



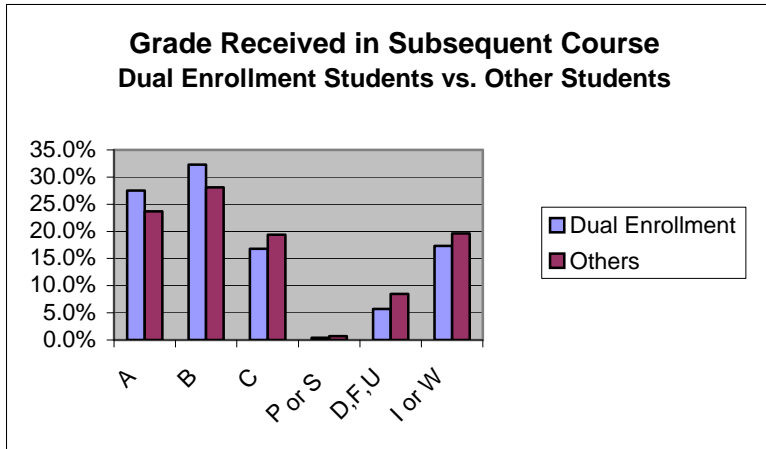
Dual Enrollment: A Program Review

Jim Horne, Commissioner

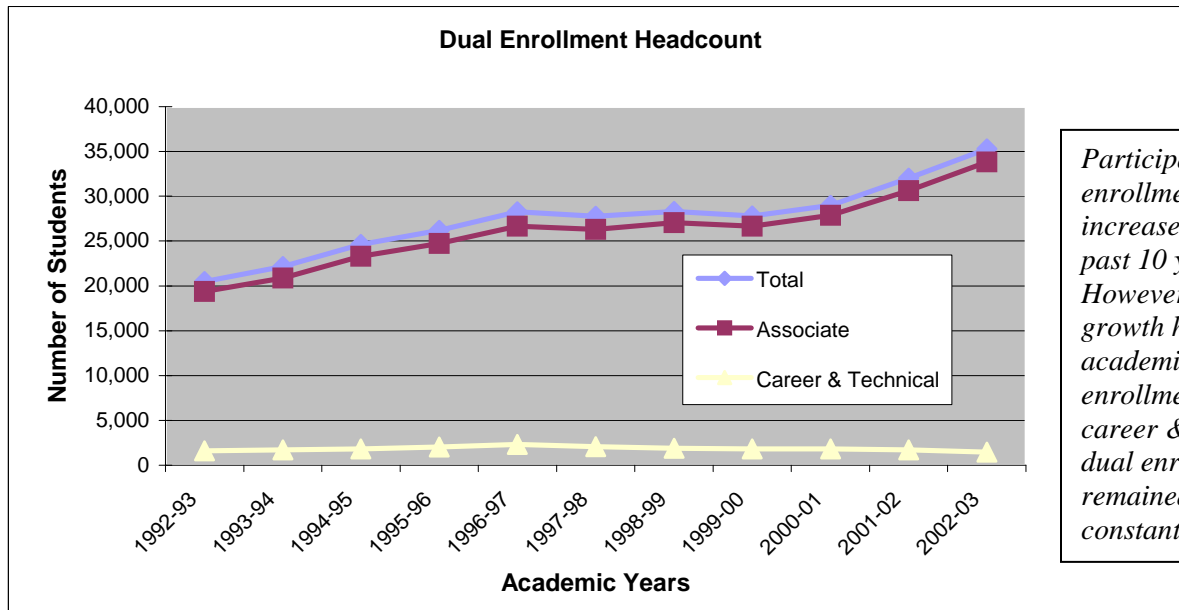
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J. David Armstrong, Jr., Chancellor

Dual Enrollment Students Continue to be Successful in College. Dual enrollment students succeed in next level (subsequent) courses at or above the level of non-dual enrollment students. In comparison with other state university students, dual enrollment students were statistically more successful in the “subsequent course.” In addition, dual enrollment students had higher postsecondary retention rates than those students who did not earn any accelerated credit.



All 28 Community Colleges Participate in Dual Enrollment. In 2002-03, over 34,000 high school students, averaging 2.9 courses per student, earned a total of 319,899 postsecondary credit hours through participation in dual enrollment programs. For the Community College System, academic dual enrollment accounted for 6,691.4 full-time equivalents (FTE), and 95 percent of FTE dual enrollment. Career and technical dual enrollment accounted for an additional 1,529.0 FTE and 5 percent of FTE dual enrollment.



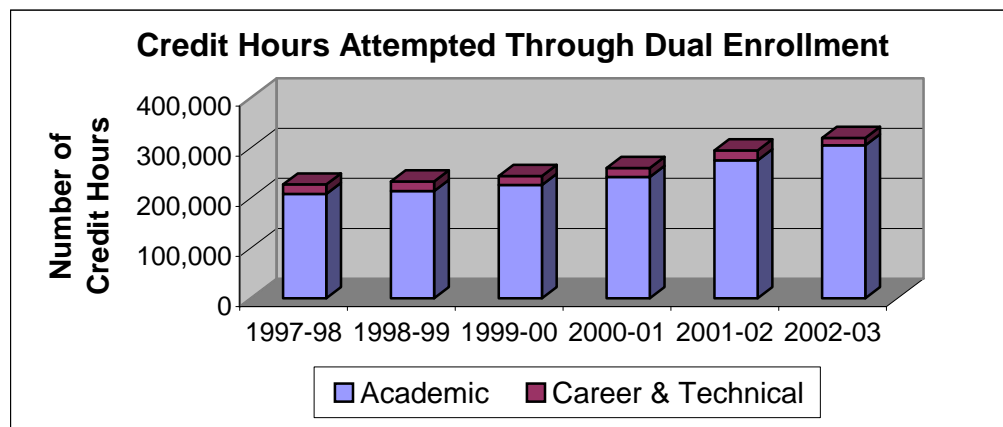
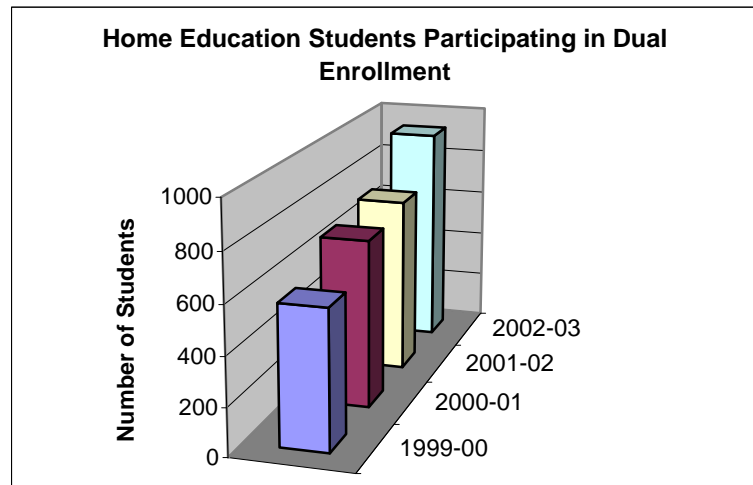
Participation in dual enrollment has increased over the past 10 years. However, all of the growth has been in academic dual enrollment, while career & technical dual enrollment has remained relatively constant.



Home Education Students are Participating in Dual Enrollment in Increasing Numbers. The available data indicates that home education students are taking advantage of dual enrollment opportunities in increasing numbers. Many home education students complete an AA degree through the dual enrollment program.

The number of postsecondary credit hours attempted by dual enrollment students has increased over time.

The number of credit hours attempted by students through dual enrollment has continued to increase over the past five years. For academic dual enrollment, the attempted number of credit hours increased from 207,813 in 1997-98 to 305,230 in 2002-03. This is a 47 percent increase in five years. Although some students enter postsecondary education with a large number of credits, or even an AA degree, the average number of dual enrollment credits attempted per student in 2002-03 was approximately 9.0 (approximately 3 courses). Eighty-one percent of the academic dual enrollment students enrolled in 6 credit hours or less and 94 percent enrolled in no more than 12 credits. Credit hours attempted through career and technical dual enrollment have remained relatively constant with students attempting an average of 14,669 total credit hour equivalents per year. Ninety-two percent of career and technical dual enrollment students enrolled in less than 16 credit hour equivalents.

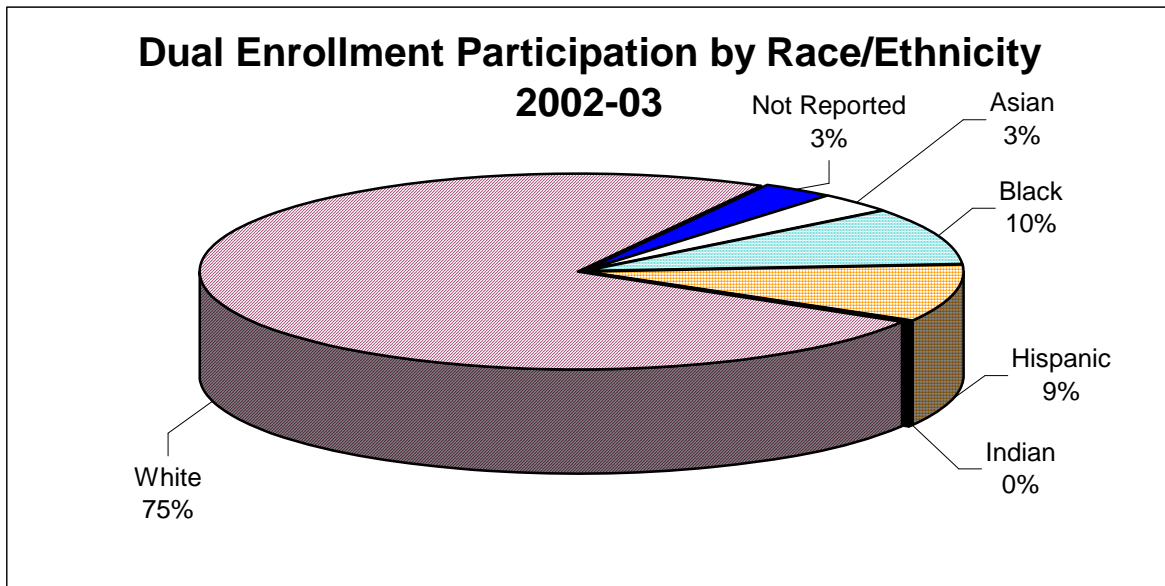


Course Equivalencies Have Enhanced Dual Enrollment Opportunities for Students. The Articulation Coordinating Committee, as required by the Legislature, identified postsecondary dual enrollment courses that satisfy high school graduation requirements. In addition, for some postsecondary courses the amount of high school credit awarded was increased from 0.5 to 1 full credit. These course equivalencies and credit amounts must be honored by school districts statewide.

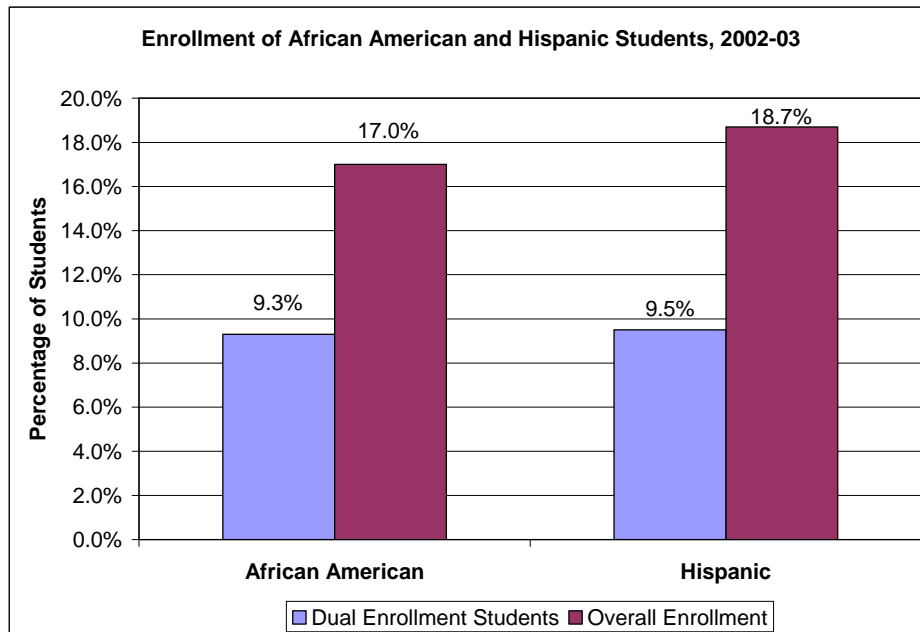
Characteristics of students participating in dual enrollment do not reflect the overall community college student population. Over 60 percent of the students participating in the dual enrollment program are

female. This male/female ratio mirrors that of the general community college student population. However, only 26 percent of dual enrollment students are minorities, which is substantially less than the proportion of minority students in the general community college student population (42%). This under-representation also holds true for students with documented disabilities. Between 1.8 and 2.0 percent of the community college student body has a documented disability. However, students with documented disabilities comprise only 0.27% of academic dual enrollment and 0.95% of career and technical dual enrollment students.

(Note: these percentages do not include dually enrolled students at career and technical centers).



As shown in the graph below, the percentage of African American and Hispanic students in community colleges who participated in the Dual Enrollment program is almost half of the overall enrollment of each ethnicity.



GPA Calculations for Dual Enrollment Differ Between K-12 and SUS. Inconsistencies exist in the manner in which dual enrollment courses are weighted for purposes of calculating Grade Point Averages. School districts are required by statute (Section 1007.261 (16), F.S.) to “weigh [sic] dual enrollment courses the same as” high school honors and/or Advanced Placement (AP) courses, but weighting policies vary across school districts. State universities have adapted a policy to weight dual enrollment courses the same as high school honors courses in the admissions process, while AP, International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses receive a higher weighting. By contrast, for purposes of GPA calculation for Bright Futures eligibility, dual enrollment, AP, IB, AICE, and high school honors courses are all weighted the same. These inconsistencies often result in confusion for both students and parents and can affect student course choices depending upon their postsecondary aspirations.

The dual enrollment program should be considered a success, but changes can be made to enhance opportunities for eligible students. Each year, the number of students participating in the dual enrollment program increases. More and more students are earning credit toward postsecondary education while still in high school. This opportunity for advanced study through dual enrollment not only gives students a head start toward completing their postsecondary education, but also provides them with a solid foundation for success in college. Given the benefits of the dual enrollment program, efforts should continue to be made to reduce barriers to student participation. Many of these important issues related to dual enrollment were addressed as part of the study on acceleration mechanisms that was being conducted by the Articulating Coordinating Committee on behalf of the State Board of Education. This study was submitted to the Legislature and the Governor’s Office on December 31, 2003.

Relevant Legislation

- ◆ House Bill 1739 – passed during the 2003 Legislative Session
- ◆ District Interinstitutional Articulation Agreements – Section 1007.235, Florida Statutes
- ◆ Dual Enrollment Programs - Section 1007.271, Florida Statutes
- ◆ Joint dual enrollment and advanced placement instruction – Section 1007.272, Florida Statutes

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

Office of the Chancellor
Florida Community Colleges and Workforce Education
Florida Department of Education
325 W. Gaines Street, Room 1314
Tallahassee, Florida 32399-0400
(850) 245-0407
www.flboe.org/cc