

**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER  
Teachers College, Columbia University

# Elevating the Voices of Students to Guide Dual Enrollment Reforms

Aurely Garcia Tulloch & CCRC's Dual Enrollment Student Advisory Panel

March 13, 2026 | NCII Rural Pathways Project Institute

# Today's Discussion



## What Do Dual Enrollment Students Want?

- Connecting DEEP to findings historically underserved students



## Centering Student Voice in DEEP Reform

- Meet CCRC's Dual Enrollment Student Advisory Panel



## Redesigning CTE Dual Enrollment

- Preliminary student focus group findings

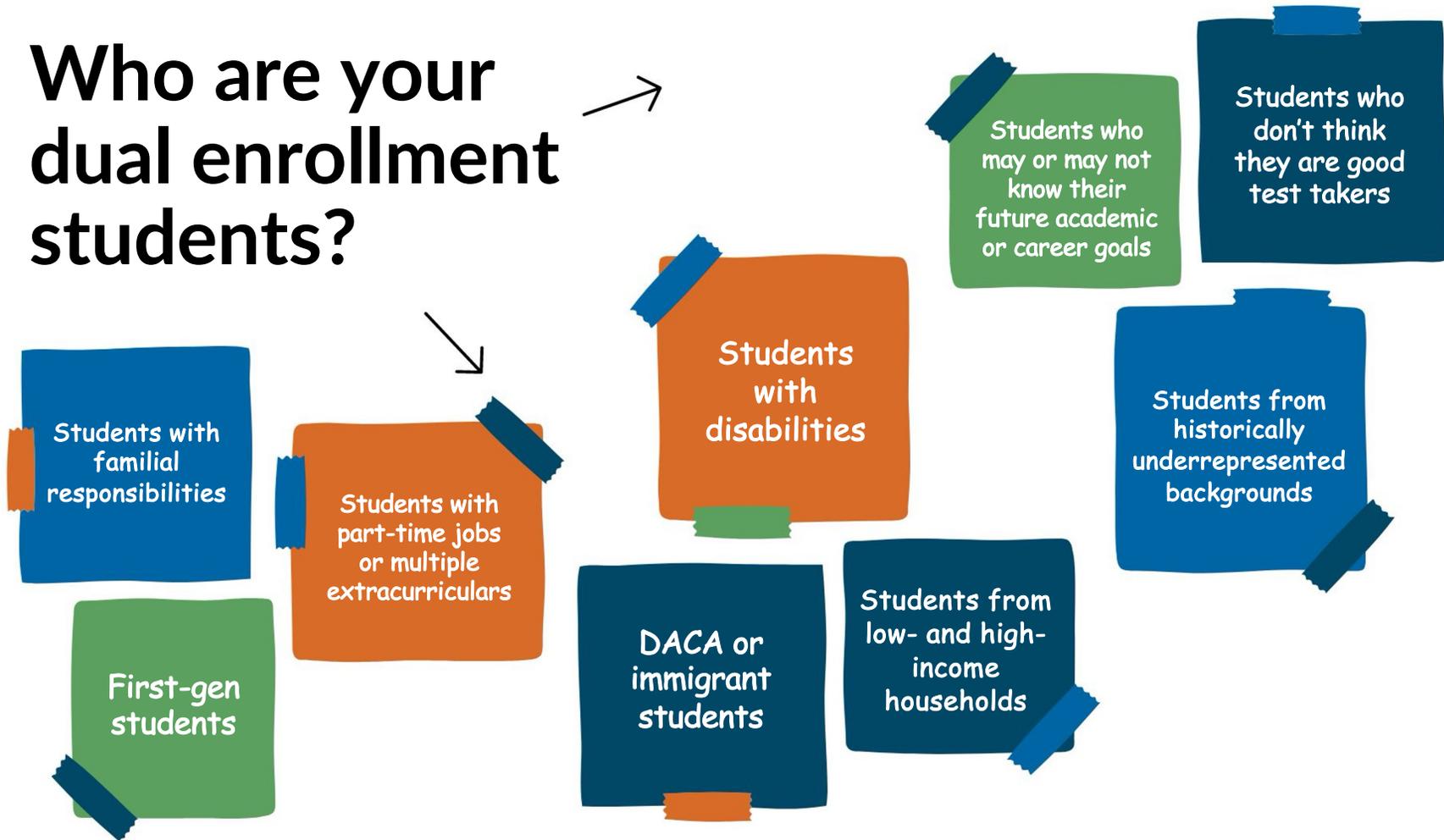
Thank you for joining us!

# Who are your dual enrollment students?

Mentimeter Poll Activity

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# Who are your dual enrollment students?



# Who are your dual enrollment students?

Former dual enrollment students account for...

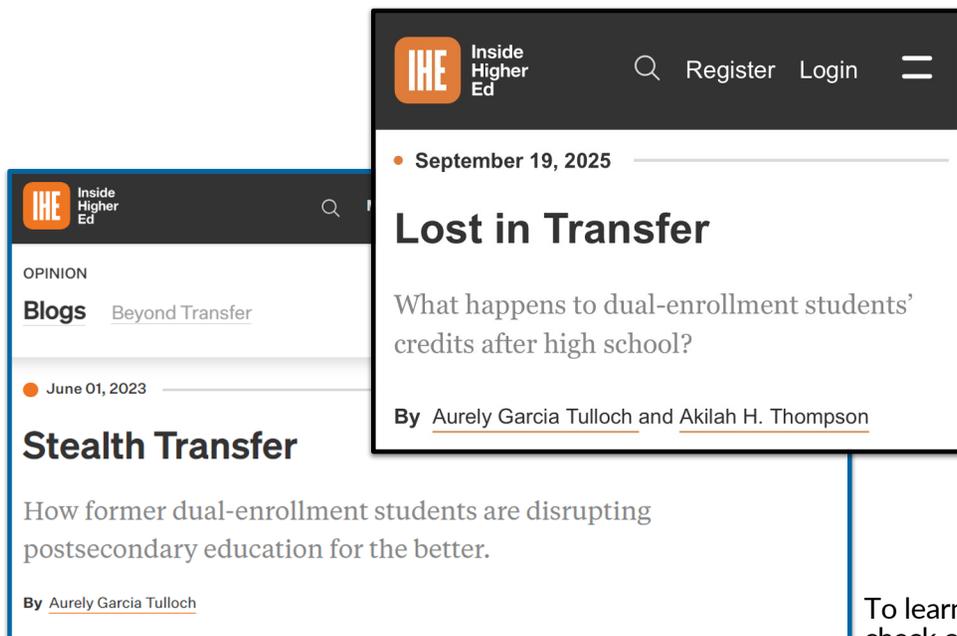
*1 in every*

entrants at four-year public institutions

*4*

*1 in every 5*

entrants at two-year public and four-year private nonprofit institutions

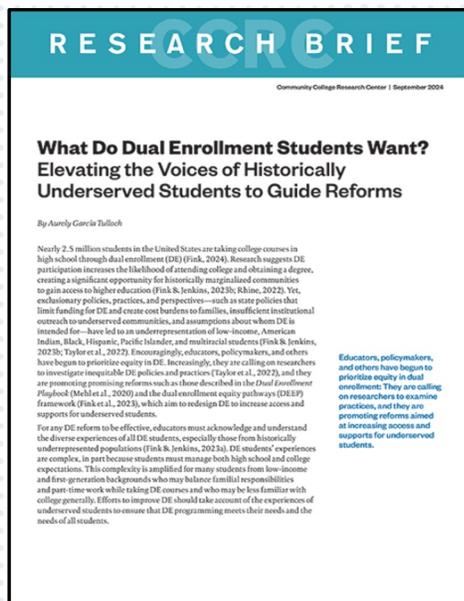


To learn more about stealth transfer, check out our op-eds in Inside Higher Ed

# What Do Dual Enrollment Students Want?

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# Methodology

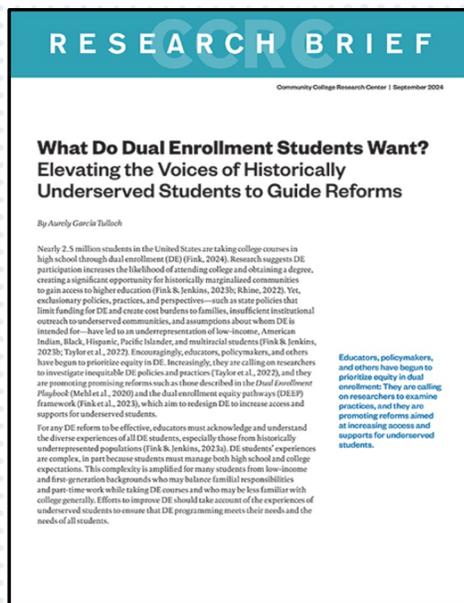


We interviewed 120 dual enrolled students at six community colleges and twelve Title I high schools Texas and Florida to understand the experiences of historically underserved students.

- Sites selected based on above-average DE participation and success for Black, Hispanic, and low-income students.
- 9-12th grade students; some self-identified a first-gen or low-income students.
- Semi-structured interviews; qualitative analysis with practitioner feedback on recommendations.

<https://ccrc.tc.columbia.edu/publications/what-do-dual-enrollment-students-want.html>

# Student want more purposeful dual enrollment



What do historically underserved DE students “want” and how can we connect this to the DEEP approach?

- Students want know about DE options earlier.
- Students want well-informed DE advisors who empower them.
- Students want their DE courses to be aligned with career and academic pathways in their fields of interest.
- Students want engaging learning experiences in their online courses.
- Students want to know how to balance the high school experience and DE coursetaking.
- Students want to know how to find scholarships and manage debt to help them attend college after high school.

<https://ccrc.tc.columbia.edu/publications/what-do-dual-enrollment-students-want.html>

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# Your Challenge? Listen & Capture

-  One quote that stood out to you
-  Which want(s) does it connect to? (1, 2, 3, 4, 5, or 6)
-  One insight - What did this student say that you weren't expecting?

## Student Perspectives: Students Want to Know their DE Options Earlier



Crystal, CCRC DE Student Advisory Panelist

## What Dual Enrollment Students Want

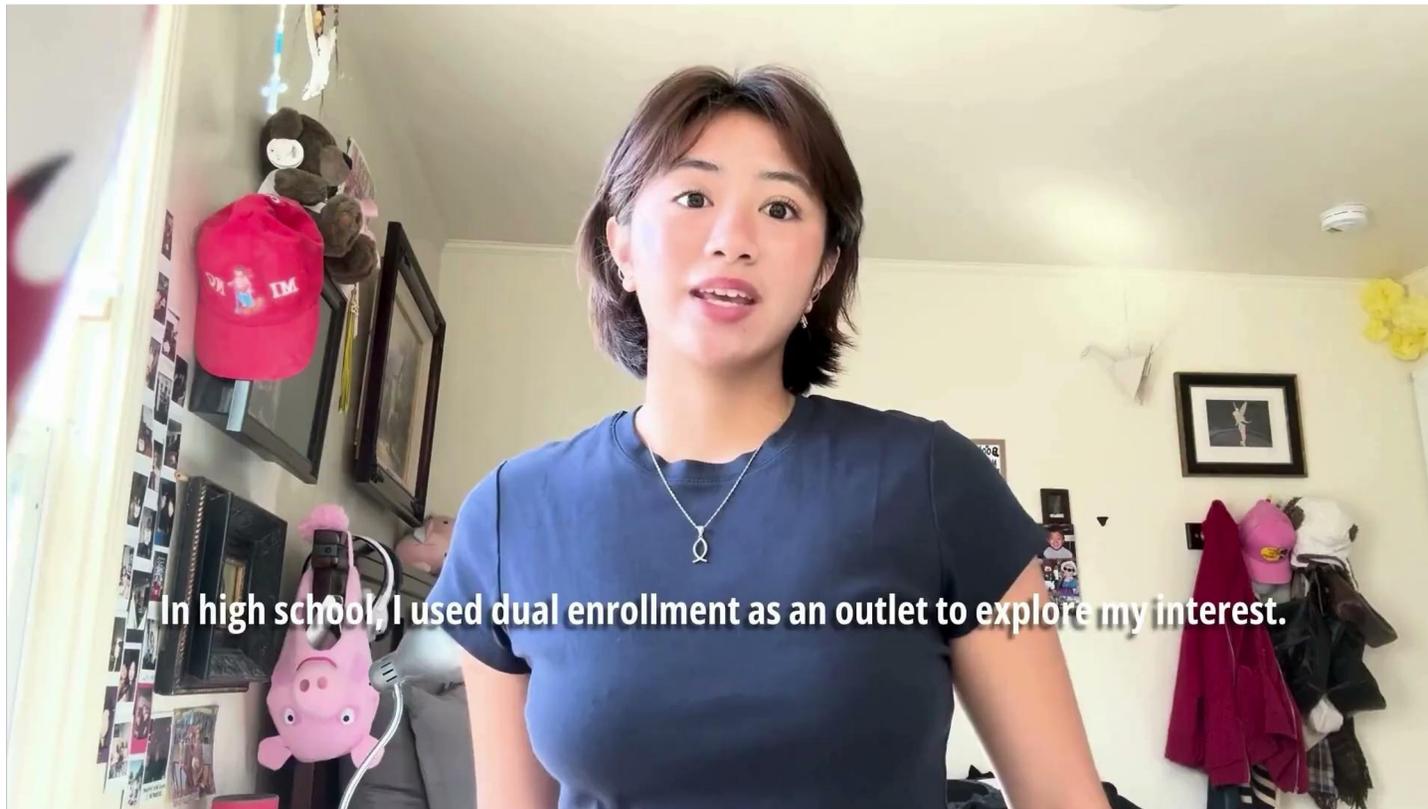


to know about their DE options earlier

## DEEP-Aligned Strategies to Support Dual Enrollment Students

- Inform students of DE options through outreach to elementary and middle schools.
- Advertise DE in local media outlets, community organizations, and social media outlets.
- Set a standard of what information about DE should be known to your local community.
- Dedicate a school day to academic and career advising for prospective and current DE students.

## Student Perspectives: Students Want Well-Informed Advisors Who Empower Them



Erika, CCRC DE Student Advisory Panelist

## What Dual Enrollment Students Want



well-informed DE advisors  
who empower them

## DEEP-Aligned Strategies to Support Dual Enrollment Students

- Inform students of the rigor of their DE courses without discouraging.
- Improve DE staff training (with discussions of the potential of DE to benefit a broad range of students) to help shift mindsets toward more inclusive approaches to DE.
- Ensure students know DE is not only for good test-takers by providing test prep, re-testing options, and/or alternatives to placement testing for eligibility.

## What Dual Enrollment Students Want



DE courses to be aligned with career and academic pathways in their fields of interest

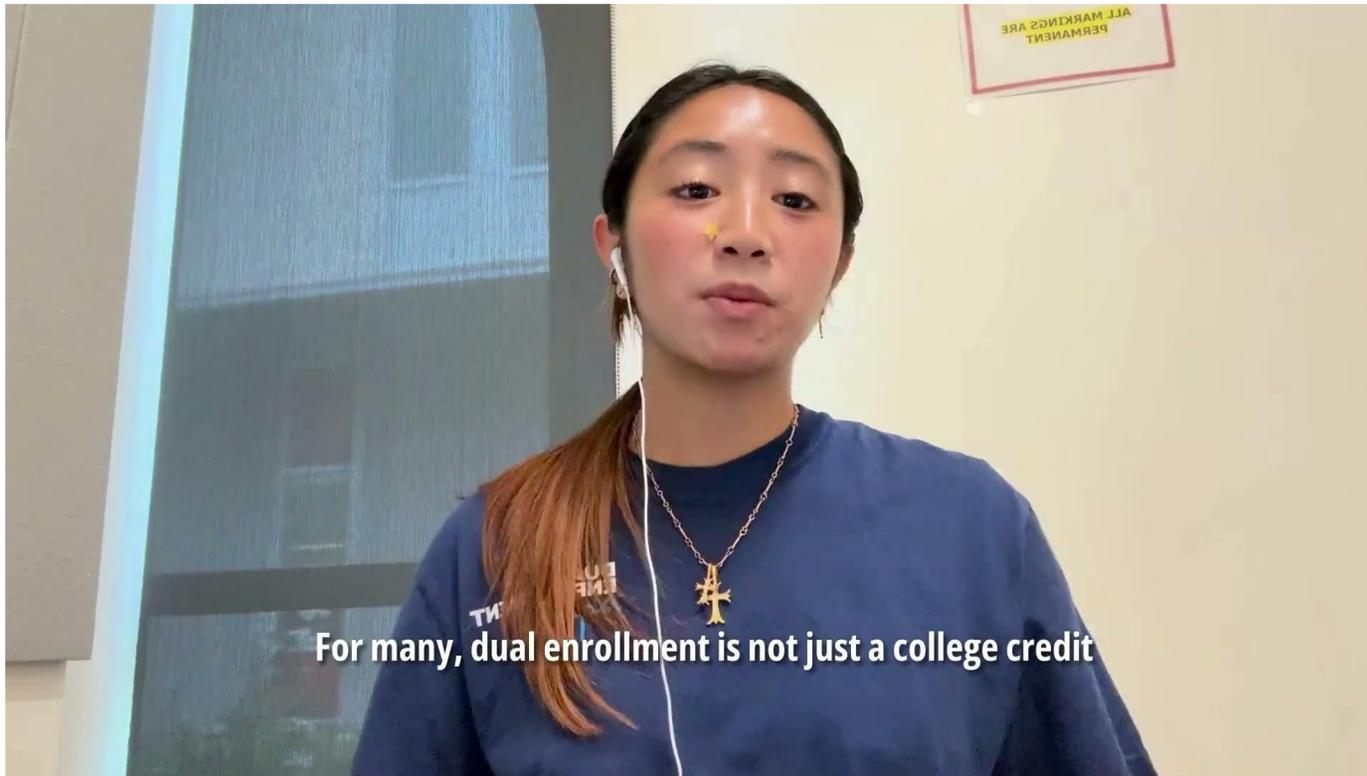
## DEEP-Aligned Strategies to Support Dual Enrollment Students

- Work with students to create college program plans aligned to their academic and career goals.
- Inform students of their options for transferring DE credits at the baccalaureate level and beyond.
- Regularly update program maps with DE partner institutions to ensure DE courses align to degree programs at local community colleges and universities.
- Offer DE courses applicable to various majors.

# Think-Pair-Share Activity

- Which of these three “wants” resonated most with you?
- Which, if any, of these have you heard from your current or former dual enrollment students?

## Student Perspectives: Students Want Engaging Online Learning Experiences



Erika, CCRC DE Student Advisory Panelist

## What Dual Enrollment Students Want



engaging learning experiences in their online courses

## DEEP-Aligned Strategies to Support Dual Enrollment Students

- Ask students about their experiences in online DC courses to inform professional development for DC faculty.
- Dedicate classroom time for DC students to receive extra support.
- Raise awareness of office hours and tutoring resources that are available online or in-person at the high school or college.

## What Dual Enrollment Students Want



to know how to balance  
the high school experience  
and DC courses

## DEEP-Aligned Strategies to Support Dual Enrollment Students

- Be transparent with students and families about the trade-offs of participating in DC.
- Create clubs or student-led organizations at the high school where DC students can share their experiences.
- Advertise extracurricular activities that DC students can participate in at the college.
- Provide transportation to events at the college.

## What Dual Enrollment Students Want



to know how to find scholarships and manage debt to help them attend college after high school

## DEEP-Aligned Strategies to Support Dual Enrollment Students

- Inform students of costs associated with transferring credits in-state versus out-of state and to public versus private institutions.
- Establish an online repository that informs students of various scholarship opportunities, including local offerings and those tailored to high school seniors and transfer students.
- Create dedicated classroom time to discuss financial aid, grants, scholarships, and other opportunities for students to reduce the cost of attending college after DC.

# Think-Pair-Share Activity

- Thinking of all six wants, which is the most immediate to address for your college's population?
- What's one DEEP-aligned strategy you're already doing, or could start implementing, to address this want?

# Centering the Student Voice in DEEP Reform

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## Student Perspectives: Impact of Dual Enrollment for ELLs



My name is Meskerem Ellis, and

Meske, CCRC DE Student Advisory Panelist

# Who are we redesigning DE for? Our students.

Dual enrollment research and reform conversations often rely on **quantitative data, practitioner perspectives, and program-level outcomes.**

**Student perspectives**, especially from historically underserved students, **are often unheard and underutilized.**

Starting March 2024, CCRC formed our first-ever DE student advisory panel.

These students help us:

- **Center student voice** in our research design and interpretation
- Improve the **relevance and equity** of findings
- Ensure our **research reflects lived experiences**, particularly for underrepresented students

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**DUAL ENROLLMENT**  
*Requisite*

# Redesigning Dual Enrollment to Support What Students Want

▶ WEBINAR RECORDING | OCTOBER 1, 2025

CCRC WEBINAR

ccrc Redesigning Dual Enrollment to Support What Students Want

Watch later Share

ch

Arianna Carrion

Jayla Watts

Crystal Garcia

Micah Laws

Watch on YouTube

## CALIFORNIA DUAL ENROLLMENT EQUITY CONFERENCE

Paradise Point Resort, San Diego  
March 16-19, 2026

CLP Career Ladders Project

edtrust WEST

GADEP CALIFORNIA ASSOCIATION OF DUAL ENROLLMENT PRACTITIONERS

DAY 2 KEYNOTE PANEL – CCRC DUAL ENROLLMENT STUDENT PANEL

**DUAL ENROLLMENT Squad**

**PANEL MODERATOR**  
**Aurely Garcia Tulloch**  
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**PANELIST**  
**Erika Rayo**  
Dual Enrollment Squad,  
Community College Research Center

**PANELIST**  
**Crystal Garcia**  
Dual Enrollment Squad,  
Community College Research Center



DEEP Team Meeting - Shared screen w/...

**DUAL ENROLLMENT Squad**

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I'm taking these courses because I'm interested, um, different topics, they provide more rigor than what I was experiencing at school, and it's outside of the traditional learning model. Um, and so that's what I was excited about.

00:16:51 / 00:39:23

DE students' impact on DEEP research  
March 2025 - current

**Coming Soon!**

**Dual Enrollment Student Experience Podcast**



# Who are we redesigning DE for? Our students.

## Step 1: Create regular, ongoing feedback loops

- Surveys, listening sessions, focus groups
- Exit interviews
- Informal conversations

## Step 2: Include students in decision-making

- Get input BEFORE implementing new policies
- DE student reps in strategic planning
- Form a DE student advisory panel
- Compensate students for their time and expertise

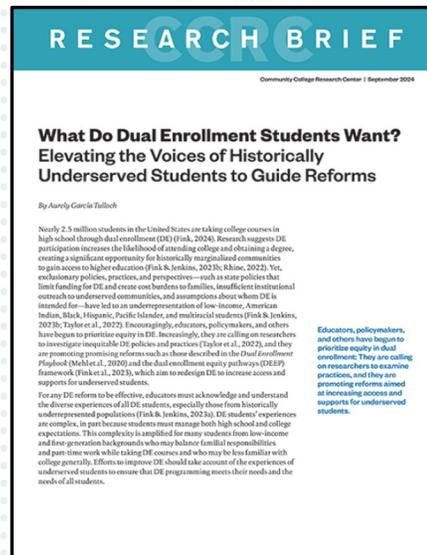
## Step 4: Close the feedback loop

- Tell students: "Here's what you told us, here's what we changed"
- Make changes visible and attributable to student feedback
- Build trust by showing student voice leads to action

## Step 3: Reach the students you're missing

- Survey students who chose not to enroll: why not?
- Interview students who dropped out: what happened?
- Talk to middle schoolers and 9th/10th graders: what would make DE feel accessible?

# What should I ask dual enrollment students about?



Scan this QR code or visit CCRC's website, refer to the appendix.

<https://ccrc.tc.columbia.edu/publications/what-do-dual-enrollment-students-want.html>

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# Preliminary Findings from High School CTE Student Perspectives

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## RQ's Shaped by Student Input

- What can high school CTE dual enrollment students tell us about what should occur **before, during, and after** DE in high school?
- How can we **align** these findings to CTE DE research, our DEEP research, and field research on CTE DE nationally?

### What's next?

- Use student focus group data to conduct a deductive qualitative analysis
- Ask practitioners, researchers, and CCRC's DE student panelists to react to findings and early versions of our publication.

# Preliminary Insights

- **Instructor Engagement:** High school CTE instructors are teaching basic life skills alongside DE course content, and students appreciate the hands-on activities that let them see learning develop over time.
- **Awareness and Cultural Impact:** Students are still unaware of the DE options available before high school, and cultural differences influence why and how they enroll in these courses.
- **Career Exploration:** Students use high school CTE DE to identify desired careers and to "weed out" options they thought they wanted after gaining real experience through internships or apprenticeships.
- **Transferability Concerns:** Students have questions about how their courses will transfer, especially if the courses are "specialized."
- **Hands-on Preference:** Students continue taking DE courses because they enjoy the hands-on aspect of the learning process.

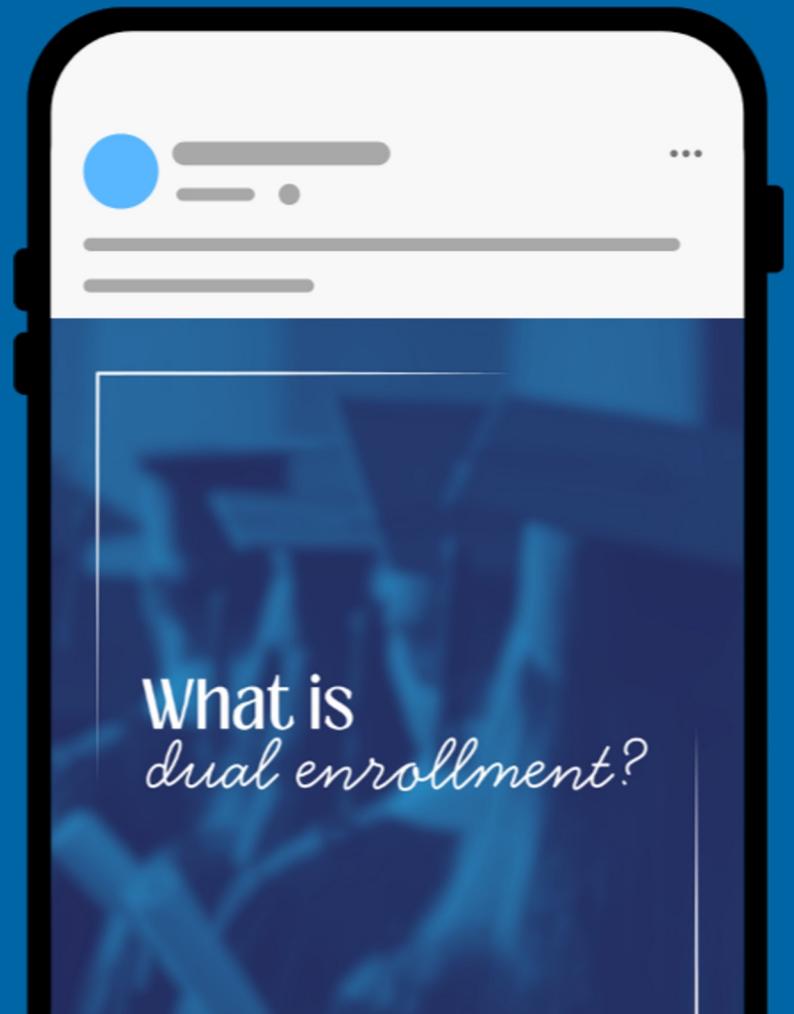
**What if students who didn't enroll or dropped out  
of DE courses knew exactly what needs to change...  
and we just haven't asked them yet?**

# Follow Us on Instagram!

@dualenrollmentsquad

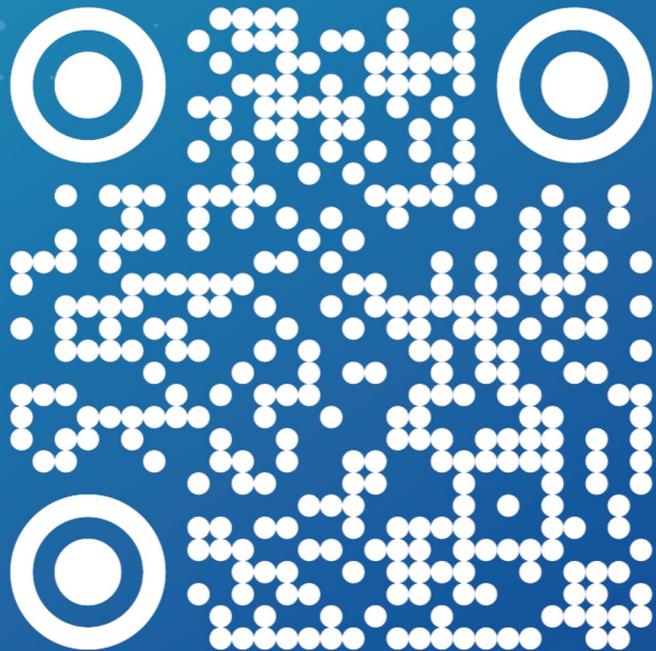
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ENROLLMENT  
*squad*



# DEEP@CCRC

Resources on dual enrollment  
equity pathways for K-12 and  
college practitioners.



# Thank You!

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