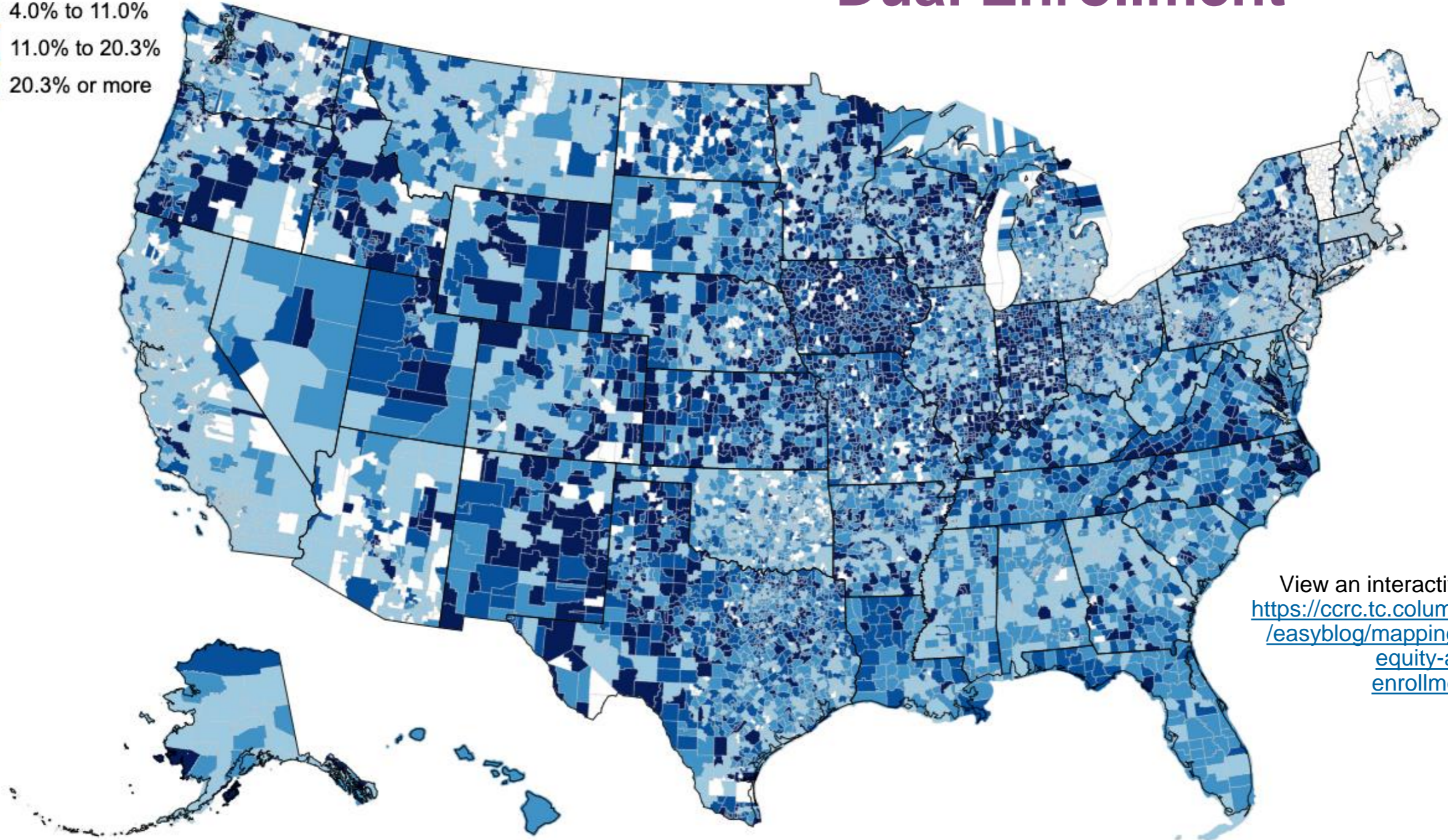
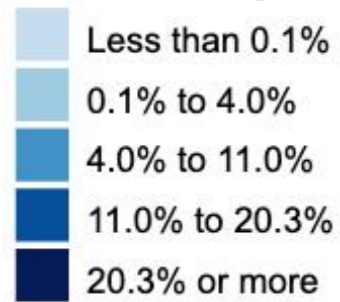**Dual Enrollment**

View an interactive map:
https://ccrc.tc.columbia.edu/easyblog/mapping-racial-equity-ap-dual-enrollment.html

Source: CCRC analysis of Civil Rights Data Collection data on the 2015-16 school year.

2015-16 High School student participation in Dual Enrollment and AP: School Districts

AP-Participation Rate

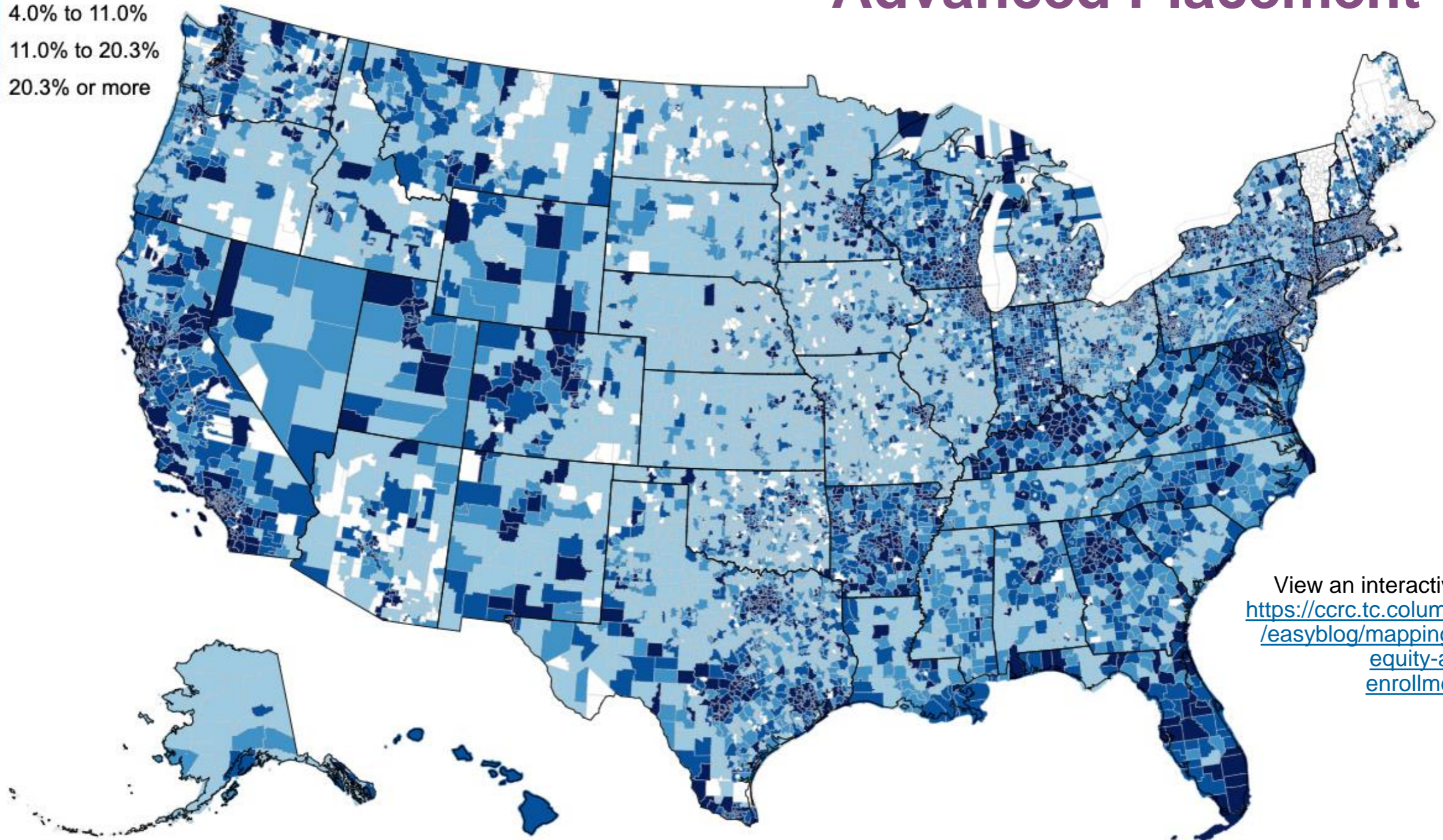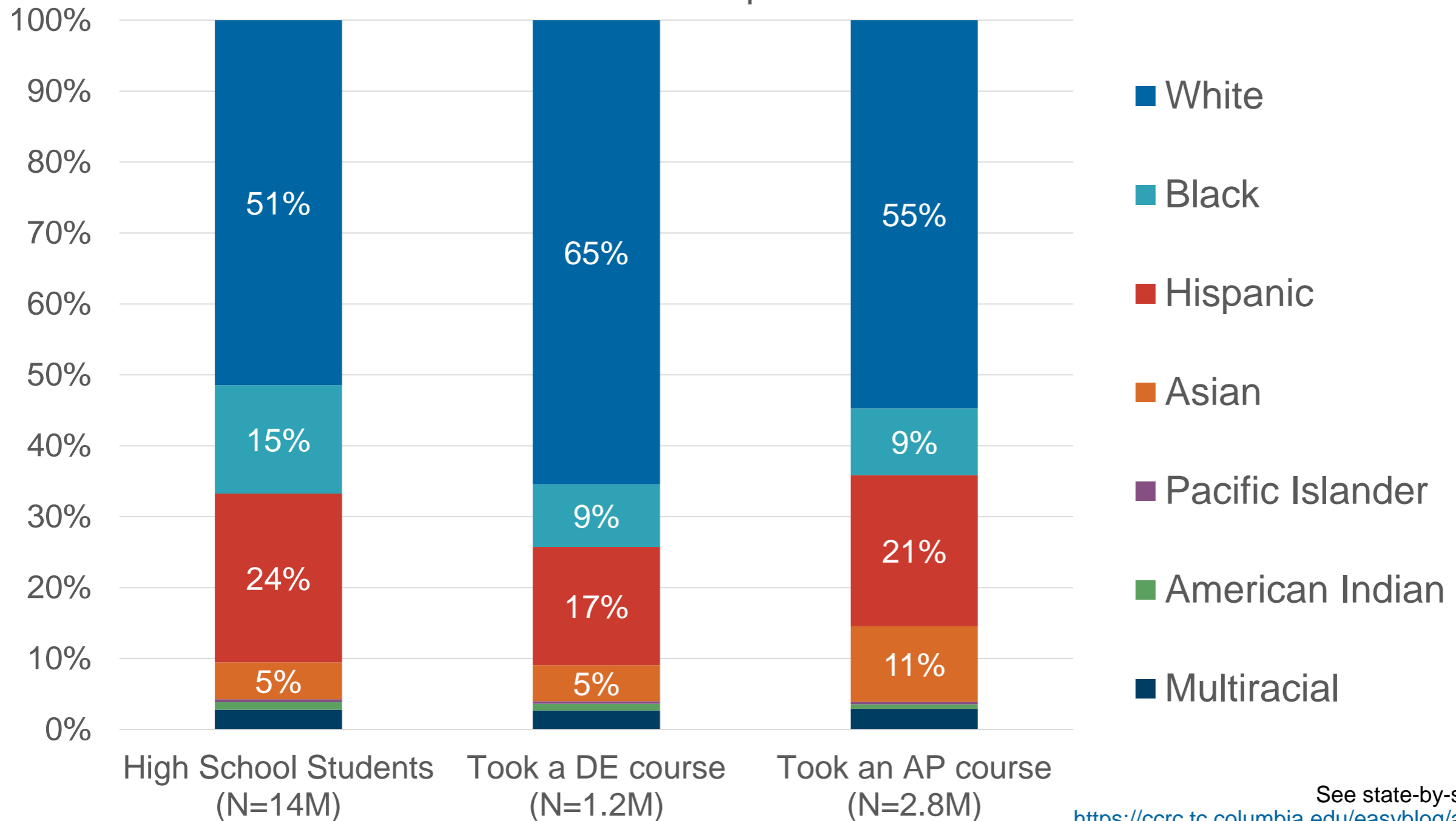Less than 0.1%
0.1% to 4.0%
4.0% to 11.0%
11.0% to 20.3%
20.3% or more

Advanced Placement

View an interactive map:
https://ccrc.tc.columbia.edu/easyblog/mapping-racial-equity-ap-dual-enrollment.html

Source: CCRC analysis of Civil Rights Data Collection data on the 2015-16 school year.

2015-16 School Year: Black and Latinx HS Students Underrepresented in Dual Enrollment & AP courses

HS Student Racial Composition

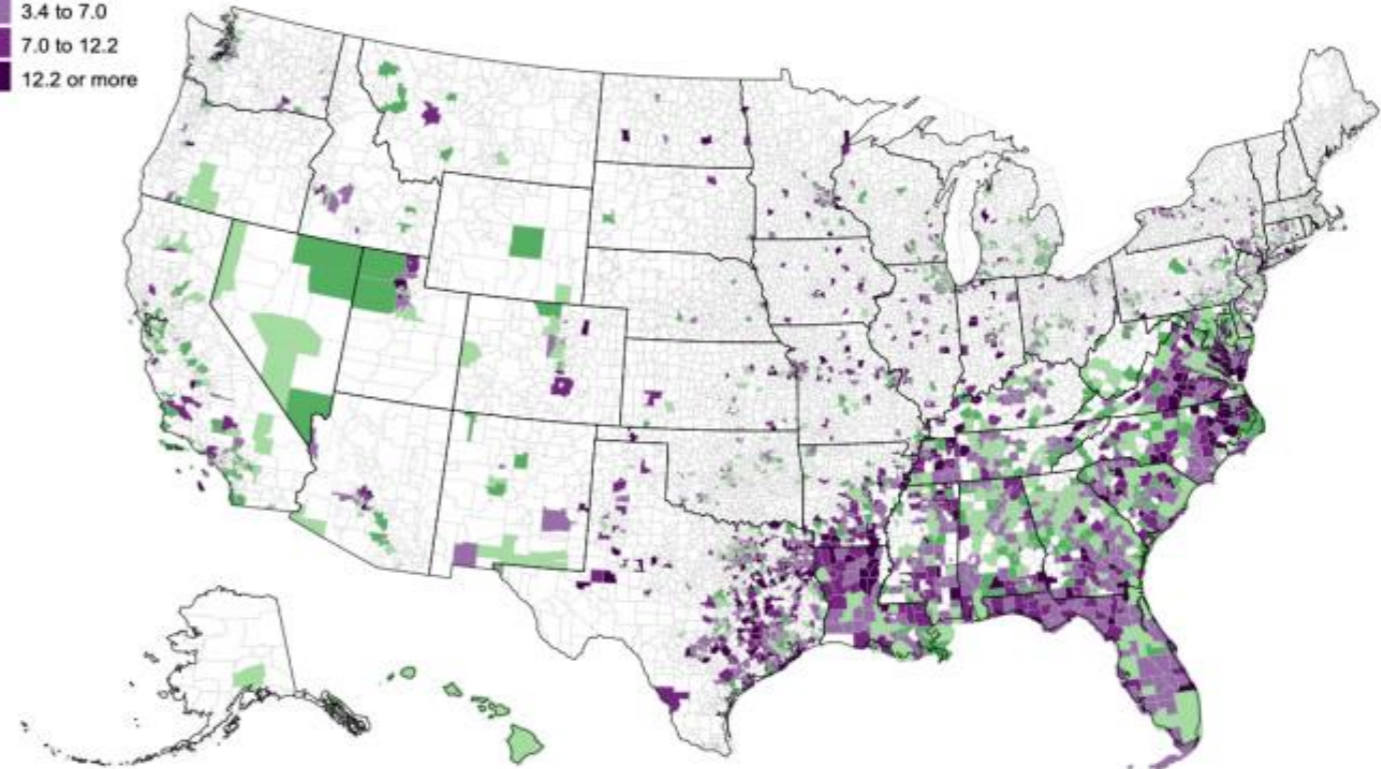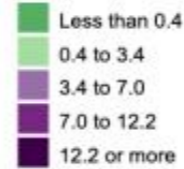|	High School Students (N=14M)	Took a DE course (N=1.2M)	Took an AP course (N=2.8M)
White	51%	65%	55%
Black	15%	9%	9%
Hispanic	24%	17%	21%
Asian	5%	5%	11%

Legend: White, Black, Hispanic, Asian, Pacific Islander, American Indian, Multiracial

Source: CCRC analysis of Civil Rights Data Collection data on the 2015-16 school year.
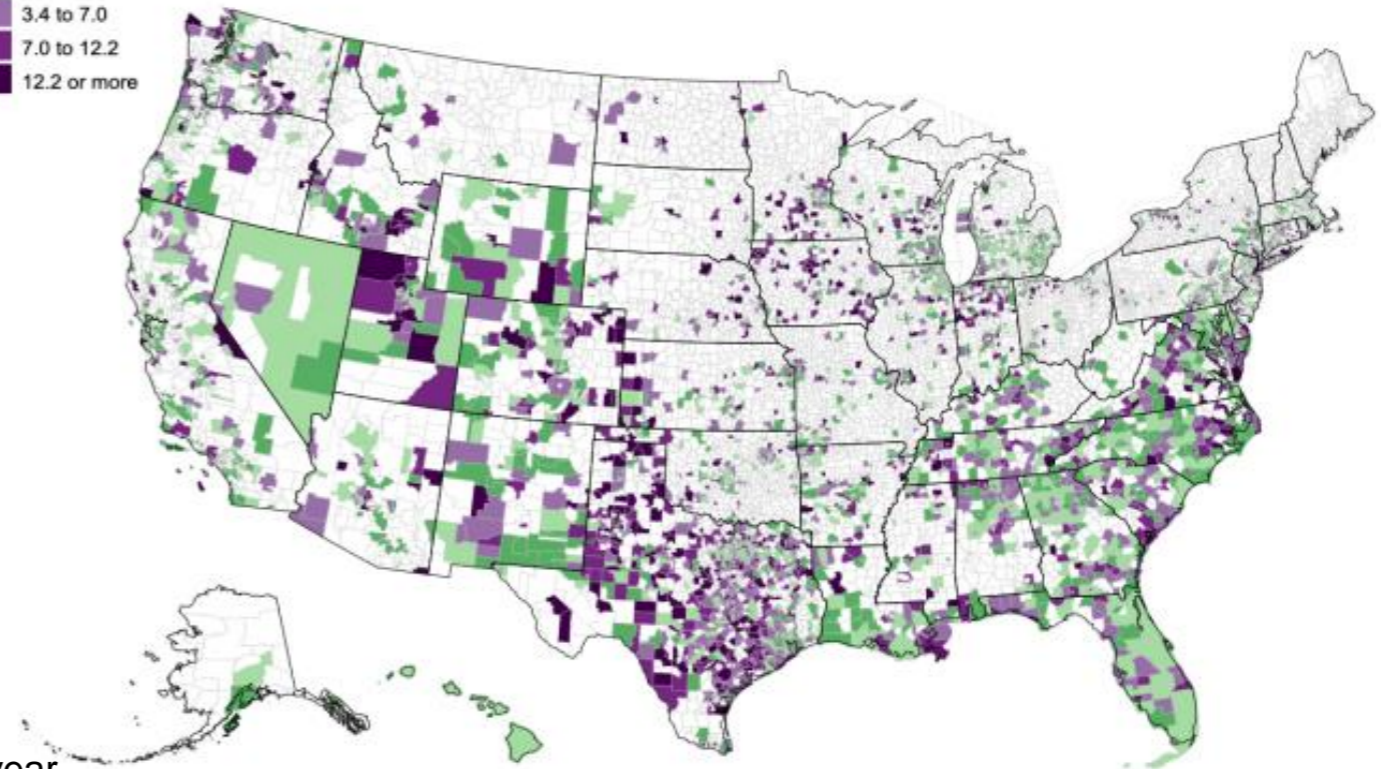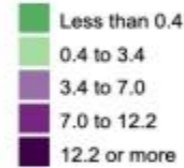
Substantial national variation in racial equity gaps in DE participation among US school districts…

…but one in five school districts across the country have closed racial equity gaps in access to dual enrollment courses

DE-White-Black Gap (pp)

	Less than 0.4
	0.4 to 3.4
	3.4 to 7.0
	7.0 to 12.2
	12.2 or more

DE-White-Hispanic Gap (pp)

	Less than 0.4
	0.4 to 3.4
	3.4 to 7.0
	7.0 to 12.2
	12.2 or more

CCRC analysis of Civil Rights Data Collection data on the 2015-16 school year.
https://ccrc.tc.columbia.edu/easyblog/mapping-racial-equity-ap-dual-enrollment.html
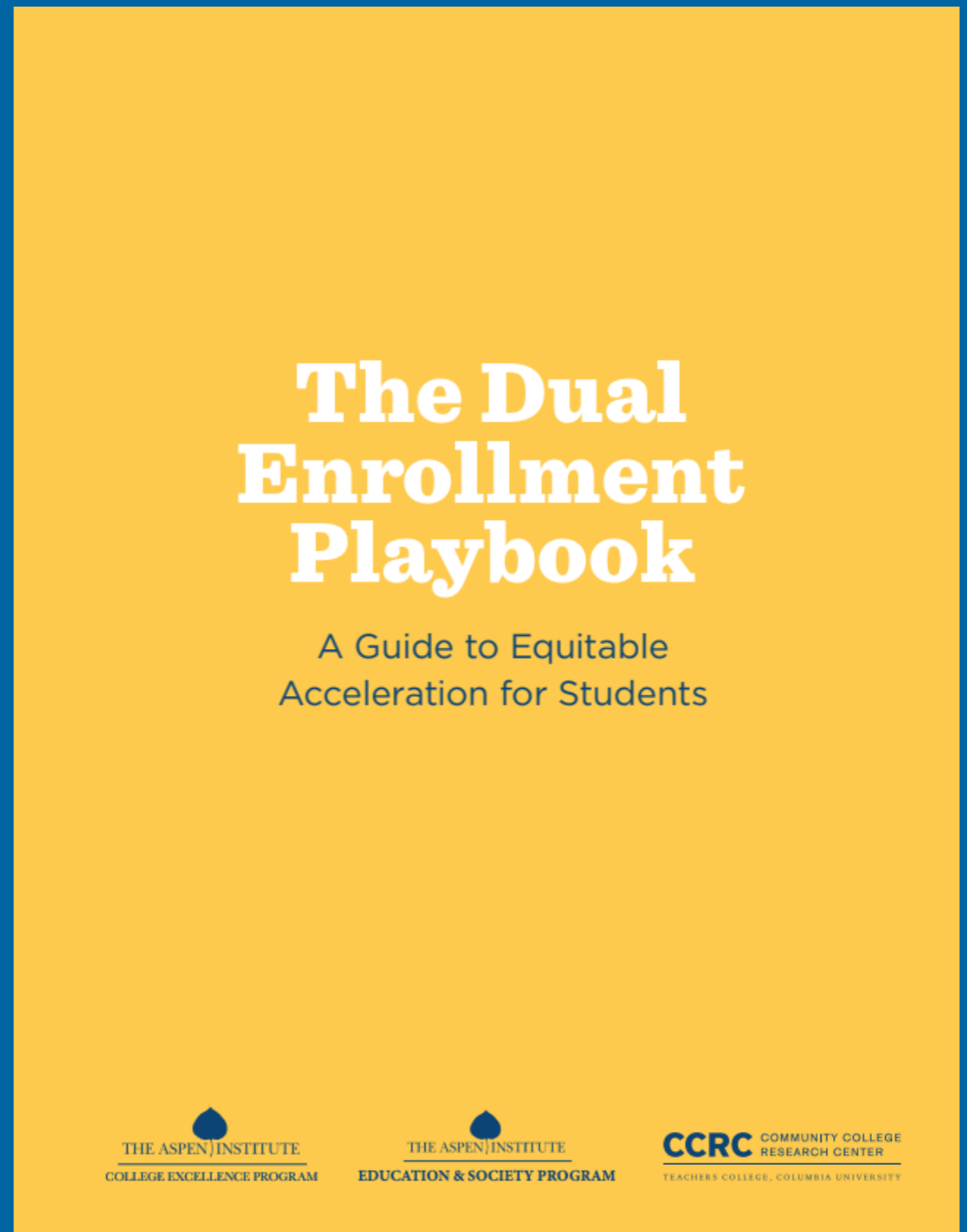
Given the substantial variation nationally in access to and success in dual enrollment,

What can be learned from high schools and colleges that are more effective in serving students of color through dual enrollment?

The Dual Enrollment Playbook

A Guide to Equitable Acceleration for Students

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

THE ASPEN INSTITUTE
EDUCATION & SOCIETY PROGRAM

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

CCRC — THE ASPEN INSTITUTE

The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students

Five Principles to Advance Equity in High-Quality Dual Enrollment

Principle I

SET A SHARED VISION AND GOALS THAT PRIORITIZE EQUITY

Principle II

EXPAND EQUITABLE ACCESS

Principle III

CONNECT STUDENTS TO ADVISING AND SUPPORTS THAT ENSURE EQUITABLE OUTCOMES

Principle IV

PROVIDE HIGH-QUALITY INSTRUCTION THAT BUILDS STUDENTS' COMPETENCE AND CONFIDENCE

Principle V

ORGANIZE TEAMS AND DEVELOP RELATIONSHIPS TO MAXIMIZE POTENTIAL