

Phase II of the Dual Credit Education Study was made possible by the Texas Higher Education Foundation with generous financial support from these organizations

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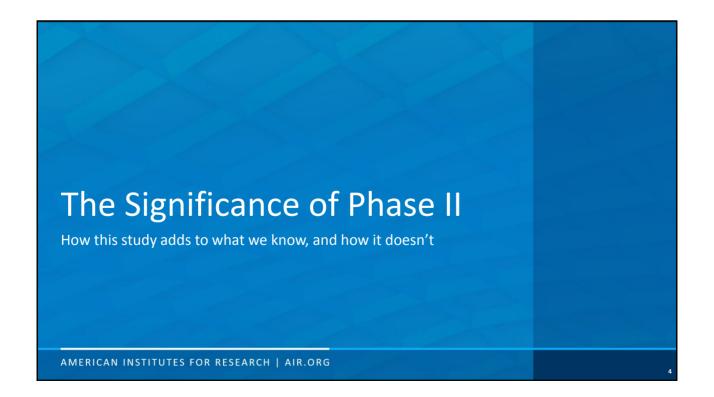
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Presentation Agenda

- 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

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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

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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

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Phase II Research Questions AMERICAN INSTITUTES FOR RESEARCH | AIR.ORG

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?

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Phase II Key Findings
What have we learned?

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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

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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

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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

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Timeline and Next Steps

- July 26: Release Draft Report for Public Comment
 - <u>www.thecb.state.tx.us</u> → 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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