

# RESEARCH BRIEF

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## Retention of Students Enrolled in the Dual Enrollment Program

The purpose of this brief is to determine if students enrolled in the Dual Enrollment Program at St. Petersburg College continue their education at the College after high school graduation. The Dual Enrollment program is an acceleration mechanism that allows eligible secondary students to enroll part-time in college level courses at their high school or on College campuses with the course credit applying to both high school graduation requirements and college degrees. Dual enrolled students who attend classes full-time in their senior year of high school at SPC are called Early Admission students. The 1998-1999 Student Data Base files (Summer 1998, Fall 1998, and Spring 1999) were used to identify students who were enrolled in at least one course that applied to both high school and college credit. Figure 1 shows there were a total of 2,115 students (1,953 dual credit; 162 early admission). No attempt was made to determine if the students in the 1998-1999 cohort had attended the college in a previous reporting year as a dual credit student.

**Figure 1: 1998-1999 Early Admission  
& Other High School Students in Dual  
Enrolled Program**

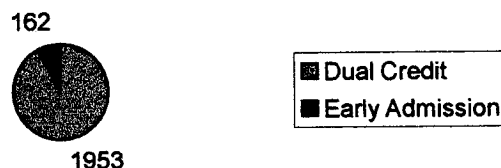


Table 1 shows the number of dual enrolled students identified in the 1998-1999 cohort by gender and ethnicity. The majority of the students were white (88.5%) and female (60%).

**Table 1  
1998-1999 Dual Enrolled Student Headcount by Gender and Ethnicity**

	White		Black		Hispanic		Asian		Amer. Indian		Unknown		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Dual Credit	707	1,015	31	45	21	40	16	35	7	3	15	18	797	1,156
Early Admission	47	102	0	3	1	3	1	5	0	0	0	0	49	113
<b>Total</b>	<b>754</b>	<b>1,117</b>	<b>31</b>	<b>48</b>	<b>22</b>	<b>43</b>	<b>17</b>	<b>40</b>	<b>7</b>	<b>3</b>	<b>15</b>	<b>18</b>	<b>846</b>	<b>1,269</b>
<b>Percent of Total</b>	<b>88.5%</b>		<b>3.7%</b>		<b>3.1%</b>		<b>2.7%</b>		<b>0.5%</b>		<b>1.6%</b>		<b>40.0%</b>	<b>60.0%</b>

Students in the 1998-1999 cohort were followed for three years (1999-2000, 2000-2001, and 2001-2002) using the Student Data Base files to determine re-enrollment status. The students in the cohort were compared to each year's student enrollments to determine how many of them re-enrolled within the year. Of the 2115 students, 916 re-enrolled in 1999-2000, 827 in 2000-2001, and 710 in 2001-2002. These students either re-enrolled as dual students or as college students after high school graduation. Table 2 shows the number of dual enrolled students that re-enrolled while still in high school, after high school graduation, or not re-enrolled between 1999-2000 and 2001-2002.

The 1998-1999 dual enrolled students (dual credit or early admission), regardless of high school graduation status re-enrolled at a rate of 43.3% in 1999-2000, 39.1% in 2000-2001, and 33.6% in 2001-2002. While the percentage of total 1998-99 dual enrolled students re-enrolling in the dual enrollment courses decreased in the successive years, the percentage of the cohort who re-enrolled following high school graduation increased (1999-2000, 27.8%; 2000-2001, 29.9%; 2001-2002, 33.6%). Since high school students can become dually enrolled in their sophomore year, except for Early Admission Students, it was not possible to determine the high school status of the students in the 1998-1999 cohort.

**Table 2**  
**1998-1999 Dual Enrolled Students by Enrollment Status in 1999-2000, 2000-2001, or 2001-2002**

1998-99 Dual Enrolled Headcount	Enrolled in 1999-2000				Enrolled in 2000-2001				Enrolled in 2001-2002					
	As Dual	As SPC			As Dual	As SPC			As Dual	As SPC				
	Enrolled	Enrolled			Enrolled	Enrolled			Enrolled	Enrolled				
	HS	HS	Not		HS	HS	Not		HS	HS	Not			
	Student	Graduate	Enrolled	Total	Student	Graduate	Enrolled	Total	Student	Graduate	Enrolled	Total		
Dual Credit	1,953	320	477	1,156	1,953	195	532	1,226	1,953	0	657	1,296	1,953	
Percentage		16.4%	24.4%	59.1%		10.0%	7.2%	62.7%			33.6%	66.3%		
Early Admission	162	7	112	43	162	0	100	62	162	0	53	109	162	
Percentage		4.3%	69.1%	26.5%			61.7%	38.3%			32.7%	67.3%		
Total	2,115	327	589	1,199	2,115	195	632	1,288	2,115	0	710	1,405	2,115	
Total Percentage		15.5%	27.8%	56.7%	100.0%		9.2%	29.9%	60.9%	100.0%	0.0%	33.6%	66.4%	100.0%

However, it was appropriate that none were enrolled as high school students in 2001-2002 (four years after the selection of the 1998-99 cohort of dual enrolled students). Although there were a smaller number of early admission students identified in the 1998-1999 cohort, they re-enrolled after graduation at a much higher rate. In 1999-2000, the second year of the A.A. degree, 69.1% were enrolled after high school graduation. The majority of all who re-enrolled were white and female.

Table 3 shows the total number of credits earned at the end of each reporting year by 1998-1999 Dual Credit Students who re-enrolled as either a high school student or high school graduate in succeeding years. On average, high school students earned at least 6 credit hours during the high school years. Twelve of the students who had attended the College as a dual credit student in 1998-1999 completed the degree the following year. This was true also for 39 students classified as Early Admissions. By the end of the 2001-2002 reporting year, 293 (18.5%) of the 2,115 students enrolled in the 1998-1999 dual credit program had completed the two year degree. Seven hundred ten (710) students, who had been dual enrolled in 1998-1999, were enrolled that year. Using the state definition for retention (students graduated or enrolled in either good or bad standing), in 2001-2002 the retention rate for the 1998-1999 dual enrolled students was 41.9% (887 out of 2,115).

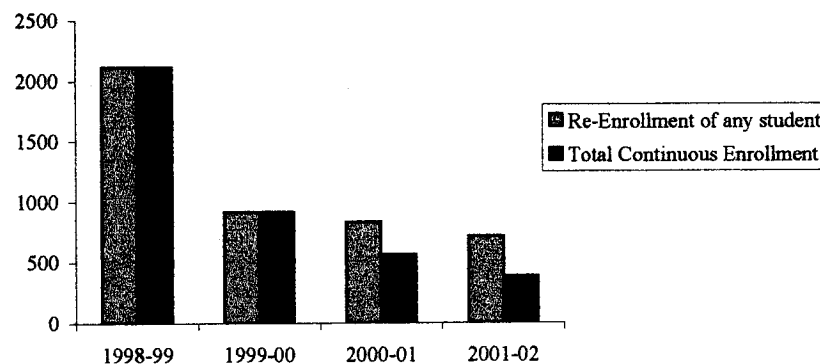
The data analysis up to this point used the 1998-1999 students enrolled in the dual credit program as a starting point and determined the number enrolled and graduated each year. The cohort included high school sophomores, juniors, and seniors since there was no way to identify high school class standing. Enrollments were generated for three years. Unanticipated findings were (1) some high school students enrolled in a dual credit course one term, but not the next term (or year), and then re-enrolled in another dual credit course before graduation, and (2) after graduation dual credit students also had stop-outs in college enrollments.

**Table 3**  
**1998-1999 Dual Enrolled Students By Credit Hours Earned During Re-Enrollments**  
**1999-2000 to 2001-2002**

	Dual Credit						Early Admission					
	Total Re-Enrolled	15 or Less	16-30	31-45	46-59	60 or More	Total Re-Enrolled	15 or Less	16-30	31-45	46-59	60 or More
<b>1999-2000</b>												
HS Student	320	210	78	26	6	0	7	0	5	2	0	0
HS Graduate	477	175	177	97	16	12	112	5	11	15	42	39
<b>Total</b>	<b>797</b>	<b>385</b>	<b>255</b>	<b>123</b>	<b>22</b>	<b>12</b>	<b>119</b>	<b>5</b>	<b>16</b>	<b>17</b>	<b>42</b>	<b>39</b>
<b>Percent of Total</b>		<b>48.3%</b>	<b>32.0%</b>	<b>15.4%</b>	<b>2.8%</b>	<b>1.5%</b>		<b>4.2%</b>	<b>13.4%</b>	<b>14.3%</b>	<b>35.3%</b>	<b>32.8%</b>
<b>2000-2001</b>												
HS Student	195	115	54	21	5	0	0	0	0	0	0	0
HS Graduate	532	97	150	120	97	68	100	4	9	9	20	58
<b>Total</b>	<b>727</b>	<b>212</b>	<b>204</b>	<b>141</b>	<b>102</b>	<b>68</b>	<b>100</b>	<b>4</b>	<b>9</b>	<b>9</b>	<b>20</b>	<b>58</b>
<b>Percent of Total</b>		<b>29.2%</b>	<b>28.1%</b>	<b>19.4%</b>	<b>14.0%</b>	<b>9.4%</b>		<b>4.0%</b>	<b>9.0%</b>	<b>9.0%</b>	<b>20.0%</b>	<b>58.0%</b>
<b>2001-2002</b>												
HS Student	0	0	0	0	0	0	0	0	0	0	0	0
HS Graduate	657	126	152	118	87	174	53	3	4	3	2	41
<b>Total</b>	<b>657</b>	<b>126</b>	<b>152</b>	<b>118</b>	<b>87</b>	<b>174</b>	<b>53</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>41</b>
<b>Percent of Total</b>		<b>19.2%</b>	<b>23.1%</b>	<b>18.0%</b>	<b>13.2%</b>	<b>26.5%</b>		<b>5.7%</b>	<b>7.5%</b>	<b>5.7%</b>	<b>3.8%</b>	<b>77.4%</b>

Next, the 1998-1999 cohort of dual enrolled students were tracked for three years. This means the students were enrolled repetitively in either a dual credit course or as an SPC student following graduation from 1998-1999 through 2001-2002. The number of students continually enrolled were significantly less (381 vs. 710) than the number of students found enrolled from the 1998-1999 cohort who had breaks in their enrollments. Chart 1 compares the number of enrolled students identified by the two different selection methods.

**Chart 1. Annual Enrollment of Any Cohort Students vs. Continuous Enrollment of Student**



<u>Re-Enrollment of any student</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>
Dual Credit	1953	797	727	657
Early Admission	162	119	100	53
<b>Total Re-Enrollment</b>	<b>2115</b>	<b>916</b>	<b>827</b>	<b>710</b>
 <u>Continuous Enrollment of student</u>				
Dual Credit	1953	797	469	334
Early Admission	162	119	94	47
<b>Total Continuous Enrollment</b>	<b>2115</b>	<b>916</b>	<b>563</b>	<b>381</b>

Table 4 classifies students by their 1998-1999 enrollment status (dual enrollment or early admission student), gender and ethnicity and shows the credits earned through continuous enrollment at the end of the 2001-2002 reporting year. The ethnic and gender distributions were similar to the original cohort where white female students represented the majority. About 86.1% earned 31 or more credits and about 53.0% (202 students) who were continuously enrolled for four years completed the A.A. degree

**Table 4**  
**1998-1999 Dual Enrolled Students**

Credits Earned	White		Black		Hispanic		Asian		American Indian		Unkown		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b><u>Dual Credit</u></b>														
15 or Less	5	5	0	0	0	0	0	0	0	0	0	0	5	5
16-30	13	21	0	2	0	0	1	1	0	0	0	0	14	24
31-45	24	29	0	1	0	1	1	3	0	0	1	1	26	35
45-59	22	34	0	2	2	2	0	0	0	0	0	0	24	38
60 or More	50	90	1	7	0	5	0	4	2	1	1	2	54	109
<b>Total</b>	<b>114</b>	<b>179</b>	<b>1</b>	<b>12</b>	<b>2</b>	<b>8</b>	<b>2</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>123</b>	<b>211</b>
<b><u>Early Admission</u></b>														
15 or Less	0	2	0	0	0	0	0	0	0	0	0	0	0	2
16-30	1	1	0	1	0	0	0	0	0	0	0	0	1	2
31-45	0	1	0	0	0	0	0	0	0	0	0	0	0	1
45-59	0	1	0	1	0	0	0	0	0	0	0	0	0	2
60 or More	13	23	0	0	0	1	0	2	0	0	0	0	13	26
<b>Total</b>	<b>14</b>	<b>28</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>33</b>
<b><u>Total</u></b>														
15 or Less	5	7	0	0	0	0	0	0	0	0	0	0	5	7
16-30	14	22	0	3	0	0	1	1	0	0	0	0	15	26
31-45	24	30	0	1	0	1	1	3	0	0	1	1	26	36
45-59	22	35	0	3	2	2	0	0	0	0	0	0	24	40
60 or More	63	113	1	7	0	6	0	6	2	1	1	2	67	135
<b>Total</b>	<b>128</b>	<b>207</b>	<b>1</b>	<b>14</b>	<b>2</b>	<b>9</b>	<b>2</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>137</b>	<b>244</b>

In summary, students in the dual enrolled programs were predominately white females who earned at least 6 credit hours while attending high school. A significant number of these students do re-enroll at the College following high school graduation and many earn the two-year degree. This was especially true of students who were Early Admissions students.