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This study was a cooperative effort of the Texas-ACT College Success Research Consortium, a research partnership between ACT and four Texas four-year postsecondary institutions.

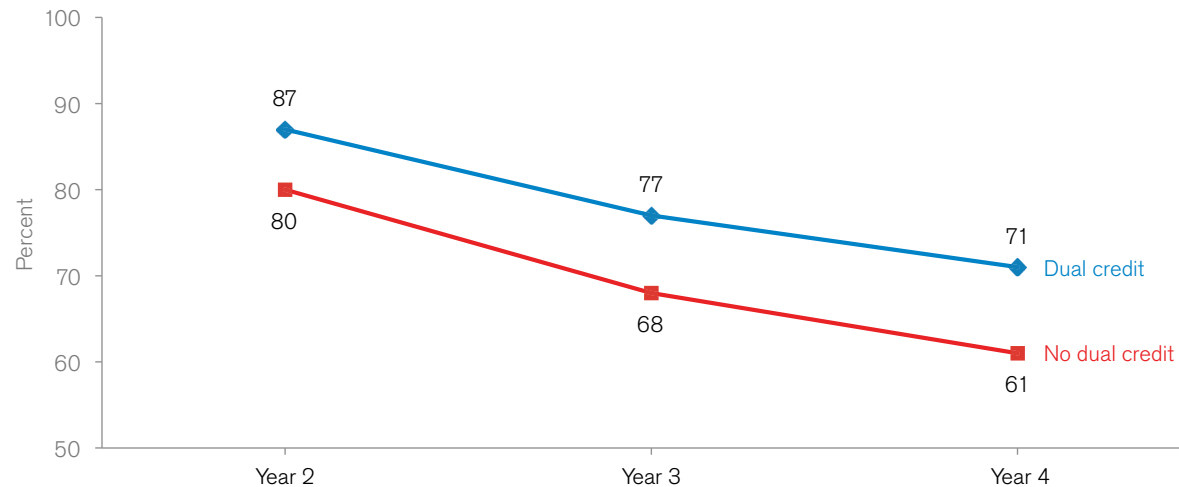
About 42% of incoming students at these institutions entered with dual-credit hours. That is, they had successfully completed college-level courses while in high school.

College success rates over time, including retention rates, were typically higher for students entering college with dual credit than for those entering with no dual credit.

## Retention Over Time by Dual-Credit Status

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Students' Chances of Remaining Enrolled at the Same Institution through Year 4 by Dual-Credit Status



Note: Results based on data from more than 36,000 students who enrolled in one of the four participating Texas postsecondary institutions as first-time entering students in fall 2005 or 2006. Retention to the same Institution was evaluated from fall to fall from years 1 to 2, 2 to 3, and 3 to 4, respectively. For a more detailed description of the study, see [Dual-Credit/Dual-Enrollment Coursework and Long-Term College Success in Texas](#).

Many high school students are taking dual-credit/dual-enrollment courses to get an early start on their college education. A recent study that included data from four Texas four-year postsecondary institutions found that students entering college with dual credit were more likely than those entering without it to succeed in college, even after controlling for Composite score on the ACT® test, total credit by exam hours, and other student and school characteristics related to dual-credit enrollment.<sup>1</sup>

Specifically, attrition over time was less likely to occur for students who entered college with dual-credit hours than for those who did not (see figure). More than 85% of dual-credit students returned to the same institution in year 2, compared to 80% for students with no

dual credit. Differences in retention rates between the two groups increased slightly over time. At year 4, 71% of dual-credit students were still enrolled at their initial institution, where only 61% were for those with no dual credit.

Some limitations of the study included the small number of participating institutions and the inability to differentiate between transfer and dropout. Texas students must meet certain eligibility requirements to enroll in academic dual-credit courses. Results from this study may not apply to other cohorts of students where different eligibility requirements are used. ■

<sup>1</sup> Justine Radunzel, Julie Noble, and Sue Wheeler, [Dual-Credit/Dual-Enrollment Coursework and Long-Term College Success in Texas](#) (Iowa City, IA: ACT, 2014).