

THE UNIVERSITY *of* TEXAS SYSTEM  
**DUAL CREDIT**  
STUDY

**DUAL CREDIT AND SUCCESS IN COLLEGE**

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## Background and Purpose

- UT System Faculty Advisory Council concerns
- 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.



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## Data and Participants

- Data for 129,000 students from 2010-2015
  - Student demographics, DC courses, student course performance, student persistence and graduation, and data from the national student clearinghouse
- Student surveys (n = 4,064)
- Interviews/focus groups-- with students (n = 180), faculty (n = 90), advisors (n = 92), and enrollment management (n = 45)
- Data from all eight academic institutions



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## Findings: Students' motivations

### From the online survey and interviews with students

- Saving time/money (mentioned most often)
- “Knocking out” courses due to disinterest or perceived irrelevance
- Seeking challenge, exploring courses, enjoyment of learning
- Strategic reasons (advantage in the college application process, improving class rank, satisfying diploma requirements)



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## Findings: How Many Students Take Dual Credit?

- Student-level (2010 to 2015)
  - 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
- Course-level
  - More than 530,000 courses transferred for credit from 2010 to 2015



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## Findings: 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 18); 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



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## Findings: Retention and Graduation

UT System Model for Predicting Student Success (Odds Ratio Estimates)							
	Same Institution			Other Institution			Max-rescaled R-Square
	Dual Credit	AP/IB	Both	Dual Credit	AP/IB	Both	
Second Fall Enrollment	2.24	3.29	5.47	1.69	1.83	2.49	0.27
Third Fall Enrollment	2.19	2.73	4.60	1.57	1.36	1.88	0.28
Four Year Graduation	2.99	3.27	5.29	1.78	1.71	1.95	0.39
Five Year Graduation	2.34	2.90	5.06	1.67	1.57	1.86	0.41
Six year Graduation	2.15	2.79	5.45	1.58	ns	1.74	0.38

Reference Group (No Credit)

Number of hours: Not predictive of Retention; Predictive of Graduation



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## Findings: Does Taking More Hours Impact Student Outcomes?

### Retention

- 60+ hours are 1.6X more likely to be retained than those with 1-15 hours
- No significant differences for 1-15/16-30/31-59

### Graduation rates

- As hours increased, so did the likelihood of graduation
- Ex: Students with 16-30 hours were 1.9 times more likely to graduate than those with 1-15.



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## Findings: Time-to-degree

Taking more than 15 hours does shorten students' time-to-degree...

...but it's not 2+2= four-year degree.

On average DC graduate 1 semester earlier, than non-DC (four year grad rates)

- 1-15 hours (no time savings)
- 16-30 (save one semester)
- 31-59 (2 semesters)
- 60+ (3 semesters)



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## Recommendations

1. Improve student record-level data collection for students participating in Texas dual credit programs
2. Encourage UT System academic institutions' dual credit programs to conduct program evaluation
3. Continue to monitor and research the relationship between dual credit and student success



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## Recommendations (*cont.*)

4. Enhance dual credit communication with students and families to enable informed decisions
5. 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
6. Improve dual credit program alignment among high schools, two-year and four-year institutions



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## Contact Information

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