

Kentucky Board of Education
June 8, 2016
Report from the Secretary
Education and Workforce Development Cabinet

Dual Credit/Dual Enrollment Research Findings

Research findings suggest that participation in dual credit courses increases the likelihood of students enrolling in postsecondary education immediately following high school, and increases the likelihood that they will complete a college degree. These are findings from rigorous, peer-reviewed studies, in which postsecondary outcomes of students participating in dual enrollment/dual credit experiences have been compared or matched with demographically and/or academically similar students. Results from just a few of those studies include the following:

- Using a nationally representative data set, An (2013) found that “dual enrollment positively influences college degree attainment,” even after controlling for student, family, schooling achievements, and school context factors. His results showed that eight years after graduating high school, participation in dual credit courses increased the probability of students’ earning a bachelor’s degree by 7%, and increased the probability of earning any college degree by 7%.
- In an examination of the effects of community college dual credit participation on students’ college enrollment and completion in Illinois, Taylor (2015) found that “high school students’ participation in college courses has a meaningful effect on college outcomes such as college enrollment and completion” (p. 373). Specifically, students participating in dual credit courses were 34% more likely to enroll in college and 22% more likely to complete college as compared with their counterparts who did not participate in dual credit courses.
- Using a sample of students in Texas, Struhl and Vargas (2012) found that students participating in dual credit were 2.21 to 2.3 times more likely to enroll in college than the matched group of students not participating in dual credit experiences.
 - Further, they found that six years after high school graduation, students who had participated in dual credit courses were 1.66 to 1.78 times more likely to have earned a college degree than students who had not participated in dual credit courses.

Kentucky Dual Credit Scholarship Program

Recognizing the potential impact on postsecondary enrollment, credential attainment, and ultimately employment and earnings for Kentucky students, the Kentucky General Assembly allocated \$15 million for Dual Credit Scholarships to be spent in the 2016-2018 biennium through a program to be administered by the Kentucky Higher Education Assistance Authority (KHEAA). Scholarship funds will be awarded to high school seniors through the local school districts at a rate of 1/3 the KCTCS in-state tuition rate. That tuition rate is established as the ceiling for tuition and fees to be charged for dual credit for participating postsecondary institutions (PPIs). School district, however, are encouraged to negotiate rates with PPIs, provided the negotiated rate is not greater than the ceiling established by the program. Local school districts are to apply for scholarships for each eligible student and course. Eligible dual credit courses include both general education courses, and career and technical education (CTE) courses in a state-approved pathway leading to an industry-recognized credential.

References

An, B. B. (2013). The impact of dual enrollment on college degree attainment: Do low-SES students benefit? *Educational Evaluation and Policy Analysis*, 35(1), 57-75.

Struhl, B., & Vargas, J. (2012). *Taking college courses in high school: A strategy for college readiness The college outcomes of dual enrollment in Texas*. Boston, MA: Jobs for the Future.

Taylor, J. L. (2015). Accelerating pathways to college: The (in)equitable effects of community college dual credit. *Community College Review*, 43(4), 355-379.