

Georgia Dual Enrollment and Postsecondary Outcomes

A Snapshot from 2008-2016

November 9, 2017



Background

- Dual enrollment provides opportunities for Georgia high school students to take postsecondary courses and earn concurrent credit toward both a high school diploma and a college degree.
- While other states have examined the postsecondary outcomes of dual enrollment students, Georgia has not done so.
- The creation of GA-AWARDS allows longitudinal research on dual enrollment outcomes in ways not previously possible.

Key Areas of the Report

- Using GA-AWARDS, this report shows dual enrollment trends from 2008 to 2016 in the following areas:
 - Participation
 - Course completion
 - Course-taking
 - High school graduation of dual enrollees
 - Postsecondary enrollment, and
 - Postsecondary credentials

Data Sources: GSFC, TCSG, USG, GICA, GaDOE

GICA = Georgia Independent Colleges Association

Important Notes about the Data

Definitions

- To count as dual enrollee, students had to have a dual enrollment record in GSFC or a postsecondary institution (USG, TCSG, or GICA) and be simultaneously enrolled in a public K-12 school.
- To count as a dual enrollment course completer, dual enrollees had to earn at least one credit. These students were tracked longitudinally for the report (not those who attempted but did not complete courses).

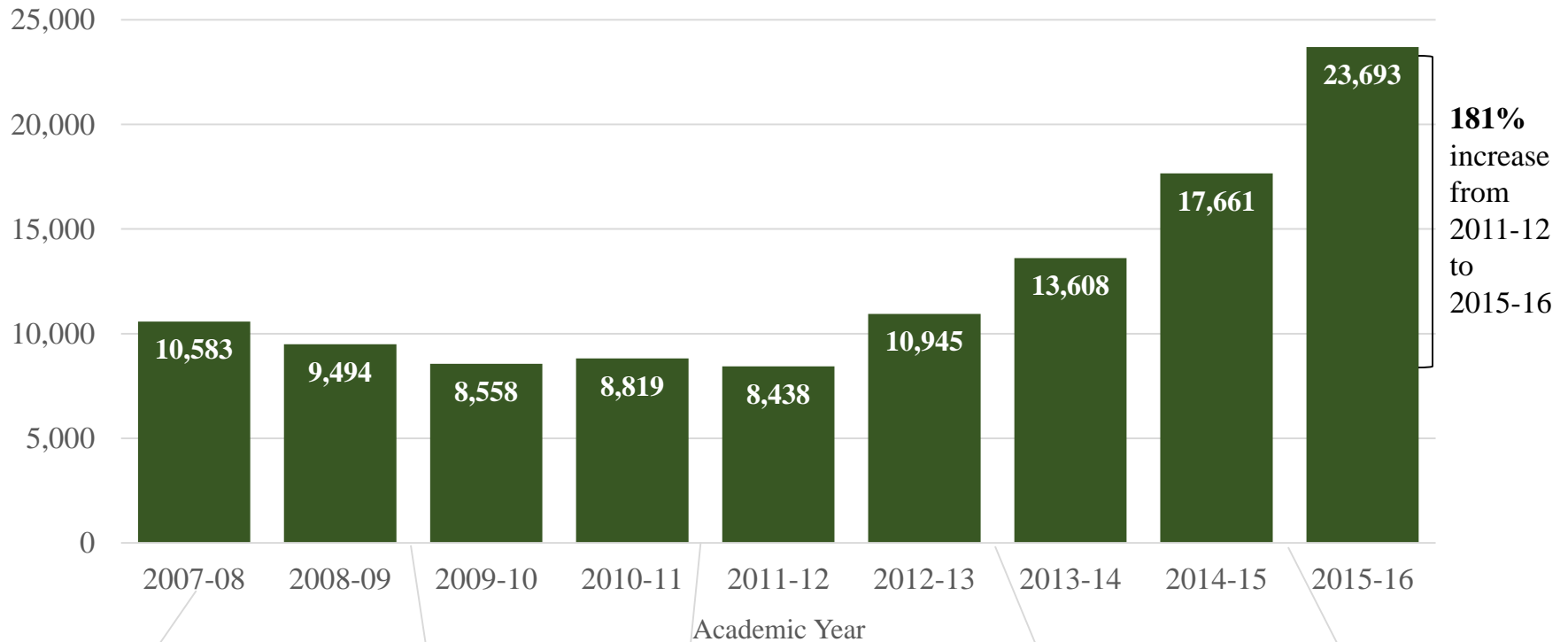
Important Notes about the Data

Limitations

- Only postsecondary institutions that report data to GA-AWARDS are included.
 - Seven private colleges and Georgia Military College did not share data with GA-AWARDS at time of this report (these students make up 3-5% of dual enrollment students each year)
- Private school and homeschool dual enrollees are excluded.
- GA-AWARDS does not yet include 2016-2017 data, so this report does not include any trends through last academic year.

Dual Enrollment History and Participation

Number of Public School Students Participating in Dual Enrollment



The Great Recession begins.

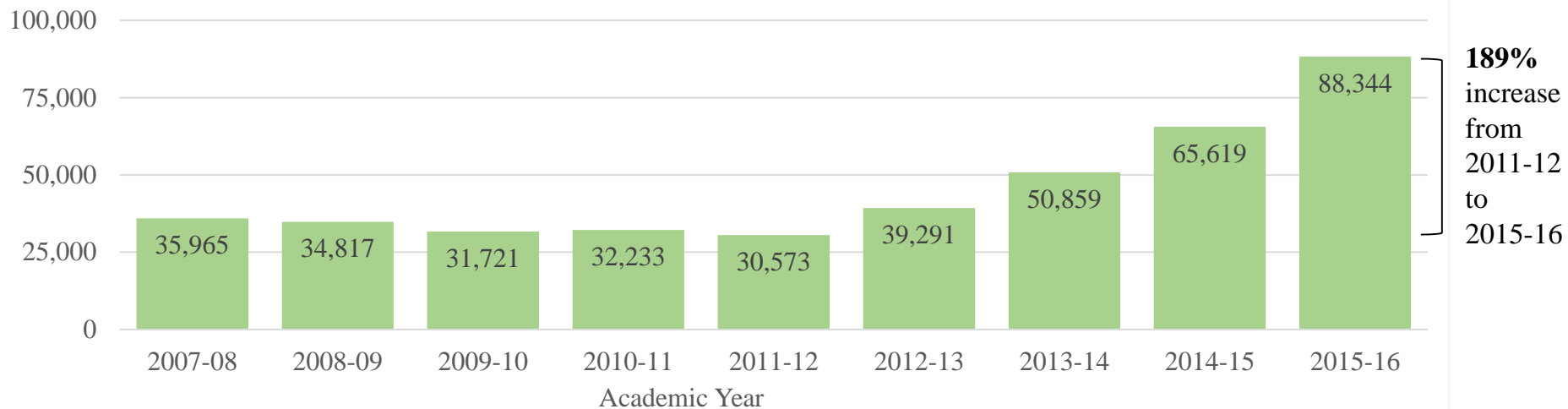
HB 149 creates Move On When Ready Program for full-time DE students.

HB 186 creates streamlined DE policies and allows K-12 schools to retain FTE funding.

The CCRPI, the state's accountability system, includes dual enrollment measure for the first time.

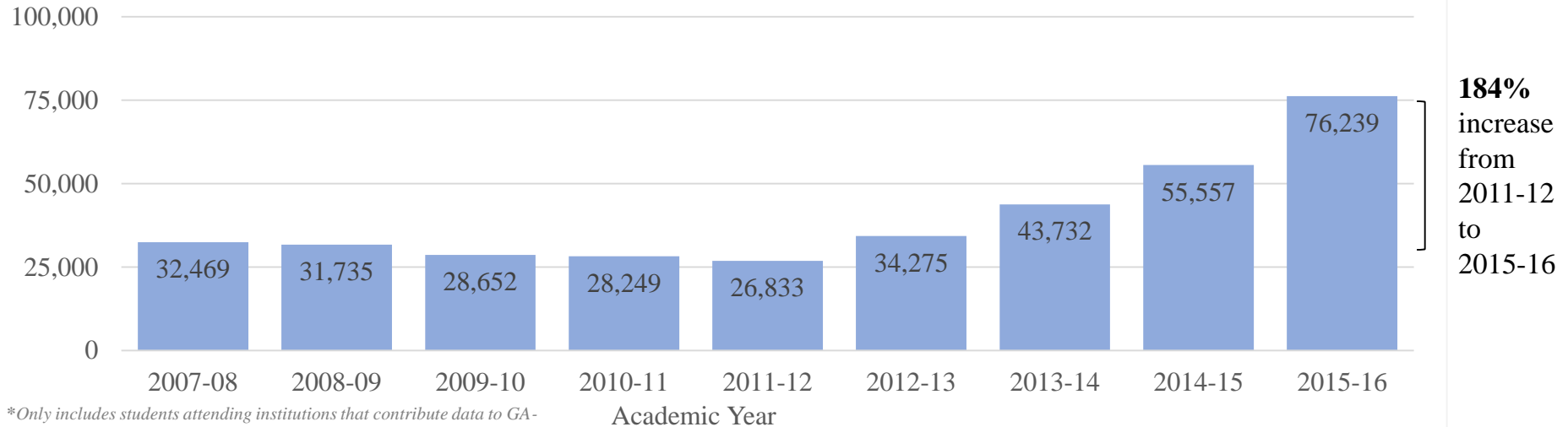
SB 2 and 132 collapse dual enrollment into one program and create new high school diploma option.

Number of Dual Enrollment Courses Attempted by Public High School Students



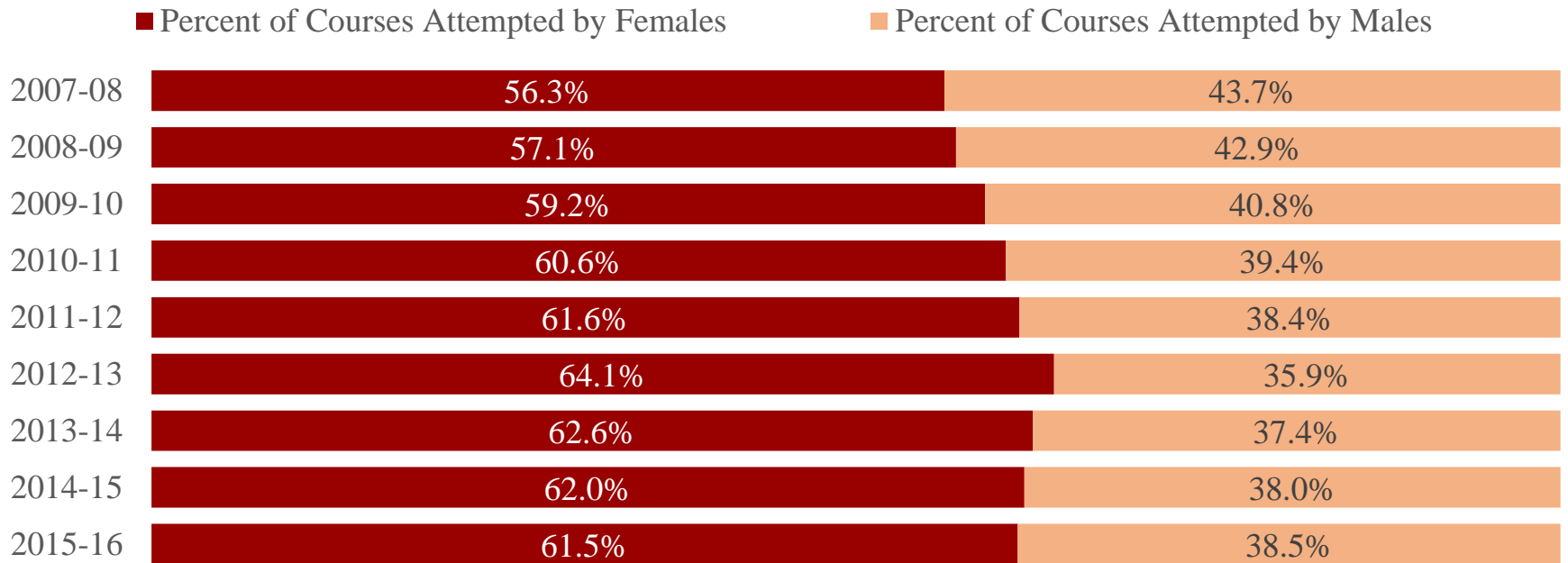
**Only includes students attending institutions that contribute data to GA-AWARDS (95-97% each year).*

Number of Dual Enrollment Courses Completed by Public High School Students



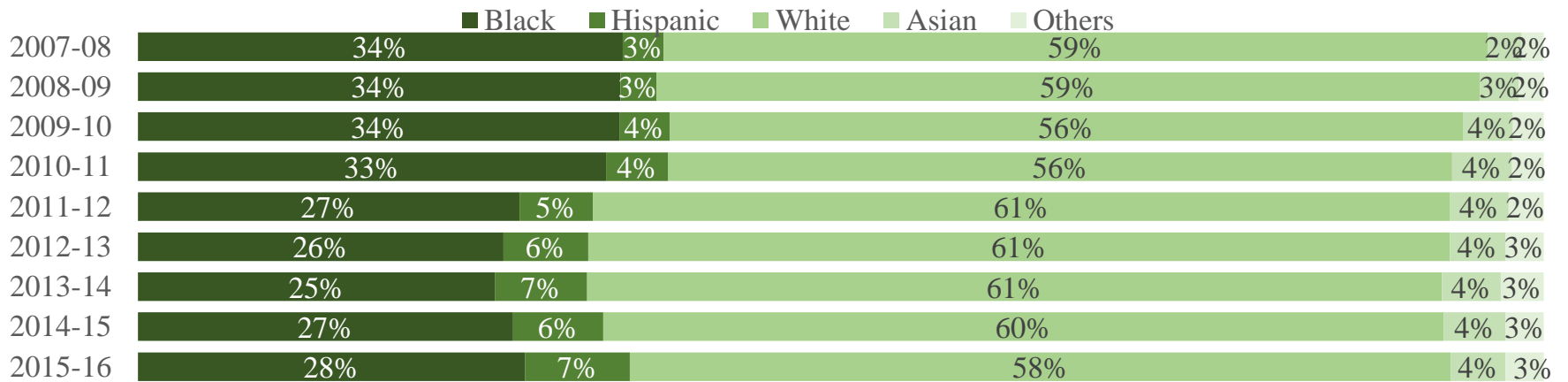
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Dual Enrollment Trends by Gender

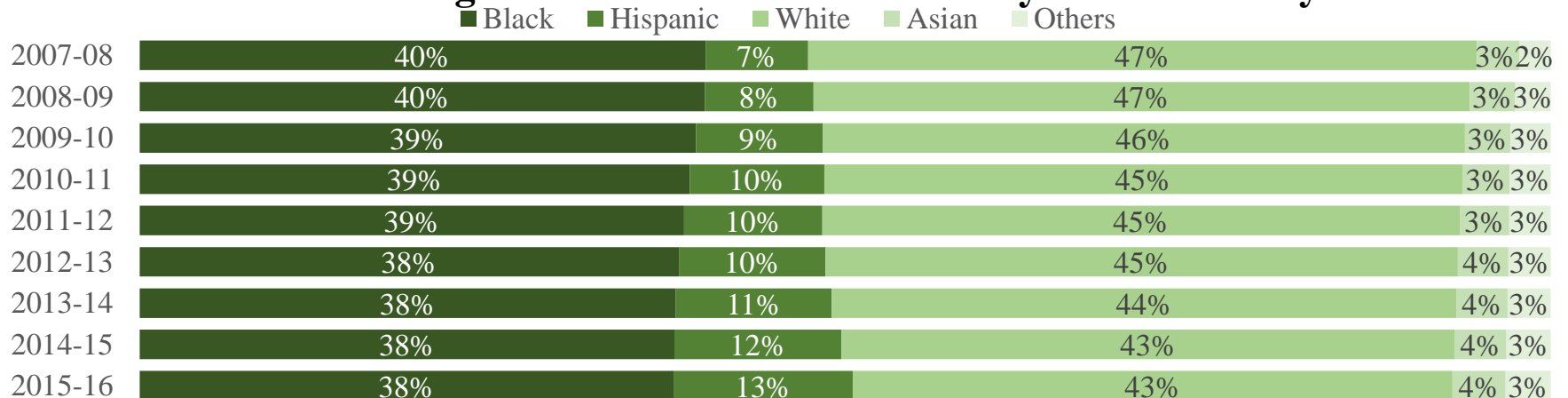


Female students were more likely to participate in dual enrollment.
(Statewide high school enrollment was split evenly between males and females)

Dual Enrollment Trends by Race/Ethnicity

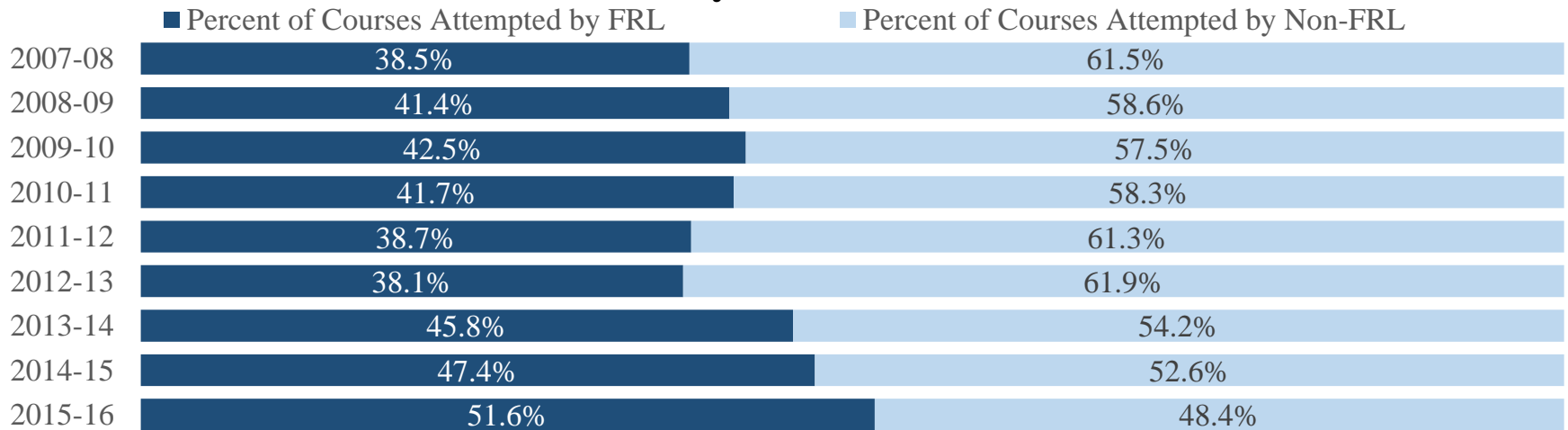


Public High School Enrollment Trends by Race/Ethnicity

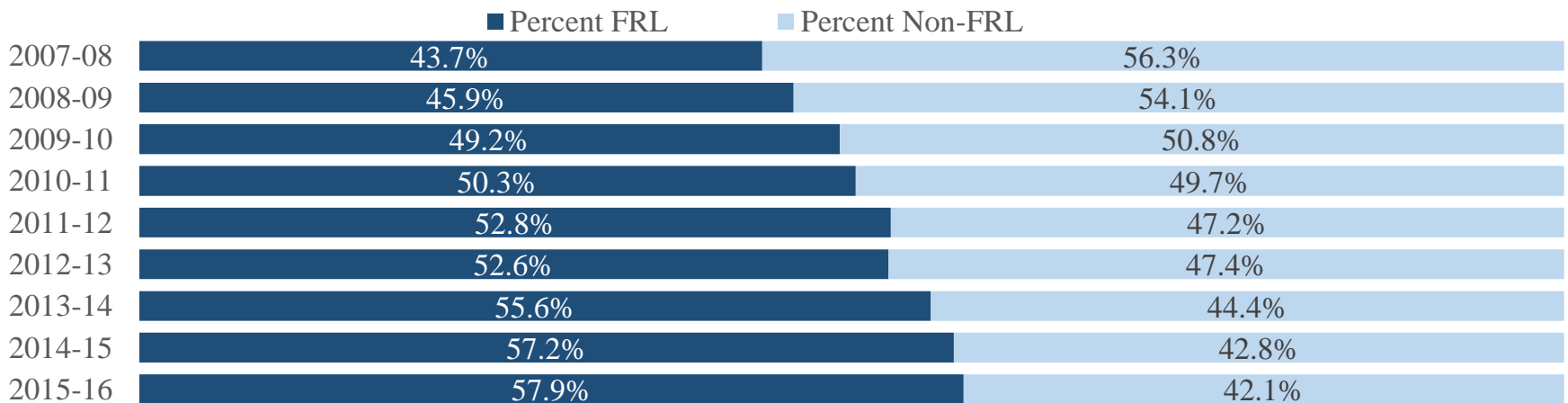


White students were overrepresented in dual enrollment courses relative to all high school students, while black and Hispanic students were underrepresented.

Dual Enrollment Trends by Free/Reduced Price Lunch Status

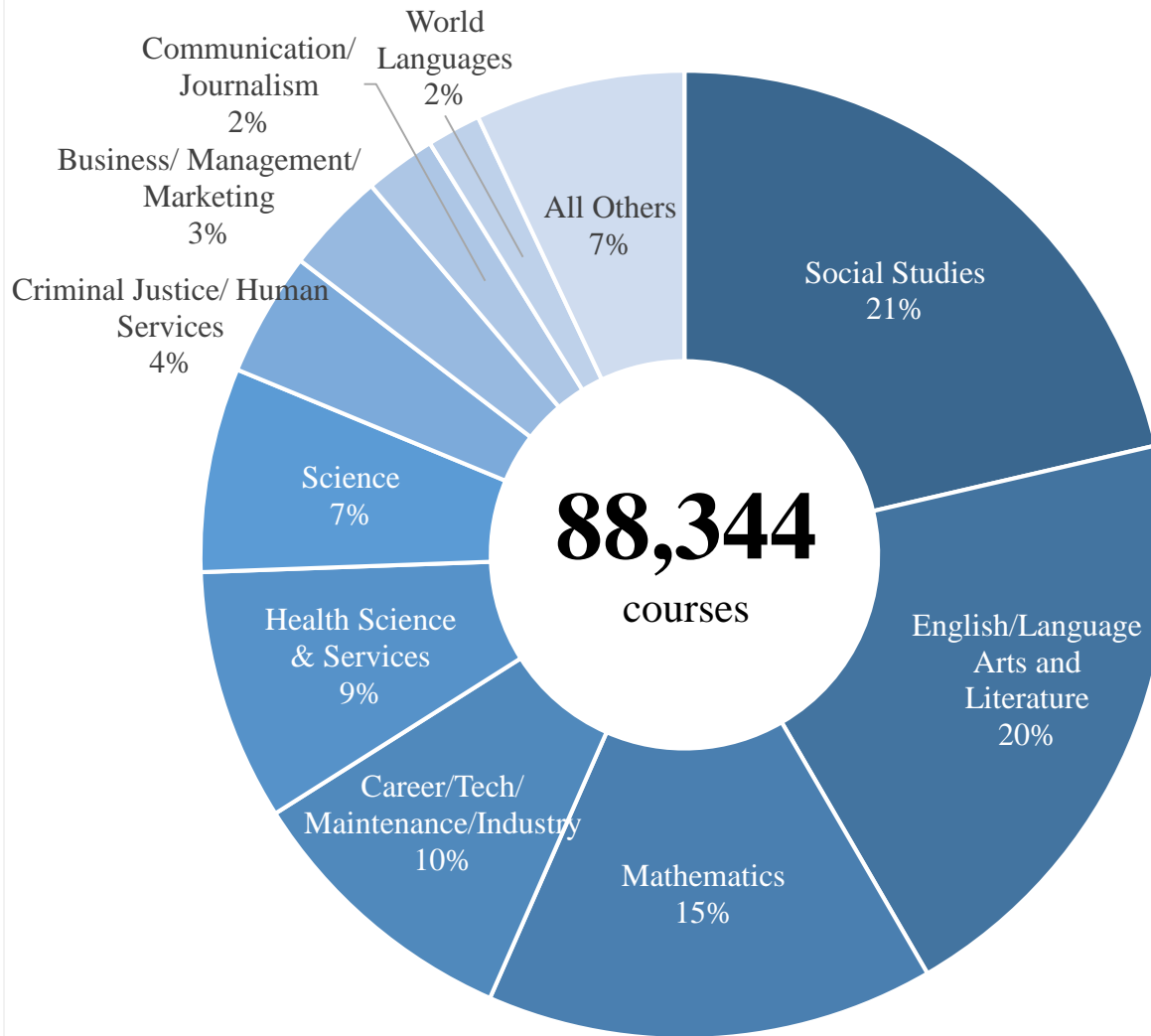


Public High School Enrollment Trends by Free/Reduced Lunch Status



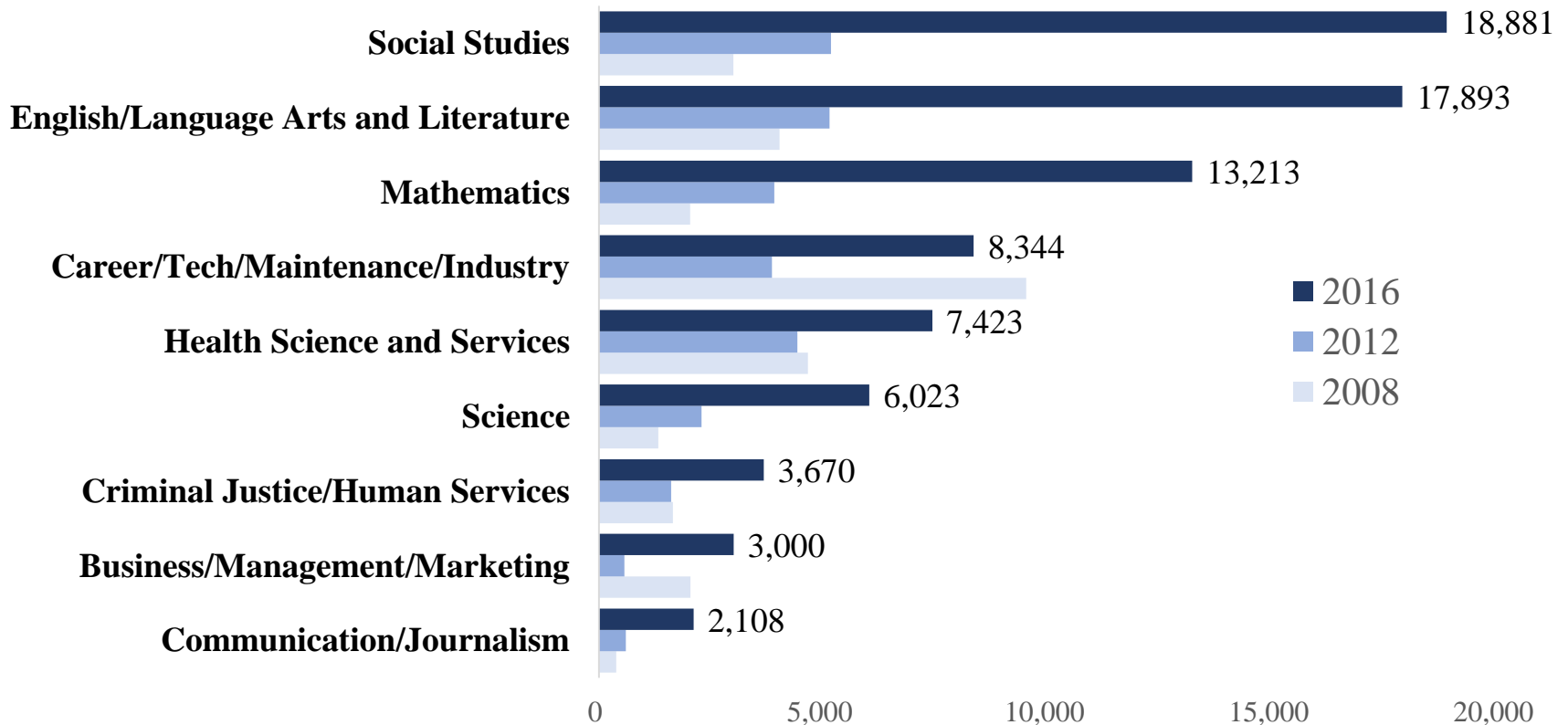
Low-income students were underrepresented in dual enrollment courses, but this gap narrowed as enrollment grew over the last four years (some of this change may be due to increase in schoolwide free lunch participation in some schools).

What Courses Did 2016 Public School Dual Enrollment Students Take?



- Nearly two-thirds of dual enrollment courses were in the four core subject areas.
- Career/Tech/Maintenance/Industry courses made up 10% of courses taken.

Trends in the 10 Most Common Dual Enrollment Courses



- The increase in the count of core subject courses outpaced other subject areas.
- Career/Tech/Maintenance/Industry course enrollment dropped significantly between 2008 and 2012, likely due to a lack of funding for dual enrollment technical college courses. The courses increased from 2012 to 2016 but are still below 2008 levels.

Subject Areas with Largest Increases in Dual Enrollment from 2012 to 2016

Subject Area	Number of Courses in 2016	Percent Increase Since 2012
Arts	1,088	621%
Business/Management/Marketing	3,000	427%
Physical Education and Health	637	394%
Business Computer Applications	260	294%
Engineering/Design	414	280%
Social Studies	18,881	266%
Communication/Journalism	2,108	251%
English/Language Arts and Literature	17,893	248%
Mathematics	13,213	239%
Science	6,023	163%

- Less common subject areas had larger proportional growth than the core subject areas.
- However, these courses still make up a small percentage of all dual enrollment.

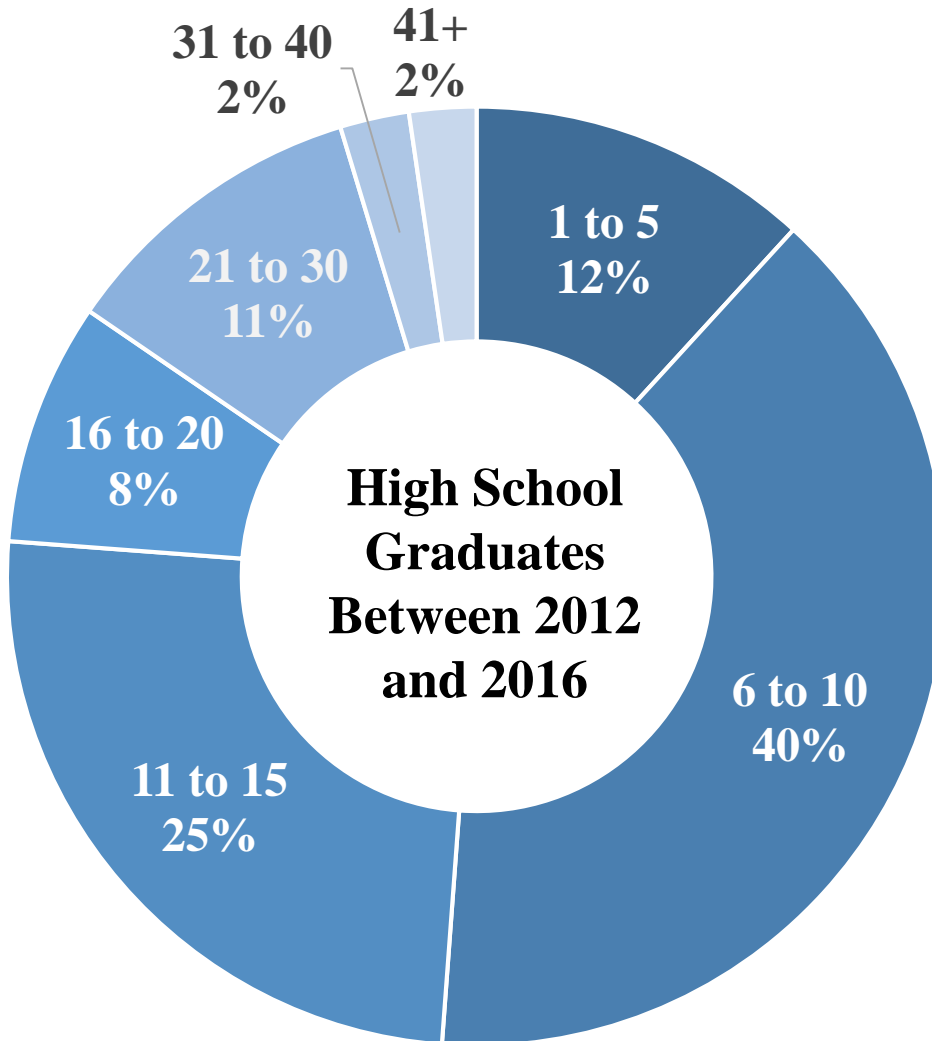
Percentage of Dual Enrollment Students Graduating within Four Years (Public Schools Only)

High School Graduation Year	Percentage of All Dual Enrollment Completers Graduating within Four Years	Percentage of FRL Dual Enrollment Completers Graduating within Four Years	Percentage of Non-FRL Dual Enrollment Completers Graduating within Four Years
2012	89.7%	83.5%	93.9%
2013	92.3%	87.5%	95.0%
2014	94.2%	90.7%	96.4%
2015	94.9%	92.1%	96.6%
2016	96.7%	94.8%	98.1%
Average	94.0%	90.5%	96.3%
<i>*Percentages are not directly comparable to high school graduation rates calculated by the GaDOE.</i>			

Most students who completed dual enrollment courses graduated from high school within four years.

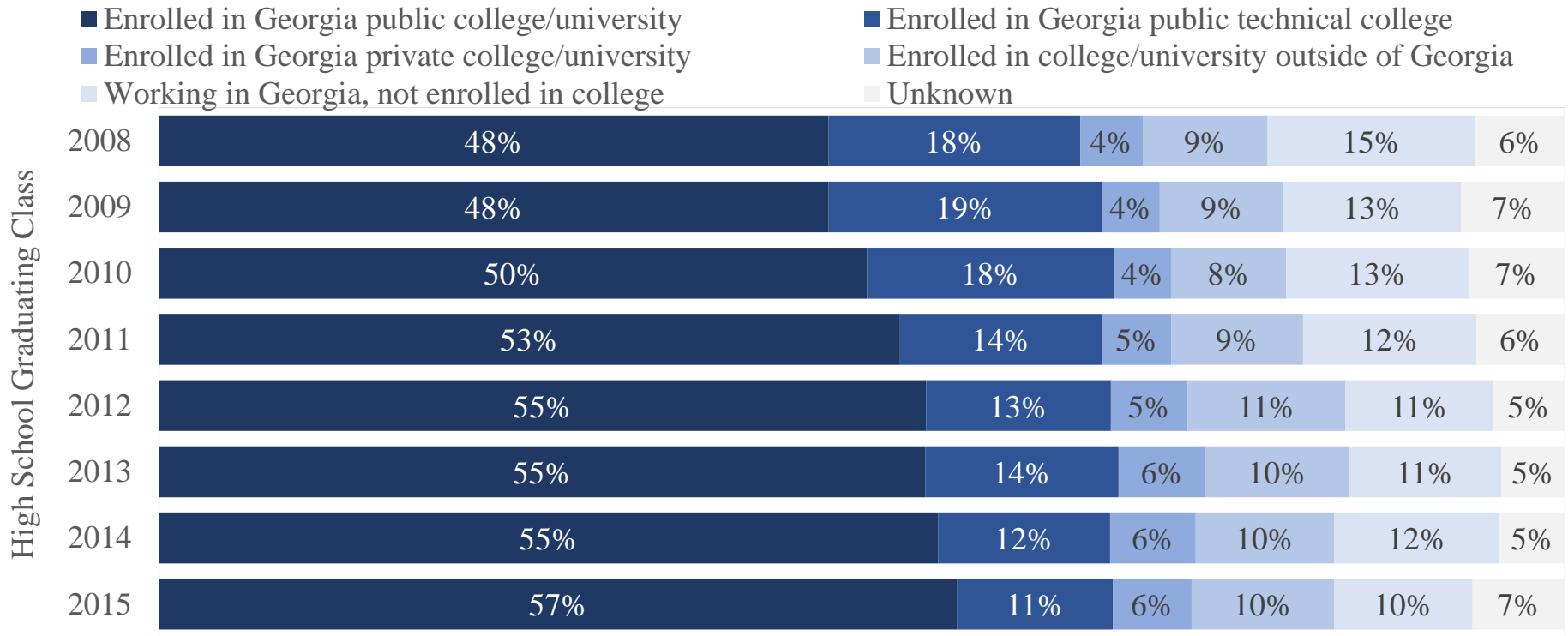
Note: This pattern does not necessarily indicate that dual enrollment increases a student's chance of graduating from high school. Students must meet minimal postsecondary entrance requirements to become eligible for dual enrollment courses, which means they are already performing at a level higher than peers not eligible for dual enrollment.

Credits Earned by High School Graduates Who Participate in Dual Enrollment



- More than half of graduates earned 10 or fewer credit hours.
- 25% of graduates earned between 11 and 15 credits, roughly equivalent to a semester of full-time study.
- Only 4% earned more than 30 credit hours.

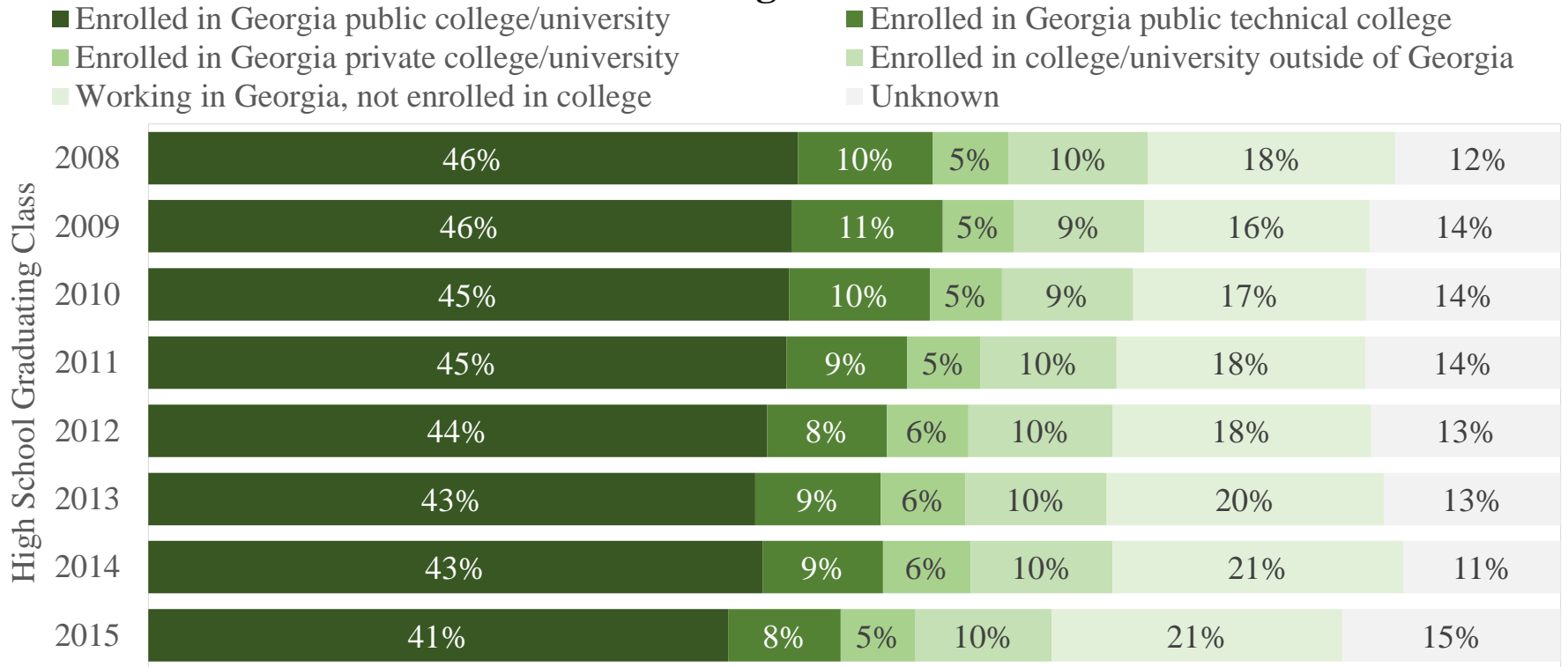
Postsecondary Enrollment Trends of Public High School Graduates Who Earned Dual Enrollment Credit*



- Between 2008 and 2015, an increasing percentage of dual enrollment participants enrolled in Georgia public colleges/universities. While the percentage of Georgia public technical colleges enrollees decreased, actual numbers of dual enrollment students in technical colleges have still increased since 2012.

**Enrollment within one year of graduating from high school.*

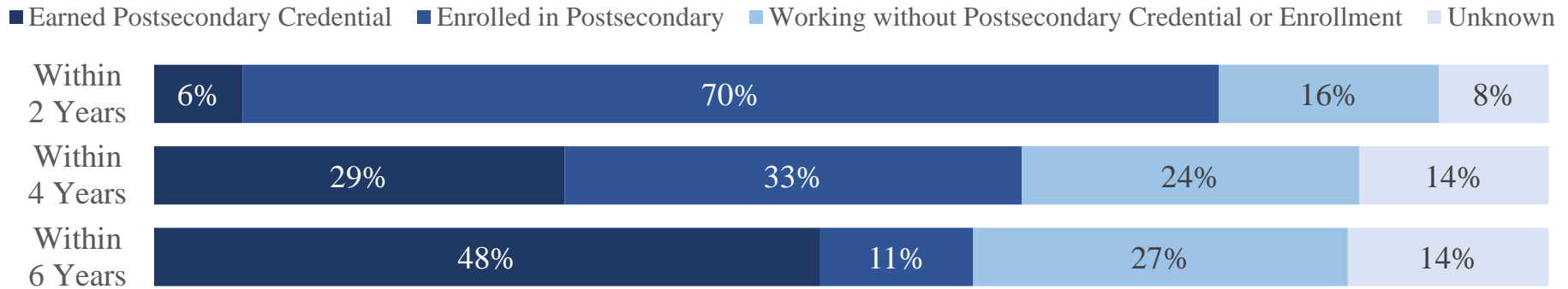
Postsecondary Enrollment Trends of Statewide Public High School Graduates*



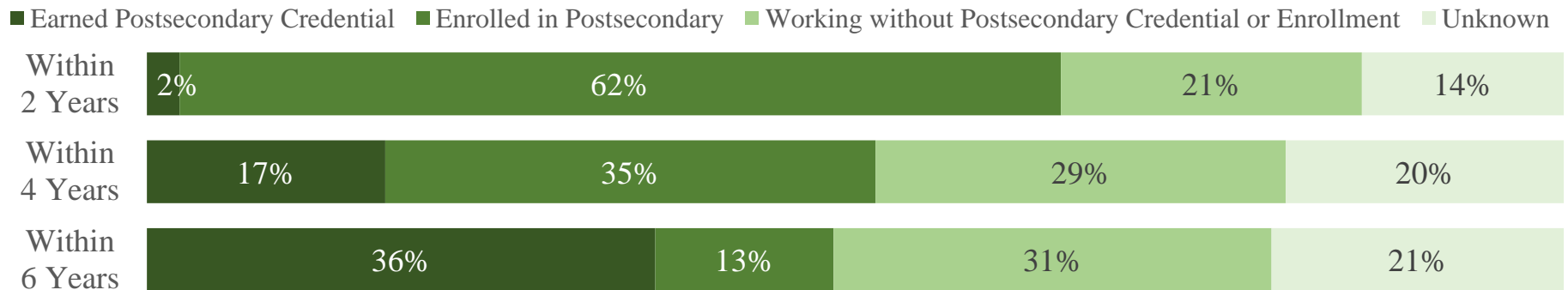
- In the class of 2015, 83% of high school graduates who participated in dual enrollment were enrolled in some form of postsecondary within a year of graduating, compared to 64% of all high school graduates.
- This gap widened steadily since the class of 2008.

**Enrollment within one year of graduating from high school.*

Postsecondary Progression of Dual Enrollment Students after High School Graduation



Postsecondary Progression of Statewide Students after High School Graduation



Dual enrollment participants were more likely to earn a postsecondary credential within two, four, and six years compared to statewide high school graduates.

Summary of Findings

- Dual enrollment participation increased sharply from 2012 to 2016.
- Most students who completed dual enrollment courses graduated from high school within four years, regardless of free/reduced lunch status.
- When compared to statewide high school graduates, students who completed dual enrollment courses were more likely to:
 - Enroll in postsecondary coursework within a year of graduation, and
 - Earn a postsecondary credential within six years.

Note: *More rigorous research is needed to determine how much of these trends are caused by students participating in dual enrollment and how much reflect the characteristics of the dual enrollment students compared to those who do not participate.*

Questions?

The full report is posted on GOSA's Research Page later this month.

<http://gosa.georgia.gov/research>

Supplementary Charts/Information

Dual Enrollment Programs Prior to 2015 Senate Bill 132

The Accel Program—Used lottery funds to pay for dual enrollment courses that were part of core graduation requirements (English/Language Arts, Mathematics, Social Studies, Science, and Foreign Languages). Between 2008 and 2015, credit hours counted against a student’s HOPE scholarship credit hour eligibility in some years but not in others. In 2011, the funding source was moved from lottery funds to state funds.

Move on When Ready—Open to 11th and 12th grade students who enrolled full-time (12 or more semester credit hours) in postsecondary institutions. The program was funded through the student’s allocation of state K-12 FTE funding. MOWR credit hours did not count against the HOPE Scholarship credit hour eligibility.

The HOPE Grant—Provided non-need based assistance to Georgia residents seeking technical certificates or diplomas from TCSG and USG eligible postsecondary institutions. For dual enrollment, the Hope Grant Program covered most of the cost of attending and was funded with lottery funds. Between 2008 and 2015, credit hours counted against a student’s HOPE scholarship credit hour eligibility in some years but not in others. After the 2015 changes, the HOPE grant still exists for postsecondary students seeking technical certificates and diplomas, but it is not a dual enrollment program.

A small subset of students also earned dual enrollment credit through **Early College**, **Gateway to College**, and **Residential Programs**.

Total Dual Enrollment Courses Attempted by Subject Area in 2008, 2012, and 2016

Subject Areas	2007-08	2011-12	2015-16	Total	2008 to 2012	2012 to 2016	Trend
					Percent Increase	Percent Increase	
Arts	290	151	1,088	1,529	-48%	621%	
Business/Management/Marketing	2,038	569	3,000	5,607	-72%	427%	
Physical Education and Health	321	129	637	1,087	-60%	394%	
Business Computer Applications	831	66	260	1,157	-92%	294%	
Engineering/Design	375	109	414	898	-71%	280%	
Social Studies	2,994	5,165	18,881	27,040	73%	266%	
Communication/Journalism	385	600	2,108	3,093	56%	251%	
English/Language Arts and Literature	4,025	5,136	17,893	27,054	28%	248%	
Mathematics	2,033	3,902	13,213	19,148	92%	239%	
Science	1,319	2,287	6,023	9,629	73%	163%	
World Languages	395	648	1,593	2,636	64%	146%	
Other/General	1,616	544	1,297	3,457	-66%	138%	
Criminal Justice/Human Services	1,647	1,610	3,670	6,927	-2%	128%	
Education	1,059	445	975	2,479	-58%	119%	
Career/Tech/Maintenance/Industry	9,514	3,851	8,344	21,709	-60%	117%	
Computer Science and Information Technology	2,308	889	1,494	4,691	-61%	68%	
Health Science and Services	4,655	4,420	7,423	16,498	-5%	68%	
Remedial/Support Courses	160	52	31	243	-68%	-40%	
Grand Total	35,965	30,573	88,344	154,882	146%	189%	