

PHASE II: DUAL CREDIT EDUCATION PROGRAMS IN TEXAS

MAKING
RESEARCH
RELEVANT

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Presentation Agenda

1. The Significance of Phase II
2. Brief Overview of the Research Questions
3. Summary of Key Findings: What have we learned?
4. Timeline and Next Steps

The Significance of Phase II

How this study adds to what we know, and how it doesn't

The significance of Phase II research

Strengths of Phase II Research

- Phase II is the first study of its kind to comprehensively address Texas’s most pressing concerns about dual credit education programs at scale
 - » Provides baseline information about dual credit education programs in Texas
 - » Will offer research-based guidance on how to improve the implementation and the effectiveness of dual credit education programs
- Phase II has the potential to make Texas a thought leader in how to effectively scale dual credit education programs
- Phase II contributes to research on dual credit education, and identifies where more research is needed

The significance of Phase II research

Limitations of Phase II Research

- Phase II research focused on “traditional” dual credit programs delivered by community colleges
 - » Because of resource constraints, the study lends less insight into the effectiveness and implementation of:
 - Early College High Schools
 - Career and Technical (CTE) dual credit education
 - Dual credit education delivered by four-year universities

Phase II Research Questions

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Phase II answered six primary research questions

- ***Causal Impact Study:*** To what extent does dual-credit education increase college enrollment, college attainment, and efficient degree completion?
- ***Racial Disparities Study:*** Which factors contribute to racial and ethnic disparities in dual-credit participation?
- ***HB 505 Study:*** What were the patterns in participation and courses grades in dual credit education, and the delivery of dual credit education programs before and after House Bill 505?

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Phase II answered six primary research questions

- **Advising Study:** How do high school counselors and college advisors select students for dual-credit education, advise them into enrolling in dual-credit courses, and coordinate advising services?
- **Academic Rigor Study:** How are dual-credit students taught and assessed compared to college-credit-only students?
- **Cost Study:** What are the annual costs of delivering dual-credit education, and how are they distributed among stakeholders? Also, how do these costs compare to the benefits of dual-credit education?

Phase II Key Findings

What have we learned?

Key findings: What have we learned?

Causal Impact Study

- Prior to the passage of HB 505, dual credit education programs modestly improved college access and completion, reduced time to degree, but increased semester credit hours to degree
 - The effect of dual credit education was more positive for traditionally advantaged students (e.g. academically better students, White students)

Racial Disparities Study

- Differences in academic preparation, income and the high schools that students attended account for most, but not all, of the difference in dual credit participation across race / ethnicity
 - Differences in access to dual credit courses and other types of advanced coursework (A.P., I.B.) explained little of why these gaps exist

Key findings: What have we learned?

HB 505 Study

- Overall, the percentage of students participating in dual-credit education modestly increased after HB 505
 - The participation rate more than doubled (from 1.0% to 2.1%) among ninth graders and increased by 60 percent (from 2.7% to 4.3%) among 10th graders
- The academic preparation of ninth and 10th grade dual-credit participants declined after the passage of HB 505, while dual-credit course pass rates increased for those groups

Advising Study

- Most high school guidance counselors reported playing the primary role in advising dual-credit students, with one quarter sharing this responsibility with college advisors
- Students who are targeted for dual credit education depends on partnership's philosophy on who will benefit from dual credit education

Key findings: What have we learned?

Academic Rigor Study

- Dual-credit and college-credit-only courses were similar in terms of content areas covered, assessment methods and standards, and cognitive complexity demanded in student assignments
 - Small differences in skills taught and instructional strategies used

Cost Study

- We estimate that the costs of delivering a dual credit course (\$111 per SCH) is more than the revenue that community colleges would receive for that course from the state (\$38 per SCH)
- When tuition and fee waivers are given, the cost burden of delivering dual credit education shifts significantly to community colleges
- Dual credit courses taught by adjunct instructors are the least costly, and those taught by high school teachers are the most costly
- Our estimates suggest that, on average, the benefits of dual credit education far exceed the costs

Timeline and Next Steps

What comes next?

Timeline and Next Steps

- July 26: Release Draft Report for Public Comment
 - www.thecb.state.tx.us → Topics of Interest → Dual Credit Education in Texas
- July 26 – Aug 27: Public Comment Period On Draft Report
- Aug 2: Presentation on Key Findings at TACC Annual Meeting in Corpus Christi
- Aug 3: Webinar on Key Findings for Institutional Stakeholders
- Late Sept: Webinar to Summarize Public Comment and Share Draft Policy Recommendations
- Oct 25: Send Final Report with Policy Recommendations to THECB Board for Approval

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