

Opening More Doors with Dual Enrollment: Lessons from Educators on Expanding Access to College

September 10, 2021

During this webinar, educators shared their experiences launching and implementing innovative dual enrollment math courses using Quantway Core and Statway that are helping increase college access for more students. The following provides some context from the webinar and answers to questions raised during the Q&A portion.

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What do we mean by dual enrollment?

Dual enrollment refers to a college course taught by a college instructor or college-approved instructor that allows students to earn college credit while still in high school. These courses are also known as concurrent enrollment, early enrollment, or dual credit.

What are key factors to consider when designing a dual enrollment program to reach students historically excluded from traditional dual enrollment courses?

We've identified a core set of principles that are important to have in mind when planning for dual enrollment programs that aim to support more students, particularly those traditionally underserved by dual credit offerings.

Target students

If the goal is to expand access, it is important to identify and engage with the students you aim to enroll.

Understanding the systems involved

High school and college contexts are very different. It is important to be aware of and understand the different environments, systems, and teams to best coordinate and support successful dual enrollment implementation. It's also important to be aware of inherent barriers that may impact reaching the desired students or your ability to implement with success and designing the new system to avoid those outcomes.

Student-centered planning and implementation

For these dual enrollment programs to meet their intended purpose, it is essential that the focus be centered on supporting the target students to enroll in and successfully complete the course. When we talk about expanding access, the entire dual enrollment course—from the curriculum, instruction, when it is offered, to how outreach is conducted and support is provided—must be thoughtfully designed. Opening dual enrollment opportunities alone to more students doesn't automatically generate student interest. It is important to understand the systemic reasons why students may not engage in dual enrollment and address them to ensure the target students are served.

Partnership-led

Dual enrollment offers promising benefits to both high schools and colleges, yet it is not a one-size-fits-all type of project. Successful implementation requires a working partnership between the college and each high school partner.

Continuously improving

Designing dual enrollment programs to serve a new population takes learning and adjustment. Partners that are committed to learning together, actively monitoring implementation, and evaluating their data can use this information to improve their design over time.

What are Quantway and Statway and how are they used for dual enrollment?

Quantway and Statway are a suite of quantitative and statistical reasoning courses developed by Carnegie Math Pathways. These courses were originally designed to offer college students more paths to meet their gateway college math requirements and advance toward college graduation. Based on their proven success at colleges nationwide, a number of colleges have partnered with high schools to apply these courses in ways that can support students earlier in the pipeline.

Among the schools featured in our panel, Madison College and its K12 partner Deforest Area High School are using Quantway Core as a math reasoning dual enrollment course for high school seniors. The course offers students a path other than algebra to meet their high school math requirement while also gaining college credit toward many of Madison College's applied programs. And for those interested in pursuing other programs, the course prepares students to enroll directly in college-level math when they enter college.

The two other schools featured in the webinar, Normandale Community College and Fremont High School, each use Statway, a year-long college-level statistics course with integrated developmental supports. The course provides high school students with a non-algebra path to graduation and to earn college credit that meets the partner college's gateway math requirement.

These models are each expanding dual enrollment to more students through non-traditional math pathways, creating more equitable opportunities for students to graduate high school and gain access to college.

How have faculty adapted to teaching these new courses?

Quantway and Statway courses utilize a contextualized curriculum designed to be relevant and relatable to students. Additionally, the courses are taught using an active, collaborative pedagogy and incorporate social emotional support routines and activities to help strengthen student mindsets and build a sense of belonging in the math classroom.

For instructors familiar with collaborative learning models, particularly high school instructors, this approach has not been a stretch. High school or college-level instructors who teach these courses are provided training provided by Carnegie Math Pathways to build their understanding of the philosophy behind the approach of these courses. Partner colleges and Carnegie Math Pathways have also provided

mentorship and community learning opportunities to the dual enrollment instructors to support their instruction and facilitation of the curriculum.

How have colleges and high schools worked out dual enrollment scheduling and transportation needs for students?

One of the keys to designing dual enrollment programs that can effectively reach and engage more students is understanding the systems involved and the potential barriers that might inhibit student participation. Scheduling and logistics challenges are just a couple of the possible structural barriers that can impact the success of a dual enrollment program designed to reach more students. The math dual enrollment courses featured in this webinar are all offered **at the partner high schools**. Doing so has enabled students to participate in dual enrollment courses during their normal school schedule and avoided the need to arrange for transportation to the college.

Additional Questions?

If you are interested in learning more, please contact us at info@carnegiemathpathways.org.