

Dual Credit in Texas

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Dual Credit at a Glance

What is dual credit?

The THECB defines dual credit as a system under which an eligible **high school student enrolls in a college course** and receives credit for the course from both the college and high school.

Except for dual credit offered through an Early College High School, college courses funded for dual credit must be:

- ✓ In the **core curriculum** of the institution of higher education;
- ✓ A **career and technical education** course; or
- ✓ A **foreign language** course.

Academic and career and technical education (CTE) courses are offered for dual credit. Academic dual credit can be applied toward the core curriculum or to other specific degree program requirements of an academic associate degree or baccalaureate degree. CTE dual credit can only be applied toward the requirements for a Workforce Certificate or Applied Associate Degree.



Do high school students pay for dual credit courses?

Decisions about **who pays tuition, fees and other costs for dual credit are made at the local level**, and it varies from district to district. Public institutions of higher education are **allowed to waive all, part, or none** of the mandatory tuition and fees for dual credit courses (Texas Education Code, Section 54.216).

Is a school district required to offer opportunities for college credit in high school?

Yes. State law requires all school districts to implement a program in which students may earn the equivalent of **12 hours of college credit** while in high school (Texas Education Code Sec. 28.009).

Legislative recommendations to **strengthen student success** in dual credit and beyond



Require **high school students to demonstrate college readiness** as prescribed by the **Texas Success Initiative** which includes pathways such as the **SAT, ACT and the Texas Success Initiative Assessment (TSIA)** in the disciplines they propose to take academic dual credit courses.



Identify a means for public high school students to have the **opportunity to take the TSIA, SAT or ACT free of charge** at an appropriate point in their high school pathway. Any funding should be a “last dollar” effort intended to complement other free or subsidized testing opportunities.



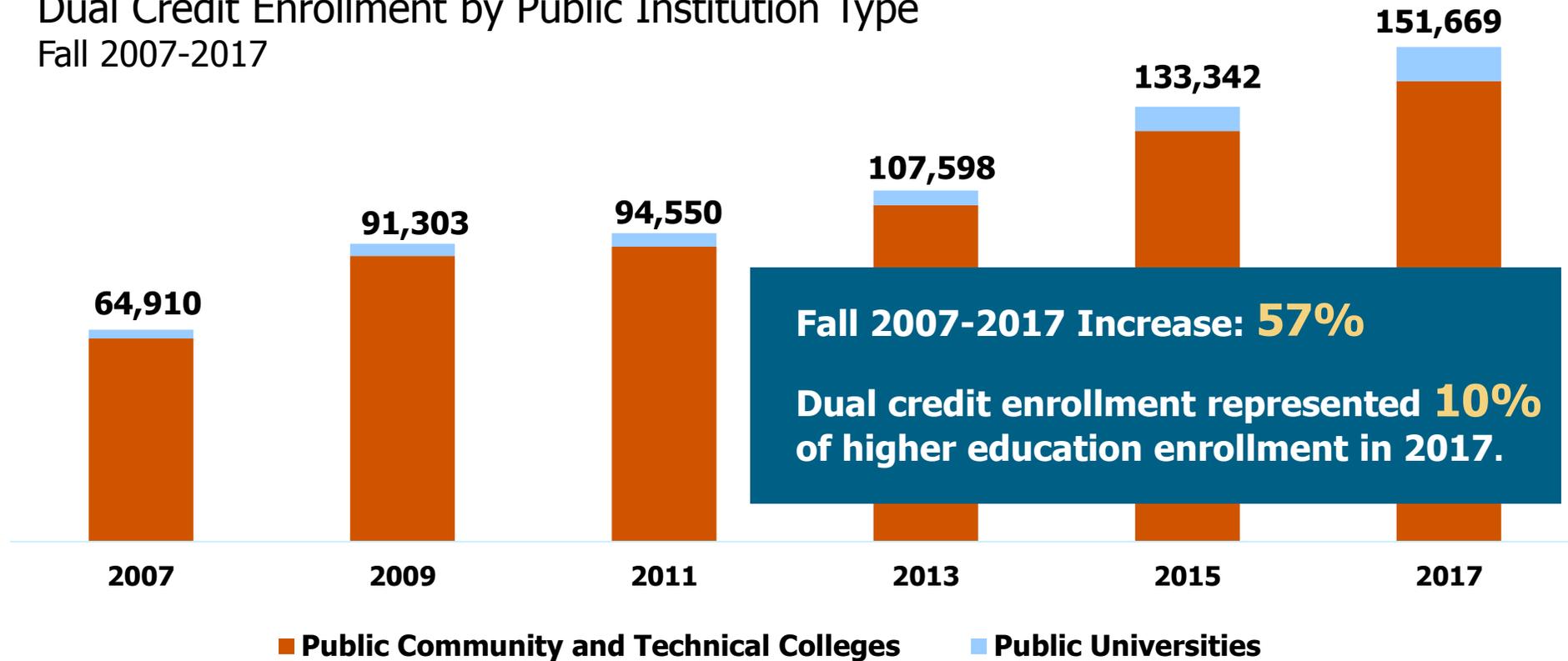
Expand the current requirement for students to **file a degree plan** at 30 semester credit hours to students enrolled in **academic dual credit**. Require institutions of higher education to document compliance.



Continue to **support** and **expand access to Early College High Schools** with the structure and support mechanisms as currently structured by the Texas Education Agency.

Student participation in dual credit has been increasing

Dual Credit Enrollment by Public Institution Type
Fall 2007-2017

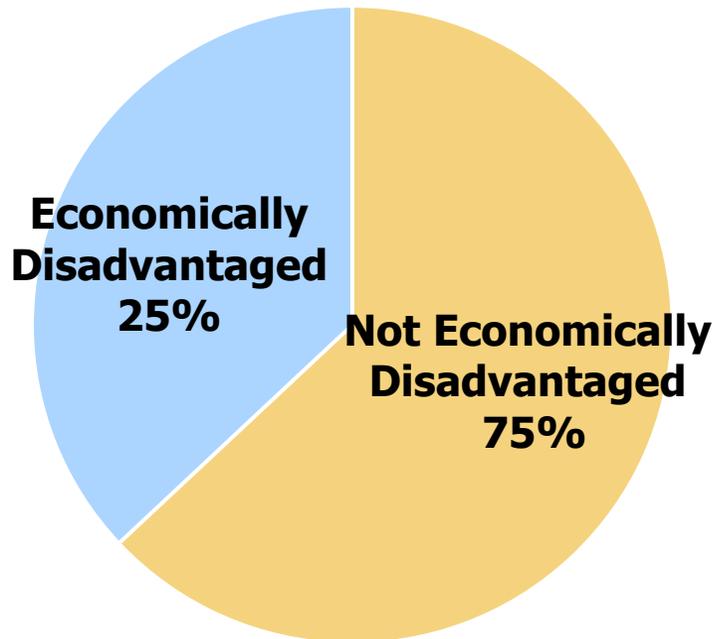


More economically disadvantaged students are enrolling in dual credit

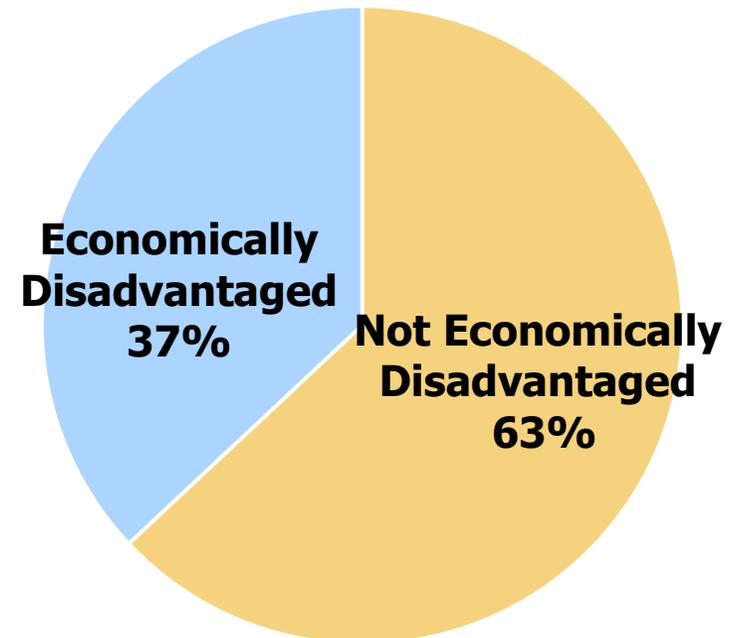
60x30TX Strategy: Increase the participation of economically disadvantaged high school students in dual credit and other college-level courses.

High School Graduates Who Enrolled in Dual Credit by Economic Status

FY 2007

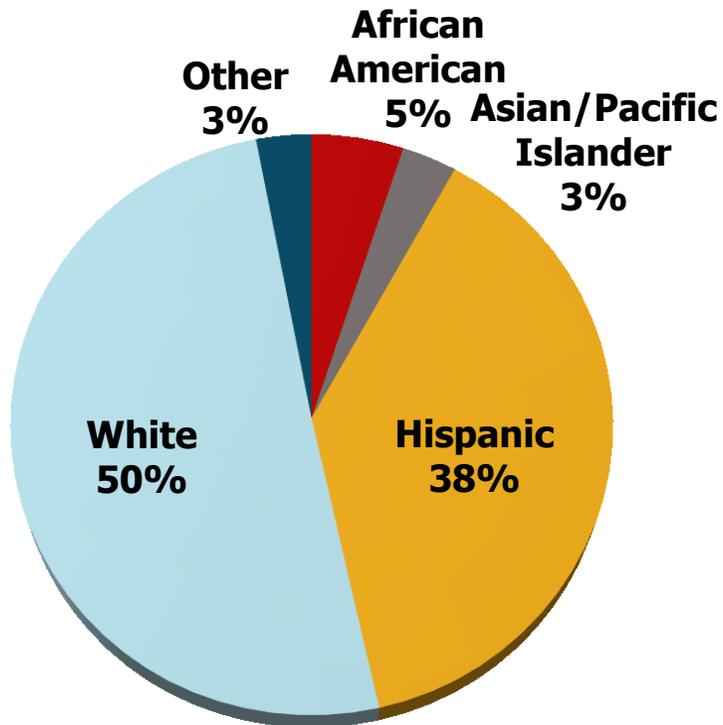


FY 2017

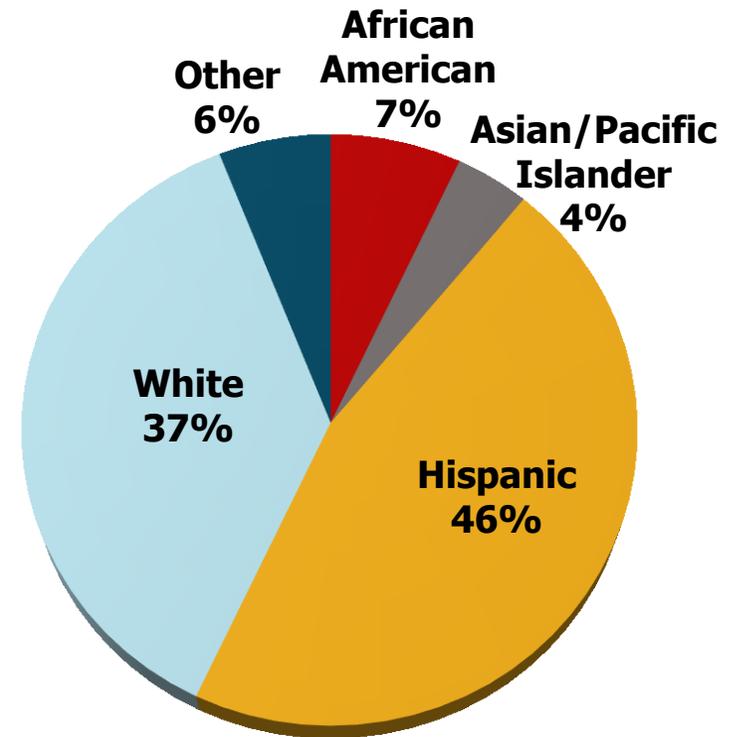


Participation in dual credit is becoming more diverse

Dual Credit Enrollment by Ethnicity



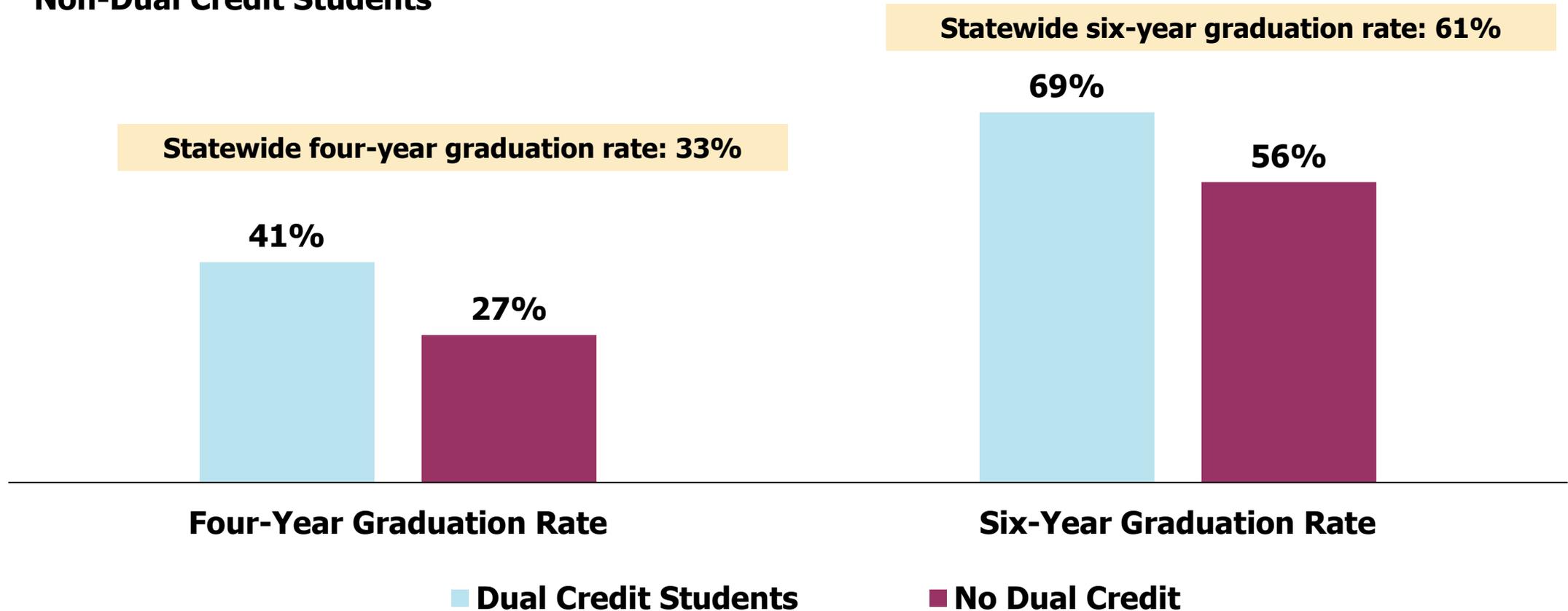
Fall 2007



Fall 2017

Students that enroll in dual credit have higher four- and six-year graduation rates than those who do not

2011 First-Time in College Cohort: Graduation Rates* for Dual Credit and Non-Dual Credit Students



The number of Early College High Schools is also on the rise but the majority of dual credit is offered through traditional high schools

- Early College High Schools, with their expanded **academic** and **social support services** and **strong focus on degree attainment**, have been found to **have positive effects on student outcomes**. Based on such evidence, the Coordinating Board strongly supports Early College High Schools.
- **Total Early College High Schools (2017-18 School Year): 198**
- Texas added **41** newly designated Early College High Schools in the 2017-18 school year. **16** were added in the previous school year.
- Early College High Schools allow at-risk students that do not typically attend college, an opportunity to earn up to **60 college hours** while in high school at **no cost**.

CTE Early College High Schools allow students to enter high-skill, high demand workforce fields immediately after high school graduation

- In response to HB 5, the **THECB, TEA** and **TWC** awarded grants to institutions and school districts to develop early college high schools with a CTE focus.
- The initiative began in 2016 and a total of **18** grants have been awarded.
- CTE ECHS allow students the opportunity to graduate with a diploma and a workforce credential.
- Developed through local collaborations of colleges, ISDs and workforce boards to align regional workforce needs.

Approximately **16%** of **courses offered for dual credit** by community, technical and state colleges in fiscal year 2016 was **CTE dual credit**.

About **1 in 5 students in academic dual credit have not demonstrated college readiness** in at least one subject. These students are either accessing dual credit through a dual credit eligibility waiver (PSAT, End-of-Course exams, or certain scores on the PSAT/NMSQT, PLAN or ASPIRE) or were taking an academic dual credit course that did not require demonstration of college readiness through Texas Success Initiative to enroll.

Academic Dual Credit Eligibility

- Meet college readiness as prescribed by the **Texas Success Initiative**; **or**
- Achieve a specific score on the **English II STAAR EOC** and/or the **Algebra I EOC** and in conjunction, a **passing grade in the Algebra II course relevant to the courses to be attempted**; **or**
- Meet standard score on the **PSAT/NMSQT** exam; **or**
- Achieve a specific composite score on the **PLAN** and met a standard score in mathematics and/or English on the **ACT-Aspire** relevant to the course to be attempted.

Texas Success Initiative

The Texas Success Initiative requires students entering a Texas public institution of higher education to meet or exceed the college readiness benchmarks to enroll in entry-level college credit courses. Ways to demonstrate college readiness include satisfactory scores on the SAT, ACT or TSIA as well as other measures.

The AIR study includes **six distinct components** designed to provide a better understanding of dual credit in Texas

The AIR study focused its analysis on the following:

- 1) Impact of dual credit education on **college access** and **completion** (**ECHS not included**)
- 2) Quality of **advising** (**ECHS included**)
- 3) The **rigor** of academic content, instructional strategies, and assessment practices (**ECHS included**)
- 4) Costs of delivering dual credit (**ECHS included**)
- 5) Factors that contribute to **racial disparities** in dual credit participation (**ECHS included**)
- 6) Changes **in patterns of student participation** in dual credit, the **outcomes** of dual credit students, and the **delivery** of dual credit coursework after the passage of legislative efforts to expand access to dual credit (**ECHS included**)

This research is funded by the **Texas Higher Education Foundation**, through generous grants from **Educate Texas**, a public-private initiative of **Communities Foundation of Texas**, **Greater Texas Foundation**, **Houston Endowment**, and the **Meadows Foundation**.

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