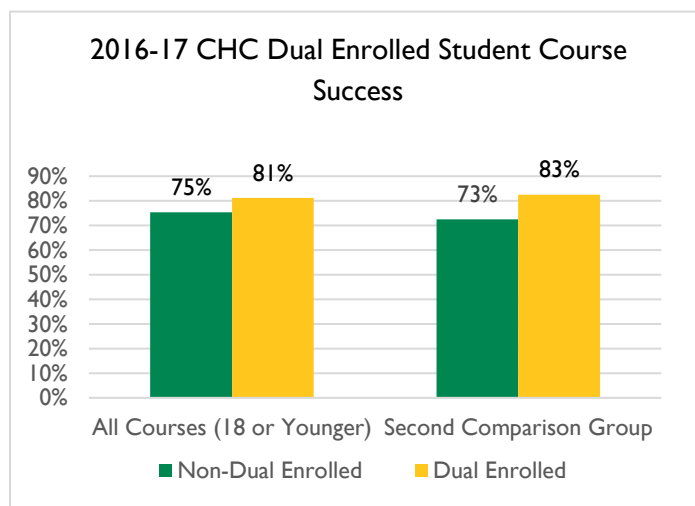


This Month's Topic: 2016-2017 CHC Dual Enrolled Students' Relationship to Course Success

This "Did You Know" summarizes the results from the [research](#) that examined the relation between Crafton Hills College 2016-2017 dual enrolled students and course success.

Aggregated Dual Enrollment Student Course Success

When compared to all other CHC 18 years' old or younger students enrolled in the same course during the same term (All Courses 18 or younger), dual enrolled students had a substantially higher course success rate (81%) than students enrolled in the same courses (75%). Moreover, when compared to students enrolled in the same section during the same term and taught by the same instructor (Second Comparison Group), dual enrolled students had a statistically significantly and substantially higher course success rate (83%) than non-dual enrolled students (73%).



Dual Enrollment Student Course Success by Course

Of the fourteen dual enrolled courses compared to the non-dual enrolled courses, 10 of the 14 (71%) dual enrolled courses had higher course success rates than the non-dual enrolled courses. Equally important, two courses in fall 2016 (ART-124 and CHC-100) and six courses in spring 2017 (ARABIC-102, CHC-100, COMMST-100, FIRET-100, FIRET-101, and SOC-105) all had 100% course success rates. On the other hand, three of the four dual enrolled courses with lower course success rates had similar or high course success rates. Specifically, ART-103 dual enrolled students had a 71% course success rate compared to a 73% non-dual enrolled course success rate. ART-124 dual enrolled students had an 88% course success rate. MUSIC-103 dual enrolled students had a 64% course success rate compared to non-dual enrolled students who had a 93% course success rate; however, there were only 11 dual enrolled students. Conversely, ASL-101 dual enrolled students had a substantially lower course success rate (63%) than non-dual enrolled students (74%). The number of ASL-101 dual enrolled students who earned a GOR was 27 suggesting that the dual enrolled students may have struggled with ASL-101.

Potential Implications for Crafton Hills College

When analyzing the data provided in this brief there are two implications that may help to inform how CHC works with dual enrolled students. First, overall, dual enrolled students were statistically significantly and substantially more likely to complete their courses successfully when compared to the comparison groups. In addition, dual enrolled students were more likely to be Asian, African American, and from two or more races and less likely to be Caucasian. Accordingly, Crafton may want to consider expanding dual enrollment as a strategy to increase course success and access to these groups. Second, dual enrolled students were most likely to be seventeen or sixteen years old and CHC may want to focus on reaching out to these age groups at local area high schools.

Methodology and Limitations

According to the [CCCCO and the RP Group](#) dual enrollment refers to high school students enrolled in community college credit courses and is the preferred term, rather than the use of concurrent enrollment. Dual enrollment is the term used in this report.

Students in the All Courses (18 year old or younger) comparison group were all of the other Crafton students 18 years old or younger enrolled in the same courses that the dual enrolled students were enrolled in, in 2016-2017. A limitation to comparing dual enrolled students to all other 18 year old or younger students enrolled in the same courses is that the comparison does not control for instructor, section, or dual enrolled student characteristics. The Second Comparison Group compares dual enrolled students to 18 year old or younger students enrolled in the same course, term, and instructor. A limitation to this comparison is that 16 out of the 20 dual enrolled sections were included in the comparison group and the comparison does not control for section or dual enrolled student characteristics.