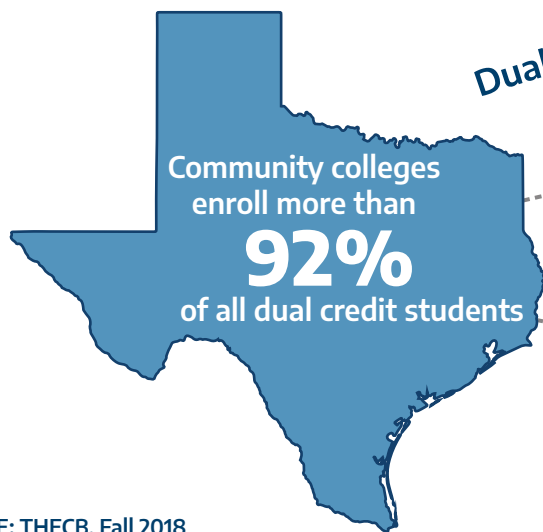
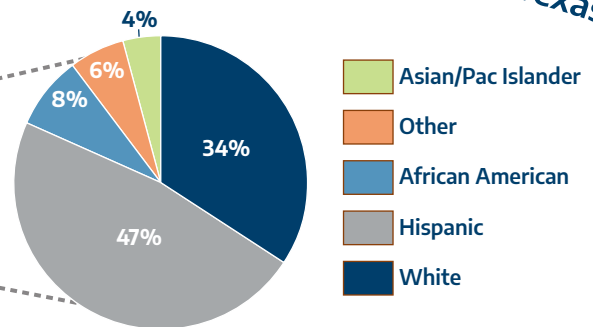


Dual Credit Works for Texas



Dual Credit Enrollment Reflects the Diversity of Texas



SOURCE: THECB, Fall 2018

Quick Facts on Dual Credit in Texas

185,255 high school students enrolled in dual credit

(Fall 2018)

10% of all high school students & **20%** of all high school graduates enrolled in dual credit

26% of all resident undergraduates have some dual credit courses

24% of all enrollment at community & technical colleges is through dual credit

(Fall 2018)

15% of all dual credit enrollments are in Career & Technical Education

The top **15** dual credit courses represent **75%** of enrollments and three courses (ENGL 1301, HIST 1301 & GOVT 2305) comprise almost one-half of all dual credit enrollments.

From fall 2008 to fall 2018, dual credit enrollment increased by **34%**

Dual Credit Increases Persistence to Graduation

A research study of dual credit in Texas found that a 10% point increase in high school students earning dual credit caused the share of students earning an associate degree within 2-years after high school to grow by 25% and the share of students earning a bachelor's degree within 4-years of high school graduation to grow by 7%.

Villarreal (2018)
"Achieving 60x30: A Dual Credit Strategy"

The University of Texas System conducted an extensive examination of dual credit programs and outcomes among its institutions. Regression analyses demonstrated that students who enter UT System institutions with dual credit are more likely to be retained and to graduate; have higher 1st, 2nd, and 3rd-year GPAs; and have fewer [excess] semester credit hours at the time of graduation.

Troutman, Hendrix, Creusere, and Mayer (2018)
"Dual Credit and Success in College"

The AIR study concluded that dual credit courses and college courses have similar academic rigor. Examining courses in College Algebra and English Composition, the study found no discernible differences in the content covered, the level of cognitive complexity demanded by student assignments, and the way in which instructors graded student work.

Miller et al. (2018)
"Dual-Credit Education Programs in Texas: Phase II"



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Policy Recommendations for the 86th Texas Legislature

Establish a State Goal for Dual Credit Participation:

By 2030, no less than 30% of high school graduates will have earned at least 12 semester credit hours (SCHs) in dual credit.

1) Early Connection Between Academic Dual Credit Offerings & Meta-Majors or Fields of Study

Identify a set of core academic subjects and apply to at least one meta-major or field of study (two English, two history, etc.).

Policy Recommendation:

Require students who complete 15 SCHs from these core academic courses to declare a degree plan (as defined by the THECB through negotiated rule-making).

2) Early Connection Between Career & Technical Education (CTE) Dual Credit Offerings & Workforce Demands

Align CTE offerings and credentials with workforce demands.

Policy Recommendation:

Require students who complete 15 CTE SCHs to declare a degree plan or career path leading to a credential.

3) Student Eligibility for Academic Dual Credit Course Offerings

Continue academic dual credit access for high school sophomores, juniors, and seniors who demonstrate college readiness (current law).

Policy Recommendation:

Require freshman students to enroll in an Early College High School (ECHS), a P-TECH program, or Academies that meet the standards of an ECHS. Freshman students who demonstrate academic readiness may also 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.

4) Establish a Statewide Advisory Committee on Dual Credit

Continue ongoing stakeholder discussions and study of dual credit policy.

Policy Recommendation:

Establish a statewide advisory committee on dual credit to study: (1) how students can gain equitable access to quality dual credit programs across the state; (2) efficacy of HB 505 (84th session); and (3) adequacy of the state's dual credit data systems. The committee should include stakeholders from across educational and workforce sectors (e.g., K-12 school districts, community colleges, universities, associations and state agencies).

5) Amend the Texas Educational Opportunity Grant (TEOG) Program

Expand student eligibility to dual credit students for up to 15 SCHs.

Policy Recommendation:

Provide need-based student financial aid in the form of TEOG's to eligible high school students who enroll in dual credit.