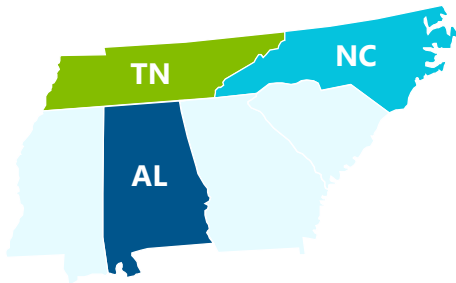


Dual Enrollment at Rural-Serving Institutions in the South: Program Implementation Profile, Goals, and Outcomes

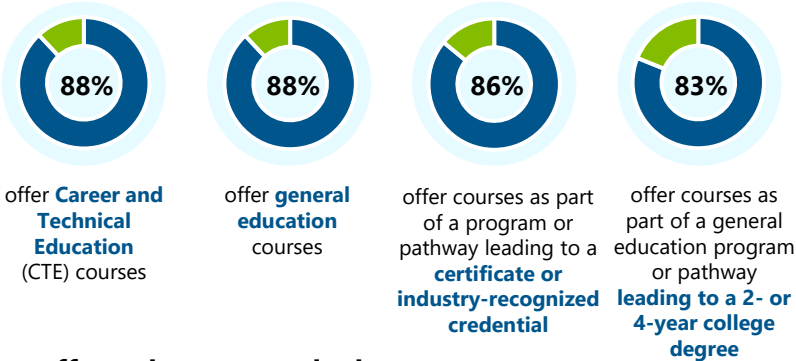
The National Rural Higher Education Research Center surveyed public colleges and universities in Alabama, North Carolina, and Tennessee to understand **dual enrollment programs at rural-serving institutions** in the South.¹ Overall, 85 colleges responded, a 61% response rate; **results here are for the 58 rural-serving institutions that responded.**



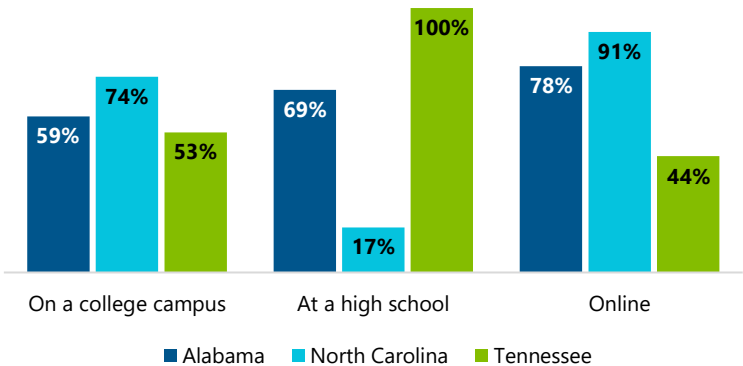
Dual Enrollment Coursetaking in Rural-Serving Institutions

In TN, where some of the colleges surveyed were technical colleges, 53% of the colleges offer general education courses and courses that lead to a 2- or 4-year degree.

Most colleges offer CTE and/or general education courses in a structured pathway program.



In all three states, most colleges offer at least some dual enrollment classes on their campus. Classes offered at a high school were more common in Alabama and Tennessee while online classes were more common in Alabama and North Carolina.



At most AL and all NC colleges, the majority of dual enrollment students (over 75%) are taught by a college instructor; in TN, the majority of students are taught by a college instructor at half of the colleges. The rest of dual enrollment students are taught by an approved high school instructor.

How to read this graph: Colleges were asked what percentage of their dual enrollment courses were offered in different formats. The height of the bar represents the **percentage of colleges that offer 25% or more of their courses in that format.** For example, 59% of Alabama colleges said that they offer 25% or more of their dual enrollment courses on a college campus.

¹ The types of institutions surveyed varied by state: in Alabama, community colleges and universities; in North Carolina, community colleges; in Tennessee, technical colleges, community colleges, and universities. Rural-serving institutions were identified using the [Alliance for Research on Regional Colleges methodology](#), which relies on a composite of measures related to an institution and its student population.

Dual Enrollment Goals & Outcomes at Rural-Serving Institutions

Goals for & Perceived Impacts on **Students**



Top **goals colleges have for students** when offering dual enrollment²

100% Increase access to postsecondary education for students facing barriers to college

98% Help students earn college credits early to save time and money

Top **perceived impacts on students** from taking dual enrollment³

98% Increases student confidence that they can succeed in college

Both 95% Increases student knowledge about how college works; Makes college more affordable

Goals for & Perceived Impacts on **Colleges**



Top **goals colleges have for their institution** when offering dual enrollment²

97% Make the college more attractive to potential students

95% Increase the number of students enrolling in the college

Top **perceived impacts on institutions** from offering dual enrollment³

80% Expands the breadth of course offerings or adds additional course sections

78% Provides additional funding to the school

² Based on the number of colleges rating a goal for offering dual enrollment as *Very Important* or *Extremely Important*.

³ Based on the number of colleges that *Agree* or *Strongly Agree* with a potential impact of offering dual enrollment on participating students or on their institution.



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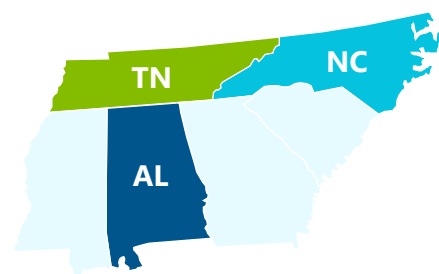
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The researchers thank the Alabama Community College System, the Alabama Commission on Higher Education, the North Carolina Community College System, the Tennessee Higher Education Commission, and the Tennessee Board of Regents for their support of and partnership on the survey.

Dual Enrollment at Rural-Serving Institutions in the South: Student Access to and Success in Dual Enrollment

The National Rural Higher Education Research Center surveyed public colleges and universities in Alabama, North Carolina, and Tennessee to understand **dual enrollment programs at rural-serving institutions** in the South.¹ Overall, 85 colleges responded, a 61% response rate; **results here are for the 58 rural-serving institutions that responded.**

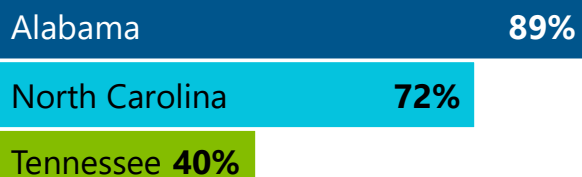


Recruitment and Advising Strategies Used by Rural-Serving Colleges²

Presentations to students and families in a group setting



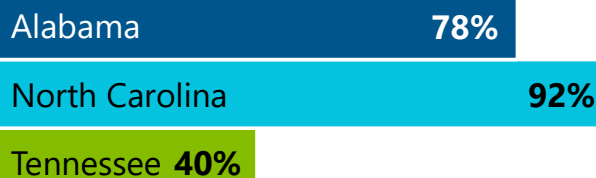
Mass communications to students and families



Employing a college liaison or dual enrollment coordinator



Personal advising

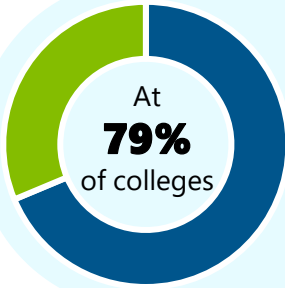


How to read this graph: This graph shows the percentage of colleges offering each type of support. For example, 95% of Alabama colleges recruit students through presentations in a group setting.

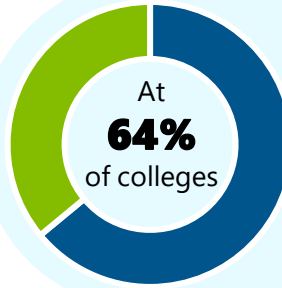
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² Colleges could select more than one response.

Most dual enrollment students at rural-serving colleges successfully complete their class and earn college credit.

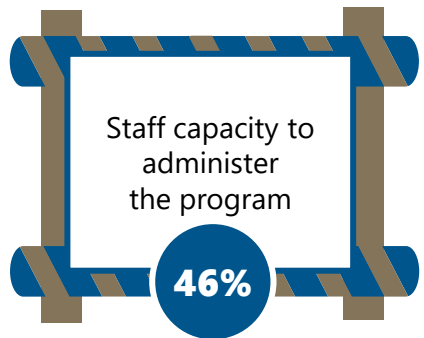
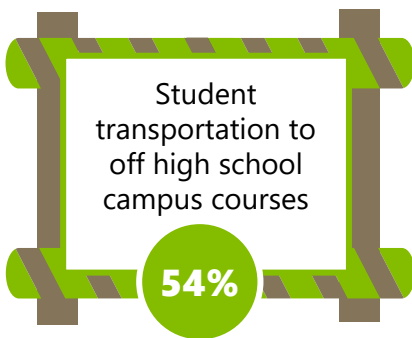


almost all students³ in **general education** courses successfully earn college credit

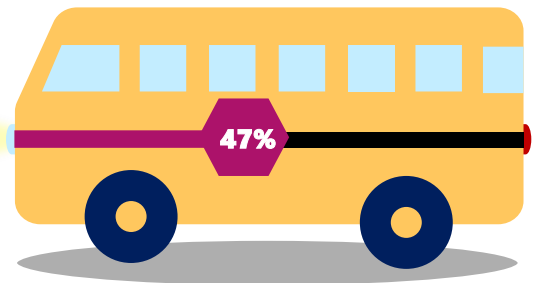


almost all students³ in **career and technical education (CTE)** courses successfully earn college credit

Approximately half of rural-serving colleges faced the following barriers to expanding dual enrollment participation:⁴



Fewer than half of colleges (**47%**) say that some of their K12 partners provide transportation for dual enrollment students who need it to take classes



³ 85% or more of dual enrollment students.

⁴ Colleges were asked to choose the extent to which a potential barrier is a current impediment to expanding dual enrollment participation.



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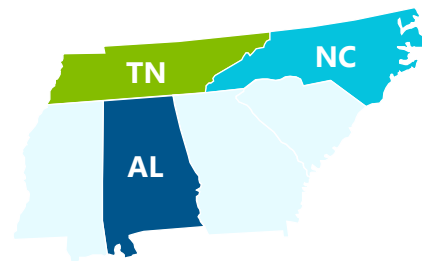
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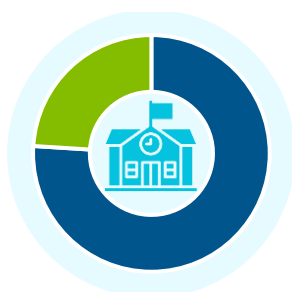
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Dual Enrollment at Rural-Serving Institutions in the South: College-K12 Partnerships to Support Dual Enrollment

The National Rural Higher Education Research Center surveyed public colleges and universities in Alabama, North Carolina, and Tennessee to understand **dual enrollment programs at rural-serving institutions** in the South.¹ Overall, 85 colleges responded, a 61% response rate; **results here are for the 58 rural-serving institutions that responded.**



The majority of rural-serving colleges partner with a variety of K12 education organizations.



76%

partner with 3 or more public school districts



72%

partner with 3 or more home school groups or associations



56%

partner with 3 or more private schools

In NC, almost all colleges (91%) partner with at least 1 charter school. In AL, over half (53%) partner with at least 1 charter school.

Rural-serving colleges collaborate with their partners in many ways...

Top ways **colleges collaborate with K12 partners** to support dual enrollment:²

89% Sharing student data

72% Meetings to discuss program improvements or logistical issues

71% Course scheduling coordination

...and generally consider their partnerships to be high-quality.

How colleges view their dual enrollment **partnership experiences:**³

88% School, district, and college leaders provide meaningful input on decisions that impact dual enrollment

83% The needs of all entities are considered when planning dual enrollment

80% Partnerships with schools and districts are very collaborative

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² Based on the number of colleges that reported collaborating *Often* with partners on an activity.

³ Based on the number of colleges that *Agree* or *Strongly Agree* with statements about the quality of their dual enrollment partnerships.

Most rural-serving colleges have general or comprehensive agreements with their dual enrollment partners that they update regularly.

Top Types of MOUs⁴ Colleges Have with K12 Partners

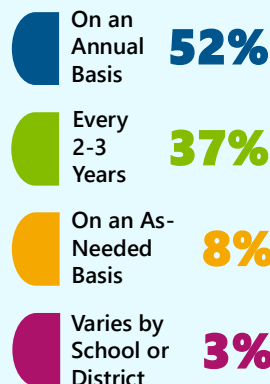
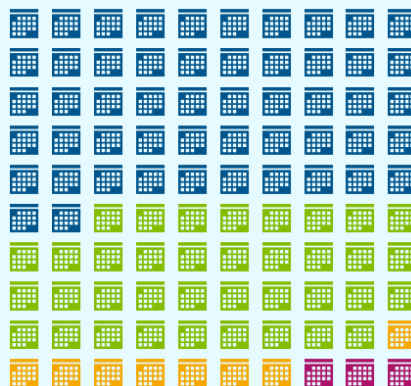
66%

Comprehensive agreements with **all or nearly all** schools or districts that outline key responsibilities and procedures

14%

General agreements with **all or nearly all** schools or districts that describe partnership terms without detailed procedures

How Often Colleges Update Their MOUs



Leaders at the majority of rural-serving colleges and their K12 partners support expanding dual enrollment options to all eligible students.⁵



88%

of **colleges** say their leadership is supportive



84%

of colleges believe leadership at their **district partners** is supportive



84%

of colleges believe leadership at their **high school partners** is supportive

⁴ Memorandums of Understanding, which are written agreements that outline partnership responsibilities and procedures.

⁵ Based on the number of colleges that *Agree* or *Strongly Agree* with statements about perceptions of dual enrollment at their institution and partners.



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