



1 **NDCEL - Testimony in Support – Dual Credit**

2 **HB 1375**

3 Good day Chairman Schaible and members of the Senate Education Committee. I am here today
4 representing the North Dakota Council of Educational Leaders representing Superintendents, Principals,
5 and all school leaders in the in the support of this bill which would provide the opportunity for our ND
6 HS students to receive needed support in taking dual credit classes. While we understand that funds are
7 precious this session, we also know that North Dakotans see their children as one of their most precious
8 resources and investing in them is an investment worth making – we believe we may have found a
9 reasonable way to do so at minimal expense. This is especially when their investment is really worth
10 much more than the cost. I am also excited as today I get to be a magician and show you all how to turn
11 \$1000 into up to \$5000-\$10,000. ☺ I want to show you this even though in a bit I’m going to suggest an
12 amendment to adjust how the state might adjust in going about finding the resources to fund this
13 endeavor.

14

15 The cost of dual credit in ND is significantly less expensive than the cost per credit when completed with
16 HS and attending a college in ND. As much as we wish that all qualifying students could take full
17 advantage of dual credit, the reality is many families struggle to afford **even the reduced** tuition of these
18 courses. The Bank of ND has generously provided scholarship opportunities for students who qualify for
19 “free and reduced lunch” income qualifications. However, there are a lot of us that don’t qualify for free
20 and reduced lunch but who still live paycheck to paycheck and finding a way to cover a class even when
21 the tuition is between approximately \$78-\$133 cost per credit (depending if that course is taught by a
22 qualified HS teacher or an instructor from the college) is difficult. Furthermore, the state currently does
23 pay for an AP class for a student, however, it is far more difficult to have that course count for college
24 credit. Dual credit classes are far more likely to have that investment count beyond that one year.

25

26 **What is dual credit and why is it a great idea for ND students?**

27 **1. Dual credit options provide a significant cost savings over a traditional college education. In**

28 North Dakota tuition is discounted for HS students taking dual credit classes – and that level of discount
29 can be even greater when the HS teacher is teaching the dual credit class (we call that a subsidized
30 course).

31



1 **2. High school students can begin their college education earlier.** Many students who complete dual
2 credit programs in high school are able to earn a college degree while they are still teenagers.

3
4 **3. Students study high school subjects at a more advanced, college level.** Instead of studying general
5 education subjects in high school and then studying them again in college, students can earn college
6 credits for studying high school subjects at a more advanced level.

7
8 **4. The transition from high school to college is easier for most students who earn dual credit.** Dual
9 credit students learn valuable skills that help them transition from high school to college. They work
10 independently, learn important research and test-taking skills, and become expert note-takers.

11
12 **5. Students can explore their academic interests in-depth before entering college.** Exploring college-
13 level classes while still in high school will give students an opportunity to discover new academic
14 interests before entering college.

15
16 We would suggest modifications to this bill from its current form where it would do the following things:

- 17 • Credit would be earned for a future scholarship in the amount the cost for tuition of dual
18 credit classes when taken from a ND College with a physical presence in this state and then
19 subsequently they are attending a ND College with a physical presence in this state. We'd be
20 amiable to the scholarship be limited to the collage where they actually attended for their dual
21 credit as well so that college would have received the dual credit tuition thereby lessening the
22 impact of the scholarship.
- 23 • They must successfully complete that dual-credit course with a college credit bearing grade.
- 24 • Then when they go on to attend post-secondary work, that tuition paid for dual credit (up to
25 \$1000) would then be a tuition credit scholarship at a ND College with a physical presence in
26 this state.
- 27 • See the cost impact sheet – this is where the magic happens © Furthermore, the opportunity
28 for this additional scholarship will help keep our most precious resource in our state – our
29 students – and ultimately our future workforce.
- 30 • This adjustment would also adjust the fiscal note and can instead be a college recruitment
31 tool.
- 32 • This recruitment tool is currently in place at Minot State University and is very successful.



1
2 We support the opportunity presented in this bill and recommend a DO PASS recommendation from this
3 committee. Behind this testimony is a list of studies done in various states that share with you the student
4 benefits of dual credit coursework if you are interested in learning more about dual credit.

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7 For additional information:

8 **Dual Credit, College Type, and Enhanced Degree Attainment (2017. Bob Blankenberger, Eric Lichtenberger,**
9 **M. Allison Witt)**

10 In this study, researchers analyzed data for the Illinois high school class of 2003 to determine the impact of dual
11 credit participation on postsecondary attainment. We matched 8,095 dual credit participants to an equal number of
12 nonparticipants within the same high school at the point of postsecondary enrollment using propensity scores
13 calculated through a two-level hierarchical generalized linear model with college type as a post treatment
14 adjustment. Results indicate that community college students taking dual credit were significantly more likely to
15 obtain a baccalaureate degree (28% to 19%, respectively) than their matched peers who did not participate in dual
16 credit. We found similar improvements in postsecondary degree attainment for students attending colleges at
17 multiple selectivity levels, although the largest and most robust effects were found for students starting at
18 community colleges and at non/less competitive entry institutions.

19 **Earning college credits in high school: Options, participation, and outcomes for Oregon students**

20 *(IES What's Happening Report, March 2017. Ashley Pierson, Michelle Hodara, Jonathan Luke, Education*
21 *Northwest)*

22 Oregon's public colleges offer many accelerated college credit options for high school students, but the cost,
23 eligibility requirements and geographic coverage vary greatly across institutions. Oregon's rate of community
24 college dual credit participation is higher than the national average. Oregon high school students who take
25 community college dual credit courses enroll and earn credit in an average of three dual credit courses.

26 **Dual-Credit/Dual-Enrollment Coursework and Long-Term College Success in Texas(2014. Justine Radunzel,**
27 **Julie Noble, and Sue Wheeler)**

28 This study, prepared by the national research organization ACT, followed all first-time students at four Texas public
29 universities in fall 2005 and 2006, 42% of whom entered with dual credit hours completed. It examined the impact
30 of dual credit coursework on students' subsequent university coursework and long-term success in earning bachelors'



1 degrees, using a quasi-experimental technique known as propensity score matching to statistically control for student
2 and school characteristics. The study found that students entering the four universities with dual credit were 30%
3 more likely to earn Bachelor's degrees within six years (42% more likely to complete them on time in four years).
4 The typical time to degree for a student with dual credit was less than five years, while other students averaged six
5 years. The study also found that dual credit courses were as effective as traditional courses in preparing students for
6 subsequent coursework for 19 of 21 course pairs across a wide range of disciplines, based on those who earned a B
7 or higher.

8 **The Effects of Concurrent Enrollment on the College-Going and Remedial Education Rates of Colorado's**
9 **High School Students (2014. Colorado Department of Higher Education)**

10 Following all 2010, 2011, and 2012 Colorado high school graduates, this study examined postsecondary outcomes
11 using state-collected data from all Colorado public colleges and universities, supplemented with additional private
12 and out-of-state colleges from the National Student Clearinghouse. Using regression analysis to statistically control
13 for the impact of student demographic variables, ACT performance, and school variables, the study found that
14 students who took dual and concurrent enrollment courses were 23% more likely to enroll in college immediately
15 following high school graduation and 9% less likely to enroll in remedial classes. Students were also more likely to
16 earn higher grades in their first year of college and accumulate more credit hours by the end of their first year.

17 **College Course Grades for Dual Enrollment Students (2014. Jill Course and Jeff Allen)**
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19 This peer-reviewed study, conducted by researchers from the national research organization ACT, used student
20 records from all Iowa community colleges and public four-year universities to examine performance in subsequent
21 coursework in a sequence. It compared college and university course grades for students who took dual enrollment
22 courses with grades of traditional education students who attended the same high schools, statistically controlling for
23 prior academic achievement (ACT scores) and self-reported demographic characteristics. Looking at course grades
24 in dozens of subject areas, it found few differences between students who took the first course through dual
25 enrollment compared with students who took the first course after matriculating to a community college or
26 university. The authors found no evidence that dual enrollment courses are less rigorous than traditional college
27 courses, and that students appear to be equally prepared for future college coursework.

28 **Dual Credit in Oregon, 2010 Follow-up: An Analysis of Students Taking Dual Credit in High School in 2007-**
29 **08 with Subsequent Performance in College (2010. Office of Institutional Research, Oregon University System)**

30 Researchers at the Oregon University System (OUS) specifically examined college courses taught in a high school,
31 by a high school teacher that carry both high school and college credit – courses that NACEP defines as concurrent
32 enrollment. The study examined the college participation and performance of 15,707 students attending an Oregon



1 college or university whose college transcripts recorded their having taken a dual credit course while in high school.
2 The researchers found that:

- 3 • “Dual credit students have a higher college participation rate than high school graduates overall.”
- 4 • “Dual credit students who go on to college continue to the second year at a higher rate than freshmen who
5 enter college without having earned dual credit.”
- 6 • “Among freshmen who continue to the second year of college, dual credit participants earn a higher first year
7 GPA.”
- 8 • “Students who continue to the second year of college accumulate more college credit if they take dual credit in
9 high school.”

10 For the results on persistence to the second year of college, the authors controlled for academic strength (as
11 measured by GPA, SAT scores, and receiving Advanced Placement credit) and student demographics, finding that
12 “the odds that dual credit students would be predicted to persist to the second year of college are increased by 17%
13 compared to students who did not take dual credit.”

14 The study also examined student performance in subsequent courses in a sequence in writing, mathematics, and
15 Spanish:

16 “When dual credit students who take the prerequisite in high school and the final course in college are
17 compared to their college classmates who take the entire sequence in college, it turns out that they pass the
18 final course in proportions that are substantially equivalent to those of their college-prepared classmates”

19 **The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in**
20 **Two States (2007. Columbia University, Community College Research Center)**

21 In this comprehensive study researchers from the Community College Research Center at Columbia University
22 examined the records of more than 300,000 dual enrollment students in Florida and New York. They found that
23 students who took dual enrollment courses in high school were more likely to

- 24 • Graduate from high school,
- 25 • Enroll in college,
- 26 • Start college in a 4-year institution,
- 27 • Enroll in college fulltime and
- 28 • Stay in college at least two years.



- 1 Three years after high school graduation, students who had participated in dual enrollment courses in high school
- 2 had earned higher college GPAs and more postsecondary credits than their peers.
- 3