Community colleges enroll more than **92%** of all dual credit students.

**Dual Credit Works for Texas**

**Dual Credit Enrollment Reflects the Diversity of Texas**

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

Source: THECB, Fall 2018

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**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%**

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**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%.

- 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”