



Dual Credit & Student Success:
The Effect of High School Dual Credit on Educational
Outcomes at Kentucky Public Universities

August 2020

Prepared by the Kentucky Council on Postsecondary Education

Kentucky Council on Postsecondary Education Data Webinar

The Rapid Rise of Dual Credit: Understanding the Positive Impact on Grades and College Persistence

To explore our data materials,
visit cpe.ky.gov.



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Today's focus: Student outcomes at Kentucky public 4-year universities.

Upcoming CPE studies:

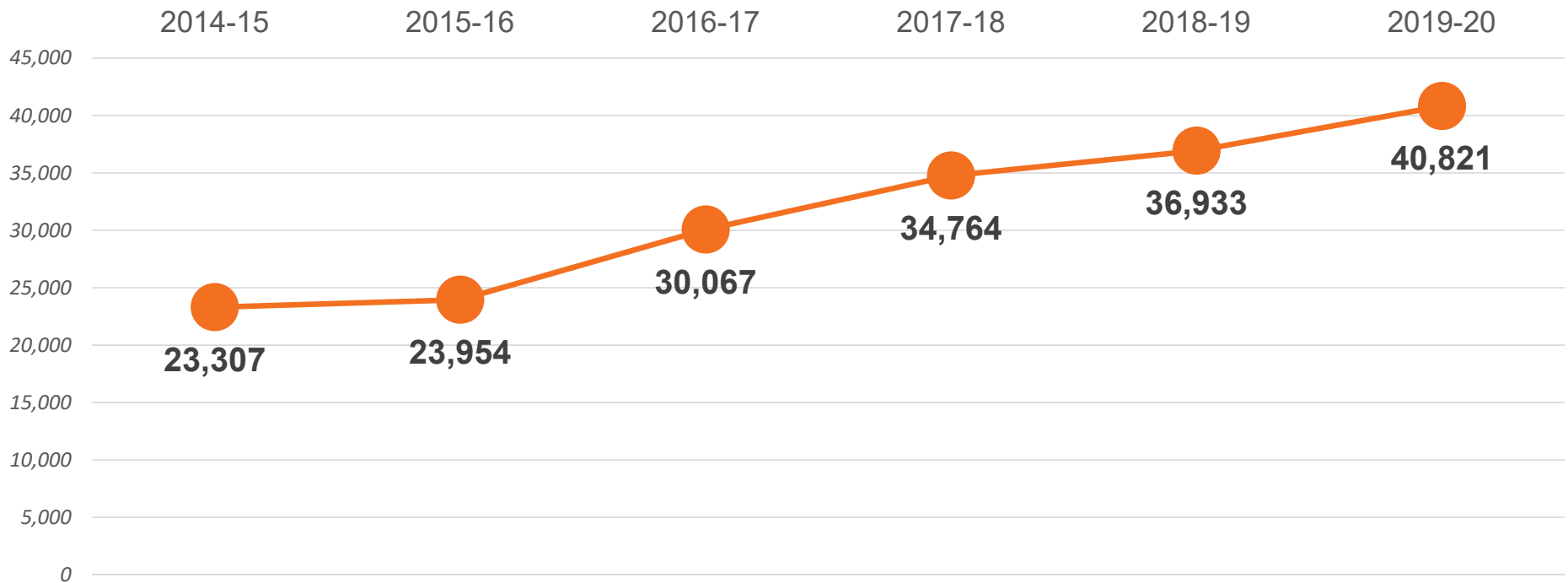
- Two-year community and technical colleges
- All high school graduates, assessing postsecondary outcomes based on coursework pathways during high school years.

Our panelists

- **Amanda Ellis,**
CPE Associate Vice President for P-20 Policy and Programs
- **Lexy Riddle,**
Murray State University Student and Dual Credit Participant
- **John Darnell,**
Bellevue Middle/High School Principal
- **Brittney Sholar,**
WKU Interim Dual Credit Program Manager

Overall growth of dual credit enrollment

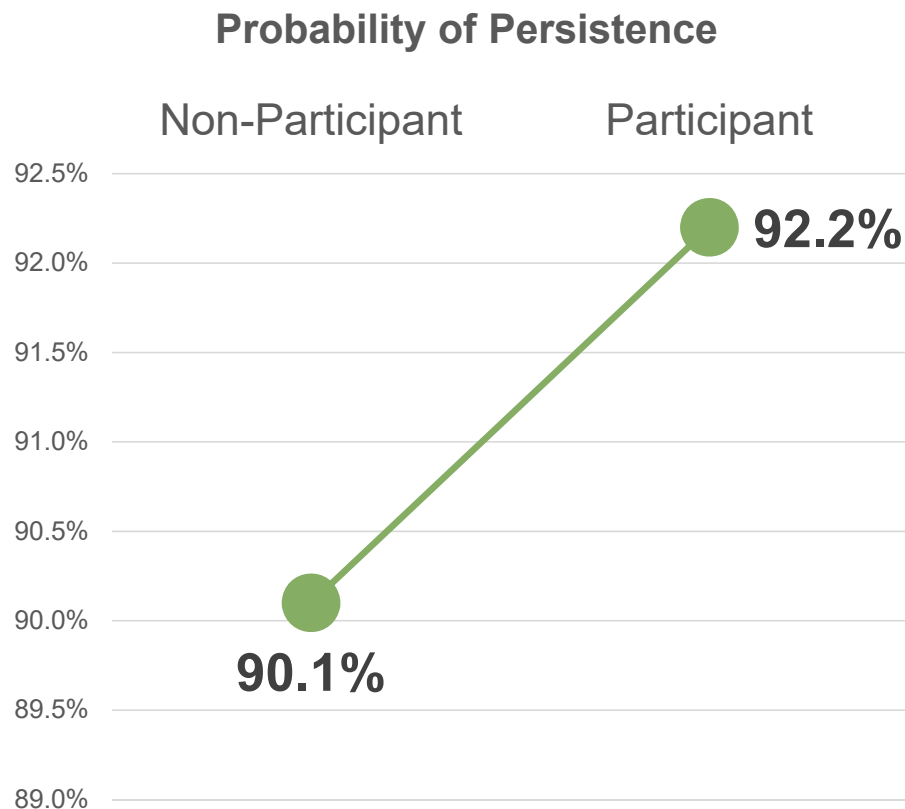
Kentucky Public Four-Year, AIKCU and KCTCS Institutions



Dual credit participant characteristics

- More likely to be female and white or Asian.
- Less likely to be part of an underrepresented minority (URM) group.
- Slightly more likely to be from low-income families (but less likely if both low-income and minority).
- Starting in 2016, the percentage of Kentucky college students with dual credit is higher than the percentage without, possibly due to CPE's dual credit policy and Kentucky's dual credit scholarships.

Dual credit participants were more likely to persist to a second year of college.



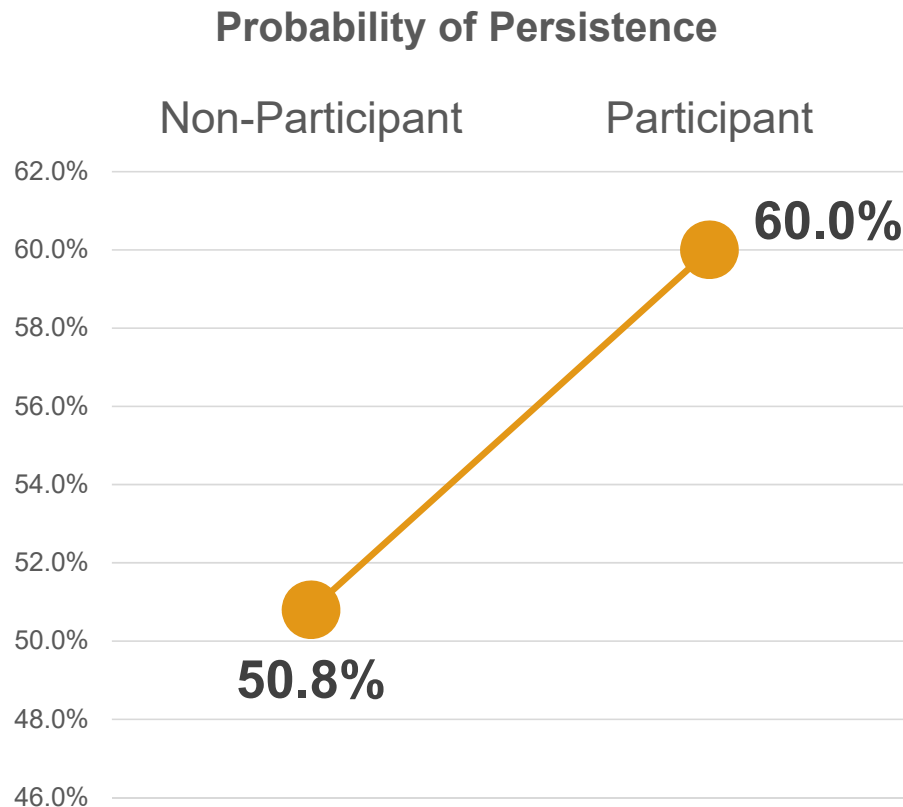
Strongest Effect

- Low-Income/White or Asian
- Low-Income/URM

No Effect

- Underprepared

Dual credit participants were more likely to obtain a first-year GPA of 3.0 or higher



Strongest Effect

- Low-Income/White or Asian
 - Low-Income/URM
 - Male
 - C and B grade level students
- *outcome variable continuous first-year GPA

No Effect

- Underprepared
- Not Low-Income/URM

Questions?

Contact Our Research Staff

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