



## Research Brief

# Dual Credit and Academics: Assessing Outcomes for Low-Income and URM Students

*The sixth of six research briefs on dual credit in Kentucky*

## What are the effects of dual credit based on income and minority status?

This research brief examines the impact of dual credit participation on second-year persistence and first-year GPA among low-income and underrepresented minority (URM) students, and explores whether dual credit opportunities help close outcome gaps affecting these student groups. Low-income is defined by a student's federal Pell grant status, and underrepresented minority students include those who identify as American-Indian or Alaska Native, Black or African-American, Hispanic or Latinx, Native Hawaiian or other Pacific Islander, or two or more races. In this data sample, only 6.8% of dual enrollment participants were URM and low-income students, 4.7% were URM and non-low-income, 32% were non-URM and low-income, and 56.5% were non-URM and non-low-income.

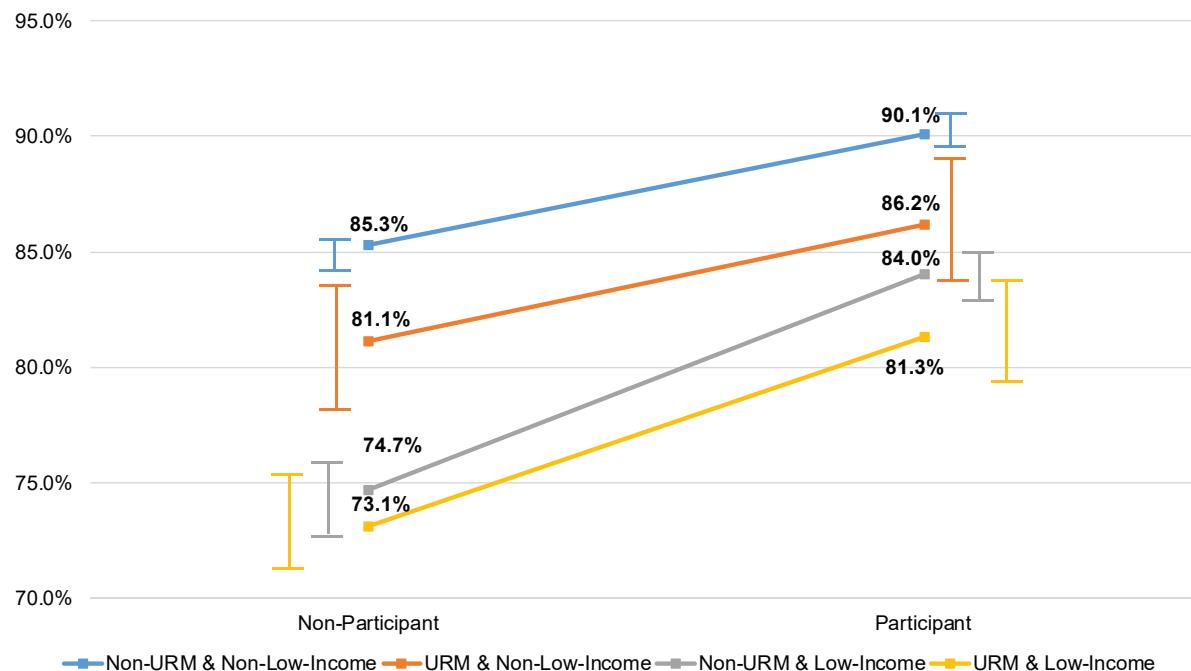
## Greatest effect on persistence for low-income, non-URM students

Low-income, non-URM students benefited the most from participating in dual credit courses, which increased their likelihood of persisting to a second year by 9.3 percentage points. Low-income, URM students benefited the second most with an increase of 8.2 percentage points. The likelihood of persisting to a second year rose 5.1 points for non-low-income, URM students and 4.8 points for non-low-income and non-URM students. All the increases were statistically significant.

## Reducing the persistence gap for low-income URM students

Overall, non-low-income, non-URM students had the highest probability of second-year persistence,

**Figure 1. Effects of Dual Credit on Second-Year Persistence Across Income and URM Groups**



regardless of dual credit participation, while low-income, URM students had the lowest probability. However, a dual credit experience significantly narrowed that gap from 12.2 to 8.8 percentage points. Additionally, participation in dual enrollment considerably narrowed the gap between non-low-income URM students and low-income URM students, from 8.0 to 4.9 percentage points.

### Largest GPA gains among low-income, non-URM students

On grades, low-income, non-URM students benefited the most from dual credit enrollment. Their probability of obtaining a GPA equal to or greater than 3.0 rose 11.1 percentage points with a dual credit experience. Low-income, URM students benefited the second most with an increase of 8.6 percentage points. The probability climbed 8.1 points for non-low-income non-URM students and 5.3 points for non-low-income URM students. However, the increase for non-low-income URM students was not statistically significant.

### Narrowing the gap in grades for URM students with lower incomes

Regardless of dual credit enrollment, students who were neither URM nor low-income had the greatest probability of obtaining a GPA equal to or greater than 3.0, while students who were both URM and low-income had the lowest probability. Participation in dual credit slightly narrowed the gap between non-low-income, non-URM students and low-income URM students from 26.0 to 25.5 percentage points. Moreover, participation significantly narrowed the gap between non-low-income URM students and low-income URM students, from 16.8 to 13.5 percentage points.

### Summary

Low-income, non-URM students benefited the most from dual credit enrollment, followed by low-income URM students. Additionally, dual credit experiences show particular promise in helping reduce outcome gaps for low-income and URM students. Expanding dual credit opportunities statewide could help Kentucky improve student performance overall and close aggregate outcome gaps across the system.

**Figure 2. Effects of Dual Credit on First-Year GPA Across Income and URM Groups**

