Postsecondary Outcomes of Dual Credit Participants

Data Summit
October 11, 2013

Anita Huang
Hawai‘i P-20 Partnerships for Education

Hawai‘i’s Educational Goals

Secondary
Hawaii State Department of Education
• Student success in college, career and citizenship

Postsecondary
University of Hawai‘i
• Increase graduates by 25% by 2015 (from 2008)

Statewide
Hawai‘i P-20 Partnerships for Education
• 55% of working-age adults hold a degree by 2025
Accelerated Learning Options

• Advanced Placement
• International Baccalaureate
• Dual Credit
  – Running Start (HRS §302A-401)
  – Jump Start
  – Early Admits

Benefits of Dual Credit

• Student benefits
  – Academic preparation for the rigors of college
  – Exposure to college experience
  – Potential shortening of time to degree
  – Curricular options not available otherwise
• Postsecondary benefits
  – Potential recruitment opportunity
  – Additional revenue
• High School benefits
  – Avenue for student engagement
Methodology

- DOE Classes of 2003 to 2012
  - DOE student data
  - UH dual credit course data
  - National Student Clearinghouse postsecondary data

Increasing Participation

Number of Dual Credit Participants

Compound Annual Growth Rate: 6.7%
More Courses Taken

Number of Dual Credit Courses Registered

- Compound Annual Growth Rate: 8.5%
- Academic Year
  - 2002-03: 543
  - 2003-04:
  - 2004-05:
  - 2005-06:
  - 2006-07:
  - 2007-08:
  - 2008-09:
  - 2009-10:
  - 2010-11:
  - 2011-12: 1,230

Dual Credit Course Outcomes

- Academic Years 2002-03 to 2011-12:
  - 8,554 UH classes taken
  - 86% Grade C or better
  - 91% Grade D or better

- Top Course
  - ENG 100 Composition I

Dual Credit Course Grades

- A, 46%
- B, 26%
- C, 14%
- D, 5%
- F, 6%
- Other*, 3%

Other* includes incomplete, withdraw, no grade, record delayed, audit grades
### Dual Credit Participation by High School Type

- **Non-Charter Schools**: 92.1%
- **Charter Schools**: 7.9%

#### Percent of Graduates Participating in Dual Credit
- **DOE Statewide**: 4.2%
- **Non-Charter Schools**: 3.9%
- **Charter Schools**: 19.2%

### Dual Credit Participant Attributes

#### RACE/ETHNICITY

- **Asian**: 51.3%
- **White**: 20.2%
- **Native Hawaiian**: 15.7%
- **Multiple/Unknown**: 9.1%
- **AA/AI/AN/HS**: 2.9%
- **Pacific Islander**: 0.7%

#### GENDER

- **Female**: 64.8%
- **Male**: 35.2%

#### ECONOMIC STATUS

- **Non-Econ Disadvantaged**: 69.6%
- **Economically Disadvantaged**: 30.4%
College Access

Percent of Graduating Class Enrolled in Postsecondary Within Two Years of Graduation

- 2003: 55.0%
- 2004: 55.5%
- 2005: 55.0%
- 2006: 60.0%
- 2007: 55.5%
- 2008: 61.3%
- 2009: 60.0%
- 2010: 84.8%

5% of the Class of 2010 participated in Dual Credit

Postsecondary Institution Type

First Postsecondary Institution Type
(Classes of 2003 – 2010)

- UH 2-Yr: 32.1%
- UH 4-Yr: 17.3%
- Non-UH Hawaii 2-Yr: 6.8%
- Non-UH Hawaii 4-Yr: 16.4%
- Mainland 2-Yr: 32.2%
- Mainland 4-Yr: 54.9%

Graduates from the Classes of 2003-2010 who enrolled in postsecondary within two years of high school graduation
First Enrollment Term & Retention Rates

<table>
<thead>
<tr>
<th>One Year Retention Rate</th>
<th>First Fall</th>
<th>First Spring</th>
<th>Second Fall</th>
<th>Second Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Credit*</td>
<td>91%</td>
<td>65%</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>No Dual Credit</td>
<td>78%</td>
<td>52%</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>Difference</td>
<td>13%</td>
<td>13%</td>
<td>17%</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Small dual credit enrollment counts First Spring – Second Spring

- Dual credit graduates more likely to still be enrolled one year after their first term of enrollment
- For all graduates, those who enroll immediately after high school more likely to persist in postsecondary

Postsecondary Awards Earned

Graduates from the Classes of 2003-2009 who entered postsecondary within two years:

- Dual Credit: 50.5% earned an award by 2012
- No Dual Credit: 34.3% earned an award by 2012

![Chart showing highest degree/certificate earned for Dual Credit and No Dual Credit graduates]
### Dual Credit Participation Gap

Negative Participation Gap: students not represented in dual credit programs as their percentage of the graduating class.

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>% of Total Graduates</th>
<th>% of Dual Credit Participants</th>
<th>Participation Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian</td>
<td>23.8%</td>
<td>15.7%</td>
<td>-8.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>3.9%</td>
<td>0.7%</td>
<td>-3.1%</td>
</tr>
<tr>
<td>AA/Al/AN/HS</td>
<td>5.0%</td>
<td>2.9%</td>
<td>-2.1%</td>
</tr>
<tr>
<td>Multiple/Unknown</td>
<td>10.1%</td>
<td>9.1%</td>
<td>-1.0%</td>
</tr>
<tr>
<td>White</td>
<td>14.8%</td>
<td>20.2%</td>
<td>+5.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>42.5%</td>
<td>51.3%</td>
<td>+8.8%</td>
</tr>
<tr>
<td>Statewide</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Classes of 2003 - 2012

AA/Al/AN/HS: African American, American Indian, Alaska Native, Hispanic

### Dual Credit Participation Gap

- Participation Gap for Native Hawaiian students driven by participation rates of Male-Native Hawaiian students
- Participation Gap for Pacific Islanders even by gender

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>% of Total Graduates</th>
<th>% of Dual Credit Participants</th>
<th>Participation Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian</td>
<td>23.8%</td>
<td>15.7%</td>
<td>-8.1%</td>
</tr>
<tr>
<td>Female</td>
<td>11.7%</td>
<td>10.8%</td>
<td>-0.9%</td>
</tr>
<tr>
<td>Male</td>
<td>12.2%</td>
<td>4.9%</td>
<td>-7.3%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>3.9%</td>
<td>0.7%</td>
<td>-3.1%</td>
</tr>
<tr>
<td>Female</td>
<td>2.0%</td>
<td>0.4%</td>
<td>-1.6%</td>
</tr>
<tr>
<td>Male</td>
<td>1.9%</td>
<td>0.3%</td>
<td>-1.6%</td>
</tr>
</tbody>
</table>

Classes of 2003 to 2012
College Access by Race/Ethnicity

Dual Credit

No Dual Credit

First Enrollment Term & Retention Rates

<table>
<thead>
<tr>
<th>One Year Retention Rate</th>
<th>First Fall</th>
<th>First Spring</th>
<th>Second Fall</th>
<th>Second Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Credit*</td>
<td>91%</td>
<td>65%</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>76%</td>
<td>62%</td>
<td>82%</td>
<td>67%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>86%</td>
<td>50%</td>
<td>0%</td>
<td>--</td>
</tr>
<tr>
<td>No Dual Credit</td>
<td>78%</td>
<td>52%</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>64%</td>
<td>43%</td>
<td>46%</td>
<td>37%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>60%</td>
<td>42%</td>
<td>32%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Classes of 2003 to 2010 enrolled in postsecondary within two years of high school graduation. AA/AI/AN/HS: African American, American Indian, Alaska Native, Hispanic.
Postsecondary Awards Earned

<table>
<thead>
<tr>
<th></th>
<th>Percent Earned Degree or Certificate (by 2012)</th>
<th>Percent Bachelor or Higher (of those who earned an award)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dual Credit</td>
<td>No Dual Credit</td>
</tr>
<tr>
<td>Total</td>
<td>50.5%</td>
<td>34.3%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>35.5%</td>
<td>21.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>30.0%</td>
<td>14.4%</td>
</tr>
</tbody>
</table>

Graduates from the Classes of 2003 – 2009 who entered postsecondary within 2 years of graduation

Dual Credit Students

- More likely to go to college
  - Immediately after high school
  - More likely to attend 4-year institutions
- Higher one-year retention rates
- More likely to have earned a degree/certificate
  - More likely to have earned a bachelor’s degree or higher
- Sub-populations of dual credit participants had varying outcomes
  - Overall, still better than students in these sub-populations who did not participate in dual credit
Future Research

• What role does accelerated learning play in facilitating student transition from secondary to postsecondary?
  – Understanding student motivations
  – Participants who do not go to college
• Are there differential outcomes between accelerated learning programs?
  – Dual Credit vs. Advanced Placement
• What are the barriers to participating in accelerated learning?

QUESTIONS?

Thank You