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Education Commission of the States  
National Forum on Education Policy 2019



**Texas Association of  
Community Colleges**

## 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.

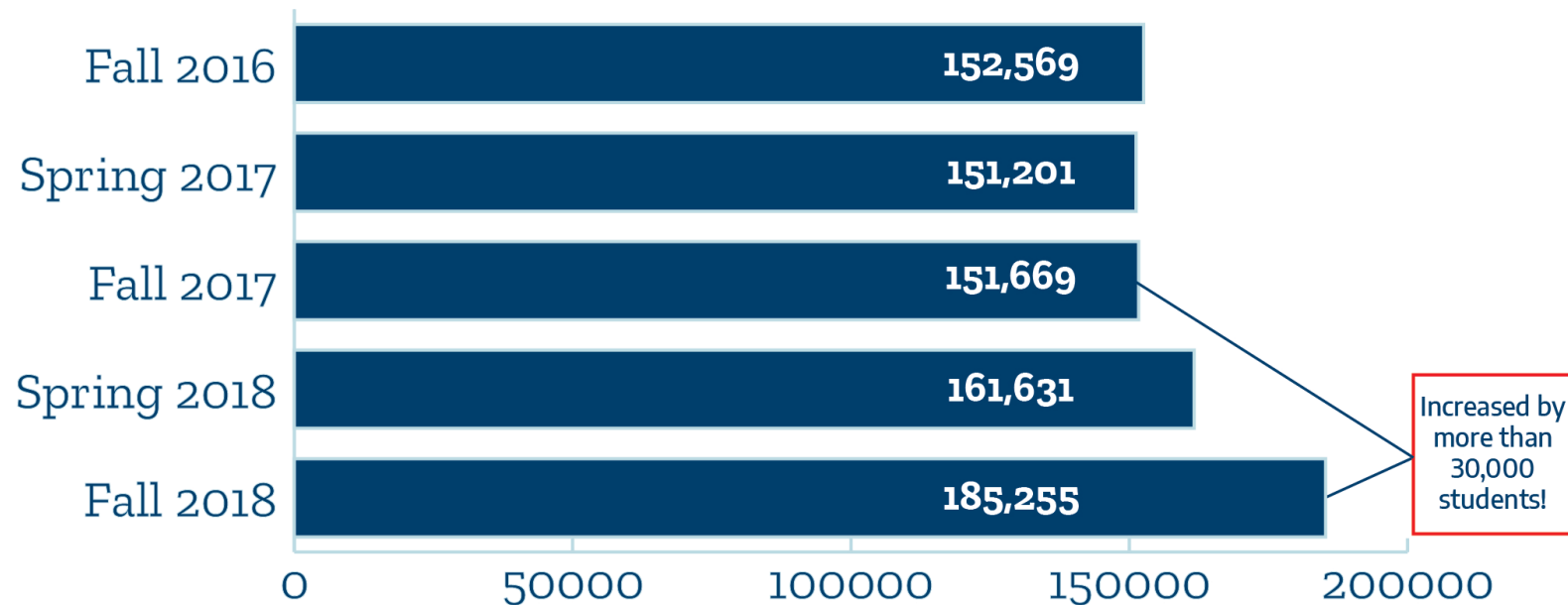
From fall 2008 to fall 2018, dual credit enrollment increased by **34%**

## Dual Credit Increases Persistence to Graduation

# 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



SOURCE: THECB

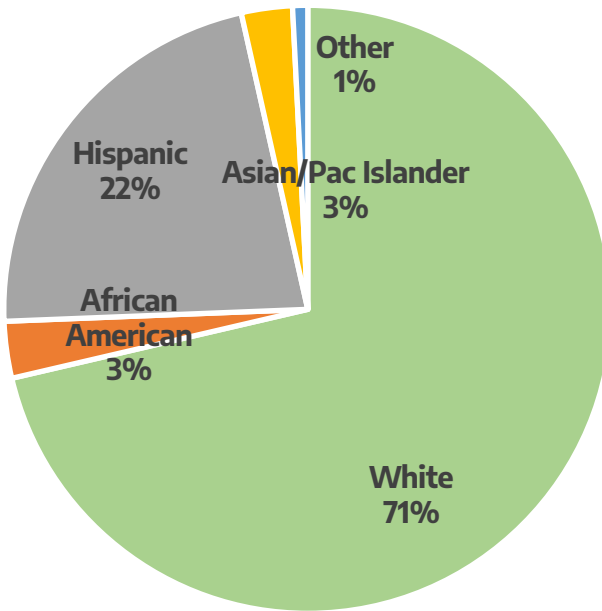


Dual Credit Works

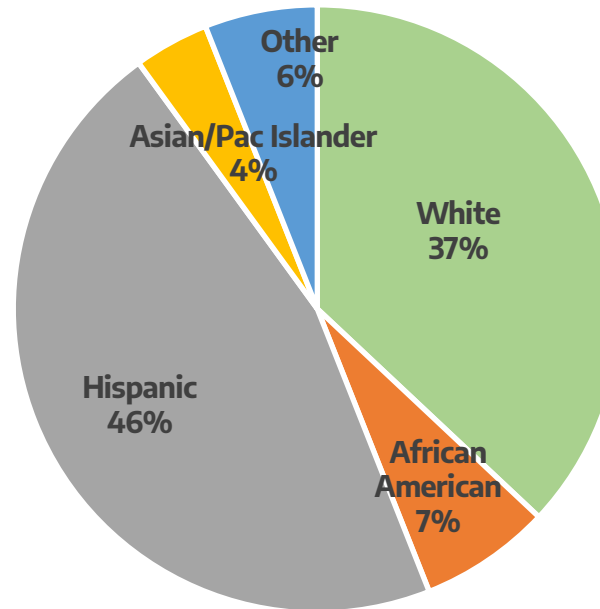
# Dual Credit Profile at Texas Community Colleges

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

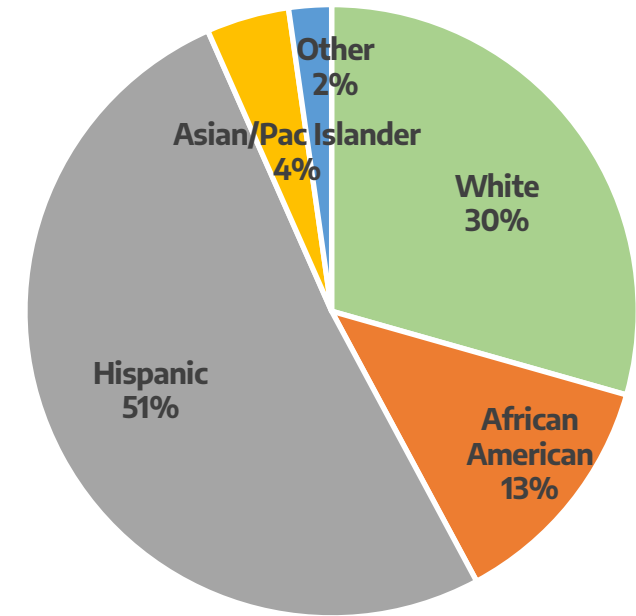
**Dual Credit Enrollment by Ethnicity -  
Fall 1999**



**Dual Credit Enrollment by Ethnicity -  
Fall 2017**



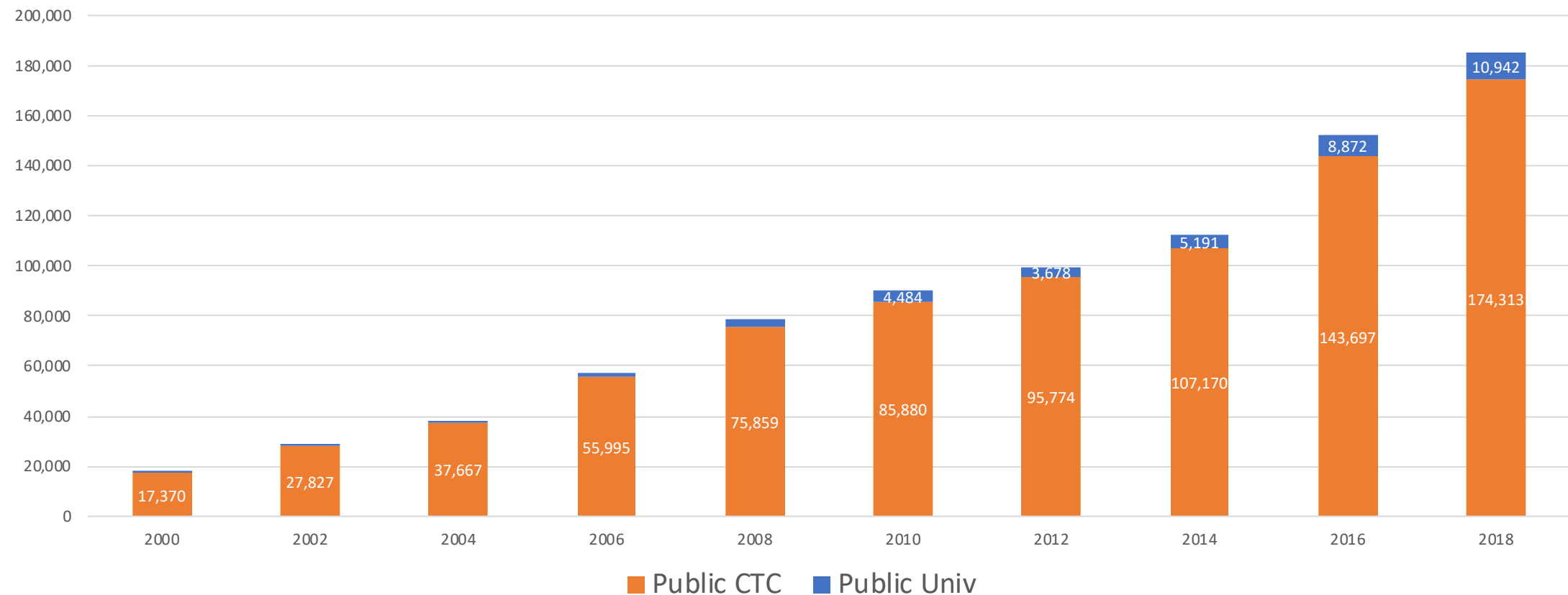
**Texas Public High School Enrollment by  
Ethnicity - 2016-17**





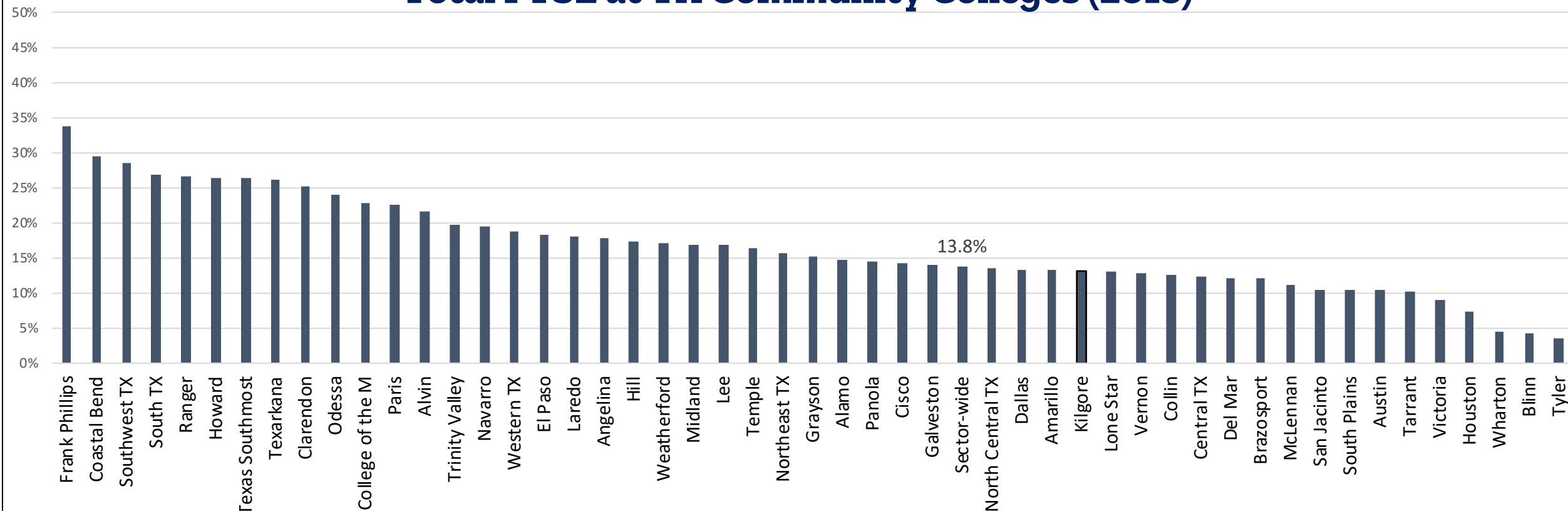
# Two-Year Colleges Provide the Majority of Dual Credit

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



Source: THECB, March 2019

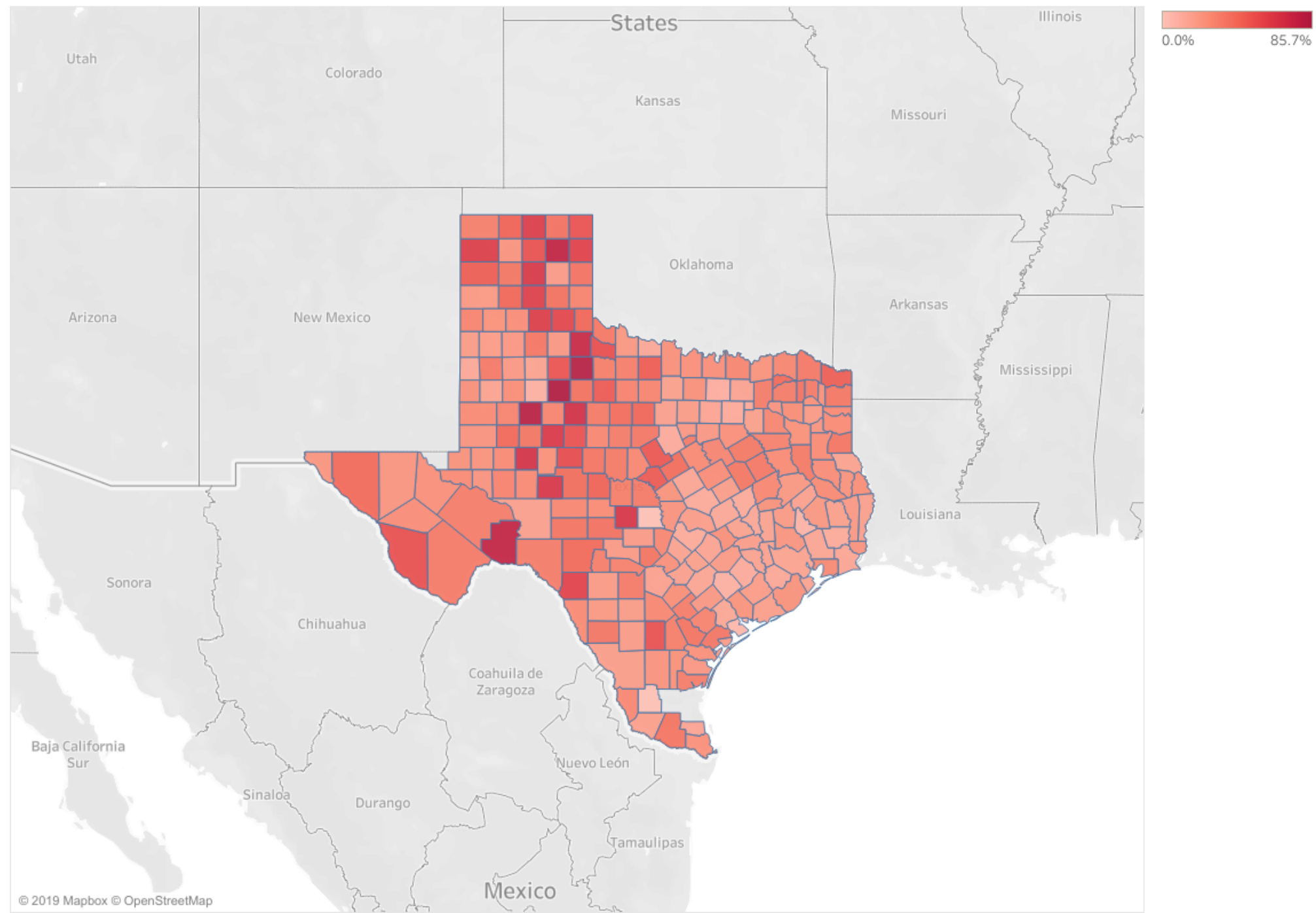
# Estimated\* Dual Credit Full-Time Student Equivalents as Percentage of Total FTSE at TX Community Colleges (2018)



\*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](mailto:cfernandez@tacc.org)

Percentage of 2016-17 high school graduates who met the college readiness standard through dual credit



# 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
<b>DUAL CREDIT TASK FORCE</b> <b>2018</b>	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.	The Legislature should 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.	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 programming.	
		Incentivize IHEs to adopt open educational resources (OER) to eliminate or significantly reduce the high costs of college textbooks.	Increase Career and Technical Education (CTE) funding for equipment, faculty training, and workforce alignment.					
<b>UT SYSTEM STUDY</b> <b>2018</b>	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.
<b>AIR STUDY</b> <b>2018</b>		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.
<b>THECB/ TEA GOALS</b>	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.

# State Policy Landscape

**SB 31 (83<sup>rd</sup>)** – limited dual credit to: (1) a course in the core curriculum, (2) a career and technical education course that applies to a certificate or associate's degree at the providing institution; and (3) a foreign language course. Does not apply to courses in an early college education program.

**HB 18 (84<sup>th</sup>)** – removed limits on the number of total dual credit hours a student can enroll in high school each semester or year, as well as limits on the total number of hours in which high school students can enroll.

**HB 5 (84<sup>th</sup>)** – a public junior college may enter into an agreement with a school district, organization, or other person that operates a high school to offer a course as provided by this section regardless of whether the high school is located within the service area of the junior college district.

**HB 505 (84<sup>th</sup>)** – allowed students in ninth grade through twelfth grade to take dual credit and removed the cap on the number of dual credit courses in which students can enroll in any given semester.

**SB 1004 (84<sup>th</sup>)** – Bracketed to Harris County and effects Houston Community College System, Lee College, LoneStar College System, and San Jacinto College. These colleges must enter into agreements with each ISD to offer at least one dual credit course . High school students within Harris County can choose courses offered at any of the four community colleges.

**SB 1324 (86<sup>th</sup>)** – will require a student enrolled in dual credit to file a degree plan with the college no later than: (1) the end of the second regular semester immediately following the semester in which the student earned a cumulative total of 15 or more SCHs, (2) if the student begins the first semester at the college with 15 or more SCHs of course credit for dual credit courses successfully completed by the student, the end of the student's second regular semester at the college.

# TX Community Colleges

## Support SB 1324

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**We believe students need a pathway:**

→ Through guided pathways, we are helping more students realize their dream beyond high school

**We believe students need timely and transparent advising:**

→ This helps students and parents make important decisions

**We believe students should file a degree plan early:**

→ This effort helps redesign how we serve students

**We believe SB 1324 will help lessen the loss of credits at universities:**

→ Improved advising will lead toward fewer lost credit hours