



# DUAL ENROLLMENT DIGEST

**UPDATED JANUARY 2023**

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## **Section 1: Introduction**

The Dual Enrollment (DE) Digest highlights salient trends in the enrollment, characteristics, and outcomes of students who enroll in college courses while still pursuing a high school diploma. This report includes data from all students enrolled in college courses at University System of Georgia institutions.

Where available, trends are provided for a five-year period at the sector and System level for ease of viewing. Information for individual institutions is available upon request. The data for the Digest comes from the University System of Georgia Academic Data Collection.

Section 2 provides data on the enrollment of DE students at USG institutions—highlighting the trends in participation from Fall 2017 to Fall 2021 and the changes in the demographic characteristics of the participants over time. This section also details trends in the instructional type and location of courses DE students take over time. Additionally, this section includes outcomes for DE students, such as grades received in DE courses.

Section 3 shows the “conversion rate” of DE students to first-time freshmen (FTF), which is the percent of USG DE students that enroll in USG institutions from Fall 2017-Fall 2021. Conversion rates are provided for matriculation to any USG institution as well as the same institution at which DE occurred.

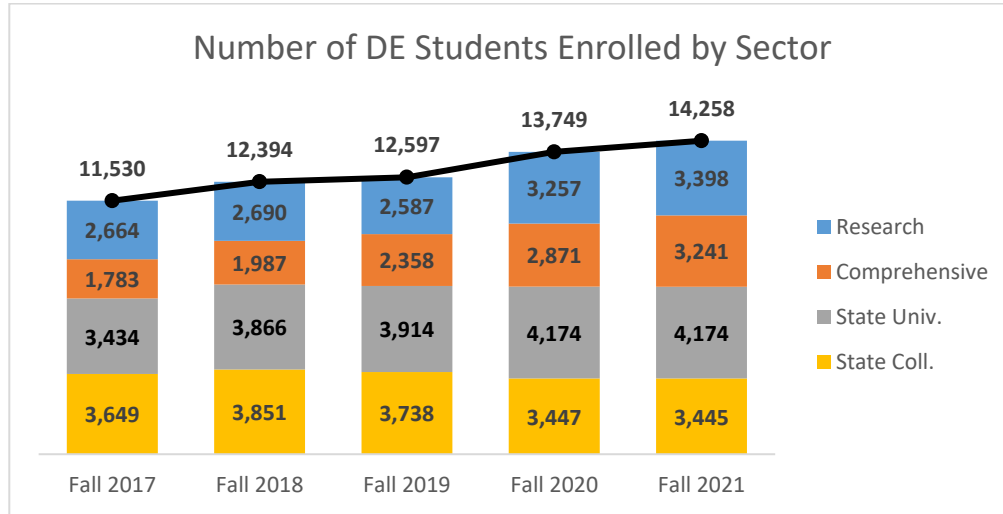
Section 4 highlights outcomes of FTF from Fall 2017-2021 who entered into USG with DE credit. Comparisons are offered between FTF who did and did not earn DE credit; the former are broken down by where the DE credit was earned—specifically, USG, Technical College System of Georgia (TCGS), Georgia Military College (GMC), and other institutions. Outcomes include cumulative college GPA, credit accumulation, and retention and graduation rates.

Note: Charts in Sections 2 and 3 are organized by the sector in which dual enrollment occurred. Charts in Section 4 are organized by the sector in which students enrolled as first-time freshmen. Data points are provided in the charts for the earliest and latest terms of data available for ease of viewing.

## Section 2: Current Dual Enrollment Students

### Section 2.1: Dual Enrollment Participation, Demographics, and Academic Preparation

#### Number and Percent of DE Students Enrolled by Sector

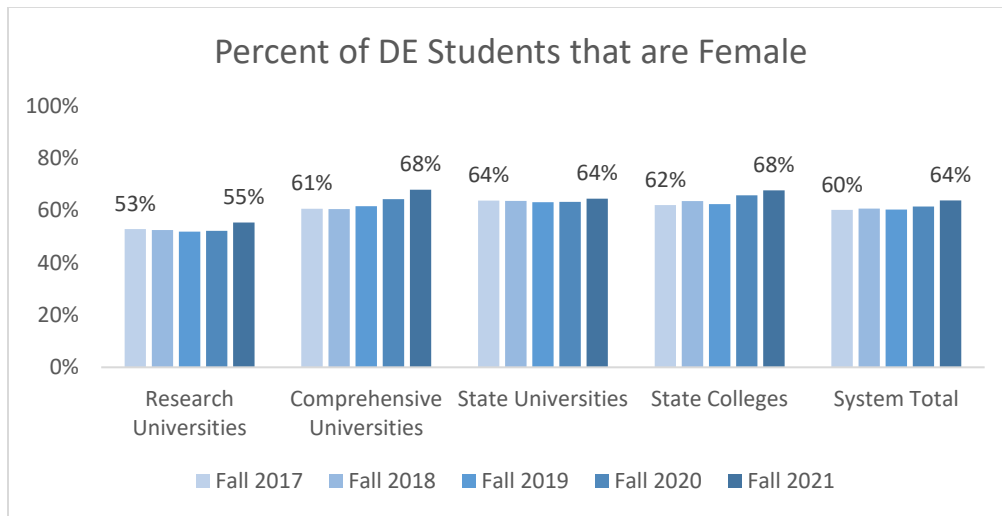


#### Percent of DE Students Enrolled in the USG by Sector

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Research Universities	23.1%	21.7%	20.5%	23.7%	23.8%
Comprehensive Universities	15.5%	16.0%	18.7%	20.9%	22.7%
State Universities	29.8%	31.2%	31.1%	30.4%	29.3%
State Colleges	31.6%	31.1%	29.7%	25.1%	24.2%

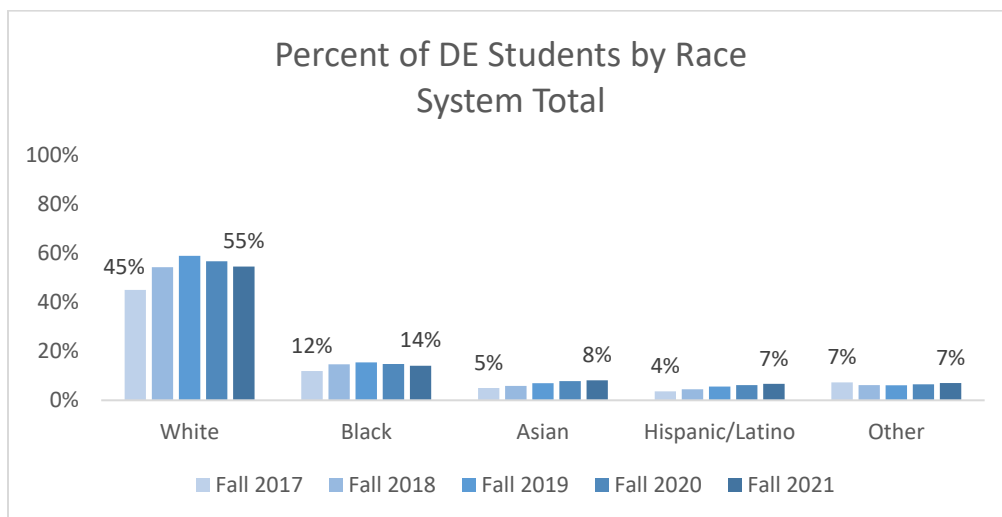
The number of DE students grew by 24 percent over the last five years, from 11,530 in Fall 2017 to 14,258 in Fall 2021. Total DE enrollment had a notable increase from Fall 2019 to Fall 2020, mirroring overall enrollment growth in the USG student population, followed by more moderate growth in Fall 2021. DE participation in Fall 2020 and Fall 2021 was likely impacted by the COVID-19 pandemic, as well as the implementation of House Bill (HB) 444 which changed the composition of students participating in DE. HB 444, signed into law on April 2020, limits dual enrollment eligibility to 11<sup>th</sup> and 12<sup>th</sup> grade students, and caps DE participation to 30 credit hours; it also modifies retake and withdrawal policies. While the share of DE students enrolled by sector has remained relatively stable, Comprehensive Universities experienced the largest increase during this time span. The State College sector is the only sector that had fewer DE students in Fall 2021 than in Fall 2017 (3,445 vs. 3,649). In Fall 2018, DE participation was concentrated in the State Universities and State Colleges sectors; as of Fall 2021, the largest share of DE participation is in the State University sector (29.3%)

Gender



The share of DE students who are Female increased at the System level from 60% in Fall 2017 to 64% in Fall 2021. Comprehensive Universities and State Colleges had larger percentage point increases, and Research Universities had a mild increase compared to the system total. The percentage of female DE students at State Universities remained flat over this period.

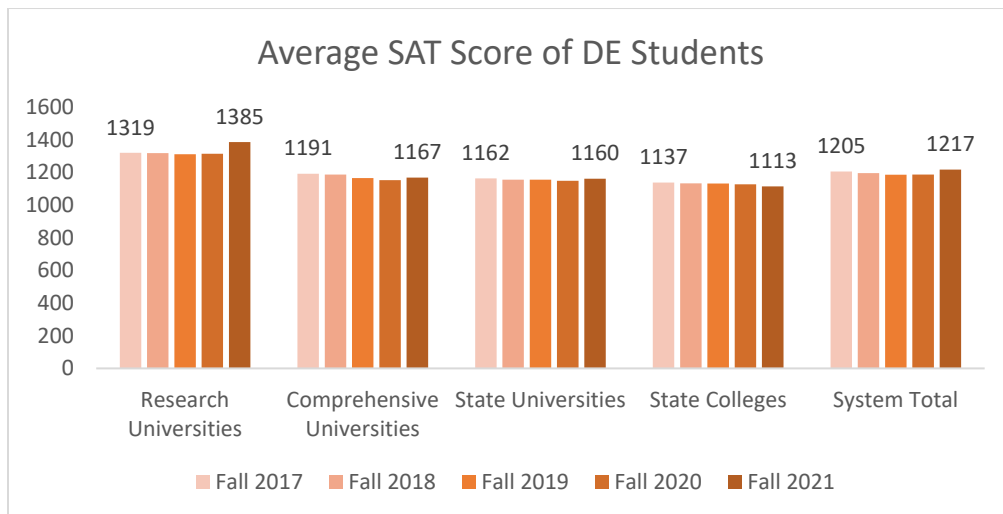
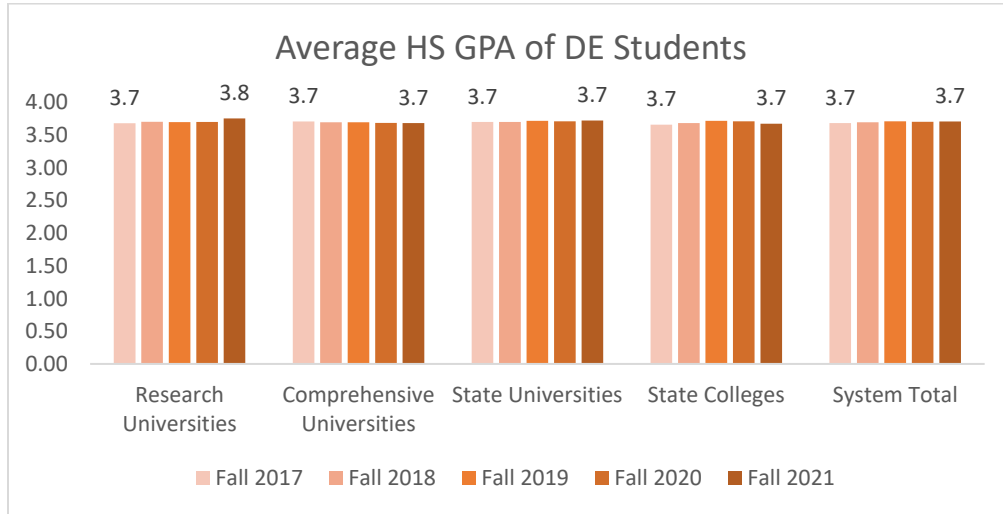
Race

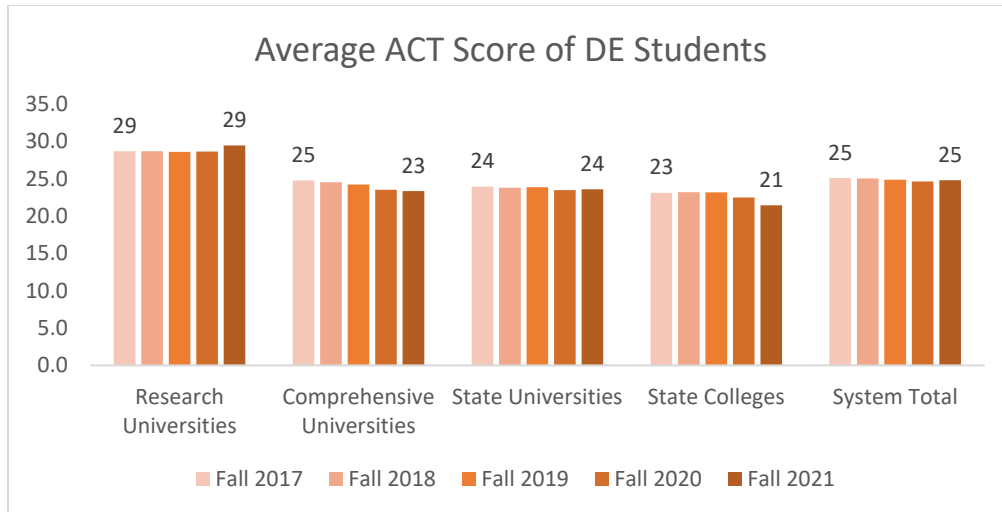


For ease of viewing, data for the Race/Ethnicity of DE students is provided at the System level, and the Appendix contains the information for each sector. The share of DE students who are White increased by 10 percentage points overall from Fall 2017 to Fall 2021 (45% to 55%) but peaked at 59% in Fall 2019. The share of Black, Asian and Hispanic/Latino students each increased between 2-3 percentage points from Fall 2017 to Fall 2021. The share of students of other race categories (American Indian, Native Hawaiian/Pacific Islander, two or more races, and unknown race) remained at 7%. The percentage of

Black students increased at Research and Comprehensive Universities but decreased at State Universities and State Colleges. The percentage of Asian students increased in every sector and the percentage of White students decreased in every sector.

HSGPA and SAT/ACT





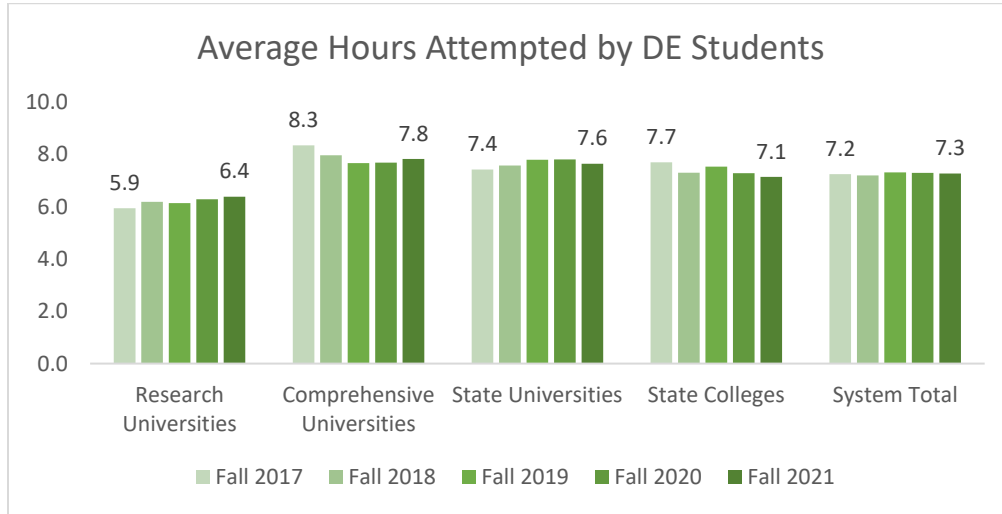
Average high school GPA of DE students at the System level remained at 3.7 from Fall 2017 to Fall 2021. All sectors have shown the same pattern with an average GPA of 3.7 – though the Research University sector increased to 3.8 in Fall 2021.

From Fall 2017 to Fall 2021, average SAT scores increased slightly at the System level (from 1205 to 1217). Average SAT scores had the largest increase from Fall 2017 to Fall 2021 at Research Universities (1319 to 1385) and remained relatively stable at the other sectors. Consistent with the requirements for DE admission, average scores are higher among DE students that are enrolled in more selective sectors. Turning to the ACT, average performance among DE students remained consistent at Research and State Universities, though decreased by two points at Comprehensive Universities and State Colleges (25 to 23 and 23 to 21, respectively).<sup>1</sup> It is important to note that test scores were not required for DE admission in Fall 2020 and Fall 2021 due to availability of testing during the pandemic.

<sup>1</sup> For ease of viewing, average ACT scores are rounded to the nearest whole number. However, the height of the bar chart is based on the average score rounded to the tenth decimal. E.g. System Fall 2017 is 25.1 and Fall 2021 is 24.8, both of which round to 25.

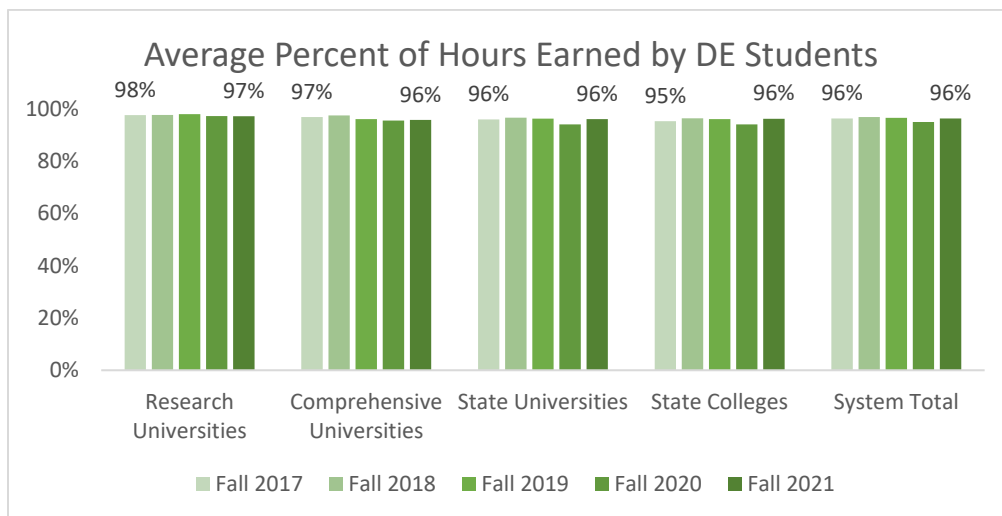
## **Section 2.2 Dual Enrollment Course Taking and Performance**

### **Average Hours Attempted**



Since Fall 2017, average credit hours that DE students attempted has remained relatively stable at the System level (from 7.2 hours in Fall 2017 to 7.3 hours in Fall 2021). However, this is not the case across all sectors: average hours attempted increased at Research and State Universities but decreased at Comprehensive Universities and State Colleges.

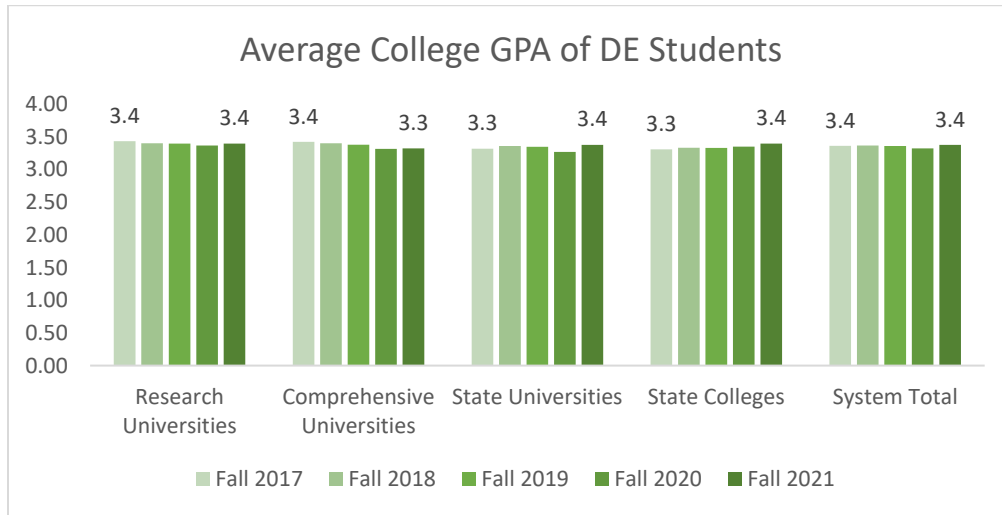
### **Average Percent of Hours Earned**



The percent of credit hours earned out of hours attempted among DE students has remained around 96% system-wide since Fall 2017, with similar stability patterns observed across sectors. There is a slight decline in percent of hours earned in Fall 2020, most notable for State Universities and State Colleges, likely related to the myriad of challenges associated with the pandemic. There is a slight recovery in Fall

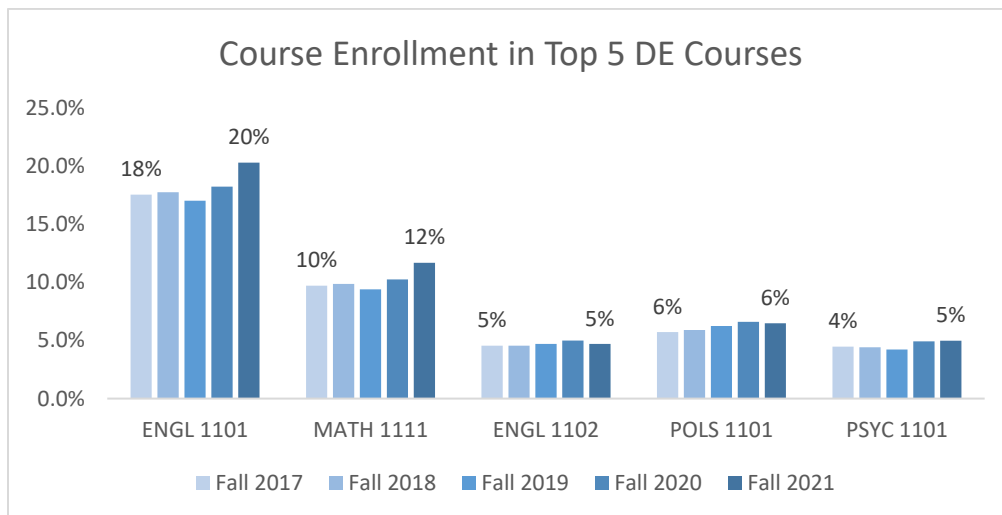
2021, which is consistent with analysis of USG academic outcomes of first-time freshmen over the same period. Percent of hours earned is highest among DE students at Research Universities.

Average College GPA

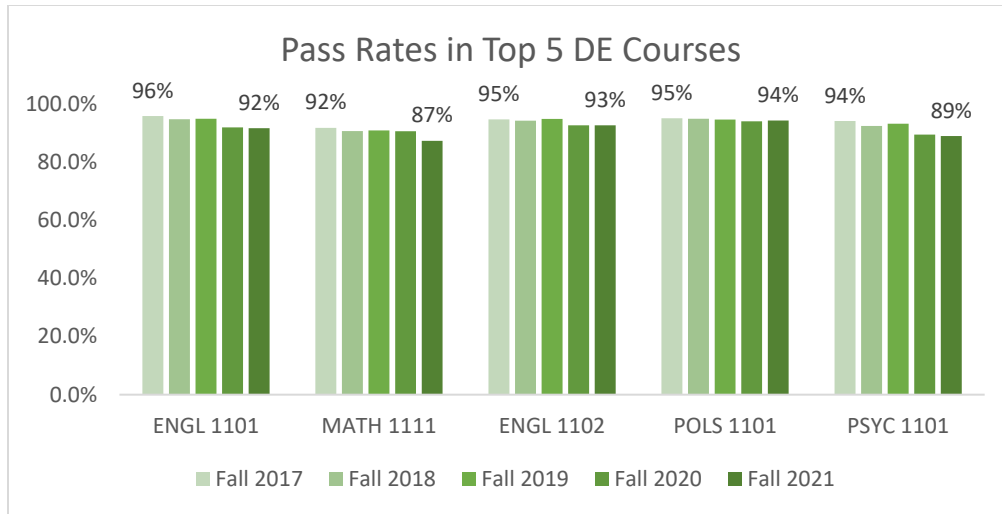


Performance of DE students, as measured by their end of semester GPA, has remained close to 3.4 over the past five years, system-wide. Average GPA across sectors is similarly stable. As with the percent of hours earned, there is a slight drop in college GPA in Fall 2020, most notable for State Universities.

Percent of Top Five Courses Among All DE Course Enrollments

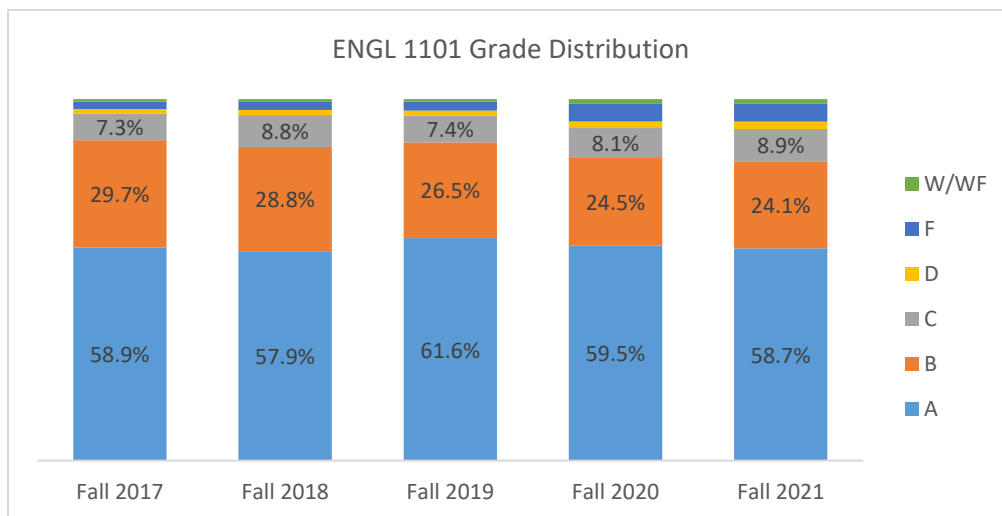
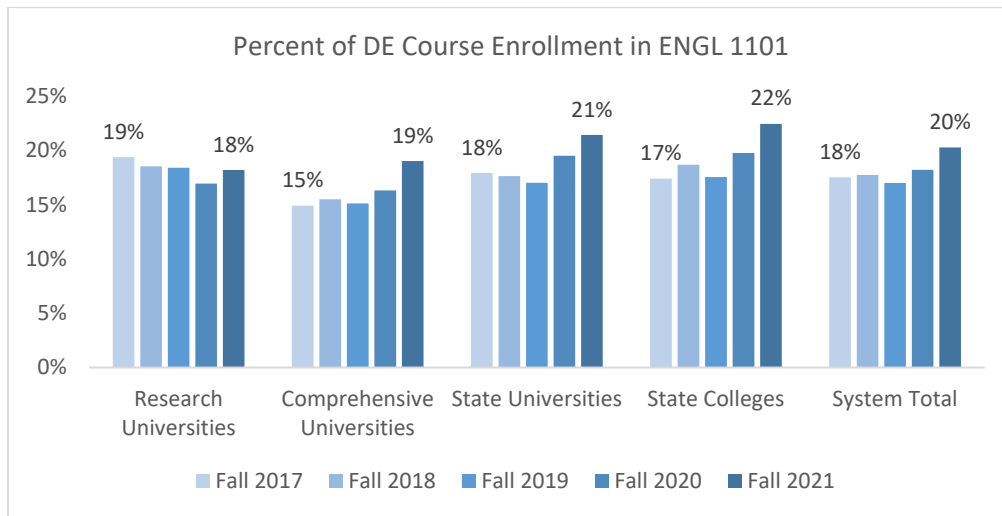






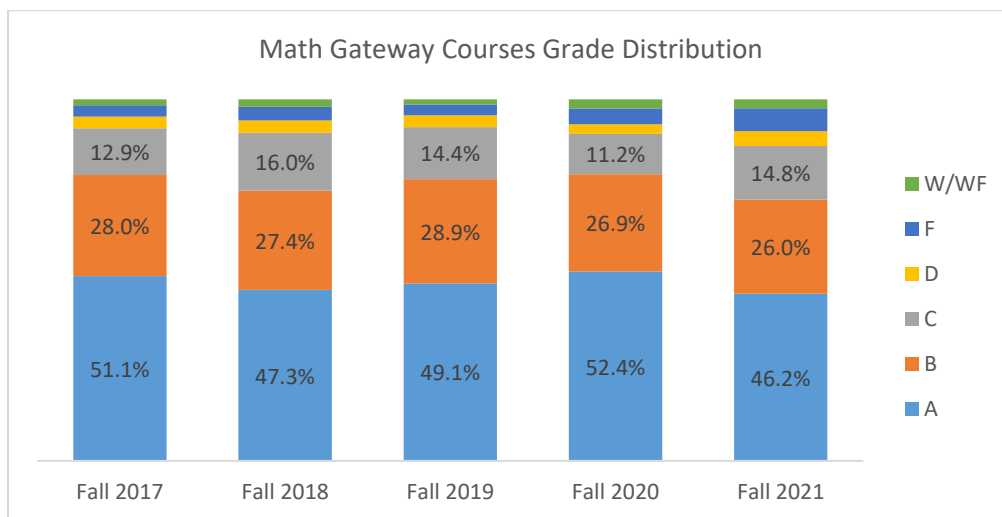
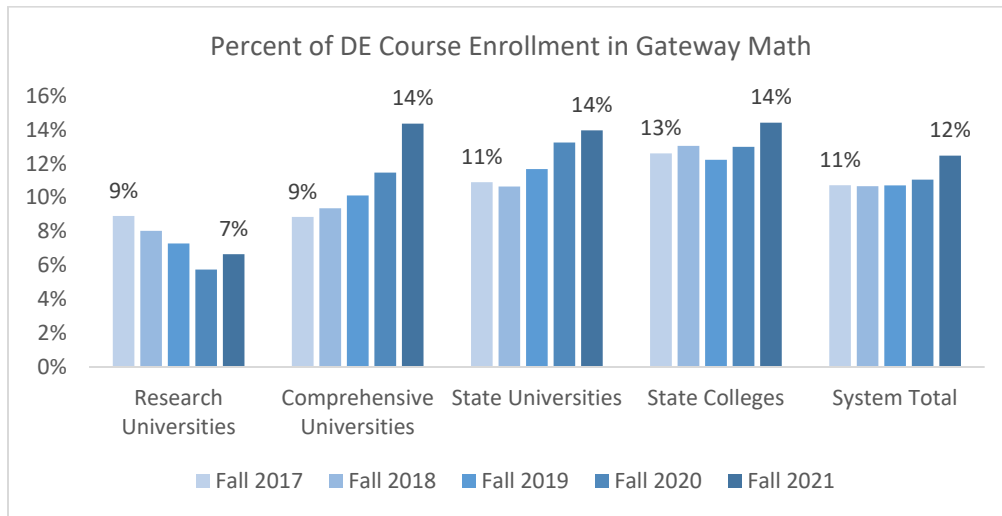
From Fall 2017 to Fall 2021, the DE courses with the highest enrollment system-wide were ENGL 1101, MATH 1111, ENGL 1102, POLS 1101, and PSYC 1101. More than 87% of students enrolled in these courses pass with a grade of C or better. Across all top five courses, pass rates have declined over time; in some cases the decline is most notable in Fall 2020. There are similar DE course enrollment patterns across sectors, although there are a few differences in which courses appear in the top five. For instance, MATH 1554 and ECON 2105 are among the top five courses at Research Universities. Across sectors, pass rates remain high in the DE courses with the greatest enrollment, but trends vary by sector and by course. The top five DE courses for each sector can be found in the Appendix.

DE Course Enrollment in English Gateway Course



Approximately 20% of DE course enrollments system-wide are in ENGL 1101, the gateway English course. This course typically has the highest number of DE students enrolled, across the sectors. Research Universities shifted from having the largest proportion of DE course enrollment in ENGL 1101 in Fall 2017 (19%) to having the smallest proportion in Fall 2021 (18%). At the sector level, the portion of DE students taking ENGL 1101 decreased slightly from Fall 2017 to Fall 2019, though increased across all sectors from Fall 2020 to Fall 2021, which can perhaps be attributed to HB 444 narrowing course options for DE students. The percentage of students who pass ENGL 1101 with a C or better decreased at the System level (95.8% in Fall 2017 to 91.6% in Fall 2021) and this pattern is relatively consistent across the sectors. The percent of students who earn an A in ENGL 1101 remained at 59% across this duration.

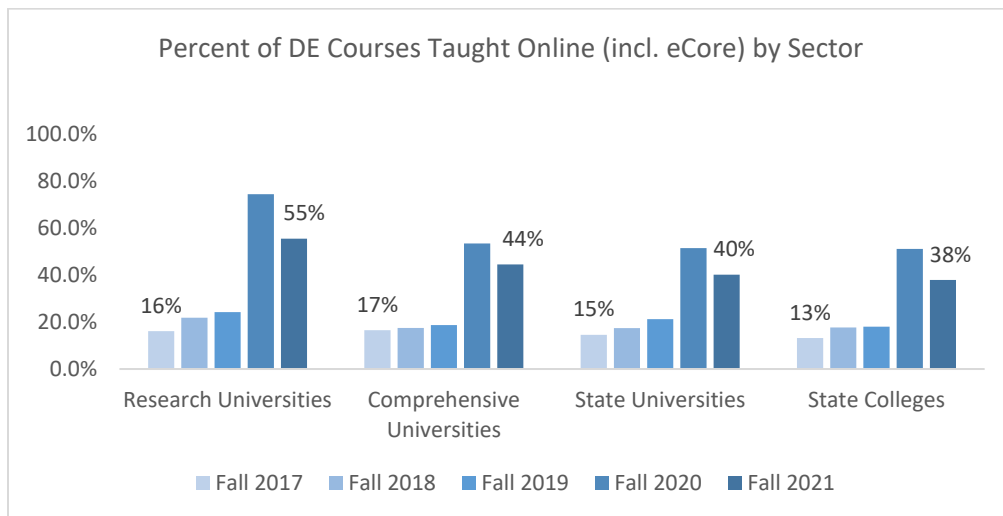
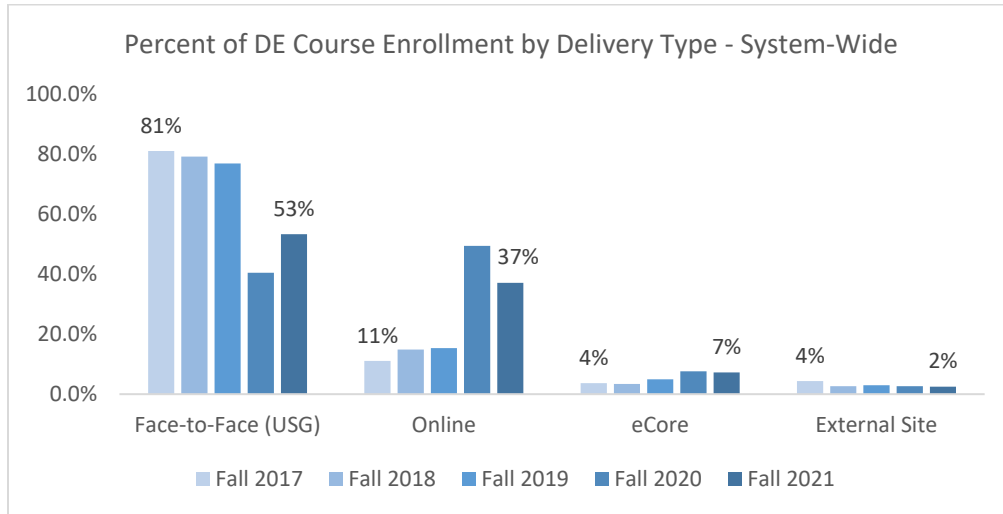
DE Course Enrollment in Math Gateway Courses

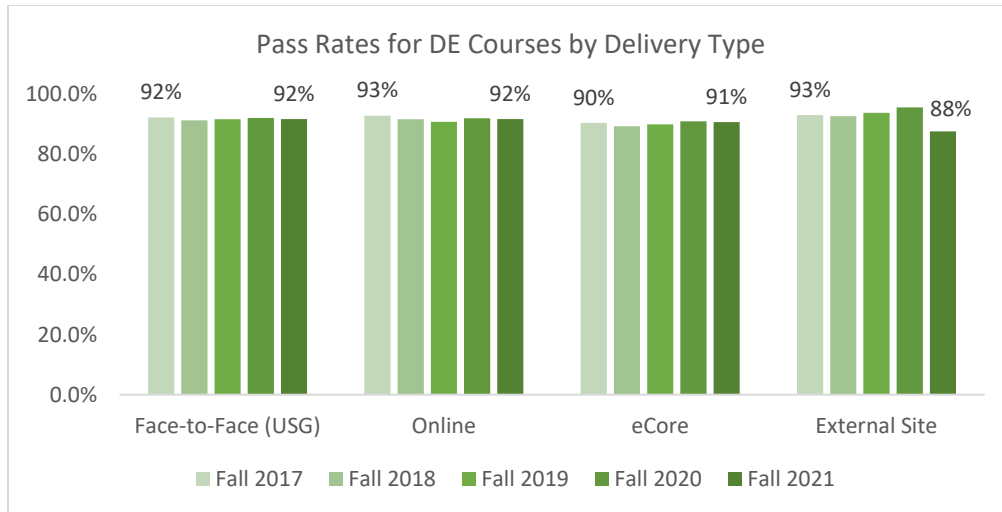


The gateway math courses (MATH 1001, 1101, 1111) typically have the second highest enrollment among DE courses. Gateway math enrollment increased most notably for Comprehensives and State Universities over the last five years. As of Fall 2021, Comprehensive and State Universities had the same proportion of DE gateway math course enrollment as State Colleges (14%). Course pass rates across all sectors is above 82%, and around 50% of students earned an A in their gateway math course; though in Fall 2021, the percent fell slightly to 46%. Given the importance of introductory English and math courses to the Momentum Year efforts, it is encouraging to see many DE students earning these key credits.

**Section 2.3 Dual Enrollment Course Delivery and Instructor Type**

**Percent of DE Course Enrollments by Delivery Type**

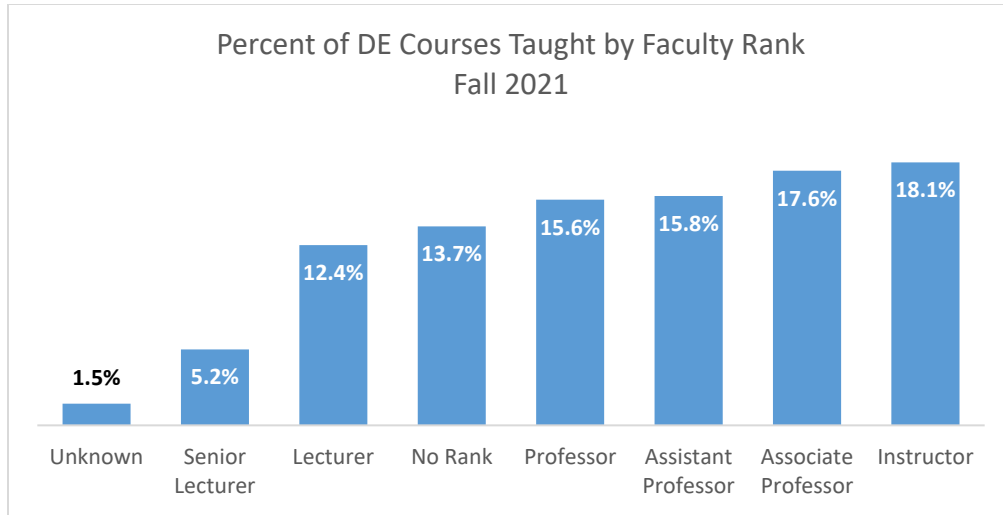




The graphs above show the percent of DE courses taught in the following mutually exclusive categories: face-to-face on a USG campus, in an online format, as part of eCore, or at an external site. Courses taught at an external site are often taught at a high school. Most DE courses are taught face-to-face on USG campuses; however, there has been a sizeable decline in face-to-face DE instruction from Fall 2017 to Fall 2021 (81% to 53%, respectively). The percent of DE courses taught face-to-face reached its lowest point in Fall 2020 (40%), due to the pandemic, but then increased to 53% in Fall 2021. There has also been an increase in the percent of DE courses taught online (15% to 44% including eCore) during from Fall 2017 to Fall 2021, with the percent of DE courses taught online reaching its highest point in Fall 2020 (57% including eCore).

There are similar trends in online DE course enrollment across sectors, but Research Universities have the greatest percentage of DE courses in an online format. With respect to performance across course type, in Fall 2021, the highest pass rates occurred in face-to-face and non-eCore online courses, followed closely by eCore courses. All delivery types have a pass rate above 87%.

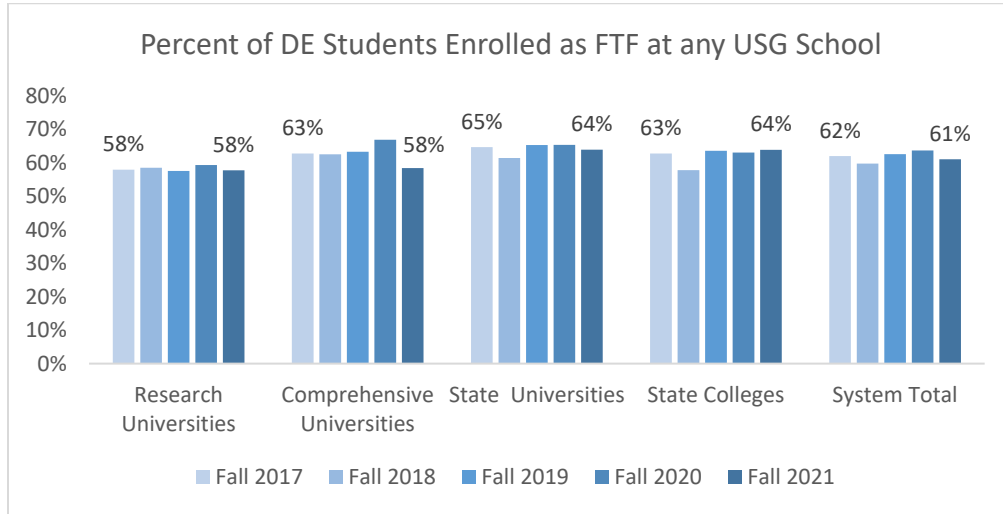
Percent of DE Courses taught by Instructor Type



In Fall 2021 there were 4,007 instructors that taught a course with a DE student enrolled. Close to 50% have the rank of Professor, which includes full Professor (16%), Associate Professor (18%) and Assistant Professor (16%). Just over 18% are Instructors, and 12.5% are Lecturers (including Senior).

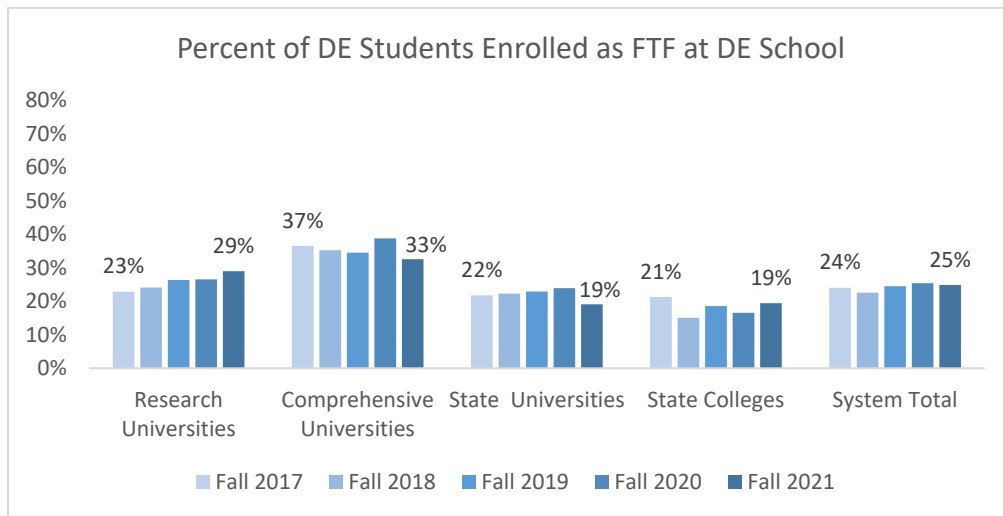
**Section 3: Conversion of Dual Enrollment Students into First-time Freshmen at USG**

**Conversion of DE Students to First-time Freshmen at any USG School**



The conversion rate measures the percent of DE students that are high school seniors who matriculate to USG as first-time freshmen.<sup>2</sup> System-wide, over 60% of DE seniors enroll in USG institutions as first-time freshmen, and this has remained relatively stable over time. However, the conversion rate decreased from Fall 2020 to Fall 2021 across all sectors, except for State Colleges. (Note: sectors depicted in Section 3 charts denote the sector where the student participated in DE.) The conversion rate among DE students is similar across sectors but is highest for State Universities and State Colleges.

**Conversion of DE Students to First-time Freshmen at the Same Institution**



<sup>2</sup>The information for Fall 2017 details the percent of high school seniors taking Dual Enrollment between Summer 2016-Spring 2017 that matriculated to USG as FTF in Fall 2017.

The conversion rate at the same institution measures the percent of DE students that are high school seniors who matriculate to the same USG institution where they participated in DE. System-wide, about a quarter of DE seniors enroll in the same school where they participated in DE. The highest institution-specific conversion rates occur in the Comprehensive University sector. There has been a decline over time in the institution-specific conversion rate for all sectors, except Research Universities, which increased from 23% in Fall 2017 to 29% in Fall 2021.<sup>3</sup>

For additional context, the conversion rates (general and institution-specific) for Fall 2021 are provided by institution in the Appendix.

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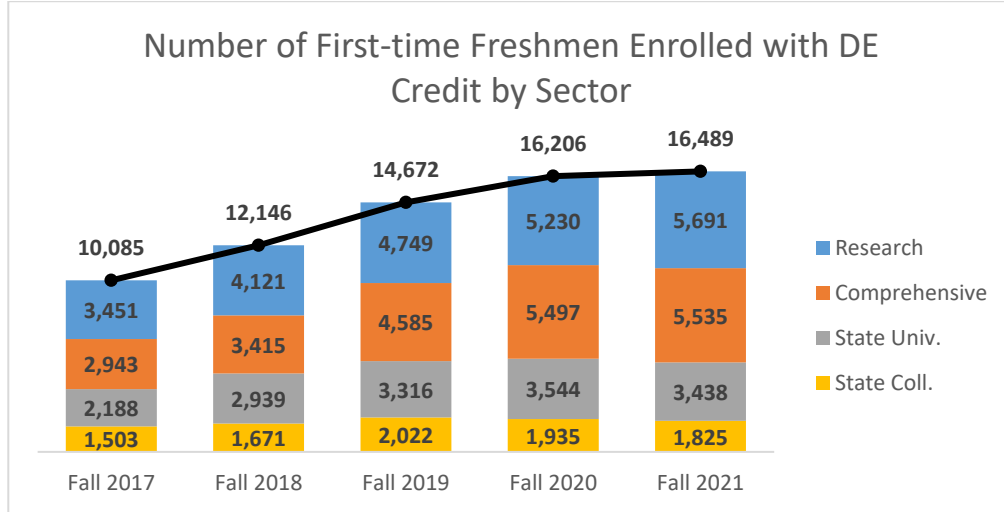
<sup>3</sup> Note that for some institutions and years, the conversion rate may omit students who enroll as first-time freshmen at the same institution or within the USG. This is due to institution data entry issues. We have and continue to work with institutions to improve data quality in this area.



**Section 4: Postsecondary Outcomes of Former Dual Enrollment Students**

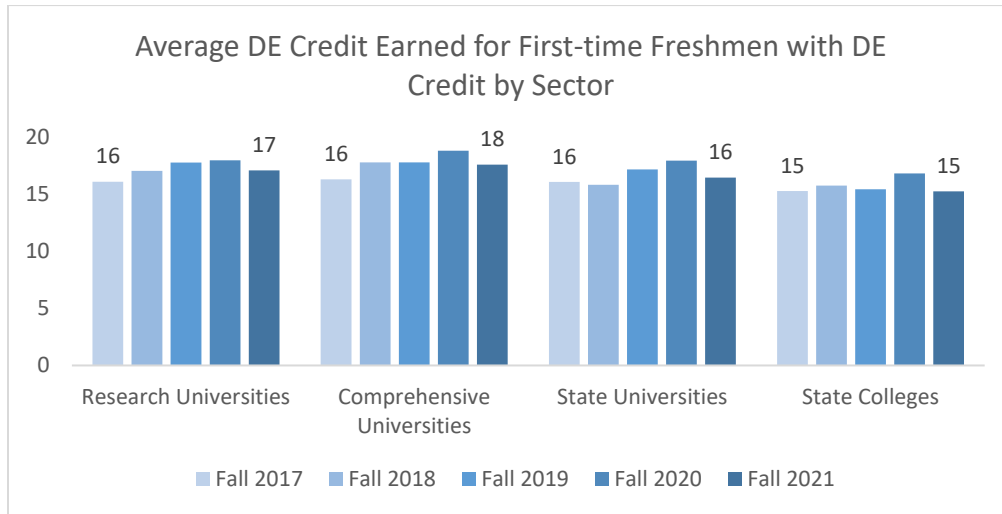
**4.1 First-time Freshmen with Dual Enrollment Credit**

*Number and Percent of First-time Freshmen with DE Credit and Average DE Credit Earned*



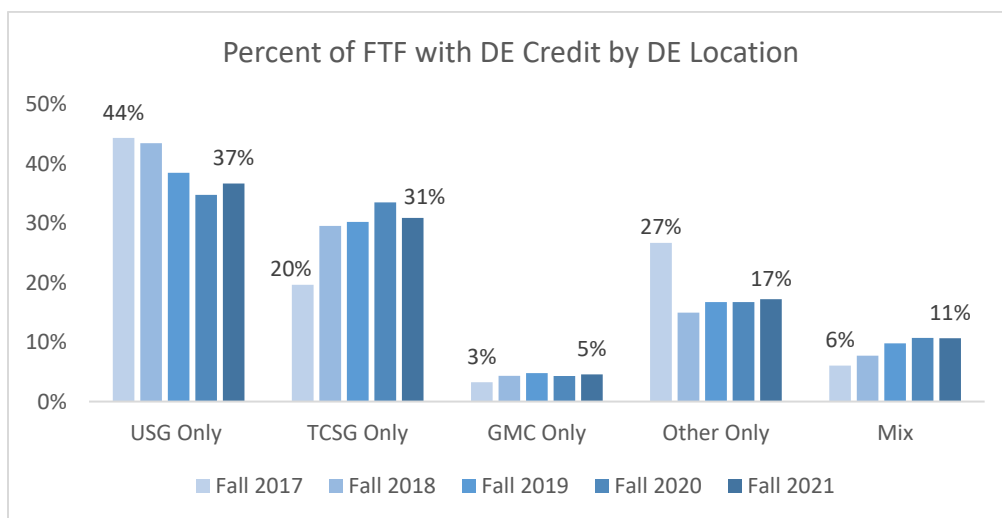
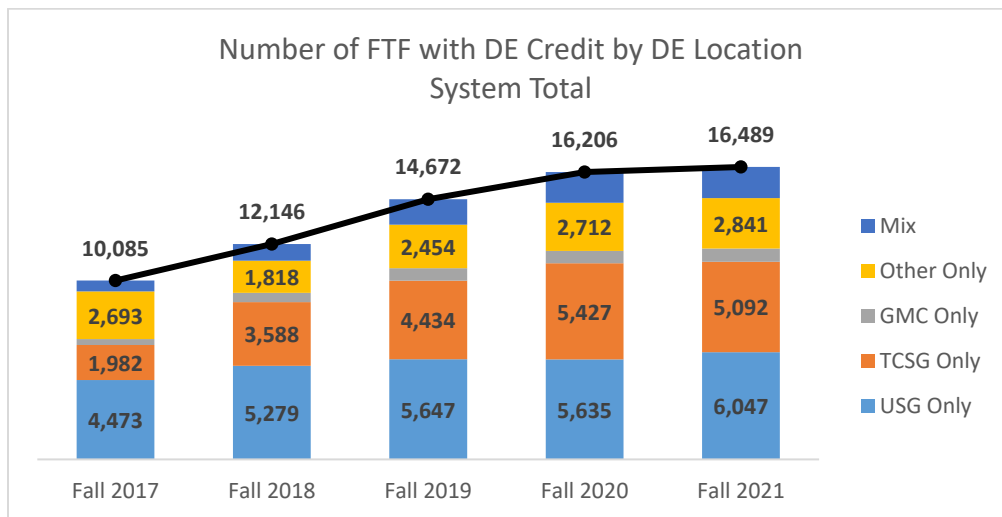
**Percent of First-time Freshmen with DE Credit by Sector**

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Research Universities	20.2%	22.3%	25.4%	28.1%	29.3%
Comprehensive Universities	21.5%	25.9%	32.1%	30.9%	31.6%
State Universities	18.9%	23.6%	28.2%	27.8%	30.3%
State Colleges	14.4%	17.0%	20.8%	24.1%	24.4%
System Total	19.1%	22.5%	26.9%	28.4%	29.6%



The above charts indicate that system-wide, the percent of FTF bringing in DE credit has increased from 19% (10,085 students) in Fall 2017 to 30% (16,489 students) in Fall 2021. There was a steady growth in the amount of FTF bringing in DE credit each year from Fall 2017 to Fall 2020, though this growth rate leveled off between Fall 2020 and Fall 2021. and in Fall 2021, Comprehensive and State Universities had the largest percent of FTF with DE credit (Note: sectors depicted in Section 4 charts denote the sector where the student is a FTF). On average, incoming freshmen with DE credit are bringing in a semester's worth of credits. At the system level, the average DE credit earned by FTF increased from 16 in Fall 2017 to 17 in Fall 2021. However, the average DE credit earned declined across all sectors in Fall 2021, likely related to the pandemic and HB 444 which limited dual enrollment to 30 credit hours. FTF at Comprehensive Universities in Fall 2021 had the highest average DE credit hours earned at 18 hours.

Number and Percent of First-time Freshmen with DE Credit by DE Location



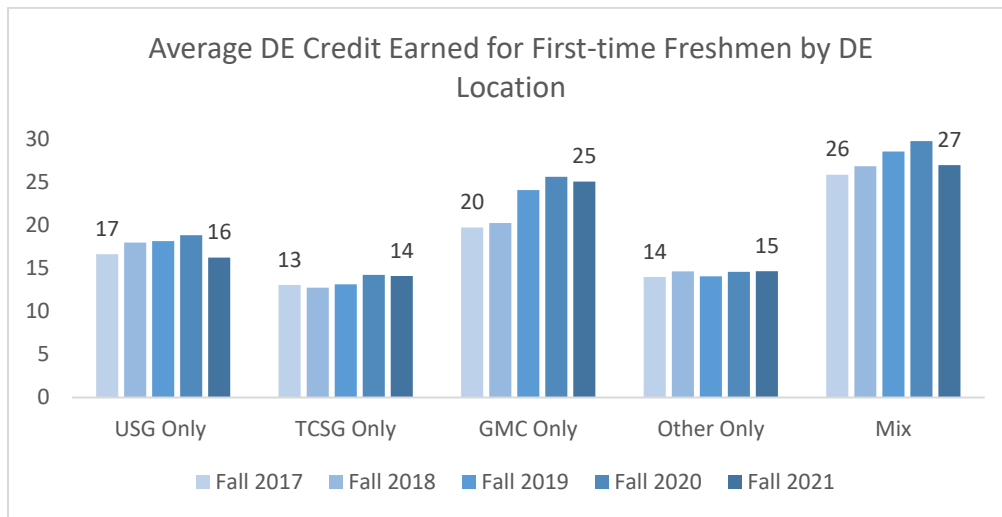
The above charts illustrate the number and percent of USG FTF that bring in DE credit by where the DE credit was earned.<sup>4</sup> The percent of FTF earning DE credit exclusively from USG institutions has declined

<sup>4</sup> DE location refers to where the student earned DE credit and includes the following mutually exclusive categories: USG only (DE credit from USG institutions exclusively), TCSG only (DE credit from Technical System

(from 44% in Fall 2017 to 37% in Fall 2021) and the percent of FTF earning DE credit exclusively from TCSG has increased (from 20% in Fall 2017 to 31% in Fall 2021). This increase may be related to more lenient admissions policies at TCSG institutions.

Sector information is provided in the Appendix; for the most part, these same trends persist across sectors.

Average DE Credit Earned by DE Location



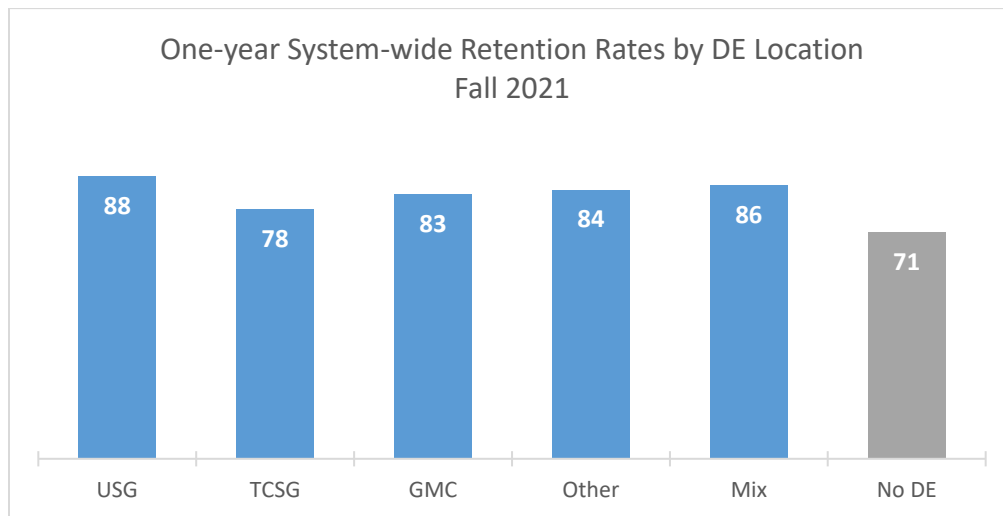
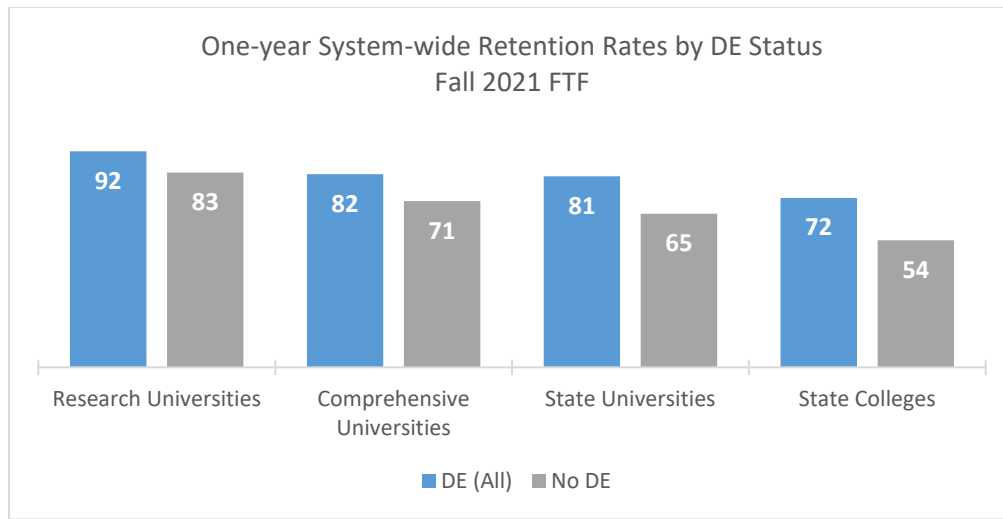
FTF who earned DE credit from a combination of locations earned the greatest amount of DE credit on average (from 26 to 27 credit hours over the last five years). This is not surprising considering that students attending a mix of locations likely enrolled for more than one term. The second highest credit earned on average occurred at GMC; however, it is important to note that the number of FTF earning DE credit exclusively from GMC is very small (327 students in Fall 2017 and 753 students in Fall 2021).

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exclusively), GMC only (DE credit from Georgia Military Academy exclusively), Other only (DE credit from non-USG, non-TCSG, and non-GMC), and Mix (a mixture of any of these categories).

## 4.2 Postsecondary Outcomes by Dual Enrollment Status

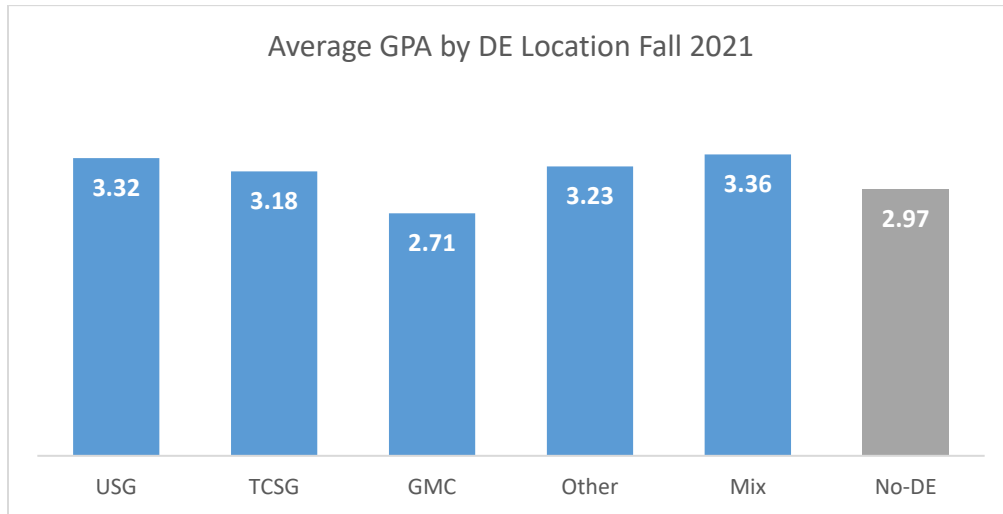
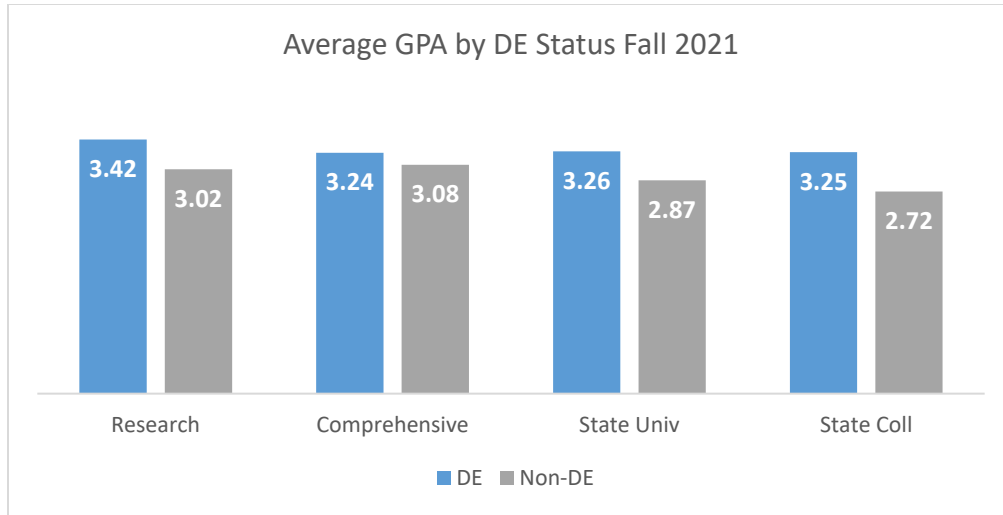
### Retention Rates for First-time Freshmen by DE Status



One-year, system-wide retention rates<sup>5</sup> for FTF in Fall 2021 are presented above. Across sectors, FTF with DE credit were retained at higher rates than students without DE credit. The difference between DE and non-DE students was most pronounced at State Universities and State Colleges. It is important to note that DE students tend to be better academically prepared than non-DE students in terms of high school GPA and standardized test scores, and this is a contributing factor to the differences in student success observed at the postsecondary level. In addition, students with DE credit have higher retention rates than non-DE students regardless of where DE credit was earned. Finally, the highest retention rates are observed among FTF who earned DE credit exclusively from a USG institution.

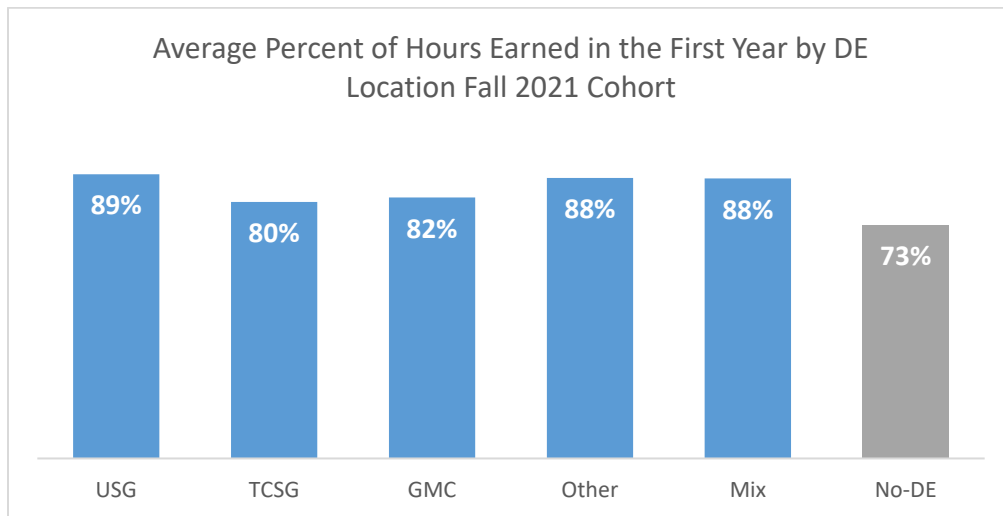
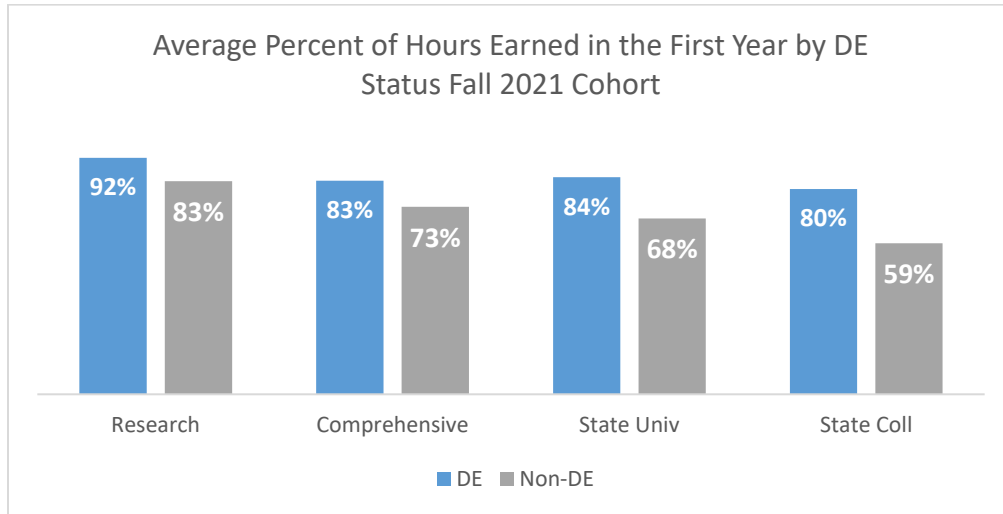
<sup>5</sup> System-wide retention rates are the percent of students retained at any USG institution, not only those retained at the institution where they initially matriculated.

Average First-year College GPA for First-time Freshmen by Sector and DE Status



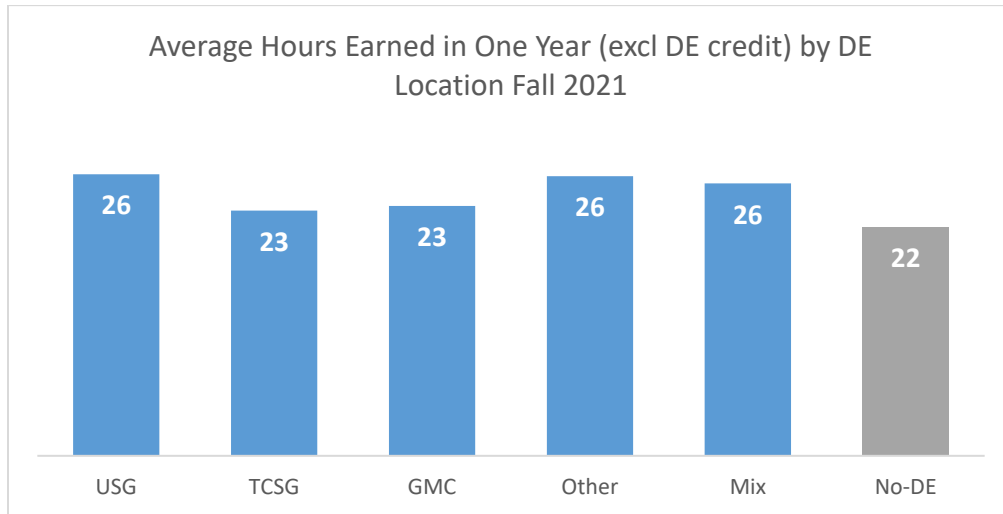
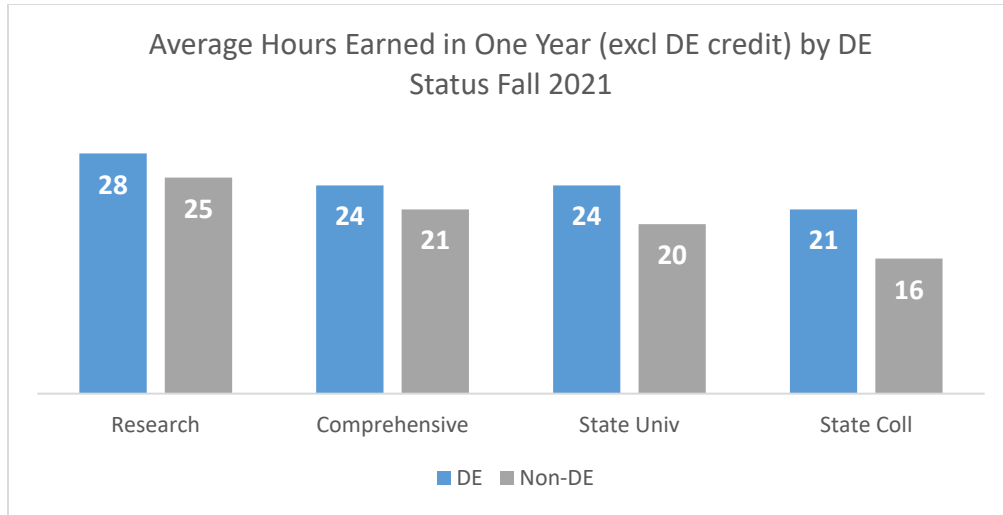
The average cumulative GPA earned at the end of the first academic year for Fall 2021 FTF is presented above. At the sector level, average cumulative GPA is consistently higher among students who earned DE credit compared to non-DE students. DE students have a higher cumulative GPA than non-DE students, except for students who earned their DE credit at GMC. The highest average college GPA is observed for students who earned DE credit at a mix of institutions, followed closely by those who earned DE credit exclusively at USG institutions.

Average Percent of Hours Earned (out of hours attempted) for First-time Freshmen by Sector and DE Status



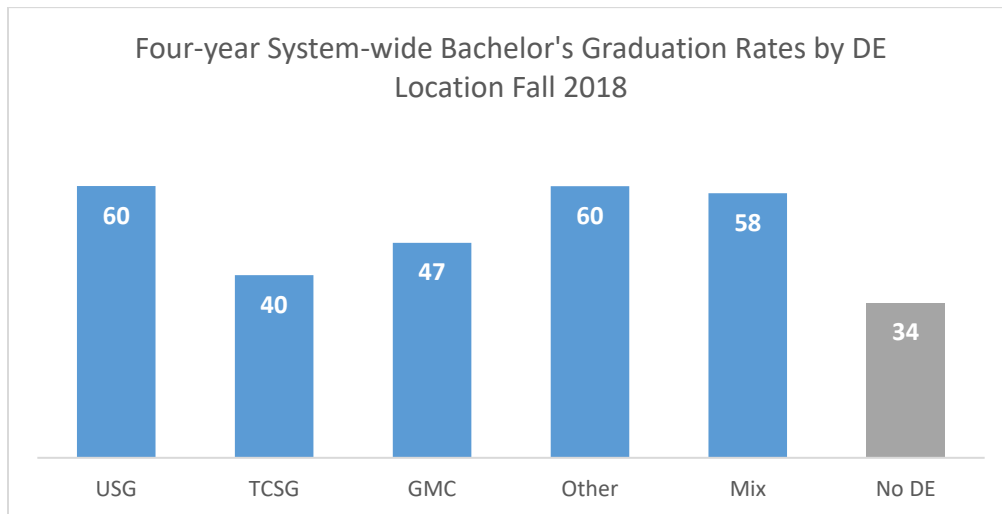
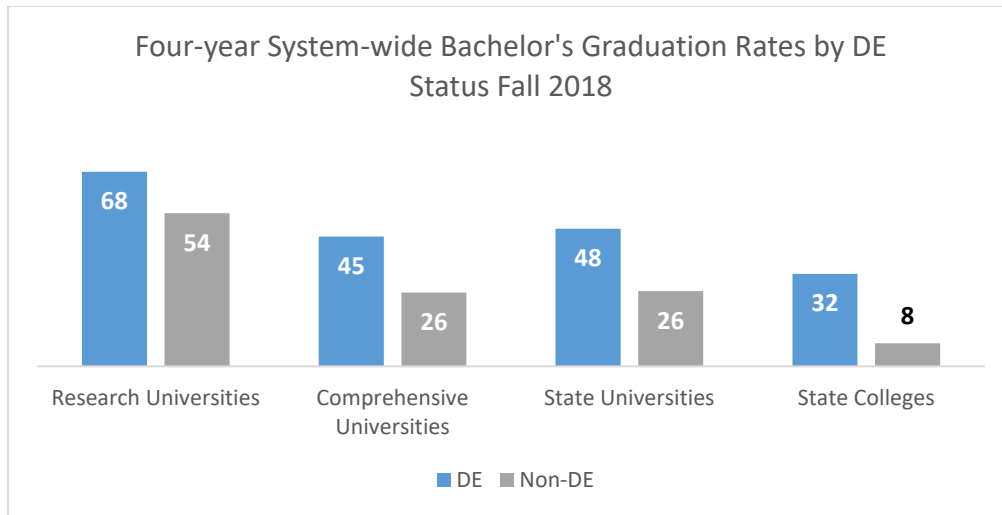
The average percent of credit hours earned at the end of the first academic year for Fall 2021 FTF is presented above (excluding credit earned through dual enrollment). Average percent of hours earned is consistently higher among students who earned DE credit compared to non-DE students, regardless of where DE credit was earned. The highest average percent of hours earned is observed for students who earned DE credit exclusively at USG institutions, followed closely by students who earned DE credit in the 'Other' category of institutions and at a mix of institutions.

Average Total Hours Earned for First-time Freshmen by Sector and DE Status



The average total credit hours earned (excluding DE credit) by the end of the first academic year for Fall 2021 FTF is presented above. Average total hours earned is consistently higher among students who earned DE credit compared to non-DE students. The highest average hours earned is observed for students who earned DE credit at USG institutions (6,047 students) followed closely by students who earned DE credit in the 'Other' category of institutions (2,841 students).

Bachelor's Graduation Rates for First-time Freshmen by DE Status

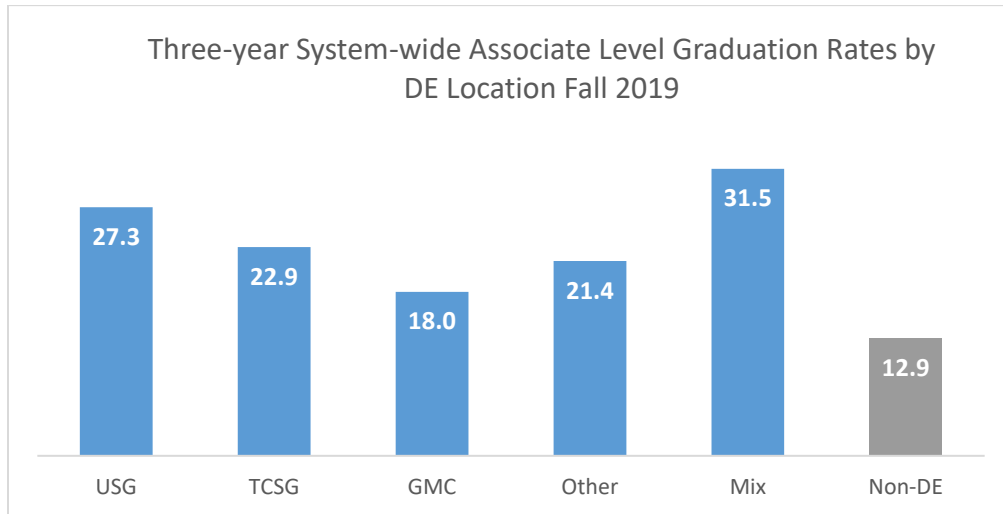
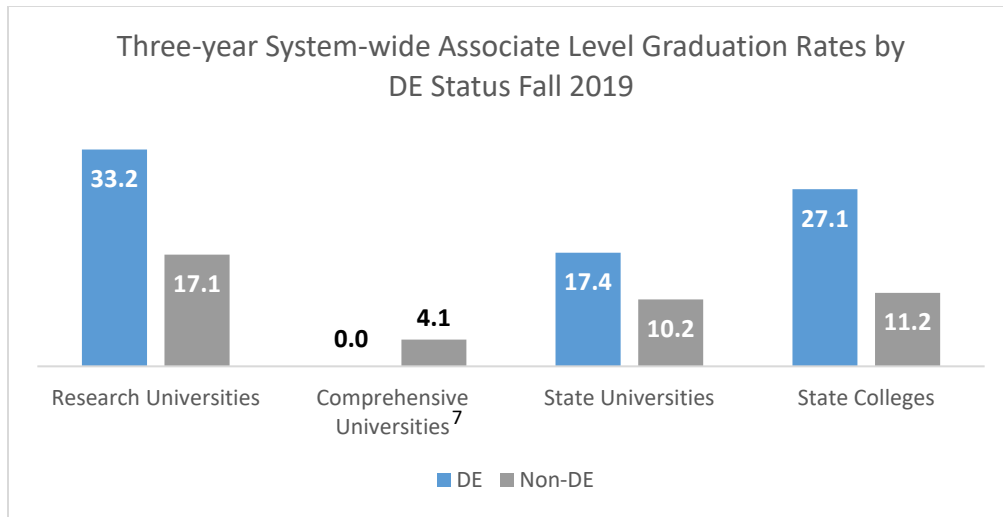


These charts illustrate the four-year, system-wide bachelor's graduation rates<sup>6</sup> for the Fall 2018 cohort. In all sectors of USG, the graduation rates are higher for FTF with DE credit than FTF without DE credit, ranging from a 15-percentage point difference at Research Universities to a 24-percentage point difference at State Colleges. Students with DE credit have higher graduation rates than non-DE students, regardless of where DE credit was earned; the highest graduation rates are observed among FTF who earned DE credit from a USG institution and the 'Other' category of institutions.

<sup>6</sup> System-wide graduation rates are the percent of students who graduated with a bachelor's degree at any USG institution within four years, not just those who graduated from the institution where they first matriculated.



Associate Level Graduation Rates for First-time Freshmen by DE Status

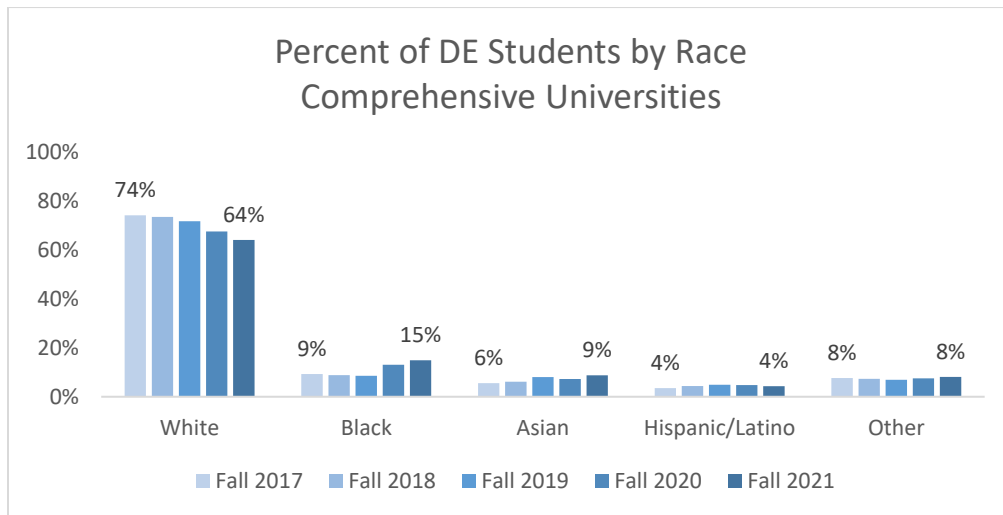
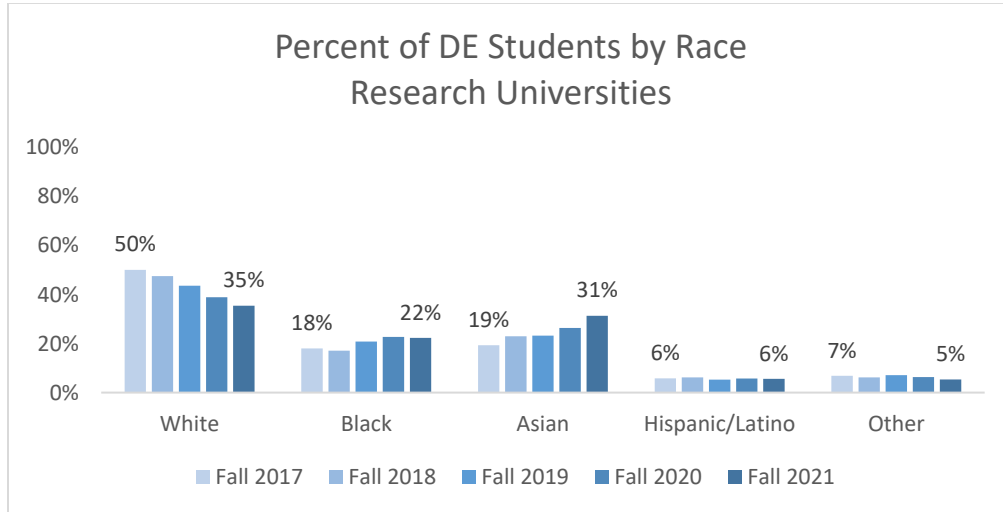


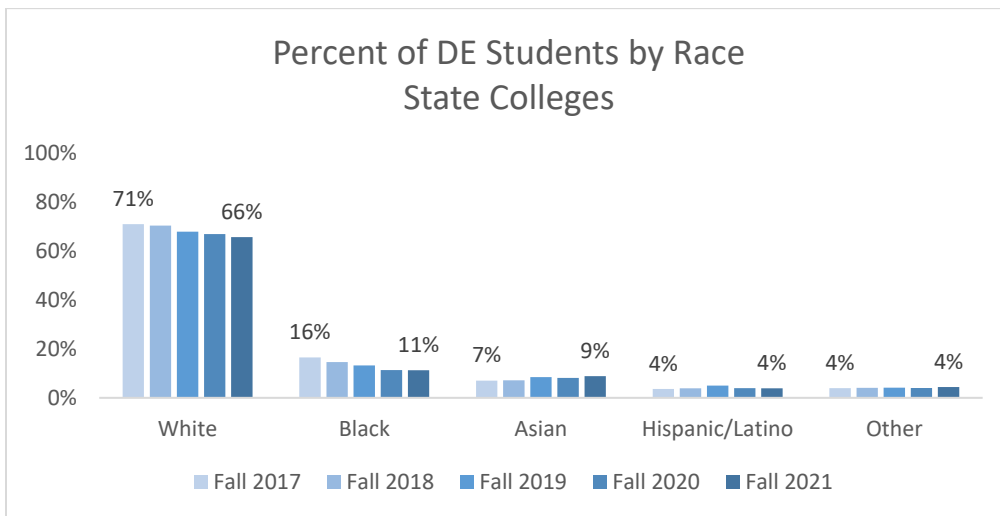
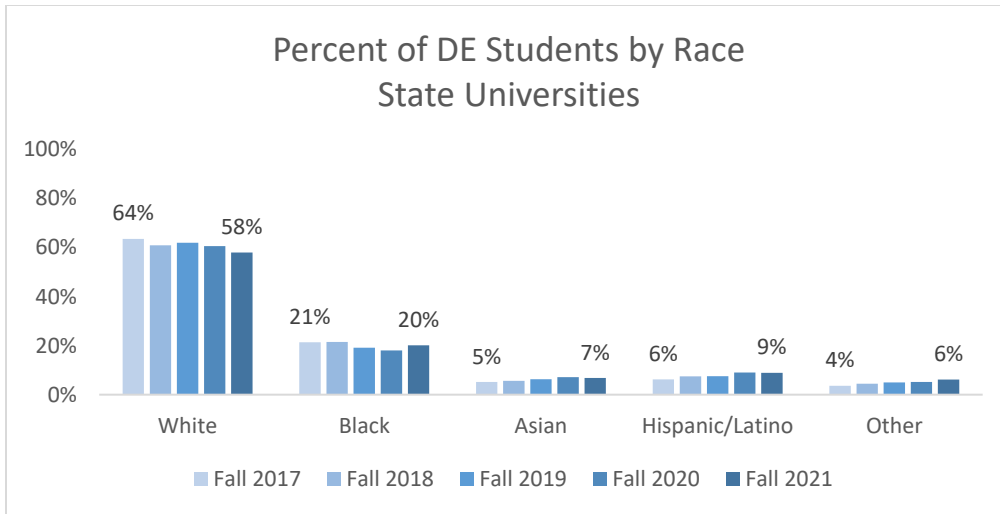
These charts illustrate the three-year, system-wide associate level graduation rates for FTF in Fall 2019. FTF with DE credit had higher graduation rates than non-DE FTF in all sectors of the USG, except at Comprehensive Universities<sup>7</sup>. For State Colleges, three-year graduation rates were about 16 percentage points higher for DE students compared to non-DE students. Across the USG, associate level graduation rates for FTF with DE credit were higher than FTF without DE credit regardless of where the DE credit was earned.

<sup>7</sup> There were only 80 associate degree seekers at Comprehensive Universities in the Fall 2019 cohort, compared to more than 3,000 in each of the other sectors.

**Appendix**

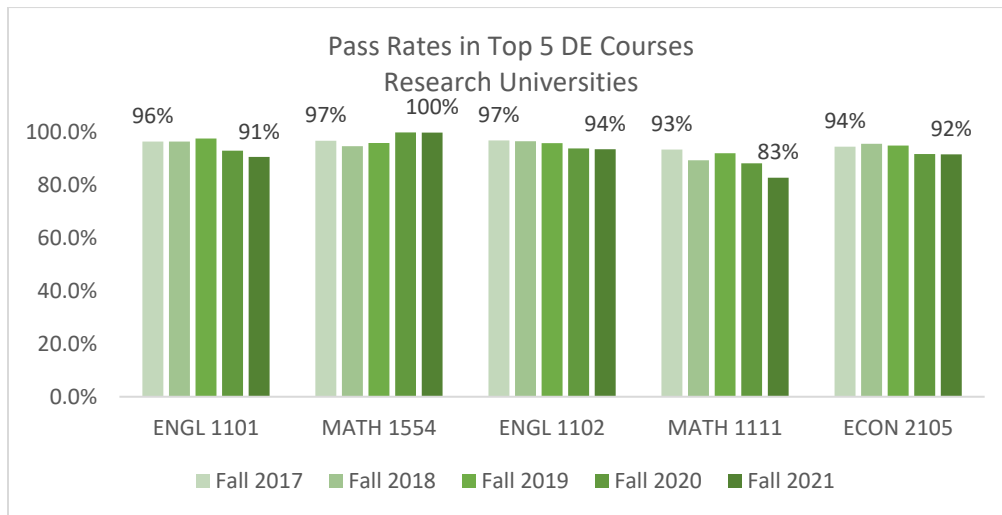
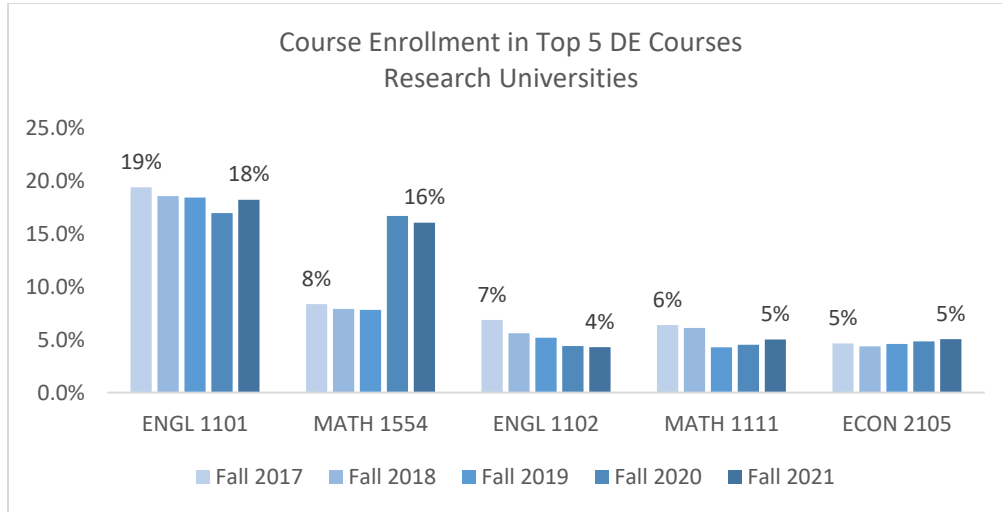
**Section 2: DE Participation by Race and Sector**



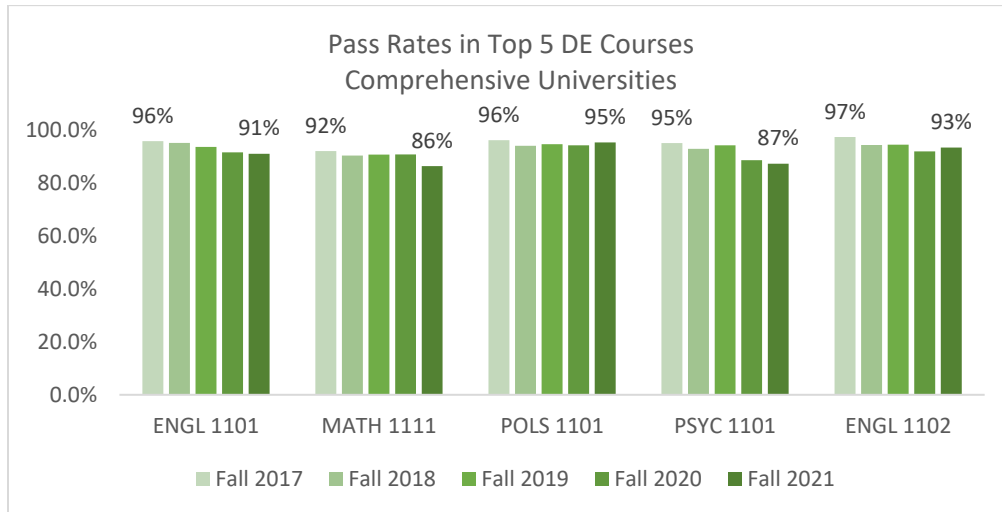
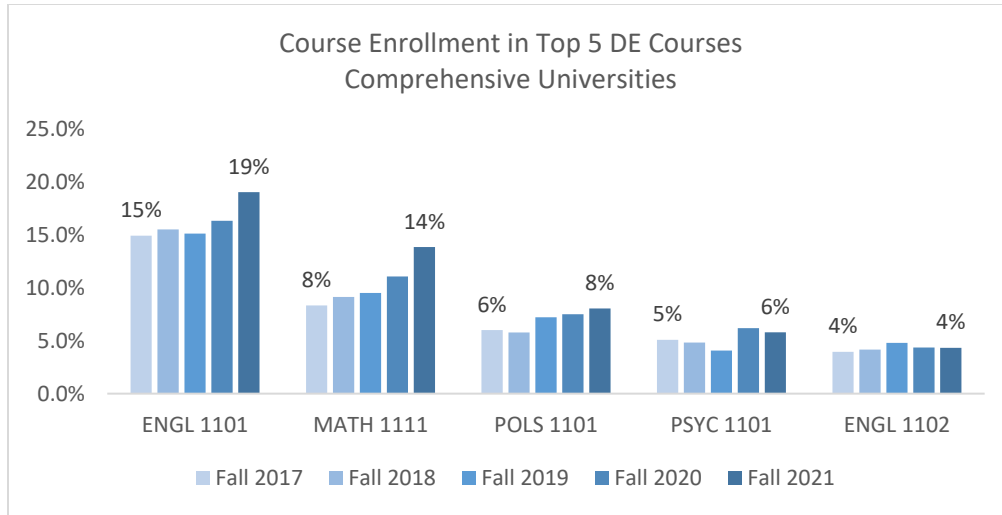


Section 2: Percent of Top Five Courses Among All DE Courses by Sector

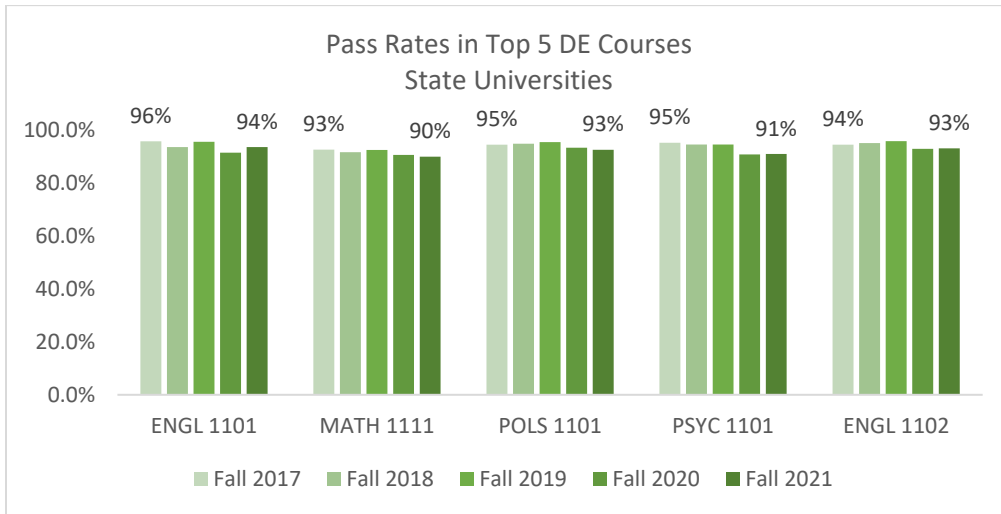
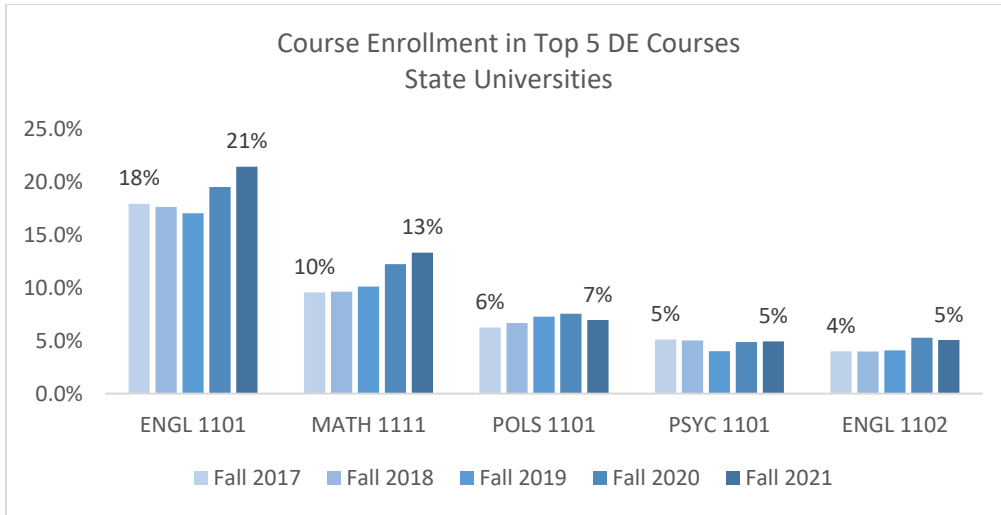
Research Universities



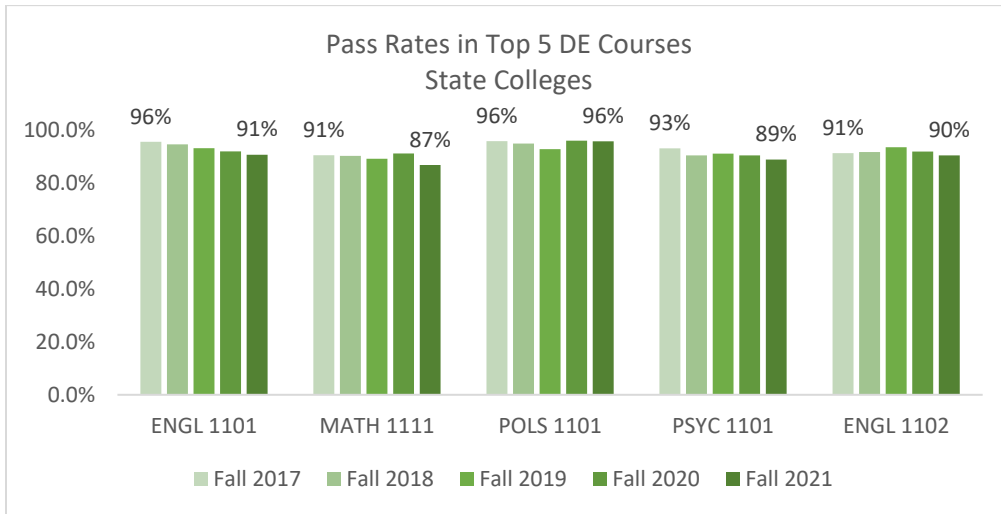
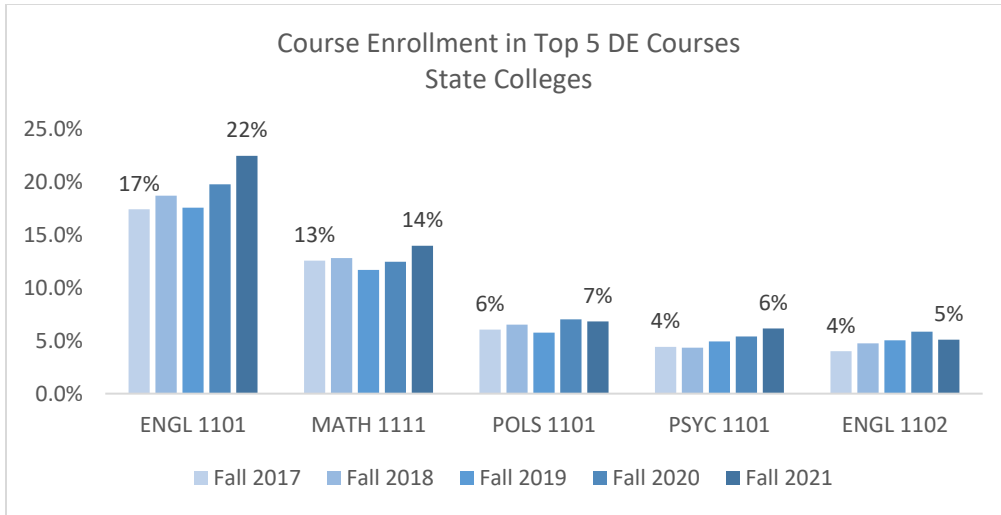
Comprehensive Universities



State Universities



State Colleges



Section 3: Conversion of DE Students to FTF by Institution

University of Georgia Dual Enrollment to FTF Number of DE students (Summer 20-Spring 21) Conversion to USG School as FTF in Fall 2021			
Institution	Number of DE Students	Enrolled as FTF in Fall 2021 at any USG School	Enrolled as FTF in Fall 2021 at DE school
Augusta University	208	70%	37%
Georgia Institute of Technology	560	74%	59%
Georgia State University	2,149	52%	20%
University of Georgia	61	61%	49%
<b>Research Universities</b>	<b>2,978</b>	<b>58%</b>	<b>29%</b>
Georgia Southern University	742	66%	39%
Kennesaw State University	895	63%	41%
University of West Georgia	813	44%	16%
Valdosta State University	135	68%	41%
<b>Comprehensive Universities</b>	<b>2,585</b>	<b>58%</b>	<b>33%</b>
Albany State University	142	46%	3%
Clayton State University	716	60%	7%
Columbus State University	345	60%	28%
Fort Valley State University	22	59%	27%
Georgia College & State University	33	85%	45%
Georgia Southwestern State University	185	69%	18%
Middle Georgia State University	356	64%	15%
Savannah State University	77	61%	8%
University of North Georgia	1,256	68%	27%
<b>State Universities</b>	<b>3,132</b>	<b>64%</b>	<b>19%</b>
Abraham Baldwin Agricultural College	302	69%	26%
Atlanta Metropolitan State College	95	33%	2%
College of Coastal Georgia	319	66%	21%
Dalton State College	311	58%	32%
East Georgia State College	255	69%	11%
Georgia Gwinnett College	417	62%	12%
Georgia Highlands College	335	62%	13%
Gordon State College	321	71%	19%
South Georgia State College	261	65%	30%
<b>State Colleges</b>	<b>2,616</b>	<b>64%</b>	<b>19%</b>
<b>System Total</b>	<b>11,311</b>	<b>61%</b>	<b>25%</b>

See Footnote 4 in the text.



**Section 4: Percent of FTF with DE Credit by DE Location**

