

# THE IMPACT OF DUAL CREDIT AND DUAL ENROLLMENT: WHAT DO WE KNOW?

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# Agenda

- What do we mean by impact?
- National data
- Illinois data (data excluded from this public PPT version)
- Concluding observations

# Impact?

- Student Impact
- Faculty Impact
- Institutional impact
- Social impact



# Student Impact

- College Enrollment
- College Performance (GPA & Persistence)
- College Completion



# A Methodological Note

- Descriptive design
- Inferential design
- Quasi-experimental design
  - The “self-selection” issue (i.e., selection bias)

# National Studies - Florida

- Karp et al. (2007)
  - Sample: 217,000 FL students from 2000-01 & 2001-02 graduating cohorts
  - Regression-based model
    - Demographics
    - HS GPA
    - HS-level variables

# National Studies - Florida

- Karp et al. (cont.)
  - College Enrollment: Dual enrollment students 16.8% more likely to enroll in college compared to non-dual enrollment students
  - College Performance:
    - Persistence: Dual enrollment students 4.5% more likely to persist compared to non-dual enrollment students
    - First-Year GPA: 0.21 effect size
  - Found similar effects for persistence to second year, second year GPA, and credits earned within 3 years
  - Did not find effect based on DE intensity

# National Studies – CUNY

- Allen & Dadgar (2012)
  - Sample: 22,962 students who entered CUNY in fall of 2009
  - Regression-based model & difference-in-difference (DID)
    - Demographics
    - Prior academic achievement
    - HS fixed-effects



# National Studies – CUNY

- Allen & Dadgar (2012)
  - Credit accumulation: DE students earn 1 more credit than non-DE students
  - GPA: DE students GPA is .16 points higher than non-DE students
  - Retention: DE students 5% more likely to enroll in third semester
  - DID estimates found similar results for credit accumulation and GPA, but not for retention

# National Studies - TX

- Struhl & Vargas (2012)
  - Sample: Matched sample of 32,908 HS seniors in 2003-04
  - Propensity Score Matching
    - Demographics
    - Academic achievement
    - High school curriculum

# National Studies - TX

- Struhl & Vargas (2012)
  - College Enrollment: DE students were 2.21 times more likely to enroll than non-DE students
  - First-Year College Persistence: DE students were 1.79 times more likely to persist than non-DE students
  - College Completion: DE students were 1.66 times more likely to complete college than non-DE students (6-year observation period)

# National Studies – NELS:88

- An (2013)
  - Sample: 8,800 students who responded to fourth NELS:88 follow-up survey in 2000 and who attended a postsecondary school
  - Propensity score matching
    - Demographics
    - Role of significant others
    - College aspirations and expectations
    - Academic indicators
    - School-level factors

# National Studies – NELS:88

- An (2013)
  - College completion:
    - DE participation increases probability of college completion by 7-8%

What does all this mean?



# What Does This All Mean?

- Accumulating positive evidence about the impact of dual credit on desirable postsecondary outcomes
  - Self-selection is still an issue!!
  - Most data are descriptive and do not control for factors we know influence student outcomes
  - Unobserved variables (i.e., student motivation)
- Need data from more states – our knowledge is relatively limited to a few states
- Equity
  - To what extent should dual credit provide a pathway for underserved and underrepresented students?

# What's Next?

- In Illinois:
  - Need more recent data to account for policy changes
  - More nuanced data: effects of course location, course discipline, course intensity, student-level variables, etc.
  - Qualitative data on program and policy implementation
  - Equity and Student Eligibility
  - Tension between access and quality