Dual Credit and Success in College

Dr. David Troutman, Associate Vice Chancellor for Office of Strategic Initiatives
Dr. Wanda Mercer, Associate Vice Chancellor for Office of Academic Affairs
Texas Dual Credit Task Force

Dr. Wanda Mercer, Associate Vice Chancellor for Academic Affairs
The Texas Dual Credit Task Force is convened during a time of exponential growth of dual credit programs across the State.
Purpose

- Ensure equitable access to and participation in effective and high-quality dual credit programs and courses for students across the state of Texas.

- Bring together key stakeholders across Texas educational sectors to ensure that we are providing Texas students with the strongest foundation possible so they can complete certificates, associate degrees, and baccalaureate degrees and enter the workforce.

- Contribute to meeting the goals of the Texas Higher Education Coordinating Board’s 60X30TX Plan.
Outcomes

• Identification of policy questions and potential solutions around Dual Credit.

• Enhanced communication and coordination of Dual Credit programs across Texas educational sectors.

• More seamless transfer for students.

• Blueprint for better advising of students and parents regarding Dual Credit options and pathways.

• Better alignment of Dual Credit programs with community college and university curricula and degree programs.
Outcomes (cont.)

• Consensus quality standard for Dual Credit programs.

• Identification of best practices and standards around professional development for Dual Credit instructors.

• Review of funding models.

• Review of data on student performance and success.

• A set of recommendations for changing practice and policy, as well as for further study.
Working Groups

• Program Quality
• Transferability
• Funding

• Access & Equity
• CTE/Workforce
• Law & Policy
UT System Study: Dual Credit and Success in College

Quantum Leap One: Texas Prospect Initiative

Dr. David Troutman, Associate Vice Chancellor for Office of Strategic Initiatives
Background

- **Dual Credit Participation**
  - From 1999-2016, increase from 11,921 to 151,589 students

- **House Bill 505 (2015)**
  - Unlimited number of dual credit hours for high schools
  - Ninth and Tenth grade high school students can take dual credit courses

- **UT System Faculty Advisory Council (FAC)**
  - Quick Win: Quantitative Analysis

- **Chancellor McRaven’s Quantum Leaps**
  - Texas Prospect Initiative (QL 1)
  - Long-term Effort: 12-month Mixed Methods Study
Literature Review

- Student outcomes (An, 2015; Radunzel, 2014; Giani, 2014; Karp, 2007)
- Academic motivation and engagement (An, 2015)
- Special populations (Dodge, 2012; Laurin, 2013; Young, 2013)
- Qualitative studies (Howley, 2013; Dare, 2015)
- Dual credit data reporting and course alignment (Eklund, 2009)
- State reports (Karp, 2013; TEA 2011; Appleby 2011)
- UT System campus leadership has examined dual credit (Redlinger, Giani, Mathew, Tobolowsky/Allen)
Study Purpose

- To obtain a better understanding of the relationship between students’ dual credit participation during high school, and their outcomes once they matriculate to UT System academic institutions.

- Mixed Methods Study
  - Data Discovery
  - Quantitative Analysis
  - Qualitative Analysis
  - Policy and Program Review
Research Questions

1. Who takes dual credit, how many hours are being accrued, and what courses are most often taken?

2. What short- and long-term student outcomes (e.g., retention, subsequent course completion, graduation, GPA, student debt) are associated with students’ dual credit participation?

3. Based on the perspective of students, faculty, enrollment management officers, and academic advisors, does dual credit participation contribute to student access to higher education and student success during their academic career? What are the advantages and disadvantages?

4. What campus programs, processes, and policies have been established by UT System academic institutions in response to the rapid growth of dual credit participation?
Methodology
Dual Credit Data Set

• First time in College Students (2010/11 to 2015/16)
  – Student Characteristics
    • Demographics, Academic information, High school information
  – Dual Credit, AP, and IB Coursework
    • Semester course taken, Course prefix/number/title
  – Student Progress
    • Semester GPA, In resident hours attempted and earned, Degree
  – Additional Data Stored at UT System Data Warehouse
    • Financial aid (FADS)
    • In resident coursework
    • National Student Clearinghouse
Online Survey

Student AP, IB, Dual Credit Online Survey
- Online survey sent to students two weeks prior to campus visit
- Any student who entered with AP, IB, or Dual Credit
  - 7 campus (most recent last two cohorts)
  - 1 campus (all cohorts)
- 21-question survey
  - Types of credit received, modes of delivery, recruitment, costs, subject areas (dual credit and AP/IB separated out), motivation, benefits, disadvantages, preparation, experiences, overall rating
  - Last question: Open-ended (advice to high school students)
Online Survey Responses

- 4,064 students completed the survey

- Response rates range from 5% to 20% (average 13%)

- More than 80% of students completed the open-ended question
  - Looking back on your own high school course experiences, what advice would you give to a high school student selecting courses in preparation for college? What do you wish you had known?
Focus Groups

• Campus Visits
  – Focus groups with the following groups:
    • Students (currently enrolled)
    • Academic Advisors
    • Faculty (tenured/non tenured faculty)
    • Enrollment Management Offices (Admissions, Registrars)

• Semi-structured Focus Groups
  – 2-4 student focus groups (free pizza)
  – 4-8 administrative focus groups per campus
  – Semi-structured interviews (45-60 minutes)
Focus Groups

• Student questions
  – Topics: dual credit experiences, college access and enrollment, college success, advice to high students

• Administrative questions
  – Topics: college readiness, dual credit and success, future recommendations
Qualitative Analysis

- Number individuals interviewed
  - Students: (n=181);
  - Faculty (n=90)
  - Enrollment Management/Admissions (n=45)
  - Academic Advisors (n=96)

- All audio tapes were transcribed (100s of pages)
- Student Focus Group codebook developed
  - MAXQDA software
- Faculty, Advisors, and Enrollment Management focus groups were coded for themes
Programs, Processes, and Policies

• Campus Visits
  – Focus groups with program leadership
  – Dual credit faculty
  – Dual credit school visits
    • High school on college campus
    • Student spaces for dual credit population
    • Current dual credit students (two campuses)

• Review of Campus Websites and Catalogs
  – Admissions and Registrar websites
Additional Information

– Developmental/Cognitive Psychologist (UT Austin)

– Executive Director from the Texas Medical and Dental Schools Application Services (UT System)
Question 1

• Who takes dual credit, how many hours are being accrued, and what courses are most often taken?
Question 1: Participation

PRIMARY FOCUS

Who takes dual credit?
How many hours are being accrued?
What courses are most often taken?

ADDITIONAL INSIGHT

• Who teaches DC and where is it taught?
• Motivation to take DC
• Who told you about DC?
• How much did DC cost?
• High school feeders
Question 1: Who Takes Dual Credit?

- Student-level data set
  - 129,661 students
    - DC: 34,375 (27 percent) transferred in one or more DC courses
    - AP/IB: 30,595 (24 percent) applied one or more AP/IB courses to transcript
    - Both: 17,351 (13 percent) transferred one or more DC and applied AP credit
  - Ethnicity/Race (White is the Reference Group)
    - Asian Americans more likely to take AP only or Both
    - Hispanics more likely to take DC or Both
    - African Americans less likely to take DC, AP, or Both
Question 1: Who Takes Dual Credit?

- **First Generation**
  - Non First Generation students more likely to take DC, AP, and Both

- **Gender**
  - Women more likely than men to take DC, AP, and Both

- **SAT (less than 1100; reference group)**
  - 1100-1300 more likely to take DC, AP, and Both
  - 1300-1600 more likely to take AP and Both; DC not significant
  - Among students with SAT scores less than 1100, 33 percent took DC only, 8 percent took AP only, and 5 percent took both
Question 1: Who Takes Dual Credit?

- Student High School Percentile (more than 26th percentile, reference group)
  - 1st – 5th; 6th – 10th; 11th – 15th; 21st – 25th percentiles
    - More likely to have DC, AP, and Both
  - 16th – 20th percentile
    - Not significant
  - HS (missing HS percentile)
    - Less likely DC; more likely AP and Both
Question 1: Who Takes Dual Credit?

- Campus Differences (UT Austin is Reference Group)
  - UTD and UTRGV: more likely DC and Both; less likely AP
  - UTEP, UTPB, UTSA, UT Arlington: less likely DC, AP, and Both
  - UTT: more likely DC; less likely AP and Both
Question 1: How many hours are being accrued?

- **Student who took DC**
  - Median number of hours did not increase significantly between the 2010 and 2015 cohorts (from 12 to 15) however, 90th percentile increased from 33 to 60
  - Online Survey: 30 percent of students to 10-18 hours

- **Dual credit obtainment range**
  - Credit hours range from 1 hour to 90+ hours

- **Early College High School mission is to have a student graduate from high school with 60 dual credit hours**
<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>83,179</td>
<td>22.0</td>
</tr>
<tr>
<td>History</td>
<td>63,934</td>
<td>17.0</td>
</tr>
<tr>
<td>Math/Stats</td>
<td>41,936</td>
<td>11.0</td>
</tr>
<tr>
<td>Government</td>
<td>35,163</td>
<td>9.0</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>26,370</td>
<td>7.0</td>
</tr>
<tr>
<td>Business/Economics</td>
<td>23,575</td>
<td>6.0</td>
</tr>
<tr>
<td>Physics/Astronomy</td>
<td>20,394</td>
<td>5.0</td>
</tr>
<tr>
<td>Biology</td>
<td>19,768</td>
<td>5.0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>14,152</td>
<td>4.0</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>13,368</td>
<td>4.0</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>7,592</td>
<td>2.0</td>
</tr>
<tr>
<td>Comm/Speech Comm</td>
<td>6,159</td>
<td>2.0</td>
</tr>
<tr>
<td>COSC/BSIC</td>
<td>5,881</td>
<td>2.0</td>
</tr>
<tr>
<td>Misc Science</td>
<td>5,537</td>
<td>1.0</td>
</tr>
<tr>
<td>Phys Ed/Kine</td>
<td>2,840</td>
<td>1.0</td>
</tr>
<tr>
<td>Humanities/Philosophy/Architec</td>
<td>2,546</td>
<td>1.0</td>
</tr>
<tr>
<td>University General</td>
<td>1,525</td>
<td>0.0</td>
</tr>
<tr>
<td>Vocational/WECM</td>
<td>1,247</td>
<td>0.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>824</td>
<td>0.0</td>
</tr>
<tr>
<td>Education</td>
<td>689</td>
<td>0.0</td>
</tr>
<tr>
<td>Engineering</td>
<td>591</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Question 1: What courses are most often taken?

**MEN**

<table>
<thead>
<tr>
<th>Course</th>
<th>Men</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>35,292</td>
<td>20.0</td>
</tr>
<tr>
<td>History</td>
<td>30,792</td>
<td>17.0</td>
</tr>
<tr>
<td>Math/Stats</td>
<td>21,683</td>
<td>12.0</td>
</tr>
<tr>
<td>Government</td>
<td>15,930</td>
<td>9.0</td>
</tr>
<tr>
<td>Physics/Astronomy</td>
<td>13,701</td>
<td>8.0</td>
</tr>
<tr>
<td>Business/Economics</td>
<td>11,611</td>
<td>7.0</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>10,474</td>
<td>6.0</td>
</tr>
<tr>
<td>Biology</td>
<td>8,283</td>
<td>5.0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>7,996</td>
<td>4.0</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>5,114</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**WOMEN**

<table>
<thead>
<tr>
<th>Course</th>
<th>Women</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>47,887</td>
<td>24.0</td>
</tr>
<tr>
<td>History</td>
<td>33,142</td>
<td>17.0</td>
</tr>
<tr>
<td>Math/Stats</td>
<td>20,253</td>
<td>10.0</td>
</tr>
<tr>
<td>Government</td>
<td>19,233</td>
<td>10.0</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>15,896</td>
<td>8.0</td>
</tr>
<tr>
<td>Business/Economics</td>
<td>11,964</td>
<td>6.0</td>
</tr>
<tr>
<td>Biology</td>
<td>11,485</td>
<td>6.0</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>8,254</td>
<td>4.0</td>
</tr>
<tr>
<td>Physics/Astronomy</td>
<td>6,693</td>
<td>3.0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6,156</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Question 1: Additional Insight

• Motivation to enroll in Dual Credit (based on focus groups and online surveys)
  ○ Saving time/money (mentioned most often)
  ○ Seeking challenge, exploring courses, enjoyment of learning
  ○ “Knocking out” courses due to disinterest or perceived irrelevance
  ○ Strategic reasons (advantage in the college application process, improving class rank, satisfying diploma requirements)

• “I wish I had known”
  ○ Students most often say they wish they had known which courses would transfer or be applied to their degree plans
Question 1: Additional Insight
Wide Range of Experiences

Location: Community college, 4 year campus, high school campus
Instructor: High school based college instructors, community college instructors, facilitators
Model: Traditional, Early College HS, Middle College HS
Delivery: physical classroom, synchronous online/streaming, asynchronous online/streaming
Classmates: other DC students, mixed with traditional college students, cohorts
Unique combinations such as: AP + DC, community college + four year, STEM academy + ECHS
Program supports such as: specialized tutors, limits on SCH in 9th and 10th grade, courses on a high school campus then community college courses
Question 1: Additional Insight

• Recruitment
  ○ Most likely to hear from high school counselors, high school teacher, or a peer

• Cost (online survey)
  ○ 51% indicated courses and books were free; 12% indicated spending $200-$400 per course (including textbooks)

• AP vs DC
  ○ Overwhelmingly, students say they prefer Dual Credit to AP courses, primarily because the credit does not hinge on one test. Others note that when a choice is available, students should consider factors like whether they plan to attend college in-state or out-of-state.
Question 1: Additional Insight

• GPA Weighting Policies Differ from High School to High School

• DC Only High Schools
  ○ 18 of the top 25 schools with DC Only students are coming from the El Paso and San Antonio areas. However, there are also students entering from Dallas and Arlington areas.
  ○ The school with the most DC only students was Mission Early College HS in El Paso. However, two schools from the Dallas area, Richland Collegiate and Texas Academy of Math and Science, were the second and third largest producers of DC only students.
Question 1: Additional Insight

• AP Only High Schools
  ○ 20 of the top 25 schools with AP only students are coming from either Houston or the Dallas/Fort Worth area. Additionally, Austin had four schools in the top 25 and El Paso had one school in the top 25.
  ○ The three largest producers of AP only students are Plano Senior HS, Plano East Senior HS, and Plano West Senior
Question 1: Additional Insight

• Both (High Schools)
  - 18 of the top 25 schools with Both AP and DC students are coming from the Austin and Dallas areas. Additional locations from the top 25 schools are Houston (3), San Antonio (3) and Arlington (1).
  - Only one school in the top 50 was from the El Paso area.
  - The largest producer of HS students with both AP and DC was Westwood HS of Austin. Plano Senior HS and Plano West were the second and third largest producers, respectively.
Question 2

• What short- and long-term student outcomes (e.g., retention, subsequent course completion, graduation, GPA, student debt) are associated with students’ dual credit participation?
Question 2: Student Outcomes

PRIMARY FOCUS

• Retention and Graduation
• Grade Point Average
• Subsequent course completion
• Student Debt

ADDITIONAL INSIGHT

• Inverse Propensity Weighting
• Time to Degree
• Attempted In Residence SCH
• Percent D, F, and W
### UT System Model for Predicting Student Success (Odds Ratio Estimates)

<table>
<thead>
<tr>
<th></th>
<th>Same Institution</th>
<th>Other Institution</th>
<th>Max-rescaled R-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dual Credit</td>
<td>AP/IB</td>
<td>Both</td>
</tr>
<tr>
<td>Second Fall Enrollment</td>
<td>2.23</td>
<td>3.31</td>
<td>5.38</td>
</tr>
<tr>
<td>Third Fall Enrollment</td>
<td>2.17</td>
<td>2.68</td>
<td>4.56</td>
</tr>
<tr>
<td>Four Year Graduation</td>
<td>2.94</td>
<td>3.15</td>
<td>5.06</td>
</tr>
<tr>
<td>Five Year Graduation</td>
<td>2.34</td>
<td>2.86</td>
<td>4.99</td>
</tr>
<tr>
<td>Six year Graduation</td>
<td>2.15</td>
<td>2.75</td>
<td>5.36</td>
</tr>
</tbody>
</table>

**Reference Group (No Credit)**

Number of hours: Not predictive of Retention; Predictive of Graduation
Question 2: Student Debt

<table>
<thead>
<tr>
<th>UT System: Average Debt for Texas Residents who Graduated</th>
<th>Student Debt (Graduated-Four Years)</th>
<th>Student Debt (Graduated-Five Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 15 Dual Credit Hours</td>
<td>$67</td>
<td>-$268</td>
</tr>
<tr>
<td>16 - 30 Dual Credit Hours</td>
<td>-$160</td>
<td>-$676</td>
</tr>
<tr>
<td>31 - 59 Dual Credit Hours</td>
<td>-$979</td>
<td>-$1,549</td>
</tr>
<tr>
<td>60+ Dual Credit Hours</td>
<td>-$3,826</td>
<td>-$5,011</td>
</tr>
<tr>
<td>Mean</td>
<td>$16,900</td>
<td>$18,183</td>
</tr>
</tbody>
</table>

Saving money was #2 for student motivator to take dual credit on the online survey. Focus groups indicated saving money as a motivator.
### Question 2: Grade Point Average

<table>
<thead>
<tr>
<th></th>
<th>Dual Credit</th>
<th>AP/IB</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Estimate</td>
<td>Approx Pr &gt;</td>
</tr>
<tr>
<td>First Year GPA</td>
<td>2.88</td>
<td>0.35</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Second Year GPA</td>
<td>3.03</td>
<td>0.18</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Third Year GPA</td>
<td>3.10</td>
<td>0.13</td>
<td>&lt;.0001</td>
</tr>
</tbody>
</table>
Question 2: Subsequent Course Completion

• Cross listing matrix by institution
  – Math
    • College Algebra, Precalculus, Calculus 1 and 2
  – Science
    • Biology 1 and 2, Chemistry 1 and 2
  – Writing
    • Composition 1 and 2
    • Limitations
Question 2: Additional Insight

- Inverse Propensity Score Weighting
  - Statistical technique for calculating statistics standardized to a population different from that in which the data was collected

- Time to Degree
  - Decrease in time to degree for Dual Credit Students

- Attempted SCH
  - Fewer attempted SCH hours
  - The more Dual Credit hours the fewer attempted SCH students take in residence
Question 2: Student Pipeline

- DFW rates
  - DC students have a higher average of D, F, W rates than AP and Both but a lower average than general population

- Pulling data together to create an informative table
  - Student Pipeline
Question 3

• Based on the perspective of students, faculty, enrollment management officers, and academic advisors, does dual credit participation contribute to student access to higher education and student success during their academic career? What are the advantages and disadvantages?
Question 3: Perspectives

PRIMARY FOCUS

• Multiple perspectives on the following:
  ○ Student Access and Success
  ○ Dual Credit Advantages
  ○ Dual Credit Disadvantages

ADDITIONAL INSIGHT

• College Readiness
• College students’ (who had taken dual credit) advice to high school students
Students’ Perspectives

Online survey and focus groups
## Preparation for Traditional College

In your experience, how well did dual credit courses prepare you for traditional college courses at your current institution?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>My dual credit courses did not prepare me well for college</td>
<td>9.7%</td>
<td>258</td>
</tr>
<tr>
<td>My dual credit courses prepared me somewhat well for college</td>
<td>59.4%</td>
<td>1578</td>
</tr>
<tr>
<td>My dual credit courses prepared me well for college</td>
<td>30.9%</td>
<td>820</td>
</tr>
</tbody>
</table>
## Dual Credit Experiences

Based on your dual credit experiences, please rate the following responses:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I developed more realistic expectations about college.</td>
<td>19.5%</td>
<td>46.2%</td>
<td>22.9%</td>
<td>9.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>I was more confident about my ability to succeed in college.</td>
<td>25.7%</td>
<td>44.8%</td>
<td>22.4%</td>
<td>5.3%</td>
<td>1.6%</td>
</tr>
<tr>
<td>I improved my time management skills.</td>
<td>19.0%</td>
<td>33.3%</td>
<td>30.2%</td>
<td>14.2%</td>
<td>3.3%</td>
</tr>
<tr>
<td>I was prepared for the take on more challenging college courses.</td>
<td>22.6%</td>
<td>42.2%</td>
<td>24.1%</td>
<td>8.2%</td>
<td>2.9%</td>
</tr>
</tbody>
</table>
Which of the following benefits did you experience as a result of taking dual credit courses? (Choose all that apply.)

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to college-level course expectations while in high school</td>
<td>78.6%</td>
</tr>
<tr>
<td>Increased academic challenge while in high school</td>
<td>66.4%</td>
</tr>
<tr>
<td>Financial or time savings at the university</td>
<td>82.8%</td>
</tr>
<tr>
<td>Familiarity with college processes such as registration</td>
<td>43.0%</td>
</tr>
<tr>
<td>Familiarity with college resources such as tutoring labs or library databases</td>
<td>24.6%</td>
</tr>
<tr>
<td>More focused selection of courses at the university</td>
<td>32.1%</td>
</tr>
<tr>
<td>Subject-specific skills such as writing research papers or lab procedures</td>
<td>32.5%</td>
</tr>
<tr>
<td>No benefits</td>
<td>2.0%</td>
</tr>
<tr>
<td>Disadvantage</td>
<td>Percentage</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>No disadvantages</td>
<td>45.7%</td>
</tr>
<tr>
<td>Credit loss--courses were accepted by the university but not applied to your degree plan</td>
<td>22.4%</td>
</tr>
<tr>
<td>Lack of rigor or quality in dual credit course</td>
<td>18.3%</td>
</tr>
<tr>
<td>Credit loss--courses were not accepted by the university</td>
<td>14.3%</td>
</tr>
<tr>
<td>Loss of time for exploring various majors (having to take upper-level courses, choose a major, or apply to programs too quickly)</td>
<td>12.7%</td>
</tr>
<tr>
<td>Lack of subject-specific skills needed in college, such as writing research papers or lab procedures.</td>
<td>12.2%</td>
</tr>
<tr>
<td>Need to backtrack by repeating courses or taking more lower-level courses at the university</td>
<td>9.4%</td>
</tr>
<tr>
<td>Negative experiences with dual credit faculty</td>
<td>6.8%</td>
</tr>
</tbody>
</table>
ADVANTAGES

- Saving time/ money
- Increased high school challenge and college preparation
- Dual credit courses seem easier and/or students feel better supported
- Increased flexibility
- Knocking out courses/getting to major courses sooner
- Increasing competitiveness in college application process

CAUTIONS

- Time/money savings not realized
- Potential credit loss
- Don’t rush. Seek balance.
- Seek preparation vs credits
- DC (or AP) not the same as “college”
- Quality varies
- Reduced flexibility
- Getting to the major too soon
- GPA policies vary
Faculty’s Perspectives

Focus groups
College Readiness

- **Analytical Writing Skills**
  - “After teaching lower division courses, I would say that the ability to write analytically, at least in history is of utmost importance”

- **Academic Ability**
  - “Think, if the students could have a more rigorous high school curriculum that will prepare them for college, then I don't think we have to worry, right?”

- **Maturity**
  - “I had taught composition over there before and I went in and they told me, teach just like how you teach it to the 18-19-20-year olds. No way. They couldn't write at that ... They just didn't have the life experience or the maturity to handle it”
Advantages of Dual Credit

- **Encourages Students to Go to College**
  - “I think the big advantage is getting students interested in college, and getting them to [inaudible]. That's by far in a way the biggest advantage I see”

- **Provides an Introduction to the College Environment**
  - “If they're on-campus, on our campus, I would say there's a big advantage because, even if they fail the class that they're taking, they will know what college is like”

- **Better Students Going Forward**
  - “The adult older ones are coming back and it's a perfect match, because they feel they're being shown up by these younger ones who are pushing them harder. Then they have to step up and everybody steps up”
Disadvantages of Dual Credit

- **Not Prepared for Junior-Level Classes**
  - “those who had come presenting credit from elsewhere were less secure in their knowledge than those who had taken the courses with us or from another four-year institution”

- **High School Students Not Ready for College and Not Succeeding in Dual Credit Classes**
  - “They put them in there and they don't last a full week or two, if that”
  - “Well, I think part of that too is a paradigm shift. I mean we're taking teenagers to college students. I think that's a huge leap and what they're used to doing and now what's expected of them, I mean we're talking comparing apples to oranges here”
Disadvantages of Dual Credit

• Credits Don’t Transfer/Unnecessary Courses
  – “they end up with 60 credit hours, how many of them actually end up counting and how many of them end up being sort of dead credits off here on the side?”

• Not Learning Life Skills/Not Developing
  – “there's a danger or a threat with that in that students are gaining all of these courses, the hours but that's only one part of their development. That it's not a holistic approach to becoming a college student or becoming a young adult”
Disadvantages of Dual Credit for Faculty/School

**Hurts School Financially**
- “It's going to hurt us financially as an institution because tuition is not coming in”

**Grade Inflation**
- “The other thing I would say to watch for is horrible grade inflation. That's one of the things that I've seen, in the rural school that we were looking at, they had 90 biology students and no one made a D or F.”
Disadvantages of Dual Credit for Faculty/School

• Conflict of Interest Between High Schools and Colleges
  – “I see a conflict of interest with a teacher that's working for 2 different educational entities at the same time. They're trying to satisfy a superintendent or a principal, and then they're also trying to satisfy a department chair or a Dean or a cohost”
  – “part of the problem with dual credit is sometimes the school steps and says, "Do not give these students this grade."
Thoughts about Dual Credit

• Poor Course Quality
  – “It would help if the courses were higher quality. If they weren't sitting in a class next to somebody earning high school credit for the course that they're earning college credit for. The quality is just not guaranteed”

• Poor Teacher Quality
  – “You're dipping further into a pool of people that couldn't possibly get a job at a community college and absolutely would never get a job in university as opposed to ... It's a different dilution you're getting and you're going down and down into the pool in terms of people that are qualified to teach university courses”
Thoughts about Dual Credit

• Weak Course Rigor
  – “Except just being a glorified high school class that they just get to have fun and build robots out of perfect loops. Teach them real engineering is what I'm saying”
  – “It's the rigor. It's not the topics. Yes, they checked off all these things but there's no way that they are in the same place”
Possible Improvements

• **Standardization of Courses with UT System**
  - “If UT System wants to establish that say dual credit math courses, they should meet a certain standard and then those students will be guaranteed that they're going to feed into the UT System school because they've got what we want and what many people need”

• **End of Course Exam**
  - “This sounds kind of archaic or some really bad way to do it, but I would say that if you wanted dual credit to work then if they're taking general chemistry dual credit, then in order for them to get credit for the dual credit, they take their final”
Possible Improvements

• **Teacher Quality Checks**
  - “You have to have a PhD or whatever your terminal degree is or you have to pass this test”
  - “I would say credentialing the teachers. The credentials hold those teachers accountable for the rigors that they're teaching. To me, that seems like that's where it's starting so, some kind of accountability”
Advisors’ Perspectives

Focus Groups
Advisors’ Perspectives: Challenges Introduced

• Late or Missing Dual Credit Transcripts
• Keeping Students at Full Time Status for Scholarship or Financial Aid Reasons
  – Sequencing Issues
  – Availability of Upper Division Classes
  – Need for Minor or Off Plan Courses
• Managing Student and Parent Expectations
  – Amount of Dual Credit That Will Apply to Degree
  – Time to Degree
  – Technical vs Academic Credit
Advisors’ Perspectives: Challenges Introduced

• Meeting UT Specific Requirements:
  – Flag Requirements
  – Internal Transfer Requirements
  – CAP Requirements
Advisors’ Perspectives: Potential Impacts to Students

- Can Speed Up Time to Degree for Those Pursuing a Liberal Arts Degree
- Repeat, Excess or Lost Hours, Especially in STEM fields
- No Ramp Up Time to Acquire Needed Skills or Adjust
- Can Impact Social Networks
- Difficulty Getting Into Desired Major
  - Internal Transfer Policy Implications
  - Dual Credit GPA impacts
  - Dual Credit Repeat Class Impacts
- Financial Aid Implications
- Can Limit Ability to Explore Majors / Find Passion
Admissions/Enrollment Management Perspectives

Focus Groups
Admissions

College Readiness

• Some believed that dual credit provided students, especially economically disadvantaged and first generation, an opportunity to see what college has to offer. Exposure to college level courses would encourage the student to further their education.

• Warned against taking technical dual credit or too much dual credit because of transferability issues and balancing course loads once the student becomes FTIC.

• Expressed concern of student maturity to take college level course work in high school.
Admissions

Rigor

- Overall, there was skepticism and concern around the rigor of dual credit being delivered at high schools and community colleges.
- Some enrollment managers thought it would be best to wait on specific coursework (e.g. lab sciences) until they reached a four-year institution.
- Additionally, there was a worry with enrollment managers that students with a lot of dual credit could be unprepared for upper level coursework in their first year.
Admissions

Communicating with Students

• Enrollment managers suggested a standardized guide defining the purpose, advantages, and limitations of AP and Dual Credit.
• Suggested future communication to explain the difference between career track and academic track and which courses can be appropriately applied. In other words, guide students towards specific coursework that can be applied towards their academic/career aspirations.
• Communicate that Dual Credit is transfer credit and the course can influence the GPA at the college level. Alternatively, AP will only provide student with credit and will not influence college GPA.
• A few interviewees also suggested targeting Spanish speaking students and families who might have difficulty understanding the implications of DC.
Admissions

Early College High School/Collaboration with Community Colleges

• System schools are seeing an increase in ECHS students
• UTEP has a specific academic center just for ECHS students
• A few interviewees commented that they saw a relationships forming between ECHS schools on four-year higher education campuses and community colleges. Either being located on the campus itself or in close proximity.
Admissions

Will Dual Credit/Technical Credit Transfer?

• The most common question received around dual credit is “will my credit transfer?” This was common across all institutions.
• Some institutions have developed guides to help students such as online/book.
• Institutions did not allow technical dual credit to be transferred unless it met some specific criteria within the student’s major.
• Enrollment managers also noticed issues with students transferring in credit from a community college. Dual credit might be accepted towards an associate’s, but might not count for a bachelor’s.
What campus programs, processes, and policies have been established by UT System academic institutions in response to the rapid growth of dual credit participation?
Question 4: Campus Response to Dual Credit

**PRIMARY FOCUS**
- Campus Programs
- Campus Processes
- Campus Policies

**ADDITIONAL INSIGHT**
- Site visit to schools providing dual credit
- Developmental Psychologist
- Medical School Applications
- Factual versus Non-Factual Policies
- Examined Admissions Websites
Question 4: Campus Programs

• UT Austin (Three programs: OnRamps, Engineering, and DDCE: ChemBridge and SPURS)
• UT El Paso (El Paso Collaborative, ECHS Academic Success Center)
• UT Tyler (PACE Program)
• UT Permian Basin (online courses)
• UT Rio Grande Valley (High school and MSA students)
• UT San Antonio (Dual Credit Scholars)
Question 4: Advisors’ Perspectives on Challenges

• Late or Missing Dual Credit Transcripts
• Keeping Students at Full Time Status for Scholarship or Financial Aid Reasons
  – Sequencing Issues
  – Availability of Upper Division Classes
  – Need for Minor or Off Plan Courses
• Managing Student and Parent Expectations
  – Amount of Dual Credit That Will Apply to Degree
  – Time to Degree
  – Technical vs Academic Credit
• Meeting UT Specific Requirements:
  – Flag Requirements
  – Internal Transfer Requirements and CAP Requirements
Question 4: Action Items Resulting from Creating the Dual Credit Data Set

- Operationalizing the variables
- Iterative data cleaning process
- Establishing a glossary of terms
- Future Recommendations: Standardization of data collection and storage
Communication Plan
To Whom Are We Talking?

- Students
- Parents
- Community College Leadership
- K-12 Education Leadership
- Educators (high school principals, guidance counselors)
- Texas Legislature
- University Faculty
- TEA/THECB
- Media
Take Action

• Internal Communications Plan
• Release of Study (Final Report: August 31st)
  – Flyers for Community Colleges
  – Trifold for High Schools
  – Website and Interactive Data
• Socializing the Message
• Keeping it Fresh
• Actionable Briefs