

## A Study Of Dual Credit Access And Effectiveness In The

The Office of Community College Research and Leadership (OCCRL) at the University of Illinois at Urbana-Champaign (UIUC) conducted a study that captures current institutional policies and practices from the perspective of admissions officers in Illinois' public and private 4-year colleges and universities. The study explored acceptance and transfer of college credits earned by high school students in dual credit courses by the selected institutions. The institutional history of dual credit, current enrollment trends, and details on institutional policies governing acceptance and denial of dual credit were examined. This brief presents selected findings from this study. (Contains 2 tables and 3 figures.)

This report provides descriptive national data on the prevalence and characteristics of dual credit programs at postsecondary institutions in the United States. For this survey, dual enrollment refers to high school students earning college credits for courses taken through a postsecondary institution. The National Center for Education Statistics (NCES) previously collected data on dual enrollment and dual credit for the 2002-03 academic year from postsecondary institutions and high schools (Kleiner and Lewis 2005; Waits, Setzer, and Lewis 2005). To gather current data on dual enrollment and dual credit, NCES fielded an updated survey of postsecondary institutions on dual enrollment and a complementary survey of high schools on dual credit. The study presented in this report collected information for the 2010-11 academic year from postsecondary institutions on the enrollment of high school students in college-level courses within and outside of dual enrollment programs, and dual enrollment program characteristics. NCES, part of the Institute of Education Sciences, conducted this survey in fall 2011 using the Postsecondary Education Quick Information System (PEQIS). PEQIS is a survey system designed to collect small amounts of issue-oriented data from a nationally representative sample of institutions with minimal burden on respondents and within a relatively short period of time. Because the purpose of this report is to introduce new NCES data from this survey through the presentation of tables containing descriptive information, only selected findings are presented. These findings have been chosen to demonstrate the range of information available from the PEQIS dual enrollment study rather than to discuss all of the data collected; they are not meant to emphasize any particular issue. The findings are based on self-reported data from postsecondary institutions. Appendix are: (1) Standard Error Tables; (2) Technical Notes; and (3) Questionnaire. (Contains 31 tables and 10 footnotes.)

This particularistic qualitative study examined the perceptions of 18 students' dual credit experience and the viewpoints of three administrators. While limited in scope, this study makes an important contribution to what is currently known about dual credit experiences from students that have graduated with a dual degree at the completion of high school. Primary data collection occurred through individual interviews with the students and the administrators. The qualitative analysis of the students' interview transcripts and 10 themes were identified from analysis of the administrators' interview responses. Student themes related to influence, to mal the appropriate decision to create, continue, or discontinue dual credit concerns, advice to high school students, and the top three advantages to a dual credit program. The student participants reported that, while the dual credit experience had been challenging, the program resulted in positive educational outcomes, time savings, cost savings, and access to college courses. Administrator themes related to the dual credit enrollment process, influence, the student experience, support systems, student choice, outcomes of acquiring a dual degree, impact of dual degree status on pursuit of higher education, degree completion, advice for dual credit students, and the future of dual credit programs. While the three administrative participants valued the dual credit program, each provided a unique view of the program. The findings from this study may help to improve future dual credit experiences for the students and help to create a favorable relationship between the community college and high school. Conclusions drawn from the findings were reported. Implications for policy, research, and practice were identified. Recommendations were made for further research.

Using logistic regression, this study analyzed 14 academic, socio-economic, and demographic factors to identify characteristics of Missouri public high schools that predict participation in dual credit partnership programs with Missouri colleges and universities. The study identified a predictive relationship between these variables and the presence of dual credit partnership programs. The study also yielded a simplified regression model consisting of the following 5 factors: teacher education, free and reduced lunch participation of the school's students, school district revenue per pupil, school size, and the school's student-teacher ratio. For the purposes of this study, dual credit programs were defined as that form of high school-college concurrent enrollment which provides courses in high schools to high school students by regular high school faculty for both secondary and college-level credit.

### Dual Enrollment's Impact on College Enrollment

College Readiness and Dual Credit Participation of Alternative High School Students

2010-11. First Look. NCES 2013-002

Exploring Dual Credit Data Alignment, Student Populations, and Coursework Patterns in Texas Using a P-16 Framework

College Credit in High School

Dual Enrollment

*Dual credit continues to expand in approach, including a single course, multiple courses, up to associate degree offerings embedded in high schools, career technical education (CTE) programs, and located in a range of secondary and postsecondary locations. As of the 2010-2011 school year, 82% of all public secondary schools had students enrolled in dual credit courses (U. S. Department of Education, 2013). In the 2016-2017 school year, 73% of CTE courses of study included both high school and postsecondary credit (U.S. Department of Education, 2018). Existing dual credit research focuses heavily on academic impact, college credit, and continuation, along with the completion rates. CTE, under the Carl D. Perkins Career and Technical Education Act of 2006, is required to prepare students for both college and career. The current study adds to the limited body of research in career technical education dual credit programs. The purpose of this quantitative study was to examine data connected to the possible impact of dual credit on the academic self-concept of career technical education students in the state of Vermont. The research used a survey to collect data from 11th- and 12th-grade students enrolled in dual credit CTE programs in six CTE centers across the state of Vermont. Results showed no significant difference in academic self-concept between CTE students taking dual credit and CTE students not taking dual credit.*

*This study explores the relationship of student participation in Dual Enrollment/Dual Credit and the need of advanced training beyond secondary levels. It examines the demand and need for high school students to participate in collegiate level work while still attending high school. In addition, the study explores instructional site location and articulation of degree progression, as well as other available concurrent enrollment programs. It focuses on administrative support along with the interest of involved stakeholders. This study uses descriptive and inferential statistics for each hypothesis and research question to analyze the Dual Enrollment/Dual Credit program at Jefferson State Community College. Means, standard deviations, ANOVAs, contingency tables, and chi-squared goodness of fit test are used to measure the effects of taking courses while still attending high school Research question and null hypothesis one examination of data is to query if a difference exists in race, gender, and estimated family income based on choice of program participation. The results show that there are significant differences in the dependent variables, participation in the two programs, based on two of the independent variables race and estimated family income. Research questions and null hypotheses two and three were designed to investigate if instructor assignment bias and instructional location had a relation to grade distribution. The main purpose of this study was to statistically analyze the different groups' means. Statistically, the dependent variables, grade point averages were found to be comparable between instructional locations but not comparable as a result to instructor assignment. Research questions four and five analyze student and faculty perceptions of experiences in the Dual Enrollment/Dual Credit program over a four year period. Student's overall perceptions of their experiences in Dual Enrollment/Dual Credit for this specific study were very positive. This study shows that most inquiries have more than an eighty percent strongly agree or agree with the program design and the quality of analysis of the students' interview transcripts and 10 themes were identified from analysis of the administrators' interview responses. Student themes related to influence, to mal the appropriate decision to create, continue, or discontinue dual credit concerns, advice to high school students, and the top three advantages to a dual credit program. The student participants reported that, while the dual credit experience had been challenging, the program resulted in positive educational outcomes, time savings, cost savings, and access to college courses. Administrator themes related to the dual credit enrollment process, influence, the student experience, support systems, student choice, outcomes of acquiring a dual degree, impact of dual degree status on pursuit of higher education, degree completion, advice for dual credit students, and the future of dual credit programs. While the three administrative participants valued the dual credit program, each provided a unique view of the program. The findings from this study may help to improve future dual credit experiences for the students and help to create a favorable relationship between the community college and high school. Conclusions drawn from the findings were reported. Implications for policy, research, and practice were identified. Recommendations were made for further research.*

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An Examination of the Impact of Dual Credit on College Success and Completion in Texas

The Condition of Education 2010

Higher Education: Handbook of Theory and Research

The Impact of Dual Credit on College Access and Participation: An Ontario Case Study

Dispositions and College Readiness

Exploring Dual Credit as a College Readiness Strategy

**Dual credit, which allows students to simultaneously earn high school and college credit for the same course, is widely-implemented across the country. Dual credit is thought to promote student success in higher education. However, there is limited research on whether dual credit courses taken in high school positively influence college-level outcomes. Using Ordinary Least Squares and Logistic analysis to control for student background characteristics, this study examines the relationship between dual credit and student success in college, specifically freshman grade point average and college graduation. The study examines an existing dataset from the Texas Higher Education Coordinating Board that includes approximately 35,870 students. Results suggest that dual credit positively influences college outcomes. The purpose of the study is to better understand the extent to which dual credit contributes to increased access and participation in college. As an initiative to facilitate the transition from high school to college for many students, dual credit has grown in scale and popularity in Ontario in recent years. By giving participating students credit towards both secondary school and college, dual credit is seen as a particularly effective mechanism in assisting disengaged students and groups under-represented in postsecondary education achieve success in high school and college. Still at an early stage of implementation in Ontario, little formal research has been conducted to explore the elements contributing to the program's success and the benefits and outcomes for participants. Results of the study revealed that dual credit was deemed to be a success by students, parents and staff involved in the program. The program delivery methods were found to be successful in increasing student achievement and creating a greater sense of ownership and responsibility for college participation. Dual credit participants were found to be primarily middle achievers academically, tended to perform better in dual credit courses than in high school, and obtained slightly higher grades than college peers in the same courses. Given the program delivery methods studied, it is concluded that middle achievers were likely to benefit most. The study also concluded that student characteristics including pre-existing confidence and motivation should be considered an important element of success along with program elements and institutional factors. As an innovative program demonstrating positive results, more research should be done to assist in developing dual credit further. Through the use of mixed methods of research, the study explores from a case study perspective the experience of dual credit at a single Ontario college in collaboration with its local partner school boards. Research methods include examination of student grades, policy and program documentation; student and parent surveys; and interviews with staff involved in planning and delivery. The analysis is informed by conceptual frameworks of student change allowing for consideration of a broad range of variables.**

**This multi-faceted study of dual credit programs in Texas was motivated by perceived discrepancies in dual credit data reporting and a lack of comprehensive, statewide information about dual credit student populations and coursework patterns. Using a P-16 framework, the author explored alignment issues that influence the delivery of dual credit programs and the tracking of dual credit participants in Texas. A review of dual credit partnership agreements between high schools and colleges, an analysis of dual credit course crosswalks, interviews with secondary and postsecondary dual credit coordinators, and a cross-agency analysis of state-level dual credit data provided insight into data and program alignment concerns. This research efforts informed the construction of a database of 2004-2007 Texas public high school graduates who took dual credit courses while in high school. Demographic and academic analyses of the cohort and cohort subgroups (two ANOVAs were used to explore differences in the number of dual credit courses students took and freshman college GPA) by several demographic and outcome variables. Study results showed regional differences in dual credit coursework patterns and differences in student populations who took academic dual credit courses, non-academic dual credit courses, and both types of courses. Longitudinal data revealed differences in dual credit coursework patterns over time, including growth in the number of economically disadvantaged and underrepresented minority students who took advantage of dual credit opportunities. Study findings emphasized the value of improving dual credit data reporting and course alignment practices. Important state-level goals were identified as ensuring that students have access to rigorous, quality programs; that educators and policy-makers have access to accurate data; and that dual credit partnerships maintain the flexibility to innovate and respond to student needs while preserving program quality and equity.**

**States and school districts are searching for strategies to raise the college and career readiness of high school graduates--imperative in an era when postsecondary credentials are the key to good jobs, better pay, and stronger economies. The creation and implementation of higher graduation standards aligned to college and career expectations is the most visible and emblematic effort by states to ensure students are prepared to succeed after high school, but it is far from the only one. A policy strategy of increasing interest is the practice of providing students with the opportunity to take college courses while in high school, known as dual enrollment. The premise of dual enrollment is that high school students can enhance their chances for college success if they better understand what it takes to succeed in college; they do this by actually experiencing real college coursework, often earning "dual credit" for both high school and college. New research, conducted in Texas by Jobs for the Future (JFF), points to the effectiveness of dual enrollment as a strategy for improving postsecondary success. This study focused on the academic outcomes of 32,908 Texas students from the high school graduating class of 2004. Like some of these studies, the authors' research used rigorous quasi-experimental methods to control for factors other than dual enrollment that may have affected the results. This study compared dual enrollment students to a randomized sample of non-dual enrollment students who were otherwise closely matched academically and socially. JFF's methodological approach, known as a propensity score matching model, enabled the authors to account for student background characteristics to the highest degree possible short of a randomized study. This greatly increases the certainty that the better college outcomes found for dual enrollment participants are due to the effects of the dual enrollment courses they completed. Appendix are: (1) Propensity Score Model; (2) Cohort, Treatment, and Control Groups by Region; (3) Educational Attainment of Treatment and Control Groups; (4) Test Scores by Treatment and Control Groups; (5) Odds Ratios for College Access Model; (6) Odds Ratios for College Completion Model; and (7) Dual-Credit Study Methodology. (Contains 2 figures, 7 tables, and 15 endnotes.)**

**Analysis and Interpretation of Literature**  
Academic Self-concept of Dual Credit Secondary Career Technical Education Students  
A Report to the 80th Legislature  
A Study on Student Attitudes Toward Writing  
Exploring College Readiness  
Dual Credit and Dual Enrollment

This study provides data from an existing review of secondary data and a survey of dual enrollment managers on the topic of Mississippi community and junior colleges' dual enrollment collaborations with secondary schools and parents of home-schooled students. Dual enrollment, also known as dual credit, concurrent enrollment, and credit based transition, refers to the participation in college-level courses and the earning of college credits by high school students. Dual enrollment has been described as providing benefits such as increasing access to postsecondary education, increasing the rigor of the high school curriculum, savings in time and expenses toward earning a college degree, promoting more efficient use of states' educational resources, and enhancing students' admission to college and subsequent retention and success in college. The Mississippi Education Reform Act (2006) offered secondary schools and community and junior colleges more autonomy to establish exemplary dual enrollment programs through forged local collaborations. The collaborations may serve to increase high school retention and completion and postsecondary enrollment, retention, and completion. The primary intention of this mixed methods research is descriptive. Through the extant review of the literature the researcher examined the availability and the content of state dual enrollment policies and what experts in the field consider to be necessary inclusions. The researcher divided the study into two parts. Part I of the research involved a secondary analysis of existing State Board for Community and Junior College (SBCJC) Primary Enrollment data for Academic Years 2006, 2007, and 2008, to describe the extent of dual enrollment participation in Mississippi's 15 CJC's. Part II involved survey research to ascertain the extent of Mississippi community and junior colleges' dual enrollment collaboration practices with high schools and parents of home schooled students that bridged the gap between secondary and postsecondary education, and dual enrollment managers' perceptions regarding Mississippi CJC's dual enrollment collaboration goals, benefits, and targets. There was no need for a random sample because the entire population was the focus of the survey. The population was the dual enrollment managers of Mississippi's 15 community and junior colleges identified by each college's Chief Academic Officer.

**Dual credit is a rapidly-expanding coursework option for high school students that provides a means to early college credit and is also touted as a strategy to increase postsecondary readiness. However, existing studies that tie dual credit to college preparation rely upon indicators such as enrollment, achievement, and completion of degrees; they stop short of a full evaluation of readiness by not including the variety of competencies that are necessary for college success. This dissertation presents three studies that seek to explore links between dual credit participation and an established framework for college readiness. The first is a quantitative analysis of grades in college courses after prerequisites were obtained through dual credit or other methods. The second is a qualitative examination of the lived experience of dual credit instructors who work within the high school campus. The final article is a mixed methods case study that explores an innovative dual credit program designed to facilitate an associate degree while students attend a comprehensive high school. Through the three studies, 1) the dual credit participation to numerous college readiness proficiencies, and 1 discuss possible areas of improvement for the consideration of practitioners and areas suggestions for the future work of researchers.**

**Dual credit student numbers have been growing at an exceeding rate. From 2000 to 2017, students enrolled in dual credit has jumped 753% (Texas Higher Education Board, 2018). As more students continue to enroll in dual credit courses and states develop initiatives that encourage dual credit enrollment, the challenge of identifying how many dual credit hours should be taken to ensure student success becomes ever more present. This study determined influential factors of student academic success as well as the relationship between dual credit and first-year GPA. Student records and information utilized in this study were collected through institutional data at West Texas A&M University. Factors of dual credit participation include minimized long-term costs of higher education, faster completion rates, and exposure to college courses. The enrollment of dual credit is beneficial academically to students as long as there is not an excessive amount of hours taken. Varying factors have an impact on retention rates with dual credit as a factor of first-year retention for students at West Texas A&M University. Implications from this study suggest students who enroll in dual credit between 20 and 35 credit hours may have a higher first-year GPA their first year of college. Retention between retention and dual credit hours is present in students taking 19 or more dual credit hours.**

**Dual credit programs have been growing in popularity in the United States since 2002-2003. As this popularity has grown, so have concerns regarding academic rigor, course quality, parity with college courses, and effects on higher education. Determining actual dual credit course equivalent in higher education has also been problematic for many universities. To best address this problem, the University of Idaho College of Agricultural and Life Sciences (ICALS) partnered with the Idaho Vocational Agriculture Teachers' Association and Idaho Division of Professional Technical Education to design a dual credit program based on nationally identified strengths of quality programs. The creation process embraced Constructivist Leadership practices with the goal of maintaining quality instruction and rigorous content throughout the program. Courses were also aligned with state and national pathways, or a specific sequence from secondary to post secondary education, to clarify college course equivalency. Seven courses were developed and offered during the 2008-2009 school year and 156 students earned 307 credits. This quantitative study was designed to identify high school student dual credit course participants' perceptions, influencers, and preferences regarding: a) factors and individuals that affected their decision to take dual credit courses, b) which higher education institution they planned to attend, before and after the program, c) which academic college and major they planned to seek, and d) what information and individuals influenced enrollment decisions. The study results provided insights into dual credit programs and the relationship to: a) student gender, b) the size of the students' high school, and c) whether the dual credit courses increased the probability of the student enrolling in the providing higher education institution. Findings of the study included: a) the secondary instructor had the greatest impact on student participation in the dual credit program, and b) gender and school size of the participant had little relationship to participation or perception of the program. Recommendations for further research included: a) annual replication of this study, b) study of the economic impact of dual credit programs on post secondary institutions, and c) impact of distance education technology on dual credit programs.**

**A Comparative Study on Dual Credit and Community College Students Enrolled in College Algebra**  
2010-11. First Look. NCES 2013-001

**Dual Enrollment Programs and Courses for High School Students at Postsecondary Institutions**  
Perceived Factors Influencing High School Student Participation in an Integrated Statewide Dual Credit Program  
The College Outcomes of Dual Enrollment in Texas  
The Effect of Dual Enrollment on Community College Persistence and Achievement

**Dual credit programs allow high school students to enroll in postsecondary institutions while still in high school, earning concurrent high school and college credit. Because dual credit programs can serve a variety of purposes (financial, educational, and systemic), they have gained prominence in education reform initiatives. My study evaluated one school-based dual credit program partnered through a Midwestern community college. Two research questions guided the study: 1) Are high school students who earn early college credit more likely than traditionally-enrolled students to complete college degrees? 2) Does this form of dual credit program yield accelerated educational progress for students? I used a longitudinal time design (1993-2001) to follow the college careers of 568 students from the time they initially enrolled in school-based dual credit programs to their completion of college programs at the community college. I compared their achievement to that of 1,007 students who entered the college as traditionally-enrolled students. Using Ordinary Least Squares and Logistic Regression analyses of institutional data, I found 1) no difference in the likelihood of completion between dual credit and regular students; 2) the "jump start" function of dual credits programs varies by award type, accelerating completion for diploma students but having no significant effect for degree-seekers. Variables besides dual credit enrollment that contributed to completion and acceleration included educational goals, major area of study, and accumulative credit requirements.**

**Variables having no significant net effects include socioeconomic status and academic preparation. The purpose of this study was to explore the extent to which alternative schools add value to the college readiness of their students, as well as to measure the capacity of alternative school students to successfully complete dual credit courses while enrolled at the alternative school. This mixed methods study utilized an exploratory approach with a descriptive research design to explore the extent to which alternative schools produce college-ready students. The Texas Success Initiative Assessment was used to measure participants' academic readiness levels in mathematics, reading, and writing. Additionally, participants had an opportunity to provide their own perspectives on their college readiness levels through a student survey and semi-structured face-to-face interview. The results of this study reveal that the college readiness levels of alternative high school students varied across academic areas. Of the tested participants, 41.1% were college ready in reading, 52.1% in writing, and 16.7% in mathematics. Additionally, the findings reveal that dual credit course participation was not a viable option because of course prerequisites and the amount of time needed to complete dual credit courses. Results of this study expand on the literature to provide a better understanding of the effectiveness of alternative school programs, the college readiness levels of alternative high school students, and the capacity of alternative high school students to successfully complete college coursework while in high school.**

**"This study focused on three major areas of influence on students' postsecondary decisions as related to the DCE initiatives: the knowledge-base of the students and their advisors, the college enrollment aspirations for the students, and the students' college planning practices. The research investigated whether these elements are being addressed by the DCE initiatives and the level of effectiveness of any efforts to address these major areas of influence on students' postsecondary decisions. The study was a three-phase, mixed methods study using participant data from students from nine North Carolina community colleges. The first phase involved a student database search; the second phase involved a combined student interview, which represented the first data collection methodology used in the study, and the third phase was the administration of an individual student questionnaire. The research revealed that there are several major influences on the students' decisions regarding enrolling in DCE courses. The primary influence was the students' parents. Other helpful and influential sources of information in the students' DCE enrollment decisions were student advisors such as teachers. Students' decisions regarding DCE participation also were influenced by knowledge of tuition-waived college credit, transferability of college courses, getting an early start on college courses, and a quicker pathway to career goals. A majority of the respondents felt that their pre-DCE level of understanding of how they could apply their DCE experience to achieve their college goals was very high. Only half of the respondents reported knowing where they wanted to go to college or what they wanted to study once they graduated from high school before they started taking DCE courses, and a majority of the respondents did not start planning for college until their sophomore or junior year of high school. A majority of the respondents were already taking DCE courses when they developed their college goals. The data suggest that the students' college goals actually evolved throughout their DCE experience via their participation in the DCE program."--Abstract from author supplied**

**This research addresses the problem of productivity in the P-16 system of education, emphasizing the repetition of the senior year of high school with the first year of postsecondary education. This study analyzes this integration through dual credit courses in the context of both P-12 and higher education reform in Kentucky. An analysis of these factors is critical in light of the deregulation of dual credit in Kentucky since 2000 and the increased enrollment of high school students in college courses both nationally and in Kentucky. Dual credit courses in Kentucky community and technical colleges are evaluated based on the learning productivity in transition from secondary to postsecondary education for students according to their gender, race, residence, socio-economic status, high school performance, and a student preparation for college. The design incorporates methods prevalent from the literature in research conducted on dual credit programs. Student performance in dual credit courses is the criterion variable, while high school performance and preparation for college are the primary predictor variables. Gender, race, residence, and socio-economic status are examined as demographic variables. The population for this research includes high school students taking dual credit courses in Kentucky community colleges and technical colleges. The sample extracted from the Kentucky Community and Technical College System database consists of high school students admitted with ACT placement scores in English and mathematics to Kentucky community and technical colleges in the Fall 2000, Spring 2001, Fall 2001, and Spring 2002 semesters (N = 3,822). Chi-square was used to evaluate the change in student participation in dual credit courses by demographic variable. Multivariate multiple regression was used to predict the factors that influence performance in dual credit programs. The results indicated no significant changes in the proportion of students from each demographic variable taking dual credit courses, despite a significant increase in the overall numbers of students taking these courses from Fall 2000 to Fall 2001. The results of the regression analysis indicated that demographic variables such as gender, race, residence, and socio-economic status significantly predict, both at the multivariate and univariate level, student achievement in dual credit courses. The demographic variables of gender and residence were the most consistent predictors of the criterion variables, however, high school preparation, as measured by the ACT English subscale was the strongest predictor of student performance in dual credit courses.**

Dual Credit and Exam-Based Courses in U.S. Public High Schools

AN ASSESSMENT OF THE DUAL ENROLLMENT/DUAL CREDIT PROGRAM AT JEFFERSON STATE COMMUNITY COLLEGE IN BIRMINGHAM, ALABAMA.

Study on Dual Credit Programs in Texas

Dual Credit Programs and Their Impacts on Students and Community Colleges in the State of Washington

The Role of Dual Credit and SES on College Persistence and Student Success

May 2010

Dual-credit has become a prominent topic in education as states look for additional opportunities to prepare students to succeed in college. Research has shown that students who earn college credit in high school are more likely to enroll in college. In Washington, there is currently a policy in place to increase enrollment in dual-credit courses. In addition, the Every Student Succeeds Act (ESSA) has given states more flexibility in how they are held accountable and Washington is one of the states that adopted dual-credit participation as an accountability measure. This study is informed by the results of a previous pilot study and includes all six dual-credit programs offered in Washington state. The six programs are AP, Cambridge, College in the High School, IB, Running Start, and Tech Prep. Data for this project takes the form of an ethnographic approach to explore the impact of dual credit on students' college-going. Results indicate that enrolling for and earning dual credit significantly increase the odds of going on to college (page 2).

**The purpose of this quantitative research study was to explore dual enrollment at a college and readiness strategy and the effects of dual enrollment programs on persistence and achievement within a post-secondary institution. This study examined documented institutional data of former dual enrollment students and their direct entry peers who were 1st-time college students at a community college in South Mississippi. Community colleges in Mississippi have maintained dual enrollment programs for over a decade, but few empirical-based research studies have been conducted to determine whether or not student achievement and persistence rates differed for students with prior dual enrollment experience. Therefore, more empirically based research is needed to determine whether research findings are generalizable. Further research will contribute to the body of literature regarding the impact and effectiveness of dual enrollment and how it relates to college persistence. The sample included all students who graduated from local service area high schools in the spring of 2012 and matriculated to the community college in the fall of 2012. The study analyzed measures of achievement and indicators of persistence for all students over 2 academic years. The study used an independent sample t-test to compare whether prior dual enrollment students had different rates of persistence and achievement than direct entry students. A factorial analysis of variance was used to test for significance among independent variables of enrollment type with the dependent variables of persistence and achievement among categorical variables of race to determine if there was a difference in proportion of students in dual enrollment versus direct entry. Persistence is defined as the continuous full-time enrollment from the first year to the second year. Achievement was measured using ACT scores and grade point average (GPA). Findings revealed that no significant difference existed in measures of persistence between students with prior dual credit and direct entry students. Significant differences existed in measures of achievement by students with prior dual credit and by direct entry students in two areas: Act scores and cumulative GPA. Other findings indicated differences did not exist for persistence by enrollment type and race or for achievement by enrollment type and race.**

**This study, with funding from the Jennings Foundation, sought to answer the following broad research question: Do facilitated online dual credit courses result in deep learning? The answer to this question is key to addressing barriers many students face in bridging from high school to college. This report includes a descriptive case study that included surveys, interviews, and focus groups of students taking online dual enrollment courses in Stark County, Ohio. High school facilitating teachers and college faculty teaching the online dual enrollment courses were also surveyed and interviewed. The results reached were that online dual credit courses provide an opportunity for first generation and other underserved students who meet the academic requirements to earn college credit in high school, reduce the costs of higher education, and demonstrate to themselves that they have the capacity to pursue college pathways. Also included in the study are recommendations and footnotes.**

Research Study of Texas Dual Credit Programs and Courses

Finding a Balance

Options, Participation, and Outcomes for Oregon Students

A Comparison of Learning in Dual Credit Introductory College Physics

College Level Examination Programme

Dual Enrollment and Dual Credit as Predictors of Community College Graduation, Grade Point Average, and Credit Hour Accumulation

**The purpose of this study is to ascertain students' perspectives on dual enrollment and dual credit in a south Mississippi community college. The problem is the need to understand the perceptions of students regarding dual enrollment and dual credit to help foster better policies surrounding the program, help increase positive student outcomes, and overall dual credit to better suit the growing need and demand for a college degree. Dual enrollment and dual credit have become prominent in the U.S. Many studies have shown to have positive outcomes including increased high school completion rates, improved college persistence, and higher degree completion. The research was conducted using a questionnaire by the National Alliance of Concurrent Enrollment Partnership (NACEP) that surveyed community college students at a south Mississippi community college to determine their perspectives of dual enrollment and dual credit. All participants were over the age of 18. Only those students who were dually enrolled or took dual credit classes in high school were allowed to participate in this study. The descriptive research study was used to obtain information that describes existing opportunities by asking past dual enrollment and dual credit students about their perspectives, attitudes, and beliefs about college preparedness and dual enrollment and dual credit. This study is constructed to give a detailed analysis of self-reported data by an elite group of individuals (dual enrollment and dual credit participants) at a specific time. The participants were asked a series of questions using a questionnaire to collect data about their dual enrollment and dual credit experience. Students in the study felt that dual credit and dual enrollment and dual credit was good, and they would recommend it to other students. These perceptions were especially true for those students with lower high school GPAs and in families where the mother had less education.**

**Published annually since 1985, the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities. Each chapter provides a comprehensive review of research findings on a selected topic, critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic. The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community. Each annual volume contains chapters on such diverse topics as research on college students and faculty, organization and administration, curriculum and instruction, policy, diversity issues, economics and finance, history and philosophy, community colleges, advances in research methodology and more. The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world.**

**The focus of this study is to investigate the effects of enrolling for and earning dual credit on college-going behavior of Nebraska public high school students. Dual enrollment or being enrolled for dual credit is defined as the state when a student is enrolled in a course eligible for earning both high school and post-secondary credit, but may or may not necessarily earn it. Dual credit i.e. earning dual credit, on the other hand, is when a student is enrolled in a course eligible for earning both high school and post-secondary credit and earns it. This study utilizes statistical techniques such as propensity score matching and logistic regression to investigate the impact of dual enrollment and earning dual credit on college-going. Results indicate that enrolling for and earning dual credit significantly increase the odds of going on to college (page 2).**

**In response to the rising cost of higher education, as well as the average time of six years to obtain a 4-year bachelor's degree, lawmakers, educators, and students have turned to credit-based collegiate programs as a potential solution. Dual credit is the most popular means to accumulate college credits at a lower cost. The body of research is limited concerning the impact that dual credit hours have for students once they leave the high school environment and enroll at 4-year universities. Specifically, there is limited data on the articulation of dual credit to student degree plans at the postsecondary level. In this study,**

the articulation patterns of dual credit courses to student degree plans in a public Texas institution of higher education were examined. The majority (91.94%) of dual credit courses counted towards student degree credit. Sixty-one of the 757 dual credit courses examined for this study were not articulated for student degree credit. Dual credit courses designated as core were more likely to articulate for student degree credit than dual credit courses that were designated as non-core. This study found that the lack of consistent General Education Core requirements between the Texas Higher Education Coordinating Board, the differences in the requirements of the institutions providing the dual credit programs, and the differences in the requirements of the institutions of higher education granting bachelor's degree resulted in core dual credit courses that were not articulated for student degree credit.

A Study of Influences on Students' Postsecondary Decisions

Earning College Credits in High School

An Analysis of Dual Credit Articulation to Degree Plans in a Texas Public Institution of Higher Education

A Study of Mississippi Community and Junior College Dual Enrollment Collaboration Practices with Secondary Schools and Parents of Home-schooled Students

Dual Credit Programs in Missouri

Influence of Agricultural Dual Credit on Student College Readiness Self-Efficacy

This updated guide is perfect for self-study with 3 full-length practice exams, 3 free-response practice exams, detailed answers to all questions, test-taking strategies, powerhouse drills and study schedule. Exams cover prose, poetry, drama and theater, reading and comprehension, and identifying literary devices. Also features REA's popular software, TESTware, with full-length, timed, computerized practice exams and automatic.

Partnerships between secondary and post-secondary institutions that allow high school students to earn college credit have become an important aspect of the American education system. These dual credit programs may help reduce the cost of college and the time it takes to complete a college degree. In the state of Washington, the enactment of ESSHB 1546 solidified dual credit programs as a legitimate piece of the state's education system. Policymakers advocate for dual credit programs as a means of introducing historically non-dominant populations to college (Taylor, 2015; Tobolowsky, 2016). For many post-secondary institutions, especially community colleges, this is enough reason to establish and offer dual credit programs. From a student success perspective, there are few demographic comparisons on who is utilizing these programs. From an institutional success perspective, there is limited information about whether students are using these programs as a stepping-stone to a 4-year university without completing a degree at the community college. This study is a quantitative evaluation of the impacts of dual credit programs on Washington community colleges and its students. The purpose is to assess relationships that may exist between dual credit programs and community college completion rates. The findings suggest that overall, dual credit programs have positive outcomes for both students and institutions. However, outcomes are not equitable among different demographics. These findings may lead to the consideration of additional or revised questions and further research, which may examine if anything were missing from current legislation.

Texas' 2006 House Bill 1, which required all high schools in Texas to provide students with the opportunity to earn a minimum of 12 hours of college credit prior to their graduation beginning the fall of 2008, changed the high school experience. The goal of the bill was to smooth the transition from high school to higher education. By looking at data from before, during, and after the implementation of House Bill 1, the results of this study shed light on the success or failure of Texas' 2006 House Bill 1 regarding college persistence and student success. The study used admission data from three academic years: 2007, 2008, and 2009, from a research university in Texas. This study utilized logistic regression, and multiple regression to see how much the independent variables: dual credit, poverty, gender, ethnicity, SAT scores, class rank, and high school location contributed to the dependent variables: first to second year persistence and last term freshman GPA. The study also used measures of correlation and association to determine the strength of that association between the independent and dependent variables. The Chi-square test of independence was used to examine if a student's high school location was independent from the amount of dual credit the student obtained. This study used Pierre Bourdieu's theory of cultural capital for the overarching theoretical framework. In light of this, this study looked at agency factors (dual credit, SAT scores, and class rank) as well as background factors (poverty, gender, ethnicity, and high school location) in predicting student success at college. The research discovered persistence and last term freshman GPA can be predicted from both background factors and agency factors, some factors having a stronger association than others with the dependent variables.

"Dual credit courses have been offered for over fifty years and have helped students save time and money during their college education. However, little has been done to study the quality of the dual credit courses themselves. The literature is unclear about whether students in dual credit programs learn the same material as the students enrolled in the same course at the university level. The purpose of my study was to determine whether students in a concurrent enrollment introductory physics course achieve the same knowledge growth as university students enrolled in the same physics course. I used the Force Concept Inventory (FCI) as a measure of students' knowledge. The FCI was given as both a pre-instruction and post-instruction assessment to both the high school and university students and I used a 2 x 2 analysis of variance to compare the two groups at the two different times. I found that both the high school group and the university group showed significant growth from pre- to post-instruction. I also found that the high school group scored significantly higher than the university group on both the pre-instruction and post-instruction FCI and the high school students showed marginally greater growth. Any conclusions drawn from my study should be tempered with the understanding that the FCI only addresses a portion of the curriculum covered in each course, the sample size was small, including only one high school and one university class, and there was no consideration for long term retention of knowledge. However, my conclusion is that dual credit courses may offer students the same knowledge as regular university courses."--Boise State University ScholarWorks.

Does Location Affect Achievement?

An Assessment of the Dual Enrollment/Dual Credit Program at Jefferson State Community College in Birmingham, Alabama

Student Perceptions of Dual Enrollment and Dual Credit in a Mississippi Community College

An Analysis of the Experiences of High School Students that Completed High School with a Dual Degree

Current Practices & Policies on Dual Credit Admissions in Illinois' 4-Year Colleges & Universities. In Brief

An Evaluation of the Impact of Dual Credit and Dual Enrollment on College-going in Nebraska