

# Toward a More Perfect Dual Enrollment Program:

Broadening our definition of a high  
quality dual enrollment program

Dr. Gregory S. Kienzl  
Principal Strategist  
ACT Inc

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# What Do We Know Thus Far

- Most studies of “quality” find no discernible difference between dual enrollment courses and credit by exam courses and first-year college coursework
- Can we dig a little deeper and/or expect more?

# Rethinking Quality

- Did a study feel challenged but still met with success?
- Was success achieved regardless of location, mode of delivery, or credential held by the instructor?
- Did the interactions between K-12 teachers and PSE faculty lead to pedagogical improvements in other courses?

# Rethinking Quality

- Speak to students before, during, and after
- Structures matter and comparisons need to be more sophisticated
- Measuring network and spillover effects

# Contact Information

Dr. Gregory S. Kienzl

[kienzlg@act.org](mailto:kienzlg@act.org)

Dr. Eric Bettinger

[ebetting@stanford.edu](mailto:ebetting@stanford.edu)

Amanda Lu

[amandalu@stanford.edu](mailto:amandalu@stanford.edu)