

Dual enrollment courses in Kentucky: High school students' participation and completion rates



About This Study

Regional Educational Laboratory (REL) Appalachia studied dual enrollment courses to provide its Kentucky research alliance with information on student participation and completion.

Dual enrollment courses are postsecondary courses taken by high school students before their high school graduation.

This study describes annual participation and completion rates for public high school students in grades 11 and 12 who took dual enrollment courses in Kentucky's public colleges and universities.



Nuts and Bolts

This study used data for 2009/10 through 2012/13 collected by the Kentucky Center for Education and Workforce Statistics from the state's public K-12 and post-secondary systems. The findings describe participation and completion rates in dual enrollment courses based on student, school, and college characteristics.

Key Findings*

Of Kentucky's 81,000+ students in grades 11 and 12, about one in five participated in dual enrollment courses annually.



Students passed about **85%** of the dual enrollment courses they attempted.

Dual enrollment participation rates were higher for:

- White students (21% vs. Black students at 10%).
- Students not eligible for free or reduced-price lunch (21% vs. eligible students at 18%).
- Students attending school in Appalachian counties (26% vs. non-Appalachian counties at 17%).
- Students attending school in rural areas (25% vs. attending school in non-rural areas at 16%).

Completion rates were lower for courses attempted by:

- Black students (78% vs. White students at 85%).
- Students eligible for free or reduced-price lunch (80% vs. non-eligible students at 88%).



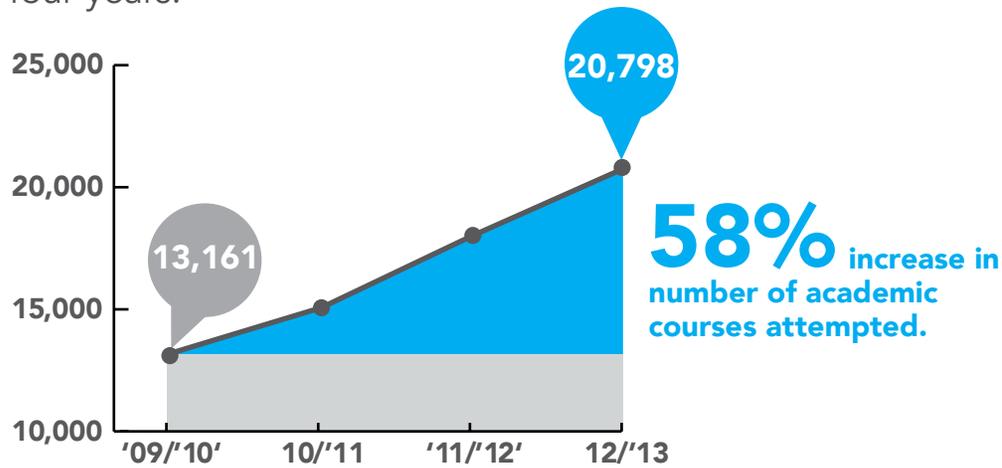
The percentage of courses that were taken online increased from 4% in 2009 to **10% in 2013**.

Key Findings Cont.

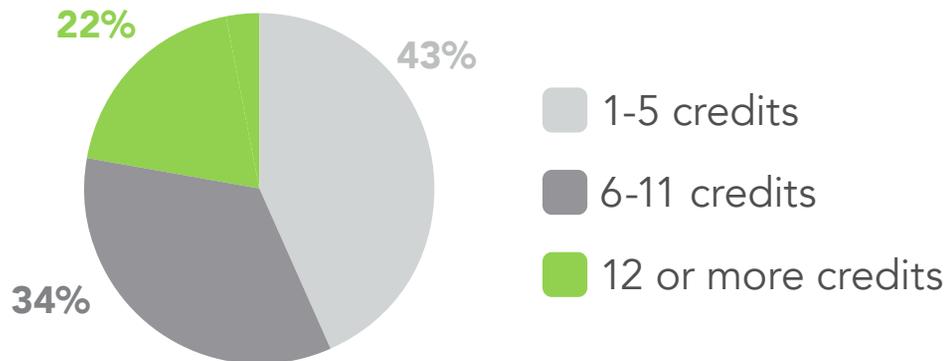
What now?

Key Findings*

Student participation in academic courses increased over four years.



Twenty-two percent of Kentucky students who completed dual enrollment courses earned at least 12 college credits (a full semester's worth) before graduation.



Read the full report at <http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=435>

*The key findings includes averages across four years. Some averages were taken directly from the final report, while others were derived from data presented in the report.

Implications



Schools and districts may need to **provide racial/ethnic minority and low-income students with additional support** to pursue and complete dual enrollment courses.



The **increase in students attempting courses online has important implications** for how best to provide access and supports to students enrolled in dual enrollment courses.

Next Steps

Future studies might explore:

- Barriers to participation in dual enrollment courses by racial/ethnic minorities, male students, and low-income students, and how these barriers might be removed.
- The nature and quality of dual enrollment courses in various regions and locales.
- Supports needed to facilitate course completion for students in rural and high-poverty schools.



Lochmiller, C. R., Sugimoto, T. J., Muller, P. A., Mosier, G. G., & Williamson, S. E. (2016). *Dual enrollment courses in Kentucky: High school students' participation and completion rates* (REL 2016-137). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia.