



# DUAL ENROLLMENT DIGEST

**UPDATED JANUARY 2025**

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## **Section 1: Introduction**

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 provided for a five-year period at the sector and system level for ease of viewing. Information for individual institutions is available upon request. The data for the Digest comes from the University System of Georgia Academic Data Collection.

Section 2 provides data on the enrollment of DE students at USG institutions—highlighting the trends in participation from fall 2020 to fall 2024 and the changes in the demographic characteristics of the participants over time. This section also details trends in the instructional type and location of courses DE students take over time. Additionally, this section includes outcomes for DE students, such as grades received in DE courses and credit hours earned from fall 2019 to fall 2023 (the most recent available fall terms for grade data).

Section 3 shows the “conversion rate” of DE students to first-time freshmen (FTF), which is the percentage of USG DE students that enroll in USG institutions from fall 2020 to fall 2024. Conversion rates are provided for matriculation to any USG institution as well as the same institution at which DE occurred.

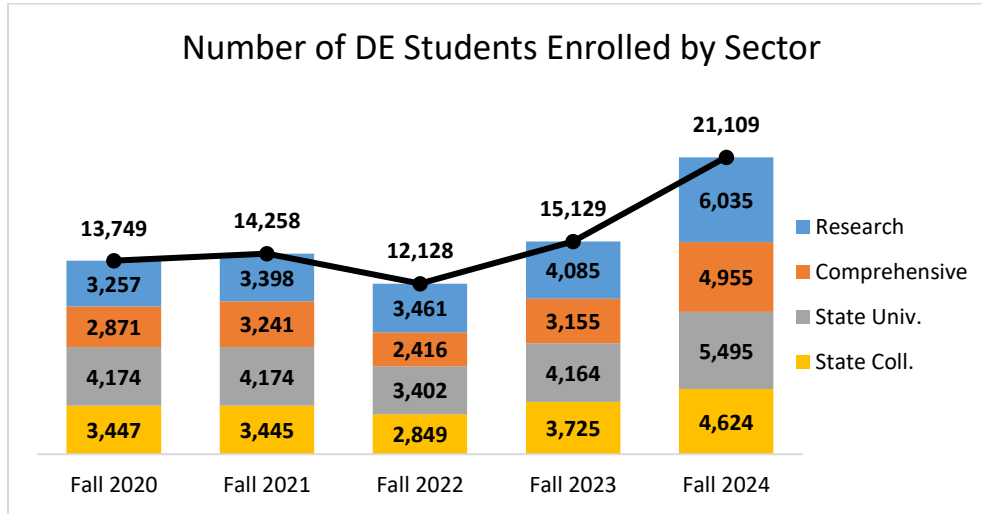
Section 4 highlights outcomes of FTF from fall 2020 to fall 2024 who entered USG with DE credit. Comparisons are offered between FTF who did and did not earn DE credit. Dual enrollment students are subcategorized by where the DE credit was earned—specifically, USG, Technical College System of Georgia (TCGS), Georgia Military College (GMC), and other institutions. Cumulative college GPA, credit accumulation, and retention and graduation rates are shown for the most recent available cohort.

Note: Charts in Sections 2 and 3 are organized by the sector in which dual enrollment occurred. Charts in Section 4 are organized by the sector in which students enrolled as first-time freshmen. Data points are provided in the charts for the earliest and latest terms of data available for ease of viewing.

## Section 2: Current Dual Enrollment Students

### Section 2.1: Dual Enrollment Participation, Demographics, and Academic Preparation

#### Number and Percent of DE Students Enrolled by Sector

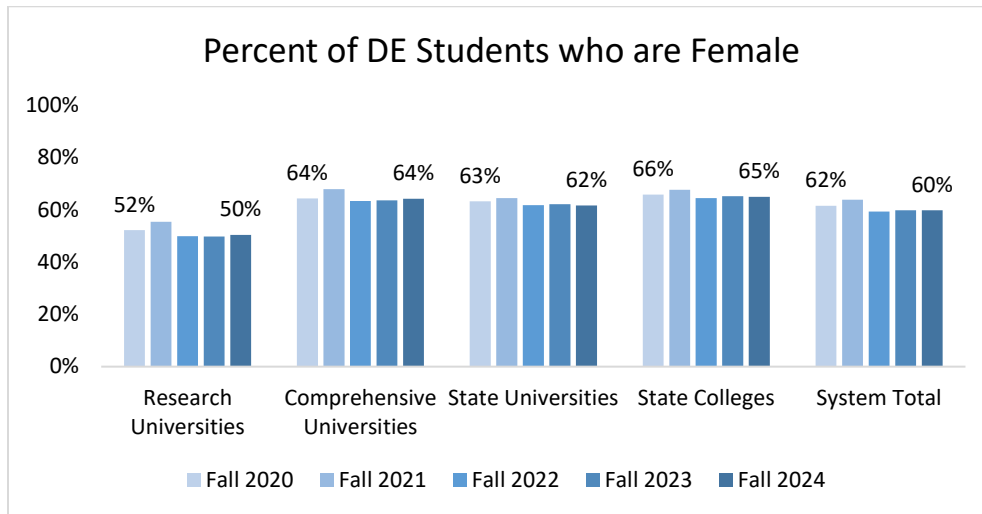


Percent of DE Students Enrolled in the USG by Sector

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Research Universities	23.7%	23.8%	28.5%	27.0%	28.6%
Comprehensive Universities	20.9%	22.7%	19.9%	20.9%	23.5%
State Universities	30.4%	29.3%	28.1%	27.5%	26.0%
State Colleges	25.1%	24.2%	23.5%	24.6%	21.9%

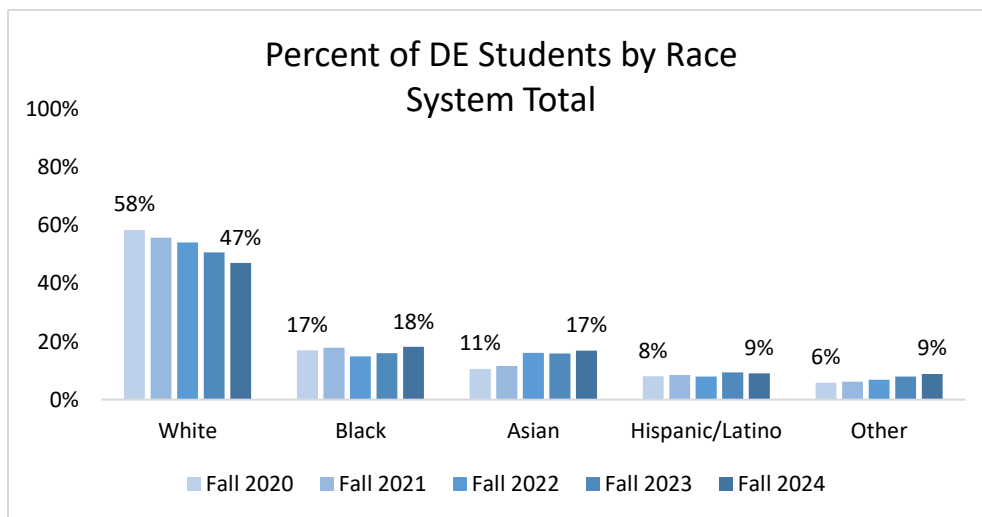
The number of DE students in fall 2024 is 21,109 and represents a record-high DE enrollment at the system-level. The number of DE students in fall 2024 is a 40 percent increase (5,980 students) compared to fall 2023, and a 54 percent increase (7,360 students) compared to fall 2020. Fall 2024 marked the third consecutive fall where there was a year over year increase in DE enrollment, which comes after DE enrollment decreased from fall 2021 to fall 2022. The reinstatement of test score requirements for DE admission in fall 2021 may explain the decline from fall 2021 to fall 2022. 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 2020 to fall 2024, research universities experienced the largest increase (23.7% to 28.6%) while state universities and state colleges saw steady declines (30.4% to 26.0% and 25.1% to 21.9%, respectively). The increase in the research university sector since fall 2020 is likely a result of test score requirements being waived for admission requirements. From fall 2020 to fall 2024, the highest concentration of DE participation shifted from state universities to research universities, with the largest share of participants at Georgia State University. All sectors had more DE students in fall 2024 compared to any previous fall semester.

Gender



The share of DE students who are female decreased at the system level from 62% in fall 2020 to 60% in fall 2024. Comprehensive universities were the only sector that did not see a decrease in the share of female students, remaining at 64 percent.

Race

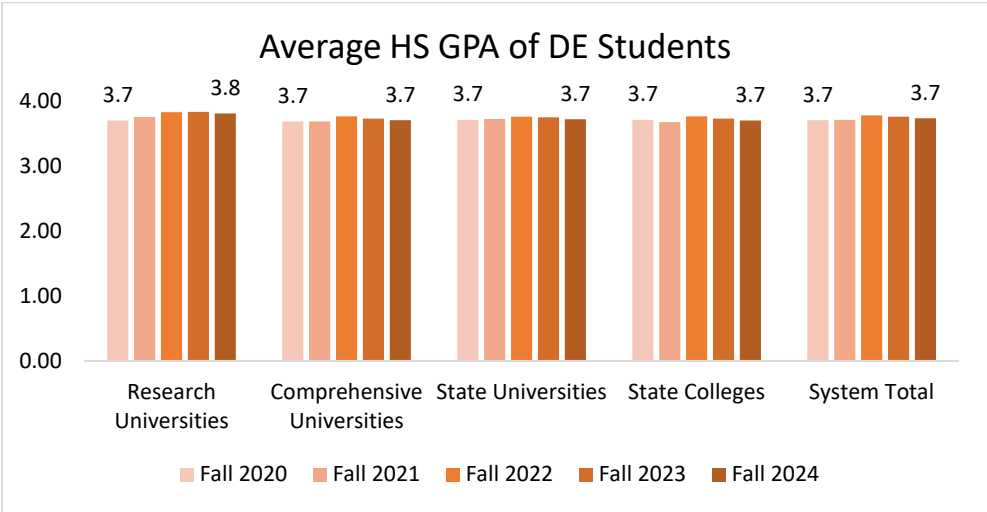


For ease of viewing, data for the race/ethnicity of DE students is provided at the system level,<sup>1</sup> and the appendix contains the information for each sector. The share of DE students who identify as White decreased by 11 percentage points overall from fall 2020 to fall 2024 (58% to 47%). The share of students who identify as Black increased slightly from 17% to 18%. The share of DE students who identify as Asian increased from 11% to 17%. The share of students who identify as Hispanic/Latino students or falling into the ‘other’ category (American Indian, Native Hawaiian/Pacific Islander, two or more races, and unknown race) each increased between 1-3

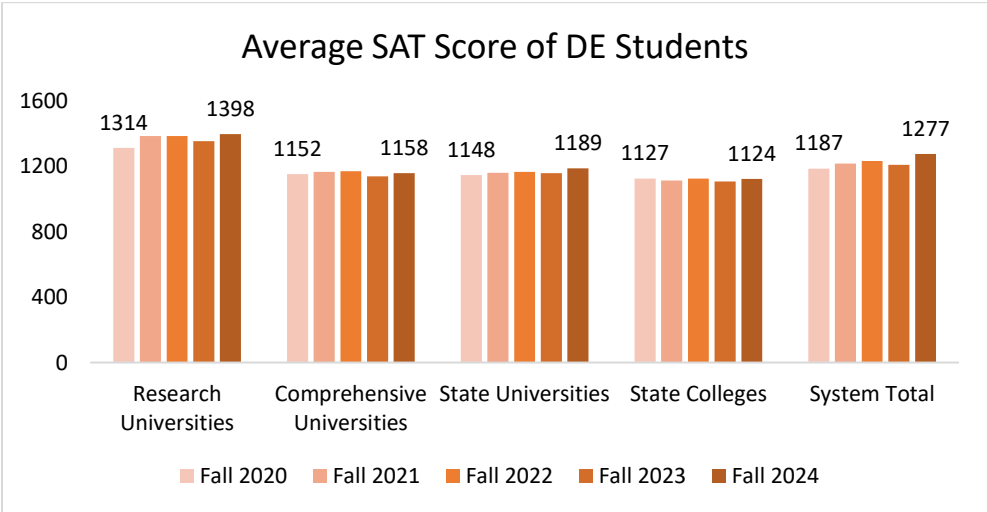
<sup>1</sup> Please note: due to data corrections, this system level chart of DE students by race may not align with the previous versions of the DE Digest.

percentage points from fall 2020 to fall 2024. The share of DE students who identify as White, Black, Hispanic/Latino, and who fall into the ‘other’ category closely aligned to their racial/ethnic group’s overall enrollment trends at the system-level. Looking by sector, the share of White students decreased in every sector while the share of Asian students increased in research universities and state universities. The share of Black students increased at comprehensive universities, state universities, and state colleges, but decreased at research universities.

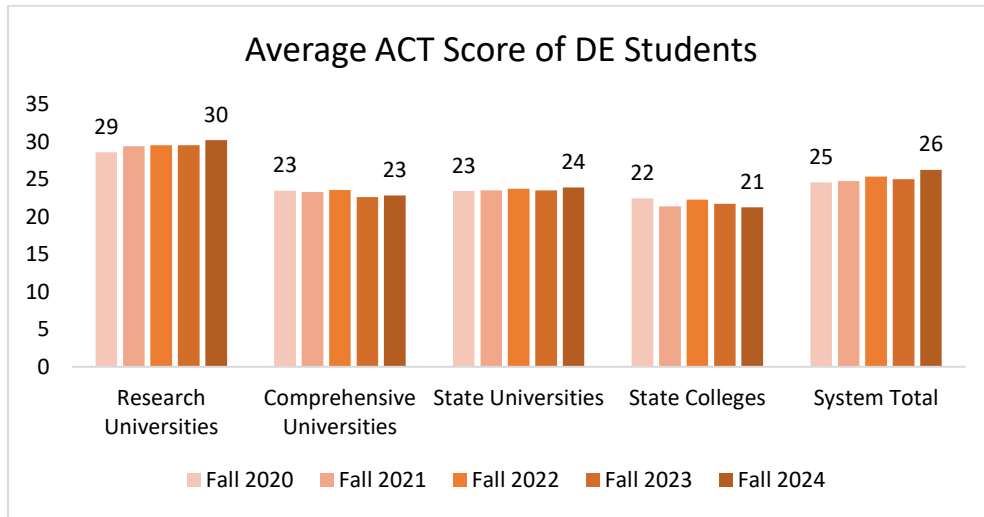
HS GPA and SAT/ACT



The average high school GPA of DE students at the system level remained at 3.7 from fall 2020 to fall 2024. Each individual sector follows the same pattern as the system, except for research universities, which increased by 0.1 GPA point, from 3.7 to 3.8.



From fall 2020 to fall 2024, average SAT scores increased at the system level from 1187 to 1277. Average SAT scores had the largest increase from fall 2020 to fall 2024 at research universities (84 point increase), with a smaller increase at state universities (41 points), and scores remained relatively stable in the comprehensive university and state college sectors.

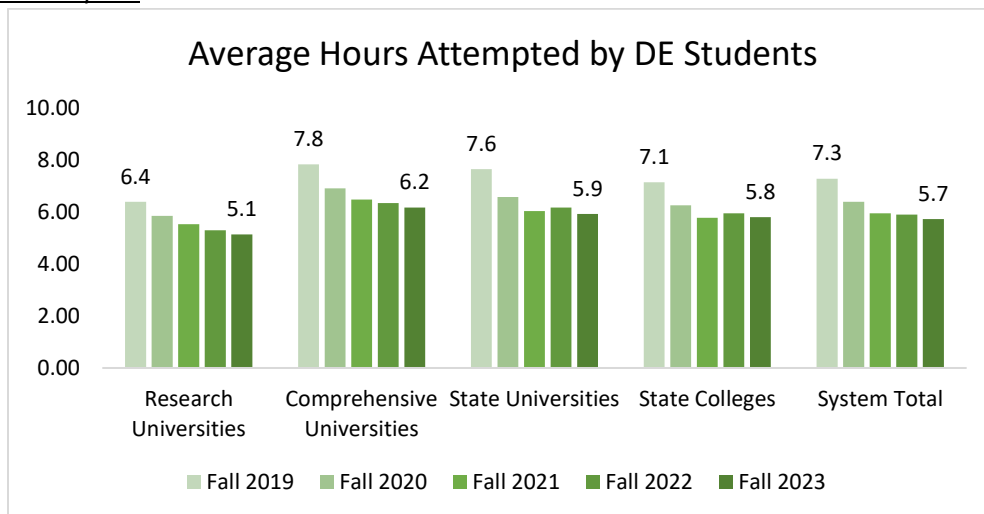


Turning to the ACT, the average score among DE students increased by one point at the system level, from 25 to 26. The research sector and state university sector had an increase in average ACT scores from fall 2020 to fall 2024 by one point (29 to 30 and 23 to 24, respectively) and all other sectors decreased.<sup>2</sup> It is important to note that test scores were not required for DE admission in fall 2020 and fall 2021 due to availability of testing during the pandemic.

### **Section 2.2 Dual Enrollment Course Taking and Performance**

In this section, the five-year range shifts to fall 2019 through fall 2023. Fall 2023 marks the most recent fall term with available grade data for this report.

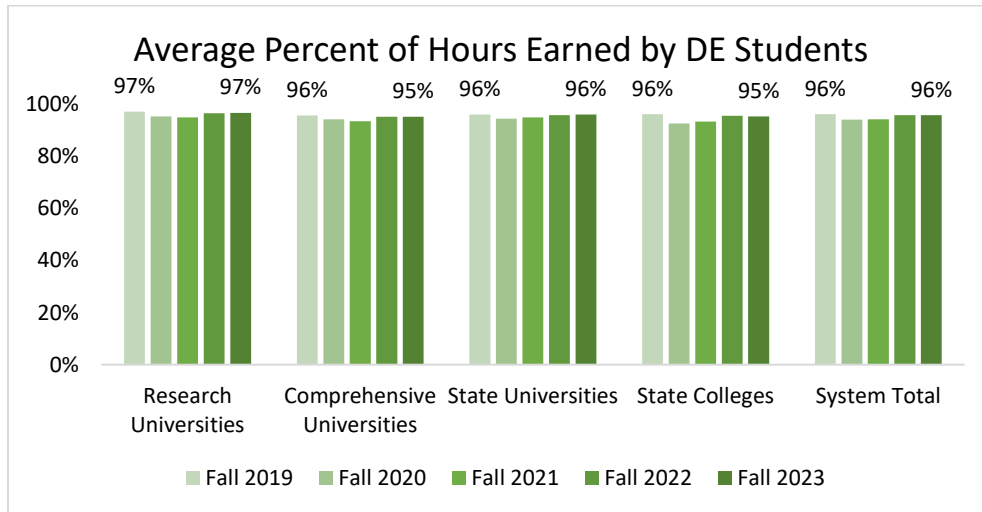
#### **Average Hours Attempted**



<sup>2</sup> For ease of viewing, average ACT scores are rounded to the nearest whole number. However, the height of the bar chart is based on the average score rounded to the tenth decimal. E.g., for comprehensive universities, the average ACT score in fall 2020 is 23.49 and fall 2024 is 22.9, both of which round to 23.

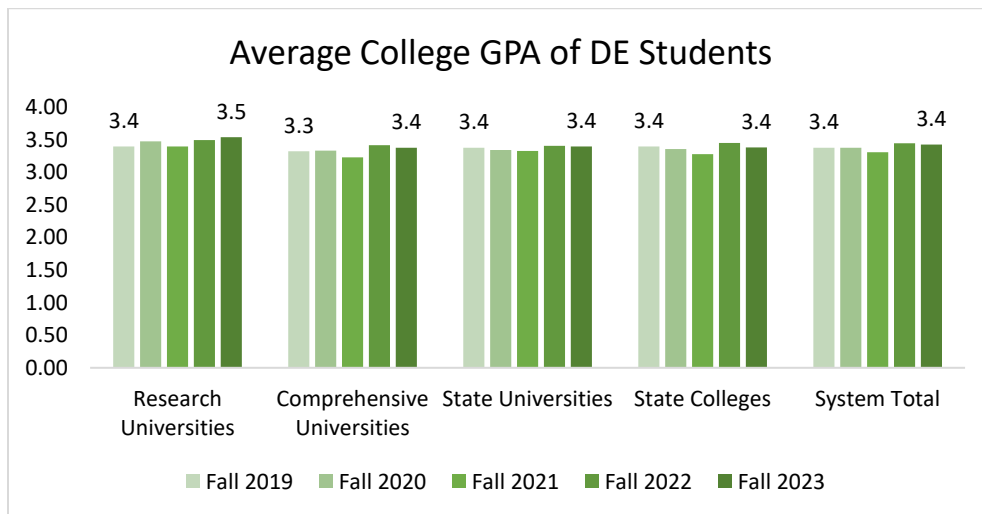
Since fall 2019, average credit hours attempted by DE students have declined at the system level (from 7.3 hours in fall 2019 to 5.7 hours in fall 2023). This decline is observed for all sectors and is most likely the result of the 30-hour cap placed on dual enrollment with HB 444.

Average Percent of Hours Earned



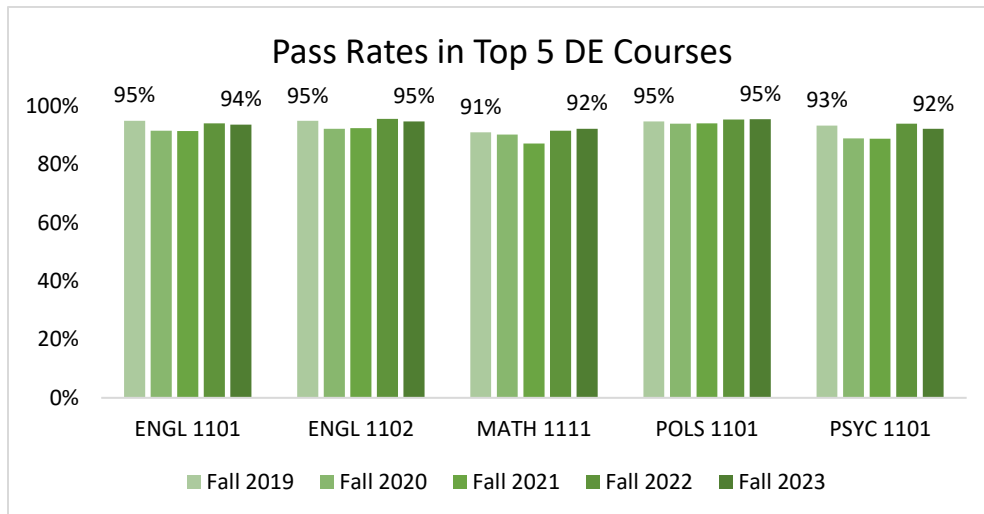
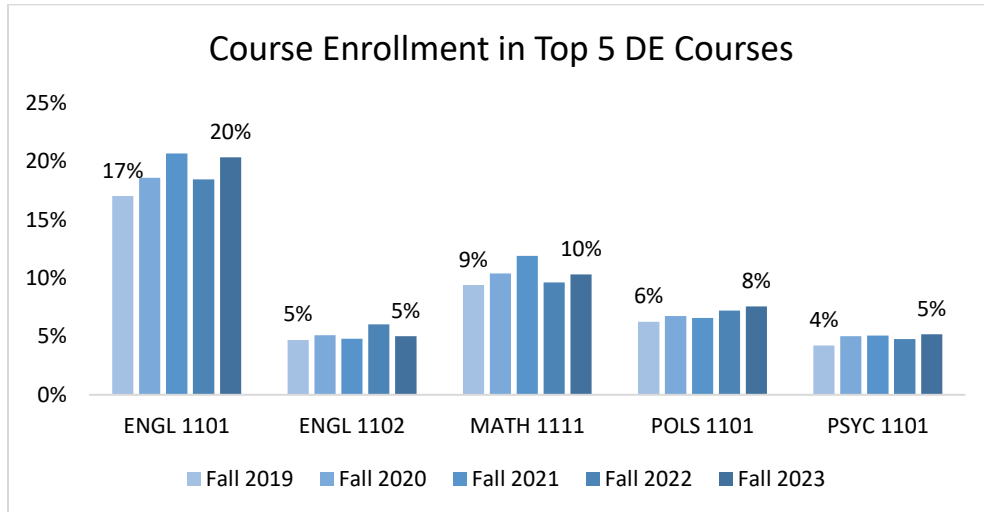
The percent of credit hours earned out of hours attempted among DE students has remained around 96% system-wide since fall 2019, with similar patterns observed across sectors. The percent of hours earned is highest among DE students at research universities (97%). There is a slight decline in percentage of hours earned in fall 2020, most notable for state universities and state colleges, likely related to the myriad of challenges associated with the pandemic. There is a slight recovery in fall 2021 which continues in fall 2022, consistent with analyses of USG academic outcomes of first-time freshmen over the same period.

Average College GPA



Performance of DE students, as measured by their end of semester GPA, has remained above 3.3 over the past five years at the system level. Average GPA across sectors is similarly stable, though for all sectors there is a dip in fall 2021 with a recovery in fall 2022 to a five-year high for three out of four sectors.

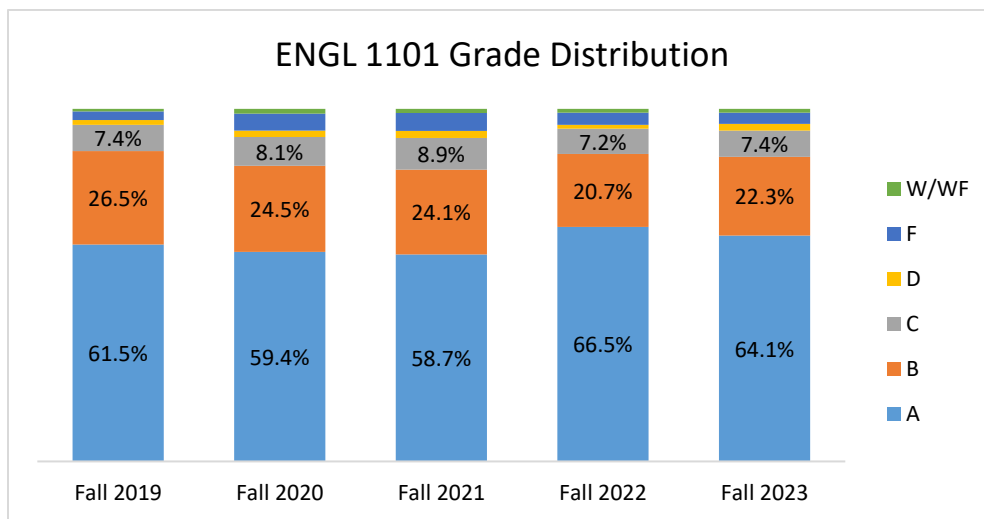
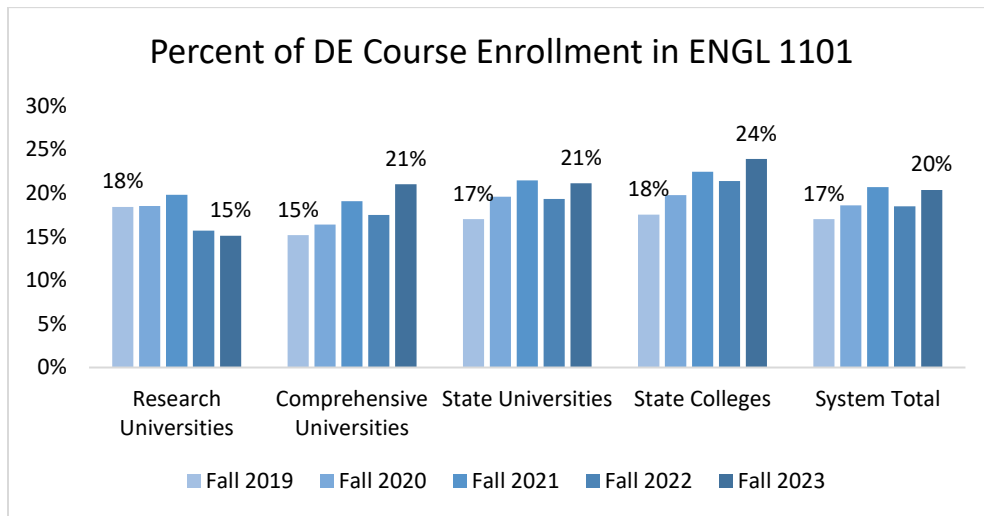
Percent of Top Five Courses Among All DE Course Enrollments



From fall 2019 to fall 2023, the DE courses with the highest enrollment system-wide were ENGL 1101, ENGL 1102, MATH 1111, POLS 1101, 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.



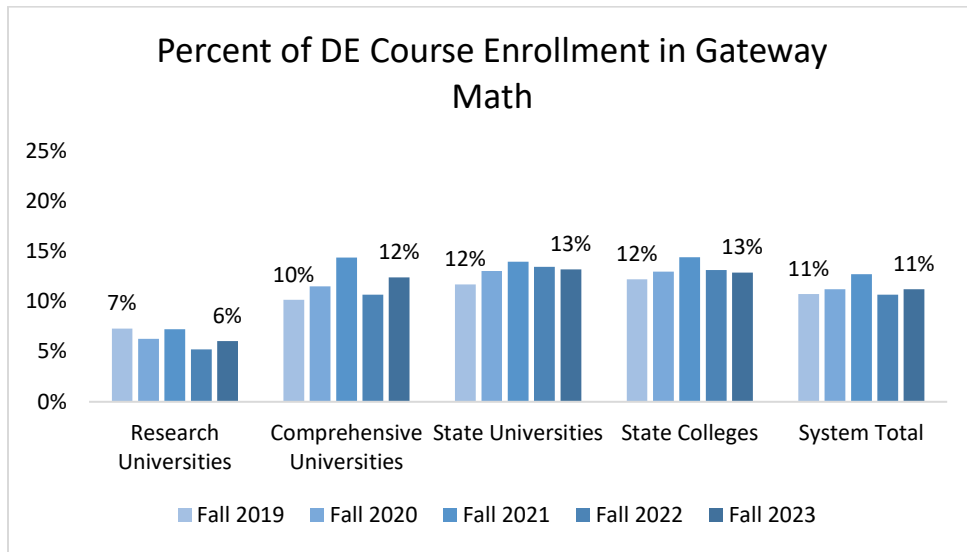
DE Course Enrollment in English Gateway Course



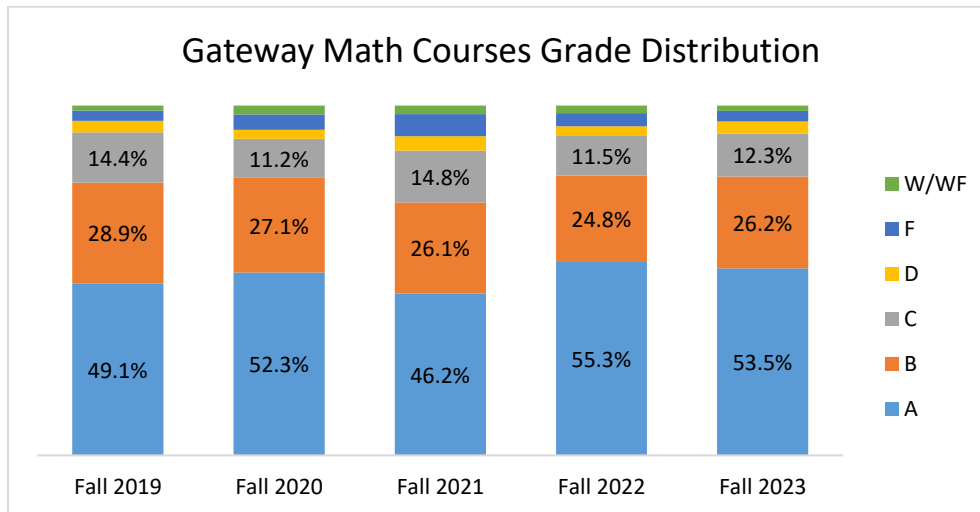
Close to 20% of DE course enrollments system-wide are in ENGL 1101, the gateway English course. This course typically has the highest number of DE students enrolled, across the sectors. Only research universities have a lower percent of DE students in ENGL 1101 in fall 2023 compared to fall 2019 (15% from 18%). At the sector level, the portion of DE students taking ENGL 1101 increased from fall 2019 to fall 2021, decreased in fall 2022, and increased in the non-research sectors in fall 2023. This pattern can likely be attributed to general course selection changes resulting from HB 444 narrowing course options for DE students. The percent of students who pass ENGL 1101 with a C or better decreased slightly at the system level over the five-year period (94.9% in fall 2019 to 93.6% in fall 2023).<sup>3</sup>

<sup>3</sup> The percentage in the text differs from the sum of the percentages in the chart due to rounding.

DE Course Enrollment in Math Gateway Courses

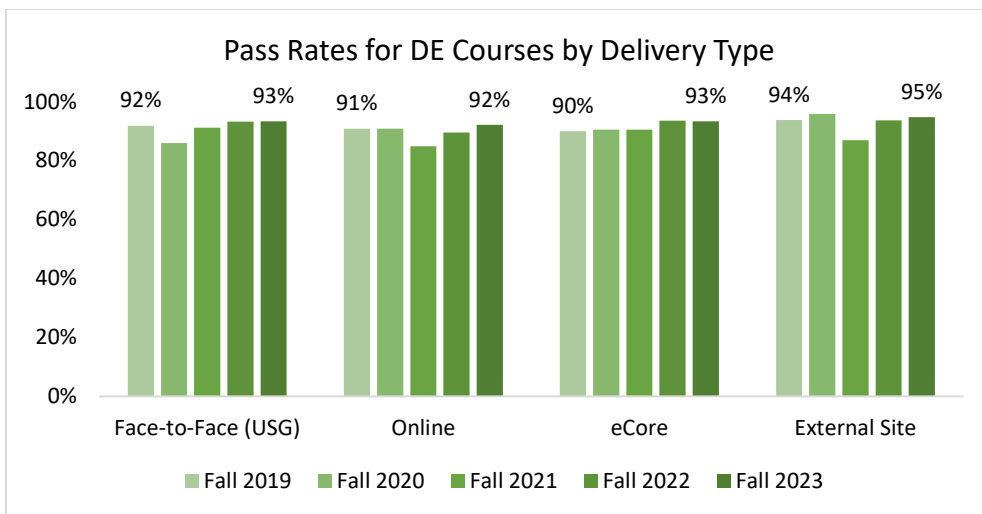
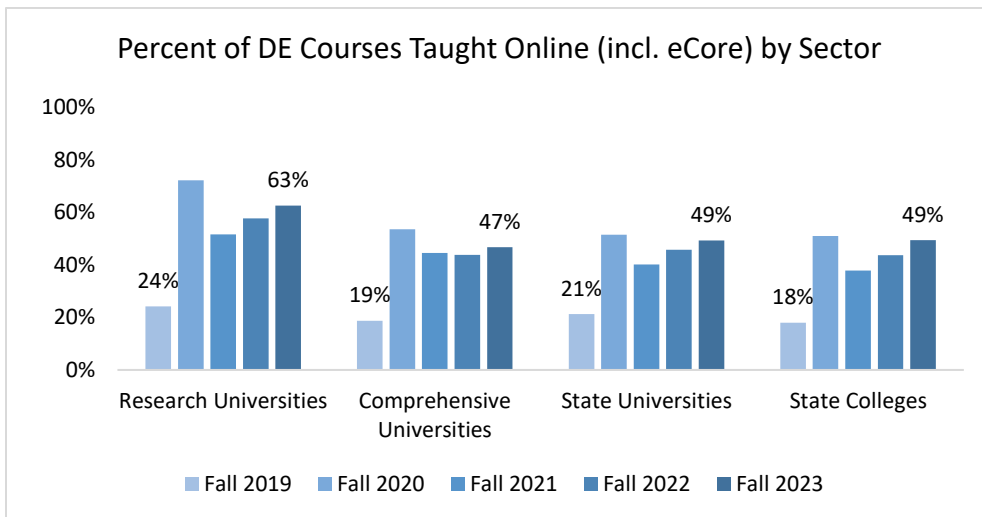
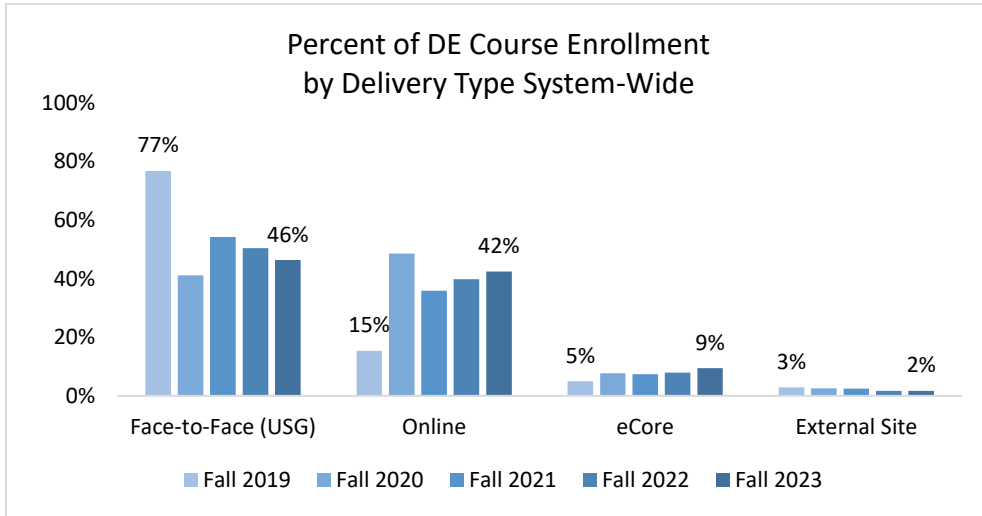


The gateway math courses (MATH 1001, 1101, 1111) typically have the second highest enrollment among DE courses. As with ENGL 1101, gateway math enrollment peaked in fall 2021 and then decreased to fall 2023. In fall 2023, state universities had the highest percent of gateway math enrollment (13%), followed by state colleges (13%), then comprehensive universities (12%), with research universities consistently having the lowest enrollment (6%). The percent of students who pass gateway math courses with a C or better is above 87% for each term. The percent of students who earn an A in their gateway math course fell to a five-year low in fall 2021 (46.2%) but then rebounded to 53.5% in fall 2023.



**Section 2.3 Dual Enrollment Course Delivery and Instructor Type**

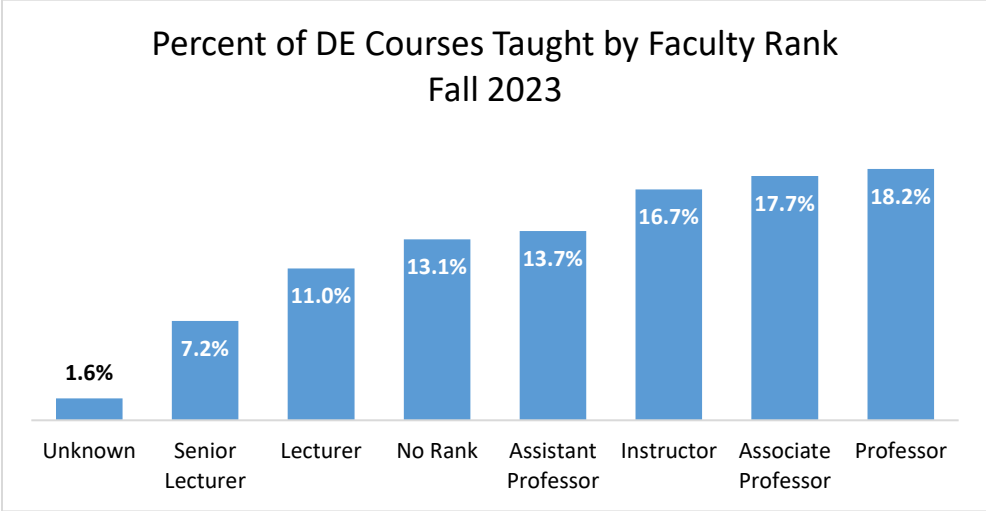
*Percent of DE Course Enrollments by Delivery Type*



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 2019 to fall 2023 (77% to 46%, respectively). There has also been an increase in the percent of DE courses taught online (20% to 52% including eCore) from fall 2019 to fall 2023, with the percent of DE courses taught online reaching its highest point in fall 2020 (56% including eCore).

There are similar trends in online DE course enrollment across sectors, but research universities have the greatest percentage of DE courses in an online format. With respect to performance across course type, in fall 2023, the highest pass rates occurred in external site courses, followed closely by eCore and face-to-face courses, and then online (non eCore) courses. For fall 2023, all delivery types had a pass rate above 90%.

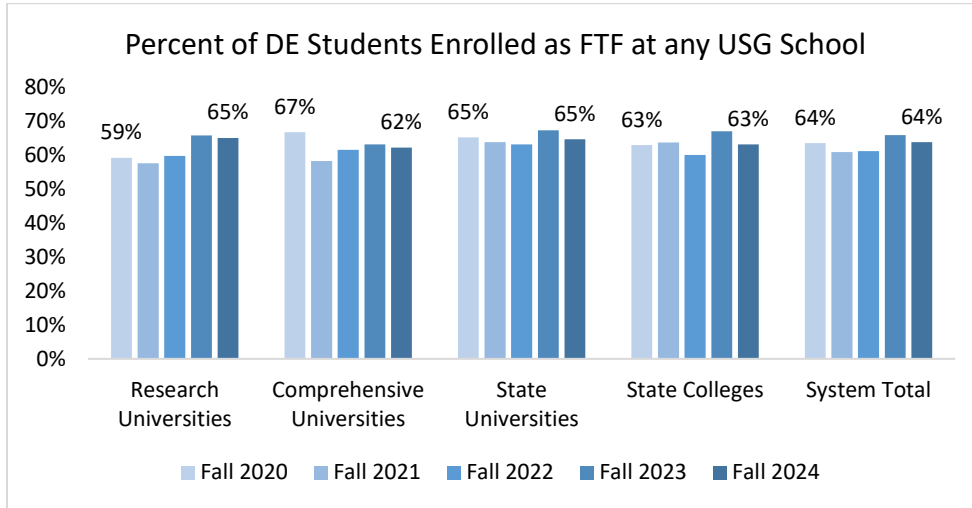
Percent of DE Courses taught by Instructor Type



In fall 2023 there were 3,699 instructors that taught a course with a DE student enrolled. Nearly 50% of the DE instructors have the rank of Professor, which includes full Professor (18%), Associate Professor (17%) and Assistant Professor (13%). Just under 17% are Instructors, and 18% are Lecturers (including Senior).

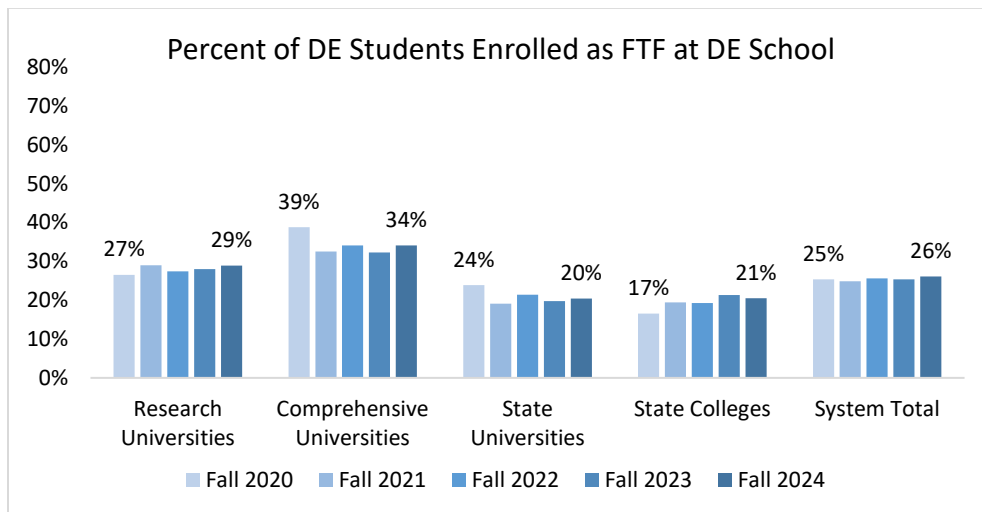
### Section 3: Conversion of Dual Enrollment Students into First-time Freshmen at USG

#### Conversion of DE Students to First-time Freshmen at any USG School



The conversion rate measures the percentage of DE students who are high school seniors that matriculate to USG as first-time freshmen.<sup>4</sup> System-wide, over 60% of DE high school seniors enroll in USG institutions as first-time freshmen, and this has remained relatively stable over time. The conversion rate decreased from fall 2023 to fall 2024 across all four sectors (note: in this section, sectors depicted in charts denote the sector where the student participated in DE). The conversion rate among DE students is similar across DE participation sectors but is highest for research universities and state universities.

#### Conversion of DE Students to First-time Freshmen at the Same Institution



The conversion rate at the same institution measures the percentage 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

<sup>4</sup>The information for fall 2020 details the percentage of high school seniors taking Dual Enrollment between summer 2019-spring 2020 that matriculated to USG as FTF in fall 2020.

seniors enroll in the same school where they participated in DE, with a new record high in fall 2024 (26.1%). Consistently, the highest institution-specific conversion rates occur in the comprehensive university sector. Since 2020, research universities and state colleges have seen an increase in matriculating DE students (27% to 29% for research universities and 17% to 21% for state colleges).<sup>5</sup>

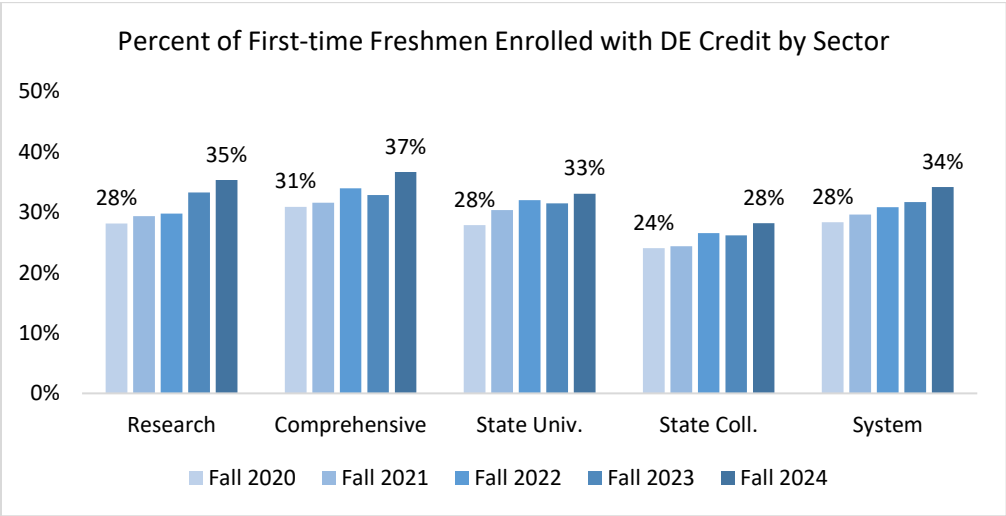
For additional context, the conversion rates (general and institution-specific) for fall 2024 are provided by institution in the Appendix.

**Section 4: Postsecondary Outcomes of Former Dual Enrollment Students**

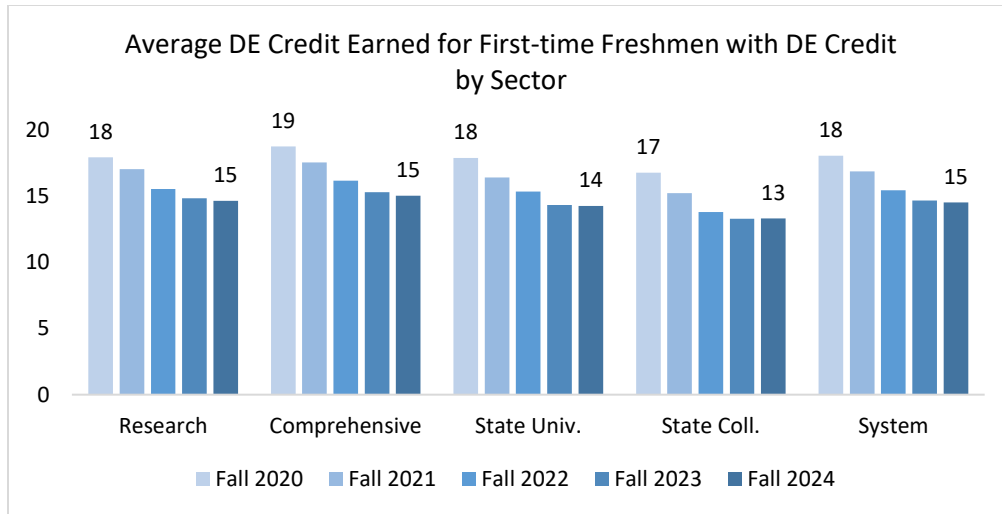
**4.1 First-time Freshmen with Dual Enrollment Credit**

*Number and Percent of First-time Freshmen with DE Credit and Average DE Credit Earned*

<b>Number of First-time Freshmen with DE Credit by Sector</b>					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Research Universities	5,230	5,691	5,854	6,382	6,719
Comprehensive Universities	5,497	5,535	4,732	5,081	6,184
State Universities	3,544	3,438	3,562	3,825	4,195
State Colleges	1,935	1,825	2,172	2,239	2,349
<b>System Total</b>	<b>16,206</b>	<b>16,489</b>	<b>16,320</b>	<b>17,527</b>	<b>19,447</b>



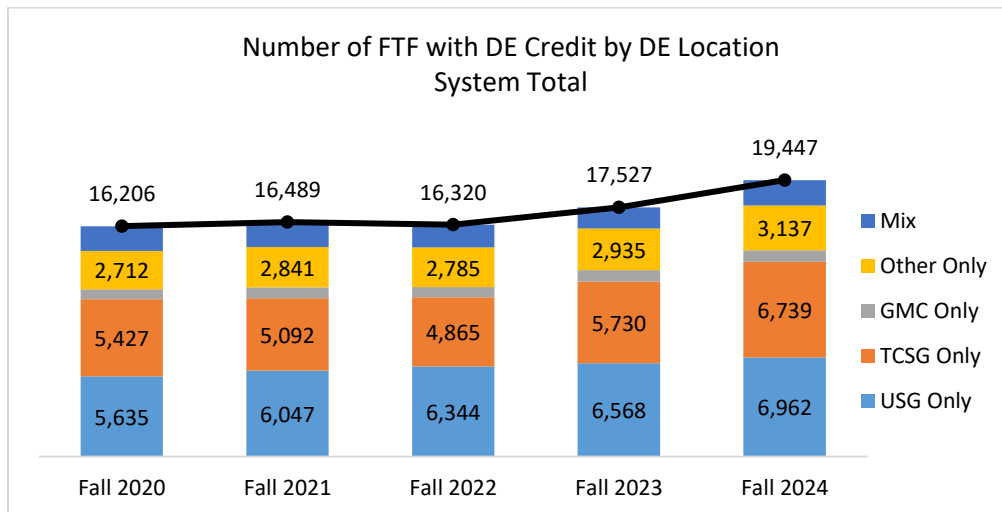
<sup>5</sup> Note that for some institutions and years, the conversion rate may omit students who enroll as first-time freshmen at the same institution or within the USG. This is due to institution data entry issues. We have and continue to work with institutions to improve data quality in this area.



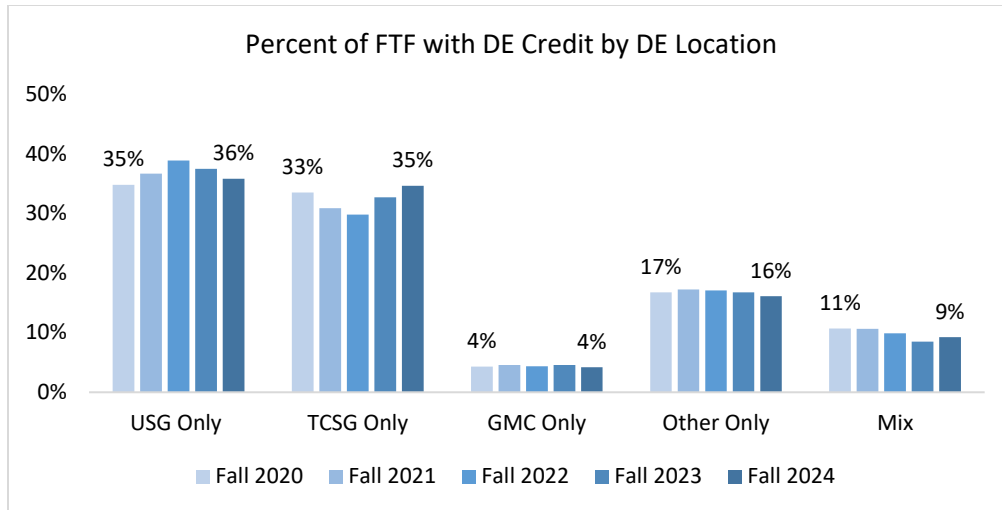
The preceding charts indicate that system-wide, the percent of FTF bringing in DE credit increased from 28% (16,206 students) in fall 2020 to 34% (19,447 students) in fall 2024. In fall 2020 and fall 2024, comprehensive universities had the largest percentage of FTF with DE credit (note: sectors depicted in Section 4 charts denote the sector where the student enrolled as an FTF).

On average, incoming freshmen with DE credit bring in a semester’s worth of credits (around 15 credits). FTF at research universities and comprehensive universities in fall 2024 had the highest average DE credit hours earned at 15 hours. At the system level, the average DE credit earned by FTF decreased from 18 in fall 2020 to 15 in fall 2024. Average DE credit hours for FTF declined across all sectors and can be primarily attributed to HB 444 which limited dual enrollment to 30 credit hours.

Number and Percent of First-time Freshmen with DE Credit by DE Location<sup>6</sup>



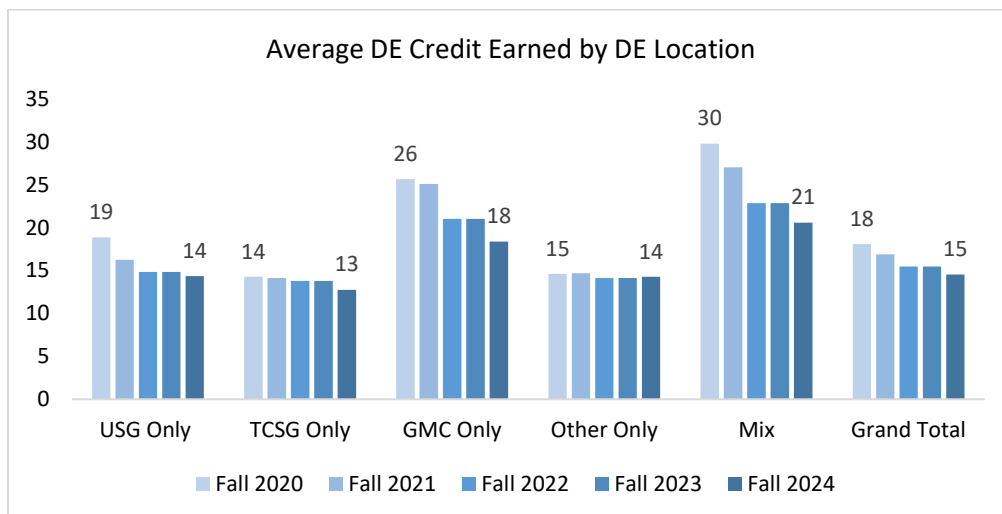
<sup>6</sup> DE location refers to where the student earned DE credit and includes the following mutually exclusive categories: USG only (DE credit from USG institutions exclusively), TCSG only (DE credit from Technical System exclusively), GMC only (DE credit from Georgia Military College exclusively), Other only (DE credit from non-USG, non-TCSG, and non-GMC, so would include credits from out of state or private institutions), and Mix (a mixture of any of these categories).



The preceding charts illustrate the number and percentage of USG FTF that bring in DE credit by where the DE credit was earned. Over the past five years, the percent of FTF earning DE credit exclusively from USG institutions has ranged from a low of 35% in fall 2020 to a high of 39% in fall 2022. While USG exclusive DE credit reached a peak in fall 2022, TCSG exclusive DE credit reached its lowest five-year level just below 30%. In fall 2024, the percent of students earning DE credit exclusively from USG and TCSG are very similar, at 36% and 35% respectively.

Sector information is provided in the Appendix; for research universities, the largest percentage of FTF with DE credit have DE credit from the USG only, while for most years in the other sectors, the largest percentage have DE credit from TCSG only.

Average DE Credit Earned by DE Location

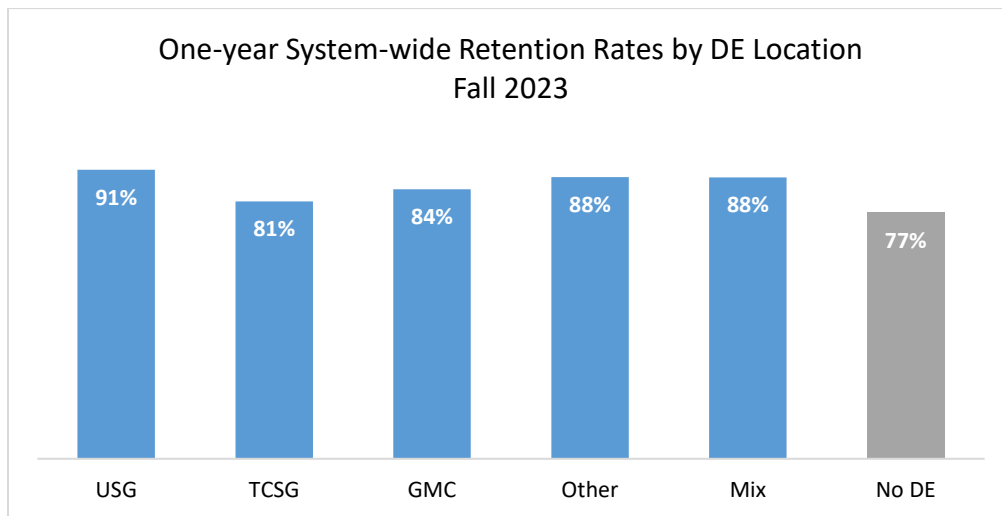
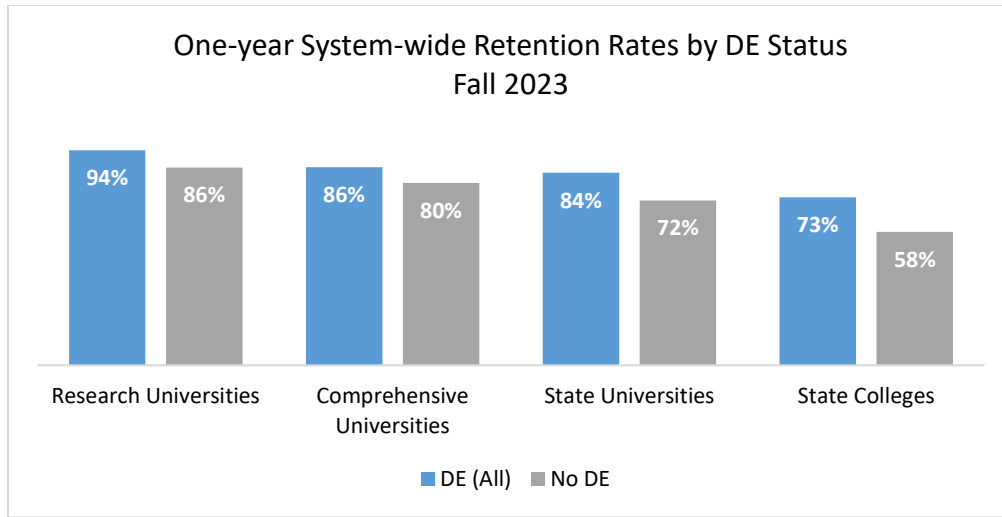


FTF who earned DE credit from a combination of locations (Mix category) earned the greatest amount of DE credit on average, though the average has decreased over the past five years (from 30 to 21 credit hours). This is not surprising considering that students attending a mix of locations likely enrolled for more than one term. The second highest credit earned on average occurred at GMC; however, it is important to note that the number of FTF earning DE credit exclusively from GMC is small (702 students in fall 2020 and 812 students in fall 2024).



## 4.2 Postsecondary Outcomes by Dual Enrollment Status

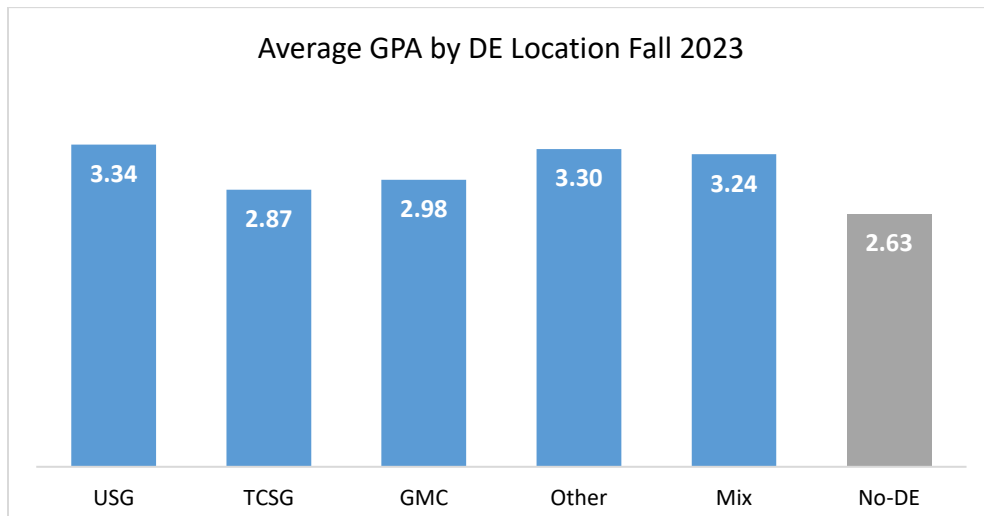
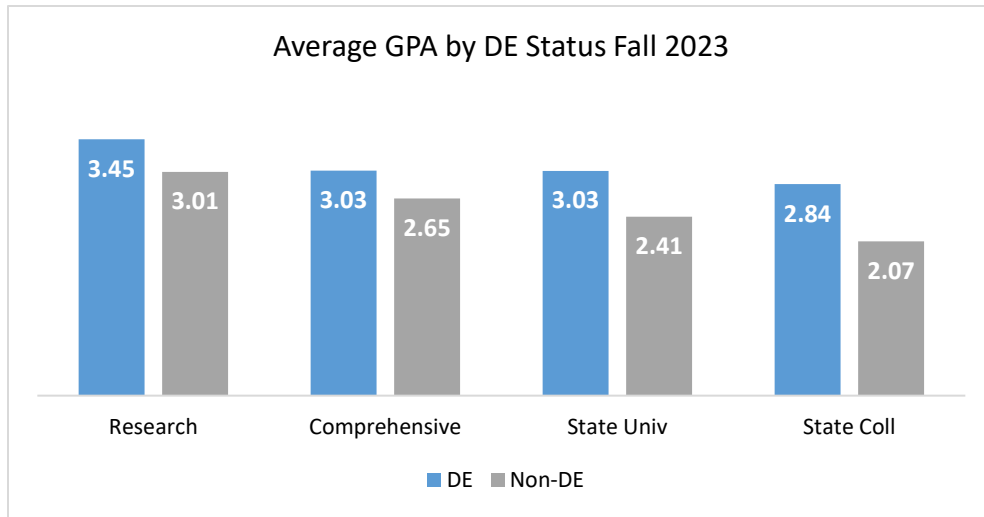
### Retention Rates for First-time Freshmen by DE Status



One year, system-wide retention rates<sup>7</sup> for FTF in fall 2023 are presented above. The retention rate indicates, for the cohort of fall 2023 FTF, the percentage of students who were enrolled in a USG institution in fall 2024. 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 colleges and state universities. 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 (91%).

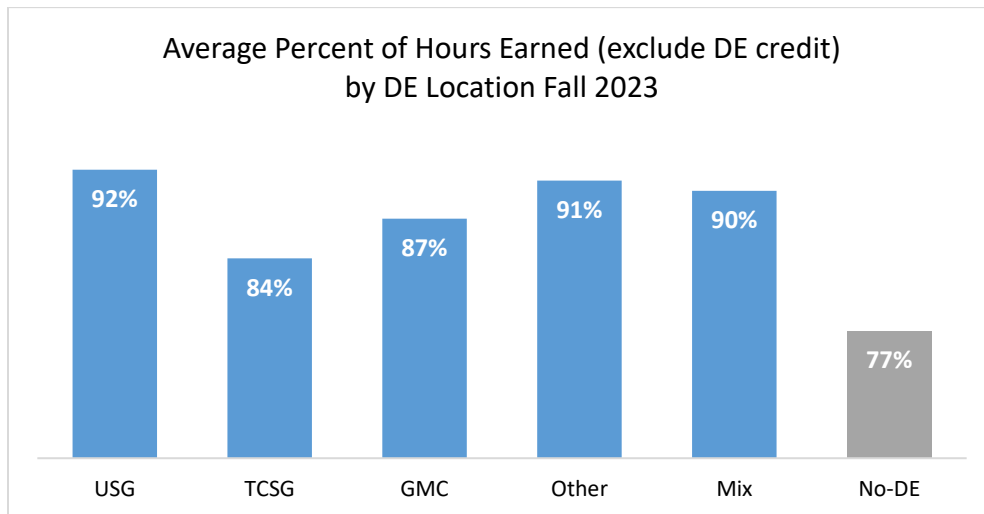
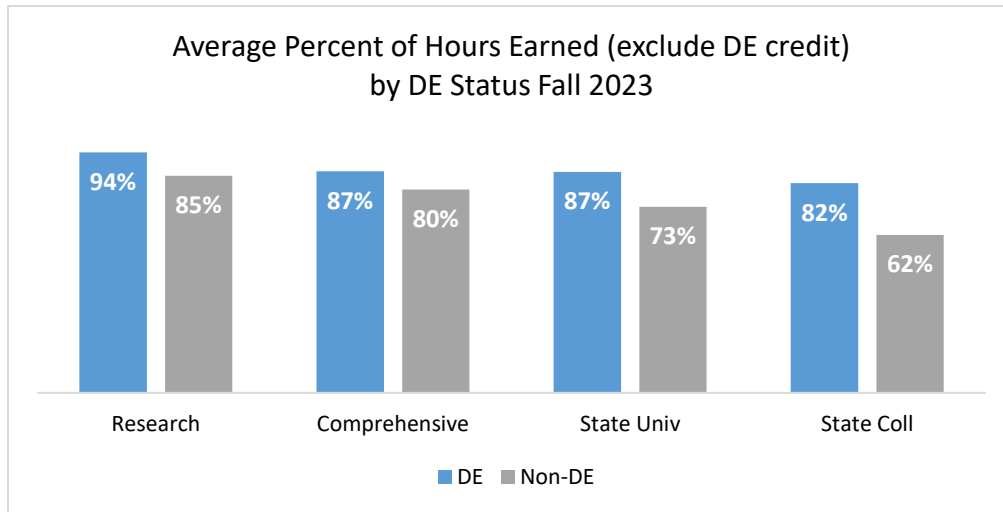
<sup>7</sup> System-wide retention rates are the percentage of students retained at any USG institution, not only those retained at the institution where they initially matriculated.

Average First-year College GPA for First-time Freshmen by Sector and DE Status



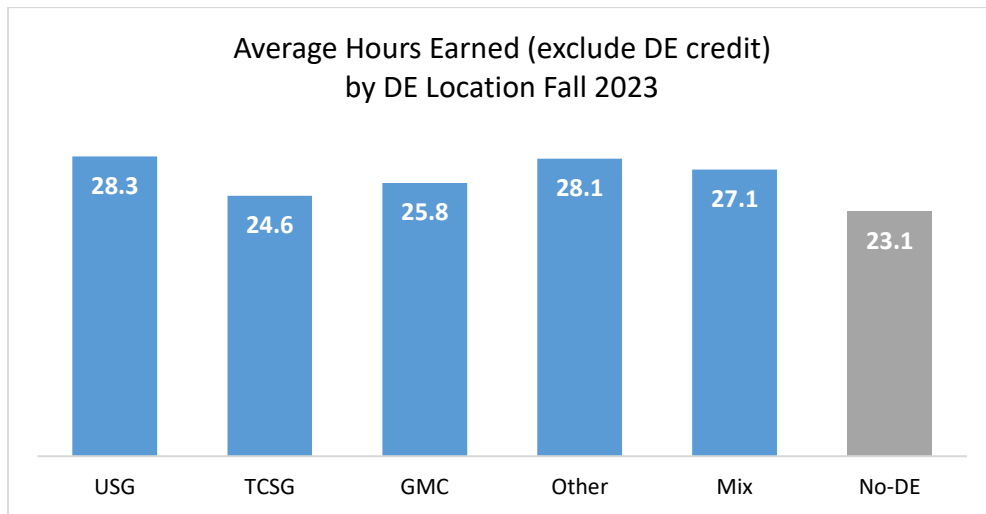
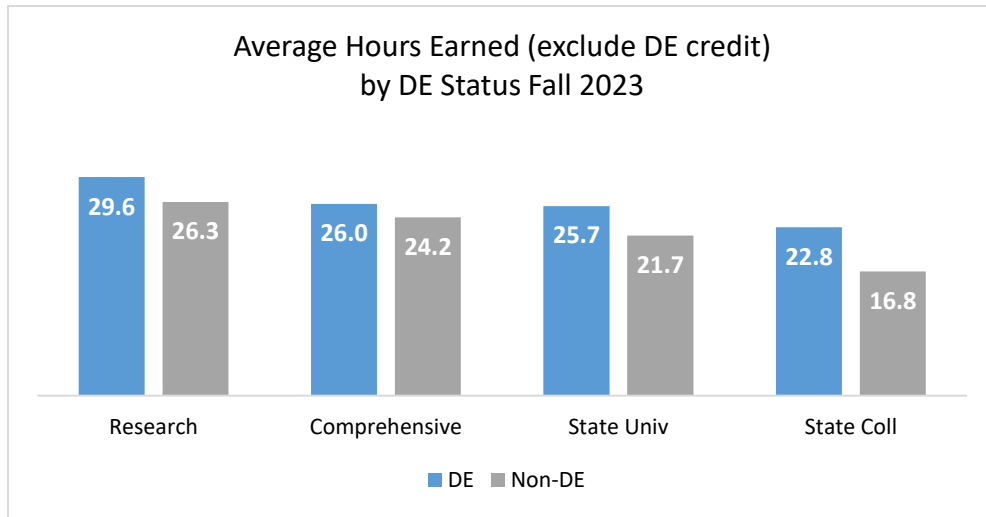
The average cumulative GPA earned at the end of the first academic year for fall 2023 FTF is presented above. At the sector level, average cumulative GPA is higher among students who earned DE credit compared to non-DE students in every sector. At the system level, DE students (regardless of DE location), have a higher cumulative GPA than non-DE students. The highest average college GPA is observed for students who earned DE credit at USG institutions only (6,568 students), followed by those who earned DE credit at 'Other' locations (2,937 students). The 'Other' category indicates credits that are earned outside of USG/TCSG/GMC and would include out-of-state or private institutions.

Average Percent of Hours Earned (out of hours attempted) for First-time Freshmen by Sector and DE Status



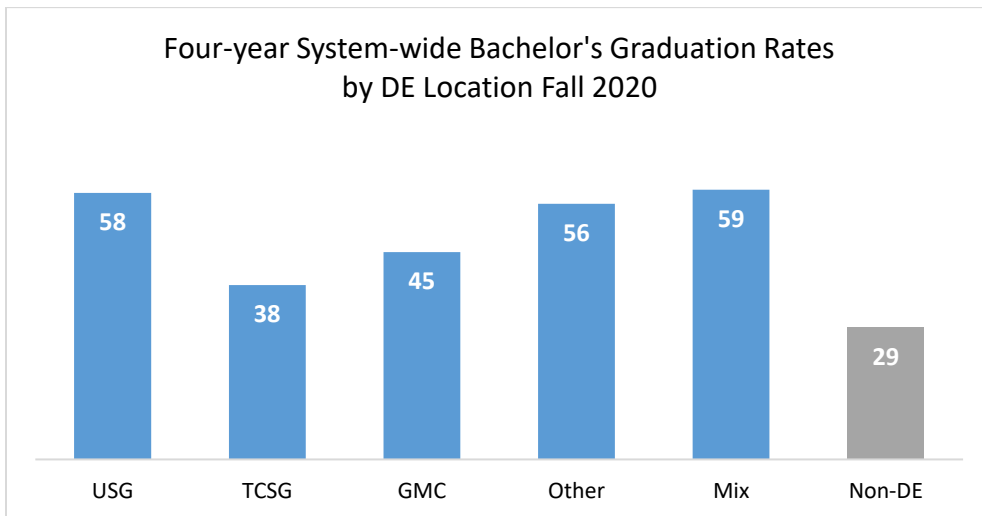
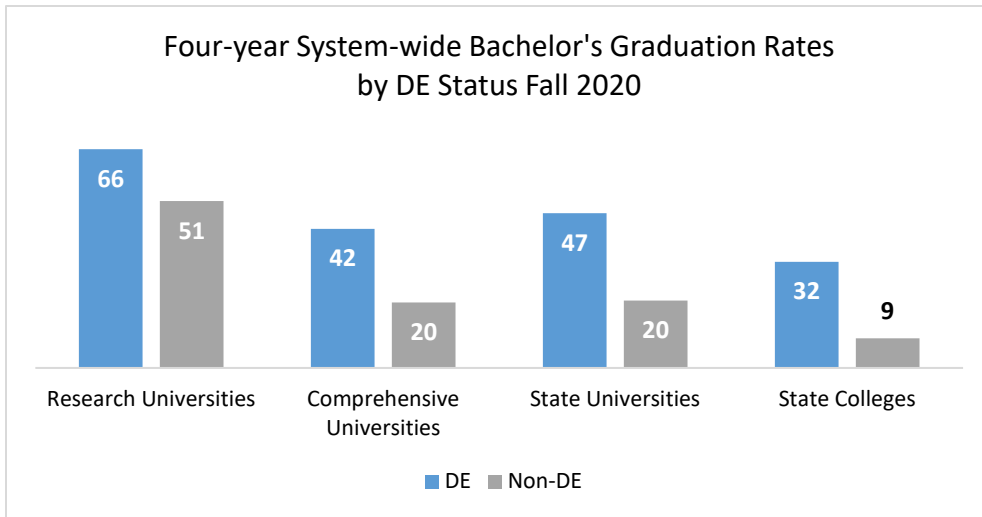
The average percentage of credit hours earned at the end of the first academic year for fall 2023 FTF is presented above (excluding credit earned through dual enrollment). The average percentage of hours earned is consistently higher among students who earned DE credit compared to non-DE students, regardless of where DE credit was earned. The highest average percent of hours earned is observed for students who earned DE credit exclusively at a USG institution (92%), followed closely by students who earned DE credit in the 'Other' category (91%).

Average Total Hours Earned for First-time Freshmen by Sector and DE Status



The average total credit hours earned (excluding DE credit) by the end of the first academic year for fall 2023 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 exclusively at a USG institution, followed closely by students who earned DE credit in the 'Other' category.

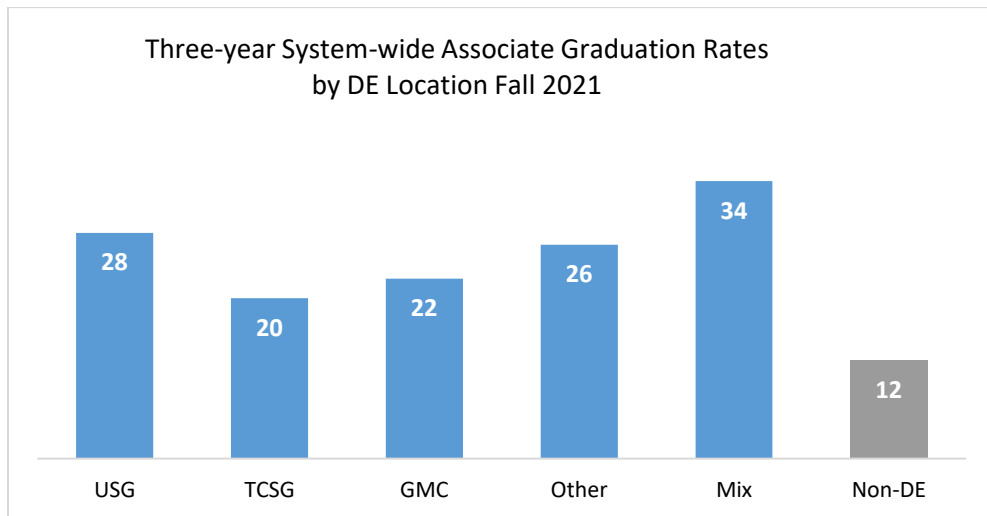
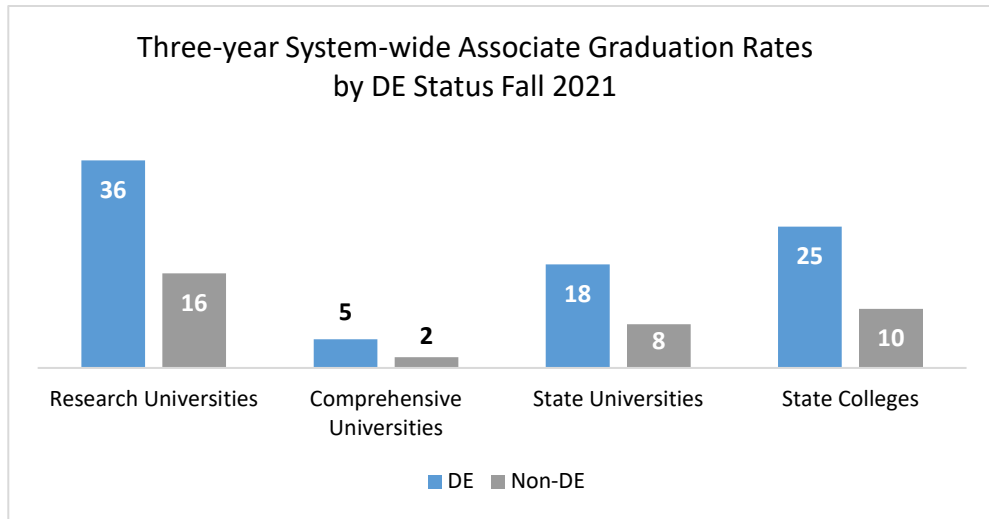
Bachelor's Graduation Rates for First-time Freshmen by DE Status



These charts illustrate the four-year, system-wide bachelor's graduation rates<sup>8</sup> for the fall 2020 cohort. In all sectors, graduation rates are higher for FTF with DE credit than FTF without DE credit, ranging from a 15-percentage point difference in the research university sector to a 27-percentage point difference in the state university sector. 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 at a USG institution.

<sup>8</sup> System-wide graduation rates are the percentage of students who graduated with a bachelor's degree at any USG institution within four years, not just those who graduated from the institution where they first matriculated.

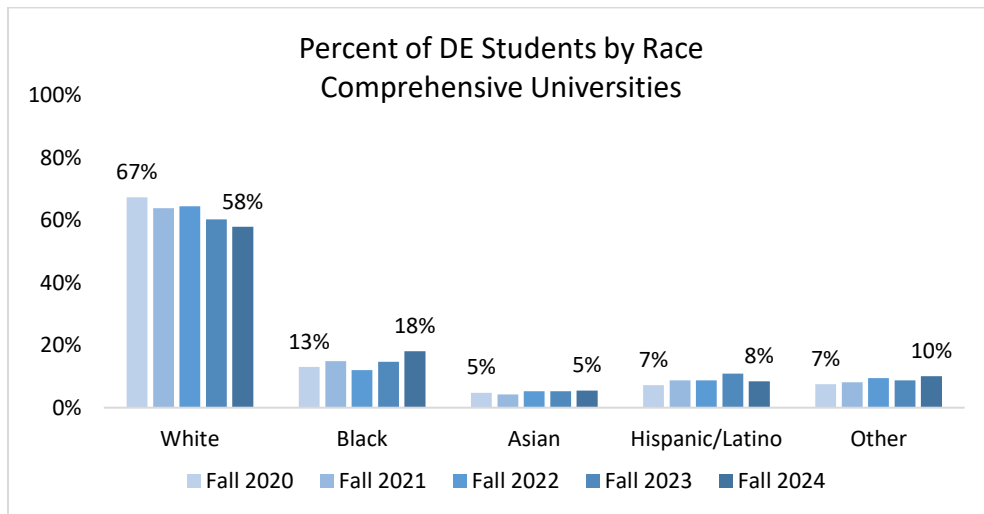
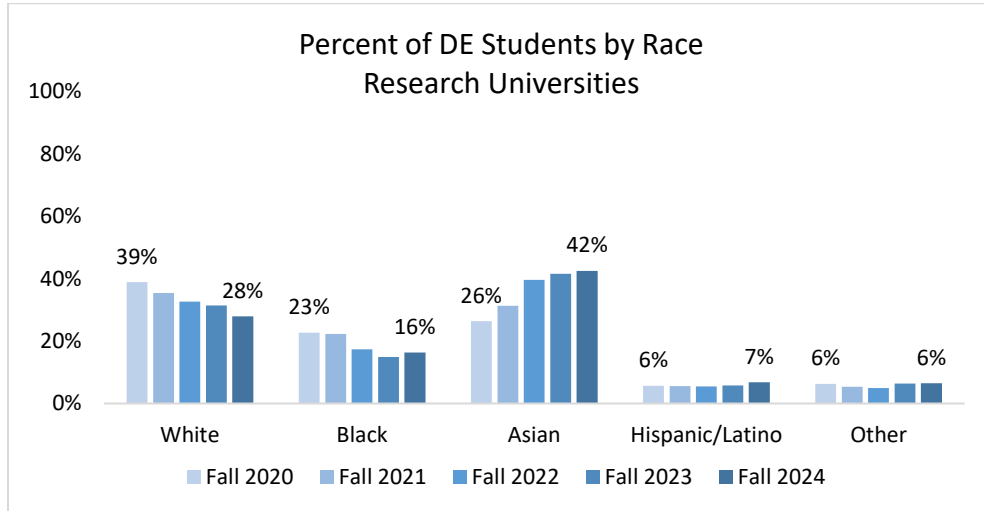
Associate Level Graduation Rates for First-time Freshmen by DE Status

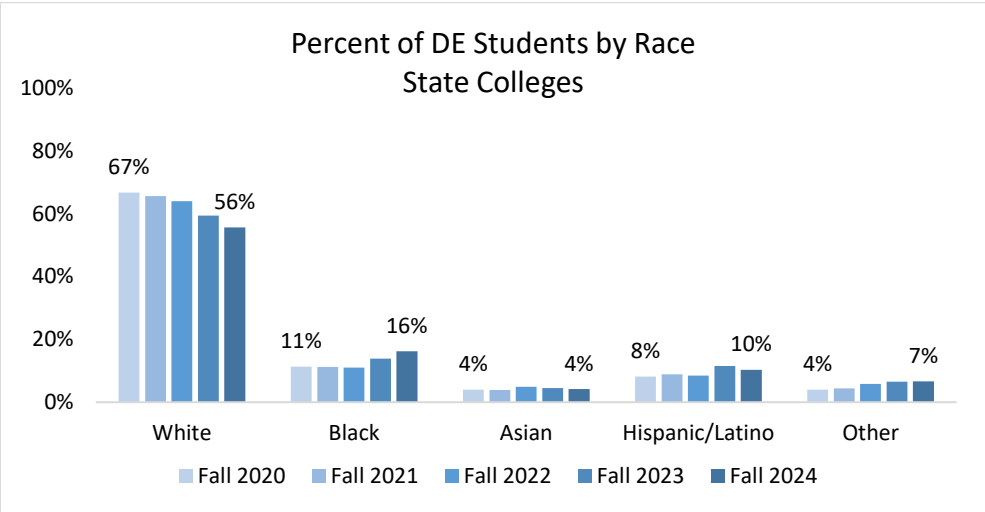
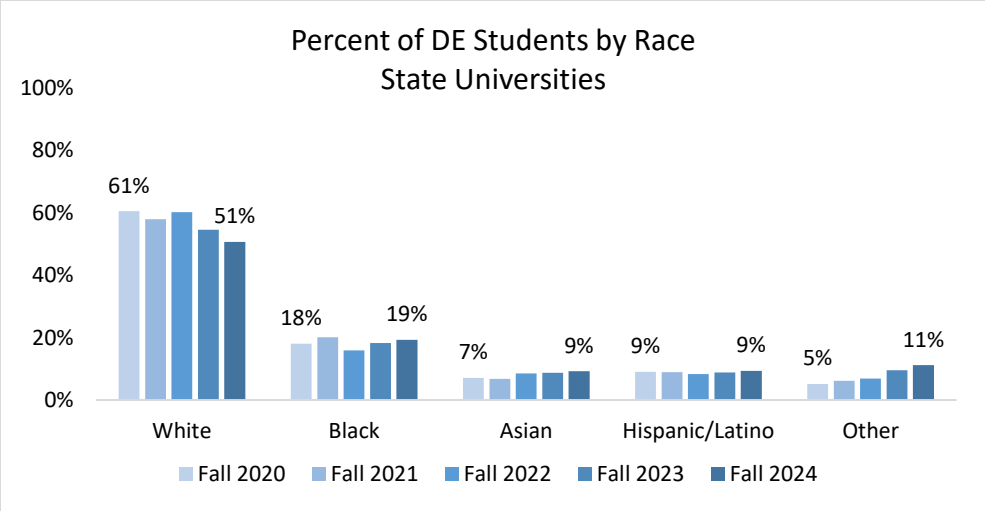


These charts illustrate the three-year, system-wide associate level graduation rates for the fall 2021 cohort. FTF with DE credit had higher graduation rates than non-DE FTF in all sectors of the USG. For state colleges (the sector with the largest number of associate degree seekers), three-year graduation rates were about 15 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.

## Appendix

### Section 2: DE Participation by Race and Sector

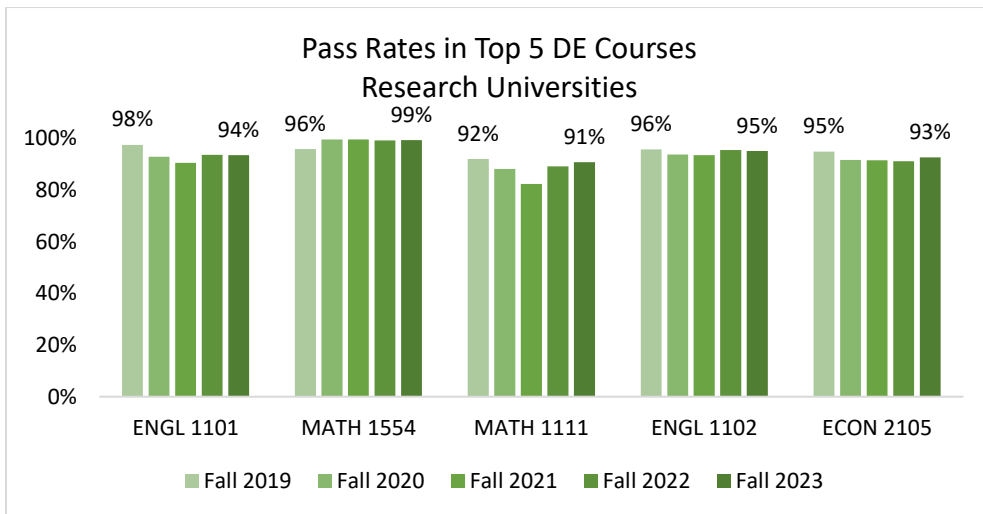
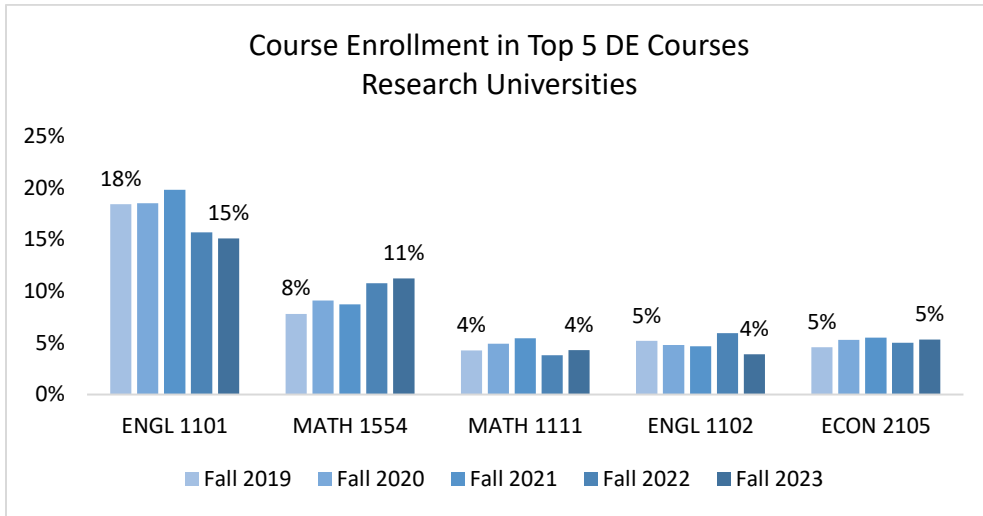




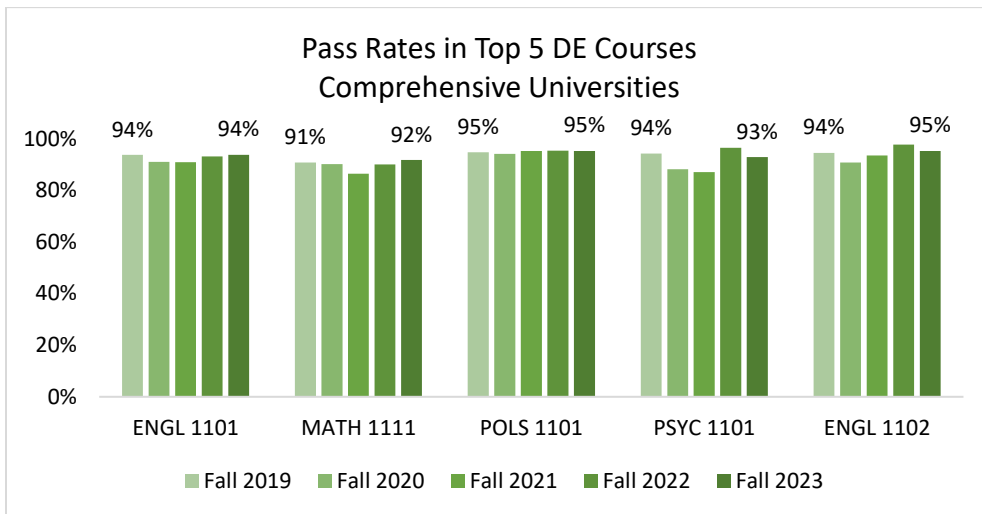
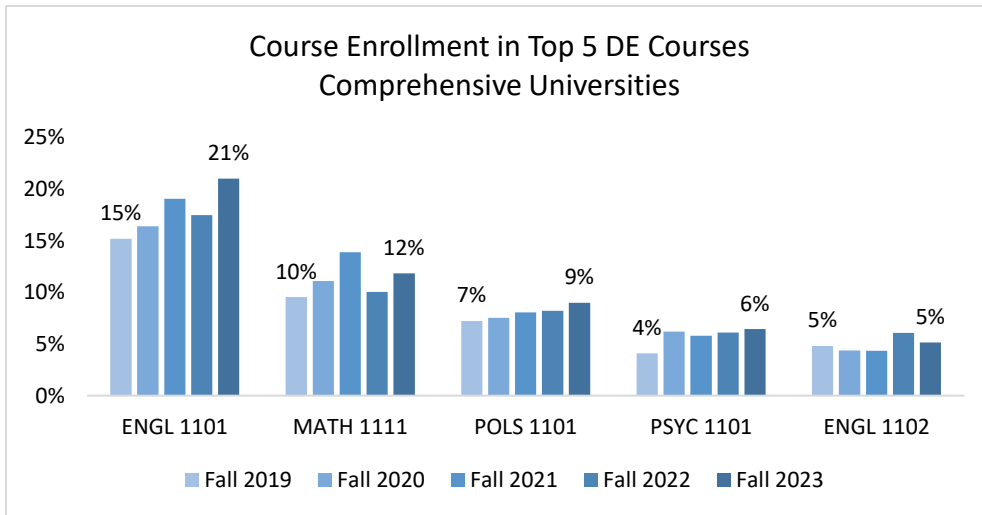


Section 2: Percent of Top Five Courses Among All DE Courses by Sector

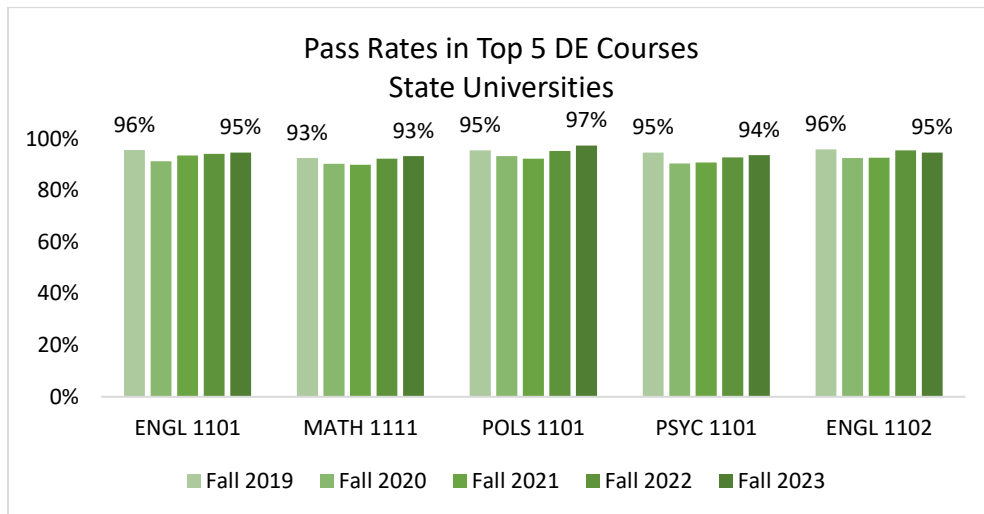
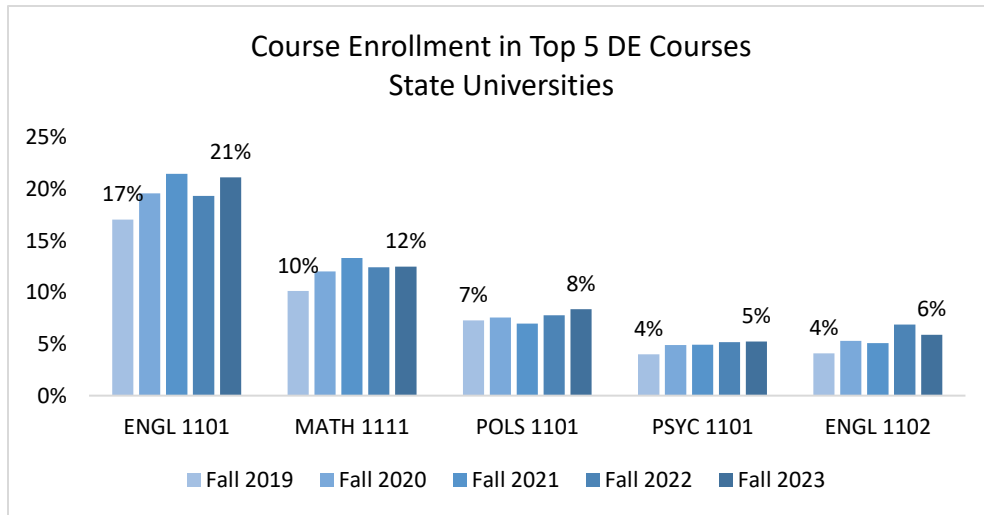
Research Universities



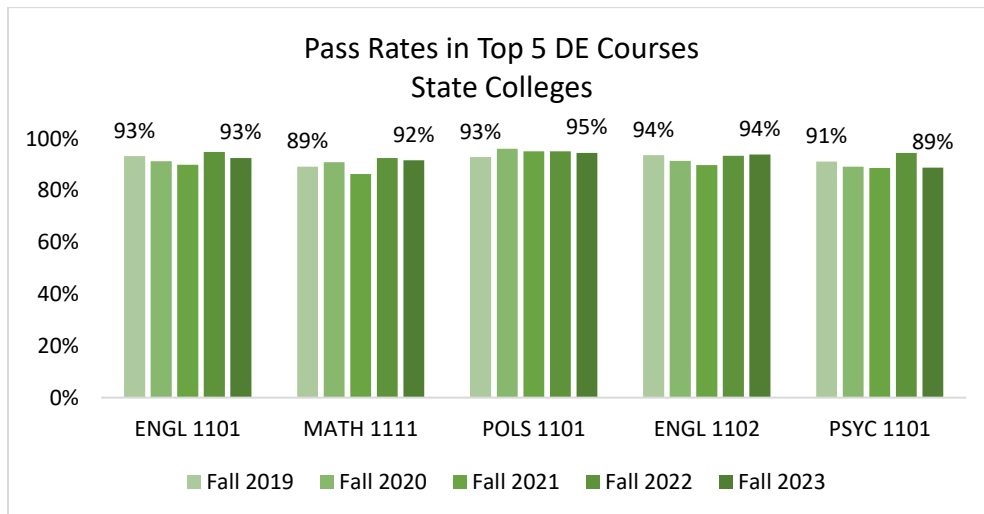
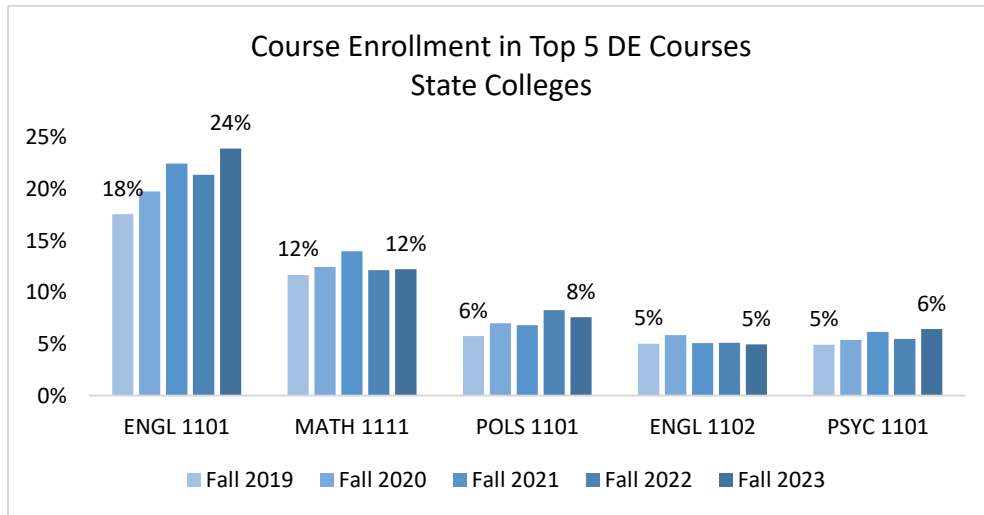
Comprehensive Universities



State Universities



State Colleges



Section 3: Conversion of DE Students to FTF by Institution

University of Georgia Dual Enrollment to FTF Number of DE students (Summer 23-Spring 24) Conversion to USG School as FTF in Fall 2024			
Institution	Number of DE Students	Enrolled as FTF in Fall 2024 at any USG School	Enrolled as FTF in Fall 2024 at DE school
Augusta University	251	172	75
Georgia Institute of Technology	872	651	533
Georgia State University	2,346	1,410	332
University of Georgia	152	126	108
<b>Research Universities</b>	<b>3,621</b>	<b>2,359</b>	<b>1,048</b>
Georgia Southern University	827	570	357
Kennesaw State University	906	628	409
University of West Georgia	852	440	159
Valdosta State University	390	216	89
<b>Comprehensive Universities</b>	<b>2,975</b>	<b>1,854</b>	<b>1,014</b>
Albany State University	88	53	8
Clayton State University	688	413	48
Columbus State University	300	188	113
Fort Valley State University	18	3	1
Georgia College & State University	31	21	3
Georgia Southwestern State University	198	136	43
Middle Georgia State University	427	285	70
Savannah State University	57	20	
University of North Georgia	1,249	861	339
<b>State Universities</b>	<b>3,056</b>	<b>1,980</b>	<b>625</b>
Abraham Baldwin Agricultural College	378	262	119
Atlanta Metropolitan State College	93	48	1
College of Coastal Georgia	331	199	54
Dalton State College	398	252	159
East Georgia State College	280	183	30
Georgia Gwinnett College	524	377	87
Georgia Highlands College	342	153	15
Gordon State College	324	223	71
South Georgia State College	234	139	60
<b>State Colleges</b>	<b>2,904</b>	<b>1,836</b>	<b>596</b>
<b>System Total</b>	<b>12,556</b>	<b>8,029</b>	<b>3,283</b>

See Footnote 4 in the text.

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

