



Benefits of Dual Credit for Underrepresented Minority Students

The fourth of six research briefs on dual credit in Kentucky

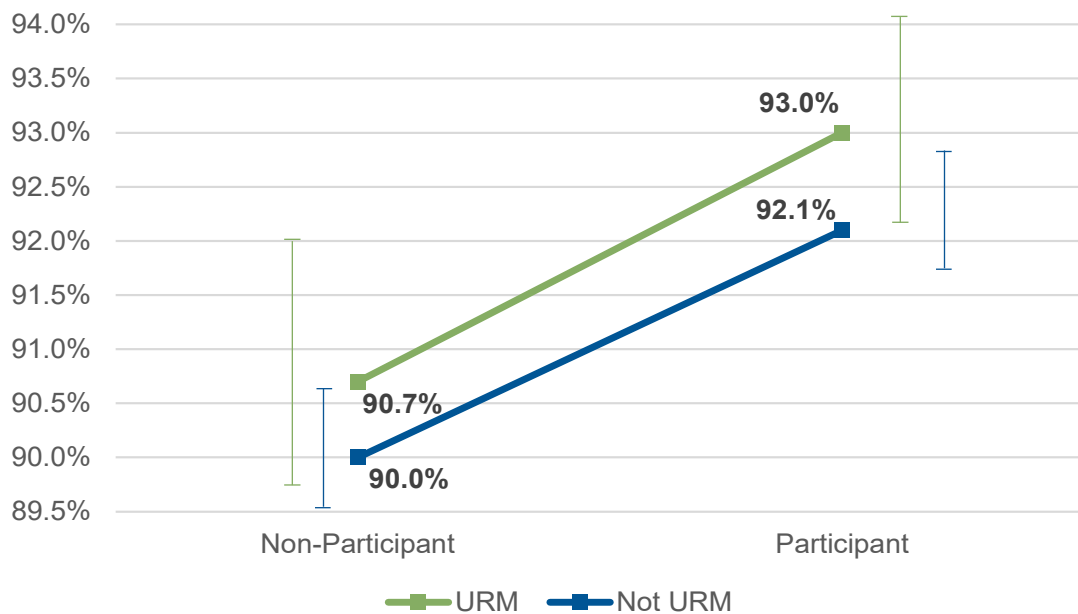
How Does Dual Credit Affect Academic Outcomes for URM students?

This brief examines the varied effects of dual credit on second-year persistence and first-year GPA for underrepresented minority undergraduate students (URM),¹ compared to white or Asian, non-Hispanic undergraduate students. The first brief showed a substantial gap in dual credit between URM and non-URM students, and this brief provides further evidence to support the need for increased URM student participation in dual credit. In this data sample, only 11.4% of participants were URM, compared to 88.6% who were white or Asian.

Greater Impact on Persistence for URM Students

Overall, dual credit programs had positive effects on second-year persistence for both sets of students; however, the benefits were more pronounced for URM students. Participation increased the likelihood of second-year persistence for URM students from 90.7% to 93%, a gain of 2.3 percentage points. The gain was slightly smaller for white and Asian participants – up 2.1 percentage points from 90% to 92.1%. Figure 1 shows these results.

Figure 1: Effects of Dual Credit on Second-Year Persistence for URM and Non-URM Students



Vertical lines represent 95% confidence intervals.
Values: URM non-participants (89.6%-91.8%) and URM participants (92%-93.9%).
Non-URM non-participants (89.4%-90.5%) and non-URM participants (91.6%-92.6%).

1. This variable indicates whether students categorized themselves as (a) Hispanic or Latino, (b) American Indian or Alaska Native, (c) Black or African American, (d) Native Hawaiian or Other Pacific Islander, or (e) Two or more Races.

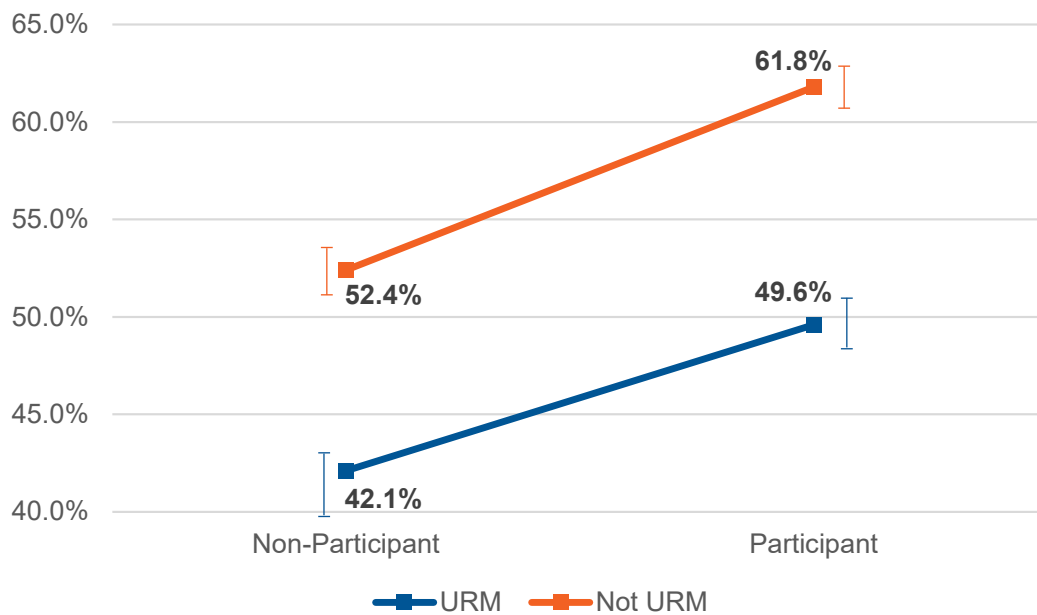
Greater Impact on GPA for White and Asian Dual Credit Students

Dual credit improved the likelihood of earning a first-year GPA of 3.0 or higher for both sets of students, but white and Asian students benefited the most. The likelihood of earning a 3.0 for URM students climbed from 42.1% without dual credit to 49.6% with dual credit, an increase of 7.5 percentage points. For white and Asian students, the effect was even higher, rising from 52.4% to 61.8% – a difference of 9.4 percentage points.

Summary

Dual credit experiences help improve first-year GPA and second-year persistence for both URM and non-URM students. In future research briefs, CPE will continue to examine the impact of dual credit on subgroups, including students from low-income families.

Figure 2: Effect of Dual Credit on First-Year GPA for URM and Non-URM Students



Vertical lines represent 95% confidence intervals.

Values: URM non-participants (39.9%-44.3%) and URM participants (47.5%-51.8%).

Non-URM non-participants (51.5%-53.3%) and non-URM participants (61%-62.7%).

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