Dual Credit in Texas

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April 3, 2019

**Texas Association of
Community Colleges**

Dual Credit Advances Higher Education 60x30TX Goals

THE OVERARCHING GOAL: 60x30
By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree

THE SECOND GOAL: COMPLETION
By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.

THE THIRD GOAL: MARKETABLE SKILLS
By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.
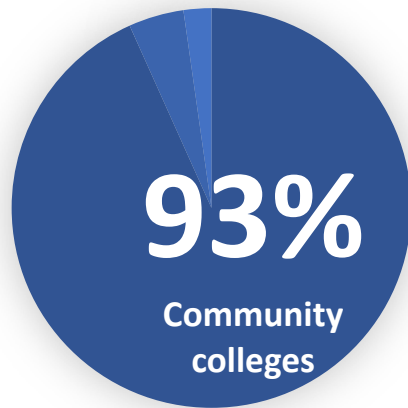
THE FOURTH GOAL: STUDENT DEBT
By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

Texas Community Colleges Serve the State at Scale

73%
Community Colleges
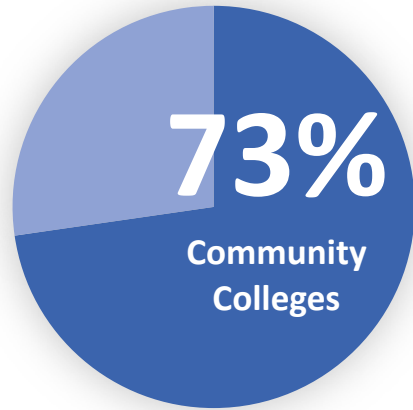
73% of Freshmen & Sophomores in Higher Education

93%
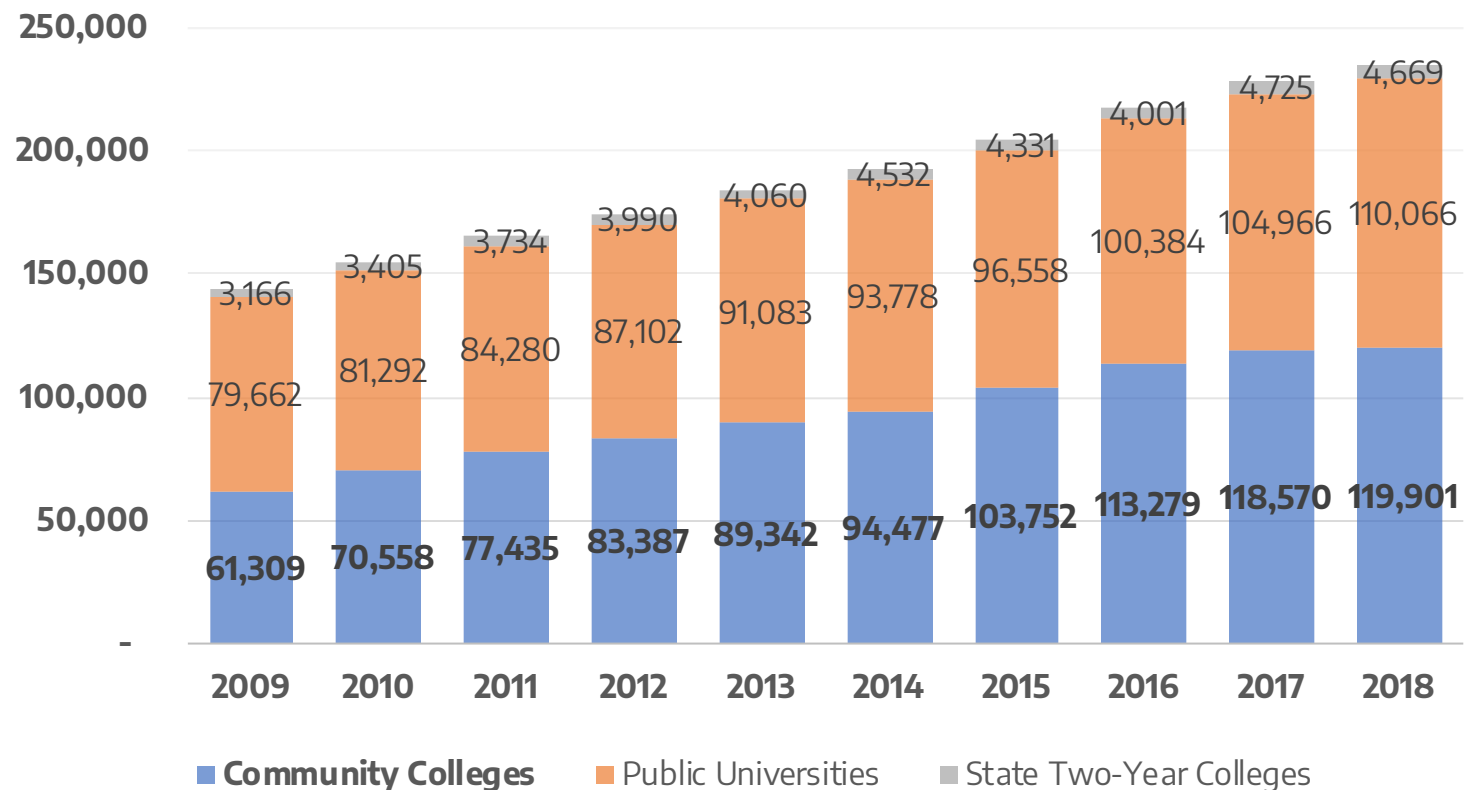Community colleges

93% of all Career & Technical Education enrollment

Community colleges are the largest sector of Texas higher education

	Fall 2018 Preliminary Enrollment	% of Enrollment
Community Colleges	**736,018**	**46.8%**
Texas State Technical College	11,818	0.8%
Lamar State Colleges	8,157	0.5%
Public Universities	660,722	42.0%
Public Medical Institutions	26,187	1.7%
Private Institutions	128,942	8.2%

# Texas Community Colleges Are Critical To Reaching 60X30TX

- Community colleges award the most post-secondary credentials of any sector in public higher education.

  - **119,901** Degrees & Certificates awarded in 2018

  - **51%** of all Degrees & Certificates awarded in public higher education

- **91%** increase in degree production between 2009 and 2015

Baccalaureate, Associate, & Certificates Awarded at Public Institutions 2009-2018

Year	State Two-Year Colleges	Public Universities	Community Colleges
2009	3,166	79,662	61,309
2010	3,405	81,292	70,558
2011	3,734	84,280	77,435
2012	3,990	87,102	83,387
2013	4,060	91,083	89,342
2014	4,532	93,778	94,477
2015	4,331	96,558	103,752
2016	4,001	100,384	113,279
2017	4,725	104,966	118,570
2018	4,669	110,066	119,901

Legend: Community Colleges, Public Universities, State Two-Year Colleges

Two-Year Colleges Provide the Majority of Dual Credit

Fall Enrollment Dual Credit – Community/Technical Colleges and Public Universities

Public CTC ■ Public Univ
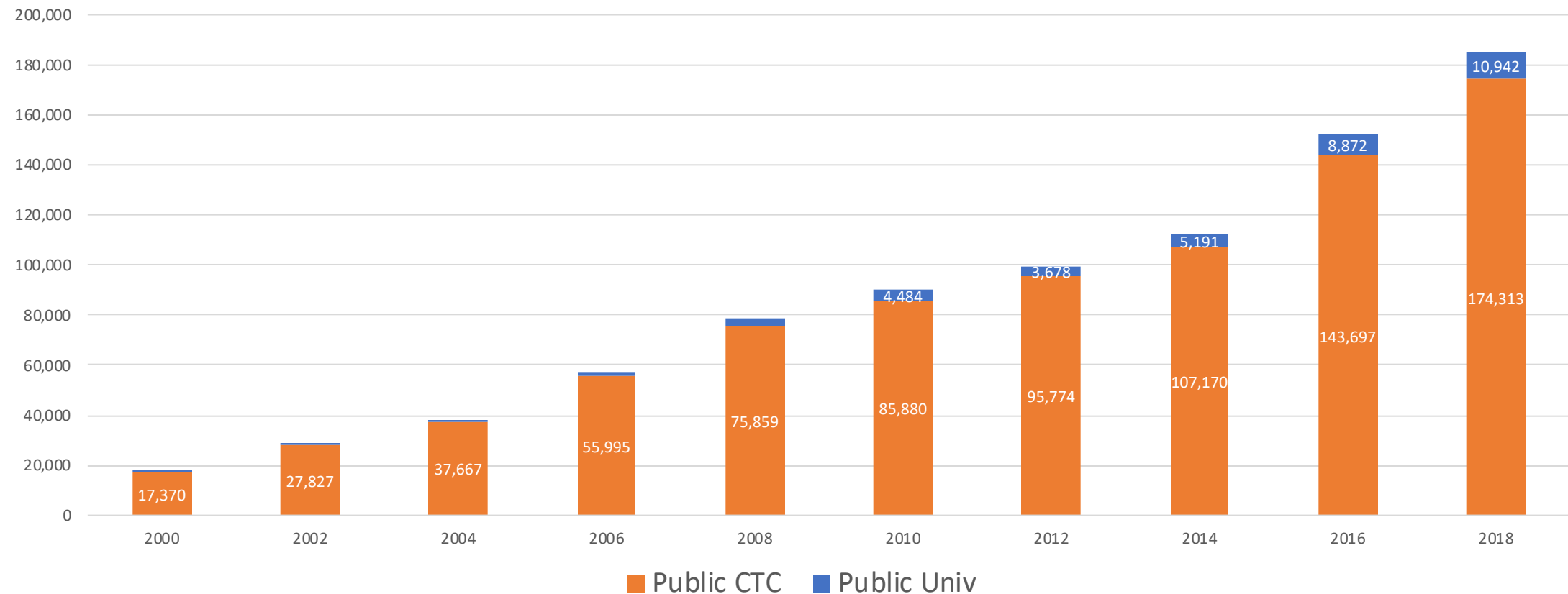
Estimated* Dual Credit Full-Time Student Equivalents as Percentage of Total FTSE at TX Community Colleges (2018)
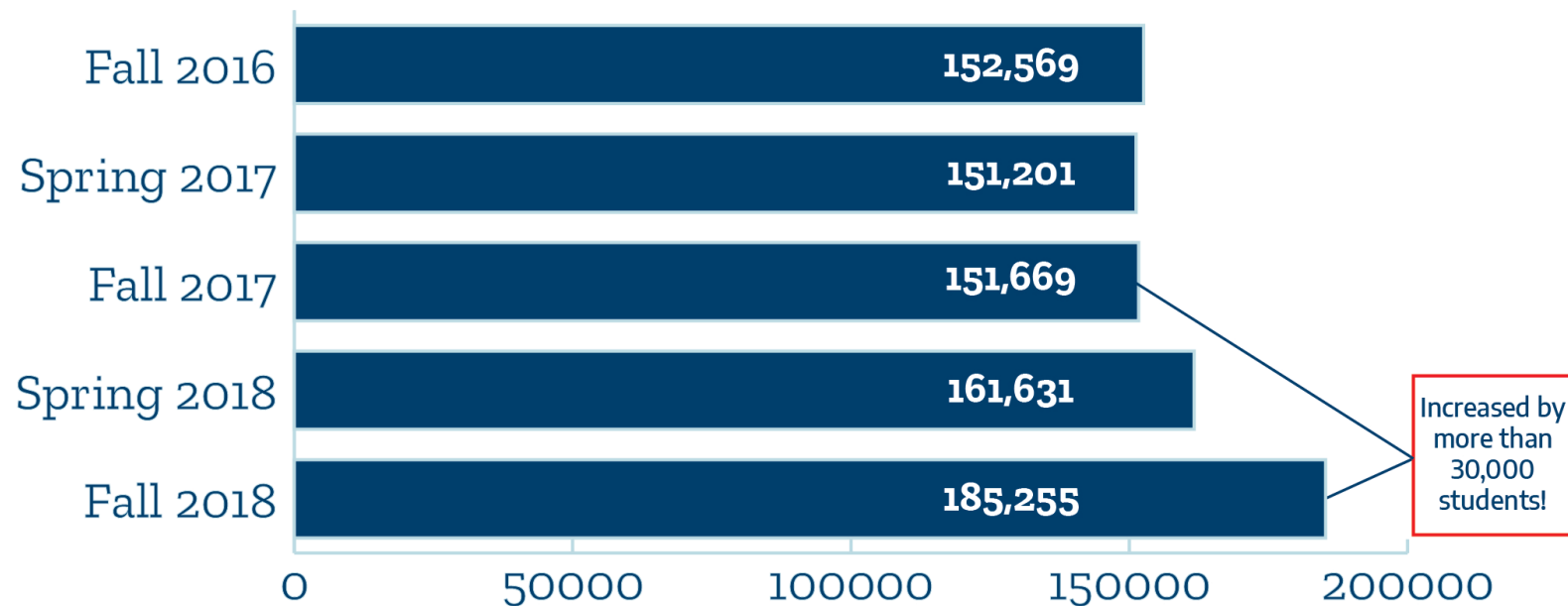

13.8%
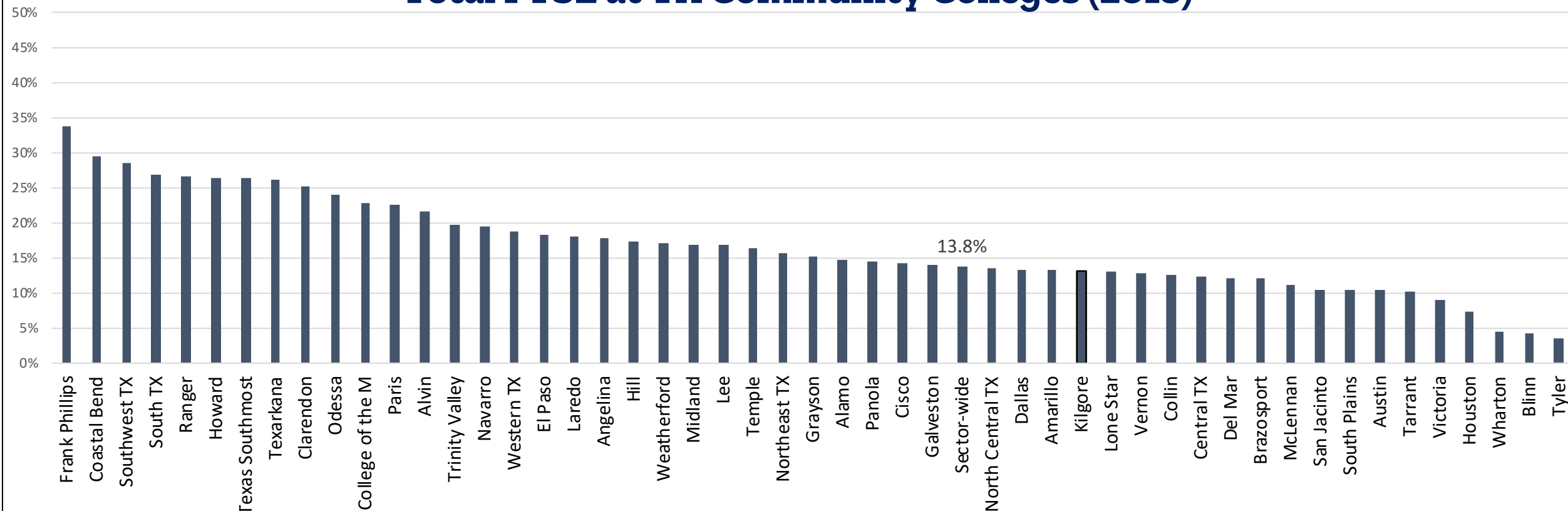
*Ratio of doubled Fall 18 dual credit semester credit hours divided by 30 to FY 18 full year FTSEs (30 SCH) for each college.
Source: TACC analysis of THECB data. For inquiries, please contact Chris Fernandez: cfernandez@tacc.org

Dual Credit Enrollment Continues to Increase

Dual Credit Enrollments Increased By More Than 30,000 Students From Fall 2017 to Fall 2018

Dual Credit Enrollments at Texas Public Institutions of Higher Education
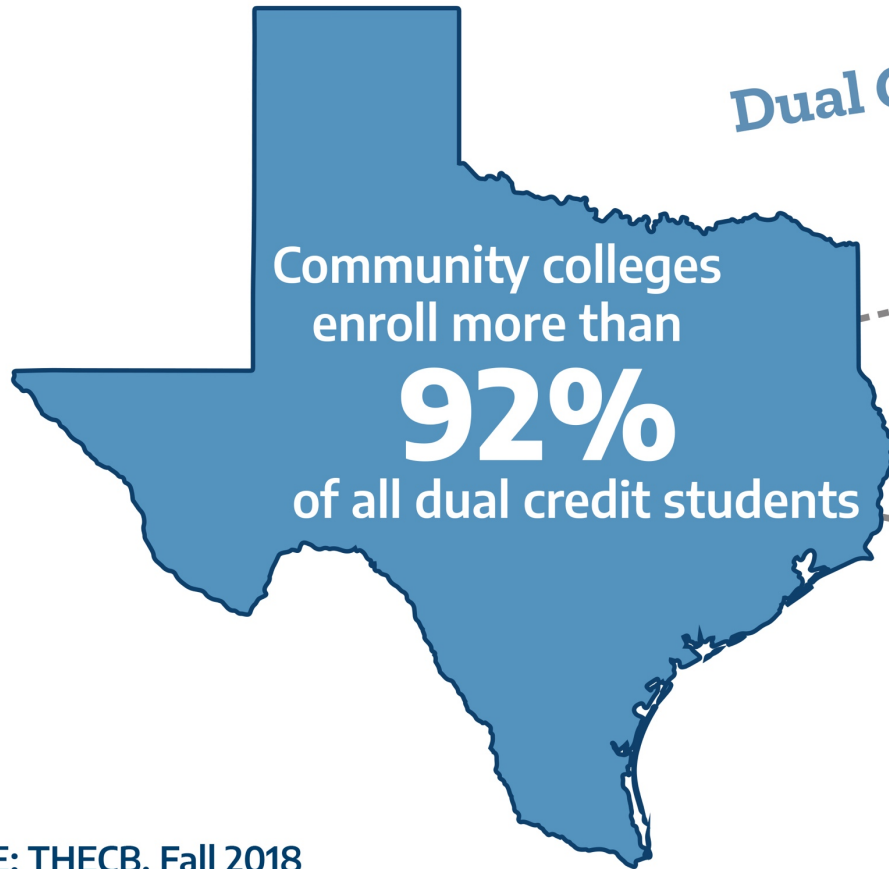
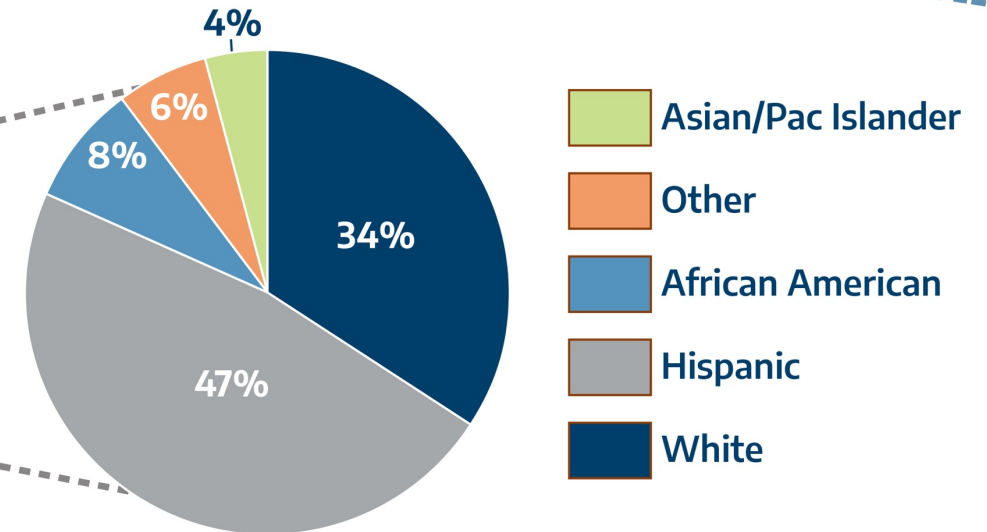| Term	Enrollment
Fall 2016	152,569
Spring 2017	151,201
Fall 2017	151,669
Spring 2018	161,631
Fall 2018	185,255

Increased by more than 30,000 students!

SOURCE: THECB

Dual Credit Works

Dual Credit Works for Texas Students

Dual Credit Enrollment Reflects the Diversity of Texas

Community colleges enroll more than

92%

of all dual credit students

Pie chart:
- 34% White
- 47% Hispanic
- 8% African American
- 6% Other
- 4% Asian/Pac Islander

Legend:
- Asian/Pac Islander
- Other
- African American
- Hispanic
- White

SOURCE: THECB, Fall 2018

QUICK FACTS on Dual Credit in Texas

Texas Association of Community Colleges

- 185,255 high school students are enrolled in dual credit
- Students who enter UT System institutions with dual credit hours are more likely to be retained and to graduate
- The AIR study concluded that dual credit courses and college courses have similar academic rigor

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

Percentage of Dual Credit Students by Age

Age	Fall 2015	Fall 2018
14	4.2%	5.7%
15	9.3%	13.4%
16	38.8%	37.1%
17	43.3%	39.8%
18	4.4%	3.9%

More Dual Credit Students are Completing Certificates and Degrees by HS Graduation

Fall of FTIC Enrollment	# Earned Cert. by HS Graduation	% Earned Cert. by HS Graduation	# Earned Assoc. by HS Graduation	% Earned Assoc. by HS Graduation
2009	137	0.30%	218	0.40%
2015	830	1.77%	1,705	3.64%
2018	1,053	1.83%	3,233	5.61%

4/8/19

Studies Find Dual Credit Works for Students

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"

Summary of Dual Credit Recommendations of Texas Studies and Reports

This matrix was prepared by the University of Texas System and the Texas Association of Community Colleges to illustrate alignment among recommendations and goals issued in 2018 by: the report of the Dual Credit Task Force, Where College Meets High School; the UT System Dual Credit Study, Dual Credit and Success in College; the Dual-Credit Education Programs in Texas Phase II 2018 AIR Study; and the statewide dual credit goals issued by the THECB and TEA in response to House Bill 1638.

	Stakeholder Engagement	Access & Equity	Funding	Alignment	Advising	Data/Other	Communication	Quality/Rigor
DUAL CREDIT TASK FORCE 2018	Establish and fund a dual credit advisory committee with stakeholders from K-12, higher education, and workforce, including TEA, THECB and TWC.	The dual credit advisory committee should establish equity goals distinct to dual credit and in support of the targets and strategies in 60x30TX, specifically for economically-disadvantaged, African-American, Hispanic and male students. Incentivize IHEs to adopt open educational resources (OER) to eliminate or significantly reduce the high costs of college textbooks.	The Legislature should create a new need-based grant program to make financial aid awards to eligible students enrolled in dual credit programs. Increase Career and Technical Education (CTE) funding for equipment, faculty training, and workforce alignment.	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.	THECB and TEA should provide disaggregated dual credit participation data to school districts and IHEs through an existing reporting mechanism, such as The Texas Public Higher Education Almanac or Texas Public Education Information Resource (TPEIR), to identify and measure opportunity and achievement gaps.	THECB, TEA, and TWC should develop online and print resources for counselors, students and families that clearly communicate types of dual credit (CTE and academic), eligibility requirements, and the costs and benefits of participating in dual credit programing.	
UT SYSTEM STUDY 2018	Establish a list of dual credit-related policies, empirical dual credit research findings, and dual credit practices that can be communicated to staff at the UT System institutions. ** Also in Communication	Continue to monitor and research the relationship between dual credit and student success.		Improve dual credit program alignment among high schools, two-year and four-year institutions.		Improve student record-level data collection for students participating in Texas dual credit programs.	Enhance dual credit communication with students and families to enable informed decisions. Establish a list of dual credit-related policies, empirical dual credit research findings, and dual credit practices that can be communicated to staff at the UT System institutions. ** Also in Stakeholder Engagement	Encourage UT System academic institutions' dual credit programs to conduct program evaluation.
AIR STUDY 2018		Continue to close the gaps in dual-credit participation rates across race and ethnicity.	Strive to guarantee that costs neither serve as a barrier for students to participate in dual-credit education nor inhibit higher education institutions from offering affordable and high-quality dual-credit education programs.		Improve the advising processes and ensure equitable access to high-quality advising for dual-credit students.			Encourage institutions to continue developing and implementing processes to ensure dual-credit courses remain as rigorous as college-only courses. Ensure that students are adequately prepared to succeed in and have the necessary supports to benefit from dual credit education programs delivered in traditional high schools.
THECB/ TEA GOALS	ISDs and IHEs will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies. ** Also in Data/Other			Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.	All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.		ISDs and IHEs will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies. ** Also in Stakeholder Engagement	The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.