



Leading to Scale Dual Credit Pathways: **Data DEEP Dive**

Session Materials: <https://tinyurl.com/ccrc-tpi-preinstitute>

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Leading Talent Strong Texas Pathways
April 12, 2023
Dallas, Texas

Session Goals & Overview

Goals

1. Participants will identify and apply insights from dual credit dashboards to inform improvement planning to further strengthen their college's dual credit strategy
2. "Beta-test" and provide input and suggestions for further refinement of the dashboards for future use among TX colleges and their K12 school partners

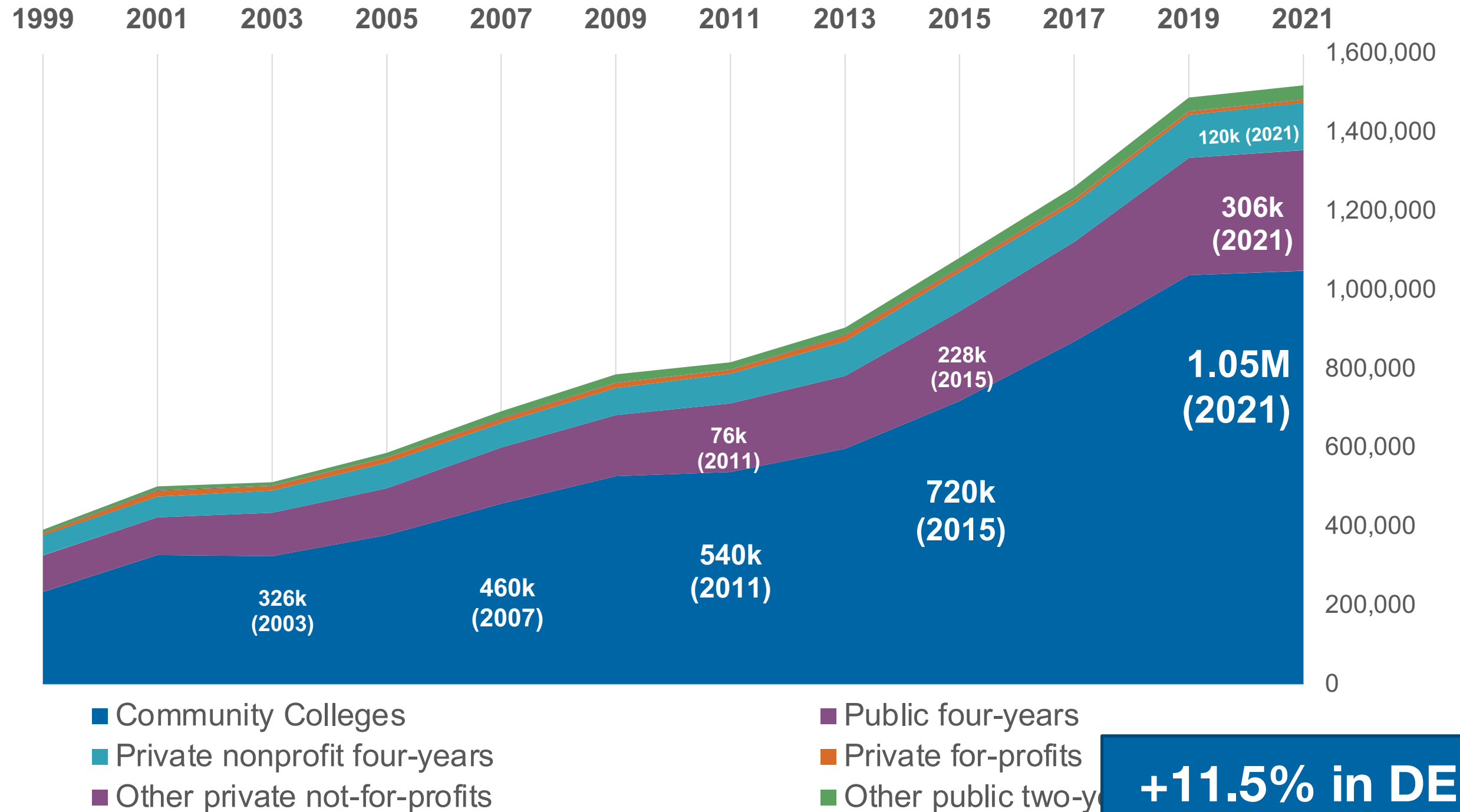
Overview

- Opening presentation and dashboard overview
- Inquiry Activities & Facilitated Discussion
 - Access to Dual Credit
 - Dual Credit Coursetaking and Momentum
 - Post-HS College Enrollment and Outcomes
- Planning and Feedback

Growth of Dual Enrollment 1999-2021

IPEDES Fall Enrollments

Fall Undergraduate Enrollments among Students Aged 17 or Younger

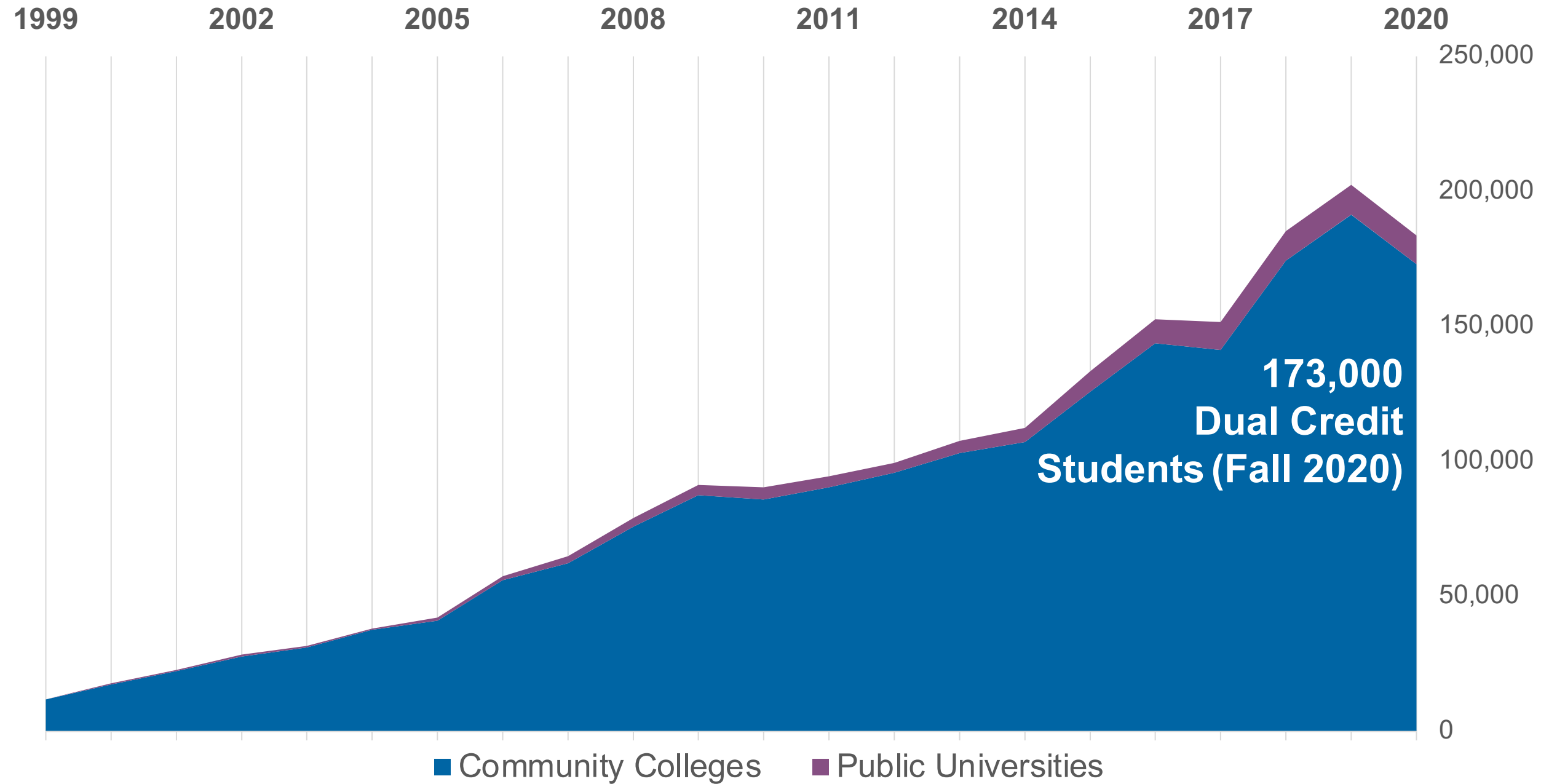


+11.5% in DE
Fall 2021 -> Fall 2022 (NSC)

Expansion of Dual Enrollment Concentrated at Community Colleges

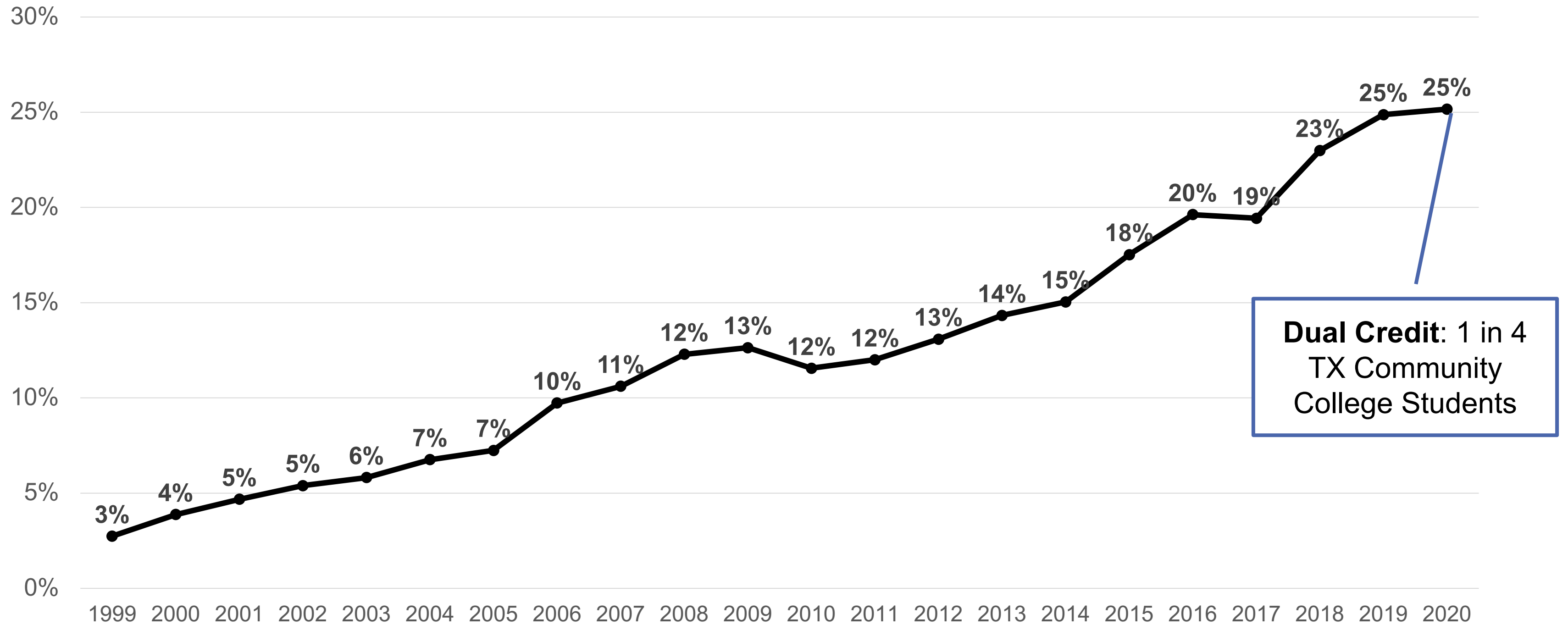
Texas Dual Credit 1999-2020

THECB Dual Credit Data

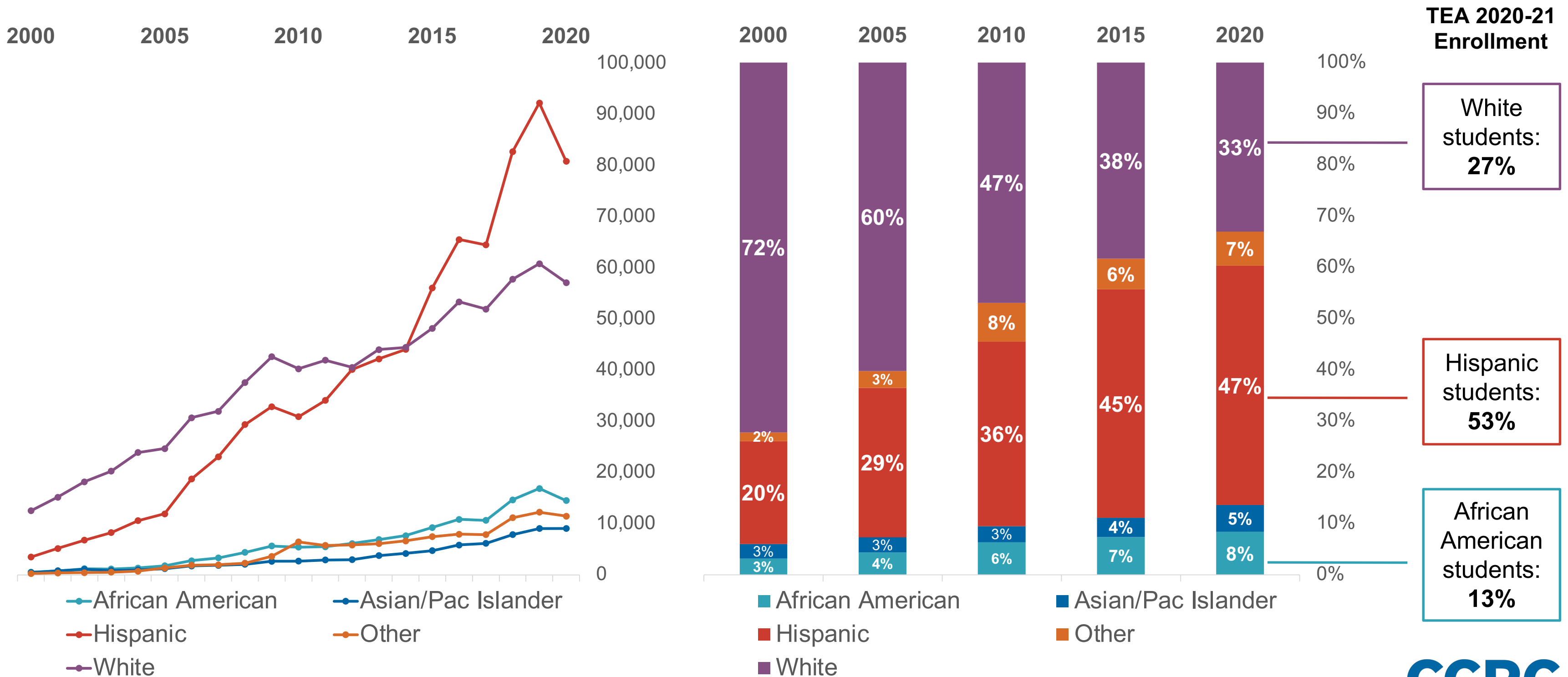


Expansion of dual credit in Texas concentrated at community colleges.

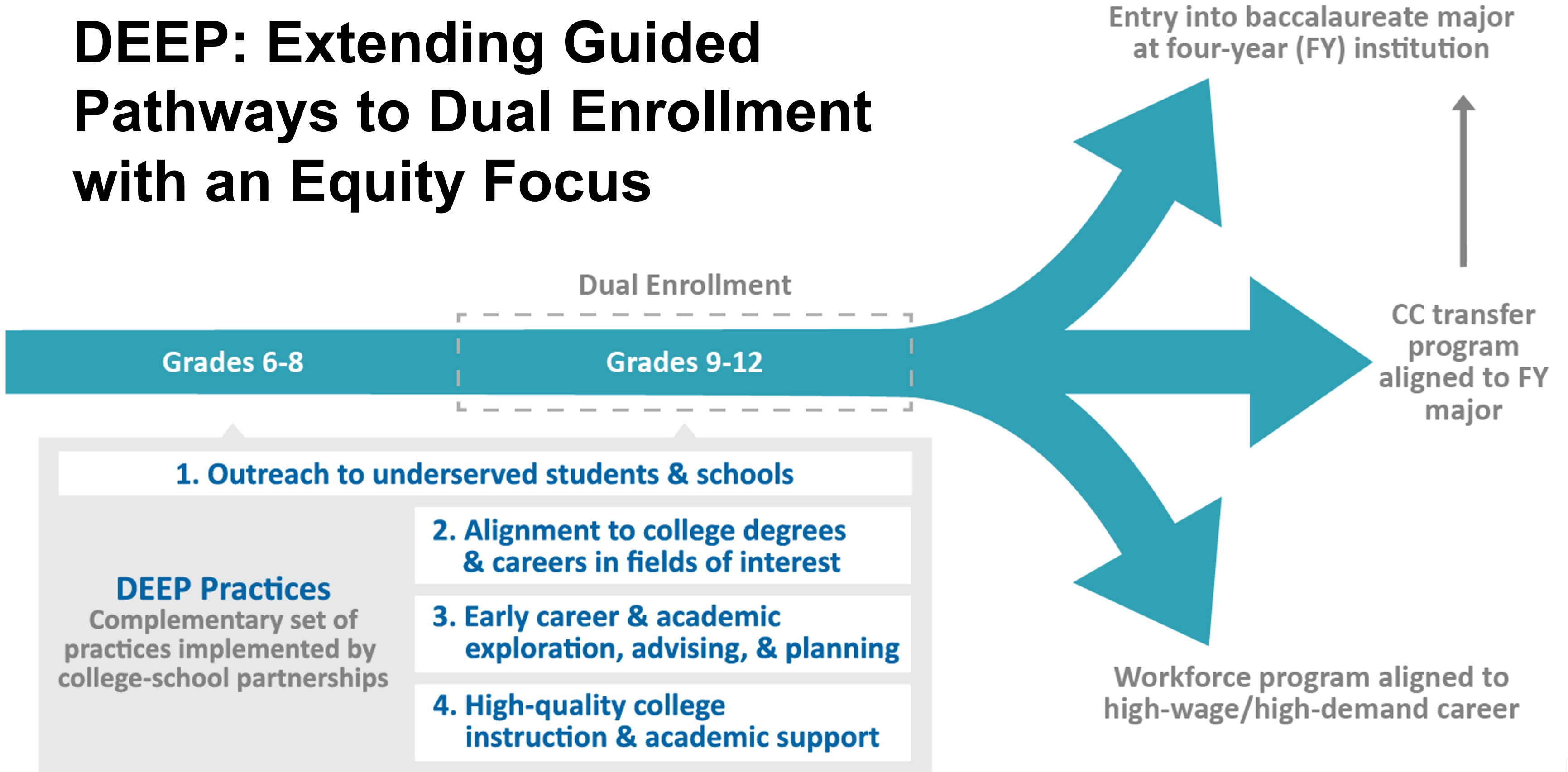
Dual credit makes up a growing proportion of Texas community college enrollment.



As **Dual Credit** has grown, it has better reflected TX's racial/ethnic diversity, but there is still room for improvement.



DEEP: Extending Guided Pathways to Dual Enrollment with an Equity Focus



DEEP Questions

- ***Access for whom:*** What's the potential for expanding dual enrollment and broadening who benefits from DC offerings? What are the biggest barriers to more equitable access to DC?
- ***Access to what:*** What's the potential for better utilizing DC as an on-ramp to the high-opportunity (including transfer) programs our colleges offer? How can these on-ramps be offered at scale?

Dual Credit Dashboard Overview

- Access to DC
- DC Course Location and Modality
- DC Course Pass Rates
- DC Credit and Gateway Course Momentum
- Post-HS College Enrollments and Persistence

Examine and Benchmark Texas Community College Dual Credit Metrics

Texas Public High School Students, Classes of 2019 and 2020

Dual Credit Participation and Outcomes

Select a College: Paris Junior College

Select High School Partners with 5+ DC students: All HS Partners

Select Outcome Type: DC Outcomes Post-HS

Disaggregate by: Race/ethnicity

Paris Junior College & All HS Partners (1,926 dual credit students)
 DC Outcomes Post-HS: College enrollment among former dual credit students, 1-year after high school

Outcome Name	All	Asian	Black	Hispanic	Other ra..	White
Attended any college post-HS	73%	82%	69%	69%	71%	75%
Re-enrolled at dual credit college	33%	18%	40%	32%	27%	33%
College persistence in first year..	87%	≥99%	86%	90%	84%	86%

Top Courses & Colleges: Highlight Results

Legend: All (blue), Black (orange), Hispanic (red), Low income (teal)

Top 10 Dual Credit Courses Taken (If blank, not in top 10 for this group)
 1,926 students from All HS Partners who took a dual credit course at Paris Junior College

Course Name	All	Black	Hispanic	Low income
ENGL-1301	1,243	87	208	455
HIST-1301	1,219	67	175	376
HIST-1302	1,163	63	165	347
ENGL-1302	1,156	79	200	407
GOVT-2305	1,008	33	154	273
ECON-2301	815	26	127	224
MATH-1314	784	54	121	266
GOVT-2306	436		72	128
ENGL-2322	417		75	134
SPCH-1315	391			
MATH-2312		33		
ENGL-2323			64	
BIOL-1400		20		

Benchmark to other Texas Colleges by State Geography

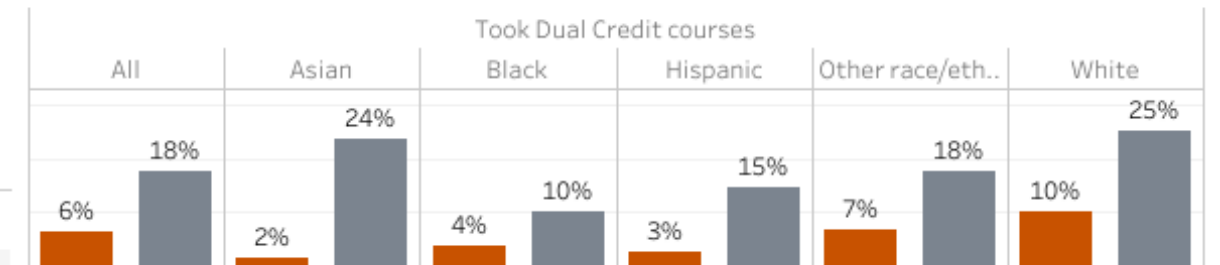
Select Outcome to Benchmark: Took Dual Credit courses

Benchmark Region: Statewide

Benchmark Locale: All Settings

Legend: Selected College (orange), Benchmark Colleges (grey)

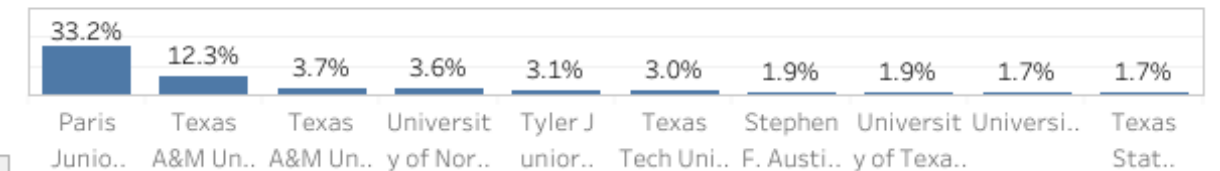
Selected Benchmark: Statewide, All Colleges



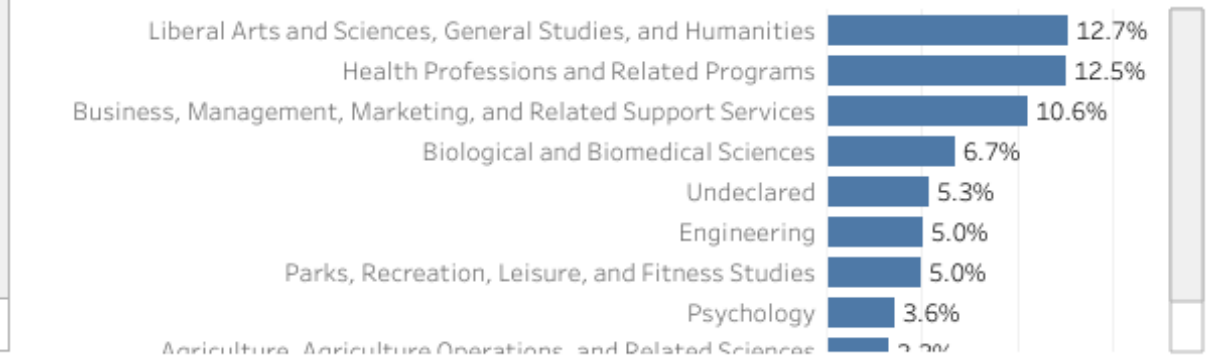
Dual Credit Student College Attendance 1-year After High School

Texas Public Postsecondary Institutions

Top 10 First College Destinations, 1,926 Paris Junior College dual credit students from All HS Partners



Top 10 College Majors, Paris Junior College dual credit students from All HS Partners (N=1,926)



Dual Credit Data Sources & Definitions

- Statewide, longitudinal, student-level data from the Texas Education Research Center
- Analytic sample includes traditional high school entrants in fall 2015 and 2016 who participated in dual credit at community colleges through spring 2019 and 2020
- P-TECHs and Early College High Schools Excluded (by name)
- Masking requirements for privacy suppression (some values will display blank or with a specific masking code)
 - Substantial missing data for course CIP code
- Results disaggregated by student race/ethnicity, gender, and income (FRPL), with a focus on Black, Hispanic, and lower-income students

Clarifying Numerators and Denominators

- **Access Outcomes**
 - **Numerator:** Number of students who took a dual credit course in the HS-CC pair
 - **Denominator:** Number of high school students enrolled at the HS in the HS-CC pair
- **Dual Credit Student Outcomes**
 - **Numerator:** Number of dual credit students in the HS-CC pair that met the outcome definition (e.g., number of dual credit students who completed 9+ credits through dual credit)
 - **Denominator:** Number of dual credit students in the HS-CC pair

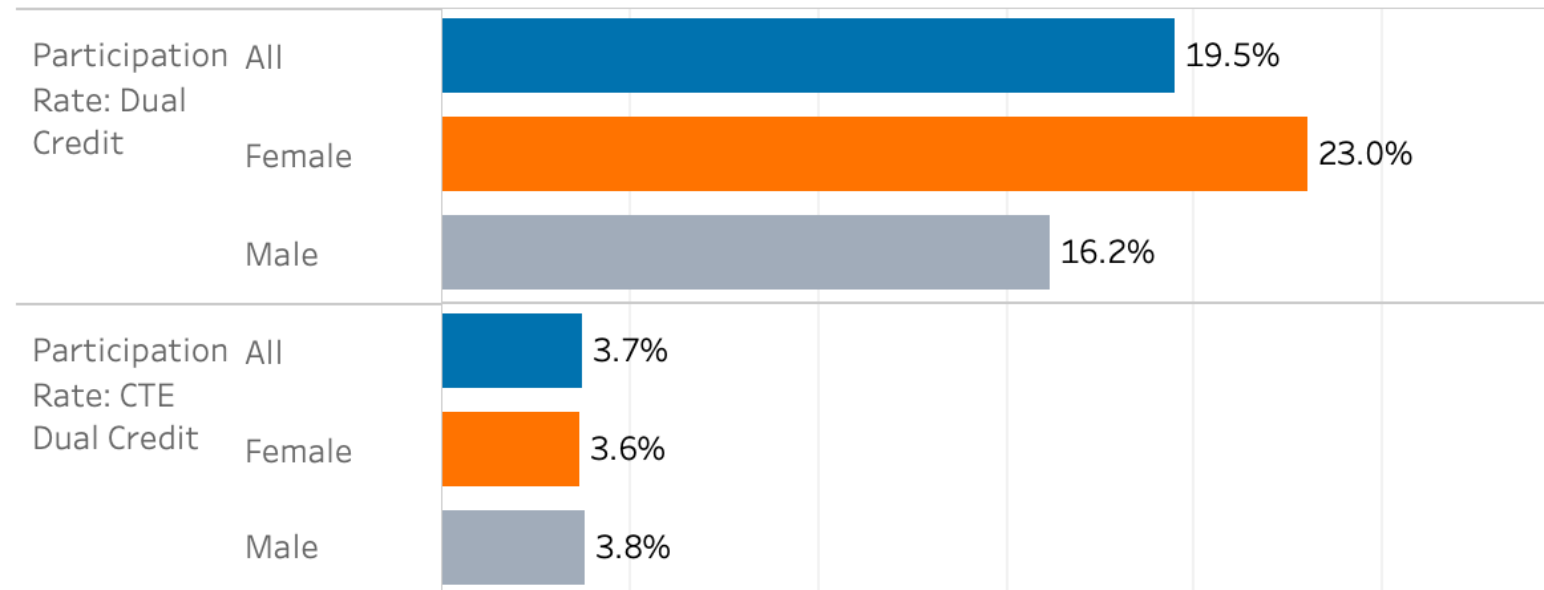
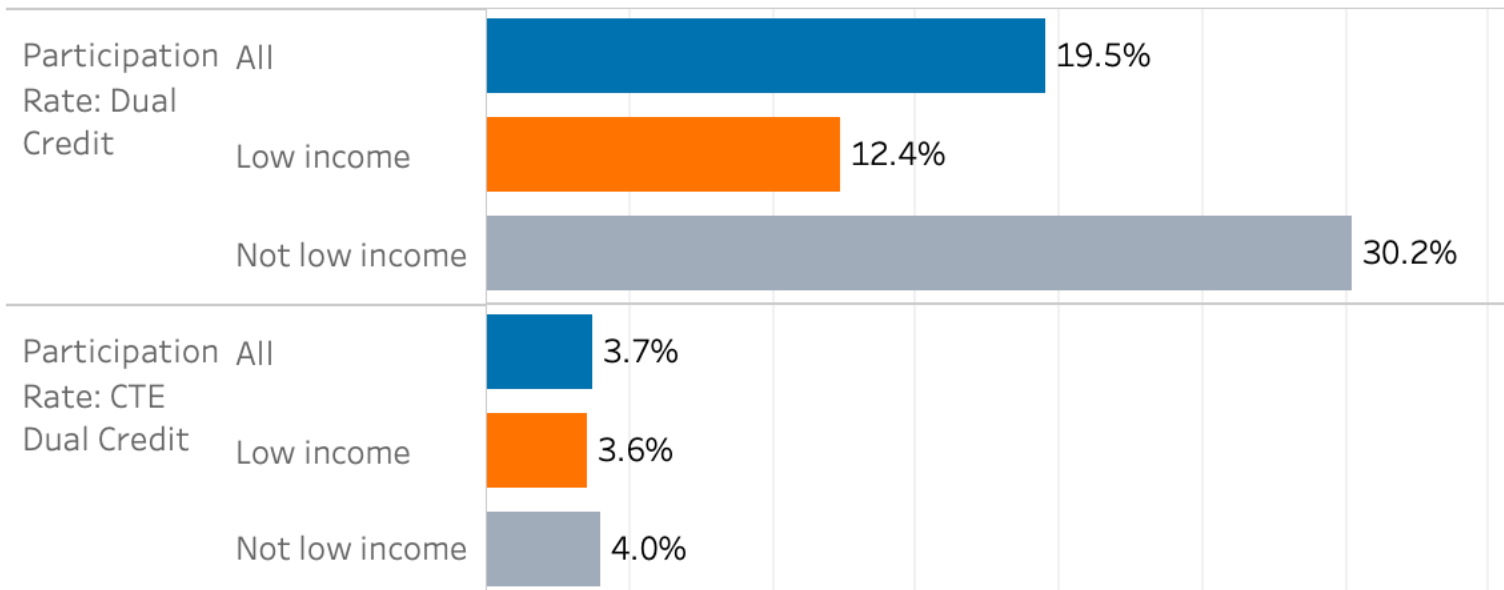
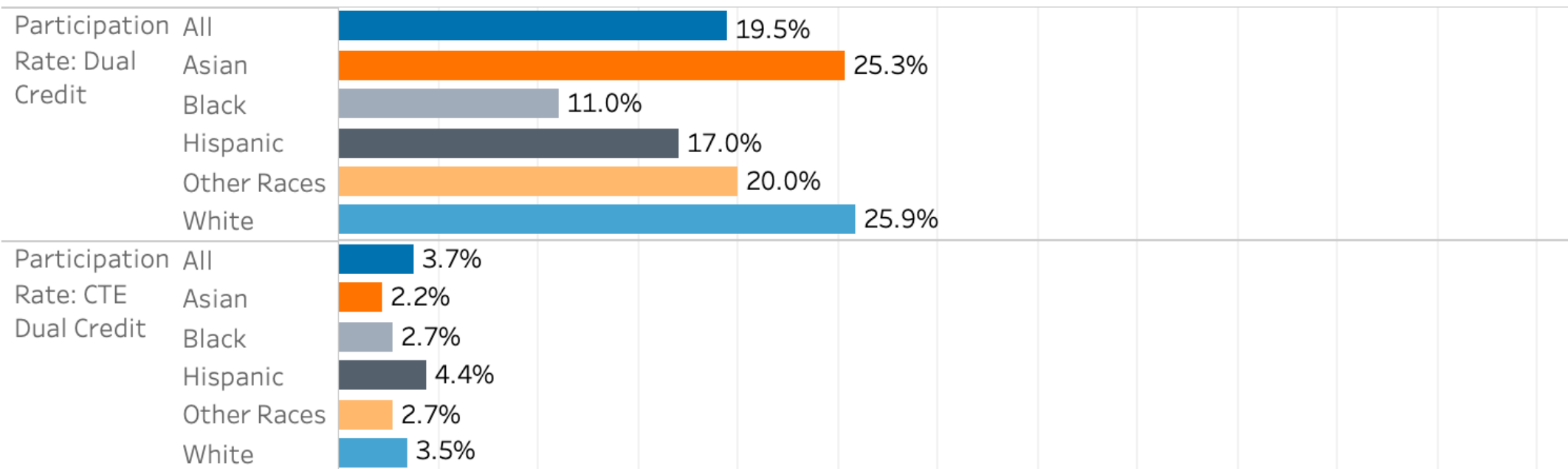
Data Definitions

Data Element	Definition
High school student cohort	Number of students ever enrolled at the HS within 4 years from HS entrance (2015-2016 HS freshman cohort)
Dual Credit participation	Percent of students—in the HS cohort—who attempted any dual credit (DC) courses through the HS-CC pairing within 4 years from HS entrance
CTE Dual Credit participation	Percent of students—in the HS cohort—who attempted any CTE DC courses through the HS-CC pairing within 4 years from HS entrance
AP/IB/DC participation	Percent of students—in the HS cohort—who attempted any AP, IB, or DC courses through the HS-CC pairing within 4 years from HS entrance
Pct. Of DC by Location	DC credits attempted at the college, high school, or another location (e.g., multi-institution teaching center) as a percent of DC credits attempted through the HS-CC pairing

Among students who took DC courses via the HS-CC pairing:	
DC Course Pass Rates	Percent of DC courses completed (Pass, C, or above) among DC courses attempted via the HS-CC pairing
Completed 9+ CL Credits in DC	Percent of high school students who took any DC who completed 9 or more college-level DC credits in the HS-CC pairing prior to HS graduation
Completed CL English in DC	Percent of high school students who took any DC who completed a college-level English DC course in the HS-CC pairing prior to HS graduation
Completed CL Math in DC	Percent of high school students who took any DC who completed a college-level math DC course in the HS-CC pairing prior to HS graduation
Avg. Credits Attempted in DC per Student	Average number of DC credits attempted via the HS-CC pairing per student in the HS-CC pairing
Attended any college post-HS	Percent of high school students who took any DC via the HS-CC pairing who enrolled at any postsecondary institution after HS by the end of the first academic year
Re-enrolled at DC college	Percent of high school students who took any DC via the HS-CC pairing who enrolled at the same DC college by the end of the first academic year after HS graduation
College persistence in first year	Percent of college-going high school students who took any DC via the HS-CC pairing who continued enrolling in through the end of the first academic year after HS graduation
Top College Destinations	Top colleges that high school students who took any DC via the HS-CC pairing enrolled at during the first academic year after HS graduation
Top College Majors	Top majors that high school students who took any DC via the HS-CC pairing enrolled in during the first academic year after HS graduation

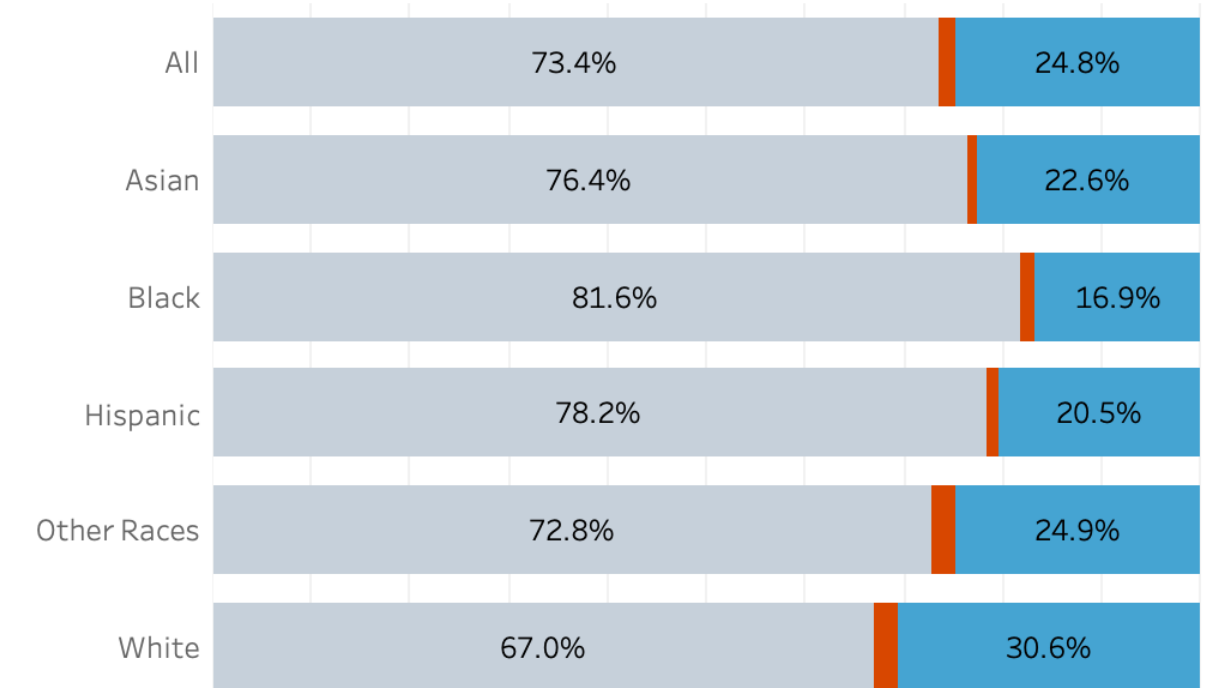
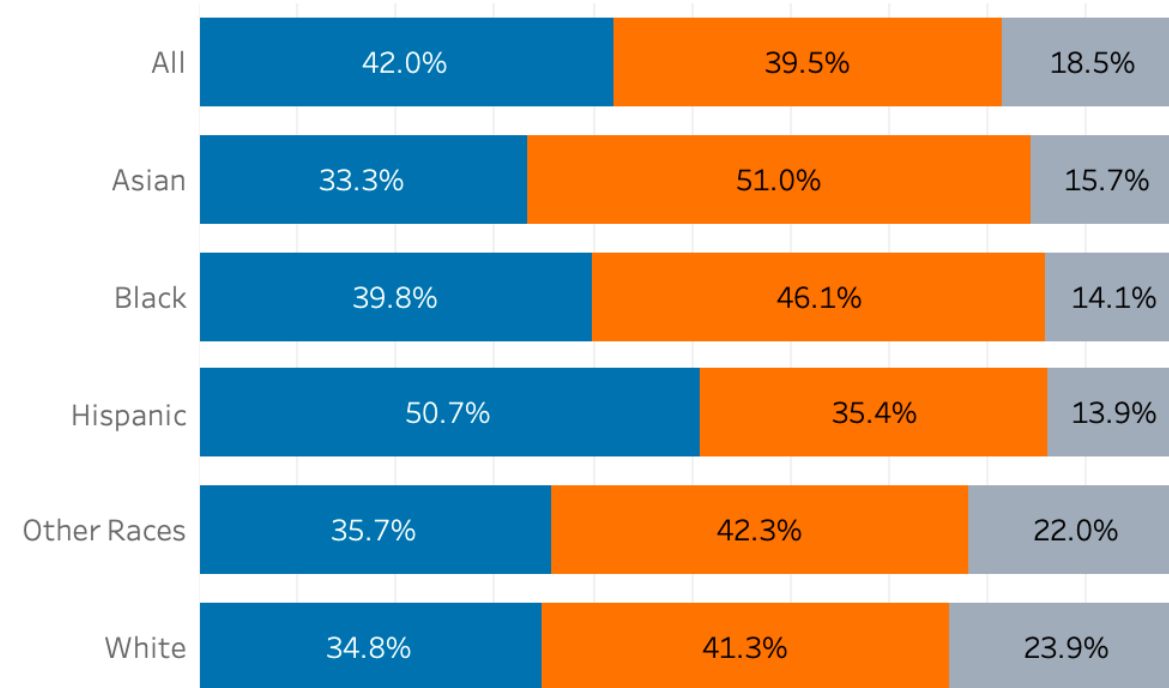
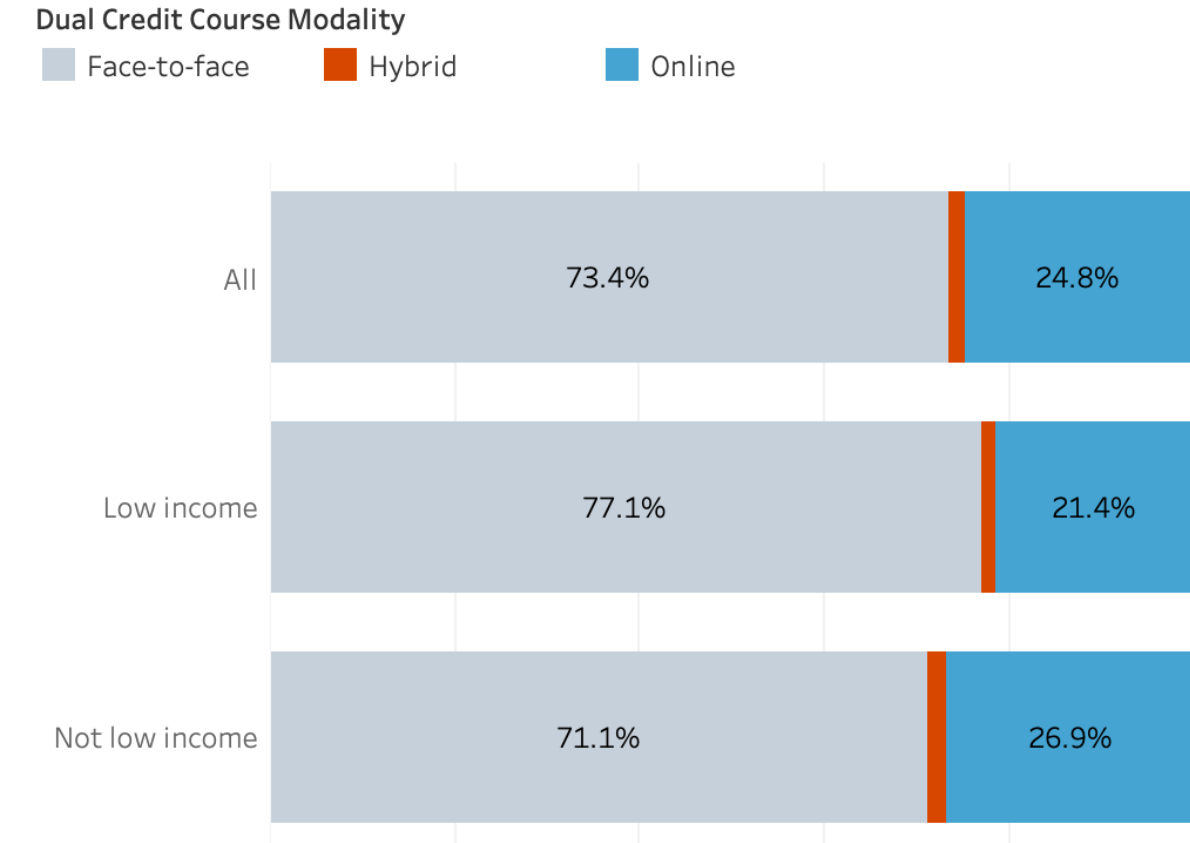
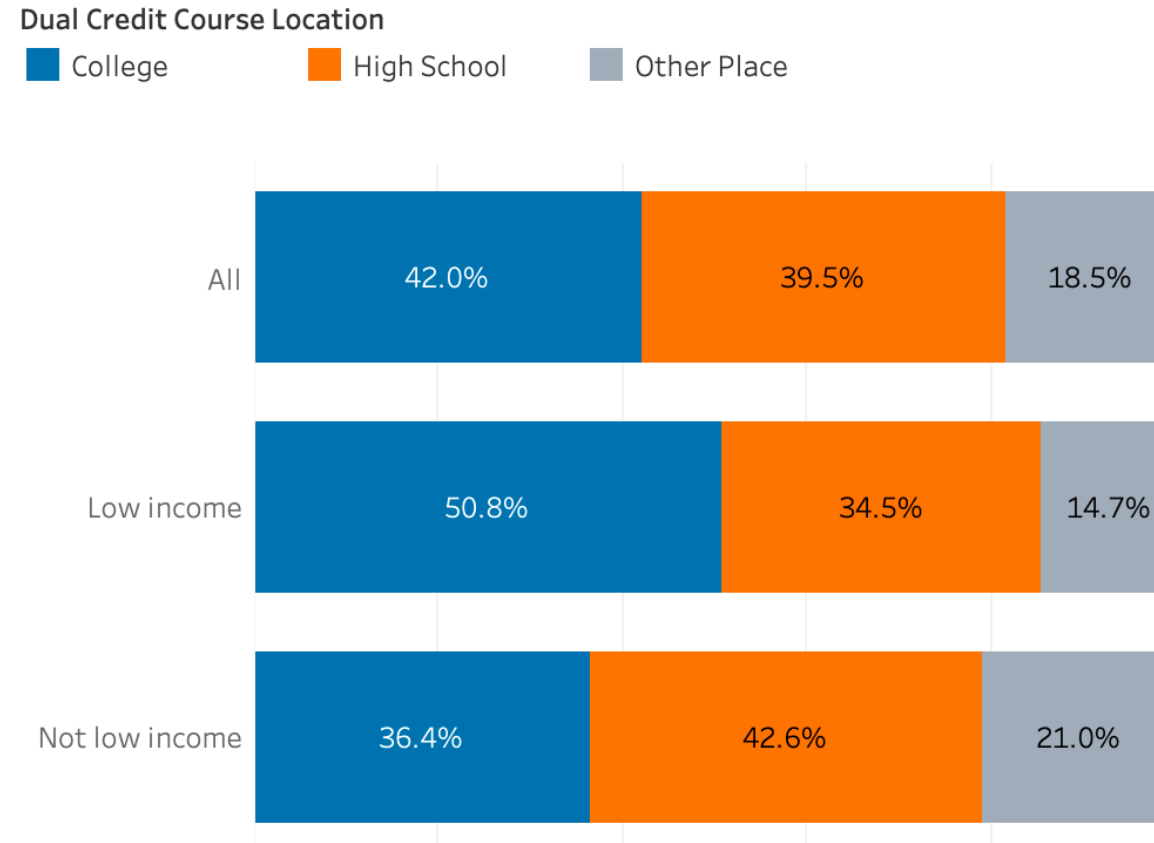
Underrepresented in Dual Credit: Black, Hispanic, Low-income, and Men

At What Rates do High School Students Participate in Dual Credit and other Advanced Coursework?



Dual Credit Courses Types

- 1 in 4 DC courses online – even (mostly) before the pandemic
- Enrolling more in DC at the college: Low income and Hispanic students
- Enrolling more in DC face-to-face: Black, Hispanic, and Low income students

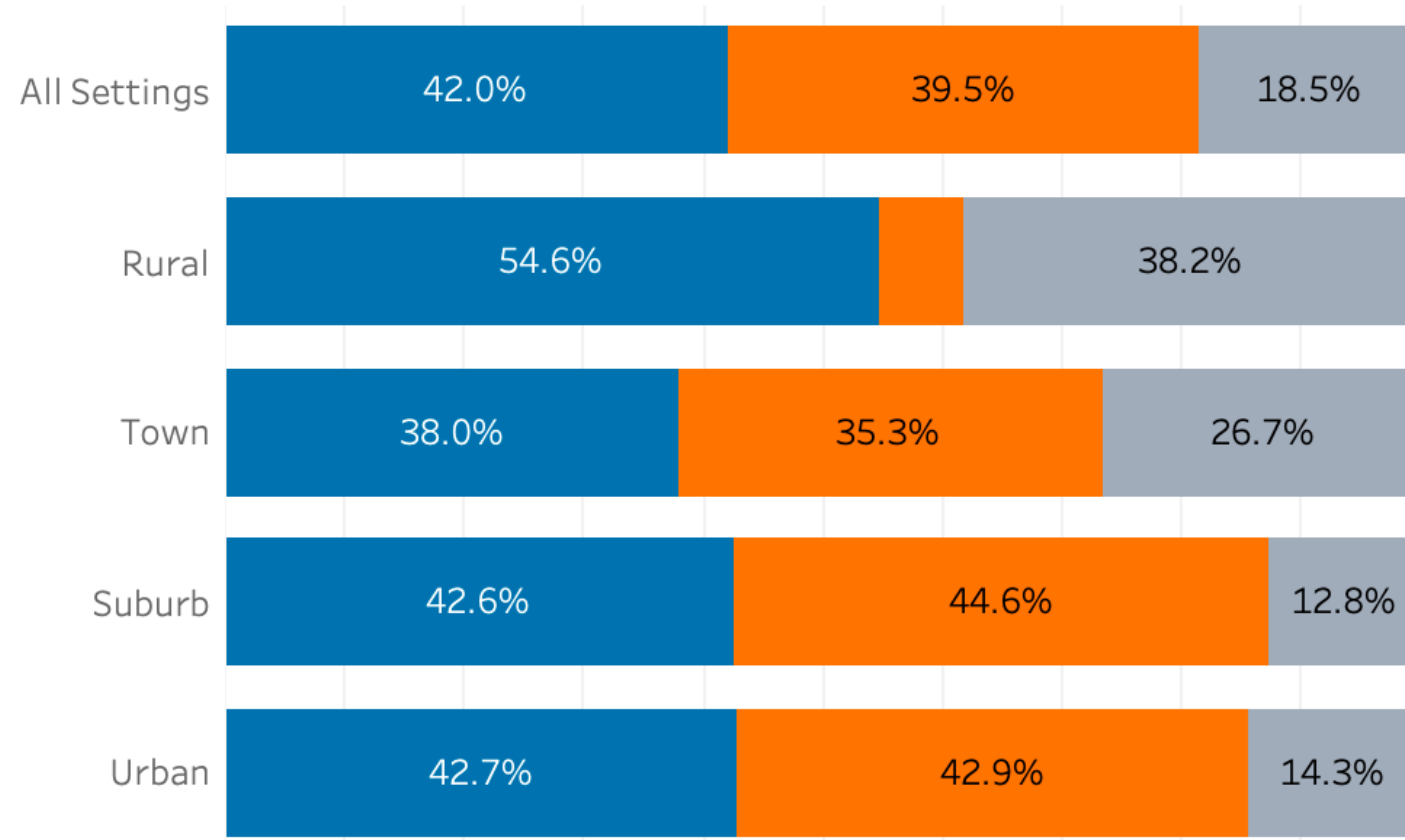


Dual Credit Courses Types

- Rural colleges: Less DC offered at the HS, more offered online

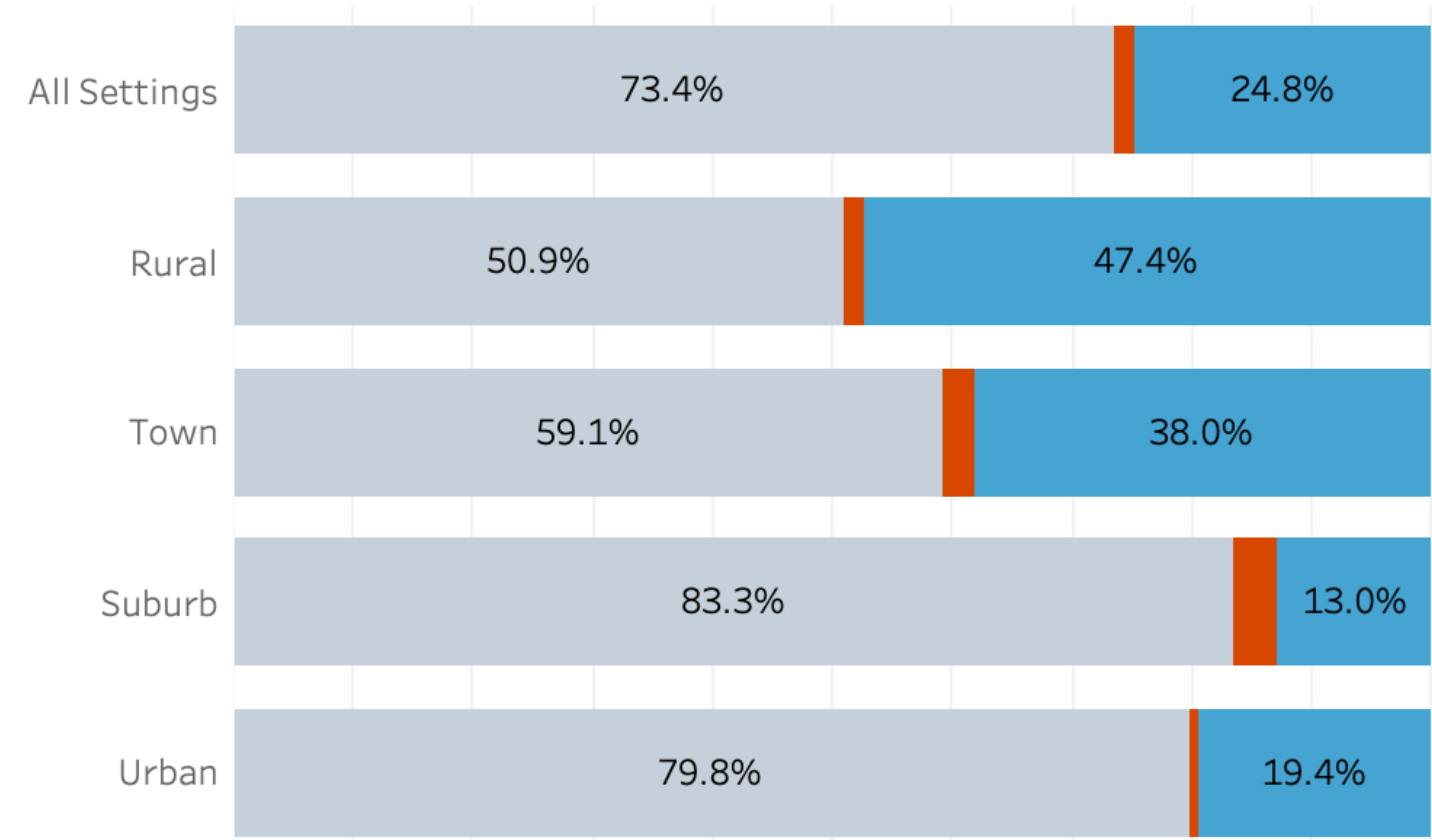
Dual Credit Course Location

College High School Other Place



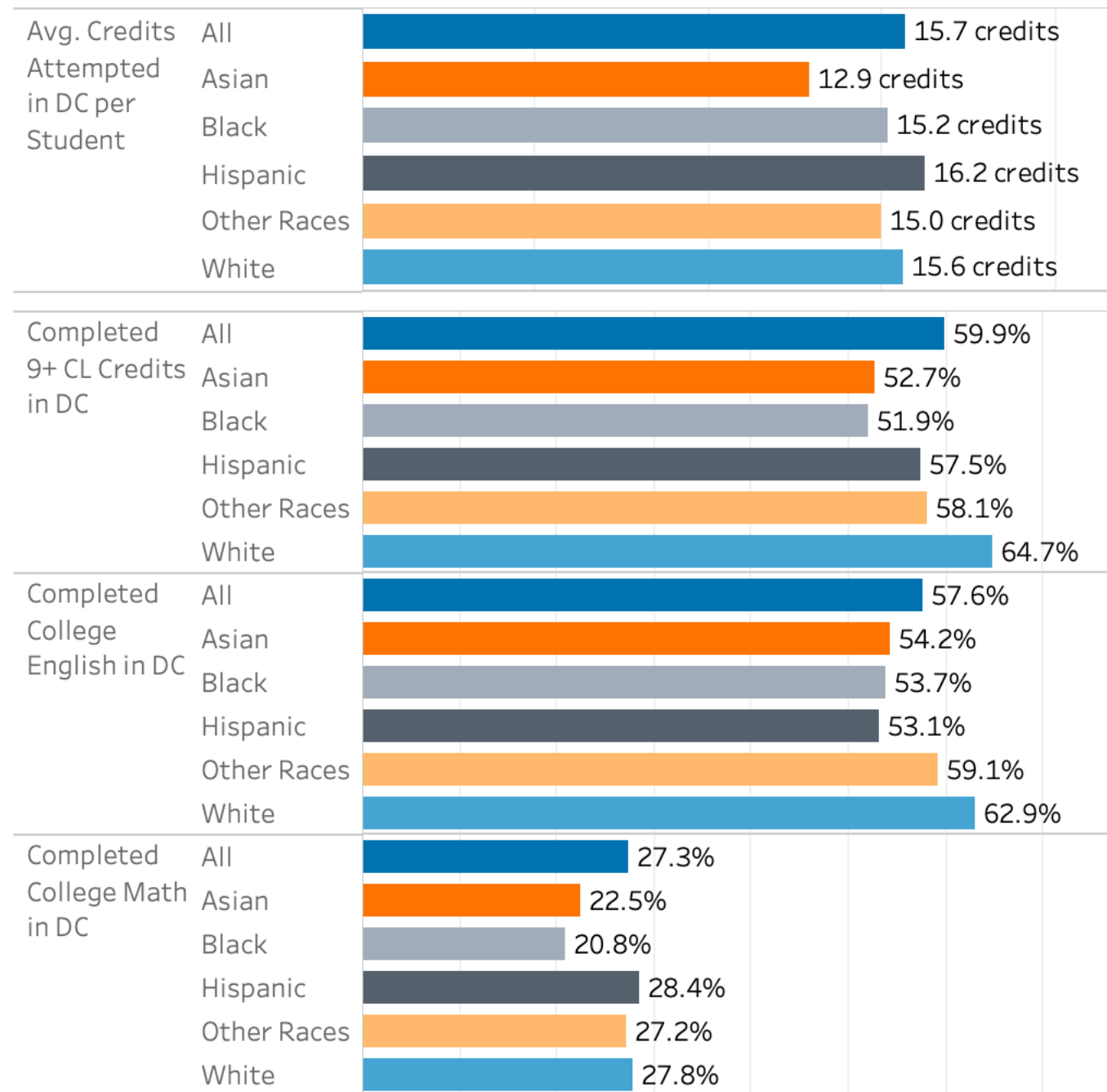
Dual Credit Course Modality

Face-to-face Hybrid Online

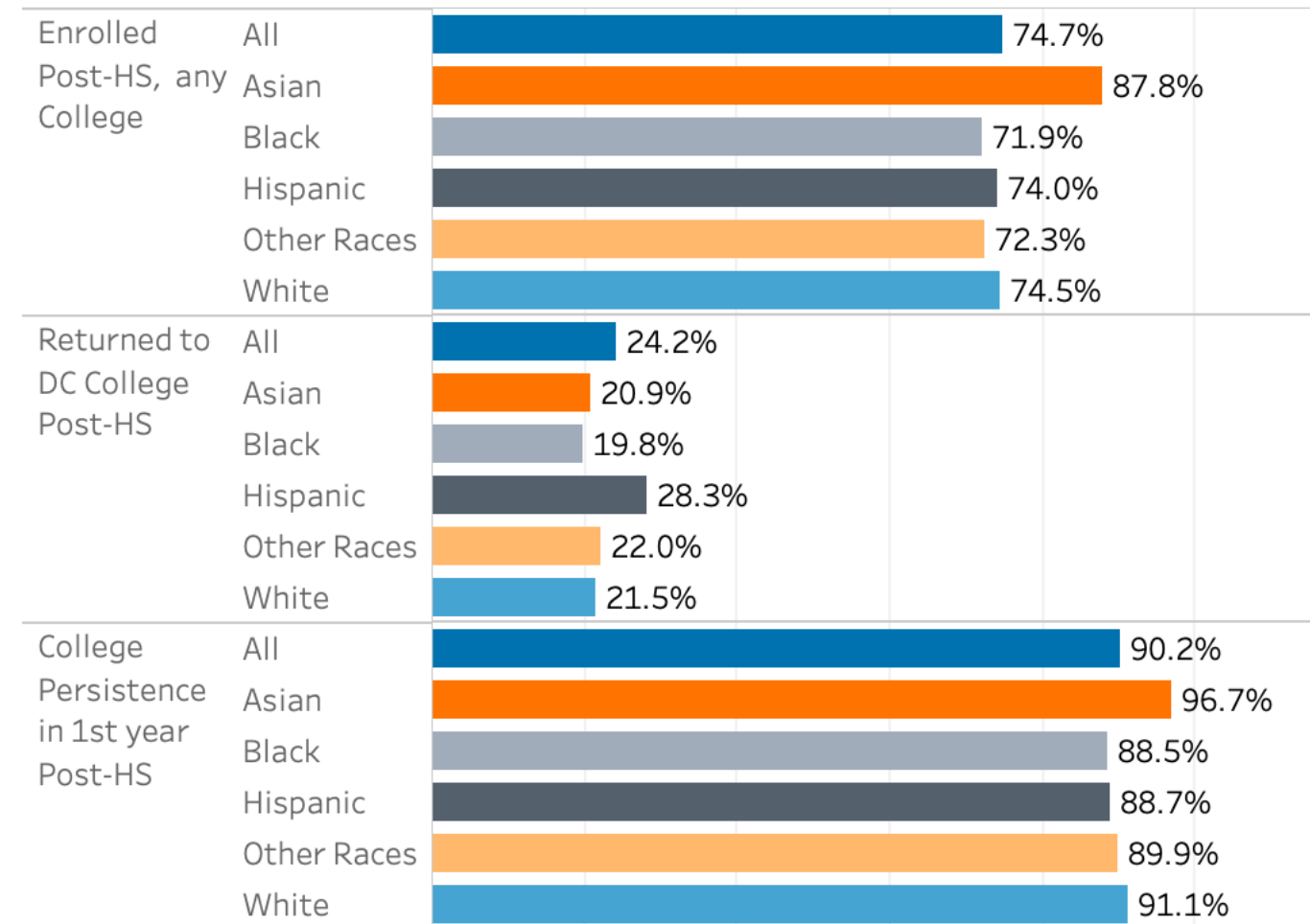


Dual Credit Outcomes: Momentum Gained and College Enrollment Post-HS

Dual Credit Momentum



College Enrollment & Persistence, 1-year Post-HS



Diving into the Data

Summary Dashboard and Access to Dual Credit by HS Partner

Session Materials: <https://tinyurl.com/ccrc-tpi-preinstitute>

Examine and Benchmark Texas Community College Dual Credit Metrics

Texas Public High School Students, Classes of 2019 and 2020

Dual Credit Participation and Outcomes

Select a College: Lee College
 Select High School Partners with 5+ DC students: All HS Partners

Select Outcome Type: Access Outcomes
 Disaggregate by: Race/ethnicity

Lee College & All HS Partners (1,887 dual credit students)
 Access Outcomes: Percent of high school cohorts who took dual credit, AP, or IB

Outcome Name	All	Asian	Black	Hispanic	Other ra..	White
Took Dual Credit courses	8%	6%	6%	7%	8%	9%
Took Dual Credit CTE courses	2%	≤1%	≤1%	2%	≤1%	2%
Took AP, IB, or DC courses	40%	76%	27%	39%	46%	42%

Top Courses & Colleges: Highlight Results
 Legend: All (Blue), Black (Orange), Hispanic (Red), Low income (Green)

Top 10 Dual Credit Courses Taken (If blank, not in top 10 for this group)

1,887 students from All HS Partners who took a dual credit course at Lee College

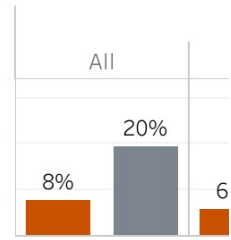
Course Name	All	Black	Hispanic	Low income
ENGL-1301	912	95	317	294
ENGL-1302	818	71	293	262
MATH-1314	632	40	216	155
HIST-1301	624	62	179	157
GOVT-2305	556	40	172	141
HIST-1302	544	46	159	125
ENGL-2322	305	32	101	94
ENGL-2323	263	31	91	80
SOCI-1301	258			
MATH-1342	219			
PSYC-2301		23		63
MATH-2412			92	
KINE-1304			81	76

Benchmark to other Texas Colleges by State Geography

Select Outcome to Benchmark: Took Dual Credit courses
 Benchmark Region: Statewide
 Benchmark Locale: All Settings

Legend: Selected College (Orange), Benchmark Colleges (Grey)

Selected Benchmark: All



Top High School Partners (>5 DC Students)

Show results for subgroup: Multiple values

Pick a College: Lee College

Select High Schools: Multiple values

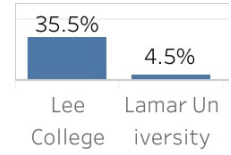
Select Outcome Type: Access Outcomes

Select outcome: All

Dual Credit Participation and Outcomes

College: Lee College, High School: All

Top 10 First College



Top 10 College Majors

- Liberal Art
- Business, Manag
- Engineer
- Homeland Security, I

College Name	HS-District Name	Avg. DE Stu Count, All	HS Pct. Low income	Took Dual Credit courses				Took Dual Credit CTE courses				Took AP, IB, or DC courses			
				All	Black	Hispanic	Low income	All	Black	Hispanic	Low income	All	Black	Hispanic	Low income
Lee College	GOOSE CREEK MEMORIAL (GO..	377	64%	29%	24%	33%	21%	5%	2%	8%	5%	38%	32%	42%	27%
	BARBERS HILL H S (BARBERS ..	331	25%	41%	36%	35%	15%	9%	6%	9%	3%	53%	42%	54%	21%
	LEE H S (GOOSE CREEK CISD)	226	84%	22%	7%	27%	19%	1%	4%	12%	9%	41%	21%	47%	35%
	HARGRAVE H S (HUFFMAN ISD)	184	46%	30%	36%	23%	14%	3%	≤1%	3%	2%	45%	50%	40%	24%
	STERLING H S (GOOSE CREEK ..	180	72%	13%	6%	15%	1%	7%	4%	8%	6%	34%	22%	34%	24%
	CROSBY H S (CROSBY ISD)	131	54%	13%	12%	14%	5%	2%	2%	≤1%	≤1%	34%	25%	38%	19%
	DAYTON H S (DAYTON ISD)	107	70%	12%	1%	14%	7%	4%	≤1%	4%	2%	28%	23%	33%	18%
	LIBERTY H S (LIBERTY ISD)	86	63%	26%	23%	19%	13%	7%	8%	7%	5%	38%	31%	30%	22%
	ANAHUAC H S (ANAHUAC ISD)	64	61%	34%	14%	38%	18%	≤2%	3%	≤2%	≤2%	42%	17%	51%	26%
	EAST CHAMBERS H S (EAST C..	47	55%	19%	14%	1%	5%	≤2%	≤2%	≤2%	≤2%	24%	14%	20%	9%
	HARDIN H S (HARDIN ISD)	46	56%	20%	≤2%	9%	5%	3%	≤2%	≤2%	≤2%	23%	≤2%	16%	8%
	HULL-DAISETTA H S (HULL-DAI..	43	75%	42%	50%	46%	30%	12%	≤2%	15%	12%	50%	63%	46%	38%
	WEST HARDIN H S (WEST HAR..	31	65%	31%			18%	8%			3%	31%			18%
	KOUNTZE H S (KOUNTZE ISD)	18	58%	9%	7%	20%	3%	≤2%	≤2%	≤2%	≤2%	24%	13%	30%	12%
	SAGINAW H S (EAGLE MT-SAG..	-2	56%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	60%	47%	61%	45%
	RICHLAND H S (BIRDVILLE ISD)	-2	53%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	32%	19%	34%	19%
	PERMIAN H S (ECTOR COUNTY..	-2	49%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	37%	25%	33%	20%
	MOUNT PLEASANT H S (MOUN..	-2	81%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	42%	21%	44%	36%
	LUMBERTON H S (LUMBERTO..	-2	39%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	32%	≤1%	29%	9%
	FORNEY H S (FORNEY ISD)	-2	27%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	32%	18%	38%	20%
	CY-FAIR H S (CYPRESS-FAIRBA..	-2	45%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	47%	24%	39%	22%
	CLEAR SPRINGS H S (CLEAR C..	-2	27%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	50%	33%	41%	21%
	CLEAR FALLS H S (CLEAR CREE..	-2	28%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%	52%	33%	44%	19%

Inquiry Activity: Access to Dual Credit

Summary tab:

- 1) Looking across all of our college's HS partners, what percent of HS students are taking dual credit?
 - Which groups by race, gender, and income have lower participation rates?
 - How do we compare to the state and our region on these measures of access?

College-HS Pair Tab

- 2) What are our top high school partners on dual credit? At those schools, which student groups have the most room for growth?
- 3) Which high schools represent our biggest growth potential for dual credit?

Further Questions: Access to Dual Credit

Summary tab:

- Which groups of students by race, gender, and income have higher participation rates in DC? How many participate in CTE DC, and do the same gaps exist?
 - How do we compare to the state and our region on these measures of access?
- How does DC participation compare when including AP/IB coursework?

College-HS Pair Tab

- Which of our largest HS partners have the biggest gaps in access to Academic/transfer DC and CTE DC for Black, Hispanic, and low-income students?
- Which high school partners do we have the most potential to grow DC enrollments among low-income students?

Diving into the Data

Dual Credit Coursetaking & Momentum

Session Materials: <https://tinyurl.com/ccrc-tpi-preinstitute>

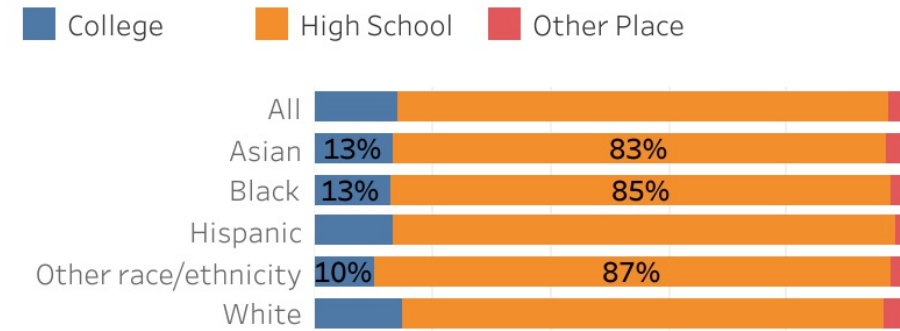
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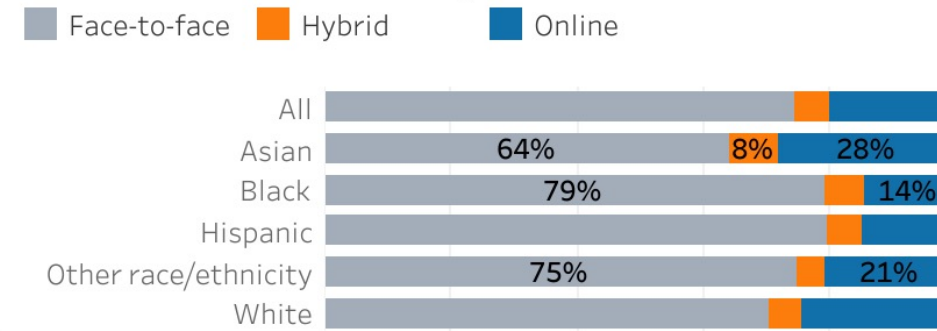
Select a College: Lee College
 Select High School Partners with 5+ DC students: All HS Partners
 Disaggregate by: Race/ethnicity

Lee College & All HS Partners (1,887 dual credit students)

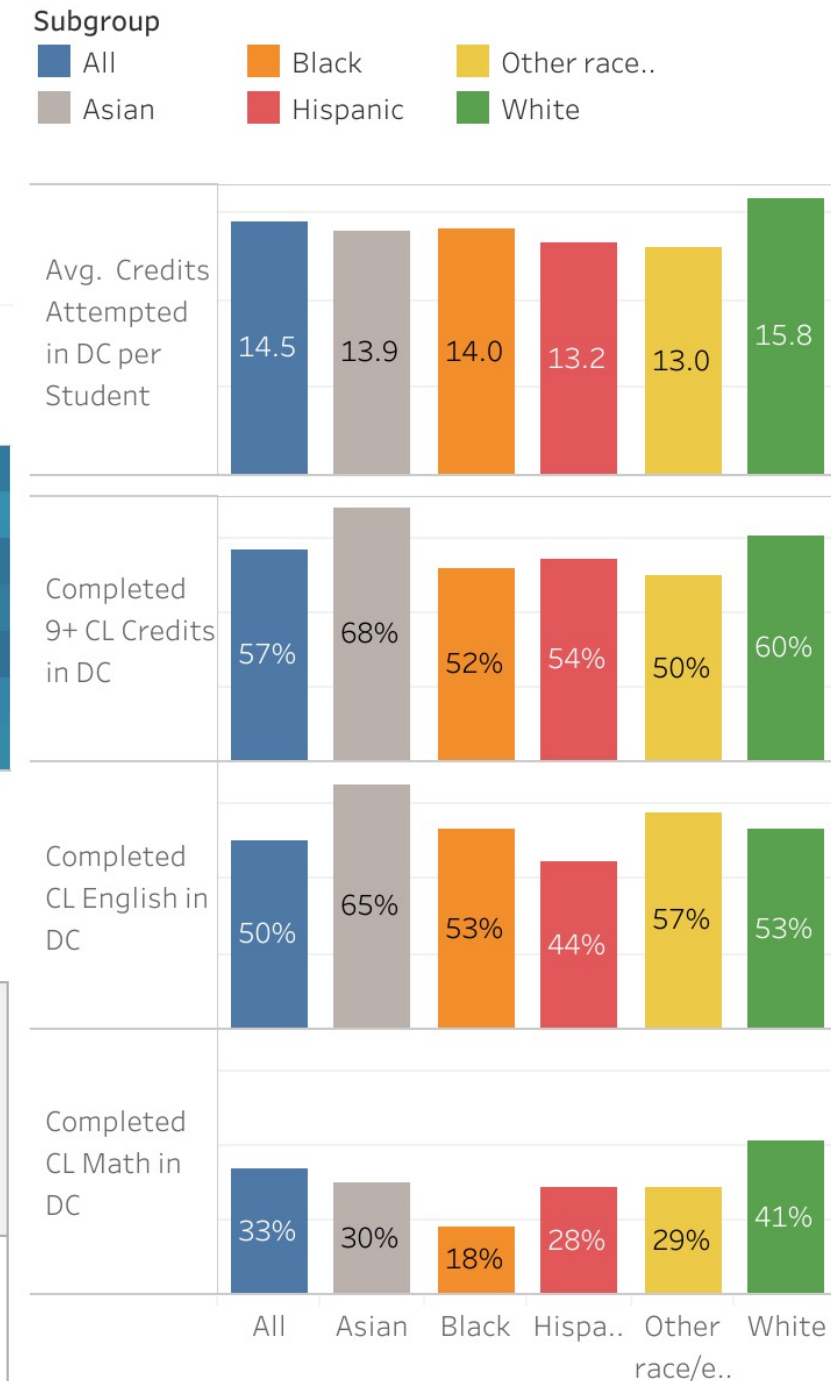
Dual Credit Course Location



Dual Credit Course Modality



Dual Credit Momentum



Dual Credit Course Pass Rates

	All	Asian	Black	Hispanic	Other race/ethn..	White
Overall Dual Credit Course Pass Rate	89%	96%	84%	90%	84%	89%
Location: at College (Pass Rate)	82%	91%	81%	82%	63%	81%
Location: at High School (Pass Rate)	90%	96%	85%	91%	87%	91%
Location: Other Place (Pass Rate)	88%	100%	83%	88%	100%	88%
Modality: Face-to-face (Pass Rate)	92%	97%	88%	92%	91%	92%
Modality: Hybrid (Pass Rate)	85%	92%	80%	87%	50%	85%
Modality: Online (Pass Rate)	82%	94%	67%	82%	66%	83%

Top 10 Dual Credit Courses Taken (If blank, not in top 10 for this group)

1,887 students from All HS Partners who took a dual credit course at Lee College

Course Name	All	Black	Hispanic	Low income
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ENGL-2323	263	31	91	80
SOCI-1301	258			

Inquiry Activity: Dual Credit Coursetaking & Momentum

- 1) What types of dual credit courses do most students take, and what are the most popular courses?
 - How does this vary by student race, income, and gender, or among your major HS partners?
- 2) What types of dual credit courses have the highest/lowest pass rates?
 - How does this vary by student race, income, and gender, or among your major HS partners?
- 3) How many credits are students attempting through dual credit on average?
 - How does this vary by student race, income, and gender, or among your major HS partners?

Further Questions: Dual Credit Coursetaking & Momentum

Course Location & Modality

- What are the primary course location and delivery modalities for DC across our HS partners? How does this vary by student race, income, and gender? Which types of courses are Black, Hispanic, and low-income students overrepresented in?

DC Course Success & Momentum

- What are the success rates for DC students, and how does this vary by course location and modality? Which types of DC courses have the lowest success rates? Why might that be, and what other information do we need to better understand this?
- What are the success rates for students by race, income, and gender? Which groups need more support in these courses to be successful?
- On average how many credits do DC students attempt while in high school, and to what extent are students meeting key milestones like completing 9 or more college-level credits, completing college English, or completing college math through DC? What gaps exist?

DC Courses Taken

- What are the top 10 DC course enrollments across all our high school partners? What are the top 10 DC courses for Black, Hispanic, and low-income students? What's the potential of these courses to be strengthened as on-ramp into college programs?

Diving into the Data

Post-High School College Enrollments and Outcomes

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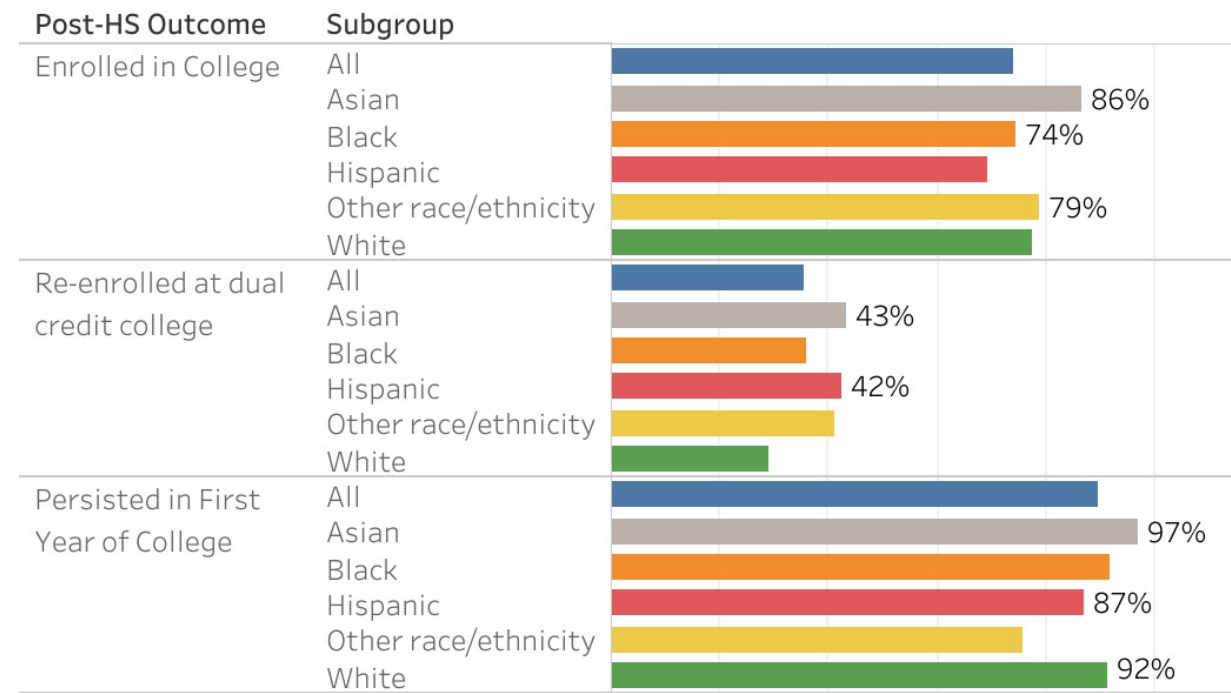
Texas Dual Credit Student Outcomes, One Year After High School

Select a College
 Lee College

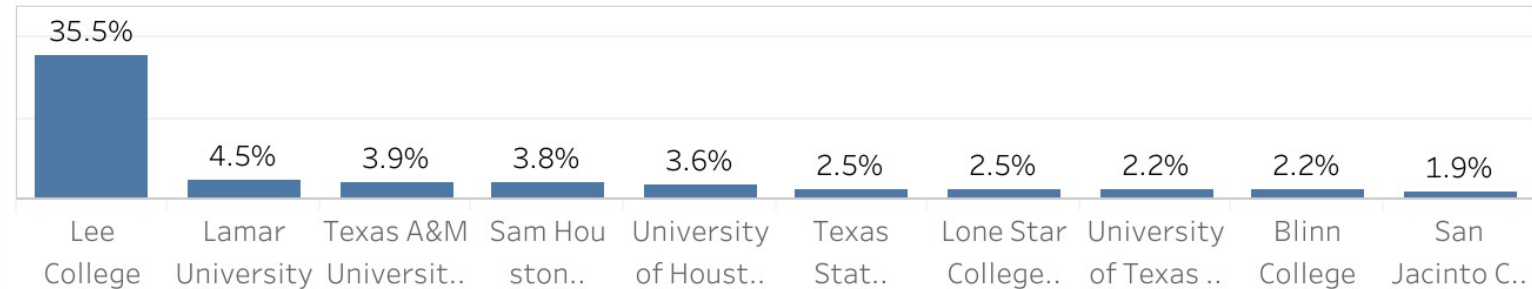
Select High School Partners with 5+ DC students
 All HS Partners

Disaggregate by
 Race/ethnicity

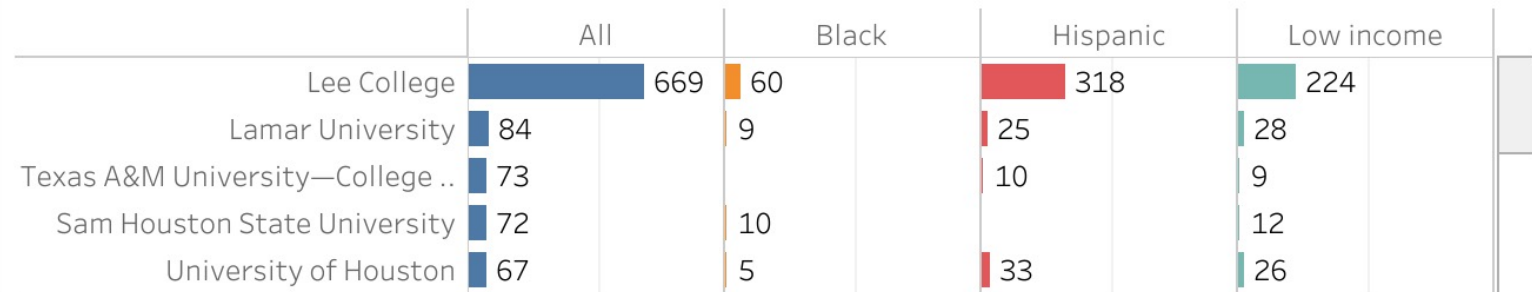
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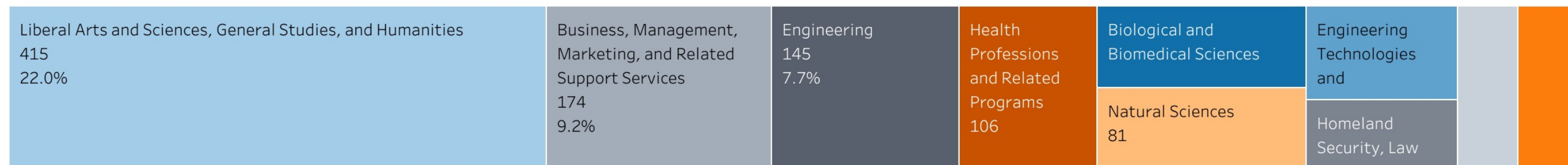
Top 10 First College Destinations, 1,887 Lee College dual credit students from All HS Partners



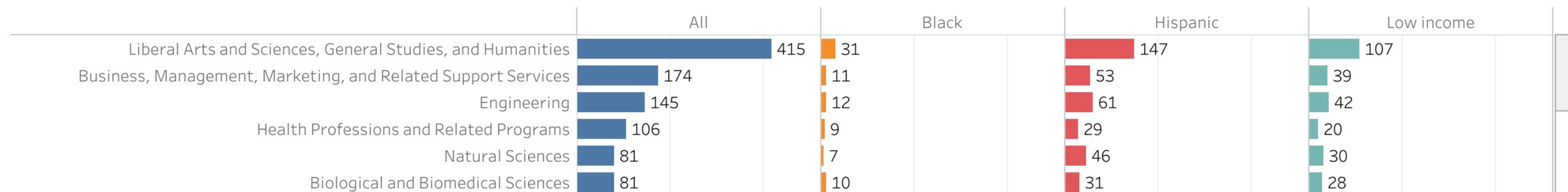
Top 10 College Destinations by Student Group (If blank, not in top 10 for this group)



Top 10 College Majors (TX Public Postsecondary Institutions), Lee College dual credit students from All HS Partners (N=1,887)



Top 10 College Majors by Student Group, Lee College dual credit students from All HS Partners (If blank, not in top 10 for this group)



Inquiry Activity: Post-HS Enrollments & Outcomes

- 1) What percent of our DC students enroll at any college after high school?
 - How does this vary by student race, income, and gender, or among your major HS partners?
- 2) Which colleges do our DC students enroll at after high school, and how many return to our college?
 - How does this vary by student race, income, and gender, or among your major HS partners?
- 3) What college majors are our DC students enrolling in after high school?
 - How could we use this information to strengthen our DC offerings as on-ramps to programs of interest for students?

Further Questions: Post-HS Enrollments & Outcomes

- What percent of former DC students enrolled at any college within 1 year after high school? And what percent of former DC students reenrolled at our college after high school?
- Which groups of students by race, income, and gender have higher rates of college enrollment, and which groups are more likely to persist in college? Are there gaps by race, income, or gender in first-year college persistence for our former DC students?
- What are the other top colleges are our former DC students attending after high school? What college majors are our former DC students enrolling in after high school?
- How could we use this information to strengthen our DC offerings as on-ramps to programs of interest for students?
 - How could we work with faculty and others in our various program areas to strengthen recruitment of DC into our programs when they leave HS?
 - How can we help students who enroll in Liberal/General Studies choose and plan a path to more specific major fields?

Planning and Feedback

Feedback for CCRC/UT Team

- What should we keep, change, or remove?
- What needs more clarification?
- How else can this tool be strengthened to better support college/K12 planning and improvements around dual credit?

Planning Next Steps

- What were your major insights from looking at these data? Which charts and dashboards were most useful?
- How can you use these data to support your college's goals and planning to further improve dual credit?
 - Who else at your college or among your K12 partners needs to see this?
 - What other data do you need that is not presented here?
 - What are the venues to use these data to inform discussion and planning around dual credit?

Invite an ISD Partner and Join us this Summer!

Virtual Workshop: Strengthening Dual Credit as On-Ramp to Career Path Jobs

June 2, August 1, or August 2 (Invitations Forthcoming from TSC)

Workshop description. This interactive 3-hour virtual workshop is focused on strengthening the potential of dual credit (DC) to broaden access to college and career opportunity by better aligning DC courses with college pathways leading to successful transfer and career path jobs. During the workshop, community colleges and their key feeder school district (ISD) partner will learn about effective models of dual credit, examine college- and school-level data on dual credit student access and success, utilize research-based tools for evaluating current practices, and collaboratively prioritize and plan next steps for strengthening their dual credit partnership. By the end of the workshop, the college/ISD teams will be ready to communicate the purpose and direction of their collective work to strengthen dual credit and to engage their respective school, ISD, and college communities in co-designing and implementing reforms aligned to their common vision for student success.

Who should attend? Community colleges seeking to strengthen the potential of their dual credit offerings to provide an on-ramp to college programs and career path jobs should identify and invite a team from one (1) ISD partner with this shared vision. The following roles at the college and ISD are recommended for strategic planning. The college and ISD are encouraged to prioritize participation and consideration of Title 1 and other schools serving large numbers of lower-income, Black, Hispanic, English Learners, and other student populations underrepresented in higher education.

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