
Higher Education Outcomes for Students who take College-Level Courses in High School:

A Study of 2000 and 2001 Texas Public High School Graduates

Texas Higher Education Coordinating Board
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Students who took college-level courses in high school tend to earn more credits in their first year of college, have higher GPAs as freshmen, and earn baccalaureate degrees at higher rates than other students at Texas public higher education institutions.

More students than ever are taking these courses, and successful outcomes are vital for achieving the participation and success goals of *Closing the Gaps by 2015*, the state's higher education plan. As a result, the Texas Higher Education Coordinating Board studied college outcome data for Texas public high school graduates who took Advanced Placement (AP), International Baccalaureate (IB), and academic and non-academic dual credit courses and who enrolled in a Texas public higher education institution the fall semester following high school.

The study examined Texas Education Agency (TEA) and Coordinating Board data for cohorts of high school graduates from 2000 and 2001. TEA began collecting dual credit coursetaking data with the high school class of 2000; at the time of the study, five year baccalaureate and associate degree completion rates were available for the 2000 cohort and four-year rates were available for the 2001 cohort. The data for all outcomes were disaggregated by ethnicity, gender, and type of higher education institution (two-year or four-year).

Other findings of interest include:

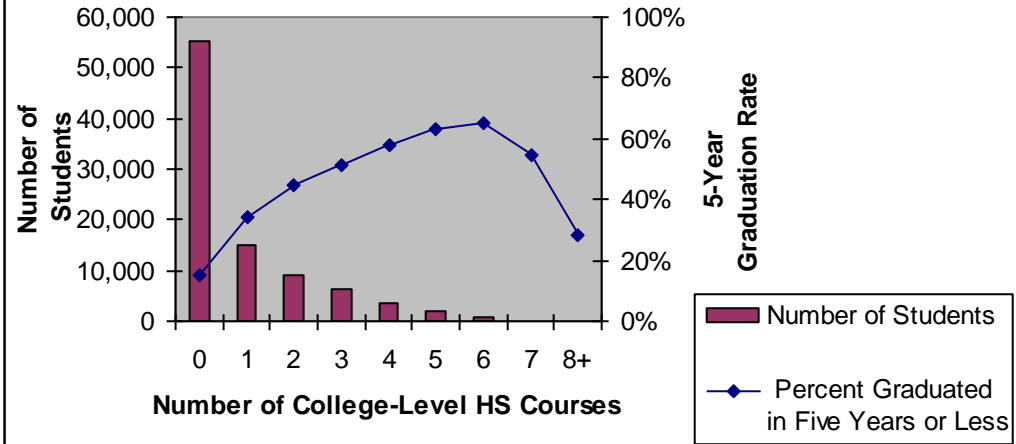
- The data showed a positive relationship between the number of AP, IB, and academic dual credit courses attempted and the length of time-to-degree – the more courses attempted, the greater the likelihood of timely degree attainment (with the exception of the five-year graduation rates for the less than one percent of 2000 graduates who took 7 or more college-level courses in high school).
- About 44 percent of high school graduates in 2000 who took one or more college-level high school course received a baccalaureate degree in four

years or less, as compared to 15 percent of students who took no college-level high school courses.

- In both 2000 and 2001, the associate and baccalaureate degree graduation rates for students who entered higher education at community colleges were significantly higher for students who took college-level high school courses.
- The number of graduates who took academic dual credit courses (not including AP and IB) in high school increased more than 40 percent between 2000 and 2001 (from 6,367 to 8,963). These courses are typically offered through agreements with community colleges.
- The number of students entering community college who had taken any type of college-level high school courses (AP, IB or dual credit) increased almost 32 percent from 2000 to 2001 (from 11,386 to 14,986 students).
- High school college-level coursetaking varied by ethnic category, but from 2000 to 2001, the number and percent of students from each ethnic group who took college-level high school courses increased. Asian student participation grew from 65 percent to 69 percent; White student participation increased from 43 percent to 50 percent; Hispanic student participation increased from 34 percent to 43 percent; and African American participation increased from 26 percent to 33 percent.
- A higher number and percent of women took college-level high school courses than did men. The gap between genders increased from 2000 to 2001, with 42 percent of women and 38 percent of men taking college-level courses in 2000, compared to 50 percent of women and 44 percent of men in 2001.
- The distribution of college-level high school courses attempted by students who graduated in 2001 who subsequently enrolled in Texas public higher education was approximately 83 percent AP, 13 percent academic dual credit, 3 percent non-academic dual credit, and 1 percent IB. The number of courses taken in each category increased between 2000 and 2001.

Although this data demonstrates relationships between college-level high school coursetaking and college outcomes, the results do not show causality. College outcomes hinge on a number of variables. However, the positive college outcomes reported for students who participate in these programs, specifically the reduction in time-to-degree rates, suggest further study of the benefits of taking college-level courses in high school.

**2000 Texas Public HS Graduates Who Entered
Texas Public HE in Fall 2000
5-Year Baccalaureate Degree Rate by College Level-
Courses Attempted in HS**

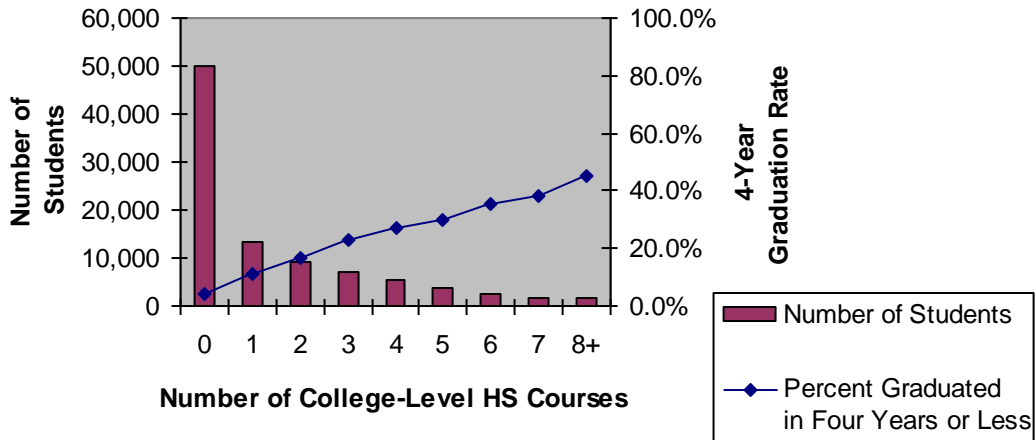


**2000 Texas Public High School Graduates who Entered Public
Higher Education in Fall 2000
(By Total Number of College-Level Courses Attempted)**

Number of Students	Total College-Level HS Courses	College Outcome Measures			
		Average 1st Year Credits Earned	Average 1st Year GPA	% Awarded Bachelor's Degree*	% Awarded Assoc. Degree*
55,118	0	19	2.18	15.2%	5.1%
14,879	1	24	2.59	34.0%	5.0%
8,958	2	26	2.77	44.5%	4.2%
6,277	3	27	2.88	51.6%	2.9%
3,667	4	28	2.99	57.6%	2.2%
1,815	5	29	3.10	63.3%	1.7%
683	6	29	3.16	65.0%	1.2%
189	7	28	3.03	54.5%	1.6%
67	8 or more	22	2.52	28.4%	0.0%

*Graduated in Five Years or Less from a Texas Public Higher Education Institution

**2001 Texas Public HS Graduates Who Entered
Texas Public HE in Fall 2001
4-Year Baccalaureate Degree Rate by College-Level
Courses Attempted in HS**



**2001 Texas Public High School Graduates who Entered Public
Higher Education in Fall 2001
(By Total Number of College-Level Courses Attempted)**

Number of Students	Total College-Level HS Courses	College Outcome Measures			
		Average 1st Year Credits Earned	Average 1st Year GPA	% Awarded Bachelors Degree*	% Awarded Assoc. Degree*
49,985	0	19	2.19	4.5%	4.5%
13,369	1	23	2.50	11.0%	5.0%
9,068	2	25	2.66	16.8%	4.3%
7,002	3	26	2.77	22.9%	3.8%
5,272	4	27	2.85	27.2%	3.2%
3,918	5	28	2.93	29.8%	2.7%
2,669	6	29	3.00	35.4%	3.0%
1,676	7	29	3.07	38.4%	2.2%
1,782	8 or more	30	3.16	45.3%	0.9%

*Graduated in Four Years or Less from a Texas Public Higher Education Institution