Southeast Tech

Analysis of Dual Enrollment Report

EXECUTIVE SUMMARY

Purpose:

Provide the School Board an analysis of Dual Enrollment at South Dakota's Technical Institutes.

An analysis of Dual Enrollment at South Dakota's Technical Institutes including student spotlights, findings from the study and recommendations is presented.

What is dual enrollment?

- High school students are completing college-level coursework and will receive college credit upon successful completion of the course.
- In most districts, but not all, students receive both high school AND college credit.
- Dual enrollment is an "umbrella" term usually representing both dual and concurrent credits.

Three Takeaways –

- While more students are starting college with more credits, inequities exist: First generation, low – SES, and racial/ethnic minorities are less likely to bring credits in.
- Even the slightest number of dual or concurrent credits creates momentum into AND through postsecondary, demonstrated through:
    - Annually completing more credits;
    - Retained at much higher rates;
    - Complete at much higher rates.
    - Students who started with more 3+ credits finished with few student loans.

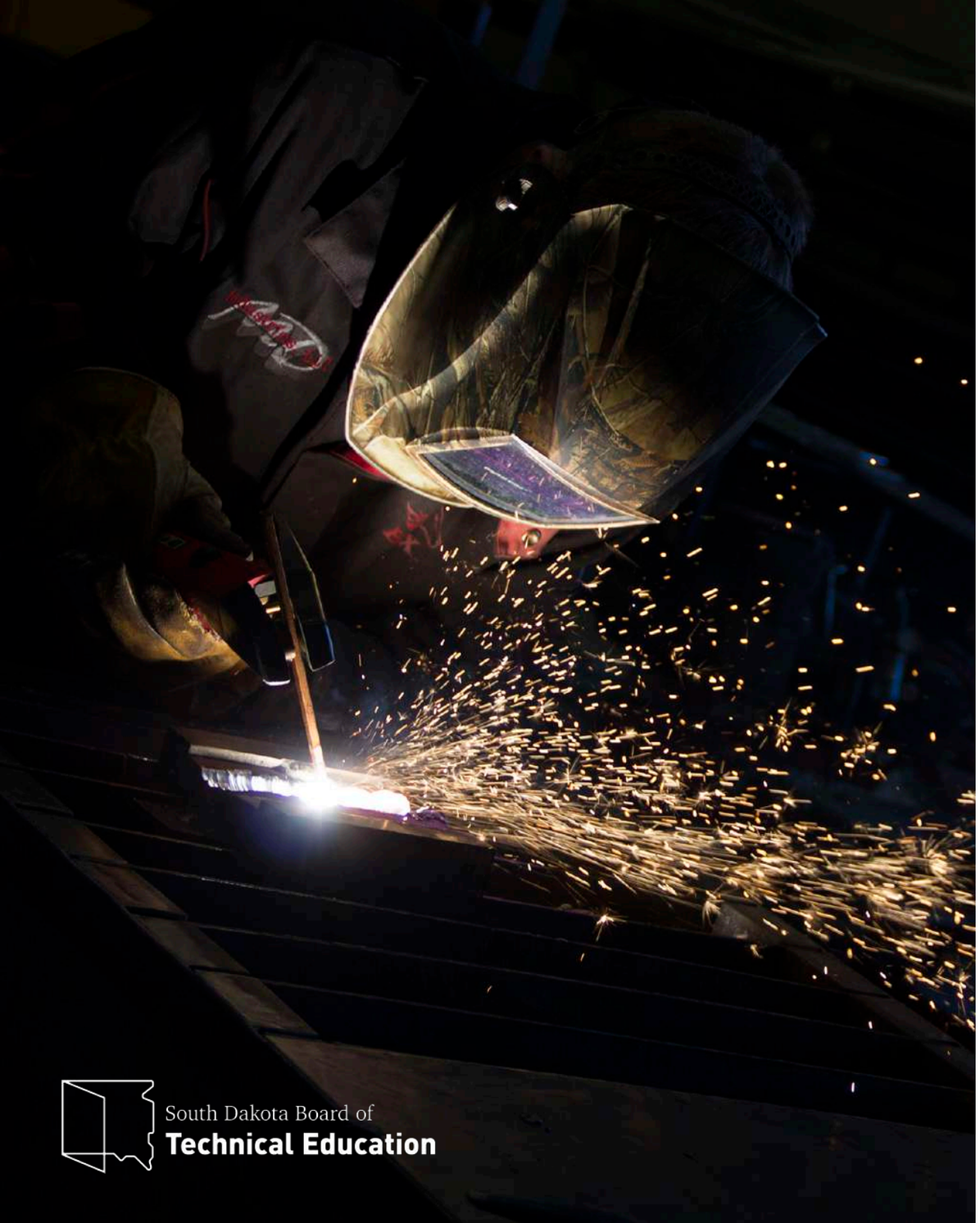
Recommendations

- Examine which students are engaging in dual enrollment opportunities to first identify and then address inequities.
- Incentivize teachers' pursuit of graduate work in their respective content areas. (Specifically: Master degree in content area OR master degree + 18 graduate credits in content area.)
- Pursue integrated general education and career and technical education (CTE) 9-14+ pathways comprised of 6-12 dual/concurrent credits.

Administrative Recommendation to School Board:

To acknowledge the Dual Enrollment Report.

Report Prepared and Presented by:
Scott DesLauries, Deputy Director, South Dakota Board of Technical Education November 6, 2019



South Dakota Board of
Technical Education

Accelerating Opportunity:

An Analysis of Dual Enrollment at South Dakota's Technical Institutes

Presented to:
Sioux Falls School District Board of Education
November 6, 2019

Presented by:
Scott DesLauriers, Deputy Director
South Dakota Board of Technical Education

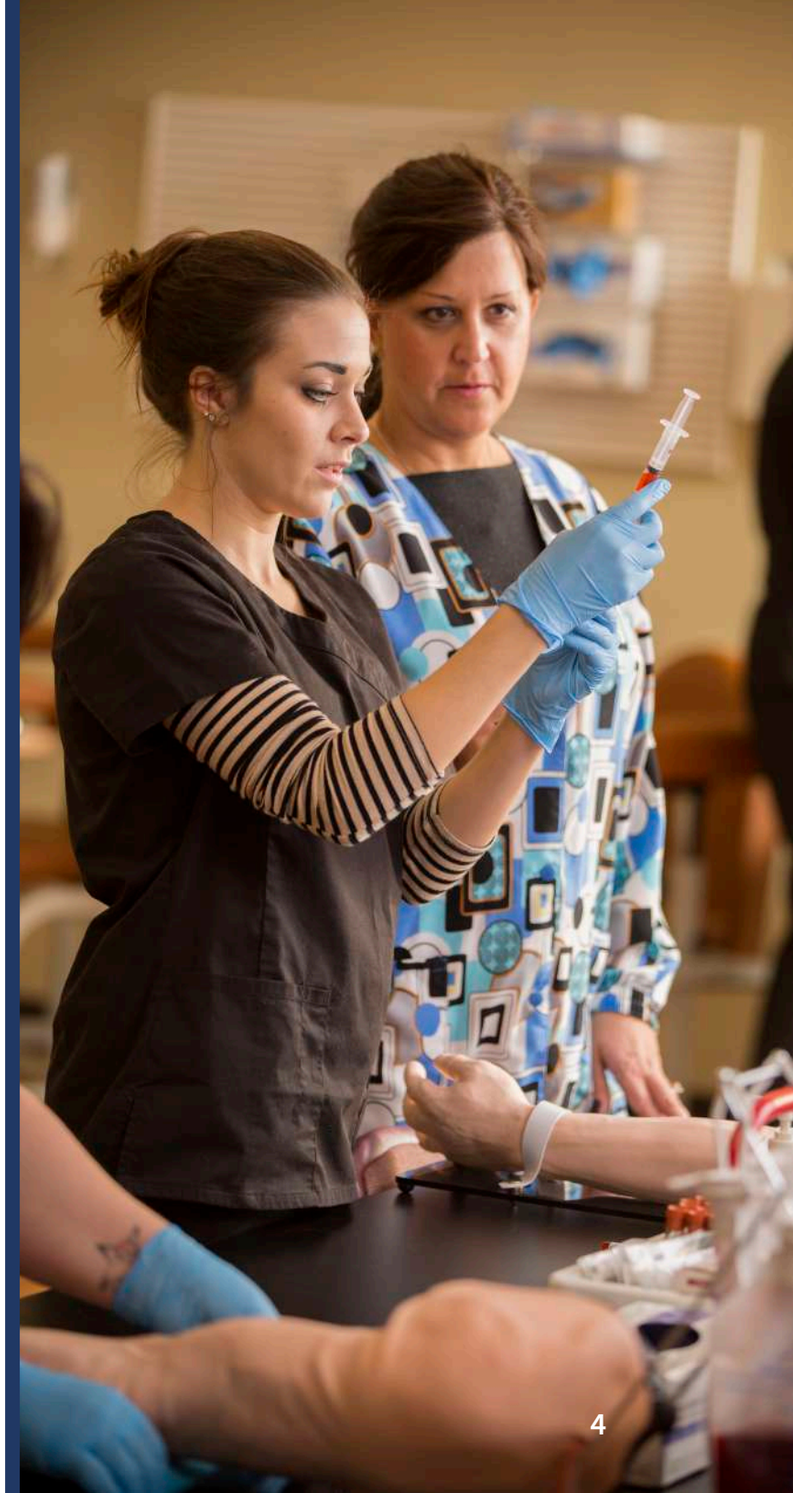
Overview

1. Student Spotlights
2. Findings from the Study
3. Recommendations

Dual Enrollment:
Student Spotlights

Jane

- A current Avera Academy student, Jane has been accepted into the Diagnostic Medical Sonography AAS at Southeast Tech.
- Jane is currently taking Medical Language, Pathways to the Future with Avera, Speech, and College Algebra.
- Avera Academy gives students a chance every Friday to shadow different career opportunities within the Avera system.
- Jane had also been fortunate enough to be employed by Avera over the summer.



John

- John was in the construction pre-apprenticeship program the past two summers.
- The first year covers CMT 101, 101L, 110, 110L (Construction Basics and Equipment).
- Year two covers CMT 120L (Residential Construction).
- He received 10 credits toward a Construction Management AAS degree.
  - Contractors or the Associated General Contractors of South Dakota (AGC) pay for students to participate in this program.
- In addition to this experience, last spring John took his first dual credit course, Social Problems (SOC 150).

Dual Enrollment:
Findings from the Study

Less than 20 credits by the end of the first calendar year of [postsecondary] enrollment is a serious drag on degree completion…

It is all the more reason to begin the transition process in high school with expanded dual enrollment programs offering true postsecondary course work so that students enter higher education with a minimum of 6 additive credits to help them cross that 20-credit line.

Six is good,
9 is better, and
12 is a guarantee of moment. [1]

[1] Adelman, C. (2006). The toolbox revisited: Paths to degree completion from high school through college. Retrieved from https://www2.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf

What is dual enrollment?

- High school students are completing college-level coursework and will receive college credit upon successful completion of the course.
- In most districts, but not all, students receive both high school AND college credit.
- Dual enrollment is an “umbrella” term usually representing both dual and concurrent credits. Here are the differences:

Type	Who supervises the curriculum?	Who teaches the course?	Who’s eligible?	What’s the cost?	Who pays?
Dual Credit (HSDC)	Postsecondary Institution (PI)	Qualified Postsecondary Instructor	SD Students: Grades 11-12	$48.33/Credit + Textbook/Related Materials	Student, School District, and State
Concurrent Credit	Both PI and School District	Qualified High School Teacher	Varies	Varies	Student and/or School District

The Study

- Study examines students who graduated from a South Dakota high school and then enrolled at a technical institutes in Fall of 2015, 2016, or 2017**. In total, 3,732 students.**

- Only dual or concurrent credits that met a student's postsecondary program of study were analyzed.

- Students were grouped into "credit ranges." For example: A student who entered college with 4 credits was grouped into the 3-5.5 credit range.

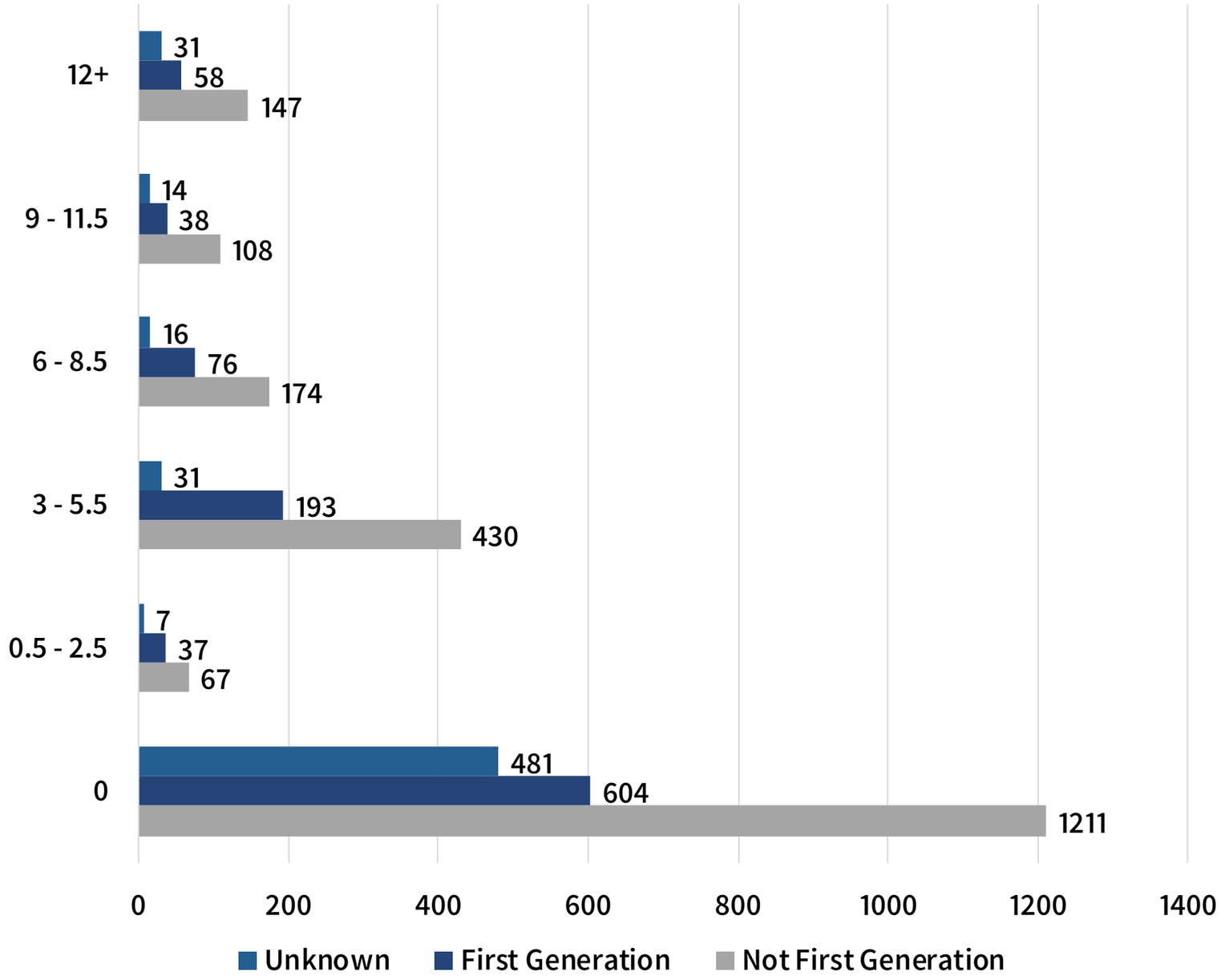
- Dual and concurrent credits could have been earned at: 1) a university, 2) technical institute, 3) home school district, or 4) a combination of all three.

Dual Enrollment: Engagement

This section examines which students are engaging in dual enrollment through: first generation status; Pell-grant eligibility and expected family contribution; race/ethnicity.

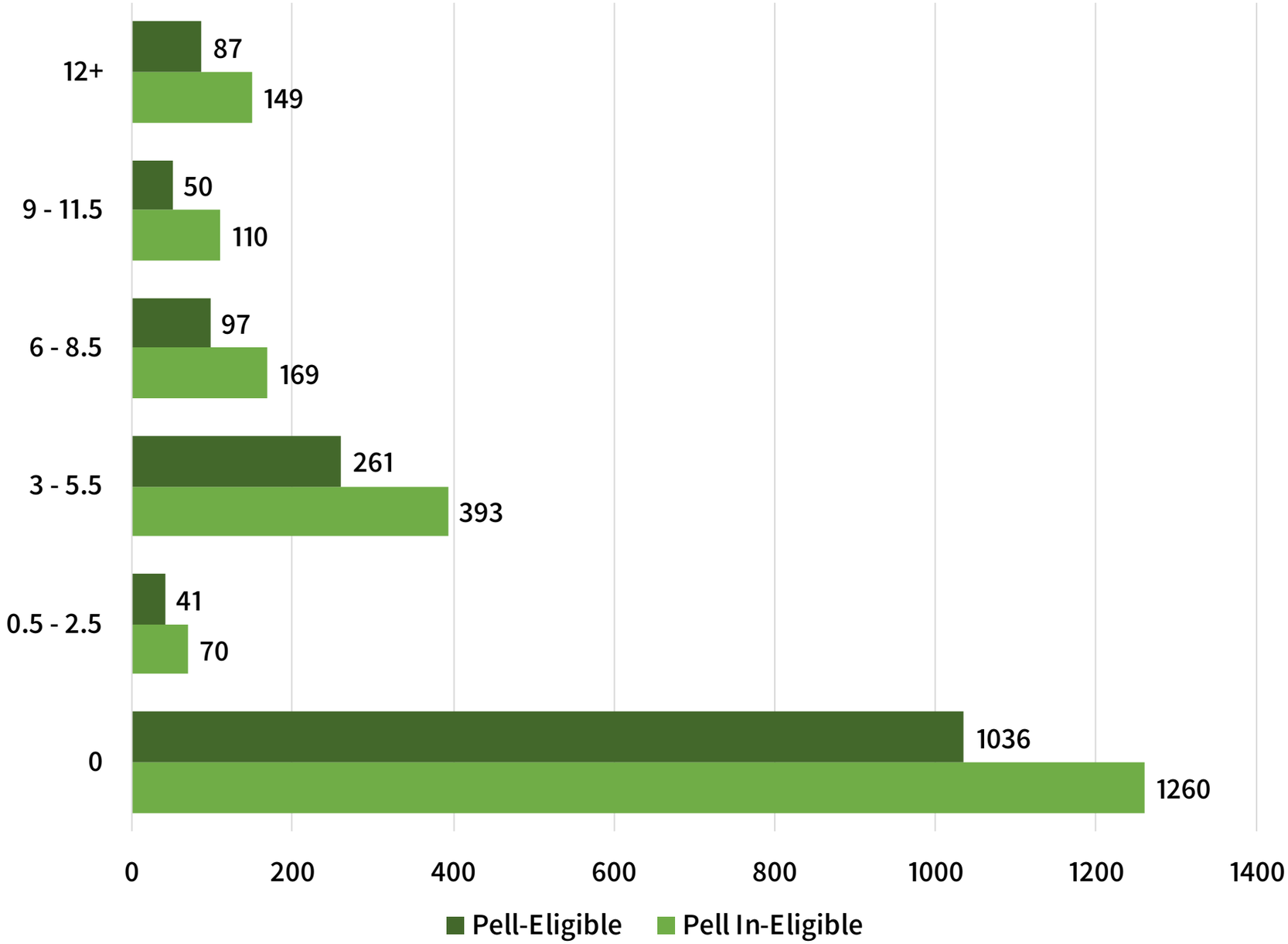
First Generation Status

Students are more likely to accrue dual enrollment credits in high school if at least one parent or guardian attended college.



Pell And Expected Family Contribution

Students eligible for Federal Pell Grants were less likely to matriculate with credits in comparison to their peers who were ineligible for Pell.



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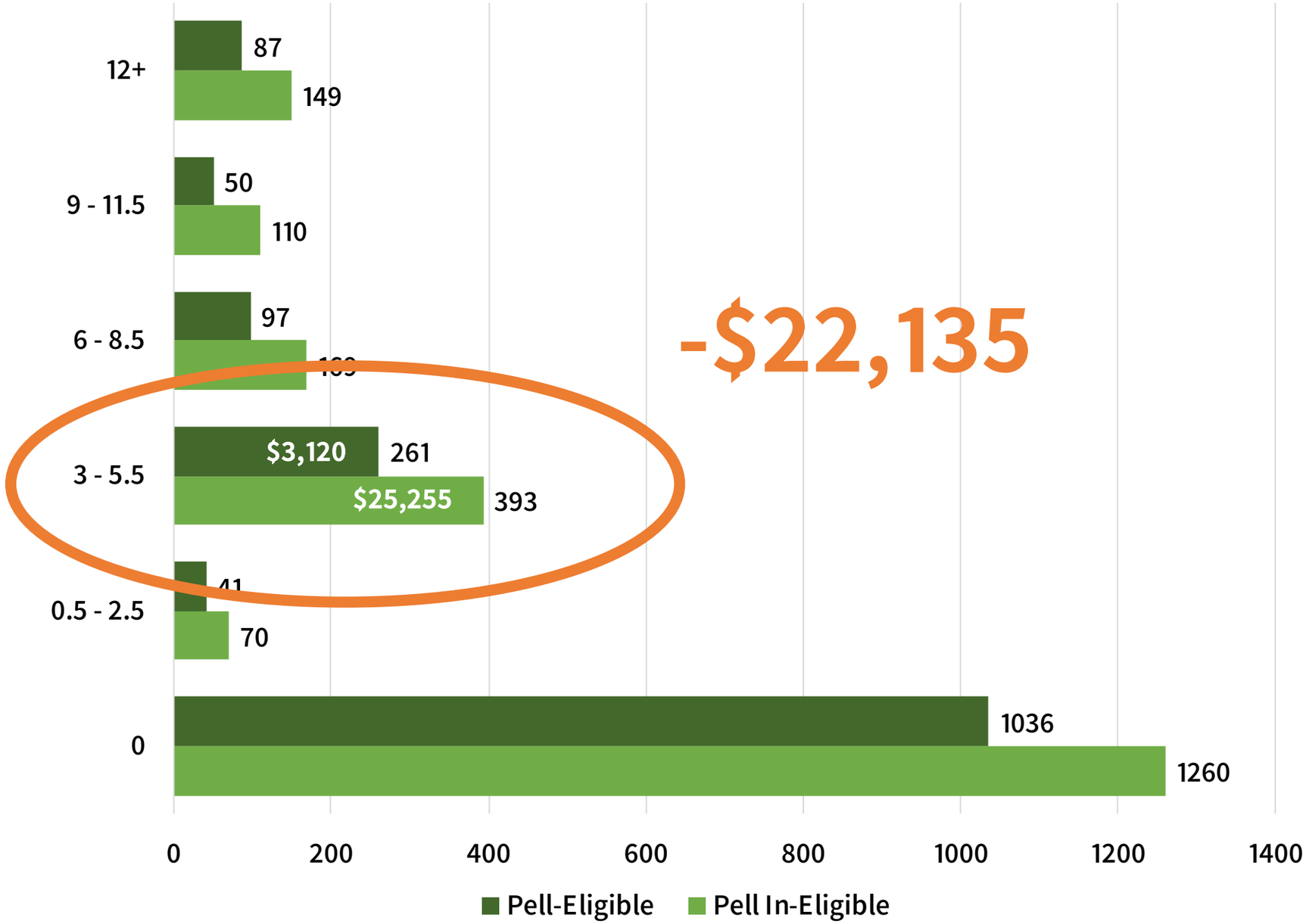
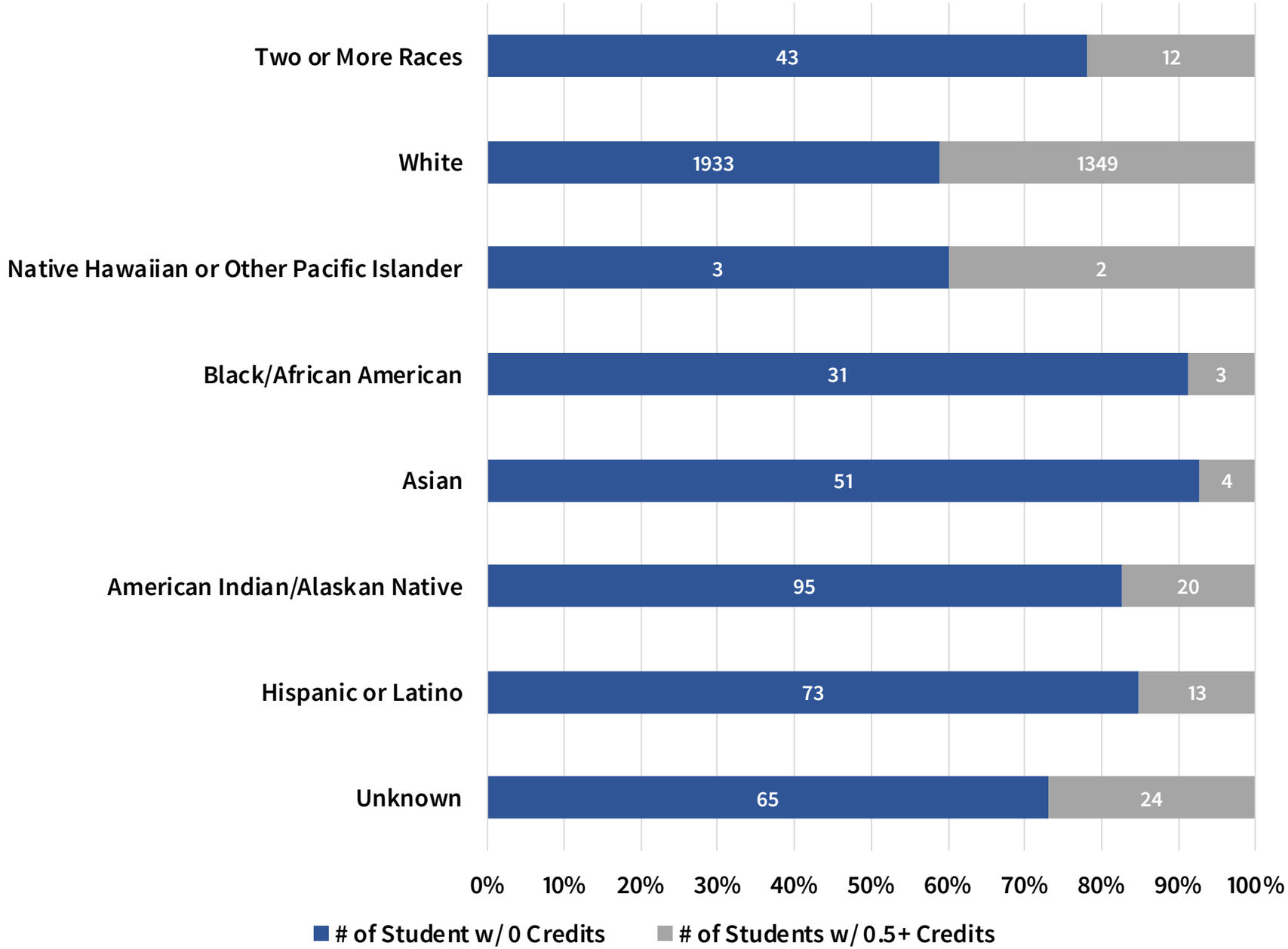
Expected Family Contribution = The amount the federal government estimates a family can afford to pay for college out of pocket.



Race And Ethnicity

Comparative analyses between race/ethnicity subgroups are challenging when size variances are wide.

However, the data do reflect differences between subgroups.



Dual Enrollment: Cohorts, Entry—Level Course Completions

This section examines dual enrollment by cohort and entry-level course completions.

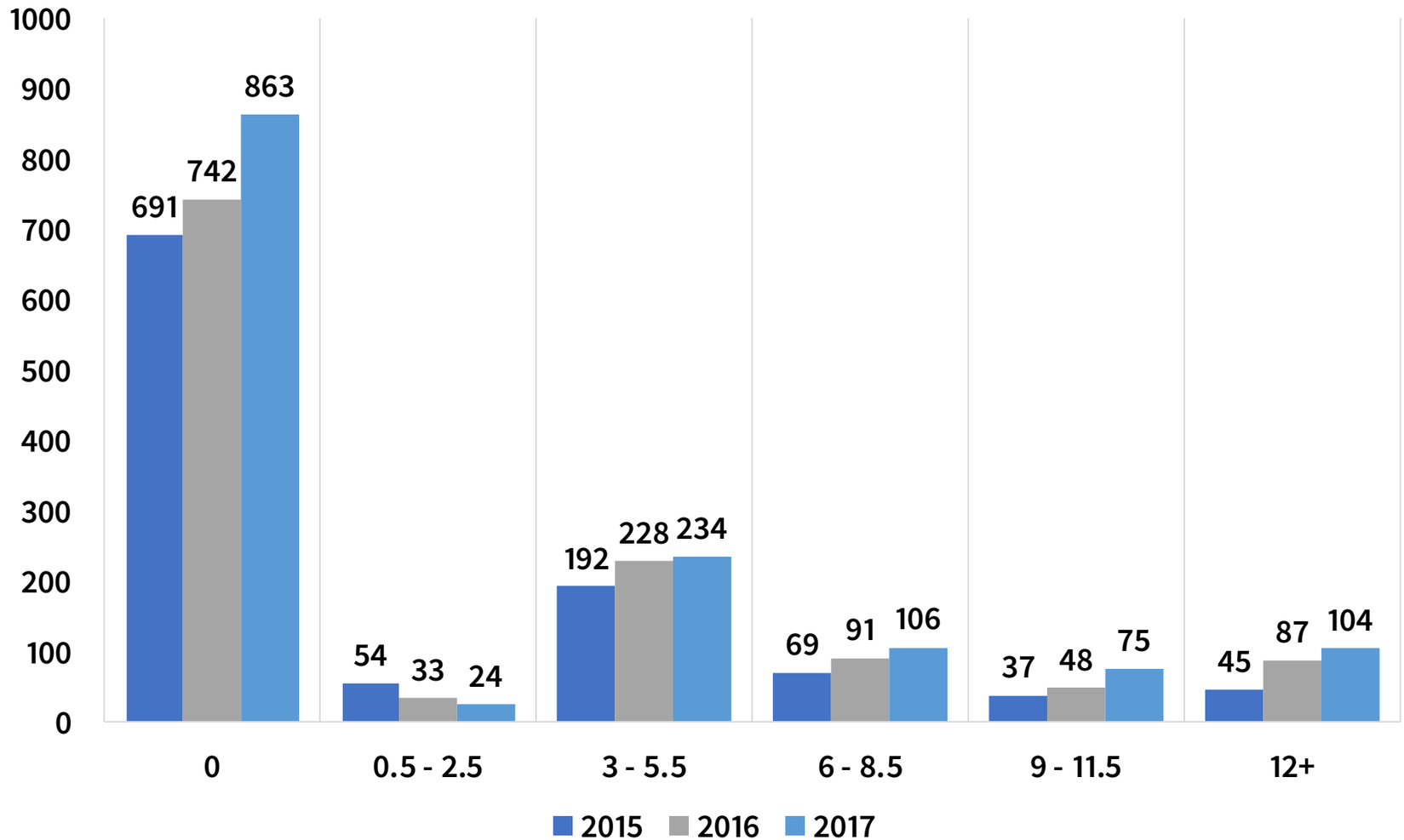
Cohorts: Total and Average Credits

The number of average credits at start of college per student increased from 2.18 to 2.75 (+0.57).

Cohort	Total Students	Total Credits	Average Credits
2015	1088	2377	2.18
2016	1229	3315	2.70
2017	1406	3872	2.75
Total	3723	9563	2.57

Cohorts: Year and Credit Range

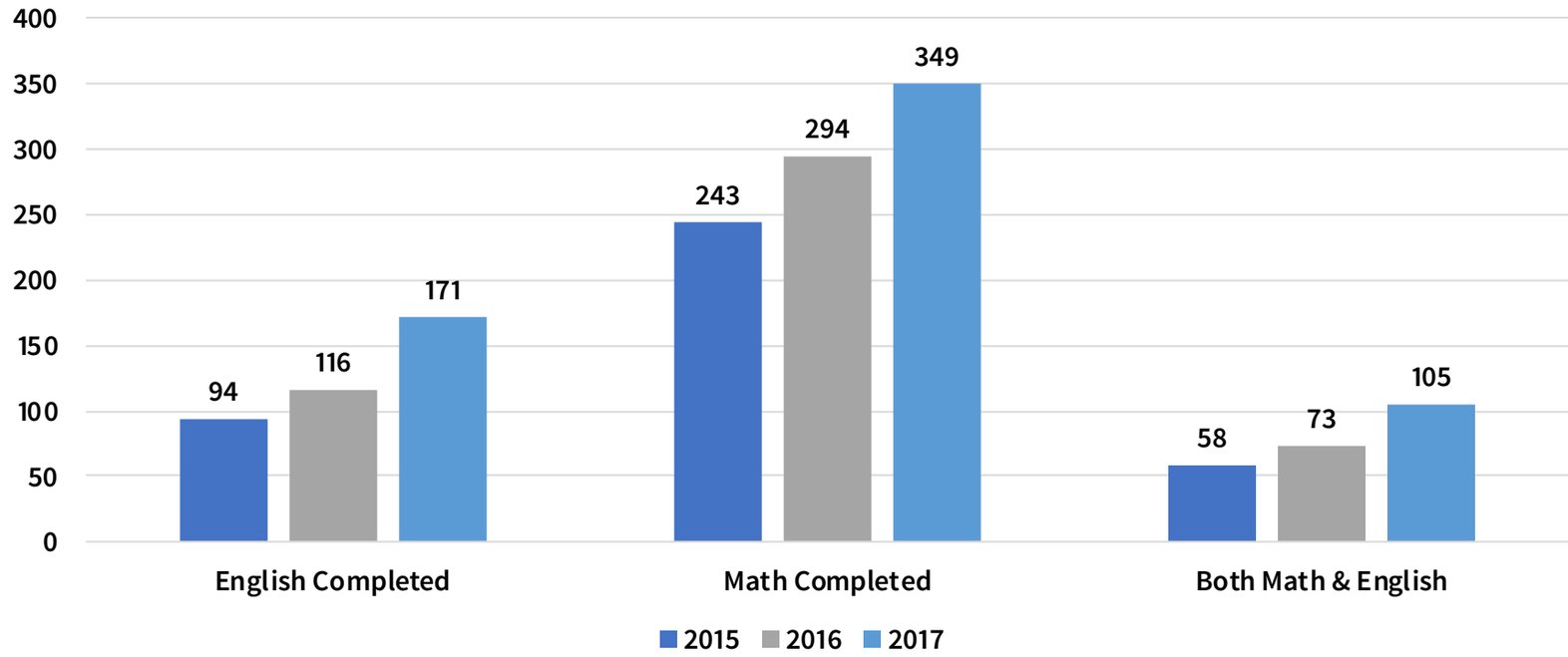
In most credit ranges, students who started college with more credits with each cohort; however, the number of students who started with zero credits also increased from 2015 to 2017.



Entry-Level Course Completion: Math and English

Entry-level general education requirements in math and English can be a significant barrier for underprepared students.

With each cohort, more students started college with entry-level math and English requirements completed.



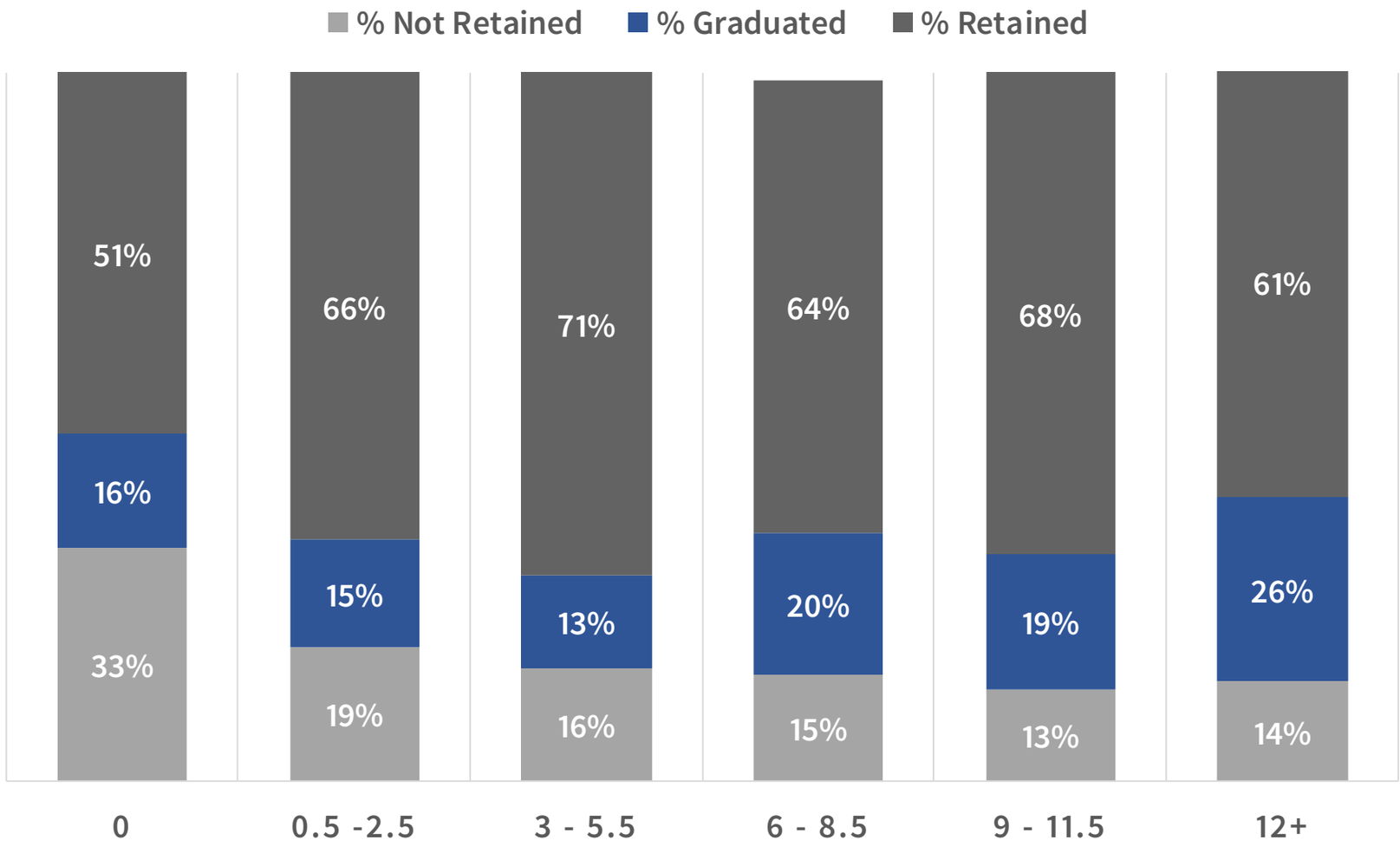
Cohort	Total Students	Eng. Completed	%	Math Completed	%	Both Math & Eng.	%
2015	1088	94	9%	243	22%	58	5%
2016	1229	116	9%	294	24%	73	6%
2017	1406	171	12%	349	25%	105	7%
Total	3723	381	10%	886	24%	236	6%

Dual Enrollment: Retention, Progression, and Completion

This section examines dual enrollment and retention, progression, and completion outcomes.

Retention/ Graduation: Year 1 to Year 2

Students most likely to be retained or graduate from Year 1 to Year 2 were students who started college with at least 0.5 credits.



Progression: Credit Accumulation

Students starting college with 0.5 or more credits were more likely to make steady progress toward their degree by annually completing more credits.

Credits	Total Students	Avg. Completed Credits, Yr. 1
0	2296	28
0.5 - 2.5	111	35
3 - 5.5	654	35
6 - 8.5	266	38
9 - 11.5	160	41
12+	236	46
Total	3723	32

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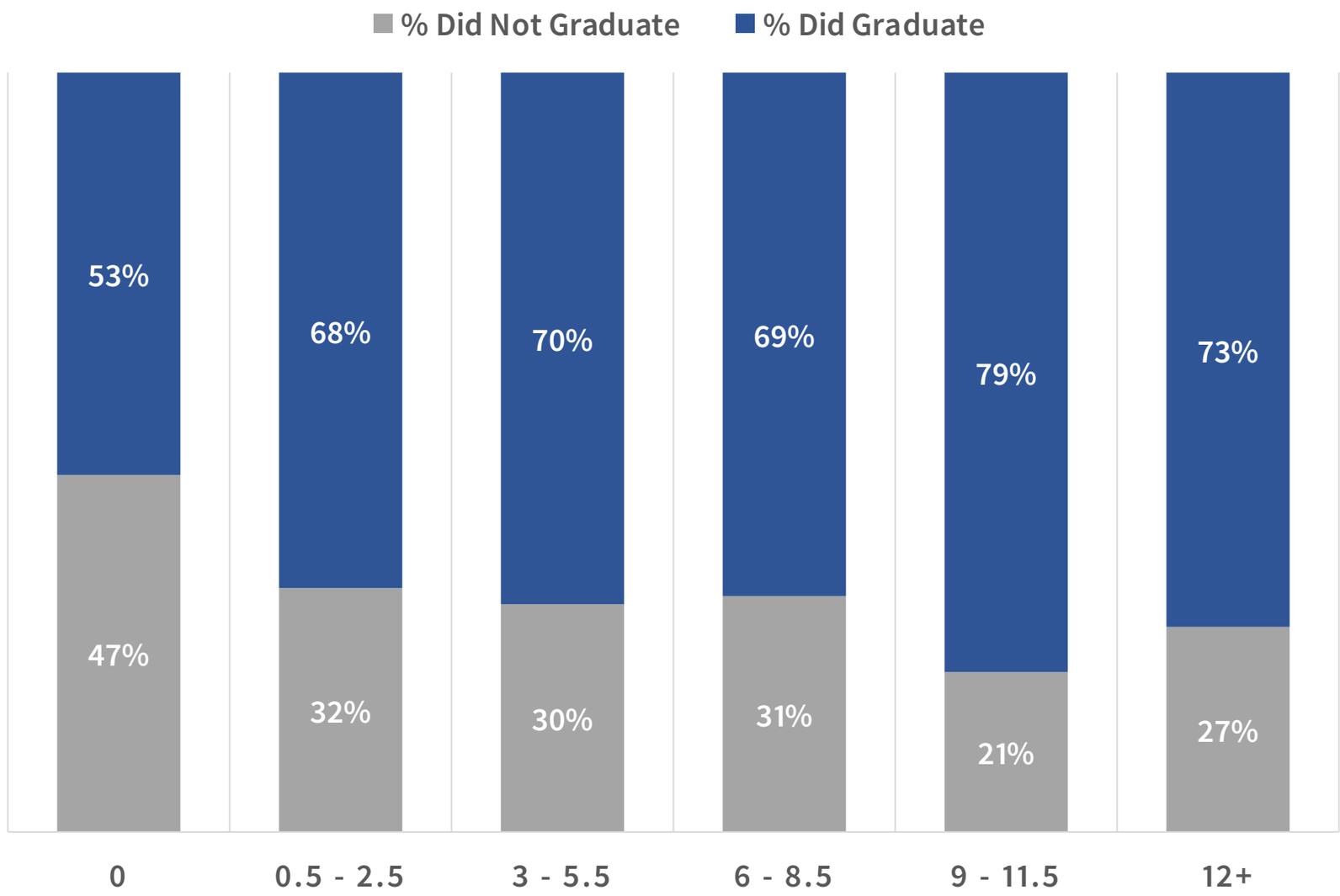
Completion: Time To Degree, 100 Percent

Students starting college with at least 0.5 credits were more likely to complete at 100% of normal time-to-degree.

(I.e. a 2-year associate degree in 2-years from start to completion.)



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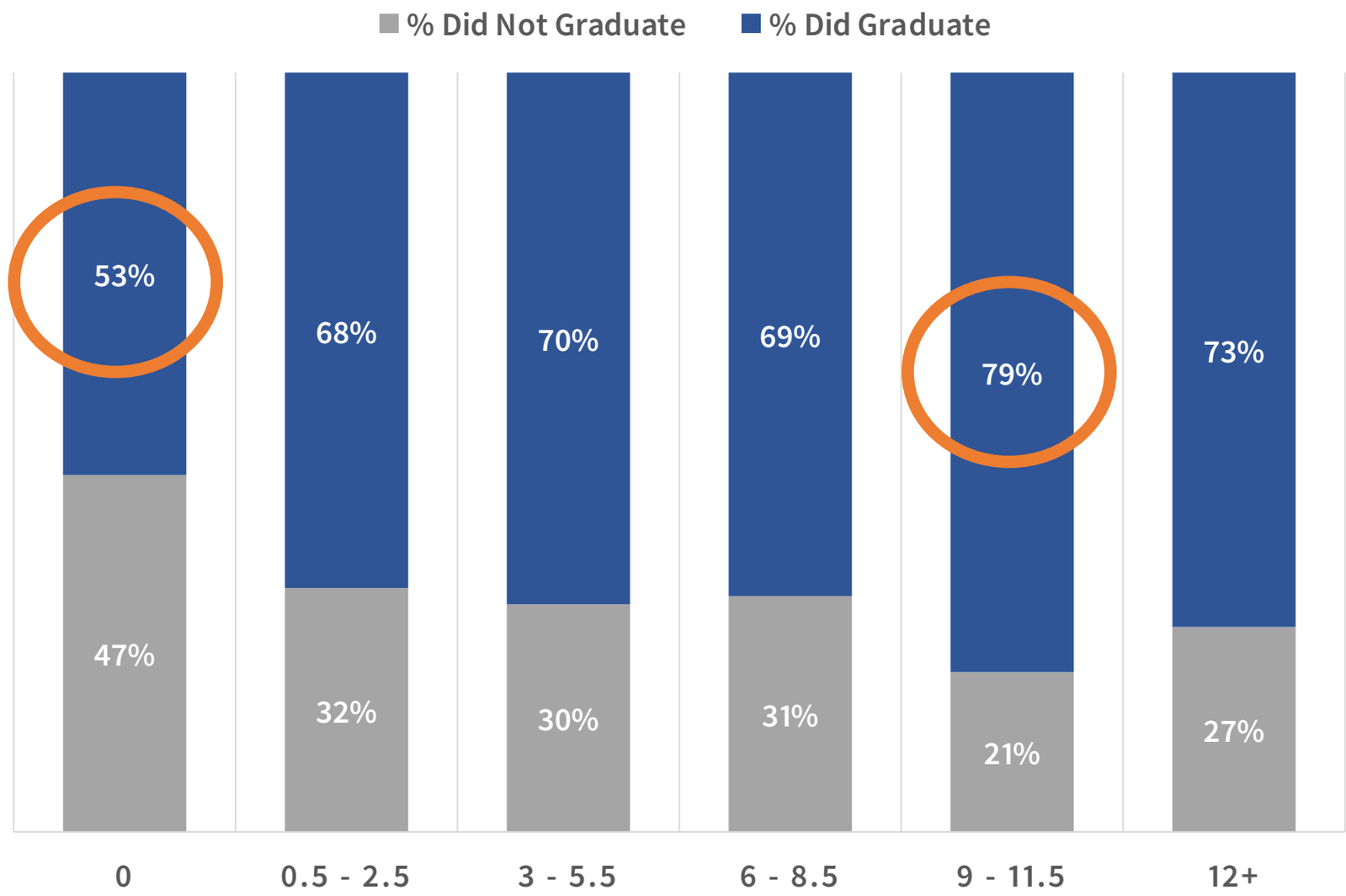

26 percent difference

Completion: Time To Degree, 150 Percent

Students starting college with 0.5 or more credits were more likely to complete at 150 percent of normal time-to-degree.

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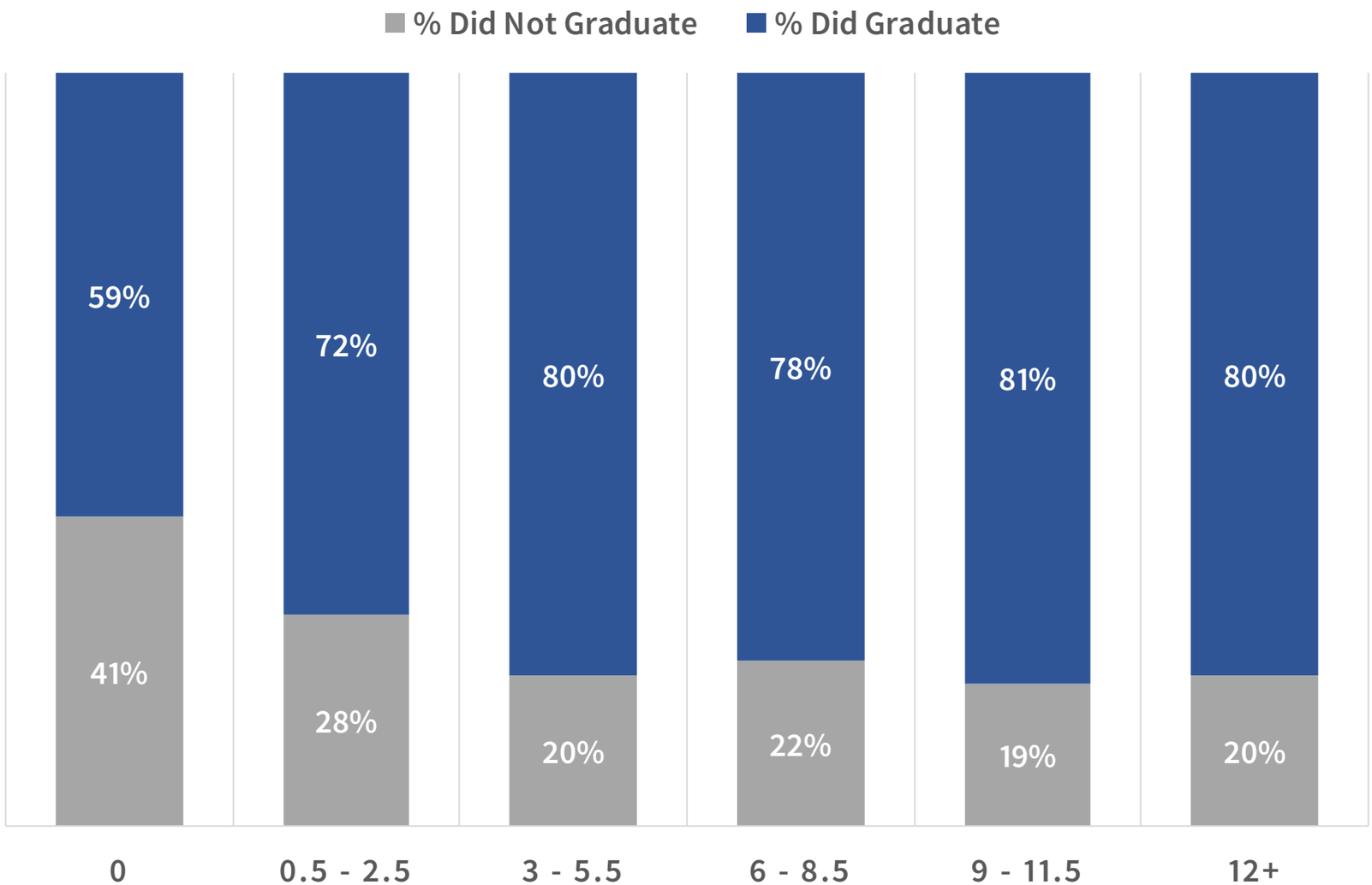

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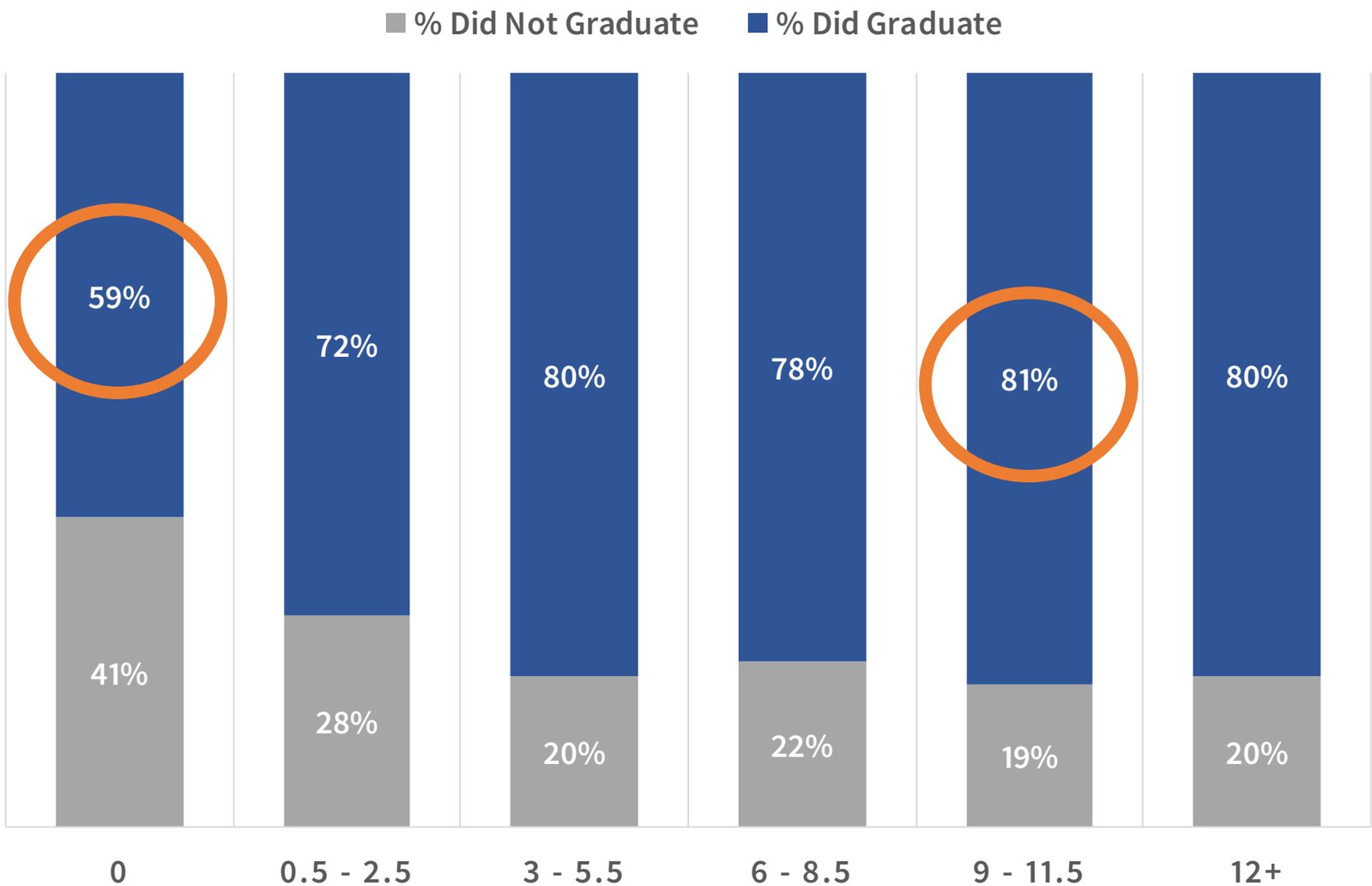
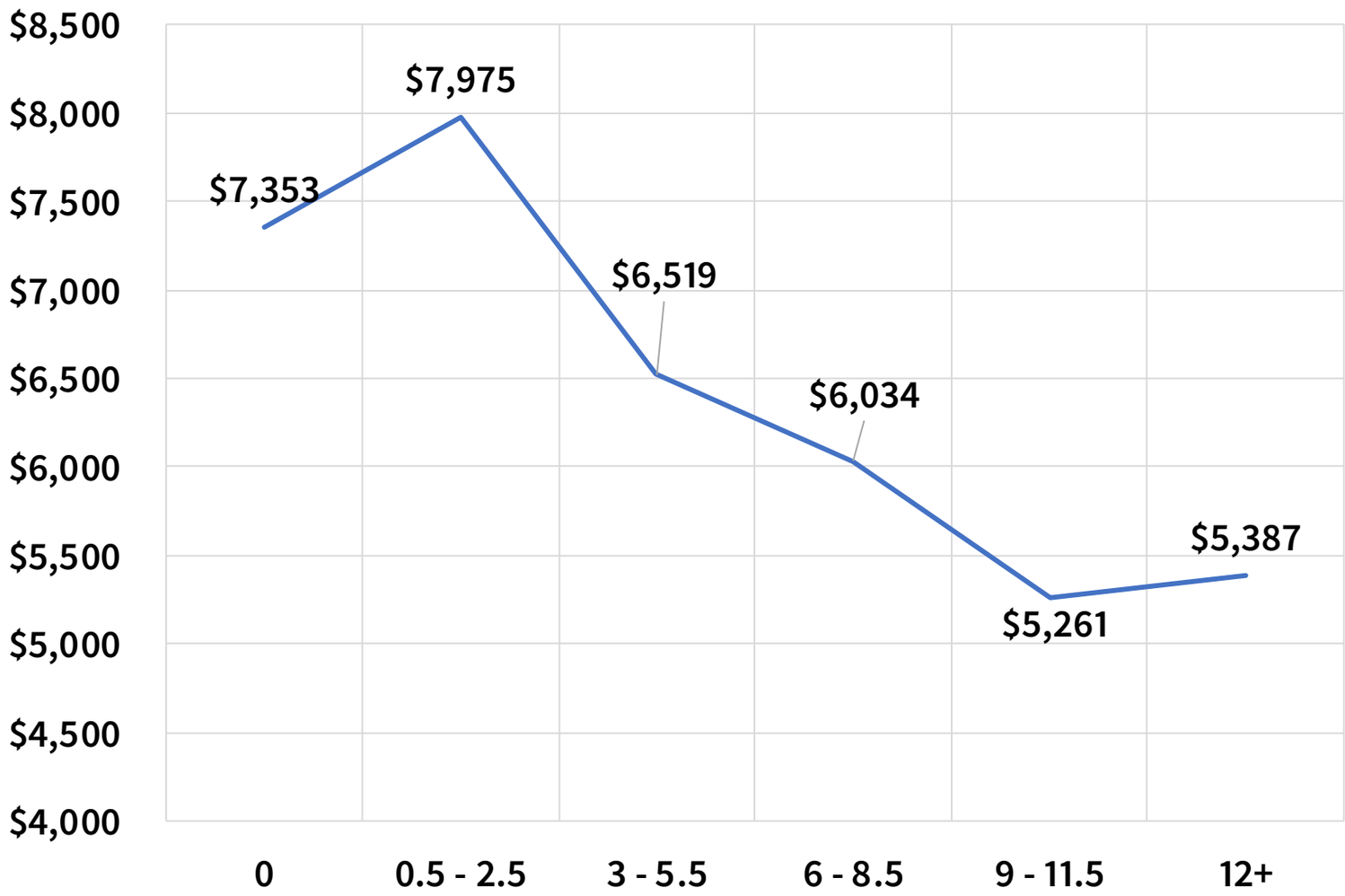


Completion: Average Student Loans

Students starting college with more than 3 credits had lower average student loan total amounts at time of degree completion than their peers with 0-2.5 credits.



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Dual Enrollment:
Recommendations

Recommendation #1

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Recommendation #2

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(Specifically: Master degree in content area OR master degree + 18 graduate credits in content area.)

Recommendation #3

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Dual Enrollment:
Conclusion & Questions