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## UPDATED JANUARY 2024

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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 p

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 11<sup>th</sup> and 12<sup>th</sup> 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 reqq1

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The share of DE students who are female decreased at the system level from 61% in f

each increased between 1-2

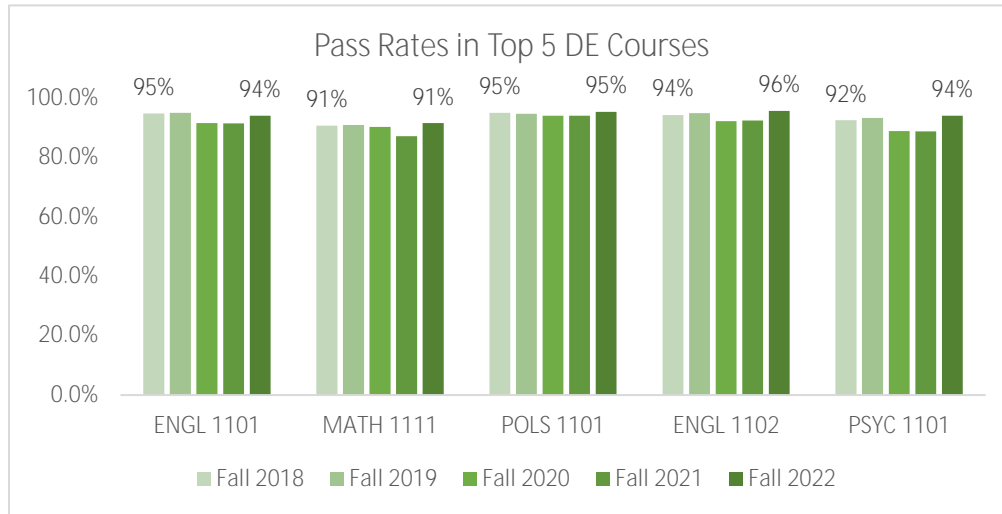
From fall 2018 to fall 2022, average SAT scores increased at the System level (from 1195 to 1234). Average SAT scores had the largest increase from fall 2018 to fall 2022 at research universities (1317 to 1387) and remained relatively stable at the other sectors. Consistent with the requirements for 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





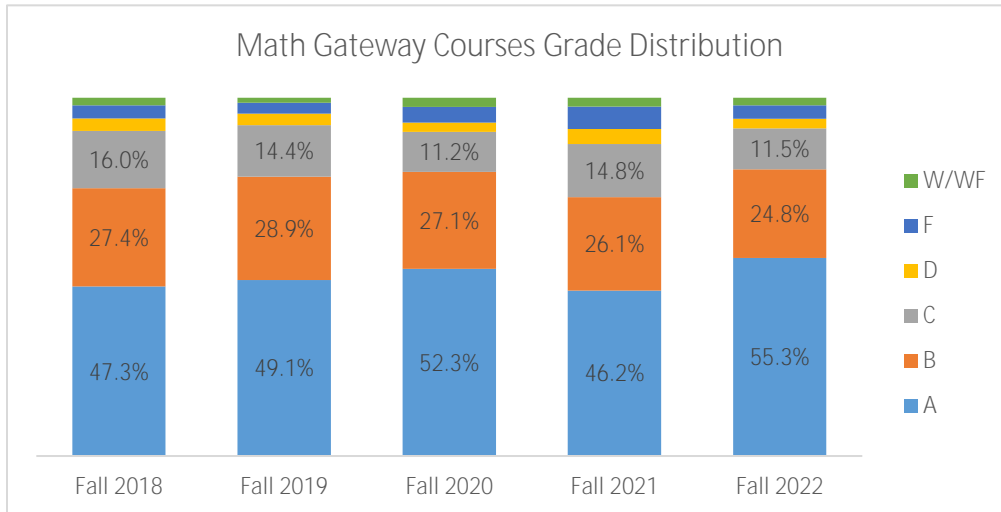
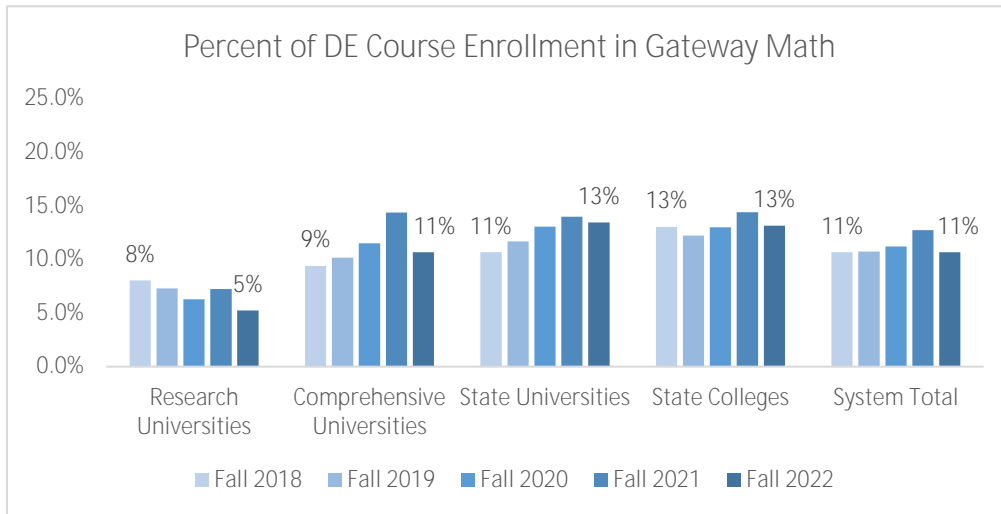




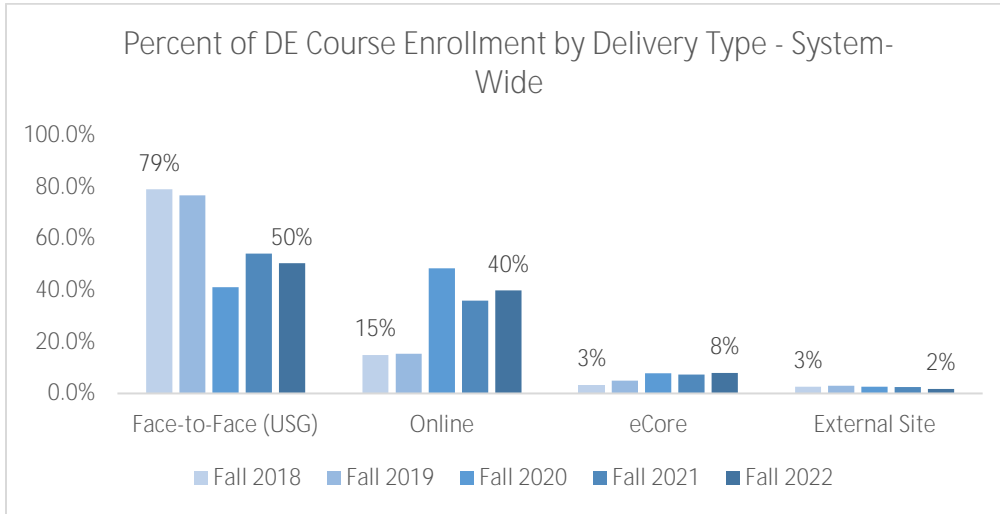
From fall 2018 to fall 2022, the DE courses with the highest enrollment system-wide were ENGL 1101, MATH 1111, POLS 1101, ENGL 1102, and PSYC 1101. More than 90% of students enrolled in these courses pass with a grade of C or better. Across all top five courses, pass rates dipped in fall 2020 and fall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

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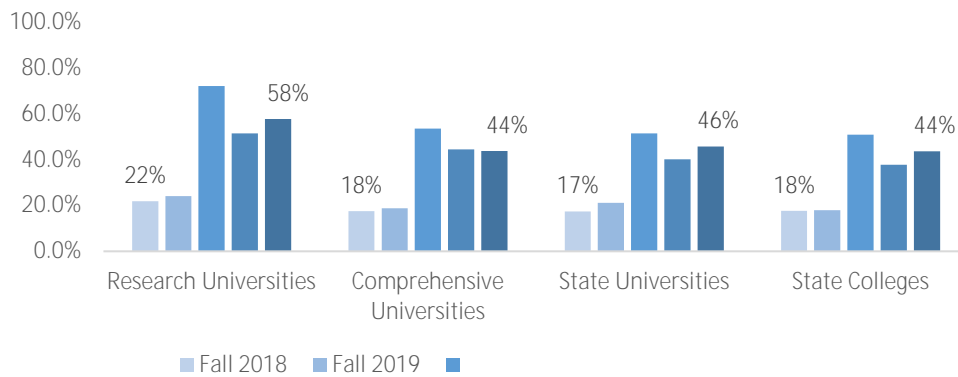
Close to 20% of DE course enrollments system-wide are in ENGL 1101, the gateway English course. This course typically has the highest number of DE students enrolled, across the sectors. Only research universities have a lower percentage of DE students in ENGL 1101 in fall 2022 compared to fall 2018 (16% 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%<sup>3</sup> in f



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%).



Percent of DE Courses Taught Online (incl. eCore) by Sector



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



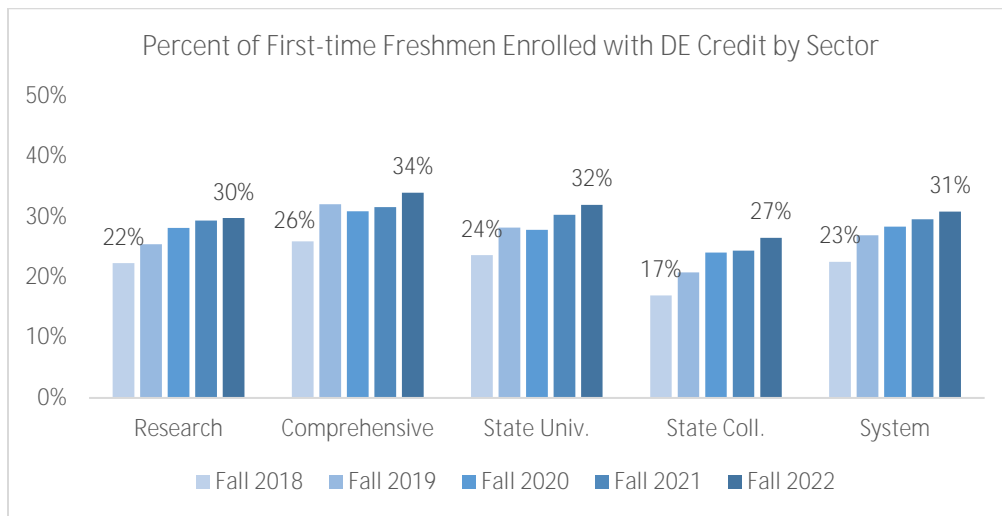
The conversion rate at the same institution measures the percent of DE students that are high school seniors who matriculate to the same USG institution where they participated in DE. System-wide, about a quarter of DE seniors enroll in the same school where they participated in DE, with a new five-year 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).<sup>5</sup>

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

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<sup>5</sup> 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.

	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





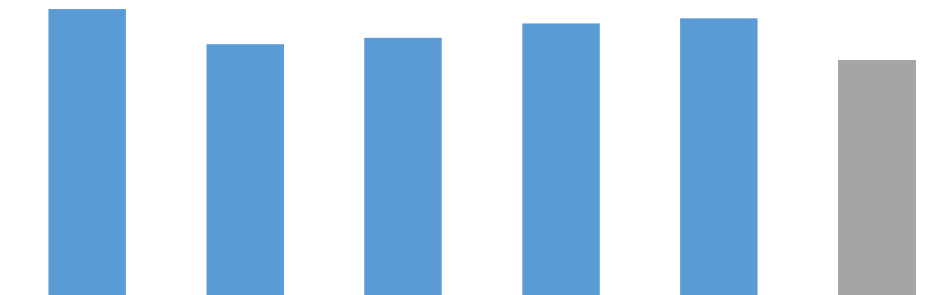
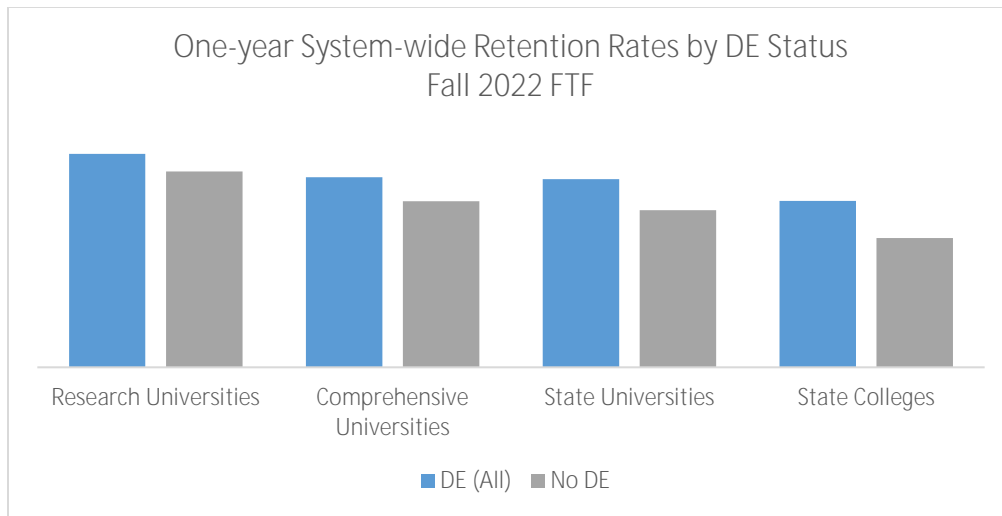
The preceding charts indicate that system-wide, the percent of FTF bringing in DE credit increased from 23% (12,146 students) in fall 2018 to 31% (16,320 students) in fall 2022. There was a steady growth in the number of FTF bringing in DE credit each year from fall 2018 to fall 2020, though this growth rate leveled off in fall 2021

The preceding charts illustrate the number and percent of USG FTF that bring in DE credit by where the DE credit was earned.<sup>6</sup> 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.

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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

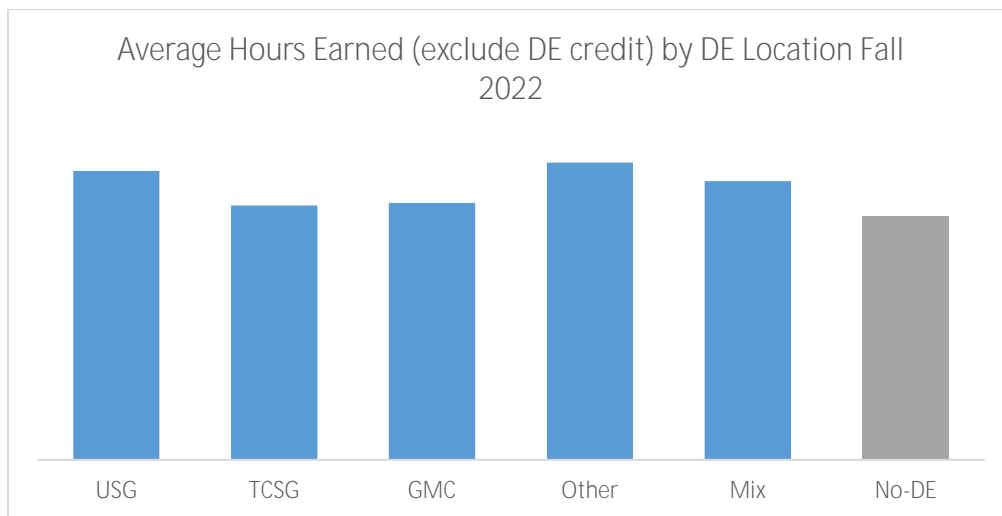
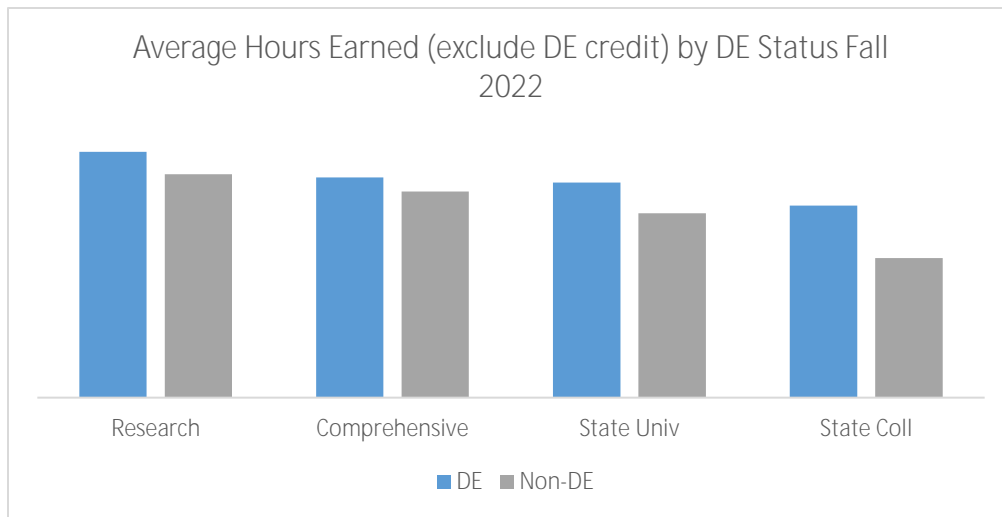


One-year, system-wide retention rates<sup>7</sup> for FTF in fall 2022 are presented above. Across sectors, FTF with DE credit were retained at higher rates than students without DE credit. The difference between DE and non-DE students was most pronounced at state universities and state colleges. It 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.

<sup>7</sup> 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.

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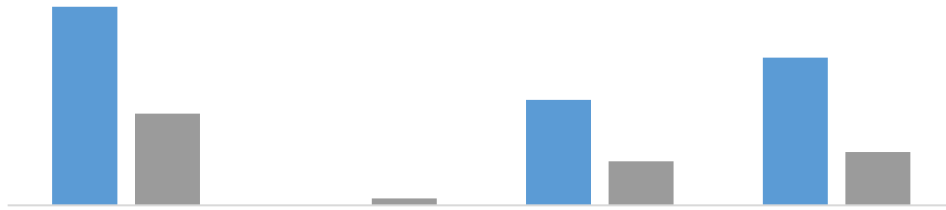




The average total credit hours earned (excluding DE credit) by the end of the first academic year for fall 2022 FTF is presented above. Average total hours earned is consistently higher among students who earned DE credit compared to non-DE students. The highest average hours earned is observed for students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

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These charts illustrate the four-year, system-wide bachelor's graduation rates<sup>8</sup> 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.



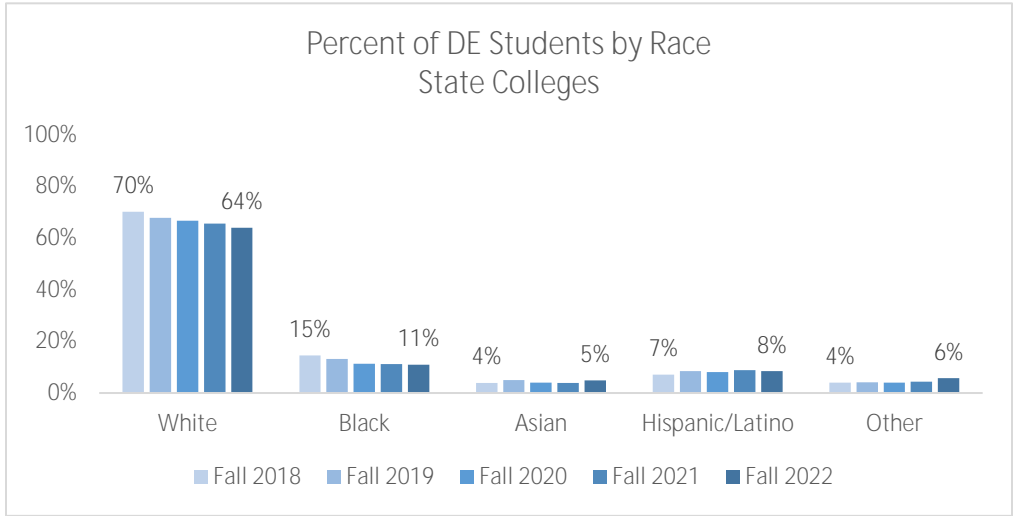
These charts illustrate the three-year, system-wide associate level graduation rates for the fall 2020 cohort. FTF with DE credit had higher graduation rates than non-DE FTF in all sectors of the USG, except at comprehensive universities<sup>9</sup>. For state colleges (the sector with the largest number 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.

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<sup>9</sup> 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.



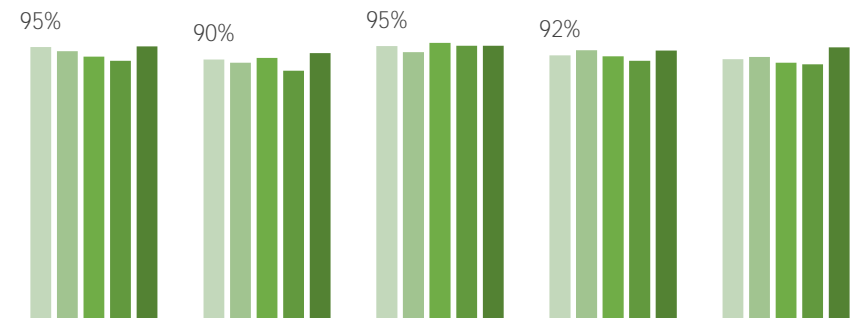
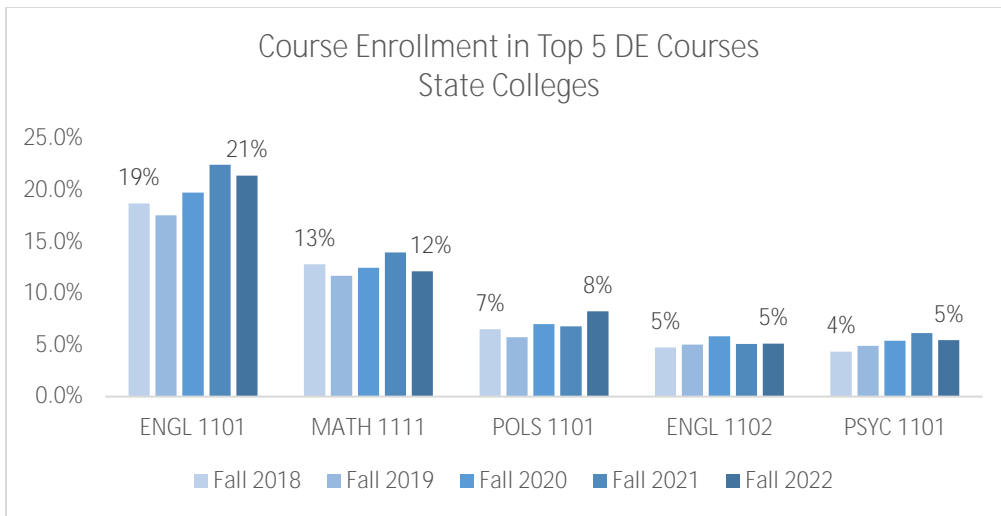












Section 3: Conversion of DE Students to FTF by Institution

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





