



DUAL ENROLLMENT DIGEST

UPDATED JANUARY 2024

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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 2018 to fall 2022 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 2018 to fall 2022. Conversion rates are provided for matriculation to any USG institution as well as the same institution at which DE occurred.

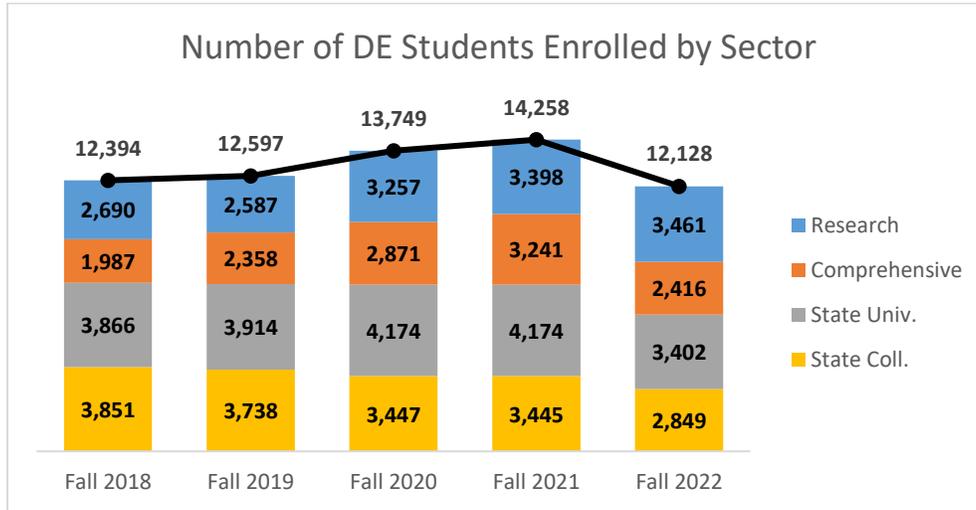
Section 4 highlights outcomes of FTF from fall 2018 to fall 2022 who entered USG with DE credit. Comparisons are offered between FTF who did and did not earn DE credit; dual enrollment students are subcategorized by where the DE credit was earned—specifically, USG, Technical College System of Georgia (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

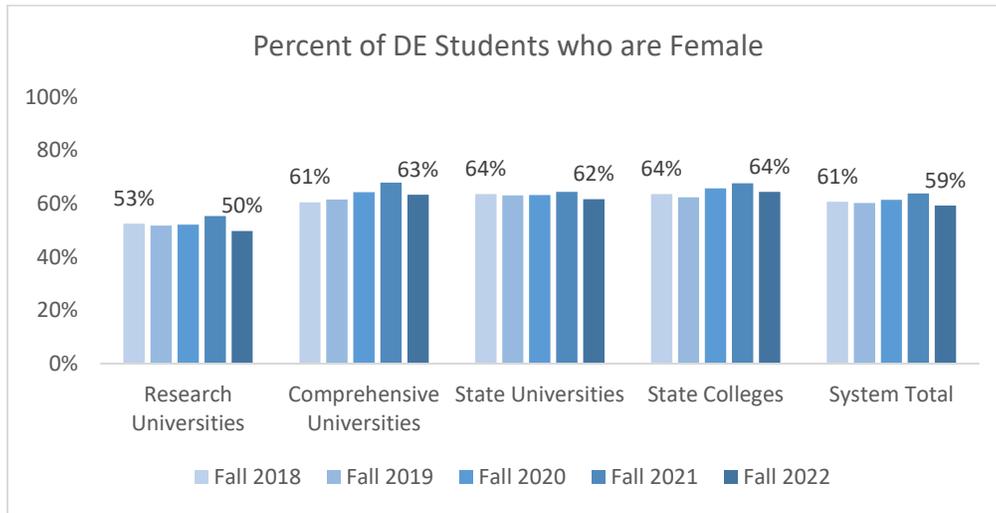


Percent of DE Students Enrolled in the USG by Sector

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Research Universities	21.7%	20.5%	23.7%	23.8%	28.5%
Comprehensive Universities	16.0%	18.7%	20.9%	22.7%	19.9%
State Universities	31.2%	31.1%	30.4%	29.3%	28.1%
State Colleges	31.1%	29.7%	25.1%	24.2%	23.5%

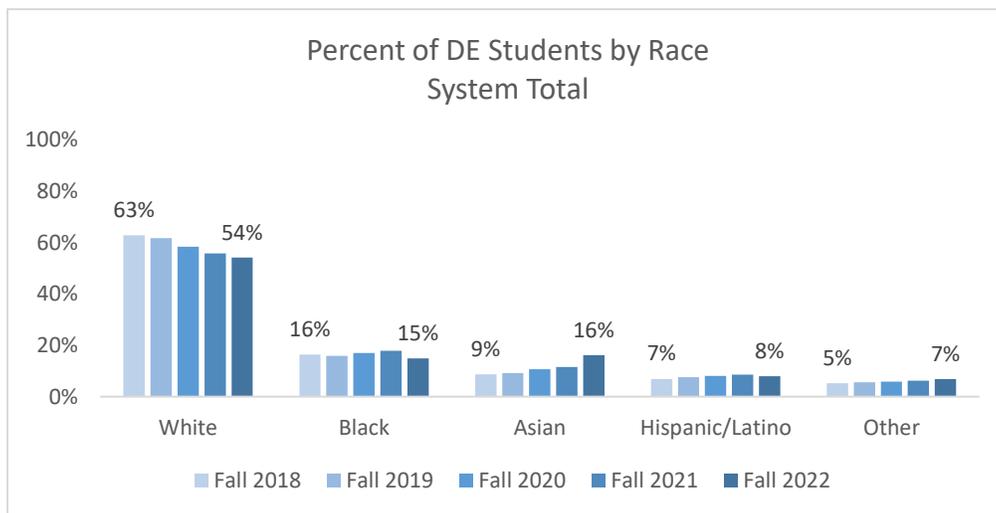
The number of DE students decreased by 2 percent over the last five years, from 12,394 in fall 2018 to 12,128 in fall 2022. Total DE enrollment had a sharp decrease from fall 2021 to fall 2022, mirroring overall enrollment trends in the USG student population. DE participation in fall 2020 and fall 2021 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 11th and 12th grade students, and caps DE participation to 30 credit hours; it also modifies retake and withdrawal policies. Looking at the share of DE students enrolled by sector from fall 2018 to fall 2022, research universities experienced the largest increase during this time span (21.7% to 28.5%) while state colleges saw a steady decline (31.1% to 23.5%). The increase in the research university sector since fall 2020 is likely a result of test score requirements being waived for admission requirements. The reinstatement of test score requirements for dual enrollment admission in fall 2021 may also explain the decline from fall 2021 to fall 2022. In fall 2018, DE participation was concentrated in the state universities and state colleges sectors; as of fall 2022 the largest share of DE participation is in the research university sector (28.5%), primarily at Georgia State University. Only the research and comprehensive sectors had more DE students in fall 2022 than in fall 2018 (3,461 vs. 2,690 and 2,416 vs. 1,987, respectively).

Gender



The share of DE students who are female decreased at the system level from 61% in fall 2018 to 59% in fall 2022. Only comprehensive universities had an increase in the share of female students, from 61% to 63%. Both the research university sector and state university sector had a decline in the share of female students; the percentage of female DE students at state colleges remained flat over this period.

Race



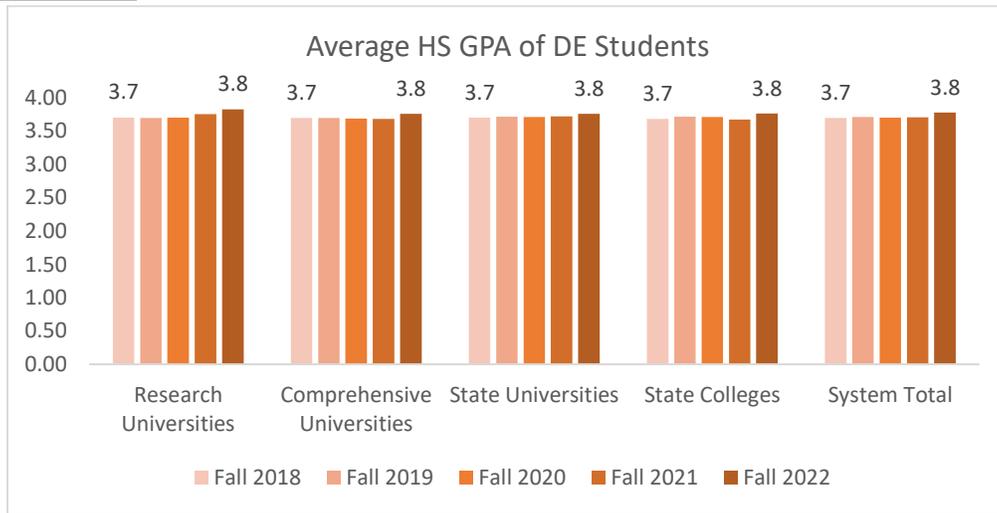
For ease of viewing, data for the race/ethnicity of DE students is provided at the system level¹, and the appendix contains the information for each sector. The share of DE students who identify as White decreased by 9 percentage points overall from fall 2018 to fall 2022 (63% to 54%). The share of students identifying as Black decreased slightly from 16% to 15%. The share of Asian DE students increased from 9% to 16%. The share of students who identify as Hispanic/Latino students or falling into the ‘other’ category (American Indian, Native Hawaiian/Pacific Islander, two or more races, and unknown race)

¹ Please note: due to data corrections, this system level chart of DE students by race will not align with the previous version of the DE Digest.

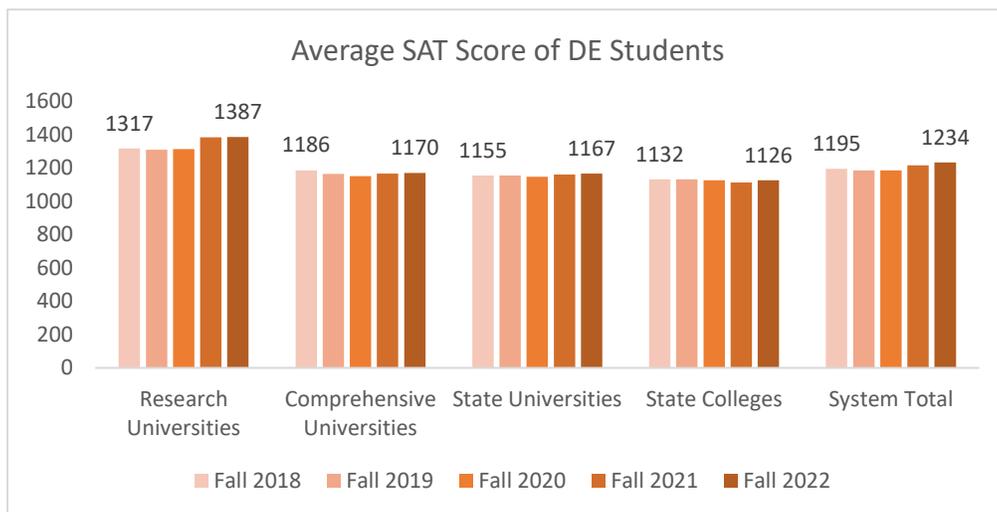
each increased between 1-2 percentage points from fall 2018 to fall 2022. The share of DE students who identify as White, Black, Hispanic/Latino, and those who fall into the ‘other’ category closely aligned to their racial/ethnic group’s overall enrollment trends at the system-level. The overall share of Asian dual enrollment students increased by a greater number of percentage points than the share of Asian students at the system level (7 p.p. increase vs. 3 p.p. increase).

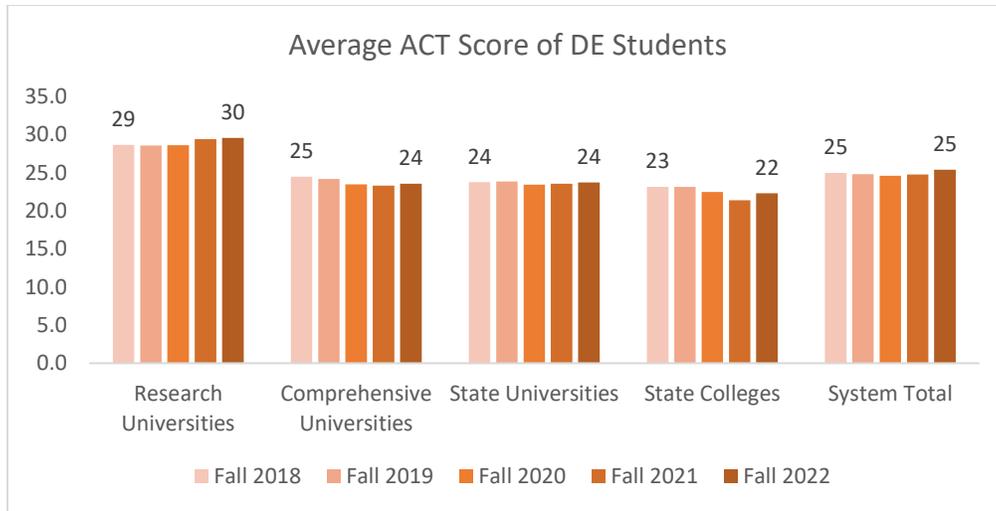
Looking by sector, the percentage of White students decreased in every sector while the percentage of Asian students increased in every sector. The share of Black students remained flat at research universities, increased at comprehensive universities, and decreased at state universities and state colleges.

HS GPA and SAT/ACT



The average high school GPA of DE students at the system level increased from 3.7 in fall 2018 to 3.8 in fall 2022. Each individual sector follows the same pattern as the system.





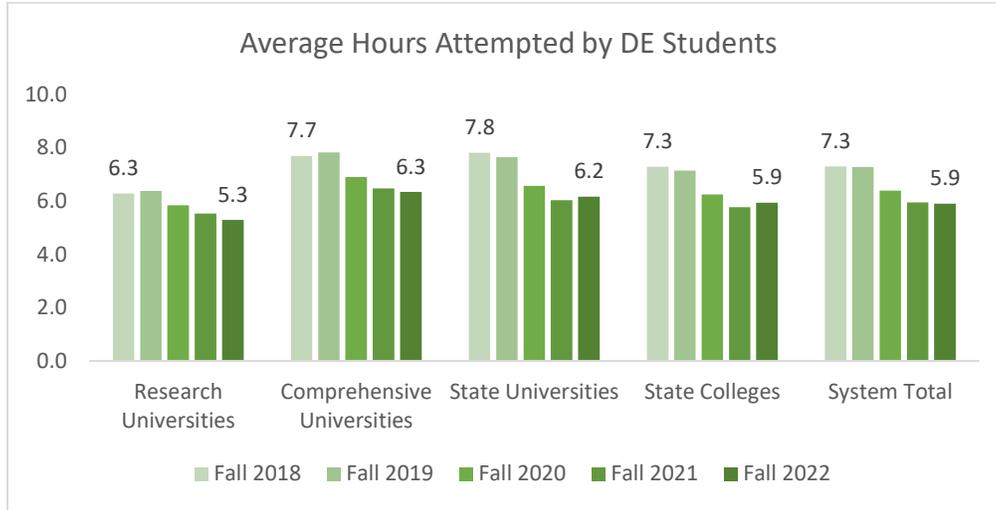
From fall 2018 to fall 2022, average SAT scores increased at the System level (from 1195 to 1234). Average SAT scores had the largest increase from fall 2018 to fall 2022 at research universities (1317 to 1387) and remained relatively stable at the other sectors. Consistent with the requirements for DE admission, average scores are higher among DE students enrolled in more selective sectors.

Turning to the ACT, average performance among DE students remained consistent at the system level. Only the research sector had an increase in average ACT scores from fall 2018 to fall 2022 (29 to 30), and all other sectors remained steady or decreased.² 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.

² 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., for the system fall 2018 is 25.0 and fall 2022 is 25.4, both of which round to 25.

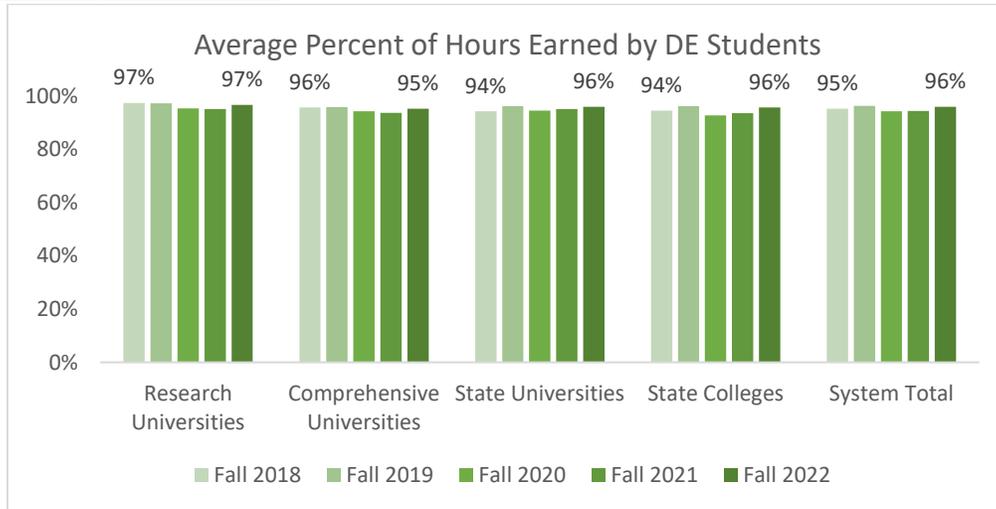
Section 2.2 Dual Enrollment Course Taking and Performance

Average Hours Attempted



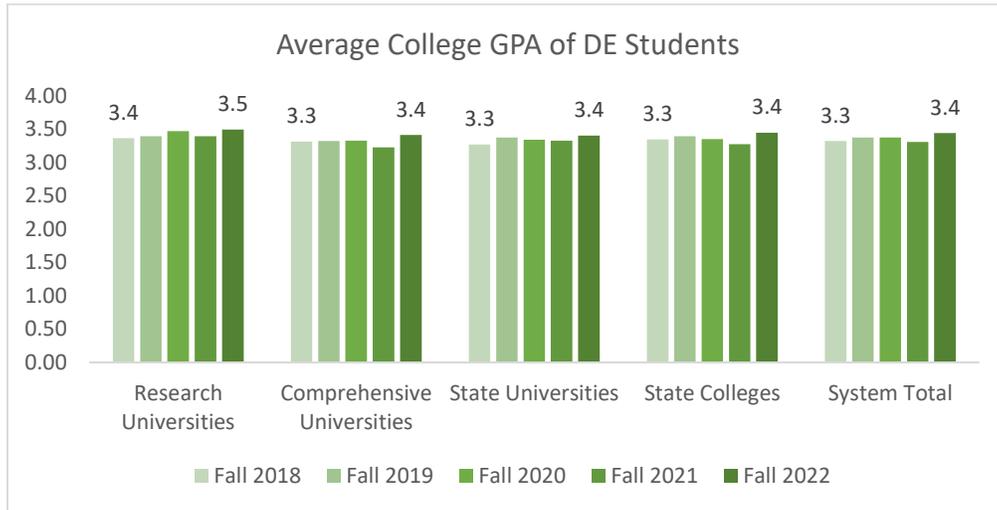
Since fall 2018, average credit hours attempted by DE students have declined at the system level (from 7.3 hours in fall 2018 to 5.9 hours in fall 2022). This decline is observed for all sectors and is most likely the result of the 30-hour cap placed on dual enrollment with HB 444.

Average Percent of Hours Earned



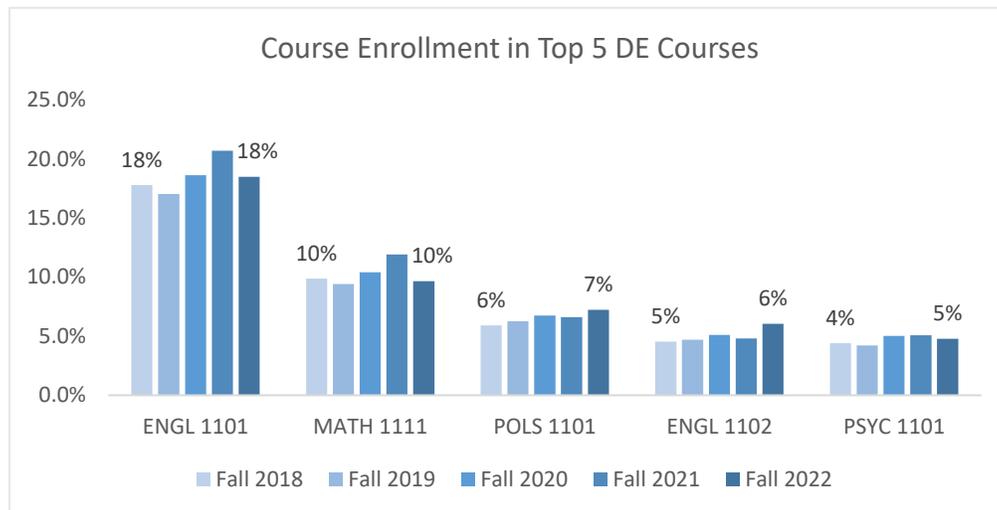
The percent of credit hours earned out of hours attempted among DE students has remained around 95%-96% system-wide since fall 2018, with similarly stable patterns observed across sectors. The percent of hours earned is highest among DE students at research universities. There is a slight decline in 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 continues in fall 2022. This recovery is consistent with analysis of USG academic outcomes of first-time freshmen over the same period.

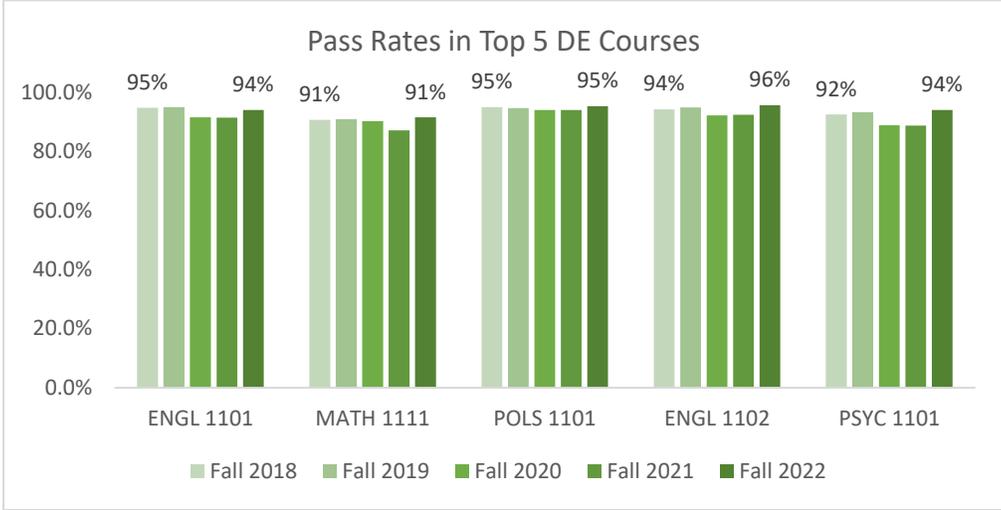
Average College GPA



Performance of DE students, as measured by their end of semester GPA, has remained above 3.3 over the past five years at the system level. Average GPA across sectors is similarly stable, though for all sectors there is a dip in fall 2021 with a recovery in fall 2022 to a five-year high.

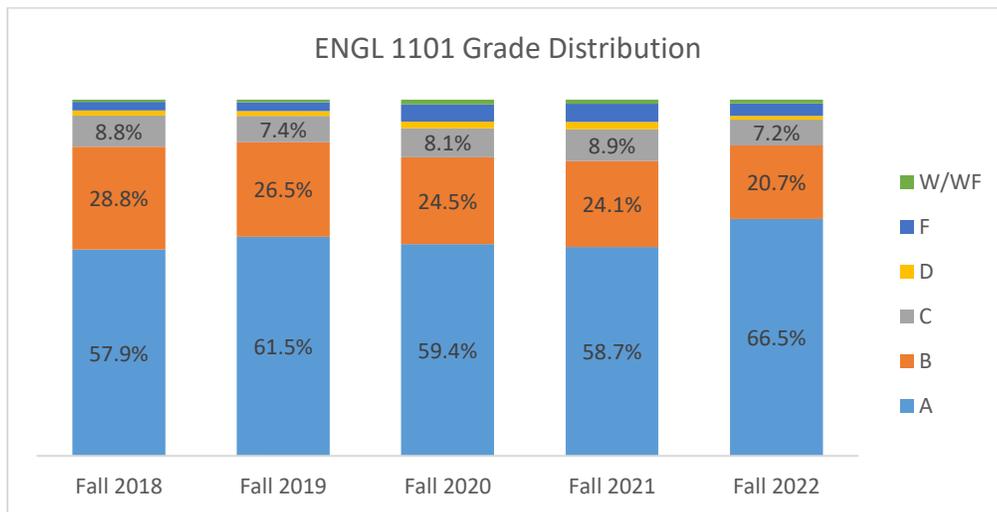
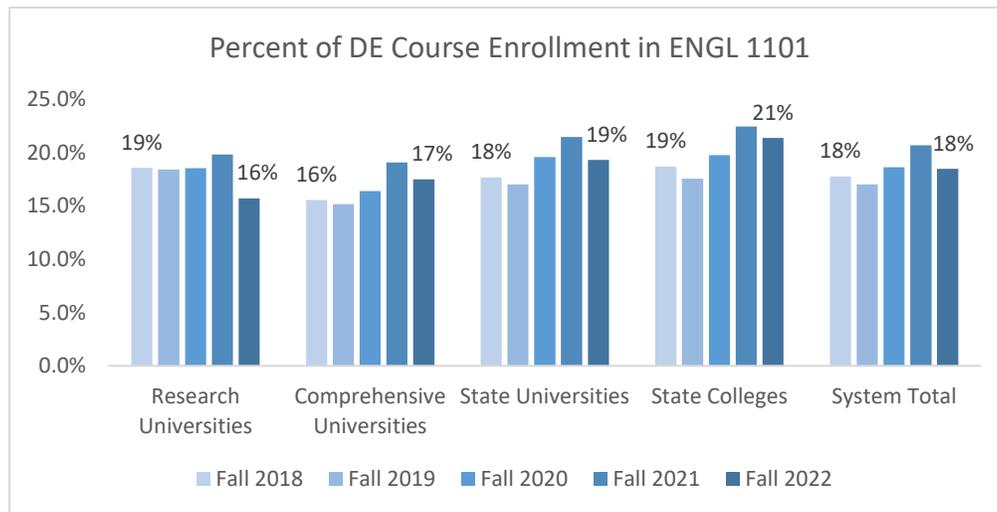
Percent of Top Five Courses Among All DE Course Enrollments





From fall 2018 to fall 2022, the DE courses with the highest enrollment system-wide were ENGL 1101, MATH 1111, POLS 1101, ENGL 1102, and PSYC 1101. More than 90% of students enrolled in these courses pass with a grade of C or better. Across all top five courses, pass rates dipped in fall 2020 and fall 2021 but have mostly returned to the pre-pandemic pass rates. 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.

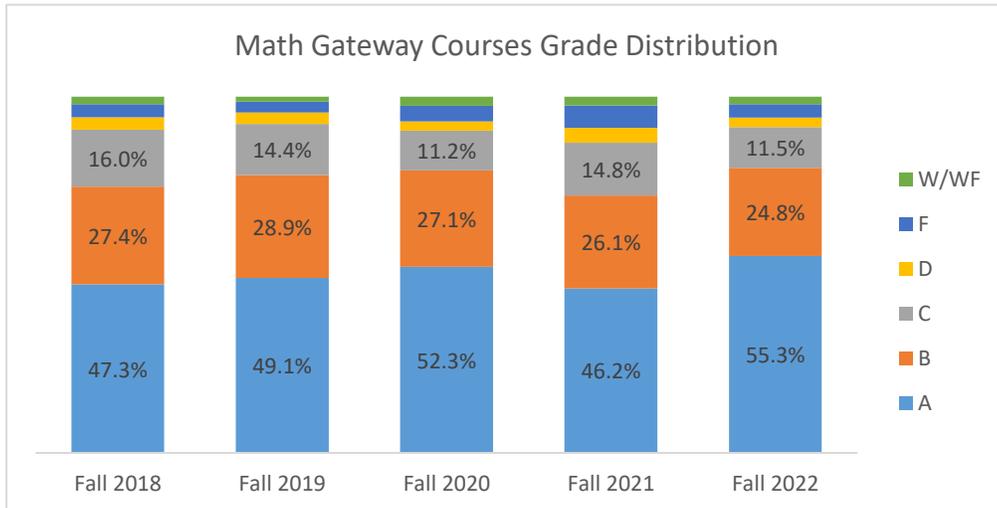
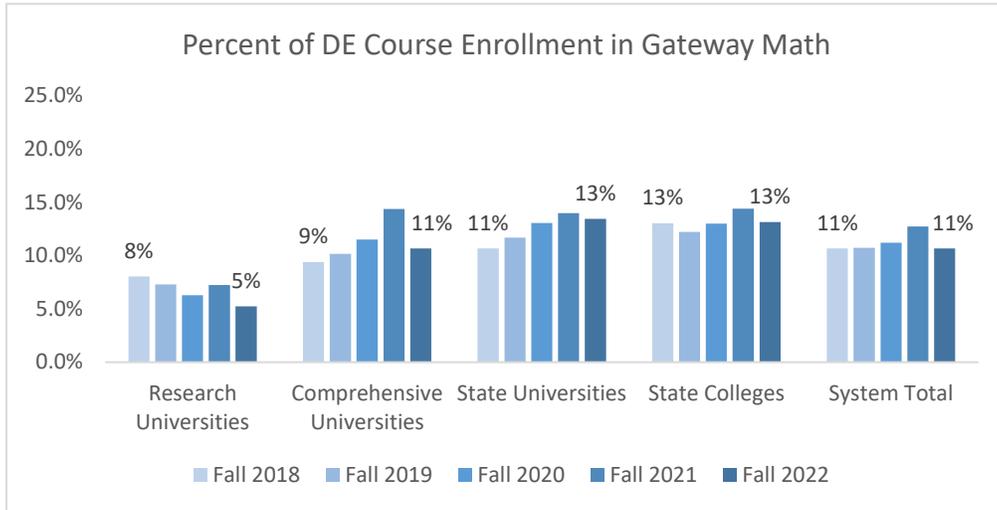
DE Course Enrollment in English Gateway Course



Close to 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. Only research universities have a lower percentage of DE students in ENGL 1101 in fall 2022 compared to fall 2018 (16% from 19%). At the sector level, the portion of DE students taking ENGL 1101 decreased from fall 2018 to fall 2019, then peaked in fall 2021, and decreased in fall 2022 (though remaining slightly above fall 2018 levels). This pattern can likely be attributed to general course selection changes resulting from HB 444 narrowing course options for DE students. The percentage of students who pass ENGL 1101 with a C or better decreased slightly at the system level over the five-year period (95.6%³ in fall 2018 to 94.4% in fall 2022) but increased noticeably since the previous fall (91.7% in fall 2021). The percentage of students who earn an A in ENGL 1101 rose to a five-year high in fall 2022 at 66.5 percent.

³ The percentage in the text differs from the sum of the percentages in the chart due to rounding.

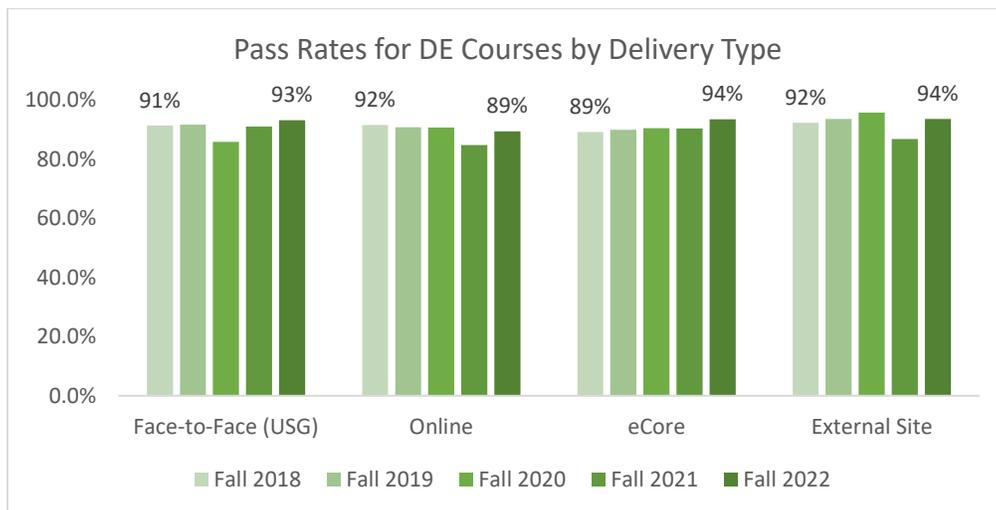
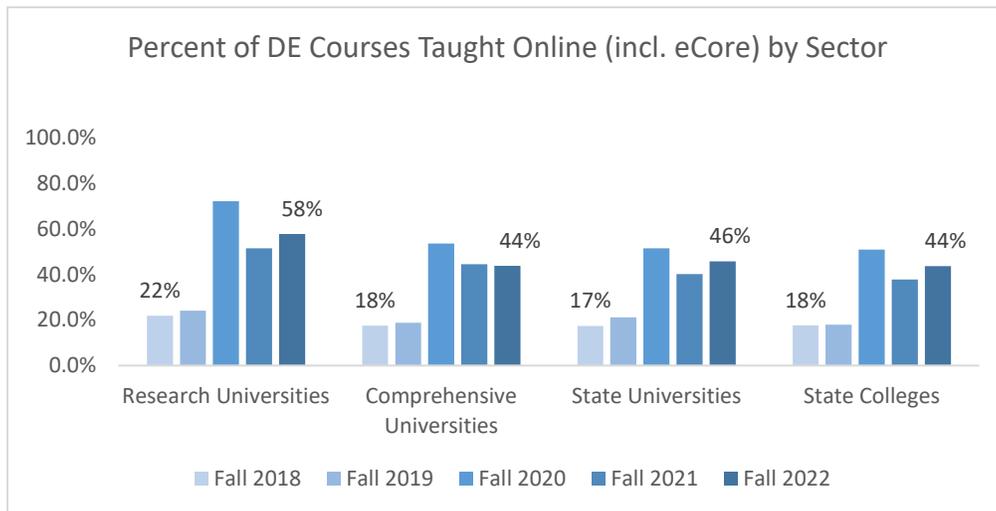
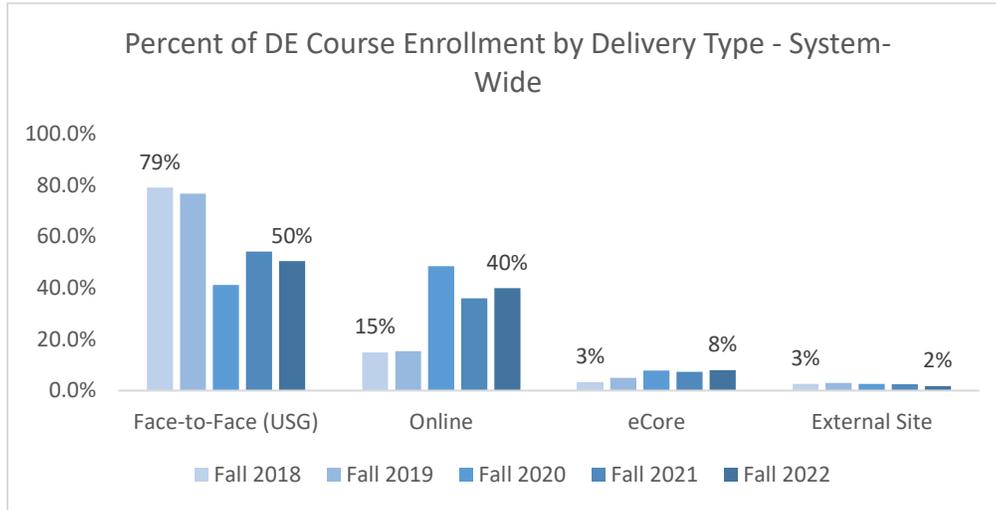
DE Course Enrollment in Math Gateway Courses



The gateway math courses (MATH 1001, 1101, 1111) typically have the second highest enrollment among DE courses. As with ENGL 1101, gateway math enrollment peaked in fall 2021 and then decreased in fall 2022. In fall 2022, state universities had the highest percentage of gateway math enrollment (13%), followed by state colleges (13%), then comprehensive universities (10%), with research universities consistently having the lowest enrollment (5%). The percentage of students passing gateway math courses with a C or better is above 87% for each term. The percentage of students earning an A in their gateway math course fell to a five-year low in fall 2021 (46.2%), but then rebounded to a five-year high in fall 2022 (55.3%).

Section 2.3 Dual Enrollment Course Delivery and Instructor Type

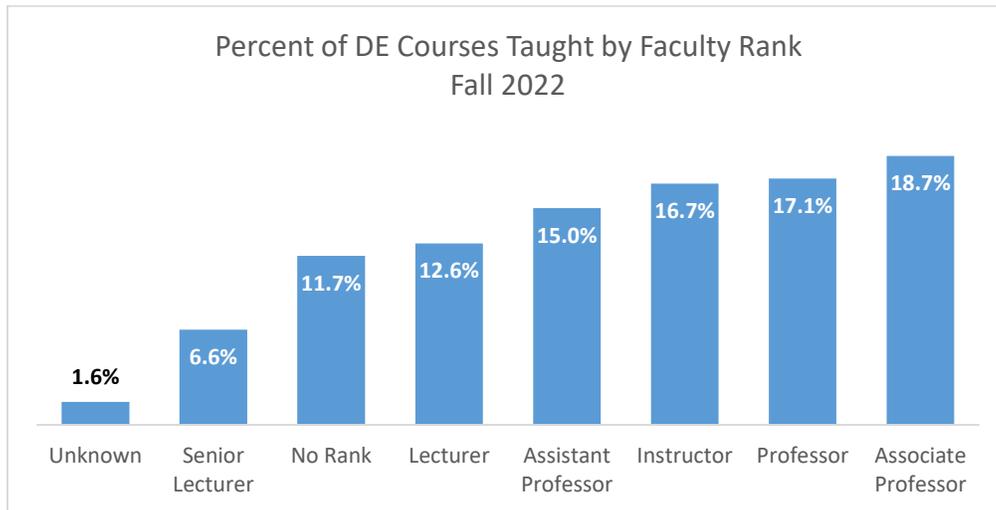
Percent of DE Course Enrollments by Delivery Type



The preceding graphs show the percentage 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 2018 to fall 2022 (79% to 50%, respectively). The percentage of DE courses taught face-to-face reached its lowest point in fall 2020 (41%) due to the pandemic, but then increased to the 50% range in fall 2021 and fall 2022. There has also been an increase in the percent of DE courses taught online (18% to 48% including eCore) from fall 2018 to fall 2022, with the percent of DE courses taught online reaching its highest point in fall 2020 (56% 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 2022, the highest pass rates occurred in eCore and external site courses, followed closely by face-to-face courses, and then online (non eCore) courses. For fall 2022, all delivery types had a pass rate above 89%.

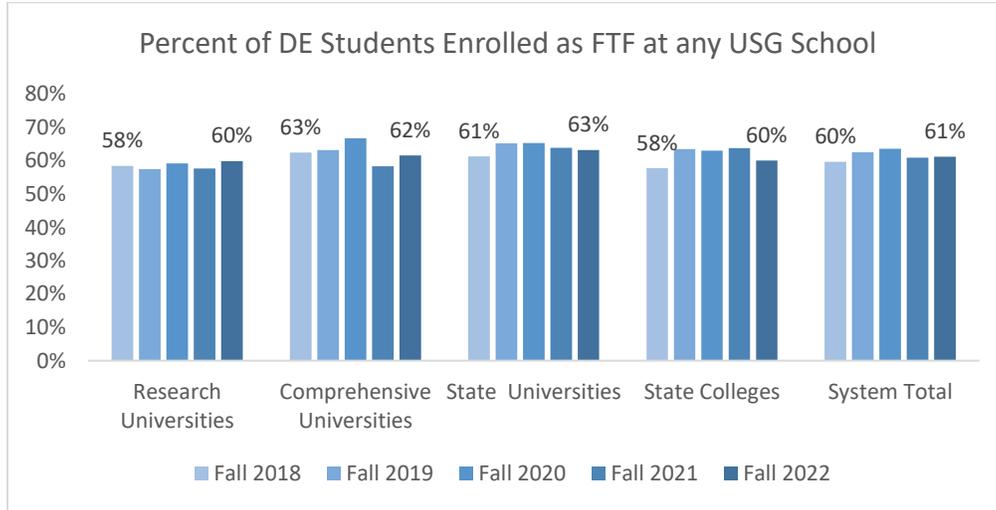
Percent of DE Courses taught by Instructor Type



In fall 2022 there were 3,592 instructors that taught a course with a DE student enrolled. Over 50% of the DE instructors have the rank of Professor, which includes full Professor (17%), Associate Professor (19%) and Assistant Professor (15%). Just under 17% are Instructors, and 19% are Lecturers (including Senior).

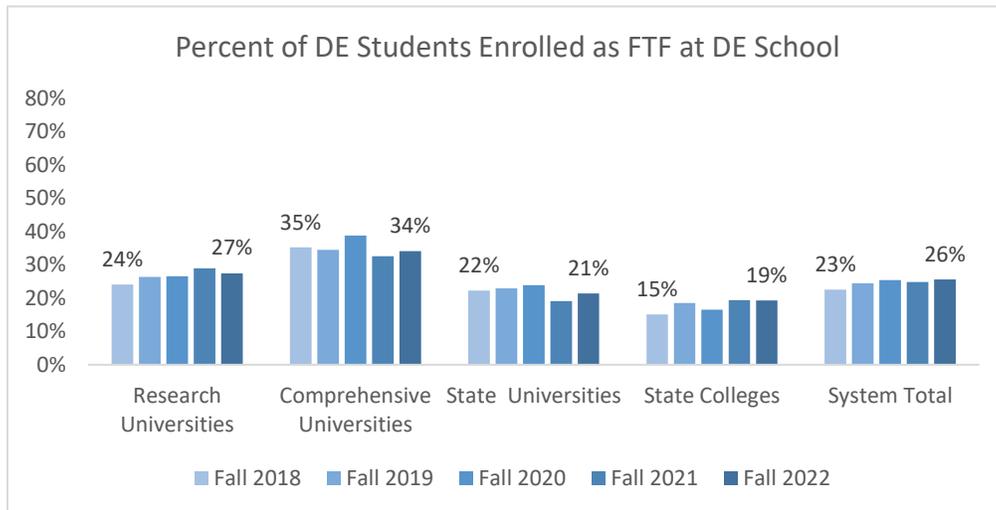
Section 3: Conversion of Dual Enrollment Students into First-time Freshmen at USG

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.⁴ System-wide, over 60% of DE seniors enroll in USG institutions as first-time freshmen, and this has remained relatively stable over time. The conversion rate increased from fall 2021 to fall 2022 for research universities and comprehensive universities and decreased for state universities and state colleges (note: in this section, sectors depicted in charts denote the sector where the student participated in DE). The conversion rate among DE students is similar across DE participation sectors but is highest for comprehensive universities and state universities.

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



⁴The information for fall 2018 details the percent of high school seniors taking Dual Enrollment between summer 2017-spring 2018 that matriculated to USG as FTF in fall 2018.

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, with a new five-year high in fall 2022 (26%). Consistently, the highest institution-specific conversion rates occur in the comprehensive university sector. Since 2018, research universities and state colleges have seen an increase in matriculating DE students (24% to 27% for research universities and 15 to 19% for state colleges).⁵

For additional context, the conversion rates (general and institution-specific) for fall 2022 are provided by institution in the Appendix.

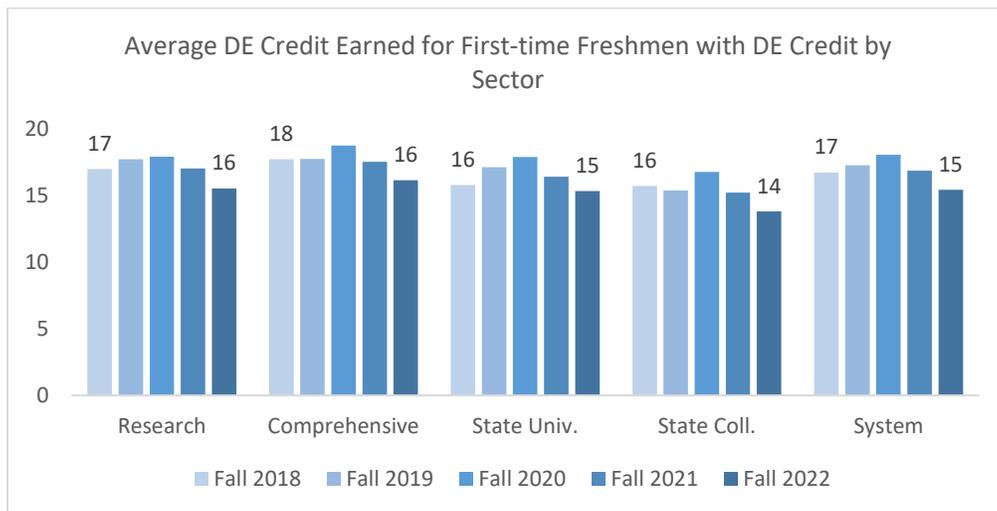
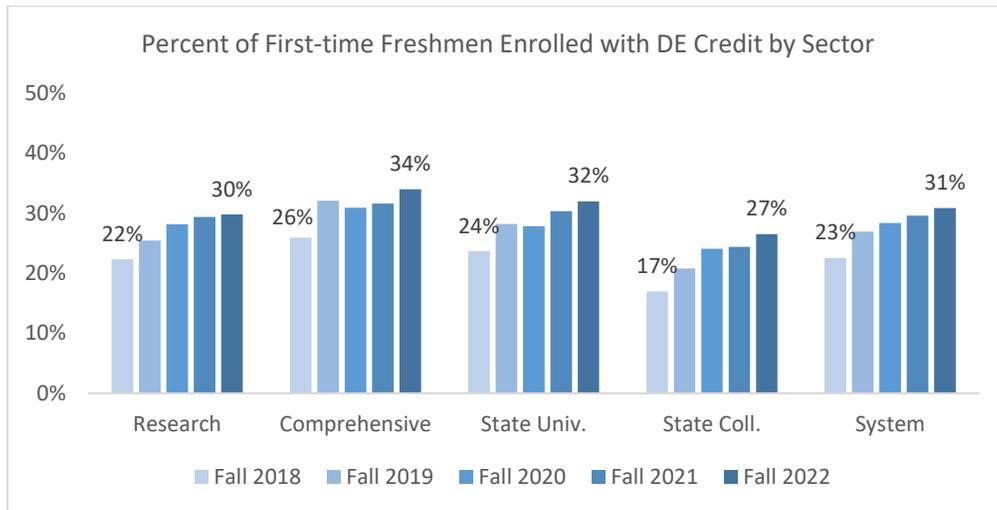
⁵ Note that for some institutions and years, the conversion rate may omit students who enroll as first-time freshmen at the same institution or within the USG. This is due to institution data entry issues. We have and continue to work with institutions to improve data quality in this area.

Section 4: Postsecondary Outcomes of Former Dual Enrollment Students

4.1 First-time Freshmen with Dual Enrollment Credit

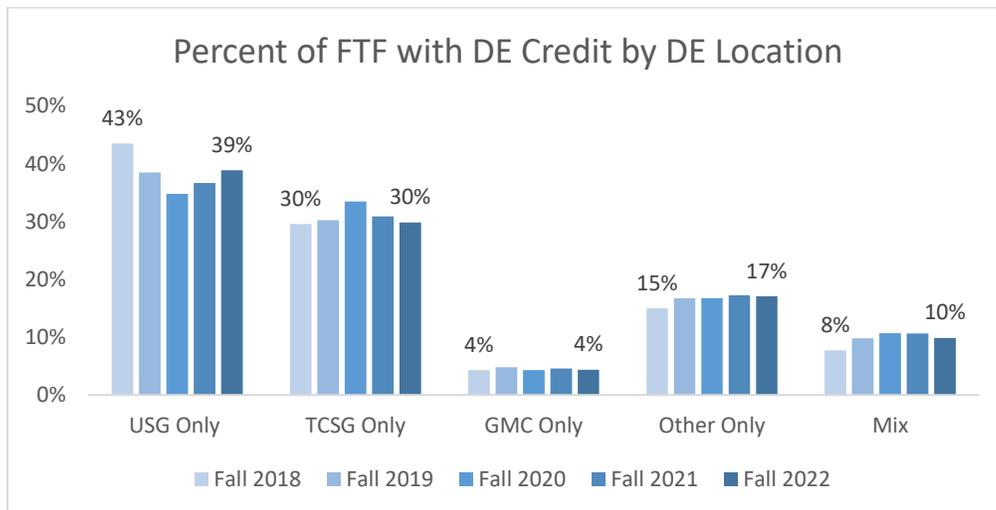
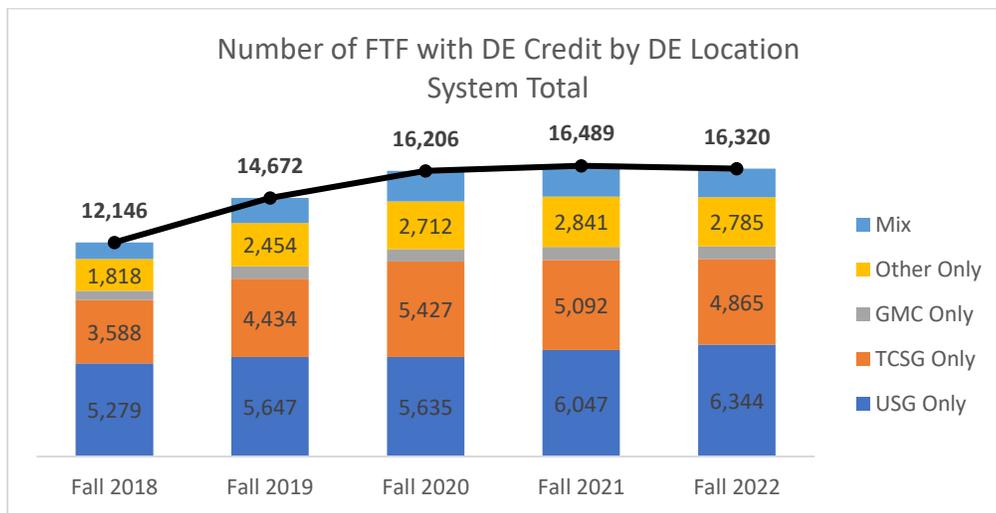
Number and Percent of First-time Freshmen with DE Credit and Average DE Credit Earned

Number of First-time Freshmen with DE Credit by Sector					
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Research Universities	4,121	4,749	5,230	5,691	5,854
Comprehensive Universities	3,415	4,585	5,497	5,535	4,732
State Universities	2,939	3,316	3,544	3,438	3,562
State Colleges	1,671	2,022	1,935	1,825	2,172
System Total	12,146	14,672	16,206	16,489	16,320



The preceding charts indicate that system-wide, the percent of FTF bringing in DE credit increased from 23% (12,146 students) in fall 2018 to 31% (16,320 students) in fall 2022. There was a steady growth in the number of FTF bringing in DE credit each year from fall 2018 to fall 2020, though this growth rate leveled off in fall 2021 and decreased slightly in fall 2022. In fall 2022, 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 enrolled as an FTF). On average, incoming freshmen with DE credit bring in a semester’s worth of credits (around 15 credits). At the system level, the average DE credit earned by FTF decreased from 17 in fall 2018 to 15 in fall 2022. Average DE credit hours for FTF declined across all sectors in fall 2022 and can be primarily attributed to HB 444 which limited dual enrollment to 30 credit hours. FTF at research universities and comprehensive universities in fall 2022 had the highest average DE credit hours earned at 16 hours.

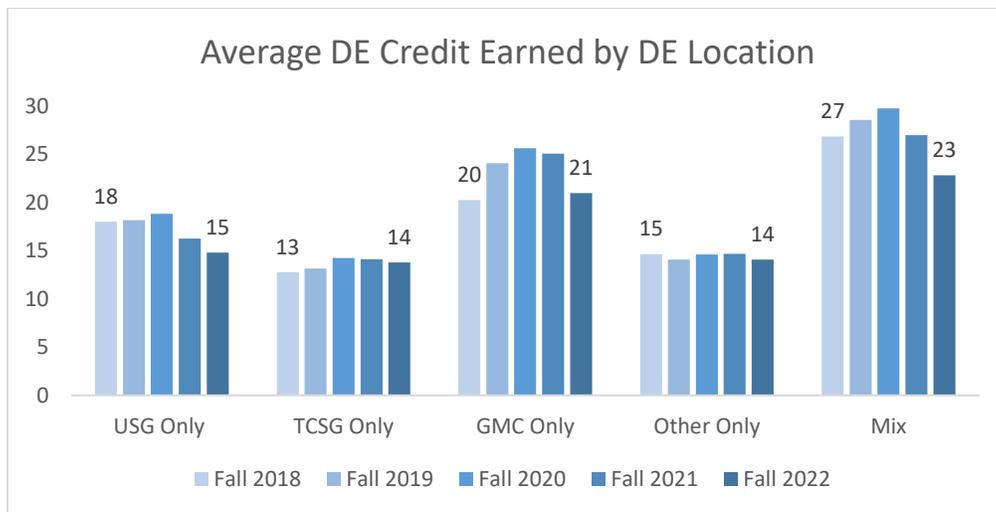
Number and Percent of First-time Freshmen with DE Credit by DE Location



The preceding charts illustrate the number and percent of USG FTF that bring in DE credit by where the DE credit was earned.⁶ The percent of FTF earning DE credit exclusively from USG institutions has declined over the past five years (from 43% in fall 2018 to 39% in fall 2022) but has recovered somewhat from the five-year low (35%) in fall 2020. In fall 2022, the percent of FTF earning DE credit exclusively from TCSG has returned to the same level as fall 2018 (30%) after a peak in fall 2020 (34%).

Sector information is provided in the Appendix; for the most part, these same trends persist across sectors though the state college sector has FTF with DE credit coming primarily from TCSG only.

Average DE Credit Earned by DE Location

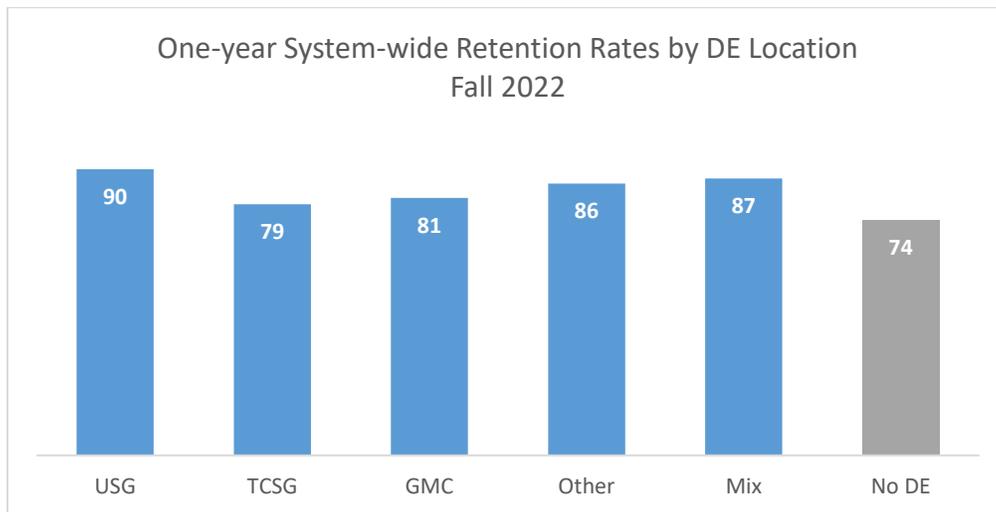
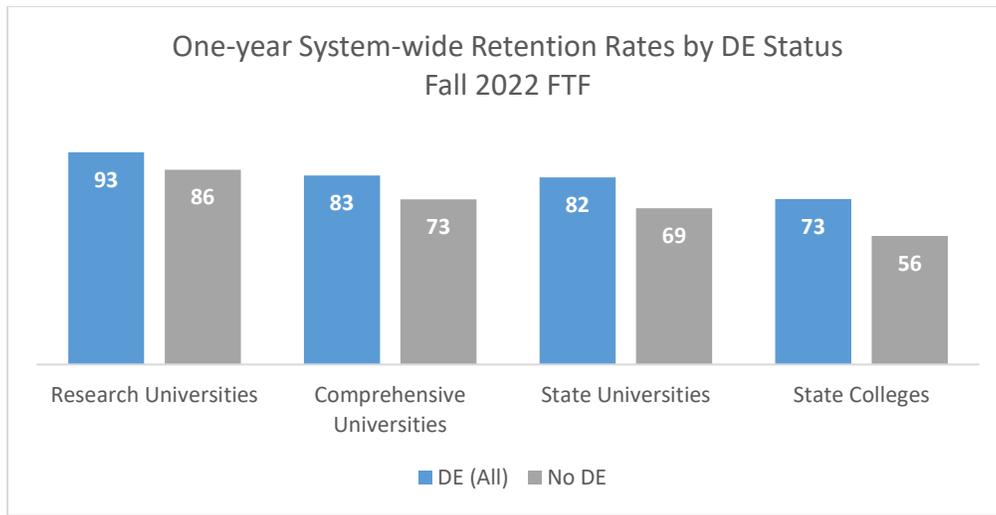


FTF who earned DE credit from a combination of locations earned the greatest amount of DE credit on average, though the average has decreased over the past five years (from 27 to 23 credit hours). This is not surprising considering that students attending a mix of locations likely enrolled for more than 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 small (524 students in fall 2018 and 714 students in fall 2022).

⁶ 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 exclusively), GMC only (DE credit from Georgia Military College exclusively), Other only (DE credit from non-USG, non-TCSG, and non-GMC, so would include credits from out of state or private institutions), and Mix (a mixture of any of these categories).

4.2 Postsecondary Outcomes by Dual Enrollment Status

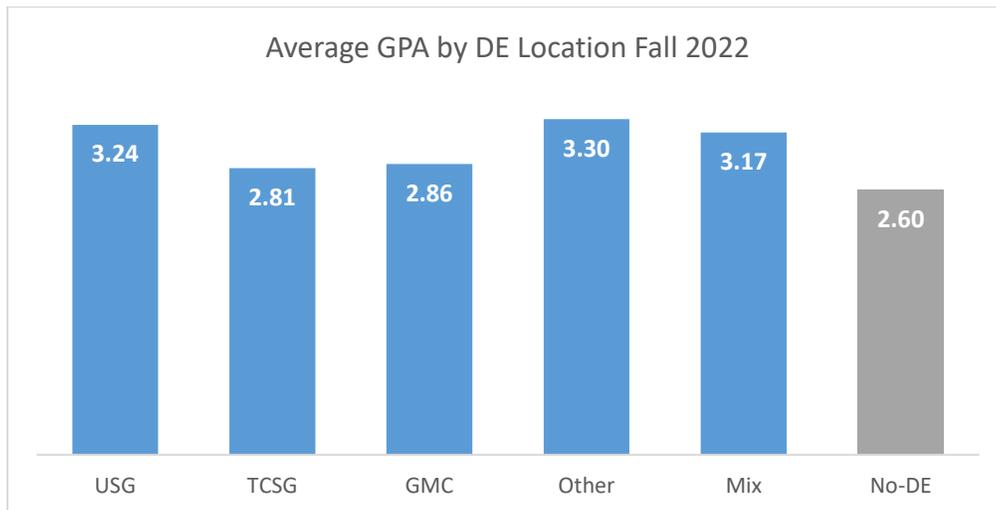
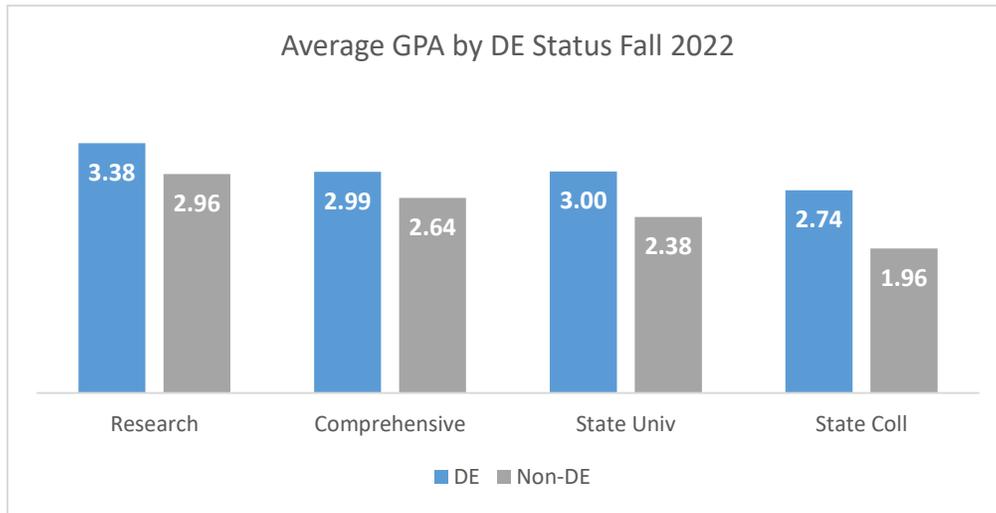
Retention Rates for First-time Freshmen by DE Status



One-year, system-wide retention rates⁷ for FTF in fall 2022 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.

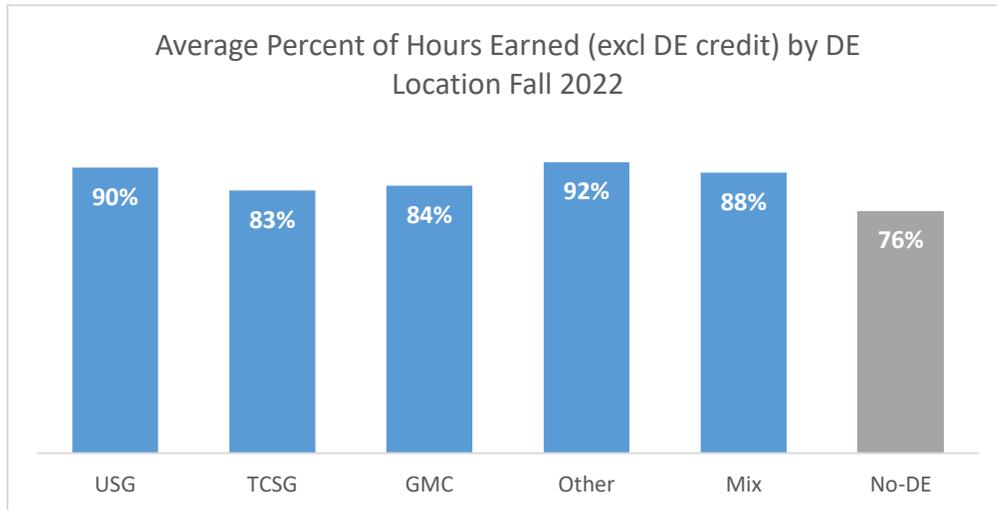
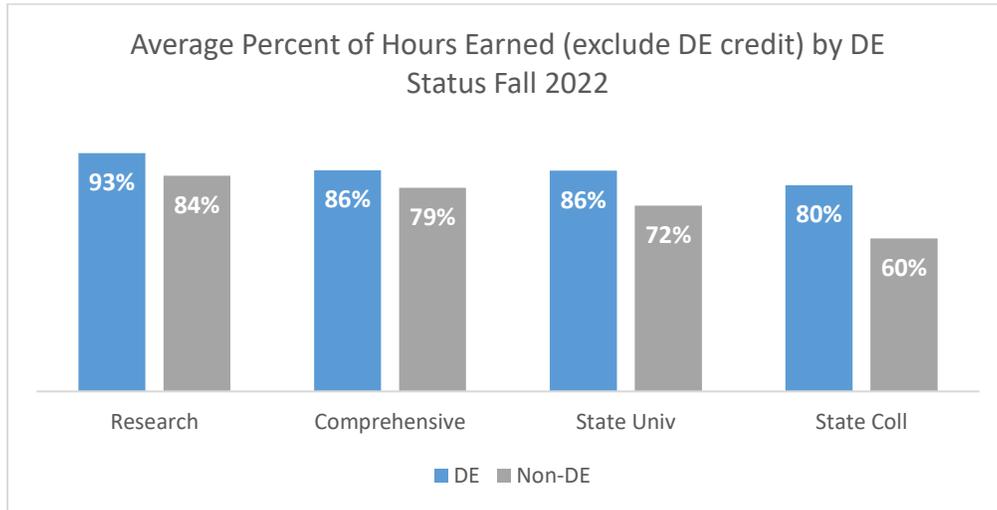
⁷ System-wide retention rates are the percent of students retained at any USG institution, not only those retained at the institution where they initially matriculated.

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



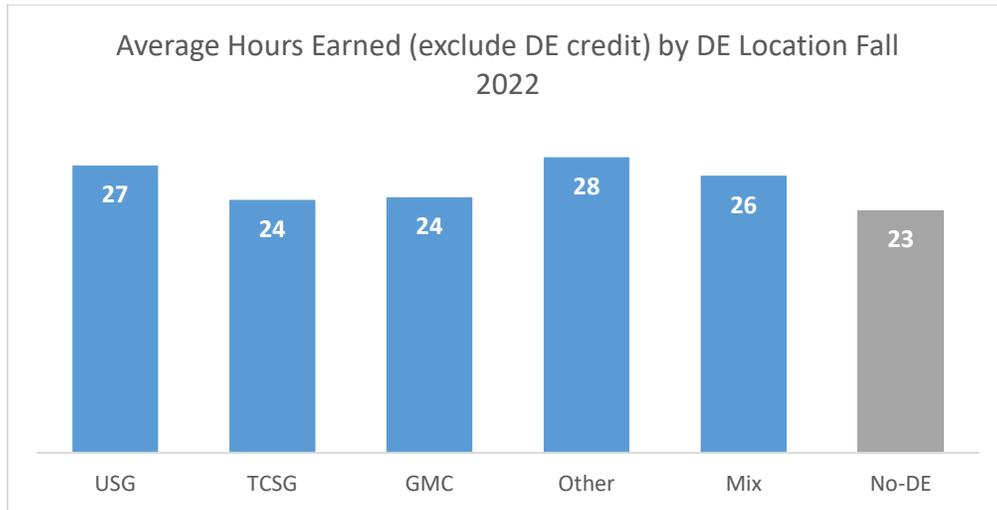
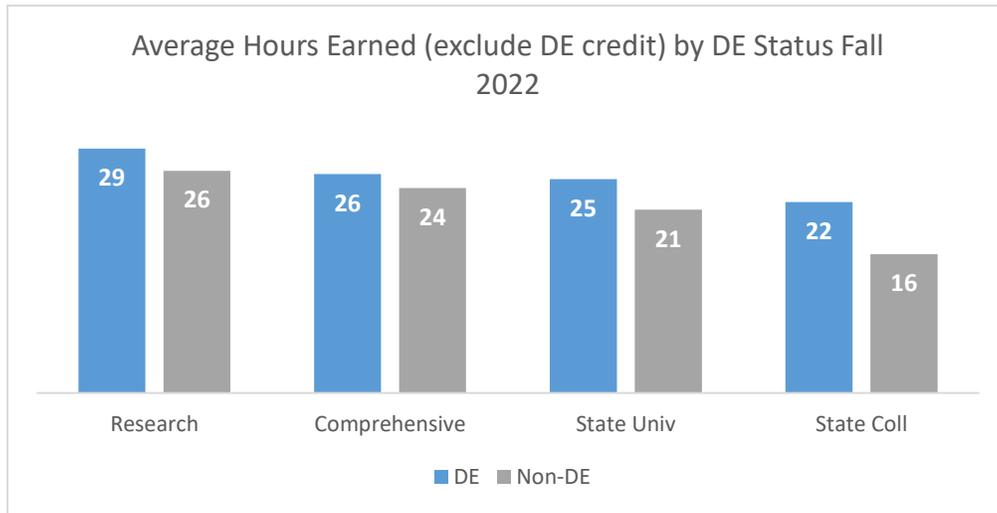
The average cumulative GPA earned at the end of the first academic year for fall 2022 FTF is presented above. At the sector level, average cumulative GPA is consistently higher among students who earned DE credit compared to non-DE students. DE students, regardless of DE location, have a higher cumulative GPA than non-DE students. The highest average college GPA is observed for students who earned DE credit at 'Other' locations (2,785 students), followed closely by those who earned DE credit exclusively at USG institutions (6,344 students). The 'Other' category indicates credits that are earned outside of USG/TCSG/GMC and would include out-of-state or private institutions.

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



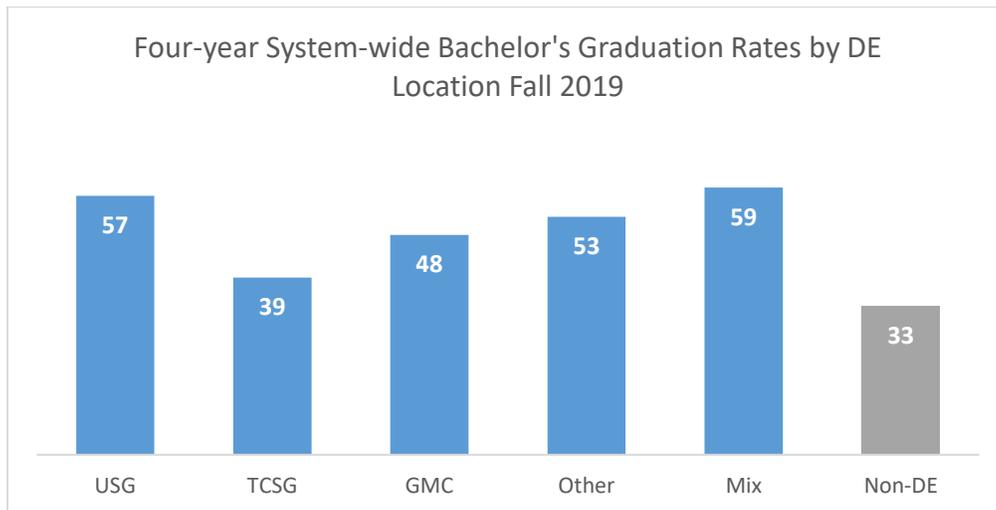
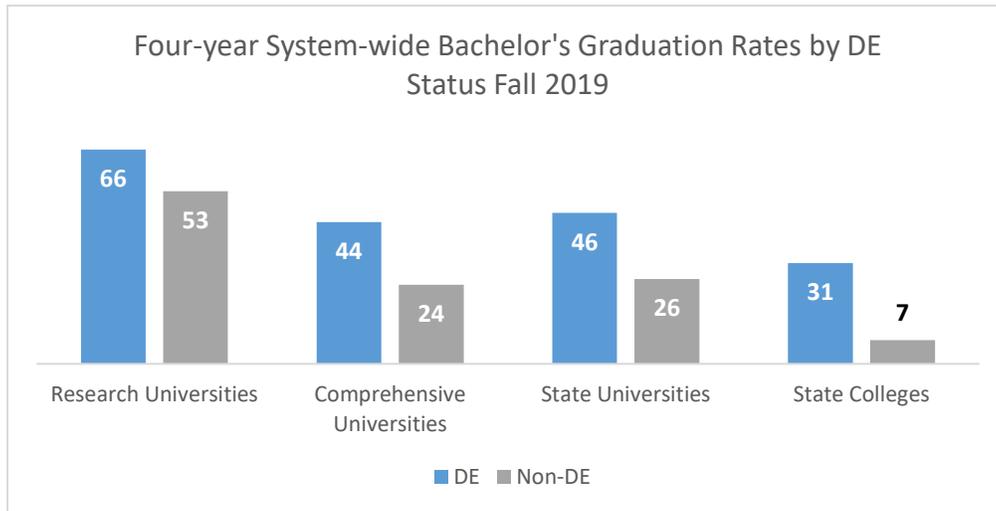
The average percent of credit hours earned at the end of the first academic year for fall 2022 FTF is presented above (excluding credit earned through dual enrollment). Average percent of hours earned is consistently higher among students who earned DE credit compared to non-DE students, regardless of where DE credit was earned. The highest average percent of hours earned is observed for students who earned DE credit in the 'Other' category of institutions, followed closely by students who earned DE credit exclusively at USG institution.

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 2022 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 in the 'Other' category of institutions followed closely by students who earned DE credit at USG institutions).

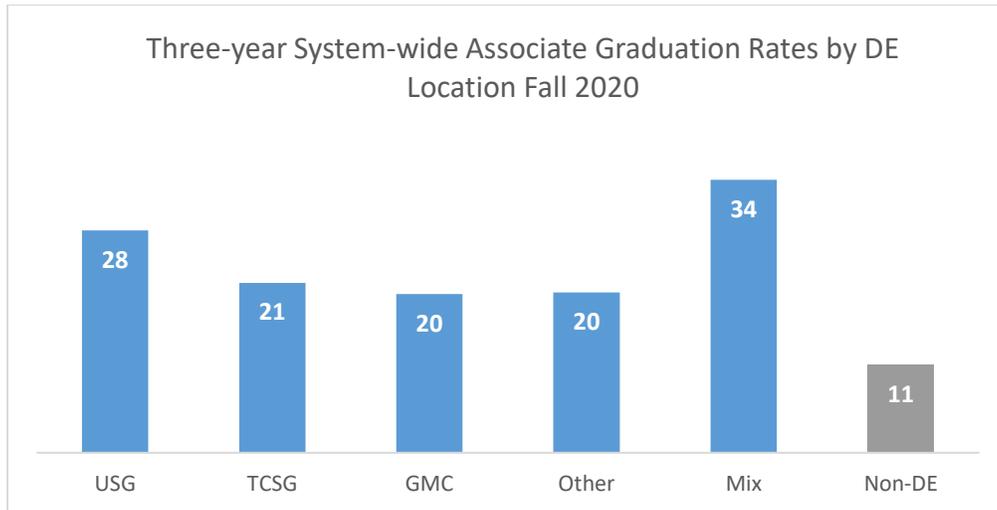
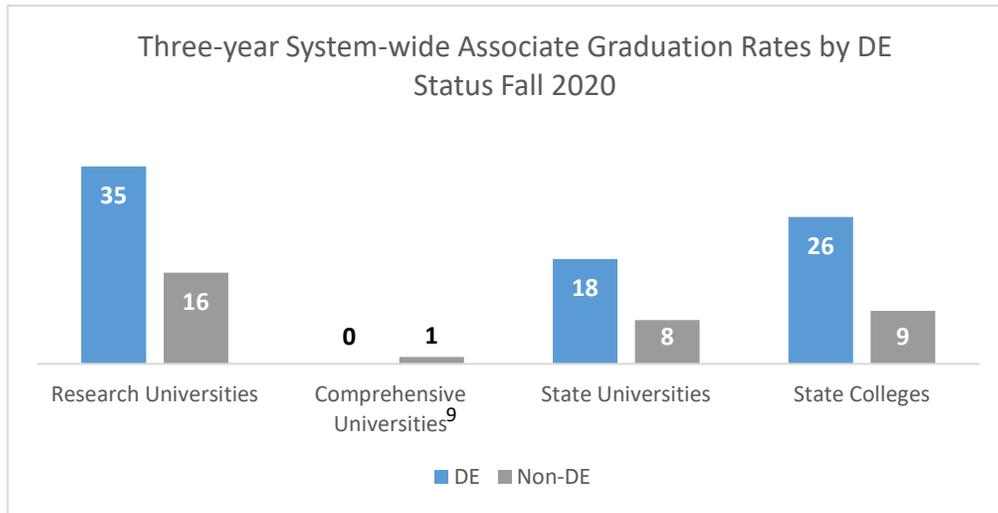
Bachelor's Graduation Rates for First-time Freshmen by DE Status



These charts illustrate the four-year, system-wide bachelor's graduation rates⁸ for the fall 2019 cohort. In all sectors of USG, the graduation rates are higher for FTF with DE credit than FTF without DE credit, ranging from a 13-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 variety of institution types (mix) and those who earned DE credit from a USG institution.

⁸ 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

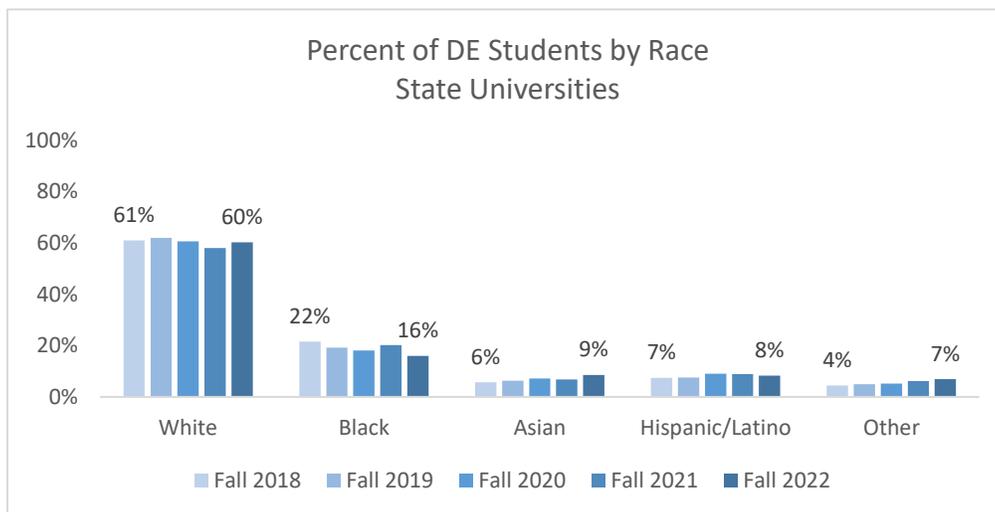
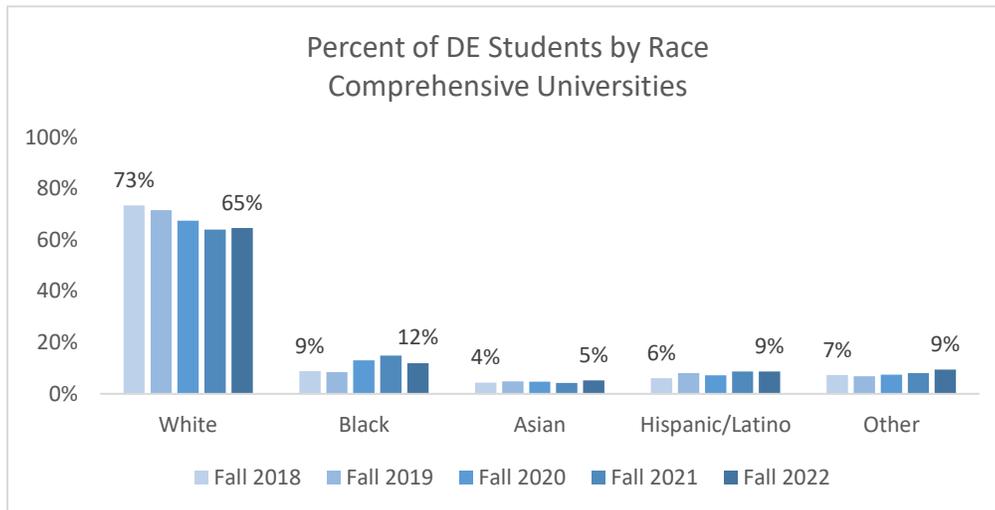
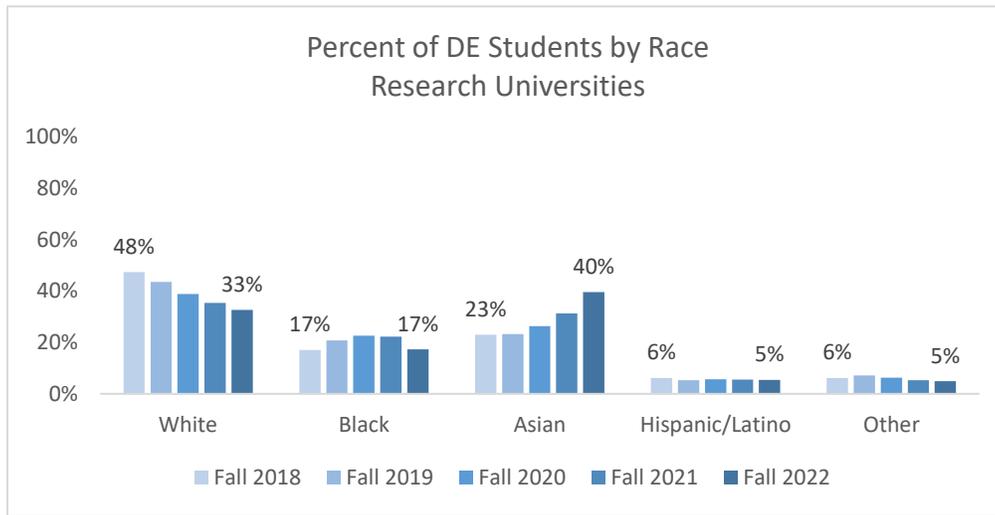


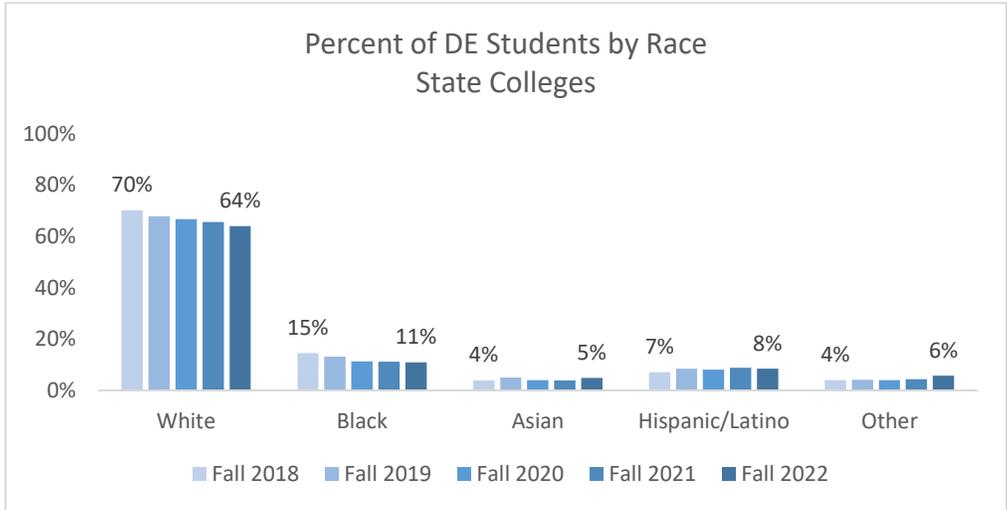
These charts illustrate the three-year, system-wide associate level graduation rates for the fall 2020 cohort. FTF with DE credit had higher graduation rates than non-DE FTF in all sectors of the USG, except at comprehensive universities⁹. For state colleges (the sector with the largest number of associate degree seekers), three-year graduation rates were about 17 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.

⁹ There were only 112 associate degree seekers at Comprehensive Universities in the fall 2020 cohort, compared to more than 3,000 in each of the other sectors.

Appendix

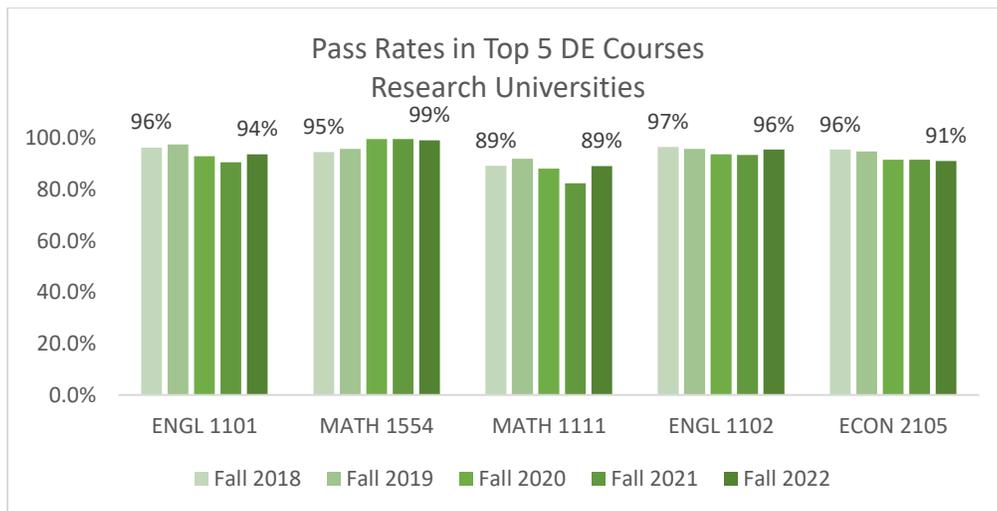
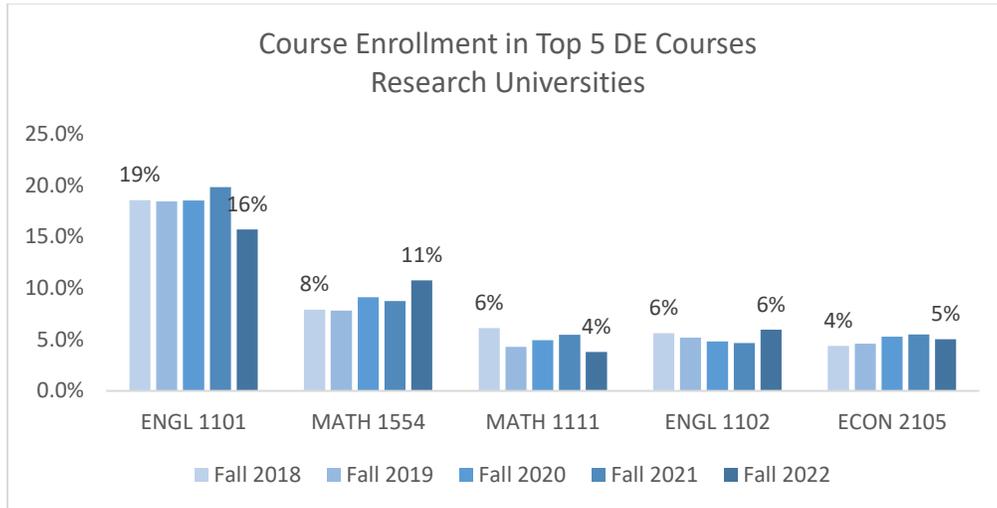
Section 2: DE Participation by Race and Sector



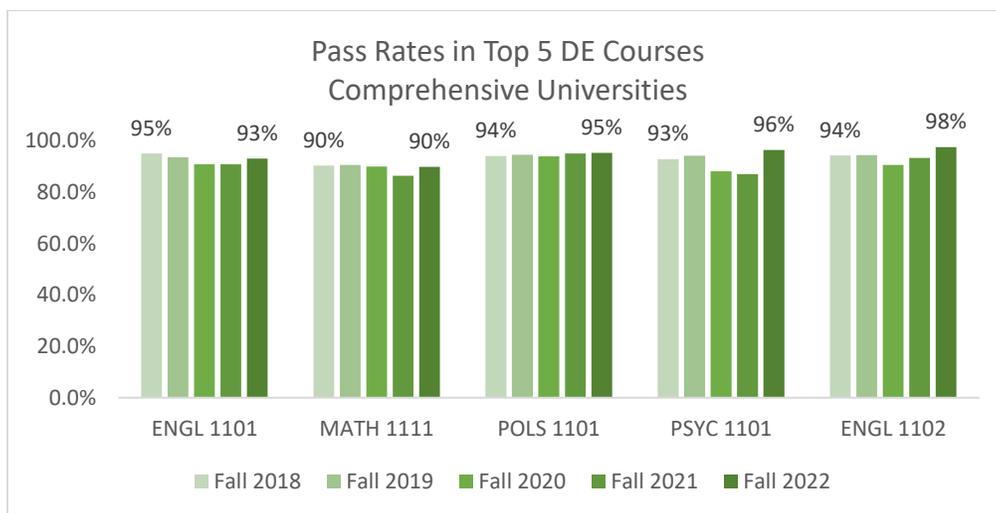
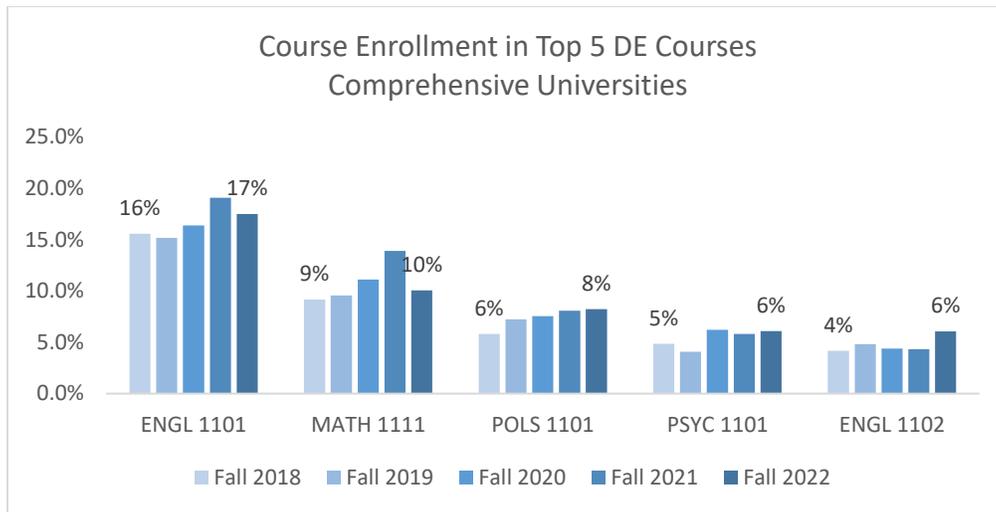


Section 2: Percent of Top Five Courses Among All DE Courses by Sector

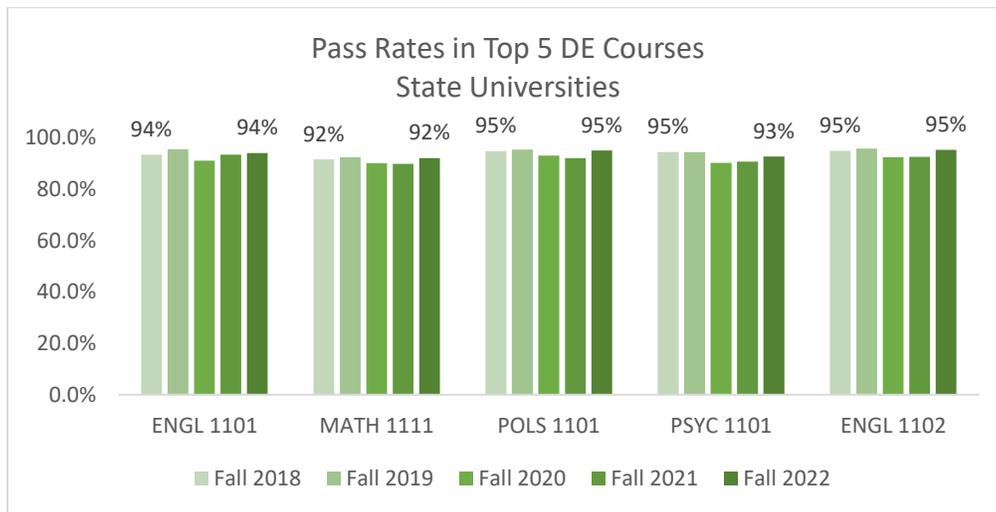
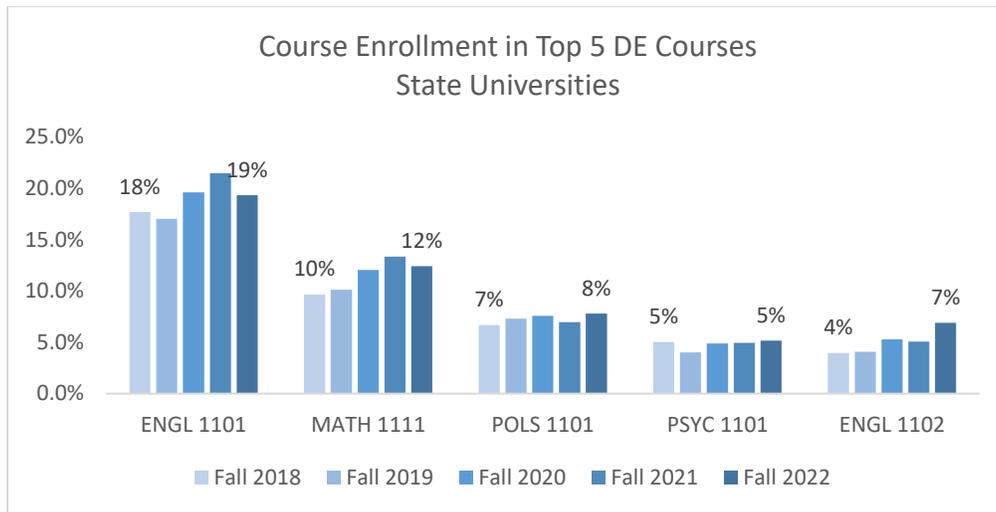
Research Universities



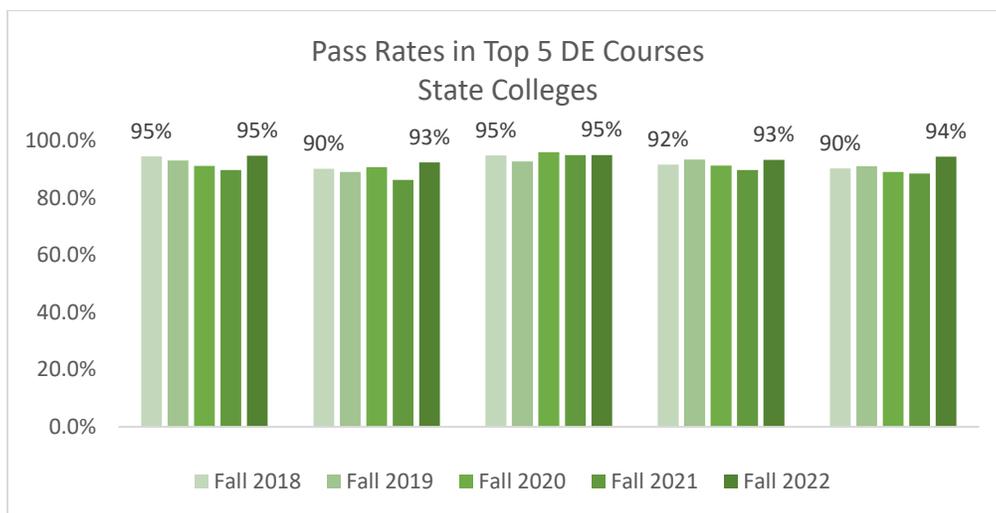
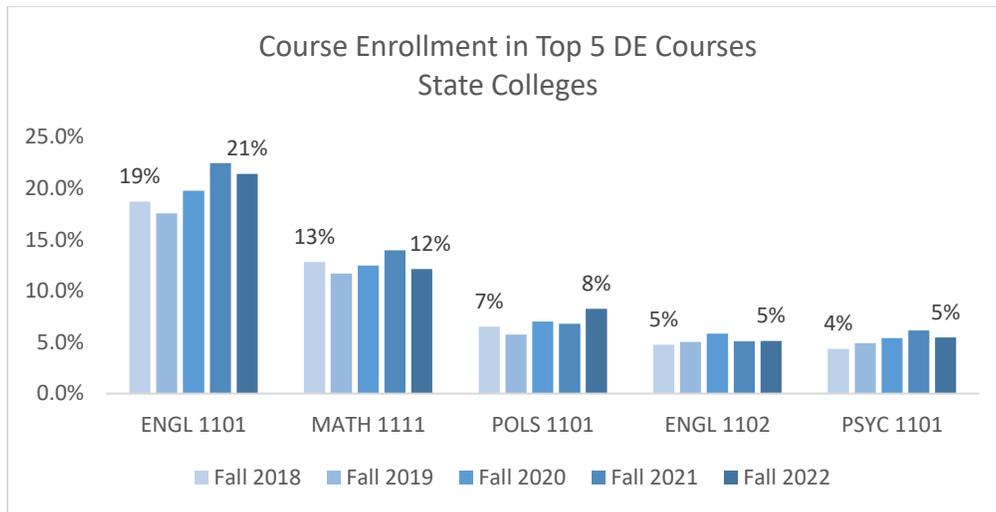
Comprehensive Universities



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 21-Spring 22) Conversion to USG School as FTF in Fall 2022			
Institution	Number of DE Students	Enrolled as FTF in Fall 2022 at any USG School	Enrolled as FTF in Fall 2022 at DE school
Augusta University	194	66%	24%
Georgia Institute of Technology	575	70%	57%
Georgia State University	2,051	56%	18%
University of Georgia	78	67%	62%
<i>Research Universities</i>	2,898	60%	27%
Georgia Southern University	801	64%	39%
Kennesaw State University	984	66%	40%
University of West Georgia	763	52%	20%
Valdosta State University	224	66%	35%
<i>Comprehensive Universities</i>	2,772	62%	34%
Albany State University	158	41%	3%
Clayton State University	631	57%	7%
Columbus State University	305	65%	30%
Fort Valley State University	30	50%	23%
Georgia College & State University	43	56%	26%
Georgia Southwestern State University	194	67%	22%
Middle Georgia State University	360	69%	25%
Savannah State University	68	47%	15%
University of North Georgia	1,194	68%	29%
<i>State Universities</i>	2,983	63%	21%
Abraham Baldwin Agricultural College	304	66%	36%
Atlanta Metropolitan State College	68	54%	1%
College of Coastal Georgia	346	61%	25%
Dalton State College	315	30%	1%
East Georgia State College	212	67%	16%
Georgia Gwinnett College	388	69%	15%
Georgia Highlands College	352	63%	16%
Gordon State College	310	67%	27%
South Georgia State College	269	59%	23%
<i>State Colleges</i>	2,564	60%	19%
<i>System Total</i>	11,217	61%	26%

See Footnote 4 in the text.

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

