



Community College Dual Enrollment Students Do Well in Subsequent University Courses

Fast Fact #83

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Introduction. The state of Florida offers several acceleration mechanisms that provide an opportunity for high school students to earn both high school and college credit. The two most popular are Advanced Placement (AP) and Dual Enrollment (DE). College credit is earned by successfully passing the AP exam or earning a passing grade in the Dual Enrollment course. That grade must be at least a D or a C depending upon the course taken.

Different school districts tend to encourage students to participate in different acceleration mechanisms. Because there are thousands of public school students taking advantage of the Dual Enrollment program, it is important to review some basic statistics related to student outcomes.

- The number of DE public, private, and home-schooled students served by the Florida Community College System (FCCS) has increased from 28,950 in 1998-99 to 34,574 in 2004-05 or an increase of 19%. However, there was a decline between 2003-04 and 2004-05 of 2.4%.
- Minority enrollment has increased in both numbers and percent. The number of African-Americans enrolled has risen from 2,399 in 1998-99 to 2,973 in 2004-05 or 24%. The number of Hispanics has increased from 2,077 to 3,515 or 69% during the same time.
- In 2004-05, 7,533 out of the 8,564 course enrollments for African American students earned grades of C or better for a success rate of 88%. The success for Hispanic students was 9,218 out of 10,385 or 89% and for White students was 23,029 out of 24,467 or 94%.
- In 2004-05, students earned 284,676 credit hours and 10,337 credit hour equivalents (career and technical programs) through community college dual enrollment courses¹.
- Students, including minorities, who participate in DE, enroll in postsecondary (both community colleges and State University System (SUS)) at higher rates than high school graduates as a whole².
- Among all high school students with a GPA of 3.0 or better, community college graduation rates are higher for former DE students than for other high school students who did not participate in the program³.
- The median amount of DE credit earned is 6.0 hours⁴.

¹ See OPPAGA Florida Government Accountability Report, Education: Acceleration Mechanisms posted to <http://www.oppage.state.fl.us/profiles/2028/>

² See Fast Facts #79 posted to <http://www.fldoe.org/CC/OSAS/FastFacts/FastFacts.asp>

³ See Data Trend #26 posted to http://www.fldoe.org/CC/OSAS/DataTrendsResearch/Data_Trends.asp

⁴ *Ibid.*

- The most popular DE courses in 2004-05 were Freshman Composition Skills I (ENC1101), College Algebra (MAC1105), Freshman Composition Skills II (ENC1102), Introduction to Psychology (PSY2012), Trigonometry (MAC1114), Introductory Survey to 1877 (AMH2010), Introductory Survey Since 1877 (AMH2020), and American Government I (POS2041).
- In 2004-05 less than 20% of the enrollments reported were coded as being taught by a high school instructor and 70% of the enrollments reported were coded as being taught on the community college campus.

DE students who enrolled in the SUS were tracked to determine how well they subsequently performed as a means of assessing their dual enrollment experience. The results are limited to the first year of university enrollment.

Process. The Education Data Warehouse was asked to provide data on 2003-04 high school seniors who took DE courses and who subsequently enrolled in the SUS in 2004-05 and students who did not take DE courses and subsequently enrolled in the SUS in 2004-05. Students who took Advanced Placement or International Baccalaureate courses were excluded from the data set. Data were requested on DE courses, university courses, high school GPA, university GPA, and SAT/ACT scores among other items.

Results. The mean SAT scores for these students was well above 440 on each SAT section; 440 is the SAT equivalent to a passing score on the Entry Level College Placement Test (CPT) for placement into college level coursework. It was found that students with DE experience maintained a higher SUS GPA than those who had not participated in DE (see Table 1).

Table 1
Academic Characteristics for Selected First Year SUS Students

Variable	DE Students	Non-DE Students
Mean high school GPA	3.45	3.34
Mean SUS GPA	2.83	2.71
Mean SAT math score	562	540
Mean SAT verbal score	554	529

Source: Florida Education Data Warehouse, 2003-04 high school.

DE students are seniors who took dual enrollment courses and enrolled in the SUS In 2004-05.

Non-DE students are seniors who took no dual enrollment courses and enrolled in the SUS in 2004-05.

An analysis of subsequent English and mathematics courses was the next analysis performed. For former dual enrollment students, this was limited to students who had taken ENC1101 or MAC1105 as part of their dual enrollment program. English courses analyzed included all courses that begin with ENC (except ENC1101) or LIT. Mathematics courses analyzed included all courses that begin with MAC (except MAC1105), MGF, or STA. The average course grade for both groups is displayed in Table 2. Students who had taken foundational academic courses through community college DE outperformed students who had taken the foundational course as a SUS student in all subsequent university course areas researched except for Literature.

Table 2
Course Grades for Selected English and Math Courses

Course Prefix	Former DE Students	No DE in High School
Subsequent University Courses		
ENC Courses	3.27	2.99
LIT	3.12	3.52
MAC Courses	3.03	2.57
MGF	2.91	2.41
STA	3.09	2.75

Source: Florida Education Data Warehouse, 2003-04 high school.
DE students are seniors who took dual enrollment courses and enrolled in the SUS In 2004-05.
Non-DE students are seniors who took no dual enrollment courses and enrolled in the SUS in 2004-05.

Conclusion. Based upon this analysis, students participating in the DE program are doing well in their subsequent coursework at the university and they are outperforming students who do not take DE or other acceleration courses. The program is enrolling students who are clearly capable of doing college level work and data indicate that the quality and rigor of community college dual enrollment courses more than adequately prepares students for success in subsequent college-level courses. Students should be advised of all acceleration options and encouraged to participate in the one that fits them best.

For more information on dual enrollment students in subsequent university courses, please contact Dr. Pat Windham via telephone at (850) 245-9482 or via e-mail at Pat.Windham@fldoe.org.