

Dual Credit at Texas Community Colleges

Testimony to the Senate Committee on Higher Education

September 12, 2018

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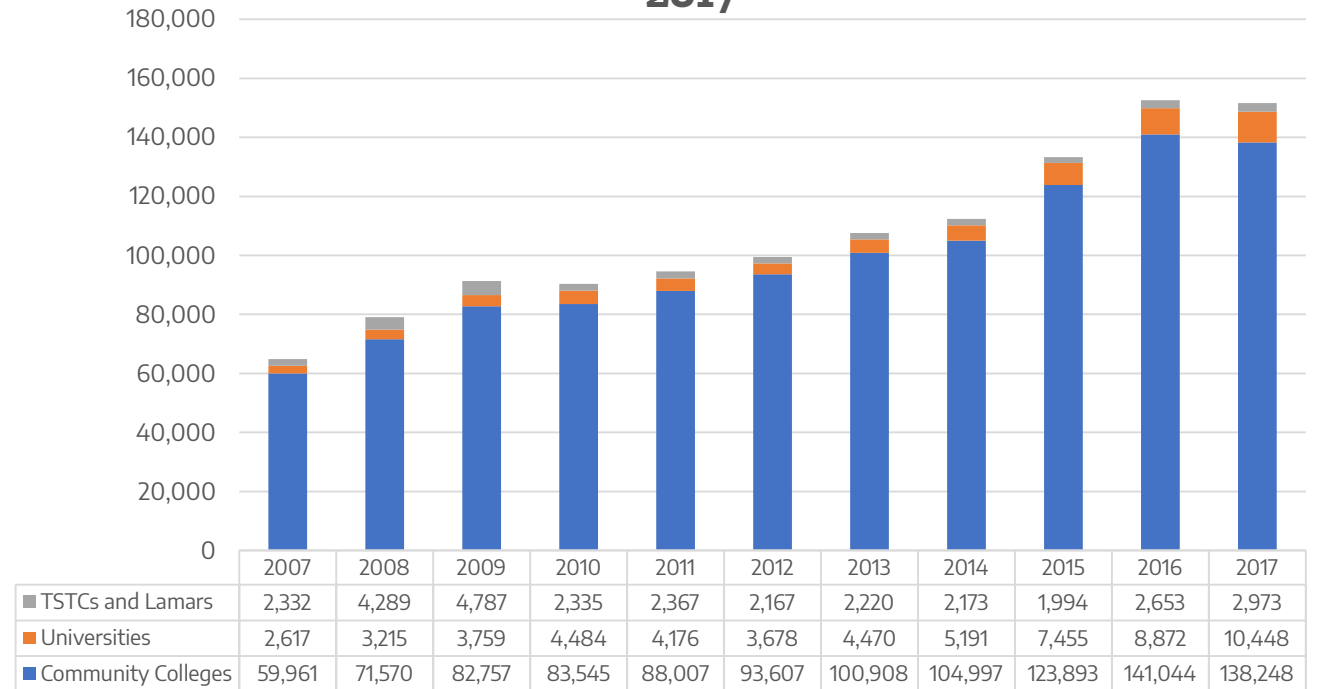


**Texas Association of
Community Colleges**

Dual Credit Profile at Texas Community Colleges

- Dual credit participation increased 57% from fall 2007 to fall 2017.
- Community colleges served 91% of dual credit enrollments in fall 2017.
- Dual credit represented 10% of all higher education enrollment in fall 2017.
- 10% of all high school students and 20% of all high school graduates enrolled in dual credit .
- 93% of high schools in Texas offered at least one dual credit course in the 2015-16 academic year.
- 19.4% of all Community and Technical College enrollment is among dual credit students
- 15% of all dual credit courses are in Career and Technical Education (CTE)

Dual Credit Enrollment by Institution Type, Fall 2007-2017



■ Community Colleges ■ Universities ■ TSTCs and Lamars

Dual Credit Profile at Texas Community Colleges

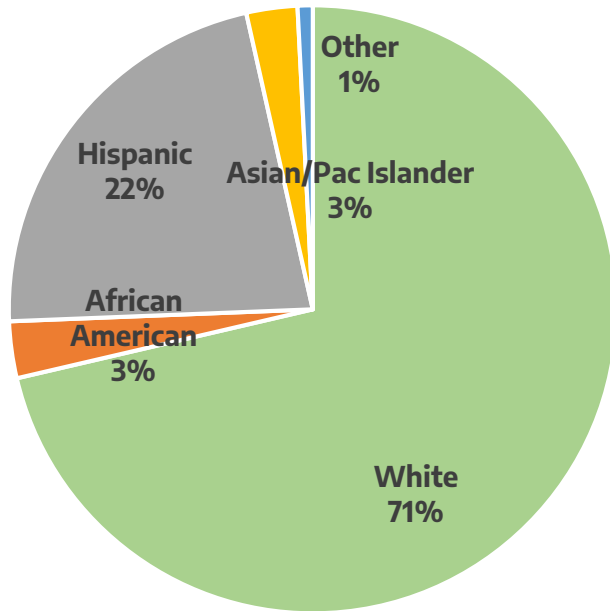
Community College	Total Enrollment Fall 2017	Dual Credit Enrollment Fall 2017	Dual Credit as % of Total Enrollment
Alamo Colleges District	61,415	12,494	20%
Alvin Community College	5,709	2,030	36%
Amarillo College	7,525	277	4%
Angelina College	5,217	1,654	32%
Austin Community College	38,462	6,562	17%
Blinn College	18,465	1,644	9%
Brazosport College	4,229	1,073	25%
Central Texas College	8,895	1,645	18%
Cisco College	3,261	776	24%
Clarendon College	1,588	690	43%
Coastal Bend College	4,464	1,347	30%
College of the Mainland Community College District	4,328	1,287	30%
Collin County Community College District	31,035	5,555	18%
Dallas County Community College District	69,089	7,054	10%
Del Mar College	11,476	2,189	19%
El Paso Community College District	26,896	6,188	23%
Frank Phillips College	1,456	785	54%
Galveston College	2,197	399	18%
Grayson County College	4,289	1,088	25%
Howard County College District	4,378	2,128	49%
Hill College	4,228	1,254	30%
Houston Community College	49,782	7,095	14%
Kilgore College	5,396	1,274	24%
Lone Star College System	69,452	11,848	17%
Laredo College	9,846	2,950	30%

Community College	Total Enrollment Fall 2017	Dual Credit Enrollment Fall 2017	Dual Credit as % of Total Enrollment
Lee College	7,717	1,803	23%
McLennan Community College	8,879	1,967	22%
Midland College	5,566	1,557	28%
Navarro College	8,830	3,134	35%
North Central Texas College	10,283	2,100	20%
Northeast Texas Community College	3,097	855	28%
Odessa College	6,240	1,715	27%
Panola College	2,655	586	22%
Paris Junior College	4,844	1,565	32%
Ranger College	2,411	1,114	46%
San Jacinto Community College District	35,455	4,532	13%
South Plains College	9,283	1,580	17%
South Texas College	31,374	11,531	37%
Southwest Texas Junior College	6,660	2,430	36%
Tarrant County College District	56,405	8,054	14%
Temple College	4,980	1,092	22%
Texarkana College	4,239	1,663	39%
Texas Southmost College	6,216	2,400	39%
Trinity Valley Community College	6,547	2,121	32%
Tyler Junior College	9,589	374	4%
Vernon College	3,008	611	20%
Victoria College	3,945	726	18%
Weatherford College	6,303	1,837	29%
Western Texas College	2,250	809	36%
Wharton County Junior College	7,050	806	11%
Statewide Community Colleges Total	706,904	138,248	20%

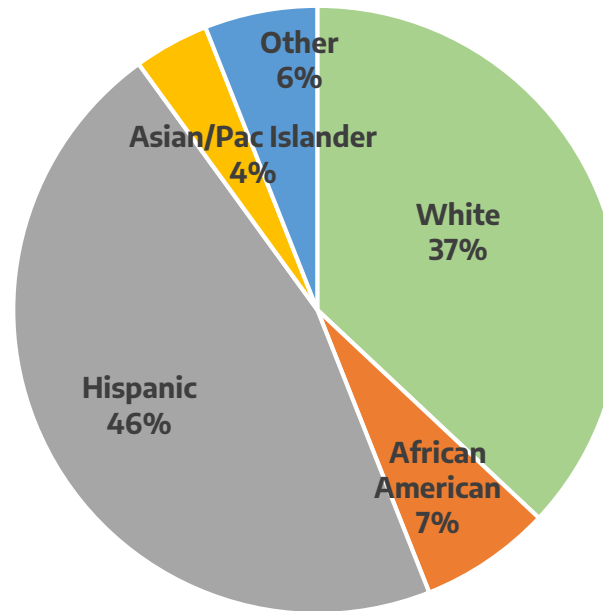
Dual Credit Profile at Texas Community Colleges

Dual credit enrollment and has grown more diverse and increasingly reflects the population of Texas:

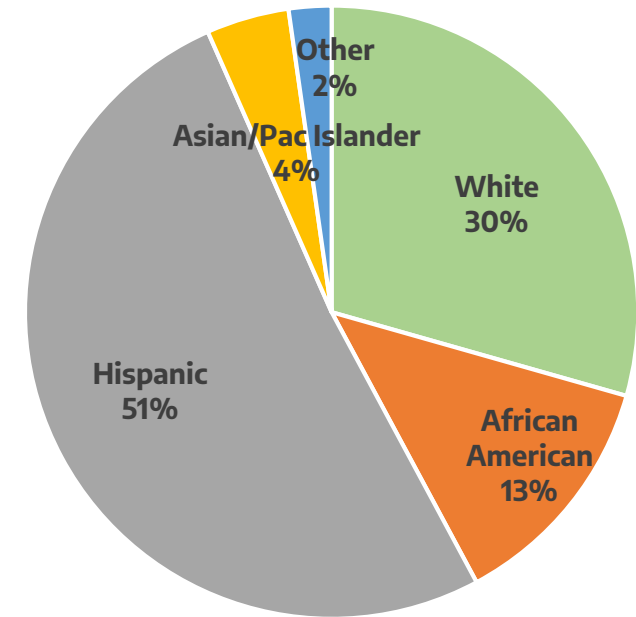
Dual Credit Enrollment by Ethnicity -
Fall 1999



Dual Credit Enrollment by Ethnicity -
Fall 2017



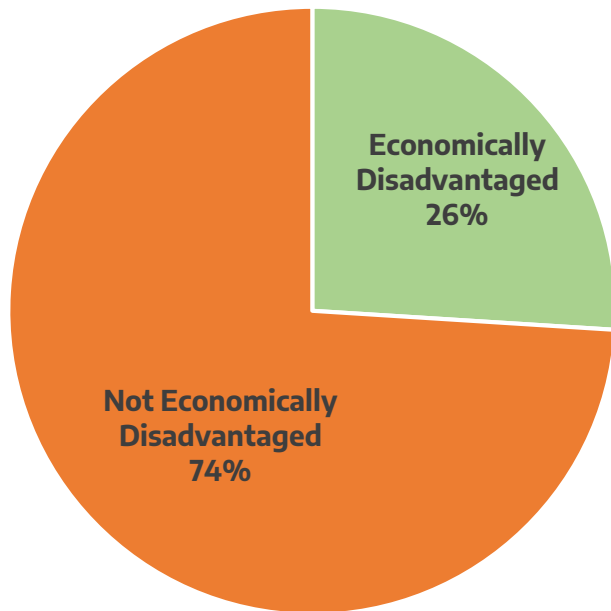
Texas Public High School Enrollment by
Ethnicity - 2016-17



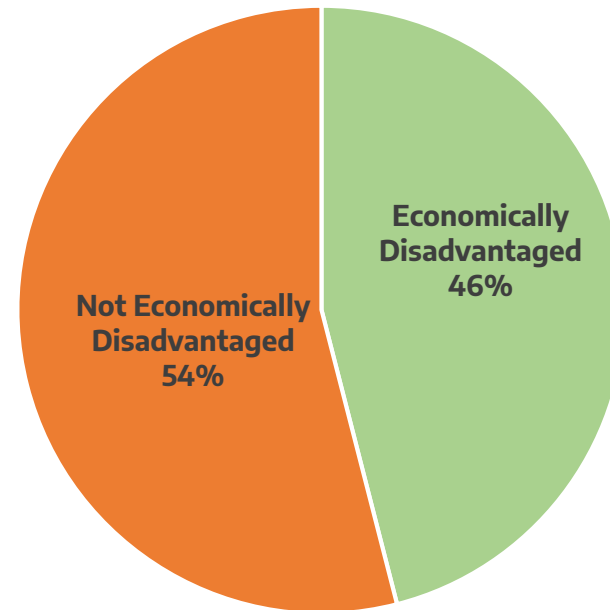
Dual Credit Profile at Texas Community Colleges

More economically disadvantaged students are taking dual credit:

2000



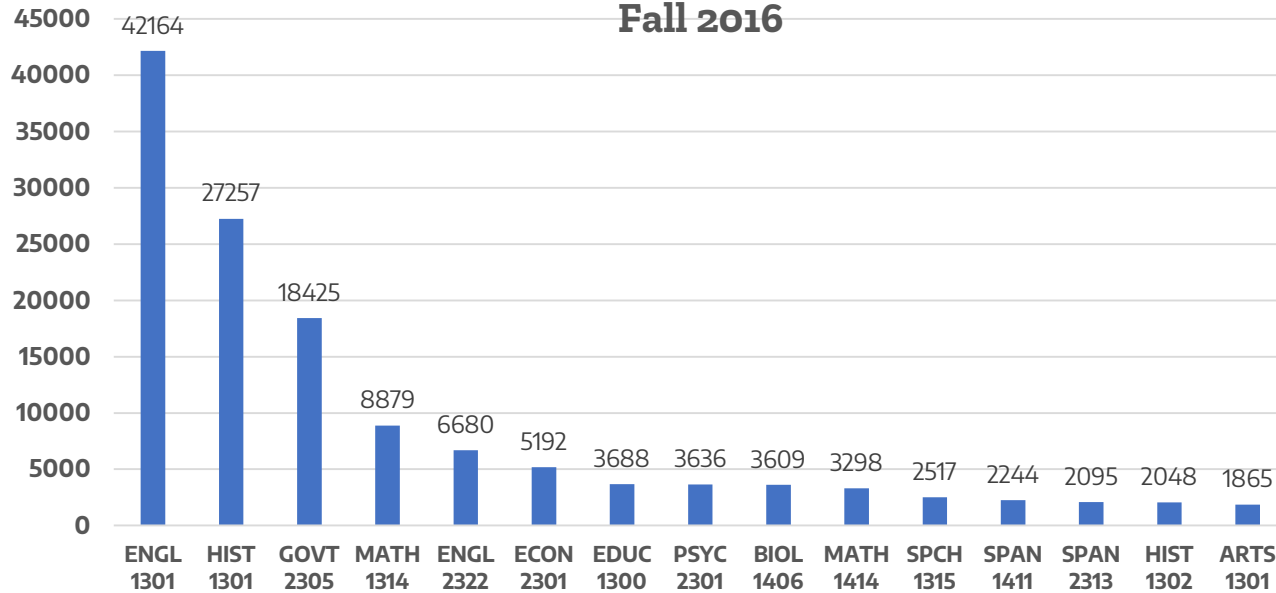
2014



Dual Credit Profile at Texas Community Colleges

**Top 15 Community College Dual Credit Courses
Statewide by Enrollment***

Fall 2016



*Course-level records with low enrollment are not reported due to confidentiality

- | | |
|--|--|
| ENGL 1301 – Composition I | SPCH 1315 – Public Speaking |
| HIST 1301 – Unites States History I | SPAN 1411 – Beginning Spanish I |
| GOVT 2305 – Federal Government | SPAN 2313 - Spanish for Native/Heritage Speakers I |
| MATH 1314 – College Algebra (3 SCH) | HIST 1302 – United States History II |
| ENGL 2322 – British Literature | ARTS 1301 – Art Appreciation |
| ECON 2301 – Principles of Macroeconomics | OTHER – All other dual credit (over 170 courses*) |
| EDUC 1300 – Learning Frameworks | |
| PSYC 2301 – General Psychology | |
| BIOL 1406 – Biology for Science Majors | |
| MATH 1414 – College Algebra (4 SCH) | |

The top 15 dual credit courses represent 75% of all dual credit enrollments

- ENGL 1301, HIST 1301, and GOVT 2305 combined represent 49% of all dual credit enrollments
- Over 170 courses comprise the remaining 25% of enrollments with a combined enrollment over 43,800

Dual Credit Task Force Report: *Where College Meets High School*

The University of Texas System and the Texas Association of Community Colleges co-convened a Dual Credit Task Force to assess the rapidly evolving landscape of dual credit in Texas.

The Dual Credit Task Force convened for one year, from January 2017 to January 2018, to bring together stakeholders from across educational and workforce sectors. Members were identified from K-12 school districts, community colleges, universities, university systems, several state agencies—including the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), and the Texas Workforce Commission (TWC)—and from non-profits and associations focused on education.

The resulting report explores the issues most germane to dual credit in an era of statewide expansion. It proposes areas for strategic attention to strengthen dual credit in Texas in order to position more students for success in college and the workforce.

Dual Credit Task Force Report: *Where College Meets High School*

Task Force Findings – Access and Equity:

Early data indicate that dual credit is an important contributor to successfully reaching the goals of the 60x30TX Plan. However, access to high-quality programs is not equitable. More specifically:

- Statewide equity gaps exist for certain student populations in terms of access, eligibility, enrollment, and participation.
- Regional equity gaps exist due to geographic variance in access to programmatic models, infrastructure and faculty, proximity to institutions of higher education (IHE), and availability of funding, with some gaps being more pronounced in rural parts of the state.
- The variability and level of funding available to school districts has an impact on the equity, quality, and availability of dual credit programs for the students who live in these districts.
- Career and Technical Education (CTE) programs have distinct equity challenges, and the quality and funding components are exacerbated because of their higher costs, especially the need for qualified teachers and industry partners.

Dual Credit Task Force Report: *Where College Meets High School*

Task Force Findings – Funding:

- There is great variance in *how* dual credit courses are funded across Texas and in *who* bears the cost, ranging from colleges, school districts, and/or parents and students.
- This variability prevents clear delineation of costs of dual credit, both in terms of what it costs, and who funds and who pays for it.
- There is wide variance in how Texas community colleges charge for dual credit. During AY 2016-17:
 - 11 districts wave all tuition and fees
 - 25 have a partial waiver or flat fee
 - 3 waive tuition & fees for certain populations
 - 5 offer partial or total waivers depending on location
 - 6 do not offer waivers
- The variance and inconsistency in funding models also contribute to issues of equity and quality, with a particular impact on CTE programs with their high costs and capacity challenges—particularly in the areas of faculty and industry partnerships. There is a growing need to increase funding for CTE programs.

Dual Credit Task Force Report: *Where College Meets High School*

Task Force Findings – Alignment:

- Implementation of dual credit programs differs based on agreements between individual IHEs and school districts.
- Variability in dual credit programs and in course offerings and program requirements among IHEs affects transferability and degree applicability of dual credit Semester Credit Hours (SCH).
- In particular, students and families have difficulty getting readily available and understandable information about all aspects of dual credit: costs, applicability, grading, impact on Grade Point Average (GPA)/class standing, integration into high school program requirements, etc.
- Shared understanding and continued assurance of quality in dual credit programs would help alleviate alignment challenges.

Dual Credit Task Force Report: *Where College Meets High School*

Task Force Recommendation Highlights:

- *Foundational Recommendation:* Establish and fund a dual credit advisory committee with stakeholders from K-12, higher education, and workforce, including the Texas Education Agency, the Texas Higher Education Coordinating Board and the Texas Workforce Commission (the “tri-agencies”). The committee should develop policy solutions grounded in data to address the issues identified by the Task Force in the following three areas: Access and Equity, Funding, and Alignment.
- Create a new need-based grant program to make financial aid awards to eligible students enrolled in dual credit programs.
- High schools and IHEs should align dual credit courses to endorsements, established by HB 5 (2013 Legislative Session), as well as Field of Study Curricula for academic transfer courses, and Programs of Study for career and technical courses.
- Require colleges to provide advising to dual credit students upon entry and at 15 SCH. Upon entry, advising should provide students with clear information on college and career paths.

Additional recommendations included in the report

Policy Recommendations by the Community College Associations:

- Create a statewide commission on dual credit, to include the TRI-Agencies, Higher Education and Business Stakeholders, Public School Districts, and Researchers.
- Establishing as a state goal for dual credit: By 2030, no less than 30% of high school graduates will have earned at least 12 semester credit hours (SCH) in dual credit.
- Requiring that dual credit students declare a meta-major / field of study upon completion of 12 SCH in core academic subjects or declare a career path upon completion of 12 SCH in career and technical education (CTE).



**Texas Association of
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Policy Recommendations by the Community College Associations:

- To operationalize the task force recommendation, Broaden dual credit access by expanding student eligibility for the Texas Education Opportunity Grant (TEOG) program to high school students enrolled in dual credit for up to 12 SCH in core academic transfer subjects or in CTE courses leading to certifications.
- Continue academic dual credit access for high school sophomores, juniors, and seniors who demonstrate college readiness.
- For freshman students, ensure proven academic support structures by requiring them to enroll in an Early College High School (ECHS), Academies that meet or exceed the requirements of an ECHS, or a P-TECH program. Freshman students who demonstrate exceptional academic readiness may be allowed to enroll in one dual credit course per academic semester, on a case-by-case basis, as determined by the college or university.



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