Dual Credit/ Dual Enrollment and Data Driven Policy Implementation: Reform Initiatives and Postsecondary Credential Attainment

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Tinley Park, IL
June 11th, 2012

Illinois Education Research Council
Illinois Board of Higher Education
Presentation Outline

• The Illinois Policy Context

• Illinois Dual Credit Data

• Analysis of Dual-Credit for the Class of 2003
  – Participation
  – Postsecondary enrollment
  – Time to bachelor’s degree completion (contingent upon enrolling at a four-year college)
The Policy Context
The Completion Agenda

- Is embraced by the Obama Administration, the National Governor’s Association, the Governor’s Office, Illinois P-20 Council, numerous advocacy groups and matches the goals of the Illinois Public Agenda for College and Career Success.

- US ranks 15th in degree attainment among G-20 countries for ages 25-34.

- 64-67% of jobs in Illinois will require post secondary training by 2020.

- 43% of working age adults in Illinois currently hold a post secondary credential.

- The Illinois goal is 60% of working age adults holding post-secondary credentials by 2025.

Sources: Complete College America http://www.completecollege.org/docs/Illinois.pdf /
Georgetown Center on Education and the Workforce http://cew.georgetown.edu/jobs2018/
Dual Credit Task Force

• Dual Credit Task Force 2008
  – Potential Benefits
    • Reducing college costs
    • Speeding time to degree completion
    • Improving the curriculum for high school students
    • Facilitating the transitions and connections between high school and college
    • Opportunities for improving degree attainment for underserved student populations

Task Force materials available at  http://www.ibhe.org/DualCredit/default.htm
Dual Credit Quality Act of 2009

• Emphasizes that the course is a college credit bearing course first and foremost

• Combined standards from
  – Existing ICCB administrative rules
  – National Alliance of Concurrent Enrollment Partnership Standards (NACEP)
  – Faculty
  – Students
  – Course Content
Illinois Dual Credit Data
Community College Dual Credit Enrollments

SOURCE: ICCB SU/SR Data
FY11 Community College Dual Credit Courses, by enrollment

SOURCE: ICCB SU/SR Data
Community College Dual Credit Course Pattern

Dual Credit/Enrollment
~FY 2011 Course Enrollment Patterns~

CTE 38,921 49.42%
Transfer 39,828 50.58%

SOURCE: ICCB SU/SR Data
Analysis of the Class of 2003
Illinois High School Class of 2003

• Includes 115,677 public high school students
  – Took the ACT in spring of 2002
  – Graduated high school in spring of 2003

• Does not include
  – Graduates of private high schools in Illinois
  – Students from other states who migrated to postsecondary institutions in Illinois

• Study period-fall of 2001 to spring of 2010
Methods

• **Research Question #1: Multinomial Logistic Regression**
  
  – Used with a categorical outcome (dependent).
  
  – Provides an estimate of the treatment effect (odds ratios) on each outcome category after adjusting for the other explanatory variables.
  
  – Outcome of reference was not being enrolled during the study period.

• **Research Question #2: Survival Analysis (Cox Regression)**
  
  – Traditionally used in medical and epidemiology research.
  
  – Used to explore the relationship between a set of explanatory variables and a time-based event of interest (number of semesters until bachelor’s completion).
  
  – Provides an estimate of the treatment effect (odds ratios) on survival.
Sources of Data

• **ACT**-Prairie State Achievement Examination and the Student Information

• **National Student Clearinghouse**-covers 92% of all postsecondary enrollment
  – Supplemented with information from the Illinois High School Report Card, Barron’s, IPEDS, and the Illinois Board of Higher Education
Research Questions

By income category-

1. Controlling for other factors, what effect did dual credit have on postsecondary enrollment?

2. Controlling for other factors, what effect did dual credit have on time to bachelor’s degree completion?
Illinois community colleges have traditionally played a more dominate role in dual credit.
Enrollment by the Number of Semesters of Dual Credit via Illinois Community Colleges

<table>
<thead>
<tr>
<th>Enrollment Duration</th>
<th>Four-Year Starter</th>
<th>Two-Year Starter</th>
<th>Delayed</th>
<th>Never/Not Yet Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Dual Credit</td>
<td>31.4%</td>
<td>20.6%</td>
<td>14.0%</td>
<td>34.1%</td>
</tr>
<tr>
<td>One Semester</td>
<td>33.8%</td>
<td>39.1%</td>
<td>16.8%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Two Semesters</td>
<td>40.6%</td>
<td>38.4%</td>
<td>13.0%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Three Semesters</td>
<td>43.6%</td>
<td>38.2%</td>
<td>12.3%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Four or More Semesters</td>
<td>47.3%</td>
<td>35.1%</td>
<td>11.0%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Total</td>
<td>32.1%</td>
<td>22.9%</td>
<td>14.1%</td>
<td>30.8%</td>
</tr>
</tbody>
</table>
Enrollment by the Number of Semesters of Dual Credit via Four-Year Institutions

<table>
<thead>
<tr>
<th></th>
<th>No Dual Credit</th>
<th>One or More Semesters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Starter</td>
<td>31.9%</td>
<td>76.2%</td>
<td>32.1%</td>
</tr>
<tr>
<td>Two-Year Starter</td>
<td>23.0%</td>
<td>14.2%</td>
<td>22.9%</td>
</tr>
<tr>
<td>Delayed</td>
<td>14.2%</td>
<td>8.3%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Never/Not Yet Enrolled</td>
<td>30.9%</td>
<td>10.5%</td>
<td>30.8%</td>
</tr>
</tbody>
</table>
# Predicting Enrollment Patterns*

<table>
<thead>
<tr>
<th></th>
<th>High Income Model</th>
<th>Mid-High Income Model</th>
<th>Mid-Low Income Model</th>
<th>Low Income Model</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four-Year Odds</td>
<td>Two-Year Odds</td>
<td>Four-Year Odds</td>
<td>Two-Year Odds</td>
</tr>
<tr>
<td>Semesters Dually Enrolled ICCB</td>
<td>4.124</td>
<td>5.305</td>
<td>3.349</td>
<td>4.026</td>
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<tr>
<td>Semesters Dually Enrolled 4-yr</td>
<td>9.121</td>
<td>4.187</td>
<td>10.909</td>
<td>2.422</td>
</tr>
</tbody>
</table>

*shaded cells indicate statistical significance at the p≤.001 level.
Predicting an Accelerated Time to Bachelor’s Degree Completion*

<table>
<thead>
<tr>
<th></th>
<th>High Income</th>
<th>Mid-High Income</th>
<th>Mid-Low Income</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (Male)</td>
<td>.808</td>
<td>.843</td>
<td>.831</td>
<td>.825</td>
</tr>
<tr>
<td>Race (African-American to White)</td>
<td>.840</td>
<td>.830</td>
<td>.834</td>
<td>.708</td>
</tr>
<tr>
<td>(Hispanic to White)</td>
<td>.804</td>
<td>.767</td>
<td>.828</td>
<td>.705</td>
</tr>
<tr>
<td>(Asian to White)</td>
<td>.942</td>
<td>.925</td>
<td>.941</td>
<td>1.109</td>
</tr>
</tbody>
</table>

*shaded cells indicate statistical significance at the p≤.001 level.
Policy Implications

• Dual credit has a positive impact on completion.
  – For low income students, a dual credit course was associated with a 10% greater likelihood of completing a bachelors degree.

• Four year institutions should engage in dual credit, particularly in subject areas not available at community colleges.

• Restoration of funding for dual credit is an appropriate investment towards completion goals.
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