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Thank you for your request to our REL Reference Desk regarding research that has been conducted on advising strategies that work best for dual enrollment students. Ask A REL is a collaborative reference desk service provided by the ten regional educational laboratories (REL) that, by design, functions much in the same way as a technical reference library. It provides references, referrals, and brief responses in the form of citations on research based education questions.

The information below represents the most rigorous research available. Researchers consider the type of methodology and give priority to research reports that employ well described and thorough methods. The resources were also selected based on the date of the publication with a preference for research from the last ten years. Additional criteria for inclusion include the source and funder of the resource.

**Question:** *What type of advising strategies work best for dual enrollment students?*

**Key words and search strings used in the search:** *advising OR counseling AND dual enrollment students; academic advising AND concurrent enrollment*

**Search databases and websites:**

1. ERIC: <http://www.eric.ed.gov/>
2. JSTOR: <http://www.jstor.org/action/showAdvancedSearch>
3. Google Scholar: [www.google.com/scholar](http://www.google.com/scholar)
4. Institute of Education Sciences (IES) Resources: <http://ies.ed.gov/pubsearch/>
5. What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

**Citations Retrieved: (NOTE: Abstracts and executive summaries are copied directly from the reports when possible to ensure accuracy):**

Edwards, L., Hughes, K. L., & Weisberg, A. (2011). Different approaches to dual enrollment: Understanding program features and their implications. *Insight*, 1-25.  
<http://eric.ed.gov/?id=ED525141>

**Abstract/Summary:** Dual enrollment programs allow high school students to take college courses and earn college credit. While dual enrollment has historically focused on high-achieving students, these programs can have significant benefits for underperforming students as well, particularly if integrated with a career focus. This research shows that student experience differs dramatically from one program to the next. Examining these differences illuminates the advantages and disadvantages of various program designs, particularly as they influence access and success for a broad range of students. These findings may be helpful to educators, policymakers and families interested in dual enrollment. This report analyzes eight secondary-postsecondary partnerships in California that sought to integrate dual enrollment

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with a complementary career-focused strategy for engaging struggling students. Adding a strong career focus can be an important element for such students because of its potential to motivate them through applied learning and help them see pathways through college to future employment. The programs featured in this report join a growing movement to make career-focused dual enrollment part of a promising college and career preparation strategy for a broad range of students. While Concurrent Courses partnerships pursued the same goals, their program features varied by design. Each partnership reflected its own set of relationships, fiscal challenges and geography. Analysis of each program and its results generated the findings detailed in this report. Presented are two qualities that are important to the dual enrollment experience and six program features that influence how a program achieves these qualities. (Contains 8 footnotes.)

Farrell, P. L., & Seifert, K. A. (2007). Lessons learned from a dual-enrollment partnership. *New Directions for Community Colleges*, 139, 69–77. <http://eric.ed.gov/?id=EJ775989>

**Abstract/Summary:** This chapter presents lessons learned from a community college in Arizona in implementing dual-enrollment partnership programs.

Hughes, K. L., & Edwards, L. (2012). Teaching and learning in the dual enrollment classroom. *New Directions for Higher Education*, 158, 29–37. <http://eric.ed.gov/?id=EJ970982>

**Abstract/Summary:** Dual enrollment is viewed by many as part of a promising college preparation strategy for a broad range of students. But as participation in dual enrollment has expanded across the country, there has been increasing attention paid to the rigor and authenticity of dual enrollment courses, particularly for those courses held on high school campuses and taught by high school teachers. Because dual enrollment courses are actual college courses that appear on a transcript the same way as other college courses, as opposed to college-level courses or curriculum such as Advanced Placement and International Baccalaureate programs, instructors are expected to maintain the standards, texts, and assessments of the sponsoring college or university. The potential tension between broader access to dual enrollment courses and rigorous standards leads to interesting possibilities for innovative pedagogical practices. How can dual enrollment instructors uphold rigor "and" provide instruction and supports so that a broad range of students can be successful? Pedagogy in the dual enrollment classroom has been studied little, but answers to this question have implications for pedagogy in general at open-access postsecondary institutions such as community colleges, where some have argued that the quality of instruction has long been neglected as an area of study. In this article, the authors draw on data from the Concurrent Courses Initiative, a multisite project that provided dual enrollment opportunities to disadvantaged California high school students within career-focused education pathways. As part of the project, a small number of dual enrollment instructors participated in an action

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research project in which they identified the particular ways their students were struggling and then devised classroom strategies to address them. A number of insights and practices emerged that are relevant not only to dual enrollment instruction but to instruction at postsecondary institutions that provide broad access to students of varied academic abilities.

Stephenson, L. G., (2013). Dual-credit in Kentucky. *Community College Journal of Research and Practice*, 37(11). 844–850. <http://eric.ed.gov/?id=J1022010>

**Abstract/Summary:** Credit-based transition programs provide high school students with opportunities to jump start their college education. The Kentucky Community and Technical College System (KCTCS) offers college credit through dual-credit programs. While KCTCS dual-credit offerings have been successful in helping high school students start their college education before high school graduation, these offerings need to move from enrollment mechanisms to recruitment tools. This manuscript provides areas where more can be done to improve dual-credit offerings and make the change from enrollment tool to recruitment and completion tools.

Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). *Helping students navigate the path to college: What high schools can do: A practice guide* (NCEE #2009–4066). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <http://eric.ed.gov/?id=ED506465>

**Summary/Abstract:** Access to higher education remains a challenge for many students who face academic and informational barriers to college entry. This guide targets high schools and school districts, and focuses on effective practices that prepare students academically for college, assist them in completing the steps to college entry, and improve their likelihood of enrolling in college. The guide contains specific steps on how to implement the recommendations that are targeted at school- and district-level administrators, teachers, counselors, and related education staff. The guide also indicates the level of research evidence demonstrating that each recommended practice is effective. This practice guide includes five recommendations for how high schools and school districts can improve access to higher education. The first two recommendations focus on preparing students academically for college by offering a college preparatory curriculum and assessing whether students are building the knowledge and skills needed for college. These two recommendations reflect the panel's belief that students are best served when schools develop a culture of achievement and a culture of evidence. The next recommendation describes how high schools can build and sustain college aspirations by surrounding students with adults and peers who support these aspirations. Recommendations 4 and 5 explain how high schools can assist students in completing the critical steps to college entry, including college entrance exams and college and financial aid

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applications. Appended to this guide are: (1) Postscript from the Institute of Education Sciences; (2) About the authors; (3) Disclosure of potential conflicts of interest; and (4) Technical information on the studies. (Contains 5 tables, 5 exhibits, and 264 footnotes.) This report was prepared for the National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences by the What Works Clearinghouse, a project of Mathematica Policy Research, Inc.]

### **Referrals**

#### **Organizations:**

- National Alliance of Concurrent Enrollment Partnerships (NACEP):  
<http://www.nacep.org/>

#### **Federally Funded Resources:**

- Institute of Education Sciences (IES), public search engine available at:  
<http://ies.ed.gov/pubsearch/>
- What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

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